



## ACADEMIC ACHIEVEMENT

# NWEA MAP ACHIEVEMENT

## DESCRIPTION & LOGISTICS

NWEA MAP reading, mathematics, language usage, and science assessments can be utilized to identify the current academic standing of students. The methodology represented in this document measures the percentage of students, with at least two NWEA MAP testing administrations within a school year, who have demonstrated improvement of at least one grade level equivalence from pre- to post-test.

NWEA MAP reading, mathematics, and language usage (science is optional) assessments should optimally be administered **3x per school year** to a representative sample of the enrolled student population. This recommendation is due to the typically highly mobile population in alternative education campuses and ensures the school can obtain at least two testing events for a higher representation of students. NWEA typically recommends that administration windows are no longer than 3 weeks and occur at least 12 weeks apart to optimize the opportunity for academic growth between administrations.

### Test Selection

Prior to testing students, check that the following tests are listed as **ACTIVE** under **MODIFY PREFERENCES – MODIFY TESTS**. If not, adjust settings under **EDIT TEST SETTINGS**. All other tests should be marked as **INACTIVE**.

**NWEA MAP Growth: Language 2-12 CO 2020**

**NWEA MAP Growth: Math 6+ CO 2020**

**NWEA MAP Growth: Reading 6+ CO 2020**

**NWEA MAP Growth: Science 9-12 CO 2020 (Optional)**

### Retesting – Invalid Testing Events

Based on communication from NWEA, there are three criterion for retesting a student. Please ensure proctors discuss the importance of students *“trying their best on each and every question”*. Discussion of these criterion with students is not recommended.

- 10+ RIT decrease from previous testing event in same subject area
- 10%+ of student’s assessment session was impacted by rapid guessing
- Duration of assessment was less than 20 minutes

### Eligibility

Students are eligible for inclusion in this measure if they meet the following criteria:

- Student was enrolled in school at least 8 weeks prior to final administration of local assessment.
- Student has at least two test instances at the same school (pre/post measure) in the given content area.
- There are at least 40 instructional days between testing administrations

Inclusion of this measure for accountability purposes requires N≥16 students with one of the following:

- an NWEA MAP GLE change score
- an established Safe Harbor score
- a grade level of equivalence of 12<sup>th</sup> grade for both pre- and post-assessment

### Exclusions

Students excluded from this measure include:

- Deceased students
- Homebound students
- Students on maternity leave

## ACCOUNTABILITY CUT POINTS

The Colorado Department of Education will evaluate NWEA MAP results with the following guidelines:

- **≥ 90%**  
Exceeds Expectations
- **≥ 60% to <90%**  
Meets Expectations
- **≥ 40% to < 60%**  
Approaching Expectations
- **< 40%**  
Does Not Meet Expectations

## QUESTIONS?

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# RESULTS EXPORT

After signing into NWEA, click on **VIEW REPORTS** and then select **MAP GROWTH REPORTS**. On the left-hand menu, you will find the [Data Export Scheduler](#) link and a prompt to **SCHEDULE A DATA EXPORT**.

### Data Export Scheduler

Disable  
 Enable

\* Required

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**Frequency \***

One Time  
 Daily  
 Weekly Monday ▾

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**Term \***

Winter 2022-2023 ▾

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**Export Type \***

<input checked="" type="radio"/> Comprehensive Data File	Contents include two CSV files with student info by school and assessment results, and two optional participation. These files are created per user.
<input type="radio"/> Combined Data File	Contents include student info by school and assessment results combined in a single CSV file. This

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**Contents**

<b>Included</b>	Student info by school	<b>Optional</b>	<input type="checkbox"/> Student class assignments
	Assessment results		<input type="checkbox"/> Student program participation
			<input type="checkbox"/> Student test accommodations
<b>Aggregation</b>	<input checked="" type="radio"/> By School <input type="radio"/> By District	<b>Norms Reference Data</b>	<input checked="" type="radio"/> 2020 Norms Data <input type="radio"/> 2015 Norms Data

When national norms are not available, test results will be reported with Use Norms represent the population of students who have taken the test and are

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**School \***

Use the checkboxes to select school(s) from the list below.

Select All

At this point your screen should resemble the screenshot above. Ensure you have matched your screen to show the indicated selections, select your school, and click **SAVE**. The report will be produced on the hour.

You will need to create this report for EACH tested term\* you plan to include in your analysis.

**\*For 2022-23 school year submissions, include up to two years (2021-22 and 2022-23) of data, if available.**

# ANALYSIS AND SUBMISSION

NWEA MAP Achievement has been approved for the Colorado AEC SPF using two analytical methodologies. The recommended analysis for **schools with a high percentage of students scoring below grade level** is a calculation that identifies the percentage of students who increased at least one grade level equivalent (GLE) from pre- to post-assessment.

