



Academy for Integrated Arts

# MAP data

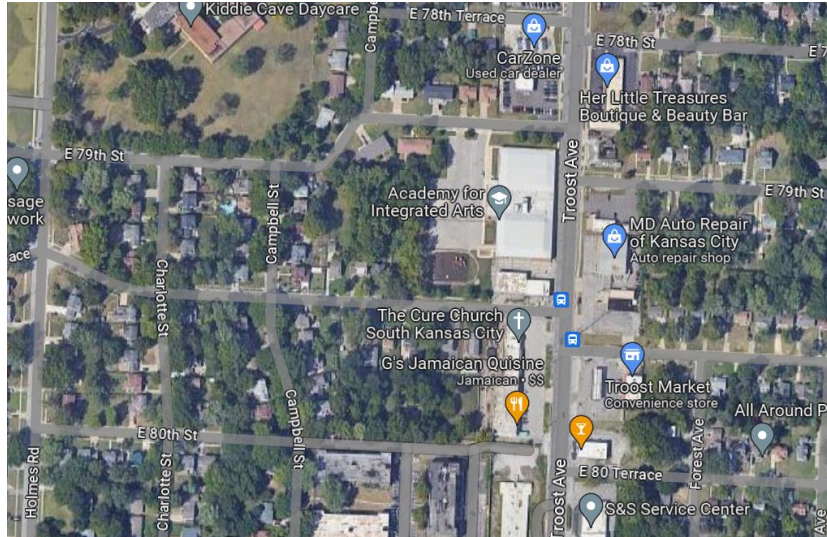
May 2023



## Levels of Data: Level 1

- Illuminates patterns of achievement, equity, teacher quality and retention
- Points us in a general direction for further investigation

From *Street Data* by Jamila Dugan & Shane Safir (2021)



## Levels of Data: Level 2

- Helps us to identify reading, math and other student skill gaps (eg decoding, fluency, fractions, etc) or instructional skill gaps for teachers
- Point us in a slightly more focused direction



## Levels of Data: Level 3

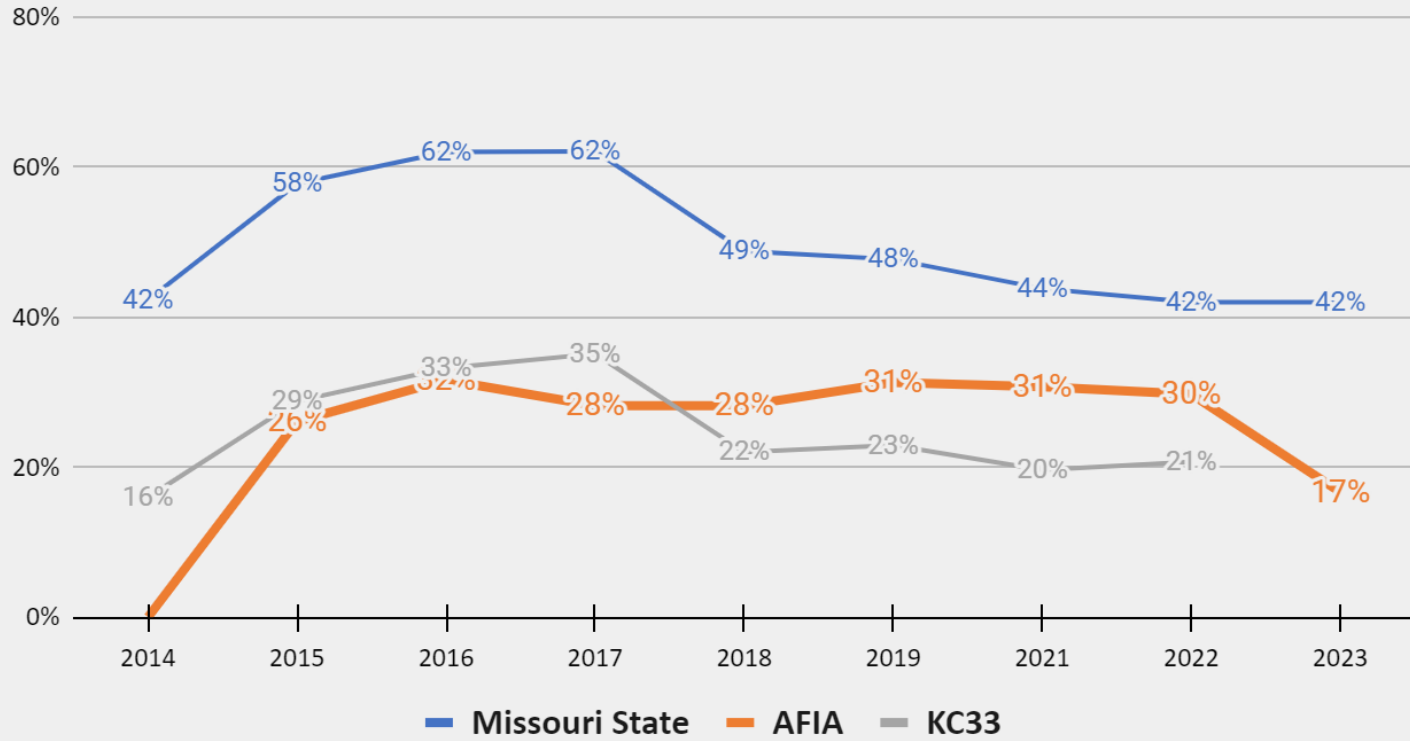
- Helps us understand the experience of students, staff and parents/caregivers, as well as specific misconceptions and mindsets.
- Helps us to monitor students' internalization of important skills.
- Requires focused listening and observation.
- Informs and shapes our next moves.

