



NEWPORT PRIMARY SCHOOL 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	<ul style="list-style-type: none">Kindergarten and first grade students scored the highest in vocabulary use and functions	<ul style="list-style-type: none">All students in all grade levels scored the highest in geometry
AREAS FOR IMPROVEMENT	<ul style="list-style-type: none">Focus on reducing the percentage of low to low-average students<ul style="list-style-type: none">Kindergarten – 62%First Grade – 57%Second Grade – 66%When comparing the Spring kindergarten scores to the Fall first grade scores, students increased their low (low and low-average) percentiles by 20%Kindergarten students scored the lowest in foundational skills; this demonstrates the need for our Direct Instruction program	<ul style="list-style-type: none">Focus on reducing the percentage of low to low-average students<ul style="list-style-type: none">Kindergarten – 60%First Grade – 56%Second Grade – 68%When comparing Spring kindergarten scores to the Fall first grade scores, students increased their low percentiles by 17%; this demonstrates our need to address the summer slideKindergarten students scored the lowest in operations and algebraic thinking



CONTENT AREA	READING	MATH
	<ul style="list-style-type: none"> First grade students scored the lowest in language and writing which demonstrates our need for a strong core program Second grade students scored the lowest in informational text which also emphasizes the need for a strong core program 	<ul style="list-style-type: none"> First grade students scored the lowest in number and operations Second grade students scored the lowest in measurement and data

OTHER DATA ANALYZED	<ul style="list-style-type: none"> Direct Instruction <ul style="list-style-type: none"> 81% of our first and second grade students last school year were in Reading Mastery Kindergarten at this time 21% of our current first and second grade students are in Kindergarten Reading Mastery 24 students have currently exited the DI program; by January 1, 2018, projected to have 31 students exit Lexia <ul style="list-style-type: none"> September 1, 2017 <ul style="list-style-type: none"> 75% of our students were working on below grade material 21% were working on grade level material Current State <ul style="list-style-type: none"> 54% of our students are working on below grade level material 39% are working on grade level material 7% are working on above grade level material Performance Predictor of our students meeting benchmark by May 31, 2018 <ul style="list-style-type: none"> 31% are considered high risk 38% are some risk 30% are on target
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	<ul style="list-style-type: none">• Dreambox<ul style="list-style-type: none">○ 60% of our classrooms are meeting required 5 lessons completed per week○ 20% of classrooms are averaging approximately 4 lessons per week○ 20% are completing less than 4 lessons per week• Attendance<ul style="list-style-type: none">○ Kindergarten – 95.34%○ First Grade – 96.37%○ Second Grade – 96.49%○ Overall – 96.11%
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PLANS TO ADDRESS CURRENT DATA ANALYSIS	<ul style="list-style-type: none">• Direct Instruction<ul style="list-style-type: none">○ Extend Kindergarten's Reading Mastery time by 30 minutes to ensure all students exit the Kindergarten program○ Created a plan to accelerate 5 groups to increase lessons completed each week○ Administration is currently meeting with teachers individually to discuss their DI lesson progress and goal set for the quarter and year○ Four first grade DI groups are double-dousing and are completing two lessons per day○ Continuing with the following strategies:<ul style="list-style-type: none">▪ DI Coaching Consultant▪ Administration 5 minute walkthroughs▪ Instructional coach monitors DI instruction and provides teachers with specific feedback▪ Weekly DI booster meetings target school-wide areas of improvement▪ Bi-monthly newsletter▪ Weekly monitoring of teacher lesson progress and updates data board weekly• Lexia<ul style="list-style-type: none">○ Continue weekly monitoring of classroom reports to ensure students are meeting their weekly goal○ Teachers will use reports to identify students who need
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additional instruction through use of skill builder reports from Lexia

- Dreambox
 - Continue to monitor Dreambox data weekly to ensure students are completing 5 lessons per week
 - Address classrooms that are not averaging 5 or more lessons per week
- The administrative team, along with teacher input, will create a plan to help prevent the summer slide which occurred this school year
 - Our students transitioning from kindergarten to first grade, increased the low to low average percentage by 20% in reading from the Spring to Fall Window.
 - Our students transitioning from kindergarten to first grade, increased the low to low average percentage by 17% in math from the 2017 Spring to 2017 Fall Window.
- Newport Primary's reading data demonstrates our need for our current reading program. The Wonders reading program will address:
 - Literature and informational
 - Vocabulary use and functions
 - Language
 - Writing
- Addressing Core Instruction
 - Math
 - Walkthroughs by administration to monitor the implementation of the program
 - Reading
 - Walkthroughs by administration to monitor the implementation of the program
 - Plan for monthly meetings with NPS and NIS teachers to address teachers' concerns/questions/support
 - Identified teacher leader for the program - teachers can go to her with questions and support to implement the program
- Reading and Math
 - Essential Standards



- Teachers have identified Essential Standards for all content areas
- Teachers are utilizing weekly formative assessments and monitoring students' progress
- Data Meetings - Administration is meeting with teachers to discuss the following information and sources of data:
 - Focus students - teacher's plan for addressing students' areas of needs and progress
 - Direct Instruction Goal Setting – meet with teachers individually each quarter to discuss lesson progress and their goals for the end of the quarter (Set by the instructional coach)
 - Essential Standards Data Tracking Sheet - discuss students' progress in mastery of Essential Standards
 - MAP - individual student's growth from the fall to winter MAP window
 - Lexia and Dreambox - evidence of student progress (Utilizing classroom reports from both programs)