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GHR'S CATHOLIC SCHOOL INITIATIVE

DRIVING SCHOOL EXCELLENCE FOR MINNESOTA'S URBAN CATHOLIC SCHOOLS

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Table of Contents

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FHI 360 is a nonprofit organization dedicated to improving lives by developing, implementing, and evaluating locally driven integrated solutions to health, education, economic development, environment, and civil society challenges. Our domestic education work focuses on improving educational opportunities for youth through services that include program design (e.g., the creation of models, protocols, tools, and materials), project management, professional development, school-based coaching, creation of local and national networks, and collective impact and program evaluation. We have worked at the intersection of schools and communities for nearly 40 years, solving critical issues in education, health, and youth development through projects in 48 states and with more than 400 school districts. Our staff are experts in education, health services, youth development, gender, school improvement, nutrition, communications, research and evaluation, technology, and advocacy.

Introduction

In the late spring of 2017, the GHR Foundation partnered with FHI 360 to help strengthen urban Catholic schools in Minnesota's by integrating data analysis from periodic assessments into their ongoing school improvement.

Two **overarching goals** directed our data collection and analysis:

1. Identify and work to close the student achievement gaps in urban Catholic schools in Minnesota.
2. Promote best practices in data collection, assessment, and use within schools.

Analyzing periodic assessment data at the school and the GHR network level provides an important lens to evaluate how well students are prepared to succeed according to grade-level standards and how well a school is helping students progress in their learning.

In this report, we aim to support GHR in using periodic assessment data to identify areas of celebration and areas for improvement in their network schools at different levels and through a variety of lenses. In addition to providing summary data on overall student performance, this report analyzes and compares achievement results for the following subgroups:

- subject/content area
- grade level
- gender
- race/ethnicity
- socio-economic status (as indicated by free or reduced lunch status)

By disaggregating and analyzing data in this way, GHR will be better positioned to plan school improvement supports that strategically target student and teacher needs. Various graphs, figures, and visualizations of the data highlight relevant information and findings throughout the report.

Methods

During July of 2017, participating schools were contacted and asked to submit demographics, enrollment, and assessment information from their respective student information systems and assessment platforms for the 2015/2016 and 2016/2017 academic years. Although files and formats submitted varied, schools typically submitted a minimum of three files: 1) a student enrollment file that provided unique student ID, gender, race/ethnicity, and enrollment start date; 2) a demographics file that provided students' socio-economic status (free/reduced lunch), English language learner (ELL) status, and individualized education plan (IEP) status; and 3) an assessment file that provided raw student scores by subject and instructional area/subtest. Schools provided separate assessment files for each assessment type and each academic year requested. File formats included Word documents, comma-separated files, and image files (e.g., secure PDF). After reviewing all data files—and manually transcribing secure image files—all submitted data files were merged via a set of unique student IDs into a master dataset.

Because assessments varied across schools, analyses were primarily descriptive and focused on school and student proficiency averages. Proficiency was defined separately for each assessment, based on established norms and benchmarks for that assessment. Analyzing proficiency told us what percentage of students were performing at or near the benchmarks established for given grade levels and subject areas. Proficiency can be analyzed over time to measure growth, at both the student and school levels. Growth is analyzed to evaluate the degree to which each student or school has progressed, for example, from the beginning to the end of the school year. It is important to analyze assessment data in terms of both students' academic proficiency levels and their growth over time. Taken together, these two measures provide an important picture of student learning and can help to level the playing field for schools that serve students with below average proficiencies. Lastly, univariate analysis of variance was used to statistically test for between-subject effects to

determine the presence of achievement gaps by subgroups of interest (gender, race/ethnicity, and socio-economic status).

Assessments

Assessments administered varied by school. Those discussed in this report include: 1) the Minnesota Comprehensive Assessment (MCA), 2) the Northwestern Evaluation Association Measures of Academic Progress (NWEA MAP), and 3) the Stanford Achievement Test, Tenth Edition (SAT10).

The **MCA** is a statewide annual assessment in Minnesota administered in the spring to students in grades 3 through 8 in math and reading. Within the MCA data provided, achievement-level descriptors for mathematics and reading scale scores give descriptive information of what typical students at each achievement level are expected to know, according to the Minnesota Academic Standards. Students are assigned one of four achievement levels based on their scale score: 1) Exceeds the Standards (proficient), 2) Meets the Standards (proficient), 3) Partially Meets the Standards (not proficient), and 4) Does Not Meet the Standards (not proficient).

The **NWEA MAP** assessments are computer-adaptive, norm-referenced achievement tests in mathematics and reading that measure both student performance and growth over time. The MAP is administered to students in kindergarten through grade 8, up to three times throughout the school year (fall, winter, and spring). MAP employs a Rasch Unit (RIT) scale score—a stable, equal-interval achievement scale that allows students' scores to be directly compared and is useful for measuring growth over time. For example, 5 points of growth demonstrate the same amount of instructional growth regardless of grade level. While the MAP does not include proficiency-level descriptors (that outline and/or categorize the degree to which students are prepared for grade level success), NWEA does provide growth percentile and scale norms, which allow educators to compare students' achievement status. Using this norming data, students are assigned one of four proficiency descriptors based on subject and instructional area scale scores similar to those of the MCA: 1) Exceeds Grade Level Norms (proficient); 2) Meets Grade Level Norms (proficient); 3) Partially Meets Grade Level Norms (not proficient); and 4) Does Not Meet Grade Level Norms (not proficient).

The **SAT10** is administered annually to students in kindergarten through grade 8. It includes subtests in mathematics and reading and provides several scoring and reporting options. While the SAT10 does not include proficiency-level descriptors, national stanines are included for each subject and instructional area. Stanines range from a low of 1 to a high of 9, with 5 denoting the national average, and a standard deviation of 2. SAT10 considers stanines 1, 2, and 3 below average; 4, 5, and 6 average; and 7, 8, and 9 above average. However, to align better with our other assessments, we grouped stanine scores into 4 areas: 1) stanines 8–9 as above expectations (proficient); 2) stanines 5–7 as meeting expectations (proficient); 3) stanines 3–4 as partially meets (not proficient); and 4) stanines 1–2 as below expectation/does not meet (not proficient).

Participating Schools

A total of 15 urban Catholic schools in Minnesota provided kindergarten through eighth grade student-level assessment data from the 2015/2016 and 2016/2017 academic years. Unique student identifiers (IDs) allowed for the inclusion of relevant student demographics (e.g., grade level, gender, and race/ethnicity) and the ability to match student data across assessments and administrations. The following table list the number of schools participating in each assessment by year.

