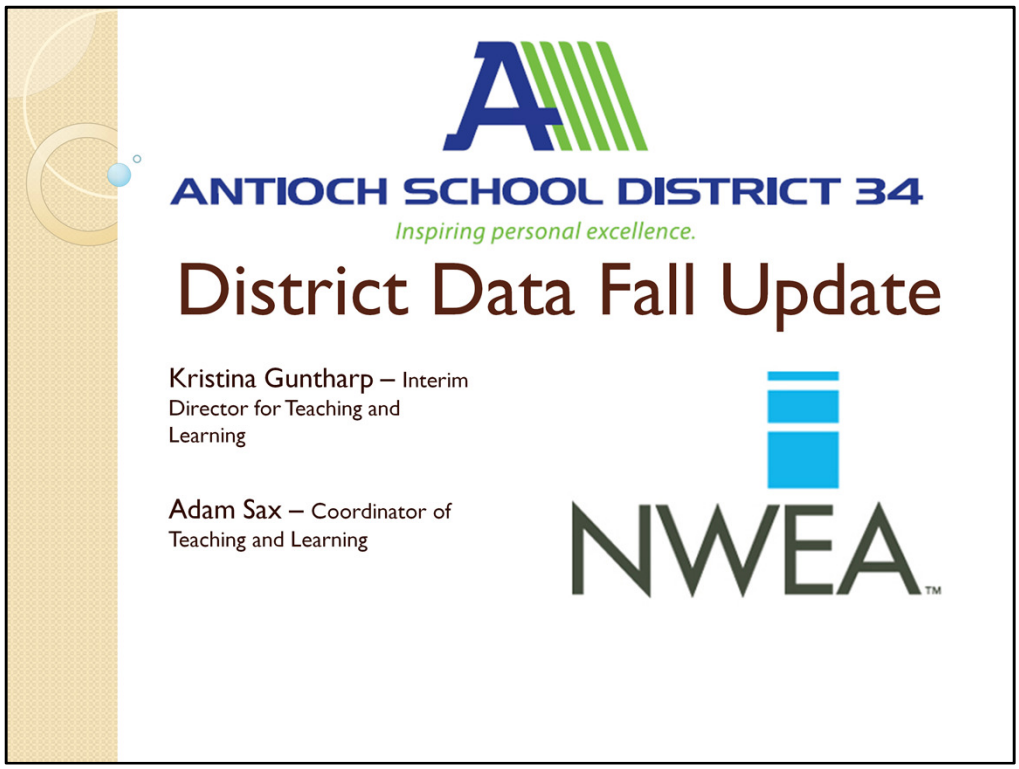
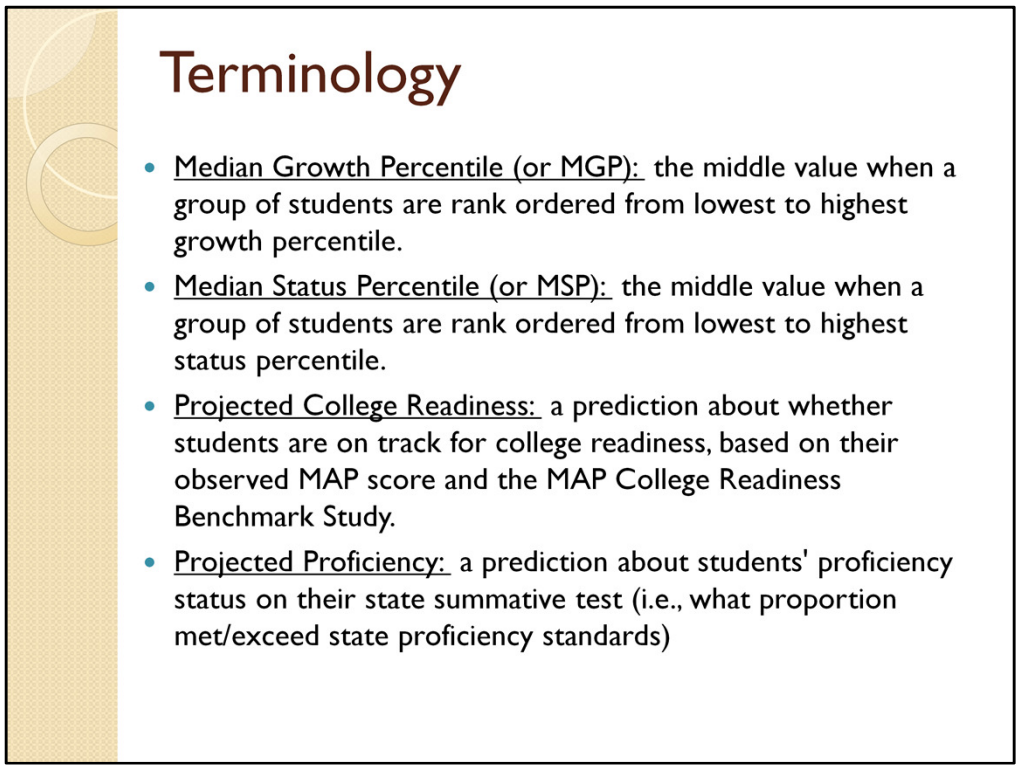


Explain the Insight Report from NWEA

Terminology

- NWEA – Northwest Educational Measurement Association company that publishes MAP
- MAP – Measures of Academic Progress test which is given two to three times a year via a computer. The test is dynamic, As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.
- RIT – Unit of measure for MAP assessment, the score

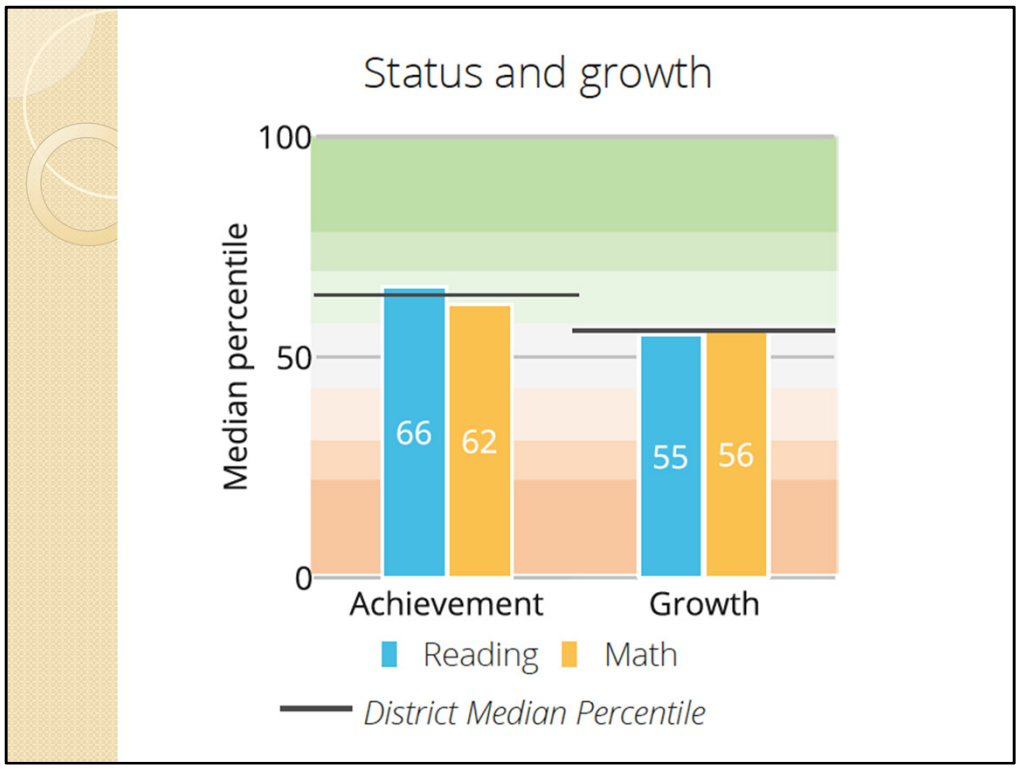


Median Growth Percentile (or MGP): the middle value when a group of students are rank ordered from lowest to highest growth percentile. A group whose MGP value is 50 showed "typical" improvement over time, relative to Northwest Evaluation Association™ (NWEA™) norms.
Median Status Percentile (or MSP):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

