

# Insights Report

Prepared for Glen Ellyn School District #41

Fall 2018 to Spring 2019



# 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<sup>®</sup> Growth<sup>™</sup> 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.

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## 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<sup>™</sup> 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 75<sup>th</sup> 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 50<sup>th</sup> percentile status performed precisely at the mid-point of similar students across the United States.

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## 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.

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## 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 2015 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.

# Table of Contents

<b>Executive Summary Highlights</b>	<b>4</b>
<b>How are District Students Doing?</b>	<b>5</b>
<b>Which Subjects are Strongest?</b>	<b>6</b>
<b>How is School Status &amp; Growth?</b>	<b>7</b>
<b>School-Level Detailed Scores</b>	<b>8</b>
<b>Are We Proficient &amp; College Ready?</b>	<b>9</b>
<b>Is Our Growth Strong Over Time?</b>	<b>10</b>
<b>How is Status by Grade &amp; Subject?</b>	<b>11</b>
<b>How is Growth by Grade &amp; Subject?</b>	<b>12</b>
<b>How Do Boys and Girls Compare?</b>	<b>13</b>
<b>What About Ethnicity and Gender?</b>	<b>14</b>
<b>How to Dig Deeper Into the Data?</b>	<b>15</b>

## STUDENTS TESTED: SPRING 2019

	Reading	Math
K	348	347
1	378	378
2	363	364
3	407	409
4	387	386
5	329	330
6	404	411
7	377	384
8	355	363
9		
10		
11		
12		

The numbers indicate the number of students tested by grade and subject in the spring of 2019. Growth numbers are calculated from students who tested in both the fall of 2018 and spring of 2019, 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

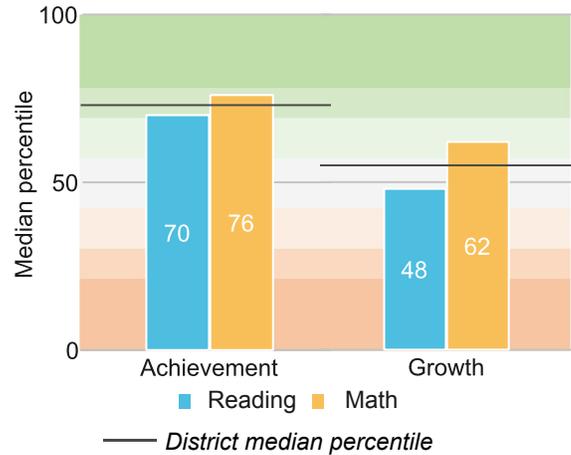
**District median student achievement is 73<sup>rd</sup> percentile and district median student growth is 55<sup>th</sup> percentile.**

Achievement is moderately above average, while growth is average.

The median status score of all assessments given in spring of 2019 equaled the 73<sup>rd</sup> percentile. One subject was above the district median: mathematics. One subject was below the district median: reading.

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

## ACHIEVEMENT AND GROWTH



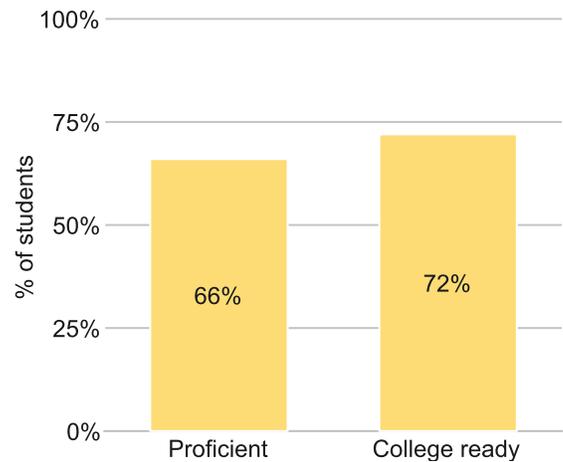
**66% of students should meet state standards in at least one subject.**

72% of students are on track to meet college readiness in at least one subject.

MAP Growth results predict that 66% of students will meet proficiency standards on state summative tests in at least one subject. 52% will likely meet standards in ELA and 58% in math. 44% of students are predicted to meet standards in both subjects. 33% of students are predicted to not meet either standard.

