



February 2024 District Data Summary

The logo for MAP GROWTH, featuring the word 'map' in a green, lowercase, sans-serif font and 'GROWTH' in a grey, uppercase, sans-serif font. The logo is surrounded by various colorful geometric shapes like circles and arcs, some containing plus signs.

map GROWTH

Middle of Year (MOY) MAP Growth Data Report

MAP Growth Math

- Kindergarten – 8th Grade English Only

MAP Growth Reading

- Kinder – 1st Grade Language of Instruction
 - 2nd – 8th Grade English
- *Spanish testing determined on individual basis

MAP Language Usage (Grammar)

- 2nd – 8th Grade English

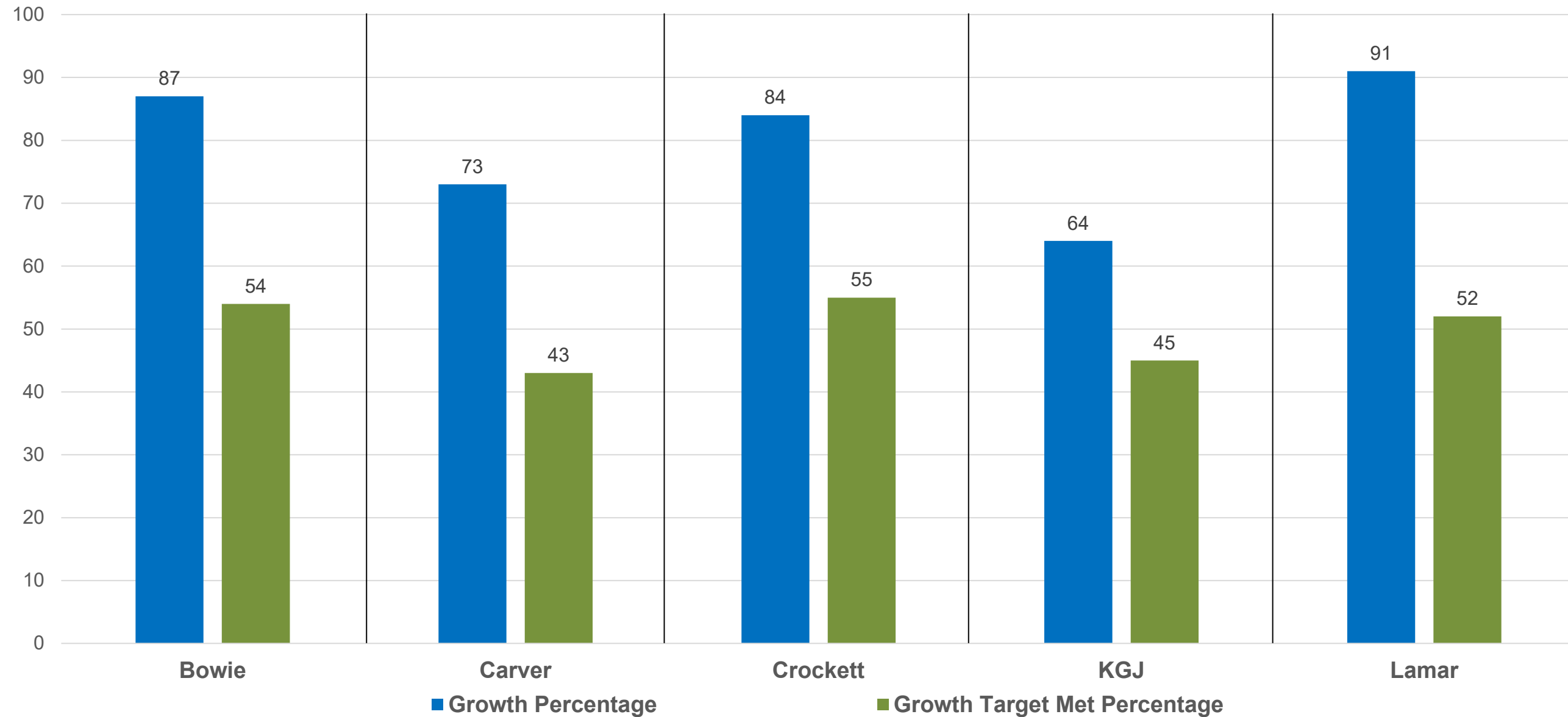


MAP Growth Math

MAP Growth Math - Kindergarten



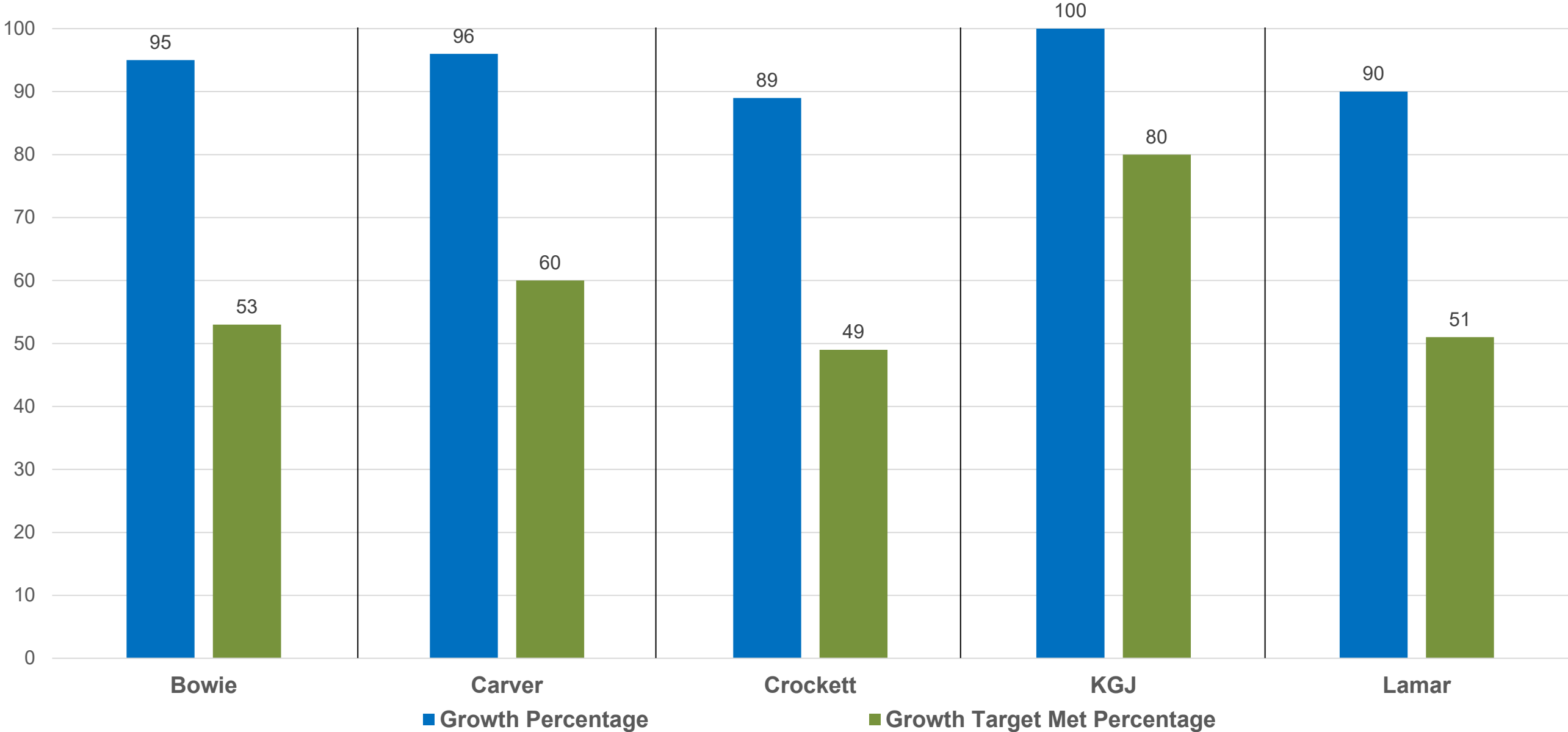
