

Appendix

Introduction to a balanced assessment framework:

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MAP Test Administration Manual

2018-19

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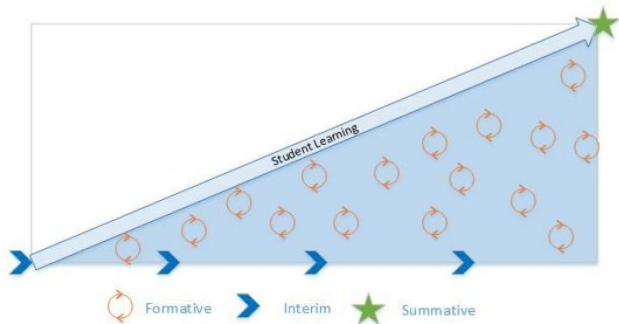
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Vision

The adoption of the MAP Growth assessment for mathematics is an extension of the district-wide work on the [PPS Quality Assessment Framework](#) and is a part of a balanced assessment system in mathematics. A balanced assessment system creates and enables the environment for all students to engage in the ownership of their learning through self-reflection, goal-setting, and teacher feedback.



It offers all students, especially historically underserved students, opportunities to demonstrate learning through creative and diverse types of evidence/assessments. Balanced assessment works towards more equitable outcomes for students based on instruction that more accurately meets student needs, as well as providing clear parameters and guidance from the district as to what constitutes effective assessment practices. Ultimately, a balanced assessment system creates a shared understanding among all educators (i.e. assessment literacy).

We will be doing a phased implementation beginning with grades 3-Algebra. Below is a high-level summary of the focus of each year:

- Year 1: Successful implementation of the assessment for all students, across all three testing windows. Professional learning to increase data literacy and the ability to use MAP Growth data to inform instruction.
- Year 2: Professional learning to deepen data literacy and introduce the practice of students using data to set personal learning goals.
- Year 3: Expand implementation grades to K - 12. Professional learning on extending the use of goal setting to all students.
- Year 4: Professional learning on the collaborative use of data to support school wide goal setting.
- Year 5: Use of assessment and data to improve outcomes for students fully embedded in practice.

For more information, please explore the [FAQs for the PPS NWEA MAP Implementation 2018-19 school year](#) or visit <https://sites.google.com/view/map-growth/vision>

About Interim Assessment

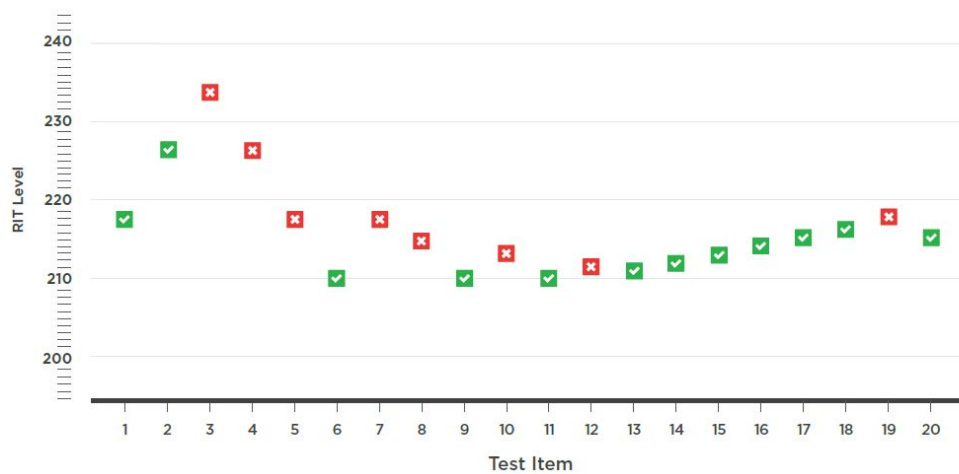
Purpose	<ul style="list-style-type: none"> • Can serve multiple purposes across instruction, program evaluation, and prediction • <u>Instruction</u>: Identify standards students are struggling to meet and those students needing additional support in order to inform instructional practices and supports • <u>Program Evaluation</u>: Results can be aggregated across schools to give wider view of district progress in meeting grade-level standards in order to identify program needs • <u>Prediction</u>: Predict potential outcomes for annual state tests 	
Use of Data	<ul style="list-style-type: none"> • Identify student strengths and areas needing improvement • Plan interventions for flexible student groups or individuals • Combine interim assessment data with formative and summative data to collect comprehensive evidence of growth and progress towards grade-level standards • Reflect at regular intervals (e.g. fall, winter, spring) 	
	<i>Formative Application: to Inform Learning</i>	<i>Summative Application: to Evaluate Learning</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Are my students on track for meeting grade-level expectations? <input type="checkbox"/> How well are they progressing? Which skills or concepts do our students tend to struggle in mastering? Which ones do they excel in mastering? <input type="checkbox"/> Which students are excelling right now? Which students seem to be struggling? <input type="checkbox"/> Where can we improve instruction immediately to increase student success and growth? <input type="checkbox"/> Is this student responding to intervention? <input type="checkbox"/> Has achievement improved? Has this intervention been effective? 	<ul style="list-style-type: none"> <input type="checkbox"/> Is this adopted instructional program delivering learning as promised? Should we continue, refine, or end it? Is it culturally responsive? <input type="checkbox"/> Do teachers need professional development to enhance their instructional knowledge or their educational equity knowledge? <input type="checkbox"/> Do we have the systems in place to support teachers and students to maximize learning?

Heavily adapted from Madison Metropolitan School District (2015) and Oregon Education Investment Board, et al. (2015).

About MAP Growth

How It Works

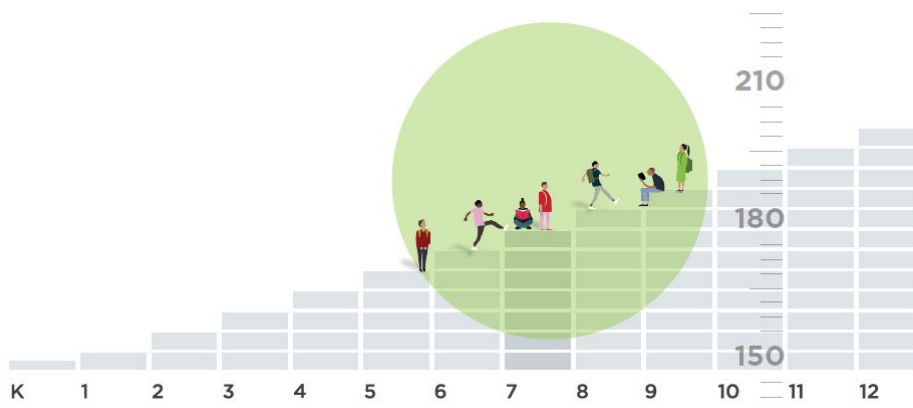
MAP Growth is a computer-adaptive test. If the student answers a question correctly, the next question is more challenging. If the student answers incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

What It Measures

After completing the MAP Growth test, students will receive Rasch unit (RIT) scores which are used to accurately measure what they know, regardless of their grade level. It also measures growth over time, allowing you to track student progress throughout the school year and across multiple years. RIT scores are also aligned to math intervention resources such as [Khan Academy](#) and [DreamBox Learning](#).



The RIT scale precisely measures student performance, regardless of whether they're performing on, above, or below grade level.

Before Testing

Prior to Testing Days

- Log into <https://teach.mapnwea.org> to create test sessions for your class
- Explore the [Proctor Quick Start Guide & Videos](#)
- Access the Practice Tests at <http://practice.mapnwea.org>
- Confirm the testing schedule and environment (devices, lock-down browser, etc.)
- Communicate any technical issues to building administrator
- Prepare for special education modifications
- Consider seating arrangements for the test
- Plan for communicating with students and parents
- Determine steps for troubleshooting

Testing Days: Before Each Class Tests

- Gather materials for testing environment
 - List of any student accommodations
 - Scratch paper/pencils
 - Headphones (if K-2 or using text-to-speech)
- Have students bring a book or an assignment in case they finish early
- Reinforce expectations for effort, growth, & integrity

During Testing

Testing Days: During Each Testing Session

- ❑ Read directions to students before instructing them to begin
- ❑ Remind students that the test is untimed and to make their best guess to move on
- ❑ Monitor alerts for student disengagement; quietly approach & encourage the student
- ❑ Develop plan for absent students or students who need more time to complete
- ❑ Pause (< 30min) or Suspend (> 30min) tests if needed

General MAP Testing – All Grades

“Give this test your best effort. You will have enough time to read and answer all the questions. Some questions will be easy, and others will be more difficult. You cannot get all the answers correct, but that is okay. If you really do not know the answer to a question, then ask yourself which answers are definitely wrong, and then choose from the other answers. You DO need to answer ALL questions.”

“Before you finish a question, you may change your mind and pick a different answer. But, once you move to the next question, your answer is locked, and you cannot go back to the question you have already answered.”

“I am here to help when there is a problem with the test. Please raise your hand if any of these things happen:

- *If the computer asks for your name, but your name does not appear in the list*
- *If a question appears to be missing answers, questions, or instructions*
- *If you have headphones, but you do not hear sound when the test begins”*

Mathematics Testing – Grades 2–5 and 6+

“On some (but not all) test questions, a calculator tool appears at the top. You can click the calculator picture to open an on-screen calculator that helps you answer the question.”

“If you are unsure about a word in a question, raise your hand for help. I can pronounce the word for you, but I cannot tell you what the word means or explain any math symbols.”

Reading and Language Usage Testing – Grades 2–5 and 6+

“If a reading passage is too long to fit on the screen, use the scroll bar on the right side of the passage to scroll down and display the rest of the passage and questions about it.”

“Sometimes the same passage appears again and again, but look carefully, because you will see a different question for the same passage.”

After Testing

Testing Days: After Each Testing Session

- Prepare devices for the next group to test (refresh or re-open browser if needed)
- Determine which students need to be scheduled for make-up tests
- Debrief testing experience with students
- Celebrate successes
- Note next steps for improving the process

After Each Testing Day

- Give make-up tests as soon as possible (tests must be completed within the testing window)
- Communicate any testing issues or scheduling issues with the building administrator
- Communicate professional learning needs to building administrator
- Log into <https://teach.mapnwea.org> to begin accessing reports

After Further Professional Learning

- Use data to plan instruction or implement necessary instructional modifications
- Create a plan to share data and set goals with students, parents, and colleagues

MAP Growth Course 1

Course 1: Preparing to Test

Ready?

Our Learning Targets are to...

- Understand the purpose of the MAP Growth as an interim assessment
- Learn the basics for managing MAP test sessions

How does MAP work?



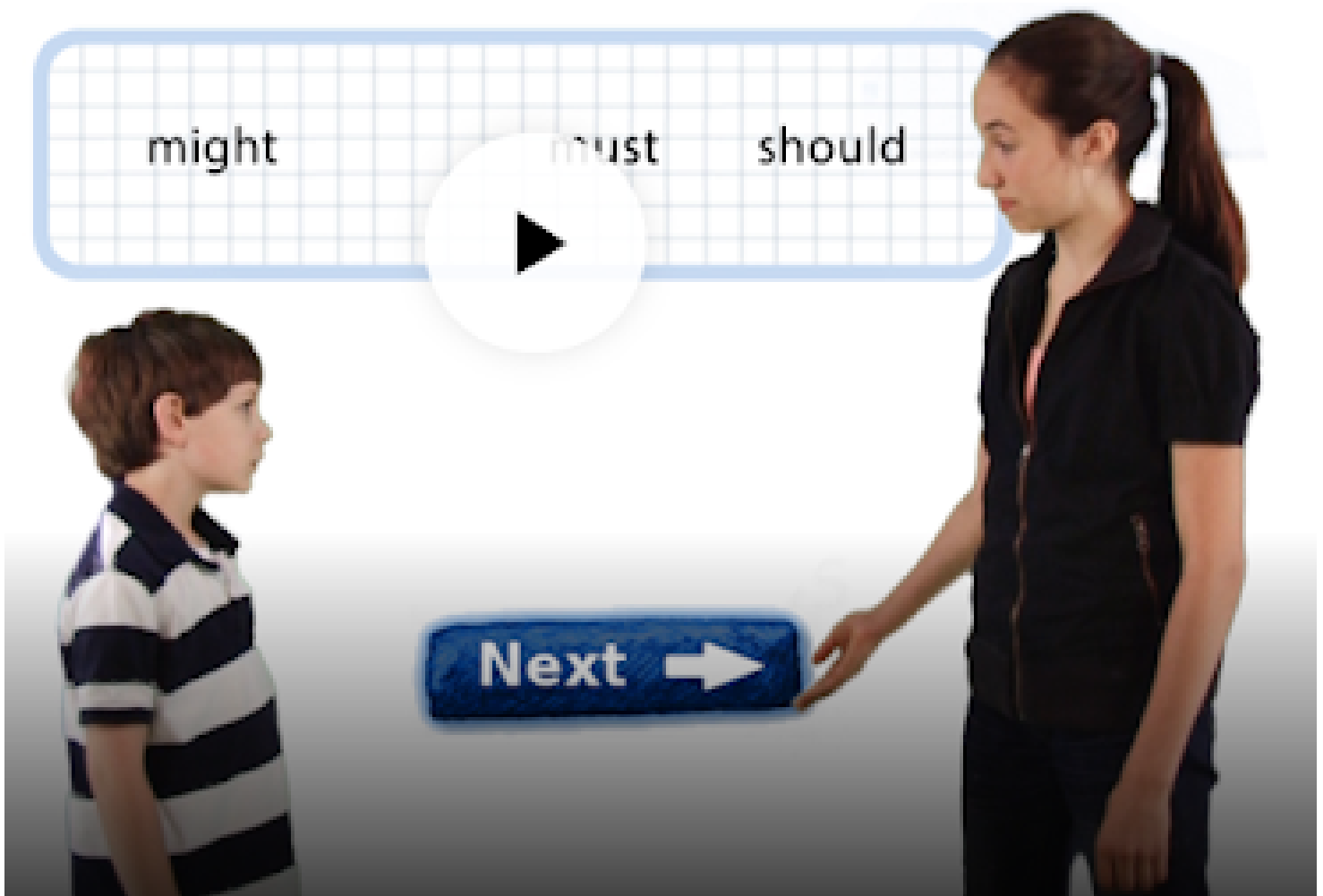
Who we are & what it measures: <https://vimeo.com/230226438>

MAP Growth Why are we doing MAP?



