MADISON METROPOLITAN SCHOOL DISTRICT

545 West Dayton St. ■ Madison, Wisconsin 53703-1967 ▼ www.mmsd.org

Jane Belmore, Ph.D., *Interim Superintendent of Schools*

DATE: August 13, 2012

Appendix OOO-2-3
August 27, 2012

TO: Board of Education

FROM: Jane Belmore, Interim Superintendent

RE: MAP assessment results for 2011-12

I. Introduction

A. Title/topic: Initial summarization of first year MAP assessment results and plans for its use

B. Presenter/contact person:
Sue Abplanalp
Tim Peterson
Andrew Statz

C. Background information: Beginning with the 2011-12 school year, MMSD has administered the Measures of Academic Progress (MAP) assessment in Grades 3 through 7 during fall, winter and spring. Grade 8 will be added during the 2012-13 school year. Because the winter administration is limited to an abbreviated reading survey that is intended to be an informal progress check, this memo provides a brief initial description of MAP results for Fall 2011 and Spring 2012 and plans for its use.

D. BOE action requested: Acceptance of this report

II. Summary of Current Information

A. Summary:

- MAP often shows substantial declines in the percent of students identified as proficient or advanced as compared to past WKCE scores. This does not reflect a change in students' abilities, but rather reflects a change to higher standards. MMSD's WKCE results have been consistent for years.

- With 2011-12 being the first year that MMSD administered MAP, great caution must be exercised to avoid over-interpretation of results. One of the advantages of MAP is the ability to measure growth, and 2011-12 represent only a single data point. Plans for the immediate future include rigorous statistical analysis that will include significance tests to focus in on areas of excellence and possible concern.

- Student proficiencies are lower as measured by MAP than Wisconsin Knowledge Concepts Exam (WKCE). This is likely due to MAP being a more difficult and rigorous assessment than WKCE. MAP is also normed at the national level. MMSD has largely done well against other Wisconsin districts, but its results are not as strong when compared nationally.

- The distribution of proficiency gaps are similar to those seen among race/ethnic subgroups with other assessments. Proficiency among white students is higher than Asian students, which is higher than Hispanic students, which is higher than African American students. The gaps between white students and other race/ethnic subgroups are often larger for MAP than for WKCE.

- Projected growth targets are calculated based on previous performance on MAP and grade level. Students with high proficiency are expected to grow less, and students with low proficiency are expected to grow more. Growth in earlier grades is expected to be higher than later grades.

- Ideally, all students will meet their growth targets. While the percent of African American and Hispanic students meeting status benchmarks is low, there is evidence they grew from fall to spring when looking at the percent of these students meeting growth projections.

- Preliminary analysis of MAP results seems to underscore the need for MMSD to strengthen its core instruction. Professional development is needed to ensure effective use of tools to analyze MAP results for improving student performance.

Discussion of MAP as an Assessment Tool. The Measures of Academic Progress (MAP) is a computer adaptive series of assessments from the North West Evaluation Association (NWEA). There are tests in reading, language usage and math.

When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level. Each test takes approximately 50 minutes to complete.

MMSD has chosen to administer MAP for the following reasons:

- It helps ensure technical infrastructure to support implementation of Smarter Balanced Assessment.
- Rapid turn-around of classroom, school and district level data.
- Nationally normed results give a more accurate picture of MMSD's standing.
- MAP measures student achievement growth in content area and within strands in a content area.
- Beginning 2012-13, MAP will be aligned with the Common Core State Standards
- MAP is not high stakes. It is not reported to the state for accountability purposes, but rather for district and school improvement.

In 2011-12, MAP was administered for Grades 3 through 7. In 2012-13, it will be expanded to include Grade 8. The default is to provide the test to all students, but MMSD has the ability to use judgment for students with disabilities. So, not all special education students will take MAP. Also, MAP is not for ELL levels 1 or 2.

MAP relies on RIT scores, which is a unit of measurement that uses individual item difficulty values to estimate student achievement. RIT scores are on an equal-interval scale, which

means the difference between scores is the same regardless of where a student is on the scale. It is analogous to inches on a yardstick.

Tools currently exist on the vendor's website and the MMSD Data Dashboard to enable using MAP results to review the RIT scores and growth of individual students.

Available tools. MAP results are available in the form of reports from Northwest Evaluation Association (NWEA) and through use of the MMSD Data Dashboard.

NWEA vendor website. The vendor's website offers a host of standard reports and user directed query fields and filters. In addition to district, school, grade and classroom level reports, NWEA offers a student report that may be shared with parents. An example is attached.

MMSD Data Dashboard. MAP results for fall, winter and spring have been loaded into Infinite Campus and are available in the Data Dashboard. A standard series of filters applies to all content in the dashboard. These include location, grade, race/ethnicity, special education status, ELL status, and low income status. Users may use these filters in combination.

