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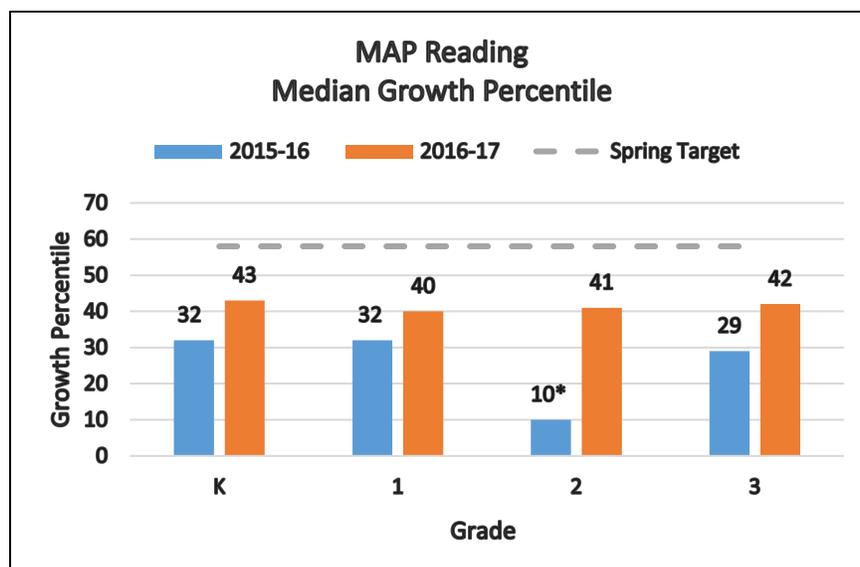
## Key Findings

MAP Reading data for K-3 students in SCS were compared from the winter administration in 2015-16 to the winter administration in 2016-17. By all measures analyzed, students performed better in 2016-17 than the year before, showing progress on these measures. However, when comparing SCS students' performance to a broader context, results show District students still lag behind.

- SCS students' median growth percentiles increased showing students' rate of growth is improving.
- The percentage of students in grades 1-3 who were proficient or advanced increased across the two years.
  - Lexile scores for students in grades 2-3 increased, although they remain low compared to expectations for those grade levels.
- The percentage of SCS students in the bottom quartile decreased across the two years.

## Median Growth Percentile Over Time

After each administration of the MAP assessment, students' scores are compared to their scores on the previous test to determine student growth. Student growth is assigned a growth percentile (similar to how a test score is assigned a test percentile) based on the students who participate in MAP nationally. If a student earns a growth score at the 50th percentile, it means that half the students in the national sample demonstrated more growth and half demonstrated less growth between test administrations than that student.



\*In 2015-16, the assessment administered to second-grade students was different for the fall and winter MAP testing, making it difficult to interpret the median growth percentile score of 10.

The chart above shows the median growth percentiles for students in grades K-3 across two years. The Kindergarten students in 2015-16 had a median growth percentile of 32, which means that half the SCS Kindergarten students' growth percentile scores were above the 32nd percentile and half were below. By comparison, in 2016-17 the median growth percentile for Kindergarten students was



