



Measures of Academic Progress

Board Staff Report

December 18, 2017

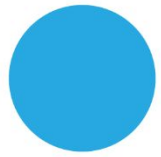


How do we measure student achievement?

We have adopted rigorous internal assessments to understand student progress and proficiency in near-real-time, measure achievement, inform decision-making, and set goals.

- NWEA MAP results
- SAT results
- School performance framework

MAP is a tool to help identify growth opportunities, giving teachers data to help create engaging instruction targeting our students' diverse needs.



What is the MAP assessment?

The Measures of Academic Progress (MAP) is a nationally-normed assessment designed to provide educators, parents, and students with information on what the student is ready to learn in reading and math.

The MAP growth assessment is independent of grade level and adapts to identify students' instructional needs.

Students in kindergarten through 10th grade are assessed on MAP three times a year (fall, winter, spring).



What are we measuring?

Proficiency

Percent of students scoring at or above proficiency on the MAP reading and math assessment

Proficiency is defined as scoring at or above the 50th percentile (based on national norms provided by the testing vendor).

This is a more rigorous measure than used by the state for RSA retention purposes.

Growth

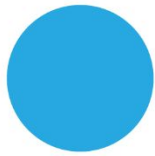
Percent of students meeting their projected growth in reading and math on the MAP assessment



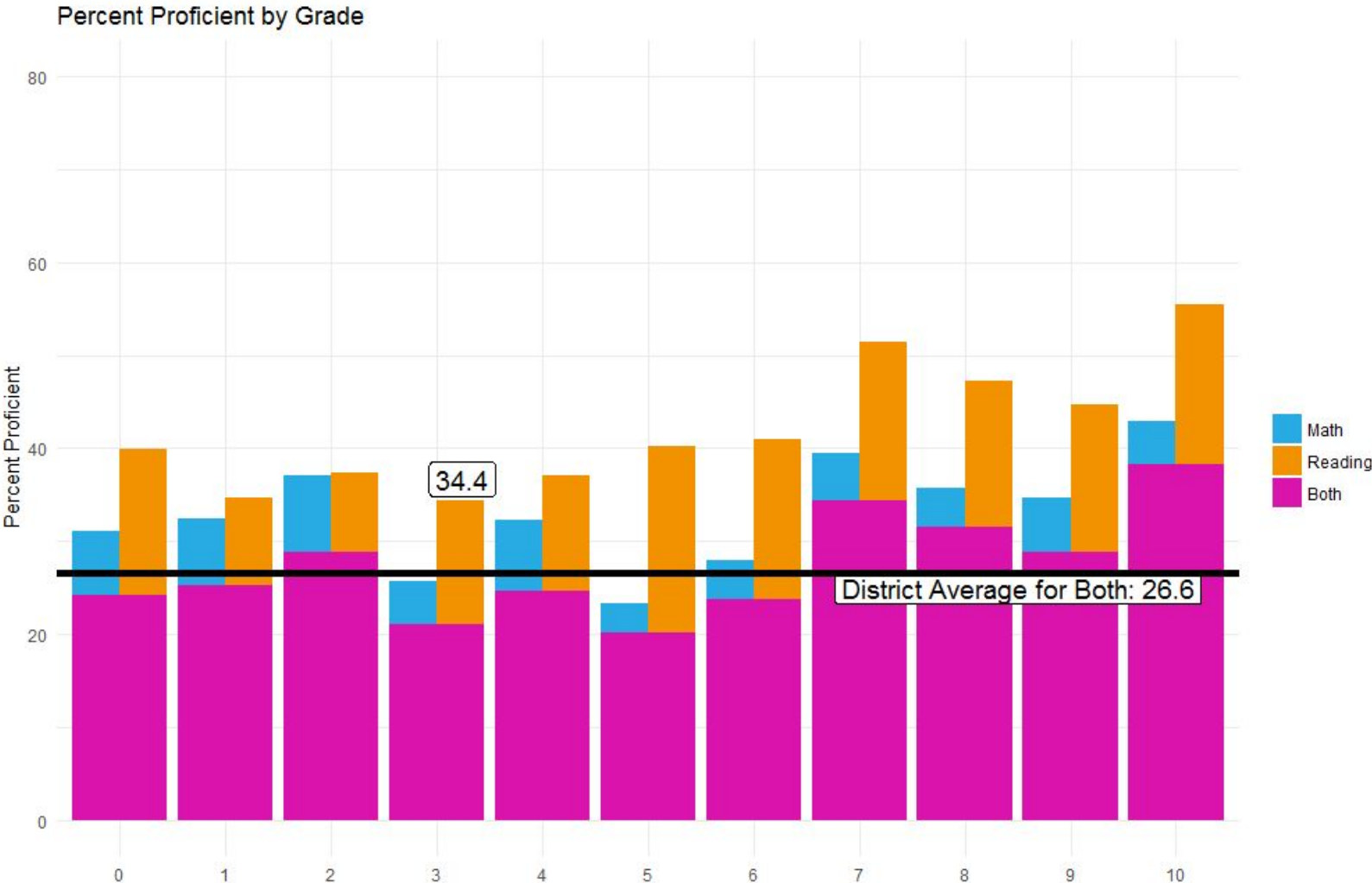
2017 Fall Baseline Data - Proficiency

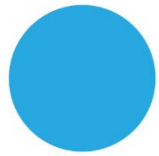
26.6% of our kindergarten through 10th graders taking the MAP assessment met proficiency on both the reading and math assessments.

7,187 proficient students out of 26,984 total testers with scores in both reading and math.



