



# WALDEN GREEN ASSESSMENT DATA



Even though standardized tests will never be able to assess the whole-child, we value the data received from the M-STEP and NWEA MAP Growth assessments. At Walden Green, we carefully analyze the data to help prepare our Montessori environments and utilize it to ensure optimal learning experiences. We also use the data for our intervention programs and Child Study process.

*"Without data, all anybody has is an opinion."*

*- Edward Deming*

# ACTION STEPS TO HELP 2022-2023 DATA

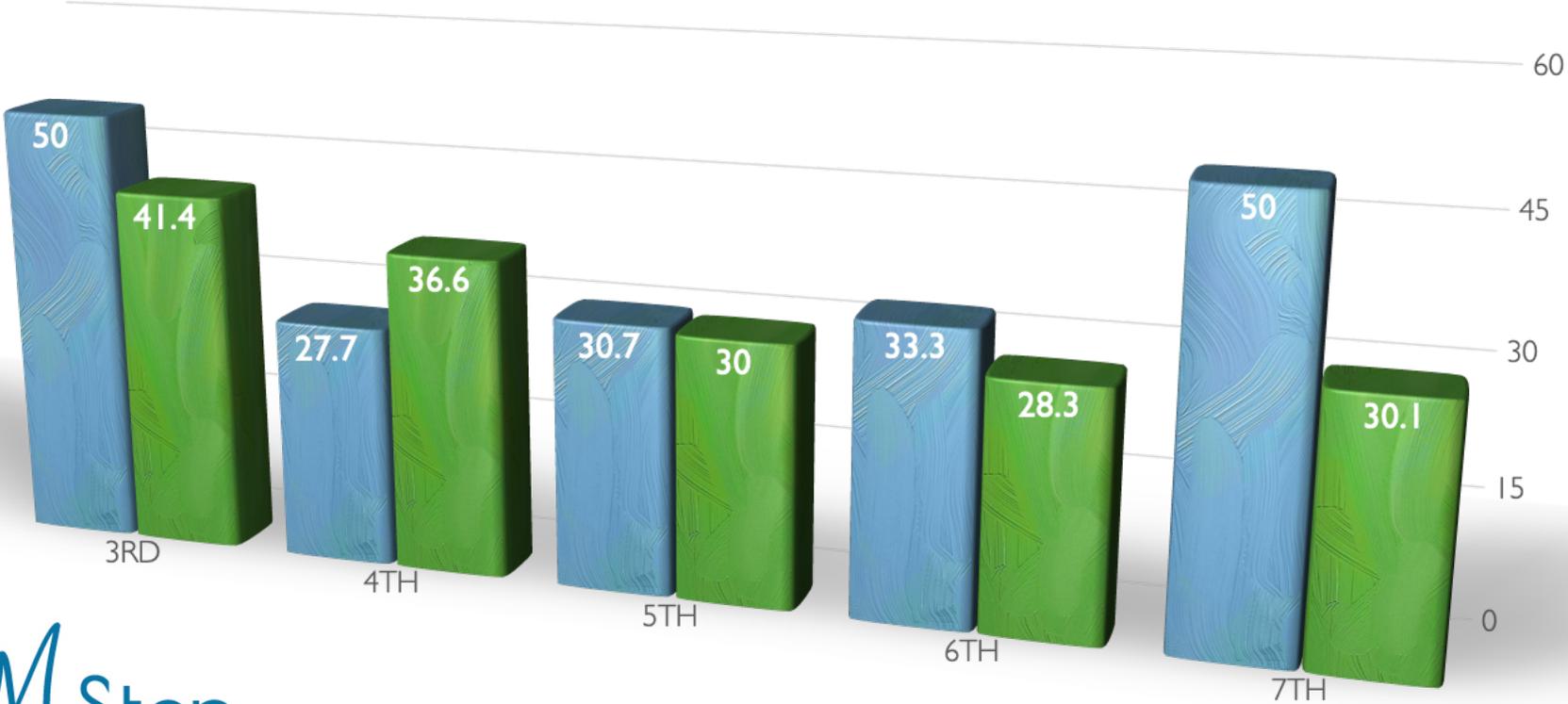
- ▶ **Child Study + MTSS (Multi-Tiered System of Supports) Program with academic, behavioral, social/emotional services**
- ▶ **K-3rd finalizing F.A.S.T. Reading Intervention Training**
- ▶ **Renewed commitment to small group instruction and Montessori-based practices (with fewer COVID protocols)**
- ▶ **K-8 teachers utilize coaching sessions from NWEA to help increase their expertise in systematically utilizing MAP Growth data for differentiated instruction**
- ▶ **Ensure K/1st students have adequate exposure and practice with laptops instead of iPads (since NWEA is taken with computers)**
- ▶ **Infuse more NWEA-aligned vocabulary into our math and literacy instruction**
- ▶ **MAP Accelerator for 3rd-8th Grade: a personalized learning program includes recommended practice problems, instant feedback, scaffolded help, personalized spiral review, and instructional videos**
- ▶ **Offer free after school tutoring from late November to May (Tuesdays + Thursdays)**
- ▶ **NWEA Growth “Goal Setting” Strategy for 4th-8th grade students (to bolster student ownership)**
- ▶ **K-3 Literacy Summer Cohort: development of literacy essentials (refine curriculum, instruction, assessment)**
- ▶ **Early Literacy Grant (\$6K): Additional K-3 reading tools, materials, resources**
- ▶ **98c Learning Loss Grant: Additional paraprofessional in 4th/5th grade (targeting lowest performing subgroup)**