Assessment	Number of Schools (Year)
MCA	5 (2015/2016) and 6 (2016/2017)
NWEA MAP	12 (2015/2016) and 14 (2016/2017)
SAT10	1 (2015/2016 and 2016/2017)

As of 2016/2017, the GHR network schools administered assessments to 2,736 students in kindergarten through eighth grade. School sizes ranged from 69 to 415 students. On average across schools, White students made up the largest race/ethnicity (36%), followed by Hispanic or Latino students (27%) Black or African American students (20%), students with Two or More ethnicities (7%), and Asian/Pacific Islanders (4%). American Indian or Alaskan Native students made up less than 1%. The remaining 5% of students either selected 'Other' or did not specify a race or ethnicity. Additionally, 51% of students were female, and 37% were economically disadvantaged (i.e., received free or reduced lunch). Looking at individually schools provided a diverse array of student populations served. For example, seven of the 15 schools had large underrepresent minority populations (i.e., more than 50% of the student population were American Indian or Alaskan Native, Asian/Pacific Islander, Black or African American, and/or Hispanic or Latino). In addition, four out of 11 schools reporting free or reduced lunch data had over 50% of their students receiving free or reduced lunch.

Whenever possible, this report attempts to provide comparisons across all three assessments. However, the report primarily focuses on the math and reading subtests within each assessment. These subjects were reported most consistently and serve as the primary subjects of interest.

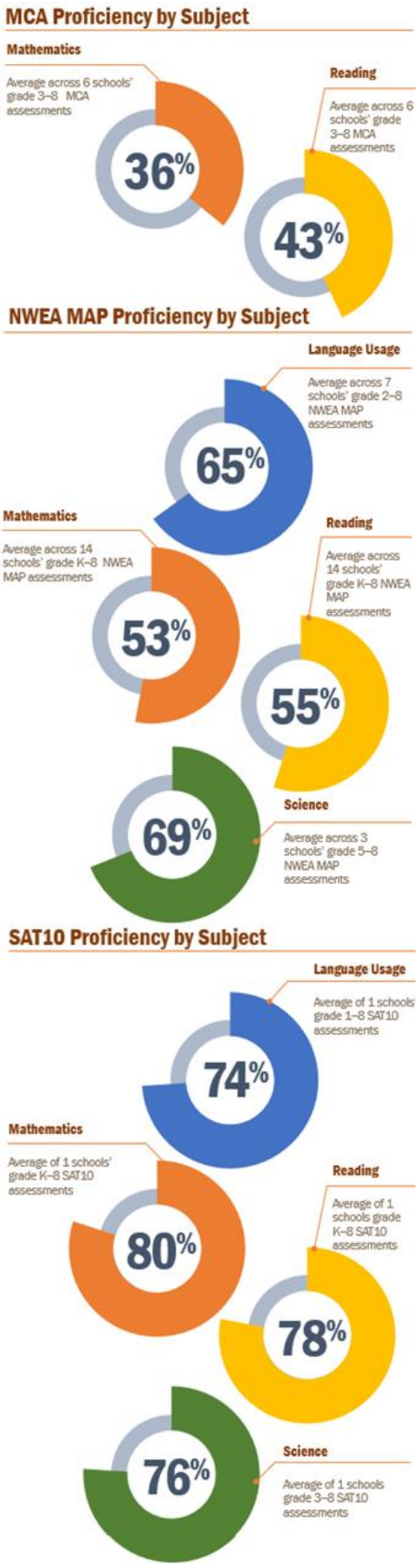
How are students performing?

The figure on the right presents the percentage of students identified as proficient by assessment during the **spring of 2017** testing administrations.

On average across schools, NWEA MAP and SAT10 assessments indicated that the majority of students were proficient at the end of spring 2017. The MCA findings identified fewer students as proficient than either the NWEA MAP or SAT10. However, this was expected, given the increased difficulty of the MCA assessment. Among the six schools participating in the **MCAs**, an average of 36% of students were proficient in math (i.e., met or exceeded MCA standards) and 43% were proficient in reading. School averages ranged from 8% to 49% in math and from 19% to 60% in reading. Since only six schools participated in the MCA assessment, these results cannot be applied to the whole sample. Later in the report we analyze how all participating schools compared on the basis of the MCA standards, utilizing results from the NWEA MAP linking study (page 10).

On average, across the 14 schools participating in the **NWEA MAP** assessments, 53% of students were proficient in math (i.e., met or exceeded grade norms) and 55% were proficient in reading. Individual school averages ranged from 23% to 74% in math and from 30% to 72% in reading. In addition, across the seven schools that participated in the language usage subtest, 65% of students met or exceeded NWEA MAP grade-level norms. Of the three schools that participated in the science, 69% met or exceeded grade-level norms.

Of the only school to participate in the **SAT10**—average of 80% of students across all grades were proficient in math (i.e., met or exceeded a stanine score of 5) and 78% were proficient in reading. Grade-level averages ranged from 73% to 92% in math and from 66% to 86% in reading. In addition, 74% of students met or exceeded proficiency on the SAT10 language usage subtest, and 76% of students met or exceeded proficiency on the science subtest.



Are schools demonstrating improvement over time?

The three gauges below represent the **spring of 2016 (baseline)** GHR cohorts' MCA, NWEA MAP, and SAT10 combined math and reading proficiency averages. Baseline math and reading proficiency averages were 43% for the MCA, 54% for the NWEA MAP, and 76% for the SAT10. The dark shaded area in the three gauges show percentages within one standard deviation of the baseline average (i.e., the white line within the dark shaded area). The black needle on each gauge shows the percent of students proficient in the **spring of 2017**. Averages reported here weight schools equally and may not match student-level averages reported in the previous section due to differences in student enrollment (sample sizes), particularly for the MCA.

