

# Richland School District



*What's best for students is at  
the center of all decisions.*



# MAP Business Case

## ■ MAP

- \$15/student
- Minimal loss of instructional time
- Results in one day
- Timely data drives instruction
- National comparison possible

## ■ WASL

- \$77/student
- 8 days lost during testing
- Results in 3-6 months
- Data lags too much to aid instruction
- No national comparison



# MAP Business Case

- MAP correlates well with WASL – it is a good predictor of student success
- In 2008-2009 WASL will cost ~\$77M
- Schools will spend ~\$70M to test with WASL
- Do we want to save \$100M/year?
- Do we want results tomorrow and students instruction plan changed next week?



# MAP Business Case

“ A successful testing program should be cost efficient, have quick turn around time, be aligned with the standards being taught, be easily explained to stakeholders, be minimally invasive to the on-going school program, be valid and reliable and not discriminate against protected groups. Unfortunately, the WASL seems to lack in all of these requirements.” Daniel Masden, Washington State Personnel Human Resources, Assessment Consultant

MAP on the other hand seems to meet most of these requirements. Pete Knollmeyer, parent, taxpayer, businessman, school board member



# MAP a Catalyst for School Change

- MAP provides predictive student achievement data
- MAP data utilized to develop and evaluate measurable school improvement goals
- MAP data assists with course and program development
- Master schedules created in spring utilizing real time data based on students needs
- MAP data informs curricula and instruction
- MAP establishes individualized student targets



# MAP Data Supports Individualized Student Learning Plans

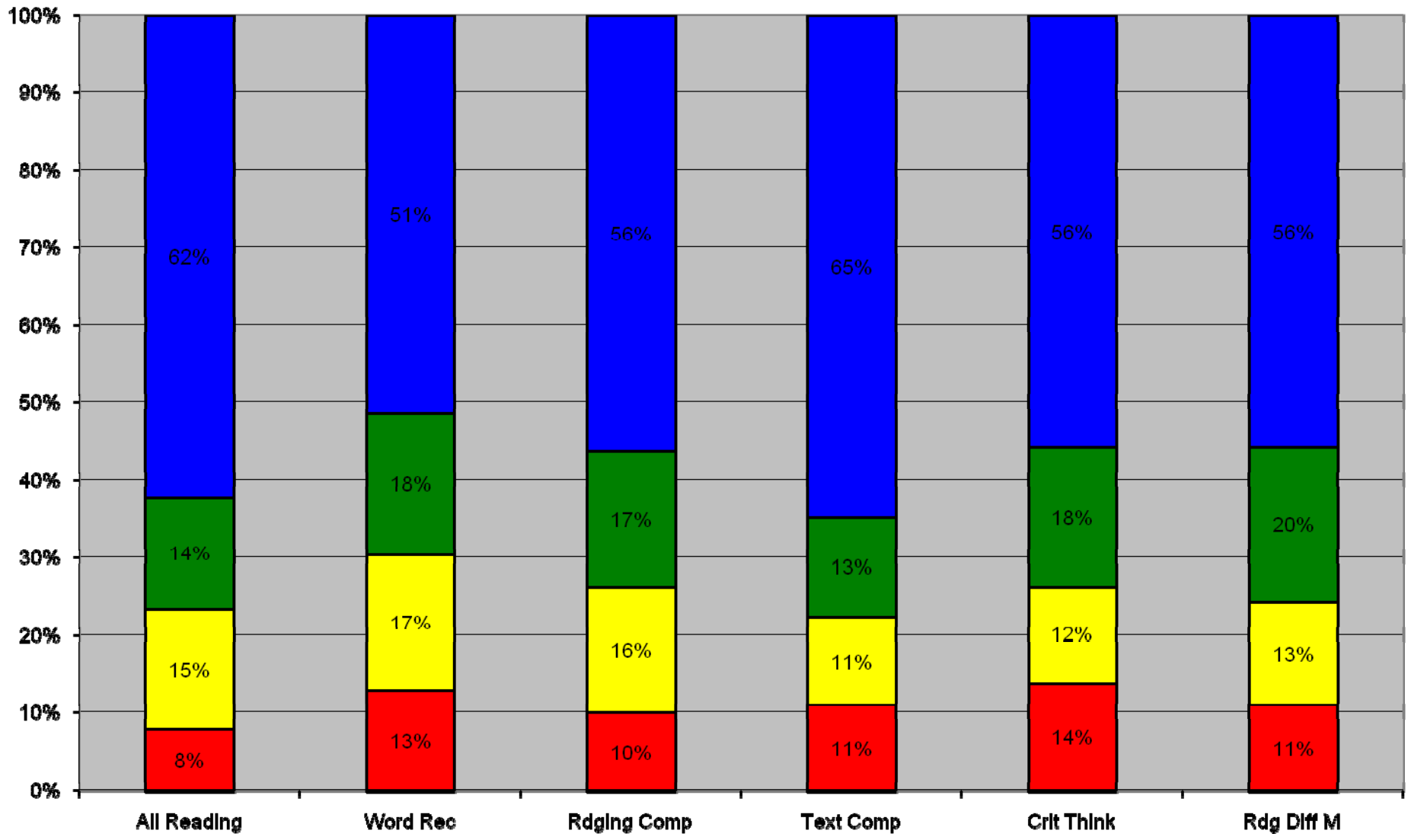
- Grade 9
  - placement in support courses and programs
- Grade 10
  - Continue in support courses or programs or meet benchmark
- Grade 11
  - Continue in support courses or programs or meet benchmark
- Grade 12
  - Continue in support courses, collection of evidence or programs and graduate