# M-STEP DATA: MATH (SPRING 2022)

## PERCENT PROFICIENT (%)

■ WALDEN GREEN

■ STATE AVERAGE

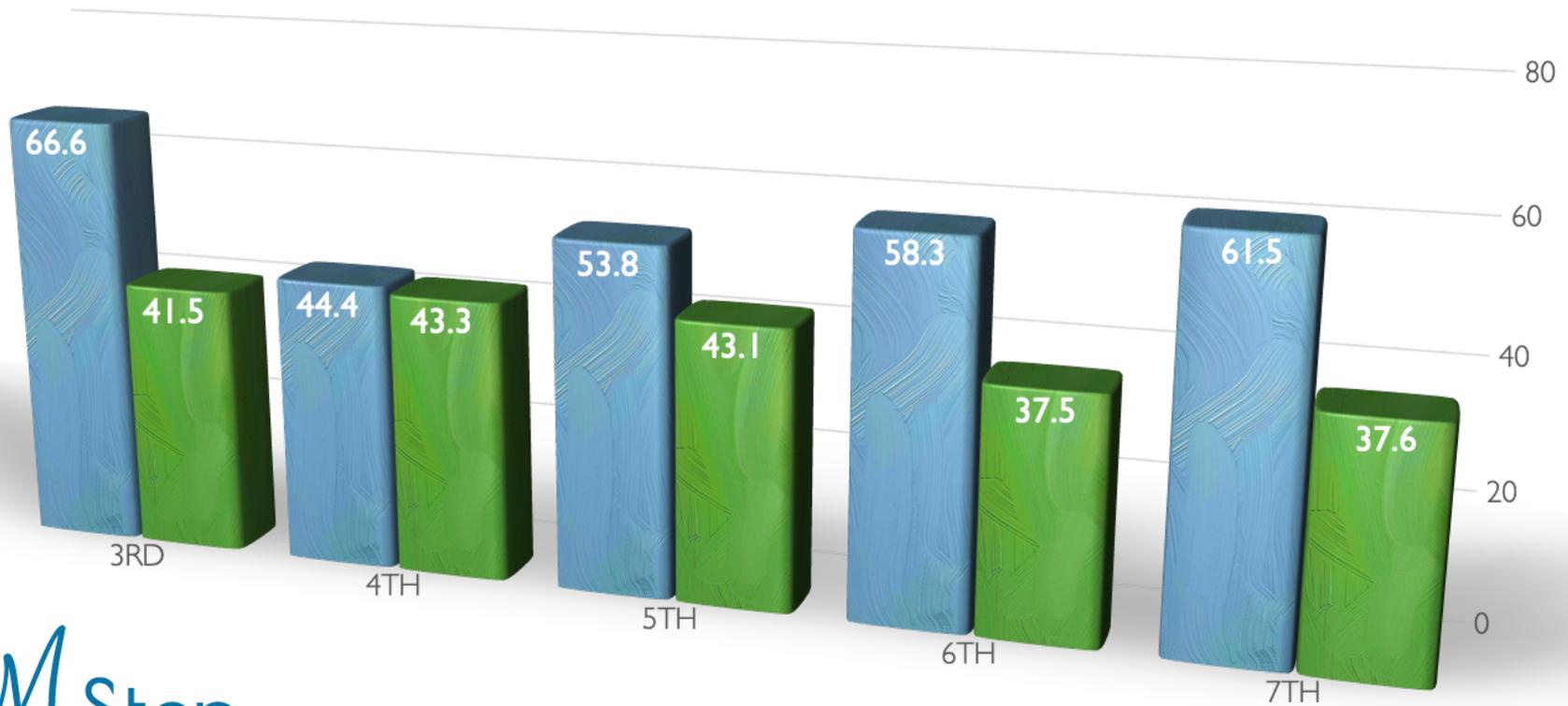


# M-STEP DATA: ELA (SPRING 2022)

## PERCENT PROFICIENT (%)

■ WALDEN GREEN

■ STATE AVERAGE



# WALDEN GREEN NWEA MAP DATA: MATH STUDENT ACHIEVEMENT: PERCENT PROFICIENT (%)



*"PROFICIENT" means students in the following categories: average (41-60), high average (61-80), high (>80)*

