Insights Report

Prepared for Glen Ellyn School District #41

Fall 2023 to Spring 2024

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 2020 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.

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STUDENTS TESTED: SPRING 2024

	Reading	Math
K	285	311
1	332	346
2	359	362
3	384	390
4	391	399
5	371	375
6	352	351
7	355	363
8	376	390
9		
10		
11		
12		

The numbers indicate the number of students tested by grade and subject in the spring of 2024. Growth numbers are calculated from students who tested in both the fall of 2023 and spring of 2024, 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

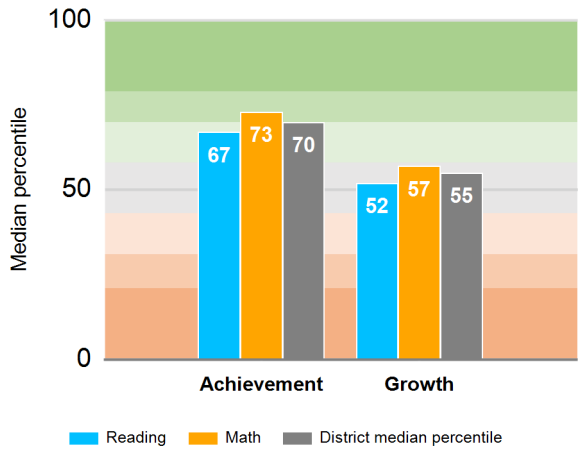
District median student achievement is 70th percentile and district median student growth is 55th percentile.

Achievement is moderately above average, while growth is average.

The median status score of all assessments given in spring of 2024 equaled the 70th percentile. One subject was above the district median: mathematics. One subject was below the district median: reading.

For growth, the median score equaled the 55th percentile, which is average. One subject was above the district median: mathematics. One subject was below the district median: reading.

ACHIEVEMENT AND GROWTH



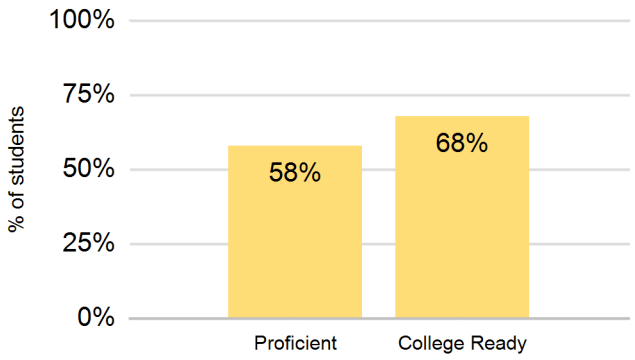
58% of students should meet state standards in at least one subject.

68% of students are on track to meet college readiness in at least one subject.

MAP Growth results predict that 58% of students will meet proficiency standards on state summative tests in at least one subject. 46% will likely meet standards in ELA and 47% in mathematics. 35% of students are predicted to meet standards in both subjects. 41% of students are predicted to not meet either standard.

68% are demonstrating achievement that is on track to meet MAP Growth college readiness benchmarks in at least one subject. 47% are likely on track in both reading and mathematics. 30% are not meeting these benchmarks in either subject.

PROFICIENCY AND COLLEGE READINESS IN AT LEAST ONE SUBJECT

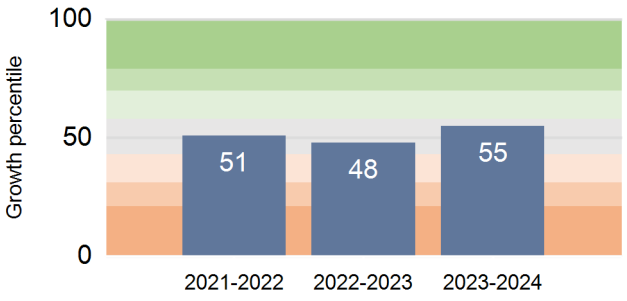


The district's 3-year growth has been consistently average.

Median growth was average all three years.

Growth over three years has been consistently average in Reading and Mathematics.

3-YEAR DISTRICT GROWTH



How are District Students Doing?

Overall achievement of district students is moderately above the norm.

Median achievement is 70th percentile; median growth is 55th percentile.

