# Linking Study Report: Predicting Performance on the Pennsylvania System of School Assessment (PSSA) based on NWEA MAP Growth Scores

June 2021

NWEA Psychometric Solutions

## Linking Study Updates

| Date | Description |
|---|---|
| 2016-02 | Initial linking study conducted for Pennsylvania in ELA and mathematics Grades 3–8 using Spring 2015 data. |
| 2017-02 | Updated the report to reflect the new NWEA branding. |
| 2018-01-24 | Corrected the PSSA Mathematics cut scores. |
| 2021-06-04 | Incorporated the new 2020 MAP Growth norms using Spring 2019 data for ELA and mathematics Grades 3–8. Not enough data available to include science. |

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## Executive Summary

To predict student achievement on the Pennsylvania System of School Assessment (PSSA) in Grades 3–8 English Language Arts (ELA) and Mathematics, NWEA® conducted a linking study using Spring 2019 data to derive Rasch Unit (RIT) cut scores on the MAP® Growth™ assessments that correspond to the PSSA performance levels. Educators can use this information to identify students at risk of not meeting state proficiency standards early in the year and provide tailored educational interventions.[1] The linking study has been updated since the previous version from January 2018 to incorporate the new 2020 NWEA MAP Growth norms (Thum & Kuhfeld, 2020) and update the study using more recent data from Spring 2019.

Table E.1 presents the PSSA *Proficient* performance level cut scores and the corresponding MAP Growth RIT cut scores that allow teachers to identify students who are on track for proficiency on the state summative test and those who are not. For example, the *Proficient* cut score on the PSSA Grade 3 ELA test is 1000. A Grade 3 student with a MAP Growth Reading RIT score of 183 in the fall is likely to meet proficiency on the PSSA ELA test in the spring, whereas a Grade 3 student with a MAP Growth Reading RIT score lower than 183 in the fall is in jeopardy of not meeting proficiency. MAP Growth cut scores for Grade 2 are also provided so educators can track early learners' progress toward proficiency on the PSSA test by Grade 3. These cut scores were derived based on the Grade 3 cuts and the 2020 NWEA growth norms for the adjacent grade (i.e., Grades 2 to 3).

**Table E.1. MAP Growth Cut Scores for PSSA Proficiency**

| Assessment | | *Proficient* Cut Scores by Grade | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **ELA/Reading** | | | | | | | | |
| PSSA Spring | | – | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 |
| MAP Growth | Fall | 168 | 183 | 192 | 201 | 206 | 213 | 217 |
| | Winter | 177 | 191 | 198 | 206 | 210 | 216 | 220 |
| | Spring | 182 | 194 | 201 | 208 | 212 | 217 | 221 |
| **Mathematics** | | | | | | | | |
| PSSA Spring | | – | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 |
| MAP Growth | Fall | 175 | 188 | 205 | 214 | 223 | 231 | 241 |
| | Winter | 184 | 196 | 212 | 220 | 228 | 235 | 244 |
| | Spring | 189 | 201 | 216 | 224 | 231 | 238 | 246 |

Please note that the results in this report may differ from those found in the NWEA reporting system for individual districts. The typical growth scores from fall to spring or winter to spring used in this report are based on the default instructional weeks most encountered for each term (i.e., Weeks 4, 20, and 32 for fall, winter, and spring, respectively). However, instructional weeks often vary by district, so the cut scores in this report may differ slightly from the MAP Growth score reports that reflect the specific instructional weeks set by partners.

[1] This study provides MAP Growth cut scores that predict proficiency on the PSSA for Grades 2–8 only. They represent a higher level of achievement than universal screening cut scores designed to identify students with the most severe learning difficulties who may need intensive intervention. MAP Growth universal screening cut scores for Grades K–8 in ELA and mathematics are available in a separate report (He & Meyer, 2021).

### E.1. Assessment Overview

The PSSA Grades 3–8 ELA and Mathematics tests are Pennsylvania's state summative assessments aligned to the Pennsylvania Core Standards. Based on their test scores, students are placed into one of four performance levels: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. The *Proficient* cut score demarks the minimum level of achievement considered to be proficient for accountability purposes. MAP Growth tests are adaptive interim assessments aligned to state-specific content standards and administered in the fall, winter, and spring. Scores are reported on the RIT vertical scale with a range of 100–350.

### E.2. Linking Methods

Based on scores from the Spring 2019 test administration, the equipercentile linking method was used to identify the spring MAP Growth scores that correspond to the spring PSSA performance level cut scores. Spring cuts for Grade 2 were derived based on the cuts for Grade 3 and the 2020 NWEA growth norms. MAP Growth fall and winter cut scores that predict proficiency on the spring PSSA test were then projected using the 2020 NWEA conditional growth norms that provide expected score gains across test administrations.

### E.3. Student Sample

Only students who took both the MAP Growth and PSSA assessments in Spring 2019 were included in the study sample. Table E.2 presents the weighted number of Pennsylvania students from 13 districts and 60 schools who were included in the linking study. The linking study sample is voluntary and can only include student scores from partners who share their data. Also, not all students in a state take MAP Growth. The sample may therefore not represent the general student population as well as it should. To ensure that the linking study sample represents the state student population in terms of race, sex, and performance level distributions, weighting was applied to the sample (i.e., a statistical method that matches the distributions of the variables of interest to those of the target population). As a result, the RIT cuts derived from the study sample can be generalized to any student from the target population. All analyses in this study for Grades 3–8 were conducted based on the weighted sample.

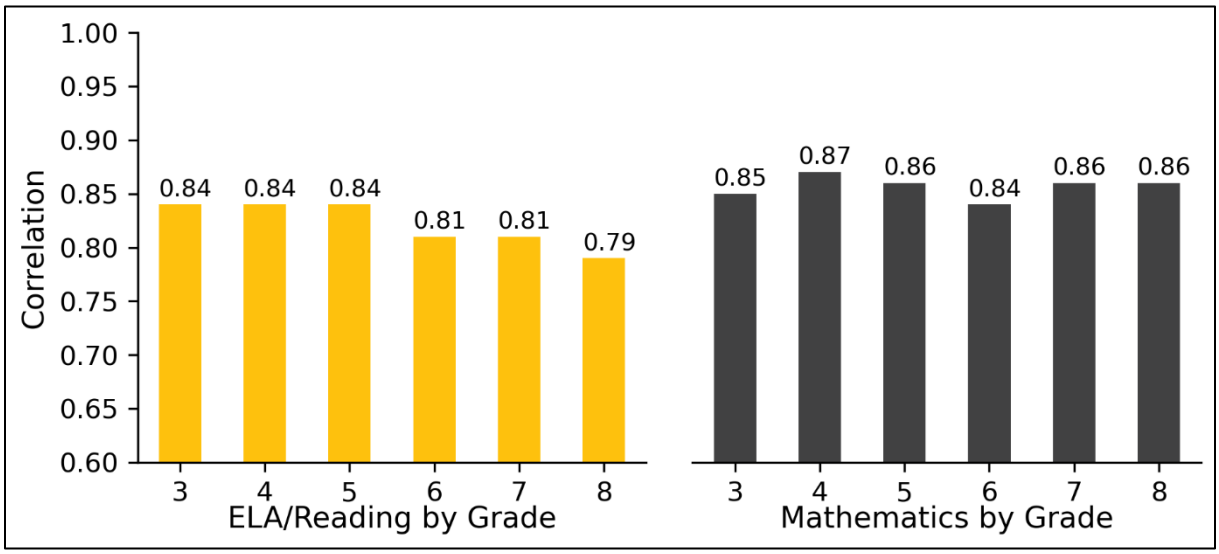
**Table E.2. Linking Study Sample**

| | #Students | |
|---|---|---|
| Grade | ELA/Reading | Mathematics |
| 3 | 2,982 | 2,690 |
| 4 | 3,262 | 3,033 |
| 5 | 3,300 | 2,924 |
| 6 | 2,913 | 2,719 |
| 7 | 2,712 | 2,723 |
| 8 | 2,618 | 2,671 |

### E.4. Test Score Relationships

Correlations between MAP Growth RIT scores and PSSA scores range from 0.79 to 0.84 across content areas, as shown in Figure E.1. These values indicate a strong relationship among the scores, which is important validity evidence for the claim that MAP Growth scores are good predictors of performance on the PSSA assessments.

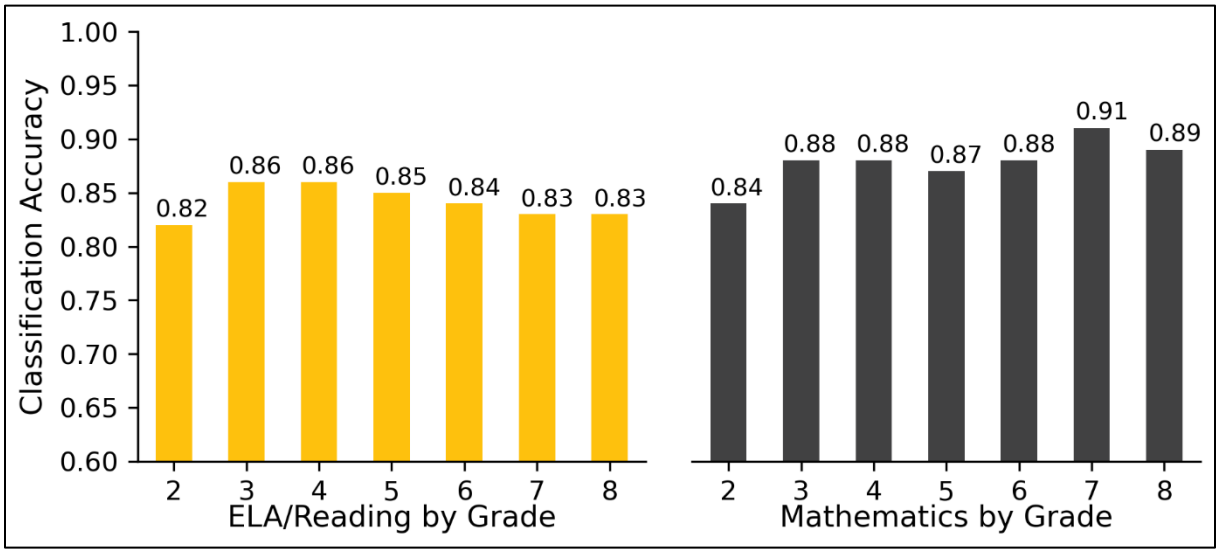
**Figure E.1. Correlations between MAP Growth and PSSA Test Scores**




### E.5. Accuracy of MAP Growth Classifications

Figure E.2 presents the classification accuracy statistics that show the proportion of students correctly classified by their RIT scores as proficient or not proficient on the PSSA tests. For example, the MAP Growth Reading Grade 3 *Proficient* cut score has a 0.86 accuracy rate, meaning it accurately classified student achievement on the state test for 86% of the sample. The results range from 0.82 to 0.91 across content areas, indicating that RIT scores have a high accuracy rate of identifying student proficiency on the PSSA tests.