Highlights from the 2011-12 administration of MAP. MAP was first offered by MMSD during the 2011-12 school year. Accordingly, it is important to not over-interpret results from this first year of results.

There may appear to be differences among schools and between grades within a school, but because this is the first year of administering MAP, great caution is needed when reviewing results. Because growth is calculated from fall to spring, growth results for 2011-12 represent only a single data point. Naturally, a single data point does not constitute a trend and an additional year or two of results are needed to determine whether the results seen are not anomalies. In the immediate future, more detail statistical analysis will be conducted to focus on statistically significant results, which will aid in the identification of possible needs and promising results.

Status benchmarks. Each student receives a RIT score by subject. This score is compared to nationally normed benchmarks that are specific to each grade, subject, and seasonal administration. Meeting the national status benchmark means that a student is in the 50th percentile.

Benchmarks for MAP proficiency accelerate with each seasonal administration and grade level. For example, the nationally normed benchmark for Grade 4 reading is 199.8 for Fall 2011 and goes up to 206.7 for Spring 2012. So, it is possible for students or a school or a district to see students gain points on the RIT scale but fall short of making the status benchmark.

Percent of MMSD Students Meeting Status Benchmark by Grade

MAP for Fall 2011 and Spring 2012

Math	Percent at Fall Benchmark	Percent at Spring Benchmark
Grade 3	44.7%	45.3%
Grade 4	42.9%	42.1%
Grade 5	43.5%	41.9%
Grade 6	42.1%	42.0%
Grade 7	42.4%	42.3%
Reading		
Grade 3	49.5%	46.2%
Grade 4	49.7%	45.5%
Grade 5	49.6%	48.3%
Grade 6	49.8%	50.9%
Grade 7	53.5%	48.7%

Source: MAP data download by C&A

Grade level results show 40% to just under 50% of MMSD students meeting the status benchmark. Two exceptions to this are reading in Grade 7 in the fall and Grade 6 in the spring, at 53.5% and 50.9% respectively. This means that slightly more than half of students in those grades were at or above the national average.

The following chart shows the average percent of students meeting the national status benchmark by race/ethnic subgroup for the Fall 2011 and Spring 2012 administrations.

Percent of Students Meeting Status Benchmark by Race/Ethnicity

All MMSD students, Fall 2011 and Spring 2012

Math	**Fall 2011**	**Spring 2012**
All Students	43.1%	42.7%
White	64.3%	64.1%
African American	10.4%	10.5%
Hispanic	20.9%	19.6%
Asian	54.2%	52.8%
Reading		
All Students	50.4%	47.9%
White	72.5%	70.1%
African American	18.8%	15.9%
Hispanic	28.6%	25.7%
Asian	53.1%	51.3%

Source: MAP data download by C&A

The percent of white students meeting the status benchmark is higher than other race/ethnic subgroups.

Again, it is possible for students or a school or a district to see students gain points on the RIT scale but fall short of making the status benchmark.

Growth goals. One of the strongest advantages of MAP is its calculation of student growth from one seasonal or annual administration to the next. Each student is assigned a projected growth target based on his or her performance on previous administrations of the MAP. This growth projection is normed to national results. The chart below highlights projected growth, actual growth, and the percent of students making projected growth.

Projected Compared to Actual Growth by Grade

Fall 2011 to Spring 2012

Math	Projected Mean Growth	Actual Mean Growth	Percent of Students Making Projected Growth
Grade 3	11.1	10.2	48.1%
Grade 4	8.6	8.5	50.9%
Grade 5	8.0	6.9	47.9%
Grade 6	6.0	6.4	54.8%
Grade 7	4.9	4.5	50.9%
Reading			
Grade 3	9.5	8.1	45.9%
Grade 4	7.0	4.8	44.4%
Grade 5	5.3	3.8	47.9%
Grade 6	4.1	4.5	55.0%
Grade 7	3.4	2.6	49.0%

Source: NWEA Student Growth District Summary - Fall 2011 to Spring 2012

"Projected mean growth" is a combination of each student's projected growth from the Fall 2011 to the Spring 2012. For example, as a group, Grade 3 students were expected to grow 11.1 points on the RIT scale from fall to spring. As a whole, MMSD students grew 10.2, which is below that projected growth goal by 0.9 points.

In both math and reading, only Grade 6 exceeded the projected mean growth.

Growth is projected to be higher in early grades and decline in higher grades, and MMSD's results reflect this. It is also projected to be lower among students with high proficiency levels and higher for students with lower proficiency levels.

"Percent of students making projected growth" looks at how many students took the MAP during both administrations and met or exceeded their projected growth target. Ideally, all students would meet their projected growth targets.

For math, about 50% of MMSD students met their projected growth. Grade 6 was the highest with 54.8%; Grade 5 was the lowest with 47.9%.

For reading, about 48% of MMSD students met their projected growth. Grade 6 was the highest with 55.0%; Grade 4 the lowest with 44.4%.

