



## PORTLAND PUBLIC SCHOOLS

### Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

**Date:** 04/17/2021  
**To:** Board of Education  
**From:** Russell Brown, Ph.D.  
**Subject:** Mid-Year MAP Analysis

#### **EXECUTIVE SUMMARY**

In order to provide parents an opportunity to have information about their child's growth and achievement during the pandemic, the NWEA Measures of Academic Progress (MAP) assessments were administered in the winter window ((February 1<sup>st</sup> to March 12<sup>th</sup>) of this academic year. The following are some of the highlights of the analysis.

- Despite inclement weather which impacted electrical and internet service for many, participation rates were relatively high (Mathematics – 69% and Reading – 68%). Reading participation rates were nominally higher than last year.
- Students who participated in the assessments this year had historically higher performance than those who did not participate this year. This observation is consistent with what was observed in a national study at the start of the year.
- The scores for this administration were highly correlated to scores on last year's administration (.817 to .881) which supports that, overall, this year's scores are a reliable indication of achievement and growth.
- As in the national study, performance in Mathematics declined in comparison to the prior year. The declines within grade level were around 1.7 to 2.9 points.
- Reading scores were stable or increased even when adjusted for those students who did not participate in the assessment. Average Reading scores exceeded the national norm in every grade assessed.
- Mathematics growth rates declined by 3.8% overall. The largest declines in growth were observed among Asian, Multi-racial, White, Male, and Non-binary students.
- Reading growth rates declined by 1.5% overall, but there were groups with increased growth rates as well. The largest declines in growth were observed in Multi-racial, Pacific Islander, and Non-binary students.
- Results from this administration were mailed directly to parents are available to schools through our data-warehouse.

A more complete analysis follows.

## **BACKGROUND**

In education, a balanced assessment system typically includes formative, interim and summative assessments. Formative assessments tend to be less formal and teachers use them on a regular basis during instruction. Their purpose is to monitor student understanding and progress relative to specific instructional activities or lessons. Summative assessments are given at the end of an instructional period and are used to monitor for accountability at a school or system level. Interim assessments evaluate students' learning progress relative to instruction. They are often given three times during the year, and can be used to predict performance on future assessments such as other interim or summative tests.

Prior to the 2018-19 school year, Portland Public Schools (PPS) did not have a district-wide interim assessment in place for mathematics instruction. For literacy, PPS used DIBELS in grades K-2 and easyCBM in grades 3-8. Both of these assessments provide high-level information about students' risk for falling behind in instruction, but lack some of the features of a more robust interim assessment, such as growth metrics and predictive data for summative tests.

Between 2014-15 and spring 2017, PPS convened assessment work groups to develop a framework and make recommendations for a district-wide assessment system. The *PPS Quality Assessment Framework* (<https://www.pps.net/Page/12459>) outlined the purpose of assessment, a definition of high-quality assessment and identified assessment, reporting and communicating practices as well as assessment literacy competencies.

At the same time, the Oregon Department of Education (ODE), Oregon Education Association, Oregon Education Investment Board and the Governor's office also convened a group to develop a proposal for an ideal system of assessment for Oregon. *A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning* was released in spring 2017 (<https://digital.osl.state.or.us/islandora/object/osl%3A16866>).

More recently, ODE developed *The Right Assessment for the Right Purpose Guidance Document* to assist educators at all levels in Oregon to engage in assessment "behaviors that leverage the Right Assessment for the Right Purpose." (<https://www.oregon.gov/ode/educator-resources/assessment/Documents/RightAssessmentRightPurpose.pdf>).

Beginning in 2018-19, PPS began requiring the use of NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Growth assessments in mathematics in grades 3-8. Approximately 20,000 students (about 92%) in grades 3-8 participated in math assessments in each of the three windows (fall, winter and spring). The reading assessment was optional that year and just under 10,000 students (about 44%) participated in reading assessments.

As previously reported, there was a strong relationship between students' performance on the MAP assessment and their subsequent performance on the Smarter Balanced Assessments (SBAC) that were administered at the conclusion of the 2018-2019 academic year.

**Table 1. Correlation range of MAP Growth RIT scores to Smarter Balanced scores for grades 3-8**

| Testing window | ELA       | Math      |
|----------------|-----------|-----------|
| Fall           | 0.82-0.85 | 0.82-0.88 |
| Winter         | 0.82-0.86 | 0.87-0.90 |
| Spring         | 0.84-0.88 | 0.90-0.92 |

Indeed, the relationship was so strong that the MAP results could accurately project students' subsequent proficiency on SBAC 85-87% of the time.

**Table 2. Accuracy of Projected Proficiency Rates for SBAC**

| Testing window | ELA                     |           |           | Math                    |           |           |
|----------------|-------------------------|-----------|-----------|-------------------------|-----------|-----------|
|                | Classification Accuracy | False     |           | Classification Accuracy | False     |           |
|                |                         | Negatives | Positives |                         | Negatives | Positives |
| Fall           | 0.85                    | 0.09      | 0.07      | 0.85                    | 0.05      | 0.09      |
| Winter         | 0.86                    | 0.07      | 0.06      | 0.87                    | 0.05      | 0.09      |

In 2019-20, both math and reading assessments were required. About 93% of students participated in fall and winter math assessments and about 65% of students participated in reading assessments both windows. Due to the COVID-19 pandemic, spring MAP and SBAC assessments were suspended.

PPS planned to implement remote MAP testing for fall 2020 but assessments were ultimately suspended again due to the combination of the pandemic and the wildfires. As the mid-year assessment window approached, there was a sense of urgency to have an assessment of student growth and achievement. It had been nearly a year since the last assessment, and there was a swelling interest in how student learning was progressing during the pandemic. On the other hand, there was concern that a remote administration of the MAP assessment would be fraught with compromises to the standardized administration of the assessment which would lead to less reliable and hence less valid scores for our students. An early report (*Comparisons between Remote Testing and In-School Testing for MAP Growth: A Summary of Results for Spring 2020*, <https://www.nwea.org/resource-library/map-growth-research-guidance/comparisons-between-remote-testing-and-in-school-testing-for-map-growth-3>) provided evidence that the test could be administered remotely and produce results that were comparable to in-person administration.

With evidence that the data could be reliable, PPS chose to conduct remote assessments in the winter 2021 window (February 1<sup>st</sup> to March 12<sup>th</sup>). Given the nature of the pandemic, parents were told they could choose to have their students not participate in this window, and data was not to be used for any high-stakes decisions for individual students. Teachers were asked to provide the opportunity for their students in grades 3-8. PPS provided numerous supporting resources to make remote testing successful (Appendix A).

The following analyses address the concern about the reliability of the assessments, the impact of students who did not test, and provides a summary of students' performance in the winter 2021 window

## **ANALYSIS OF SITUATION**

**Reliability.** Given that the assessment was administered remotely this year, it is important to examine both the reliability of the assessment as well as the degree to which the data is representative of the overall performance of students in the tested grades in Portland Public Schools.

As reported earlier, prior administrations of the MAP assessments were highly correlated to subsequent performance on SBAC. A correlation between two assessments is ultimately limited by the reliability of each assessment. Reliability reflects the overall consistency of a measure: the ability of the measure to produce similar results under similar conditions. Part of the purpose of standardization of assessments and assessment administration is to increase the reliability of the measures.

The early report from NWEA regarding comparable reliability for in-person and remote assessment was promising. At the conclusion of the Winter 2021 window, correlations were established between the scores of students who had taken the exam in the Winter of 2020 and also participated in the subsequent grade level exam in the Winter of 2021.

In Mathematics, for example, the correlation between the scores that students received in 3<sup>rd</sup> grade in 2020 and subsequently in 4<sup>th</sup> grade in 2021 was .826 for the 2493 students who had taken both exams. As one can see in Table 3 below, the correlations were quite strong ranging from .826 to .881 for exams that were performed a year apart.

**Table 3. Correlations between Mathematics MAP scores for students who took the MAP test in both 2020 and 2021.**

| <b>Scores being Correlated<br/>2021 to 2020</b> | <b>Count of Students<br/>who took both<br/>Tests</b> | <b>Correlation</b> |
|---|--|--------------------|
| Grade 4 to Grade 3                              | 2493   | .826**             |
| Grade 5 to Grade 4                              | 2539   | .864**             |
| Grade 6 to Grade 5                              | 2065   | .876**             |
| Grade 7 to Grade 6                              | 2049   | .881**             |
| Grade 8 to Grade 7                              | 1834   | .879**             |

\*\* significant at the .01 level

A similar pattern was seen in Reading. Again, the correlations were quite strong ranging from .817 to .833.

**Table 4. Correlations between Reading MAP scores for students who took the MAP test in both 2020 and 2021.**

| <b>Scores being Correlated<br/>2021 to 2020</b> | <b>Count of Students<br/>who took both<br/>Tests</b> | <b>Correlation</b> |
|---|--|--------------------|
| Grade 4 to Grade 3                              | 1802   | .817**             |
| Grade 5 to Grade 4                              | 1808   | .826**             |
| Grade 6 to Grade 5                              | 1458   | .833**             |
| Grade 7 to Grade 6                              | 1143   | .826**             |
| Grade 8 to Grade 7                              | 1116   | .830**             |

\*\* significant at the .01 level

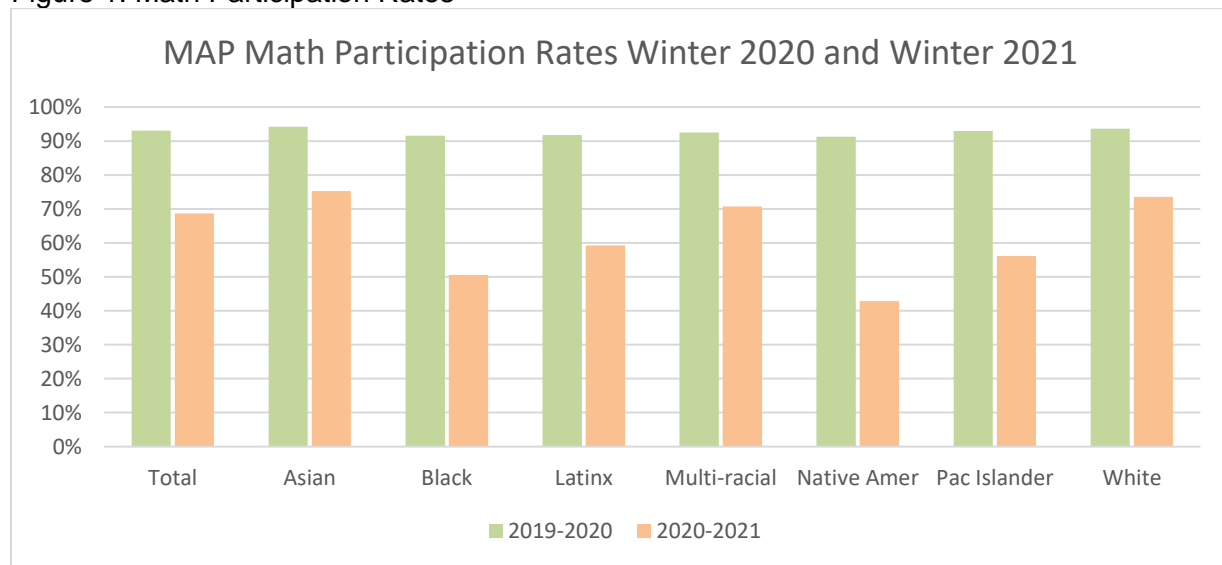
Again, correlations are fundamentally limited by the reliability of the two measures. With strong correlations, one can safely conclude that the scores for this administration were quite reliable.

