How to Use NWEA MAP Test Data to Help Students Succeed in the Way That Actually Works

The essential questions surrounding NWEA MAP test data interpretation and SMART goal setting

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Introduction

Inna Collier Paske, M.S. & M.A.Ed.

Principal at St. Pascal Regional Catholic School (SPRCS)

- 7th year as a principal at SPRCS
- Former K-12 School Counselor, ESL Teacher

icollierpaske@stpascalschool.org

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Agenda

- Using NWEA MAP data as a foundation for ILPs
- What are ILPs?
- Which NWEA Reports do we use?
- What does ILP process look like?
- Next Steps

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SPR - Pillars

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LEARN

We believe in a culture of excellence, instilled with a rigorous and diverse curriculum.

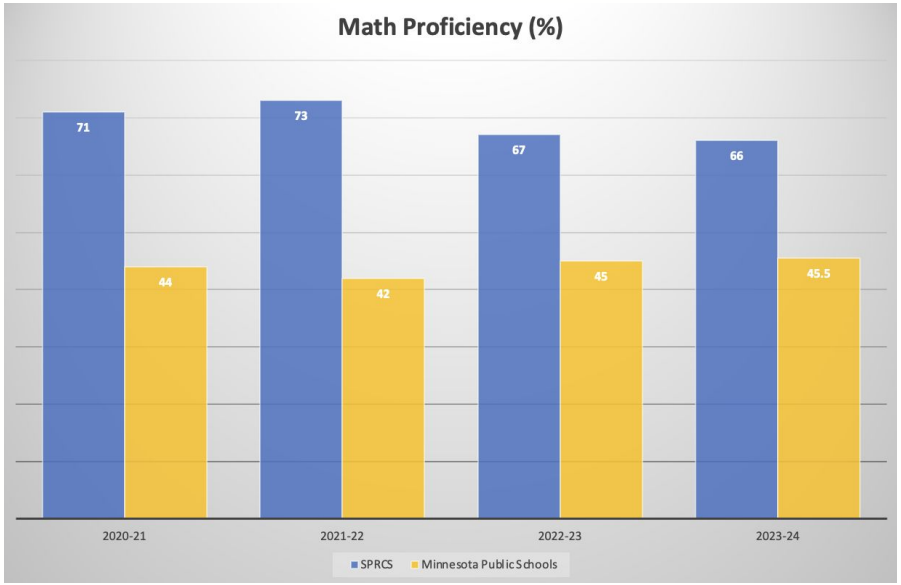
We believe individual learning plans identify opportunities for each student to reach their full potential.

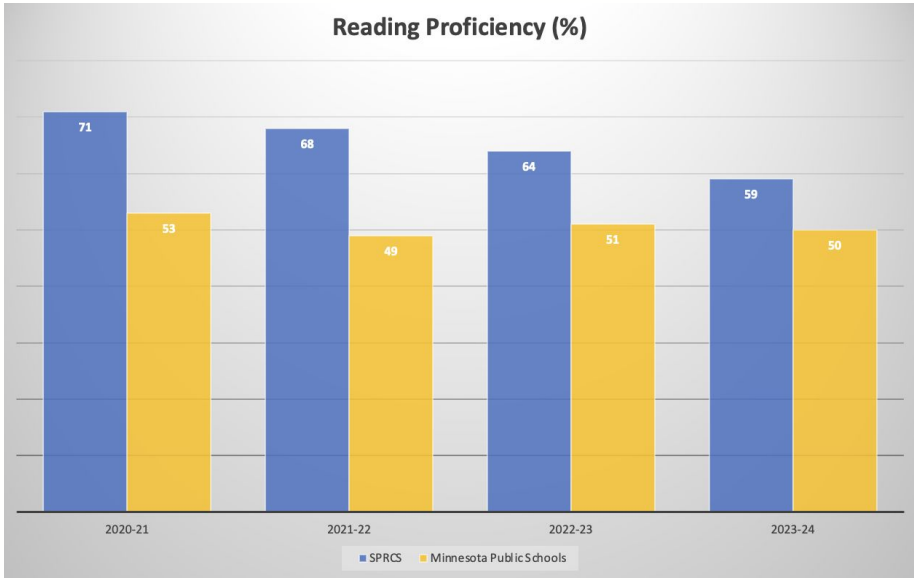
We believe passionate and skilled teachers inspire great learning.

