ALEDO ISD BOARD TEMPLATE

MEETING DATE: February 19, 2018

AGENDA ITEM: Report Item – MAP Universal Screener

PRESENTER: Kathy Allen

ALIGNS TO BOARD PRIORITIES:

- Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

BACKGROUND INFORMATION:

- In the summer of 2017, the curriculum and instruction (C&I) department researched vendors offering universal screeners for math and reading content.
- The research process included examining summaries from research based Response to Intervention (RTI) programs, speaking with administrators from other districts currently using products, watching presentations for products under consideration, and consulting with the campus principals.
- The Measure of Academic Progress (MAP) from Northwest Evaluation Association (NWEA) is the product that selected as the district's universal screener.
- Students in grades 2-9 and at-risk high school students are tested 3 times a year.
- Implementation Process for 2017-2018:
    - September – October: Technology and C&I department loaded student data and prepared chrome books. Campus Administrators and staff received training on test administration. .
    - October – November: Testing window for first administration of the test.
    - November: Campus administrators and teacher leaders received training on MAP Growth Reports.
    - November – December: Campus administrators and teacher leaders trained staff on use MAP Growth reports.
    - January – Teachers began using data to remediate students and reflect on daily instruction.
    - January – February – Middle of Year testing
    - February: Mid-Year MAP Growth Reports available for campus use. Round 2 of data talks campus administrators to discuss MAP data and intervention plans.
    - February – Campuses will send home a copy of the student profile report.
    - April – May: End of Year testing window for MAP Growth tests.

    - May – June: End of the Year evaluation on MAP. Develop plans for 2018-2019 school year.
- Attached you will find the power point presentation.

ADMINISTRATIVE CONSIDERATIONS: Report Item Only

FISCAL NOTE: The district has currently spent $48,804.50 of instructional materials allotment funds on the implementation of this program.

ADMINISTRATIVE RECOMMENDATIONS: None - Report Item Only

MAP Growth - Measure of Academic Progress

Northwest Evaluation Association (NWEA)

