

**Gower School District #62**  
**Superintendent's Report**  
**Appendix A**

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**Date:** June 16, 2015

**Title:** End-of-Year Student Performance Data

**Initial**

**Contact:** Victor Simon – [vsimon@gower62.com](mailto:vsimon@gower62.com)

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**Background:**

Students in grades K-8 are tested in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) on the Measurement of Academic Progress (MAP) test created by the Northwest Evaluation Association (NWEA). The MAP test is “adaptive” in nature and becomes more difficult as students continue to answer questions correctly. This type of assessment design has strong value for our teachers as the results can be used to better design “Just Right Learning” for each of their students. Gower School District has used MAP for over 10 years and is currently using the latest version of MAP that is aligned to the Common Core State Standards. As the Illinois State Board of Education continues to implement the PARCC (Partnership for Assessment for Readiness of College and Careers), Gower School District will continue to use NWEA/MAP and monitor our overall assessment strategy to ensure that student performance and growth continues to be measured appropriately. The following website offers more information about NWEA and MAP for those interested in learning more about this assessment series <http://www.nwea.org/>

This fall, students obtained a BOY (beginning of year) score in Reading and Math. This score, referred to as a RIT score, is also aligned to a National Percentile Ranking as millions of students also take this exam across the country and establish a “benchmark” or typical score range by grade level. Depending on a student’s BOY score and grade level, each student is also given an EOY (end of year) “target score”. This target score represents the typical growth that can be expected given the BOY score recorded. Typical growth scores are usually set to maintain a student’s National Percentile Ranking. In other words, the MAP test gets a bit more difficult at MOY (middle of year) and EOY as students are expected to learn new grade-level material throughout a given academic year.

Student BOY performance was reported in Appendix A (Annual Fall Data Presentation) of the Superintendent’s Report presented to the Board of Education on Oct. 21, 2014, and student MOY performance was reported as part Appendix A (Mid-Year Student Performance Data Report) of the Superintendent’s Report presented to the Board of Education on Feb. 17, 2014. Superintendent Reports and appendices can be found on the district website under the Board of Education tab using this [link](#)

**Current State:**

End-of-Year (EOY) goals were also set at the beginning of the year and restated again after MOY testing. End-of-Year performance goals were discussed as follows and are identical to stated goals for the 2013-2014 school year:

- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading. **Goal Achieved. 65.1% met or exceeded**
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math. **Goal Achieved. 71.4% met or exceeded.**
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading. **Goal Achieved. 82.9% at or above**
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math. **Goal Achieved. 80.1% at or above.**
- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected end-of-year growth target in Reading. **Goal Missed. 66.3% exceeded**
- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected end-of-year growth target in Math. **Goal Missed. 73.1% exceeded**
- At least a 30% decrease in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading. **Goal Missed. 26% decrease.**
- At least a 30% decrease in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math. **Goal Achieved. 32% decrease.**
- At least a 30% increase in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading. **Goal Missed. 11% increase.**
- At least a 30% increase in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math. **Goal Missed. 28% increase.**

Five of our ten stated goals were achieved in the 2014-2015 school year. A similar performance was reported in 2013-2014 with five of the ten stated goals achieved. It is important to recognize our commitment to pursuing what we consider to be ambitious goals, as they translate directly into the highest levels of student performance.

The following images were selected from end-of-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of “growth” that our student performance data indicates after End of Year (EOY) MAP testing and are used as part of our regular Plan-Do-Check-Act cycle of continuous improvement.

# Gower District 62 End of Year NWEA/MAP Data Presentation

June 5, 2015

## Measure of Academic Progress (MAP)

Adaptive achievement test

- Reading
- Math

- > All students take the MAP test in Fall, Winter, Spring
- > Aligned to Common Core State Standards (Since 2011-12 for Math and 2012-13 for Reading)

## District Uses of MAP data

- Measures what a student knows and can do
- Supports teacher planning for differentiated instruction
- Predicts performance on other standardized tests such as ISAT, ACT (College Readiness)
- Measures the effectiveness of curriculum and instruction
- Measures student growth from fall to spring
- Individual student and grade level goal setting for Achievement and Growth