We Believe in Academic Excellence

- Using high quality curriculum
- Teaching grade-level standards
- Scaffolding and enrichment when needed
- Differentiation vs. universal design in interventions
- Growth mindset
- Instilling a lifelong learning mentality

St. Pascal's NWEA Test Data





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Key Advantages to Using NWEA MAP data as a foundation for ILPs

- Objective Benchmarking
- Personalized Learning
- Growth Monitoring
- Data-Informed Decisions
- Parent Engagement
- Accountability and Transparency
- High Test Scores

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Student NWEA MAP Achievement Norms

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

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Internalizing Data to Improve NWEA MAP Scores

Identifying Next Steps in Instruction

- We pinpoint areas for targeted instruction based on students' needs
- We detect and address foundational skills or "missing building blocks" for each student

Delivering Differentiated Instruction Across Grade Levels

- Ensuring all students receive instruction tailored to their unique learning needs
- Integrating a high-quality curriculum and introducing complementary skills for comprehensive learning

Engaging and Communicating with Families

- Sharing insights into each student’s progress and areas for growth
- Providing actionable ways for families to support learning at home

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Grade	Percentage of students who tested above 50th percentile on NWEA MAP						% of students who met or exceeded their projected RIT growth					
	Mathematics			Reading			Mathematics			Reading		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall to Winter	Winter to Spring	Fall to Spring	Fall to Winter	Winter to Spring	Fall to Spring
Percent	33%	50%	63%	27%	41%	31%	75%	75%	75%	65%	38%	38%

Mathematics: NWEA MAP

	Fall norm achievement:	199.55	**Fall-winter norm growth:**	6.5
	Winter norm achievement:	206.05	**Fall-spring norm growth:**	10.96
	Spring norm achievement:	210.51	**Winter-spring norm growth:**	4.46

	Achievment			Growth		
	Fall	Winter	Spring	Fall to Winter	Winter to Spring	Fall to Spring
OVERALL MATHEMATICS	193	205	213	12	8	20
Algebra	193	206	211	13	5	18
Data Analysis	193	203	213	11	9	20
Geometry & Measurement	190	203	212	13	9	22
Number & Operation	196	205	215	10	9	19

Student's Name	**Overall RIT Math Score**						**Number & Operation**						**Algebra**					
	Achievment			Growth			Achievment			Growth			Achievment			Growth		
	Fall	Winter	Spring	Fall to Winter	Winter to Spring	Fall to Spring	Fall	Winter	Spring	Fall to Winter	Winter to Spring	Fall to Spring	Fall	Winter	Spring	Fall to Winter	Winter to Spring	Fall to Spring
	181	201	213	20	12	32	183	190	213	7	23	30	179	198	208	19	10	29
	163	200	200	37	0	37	185	198	210	13	12	25	155	197	202	42	5	47
	186	206	217	20	11	31	194	200	221	6	21	27	177	212	220	35	8	43
	199	205	209	6	4	10	198	207	204	9	-3	6	204	212	212	8	0	8
	203	217	229	14	12	26	213	217	221	4	4	8	197	216	233	19	17	36
	190	193	198	3	5	8	194	204	209	10	5	15	186	190	199	4	9	13
	193	209	217	16	8	24	189	221	225	32	4	36	196	206	211	10	5	15
	191	208	214	17	6	23	184	213	224	29	11	40	201	212	210	11	-2	9
	195	198	200	3	2	5	196	190	206	-6	16	10	202	205	200	3	-5	-2
	202	212	217	10	5	15	205	213	210	8	-3	5	205	216	213	11	-3	8
	214	220	228	6	8	14	220	226	229	6	3	9	215	218	222	3	4	7
	214	216	230	2	14	16	212	217	237	5	20	25	222	209	224	-13	15	2
	186	193	197	7	4	11	187	200	207	13	7	20	188	195	191	7	-4	3
	189	203	210	14	7	21	186	190	206	4	16	20	192	205	203	13	-2	11
	186	203	218	17	15	32	187	212	212	25	0	25	181	210	225	29	15	44
		189	205		16			186	199		13			194	206		12	

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ILP Facts

- Our ILPs are based on NWEA MAP data.
- ILPs are stored in the School Shared Google Drive.
- They have two goals for math and reading. Goals are based on the individual projected NWEA MAP scores.
- The skill is chosen from the learning continuum.
- Strategies reflect differentiation for each student.
- At the end there is a recommendation of what families can do at home to help with that specific skill.
- After winter and spring testing teachers write goal reflections.

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When are ILPs written?