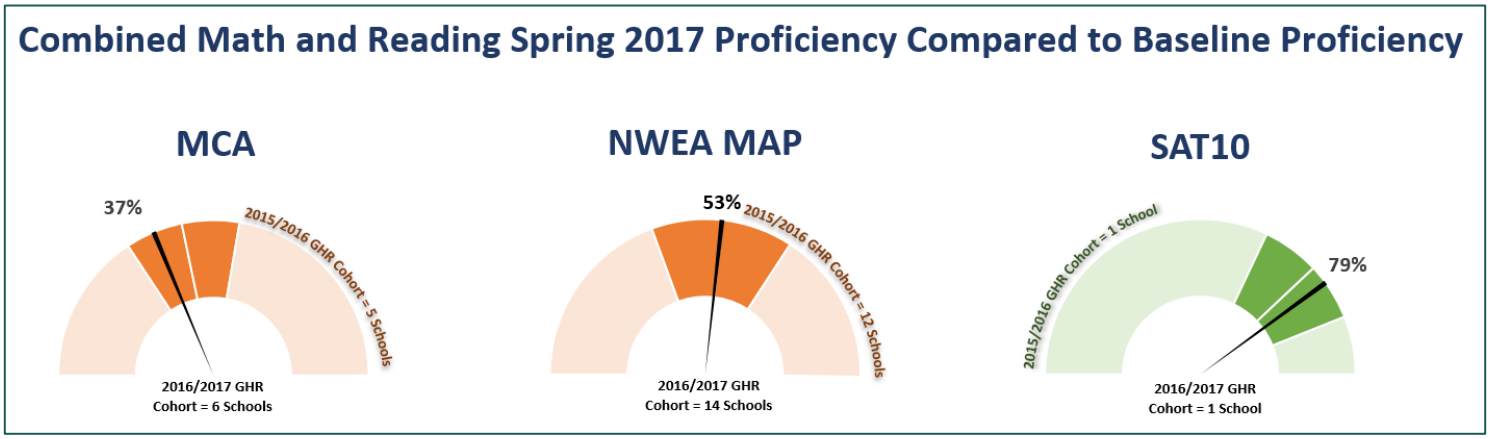
Average combined math and reading school-level proficiency on the spring 2017 **MCA** (37%) was a decrease from the previous spring (43%) but still within a standard deviation. However, it is important to note that the baseline MCA cohort consisted of five schools, while the spring 2017 MCA cohort included an additional school. Among the five schools with data for both 2015/2016 and 2016/2017, only one saw its spring 2017 MCA average combined math and reading scores meet or improve on those of the previous year.

Average combined math and reading school-level proficiency on the spring 2017 **NWEA MAP** assessments was 53%, a slight decrease from the previous spring (54%). The 2016/2017 NWEA MAP cohort saw the addition of two schools that were not in the baseline cohort. Of the 13 schools with data for both 2015/2016 and 2016/2017, five schools met or improved upon their baseline average combined math and reading proficiency.

Combined math and reading proficiency on the **SAT10** across grade levels in the spring of 2017 was 79%, which was an improvement from the previous year (76%).

NWEA MAP BEGIN-TO-END YEAR GROWTH NORMS

NWEA MAP assessments can be administered multiple times throughout a year, and as such, provide growth norms. Growth norms tell educators what percentage of students made at least as much growth as an average student (i.e., mean grade-level score) for a set period. Growth norms are provided by subject, grade level, and period (e.g., begin-to-end year). Analysis of 2016/2017 NWEA MAP begin-to-end year growth, found that on average, across the GHR network in math and reading, 48% of students met growth targets (ranging from 33% to 56%).



How to Read: Using MCA as an example, combined math and reading school-level spring 2017 proficiency was 37%, which fell below the spring 2016 baseline mean (i.e., the white line within the dark shaded area of the gauge), but was still within one standard deviation of the baseline cohort mean (i.e., the dark shaded areas).
Note: The gauges above represent the spring of 2015/2016 academic year (baseline) GHR MCA, NWEA MAP, and SAT10 cohort combined math and reading proficiency averages. The dark shaded areas within each gauge represent percentages within one standard deviation of the baseline mean. The needles on each gauge represent the percent of students proficient in the spring of 2017. Baseline math and reading combined proficiency averages were as follows; 43% MCA, 54% NWEA MAP, and 76% SAT10. Gauges have been color coded to identify those assessments exceeding the 2015/2016 baseline average (green), and those below the baseline average (orange).

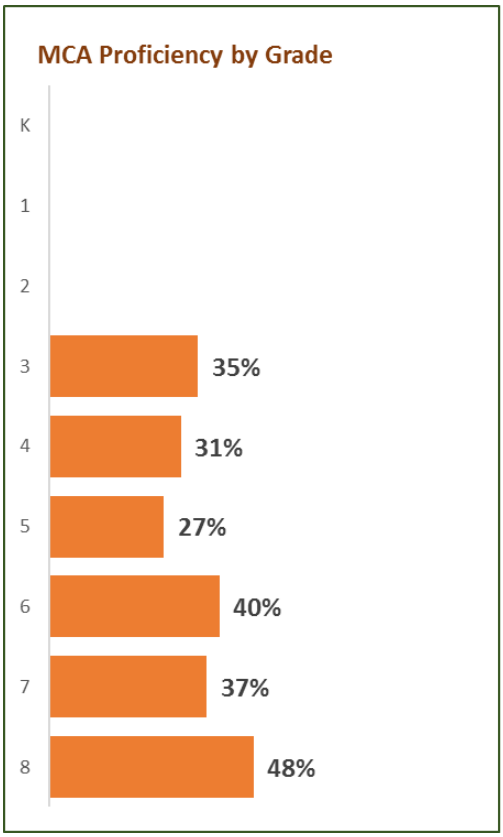
How does achievement vary by grade level?

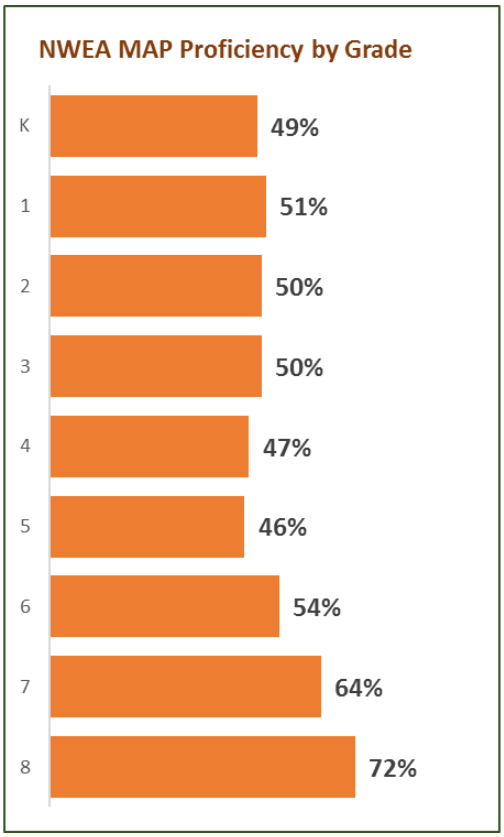
The figures below present average grade-level combined math and reading proficiencies for the **spring 2017** administration of the assessments. As a reminder, the MCAs commence in grade 3. In addition, some schools did not administer the assessments in all possible testing grades.

