Winter 2023 MAP Data Analysis
Sonora Elementary

MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. MAP assessments also provide detailed, actionable data about where each child is on his or her unique learning path. Use your Winter MAP data to fill out the following table.

Reading - 3 year Winter trend

	2021 50th %ile	2022 50th %ile	2023 50th %ile	2021 Met Growth	2022 Met Growth	2023 Met Growth *Fall to Winter*
K	58%	44.9%	44.0%	61.5%	44.0%	45.9%
1st	37.7%	43.0%	54.0%	37.3%	44.4%	46.2%
2nd	36.6%	37.2%	35.0%	48.8%	36.6%	35.1%
3rd	40.2%	37.8%	43.0%	50.0%	31.6%	37.0%
4th	36.1%	32.4%	34.2%	46.9%	34.0%	32.7%
5th	47.5%	42.4%	43.0%	56.0%	50.6%	45.5%

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	2021 50th%ile	2022 50th%ile	2023 50th%ile	Difference 22 to 23
K	58%	44.9%	44.0%	No cohort data
1st	37.7%	43.0%	54.0%	+9.1%
2nd	36.6%	37.2%	35.0%	-8.0%
3rd	40.2%	37.8%	43.0%	+5.8%
4th	36.1%	32.4%	34.2%	-3.6%
5th	47.5%	42.4%	43.0%	+10.6%

- Analyze your data longitudinally by cohort (example K to 1st 2023, 1st 2022 to 2nd 2023) for students hitting the **_50th percentile_**.
  - Kindergarten
    - Glows: The purple cohort grew by nearly 10% once going to 1st. We are in the midst of our phonics first layer 1 instruction. We have plans to implement more comprehension to further the growth.
    - Grows: The winter percentages have dropped slightly with the pink cohort, meaning we need to grow them all the more from winter to spring. We have uncovered all of layer 1 on the sound wall to help students that are ready for that exposure.
  - 1st Grade

- ○ Glows: First grade is steadily growing. Phonics First and Secret Stories are helping us grow our readers. SST tier 2 support is showing growth as well.
- ○ Grows: Need to find a way to support 2nd grade. Students are having to read their test in 2nd grade instead of having it read to them. We know that comprehension is 2 levels above reading level when it is read to you.
- 2nd Grade
  - ○ Glows: CFA and CSA data shows growth in literacy essential standards. Student reading levels have increased from fall.
  - ○ Grows: 2nd grade had a significant decrease in students meeting the 50th percentile in reading. We have a plan to meet with SST to analyze student data kid-by-kid. We will also be taking a close look at our Tier 1 instruction to formulate a plan to fill in the foundational skills students are missing. We will be taking a closer look at our MAP data and determining how to intervene more effectively.
- 3rd Grade
  - ○ Glows- We made a 3 point growth in the 3 year data and a 10 point growth in these same students from their 2nd grade year.
  - ○ Grows: We are implementing a new tier 2 and tier 3 instructional time. Students are grouped based on reading level and fluency rate. Close reading and fluency checks with one grade level passages are implemented daily.
- 4th Grade
  - ○ Glows: When we didn't see growth on MAP we immediately took action and reworked our tier 2 and 3 instruction groups. Our team has a positive attitude and a willingness to make changes to best grow our kids.
  - ○ Grows: 44 of our fourth graders are below the 40th% and did not meet their growth expectations. When we went kid by kid, we looked at multiple data points to ensure that we are addressing all parts of Scarbrough's rope in our new intervention groupings. We are going to not only use CSAs and CFAs, but also the MAP continuums by RIT levels.
- 5th Grade
  - ○ Glows: 5th Grade has seen an increase in cohort scores. We attribute that to the work 4th grade teacher began, the tier 3 and tier 2 interventions with Julie, Jessica, and Moira and their team. Our work with fluency has also positively impacted our student growth.
  - ○ Grows: In order to continue to grow more students to the 50th percentile, we will continue to work to strengthen our tier 1 instruction.
- Overall
  - ○ Glows:
    - ○ Cohort data shows growth in 3 grade levels: 1st grade, 3rd grade, and 5th grade.
    - ○ 1st and 5th grade also showed growth in fall to winter % growth.
    - ○ The grade levels with growth have developed solid plans with reading, with a strong focus on Tier 1. They do a deep dive into all the data they have on students (Map - strand data, CFAs, and CSAs.
  - ○ Grows:
    - ○ Two grade levels had a decrease in the % of students meeting the 50th%ile.
    - ○ Analyze data kid-by-kid in the grade levels who did not show positive growth in the number of students meeting the 50th%ile.
    - ○ Analyze the literacy blocks and instructional strategies being used in the grade levels who did not show positive growth in the number of students meeting the 50th%ile.
    - ○ Support new teachers and new to the grade level teachers in the grade levels who did not show positive growth in the number of students meeting the 50th%ile.
    - ○ Next year all new teachers to Sonora will receive a coaching cycle in 1st nine weeks in literacy.