72% are demonstrating achievement that is on track to meet MAP Growth college readiness benchmarks in at least one subject. 53% are likely on track in both reading and math. 28% are not meeting these benchmarks in either subject.

## PROFICIENCY AND COLLEGE READINESS IN AT LEAST ONE SUBJECT



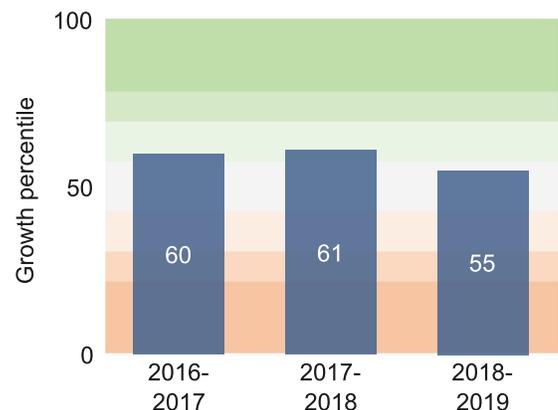
**The district's recent growth has been lower than previous two years.**

Median growth ranged from slightly above average to about average.

While growth in the most recent year was average, previous growth was equivalent or higher. Two years ago, in 2016-17, growth was slightly above average. In 2017-18, growth was slightly above the national average.

Recent growth has been higher than previous two years in reading. Math has shown consistent growth above average.

## 3-YEAR DISTRICT GROWTH



# How are District Students Doing?

**Overall achievement of district students is moderately above the norm.**

**Median achievement is 74<sup>th</sup> percentile; median growth is 55<sup>th</sup> percentile.**

District students demonstrated a median achievement level at the 74<sup>th</sup> percentile on fall 2018 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 74<sup>th</sup> 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**

49% 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 56<sup>th</sup> percentile from fall to spring. Approximately 25% of district students' scores were in the top achievement decile in fall 2018, compared to 10% nationally. This group grew at the 56<sup>th</sup> percentile, which is average compared to the norm.

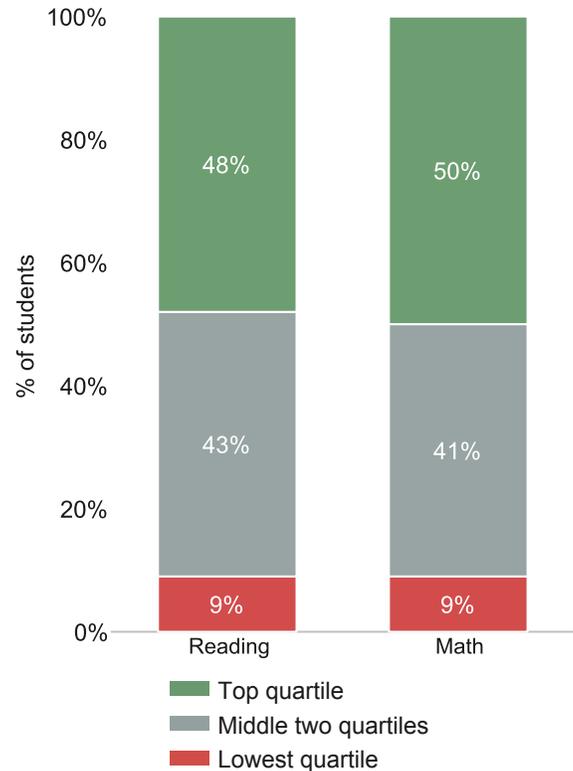
**Middle-Two-Quartiles Students: a Smaller Proportion than is Typical, with Growth Approximately Equal to the Norm**

Nationally, about 50% of scores fell within the two middle quartiles, versus 42% of district scores. For the district students who produced these scores, median growth was at the 55<sup>th</sup> 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 9% 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 54<sup>th</sup> 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 55<sup>th</sup> 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	48 <sup>th</sup>	49 <sup>th</sup>	48 <sup>th</sup>
Math	59 <sup>th</sup>	60 <sup>th</sup>	63 <sup>rd</sup>
Total	54 <sup>th</sup>	55 <sup>th</sup>	56 <sup>th</sup>

Fall to spring growth percentiles

# Which Subjects are Strongest?

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

Reading is mixed—with high achievement, but low growth.

