Principal Cohort 22

November 17, 2022 * 9:00AM-10:30AM
Our Lady of Lourdes School

9:00AM	Prayer/Welcome
9:10AM	New Principals Intro to Budget *Sheila Martinez, Principal, Our Lady of Victory School*
10:00AM	Identifying Priority Standards *Denise Ball, Assistant Superintendent for Teaching and Learning*
10:20AM	Q&A
10:30AM	Departure

Next Principal Cohort 22 Meeting:

DATE: February 23, 2023
TIME: 12:00PM-1:30PM
LOCATION: TBD

Catholic School Financial Planning

Budget Workshop

November, 2022

Our Time Today

Section I Budget Process in a Catholic School

Section II Budget Policy Guidelines

Section III Budget Tools

The purpose of financial planning and budgeting is to ensure that the school's philosophy and mission are carried out.

Section I: Budget Process in a Catholic School

Annual Operating Budget

a. Planning

b. Development

c. Implementation

d. Review and Reporting

Building a Budget, Parameters, Timeline

Policies, Procedures vs. Practical Parameters

Roles of Pastor/Principal

Policies Guiding the Budget Process

Parameters

- Revenue
- Expenses

End of Year

- Deficit
- Surplus/Reserve

Timelines

Budget Development – At - A - Glance

Jul.
- Finalize budget based on actual enrollment
- Administer adjustments based on final budget

Aug. – Oct.
- Discuss school budget assumptions with pastor and SAB

Nov.
- Forecast Enrollment
- Establish benchmarks for enrollment goal achievement
- Set predicted "tuition range" for open houses

Dec.

Jan.
- Set tuition rate
- Re-enrollment and open enrollment
- Refine predicted salary and benefits increases

Feb.
- Monitor benchmarks for enrollment goal achievement
- Discuss anticipated parish support

Mar.
- Prepare budget for next FY
- Monitor benchmarks for enrollment goal achievement
- Review parish budget

Apr.
- Confirm budget line item details
- Consultation schools submit DRAFT budget to CSO
- Monitor benchmarks for enrollment goal achievement; refine enrollment projection

May
- Monitor benchmarks for enrollment goal achievement

Jun.
- Consultation schools submit DRAFT budget to CSO
- SAB budget review
- Finance Council review

Section II: Budget Policy Guidelines

Policies for Catholic Schools

Four Pillars

I. Catholic Identity
II. Academic Excellence
III. **Affordability and Accessibility – Section 4000**
IV. Governance

Organization Structure, Roles and Responsibilities

PASTOR AND PRINCIPAL

Pastor

Overall fiduciary responsibility for parish and school

Pastor

- ensures that all individuals perform their roles as expected
- may authorize certain individuals on the parish staff to be the sub-steward of a portion of the budget
- collects recommendations on the budget from the parish staff and Finance Council
- approves the final budget
- approves, in advance, significant proposals by parish staff for variations from the current year budget

Principal

Sub-steward of the school portion of the parish budget.

Policy #4450: All archdiocesan schools shall be responsible for all operating expenses, such as salaries and benefits, supplies, utilities, insurance, etc.

Principal

- being familiar with the prior year financial results in their area
- obtaining the Pastor's approval of their ministry/program plans for the coming year
- engage school advisory members for feedback on the creation of a new budget
- preparing a detailed budget for the school including revenue sources, personnel requirements, and estimates of costs for materials and other expenses
- contributing their detailed information to the parish bookkeeper for consolidation into the overall budget

Principal

- throughout the year:
  - monitoring actual financial results compared to budget each month using reporting received from the parish bookkeeper
  - obtaining advanced approval from the Pastor for expenses that are expected to exceed budget
  - obtaining approval from the Pastor for proposed ministry/program activities that are significantly different than plan/budget

Revenue Policies and Parameters

Tuition

Parish Support

Fundraising/Advancement

Programs

- Early Childhood
- Before/After care

Tuition Revenue: Enrollment Forecasting

1. November of each year
2. Tool to assist with marketing plan and budget
3. Marketing plan and priorities should be developed based on forecast
4. Enrollment should be formally monitored on a monthly basis

Enrollment Forecaster and Considerations

1. Current Enrollment
2. Historical Enrollment
3. Retention Rate
4. Strategic Plan

Revenue – Tuition Policy/Procedure

4300 Setting Archdiocesan School Tuition Rates

All archdiocesan schools shall set and publish tuition rates in accord with procedures set forth by the archdiocese.

4310 Cost of Educating an Archdiocesan Student

The pastor, canonical administrator, or board of limited jurisdiction, shall establish a tuition rate for each program that takes into consideration the full cost of educating a student in that program.

4320 Advisory Recommendations for Archdiocesan Schools

All tuition rates shall be established after reviewing the recommendations of the principal, school board, finance council and other appropriate advisory bodies.

Revenue – Tuition Policy/Procedure

4330 Archdiocesan Tuition Policy Statement

All archdiocesan Catholic schools shall publish a written tuition policy statement that details the total cost, tuition rates, payment schedules, methods of payments and consequences of non-payment of tuition.

The written tuition statement shall be published no later than February 1, for the coming school year.

4340 Active Parishioner Grants

Once each archdiocesan Catholic school has established one tuition rate for each program, it may establish and publish a grant or other program to subsidize tuition for active parishioners in the Archdiocese of Washington.

4350 Parish Tuition Assistance

Parish tuition assistance shall be made available to families with demonstrated financial need for circumstances determined by the pastor, including families with multiple children enrolled in tuition-based educational programs, material changes in a family's financial circumstances, or at the pastor's discretion.

Revenue – Procedure 4621

Procedure for Policy 4621 Regarding Tuition Revenue

- Tuition revenue including all tuition assistance income fails to cover a minimum of 65 percent of the total expense of the school;
  - This calculation should include all tuition assistance funds including the archdiocese, parish/parishes and other sources.

Revenue – Parish Support Policy/Procedures

4200 PARISH SUPPORT OF SCHOOLS

All parishes shall support Catholic schools in the Archdiocese of Washington by actively encouraging Catholic families to enroll their children in the local parish or regional school.

4210 Parish with Parish-Based School Financial Support

A parish with a parish-based school shall provide financial support to the school not to exceed 35 percent of parish revenue (see Policies 4440 and 4621-B).

4220 Parish with a Regional School Financial Support

A parish that supports a regional school shall provide financial support to the school according to the agreement, written in consultation with the Archdiocese, establishing the regional school and approved by the Archdiocese.

In the event that a parish(es) financially supports an unexpected regional school budget shortfall, the school shall repay the parish(es) the amount of the unexpected support within three (3) years, in collaboration with the parish(es) and after consultation with the Archdiocese.

Revenue – Procedure 4220 - Regional School

Content:

To the extent that the parishes supporting a regional school have the ability to do so, all reasonable efforts are to be made to provide the required level of financial support for the regional school, such that the regional school is able to meet the expenses required to deliver quality Catholic education

- The Regional School agreement as described in policy 4513, approved by the Archdiocese, will stipulate the type and amount of parish financial support that is necessary. In recognition of the new policy concerning the revised education assessment parishes will pay (parishes with a parish school or that support a regional school are assessed 3 % of offertory income, parishes that do not support a school are assessed 9 % of offertory income), the parish financial support of the regional school will generally be set at no less than 5 % of the parish's offertory collection (in addition to the 3 % paid as the education assessment to the Archdiocese.).

- Regional Schools are encouraged to adopt the tuition assistance scholarship model with the financial support received from the parishes. In general, parish financial support of a regional school will take the form of contributions from the supporting parishes to the regional school or sponsoring parish's account to directly fund tuition assistance. Information about transitioning from the traditional parish support structure to the recommended tuition assistance model is found in the procedures for Policy 4210 and would apply to a regional school situation.

- Parish financial support of the regional school may not jeopardize the parish's financial viability. Parish financial support in excess of 35 % of the parish's total revenue is generally not sustainable.

Revenue – Fundraising/Advancement Policy/Procedures

4473 Archdiocesan School Fundraising Goal

Any shortfall in an Archdiocesan school's budget of an anticipated fundraising goal that ultimately is not met shall be covered by the sponsoring parish or parishes; however, the obligation shall be repaid by the Archdiocesan school over a period not to exceed three (3) years.

4480 Bank Accounts

All parishes sponsoring a school shall have one (1) checking account to handle the operations of both the parish and the parish school. All receipts and expenses of the parish school are to be accounted for through the main parish accounts. Organizations may have imprest accounts only with the pastor's or canonical administrator's permission and the pastor or canonical administrator shall be the signer on all accounts.

Revenue – Fundraising/Advancement Policy/Procedures

4470 Archdiocesan School Fundraising

All Archdiocesan schools, working with the sponsoring parish or parishes and School Advisory Board, shall actively engage in planned fundraising efforts, as defined in the school budget reviewed by the Archdiocese.

4471 Limitation of Archdiocesan School Fundraising Effort

All door-to-door sales of goods by Archdiocesan elementary students shall be prohibited for reasons of safety, which must be noted in the Parent Handbook.

4472 Accounting for Archdiocesan School Fundraising Revenue

All revenue associated with Archdiocesan school fundraising sponsored by the School Advisory Board, the Home and School Association and other school-based clubs and organizations is an asset of the parish that is restricted for support of the Archdiocesan school and shall be maintained at the parish with the canonical administrator's name on all accounts.

Revenue – Procedure 4210

Content:

To the extent that a parish has the ability to do so, all reasonable efforts are to be made to provide the required level of financial support for its school, such that the school is able to meet the expenses required to deliver quality Catholic education. Each pastor has discretion as to the level of parish financial support but such support may not jeopardize the parish's financial viability. Parish financial support in excess of 35 % of the parish's total revenue is generally not sustainable. Parishes are encouraged to adopt the parish tuition assistance scholarship model for their parish financial assistance to the school.