BOY to MOY



MAP Growth Math – 1st Grade



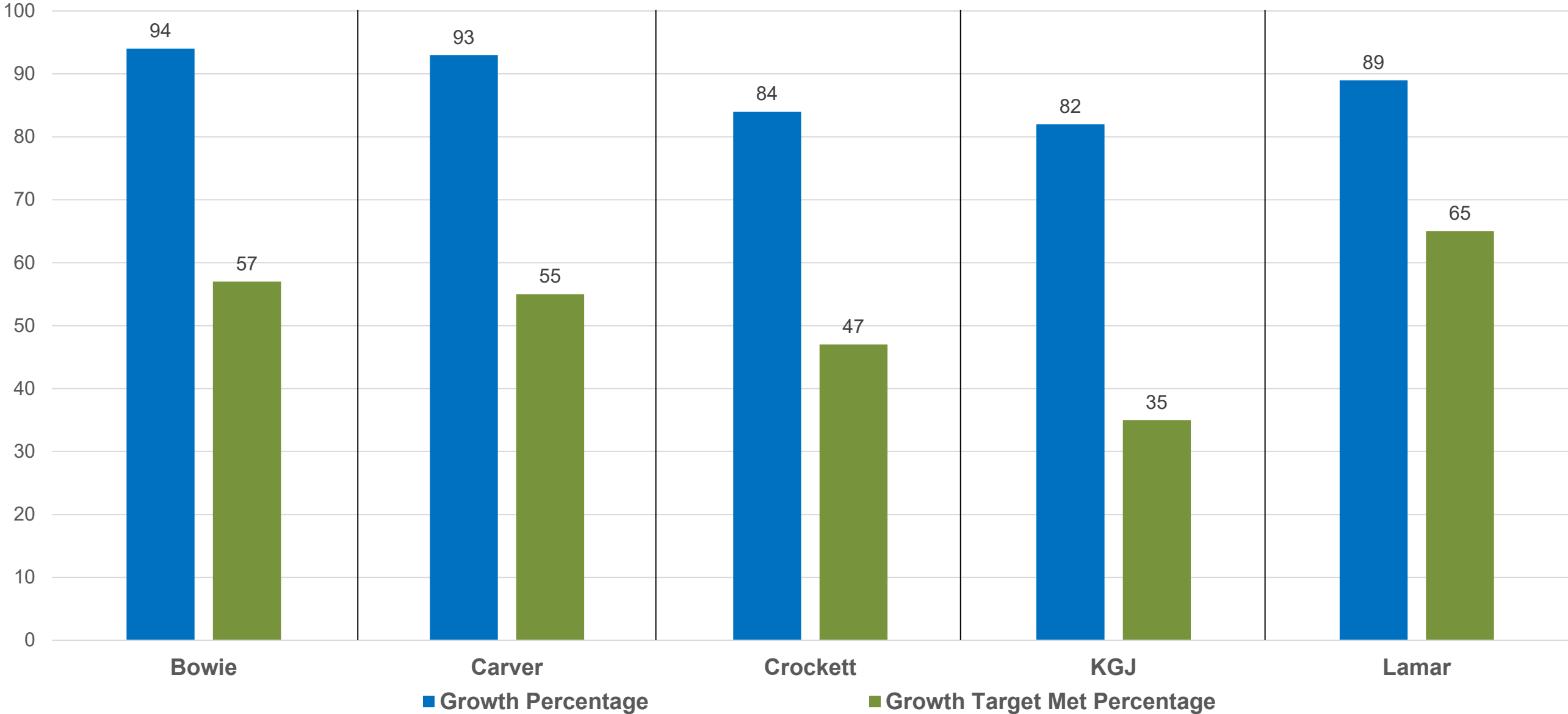
BOY to MOY



MAP Growth Math – 2nd Grade



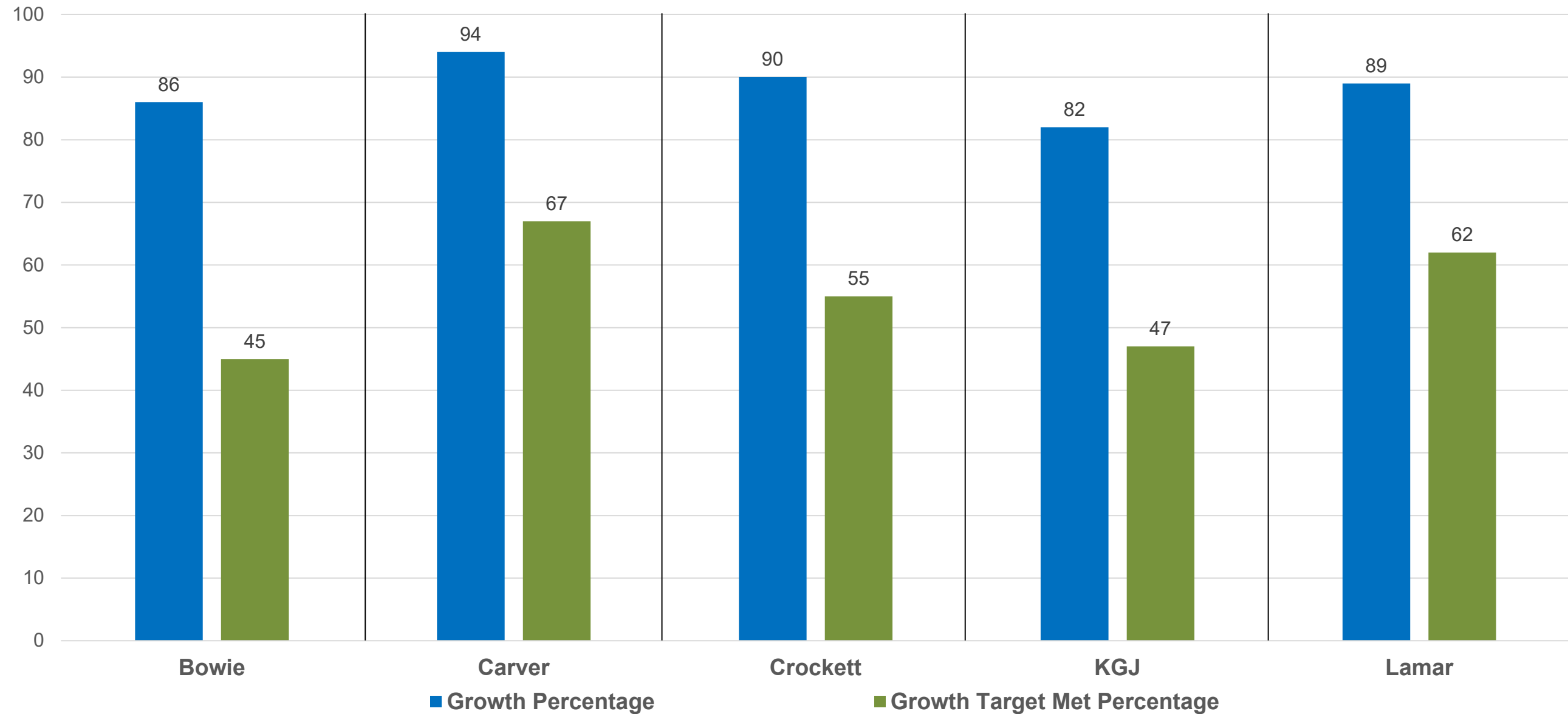
BOY to MOY



MAP Growth Math – 3rd Grade



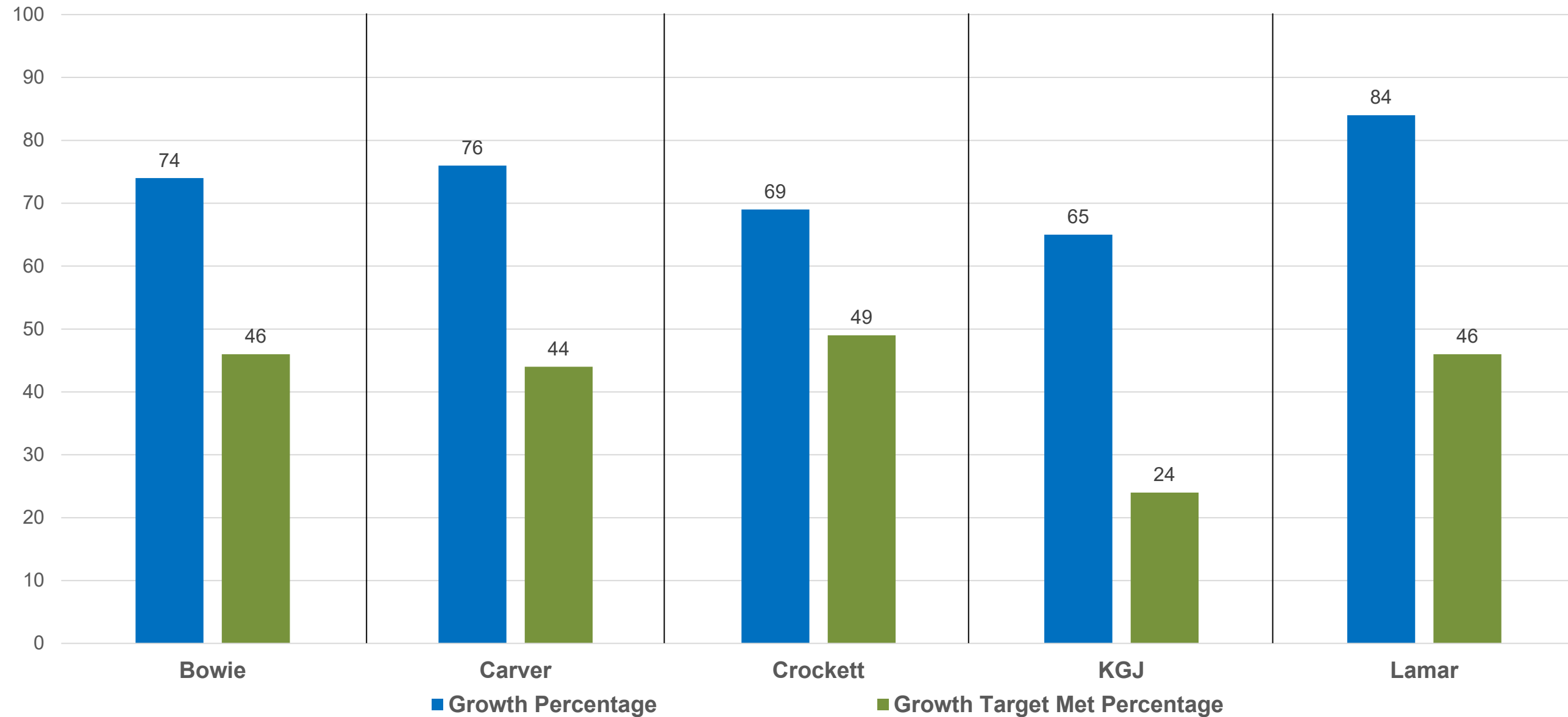
BOY to MOY



MAP Growth Math – 4th Grade



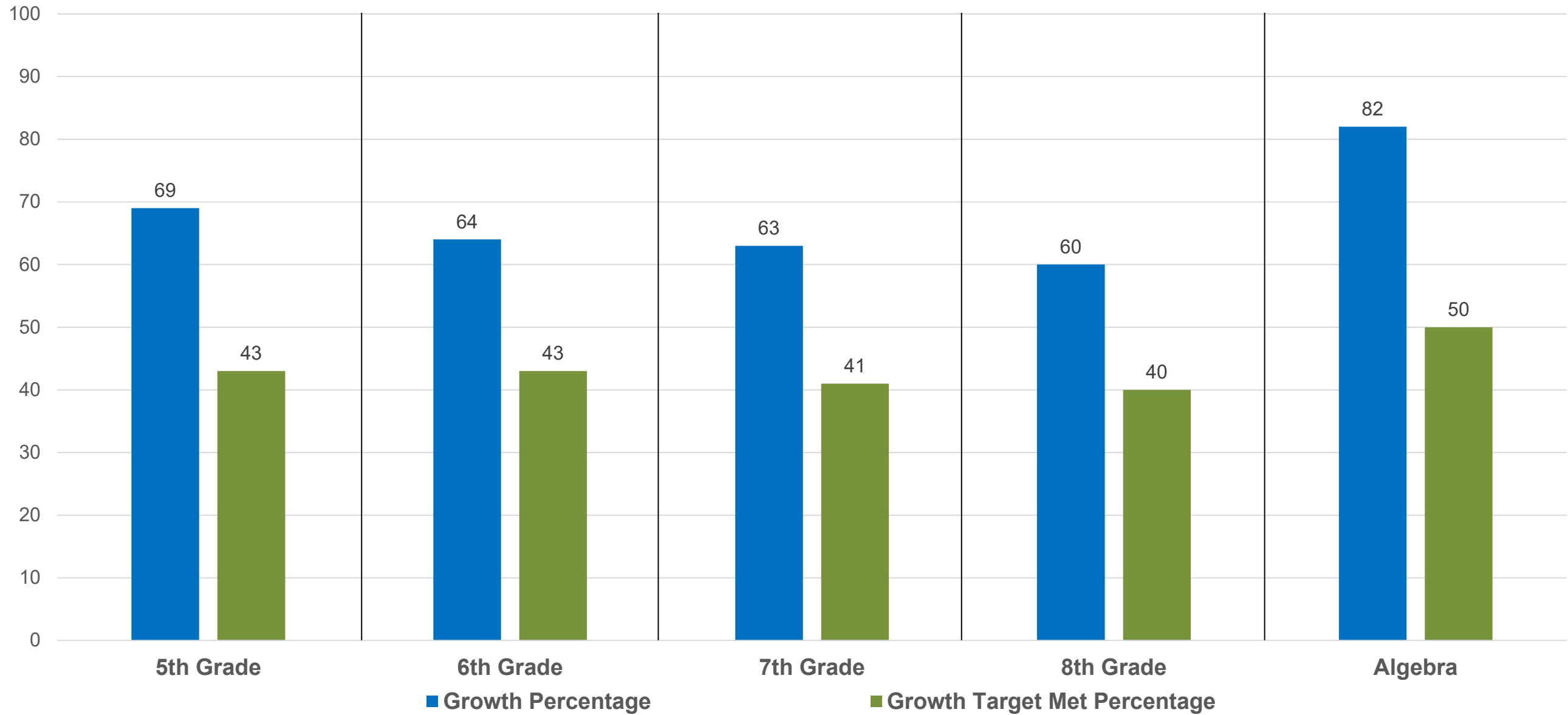
BOY to MOY



MAP Growth Math – 5th to 8th Grade



BOY to MOY



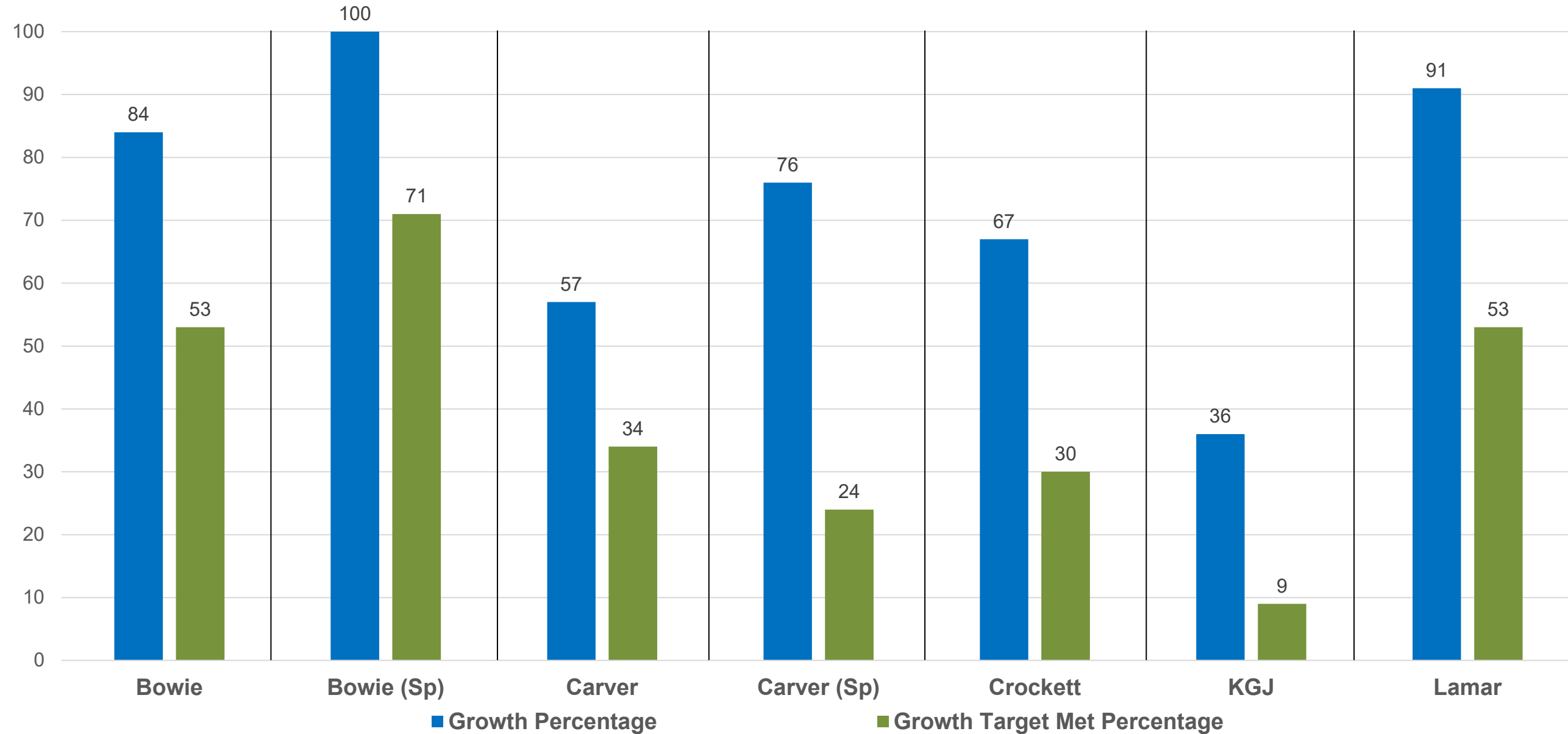


MAP Growth Reading

MAP Growth Reading - Kindergarten



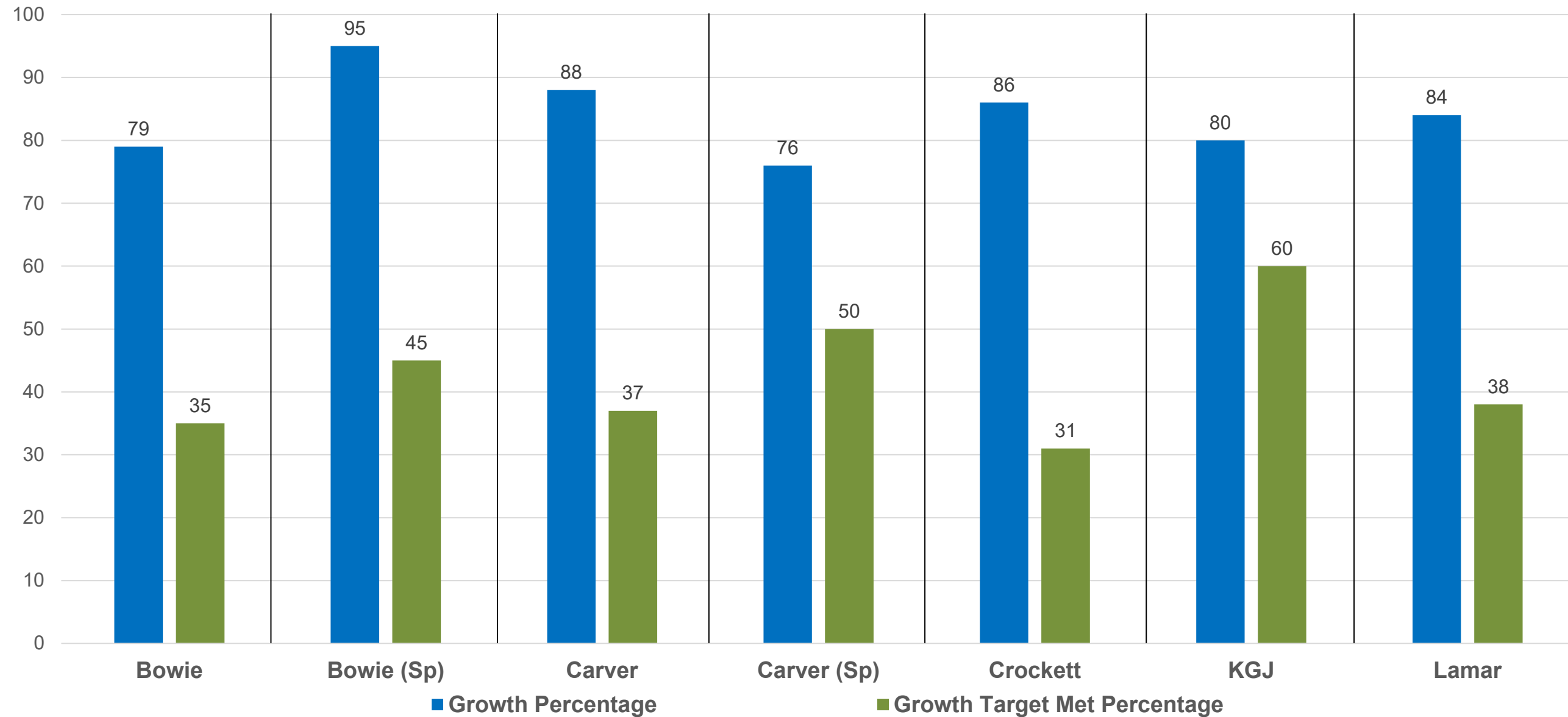
BOY to MOY



MAP Growth Reading – 1st Grade



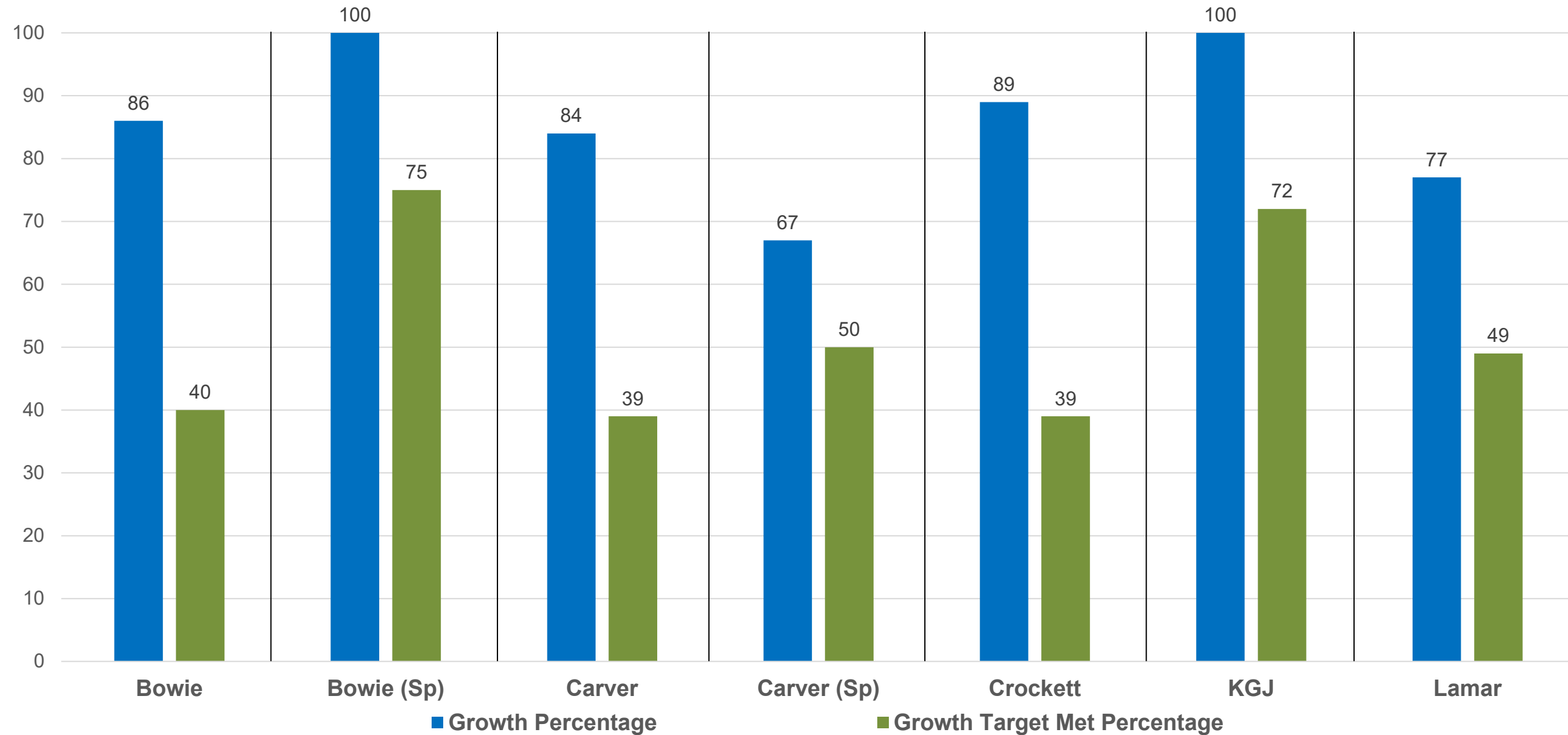
BOY to MOY



MAP Growth Reading – 2nd Grade



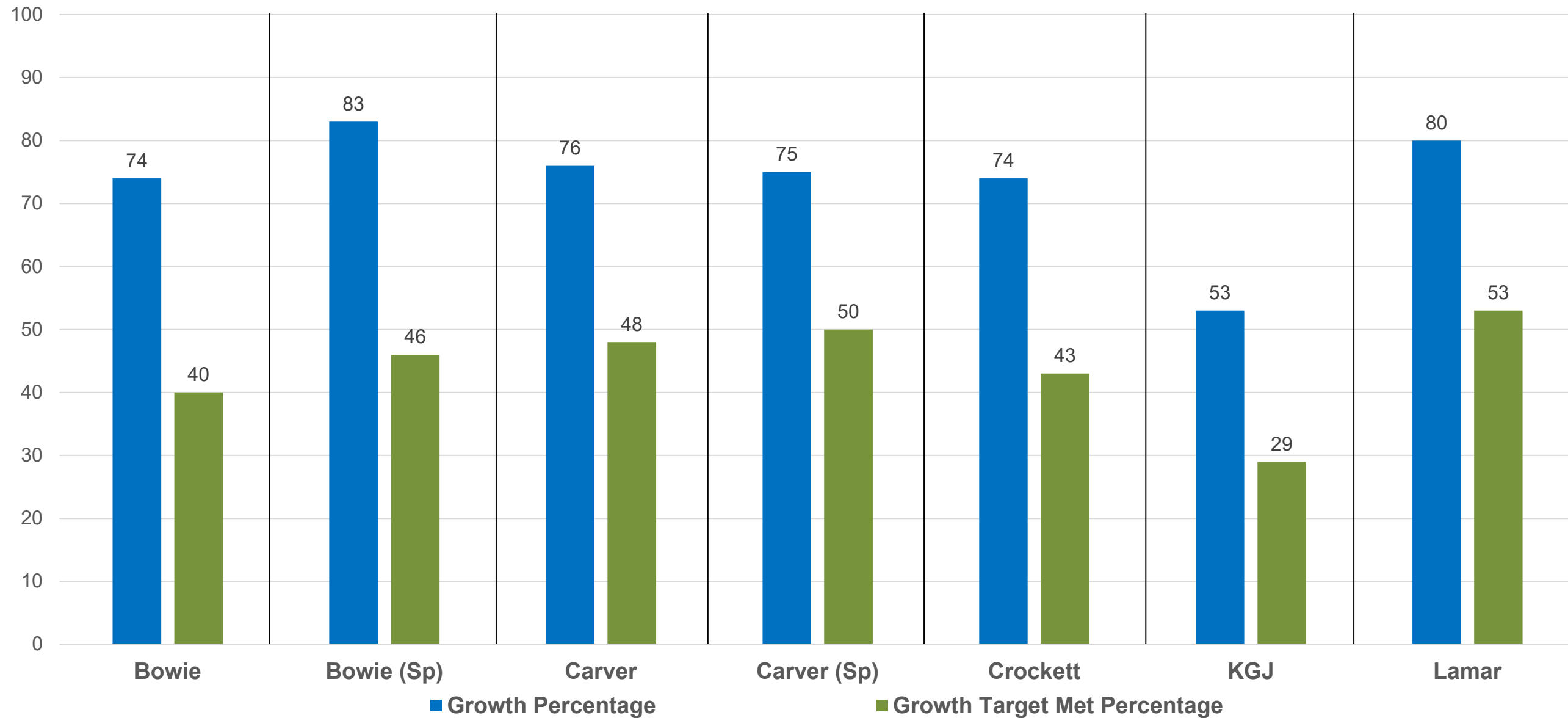