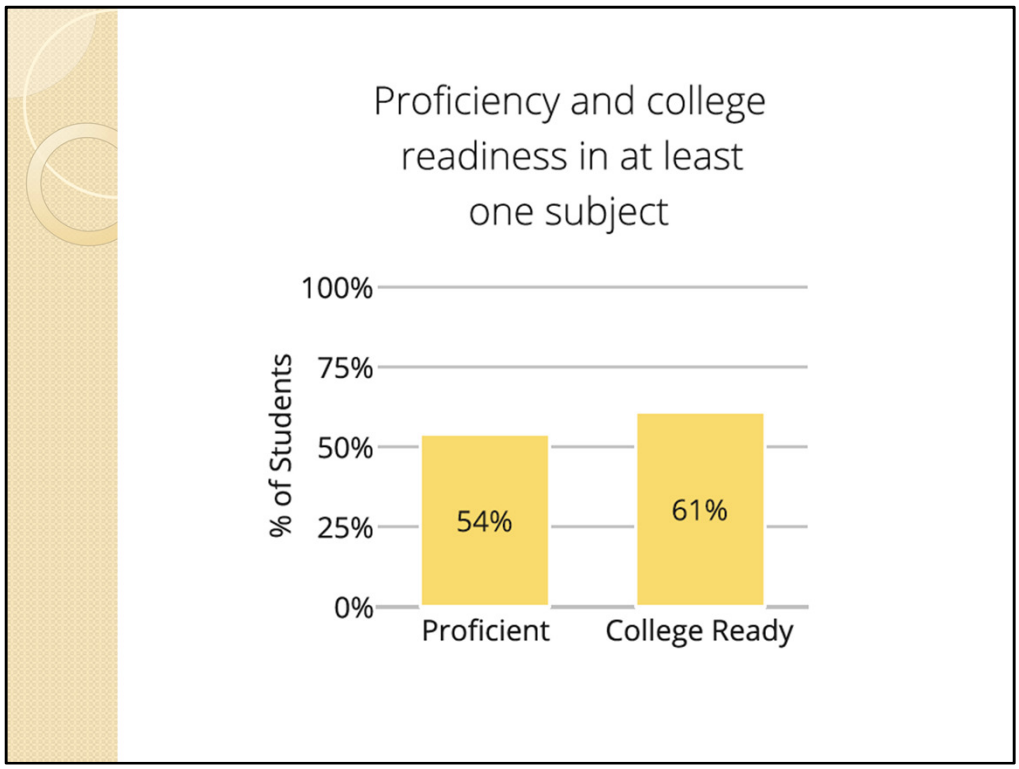
Color Code

Growth and Status Percentile Values	≥	<
Substantially above	78.8	100
Moderately above	69.1	78.8
Slightly above	57.9	69.1
Equivalent/same	42.1	57.9
Slightly below	30.9	42.1
Moderately below	21.2	30.9
Substantially below	0	21.2

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



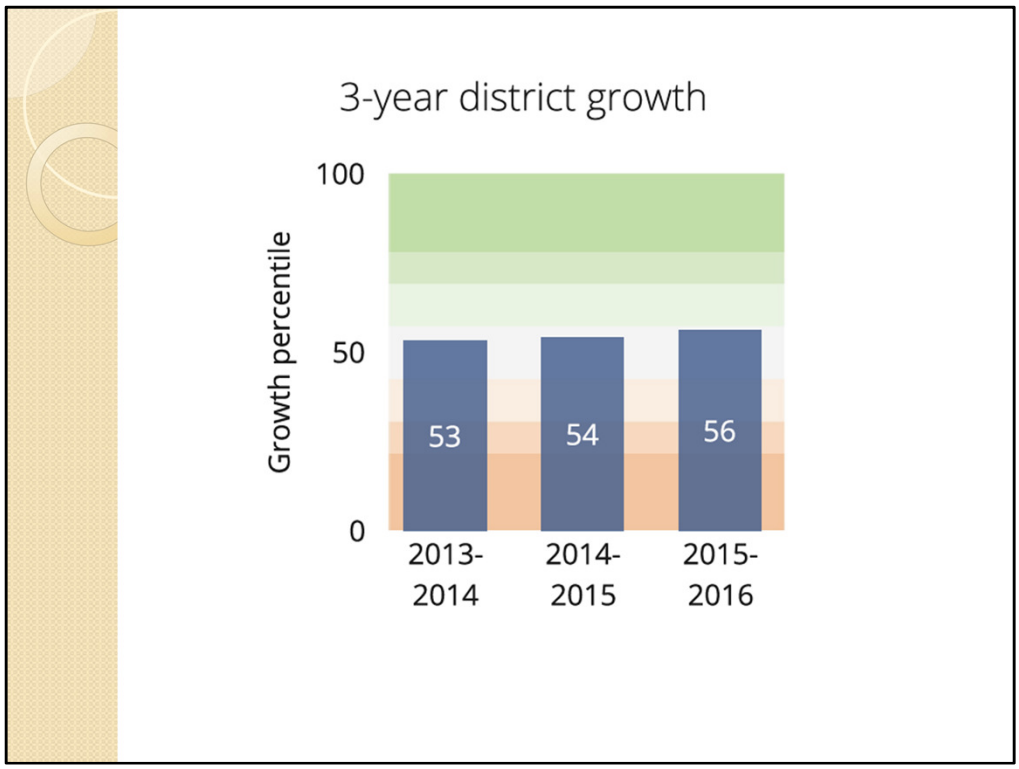
Median student status is 64th percentile and median student growth is 56th percentile. Status is slightly above average while growth is average. The median status score of all assessments given in Spring of 2016 equaled the 64th percentile. One subject was above the district median: reading. One subject was below the district median: mathematics. For growth, the median score equaled the 56th percentile, which is average. One subject equaled the district median: mathematics. One subject was below the district median: reading.



54% of students should meet state standards in at least one subject. 61% of students are on track to meet college readiness in at least one subject.

MAP results predict that 54% of students will meet proficiency standards on state summative tests in at least one subject. 47% will likely meet standards in English Language Arts and 36% in math. 29% of students are predicted to meet standards in both subjects. 46% of students are predicted to not meet either standard.

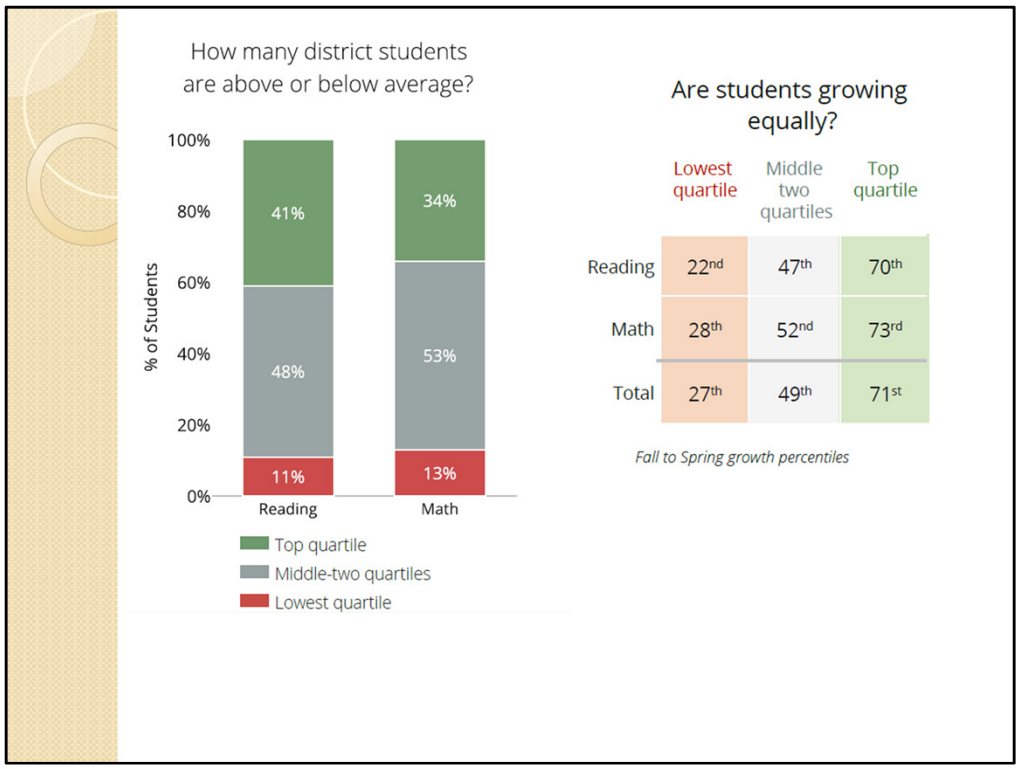
61% are demonstrating achievement that is on-track to meet MAP college readiness benchmarks in at least one subject. 36% are likely on-track in both reading and math. 39% are not meeting these benchmarks in either subject.



3-year growth has been consistently average.

Median growth was average all three years.

By subject area, growth over the three years has declined or stayed level in reading. Math has shown consistent average growth.