[Sonora Elementary MAP Data Winter 2022](#)

	2021 Met Growth	2022 Met Growth	2023 Met Growth	Difference 22 to 23
K	61.5%	44.0%	45.9%	No cohort data
1st	37.3%	44.4%	46.2%	+2.2%
2nd	48.8%	36.6%	35.1%	-9.5%
3rd	50.0%	31.6%	37.0%	+0.4%
4th	46.9%	34.0%	32.7%	+1.1%
5th	56.0%	50.6%	45.5%	+10.6%

Analyze your data longitudinally by cohort (example K 2022 to 1st 2023, 1st 2022 to 2nd 2023) for students meeting their **_growth goal_**.

- Kindergarten
  - Glows: The purple and pink cohorts have grown slightly, by about 2%. We all have made MAP goal sheets for the students to use while taking their test.
  - Grows: The cohorts overall from 2021 have declined from 60+%. We intend to be more specific and personal in their goal setting moving forward.
- 1st Grade
  - Glows: While the numbers do not show this, something to factor in, is the students original score. The higher the score, the harder it is to make that growth goal. Our students are growing and are always wanting to beat the graph expectation.
  - Grows: We will continue to help students set their goals and be more specific in our OWL groups to help them get there.
- 2nd Grade
  - Glows: Many students were very close to meeting their growth goal. We are more focused than we have been in previous years with our work on essential standards.
  - Grows: 2nd grade had a significant decrease in students meeting their growth goal in reading. We have a plan to meet with SST to analyze student data kid-by-kid. We will also be taking a closer look at our Tier 1 instruction and formulate a plan to fill in the foundational skills students are missing. We will be taking a closer look at our MAP data and determining how to intervene more effectively.
- 3rd Grade
  - Glows: Our grade level is implementing 4 structured reading times throughout the day. Every student receives a Tier 1 Reading Lab, then students are receiving a block of Tier 2 and tier 3 reading instruction. Just starting this week we are using MAP data to implement a third instructional time based on the strand the student scored the lowest, finally all students are receiving on grade level Phonics instruction.
  - Grows: More consistently use MAP data, student by student to identify needs and group based on strand deficits seen.
- 4th Grade
  - Glows: The cohort data does not have a significant increase; instead it has been maintained. We are revisiting our essential standards and making learning ladders for each standard. We are modifying our assessments to match our ladders and to increase the DOK rigor.
  - Grows: We are not pleased with our students meeting their growth goals. 44 of our fourth graders are below the 40th% and did not meet their growth expectations. When we went kid by kid, we looked at multiple data points to ensure that we are addressing all parts of Scarbrough's rope in our new intervention groupings. We are going to not only use CSAs and CFAs, but also the MAP continuums by RIT levels.

