

Gower District #62

Superintendent's Report

Appendix A

Date: June 22, 2021

Title: End-of-Year Student Performance Data (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 their approach to a state-mandated assessment (currently the Illinois Assessment of Readiness, [IAR](#)), Gower School District will continue to use NWEA/MAP and monitor 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 (beginning of year) 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 (end of year) “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 (middle of year) and EOY as students are expected to learn new grade-level material throughout a given academic year.

Student BOY performance was reported in [Appendix A](#) (Annual Fall Student Data) of the Superintendent’s Report presented to the Board of Education on Oct. 20, 2020, and student MOY performance was reported as part [Appendix A](#) (Mid-Year Student Performance Data Report) of the Superintendent’s Report presented to the Board of Education on Feb. 16, 2021. Superintendent Reports and appendices can be found on the district website under the Board of Education tab using this [link](#)

Current State: Three of our ten standing district goals were achieved in the 2020-2021 school year. It is important to recognize our commitment to pursuing what we consider to be ambitious goals, as they translate directly into the highest levels of student performance.

Just Right Learning

- At least 65% of students tested in BOY to meet or exceed their EOY target in Reading.
 - **52% met or exceeded - Goal Not Achieved**
 - No EOY testing in 2019-20; 66% in 2018-19; 68% in 2017-18; 68% in 2016-17; 67% in 2015-16
- At least 65% of students tested in BOY to meet or exceed their EOY target in Math.
 - **59% met or exceeded - Goal Not Achieved**
 - No EOY testing in 2019-20; 71% in 2018-19; 71% in 2017-18; 70% in 2016-17; 66% in 2015-16

High School/College Ready*

- At least 80% of students tested at EOY will be at or above the 50th percentile in Reading (RIT 222+).
 - **76% at or above - Goal Not Achieved**
 - *80% Ready at Beginning of Year [BOY] 9th Gr Target of 219+ (%50ile)*
 - No EOY testing in 2019-20; 81% in 2018-19; 84% in 2017-18; 82% in 2016-17; 83% in 2015-16
- At least 80% of students tested at EOY will be at or above the 50th percentile in Math (RIT 232+).
 - **76% at or above - Goal Not Achieved**
 - *86% Ready at Beginning of Year [BOY] 9th Gr Target of 228+ (~54%ile)*
 - No EOY testing in 2019-20; 82% in 2018-19; 81% in 2017-18; 81% in 2016-17; 80% in 2015-16

Catch-Up Targets

- A majority of students at or below the 50th percentile at BOY will exceed their expected EOY growth target in Reading.
 - **56% exceeded - Goal Achieved**
 - No EOY testing in 2019-20; 68% in 2018-19; 73% in 2017-18; 76% in 2016-17; 69% in 2015-16
- A majority of students at or below the 50th percentile at BOY will exceed their expected EOY growth target in Math.
 - **58% exceeded - Goal Achieved**
 - No EOY testing in 2019-20; 67% in 2018-19; 62% in 2017-18; 61% in 2016-17; 51% in 2015-16

Balanced and Targeted Growth

- A decrease in the number of students at or below the 35th percentile at BOY in Reading.
 - **15% increase - Goal Not Achieved**
 - No EOY testing in 2019-20; 43% decrease in 2018-19; 35% decrease in 2017-18; 38% decrease in 2016-17; 11% decrease in 2015-16
- A decrease in the number of students at or below the 35th percentile at BOY in Math.
 - **2% decrease - Goal Achieved**
 - No EOY testing in 2019-20; 30% decrease in 2018-19; 17% decrease in 2017-18; 25% decrease in 2016-17; 7% decrease in 2015-16

Balanced and Targeted Growth

- An increase in the number of students at or above the 90th percentile at BOY in Reading.
 - **3% decrease - Goal Not Achieved**
 - *No EOY testing in 2019-20; 6% increase in 2018-19; 11% increase in 2017-18; 11% increase in 2016-17; 10% increase in 2015-16*
- An increase in the number of students at or above the 90th percentile at BOY in Math.
 - **9% decrease - Goal Not Achieved**
 - *No EOY testing in 2019-20; 28% increase in 2018-19; 26% increase in 2017-18; 27% increase in 2016-17; 23% increase in 2015-16*

* **High School/College Ready** - The concept of ‘High School Readiness’ was discussed across the Hinsdale High School District 86 and Associated ‘Feeder’ Elementary School Districts throughout the 2017-18 school year.