BOY to MOY



MAP Growth Reading – 3rd Grade



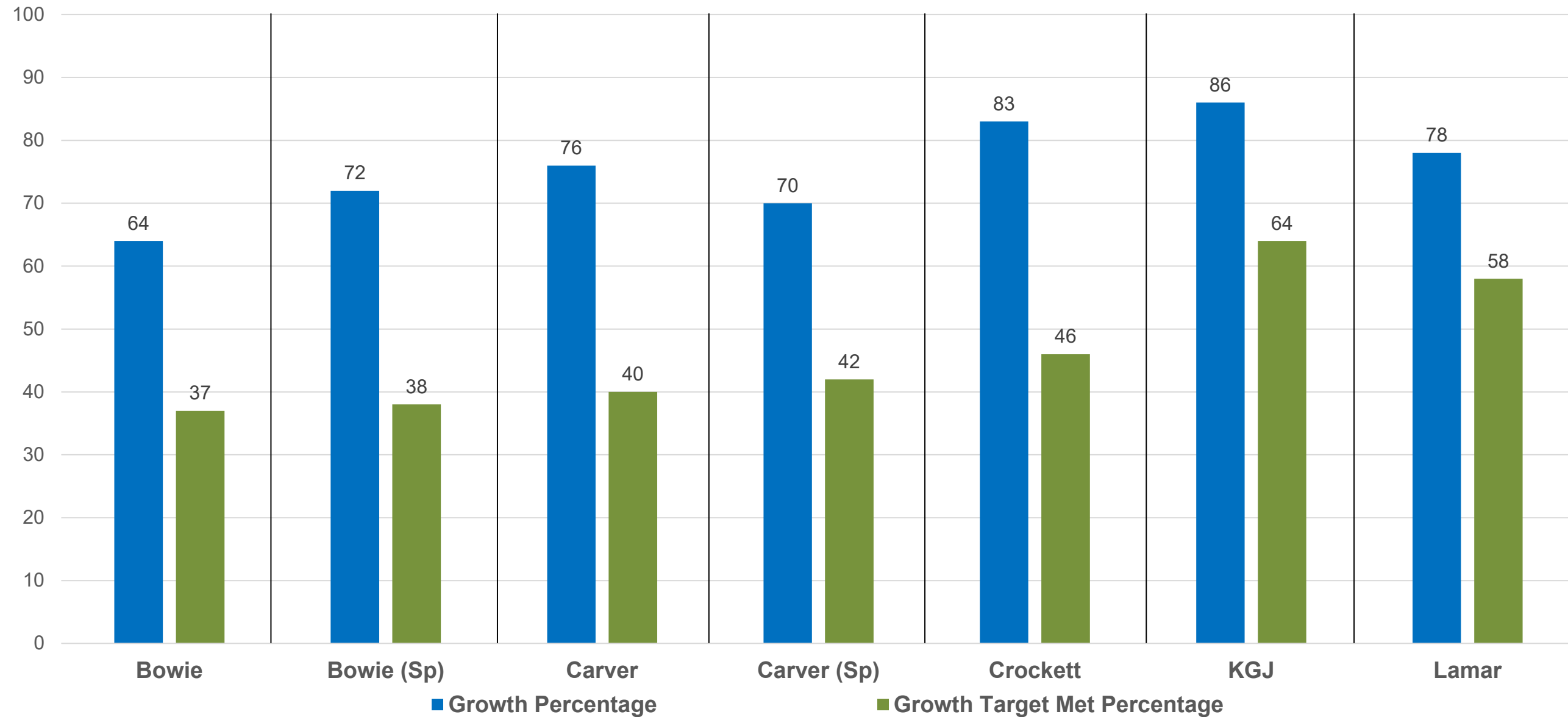
BOY to MOY



MAP Growth Reading – 4th Grade



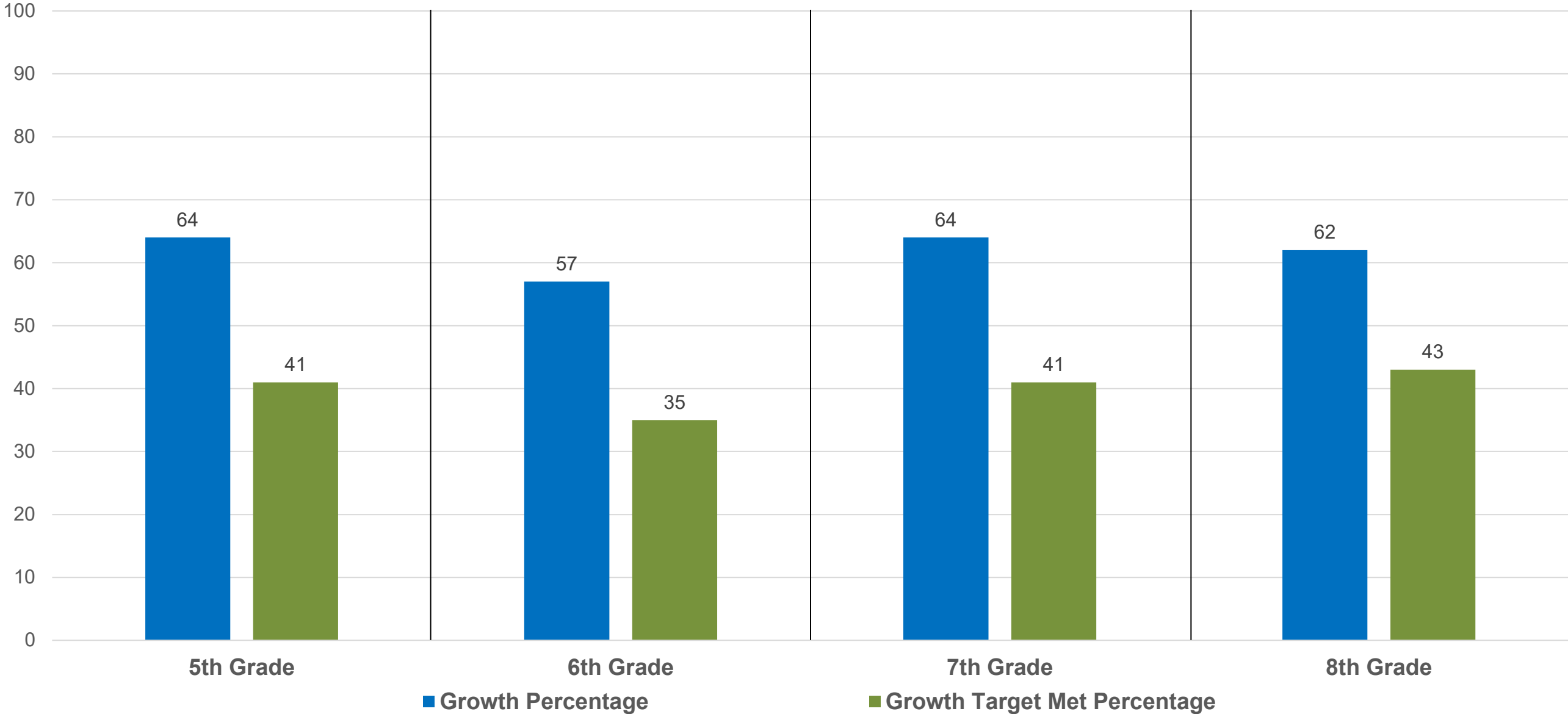
BOY to MOY



MAP Growth Reading – 5th to 8th Grade



BOY to MOY



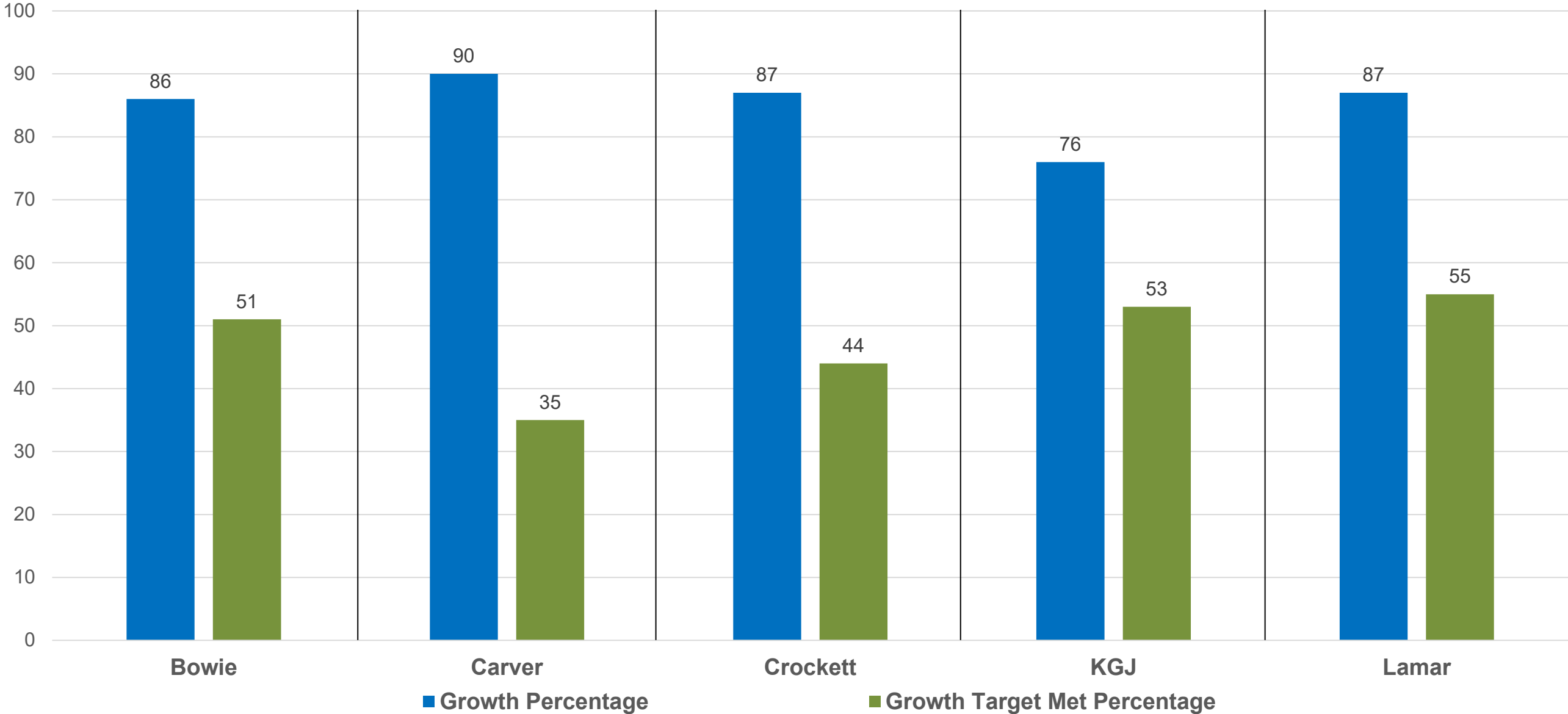


MAP Growth Language Usage

MAP Growth Language Usage – 2nd Grade



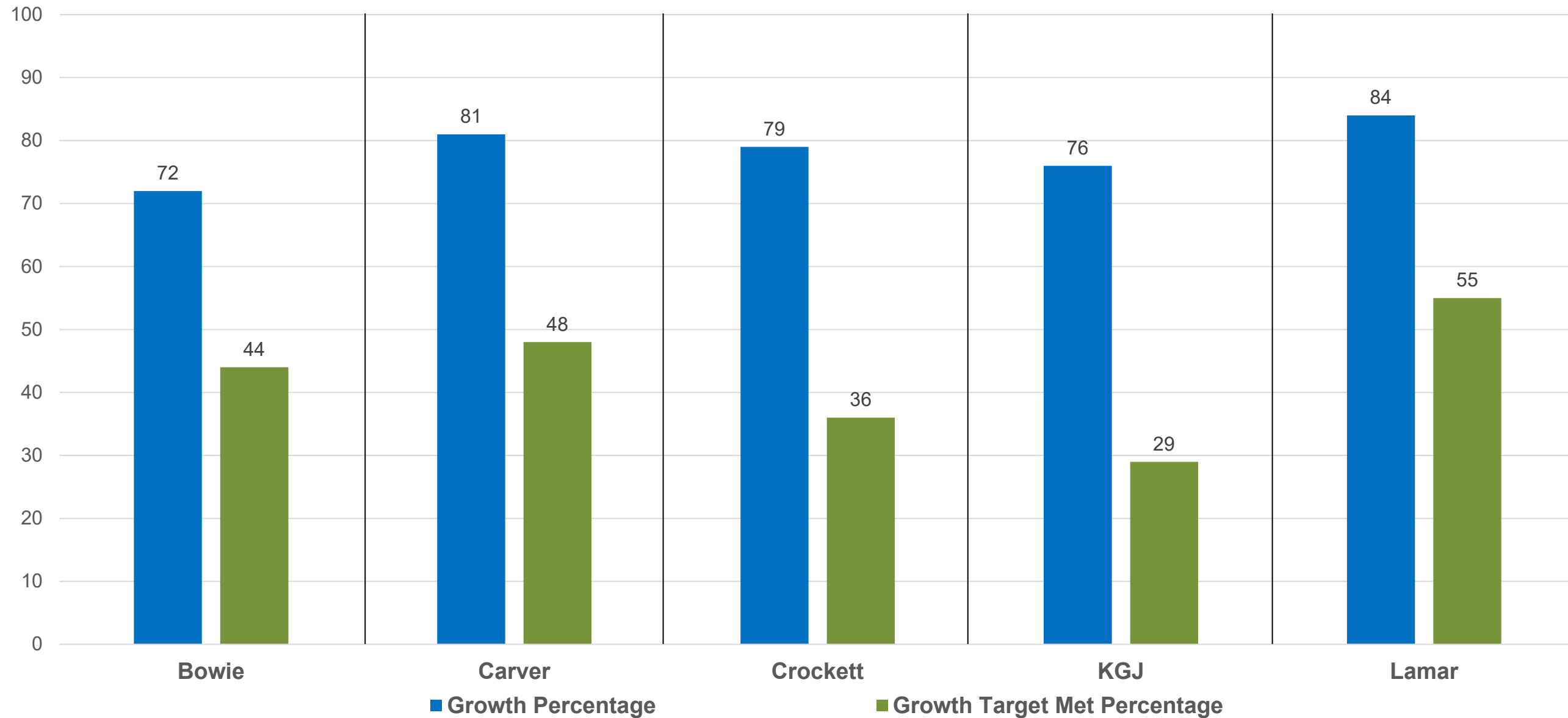
BOY to MOY



MAP Growth Language Usage – 3rd Grade



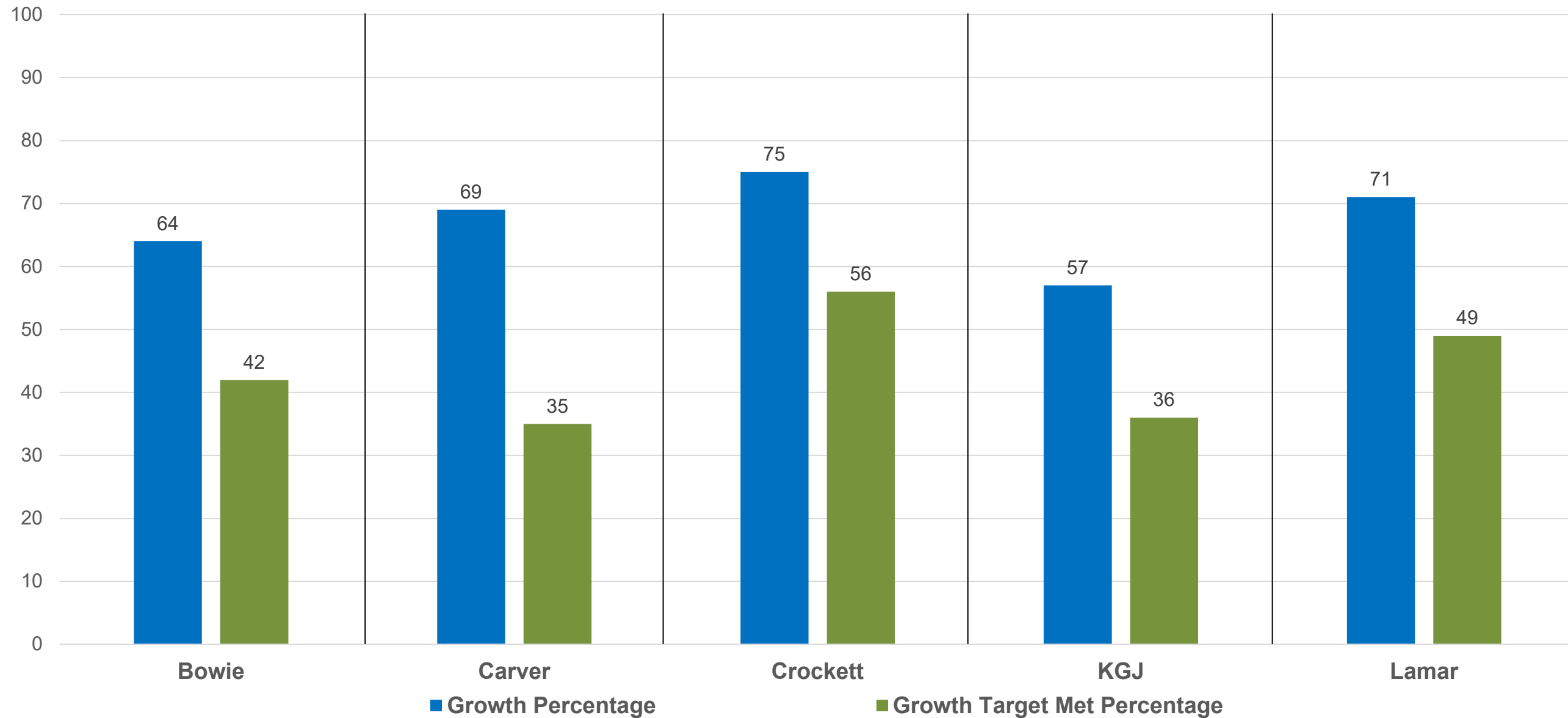
BOY to MOY



MAP Growth Language Usage – 4th Grade



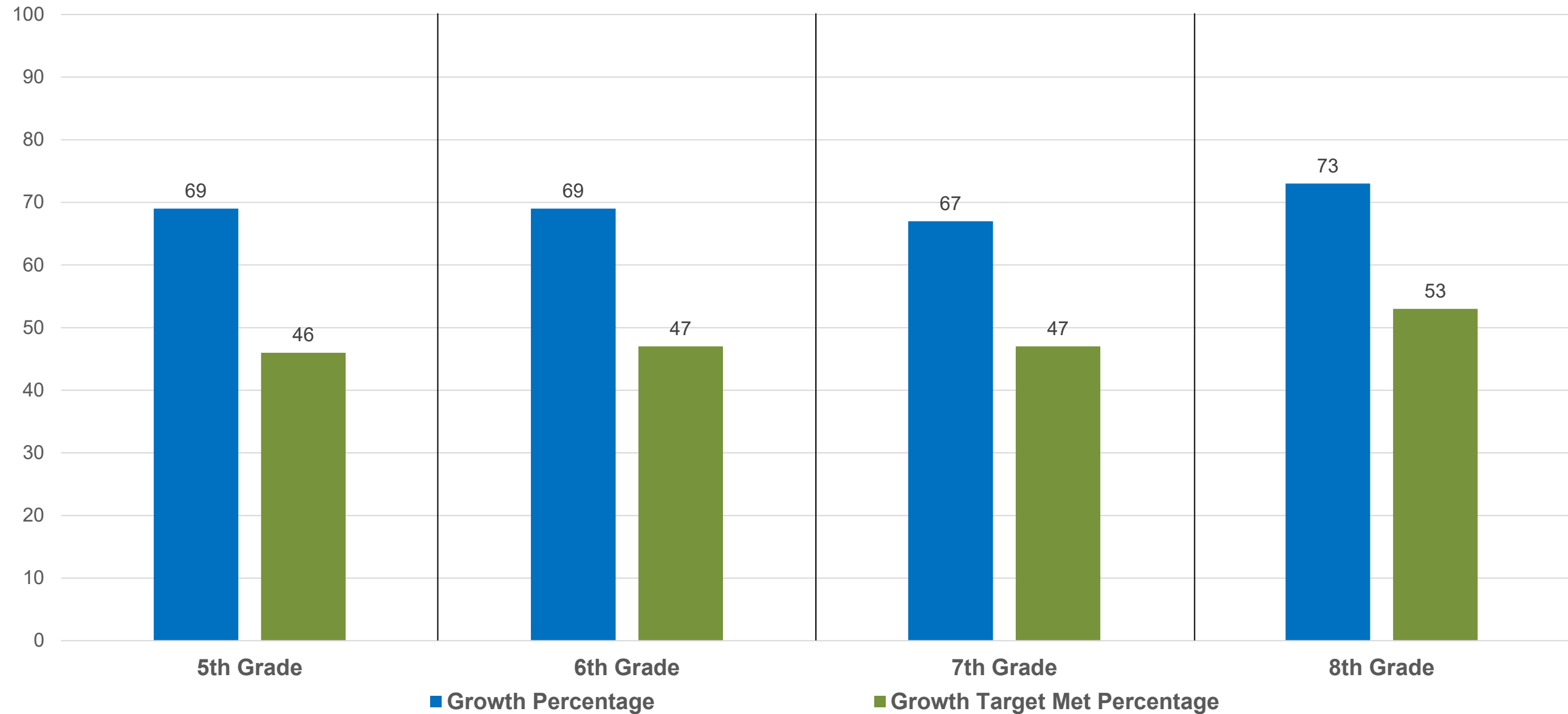
BOY to MOY



MAP Growth Language Usage – 5th to 8th Grade



BOY to MOY



MAP Growth Direct Connection to Progress Learning/Liftoff