## Achievement Data

What students know and can do

*National Percentile Rankings offer a more global comparison of student performance and provide some insight to College Readiness...*

### MAP Math Mean Score/Percentile Comparison Gower West 2012-2015 - Achievement

Gr	Normative Mean (Spring 12' RIT)	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.	Gower Spring 15' Avg.
K	157.6 (50 <sup>th</sup> %ile)	N/A	N/A	169.1 (97 <sup>th</sup> %ile)	172.3 (99 <sup>th</sup> %ile) 😊
1	176.5 (50 <sup>th</sup> %ile)	191.5 (99 <sup>th</sup> %ile)	187.9 (98 <sup>th</sup> %ile)	193.2 (99 <sup>th</sup> %ile)	194.8 (99 <sup>th</sup> %ile) 😊
2	189.2 (50 <sup>th</sup> %ile)	201.9 (99 <sup>th</sup> %ile)	199.8 (98 <sup>th</sup> %ile)	203.4 (99 <sup>th</sup> %ile)	202.8 (99 <sup>th</sup> %ile) 😊
3	202.2 (50 <sup>th</sup> %ile)	214.7 (99 <sup>th</sup> %ile)	216.8 (99 <sup>th</sup> %ile)	212.0 (96 <sup>th</sup> %ile)	217.2 (99 <sup>th</sup> %ile) 😊
4	210.3 (50 <sup>th</sup> %ile)	227.1 (99 <sup>th</sup> %ile)	225.8 (99 <sup>th</sup> %ile)	228.2 (99 <sup>th</sup> %ile)	221.3 (96 <sup>th</sup> %ile) 😊

### MAP Math Mean Score/Percentile Comparison Gower Middle 2012-2015 - Achievement

Gr	Normative Mean (Spring 12' RIT)	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.	Gower Spring 15' Avg.
5	219.1 (50 <sup>th</sup> %ile)	233.4 (98 <sup>th</sup> %ile)	232.1 (98 <sup>th</sup> %ile)	229.8 (95 <sup>th</sup> %ile)	233.5 (99 <sup>th</sup> %ile) 😊
6	223.9 (50 <sup>th</sup> %ile)	240.2 (99 <sup>th</sup> %ile)	234.2 (94 <sup>th</sup> %ile)	234.7 (95 <sup>th</sup> %ile)	235.2 (96 <sup>th</sup> %ile) 😊
7	228.9 (50 <sup>th</sup> %ile)	244.0 (99 <sup>th</sup> %ile)	243.7 (99 <sup>th</sup> %ile)	240.0 (95 <sup>th</sup> %ile)	242.4 (98 <sup>th</sup> %ile) 😊
8	232.0 (50 <sup>th</sup> %ile)	250.7 (99 <sup>th</sup> %ile)	248.1 (99 <sup>th</sup> %ile)	247.7 (99 <sup>th</sup> %ile)	245.3 (97 <sup>th</sup> %ile) 😊

## MAP Reading Mean Score/Percentile Comparison Gower West 2012-2015 - Achievement

Gr	Normative Mean (Spring 12' RIT)	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.	Gower Spring 15' Avg.
K	156.3 (50 <sup>th</sup> %tile)	N/A	N/A	165.7 (96 <sup>th</sup> %tile)	169.4 (99 <sup>th</sup> %tile) 😊
1	173.9 (50 <sup>th</sup> %tile)	193.7 (99 <sup>th</sup> %tile)	186.2 (99 <sup>th</sup> %tile)	189.0 (99 <sup>th</sup> %tile)	190.3 (99 <sup>th</sup> %tile) 😊
2	186.7 (50 <sup>th</sup> %tile)	201.8 (99 <sup>th</sup> %tile)	197.6 (97 <sup>th</sup> %tile)	202.5 (99 <sup>th</sup> %tile)	201.5 (99 <sup>th</sup> %tile) 😊
3	197.8 (50 <sup>th</sup> %tile)	209.7 (98 <sup>th</sup> %tile)	211.6 (99 <sup>th</sup> %tile)	208.5 (97 <sup>th</sup> %tile)	211.8 (99 <sup>th</sup> %tile) 😊
4	204.6 (50 <sup>th</sup> %tile)	217.5 (99 <sup>th</sup> %tile)	215.7 (98 <sup>th</sup> %tile)	218.9 (99 <sup>th</sup> %tile)	215.5 (98 <sup>th</sup> %tile) 😊