- 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 - End of Year (EOY) Testing

- End of Year/8th Grade Testing; Reading Readiness (222+) - 76%; 83% in Fall (218+)
 - 80% Ready at Beginning of Year [BOY] 9th Gr Target of 217+ (~50%ile)
 - 88% at 35th nationally normed EOY percentile or higher
- End of Year/8th Grade Testing; Math Readiness (232+) - 76%; 83% in Fall (227+)
 - 86% Ready at Beginning of Year [BOY] 9th Gr Target of 228+ (~54%ile)
 - 90% at 35th nationally normed EOY percentile or higher
- End of Year/8th Grade Testing; Reading or Math Readiness for EOY - 84%; 87% in Fall
 - 97% at 35th nationally normed EOY percentile or higher in Reading or Math

Future State: Principals and teachers will continue to use the “data slices” approach to analyze student performance data at the classroom and individual student level. This analysis is expected to be collaborative in nature and promote discussions between teachers and between teachers and administrators about “what’s working” and “what might not be working” across both of our Gower School campuses. In addition, school and district administrators will further analyze the 2020-21 student performance data - with special attention given to the BOY 2021-22 student performance data - and make recommendations regarding resource alignment, student/teacher support, professional development, evaluation and performance plans, annual goals, and any requirements associated with the [Illinois State Board of Education Every Student Succeeds Act \(ESSA\) Plan](#).

Goal-setting for grade level teams as well as individual teachers will continue by utilizing this student performance data with other data points. Such an approach will help illustrate current student performance and growth, and allow our teachers to make informed decisions about various strategies, interventions, programs, and lesson techniques to ensure that our focus on providing “just right learning” for all of our students remains sharp and deliberate as we start the 2021-22 school year.

The (10) district goals detailed in this report are expected to remain in place for the 2021-2022 school year as they represent a balanced approach to increasing student learning across the standardized performance spectrum. Additionally, we expect to review student performance data from this year’s [IAR](#) state test and summarize findings in the fall of 2021.

It is important to be mindful that although NWEA/MAP data is extremely helpful to teachers, administrators, students, and parents, it represents a single point on a more comprehensive spectrum of student performance. And perhaps of more importance is recognizing the extreme challenges presented in the 2020-2021 school year; the impacts of which will be examined and treated for years to come and contextualizing the data accordingly.

The following images were selected from end-of-year reports generated for both Gower West and Gower Middle School. They are designed to illustrate the level of achievement and growth that our student performance data indicates after End of Year (EOY) MAP testing and are used as part of our regular Plan-Do-Check-Act cycle of continuous improvement.

Gower District 62 End of Year NWEA/MAP Data Presentation

June 22, 2021



Measure of Academic Progress (MAP)

NWEA - Northwest Evaluation Association

- Click [here](#) for parent resources

MAP: Adaptive achievement test (~1hr./session)

- K-8 Students take the MAP test in the Fall, Winter, Spring in both Reading and Math
- Aligned to Common Core State Standards

[NWEA-MAP Parent Resources](#)

District Uses of MAP data

- Measures what a student knows and can do
- Supports teacher planning for differentiated instruction
- Predicts performance on other standardized tests such as ACT (High School & College Readiness)
- Measures the effectiveness of curriculum and instruction
- Measures student growth from fall to spring
- Individual student and grade level goal setting for Achievement and Growth








Achievement Data

What students know and can do

National Percentile Rankings offer a more global comparison of student performance and provide some insight to High School and College Readiness...