# Discussion

- Examples of level 2 and 3 data that teachers and the leadership team uses to track student growth within the year
- We anticipated that scores would dip from 2022 to 2023 for various reasons, including the fact that some of our cohorts in 2022 scored close to or above the state average

## MO MAP - Historical Proficient Comparison - ELA

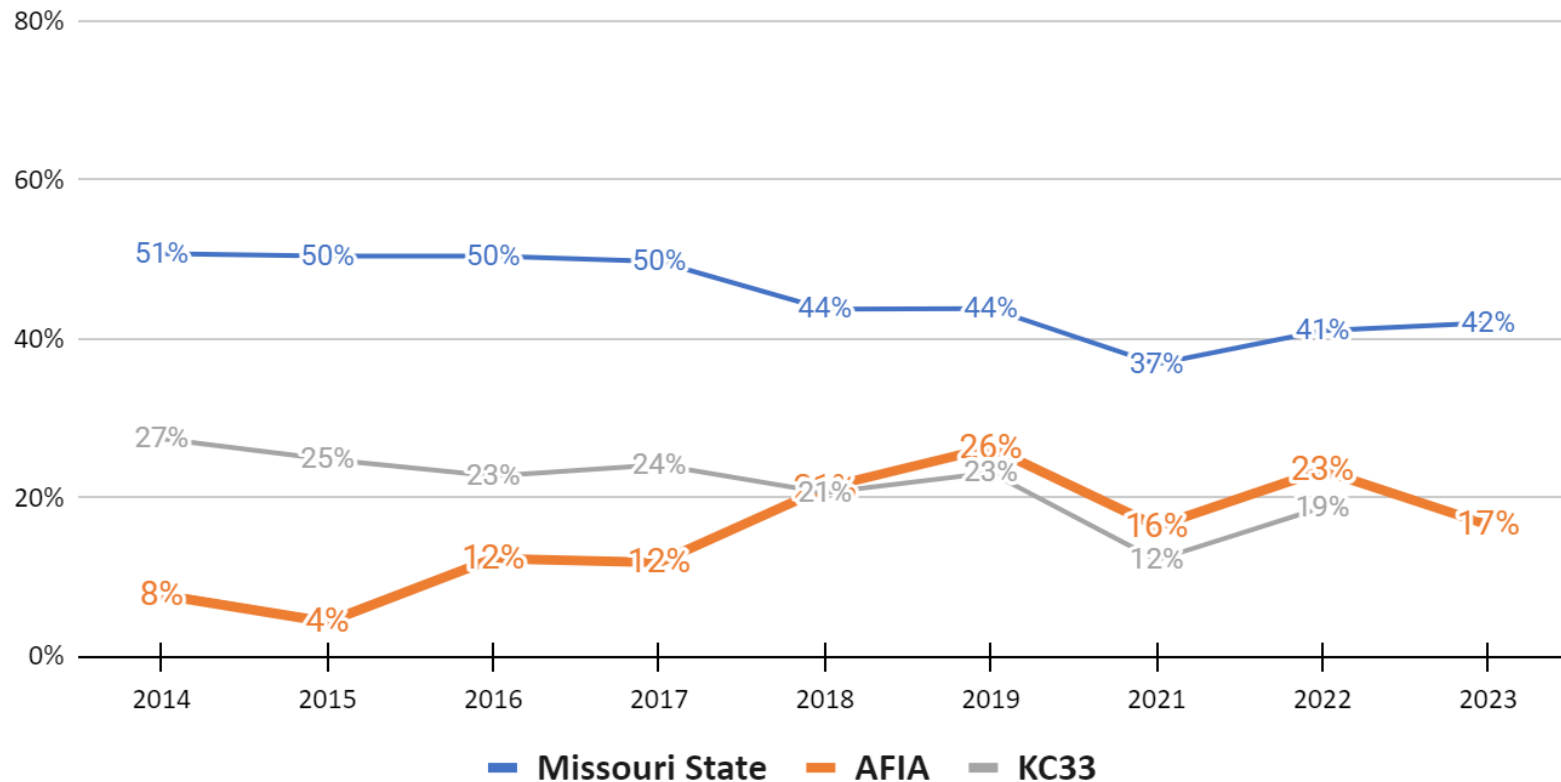
Each Percentage = % Proficient + % Advanced



