Understanding Alaska's Statewide MAP Growth Results - Fall 2022

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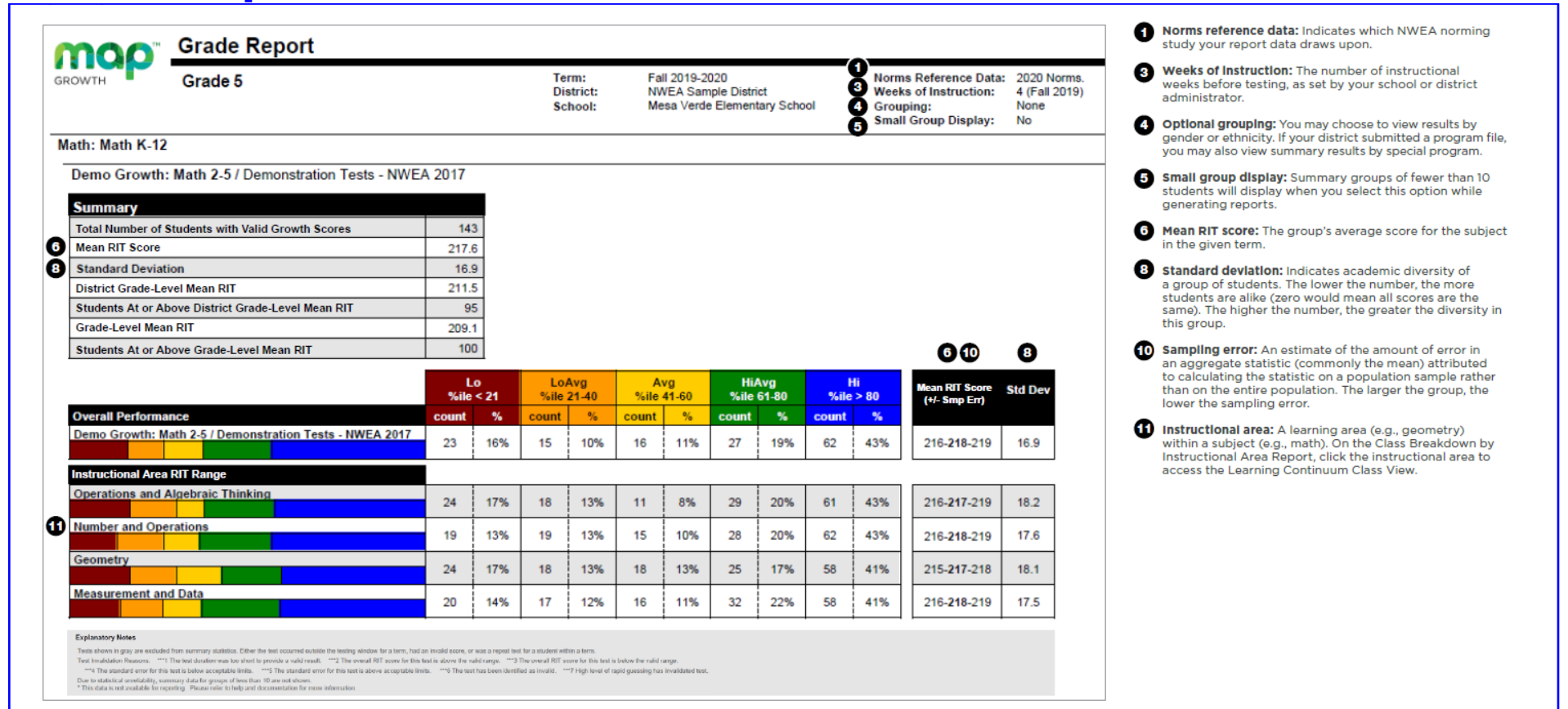

map™ GROWTH

Grade Report

Grade 5

Term:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School

1 Norms Reference Data:	2020 Norms.
3 Weeks of Instruction:	4 (Fall 2019)
4 Grouping:	None
5 Small Group Display:	No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Summary

Total Number of Students with Valid Growth Scores	143
6 Mean RIT Score	217.6
8 Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%	**6** **10**	**8**
Overall Performance												
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
11 Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Annotations:

1 **Norms reference data:** Indicates which NWEA norming study your report data draws upon.

3 **Weeks of Instruction:** The number of instructional weeks before testing, as set by your school or district administrator.

4 **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.

5 **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.