**Participation.** While it is clear that the scores are reliable, there remains a question regarding who sat for the exams. Because this was a voluntary administration, one could full expect that there would be differences in participation that could impact the interpretation of the scores.

The MAP assessments were first introduced in Mathematics and subsequently put in place for Reading as well. Historically, Mathematics participation rates have, therefore, been higher than that those observed in Reading.

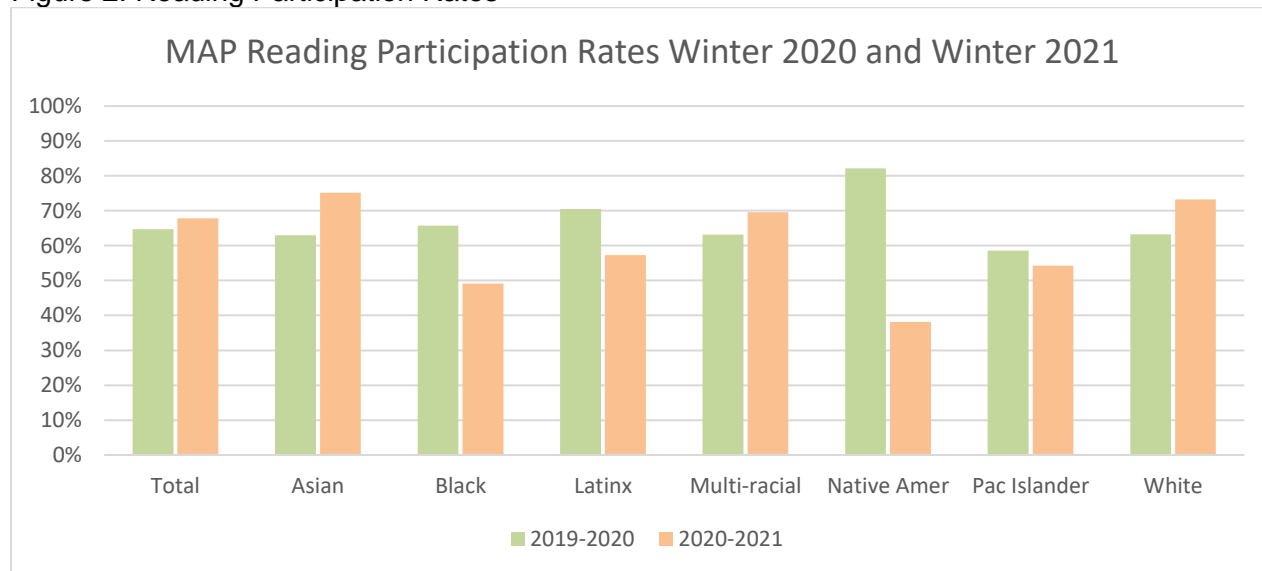
About 93% of students in grades 3-8 participated in the math assessment in winter 2020 and about 65% participated in reading. Approximately 69% of students participated in the math remote window this year and about 68% in reading. While participation rates are higher than anticipated for this year, math rates are clearly lower than past rates while reading rates are slightly higher (see Figures 1, 2, and Appendix C).

Figure 1. Math Participation Rates



Math participation rates were more similar for White and Asian students. Underserved student groups are clearly underrepresented in winter 2021 participation. In reading, White, Asian and Multi-racial students participated at higher rates in this remote window than in prior windows. While reading participation rates for other student groups were closer to historical rates, these student groups were still underrepresented.

Figure 2. Reading Participation Rates



Given the differences in participation, it is particularly important to provide an additional layer of analyses account for the impact of the missing scores.

**Achievement.** Fortunately, many of the students who did not participate in the assessment this year had participated in the MAP assessments in 2019-2020. When comparing performance from the prior year, students who participated in the MAP assessments in the winter of 2021 had performed significantly better on the prior year's assessment than those students who did not participate this winter.

On average, students who participated in the Mathematics MAP assessments this year scored 8.7-11.9 points higher last year on the MAP assessments than students who did not participate in the winter 2021 testing window. Figure 3 shows the differences by grade for Mathematics. A similar pattern was also true for Reading with differences ranging from 8.6 to 11 points (Figure 4). Comparisons to the national averages are also included in Appendices C and D.

Figure 3. Differences in prior performance in Mathematics (Participants vs. Non-Participants).

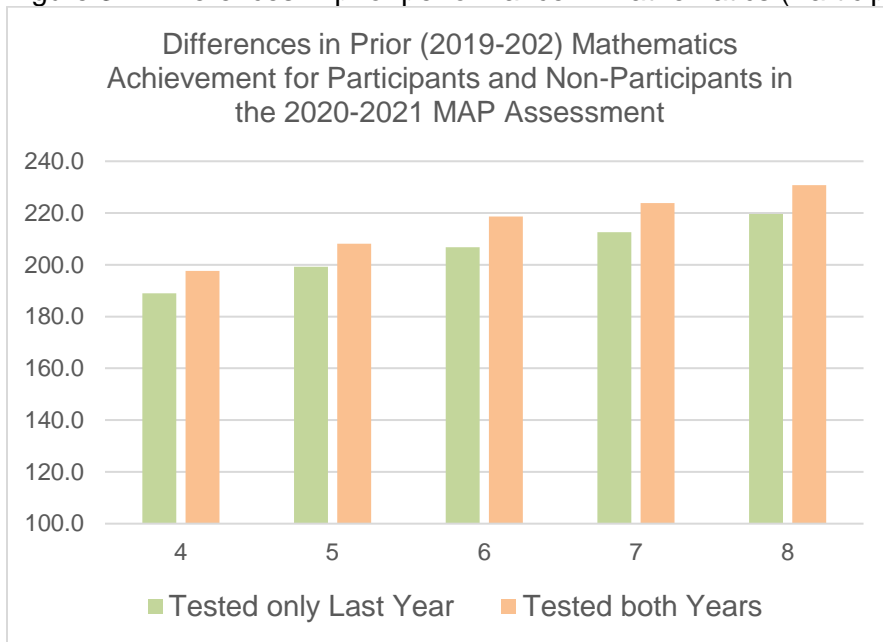
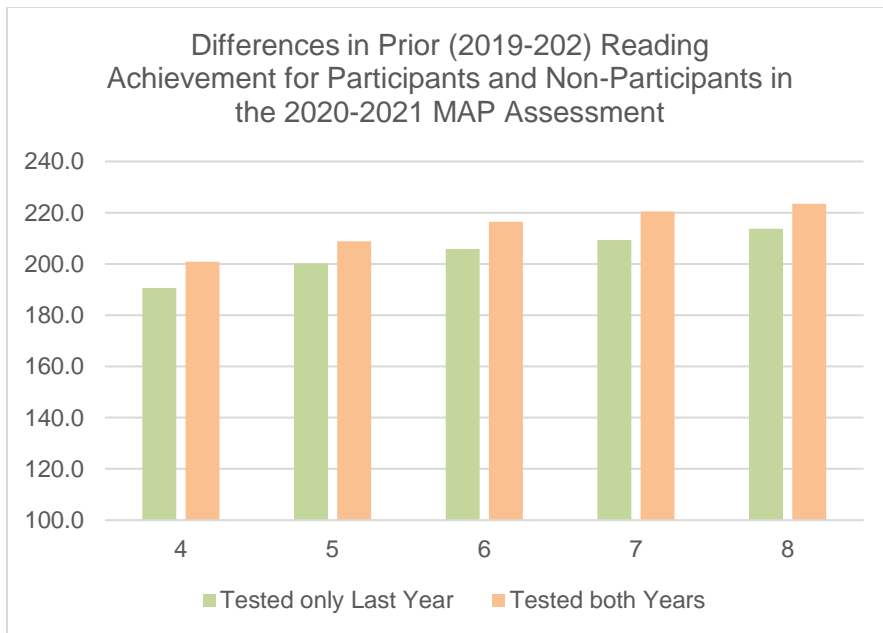


Figure 4. Differences in prior performance in Reading (Participants vs. Non-Participants).



This pattern of participation, where higher performing students were more likely to participate, was also observed in the NWEA study. Given that the students who did not participate in the winter 2021 testing window would have been expected to have scored lower than their counterparts who participated, regression modeling was performed to estimate the downward impact of the missing scores for those students who had tested the prior year. By including estimated scores using the data for students who had tested the prior year, we can provide a more comprehensive and inclusive picture of student performance in the Winter 2021 window.

In Mathematics, the adjusted performance is lower than that observed in each of the prior years. This is consistent with what was observed across the country in a study (<https://www.edworkingpapers.com/ai20-226>) performed by NWEA at the start of this year. Despite this, students in Portland Public Schools performed above the national norm in both grades 7 and 8 (highlighted in green in table 5).

**Table 5. Average Mathematics Scores for Winter MAP Administrations**

| Grade | 2018-2109 | 2019-2020 | 2020-2021 Observed | 2020-2021 Adjusted | 2020 Norm |
|-------|-----------|-----------|--------------------|--------------------|-----------|
| 3     | 195.4     | 196.0     | 197.2              | NA*                | 196.23    |
| 4     | 206.1     | 206.1     | 205.9              | 204.4              | 206.05    |
| 5     | 215.4     | 214.8     | 214.0              | 212.2              | 214.70    |
| 6     | 219.9     | 219.9     | 220.2              | 217.0              | 219.56    |
| 7     | 227.7     | 226.0     | 228.1              | 224.8              | 224.04    |
| 8     | 233.5     | 233.4     | 235.8              | 231.7              | 228.12    |

\*2<sup>nd</sup> grade participation in 2019-2020 was insufficient to model 3<sup>rd</sup> grade impact.

As in the NWEA study, the impact of the pandemic was less evident in Reading. Reading performance, even with the adjustment, was consistent with or exceeded Reading performance in the 2019-2020 academic year. Portland Public Schools students' performance exceeded the national norm in grades 4 and 8 (highlighted in green in table 6).