Traditional model of parish financial support

Parish Tuition Assistance Scholarships method of parish financial support (Recommended)

Transitioning from Traditional Model to Recommended Model

Revenue – Parish Support Parameters

When and how should principals discuss parish support with Pastors?

What is the concern with using "parish support" as a rescue from a budget deficit? (ie. The Parish will cover the planned deficit)

Revenue – Procedure 4621

Procedure for Policy 4621 Regarding Fundraising

- Net proceeds from fundraising fall below five percent (5%) of total school expenses.

In some cases this criteria may not threaten the viability of the school. Consultation may take the form of planning special initiatives to increase fundraising efforts; however, an absence of meaningful fundraising activity may indicate a lack of engagement or commitment by the school community.

Expense – Salary Policy/Procedures

3450 Archdiocesan Salary Scales

The Archdiocese, upon the recommendation of the Catholic Schools Office and approval by the Archbishop, shall require a minimum salary scale for full-time lay teachers and chief administrators in Archdiocesan Catholic schools. These salary scales shall be multi-year scales, available to the schools and parishes by October of the year preceding their implementation.

Budget Monitoring Cycle

- Finalize budget based on actual enrollment
- Finance Council review annual report/budget
- Administer expense adjustments based on final budget, if needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.

- Submit annual report/budget to ADW
- Review monthly financial statement
- Explain variances >5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement
- Explain variances > 5%
- Adjust budget as needed

- Review monthly financial statement

Section III

Budget Tools

ADW.org Budget Tools: Tuition/fees worksheet

Archdiocese of Washington
Tuition/Fees Projection

In Parish Rate

(1) Number of Children in family	(2) Number of families	(3) Number of Children	(4) Tuition Rate	(2) x (4) Total Tuition
1				0
2				0
3				0
4 or more				0
Total	0	0	0	0
		(A)		(E)

Out of Parish Rate

(1) Number of Children in family	(2) Number of families	(3) Number of Children	(4) Tuition Rate	(2) x (4) Total Tuition
1				
2				
3				
4 or more				
Total		(B)		(F)

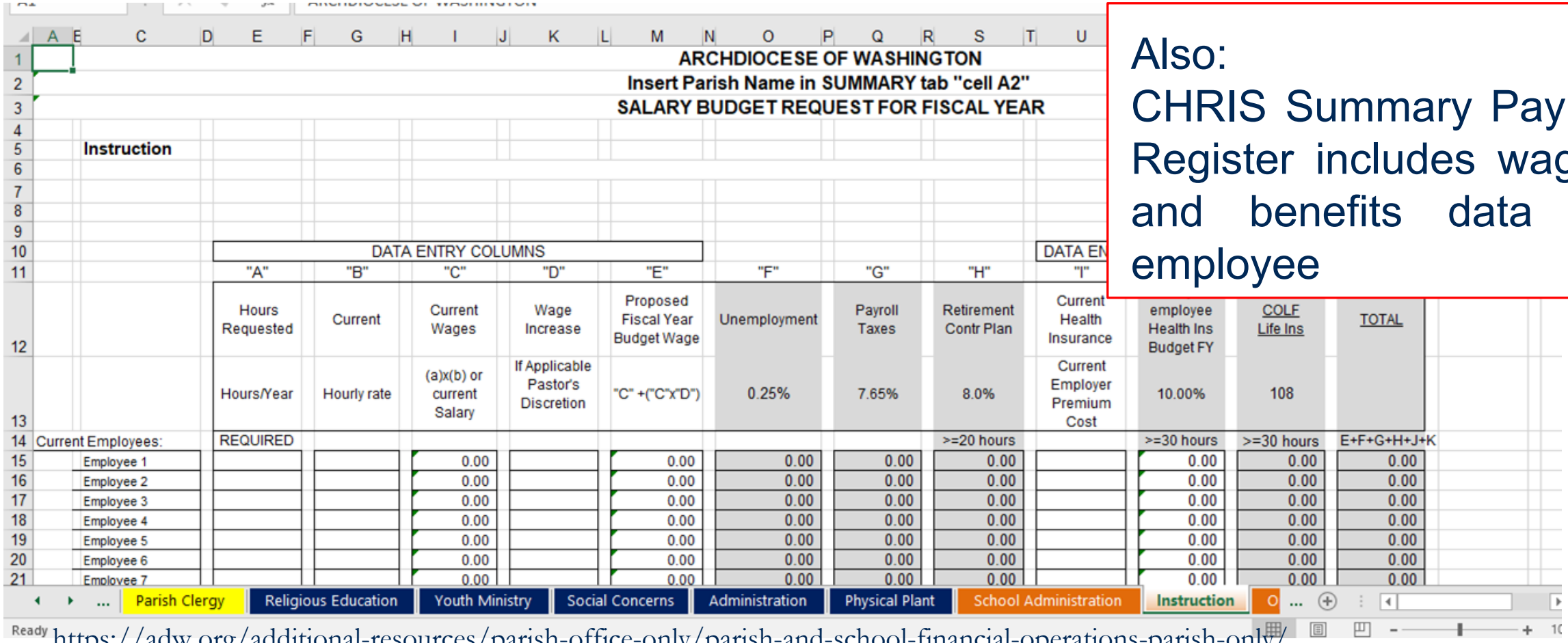
Grand Total (enrollment): _____ _____
(A+B+C+D) (E+F+G+H)

LESS Tuition Assistance granted by Pastor	--	(_____)
LESS estimated uncollectible tuition	--	(_____)
NET TUITION TO BE COLLECTED	=	_____

Also on ADW.org:
Budgeting Policy, Guideline and Tools.
Username: parish
Password: briefings

https://adw.org/additional-resources/parish-office-only/parish-and-school-financial-operations-parish-only/

ADW.org Budget Tools: Salary/benefits worksheet



ARCHDIOCESE OF WASHINGTON
Insert Parish Name in SUMMARY tab "cell A2"
SALARY BUDGET REQUEST FOR FISCAL YEAR

Instruction

		DATA ENTRY COLUMNS								DATA EN			
		"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"			
		Hours Requested	Current	Current Wages	Wage Increase	Proposed Fiscal Year Budget Wage	Unemployment	Payroll Taxes	Retirement Contr Plan	Current Health Insurance	employee Health Ins Budget FY	COLF Life Ins	TOTAL
		Hours/Year	Hourly rate	(a)x(b) or current Salary	If Applicable Pastor's Discretion	"C" +("C"x"D")	0.25%	7.65%	8.0%	Current Employer Premium Cost	10.00%	108	
Current Employees:		REQUIRED							>=20 hours		>=30 hours	>=30 hours	E+F+G+H+J+K
	Employee 1			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 2			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 3			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 4			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 5			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 6			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00
	Employee 7			0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00

Parish Clergy | Religious Education | Youth Ministry | Social Concerns | Administration | Physical Plant | School Administration | Instruction

Also:
CHRIS Summary Payroll Register includes wages and benefits data by employee

https://adw.org/additional-resources/parish-office-only/parish-and-school-financial-operations-parish-only/

ParishSoft Accounting Report: Monthly Budget/History

	July	August	September	October	November	December	January	February	March	April	May	June	Total
Next Year +1 Budget	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utilities--Other													
604.000S93 **Utilities--Other**													
Proposed Budget													
Next Year Budget	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Year Budget	1,800.00	1,800.00	4,800.00	4,876.00	4,805.00	4,880.00	4,800.00	4,800.00	4,800.00	4,800.00	4,794.00	4,800.00	51,755.00
Current Year Actual	0.00	805.60	794.11	2,037.59	3,447.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,084.63
Last Year Budget	2,960.00	2,960.00	2,882.00	2,898.00	2,989.00	2,898.00	2,900.00	3,493.00	3,494.00	3,493.00	3,494.00	3,500.00	37,961.00
Last Year Actual	3,102.11	5,408.52	0.00	4,876.47	3,405.21	3,480.20	5,431.87	0.00	2,468.87	1,262.74	1,314.16	1,149.67	31,899.82
2 Years Ago Actual	686.19	5,235.02	2,882.43	0.00	7,446.62	0.00	4,147.77	1,019.42	1,262.96	2,293.45	12,816.50	1,264.04	39,054.40
Current Year Actual/Budget	0.00	805.60	794.11	2,037.59	3,447.33	4,880.00	4,800.00	4,800.00	4,800.00	4,800.00	4,794.00	4,800.00	40,758.63
Next Year +1 Budget	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Repairs													
606.000S93 **Repairs**													
Proposed Budget													
Next Year Budget	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Year Budget	8,868.00	10,189.00	9,617.00	7,215.00	3,398.00	3,709.00	3,800.00	6,954.00	4,032.00	5,022.00	7,000.00	7,000.00	76,804.00

Good budgets do more than just divide annual items by 12 months

ParishSoft Accounting Report: Budget Worksheet

Process | Setup | Reports

	Two Years Ago Actual	Last Year Actual	Current Year Actual	Current Year Budget	Next Year Budget	Next Year Revisions
Fund Raising Revenue Totals:	14,165.00	0.00	0.00	7,423.00	0.00	
Before and After Care						
448.000S90 Before and After Care	67,409.92	79,559.00	20,113.32	82,205.00	0.00	
448.001S90 After School Act.	3,280.00	5,330.00	150.00	0.00	0.00	
Before and After Care Totals:	70,689.92	84,889.00	20,263.32	82,205.00	0.00	
Income - Resale Other						
451.000S90 Income - Resale Other	0.00	0.00	0.00	0.00	0.00	
451.001S90 School-School Income-Year	7,913.00	8,462.00	0.00	8,920.00	0.00	
Income - Resale Other Totals:	7,913.00	8,462.00	0.00	8,920.00	0.00	
Cafeteria						
454.001S90 Lunch Services	100,952.88	117,724.99	44,919.50	113,673.00	0.00	
454.002S90 Milk	9,495.00	9,035.00	8,060.00	9,035.00	0.00	
Cafeteria Totals:	110,447.88	126,759.99	52,979.50	122,708.00	0.00	

Viability – Understanding Benchmarks

Description of situations requiring consultation:

- A loan* is required to sustain school operations;
- An excess of 35 percent of parish revenue in any given year is required to support the school deficit;
- Tuition revenue including all tuition assistance income fails to cover a minimum of 65 percent of the total expense of the school;
- Enrollment falls below 65 percent of the school's capacity given the number of classes per grade that are currently offered;
- Net proceeds from fundraising fall below five percent of total school expenses.

