



Destination 2025 Monthly: March 2018

Prepared by the Department of Research & Performance Management

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Key Findings

The KPIs for this month report on the academic standing of students in grades 1-3 in the areas of Reading and Math, and then provide a detailed analysis and three-year trends for the early literacy data for K-3 students. All of the KPIs tie into Priority 1 of Destination 2025: Strengthen Early Literacy.

- The median growth percentile in Math for grades 1-3 ranged from the 40th to the 46th percentile. The median growth percentile in Reading was the 41st percentile for all three grade-levels.
- According to MAP proficiency standards (which are *not* aligned with TNReady), over 50% of students in grades 1-3 met the proficiency standard for their grade-level in both Ready and Math, with one exception. In second grade, 47% of students met the proficiency standard in Reading.

MAP Reading data from the past three years for K-3 students were compared to identify any trends in early literacy. Mid-year (winter) scores for all students tested with the MAP Reading assessment were analyzed.

By all measures analyzed, students performed better in 2016-17 than the year before, showing progress on these measures. Scores for 2017-18 show that, generally, these gains were maintained this year. However, when comparing SCS students' performance to a broader context, results show District students still lag behind.

- SCS students' median growth percentiles showed increases from Year 1 to Year 2 indicating that students' rate of growth is improving. Changes from Year 2 to Year 3 were more variable.
- The percentage of students in grades 1-3 who were proficient or advanced on MAP increased from Year 1 to Year 2. Year 3 scores show percentage of students increased or was maintained.
- Lexile scores for students in grades K-3 mostly increased from Year 1 to Year 3, although they remain low compared to Lexile expectations for those grades for college- and career-readiness.
- The percentage of SCS students in the bottom quartile generally decreased across the three years.

Current Academic Standing: Grades 1-3

Data reported for current academic standing are the MAP median growth percentiles and proficiency rates for Reading and Math for students in Grades 1-3. 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.

As can be seen in the table below, the median growth percentile for all grade levels for both Reading and Math fell in the 40th to 45th percentile range. Despite the low growth percentiles, the percentage of students meeting the MAP proficiency standard for each grade level and subject area was higher. In Math, 64% of first-grade students met the proficiency standard, as did just over



Destination 2025 Monthly: March 2018
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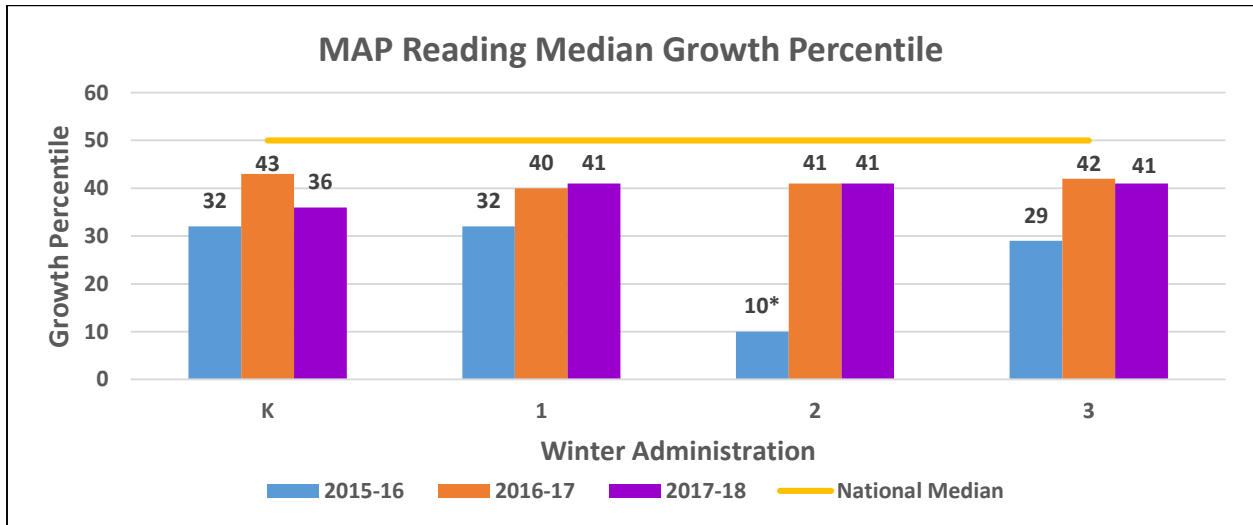
half of second-grade and third-grade students. At each grade-level the percentage of students meeting the Reading proficiency standard was lower than those meeting the Math proficiency standard, with rates ranging from 47% in second grade to 57% of first-grade students meeting the standard. Please note: *These proficiency rates must be interpreted with caution, as MAP proficiency rates are not aligned with TNReady standards.*