# Building Level MAP

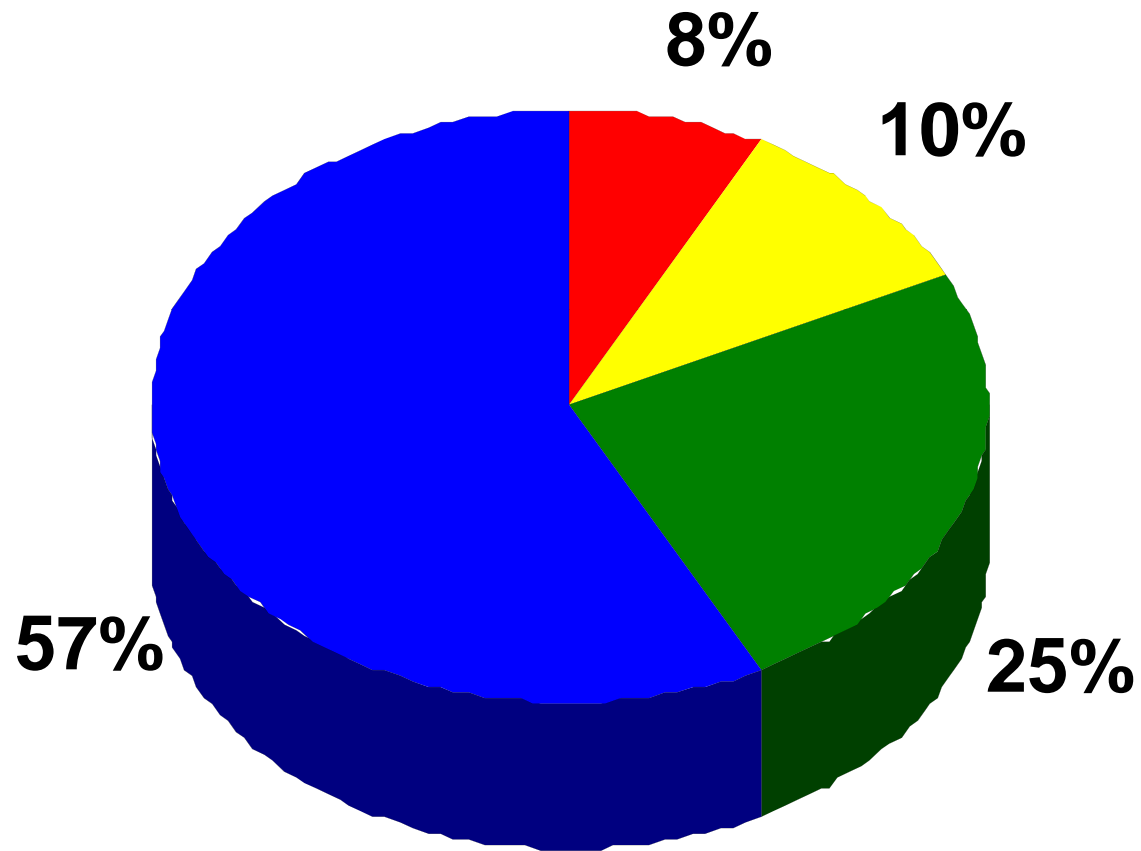
- Building Goals and School Improvement Planning
- Grade Level Interventions
- Classroom Monitoring and Feedback
- Individual Student Program Planning
- Trimester Parent Information

