

Integrated Math I
FALL TO SPRING

Percentile	Achievement Score, Score			Fall-Spring Const. Growth		Spring Percentile and Score																				
	Fall	Winter	Spring	Minus	SD	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95		
						99	98	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79
5	1996	1997	1998	5.3	8.3	95	63	88	94	97	99	99	99	99	99	99	99	99	99	99	99	99	99	99		
10	2002	2004	2005	5.3	8.3	13	40	63	79	89	94	97	99	99	99	99	99	99	99	99	99	99	99	99		
15	2007	2009	2100	5.3	8.3	4	20	39	58	74	83	90	95	97	99	99	99	99	99	99	99	99	99	99		
20	2100	2112	2114	5.4	8.3	3	13	24	41	59	73	83	90	94	97	99	99	99	99	99	99	99	99	99		
25	2115	2116	2117	5.4	8.3	2	6	14	30	45	59	71	81	88	93	96	98	99	99	99	99	99	99	99		
30	2116	2118	2120	5.4	8.3	1	3	9	19	31	43	56	68	79	87	93	96	98	99	99	99	99	99	99		
35	2118	2123	2123	5.4	8.3	1	3	6	13	23	35	48	61	73	81	88	93	96	98	99	99	99	99	99		
40	2123	2124	2126	5.4	8.3	1	3	3	7	14	23	34	46	58	70	79	87	93	96	98	99	99	99	99		
45	2125	2126	2128	5.4	8.3	1	3	1	4	9	16	26	37	49	61	72	81	88	94	97	99	99	99	99		
50	2127	2128	2131	5.4	8.3	1	3	1	2	6	11	19	28	38	48	57	65	74	81	89	95	98	99	99		
55	2127	2132	2133	5.4	8.3	1	3	1	3	5	7	11	17	25	35	45	53	61	70	80	87	96	99	99		
60	2130	2133	2136	5.4	8.3	1	3	1	3	5	7	11	19	28	38	49	58	67	76	85	92	97	99	99		
65	2132	2136	2138	5.4	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
70	2135	2138	2142	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
75	2137	2142	2144	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
80	2140	2143	2147	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
85	2144	2148	2152	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
90	2148	2153	2156	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		
95	2155	2160	2163	5.5	8.3	1	3	1	3	5	7	11	18	27	37	47	56	65	74	83	91	97	99	99		

FALL TO WINTER

Project/Activity	Key Performance Indicators (KPIs)						Performance Metrics (Quarterly)																	
	Financial		Operational		Quality		Q1 2024			Q2 2024			Q3 2024			Q4 2024			Q1 2025			Q2 2025		
	Revenue	Profit	Units	Costs	Defects	Score	Actual	Target	Variance	Actual	Target	Variance	Actual	Target	Variance	Actual	Target	Variance	Actual	Target	Variance	Actual	Target	Variance
10	10000	2000	1000	8000	5%	95	10000	2000	1000	8000	5%	95	10000	2000	1000	8000	5%	95	10000	2000	1000	8000	5%	95
11	12000	2400	1200	9600	4%	96	12000	2400	1200	9600	4%	96	12000	2400	1200	9600	4%	96	12000	2400	1200	9600	4%	96
12	15000	3000	1500	12000	3%	97	15000	3000	1500	12000	3%	97	15000	3000	1500	12000	3%	97	15000	3000	1500	12000	3%	97
13	18000	3600	1800	14400	2%	98	18000	3600	1800	14400	2%	98	18000	3600	1800	14400	2%	98	18000	3600	1800	14400	2%	98
14	20000	4000	2000	16000	1%	99	20000	4000	2000	16000	1%	99	20000	4000	2000	16000	1%	99	20000	4000	2000	16000	1%	99
15	22000	4400	2200	17600	0%	100	22000	4400	2200	17600	0%	100	22000	4400	2200	17600	0%	100	22000	4400	2200	17600	0%	100
16	25000	5000	2500	20000	0%	100	25000	5000	2500	20000	0%	100	25000	5000	2500	20000	0%	100	25000	5000	2500	20000	0%	100
17	28000	5600	2800	22400	0%	100	28000	5600	2800	22400	0%	100	28000	5600	2800	22400	0%	100	28000	5600	2800	22400	0%	100
18	30000	6000	3000	24000	0%	100	30000	6000	3000	24000	0%	100	30000	6000	3000	24000	0%	100	30000	6000	3000	24000	0%	100
19	32000	6400	3200	25600	0%	100	32000	6400	3200	25600	0%	100	32000	6400	3200	25600	0%	100	32000	6400	3200	25600	0%	100
20	35000	7000	3500	28000	0%	100	35000	7000	3500	28000	0%	100	35000	7000	3500	28000	0%	100	35000	7000	3500	28000	0%	100
21	38000	7600	3800	30400	0%	100	38000	7600	3800	30400	0%	100	38000	7600	3800	30400	0%	100	38000	7600	3800	30400	0%	100
22	40000	8000	4000	32000	0%	100	40000	8000	4000	32000	0%	100	40000	8000	4000	32000	0%	100	40000	8000	4000	32000	0%	100
23	42000	8400	4200	33600	0%	100	42000	8400	4200	33600	0%	100	42000	8400	4200	33600	0%	100	42000	8400	4200	33600	0%	100
24	45000	9000	4500	36000	0%	100	45000	9000	4500	36000	0%	100	45000	9000	4500	36000	0%	100	45000	9000	4500	36000	0%	100
25	48000	9600	4800	38400	0%	100	48000	9600	4800	38400	0%	100	48000	9600	4800	38400	0%	100	48000	9600	4800	38400	0%	100