Board of Trustees Presentation February 2018

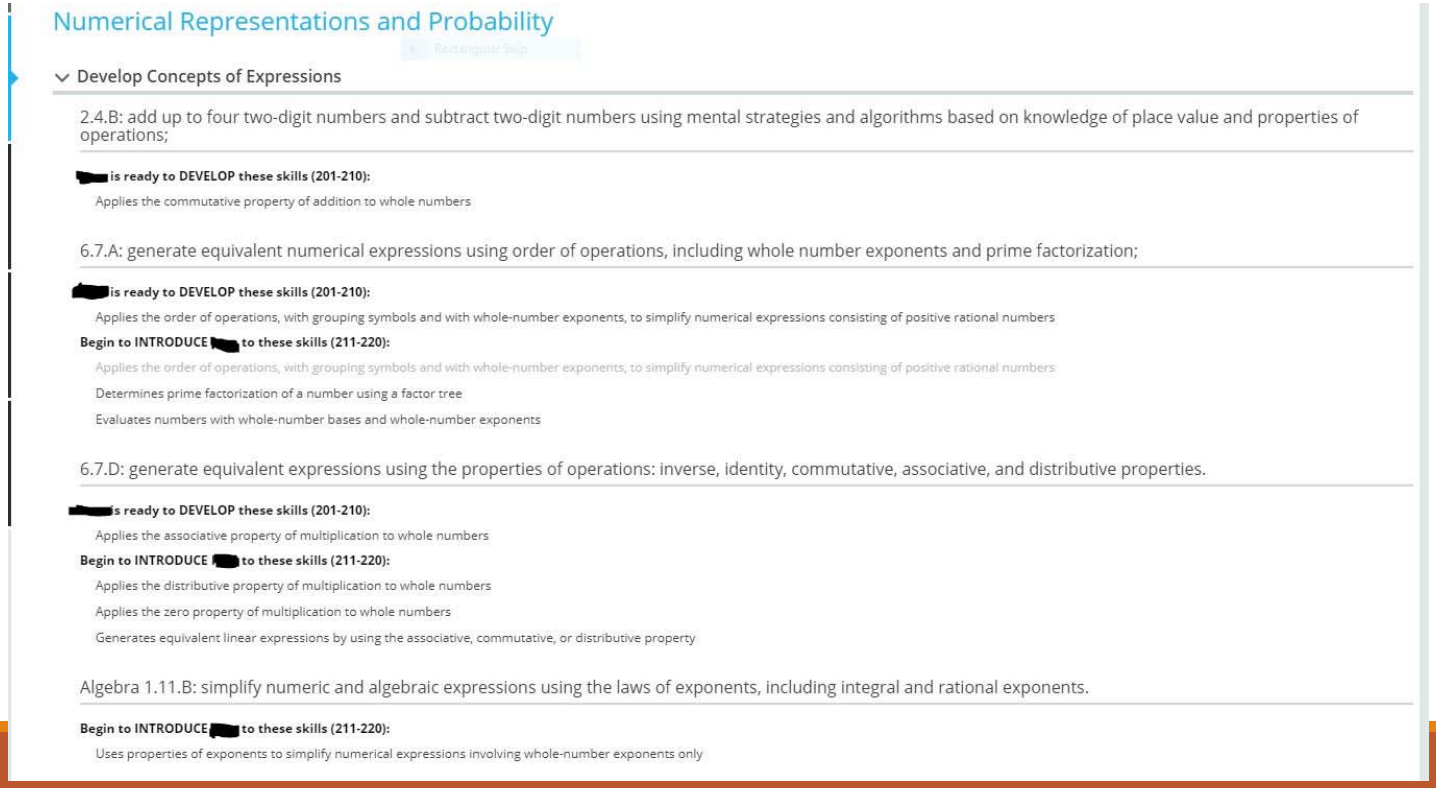
What is MAP Growth

- A computer adaptive test that measures student academic growth over time.
- Administered 3 times a year - beginning, middle, end
- Compares students nationally and across Texas based on weeks of instruction
- Predicts student potential for ACT
- Provides correlation to success on STAAR
- Identifies academic strengths and readiness level for learning based on TEKS/SE's
- Can provide district with feedback on core curriculum

MAP Growth Test vs STAAR/EOC

MAP Growth Test	STAAR/EOC Test
Computer adaptive test. The l**evel of difficulty for each test question changes** based on students responses. Test questions measure **growth over time**. Test results drill down to **student strengths and readiness level** for learning a particular concept.	**Traditional standardized test** which only indicate if a student is **on grade level**, above grade level, or below grade level. All students receive the **same test questions**.

MAP Growth Results - Readiness Level for Learning



Numerical Representations and Probability

Develop Concepts of Expressions

2.4.B: add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;

[redacted] is ready to DEVELOP these skills (201-210):

Applies the commutative property of addition to whole numbers

6.7.A: generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;

[redacted] is ready to DEVELOP these skills (201-210):

Applies the order of operations, with grouping symbols and with whole-number exponents, to simplify numerical expressions consisting of positive rational numbers

Begin to INTRODUCE [redacted] to these skills (211-220):

Applies the order of operations, with grouping symbols and with whole-number exponents, to simplify numerical expressions consisting of positive rational numbers

Determines prime factorization of a number using a factor tree

Evaluates numbers with whole-number bases and whole-number exponents

6.7.D: generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.

[redacted] is ready to DEVELOP these skills (201-210):

Applies the associative property of multiplication to whole numbers

Begin to INTRODUCE [redacted] to these skills (211-220):

Applies the distributive property of multiplication to whole numbers

Applies the zero property of multiplication to whole numbers

Generates equivalent linear expressions by using the associative, commutative, or distributive property

Algebra 1.11.B: simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.