# Grades 3, 4 & 5 Fall 2008 Reading MAP White Bluffs



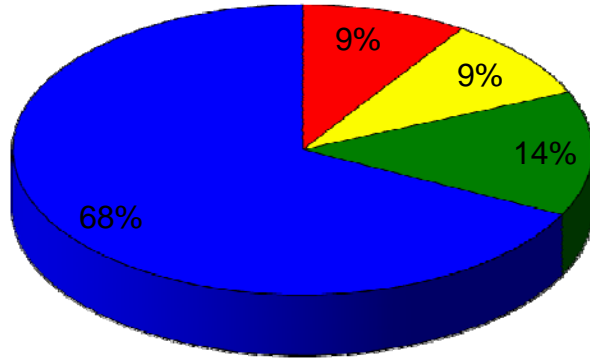


# 2008-09 Fall MAP Reading - 4th Grade

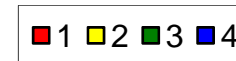
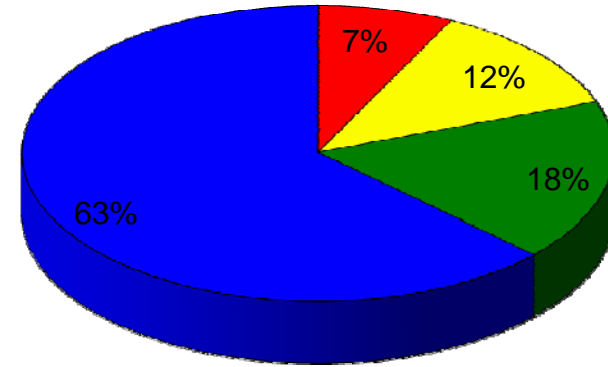


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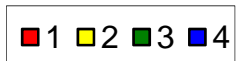
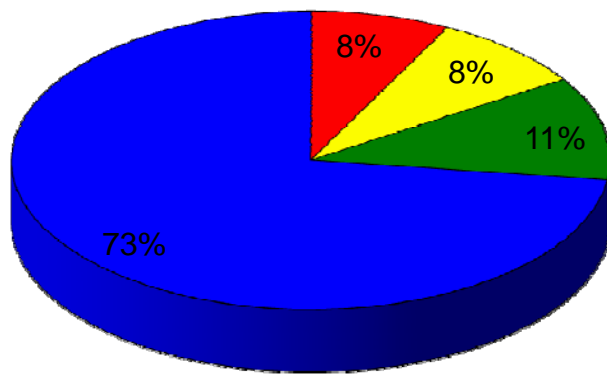
2007-08 Fall MAP Reading - 4th Grade



