Sonora ES Spring 2022 MAP Data Analysis

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 **Spring** MAP data to fill out the following table.

Winter Map Data Analysis

Overall Reflection:

As the principal, I felt defeated when I compiled the data from NWEA Map. After watching teachers identify and un-pack essential standards, create common formative assessments, analyze data to determine interventions and extensions, and collaborate over and over again. I really anticipated seeing a change in the data trajectory. I know we are doing the right work; I know that change takes time to see results. Yet, how do I ensure that the staff doesn't feel deflated based on these scores after they have worked SO hard.

Our essential standards are not aligned to the high stakes test (ACT Aspire & NWEA Map). Instead, our essential standards are those standards that represent what the students must learn to reach high levels of learning, which are knowledge and skills of value across multiple disciplines. Therefore, we must trust the process and continue our work, at deeper levels while being reflective through the process.

Here are our planned next steps based on a professional development session with Dr. Barrett, our Solution Tree Consultant:

- Dr. Barrett is going to review our NWEA Map results alongside our essential standards.
- July 20th we will have a PD with Dr. Barrett. The intended goals for this day will set the stage for the work of 2022-2023.
    - Flash Back/Forward Process 21-22 to 22-23
    - Aligning essential standards with MAP
      Are our CFAs measuring what the MAP measures?
      Is it written similarly so that when they master an essential they will show that on MAP as well.
    - Transfer from old to new unpacking documents, which include DOK and executive skills
      Find executive skill tools to use
      Extensions/Interventions
    - Pacing Guide
      All essential standards to be taught before testing so that there is time to go back and intervene with those before testing.

Also, after reviewing data by teacher, it is obvious that we need to spend some time shoring up Tier 1. Some grade levels have a teacher that data is showing is a positive deviance. We already have some observations and conversations scheduled for crossgrade level and vertical conversations based on this data. We also will have a focus on extension time being used for 'nice to know' standards.

Reading (Cohort highlighted - diagonal)

	2021 50th %ile	2022 50th %ile	2021 Met Growth	2022 Met Growth
K	62.2%	52.6%	62.2%	47.4%
1st	37.3%	45.8%	37.3%	45.8%
2nd	45.5%	41.0%	53.2%	37.8%
3rd	39.1%	44.1%	29.3%	34.4%
4th	44.6%	42%	45.9%	40%
5th	48.4%	48.7%	59.3%	52.0%

☐ Analyze your data longitudinally by cohort (example K 2021 to 1st 2022, 1st 2021 to 2nd 2022) for students hitting the 50th percentile. What are your glows? What are your grows?

	2021 50th %ile	2022 50th %ile	Difference
Kinder to 1st	62.2%	45.8%	-16.4
1st to 2nd	37.3%	41.0%	+3.7
2nd to 3rd	45.5%	44.1%	-1.4
3rd to 4th	39.1%	42%	+2.9%
4th to 5th	44.6%	48.7%	+4.1%

Glows

- 3 out of 5 grade levels(2nd, 4th & 5th) exhibited positive growth in cohort data in terms of meeting the 50th %ile in Spring 2021 to Spring 2022.
- 4th grade: Went from 39% to 42% of students who met the 50th percentile. Cohort data shows that the same students went from 29.3% making growth to 40% making growth in reading. The added phonics instruction as well as a deeper focus on morphology made a positive impact. Lexia goal setting and progress monitoring also played a part.

Grows

- After reviewing district data, it appears there is an average drop of 15%-20% drop from K 2021 to 1 2022. Implementing a new curriculum with a decrease in language comprehension might have been part of the issue. We are already

addressing this for next school year.

- 2nd Grade: As we continue with phonics first and start our new reading curriculum next year we hope to see this difference in percentage continue to increase.
- 4th grade: As we start the 2022-23 school year, we will begin unpacking the reading standards and form common formative assessments that align with the standards. We will also be implementing the district curriculum and have a bigger focus on vocabulary instruction.