* unpaid bills to the archdiocese can constitute an unapproved loan

Questions

The Roman Catholic Archdiocese of Washington

Catholic Schools

A Faith-Based Education that Lasts a Lifetime

map® GROWTH™

Overview

Families

- ❑ Family Report

Teachers

- ❑ Class Breakdown Report

Principals

- ❑ Grade Report

The Roman Catholic Archdiocese of Washington
Catholic Schools

NWEA's RIT scale stands for Rasch Unit scale. There are several RIT scales: one each for reading, language usage, mathematics, and general science plus a few scales that are under development.

What are the characteristics of the RIT scales?

•These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student.

In summary, the RIT scale is: An achievement scale

•Accurate

•Equal interval

•Useful for measuring growth over time

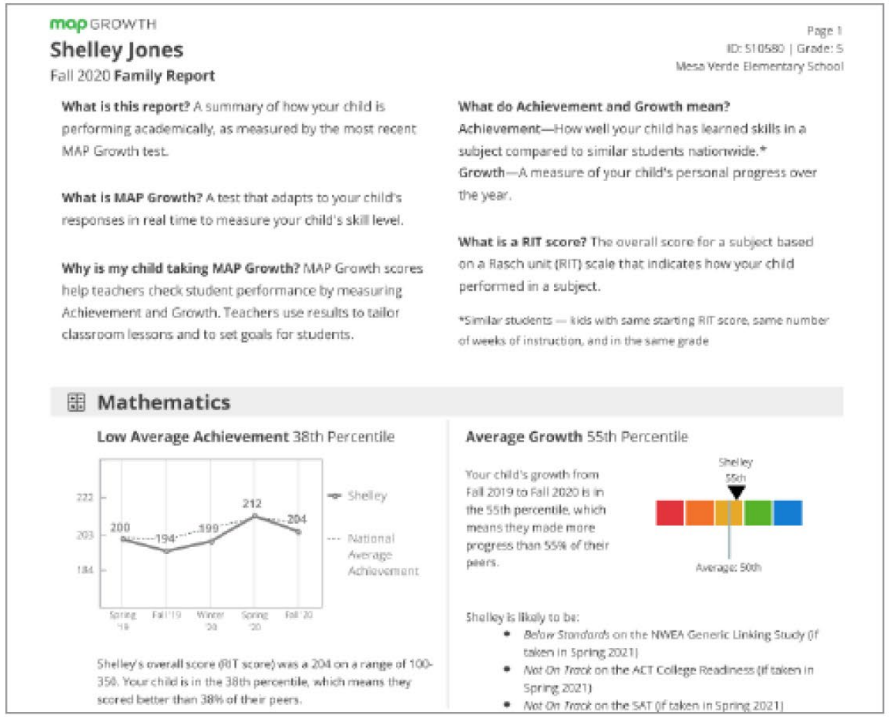
•The same regardless of the grade or age of the student

The theory governing scale construction is called Item Response Theory (IRT)

A RIT score indicates the difficulty level at which the student is answering about 50% of the questions correctly. Although it is possible to score as high as 265 or more on the reading test and 285 or more on the math test, **240 (reading) and 250 (math)** are typical top scores.

NWEA MAP Growth

Family Report



map GROWTH

Shelley Jones

Fall 2020 **Family Report**

Page 1
ID: 510580 | Grade: 5
Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

Low Average Achievement 38th Percentile

Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Reading

Low Achievement 18th Percentile

Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science

High Achievement 97th Percentile

Shelley's overall score (RIT score) was a 222 on a range of 100-

High Average Growth 61st Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

Shelley is likely to be:

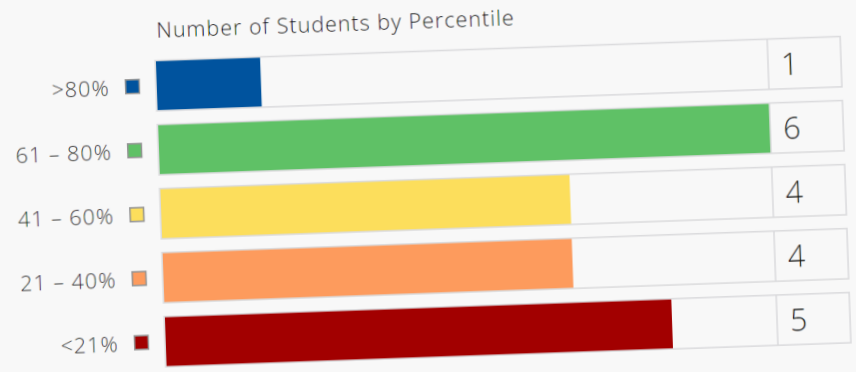
The Roman Catholic Archdiocese of Washington
Catholic Schools

ACHIEVEMENT PERCENTILES

All 20 students have tested and have a score.

Expecting a different number? Learn more about this data and test scores

Most are below the mean (50th percentile).



COMPARISONS

Grade 3
(20 students)

Class Average RIT: 183.5

Your grade 3 students have scores below the national average (188).

Median Percentile: 47

Feedback

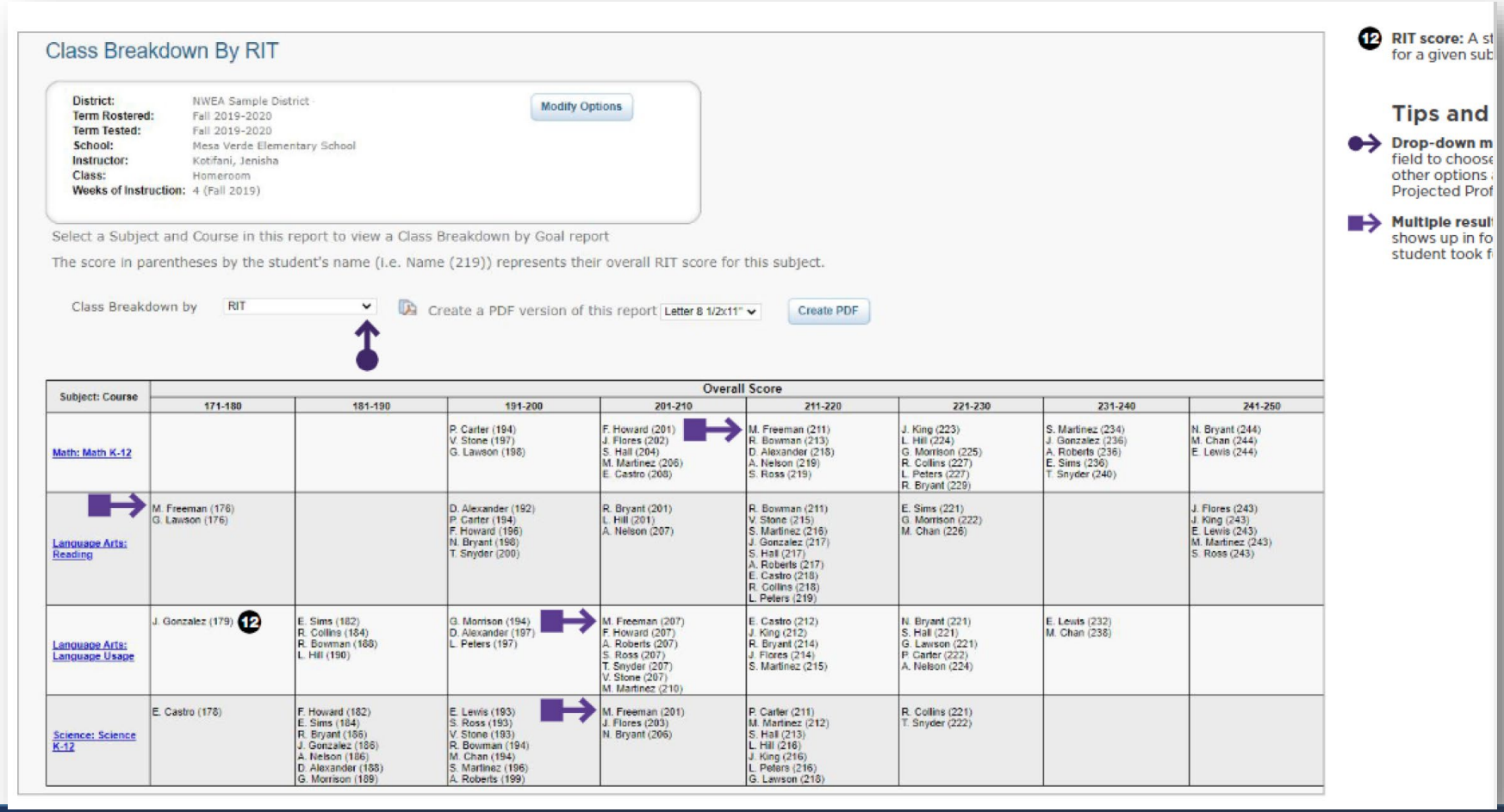
STUDENT DETAILS

Students	Gr	ACHIEVEMENT Percentile	RIT	Quantile	INSTRUCTIONAL AREAS RIT SCORES Growth: Math 2-5 CCSS 2010 V2 Measurement and Data	Operations and Algebraic Thinking	Geometry	Number and Operations

