

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

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**Date:** June 17, 2014

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

**Initial**

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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 nearly 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 implements the PARCC (Partnership for Assessment for Readiness of College and Careers) beginning next school year, Gower School District will continue to use NWEA/MAP and revisit our overall assessment strategy at the end of the 2014-15 school year 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 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 “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 and EOY as students are expected to learn new grade-level material throughout a given academic year.

As reported in Appendix B (Annual Fall Data Presentation) of the Superintendent’s Report presented to the Board of Education on Oct. 15, 2013, a shift in the way NWEA/MAP data was being used in our district had occurred. This shift resulted in an increased focus on student performance categories as defined by the National Percentile Rankings associated with MAP RIT scores. Middle-of-Year (MOY) performance goals were set and reported as part of the Mid-Year Student Performance Data Report submitted as Appendix A of the Feb. 18, 2014 Superintendent’s Report

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:

- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading
- At least 85% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math
- At least a 30% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading
- At least a 30% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math
- At least a 30% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading
- At least a 30% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math
- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.

#### **Current State**

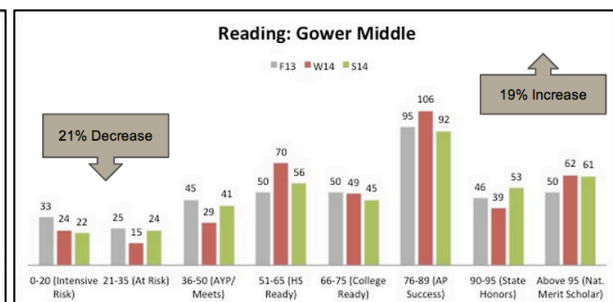
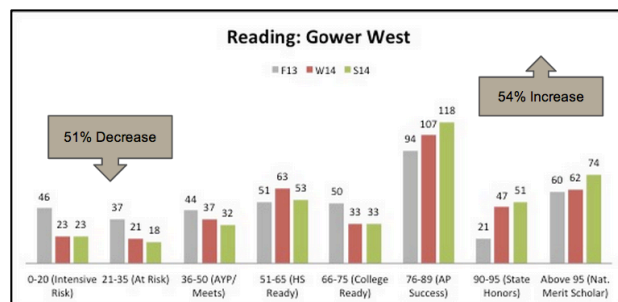
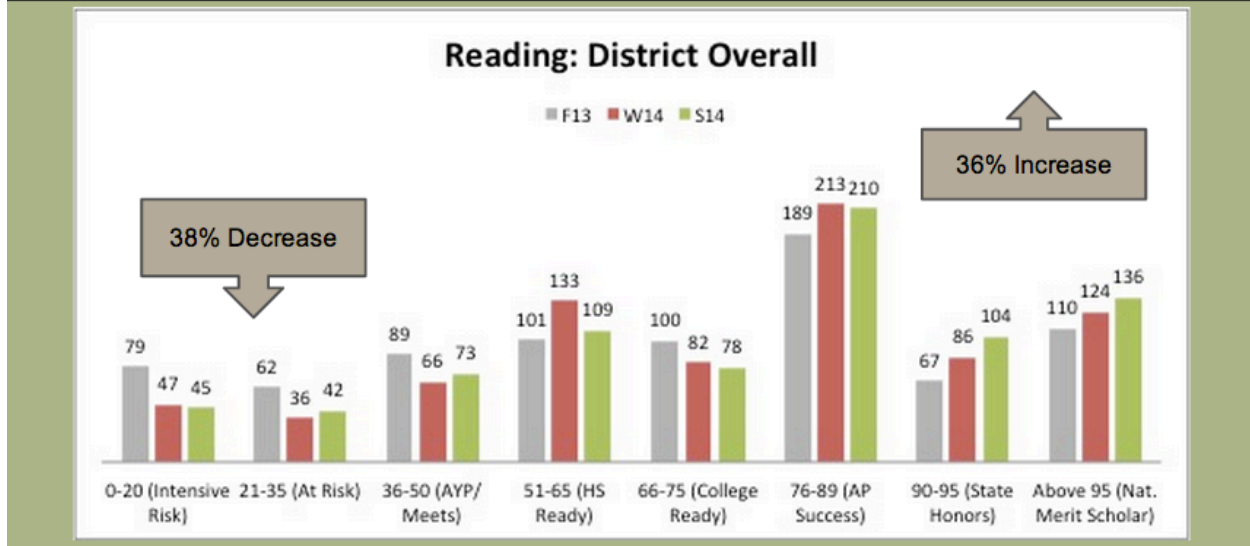
The following images were selected from end-of-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of “growth” that our student performance data indicates after End of Year (EOY) MAP testing. The full presentation was delivered to the Board of Education as part of the regular meeting on June 17, 2014. To request a digital copy of the full presentation, please email Ms. Hilda Martinez, Executive Assistant to the Superintendent at [hmartinez@gower62.com](mailto:hmartinez@gower62.com)