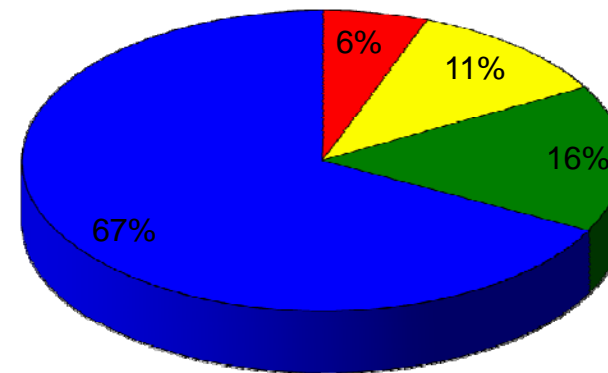
2007-08 Fall MAP Math - 4th Grade



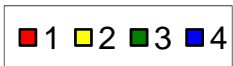
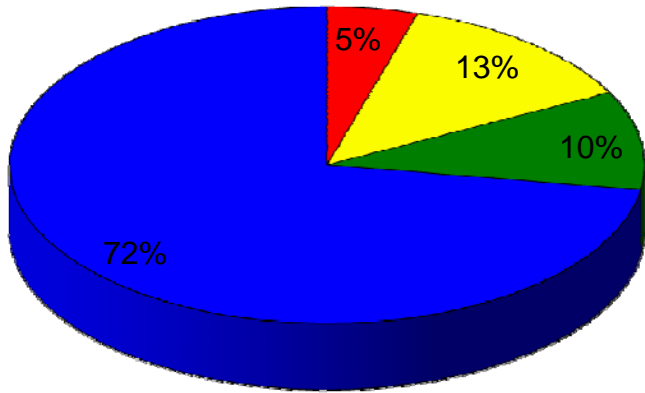
2007-08 Winter MAP Reading - 4th Grade



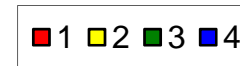
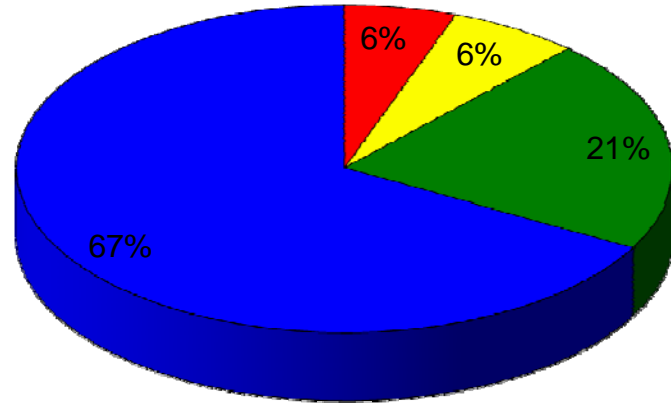
2007-08 Winter MAP Math - 4th Grade



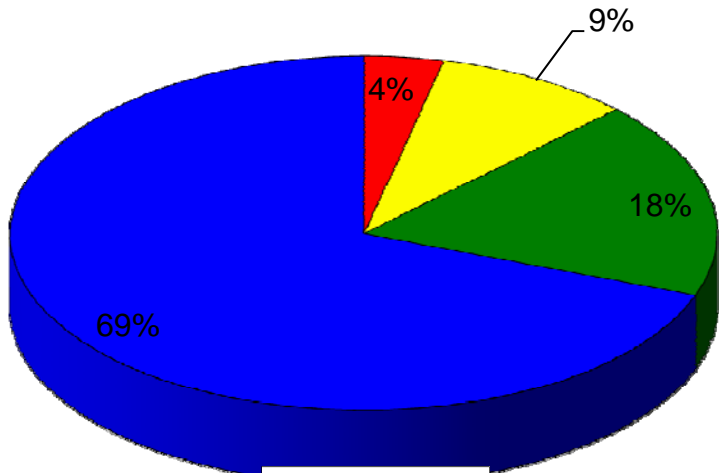
2007-08 Spring MAP Reading - 4<sup>th</sup> Grade



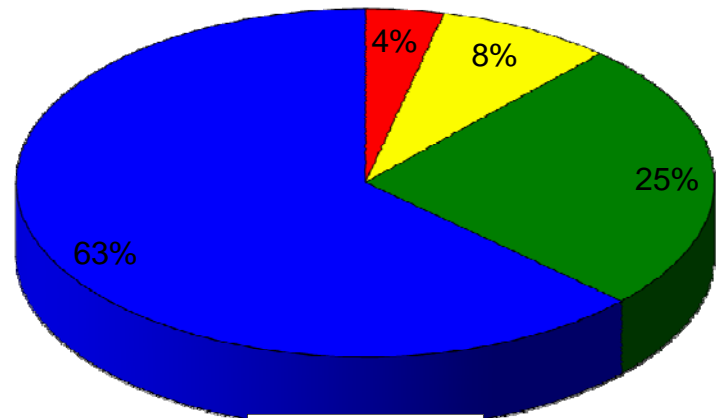
2007-08 Spring MAP Math - 4<sup>th</sup> Grade