**Table 6. Average Reading Scores for Winter MAP Administrations**

| Grade | 2018-2109 | 2019-2020 | 2020-2021 Observed | 2020-2021 Adjusted | 2020 Norm |
|-------|-----------|-----------|--------------------|--------------------|-----------|
| 3     | 196.8     | 199.0     | 201.3              | NA*                | 193.90    |
| 4     | 205.2     | 206.8     | 207.7              | 206.2              | 202.50    |
| 5     | 212.6     | 212.5     | 213.4              | 211.7              | 209.12    |
| 6     | 214.5     | 215.9     | 220.0              | 217.2              | 213.81    |
| 7     | 219.3     | 219.4     | 224.2              | 220.8              | 217.09    |
| 8     | 222.8     | 223.8     | 227.7              | 225.0              | 220.52    |

\*2<sup>nd</sup> grade participation in 2019-2020 was insufficient to model 3<sup>rd</sup> grade impact.

A full breakdown of the observed performance by grade and subject is provided in Appendices E (Mathematics) and F (Reading).

**Growth.** Growth calculations, by their very nature, require at least two points of data. Prior growth comparisons provided to the board and the community were based on changes in learning from the fall to the winter within the same year. It is, however, possible to make year over year comparisons. Given the fall testing window was cancelled, the following growth comparisons are from winter (2020) to winter (2021) and include a reference to the prior winter (2019) to winter (2020) growth for comparison.

While the achievement comparisons must be done within grade, growth comparisons can be made across all grades for which there is testing information from the prior grade.

Overall, 3.8% fewer students met their annual winter to winter growth target in Mathematics in comparison to the prior year. Grade 8 had the largest drop (-8.5%) in students meeting expected growth. Given the limited sample, the grade 3 results should be interpreted with



caution. Again, this is consistent in what has been observed nationally where losses in Mathematics exceeded those observed in Reading.

**Table 7. Winter to Winter Math Growth by Grade Level.**

| Student Group | Math         |          |              |              | Change |
|---------------|--------------|----------|--------------|--------------|--------|
|               | 2019-20      |          | 2020-21      |              |        |
|               | % Met Growth | # Tested | % Met Growth | % Met Growth |        |
| Total         | 47.8%        | 15952    | 44.0%        | 11731        | -3.8%  |
| Grade 3       | 26.6%        | 730      | 21.2%        | 746          | -5.4%  |
| Grade 4       | 44.8%        | 3202     | 46.3%        | 2495         | 1.5%   |
| Grade 5       | 44.2%        | 3246     | 40.3%        | 2541         | -3.9%  |
| Grade 6       | 40.3%        | 2991     | 39.5%        | 2064         | -0.8%  |
| Grade 7       | 54.8%        | 3062     | 50.4%        | 2048         | -4.4%  |
| Grade 8       | 61.7%        | 2721     | 53.2%        | 1836         | -8.5%  |

\*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

The largest declines in growth were observed among Asian (-4.6%), Multi-racial (-4.0%), and White (-5.4%) students. Interestingly, both Native American students and students who receive special education services showed improvements in growth during this window.

**Table 8. Winter to Winter Math Growth by Race**

| Student Group | Math         |          |              |          | Change |
|---------------|--------------|----------|--------------|----------|--------|
|               | 2019-20      |          | 2020-21      |          |        |
|               | % Met Growth | # Tested | % Met Growth | # Tested |        |
| Total         | 47.8%        | 15952    | 44.0%        | 11731    | -3.8%  |
| Asian         | 54.7%        | 1061     | 50.1%        | 823      | -4.6%  |
| Black         | 35.5%        | 1362     | 34.2%        | 813      | -1.3%  |
| Latinx        | 42.8%        | 2703     | 41.6%        | 1784     | -1.2%  |
| Multi-racial  | 48.9%        | 1791     | 44.9%        | 1419     | -4.0%  |
| Native Am     | 33.3%        | 66       | 41.4%        | 29       | 8.1%   |
| Pac Isl       | 36.3%        | 113      | 35.1%        | 77       | -1.2%  |
| White         | 50.4%        | 8856     | 45.0%        | 6786     | -5.4%  |
| ESL           | 42.3%        | 1152     | 38.7%        | 790      | -3.6%  |
| SPED          | 41.2%        | 2522     | 46.0%        | 1582     | 4.8%   |
| Female        | 46.0%        | 7742     | 45.3%        | 5774     | -0.7%  |
| Male          | 49.5%        | 8114     | 42.8%        | 5902     | -6.7%  |
| Non-binary    | 50.0%        | 96       | 30.9%        | 55       | -19.1% |

\*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

Overall, there was a nominal loss (-1.5%) in the proportion of students who met their annual winter to winter growth target in Reading in comparison to the prior year. Again grade 8 had the largest drop (-8.4%) in students meeting expected growth. Given the limited sample, the grade 3 results should be interpreted with caution. A larger proportion of students in grade 6 (+5.1%) met or exceeded their growth targets in Reading in comparison to the prior cohort.

**Table 9. Winter to Winter Reading Growth by Grade Level.**

| Student Group | Reading      |          |              |          | Change |
|---------------|--------------|----------|--------------|----------|--------|
|               | 2019-20      |          | 2020-21      |          |        |
|               | % Met Growth | # Tested | % Met Growth | # Tested |        |
| Total         | 53.7%        | 7494     | 52.2%        | 7701     | -1.5%  |
| Grade 3       | 44.2%        | 496      | 45.4%        | 434      | 1.2%   |
| Grade 4       | 56.9%        | 1769     | 54.0%        | 1781     | -2.9%  |
| Grade 5       | 52.8%        | 1736     | 49.9%        | 1772     | -2.9%  |
| Grade 6       | 51.6%        | 1189     | 56.7%        | 1455     | 5.1%   |
| Grade 7       | 53.0%        | 1186     | 53.2%        | 1142     | 0.2%   |
| Grade 8       | 57.1%        | 1118     | 48.7%        | 1117     | -8.4%  |

\*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

When comparing student groups, Black and White students showed comparable changes in growth. The largest changes in growth were observed for Multi-Racial and Pacific Islander students. For both Reading and Mathematics, the largest losses in growth were observed among our non-binary students.

**Table 10. Winter to Winter Reading Growth by Race**

| Student Group | Reading      |          |              |          | Change |
|---------------|--------------|----------|--------------|----------|--------|
|               | 2019-20      |          | 2020-21      |          |        |
|               | % Met Growth | # Tested | % Met Growth | # Tested |        |
| Total         | 53.7%        | 7494     | 52.2%        | 7701     | -1.5%  |
| Asian         | 58.8%        | 430      | 58.3%        | 525      | -0.5%  |
| Black         | 43.5%        | 810      | 41.4%        | 553      | -2.1%  |
| Latinx        | 50.8%        | 1499     | 50.0%        | 1191     | -0.8%  |
| Multi-racial  | 56.3%        | 861      | 51.5%        | 927      | -4.8%  |
| Native Am     | 47.4%        | 38       | 47.6%        | 21       | 0.2%   |
| Pac Isl       | 43.1%        | 58       | 37.0%        | 46       | -6.1%  |
| White         | 56.0%        | 3798     | 53.8%        | 4438     | -2.2%  |
| ESL           | 45.0%        | 664      | 45.7%        | 481      | 0.7%   |
| SPED          | 52.1%        | 1286     | 51.2%        | 1078     | -0.9%  |
| Female        | 54.6%        | 3687     | 54.9%        | 3833     | 0.3%   |
| Male          | 52.6%        | 3765     | 49.6%        | 3834     | -3.0%  |
| Non-binary    | 61.9%        | 42       | 47.1%        | 34       | -14.8% |

\*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

**STAFF RECOMMENDATION**

This is an information item.

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*As a member of the PPS Executive Leadership Team, I have reviewed this staff report.*

\_\_\_\_\_ *(Initials)*

## Appendix A

# FAQ MAP Growth

## NEW ITEMS (2/11/21):

### **What do I do if I get a Workstation Readiness Check Error: Requires 1024x768 Screen Resolution?**

This error can occur if the screen resolution is smaller than 1024x768 or if font sizes are scaled smaller or larger than normal. Follow this [link for step-by-step instructions](#) on resolving this issue. Note that some newer Chromebooks, including some in the VILS schools may require manually adjusting the resolution. Follow [these steps](#) to manually adjust the resolution.

### **What if students are having difficulty accessing the assessment on their non-PPS devices?**

[This link](#) provides an interactive walkthrough of checking for device readiness. This may be particularly helpful for students who are struggling with accessing the test.

[This link](#) reviews the system requirements for MAP assessment. This may be useful in situations where students are using non-PPS devices such as Macs. [Here is a link](#) to provide information to install or update the NWEA Secure Testing App in iPads.

### **What if my student can't find their name when joining a session?**

[This link](#) shows the different ways to help students get into test sessions when their status is anything other than "Awaiting Student" on the proctor screen.

## Questions around Logistics

### **Where do I go to access MAP?**

Proctors: <https://pps-admin.mapnwea.org>

Students: [test.mapnwea.org/#/nopopup](https://test.mapnwea.org/#/nopopup)

### **What do I do if staff can't log in?**

Contact Testing Help at [testinghelp@pps.net](mailto:testinghelp@pps.net) for account support.

### **What do I do if my student can't log in?**

Students are rostered daily at 6 pm for MAP accounts via Clever. New students enrolled in PPS will show up in the MAP system the day after they are entered into Synergy.

**What trainings are available for MAP Growth testing?**

All staff who will proctor test sessions need to be trained. Staff who have never been trained should complete PA1003 in Pepper (a one-hour training for new test administrators). This year, all staff must also complete PA1014, a 20-minute training for remote MAP testing.

**What is the recommended size of a group of students within a testing session?**

NWEA recommends that groups of students are limited to 10 for testing sessions. This may not always be possible, but is helpful for communication and oversight. Staff should use their professional judgment and knowledge of their classroom situation to determine how many students can test at the same time.

**Can we break up the testing sessions?**

Testing sessions can be as long (or short) as you choose. Student tests will pause and then resume where they left off when you close a session. Remember that most students should complete their test within 45-60 minutes. Note that students who do not complete (submit) their test will not receive a score.

**What if my student is not showing up in MAP?**

MAP rostering is updated every afternoon/evening and is managed by Clever. As long as students are correctly enrolled in the school and assigned to their classroom they should show up properly in the MAP system the following day. If you still have trouble locating a student contact [testinghelp@pps.net](mailto:testinghelp@pps.net).

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## Questions around Proctoring

**Does the MAP session disable Google Meet?**

Families and students should be instructed to log in to their Chromebook (or other device) and *not* use the lock-down browser app for remote testing. Students will then open a tab for Google Meet or Zoom and a tab for the NWEA browser. Because students are logging into the device, Google Meet/Zoom is not automatically disabled and should remain available during testing. This process is explained to families in the [parent video](#).

**Do students see their score at the end of their test?**

PPS has turned off the option for students to see their score at the end of their test. If you notice that a student is presented with their score at the end of testing please contact [testinghelp@pps.net](mailto:testinghelp@pps.net) with the student ID and test taken.