How MAP informs instruction: <https://vimeo.com/287131506>

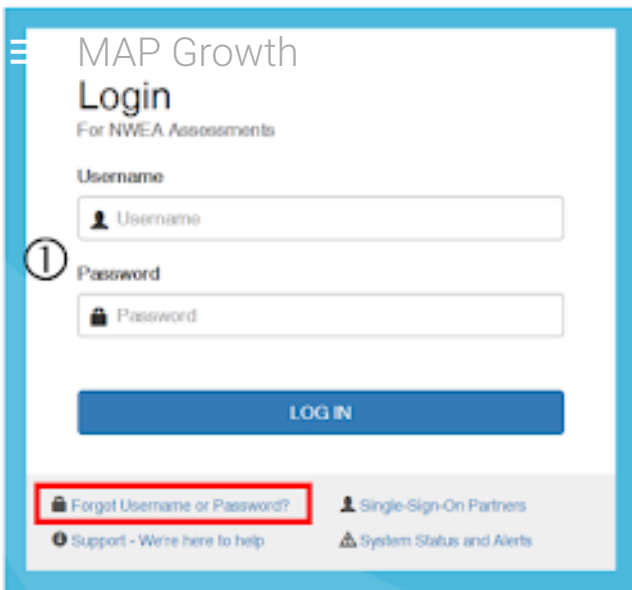
What should students know?



Intro videos & practice tests: <https://studentresources.nwea.org>

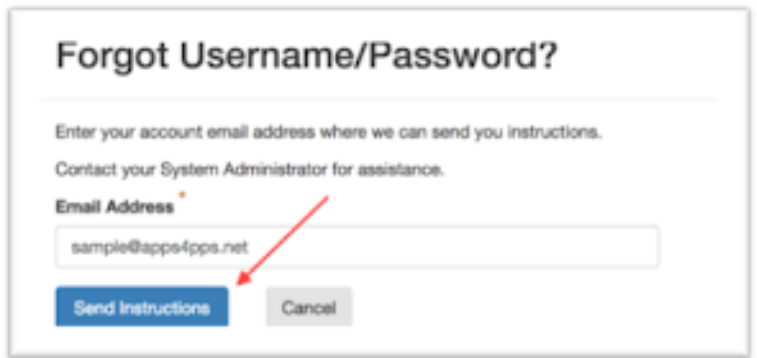
Set...

1. Watch [this video tutorial](#) as a refresher
2. Print/download [this guide for Proctor Tips & Troubleshooting](#)
3. Log into <http://teach.mapnwea.org> and follow the steps below:



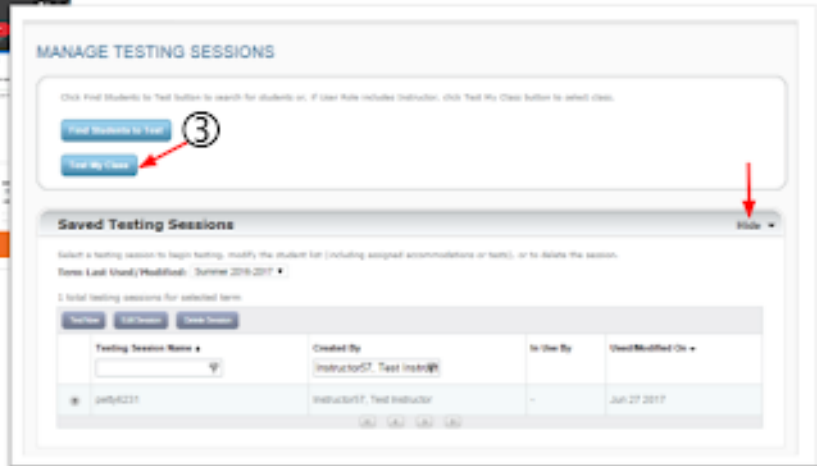
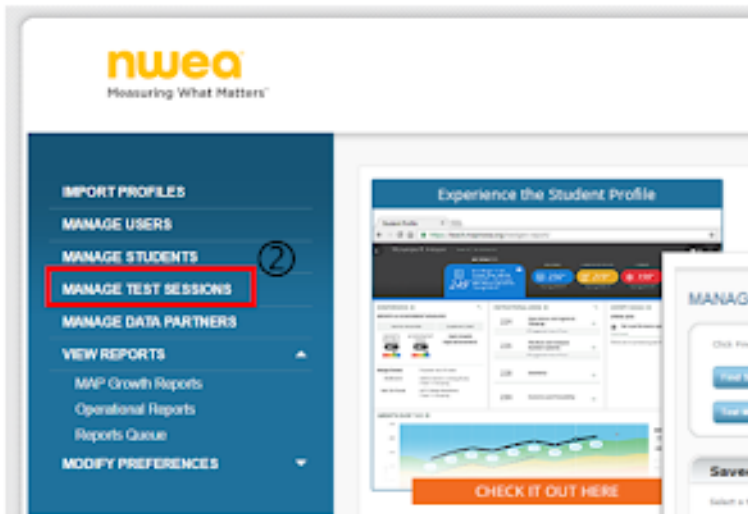
Step 1. Enter Username and Password

If needed, click **Forgot Username or Password?** and send instructions to @apps4pps.net account



Step 2: Click on **Manage Test Sessions**

Step 3: Click on **Test My Class** (recommended for classroom teachers), **Find Students to Test** (recommended for specialists), or **Show** in order to reveal **Saved Testing Sessions**.



TFST STUDENTS
MAP Growth

SESSION NAME: under3313 PASSWORD: 4222 SECURE TESTING BROWSER REQUIRED 0 students Proctor Interrupt PIN

Total Students: 5 Testing: 0 Proctor Action Needed: To Be Confirmed: 0 Paused: 0 Confirm Now End Testing Session

Add More Students Create Student Refresh Status This page updates every 60 seconds. Click Refresh Status to see current information. Student(s) Disengaged

Apply a change to multiple students by choosing from the Select Status dropdown, then selecting the change to apply from the Select Action options.

Select Status... Select Action... Assign Test(s) Assign Accommodations Remove Student(s)

Last Name	First Name	Status	Approximate Question #	Test Assignment	Accommodations	Disengaged
<input checked="" type="checkbox"/>	Crown (9)	Adam	Awaiting Student	-		No
<input checked="" type="checkbox"/>	Marvin (9)	Shunya	Awaiting Student	-		No
<input checked="" type="checkbox"/>	Rodriguez (9)	Tolomeo	Awaiting Student	-		No
<input checked="" type="checkbox"/>	Smothermon (9)	Anna	Awaiting Student	-		No
<input checked="" type="checkbox"/>	Ulster (9)	Gilda	Awaiting Student	-		No

Step 4: **Assign Test** (see below)

Step 5: Provide **Session Name** and **Password** to Students (password will automatically reset overnight)

Step 6: **Confirm Now** to verify student identity

Step 7: **End Testing Session** when complete

Which test should I assign?

	Math	Reading Pilot
Grades K-2 (Title Schools)	<ul style="list-style-type: none"> Growth: Math K-2 CCSS 2010 V2 Growth: Spanish Math K-2 CCSS 2010 V2 	<ul style="list-style-type: none"> Growth: Reading K-2 CCSS 2010 Growth: Spanish Reading K-2 CCSS 2012 (Pilot)
Grades 3-5	<ul style="list-style-type: none"> Growth: Math 2-5 CCSS 2010 V2 Growth: Spanish Math 2-5 CCSS 2010 V2 	<ul style="list-style-type: none"> Growth: Reading 2-5 CCSS 2010 V3 Growth: Spanish Reading 2-5 CCSS 2012 (Pilot)
Grades 6-9	<ul style="list-style-type: none"> Growth: Math 6+ CCSS 2010 V2 Growth: Spanish Math 6+ CCSS 2010 V2 	<ul style="list-style-type: none"> Growth: Reading 6+ CCSS 2010 V3

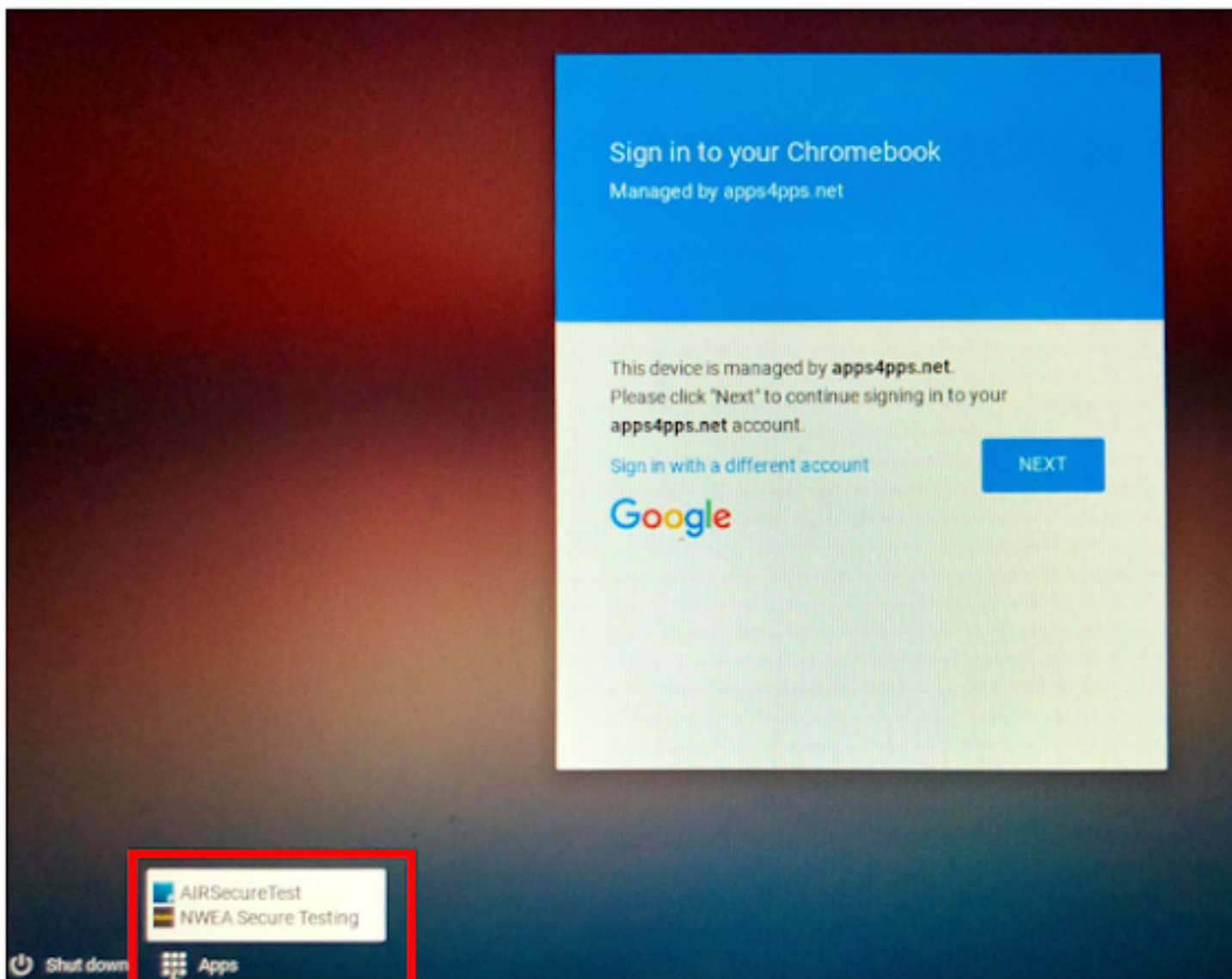
MAP Growth
Go!