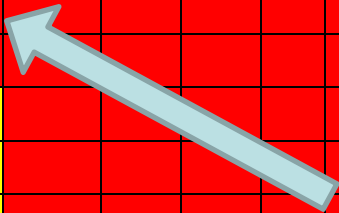
2007-08 WASL Reading - 4<sup>th</sup> Grade



2007-08 WASL Math - 4<sup>th</sup> Grade



2007-08 MAP and WASL Assessments Fall Winter & Spring											
TEACHER	NAME	GRD	Reading				Math				Intervention
			Fall RIT	Winter RIT	Spring RIT	WASL	Fall RIT	Winter RIT	Spring RIT	WASL	
Smith	Thompson, Jack	4	180								
Smith	Wayne, John	4	189								
Smith	Jones, Sarah	4	192								
Smith	Doba, Bill	4	194								
Smith	Keillor, Garrison	4	196								
Smith	Pitt, Brad	4	198								
Smith	Winfrey, Oprah	4	199								
Smith	Murrow, Edward R.	4	200								
Smith	Bledsoe, Drew	4	201								
Smith	Howard, Ron	4	202								
Smith	Jackson, Keith	4	203								
Smith	Robertson, Bob	4	205								
Smith	Vowels, Sarah	4	209								
Smith	Thompson, Jack	4	210								
Smith	Wayne, John	4	210								
Smith	Jones, Sarah	4	211								
Smith	Doba, Bill	4	213								
Smith	Keillor, Garrison	4	214								
Smith	Pitt, Brad	4	215								
Smith	Vowels, Sarah	4	217								
Smith	Murrow, Edward R.	4	220								
Smith	Bledsoe, Drew	4	221								
Smith	Howard, Ron	4	225								



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TEACHER	NAME	GRD	Reading				Math				Intervention
			Fall RIT	Winter RIT	Spring RIT	WASL	Fall RIT	Winter RIT	Spring RIT	WASL	
Smith	Thompson, Jack	4	188	169	159	370	163	171	158	372	
Smith	Wayne, John	4	189	197	204	408	199	199	203	385	
Smith	Jones, Sarah	4	192	197	205	388	214	214	220	425	
Smith	Doba, Bill	4	194	196	195	385	204	204	210	384	
Smith	Keillor, Garrison	4	196	206	202	401	200	212	212	427	
Smith	Pitt, Brad	4	198	198	203	410	198	202	207	398	
Smith	Winfrey, Oprah	4	199	208	205	412	201	212	211	401	
Smith	Murrow, Edward R.	4	200	218	212	403	212	222	228	429	
Smith	Bledsoe, Drew	4	201	201	213	415	208	213	214	422	
Smith	Howard, Ron	4	202	217	215	426	208	219	221	416	
Smith	Jackson, Keith	4	203	208	214	420	217	217	217	404	
Smith	Robertson, Bob	4	205	217	217	426	218	217	221	435	
Smith	Vowels, Sarah	4	209	216	216	425	220	221	219	428	
Smith	Thompson, Jack	4	210	210	211	430	221	217	222	437	
Smith	Wayne, John	4	210	218	216	426	207	214	232	429	
Smith	Jones, Sarah	4	211	211	232	448	210	217	215	456	
Smith	Doba, Bill	4	213	220	224	429	215	227	233	468	
Smith	Keillor, Garrison	4	214	212	219	432	201	202	216	429	
Smith	Pitt, Brad	4	215	237	226	456	227	235	239	428	
Smith	Vowels, Sarah	4	217	226	227	425	208	221	220	434	
Smith	Murrow, Edward R.	4	220	228	222	435	223	216	220	426	
Smith	Bledsoe, Drew	4	221	222	222	436	223	237	227	433	
Smith	Howard, Ron	4	225	215	222	428	220	229	229	426	

