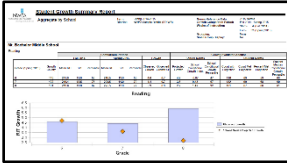


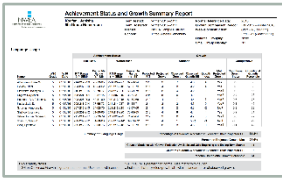


MAP Growth Reports

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Learning Outcomes:

- Access, interpret, and apply MAP growth reports
- Evaluate growth as a catalyst for change
- Enhance Assessment Literacy

Use this packet to make notes about the takeaway lessons from this session. What do you want to remember? Write it here. If a visual pops into your mind, sketch it here. When a question springs to mind, write it down before you forget it.

This is your opportunity to create your own handout with the key takeaway points that are most relevant to you and your work.

Do Now

Directions: From your pre-work, recall your and other participants' "Growth Ah-ha's" on the Padlet <http://bit.ly/2hVkiYh>. Use the student data card on your table to respond to the following prompts. Discuss this with your table group.

- What MAP elements do you recognize on this card?
- What elements would you need to know more about in order to have a conversation about this student?
- What might be something you'd like to learn more about?

❑ Communicating with Data Gallery Walk



Presenting Data Effectively



Norms



At least 3 data points

How might finding **something positive** in the data effect the conversation?

Are **norms** important for meeting, specifically data meetings? Why or why not?

What differences did you notice **after norms** were introduced?

Two data points give us a _____. Three data points **begin** to give us a _____.

How did introducing the data from the 3rd testing window impact the observations?

Communicating with Data Gallery Walk Protocol

Purpose

This protocol helps a group intentionally collaborate and interpret assessment data. It helps people make *factual* statements about what they see in the data, instead of making *inferences*.

Notes

- This protocol takes about 90 minutes to complete all 3 rounds. If short on time, feel free to have teachers complete the work in Round III on their own and then report back.
- After displaying the student data (e.g., grade level, content area, school-wide) have participants complete a Gallery Walk. During the Gallery Walk, staff will begin to answer the following questions:

Round I

1. At each chart staff should answer the following:
 - a. What do I see in this display of data? List 3 purely factual observations. Pointing out a positive fact is a good way to start.
 - b. In what ways might this data be helpful?
 - c. What are some things I am still wondering about?

At the end of Round I, the facilitator should lead the group in a discussion about what they observed about the data.

Round II

1. Is the **average** performance of students in my (grade, content area, school) improving or declining over time? How significantly?

At the end of Round II, the facilitator should lead the group in a discussion about what they observed about the data.

Round III

Using MAP's Achievement Status and Growth Summary Report (printed or online copies), have teachers examine data from fall to fall, fall to winter, fall to spring, winter to spring, winter to winter, or spring to spring. Teachers should answer the following about their students:

1. Which of my students are gaining ground? (Have teachers list students' names)
2. Which of my students are losing ground? (Have teachers list students' names)
3. Are students gaining ground at a rate that will close the achievement gap?
4. What further type of exploration might you want to do?

MAP Growth Reports



Typical growth

The _____ of the RIT **growth** that was **observed** in the latest NWEA _____ study for students who had the _____ starting RIT score in the _____ grade in the _____ testing season.



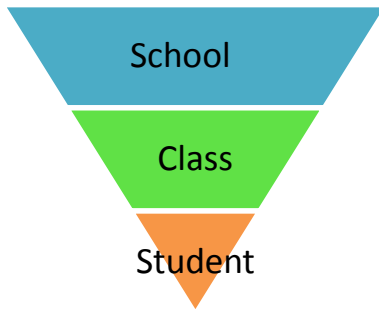
Catch-up growth

The RIT growth _____ for a student who is _____ proficient to become _____.



Accelerated growth

The RIT growth that allows an already _____ student to grow _____ proficient levels.



Student Growth Summary Report- A **schoolwide** view

1. How many year(s) are represented in this report? _____
2. Which grade has the highest percentage of students who met projected growth? _____
3. Locate the Observed Growth and Projected Growth for each grade level. How did each grade level perform in terms of actual growth?

4. Locate the Percent Met Project Growth column. What information does this tell you? What assumptions can you reach based on this data point?

5. What information does the graph represent?

6. What patterns or differences do you notice among grades?

7. In what ways might this data be used with other school/class assessments?

8. What are some ways you might use this data to guide school improvement planning and goal setting for the schools, classes and students?

9. What other questions does this information raise?

10. What type of growth goal would you set for your school (typical, catch-up, or accelerated)?

11. What might be a few possible next steps for you now that you've analyzed this data?

Achievement Status and Growth Summary Report- A class view

	Name	First Term RIT Score	Second term RIT Score	Met Projected Growth	Conditional Growth Percentile
Student with the highest RIT score					
Student with the lowest RIT score					

1. Complete the above chart.
2. Did the above high and low students meet their projections?
3. How might you discuss this with each student?

4. What percentage of students met or exceeded their projected RIT? _____
5. How many students met or exceeded their projected RIT? _____

6. What observations can you make regarding the growth and achievement levels for the class?

7. What type of growth goal would you set for this class (typical, catch-up, or accelerated)?
8. What percentage of students *should* meet or exceed their projected RIT? What percentage would be a reasonable goal for a class or grade level? _____

Questions taken from Round III of the Communicating with Data Gallery Walk protocol

9. Which of my students are gaining ground?

10. Which of my students are losing ground?

11. Are students gaining ground at a rate that will close the achievement gap? _____
12. What further type of exploration might you want to do?

Student Goal Setting Worksheet, Student Progress Report, Student Profile Report- A student view

1. Which of the 3 student reports are you exploring? _____
2. What is the student's name? _____
3. What are some of the data points included on this report?

4. What are some things you can do with this report?

5. What are some areas of strengths for this student? _____
6. What are some growth opportunities for this student? _____
7. How might you explain the data on this report to this student?

8. What type of growth goal would you set for this student (typical, catch-up, or accelerated)?

□ Draft SMART Goals

S _____

M _____

A _____

R _____

T _____

Example goal: 70% of all of our 4th grade students will meet or exceed their individual growth projections in Reading as measured by fall and spring MAP results.

Identify each component of this S-M-A-R-T goal.

Your turn! Set a schoolwide, grade, class, or student goal. Use your MAP data along with what you've learned today to set the goal.

Post your goal to
<https://todaysmeet.com/SMARTgoalsSouthfield> or
<https://todaysmeet.com/SMARTgoalsLansing>

□ Develop an Action Plan to Attain Your Goal

Determine how the school, grade, class, and/or student will achieve the goal. Remember, typical teaching leads to typical growth. What will you do *beyond* typical?
