

Disaggregating NWEA MAP Projections

Chief Accountability Officer, Theodore Dwyer, Ph.D.
Chief Academic Officer, Minika Jenkins


Expect great things.

 **Pittsburgh
Public Schools**

District Assessments

- Education committee review NWEA & MTSS
- Projections
- Use of Data in the classroom

Projections Based on Current Status

- Projections
 - Projections are an estimation of how students will perform given their current performance.
 - There is often a time difference between when the test is being completed and the point at which students will take the test that is being predicted.
 - There are approximately 16 weeks – 12 weeks between when this testing occurred and PSSA.



Expect great things.

Reminder – NWEA MAP Assessment

- What information is provided
 - Standards (PA aligned K-12)
 - Projected performance (PSSA, ACT and SAT)
 - English Language Arts (RIT Scores, Standards, Lexiles, growth projections)
 - Mathematics information (RIT Scores, Standards, growth projections)
 - Science (RIT Score, 3-8 PA standards)

Reminder - First Stages of Implementation

NWEA MAP

Schedule:

- First window Sept 3rd –Oct 4th
- Second window Nov 25th-Dec 20th
- Third window (starting Feb 21st)



Expect great things.

Things to Keep in Mind About Data

- Data are a thermometer not a condemnation or goal
 - Marine biologists collect data about reefs to document the decline of our oceans.
 - Medical personnel collect data to take action and inform impact of treatments
 - Educators collect and use data to make improvements
- Projections reflect a point in time – the earlier we can get the information the quicker we can use it to improve.
 - There are approximately 16 weeks – 12 weeks between when the last test window and the PSSA.
- Data reflect where we are and where we have been. Having the data allows us to have conversations and set supports.

