

NWEA Growth Report

Ann Arbor Board of Education
June 27, 2018



map GROWTH

OUR GOAL:

To know what students are **ready to learn**
and to **maximize growth** for every student



HOW DOES NWEA HELP?

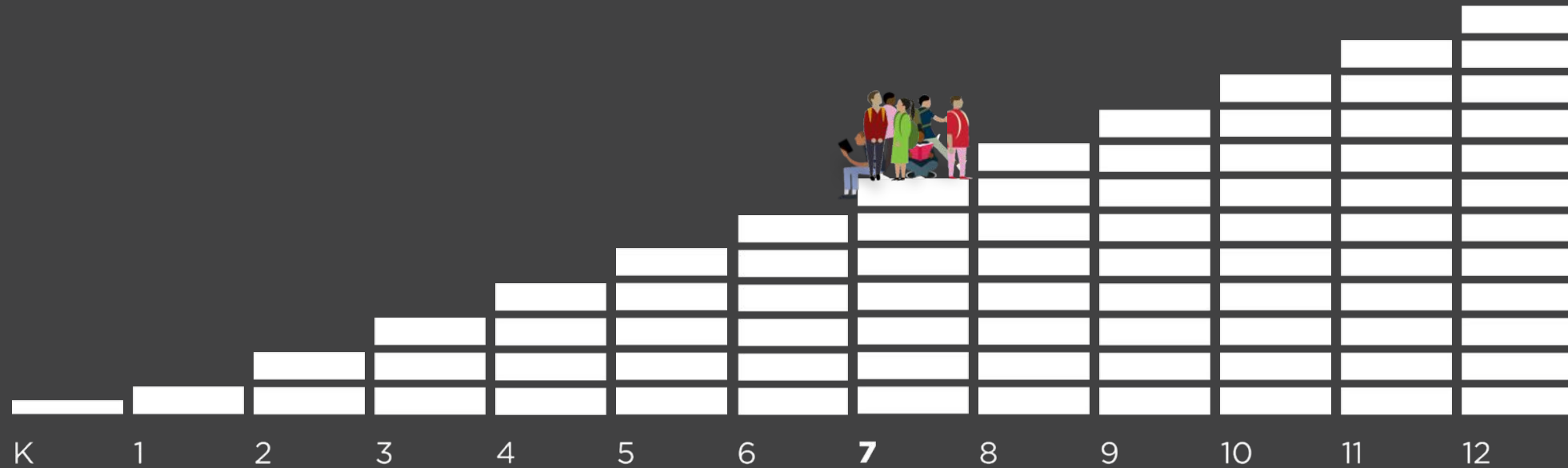
- + Adaptive assessments provide teachers with unique information for each student
- + Data is reliable with 40 years of academic research
- + Efficient use of time, providing us with more data and fewer questions
- + Immediate results, no waiting
- + Nationally normed, over 10 million students



