Insights Report

Prepared for Sample District

Fall 2015 to Spring 2016

NOTE: This is a sample report used for promotional purposes.
The final report may vary slightly from this version.

map™ GROWTH

How to Use this Report

About this Report

This report provides clear, actionable insight into your students' academic achievement and growth, as measured by the MAP® Growth™ assessments. Report sections address specific questions to identify areas of strength and areas for improvement. Initial sections provide high-level snapshots, while later sections provide more granular detail. This report serves as a resource for communicating the performance of your students to important stakeholders and for informing decisions about resource allocation and program improvement.

Glossary

Growth: change in achievement over time as measured by the MAP Growth assessment

Median growth percentile (MGP): the middle value when a group of students are rank ordered from lowest to highest growth percentile. A group whose MGP value is 50 showed "typical" improvement over time, relative to NWEA™ norms.

Median status percentile (MSP): the middle value when a group of students are rank ordered from lowest to highest status percentile. A group whose MSP value is 50 showed "typical" achievement at that time, relative to NWEA norms.

Projected college readiness: a prediction about whether students are on track for college readiness, based on their observed MAP Growth score and the MAP Growth college readiness benchmark study.

Projected proficiency: a prediction about students' proficiency status on their state summative test (i.e., what proportion met/ exceeded state proficiency standards), based on their observed MAP Growth scores and the relevant NWEA linking study.

Status: achievement at a single point in time as measured by the MAP Growth assessment.

Student growth percentile: expresses how a student's growth compares to NWEA national norms. For example, a student with 75th percentile growth showed improvement over time that was better than 75% of similar students across the United States.

Student status percentile: expresses how a student's achievement at a single point in time compared to NWEA national norms. For example, a student with 50th percentile status performed precisely at the mid-point of similar students across the United States.

Effectiveness Levels

This report uses the following levels to describe the achievement and growth of your students.

GROWTH AND STATUS PERCENTILE VALUES

	≥	<
Substantially above	78.5	100
Moderately above	69.5	78.5
Slightly above	57.5	69.5
About average	42.5	57.5
Slightly below	30.5	42.5
Moderately below	21.5	30.5
Substantially below	0	21.5

Note: these levels are from generally accepted statistical thresholds. These colors are used throughout the report to convey effectiveness levels.

Methodology

This report uses median status and growth percentiles to describe the performance of various groups of students, relative to NWEA norms. Refer to the "NWEA 2015 MAP Norms for Student and School Achievement Status and Growth" report for more information about these percentiles and the combinations of subjects and grades for which norms are available.

Table of Contents

Executive Summary Highlights	**4**
How are District Students Doing?	**5**
Which Subjects are Strongest?	**6**
How is School Status & Growth?	**7**
School-Level Detailed Scores	**8**
Are We Proficient & College Ready?	**9**
Is Our Growth Strong Over Time?	**10**
How is Status by Grade & Subject?	**11**
How is Growth by Grade & Subject?	**12**
How Do Boys and Girls Compare?	**13**
What About Ethnicity and Gender?	**14**
How to Dig Deeper Into the Data?	**15**

STUDENTS TESTED: SPRING 2016

	Reading	Math
K	748	743
1	778	772
2	767	763
3	717	709
4	682	676
5	713	705
6	621	622
7	626	643
8	616	608
9	476	548
10	426	459
11	336	375
12	304	244

The numbers indicate the number of students tested by grade and subject in the spring of 2016. Growth numbers are calculated from students who tested in both the fall of 2015 and spring of 2016, which may be a smaller student count.

Growth and achievement metrics may be less reliable for very small groups of students. Throughout the report, an asterisk (*) will be used to indicate when the number of student scores within that group is fewer than 20, and therefore, the metrics are not reported. A blank indicates that no students fell into that group.

Executive Summary Highlights

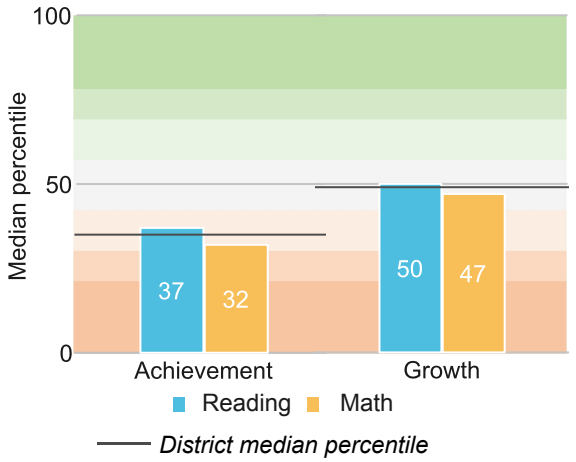
District median student achievement is 35th percentile and district median student growth is 49th percentile.

Achievement is slightly below average, while growth is average.

The median status score of all assessments given in spring of 2016 equaled the 35th percentile. One subject was above the district median: reading. One subject was below the district median: mathematics.

For growth, the median score equaled the 49th percentile, which is average. One subject was above the district median: reading. One subject was below the district median: mathematics.