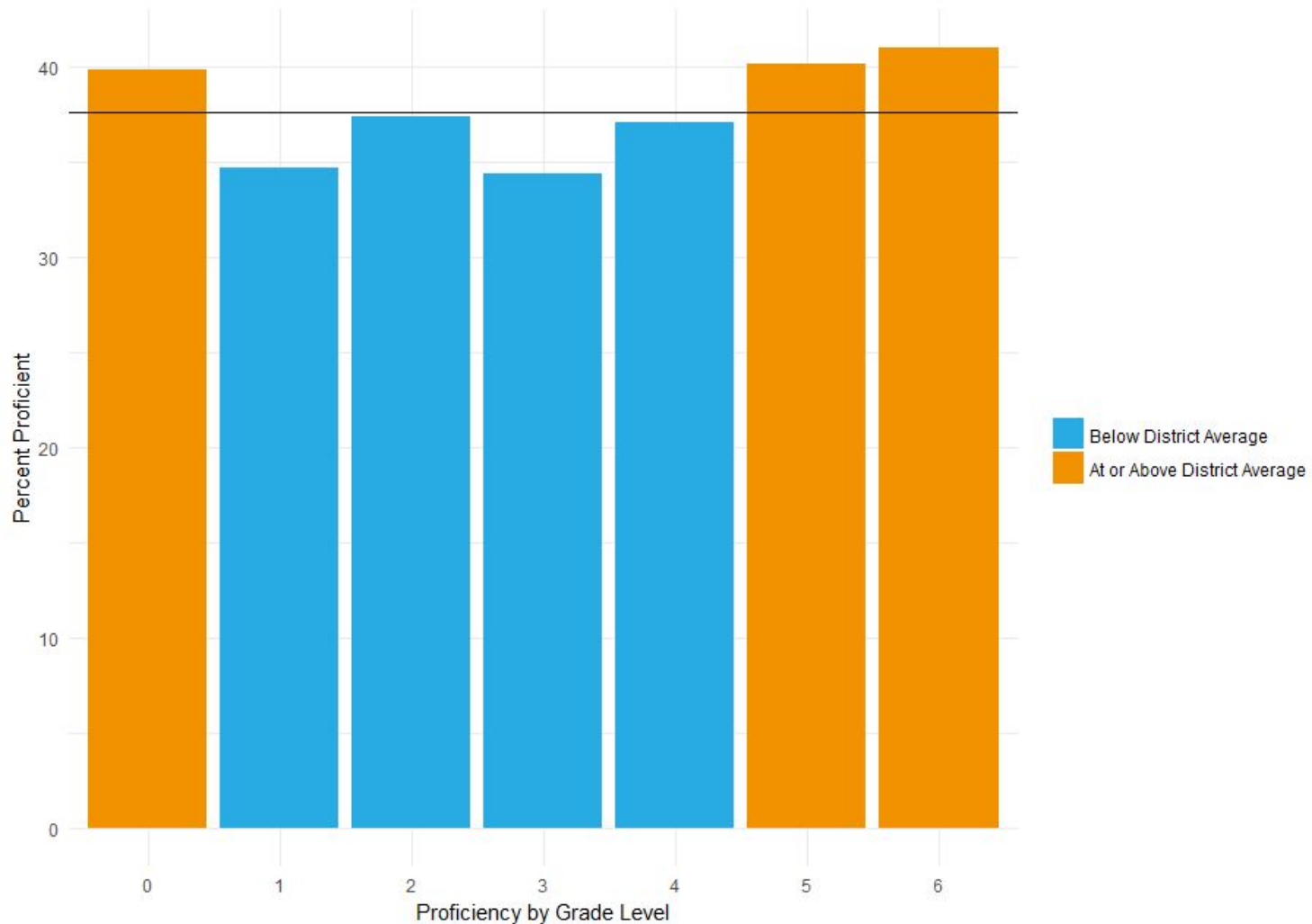
More students are proficient in **reading** than in **math** across all grade levels, but there are substantial differences across grades.

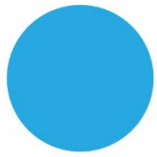




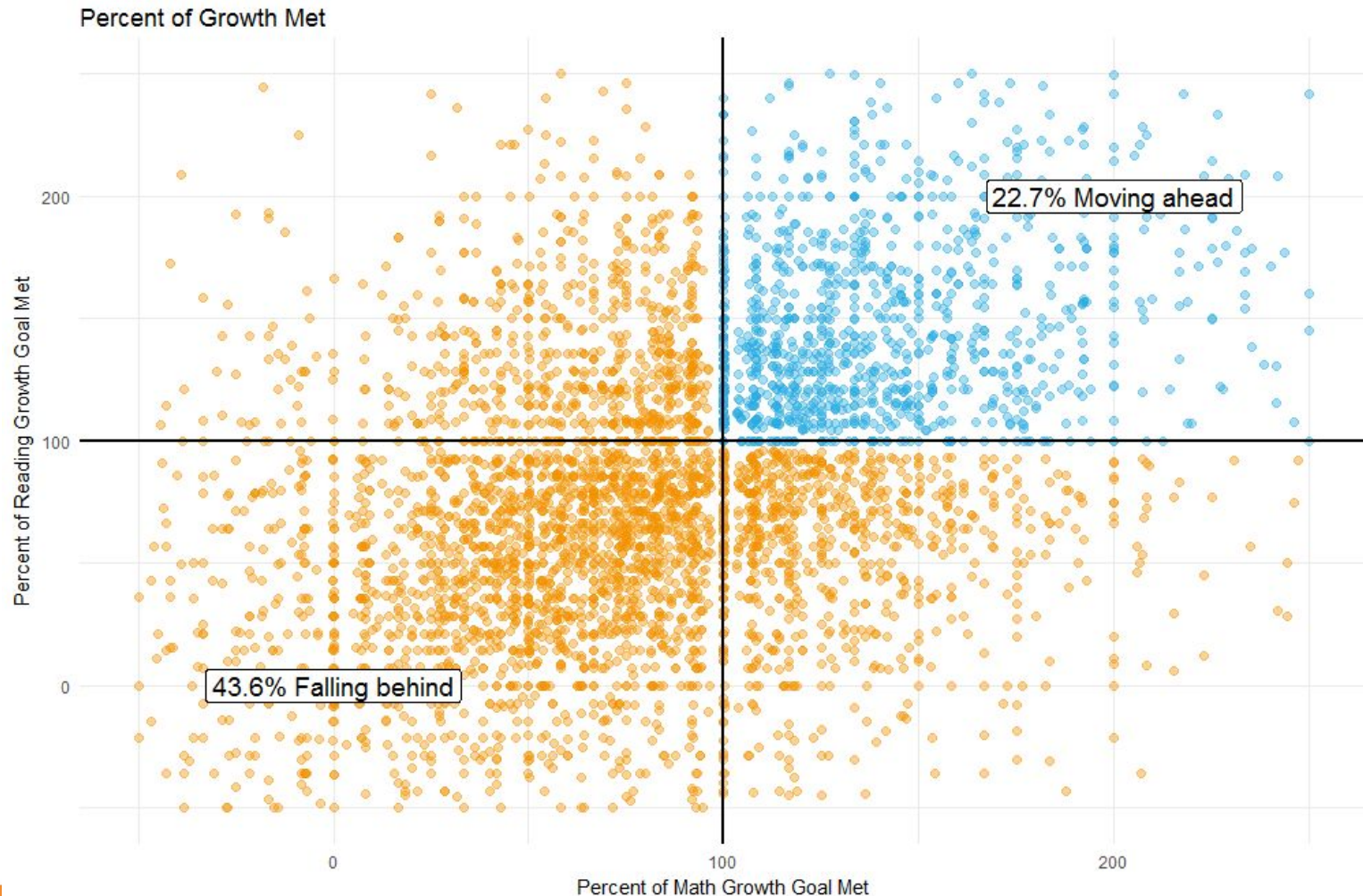
Kindergarten students and 5th and 6th grade students have higher proficiency* rates in reading than 1st - 4th graders.

*Based on the Fall 2017 MAP reading assessment.





Few students are catching up to their national peers in both math and reading. **The majority are falling behind.**





Focusing on early literacy





What supports do reading focus schools receive?