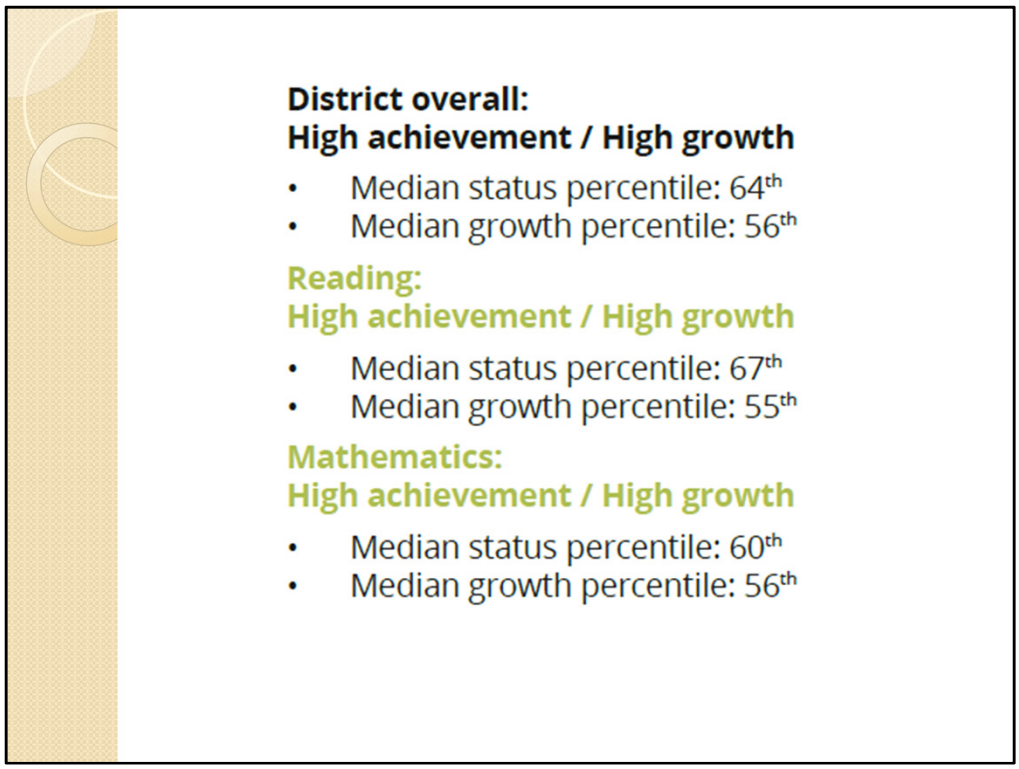
Overall achievement of district students is slightly above the norm. Median achievement is 64th percentile; median growth is 56th percentile. District students demonstrated a median achievement level at the 64th percentile on Spring 2016 MAP assessments. This means that one half of all the students' MAP scores (across all subjects measured) were above the 64th percentile. Looking at growth from fall to spring, the median growth percentile for district students was 56, 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 larger proportion than is typical, with moderately more growth than the norm.
38% of district students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed moderately more growth than similar students', as their median growth percentile was at the 71st percentile from fall to spring. Approximately 16% of district students' scores were in the top achievement decile in Spring 2016, compared to 10% nationally. This group performed at the 78th percentile, which is moderately above 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 51% of district scores. For the district students who produced these scores, median growth was at the 49th percentile, which is about the same as the national average.

Lowest-quartile students: a smaller proportion than is typical, with growth moderately lower than the norm.

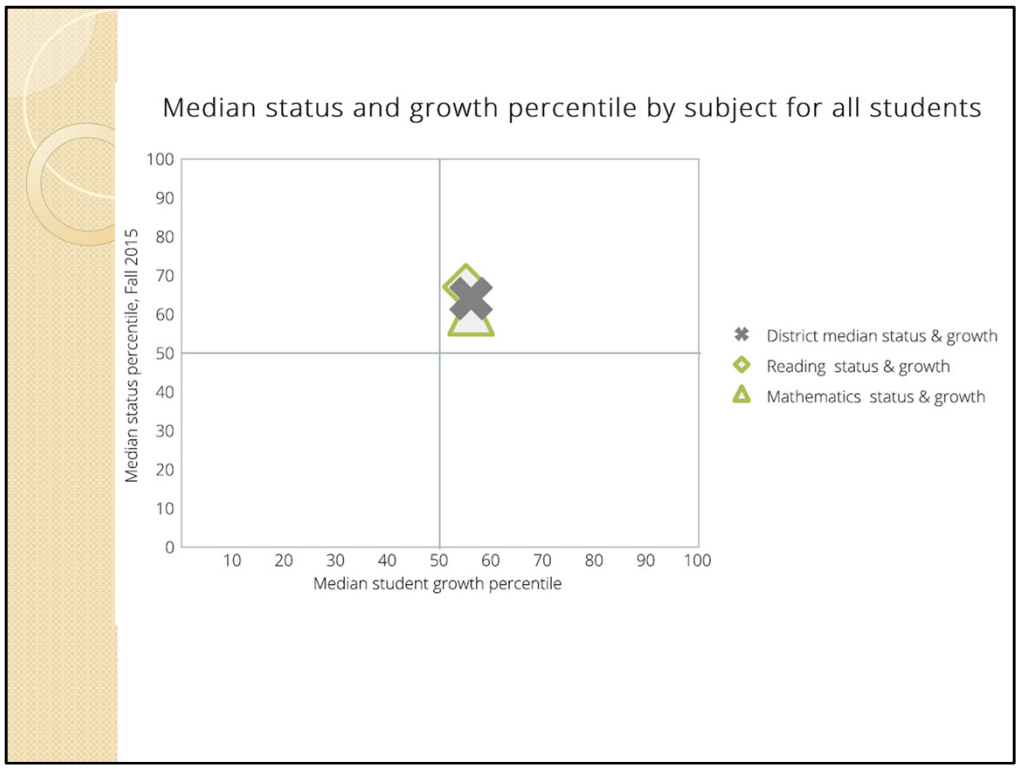
Some 12% of district students' scores showed lowest (or bottom) quartile achievement, which is fewer than the 25% that is typical for the country. These students' scores are growing moderately less than similar students, as their median growth percentile was at the 27th percentile from fall to
spring. About 3% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores performed at the 19th median growth percentile from fall to spring, which is substantially below the norm.

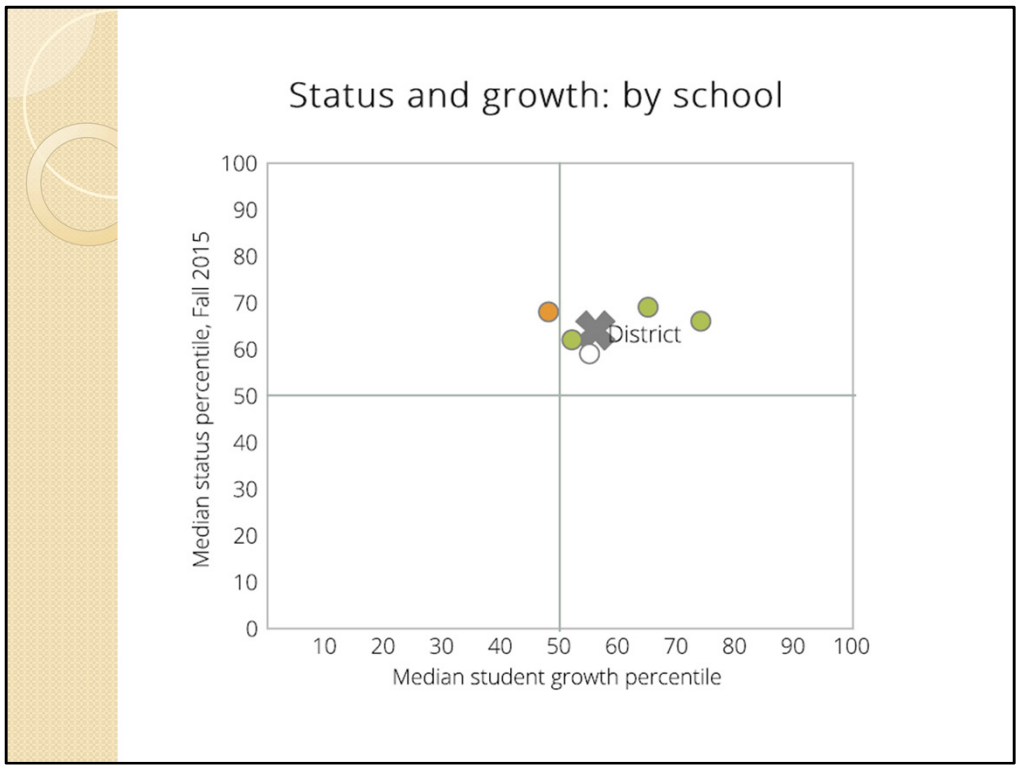


District students are strong in reading and math for both achievement and growth.