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

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

## District Overall:

### High Achievement/High Growth

- Median status percentile: 74<sup>th</sup>
- Median growth percentile: 55<sup>th</sup>

### Mathematics:

#### High Achievement/High Growth

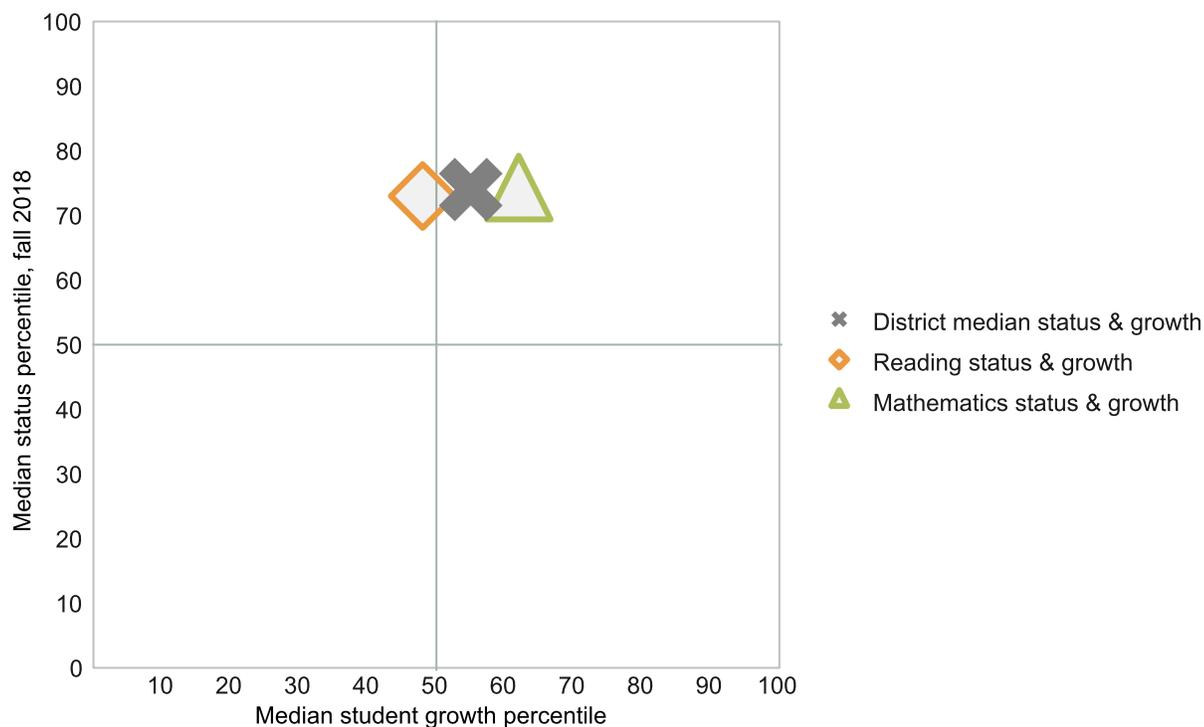
- Median status percentile: 74<sup>th</sup>
- Median growth percentile: 62<sup>nd</sup>

### Reading:

#### High Achievement/Low Growth

- Median status percentile: 73<sup>rd</sup>
- Median growth percentile: 48<sup>th</sup>

