

# Insights Report

Prepared for Glen Ellyn School District #41

Fall 2022 to Spring 2023



# How to Use this Report

## About this Report

This report provides clear, actionable insight into your students' academic achievement and growth, as measured by the MAP® Growth™ assessments. Report sections address specific questions to identify areas of strength and areas for improvement. Initial sections provide high-level snapshots, while later sections provide more granular detail. This report serves as a resource for communicating the performance of your students to important stakeholders and for informing decisions about resource allocation and program improvement.

## Glossary

**Growth:** change in achievement over time as measured by the MAP Growth assessment

**Median growth percentile (MGP):** the middle value when a group of students are rank ordered from lowest to highest growth percentile. A group whose MGP value is 50 showed "typical" improvement over time, relative to NWEA™ norms.

**Median status percentile (MSP):** the middle value when a group of students are rank ordered from lowest to highest status percentile. A group whose MSP value is 50 showed "typical" achievement at that time, relative to NWEA norms.

**Projected college readiness:** a prediction about whether students are on track for college readiness, based on their observed MAP Growth score and the MAP Growth college readiness benchmark study.

**Projected proficiency:** a prediction about students' proficiency status on their state summative test (i.e., what proportion met/exceeded state proficiency standards), based on their observed MAP Growth scores and the relevant NWEA linking study.

**Status:** achievement at a single point in time as measured by the MAP Growth assessment.

**Student growth percentile:** expresses how a student's growth compares to NWEA national norms. For example, a student with 75<sup>th</sup> percentile growth showed improvement over time that was better than 75% of similar students across the United States.

**Student status percentile:** expresses how a student's achievement at a single point in time compared to NWEA national norms. For example, a student with 50<sup>th</sup> percentile status performed precisely at the mid-point of similar students across the United States.

## Effectiveness Levels

This report uses the following levels to describe the achievement and growth of your students.

### GROWTH AND STATUS PERCENTILE VALUES

	≥	<
Substantially above	78.5	100
Moderately above	69.5	78.5
Slightly above	57.5	69.5
About average	42.5	57.5
Slightly below	30.5	42.5
Moderately below	21.5	30.5
Substantially below	0	21.5

Note: these levels are from generally accepted statistical thresholds. These colors are used throughout the report to convey effectiveness levels.

## Methodology

This report uses median status and growth percentiles to describe the performance of various groups of students, relative to NWEA norms. Refer to the "NWEA 2020 MAP Norms for Student and School Achievement Status and Growth" report for more information about these percentiles and the combinations of subjects and grades for which norms are available.

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	Reading	Math
K	287	296
1	359	360
2	385	389
3	392	399
4	376	381
5	350	353
6	364	363
7	379	384
8	372	375
9		
10		
11		
12		

The numbers indicate the number of students tested by grade and subject in the spring of 2023. Growth numbers are calculated from students who tested in both the fall of 2022 and spring of 2023, which may be a smaller student count.

Growth and achievement metrics may be less reliable for very small groups of students. Throughout the report, an asterisk (\*) will be used to indicate when the number of student scores within that group is fewer than 20, and therefore, the metrics are not reported. A blank indicates that no students fell into that group.

# Executive Summary Highlights

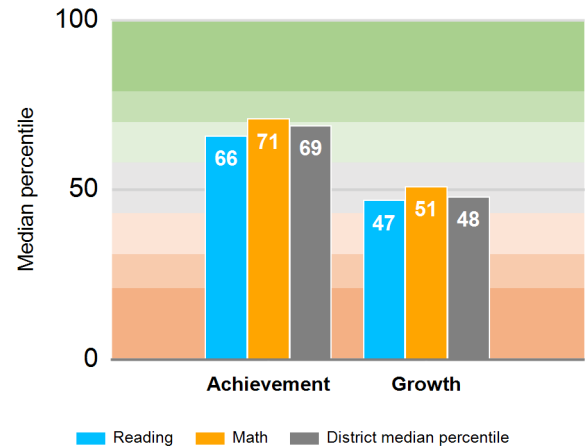
**District median student achievement is 69<sup>th</sup> percentile and district median student growth is 48<sup>th</sup> percentile.**

Achievement is slightly above average, while growth is average.

The median status score of all assessments given in spring of 2023 equaled the 69<sup>th</sup> percentile. One subject was above the district median: mathematics. One subject was below the district median: reading.

For growth, the median score equaled the 48<sup>th</sup> percentile, which is average. One subject was above the district median: mathematics. One subject was below the district median: reading.

## ACHIEVEMENT AND GROWTH



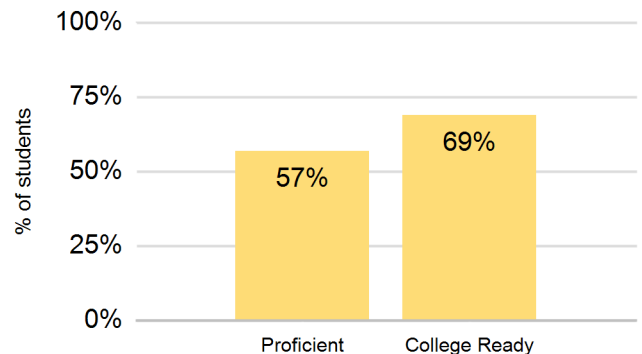
**57% of students should meet state standards in at least one subject.**

69% of students are on track to meet college readiness in at least one subject.

