This year was our second year giving the NWEA MAP® (Measures of Academic Progress®) assessment to our students in grades K-8 in reading and math. The MAP assessment is a computer-adaptive assessment that adjusts in difficulty according to how students respond to each question. In Pleasantdale, we use the MAP assessments to inform differentiated classroom instruction, identify students for intervention and enrichment, and to monitor school and district growth. Additionally, we made slight adjustments to our MAP® testing windows this year, still administering the test in the fall, winter, and spring, but this year we gave the tests in mid-September, mid-December, and mid-May.

For our second year of administration of this assessment, the administrative team set goals that focused on creating an optimal testing environment for students and staff, and having our students make growth on the reading and math assessments from fall to spring. We engaged our teachers at both buildings in training for administering MAP®, creating and proctoring test sessions, and deployed "testing response teams" at both buildings to ensure a smooth testing environment. To improve and ensure student growth, our teachers analyzed MAP® data after each testing window at data meetings to inform instruction and intervention.

The 2018 spring testing report shows an at-a-glance view of our student data that includes our 2017-2018 MAP data, and some preliminary PARCC results. The PARCC data we will have received by June 18th had yet to go through the corrections period, but it does give us a good idea of what we can expect for our 2018 performance. The tables below provide information that will be shared in the 2018 spring testing report. The first two tables show our students' overall performance in reading and math from last school year (2017) to this school year (2018). As you will see, our students perform well above the national average (50th percentile) in both reading and math, and the majority of our cohorts are demonstrating excellent growth. The second two tables show student growth this school year (from fall to spring) in both reading and math. The highlighted green cells indicate where our students have surpassed expected growth for the year. These tables will be explained in further detail during the 2018 spring testing presentation. We have noted the areas of strength and areas for growth, and we will be using this data to inform our planning for next school year.

Spring 2017-Spring 2018 MAP® Growth

Grade Level	Reading	
	Spring 2017 Mean RIT Percentile	Spring 2018 Mean RIT Percentile
K	90	77
1	83	92
2	84	78
3	80	89
4	77	87
5	93	80
6	88	94
7	92	93
8	96	90

Grade Level	Math	
	Spring 2017 Mean RIT Percentile	Spring 2018 Mean RIT Percentile
K	87	77
1	83	92
2	76	78
3	76	89
4	68	87
5	88	75
6	80	93
7	92	92
8	96	92

2017-2018 MAP® Student Growth Data

Grade	Reading		
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth
K	77	16.3	15.4
1	92	17.1	17.5
2	78	13.7	12.9
3	89	9.8	9.2
4	87	7.5	8.2
5	80	5.9	6.8
6	94	4.6	4.9
7	93	3.5	2.9
8	90	2.4	2.0

Grade	Math		
	Cohort %ile Rank	Target RIT Growth	Observed RIT Growth
K	85	17.7	20.9
1	96	18.2	20.6
2	69	15.1	17.1
3	90	13.3	16.3
4	90	12.3	15.3
5	75	10.4	11.2
6	93	8.4	10.1
7	92	6.5	6.9
8	92	5.4	4.4

Finally, we will be making some updates to our assessments in Pleasantdale as we move forward in our model of continuous improvement. It is important to note that MAP® is not the only way that we measure student growth and progress, and the PARCC assessment is only given once a year. We must continue to use multiple measures to analyze student learning, and the more we can streamline assessments and use timely, on-demand assessment, the better we will be able to impact student learning in the classroom. As we develop our curriculum in all subject areas, we will be able to use common assessments to determine students' mastery of concepts. We will also be replacing some of our supplementary assessments to give us a better picture of students' strengths and areas for growth, in addition to skill development. Some of these updates include:

- Eliminating the MAP® assessments in kindergarten and moving to skills-based assessments in reading and math.
- Adopting a new universal screener and progress monitoring tool for reading decoding/fluency, math computation/concept application (Fastbridge will replace the now-defunct AimsWeb).
- Increasing the use and analysis of grade level assessments as we move through the curriculum review process in each subject area, according to our new curriculum review process:
  - For the **first year** of a new adoption, we give all summative assessments, and all other assessments optional
  - For the **second year and beyond**, we create an assessment plan that includes pre-assessment, formative checks, and summative assessments
  - For all subsequent years, we adjust the assessment plan based on student performance and results
- Learning more about the state assessment (PARCC) that will change in the 2018-2019 school year. What we know is that it will have common-core aligned, PARCC-like questions. We are unsure of duration of the tests and other details.

Our teachers will continue to analyze student data, both in their own classrooms and at data meetings following each of our assessment windows to inform instruction, intervention, and enrichment. Administrators will also continue to analyze trend data and attend data meetings to support student learning and growth.

Presentation takeaways:
- In our second year of the MAP® assessment, we focused on creating an optimal testing environment and sustained student growth, making great progress on both goals.
- Our students have continued to perform well above the national average and demonstrate excellent growth. We continue to use this data to identify strengths and areas for growth.
- Next year we are making some key updates and adjustments to our assessment plan to better inform classroom instruction, intervention, and enrichment.