## MAP Reading Mean Score/Percentile Comparison Gower Middle 2012-2015 - Achievement

Gr	Normative Mean (Spring 12' RIT)	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.	Gower Spring 15' Avg.
5	211.1 (50 <sup>th</sup> %tile)	224.9 (99 <sup>th</sup> %tile)	223.0 (98 <sup>th</sup> %tile)	224.1 (99 <sup>th</sup> %tile)	226.3 (99 <sup>th</sup> %tile) 😊
6	215.6 (50 <sup>th</sup> %tile)	228.8 (99 <sup>th</sup> %tile)	223.6 (93 <sup>rd</sup> %tile)	224.5 (95 <sup>th</sup> %tile)	225.3 (96 <sup>th</sup> %tile) 😊
7	219.2 (50 <sup>th</sup> %tile)	230.1 (97 <sup>th</sup> %tile)	231.6 (99 <sup>th</sup> %tile)	226.7 (91 <sup>st</sup> %tile)	228.6 (95 <sup>th</sup> %tile) 😊
8	222.2 (50 <sup>th</sup> %tile)	237.1 (99 <sup>th</sup> %tile)	234.5 (98 <sup>th</sup> %tile)	233.6 (98 <sup>th</sup> %tile)	231.2 (94 <sup>th</sup> %tile) 😊

## Growth Data

### How much was learned

*National Percentile Rankings offer a more global comparison of school performance and provide some insight to the local impact of teaching and learning...*

## MAP Math 2012-2015 National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2012	NPR 2013	NPR 2014	National Percentile Ranking 2015
K	N/A	N/A	55%	94% 😊
1	5%	98%	99%	99% 😊
2	92%	97%	98%	83% 😊
3	96%	99%	94%	97% 😊
4	92%	96%	98%	47% 😊
5	67%	46%	21%	38% 😊
6	65%	57%	49%	80% 😊
7	80%	80%	69%	80% 😊
8	83%	88%	74%	46% 😊

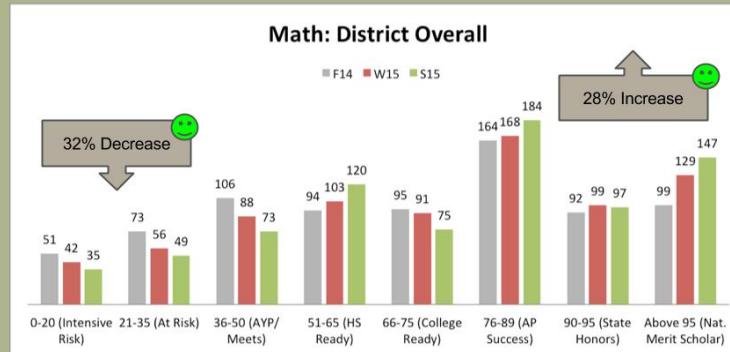
## MAP Reading 2012-2015 National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2012	NPR 2013	NPR 2014	National Percentile Ranking 2015
K	N/A	N/A	34%	78% 😊
1	1%	97%	96%	84% 😊
2	99%	92%	99%	83% 😊
3	99%	99%	94%	87% 😊
4	99%	95%	99%	76% 😊
5	99%	99%	99%	99% 😊
6	93%	29%	96%	85% 😊
7	95%	93%	75%	93% 😊
8	99%	99%	97%	92% 😊