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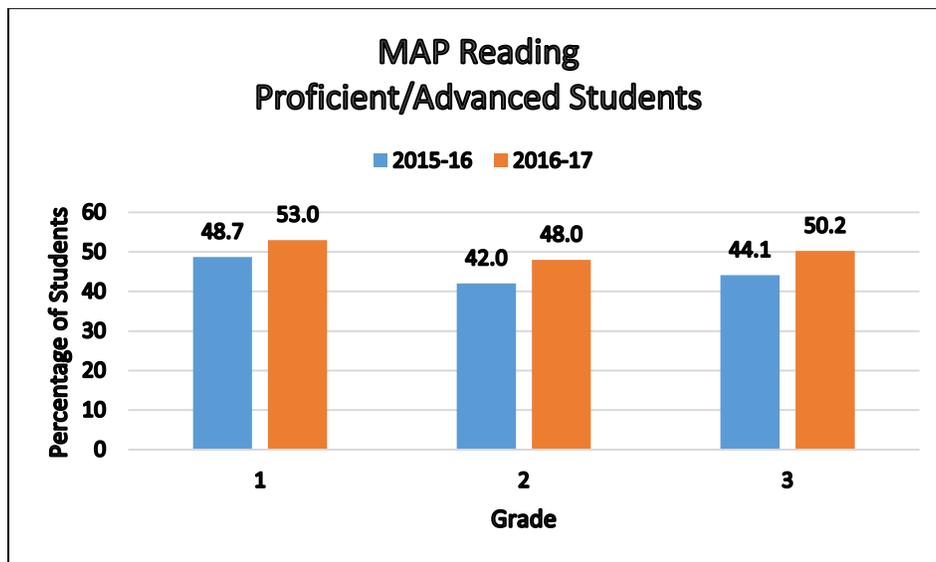
43. The increase shows upward movement for the District's Kindergarten students, however it is not to the level of the growth of the national sample. The same is true for SCS students in grades 1-3. Their rates of growth increased, but they still lag behind nationally. The spring goal for all schools in the District is to achieve a median growth percentile of at least 58.

On an individual school level, the following schools showed a median growth percentile increase of greater than 30.

School Name	Amount of Increase
Hamilton Elementary	54
Magnolia Elementary	51
Sharpe Elementary	40
Treadwell Elementary	36
Goodlett Elementary	35
Crump Elementary	33
Double Tree Elementary	31

### Proficiency Rates Increase

Proficiency rates for SCS students in grades 1-3 for MAP Reading from winter 2015-16 and winter 2016-17 are provided below. For all three grade levels, the percentage of students scoring proficient or advanced increased.



On an individual school level, the following schools increased proficient or advanced students by at least 20 points.

School Name	Amount of Increase
Ida B. Wells Academy	38.8
Magnolia Elementary	27.1
Hamilton Elementary	25.7
Dunbar Elementary	24.6
Lucy Elementary	23.2