District students demonstrated a median achievement level at the 70th percentile on Fall 2023 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 70th percentile. Looking at growth from fall to spring, the median growth percentile for district students was 55, 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 About the Same Growth as the Norm

44% 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 53rd percentile from fall to spring. Approximately 20% of district students' scores were in the top achievement decile in fall 2023, compared to 10% nationally. This group grew at the 53rd percentile, which is average compared to the norm.

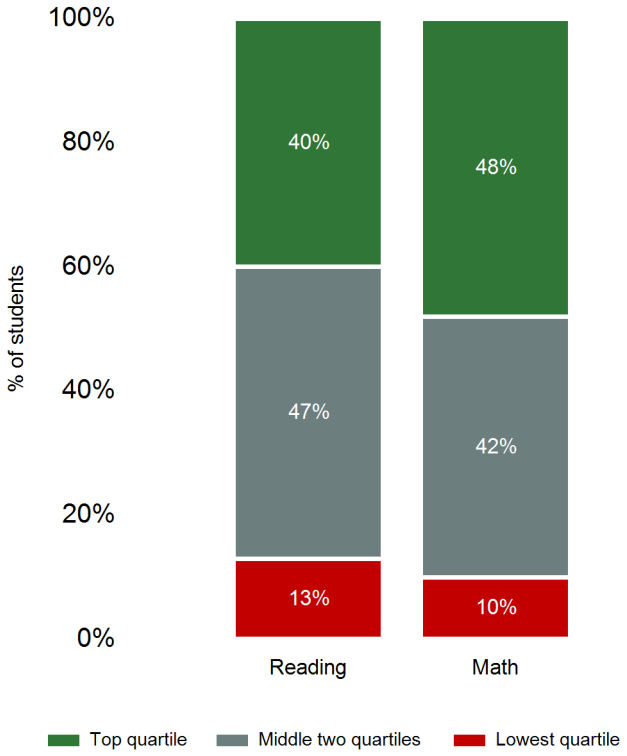
Middle-Two-Quartiles Students: a Smaller Proportion than is Typical, with Growth Approximately Equal to the Norm

Nationally, about 50% of scores fell within the two middle quartiles, versus 44% of district scores. For the district students who produced these scores, median growth was at the 57th percentile, which is about the same as the national average.

Lowest-Quartile Students: a Smaller Proportion than is Typical, with Growth Approximately Equal to 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 at the same rate as similar students, as their median growth percentile was at the 54th percentile from fall to spring. About 4% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 48th 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	52nd	56th	49th
Math	56th	58th	55th
Total	54th	57th	53rd

Fall to Spring growth percentiles

Which Subjects are Strongest?

District students are strong in reading and mathematics 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.