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

**June 17, 2014**

## Reading (EOY)\*

# 2013-2014 NWEA-MAP CCR Growth

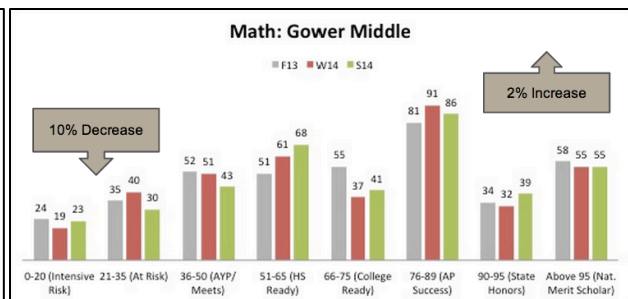
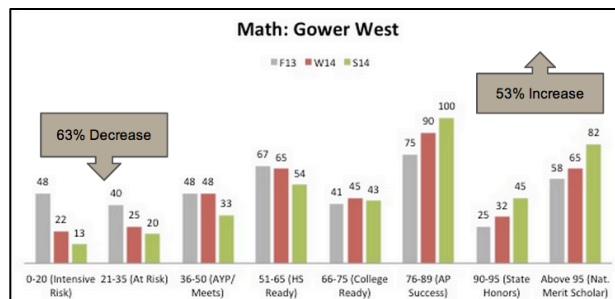
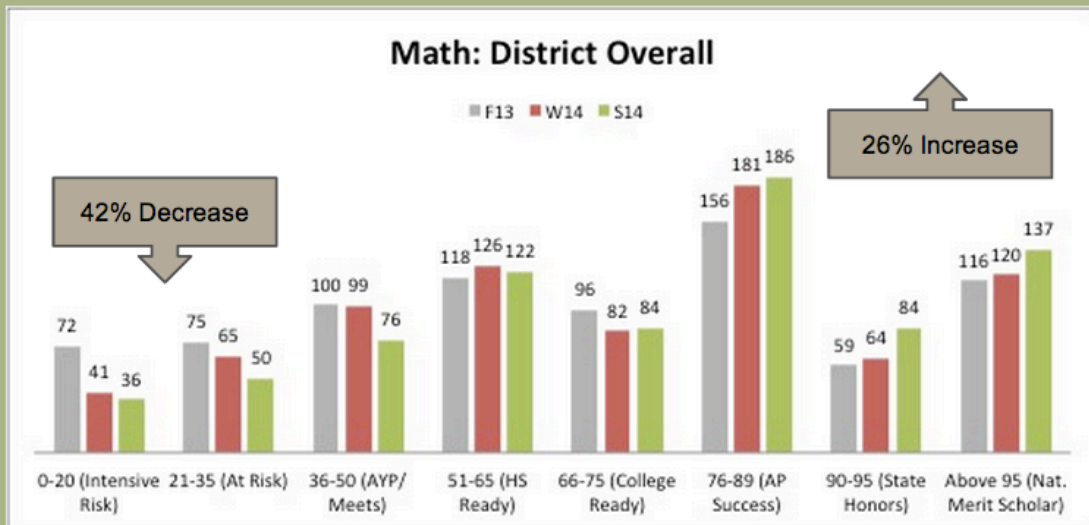


## Previous Year Comparison - Reading

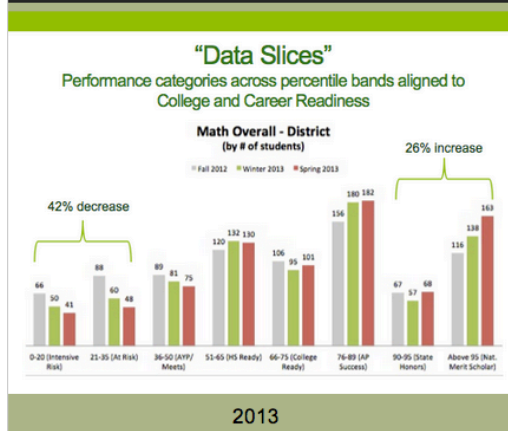


Math (MOY)\*

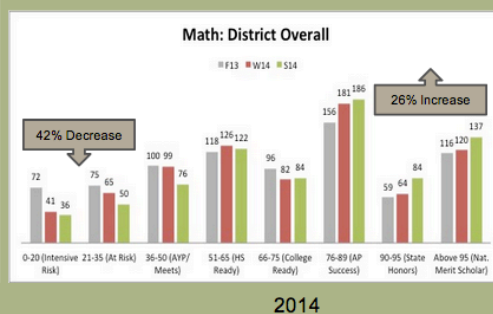
## 2013-2014 NWEA-MAP CCR Growth



## Previous Year Comparison - Math



## Similar Performance





# 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 Reading 2012-2014 National Percentile Ranking - Growth (Fall to Spring)