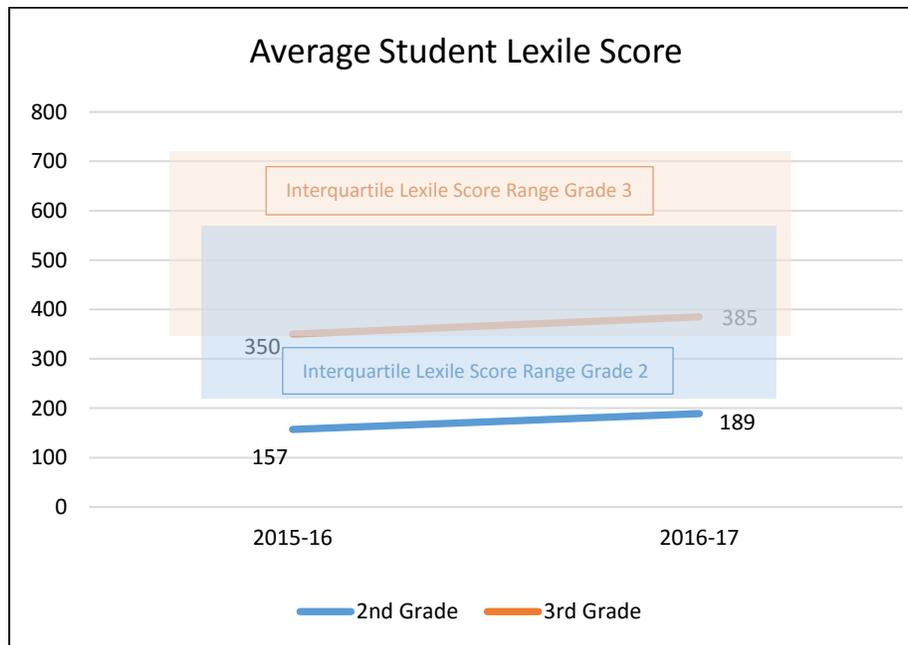


## Destination 2025 Monthly: January 2017

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MAP proficiency levels are not yet aligned with TNReady results so it is difficult to interpret these proficiency rates. However, additional information on student reading levels can be gleaned from the Lexile scores for second- and third-grade students. A Lexile score is a measure of the level of the text complexity a student is reading. Lexile scores for SCS students in grades 2 and 3 are represented by the lines in the graph below. As can be seen, the Lexile score improved for both grade levels from last year's winter MAP administration to this year's. In addition to the mean Lexile scores for SCS students, the shaded boxes show the mid-range of Lexile scores for students in second and third grade based on a national sample of students. The mid-range is the interquartile range (between the 25th and 75th percentile) for students in each grade level. It is important to note that the Lexile Framework does not present the grade-level ranges as an indication of where students' Lexile scores "should be," but rather simply as a description of the Lexile scores of the typical readers in their sample. (More information about Lexile scores can be found at [Lexile.com](http://Lexile.com))

The interquartile range for second graders is between 230L and 580L and is represented by the blue rectangle in the chart below. The interquartile range for third graders is 360L and 720L and is depicted by the orange rectangle. As can be seen, the mean Lexile score for second-grade students in SCS this year is below the second-grade Lexile score range, and the third-grade mean Lexile score is just inside the third-grade range.

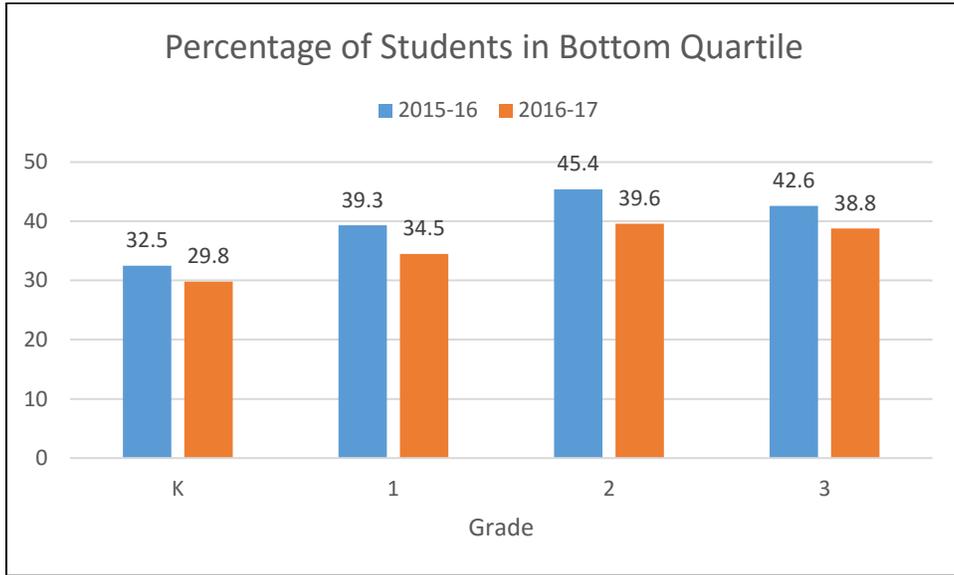


### Percentage of SCS Students in Bottom Quartile Decreases

A final analysis of MAP data to look at changes over time examined the percentage of SCS students who were in the bottom quartiles (below the 25<sup>th</sup> percentile) over the past two years. As with the comparisons discussed up to this point, there is movement in the right direction. There were decreases in all grade levels, ranging from almost a 3-point decrease for Kindergarten students to almost a 6-point decrease in second grade.



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On an individual school level, the following schools decreased the students in the bottom quartile by at least 15 points.

School Name	Amount of Decrease
<b>Ida B. Wells Academy</b>	<b>-36.6</b>
<b>Hamilton Elementary</b>	<b>-23.0</b>
<b>Riverview Elementary</b>	<b>-18.2</b>
<b>Dunbar Elementary</b>	<b>-17.2</b>
<b>Cromwell Elementary</b>	<b>-16.6</b>
<b>Lucy Elementary</b>	<b>-16.5</b>
<b>Magnolia Elementary</b>	<b>-16.5</b>
<b>Treadwell Elementary</b>	<b>-16.4</b>
<b>Double Tree Elementary</b>	<b>-16.0</b>
<b>South Park Elementary</b>	<b>-15.3</b>