# Branchburg Assessment Update 

## April 15, 2021



## A Lot Has Happened Since March 2020



## March 2020

Branchburg Schools moved to virtual instruction due to COVID-19 -- it lasted through the end of the 2020 school year

September 2020
Branchburg Schools reopened in a hybrid model for students prek-8, with a modified daily schedule

January 2021
Students in prek-3 were able to return to the classroom for modified daily inperson instruction due to classroom availability and hiring of new staff

## April 2021

Students in all 3 district buildings were able to return to the classroom for an extended day, some following a cohort schedule, others for all 5 days

## Our Focus with the Return to School

- Provide a safe environment where instruction and learning could take place
- Get to know our students, staff and the routines that would help to make the day run smoothly
- Rebuild the social-emotional connections that were lost as a result of the shift to distance learning in March
- Become proficient with the hybrid delivery of instruction to our students, including strengthening student and staff use and understanding of technology



## What Did That Mean for Assessments?

- No rush to formally assess, take time to get to know students and gather information informally about who they are and what supports they need
- Diagnostic, low stakes, formative assessments were the main method for collecting "data" through the first quarter of the year:
- questioning for understanding
- nonverbal communication (student whiteboards, thumbs up/down)
- entrance/exit tickets
- student-teacher conferencing
- small group talk
- Instructional Coaches shared information released from the NJDOE about prerequisite skills in ELA \& Mathematics to use as a foundation when introducing new content to students to address potential gaps


## Norm-Referenced Data Comparisons

- As both students and staff grew proficient in their access to instruction and learning over the course of the year, the opportunity to continue administer a large scale, norm-referenced assessment became a reality
- For validity and consistency, NWEA MAP was administered during the Winter testing window
- Our last comparative data point to a similar assessment was in the Winter of 2020, prior to the pandemic
- Administering the assessment to students would give us a starting point to identify strengths, weaknesses and/or gaps across grade levels, content areas as well as for individual students


## 2 Year Grade Level Performance Comparison



## ELA Subscore Key

Literary Text: Key Ideas \& Details - Students can read and comprehend literature, make inferences and predictions, and draw conclusions. They can determine key ideas, analyze the development of themes and ideas, and summarize.

Informational Text: Key Ideas \& Details - Students can read and comprehend literary texts, making inferences and predictions, drawing conclusions, and citing textual support. They can determine central ideas, analyze the development of arguments, and summarize.

Vocabulary: Acquisition and Use - Students can decode words and recognize and understand word relationships and structures. They can use context cues to decipher word meaning.

Literary Text: Language, Craft and Structure - Students can analyze the structure of literary texts and evaluate the author's craft and purpose. They can interpret figurative language and analyze literary devices.

Informational Text: Language, Craft and Structure - Students can analyze the structure of texts and evaluate a text for bias and for the quality of claims and evidence. Students can evaluate the author's craft, determining author's point of view and purpose.

## Math Subscore Key (Grades 2-5)

Operations and Algebraic Thinking - Students can represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

Numbers and Operations - Students understand the place value system by counting, representing, comparing, rounding, and performing operations with multidigit whole numbers, fractions, and decimals.

Measurement and Data - Students understand and solve measurement problems involving length, mass, liquid volume, time, money, area, perimeter, volume, and angle. They can generate, represent, and interpret data.

Geometry - Students understand and reason with geometric concepts by identifying, describing, creating, and classifying two- and three-dimensional figures. They can solve mathematical problems by graphing points on the coordinate plane.

## Math Subscore Key (Grades 6-8)

Operations and Algebraic Thinking - Students can apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. They can model relationships between quantities using functions and compare, interpret, and build functions in different representations

Geometry - Students can solve problems involving area, circumference, surface area, volume, and angle measure. They understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles

The Real and Complex Number Systems - Students can apply and extend previous understandings of operations to the real and complex number systems by solving problems involving ratio, rate, proportion, rational numbers, irrational numbers, complex numbers, and the coordinate plane.

Statistics and Probability - Students can summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. They can understand and evaluate random processes and compute probabilities of events in a uniform probability model.