Download or print this **Student Activity Guide** that includes an introductory video for students and sample test items to practice together at **<https://studentresources.nwea.org>**

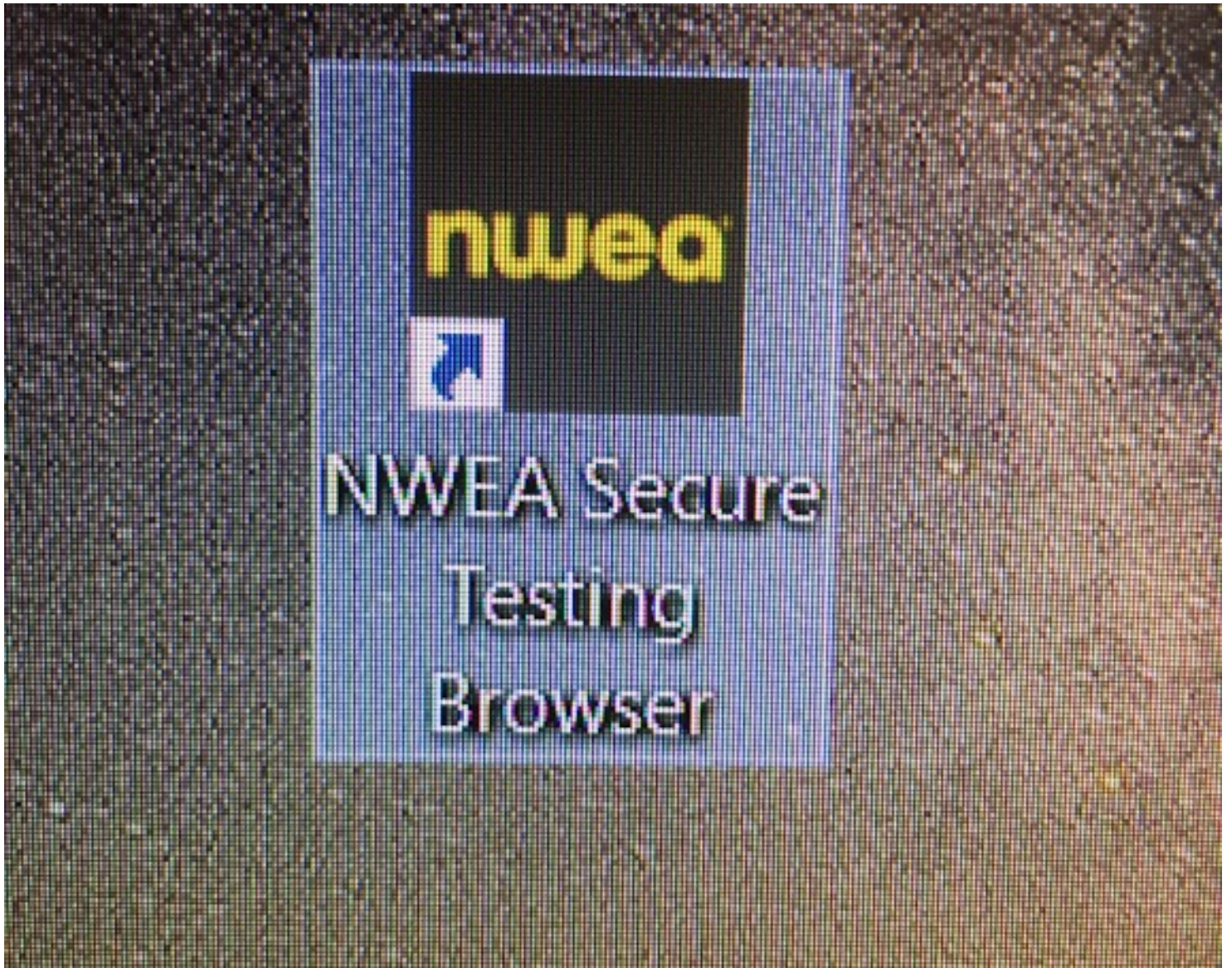
 Student Activity Guide.pdf

Student Login: Chromebook vs. PC

Before logging into Chromebooks, students should click on the Apps icon located on the bottom-left corner and then select "NWEA Secure Testing".



If using desktop PCs, students should login normally with their PPS username & password. Then they should double-click on the desktop icon called "NWEA Secure Testing."



Here's a sample script if you would like to read directions aloud to students:

"It's important that you give your best effort on the MAP test because it will tell us a lot about what your strengths are. It will also tell us what we need to work on as a class in order to make the most of our time together and celebrate growth over the course of the year."

"Don't worry if you see questions that seem hard or are unfamiliar to you. Use your best judgement and show me (and yourself) what you know. You cannot go back to change your answer, so make your best guess and move on. The test is not timed, and we will know if you are rushing through. I am here to help, so please raise your hand if you have any questions."

Good luck!

Need Help? Contact NWEA Product Support at #877-469-3287 or [Live Chat](#)

Smarter Balanced Assessment Projected Proficiencies by Program

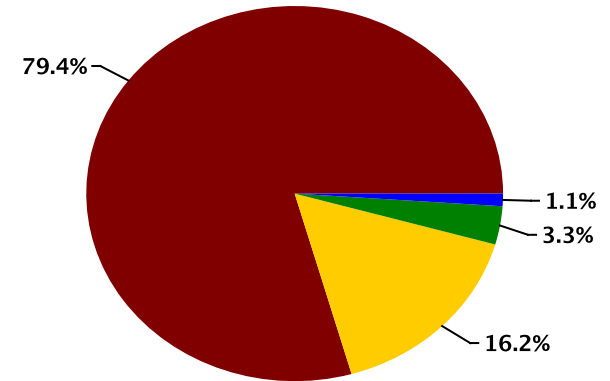
Mathematics

Program: English Language Learner (ELL)

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	349	247	70.8%	69	19.8%	28	8.0%	5	1.4%
04	328	225	68.6%	93	28.4%	10	3.0%	0	0.0%
05	269	231	85.9%	31	11.5%	2	0.7%	5	1.9%
06	241	206	85.5%	24	10.0%	8	3.3%	3	1.2%
07	197	170	86.3%	22	11.2%	2	1.0%	3	1.5%
08	194	174	89.7%	17	8.8%	2	1.0%	1	0.5%
Total	1578	1253	79.4%	256	16.2%	52	3.3%	17	1.1%

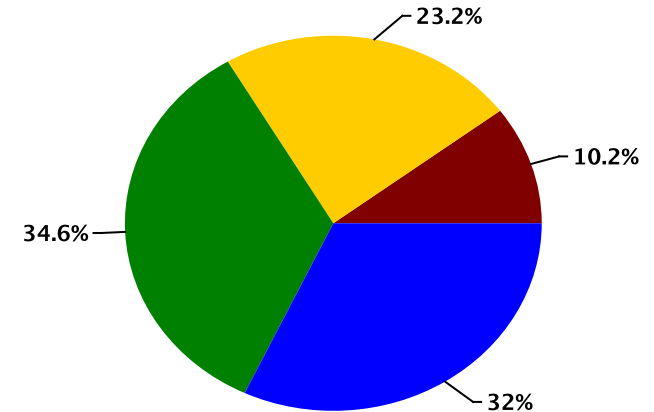


Program: Immersion Japanese

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	108	7	6.5%	7	6.5%	58	53.7%	36	33.3%
04	102	6	5.9%	23	22.5%	34	33.3%	39	38.2%
05	98	9	9.2%	32	32.7%	27	27.6%	30	30.6%
06	89	5	5.6%	25	28.1%	29	32.6%	30	33.7%
07	79	17	21.5%	25	31.6%	22	27.8%	15	19.0%
08	71	12	16.9%	15	21.1%	19	26.8%	25	35.2%
Total	547	56	10.2%	127	23.2%	189	34.6%	175	32.0%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

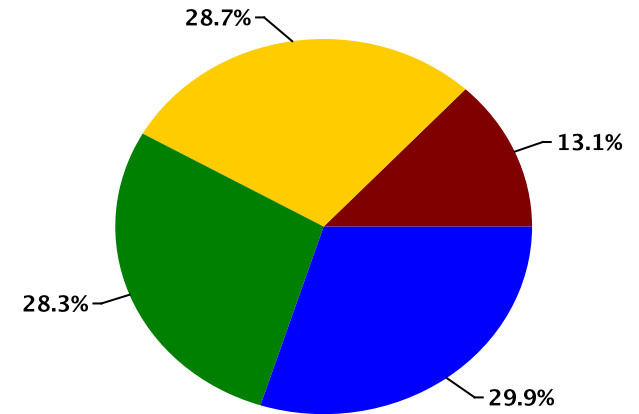
Mathematics

Program: Immersion Mandarin

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	69	13	18.8%	12	17.4%	28	40.6%	16	23.2%
04	71	5	7.0%	27	38.0%	24	33.8%	15	21.1%
05	71	16	22.5%	25	35.2%	10	14.1%	20	28.2%
06	43	3	7.0%	10	23.3%	11	25.6%	19	44.2%
07	35	1	2.9%	10	28.6%	8	22.9%	16	45.7%
08	32	4	12.5%	8	25.0%	10	31.3%	10	31.3%
Total	321	42	13.1%	92	28.7%	91	28.3%	96	29.9%

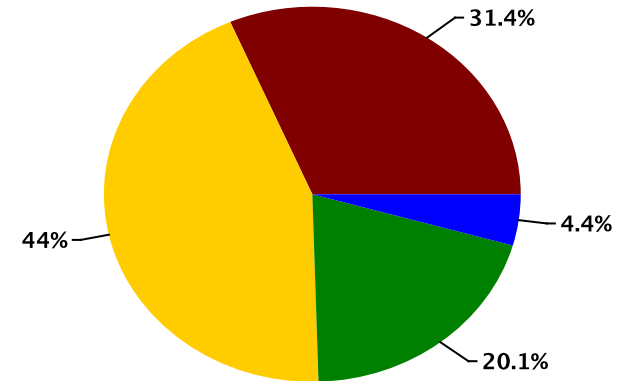


Program: Immersion Russian

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	38	9	23.7%	16	42.1%	12	31.6%	1	2.6%
04	43	17	39.5%	17	39.5%	6	14.0%	3	7.0%
05	28	10	35.7%	15	53.6%	2	7.1%	1	3.6%
06	17	6	35.3%	6	35.3%	4	23.5%	1	5.9%
07	19	5	26.3%	9	47.4%	4	21.1%	1	5.3%
08	14	3	21.4%	7	50.0%	4	28.6%	0	0.0%
Total	159	50	31.4%	70	44.0%	32	20.1%	7	4.4%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

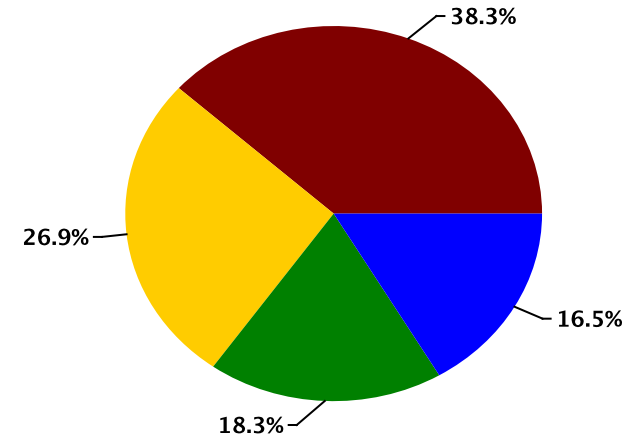
Mathematics

Program: Immersion Spanish

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	352	124	35.2%	79	22.4%	90	25.6%	59	16.8%
04	338	112	33.1%	103	30.5%	82	24.3%	41	12.1%
05	285	112	39.3%	92	32.3%	39	13.7%	42	14.7%
06	252	106	42.1%	66	26.2%	36	14.3%	44	17.5%
07	213	88	41.3%	52	24.4%	27	12.7%	46	21.6%
08	180	79	43.9%	43	23.9%	22	12.2%	36	20.0%
Total	1620	621	38.3%	435	26.9%	296	18.3%	268	16.5%

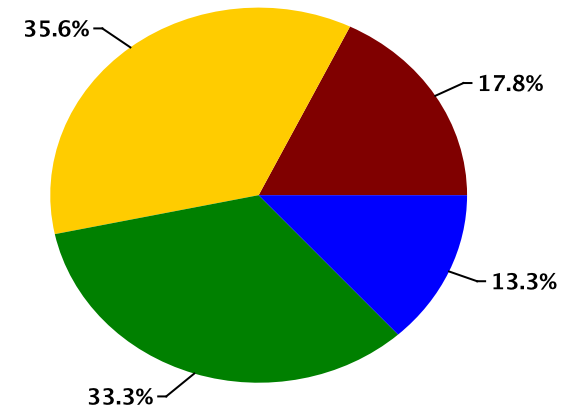


Program: Immersion Vietnamese

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	23	3	13.0%	7	30.4%	10	43.5%	3	13.0%
04	22	5	22.7%	9	40.9%	5	22.7%	3	13.6%
Total	45	8	17.8%	16	35.6%	15	33.3%	6	13.3%