ACHIEVEMENT AND GROWTH



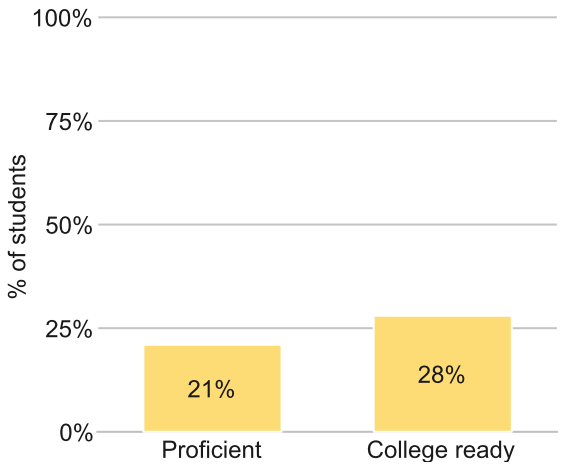
21% of students should meet state standards in at least one subject.

28% of students are on track to meet college readiness in at least one subject.

MAP Growth results predict that 21% of students will meet proficiency standards on state summative tests in at least one subject. 16% will likely meet standards in ELA and 15% in math. 9% of students are predicted to meet standards in both subjects. 78% of students are predicted to not meet either standard.

28% are demonstrating achievement that is on track to meet MAP Growth college readiness benchmarks in at least one subject. 14% are likely on track in both reading and math. 69% are not meeting these benchmarks in either subject.

PROFICIENCY AND COLLEGE READINESS IN AT LEAST ONE SUBJECT

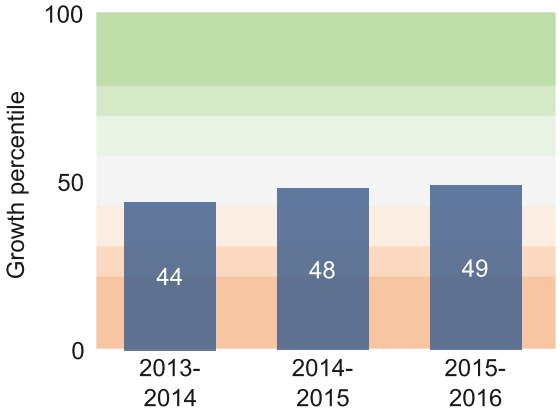


The district's 3-year growth has been consistently average.

Median growth was average all three years.

Growth over three years has been consistently average in reading. Math growth has improved or stayed level.

3-YEAR DISTRICT GROWTH



How are District Students Doing?

Overall achievement of district students is slightly below the norm.

Median achievement is 34th percentile; median growth is 49th percentile.

District students demonstrated a median achievement level at the 34th percentile on fall 2015 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 34th percentile. Looking at growth from fall to spring, the median growth percentile for district students was 49, versus a national median of 50. This means that district students' scores grew at about the same rate as typical students.

Top-Quartile Students: a Smaller Proportion than is Typical, with About the Same Growth as the Norm

15% of district students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed about the same growth to similar students', since their median growth percentile was at the 54th percentile from fall to spring. Approximately 5% of district students' scores were in the top achievement decile in fall 2015, compared to 10% nationally. This group grew at the 56th percentile, which is average compared to the norm.

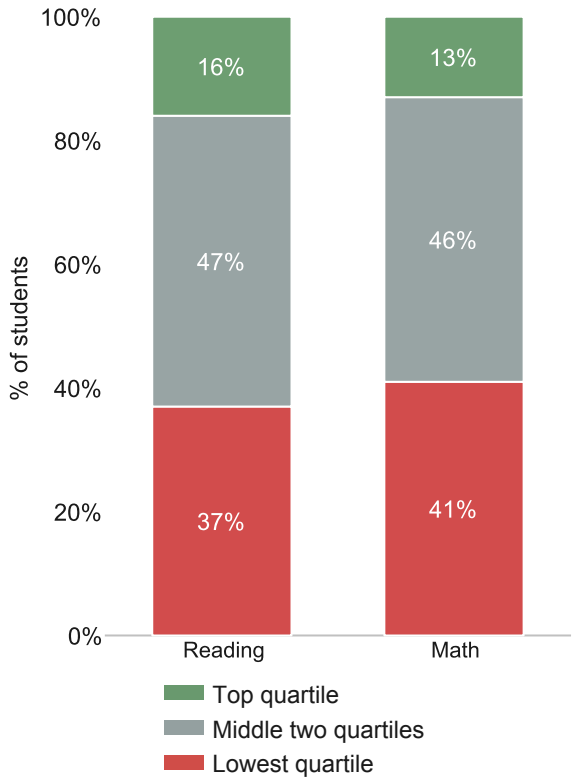
Middle-Two-Quartiles Students: a Typical Proportion, with Growth Approximately Equal to the Norm

Nationally, about 50% of scores fell within the two middle quartiles, versus 46% of district scores. For the district students who produced these scores, median growth was at the 45th percentile, which is about the same as the national average.

