Gower District #62

Superintendent's Report

Appendix A

Date: **June 18, 2019**

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 the PARCC (Partnership for Assessment for Readiness of College and Careers) and the associated school performance designations and accountability measures being defined in accordance with the Illinois State Board of Education Every Student Succeeds Act (ESSA) Plan, 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 Sept. 25, 2018 , 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. 19, 2019. Superintendent Reports and appendices can be found on the district website under the Board of Education tab using this link

Current State:
Each of our ten district goals were achieved in the 2018-2019 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. **Goal Achieved. 66% met or exceeded** *(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. **Goal Achieved. 71% met or exceeded** *(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. **Goal Achieved. 81% at or above** *(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. **Goal Achieved. 82% at or above** *(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 end-of-year growth target in Reading. **Goal Achieved. 68% exceeded** *(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 end-of-year growth target in Math. **Goal Achieved. 67% exceeded** *(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. **Goal Achieved. 43% decrease** *(35% in 2017-18; 38% in 2016-17; 11% in 2015-16)*
- A decrease in the number of students at or below the 35th percentile at BOY in Math. **Goal Achieved. 30% decrease** *(17% in 2017-18; 25% in 2016-17; 7% in 2015-16)*

Balanced and Targeted Growth

- An increase in the number of students at or above the 90th percentile at BOY in Reading. **Goal Achieved. 6% increase** *(11% in 2017-18; 11% in 2016-17; 10% in 2015-16)*
- An increase in the number of students at or above the 90th percentile at BOY in Math. **Goal Achieved. 28% increase** *(26% in 2017-18; 27% in 2016-17; 23% 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 Winter Testing; Reading Readiness (220+) - 85%; 81% in Fall (217+)
        - 85% Ready at Beginning of Year [BOY] 9th Gr Target of 220+
            - 93% at 35th nationally normed percentile or higher
    - End of Year/8th Grade Winter Testing; Math Readiness (233+) - 81%; 79% in Fall (228+)
        - 82% Ready at Beginning of Year [BOY] 9th Gr Target of 232+
            - 87% at 35th nationally normed percentile or higher
    - End of Year/8th Grade Winter Testing; Reading or Math Readiness for EOY - 87%; 83% in Fall

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 2017-18 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 to be sharp and deliberate as we start the 2018-19 school year.

The (10) district goals detailed in this report are expected to remain in place for the 2019-2020 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 2019.

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.

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 "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 18, 2019

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

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 2014-19 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 14' Avg.	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.
K	158.1 (50%)	165.7 (96%)	169.4 (99%)	174.4 (99%)	170.2 (99%)	175.0 (99%)	167.9 (95%)
1	177.5 (50%)	189.0 (99%)	190.3 (99%)	189.4 (96%)	188.7 (95%)	191.0 (98%)	190.3 (97%)
2	188.7 (50 %)	202.5 (99%)	201.5 (99%)	201.1 (97%)	200.0 (95%)	200.3 (96%)	198.3 (92%)
3	198.6 (50%)	208.5 (97%)	211.8 (99%)	211.1 (97%)	210.9 (97%)	208.4 (93%)	210.4 (96%)
4	205.9 (50%)	218.9 (99%)	215.5 (98%)	217.9 (97%)	214.7 (91%)	215.5 (93%)	216.5 (95%)

MAP Reading Mean RIT Score/Natl. Percentile Comparison
Gower Middle 2014-19 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 14' Avg.	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.
5	211.8 (50%)	224.1 (99%)	224.1 (99%)	220.0 (95%)	224.3 (98%)	219.0 (87%)	219.5 (89%)
6	215.8 (50%)	224.5 (95%)	224.5 (95%)	225.9 (94%)	221.9 (83%)	226.3 (95%)	222.8 (86%)
7	218.2 (50%)	226.7 (91%)	226.7 (91%)	227.9 (93%)	230.2 (96%)	227.6 (92%)	229.8 (96%)
8	220.1 (50%)	233.6 (98%)	233.6 (98%)	231.9 (94%)	232.2 (95%)	232.7 (95%)	230.2 (91%)

