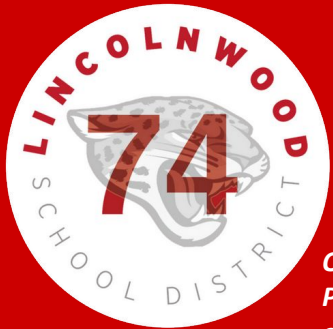


Student Data Analysis



*One campus, One community
Preparing, inspiring, and empowering learners;
one moment at a time.*



Data Review | Fall → Spring 2023-2024



- ❑ Mean RIT Score Performance - Spring 2024
- ❑ Cohort Data Analysis - How are our cohorts growing?
- ❑ IAR Data Analysis - Summative Designations
- ❑ Analysis/Observations

Lincolnwood SD 74: Fundamental Questions

- How did the mean performance of Lincolnwood School District 74 students compare to students nationally in Spring 2024?
- How did the mean performance of Lincolnwood School District 74 cohorts progress throughout their time in the district?

NWEA/MAP | Assessment Structure

Test Structure	<p>Reading and Math</p> <ul style="list-style-type: none">● Online● Adaptive (test becomes more difficult as students answer questions correctly)● Includes selected response items
Administration	<p>K-8 Grade</p> <ul style="list-style-type: none">● All students take Reading and Math in fall, winter and spring● Various forms of test depending on grade level
What is different?	<p>Math</p> <ul style="list-style-type: none">● The new version of the assessment is designed to keep students within the topics, skills, and standards that are being taught at grade level.● This is intended to give a truer reflection of the learning and growth that our students experience throughout a school year.

How did the mean **MATH** & **READING** performance of Lincolnwood School District 74 students compare to students nationally in Spring 2024?
(2020 norms)



MAP MATH SPRING 23-24				MAP READING SPRING 23-24	
	SD74 Mean Math RIT score	NWEA (National) Mean Math RIT score		SD74 Mean Reading RIT score	NWEA (National) Mean Reading RIT score
Kdg	162	157		158	153
1st	182	176		175	171
2nd	190	189		187	185
3rd	203	201		202	197
4th	215	210		212	205
5th	223	218		219	211
6th	226	223		223	215
7th	235	227		225	218
8th	240	230		225	222

Data Review | Fall → Spring 2023-2024



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Student Growth Analysis

- MAP is designed for 50% of students to meet their projected growth and 50% of students not to meet their projected growth
- So what did we see in the spring?

Math Growth Analysis by Cohort

FALL → SPRING 2023-2024



GRADE LEVEL	2023-2024
	MATH
K	52
1	76
2	52
3	50
4	58
5	38
6	37
7	41
8	70



COHORT ANALYSIS | Spring 2024 Math

Percentage of Students Meeting Individual Growth Over the Years

GRADE LEVEL	2020-2021	2021-2022	2022-2023	2023-2024
	MATH	MATH	MATH	MATH
K	30	48	48	52
1	40	68	59	76
2	39	54	40	52
3	40	55	48	50
4	41	53	54	58
5	24	63	46	38
6	33	55	48	37
7	23	67	54	41
8	41	57	51	70

Reading Growth Analysis by Cohort

FALL → SPRING 2023-2024



GRADE LEVEL	2023-2024
	READING
K	65
1	65
2	55
3	62
4	69
5	57
6	64
7	57
8	52



COHORT ANALYSIS | Spring 2024 Reading

Percentage of Students Meeting Individual Growth Over the Years

GRADE LEVEL	2020-2021	2021-2022	2022-2023	2023-2024
	READING	READING	READING	READING
K	42	47	59	65
1	35	56	62	65
2	38	50	45	55
3	34	45	54	62
4	35	64	59	69
5	39	48	41	57
6	40	70	64	64
7	52	68	52	57
8	41	32	48	52

This is the first time in the past four years that we have seen every single cohort have over 50% of the students meeting or exceeding their Individual Growth Goals

What is Standard Error of Measurement, and how can this help guide us towards meeting our goals?