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

District Overall:
High Achievement / High Growth

- Median status percentile: 70th
- Median growth percentile: 55th

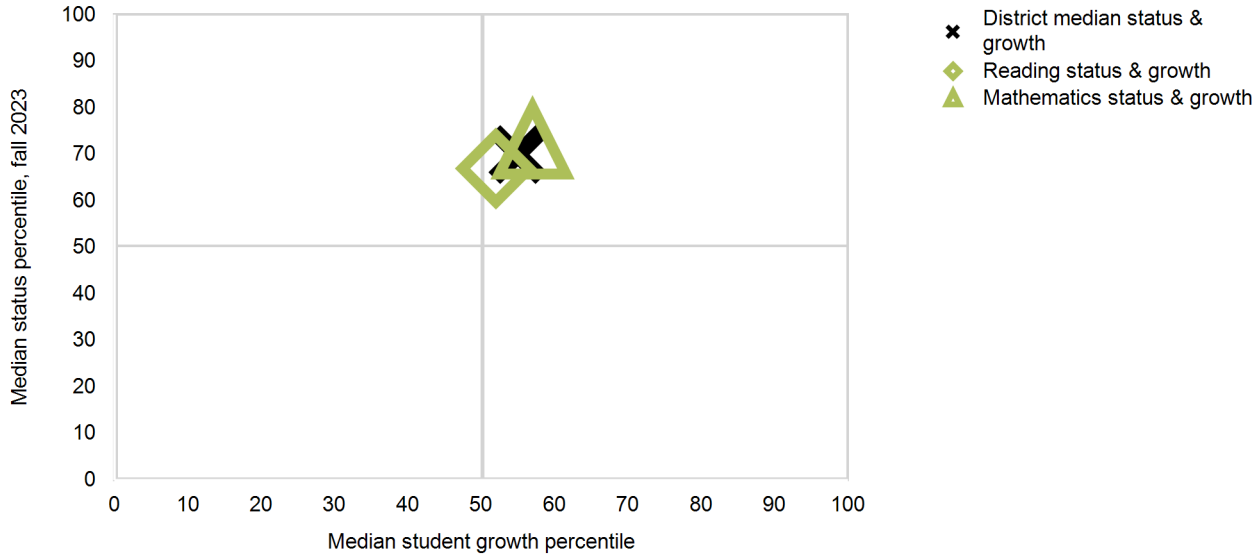
Reading:
High Achievement / High Growth

- Median status percentile: 67th
- Median growth percentile: 52nd

Mathematics:
High Achievement / High Growth

- Median status percentile: 73rd
- Median growth percentile: 57th

MEDIAN STATUS AND GROWTH PERCENTILE BY SUBJECT FOR ALL STUDENTS



How is School Status & Growth?

100% of district schools (5 of 5) had high achievement and high growth.

No schools had both low achievement and low growth.

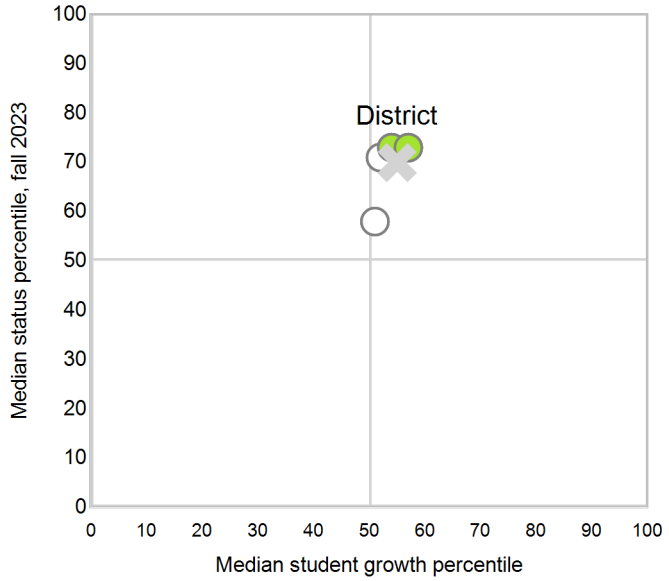
District schools' Median Status Percentiles (MSP) ranged from the 58th to 73rd percentiles. All campuses (100%) demonstrated MSPs equal to or above the 50th percentile.

The Median Growth Percentile (MGP) of district schools ranged from the 51st to 57th percentiles. All campuses (100%) produced MGPs equal to or above the 50th percentile.

One quadrant of the graph had the most schools: upper right quadrant (5 schools or 100%).

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		
Hadley Junior High	73rd	57th
Benjamin Franklin	73rd	54th
Forest Glen	73rd	54th

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		Mathematics	
School	**MSP**	**MGP**	**MSP**	**MGP**
Abraham Lincoln	68	52	73	53
Benjamin Franklin	71	50	75	58
Churchill	56	50	61	51
Forest Glen	70	52	75	57
Hadley Junior High	69	54	78	63

Are We Proficient & College Ready?

46% and 47% of district students are predicted to score at or above proficient levels on state summative tests in reading and mathematics, respectively.

Results predict 58% and 57% of students are on track to be college ready by graduation—in ELA and mathematics, respectively.

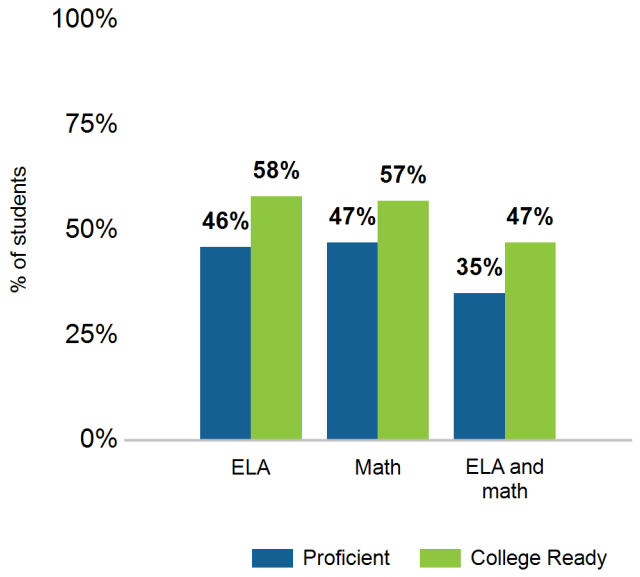
For reading, MAP Growth assessment results from Spring 2024 indicate that 46% of district students are likely to meet or exceed minimum standards for proficiency on the state summative tests. For mathematics, 47% are predicted to meet or exceed the minimum standards for proficiency.