MAP Math Mean RIT Score/Natl. Percentile Comparison
Gower West 2014-19 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 14' Avg.	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.
K	159.1 (50%)	169.1 (97%)	172.3 (99%)	177.4 (99%)	176.8 (99%)	180.5 (99%)	171.3 (97%)
1	180.8 (50%)	193.2 (99%)	194.8 (99%)	194.9 (99%)	196.9 (99%)	198.4 (99%)	197.4 (99%)
2	192.1 (50%)	203.4 (99%)	202.8 (99%)	206.2 (99%)	205.6 (98%)	203.0 (96%)	202.7 (95%)
3	2034 (50%)	212.0 (96%)	217.2 (99%)	216.5 (98%)	217.2 (98%)	217.0 (98%)	217.9 (99%)
4	213.5 (50%)	228.2 (99%)	221.3 (96%)	225.5 (96%)	225.0 (95%)	226.3 (97%)	230.8 (99%)

MAP Math Mean RIT Score/Natl. Percentile Comparison
Gower Middle 2014-19 - Achievement

Gr	Normative Mean (Spring RIT)	Gower Spring 14' Avg.	Gower Spring 15' Avg.	Gower Spring 16' Avg.	Gower Spring 17' Avg.	Gower Spring 18' Avg.	Gower Spring 19' Avg.
5	221.4 (50%)	229.8 (95%)	233.5 (99%)	228.9 (82%)	232.2 (91%)	227.5 (77%)	230.3 (86%)
6	225.3 (50%)	234.7 (95%)	235.2 (96%)	235.5 (90%)	232.9 (83%)	236.4 (92%)	232.1 (80%)
7	228.6 (50%)	240.0 (95%)	242.4 (98%)	242.1 (95%)	244.1 (97%)	241.7 (94%)	245.0 (97%)
8	230.9 (50%)	247.7 (99%)	245.3 (97%)	249.8 (98%)	248.9 (97%)	249.5 (97%)	245.2 (93%)

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 2014-2019
National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2014	NPR 2015	NPR 2016	NPR 2017	NPR 2018	National Percentile Ranking 2019
K	34%	78%	99%	99%	99%	99%
1	96%	84%	91%	89%	78%	61%
2	99%	83%	87%	89%	99%	84%
3	94%	87%	93%	94%	93%	69%
4	99%	76%	86%	49%	26%	88%
5	99%	99%	95%	91%	47%	70%
6	96%	85%	69%	37%	73%	56%
7	75%	93%	70%	70%	79%	86%
8	97%	92%	58%	72%	69%	59%

MAP Math 2014-2019
National Percentile Ranking - Growth (Fall to Spring)

Gr	NPR 2014	NPR 2015	NPR 2016	NPR 2017	NPR 2018	National Percentile Ranking 2019
K	55%	94%	99%	99%	99%	99%
1	99%	99%	93%	97%	97%	91%
2	98%	83%	93%	99%	87%	88%
3	94%	97%	95%	88%	90%	99%
4	98%	47%	43%	47%	45%	92%
5	21%	38%	56%	33%	21%	10%
6	49%	80%	56%	43%	62%	69%
7	69%	80%	79%	87%	95%	95%
8	74%	46%	50%	38%	78%	30%

2018-19 NWEA-MAP Summary: Reading

Gower School District 62 - Student Performance
2018-2019 NWEA-MAP - Attainment and Relative Growth