MAP Growth results predict that 57% of students will meet proficiency standards on state summative tests in at least one subject. 45% will likely meet standards in ELA and 46% in mathematics. 34% of students are predicted to meet standards in both subjects. 43% of students are predicted to not meet either standard.

69% are demonstrating achievement that is on track to meet MAP Growth college readiness benchmarks in at least one subject. 47% are likely on track in both reading and mathematics. 31% are not meeting these benchmarks in either subject.

## PROFICIENCY AND COLLEGE READINESS IN AT LEAST ONE SUBJECT

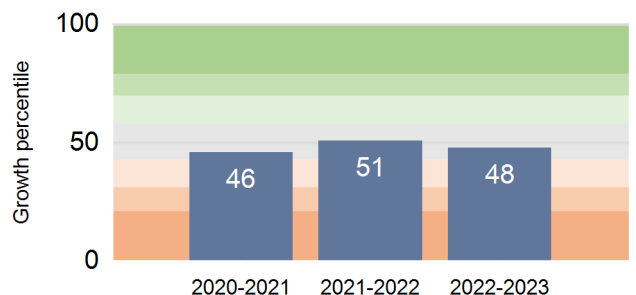


**The district's 3-year growth has been consistently average.**

**Median growth was average all three years.**

Growth over three years has improved or stayed level in Reading. Mathematics has shown consistent average growth.

## 3-YEAR DISTRICT GROWTH



# How are District Students Doing?

**Overall achievement of district students is moderately above the norm.**

**Median achievement is 71<sup>st</sup> percentile; median growth is 48<sup>th</sup> percentile.**

District students demonstrated a median achievement level at the 71<sup>st</sup> percentile on Fall 2022 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 71<sup>st</sup> percentile. Looking at growth from fall to spring, the median growth percentile for district students was 48, versus a national median of 50. This means that district students' scores grew at about the same rate as typical students.

**Top-Quartile Students: a Larger Proportion than is Typical, with About the Same Growth as the Norm**

45% of district students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed about the same growth to similar students', since their median growth percentile was at the 47<sup>th</sup> percentile from fall to spring. Approximately 21% of district students' scores were in the top achievement decile in fall 2022, compared to 10% nationally. This group grew at the 45<sup>th</sup> percentile, which is average compared to the norm.

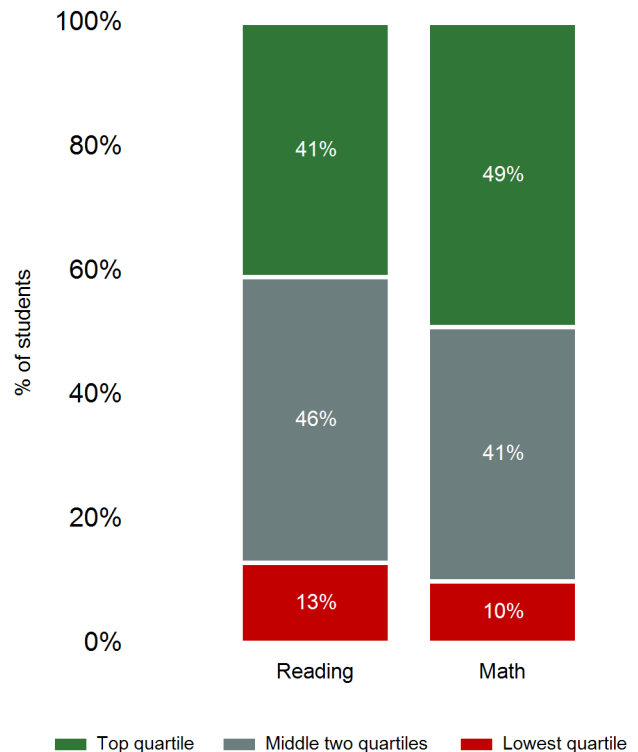
**Middle-Two-Quartiles Students: a Smaller Proportion than is Typical, with Growth Approximately Equal to the Norm**

Nationally, about 50% of scores fell within the two middle quartiles, versus 44% of district scores. For the district students who produced these scores, median growth was at the 51<sup>st</sup> percentile, which is about the same as the national average.

**Lowest-Quartile Students: a Smaller Proportion than is Typical, with Growth Approximately Equal to the Norm**

Some 11% of district students' scores showed lowest (or bottom) quartile achievement, which is fewer than the 25% that is typical for the country. These students' scores are growing at the same rate as similar students, as their median growth percentile was at the 46<sup>th</sup> percentile from fall to spring. About 4% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 41<sup>st</sup> median growth percentile from fall to spring, which is slightly below the norm.