**Can students have unlimited test times to finish the test?**

Most students will complete their test in 45-60 minutes. The testing time should not exceed 75 minutes for general education students. In rare circumstances students with an IEP or 504 plan may require additional time. Students are not

expected to continue on a test for more than 2 hours. At the conclusion of a make-up session, a student would have spent a maximum of 2 hours on the assessment. If the student has not completed, testing should be discontinued and no score will be received. If a family wishes for the student to persist, an additional make-up session could be offered.

**Are there any embedded features that only work in the locked down browser that don't work in the non-secure browser?**

All embedded and universal features should work just the same in either the secure testing browser or the non-secure testing site.

**Is Math still bilingual this year in Spanish and English?**

MAP Growth Math assessment is available in both English and Spanish this year. We recommend students take either/or and not both.

**Proctor Questions**

For immediate support, proctors should contact their School Test Coordinator (STC) or school designee. Then the STC would contact Testing Help (testinghelp@pps.net) or NWEA (1-877-469-3287) if they can't provide assistance. In the event an STC is not available, teachers can contact Testing Help or NWEA.

**How do students take the practice test?**

Students can login to the practice test here: <https://practice.mapnwea.org/>  
Login credentials are: username: grow password - grow  
Parents who would like to know more about the MAP Growth test could view items in the practice test.

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## Questions around Accommodations

**If a proctor sets student accommodations in a test session, can the proctor re-use the session to avoid having to put accommodations back in again?**

In the MAP system, accommodations persist only in the test session for which they were turned on. However, to avoid re-entering accommodations, teachers can re-use a test session (not best practice, but permissible). The accommodations should stick with the student in the session.

**What are the accommodations and supports available for MAP tests?**

Classroom teachers, specialists, and special education teachers should work with parents to ensure that students receiving special education services are afforded the same accommodations they would receive during an in-person test administration or day-to-day instruction that align with their IEP/504 plan. For example, if the student needs to use a tool like a calculator or translated dictionary the teacher should ensure the parents and students have access to

those items. If there are more specific needs for accessibility features teachers should work with their testing coordinators and special education staff to make sure they are met.

The current list of accommodations and other accessibility supports for the MAP tests can be [viewed here](#). It is important for teachers, test coordinators, and principals to talk early and often with families who have questions about remote testing, especially regarding accessibility. For example, in the remote testing environment some accommodations will require extra attention, support, or staff time. Schools should be flexible in scheduling and providing needed supports to students. You may wish to train additional staff beyond classroom teachers on MAP proctoring and use those staff to assist with specific accessibility supports. [Here are some ideas](#) for specific accommodations that work best in distance learning and may apply to remote testing.

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## Questions around Parent Support

### **What language supports are available for students whose families speak multiple languages for the directions on taking the assessment at home?**

PPS Communications will be sending out a message to families including resources prior to the February window. The parent guide will be available in our supported languages.

### **What are expectations for student supervision during testing?**

We recommend that an adult be present in the home to assist the student, particularly with younger children. This is especially important for setting up and logging in to the test. However, we understand that this may not always be possible and teachers should proceed with testing if they are comfortable that their students can login and demonstrate their learning without adult assistance.

### **We recognize that this is a change in how we administer the MAP assessment, and there are concerns about how the data should be used given a lack of a standardized testing environment.**

A recent study by NWEA ([Comparability Analysis](#)) showed that the scores obtained in a remote assessment for grades 3-8 had comparable reliability to those obtained in an in-person testing environment.

Despite this, we believe that the primary benefits of this administration are: (1) to provide students and parents with information about their progress and achievement in reading and mathematics, (2) to inform planning for teachers, schools and the system for academic recovery.

The MAP test is a low- or no-stakes opportunity for teachers, families, and students to have a check-in on learning and growth. We suggest that educators use these data to enhance their reflections about teaching and learning and

support the learning opportunities and environments for each individual student this year. We hope that teachers, families, and students will participate in MAP testing and spend time reflecting on their scores for meaningful conversations about learning this year. That said, if an individual parent or student feels particularly overwhelmed, they should not be forced to participate in the test.

**This puts a lot of pressure on parents to get their kids on the test. Are we expecting that parents are at home/ available to support connectivity, checking emails for communication, and available to help their students get on and help them troubleshoot, while actually not helping kids answer the questions?**

These are valid concerns. While many students will be able to manage the login and testing process on their own without difficulty, we understand that others – especially our youngest students – will need additional support from an adult to log into the test. We produced a [parent guide](#) and encouraged parent participation to empower families throughout the teaching and learning process. Communication is critical during such uncertain times and especially important during the teaching and learning process. The MAP Growth test is low- to no-stakes for students, families, and teachers and, if it is overwhelming and problematic, we do not suggest pressuring students or families to test. Still, school leaders should consider these recommendations:

- support test proctors by investing time in training and communication about the remote testing process,
- get in front of the technical complications around connectivity or device management early on before testing,
- spend some time practicing the process of remote testing with a “dress rehearsal” of sorts, and,
- embed the remote testing experience within consistent and clear communication across staff and with families.

**Are the NWEA videos on the Family Toolkit page available in Spanish or other languages?**

[‘Lyla’s Story’](#) is available closed captioned in 13 different languages.

[“Michael’s Story”](#) is available in English and Spanish.

**Can parents opt their student out of the MAP assessments?**

We are working with Communications to send a notice to parents with supporting resources. The parent notice will encourage participation but allow for parent choice if they feel strongly that their student should not participate.

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## Questions around Data

**Why is MAP being used during Comprehensive Distance Learning (CDL)?**

MAP Growth is an important tool during CDL. Teachers, parents and students need valid feedback on what students know as student learning has been disrupted during the pandemic.



**If a student does not complete or submit the test will the student still receive a score?**

Incomplete and unsubmitted tests will not receive a score.

**What kind of reports will be sent to parents, and when?**

We will mail a test score report home to parents that provides scores and explains what they mean.

**MAP testing will represent the inequities in our transition to Distance Learning as tech issues arise (connectivity issues on student or teacher's part, or access to adequate tech tools - like computers for example). These kinds of difficulties can also create negative experiences for students and families.**

Distance learning has exacerbated and shone light on existing inequities in our system. The data we collect this winter may illustrate how those inequities have grown during the pandemic. If this is the case, the data will play an important role in the critical conversations we need to have to ensure we are maintaining integrity to our strategic goals as a district, co-constructing supports with our community partners for families, and empowering our educators to be instructional leaders in our schools.

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## PPS MAP Resources:

[Proctor Guide](#)

[MAP Portal](#)

[Parent Guide](#)

[Parent Videos \(English and 5 PPS supported languages\)](#)

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In addition, NWEA has provided remote testing guidance [here](#).

### Appendix B - Participation

| Student Group | Winter 2019 |     |         |     | Winter 2020 |     |         |     | Winter 2021 |     |         |     | Enrollment |         |         |
|---------------|-------------|-----|---------|-----|-------------|-----|---------|-----|-------------|-----|---------|-----|------------|---------|---------|
|               | Math        |     | Reading |     | Math        |     | Reading |     | Math        |     | Reading |     |            |         |         |
|               | #           | %   | #       | %   | #           | %   | #       | %   | #           | %   | #       | %   | 2018-19    | 2019-20 | 2020-21 |
| Total         | 20293       | 92% | 9792    | 44% | 20428       | 93% | 13632   | 65% | 14459       | 69% | 14287   | 68% | 22010      | 21953   | 21067   |
| Grade 3       | 3554        | 94% | 2022    | 54% | 3529        | 95% | 2502    | 74% | 2567        | 76% | 2532    | 74% | 3763       | 3718    | 3399    |
| Grade 4       | 3608        | 94% | 1986    | 52% | 3513        | 95% | 2540    | 73% | 2693        | 77% | 2699    | 77% | 3836       | 3696    | 3498    |
| Grade 5       | 3608        | 94% | 1973    | 51% | 3548        | 95% | 2692    | 76% | 2721        | 77% | 2676    | 76% | 3846       | 3726    | 3534    |
| Grade 6       | 3453        | 93% | 1353    | 36% | 3386        | 92% | 2065    | 59% | 2247        | 65% | 2087    | 60% | 3725       | 3694    | 3473    |
| Grade 7       | 3069        | 88% | 1262    | 36% | 3383        | 91% | 2003    | 57% | 2237        | 63% | 2132    | 60% | 3484       | 3708    | 3524    |
| Grade 8       | 3001        | 89% | 1196    | 36% | 3069        | 90% | 1830    | 50% | 1994        | 55% | 2161    | 59% | 3356       | 3411    | 3639    |
| Asian         | 1370        | 94% | 551     | 38% | 1318        | 94% | 832     | 63% | 995         | 75% | 994     | 75% | 1463       | 1399    | 1322    |
| Black         | 1721        | 88% | 1048    | 54% | 1740        | 92% | 1223    | 66% | 941         | 51% | 914     | 49% | 1945       | 1901    | 1861    |
| Latinx        | 3351        | 91% | 1988    | 54% | 3348        | 92% | 2499    | 71% | 2099        | 59% | 2029    | 57% | 3668       | 3648    | 3543    |
| Multi-racial  | 2306        | 92% | 1115    | 44% | 2358        | 93% | 1572    | 63% | 1760        | 71% | 1732    | 70% | 2507       | 2548    | 2489    |
| Native Amer   | 89          | 79% | 48      | 43% | 94          | 91% | 69      | 82% | 36          | 43% | 32      | 38% | 112        | 103     | 84      |
| Pac Islander  | 144         | 92% | 82      | 52% | 146         | 93% | 96      | 59% | 92          | 56% | 89      | 54% | 157        | 157     | 164     |
| White         | 11312       | 93% | 4960    | 41% | 11424       | 94% | 7341    | 63% | 8536        | 74% | 8497    | 73% | 12158      | 12197   | 11604   |
| ESL           | 1553        | 90% | 936     | 54% | 1537        | 91% | 1137    | 66% | 962         | 56% | 935     | 55% | 1729       | 1689    | 1712    |
| SPED          | 3314        | 85% | 1705    | 44% | 3361        | 86% | 2306    | 64% | 1950        | 54% | 1930    | 54% | 3884       | 3900    | 3586    |
| Female        | 9807        | 93% | 4856    | 46% | 9942        | 93% | 6713    | 65% | 7128        | 69% | 7070    | 69% | 10595      | 10636   | 10281   |
| Male          | 10363       | 92% | 4869    | 43% | 10368       | 93% | 6847    | 64% | 7263        | 68% | 7147    | 67% | 11278      | 11188   | 10667   |
| Non-binary    | 123         | 90% | 67      | 49% | 118         | 91% | 72      | 58% | 68          | 54% | 70      | 56% | 137        | 129     | 125     |

\*Participation excludes charter and alternative settings.