# WALDEN GREEN NWEA MAP DATA: READING STUDENT ACHIEVEMENT: PERCENT PROFICIENT (%)



*"PROFICIENT" means students in the following categories: average (41-60), high average (61-80), high (>80)*

# NWEA MAP DATA MEDIAN GROWTH PERCENTILE WALDEN GREEN MONTESSORI (K-8th Grade) Fall to Spring (2021-2022)

■ MATH

■ READING



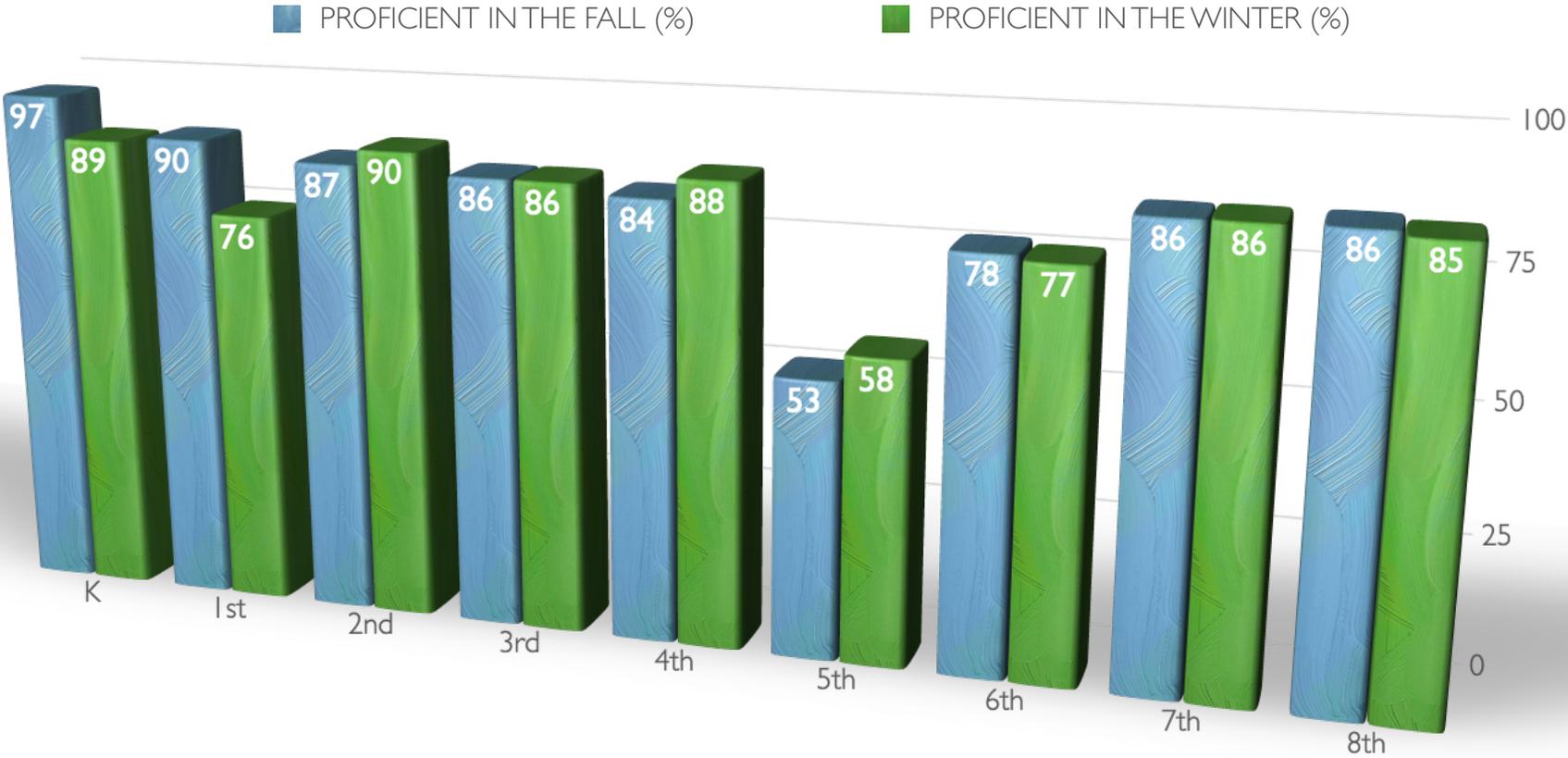
*During a normal year, a student who scores at the 50th percentile is one that is inferred to have shown “growth” that represents “one year of learning.”*