Explanatory Notes

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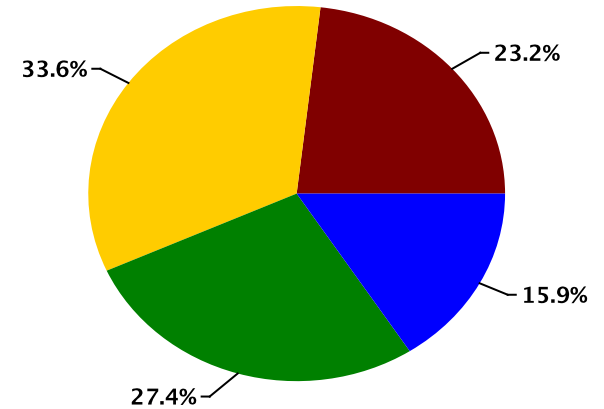
Mathematics

Program: Section 504

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	79	16	20.3%	18	22.8%	27	34.2%	18	22.8%
04	109	20	18.3%	46	42.2%	30	27.5%	13	11.9%
05	125	27	21.6%	48	38.4%	37	29.6%	13	10.4%
06	151	32	21.2%	53	35.1%	43	28.5%	23	15.2%
07	124	34	27.4%	31	25.0%	35	28.2%	24	19.4%
08	124	36	29.0%	43	34.7%	23	18.5%	22	17.7%
Total	712	165	23.2%	239	33.6%	195	27.4%	113	15.9%

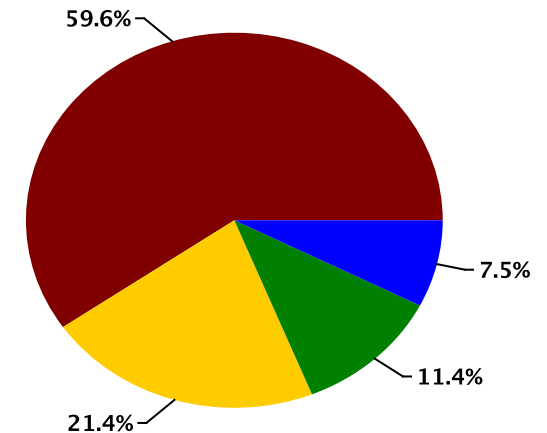


Program: Special Education (SPED)

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	581	284	48.9%	127	21.9%	126	21.7%	44	7.6%
04	607	288	47.4%	174	28.7%	102	16.8%	43	7.1%
05	561	363	64.7%	132	23.5%	31	5.5%	35	6.2%
06	505	318	63.0%	101	20.0%	47	9.3%	39	7.7%
07	394	265	67.3%	67	17.0%	26	6.6%	36	9.1%
08	375	285	76.0%	47	12.5%	13	3.5%	30	8.0%
Total	3023	1803	59.6%	648	21.4%	345	11.4%	227	7.5%



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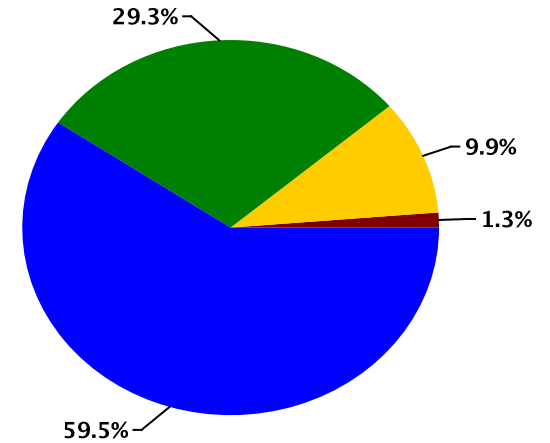
Mathematics

Program: Talented and Gifted (TAG)

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	455	3	0.7%	20	4.4%	146	32.1%	286	62.9%
04	545	0	0.0%	44	8.1%	217	39.8%	284	52.1%
05	717	7	1.0%	116	16.2%	214	29.8%	380	53.0%
06	773	15	1.9%	80	10.3%	231	29.9%	447	57.8%
07	636	5	0.8%	37	5.8%	162	25.5%	432	67.9%
08	745	20	2.7%	87	11.7%	165	22.1%	473	63.5%
Total	3871	50	1.3%	384	9.9%	1135	29.3%	2302	59.5%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

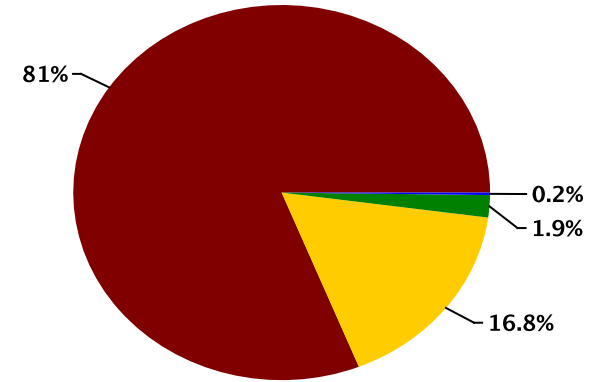
Reading

Program: English Language Learner (ELL)

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	239	187	78.2%	44	18.4%	6	2.5%	2	0.8%
04	201	168	83.6%	26	12.9%	7	3.5%	0	0.0%
05	164	130	79.3%	33	20.1%	1	0.6%	0	0.0%
06	126	103	81.7%	22	17.5%	1	0.8%	0	0.0%
07	100	83	83.0%	16	16.0%	1	1.0%	0	0.0%
08	109	90	82.6%	17	15.6%	2	1.8%	0	0.0%
Total	939	761	81.0%	158	16.8%	18	1.9%	2	0.2%

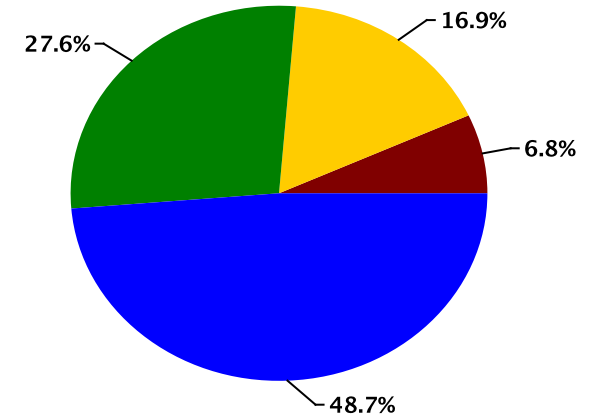


Program: Immersion Japanese

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	108	11	10.2%	12	11.1%	29	26.9%	56	51.9%
04	102	5	4.9%	20	19.6%	26	25.5%	51	50.0%
05	98	5	5.1%	20	20.4%	30	30.6%	43	43.9%
Total	308	21	6.8%	52	16.9%	85	27.6%	150	48.7%



Explanatory Notes

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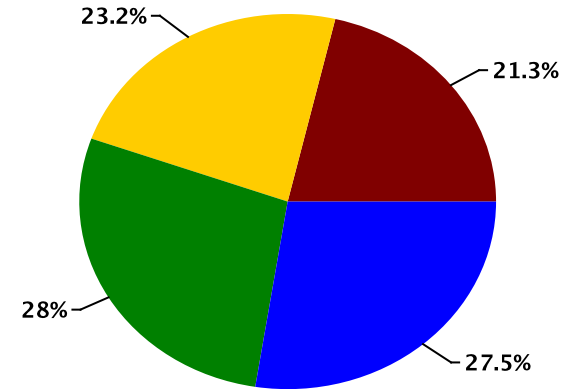
Reading

Program: Immersion Mandarin

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	69	17	24.6%	13	18.8%	19	27.5%	20	29.0%
04	71	12	16.9%	19	26.8%	20	28.2%	20	28.2%
05	71	16	22.5%	17	23.9%	20	28.2%	18	25.4%
Total	211	45	21.3%	49	23.2%	59	28.0%	58	27.5%

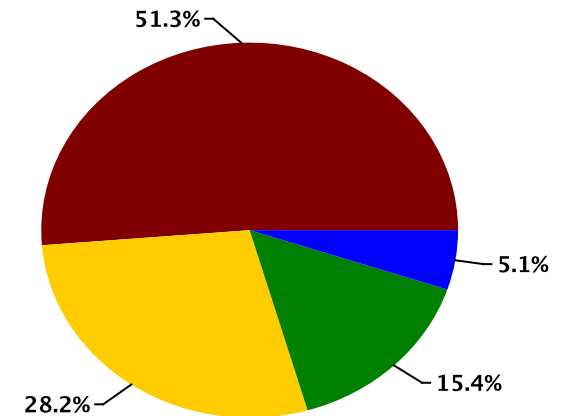


Program: Immersion Russian

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	39	20	51.3%	11	28.2%	6	15.4%	2	5.1%
Total	39	20	51.3%	11	28.2%	6	15.4%	2	5.1%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

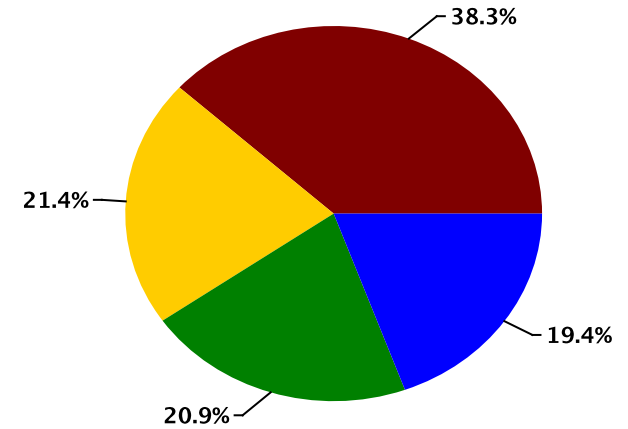
Reading

Program: Immersion Spanish

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	273	117	42.9%	47	17.2%	44	16.1%	65	23.8%
04	216	96	44.4%	36	16.7%	38	17.6%	46	21.3%
05	201	59	29.4%	42	20.9%	54	26.9%	46	22.9%
06	121	39	32.2%	35	28.9%	31	25.6%	16	13.2%
07	80	31	38.8%	28	35.0%	13	16.3%	8	10.0%
08	76	28	36.8%	19	25.0%	22	28.9%	7	9.2%
Total	967	370	38.3%	207	21.4%	202	20.9%	188	19.4%

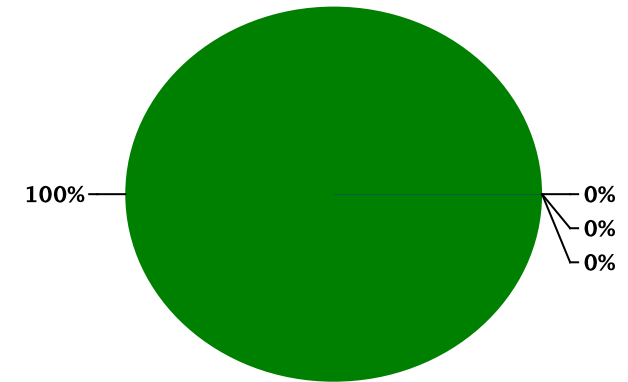


Program: Immersion Vietnamese

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Total	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

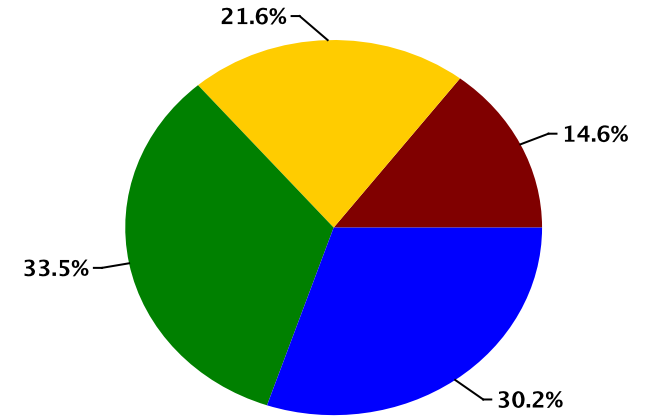
Reading

Program: Section 504

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	37	7	18.9%	10	27.0%	6	16.2%	14	37.8%
04	56	14	25.0%	11	19.6%	15	26.8%	16	28.6%
05	63	10	15.9%	12	19.0%	17	27.0%	24	38.1%
06	56	5	8.9%	13	23.2%	25	44.6%	13	23.2%
07	56	8	14.3%	10	17.9%	20	35.7%	18	32.1%
08	60	4	6.7%	15	25.0%	27	45.0%	14	23.3%
Total	328	48	14.6%	71	21.6%	110	33.5%	99	30.2%