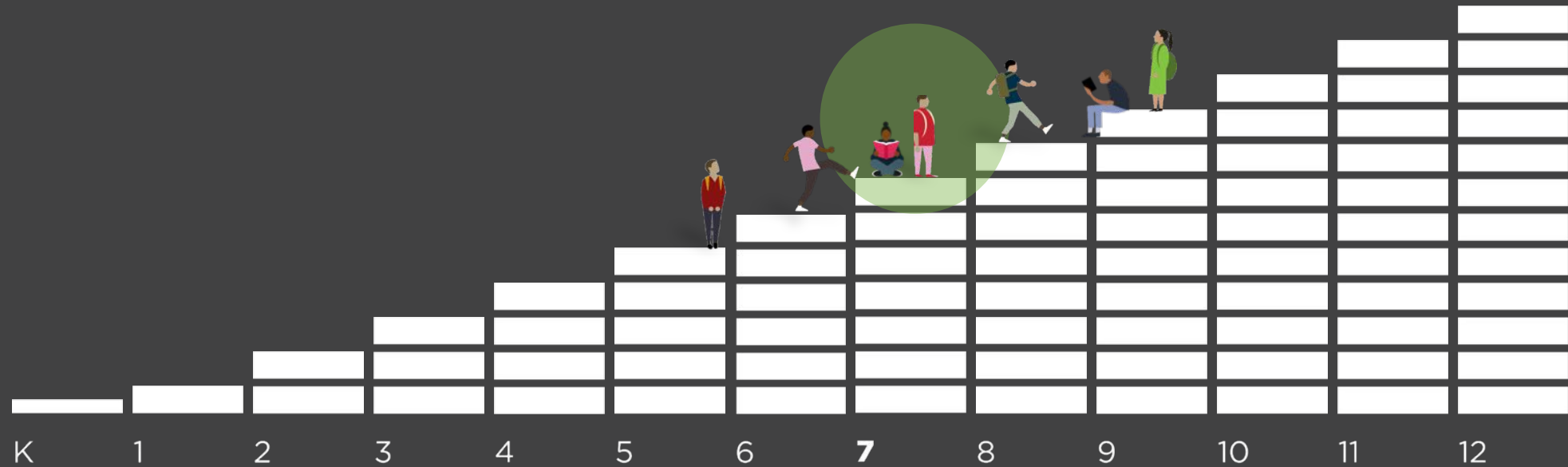
Ready to learn



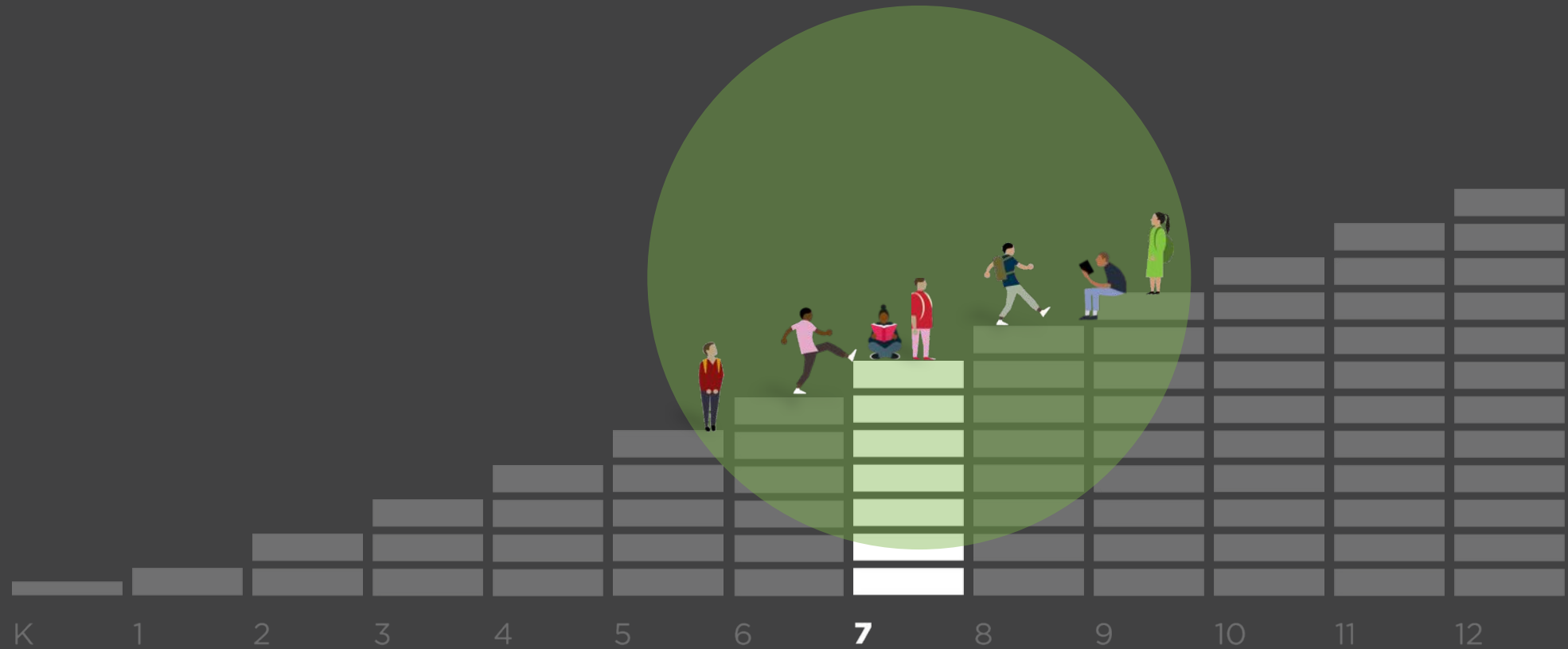
Grade-level independence



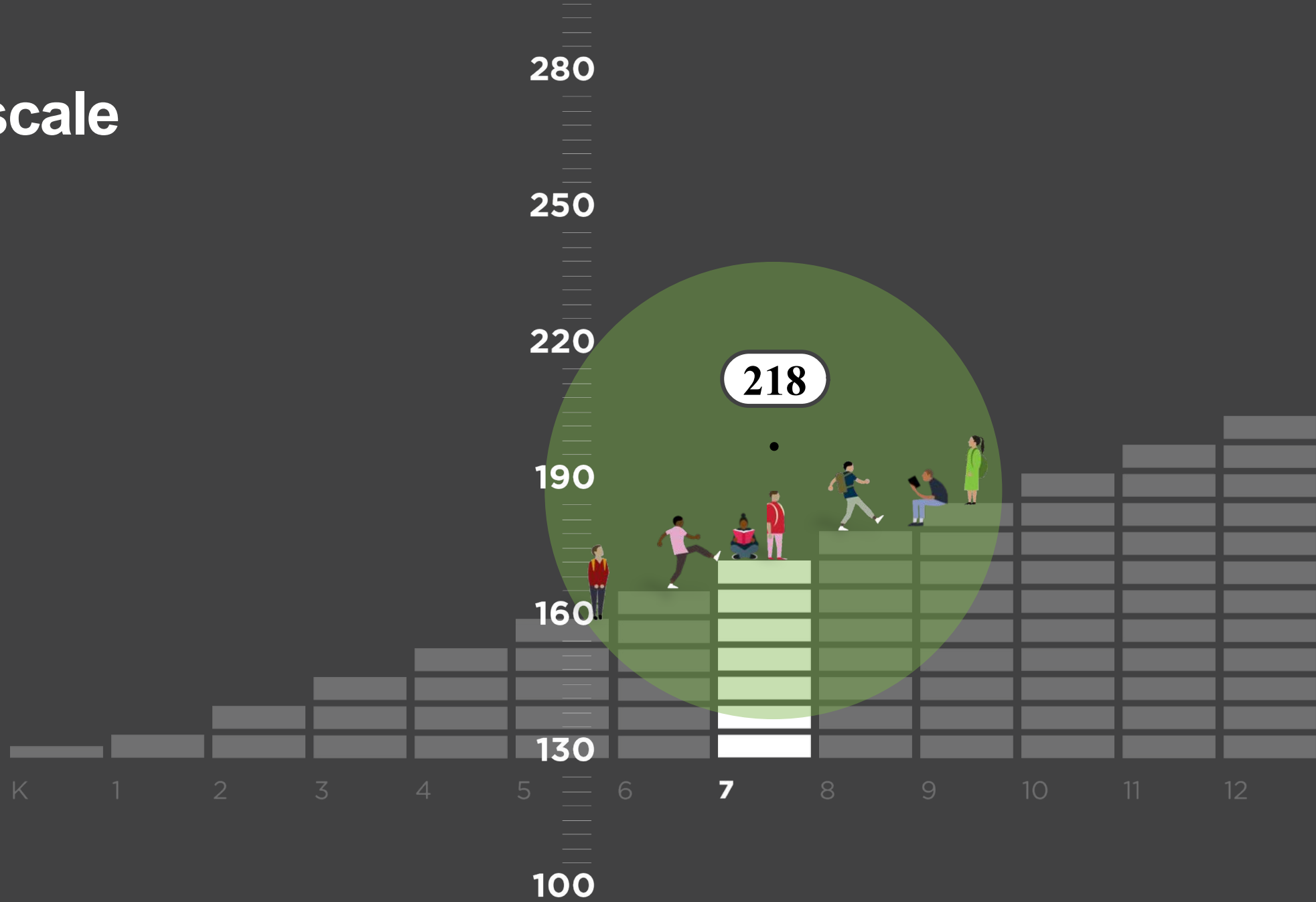
Grade-level independence



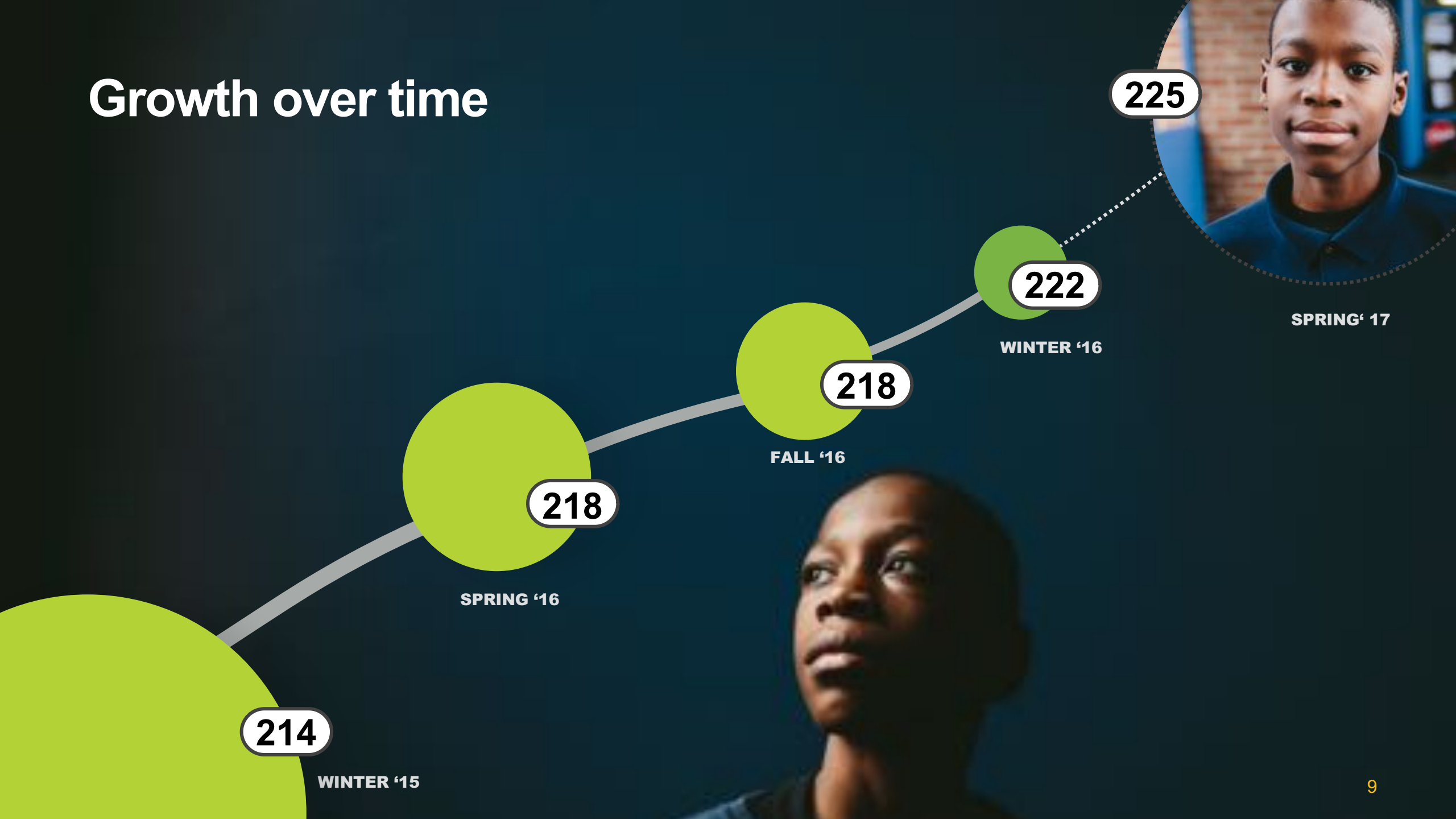
Grade-level independence



RIT scale



