

Gower District #62

Superintendent's Report

Appendix A

Date: Feb. 18, 2020

Title: Mid-Year Student Performance Data (NWEA/MAP) (10 minutes)

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Background:

Students in grades K-8 are tested in Reading and Math at the Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) on the Measurement of Academic Progress (MAP) test created by the Northwest Evaluation Association (NWEA). The MAP test is “adaptive” in nature and becomes more difficult as students continue to answer questions correctly. This type of assessment design has strong value for our teachers as the results can be used to better design “Just Right Learning” for each of their students. Gower School District has used MAP for over 10 years and is currently using the latest version of MAP that is aligned to the Common Core State Standards. As the Illinois State Board of Education continues to implement changes to the PARCC (Partnership for Assessment for Readiness of College and Careers), Gower School District will revisit our overall assessment strategy to ensure that student performance and growth continues to be measured appropriately. The following website offers more information about NWEA and MAP for those interested in learning more about this assessment series <http://www.nwea.org/>

This fall, students obtained a BOY score in Reading and Math. This score, referred to as a RIT score, is also aligned to a National Percentile Ranking as millions of students also take this exam across the country and establish a “benchmark” or typical score range by grade level. Depending on a student’s BOY score and grade level, each student is also given an EOY “target score”. This target score represents the typical growth that can be expected given the BOY score recorded. Typical growth scores are usually set to maintain a student’s National Percentile Ranking. In other words, the MAP test gets a bit more difficult at MOY and EOY as students are expected to learn new grade-level material throughout a given academic year.

As reported in [Appendix A](#) (Annual Fall Student Data) of the Superintendent’s Report presented to the Board of Education on Sept. 24, 2019, our district continues to focus on student performance categories as defined by the National Percentile Rankings associated with MAP RIT scores. Performance goals were set to reduce the number of students at or below the 35th percentile and to increase the number of students at or above the 90th percentile. We believe this goal-setting strategy is balanced, ambitious, and most importantly, meets the individual learning needs of our students. Performance goals were also set for the number of students **meeting** their EOY (end-of-year) targets at 65% of students tested or greater, as well as a target of 75% or greater for the number of students at or below the 50th percentile at BOY to **exceed** their EOY targets. In addition, an EOY goal was set for 80%+ of students tested to perform at the 50th percentile or greater.

District Student Performance Goals

- **District Goals - *Just Right Learning***

- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading and Math

- **District Goals - *H.S./College Ready***

- At least 80% of students tested at EOY will be at or above the 50th percentile in Reading and Math

- **District Goals - *Catch-Up Targets***

- A majority of students at or below the 50th percentile at BOY will exceed their expected end-of-year growth target in Reading and Math

- **District Goals - *Balanced & Targeted Growth***

- A decrease in the number of students at or below the 35th percentile at BOY by end-of-year in Reading and Math

- **District Goals - *Balanced & Targeted Growth***

- An increase in the number of students at or above the 90th percentile at BOY by end-of-year in Reading and Math

Current State:

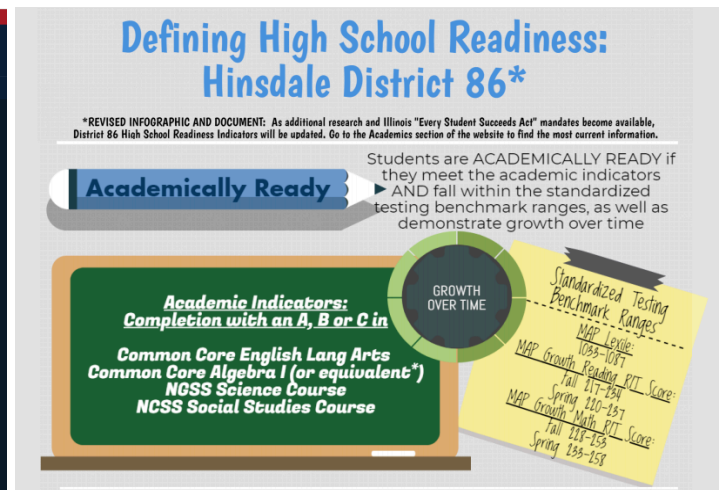
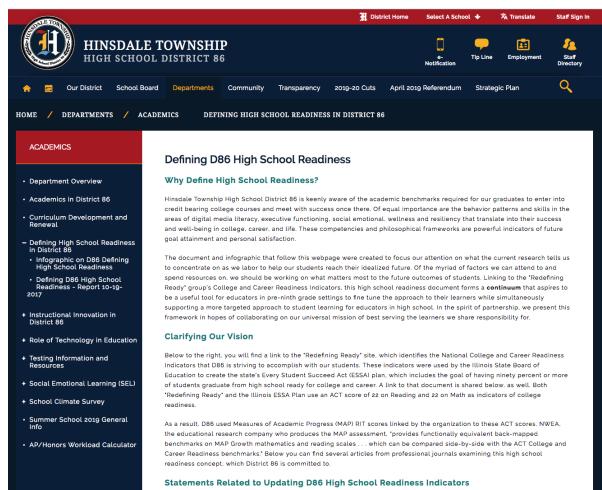
- **A majority** of students at or below the 50th percentile at BOY will exceed their expected end-of-year growth target in Reading
 - Current progress (MOY) = **70% exceeded target**
- **A majority** of students at or below the 50th percentile at BOY will exceed their expected end-of-year growth target in Math
 - Current progress (MOY) = **69% exceeded target**
- **A decrease** in the number of students at or below the 35th percentile at BOY in Reading
 - Current progress (MOY) = **19% decrease**
- **A decrease** in the number of students at or below the 35th percentile at BOY in Math
 - Current progress (MOY) = **13% decrease**
- **An increase** in the number of students at or above the 90th percentile at BOY in Reading
 - Current progress (MOY) = **16% increase**
- **An increase** in the number of students at or above the 90th percentile at BOY in Math
 - Current progress (MOY) = **14% increase**
- **At least 65%** of students tested in BOY to meet or exceed their EOY target in Reading
 - Current progress (MOY) = **64% met or exceeded target**
- **At least 65%** of students tested in BOY to meet or exceed their EOY target in Math.
 - Current progress (MOY) = **68% met or exceeded target**
- **At least 80%** of students tested at EOY will be at or above the 50th percentile in Reading
 - Current progress (MOY) = **80% at or above grade level (50th percentile)/73% at BOY**
- **At least 80%** of students tested at EOY will be at or above the 50th percentile in Math.
 - Current progress (MOY) = **81% at or above grade level (50th percentile)/77% at BOY**

Since adopting these “stretch goals” at the start of the 2013-2014 school year and revising at the end of the 2015-16 school year, our student performance data demonstrates:

- **A 29% decrease** in the percentage of students testing at or below the 35th percentile in Reading
 - 141/797 students BOY 2013-14 (17.7%) to 101/804 students MOY 2019-20 (12.6%)
- **A 41% decrease** in the percentage of students testing at or below the 35th percentile in Math
 - 147/792 students BOY 2013-14 (18.6%) to 88/804 students MOY 2019-20 (10.9%)
- **A 11% increase** in the percentage of students testing at or above the 90th percentile in Reading
 - 177/797 students BOY 2013-14 (22.2%) to 198/804 students MOY 2019-20 (24.6%)
- **A 31% increase** in the percentage of students testing at or above the 90th percentile in Math
 - 175/792 students BOY 2013-14 (22.1%) to 232/804 students MOY 2019-20 (28.9%)

High School Readiness

- The *Range of Readiness Model* was designed in Gower School District in collaboration with the seven area Elementary School Districts and Hinsdale High School District 86 and adopted April, 2018 - [Link to Report](#)
- The *Range of Readiness Model* was also adopted in Hinsdale High School District 86 (May 7, 2018) and can be found at the *Defining D86 High School Readiness* webpage - [Link to webpage](#)



