



# Spring 2007 MAP Update

Lori Gehrke, Director of Assessment and Program Improvement



DR PAGE 1

CR

#	DR	CR
	5469.98	
	1201.00	
	2.20	
	401.07	
	81.05	
	70.11	
	264.94	7690.06
	1102.10	
	3115.40	
	487.40	
	154.85	
	1138.40	38235.02
	58.50	
	20.00	898.50
		558.50

CODE

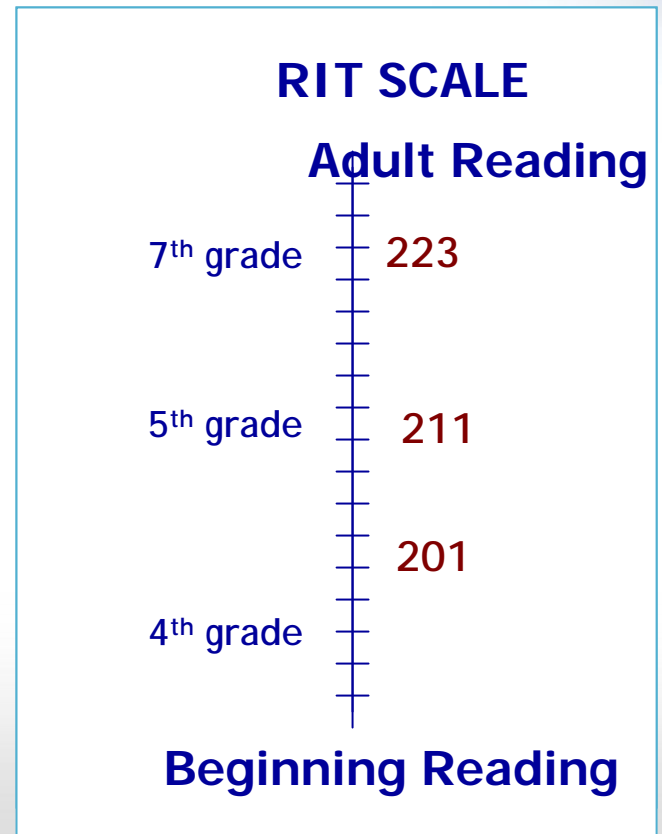
Summary Summary Summary Summary Summary



# Purpose and Benefit of MAP

## Strategic Plan Goal: Provide a program of individual assessment

- Comprehensive plan: benchmarking and progress monitoring
- All students are challenged at their instructional level.
- DesCarte Learning Continuum provides tools for differentiation for all students.
- RIT Scale is an equal interval achievement scale -Rasch Scale
- Measures individual student growth over time -measuring physical growth in RITS