## White Bluffs Elementary - Spring 2008

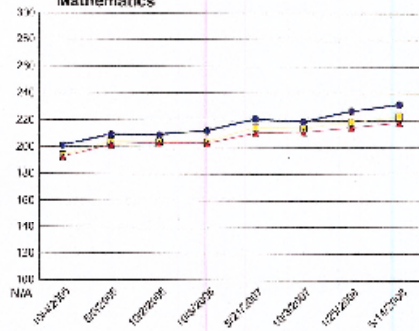
White Bluffs Elementary

Shea, Chloe P. ID: 21510048

● Student RIT Score  
 ■ District Avg  
 ▲ Norm Grp Avg

Grade 5

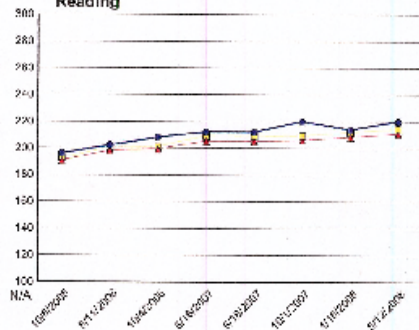
### Mathematics



Student RIT Score: **232**  
 Student RIT Range: 229-235  
 Percentile Range: 77-88  
 District Avg: 225.10  
 Norm Grp Avg: 218.3  
 Term Name: Spring 2008

- 210-226 Number Sense
- 221-234 Measurement
- 237-253 Geometric Sense
- 234-248 Probability & Statistics
- 222-236 Algebraic Sense

### Reading

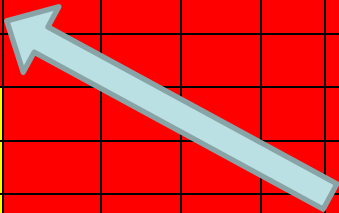


Student RIT Score: **220**  
 Student RIT Range: 216-224  
 Percentile Range: 67-86  
 District Avg: 214.40  
 Norm Grp Avg: 210.6  
 Term Name: Spring 2008  
 Lexile Range: 866-1016

- 215-232 Word Recognition
- 218-233 Reading Comprehension
- 205-221 Know Text Components
- 218-232 Think Critical & Analyze
- 209-225 Feed: Variety of Purpose

(-) No score available

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Test Name: Reading Survey w/  
Goals 2-5 WA V3

	181-190	191-200	201-210	211-220	221-230	231-240
<p><a href="#">Read: Variety of Purpose</a></p>	<p>&lt;all students in cell&gt;</p> <p><u>S Vowels (196)</u></p> <p><u>K. Thomas (204)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>M. R. Olsen (200)</u></p> <p><u>L. R. Radlly (202)</u></p> <p><u>T. M. Jones (203)</u></p> <p><u>G. Keillor (209)</u></p> <p><u>J. Thomson (213)</u></p> <p><u>K. R. Hansen (215)</u></p> <p><u>H. Fishback (218)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>M. D. Patterson (215)</u></p> <p><u>C. J. Ridge (215)</u></p> <p><u>T. K. Mills (217)</u></p> <p><u>J. Wayne (187)</u></p> <p><u>A. M. Anderson (218)</u></p> <p><u>A. Musack (218)</u></p> <p><u>H. J. Temple (221)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>C. M. Bendix (219)</u></p> <p><u>J. H. Legard (219)</u></p> <p><u>B. J. Creer (220)</u></p> <p><u>W. J. Loy (223)</u></p> <p><u>C. M. Lipp (224)</u></p> <p><u>M. E.. Connor (225)</u></p> <p><u>K. B. Fortune (230)</u></p> <p><u>J. G. Kerr (230)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>M. R. Devour (222)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>B. Pitt (235)</u></p>
	<p><a href="#">Understand Meaning (Think critically and analyze)</a></p>	<p>&lt;all students in cell&gt;</p> <p><u>M. R. Olsen (200)</u></p> <p><u>L. R. Radlly (202)</u></p> <p><u>T. M. Jones (203)</u></p> <p><u>S Vowels (196)</u></p> <p><u>K. Thomas (204)</u></p> <p><u>J. Wayne (187)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>K. R. Hansen (215)</u></p> <p><u>H. Fishback (218)</u></p> <p><u>M. J. Smith(222)</u></p> <p><u>H. K. Caey (223)</u></p> <p><u>B. A. Gaiher (218)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>J. Thomson (213)</u></p> <p><u>M. D. Patterson (215)</u></p> <p><u>C. J. Ridge (215)</u></p> <p><u>T. K. Mills (217)</u></p> <p><u>A. M. Anderson (218)</u></p> <p><u>A. Musack (218)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>M. R. Devour (222)</u></p> <p><u>C. M. Lipp (224)</u></p> <p><u>M. E.. Connor (225)</u></p> <p><u>K. B. Fortune (230)</u></p> <p><u>J. G. Kerr (230)</u></p>	<p>&lt;all students in cell&gt;</p> <p><u>C. M. Bendix (219)</u></p> <p><u>J. H. Legard (219)</u></p> <p><u>B. J. Creer (220)</u></p> <p><u>W. J. Loy (223)</u></p>




