School Board Meeting:	November 9, 2009
Subject:	Fall 2009 MAP Results
Presenter:	Pam Miller

SUGGESTED SCHOOL BOARD ACTION:

Report only.

DESCRIPTION:

A summary of the results of the Fall 2009 MAP testing season is attached. NWEA's MAP test is a user-normed test. The overall results are reported in RIT points. RIT (Rasch Unit) is the term used by NWEA to indicate an equal interval scale of achievement along a continuum.

The attachment shows our district results as compared to the NWEA norm, as well as the RIT score of each strand. Overall reading results indicate that our district's students scored above the NWEA norm group at Grades 4-9, but district students scored below the NWEA norm group at Grades 2-3. Overall math results indicate that our district's students scored above the NWEA norm group at all grade levels where we test the entire student body, Grades 2-9. The results in both reading and math are similar to last fall's testing, with no significant differences.

Areas of concern or areas of relatively strong performance are identified if the strand score is ± 3 RIT points different from the district's mean RIT score. This does not necessarily correlate to the performance of the NWEA norm group.

In the area of reading, there are no areas of concern for us to focus upon, nor areas of relatively strong performance for us to celebrate. In the area of math, there are also no areas of concern for us to focus upon, however in terms of areas of relatively strong performance for us to celebrate, the Geometry & Measurement strand stands out at Grades 7-8-9.

This fall, in addition to analyzing overall fall MAP results, Jack Brady, District Assessment Coordinator, also pulled some data for us to analyze regression data from Spring 2009 to Fall 2009 MAP results. Overall themes we see in this data include:

❑ BHM regression data shows a higher regression than the NWEA norm, however, not a difference that can be considered statistically significant.

❑ A larger percentage of students demonstrated a regression in math than in reading.

❑ There was little difference in regression between students receiving Special Education services and the overall BHM population. However, a

greater percentage of Special Education students demonstrated a decline of 10 RIT points or more as compared to the overall BHM population.

❑ The most significant regression is demonstrated from Spring Grade 5 to Fall Grade 6 results in both reading and math.

The MAP data, along with the MCA-II results and other classroom assessment data, is used by the classroom teachers to set reading and math goals with students and to make appropriate instructional decisions for them in their classrooms on an individual level.

Students will test again during the first two weeks of May to determine the amount of growth experienced throughout the 2009-2010 school year.

Other highlights of the results and how they are being used will be shared at Monday's workshop.

Attachments:
    BHM MAP Math Results – Fall 2009
    BHM MAP Reading Results – Fall 2009
    BHM Regression in MAP Math Scores – Spring 2009 to Fall 2009
    BHM Regression in MAP Reading Scores – Spring 2009 to Fall 2009
    NWEA MAP Norm Regression