



NWEA MAP Test Data March Window 2020-21

Provided for accountability purposes under state and federal assessment flexibility guidelines

Test Participation: 88% in grades 3-11

Math

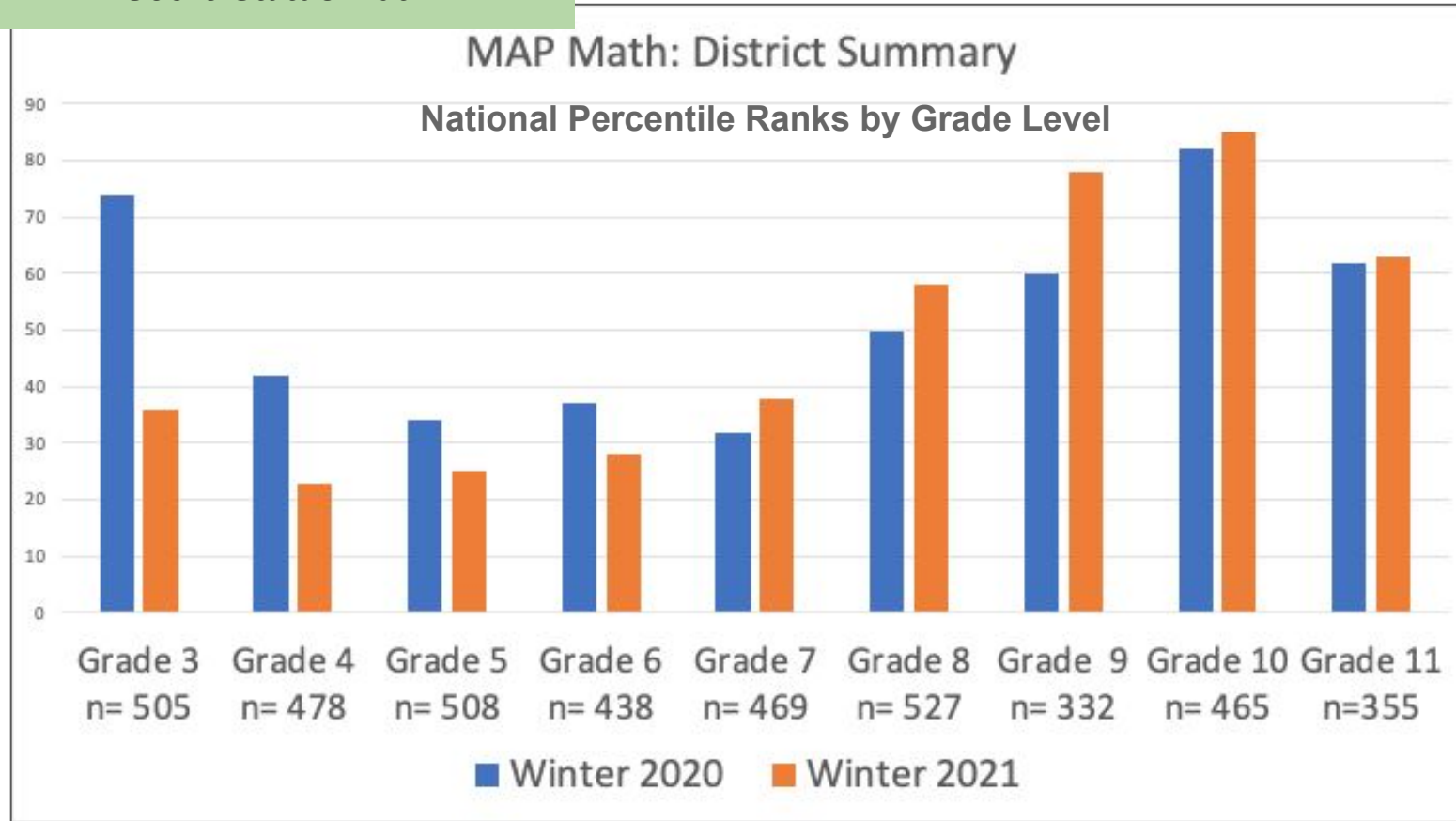
Grade	3	4	5	6	7	8	9	10	11
Enrolled	618	569	600	564	661	663	688	726	670
Tested	505	478	508	438	469	527	332	465	355
% tested	82%	84%	85%	78%	71%	79%	48%	64%	53%

ELA/Reading

Grade	3	4	5	6	7	8	9	10	11
Enrolled	618	569	600	564	661	663	688	726	670
Tested	469	466	481	447	508	499	331	419	418
% tested	76%	82%	80%	79%	77%	75%	48%	58%	62%

Note: The 95% participation rate has been waived for the 2020-21 test administration. Numbers in this chart total 4077 (78% of enrolled students) and represent only those students who had scores in two successive years to provide longitudinal same student control for a more reliable analysis of the effects of distance learning. The actual number of students tested in March of 2021 was 5483 (**95%** of enrolled)