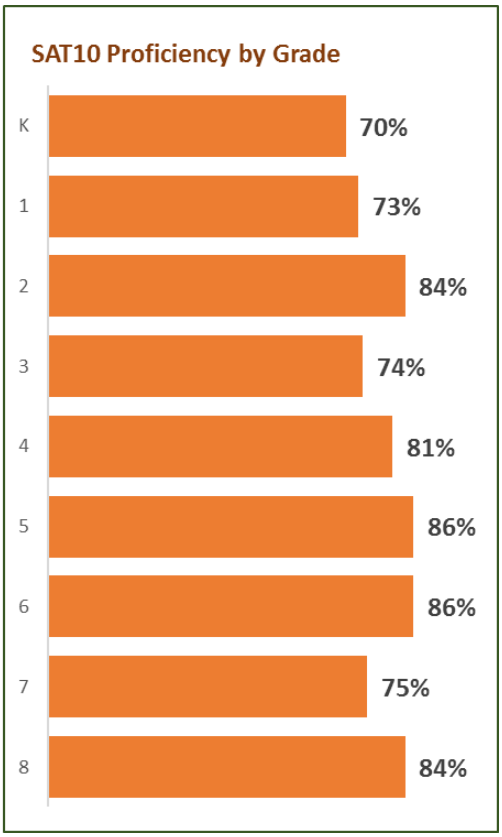
Average combined **MCA** math and reading proficiency was highest in grades 6 and 8 (ranging from 25% to 60% and 24% to 71%, respectively) and lowest in grades 4 and 5 (from 0% to 60%, and 6% to 45%).

Average **NWEA MAP** combined math and reading proficiency was highest in grades 7 and 8 (ranging from 33% to 85%, and 35% to 88%, respectively) and lowest in grades 4 and 5 (from 29% to 73%, and 18% to 72%). In addition, the average kindergarten proficiency score was under 50%, which suggests it too needs support.

Average **SAT10** combined math and reading proficiency was highest in grades 5 and 6, while lowest in kindergarten and grade 1.







What kinds of growth are students demonstrating?

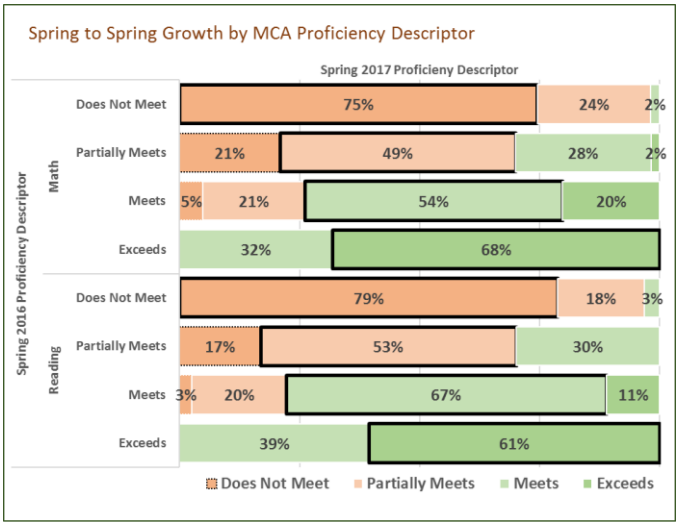
The figures on the right present matched **spring 2016 student proficiency descriptors** for both math and reading for each assessment, together with their **corresponding 2017** descriptors. Students who did not have both spring 2016 and spring 2017 assessment data were removed from this analysis to ensure comparability. For ease of comparison, the percentages of students whose proficiency descriptors remained unchanged have been bolded. By matching students' spring 2016 data with their spring 2017 data, schools can better understand the impact classroom instruction has had on academic progress.

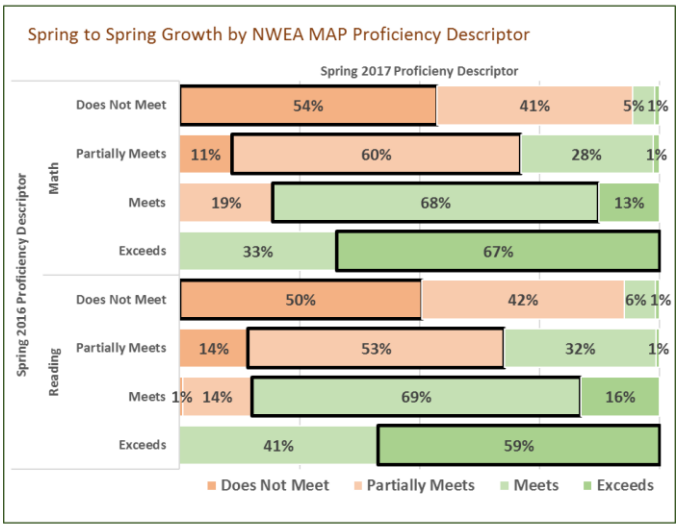
Across all assessments, schools seemed most successful in improving the percent of students meeting or exceeding proficiency standards in 2017 for students who were in the *partially meets* category in the spring of 2016. More students in this category moved up a proficiency level than moved down a level. In contrast, schools seemed to struggle more with the students in the *meets* category in the spring of 2016. For example, MCA and NWEA MAP math and MCA reading assessments found more students who had previously been categorized as *meeting* expectations dropped a level than went up a level. However, these contrasts with the reading results from the MAP and the SAT10. Both showed that more students who had previously *met* reading expectations in spring of 2016 went up a level than went down in the spring of 2017.

