

ICademy Global Public Act 48 Plan Mid-Year Goal Reporting February 15th, 2022

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Goal: The median Student Conditional Growth Percentile for students in grades K-8th will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

Mathematics

Grade	Fall Norm Target	Fall Median	Winter Norm Target	Winter Median	SCGP
K	139.56	<10 students	150.13	<10 students	<10 students
1	160.05	169	170.18	<10 students	<10 students
2	175.04	180	184.07	193.5	73
3	188.48	184	196.23	<10 students	<10 students
4	199.55	202.5	206.05	207	23
5	209.13	210.5	214.7	212	31
6	214.75	219	219.56	226	76
7	220.21	224	224.04	226	31.5
8	224.92	229	228.12	235	36
9	226.43	235	228.67	237.5	42.5
10	229.07	228	231.21	233	21.5
11	231.72	243	233.49	244	45
12	233.02	234	233.31	233	60



Reading

Grade	Fall Norm Target	Fall Median	Winter Norm Target	Winter Median	SCGP
Grade	raiget	Wiedlan	ranger	Wicalan	bedi
K	136.65	<10 students	146.28	<10 students	<10 students
1	155.93	168.5	165.85	<10 students	<10 students
2	172.35	176.5	181.2	191	52
3	186.62	192.5	193.9	<10 students	<10 students
4	196.67	211.5	202.5	211	37
5	204.48	214	209.12	218	74
6	210.17	219	213.81	221	43
7	214.2	221	217.09	222.5	53
8	218.01	228	220.52	228	34
9	218.9	231	220.52	233	44
10	221.47	224	222.91	226.5	52
11	223.53	234.5	224.64	233	41
12	223.8	226	223.85	222.5	35



Subgroup Results

	Winter	Winter SCGP		
	Math	Reading		
All Students	37.5	46		
Econ. Disadvantaged	37.5	46		
Special Education	35.5	51		
English Learner	<10 students	<10 students		
Female	36	49		
Male	39	44		
African-American or Black	43	38		
American Indian or Alaska Native	<10 students	<10 students		
Asian	<10 students	<10 students		
Hispanic or Latino	18	44		
Multi Racial	24	42.5		
Native Hawaiian or Other Pacific Islander	N/A	N/A		
White	40	48		
Virtual	37.5	46		
In-Person	N/A	N/A		

It is important to note that the fall and winter norm targets in this report are taken from NWEA's 2020 Norm Study. This study was completed prior to the COVID-19 pandemic. The pandemic has and continues to impact student instructional time, alter the type of instruction (virtual/remote or in person), and widen the disparity gap. If a norm study was conducted during a pandemic, it would likely yield different targets.