- 5th Grade
    - Glows: 5th Grade has seen an increase in cohort scores. We attribute that to the work 4th grade teachers began, the tier 3 and tier 2 interventions with Julie, Jessica, and Moira and their team. Our work with fluency and targeting essential standards has also positively impacted our student growth.
    - Grows: To continue to move students to meet their growth goals we have added to the work to our reading plan. We are incorporating close reading strategies to our fluency passages, deepening the comprehension work, and adding choral reading.
- Overall
    - Glows:
        - Based on cohort data, which we don't have for K grade, all grade levels (except for 2nd grade) had more kids meet the fall to winter growth than the year previous.
    - Grows:
        - All grade levels, except first grade, had fewer students meet their growth goal in 2022 than in 2021; something to consider is the number of changes in personnel and curriculum that have occurred.

	2021 50th %ile	2022 50th %ile	2023 50th %ile	Difference 22 to 23
K	58%	44.9% → 44.0%		-0.9%
1st	37.7%	43.0% → 54.0%		+11.0%
2nd	36.6%	37.2% → 35.0%		-2.2%
3rd	40.2%	37.8% → 43.0%		+5.2%
4th	36.1%	32.4% → 34.2%		+2.2%
5th	47.5%	42.4% → 43.0%		+0.6%

- Do a comparison analysis (example 3rd 2022 to 3rd 2023) for students hitting the **_50th percentile_**.
    - Kindergarten
        - Glows: The percentage of students did not drastically drop as it did from 2021 to 2022. We marginally stayed the same. We have strategies in OWL to help propel the kids from one tier to the next.
        - Grows: The percentile has steadily decreased over the last few years. Although we feel comfortable in the current curriculum, we intend to employ a few extra tried and true strategies for Tier 1 instruction to increase this percentage.
    - 1st Grade
        - Glows: First grade has an 11% increase from last year to this year. We are tier 1 focused in phonics and reading.
        - Grows: We will continue to dig deeper into the content as we unpack standards and modify OWL groups. We have 3 math OWL groups going and 1 OWL group to support students that still need more than the tier 2 and 3 interventions.
    - 2nd Grade
        - Glows: The percentage of students has stayed fairly consistent over the 3 year comparison.
        - Grows: Continue to work with SST to ensure we are meeting specific student needs.
    - 3rd Grade
        - Glows: We had a 5.2% increase since 22. And a 3% increase from 21.
        - Grows: We believe we have set up good tier 2 and tier 3 systems for intervening and extending our students; however, we didn't start these groupings until early in the 2nd quarter. We feel confident that

what we are doing will make a difference but we just need more time to see the results. Also, as we are just starting flexible groupings based on MAP data, we are hopeful that our work there will also show great benefits to our students.

- 4th Grade
  - Glows: 4th grade grew 2.2%
  - Grows: Even though we showed an increase from 2022 to 2023, we are still not where we were in 2021 with students performing at or above the 50%tile.
- 5th Grade
  - Glows: 5th grade grew, not by much, from the previous year regarding students performing at the 50%tile. The 3 years have stayed within a 4 point range.
  - Grows: Even though we showed an increase from 2022 to 2023, we are still not where we were in 2021 with students performing at or above the 50%tile.
- Overall
  - Glows:
    - 1st grade has had more students at the 50th%ile over the last 3 years.
    - 3rd grade has the highest % of students at the 50th%ile over the last 3 years.
  - Grows:
    - There has not been a significant change based on the 3 year trend for 2nd, 4th, and 5th grades.
    - K has maintained from this year to last, but a decrease from 2 years ago.