☐ Analyze your data longitudinally by cohort (example K 2021 to 1st 2022, 1st 2021 to 2nd 2022) for students meeting their growth goal. What are your glows? What are your grows?

	2021 Met Growth	2022 Met Growth	Difference
Kinder to 1st	62.2%	45.8%	-16.4
1st to 2nd	37.3%	37.8%	+0.50
2nd to 3rd	53.2%	34.4%	-18.8
3rd to 4th	29.3%	40.0%	+10.7
4th to 5th	45.9%	52.0%	+6.1

Glows

- 3 out of 5 grade levels exhibited positive growth in cohort data in terms of meeting growth from Spring 2021 to Spring 2022.
- 1st grade: One teacher had positive deviance with over 80% of the students meeting their growth goal. We will be having a Tier 1 Conversation to determine effective Tier 1 practices that can benefit all students. One strategy was uncovering the sound wall as students encountered sounds in their writing: i.e. ou.
- 4th grade: Cohort data from 3rd to 4th grade shows a 10% increase in the % of students meeting their fall to spring growth goal (see the glow in chart above).

Grows

- 2 out of the 5 grade levels dropped more than 15% in cohort data in terms of meeting growth from Spring 2021 to Spring 2022.
- 2nd grade : 37.8% of our students met growth the growth goal; yet, this growth was not statistically significant

☐ Do a comparison analysis (example 3rd 2021 to 3rd 2022) for students hitting the 50th percentile. What are your glows? What are your grows?

	2021 50th %ile	2022 50th %ile	Difference
K	62.2%	52.6%	-9.6
1st	37.3%	45.8%	-8.5
2nd	45.5%	41.0%	-4.5
3rd	39.1%	44.1%	+8.0
4th	44.6%	42.0%	-2.6
5th	48.4%	48.7%	+0.3

Glows

- 2 out of 5 grade levels exhibited positive growth in the 50th%ile in Spring 2021 and Spring 2022.
- 2nd grade: This group of students went from 37.3% in the 50th percentile to 41%
- 3rd grade glow: We had significant growth (8%) in students hitting the 50th percentile or higher.
- 4th grade: although we see a difference of -2, we did grow this cohort of kids from 39% to 42%

Grows

- 4 out of 5 grade levels exhibited negative growth, some as much as a 9% difference, in terms of meeting the 50th%ile in Spring 2021 and Spring 2022..
- 1st grade: We have plans to uncover the soundwall letters at a faster pace in order to make quicker grapheme/phoneme correlations
- 2nd grade: We will be starting phonics first further along since the students we will have next year will start on a higher layer since they have already had a year of the curriculum.

☐ Do a comparison analysis (example 3rd 2021 to 3rd 2022) for students meeting their growth goal. What are your glows? What are your grows?

	2021 Met Growth	2022 Met Growth	Difference
K	62.2%	47.4%	-14.8
1st	37.3%	45.8%	+8.5%
2nd	53.2%	37.8%	-15.4
3rd	29.3%	34.4%	+5.1
4th	45.9%	40%	-5.9
5th	59.3%	52.0%	-7.3%

Glows

- 2 out of 5 grade levels exhibited positive growth in terms of meeting growth goals in Spring 2021 and Spring 2022.
- 3rd grade glow: We had significant growth (5.1%) in students meeting or exceeding their growth goal.
- 4th grade: even though there is a decrease in growth, we grew this cohort of students by 11%;

Grows

- 4 out of 5 grade levels exhibited negative growth, some as much as a 15% difference, in terms of meeting growth goals in Spring 2021 and Spring 2022.
- 2nd grade: % of students meeting growth decreased; the team is already reviewing the pacing of phonics for next year.