**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.

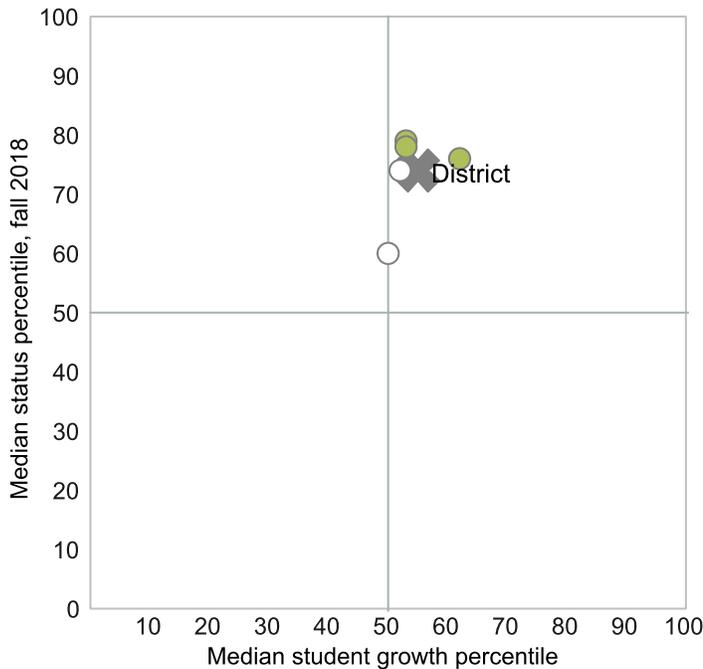
District schools' Median Status Percentiles (MSP) ranged from the 60<sup>th</sup> to 79<sup>th</sup> percentiles. All campuses (100%) demonstrated MSPs equal to or above the 50<sup>th</sup> percentile.

The Median growth percentile (MGP) of district schools ranged from the 50<sup>th</sup> to 62<sup>nd</sup> percentiles. All campuses (100%) produced MGPs equal to or above the 50<sup>th</sup> 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
<b>High Achievement/High Growth</b>		
Hadley Junior High	76 <sup>th</sup>	62 <sup>nd</sup>
Benjamin Franklin	79 <sup>th</sup>	53 <sup>rd</sup>
Abraham Lincoln	78 <sup>th</sup>	53 <sup>rd</sup>

## 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 50<sup>th</sup> percentile each.



School	Reading		Math	
	MSP	MGP	MSP	MGP
<b>Abraham Lincoln</b>	<b>76</b>	<b>45</b>	<b>80</b>	<b>59</b>
<b>Benjamin Franklin</b>	<b>78</b>	<b>50</b>	<b>80</b>	<b>56</b>
Churchill	<b>61</b>	<b>45</b>	<b>59</b>	<b>53</b>
Forest Glen	<b>73</b>	<b>46</b>	<b>75</b>	<b>59</b>
<b>Hadley Junior High</b>	<b>76</b>	<b>51</b>	<b>76</b>	<b>72</b>
Outplaced	*	*	*	*

# Are We Proficient & College Ready?

**52% and 58% of district students are predicted to score at or above proficient levels on state summative tests in reading and math, respectively.**

Results predict 62% and 63% of students are on track to be college ready by graduation—in ELA and math, respectively.

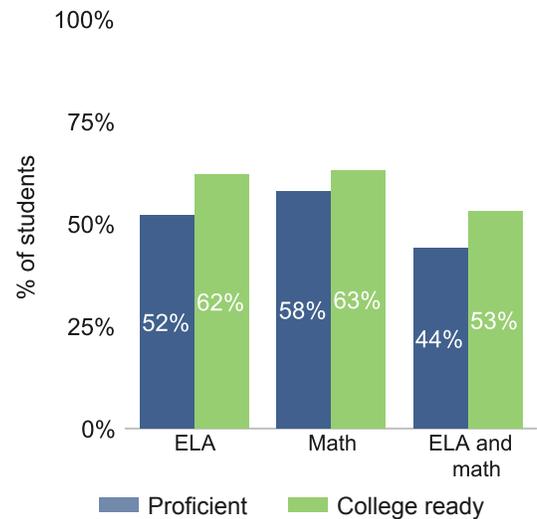
For reading, MAP Growth assessment results from spring 2019 indicate that 52% of district students are likely to meet or exceed minimum standards for proficiency on the state summative tests. For math, 58% are predicted to meet or exceed the minimum standards for proficiency.

MAP Growth assessment results provide college readiness benchmarks, which predict readiness to successfully perform college-level work. By this measure, 62% of students are on track for college readiness in ELA, while 63% are on track in math.