MAP Reading Mean RIT Score/Natl. Percentile Comparison Gower West 2015-21 - Achievement





Gr	Normative Mean (Spring RIT)	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.	Gower Spring 21' Avg.
K	153.1 (50%)	169.4 (99%)	174.4 (99%)	170.2 (99%)	175.0 (99%)	167.9 (95%)	165.5 (99%) 
1	171.4 (50%)	190.3 (99%)	189.4 (96%)	188.7 (95%)	191.0 (98%)	190.3 (97%)	179.0 (88%) 
2	185.6 (50%)	201.5 (99%)	201.1 (97%)	200.0 (95%)	200.3 (96%)	198.3 (92%)	192.7 (84%) 
3	197.1 (50%)	211.8 (99%)	211.1 (97%)	210.9 (97%)	208.4 (93%)	210.4 (96%)	209.3 (96%) 
4	204.8 (50%)	215.5 (98%)	217.9 (97%)	214.7 (91%)	215.5 (93%)	216.5 (95%)	214.7 (92%) 

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)

MAP Reading Mean RIT Score/Natl. Percentile Comparison Gower West 2015-21 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.	Gower Spring 21' Avg.
5	211.0 (50%)	224.1 (99%)	220.0 (95%)	224.3 (98%)	219.0 (87%)	219.5 (89%)	219.3 (88%) 
6	215.4 (50%)	224.5 (95%)	225.9 (94%)	221.9 (83%)	226.3 (95%)	222.8 (86%)	220.9 (79%) 
7	218.4 (50%)	226.7 (91%)	227.9 (93%)	230.2 (96%)	227.6 (92%)	229.8 (96%)	227.2 (89%) 
8	221.7 (50%)	233.6 (98%)	231.9 (94%)	232.2 (95%)	232.7 (95%)	230.2 (91%)	228.7 (82%) 

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)

MAP Math Mean RIT Score/Natl. Percentile Comparison Gower West 2015-21 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.	Gower Spring 21' Avg.
K	157.1 (50%)	172.3 (99%)	177.4 (99%)	176.8 (99%)	180.5 (99%)	171.3 (97%)	168.2 (98%)
1	176.4 (50%)	194.8 (99%)	194.9 (99%)	196.9 (99%)	198.4 (99%)	197.4 (99%)	183.8 (88%)
2	189.4 (50%)	202.8 (99%)	206.2 (99%)	205.6 (98%)	203.0 (96%)	202.7 (95%)	194.5 (79%)
3	201.1 (50%)	217.2 (99%)	216.5 (98%)	217.2 (98%)	217.0 (98%)	217.9 (99%)	213.6 (97%)
4	210.5 (50%)	221.3 (96%)	225.5 (96%)	225.0 (95%)	226.3 (97%)	230.8 (99%)	223.9 (97%)

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)

MAP Math Mean RIT Score/Natl. Percentile Comparison Gower West 2015-21 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.	Gower Spring 21' Avg.
5	218.8 (50%)	233.5 (99%)	228.9 (82%)	232.2 (91%)	227.5 (77%)	230.3 (86%)	228.7 (88%)
6	222.9 (50%)	235.2 (96%)	235.5 (90%)	232.9 (83%)	236.4 (92%)	232.1 (80%)	231.6 (85%)
7	226.7 (50%)	242.4 (98%)	242.1 (95%)	244.1 (97%)	241.7 (94%)	245.0 (97%)	240.8 (94%)
8	230.3 (50%)	245.3 (97%)	249.8 (98%)	248.9 (97%)	249.5 (97%)	245.2 (93%)	244.7 (92%)

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)



Growth Data

How much was learned

National Percentile Rankings offer a more global comparison of school performance and provide some insight to the local impact of teaching and learning...