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

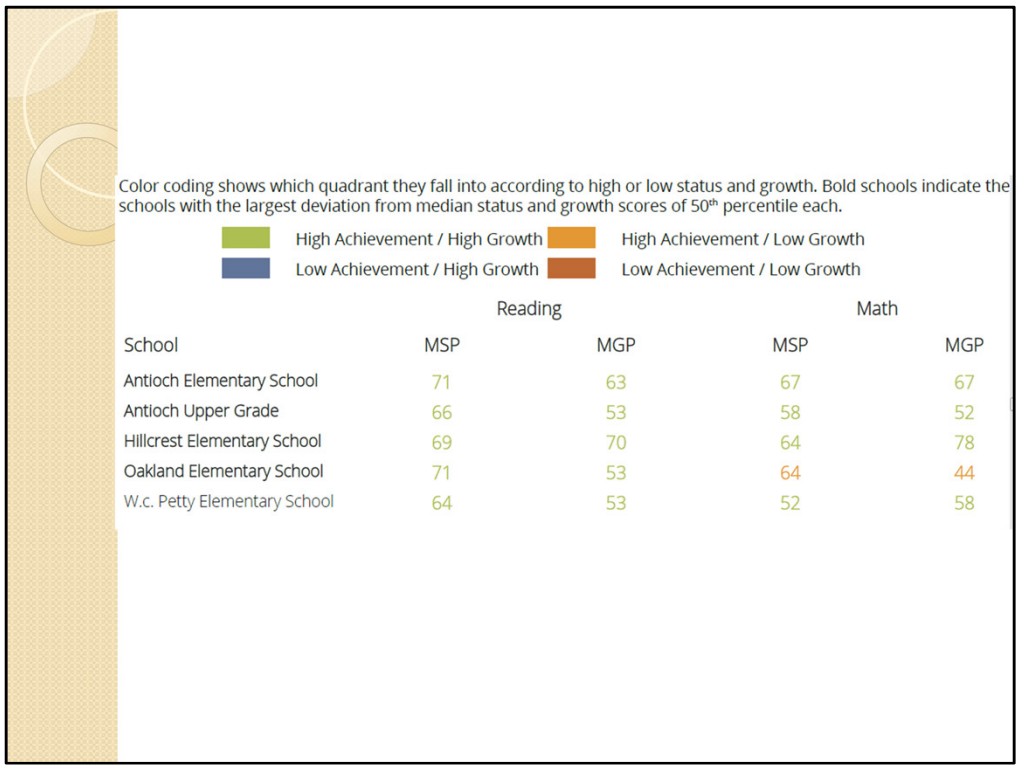
Math falls within the high achievement / high growth quadrant. The MSP is above the 50th percentile and slightly above the average range. The MGP is about average.


Median status and growth percentile by subject for all students
Median status percentile, Fall 2015
100
90
80
70
60
50
40
30
20
10
0
10
20
30
40
50
60
70
80
90
100
Median student growth percentile
District median status & growth
Reading status & growth
Mathematics status & growth

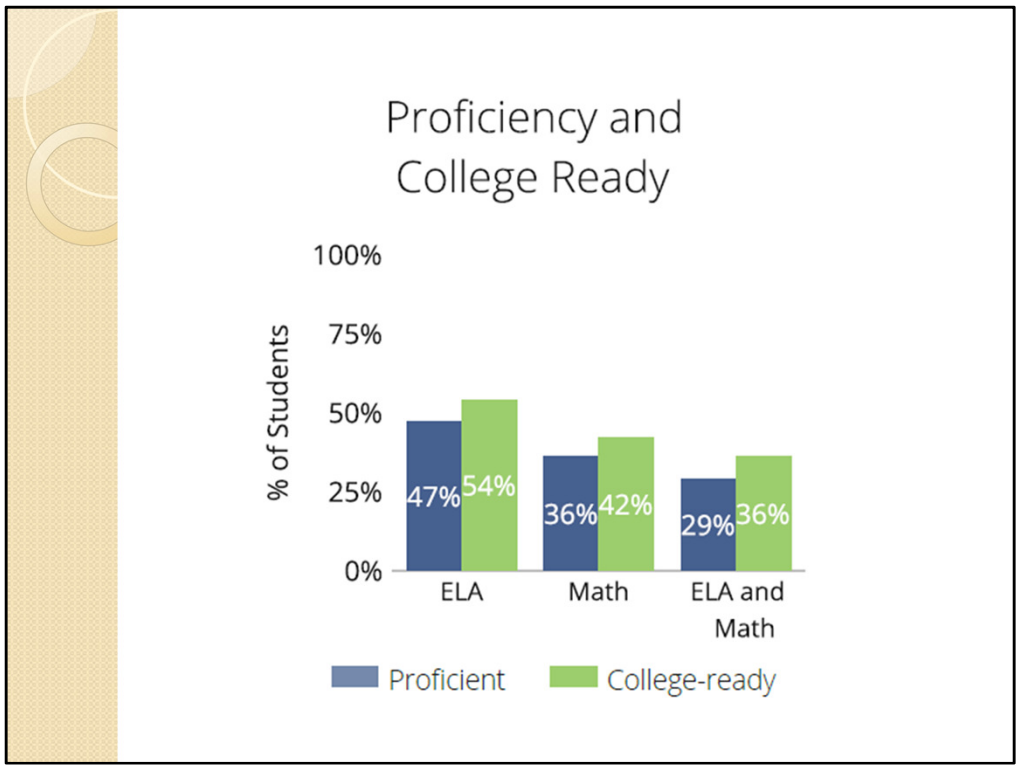


80% of district schools (4 of 5) had high achievement and high growth.

No schools had both low achievement and low growth.

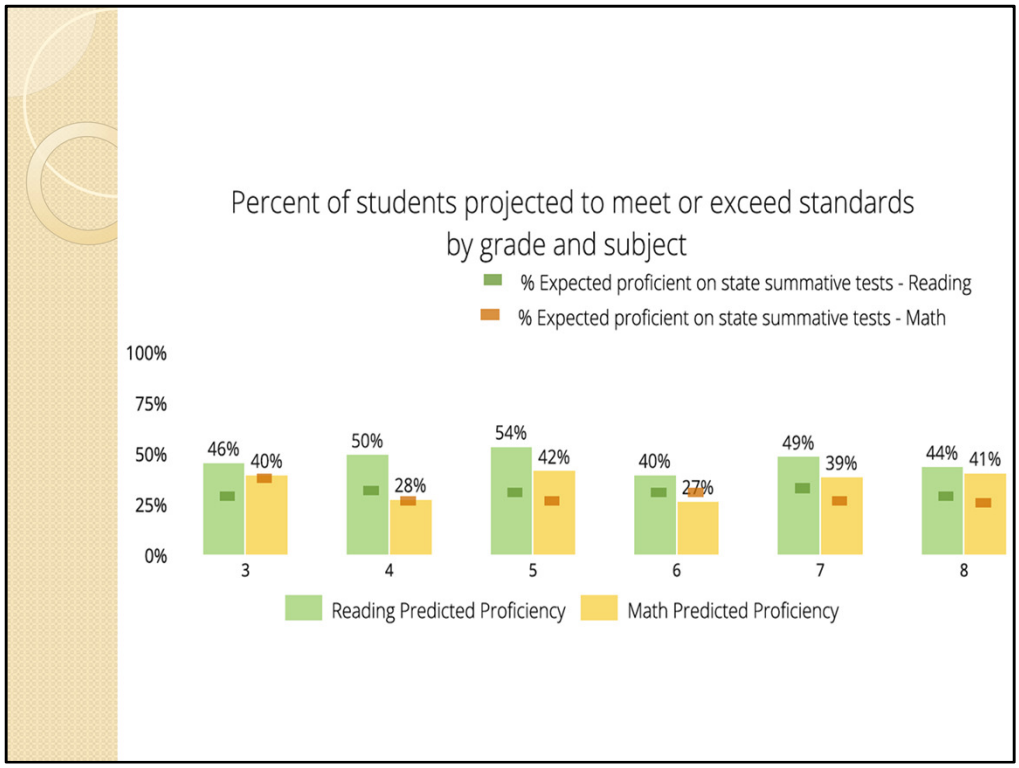


Median achievement and growth percentiles by school and subject are shown.