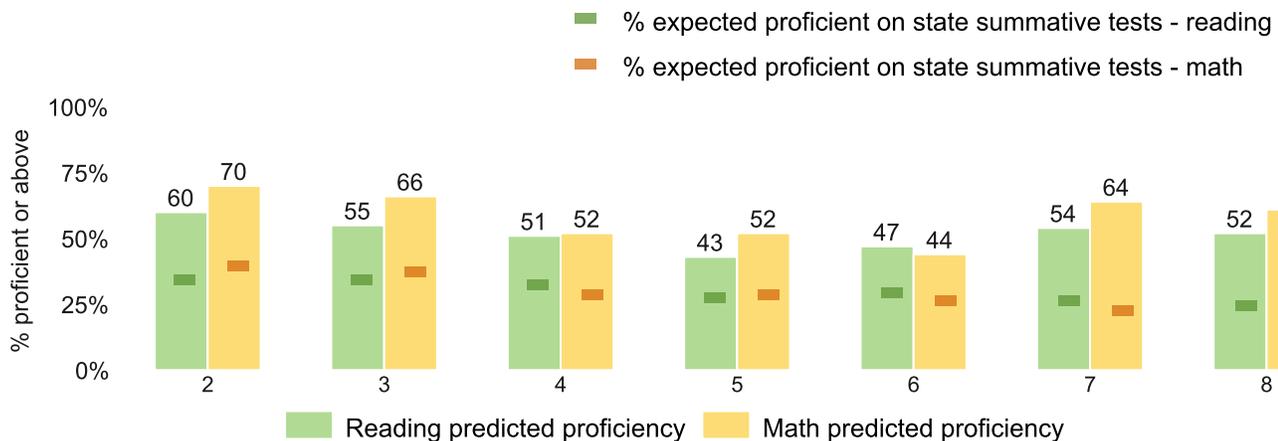
For grade-level results by subject, it is useful to compare predicted proficiency rates of the district with the predicted rates for the nation at large. In the graph below, the orange and green dashes show what percent of students nationally are likely to meet proficiency standards according to the 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 math.

## 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 slightly above national norms.**

## 3-YEAR DISTRICT GROWTH

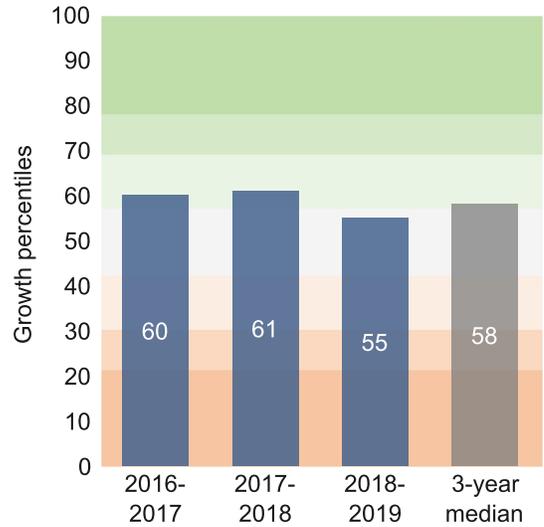
Math is consistently above average.

Reading is average, but with variations across years.

Over the past three years, students in Glen Ellyn School District #41 have shown growth that was slightly above average in the subjects tested by MAP Growth. In 2016-17, growth was slightly above average, and the next year, growth remained the same. During 2018-19, growth was average.

Reading has ranged from about average to slightly above average. Overall, the 3-year median was average.

District students produced slightly above average growth in math over all three school years.



## 3-YEAR GROWTH PERCENTILE BY SUBJECT

	2016-17	2017-18	2018-19	Total
Reading	58	58	48	55
Math	61	64	62	62
Total	60	61	55	58