Look at a Class Profile

NWEA MAP Growth

Class Breakdown Report



Class Breakdown By RIT

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Select a Subject and Course in this report to view a Class Breakdown by Goal report

The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Class Breakdown by RIT | Create a PDF version of this report Letter 8 1/2x11" | Create PDF

Subject: Course	Overall Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Math: Math K-12			P. Carter (194) V. Stone (197) G. Lawson (198)	F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) E. Castro (208)	M. Freeman (211) R. Bowman (213) D. Alexander (218) A. Nelson (219) S. Ross (219)	J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229)	S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240)	N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207)	R. Bowman (211) V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219)	E. Sims (221) G. Morrison (222) M. Chan (226)		J. Flores (243) J. King (243) E. Lewis (243) M. Martinez (243) S. Ross (243)
Language Arts: Language Usage	J. Gonzalez (179) 12	E. Sims (182) R. Collins (184) R. Bowman (188) L. Hill (190)	G. Morrison (194) D. Alexander (197) L. Peters (197)	M. Freeman (207) F. Howard (207) A. Roberts (207) S. Ross (207) T. Snyder (207) V. Stone (207) M. Martinez (210)	E. Castro (212) J. King (212) R. Bryant (214) J. Flores (214) S. Martinez (215)	N. Bryant (221) S. Hall (221) G. Lawson (221) P. Carter (222) A. Nelson (224)	E. Lewis (232) M. Chan (238)	
Science: Science K-12	E. Castro (178)	F. Howard (182) E. Sims (184) R. Bryant (186) J. Gonzalez (186) A. Nelson (186) D. Alexander (188) G. Morrison (189)	E. Lewis (193) S. Ross (193) V. Stone (193) R. Bowman (194) M. Chan (194) S. Martinez (196) A. Roberts (199)	M. Freeman (201) J. Flores (203) N. Bryant (206)	P. Carter (211) M. Martinez (212) S. Hall (213) L. Hill (216) J. King (216) L. Peters (216) G. Lawson (218)	R. Collins (221) T. Snyder (222)		

12 **RIT score:** A st
for a given sub

Tips and

Drop-down m
field to choose
other options
Projected Prof

Multiple result
shows up in fo
student took f

The Roman Catholic Archdiocese of Washington
Catholic Schools

NWEA MAP Growth

Grade Report

Grade Report
(1 of 2)

map GROWTH

Grade Report

Grade 5

Term:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School

1	Norms Reference Data:	2020 Norms.
3	Weeks of Instruction:	4 (Fall 2019)
4	Grouping:	None
5	Small Group Display:	No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students with Valid Growth Scores	143
6 Mean RIT Score	217.6
8 Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 10 Mean RIT Score (+/- Smp Err)	8 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
11 Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.

1 **Norms reference dat** study your report dat

3 **Weeks of Instruction** weeks before testing, administrator.

4 **Optional grouping:** Yo gender or ethnicity. If you may also view sum

5 **Small group display:** students will display v generating reports.

6 **Mean RIT score:** The in the given term.

8 **Standard deviation:** I a group of students. T students are alike (zer same). The higher the this group.

10 **Sampling error:** An es an aggregate statistic to calculating the stat than on the entire pop lower the sampling er

11 **Instructional area:** A within a subject (e.g., Instructional Area rep access the Learning C

The Roman Catholic Archdiocese of Washington
Catholic Schools

Think-Pair-Share

Let’s Explore and Deep Dive into the Data

Think-Pair-Share

A Snapshot of *Academics Team* School Review…

School	Grade	Math Instructional Areas	Reading Instructional Areas
	2	Numbers & Operations, Geometry	Foundational Skills: Grammar & Understand Edit for Mechanics
	3	Operations of Algebraic Thinking & Numbers and Operations	Vocabulary and Informational Text
	4	Measurement and Data, Geometry	Informational Text and Vocabulary
	5	Operations and Algebraic Thinking, Measurement and Data	Informational Text and Vocabulary
	6	The Real and Complex Number System, Geometry	Literary Text and Informational Text
	7	Geometry, Statistics and Probability	Informational Text and Vocabulary
	8	Geometry, Statistics and Probability	Vocabulary and Informational Text
	8th-Algebra I	Descriptive Statistics	

Resources

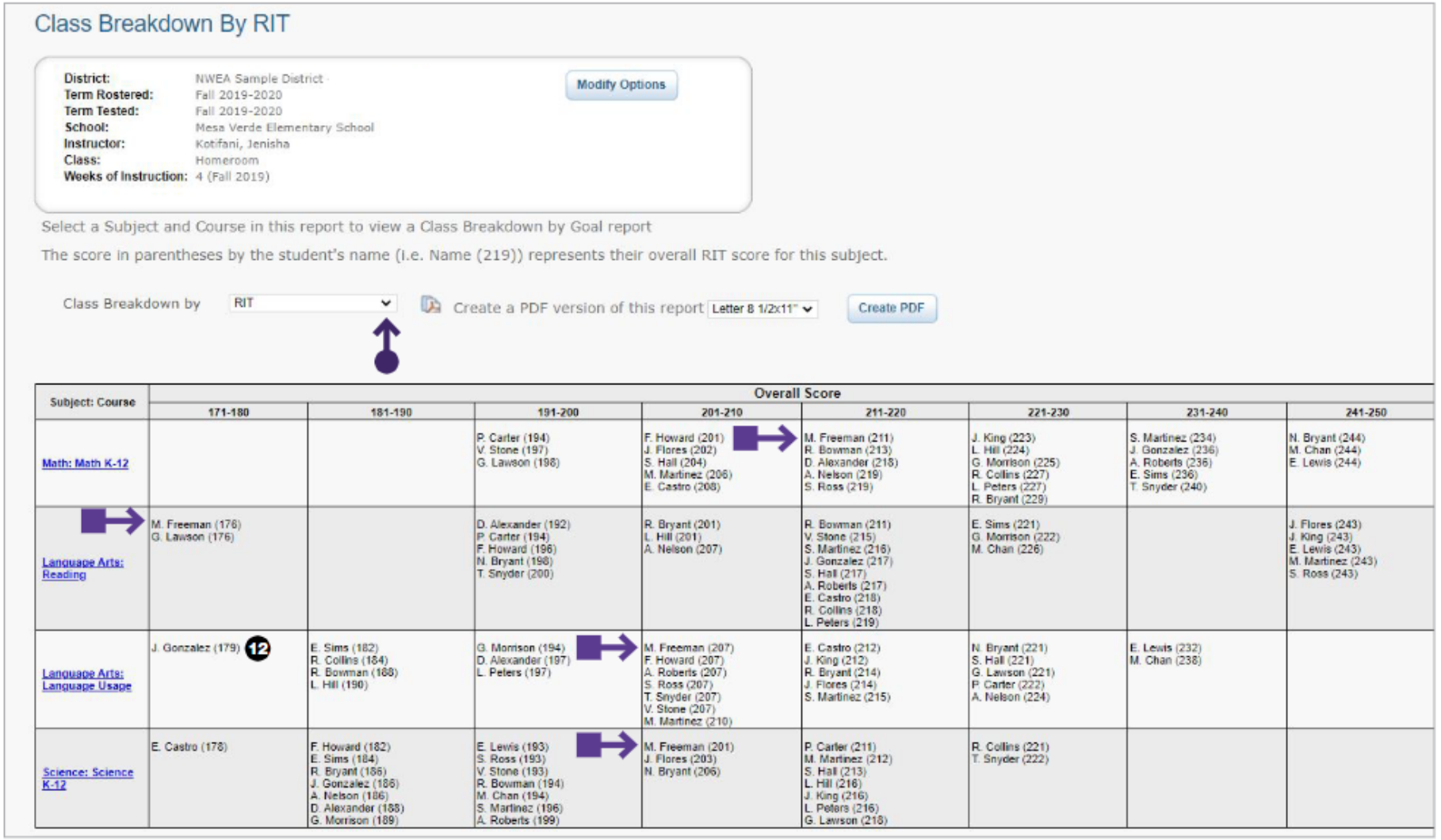
NWEA MAP Growth Terms to Know

RCADW Curriculum Standards

RCADW Principal Portal

The Roman Catholic Archdiocese of Washington
Catholic Schools

Class Breakdown by RIT



Class Breakdown By RIT

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Select a Subject and Course in this report to view a Class Breakdown by Goal report

The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Class Breakdown by RIT | Create a PDF version of this report Letter 8 1/2x11" | Create PDF

Subject: Course	Overall Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Math: Math K-12			P. Carter (194) V. Stone (197) G. Lawson (198)	F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) E. Castro (208)	M. Freeman (211) R. Bowman (213) D. Alexander (218) A. Nelson (219) S. Ross (219)	J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229)	S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240)	N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207)	R. Bowman (211) V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219)	E. Sims (221) G. Morrison (222) M. Chan (226)		J. Flores (243) J. King (243) E. Lewis (243) M. Martinez (243) S. Ross (243)
Language Arts: Language Usage	J. Gonzalez (179) 12	E. Sims (182) R. Collins (184) R. Bowman (188) L. Hill (190)	G. Morrison (194) D. Alexander (197) L. Peters (197)	M. Freeman (207) F. Howard (207) A. Roberts (207) S. Ross (207) T. Snyder (207) V. Stone (207) M. Martinez (210)	E. Castro (212) J. King (212) R. Bryant (214) J. Flores (214) S. Martinez (215)	N. Bryant (221) S. Hall (221) G. Lawson (221) P. Carter (222) A. Nelson (224)	E. Lewis (232) M. Chan (238)	
Science: Science K-12	E. Castro (178)	F. Howard (182) E. Sims (184) R. Bryant (186) J. Gonzalez (186) A. Nelson (186) D. Alexander (188) G. Morrison (189)	E. Lewis (193) S. Ross (193) V. Stone (193) R. Bowman (194) M. Chan (194) S. Martinez (196) A. Roberts (199)	M. Freeman (201) J. Flores (203) N. Bryant (206)	P. Carter (211) M. Martinez (212) S. Hall (213) L. Hill (216) J. King (216) L. Peters (216) G. Lawson (218)	R. Collins (221) T. Snyder (222)		

12 **RIT score:** A student's overall scale score on the test for a given subject.