Score Status Math

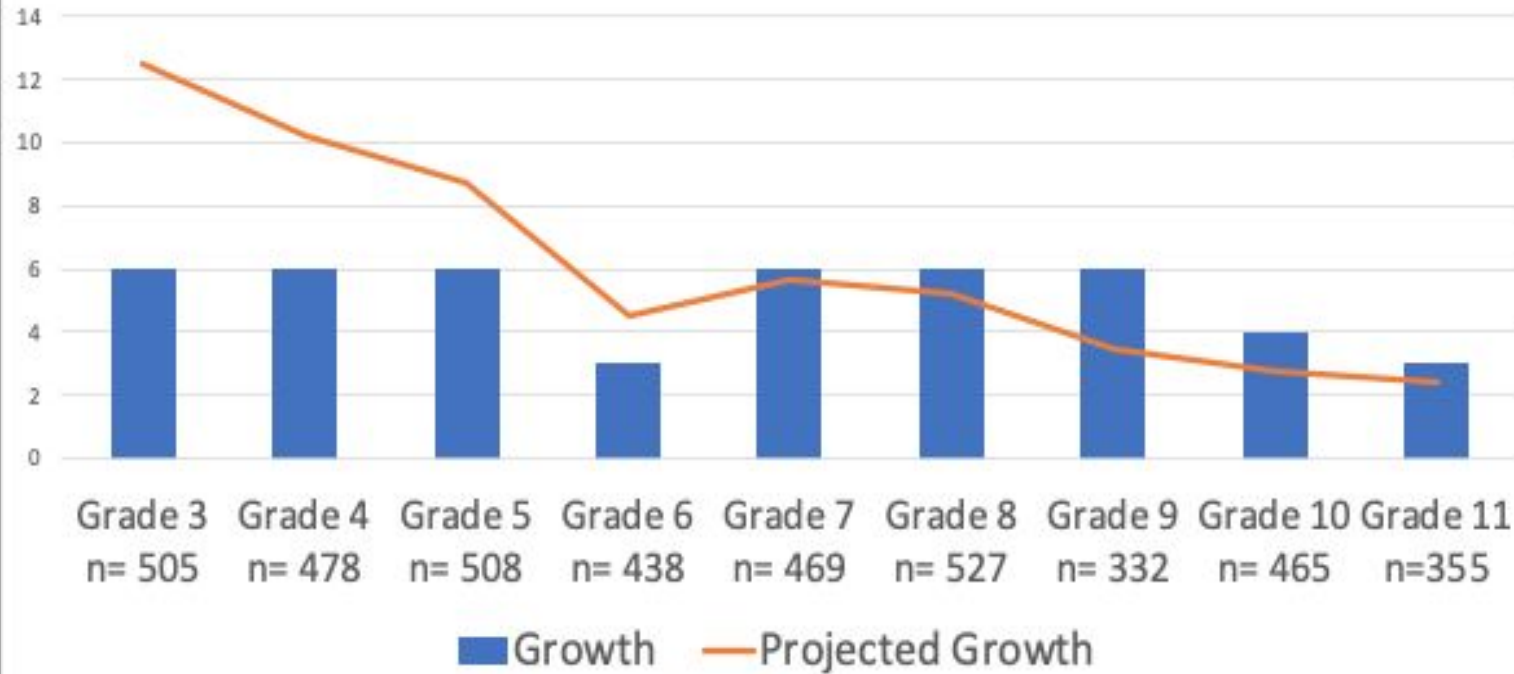


This graph shows March of 2020 and March of 2021 (Pre and during pandemic distance learning) matched student longitudinal data for two successive years of administering the NWEA Measure of Academic Performance in Math (Map Math). The scale is National Normed Percentile rankings of 4.4 million students that informed the pre-pandemic NWEA national norm scale. The red line represents the 50th percentile or national median score. The students who took the test in both years scored higher in grades 7-11 during distance learning while grades 3-6 scored lower. This stark pattern suggest that distance learning is more compatible with older students and that younger students are more likely to experience learning difficulties. Such findings have led the district to not recommend post pandemic distance learning options for elementary students.

The state accountability dashboard employs a methodology that blends score status and growth into a single indicator. That methodology has been criticized for mixing two separate and unlike quantities into a single number, so we will keep score status and growth separate in this report. The dashboard also uses grade level cohorts which change in membership each year further confounding stater data reporting whereas this report is using same student longitudinal cohorts. The result is much higher reliability and validity and less volatility of data reporting than is currently provided by the state.

Growth Math

MAP Math: Projected Growth vs Actual Growth

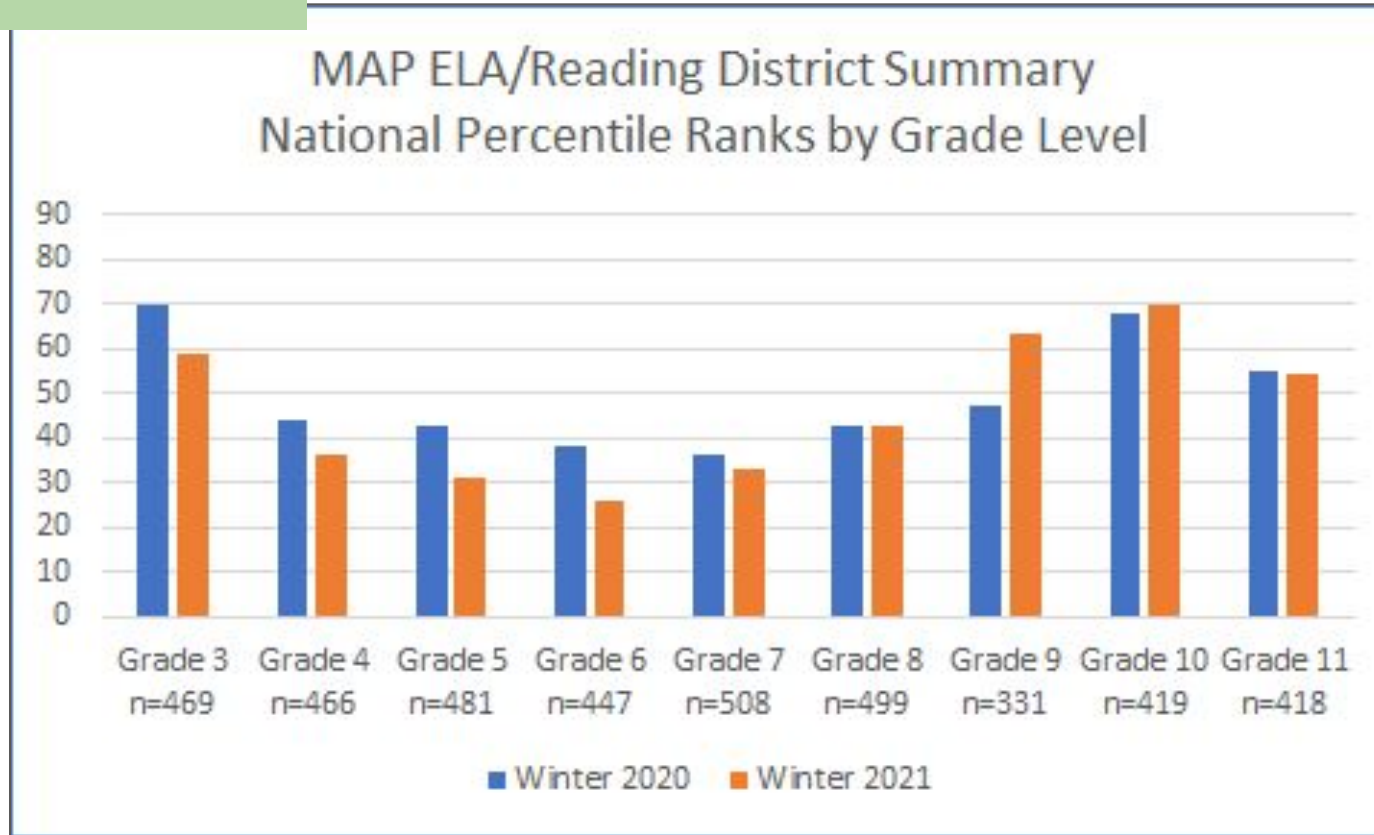


This graph shows the projected growth of the testing group based on the group's previous score. Ideally, groups scoring below the 50th percentile would be expected to exceed the projected learning line (grades 3-7). In this case, during the pandemic, grade 7 met this mark while grades 3-6 fell short. For grades scoring above the 50th percentile, having less growth than projected is common as the overall growth relationship plateaus as scores increase. The fact that grades 8-11 exceeded the 50th percentiles status as well as the growth projection is a strong result.

Unlike the previous graph, this graph is scaled to the actual test score (MAP uses the RIT scale). Even grade cohorts that experienced a decline in performance on the national percentile rank scale (previous slide) still grew in RIT score over the year of distance learning. The term “learning loss” is not an accurate term although it is clear that learning has slowed below pre-pandemic expected levels for earlier grades in math.