- Adaptive intervention program for students in grades 2-8
- Ties directly to instructional focus areas for each individual student based on MAP Growth results
- Supports student learning during intervention opportunities when not working directly with a teacher

| Galaxy | MAP Growth Focus Area | Progress Learning/Liftoff Focus Area |
|----------|------------------------------|--------------------------------------|
| GALAXY 4 | Homophones | Text Features |
| | Affixes | Features |
| | Use Context | Text Organization |
| | Use Resources | Structure and Purpose |
| GALAXY 3 | | Author's Purpose |
| | | Sensory Language |
| | | Hyperbole |
| | | Literary Devices |
| | | Text Features |
| | Antonyms, Synonyms, etc. | Print and Graphic Features |
| | Affixes | Text Organization |
| | Use Context | Structure and Purpose |
| | Use Resources | Author's Purpose |
| | | Theme |
| GALAXY 2 | ★ Antonyms, Synonyms, etc. | ★ Persuasive Text |
| | ★ Affixes and Meaning | ★ Central Idea |
| | | ★ Drama |
| | | ★ Poem Elements |
| | ★ Genres | |
| | ★ Word Use | |
| | ★ Text Features and Graphics | |
| | ★ Organizational Patterns | |

Other Benefits of Progress Learning



| | | |
|--|---------------------------|-------------------------|
| | 02/09/2024 | Spelling |
| | 02/15/2024 | Represent Decimals |
| | 02/15/2024 Not Started | Fractions Review |
| | 02/15/2024 Not Started | Word Problem Practice |
| | 02/16/2024 | Inferencing-Info-4.6F_B |