- High School Readiness Data in Gower - Middle of Year (MOY) Testing
 - Middle of Year/8th Grade Winter Testing; Reading H.S. Readiness (217+) - 87%; 77% in Fall
 - 82% Ready at EOY Target of 220+ (77% Ready at BOY 9th Gr Target of 220+)
 - Middle of Year/8th Grade Winter Testing; Math H.S. Readiness (228+) - 83%; 78% in Fall
 - 76% Ready at EOY Target of 233+ (76% Ready at BOY 9th Gr Target of 232+)
 - Middle of Year/8th Grade Winter Testing; Reading or Math H.S. Readiness - 92%; 82% in Fall
- Previous Year (Winter 2019) High School Readiness Data in Gower - Middle of Year (MOY) Testing
 - Middle of Year/8th Grade Winter Testing; Reading H.S. Readiness (217+) - 84%; 81% in Fall
 - 77% Ready at EOY Target of 220+ (77% Ready at BOY 9th Gr Target of 220+)
 - Middle of Year/8th Grade Winter Testing; Math H.S. Readiness (228+) - 81%; 79% in Fall
 - 74% Ready at EOY Target of 233+ (75% Ready at BOY 9th Gr Target of 232+)
 - Middle of Year/8th Grade Winter Testing; Reading or Math H.S. Readiness - 83%; 87% in Fall

The following images were used in mid-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of “growth” that our student performance data indicates after Middle of Year (MOY) MAP testing.