\*KC33 data is not available yet

# MO MAP - Historical Proficient Comparison - Math

Each Percentage = % Proficient + % Advanced



\*KC33 data is not available yet

# Status of performance contract goals

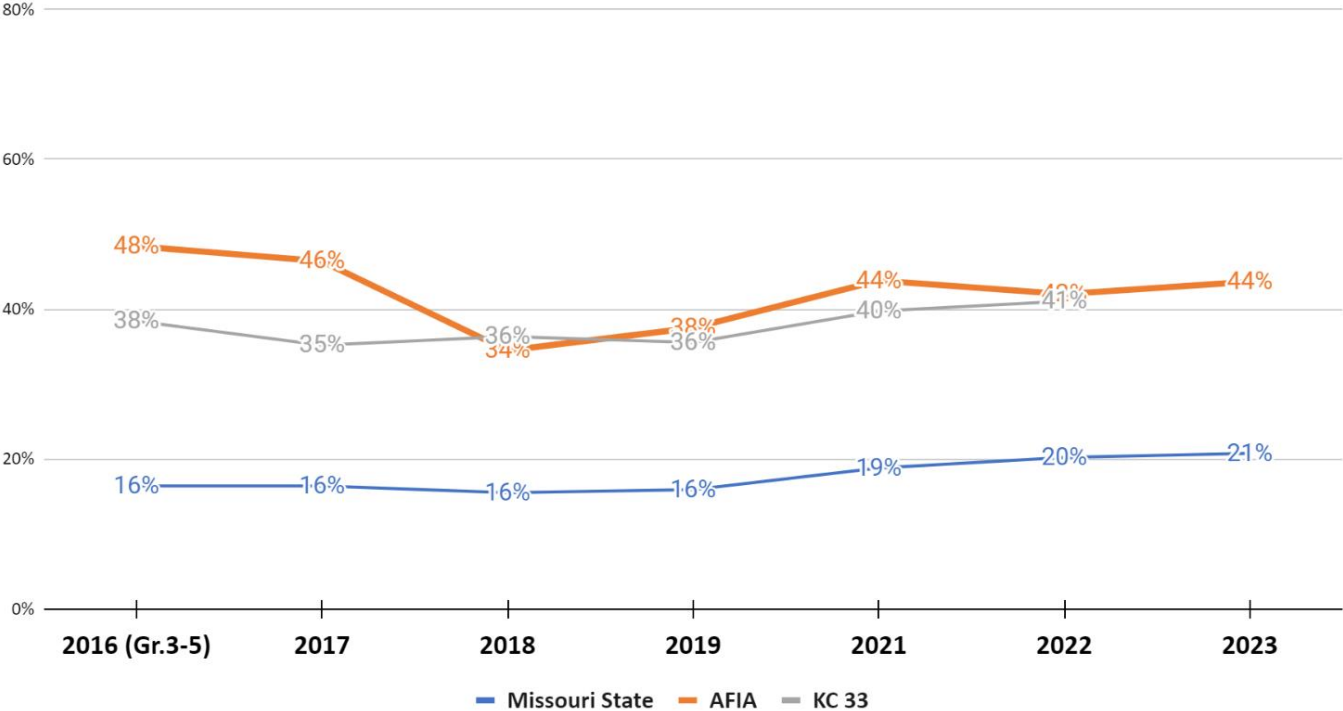
[Goal from AFIA's strategic plan](#): Increase student academic performance for all students as measured by multiple and varied assessments.

<b>Performance Contract Goals related to MAP data</b>	<b>Status</b>	<b>Change from 22 - 23</b>	<b><i>For context:</i> Change from 21 - 23</b>
Annually, there will be a 2.5% decrease in the percentage of students who are in the Below Basic category on the English Language Arts (ELA) MAP.	Not Met	2% increase	No change
Annually, there will be a 3.7% decrease in the percentage of students who are in the Below Basic category on the Math MAP test.	Not Met	7% increase	7% decrease
AFIA will earn an NCE score of greater than 50 using Missouri's NCE model.	Waiting for data from DESE		