The following chart summarizes the average percent of students meeting their growth projections by race/ethnic subgroup.

Percent of Students Meeting Growth Projetion by Race/Ethnic Subroup
Fall 2011 to Spring 2012

Math	Average Percent
All Students	50.5%
White	51.7%
African American	46.2%
Hispanic	43.4%
Asian	55.5%
Multi-racial	44.8%
Reading	
All Students	48.4%
White	50.1%
African American	42.7%
Hispanic	47.5%
Asian	52.5%
Multi-racial	49.4%

Source: NWEA Student Growth District Summary - Fall 2011 to Spring 2012

White students have the highest percent meeting their growth projections in both math and reading with 51.7% and 50.1% respectively. Hispanic students have the lowest for math at 43.4%, and African American students have the lowest for reading at 42.7%.

Results by race/ethnic subgroup appear to be closely clustered to the average. This suggests that while the percent of African American and Hispanic students in particular rate low in terms of percent meeting status benchmarks, all MMSD race/ethnic subgroups show growth from fall to spring that is fairly close to the average.

Comparing MAP to WKCE. Proficiency bands of advanced-proficient-basic-minimal for WKCE are established by DPI. To provide a comparable look at results, similar proficiency bands are calculated for MAP by MMSD staff. The national mean is used to mark the difference between Basic and Proficient. Students that are more than one standard deviation from the average are at the Advanced level. Students that are more than one standard deviation below are at the Minimal level.

The Data Dashboard provides the easiest access to this type of comparable data. Because the dashboard looks at current active students, results often vary slightly from official reports.

Comparison of MAP and WKCE Proficiency Bands by Subject

MAP for Fall 2011 and Spring 2012 vs. WKCE from November 2011 (all grades)

Math	**MAP, Fall 2011**	**MAP, Spring 2012**	**WKCE, Nov. 2011**
Advanced	16.5%	15.5%	35.5%
Proficient	26.8%	26.7%	34.9%
Basic	30.6%	30.7%	11.6%
Minimal	26.1%	27.1%	18.0%
Reading			
Advanced	19.2%	17.6%	41.8%
Proficient	31.5%	30.0%	32.8%
Basic	27.0%	27.4%	15.8%
Minimal	22.2%	25.0%	9.6%

Source: Data Dashboard, current active students as of 8/8/12

The distribution of students that are advanced through minimal on both administrations of MAP appear consistent from Fall 2011 to Spring 2012. This true for both math (fall:  , spring: ) and reading (fall:  , spring: ). Half or fewer of MMSD students were found to be proficient or advanced on MAP for math (about 42%) and reading (about 49%).

However, these results are in contrast to the distribution of students identified as proficient through minimal on the state normed WKCE from November 2011. This is true for both math  and reading  . About 70% of MMSD students were found to be proficient or advanced in math, and about 75% were found to be proficient or advanced in reading.

So, MMSD does well compared to other districts in the state with WKCE, but looking at the national level it does not perform as well with MAP. This reflects the relative strength of MMSD compared to other Wisconsin districts, but it also reflects the more challenging or rigorous nature of MAP as a nationally normed assessment tool compared to WKCE.

By race/ethnic subgroups. All student subgroups see a decline from WKCE to MAP in the percent of students identified as proficient or advanced. The decline is most pronounced among Hispanic and African American students.

Change in Percent of MMSD Students Proficient or Advanced

MAP (combined Fall 2011 and Spring 2012) compared to WKCE (November 2011)

Math	MAP	WKCE	Difference
All Students	42.6%	70.2%	-27.6%
White	64.2%	87.8%	-23.6%
African American	10.5%	39.3%	-28.8%
Hispanic	20.4%	58.4%	-38.0%
Asian	53.5%	78.7%	-25.2%
Mulit-racial	38.7%	67.7%	-29.0%
Reading			
All Students	48.9%	74.3%	-25.4%
White	71.3%	90.9%	-19.6%
African American	17.3%	49.0%	-31.7%
Hispanic	26.9%	60.0%	-33.1%
Asian	52.3%	78.9%	-26.6%
Mulit-racial	47.0%	73.5%	-26.5%

Source: Data Dashboard, current active students as of 8/8/12

As shown below, proficiency gaps between white students and other race/ethnic subgroups increase for MAP compared to WKCE.