## **Percentage of Students Increasing at Least One Grade Level Equivalent (GLE)**

Each student’s RIT score, in each testing administration window and each subject area, will need to be aligned with the NWEA MAP grade level equivalence found on pages 4 and 5 of the [2020 NWEA MAP Growth Normative Data Overview](#) (April 2020) report or summarized in the tables **below**.

- **Step 1:** Remove all testing events identified as FALSE in the GROWTH MEASUREYN column (column J) of the Comprehensive Data File. These are repeat testing events with the highest standard error and should not be used for analysis.
- **Step 2:** Identify which students have two NWEA MAP testing administrations and whether their longest length of time between tests is **fall to winter/winter to spring OR fall to spring**. For example, if a student has a fall, winter, and spring test in one subject area (optimal), their GLE analysis will be based on their fall and spring NWEA MAP RIT scores.
- **Step 3:** Align the student’s RIT score from their first testing administration of the school year with the GLE shown in the tables below (i.e., a winter RIT of 210 in reading has a GLE of 5<sup>th</sup> grade). Then align the student’s RIT score from their last testing administration of the school year with the GLE shown in the tables below, remaining consistent with the testing window (fall, winter, or spring) of their FIRST testing administration of the school year (i.e., their post test RIT was a 221 in reading, which has a GLE of 8<sup>th</sup> grade).
- **Step 4:** Tally how many students grew at least one GLE after completing Step 3.

**Safe Harbor Rule:** Students who score in the maximum score range on a test during the fall or winter testing windows will automatically be counted as “meeting growth expectations” and will not need to test in another window. The safe harbor expectations by content area are:

- Reading ≥228
- Math ≥240
- Language Usage ≥226

Note: Students can meet this safe harbor with only one score from the fall or mid-year window.

- **Step 5:** Add all students who achieved Safe Harbor score threshold and/or achieved a GLE of 12<sup>th</sup> grade on the pre- AND post-assessment to the number of students from the Step 4 tally.

reading				mathematics				language usage				science							
		RIT RANGE					RIT RANGE					RIT RANGE					RIT RANGE		
GLE	fall	winter	spring	GLE	fall	winter	spring	GLE	fall	winter	spring	GLE	fall	winter	spring	GLE	fall	winter	spring
K	137-155	146-165	153-170	K	140-159	150-169	157-175												
1st	156-171	166-180	171-185	1st	160-174	170-183	176-188	2nd	174-187	184-194	188-197	2nd	178-187	185-192	188-195				
2nd	172-186	181-193	186-196	2nd	175-187	184-195	189-200	3rd	188-196	195-202	198-204	3rd	188-194	193-198	196-200				
3rd	187-196	194-202	197-204	3rd	188-199	196-205	201-210	4th	197-203	203-207	205-209	4th	195-199	199-203	201-205				
4th	197-203	203-208	205-210	4th	200-208	206-214	211-218	5th	204-208	208-212	210-213	5th	200-203	204-206	206-207				
5th	204-209	209-213	211-214	5th	209-214	215-219	219-222	6th	209-212	213-214	214-215	6th	204-206	207-209	208-210				
6th	210-213	214-216	215-217	6th	215-219	220-223	223-226	7th	213-215	215-216	216-217	7th	207-209	210-211	211-212				
7th	214-217	217-220	218-221	7th	220-224	224-227	227-229	8th	216	217	218	8th	210	212	213				
8th	218	221	222	8th	225	228	230	9th	217-218	218-219	219-220	9th	211-212	213-214	214				
9th	219-220	222	223	9th	226-228	229-230	231	10th	219-220	220-221	221	10th	213+	215+	215+				
10th	221-223	223-224	224	10th	229-231	231-232	232-233	11th	221+	222+	222+								
11th	224	225	225	11th	232	233	234												
12th	> 224	>225	>225	12th	>232	>233	> 234												

### Calculation

$$\begin{aligned}
 & \# \text{ of students who met/exceeded at least 1.0 GLE (calculated in steps 1 through 4 above)} \\
 & \textit{plus} \# \text{ of students who achieved safe harbor plus students achieving a GLE of 12}^{\text{th}} \text{ grade on pre- AND post-test} \\
 & \text{-----} \\
 & \# \text{ of students with at least two valid tests within the school year} \\
 & \textit{plus} \# \text{ of students who achieved safe harbor}
 \end{aligned}$$

### Submission

The result of the calculation described above, by subject area, can be submitted to your authorizer and included for final submission in the annual Colorado Department of Education Actual Measures Submission process. AEC optional measures results timelines will be established by each authorizer with final submissions due to CDE by June 30<sup>th</sup> of each year. AEC SPF optional metric data includes all available results for up to three years.

*Developed in collaboration with The New America School, as part of the Local Accountability Systems Program. Derived from CDE Calculation Guidance for Alternative Education Campuses and DPS draft optional measures guidance.*