WINTER TO SPRING

Report identifier	Report Period: 1990-1991 (1990-1991)			Report Period: 1992-1993 (1992-1993)		Report Period: 1994-1995 (1994-1995)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999
10	10.0000	10.0000	10.0000	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

Converting Nwea Scores To Explore Scores

Jeremy Koselak



Converting Nwea Scores To Explore Scores:

Data Analysis for Continuous School Improvement Victoria L. Bernhardt, Victoria Bernhardt, 2013-10-15 Data Analysis for Continuous School Improvement Third Edition is a call to action It is about inspiring schools and school districts to commit to continuous school improvement by providing a framework that will result in improving teaching for every teacher and learning for every student through the comprehensive use of data It provides a new definition of improvement away from a singular focus on compliance toward a true commitment to excellence This Third Edition is the culmination of over 25 years of doing the hard work in schools and districts both nationally and internationally to analyze report communicate and use multiple measures of data for continuous school improvement This book provides new and very specific tools timelines and strategies that will help schools and districts become true learning organizations *Using Data to Improve Student Learning in Middle School* Victoria Bernhardt, 2013-12-17 This book helps you make sense of the data your school collects including state student achievement results as well as other qualitative and quantitative data Easy to use templates tools and examples are available on the accompanying downloadable resources *Transforming High Schools Through RTI* Jeremy Koselak, 2013-12-04 Simplify your approach to implementing Response to Intervention RTI and make strides toward improved achievement in your high school In this book experienced educator Jeremy Koselak shows high school leaders how to attain measurable results through a framework of tiered dynamic intervention strategies known as RTI With an awareness of the challenges unique to implementing RTI in high schools the author explains many of the best policies for continuous improvement Strategies highlight essential steps for successfully implementing RTI and present a pathway for avoiding common pitfalls Unique features of this book include An updated synthesis of high school level RTI recommendations derived from an assortment of research A frank discussion on the practical concerns and limitations associated with implementing RTI in high schools An illustration of how to embed data based decision making into a school s culture Templates and figures demonstrating high school samples Reflections and case studies for actual high schools And more **Using Data to Improve Student Learning in Elementary Schools** Victoria L. Bernhardt, 2003 This book helps you make sense of the data your school collects including state student achievement results as well as other qualitative and quantitative data Easy to use templates tools and examples are available on the accompanying CD ROM **Using Data to Improve Student Learning in Elementary School** Victoria Bernhardt, 2013-10-02 This book helps you make sense of the data your school collects including state student achievement results as well as other qualitative and quantitative data Easy to use templates tools and examples are available on the accompanying downloadable resources *Mastery Orientation Through Task-focused Goals* Christopher James Boys, 2003 *Handbook on Restructuring and Substantial School Improvement* Herbert J. Walberg, 2007-05-22 This Handbook provides principles for restructuring and improving schools focusing on districts as the driving force for change Sponsored by the U S Department of Education it includes modules by

leading experts to help states districts and schools establish effective policies and support systems Gas Age ,1905
Includes summaries of proceedings and addresses of annual meetings of various gas associations L C set includes an index to these proceedings 1884 1902 issued as a supplement to Progressive age Feb 15 1910 *Power Surge* Nancy Rader,1989

A Study of the Ongoing Alignment of the NWEA RIT Scale with the South Carolina Palmetto Achievement Challenge Tests (PACT) John Cronin,2004 This study investigated the relationship between the scales used for the Palmetto Achievement Challenge Tests PACT assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The RIT scale was developed using Rasch scaling methodologies RIT based tests are used to inform a variety of educational decisions at the district school and classroom level They are also used to monitor academic growth of students and cohorts Districts choose whether to include these assessments in their local assessment programs The study determined the reading language usage and mathematics RIT score equivalents for the PACT performance levels in English Language Arts and Mathematics Test records for more than 22 000 students were included in this study The current study of the PACT was undertaken in an effort to monitor the accuracy and stability of NWEA estimated cut scores relative to these tests In addition the scope of this study has been expanded to include estimation of cut scores in language usage that would correspond to each proficiency level on the English Language Arts portion of the PACT Contains 18 tables and 5 figures **Energy**