### Appendix C- Achievement Comparison

| Mathematics Performance on the 2019-2020 Winter Exam for Students Enrolled in 2020-2021 |                        |                                  |   |                  |                                  |                                     |
|---|------------------------|----------------------------------|---|------------------|----------------------------------|-------------------------------------|
| Current Grade   | Did not Test this Year |                                  |   | Tested this Year |                                  |                                     |
|   | Mean                   | Difference from National Average | Count of Students Tested Last Year Only | Mean             | Difference from National Average | Count of Students Tested both Years |
| 4   | 189.0                  | -7.2                             | 668                                     | 197.7            | 1.5                              | 2493                                |
| 5   | 199.2                  | -6.9                             | 684                                     | 208.1            | 2.0                              | 2539                                |
| 6   | 206.8                  | -7.9                             | 1038                                    | 218.7            | 4.0                              | 2065                                |
| 7   | 212.6                  | -7.0                             | 1054                                    | 223.8            | 4.2                              | 2049                                |
| 8   | 219.7                  | -4.3                             | 1351                                    | 230.8            | 6.8                              | 1834                                |

| Reading Performance on the 2019-2020 Winter Exam for Students Enrolled in 2020-2021 |                        |                                  |   |                  |                                  |                                     |
|---|------------------------|----------------------------------|---|------------------|----------------------------------|-------------------------------------|
| Current Grade   | Did not Test this Year |                                  |   | Tested this Year |                                  |                                     |
|   | Mean                   | Difference from National Average | Count of Students Tested Last Year Only | Mean             | Difference from National Average | Count of Students Tested both Years |
| 4   | 190.6                  | -3.3                             | 426                                     | 200.8            | 6.9                              | 1668                                |
| 5   | 200.2                  | -2.3                             | 487                                     | 208.8            | 6.3                              | 1666                                |
| 6   | 205.8                  | -3.3                             | 837                                     | 216.5            | 7.4                              | 1370                                |
| 7   | 209.4                  | -4.4                             | 766                                     | 220.4            | 6.6                              | 1143                                |
| 8   | 213.7                  | -3.4                             | 738                                     | 223.5            | 6.4                              | 1100                                |

**Appendix D – Full Comparison of 2019-2020 Performance for Participants and Non-Participants in the 2020-2021 Testing**

Grade  
4

| Student Group | Math                                      |             |          |   |             |          |           | Reading English                           |             |          |   |             |          |           |
|---------------|---|-------------|----------|---|-------------|----------|-----------|---|-------------|----------|---|-------------|----------|-----------|
|               | 2-5 Grade Band                            |             |          |   |             |          | 2020 Norm | 2-5 Grade Band                            |             |          |   |             |          |           |
|               | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           |
|               | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested | 2020 Norm |
| Total         | 189.0                                     | -7.2        | 668      | 197.7                                   | 1.5         | 2493     | 196.23    | 190.6                                     | -3.3        | 426      | 200.8                                   | 6.9         | 1668     | 193.90    |
| Asian         | 188.0                                     | -8.2        | 24       | 196.5                                   | 0.3         | 147      | 196.23    | 187.7                                     | -6.2        | 17       | 196.3                                   | 2.4         | 87       | 193.90    |
| Black         | 176.3                                     | -19.9       | 76       | 184.7                                   | -11.5       | 174      | 196.23    | 176.4                                     | -17.5       | 53       | 184.9                                   | -9.0        | 115      | 193.90    |
| Latinx        | 183.0                                     | -13.2       | 165      | 189.6                                   | -6.6        | 380      | 196.23    | 184.1                                     | -9.8        | 96       | 190.0                                   | -3.9        | 226      | 193.90    |
| Multi-racial  | 190.9                                     | -5.3        | 77       | 198.3                                   | 2.1         | 316      | 196.23    | 190.3                                     | -3.6        | 55       | 200.0                                   | 6.1         | 228      | 193.90    |
| Native Am     | N<11                                      | N<11        | 6        | N<11                                    | N<11        | 9        | 196.23    | N<11                                      | N<11        | 4        | N<11                                    | N<11        | 8        | 193.90    |
| Pac Isl       | N<11                                      | N<11        | 5        | 187.1                                   | -9.1        | 17       | 196.23    | N<11                                      | N<11        | 2        | 181.3                                   | -12.6       | 13       | 193.90    |
| White         | 195.0                                     | -1.2        | 315      | 201.5                                   | 5.3         | 1450     | 196.23    | 197.6                                     | 3.7         | 199      | 205.9                                   | 12.0        | 991      | 193.90    |
| ESL           | 176.1                                     | -20.1       | 113      | 180.0                                   | -16.2       | 209      | 196.23    | 173.7                                     | -20.2       | 56       | 174.7                                   | -19.2       | 107      | 193.90    |
| SPED          | 179.8                                     | -16.4       | 188      | 190.3                                   | -5.9        | 432      | 196.23    | 181.4                                     | -12.5       | 123      | 192.8                                   | -1.1        | 275      | 193.90    |
| Female        | 189.2                                     | -7.0        | 317      | 197.2                                   | 1.0         | 1262     | 196.23    | 194.4                                     | 0.5         | 193      | 203.1                                   | 9.2         | 844      | 193.90    |
| Male          | 188.9                                     | -7.3        | 351      | 198.3                                   | 2.1         | 1228     | 196.23    | 187.3                                     | -6.6        | 233      | 198.4                                   | 4.5         | 821      | 193.90    |
| Non-binary    | N/A                                       | N/A         | 0        | N<11                                    | N<11        | 3        | 196.23    | N/A                                       | N/A         | 0        | N<11                                    | N<11        | 3        | 193.90    |

**Grade  
5**

| Student Group | Math                                      |             |          |   |             |          |           | Reading English                           |             |          |   |             |          |           |
|---------------|---|-------------|----------|---|-------------|----------|-----------|---|-------------|----------|---|-------------|----------|-----------|
|               | 2-5 Grade Band                            |             |          |   |             |          | 2020 Norm | 2-5 Grade Band                            |             |          |   |             |          | 2020 Norm |
|               | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           |
|               | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           |
| Total         | 199.2                                     | -6.9        | 684      | 208.1                                   | 2.0         | 2539     | 206.05    | 200.2                                     | -2.3        | 487      | 208.8                                   | 6.3         | 1666     | 202.50    |
| Asian         | 205.5                                     | -0.6        | 22       | 209.6                                   | 3.5         | 197      | 206.05    | 201.0                                     | -1.5        | 13       | 207.0                                   | 4.5         | 126      | 202.50    |
| Black         | 185.7                                     | -20.4       | 86       | 194.2                                   | -11.9       | 185      | 206.05    | 187.2                                     | -15.3       | 71       | 193.8                                   | -8.7        | 126      | 202.50    |
| Latinx        | 190.7                                     | -15.4       | 145      | 200.4                                   | -5.7        | 397      | 206.05    | 190.4                                     | -12.1       | 109      | 201.1                                   | -1.4        | 231      | 202.50    |
| Multi-racial  | 198.0                                     | -8.1        | 68       | 208.4                                   | 2.3         | 301      | 206.05    | 196.9                                     | -5.6        | 48       | 210.2                                   | 7.7         | 212      | 202.50    |
| Native Am     | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 7        | 206.05    | N<11                                      | N<11        | 2        | N<11                                    | N<11        | 5        | 202.50    |
| Pac Isl       | N<11                                      | N<11        | 8        | 197.2                                   | -8.9        | 18       | 206.05    | N<11                                      | N<11        | 9        | N<11                                    | N<11        | 10       | 202.50    |
| White         | 206.0                                     | -0.1        | 350      | 211.9                                   | 5.8         | 1434     | 206.05    | 209.7                                     | 7.2         | 235      | 212.7                                   | 10.2        | 956      | 202.50    |
| ESL           | 181.4                                     | -24.7       | 77       | 191.1                                   | -15.0       | 205      | 206.05    | 176.1                                     | -26.4       | 45       | 184.9                                   | -17.6       | 104      | 202.50    |
| SPED          | 188.1                                     | -18.0       | 188      | 198.7                                   | -7.4        | 386      | 206.05    | 188.8                                     | -13.7       | 111      | 198.9                                   | -3.6        | 244      | 202.50    |
| Female        | 198.2                                     | -7.9        | 349      | 206.7                                   | 0.6         | 1227     | 206.05    | 200.0                                     | -2.5        | 246      | 209.8                                   | 7.3         | 812      | 202.50    |
| Male          | 200.2                                     | -5.9        | 330      | 209.4                                   | 3.3         | 1306     | 206.05    | 200.4                                     | -2.1        | 240      | 207.8                                   | 5.3         | 848      | 202.50    |
| Non-binary    | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 6        | 206.05    | N<11                                      | N<11        | 1        | N<11                                    | N<11        | 6        | 202.50    |

**Grade  
6**

| Student Group | Math                                      |             |          |   |             |          |           | Reading English                           |             |          |   |             |          |           |
|---------------|---|-------------|----------|---|-------------|----------|-----------|---|-------------|----------|---|-------------|----------|-----------|
|               | 2-5 Grade Band                            |             |          |   |             |          | 2020 Norm | 2-5 Grade Band                            |             |          |   |             |          | 2020 Norm |
|               | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           |
|               | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           |
| Total         | 206.8                                     | -7.9        | 1038     | 218.7                                   | 4.0         | 2065     | 214.70    | 205.8                                     | -3.3        | 837      | 216.5                                   | 7.4         | 1370     | 209.12    |
| Asian         | 209.2                                     | -5.5        | 54       | 219.1                                   | 4.4         | 130      | 214.70    | 204.1                                     | -5.0        | 42       | 214.7                                   | 5.6         | 71       | 209.12    |
| Black         | 195.5                                     | -19.2       | 166      | 199.6                                   | -15.1       | 132      | 214.70    | 193.2                                     | -15.9       | 134      | 200.2                                   | -8.9        | 105      | 209.12    |
| Latinx        | 198.6                                     | -16.1       | 228      | 208.7                                   | -6.0        | 279      | 214.70    | 197.6                                     | -11.5       | 184      | 206.1                                   | -3.0        | 152      | 209.12    |
| Multi-racial  | 208.0                                     | -6.7        | 104      | 221.1                                   | 6.4         | 242      | 214.70    | 210.1                                     | 1.0         | 103      | 216.6                                   | 7.5         | 152      | 209.12    |
| Native Am     | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 4        | 214.70    | N<11                                      | N<11        | 4        | N<11                                    | N<11        | 4        | 209.12    |
| Pac Isl       | N<11                                      | N<11        | 8        | 202.8                                   | -11.9       | 12       | 214.70    | N<11                                      | N<11        | 7        | N<11                                    | N<11        | 3        | 209.12    |
| White         | 214.4                                     | -0.3        | 473      | 222.6                                   | 7.9         | 1266     | 214.70    | 213.7                                     | 4.6         | 363      | 220.5                                   | 11.4        | 883      | 209.12    |
| ESL           | 191.9                                     | -22.8       | 143      | 196.3                                   | -18.4       | 123      | 214.70    | 186.4                                     | -22.7       | 94       | 186.9                                   | -22.2       | 56       | 209.12    |
| SPED          | 194.2                                     | -20.5       | 237      | 208.8                                   | -5.9        | 313      | 214.70    | 193.3                                     | -15.8       | 154      | 204.6                                   | -4.5        | 188      | 209.12    |
| Female        | 206.8                                     | -7.9        | 495      | 216.9                                   | 2.2         | 1010     | 214.70    | 207.8                                     | -1.3        | 401      | 217.1                                   | 8.0         | 667      | 209.12    |
| Male          | 206.6                                     | -8.1        | 531      | 220.5                                   | 5.8         | 1042     | 214.70    | 203.8                                     | -5.3        | 431      | 215.9                                   | 6.8         | 697      | 209.12    |
| Non-binary    | 214.6                                     | -0.1        | 12       | 221.5                                   | 6.8         | 13       | 214.70    | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 6        | 209.12    |