Reading (MOY) 2019-20

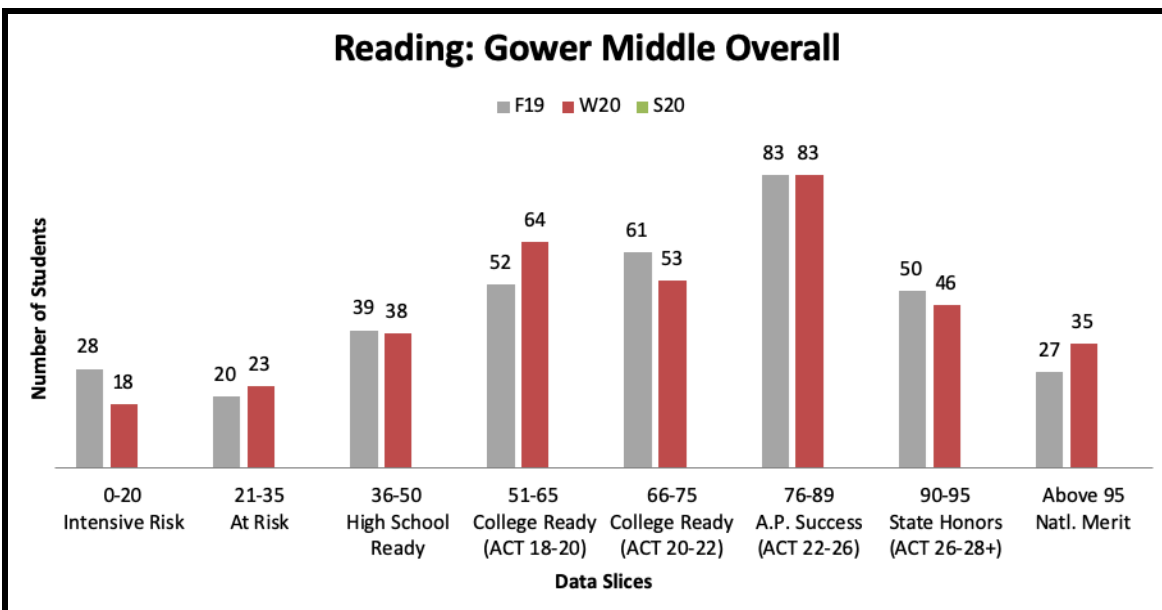
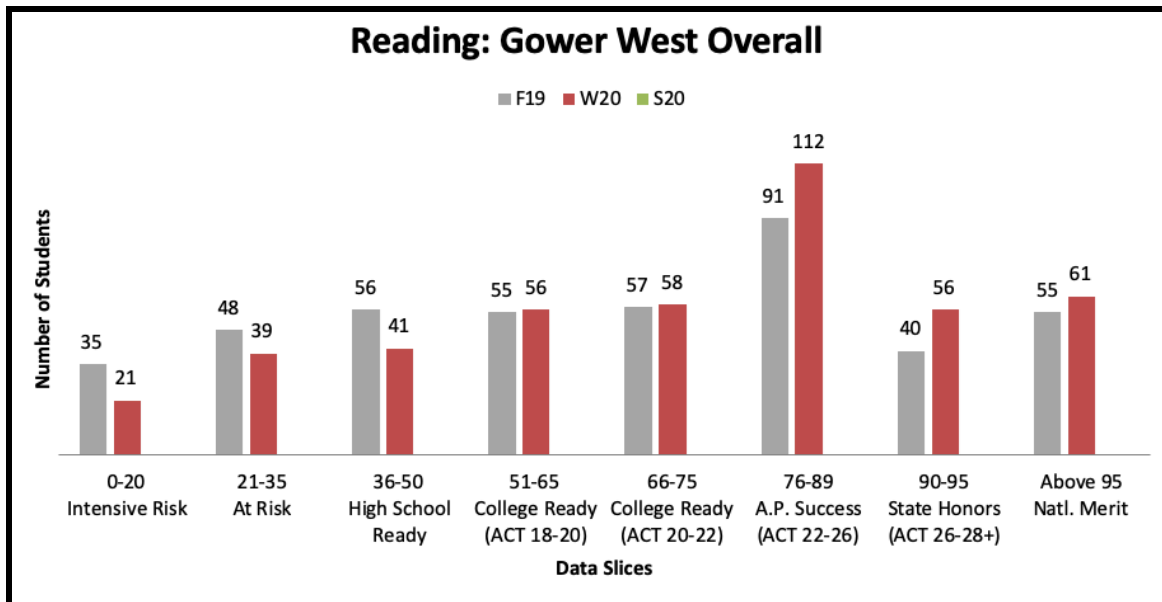
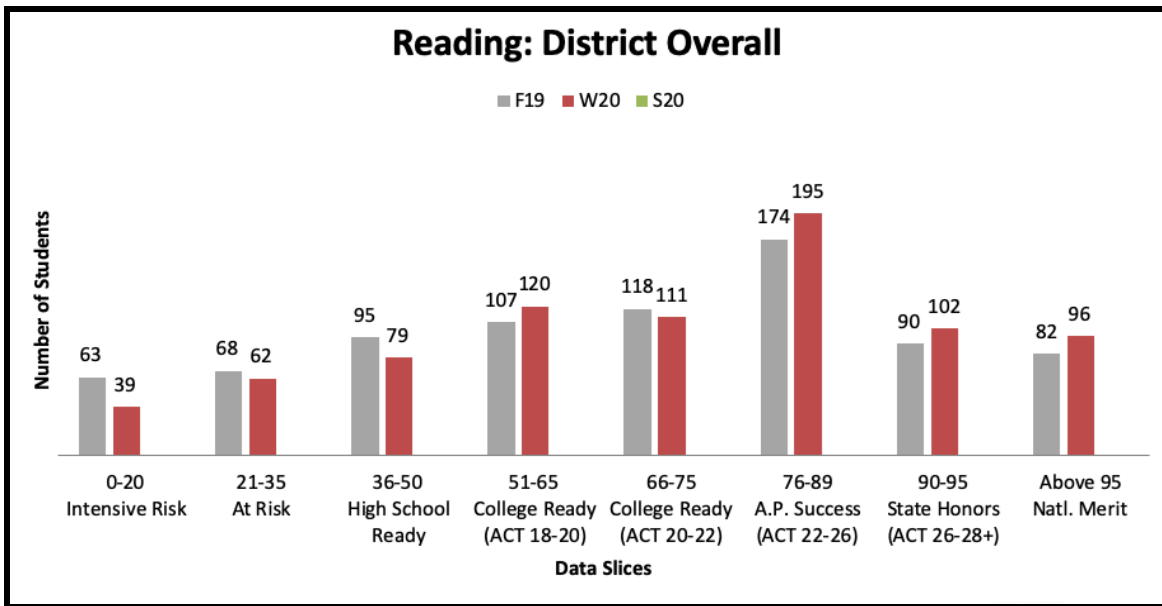
School - Grade - Teacher - Student	Win'20 Student N	Fall'19 Avg. Duration	Win'20 Avg. Duration	Fall'19 Avg. RIT Score	Win'20 Avg. RIT Score	% of Students Meeting or Exceeding Fall to Winter Goal
Gower West Elementary	427	50	58	181	192	68%
✱ K	77	24	24	143	160	83%
✱ 1	95	27	33	167	179	60%
✱ 2	78	57	70	187	198	64%
✱ 3	95	61	70	197	205	60%
✱ 4	82	82	95	209	218	76%
Gower Middle School	354	83	88	220	224	60%
✱ 5	93	78	77	212	217	61%
✱ 6	85	86	91	219	222	54%
✱ 7	93	87	93	222	226	62%
✱ 8	83	82	94	228	232	63%
Grand Total	781	65	72	199	207	64%