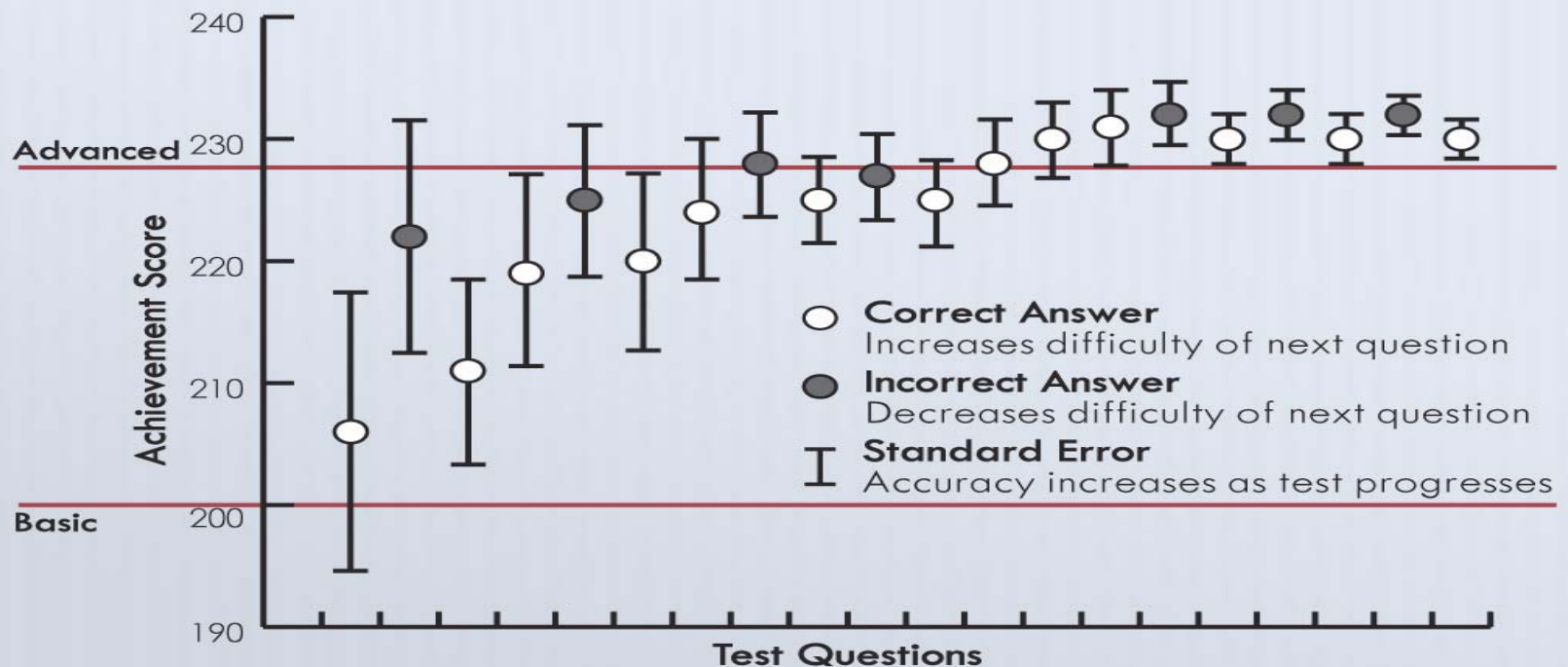


# Adapts to Instructional Level



*Dynamically developed for each student*

*Identifies instructional level*



The background features a collage of business-related graphics. It includes a bar chart with five blue bars of varying heights, a pie chart with several segments, and a document page with the text 'PAGE 1' visible. The overall color scheme is dominated by shades of blue and teal, with a grid pattern overlaid on the left side.

## **Total Picture of Assessment**

- Status Measures: Comparison Data to NWEA Norm Group, High Achieving Norms
- Growth Measures: Average growth
- The combination of both provides the total picture -comparison and growth data

# Normative Comparisons



Mathematics

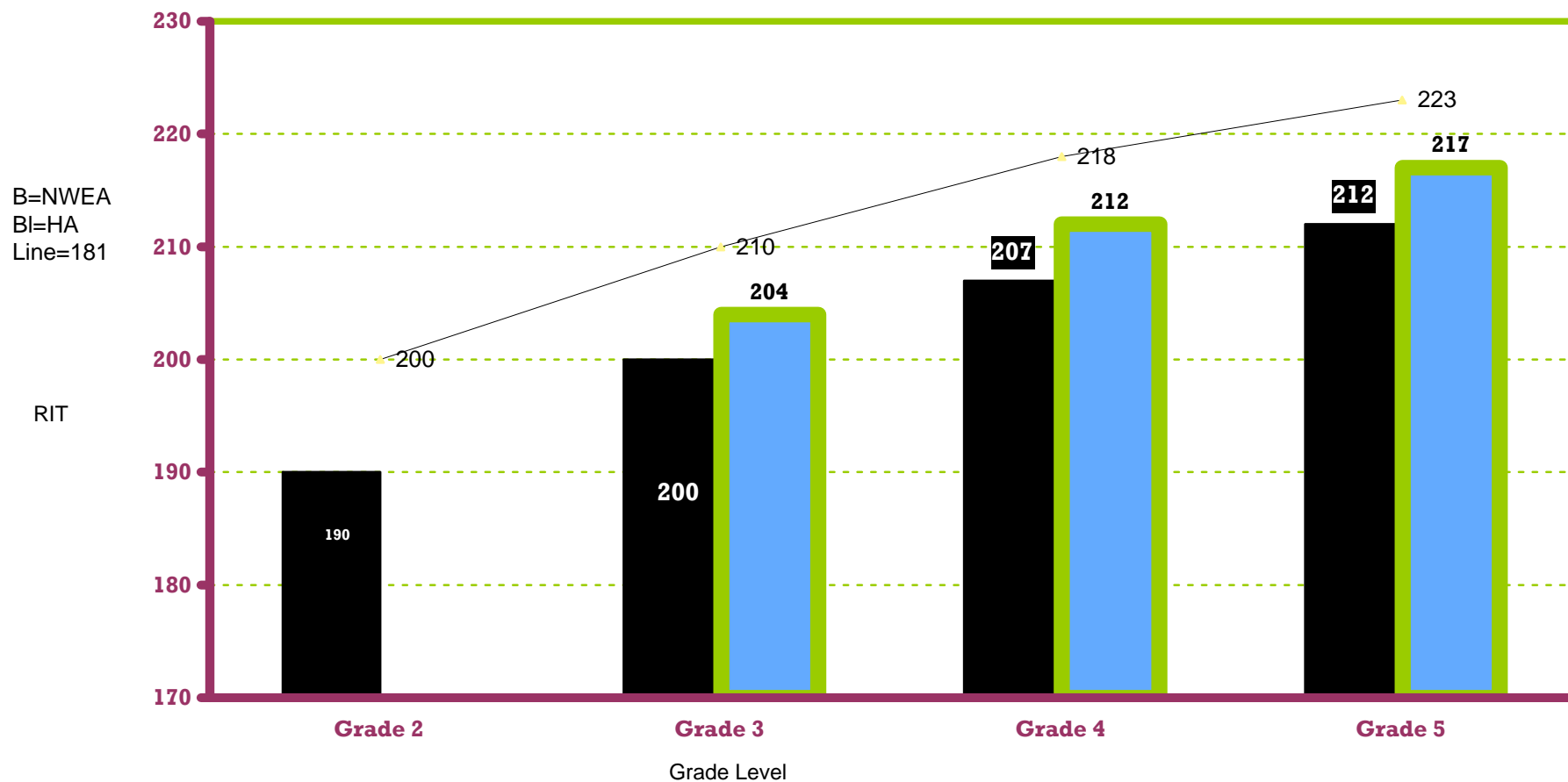
Achievement and Growth

## Normative Data

Grade	Fall Norms		Spring Norms		Ending Grade	Mean Growth		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	179	179.3	191	190.6	2	13.9	n/a	n/a
3	★ 193	192.3	202	201.7	3	10.9	15.1	12.0
4	★ 203	202.7	211	210.4	4	8.8	11.5	9.5
5	★ 211	211.2	219	218.3	5	8.7	9.2	9.0
6	★ 218	217.4	224	223.3	6	7.2	7.6	6.1
7	★ 225	223.4	229	228.0	7	6.0	7.2	6.1
8	230	228.5	234	232.8	8	5.2	6.6	6.1
9	234	231.7	239	236.2	9	3.2	5.0	3.9
10	238	235.6	240	238.1	10	2.8	3.8	3.2