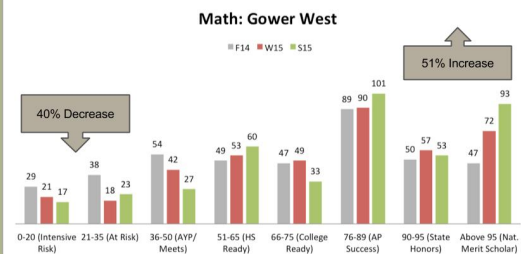
# Data Slices

## End of Year Student Performance

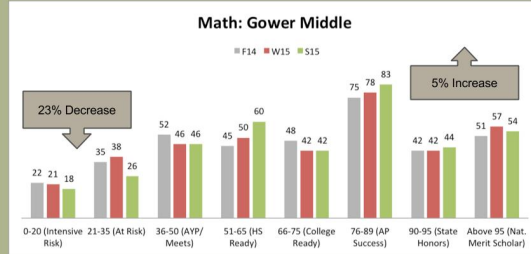
## 2014-2015 NWEA-MAP CCR Growth



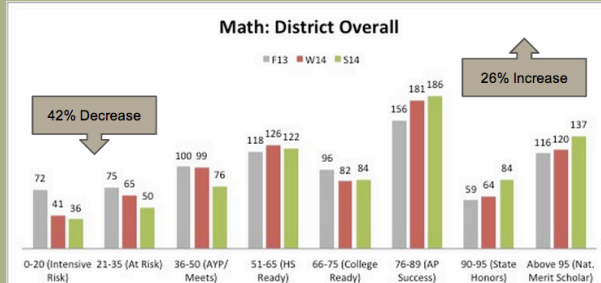
### 2014-2015 NWEA-MAP CCR Growth



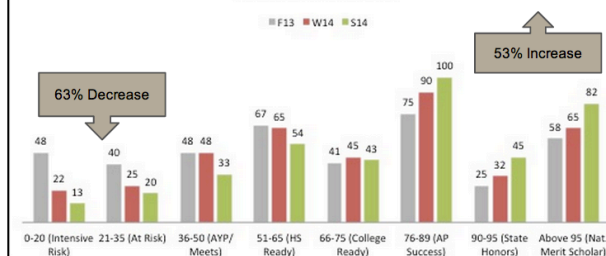
### 2014-2015 NWEA-MAP CCR Growth



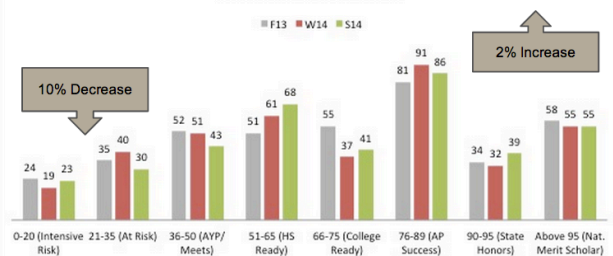
## 2013-2014 NWEA-MAP CCR Growth



### Math: Gower West



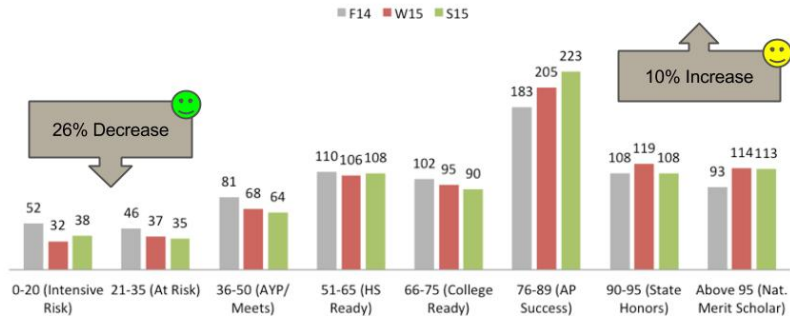
### Math: Gower Middle





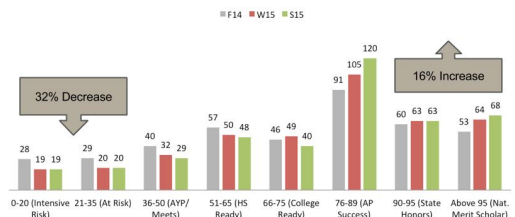
# 2014-2015 NWEA-MAP CCR Growth

## Reading: District Overall



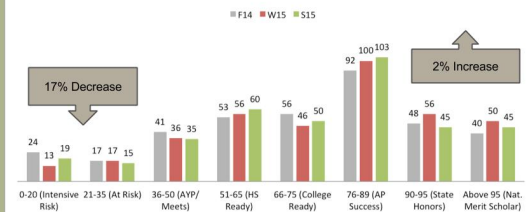
## 2014-2015 NWEA-MAP CCR Growth

### Reading: Gower West



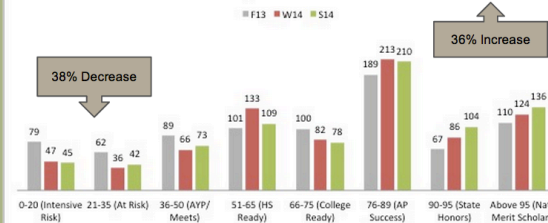
## 2014-2015 NWEA-MAP CCR Growth

### Reading: Gower Middle

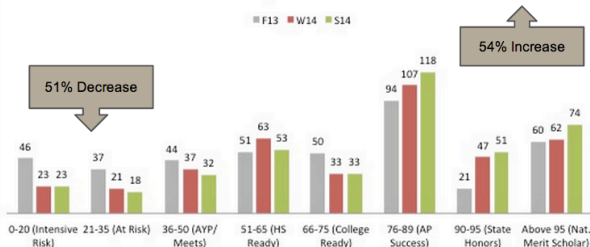


# 2013-2014 NWEA-MAP CCR Growth

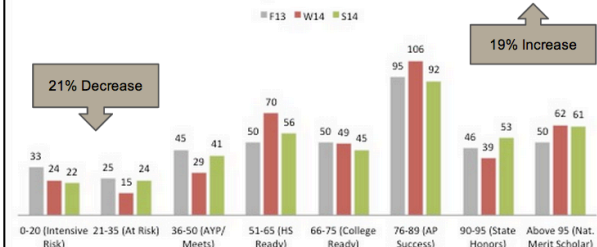
## Reading: District Overall



### Reading: Gower West



### Reading: Gower Middle



## Key Take-aways

- Our students are moving to higher performance bands in an academic year indicating **Growth** and increased **Opportunity!!!**
- EOY “**Achievement**” across grades K-8 has an average national percentile ranking of 98% in Reading and Math!!!

## Key Take-aways

- 83% of our K-8 students tested at or above grade level in Reading and 80% in Math!!! The District goal was 80%.
- 65% of our students met or exceeded their individual end of year target in Reading and 71% met or exceeded in Math!!! The District goal was 65%.

## Reflection for Principals and Teaching Staff

- *Are you satisfied with the performance from your grade level? Classroom? Specific groups of students? Individual students?*
- *Do you feel you have the necessary tools to analyze your specific classroom performance data and to respond accordingly for continuous improvement?*
- *What are you going to do next?*