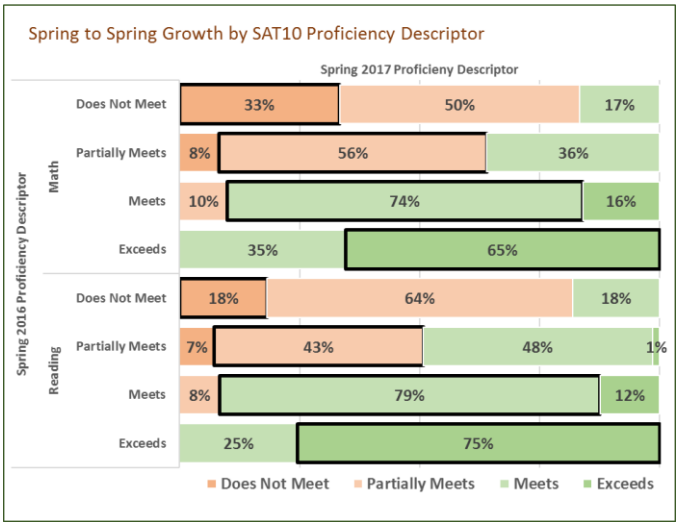
MCA growth data suggest schools were most successful in improving the proficiency of students in the *partially meets* category: 30% of students identified as *partially meets* in spring 2016 rose to the category of *meeting* 28%) or *exceeding* (2%) proficiency standards by spring of 2017 in both math and reading. Schools were less successful in improving the proficiency of students in the *does not meet* category. Most students in this category in 2016 remained there a year later (75% in math and 79% in reading).

NWEA MAP growth data suggest that most students' spring 2017 descriptors remained unchanged from spring 2016 to 2017. However, schools were most successful in improving the percent of students *meeting* or *exceeding* proficiency in the *partially meets* category: 29% of students in this category in math and 33% in reading changed to the category of *meeting* or *exceeding* MAP norms by spring 2017.

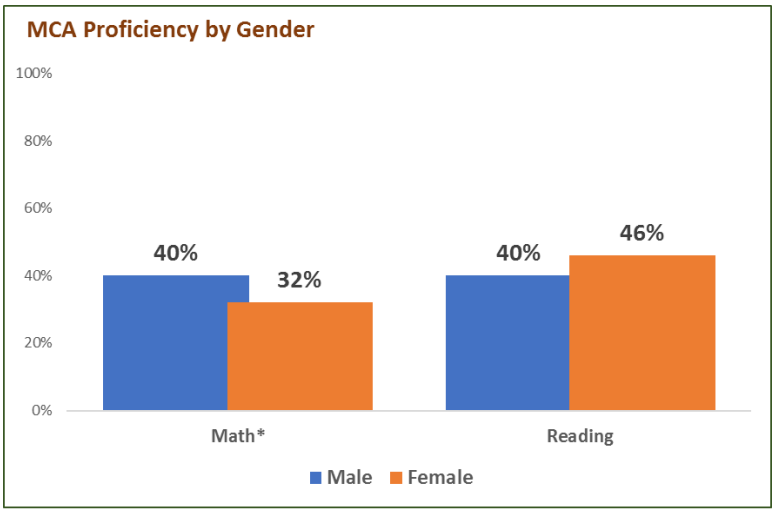
SAT10 growth suggests a pattern like that of both the MCA and NWEA MAP (i.e., improvements in spring 2016 partially meets), but indicates greater success improving the proficiencies of the lowest performers. In 2016, 67% of students identified as *does not meet* math proficiency in the spring of 2016 had improved by spring of 2017, with 17% of these students *meeting* standards in 2017. In reading, 82% of students categorized as *does not meet* in the spring of 2016 had improved by 2017, with 18% meeting proficiency standards.

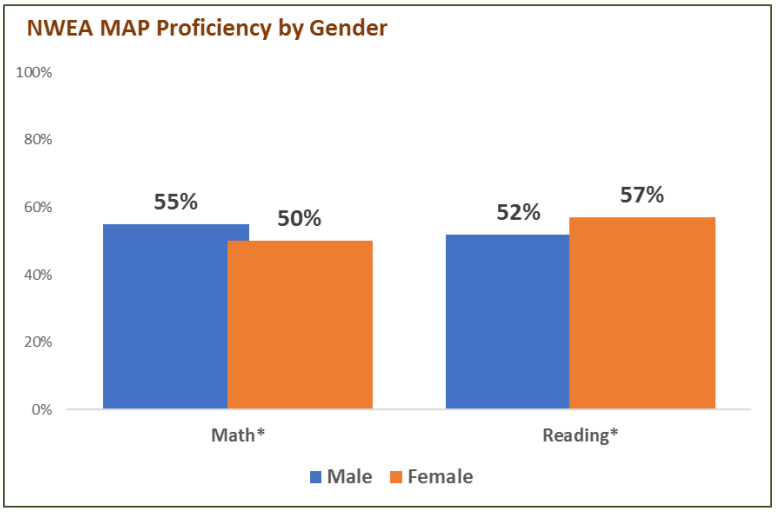


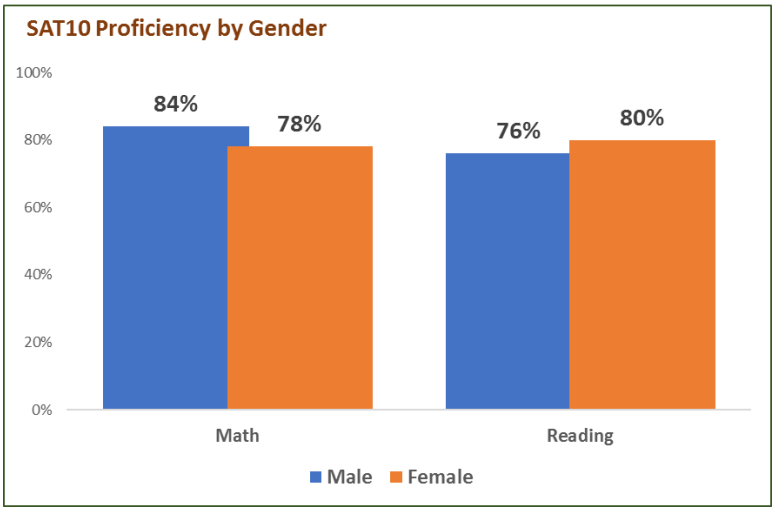




How to Read: Using MCA math as an example, 75% of students identified in the "Does Not Meet" category in spring 2016 remained unchanged in the spring 2017, while the remaining 25% increased their proficiency. Most of these students (24%) moved up one proficiency descriptor category (i.e., "Partially Meets"), but a few (less than 2%) met proficiency standards (i.e., "Meets").
Note: Sums may not total due to rounding.







*Indicates statistically significant difference.

Are there achievement gaps by gender?

The figures on the left present **spring 2017** math and reading proficiency, by gender, across all reported grades, according to the three kinds of assessment. Statistically significant findings (determined by univariate analysis of variance), as well as overall trends are discussed. On average, regardless of assessment, males tended to slightly outperform females in math, whereas females tended to outperform males in reading.