	2021 Met Growth	2022 Met Growth	2023 Met Growth Fall to Winter	Difference 22 to 23
K	61.5%	44.0%	45.9%	+1.9%
1st	37.3%	44.4%	46.2%	+1.8%
2nd	48.8%	36.6%	35.1%	-1.5%
3rd	50.0%	31.6%	37.0%	+5.4%
4th	46.9%	34.0%	32.7%	-1.3%
5th	56.0%	50.6%	45.5%	-5.1%

- Do a comparison analysis (example 3rd 2022 to 3rd 2023) for students meeting their ***growth goal***.
  - Kindergarten
    - Glows: Our current winter growth increased from last year's winter growth.
    - Grows: We are still down significantly rom 2021 that met growth. We are going to implement some extrinsic motivation to help students achieve their growth goals.
  - 1st Grade
    - Glows: We are up 1.8% and hope to continue the rise. We still celebrate those students not meeting the goals that have already met an end of year expectation.
    - Grows: We will keep "digging deeper" to find new engagement opportunities for those high performers.
  - 2nd Grade
    - Glows: Many students are missing their growth goal by a point. We will continue to work on closing gaps with strong Tier 1 and Tier 2 interventions.
    - Grows: There was a slight decrease in students who met their growth.

- 3rd Grade
  - Glows:5.4% growth from 22 to 23. Though we still have a ways to go to get these students meeting growth from 21.
  - Grows: We too saw a need to push extension activities for our highest readers. Though they are able to read at high levels, we see a disconnect with their ability to close read test questions and answer choices and critically problem solve in testing situations. We have seen this in our CFAs as well and are working in tier 2 and MAP groups on test taking and critical comprehension skills.
- 4th Grade
  - Glows: We agree with 5th grade and have had several cross grade level conversations about this.
  - Grows: We are going to go forward with all our plans mentioned above as well as making sure we are pushing and adding quality enrichment AND extension for our students already performing above level.
- 5th Grade
  - Glows: In all honesty, there isn't much of a glow to report when strictly talking about just the numbers on the chart comparing year to year. However, they are not the same groups of students who are not coming in at the same spot every year as previous groups either. There were students that were performing above expected RIT for this point in the year that showed growth so that is a glow. Even so, they did not all meet their growth goal which is oftentimes difficult to do when scoring at higher levels on NWEA MAP.
  - Grows: Knowing what we know now, having implemented effective tier 2 and tier 3, we will focus on strengthening our tier 1 utilizing all parts of Scarborough's rope. We have a solid plan moving forward.

List the 10 students your school (in 3rd, 4th, and 5th) is targeting to move from <u>needs support to close</u> in reading on the ACT Aspire on the table below. Complete the data for each student

3rd Grade Reading

	Student Name	Fall 2022 RIT	Winter 2022 RIT	Growth	Overall Growth +/-
Coffman	Mason Hutchins	173	189	Y	+16
Johnson	Jase Harris	174	202	Y	+28
Sandy	Ian Benites	174	171	N	-3
Sandy	Sergio Guerrero	174	182	Y	+8
Hendrickson	Peighton Riley	175	176	N	+1
Hendrickson	Jalen Volavong	175	187	Y	+12
Coffman	Trinity Smith	176	183	N	+7
Hendrickson	Colten White	179	180	N	+1
Johnson	Kendra Outland	180	181	N	+1
Hendrickson	Jonathan Arriaza	180	183	N	+3
Sandy	Leo Guadarrama Rojo	180	182	N	+2

- Out of 11 kids, 9 kids (82%) made a point or more of growth from the 2022 Fall Reading MAP to 2022 Winter Reading MAP.
- 4 out 11(34.5%) students met the growth goal as determined by Map (fall to winter).

4th Grade Reading

	Student Name	Fall 2022 RIT	Winter 2022 RIT	Growth	Overall Growth +/-
McCartney	Simon Garcia-Henington	183	193	Y	+10
Palfreeman	Edwin Diaz-Becerra	188	205	Y	+17
Breshears	Preston Cobb	189	202	Y	+13
McCartney	Jaysean Joab	186	191	N	+5
Worthy	Paisley Ard	184	186	N	+2

Breshears	Presley White	178	193	Y	+15
McCartney	Serena Hippey	192	197	N	+5*
Breshears	Alexandra Diaz	182	188	Y	+6*
Breshears	Angelina Jeik	188	179	N	-9
Palfreeman	Capital Alee	181	180	N	-1

- Out of 10 kids, 8 kids (80%) made a point or more of growth from the 2022 Fall Reading MAP to 2022 Winter Reading MAP.
- 5 out of 10 (50%) students met their growth goal as determined by MAP.
- *2 students met their growth goal by 1 RIT point.