# ELA Below Basic Data

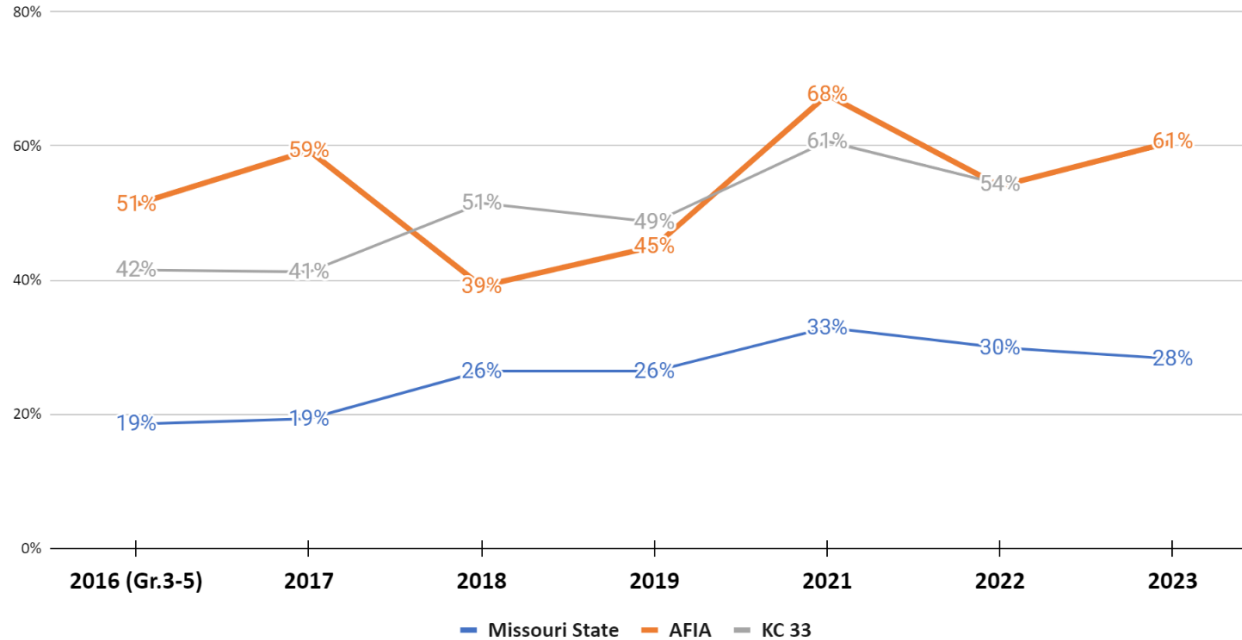
ELA - Below Basic - Average of grades 3-6 for all years except 2016, as noted.



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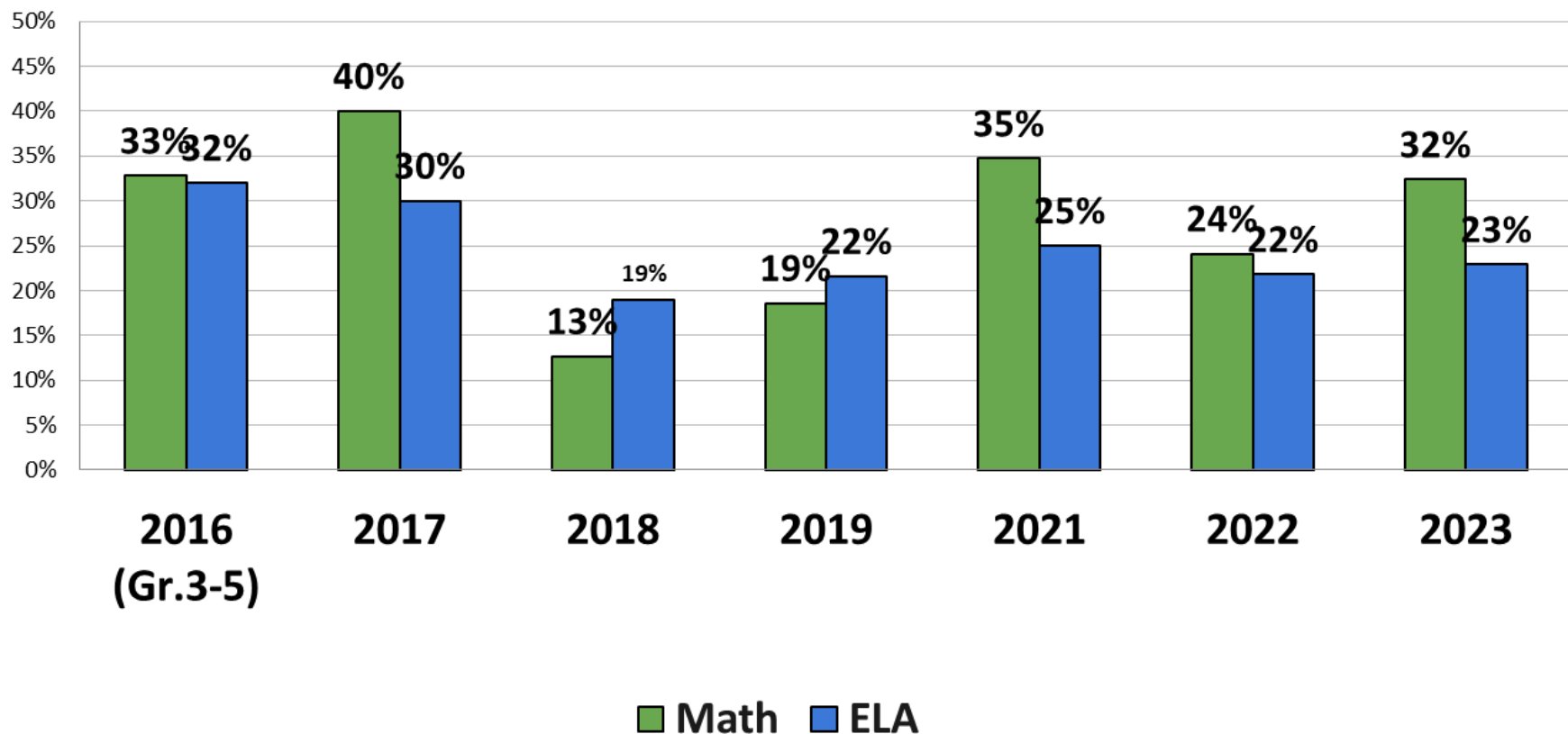
# Math Below Basic Data