## Whiton



## Summary

## Grade 2 ELA \& Math

Year-over-Year Average RIT Score Comparison (Winter)


## Summary

 Year-over-Year Average RIT Score Comparison (Winter)

## Grade 2 <br> ELA



# 2019-20 Student Percentages 

Not Meeting: 18\%
Partially/Approaching: 18\%

## 2020-21 Student Percentages

Not Meeting: 14\%
Partially/Approaching: 14\%

## Grade 2 ELA Subscore Breakdown




2019-20 Student Percentages
Not Meeting: 10\%
Partially/Approaching: 17\%

## 2020-21 Student Percentages

Not Meeting: 14\%
Partially/Approaching: 26\%

## Grade 2 Math Subscore Breakdown

| 2020-21 | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G2 Math | $\mathbf{7 9 \%}$ |
| Geometry | $\mathbf{6 6 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{6 6 \%}$ |
| Number and <br> Operations | $\mathbf{6 6 \%}$ |
| Measurement and <br> Data |  |


| 2019-20 | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G2 Math | $\mathbf{6 9 \%}$ |
| Geometry | $\mathbf{7 6 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{6 6 \%}$ |
| Number and <br> Operations | $\mathbf{6 6 \%}$ |
| Measurement and <br> Data |  |

## G2 Math - Subscores

Year-over-Year Winter \% At/Above Avg.
100\%


## Summary

## Grade 3 ELA \& Math

Whiton Elementary School (2020-21)
Avg. Winter Avg. Winter Avg. Winter

| ELA | \# of students | RIT | Percentile |  |
| :--- | :---: | :---: | :---: | :---: |
| G3 | 137 | 201 | 64 | 707 |

Whiton Elementary School (2019-20)

| ELA | \# of students | Avg. Winter Avg. Winter Avg. Winter <br> RIT Percentile Lexile |  |  |
| :---: | :---: | :---: | :---: | :---: |
| G3 | 159 | 199 | 57 | 636 |

Whiton Elementary School (2020-21)

|  | Avg. Winter |  |  |  | Avg. Winter |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Math | \# of students | RIT | Percentile |  |  |
| G3 | 137 | 200 | 58 |  |  |

Whiton Elementary School (2019-20)

| Math | \# of students | Avg. Winter Avg. Winter RIT <br> Percentile |  |
| :---: | :---: | :---: | :---: |
| G3 | 159 | 203 | 62 |



## Summary

Year-over-Year Average RIT Score Comparison (Winter)



# 2019-20 Student Percentages 

Not Meeting: 5\%<br>Partially Meeting: 8\%<br>Approaching: 28\%

## 2020-21 Student Percentages

Not Meeting: 2\%
Partially Meeting: 8\%
Approaching: 31\%

## Grade 3 ELA Subscore Breakdown

| G3 ELAA | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| Informational Text: <br> Key Ideas and Details | $\mathbf{8 2 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 2 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{8 0 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 7 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{7 5 \%}$ |

2019-20

| G3 ELAA | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| Informational Text: <br> Key Ideas and Details | $\mathbf{7 1 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{6 5 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{7 0 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{6 9 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{7 2 \%}$ |

## G3 ELA - Subscores

Year-over-Year Winter \% At/Above Avg.



# 2019-20 Student Percentages 

Not Meeting: 0\%
Partially Meeting: 4\%
Approaching: 18\%

## Grade 3 <br> Math



2020-21 Student Percentages
Not Meeting: 1\%
Partially Meeting: 7\%
Approaching: 25\%

## Grade 3 Math Subscore Breakdown

| 2020-21 |  |
| :--- | :---: |
| G3 Math | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| Operations and <br> Algebraic Thinking | $\mathbf{7 8 \%}$ |
| Measurement and <br> Data | $\mathbf{7 4 \%}$ |
| Number and <br> Operations | $\mathbf{7 2 \%}$ |
| Geometry | $\mathbf{6 7 \%}$ |

2019-20

| G3 Math | Whiton Elementary School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| Operations and <br> Algebraic Thinking | $\mathbf{8 4 \%}$ |
| Measurement and <br> Data | $\mathbf{8 2 \%}$ |
| Uumber and <br> Operations | $\mathbf{6 7 \%}$ |
| Geometry | $\mathbf{8 4 \%}$ |

## G3 Math - Subscores

Year-over-Year Winter \% At/Above Avg.