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are Instructional Area and Projected Proficiency.

Multiple results: Notice how this student's name shows up in four different places. This means the student took four different tests.

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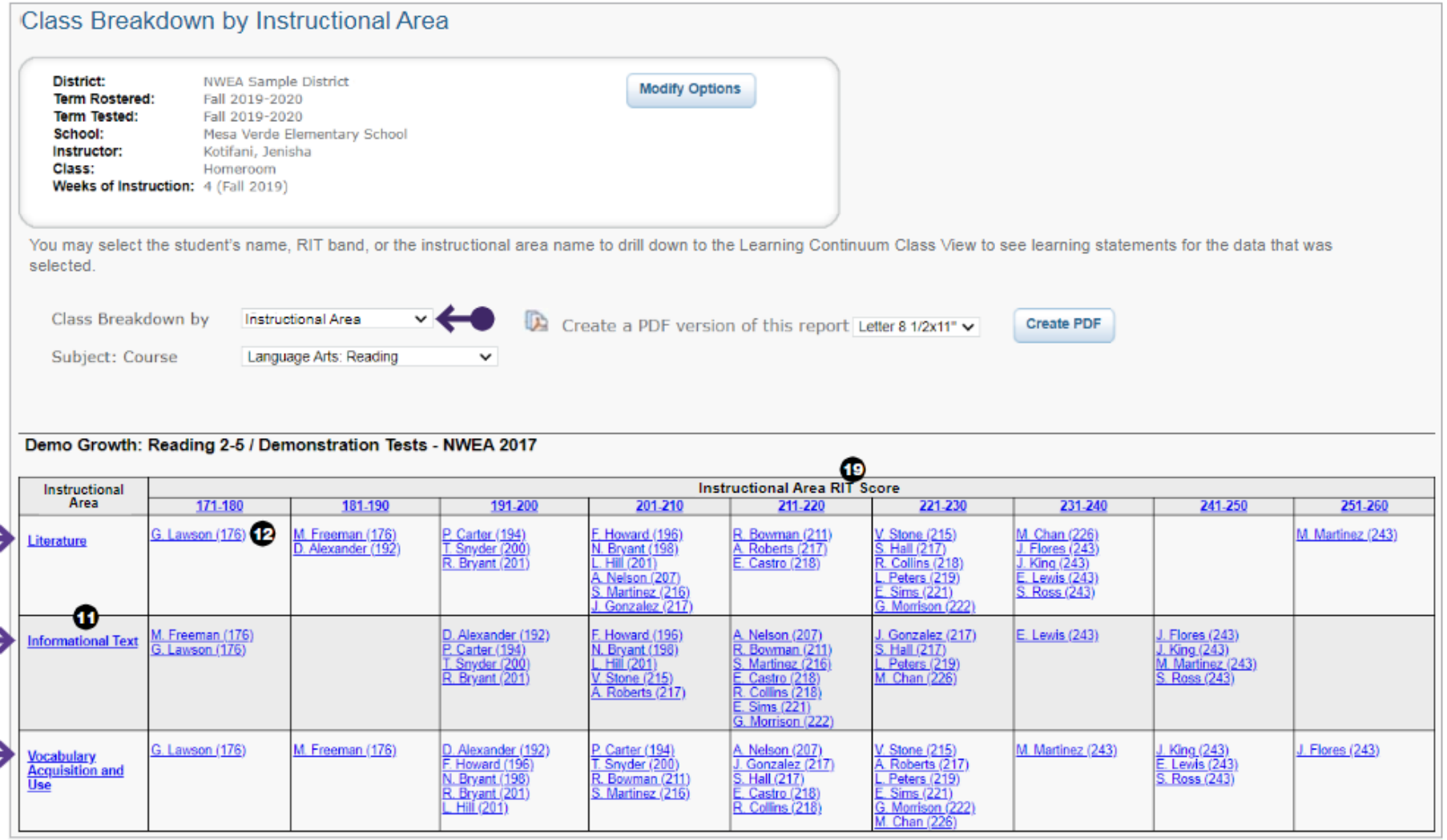
Class Breakdown by Instructional Area



Class Breakdown by Instructional Area

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

You may select the student's name, RIT band, or the instructional area name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by: Instructional Area

Create a PDF version of this report: Letter 8 1/2x11"

Create PDF

Subject: Course: Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Instructional Area	Instructional Area RIT Score								
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250	251-260
Literature	G. Lawson (176)	M. Freeman (176) D. Alexander (192)	P. Carter (194) T. Snyder (200) R. Bryant (201)	F. Howard (196) N. Bryant (198) L. Hill (201) A. Nelson (207) S. Martinez (216) J. Gonzalez (217)	R. Bowman (211) A. Roberts (217) E. Castro (218)	V. Stone (215) S. Hall (217) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222)	M. Chan (226) J. Flores (243) J. King (243) E. Lewis (243) S. Ross (243)		M. Martinez (243)
Informational Text	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) T. Snyder (200) R. Bryant (201)	F. Howard (196) N. Bryant (198) L. Hill (201) V. Stone (215) A. Roberts (217)	A. Nelson (207) R. Bowman (211) S. Martinez (216) E. Castro (218) R. Collins (218) E. Sims (221) G. Morrison (222)	J. Gonzalez (217) S. Hall (217) L. Peters (219) M. Chan (226)	E. Lewis (243)	J. Flores (243) J. King (243) M. Martinez (243) S. Ross (243)	
Vocabulary Acquisition and Use	G. Lawson (176)	M. Freeman (176)	D. Alexander (192) F. Howard (196) N. Bryant (198) R. Bryant (201) L. Hill (201)	P. Carter (194) T. Snyder (200) R. Bowman (211) S. Martinez (216)	A. Nelson (207) J. Gonzalez (217) S. Hall (217) E. Castro (218) R. Collins (218)	V. Stone (215) A. Roberts (217) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226)	M. Martinez (243)	J. King (243) E. Lewis (243) S. Ross (243)	J. Flores (243)

Instructor Administrator School Coordinator District Coordinator

11 Instructional area: A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.

12 RIT score: A student's overall scale score on the test for a given subject.

19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are RIT and Projected Proficiency.

Learning Continuum: Click on any of the instructional areas to see the Learning Continuum Class View.

Class Breakdown by Projected Proficiency

State Linking Study

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11" | Create PDF

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study:

Subject: Course	Projected Proficiency Category		
	Below Standards (12)	Proficient (24)	Advanced
Math: Math K-12	P. Carter (194) V. Stone (197) G. Lawson (198) F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206)	E. Castro (208) M. Freeman (211) R. Bowman (213)	D. Alexander (218) A. Nelson (219) S. Ross (219) J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229) S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240) N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176) D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207) R. Bowman (211)	V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226) J. Flores (243)

(12) **RIT score:** A student's overall scale score on the test for a given subject.

(24) **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

State-specific linking study: This takes you to your state's linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—ACT

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11"

Create PDF

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Subject: Course	Projected Proficiency Category (24)		
	Not On Track	On Track 22	On Track 24
Math: Math K-12	A. Lucas (182) B. Hammond (200) (12) E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220)	K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225)	H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242)
Language Arts: Reading	E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206) R. Edwards (208) V. Singleton (209) N. Walker (210)	J. Moore (213) L. Cobb (215) W. Soto (215)	B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237)

(12) **RIT score:** A student's overall scale score on the test for a given subject.

(24) **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

College readiness linking study: This link will take you to the respective college readiness linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—SAT

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11" | Create PDF

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Subject: Course	Projected Proficiency Category (24)	
	Not On Track (12)	On Track
Math: Math K-12	A. Lucas (182) B. Hammond (200) E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220)	K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225) H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242)
Language Arts: Reading	E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206)	R. Edwards (208) V. Singleton (209) N. Walker (210) J. Moore (213) L. Cobb (215) W. Soto (215) B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237)

(12) **RIT score:** A student's overall scale score on the test for a given subject.