MAP Median Growth Percentiles and Proficiency Rates for Grades 1-3		
Grade and Subject	MAP Measure (as of December 2017)	Value
First Grade Math	Median Growth Percentile	45
	% Meeting Proficiency Standard	64%
First Grade Reading	Median Growth Percentile	41
	% Meeting Proficiency Standard	57%
Second Grade Math	Median Growth Percentile	40
	% Meeting Proficiency Standard	53%
Second Grade Reading	Median Growth Percentile	41
	% Meeting Proficiency Standard	47%
Third Grade Math	Median Growth Percentile	44
	% Meeting Proficiency Standard	55%
Third Grade Reading	Median Growth Percentile	41
	% Meeting Proficiency Standard	52%

Analysis of Early Literacy Data

Median Growth Percentile Over Time

Shifting to more in depth analyses of early literacy data, median growth percentiles were again analyzed.



*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.



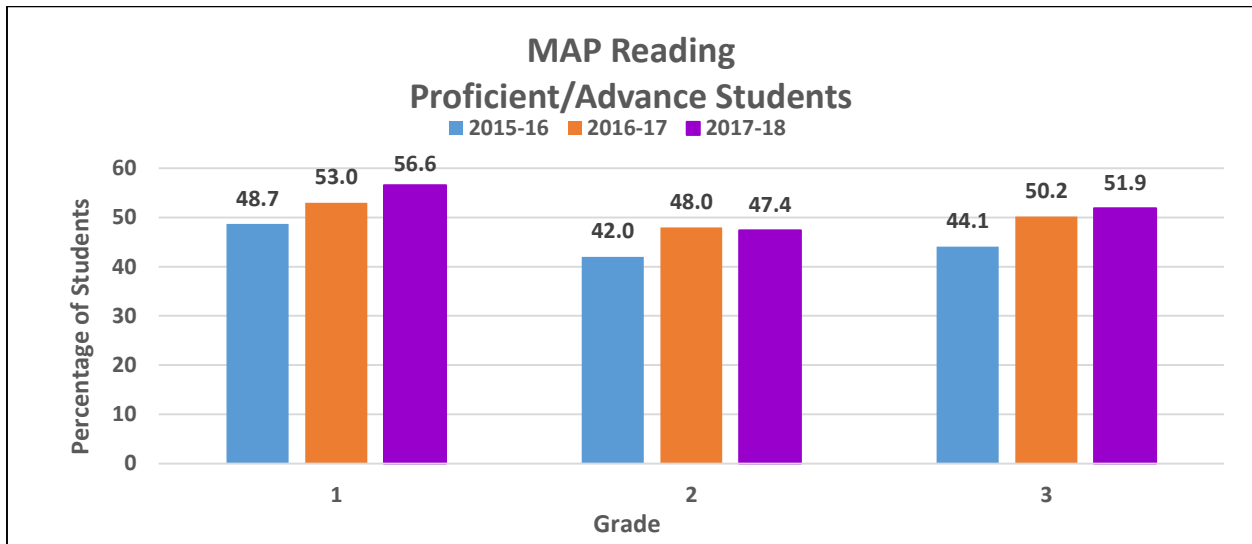
Destination 2025 Monthly: March 2018

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The chart above shows the median growth percentiles for students in grades K-3 across three years. There were increases in the median growth percentile from 2015-16 (blue bars) to 2016-17 (orange bars) for all grade levels. Scores from 2017-18 (purple bars) show a similar median growth percentile as the previous year for grades 1-3. However, for Kindergarten students, the median growth percentile declined. As its name indicates, the median growth percentile provides information on how much *growth* there was in early literacy. However, it does not provide information on how students performed compared to grade-level expectations. To get a picture of grade-level expectations, MAP proficiency rates were examined.