## HOW MANY DISTRICT STUDENTS ARE ABOVE OR BELOW AVERAGE?



## ARE STUDENTS GROWING EQUALLY?

	Lowest quartile	Middle two quartiles	Top quartile
Reading	47 <sup>th</sup>	50 <sup>th</sup>	44 <sup>th</sup>
Math	45 <sup>th</sup>	52 <sup>nd</sup>	51 <sup>st</sup>
Total	46 <sup>th</sup>	51 <sup>st</sup>	47 <sup>th</sup>

Fall to Spring growth percentiles

# Which Subjects are Strongest?

**District students are strong in mathematics for both achievement and growth.**

Reading is mixed—with high achievement but low growth.

Mathematics falls within the high achievement / high growth quadrant. The MSP is above the 50<sup>th</sup> percentile and moderately above the average range. The MGP is about average.

Reading is a high achievement / low growth subject for district students. The median status percentile (MSP) for reading is slightly above the national average. The median growth percentile (MGP) is about average.

**District Overall:  
High Achievement / Low Growth**

- Median status percentile: 71<sup>st</sup>
- Median growth percentile: 48<sup>th</sup>

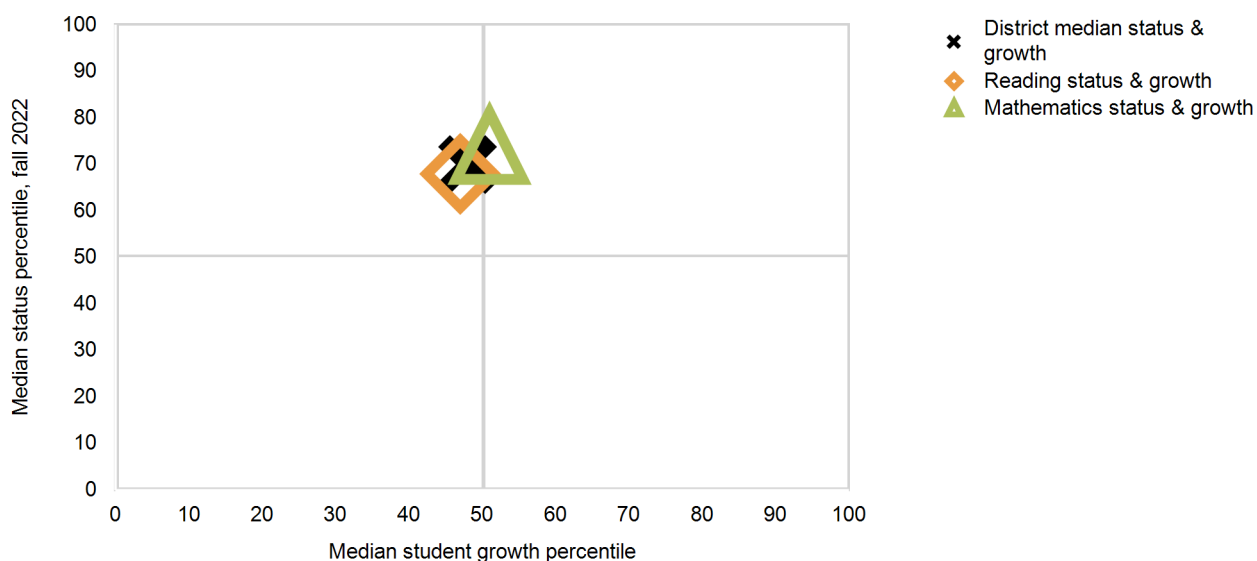
**Mathematics:  
High Achievement / High Growth**

- Median status percentile: 74<sup>th</sup>
- Median growth percentile: 51<sup>st</sup>

**Reading:  
High Achievement / Low Growth**

- Median status percentile: 68<sup>th</sup>
- Median growth percentile: 47<sup>th</sup>

## MEDIAN STATUS AND GROWTH PERCENTILE BY SUBJECT FOR ALL STUDENTS



# How is School Status & Growth?

40% of district schools (2 of 5) had high achievement and high growth.

No schools had both low achievement and low growth.

District schools' Median Status Percentiles (MSP) ranged from the 56<sup>th</sup> to 74<sup>th</sup> percentiles. All campuses (100%) demonstrated MSPs equal to or above the 50th percentile.

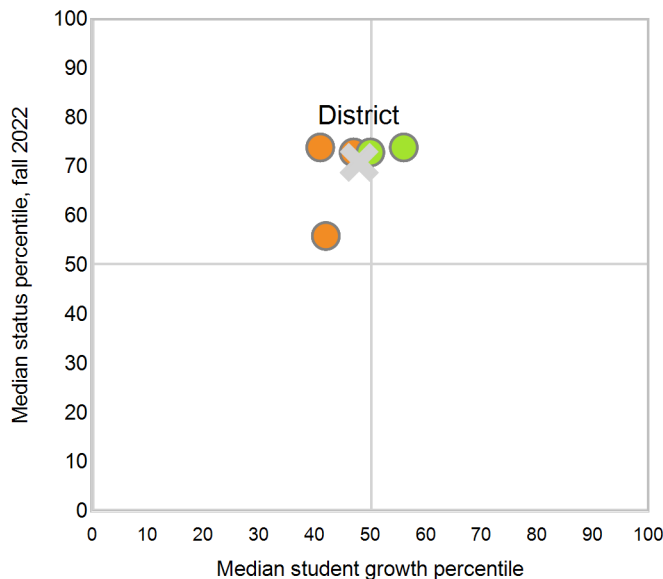
The Median Growth Percentile (MGP) of district schools ranged from the 41<sup>st</sup> to 56<sup>th</sup> percentiles. Over one-third (40%) of campuses produced MGPs equal to or above the 50th percentile.