Individual  
Reading Strand

**Subject: Reading**  
**Goal Strand: Understands Meaning (Think Critically and Analyze)**

**RIT Score Range: 181 - 190**

<b>Skills and Concepts to Enhance</b> <b>171 - 180</b>	<b>Skills and Concepts to Develop</b> <b>181 - 190</b>	<b>Skills and Concepts to Introduce</b> <b>191 - 200</b>
<b>Analyze Text to Draw Conclusions</b>	<b>Analyze Text to Draw Conclusions</b>	<b>Analyze Text to Draw Conclusions</b>
1. • Draws conclusions from literary text 2. • Draws conclusions (term not used) based on supporting details in literary texts 3. • Draws conclusions from short informational text (1-3 sentences)	1. • Draws conclusions from literary text (1-3 paragraphs) 2. • Draws conclusions (term not used) based on supporting details in literary texts 3. • Draws conclusions based on supporting details in literary text 4. • Draws conclusions based on information found in literary text* 5. • Draws conclusions using information supplied in informational text (3-5 simple sentences)	1. • Draws conclusions from literary text (1-3 paragraphs) 2. • Draws conclusions based on supporting details in literary text 3. • Evaluates conclusions drawn from supporting details in literary text* 4. • Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)* 5. • Evaluates conclusions from informational text*
<b>Analyze Author's Purposes and Techniques</b>	<b>Analyze Author's Purposes and Techniques</b>	<b>Analyze Author's Purposes and Techniques</b>
1. • Infers the author's viewpoint (term not used) in short paragraphs of informational text* 2. • Determines the author's purpose (term not used) in creating an informational sign or diagram* 3. • Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign) 4. • Infers the author's specific purpose (term not used) for an informational passage (persuasive)*	1. • Infers the author's viewpoint (term not used) in short paragraphs of literary text 2. • Evaluates the author's viewpoint or attitude in literary text* 3. • Analyzes the author's purpose for writing a literary story* 4. • Infers the author's specific purpose (term not used) for writing a literary passage (to entertain)* 5. • Infers the author's viewpoint (term not used) in short paragraphs of informational text* 6. • Evaluates the author's viewpoint or attitude in informational text* 7. • Infers the author's specific purpose for writing a complex informational text* 8. • Infers the author's specific purpose (term not used) for an informational passage (to inform)*	1. • Examines the author's attitude or feelings based on descriptive language used in a literary text* 2. • Infers the author's viewpoint (term not used) in poems* 3. • Determines the idea that an author wants to convey (intent) in a given literary paragraph* 4. • Classifies the purpose of a short literary passage (1-2 sentences) as "to entertain"* 5. • Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" 6. • Infers the author's purpose (term not used) in writing an informational passage (persuasive)* 7. • Infers the author's specific purpose (term not used) for an informational passage (to inform)*



Thank you for the opportunity  
to meet with you today!

**Questions?**