

NEWPORT INTERMEDIATE SCHOOOL

MAP DATA ANALYSIS 2017-2018

DATE OF SUBMISSION: November 10, 2017

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

CONTENT AREA	READING	MATH
CELEBRATIONS	Spring 2017 to Fall 2017 Comparisons: 2 nd grade to 3 rd grade – <ul style="list-style-type: none"> Decreased Novice by 9% Increased Proficient by 7% 3 rd grade to 4 th grade – <ul style="list-style-type: none"> Decreased Novice by 7% Increased Proficient by 6% 4 th grade to 5 th grade – <ul style="list-style-type: none"> Decreased Novice by 6% Increased Proficient by 1% 5 th grade to 6 th grade – <ul style="list-style-type: none"> Increased Proficient by 8% 	Spring 2017 to Fall 2017 Comparisons: 2 nd grade to 3 rd grade – <ul style="list-style-type: none"> Decreased Novice by 6% Increased Proficient by 1% 3 rd grade to 4 th grade – <ul style="list-style-type: none"> Decreased Novice by 6% Increased Proficient by 6.5% Increased Distinguished by 3.5% 4 th grade to 5 th grade – <ul style="list-style-type: none"> Decreased Novice by 13% Increased Proficient by 6% 5 th grade to 6 th grade – <ul style="list-style-type: none"> Increased Proficient by 4% Increased Distinguished by 1.5%
	Summary: <ul style="list-style-type: none"> Novice was decreased in three grade levels in reading and math. Proficiency increased in all areas, all grade levels. 	



CONTENT AREA	READING	MATH
AREAS FOR IMPROVEMENT	Spring 2017 to Fall 2017 Comparisons: 2 nd grade to 3 rd grade – <ul style="list-style-type: none"> Decreased Distinguished by 2.5% 3 rd grade to 4 th grade – <ul style="list-style-type: none"> Decreased Distinguished by 2% 4 th grade to 5 th grade – <ul style="list-style-type: none"> Decreased Distinguished by 1.5% 5 th grade to 6 th grade – <ul style="list-style-type: none"> Increased Novice by 8% Decreased Distinguished by 3% 	Spring 2017 to Fall 2017 Comparisons: 2 nd grade to 3 rd grade – <ul style="list-style-type: none"> Decreased Distinguished by 2.3% 4 th grade to 5 th grade – <ul style="list-style-type: none"> Decreased Distinguished by 1% 5 th grade to 6 th grade – <ul style="list-style-type: none"> Increased Novice by 2%
	Summary: <ul style="list-style-type: none"> Decreased in Distinguished in reading throughout all grade levels. Increase in Novice in 6th grade in both reading and math. Possible causes – Summer slide, administering MAP using iPads for the first time 	

OTHER DATA ANALYZED	Along with MAP, we use the following data to guide our instruction and decision making to ensure our students are receiving support in all areas: Attendance Behavior K-PREP F&P Common Formative Assessments Common Summative Assessments AVMR Assessments (MAF Grant) Scholastic Reading Inventory
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**PLANS
TO ADDRESS
CURRENT DATA
ANALYSIS**

Reading, math, and writing all show a need for improvement. All reading instruction in the building is done in a 90 minute block using our core classroom structure expectations, as well as using F & P levels for each individual student. We have also implemented a new core reading program, Wonders. We will monitor the implementation of this program using walkthroughs by the admin team. Data from these walkthroughs will be monitored and support will be given through Booster Meetings, in PLCs, and a support group with both Primary and Intermediate teachers working together.

Math has a focus on number and operations, specifically operations within word problems and deciphering which operations to use to solve those problems. The focus is for students to strengthen their ability to explain their math reasoning and processes used. We are also working to ensure that all math teachers are using enVisions 2.0 to fidelity. This is monitored through walkthroughs. Support will be given through Booster Meetings and PLCs. Math blocks in all grades are 90 minutes organized using our core classroom structure expectations

The focus in writing at all grade levels is the use of RACE to understand and answer extended response questions. This strategy is being used in all content areas to make ensure consistency in all areas. Also, ERQ instruction and Live Scoring will be taking place in most content classes. To address On-Demand Writing, we have scheduled writing scrimmages each month building wide. We will use these to determine strengths and areas of need in our writing process instruction.

We have established RtI time for each grade everyday for 45 minutes. These groups are created using formative assessment data results of our essential standards. We have reading, math, and enrichment groups during this time. Reading and math



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intervention groups have been established at all four grade levels in both Tier II and Tier III. Students are placed in these Tiers according to their MAP scores, using both RIT and F & P levels. Our intervention programs also have screeners which aide in placing students by skills needed. Students are continually regrouped in both math and reading in their regular classrooms as well as during Encore to provide additional support during the 90 minute reading and math block to allow students more small group attention on our essential standards.