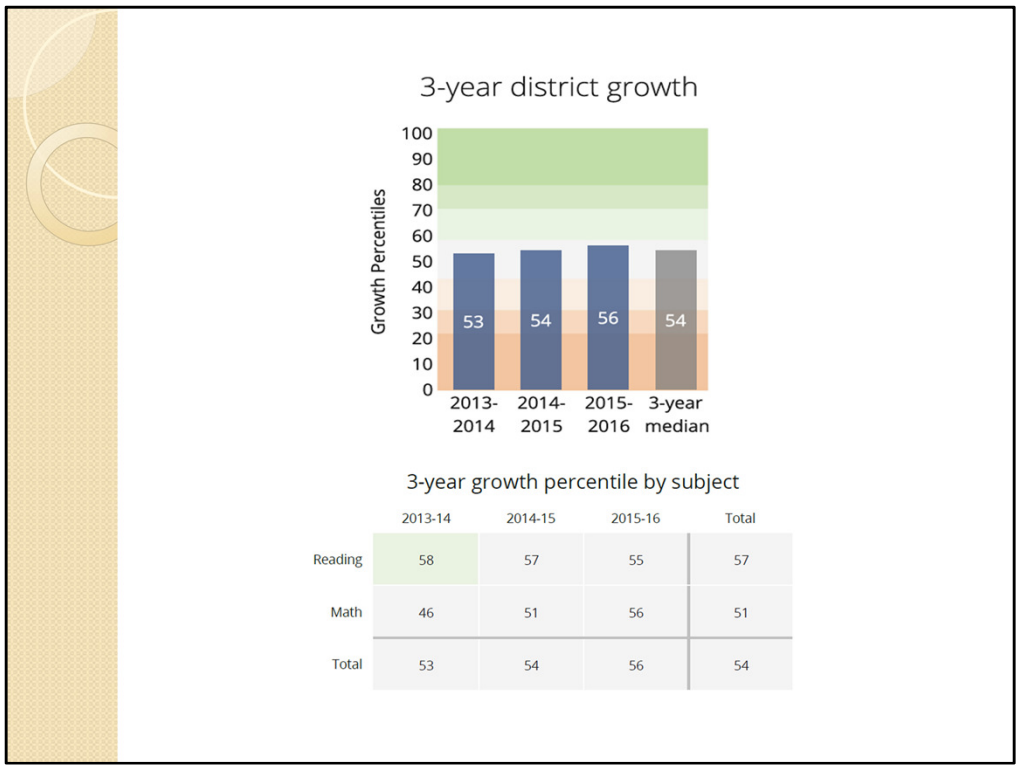
47% and 36% of district students are predicted to score at or above proficient levels on state summative tests in reading and math, respectively.

Results predict 54% and 42% of students are on-track to be college-ready by graduation in ELA and math, respectively.



In 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, the orange and green bars show what percent of students nationally are likely to meet proficiency standards according to the MAP benchmark study. The lower the orange or green bar, the more difficult the proficiency cut score for that grade.

The figure shows that the predicted proficiency rates for the district are above these national benchmarks in reading in all tested grades with norms, but in math the picture is mixed.

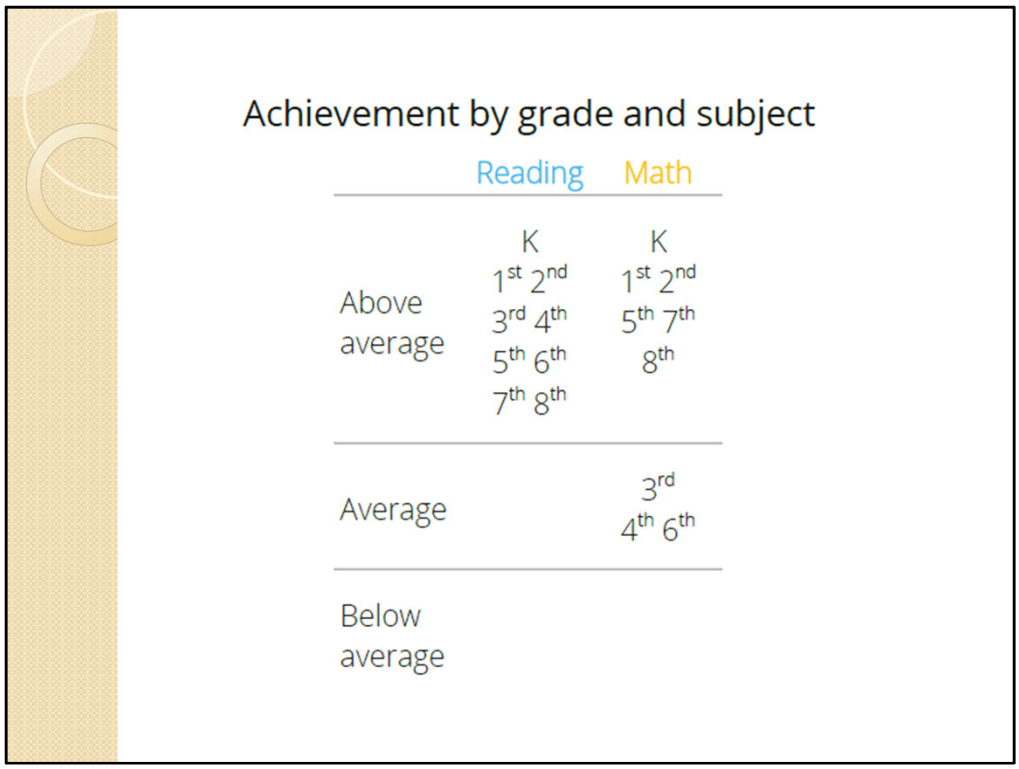


3-year growth percentile by subject

	2013-14	2014-15	2015-16	Total
Reading	58	57	55	57
Math	46	51	56	51
Total	53	54	56	54

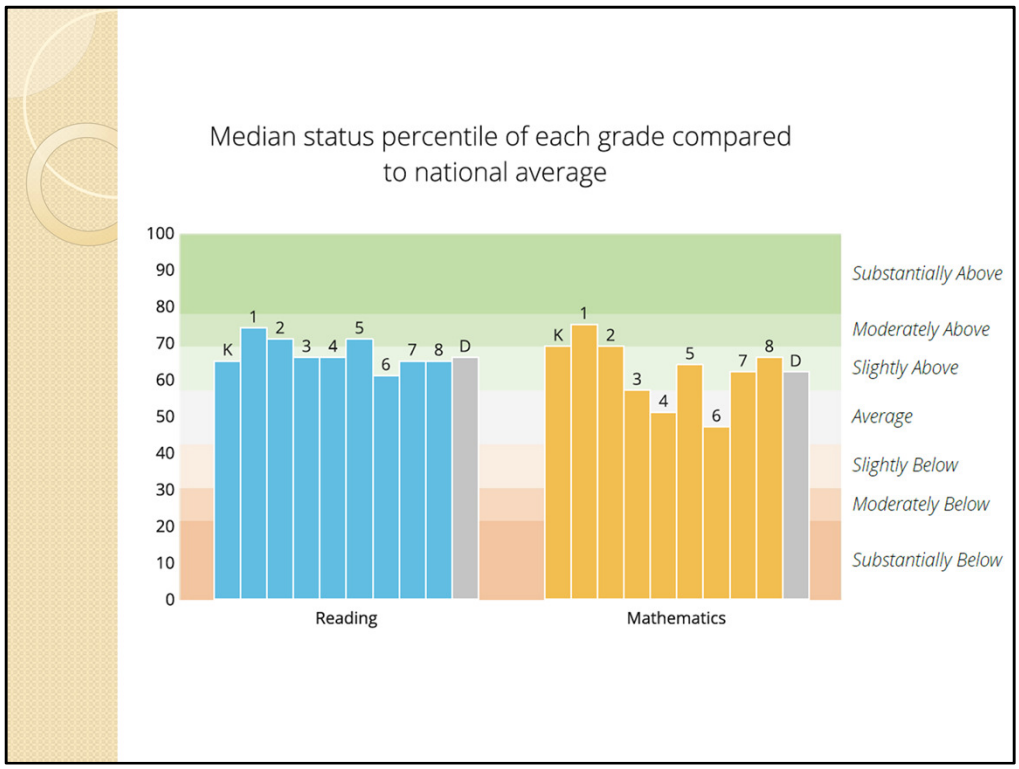
3-year growth is average relative to national norms.