Proficiency Rates Increase

Proficiency rates for SCS students in grades 1-3 for MAP Reading from the winter assessment in 2015-16, 2016-17, and 2017-18 are provided below. For all three grade levels, the percentage of students scoring proficient or advanced on MAP increased for all three years, with the exception of second grade where there was a slight decline (less than one percentage point) in the percentage of students scoring proficient or advanced in 2017-18 compared to the year before.



MAP proficiency levels are not yet aligned with TNReady results; therefore, these rates do not predict student performance on year-end state achievement testing. They do, however, provide some indication of the percentage of students that score proficient or above according to MAP's own criteria for proficiency.

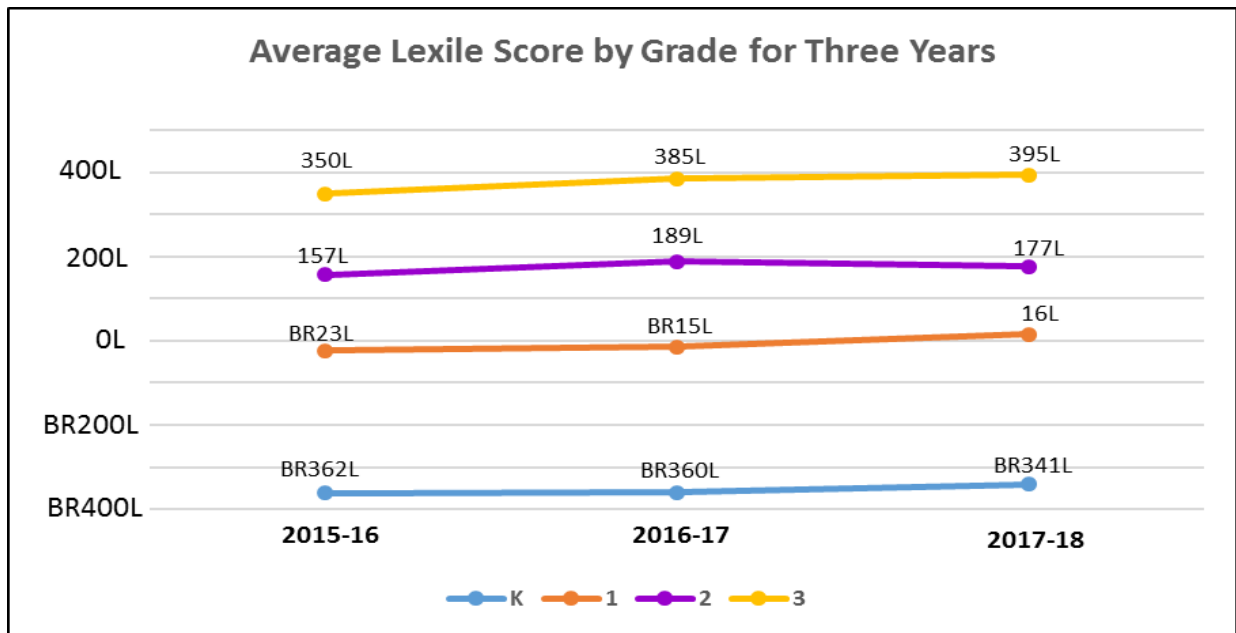
Lexile Scores

Additional information about reading levels can be obtained from Lexile scores. The Lexile scale provides information about text complexity by reporting scores ranging from the Beginning Reader level up through college level. Lexile scores are reported as a whole number followed by the letter *L* (e.g., 0L, 250L, 1190L). The Lexile scale reports scores lower than 0L, and it is typical for many beginning readers to score in this range. Lexile scores that begin with *BR*, which stands for Beginning Reader, indicate scores below 0L (e.g., BR20L, BR360L). The Lexile scale is like a thermometer in that BR scores with greater numbers indicate that they are further away from 0L compared to BR scores with smaller numbers. Additional information about Lexile scores can be obtained from the Lexile Framework (<https://lexile.com>).