# How is Status by Grade & Subject?

**All grades had above average status in both subjects.**

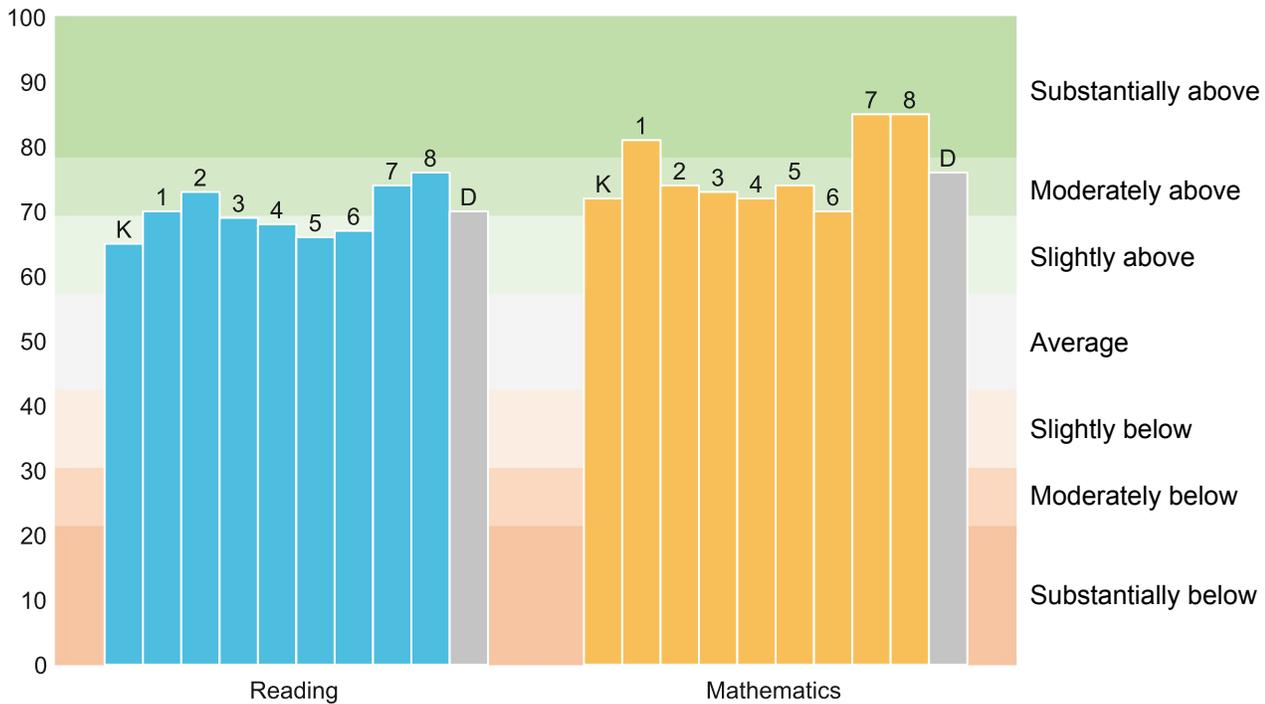
Mathematics had the highest median status percentile for the district overall. The MSP for individual grades ranged from a low of 70<sup>th</sup> percentile for 6<sup>th</sup> grade to a high of 85<sup>th</sup> percentile for 7<sup>th</sup> grade and 8<sup>th</sup> grade.

Reading had the lowest MSP overall in the district. Eighth grade was the highest (76<sup>th</sup> percentile) with K at the lowest (65<sup>th</sup> percentile).

## ACHIEVEMENT BY GRADE AND SUBJECT

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

## MEDIAN STATUS PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



# How is Growth by Grade & Subject?

**K had above average growth in both subjects.**

4<sup>th</sup> and 5<sup>th</sup> grades had below average growth in one subject.