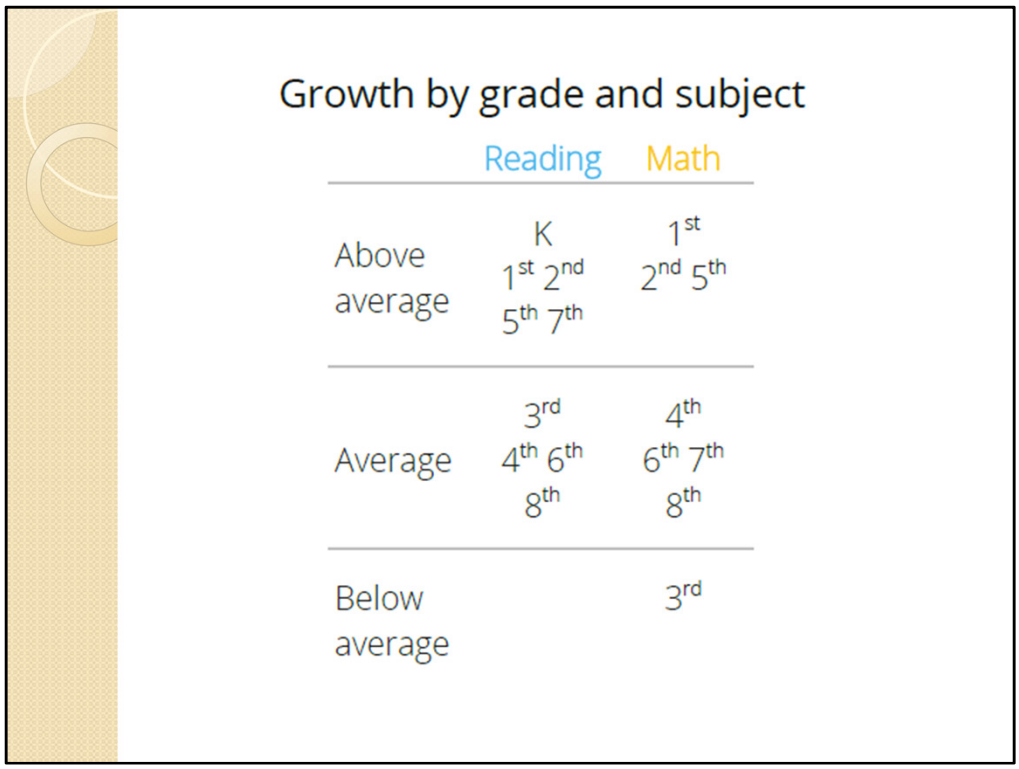
Math is consistently average. Reading is average, but with variations across years.



Reading had the highest median status percentile for the district overall. The MSP for individual grades ranged from a low of 61st percentile for 6th grade to a high of 74th percentile for 1st grade.

Mathematics had the lowest MSP overall in the district. First grade was the highest (75th percentile) with 6th grade at the lowest (47th percentile).

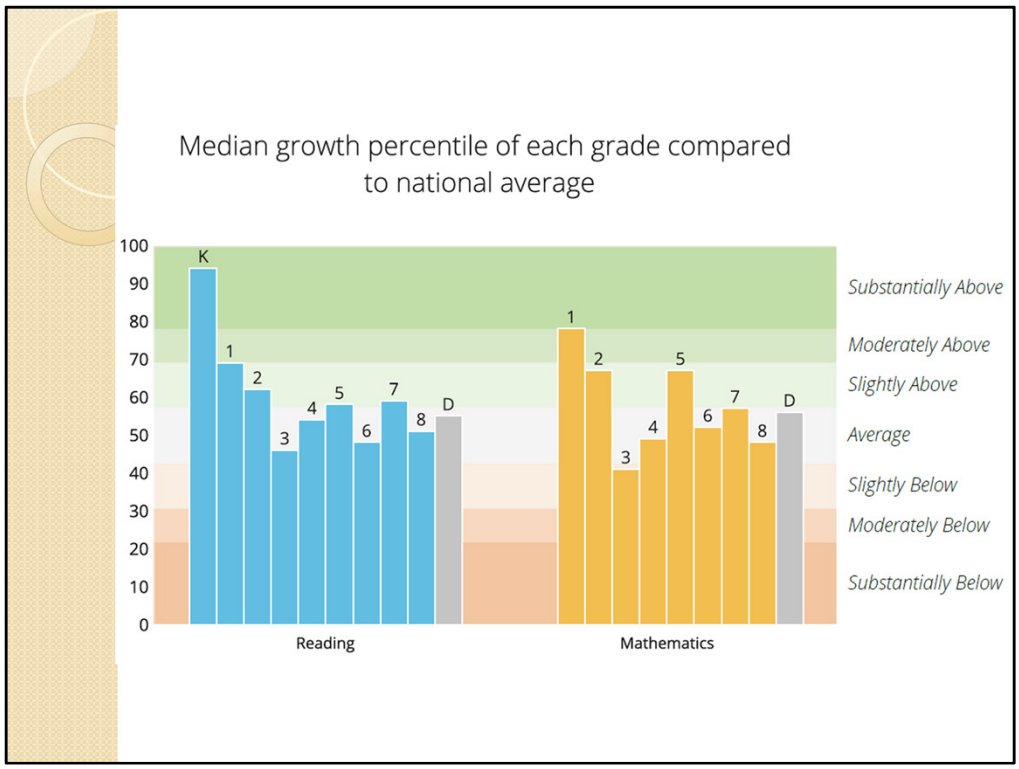

Median status percentile of each grade compared to national average
100
90
80
70
60
50
40
30
20
10
0
K 1 2 3 4 5 6 7 8 D
K 1 2 3 4 5 6 7 8 D
Reading
Mathematics
Substantially Above
Moderately Above
Slightly Above
Average
Slightly Below
Moderately Below
Substantially Below

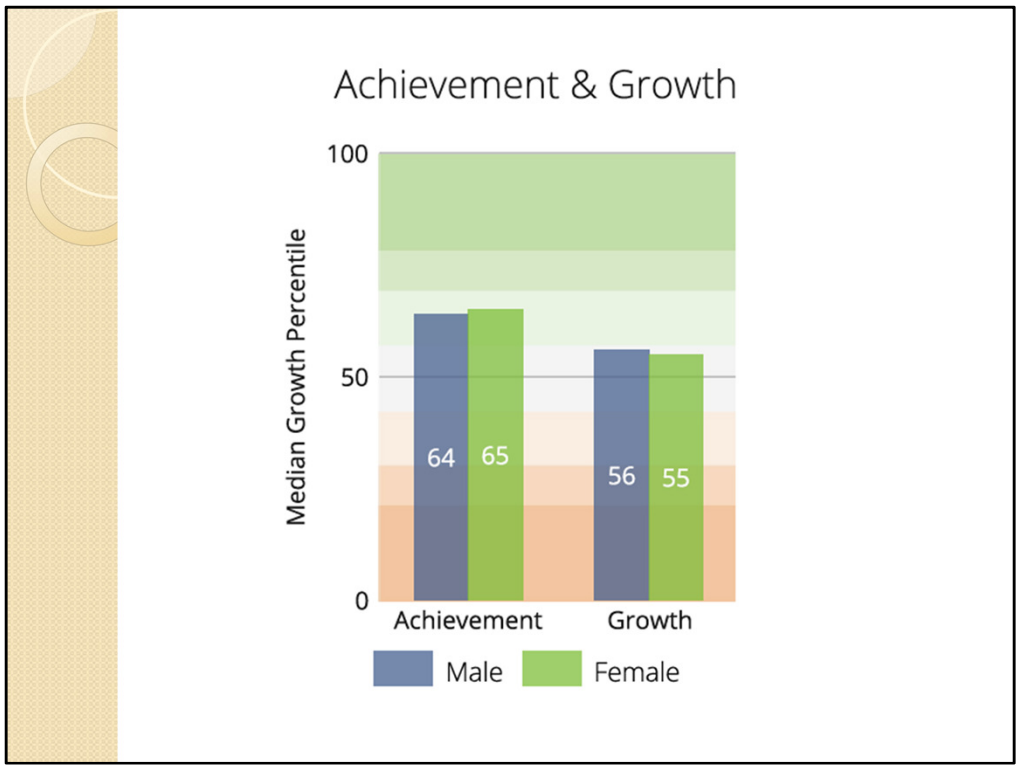


1st, 2nd and 5th grades had above average growth in both subjects.

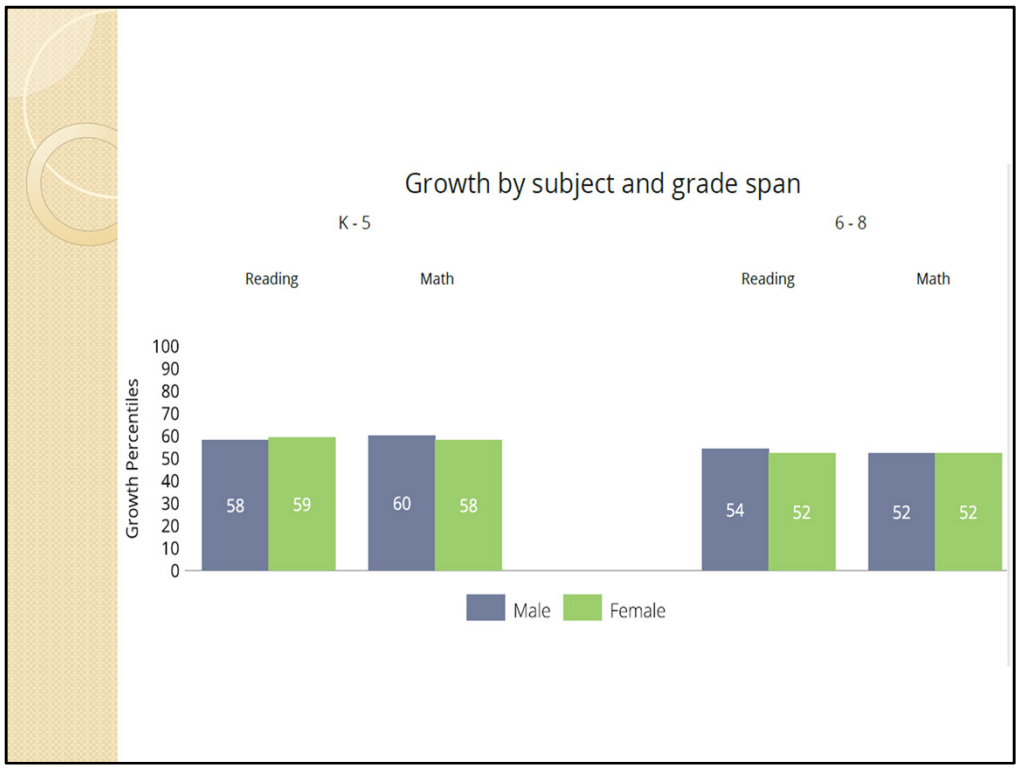
Mathematics had the highest median growth percentile for the district overall. The MGP for individual grades ranged from a low of 41st percentile for 3rd grade to a high of 78th percentile for 1st grade.