MAP Growth assessment results provide college readiness benchmarks, which predict readiness to successfully perform college-level work. By this measure, 58% of students are on track for college readiness in ELA, while 57% are on track in mathematics.

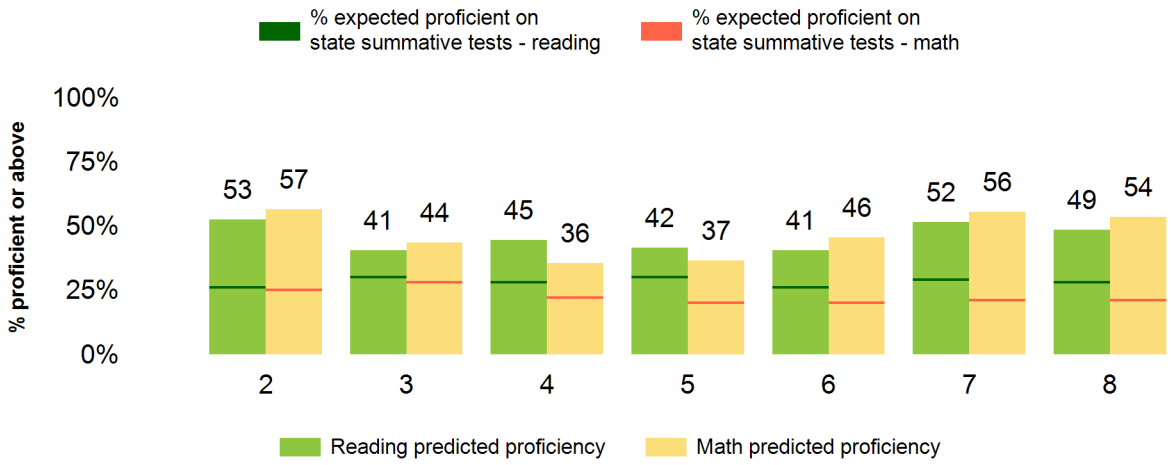
For grade-level results by subject, it is useful to compare predicted proficiency rates of the district with the predicted rates for the nation at large. In the graph below, the orange and green dashes show what percent of students nationally are likely to meet proficiency standards according to the 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 above these national benchmarks for all tested grades with norms in both reading and mathematics.

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.

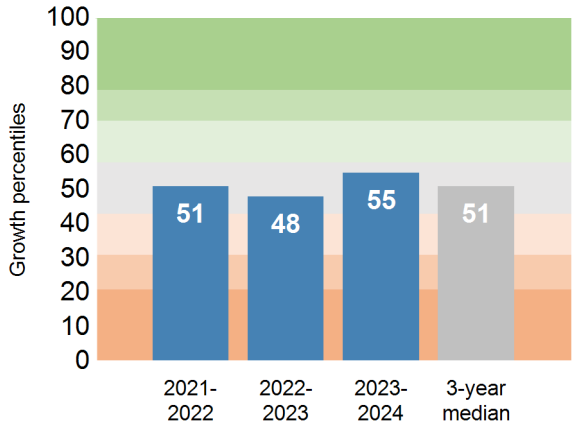
Reading and Mathematics are consistently average.

Over the past three years, students in Glen Ellyn School District #41 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 three years. Overall, the 3-year median was average.

District students produced average growth in mathematics over all three school years.

3-YEAR DISTRICT GROWTH



3-YEAR GROWTH PERCENTILE BY SUBJECT

	2021-22	2022-23	2023-24	Total
Reading	46	47	52	48
Mathematics	56	51	57	54
Total	51	48	55	51

How is Status by Grade & Subject?