Grade	National Percentile Ranking 2012	National Percentile Ranking 2013	National Percentile Ranking 2014	
K	N/A	N/A	34%	
1	1%	97%	96%	
2	99%	92%	99%	
3	99%	99%	94%	
4	99%	95%	99%	
5	99%	99%	99%	
6	93%	29%	96%	
7	95%	93%	75%	
8	99%	99%	97%	

### MAP Math 2012-2014 National Percentile Ranking - Growth (Fall to Spring)

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

# 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 Reading Mean Score/Percentile Comparison Gower West 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
K	156.3 (50 <sup>th</sup> %tile)	N/A	N/A	N/A	165.7 (96 <sup>th</sup> %tile)
1	173.9 (50 <sup>th</sup> %tile)	N/A	193.7 (99 <sup>th</sup> %tile)	186.2 (99 <sup>th</sup> %tile)	189.0 (99 <sup>th</sup> %tile)
2	186.7 (50 <sup>th</sup> %tile)	182.8	201.8 (99 <sup>th</sup> %tile)	197.6 (97 <sup>th</sup> %tile)	202.5 (99 <sup>th</sup> %tile)
3	197.8 (50 <sup>th</sup> %tile)	197.6	209.7 (98 <sup>th</sup> %tile)	211.6 (99 <sup>th</sup> %tile)	208.5 (97 <sup>th</sup> %tile)
4	204.6 (50 <sup>th</sup> %tile)	208.3	217.5 (99 <sup>th</sup> %tile)	215.7 (98 <sup>th</sup> %tile)	218.9 (99 <sup>th</sup> %tile)

### MAP Reading Mean Score/Percentile Comparison Gower Middle 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
5	211.1 (50 <sup>th</sup> %tile)	216.6	224.9 (99 <sup>th</sup> %tile)	223.0 (98 <sup>th</sup> %tile)	224.1 (99 <sup>th</sup> %tile)
6	215.6 (50 <sup>th</sup> %tile)	223.3	228.8 (99 <sup>th</sup> %tile)	223.6 (93 <sup>rd</sup> %tile)	224.5 (95 <sup>th</sup> %tile)
7	219.2 (50 <sup>th</sup> %tile)	227.9	230.1 (97 <sup>th</sup> %tile)	231.6 (99 <sup>th</sup> %tile)	226.7 (91 <sup>st</sup> %tile)
8	222.2 (50 <sup>th</sup> %tile)	230.7	237.1 (99 <sup>th</sup> %tile)	234.5 (98 <sup>th</sup> %tile)	233.6 (98 <sup>th</sup> %tile)

# 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 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
K	157.6 (50 <sup>th</sup> %tile)	N/A	N/A	N/A	169.1 (97 <sup>th</sup> %tile)
1	176.5 (50 <sup>th</sup> %tile)	N/A	191.5 (99 <sup>th</sup> %tile)	187.9 (98 <sup>th</sup> %tile)	193.2 (99 <sup>th</sup> %tile)
2	189.2 (50 <sup>th</sup> %tile)	184.6	201.9 (99 <sup>th</sup> %tile)	199.8 (98 <sup>th</sup> %tile)	203.4 (99 <sup>th</sup> %tile)
3	202.2 (50 <sup>th</sup> %tile)	199.1	214.7 (99 <sup>th</sup> %tile)	216.8 (99 <sup>th</sup> %tile)	212.0 (96 <sup>th</sup> %tile)
4	210.3 (50 <sup>th</sup> %tile)	212.5	227.1 (99 <sup>th</sup> %tile)	225.8 (99 <sup>th</sup> %tile)	228.2 (99 <sup>th</sup> %tile)