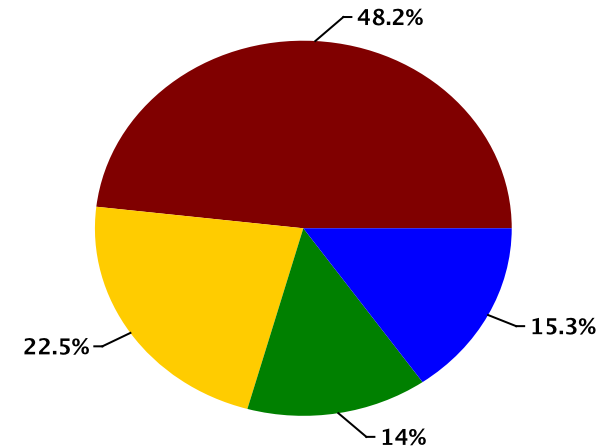


Program: Special Education (SPED)

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	336	154	45.8%	76	22.6%	42	12.5%	64	19.0%
04	334	155	46.4%	67	20.1%	42	12.6%	70	21.0%
05	300	147	49.0%	59	19.7%	47	15.7%	47	15.7%
06	225	112	49.8%	53	23.6%	39	17.3%	21	9.3%
07	191	95	49.7%	53	27.7%	27	14.1%	16	8.4%
08	169	86	50.9%	42	24.9%	21	12.4%	20	11.8%
Total	1555	749	48.2%	350	22.5%	218	14.0%	238	15.3%



Explanatory Notes

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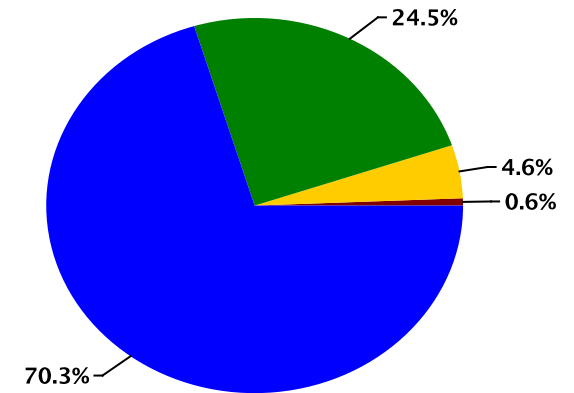
Reading

Program: Talented and Gifted (TAG)

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	280	2	0.7%	16	5.7%	42	15.0%	220	78.6%
04	287	2	0.7%	8	2.8%	52	18.1%	225	78.4%
05	410	2	0.5%	14	3.4%	80	19.5%	314	76.6%
06	271	2	0.7%	15	5.5%	94	34.7%	160	59.0%
07	240	1	0.4%	6	2.5%	70	29.2%	163	67.9%
08	277	2	0.7%	22	7.9%	94	33.9%	159	57.4%
Total	1765	11	0.6%	81	4.6%	432	24.5%	1241	70.3%



Explanatory Notes

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Smarter Balanced Assessment Projected Proficiencies by Ethnicity.

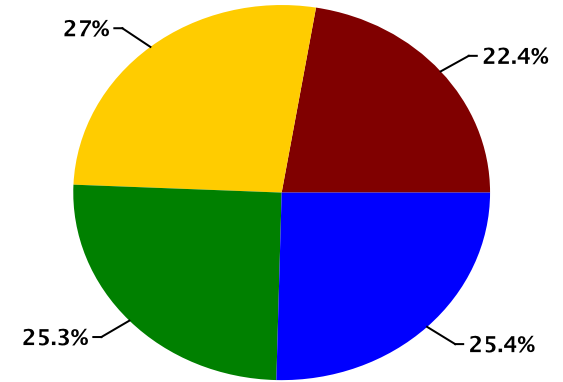
Mathematics

Ethnicity: Asian

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	233	42	18.0%	49	21.0%	86	36.9%	56	24.0%
04	235	44	18.7%	91	38.7%	64	27.2%	36	15.3%
05	251	58	23.1%	70	27.9%	58	23.1%	65	25.9%
06	243	60	24.7%	58	23.9%	50	20.6%	75	30.9%
07	230	47	20.4%	68	29.6%	46	20.0%	69	30.0%
08	221	65	29.4%	45	20.4%	53	24.0%	58	26.2%
Total	1413	316	22.4%	381	27.0%	357	25.3%	359	25.4%

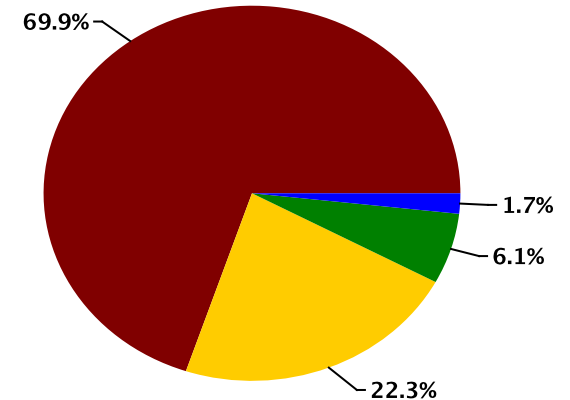


Ethnicity: Black

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	301	188	62.5%	71	23.6%	35	11.6%	7	2.3%
04	357	215	60.2%	113	31.7%	26	7.3%	3	0.8%
05	328	234	71.3%	78	23.8%	11	3.4%	5	1.5%
06	315	237	75.2%	61	19.4%	15	4.8%	2	0.6%
07	220	161	73.2%	39	17.7%	12	5.5%	8	3.6%
08	251	203	80.9%	33	13.1%	9	3.6%	6	2.4%
Total	1772	1238	69.9%	395	22.3%	108	6.1%	31	1.7%



Explanatory Notes

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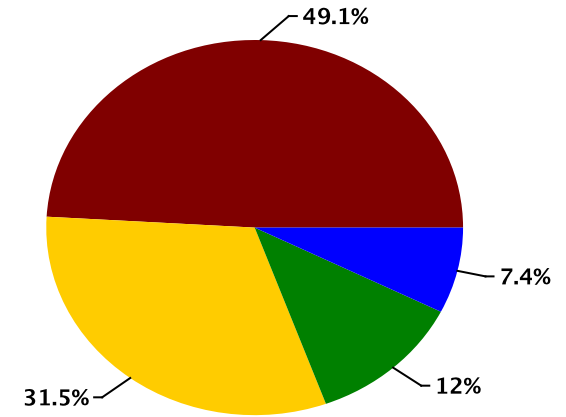
Mathematics

Ethnicity: Native American

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	20	8	40.0%	6	30.0%	4	20.0%	2	10.0%
04	11	4	36.4%	5	45.5%	2	18.2%	0	0.0%
05	15	7	46.7%	8	53.3%	0	0.0%	0	0.0%
06	18	13	72.2%	3	16.7%	2	11.1%	0	0.0%
07	23	12	52.2%	5	21.7%	5	21.7%	1	4.3%
08	21	9	42.9%	7	33.3%	0	0.0%	5	23.8%
Total	108	53	49.1%	34	31.5%	13	12.0%	8	7.4%

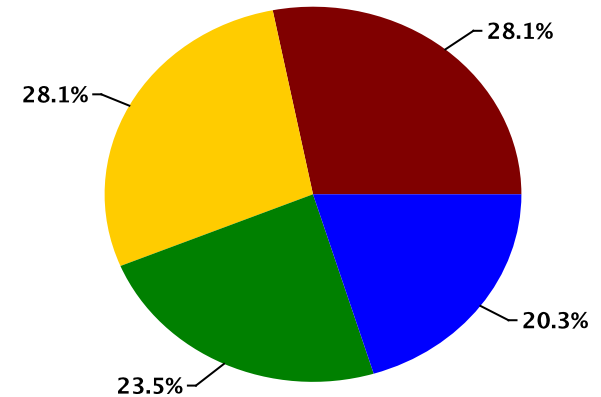


Ethnicity: Multiple

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	386	95	24.6%	96	24.9%	125	32.4%	70	18.1%
04	361	80	22.2%	120	33.2%	101	28.0%	60	16.6%
05	401	120	29.9%	132	32.9%	83	20.7%	66	16.5%
06	366	99	27.0%	117	32.0%	70	19.1%	80	21.9%
07	349	115	33.0%	76	21.8%	80	22.9%	78	22.3%
08	315	103	32.7%	72	22.9%	52	16.5%	88	27.9%
Total	2178	612	28.1%	613	28.1%	511	23.5%	442	20.3%



Explanatory Notes

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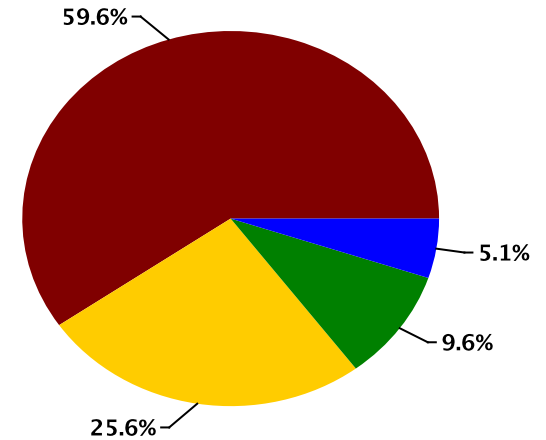
Mathematics

Ethnicity: Pacific Islander

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	31	19	61.3%	6	19.4%	3	9.7%	3	9.7%
04	25	16	64.0%	7	28.0%	2	8.0%	0	0.0%
05	28	18	64.3%	9	32.1%	1	3.6%	0	0.0%
06	21	13	61.9%	7	33.3%	1	4.8%	0	0.0%
07	23	11	47.8%	6	26.1%	3	13.0%	3	13.0%
08	28	16	57.1%	5	17.9%	5	17.9%	2	7.1%
Total	156	93	59.6%	40	25.6%	15	9.6%	8	5.1%

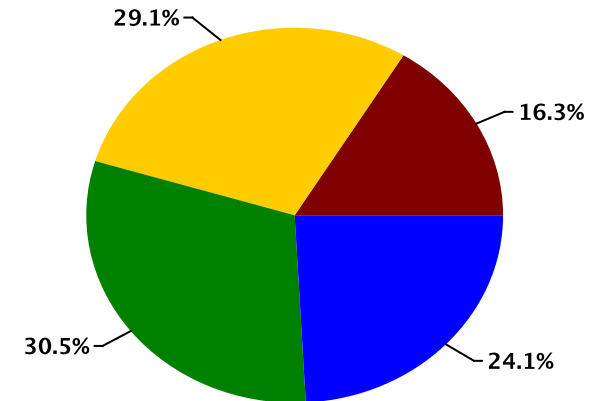


Ethnicity: White

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	2051	249	12.1%	463	22.6%	885	43.1%	454	22.1%
04	2082	268	12.9%	673	32.3%	758	36.4%	383	18.4%
05	2046	396	19.4%	798	39.0%	463	22.6%	389	19.0%
06	1938	356	18.4%	574	29.6%	551	28.4%	457	23.6%
07	1719	281	16.3%	403	23.4%	483	28.1%	552	32.1%
08	1684	323	19.2%	438	26.0%	376	22.3%	547	32.5%
Total	11520	1873	16.3%	3349	29.1%	3516	30.5%	2782	24.1%



Explanatory Notes

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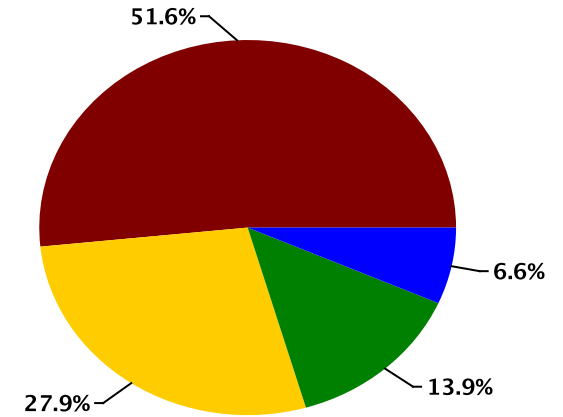
Mathematics

Ethnicity: Latino

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	588	267	45.4%	154	26.2%	131	22.3%	36	6.1%
04	572	259	45.3%	194	33.9%	91	15.9%	28	4.9%
05	585	313	53.5%	190	32.5%	57	9.7%	25	4.3%
06	581	331	57.0%	135	23.2%	82	14.1%	33	5.7%
07	528	275	52.1%	149	28.2%	62	11.7%	42	8.0%
08	509	291	57.2%	116	22.8%	44	8.6%	58	11.4%
Total	3363	1736	51.6%	938	27.9%	467	13.9%	222	6.6%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

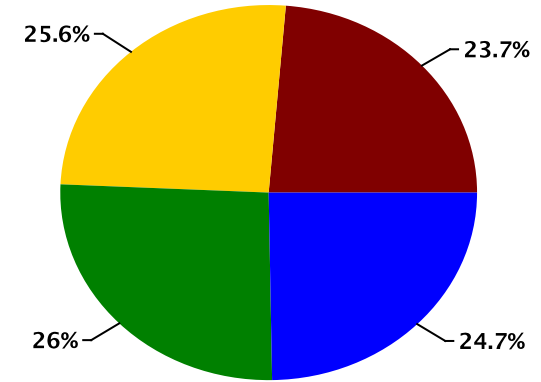
Reading

Ethnicity: Asian

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	118	28	23.7%	38	32.2%	23	19.5%	29	24.6%
04	116	36	31.0%	28	24.1%	27	23.3%	25	21.6%
05	113	28	24.8%	19	16.8%	25	22.1%	41	36.3%
06	78	14	17.9%	18	23.1%	30	38.5%	16	20.5%
07	71	14	19.7%	20	28.2%	22	31.0%	15	21.1%
08	74	15	20.3%	23	31.1%	21	28.4%	15	20.3%
Total	570	135	23.7%	146	25.6%	148	26.0%	141	24.7%