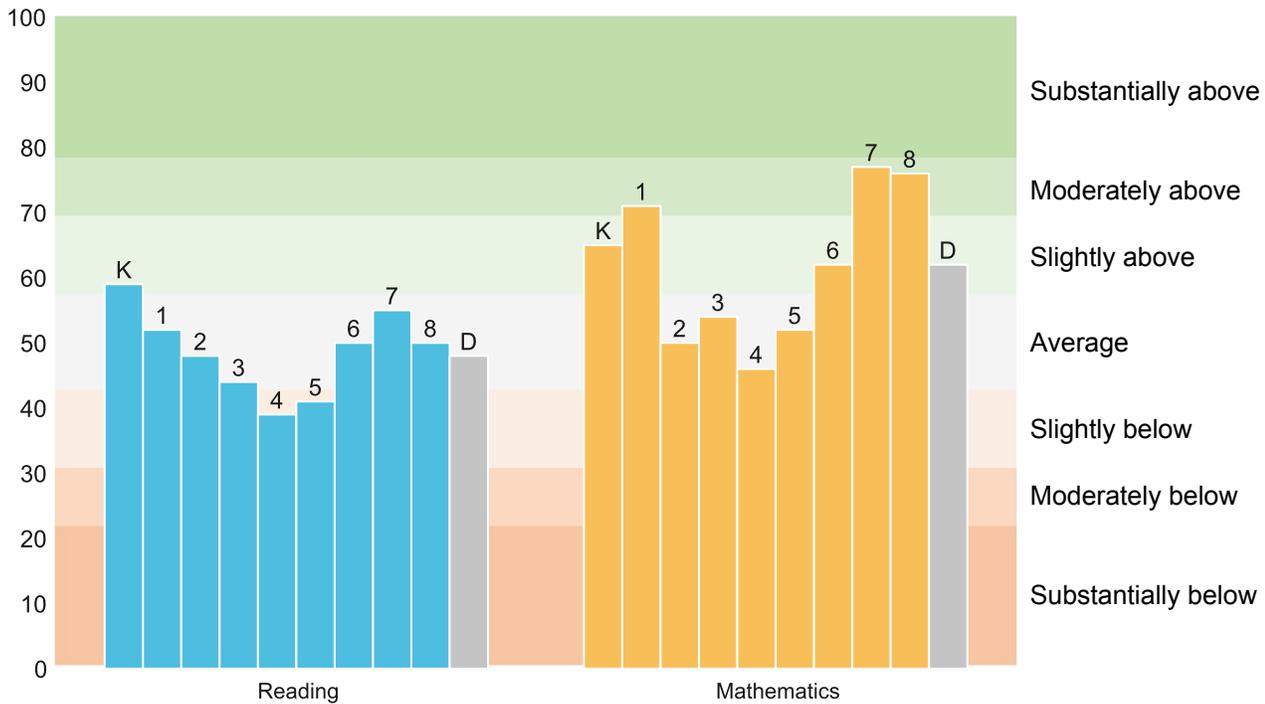
Mathematics had the highest median growth percentile for the district overall. The MGP for individual grades ranged from a low of 46<sup>th</sup> percentile for 4<sup>th</sup> grade to a high of 77<sup>th</sup> percentile for 7<sup>th</sup> grade.

Reading had the lowest MGP overall in the district. K was the highest (59<sup>th</sup> percentile) with 4<sup>th</sup> grade at the lowest (39<sup>th</sup> percentile).

## GROWTH BY GRADE AND SUBJECT

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

## 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.

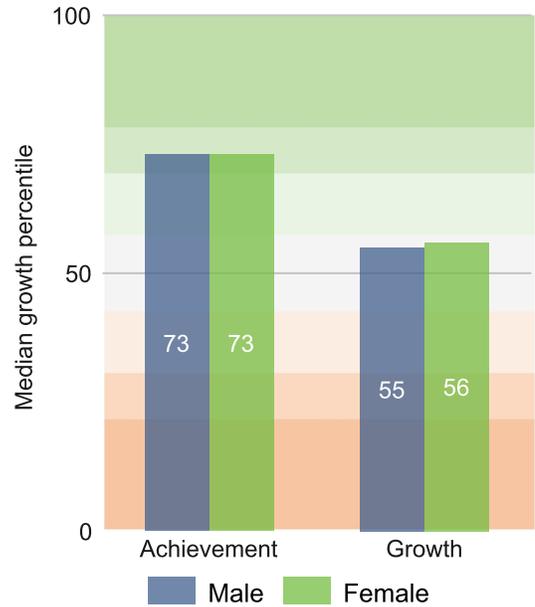
Girls overall had a median status percentile of 73, which is moderately above average nationally. The median for boys was the 73<sup>rd</sup> percentile, which is moderately above average.

Growth saw a different pattern. Girls had a median growth percentile of 56, which is average. Boys' growth percentile was 55, which is above the national median, but still in the average range.