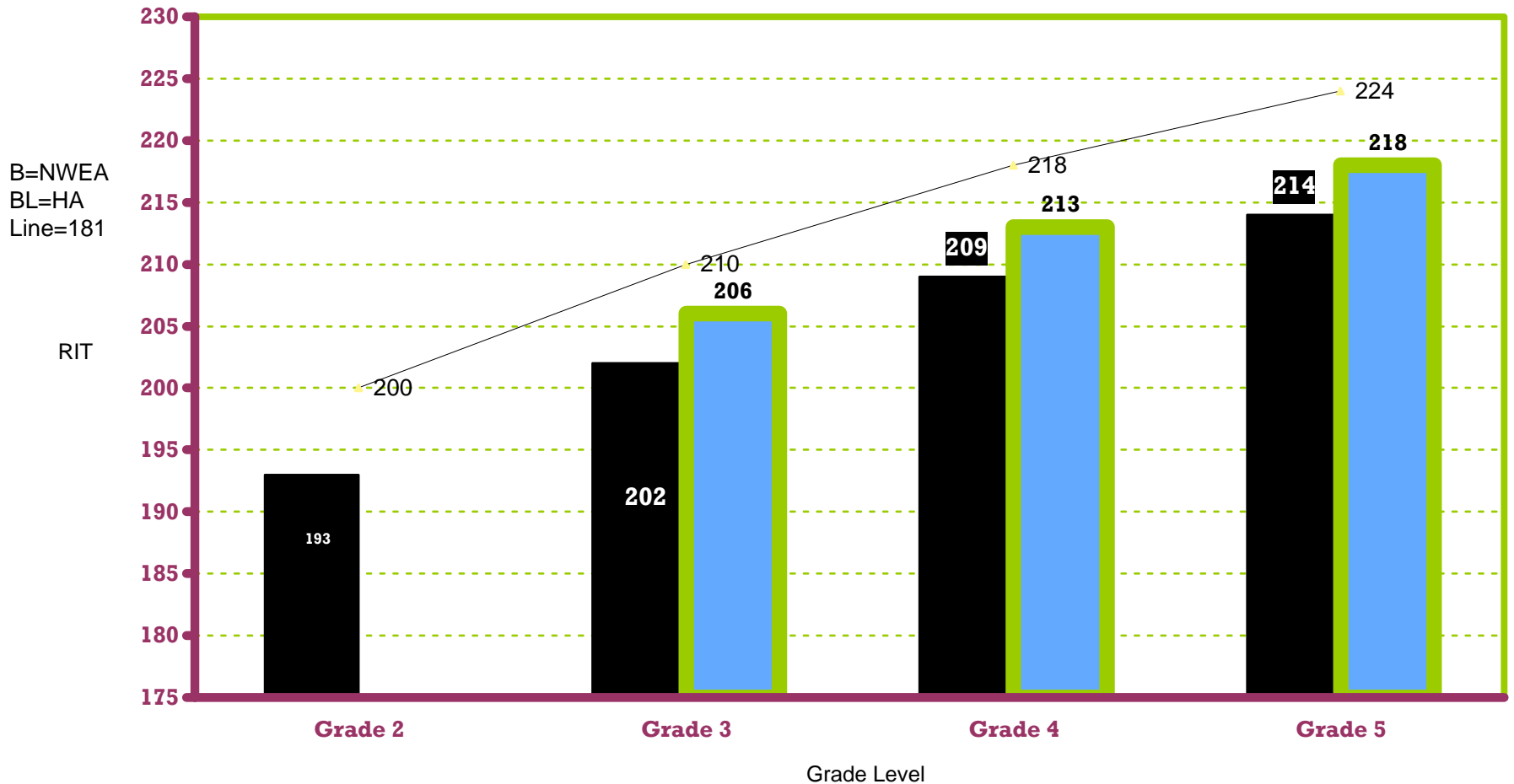
# District 181 Comparison: HA and NWEA Reading