- The standard error of measure indicates the amount of uncertainty that a sample (such as a normative sample) is truly representative of the general population. In the case of administering standardized tests, it conveys the level of uncertainty that a single test performance observed by the evaluator represents how the child would do if it were administered multiple times.
- NWEA generally recognizes a Standard Error of Measurement of *three* points. This means that a student's true score is somewhere within three points of the reported score for any one session.

https://connection.nwea.org/s/article/Standard-Error-of-Measure--1405100514753?lanquaqe=en_US

Why is understanding Standard Error of Measurement important, and how will the educators use this data?

- According to one of the NWEA newsletters, “SEM isn’t the only factor that impacts the accuracy of a test. Accuracy is also impacted by the quality of testing conditions and the energy and motivation that students bring to a test. In fact, an unexpectedly low test score is more likely to be caused by poor conditions or low student motivation than a problem with the testing instrument.”
<https://www.nwea.org/blog/2015/making-sense-of-standard-error-of-measurement/>
- ***SEM also helps us identify our “Cusp” Students***
 - We are actually able to run a report of all students that were within the SEM, or three points, of meeting their *expected growth*. These become known as our “cusp” students
 - By being able to view this data, teachers are able to target specific interventions for these specific students
 - Ultimately, helping even more students achieve their expected growth

Student that Met Expected Growth + Students within the SEM (or 3 pts) of Meeting Expected Growth

<u>Reading</u>	% of students that met growth	% of students who did NOT meet growth targets but were within the SEM	% of students near or above growth targets (Met+SEM)
K	65.14%	17.43%	82.57%
1	65.35%	18.81%	84.16%
2	55.22%	20.15%	75.37%
3	62.04%	19.44%	81.48%
4	69.42%	19.01%	88.43%
5	57.03%	22.66%	79.69%
6	64.03%	21.58%	85.61%
7	56.52%	20.87%	77.39%
8	52.24%	18.66%	70.90%

<u>Math</u>	% of students that met growth	% of students who did NOT meet growth targets but were within the SEM	% of students near or above growth targets (Met+SEM)
K	52.29%	21.10%	73.39%
1	76.24%	13.86%	90.10%
2	52.24%	21.64%	73.88%
3	50.00%	24.07%	74.07%
4	57.85%	13.22%	71.07%
5	37.50%	21.88%	59.38%
6	36.96%	20.29%	57.25%
7	41.07%	22.32%	63.39%
8	69.63%	17.78%	87.41%

Data Review | Fall → Spring 2023-2024



- ✓ Mean RIT Score Performance - Spring 2024
- ✓ Cohort Data Analysis - How are our cohorts growing?
- Illinois School Report Card | Summative Designation | IAR Data Analysis
- Analysis/Observations

Illinois School Report Card

Summative Designations

Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary

- Overall performance in the top 10 percent of all schools
- Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools
- High schools must have a graduation rate higher than 67 percent

Commendable

- Overall performance not in the top 10 percent of all schools
- Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools
- High schools must have a graduation rate higher than 67 percent

Targeted Support

- One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.

Comprehensive Support

- Overall performance in the bottom 5 percent of Title I-eligible schools statewide
- All high schools with a graduation rate below 67 percent

A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.

Illinois School Report Card

Summative Components and Weight



75%

Academic Indicators:

1. English Language Arts Growth (25%)
2. Math Growth (25%)
3. English Language Arts Proficiency (7.5%)
4. Math Proficiency (7.5%)
5. Science Proficiency (5%)
6. English Learner Progress to Proficiency (5%)



25%

School Quality and Student Success Indicators:

1. Chronic Absenteeism (20%)
2. Climate Survey (5%)

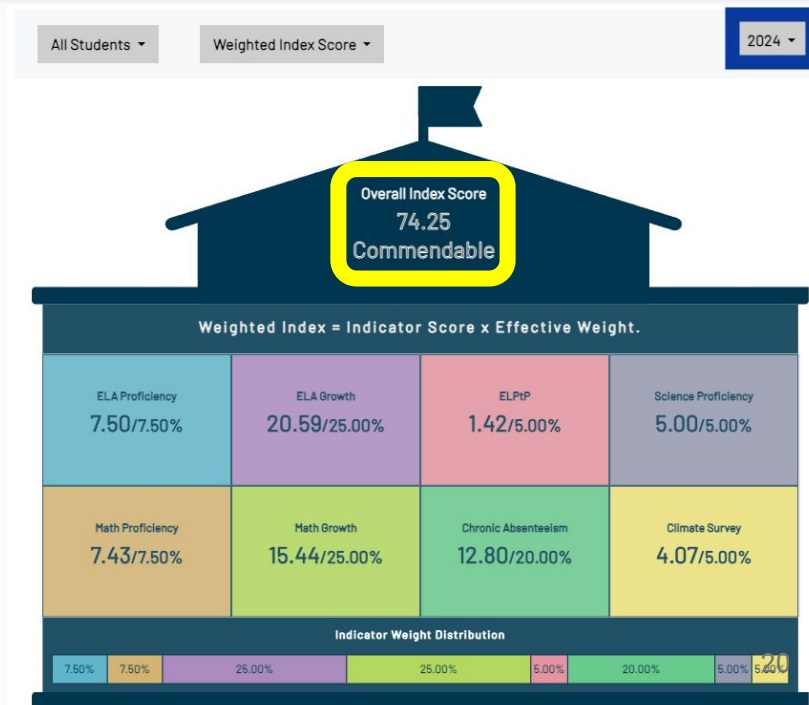
Additional Indicators coming in 2025: P-2, 3-8, Fine Arts