**Figure E.2. Accuracy of MAP Growth Classifications**



# 1. Introduction

## 1.1. Purpose of the Study

NWEA® is committed to providing partners with useful tools to help make inferences about student learning from MAP® Growth™ test scores. One important use of MAP Growth results is to predict a student's performance on the state summative assessment at different times throughout the year. This allows educators and parents to determine if a student is on track in their learning to meet state standards by the end of the year or, given a student's learning profile, is on track to obtain rigorous, realistic growth in their content knowledge and skills.

This document presents results from a linking study conducted by NWEA in June 2021 to statistically connect the scores of the Pennsylvania System of School Assessment (PSSA) Grades 3–8 English Language Arts (ELA) and Mathematics assessments with Rasch Unit (RIT) scores from the MAP Growth assessments taken during the Spring 2019 term. The linking study has been updated since the previous version from January 2018 to incorporate the new 2020 NWEA MAP Growth norms (Thum & Kuhfeld, 2020) and update the study using more recent data from Spring 2019. MAP Growth cut scores are also included for Grade 2 so educators can track early learners' progress toward proficiency on the PSSA test by Grade 3. This report presents the following results:

1. Student sample demographics
2. Descriptive statistics of test scores
3. MAP Growth cut scores that correspond to the PSSA performance levels using the equipercentile linking procedure for the spring results and the 2020 norms for the fall and winter results
4. Classification accuracy statistics to determine the degree to which MAP Growth accurately predicts student proficiency status on the PSSA tests
5. The probability of achieving grade-level proficiency on the PSSA assessment based on MAP Growth RIT scores from fall, winter, and spring using the 2020 norms

## 1.2. Assessment Overview

The PSSA Grades 3–8 ELA and Mathematics summative assessments are aligned to the Pennsylvania Core Standards. Each assessment has three cut scores (i.e., the minimum score a student must get on a test to be placed in a certain performance level) that distinguish between the following performance levels: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. The *Proficient* cut score demarks the minimum level of performance considered to be proficient for accountability purposes.

MAP Growth interim assessments from NWEA are computer adaptive and aligned to state-specific content standards. Scores are reported on the RIT vertical scale with a range of 100–350. Each content area has its own scale. To aid the interpretation of scores, NWEA periodically conducts norming studies of student and school performance on MAP Growth. Achievement status norms show how well a student performed on the MAP Growth test compared to students in the norming group by associating the student's performance on the MAP Growth test, expressed as a RIT score, with a percentile ranking. Growth norms provide expected score gains across test administrations (e.g., the relative evaluation of a student's growth from fall to spring). The most recent norms study was conducted in 2020 (Thum & Kuhfeld, 2020).

# 2. Methods

## 2.1. Data Collection

This linking study is based on data from the Spring 2019 administrations of the MAP Growth and PSSA assessments. NWEA recruited Pennsylvania districts to participate in the study by sharing their student and score data for the target term. Districts also gave NWEA permission to access students' associated MAP Growth scores from the NWEA in-house database. Once state score information was received by NWEA, each student's state testing record was matched to their MAP Growth score by using the student's first and last names, date of birth, student ID, and other available identifying information. Only students who took both the MAP Growth and PSSA assessments in Spring 2019 were included in the study sample.

## 2.2. Post-Stratification Weighting

Post-stratification weights were applied to the calculations to ensure that the linking study sample represented the state population in terms of race, sex, and performance level. These variables were selected because they are correlated with the student's academic achievement within this study and are often provided in the data for the state population. The weighted sample matches the target population as closely as possible on the key demographics and test score characteristics. Specifically, a raking procedure was used to calculate the post-stratification weights and improve the representativeness of the sample. Raking uses iterative procedures to obtain weights that match sample marginal distributions to known population margins. The following steps were taken during this process:

- Calculate marginal distributions of race, sex, and performance level for the sample and population.
- Calculate post-stratification weights with the rake function from the survey package in R (Lumley, 2019).
- Trim the weight if it is not in the range of 0.3 to 3.0.
- Apply the weights to the sample before conducting the linking study analyses.

## 2.3. MAP Growth Cut Scores

The equipercentile linking method (Kolen & Brennan, 2004) was used to identify the spring MAP Growth RIT scores that correspond to the spring PSSA performance level cut scores. Spring cuts for Grade 2 were derived based on the cuts for Grade 3 and the 2020 NWEA growth norms. RIT fall and winter cut scores that predict proficiency on the spring PSSA test were then projected using the 2020 growth norms. Percentile ranks are also provided that show how a nationally representative sample of students in the same grade scored on MAP Growth for each administration, which is an important interpretation of RIT scores. This is useful for understanding (1) how student scores compared to peers nationwide and (2) the relative rigor of a state's performance level designations for its summative assessment.

The MAP Growth spring cut scores for Grades 3–8 could be calculated using the equipercentile linking method because that data are directly connected to the PSSA spring data used in the study. The equipercentile linking procedure matches scores on the two scales that have the same percentile rank (i.e., the proportion of tests at or below each score). For example, let $x$ represent a score on Test $X$ (e.g., PSSA). Its equipercentile equivalent score on Test $Y$ (e.g., MAP Growth), $e_y(x)$, can be obtained through a cumulative-distribution-based linking function defined in Equation 1:

$$e_y(x) = G^{-1}[P(x)] \quad (1)$$

where $e_y(x)$ is the equipercentile equivalent of score $x$ on PSSA on the scale of MAP Growth, $P(x)$ is the percentile rank of a given score on PSSA, and $G^{-1}$ is the inverse of the percentile rank function for MAP Growth that indicates the score on MAP Growth corresponding to a given percentile. Polynomial loglinear pre-smoothing was applied to reduce irregularities of the score distributions and equipercentile linking curve.

The MAP Growth conditional growth norms provide students' expected score gains across terms, such as growth from fall or winter to spring within the same grade or from spring of a lower grade to the spring of the adjacent higher grade. This information can be used to calculate the fall and winter cut scores for Grades 3–8 and the fall, winter, and spring cut scores for Grade 2. Equation 2 was used to determine the previous term's or grade's MAP Growth score needed to reach the spring cut score, considering the expected growth associated with the previous RIT score:

$$RIT_{PredSpring} = RIT_{previous} + g \quad (2)$$

where:

- $RIT_{PredSpring}$ is the predicted MAP Growth spring score.
- $RIT_{previous}$ is the previous term's or grade's RIT score.
- $g$ is the expected growth from the previous RIT (e.g., fall or winter) to the spring RIT.

To derive the spring cut scores for Grade 2, the growth score from spring of one year to the next was used (i.e., the growth score from spring Grade 2 to spring Grade 3). The calculation of fall and winter cuts for Grade 2 followed the same process as the other grades. For example, the growth score from fall to spring in Grade 2 was used to calculate the fall cuts for Grade 2.

### 2.4. Classification Accuracy

The degree to which MAP Growth predicts student proficiency status on the PSSA tests can be described using classification accuracy statistics based on the MAP Growth spring RIT cut scores that show the proportion of students correctly classified by their RIT scores as proficient (*Proficient* or *Advanced*) or not proficient (*Below Basic* or *Basic)*. Table 2.1 describes the classification accuracy statistics provided in this report (Pommerich et al., 2004). The results are based on the Spring 2019 MAP Growth and PSSA data for the *Proficient* cut score.

Pennsylvania students do not begin taking the PSSA assessment until Grade 3, so longitudinal data were collected for the Grade 3 cohort to link the PSSA assessment to MAP Growth for Grade 2 to calculate the classification accuracy statistics. To accomplish this, 2018–2019 PSSA Grade 3 results were linked to MAP Growth data from Grade 3 students in 2018–2019 and Grade 2 students in 2017–2018. In this way, the data came from the same cohort of students beginning when they were in Grade 2 and continuing through Grade 3.

**Table 2.1. Description of Classification Accuracy Summary Statistics**

| Statistic | Description* | Interpretation |
|---|---|---|
| Overall Classification Accuracy Rate | (TP + TN) / (total sample size) | Proportion of the study sample whose proficiency classification on the state test was correctly predicted by MAP Growth cut scores |
| False Negative (FN) Rate | FN / (FN + TP) | Proportion of not-proficient students identified by MAP Growth in those observed as proficient on the state test |
| False Positive (FP) Rate | FP / (FP + TN) | Proportion of proficient students identified by MAP Growth in those observed as not proficient on the state test |
| Sensitivity | TP / (TP + FN) | Proportion of proficient students identified by MAP Growth in those observed as such on the state test |
| Specificity | TN / (TN + FP) | Proportion of not-proficient students identified by MAP Growth in those observed as such on the state test |
| Precision | TP / (TP + FP) | Proportion of observed proficient students on the state test in those identified as such by the MAP Growth test |
| Area Under the Curve (AUC) | Area under the receiver operating characteristics (ROC) curve | How well MAP Growth cut scores separate the study sample into proficiency categories that match those from the state test cut scores. An AUC at or above 0.80 is considered "good" accuracy. |

*FP = false positives. FN = false negatives. TP = true positives. TN = true negatives.

## 2.5. Proficiency Projection

In addition to calculating the MAP Growth fall and winter cut scores, the MAP Growth conditional growth norms data were also used to calculate the probability of reaching proficiency on the PSSA test based on a student's RIT scores from fall, winter, and spring. Equation 3 was used to calculate the probability of a student achieving *Proficient* performance on the PSSA test based on their fall or winter RIT score:

$$Pr(Achieving\ Proficient\ in\ spring|\ starting\ RIT) = \Phi\left(\frac{RIT_{previous} + g - RIT_{SpringCut}}{SD}\right) \quad (3)$$

where:

- $\Phi$ is a standardized normal cumulative distribution.
- $RIT_{previous}$ is the student's RIT score in fall or winter (or in spring of Grade 2).
- $g$ is the expected growth from the previous RIT (e.g., fall or winter) to the spring RIT.
- $RIT_{SpringCut}$ is the MAP Growth *Proficient* cut score for spring. For Grade 2, this is the Grade 3 cut score for spring.
- $SD$ is the conditional standard deviation of the expected growth, $g$.