Lowest-Quartile Students: a Larger Proportion than is Typical, with Growth Approximately Equal to the Norm

Some 39% of district students' scores showed lowest (or bottom) quartile achievement, which is more than the 25% that is typical for the country. These students' scores are growing at the same rate as similar students, as their median growth percentile was at the 50th percentile from fall to spring. About 20% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 54th median growth percentile from fall to spring, which is about average.

HOW MANY DISTRICT STUDENTS ARE ABOVE OR BELOW AVERAGE?



ARE STUDENTS GROWING EQUALLY?

	Lowest quartile	Middle two quartiles	Top quartile
Reading	53rd	48th	51st
Math	49th	44th	58th
Total	50th	45th	54th

Fall to spring growth percentiles

Which Subjects are Strongest?

District students lag in math for both achievement and growth.

Reading is mixed—with low achievement, but high growth.

Reading is a low achievement / high growth subject for district students. The median status percentile (MSP) for reading is slightly below the national average. The Median Growth Percentile (MGP) is about average.

Math falls within the low achievement / low growth quadrant. The MSP is below the 50th percentile and slightly below the average range. The MGP is about average.

District Overall:
Low achievement / Low growth

- Median status percentile: 34th
- Median growth percentile: 49th

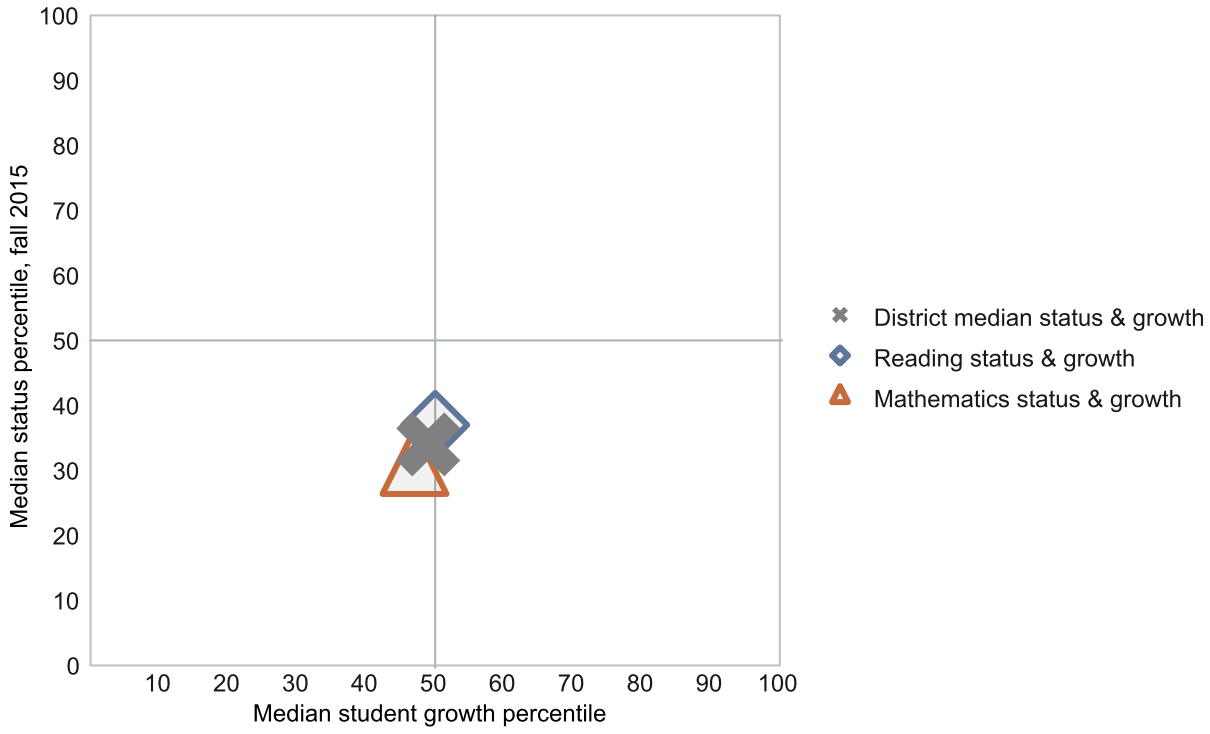
Reading:
Low achievement / High growth

- Median status percentile: 37th
- Median growth percentile: 50th

Mathematics:
Low achievement / Low growth

- Median status percentile: 31st
- Median growth percentile: 47th

MEDIAN STATUS AND GROWTH PERCENTILE BY SUBJECT FOR ALL STUDENTS



How is School Status & Growth?

12% of district schools (2 of 17) had high achievement and high growth.

Eight schools (47%) had both low achievement and low growth.

District schools' Median Status Percentiles (MSP) ranged from the 12th to 62nd percentiles. Less than one-quarter of campuses (12%) demonstrated MSPs equal to or above the 50th percentile.

The Median growth percentile (MGP) of district schools ranged from the 34th to 65th percentiles. More than half (53%) of campuses produced MGPs equal to or above the 50th percentile.

