



## PTCNET SURVEY RESULTS - 2020

<b>Topic:</b> Map Data Use Resources	<b>Date conducted:</b> 12/06/2020
<b>Number of responses:</b> 18	<b>Submitted by:</b> Ryan Burke

- [Virtual Conference \(MAP Use\)](#)
- [MAP Reflection](#)
- [Letters, presentations, implementation plan](#)
- [Presentation \(MAP to informed instruction\)](#)
- [HS Goal Setting](#)
- [Getting teachers started](#)
- [Teacher Guide](#)

1	<a href="#">Zoom Notes</a>
2	<a href="#">Zoom Notes</a>
3	<a href="#">Zoom Notes</a>
4	<p>As a recommendation, before jumping into learning about the reports, make sure your teachers understand the terminology (e.g. RIT scores, growth vs achievement, standard deviation, norm, and so forth), and how MAP uses the student's data to show growth over time. Then, teachers will have it easier learning and understanding how to explain the reports to parents and students (or how to use the reports to drive their instruction).</p> <p><b><u>For planning purposes:</u></b></p> <ol style="list-style-type: none"> <li>1.- Achievement Status and Growth Summary with Quadrant. It is a live report.</li> <li>2.- Student Profile</li> <li>3.- Class Breakdown</li> <li>4.- Class Report</li> </ol> <p><b><u>For parent/student meetings:</u></b></p> <ol style="list-style-type: none"> <li>1.- Student progress</li> <li>2.- Family Report</li> <li>3.- Student goal setting worksheet</li> </ol>

<p>5</p>	<p>Class Breakdown by RIT which gives performance by subject would support instructional decision making while the MAP Growth Assessment in Sept would be beneficial for helping to set MAP goals.</p> <p>The culture of analyzing data should also be mentioned.... Are teachers comfortable with sharing data or would you prefer to analyze by class breakdown? Is there a protocol that is used to analyze data?</p> <p>Begin with <a href="#">class reports</a> and looking at a sample all together using a data <a href="#">protocol</a>.</p> <p>It is essential to address <a href="#">standard deviation</a> (I like to add a little pre-reading).</p> <p>Teachers need to clearly understand what it means for their class/students and differentiation.</p> <p>Following a group look at the protocol with practice, I'd ask teachers to run the same protocol with their own data and share out their plan for instruction on a jamboard (anonymous).</p> <p>The next report could be <a href="#">Class Breakdown by RIT</a>. So- the PD time might look like this:</p> <ol style="list-style-type: none"> <li>1. Inclusion/Grounding Activity</li> <li>2. The "why" and "how" of why we are looking at MAP data reports.</li> <li>3. Why we should love standard deviations. :)</li> <li>3. How- Model Protocol with Sample data (have others facilitate)</li> <li>4. Protocols in groups</li> <li>5. Protocol with Individual Data</li> <li>6. Debrief the Protocol- How did this work for you?</li> <li>7. Exit ticket- Share your wonderings, plan..ect on a Jamboard</li> </ol>
<p>6</p>	<p>Sort percentile scores in order from highest to lowest and color code students for Learning Support program.</p> <p>Discussion about students who have low scores but are not receiving support (triangulate data with report card grades, attendance, etc.)</p> <p>Look at high-scoring students who are not getting the best grades as a way to identify students needing more challenge.</p> <p>Enter their overall (RIT &amp; percentile) scores into PowerSchool. When a student comes up for a "Students of Concern" meeting, it's one of the first things we look at as we paint a picture of the student's profile. Having those scores at teachers' fingertips is a game-changer in utilizing the scores for individualized student support. <b><u>If they're lost in a spreadsheet somewhere, they won't get much use.</u></b></p> <p>Finally, <b><u>a useful protocol</u></b> we use in looking at data is <a href="#">Here's What? So What? Now What?</a> from Data-Driven Dialogue. This can help teams look at the data and decide how it might translate into goals or next steps for a program or to support an individual student.</p>
<p>7</p>	<p>I have seen teachers have the one-on-one conversations successfully with students during project work. I am thinking in particular of a math teacher who would have a 2-3 day inquiry project that</p>

	<p>was largely student driven and she would use that time to pull students to meet with them for five minute goal setting discussion.</p> <p>The first round is the most time consuming as there may be some misconceptions about the results that need to be addressed, but once it becomes part of the community and the students understand MAP more thoroughly then the goal setting meetings can be pretty streamlined while still being effective.</p>
8	<p>So far we have used the data to get an overall snapshot of how the middle school is doing, and teachers are primarily using the following reports (copied from a short presentation to staff I did about using MAP data):</p> <p><b>Class breakdown by RIT, Goal or Projected Proficiency</b>  This is a great report for teachers to see a snapshot of where their students are. Note the difference between the RIT and Goal views.</p> <p><b>Student Profile</b>  This is a nice view to use to really see how an individual student is doing - particularly when we have the spring testing information. It's great to use if you have individual meetings with students to go over progress</p> <p>I am hoping to utilize the student profile view once we have a second round of testing under our belt in the spring. The profile is a great way to help students focus on progress, and I've seen it used effectively by teachers (usually in the format of one-on-one conversations with the student).</p> <p>I really like the quadrant report. This is a very simple report but helps in 'grouping' your students to see who is making progress (or exceeding). Sometimes surprises emerge. You will need at least 2 test sessions to see these results as they factor in 'growth'. These reports are organized by teacher, so they see exactly the students in their classes.</p> <p>Another very simple but effective thing for teachers to do is look at the lexile reading level of students in their classes and then put some of the class resources (readings, instructions, documents) through a lexile analyzer (online tool). This can show if you are appropriately targeting your students or not.</p> <p>There are very different reports for the coordinator/principal/curriculum leader perspectives – more about quality assurance.</p>
9	<p>In summary, I don't think these tests do a good job of informing the curriculum if you already have one that you're following closely. However, there are two reports that I use with teachers as introductions to using the data:</p> <ol style="list-style-type: none"> <li>1. Class breakdown by goal to inform grouping, differentiation, identify outliers, and perhaps look at some skills.</li> <li>2. Achievement status and growth to support teachers' observations of what is going on with students in their classrooms and as a starter for how they might be able to better support certain students.</li> </ol>