## Stony

 Brook

## Grades 4-5 ELA

## Summary

Year-over-Year Average RIT Score Comparison (Winter)
Stony Brook School (2020-21)

| Avg. Winter |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| EL. Avg. Winter | Avg. Winter |  |  |  |
| ELA | \# of students | RIT | Percentile | Lexile |
| G4 | 153 | 208 | 63 | 852 |
| G5 | 126 | 216 | 64 | 1000 |
| All Grades | 279 |  |  |  |



## Stony Brook School (2019-20)




# 2019-20 Student Percentages 

Not Meeting: 2\%
Partially Meeting: 3\%
Approaching: 18\%


# 2019-20 Student Percentages 

Not Meeting: 2\%
Partially Meeting: 5\%
Approaching: 13\%

## Grade 4 ELA Subscore Breakdown

| 2020-21 | Stony Brook School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G4 ELA | $\mathbf{8 4 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 4 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 0 \%}$ |
| Informational Text: <br> Key Ideas and Details | $\mathbf{7 8 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{7 5 \%}$ |
| Vocabulary: <br> Acquisition and Use |  |

## 2019-20

|  | Stony Brook School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 7 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 9 \%}$ |
| Informational Text: <br> Key Ideas and Details | $\mathbf{7 9 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{8 2 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{7 9 \%}$ |



## Grade 5 ELA Subscore Breakdown



## Grades 4-5 Math

Stony Brook School (2020-21)

|  | Avg. Winter |  |  |  | Avg. Winter |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Math | \# of students | RIT | Percentile |  |  |
| G4 | 153 | 213 | 64 |  |  |
| G5 | 125 | 226 | 72 |  |  |
| All Grades | $\mathbf{2 7 8}$ |  |  |  |  |

Stony Brook School (2019-20)

|  | Avg. Winter |  |  |  | Avg. Winter |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Math | \# of students | RIT | Percentile |  |  |
| G4 | 131 | 218 | 70 |  |  |
| G5 | 130 | 229 | 72 |  |  |
| All Grades | $\mathbf{2 6 1}$ |  |  |  |  |

## Summary

Year-over-Year Average RIT Score Comparison (Winter)

250

200

150

100

50


0
.
2



G5 Math


# 2019-20 Student Percentages 

Not Meeting: 2\%
Partially Meeting: 1\%
Approaching: 9\%

## Grade 4 <br> Math



## 2020-21 Student Percentages

Not Meeting: 3\%
Partially Meeting: 4\%
Approaching: 24\%

## Grade 5 <br> Math



2019-20 Student Percentages
Not Meeting: 1\%
Partially Meeting: 3\%
Approaching: 12\%

## 2020-21 Student Percentages

Not Meeting: 0\%
Partially Meeting: 1\%
Approaching: 24\%

## Grade 4 Math Subscore Breakdown

| $\mathbf{2 0 2 0} \mathbf{- 2 1}$ | Stony Brook School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G4 Math | $\mathbf{8 5 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{7 8 \%}$ |
| Number and <br> Operations | $\mathbf{7 6 \%}$ |
| Geometry | $\mathbf{7 5 \%}$ |
| Measurement and <br> Data |  |

2019-20

| G4 Math | Stony Brook School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| Operations and <br> Algebraic Thinking | $\mathbf{8 9 \%}$ |
| Number and <br> Operations | $\mathbf{8 8 \%}$ |
| Geometry | $\mathbf{9 2 \%}$ |
| Measurement and <br> Data | $\mathbf{8 2 \%}$ |

G4 Math - Subscores
Year-over-Year Winter \% At/Above Avg.


## Grade 5 Math Subscore Breakdown

| 2020-21 | Stony Brook School <br> \% At//bove Avg. <br> Winter |
| :--- | :---: |
| G5 Math | $\mathbf{9 4 \%}$ |
| Number and <br> Operations | $\mathbf{8 5 \%}$ |
| Geometry | $\mathbf{8 4 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{8 4 \%}$ |
| Measurement and <br> Data |  |

## G5 Math - Subscores



## BCMS



## Grades 6-8 ELA

## Summary

Branchburg Central Middle School (2020-21)

|  | Avg. Winter |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| ELA | Avg. Winter | Avg. Winter |  |  |
| \# of students | RIT | Percentile | Lexile |  |
| G6 | 129 | 220 | 63 | 1076 |
| G7 | 174 | 224 | 64 | 1154 |
| G8 | 178 | 227 | 63 | 1204 |
| All Grades | 481 |  |  |  |

