BES Model School Application Data Narrative

The data presented shares NWEA MAP growth data across several years of administration. Each year shares the conditional growth percentile for that entire school year except for 2019-2020. Due to Covid, we were only able to provide data for Fall to Winter versus Fall to Spring.

Conditional Growth Percentile (CGP) is a percentile rank for growth, normed across 11 million students who take the MAP Growth assessment annually. If a school’s CGP is 50, this means that the growth was greater than 50 percent of similar students in the NWEA norm groups for that grade level. Students tested are compared to other students with the same starting achievement level, grade, subject area, and number of instructional weeks between test events. Growth greater than the norm would result in a percentile rank higher than the 50th percentile, and growth less than the norm would result in a percentile rank lower than the 50th percentile. CGPs range from the 1st to 99th percentile. Comparing CGPs of small student groups, such as students with disabilities, results in higher variability and therefore more volatility over test administrators.

When viewing the data, you will notice a dip in percentile for 4th grade in ELA and Math between FY 21 and FY 22. It’s important to note that growth above the 65 percentile is considered high growth statistically for NWEA MAP. However, due to the drop in the scores of our special education students, we have placed a strong emphasis in this area in our school improvement plan and created action steps including a stronger focus on our collaboration between our interrelated teachers and general education teachers. Additionally, it’s important to note that our school saw a significant increase from FY 20 to FY 21 due to our school maintaining the course of instruction during the onset of the COVID pandemic. Immediate action was taken involving online learning, thus our students experienced great gains during that time period comparatively.

Finally, data from our state assessment, The Georgia Milestone Assessment for Math, has been included to demonstrate success over time for students performing at a level 3 (proficient) and level 4 (distinguished). Comparisons to our system achievement for these areas have been shared as well to demonstrate that our school is consistently achieving higher than the district average. We selected to include Math since that has been our subject of focus specifically for our collaboration around common formative assessments and summative assessments.