Gaps in Percent of Students Proficient or Advanced

MAP (combined Fall 2011 and Spring 2012) compared to WKCE (November 2011)

Math	MAP	MAP gap vs white	WKCE	WKCE gap vs white
All Students	42.6%	n/a	70.2%	n/a
White	64.2%	n/a	87.8%	n/a
African American	10.5%	-53.7%	39.3%	-48.5%
Hispanic	20.4%	-43.8%	58.4%	-29.4%
Asian	53.5%	-10.7%	78.7%	-9.1%
Mulit-racial	38.7%	-25.5%	67.7%	-20.1%
Reading				
All Students	48.9%	n/a	74.3%	n/a
White	71.3%	n/a	90.9%	n/a
African American	17.3%	-54.0%	49.0%	-41.9%
Hispanic	26.9%	-44.4%	60.0%	-30.9%
Asian	52.3%	-19.0%	78.9%	-12.0%
Mulit-racial	47.0%	-24.3%	73.5%	-17.4%

Source: Data Dashboard, current active students as of 8/8/12

Comparing MAP growth to WKCE Value Added. It is important to stress that growth on MAP is a different measurement model than Value Added. The purpose of Value Added is to identify the amount of growth made by students compared to observably similar students. Variables accounted for in the statewide Value Added model include prior knowledge (i.e., how a student performed on previous administrations of the WKCE), race/ethnicity, gender, income, ELL status, and special education status.

Growth on MAP is based only on prior knowledge. Each student has a projected growth target based on his or her previous MAP scores and the growth of students nationwide with similar scores. It does not account for any demographic factors.

MAP "percent of projection" offers a comparison of how well MMSD students grew from Fall 2011 to Spring 2012. A result exceeding 100% indicates that on average students exceeded the projected growth goal. For example, if the mean growth projection is 10.0 points and the mean growth was 12.0, the percent of projection would be 120.0%. If the mean growth was 8.0, the percent of projection would be 80.0%.

In this discussion, Value Added is the number of points grown by MMSD students greater or less than the state average from one annual administration of the WKCE to the next. This is a three-year average that looks at points of annual growth from November 2008 through November 2011. A positive number indicates that on average MMSD students grew that specified number of points more than observably similar students throughout the state. For example, a Value Added score of 5.00 indicates that students grew five points more than similar students statewide. If the score was -5.00, students may have grown but they grew five points less than the average.

Comparison of MAP Growth and WKCE Value Added by Subject and Grade

MAP Percent of projected growth (Fall 2011 to Spring 2012) vs. three-year average Value Added (WKCE, state model)

Math	MAP Percent of Projection	Above/Below National Projection	Value Added	Above/Below State Average
Grade 3	92.1%	Below	2.98	ABOVE
Grade 4	98.4%	Below	2.51	ABOVE
Grade 5	87.0%	Below	2.54	ABOVE
Grade 6	106.5%	ABOVE	3.19	ABOVE
Grade 7	92.1%	Below	3.61	ABOVE
Reading				
Grade 3	85.2%	Below	2.92	ABOVE
Grade 4	70.0%	Below	3.51	ABOVE
Grade 5	72.0%	Below	2.54	ABOVE
Grade 6	109.0%	ABOVE	4.34	ABOVE
Grade 7	75.8%	Below	2.95	ABOVE

Source: NWEA Student Growth District Summary and Value Added Report, May 2012

At the grade level, MMSD is consistently above the three-year WKCE Value Added performance of districts throughout the state. By grade, this applies to both math

and reading . The difference may be as great as 3.61 WKCE points for Grade 7 math and 4.34 WKCE points for Grade 6 reading.

However, looking at MAP and its nationally normed percent of projected growth calculation, MMSD only exceeds expected growth on two occasions: Grade 6 math and Grade 6 reading . All other grades did not grow as much as the national projected growth target.

So, MMSD does well compared to other districts in the state with growth on WKCE, but looking at the national level it does not perform as well with MAP. This reflects the relative strength of MMSD compared to other Wisconsin districts, but it also reflects the more challenging or rigorous nature of MAP as an assessment tool compared to WKCE.

Next steps. Preliminary analysis of MAP results underscores the need to strengthen core instruction, interventions and professional development. MMSD's focus on alignment to the common core standards, response to intervention framework and providing consistency and expectations within and across schools is the primary focus to enhance teacher quality and increase student performance.

Plans for using assessment data. A team of administration staff will be presenting a plan for MAP data that outlines exactly what occurs with test results and what deliverables and tools are developed for each stakeholder group. This will include a rigorous statistical analysis of results. The Board will see this plan on a future agenda and will see future analysis on MAP results. The model developed for MAP will be applied to other assessments.

MAP also has predictive qualities for the likelihood of a student being proficient on the next administration of WKCE. Plans for the near term include reviewing this data as a tool to guide instructional and curriculum changes.

B. Recommendations and/or alternative recommendation(s): It is recommended that the Board accept this update of first year MAP test results and plans for its use.