Destination 2025 Monthly: March 2018
Prepared by the Department of Research & Performance Management

Students' Lexile scores indicate the complexity of text they are capable of reading. Average Lexile scores for SCS students in grades K-3 were calculated using winter MAP Reading data for the past three years and are presented in the graph below. Each line represents a different grade level. As expected, students in higher grades have higher Lexile scores. Over the past three years, average Lexile scores increased by approximately 20 points for grades K and 2 and over 40 points for third-grade students.

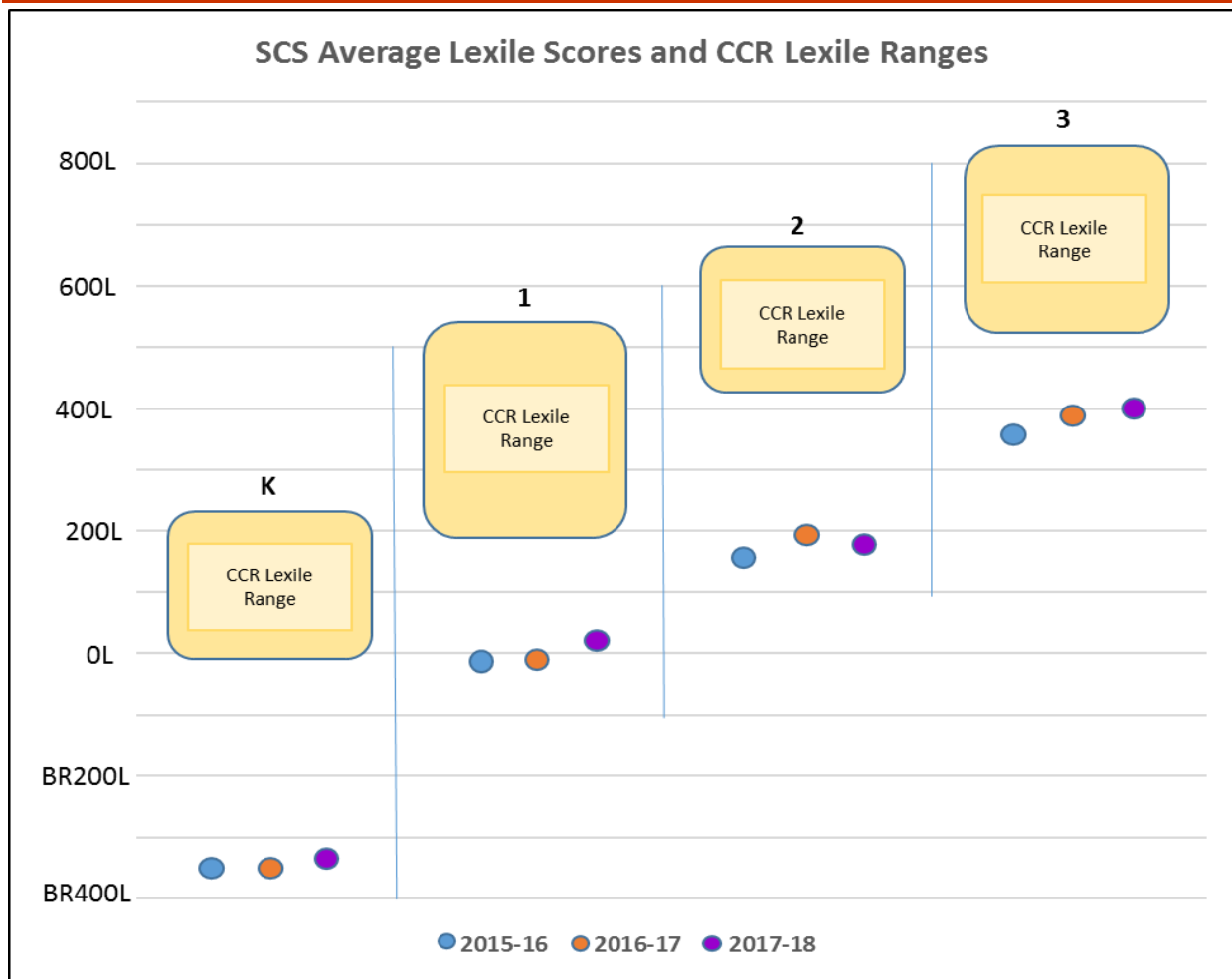


To better understand the reading levels of SCS students, the scores above were compared with additional information provided by the Lexile Framework that is related to college and career readiness. For each grade level from Kindergarten through grade 12, the Lexile Framework provides a Lexile range to describe the complexity of texts students should be reading at each grade level to be college and career ready (CCR) by the end of twelfth grade. The graph below shows where SCS students' Lexile scores from above compare to the recommended Lexile ranges.

The graph is divided into four sections, each representing data for an individual grade. The left-most column contains data for Kindergarten students. The blue, orange, and purple dots show the average Lexile score for SCS Kindergarten students over the past three years. (These data points are also represented by the blue line in the graph above.) The yellow box shows the Lexile range that corresponds to the recommended text complexity Kindergarten students should be reading during the Kindergarten