Math - Below Basic - Average of grades 3-6 for all years except 2016, as noted.

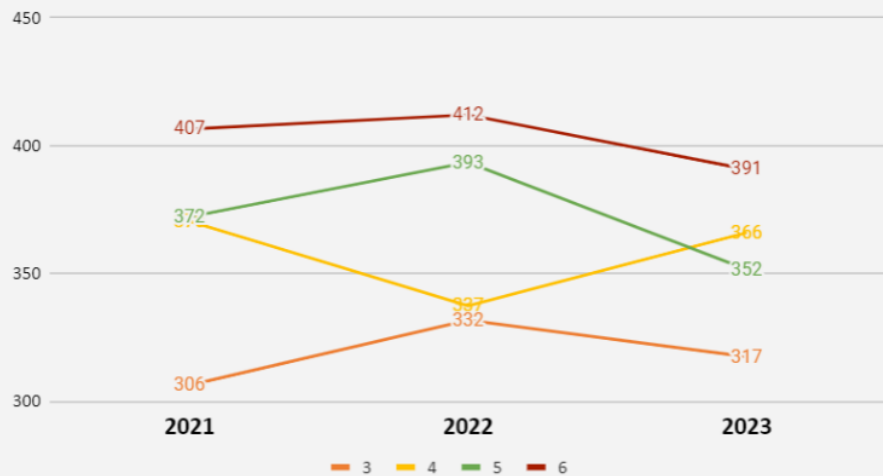


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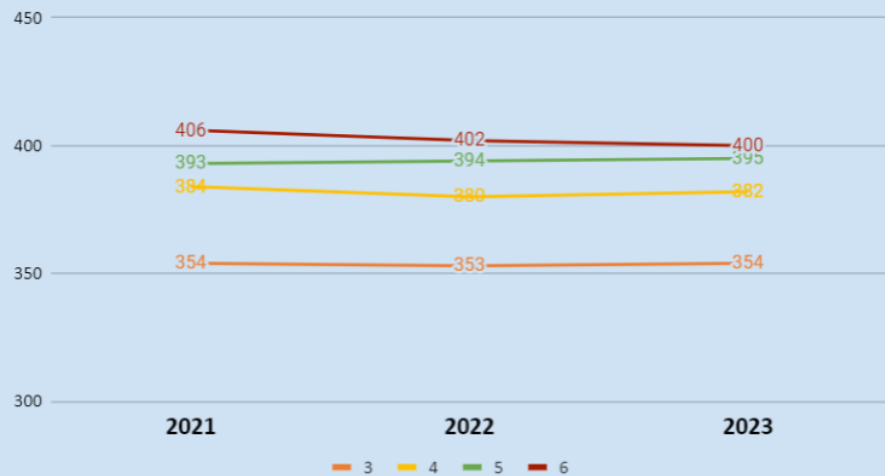
## Gap between MO and AFIA for Below Basic Scores on MAP - Grades 3-6