Reading focus schools receive year-long professional learning experiences focusing on K-3 reading teachers in order to:

1. Equip school leaders and teachers to provide research-based early literacy instruction through a curriculum-aligned professional learning sequence; and
2. Provide time, space and skills for teachers to collaborate regularly with the same group of peers, building an understanding of culturally responsive reading instruction through collaboratively examining lessons, exemplars and student work.



What supports do reading focus schools receive?

Monthly on-site professional learning experience grounded in reading research and CKLA curriculum

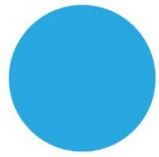
- Facilitated by Instructional Coaches
- Aligned with scope and sequence of CKLA curriculum

Resources and tools to support K-3 reading PLCs/Data Meetings

- Provided by Teaching and Learning department
- Aligned with scope and sequence of CKLA curriculum

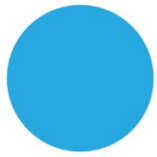
Monthly guided PLC/Data Meeting aligned to learning objectives (optional)

- Facilitated by Instructional Coaches
- Protocol-driven, focused on student work and assessments
- Aligned with scope and sequence of CKLA curriculum and assessment calendar



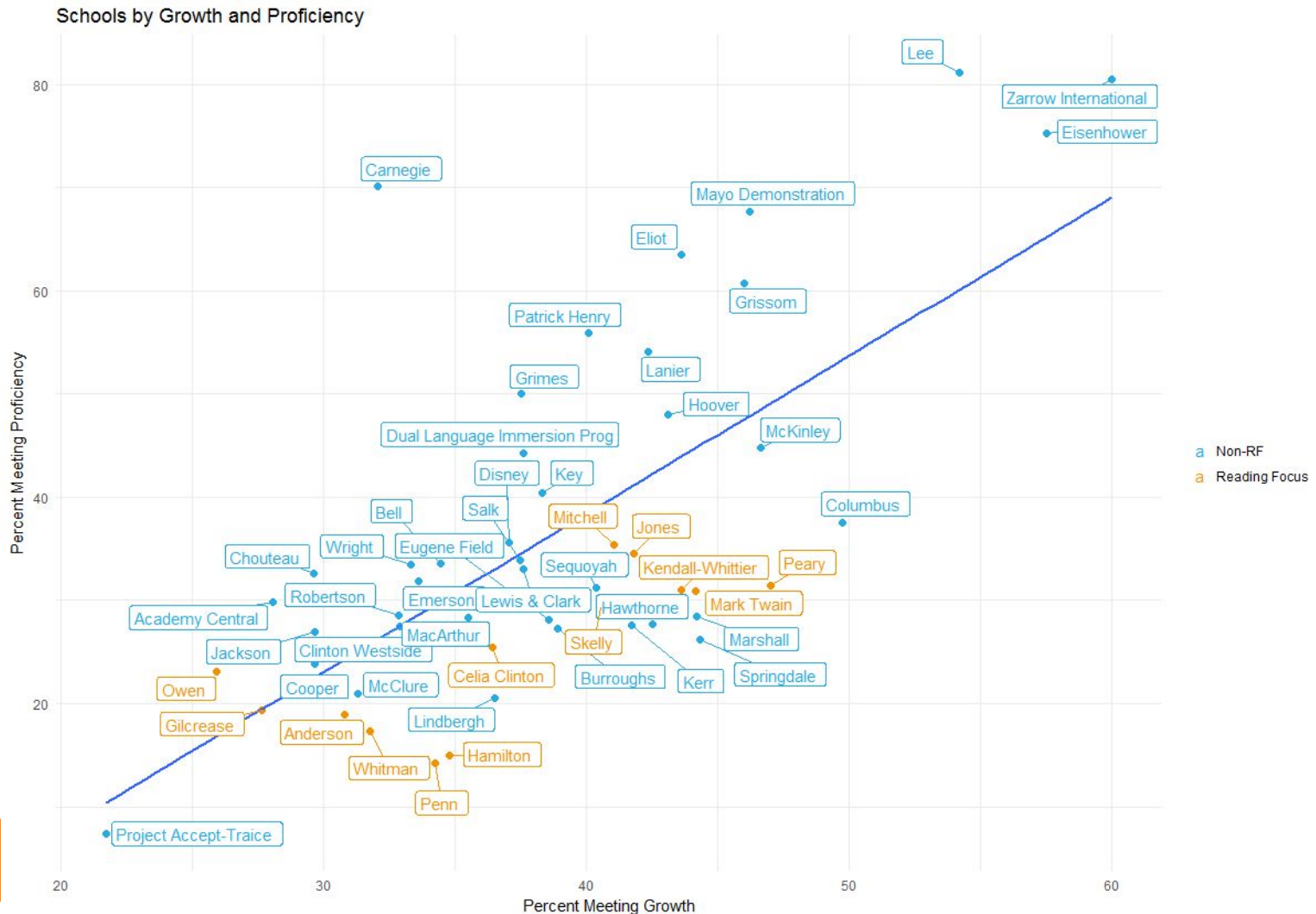
Which schools are reading focus schools?

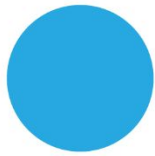
Anderson	Jones	Owen
Celia Clinton	Kendall-Whittier	Peary
Gilcrease	Mark Twain	Penn
Hamilton	Mitchell	Skelly
	Whitman	



Reading *proficiency* and reading *growth* are highly correlated, and most of the reading focus schools have more students meeting their growth* than expected.

