map GROWTH

Using MAP Growth Data for AB1505

INTERPRETING GROWTH DATA FOR SCHOOL EVALUATION

Growth data can serve different purposes. One purpose is to target achievement gaps for students performing below grade level. Closing gaps requires setting goals higher than median "expected" growth and thus—while desirable and achievable, system-wide—are sometimes called "aspirational."

A different purpose of growth data is to evaluate student progress for school accountability purposes. Sound school evaluation is complex. Generally accepted data-use principles underscore the **importance of multiple measures, multiple years of data, and consideration of context.** Depending on the school's context, different data views may be useful in providing a more complete picture of student progress.
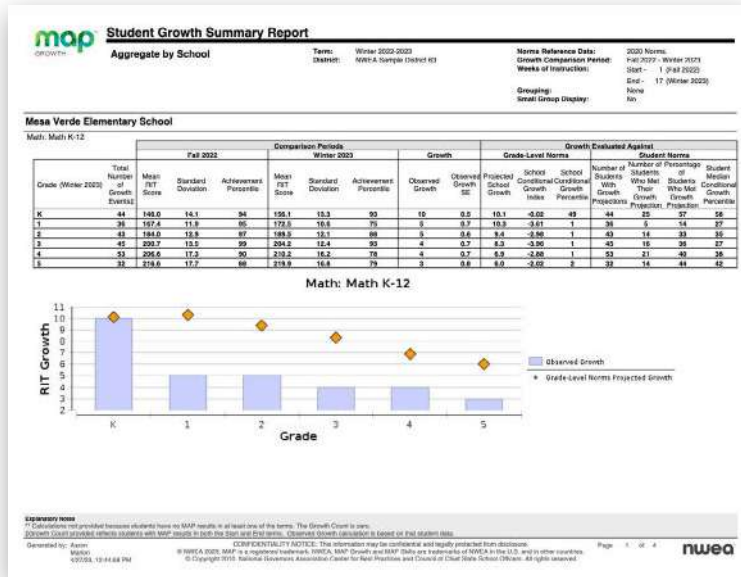
UNDERSTANDING NORMS

Growth norms provide information to help contextualize growth based on data from a nationally represented sample of test-takers. Growth norms can be used to contextualize students' observed growth from the prior year relative to the projected growth of students in the same grade and subject, with the same starting test score, and with the same amount of instructional time between their first and last test event. This comparison of observed growth relative to projected growth can help a school understand if its students are growing at the rate we might reasonably expect.

NWEA® encourages charter schools and authorizers to contact their account manager regarding the appropriate use of data in evaluating progress. When making educational decisions using the conditional growth index (CGI,) we counsel evaluators to consider the following:

We recommend collecting student achievement and/or growth data from **multiple sources** when making educational and evaluative decisions. These may include data from state assessments, other standardized tests, or school-generated artifacts documenting student achievement. Using multiple data points helps ensure judgments made from the data are reliable and allows evaluators to monitor and consider trends in their decision-making.

When using MAP® Growth™ data in support of AB1505, the reports below are recommended. *It is important that schools adjust the system default weeks of instruction to ensure NWEA growth norms accurately reflect the planned amount of instructional time that will occur between testing seasons.* To demonstrate one year of growth, a school can utilize NWEA conditional growth index (CGI) values for individual students or groups of students that leverage the student or school growth norms, respectively. Student-level CGI values can be averaged to contextualize the growth of the average student among a group of students. Conversely, the average growth of a group of same-grade students can be contextualized relative to the growth of other groups of same-grade students using the school CGI metric. For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.

GRADE LEVEL CONDITIONAL GROWTH INDEX (CGI)

STUDENT LEVEL CONDITIONAL GROWTH INDEX (CGI)

COMPREHENSIVE DATA FILE: INCLUDES ALL INDIVIDUAL STUDENT CGI VALUES IN RAW EXCEL FORMAT

TermName	DistrictName	SchoolName	StudentLastName	StudentFirstName	StudentID	StudentDateOfBirth	StudentEthnicGroup	StudentGender	Grade	NWEASta	Subject	Course	NormsRe
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Clark	Frank	S10354	10/27/15	Multi-ethnic	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Mauldin	Verdell	S10355	2/21/16	Native Hawaiian or Other Pacific Islander	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Johnson	Belinda	S10356	2/16/16	Hispanic or Latino	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Gonzales	Wanda	S10357	8/4/16	American Indian or Alaska Native	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Sanchez	Howard	S10358	6/22/17	Multi-ethnic	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	King	George	S10359	4/26/16	White	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Mccarthy	Lillian	S10360	7/7/17	Asian	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Lee	Norma	S10361	5/16/16	Not Specified or Other	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Jennings	Teri	S10362	11/14/15	White	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Walters	Shari	S10363	6/25/17	Asian	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Borrego	Rocky	S10364	2/8/16	Not Specified or Other	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Wood	Robert	S10365	3/17/16	Hispanic or Latino	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Waters	Jody	S10366	5/29/17	Asian	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Padilla	Willie	S10367	10/19/15	Multi-ethnic	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Flowers	Kenny	S10368	3/15/16	Multi-ethnic	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Coleman	Ronald	S10369	4/10/16	Hispanic or Latino	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Turner	Arthur	S10370	10/12/15	Asian	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Keeney	Emmanuel	S10371	7/23/16	Black or African American	M	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Austin	Kathy	S10372	2/10/16	White	F	K	K	Mathema	Math K-1	2020
Fall 2021-2022	NWEA Sample District 63	Mesa Verde Elementary School	Carson	Byron	S10373	8/15/15	Native Hawaiian or Other Pacific Islander	M	K	K	Mathema	Math K-1	2020

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USING ROSTER FILE TEMPLATES:

Student race/ethnicity groups are reported in the Student Growth Summary report and the Comprehensive Data File when a roster file is correctly submitted. An optional programs file can be submitted via manual upload or synchronized via Clever® to report on specific groups of students (English learners, students in foster care, students experiencing homelessness, socio-economically disadvantaged students, students with disabilities, and students exhibiting chronic absenteeism).

Guidance: Submitting roster files

Questions?

For data-related questions,please contact your NWEA account manager

For roster file questions, contact NWEA Partner Support

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