Equation 4 was used to estimate the probability of a student achieving *Proficient* performance on the PSSA test based on their spring RIT score ($RIT_{Spring}$):

$$Pr(Achieving\ Proficient\ in\ spring\ |\ spring\ RIT) = \Phi\left(\frac{RIT_{Spring} - RIT_{SpringCut}}{SE}\right) \quad (4)$$

where $SE$ is the standard error of measurement for MAP Growth.

# 3. Results

## 3.1. Study Sample

Only students who took both the MAP Growth and PSSA assessments in Spring 2019 were included in the study sample. Data used in this study were collected from 13 districts and 60 schools in Pennsylvania. Table 3.1 presents the demographic distributions of race, sex, and performance level in the original unweighted study sample. Table 3.2 presents the distributions of the student population that took the Spring 2019 PSSA tests. Since the unweighted data are different from the general PSSA population, post-stratification weights were applied to the linking study sample to improve its representativeness. Table 3.3 presents the demographic distributions of the sample after weighting, which are almost identical to the PSSA student population distributions. The analyses in this study were therefore conducted based on the weighted sample.

**Table 3.1. Linking Study Sample Demographics (Unweighted)**

| Linking Study Sample (Unweighted) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | %Students by Grade | | | | | |
| Demographic Subgroup | | 3 | 4 | 5 | 6 | 7 | 8 |
| **ELA/Reading** | | | | | | | |
| | Total N | 2,982 | 3,262 | 3,300 | 2,913 | 2,712 | 2,618 |
| Race* | AI/AN | 0.4 | 0.3 | 0.2 | 0.2 | 0.3 | 0.1 |
| | Asian/NH/PI | 7.7 | 7.5 | 8.0 | 7.3 | 7.1 | 6.0 |
| | Black | 38.3 | 38.7 | 41.7 | 43.0 | 48.8 | 49.9 |
| | Hispanic | 7.7 | 8.7 | 7.0 | 6.8 | 7.2 | 5.8 |
| | Multi-Race | 4.4 | 3.7 | 3.5 | 3.0 | 2.7 | 3.1 |
| | White | 41.6 | 41.0 | 39.7 | 39.8 | 33.8 | 35.1 |
| Sex | Female | 48.6 | 47.2 | 47.9 | 49.2 | 50.0 | 49.6 |
| | Male | 51.4 | 52.8 | 52.1 | 50.8 | 50.0 | 50.4 |
| Performance Level | *Below Basic* | 14.3 | 13.2 | 12.4 | 7.6 | 2.8 | 13.4 |
| | *Basic* | 32.1 | 31.2 | 36.3 | 37.2 | 45.8 | 38.0 |
| | *Proficient* | 42.3 | 33.5 | 39.1 | 39.5 | 42.5 | 37.9 |
| | *Advanced* | 11.3 | 22.0 | 12.2 | 15.7 | 9.0 | 10.7 |
| **Mathematics** | | | | | | | |
| | Total N | 2,690 | 3,033 | 2,924 | 2,719 | 2,723 | 2,671 |
| Race* | AI/AN | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.1 |
| | Asian/NH/PI | 6.4 | 6.7 | 7.3 | 6.8 | 7.4 | 6.2 |
| | Black | 41.3 | 41.8 | 45.3 | 45.6 | 49.6 | 50.5 |
| | Hispanic | 7.6 | 8.3 | 7.1 | 6.3 | 7.3 | 5.8 |
| | Multi-Race | 3.8 | 3.6 | 3.3 | 2.5 | 2.4 | 2.9 |
| | White | 40.5 | 39.2 | 36.8 | 38.7 | 32.9 | 34.5 |
| Sex | Female | 48.5 | 47.7 | 48.2 | 49.3 | 49.9 | 50.0 |
| | Male | 51.5 | 52.3 | 51.8 | 50.7 | 50.1 | 50.0 |
| Performance Level | *Below Basic* | 31.8 | 35.3 | 32.2 | 36.8 | 49.5 | 49.6 |
| | *Basic* | 24.1 | 27.3 | 35.8 | 37.7 | 26.3 | 28.8 |
| | *Proficient* | 25.2 | 23.5 | 22.9 | 16.4 | 17.3 | 16.2 |
| | *Advanced* | 18.9 | 13.9 | 9.0 | 9.2 | 6.9 | 5.4 |

*AI/AN = American Indian/Alaska Native. NH/PI = Native Hawaiian/Pacific Islander.

**Table 3.2. Spring 2019 PSSA Student Population Demographics**

| Spring 2019 PSSA Population | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | %Students by Grade | | | | | |
| Demographic Subgroup | | 3 | 4 | 5 | 6 | 7 | 8 |
| **ELA** | | | | | | | |
| | Total N | 120,564 | 123,172 | 127,550 | 127,560 | 125,998 | 123,503 |
| Race* | AI/AN | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 |
| | Asian/NH/PI | 4.2 | 4.2 | 4.0 | 4.1 | 4.1 | 4.1 |
| | Black | 14.8 | 15.0 | 14.9 | 14.6 | 14.2 | 14.1 |
| | Hispanic | 12.6 | 12.7 | 12.3 | 12.3 | 11.9 | 11.7 |
| | Multi-Race | 5.1 | 4.7 | 4.6 | 4.4 | 4.0 | 3.7 |
| | White | 63.1 | 63.3 | 63.9 | 64.4 | 65.6 | 66.2 |
| Sex | Female | 48.9 | 49.1 | 48.9 | 48.9 | 48.8 | 48.6 |
| | Male | 51.1 | 50.9 | 51.1 | 51.1 | 51.2 | 51.4 |
| Performance Level | *Below Basic* | 11.5 | 10.3 | 9.6 | 5.7 | 2.6 | 11.9 |
| | *Basic* | 26.6 | 26.1 | 31.8 | 31.3 | 36.9 | 30.2 |
| | *Proficient* | 45.4 | 36.3 | 42.7 | 42.3 | 45.6 | 41.9 |
| | *Advanced* | 16.5 | 27.3 | 15.8 | 20.8 | 14.9 | 16.0 |
| **Mathematics** | | | | | | | |
| | Total N | 120,604 | 123,286 | 127,592 | 127,496 | 125,808 | 123,186 |
| Race* | AI/AN | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 |
| | Asian/NH/PI | 4.2 | 4.2 | 4.0 | 4.2 | 4.1 | 4.1 |
| | Black | 14.8 | 15.0 | 14.9 | 14.6 | 14.2 | 14.1 |
| | Hispanic | 12.6 | 12.7 | 12.3 | 12.3 | 11.9 | 11.7 |
| | Multi-Race | 5.1 | 4.7 | 4.6 | 4.4 | 4.0 | 3.6 |
| | White | 63.0 | 63.3 | 63.9 | 64.4 | 65.6 | 66.2 |
| Sex | Female | 48.9 | 49.1 | 48.8 | 48.8 | 48.8 | 48.6 |
| | Male | 51.1 | 50.9 | 51.2 | 51.2 | 51.2 | 51.4 |
| Performance Level | *Below Basic* | 22.4 | 26.1 | 23.3 | 25.9 | 35.8 | 39.6 |
| | *Basic* | 21.6 | 27.7 | 33.7 | 35.1 | 26.0 | 28.2 |
| | *Proficient* | 29.3 | 27.2 | 27.2 | 23.2 | 24.3 | 22.3 |
| | *Advanced* | 26.7 | 19.0 | 15.8 | 15.8 | 14.0 | 9.9 |

*AI/AN = American Indian/Alaska Native. NH/PI = Native Hawaiian/Pacific Islander.

**Table 3.3. Linking Study Sample Demographics (Weighted)**

| Linking Study Sample (Weighted) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | %Students by Grade | | | | | |
| Demographic Subgroup | | 3 | 4 | 5 | 6 | 7 | 8 |
| **ELA/Reading** | | | | | | | |
| | Total N | 2,982 | 3,262 | 3,300 | 2,913 | 2,712 | 2,618 |
| Race* | AI/AN | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 |
| | Asian/NH/PI | 4.2 | 4.2 | 4.0 | 4.1 | 4.1 | 4.1 |
| | Black | 14.8 | 15.0 | 14.9 | 14.6 | 14.2 | 14.1 |
| | Hispanic | 12.6 | 12.7 | 12.3 | 12.3 | 11.9 | 11.7 |
| | Multi-Race | 5.1 | 4.7 | 4.6 | 4.4 | 4.0 | 3.7 |
| | White | 63.1 | 63.3 | 64.0 | 64.4 | 65.6 | 66.2 |
| Sex | Female | 48.9 | 49.1 | 48.8 | 48.9 | 48.8 | 48.6 |
| | Male | 51.1 | 50.9 | 51.2 | 51.1 | 51.2 | 51.4 |
| Performance Level | *Below Basic* | 11.5 | 10.3 | 9.6 | 5.7 | 2.6 | 11.9 |
| | *Basic* | 26.6 | 26.1 | 31.8 | 31.3 | 36.9 | 30.2 |
| | *Proficient* | 45.4 | 36.3 | 42.7 | 42.3 | 45.6 | 41.9 |
| | *Advanced* | 16.5 | 27.3 | 15.8 | 20.8 | 14.9 | 16.0 |
| **Mathematics** | | | | | | | |
| | Total N | 2,690 | 3,033 | 2,924 | 2,719 | 2,723 | 2,671 |
| Race* | AI/AN | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 |
| | Asian/NH/PI | 4.2 | 4.2 | 4.0 | 4.2 | 4.1 | 4.1 |
| | Black | 14.8 | 15.0 | 14.9 | 14.6 | 14.2 | 14.1 |
| | Hispanic | 12.6 | 12.7 | 12.3 | 12.3 | 11.9 | 11.7 |
| | Multi-Race | 5.1 | 4.7 | 4.6 | 4.4 | 4.0 | 3.6 |
| | White | 63.1 | 63.3 | 63.9 | 64.4 | 65.6 | 66.2 |
| Sex | Female | 48.9 | 49.1 | 48.8 | 48.9 | 48.8 | 48.6 |
| | Male | 51.1 | 50.9 | 51.2 | 51.1 | 51.2 | 51.4 |
| Performance Level | *Below Basic* | 22.4 | 26.1 | 23.3 | 25.9 | 35.8 | 39.6 |
| | *Basic* | 21.6 | 27.7 | 33.7 | 35.1 | 26.0 | 28.2 |
| | *Proficient* | 29.3 | 27.2 | 27.2 | 23.2 | 24.3 | 22.3 |
| | *Advanced* | 26.7 | 19.0 | 15.8 | 15.8 | 13.9 | 9.9 |

*AI/AN = American Indian/Alaska Native. NH/PI = Native Hawaiian/Pacific Islander.