MAP Reading 2015-2021 National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2015	NPR 2016	NPR 2017	NPR 2018	NPR 2019	NPR 2021
K	78%	99%	99%	99%	99%	97% ●
1	84%	91%	89%	78%	61%	40% ●
2	83%	87%	89%	99%	84%	24% ●
3	87%	93%	94%	93%	69%	51% ●
4	76%	86%	49%	26%	88%	43% ●
5	99%	95%	91%	47%	70%	23% ●
6	85%	69%	37%	73%	56%	22% ●
7	93%	70%	70%	79%	86%	21% ●
8	92%	58%	72%	69%	59%	10% ●

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)

MAP Math 2015-2021 National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2015	NPR 2016	NPR 2017	NPR 2018	NPR 2019	NPR 2021
K	94%	99%	99%	99%	99%	51% ●
1	99%	93%	97%	97%	91%	34% ●
2	83%	93%	99%	87%	88%	53% ●
3	97%	95%	88%	90%	99%	85% ●
4	47%	43%	47%	45%	92%	84% ●
5	38%	56%	33%	21%	10%	41% ●
6	80%	56%	43%	62%	69%	52% ●
7	80%	79%	87%	95%	95%	90% ●
8	46%	50%	38%	78%	30%	42% ●

NWEA Publications on COVID impact: [WEBLINK](#)

*Spring 2020 Data not collected (COVID)

NWEA Publications on COVID impact: [WEBLINK](#)