Grade Level	Reading									*Data includes students with Fall and Spring scores
	NWEA-MAP Avg. RIT – Fall	Natl. Percentile Ranking – Fall	NWEA-MAP Avg. RIT – Winter	Natl. Percentile Ranking – Winter	Avg. Growth (Fall – Winter)	Avg. Growth Natl. Percentile Ranking (Fall – Winter)	NWEA-MAP Avg. RIT – Spring	Natl. Percentile Ranking – Spring	Avg. Growth (Fall – Spring)	Avg. Growth Natl. Percentile Ranking (Fall – Spring)
K	142.6	60%	158.5	89%	15.9	99%	167.9	95%	25.3	99%
1	172.2	98%	185.9	99%	13.7	95%	190.3	97%	18.1	61%
2	182.0	87%	192.5	90%	10.5	79%	198.3	92%	16.3	84%
3	199.7	96%	207.6	97%	7.9	80%	210.4	96%	10.7	69%
4	207.1	92%	214.2	95%	7.1	97%	216.5	95%	9.4	88%
K-4 Avg.	*180.7*	*87%*	*191.7*	*94%*	*11.0*	*90%*	*196.7*	*95%*	*16.0*	*80%*
5	212.7	87%	217.6	89%	4.9	81%	219.5	89%	6.8	70%
6	217.9	86%	221.7	88%	4.2	84%	222.8	86%	4.9	56%
7	224.3	93%	228.5	96%	4.2	96%	229.8	96%	5.5	86%
8	227.3	91%	228.4	90%	1.1	35%	230.2	91%	2.9	59%
5-8 Avg.	*220.6*	*89%*	*224.1*	*91%*	*3.6*	*74%*	*225.6*	*91%*	*5.0*	*68%*
K-8 Avg.	*198.4*	*88%*	*206.1*	*93%*	*7.7*	*83%*	*209.5*	*93%*	*11.1*	*75%*

2018-19 NWEA-MAP Summary: Math

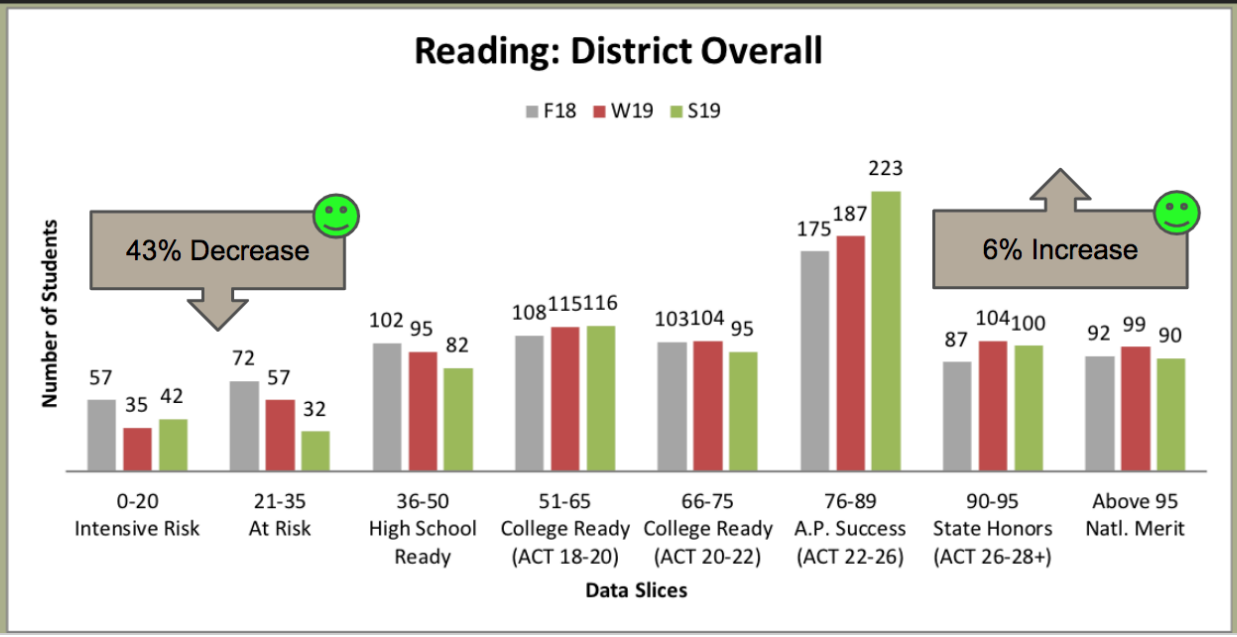
Gower School District 62 - Student Performance
2018-2019 NWEA-MAP - Attainment and Relative Growth