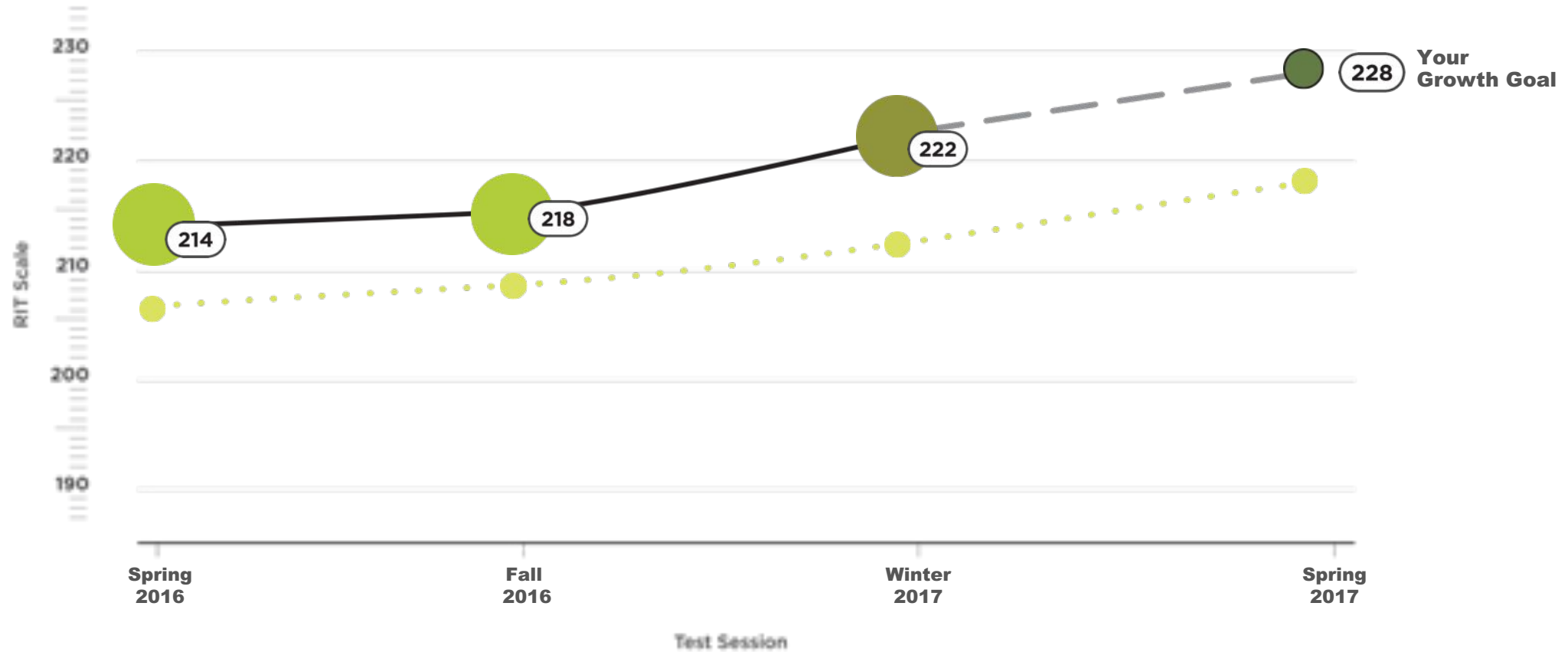
Growth over time



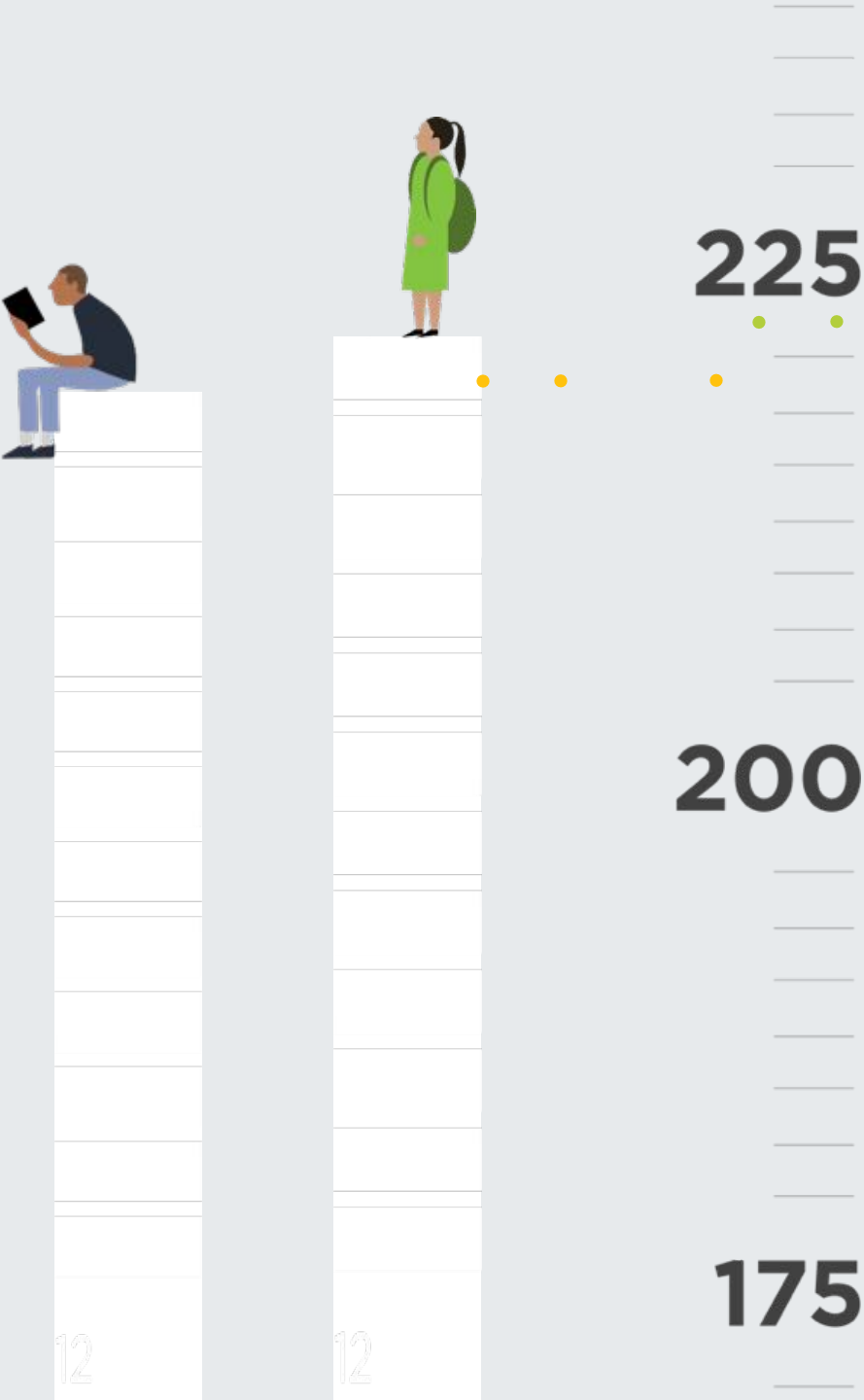
Growth over time

KEY

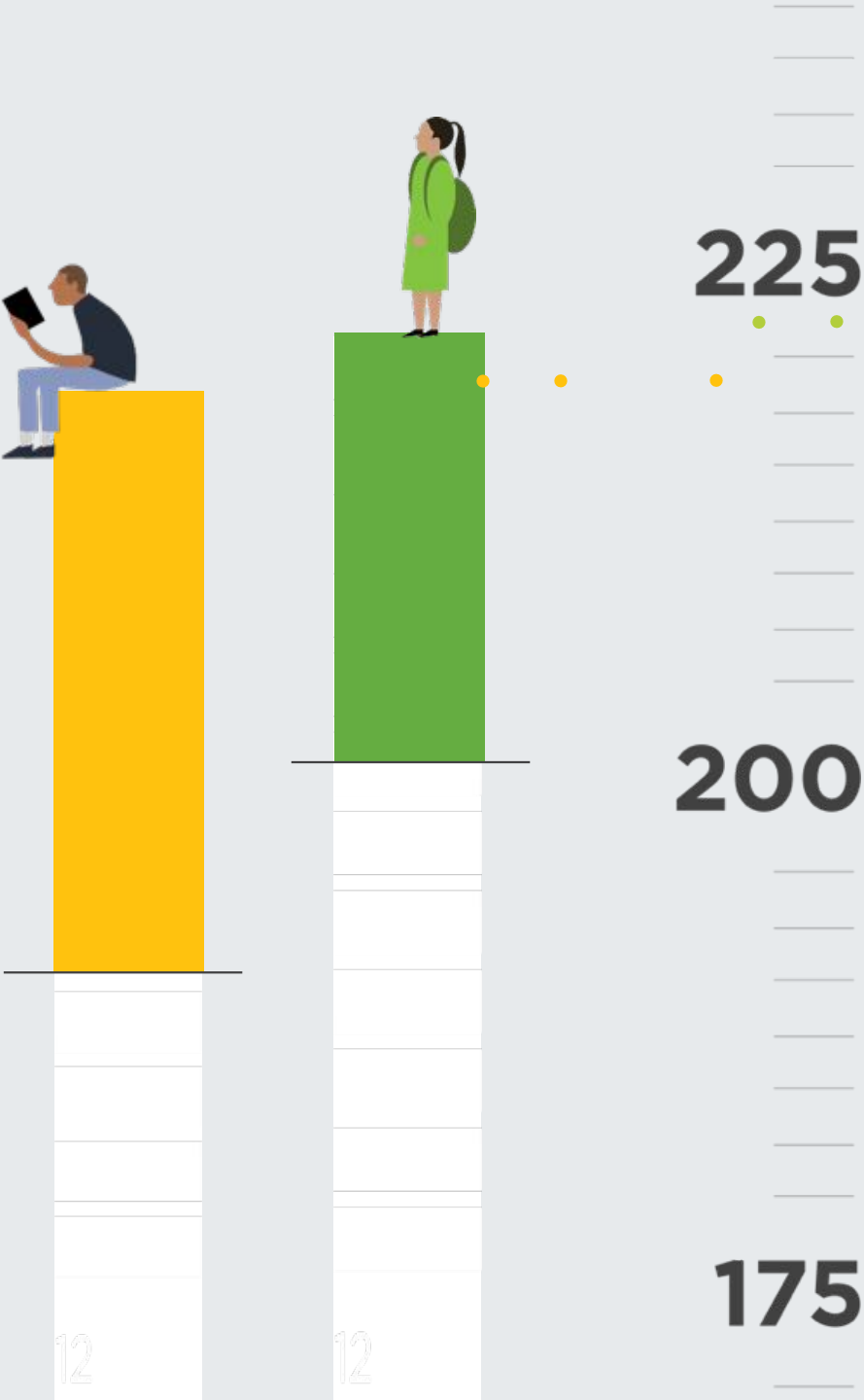
- Recorded Score
- Norms Grade Level Mean
- Growth Goal



Who had a better year?



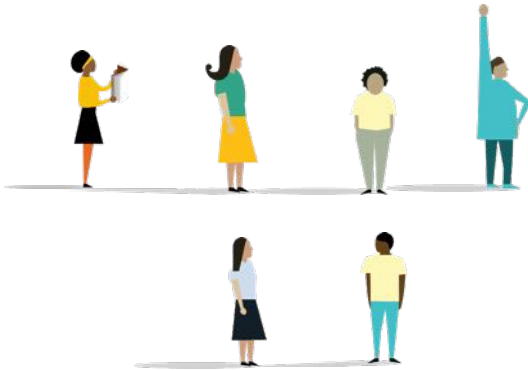
Who had a better year?



