


# Achievement Status and Growth Report



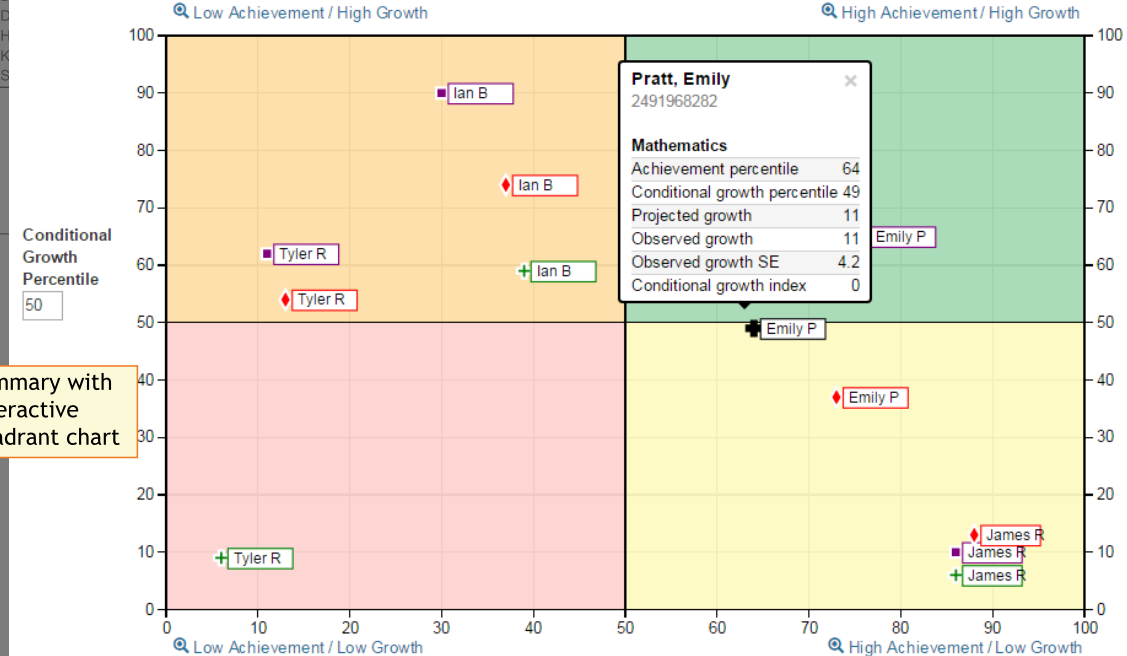
**Kotifani, Jenisha**  
5th Grade Homeroom

**Term Tested:** Fall 2015-2016  
**Term Rostered:** Fall 2015-2016  
**District:** NWEA Sample District 3  
**School:** Three Sisters Elementary

**Norms Reference Data:** 2015  
**Growth Comparison Period:** Fall 2015 - Winter 2016  
**Weeks of Instruction:** Start - 4 (Fall 2015)  
End - 20 (Winter 2016)  
**Optional Grouping:** None  
**Small Group Display:** Yes

Summary or projection for one or more classes and schools

Language Usage				Achievement Status				Growth							
				Fall 2015		Winter 2016		Student			Comparative				
ID	Name	W16 Grade	W16 Date	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	Conditional Growth Index	Conditional Growth Percentile
SF0701428	Flores, Michael S.	5	1/29/16	208- <b>211</b> -214	57- <b>67</b> -75	217- <b>220</b> -223	72- <b>78</b> -84	215	4	9	4.3	5	Yes	1.0	84
F09000030	Devany Noni	5	2/3/16	204- <b>207</b> -210	45- <b>54</b> -62	212- <b>215</b> -218	57- <b>66</b> -73	211	4	8	4.23	4	Yes†	0.8	80



Summary with interactive quadrant chart

**Description**

Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.