### MAP Math Mean Score/Percentile Comparison Gower Middle 2012-2014 - Achievement

Grade	Normative Mean (Spring 12' RIT)	2009-2011 Gower Avg.	Gower Spring 12' Avg.	Gower Spring 13' Avg.	Gower Spring 14' Avg.
5	219.1 (50 <sup>th</sup> %tile)	224.3	233.4 (98 <sup>th</sup> %tile)	232.1 (98 <sup>th</sup> %tile)	229.8 (95 <sup>th</sup> %tile)
6	223.9 (50 <sup>th</sup> %tile)	231.6	240.2 (99 <sup>th</sup> %tile)	234.2 (94 <sup>th</sup> %tile)	234.7 (95 <sup>th</sup> %tile)
7	228.9 (50 <sup>th</sup> %tile)	237.4	244.0 (99 <sup>th</sup> %tile)	243.7 (99 <sup>th</sup> %tile)	240.0 (95 <sup>th</sup> %tile)
8	232.0 (50 <sup>th</sup> %tile)	242.4	250.7 (99 <sup>th</sup> %tile)	248.1 (99 <sup>th</sup> %tile)	247.7 (99 <sup>th</sup> %tile)



## Achievement of Performance Goals

- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading (85% by EOY).
  - 182 of 224 students at or below 50<sup>th</sup> %-tile at BOY exceeded their EOY target (81.3%). 9 students shy of goal. [99/122, 81.1% @ GW; 83/102, 81.4% @ GM]
- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math (85% by EOY).
  - 178 of 240 students at or below 50<sup>th</sup> %-tile at BOY exceeded their EOY target (74.2%). 26 students shy of goal. [116/131, 88.5% @ GW; 62/109, 56.9% @ GM]

## Achievement of Performance Goals

- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading with an additional 10% decrease by EOY.
  - We achieved our goal and posted a 38% decrease (141 to 87 students). 51% decrease @ GW (83 to 41 students); 21% decrease @ GM (58 to 46 students)
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math with an additional 10% decrease by EOY.
  - We achieved our goal and posted a 42% decrease (147 to 86 students). 63% decrease @ GW (88 to 33 students); 10% decrease @ GM (59 to 53 students)

## Achievement of Performance Goals

- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading with an additional 10% increase by EOY.
  - We achieved our goal and posted a 36% increase (177 to 240 students) 54% increase @ GW (81 to 125 students); 19% increase @GM (96 to 114 students)
- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math with an additional 10% increase by EOY.
  - A 26% increase (175 to 221 students) was 7 students shy of our goal. 53% increase @ GW (83 to 127 students); 2% increase @ GM (92 to 94 students)



## Achievement of Performance Goals

- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
  - We achieved our goal with 68.3% of students meeting or exceeding their EOY target (533 of 780 students). 283 of 392 students @ GW (72.2%); 250 of 388 students @ GM (64.4%)
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
  - We achieved our goal with 72.6% of students meeting or exceeding their EOY target (563 of 775 students). 332 of 390 students @ GW (85.0%); 231 of 385 students @ GM (60.0%)

## Achievement of Performance Goals

- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
  - 70.5% of our students met or exceeded the 50<sup>th</sup> %tile (550 of 780 students), or 74 students shy of our goal. 67.6% reached the mark @ GW (265 of 392 students); and 73.5% reached the mark @ GM (285 of 388 students)
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.
  - 68.1% of our students met or exceeded the 50<sup>th</sup> %tile (528 of 775 students), or 92 students shy of our goal. 65.1% reached the mark @ GW (254 of 390 students); and 71.2% reached the mark @ GM (274 of 385 students)

## 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” to analyze student performance data at the classroom and individual student level throughout the 2014-2015. This analysis work 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 2013-14 student performance data and make recommendations regarding resource alignment, student/teacher support, professional development, etc. as part of the annual Administrator Planning Retreat held each summer.

Goal-setting for grade level teams as well as individual teachers will continue to evolve as this perspective of “data slices” will be in its second year at Gower. By coupling this student performance data with other data points that help illustrate current student performance and growth, our teachers will be able to make determinations 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 2014-15 school year.

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

Our annual student performance goals as measured by the NWEA MAP continue to be:

- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Reading (85% by EOY).
- At least 75% of students at or below the 50<sup>th</sup> percentile at BOY will exceed their expected mid-year growth target in Math (85% by EOY).
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Reading with an additional 10% decrease by EOY.
- At least a 20% decrease by mid-year in the number of students at or below the 35<sup>th</sup> percentile at BOY in Math with an additional 10% decrease by EOY.
- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Reading with an additional 10% increase by EOY.
- At least a 20% increase by mid-year in the number of students at or above the 90<sup>th</sup> percentile at BOY in Math with an additional 10% increase by EOY.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Reading.
- At least 80% of students tested at EOY will be at or above the 50<sup>th</sup> percentile in Math.