

# District 90 Student Growth and Achievement Overview

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River Forest  
Public Schools

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# River Forest Public Schools

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## *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

## 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 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   |

\*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 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   |

\*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 Percentile 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   |

\*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 Math: Grades 3-8 Student Conditional Growth Percentile 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   |

\*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    |



# 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    |

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

| Grade Level | Asian | African American<br>or Black | Hispanic or Latino | Two or More<br>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<br>or Black | Hispanic or Latino | Two or More<br>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    |

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

| Grade Level | Asian | African American<br>or Black | Hispanic or Latino | Two or More<br>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    |

## 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



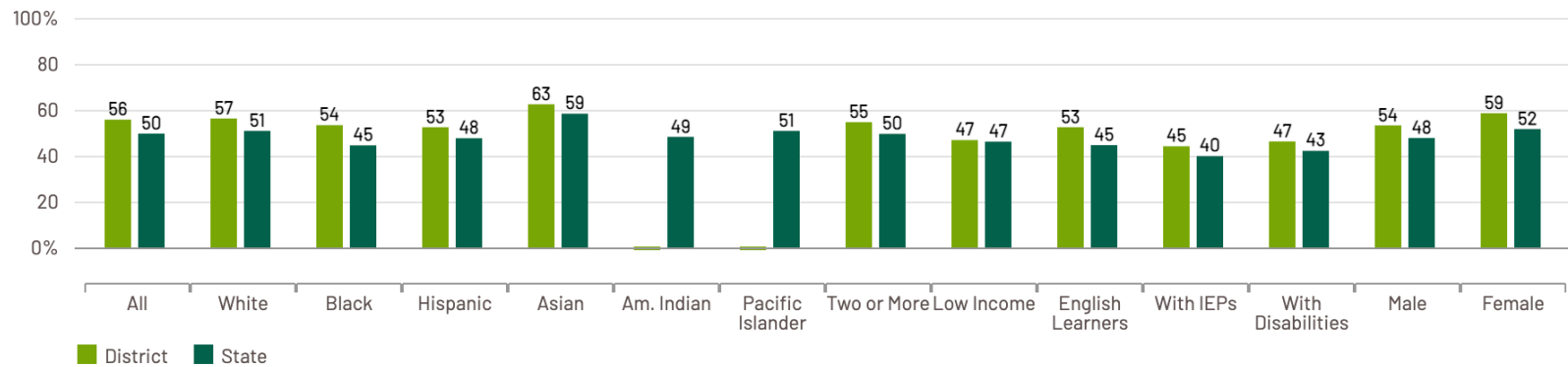
# Illinois Assessment of Readiness: Mathematics 2022 Percent Meets/Exceeds D90 Versus State Performance