 **Expect great things.**

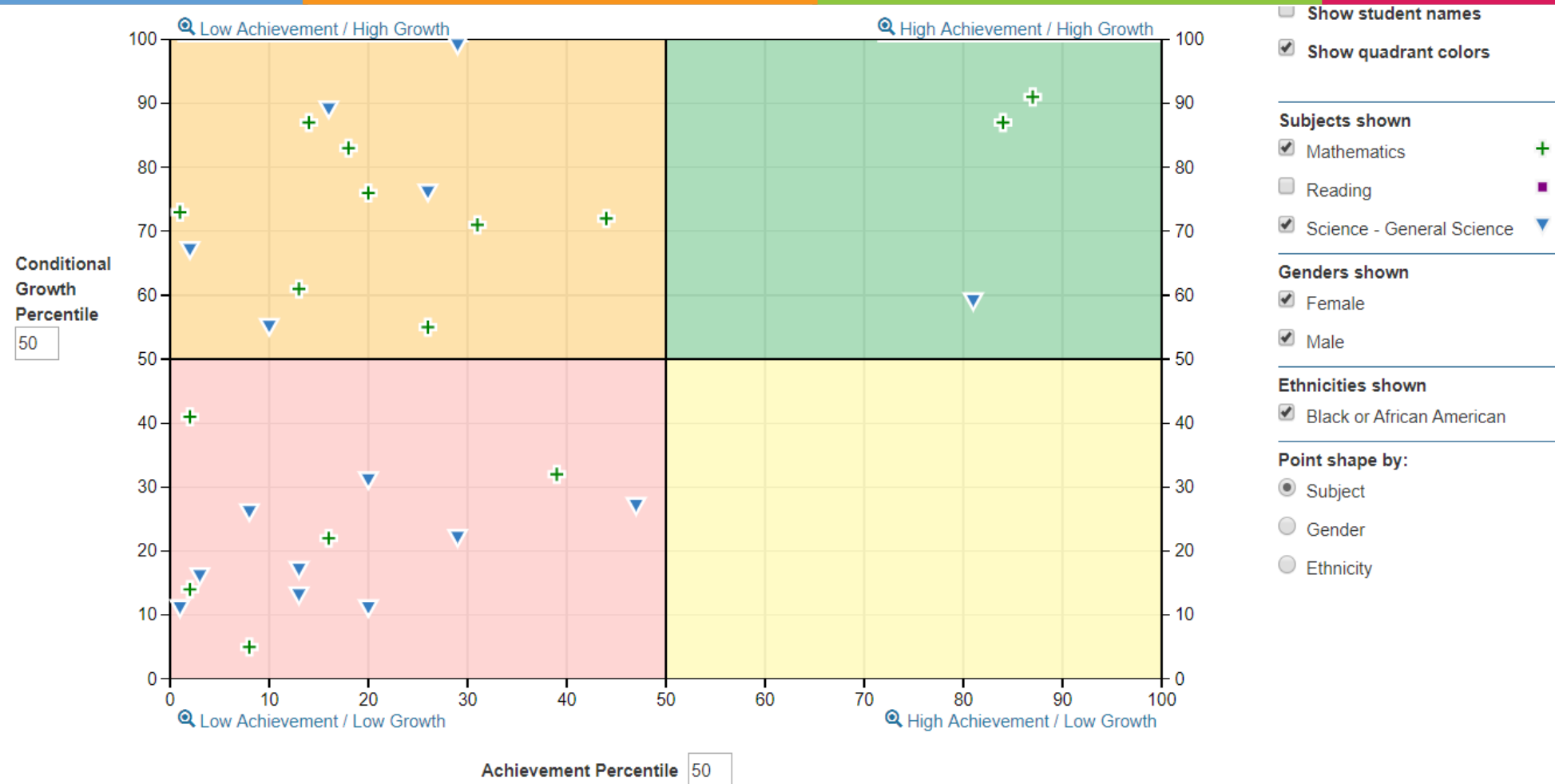


Disaggregating the Data in the Classroom













Expect great things.