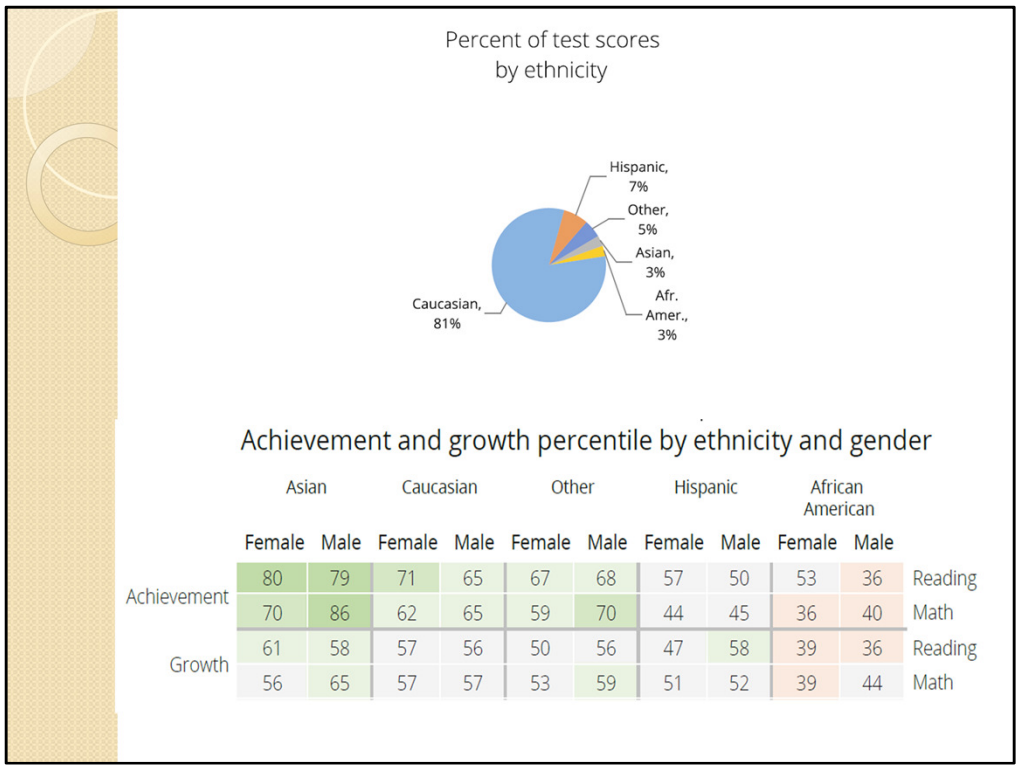
Reading had the lowest MGP overall in the district. K grade was the highest (94th percentile) with 3rd grade at the lowest (46th percentile).


Median growth percentile of each grade compared to national average
100
90
80
70
60
50
40
30
20
10
0
K
1
2
3
4
5
6
7
8
D
1
2
3
4
5
6
7
8
D
Reading
Mathematics
Substantially Above
Moderately Above
Slightly Above
Average
Slightly Below
Moderately Below
Substantially Below



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.


Growth by subject and grade span
K - 5
6 - 8
Reading
Math
Reading
Math
Growth Percentiles
100
90
80
70
60
50
40
30
20
10
0
58
59
60
58
54
52
52
52
Male
Female



Achievement and growth percentile by ethnicity and gender

	Asian		Caucasian		Other		Hispanic		African American		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	80	79	71	65	67	68	57	50	53	36	Reading
	70	86	62	65	59	70	44	45	36	40	Math
Growth	61	58	57	56	50	56	47	58	39	36	Reading
	56	65	57	57	53	59	51	52	39	44	Math

Median status ranges from 40th percentile for African American students to 79th for Asian students.

Median growth percentile (MGP) ranges from 39th percentile for African American students to 61st for Asian students.

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

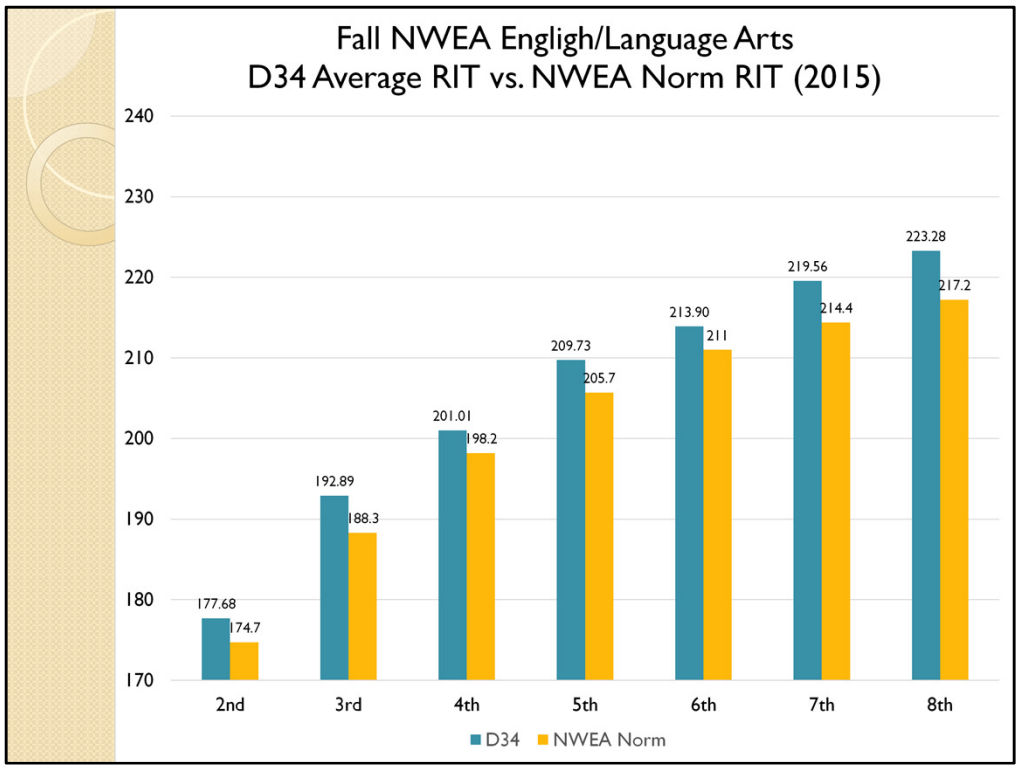
Caucasian students had the second highest achievement MSP, falling slightly above average nationally. Their growth was about the same as the national norm.