Grade Level	Mathematics									*Data includes students with Fall and Spring scores
	NWEA-MAP Avg. RIT – Fall	Natl. Percentile Ranking – Fall	NWEA-MAP Avg. RIT – Winter	Natl. Percentile Ranking – Winter	Avg. Growth (Fall – Winter)	Avg. Growth Natl. Percentile Ranking (Fall – Winter)	NWEA-MAP Avg. RIT – Spring	Natl. Percentile Ranking – Spring	Avg. Growth (Fall – Spring)	Avg. Growth Natl. Percentile Ranking (Fall – Spring)
K	143.5	69%	161.8	94%	18.3	99%	171.3	97%	27.8	99%
1	175.3	99%	192.0	99%	16.7	99%	197.4	99%	22.1	91%
2	184.4	90%	195.6	94%	11.2	88%	202.7	95%	18.3	88%
3	199.3	93%	210.1	97%	10.8	99%	217.9	99%	18.6	99%
4	214.9	98%	220.2	96%	5.3	4%	230.8	99%	15.9	92%
K-4 Avg.	*183.5*	*90%*	*195.9*	*96%*	*12.5*	*78%*	*204.0*	*98%*	*20.5*	*94%*
5	222.5	94%	226.8	90%	4.3	7%	230.3	86%	7.8	10%
6	222.9	77%	227.7	77%	4.8	54%	232.1	80%	9.2	69%
7	234.4	94%	241.1	97%	6.7	99%	245.0	97%	10.6	97%
8	240.7	95%	243.0	93%	2.3	18%	245.2	93%	4.5	30%
5-8 Avg.	*230.1*	*90%*	*234.7*	*89%*	*4.5*	*45%*	*238.2*	*89%*	*8.0*	*52%*
K-8 Avg.	*204.2*	*90%*	*213.1*	*93%*	*8.9*	*63%*	*219.2*	*94%*	*15.0*	*75%*