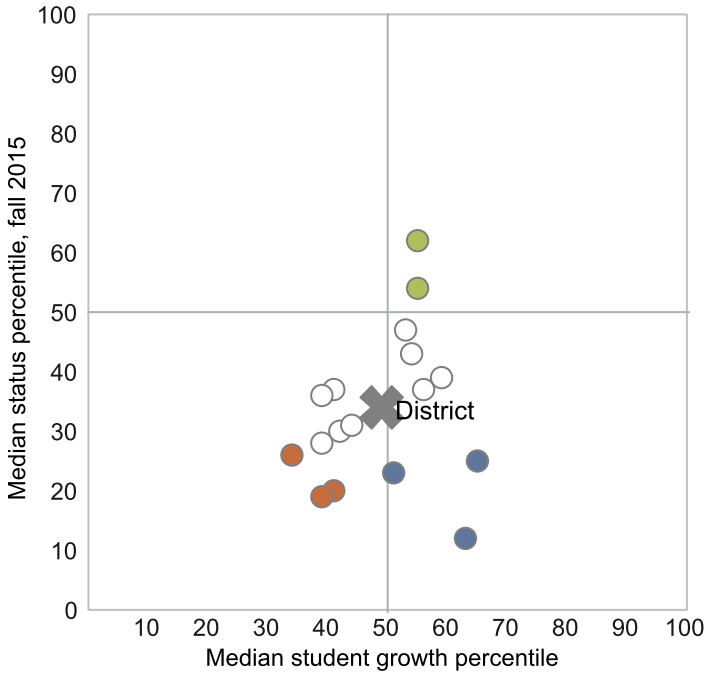
One quadrant of the graph had the most schools: lower left quadrant (8 schools or 47%).

One quadrant of the graph had the second most schools: lower right quadrant (7 schools or 41%).

One quadrant of the graph had the third most schools: upper right quadrant (2 schools or 12%).

The following page shows growth and achievement medians by school and subject.

STATUS AND GROWTH BY SCHOOL



OUTLIER SCHOOL BUILDINGS

These schools are listed because of their extreme performance on both status and growth. Within each category, schools below are ranked by growth.

	Status MSP	Growth MGP
High Achievement/High Growth		
Jack School	62nd	55th
Curtis Elementary School	54th	55th
Low Achievement/High Growth		
Anthony Elementary School	25th	65th
Sheila School	12th	63rd
Kathryn School	23rd	51st
Low Achievement/Low Growth		
Jason Elementary School	20th	41st
Gregory School	19th	39th
Angela School	26th	34th

Graph Legend

Each dot shows one school building according to the median status and growth percentiles of its MAP Growth assessments. Colored dots represent the schools in each quadrant that are most extreme, relative to both status and growth.

School-Level Detailed Scores

Median achievement and growth percentiles by school and subject are shown below.

Schools are listed alphabetically.

Color coding shows which quadrant they fall into according to high or low status and growth. Bold schools indicate the schools with the largest deviation from median status and growth scores of 50th percentile each.

High achievement/high growth

High achievement/low growth

Low achievement/high growth

Low achievement/low growth

	Reading		Math	
School	**MSP**	**MGP**	**MSP**	**MGP**
Andrew High School	54	54	42	52
Angela School	25	39	27	32
Anna Middle School	44	61	30	50
Anthony Elementary School	25	61	24	69
Brian Elementary School	45	53	41	56
Bruce School	40	41	33	37
Bryan Middle School	38	45	25	44
Courtney School	28	44	27	33
Curtis Elementary School	56	53	53	58
Dakota Elementary School	32	39	28	47
Gregory School	20	40	19	38
Jack School	60	56	63	55
Jason Elementary School	22	42	18	40
Kathryn School	24	55	21	48
Mark Elementary School	39	43	36	41
Sheila School	12	55	9	68
Steven Middle School	41	59	36	57

Are We Proficient & College Ready?

16% and 15% of district students are predicted to score at or above proficient levels on state summative tests in reading and math, respectively.

Results predict 26% and 16% of students are on track to be college ready by graduation—in ELA and math, respectively.

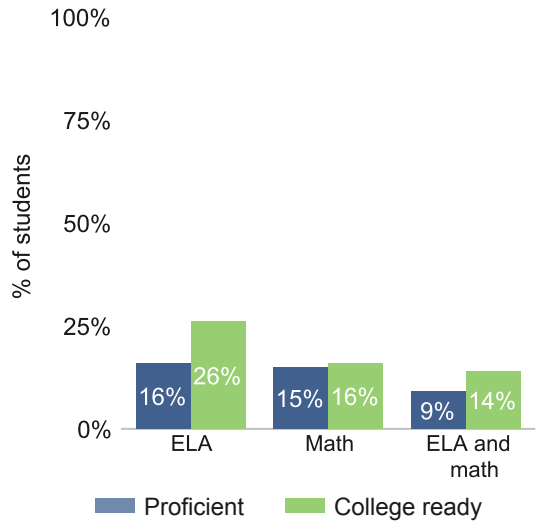
For reading, MAP Growth assessment results from spring 2016 indicate that 16% of district students are likely to meet or exceed minimum standards for proficiency on the state summative tests. For math, 15% are predicted to meet or exceed the minimum standards for proficiency.