Differentiating instruction



Intervene, develop, challenge



201-210

INTERVENE



211-220

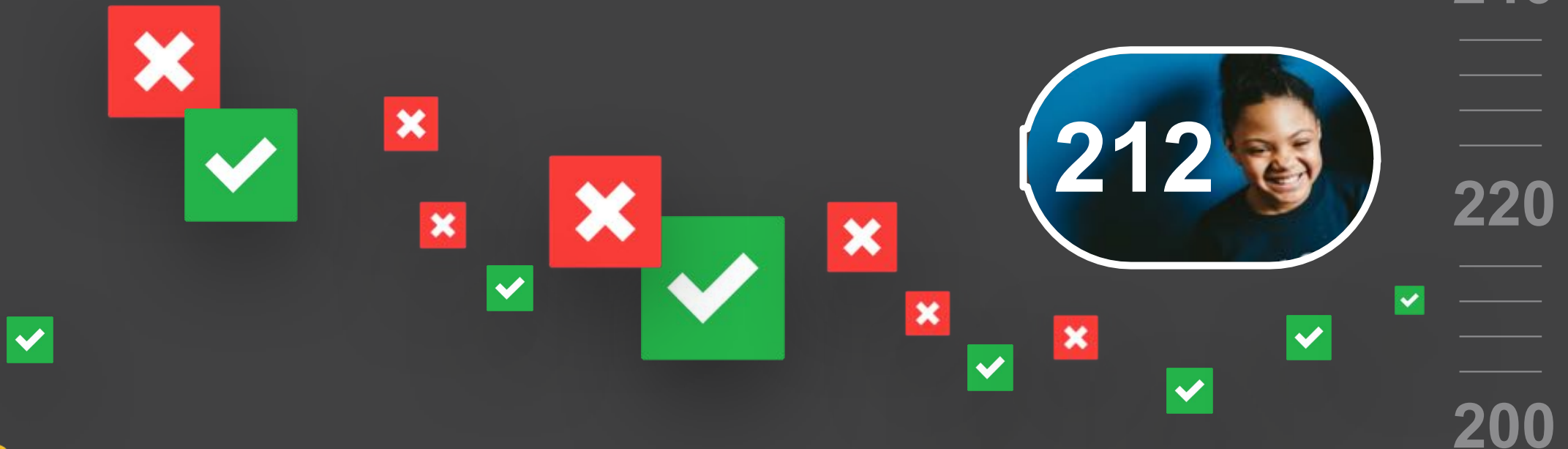
DEVELOP



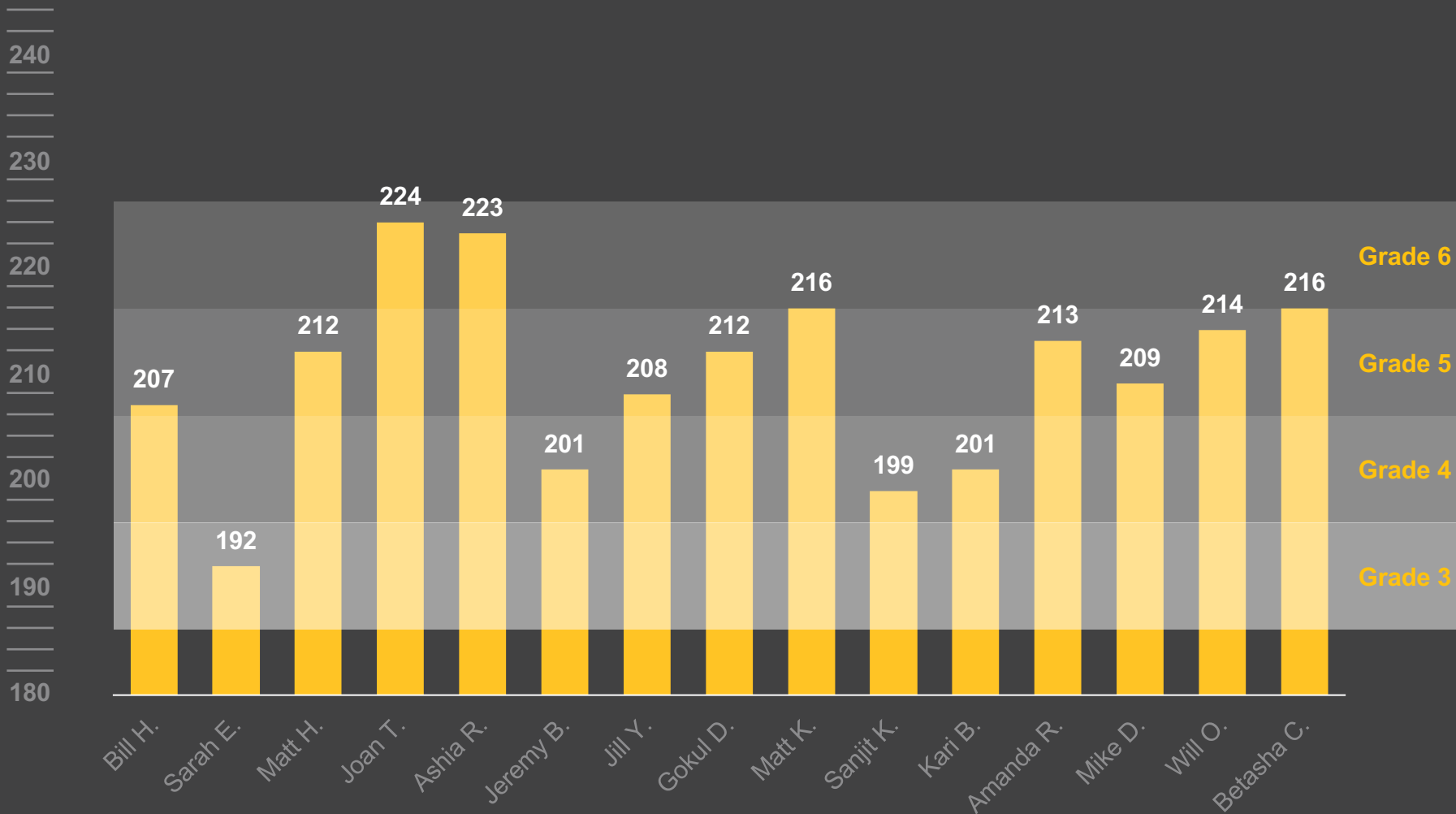
221-230

CHALLENGE

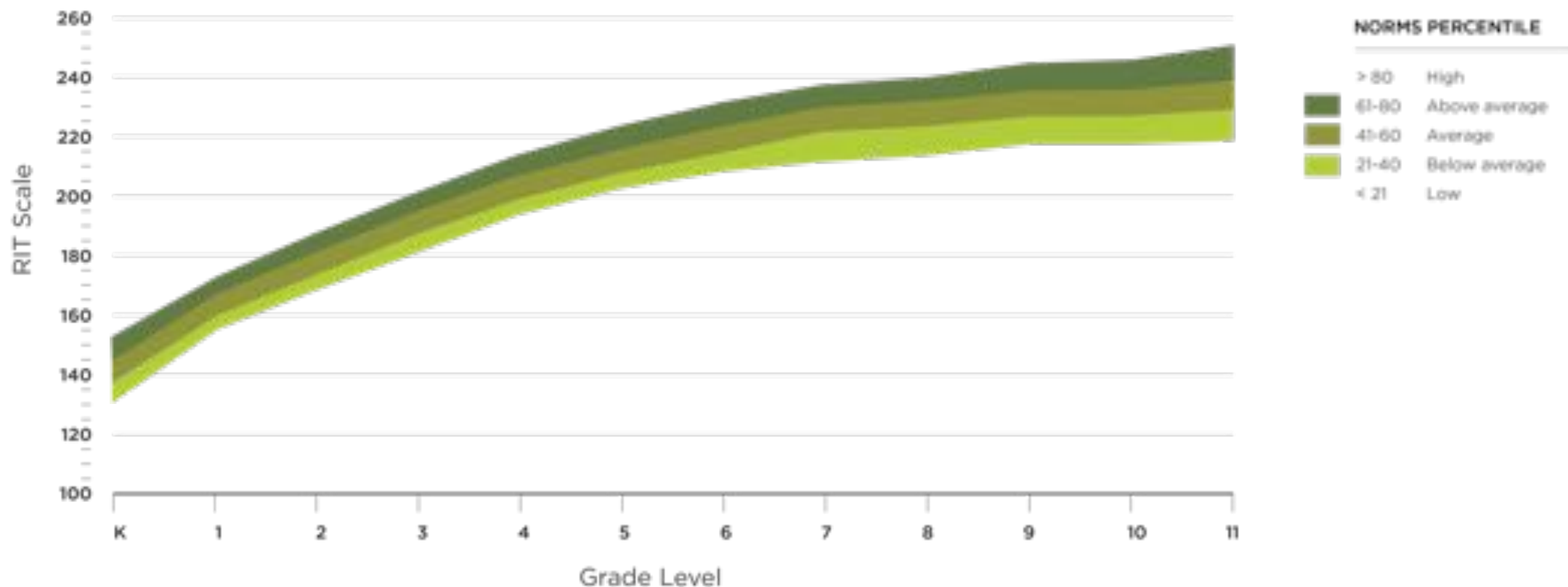
Computer adaptive assessments



A typical 5th grade math class



Normative RIT Data Grades K - 11



Learning continuum

ACTIONABLE

- + Connects RIT scores to skills and concepts students are ready to learn

APPROACHABLE

- + Easy to understand Learning Statements connected to your standards

FLEXIBLE

- + Multiple report views to meet different needs



Learning continuum

Example

INSTRUCTIONAL
AREA

GEOMETRY

INSTRUCTIONAL
SUB AREA

Reason with Shapes, Attributes
and Coordinate Plane

TOPIC

Identification and Classification
of 2-D Shapes



Reinforce

211-220



Develop

221-230



Introduce

231-240

LEARNING
STATEMENTS

Classifies 2-D shapes
by properties



Knows definitions of
non-basic shapes



Identifies properties of a
2-D shape



Identifies and names non-basic
shapes



Knows definitions of
special triangles



Understands the relationships
among categories of shapes



Learning continuum

COMPARISONS ⓘ	INSTRUCTIONAL AREAS ⓘ	GROWTH GOALS ⓘ
46TH Norms Percentile Achievement for this term, ranked against NWEA 2015 Norms Study	194 Informational Text: Key Ideas and Details →	SPRING 2018 ● Customize the growth target for this student by setting a growth goal →
Partially Proficient Michigan Student Test of Educational Progress Projected result for test taken in spring	198 Vocabulary: Acquisition and Use →	<i>Past Goals</i> There are no previous goals for this student.
	199 Informational Text: Language, Craft, Structure →	
	203 Literary Text: Key Ideas and Details →	
	217 Literary Text: Language, Craft, Structure →	
	↕ <i>Relative Strength</i>	



123

A



C

Student profile report

Student profile report



Student profile report

COMPARISONS ⓘ

66TH

Norms Percentile

Achievement for this term, ranked against NWEA 2015 Norms Study

Proficient

Michigan Student Test of Educational Progress

Projected result for test taken in spring

INSTRUCTIONAL AREAS ⓘ

201

Vocabulary: Acquisition and Use →

↳ Suggested Area of Focus

203

Informational Text: Key Ideas and Details →

211

Informational Text: Language, Craft, Structure →

221

Literary Text: Language, Craft, Structure →

222

Literary Text: Key Ideas and Details →

↳ Related Strength

Student profile report



Ann Arbor Public Schools

NWEA Growth Report

2017-18



FROM OUR TEACHERS:

KATIE TALMADGE, 2nd Grade Teacher at A2 STEAM:

*"NWEA assessment data is a **great tool to help guide my classroom instruction**. I am able to create targeted goals based on students RIT ranges in specific areas of math and ELA as well as identify gaps in our curriculum.*

*After taking the Winter NWEA MAP assessment **my grade level team and I noticed** that a majority of our students needed to work on idioms and metaphors. This was not something we spent a lot of time on in the past but thanks to the NWEA data we were able to tweak our scope and sequence for the second half of the year to include a figurative language unit. **By the end of the year all students had mastered** this area of the NWEA ELA assessment."*



FROM OUR TEACHERS:

BRENDEN HATT, 5th Grade Teacher at Pattengill:

The NWEA MAP is one assessment that I use in formulating personalized learning plans with students individually, and with parents during conferences. The MAP does give more precise measurements of student understanding on a larger variety of topics than any other formal assessment that I'm aware of. The MAP does provide resources for setting very specific learning goals that are easy enough, in my experience, for a fifth grader to use in setting their own learning goals. In my opinion, the MAP can be a great tool for very active parents to begin to get a more precise understanding of their child's readiness.