# District 181 Comparison: HA and NWEA Language Usage

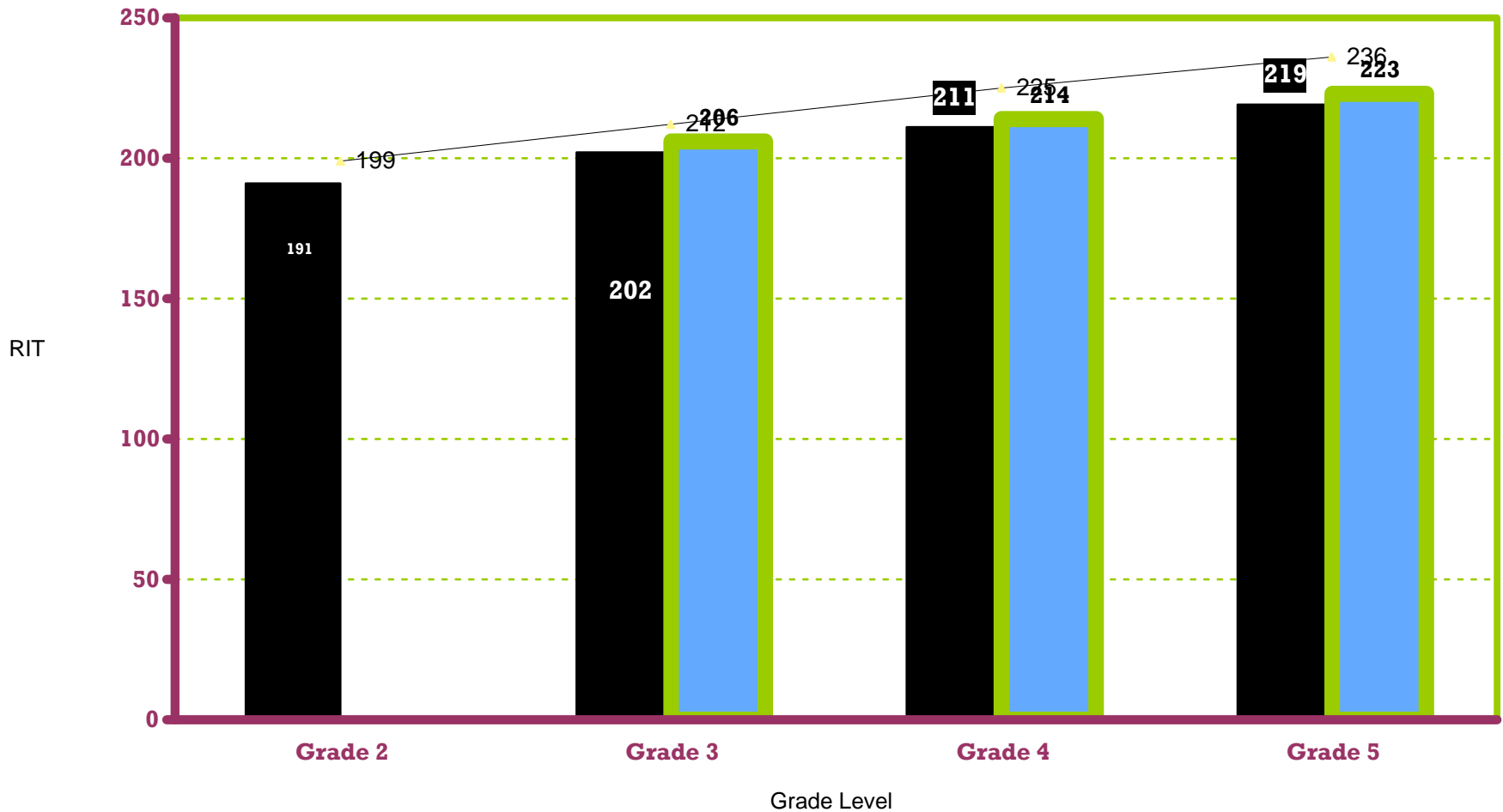
2007 Spring Comparison





# District 181 Comparison: HA and NWEA Mathematics

2007 Spring Comparison





## Comparison Summary: D181, HA, Norm

- All grade levels and all areas tested were above the HA Median.
- District 181 overall performs approximately 2 grade levels above the Norm Group in all areas and all grade levels.



# Overview of Growth Model/Considerations

- Fall RIT score reflects each child's instructional level in each content area.
- Based on Fall RIT, students are assigned a value that represents the amount of growth that is typical at each RIT score - not expected (For example, 2nd grade RIT score of 156 would have a typical growth value of 20 RIT units for the spring).
- Determine actual growth of students vs. typical growth that students demonstrate at the RIT level.
- Analyze the percent of students who meet growth targets at each grade across all content areas.
- **Must remember:** looking for longitudinal data for students over time-fluctuations will occur

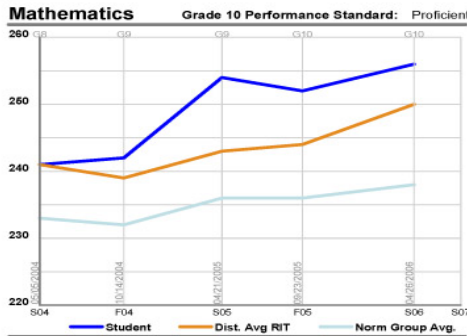


# Progress Over Time



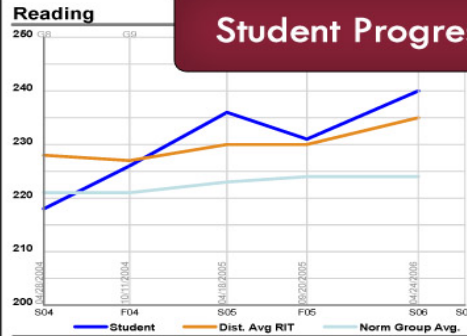
Hoover School District  
Student Progress Report for *Moriah, Brian K.*  
Roosevelt High School

Student ID: 503624195



**Mathematics Goals Performance - Spring 2006**

Number & Operation	High
Concepts & Principles of Math	High
Concepts & Language of Algebra	High
Concepts & Principles of Geometry	High
Data Analysis / Probability / Statistics	High