**Grade  
7**

| Student Group | Math                                      |             |          |   |             |          |           | Reading English                           |             |          |   |             |          |           |
|---------------|---|-------------|----------|---|-------------|----------|-----------|---|-------------|----------|---|-------------|----------|-----------|
|               | 6+ Grade Band                             |             |          |   |             |          | 2020 Norm | 6+ Grade Band                             |             |          |   |             |          | 2020 Norm |
|               | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           |
|               | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           |
| Total         | 212.6                                     | -7.0        | 1054     | 223.8                                   | 4.2         | 2049     | 219.56    | 209.4                                     | -4.4        | 766      | 220.4                                   | 6.6         | 1143     | 213.81    |
| Asian         | 218.1                                     | -1.5        | 52       | 227.3                                   | 7.7         | 156      | 219.56    | 209.6                                     | -4.2        | 40       | 218.9                                   | 5.1         | 98       | 213.81    |
| Black         | 198.4                                     | -21.2       | 157      | 209.1                                   | -10.5       | 116      | 219.56    | 200.0                                     | -13.8       | 106      | 209.2                                   | -4.6        | 70       | 213.81    |
| Latinx        | 207.3                                     | -12.3       | 247      | 213.6                                   | -6.0        | 268      | 219.56    | 204.7                                     | -9.1        | 188      | 208.7                                   | -5.1        | 174      | 213.81    |
| Multi-racial  | 213.0                                     | -6.6        | 127      | 226.1                                   | 6.5         | 263      | 219.56    | 208.7                                     | -5.1        | 85       | 222.6                                   | 8.8         | 143      | 213.81    |
| Native Am     | N<11                                      | N<11        | 9        | N<11                                    | N<11        | 1        | 219.56    | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 2        | 213.81    |
| Pac Isl       | 205.2                                     | -14.4       | 13       | 208.8                                   | -10.8       | 12       | 219.56    | 203.2                                     | -10.6       | 13       | N<11                                    | N<11        | 7        | 213.81    |
| White         | 220.0                                     | 0.4         | 449      | 226.6                                   | 7.0         | 1233     | 219.56    | 216.3                                     | 2.5         | 329      | 224.5                                   | 10.7        | 649      | 213.81    |
| ESL           | 193.9                                     | -25.7       | 109      | 201.2                                   | -18.4       | 99       | 219.56    | 187.4                                     | -26.4       | 87       | 189.8                                   | -24.0       | 54       | 213.81    |
| SPED          | 200.8                                     | -18.8       | 214      | 209.5                                   | -10.1       | 250      | 219.56    | 199.8                                     | -14.0       | 156      | 208.9                                   | -4.9        | 139      | 213.81    |
| Female        | 213.0                                     | -6.6        | 533      | 222.5                                   | 2.9         | 1011     | 219.56    | 210.6                                     | -3.2        | 382      | 221.0                                   | 7.2         | 603      | 213.81    |
| Male          | 212.1                                     | -7.5        | 514      | 225.1                                   | 5.5         | 1019     | 219.56    | 208.1                                     | -5.7        | 378      | 219.4                                   | 5.6         | 529      | 213.81    |
| Non-binary    | N<11                                      | N<11        | 7        | 226.4                                   | 6.8         | 19       | 219.56    | N<11                                      | N<11        | 6        | 233.2                                   | 19.4        | 11       | 213.81    |

**Grade  
8**

| Student Group | Math                                      |             |          |   |             |          |           | Reading English                           |             |          |   |             |          |           |
|---------------|---|-------------|----------|---|-------------|----------|-----------|---|-------------|----------|---|-------------|----------|-----------|
|               | 6+ Grade Band                             |             |          |   |             |          | 2020 Norm | 6+ Grade Band                             |             |          |   |             |          | 2020 Norm |
|               | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           | District (2019-20) Not Testing in 2020-21 |             |          | Students Testing in 2019-20 and 2020-21 |             |          |           |
|               | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           | Mean RIT                                  | Δ from norm | # Tested | Mean RIT                                | Δ from norm | # Tested |           |
| Total         | 219.7                                     | -4.3        | 1351     | 230.8                                   | 6.8         | 1834     | 224.04    | 213.7                                     | -3.4        | 738      | 223.5                                   | 6.4         | 1100     | 217.09    |
| Asian         | 223.0                                     | -1.0        | 79       | 235.1                                   | 11.1        | 134      | 224.04    | 214.2                                     | -2.9        | 43       | 224.6                                   | 7.5         | 87       | 217.09    |
| Black         | 203.8                                     | -20.2       | 195      | 211.3                                   | -12.7       | 92       | 224.04    | 202.3                                     | -14.8       | 115      | 210.7                                   | -6.4        | 68       | 217.09    |
| Latinx        | 211.0                                     | -13.0       | 279      | 218.9                                   | -5.1        | 252      | 224.04    | 206.3                                     | -10.8       | 169      | 210.8                                   | -6.3        | 186      | 217.09    |
| Multi-racial  | 219.5                                     | -4.5        | 134      | 233.1                                   | 9.1         | 215      | 224.04    | 215.2                                     | -1.9        | 79       | 224.1                                   | 7.0         | 120      | 217.09    |
| Native Am     | N<11                                      | N<11        | 9        | N<11                                    | N<11        | 3        | 224.04    | N<11                                      | N<11        | 8        | N/A                                     | N<11        | 0        | 217.09    |
| Pac Isl       | 207.3                                     | -16.7       | 11       | N<11                                    | N<11        | 8        | 224.04    | N<11                                      | N<11        | 5        | N<11                                    | N<11        | 5        | 217.09    |
| White         | 228.3                                     | 4.3         | 644      | 234.2                                   | 10.2        | 1130     | 224.04    | 222.0                                     | 4.9         | 319      | 228.3                                   | 11.2        | 634      | 217.09    |
| ESL           | 198.0                                     | -26.0       | 101      | 205.5                                   | -18.5       | 79       | 224.04    | 191.4                                     | -25.7       | 64       | 192.6                                   | -24.5       | 53       | 217.09    |
| SPED          | 204.9                                     | -19.1       | 264      | 216.6                                   | -7.4        | 212      | 224.04    | 199.5                                     | -17.6       | 154      | 210.7                                   | -6.4        | 121      | 217.09    |
| Female        | 219.2                                     | -4.8        | 635      | 230.5                                   | 6.5         | 884      | 224.04    | 215.7                                     | -1.4        | 363      | 225.5                                   | 8.4         | 529      | 217.09    |
| Male          | 220.1                                     | -3.9        | 702      | 230.9                                   | 6.9         | 937      | 224.04    | 211.2                                     | -5.9        | 365      | 221.4                                   | 4.3         | 563      | 217.09    |
| Non-binary    | 222.4                                     | -1.6        | 14       | 239.5                                   | 15.5        | 13       | 224.04    | N<11                                      | N<11        | 10       | N<11                                    | N<11        | 8        | 217.09    |



## Appendix E – Math Performance

### Grade 3

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 195.4    | 3554     | 196.0    | -0.2        | 3529     | 197.2    | 1.0         | 2567     | 196.23    |
| Asian         | 198.2    | 225      | 195.6    | -0.6        | 194      | 194.9    | -1.3        | 180      | 196.23    |
| Black         | 181.4    | 293      | 182.6    | -13.6       | 269      | 184.1    | -12.1       | 172      | 196.23    |
| Latinx        | 187.3    | 580      | 187.9    | -8.3        | 581      | 188.7    | -7.5        | 379      | 196.23    |
| Multi-racial  | 195.6    | 397      | 196.8    | 0.6         | 435      | 198.5    | 2.3         | 319      | 196.23    |
| Native Am     | 186.9    | 17       | 189.2    | -7.0        | 24       | N<11     | N<11        | 8        | 196.23    |
| Pac Isl       | 183.6    | 29       | 184.3    | -11.9       | 25       | 187.7    | -8.5        | 19       | 196.23    |
| White         | 199.7    | 2013     | 200.3    | 4.1         | 2001     | 201.0    | 4.8         | 1490     | 196.23    |
| ESL           | 179.4    | 347      | 179.0    | -17.2       | 343      | 180.0    | -16.2       | 249      | 196.23    |
| SPED          | 185.9    | 663      | 187.5    | -8.7        | 683      | 192.0    | -4.2        | 360      | 196.23    |
| Female        | 194.4    | 1739     | 195.6    | -0.6        | 1747     | 196.1    | -0.1        | 1291     | 196.23    |
| Male          | 196.4    | 1804     | 196.4    | 0.2         | 1777     | 198.2    | 2.0         | 1271     | 196.23    |
| Non-binary    | 198.7    | 11       | N<11     | N<11        | 5        | N<11     | N<11        | 5        | 196.23    |

### Grade 4

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 206.1    | 3608     | 206.1    | 0.0         | 3513     | 205.9    | -0.2        | 2693     | 206.05    |
| Asian         | 207.5    | 225      | 208.9    | 2.8         | 230      | 207.0    | 0.9         | 161      | 206.05    |
| Black         | 190.9    | 348      | 191.2    | -14.9       | 288      | 190.9    | -15.2       | 189      | 206.05    |
| Latinx        | 196.2    | 559      | 197.9    | -8.2        | 585      | 196.6    | -9.5        | 416      | 206.05    |
| Multi-racial  | 208.2    | 399      | 206.5    | 0.4         | 396      | 206.8    | 0.8         | 339      | 206.05    |
| Native Am     | N<11     | 10       | 198.7    | -7.4        | 14       | N<11     | N<11        | 10       | 206.05    |
| Pac Isl       | 190.7    | 22       | 192.3    | -13.8       | 32       | 193.2    | -12.9       | 20       | 206.05    |
| White         | 211.1    | 2045     | 210.6    | 4.5         | 1968     | 210.1    | 4.0         | 1558     | 206.05    |
| ESL           | 187.1    | 323      | 188.3    | -17.8       | 299      | 187.7    | -18.4       | 211      | 206.05    |
| SPED          | 196.5    | 680      | 195.3    | -10.8       | 622      | 198.7    | -7.4        | 431      | 206.05    |
| Female        | 205.3    | 1765     | 204.7    | -1.4        | 1713     | 205.1    | -1.0        | 1367     | 206.05    |
| Male          | 207.0    | 1820     | 207.5    | 1.4         | 1787     | 206.7    | 0.6         | 1323     | 206.05    |
| Non-binary    | 208.7    | 23       | 205.2    | -0.9        | 13       | N<11     | N<11        | 3        | 206.05    |