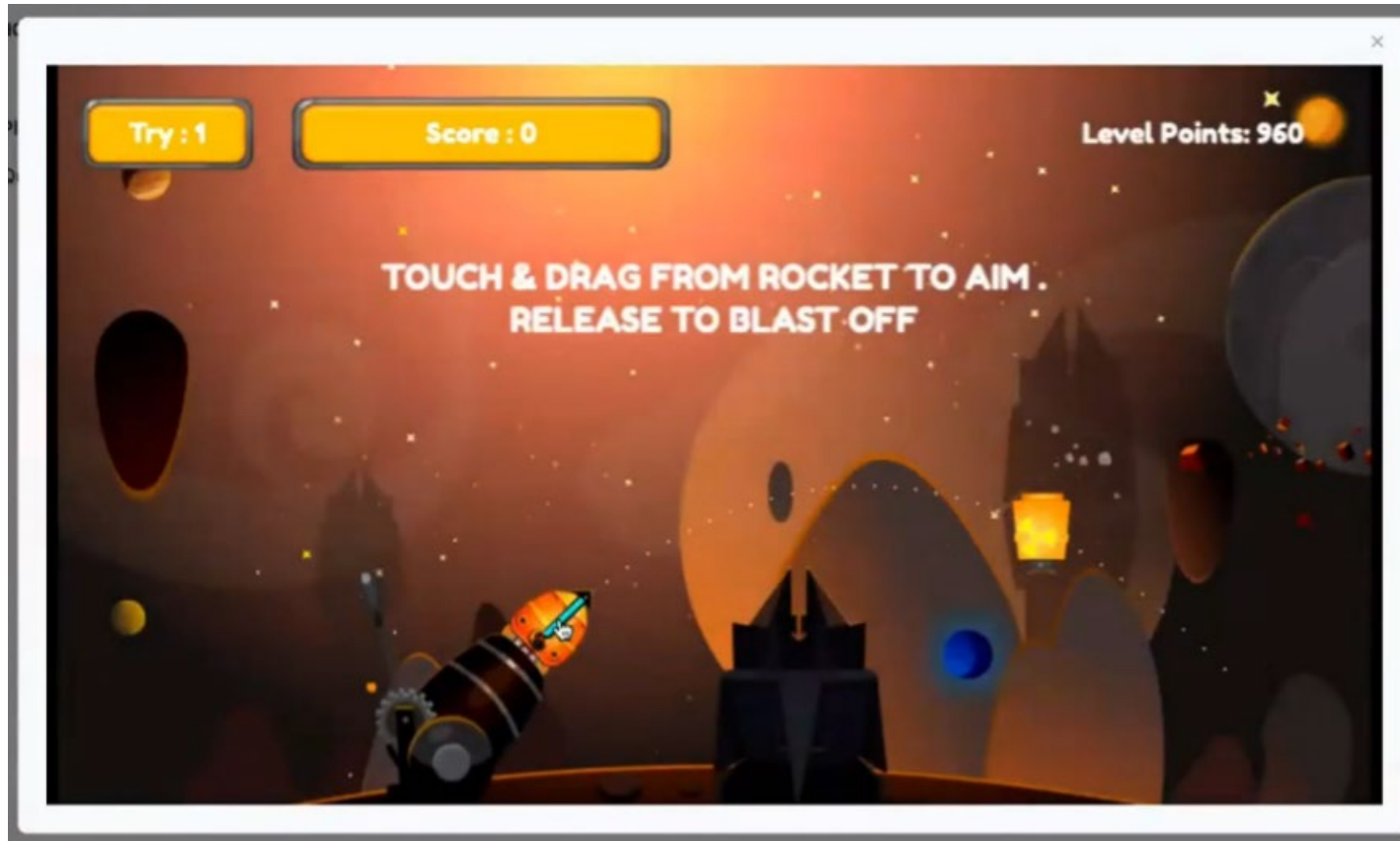
Assignments -
Instructional practice sets assigned
by the teacher

Study Plan -
Targeted practice students
can select independently

Study Plan | Focus Areas | Progress Report | Subject Tests | Domain Practice test

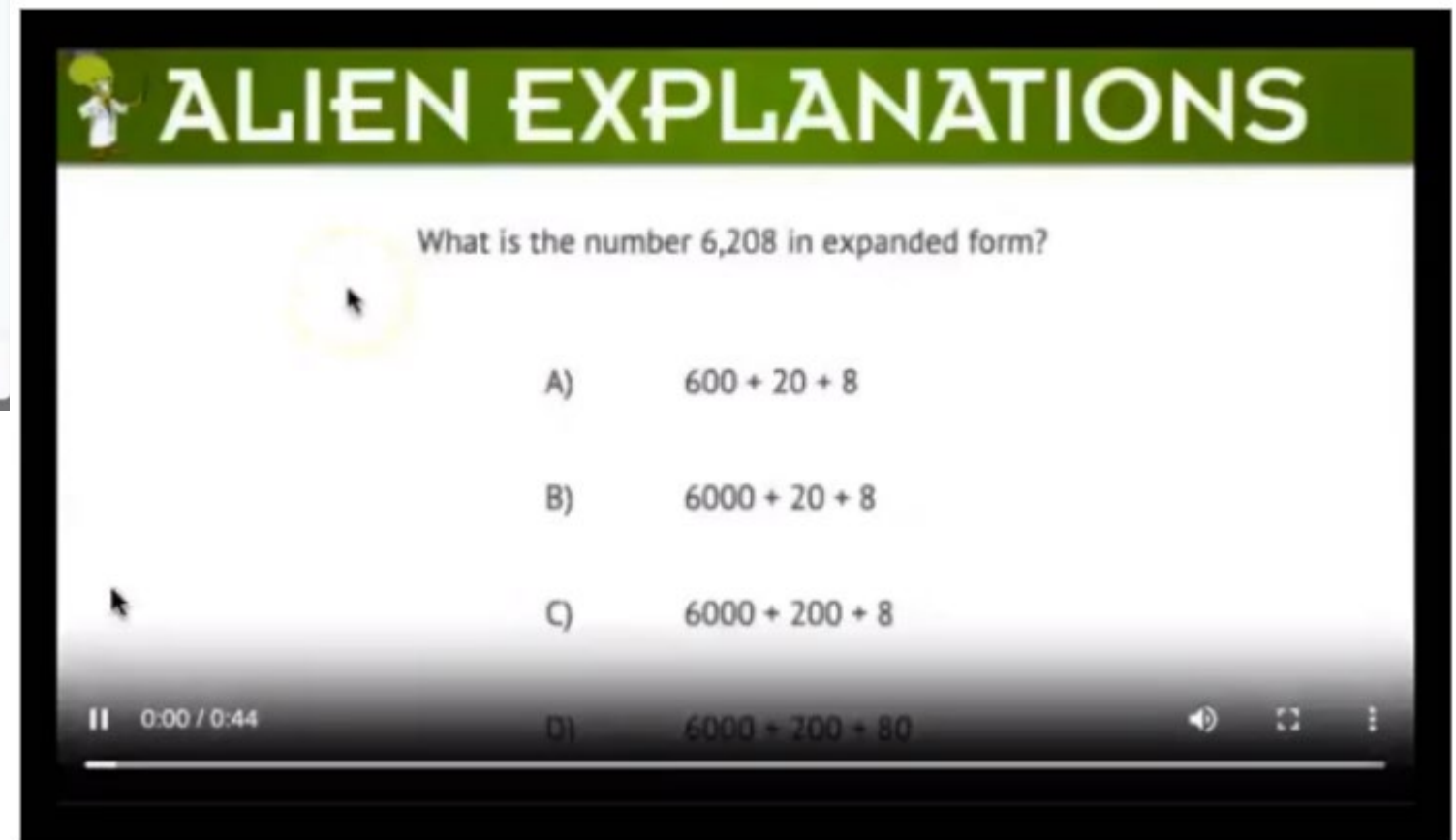
| Standard | Name | Status | Learn | Practice | Galaxy Stars |
|----------|---------------|-------------|--------------|----------|--------------|
| 4.3(A) | Use Resources | Not Started | Learn 0/2 ▶ | Start Ⓞ | ☆☆☆ |
| 4.3(B) | Use Context | Not Started | Learn 0/20 ▶ | Start Ⓞ | ☆☆☆ |
| 4.3(C) | Affixes | Not Started | Learn 0/1 ▶ | Start Ⓞ | ☆☆☆ |
| 4.3(D) | Homophones | Completed | | Resume Ⓞ | ★★☆ |

Other Benefits of Progress Learning



Games/Motivation -
15 second gaming for correct
answers

Explanation Videos -
Provided for support if students
answer questions incorrectly



Other Benefits of Progress Learning



Math

Skills Practice Test

| Standard Name | Action |
|--------------------------------------|--------|
| Compare Decimals - Level 1 | Start |
| Compare Decimals - Level 2 | Start |
| Compare Numbers - Level 3 | Start |
| Dividing Decimals | Start |
| Dividing Fractions and Whole Numbers | Start |
| Multiply Decimals | Start |
| Multiplying Fractions | Start |

Skills Practice -
Reinforce and practice specific math
and reading skills

Additional Instructional Resources

Bell Ringer
Display a single question of your choice as a warm-up activity or ticket out of the door.

Videos
Browse all available instructional videos by title and by domain.

Printable Resources

Class Activities
Browse an extensive collection of ready-to-print worksheets and answer keys.

Supersheets
Print pre-built assessments that are aligned to your state standards with item-answer rationals.

Class Profile



[Download CSV](#)

ACHIEVEMENT DETAILS

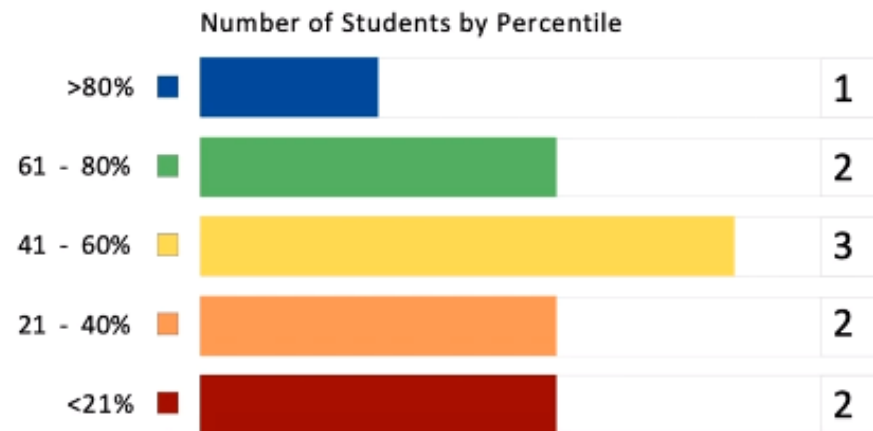
TEST DETAILS

Reading Test Results for Homeroom

[Print PDF](#)

ACHIEVEMENT PERCENTILES

Of 11 students, 10 have tested and have a score
Most are below the mean: (50th percentile).



COMPARISONS

Grade 4
(3 students)

Class Average RIT: 213.7

Your grade 4 students have scores above the national average (197).

Median Percentile: 71

Grade 5
(7 students)

Class Average RIT: 199.3

Your grade 5 students have scores that are below the national average (204).