Analysis of **MCA** proficiency by gender found that females were significantly less proficient in math[1] than males. While not statistically significant, data from the MCA assessments indicated that males were less proficient than females in reading.

Analysis of **NWEA MAP** assessments by gender also found that females were significantly less proficient[2] than males in math. In contrast, males were significantly less proficient[3] in reading in the NWEA MAP assessments than females.

Analysis of **SAT10** by gender found no statistically significant proficiency differences between genders in either math or reading. However, on average across grade levels, (as for the MCA and NWEA MAP assessments) males slightly outperformed females in math, whereas females slightly outperformed males in reading.

[1] MCA math proficiency by gender; F (1, 606) = 4.260, p<.05.

[2] NWEA MAP math proficiency by gender; F (1,2103) = 4.188 p<.05.

[3] NWEA MAP reading proficiency by gender; F (1,2099) = 6.256, p<.05.

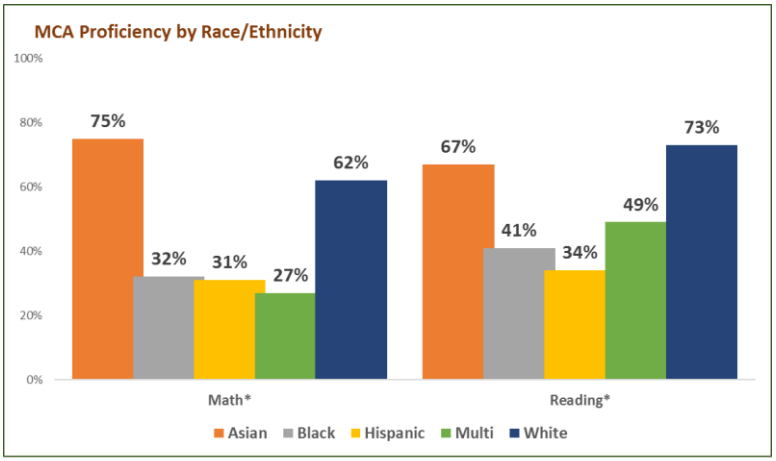
Are there achievement gaps by race/ethnicity?

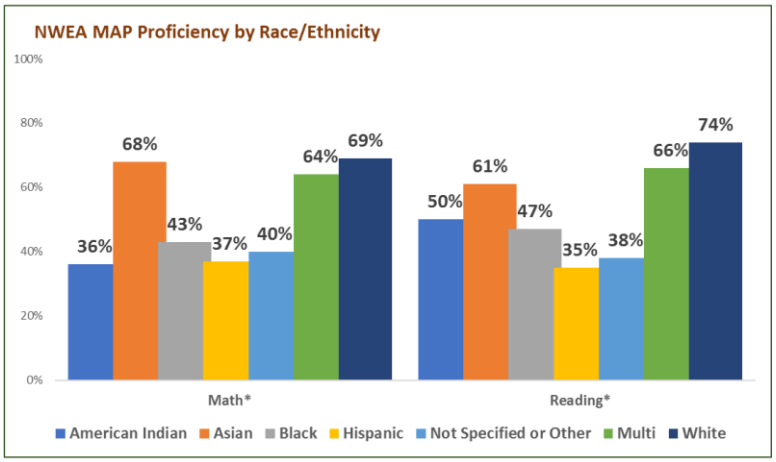
The figures on the right present **spring 2017** proficiency, by race/ethnicity, across all reported grades, by assessment. Statistically significant findings are discussed, as well as overall trends. On average, Hispanic or Latino students tended to be less proficient in math and reading than Black or African American students; and Black or African American students tended to be less proficient than Asian/Pacific Islanders and White students.

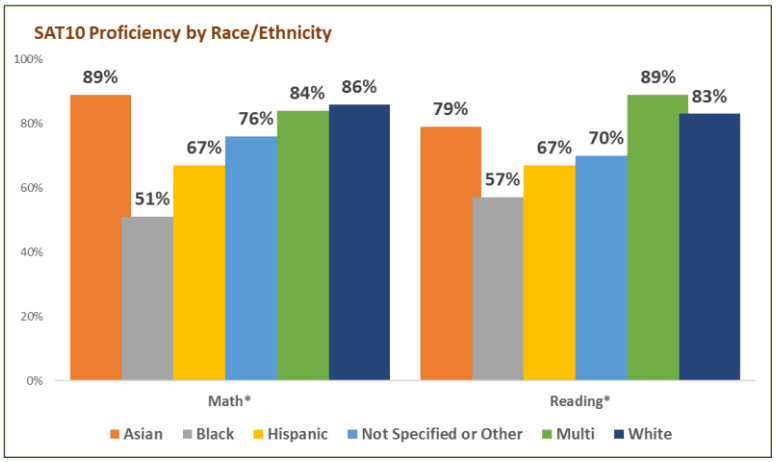
MCA analysis by race/ethnicity found that Black or African American students, Hispanic or Latino students, and students with two or more ethnicities (multi) were significantly less proficient[4] in math than Asian/Pacific Islanders and White students. Overall, Black or African American and Hispanic or Latino students were significantly less proficient in reading than White students.

Analysis of the **NWEA MAP** results by race/ethnicity found that Black or African American, Hispanic or Latino students, and students of non-specified or other race/ethnicities were significantly less proficient in math[5] compared to Asian/Pacific Islanders, students with two or more ethnicities, and White students. Black and African American, Hispanic or Latino, and students with non-specified or other race/ethnicities were also significantly less proficient in reading than students with two or more ethnicities and White students. Additionally, Hispanic or Latino students were significantly less proficient in reading than Asian/Pacific Islanders and Black and African American students.

In terms of proficiency on the **SAT10** by race/ethnicity, Black or African American students were significantly less proficient[6] in math than Asian/Pacific Islanders, students with two or more races/ethnicities (multi), and White students. In reading, Black or African American students were significantly less proficient than students with two or more races/ethnicities (multi).







*Indicates statistically significant difference.
Note: Ethnicity counts with less than 10 students have been omitted.

[4] MCA math proficiency by race/ethnicity; F (6, 601) = 7.514, p<.01, MCA reading proficiency by race/ethnicity; F (6, 601) = 8.474, p<.01.

[5] NWEA MAP math proficiency by race/ethnicity; F (6, 2098) = 32.387, p<.01; NWEA MAP reading proficiency by race/ethnicity; F (6, 2094) = 43.731, p<.01.