year to be prepared for college and career at the end of grade 12. The CCR Lexile range for Kindergarten is from BR40L to 230L. As can be seen on the graph, the average Lexile scores of SCS Kindergarten students are below the recommended CCR Lexile range. Analyses revealed that this year 7% of District Kindergarten students have Lexile scores that are in or above the Kindergarten CCR Lexile range (i.e., Lexile scores of BR40L or greater).



Destination 2025 Monthly: March 2018
Prepared by the Department of Research & Performance Management



The remaining three columns in the graph display the data for grades 1, 2, and 3, respectively. The pattern found in the Kindergarten analysis remains the same. For all grade levels, the average Lexile score for District students is below the recommended CCR Lexile range, although the difference is not as great as in Kindergarten. The CCR Lexile range for first grade is from 190L to 530L. District data show that 24% of students in grade 1 had a Lexile score of 190L or higher this year. In second grade, the CCR Lexile range is 420L to 650L. Again, 24% of SCS students in grade 2 had a Lexile score of 420L or higher. For third grade, the CCR Lexile range is from 520L to 820L; 37% of District third-grade students' Lexile scores were 520L or higher this year.

Overall, Lexile scores are moving in the right direction for K-3 students in the District, and it appears that more gains are being made as students get older. The gaps between the average Lexile score and the CCR Lexile range for students in grades 1 and 3 are narrower than the gap for Kindergarten students. However, more improvement is needed to meet college- and career-readiness expectations.