Median Percentile: 38

Class Profile



Download CSV

ACHIEVEMENT DETAILS

TEST DETAILS

Reading Test Details Results for Homeroom

Print PDF

TEST DETAILS

Of 11 students, 10 have tested and have a score

- Completed tests
- Completed but retest is recommended



WHAT TESTS WERE TAKEN?

| Test taken | # of Students |
|----------------------------------|---------------|
| Growth: Reading 2-5 | 9 |
| Growth: Reading 2-5 (Accessible) | 1 |

! Rapid Guessing threshold exceeded. Retest Recommended **!**
1 student may need to take the test again. View those students in the table below

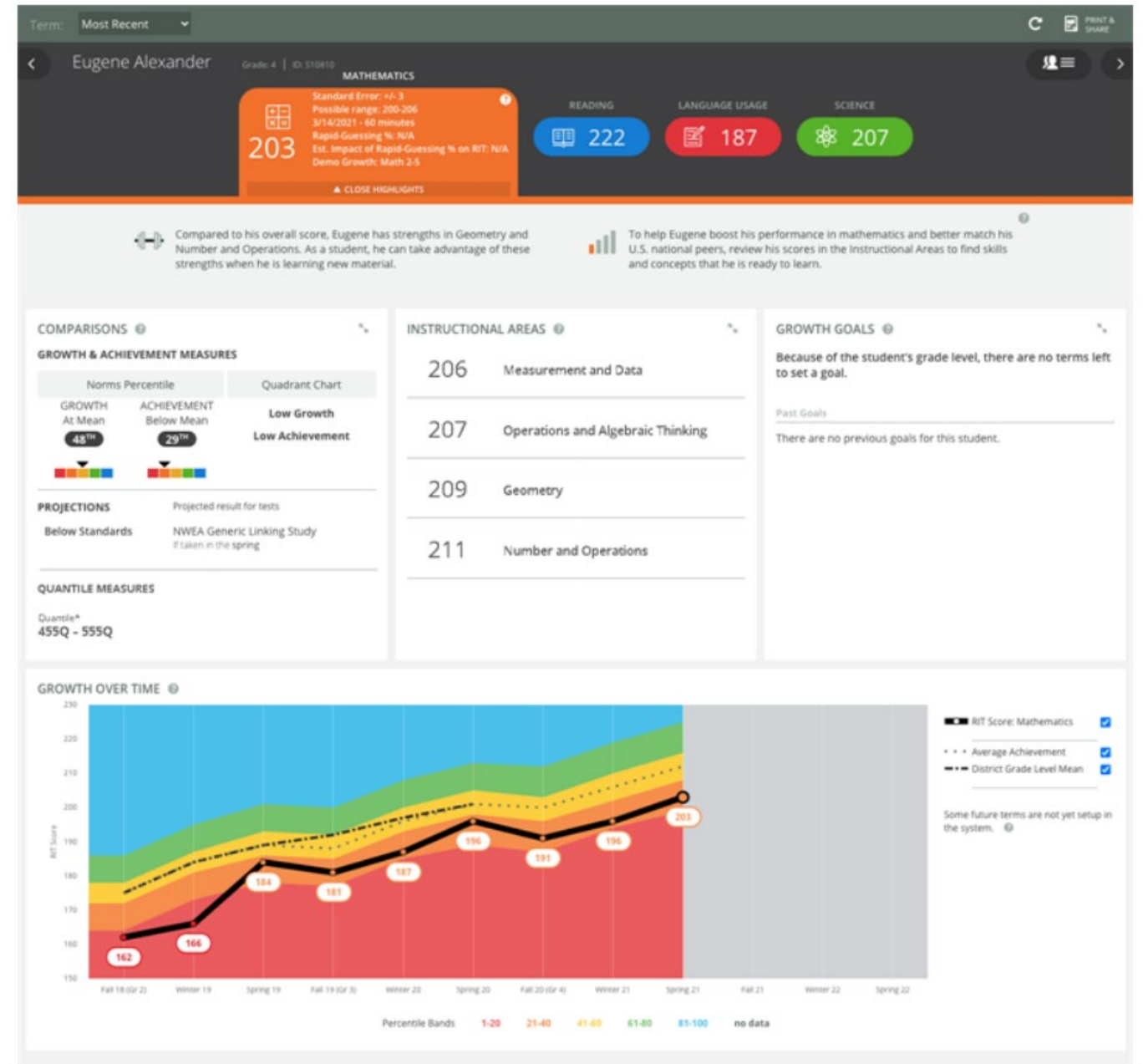
STUDENT DETAILS

| Students | ACHIEVEMENT | | | | TEST DETAILS | | | Test Taken | Test Date |
|-----------------|-------------|------------|-----|-------------|--------------|-----------------|---------------------------|---------------------|-----------|
| | Grade | Percentile | RIT | Lexile | SEM i | Test Duration | Rapid-Guessing Percentile | | |
| Watkins, Lewis | 5 | 8 | 177 | 145L - 295L | ±4.2 | 58 min | 4% | Growth: Reading 2-5 | 09/14/20 |
| Jones, Shelly | 5 | 13 | 189 | 380L - 530L | ±7.8 | 40 min ! | 38% | Growth: Reading 2-5 | 09/14/20 |
| Scott, Virginia | 5 | 25 | 196 | 515L - 665L | ±3.6 | 50 min | 5% | Growth: Reading 2-5 | 09/14/20 |
| Kennedy, Kelley | 4 | 60 | 204 | 665L - 815L | ±2.9 | 55 min | 0% | Growth: Reading 2-5 | 09/15/20 |
| Griswold, Odel | 5 | 50 | 207 | 725L - 875L | ±4.0 | 50 min | 4% | Growth: Reading 2-5 | 09/14/20 |
| Stevens, Sadie | 4 | 71 | 209 | 765L - 915L | ±3.6 | 59 min | 0% | Growth: Reading 2-5 | 09/15/20 |
| Carlin, Alishia | 5 | 60 | 211 | 800L - 950L | ±2.9 | 51 min | 2% | Growth: Reading 2-5 | 09/15/20 |
| Collins, Keith | 5 | 64 | 213 | 840L - 990L | ±2.2 | 64 min | 1% | Growth: Reading 2-5 | 09/14/20 |

Student Profile



- Student's scores
- Student's test duration
- Student's rapid guessing % and impact
- Growth and achievement comparisons
- Instructional areas – strengths and areas of focus
- Growth goals
- Projections – state and college exams



Class Breakdown by Instructional Area



- Academic diversity of a class used to modify and focus the instruction for each student
- Groups student by instructional area based on scoring

Class Breakdown By Instructional Area

District: NWEA Sample District 62
Term Rostered: Spring 2021-2022
Term Tested: Fall 2021-2022
School: Bryce Canyon Elementary School
Instructor: Maldonado, Bethany
Class: Homeroom
Weeks of Instruction: 4 (Fall 2021)

Class Breakdown by: Instructional Area
Subject: Course Language Arts: Reading

Create a PDF version of this report Letter 8 1/2x11" Create PDF

Demo Growth: Reading 2-5 / Demonstration Tests - NW

| Instructional Area | Instructional Area RIT Score | | | |
|--------------------------------|--|---|--|---|
| | 151-160 | 161-170 | 171-180 | 181-190 |
| Literature | J. Vann (159) Y. Caudill (168) | A. Reed (170) | T. Goodwin (166) P. George (170) J. Kelly (177) M. Griffin (182) | R. Broadway (174) T. Russell (175) D. Bishop (177) M. Reese (178) J. Hughes (181) E. Roberts (189) |
| Informational Text | C. Reed (159) K. Watson (167) T. Goodwin (169) | J. Vann (159) Y. Caudill (166) R. Taylor (166) A. Henderson (168) D. Bishop (177) | P. George (170) A. Reed (170) R. Broadway (174) T. Russell (175) | J. Kelly (177) M. Reese (178) J. Hughes (181) M. Griffin (182) O. Schwartz (183) D. Troyler (192) |
| Vocabulary Acquisition and Use | | C. Reed (159) J. Vann (159) Y. Caudill (168) | R. Taylor (168) K. Watson (167) A. Henderson (168) T. Goodwin (166) P. George (170) A. Reed (170) R. Broadway (174) T. Russell (175) J. Kelly (177) M. Reese (178) M. Griffin (182) O. Schwartz (183) | D. Bishop (177) J. Hughes (181) E. Roberts (189) S. Ballard (191) T. Cook (195) |

Instructional Area RIT Score

| 181-190 | 191-200 | 201-210 | 211-220 |
|---|--|---|-----------------|
| R. Broadway (174) T. Russell (175) D. Bishop (177) M. Reese (178) J. Hughes (181) E. Roberts (189) | O. Schwartz (183) S. Ballard (191) D. Troyler (192) T. Cook (195) J. Allen (197) V. Hopkins (201) D. Foster (205) L. Thomas (206) | E. Alexander (201) | |
| J. Kelly (177) M. Reese (178) J. Hughes (181) M. Griffin (182) O. Schwartz (183) D. Troyler (192) | E. Roberts (189) S. Ballard (191) T. Cook (195) E. Alexander (201) | J. Allen (197) V. Hopkins (201) D. Foster (205) | L. Thomas (206) |
| D. Bishop (177) J. Hughes (181) E. Roberts (189) S. Ballard (191) T. Cook (195) | D. Troyler (192) J. Allen (197) | E. Alexander (201) V. Hopkins (201) D. Foster (205) | L. Thomas (206) |

Class Breakdown by Instructional Area shows details within each subject

Class Achievement Status & Growth Summary



- Individual student projections to help set student goals
- Individual student summary comparison of two terms

| Achievement Status | | | | Growth | | | | | | | |
|----------------------|------------------------------|----------------------|------------------------------|---------------------|------------------|-----------------|--------------------|--------------|----------------------|--------------------------|-------------------------------|
| Fall 2023 | | Winter 2024 | | Student | | | | | | Comparative | |
| RIT Score Range | Achievement Percentile Range | RIT Score Range | Achievement Percentile Range | Projected RIT Score | Projected Growth | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile |
| 200- 203 -206 | 51- 59 -68 | 201- 204 -207 | 37- 46 -54 | 209 | 6 | 1 | 4.4 | -5 | No | -0.99 | 16 |
| 196- 199 -202 | 40- 48 -57 | 218- 221 -224 | 79- 85 -89 | 205 | 6 | 22 | 4.5 | 16 | Yes | 3.1 | 99 |
| 222- 225 -228 | 94- 96 -98 | 221- 224 -227 | 85- 89 -93 | 230 | 5 | -1 | 4.5 | -6 | No | -1.23 | 11 |

Family Report



- Presents key results to communicate with students and their families

mop GROWTH
Shelley Jones
 Fall 2020 Family Report

Page 1
 ID: 510580 | Grade: 5
 Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade.

Mathematics

Low Average Achievement 38th Percentile

| Year | Shelley | National Average Achievement |
|------------|---------|------------------------------|
| Spring '19 | 200 | 194 |
| Fall '19 | 194 | 194 |
| Winter '20 | 199 | 194 |
| Spring '20 | 212 | 194 |
| Fall '20 | 204 | 194 |

Shelley's overall score (RIT score) was a 204 on a range of 100-356. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- Below Standards on the NWEA Generic Linking Study (if taken in Spring 2021)
- Not On Track on the ACT College Readiness (if taken in Spring 2021)
- Not On Track on the SAT (if taken in Spring 2021)

Reading

Low Achievement 18th Percentile

| Year | Shelley | National Average Achievement |
|------------|---------|------------------------------|
| Spring '19 | 183 | 183 |
| Fall '19 | 181 | 183 |
| Winter '20 | 182 | 183 |
| Spring '20 | 193 | 183 |
| Fall '20 | 189 | 183 |

Shelley's overall score (RIT score) was a 189 on a range of 100-326. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- Below Standards on the NWEA Generic Linking Study (if taken in Spring 2021)
- Not On Track on the ACT College Readiness (if taken in Spring 2021)
- Not On Track on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

| Year | Shelley | National Average Achievement |
|------------|---------|------------------------------|
| Spring '19 | 220 | 197 |
| Fall '19 | 218 | 197 |
| Winter '20 | 216 | 197 |
| Spring '20 | 226 | 197 |
| Fall '20 | 224 | 197 |

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- Advanced on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science

High Achievement 97th Percentile

| Year | Shelley | National Average Achievement |
|------------|---------|------------------------------|
| Spring '19 | 212 | 195 |
| Fall '19 | 217 | 195 |
| Winter '20 | 212 | 195 |
| Spring '20 | 211 | 195 |
| Fall '20 | 222 | 195 |

Shelley's overall score (RIT score) was a 222 on a range of 100-350. Your child is in the 97th percentile, which means they scored better than 97% of their peers.