(24) **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

College readiness linking study: This link will take you to the respective college readiness linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

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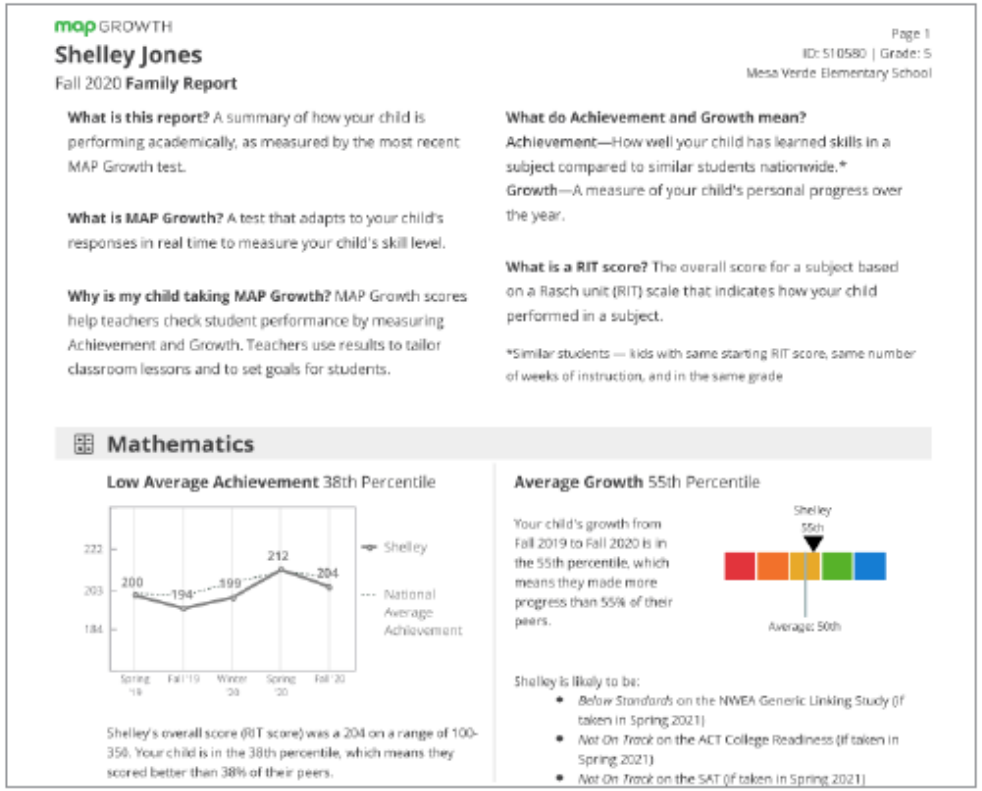
Family Report



map GROWTH

Shelley Jones

Fall 2020 **Family Report**

Page 1
ID: 510580 | Grade: 5
Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

Low Average Achievement 38th Percentile

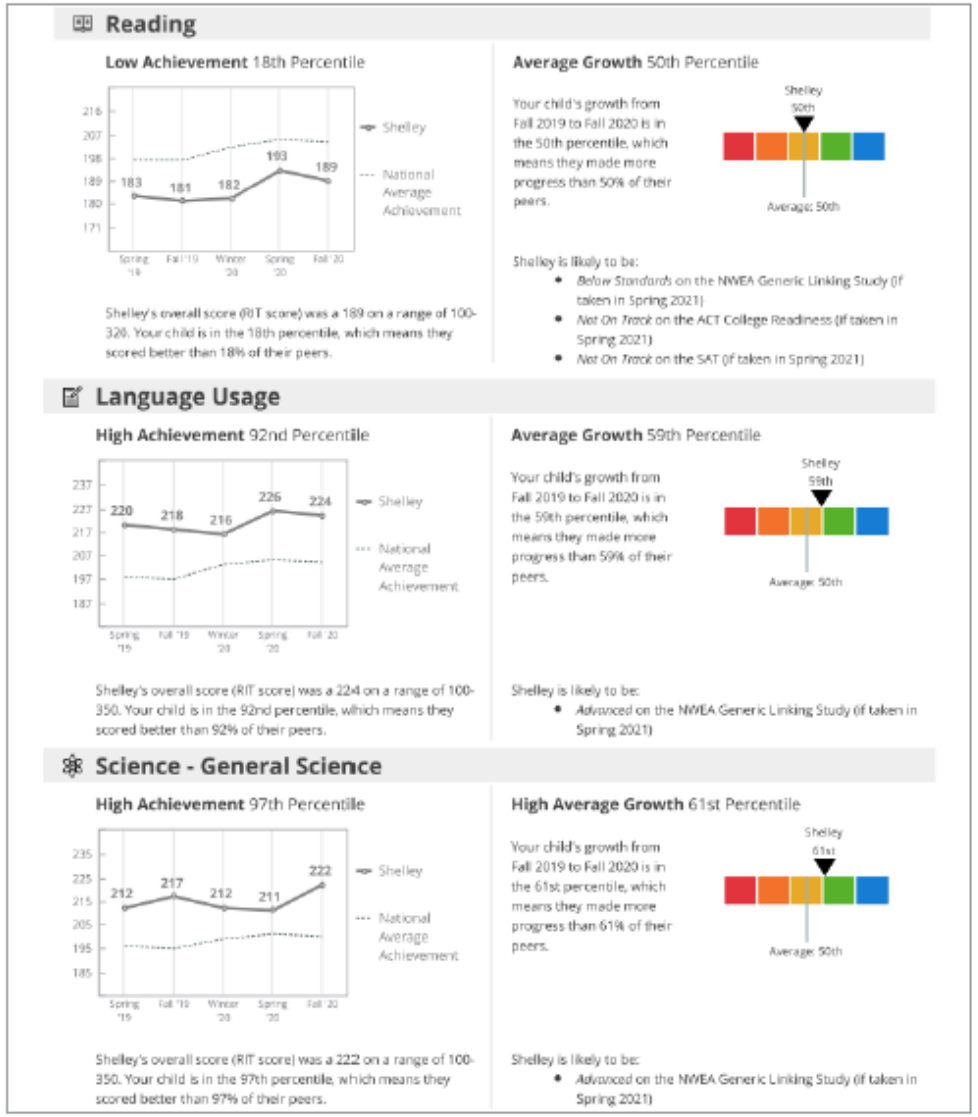
Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)



Reading

Low Achievement 18th Percentile

Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science

High Achievement 97th Percentile

Shelley's overall score (RIT score) was a 222 on a range of 100-350. Your child is in the 97th percentile, which means they scored better than 97% of their peers.

High Average Growth 61st Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Note: This report is only available for the most recent test term.

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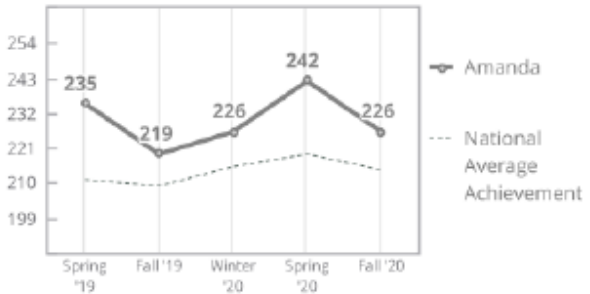
Family Report
Close-Up View

Mathematics

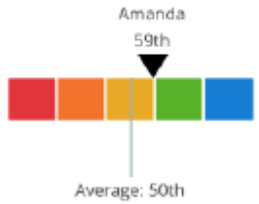
High Average Achievement 76th Percentile



Amanda's overall score (RIT score) was a 226 on a range of 100-350. Your child is in the 76th percentile, which means they scored better than 76% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.



Amanda is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *On Track 22* on the ACT College Readiness (if taken in Spring 2021)
- *On Track* on the SAT (if taken in Spring 2021)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out https://nwea.org/familytoolkit/ for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit https://warmup.nwea.org/.

Note: This is a close-up view of the Family Report to show detail. This exact view can't be printed using the MAP Growth reporting system.

Tips and tricks

Batch printing: This report can only be batch-printed for a single classroom at a time, not for an entire grade level, school, or district.

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Grade Report
(1 of 2)

Grade Report

Grade 5

Term:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School

1	**Norms Reference Data:**	2020 Norms.
3	**Weeks of Instruction:**	4 (Fall 2019)
4	**Grouping:**	None
5	**Small Group Display:**	No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students with Valid Growth Scores	143
6 Mean RIT Score	217.6
8 Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 Mean RIT Score (+/- Smp Err)	8 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
11 Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.

1 **Norms reference data:** Indicates which NWEA norming study your report data draws upon.

3 **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.

4 **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.

5 **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.

6 **Mean RIT score:** The group's average score for the subject in the given term.

8 **Standard deviation:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

10 **Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.

Continued on the next page

Instructor Administrator School Coordinator District Coordinator

Grade Report
(2 of 2)

Grade Report

Grade 5

Term:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School
Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2019)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Instructional Area Performance
A. Operations and Algebraic Thinking
B. Number and Operations
C. Measurement and Data
D. Geometry