Data Slices

End of Year Student Performance and Progress

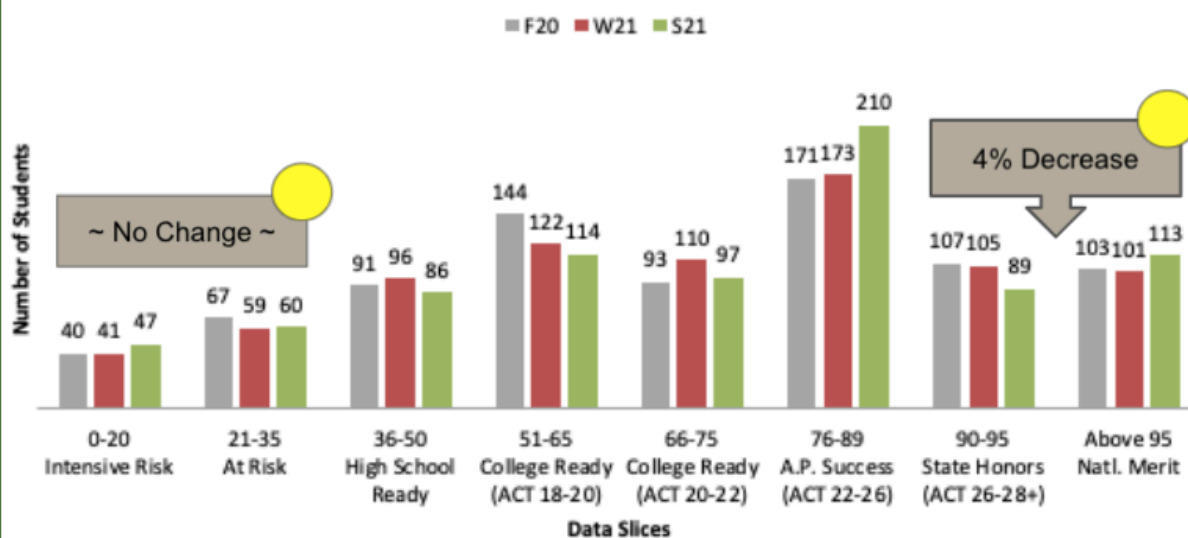
2018-2019 NWEA-MAP Growth

Reading: District Overall



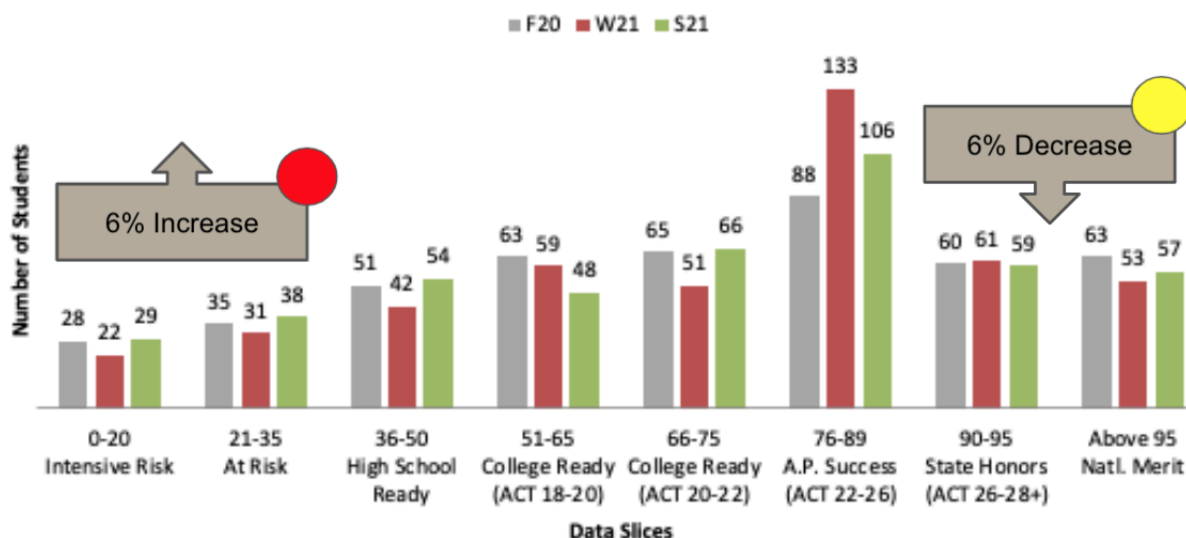
2020-2021 NWEA-MAP Growth

Math: District Overall



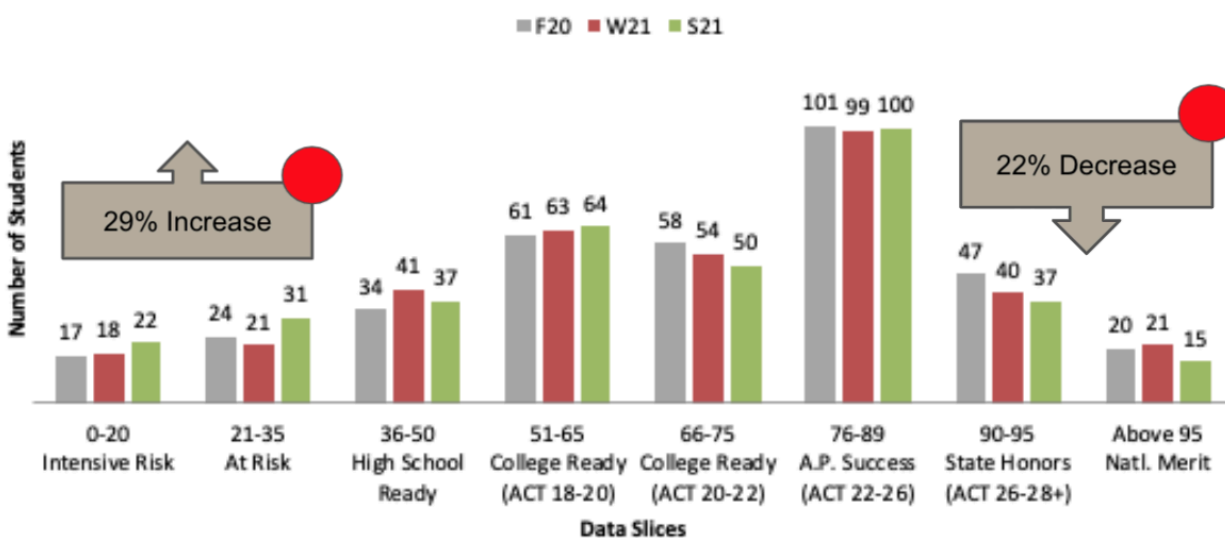
2020-2021 NWEA-MAP Growth

Reading: Gower West Overall



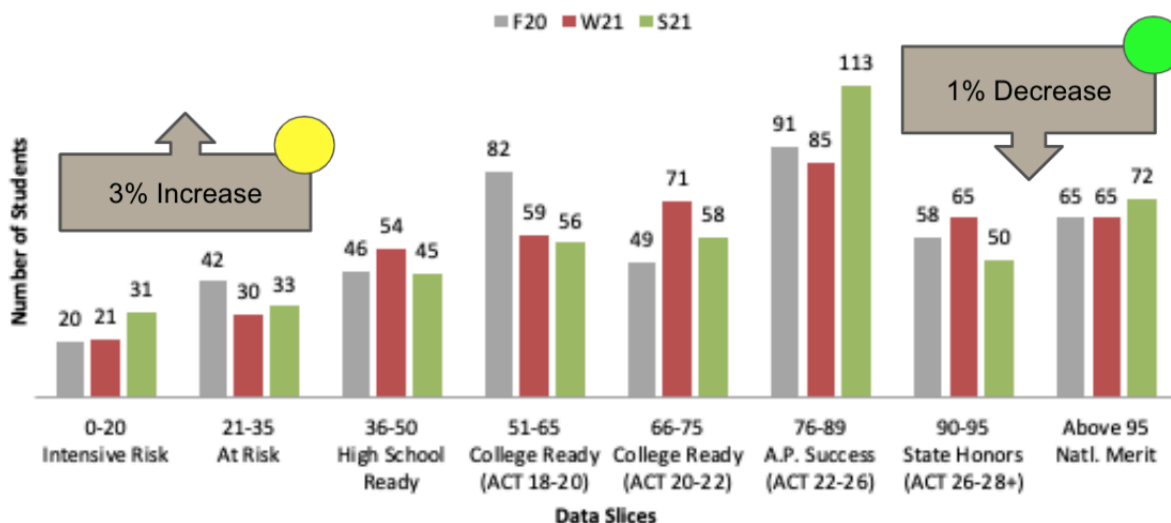
2020-2021 NWEA-MAP Growth

Reading: Gower Middle Overall



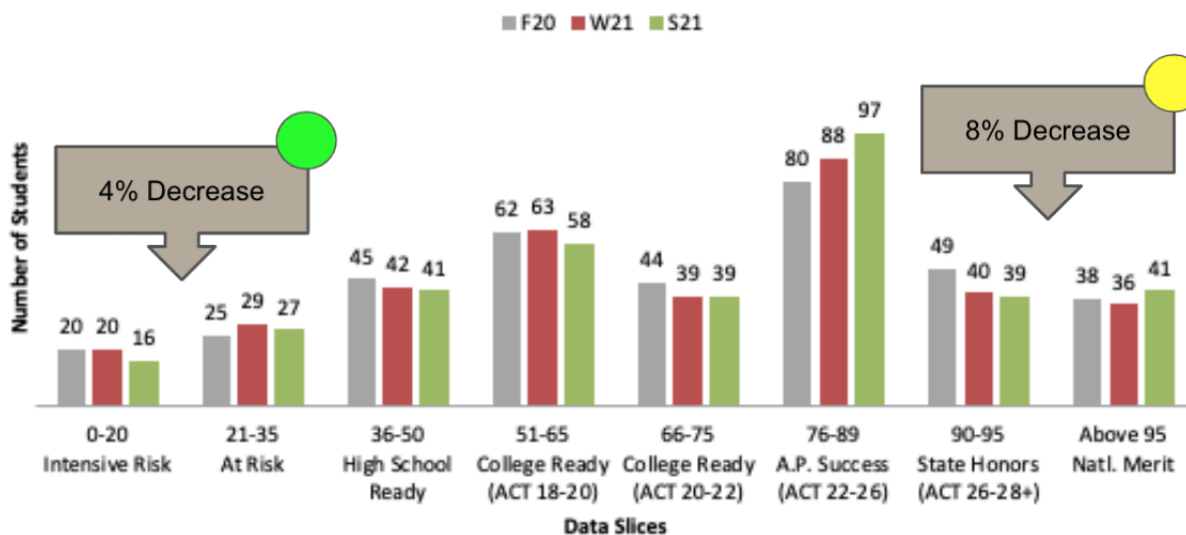
2020-2021 NWEA-MAP Growth

Math: Gower West Overall



2020-2021 NWEA-MAP Growth

Math: Gower Middle Overall