## 3.2. Descriptive Statistics

Table 3.4 presents descriptive statistics of the MAP Growth and PSSA test scores from Spring 2019, including the correlation coefficient (*r*) between them. The coefficients between the scores range from 0.79 to 0.84 for ELA/reading and 0.84 to 0.87 for mathematics. These values indicate a strong relationship among the scores, which is important validity evidence for the claim that MAP Growth scores are good predictors of performance on the PSSA assessments.

**Table 3.4. Descriptive Statistics of Test Scores**

| Grade | N | *r* | PSSA* | | | | MAP Growth* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | SD | Min. | Max. | Mean | SD | Min. | Max. |
| **ELA/Reading** | | | | | | | | | | |
| 3 | 2,982 | 0.84 | 1038.3 | 107.4 | 720 | 1544 | 197.5 | 17.1 | 142 | 237 |
| 4 | 3,262 | 0.84 | 1035.8 | 112.4 | 693 | 1511 | 204.4 | 17.2 | 137 | 253 |
| 5 | 3,300 | 0.84 | 1027.7 | 103.6 | 687 | 1445 | 210.3 | 17.0 | 142 | 250 |
| 6 | 2,913 | 0.81 | 1036.2 | 107.4 | 673 | 1562 | 215.1 | 16.2 | 151 | 259 |
| 7 | 2,712 | 0.81 | 1026.4 | 94.4 | 728 | 1386 | 219.3 | 16.3 | 149 | 260 |
| 8 | 2,618 | 0.79 | 1024.9 | 113.3 | 698 | 1565 | 222.2 | 16.6 | 149 | 262 |
| **Mathematics** | | | | | | | | | | |
| 3 | 2,690 | 0.85 | 1025.0 | 123.2 | 648 | 1530 | 202.5 | 15.3 | 133 | 255 |
| 4 | 3,033 | 0.87 | 993.0 | 122.8 | 600 | 1532 | 212.5 | 17.3 | 146 | 261 |
| 5 | 2,924 | 0.86 | 988.6 | 112.6 | 698 | 1462 | 219.6 | 18.2 | 146 | 276 |
| 6 | 2,719 | 0.84 | 978.8 | 115.1 | 669 | 1500 | 224.1 | 19.1 | 149 | 276 |
| 7 | 2,723 | 0.86 | 964.6 | 116.5 | 663 | 1345 | 229.7 | 20.4 | 151 | 280 |
| 8 | 2,671 | 0.86 | 949.5 | 113.3 | 606 | 1470 | 234.3 | 21.6 | 147 | 300 |

*SD = standard deviation. Min. = minimum. Max. = maximum.

### 3.3. MAP Growth Cut Scores

Table 3.5 and Table 3.6 present the PSSA scale score ranges and the corresponding MAP Growth RIT cut scores and percentile ranges by content area and grade. These tables can be used to predict a student's likely performance level on the PSSA spring assessment when MAP Growth is taken in the fall, winter, or spring. For example, a Grade 3 student who obtained a MAP Growth Reading RIT score of 183 in the fall is likely to achieve *Proficient* performance on the PSSA ELA test. A Grade 3 student who obtained a MAP Growth Reading RIT score of 194 in the spring is also likely to achieve *Proficient* performance on the PSSA assessment. The spring cut score is higher than the fall cut score because growth is expected between fall and spring as students receive more instruction during the school year.

Within this report, the cut scores for fall and winter are derived from the spring cuts and the typical growth scores from fall-to-spring or winter-to-spring. The typical growth scores are based on the default instructional weeks most encountered for each term (Weeks 4, 20, and 32 for fall, winter, and spring, respectively). Since instructional weeks often vary by district, the cut scores in this report may differ slightly from the MAP Growth score reports that reflect instructional weeks set by partners. If the actual instructional weeks deviate from the default ones, a student's projected performance level could be different from the generic projection presented in this document. Partners are therefore encouraged to use the projected performance level in students' score reports since they reflect the specific instructional weeks set by partners.

**Table 3.5. MAP Growth Cut Scores—ELA/Reading**

| PSSA ELA | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade** | ***Below Basic*** | | ***Basic*** | | ***Proficient*** | | ***Advanced*** | |
| 3 | 600–904 | | 905–999 | | **1000**–1142 | | ≥1143 | |
| 4 | 600–886 | | 887–999 | | **1000**–1106 | | ≥1107 | |
| 5 | 600–892 | | 893–999 | | **1000**–1138 | | ≥1139 | |
| 6 | 600–874 | | 875–999 | | **1000**–1114 | | ≥1115 | |
| 7 | 600–844 | | 845–999 | | **1000**–1129 | | ≥1130 | |
| 8 | 600–885 | | 886–999 | | **1000**–1129 | | ≥1130 | |
| **MAP Growth Reading*** | | | | | | | | |
| | ***Below Basic*** | | ***Basic*** | | ***Proficient*** | | ***Advanced*** | |
| **Grade** | **RIT** | **Percentile** | **RIT** | **Percentile** | **RIT** | **Percentile** | **RIT** | **Percentile** |
| **Fall** | | | | | | | | |
| 2 | 100–143 | 1–2 | 144–167 | 3–38 | **168**–194 | 39–92 | 195–350 | 93–99 |
| 3 | 100–161 | 1–6 | 162–182 | 7–40 | **183**–205 | 41–87 | 206–350 | 88–99 |
| 4 | 100–168 | 1–4 | 169–191 | 5–38 | **192**–208 | 39–76 | 209–350 | 77–99 |
| 5 | 100–177 | 1–4 | 178–200 | 5–41 | **201**–222 | 42–86 | 223–350 | 87–99 |
| 6 | 100–179 | 1–2 | 180–205 | 3–39 | **206**–224 | 40–81 | 225–350 | 82–99 |
| 7 | 100–182 | 1–2 | 183–212 | 3–46 | **213**–233 | 47–87 | 234–350 | 88–99 |
| 8 | 100–195 | 1–9 | 196–216 | 10–47 | **217**–234 | 48–83 | 235–350 | 84–99 |
| **Winter** | | | | | | | | |
| 2 | 100–154 | 1–3 | 155–176 | 4–38 | **177**–201 | 39–91 | 202–350 | 92–99 |
| 3 | 100–171 | 1–8 | 172–190 | 9–42 | **191**–211 | 43–86 | 212–350 | 87–99 |
| 4 | 100–176 | 1–5 | 177–197 | 6–38 | **198**–213 | 39–75 | 214–350 | 76–99 |
| 5 | 100–184 | 1–5 | 185–205 | 6–41 | **206**–225 | 42–85 | 226–350 | 86–99 |
| 6 | 100–185 | 1–3 | 186–209 | 4–40 | **210**–226 | 41–79 | 227–350 | 80–99 |
| 7 | 100–186 | 1–2 | 187–215 | 3–46 | **216**–234 | 47–86 | 235–350 | 87–99 |
| 8 | 100–199 | 1–10 | 200–219 | 11–48 | **220**–235 | 49–81 | 236–350 | 82–99 |
| **Spring** | | | | | | | | |
| 2 | 100–159 | 1–4 | 160–181 | 5–40 | **182**–205 | 41–90 | 206–350 | 91–99 |
| 3 | 100–175 | 1–9 | 176–193 | 10–41 | **194**–213 | 42–84 | 214–350 | 85–99 |
| 4 | 100–180 | 1–6 | 181–200 | 7–40 | **201**–215 | 41–74 | 216–350 | 75–99 |
| 5 | 100–187 | 1–7 | 188–207 | 8–42 | **208**–226 | 43–83 | 227–350 | 84–99 |
| 6 | 100–188 | 1–4 | 189–211 | 5–41 | **212**–227 | 42–77 | 228–350 | 78–99 |
| 7 | 100–189 | 1–3 | 190–216 | 4–46 | **217**–235 | 47–85 | 236–350 | 86–99 |
| 8 | 100–201 | 1–11 | 202–220 | 12–47 | **221**–236 | 48–81 | 237–350 | 82–99 |

*Cut scores for fall and winter are derived from the spring cuts and growth norms based on the typical instructional weeks. Spring cut scores for Grade 2 were derived from the Grade 3 cuts using the growth norms. Bolded numbers indicate the cut scores considered to be at least proficient for accountability purposes.