[6] SAT10 math proficiency by race/ethnicity; F (5, 409) = 6.048, p<.01; SAT10 reading proficiency by race/ethnicity; F (5, 404) = 3.958, p<.01.

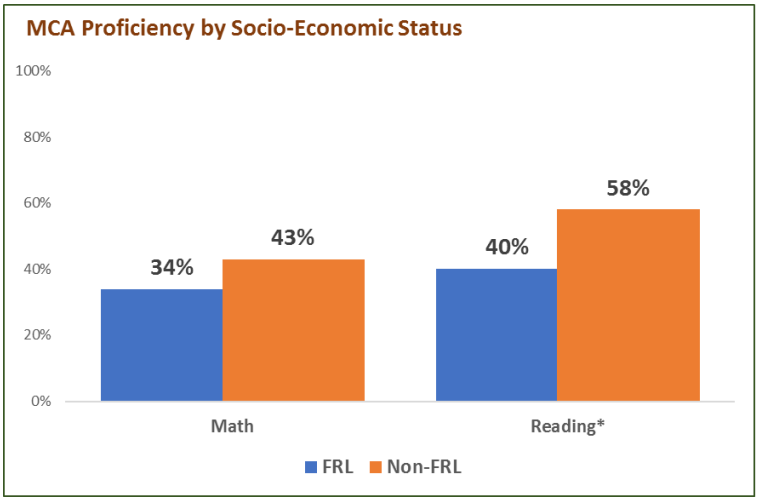
Are there achievement gaps by student socio-economic status?

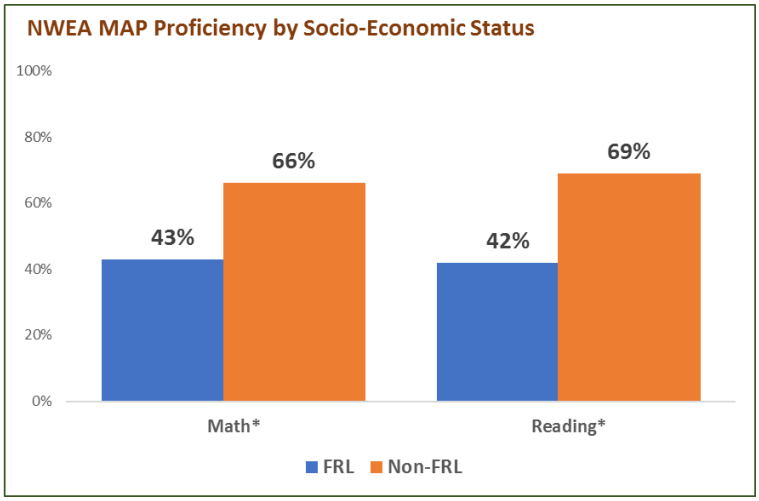
Achievement gaps are often evident according to student socio-economic status (e.g., free or reduced lunch), particularly among those students identified as low income. Low income and education have been shown to be strong predictors of many health and social problems.

The figures below present the **spring 2017** percentages of students proficient by free or reduced lunch status (FRL) for math and reading across all reported grades for MCA and NWEA MAP data. Five schools did not provide FRL status which may limit findings, most notably with the SAT10 assessment which are not included in this analysis. Statistically significant findings, as well as overall trends, are discussed.

On average, regardless of assessment, students receiving FRL tended to underperform compared to those not receiving assistance. Looking at **MCA data**, FRL students significantly underperformed[7] compared to non-FRL students in reading. While not statistically significant, on average, FRL students were also less proficient in math than non-FRL students.

Analysis of **NWEA MAP** by FRL status found that FRL students were significantly less proficient[8] in both math and reading than non-FRL students.





*Indicates statistically significant difference.

[7] MCA reading proficiency by FRL; $F(1, 524) = 14.901$, $p<.01$.

[8] NWEA MAP math proficiency by FRL; $F(1, 1576) = 88.536$, $p<.01$, NWEA MAP reading proficiency by FRL; $F(1, 1575) = 125.494$, $p<.01$.

How do schools compare with Minnesota Academic Standards?

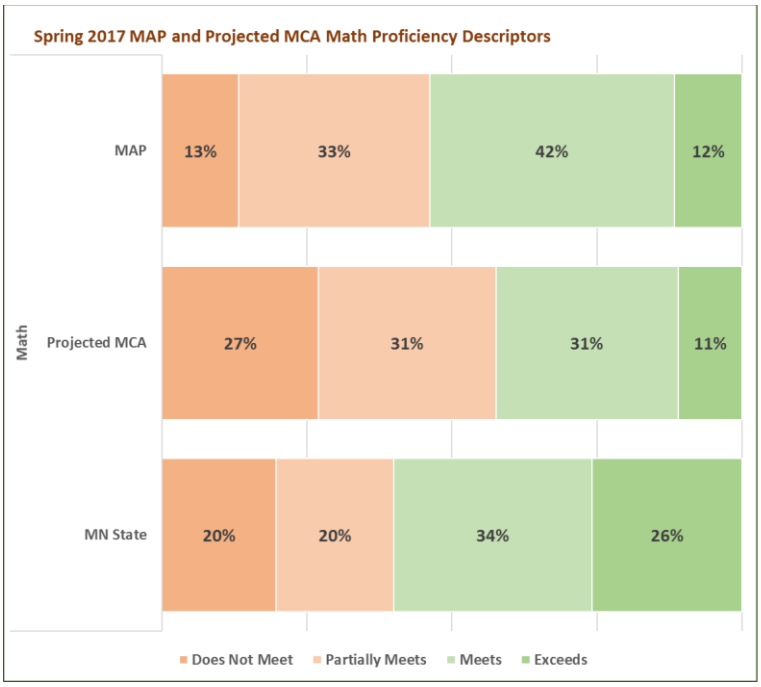
The figures below provide **spring 2017** NWEA MAP proficiency descriptors, projected MCA proficiency descriptors and comparative MCA results at the state level (Minnesota [MN State]). Percentages reported here represent averages of **grade 3 through 8 performances.** Spring 2017 projected MCA proficiency descriptors were calculated based on an NWEA linking study to better understand how the GHR network as a whole would fare on the MCA. However, caution is advised in comparing MAP and projected MCA proficiency descriptors as 1) the two types of assessment are not parallel in content and should not be directly compared, and 2) the NWEA MAP linking study was based on a sample of Minnesota schools which may limit generalizability.