Lincoln Hall Summative Designations 2023 - 2024

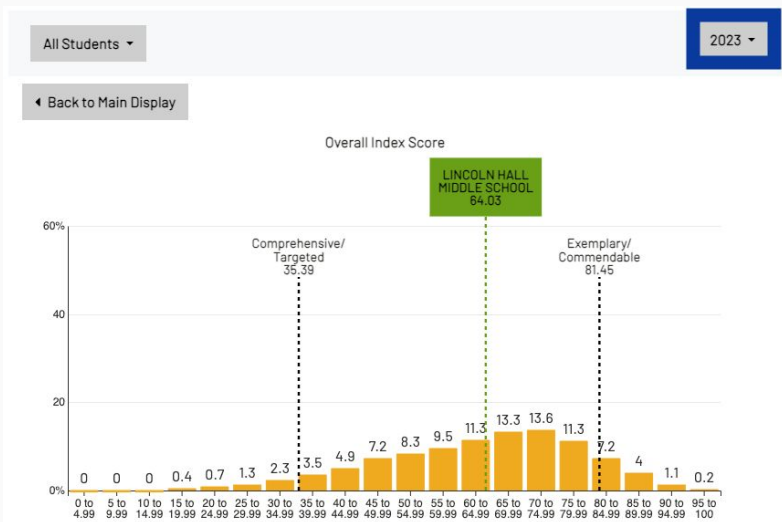


← 2023

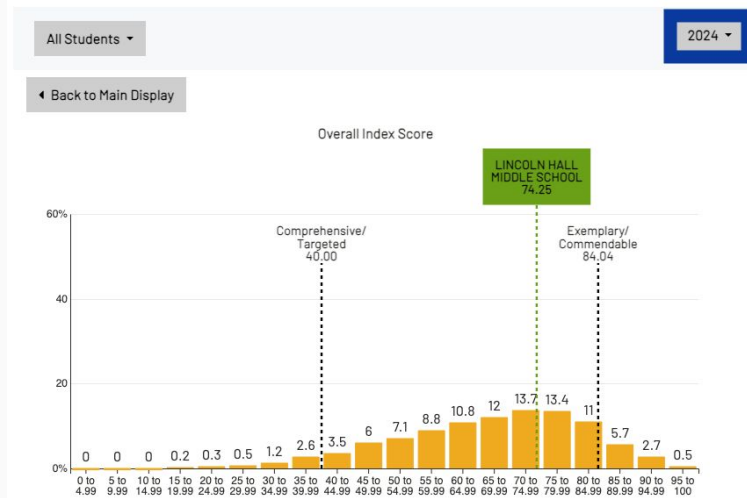
2024 →



Lincoln Hall Summative Designations 2023 - 2024

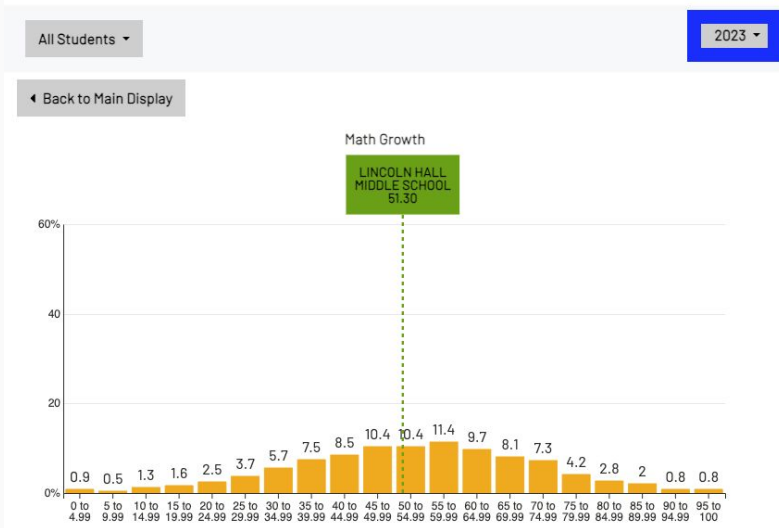


⇐ 2023

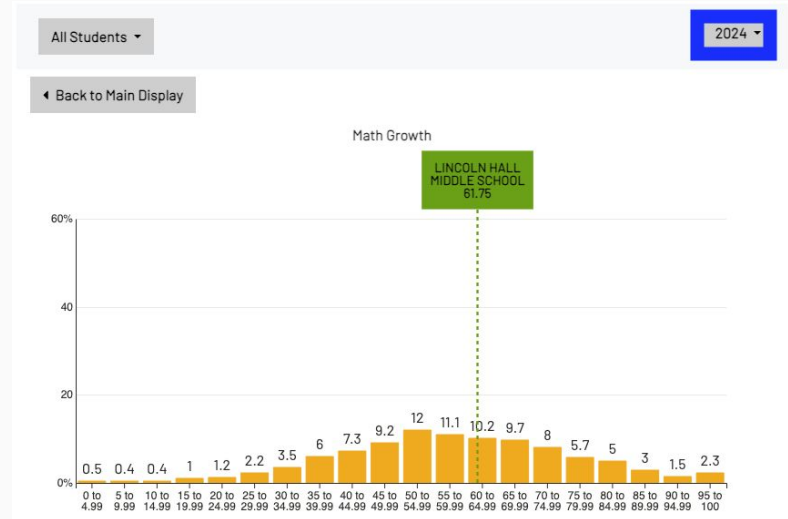


2024 ⇒

Lincoln Hall IAR Math Growth 2023 - 2024

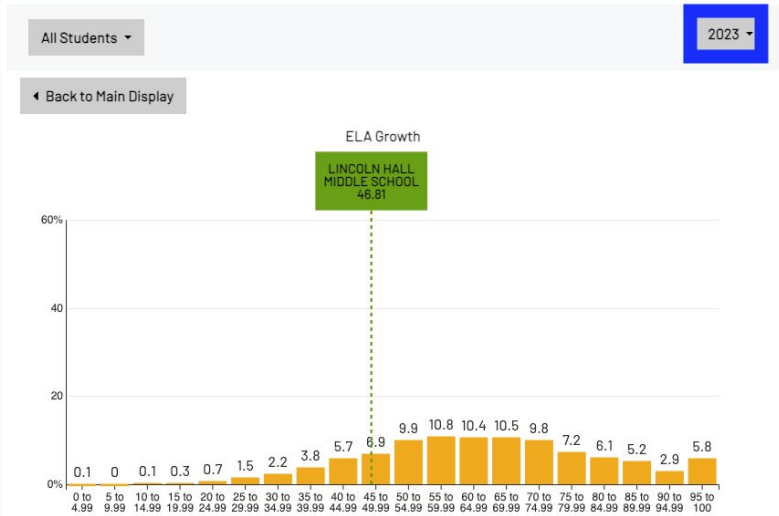


⇐ 2023



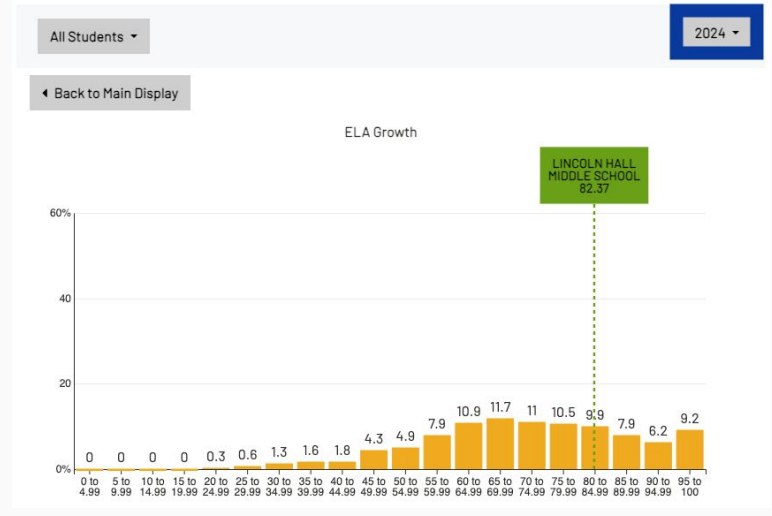
2024 ⇒

Lincoln Hall IAR ELA Growth 2023 - 2024



⇐ 2023

2024 ⇒



Lincoln Hall Summative Designations 2023 - 2024

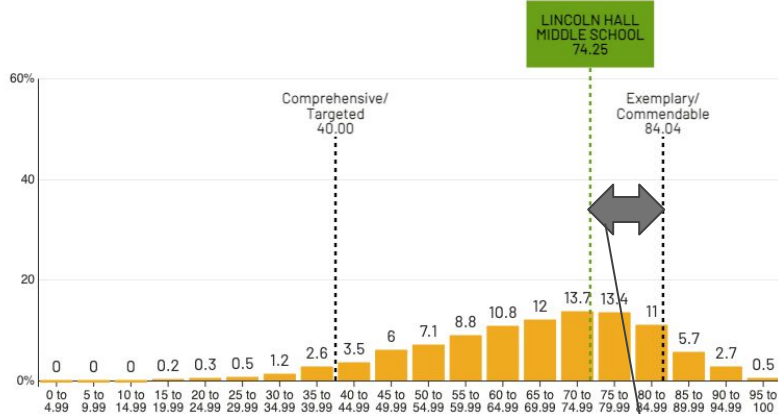
Progress Towards Exemplary Rating

All Students ▾

2024 ▾

◀ Back to Main Display

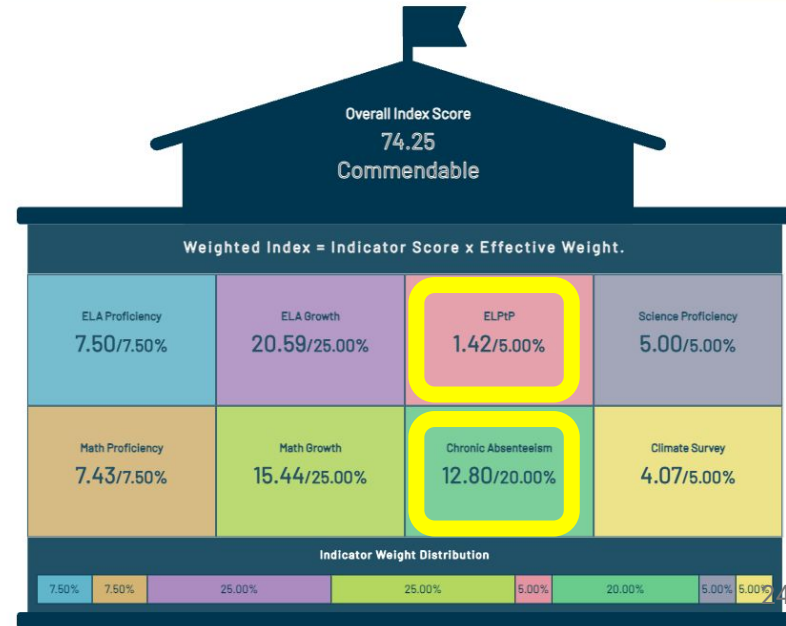
Overall Index Score



All Students ▾

Weighted Index Score ▾

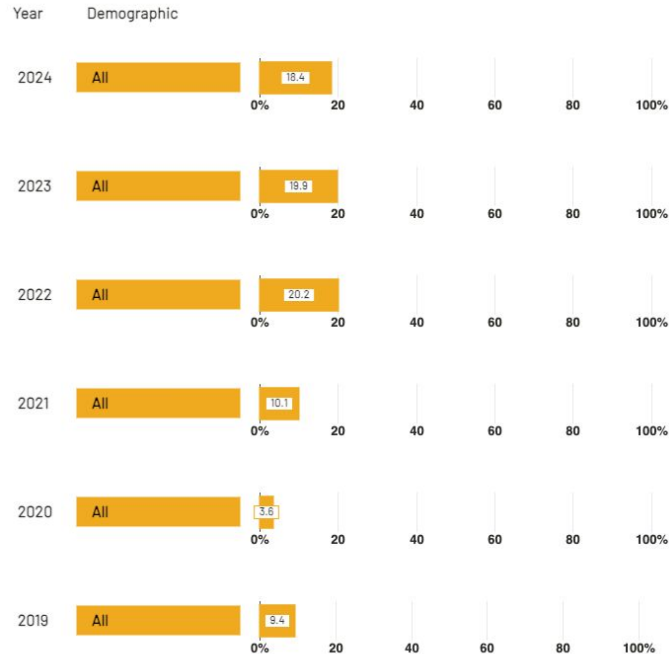
2024 ▾



Lincoln Hall

Chronic Absenteeism

By definition from the state of Illinois, a student is “chronically absent” if they missed 10 percent or more of the school year regardless of excuse, or 18 days in a 177 day academic year. Last year LH had 18.4% of the student population chronically absent.



Indicator Score

Chronic Absenteeism
12.80/20.00%

Data Review | Fall → Spring 2023-2024



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Analysis and Observations



- **Fundamental Question:**

- *How do we maximize the percentage of students that meet individual Fall to Spring expected growth, and exceed IAR projected Growth?*