Overall Literacy Glows & Grows:

Glows

- Kindergarten: Out of 91 total kids:
    - 74% mastered 52 letters
    - 56% mastered all 32 sounds (26 letters and 6 digraphs, which is not a standard for mastery)
    - We hand a good handful of kids that did not meet the mark by one or two items. Lots of good growth!
- 1st grade: We have observed increased vocabulary development as well as growth in Lexia, phonemic awareness, & reading levels. We are seeing a HUGE increase in decoding skills.
- 2nd grade: Our reading score will improve with the use of Phonics to help students become more fluent readers. We also will have the same testing environment for the testing all year.
- 1st & 2nd grade: We have plans to uncover the soundwall letters, based on authentic needs in student writing) at a faster pace in order to make quicker grapheme/phoneme correlations.
- 3rd grade:: Phonics first is helping kids fill gaps in their decoding skills. Kids are better readers and spellers (as evidenced by Layer 3 pre/post assessment data). Anecdotally, it is also working because kids use syllabication to decode words on their ACT Aspire scratch paper. We have never seen them do anything like that before.
- 4th grade: After looking at fall to spring data we were able to use the data to form additional intervention groups during our ELD time. We grouped students into vocabulary groups, information text, and narrative texts. We then used the Edulastic platform to intervene on standards aligned to the intervention area.
- 5th grade: When looking at winter to fall in isolation, the glow would be literature. When we first looked at MAP data in the fall and compared it to the student's ACT Aspire scores from 4th grade, Informational text was the area that we focused on. When looking at the winter data, we saw an increase informational, but literature had not grown. Therefore, we shifted our focus to a hybrid approach, working on both literature and informational text surrounding a historical time period.
- 5th grade: After looking from fall to spring, a glow would be in what we recognized at winter that changed our instruction in order to make gains in literature as well as informational. We were able to raise their percentile ranking in literature to match informational.We will discuss T1 instruction through the lens of teachers with highest percentages and what Tier 1 instructional strategies they used. This will occur before teachers leave in May.
- **Lexia Glows:**
  Our Lexia data shows significant growth of students either completing grade level material or working in and exposed to grade level material. After 2 years of Lexia, you can see that the gaps are lower in the primary grades. We expect to see these skills transfer.

Grade	% of students completing grade level material	% of students working in grade level material
K	92%	8%
1st	80%	20%
2nd	51%	33%
3rd	38%	38%
4th	66%	21%
5th	72%	15%

Grows

- K, 1, & 2: The implementation of Phonics First and Sounds Walls definitely was the right addition to our practice, but comprehension did not get the same amount of focus as in the past. With the new reading units and reading lab, we believe our students will show significant growth.
- 3rd grade: Continue to use the phonics scope and sequence as well as begin to isolate essential reading standards and facilitate tier 2 interventions. We will use ELD time flexibly as needed according to the data we gather in testing in the fall.
- 3rd grade We did use Winter MAP data to more intentionally use our ELD time in a more focused way. We may look at structuring ELD time differently based on MAP data. We will continue to work on our essential standards this next year as well as beginning to create assessments that truly show what students know.
- 4th Grade: a grow would be the scope and sequence of our literacy instruction as we begin to identify and unpack our essential standards. Additionally, we plan to implement morphology sooner in the year so that students are not only getting the phonics and syllabication but also the vocabulary component through roots, prefixes and suffixes.
- 5th grade (winter to spring) The focused work we did will show an impact on our ACT Aspire scores in reading. However, we did not see as much of the transfer to MAP in regards to informational and vocabulary from winter to spring. Our goal as a grade for next year is to use the learning continuum when unpacking essential standards and from the beginning look at how each standard is assessed on MAP and on ACT Aspire. In addition, to grow in MAP often students must move past current grade level standards. In this case, the unpacking of our essential standards while also making sure to include extensions should help in providing above level material to those students who are ready for it and need access to it in order to move across the MAP continuum.
- 5th grade (fall to spring): A grow would be in vocabulary. We focused on ACT Aspire vocabulary and time will tell if that paid off, but we need to study the continuum and identify what the problem is in growing their percentile ranking in vocabulary. This is confusing to me in the fact that we worked more on phonics, syllabication, morphology, and all other aspects of word study systematically than we ever have. We definitely need to analyze our students' beginning of the year MAP data in order to make an effective plan for vocabulary/word study for the 2022-2023 school year.

