



Board Agenda Item #	Agenda # III B
Date:	October 13, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Academic Board Report

Proposed Board Recommendation  
Information Only, no actions needed

Background

August through September 2016 all Magnolia Public Schools administrated the Measures of Academic Performance (MAP) assessment. MPS administration teams use the results of the MAP to inform intervention and accelerated paths for students, align on going professional development for teachers and to support broader academic goals.

The NWEA MAP is aligned with: California State Standards, Smarter Balanced Assessment Consortia, ACT and the California High School Exit Exam. For the purpose of this data, we are focusing on the link between MAP, ACT and SBAC. Excerpts of the linking studies are below:

**ACT**

Generally, the study finds that middle school students are likely to be college ready if they performed between the 70th to 84th percentiles in mathematics or between the 66th to 75th percentiles in reading. Results also suggest, according to the 2015 achievement norms for MAP, that college readiness benchmarks are more stringent the closer it is to graduation from high school. It is important to stress that the estimated MAP benchmarks are anchored on the ACT score of 24, for both reading and mathematics, a benchmark recommended for use with NWEA partners. This benchmark, which takes into consideration the college admissions profile of enrolled students in major state universities across the country, is more stringent than the widely-circulated ACT college readiness benchmark of 22. For the less stringent ACT = 22 benchmark, middle school students are likely to be college ready if they performed between the 61st to 76th percentiles in mathematics or between the 59th to 69th percentiles in reading on MAP. The [2015 Measures of Academic Progress Comparative Data to Inform Instructional Decisions](#) document now also incorporates multiple college and career readiness benchmarks for goal setting.

**Reading**

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
MSA San Diego	415	212	51.1%	38	9.2%	165	39.8%
MSA Santa Ana	287	196	68.3%	25	8.7%	66	23.0%
MSA-1 Reseda	396	287	72.5%	34	8.6%	75	18.9%
MSA-2 Valley	370	298	80.5%	22	5.9%	50	13.5%
MSA-3 Carson	318	243	76.4%	23	7.2%	52	16.4%
MSA-4 Venice	1	1	100.0%	0	0.0%	0	0.0%
MSA-5 Hollywood	174	141	81.0%	13	7.5%	20	11.5%
MSA-6 Palms	170	134	78.8%	15	8.8%	21	12.4%
MSA-7 Van Nuys	55	33	60.0%	7	12.7%	15	27.3%
MSA-8 Bell	497	368	74.0%	32	6.4%	97	19.5%
<b>Total</b>	<b>2683</b>	<b>1913</b>	<b>71.3%</b>	<b>209</b>	<b>7.8%</b>	<b>561</b>	<b>20.9%</b>



## Mathematics

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
MSA San Diego	420	236	56.2%	55	13.1%	129	30.7%
MSA Santa Ana	302	230	76.2%	23	7.6%	49	16.2%
MSA-1 Reseda	398	318	79.9%	39	9.8%	41	10.3%
MSA-2 Valley	372	329	88.4%	21	5.6%	22	5.9%
MSA-3 Carson	303	280	92.4%	11	3.6%	12	4.0%
MSA-4 Venice	135	122	90.4%	9	6.7%	4	3.0%
MSA-5 Hollywood	172	165	95.9%	1	0.6%	6	3.5%
MSA-6 Palms	174	157	90.2%	10	5.7%	7	4.0%
MSA-7 Van Nuys	55	37	67.3%	5	9.1%	13	23.6%
MSA-8 Bell	500	431	86.2%	36	7.2%	33	6.6%
<b>Total</b>	<b>2831</b>	<b>2305</b>	<b>81.4%</b>	<b>210</b>	<b>7.4%</b>	<b>316</b>	<b>11.2%</b>

### Smarter Balanced Assessment Alignment linked study:

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

### Concordance between MAP RIT scores and Smarter Balanced cut scores

Subject	Grade	Smarter Balanced				MAP RIT			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
ELA	3	2114–2366	2367–2431	2432–2489	2490–2623	100–190	191–201	202–210	211–350
	4	2131–2415	2416–2472	2473–2532	2533–2663	100–199	200–208	209–216	217–350
	5	2201–2441	2442–2501	2502–2581	2582–2701	100–203	204–213	214–224	225–350
	6	2210–2456	2457–2530	2531–2617	2618–2724	100–205	206–217	218–230	231–350
	7	2258–2478	2479–2551	2552–2648	2649–2745	100–209	210–221	222–234	235–350
	8	2288–2486	2487–2566	2567–2667	2668–2769	100–211	212–224	225–238	239–350
Math	3	2189–2380	2381–2435	2436–2500	2501–2621	100–193	194–203	204–214	215–350
	4	2204–2410	2411–2484	2485–2548	2549–2659	100–201	202–216	217–228	229–350
	5	2219–2454	2455–2527	2528–2578	2579–2700	100–213	214–228	229–237	238–350
	6	2235–2472	2473–2551	2552–2609	2610–2748	100–216	217–229	230–239	240–350
	7	2250–2483	2484–2566	2567–2634	2635–2778	100–220	221–234	235–245	246–350
	8	2265–2503	2504–2585	2586–2652	2653–2802	100–227	228–241	242–251	252–350

Please note that the fall administration is used as a diagnostic rather than an immediate predictor of student performance on the ACT and 2017 SBAC.