One quadrant of the graph had the most schools: upper left quadrant (3 schools or 60%).

One quadrant of the graph had the second most schools: upper right quadrant (2 schools or 40%).

The following page shows growth and achievement medians by school and subject.

## STATUS AND GROWTH BY SCHOOL



## OUTLIER SCHOOL BUILDINGS

These schools are listed because of their extreme performance on both status and growth. Within each category, schools below are ranked by growth.

	Status MSP	Growth MGP
<b>High Achievement/High Growth</b>		
Hadley Junior High	74 <sup>th</sup>	56 <sup>th</sup>
Forest Glen	73 <sup>rd</sup>	50 <sup>th</sup>
<b>High Achievement/Low Growth</b>		
Abraham Lincoln	73 <sup>rd</sup>	47 <sup>th</sup>
Churchill	56 <sup>th</sup>	42 <sup>nd</sup>
Benjamin Franklin	74 <sup>th</sup>	41 <sup>st</sup>

## Graph Legend





Each dot shows one school building according to the median status and growth percentiles of its MAP Growth assessments. Colored dots represent the schools in each quadrant that are most extreme, relative to both status and growth.

# School-Level Detailed Scores

Median achievement and growth percentiles by school and subject are shown below.

Schools are listed alphabetically.

Color coding shows which quadrant they fall into according to high or low status and growth. Bold schools indicate the schools with the largest deviation from median status and growth scores of 50<sup>th</sup> percentile each.

	High achievement/high growth		High achievement/low growth
	Low achievement/high growth		Low achievement/low growth

School	Reading		Mathematics	
	MSP	MGP	MSP	MGP
Abraham Lincoln	70	45	76	50
Benjamin Franklin	69	43	76	38
Churchill	54	42	57	42
Forest Glen	71	53	76	48
Hadley Junior High	70	50	77	60



# Are We Proficient & College Ready?

**45% and 46% of district students are predicted to score at or above proficient levels on state summative tests in reading and mathematics, respectively.**

Results predict 59% and 57% of students are on track to be college ready by graduation—in ELA and mathematics, respectively.

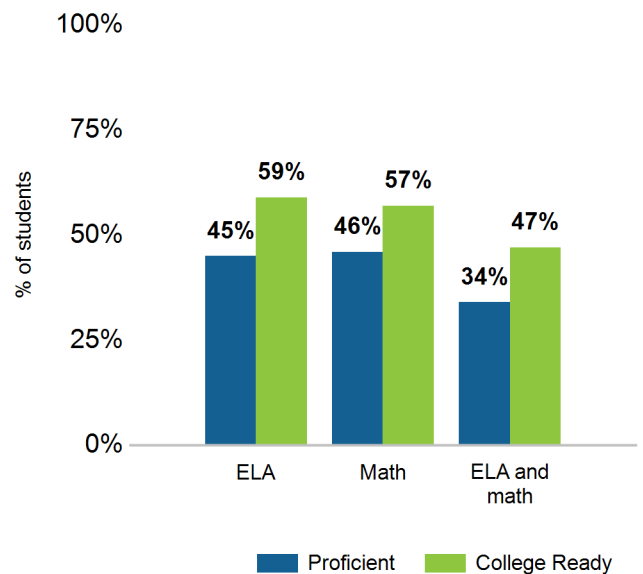
For reading, MAP Growth assessment results from Spring 2023 indicate that 45% of district students are likely to meet or exceed minimum standards for proficiency on the state summative tests. For mathematics, 46% are predicted to meet or exceed the minimum standards for proficiency.

MAP Growth assessment results provide college readiness benchmarks, which predict readiness to successfully perform college-level work. By this measure, 59% of students are on track for college readiness in ELA, while 57% are on track in mathematics.