5th Grade Reading

	Student Name	Fall 2022 RIT	Winter 2022 RIT	Growth	Overall Growth +/-
Price	Roberto Ayala	187	201	Y	+14
Price	Cindy Santillano	194	203	Y	+9
Price	Nalia Amram	194	189	N	-5
Ebey	Addyson Shown	186	200	Y	+9
Ross	Benson Dominguez	186	188	Y	+2
Ebey	Genita Konet	187	202	N	+15
Ebey	Cody Garvin	191	203	Y	+12
Price	Ethan Ortiz	198	200	N	+2
Price	Lucyta Bolten	193	202	Y	+9
Price	Fernando Marquez	195	193	N	-2

- Out of 10 kids, 8 kids (80%) made a point or more of growth from the 2022 Fall Reading MAP to 2022 Winter Reading MAP.
- 6 out of 10 (60%) students met their growth goal as determined by MAP.

- Which students are showing adequate growth? (highlighted in green)
- Which students are not showing adequate growth? (highlighted in red)
- What are the next steps you will take to ensure the targeted students will move from <u>needing support to close</u> in reading?
  - We plan on analyzing students on a kid-by-kid basis to identify where they are not making progress; we need to determine if this is a phonological awareness, phonics, fluency, or comprehension issue. When we have this information, we will work with the classroom teachers to provide interventions for the gap in all three tiers. Each grade level has an identified T2 and T3 time.
  - A very strategic plan will be developed to ensure all teachers have tier 1 instructional support.

Math - 3 year trend

	2021 50th %ile	2022 50th %ile	2023 50th %ile	2021 Met Growth	2022 Met Growth	2023 Met Growth *Fall to Winter*
K	64.2%	62.5%	51.0%	59.0%	56.5%	38.4%
1st	46.8%	48.4%	55.4%	40.0%	38.9%	39.1%
2nd	51.2%	39.4%	45.0%	58.8%	35.5%	36.1%
3rd	37.1%	38.8%	29.0%	34.4%	42.3%	23.0%
4th	39.8%	34.6%	32.0%	54.3%	36.2%	32.4%
5th	50%	43.5%	34.8%	46%	40.5%	40.0%

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	2021 50th %ile	2022 50th %ile	2023 50th %ile	Difference 22 to 23
K	64.2%	62.5%	51.0%	**+1.9%**
1st	46.8%	48.4%	55.4%	**-7.1%**
2nd	51.2%	39.4%	45.0%	**-3.4%**
3rd	37.1%	38.8%	29.0%	**-10.4%**
4th	39.8%	34.6%	32.0%	**-6.8%**
5th	50%	43.5%	34.8%	**+0.2%**