**Applicable Tests** MAP Growth, End of Course, and MAP Growth K-2.

**Intended Audience** Instructional coach, teacher, counselor

**Required Roles** Instructor, Administrator, or Assessment Coordinator

**Date Limits** 2 years prior, for tests completed within your test window range (set under Manage Terms)

# Projected Growth Sample

## — Achievement Status and Growth Report —

Achievement Status				Growth							
Fall 2015		Winter 2016		Student				Comparative			
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Met Growth Index	Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208- <b>211</b> -214	57- <b>67</b> -75			215	4						
204- <b>207</b> -210	45- <b>54</b> -62			211	4						
210- <b>213</b> -216	62- <b>70</b> -77			216	3						
198- <b>201</b> -204	29- <b>37</b> -45			206	5						
203- <b>206</b> -209	43- <b>51</b> -60			210	4						

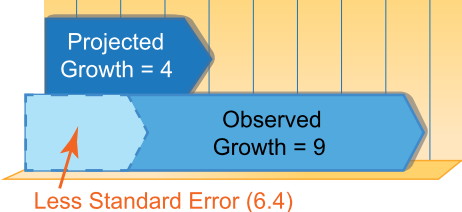
Achievement Status		Growth	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth
Test score for the term, shown in <b>bold</b> (+/- standard error of measurement).	Percentage ranking of the achievement reached for the given term, shown in <b>bold</b> (+/- standard error). It is a comparison to similar students in NWEA's norms study, not a comparison to fellow classmates.  It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.	Typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing (as set in the MAP preferences for your district or school).	Number of RIT points the student is typically expected to grow.
<p><b>SEM</b> and <b>SE</b> = Standard Error of Measurement (an estimate of the precision; if retested soon after, the student's score would be within this range most of the time). If it is unusually high, a footnote (*) indicates you should qualify the results with data from other terms or other measurements.</p>			

# Summary Growth Sample

## — Achievement Status and Growth Report —

Achievement Status				Growth							
Fall 2015		Winter 2016		Student				Comparative			
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	Conditional Growth Index	Conditional Growth Percentile
208- <del>211</del> -214	57- <del>67</del> -75	217- <del>220</del> -223	72- <del>78</del> -84	215	4	9	4.3	5	Yes	1.0	84
204- <del>207</del> -210	45- <del>54</del> -62	212- <del>215</del> -218	57- <del>66</del> -73	211	4	8	4.23	4	Yes ‡	0.8	80
210- <del>213</del> -216	62- <del>70</del> -77	214- <del>217</del> -220	63- <del>71</del> -78	216	3	4	4.21	1	Yes ‡	0.2	56
198- <del>201</del> -204	29- <del>37</del> -45	204- <del>207</del> -210	33- <del>42</del> -51	206	5	6	4.18	1	Yes ‡	0.3	61
203- <del>206</del> -209	43- <del>51</del> -60	210- <del>213</del> -216	51- <del>60</del> -68	210	4	7	4.38	3	Yes ‡	0.6	76
208- <del>211</del> -214	57- <del>65</del> -73	211- <del>214</del> -217	54- <del>63</del> -71	214	3	3	4.32	0	Yes ‡	-0.1	46
207- <del>210</del> -213	54- <del>62</del> -70	209- <del>212</del> -215	48- <del>57</del> -66	214	4	2	4.28	-2	No ‡	-0.3	38

### Growth – Student

Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth										
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term.  If it is unusually high, a footnote (‡) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth.  A zero (0) indicates the student exactly met projection.  Inappropriate for <i>comparing</i> students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No).  A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example:  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Projected Growth</th> <th>Observed Growth</th> <th>Observed Growth SE</th> <th>Growth Index</th> <th>Met Projected Growth</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9</td> <td>6.4</td> <td>5</td> <td><b>Yes ‡</b></td> </tr> </tbody> </table> In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4):  	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	4	9	6.4	5	<b>Yes ‡</b>
Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth									
4	9	6.4	5	<b>Yes ‡</b>									

### Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students using an equal scale. This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). Using matching peers accounts for differences in growth rates, so you can reliably compare the growth of low-achieving students with high-achieving students.	Translates the Conditional Growth Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th

## Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.	percentile.

