

District 90 Student Growth and Achievement Overview

November 21, 2022



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River Forest
Public Schools

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River Forest Public Schools

D90 Assessment Philosophy

“District 90 is committed to a balanced approach to assessment to ensure educational excellence for every child. This careful balance of instruction and assessment facilitates instructional decision-making to support the growth and achievement for all learners.”

“ To inspire a love of learning and ensure educational excellence for every child ”



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Goals of Presentation

- Define purpose and types of assessment
- Review Measures of Academic Progress (MAP)
- Review Illinois Assessment of Readiness (IAR)
- Identify strengths
- Target areas for growth
- Examples of support/intervention initiatives

What is the Purpose of Assessment in District 90?

- Supports consistency and alignment of curriculum
- Facilitates instructional decision-making
- Provides platform for progress monitoring
- Facilitates communication with parents and families

What is Student Growth Versus Student Achievement?

Growth measures how students progress over time.

Achievement measures a single point in time that evaluates how well a student performs against a standard or set of standards.

Limitations/Considerations

- Testing norms developed prior to the COVID-19 pandemic
- Variability of testing conditions limits comparative value
- Cohort size / composition varying from year to year can result in data volatility
- Some NWEA-MAP cohorts have higher number of students flagged for rapid response or short testing time

Measures of Academic Progress (NWEA-MAP)

- Aligned with the Illinois Learning Standards for math and English language arts (ELA)
- Adapted to the individual students taking assessment
- Designed to track student growth over time
- Intended to be a snapshot of current student performance, not an evaluation of courses

Measures of Academic Progress: Student Conditional Growth Percentile

- Student percentile rank for growth
- Individual students are compared to other students who achieved the same RIT score during the Fall test administration
- Tracks growth over time
- Target score is 50 or greater

MAP Reading: Grades 3-8 National Percentile Rank Cohort Data Spring 2019 - 2022

Grade Level	2019	2020*	2021	2022
3	96	-	94**	90
4	96	-	87**	94
5	93	-	89	78
6	95	-	96	89
7	92	-	96	92
8	92	-	93	90

*NWEA-MAP not given Spring 2020 due to COVID-19

**NWEA-MAP Winter to Spring measure

MAP Math : Grades 3-8 National Percentile Rank Cohort Data Spring 2019 - 2022

Grade Level	2019	2020*	2021	2022
3	93	-	87**	82
4	96	-	82**	92
5	93	-	81	87
6	94	-	89	87
7	95	-	91	92
8	90	-	91	91

*NWEA-MAP not given Spring 2020 due to COVID-19

**NWEA-MAP Winter to Spring measure

MAP Reading: Grades 3-8 Student Conditional Growth Percentile(CGP)* Spring 2019 - 2022

Grade Level	2019	2020**	2021	2022
3	49	-	59***	47
4	53	-	53***	45
5	42	-	42	43
6	54	-	53	50
7	51	-	50	49
8	55	-	44	49

*CGP Target is 50 or greater

**NWEA-MAP not given Spring 2020 due to COVID-19

***NWEA-MAP Winter to Spring measure

MAP Math : Grades 3-8 Student Conditional Growth Percentile (CGP)* Spring 2019 - 2022

Grade Level	2019	2020**	2021	2022
3	49	-	77***	64
4	53	-	55***	58
5	42	-	33	60
6	54	-	43	61
7	51	-	33	65
8	55	-	24	48

*CGP Target is 50 or greater

**NWEA-MAP not given Spring 2020 due to COVID-19

***NWEA-MAP Winter to Spring measure

MAP Reading: Grades 3-8 National Percentile Rank Cohort Data Fall 2019 - 2022

Grade Level	2019	2020*	2021**	2022
3	93	-	-	-
4	96	-	-	96
5	95	97	-	95
6	96	97	92	89
7	96	98	95	94
8	96	96	95	94

