

MAP Assessment - spring 2025



Board of Education meeting

June 2025

Strategic plan



Academic success

CCSD 89 will provide an engaging and supportive learning environment that inspires every single student to reach their full potential.



Social-emotional development

CCSD 89 will provide a welcoming educational environment where every student can develop confidence, empathy, and well-being.



High-quality staff

CCSD 89 will hire, retain, and support a highly-qualified workforce.



Community engagement

CCSD 89 will cultivate meaningful partnerships with families and community agencies to enrich learning opportunities.



Effective use of resources

CCSD 89 will use resources responsibly to provide safe schools where students have the tools they need to learn.

Today's presentation

- The MAP test is a national test that provides a snapshot of student's academic performance in math and reading. Staff uses the results from this test to shape instruction for each student.
- As a whole, CCSD 89 students continue to perform significantly above national MAP averages on both reading and math.
- From fall to spring, MAP math assessment scores showed strong growth across most grade levels.
- From fall to spring, MAP reading assessment scores showed mixed levels of growth across the grade levels.

About the MAP assessment



- Taken three times each school year on a computer
- Highly adaptive; no two students see the same set of test questions
- Aligned with state and national assessments

Reading	Math
Literary text	Number and operations (K-5)
Informational text	Measurement and data (K-5)
Vocabulary acquisition and use	Operations and algebraic thinking
Language and writing (K-2)	Geometry
Foundational skills (K-2)	Statistics and probability (6-8)
	Real and complex number systems (6-8)

How do staff use MAP scores?

- Review and monitor student progress over time
- Fine tuning classroom instruction
- Development of intervention groups
- Monitor progress of curriculum resource implementation
- Connect to IAR and P-ACT scores, where possible
- School Improvement planning and monitoring

Commonly used terms

- **RIT** - Score on a “stable scale” (e.g. feet, inches) representing a student’s achievement level at any given moment (also used to measure academic growth over time).
- **Achievement** - “Point-in-time” measure that evaluates how well students perform against a standard/assessment.
- **National Percentile** - Indicates a student scored as well as, or better, than the percent of students in the norm group. (A student with a percentile rank of 64 scored as well as or better than 64% of comparable students in the norm group.)
- **Growth** - Academic progress made over time
- **Projected Growth Range** - RIT points the students is typically expected to grow matching peers.

CCSD 89 fall-to-spring results



Quintile vs. growth

- **Quintile:** ALL students that participated in fall and ALL students that participated in spring
- **Growth:** ONLY students that participated in both fall and spring
- In grades 1-8, we had 66 students move in after September 15, 2024

Demographic information

- 16% of CCSD 89 students have **special education plans**
- 24% of CCSD 89 students identified as **low income**
- 12% of CCSD 89 students receive **English as a second language** supports
- 53% of CCSD 89 students identify as **male**
- 16% of kindergarten-eighth grade students were **chronically absent** this year
 - 30% of all our low income students were chronically absent compared to 12% of all our students that are not identified as low income.

Demographic information

- We had 151 new students this year in grades 1-8
 - 58% identified as low income
 - 42% identified as receiving English as a second language supports
- 66 of the students started after September 15, 2024
 - 55% identified as low income
 - 39% identified as receiving English as a second language supports
 - 21% have special education plans

MAP quintiles



Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
1st - 20th percentile	21st - 40th percentile	41st - 60th percentile	61st - 80th percentile	81st - 99th percentile
Low range	Low average range	Average range	High average range	High range



CCSD 89 students - reading

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Percentile	1st - 20th	21st - 40th	41st - 60th	61st - 80th	81st - 99th
Fall 2024	8.8%	10.8%	19.2%	26.0%	35.2%
Spring 2025	9.8%	11.4%	17.9%	27.3%	33.6%