Research Abstracts ,1984 Includes all works deriving from DOE other related government sponsored information and foreign nonnuclear information A Study of the Ongoing Alignment of the NWEA RIT Scale with the Arizona Instrument to Measure Standards (AIMS) John Cronin,Branin Bowe,2005 Each spring Arizona students participate in testing as part of the state s assessment program Elementary and middle school students in grades 3 through 8 take the Arizona Instrument to Measure Standards Dual Purpose Assessment AIMS DPA in reading writing and mathematics These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB calculate status and improvement indicators for AZ LEARNS the state accountability system and to inform schools and school districts of their performance The Arizona Department of Education has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Arizona also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Arizona standards and they report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the AIMS assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study estimated the changes in reading and mathematics RIT score equivalents for the AIMS performance levels in those subjects Test records for more than 20 000 students were included in this study The information gathered in this study came from measures employing the NWEA RIT Scale Because

all of the research that we have to date indicates that scores generated from computer based tests and Achievement Level Test ALT scores are virtually interchangeable readers should feel comfortable applying the results of this study in any setting that uses the RIT scale Contains 14 tables and 6 figures

Aligning the NWEA RIT Scale with the South Carolina High School Assessment Program John Cronin, 2004 Each year South Carolina students participate in testing as part of the South Carolina assessment program Students in grades 3 through 8 take the Palmetto Achievement Challenge Tests PACT in English Language Arts and Mathematics Students in grade 10 take the High School Assessment Program HSAP in English Language Arts and mathematics These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance In addition students must achieve Level 2 performance on the HSAP in order to graduate from high school The South Carolina Department of Education has developed scales that are used to assign students to one of four performance levels on the HSAP Level 2 is considered the level that represents passing performance Many students who attend school in South Carolina also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the HSAP assessments and the RIT scales used to report performance on NWEA tests The study determined the reading language usage and mathematics RIT score equivalents for the HSAP performance levels in English Language Arts and Mathematics Test records for more than 3 500 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project HSAP performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting HSAP passing performance was above 88% for all subjects when using the best methodology Type I errors never ranged above 6% when the best methodology was employed Contains 12 tables and figures

The Relationship Between NWEA Scores of Resident and Non-resident Students Steve Prissel, 2016 The purpose of this study was to examine whether a relationship exists between the Northwest Evaluation Association NWEA scores of school of choice students and resident students Background factors were also considered in the study with focus on grade gender race and special education and socioeconomic status of the students The study included 5 975 students from 14 school districts in one Michigan intermediate school district ISD The NWEA computer adaptive test assessed achievement progress in math and reading in grades 3 8 This study used pre and post assessments once in the fall and once in the spring to assess the level of achievement growth Students in this study completed the math and reading portions of the NWEA during the 2014 15 school year A quantitative correlational design was used in this study to show the relationship if any between NWEA math and reading scores of school of choice SOC and resident students What was the relationship between students residency status and math

and reading achievement as measured by NWEA and What was the relationship between students residency status and math and reading achievement as measured by NWEA after controlling for background factors These guiding questions and this research are important because of growing nationwide concerns by parents policy makers and school leaders about the educational value of school choice and the competition for per pupil funding based the school district s ability to attract and retain out of district students Maintaining high achievement scores is critical This study concluded that the grade level of the student was impactful to achievement scores but the SOC status was not

Adjustments Made to the Results of the NWEA RIT Scale Minnesota Comprehensive Assessment Alignment Study John Cronin,2004 Recently the Northwest Evaluation Association NWEA completed a project to connect the scale of the MCA and BST with NWEA s RIT scale Six Minnesota systems participated in the study using test information from a group of over 13 000 students enrolled in third fifth and eighth grades who took these Minnesota Assessments and NWEA tests in the spring of 2003 Information from these tests was used in a comprehensive study to identify the capacity of the RIT scale to predict success on the Minnesota Assessments and to identify performance level scores on the RIT scale that would indicate a good chance of success on this test After the announcement of the study results the Minnesota Department of Education informed schools that the MCA scales and proficiency cut points needed to be changed Based on their announced changes NWEA have made adjustments in their estimated RIT cut scores for the MCA tests that are presented in this document Contains 18 tables and 3 figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with Assessments from the Montana Comprehensive Assessment System (MontCAS) John Cronin,2005 Each year Montana students participate in testing as part of the state s assessment program This past spring students in grades 4 8 and 10 took Montana Comprehensive Assessment System MontCAS tests in reading and mathematics These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Montana Office of Public Instruction has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Montana also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Montana standards and they report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the MontCAS assessments and the RIT scales used to report performance on NWEA tests The study estimated the changes in reading and mathematics RIT score equivalents for the MontCAS performance levels in those subjects Test records for more than 4 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project MontCAS performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting MontCAS passing performance was well above 80% for all