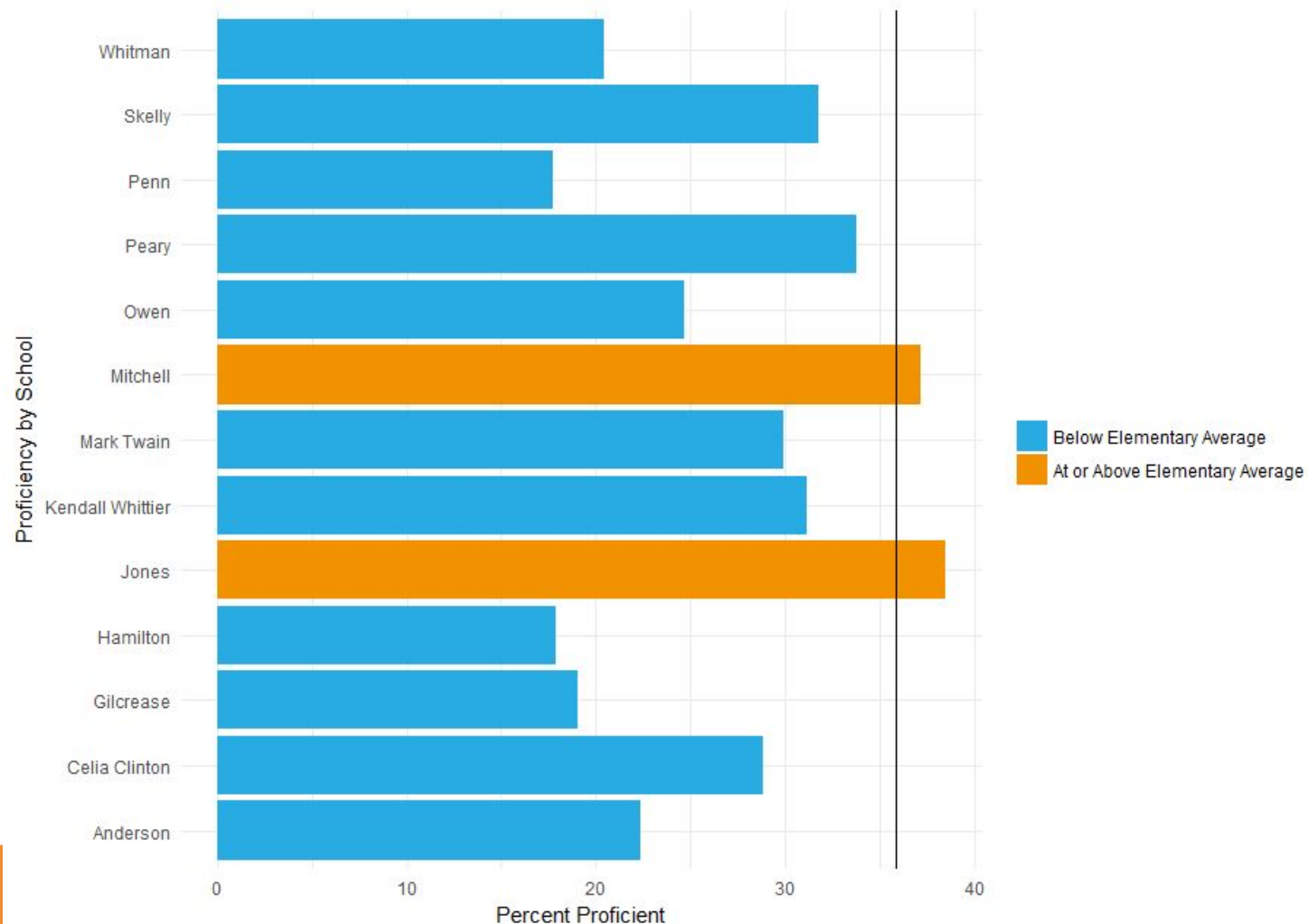
*Based on *Fall 2016 to Fall 2017* MAP growth for current 1-4 grade students who took both tests.





Only two of the thirteen reading focus schools are currently at or above the district elementary average in proficiency*.

*Based on the Fall 2017 MAP reading assessment.





Supporting our schools



What other supports do schools receive?

District and School Leader Support

Sequenced professional learning:

- Understanding how students learn to read
- Intensive training on how to interpret MAP data and utilize the tools within the online system to respond to students' needs

Tools for working with school leaders on student growth associated with the School Performance Framework

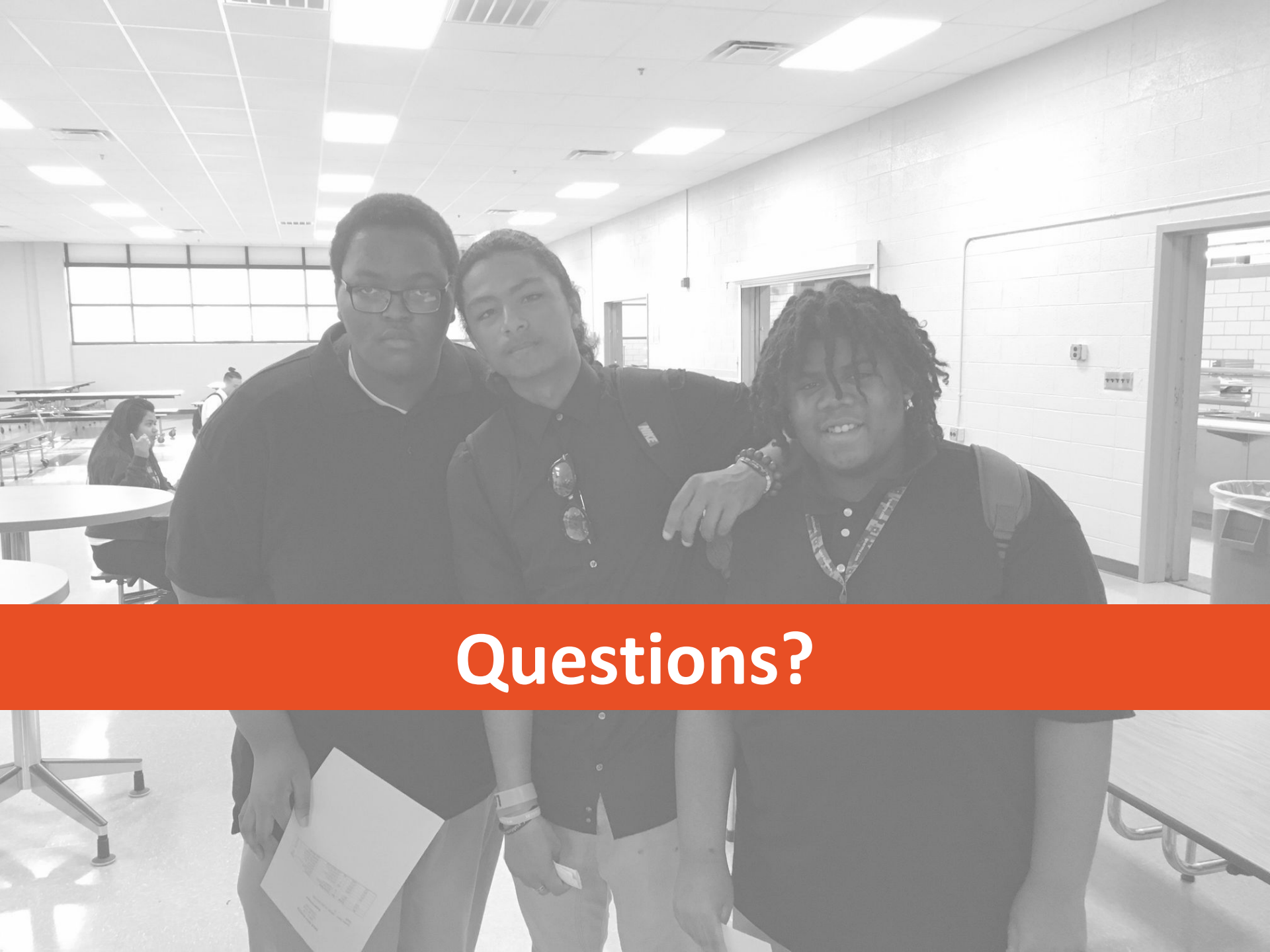
Instructional Quality Reviews and Vision Walks focusing on the rigor of the task/skill in the classrooms



What other supports do schools receive?

Teacher Support:

- Saturday optional professional learning opportunities around using the Learning Continuum and application of student data to the curriculum
- District-wide professional learning days with instructional coaches at school sites
- Opt-in training cohorts and coaching cycles
- District-created online training modules

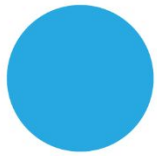


Questions?