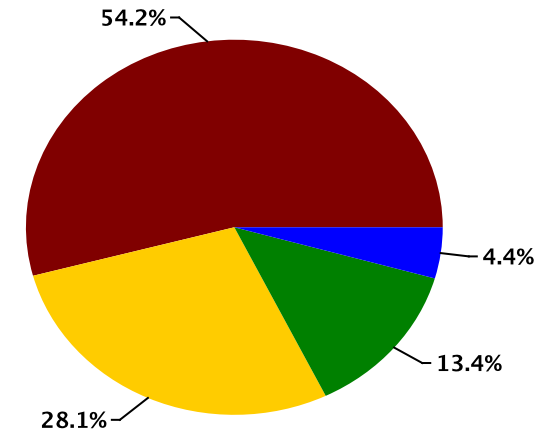


Ethnicity: Black

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	200	115	57.5%	52	26.0%	23	11.5%	10	5.0%
04	241	146	60.6%	61	25.3%	16	6.6%	18	7.5%
05	197	103	52.3%	56	28.4%	31	15.7%	7	3.6%
06	166	86	51.8%	41	24.7%	37	22.3%	2	1.2%
07	135	65	48.1%	47	34.8%	17	12.6%	6	4.4%
08	130	64	49.2%	43	33.1%	19	14.6%	4	3.1%
Total	1069	579	54.2%	300	28.1%	143	13.4%	47	4.4%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

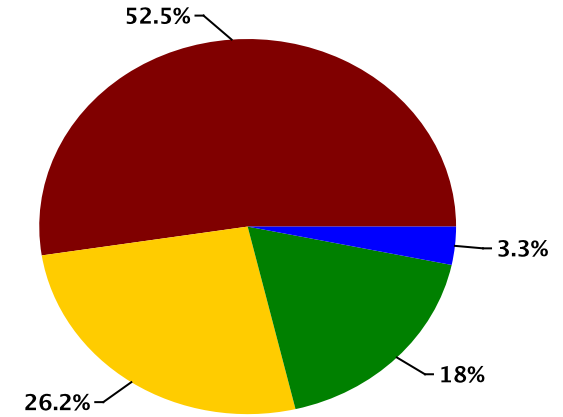
Reading

Ethnicity: Native American

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	13	8	61.5%	3	23.1%	2	15.4%	0	0.0%
04	8	4	50.0%	1	12.5%	1	12.5%	2	25.0%
05	8	4	50.0%	3	37.5%	1	12.5%	0	0.0%
06	5	4	80.0%	1	20.0%	0	0.0%	0	0.0%
07	14	7	50.0%	4	28.6%	3	21.4%	0	0.0%
08	13	5	38.5%	4	30.8%	4	30.8%	0	0.0%
Total	61	32	52.5%	16	26.2%	11	18.0%	2	3.3%

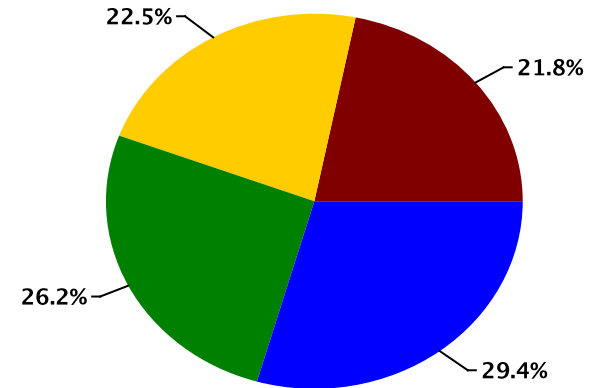


Ethnicity: Multiple

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	219	50	22.8%	50	22.8%	45	20.5%	74	33.8%
04	207	51	24.6%	43	20.8%	44	21.3%	69	33.3%
05	227	40	17.6%	42	18.5%	64	28.2%	81	35.7%
06	135	32	23.7%	33	24.4%	44	32.6%	26	19.3%
07	151	36	23.8%	40	26.5%	41	27.2%	34	22.5%
08	124	23	18.5%	31	25.0%	41	33.1%	29	23.4%
Total	1063	232	21.8%	239	22.5%	279	26.2%	313	29.4%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

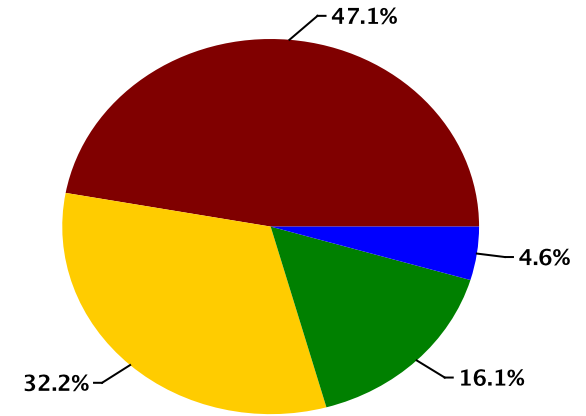
Reading

Ethnicity: Pacific Islander

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	19	9	47.4%	6	31.6%	2	10.5%	2	10.5%
04	13	6	46.2%	6	46.2%	0	0.0%	1	7.7%
05	15	6	40.0%	7	46.7%	2	13.3%	0	0.0%
06	11	4	36.4%	2	18.2%	5	45.5%	0	0.0%
07	13	9	69.2%	1	7.7%	2	15.4%	1	7.7%
08	16	7	43.8%	6	37.5%	3	18.8%	0	0.0%
Total	87	41	47.1%	28	32.2%	14	16.1%	4	4.6%

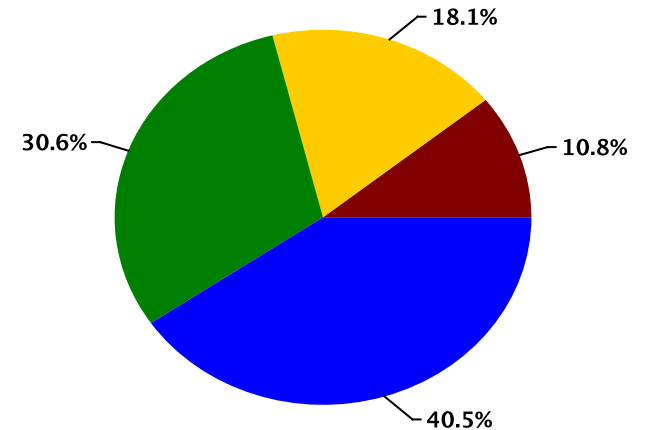


Ethnicity: White

Projected to: **Smarter Balanced Assessment Consortia** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	1102	146	13.2%	220	20.0%	278	25.2%	458	41.6%
04	1043	119	11.4%	170	16.3%	243	23.3%	511	49.0%
05	1018	123	12.1%	162	15.9%	305	30.0%	428	42.0%
06	659	55	8.3%	131	19.9%	250	37.9%	223	33.8%
07	622	56	9.0%	122	19.6%	230	37.0%	214	34.4%
08	583	42	7.2%	107	18.4%	234	40.1%	200	34.3%
Total	5027	541	10.8%	912	18.1%	1540	30.6%	2034	40.5%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

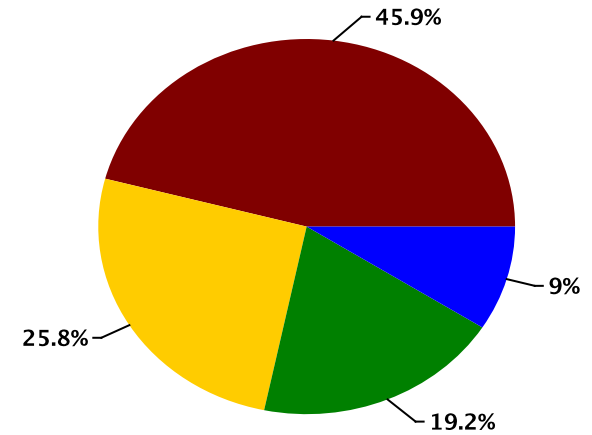
Reading

Ethnicity: Latino

Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	375	192	51.2%	74	19.7%	60	16.0%	49	13.1%
04	374	205	54.8%	72	19.3%	51	13.6%	46	12.3%
05	377	148	39.3%	103	27.3%	92	24.4%	34	9.0%
06	306	134	43.8%	89	29.1%	63	20.6%	20	6.5%
07	268	114	42.5%	86	32.1%	52	19.4%	16	6.0%
08	270	111	41.1%	85	31.5%	61	22.6%	13	4.8%
Total	1970	904	45.9%	509	25.8%	379	19.2%	178	9.0%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Student Growth Summary - All



Student Growth Summary Report

Aggregate by District

Term: Winter 2018-2019
 District: Portland Public Schools

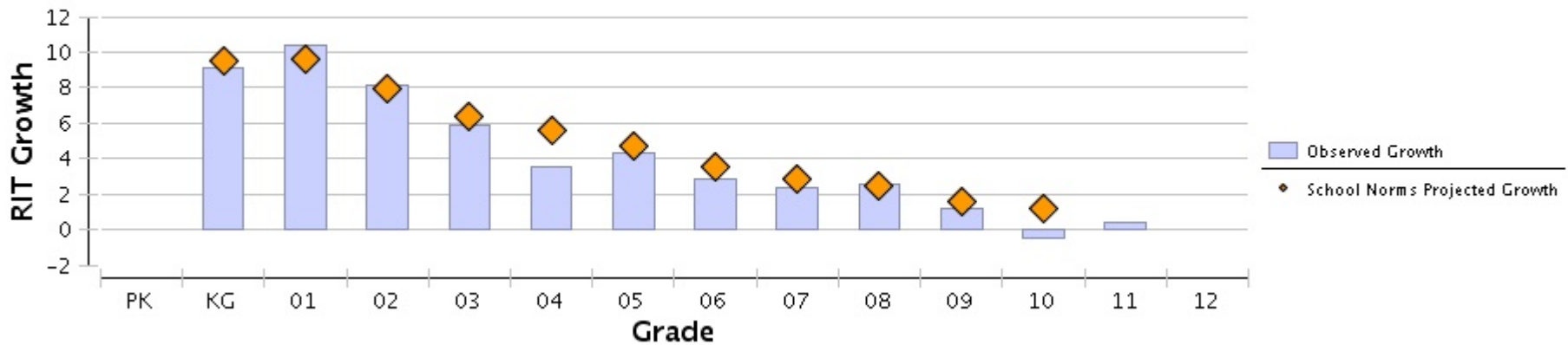
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2018 - Winter 2019
 Weeks of Instruction: Start - 4 (Fall 2018) ^
 End - 17 (Winter 2019) ^

Grouping: None
 Small Group Display: No

Mathematics

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
KG	488	139.3	13.2	46	148.4	15.1	44	9.1	0.5	9.5	-0.29	38	488	232	48	43	
01	665	155.5	17.3	11	166.0	19.0	16	10.4	0.4	9.6	0.67	75	665	354	53	52	
02	781	171.4	18.0	17	179.6	19.7	19	8.1	0.4	7.9	0.23	59	781	418	54	51	
03	3398	189.8	15.5	46	195.8	14.8	43	5.9	0.1	6.4	-0.40	34	3,398	1698	50	46	
04	3452	202.8	16.8	56	206.5	16.3	44	3.6	0.1	5.6	-1.83	3	3,452	1393	40	34	
05	3464	211.4	17.3	50	215.7	17.5	48	4.3	0.1	4.7	-0.35	36	3,464	1731	50	46	
06	3132	217.6	17.0	50	220.5	17.3	46	2.9	0.1	3.6	-0.68	25	3,132	1548	49	45	
07	2787	226.1	18.4	67	228.5	19.0	65	2.4	0.1	2.9	-0.55	29	2,787	1446	52	48	
08	2723	231.7	20.1	73	234.3	20.4	73	2.6	0.1	2.5	0.08	53	2,723	1531	56	55	
09	681	227.9	15.2	40	229.0	16.0	38	1.2	0.3	1.6	-0.43	34	681	340	50	46	
10	242	226.6	18.4	37	226.1	20.2	31	-0.5	0.6	1.2	-1.35	9	242	106	44	37	
11	19	212.4	17.6	2	212.8	18.3	2	0.4	2.1				0				
12	8	*			*			*					*				

Mathematics



Explanatory Notes

- ^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
- * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

