

## An Overview of NWEA Research Partnerships

NWEA™ researchers work with top scientists and emerging scholars from universities across the country to execute research studies intended to:

- Improve measurement of student learning
- Inform teaching and learning practices
- Advocate for policies that benefit students and teachers

Our researchers also partner with school systems to support applied research to ensure that schools are getting the most out of their assessment data. And because we feel strongly about promoting the next generation of leaders, we provide internships and research support for graduate students.

Here are some examples of our research partnerships:

- NWEA's partnership with the University of Connecticut's [Project SPARK](#) (Supporting and Promoting Advanced Readiness in Kids) aims to increase the representation of diverse student groups in gifted programs. Over the next five years, University of Connecticut researchers will assess the project's influence in promoting both achievement and identification for gifted programming.
- NWEA is partnering with the [University of Notre Dame's Center for STEM Education](#) to increase student learning in science, technology, engineering, and math (STEM) disciplines. Researchers will use MAP Growth to evaluate and study the impact of the Trustey Family STEM Teaching Fellows program.
- NWEA is partnering with researchers from [Stanford University](#) & [Harvard University](#) to study achievement gaps. The research investigations will use a longitudinal dataset to look at ways of representing achievement gaps. Multiple studies will be released over three years (2014–2017) and may be published in journals, NWEA and academic websites, and/or presented at conferences.
- The Multnomah County Partnership for Education Research is a multi-year collaboration that brings together local schools, NWEA researchers, and [University of Portland School of Education](#) faculty and doctoral students to conduct meaningful research in the areas of educational outcomes and best practices. Multiple research projects are planned over five years (2014–2019), including an evaluation of the impact of all-day kindergarten on student achievement and a study of the Advancement Via Individual Determination (AVID) program in Multnomah County schools.
- NWEA researchers are collaborating with [University of Delaware](#) researchers on a Spencer Foundation-funded project that investigates how schools use interim assessment data to leverage school-wide improvement, as well as how their capacity to use these data develops. This research will inform current discussions about data-based educational reforms.
- NWEA researchers have partnered with [The Walton Family Foundation](#) on several projects to investigate the feasibility of linking schools' state assessment results across several states to the NWEA scale to permit cross-state comparisons of schools.

- NWEA is partnering with the [Thomas B. Fordham Institute](#) to explore how the implementation of the No Child Left Behind Act (NCLB) varies from state to state. [In the first collaboration](#), NWEA researchers and the Fordham Institute published a story of state achievement tests that examined the wide variations in the state proficiency cut scores. [The follow up to that study](#) was an analysis of how states' definitions of Adequate Yearly Progress (AYP) result in wide variance of accountability results. NWEA's most recent collaboration with Fordham was a groundbreaking analysis of the performance trends of individual high achievers in math and reading over time. You can [view the data gallery and access the report here](#).
- Researchers from the [South Carolina Department of Education](#) have used NWEA data to evaluate supplemental educational service providers. South Carolina's Education Oversight Committee has similarly used the data to conduct a study of school rating methodologies.
- Researchers at the Vanderbilt University National Center on School Choice have conducted extensive research using NWEA data, using longitudinal datasets to investigate how school choice affects individuals, communities and systems, and administered multiple surveys to teachers and principals at select NWEA schools of choice and their matched control schools. The purpose of the surveys was to learn whether administrative practices within the schools had an effect on student performance and how individual teacher curriculum matches with state standards.
- In one study, Vanderbilt and the [Wisconsin Center for Education Research](#) collaborated to link data from NWEA's MAP Growth mathematics test to data gathered about teacher classroom-practice from the Surveys of Enacted Curriculum.
- NWEA has participated in a project with Clemson University's Eugene T. Moore School of Education researchers to evaluate the effect mathematics and science professional development programs have on student achievement. Results from the project have been promising; the programs show a significant positive impact on student growth.
- NWEA provided student achievement data to researchers from the University of Indianapolis for a value-added analysis of charter school performance.
- In 2005, Arthur Levine (former President of Teachers College of Columbia University), used NWEA data to examine the impact that teacher training has on student learning. For this study, NWEA collected survey data from nearly 1,000 teachers across the nation, which was analyzed with corresponding student achievement data. This study is available at [http://www.edschools.org/teacher\\_report.htm](http://www.edschools.org/teacher_report.htm).