☐ List the 20 students your school 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

Reading

Student Name	Fall 2021 RIT	Winter 2022 RIT	Spring 2022 RIT	Growth Goal Met Fall to Winter (Y or N)	Met 50th% in ES	Growth Goal Met Fall to Spring (Y or N)	Showed Growth, yet did not meet growth goal
Leanna Burns	200	204	214	N	Y	Y	Y
Rowan Wever	188	189	192	N	N	N	Y
Cindy Santillano	196	199	201	N	N	N	Y

Madison Curtis	182	195	210	Y	N	Y	Y
Dixie Maze	201	203	210	N	Y	Y	Y
Harper Emlet	187	194	190	Y	N	N	Y
Benson Dominguez	187	187	189	N	N	N	Y
Arianna Hopwood	199	198	213	N	N	Y	Y
William Coffman	204	207	208	N	Y	N	Y
Kenlee McCoy	173	166	188	N	N	Y	Y
Neveah Cooley	167	196	196	Y	N	Y	Y
Serine Bolkiem	185	188	191	N	N	N	Y
Aleesha Bolstedt	208	211	213	N	N	N	Y
Jazmin Lemus	196	205	201	Y	N	N	Y
Jonan Joab	206	208	204	N	N	N	N
Kapono Ahio	213	209	216	N	N	N	Y
Landon Hellyer	159	196	154	Y	N	N	N
Jorge Beccera	186	192	201	N	N	Y	Y
Kevin Recendiz	191	200	204	Y	N	Y	Y

☐ Which students showed adequate growth? Which students are not showing adequate growth?

Glows

- 17 out of 19 students showed growth yet they did not all meet their growth goal based on MAP.

Grows

- 11 out of 19 students did not meet their fall to spring growth goal based on MAP.

Math

	2021 50th %ile	2022 50th %ile	2021 Met Growth	2022 Met Growth
K	68.9%	69.2%	70.3%	68.0%
1st	49.3%	48.8%	52.2%	45.2%
2nd	49.4%	42.2%	68.8%	48.8%
3rd	47.8%	46.7%	43.5%	29.3%
4th	52.7%	42.0%	73%	55.6%
5th	49.5%	47.4%	64.8%	40.8%

☐ Analyze your data longitudinally by cohort (example K 2021 to 1st 2022, 1st 2021 to 2nd 2022) for students hitting the 50th percentile. What are your glows? What are your grows?

	2021 50th %ile	2022 50th %ile	Difference
Kinder to 1st	68.9%	48.8%	-20.1
1st to 2nd	49.3%	42.2%	-7.1
2nd to 3rd	49.4%	46.7%	-2.7
3rd to 4th	47.8%	42.0%	-5.8
4th to 5th	52.7%	47.4%	-5.3

Glows

- 1st grade: We have noticed significant increases in fact fluency, students using various strategies, and a better understanding of base tens. Grouping students for OWL time really helped build a stronger mathematical foundation.
- 2nd grade: We have identified math essential standards, unpacked them, and created cfas for those. On the cfas that were given our student received Tier 2 instruction until we met at least 80% mastery.
- 3rd grade glow: Our grade level difference is the lowest of the grade levels. Each essential standard is at or above 80% mastery consistently for each common formative assessment. In the area essential standard, learning target #2 96% of our students showed mastery of that standard. Our essential standards included comparing fractions, equivalent fractions, area, division, fractions, and scaled graphs. For a more detailed look at our data, click here.
- 4th grade: We grew this cohort of students from 43.5% meeting growth in 3rd grade to 55.6% this year.