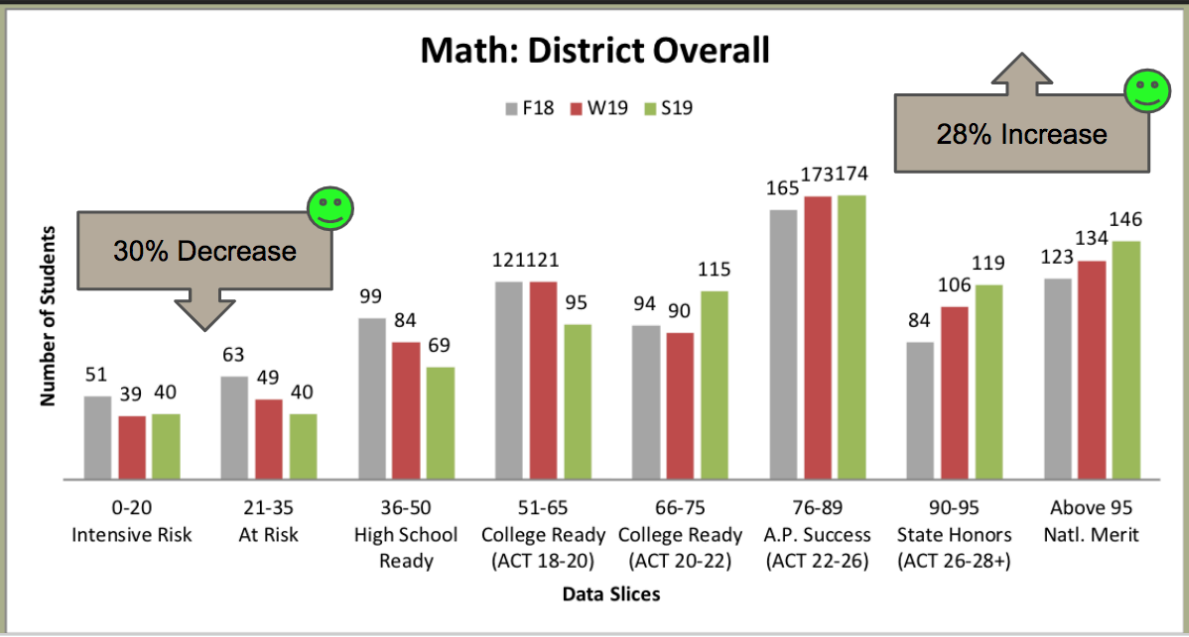
Data Slices

End of Year Student Performance and Progress

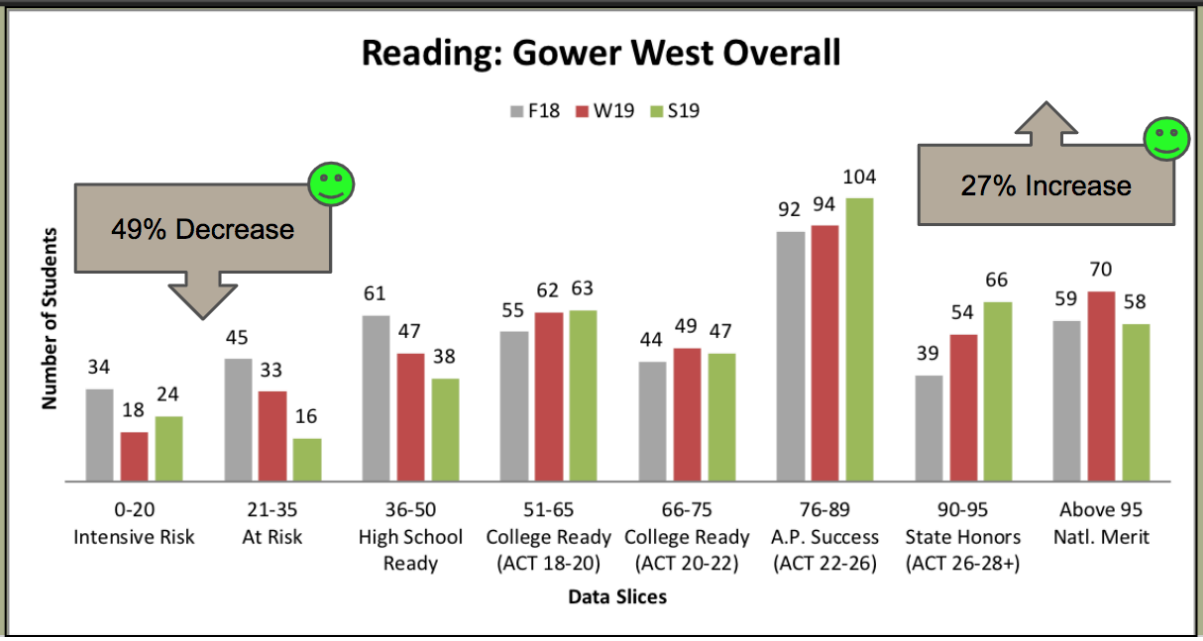
2018-2019 NWEA-MAP CCR Growth



2018-2019 NWEA-MAP CCR Growth