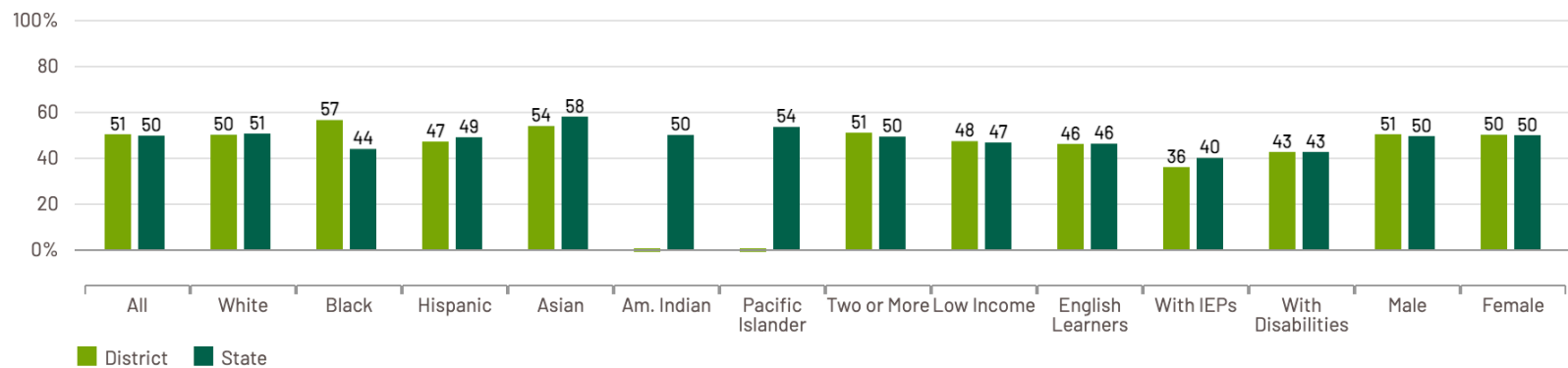


# Illinois Assessment of Readiness 2022 Student Growth Percentiles

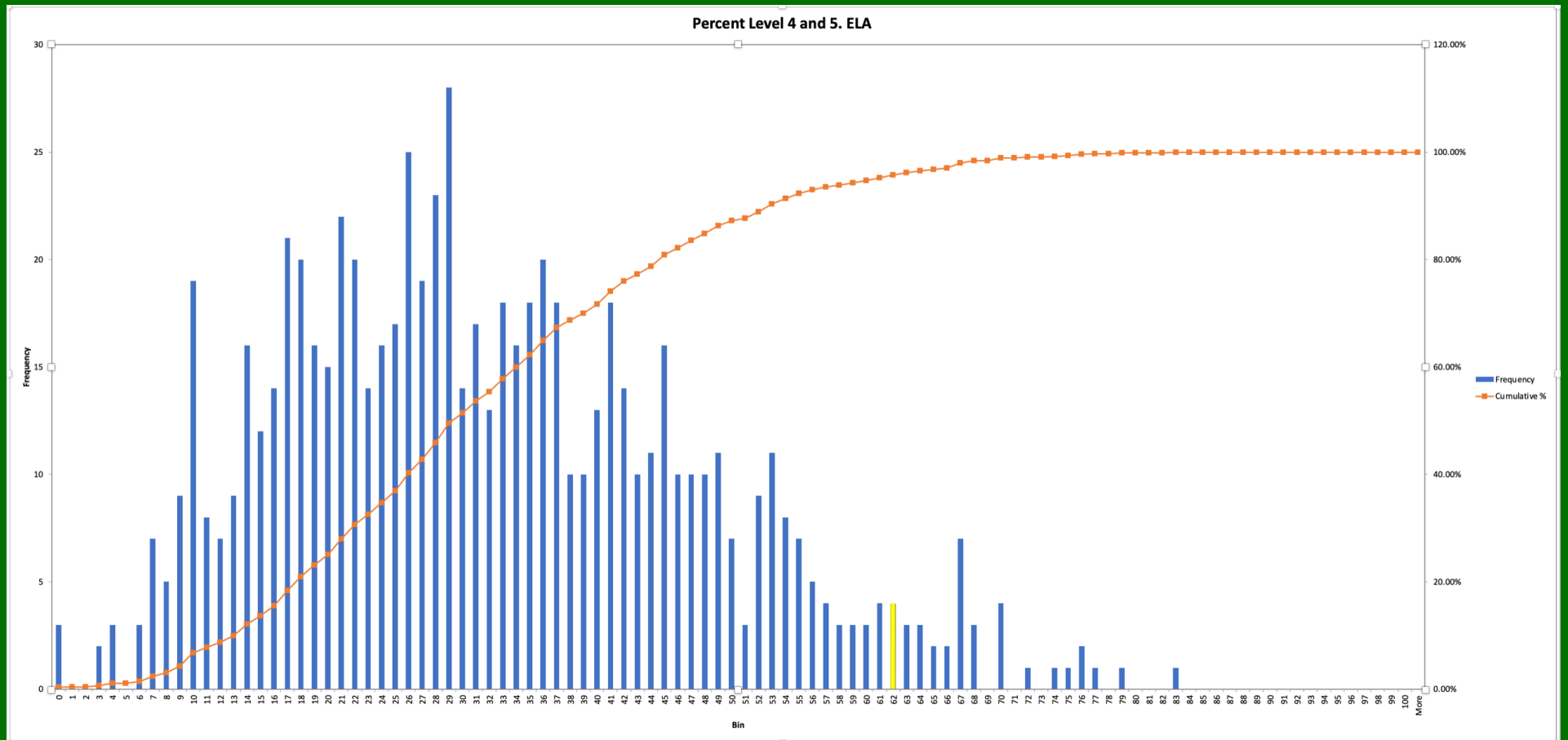
ELA - 2022



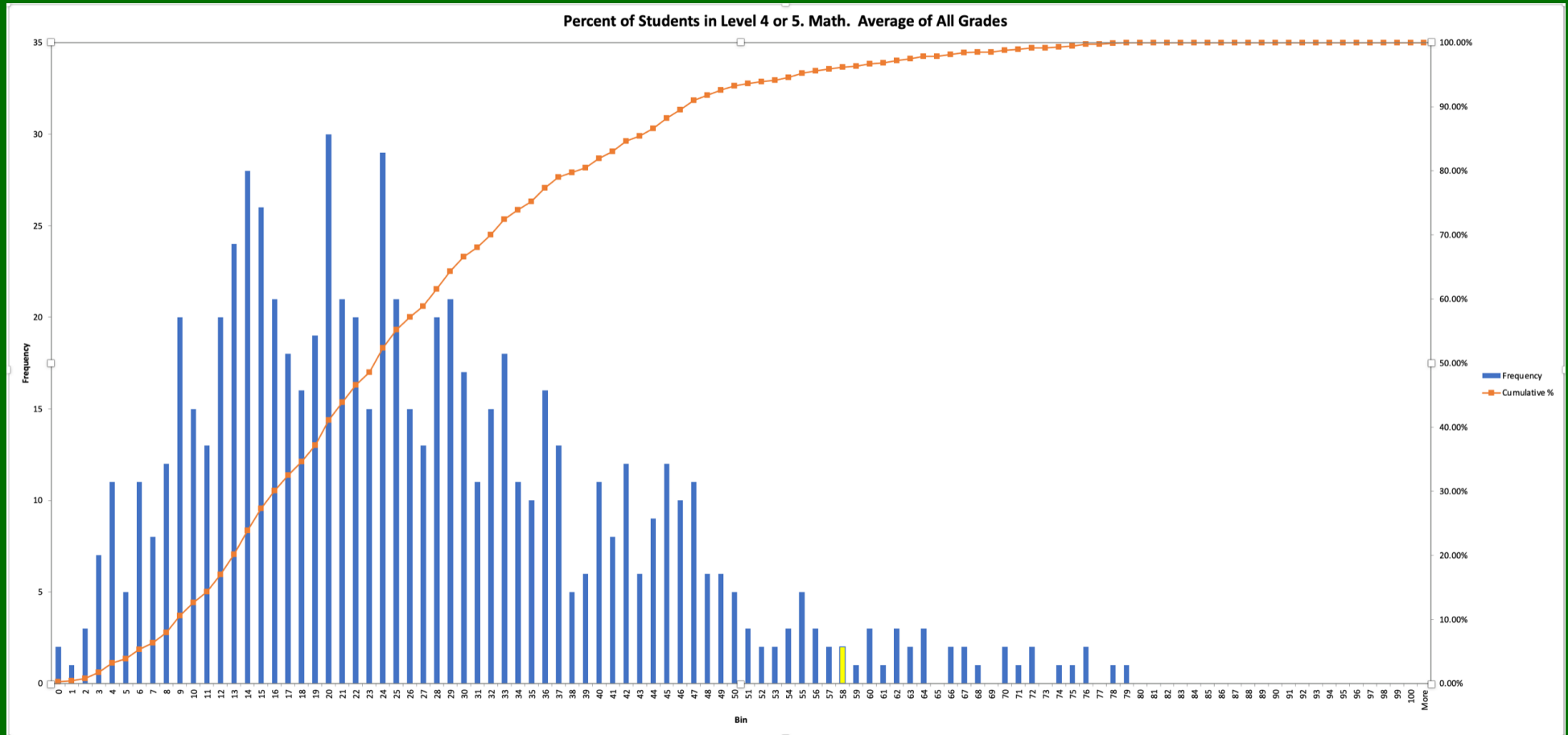
Math - 2022



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



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



## 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?