Branchburg Central Middle School (2019-20)

| ELA | \# of students | Avg. Winter Avg. Winter RIT Percentile |  | Avg. Wint Lexile |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| G6 | 172 | 221 | 65 | 1090 |
| G7 | 176 | 223 | 65 | 1139 |
| G8 | 151 | 227 | 68 | 1218 |
| All Grades | 499 |  |  |  |

## Grade 6 <br> ELA



# 2019-20 Student Percentages 

Not Meeting: 1\%
Partially Meeting: 4\%
Approaching: 12\%

## 2020-21 Student Percentages

Not Meeting: 2\%
Partially Meeting: 5\%
Approaching: 15\%

## Grade 7 ELA

## 2019-20 Student Percentages

Not Meeting: 3\%
Partially Meeting: 6\%
Approaching: 9\%

2020-21 Student Percentages
Not Meeting: 2\%
Partially Meeting: 5\%
Approaching: 11\%

# 2019-20 Student Percentages 

Not Meeting: 3\%
Partially Meeting: 2\%
Approaching: 11\%

## Grade 8 ELA



## Grade 6 ELA Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At//hbove Avg. <br> Winter |
| :--- | :--- |
| G6 EL_A | $\mathbf{8 5 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{8 2 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 0 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 9 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{7 6 \%}$ |
| Informational Text: <br> Key Ideas and Details |  |


| 2019-20 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G6 ELA | $\mathbf{8 4 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{8 2 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 8 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 8 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{7 2 \%}$ |
| Informational Text: <br> Key Ideas and Details |  |

## G6 ELA - Subscores



## Grade 7 ELA Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :--- |
| G7 ELA | $\mathbf{8 6 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{8 0 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{8 0 \%}$ |
| Informational Text: <br> Key Ideas and Details | $\mathbf{8 0 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{7 8 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure |  |

2019-20
Branchburg Central Middle
School
\% At/Above
\%At/Above Avg.
G7 ELA winter

| $\begin{array}{l}\text { Vocabulary: } \\ \text { Acquisition and Use }\end{array}$ | $\mathbf{8 2 \%}$ |
| :--- | :--- |


| Informational Text: Key Ideas and Details | 77\% |
| :---: | :---: |


| Informational Text: |
| :--- |
| Language, Craft, and |

,

Language, Craft, and
Structure
Structure
Language, Craft, and
structure

G7 ELA - Subscores


## Grade 8 ELA Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G8 ELA | $\mathbf{8 1 \%}$ |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 1 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 0 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{7 8 \%}$ |
| Informational Text: <br> Key Ideas and Details | $\mathbf{7 6 \%}$ |
| Literary Text: Key <br> Ideas and Details |  |

## 2019-20

Branchburg Central Middle

| G8 ELA | \%At/Above Avg. <br> Winter |
| :--- | :---: |
| Literary Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 5 \%}$ |
| Informational Text: <br> Language, Craft, and <br> Structure | $\mathbf{8 3 \%}$ |
| Vocabulary: <br> Acquisition and Use | $\mathbf{8 6 \%}$ |
| Informational Text: <br> Key Ideas and Details | $\mathbf{8 1 \%}$ |
| Literary Text: Key <br> Ideas and Details | $\mathbf{8 2 \%}$ |



## Grades 6-8 Math

Branchburg Central Middle School (2020-21)

|  | Avg. Winter |  |  |
| :--- | :---: | :---: | :---: |
| Math. Winter |  |  |  |
| Math | \# of students | RIT | Percentile |
| G6 | 129 | 225 | 60 |
| G7 | 174 | 231 | 63 |
| G8 | 178 | 238 | 67 |
| All Grades | 481 |  |  |

Branchburg Central Middle School (2019-20)

|  | Avg. Winter |  |  |  | Avg. Winter |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Math | \# of students | RIT | Percentile |  |  |
| G6 | 170 | 228 | 62 |  |  |
| G7 | 175 | 234 | 66 |  |  |
| G8 | 152 | 245 | 76 |  |  |
| All Grades | 497 |  |  |  |  |

## Summary

Year-over-Year Average RIT Score Comparison (Winter)

100


G6 Math


G7 Math

- 2019-20 $\quad$ 2020-21



## 2019-20 Student Percentages

## 2020-21 Student Percentages

Not Meeting: 2\%<br>Partially Meeting: 6\%<br>Approaching: 31\%<br>Partialy Meeting.

