**K-10 Student Growth Data for EPP Completers**

Due to privacy of data concerns, the state of Kansas does not make either PK-12 teacher or student data available to EPPs. Thus, it is up to each individual EPP to establish an agreement with a school(s) or district(s) within the state to access PK-12 teacher and student data.

The EPP (Emporia State University, The Teachers College) was able to access K-10 student reading and math MAP Growth assessment data for EPP completers (*N*=41) from 2014, 2015, and 2016. Northwest Evaluation Association (NWEA) MAP, or the Measure of Academic Progress, scores were chosen over state assessments to demonstrate student learning growth because state assessments only occur at grades 3 through 8 and 10, whereas MAP assessments occur grades K through 10. The state assessments are content specific, are not available for all content areas, and are not nationally normed. The state sets its own cut score for the state assessments. In contrast, MAP assessments have been nationally normed, are predictive of performance on the ACT and aligned to college and career readiness. The MAP assessments are proprietary assessments with established reliability and validity and growth norms. While MAP growth scores are not content specific, they are representative of student growth in reading and math across the curriculum.

Tables 1.0 through 3.0 provide data for the NWEA MAP Reading scores. Table 1.0 provides data for all K-10 students included in the analysis, while Tables 2.0 and 3.0 disaggregate the data by elementary (K-5) and secondary (6-10). The data presented are for students of completers during the 2014, 2015 and 2016 years. Completers from 2014 are in their third year of teaching (*N*=13); completers from 2015 are in their second year of teaching (*N*=18); and completers for 2016 are in their first year of teaching (*N*=10). Note: As PK-12 students move through elementary grades to high school the average rate of growth declines. This is because there is more room for growth during the early elementary years and less during the secondary years.

Note: *To ensure test reliability, validity, and fairness across all populations tested, the NWEA Research team regularly conducts a variety of studies and analyses such as: pool depth analysis, test validation, comparability studies, and Differential Item Functioning (DIF) iMonitoring item quality to ensure that functioning remains constant across subgroups of students when ability is controlled.* (Source: https://www.nwea.org/research/how-research-informs-our-products/)

**Table 1.0**

**NWEA MAP Reading Student Data**

**Fall 2016 to Spring 2017**

**K-10 (All) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Reading MAPS Growth2** | **Number of Completers** |
| **2014** | 996 | 7.2 | 13 |
| **2015** | 853 | 4.7 | 18 |
| **2016** | 343 | 3.8 | 10 |
| **Grand Total** | 2192 | 5.7 | 41 |

**Table 2.0**

**NWEA MAP Reading Student Data**

**Fall 2016 to Spring 2017**

**Elementary (K-5) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Reading MAPS Growth2** | **Number of Completers** |
| **2014** | 424 | 11.8 | 5 |
| **2015** | 378 | 7.7 | 12 |
| **2016** | 77 | 9.2 | 5 |
| **Grand Total** | 879 | 9.8 | 22 |

**Table 3.0**

**NWEA MAP Reading Student Data**

**Fall 2016 to Spring 2017**

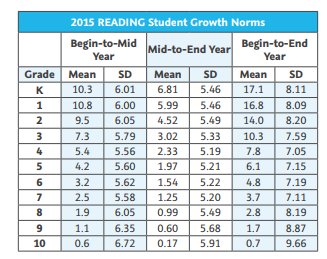
**Secondary (6-10) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Reading MAPS Growth2** | **Number of Completers** |
| **2014** | 572 | 3.8 | 8 |
| **2015** | 475 | 2.4 | 6 |
| **2016** | 266 | 2.3 | 5 |
| **Grand Total** | 1313 | 3.0 | 19 |

Tables 1.0, 2.0 and 3.0 demonstrate positive growth in K-10 reading MAP growth scores from fall 2016 to fall 2017 for students of 2014-2017 EPP completers included in the analysis. The mean growth for all students (*N*=2192) of three cycles of completers (2014-2017; *N*=41) was 5.7, with an elementary three-year mean of 9.8 and secondary mean of 3.0. Based on the chart below, these gains are well within the expected growth means for K-10 students. As previously stated, growth is more during the early years of elementary and gradually decreases as students move up in grade level.

**MAP Growth Norms as reported by the 2015 NWEA MAP Growth Normative Data**

(Source: https://www.nwea.org/content/uploads/2015/08/2015-MAP-Normative-Data-NOV15.pdf)



Tables 4.0 through 6.0 provide data for the NWEA MAP Math scores. Table 4.0 provides data for all K-10 students included in the analysis, while Tables 5.0 and 6.0 disaggregate the data by elementary (K-5) and secondary (6-10). The data presented are for students of completers during the 2014, 2015 and 2016 years. Completers from 2014 are in their third year of teaching (*N*=13); completers from 2015 are in their second year of teaching (*N*=18); and completers for 2016 are in their first year of teaching (*N*=10). Note: As PK-10 students move through elementary grades to high school the average rate of growth declines. This is because there is more room for growth during the early elementary years and less during the secondary years.

**Table 4.0**

**NWEA MAP Math Student Data**

**Fall 2016 to Spring 2017**

**K-10 (All) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Math MAPS Growth** | **Number of Completers** |
| **2014** | 1057 | 10.3 | 13 |
| **2015** | 845 | 9.5 | 18 |
| **2016** | 385 | 5.1 | 10 |
| **Grand Total** | 2287 | 9.1 | 41 |

**Table 5.0**

**NWEA MAP Math Student Data**

**Fall 2016 to Spring 2017**

**Elementary (K-5) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Math MAPS Growth** | **Number of Completers** |
| **2014** | 424 | 15.5 | 5 |
| **2015** | 378 | 12.7 | 12 |
| **2016** | 77 | 11.2 | 5 |
| **Grand Total** | 879 | 13.9 | 22 |

**Table 5.0**

**NWEA MAP Math Student Data**

**Fall 2016 to Spring 2017**

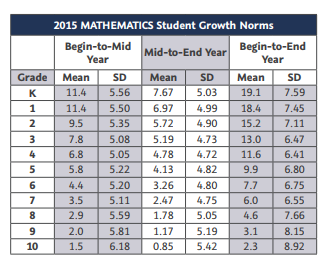
**Secondary (6-10) Student Data**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completer Year** | **Number Tests** | **Average of F16 to S17 Math MAPS Growth** | **Number of Completers** |
| **2014** | 633 | 6.8 | 8 |
| **2015** | 467 | 6.9 | 6 |
| **2016** | 308 | 3.6 | 5 |
| **Grand Total** | 1408 | 6.1 | 19 |

Tables 4.0, 5.0 and 6.0 demonstrate positive growth in K-12 math MAP growth scores from fall 2016 to fall 2017 for students of 2014-2017 EPP completers included in the analysis. The mean growth for all students (*N*=2287) of three cycles of completers (2014-2017; *N*=41) was 9.1, with an elementary three-year mean of 13.9 and secondary mean of 6.1. Based on the chart below, these gains are well within the expected growth means for K-10 students. As previously stated, growth is more during the early years of elementary and gradually decreases as students move up in grade level.

**MAP Growth Norms as reported by the 2015 NWEA MAP Growth Normative Data**

(Source: https://www.nwea.org/content/uploads/2015/08/2015-MAP-Normative-Data-NOV15.pdf)



**Findings**

Based on the evidence presented above for 2014-2017 completers of the EPP included in the analysis, completers one to three years into the profession of teaching have a positive impact on the learning of their PK-12 students. PK-12 students consistently demonstrated positive and expected growth on the reading and math MAP tests.