Name (Student ID)	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
Alexander, Douglas (S14468)	09/06/19	215-218-221	66-72-78	60 m	*209-218*	210-221	209-220	*208-216*
Anderson, Brian (S14413)	09/10/19	227-230-234	87-91-94	60 m	*216-225*	222-232	222-232	**231-241**
Austin, Kimberly (S14485)	09/18/19	209-213-217	49-60-70	60 m	*202-213*	208-216	207-218	206-217
Barnes, Susan (S14532)	09/20/19	226-229-232	86-90-94	60 m	*218-227*	*218-227*	223-232	*214-224*
Bell, Janice (S14520)	09/06/19	210-213-216	51-60-68	60 m	*199-209*	**212-221**	204-215	*200-210*
Bowman, Ramona (S14420)	09/12/19	209-213-217	49-60-70	60 m	211-220	*202-211*	209-218	**216-227**
Brock, Antonio (S14419)	09/12/19	199-202-205	26-32-38	60 m	**207-215**	*192-202*	199-208	*192-202*
Brooks, Chris (S14528)	09/09/19	182-186-190	4-7-10	60 m	**188-197**	**187-198**	182-191	*175-185*
Brooks, Kevin (S14509)	09/10/19	218-221-224	72-78-83	60 m	*211-221*	218-227	*210-220*	**220-230**
Brooks, Percy (S14456)	09/13/19	197-200-203	21-27-34	60 m	*188-197*	*186-196*	*191-201*	*186-195*
Bryant, Norma (S14535)	09/10/19	241-244-247	98-99-99	60 m	236-246	*234-244*	241-251	236-246
Bryant, Robert (S14507)	09/10/19	226-229-232	86-90-94	60 m	222-233	**230-241**	**229-237**	**233-241**
Cabral, Glady (S14476)	09/12/19	195-198-201	18-23-29	60 m	*186-195*	**201-211**	*184-194*	*187-197*
Campbell, Peter (S14537)	09/20/19	229-232-235	91-93-96	60 m	229-240	228-239	**232-241**	**235-245**
Carter, Andrew (S14497)	09/10/19	201-204-207	30-37-44	60 m	200-211	197-208	*193-201*	196-206
Carter, Peter (S14541)	09/10/19	191-194-198	11-16-22	60 m	**196-205**	192-202	**194-203**	**194-204**
Castro, Edward (S14462)	09/19/19	205-208-211	40-47-55	60 m	*195-203*	**214-222**	**211-220**	**210-220**
Chan, Monte (S14495)	09/06/19	241-244-247	98-99-99	60 m	**244-252**	**248-258**	**246-254**	243-251
Clark, Susan (S14475)	09/20/19	238-240-243	97-98-99	60 m	**244-252**	*231-239*	**243-252**	*227-238*
Coleman, Carlos (S14434)	09/20/19	209-213-217	49-60-70	60 m	**212-221**	207-216	**212-221**	207-215
Collins, Richard (S14410)	09/11/19	225-227-230	85-88-91	60 m	**228-236**	**229-240**	*215-225*	*213-222*
Cooper, Melissa (S14529)	09/09/19	218-221-224	72-78-83	60 m	*207-218*	217-226	216-225	216-225
Diaz, Virginia (S14493)	09/18/19	241-244-247	98-99-99	60 m	239-247	**248-257**	**246-257**	241-250
Douglas, Lonnie (S14416)	09/20/19	217-221-225	70-78-85	60 m	**226-235**	218-229	214-225	**224-233**
Edwards, Diane (S14516)	09/10/19	229-232-235	90-93-96	60 m	**233-242**	**232-242**	230-240	227-237
Edwards, Maria (S14444)	09/20/19	232-236-240	94-96-98	60 m	**236-246**	**238-247**	234-244	234-243

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.

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1. **Norms reference data:** Indicates which NWEA norming study your report data draws upon.
3. **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
4. **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
5. **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
9. **Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
11. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.
13. **RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
14. **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
19. **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

Tips and tricks

Test duration: While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 40–60 minutes.

Printing options: This report can be generated by instructional area descriptors as well as RIT score ranges.

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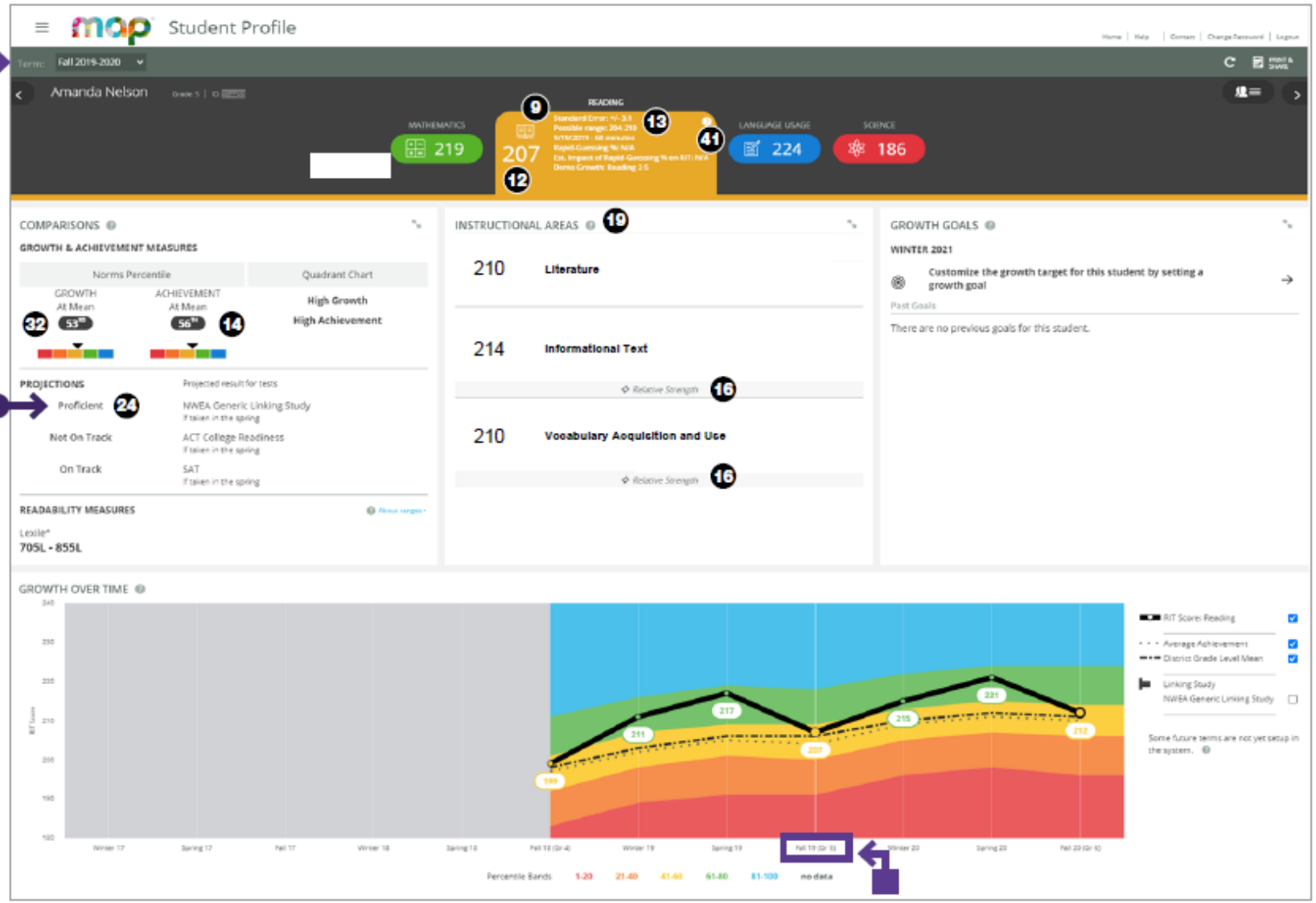
Student Profile Report



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9 Standard error of measurement or error margin: An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

12 RIT score: A student's overall scale score on the test for a given subject.

13 RIT score range: A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

16 17 Area of relative strength OR suggested area of focus: Chosen relative to the whole subject score, plus or minus the standard error. Both of these items are highlighted within the Instructional Areas segment of this report.

19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

24 Projected proficiency category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

32 Conditional growth percentile: The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

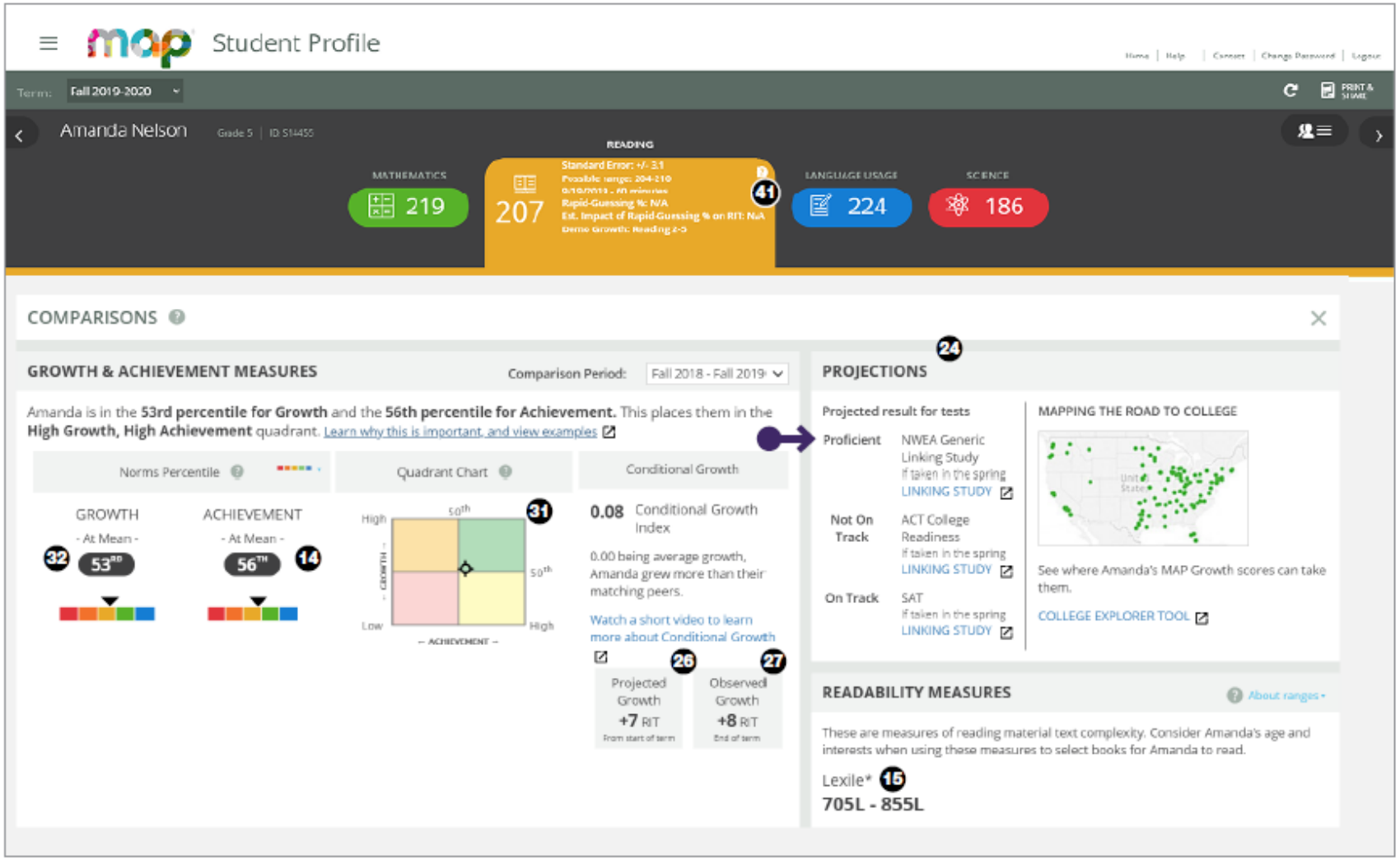
Tips and tricks

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Term Selection: Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2019. This means that the Growth Over Time section displays RIT scores for future test events.