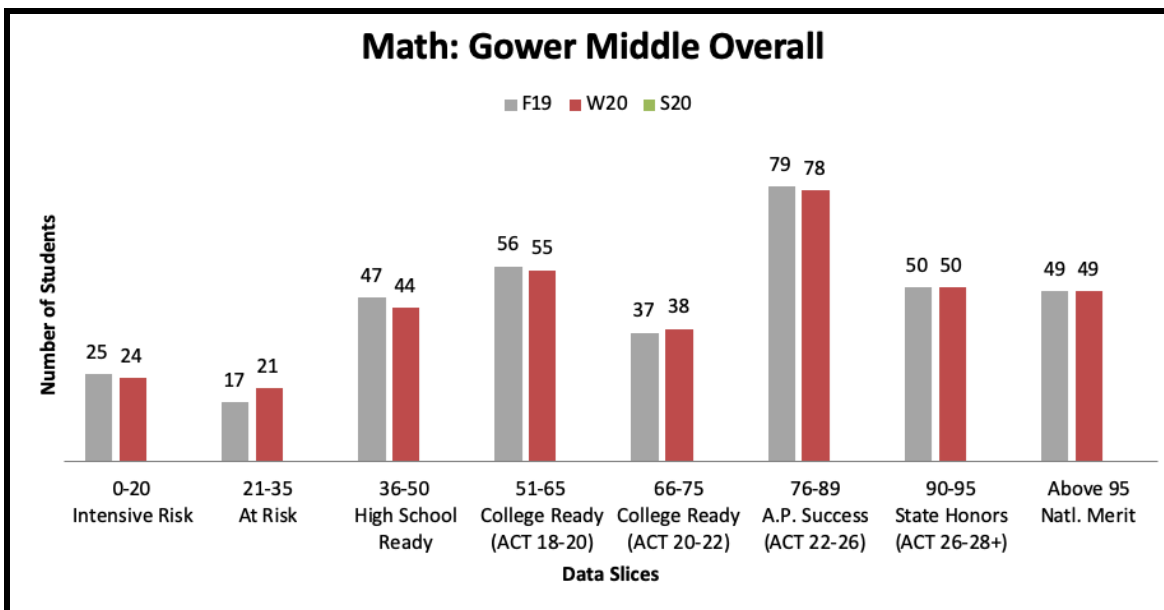
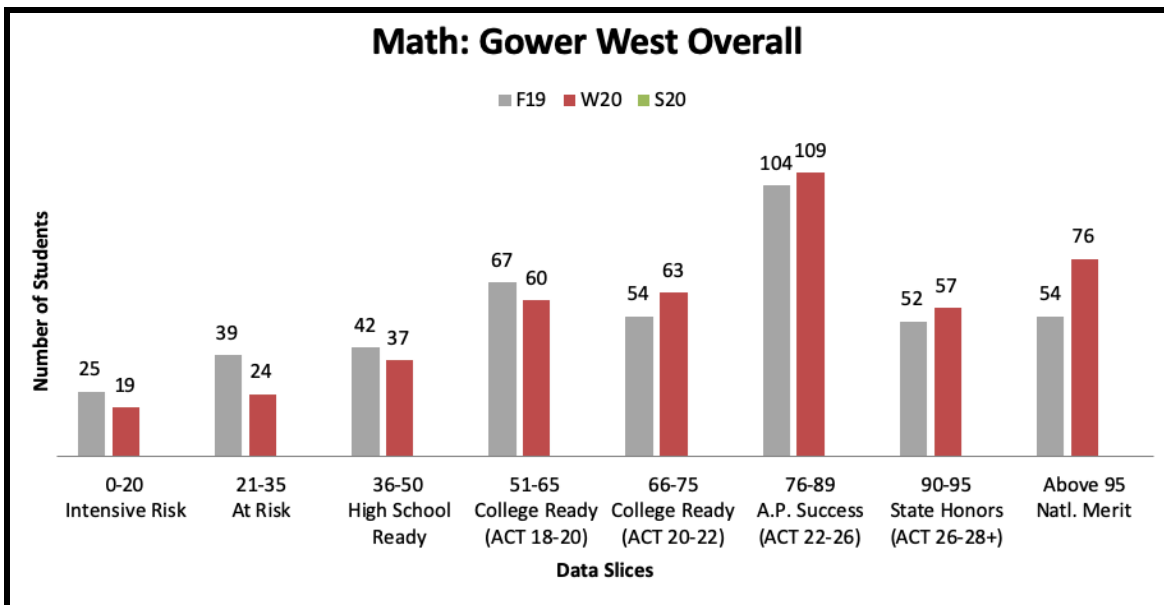
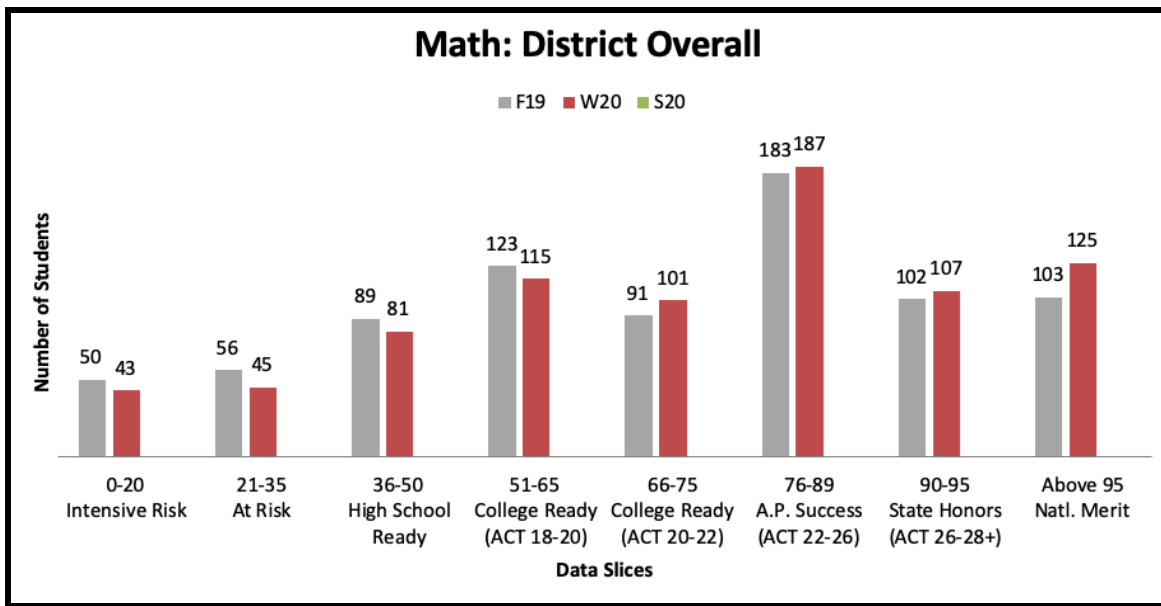
*District Goal for % of Students Meeting or Exceeding End of Year (EOY) target set at 65%+