- NWEA Testing Window - Fall (September), Winter (January), Spring (May)
  - Teachers and administrators meet and discuss data
  - Teachers write the SMART strategies and implement them

- After the next testing window:
  - Teachers and administrators meet and discuss the new data - what stories does it tell?
  - Teachers write reflections about their teaching practices
  - Teacher write new SMART strategies and implement them

When are ILPs shared?

- Teachers share ILPs with:
  - Students - after they are written, in a one-on-one conference (Middle school)
  - Families - during Fall and Spring parent/teacher conferences
  - Tutors and volunteers - when they are utilized within the school
  - Specialist teachers - cross-curricular learning is added when needed

Family Connection

- Student success is 30% what happens in school and 70% what happens at home.
- ILP Cover Sheet for Home

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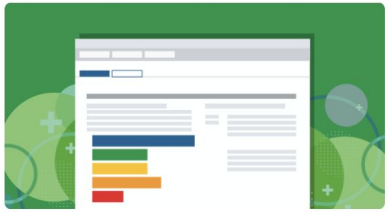
Benefits of Individual Learning Process

1. **Improved Test Scores**: Data-driven proof of enhanced student performance.
2. **Targeted Troubleshooting**: Pinpointing skill or motivation issues for specific teacher support.
3. **Enhanced Feedback**: Tailored, actionable feedback for teacher growth.
4. **Increased Student Engagement**: Clear goals boost student investment.
5. **Satisfied Parents**: Personalized attention for all students.
6. **Real-time Data Access**: Instant, informative updates for parents.

Which NWEA reports do we use?

School Profile

Compare school, grade, and class performance to national norms. Includes a new quadrant chart that shows growth and achievement data.



Class Profile

Use this interactive class-level report to gain insight into class performance; identify students who need to take, retake, or complete their test.

Student Profile

Use this report to get a comprehensive view of student achievement and growth, including relative strengths and suggested focus areas.

- NWEA Map

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Intentionally Choose Focus Strands

Whole-Class Strand:

- **Whole-Picture View of Your Class**
- Identify which strand had the **lowest average score** across the class

Personal Strand:

- **Laser-Focus on Individual Students**
- Determine which strand **each student scored the lowest** on individually

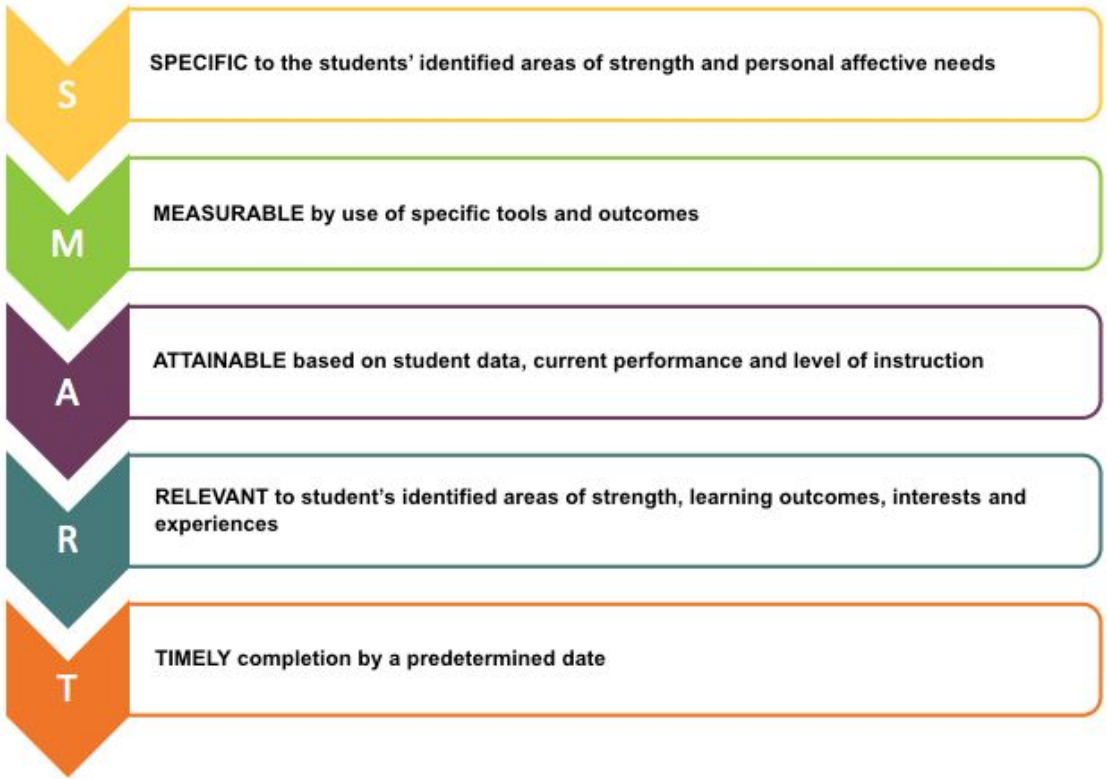
Intentionally choose a skill

Time

Emmanuel is ready to DEVELOP these skills (181-190):