Appendix Slides



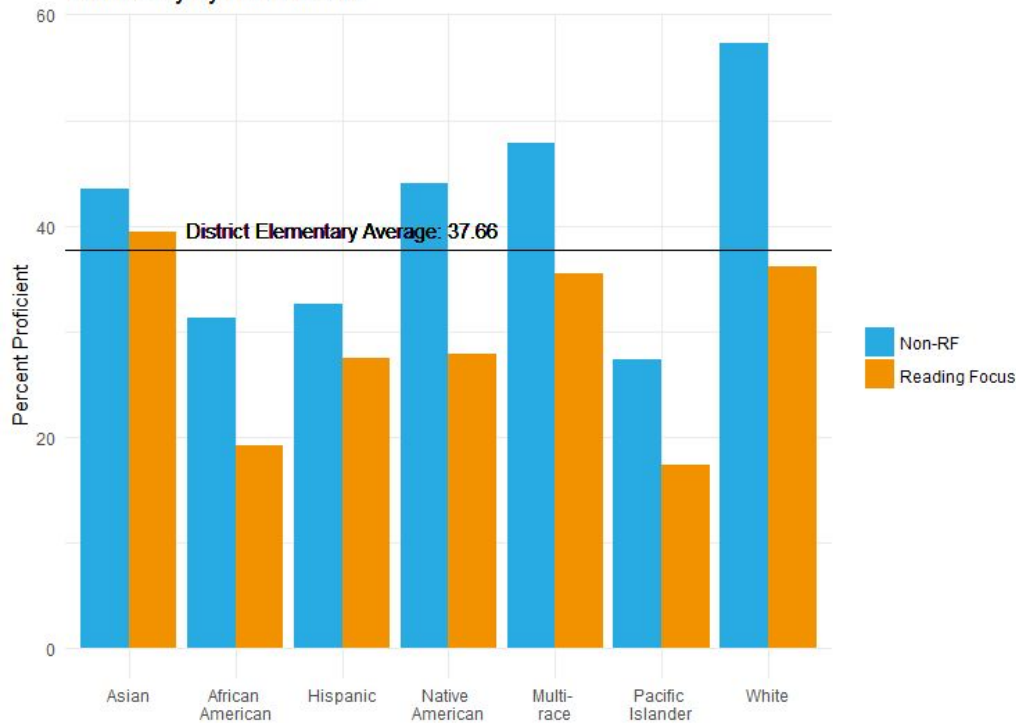


There are large differences in proficiency* and growth** rates and between students of different races/ethnicities.

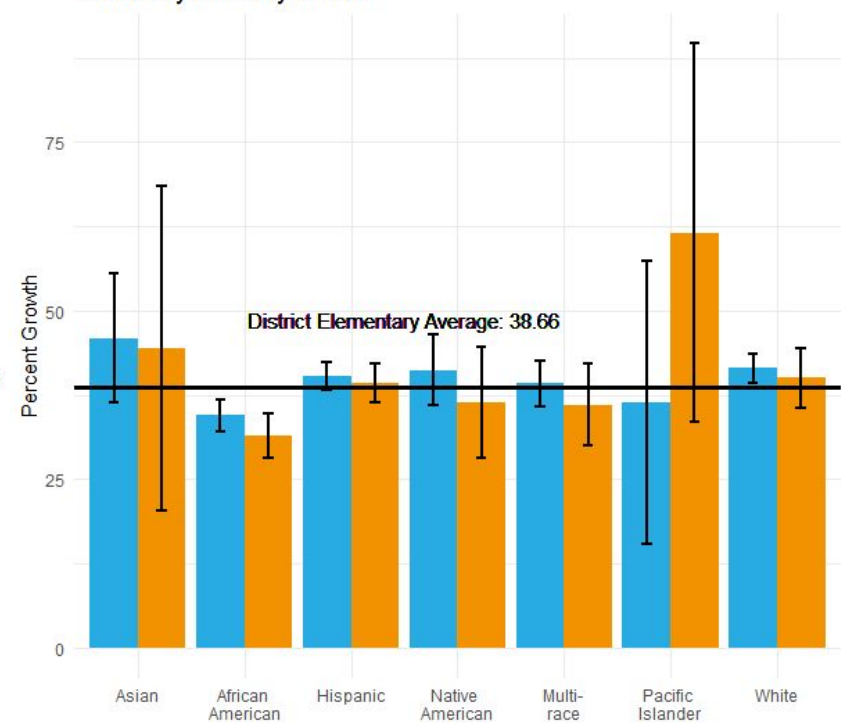
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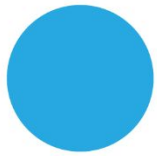
**Based on Fall 2016 to Fall 2017 growth for MAP test-takers at the school.

Proficiency by Race and RF



Growth by Ethnicity and RF



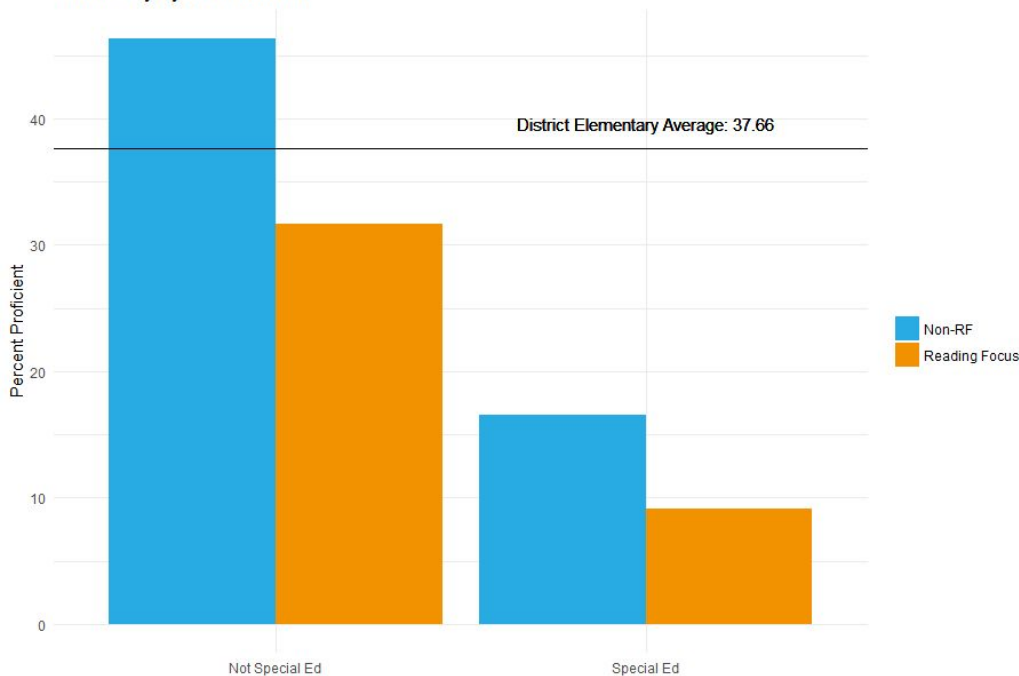


Fewer students with disabilities are proficient*, and fewer meet their projected growth**.