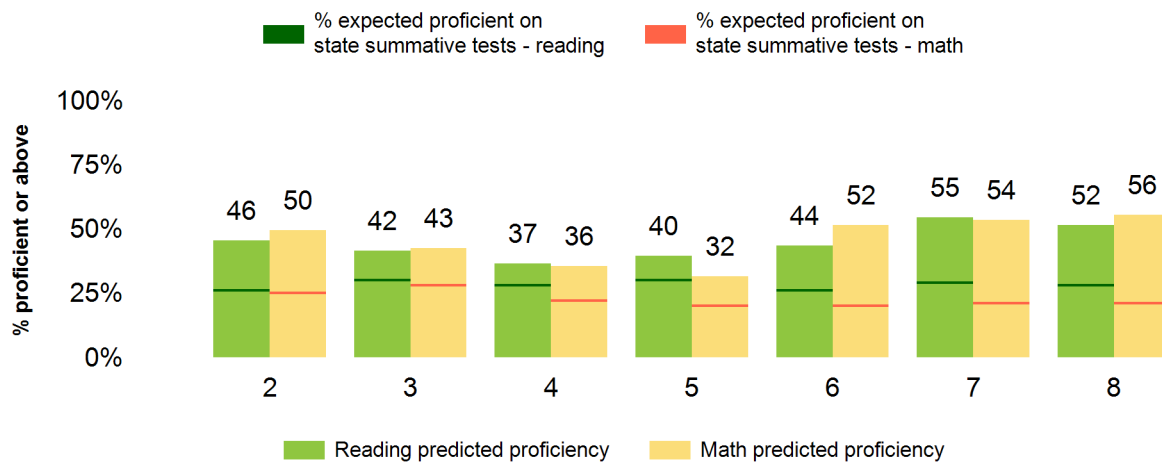
For grade-level results by subject, it is useful to compare predicted proficiency rates of the district with the predicted rates for the nation at large. In the graph below, the orange and green dashes show what percent of students nationally are likely to meet proficiency standards according to the benchmark study. The lower the orange or green dash, the more difficult the proficiency cut score for that grade.

The figure below shows that the predicted proficiency rates for the district are above these national benchmarks for all tested grades with norms in both reading and mathematics.

## PROFICIENCY AND COLLEGE READINESS



## PERCENT OF STUDENTS PROJECTED TO MEET OR EXCEED STANDARDS BY GRADE AND SUBJECT



# Is Our Growth Strong Over Time?

## 3-year growth is average relative to national norms.

Mathematics is consistently average.

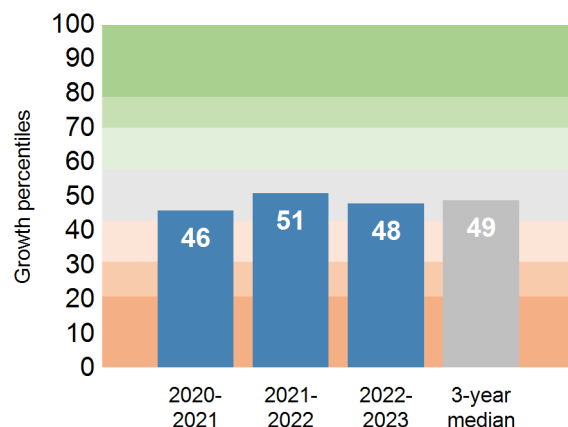
Reading is average, but with variations across years.

Over the past three years, students in Glen Ellyn School District #41 have shown growth that was average in the subjects tested by MAP Growth. Over that period, the median growth was consistent.

Reading has ranged from slightly below average to about average. Overall, the 3-year median was average.

District students produced average growth in mathematics over all three school years.

## 3-YEAR DISTRICT GROWTH



## 3-YEAR GROWTH PERCENTILE BY SUBJECT

	2020-21	2021-22	2022-23	Total
Reading	38	46	47	45
Mathematics	54	56	51	53
Total	46	51	48	49

# How is Status by Grade & Subject?

All grades had above average status in both subjects.

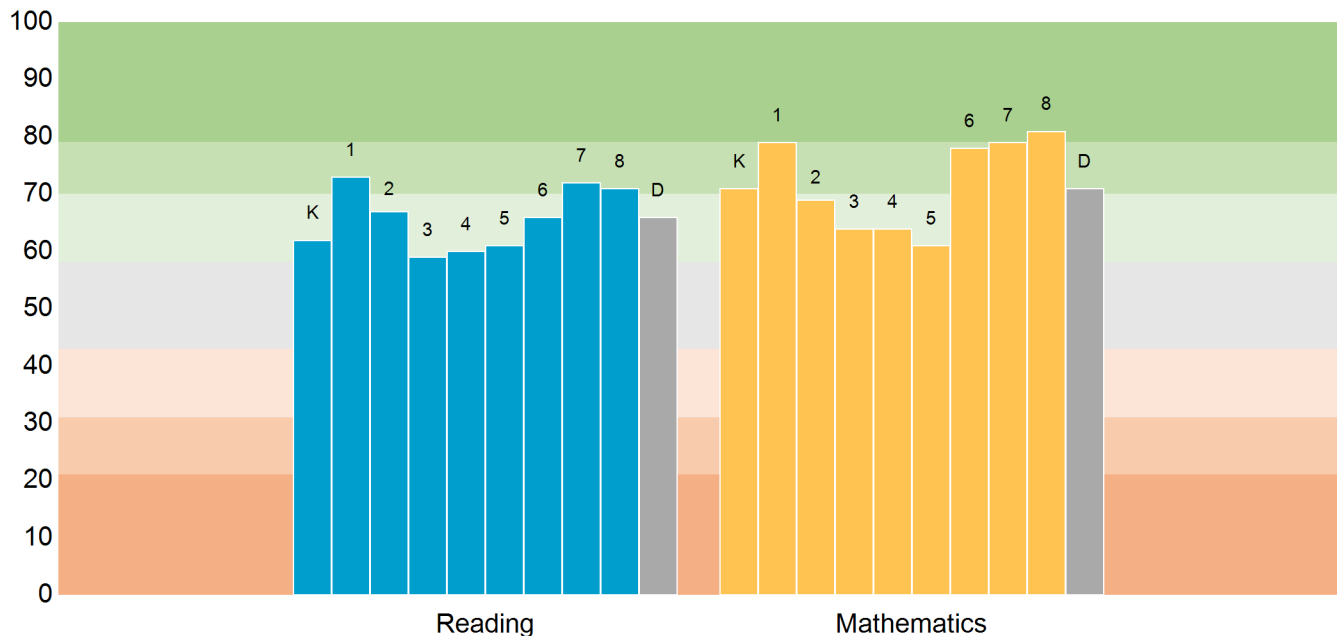
Mathematics had the highest median status percentile for the district overall. The MSP for individual grades ranged from a low of 61<sup>st</sup> percentile for 5<sup>th</sup> grade to a high of 81<sup>st</sup> percentile for 8<sup>th</sup> grade.