MAP Growth assessment results provide college readiness benchmarks, which predict readiness to successfully perform college-level work. By this measure, 26% of students are on track for college readiness in ELA, while 16% are on track in math.

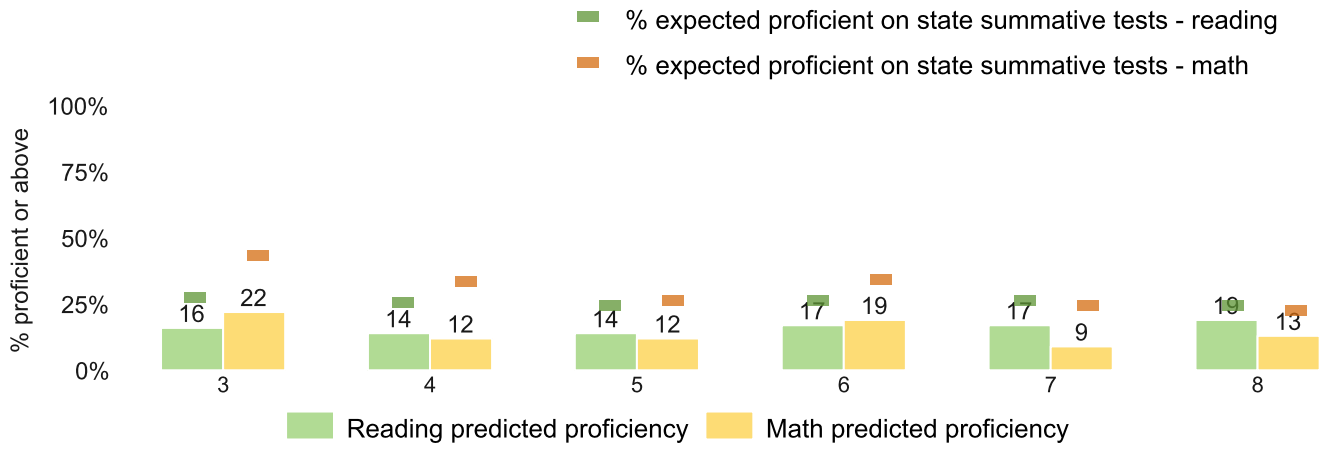
For grade-level results by subject, it is useful to compare predicted proficiency rates of the district with the predicted rates for the nation at large. In the graph below, the orange and green dashes show what percent of students nationally are likely to meet proficiency standards according to the benchmark study. The lower the orange or green dash, the more difficult the proficiency cut score for that grade.

The figure below shows that the predicted proficiency rates for the district are below these national benchmarks for all tested grades with norms in both reading and math.

PROFICIENCY AND COLLEGE READINESS



PERCENT OF STUDENTS PROJECTED TO MEET OR EXCEED STANDARDS BY GRADE AND SUBJECT



Is Our Growth Strong Over Time?

3-year growth is average relative to national norms.

Reading is consistently average.

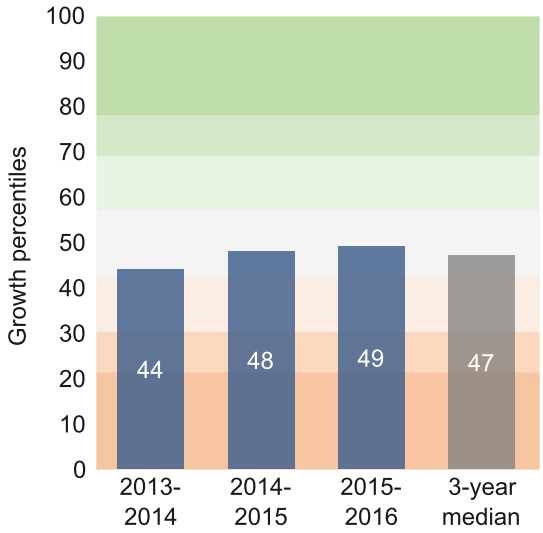
Math is average, but with variations across years.

Over the past three years, students in Sample District have shown growth that was average in the subjects tested by MAP Growth. Over that period, the median growth was consistent.

Reading has been consistent over the past three years. Overall, the 3-year median was average.

District students produced slightly below average growth in math in 2013-14. The next year, growth in math was average. The most recent year's growth in math was the same compared to the 3-year trend.

3-YEAR DISTRICT GROWTH



3-YEAR GROWTH PERCENTILE BY SUBJECT

	2013-14	2014-15	2015-16	Total
Reading	46	51	50	49
Math	41	45	47	45
Total	44	48	49	47

How is Status by Grade & Subject?

8th, 9th, 10th and 11th grades had average status in at least one subject.

K, 1st, 2nd, 3rd, 4th, 5th, 6th and 7th grades had below average status in both subjects.