- Analyze your data longitudinally by cohort (example K 2022 to 1st 2023, 1st 2021 to 2nd 2023) for students hitting the **50th percentile**.
  - Kindergarten
    - Glows: We have more than 50% of students in the 50th%ile
    - Grows: We need to calibrate T1 instruction and find motivators of our students that will help them want to grow and learn. We have broken apart our essentials even further to teach deeper, but perhaps we are going slower than we did last year.
  - 1st Grade
    - Glows: I need an emoji for this (the one gritting its teeth). While we are seeing a decline in the amount of students meeting the 50% in math for winter data, we are close to having ½ of the students meet it for 2022 and a little over ½ of the students are meeting it for 2023. We only have 5 students in tier 3 and 26 in tier 2, many of which are in the 40%+ and getting close.
    - Grows: We were down 15.8% for 2021-2022 and 7.1 for 2022-2023. We are still learning and working our way through data to help improve teaching strategies.
  - 2nd Grade
    - Glows: Students are showing growth on our CFA & CSA essential standard data.
    - Grows: We need more time to ensure our essential standards and Tier 1 instruction are aligned appropriately. We are going deeper in our essential standards but many of the "nice to knows" have not been taught yet, and those areas are assessed on MAP (time, money, measurement, shapes etc…) We have to ensure we are getting these in.
  - 3rd Grade
    - Glows: We are seeing growth in our CFA data and growth with intervention.groups in math.
    - Grows: We are working this year to make sure the rigor of our CFAs is there. We are also reviewing our essentials standards and shoring up Tier 1 instruction.
  - 4th Grade
    - Glows:
    - Grows:
  - 5th Grade
    - Glows: Students showed a small increase in performing at the 50%tile from the previous year. We can celebrate that we don't have a regression.

○ Grows: We need to continue strengthening tier 1 instruction, while continuing the work we have began with tier 2 and tier 3, in order to assure all students have access to grade level content and exposure to what is expected to perform at the 50%tile.

	2021 Met Growth	2022 Met Growth	2023 Met Growth Fall to Winter	Difference 22 to 23
K	59.0%	56.5%	38.4%	+1.9%
1st	40.0%	38.9%	39.1%	-7.1%
2nd	58.8%	35.5%	36.1%	-3.4%
3rd	34.4%	42.3%	23.0%	-10.4%
4th	54.3%	36.2%	32.4%	-6.8%
5th	46%	40.5%	40.0%	+0.2%

- Analyze your data longitudinally by cohort (example K 2022 to 1st 2023, 1st 2022 to 2nd 2023) for students meeting their **growth goal**.
  - Kindergarten
    - Glows: It seems many of the cohorts are in the 30% range. We are in good company… But this data does not show the high achievers that grew but did not grow by enough to meet their goals.
    - Grows: We have been working on SEL a lot more because we believe we won't be able to achieve much if we don't get to the root of the problems. However, it seems that it is reflecting in our data. We need to find a way to blend this to help us grow.
  - 1st Grade
    - Glows: Again with the emoji. When looking at the data, 6 students were 1 point shy of their goal and 13 students were 2 points shy. Most of these students are the ones scoring higher on the test.
    - Grows: We were down 20.1% for 2021-2022 and 17.4% for 2022-2023. We will continue "digging deeper" in the map data to help better guide us in teaching our students.
  - 2nd Grade
    - Glows: We are currently reviewing math MAP data to create a plan for more effective intervention.
    - Grows: Many students were just points away from meeting their growth goal. We will be working the 2nd semester to close those gaps.
  - 3rd Grade
    - Glows: We had many students grow on the last MAP, but not meet their growth goal. We are growing students. CFA data shows this.
    - Grows: Shoring up our essential standards and making sure that we are finding time to get in the nice to know standards. Many items tested on the MAP test are nice to know items or items we have not taught yet this year. We haven't taught any geometry yet.
  - 4th Grade
    - Glows: None. We have big work to do.
    - Grows: The proficiency level of the same group of kids has decreased. We have seen this and have taken immediate action. We have reworked our intervention groups and are going back to revise the learning targets in our essential standards.
  - 5th Grade

- ○ Glows: The group of students we are currently teaching went from 36.2% of them meeting their growth goal the previous grade level to this year 40% of them met their growth goal. That is movement in the right direction.
- ○ Grows: We need to continue strengthening tier 1 instruction, while continuing the work we have begun with tier 2 and tier 3, in order to assure all students have access to grade level content and exposure to what is expected to perform at the 50%tile.