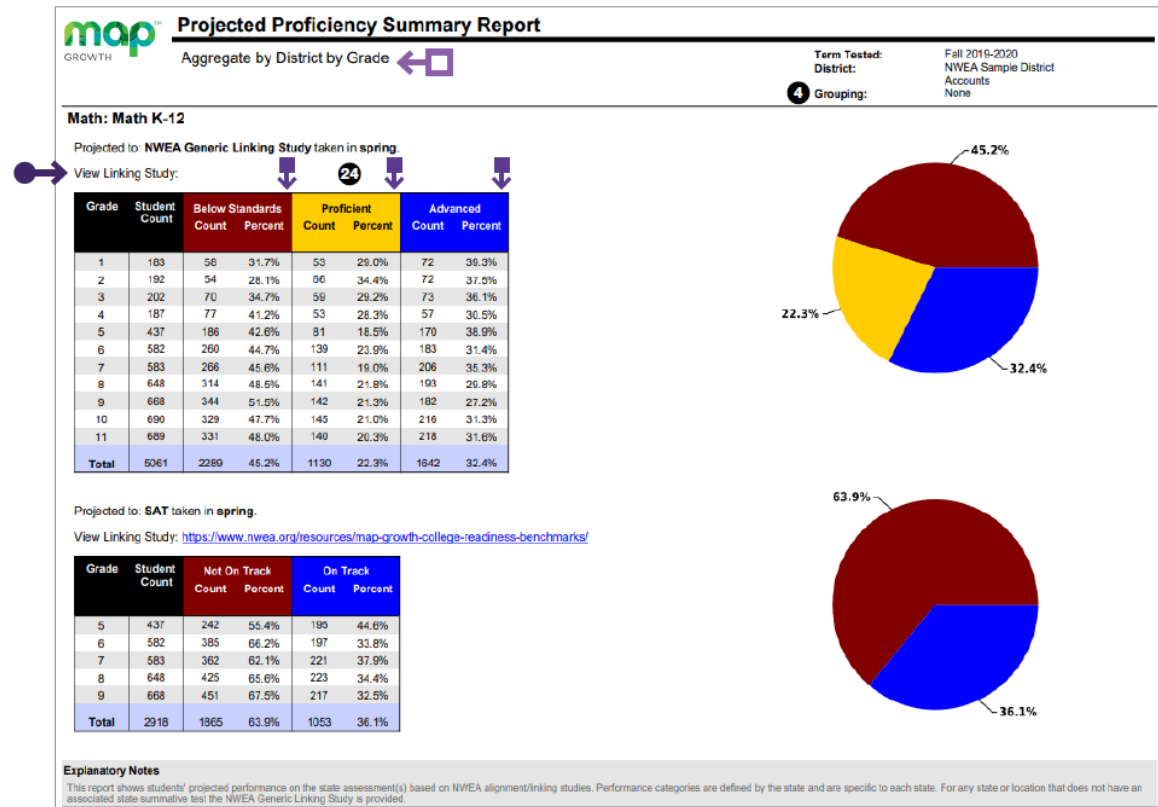**6** **Mean RIT score:** The group's average score for the subject in the given term.

8 **Standard deviation:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

10 **Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.

What this report offers	Questions to consider
State-level performance data for a specific test window	How is this grade level doing overall?
Information organized by grade level and subject	What is this grade's lowest instructional area? Highest?
Individual student achievement data (RIT scores) for students across the state	How are we performing compared to national norms?
	How might this inform statewide decisions related to programs, resources, or professional learning?
Comparisons to normative data and state grade-level mean, reported as network grade-level mean	How could this data guide state and district improvement planning?

Projected Proficiency Summary Report

Projected Proficiency Summary Report

Aggregate by District by Grade

Term Tested: Fall 2019-2020
District: NWEA Sample District Accounts
4 Grouping: None

Math: Math K-12

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study:

Grade	Student Count	Below Standards Count	Below Standards Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
1	183	58	31.7%	53	29.0%	72	39.3%
2	192	54	28.1%	66	34.4%	72	37.5%
3	202	70	34.7%	59	29.2%	73	36.1%
4	187	77	41.2%	53	28.3%	57	30.5%
5	437	186	42.6%	81	18.5%	170	38.9%
6	582	260	44.7%	139	23.9%	183	31.4%
7	583	266	45.6%	111	19.0%	206	35.3%
8	648	314	48.5%	141	21.8%	193	29.8%
9	668	344	51.5%	142	21.3%	182	27.2%
10	690	329	47.7%	145	21.0%	216	31.3%
11	689	331	48.0%	140	20.3%	218	31.6%
Total	**5061**	**2289**	**45.2%**	**1130**	**22.3%**	**1642**	**32.4%**