Term: Winter 2018-2019
 District: Portland Public Schools

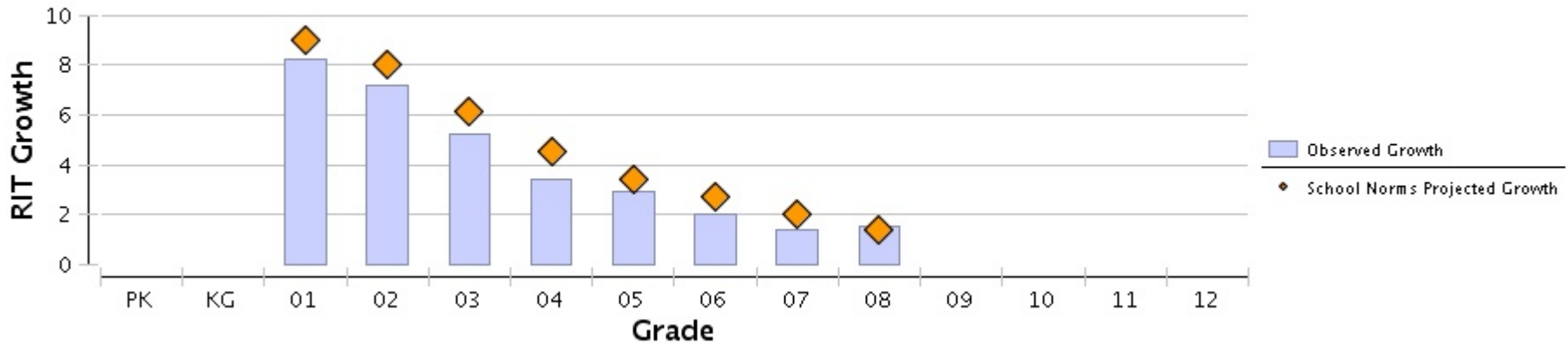
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2018 - Winter 2019
 Weeks of Instruction: Start - 4 (Fall 2018) ^
 End - 17 (Winter 2019) ^

Grouping: None
 Small Group Display: No

Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
KG	2	*			*			*					*			
01	410	158.2	16.5	33	166.4	18.4	29	8.2	0.5	9.0	-0.62	27	410	192	47	41
02	537	173.0	19.1	39	180.2	18.9	35	7.2	0.5	8.0	-0.68	25	537	264	49	44
03	1913	191.5	19.1	68	196.7	18.4	63	5.2	0.2	6.1	-1.01	16	1,913	940	49	45
04	1808	202.4	18.8	74	205.9	17.6	69	3.4	0.2	4.5	-1.36	9	1,808	869	48	43
05	1776	210.3	17.8	77	213.2	16.7	74	2.9	0.2	3.4	-0.64	26	1,776	925	52	50
06	1186	213.6	18.1	66	215.6	17.9	62	2.0	0.2	2.7	-0.77	22	1,186	595	50	47
07	1132	219.1	18.4	76	220.5	17.7	73	1.4	0.2	2.0	-0.74	23	1,132	563	50	48
08	1090	222.8	18.2	77	224.3	17.5	77	1.5	0.3	1.4	0.06	52	1,090	572	52	53
09	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Reading



Explanatory Notes

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
 * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
 ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Growth Projected to Observed by Ethnicity