Note: Aggregate data should be viewed with a +/- 1 to 2 point margin of error in mind

Score Status ELA

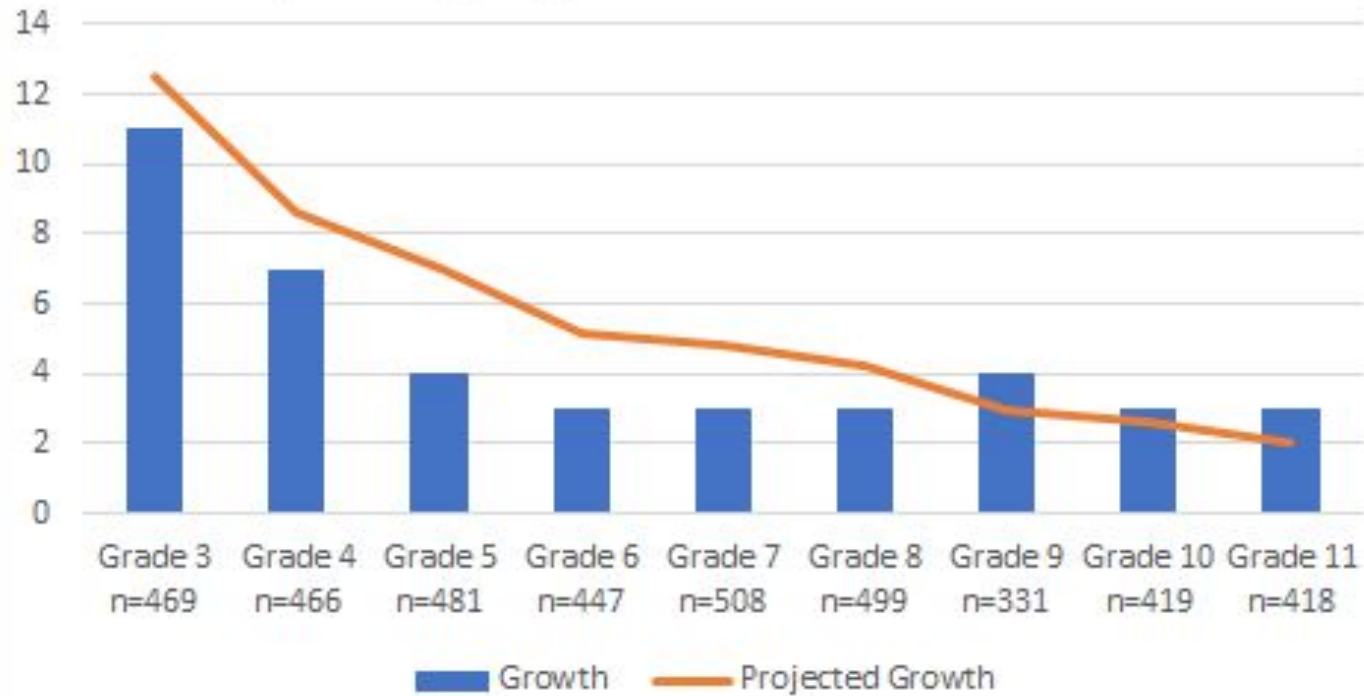


This graph shows March of 2020 and March of 2021 (Pre and during pandemic distance learning) matched student longitudinal data for two successive years of administering the NWEA Measure of Academic Performance in ELA/Reading (Map Reading). The scale is National Normed Percentile rankings of all 4.4 million students that informed the pre-pandemic NWEA national norm scale. The red line represents the 50th percentile or national median score. The students who took the test in both years scored the same or higher in grades 8-11 during distance learning while grades 3-7 scored lower. Again, this pattern reinforces that distance learning is more compatible with older students

The state accountability dashboard employs a methodology that blends score status and growth into a single indicator. That methodology has been criticized for mixing two separate and unlike quantities into a single number, so we will keep score status and growth separate in this report. The dashboard also uses grade level cohorts which change in membership each year further confounding their data reporting whereas this report is using same student stable cohorts. The result is much higher reliability and validity and less volatility of data reporting than is currently provided by the state.

Growth ELA

Map Reading: Projected Growth vs. Actual Growth

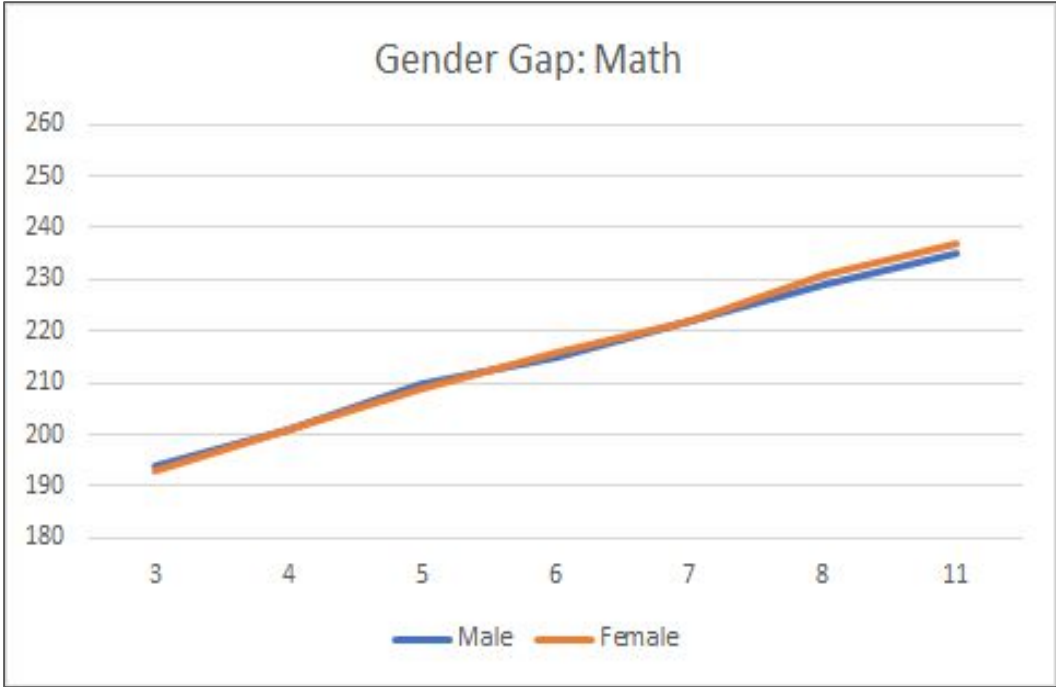


This graph shows the projected growth of the testing group based on the group's previous score. Ideally, groups scoring below the 50th percentile would be expected to exceed the projected learning line (grades 3-7). Grades 4 -8 fell short. For grades scoring above the 50th percentile, having less growth than projected is common as the overall growth relationship plateaus as scores increase. The fact that grades 9-10 exceeded the 50th percentiles status as well as the growth projection is a strong result.