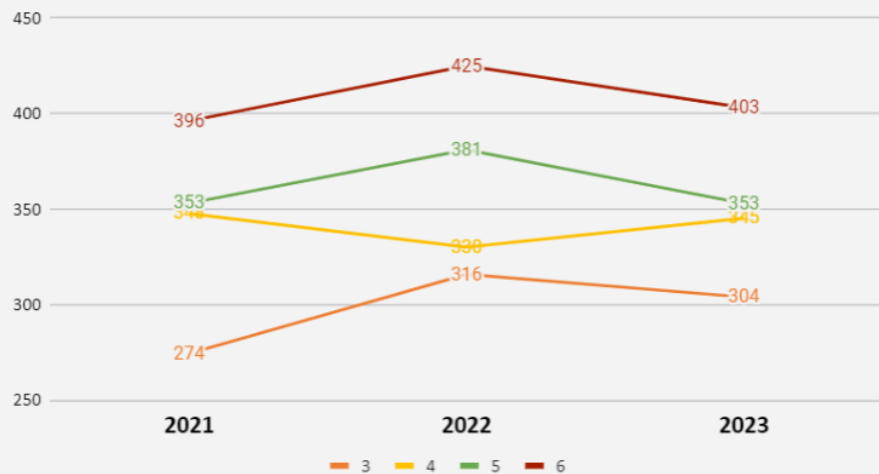
AFIA - Mean Scale Scores - ELA MAP



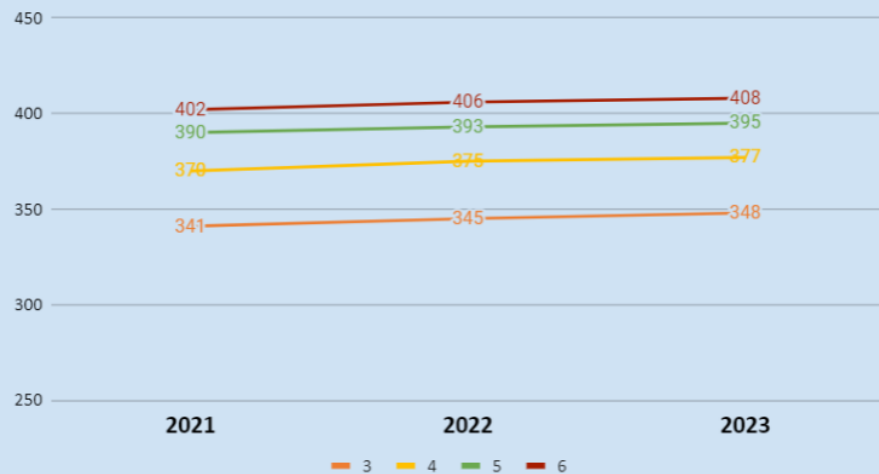
MO State - Mean Scale Scores - ELA MAP



AFIA - Mean Scale Scores - Math MAP



MO State - Mean Scale Scores - Math MAP



# Making sense of student progress

- Over two years (May 2022 and May 2023), 170 (ELA) / 171 (Math) students took the MAP exam at AFIA. Only 68 (ELA) / 69 (Math) of those students had a score in both 2022 and 2023.

Reasons for this:

- 17 students were 6th graders in May 2022
- 38 students were in 3rd grade in May 2023, the first year of the MAP test
- 26 students moved from AFIA
- 20 (ELA) / 21(Math) students in grades 4th, 5th and 6th were new to AFIA

\*One student only tested in math. All other students tested in both content areas.

# Making sense of progress

Ed Ops calculated individual MPIs for all students. When we review the data for students who were at AFIA in **both** May 2022 and May 2023:

- In math, we see an increase in the average MPI from 291 to 307.
- In ELA, we see an increase in the average MPI from 325 to 334.

# Making sense of progress

The data below represents the 68 students who had a score in both May 2022 and May 2023, so this does not include the new cohort of 3rd graders or any students who left or moved into AFIA during the 22 - 23 school year. When we only consider students who have two data points, we **meet** our performance contract goal.

	2022 ELA Number	2023 ELA Number	2022 ELA Percentage	2023 ELA Percentage	Difference
Adv/Prof	14	11	21%	16%	-4%
Basic	22	31	32%	46%	13%
Below Basic	32	26	47%	38%	-9%
	68	68			