### Grade 5

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 215.4    | 3608     | 214.8    | 0.1         | 3548     | 214.0    | -0.7        | 2721     | 214.70    |
| Asian         | 221.0    | 241      | 217.9    | 3.2         | 213      | 217.1    | 2.4         | 203      | 214.70    |
| Black         | 198.9    | 322      | 197.8    | -16.9       | 338      | 198.6    | -16.1       | 206      | 214.70    |
| Latinx        | 206.4    | 582      | 204.5    | -10.2       | 562      | 204.5    | -10.2       | 424      | 214.70    |
| Multi-racial  | 217.0    | 431      | 217.5    | 2.8         | 393      | 214.2    | -0.5        | 318      | 214.70    |
| Native Am     | 202.9    | 12       | 202.0    | -12.7       | 12       | N<11     | N<11        | 7        | 214.70    |
| Pac Isl       | 201.1    | 27       | 199.4    | -15.3       | 22       | 199.5    | -15.2       | 18       | 214.70    |
| White         | 219.9    | 1993     | 219.9    | 5.2         | 2008     | 218.3    | 3.6         | 1545     | 214.70    |
| ESL           | 193.0    | 262      | 194.2    | -20.5       | 290      | 194.5    | -20.2       | 208      | 214.70    |
| SPED          | 201.9    | 621      | 202.4    | -12.3       | 627      | 202.9    | -11.8       | 384      | 214.70    |
| Female        | 214.9    | 1791     | 213.6    | -1.1        | 1743     | 212.5    | -2.2        | 1311     | 214.70    |
| Male          | 215.8    | 1794     | 215.9    | 1.2         | 1778     | 215.4    | 0.7         | 1403     | 214.70    |
| Non-binary    | 216.7    | 23       | 219.1    | 4.4         | 27       | N<11     | N<11        | 7        | 214.70    |

### Grade 6

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 219.9    | 3453     | 219.9    | 0.3         | 3386     | 220.2    | 0.6         | 2247     | 219.56    |
| Asian         | 225.2    | 241      | 224.8    | 5.2         | 227      | 222.2    | 2.6         | 138      | 219.56    |
| Black         | 201.3    | 307      | 202.7    | -16.9       | 291      | 201.0    | -18.6       | 139      | 219.56    |
| Latinx        | 209.6    | 585      | 210.8    | -8.8        | 550      | 211.3    | -8.3        | 306      | 219.56    |
| Multi-racial  | 221.4    | 373      | 221.0    | 1.4         | 414      | 222.1    | 2.5         | 264      | 219.56    |
| Native Am     | 206.9    | 15       | 205.5    | -14.1       | 11       | N<11     | N<11        | 5        | 219.56    |
| Pac Isl       | 209.6    | 19       | 205.7    | -13.9       | 27       | 207.5    | -12.1       | 12       | 219.56    |
| White         | 225.2    | 1913     | 224.6    | 5.0         | 1866     | 223.7    | 4.1         | 1383     | 219.56    |
| ESL           | 198.7    | 237      | 198.1    | -21.5       | 225      | 199.6    | -20.0       | 112      | 219.56    |
| SPED          | 207.0    | 541      | 205.5    | -14.1       | 508      | 210.0    | -9.6        | 300      | 219.56    |
| Female        | 219.4    | 1650     | 219.2    | -0.4        | 1678     | 219.0    | -0.6        | 1097     | 219.56    |
| Male          | 220.2    | 1776     | 220.5    | 0.9         | 1682     | 221.3    | 1.7         | 1133     | 219.56    |
| Non-binary    | 226.5    | 27       | 223.4    | 3.8         | 26       | 218.2    | -1.4        | 17       | 219.56    |

**Grade 7**

| Student Group | 2018-19  |          | 2019-20  |                    |          | 2020-21  |                    |          | 2020 Norm |
|---------------|----------|----------|----------|--------------------|----------|----------|--------------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | $\Delta$ from norm | # Tested | Mean RIT | $\Delta$ from norm | # Tested |           |
| Total         | 227.7    | 3069     | 226.0    | 2.0                | 3383     | 228.1    | 4.1                | 2237     | 224.04    |
| Asian         | 231.5    | 228      | 230.5    | 6.5                | 230      | 233.5    | 9.5                | 168      | 224.04    |
| Black         | 207.6    | 207      | 206.2    | -17.8              | 301      | 211.2    | -12.8              | 129      | 224.04    |
| Latinx        | 216.2    | 527      | 214.8    | -9.2               | 556      | 218.3    | -5.7               | 297      | 224.04    |
| Multi-racial  | 227.4    | 375      | 227.7    | 3.7                | 366      | 230.7    | 6.7                | 286      | 224.04    |
| Native Am     | 214.3    | 19       | 208.0    | -16.0              | 17       | N<11     | N<11               | 3        | 224.04    |
| Pac Isl       | 210.9    | 21       | 213.6    | -10.4              | 19       | 215.1    | -8.9               | 14       | 224.04    |
| White         | 233.7    | 1692     | 231.8    | 7.8                | 1894     | 230.9    | 6.9                | 1340     | 224.04    |
| ESL           | 200.8    | 192      | 201.8    | -22.2              | 191      | 202.7    | -21.3              | 100      | 224.04    |
| SPED          | 210.8    | 420      | 210.1    | -13.9              | 507      | 212.7    | -11.3              | 259      | 224.04    |
| Female        | 227.4    | 1447     | 225.7    | 1.7                | 1612     | 227.8    | 3.8                | 1105     | 224.04    |
| Male          | 227.9    | 1604     | 226.2    | 2.2                | 1741     | 228.4    | 4.4                | 1111     | 224.04    |
| Non-binary    | 232.4    | 18       | 229.2    | 5.2                | 30       | 228.2    | 4.2                | 21       | 224.04    |

**Grade 8**

| Student Group | 2018-19  |          | 2019-20  |                    |          | 2020-21  |                    |          | 2020 Norm |
|---------------|----------|----------|----------|--------------------|----------|----------|--------------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | $\Delta$ from norm | # Tested | Mean RIT | $\Delta$ from norm | # Tested |           |
| Total         | 233.5    | 3001     | 233.4    | 5.3                | 3069     | 235.8    | 7.7                | 1994     | 228.12    |
| Asian         | 236.7    | 210      | 237.3    | 9.2                | 224      | 243.3    | 15.2               | 145      | 228.12    |
| Black         | 212.3    | 244      | 211.4    | -16.7              | 253      | 215.9    | -12.2              | 106      | 228.12    |
| Latinx        | 222.0    | 518      | 221.1    | -7.0               | 514      | 224.6    | -3.5               | 277      | 228.12    |
| Multi-racial  | 234.5    | 331      | 233.2    | 5.1                | 354      | 237.7    | 9.6                | 234      | 228.12    |
| Native Am     | 225.5    | 16       | 218.2    | -9.9               | 16       | N<11     | N<11               | 3        | 228.12    |
| Pac Isl       | 221.4    | 26       | 217.1    | -11.0              | 21       | N<11     | N<11               | 9        | 228.12    |
| White         | 239.9    | 1656     | 240.4    | 12.3               | 1687     | 239.0    | 10.9               | 1220     | 228.12    |
| ESL           | 204.3    | 192      | 203.4    | -24.7              | 189      | 211.6    | -16.5              | 82       | 228.12    |
| SPED          | 213.9    | 389      | 214.5    | -13.6              | 414      | 219.0    | -9.1               | 216      | 228.12    |
| Female        | 233.1    | 1415     | 232.7    | 4.6                | 1449     | 236.1    | 8.0                | 957      | 228.12    |
| Male          | 233.8    | 1565     | 234.1    | 6.0                | 1603     | 235.4    | 7.3                | 1022     | 228.12    |
| Non-binary    | 245.7    | 21       | 240.7    | 12.6               | 17       | 241.1    | 13.0               | 15       | 228.12    |

## Appendix F – Reading Performance

### Grade 3 - ENGLISH

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 196.8    | 1809     | 199.0    | 5.1         | 2331     | 201.3    | 7.4         | 2428     | 193.90    |
| Asian         | 194.0    | 110      | 194.1    | 0.2         | 118      | 192.1    | -1.8        | 180      | 193.90    |
| Black         | 181.0    | 185      | 182.5    | -11.4       | 181      | 185.0    | -8.9        | 166      | 193.90    |
| Latinx        | 186.6    | 252      | 188.7    | -5.2        | 348      | 193.3    | -0.6        | 288      | 193.90    |
| Multi-racial  | 198.3    | 219      | 198.3    | 4.4         | 309      | 201.2    | 7.3         | 322      | 193.90    |
| Native Am     | N<11     | 9        | 191.2    | -2.7        | 19       | N<11     | N<11        | 7        | 193.90    |
| Pac Isl       | 188.6    | 19       | 183.7    | -10.2       | 15       | 188.8    | -5.1        | 20       | 193.90    |
| White         | 202.5    | 1015     | 204.7    | 10.8        | 1341     | 206.1    | 12.2        | 1445     | 193.90    |
| ESL           | 173.2    | 162      | 175.9    | -18.0       | 194      | 178.3    | -15.6       | 192      | 193.90    |
| SPED          | 187.6    | 345      | 190.9    | -3.0        | 460      | 195.0    | 1.1         | 343      | 193.90    |
| Female        | 197.5    | 891      | 201.7    | 7.8         | 1139     | 202.6    | 8.7         | 1217     | 193.90    |
| Male          | 196.0    | 909      | 196.3    | 2.4         | 1188     | 199.9    | 6.0         | 1206     | 193.90    |
| Non-binary    | N<11     | 9        | N<11     | N<11        | 4        | N<11     | N<11        | 5        | 193.90    |