2018-2019 NWEA-MAP CCR Growth



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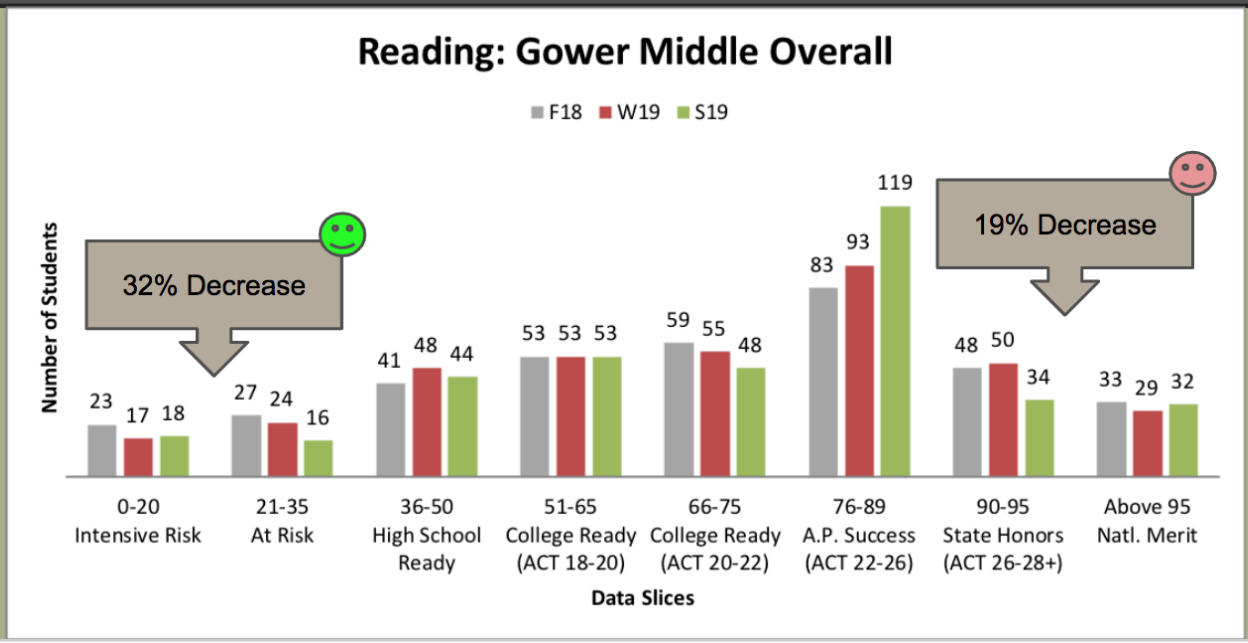

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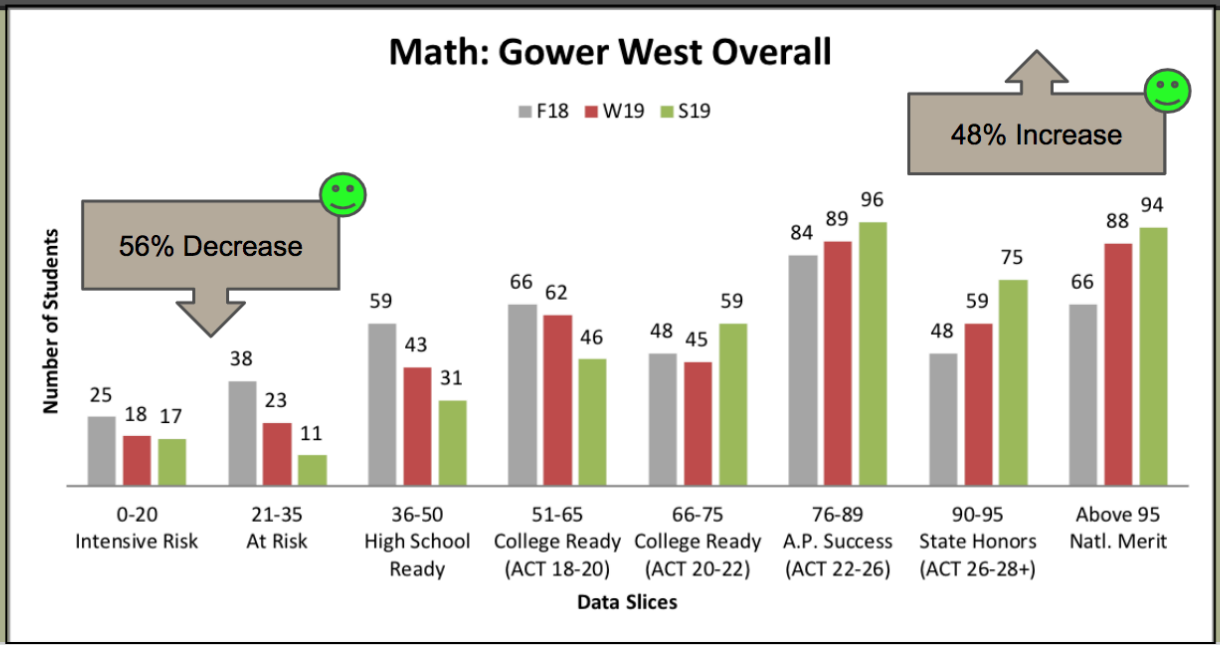