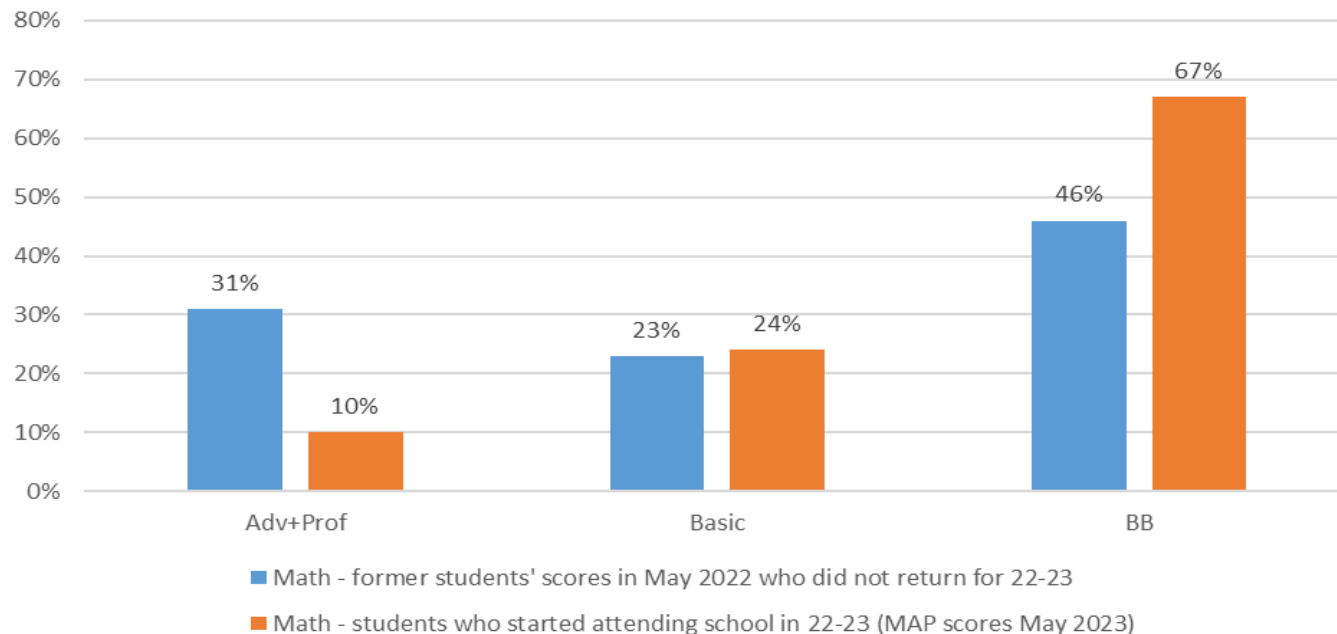


# Making sense of progress

The data below represents the 68 students who had a score in both May 2022 and May 2023, so this does not include the new cohort of 3rd graders or any students who left or moved into AFIA during the 22 - 23 school year. When we only consider students who have two data points, we **meet** our performance contract goal.

	2022 Math Number	2023 Math Number	2022 Math Percentage	2023 Math Percentage	Difference
Adv/Prof	7	14	10%	21%	10%
Basic	16	17	24%	25%	1%
Below Basic	45	37	66%	54%	-12%
	68	68			

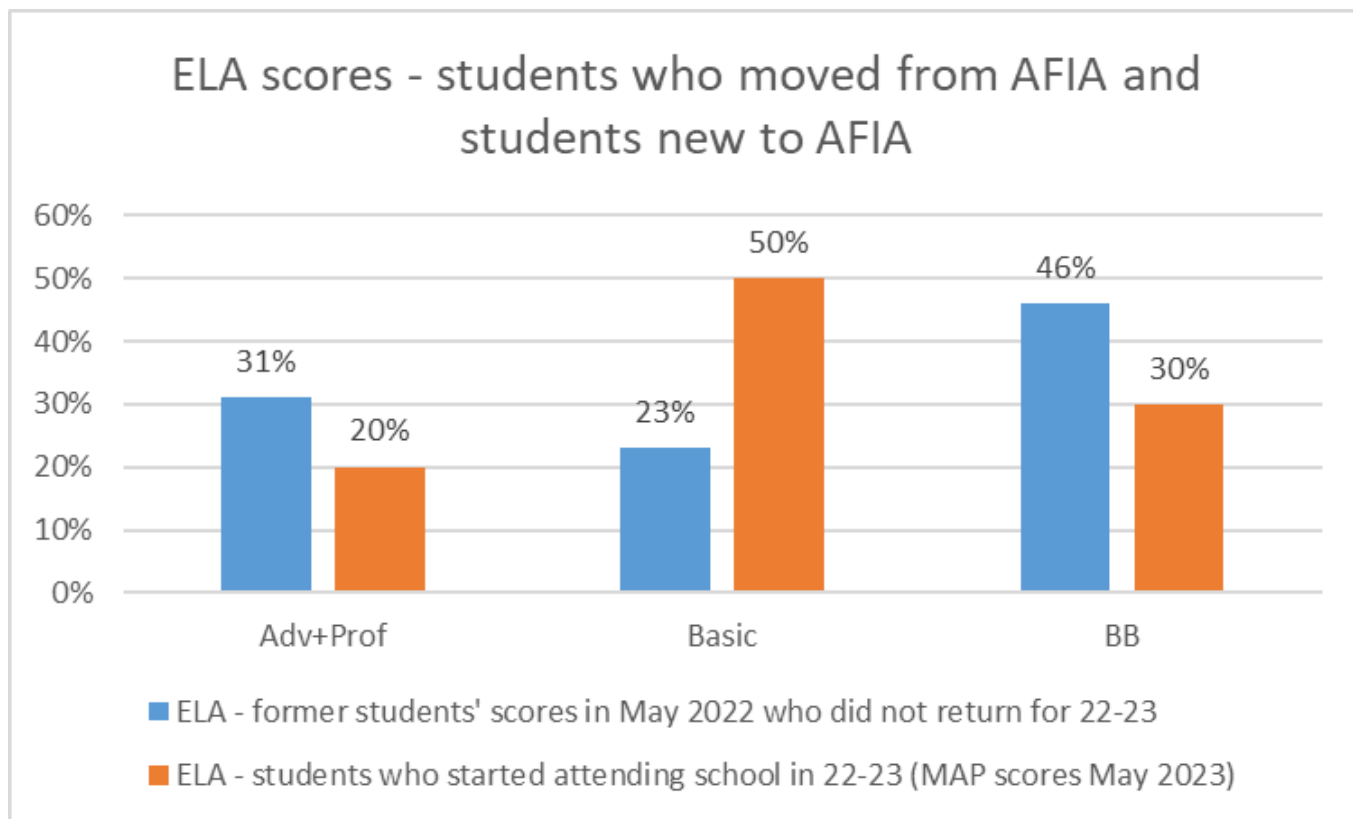
## Math scores - students who moved from AFIA and students new to AFIA