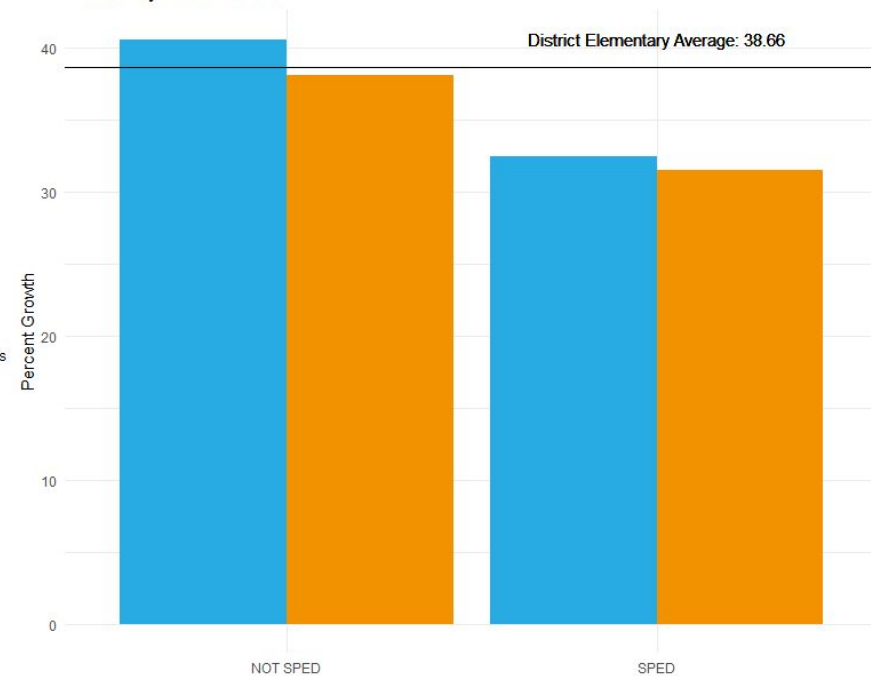
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Proficiency by SPED and RF



Growth by SPED and RF



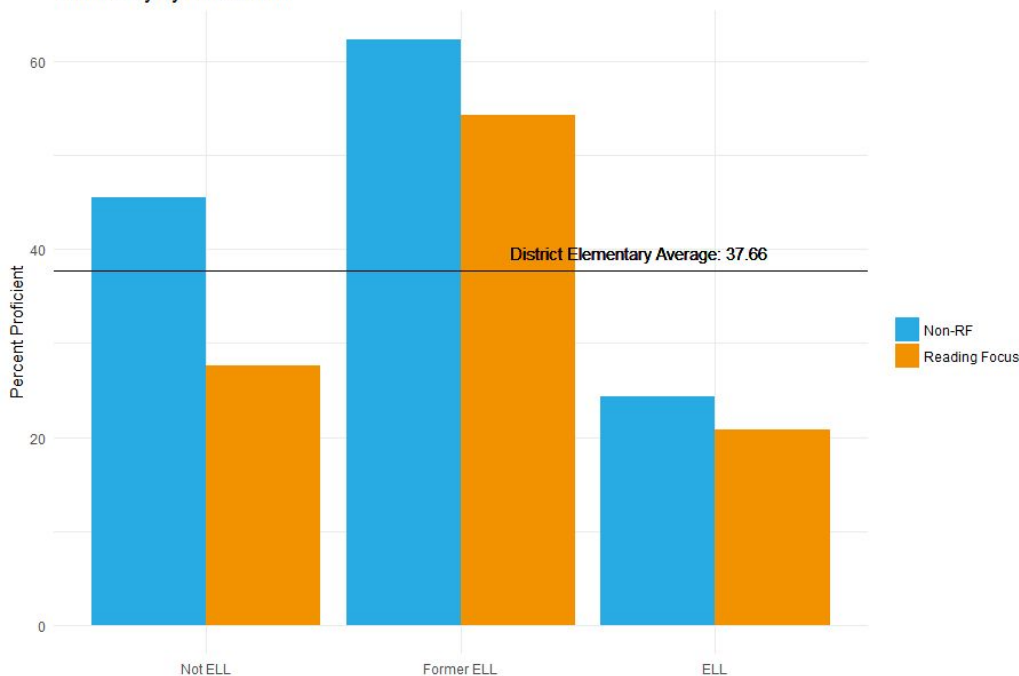


Former ELL students are proficient* at higher rates than current ELL or non-ELL students, and more former ELL students also meet their projected growth**.

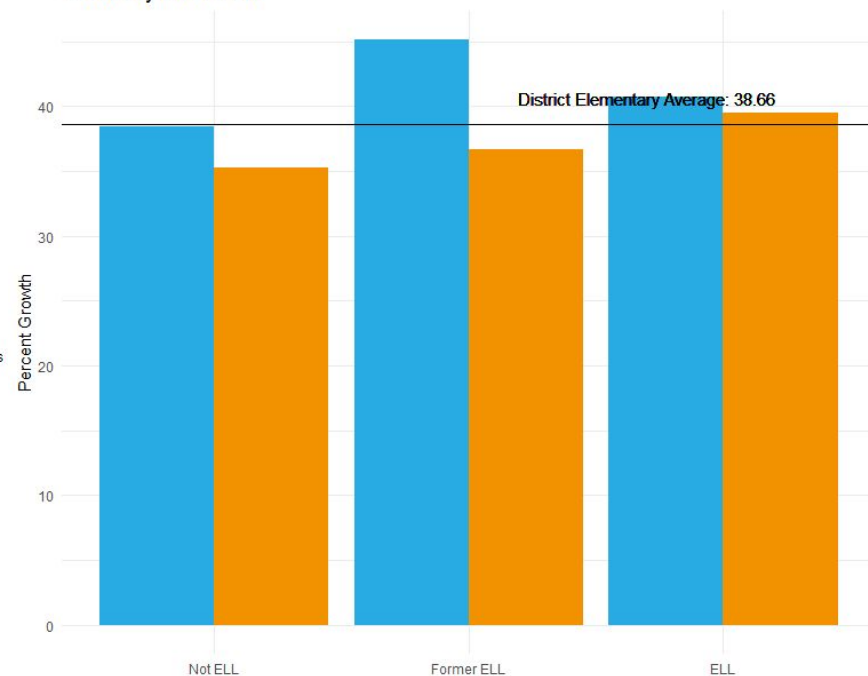
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Proficiency by ELL and RF