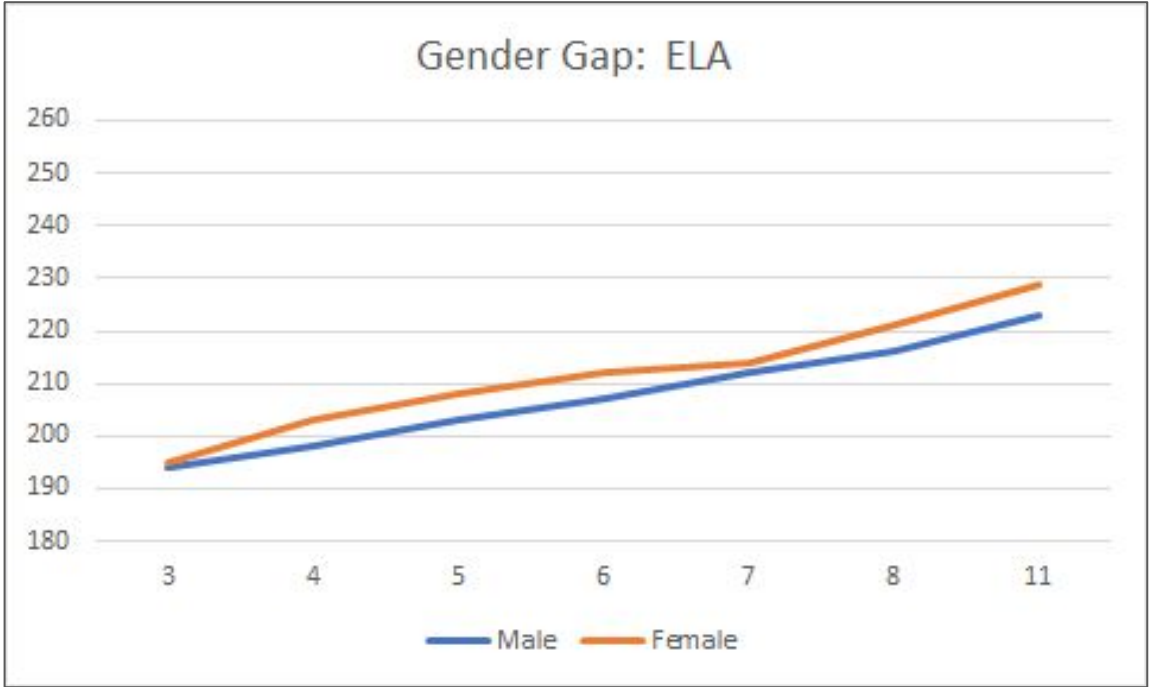
Unlike the previous graph, this graph is scaled to the actual test score (MAP uses the RIT scale). Even grade cohorts that experienced a decline in performance on the national percentile rank scale (previous slide) still grew in RIT score over the year of distance learning. The term “learning loss” is not an accurate term although it is clear that learning has slowed below pre-pandemic expected levels for earlier grades in ELA.

Note: Aggregate data should be viewed with a +/- 1 to 2 point margin of error in mind

Disaggregated Data



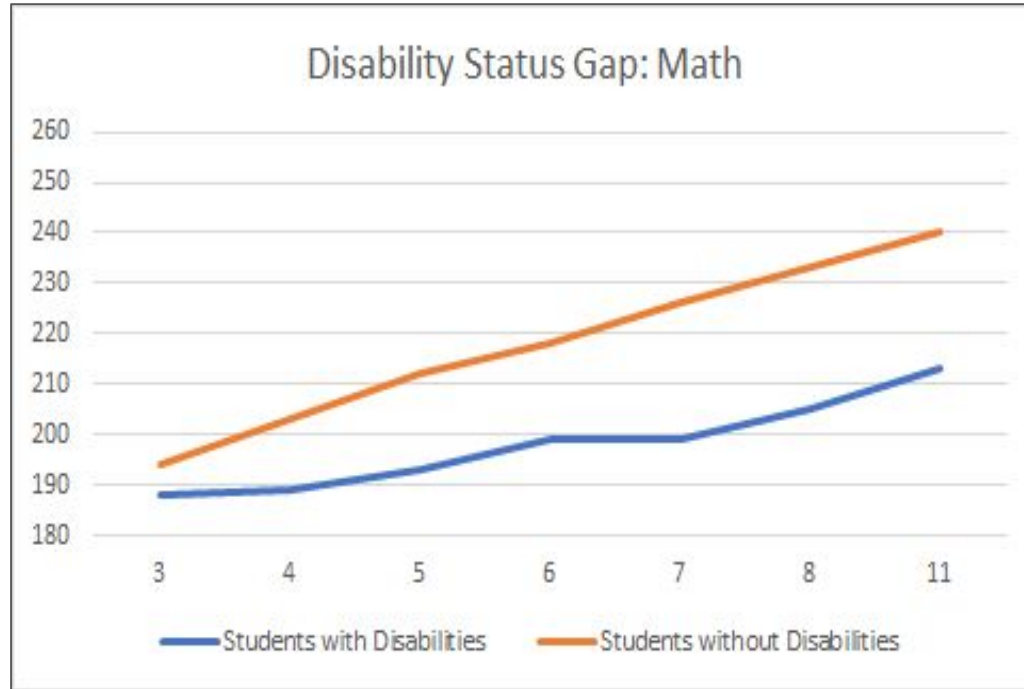
	3	4	5	6	7	8	11
Male	194	201	210	215	222	229	235
Female	193	201	209	216	222	231	237



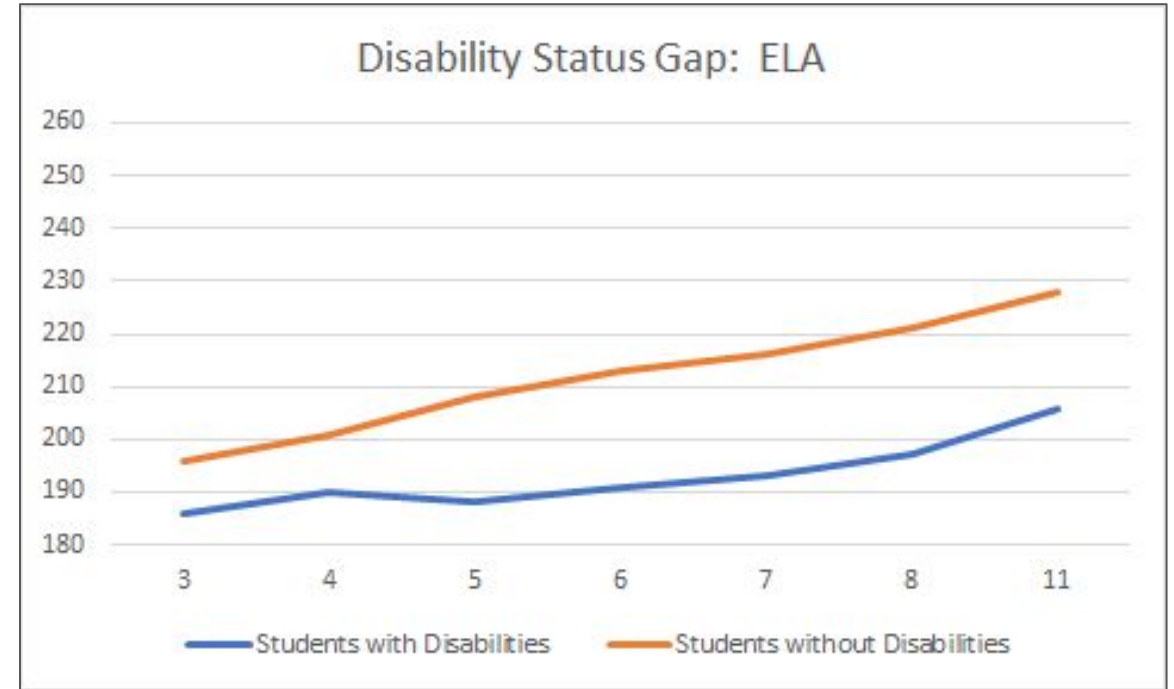
	3	4	5	6	7	8	11
Male	194	198	203	207	212	216	223
Female	195	203	208	212	214	221	229

