

# 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

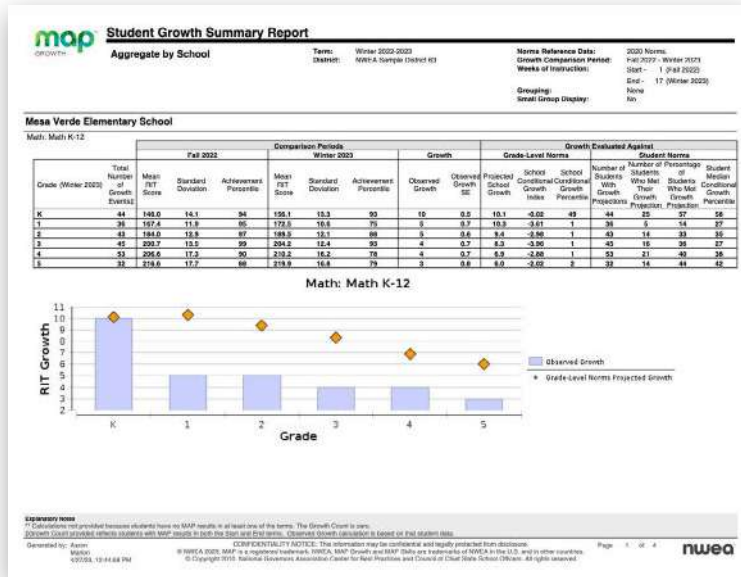
Growth norms provide information to help contextualize growth based on data from a nationally represented sample of test-takers. Growth norms can be used to contextualize students’ observed growth from the prior year relative to the projected growth of students in the same grade and subject, with the 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)

Achievement Status and Growth Summary Report

Kotlani, Jenisha

Mathematics

Term: Winter 2022-2023

Term (Student): Spring 2022-2023

District: NWEA Sample District 63

School: Mesa Verde Elementary School

Norms Reference Data:

Growth Comparison Period: 2020 and One Normed

Years of Instruction: 1 (Fall 2020)

Start: 1 (Fall 2020)

End: 32 (Spring 2022)

Optional Grouping: None

Small Group Display: No

Math: Math K-12

Student ID	Student Name	SP23 Grade	SP23 Date	Achievement Status		Growth		Student		Comparison		Conditional Growth Percentile	Conditional Growth Percentile		
				Fall 2022	Spring 2023	Projected	Projected Score	Projected Growth	Observed Growth	Observed Score	Observed Growth			Projected Growth	
010055	Clark, Aileen	5	10/20/23	225-230-235	85-90-94	225-230-235	85-90-94	242	111	7	4.3	4	No	-1.76	25
010056	Clark, Tamiya	4	10/20/23	105-108-111	42-49-57	105-110-114	39-42-50	210	12	12	4.8	0	Yes	-0.04	48
010057	Culver, Charlotte	5	10/20/23	240-244-248	88-89-89	247-250-253	96-97-98	254	10	6	4.9	-4	No	-0.51	30
010058	Culver, Anthony	5	10/20/23	220-224-228	82-85-87	220-225-232	80-79-70	244	10	-8	4.7	-15	No	-2.1	2
010059	Casper, Anthony	5	10/20/23	230-234-238	80-85-87	234-238-238	82-71-70	244	10	-4	5.0	-10	No	-1.85	2
010060	Downs, Lisa	5	10/20/23	175-181-185	2-4-6	185-189-194	3-4-7	182	11	6	5.4	-2	No	-0.25	40
010061	Chen, Kelly	4	10/20/23	201-204-207	44-49-49	207-209-207	46-49-48	205	11	6	4.9	-4	No	-0.06	36
010062	Frederick, Elaine	5	10/20/23	184-185-190	6-8-11	187-191-192	3-5-8	187	10	4	5.0	-6	No	-0.80	19
010063	Gamer, Tony	4	10/20/23	184-187-190	15-22-28	190-203-207	23-22-21	200	13	16	5.2	3	Yes	0.47	68
010064	Gordon, Alfred	5	10/20/23	210-213-216	55-63-70	217-221-225	47-55-64	224	11	8	4.6	-3	No	-0.36	35
010065	Gonzalez, David	5	10/20/23	212-215-218	51-58-74	212-216-220	34-48-50	226	11	1	4.9	-10	No	-1.32	9
010066	Hall, Kelly	5	10/20/23	240-244-248	88-89-89	247-250-253	96-97-98	253	9	6	5.0	-3	No	-0.44	33
010067	Hall, Philip	4	10/20/23	189-190-195	51-60-68	219-219-219	55-61-67	214	12	13	4.2	1	Yes	0.13	55
010068	Jones, Shelly	5	10/20/23	200-204-208	30-40-50	214-217-220	39-46-50	215	11	13	5.1	2	Yes	0.3	62
010069	Kennedy, Kately	4	10/20/23	219-222-225	40-45-47	237-240-243	56-61-66	234	12	18	4.1	6	Yes	0.97	63
010070	McIntosh, Natasha	5	10/20/23	185-188-190	5-7-11	189-193-197	6-6-10	187	11	7	5.0	-4	No	-0.5	31
010071	Michael, Kelly	5	10/20/23	211-215-219	59-68-76	224-227-230	60-69-74	226	11	12	4.4	1	Yes	0.2	58
010072	Morgan, Frank	5	10/20/23	217-221-225	71-80-87	226-230-234	79-85-89	231	10	15	5.7	5	Yes	0.6	73
010073	Scott, Virginia	5	10/20/23	189-190-195	27-34-42	208-212-216	39-45-45	213	11	10	5.4	-1	No	-0.08	46
010074	Stevens, David	4	10/20/23	174-177-180	5-7-10	186-189-192	6-6-11	190	13	12	4.0	-1	No	-0.11	46
010075	Wagner, Norman	5	10/20/23	215-219-223	67-79-80	231-235-239	55-60-67	227	10	6	5.2	-4	No	-0.56	28
010076	Washington, Dore	4	10/20/23	186-189-193	28-36-47	192-196-191	3-6-10	206	13	-7	6.2	-30	No	-2.48	1
010077	Watkins, Lewis	4	10/20/23	219-217-222	83-89-94	220-223-226	72-75-84	228	11	6	5.6	-5	No	-0.66	25

Footnotes:

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

If Small Group Display is selected, information for small groups will be displayed.

Explanatory Notes

\* 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 norms based on nationally representative norms.

Probable that projected growth falls within standard error of observed growth.

Click here for more information on Mid-Projected Growth.

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

TermName	DistrictName	SchoolName	StudentLastName	StudentFirstN	StudentID	StudentDateOfBirt	StudentEthnicGroup	StudentGender	Grade	NWEASa	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	4/01/16	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

#### 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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