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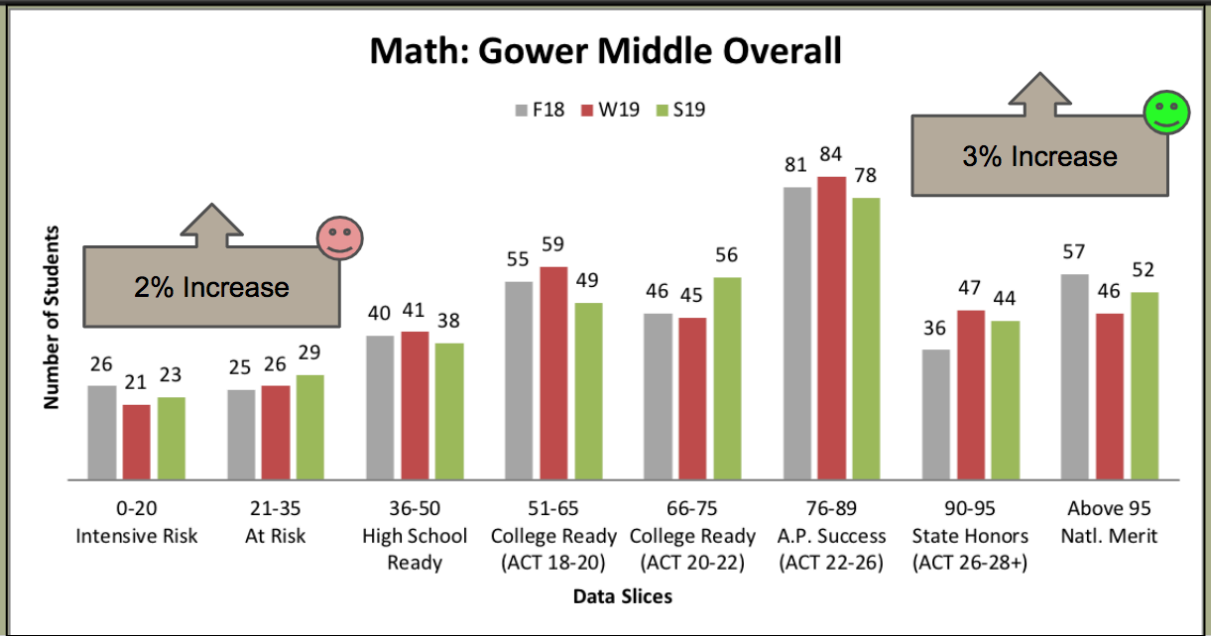

District Goals - *Just Right Learning*

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

- Reading. **Goal Achieved. 66% met or exceeded.**
- Math. **Goal Achieved. 71% met or exceeded.**

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

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

- Reading. **Goal Achieved. 81% at or above.**
- Math. **Goal Achieved. 82% at or above.**

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. **Goal Achieved. 68% exceeded.**
- Math. **Goal Achieved. 67% exceeded.**

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. **Goal Achieved. 43% decrease.**
- Math. **Goal Achieved. 30% decrease.**

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. **Goal Achieved. 6% increase.**
- Math. **Goal Achieved. 28% increase.**

Key Takeaways

- Annual **"Growth"** across grades K-8 resulted in an average national percentile ranking in the **75th Percentile** in Reading & **75th Percentile** in Math indicating increased academic opportunity!
- EOY **"Achievement"** across grades K-8 resulted in an average national percentile ranking at the **93rd Percentile** Reading & **94th Percentile** in Math indicating a high level of mastery!

Reflection for Principals and Teaching Staff

- *Are you satisfied with the performance from your grade level? Classroom? Specific groups of students? Individual students?*
- *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?*