*NWEA-MAP not given due to COVID-19

**NWEA-MAP not administered to grades 3-4 in Fall due to remote learning

MAP Math: Grades 3-8 National Percentile Rank Cohort Data Fall 2019 - 2022

Grade Level	2019	2020*	2021**	2022
3	91	-	-	-
4	94	-	-	93
5	96	95	-	96
6	95	94	85	85
7	96	96	92	91
8	97	97	95	95

*NWEA-MAP not given Spring 2020 due to COVID-19

**NWEA-MAP not administered to grades 3-4 in Fall due to remote learning

MAP Reading: Grades 3-8 Student Conditional Growth Percentil(CGP)* Fall 2019 - 2022

Grade Level	2019	2020**	2021***	2022
3	33	-	-	-
4	43	-	-	54
5	41	51	-	42
6	50	62	39	57
7	55	63	44	61
8	56	59	41	56

*CGP Target is 50 or greater

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***NWEA-MAP not administered to grades 3-4 in Fall due to remote learning

MAP Math: Grades 3-8 Student Conditional Growth Percentile (CGP)* Fall 2019 - 2022

Grade Level	2019	2020**	2021***	2022
3	52	-	-	-
4	58	-	-	68
5	56	51	-	63
6	42	44	30	53
7	54	53	41	60
8	54	56	37	67

*CGP Target is 50 or greater

**NWEA-MAP not given Spring 2020 due to COVID-19

***NWEA-MAP not administered to grades 3-4 in Fall due to remote learning

MAP Reading : Grades 3-8 Student Conditional Growth Percentile* by Gender Fall 2022

Grade Level	Boys	Girls
3	-	-
4	57	51
5	42	42
6	58	57
7	62	58
8	55	62

*Conditional Growth Percentile target is 50 or greater

MAP Math : Grades 3-8 Student Conditional Growth Percentile* by Gender Fall 2022

Grade Level	Boys	Girls
3	-	-
4	70	63
5	73	58
6	56	51
7	59	61
8	65	71

*Conditional Growth Percentile target is 50 or greater

Total Number of D90 Students in Each Race/Ethnicity Stakeholder Group 2022

Grade Level	Asian	African American or Black	Hispanic or Latino	Two or More Races	White
3	9	8	8	11	86
4	15	11	18	19	121
5	12	10	23	16	96
6	9	6	16	15	119
7	14	12	25	14	99
8	8	12	29	17	96

MAP Reading: Grades 3-8 Student Conditional Growth Percentile* by Race/Ethnicity Spring 2022

Grade Level	Asian	African American or Black	Hispanic or Latino	Two or More Races	White
3	48	51	74	39	47
4	34	41	41	58	47
5	54	39	25	36	53
6	60	47	50	50	51
7	65	59	58	33	45
8	35	44	34	60	53

*Conditional Growth Percentile target is 50 or greater

MAP Math: Grades 3-8 Student Conditional Growth Percentile* by Race/Ethnicity Spring 2022

Grade Level	Asian	African American or Black	Hispanic or Latino	Two or More Races	White
3	74	72	40	72	60
4	51	56	53	69	58
5	59	33	49	56	73
6	45	54	56	65	61
7	70	50	65	58	60
8	63	46	44	43	48

*Conditional Growth Percentile target is 50 or greater

Summary Observations: NWEA-MAP Student Growth & Achievement

Fall to Spring 2019-2022

- Significant Spring achievement differences 2021-2022 in both reading and math for all grades
- Grades 3 and 4 data not comparable due to Winter test administration
- Grades 3, 4, 5, 6 & 7 exceeded growth target for math
- Grade 6 achieved growth target for reading
- Grade 7 significant gender difference in reading growth
- Grade 8 significant gender difference in math growth
- No significant differences in growth across race/ethnicity

