

How to Meet OSPI Documentation Guidelines for Learning Assistance Program (LAP) Students using MAP scores.

Beginning in the 2014-15 school year, school districts must document the amount of academic growth gained by students participating in the Learning Assistance Program (LAP), and to provide annual entrance and exit data for all participating students. These data are submitted to the Office of the Superintendent of Public Instruction (OSPI) using the state's Comprehensive Education Data and Research System (CEDARS). OSPI has provided a User's Guide that provides instructions for entering these data, which can be downloaded from the state website [here](#).

The required data points outlined within that document include the following:

- Starting Score
- Grade Level of Starting Score
- Date of Starting Score
- End Score
- Grade Level of End Score
- Date of End Score

In addition to these six points, the number of "months of growth" made by the student must be provided, based on the changes between the starting scores and final scores on the assessment. For example, if the student had a starting score on an assessment indicating that he/she was precisely at fifth grade level, and an ending score indicating performance precisely at sixth grade level, then that student would have demonstrated 1 years' worth of growth (or 10 months, assuming that students receive approximately 10 months of instruction in a typical school year).


MAP assessment data can be used to fulfill these reporting requirements, despite the fact that no simple, single relationship between MAP RIT scores and "months of instruction" exists. Just as physical growth is not constant for all kids and all ages, changes in MAP scores are not the same for all students across all grades, either. However, the MAP assessment offers very robust growth norms that consider a student's grade and initial ability to provide an estimate of how much growth typically occurs within a school year. All students using MAP assessments receive a normative growth goal associated with their starting scores, and this value may serve as an estimate of how much growth "should" occur within a school year.

Where to find the necessary data points

Fortunately, many of the data points required for LAP reporting are contained within one of the standard reports available to all schools using MAP assessments. This report is called the Achievement Status and Growth Summary (or ASG) Report, and it provides observed student scores at Start and End, the amount of growth produced by that student, and the normative growth goal for that student. These values can be used to compute the "number of months" value required by OSPI. An example of an ASG report is shown in Figure 1.

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Figure 1: Fall-to-Spring Achievement Status and Growth (ASG) Summary Report.

Achievement Status and Growth (ASG) Summary Report													
		File: Jace 4th Grade Homeroom						Term Rostered: Fall 2010 – Spring 2011 Term Tested: Fall 2010 – Spring 2011 District: NWEA District 3 School: St. Helens Elementary School Grouping: None Small Group Display: No Growth Measured From: Fall 2010 – Spring 2011					
Language Usage													
Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	Growth Std Err	SP11 Growth Projection	SP11 Projected RIT	Growth Projection Met	Growth Index
SFo6000494	Barner, Blayne E.	4	4/28/11	S/G	227	3.1	238	3.0	4.3	4	231	Yes	7
SFo6000270	Blatnik, Caolynn N.	4	4/28/11	S/G	211	3.0	223	3.0	4.2	6	217	Yes	6
SFo6000262	Cymbola, Diamonte E.	4	4/28/11	S/G	159	3.0	163	3.2	4.4	11	170	No	-7
SFo6000287	Greenia, Qyenten N.	4	4/28/11	S/G	199	3.0	207	3.0	4.2	7	206	Yes	1
SFo7001857	Grunenberger, Addryn N.	4	4/28/11	S/G	202	3.0	217	3.0	4.2	6	208	Yes	9
SFo6000399	Hancheck, Benjamin N.	4	4/28/11	S/G	195	3.0	196	2.9	4.2	7	202	No	-6
SW07001457	Lagers, Kimbra A.	4	4/28/11	S/G	170	3.0	179	3.0	4.2	10	180	No	-1
SFo6000156	Lensch, Marlin N.	4	4/28/11	S/G	208	3.1	226	2.9	4.2	6	214	Yes	12
SFo7001662	Niemela, Yona Michelle E.	4	4/28/11	S/G	212	2.9	217	3.0	4.2	5	217	Yes	0
So8000037	Polese, Harrison N.	4	4/28/11	S/G	180	3.1	184	3.0	4.3	9	189	No	-5
SFo6000269	Quartaro, Alexander R.	4	4/28/11	S/G	204	3.0	214	3.1	4.3	6	210	Yes	4
Fo8000186	Slamka, Nikkita A.	4	4/28/11	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
Fo8000225	Smoroske, Vassa A.	4	4/28/11	S/G	207	3.0	221	3.1	4.3	6	213	Yes	8
SFo6000301	Sullenberger, Cordel L.	4	4/28/11	S/G	194	3.0	197	2.9	4.2	7	201	No	-4
Subject Summary:		Count of Students with Valid Beginning and Ending Term Scores										14	
Language Usage:		Count of Students who Met or Exceeded their Projected RIT										8	
		Percentage of Students who Met or Exceeded their Projected RIT										57.1%	
		Overall Percentage of Projected RIT Met or Exceeded										122.4%	
		Count of Students with VALID Spring 2011 Test Scores										14	
		Spring 2011 Mean RIT										205.6	
		Spring 2011 Median RIT										210.5	
		Spring 2011 Standard Deviation										20.69	

Schools may select an ASG report that encompasses growth from fall-to-spring, one that shows growth from fall-to-fall, or one that reports growth from spring-to-spring. When using the fall-to-fall or spring-to-spring report, the methods for computing months of growth are the same, since the duration of time that occurred between the “Time 1” and “Time 2” was one year. In the case of the fall-to-spring ASG report, the amount of time that occurred between Times 1 and 2 was less than a full year.