Key Takeaways

- EOY “Achievement” across grades K-8 resulted in an average national percentile ranking at the 89th Percentile in Reading & 91st Percentile in Math indicating a high level of mastery!
- Considering the challenges faced from the end of the 2019-20 school year, throughout the entire 2020-21 school year, as well as [projected learning loss](#), student achievement data represents an effective response to the crisis.

Web reference on [projected learning loss](#)

Key Takeaways

- Annual “Growth” across grades K-8 resulted in an average national percentile ranking in the 36th Percentile in Reading & 59th Percentile in Math indicating less than typical growth.
- The concern should be based on ‘schooling loss’ not ‘learning loss’ - [weblink](#)
- “Learning loss is real and needs to be addressed, but how we go about it should be commensurate with the size of the moment” - [weblink](#)

[Web reference on ‘schooling loss’ vs. ‘learning loss’](#)

[Web reference on addressing learning loss](#)



The Gower Experience

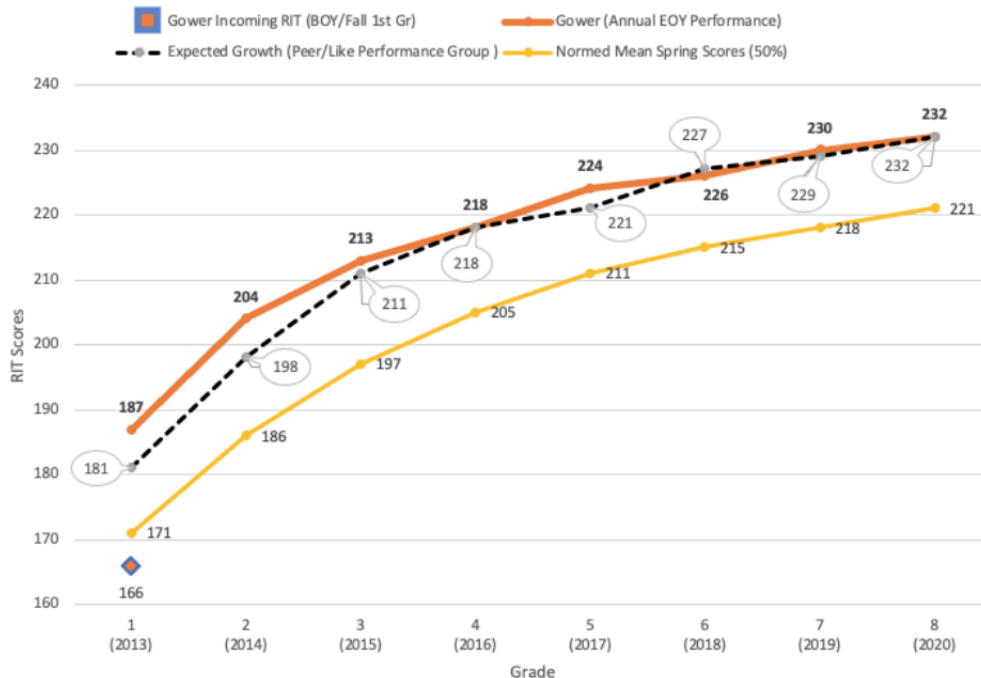
A longitudinal analysis of student performance and a history of meeting and exceeding 'expected growth'