C. Link to supporting detail: N/A

III. Implications

A. Budget: N/A

B. Strategic Plan: N/A

C. Equity Plan: N/A

D. Implications for other aspects of the organization: N/A

IV. Supporting Documentation

A. Slide illustrating different types of assessments and their use

B. Sample student-level MAP report 2012 from NWEA

Assessment Framework Matrix

Question is about…	Type of Assessment	Purpose of Assessment	Reference	Answers	Actions	Analogy
System or System Unit	Summative/Outcome	Drive Long-Term Improvement Planning	Benchmarks Comparables High Performers	-How are we doing overall? How did we do? -What direction are we headed? -Where should we focus efforts to improve?	Continue, refine or change the plan	Standings
Patterns of progress toward system outcome goals	Universal Screening/Benchmarking Progress Monitoring (CBM)	Identify groups "on-track" and "off-track"	Relevant benchmarks	Who is responding to instruction? Who is not responding to instruction?	Continue, refine or change instruction	Scoreboard
Individual status or growth toward specific learning objectives.	Formative	Individual short-term progress	Aim line	Is this student mastering the essential skills? Is the instructional program working for this student?	Continue, extend, refine or change materials, pace, instructional approach, etc…	Play by play outcomes

NWEA Sample District 2

Student Progress Report for *Suarez, Isiah H.*

Mt. Bachelor Middle School

Growth is measured from Fall to Spring **Student ID:** S11001198

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F11	6	205- **208** -211	212	220			17- **23** -29
S11	5	205- **208** -211	216	221	2	8	14- **19** -25
F10	5	203- **206** -209	206	213			24- **31** -39

Mathematics Goals Performance - Fall 2011

Number Sense	Low
Algebraic Methods	LoAvg
Data Analysis & Probability	LoAvg
Geometric Concepts	Low
Measurement	Avg
Computation	Low

Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F11	6	210- **213** -216	208	212			43- **52** -61
S11	5	213- **216** -219	210	213	10	5	50- **59** -68
F10	5	203- **206** -209	203	208			35- **44** -53

Language Usage Goals Performance - Fall 2011

Topics / Ideas / Organization	Avg
Vocab / Revise / Edit	Avg
Sentence Types / Grammar	HiAvg
Capitalization / Punc / Spelli	LoAvg

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F11	6	218- **221** -224	206	212			63- **73** -79
S11	5	205- **208** -211	209	212	-1	5	28- **38** -46
F10	5	206- **209** -212	201	207			47- **55** -66

Reading Goals Performance - Fall 2011

Read a Variety of Material	High
Apply Thinking Skills to Read	Avg
Locate / Select / Use Info	HiAvg
Read / Recognize Literature	HiAvg

Lexile® Range: 871-1021

Explanatory Notes:

Season/Year
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT
The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.
The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile® Range
The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

NWEA Sample District 2

Student Progress Report for *Suarez, Isiah H.*

Mt. Bachelor Middle School

Growth is measured from Fall to Spring **Student ID:** S11001198

General Science

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F11	6	203- **207** -211	201	205			41- **56** -66

General Science Goals Performance - Fall 2011

Physical Science	Avg
Life Science	Avg
Earth & Space Science:	Avg

Concepts and Processes

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F11	6	195- **199** -203	201	205			17- **29** -44

Concepts and Processes Goals Performance - Fall 2011

Processes of Scientific Invest	LoAvg
Nature of Science	Low

Explanatory Notes:

Season/Year
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT
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Typical Growth
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

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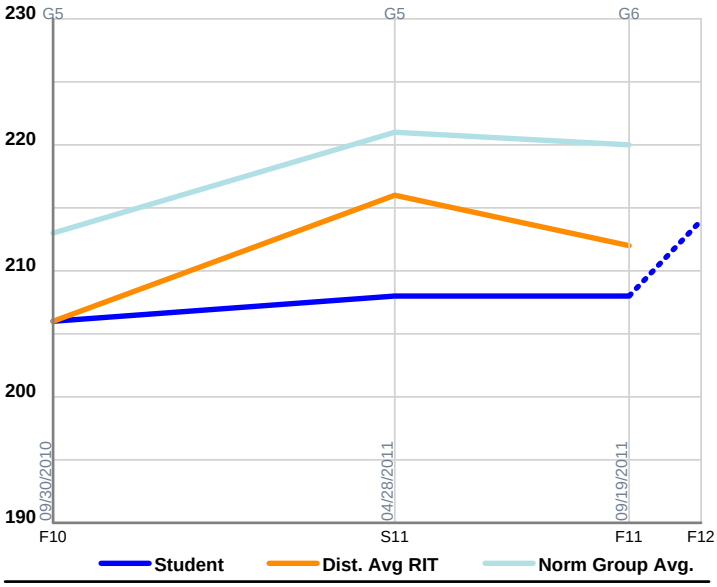
NWEA Sample District 2