 - SEM analysis (Cusp Students), MAP reports deep dive
 - Literacy (2-year curriculum review, analysis, professional development)
 - K-8 Math adoption and professional development (Carnegie Learning)
 - Director of Student Services | EL Programming & Chronic Absenteeism
 - Bolstering the instructional coaching program
 - Alumni feedback on high school preparedness

Analysis and Observations



- ***SEM Analysis (Cusp Students)***
 - Identify and review cusp students
 - Create actionable, individual plans for how to move the needle with these students
- ***Literacy Curriculum Review and Adoption (2-year review and analysis)***
 - We are in year two with our Literacy Specialist
 - This year we are working with the Literacy Committee to identify strengths and weaknesses of current programming in order to guide an informed decision for our future programming
 - Specialist and coaches will be delivering professional development throughout the year

Analysis and Observations



- ***K-8 Math Adoption and Professional Development (Carnegie Learning)***
 - Shift from traditional to conceptual delivery
 - More hands on, students interact with the learning instead of absorbing
 - Create a deeper understanding of concepts
 - The BOE approved a comprehensive professional development plan led by Carnegie to ensure that our staff is using the full capabilities of the program
 - PD plan consists of 6 full day professional development days with the Carnegie team on site and in classrooms with our instructional coaches

Analysis and Observations



- ***Instructional Coaching***

- Content specialists
- Regular classroom visits with feedback
- Leading regular professional development on areas of need
- Meeting with program providers on how to best support staff
- Meeting with curriculum providers on how to continue professional development throughout the year for specific programs

- ***District hired a Director of Student Services***

- This position has a specific focus on the following programming
 - Chronic Absenteeism
 - Intervention
 - English Language Learner/Bilingual Programming

Analysis and Observations



- ***Canvased graduates on preparedness for high school***
 - Currently reviewing student survey data with middle school team
 - Middle school sent representatives to the high school to sit in on classes, and interviewed a panel of former SD74 students about their SD74 to high school transition.
 - *Major Themes from the Survey*
 - Extracurricular Involvement
 - Preparedness for increased rigor of high school coursework
 - Importance of public speaking skills
 - Importance of time management and executive functioning skills

Thank You



*One campus, One community
Preparing, inspiring, and empowering learners;
one moment at a time.*