**Reading Goals Performance - Spring 2006**

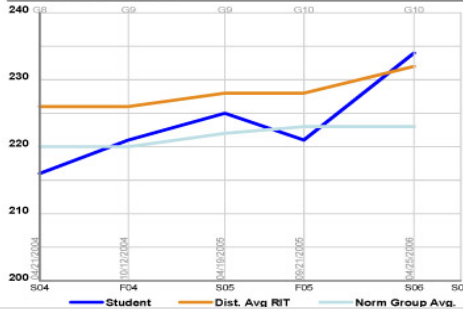
Reading Process	Avg
Reading Comprehension	High

Lexile Range: 1222-1372

### 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 target growth over the next year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the latest norming study for students who had the same starting season 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 2005 NWEA

### Language Usage



Fluctuations in performance can occur between testing periods.



## Growth Considerations

- As a student gets older typical growth values goes down
- Students on the top end of the scale have growth targets that are not as high as students on the lower end of the scale.
- Fall to Spring growth is optimum -instructional year
- For example, if a student had a RIT score of 210 in the fall and a 220 in the Spring, this movement of 8 to 10 points moved the student a RIT range along the instructional continuum.



# DesCarte Continuum of Skills

**Class by Goal to DesCartes**

	< 181	181-190	191-200
<b>Algebraic Functions</b>	K. Bailey (182)	E. Ramos (181) M. Hybara (182) L. Kiew (193)	D. Caster (183) N. Kieslir (193) S. Mclean (194)
<b>Number Sense</b>	E. Ramos (181) M. Hybara (182)	<b>D. Caster (183)</b>	K. Bailey (182)
<b>Data Analysis &amp; Statistics &amp; Probability</b>		T. Noboa (199) N. Kieslir (193)	D. Caster (183) S. Mclean (194)
<b>Geometry</b>	E. Ramos (181)	K. Bailey (181) D. Horowitz (183) T. Noboa (183)	

Page from DesCartes online

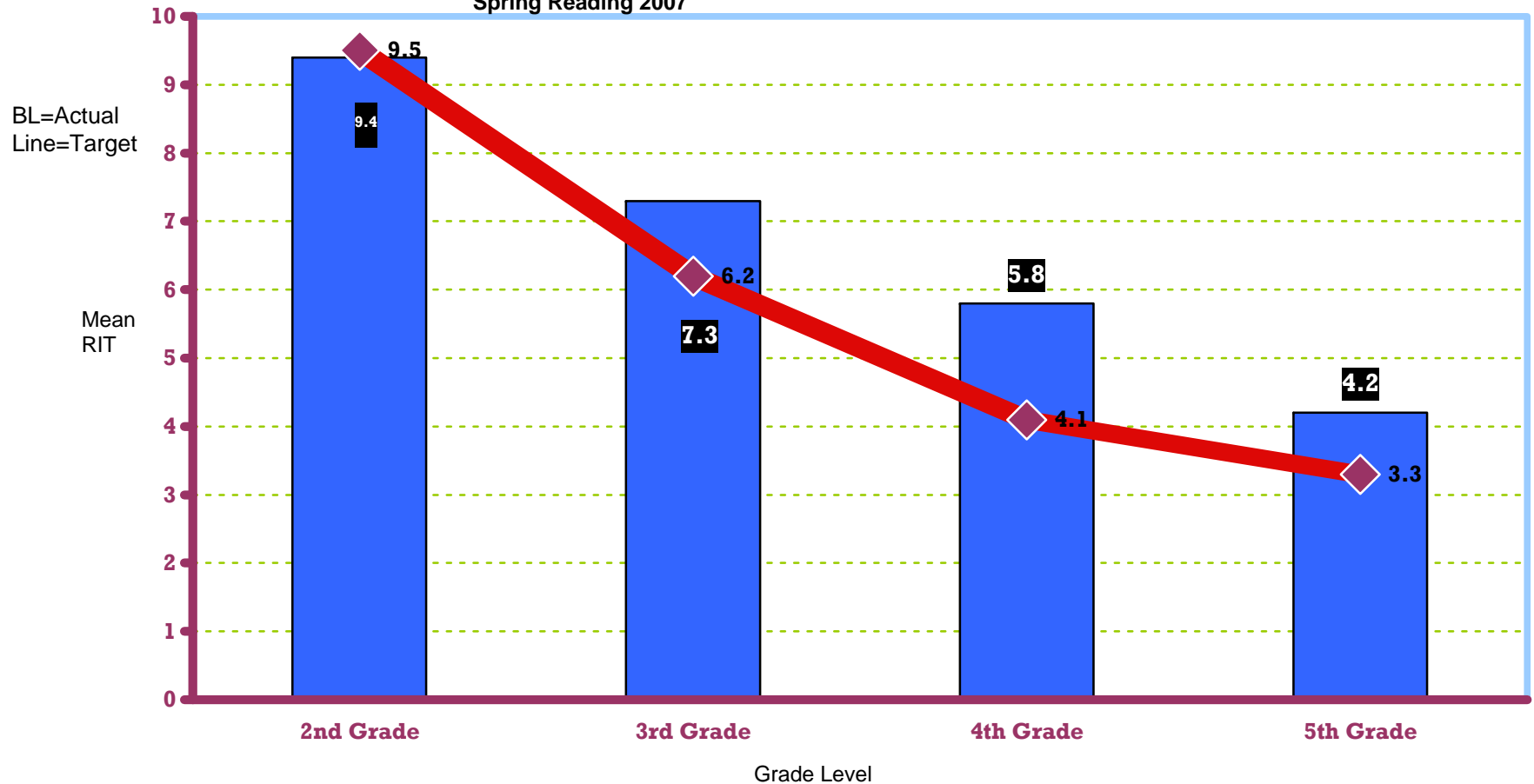
Subject: Mathematics  
Goal Strand: Number Sense  
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"> <li>Counts numbers 0-100*</li> <li>Counts numbers 0-1000*</li> <li>Identifies missing numbers in a series through 100</li> <li>Counts by 2's to 100</li> <li>Counts and writes by 5's*</li> <li>Counts backwards or counts on from a given number*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Identifies the numeral and written name for numbers</li> </ul>	<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"> <li>Counts numbers 0-1000*</li> <li>Counts and writes by 3's*</li> <li>Counts and writes by 4's*</li> <li>Counts and writes by 6's, 7's, 8's, or 9's*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Solves problems using ordinal numbers*</li> <li>Identifies the numeral and written name for numbers from 0-1000</li> </ul>	<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"> <li>Solves problems using ordinal numbers</li> <li>Identifies the numeral and written name for numbers 0-100th*</li> <li>Identifies the numeral and written name for numbers with a zero between digits to the tenth</li> <li>Identifies the numeral and written name for numbers through the hundred thousands*</li> <li>Identifies the numeral and written name for numbers</li> </ul>