**78.8% of CCSD 89 students
in the top three quintiles**



Elementary students - reading

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	-	8.8%	-	13.2%	-	12.8%	-	19.6%	-	45.6%
1	5.4%	5.6%	8.5%	15.6%	19.6%	15.6%	26.2%	23.4%	40.4%	39.8%
2	15.1%	13.3%	14.2%	9.8%	17.3%	19.2%	20.4%	20.1%	32.9%	37.6%
3	6.6%	5.6%	8.3%	9.4%	16.7%	16.7%	25.0%	29.2%	43.4%	39.1%
4	6.7%	7.7%	9.2%	10.1%	15.5%	14.5%	24.3%	30.7%	44.4%	37.1%
5	11.5%	14.5%	8.3%	11.9%	17.6%	17.5%	27.8%	37.7%	34.8%	28.5%



Middle school students - reading

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
6	9.9%	9.7%	9.9%	9.3%	21.5%	22.4%	25.9%	32.1%	32.8%	26.6%
7	7.3%	10.6%	10.9%	9.3%	21.4%	19.7%	30.0%	34.1%	30.5%	28.3%
8	7.6%	12.4%	16.8%	14.4%	24.4%	24.3%	29.0%	29.6%	22.3%	21.4%



Student groups - reading

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
LI	18.7%	20.9%	16.6%	19.5%	22.3%	21.1%	26.6%	23.2%	15.8%	15.4%
LEP	34.9%	34.6%	21.7%	25.7%	19.4%	15.6%	21.1%	19.4%	2.9%	4.6%
IEP	34.6%	36.7%	20.3%	20.8%	19.4%	15.9%	15.2%	15.9%	10.6%	10.6%

LI: Low income

LEP: Limited-English proficient

IEP: Students with individualized education plan



Student groups - reading

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
Asian	7.2%	11.6%	8.9%	11.3%	15.3%	15.8%	31.5%	29.4%	37.0%	33.9%
Black/African American	25.3%	26.2%	22.9%	27.1%	17.2%	20.6%	16.1%	11.2%	18.4%	15.0%
Hispanic	15.1%	16.5%	14.4%	17.1%	20.7%	19.8%	25.4%	25.3%	24.5%	21.2%
Two or more races	7.9%	7.3%	7.9%	8.3%	21.8%	20.2%	25.9%	28.4%	36.6%	35.8%
White	5.9%	6.0%	9.3%	8.6%	19.6%	17.2%	25.9%	29.2%	39.4%	39.0%



CCSD 89 students - math

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
	1st - 20th	21st - 40th	41st - 60th	61st - 80th	81st - 99th
Fall 2024	7.9%	11.5%	17.7%	25.5%	37.3%
Spring 2025	5.6%	8.8%	15.3%	24.5%	45.8%

**85.6% of CCSD 89 students
in the top three quintiles**



Elementary students - math

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
K	-	5.5%	-	6.9%	-	6.9%	-	29.1%	-	51.7%
1	4.4%	3.5%	8.4%	11.3%	16.0%	12.1%	25.8%	29.9%	45.3%	43.3%
2	16.4%	7.3%	12.8%	7.3%	11.1%	12.0%	28.3%	23.5%	31.4%	50.0%
3	5.3%	3.0%	10.5%	4.7%	14.0%	9.0%	27.6%	22.8%	42.5%	60.5%
4	3.7%	3.6%	7.1%	5.2%	18.4%	10.8%	24.3%	21.8%	46.4%	58.7%
5	9.9%	8.6%	16.3%	18.0%	17.6%	19.2%	22.5%	15.8%	33.5%	38.5%



Middle school students - math

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
6	9.9%	8.0%	21.1%	10.9%	23.3%	25.6%	17.2%	24.4%	28.5%	31.2%
7	5.9%	7.5%	11.4%	6.6%	20.0%	14.6%	28.2%	26.1%	34.6%	45.1%
8	7.5%	4.1%	5.0%	8.2%	21.8%	25.4%	29.7%	27.9%	36.0%	34.4%



Student groups - math

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
LI	18.7%	14.1%	21.1%	17.4%	22.1%	20.7%	20.1%	25.4%	18.0%	22.3%
LEP	30.3%	20.3%	24.6%	19.8%	20.6%	20.3%	18.9%	24.1%	5.7%	15.6%
IEP	30.3%	21.1%	19.8%	20.3%	18.5%	16.9%	19.3%	22.2%	12.2%	19.6%