Student Profile Report

Comparisons



14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

24 Projected proficiency category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

27 Observed growth or RIT growth: The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.

31 Conditional growth index: This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

32 Conditional growth percentile: The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

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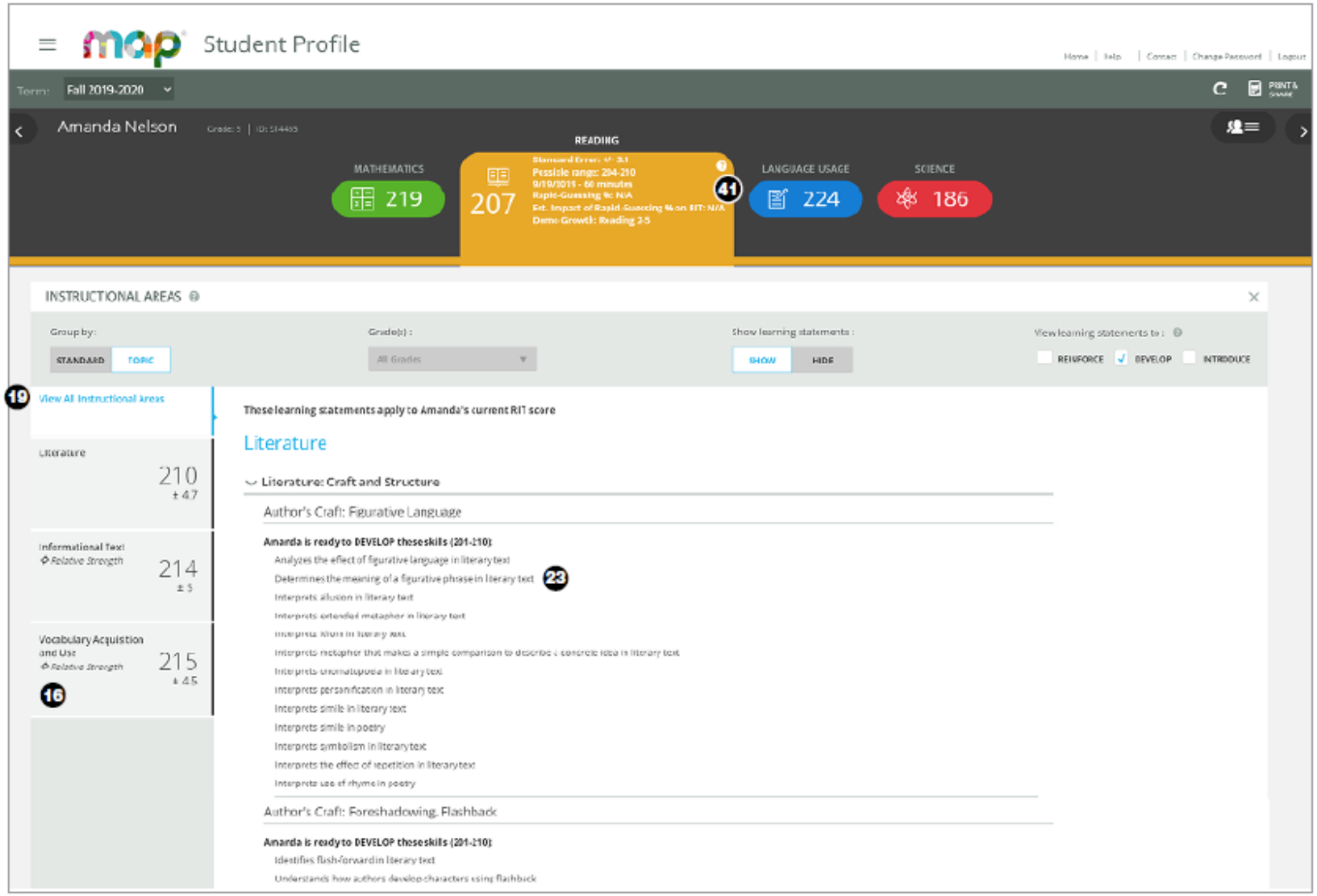
Student Profile Report

Instructional Areas



16 **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.

19 **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

23 **Learning statements:** Statements that define learning objectives to help guide instruction.

41 **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

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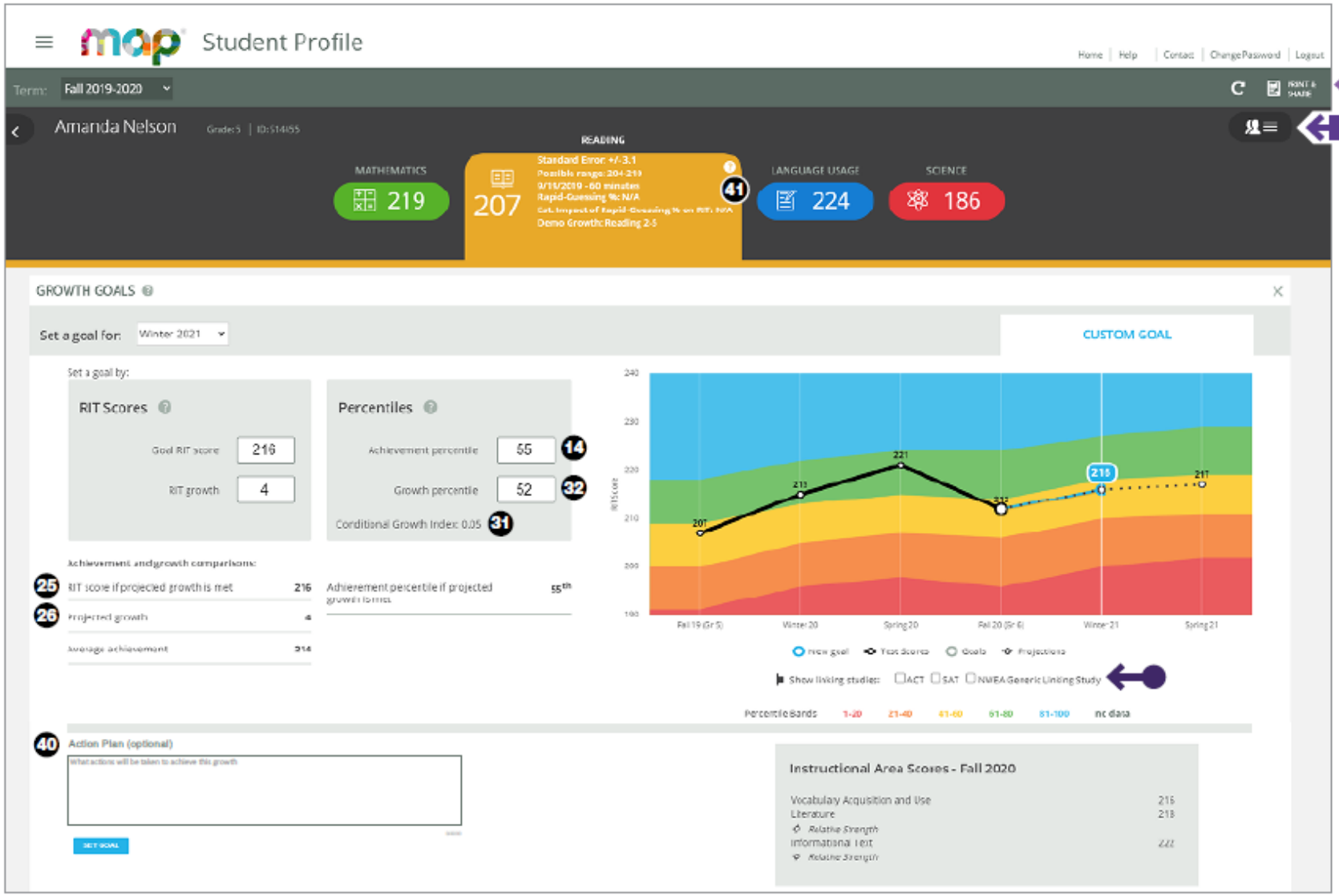
Student Profile Report

Growth Goals



14 **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

25 **Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26 **Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

31 **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

32 **Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

40 **Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.

41 **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

Filter linking studies: You can click on these boxes to filter out views for state proficiency tests and ACT/SAT linking study information.

Quickly locate a different student: Click on this icon for a drop-down menu of the rest of the students in the class.

Print and share: Use this feature to print the screen, create and print a batch PDF, or create a Family Report for the student you are viewing.

Instructor | Administrator | School Coordinator | District Coordinator

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