Sample Math & Science Achievement Status & Growth Summary with Quadrant Chart



Sample Math & Science Achievement Status & Growth Summary with Quadrant Chart

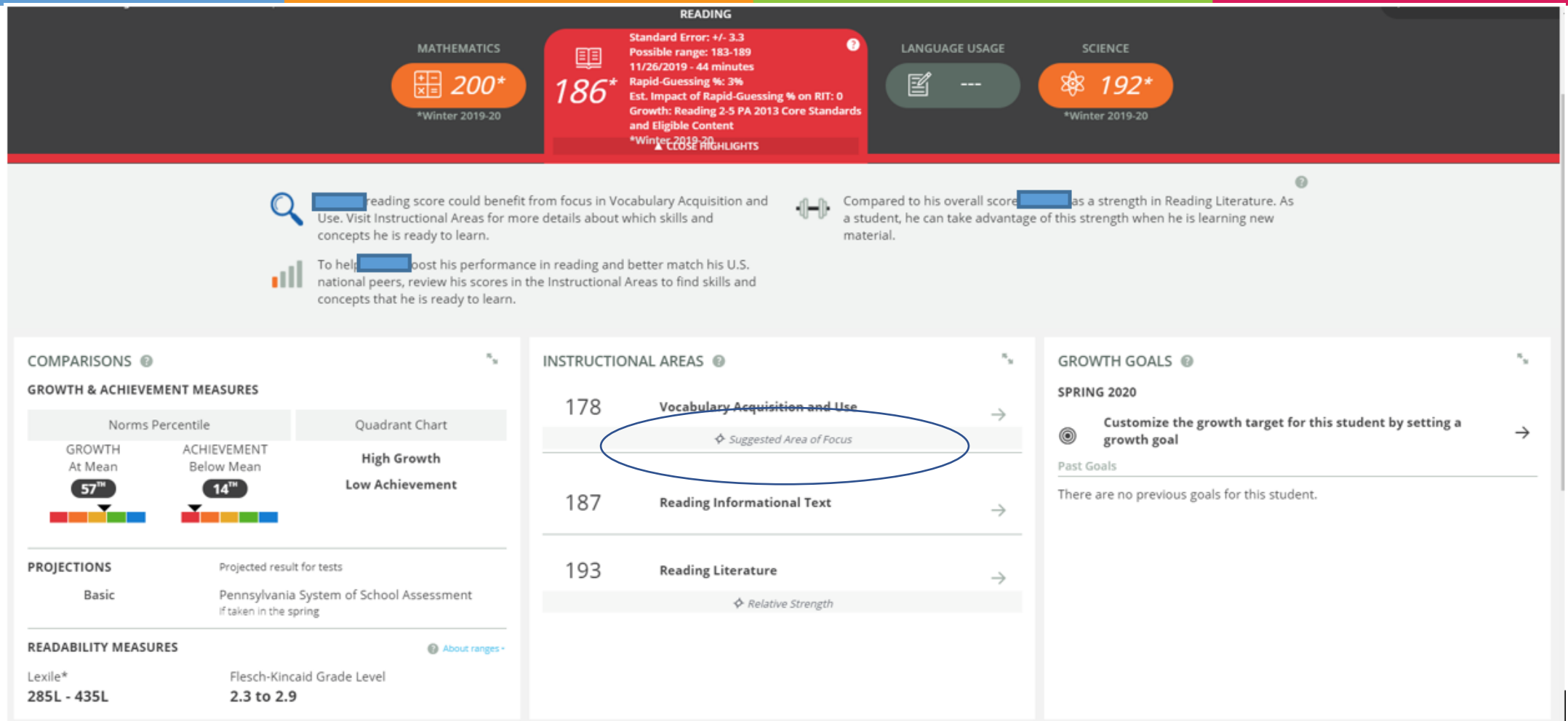
Achievement Percentile

| | | | | Achievement Status | | | | Growth | | | | | |
|---|--|------------------|-----------------|---------------------------|---------------------------------|---------------------------|---------------------------------|------------------|---------------------|--------------------|--------------------------|-----------------|----------------------------|
| Quadrant | Name  ID | WI 2020 Grade | WI 2020 Date | Fall 2019 | | Winter 2020 | | Student | | | | | |
| | | | | RIT Range (+/- SEM) | Percentile Range (+/- SE) | RIT Range (+/- SEM) | Percentile Range (+/- SE) | Projected RIT | Projected Growth | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth |
| ▼ Mathematics: 15students | | | | | | | | | | | | | |
|  |  | 4 | 12/6/19 | 186-189-192 | 12-17-23 | 184-187-190 | 5-8-11 | 195 | 6 | -2 | 4.1 | -8 | No |
|  | | 4 | 12/6/19 | 175-178-181 | 3-4-6 | 176-179-182 | 1-2-4 | 184 | 6 | 1 | 4.1 | -5 | No |
|  | | 4 | 12/6/19 | 181-184-187 | 6-10-14 | 191-194-197 | 13-18-24 | 190 | 6 | 10 | 4.1 | 4 | Yes [‡] |
|  | | 4 | 12/6/19 | 171-174-177 | 1-2-3 | 176-179-182 | 1-2-4 | 180 | 6 | 5 | 4.1 | -1 | No [‡] |
|  | | 4 | 12/6/19 | 188-191-194 | 16-21-28 | 190-193-196 | 11-16-21 | 196 | 5 | 2 | 4.1 | -3 | No [‡] |
|  | | 4 | 12/6/19 | 189-192-195 | 18-23-30 | 195-198-201 | 20-26-33 | 197 | 5 | 6 | 4.1 | 1 | Yes [‡] |
|  | | 4 | 12/6/19 | 208-211-214 | 67-75-81 | 218-221-224 | 78-84-88 | 216 | 5 | 10 | 4.1 | 5 | Yes |
|  | | 4 | 12/6/19 | 189-192-195 | 18-23-30 | 197-200-203 | 24-31-39 | 197 | 5 | 8 | 4.2 | 3 | Yes [‡] |
|  | | 4 | 12/6/19 | 209-212-215 | 70-77-83 | 220-223-226 | 82-87-91 | 217 | 5 | 11 | 4.1 | 6 | Yes |
|  | | 4 | 12/6/19 | 194-197-200 | 28-36-44 | 202-205-208 | 36-44-52 | 202 | 5 | 8 | 4.2 | 3 | Yes [‡] |



Expect great things.