The Gower Experience

- The following slides illustrate End-of-Year student performance for the graduating class of 2020 from 1st through 8th grade
- This is a true Gower cohort study of the students that were enrolled from 1st grade in 2012-13 through 8th grade in 2019-20
- NWEA-MAP for K students was not used in 2011-2012

Gower Growth vs. Normative & Peer Growth

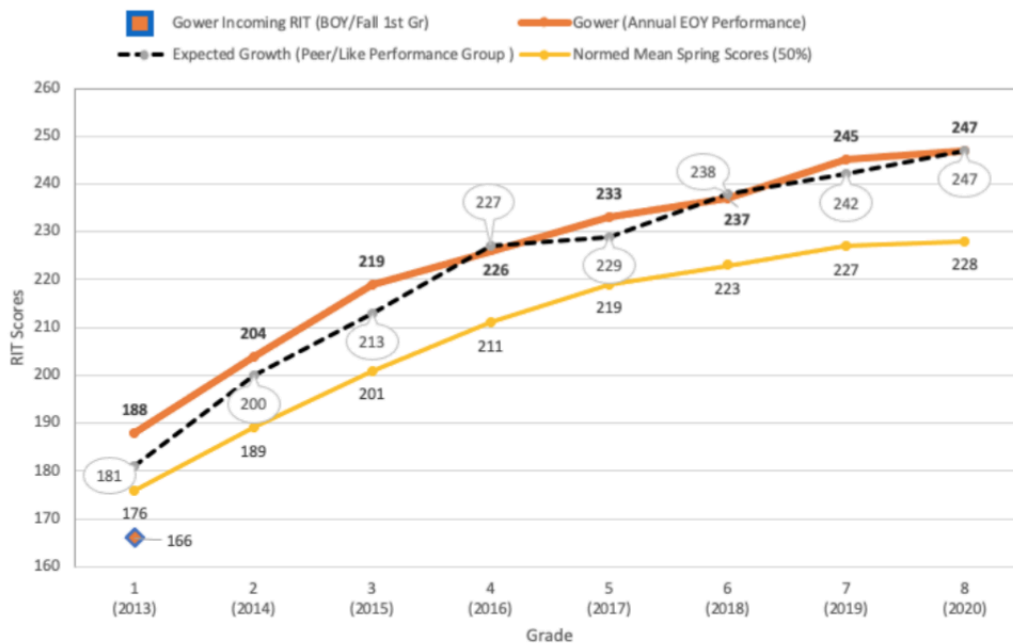
Subject: Reading | Student Group: All



It is clear that the typical Gower Experience over the long haul is one that meets the high bar set for 'Expected Growth' based on normative data from school districts that have a similar 'starting point' of relatively high performance.

Gower Growth vs. Normative & Peer Growth

Subject: Math | Student Group: All



It is clear that the typical Gower Experience over the long haul is one that meets the high bar set for 'Expected Growth' based on normative data from school districts that have a similar 'starting point' of relatively high performance.

The Gower Experience

- This longitudinal analysis provides important insight into the district's history of meeting and exceeding expected growth for a relatively high-performing group of students over a number of years (We are equipped for growth)
- Implications around program coherence, grade-level consistency, and continuous improvement efforts will play a role in a post-crisis/post-pandemic response

Reflection for Principals and Teaching Staff

- *Are you prepared to assess student academic strengths/needs at the start of the 2021-22 school year to begin a 'cycle of inquiry'?*
- *Do you feel you have the necessary tools to analyze your specific classroom performance data and to respond accordingly for continuous improvement?*
- *What are you going to do next?*