FROM OUR TEACHERS:

ASHLEY VANSTEELANDT, Kindergarten Teacher at Carpenter:

*I use NWEA data from the "Class Breakdown by Goal" report and the individual reports to **see where students are strong and what they need to work on..** Then I use this data to better **differentiate instruction** to meet students' needs in whole group and small group instruction.*



FROM OUR TEACHERS:

CAROLINE SEMRAU, 1st Grade Teacher at A2 STEAM:

*I use the NWEA data to write **personalized learning plans** to drive my students' learning goals. With the data, I can analyze the strengths and weaknesses of each child. I meet with each child to share NWEA results and then identify an area to work on until the next round of testing. **Students feel invested** in their learning and work really hard to meet their specific goals. In addition, parents know specific areas to work on with their child. There is **a sense of pride and satisfaction** when students see that they are beginning to master a certain skill. When that skill pops up in a future math lesson, those students become the experts in teaching other students which further boosts their self confidence.*



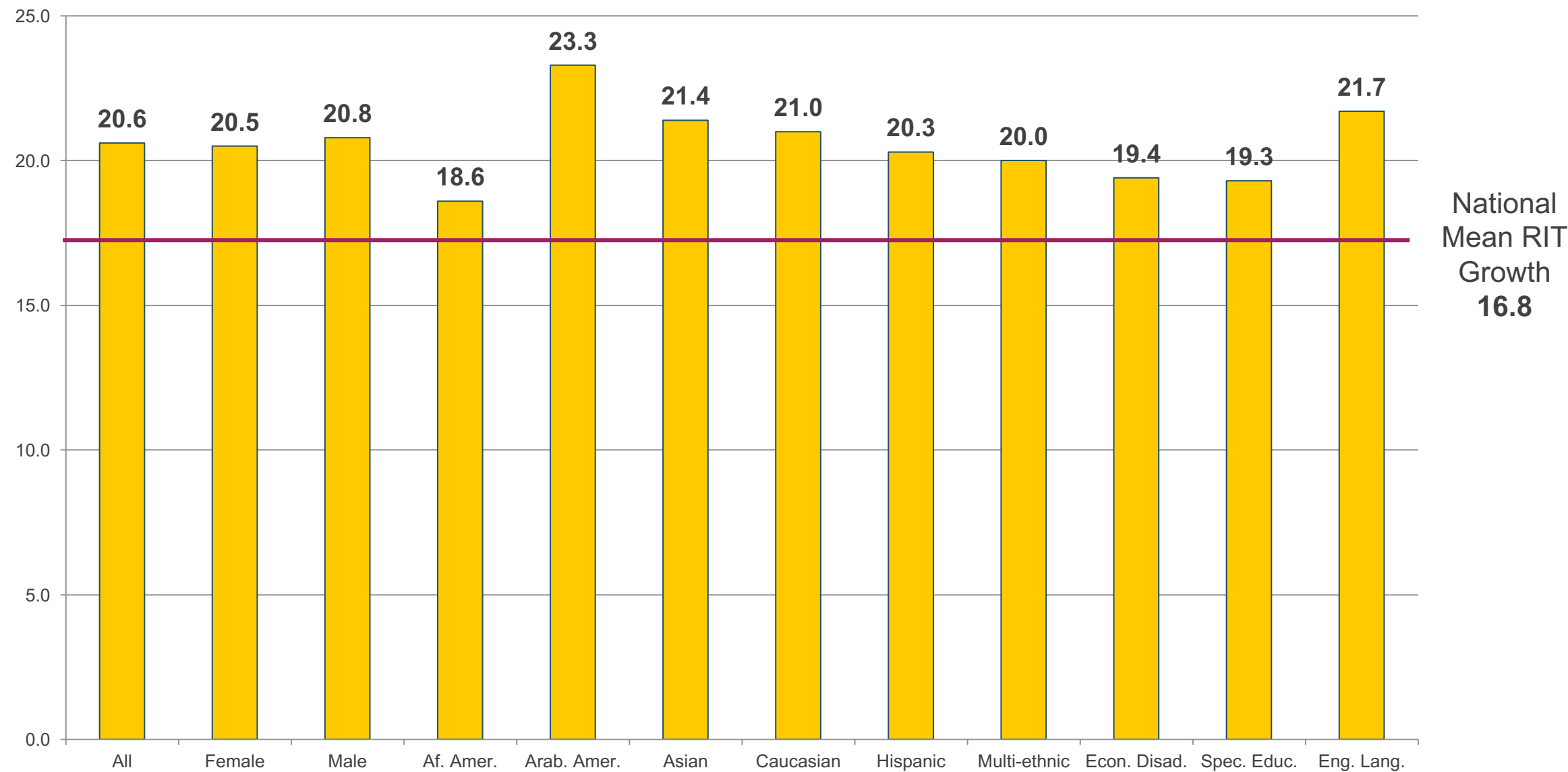
AAPS READING 2017-2018

Exceptional^{a+}
ANN ARBOR PUBLIC SCHOOLS

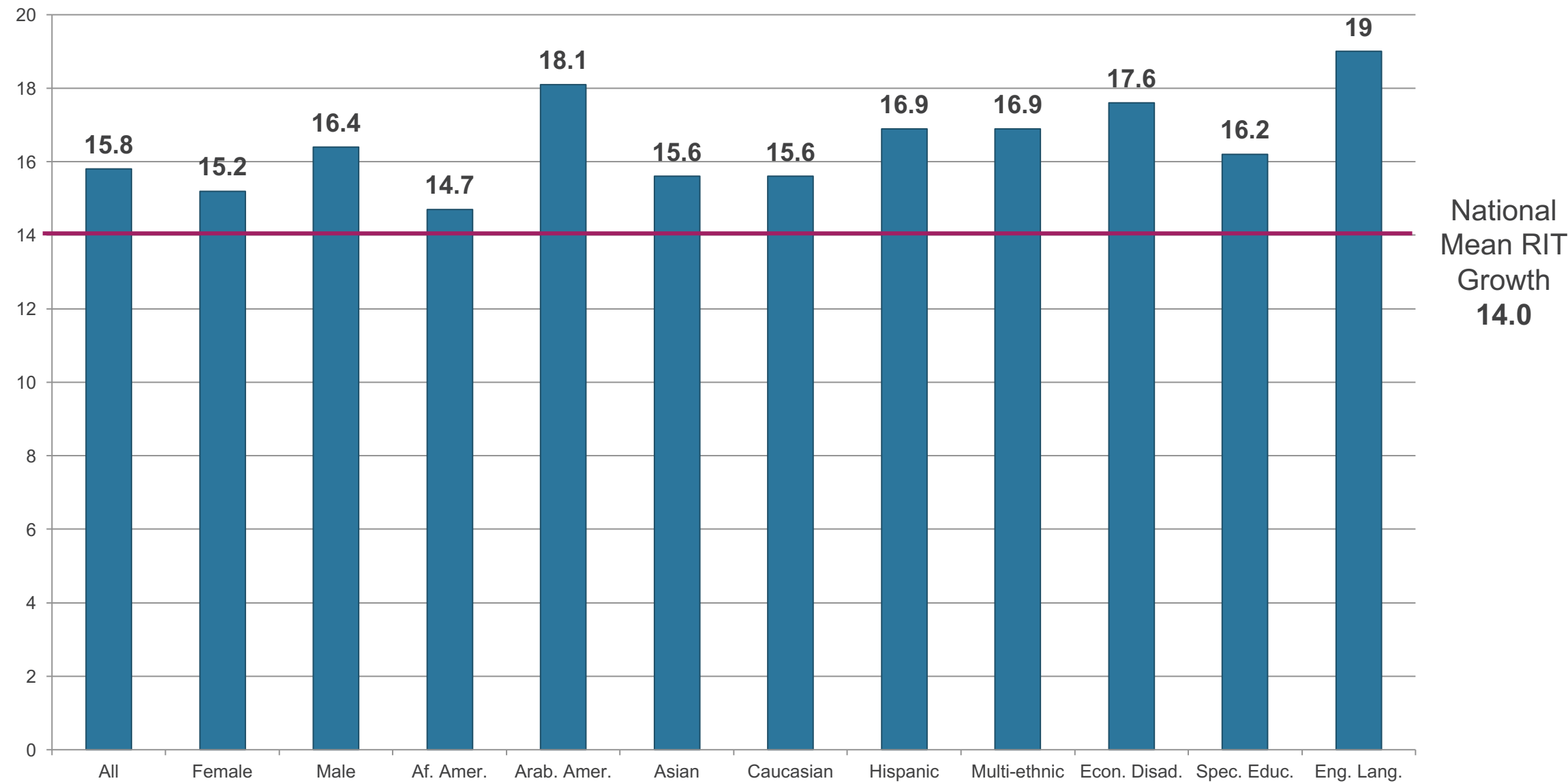


map GROWTH

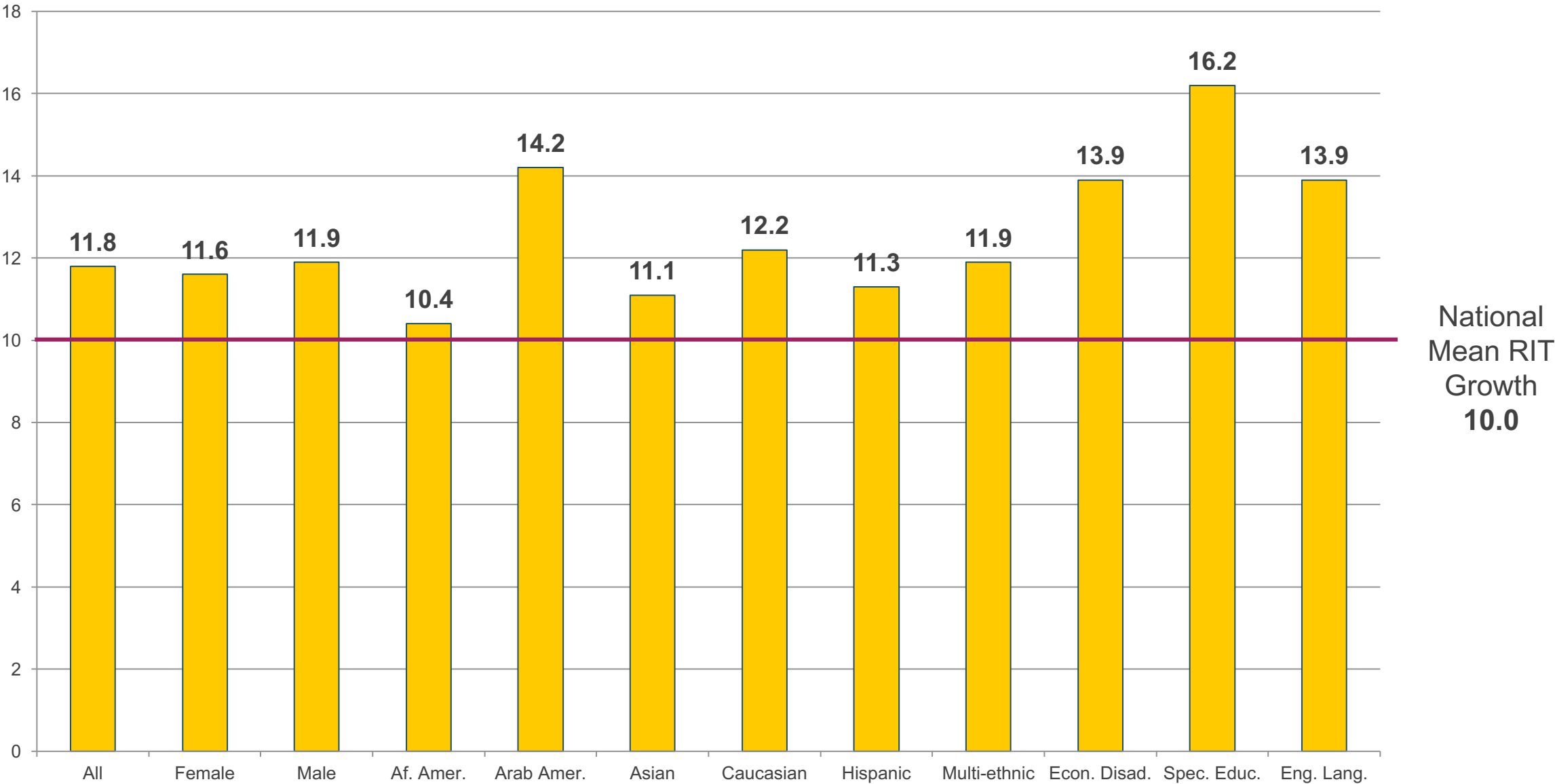
1st Grade Reading - 2017-2018 Fall To Spring RIT Growth by Subgroup



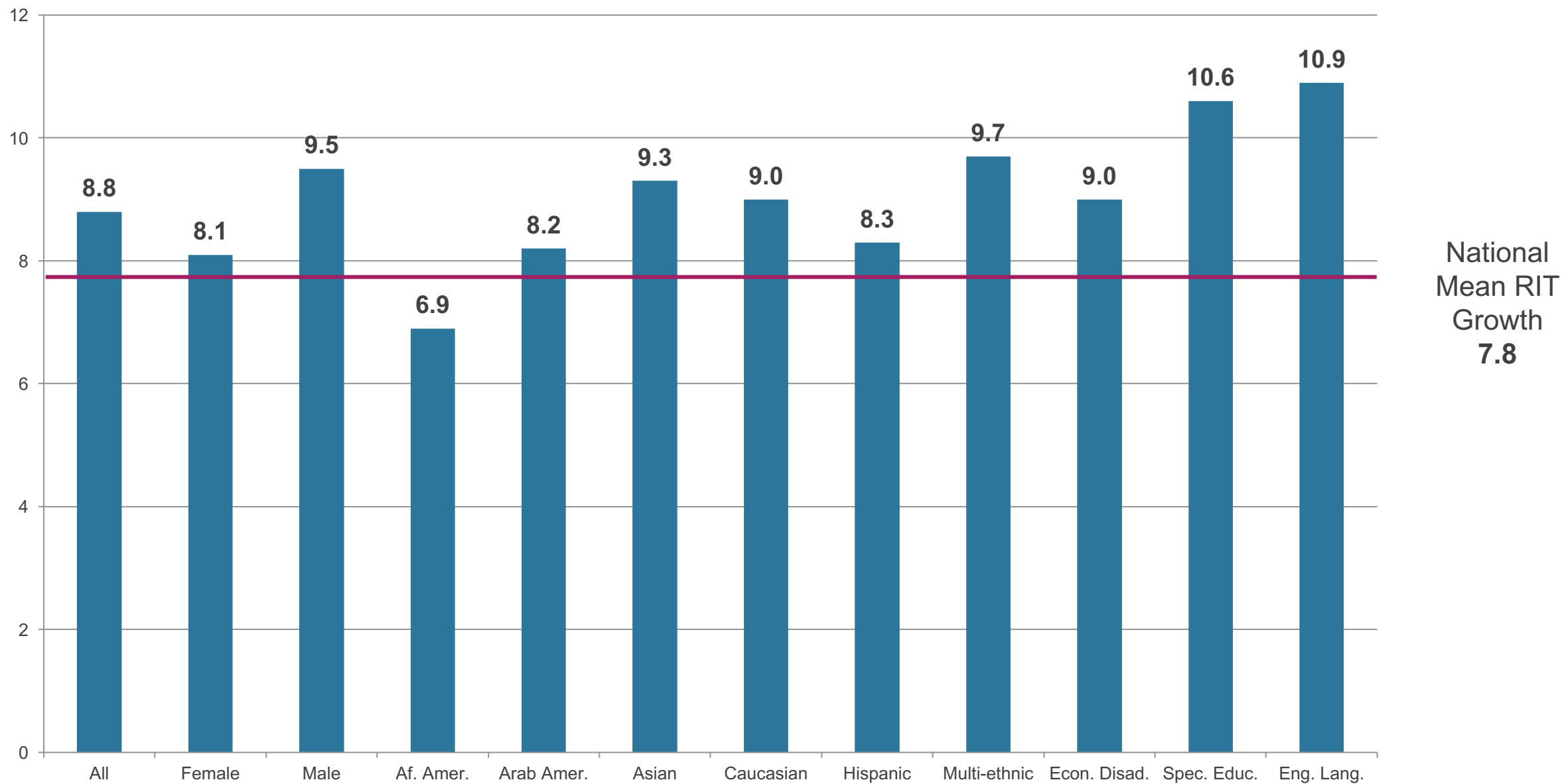
2nd Grade Reading - 2017-2018 Fall To Spring RIT Growth by Subgroup



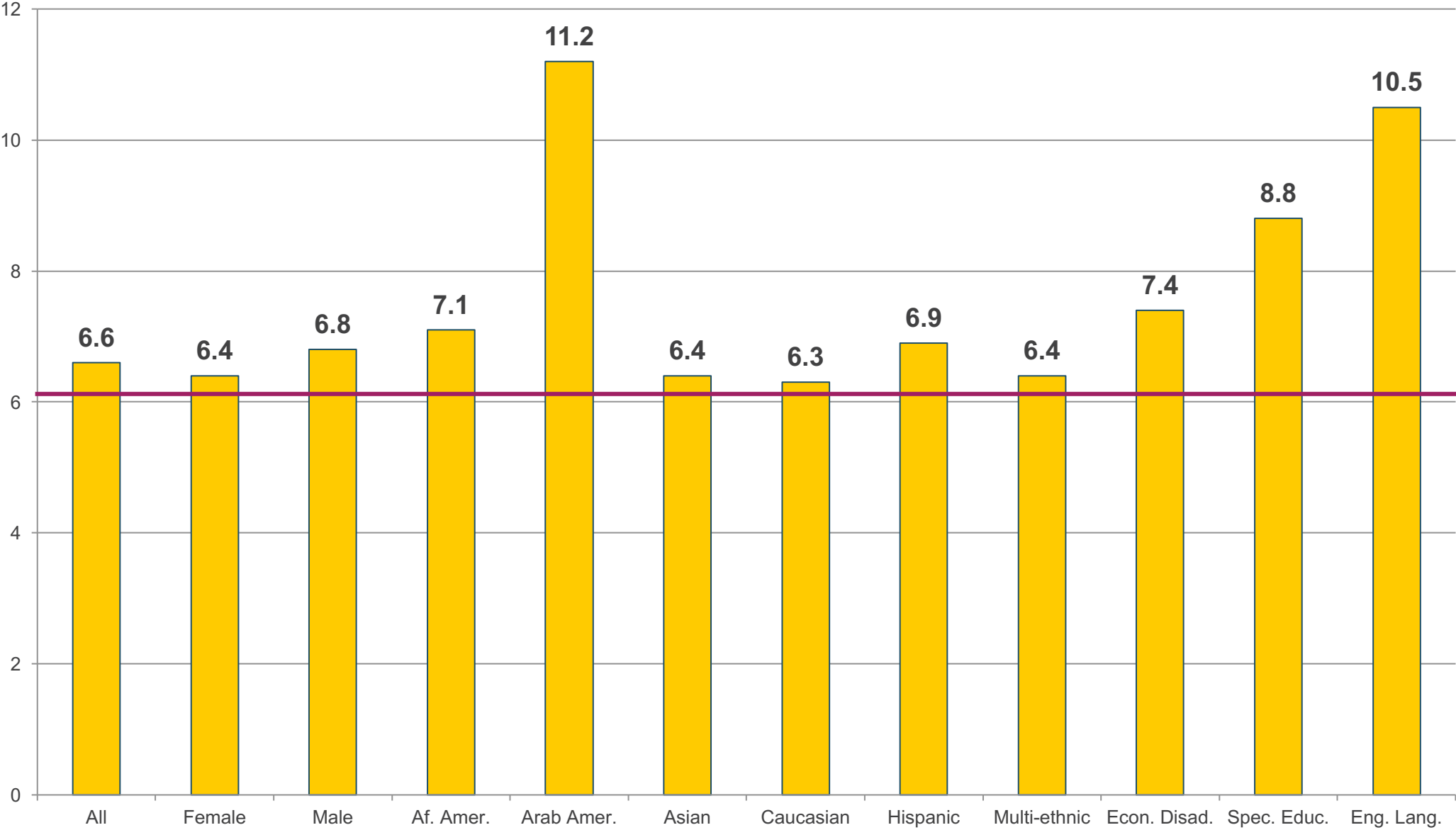
3rd Grade Reading - 2017-2018 Fall To Spring RIT Growth by Subgroup