Reading had the lowest MSP overall in the district. With a MSP of 73, 1<sup>st</sup> grade was the highest, while 3<sup>rd</sup> grade was the lowest with a MSP of 59.

## ACHIEVEMENT BY GRADE AND SUBJECT

	Reading						Math					
Above average	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
				6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>		
Average												
Below average												

## MEDIAN STATUS PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



# How is Growth by Grade & Subject?

1<sup>st</sup>, 6<sup>th</sup> and 8<sup>th</sup> grades had above average growth in one subject.

3<sup>rd</sup> and 4<sup>th</sup> grades had below average growth in both subjects.

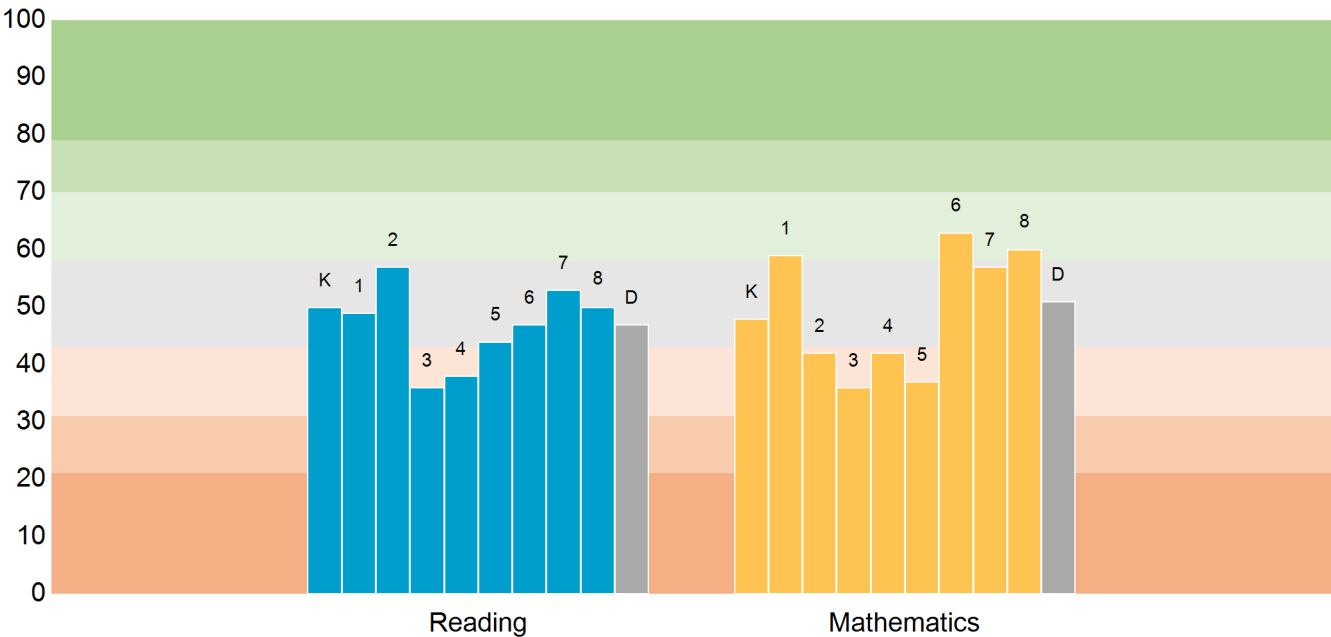
Mathematics had the highest median growth percentile for the district overall. The MGP for individual grades ranged from a low of 36<sup>th</sup> percentile for 3<sup>rd</sup> grade to a high of 63<sup>rd</sup> percentile for 6<sup>th</sup> grade.