Growth by ELL and RF



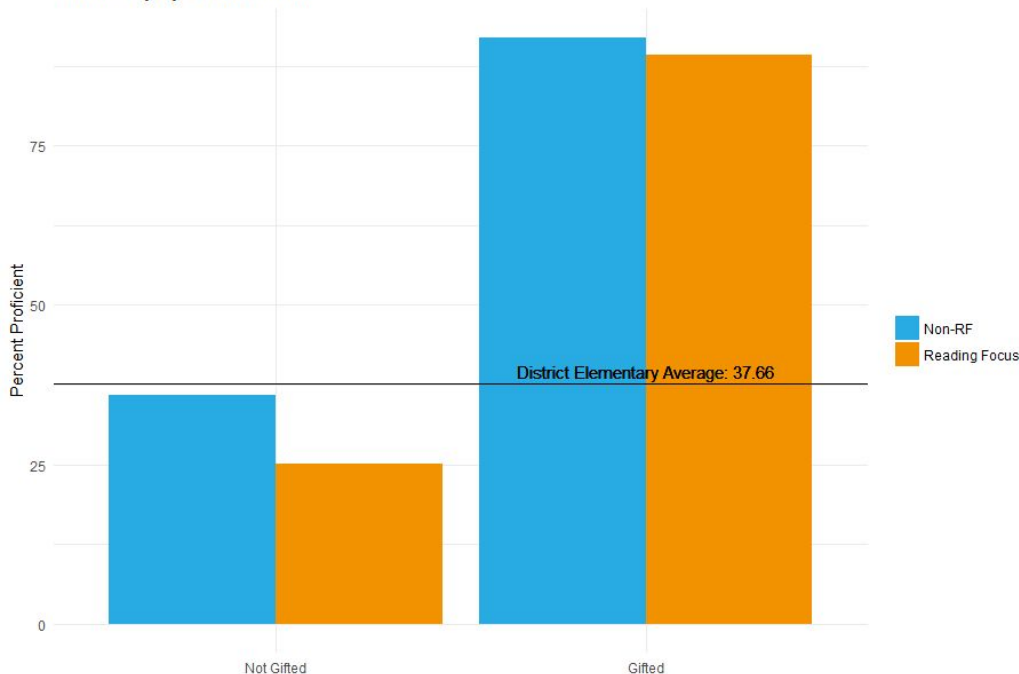


Gifted students are proficient* at higher rates than other students, and more gifted students also meet their projected growth**.

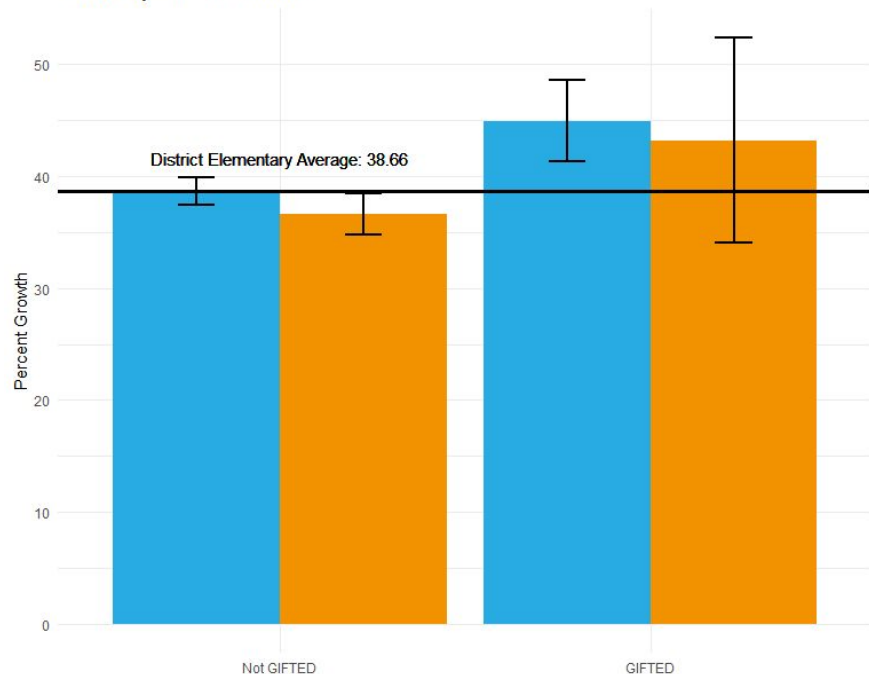
*Based on the Fall 2017 MAP reading assessment.

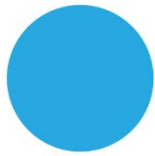
**Based on Fall 2016 to Fall 2017 growth for MAP test-takers at the school.