**PUBLIC ACT 48 GOAL**  
***The median growth percentiles reflecting fall-to-spring scaled score growth on reading and math NWEA Growth tests will be at or higher than 50.***

# NWEA MAP MATH DATA (2022-2023)

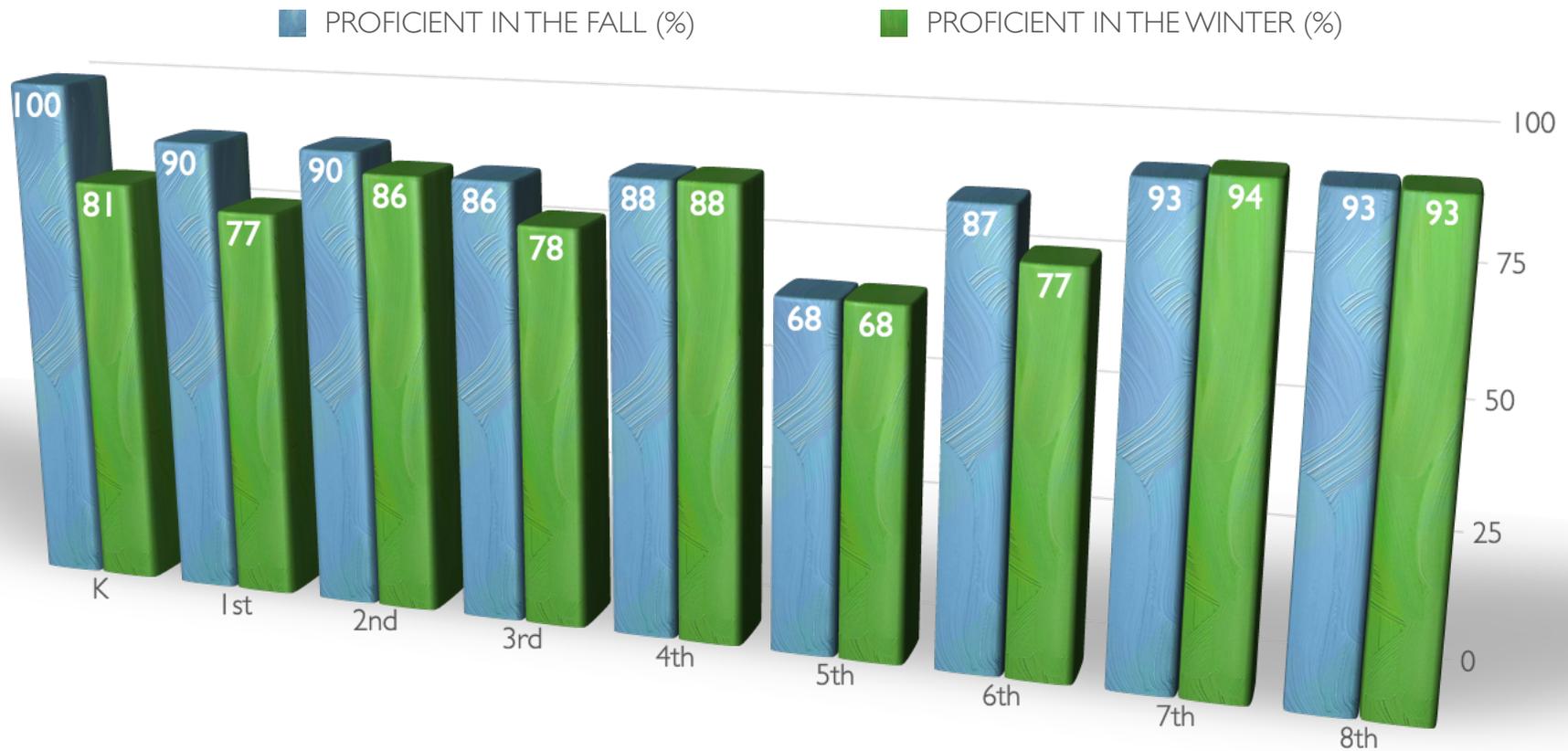
## WALDEN GREEN MONTESSORI



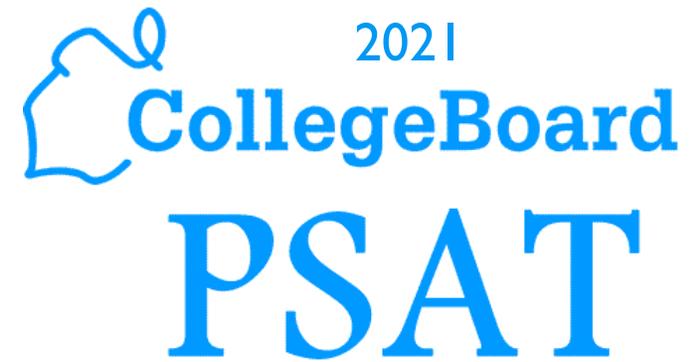
*"PROFICIENT" means students in the following categories: average (41-60), high average (61-80), high (>80)  
Note: grade level data is based on a small number of students (13 to 30)*

# NWEA MAP READING DATA (2022-2023)

## WALDEN GREEN MONTESSORI



*"PROFICIENT" means students in the following categories: average (41-60), high average (61-80), high (>80)*  
*Note: grade level data is based on a small number of students (13 to 30)*



## RANKED #1 FOR READING AND MATH (AMONG ALL PUBLIC SCHOOLS IN OTTAWA COUNTY)

READING AND WRITING (PERCENT CAREER AND COLLEGE READY)	
WALDEN GREEN MONTESSORI	100%
OTTAWA AREA ISD AVERAGE	74.5%
STATEWIDE AVERAGE	63.6%

MATH (PERCENT CAREER AND COLLEGE READY)	
WALDEN GREEN MONTESSORI	72.7%
OTTAWA AREA ISD AVERAGE	46.4%
STATEWIDE AVERAGE	36%



### **WHEN ANALYZING NWEA MAP GROWTH ASSESSMENT DATA, KEEP IN MIND...**

- ▶ There may be mismatches in scope and sequence or vocabulary between the MAP and the Montessori curriculum. Montessori students may be learning different things at different times or calling them by different names.
- ▶ The theory-of-action driving growth-oriented measures like the MAP is based on a transmission model of instruction that assumes a relatively scripted, uniform delivery of curriculum, rather than the personalized and contextualized approach that is the cornerstone of Montessori practice.
- ▶ Montessori students, in other words, do not “receive” content in the manner assumed by the MAP. Rather, they apprehend materials through active interactions within a specially prepared learning environment.
- ▶ There may be a mismatch between the 7–8 month MAP testing intervals and the Montessori 2-3 year cycle.
- ▶ The Montessori focus on intrinsic motivation may mean that students are not always motivated to do their best on standardized, summative assessments like MAP.
- ▶ When evaluating MAP results, schools might consider taking a long view of student growth rather than focusing on short-term gains or losses indicated by this assessment.