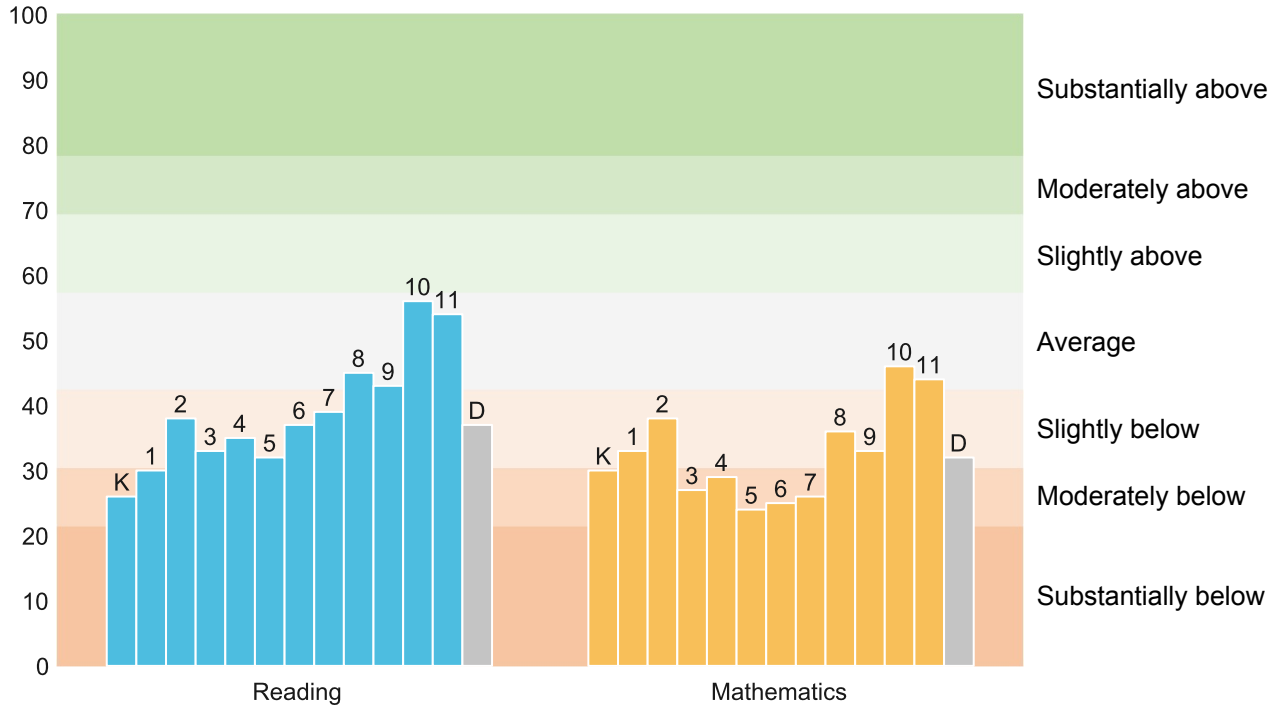
Reading had the highest median status percentile for the district overall. The MSP for individual grades ranged from a low of 26th percentile for K to a high of 56th percentile for 10th grade.

Mathematics had the lowest MSP overall in the district. Tenth grade was the highest (46th percentile) with 5th grade at the lowest (24th percentile).

ACHIEVEMENT BY GRADE AND SUBJECT

	Reading	Math
Above average		
Average	8th 9th 10th 11th	10th 11th
Below average	K 1st 2nd 3rd 4th 5th 6th 7th	K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

MEDIAN STATUS PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



How is Growth by Grade & Subject?

7th, 8th and 10th grades had above average growth in one subject.

K had below average growth in both subjects.

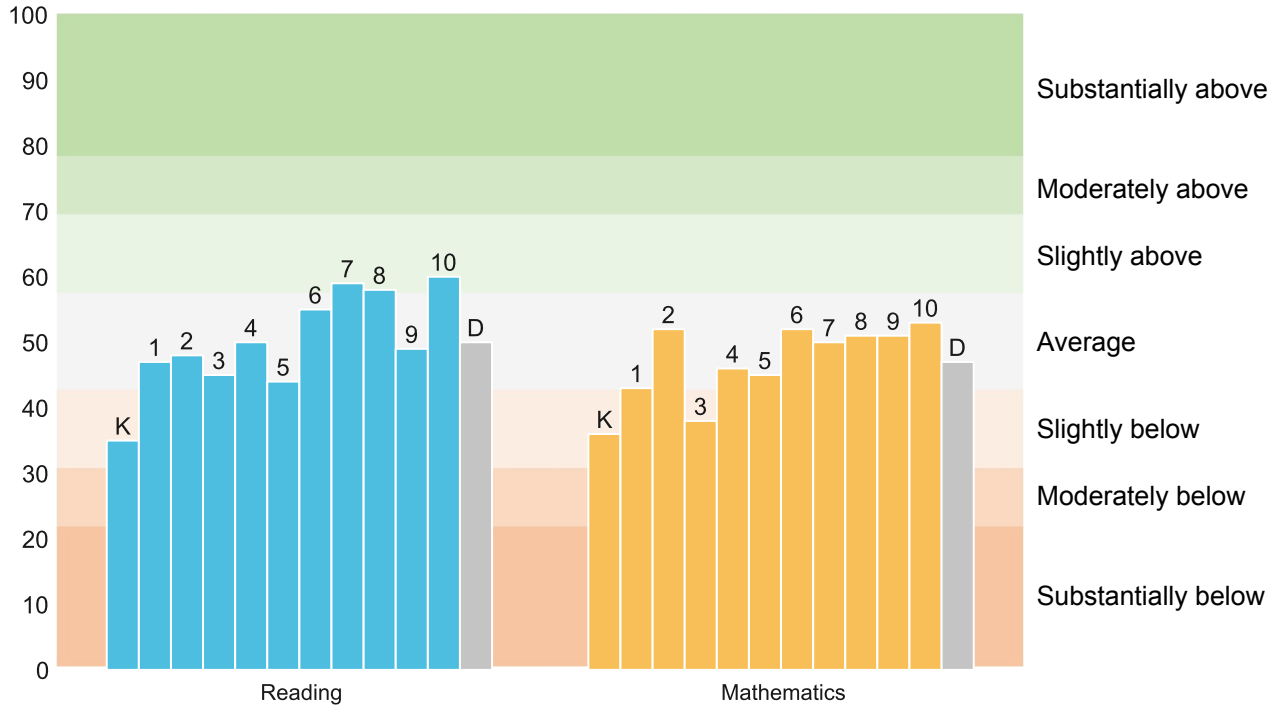
Reading had the highest median growth percentile for the district overall. The MGP for individual grades ranged from a low of 35th percentile for K to a high of 60th percentile for 10th grade.