**Future State:**

Principals and teachers will continue to use the “data slices” approach to analyze student performance data at the classroom and individual student level. This analysis is expected to be collaborative in nature and promote discussions between teachers and between teachers and administrators about “what’s working” and “what might not be working” across both of our Gower School campuses. In addition, school and district administrators will further analyze the 2014-15 student performance data and make recommendations regarding resource alignment, student/teacher support, professional development, evaluation and performance plans, annual goals, etc.

Goal-setting for grade level teams as well as individual teachers will continue by coupling this student performance data with other data points. Such an approach will help illustrate current student performance and growth, and allow our teachers to make informed decisions about various strategies, interventions, programs, and lesson techniques to ensure that our focus on providing “just right learning” for all of our students remains to be sharp and deliberate as we start the 2015-16 school year. Given the two-year trend that we see across the “data slices”, or performance bands, specific goals drafted in 2013 to reduce the number of students at or below 35% and increase the number of students at or above 90% will be reviewed and likely rewritten to hone in on more specific areas of improvement.

Additionally, we expect to receive student performance data from this year’s PARCC in the fall of 2015. Furthermore, we expect that the second year of PARCC implementation will result in less testing time for students. Click visit the following link for more information regarding PARCC <http://www.isbe.net/news/2015/may21.htm> (Partnership for Assessment of Readiness for College and Careers).

It is important to be mindful that although NWEA/MAP data is extremely helpful to teachers, administrators, students, and parents, it represents a single point on a more comprehensive spectrum of student performance.