

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

November 3, 2021

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: Equity Accountability Framework: Evidence of Learning (09-21-2021-A, -1, 4, -B)

During the *Equity Accountability Framework: Evidence of Learning* discussion, Board members requested the following information. Ms. Harris requested the following information:

Question A1

Please provide information regarding the missing data for the students who did not meet one of the three data points noted in the presentation.

Response

Data presented during the September 21, 2021 Board presentation detailed the performance of Black or African American and Hispanic/Latino students who met Evidence of Learning attainment, meeting two out of three measures, in literacy and mathematics. The following tables detail the percentage of students across all focus groups who did not meet Evidence of Learning attainment.

Percent of Students NOT meeting EOL in MATH

Grade	Non-FARMS Asian/White/ All Other Student Groups	Non- FARMS Black or African American	Non- FARMS Hispanic/ Latino	FARMS Asian/White/ All Other Student Groups	FARMS Black or African American	FARMS Hispanic/ Latino
2	12.5	29.7	36.5	42.8	54.0	65.4
5	20.9	51.6	53.8	55.5	70.6	81.1
8	15.5	43.1	49.7	46.8	61.4	71.9
11	12.3	30.0	40.9	33.4	43.9	59.0

Percent of Students NOT meeting EOL in Literacy

Grade	Non-FARMS Asian/White/ All Other Student Groups	Non- FARMS Black or African American	Non-FARMS Hispanic/ Latino	FARMS Asian/White/ All Other Student Groups	FARMS Black or African American	FARMS Hispanic/ Latino
2	29.1	44.4	55.2	61.0	64.3	83.7
5	17.5	40.0	45.7	49.3	61.3	73.9
8	10.9	26.8	34.2	39.9	45.3	58.4
11	17.2	37.8	49.8	41.2	52.7	67.3

Question A4

Please provide information regarding who is keeping track of the data regarding students that took MAP virtually during quarantine to compare that data with this year's results after taking it in person. What do the comparative scores look like?

Response

During the 2020-2021 school year, the fall administration of MAP only was available to be taken virtually by students. For this school year, 2021–2022, we will need additional time to further develop the system to distinguish which students took the MAP assessment virtually as there is no indicator in the file received from the vendor. Once this is determined, we will better be able to examine scores and provide comparisons.

The Office of Shared Accountability conducted a research study earlier this year to examine whether there were differences in MAP scores due to administration mode. In that study, it was revealed that there is little difference in MAP performance when comparing assessment results in the virtual setting to an in-person setting. Attached is the summary of the results from that study.

Question B

Ms. O'Looney suggested that staff collect qualitative data from teachers about remote learning and their students' performance so that it can be compared to what they are seeing from their students now that they are back in person in the classroom.

Response

For this school year, we are planning to reinstitute climate surveys of students, staff, and families. These surveys will provide us with an opportunity to learn more about the perceptions of these stakeholder groups on this topic.

If you have any questions, please contact Dr. Kecia Addison, director, Office of Shared Accountability, via email.

MBM:KLA:bd

Attachment

Copy to:

Executive Staff

Dr. Addison

Ms. Webb

Report Summary

Student Outcomes on MAP Growth: Comparison of Virtual and In-Person Administrations

Applied Research and Evaluation Team

Background

The impact of the COVID-19 pandemic continues to overwhelm the functioning and outcomes of educational systems throughout the nation. The public education system is under particular scrutiny given that students, families, and educators are under considerable stress to maintain academic progress. Since the beginning of the crisis, school-systems have attempted to establish norms for monitoring student progress with assessments administered virtually. However, many stakeholder groups expressed concern about the reliability of assessments implemented in a virtual setting. While a few studies have provided strong support for the continued use of nationally normed performance measures such as the Measures of Academic Progress (MAP) assessment for progress monitoring (Kuhfeld et al., 2020b; Meyer, 2020), local educators continue to be reluctant to support test data that comes out of their individual school districts. Therefore, more information is needed to quell educator suspicions and shape their perspectives using data obtained from their local school districts.

The current report aims to address educator concerns by providing a direct look at Montgomery County Public Schools' (MCPS) student performance data related to MAP

assessments. The report is arranged under three sections including:

- 1) Test Duration and Mean MAP-M/R Scores in Virtual vs. In-person Setting
- 2) Reliability of MAP-Mathematics and MAP-Reading Test Scores: Fall 2016 to Fall 2020
- 3) Differences in the Conditional Growth Index (CGI) Between In-Person and Virtual Test Settings

The data obtained in this report should be used to aid in the discussion about the utility of using MAP-R/M assessments as reliable tools in assessing student progress during and after the pandemic. For schools seeking additional guidance and support on ways to create similar testing environments in both virtual and in-person settings, the following resource is offered:

https://nwea.force.com/nweaconnection/s/rem-ote-testing-resources?language=en_US.

Key Findings

There is little difference in MCPS student MAP Growth performance among students tested in a virtual setting compared to an in-person setting.

- Trend analysis revealed consistency in MAP Growth scores, as measured by MAP Reading or Mathematics (MAP-R/M) RIT and the Conditional Growth

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Index (CGI), for students tested in both the in-person and virtual settings.

- In addition, the MAP-R/M RIT scores for all MCPS students remained consistent across testing settings.
- Although grade level differences exist in terms of RIT score distribution (in some cases scores decreased and in others the scores increased), the size of the differences were small indicating the magnitude of the effects on student performance was negligible.
- The average change in MAP-R growth, as measured by CGI, was lower in the virtual test setting when compared to the in-person setting. However, the change was small and generally fell within the range of expected normal growth. It is important to note, MAP scores are sensitive enough to respond to the subtle changes that might occur when there is a change in test setting.

Although there are observed differences in test duration for students who took MAP-R or MAP-M assessments in different settings, the differences are small and do not provide an indication that one setting is better than the other.

- For MAP-R testing, students took less time in the virtual vs. the in-person setting. However, there were little differences in MAP-R scores changes.
- On MAP-M testing, differences in test duration were largely dependent on grade. Students in Grades 2, 4, and 5 evidenced the smallest negligible differences in test duration.
- In general, students receiving special education services and those identified

as Limited English Proficient (LEP) did not spend a longer amount of time testing in the virtual setting. However, there were grade-level differences that suggest the qualitative differences in test duration observed among certain students groups is largely attributable to individual student-driven or technology-driven factors (e.g., motivation toward testing, technical difficulties, etc.) as opposed to the test setting.

Regardless of the test setting, data obtained from the MAP Growth assessment was found to be a consistent measure of student achievement in the areas of reading and mathematics.

- On measures of reliability and internal consistency (i.e., SEM) on the MAP-R/M assessments all findings indicate these measures provide an accurate picture of student performance regardless of the test setting.
- The satisfactory reliability observed for the fall 2020 test administration is corroborated by a study reporting high marginal reliability and test-retest reliability for virtual and in-person administrations of MAP in districts across the country (Kuhfeld et al., 2020). Taken together, these measures of reliability, consistent with measures of previous years, suggest that MCPS educators can have confidence in results obtained from the fall 2020 MAP administration.

The comprehensive report can be accessed [here](#).