Fall to Fall 2019-2022

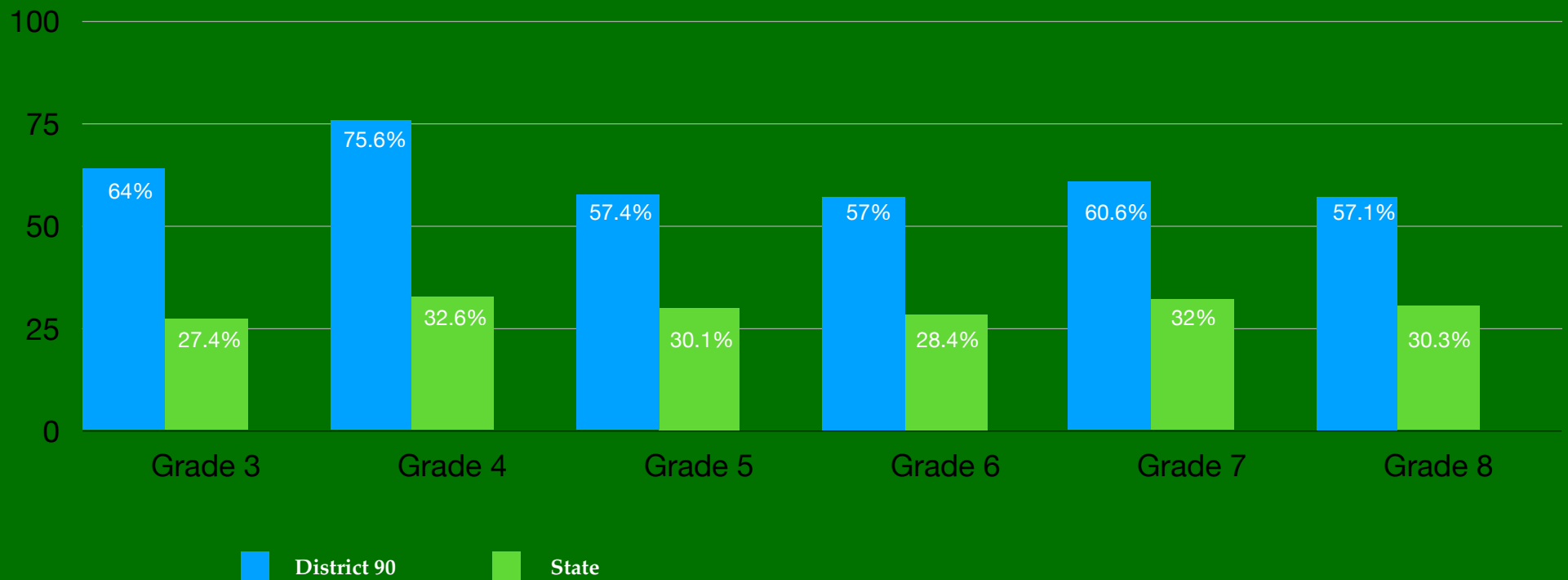
- Grades 4, 5, 7 & 8 - consistent achievement in reading
- Grades 4, 5, 8 - consistent achievement in math
- Grade 6 - significant achievement decrease in reading and math
- Grades 4, 6, 7 & 8 met or exceeded growth target for reading

Illinois Assessment of Readiness

- Aligned to the Illinois Learning Standards for English language arts and mathematics
- Includes multiple choice and written response items
- Revised platform impacts longitudinal view of data
- Instructional scope and sequence not fully aligned to assessment