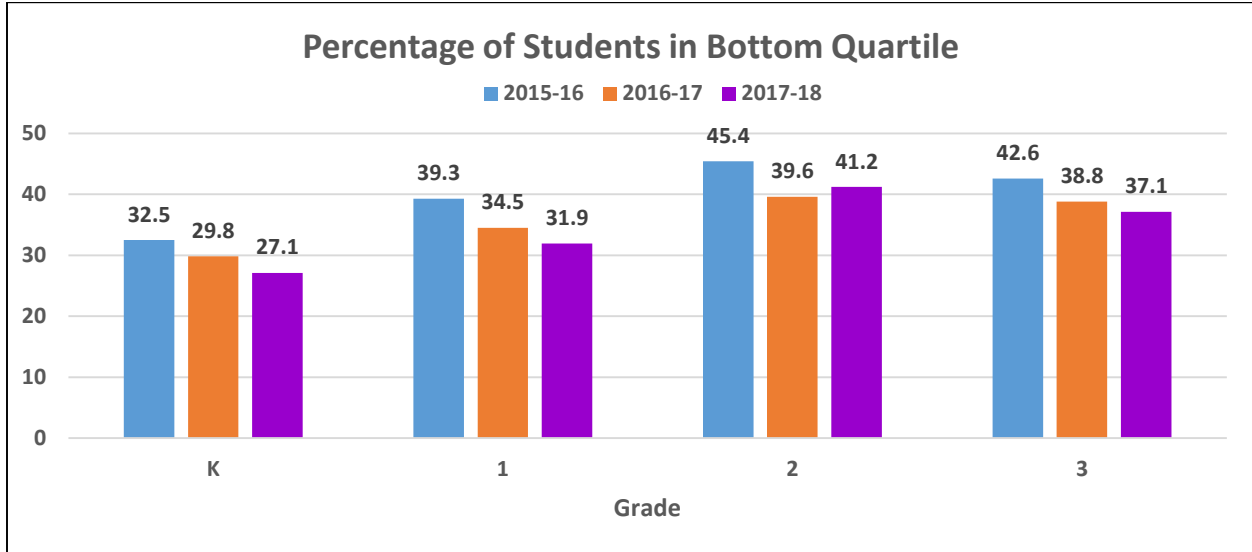
Percentage of SCS Students in Bottom Quartile Decreases

A final analysis of trends in MAP data examined the percentage of SCS students who were in the bottom quartiles (below the 25th percentile) over the past three years. As with the



Destination 2025 Monthly: March 2018
Prepared by the Department of Research & Performance Management

comparisons discussed up to this point, there is movement in the right direction. Larger decreases (between approximately three to six points) occurred between 2015-16 and 2016-17. There were additional slight decreases of approximately two points for grades K, 1 and 3 from last year to this year. The percentage of second grade students in the bottom quartile this year was virtually the same as last year, 39.6% and 41.2%, respectively.



Discussion

The data discussed above present the overall picture that the gains on the MAP Reading assessment observed between Year 1 and Year 2 were maintained or slightly improved in Year 3. It is difficult to interpret why scores from last year and this year remained relatively the same compared to the improvements seen the year before. It may be that MAP scores are most useful when anchored in a larger context, such as the CCR Lexile ranges. However, individual student data still can be used to help inform teachers of each student’s progress, especially when compared year-over-year.

District Recommendations

In 2017, three district recommendations were made based on the KPI data analyses. The table below presents each recommendation and notes progress made since last year.

Progress on District Recommendations	
2017 District Recommendation	Progress Since Then
Continue to implement college- and career-readiness curriculum materials to improve rigor and connection to TNReady outcomes	<ul style="list-style-type: none"> SCS is using Journeys (foundational skills) SCS is also using Eureka Math and Expeditionary Learning curriculums to ensure students are engaging in high-quality, standard-aligned learning experiences
Continue to deploy math and literacy coaches to schools to support educators’ transition to the new standards	<ul style="list-style-type: none"> Math and Literacy Advisors now provide District-wide PD, virtual co-planning sessions and best practices sessions to strengthen teacher skill/knowledge on the curriculum



Destination 2025 Monthly: March 2018

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	<ul style="list-style-type: none">• Advisors also visit schools to observe and provide feedback/training to Instructional Leadership Teams (ILTs)
Expand community partnerships such as Team Read and Academic Parent Teacher Teams to provide additional support to students in early grades	<ul style="list-style-type: none">• Team Read has expanded to 1,011 volunteer reading coaches serving 1,252 student participants• 74% of participating APTT teachers report plans to continue the model in their classrooms; and a slightly higher percentage of APTT students met MAP goals in Reading and Math in winter compared to their schools as a whole