**Table 3.6. MAP Growth Cut Scores—Mathematics**

| PSSA Mathematics | | | | |
|---|---|---|---|---|
| **Grade** | ***Below Basic*** | ***Basic*** | ***Proficient*** | ***Advanced*** |
| 3 | 600–922 | 923–999 | **1000**–1109 | ≥1110 |
| 4 | 600–907 | 908–999 | **1000**–1106 | ≥1107 |
| 5 | 600–900 | 901–999 | **1000**–1112 | ≥1113 |
| 6 | 600–896 | 897–999 | **1000**–1104 | ≥1105 |
| 7 | 600–903 | 904–999 | **1000**–1108 | ≥1109 |
| 8 | 600–905 | 906–999 | **1000**–1107 | ≥1108 |

| MAP Growth Mathematics* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | ***Below Basic*** | | ***Basic*** | | ***Proficient*** | | ***Advanced*** | |
| **Grade** | **RIT** | **Percentile** | **RIT** | **Percentile** | **RIT** | **Percentile** | **RIT** | **Percentile** |
| **Fall** | | | | | | | | |
| 2 | 100–161 | 1–15 | 162–174 | 16–49 | **175**–188 | 50–85 | 189–350 | 86–99 |
| 3 | 100–177 | 1–21 | 178–187 | 22–48 | **188**–200 | 49–81 | 201–350 | 82–99 |
| 4 | 100–190 | 1–27 | 191–204 | 28–64 | **205**–217 | 65–89 | 218–350 | 90–99 |
| 5 | 100–197 | 1–22 | 198–213 | 23–62 | **214**–228 | 63–89 | 229–350 | 90–99 |
| 6 | 100–203 | 1–24 | 204–222 | 25–69 | **223**–236 | 70–91 | 237–350 | 92–99 |
| 7 | 100–215 | 1–39 | 216–230 | 40–72 | **231**–245 | 73–92 | 246–350 | 93–99 |
| 8 | 100–222 | 1–45 | 223–240 | 46–79 | **241**–257 | 80–95 | 258–350 | 96–99 |
| **Winter** | | | | | | | | |
| 2 | 100–171 | 1–17 | 172–183 | 18–49 | **184**–196 | 50–83 | 197–350 | 84–99 |
| 3 | 100–185 | 1–22 | 186–195 | 23–48 | **196**–207 | 49–80 | 208–350 | 81–99 |
| 4 | 100–197 | 1–28 | 198–211 | 29–65 | **212**–224 | 66–89 | 225–350 | 90–99 |
| 5 | 100–202 | 1–22 | 203–219 | 23–62 | **220**–234 | 63–89 | 235–350 | 90–99 |
| 6 | 100–208 | 1–25 | 209–227 | 26–68 | **228**–241 | 69–90 | 242–350 | 91–99 |
| 7 | 100–218 | 1–38 | 219–234 | 39–72 | **235**–249 | 73–92 | 250–350 | 93–99 |
| 8 | 100–225 | 1–45 | 226–243 | 46–78 | **244**–260 | 79–95 | 261–350 | 96–99 |
| **Spring** | | | | | | | | |
| 2 | 100–177 | 1–19 | 178–188 | 20–48 | **189**–201 | 49–82 | 202–350 | 83–99 |
| 3 | 100–190 | 1–23 | 191–200 | 24–49 | **201**–212 | 50–79 | 213–350 | 80–99 |
| 4 | 100–201 | 1–28 | 202–215 | 29–63 | **216**–228 | 64–87 | 229–350 | 88–99 |
| 5 | 100–206 | 1–23 | 207–223 | 24–61 | **224**–238 | 62–88 | 239–350 | 89–99 |
| 6 | 100–211 | 1–26 | 212–230 | 27–67 | **231**–244 | 68–89 | 245–350 | 90–99 |
| 7 | 100–221 | 1–39 | 222–237 | 40–72 | **238**–252 | 73–91 | 253–350 | 92–99 |
| 8 | 100–227 | 1–44 | 228–245 | 45–77 | **246**–262 | 78–94 | 263–350 | 95–99 |

*Cut scores for fall and winter are derived from the spring cuts and growth norms based on the typical instructional weeks. Spring cut scores for Grade 2 were derived from the Grade 3 cuts using the growth norms. Bolded numbers indicate the cut scores considered to be at least proficient for accountability purposes.

### 3.4. Classification Accuracy

Table 3.7 presents the classification accuracy summary statistics, including the overall classification accuracy rate. These results indicate how well MAP Growth spring RIT scores predict proficiency on the PSSA tests, providing insight into the predictive validity of MAP Growth. The overall classification accuracy rate ranges from 0.82 to 0.86 for ELA/reading and 0.84 to 0.91 for mathematics. These values suggest that the RIT cut scores are good at classifying students as proficient or not proficient on the PSSA assessment. For Grade 2, the classification accuracy rate refers to how well the MAP Growth cuts can predict students' proficiency status on PSSA in Grade 3.

Although the results show that MAP Growth scores can be used to accurately classify students as likely to be proficient on the PSSA tests, there is a notable limitation to how these results should be used and interpreted. The PSSA and MAP Growth assessments are designed for different purposes and measure slightly different constructs even within the same content area. Therefore, scores on the two tests cannot be assumed to be interchangeable. MAP Growth may not be used as a substitute for the state tests and vice versa.

**Table 3.7. Classification Accuracy Results**

| Grade | N | Cut Score | | Class. Accuracy* | Rate* | | Sensitivity | Specificity | Precision | AUC* |
|---|---|---|---|---|---|---|---|---|---|---|
| | | MAP Growth | PSSA | | FP | FN | | | | |
| **ELA/Reading** | | | | | | | | | | |
| 2 | 2,647 | 182 | 1000 | 0.82 | 0.22 | 0.14 | 0.86 | 0.78 | 0.83 | 0.91 |
| 3 | 2,982 | 194 | 1000 | 0.86 | 0.22 | 0.09 | 0.91 | 0.78 | 0.87 | 0.94 |
| 4 | 3,262 | 201 | 1000 | 0.86 | 0.21 | 0.10 | 0.90 | 0.79 | 0.88 | 0.94 |
| 5 | 3,300 | 208 | 1000 | 0.85 | 0.22 | 0.09 | 0.91 | 0.78 | 0.85 | 0.94 |
| 6 | 2,913 | 212 | 1000 | 0.84 | 0.24 | 0.11 | 0.89 | 0.76 | 0.87 | 0.91 |
| 7 | 2,712 | 217 | 1000 | 0.83 | 0.24 | 0.11 | 0.89 | 0.76 | 0.85 | 0.91 |
| 8 | 2,618 | 221 | 1000 | 0.83 | 0.23 | 0.13 | 0.87 | 0.77 | 0.84 | 0.91 |
| **Mathematics** | | | | | | | | | | |
| 2 | 2,340 | 189 | 1000 | 0.84 | 0.17 | 0.15 | 0.85 | 0.83 | 0.82 | 0.92 |
| 3 | 2,690 | 201 | 1000 | 0.88 | 0.18 | 0.08 | 0.92 | 0.82 | 0.87 | 0.95 |
| 4 | 3,033 | 216 | 1000 | 0.88 | 0.12 | 0.12 | 0.88 | 0.88 | 0.86 | 0.96 |
| 5 | 2,924 | 224 | 1000 | 0.87 | 0.13 | 0.12 | 0.88 | 0.87 | 0.84 | 0.96 |
| 6 | 2,719 | 231 | 1000 | 0.88 | 0.10 | 0.15 | 0.85 | 0.90 | 0.85 | 0.95 |
| 7 | 2,723 | 238 | 1000 | 0.91 | 0.07 | 0.12 | 0.88 | 0.93 | 0.88 | 0.97 |
| 8 | 2,671 | 246 | 1000 | 0.89 | 0.08 | 0.17 | 0.83 | 0.92 | 0.83 | 0.96 |

*Class. Accuracy = overall classification accuracy rate. FP = false positives. FN = false negatives. AUC = area under the ROC curve.

### 3.5. Proficiency Projection

Table 3.8 and Table 3.9 present the estimated probability of achieving *Proficient* performance on the PSSA test based on RIT scores from fall, winter, or spring. "Prob." indicates the probability of obtaining proficient status on the PSSA test in the spring. For example, a Grade 3 student who obtained a MAP Growth Reading score of 201 in the fall has a 98% chance of reaching *Proficient* or higher on the PSSA test.

**Table 3.8. Proficiency Projection based on RIT Scores—ELA/Reading**

| ELA/Reading | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | |
| | | | | Projected Proficiency | | | Projected Proficiency | | | Projected Proficiency | |
| Grade | Start %ile | Spring Cut | Fall RIT | *Proficient* | Prob. | Winter RIT | *Proficient* | Prob. | Spring RIT | *Proficient* | Prob. |
| 2 | 5 | 182 | 147 | No | 0.01 | 156 | No | <0.01 | 160 | No | <0.01 |
| | 10 | 182 | 153 | No | 0.03 | 162 | No | <0.01 | 166 | No | <0.01 |
| | 15 | 182 | 157 | No | 0.09 | 166 | No | 0.02 | 170 | No | <0.01 |
| | 20 | 182 | 160 | No | 0.18 | 169 | No | 0.07 | 173 | No | <0.01 |
| | 25 | 182 | 162 | No | 0.21 | 171 | No | 0.13 | 175 | No | 0.01 |
| | 30 | 182 | 164 | No | 0.30 | 173 | No | 0.23 | 177 | No | 0.06 |
| | 35 | 182 | 166 | No | 0.40 | 175 | No | 0.35 | 180 | No | 0.27 |
| | 40 | 182 | 168 | Yes | 0.50 | 177 | Yes | 0.50 | 182 | Yes | 0.50 |
| | 45 | 182 | 170 | Yes | 0.55 | 179 | Yes | 0.57 | 184 | Yes | 0.73 |
| | 50 | 182 | 172 | Yes | 0.65 | 181 | Yes | 0.71 | 186 | Yes | 0.89 |
| | 55 | 182 | 174 | Yes | 0.75 | 183 | Yes | 0.83 | 188 | Yes | 0.97 |
| | 60 | 182 | 176 | Yes | 0.82 | 185 | Yes | 0.90 | 189 | Yes | 0.99 |
| | 65 | 182 | 178 | Yes | 0.88 | 187 | Yes | 0.95 | 192 | Yes | >0.99 |
| | 70 | 182 | 180 | Yes | 0.91 | 189 | Yes | 0.98 | 194 | Yes | >0.99 |
| | 75 | 182 | 183 | Yes | 0.96 | 191 | Yes | 0.99 | 196 | Yes | >0.99 |
| | 80 | 182 | 185 | Yes | 0.98 | 194 | Yes | >0.99 | 199 | Yes | >0.99 |
| | 85 | 182 | 188 | Yes | 0.99 | 197 | Yes | >0.99 | 202 | Yes | >0.99 |
| | 90 | 182 | 192 | Yes | >0.99 | 200 | Yes | >0.99 | 205 | Yes | >0.99 |
| | 95 | 182 | 197 | Yes | >0.99 | 206 | Yes | >0.99 | 211 | Yes | >0.99 |
| 3 | 5 | 194 | 159 | No | <0.01 | 167 | No | <0.01 | 170 | No | <0.01 |
| | 10 | 194 | 165 | No | 0.02 | 173 | No | <0.01 | 176 | No | <0.01 |
| | 15 | 194 | 169 | No | 0.05 | 177 | No | 0.01 | 180 | No | <0.01 |
| | 20 | 194 | 173 | No | 0.11 | 180 | No | 0.03 | 183 | No | <0.01 |
| | 25 | 194 | 175 | No | 0.17 | 183 | No | 0.09 | 186 | No | 0.01 |
| | 30 | 194 | 178 | No | 0.30 | 185 | No | 0.17 | 189 | No | 0.06 |
| | 35 | 194 | 180 | No | 0.34 | 188 | No | 0.35 | 191 | No | 0.17 |
| | 40 | 194 | 182 | No | 0.45 | 190 | No | 0.43 | 193 | No | 0.38 |
| | 45 | 194 | 185 | Yes | 0.61 | 192 | Yes | 0.57 | 195 | Yes | 0.62 |
| | 50 | 194 | 187 | Yes | 0.66 | 194 | Yes | 0.71 | 197 | Yes | 0.83 |
| | 55 | 194 | 189 | Yes | 0.75 | 196 | Yes | 0.83 | 199 | Yes | 0.94 |
| | 60 | 194 | 191 | Yes | 0.83 | 198 | Yes | 0.91 | 201 | Yes | 0.99 |
| | 65 | 194 | 193 | Yes | 0.89 | 200 | Yes | 0.95 | 203 | Yes | >0.99 |
| | 70 | 194 | 195 | Yes | 0.91 | 202 | Yes | 0.98 | 206 | Yes | >0.99 |
| | 75 | 194 | 198 | Yes | 0.96 | 205 | Yes | >0.99 | 208 | Yes | >0.99 |
| | 80 | 194 | 201 | Yes | 0.98 | 207 | Yes | >0.99 | 211 | Yes | >0.99 |
| | 85 | 194 | 204 | Yes | 0.99 | 211 | Yes | >0.99 | 214 | Yes | >0.99 |
| | 90 | 194 | 208 | Yes | >0.99 | 215 | Yes | >0.99 | 218 | Yes | >0.99 |
| | 95 | 194 | 214 | Yes | >0.99 | 220 | Yes | >0.99 | 224 | Yes | >0.99 |