All grades had above average status in both subjects.

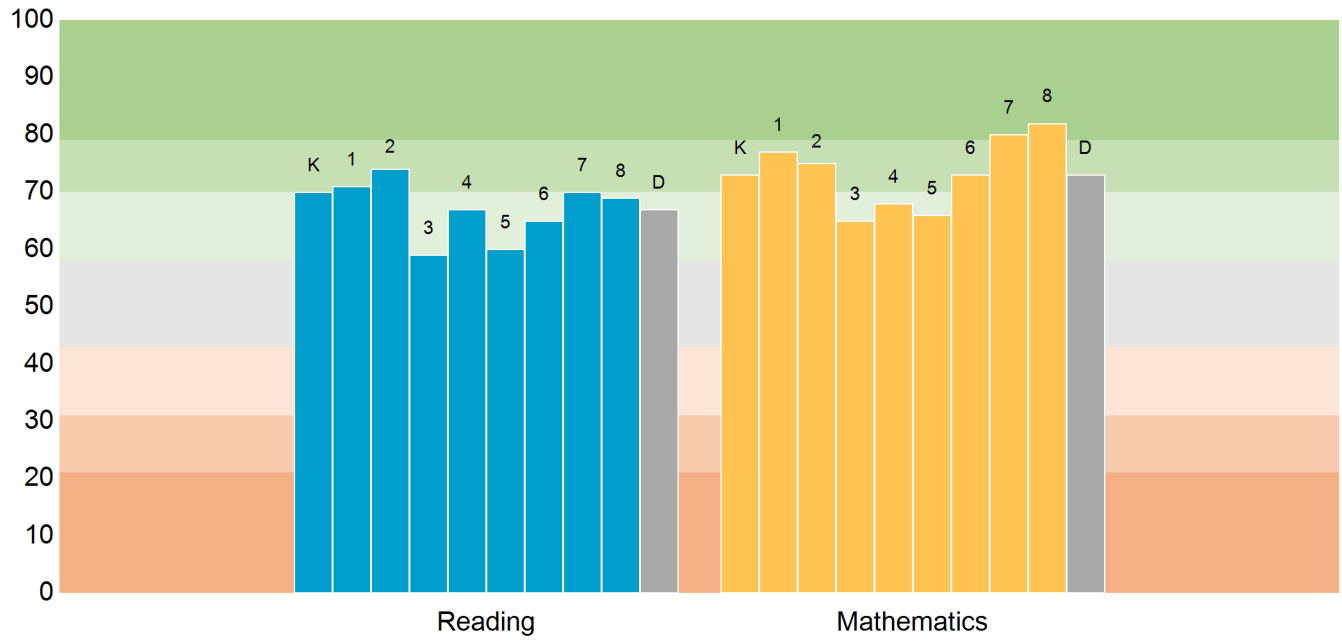
Mathematics had the highest median status percentile for the district overall. The MSP for individual grades ranged from a low of 65th percentile for 3rd grade to a high of 82nd percentile for 8th grade.

Reading had the lowest MSP overall in the district. With a MSP of 74, 2nd grade was the highest, while 3rd grade was the lowest with a MSP of 59.

ACHIEVEMENT BY GRADE AND SUBJECT

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

MEDIAN STATUS PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



How is Growth by Grade & Subject?

K, 1st, 2nd, 7th and 8th grades had above average growth in one subject.

3rd grade had below average growth in one subject.