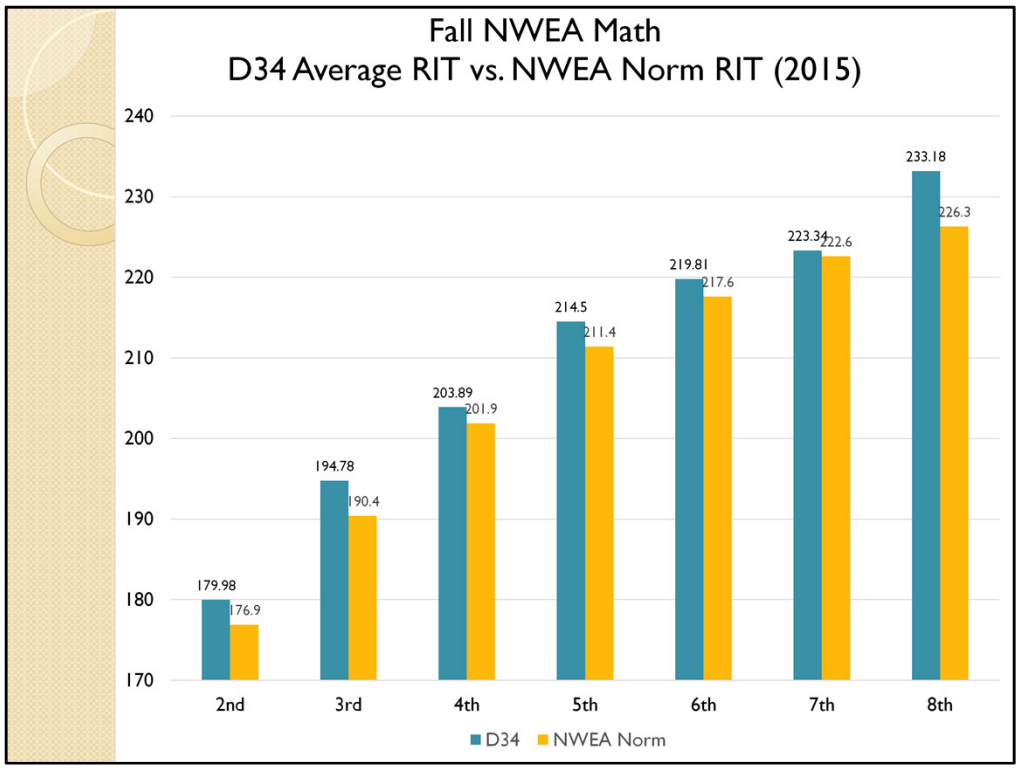
Other students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly
above average. Their growth was average.

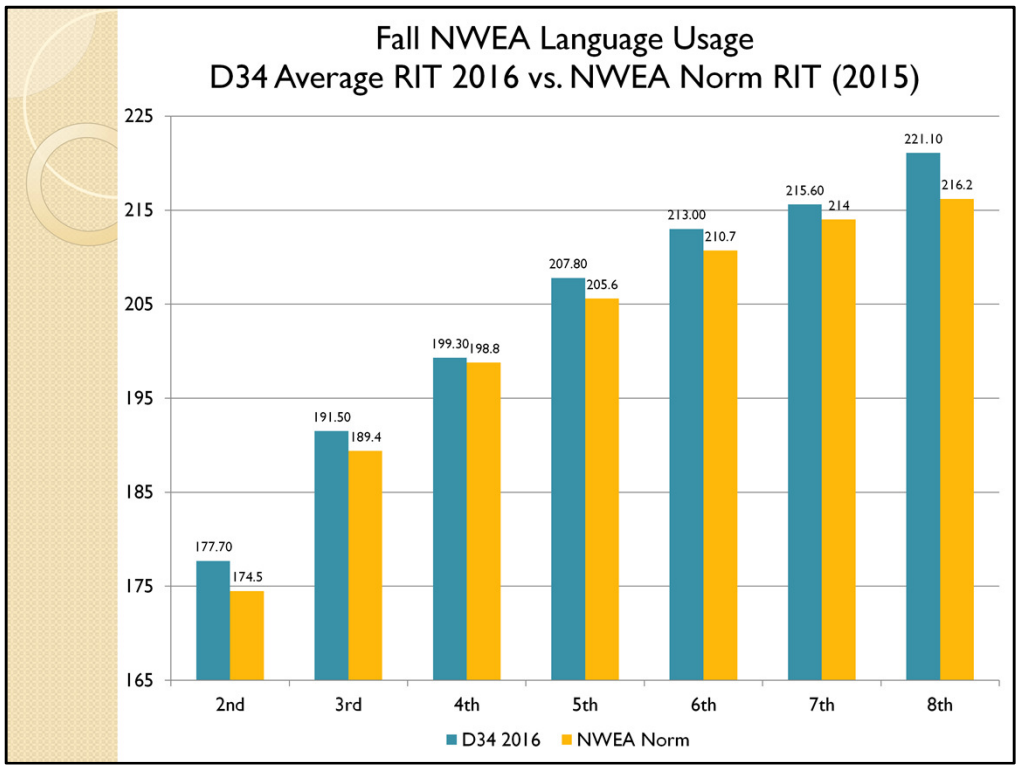
Hispanic students had the next highest achievement MSP, falling average nationally. Their growth was about the same as the national norm.

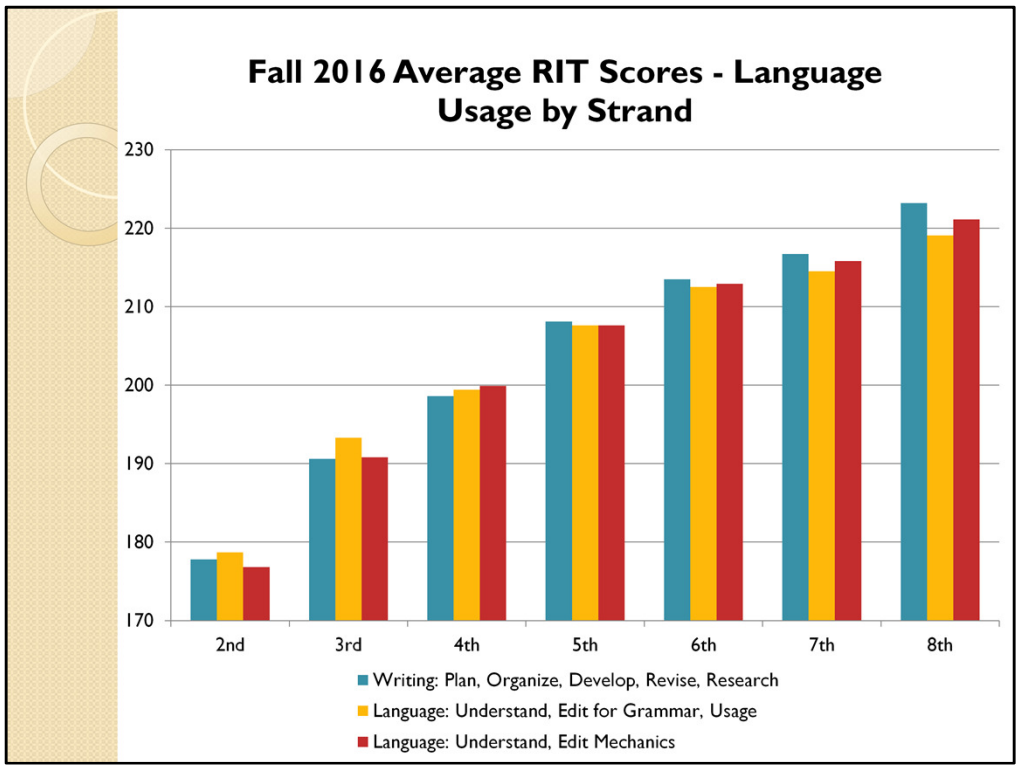
African American students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly
below average nationally. Of note, their growth was the same.

The largest difference between female and male students in median growth was in reading for Hispanics, where males were 58th percentile versus 47th for females. The largest difference between female and male students in median achievement was in reading for African Americans,
where females were 53rd percentile versus 36th for males.


Fall NWEA Englih/Language Arts
D34 Average RIT vs. NWEA Norm RIT (2015)
240
230
220
210
200
190
180
170
177.68
174.7
192.89
188.3
201.01
198.2
209.73
205.7
213.90
211
219.56
214.4
223.28
217.2
2nd
3rd
4th
5th
6th
7th
8th
D34
NWEA Norm


Fall NWEA Math
D34 Average RIT vs. NWEA Norm RIT (2015)
240
230
220
210
200
190
180
170
179.98
176.9
194.78
190.4
203.89
201.9
214.5
211.4
219.81
217.6
223.34
222.6
233.18
226.3
2nd
3rd
4th
5th
6th
7th
8th
D34
NWEA Norm


Fall NWEA Language Usage
D34 Average RIT 2016 vs. NWEA Norm RIT (2015)
225
215
205
195
185
175
165
177.70
174.5
191.50
189.4
199.30
198.8
207.80
205.6
213.00
210.7
215.60
214
221.10
216.2
2nd
3rd
4th
5th
6th
7th
8th
D34 2016
NWEA Norm



AUGS - Relative strength: Writing: Plan, Organize, Develop, Revise, Research -- Relative Weakness: Language: Understand, Edit for Grammar, Usage

Lower Grades Relative Strength: Language: Understand, Edit for Grammar, Usage – No identified weakness, other two equal.

Summary

- District 34 students' median status and growth percentile are both above the 50th percentile (slightly above average).
- District 34 students' overall growth percentile has increased each of the last three years.
  - Math has improved significantly each of the last three years, while reading has declined slightly.

Continuous Improvement

- Monitor ELA and Math instruction, specifically in grades 3 and 6.
- Continue to provide professional development in the area of ELA and Math to all of our teachers through:
  - Student Learning Team (SLT) discussions around student data, instruction, instructional strategies, and assessment.
  - After school learning opportunities
  - Work with program consultants

ANTIOCH SCHOOL DISTRICT 34

Inspiring personal excellence.

Questions & Comments?

Thank You!