LI: Low income

LEP: Limited-English proficient

IEP: Students with individualized education plan

Fall to spring quintiles



Student groups - math

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	1st - 20th		21st - 40th		41st - 60th		61st - 80th		81st - 100th	
Asian	5.1%	5.5%	9.3%	6.9%	15.3%	12.4%	26.4%	27.2%	43.4%	48.1%
Black/African American	31.1%	22.4%	25.3%	26.2%	21.8%	17.8%	17.2%	21.5%	4.6%	12.2%
Hispanic	15.6%	10.4%	15.0%	14.0%	22.4%	18.6%	24.6%	29.3%	22.4%	27.7%
Two or more races	4.0%	3.7%	7.9%	6.4%	16.8%	11.9%	30.7%	23.9%	40.6%	54.1%
White	4.6%	2.9%	9.9%	6.3%	16.6%	14.7%	25.5%	22.8%	43.4%	53.3%

CCSD 89 fall-to-spring growth results



MAP projected growth



Grade	Fall CCSD 89 mean RIT	Spring CCSD 89 mean RIT	Projected growth	Observed growth	Percentage of CCSD 89 students that met projected growth
1st	164.2	177.3	9.8	13.1	76



Average raw score of CCSD 89 first grader in fall

The average CCSD 89 first grader scored a 164 in math this fall.



Average raw score of CCSD 89 first-grader in spring

The average CCSD 89 first grader scored a 177 in math this spring.



Average projected growth for CCSD 89 first-grader from fall to spring based on 2020 norms



Average actual growth for CCSD 89 first-grader from fall to spring

The average CCSD 89 first grader grew 13.1 in math.



Percent of CCSD 89 students who met projected growth based on the 2020 norms

76 percent of CCSD 89 students met their projected growth.

Fall to spring MAP growth - reading



	Fall CCSD 89 mean RIT	Spring CCSD 89 mean RIT	Projected growth	Observed growth	Percentage of CCSD 89 students that met projected growth
1st	162.2	180.2	19.8	18.0	52
2nd	175.9	193.6	16.6	17.7	57
3rd	195.1	207.3	12.5	12.2	55
4th	205.3	213.8	9.4	8.5	53
5th	210.1	215.0	7.7	4.9	42
6th	215.4	221.2	6.0	5.8	57
7th	219.7	224.1	4.8	4.4	58
8th	221.8	225.1	4.3	3.3	50

Fall to spring MAP growth - reading



Percent of students that met projected growth target - reading

	1st	2nd	3rd	4th	5th	6th	7th	8th
2022-23	53	52	55	45	40	45	60	45
2023-24	52	63	67	46	54	52	61	42
2024-25	52	57	55	53	42	57	58	50

Fall to spring MAP growth - math



	Fall CCSD 89 mean RIT	Spring CCSD 89 mean RIT	Projected growth	Observed growth	Percentage of CCSD 89 students that met projected growth
1st	166.3	187.4	19.6	21.2	65
2nd	176.8	200.9	17.7	24.1	78
3rd	196.0	217.9	15.8	21.9	86
4th	210.1	226.4	14.1	16.3	70
5th	215.0	227.9	12.4	12.9	58
6th	218.9	233.0	10.2	14.1	72
7th	228.7	240.1	8.4	11.4	70
8th	235.8	243.2	6.7	7.4	59

Fall to spring MAP growth - math



Percent of students that met projected growth target - math

	1st	2nd	3rd	4th	5th	6th	7th	8th
2022-23	67	58	64	43	39	44	70	48
2023-24	67	84	91	67	64	71	75	54
2024-25	65	78	86	70	58	72	70	59

Looking ahead

- CCSD 89 students continue to perform significantly above national MAP averages on both reading and math.
- Staff will use the results from the MAP test to shape instruction for each student, including strategies that will address achievement gaps.
- Staff will use the results when we plan school-improvement goals for next year at the data retreat.
- Reading resources: Continue year three of “Into Reading” implementation at elementary schools; continue second year of “Into Literature” at the middle school level
- We will compare this data to other assessments for reliability.

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