### Grade 4 - ENGLISH

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 205.2    | 1791     | 206.8    | 4.3         | 2349     | 207.7    | 5.2         | 2605     | 202.50    |
| Asian         | 200.1    | 105      | 206.0    | 3.5         | 145      | 201.5    | -1.0        | 162      | 202.50    |
| Black         | 189.8    | 231      | 191.0    | -11.5       | 208      | 192.1    | -10.4       | 187      | 202.50    |
| Latinx        | 194.1    | 254      | 198.2    | -4.3        | 370      | 197.8    | -4.7        | 349      | 202.50    |
| Multi-racial  | 205.4    | 211      | 207.5    | 5.0         | 280      | 207.8    | 5.3         | 338      | 202.50    |
| Native Am     | N<11     | 6        | N<11     | N<11        | 9        | N<11     | N<11        | 10       | 202.50    |
| Pac Isl       | 197.0    | 11       | 194.1    | -8.4        | 22       | 187.4    | -15.1       | 19       | 202.50    |
| White         | 212.4    | 973      | 211.9    | 9.4         | 1315     | 212.8    | 10.3        | 1540     | 202.50    |
| ESL           | 181.6    | 142      | 183.0    | -19.5       | 165      | 183.4    | -19.1       | 183      | 202.50    |
| SPED          | 196.1    | 345      | 197.5    | -5.0        | 413      | 201.0    | -1.5        | 418      | 202.50    |
| Female        | 206.4    | 901      | 207.4    | 4.9         | 1157     | 209.5    | 7.0         | 1333     | 202.50    |
| Male          | 203.9    | 883      | 206.1    | 3.6         | 1184     | 205.8    | 3.3         | 1269     | 202.50    |
| Non-binary    | N<11     | 7        | N<11     | N<11        | 8        | N<11     | N<11        | 3        | 202.50    |

**Grade 5 - ENGLISH**

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 212.6    | 1734     | 212.5    | 3.4         | 2534     | 213.4    | 4.3         | 2585     | 209.12    |
| Asian         | 212.2    | 102      | 211.8    | 2.7         | 137      | 210.4    | 1.3         | 204      | 209.12    |
| Black         | 197.5    | 189      | 197.0    | -12.1       | 272      | 200.0    | -9.1        | 189      | 209.12    |
| Latinx        | 204.7    | 256      | 202.1    | -7.0        | 373      | 205.5    | -3.6        | 343      | 209.12    |
| Multi-racial  | 215.0    | 224      | 214.5    | 5.4         | 295      | 213.4    | 4.3         | 305      | 209.12    |
| Native Am     | N<11     | 6        | N<11     | N<11        | 10       | N<11     | N<11        | 7        | 209.12    |
| Pac Isl       | 200.8    | 14       | 199.6    | -9.5        | 11       | 203.2    | -5.9        | 15       | 209.12    |
| White         | 217.5    | 943      | 218.0    | 8.9         | 1436     | 217.4    | 8.3         | 1522     | 209.12    |
| ESL           | 189.2    | 114      | 188.5    | -20.6       | 180      | 191.5    | -17.6       | 171      | 209.12    |
| SPED          | 201.9    | 313      | 201.7    | -7.4        | 434      | 203.9    | -5.2        | 368      | 209.12    |
| Female        | 213.9    | 891      | 213.7    | 4.6         | 1242     | 214.4    | 5.3         | 1239     | 209.12    |
| Male          | 211.1    | 830      | 211.3    | 2.2         | 1281     | 212.4    | 3.3         | 1337     | 209.12    |
| Non-binary    | 220.4    | 13       | 220.0    | 10.9        | 11       | N<11     | N<11        | 9        | 209.12    |

**Grade 6 - ENGLISH**

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 214.5    | 1316     | 215.9    | 2.1         | 2065     | 220.0    | 6.2         | 2087     | 213.81    |
| Asian         | 216.3    | 78       | 215.8    | 2.0         | 147      | 216.4    | 2.6         | 129      | 213.81    |
| Black         | 201.3    | 159      | 203.2    | -10.6       | 185      | 204.3    | -9.5        | 137      | 213.81    |
| Latinx        | 204.1    | 289      | 206.4    | -7.4        | 382      | 209.7    | -4.1        | 264      | 213.81    |
| Multi-racial  | 214.2    | 136      | 217.1    | 3.3         | 244      | 221.5    | 7.7         | 234      | 213.81    |
| Native Am     | N<11     | 5        | N<11     | N<11        | 8        | N<11     | N<11        | 4        | 213.81    |
| Pac Isl       | N<11     | 9        | 204.7    | -9.1        | 21       | 206.8    | -7.0        | 12       | 213.81    |
| White         | 222.6    | 640      | 221.4    | 7.6         | 1078     | 224.0    | 10.2        | 1307     | 213.81    |
| ESL           | 188.8    | 113      | 190.1    | -23.7       | 164      | 192.4    | -21.4       | 99       | 213.81    |
| SPED          | 201.9    | 232      | 205.4    | -8.4        | 333      | 209.1    | -4.7        | 291      | 213.81    |
| Female        | 216.6    | 640      | 217.1    | 3.3         | 1056     | 221.5    | 7.7         | 1020     | 213.81    |
| Male          | 212.3    | 664      | 214.4    | 0.6         | 992      | 218.6    | 4.8         | 1051     | 213.81    |
| Non-binary    | 223.2    | 12       | 227.8    | 14.0        | 17       | 218.5    | 4.7         | 16       | 213.81    |

### Grade 7 - ENGLISH

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 219.3    | 1257     | 219.4    | 2.3         | 1969     | 224.2    | 7.1         | 2114     | 217.09    |
| Asian         | 219.4    | 72       | 220.5    | 3.4         | 140      | 224.6    | 7.5         | 159      | 217.09    |
| Black         | 205.6    | 131      | 205.7    | -11.4       | 193      | 208.5    | -8.6        | 107      | 217.09    |
| Latinx        | 208.6    | 262      | 208.9    | -8.2        | 372      | 215.0    | -2.1        | 266      | 217.09    |
| Multi-racial  | 220.8    | 158      | 220.6    | 3.5         | 212      | 226.3    | 9.2         | 281      | 217.09    |
| Native Am     | 201.9    | 11       | 203.9    | -13.2       | 12       | N<11     | N<11        | 2        | 217.09    |
| Pac Isl       | 205.1    | 12       | N<11     | N<11        | 10       | 215.1    | -2.0        | 13       | 217.09    |
| White         | 267.0    | 611      | 225.7    | 8.6         | 1030     | 227.0    | 9.9         | 1286     | 217.09    |
| ESL           | 192.6    | 96       | 192.5    | -24.6       | 131      | 199.1    | -18.0       | 85       | 217.09    |
| SPED          | 206.8    | 197      | 206.8    | -10.3       | 317      | 210.8    | -6.3        | 239      | 217.09    |
| Female        | 221.2    | 601      | 221.4    | 4.3         | 950      | 225.9    | 8.8         | 1069     | 217.09    |
| Male          | 217.3    | 645      | 217.3    | 0.2         | 999      | 222.3    | 5.2         | 1025     | 217.09    |
| Non-binary    | 235.3    | 11       | 230.4    | 13.3        | 20       | 231.4    | 14.3        | 20       | 217.09    |

### Grade 8 - ENGLISH

| Student Group | 2018-19  |          | 2019-20  |             |          | 2020-21  |             |          | 2020 Norm |
|---------------|----------|----------|----------|-------------|----------|----------|-------------|----------|-----------|
|               | Mean RIT | # Tested | Mean RIT | Δ from norm | # Tested | Mean RIT | Δ from norm | # Tested |           |
| Total         | 222.8    | 1196     | 223.8    | 3.3         | 1830     | 227.7    | 7.2         | 2143     | 220.52    |
| Asian         | 224.5    | 69       | 222.3    | 1.8         | 132      | 228.9    | 8.4         | 157      | 220.52    |
| Black         | 208.9    | 125      | 208.9    | -11.6       | 169      | 210.0    | -10.5       | 112      | 220.52    |
| Latinx        | 211.3    | 273      | 212.5    | -8.0        | 342      | 218.4    | -2.1        | 306      | 220.52    |
| Multi-racial  | 223.9    | 128      | 226.4    | 5.9         | 205      | 228.8    | 8.3         | 243      | 220.52    |
| Native Am     | N<11     | 9        | N<11     | N<11        | 9        | N<11     | N<11        | 2        | 220.52    |
| Pac Isl       | 211.1    | 15       | 212.9    | -7.6        | 16       | N<11     | N<11        | 8        | 220.52    |
| White         | 231.3    | 577      | 230.4    | 9.9         | 957      | 231.1    | 10.6        | 1315     | 220.52    |
| ESL           | 195.6    | 109      | 194.8    | -25.7       | 131      | 199.4    | -21.1       | 84       | 220.52    |
| SPED          | 209.2    | 172      | 209.9    | -10.6       | 266      | 212.9    | -7.6        | 225      | 220.52    |
| Female        | 224.2    | 574      | 225.1    | 4.6         | 879      | 230.0    | 9.5         | 1021     | 220.52    |
| Male          | 221.0    | 609      | 222.4    | 1.9         | 940      | 225.4    | 4.9         | 1105     | 220.52    |
| Non-binary    | 240.7    | 13       | 235.4    | 14.9        | 11       | 239.9    | 19.4        | 17       | 220.52    |

## Appendix G – Family Letter



PORTLAND PUBLIC SCHOOLS  
System Planning and Performance Department  
501 North Dixon Street • Portland, OR 97227  
www.pps.net

To the Parent/Guardian of

Dear PPS Parent/Guardian:

We hope you and your student are doing well. This has been a challenging year with many changing components. We want to thank you for your continuing partnership in your student's education.

We are reaching out to you to give you an update on your student's progress results from the NWEA Measures of Academic Progress (MAP) testing.

**What is MAP testing?**

The MAP tests are used to measure a student's growth in Mathematics and Reading. PPS students in grades 3-8 participate in the NWEA MAP testing three times each year as part of their language arts and math instruction.

This year, due to the pandemic and distance learning adjustments to instruction, we did not conduct the MAP tests in the fall. Many students, including your student, did participate in remote MAP tests in February or March.

Your student's most recent MAP scores are:

|                   | Score          | Percentile*    | Met Expected Growth** |
|-------------------|----------------|----------------|-----------------------|
| Reading           | 215            | 38             | Yes                   |
| Math              | 196            | 5              | No                    |
| Reading (Spanish) | Not applicable | Not applicable | Not applicable        |

*\*Growth and Percentile are based on how students performed prior to the pandemic. The percentile shows that your student performed as well as or better than this percent of students nationally prior to the pandemic.*

*\*\*Students have a growth target based on their test score from winter 2020. The "Met Expected Growth" column shows whether students met that target. If your student didn't participate in the MAP test or in a specific subject area in 2020, that column will indicate: "Not applicable".*

PPS uses the MAP tests scores in combination with many other pieces of information to evaluate students. PPS is not using this data for high stakes decisions for students. However, these scores are relevant for you as a parent/guardian to have an idea of your student's growth in the areas tested. We know that the pandemic has had an impact, but we thought it was important for you to have this information.

**Want to learn more about NWEA MAP tests?**

We are including the NWEA's MAP resources webpage where you can learn more about it: <https://nwea.org/familytoolkit>

If you have questions about your student's scores please contact their teacher.

Thank you,  
System Planning and Performance