Not Meeting: 1\%
Partially Meeting: 13\%
Approaching: 33\%


# 2019-20 Student Percentages 

Not Meeting: 2\%
Partially Meeting: 8\%
Approaching: 23\%

## 2020-21 Student Percentages

Not Meeting: 5\%
Partially Meeting: 9\%
Approaching: 30\%

## 2019-20 Student Percentages

Not Meeting: 3\%
Partially Meeting: 4\%
Approaching: 23\%

## Grade 8 Math



## 2020-21 Student Percentages

Not Meeting: 8\%
Partially Meeting: 9\%
Approaching: 21\%

## Grade 6 Math Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G6 Math | $\mathbf{8 1 \%}$ |
| The Real and <br> Complex Number <br> Systems | $\mathbf{7 9 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{7 9 \%}$ |
| Geometry | $\mathbf{6 4 \%}$ |
| Statistics and <br> Probability |  |

## 2019-20

| Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G6 Me Real and <br> Complex Number <br> Systems $\mathbf{8 8 \%}$ <br> Operations and <br> Algebraic Thinking $\mathbf{7 4 \%}$ <br> Geometry $\mathbf{8 0 \%}$ <br> Statistics and <br> Probability $\mathbf{6 7 \%}$ $\mathbf{l}$ |

## G6 Math - Subscores



## Grade 7 Math Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G7 Math | $\mathbf{8 5 \%}$ |
| The Real and <br> Complex Number <br> Systems | $\mathbf{8 0 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{7 5 \%}$ |
| Geometry | $\mathbf{7 5 \%}$ |
| Statistics and <br> Probability |  |

G7 Math - Subscores
Year-over-Year Winter \% At/Above Avg.


## Grade 8 Math Subscore Breakdown

| 2020-21 | Branchburg Central Middle <br> School <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| G8 Math | $\mathbf{8 6 \%}$ |
| The Real and <br> Complex Number <br> Systems | $\mathbf{8 4 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{7 9 \%}$ |
| Geometry | $\mathbf{7 5 \%}$ |
| Statistics and <br> Probability |  |

2019-20

| G8 Math | Branchburg Central Middle <br> \% At/Above Avg. <br> Winter |
| :--- | :---: |
| The Real and <br> Complex Number <br> Systems | $\mathbf{9 3 \%}$ |
| Operations and <br> Algebraic Thinking | $\mathbf{9 3 \%}$ |
| Geometry | $\mathbf{8 9 \%}$ |
| Statistics and <br> Probability | $\mathbf{8 7 \%}$ |

## G8 Math - Subscores

Year-over-Year Winter \% At/Above Avg.


## Comparative Performance Across Cohorts of Students

| Test | Score (Avg.) |
| :--- | :---: | :---: |
| 2019-20 Winter Gr 2 ELA NWEA MAP | 185 |
| 2020-21 Winter Gr 3 ELA NWEA MAP | 201 |


| Test | Score (Avg.) |  |
| :--- | :---: | :---: |
| 2019-20 Winter Gr 2 Math NWEA MAP | 188 |  |
| 2020-21 Winter Gr 3 Math NWEA MAP | 200 |  |

Current 3rd Grade Students







## Data Review with Staff and Parent Communication

Upon completion of the Winter testing window:

- Instructional Coaches and Administration met with staff in all buildings to review how to access data through our data/testing platforms in order to delve more deeply into subscore breakdowns and corresponding student performance
- Individual student family performance reports were sent out to parents electronically
- Instructional delivery was modified, where appropriate, based on student performance working towards year-end grade level standards



## Our Plan Looking Forward

- We plan to assess during the Spring window (tentatively late May) to provide an additional data point for growth comparison as our length of and locations for instruction have changed over the course of the year
- The Winter-Spring MAP data comparison will help us to better understand the full picture of student performance over the course of the year as well as set the groundwork for instructional modifications needed next year
- Our formative assessments that have been taking place throughout the year will continue to provide more specific clarity, identifying and helping to report student progress to parents at the end of the year



# Additional Questions? 



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