## 2016 MPS FALL MAP DATA

### Reading

School	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
MSA San Diego	415	65	15.7%	116	28.0%	169	40.7%	65	15.7%
MSA Santa Ana	318	112	35.2%	97	30.5%	84	26.4%	25	7.9%
MSA-1 Reseda	248	67	27.0%	103	41.5%	68	27.4%	10	4.0%
MSA-2 Valley	274	78	28.5%	123	44.9%	62	22.6%	11	4.0%
MSA-3 Carson	234	72	30.8%	102	43.6%	55	23.5%	5	2.1%
MSA-5 Hollywood	159	72	45.3%	54	34.0%	33	20.8%	0	0.0%
MSA-6 Palms	170	60	35.3%	65	38.2%	42	24.7%	3	1.8%
MSA-7 Van Nuys	190	69	36.3%	55	28.9%	47	24.7%	19	10.0%
MSA-8 Bell	497	136	27.4%	200	40.2%	147	29.6%	14	2.8%
<b>Total</b>	<b>2505</b>	<b>731</b>	<b>29.2%</b>	<b>915</b>	<b>36.5%</b>	<b>707</b>	<b>28.2%</b>	<b>152</b>	<b>6.1%</b>

Math

School	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
MSA San Diego	420	84	20.0%	137	32.6%	104	24.8%	95	22.6%
MSA Santa Ana	329	124	37.7%	107	32.5%	66	20.1%	32	9.7%
MSA-1 Reseda	248	93	37.5%	99	39.9%	43	17.3%	13	5.2%
MSA-2 Valley	275	138	50.2%	95	34.5%	34	12.4%	8	2.9%
MSA-3 Carson	229	137	59.8%	73	31.9%	15	6.6%	4	1.7%
MSA-4 Venice	70	48	68.6%	14	20.0%	8	11.4%	0	0.0%
MSA-5 Hollywood	158	110	69.6%	39	24.7%	5	3.2%	4	2.5%
MSA-6 Palms	174	88	50.6%	65	37.4%	16	9.2%	5	2.9%
MSA-7 Van Nuys	190	45	23.7%	84	44.2%	49	25.8%	12	6.3%
MSA-8 Bell	500	255	51.0%	160	32.0%	64	12.8%	21	4.2%
<b>Total</b>	<b>2593</b>	<b>1122</b>	<b>43.3%</b>	<b>873</b>	<b>33.7%</b>	<b>404</b>	<b>15.6%</b>	<b>194</b>	<b>7.5%</b>

Steps Taken to support the schools with student achievement

- Principals submitted Strategic, Measurable, Attainable and Time bound goals based on ELA and MATH Strands
- Tuesday/Thursday- members from the academic team will: conduct classroom walk through, share feedback with admin team and provide tools/resources
- An Accountability Google Doc is reviewed weekly to ensure schools are in compliance as it pertains to the educational outcomes in our charter and that admin teams are meeting important academic goals/milestones
- Early release PD- Admin teams discuss and review data
- MPS wide professional development sessions: core curriculum, best practices, STEAM, and addresses our pillars of connection, academic excellence and innovation
- Monitor the progress of student growth through our data cycle
- Monitor the growth of our Special Populations: EL, GATE, SPED and FRL
- Communicate updates and resources through our weekly newsletter
- Provide support to college advisers- support seniors with crafting unique personal statements, finding right match colleges and developing a concrete plan to support students to and through college



## Tentative Agenda for the MPS Wide Fall Teacher Symposium

**Date:** October 21, 2016

**Location:** MSA 8-Bell

**Time:** 9:00am-3:00pm

### **Session Norms:**

Begin and End of Time

Assume the best intent

Low tech, High Engagement

### **Symposium Outcomes:**

- Foster peer collaboration and good will across MPS
- Participant in relevant, meaningful and practical professional development
- Gain and implement best practices as an MPS employee

### **Agenda**

8:00am-8:30am- Breakfast

8:30am-9:00am-Welcoming, Dr. Young

9:00am-10:00am-Keynote Dr. Gorke

10:00am-12:00pm-Session One

12:00pm-1:00pm-Lunch-Eat up and Meet up

1:00pm-3:00pm-Session Two

### **Session Offerings:**

1. Project based learning across the Disciplines
2. Implementing Design Thinking
3. Sport Up
4. UCLA Curtis Institute for Secondary Math Teachers
5. Crafting a Personal Statement
6. Arts for All Coaching
7. Academic Intervention
8. Study Sync Implementation
9. Aleks Curriculum-Mc Graw Hill
10. I Science Curriculum Overview-McGraw Hill
11. Paycom implementation
12. Descalation and Behavior management
13. Universal Design
14. Blended Learning using the Google Classroom
15. CHATS Framework
16. Office managers meeting
17. Wallis Annenberg Center with the Department of Education on Arts Integration
18. Wonders curriculum training for elementary teachers
19. AP trainings