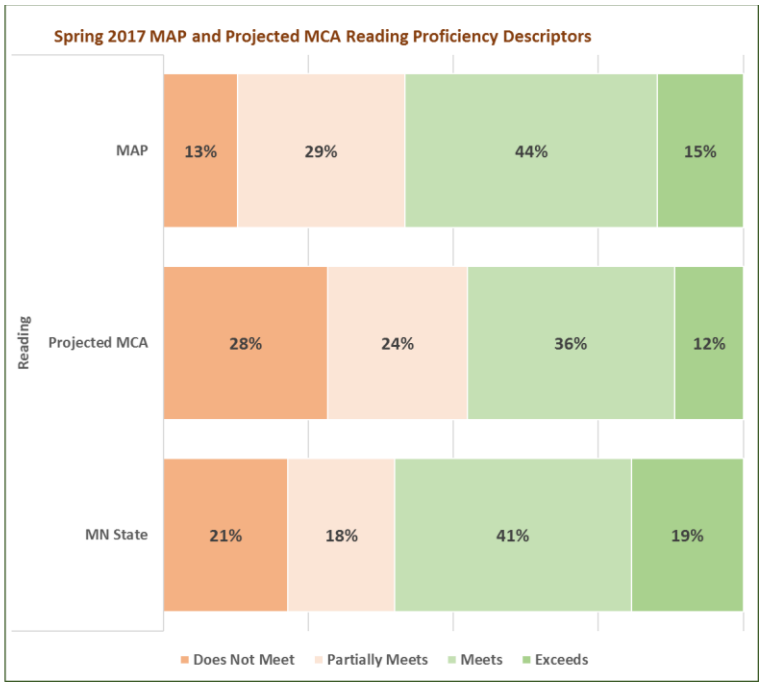
For any assessment, students are considered proficient if they *meet* or *exceed* the corresponding standard for a given subject. The spring 2017 **NWEA MAP** assessments of grades 3 through 8 found that 54% of students were proficient (at or above grade level norms) in math, and 59% were proficient in reading. Spring 2017 **projected MCA proficiency** based on spring NWEA MAP scores from the same group of students suggest that 42% of students would meet or exceed MCA math standards, while 48% would meet or exceed MCA reading standards. In both math and reading, the largest shifts in proficiency were connected to increases in the percentages of students in the *does not meet* MCA category—approximately 14% and 15% for math and reading, respectively—who had previously been identified as *partially meeting* the NWEA MAP norms.

The percentages of students proficient in math and reading (by projected MCA proficiencies) were below the statewide averages (60% *met or exceeded* MCA standards in both math and reading).

NWEA MAP TO MCA CONSISTENCY RATING

The NWEA MAP linking study reports on average a consistency rating (i.e., how accurately the NWEA MAP can predict proficiency on the MCA) in math of 89% and in reading of 85%. Our preliminary analysis, based on the six schools that provided both MCA and NWEA MAP data, found a consistency rating in math of 89%—with a 7% false positive rate (projecting a student to be proficient when they are not) and a 5% false negative rate (projecting a student as not proficient when they are)—and in reading, a consistency rate of 84%—with a 7% false positive rate and a 9% false negative rate.





Note: Sums may not total due to rounding.

Where should future efforts be focused?

While we have only begun to dive into schools' assessment data, preliminary analyses and findings suggest several areas where school and foundation efforts can help to close identified achievement gaps, as well as steps to improve the collection and use of future assessment data.

Identify and closing achievement gaps in Minnesota's Urban Catholic schools

1. **Improve Student Performance and Instruction:** Provide additional supports to schools that did not meet or exceed their 2015/2016 performance. For example, establish a school improvement plan.
2. **Align Curricula with MCA:** Focus on aligning instruction with MCA standards to increase proficiency in the MCAs.
3. **Target Grade-Level Supports:** Schools seemed weakest in kindergarten and first grade, as well as fourth and fifth grades—and strongest in middle school (grades 7 and 8). Professional development and school supports should focus on kindergarten, first, fourth, and fifth grades. Additionally, an exploration of family outreach and/or a pre-kindergarten bridge program may help build schools early reading and math skills.
4. **Identify Pushables:** MCA, NWEA MAP, and SAT10 proficiency descriptors identify an immediate grouping of students (*partially meets standards*) that would benefit from targeted instruction.
5. **Close Gender Gaps:** Provide targeted reading support to males and math support to females. Have schools develop targeted gender support plans.
6. **Close Race/Ethnicity Gaps:** Achievement trends across assessments indicated that Black or African American and Hispanic or Latino students underperformed in math and reading compared to White students. Administrators and teachers should work together to identify root causes for students' challenges and match them with supports and interventions to ensure their growth.
7. **Provide Hispanic/Latino Students with Targeted Reading supports:** Achievement trends by race/ethnicity also suggested that Hispanics or Latinos significantly underperformed compared to other under-represented minorities in reading. Schools should identify Hispanic or Latino students with reading and language deficiencies and establish appropriate support plans.
8. **Close Socio-Economic Gaps:** Provide additional supports to teachers in promoting students' social, emotional, and academic learning of students receiving free or reduced lunches.

Promote best practices in data collection, assessment, and use

9. **Administration and Planning:** Consider a unified assessment calendar. GHR should work together with schools to determine the primary purpose of any assessment initiative, and weigh the pros and cons of different assessment calendar options. If determining growth over time is desirable, the team may consider having an administration of the assessment at the same time each year or introducing another growth assessment into the overall assessment approach. Currently, schools implement several assessments, and administrations vary by school and grade level.
10. **Student Identifiers:** Encourage each school to maintain a master enrollment file that contains unique student IDs (i.e., local IDs), relevant student demographic information (gender, race, FRL, IEP, ELL, retention, etc.), and other student IDs (e.g., the MCA assessment provides an alternate unique student ID). At the time of this report, data were maintained separately and did not facilitate quick and easy comparison—which may lead to inconsistencies.
11. **Assessment Administrations:** Encourage all NWEA MAP schools to upload student information rosters correctly during administrations.
12. **Data Management:** Have schools request/obtain assessment data in comma separated files or similar spreadsheet-compatible format. Currently, MCA and SAT10 data are only provides in non-editable PDF files that do not allow schools to interact or engage with their assessment data.
13. **Maintaining Assessment Files:** Encourage schools to download/obtain and store master editable data files during appropriate windows or immediately following an assessment. For example, several schools did not have historical MCA files that were no longer available from the Minnesota Department of Education.

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