Proficiency by Gifted and RF



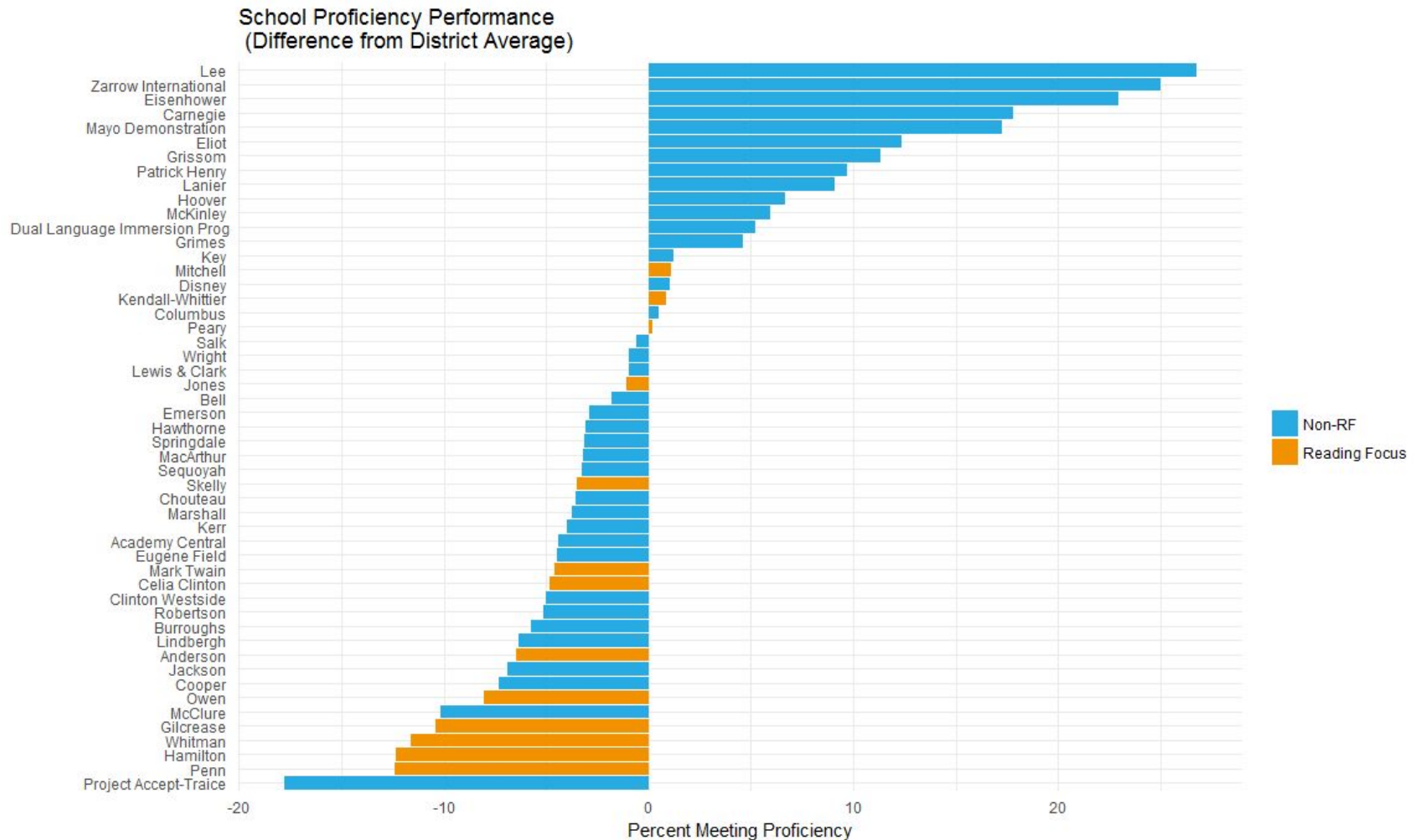
Growth by GIFTED and RF





When controlling for student demographics, most of our Reading Focus schools still have fewer proficient* readers than other schools.

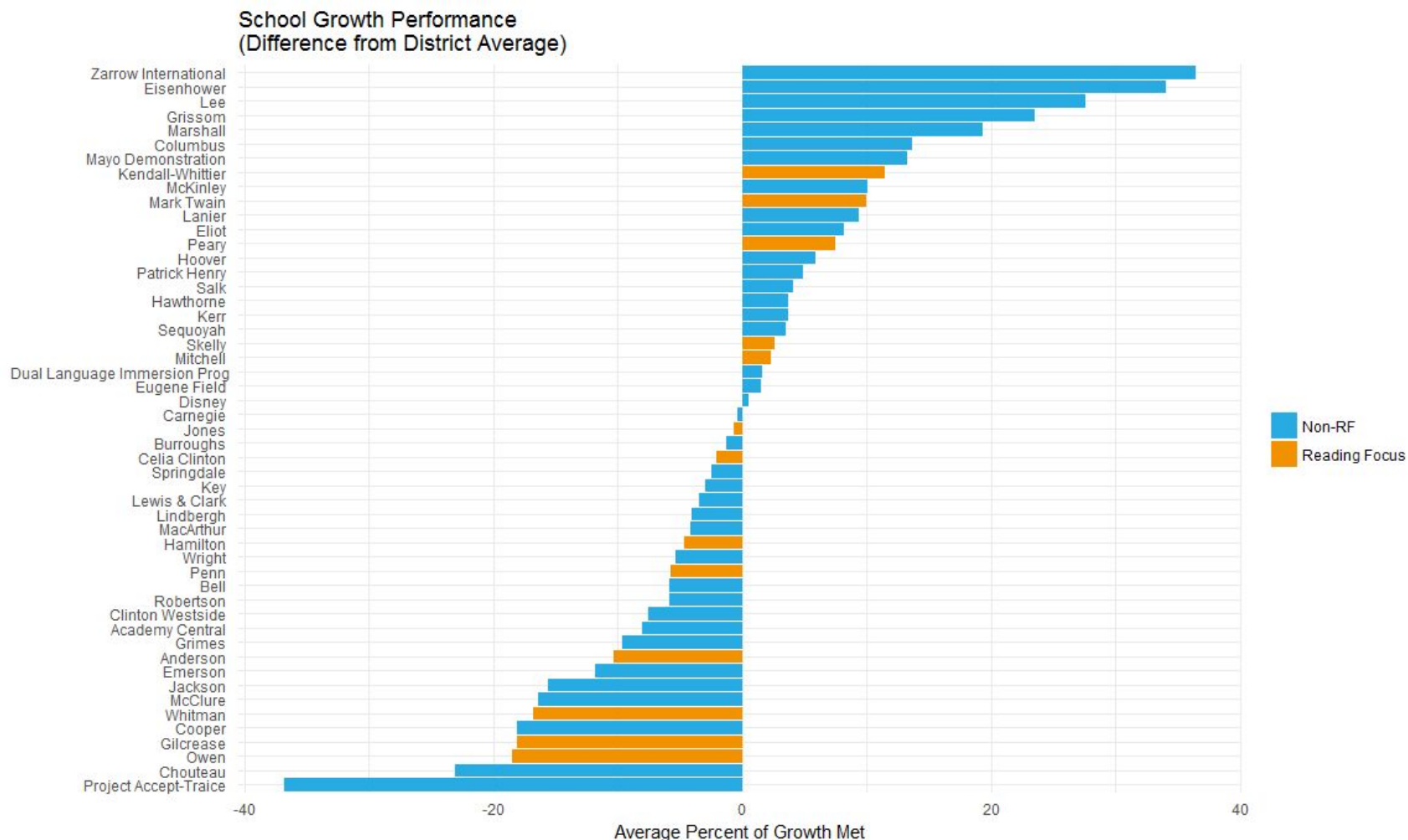
*Based on the Fall 2017 MAP reading assessment.





However, several of our Reading Focus schools have a higher percentage of their students meeting projected reading growth*.

*Based on Fall 2016 to Fall 2017 growth for MAP test-takers at the school.



Timeline	Professional Learning Session	PLC/Data Meeting
September 2017	Reading Research: Decoding and Language Acquisition * Brain Science * The Code in CKLA	Goal setting
October 2017	Reading Research: Decoding and Language Acquisition * Learning To Read, a Primer * The Braid * Using Assessments (Skills strand, MPG/MAP) to target instruction	Using Assessments (Skills strand, MPG/MAP) to target instruction
November 2017	Data-informed instructional planning * Analyze MAP/MPG data and understand how to utilize Learning Continuum and other MAP tools and resources to set goals, support effective reading instructional practices, and monitor progress * Understand the relationship between reading research and MAP Learning Continuum	Addressing Problems of Practice
December 2017	Understanding second language acquisition * How second language acquisition is similar to and different from first language acquisition and how learning to read in English differs for native English speakers and English learners * How to leverage native language literacy skills * Identify effective strategies and techniques to improve reading instruction for English learners	Looking at Student Work
January 2018	When students are struggling * recognize the loosening of the Braid * reading disabilities * levels of support * response to individual challenges	Data Talks using MOY MAP/MPG and other available data
February 2018	Deeper Dive: Word Recognition * Mid-year reflection on foundational reading instruction * CKLA Skills strand unit study * Understand the relationship between decoding and encoding	Looking at Student Work
March 2018	Data-informed instructional planning * response to individual challenges * identify focus areas for class * Identify high-impact strategies to use with students	Looking at Student Work
May 2018	Looking Back, Looking Forward * Reflecting on the 2017-2018 school year * Planning for 2018-2019	