MAP Testing Analysis

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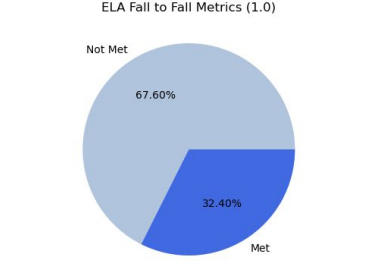
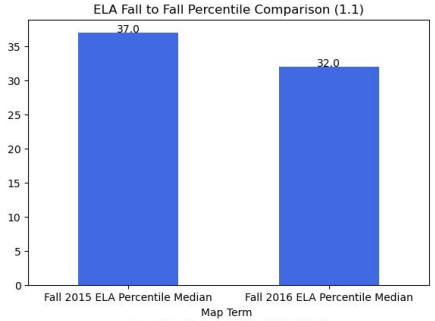
Objective

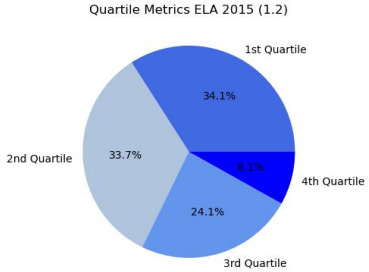
The objective of this performance task is to answer the following questions based on the dataset:

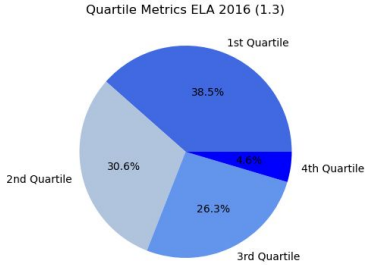
1. Is it obvious that students assigned to certain teachers were more likely to meet their "Fall-to-Fall" MAP Reading or Math goals?
2. Does poor attendance or chronic tardiness impact students' MAP performance?

Fall-to-Fall Metrics ELA



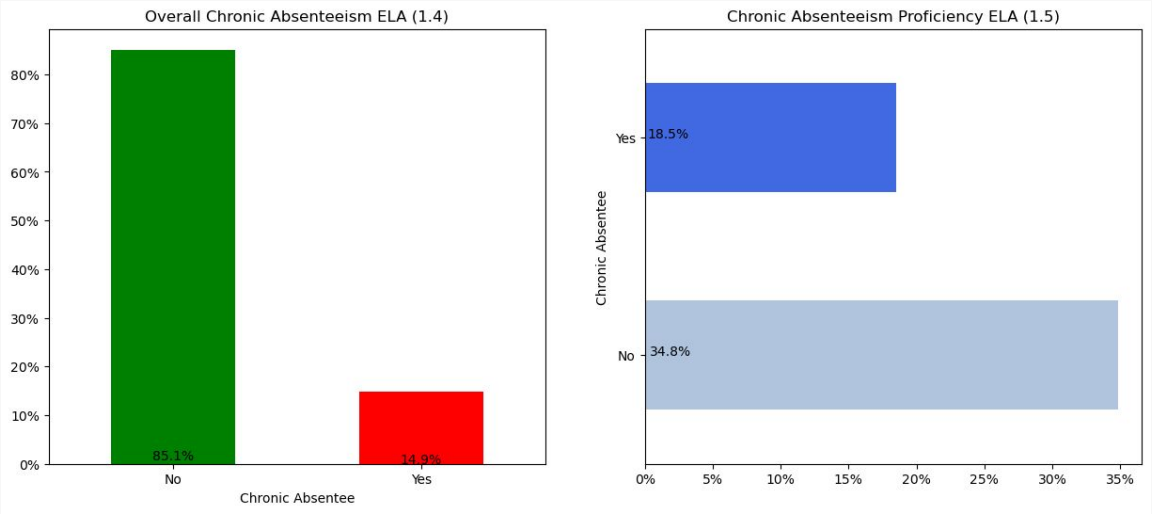






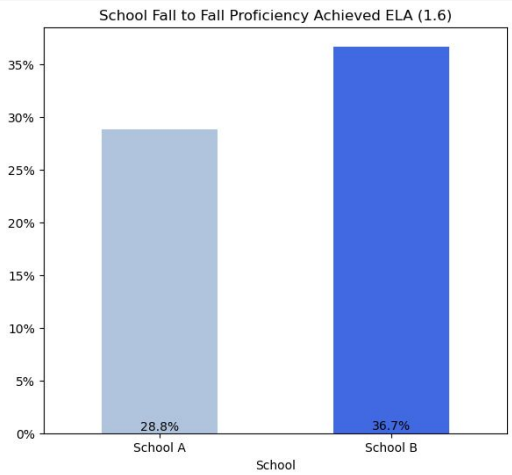
- 32.4% of students met their Fall-to-Fall goals in ELA (Figure 1.0).
- The percentile ranking of ELA MAP decreased during the same time period due an increase in student performance in the first quartile.(Figure 1.1 - 1.3).