Student Progress Report for *Suarez, Isiah H.*

Mt. Bachelor Middle School

Student ID: S11001198

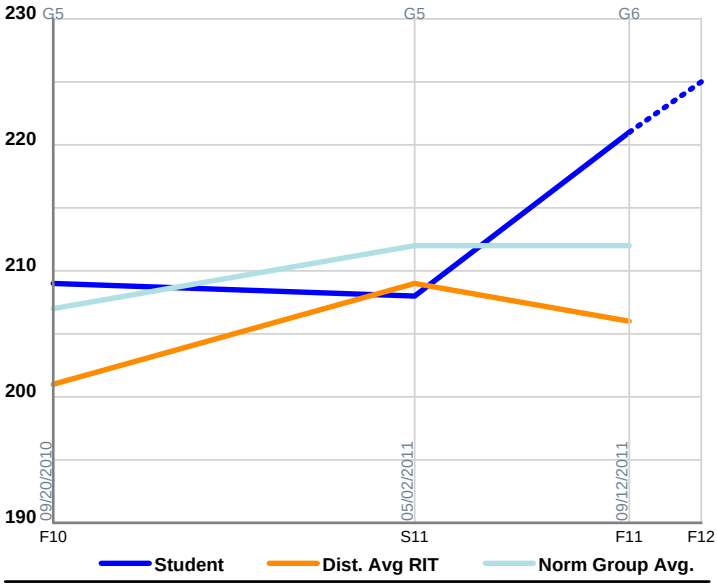
Mathematics



Mathematics Goals Performance - Fall 2011

Number Sense	Low
Algebraic Methods	LoAvg
Data Analysis & Probability	LoAvg
Geometric Concepts	Low
Measurement	Avg
Computation	Low

Reading

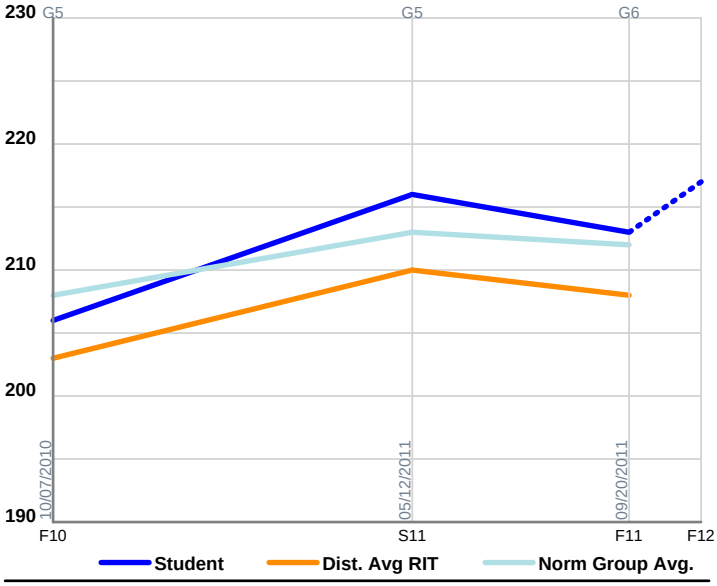


Reading Goals Performance - Fall 2011

Read a Variety of Material	High
Apply Thinking Skills to Read	Avg
Locate / Select / Use Info	HiAvg
Read / Recognize Literature	HiAvg

Lexile® Range: 871-1021

Language Usage



Language Usage Goals Performance - Fall 2011

Topics / Ideas / Organization	Avg
Vocab / Revise / Edit	Avg
Sentence Types / Grammar	HiAvg
Capitalization / Punc / Spelli	LoAvg

Explanatory Notes:

Season/Year
The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Gx
The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

Event Date
The date along the vertical lines represent the date the test event occurred.

TimeLine
Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

Student RIT Score Line
The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the most recent norming study for students who had the same starting instructional term RIT score

Dist. Avg RIT
This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg
This line represents the average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile® Range
The difficulty range of text that can be understood by the student 75% of the time. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

MADISON METROPOLITAN SCHOOL DISTRICT

DEPARTMENT OF CURRICULUM & ASSESSMENT

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Lisa Wachtel, *Executive Director*

Jane Belmore, Ph.D., *Interim Superintendent of Schools*

TO: Members of the Board of Education

FROM: Lisa Wachtel, Executive Director, Curriculum & Assessment

Tim Peterson, Assistant Director, Curriculum & Assessment

DATE: August 23, 2012

SUBJECT: Response to questions regarding district –wide assessment

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After the most recent Student Achievement and Performance Monitoring Committee meeting, several questions were raised regarding overall district assessments. This letter and the attached documents provide more information about testing in the district.

District Assessment by Type and Grade 2012

This document shows the assessments which are administered district-wide. These are divided into four major types: summative, benchmark or universal screener, formative, and diagnositic/intervention. Each assessment is color coded to match the assessment type used in the district. Several assessments serve multiple purposes, they are two colors with diagonal lines.

Key to Assessment

This document provides more detailed information about each assessment. They are categorized by each of the four types of assessments. The detailed information contains the following:

- Name of Assessment
- Mandated or District Choice in support of Response to Instruction and Intervention (RtI^2)
- Who is assessed
- What content is being assessed
- How long the test(s) take. This does not include preparation, direction reading, etc.
- The frequency with which the test is given.

How much is too much assessment?