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	<p>And of course, the scores act as data to norm the school's overall achievement to schools in the US. We also use the international school report feature.</p> <p>It all depends on the subject and the need. I mention a few differentiation/grouping strategies when we're going over the data such as when to use same level vs. multi-level grouping, but would dive a little deeper at another meeting.</p>
10	<p>A good starting point is the quadrant view report. You can see growth and achievement and start to ask who makes expected growth and who doesn't and then begin to ask why. It is visual so you don't have to worry about in depth understanding of RIT.... Here are your kids, let's see who are the strong ones, the ones below grade level, who grew, any surprises</p> <p>The class breakdown will show basic levels in the different areas of math, reading. This can be a moment to consider before a unit or in making guided reading groups or in consideration for individual sessions with students.</p> <p>Having a few essential questions to guide the inquiry helps.</p> <ol style="list-style-type: none"><li>1. any surprises?</li><li>2. how does this align with other assessment data?</li><li>3. what might my next steps look like?</li></ol>
11	<p>I would suggest that a simple place to start (if your teachers differentiate ie. guided reading or math groups) is the Class Report as it will guide teachers in how to group students.</p> <p>What about goal setting with the students? It has a good goal setting worksheet for students.</p> <p>Do you use Khan Academy? MAP has a tool called Mappers that takes the students' individual math profile and tailors an individual math plan for each student. We have seen much success and growth when this tool is used.</p>
12	<p>We have pre and post assessments for each mathematics concept as well as MAP testing results. We use all the data points to inform teaching and learning. We also have an IXL subscription which is great for running an overall Mathematics diagnostic. We use multiple points to determine where students are.</p> <p>IXL is used as an extension to our inquiry based mathematics lessons. Teachers use it as an initial diagnostic tool to get an overall picture of where the students are in their conceptual understanding. From there it is used during math workshops, as another tool when we have to go to online learning, for students who need extra support in solidifying concepts and as enrichment.</p>
13	<p>The simplest reports are the grade level reports and the class reports. I would start there if they are new to this. If you dive deeper, look at the growth quadrants.</p>
14	<p>Our teachers are using it to set goals with students as well as to see where the differentiation needs are for both low achieving and high achieving students. We also use the big picture data to see if we have progressed over time and especially during this pandemic virtual learning.</p> <p>Here is a guide our MAP proficient teachers put together for PD that we will do soon with all of our teachers:</p>



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	<p><a href="https://docs.google.com/presentation/d/1GiRormSTxwZ8aIFvjNgcPetSq7zJBOZeyF7WsYKAN9s/edit?usp=sharing">https://docs.google.com/presentation/d/1GiRormSTxwZ8aIFvjNgcPetSq7zJBOZeyF7WsYKAN9s/edit?usp=sharing</a></p>
15	<p>We have been using MAP for awhile now and have some really great teachers using the results to drive student learning in the classroom. Here is a simple <a href="#">guide</a> we created to help teachers get started.</p> <p>The most important reports for us are the Class Breakdown Report, Student Profile and the Goal Setting Worksheet. I totally agree with you that this can become overwhelming for teachers, especially when we start talking goal setting with students and differentiating instruction in the classroom. NWEA has many videos that can help your teachers to get started.</p>
16	<p>We use MAP Data to help teachers inform their instruction and we also have students set goals once they receive their MAP scores. Here is a PDF of a presentation we give our teachers and the goal-setting sheet for HS.</p>
17	<p>The way I have introduced it is to start with the class reports and the quadrant charts as I think they are straightforward for everyone to figure out, plus yield a lot of talking points.</p> <p>I also use this analysis template which is based on the ATLAS data analysis protocol. Almost like a See Think Wonder of data analysis if you're not familiar with it. You're welcome to use it if it works for your school.</p> <p><a href="https://docs.google.com/document/d/1wQg3G9qPIL8B8UJRI2WcrhR0-XukHPGcgiecUpldxl0/edit?usp=drivesdk">https://docs.google.com/document/d/1wQg3G9qPIL8B8UJRI2WcrhR0-XukHPGcgiecUpldxl0/edit?usp=drivesdk</a></p>
18	<p>I started by being low key in using the results, really emphasizing that it is one piece of the whole picture of the student as a learner. Then what we did was to look at the results and 'triangulate' the information to see if there are any discrepancies between what MAP says and what we see. We discussed what we felt were the reasons (are we missing something, it is the testing format or anxiety?, etc). We also focused on those below grade level and came up with strategies to help the students.</p>