Note: Disaggregated data should be viewed with a +/- 2 to 3 point margin of error in mind

Disaggregated Data



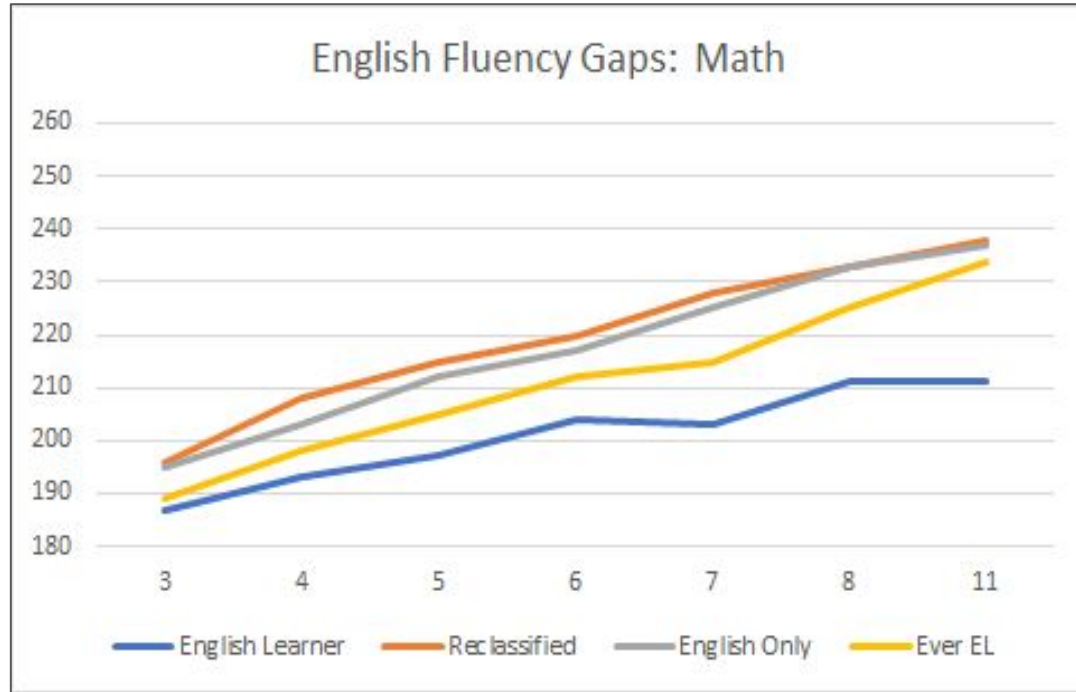
	3	4	5	6	7	8	11
Students with Disabilities	188	189	193	199	199	205	213
Students without Disabilities	194	203	212	218	226	233	240



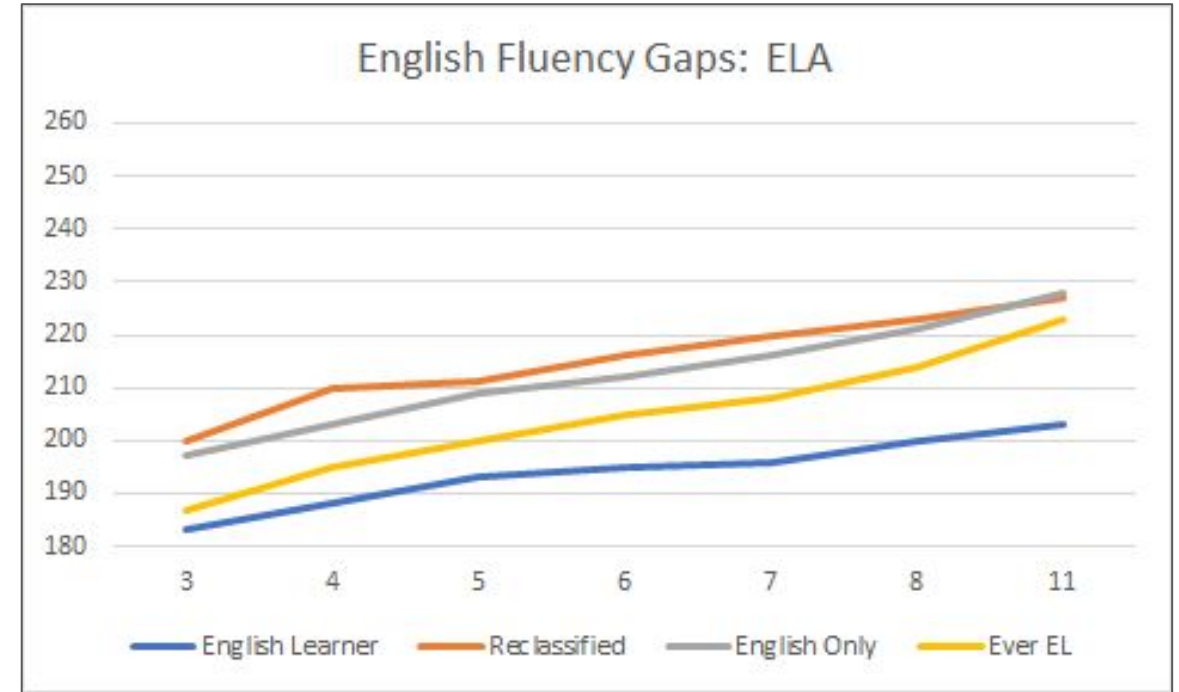
	3	4	5	6	7	8	11
Students with Disabilities	186	190	188	191	193	197	206
Students without Disabilities	196	201	208	213	216	221	228

Note: Disaggregated data should be viewed with a +/- 2 to 3 point margin of error in mind