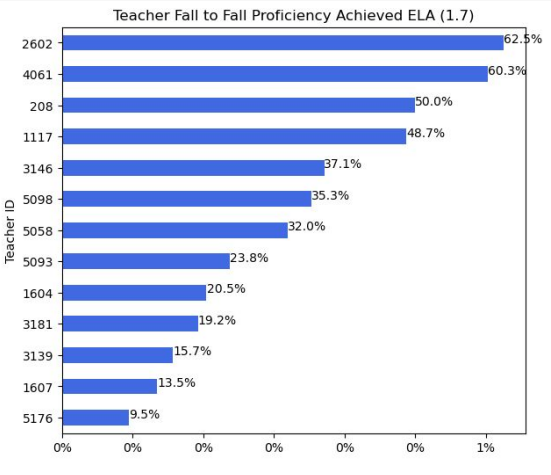
Chronic Absenteeism ELA



- 14.9% of the students that took the ELA MAP test were chronically absent (Figure 1.4).
- There was a 16.3% (88.1%) difference in performance between students that were chronically absent in comparison to students who were not chronically absent on the ELA MAP test (Figure 1.5).

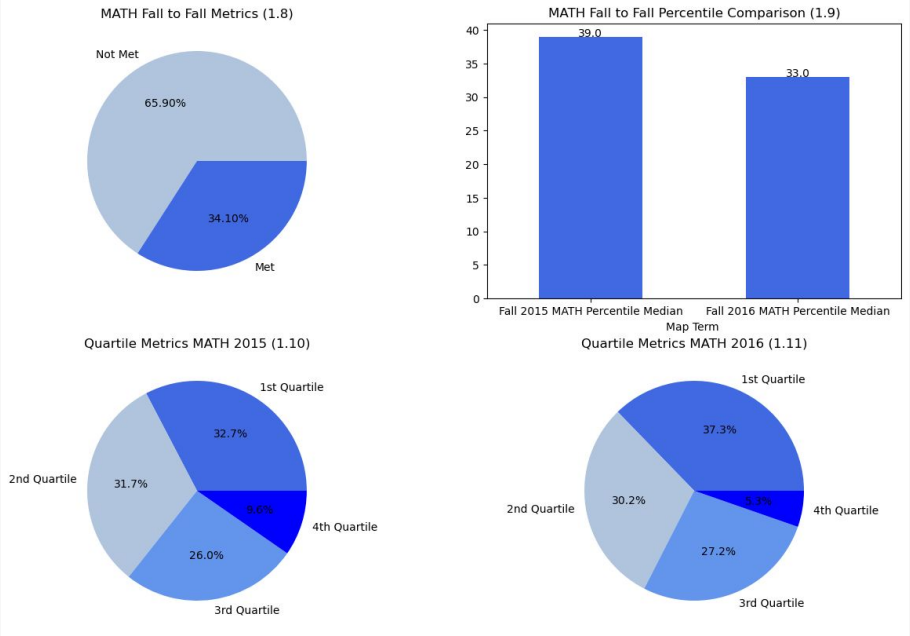
School Fall-to-Fall Metrics ELA





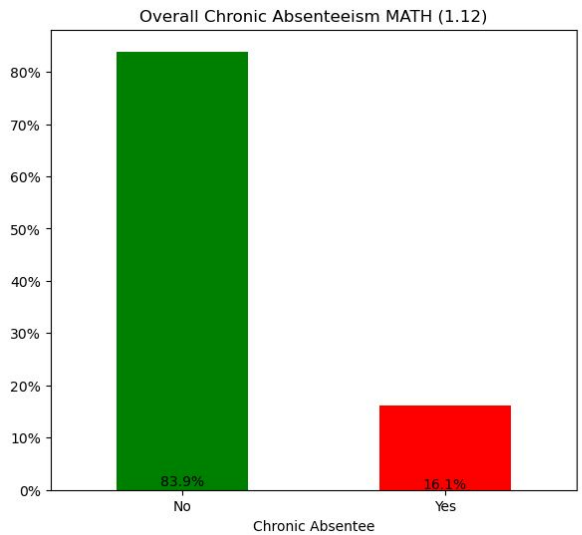
- School B had the highest percentage of students meet their Fall-to-Fall goals in ELA (Figure 1.6).
- Teacher 2602 had the highest percentage of students meet their Fall-to-Fall goals in ELA (Figure 1.7).