Reading had the lowest MGP overall in the district. With a MGP of 57, 2<sup>nd</sup> grade was the highest, while 3<sup>rd</sup> grade was the lowest with a MGP of 36.

## GROWTH BY GRADE AND SUBJECT

	Reading	Math
Above average	1 <sup>st</sup> 6 <sup>th</sup> 8 <sup>th</sup>	
Average	K 1 <sup>st</sup> 2 <sup>nd</sup> 5 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup> 8 <sup>th</sup>	K 7 <sup>th</sup>
Below average	3 <sup>rd</sup> 4 <sup>th</sup>	2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup>

## MEDIAN GROWTH PERCENTILE OF EACH GRADE COMPARED TO NATIONAL AVERAGE



# How Do Boys and Girls Compare?

**Both median achievement and growth were about the same for girls and boys, respectively.**

By grade-span, there was a slight growth advantage for girls in 6-8 reading.

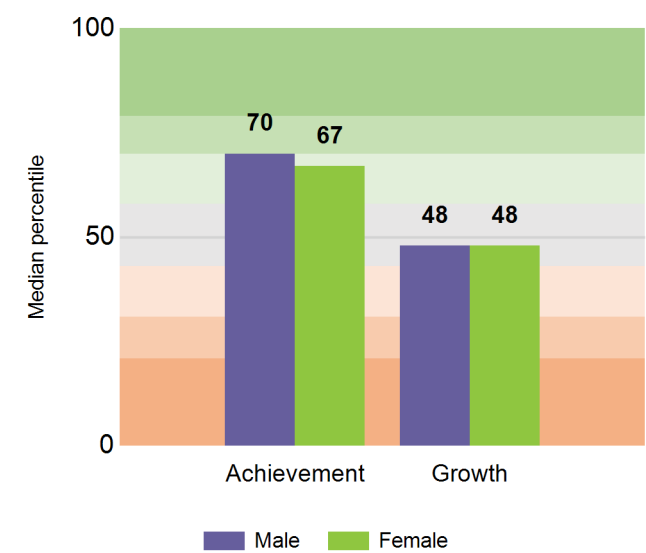
Girls overall had a median status percentile of 67, which is slightly above average nationally. The median for boys was the 70<sup>th</sup> percentile, which is moderately above average.

Growth saw a different pattern. Girls had a median growth percentile of 48, which is average. Boys' growth percentile was 48, which is below the national median, but still in the average range.

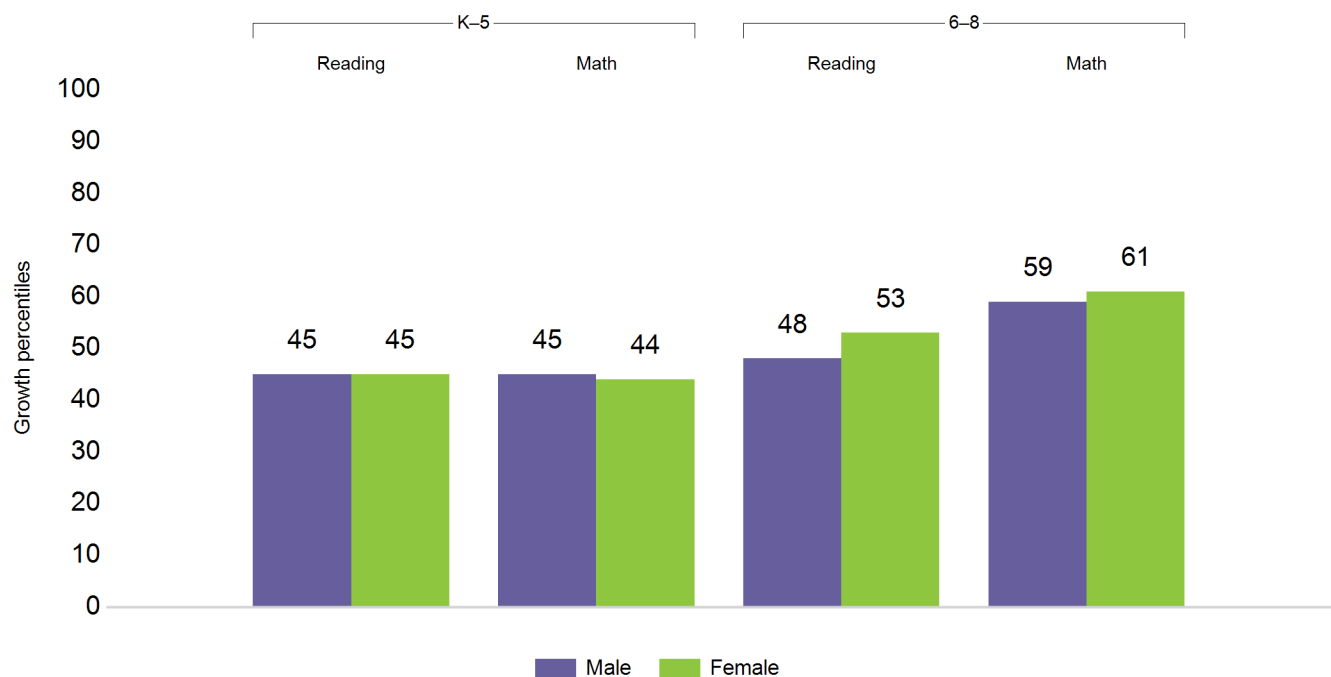
In grades K-5, girls and boys had relatively the same growth in reading and mathematics.