- Identifies the digital or analog clock that displays the same time shown on the other type of clock, to the nearest five minutes
- Identifies the digital or analog clock that displays the same time shown on the other type of clock, to the nearest minute
- Knows relative sizes of units of time
- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems involving counting forward by either hours or minutes
- Understands A.M. and P.M.
- Understands the meaning of the minute and hour hands on an analog clock

ALP goals should contain each of the following attributes:



Write an intentional strategy

Skill: Telling time

Strategy: Once a week, in a small group, Manny will practice telling time with a manipulative clock. He will tell time to the hour and half hour until mastery, then telling time to the minute will be introduced.

This strategy is SMART!

Once a week, in a small group, Manny will practice telling time with a manipulative clock. He will tell time to the hour and half hour until mastery, then telling time to the minute will be introduced.

When/how often - grouping - specific materials - specific skill - leaving room for mastery and growth

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Fall norm score: 188

Overall	Numbers & Operations	Algebra	Geometry & Measurement	Data Analysis
183	183	184	186	179

Fall - Winter Math Plan

Goal Score by Winter: + 8 (Projected Growth)	
Class strand: Geometry & Measurement	
Skill:	**Telling time**
Strategy:	• Once a week, in a small group, Manny will practice telling time with a manipulative clock. He will tell time to the hour and half hour until mastery, then telling time to the minute will be introduced.
Personal strand: Data Analysis	
Skill:	**Analyzing bar graphs**
Strategy:	• On his weekly homework, Manny will get math problems that require him to read and analyze bar graphs . He will be called on to share his answers with the class. • He will receive a math packet with extra practice pages with this skill. • On iReady, he will be given assignments to practice this skill at his own pace.

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Intentionally share learning with families

Connect

At home, please…

Ask Manny to read digital and analog clocks to tell you what time it is. Ask him questions such as: "If we will eat dinner in half an hour, what time will that be?"

Keep your eyes open for bar graphs or picture graphs in the real world. Talk about what data they are showing. Please help Manny with his homework if he needs it.

Read every night!

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Example of an ILP

ILP Templates

Math

Fall norm achievement: 139.56				
Student's RIT	Numbers & Operations	Algebra	Geometry & Measurement	Data Analysis
153	152	148	143	141

Math Academic Goal: Dane will reach an overall RIT score (162) by Winter 2022 by focusing on Algebra and Data Analysis	
Skill Learned:	Writing addition and subtraction problems vertically
Strategy Used to Practice:	• Dane will be placed in a mini group that receives their addition and subtraction problems vertically instead of horizontally. At times, I will write them horizontally and instruct Dane to rewrite his vertically.
Skill Learned:	Missing Number problems
Strategy Used to Practice:	• Dane's math mini group will be instructed on how to find missing number problems from 1-20, such as 11 + ___ = 17 or ___ - 9 = 10.
Skill Learned:	Pattern building, expanding, and analyzing
Strategy Used to Practice:	• Dane will be placed in a group that is learning ABC and AAB patterns, as he has already shown mastery of AB patterns ○ Dane will create, expand, and identify these patterns ○ He will be given hands-on practice as well as practice on our math app, Waggle. Those assignments will be given at his level or slightly above.

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Example of an ILP, continued

Skill Learned:	Graph building
Strategy Used to Practice:	○ Dane will build graphs about topics he is interested in. ○ He will survey his classmates and keep track of the data gathered ○ Dane will input the data on the graph ○ He will be asked comparative questions about the graph, using vocabulary words such as “greatest,” “least,” “category,” and “unit”
Skill Learned:	**Graph analyzing**
Strategy Used to Practice:	● Dane will be put in a small group to learn about different types of graphs, such as: ○ Picture graphs ○ Bar graphs ○ Pictographs ■ He will learn how to read the title, x- and y-axis, and key of the graph ■ After showing mastery with keys where the picture = 1, he will be moved on to more complex graphs where the key is 2 or 3 votes for the topic

What can be done at home:

- Encourage Dane to keep his eyes open for graphs seen in the real world, such as in the newspaper or on TV. Discuss them when they arise.
- Encourage Dane to gather data at home and create graphs with it. He can survey his stuffed animals or work on a science project with Logan.
  - He would also benefit from adding another branch of math in there, such as using a ruler or tape measure to measure different things and making a graph of that data.
- Graph paper and blank picture/pictographs will be sent home to encourage graph creation. Let me know if you ever need more.
- Identify, create, and expand patterns at home
  - Use the terminology ‘ABC’ or ‘ABBC’ pattern when describing them
  - Encourage hands-on manipulation of materials when exploring these patterns
  - Practice identifying which part of the pattern repeats
- Ask Dane “missing number” problems, such as “5 plus what equals 9?” or “You have 14 cherries and Logan takes some of them. You now only have 10 left. How many did Logan take?”

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Help at home by:

- Wide reading: encourage Dane to check out books from the library or read books at home that are new to him

- Play a synonym/antonym game:
  - One of you says a word and you spend some time thinking of as many synonyms as you can for it (cold, frigid, freezing, chilly…) and then antonyms (hot, boiling, steamy…)

- Talk about how words change when affixes are added
  - "We had pizza last night but now we are going to *re*heat it. What do you think that means we are going to do?"

- Play sound games with Dane
  - Instead of saying words during conversations, say the sounds. For example, say: "Let's go feed the /c/ /a/ /t/" and have Dane determine you said the sounds of 'cat'
  - Say rhyming words back and forth - nonsense words count too!
  - Ask Dane to segment words commonly used around the house. "Dane it's time for bed…what sounds do we hear in 'bed'?" and have Dane say, "/b/ /e/ /d/"

- After he's mastered those games, try this one:
  - Word chaining: Have Dane say the word 'hat' - tell him "Ok, take off the /h/ sound and put on /b/ - what's the new word?" "Bat" - "Yes, now take off the '/t/' and put on /g/, what's the new word then?" "Bug!"

Goal Reflection Example

Fall - to - Winter Achievement & Growth Update Reading

NWEA MAP Winter norm achievement: 181.20						Fall - Winter Norm Growth: 8.85					
Overall RIT Score			Literature			Informational Text			Vocabulary Acquisition & Use		
Achieve Fall	Achieve Winter	Growth	Achieve Fall	Achieve Winter	Growth	Achieve Fall	Achieve Winter	Growth	Achieve Fall	Achieve Winter	Growth
199	209	10	195	209	14	204	215	11	197	200	3

Student's Lexile Winter Score	Winter Lexile 50th percentile norm	Winter Lexile 90th percentile norm
	355L	735L

Dana reached an overall RIT score 206 by Winter 2022 by focusing on Foundational Skills and Literary Text

Reflections: Dana enjoys reading and it often keeps her focus. The comprehension piece after it is not her favorite. She is very independent. Her hard work on homework at home, participation in leveled stations, and high level book club have all helped her to grow! Dana gets worried about her work and its level of perfection. Spelling is a strength for Dana.

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Next Steps

- Print out your NWEA MAP test scores
- Determine your class's lowest strand, on average
- Refer back to your learning continuum to find the specific skills in that strand
- Choose one that you "don't usually get to" and find a way to fit it into your schedule
- After winter testing reflect on your testing scores. The intention is to reflect on pacing, curriculum, and instructional strategies to determine if there are things that are working that should continue, and/or if there are any needs to address before the end of the year.

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Next Steps (Continued)

Reflect after winter testing:

- **Were there any new instructional strategies that you implemented from Winter to Spring when teaching Math and ELA as a result of data you received for the MAP test or other classroom data?** (*i.e: 1 day of the week to be supplemental strand focused, ILP folders, packet work, 20-minute mini lessons, full class instruction, small group instruction, ability grouping, math and reading apps, timed tests, pre-testing units)*
- **Did you feel that this was successful to support student growth?** *(i.e: What went well for this strategy? What went poorly? Did it seem to help lower or higher students?)*
- **Is there something you would like to implement/adjust going forward?** *(i.e: should an intervention be continued, changed, something different implemented, not successful at all?)*

Learn More

"Examining COVID-19 learning recovery: A case study in individualized learning plans" By Risa Sackman, Felix Fernandez and Liza Rodler

JUNE 21, 2023

Examining COVID-19 learning recovery: A case study in individualized learning plans

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Contact:

Inna Collier Paske, Principal
icollierpaske@stpascalschool.org

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