The Response to Instruction and Intervention(RtI^2) system is based on knowing where a student is at in his/her learning progression, identifying the next steps for continued learning, and determining if each student is progressing at a rate that allows them to be college and career ready by the end of high school. Two of these "steps" require assessment, although of different types. The district has added assessment tools in the past year to ensure that we are able to use the appropriate tool for the appropriate task.

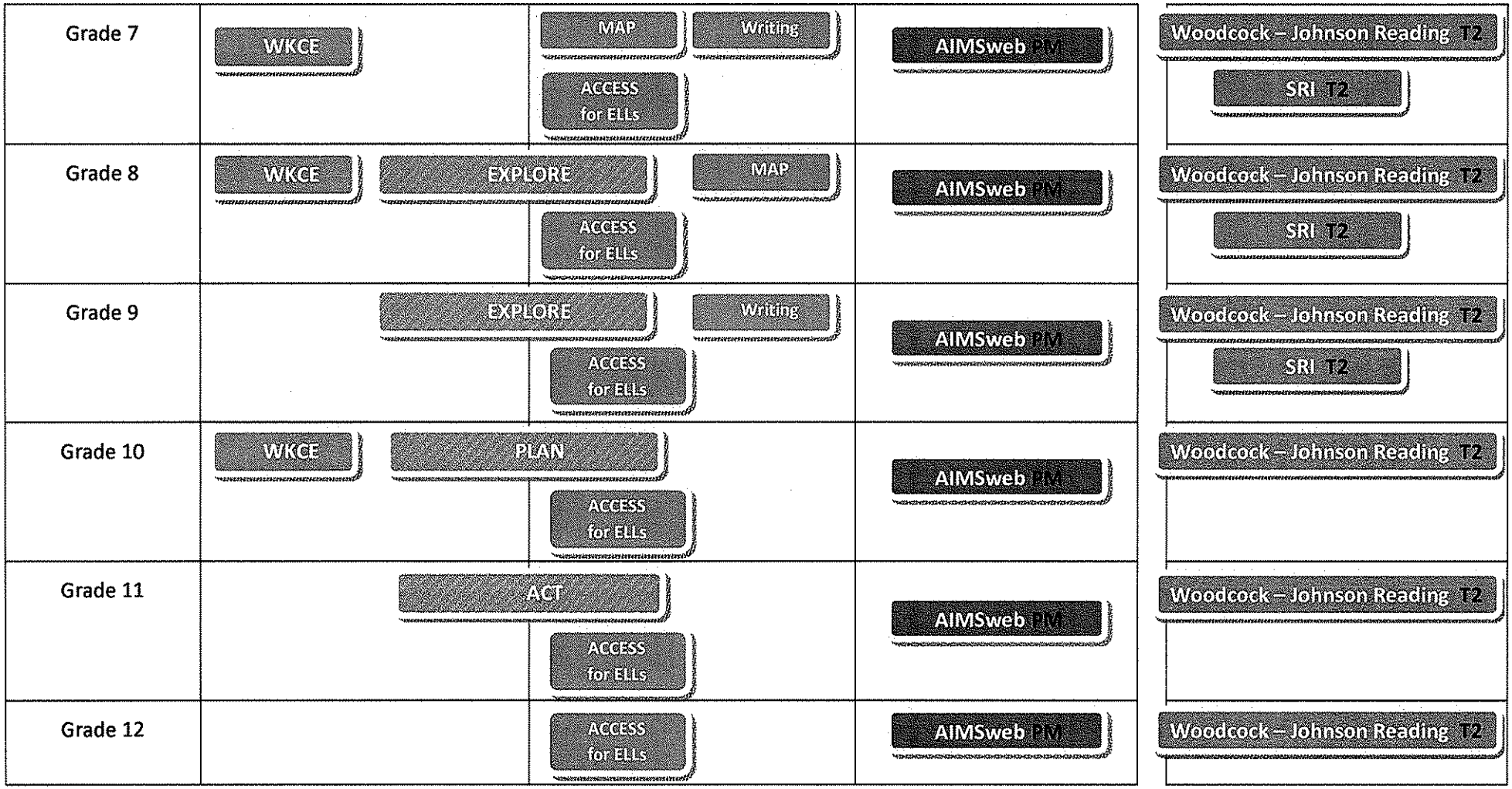
DRAFT: District Assessment in MMSD by Type and Grade, 2012-2013

	Summative	Benchmark/Universal Screener	Formative/Progress Monitoring	Diagnostic/Intervention (examples)
Kindergarten		PALS; ACCESS for ELLs		Woodcock – Johnson Reading T2; Core Phonics Survey T2
Grade 1		ACCESS for ELLs; AIMSweb US & PM		Woodcock – Johnson Reading T2; Core Phonics Survey T2
Grade 2		CogAT; AIMSweb US & PM; ACCESS for ELLs		Woodcock – Johnson Reading T2; Core Phonics Survey T2
Grade 3	WKCE	MAP; Writing; ACCESS for ELLs	AIMSweb PM	Woodcock – Johnson Reading T2
Grade 4	WKCE	MAP; ACCESS for ELLs	AIMSweb PM	Woodcock – Johnson Reading T2
Grade 5	WKCE	MAP; Writing; CogAT; ACCESS for ELLs	AIMSweb PM	Woodcock – Johnson Reading T2
Grade 6	WKCE	MAP; ACCESS for ELLs	AIMSweb PM	Woodcock – Johnson Reading T2; SRI T2