Disaggregated Data



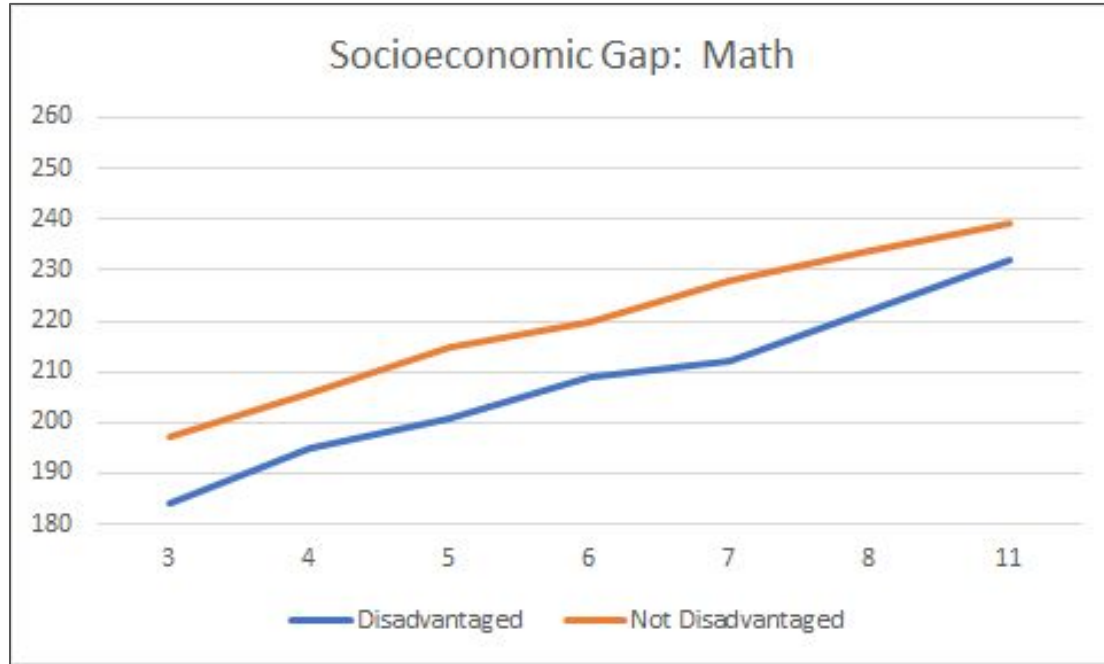
	3	4	5	6	7	8	11
English Learner	187	193	197	204	203	211	211
Reclassified	196	208	215	220	228	233	238
English Only	195	203	212	217	225	233	237
Ever EL	189	198	205	212	215	225	234



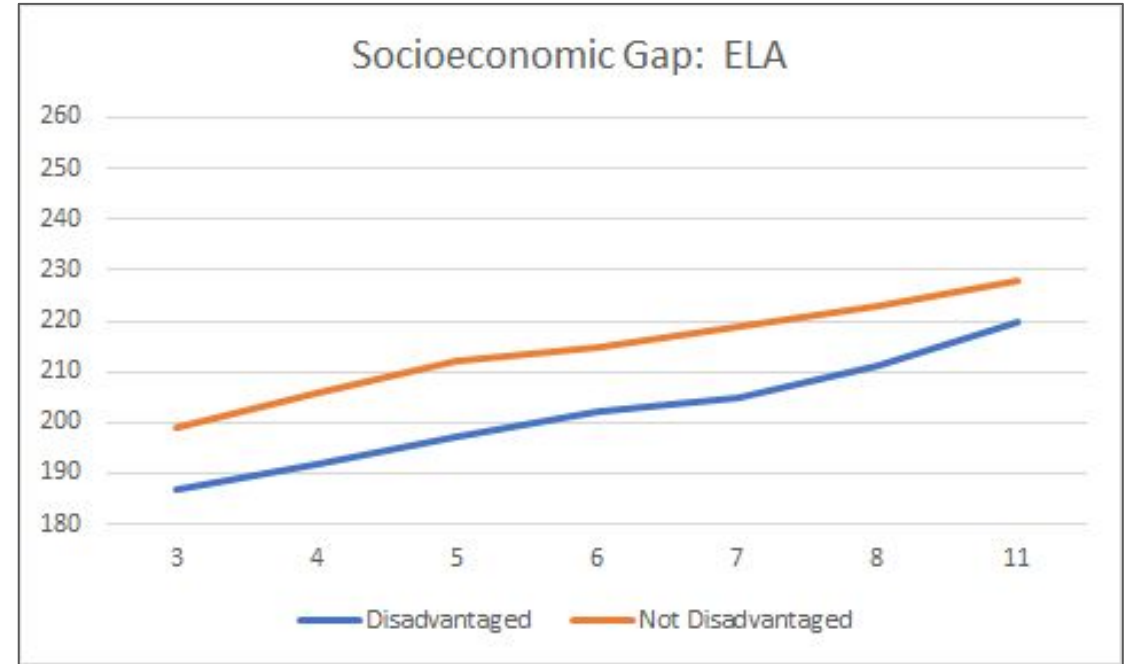
	3	4	5	6	7	8	11
English Learner	183	188	193	195	196	200	203
Reclassified	200	210	211	216	220	223	227
English Only	197	203	209	212	216	221	228
Ever EL	187	195	200	205	208	214	223

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Disaggregated Data



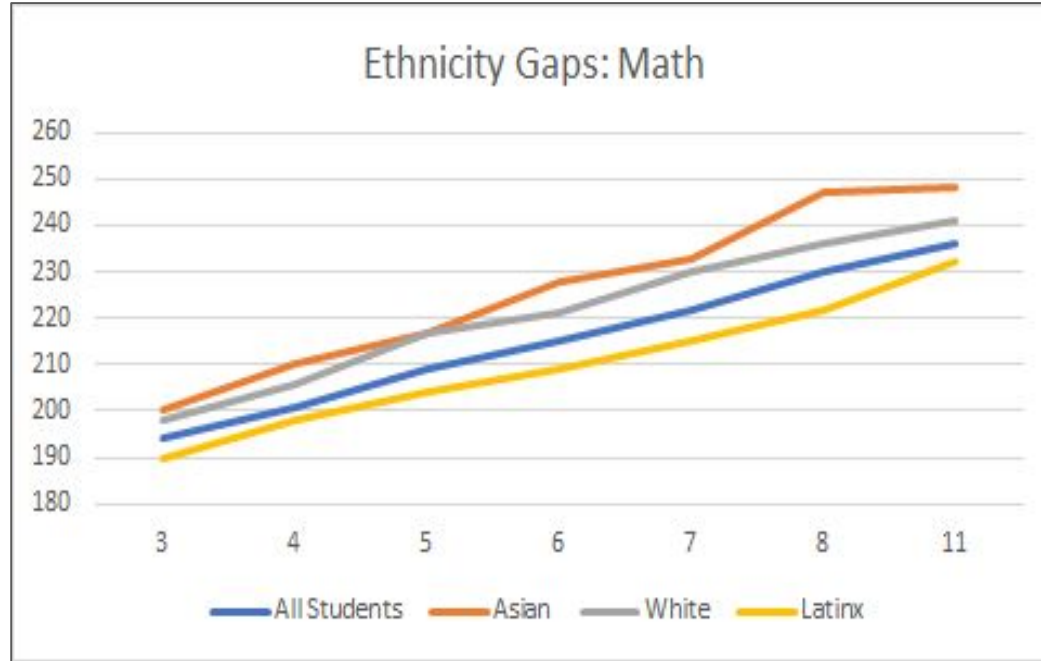
	3	4	5	6	7	8	11
Disadvantaged	184	195	201	209	212	222	232
Not Disadvantaged	197	206	215	220	228	234	239