Grows

- 1st grade: We will correlate tier one instruction to better serve the needs of our kids.
- 2nd grade: We will create a scope and sequence for our math essential standards to make sure they are all covered before the spring MAP test.
- 3rd grade: Our next step we believe will help is working with Dr. Barrett to do some alignment and deeper discussion of tier 1.
- 4th grade: While our CSAs showed that 80%+ met mastery on essential standards, our next move will be to ensure that our assessments are rigorous and at higher DOK levels. Also, as well as providing enrichment opportunities, we are going to look at how we can incorporate the “nice to know” standards into our enrichment.

☐ Analyze your data longitudinally by cohort (example K 2021 to 1st 2022, 1st 2021 to 2nd 2022) for students meeting their growth goal. What are your glows? What are your grows?

	2021 Met Growth	2022 Met Growth	Difference
Kinder to 1st	70.3%	45.2%	-25.1
1st to 2nd	52.2%	48.8%	-3.4
2nd to 3rd	68.8%	48.8%	-20.0
3rd to 4th	43.5%	55.6%	+12.1
4th to 5th	73.0%	40.8%	-32.2

Glows

- 3rd grade glow: Our kids are making amazing growth on their essential standards. Each essential standard is at or above 80% mastery consistently for each common formative assessment. In the area essential standard, learning target #2 96% of our students showed mastery of that standard. Our essential standards included comparing fractions, equivalent fractions, area, division, fractions, and scaled graphs. For a more detailed look at our data, click here. At the beginning of the year, there were significant gaps in math understanding. For example, one of our first intervention groups was just basic one to one counting. Now many of those same kids are included in the 80% or more mastery in our essential standards.

Grows

- 3rd grade: Our next step we believe will help is working with Dr. Barrett to do some alignment and deeper discussion of tier 1. We also plan to work with Dr. Barrett's 3rd grade to make sure that the rigor of CFA's are high enough and aligned with 2nd and 4th.

☐ Do a comparison analysis (example 3rd 2021 to 3rd 2022) for students hitting the 50th percentile. What are your glows? What are your grows?

	2021 50th %ile	2022 50th %ile	Difference
K	68.9%	69.2%	-0.3
1st	49.3%	48.8%	-0.5
2nd	49.4%	42.2%	-7.2
3rd	47.8%	46.7%	-1.1
4th	52.7%	42.0%	-10.7
5th	49.5%	47.4%	-2.1

Glows

- 3rd grade: Our grade level difference is one of the lowest of the grade levels. Each essential standard is at or above 80% mastery consistently for each common formative assessment. In the area essential standard, learning target #2 96% of our students showed mastery of that standard. Our essential standards included comparing fractions, equivalent fractions, area, division, fractions, and scaled graphs. For a more detailed look at our data, click here. At the beginning of the year, there were significant gaps in math understanding. For example, one of our first intervention groups was just basic one to one counting. Now many of those same kids are included in the 80% or more mastery in our essential standards.

Grows

- 3rd grade: Our next step we believe will help is working with Dr. Barrett to do some alignment and deeper discussion of tier 1. We also plan to work with Dr. Barrett's 3rd grade to make sure that the rigor our of CFA's are high enough and aligned with 2nd and 4th.
- 4th- our next step is took look at our scope and sequence to map out our standards in a way that allows us to get all essentials taught before testing. We are also going to put a greater focus on aligning our Tier 1 instruction and best practices.

☐ Do a comparison analysis (example 3rd 2021 to 3rd 2022) for students meeting their growth goal. What are your glows? What are your grows?