# Reading Growth 2006-2007

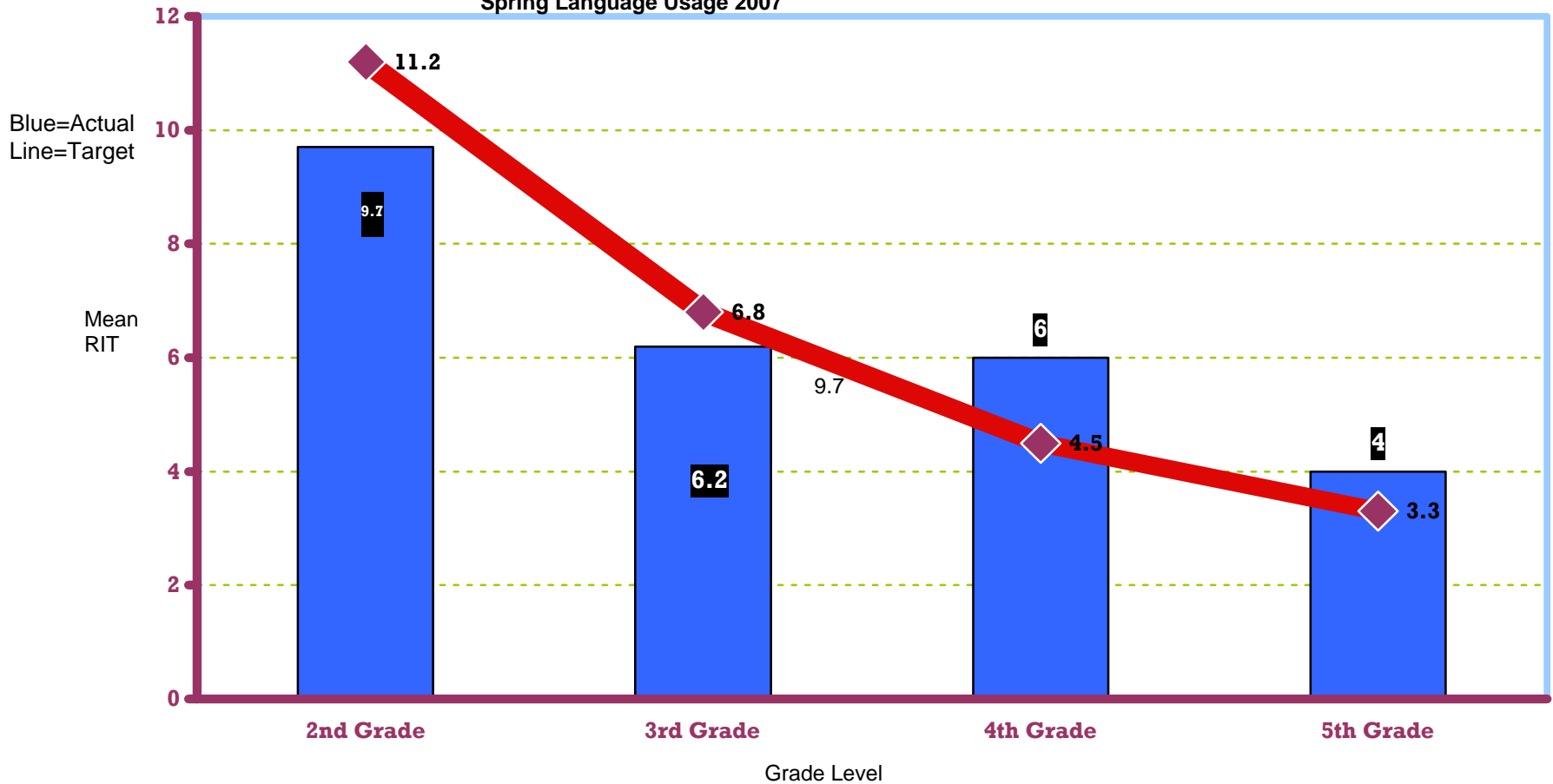
Comparison: Mean Growth vs. Mean of Growth Targets  
Spring Reading 2007





