In relentless pursuit of our mission, NWEA is committed to understanding the drivers of student growth, and partnering with educators to help all kids learn.

School performance has traditionally been evaluated by measuring achievement. But a new study from the Center for School and Student Progress shows this approach can marginalize schools serving low-income populations.

Assessing achievement alone will not tell the full story of school performance. While student achievement is important, schools, particularly those in low-income areas, must be evaluated based on student growth. Growth-based evaluations provide a more accurate indication of school performance and reflect the work of educators without introducing bias.

Low-income schools may have lower achievement than their wealthier counterparts, but they are still growing students at nearly the same rate. In fact, over half of the poorest schools are exhibiting above-average growth.

Under traditional evaluation structures, low income schools are penalized and criticized simply because of the population of kids they serve, even if they have exceptional growth.

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