	2021 Met Growth	2022 Met Growth	Difference
K	70.3%	68.0%	-2.3
1st	52.2%	45.2%	-7.0
2nd	68.8%	48.8%	-20.0
3rd	43.5%	29.3%	-14.2
4th	73%	55.6%	-17.4
5th	64.8%	40.8%	-24

Overall Math Glows & Grows:

Glows

- Kindergarten: 5 math essential standards, with 9 learning targets, were identified, vertically aligned, assessed. Students were provided intervention or extension as needed. On each essential standard, over 80% of the children achieved proficiency, with the lowest % being 82% and the highest being 97%.
- 1st Grade: With 4 essential math standards and 13 learning targets, between 55%-79% of students achieved proficiency. Interestingly, as the year progressed a higher number of students achieved proficiency. Our work within our OWL groups become more targeted.
- 3rd grade: Our kids are making amazing growth on their essential standards. Each essential standard is at or above 80% mastery consistently for each common formative assessment. In the area essential standard, learning target #2 96% of our students showed mastery of that standard. Our essential standards included comparing fractions, equivalent fractions, area, division, fractions, and scaled graphs. For a more detailed look at our data, click here. At the beginning of the year, there were significant gaps in math understanding. For example, one of our first intervention groups was just basic one to one counting. Now many of those same kids are included in the 80% or more mastery in our essential standards.
- 4th grade: 80% of the students mastered the essential standards where intervention was provided.
- 5th grade (NBOT): was the area we spent the most time intervening on. After teaching these students in 4th, I believe this is due to the fact that we were still recovering from the 9 weeks of lost instruction in 3rd grade (As I am sure was the case in every grade.)In multiplication and division, 80% of the students mastered the essential standards where intervention was provided.

Grows

- 1st grade: Increase goal to 80% of students meeting proficiency based on OWL interventions or extensions.
- 3rd grade: Our next step we believe will help is working with Dr. Barrett to do some alignment and deeper discussion of tier 1. We also plan to work with Dr. Barrett's 3rd grade to make sure that the rigor our of CFA's are high enough and aligned with 2nd and 4th.

- 4th and 5th grade: (OAT): We saw the smallest increase in students moving to the 50%tile in Operations and Algebraic Thinking. The conclusion that 5th grade has come to in this area is the carry over in the very specific skills in NOBT to OAT. Our formative data shows students grew in the essential standards intervened on. However, these skills are not necessarily being transferred into the multi step work in OAT. We identified this as an area of need for next year. We will start the year using 4th grade ACT Aspire Data and Beginning of the year MAP to determine our starting point for our scope and sequence. We will not depend upon anything from previous years. From now on our scope and sequence will be solely based on where students are when they get to us and we will unpack the standards with this in mind. *****This was based on winter to spring.****

☐ Share data glows with your group.
- Vertical collaboration 3-5th for ACT Aspire

☐ Share other ideas of how MAP data is used in your building to drill down to the student level.
- Sample 5th grade analysis

Fall 2021 to Spring 2022 MAP Data Comparison

Please use your Fall 2021 and Spring 2022 MAP data to complete the following charts:

Reading

	Fall 2021 50th %ile	Spring 2022 50th %ile	Spring 2022 Met Growth
K	57.9%	52.6%	47.4%
1st	43.4%	45.8%	45.8%
2nd	32.1%	41.0%	37.8%
3rd	45.2%	44.1%	34.4%
4th	42.0%	42.0%	40.0%
5th	44.0%	48.7%	52.0%

Math

	Fall 2021 50th %ile	Spring 2022 50th %ile	Spring 2022 Met Growth
K	61.3%	69.2%	68%
1st	55.4%	48.8%	45.2%
2nd	42.0%	42.2%	48.8%
3rd	44.1%	46.7%	29.3%
4th	42.4%	42.0%	55.6%
5th	52.6%	47.4%	40.8%

☐ What are your glows?
- Teachers collaborated more than ever before!
- Essential standards were identified and assessed.
- Each collaborative team completed at least two book studies.

☐ What are your grows?
- This year our CTMs really focused on the essential standards and common formative assessments in math.
- We did identify reading essential standards, but we did not complete a vertical alignment. That is part of our identified work for 2022-2023.
- Next year we will ensure that more of our CTM time is dedicated to ensure effective practices at Tier 1 in every class. This year the entire CTM was used to plan for the intervention/extension, which is only 30 minutes of the day.
- Next year, Lexia data will be integrated into our data analysis protocol.