Mathematics had the lowest MGP overall in the district. Tenth grade was the highest (53rd percentile) with K at the lowest (36th percentile).

GROWTH BY GRADE AND SUBJECT

	Reading	Math
Above average	7th 8th 10th	
Average	1st 2nd 3rd 4th 5th 6th 9th	1st 2nd 4th 5th 6th 7th 8th 9th 10th
Below average	K	K 3rd

MEDIAN GROWTH PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



How Do Boys and Girls Compare?

Both median achievement and growth were about the same for girls and boys, respectively.

There is no significant difference between girls and boys across all grade spans and all subjects.

Girls overall had a median status percentile of 37, which is slightly below average nationally. The median for boys was the 32nd percentile, which is slightly below average.

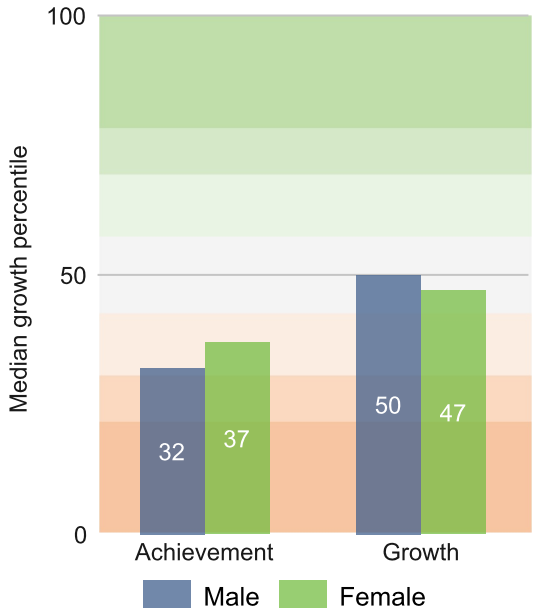
Growth saw an opposite pattern. Girls had a median growth percentile of 47, which is average. Boys' growth percentile was 50, which is same as the national median.

In grades K–5, girls and boys had relatively the same growth in reading and math.

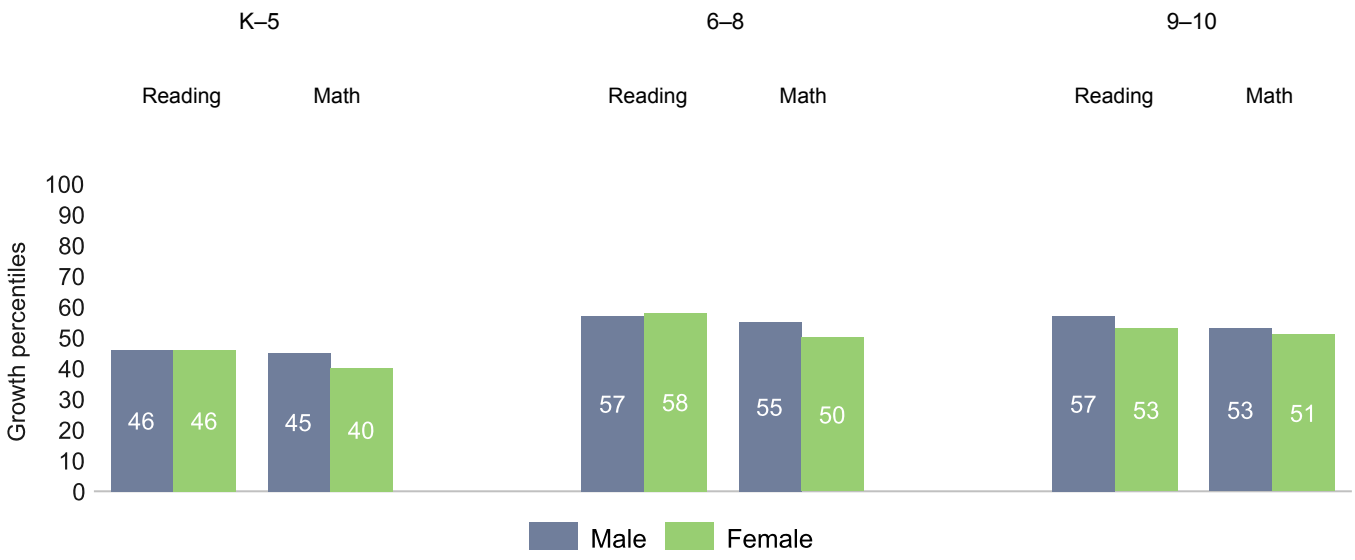
In grades 6–8, girls and boys had relatively the same growth in reading and math.