US = Universal Screener **PM** = Progress Monitoring **T2** = RtI Tier 2 assessment

23 August 2012

DRAFT: District Assessment in MMSD by Type and Grade, 2012-2013



US = Universal Screener **PM** = Progress Monitoring **T2** = RtI Tier 2 assessment

23 August 2012

Key to Assessment

MMSD 2012-13

Summative Summative assessments evaluate whether the instruction or intervention provided is powerful enough to help all students achieve or exceed grade-level standards by the end of each year. Represents mastery or culmination.	**WKCE:** State and Federal Mandate **Who:** Grades 3-8 and 10 **What:** Reading, Language Arts and Mathematics at all grades, Science, Social Studies, and Writing only at 4,8 & 10 **Time:** varies depending upon grade level (From 3.5 – 6.5 hours of test time, not including breaks, preparation, etc.) **Frequency:** Once annually, mid-October to late November
	EXPLORE: District Choice **Who:** Grades 8 and 9 **What:** Reading, English, Mathematics, & Science **Time:** 2 hours **Frequency:** Once annually, mid-December (8th), late March (9th) **Note:** can be used for Summative and Benchmark testing
	PLAN: District Choice **Who:** Grade 10 **What:** Reading, English, Mathematics, & Science **Time:** 1 hour 55 minutes **Frequency:** Once annually, late March **Note:** can be used for Summative and Benchmark testing
	ACT, with Writing: District Choice **Who:** Grade 11 (beginning 2012-13) **What:** Reading, English, Mathematics, Science, & Writing **Time:** 3 hours 25 minutes **Frequency:** Once annually, late March **Note:** can be used for Summative and Benchmark testing

Benchmark/ Universal Screener

Benchmark assessments or Universal Screeners are brief and targeted assessments, focused on "indicators" of broad skill domains. Assessment *of* Learning

ACCESS for ELLs: State and Federal Mandate
Who: Grades K-12 English Language Learners
What: Listening, Reading, and Writing
Time: Two 75 minute sessions on separate days
Frequency: Once annually, early December to late January

ACCESS for ELLs

District Writing: District Choice
Who: Grades 3,5,7, and 9
What: 6-Traits Writing
Time: Grades 3,5 & 7: 2 hours over 3 days
Grade 9: 1 hour 30 minutes over 2 days
Frequency: Annually, mid February

Writing

Measure of Academic Progress (MAP): District choice
Who: Grades 3-8 (8th grade beginning 2012-13)
What: Reading, Language Usage, and Mathematics
Time: Fall and Spring approximately 3 hours
Winter approximately 20 minutes
Frequency: Fall – all MAP subtests, mid-September to mid-October
Winter – shortened Reading Survey, early December to mid-January
Spring – all MAP subtests, late April to late May

MAP

Phonological Awareness Literacy Screening (PALS): State Mandate
Who: Kindergarten (beginning 2012-13)
What: Literacy development
Time: Approximately 30 minutes
Frequency: Twice annually; mid October to mid November and
Late April to late May

PALS

General Intellectual & Reasoning (CogAT): District choice
Who: Grades 2 & 5
What: Verbal, Quantitative, and Nonverbal reasoning
Time: Approximately 3 hours
Frequency: Once annually; late February to mid March

CogAT

	AIMSweb (for Universal Screening): District choice in support of RtI^2 **Who:** Available for Grades 1-2 (beginning 2012-13) **What:** Reading **Time:** 2-3 minutes for each probe **Frequency:** As needed, can be used weekly **Note:** can be used for Universal Screening & Progress Monitoring AIMSweb US & PM
Formative Formative assessments are brief, targeted, and frequent measures of progress toward short-term goals. Used as feedback for refining instruction/learning. Assessment *for* Learning	**AIMSweb (for Progress Monitoring):** District choice in support of RtI^2 **Who:** Available for Grades 1-12 (beginning 2012-13) **What:** Reading **Time:** 2-3 minutes for each probe **Frequency:** As needed, can be used weekly **Note:** can be used for Universal Screening & Progress Monitoring AIMSweb PM

Diagnostic/Intervention *(These represent examples of the many assessments used throughout the district)* Diagnostic assessments for intervention inform instructional planning in order to meet the most critical needs of individual students	**Woodcock-Johnson Test of Reading Mastery**: District Choice Woodcock – Johnson Reading T2
	Core Phonics Survey: District Choice Core Phonics Survey T2
	Scholastic Reading Inventory (SRI): District Choice SRI T2