For an explanatory video, see:

[https://teach.mapnwea.org/assist/help\\_map/Content/Resources/Videos/cgi\\_explanation.html](https://teach.mapnwea.org/assist/help_map/Content/Resources/Videos/cgi_explanation.html)

## Summary Section

### — Achievement Status and Growth Report —

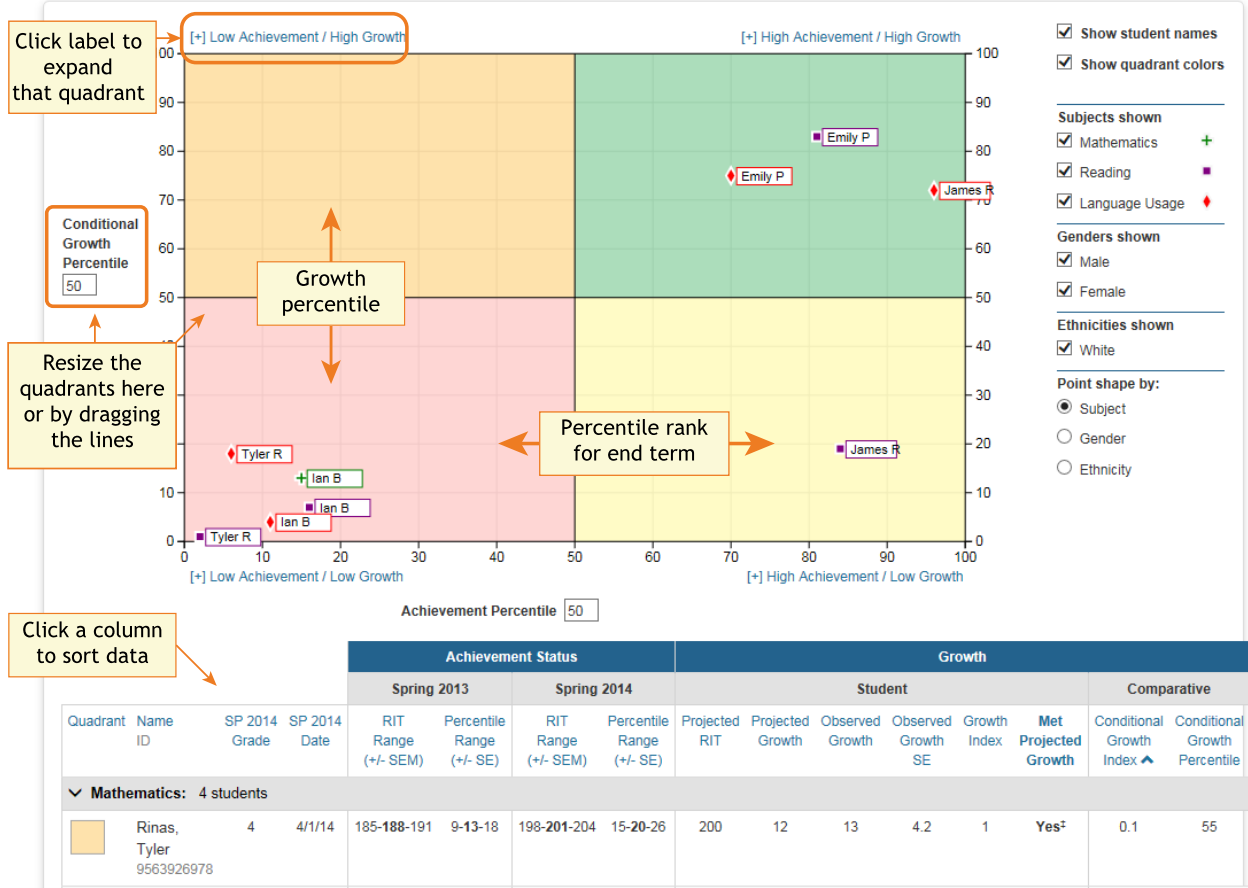
<b>Summary for: Language Usage</b>	Percentage of Students who Met or Exceeded their Projected RIT	81.8%
	Percent of Projected Growth Met	137.5%
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
	Count of Students who Met or Exceeded their Projected RIT	9
	Median Conditional Growth Percentile	61