In grades 9–10, girls and boys had relatively the same growth in reading and math.

ACHIEVEMENT & GROWTH



GROWTH BY SUBJECT AND GRADE SPAN



What About Ethnicity and Gender?

Median status ranges from 28th percentile for African-American and Hispanic students to 59th for Caucasian students.

Median growth percentile (MGP) ranges from 38th percentile for "other" students to 56th for Asian and Caucasian students.

Caucasian students had the highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly above average compared to the national norm. Their growth was average.

Asian students had the second highest achievement MSP, falling slightly below average nationally. Their growth, however, was about the same as the national norm.

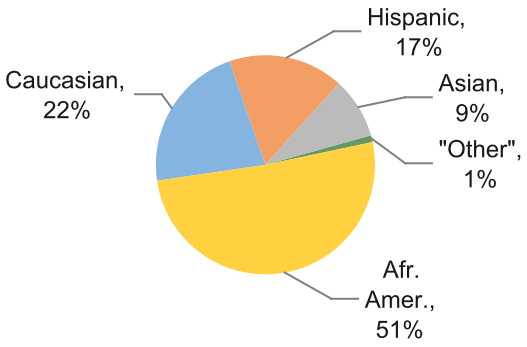
"Other" students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly below average. Their growth was the same.

African-American students had the next highest achievement MSP, falling moderately below average nationally. Their growth, however, was about the same as the national norm.

Hispanic students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was moderately below average nationally. Their growth was average.

The largest difference between female and male students in median growth was in reading for "others", where males were 47th percentile versus 34th for females. The largest difference between female and male students in median achievement was in mathematics for "others", where females were 43rd percentile versus 24th for males.

PERCENT OF TEST SCORES BY ETHNICITY



Note: percentages above are of tests taken—not student populations

Note: bold numbers below show where the differences between female and male values are substantial.

ACHIEVEMENT AND GROWTH PERCENTILE BY ETHNICITY AND GENDER

	Caucasian		Asian		"Other"		African-American		Hispanic		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	66	56	40	32	49	38	37	28	38	26	Reading
	58	59	44	44	43	24	25	22	26	25	Math
Growth	56	58	55	57	34	47	47	46	48	45	Reading
	51	60	50	59	34	46	42	44	44	47	Math

How to Dig Deeper Into the Data?

Premium Reports for Enhanced Analysis

NWEA offers educators the opportunity to order additional premium reports designed to support easy exploration of your student growth data compared to either the national norms or a custom norm group. These reports provide easy-to-access comparative data that educators can use in a variety of ways. The reports can support school improvement work; inform decisions about program planning, professional learning, and curriculum; and help communicate performance to a wide range of audiences.

The Growth Report is created with selected student growth data, providing a view of student growth by school, achievement level, grade, ethnicity, or gender—as compared to national student norms.

The Similar Schools Report takes you beyond national norm comparisons to reveal how students are growing compared to similar students educated in similar schools across the country, providing you with an “apples-to-apples” comparison.

The Instructional Report contains robust information about how well your students understand instructional topics and detailed objectives—and how their knowledge changes over time.

NWEA Professional Learning and Data Coaching

Analyze, Act, Refine, Grow: Embed Data-Driven Education Throughout Your District

Educators deserve professional learning that takes their unique data challenges and opportunities into account. NWEA data coaching starts by helping you analyze a wide range of local data, including student records, examples of student work, and results from different types of assessments. Together we’ll hone your strengths and work to construct and implement data-driven education plans focused on making a positive difference in student learning.

Boost Your Team’s Data Confidence to Benefit Every Student’s Academic Growth

Using quality assessment data effectively and consistently leads to better learning for all our students. Finding time for reflective activities that transform new learning into changed practices can be tough. Our data coaches quickly energize and empower your teams to move beyond common barriers to student learning.

MAP Foundation Series

MAP® Foundation Series workshops let you connect your MAP Growth data to a variety of needs—instructional, programming, and planning—while suiting your goals and your schedule.

Our mix-and-match professional learning options enable your entire staff to access, understand, and apply your school’s or district’s data. Talk to us about your needs: we’re happy to create a custom plan that works for you!

For more information on the Insights Report or any of our premium reports, coaching, and professional learning, please contact your partner accounts representative.

nwea™