

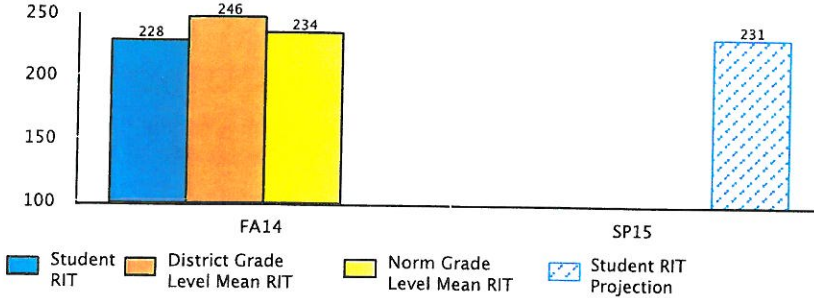
MAP – Using Data for RtI (Response to Intervention)

The following report shows the results for a student who scored below the national mean on the Math test, but above the national mean on the Reading and Language Usage tests. This student had been unsuccessful in all her academic classes, with D or F grades in both math and reading/writing-based courses. Neither Tier 1 interventions (in the classroom) nor Tier 2 interventions (beyond the classroom) had been effective in supporting her success. The MAP data provided evidence of a gap in math skills, as well as a discrepancy between her capacity and her performance in reading/writing-based courses. This helped the Student Assistance Team, which included the student and her mother, make the decision to refer her for diagnostic testing to determine if she qualifies for special education services.

Student Progress Report

Term Rostered: Fall 2014-2015
District: New Mexico School for the Arts
School: New Mexico School for the Arts
Growth Comparison Period: Fall to Spring

Mathematics

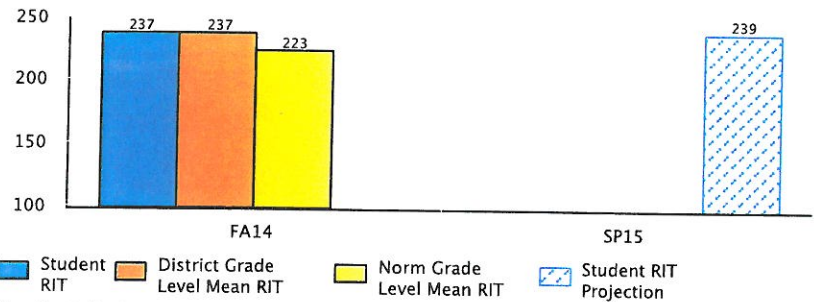


Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	10	225-228-232	-	-	31-37-45

Mathematics Goals Performance - Fall 2014-2015

Congruence
Geometric Properties and Measurement
Low
LoAvg
Similarity, Right Triangles, and Trigonometry
Probability
Avg
HiAvg

Reading

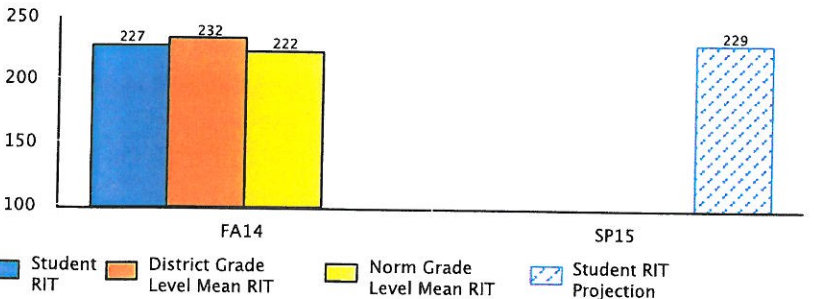


Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	10	233-237-240	-	-	74-82-86

Reading Goals Performance - Fall 2014-2015

Reading Literature
Word Knowledge and Vocabulary
Lexile® Range
HiAvg
High
1167-1317L
Reading Informational Text
HiAvg

Language Usage



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA14	10	224-227-230	-	-	56-65-72

Language Usage Goals Performance - Fall 2014-2015

Writing: Plan, Organize, Develop, Revise, Research
Language: Understand, Edit Mechanics
HiAvg
Avg
Language: Understand, Edit for Grammar, Usage
HiAvg