| ELA/Reading | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. |
| 4 | 5 | 201 | 169 | No | <0.01 | 176 | No | <0.01 | 178 | No | <0.01 |
| | 10 | 201 | 175 | No | 0.02 | 182 | No | <0.01 | 184 | No | <0.01 |
| | 15 | 201 | 179 | No | 0.05 | 186 | No | 0.01 | 188 | No | <0.01 |
| | 20 | 201 | 183 | No | 0.13 | 189 | No | 0.04 | 191 | No | <0.01 |
| | 25 | 201 | 185 | No | 0.20 | 192 | No | 0.13 | 194 | No | 0.01 |
| | 30 | 201 | 188 | No | 0.29 | 194 | No | 0.22 | 196 | No | 0.06 |
| | 35 | 201 | 190 | No | 0.39 | 196 | No | 0.35 | 199 | No | 0.27 |
| | 40 | 201 | 192 | Yes | 0.50 | 198 | Yes | 0.50 | 201 | Yes | 0.50 |
| | 45 | 201 | 195 | Yes | 0.61 | 200 | Yes | 0.58 | 203 | Yes | 0.73 |
| | 50 | 201 | 197 | Yes | 0.71 | 202 | Yes | 0.72 | 205 | Yes | 0.89 |
| | 55 | 201 | 199 | Yes | 0.80 | 205 | Yes | 0.87 | 207 | Yes | 0.97 |
| | 60 | 201 | 201 | Yes | 0.87 | 207 | Yes | 0.94 | 209 | Yes | 0.99 |
| | 65 | 201 | 203 | Yes | 0.89 | 209 | Yes | 0.97 | 211 | Yes | >0.99 |
| | 70 | 201 | 205 | Yes | 0.94 | 211 | Yes | 0.99 | 213 | Yes | >0.99 |
| | 75 | 201 | 208 | Yes | 0.97 | 213 | Yes | >0.99 | 216 | Yes | >0.99 |
| | 80 | 201 | 211 | Yes | 0.99 | 216 | Yes | >0.99 | 219 | Yes | >0.99 |
| | 85 | 201 | 214 | Yes | >0.99 | 219 | Yes | >0.99 | 222 | Yes | >0.99 |
| | 90 | 201 | 218 | Yes | >0.99 | 223 | Yes | >0.99 | 226 | Yes | >0.99 |
| | 95 | 201 | 224 | Yes | >0.99 | 229 | Yes | >0.99 | 232 | Yes | >0.99 |
| 5 | 5 | 208 | 178 | No | <0.01 | 183 | No | <0.01 | 185 | No | <0.01 |
| | 10 | 208 | 183 | No | 0.01 | 189 | No | <0.01 | 191 | No | <0.01 |
| | 15 | 208 | 187 | No | 0.05 | 193 | No | 0.01 | 194 | No | <0.01 |
| | 20 | 208 | 191 | No | 0.11 | 196 | No | 0.04 | 198 | No | <0.01 |
| | 25 | 208 | 193 | No | 0.17 | 198 | No | 0.06 | 200 | No | 0.01 |
| | 30 | 208 | 196 | No | 0.29 | 201 | No | 0.17 | 203 | No | 0.06 |
| | 35 | 208 | 198 | No | 0.34 | 203 | No | 0.28 | 205 | No | 0.17 |
| | 40 | 208 | 200 | No | 0.44 | 205 | No | 0.42 | 207 | No | 0.38 |
| | 45 | 208 | 202 | Yes | 0.56 | 207 | Yes | 0.58 | 209 | Yes | 0.62 |
| | 50 | 208 | 204 | Yes | 0.66 | 209 | Yes | 0.72 | 211 | Yes | 0.83 |
| | 55 | 208 | 207 | Yes | 0.76 | 211 | Yes | 0.83 | 213 | Yes | 0.94 |
| | 60 | 208 | 209 | Yes | 0.83 | 213 | Yes | 0.91 | 215 | Yes | 0.99 |
| | 65 | 208 | 211 | Yes | 0.89 | 215 | Yes | 0.96 | 217 | Yes | >0.99 |
| | 70 | 208 | 213 | Yes | 0.92 | 217 | Yes | 0.97 | 219 | Yes | >0.99 |
| | 75 | 208 | 216 | Yes | 0.96 | 220 | Yes | 0.99 | 222 | Yes | >0.99 |
| | 80 | 208 | 218 | Yes | 0.98 | 222 | Yes | >0.99 | 224 | Yes | >0.99 |
| | 85 | 208 | 221 | Yes | 0.99 | 226 | Yes | >0.99 | 228 | Yes | >0.99 |
| | 90 | 208 | 225 | Yes | >0.99 | 229 | Yes | >0.99 | 231 | Yes | >0.99 |
| | 95 | 208 | 231 | Yes | >0.99 | 235 | Yes | >0.99 | 237 | Yes | >0.99 |

| ELA/Reading | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. |
| 6 | 5 | 212 | 183 | No | <0.01 | 188 | No | <0.01 | 189 | No | <0.01 |
| | 10 | 212 | 189 | No | 0.02 | 193 | No | <0.01 | 195 | No | <0.01 |
| | 15 | 212 | 193 | No | 0.04 | 197 | No | 0.01 | 199 | No | <0.01 |
| | 20 | 212 | 196 | No | 0.10 | 200 | No | 0.03 | 202 | No | <0.01 |
| | 25 | 212 | 199 | No | 0.19 | 203 | No | 0.09 | 205 | No | 0.01 |
| | 30 | 212 | 202 | No | 0.28 | 205 | No | 0.17 | 207 | No | 0.06 |
| | 35 | 212 | 204 | No | 0.39 | 208 | No | 0.35 | 209 | No | 0.17 |
| | 40 | 212 | 206 | Yes | 0.50 | 210 | Yes | 0.50 | 211 | No | 0.38 |
| | 45 | 212 | 208 | Yes | 0.56 | 212 | Yes | 0.65 | 213 | Yes | 0.62 |
| | 50 | 212 | 210 | Yes | 0.67 | 214 | Yes | 0.78 | 215 | Yes | 0.83 |
| | 55 | 212 | 212 | Yes | 0.76 | 216 | Yes | 0.83 | 217 | Yes | 0.94 |
| | 60 | 212 | 214 | Yes | 0.84 | 218 | Yes | 0.91 | 219 | Yes | 0.99 |
| | 65 | 212 | 217 | Yes | 0.90 | 220 | Yes | 0.96 | 222 | Yes | >0.99 |
| | 70 | 212 | 219 | Yes | 0.94 | 222 | Yes | 0.98 | 224 | Yes | >0.99 |
| | 75 | 212 | 221 | Yes | 0.97 | 225 | Yes | >0.99 | 226 | Yes | >0.99 |
| | 80 | 212 | 224 | Yes | 0.98 | 227 | Yes | >0.99 | 229 | Yes | >0.99 |
| | 85 | 212 | 227 | Yes | >0.99 | 230 | Yes | >0.99 | 232 | Yes | >0.99 |
| | 90 | 212 | 231 | Yes | >0.99 | 234 | Yes | >0.99 | 236 | Yes | >0.99 |
| | 95 | 212 | 237 | Yes | >0.99 | 240 | Yes | >0.99 | 242 | Yes | >0.99 |
| 7 | 5 | 217 | 187 | No | <0.01 | 190 | No | <0.01 | 191 | No | <0.01 |
| | 10 | 217 | 193 | No | <0.01 | 196 | No | <0.01 | 197 | No | <0.01 |
| | 15 | 217 | 197 | No | 0.02 | 200 | No | <0.01 | 201 | No | <0.01 |
| | 20 | 217 | 200 | No | 0.06 | 203 | No | 0.01 | 205 | No | <0.01 |
| | 25 | 217 | 203 | No | 0.10 | 206 | No | 0.04 | 207 | No | <0.01 |
| | 30 | 217 | 206 | No | 0.19 | 209 | No | 0.12 | 210 | No | 0.01 |
| | 35 | 217 | 208 | No | 0.28 | 211 | No | 0.22 | 212 | No | 0.06 |
| | 40 | 217 | 210 | No | 0.39 | 213 | No | 0.28 | 214 | No | 0.17 |
| | 45 | 217 | 212 | No | 0.44 | 215 | No | 0.42 | 216 | No | 0.38 |
| | 50 | 217 | 214 | Yes | 0.56 | 217 | Yes | 0.58 | 218 | Yes | 0.62 |
| | 55 | 217 | 216 | Yes | 0.67 | 219 | Yes | 0.72 | 220 | Yes | 0.83 |
| | 60 | 217 | 218 | Yes | 0.76 | 221 | Yes | 0.83 | 223 | Yes | 0.97 |
| | 65 | 217 | 221 | Yes | 0.84 | 223 | Yes | 0.91 | 225 | Yes | 0.99 |
| | 70 | 217 | 223 | Yes | 0.90 | 226 | Yes | 0.97 | 227 | Yes | >0.99 |
| | 75 | 217 | 225 | Yes | 0.94 | 228 | Yes | 0.99 | 229 | Yes | >0.99 |
| | 80 | 217 | 228 | Yes | 0.98 | 231 | Yes | >0.99 | 232 | Yes | >0.99 |
| | 85 | 217 | 231 | Yes | 0.99 | 234 | Yes | >0.99 | 235 | Yes | >0.99 |
| | 90 | 217 | 235 | Yes | >0.99 | 238 | Yes | >0.99 | 239 | Yes | >0.99 |
| | 95 | 217 | 241 | Yes | >0.99 | 244 | Yes | >0.99 | 245 | Yes | >0.99 |

