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SCHOOLWIDE DATA ANALYSIS FOR LEADERS (POST–WINTER MAP)

This document can be used as a resource for school leaders to analyze Winter MAP data in conjunction with classroom observation data in order to create an action plan for each class that can be implemented in the second half of the year. The goal is for leaders to identify bright spots and areas of concern from MAP data and compare it with classroom observations to identify what teaching strategies and/or student behaviors might have caused these results of results. After analyzing the comparison between test results and classroom observations, administrators should create an action plan and share it with teachers to push results forward.

Leaders should:
- Analyze MAP data and identify bright spots and areas of concern school–wide and for grade level bands
  - Look for trends across topic, standard, or domain.
  - MAP reports to look at:
    - Class Report – shows class needs by instructional area and students RIT scores from low to high
    - Class Breakdown by Goal – shows students grouped by instructional areas within a subject by similar instructional readiness levels for a subject (by RIT)
    - Learning Continuum – shows students grouped by the skills and concepts they need to develop
- Review classroom observation notes looking for possible explanations for the data
- Complete additional classroom observations

	Schoolwide	K–2	3–5	6–8
MAP data highlights example: *– 40% of 6–8 students performed in top quartile in overall RIT score for ELA* *– 6 of 8 students who scored in bottom quartile in the Fall moved above the 50th percentile in Math*				

Observational data that supports this example: *– Middle School ELA teachers switches his groups up monthly by utilizing data from a pre-assessment and Achieve3000* *– 3rd grade teacher always starts rotations with her lowest group to ensure she doesn't run out of time*				
MAP data areas of concern example: *– 70% of K–2 students are below the 50th percentile in geometry* *– All 8 students in 4th grade who did not meet their goal in Math were below the 25th percentile*				
Observational data that supports this example: *– K – 2nd teachers always end with their lowest groups in rotations and often run out of time to*				

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finish their lesson *– Lowest group in 4th grade is being taught only grade level material even if they are not ready for it*				
Key priorities to address example: *– K – 4th Math – move kids above 50th percentile* *– Middle school ELA – how to reach students below 50th percentile*				
Key strategies to implement example: **– Have teachers start rotations with their lowest group a few days a week** *– Have teachers use MAP data to determine what standards students need vs. following only grade-level curriculum*				
Communicate instructional priorities/actions to teacher (Yes/No and what was communicated) example:				

– Yes, *met with 2nd grade teacher on 2/1 around his small group schedule and asked him to try starting his lowest group first for two weeks. We will check back in on this on 2/15*			
Follow-up classroom observation notes example: *– Noticed that teacher spends 25 minutes with his lowest group and 20 minutes with his middle and high group. He is able to complete his full lesson with his lowest group now.*			
Follow-up and progress monitoring of instructional priority example: *– Followed up with 2nd grade teacher on 2/15 and he says the new rotation schedule is working. He is now going to try this with ELA.*			