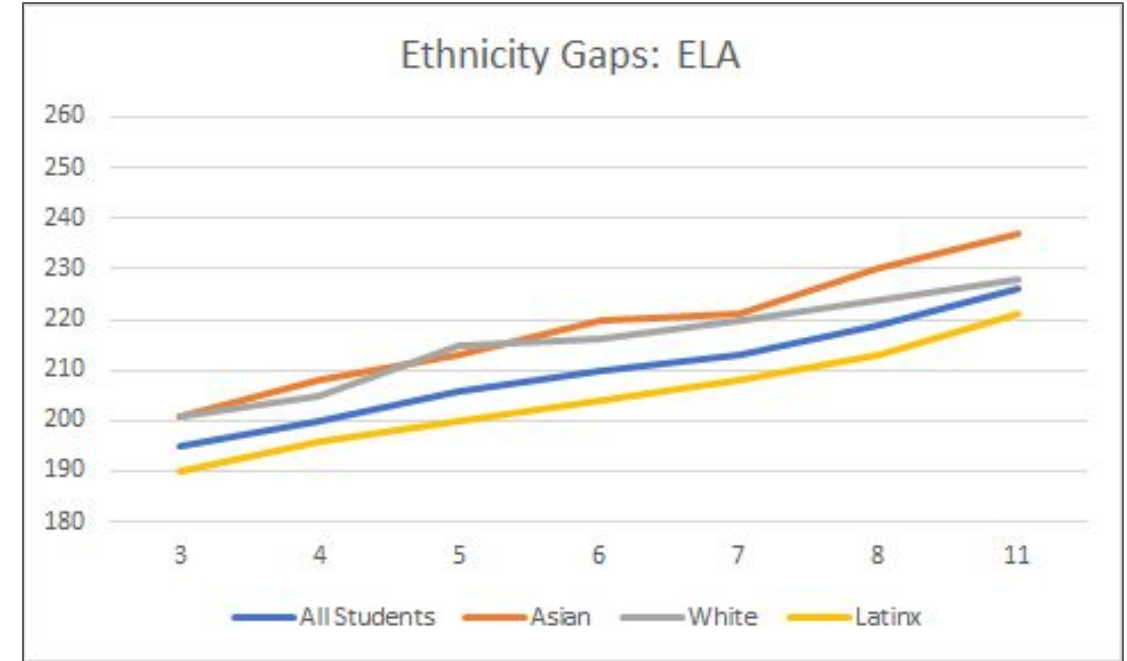
	3	4	5	6	7	8	11
Disadvantaged	187	192	197	202	205	211	220
Not Disadvantaged	199	206	212	215	219	223	228

Note: Disaggregated data should be viewed with a +/- 2 to 3 point margin of error in mind

Disaggregated Data

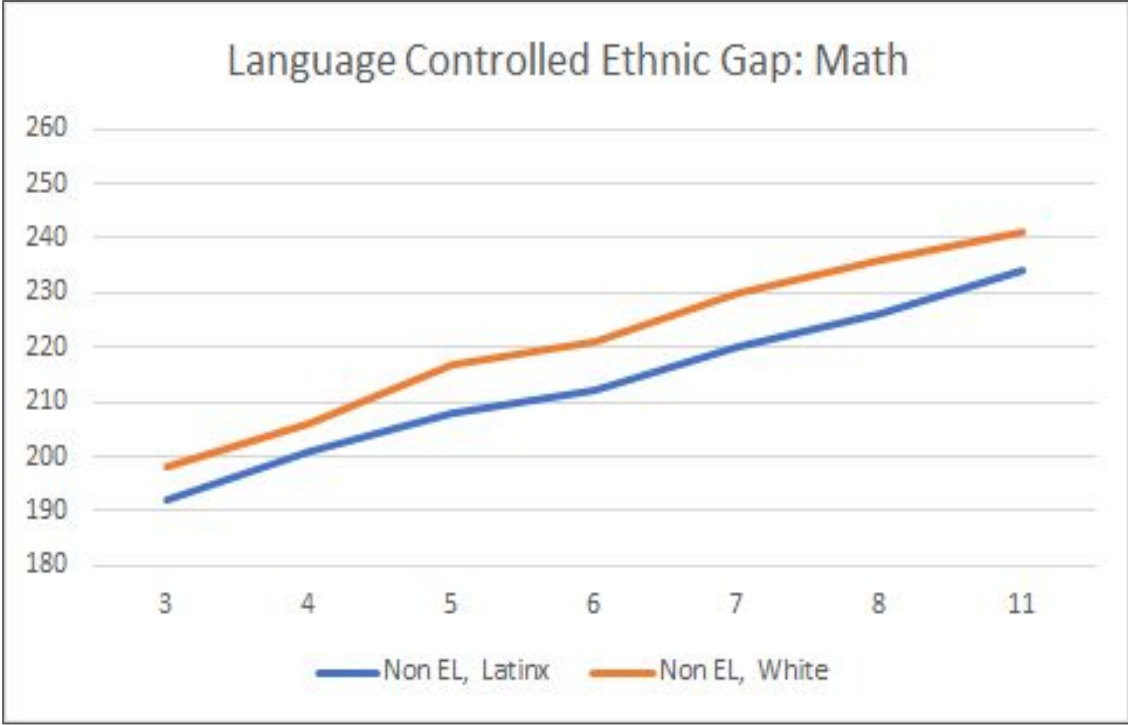


	3	4	5	6	7	8	11
All Students	194	201	209	215	222	230	236
Asian	200	210	217	228	233	247	248
White	198	206	217	221	230	236	241
Latinx	190	198	204	209	215	222	232