Illinois Assessment of Readiness: English Language Arts 2022

Percent Meets/Exceeds D90 Versus State Performance

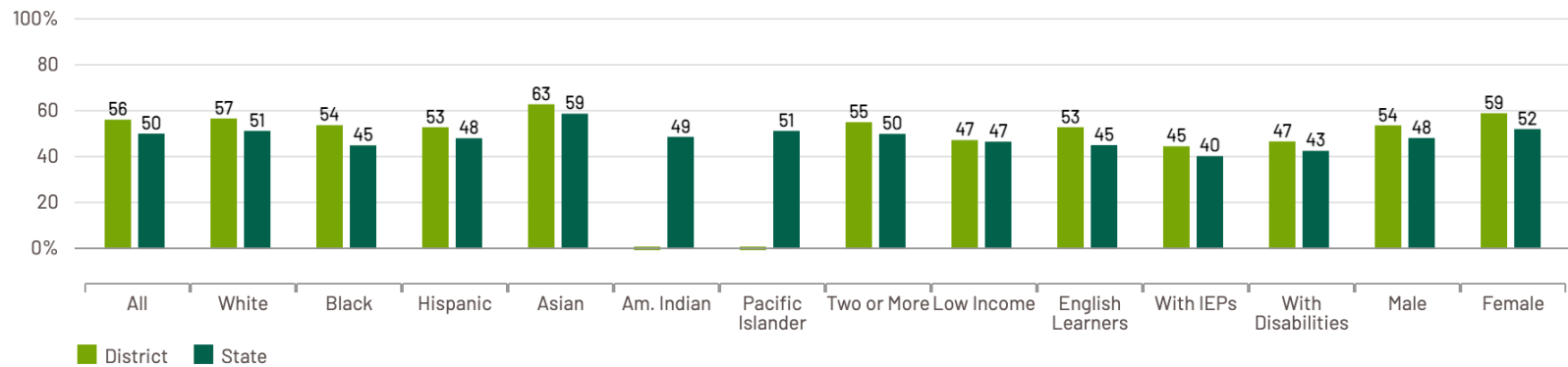


Illinois Assessment of Readiness: Mathematics 2022 Percent Meets/Exceeds D90 Versus State Performance