# Language Growth 2006-2007

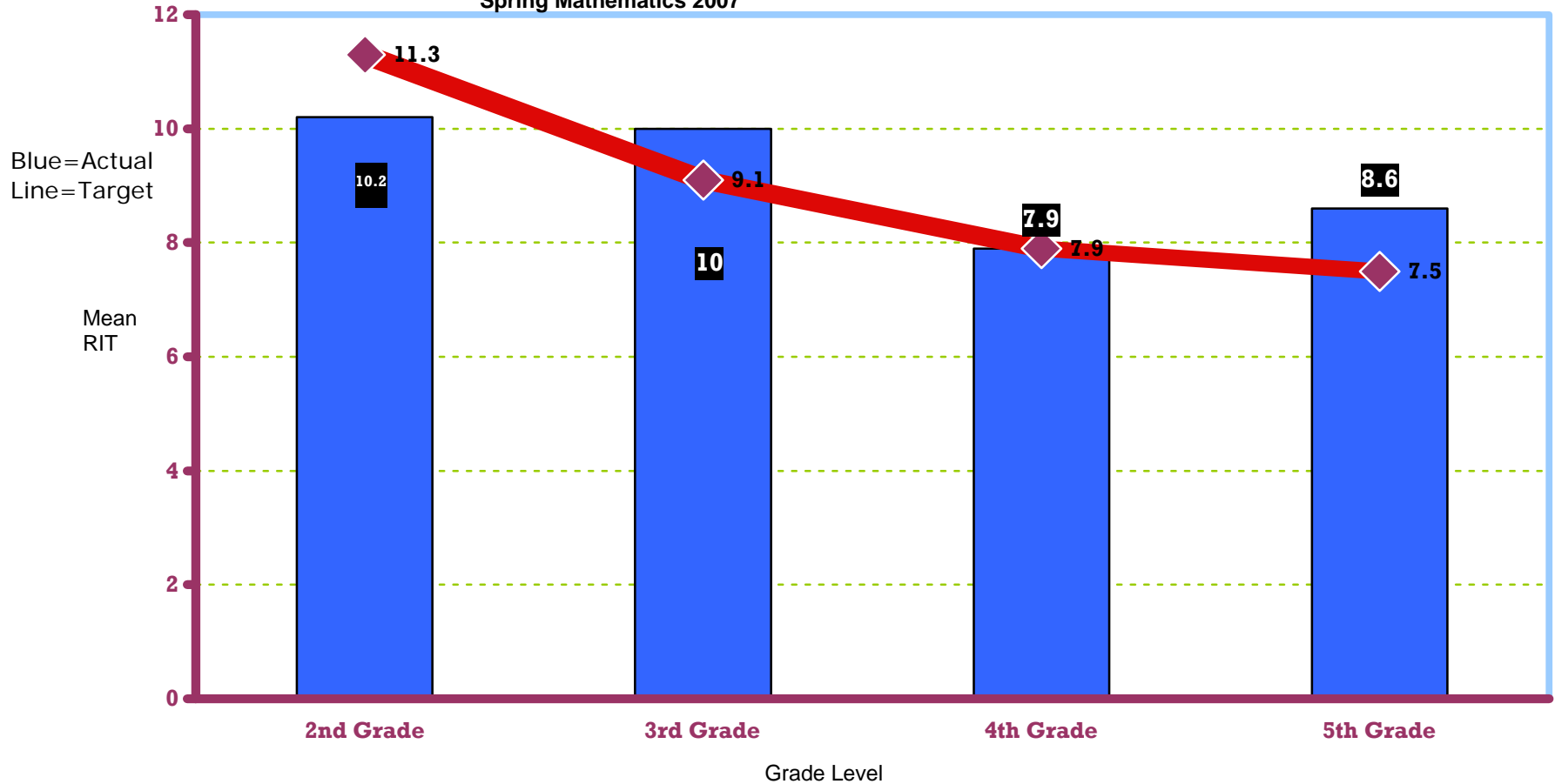
Comparison: Mean Growth vs. Mean of Growth Targets  
Spring Language Usage 2007