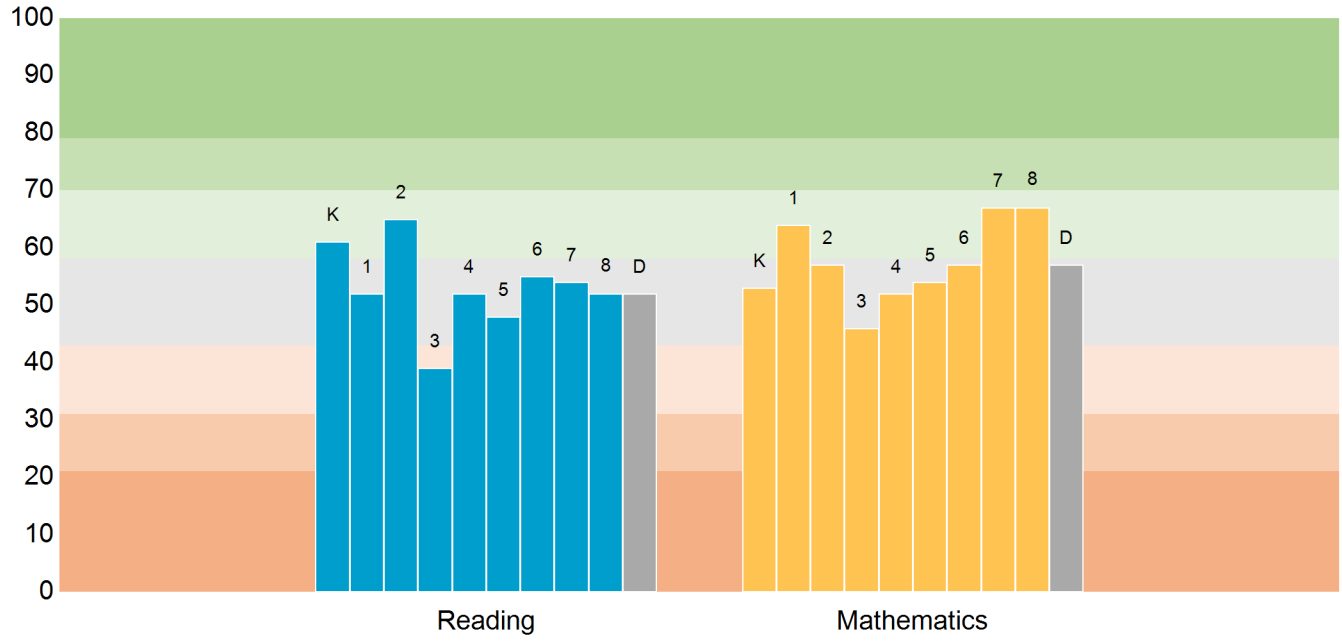
Mathematics had the highest median growth percentile for the district overall. The MGP for individual grades ranged from a low of 46th percentile for 3rd grade to a high of 67th percentile for 7th grade and 8th grade.

Reading had the lowest MGP overall in the district. With a MGP of 65, 2nd grade was the highest, while 3rd grade was the lowest with a MGP of 39.

GROWTH BY GRADE AND SUBJECT

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

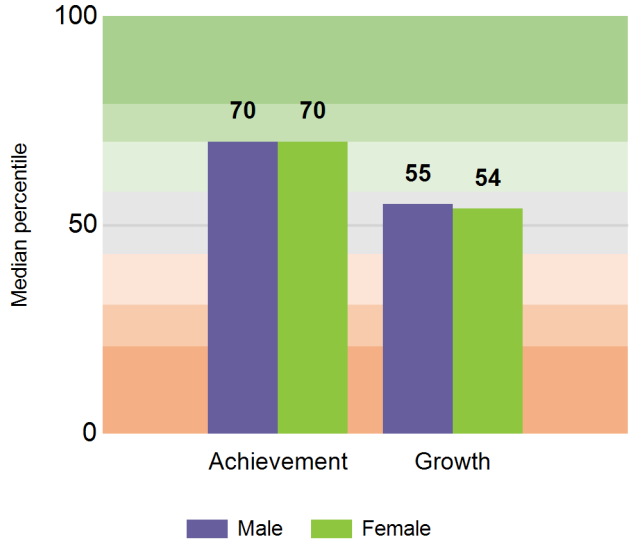
Girls overall had a median status percentile of 70, which is moderately above average nationally. The median for boys was the 70th percentile, which is moderately above average.

Growth saw a different pattern. Girls had a median growth percentile of 54, which is average. Boys' growth percentile was 55, which is above the national median, but still in the average range.

