THE GOVERNOR JOHN ENGLER
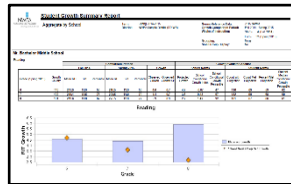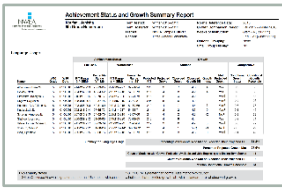# CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

MAP Growth Reports

February 2018

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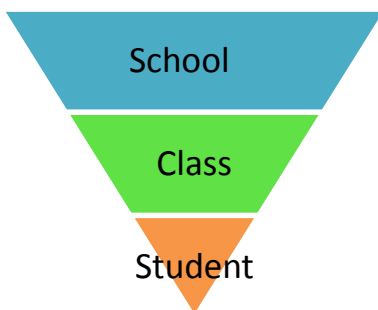sbetcher@thecenterforcharters.org

Learning Objectives:

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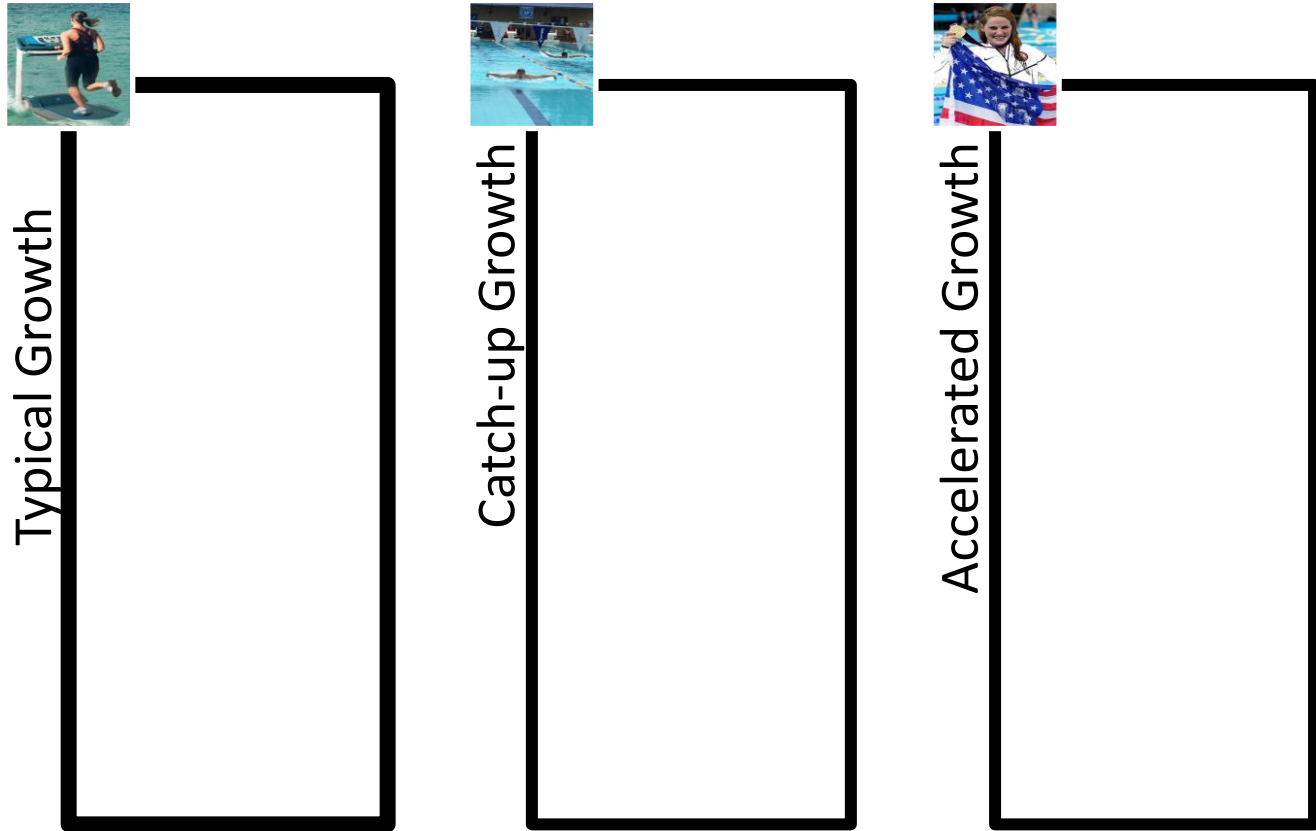
This is your opportunity to create your own handout with the key takeaway points that are most relevant to you and your work.

Do Now

- Directions: At your table – define each term individually or as a table group.
  - Typical Growth
  - Catch-up Growth
  - Accelerated Growth
- Post your definitions for each term here: https://goo.gl/JDzAuB

School

Class

Student

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Growth Types

Typical Growth

Catch-up Growth

Accelerated Growth

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.
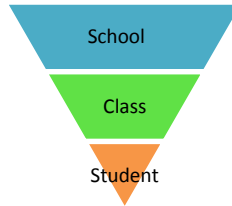
Catch-up growth
The RIT growth _____ for a student who is _____proficient to become _____.

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

MAP Growth growth reports

School

Class

Student

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

Please explore the **Student Profile Report**.

1. What is the student's name you're chosen to explore? _____

2. What are some of the data points that are included on this report?

   _____

3. What are some things you might do with this report?

   _____

4. Does this student have a Relative Strength? _____

5. Does this student have a Suggested Area of Focus? _____

6. What is this student's typical growth projection? _____

7. What type of growth goal (typical, catch-up, or accelerated), *and* how many RITs, would you set for this student? Ex. Accelerated growth goal for 14 RITs

   _____

8. What are some of the reasons you chose this particular goal for this student?

   _____

9. How might you might explain the data on this report to this student?

   _____

   _____

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 growth 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? _____
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 Growth Summary Report- A **schoolwide** view

1. Which grade has the highest percentage of students who met projected growth? _____

2. Locate the Observed Growth and Projected Growth for each grade level. How did each grade level perform when comparing these two data points?
   _____
   _____

3. Locate the Percent Met Projection column. What information does this tell you?
   _____
   _____

4. What information does the graph represent?
   _____
   _____

5. What might be some patterns or differences do you notice among grades?
   _____
   _____

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

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

8. What other questions does this information raise?
   _____
   _____

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

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

❑ Draft SMART Goals

Strategic & Specific

Measurable

Attainable

Results Oriented/Relevant

Time bound

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

❑ Develop an Action Plan to Attain Your Goal

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

_____
_____
_____
_____
_____
_____
_____
_____

Freestyle notes, questions and pictures

_____
_____
_____
_____
_____
_____
_____