



Columbia Public Schools

Achievement, Enrichment, and Opportunity for Our Community. Our Schools. Our Kids.

MAP Fact Sheet for African-American Students Comparisons for 2015 to 2016

English Language Arts

Proficient and Advanced

Grade	Cohort % Change
4	3.2%
5	2.9%
6	-1.9%
7	0%
8	0.8%

- Proficient and Advanced increased 2.6 percentage points for all of CPS
- When looking at cohorts (e.g., 7th grade 2015 and 8th grade 2016), 3 of 5 grade levels increased the percentage of kids in the proficient range

Below Basic

Grade	Cohort % Change
4	3.4% improvement
5	9.2% improvement
6	.2% improvement

- Lower grade level cohorts experienced fewer students in the Below Basic range
- Improvement means a decrease of students in Below Basic

Math

Proficient and Advanced

Grade	Cohort % Change
4	-1.3%
5	-5.8%
6	1.7%
7	3.3%
8	-3.8%

- Proficient and Advanced increased 2.5 percentage points for all of CPS
- When looking at cohorts (e.g., 7th grade 2015 and 8th grade 2016), 3 of 5 grade levels increased the percentage of kids in the proficient range

Below Basic

Grade	Cohort % Change
4	5.7% improvement
5	11.1% improvement
6	11.6% improvement

- Cohort changes in math were more mixed with 4th, 6th, and 7th grade cohorts showing fewer students in Below Basic
- Improvement means a decrease of students in Below Basic

Notes

- Our African-American students are coming into CPS as kindergartners significantly less prepared than their predecessors. PALS-K data from the scorecard show a decrease in proficiency from 72.2% to 61.7% in the last five years. It is currently on the upswing again.
- In the APR, the progress our African-American students make will be masked by the Super Subgroup in the APR calculation. Our African-American students represent just above one-third. Using the APR to measure progress of our African-American students would not be helpful, since they represent a fraction of the Super Subgroup.