

June 24, 2019

Dear School Leaders,

We write to share background on the BPS approach to universal reading screen assessment and to communicate the district expectations for SY 2019–2020. In consultation with school leaders, ASSET, Principal Leaders, and Academic Superintendents, and based on more than 200 teacher survey responses, the district will partner with a single reading screen vendor K–12: NWEA MAP.

Both MAP Reading Fluency and MAP Reading Growth provide optional progress monitoring tools, which schools may choose to administer to some or all students.

Component	Description
<p>Reading Fluency</p>	<p>MAP Fluency is a computer adaptive assessment that measures oral reading fluency, foundational literacy skills such as phonological awareness and word recognition, and basic reading comprehension. It is available for grades K–3. MAP Fluency is administered in Fall, Winter, and Spring. Schools may also choose to administer monthly Fluency progress monitoring assessments for some or all students.</p>
<p>Reading Comprehension</p>	<p>MAP Reading Growth is a computer adaptive assessment that comprehensively measures reading comprehension. It assesses where a student is on a long-term trajectory of growth in reading achievement and provides learning statements on what a student is ready to learn next. It is available for grades K–12. MAP Reading Growth is administered in Fall, Winter, and Spring. Schools may also choose to administer MAP Growth Skills Checklist assessments to progress monitor foundational literacy skills aligned to the Reading Foundational standards.</p>

BPS will provide ongoing professional learning support pertaining to administering and using the MAP Reading Fluency and Reading Growth assessments. Most immediately, there are some opportunities for school leaders today and tomorrow:

<p>MAP Year-End Data Review June 24 from 1:00–2:30 PM or 2:30–4:00 PM, Bolling 6th floor</p>	<p>This session will offer leaders a small group setting in which to review and analyze data from the MAP Growth and Fluency assessments, as well as plan for administration and use in SY19-20.</p>
<p>MAP Fluency Overview for Administrators June 25 from 8:30–11:30 AM, Bolling 6th Floor</p>	<p>This session is for schools who are administering MAP Fluency for the first time in SY19–20. The session will cover administration and reporting features of the assessment.</p>
<p>MAP Growth Overview for Administrators June 25 from 1:00–4:00 PM, Bolling 6th Floor</p>	<p>This session is for schools who are administering MAP Growth for the first time in SY19-20. The session will cover administration and reporting features of the assessment.</p>

In SY 2018–2019, the district ran a competitive RFP process in order to identify a better reading screen assessment—one that is validated for early grades literacy screening, efficient to administer, and reliably classified student need. Through this competitive process, BPS was able to transition from offering the DIBELS assessment for students in grades K–3 (administered via MCLASS) to offering reading screen assessments K–12. After engaging in a pilot year in which the district funded two reading screen assessments (Lexia RAPID and NWEA MAP), BPS will exclusively provide the NWEA MAP Reading Fluency and MAP Reading Growth assessments going forward. We believe that having a common measure of reading fluency and comprehension is critical and we are confident that the NWEA MAP Reading Fluency and Reading Growth assessments are the best choice for our district.

Multiple stakeholder engagements and feedback opportunities informed this decision. We received more than 220 feedback survey responses from educators and school leaders. In-person meetings were held with ASSET, Academic Superintendents, Data and Accountability, OIIT, Principal Leaders, Headmasters/Principals, and Executive Cabinet to digest feedback and test various policy options. The overwhelming majority of stakeholders expressed preference for NWEA MAP to Lexia RAPID and communicated a strong desire for a single vendor, especially in grades K2–2. Beyond the qualitative feedback, some distinguishing features include that MAP assessments may be administered in English and Spanish, MAP assessments may be administered K–12 online via student-led tasks to enable whole class administration, MAP Growth performance has been validated as a strong predictor of performance on Next Gen MCAS, and the MAP assessments provide optional progress monitoring assessments which schools may administer to some or all students.

Reading screening is integral to ensuring more equitable student outcomes. All change—even a critical one that facilitates greater consistency, shared understanding, and equity across our system—brings technical and adaptive challenges. For those school communities that are not yet familiar with the NWEA MAP Reading assessments, we commit to partnering and serving alongside as we collectively navigate this transition. We will be in touch in the coming weeks to share additional professional learning opportunities for leaders and educators as well as tactical and resource support.

Take care,

Mary Dillman, Executive Director of Data and Accountability
Mary Driscoll, Associate Superintendent for Elementary and Middle Schools
Charles Grandson, Chief Academic Officer
Andra Zayas, Deputy Chief Academic Officer