





The average performance between non-participants and participants differed by 16 points, and the mean scores for each group fell within level two performance on SBAC. Therefore, the differences in the mean performance did not cross the threshold of proficiency. This was also true for each of the racial group disaggregates.

Given the similarity of the score and performance levels, one can conclude that there is not a substantive difference in the scores and that the MAP performance is

2. If there is representation, were the SBAC scores comparable for the historically underserved students of color who participated in MAP and those who did not?

Student Racial Group	MAP Participant	
	No	Yes
	SBAC Mean	SBAC Mean
American Indian/Alaskan Native, Not Hispanic	2165	2430
Black/African American, Not Hispanic	2432	2401
Hispanic/Latino	2474	2447
Multi-Racial, Not Hispanic	2504	2511
Native Hawaiian/Pacific Islander, Not Hispanic	2443	2416
Total	2469	2454

One might be concerned if there were substantial differences in SBAC performance between those students who participated in MAP and those who had not. It would be highly unusual for no differences to exist in a non-random sampling process. So, it doesn't come as a surprise that some differences exist between those who participated in MAP and those who did not.

The average performance between non-participants and participants differed by 15 points, and the mean scores for each group fell within level two performance on SBAC. Therefore, the differences in the mean performance did not cross the threshold of proficiency. This was also true for each of the racial group disaggregates.

Given the similarity of the score and performance levels, one can conclude that there is not a substantive difference in the scores and that the MAP performance is representative of the underserved students of color for whom the goal was written.

**STAFF RECOMMENDATION**

Based on the 2018-2019 data, there is evidence that the students who participated in MAP testing were representative (both in racial makeup and testing performance) of the historically underserved students of color for whom the 3<sup>rd</sup> and 5<sup>th</sup> grade board goals were written.

The board, therefore, should have some comfort in using the MAP assessment results as an adequate representation of the growth performance for both grades 3 and 5.

As we move forward, one would expect participation rates to increase and the question of representation to become moot.

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

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