4th Grade Reading - 2017-2018 Fall To Spring RIT Growth by Subgroup



5th Grade Reading - 2017-2018 Fall To Spring RIT Growth by Subgroup



National
Mean RIT
Growth
6.1

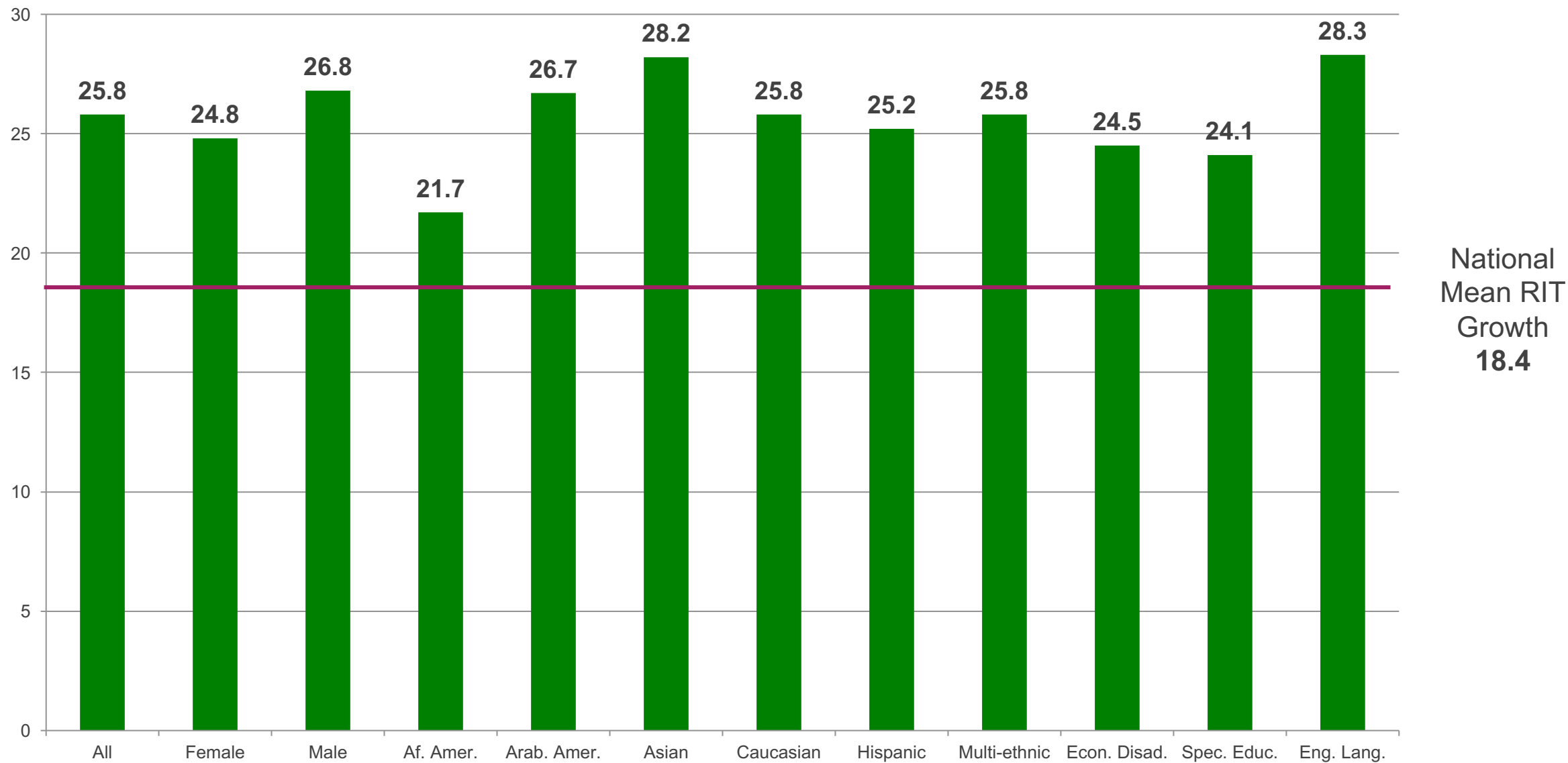
AAPS MATHEMATICS 2017-2018

Exceptional⁺
ANN ARBOR PUBLIC SCHOOLS

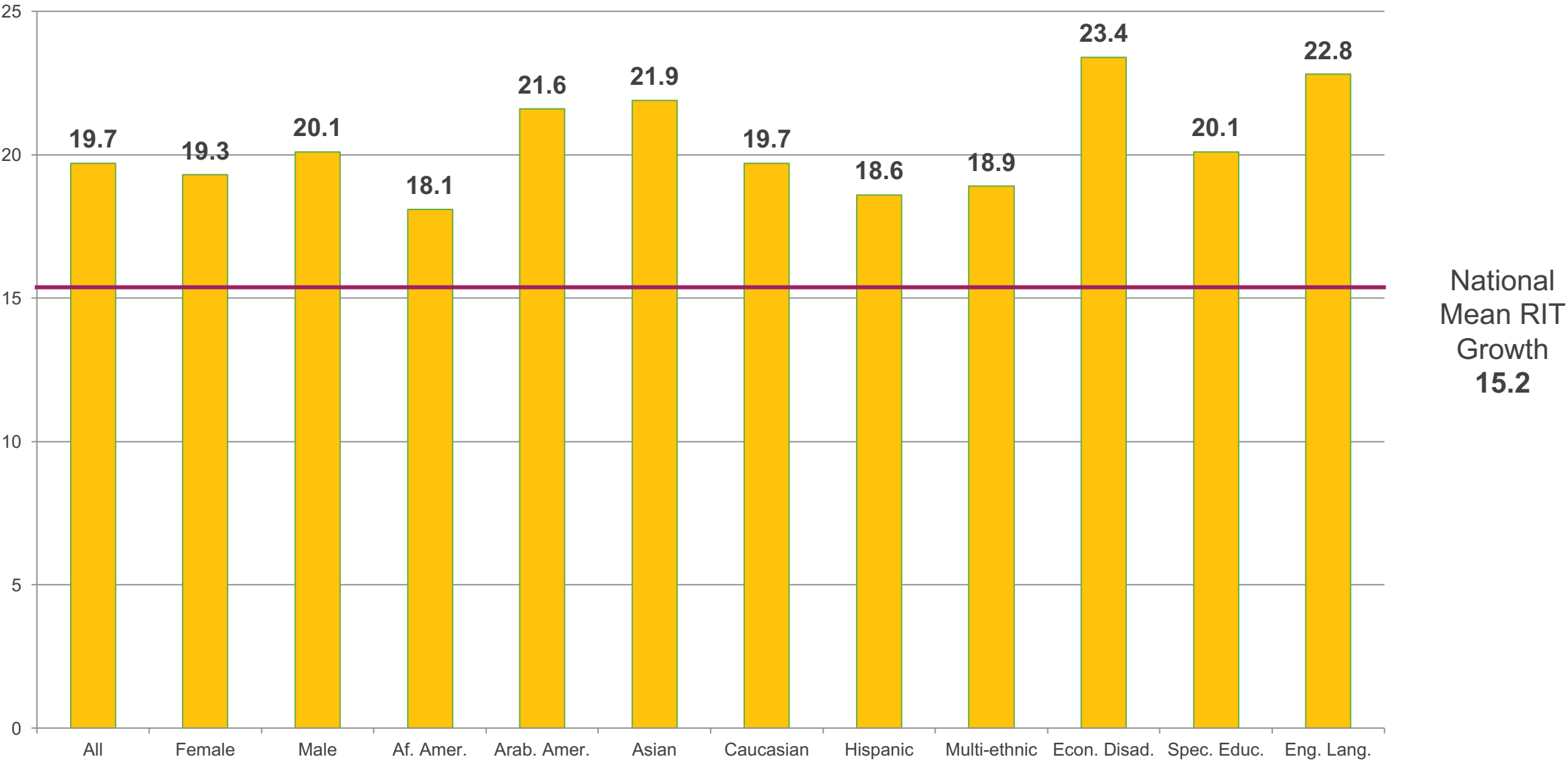


map GROWTH

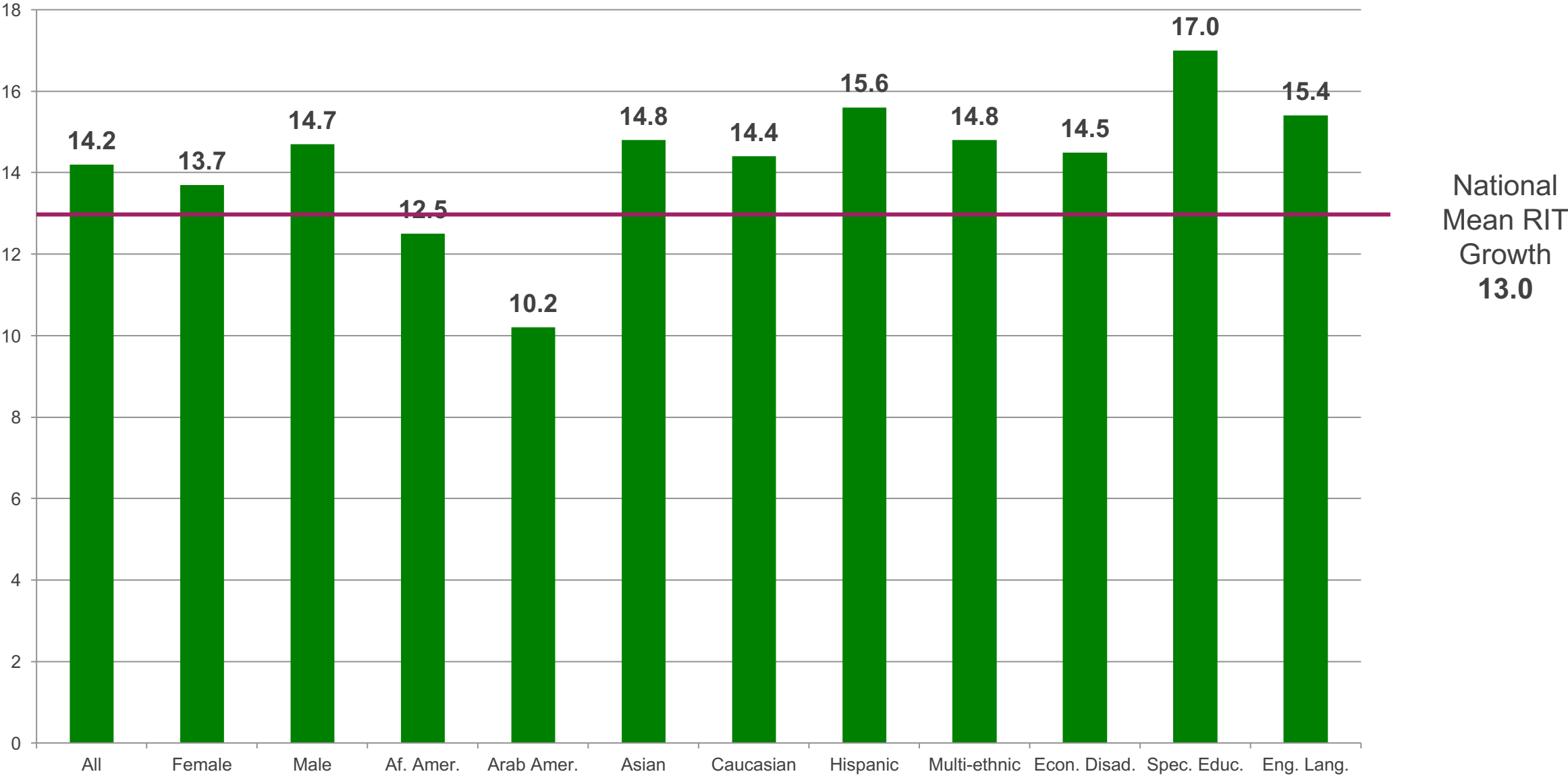
1st Grade Mathematics - 2017-2018 Fall To Spring RIT Growth by Subgroup