45.2% / 22.3% / 32.4%

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
5	437	242	55.4%	195	44.6%
6	582	385	66.2%	197	33.8%
7	583	362	62.1%	221	37.9%
8	648	425	65.6%	223	34.4%
9	668	451	67.5%	217	32.5%
Total	**2918**	**1865**	**63.9%**	**1053**	**36.1%**

63.9% / 36.1%

Explanatory Notes
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

4 Optional grouping: You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.

24 Projected proficiency category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

State-specific linking study: This takes you to your state's linking study research document. If you do not have a linking study for your state, MAP Growth will provide information using a default linking study. Learn more about the default linking study at NWEA.org.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Aggregation: There are three ways to aggregate this data: District by Grade, District by School, or School by Grade. The first two of these aggregation options require a district coordinator role for access.

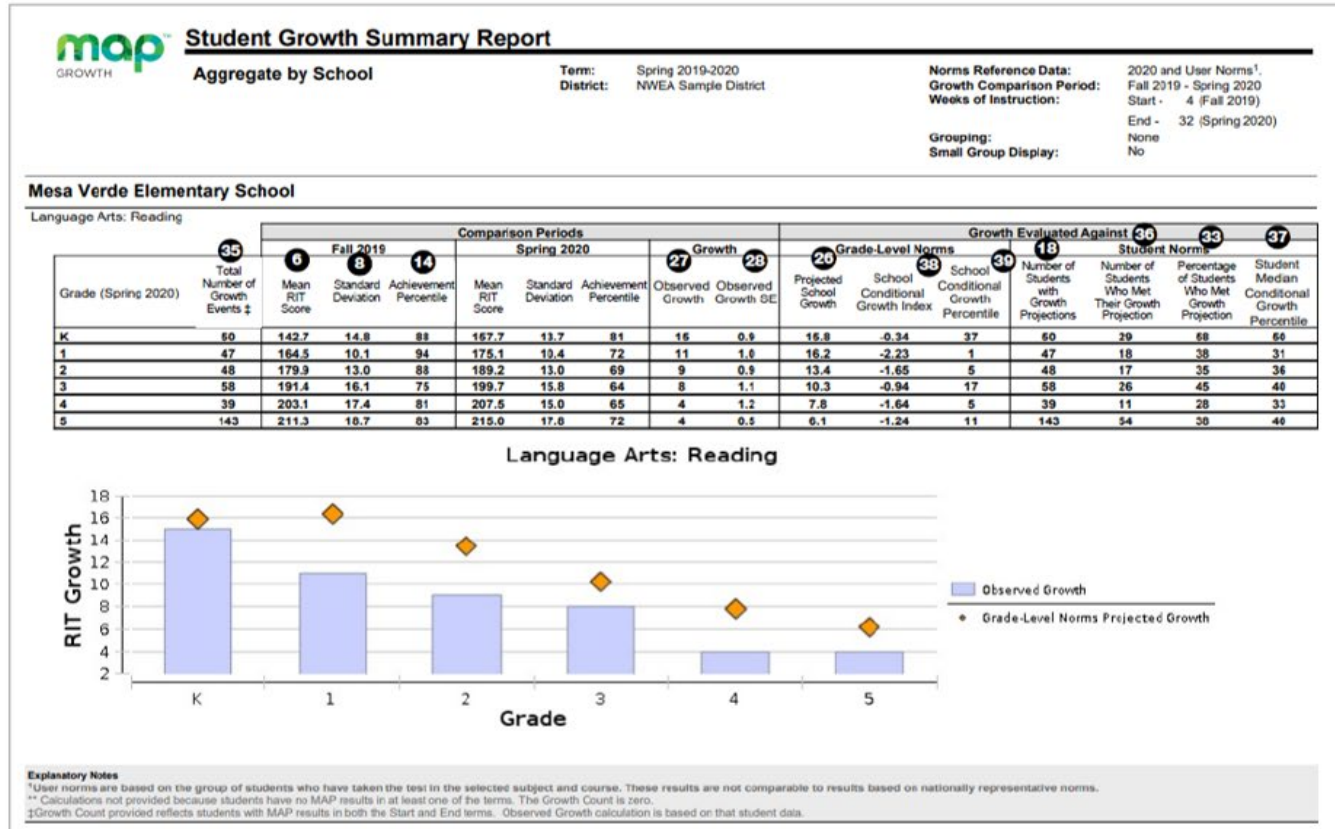| What this report offers	Questions to consider
State-level projected proficiency data for a specific test window Information organized by test and grade Aligned to AK STAR state assessment	How are students projected to perform on the AK STAR state assessment? How could this data guide state and district improvement planning?

