

NWEA Board Report - November 23, 2020

Fall Testing:

Fall testing was completed in the first two weeks of school. This is different from most years. Most years we wait a week to begin. Having one-to-one iPads available at all grade levels allowed for a much more seamless testing process.

- Children were able to test within their classrooms.
- Eliminated the transition time to and from the computer labs.
- Eliminated the need for a complicated scheduling process.
- K-8 classes tested at the same time so there was a quiet testing protocol happening throughout the school buildings.
- K/1 we had many extra hands to help with student login and getting the sessions started in a timely fashion.
- Distance learners at k-8 came into the building to test at scheduled times.
- HS distance learners were to test when their scheduled class tested.
 - 17 students were 'missing' - who we did not connect with at all
 - 19 distance learners did not complete their required testing.
 - Offered other times to make up the testing.
 - Many did not log into the program.
 - Teachers, principal, librarian and Director of Assessment all attempted several times to make these connections to get students tested.

Explanation of why we cannot compare last year's NWEA data to this year's NWEA data:

NWEA completed a new 'Normed Data Study' and released new norms for the 2020 testing year. The transition to new norms causes the yearly comparison to last year's data to be void. For many reasons, it is inadvisable to compare performance of a student on one set of MAP Growth test norms to his or her performance on another set of MAP Growth test norms (i.e., 2015 versus 2020 norms).

Differences between the 2020 and 2015 MAP Growth norms:

Most notably, student achievement has declined in recent years across subject areas, grades, and terms. There are also differences in the magnitude of growth observed between test events. On average, in mathematics and reading, the 2020 growth norms show slightly lower means in the earlier grades and slightly greater means in the upper grades. Drops in the average mathematics and reading achievement for grades four and eight are consistent with recent declines reported on the National Assessment of Educational Progress (NAEP) for these subjects and grades.

Why using NWEA is important:

The 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years.

1. This information:

- helps teachers plan instruction for individual students or confer with parents
- supports school and district administrators as they focus on allocating resources
- empowers school staff as they work to improve all educational outcomes

Educators make use of the *MAP Growth* norms in many ways, including:

1. Evaluating student achievement and growth
2. Individualizing instruction
3. Setting achievement and growth goals for students or groups of students in a school
4. Supporting conversations about achievement patterns

Using data with more relevant norms ensures that we are providing updated estimates of achievement and growth norms.

*Grade coverage on the new norms now includes 11th and 12th grade. More coverage equals better tracking. By adding more grade level coverage it increases the opportunity to help better contextualize the achievement and growth of all students.