<b>Percentage Of Students Who Met Or Exceeded Their Projected RIT</b>	Percentage of students with a Growth Index value greater than or equal to zero.
<b>Percent Of Projected Growth Met</b>	<p>Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections.</p> <p>This measure can provide a good indicator of group performance. However, be careful. The assumption is that students will grow at close to the same rate. One or two outliers can skew the percentage for the group. For example, a percentage of 150% could mean that one student's growth surpassed all others.</p>
<b>Count Of Students With Growth Projection Available And Valid Beginning And Ending Term Scores</b>	Total of students, including those who showed growth and those who did not.
<b>Count Of Students Who Met Or Exceeded Their Projected Growth</b>	Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes† in the Met Projected Growth column.
<b>Median Conditional Growth Percentile</b>	Percentile that falls in the middle of all the Conditional Growth Percentiles shown.

# Summary with Quadrant Chart

To visualize and compare students' growth in a given class, use the online quadrant chart, which graphs students by:

- Conditional Growth Percentile, on the vertical axis (see [explanatory video](#))
- Percentile rank for the **end** term, on the horizontal axis



## Spreadsheet Output

In addition to PDF and online output, you can choose a Spreadsheet output for the Achievement Status and Growth report. It provides all of the data in a single, comma-delimited file (.CSV format).

	P	Q	R	S	T	U	V	W	X
1	StudentLastName	StudentFirstName	StudentMidc	StudentGrade	TestDate	StartRIT	StartRITSEM	StartPercentile	StartPercentileSE
2	Acloque	Mekhi			5 9/16/2014	223	2.9	78	6
3	Ahmad	Suhayla			5 9/16/2014	223	2.9	78	6
4	Alford	Andrew			5 9/16/2014	208	2.9	41	8
5	Ali	Jenn'ah			5 9/16/2014	216	2.9	62	7
6	Anderson	D'Aaliyah			5 9/16/2014	225	3	82	5

In general, the spreadsheet columns match the PDF and online output, with a few differences:

- **ASGType**: Type of Achievement Status and Growth (ASG) selection you made in the Growth Comparison option (either a Summary of actual growth or a Projection of future growth).
- **WIStartTerm** and **WIEndTerm**: How many Weeks of Instruction (WI) are specified in the Modify Preferences > Manage Terms page for each term.
- **OptionalGroupingCategory** and **Group**: If an Optional Group was selected in the report options, the category (such as Gender) and the group (Male/Female) appear.
  - **OptionalGrouping** columns (near the end): Summary calculations for each group, such as Male and Female.
- **Start** and **End** terms: First and second terms in the growth comparison, such as fall and winter.
- **StartRITSEM / StartPercentileSE** and **EndRITSEM / EndPercentileSE**: Indicates the Standard Error of Measurement (+ or –) in each term. If it is unusually high, footnotes (+ or \*) appear to indicate you should qualify the results with data from other terms or other sources.
- **StartTestDuration** and **EndTestDuration**: How many minutes the student tested in each term.
- **Summary data** (columns AN to AR): The same values repeat for a given class and subject.
- **StartGrowthandAchievement** and **EndGrowthandAchievement**: Where the student falls on the quadrant chart for each term, assuming the quadrants are *set at 50th percentile*:
  - High G/Low A: High Growth / Low Achievement
  - High G/High A: High Growth / High Achievement
  - Low G/Low A: Low Growth / Low Achievement
  - Low G/High A: Low Growth/ High Achievement
  - Note: The growth (High G or Low G) shows the same value for both Start and End terms, but the achievement (High A or Low A) may differ between the terms.
- **ConditionalGrowthPercentileAxis** and **AchievementPercentileAxis**: Refers to the Quadrant Chart axis. It always shows 50, even if you change the axis in the chart.