NEWPORT HIGH SCHOOOL
MAP DATA ANALYSIS 2017-2018

DATE OF SUBMISSION: November 2017

Please refer to the submitted/attached MAP reports for data tables that represent the analysis below.

CONTENT AREA	READING	MATH
CELEBRATIONS	1. 11th grade students MAP tested for the first time since 8th grade and teachers have more specific data to provide more individualized instruction 2. 7-8 Reading more students scoring apprentice, proficient, distinguished than novice 3. 8th grade Reading only 10% (8 students) slide back to novice from last spring meaning students had very little knowledge loss over the summer. 22% Novice is now 32%. 4. 9th grade Reading only 7% slide back to novice from last spring meaning students had very little knowledge loss over the summer. 38% Novice is now 45%.	1. 11th grade students MAP tested for the first time since 8th grade and teachers have more specific data to provide more individualized instruction 2. 7-10 Math more students scoring, apprentice, proficient, distinguished than Novice 3. 8th grade Math only 7% slide back to novice from last spring. Was 14% now 21%. 4. 8th grade Math had 5% more distinguished students than last fall. Was 3% now 8%. 5. 10th grade Math had 11% more proficient students this fall than last spring. Was 12% now 23%. 6. CERT scores indicate 10 more

CONTENT AREA	READING	MATH
	5. 9^h reading had 5% more distinguished this fall than last spring. Was 5% now 10%.	students met benchmark than spring ACT.
AREAS FOR IMPROVEMENT	1. More than 50% novice in 10th and 11th grade Reading 2. 10th grade Reading increased novice by 15% since last spring. Was 37% now 52%. 3. Fall CERT scores indicate increase of 34 students 3 or more points below benchmark.	1. More than 50% novice in 11th grade Math. 2. 9th grade Math 17% more novice than last spring. Was 30% now 47%. 3. Only 11% of students in 11th grade Math are scoring proficient or distinguished.
OTHER DATA ANALYZED	**MAP** 1. Data was broken down by teacher, course, gap group, and strand tested to provide teachers the most specific data to begin focused instruction 2. Data was broken down by teacher and course for administration to have focused data conversations with teachers **CERT** 1. Spring ACT scores are compared to fall CERT scores. 2. Fall CERT scores were broken down by senior College Readiness teachers and strands.	

PLANS TO ADDRESS CURRENT DATA ANALYSIS	1. RtI, Math 180, and Read 180 classes have been reconfigured based on current data and students greatest need
	
	2. Embedded professional development provided to teachers on how to read and use the multitude of reports provided by NWEA and MAP to have a more intentional instructional focus.
	
	3. Teachers used all data to determine our Focus Students. Focus students are students on the cusp of achievement in all GAP group areas that count for us towards Novice Reduction goals, Achievement, and Growth. Focus students will receive intensive intervention through relationship building, one on one conferencing, after school tutoring, individualized and small group instruction during the core class and intervention time.
	
	4. Intentional focus on the key core work processes, specifically Design and deploy of standards through continued essential standards work
	
	    ○ Design and delivery of instruction with the assistance of Kagan and a Kagan coach
	
	    ○ Design and deliver assessment literacy during PLC's and faculty meetings through the novice reduction balanced assessment protocols
	
	    ○ Establishing learning culture and environment with continued focus on Ron Clark initiatives
	
	    ○ Review, analyze, and apply data through determining focus students and the instructional needs in PLC's