In grades 6-8, girls had slightly larger growth in reading.

## ACHIEVEMENT & GROWTH



## GROWTH BY SUBJECT AND GRADE SPAN



# What About Ethnicity and Gender?

Median status ranges from 22<sup>nd</sup> percentile for African-American students to 74<sup>th</sup> for Caucasian students.

Median growth percentile (MGP) ranges from 40<sup>th</sup> percentile for Hispanic students to 51<sup>st</sup> for Caucasian students.

Caucasian students had the highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was moderately above average compared to the national norm. Their growth was average.

"Other" students had the second highest achievement MSP, falling moderately above average nationally. Their growth was about the same as the national norm.

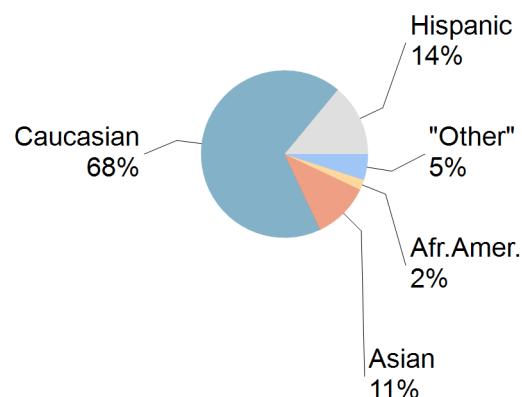
Asian students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly above average. Their growth was average.

Hispanic students had the next highest achievement MSP, falling slightly below average nationally. Their growth was below the national norm of 50th percentile, falling slightly below average.

African-American students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was moderately below average nationally. Their growth was average.

The largest difference between female and male students in median growth was in Reading for "Others", where males were 53<sup>rd</sup> percentile versus 44<sup>th</sup> for females. The largest difference between female and male students in median achievement was in Reading for Hispanics, where females were 46<sup>th</sup> percentile versus 30<sup>th</sup> for males.

## PERCENT OF TEST SCORES BY ETHNICITY



*Note: percentages above are of tests taken—not student populations*

*Note: bold numbers below show where the differences between female and male values are substantial.*

## ACHIEVEMENT AND GROWTH PERCENTILE BY ETHNICITY AND GENDER

		Caucasian		"Other"		Asian		Hispanic		African-American		
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	Reading	72	69	78	69	58	62	46	30	22	20	
	Math	73	81	69	74	62	68	44	35	25	26	
Growth	Reading	50	48	44	53	44	45	41	38	39	32	
	Math	52	53	43	50	43	51	45	38	48	45	

# How to Dig Deeper Into the Data?

## Premium Reports for Enhanced Analysis

NWEA offers educators the opportunity to order additional premium reports designed to support easy exploration of your student growth data compared to either the national norms or a custom norm group. These reports provide easy-to-access comparative data that educators can use in a variety of ways. The reports can support school improvement work; inform decisions about program planning, professional learning, and curriculum; and help communicate performance to a wide range of audiences.

The Growth Report is created with selected student growth data, providing a view of student growth by school, achievement level, grade, ethnicity, or gender—as compared to national student norms.

The Similar Schools Report takes you beyond national norm comparisons to reveal how students are growing compared to similar students educated in similar schools across the country, providing you with an “apples-to-apples” comparison.

The Instructional Report contains robust information about how well your students understand instructional topics and detailed objectives—and how their knowledge changes over time.

## NWEA Professional Learning and Data Coaching

### Analyze, Act, Refine, Grow: Embed Data-Driven Education Throughout Your District

Educators deserve professional learning that takes their unique data challenges and opportunities into account. NWEA data coaching starts by helping you analyze a wide range of local data, including student records, examples of student work, and results from different types of assessments. Together we'll hone your strengths and work to construct and implement data-driven education plans focused on making a positive difference in student learning.

### Boost Your Team's Data Confidence to Benefit Every Student's Academic Growth

Using quality assessment data effectively and consistently leads to better learning for all our students. Finding time for reflective activities that transform new learning into changed practices can be tough. Our data coaches quickly energize and empower your teams to move beyond common barriers to student learning.

### MAP Foundation Series

MAP® Foundation Series workshops let you connect your MAP Growth data to a variety of needs—instructional, programming, and planning—while suiting your goals and your schedule.

Our mix-and-match professional learning options enable your entire staff to access, understand, and apply your school's or district's data. Talk to us about your needs: we're happy to create a custom plan that works for you!

**For more information on the Insights Report or any of our premium reports, coaching, and professional learning, please contact your partner accounts representative.**



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