# Math Growth 2006-2007

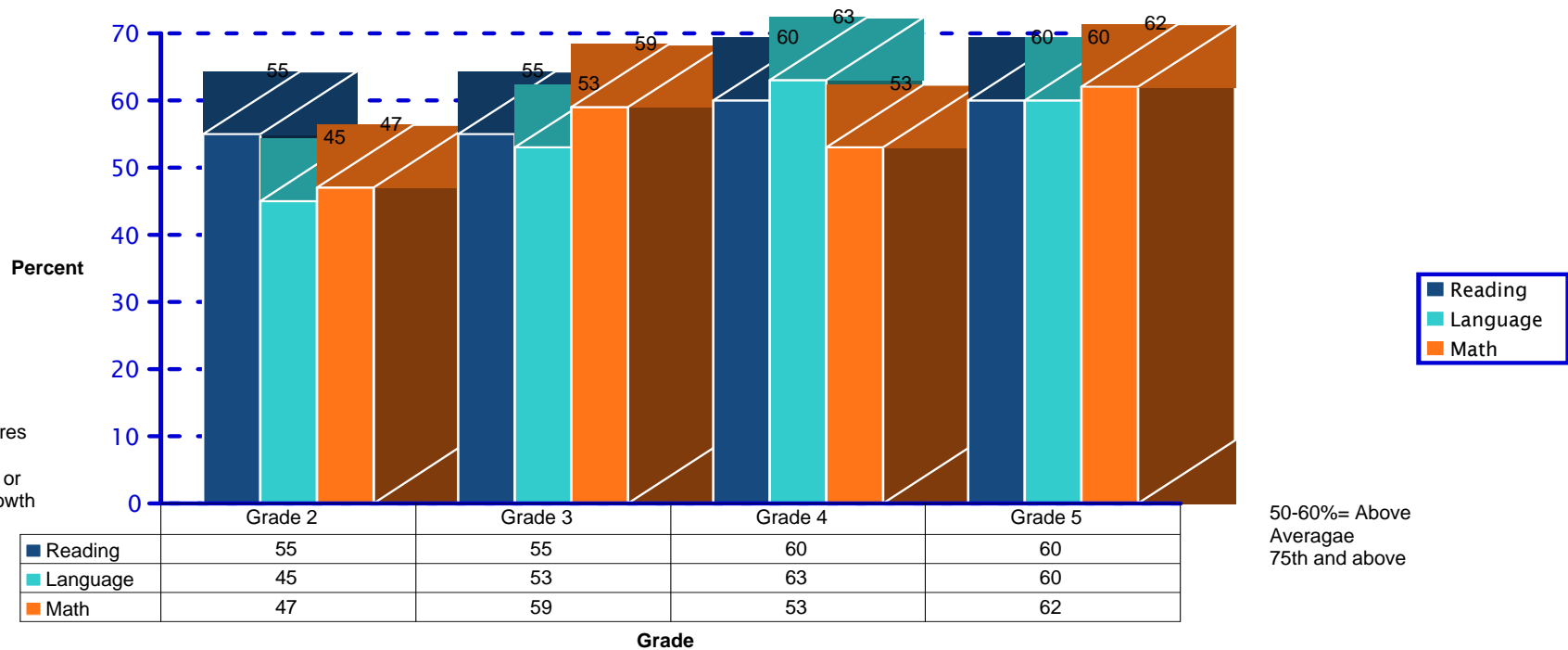
Comparison: Mean Growth vs. Mean of Growth Targets  
Spring Mathematics 2007





# Growth Targets Met Reading, Language, Mathematics

Percent Meeting Growth Target



10/12 measures 50% or more students met or exceeded growth target.

50-60%= Above Average  
75th and above



# Analyzing Growth Over Time

- Growth Index Numbers (groups, and students)
- Difference between actual growth and typical growth (2005 Interact Norms)
- For example:

<b>Lori G.</b>	<b>Fall 06</b>	<b>Spring 06</b>	<b>Growth</b>
	201	210	+9
Typical Growth	201	208	+7
Growth Index			+2

**Positive Index Numbers= more growth** than typical-sustained **over time** indicate program “value added” growth

**Negative Index Numbers=less growth** than typical- **over time** indicates need for evaluation of programs.



## Growth Analysis Summary

- 9 out of 12 measures show greater actual average growth compared to the average of the growth targets. (Actual > Average of Targets)
- 9 out of 12 measures achieved 100% or more of their goal. (Above average in these areas)
- **Highlights include: (Actual/Ave. Targets)**
- Grade 4 students in reading achieved 142.5% of their goal.
- Grade 3 students in reading achieved 109.4% of their goal.
- Grade 5 students in reading achieved 127.4% of their goal.
- When 50-60% of students meet growth target indicates above average performance.



## **Growth Targets Met By Group**

- Growth data on students in our reading and gifted programs will be shared at the May 29th meeting in each of the presentations.
- Mean Growth compared to Mean Growth of Targets
- Percent of Students who met growth targets



## Correlation of MAP and ISAT

- NWEA tests are aligned to content and structure of state standards. Performed scale alignment studies.
- These studies use data from schools that tested nearly all of their students on both MAP and their state examinations
- Produce estimates of the RIT scores that would be equivalent to the various proficiency levels on state tests. (Exceeds, Meets, Below, AW)
- From these cut score estimates, we can also estimate the probability that students at particular RIT scores will achieve proficient performance on their state examinations.

# Next Steps: Staff Development



Workshop Progression

08-09

STEP 4 Growth and Goals

07-08

STEP 3 Climbing the Data Ladder

Skip

STEP 2 Stepping Stones to Using Data

06-07

STEP 1 MAP Administration



## Next Steps:

- Continued use of DesCarte Learning Continuum for differentiation.
- Continue to achieve greater percentage of students who meet targets.
- Continue to analyze growth over time to determine trends in growth and evaluate programs (2-3years)
- Year 1 is baseline data
- Longitudinal data over time
- Correlation between MAP and AIMSweb
- Virtual Comparison Groups
- Middle Schools start in Fall 2007
- District Parent Night on June 12th Oak School at 6:30 pm

The background features a collage of business-related images. On the left, there's a grid pattern. In the center, a bar chart with five blue bars of varying heights is visible. To the right, a pie chart is partially shown. Below these, there are overlapping document pages, one of which has the text 'PAGE 1' visible. The overall color palette is dominated by light blues and greys.

**QUESTIONS**

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