



Demographic and Initial Assessment Data: 10/16/19

Demographic Data

Race/Ethnicity		
More than 1 race/ethnicity	8	10%
Black	47	61%
White	7	9%
Hispanic, not Black	12	16%
Asian	3	4%
TOTAL	77	100%

Free/Reduced Lunch		
Pay	20	26%
Free	50	65%
Reduced	7	9%
TOTAL	77	100%

Special Student Populations			
English as a New Language*	19	25%	
Exceptional Learner	4	5%	
	504	1	1%
TOTAL	24	--	

* 4 Newcomer students who arrived without English language skills. One of these students is a Student with Interrupted Formal Education.

NWEA Diagnostic Academic Data

- The NWEA MAP (Northwest Evaluation Association - Measures of Academic Progress) is a commonly used, nationally norm-referenced assessment.
- KCGPA will administer this assessment once in the fall and once in the spring each year to measure academic growth.
- Students receive a number called a RIT score for each area they are tested in. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. The higher the RIT score, the more achievement the student has in the subject.
- Our goal is that students enrolled by September 1 of each academic year will achieve an average of at least 1.25 years of annual academic growth on this assessment

Mathematics

Summary	
Total Students With Valid Growth Test Scores	72
Mean RIT	198.5
Standard Deviation	12.9
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	210.7
Students At or Above Norm Grade Level Mean RIT	11

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	37	51%	17	24%	8	11%	8	11%	2	3%	197-198-200	12.9

NWEA Reading

Reading

Summary	
Total Students With Valid Growth Test Scores	71
Mean RIT	201.5
Standard Deviation	14.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	205
Students At or Above Norm Grade Level Mean RIT	27

Overall Performance		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
		count	%	count	%	count	%	count	%	count	%		
Reading		17	24%	18	25%	16	23%	11	15%	9	13%	200-202-203	14.7

NWEA Reading in Spanish

Reading - Spanish

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	193
Students At or Above Norm Grade Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Reading - Spanish	1	33%	1	33%	1	33%	0	0%	0	0%	*	*

Science - General Science

Summary	
Total Students With Valid Growth Test Scores	65
Mean RIT	194.1
Standard Deviation	11.6
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	199.7
Students At or Above Norm Grade Level Mean RIT	21

					Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)		Std Dev
Overall Performance					count	%	count	%	count	%	count	%	count	%			
Science - General Science					27	42%	13	20%	9	14%	8	12%	8	12%	193-194-196		11.6
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STEP Diagnostic Reading Assessment Data

University of Chicago STEP Diagnostic Reading Assessment															
Pre-read	Begin K	Mid K	End K	Begin 1st	Mid 1st	End 1st	Begin 2nd	Mid 2nd	End 2nd	Begin 3rd	Mid 3rd	End 3rd	4th	5th	6th & above
8%	4%	9%	5%	8%	18%	6%	9%	10%	5%	3%	3%	3%	4%	3%	5%

- This table represents diagnostic data for our first round of reading assessments (Aug. 26 - Sept. 13).
- We use the University of Chicago STEP (Strategic Teaching and Evaluation of Progress) Reading Assessment.
- This assessment is considered to be the most rigorous and accurate reading assessment due to its blended focus on fundamental reading skills (e.g. matching letters and sounds) with multiple layers of comprehension.
- The assessment is administered via one-to-one reading aloud with a teacher.
- Data is used to group students in their Balanced Literacy (also known as Guided Reading) class and to target instruction at specific gaps in reading skills. Note that the NWEA data above includes reading data also. The NWEA data lacks STEP's rigor and detail and is used only for long-term growth measures.
- Our goal is for 95%+ of students to grow 3 or more levels or achieve "End 3rd" by EOY