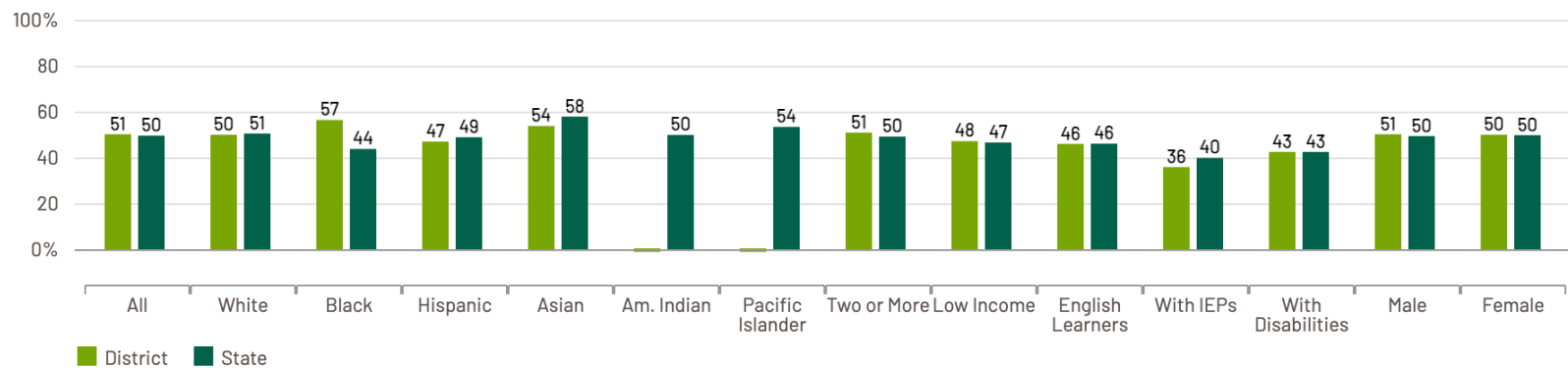


Illinois Assessment of Readiness 2022 Student Growth Percentiles

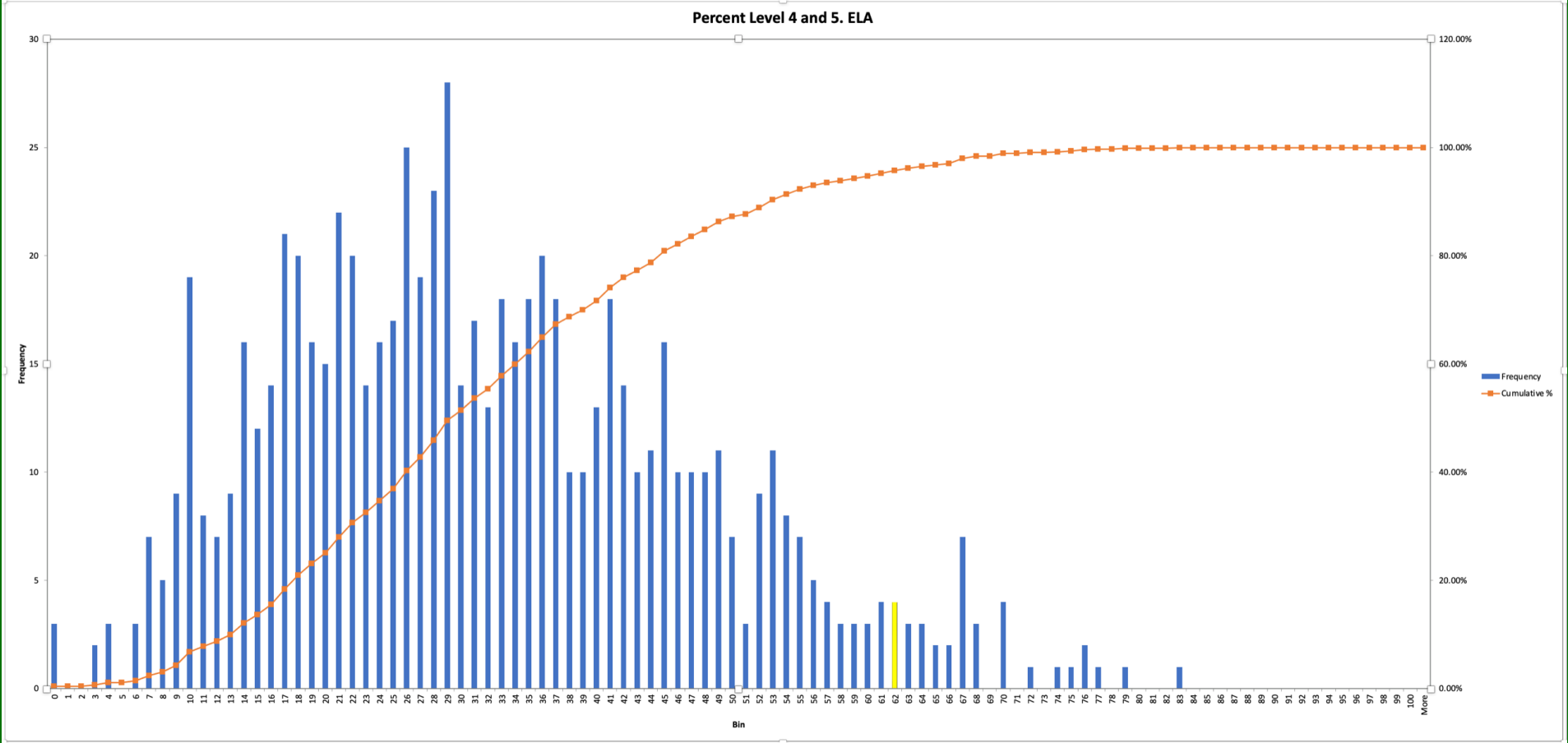
ELA - 2022



Math - 2022



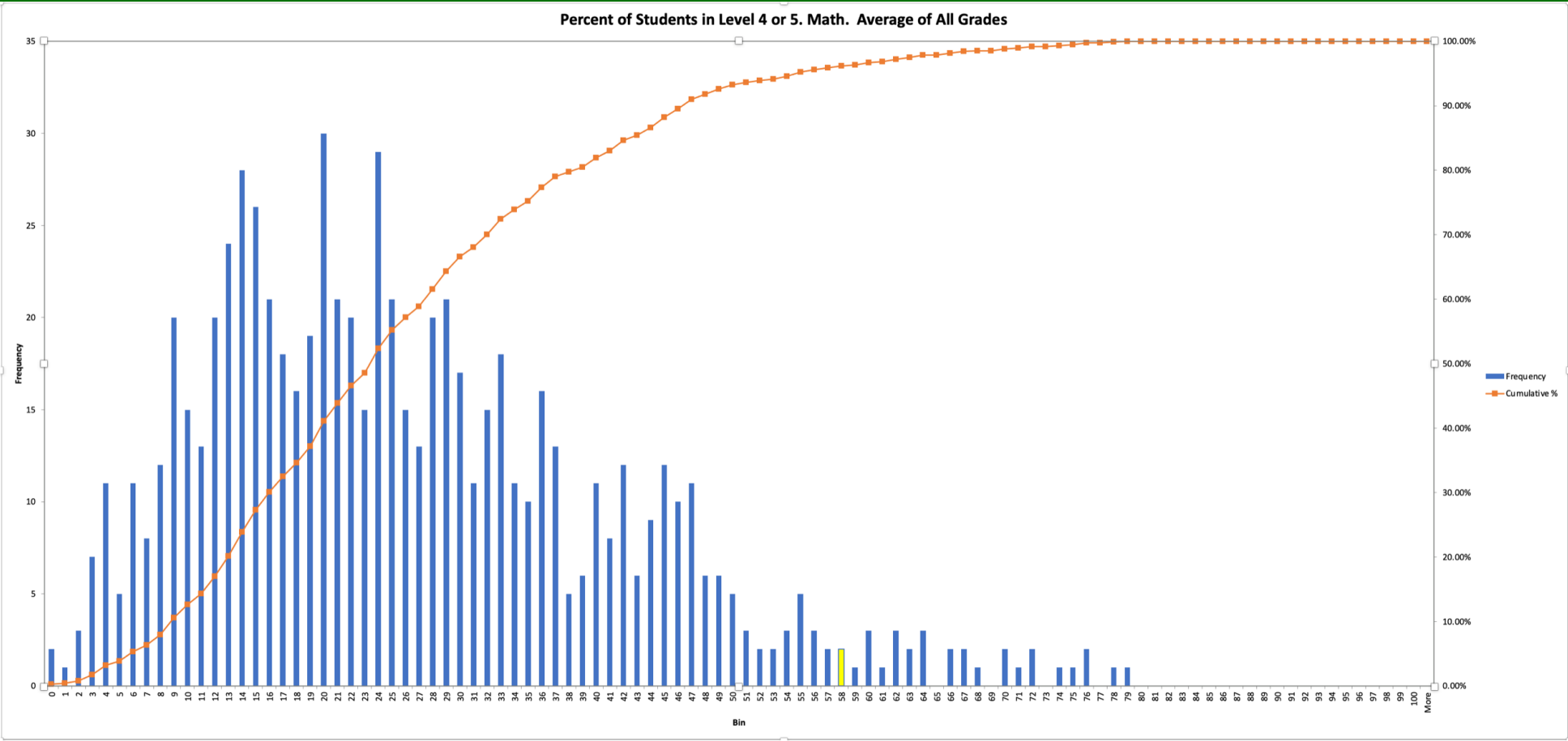
Illinois Assessment of Readiness Distribution of School Districts: Combined Meets and Exceeds Standards English Language Arts 2022



■ District 90

District 90 is in the top 4.8% of all Districts meeting and exceeding in English Language Arts

Illinois Assessment of Readiness Distribution of School Districts: Combined Meets and Exceeds Standards Mathematics 2022



District 90 District 90 is in the top 6% of all Districts meeting and exceeding in Mathematics

Summary Observations: Illinois Assessment of Readiness (IAR)

- D90 percentage of meets or exceeds standards significantly higher than the state in math and reading
- D90 in top 6% of all districts meeting/exceeding standards in mathematics
- D90 in top 4.8% of all districts meeting/exceeding standards in reading
- IEP, students with disabilities, and low income students show lower growth across stakeholder groups

Examples of Academic Supports for Students

- Multi-Tiered System of Support
- Kindergarten Intervention Program (KIP)
- First Grade Intervention Program (FIP)
- AM Math Academy (Roosevelt)
- Power Scholars Academy (Summer program)

Questions?