| ELA/Reading | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. |
| 8 | 5 | 221 | 190 | No | <0.01 | 193 | No | <0.01 | 194 | No | <0.01 |
| | 10 | 221 | 196 | No | <0.01 | 199 | No | <0.01 | 200 | No | <0.01 |
| | 15 | 221 | 200 | No | 0.02 | 203 | No | <0.01 | 204 | No | <0.01 |
| | 20 | 221 | 204 | No | 0.05 | 206 | No | 0.01 | 207 | No | <0.01 |
| | 25 | 221 | 207 | No | 0.11 | 209 | No | 0.03 | 210 | No | <0.01 |
| | 30 | 221 | 209 | No | 0.17 | 212 | No | 0.06 | 213 | No | 0.01 |
| | 35 | 221 | 211 | No | 0.20 | 214 | No | 0.13 | 215 | No | 0.03 |
| | 40 | 221 | 214 | No | 0.34 | 216 | No | 0.22 | 217 | No | 0.11 |
| | 45 | 221 | 216 | No | 0.45 | 218 | No | 0.35 | 220 | No | 0.38 |
| | 50 | 221 | 218 | Yes | 0.55 | 221 | Yes | 0.58 | 222 | Yes | 0.62 |
| | 55 | 221 | 220 | Yes | 0.61 | 223 | Yes | 0.72 | 224 | Yes | 0.83 |
| | 60 | 221 | 222 | Yes | 0.71 | 225 | Yes | 0.83 | 226 | Yes | 0.94 |
| | 65 | 221 | 225 | Yes | 0.83 | 227 | Yes | 0.91 | 228 | Yes | 0.99 |
| | 70 | 221 | 227 | Yes | 0.89 | 229 | Yes | 0.96 | 231 | Yes | >0.99 |
| | 75 | 221 | 230 | Yes | 0.94 | 232 | Yes | 0.99 | 233 | Yes | >0.99 |
| | 80 | 221 | 232 | Yes | 0.96 | 235 | Yes | >0.99 | 236 | Yes | >0.99 |
| | 85 | 221 | 236 | Yes | 0.99 | 238 | Yes | >0.99 | 239 | Yes | >0.99 |
| | 90 | 221 | 240 | Yes | >0.99 | 242 | Yes | >0.99 | 243 | Yes | >0.99 |
| | 95 | 221 | 246 | Yes | >0.99 | 248 | Yes | >0.99 | 249 | Yes | >0.99 |

**Table 3.9. Proficiency Projection based on RIT Scores—Mathematics**

| Mathematics | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | |
| | | | | Projected Proficiency | | | Projected Proficiency | | | Projected Proficiency | |
| Grade | Start %ile | Spring Cut | Fall RIT | *Proficient* | Prob. | Winter RIT | *Proficient* | Prob. | Spring RIT | *Proficient* | Prob. |
| 2 | 5 | 189 | 154 | No | <0.01 | 163 | No | <0.01 | 167 | No | <0.01 |
| | 10 | 189 | 158 | No | 0.01 | 167 | No | <0.01 | 172 | No | <0.01 |
| | 15 | 189 | 162 | No | 0.04 | 171 | No | 0.01 | 175 | No | <0.01 |
| | 20 | 189 | 164 | No | 0.06 | 173 | No | 0.02 | 178 | No | <0.01 |
| | 25 | 189 | 166 | No | 0.11 | 175 | No | 0.05 | 180 | No | <0.01 |
| | 30 | 189 | 168 | No | 0.18 | 177 | No | 0.10 | 182 | No | 0.01 |
| | 35 | 189 | 170 | No | 0.27 | 179 | No | 0.20 | 184 | No | 0.04 |
| | 40 | 189 | 172 | No | 0.38 | 181 | No | 0.26 | 186 | No | 0.15 |
| | 45 | 189 | 173 | No | 0.44 | 182 | No | 0.34 | 188 | No | 0.37 |
| | 50 | 189 | 175 | Yes | 0.50 | 184 | Yes | 0.50 | 189 | Yes | 0.50 |
| | 55 | 189 | 177 | Yes | 0.62 | 186 | Yes | 0.66 | 191 | Yes | 0.75 |
| | 60 | 189 | 178 | Yes | 0.68 | 187 | Yes | 0.74 | 193 | Yes | 0.92 |
| | 65 | 189 | 180 | Yes | 0.78 | 189 | Yes | 0.85 | 195 | Yes | 0.98 |
| | 70 | 189 | 182 | Yes | 0.86 | 191 | Yes | 0.93 | 196 | Yes | 0.99 |
| | 75 | 189 | 184 | Yes | 0.92 | 193 | Yes | 0.97 | 198 | Yes | >0.99 |
| | 80 | 189 | 186 | Yes | 0.94 | 195 | Yes | 0.99 | 201 | Yes | >0.99 |
| | 85 | 189 | 188 | Yes | 0.97 | 198 | Yes | >0.99 | 203 | Yes | >0.99 |
| | 90 | 189 | 192 | Yes | 0.99 | 201 | Yes | >0.99 | 207 | Yes | >0.99 |
| | 95 | 189 | 196 | Yes | >0.99 | 205 | Yes | >0.99 | 212 | Yes | >0.99 |
| 3 | 5 | 201 | 166 | No | <0.01 | 174 | No | <0.01 | 178 | No | <0.01 |
| | 10 | 201 | 171 | No | <0.01 | 179 | No | <0.01 | 183 | No | <0.01 |
| | 15 | 201 | 175 | No | 0.02 | 182 | No | <0.01 | 186 | No | <0.01 |
| | 20 | 201 | 177 | No | 0.04 | 185 | No | 0.01 | 189 | No | <0.01 |
| | 25 | 201 | 179 | No | 0.07 | 187 | No | 0.03 | 192 | No | <0.01 |
| | 30 | 201 | 181 | No | 0.13 | 189 | No | 0.07 | 194 | No | 0.01 |
| | 35 | 201 | 183 | No | 0.21 | 191 | No | 0.14 | 196 | No | 0.04 |
| | 40 | 201 | 185 | No | 0.31 | 193 | No | 0.26 | 198 | No | 0.15 |
| | 45 | 201 | 187 | No | 0.44 | 195 | No | 0.42 | 199 | No | 0.25 |
| | 50 | 201 | 188 | Yes | 0.50 | 196 | Yes | 0.50 | 201 | Yes | 0.50 |
| | 55 | 201 | 190 | Yes | 0.63 | 198 | Yes | 0.67 | 203 | Yes | 0.75 |
| | 60 | 201 | 192 | Yes | 0.69 | 200 | Yes | 0.80 | 205 | Yes | 0.92 |
| | 65 | 201 | 194 | Yes | 0.79 | 201 | Yes | 0.86 | 207 | Yes | 0.98 |
| | 70 | 201 | 196 | Yes | 0.87 | 203 | Yes | 0.93 | 208 | Yes | 0.99 |
| | 75 | 201 | 198 | Yes | 0.93 | 205 | Yes | 0.97 | 211 | Yes | >0.99 |
| | 80 | 201 | 200 | Yes | 0.96 | 208 | Yes | 0.99 | 213 | Yes | >0.99 |
| | 85 | 201 | 202 | Yes | 0.98 | 210 | Yes | >0.99 | 216 | Yes | >0.99 |
| | 90 | 201 | 206 | Yes | >0.99 | 214 | Yes | >0.99 | 219 | Yes | >0.99 |
| | 95 | 201 | 211 | Yes | >0.99 | 219 | Yes | >0.99 | 224 | Yes | >0.99 |