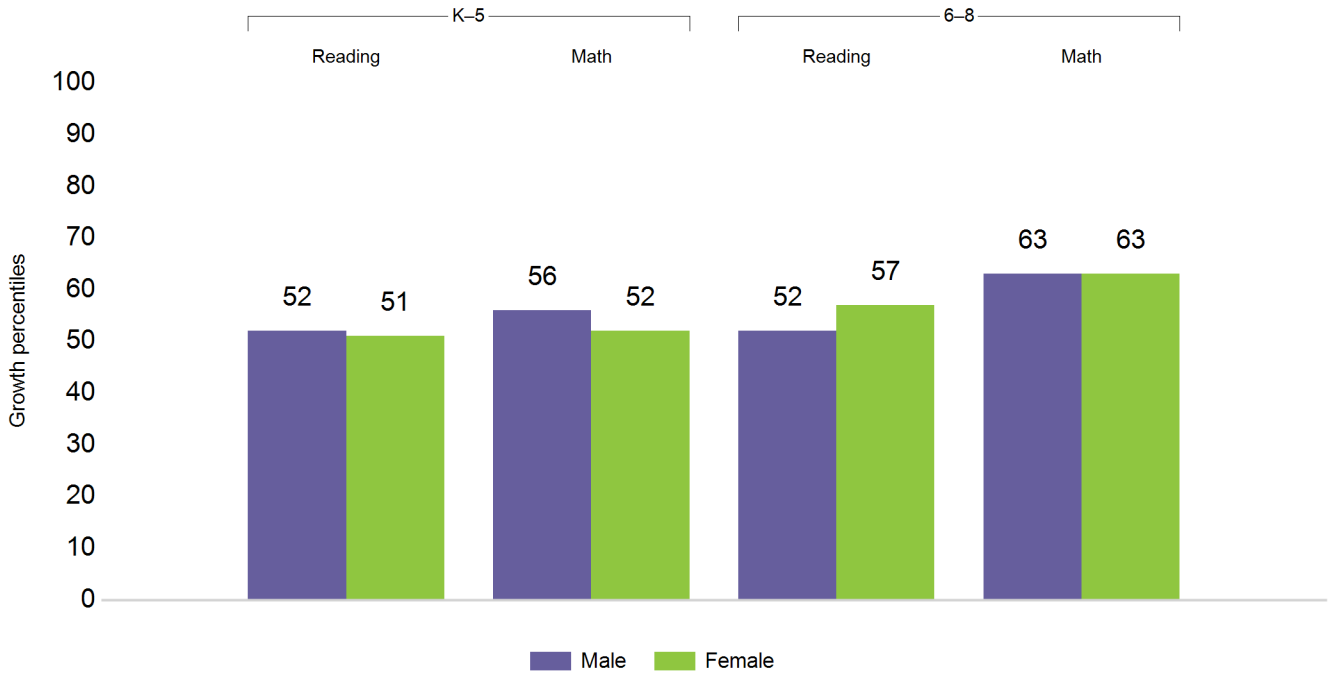
In grades K-5, girls and boys had relatively the same growth in reading and mathematics.

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

ACHIEVEMENT & GROWTH



GROWTH BY SUBJECT AND GRADE SPAN



What About Ethnicity and Gender?

Median status ranges from 32nd percentile for African-American students to 76th for "Other" students.

Median growth percentile (MGP) ranges from 37th percentile for African-American students to 56th for Caucasian students.

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

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

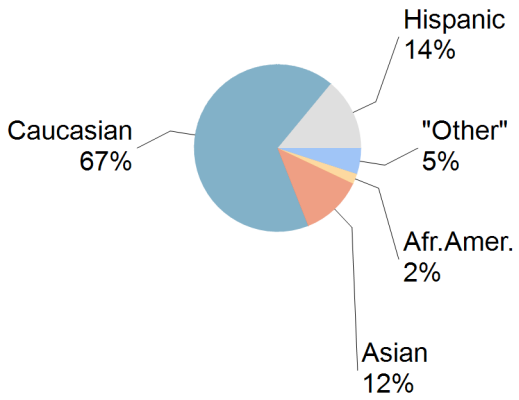
Asian students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly above average. Their growth was average.

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. Their growth was the same.

The largest difference between female and male students in median growth was in Mathematics for "Others", where males were 64th percentile versus 40th for females.The largest difference between female and male students in median achievement was in Reading for Hispanics, where females were 51st percentile versus 37th 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

	"Other"		Caucasian		Asian		Hispanic		African-American		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	75	73	74	69	64	59	51	37	35	23	Reading
	69	82	75	81	66	70	41	43	33	25	Math
Growth	57	56	53	54	51	51	48	49	44	27	Reading
	40	64	58	61	57	56	47	47	40	43	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.

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