

BOARD BRIEF

Date: November 8, 2019

BOARD INFORMATION: X

MEETING PREPARATION:

FROM: Natalie Mitchell, Director of Title I Programs and School Improvement

THROUGH: Terri H. Mozingo, Ed.D., Chief Academic Officer
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Cindy Anderson, Chair, and
Members of the Alexandria City School Board

TOPIC: Measures of Academic Progress (MAP) Growth Assessment in Title I Schools

ACPS 2020 STRATEGIC PLAN GOAL:

Goal 1: Academic Excellence and Educational Equity

SY 2019-2020 FOCUS AREA:

Focus Area 1: Educational Equity

FY 2020 BUDGET PRIORITY:

Academics

Gap Group Achievements

SUMMARY

The MAP (Measures of Academic Progress) Growth is a Virginia Standards of Learning-aligned, computer-adaptive student growth assessment that will be administered in the areas of Reading and Mathematics in all ACPS Title I schools in SY19-20. This assessment will enable us to track student growth in attainment of math and literacy skills over time.

BACKGROUND

MAP Growth is a vertically aligned, interim assessment system that precisely measures students' growth over time and enables teachers to track progress on the continuum of Virginia standards – not just quarter to quarter, but also year over year. Rather than assessing student performance on the discrete standards taught during a particular time period (such as an academic quarter), MAP assesses students' skills on a continuum of all standards and then measures growth on this continuum each time the assessment is administered. This allows educators to pinpoint areas of both strength and opportunity, to identify which standards and academic skills and concepts students have mastered, and those they are ready to learn now. Student performance is assessed in RIT (**R**asch **un**ITS) scores – a stable, equal interval unit, like inches on a ruler - that cover all grades. MAP Growth personalizes the assessment experience by utilizing an adaptive method which dynamically adjusts the difficulty of each successive test item based on the student's responses to prior items. For this reason, each student's

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assessment is unique, and all students, regardless of whether they are performing on, above, or below grade level, receive timely, accurate, detailed reporting on their current instructional level.

One of MAP Growth's key highlights is the comprehensive portfolio of immediately actionable, customizable reports, available for students, teachers, administrators, and parents after the close of the test administration window. MAP reports enable teachers to instantly isolate students' current instructional levels, identify areas for academic growth, and effectively plan targeted, differentiated, whole- and small-group instruction.

The assessment is supported by Title I funds and will be given three times per year for grades 3-8 in the areas of Reading and Mathematics at: Cora Kelly, Ferdinand T. Day, James K. Polk, Jefferson-Houston, John Adams, Patrick Henry, William Ramsay, and Francis C. Hammond. These schools are excused from administering the school division's benchmark tests in the areas of Reading and Mathematics.

IMPACT

Utilizing MAP Growth will give teachers and administrators the precise, timely, actionable data they need to identify instructional levels, areas of strength, and areas of opportunity for all students. This data will enable teachers to more effectively plan targeted, differentiated instruction that meets the needs of all learners, and track student performance against goals.

RECOMMENDATION

The Superintendent recommends that the School Board review this board brief regarding the MAP Growth assessment system and consider the impact this assessment might have if utilized in all schools, division-wide.

ATTACHMENTS

None

CONTACT

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