Student Growth Summary Report

MAP GROWTH — Student Growth Summary Report

Aggregate by School

Term:	Spring 2019-2020	Norms Reference Data:	2020 and User Norms[1].
District:	NWEA Sample District	Growth Comparison Period:	Fall 2019 - Spring 2020
		Weeks of Instruction:	Start - 4 (Fall 2019)
			End - 32 (Spring 2020)
		Grouping:	None
		Small Group Display:	No

Mesa Verde Elementary School
Language Arts: Reading

		Comparison Periods								Growth Evaluated Against							
	(35) Total Number of Growth Events ‡	Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2020)		(6) Mean RIT Score	(8) Standard Deviation	(14) Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	(27) Observed Growth	(28) Observed Growth SE	(26) Projected School Growth	School Conditional Growth Index	(38) School Conditional Growth Percentile	(18) Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	(37) Student Median Conditional Growth Percentile
K	50	142.7	14.8	88	157.7	13.7	81	15	0.9	15.8	-0.34	37	50	29	58	50
1	47	164.5	10.1	94	175.1	10.4	72	11	1.0	16.2	-2.23	1	47	18	38	31
2	48	179.9	13.0	88	189.2	13.0	69	9	0.9	13.4	-1.65	5	48	17	35	36
3	58	191.4	16.1	75	199.7	15.8	64	8	1.1	10.3	-0.94	17	58	26	45	40
4	39	203.1	17.4	81	207.5	15.0	65	4	1.2	7.8	-1.64	5	39	11	28	33
5	143	211.3	18.7	83	215.0	17.8	72	4	0.8	6.1	-1.24	11	143	54	38	40

Language Arts: Reading

Chart — RIT Growth (y-axis, 2–18) by Grade (K–5). Legend: ▨ Observed Growth; ◆ Grade-Level Norms Projected Growth

Explanatory Notes
[1] User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Annotations

(6) Mean RIT score: The group's average score for the subject in the given term.

(8) Standard deviation: Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

(14) Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

(18) Number of students with growth projection: The number of students in the growth count population with available growth projections.

(26) Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary Report shows grade-level growth projections, which are based on school growth norms.

(27) Observed growth or RIT growth: The change in a student's RIT score during the growth comparison period. On the Student Growth Summary Report, observed growth is the end-term mean RIT minus the start-term mean RIT.

(28) Observed growth standard error: Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.

(33) Percentage of students who met growth projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

(35) Total number of growth events: The number of students with valid growth-based test events for both terms.

(36) Number of students who met their growth projection: The number of students whose end-term RIT scores met or exceeded their individual growth projections.

(37) Median conditional growth percentile: The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.

(38) School conditional growth index: This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction before testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

(39) School conditional growth percentile: The school conditional growth index (see annotation 38) translated into national percentile rankings for growth.

What this report offers	Questions to consider
State-level growth summary data based on two test windows and compared to the national norms Information organized by grade and subject	Which grade levels are growing above typical and which ones are not? What are trends over time with student growth? How might this information support state and district improvement planning and/or goal setting?

Vocabulary

- **AK STAR is a criterion referenced assessment.**
  - Scores are based on criteria that are established by the state in alignment with state standards.
- **NWEA is a norm referenced assessment.**
  - A norm-referenced test results in data that distributes the scores across a "normal" distribution based on the actual results of all the students in the sample.
  - **Normative Data** allows educators to compare achievement status to students' performance in the same grade at a comparable stage of the school year
- **Adaptive Assessment** means the difficulty of questions adjusts throughout the assessment based on the student's responses.
- **RIT Score/Scale**
  - Represents a student's current level of achievement
  - Measures growth on an equal-interval scale
  - Does not indicate grade-level readiness
- **Instructional Level vs Mastery**
  - Instructional Level: What students can do with support, or the zone of proximal development (ZPD)
  - Mastery: What students can do independently
    - Mastery scores are the point at which students demonstrate proficiency with the skill or concept
  - MAP Growth scores do not measure mastery

Resources

- [Alaska Assessments Webpage](#)
- [MAP Growth Reports Portfolio](#)
- [AK STAR/MAP Growth Linking Study](#)
- [ALE Explorer Tool](#)