Former Students N = 26

New Students N = 21

Does not include the new 2023 3rd grade cohort or the cohort that was 6th grade in May 2022.



Former Students N = 26

New Students N = 20

Does not include the new 2023 3rd grade cohort or the cohort that was 6th grade in May 2022.

# Student Level Data



2022				2023				MSIP 6 difference (May23 - May22)
Grade Level	Math score	Math Prof Level	Math MSIP 6	Grade Level	Math score	Math Prof Level	Math MSIP 6	
5	367	Below Basic	2.84	6	394	Basic	3.21	▲ 0.36
5	378	Basic	3.03	6	400	Basic	3.41	▲ 0.38
5	365	Below Basic	2.81	6	394	Basic	3.21	▲ 0.40
5	425	Proficient	4.60	6	466	Advanced	5.00	▲ 0.40
5	391	Basic	3.42	6	413	Basic	3.86	▲ 0.44
5	353	Below Basic	2.62	6	391	Basic	3.10	▲ 0.48
5	343	Below Basic	2.46	6	388	Basic	3.00	▲ 0.54
5	341	Below Basic	2.43	6	392	Basic	3.14	▲ 0.70
5	379	Basic	3.06	6	413	Basic	3.86	▲ 0.80
5	308	Below Basic	1.91	6	372	Below Basic	2.75	▲ 0.84
5	354	Below Basic	2.64	6	406	Basic	3.62	▲ 0.98
5	387	Basic	3.30	6	426	Proficient	4.43	▲ 1.13
5	402	Basic	3.76	6	452	Advanced	5.00	▲ 1.24
5	371	Below Basic	2.91	6	427	Proficient	4.48	▲ 1.57
5	363	Below Basic	2.78	6	433	Proficient	4.76	▲ 1.98

# Student Level Data



## Performance by Strand - Grade 4 - MAP 2023

Domain	Percent of Exam	% of Domain Correct
Language	7.1%	70.9%
Reading	46.4%	45.7%
Speaking/Listening	14.3%	55.7%
Writing	32.1%	49.2%

100.0%

## Performance by DOK - Grade 4 - MAP 2023

Domain	Recall	Skills and Concepts	Strategic Thinking
Language	76%	51%	78%
Reading		47%	42%
Speaking/Listening		53%	73%
Writing		48%	50%

<b>Total Earned by DOK Level</b>	<b>76%</b>	<b>49%</b>	<b>51%</b>
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## Here's how we're addressing areas of concern. . .

- Team Teaching
- Additional SEL positions (FTE counselor + FTE Dean of Culture)
- Schoolwide initiative to support SEL and classroom management (Focus 5)
- Revisions to Instructional Coaching Model
- Work with Kansas City Opportunity Accelerator to deepen implementation of data-driven instruction
  - focused on grade-appropriate assignments, strong instruction, deep engagement, and high expectations

## Next Steps: ELA

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
  - Choosing appropriately complex text
  - Small group, targeted reading instruction
  - Choosing appropriately complex text
  - Using text based questions to assess comprehension
  - Constructed response writing
  - Paideia Seminar (addresses reading, writing, speaking and listening standards)
- Utilize team teaching to provide push-in literacy interventions
- Individualized Reading Success Plans
- Monitor schoolwide constructed response data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)
- Incorporate student work analysis into all observation debriefs

# Next Steps: Math

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
  - Formative assessment (during and after the lesson)
  - Instructional feedback
  - Number Talks
  - 3 Act Tasks
- Create observation tools related to the implementation of the identified strategies to provide coaching feedback and facilitate self-assessment



## Next Steps: Math

- Analyze student work in all observation debriefs
- Provide support with unit planning & data-driven decision making
- Analyze NWEA data to establish pre-unit baseline and create post-unit growth goal for each student
- Develop proficiency scales to support the action step above
- Plan math intervention and enrichment at the unit level
- Utilize co-teaching in primary grades to provide push-in literacy interventions

## Next Steps: Math

- Track formative assessment data (SLO Math Tracker) and use protocols to monitor and adjust instruction, as well as monitor student progress toward the post-unit growth goal
- Engage in twice/month Math Meetings (Instructional Coach/AP & Teachers) to analyze formative assessment data and implement instructional adjustments
- Monitor SLO Math Tracker data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)