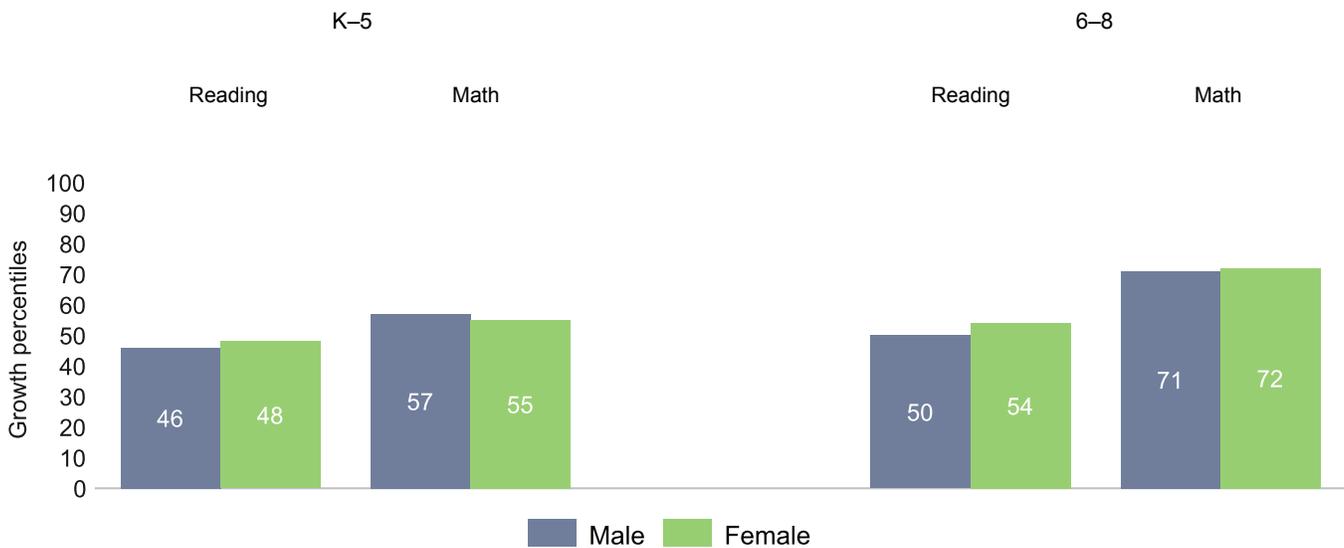
In grades K–5, girls and boys had relatively the same growth in reading and math.

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

## ACHIEVEMENT & GROWTH



## GROWTH BY SUBJECT AND GRADE SPAN



# What About Ethnicity and Gender?

**Median status ranges from 40<sup>th</sup> percentile for African-American and Hispanic students to 79<sup>th</sup> for Caucasian students.**

Median growth percentile (MGP) ranges from 42<sup>nd</sup> percentile for African-American students to 57<sup>th</sup> for Caucasian students.

Caucasian 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 average.

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

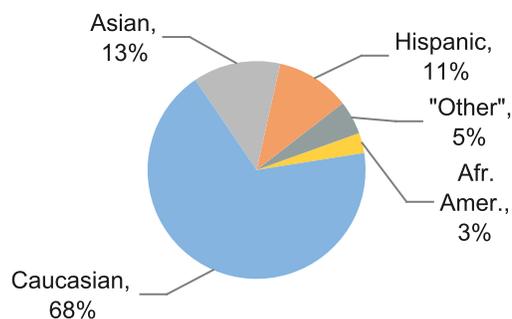
Asian students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly above average. Their growth was average.

African-American students had the next highest achievement MSP, falling slightly below average nationally. Their growth was below the national norm of 50<sup>th</sup> percentile, falling slightly below average.

Hispanic 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 average.

The largest difference between female and male students in median achievement was in reading for African-Americans, where females were 45<sup>th</sup> percentile versus 31<sup>st</sup> 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

	Caucasian		"Other"		Asian		African-American		Hispanic		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	78	73	75	70	69	58	45	31	45	35	Reading
	79	83	75	83	72	70	40	43	40	38	Math
Growth	51	48	52	53	50	45	33	32	48	39	Reading
	63	65	63	65	55	64	49	57	52	50	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.**