grades and subjects studied when using the best methodology Contains 14 tables and 5 figures *Assessing Changes in the Projected NWEA RIT Scale Cut Scores for the 2002 and 2004 Study of Alignment with the Palmetto Achievement Challenge Tests* John Cronin, Martha McCall, 2004 Northwest Evaluation Association regularly conducts studies of alignment between the RIT scale and the scales used for statewide achievement tests In recent years educational experts have put increasing emphasis on the need for triangulation of student achievement information in order to assure that important educational decisions are based on data that is robust and corroborated Indeed many school systems use NWEA assessments as one way in which they triangulate data from their state assessment and other tests that may be in use in their district The catalyst for this investigation was completion of a recent study to confirm and monitor the alignment between the PACT and NWEA assessments Cronin 2004 For the most part it was found that the two assessments remained closely correlated and that NWEA results predicted PACT status reasonably well Nevertheless it was also found that performance level estimates at a few grades showed large changes and that the predictive accuracy statistics stemming from the 2004 study were both lower than those generated from the 2002 study and also lower than those gathered from most of the other state studies Contains 12 tables **Aligning the NWEA RIT Scale with the Pennsylvania System of School Assessment (PSSA)** John Cronin, Branin Bowe, 2004 Each year Pennsylvania students participate in testing as part of the Pennsylvania assessment program Students in grades 5 8 and 11 take tests in reading and math while those in grades 6 9 and 11 are assessed in writing These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Pennsylvania Department of Education has developed scales that are used to assign students to one of four performance levels on the state s assessments These are from the lowest cut score to the highest below basic basic proficient and advanced For purposes of NCLB the proficient level is considered the level that represents satisfactory performance Many students who attend school in Pennsylvania also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the PSSA assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study determined RIT score equivalents for the PSSA performance levels in reading and mathematics Test records for more than 2 400 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project PSSA performance levels Second order regression methods generally produced the most accurate cut score estimates Accuracy of predicting PSSA passing performance was above 84% for all grades when using the best methodology Type I errors ranged from about 4% to 8% when the best methodology was employed Contains 14 tables and 3 figures **Aligning the NWEA RIT Scale with the Nevada**

Criterion Referenced Assessment and the Iowa Test of Basic Skills John Cronin, Branin Bowe, 2004 Each year Nevada students in grades 3 4 5 and 7 participate in testing as part of the Nevada assessment program Students in grades 3 and 5 take the Nevada Criterion Referenced Assessment Nevada CRT while students in grades 4 and 7 take the Iowa Test of Basic Skills ITBS These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Nevada Department of Education has developed scales that are used to assign students to one of four performance levels on the Nevada CRT These are from the lowest cut score to the highest developing approaches meets and exceeds For purposes of NCLB the meets level is considered the level that represents satisfactory performance Students taking the Iowa Test of Basic Skills are also assigned to one of four levels These levels simply reflect the four quartiles reported in the ITBS norms Many students who attend school in Nevada also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the Nevada state assessments and the RIT scales used to report performance on NWEA tests The study determined RIT score equivalents for Nevada CRT and ITBS performance levels in reading and mathematics Nevada CRT test records for more than 2 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project Nevada CRT performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting Nevada CRT passing performance was above 84% for all grades when using the best methodology Type I errors ranged from about 8% to 14% when the best methodology was employed Contains 16 tables and figures Aligning the NWEA RIT Scale with the Maryland School Assessment (MSA) Branin Bowe, John Cronin, 2005 Recently NWEA completed a project to connect the scale of the Maryland School Assessment MSA with NWEA s RIT scale One large school system participated in the study using test information from a group of over 24 000 students enrolled in third fourth and fifth grade who took both the MSA and NWEA reading tests in the spring of 2005 Information from these tests were used in a comprehensive study to identify the capacity of the RIT scale to predict success on the MSA and to identify performance level scores on the RIT scale that would indicate a good chance of success on this test Three methodologies linear regression second order regression and Rasch status on standards called Rasch SOS were used to derive estimates of cut scores In each case the most accurate of the three estimates was used to arrive at the recommended cut score seen in this report The authors estimated cut scores for each of the performance levels at grades three four and five for reading Contains 2 figures and 4 tables

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