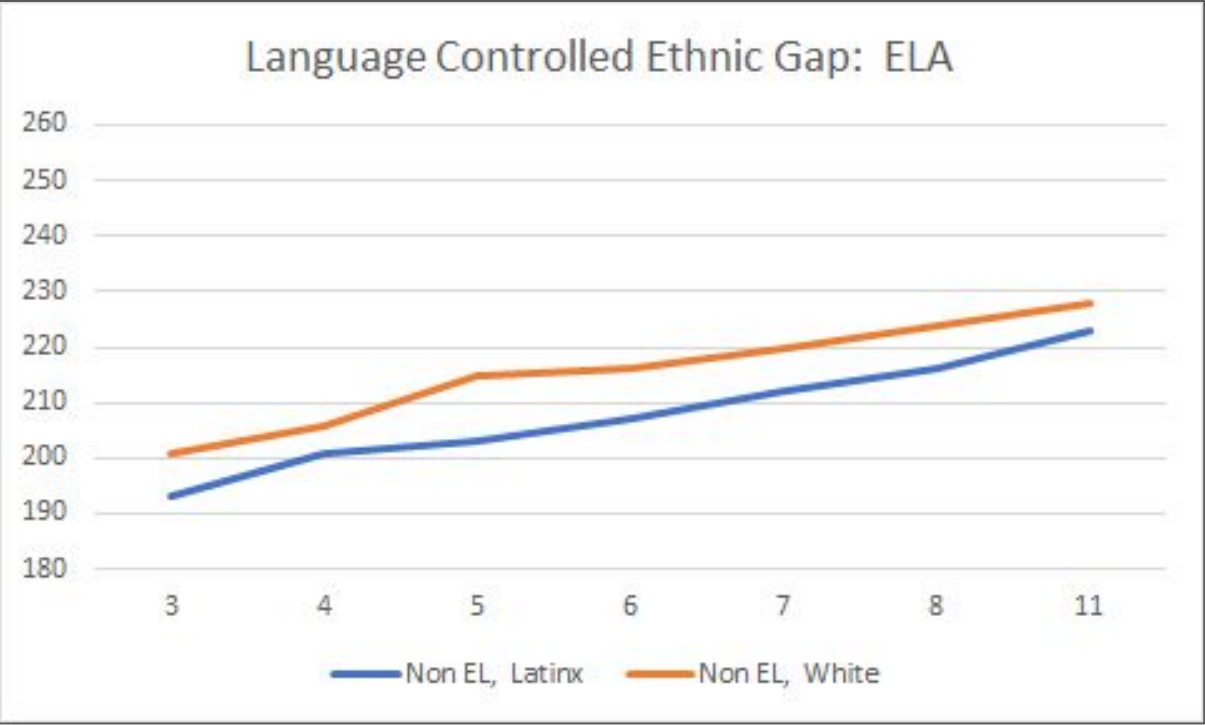


	3	4	5	6	7	8	11
All Students	195	200	206	210	213	219	226
Asian	201	208	213	220	221	230	237
White	201	205	215	216	220	224	228
Latinx	190	196	200	204	208	213	221

Note: Disaggregated data should be viewed with a +/- 2 to 3 point margin of error in mind



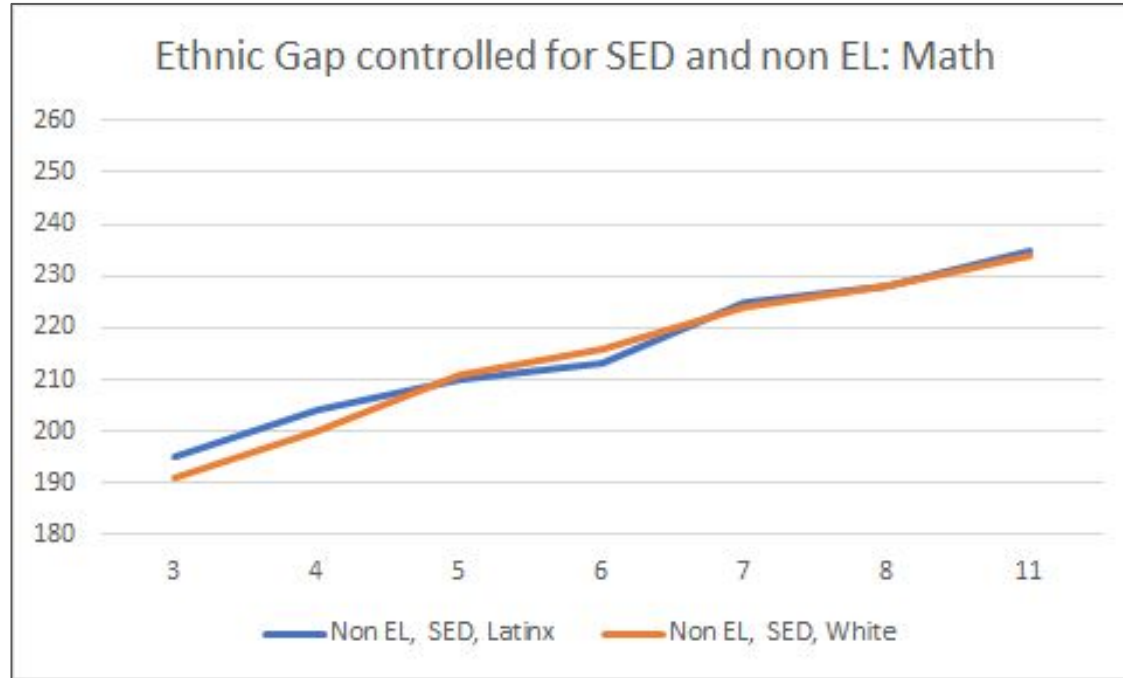
	3	4	5	6	7	8	11
Non EL, Latinx	192	201	208	212	220	226	234
Non EL, White	198	206	217	221	230	236	241



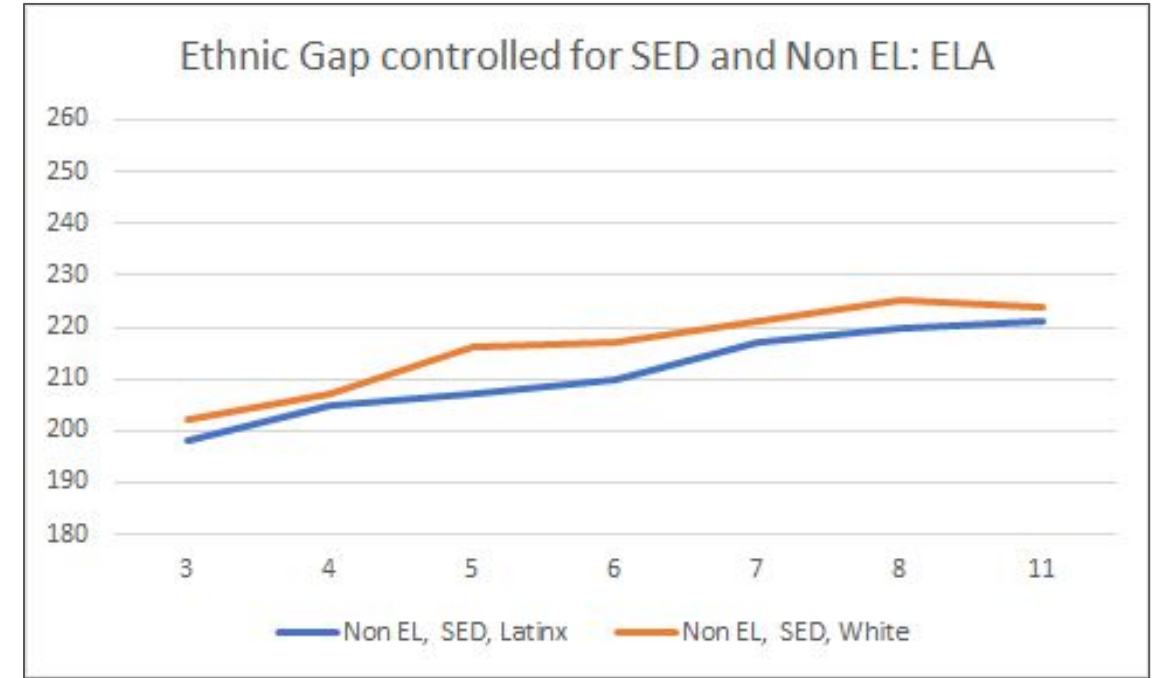
	3	4	5	6	7	8	11
Non EL, Latinx	193	201	203	207	212	216	223
Non EL, White	201	206	215	216	220	224	228

Note: Disaggregated data should be viewed with a +/- 2 to 3 point margin of error in mind

Disaggregated Data



	3	4	5	6	7	8	11
Non EL, SED, Latinx	195	204	210	213	225	228	235
Non EL, SED, White	191	200	211	216	224	228	234



	3	4	5	6	7	8	11
Non EL, SED, Latinx	198	205	207	210	217	220	221
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