	2021 50th %ile	2022 50th %ile	2023 50th %ile	Difference 22 to 23
K	64.2%	62.5% →	51.0%	-12.5%
1st	46.8%	48.4% →	55.4%	+7.0%
2nd	51.2%	39.4% →	45.0%	+5.6%
3rd	37.1%	38.8% →	29.0%	-9.8%
4th	39.8%	34.6% →	32.0%	-2.6%
5th	50%	43.5% →	34.8%	-8.7%

- ● Do a comparison analysis (example 3rd 2022 to 3rd 2023) for students hitting the **50th percentile**.
  - ● Kindergarten
    - ○ Glows: We have more than half of the students in the 50th%ile.
    - ○ Grows: The MAP data and the essential standards that we have picked may need to be realigned. The things that are on the test are not what we have been teaching into, necessarily. Although they align vertically, they don't necessarily align with what we have been digging into deeply.
  - ● 1st Grade
    - ○ Glows: We have an increase of 7% of students meeting the 50th percentile or more.
    - ○ Grows: We are still learning and working to live as the PLC. We will continue to work on and make adjustments as we figure this out.
  - ● 2nd Grade
    - ○ Glows: We have an increase of 5.6% of students meeting the 50th percentile.
    - ○ Grows: Our current essential standards do not always align with what the students are expected to do in MAP. This pertains a lot to our high achieving students. These are conversations we need to have as a grade-level.
  - ● 3rd Grade
    - ○ Glows: Hard to see a glow with this decrease, but I believe in the work we have been doing in the PLC process and with essential standard work.
    - ○ Grows: Staying consistent with essential standard work and rigorous CFAs.
  - ● 4th Grade
    - ○ Glows: We decreased by 2%.
    - ○ Grows: We will see gains after implementing our reworked plan for tier 2 and 3 math groups using the MAP learning continuum and our classroom data. We will also begin using the ST Math mappers in February.
  - ● 5th Grade

- ○ Glows: Although this isn't showing on the one number RIT score, we did see substantial gains in specific strands of math specifically on the ones we intervened on.
- ○ Grows: I think we will see the gains in the 50%tile if we stay the course. When focusing on essential standards, there are many areas that have not been addressed in tier 1 at this point in the year.

	2021 Met Growth	2022 Met Growth	2023 Met Growth	Difference 22 to 23
K	59.0%	56.5% →	38.4%	-18.1%
1st	40.0%	38.9% →	39.1%	+0.2%
2nd	58.8%	35.5% →	36.1%	+0.6%
3rd	34.4%	42.3% →	23.0%	-19.3%
4th	54.3%	36.2% →	32.4%	-3.8%
5th	46%	40.5% →	40.0%	-0.5%

- Do a comparison analysis (example 3rd 2022 to 3rd 2023) for students meeting their growth goal.
  - Kindergarten
    - ○ Glows: We are having success in our essential standards in math. The majority of students grew from fall to spring.
    - ○ Grows: We dropped nearly 20% of meeting growth goals. We will look at what is tested to see if it aligns with what we are teaching in our essential standards.
  - 1st Grade
    - ○ Glows: We are staying pretty consistent across the board. I do feel like scores should be taken into account for some of these students not quite making their expected growth score.
    - ○ Grows: We will look at different avenues to get those students that are missing their growth projection by 1 or 2 points to their projected score. Sometimes it can be that it has not been covered yet.
  - 2nd Grade
    - ○ Glows: 2nd grade had slight growth in the number of students who met their growth goal.
    - ○ Grows: We will look more specifically at the continuum report and determine strengths and areas of growth for students not meeting their growth goal.
  - 3rd Grade
    - ○ Glows: None
    - ○ Grows: All of the plans mentioned above, including digging deeper into MAP data student by student. Also working on close reading and stamina.
  - 4th Grade
    - ○ Glows: None
    - ○ Grows: I agree with 5th! We need to think about what has changed.
  - 5th Grade
    - ○ Glows: We maintained almost the same numbers from last year at this point to this year.
    - ○ Grows: We need to analyze what we did differently in 2021 than we have the past two years. Is it something in instruction or is it more to do with where the different groups were already performing when they entered 5th grade.