Math (MOY) 2019-20

School - Grade - Teacher - Student	Win'20 Student N	Fall'19 Avg. Duration	Win'20 Avg. Duration	Fall'19 Avg. RIT Score	Win'20 Avg. RIT Score	% of Students Meeting or Exceeding Fall to Winter Goal
Gower West Elementary	429	47	55	184	195	74%
✱ K	76	24	25	145.9	162.5	88%
✱ 1	98	33	31	170.2	184.5	72%
✱ 2	77	49	57	187.9	199.0	75%
✱ 3	96	52	63	198.2	207.7	70%
✱ 4	82	77	101	213.5	221.3	66%
Gower Middle School	353	82	95	230.4	235.2	61%
✱ 5	93	72	88	220.9	226.1	46%
✱ 6	86	81	95	226.0	231.3	65%
✱ 7	91	87	94	232.5	237.8	70%
✱ 8	83	88	103	243.1	246.6	63%
Grand Total	782	63	73	204.7	213.4	68%

*District Goal for % of Students Meeting or Exceeding End of Year (EOY) target set at 65%+





Gower School District 62
Mid-Year Student Performance
NWEA-MAP Fall to Winter
Attainment and Relative Growth
2019-2020 School Year

Grade Level	Reading*					
	NWEA-MAP Avg. RIT – Fall	Natl. Percentile Ranking – Fall	NWEA-MAP Avg. RIT – Winter	Natl. Percentile Ranking – Winter	Actual Growth Avg. (Fall – Winter)	Avg. Growth Natl. Percentile Ranking (Fall – Winter)
K	143.3	65%	159.6	92%	16.3	99%
1	167.1	86%	178.7	88%	11.6	65%
2	186.9	97%	197.8	98%	10.9	87%
3	196.7	90%	205.3	93%	8.6	91%
4	209.2	96%	217.6	99%	8.4	99%
<i>K-4 Avg.</i>	<i>180.6</i>	<i>87%</i>	<i>191.8</i>	<i>94%</i>	<i>11.2</i>	<i>88%</i>
5	211.9	84%	217.1	88%	5.2	88%
6	219.5	91%	222.1	89%	2.6	32%
7	222.3	88%	226.2	92%	3.9	93%
8	228.0	93%	231.6	95%	3.6	94%
<i>5-8 Avg.</i>	<i>220.4</i>	<i>89%</i>	<i>224.3</i>	<i>91%</i>	<i>3.8</i>	<i>77%</i>
<i>K-8 Avg.</i>	<i>198.3</i>	<i>88%</i>	<i>206.2</i>	<i>93%</i>	<i>7.9</i>	<i>83%</i>

*Data includes students with Fall and Winter scores

Grade Level	Mathematics*					
	NWEA-MAP Avg. RIT – Fall	Natl. Percentile Ranking – Fall	NWEA-MAP Avg. RIT – Winter	Natl. Percentile Ranking – Winter	Actual Growth Avg. (Fall – Winter)	Avg. Growth Natl. Percentile Ranking (Fall – Winter)
K	145.9	80%	162.5	96%	16.6	99%
1	170.2	91%	184.5	96%	14.3	96%
2	187.9	97%	199.0	98%	11.1	87%
3	198.2	91%	207.7	94%	9.5	89%
4	213.5	97%	221.3	97%	7.8	63%
<i>K-4 Avg.</i>	<i>183.2</i>	<i>91%</i>	<i>195.0</i>	<i>96%</i>	<i>11.9</i>	<i>87%</i>
5	220.9	91%	226.1	88%	5.2	22%
6	226.0	88%	231.3	89%	5.3	65%
7	232.5	90%	237.8	93%	5.3	90%
8	243.1	97%	246.6	97%	3.5	50%
<i>5-8 Avg.</i>	<i>230.6</i>	<i>92%</i>	<i>235.5</i>	<i>92%</i>	<i>4.8</i>	<i>57%</i>
<i>K-8 Avg.</i>	<i>204.3</i>	<i>91%</i>	<i>213.0</i>	<i>94%</i>	<i>8.7</i>	<i>73%</i>

* Data includes students with Fall and Winter scores

Future State:

Principals and teachers will continue to use the “data slices” to analyze student performance data at the classroom and individual student level. This analysis work is expected to be collaborative in nature and promote discussions between teachers, between teachers, students, and parents, and between teachers and administrators about “what’s working” and “what might not be working” across both of our Gower School campuses.

Goal-setting for grade level teams as well as individual teachers will continue to follow the Plan-Do-Check-Act cycle of continuous improvement. By coupling this student performance data with other data points that help illustrate current student performance and growth, our teachers will be able to make determinations about various strategies, interventions, programs, and lesson techniques to ensure that our focus on providing “just right learning” for all of our students remains to be sharp and deliberate.

It is important to be mindful that although this data is extremely helpful to teachers, administrators, students, and parents, it represents a single point on a more comprehensive spectrum of student data and in particular student performance data. It is also important to recognize that these particular data points are used as part of the Teacher and Principal Evaluation models in Gower School District.

End of Year (EOY) data is scheduled to be presented at the June 16, 2020 Board of Education meeting.