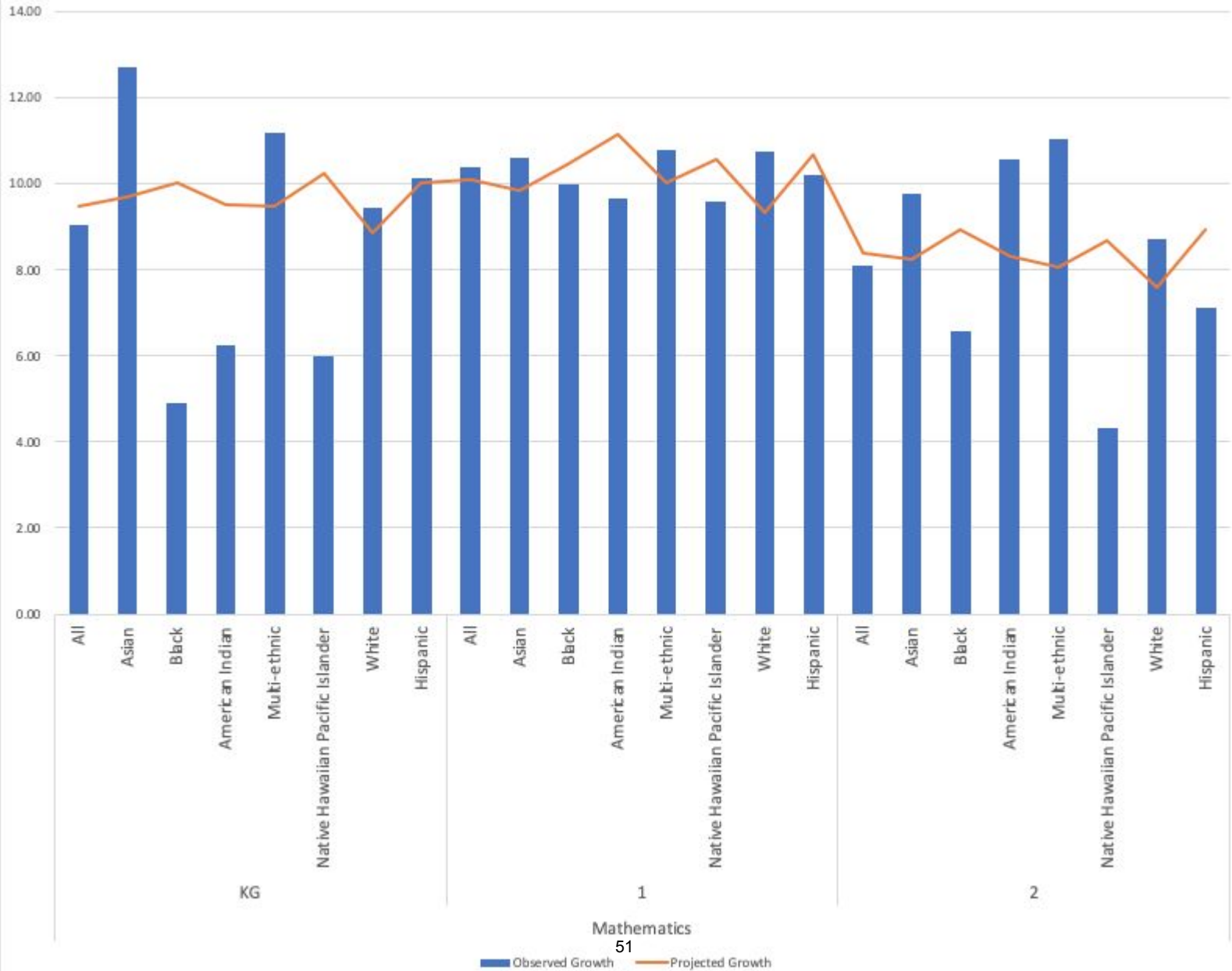
Mathematics

Projected to Observed Growth by Ethnicity



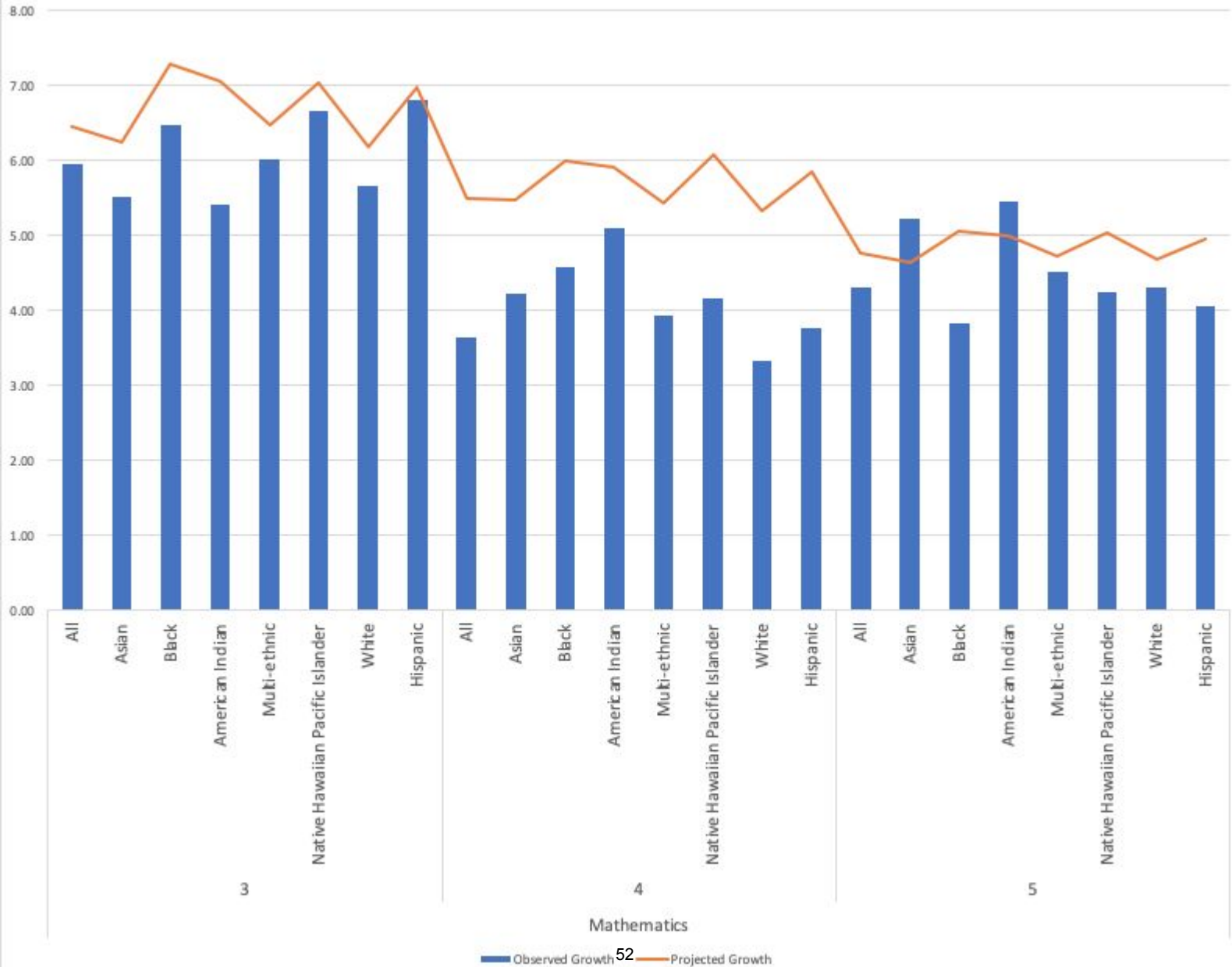


Projected and Observed Growth: K-2 Mathematics



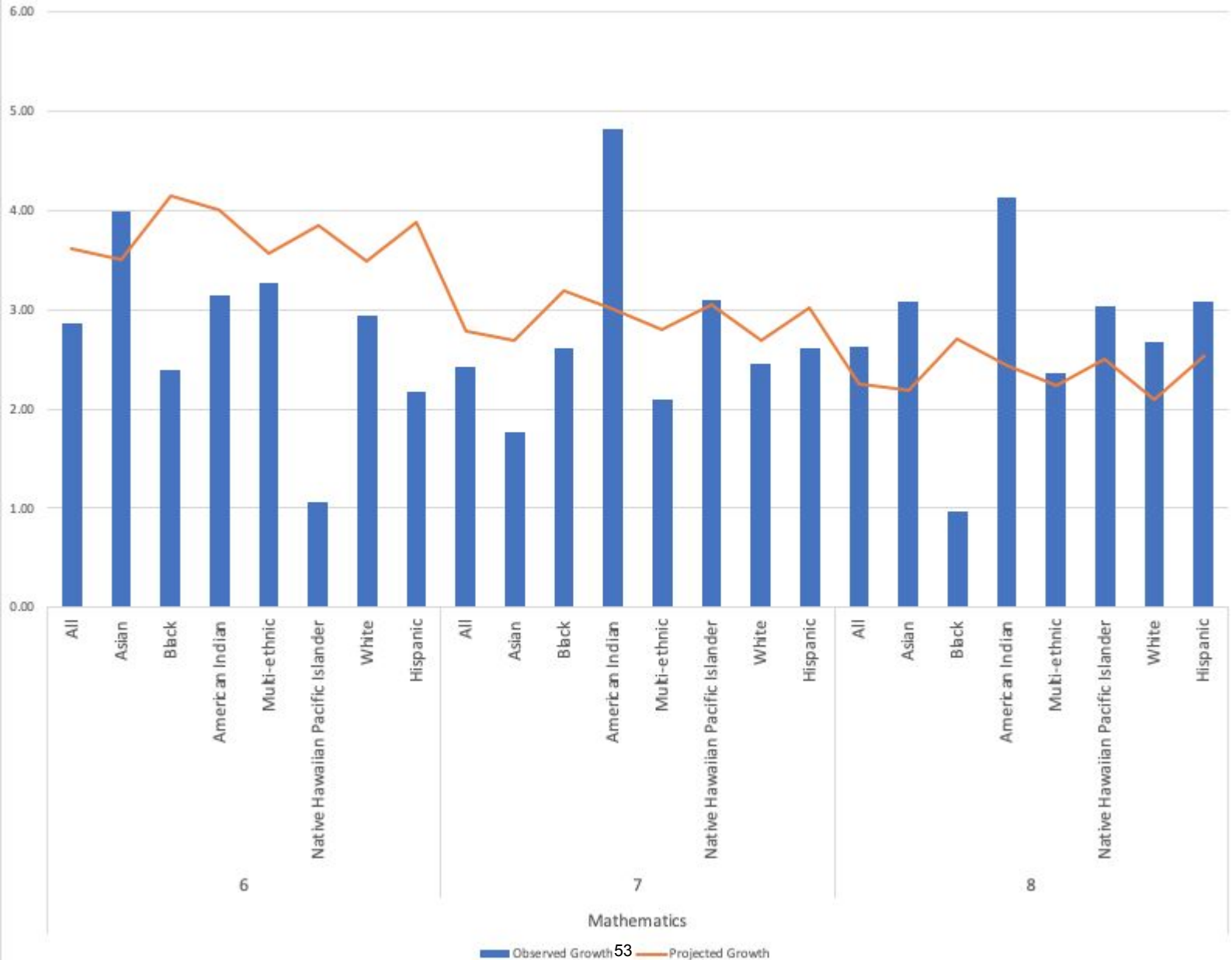


Projected to Observed Growth: 3-5 Mathematics



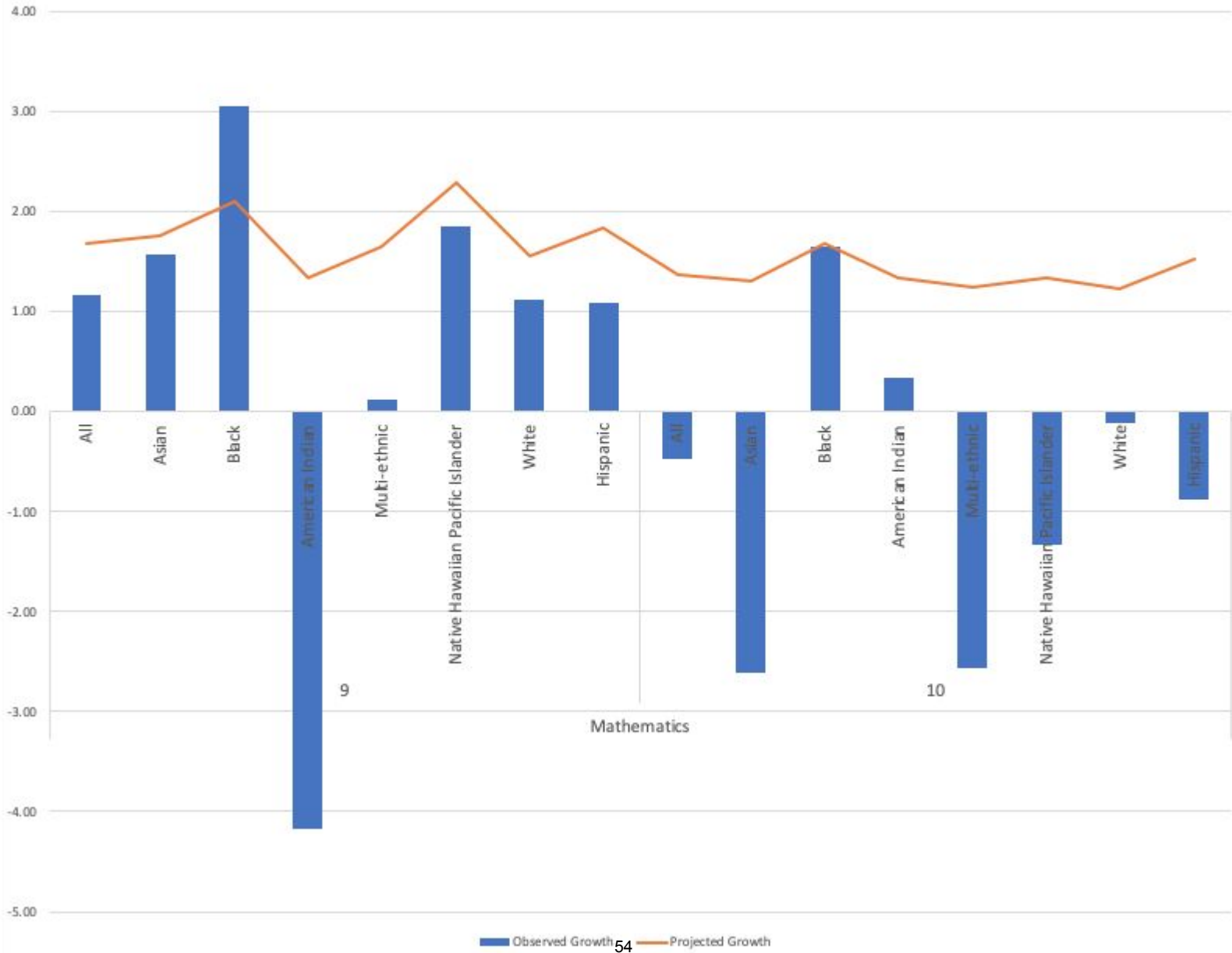


Projected to Observed Growth: 6-8 Mathematics





Projected to Observed Growth: 9-10 Algebra





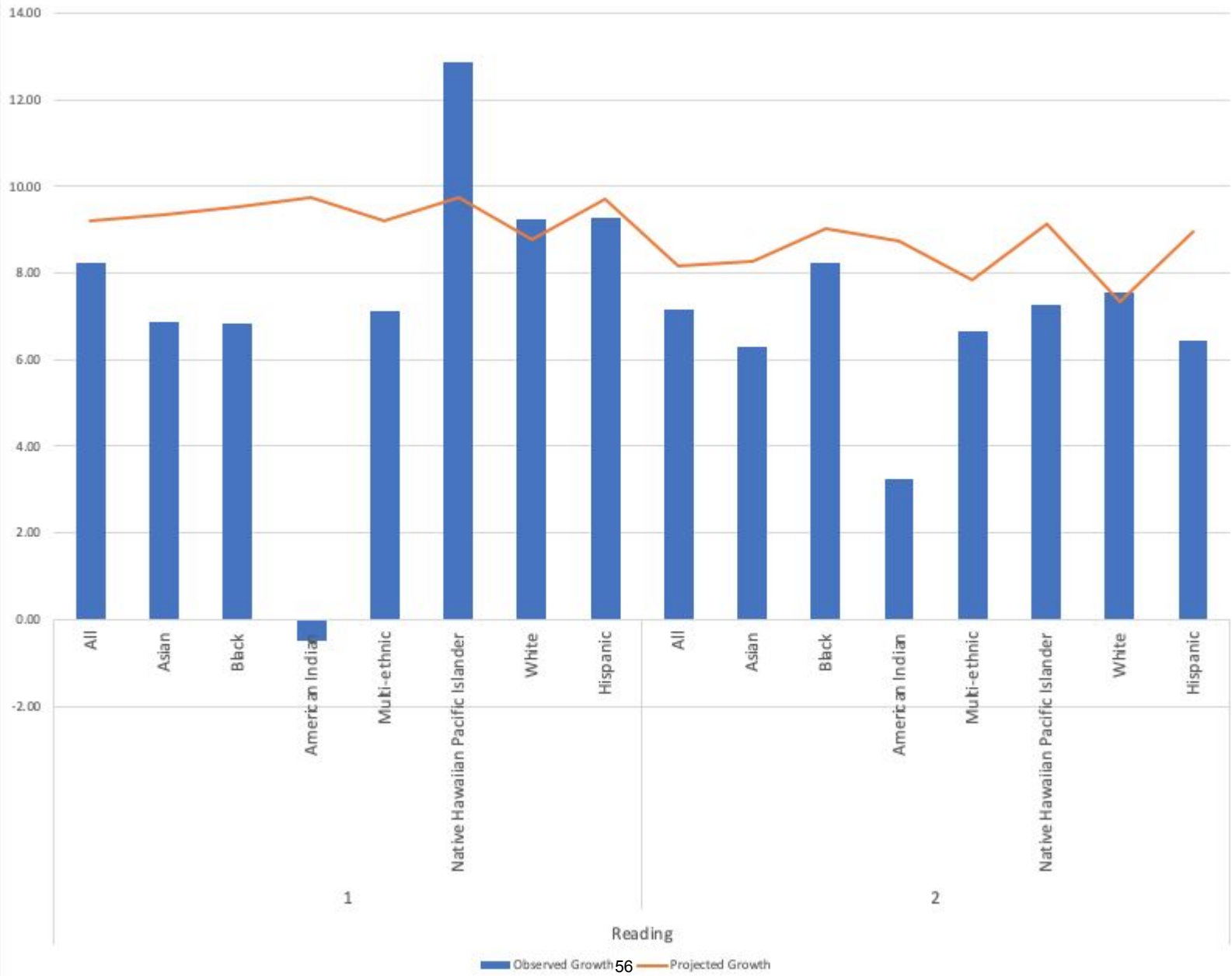
Reading

Projected to Observed Growth by Ethnicity





Projected to Observed Growth: 1-2 Reading

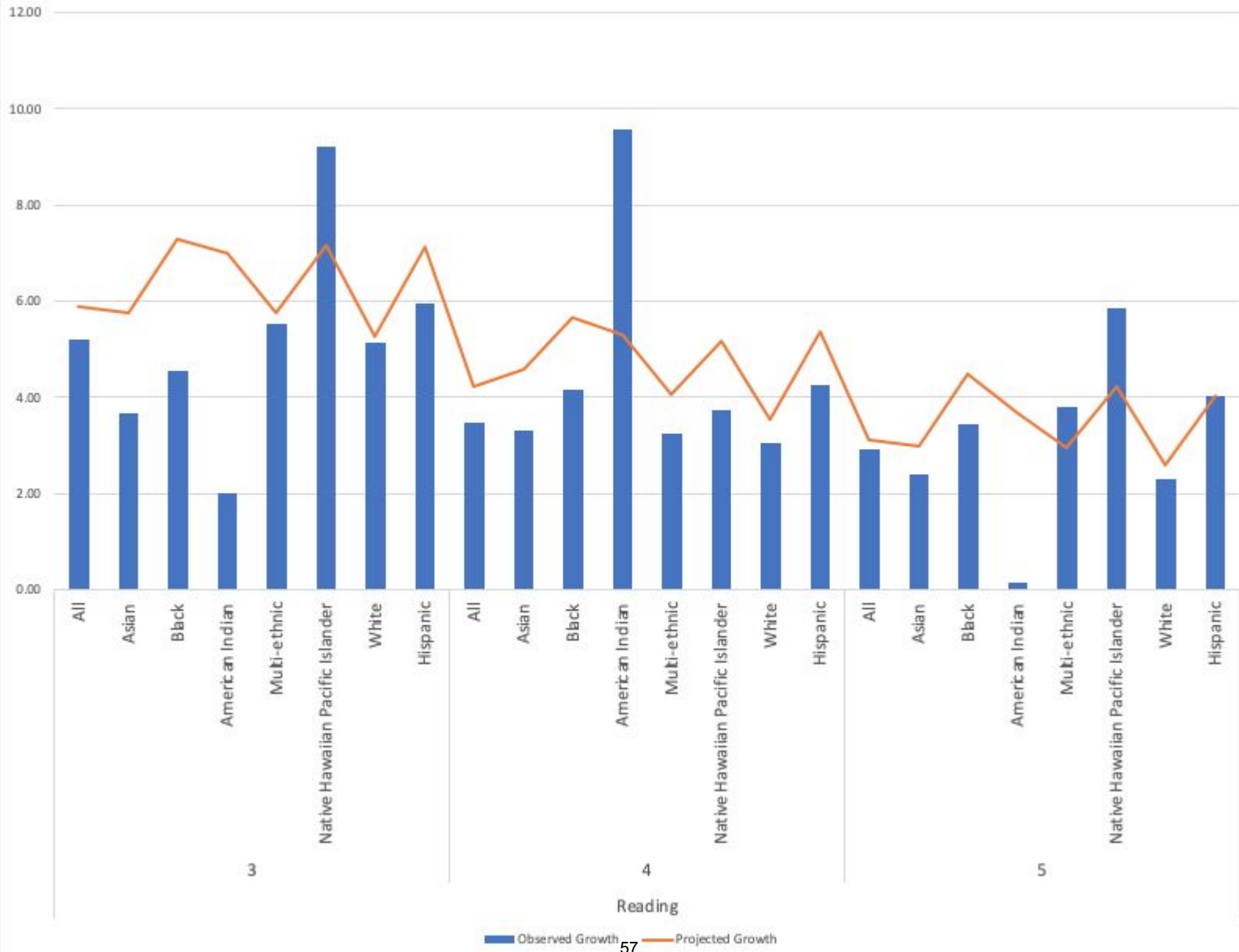


Reading

Observed Growth 56 Projected Growth



Projected to Observed Growth: 3-5 Reading





Projected to Observed Growth: 6-8 Reading