Consequently, the method used to compute “months of growth” differs slightly when using a fall-to-spring ASG report; however, the necessary steps for all three will be outlined in the next section.

The ASG report provides a list of students, their currently enrolled grades, their most recent MAP score and the date on which that assessment took place. It also provides the prior MAP score, the normative growth goal associated with the student’s prior MAP score and grade, and whether the observed change in score between the prior and current scores met/exceeded (Yes) or was less than (No) normative growth.

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The required points of information not included within the ASG report are the date of the starting score and the enrolled grade associated with the starting score. In most cases, the enrolled grade associated with the starting score will be one less than the current enrolled grade if using a fall-to-fall or spring-to-spring ASG report, since that MAP assessment took place during the prior school year. When using a fall-to-spring ASG report, the enrolled grade associated with the starting score will be the same, since both scores were observed within the same school year. The date of the starting score will need to be found using other searches provided within the MAP reporting system.

How to Compute “Months of Growth”

The computation of “months of growth” will make use of the normative growth goal provided within the ASG report, based on each student’s observed starting score and enrolled grade. However, the fall-to-fall and spring-to-spring growth norms assume that the test dates associated with starting and ending scores were a full year apart, whereas the fall-to-spring growth norms assume approximately six months have elapsed. This will impact how the “months of growth” metric is computed, so it is important to note on the top of the ASG report whether the particular ASG is a fall-to-fall, spring-to-spring, or fall-to-spring report.

Fall-to-Fall and Spring-to-Spring ASG Reports

Both the fall-to-fall and spring-to-spring ASG reports assume that a full year (or 10 months of instruction) has elapsed between Times 1 and 2. When using one of these two ASG reports, one simply computes the difference between the end score and beginning scores, then divides that difference by the normative growth goal. For example, if the change in scores was 8 and the projected growth was 10, then that student achieved 80% of her/his respective growth goal. 80% of 10 months’ worth of instruction is 8 months. If the observed growth was 6 points and the projected growth was 8, then that student would have achieved $6/8 = 75\%$ of his/her growth goal. 75% of 10 months would be 7.5 months.

Because the CEDARS data entry system currently only accepts month values of 1 through 9 or 10+, this means that whenever the ASG Report indicated that a student met/exceeded the growth projection, one can enter “10+” within the CEDARS system. In other words, no calculations are required when the student’s observed growth met/exceeded the growth projection. If the ASG report indicates that the student did not meet her/his growth projection, then the calculation above from the preceding paragraph is required. For growth less than the growth projection, round the months to the nearest integer prior to entry into CEDARS.

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Fall-to-Spring ASG Reports

When using a fall-to-spring ASG report, the growth projection assumes that roughly 6 months have elapsed between the two assessments. This will be noted within the CEDARS system because the enrolled grade associated with the starting and ending scores will be the same. For example, a student took the initial MAP test in the fall of fifth grade and the final MAP test in the spring of fifth grade. Both scores are associated with enrollment in fifth grade.

The calculations required with a fall-to-spring ASG report are roughly the same as with other ASG reports: Compute the difference between the end score and beginning scores, then divides that difference by the normative growth goal. For example, if the change in scores was 8 and the projected growth was 10, then that student achieved 80% of her/his respective growth goal. 80% of 6 months' worth of instruction is 4.8 months. If the observed growth was 6 points and the projected growth was 8, then that student would have achieved $6/8 = 75\%$ of his/her growth goal. 75% of 6 months would be 4.5 months. If the observed growth was 12 points and the projected growth was 8, then that student would have achieved $12/8 = 150\%$ of his/her growth goal. 150% of 6 months would be 9 months of growth.

The only difference with fall-to-spring ASG reports is that the conversion of observed growth into "months" will be always be required. The "met projected growth" field on the ASG report will not provide a shortcut to avoid the calculation as was the case with the fall-to-fall and spring-to-spring ASG reports. For all calculated months of growth, round the months to the nearest integer prior to entry into CEDARS.

Additional Comments

The User's Guide provided by OSPI (and mentioned at the beginning of this document) provides several slides from a PowerPoint presentation in which MAP scores are used as an example of how to compute months of growth from a change in observed scores. These examples show the steps necessary to derive a "months of growth" estimate; however, their examples imply that a simple relationship between RIT points of growth and months of instruction exist, such as 2 points of growth imply one month, or 5 points equal one year. These examples are meant only to show how such a calculation could be done. In truth, no such simple relationship exists between RIT points and months. Every student has a unique growth norm and growth trajectory, as described by NWEA's MAP norms.