| Mathematics | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. | |
| 4 | 5 | 216 | 176 | No | <0.01 | 182 | No | <0.01 | 185 | No | <0.01 | |
| | 10 | 216 | 181 | No | <0.01 | 187 | No | <0.01 | 191 | No | <0.01 | |
| | 15 | 216 | 185 | No | <0.01 | 191 | No | <0.01 | 194 | No | <0.01 | |
| | 20 | 216 | 187 | No | <0.01 | 194 | No | <0.01 | 197 | No | <0.01 | |
| | 25 | 216 | 190 | No | 0.01 | 196 | No | <0.01 | 200 | No | <0.01 | |
| | 30 | 216 | 192 | No | 0.02 | 198 | No | <0.01 | 202 | No | <0.01 | |
| | 35 | 216 | 194 | No | 0.04 | 200 | No | 0.01 | 205 | No | <0.01 | |
| | 40 | 216 | 196 | No | 0.07 | 202 | No | 0.02 | 207 | No | <0.01 | |
| | 45 | 216 | 198 | No | 0.13 | 204 | No | 0.04 | 209 | No | 0.01 | |
| | 50 | 216 | 200 | No | 0.21 | 206 | No | 0.10 | 211 | No | 0.04 | |
| | 55 | 216 | 201 | No | 0.26 | 208 | No | 0.20 | 212 | No | 0.08 | |
| | 60 | 216 | 203 | No | 0.37 | 210 | No | 0.33 | 214 | No | 0.25 | |
| | 65 | 216 | 205 | Yes | 0.50 | 212 | Yes | 0.50 | 217 | Yes | 0.63 | |
| | 70 | 216 | 207 | Yes | 0.63 | 214 | Yes | 0.67 | 219 | Yes | 0.85 | |
| | 75 | 216 | 209 | Yes | 0.74 | 216 | Yes | 0.80 | 221 | Yes | 0.96 | |
| | 80 | 216 | 212 | Yes | 0.87 | 219 | Yes | 0.93 | 224 | Yes | >0.99 | |
| | 85 | 216 | 214 | Yes | 0.93 | 221 | Yes | 0.97 | 227 | Yes | >0.99 | |
| | 90 | 216 | 218 | Yes | 0.98 | 225 | Yes | >0.99 | 230 | Yes | >0.99 | |
| | 95 | 216 | 223 | Yes | >0.99 | 231 | Yes | >0.99 | 236 | Yes | >0.99 | |
| 5 | 5 | 224 | 184 | No | <0.01 | 189 | No | <0.01 | 191 | No | <0.01 | |
| | 10 | 224 | 190 | No | <0.01 | 194 | No | <0.01 | 197 | No | <0.01 | |
| | 15 | 224 | 193 | No | <0.01 | 198 | No | <0.01 | 201 | No | <0.01 | |
| | 20 | 224 | 196 | No | <0.01 | 201 | No | <0.01 | 205 | No | <0.01 | |
| | 25 | 224 | 199 | No | 0.01 | 204 | No | <0.01 | 207 | No | <0.01 | |
| | 30 | 224 | 201 | No | 0.02 | 206 | No | <0.01 | 210 | No | <0.01 | |
| | 35 | 224 | 203 | No | 0.05 | 209 | No | 0.01 | 212 | No | <0.01 | |
| | 40 | 224 | 205 | No | 0.08 | 211 | No | 0.03 | 215 | No | <0.01 | |
| | 45 | 224 | 207 | No | 0.14 | 213 | No | 0.07 | 217 | No | 0.01 | |
| | 50 | 224 | 209 | No | 0.22 | 215 | No | 0.15 | 219 | No | 0.04 | |
| | 55 | 224 | 211 | No | 0.32 | 217 | No | 0.26 | 221 | No | 0.15 | |
| | 60 | 224 | 213 | No | 0.44 | 219 | No | 0.42 | 223 | No | 0.37 | |
| | 65 | 224 | 215 | Yes | 0.56 | 221 | Yes | 0.58 | 225 | Yes | 0.63 | |
| | 70 | 224 | 217 | Yes | 0.68 | 223 | Yes | 0.74 | 228 | Yes | 0.92 | |
| | 75 | 224 | 219 | Yes | 0.78 | 225 | Yes | 0.85 | 230 | Yes | 0.98 | |
| | 80 | 224 | 222 | Yes | 0.89 | 228 | Yes | 0.95 | 233 | Yes | >0.99 | |
| | 85 | 224 | 225 | Yes | 0.95 | 231 | Yes | 0.99 | 236 | Yes | >0.99 | |
| | 90 | 224 | 229 | Yes | 0.99 | 235 | Yes | >0.99 | 240 | Yes | >0.99 | |
| | 95 | 224 | 234 | Yes | >0.99 | 241 | Yes | >0.99 | 246 | Yes | >0.99 | |

| Mathematics | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. | |
| 6 | 5 | 231 | 188 | No | <0.01 | 192 | No | <0.01 | 194 | No | <0.01 | |
| | 10 | 231 | 194 | No | <0.01 | 198 | No | <0.01 | 200 | No | <0.01 | |
| | 15 | 231 | 198 | No | <0.01 | 202 | No | <0.01 | 205 | No | <0.01 | |
| | 20 | 231 | 201 | No | <0.01 | 205 | No | <0.01 | 208 | No | <0.01 | |
| | 25 | 231 | 204 | No | <0.01 | 208 | No | <0.01 | 211 | No | <0.01 | |
| | 30 | 231 | 206 | No | <0.01 | 211 | No | <0.01 | 214 | No | <0.01 | |
| | 35 | 231 | 209 | No | 0.01 | 213 | No | <0.01 | 216 | No | <0.01 | |
| | 40 | 231 | 211 | No | 0.03 | 215 | No | <0.01 | 218 | No | <0.01 | |
| | 45 | 231 | 213 | No | 0.06 | 217 | No | 0.01 | 221 | No | <0.01 | |
| | 50 | 231 | 215 | No | 0.10 | 220 | No | 0.04 | 223 | No | <0.01 | |
| | 55 | 231 | 217 | No | 0.17 | 222 | No | 0.10 | 225 | No | 0.02 | |
| | 60 | 231 | 219 | No | 0.27 | 224 | No | 0.20 | 227 | No | 0.08 | |
| | 65 | 231 | 221 | No | 0.38 | 226 | No | 0.34 | 230 | No | 0.37 | |
| | 70 | 231 | 223 | Yes | 0.50 | 228 | Yes | 0.50 | 232 | Yes | 0.63 | |
| | 75 | 231 | 226 | Yes | 0.68 | 231 | Yes | 0.74 | 235 | Yes | 0.92 | |
| | 80 | 231 | 228 | Yes | 0.78 | 234 | Yes | 0.90 | 238 | Yes | 0.99 | |
| | 85 | 231 | 231 | Yes | 0.90 | 237 | Yes | 0.97 | 241 | Yes | >0.99 | |
| | 90 | 231 | 235 | Yes | 0.97 | 241 | Yes | >0.99 | 245 | Yes | >0.99 | |
| | 95 | 231 | 241 | Yes | >0.99 | 247 | Yes | >0.99 | 252 | Yes | >0.99 | |
| 7 | 5 | 238 | 192 | No | <0.01 | 194 | No | <0.01 | 196 | No | <0.01 | |
| | 10 | 238 | 198 | No | <0.01 | 201 | No | <0.01 | 203 | No | <0.01 | |
| | 15 | 238 | 202 | No | <0.01 | 205 | No | <0.01 | 207 | No | <0.01 | |
| | 20 | 238 | 206 | No | <0.01 | 209 | No | <0.01 | 211 | No | <0.01 | |
| | 25 | 238 | 208 | No | <0.01 | 212 | No | <0.01 | 214 | No | <0.01 | |
| | 30 | 238 | 211 | No | <0.01 | 215 | No | <0.01 | 217 | No | <0.01 | |
| | 35 | 238 | 213 | No | <0.01 | 217 | No | <0.01 | 220 | No | <0.01 | |
| | 40 | 238 | 216 | No | <0.01 | 219 | No | <0.01 | 222 | No | <0.01 | |
| | 45 | 238 | 218 | No | 0.02 | 222 | No | <0.01 | 224 | No | <0.01 | |
| | 50 | 238 | 220 | No | 0.04 | 224 | No | 0.01 | 227 | No | <0.01 | |
| | 55 | 238 | 222 | No | 0.07 | 226 | No | 0.03 | 229 | No | <0.01 | |
| | 60 | 238 | 225 | No | 0.17 | 229 | No | 0.10 | 231 | No | 0.01 | |
| | 65 | 238 | 227 | No | 0.26 | 231 | No | 0.20 | 234 | No | 0.08 | |
| | 70 | 238 | 229 | No | 0.37 | 233 | No | 0.33 | 236 | No | 0.25 | |
| | 75 | 238 | 232 | Yes | 0.56 | 236 | Yes | 0.58 | 239 | Yes | 0.63 | |
| | 80 | 238 | 235 | Yes | 0.74 | 239 | Yes | 0.80 | 242 | Yes | 0.92 | |
| | 85 | 238 | 238 | Yes | 0.87 | 243 | Yes | 0.96 | 246 | Yes | >0.99 | |
| | 90 | 238 | 243 | Yes | 0.97 | 247 | Yes | >0.99 | 251 | Yes | >0.99 | |
| | 95 | 238 | 249 | Yes | >0.99 | 254 | Yes | >0.99 | 257 | Yes | >0.99 | |

| Mathematics | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Fall | | | Winter | | | Spring | | | |
| Grade | Start %ile | Spring Cut | Fall RIT | Projected Proficiency | | Winter RIT | Projected Proficiency | | Spring RIT | Projected Proficiency | | |
| | | | | *Proficient* | Prob. | | *Proficient* | Prob. | | *Proficient* | Prob. | |
| 8 | 5 | 246 | 194 | No | <0.01 | 196 | No | <0.01 | 197 | No | <0.01 | |
| | 10 | 246 | 201 | No | <0.01 | 203 | No | <0.01 | 205 | No | <0.01 | |
| | 15 | 246 | 205 | No | <0.01 | 208 | No | <0.01 | 210 | No | <0.01 | |
| | 20 | 246 | 209 | No | <0.01 | 212 | No | <0.01 | 214 | No | <0.01 | |
| | 25 | 246 | 212 | No | <0.01 | 215 | No | <0.01 | 217 | No | <0.01 | |
| | 30 | 246 | 215 | No | <0.01 | 218 | No | <0.01 | 220 | No | <0.01 | |
| | 35 | 246 | 218 | No | <0.01 | 221 | No | <0.01 | 223 | No | <0.01 | |
| | 40 | 246 | 220 | No | <0.01 | 223 | No | <0.01 | 225 | No | <0.01 | |
| | 45 | 246 | 223 | No | <0.01 | 226 | No | <0.01 | 228 | No | <0.01 | |
| | 50 | 246 | 225 | No | 0.01 | 228 | No | <0.01 | 230 | No | <0.01 | |
| | 55 | 246 | 227 | No | 0.02 | 231 | No | <0.01 | 233 | No | <0.01 | |
| | 60 | 246 | 230 | No | 0.06 | 233 | No | 0.01 | 235 | No | <0.01 | |
| | 65 | 246 | 232 | No | 0.10 | 236 | No | 0.05 | 238 | No | <0.01 | |
| | 70 | 246 | 235 | No | 0.19 | 238 | No | 0.11 | 241 | No | 0.04 | |
| | 75 | 246 | 238 | No | 0.33 | 241 | No | 0.27 | 244 | No | 0.25 | |
| | 80 | 246 | 241 | Yes | 0.50 | 244 | Yes | 0.50 | 247 | Yes | 0.63 | |
| | 85 | 246 | 245 | Yes | 0.72 | 248 | Yes | 0.80 | 251 | Yes | 0.96 | |
| | 90 | 246 | 249 | Yes | 0.88 | 253 | Yes | 0.97 | 256 | Yes | >0.99 | |
| | 95 | 246 | 256 | Yes | 0.98 | 260 | Yes | >0.99 | 263 | Yes | >0.99 | |

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