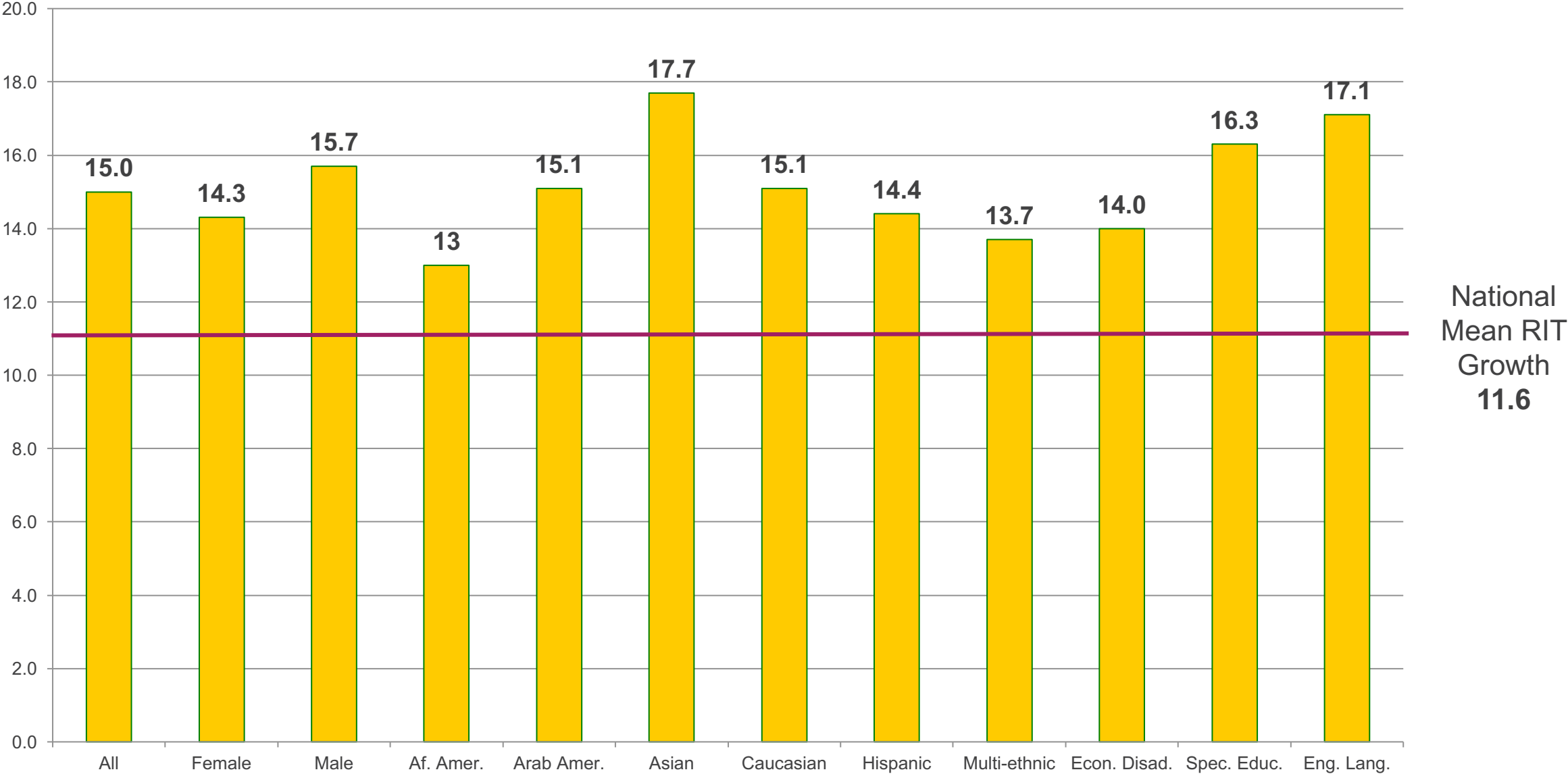
2nd Grade Mathematics - 2017-2018 Fall To Spring RIT Growth by Subgroup



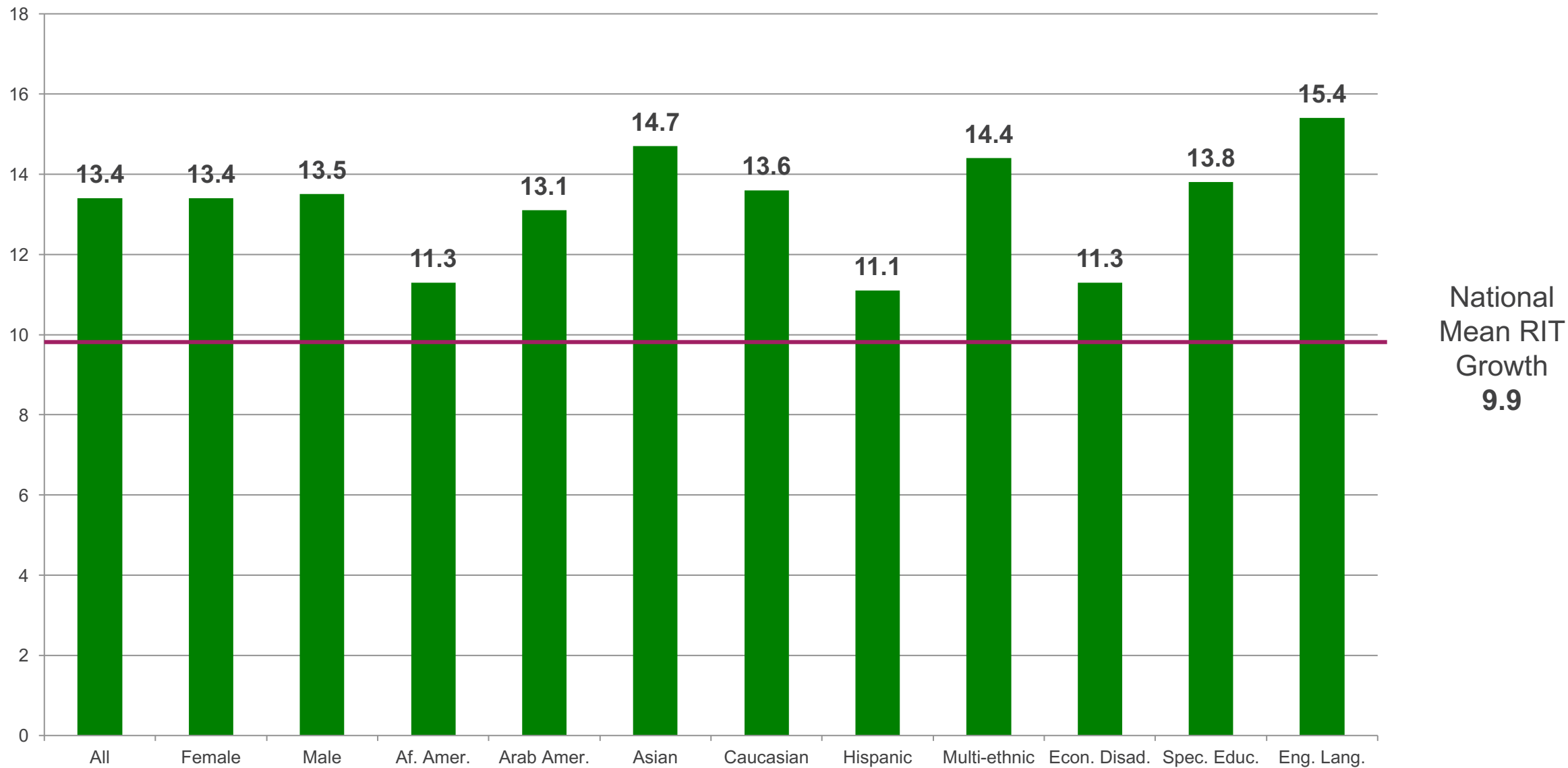
3rd Grade Mathematics - 2017-2018 Fall To Spring RIT Growth by Subgroup



4th Grade Mathematics - 2017-2018 Fall To Spring RIT Growth by Subgroup



5th Grade Mathematics - 2017-2018 Fall To Spring RIT Growth by Subgroup



AAPS NWEA Growth Report 2017-18

Summary, Challenges, and Next Steps

- All student groups are increasing in RIT growth, year-to-year, over a 5 year timeframe
- At most grade levels, in both reading and math, AAPS is exceeding national levels of growth overall and in student groups (exceptions are 3rd Grade Math and 4th Grade Reading)
- We still observe disparities in the amount of growth across student groups and are focusing our work in those areas