School Board Meeting: June 14, 2010

Subject: Spring MAP Results

Presenter: Pam Miller

SUGGESTED SCHOOL BOARD ACTION:
Report only.

DESCRIPTION:

Background
Our district has now completed the fifth year of NWEA's *Measures of Academic Progress* (MAP) testing. Students in Grades 2-9 are tested in reading and math during fall and spring testing windows. MAP test results are one piece of assessment data to determine the amount of student growth in reading and math on an annual basis, as well as over time.

District MAP Analysis
The BHM spring MAP results are once again very positive results when comparing to the NWEA norm group. In math, the spring results of all eight grade levels tested show BHM students scoring significantly above the national norm. In reading, the spring results show BHM students scoring significantly above the national norm at seven grade levels tested, and above the national norm at all eight grade levels tested.

Other observations noted in examining the spring reading and math MAP data are as follows:

Reading
- Seven of the eight grade levels tested attained a higher RIT score than the previous year's students at that grade level, but none of the increases are statistically significant.
- The percent of students meeting or exceeding their growth targets increased at three grade levels, and decreased at five grade levels.
- At seven of the eight grade levels tested, the percentage of students meeting or exceeding their growth targets is at or above 60%, which NWEA considers to be "high-performing."

Math
- Four of the eight grade levels tested attained a higher RIT score than the previous year's students at that grade level. Only

grade 9 was a statistically significant increase. None of the decreases are considered statistically significant.
- The percent of students meeting or exceeding their growth targets increased at four grade levels, and decreased at four grade levels.
- At all eight grade levels tested, the percentage of students meeting or exceeding their growth targets is at or above 60%, which NWEA considers to be "high-performing."

Measuring academic growth of students based on the percentage of students meeting or exceeding their growth targets is challenging due to the fact that if a student experiences a large amount of growth but yet does not meet their target (perhaps even by 1-2 points), then that student's growth is not recognized. Perhaps a more accurate reflection of academic growth in reading and math is to examine the mean growth by RIT scores, as well as the growth index at each grade level. The mean growth is the average number of RIT points gained by students at any given grade level. The growth index compares the average growth of the norm group with that of our district's students. For example, the mean growth of Grade 2 students in the norm group is 9.9 RIT points. This year, the BHM Grade 2 students grew 16.6 RIT points. This gives us a growth index of +6.7 (16.6-9.9). When comparing that growth index to the NWEA research of schools nationwide, this places us above the 95th percentile!

As we examined the mean growth and the growth index for each grade level in both reading and math for Spring 2010, we can celebrate the following results:

> Reading
> - Growth indices at all grades 2-9 place us at or above the 90th percentile as compared to other schools nationwide.
> - Grades 2, 3, 4, 5, 7, and 8 all indicate our performance at the 95th percentile or above. Only Grade 6 and Grade 9 are between the 90th and 95th percentile.
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> Math
> - Grades 2, 4, 5, 7, and 8 all indicate our performance above the 90th percentile as compared to other schools nationwide.
> - Grades 3, 6, and 9 place us between the 75th and 90th percentile.

Next Steps
The district goal to measure the success of academic growth of all students will be set prior to the Data Retreat in August. Now that we are

learning more and more about MAP data, more appropriate goals can be set that provide us with accurate improvement information. I anticipate our district goal to measure academic growth will change from focusing on the percentage of students meeting or exceeding growth targets to focusing on the growth index we achieve as compared to the norm group. This will provide us with a more accurate picture of what growth students are experiencing in reading and math in our district.

We will also have the ability to seek more accurate information for special programming. We are in the process now of examining the results of each of these subgroups of special programming to determine future improvements for Title I, Special Education, and English Learners, for example.

The administrative team has not yet had an opportunity to discuss the spring results, but have been focusing on their building site level data. Later this summer at the district's data retreat, building teams will further analyze the results along with MCA-II assessment data.

Attachments:
MAP Reading and Math Results 2009-2010 by Strands
MAP Reading and Math Results 2009-2010 by Growth Targets