Student Profile Report



Student Profile Report: Area of Focus

INSTRUCTIONAL AREAS ⓘ

Group by :

STANDARD

TOPIC

Grade(s) :

All Grades

Show learning statements :

SHOW

HIDE

View learning statements to : ⓘ

☒ REINFORCE

☒ DEVELOP

☐ INTRODUCE

View All Instructional Areas

Vocabulary Acquisition and Use
Suggested Area of Focus
178
± 6.4

Reading Informational Text
187
± 5.7

Reading Literature
Relative Strength
193
± 6.1

These learning statements apply to [redacted] current RIT score:

Vocabulary Acquisition and Use

▼ Understand Word Relationships and Expression

CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

REINFORCE these skills with [redacted] 161-170):
Identifies a word based on a description of its purpose or use

[redacted] ready to DEVELOP these skills (171-180):
Categorizes words

CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[redacted] ready to DEVELOP these skills (171-180):
Identifies sentences that describe feelings

CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

REINFORCE these skills with [redacted] 1-170):
Categorizes words
Identifies a picture based on a given definition
Identifies a word based on a description of its purpose or use
Identifies antonyms of given words in the 2-5 grade band

Filters

Class Breakdown by RIT



Class Breakdown by RIT Report



Term Rostered: Winter 2019-2020
Term Tested: Winter 2019-2020
District: Pittsburgh Public Schools
School:
Weeks of Instruction: 16 (Winter 2020)

| Subject | Overall Score | | | | | |
|---------------------------|---------------|---------|---------|---------|---------|---------|
| | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 |
| Mathematics | | | | | | |
| Reading | | | | | | |
| Science - General Science | | | | | | |

Learning Continuum

Learning Continuum - Test View

Growth: Math 2-5 PA 2013 Core Standards and Eligible Content [Print](#)

Edit Display Options

| | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|
| 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230 ➔ |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|

Numbers and Operations

Number and Operations in Base Ten ^

| | | | | |
|---|---------|---------|---------|---|
| ➔ | 161-170 | 171-180 | 181-190 | ➔ |
|---|---------|---------|---------|---|

| Reinforce these skills & concepts | Develop these skills & concepts | Introduce these skills & concepts |
|---|--|--|
| CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. | | |
| <ul style="list-style-type: none"> Compares sets of objects within 10 using terms | <ul style="list-style-type: none"> Compares whole numbers within 10 using terms Compares sets of objects within 10 using terms | <ul style="list-style-type: none"> Compares sets of objects within 10 using terms |
| CC.2.1.1.B.2: Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers. | | |
| <ul style="list-style-type: none"> Reads and writes whole numbers within 100 in expanded form Compares whole numbers within 100 using terms Identifies the number of tens and ones in a model Represents whole numbers within 20 with models Reads and writes whole numbers within 100 as tens and ones Represents whole numbers within 100 with models | <ul style="list-style-type: none"> Reads and writes whole numbers within 100 in expanded form Compares whole numbers within 100 using terms Identifies the number of tens and ones in a model Applies knowledge of place value or number sense to compose or decompose whole numbers greater than 10 to create equivalent expressions Composes or decomposes tens in a model to represent whole numbers within 100 in multiple ways | <ul style="list-style-type: none"> Identifies the number of tens and ones in a model Applies knowledge of place value or number sense to compose or decompose whole numbers greater than 10 to create equivalent expressions Composes or decomposes tens in a model to represent whole numbers within 100 in multiple ways Compares whole numbers within 100 using symbols |

Use of Data (School & Classroom)

- Schools are using NWEA and other data for continuous improvement
 - Focusing on MTSS (Multi-Tiered System of Support) Tier 1 & Tier 2
 - Explicit and systematic instruction (informed by NWEA, Dibels, optional Unit assessments)
 - Clear differentiation based on PA core standards
 - Including emphasis Text Dependent Analysis in ELA
 - Open ended responses in Mathematics
 - Behavioral supports
 - Positive Behavioral Interventions Supports (PBIS) implementation
 - Restorative Practices (RP)
 - Efficacy (Growth Mindsets)
 - Attendance improvements
 - Student & Employee



Thank you