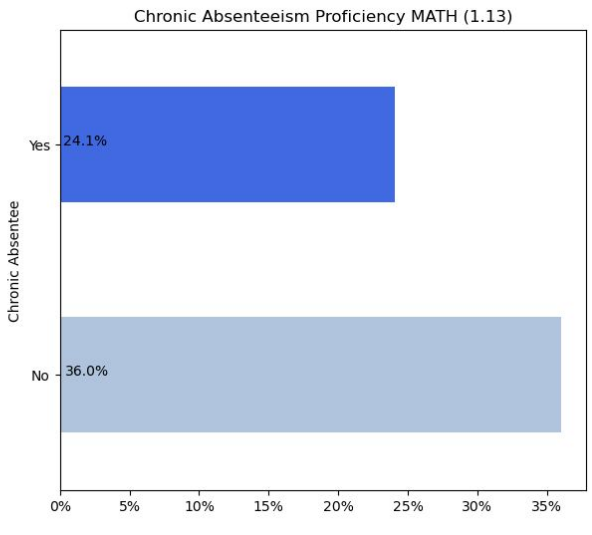
Fall-to-Fall Metrics MATH



- 34.1% of students met their Fall-to-Fall goals in MATH (Figure 1.8)
- The percentile ranking fell during the same time period (Figure 1.9 - 1.11) due to an increase in student performance in the 1st quartile.

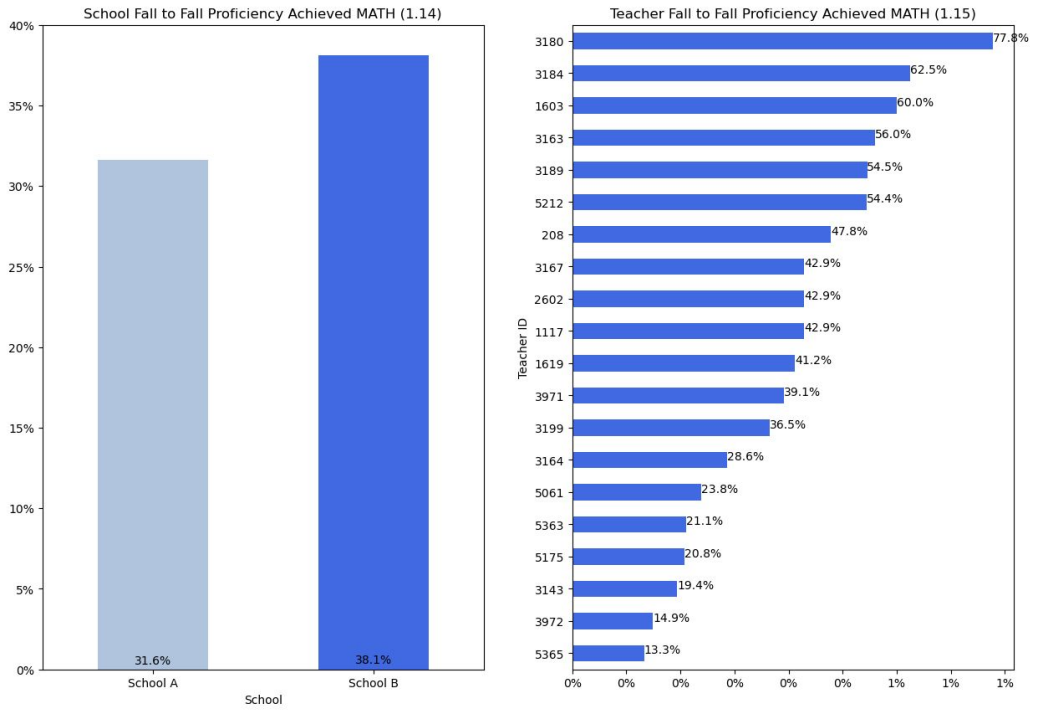
Chronic Absenteeism MATH





- 16.1% of the students that took the MATH MAP test were chronically absent (Figure 1.12).
- There was a 11.9% (49.4%) difference in performance between students that were chronically absent in comparison to students who were not chronically absent on the MATH MAP test (Figure 1.13).

School Fall-to-Fall Metrics MATH



- School B had the highest percentage of students meet their Fall-to-Fall goals in MATH (Figure 1.14).
- Teacher 3180 had the highest percentage of students meet their Fall-to-Fall goals in MATH (Figure 1.15).

Conclusion

1. There is a strong correlation between teachers and student performance, teacher 2602 had the greatest percentage of students meet their Fall-to-Fall goals in ELA and teacher 3180 had the greatest percentage of students meet their Fall-to-Fall goals in MATH.
2. Poor attendance does affect student performance. On average students that were not chronically absent were 50% more likely to meet their Fall-to-Fall growth goals.

Recommendations

- I recommend the following steps to increase the percentage of students meeting their Fall-to-Fall growth goals:
  - Leveraging the pedagogy and planning of string teachers and administrations to focus on moving students between quartiles.
  - Incentivizing attendance as well as community relationship building to foster parent involvement to address poor attendance.
  - Fall-to-Fall growth goal monitoring - setting goals for map terms between for winter and spring based on the ‘typicalfalltofallgrowth’ metric to track progress or lack thereof.