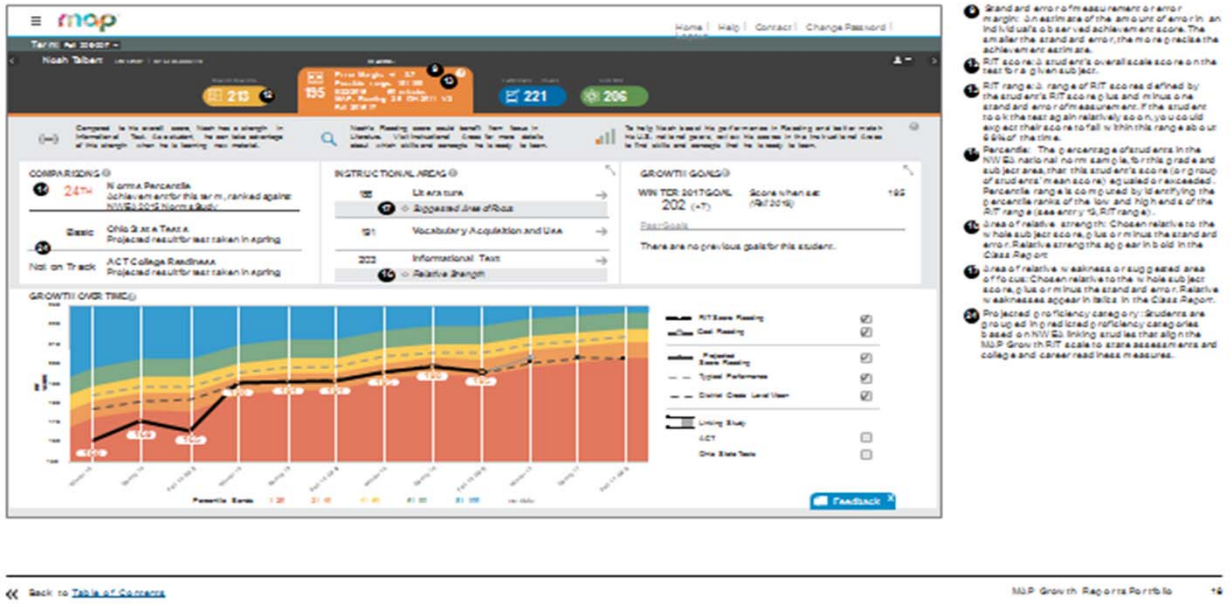
Begin to INTRODUCE [redacted] to these skills (211-220):

Uses properties of exponents to simplify numerical expressions involving whole-number exponents only

Universal Screening vs Progress Monitoring

MAP Growth Test	Progress Monitoring - MAP Skills
Computer adaptive test. The l**evel of difficulty for each test question changes** based on students responses. Test questions measure **growth over time**. Test results drill down to student **strengths and readiness level** for learning a particular concept.	After MAP Growth testing is completed, teachers can use MAP Skills component for **progress monitoring** for drill down further on skills gaps in student learning, so evidence of mastery of skills after intervention, or to differentiate instruction. MAP Skills **tests are brief** and can be used on an as needed basis by classroom teachers.

Student Profile Report



District Level Information

map GROWTH

Projected Proficiency Summary Report

Aggregate by: District by Grade

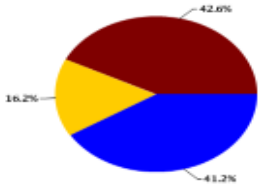
Term Tested: Winter 2017-2018
District: Aledo ISD
Grouping: None

Mathematics

Projected to: **ACT College Readiness** taken in **spring**

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

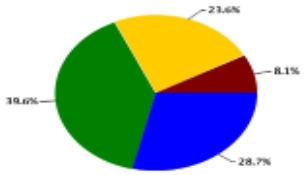
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	467	146	31.3%	57	12.2%	264	56.5%
6	426	169	39.7%	97	22.8%	160	37.6%
7	468	213	47.3%	78	16.7%	182	38.0%
8	412	156	37.9%	64	13.1%	202	49.0%
9	466	255	56.3%	76	16.7%	124	27.3%
10	5	5	100.0%	0	0.0%	0	0.0%
Total	2215	944	42.6%	369	16.2%	912	41.2%



Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**

View Linking Study: https://www.nwea.org/state-solutions/texas/

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	400	44	11.0%	91	22.8%	178	44.5%	87	21.8%
4	490	72	14.7%	147	30.0%	139	28.4%	132	26.9%
5	467	21	4.5%	118	25.3%	148	31.7%	180	38.5%
6	426	33	7.7%	92	21.6%	211	49.5%	90	21.1%
7	468	24	5.3%	121	26.9%	211	46.9%	94	20.9%
8	412	20	4.5%	56	13.6%	160	38.8%	176	42.7%
Total	2645	214	8.1%	625	23.6%	1947	39.6%	759	28.7%



Explanatory Notes

This report shows student's projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA General Linking Study is provided.

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