High Average Growth 61st Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

Shelley is likely to be:

- Advanced on the NWEA Generic Linking Study (if taken in Spring 2021)



Unit Assessments

[2023-2024 Student Learning Standard Charts](#)

3rd Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 8 | Unit 3 | Unit 5 | Unit 7 | Unit 4 (new) |
|----------|------------|--------|--------|--------|--------|--------|--------|--------------|
| Bowie | Approaches | 80% | 57% | 89% | 82% | 85% | 73% | 66% |
| | Meets | 51% | 25% | 63% | 64% | 65% | 43% | 43% |
| | Masters | 39% | 11% | 36% | 36% | 41% | 22% | 13% |
| Carver | Approaches | 71% | 59% | 81% | 64% | 78% | 78% | 58% |
| | Meets | 44% | 28% | 55% | 53% | 57% | 55% | 52% |
| | Masters | 35% | 12% | 26% | 29% | 40% | 27% | 32% |
| Crockett | Approaches | 67% | 37% | 81% | 45% | 54% | 49% | 27% |
| | Meets | 36% | 14% | 50% | 24% | 33% | 11% | 10% |
| | Masters | 27% | 0% | 22% | 8% | 8% | 3% | 0% |
| KGJ | Approaches | 82% | 53% | 81% | 76% | 71% | 50% | 35% |
| | Meets | 53% | 29% | 63% | 35% | 53% | 25% | 24% |
| | Masters | 35% | 6% | 19% | 12% | 18% | 0% | 6% |
| Lamar | Approaches | 85% | 63% | 91% | 78% | 68% | 71% | 66% |
| | Meets | 67% | 27% | 64% | 60% | 47% | 37% | 38% |
| | Masters | 50% | 13% | 38% | 27% | 25% | 17% | 16% |

4th Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 7 | Unit 6 (new) |
|----------|------------|--------|--------|--------|--------|--------|--------|--------------|
| Bowie | Approaches | 86% | 71% | 73% | 56% | 72% | 72% | 61% |
| | Meets | 54% | 44% | 34% | 45% | 58% | 43% | 39% |
| | Masters | 18% | 20% | 15% | 22% | 28% | 10% | 8% |
| Carver | Approaches | 62% | 67% | 52% | 48% | 54% | 73% | 37% |
| | Meets | 35% | 41% | 30% | 27% | 36% | 14% | 17% |
| | Masters | 12% | 14% | 10% | 8% | 16% | 0% | 5% |
| Crockett | Approaches | 68% | 51% | 65% | 50% | 47% | 41% | 33% |
| | Meets | 38% | 22% | 43% | 36% | 26% | 21% | 22% |
| | Masters | 12% | 5% | 13% | 11% | 6% | 6% | 7% |
| KGJ | Approaches | 79% | 55% | 71% | 64% | 60% | 47% | 33% |
| | Meets | 37% | 33% | 29% | 43% | 20% | 41% | 17% |
| | Masters | 21% | 7% | 24% | 29% | 0% | 18% | 0% |
| Lamar | Approaches | 82% | 65% | 69% | 60% | 62% | 56% | 53% |
| | Meets | 53% | 45% | 48% | 43% | 45% | 37% | 35% |
| | Masters | 25% | 25% | 28% | 16% | 19% | 9% | 11% |

5th Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 4 | Unit 5 | Unit 6 | Unit 7 (new) |
|--------|------------|--------|--------|--------|--------|--------|-----------------|
| Travis | Approaches | 58% | 70% | 65% | 65% | 67% | 62% |
| | Meets | 27% | 48% | 43% | 38% | 25% | 30% |
| | Masters | 13% | 19% | 21% | 15% | 11% | 8% |

6th Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 (new) |
|--------|------------|--------|--------|--------|--------|--------|-----------------|
| Travis | Approaches | 62% | 84% | 83% | 87% | 85% | 83% |
| | Meets | 41% | 53% | 60% | 58% | 55% | 65% |
| | Masters | 18% | 28% | 30% | 39% | 36% | 36% |

7th Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 (new) | Unit 7 (new) |
|-----|------------|--------|--------|--------|--------|--------|-----------------|-----------------|
| GMS | Approaches | 42% | 43% | 58% | 69% | 78% | 62% | 51% |
| | Meets | 16% | 16% | 34% | 40% | 59% | 38% | 33% |
| | Masters | 5% | 3% | 11% | 14% | 25% | 21% | 10% |

8th Grade Math Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 (new) |
|-----|------------|--------|--------|--------|--------|--------|--------|-----------------|
| GMS | Approaches | 90% | 87% | 91% | 81% | 76% | 96% | 77% |
| | Meets | 69% | 68% | 82% | 57% | 52% | 92% | 60% |
| | Masters | 27% | 38% | 51% | 18% | 13% | 74% | 41% |

Algebra I Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 (new) |
|------|------------|--------|--------|--------|--------|--------|--------------|
| GMS | Approaches | 94% | 83% | 98% | 93% | 98% | 94% |
| | Meets | 77% | 89% | 91% | 76% | 93% | 86% |
| | Masters | 68% | 64% | 87% | 70% | 83% | 76% |
| GHS | Approaches | 55% | 76% | 82% | 49% | 70% | 78% |
| | Meets | 30% | 61% | 56% | 20% | 43% | 56% |
| | Masters | 24% | 46% | 47% | 14% | 30% | 36% |
| NHHS | Approaches | 17% | 33% | -- | 50% | -- | 67% |
| | Meets | 17% | 17% | -- | 25% | -- | 0% |
| | Masters | 17% | 17% | -- | 25% | -- | 0% |

3rd Grade RLA Unit Assessments



| | | Module 2 | Module 3 | Module 4 | Module 5 |
|----------|------------|----------|----------|----------|----------|
| Bowie | Approaches | 86% | 58% | 96% | 81% |
| | Meets | 61% | 54% | 67% | 44% |
| | Masters | 11% | 19% | 30% | 6% |
| Carver | Approaches | 81% | 83% | 85% | 84% |
| | Meets | 42% | 50% | 62% | 69% |
| | Masters | 13% | 22% | 25% | 19% |
| Crockett | Approaches | 61% | 66% | 87% | 39% |
| | Meets | 39% | 23% | 45% | 15% |
| | Masters | 3% | 6% | 13% | 3% |
| KGJ | Approaches | 78% | 69% | 78% | 56% |
| | Meets | 9% | 50% | 50% | 38% |
| | Masters | 11% | 19% | 28% | 25% |
| Lamar | Approaches | 80% | 88% | 97% | 67% |
| | Meets | 50% | 56% | 65% | 39% |
| | Masters | 3% | 25% | 22% | 8% |

3rd Grade Spanish RLA Unit Assessments



| | | Module 2 | Module 3 | Module 4 | Module 5 |
|--------|------------|----------|----------|----------|----------|
| Bowie | Approaches | 50% | 58% | 67% | 67% |
| | Meets | 8% | 42% | 17% | 17% |
| | Masters | 0% | 25% | 0% | 0% |
| Carver | Approaches | 38% | 49% | 23% | 51% |
| | Meets | 7% | 34% | 9% | 18% |
| | Masters | 4% | 24% | 5% | 8% |

4th Grade RLA Unit Assessments



| | | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 (new) |
|----------|------------|----------|----------|----------|----------|-------------------|
| Bowie | Approaches | 83% | 89% | 85% | 81% | 57% |
| | Meets | 54% | 59% | 48% | 44% | 21% |
| | Masters | 23% | 13% | 21% | 13% | 6% |
| Carver | Approaches | 72% | 88% | 73% | 79% | 40% |
| | Meets | 43% | 42% | 43% | 44% | 10% |
| | Masters | 22% | 10% | 14% | 8% | 1% |
| Crockett | Approaches | 58% | 75% | 79% | 78% | 43% |
| | Meets | 47% | 43% | 36% | 31% | 7% |
| | Masters | 26% | 25% | 21% | 14% | 0% |
| KGJ | Approaches | 67% | 92% | 90% | 94% | 45% |
| | Meets | 50% | 69% | 70% | 41% | 0% |
| | Masters | 39% | 23% | 40% | 6% | 0% |
| Lamar | Approaches | 75% | 85% | 89% | 82% | 58% |
| | Meets | 49% | 49% | 68% | 49% | 27% |
| | Masters | 29% | 19% | 30% | 30% | 4% |

4th Grade Spanish RLA Unit Assessments



| | | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|--------|------------|----------|----------|----------|----------|----------|
| Bowie | Approaches | - | - | 0% | - | - |
| | Meets | - | - | 0% | - | - |
| | Masters | - | - | 0% | - | - |
| Carver | Approaches | 30% | 39% | 38% | 24% | 22% |
| | Meets | 8% | 11% | 13% | 2% | 6% |
| | Masters | 8% | 3% | 8% | 0% | 3% |

**Currently Bowie has no students testing in 4th grade Spanish RLA.

5th Grade RLA Unit Assessments



| | | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 (new) |
|--------|------------|----------|----------|----------|----------|-------------------|
| Travis | Approaches | 79% | 74% | 59% | 55% | 71% |
| | Meets | 46% | 42% | 34% | 28% | 42% |
| | Masters | 15% | 10% | 14% | 6% | 19% |

5th Grade Spanish RLA Unit Assessments



| | | Module 4 | Module 5 | Module 6 (new) |
|--------|------------|----------|----------|-------------------|
| Travis | Approaches | 38% | 22% | 40% |
| | Meets | 11% | 1% | 21% |
| | Masters | 1% | 0% | 10% |

6th Grade RLA Unit Assessments



| | | Unit 1 | Unit 2 |
|--------|------------|--------|--------|
| Travis | Approaches | 74% | 71% |
| | Meets | 46% | 32% |
| | Masters | 11% | 4% |

7th Grade RLA Unit Assessments



| | | Unit 1 | Unit 2 |
|-----|------------|--------|--------|
| GMS | Approaches | 79% | 79% |
| | Meets | 40% | 59% |
| | Masters | 12% | 30% |

8th Grade RLA Unit Assessments



| | | Unit 1 | Unit 2 |
|-----|------------|--------|--------|
| GMS | Approaches | 67% | 64% |
| | Meets | 32% | 35% |
| | Masters | 12% | 12% |

English I Unit Assessments



| | | Unit 1 | Unit 2 |
|------|------------|--------|--------|
| GHS | Approaches | 19% | 81% |
| | Meets | 10% | 66% |
| | Masters | 0% | 17% |
| NHHS | Approaches | 14% | 43% |
| | Meets | 0% | 21% |
| | Masters | 0% | 7% |

English II Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 (new) |
|------|------------|--------|--------|-----------------|
| GHS | Approaches | 53% | 71% | 54% |
| | Meets | 3% | 56% | 39% |
| | Masters | 2% | 15% | 12% |
| NHHS | Approaches | 5% | 20% | 17% |
| | Meets | 0% | 20% | 17% |
| | Masters | 0% | 0% | 0% |

5th Grade Science Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 (new) |
|--------|------------|--------|--------|--------|--------|-----------------|
| Travis | Approaches | 62% | 59% | 56% | 60% | 54% |
| | Meets | 45% | 39% | 36% | 38% | 25% |
| | Masters | 25% | 21% | 27% | 18% | 11% |

8th Grade Science Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 (new) |
|-----|------------|--------|--------|--------|--------|-----------------|
| GMS | Approaches | 80% | 82% | 76% | 59% | 88% |
| | Meets | 57% | 69% | 63% | 41% | 72% |
| | Masters | 28% | 28% | 21% | 7% | 56% |

Biology Unit Assessments



| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 (new) | Unit 8 (new) |
|------|------------|--------|--------|--------|--------|--------|--------|--------------|--------------|
| GHS | Approaches | 90% | 90% | 92% | 88% | 87% | 81% | 90% | 93% |
| | Meets | 62% | 53% | 72% | 70% | 71% | 51% | 66% | 78% |
| | Masters | 39% | 11% | 41% | 34% | 39% | 12% | 22% | 31% |
| NHHS | Approaches | 77% | 100% | 70% | 100% | 86% | 100% | 71% | 67% |
| | Meets | 62% | 92% | 20% | 90% | 71% | 100% | 29% | 50% |
| | Masters | 54% | 0% | 0% | 60% | 71% | 100% | 0% | 0% |

8th Grade SS Unit Assessments



| | | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 (new) |
|-----|------------|--------|--------|--------|--------|--------|-----------------|
| GMS | Approaches | 65% | 80% | 82% | 37% | 55% | 65% |
| | Meets | 30% | 50% | 55% | 8% | 36% | 38% |
| | Masters | 13% | 29% | 33% | 2% | 21% | 30% |

Unit Assessment Comparison



| | | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|------|------------|--------|--------|--------|--------|
| GHS | Approaches | 87% | 88% | 86% | 84% |
| | Meets | 61% | 64% | 67% | 71% |
| | Masters | 29% | 33% | 42% | 43% |
| NHHS | Approaches | - | - | 54% | 69% |
| | Meets | - | - | 33% | 50% |
| | Masters | - | - | 13% | 19% |

Upcoming



| Assessment/Intervention | Response |
|--|--|
| STAAR/STAAR EOC Interim Assessments | <ul style="list-style-type: none">• STAAR/STAAR EOC Prediction Measure• Online testing platform experience• Targeted data for intervention/tutoring |
| Accelerated Instruction and Tiered Interventions | <ul style="list-style-type: none">• Ongoing• Students' daily schedules• Supported by ongoing data points• Small group instruction and instructional practice resources (ex – Progress Learning) |
| Tutoring | <ul style="list-style-type: none">• After School• Saturday School• Supported by ongoing data points |



Principal Feedback



Questions?