

Student Data Analysis



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



Data Review | Fall → Spring 2024-2025



- ❑ Mean RIT Score Performance - Spring 2025
- ❑ 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 2025?
- 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 2025?
(2025 norms)



MAP MATH SPRING 24-25				MAP READING SPRING 24-25	
	SD74 Mean Math RIT score	NWEA (National) Mean Math RIT score		SD74 Mean Reading RIT score	NWEA (National) Mean Reading RIT score
Kdg	160	157		156	153
1st	185	176		178	171
2nd	193	189		189	186
3rd	202	201		199	197
4th	215	210		210	205
5th	222	219		216	211
6th	227	223		222	215
7th	233	227		224	218
8th	240	230		227	222



COHORT ANALYSIS | Spring 2025 Reading | Mean RIT Score

How have each of the cohorts grown over the years?

READING										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	Key
Kindergarten	163.7	166.0	160.0	X	X	154.0	157	158	156	Current 1st Grade
1st Grade	186.3	187.9	186.5	X	X	172	175	175	178	Current 2nd Grade
2nd Grade	196.5	194.8	197.8	X	X	193	189	187	189	Current 3rd Grade
3rd Grade	209.0	206.3	205.6	X	X	205	204	202	199	Current 4th Grade
4th Grade	215.6	215.1	213.4	X	X	213	213	212	210	Current 5th Grade
5th Grade	220.3	219.8	218.9	X	X	219	216	219	216	Current 6th Grade
6th Grade	223.5	222.4	223.2	X	X	222.0	222	223	222	Current 7th Grade
7th Grade	226.3	228	227.2	X	X	227	223	225	224	Current 8th Grade
8th Grade	234	229.8	231.5	X	X	227	228	225	227	Current Freshmen



COHORT ANALYSIS | Spring 2025 Math | Mean RIT Score

How have each of the cohorts grown over the years?

MATH										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	Key
Kindergarten	166.6	167.8	160.9	X	X	159.0	161	162	160	Current 1st Grade
1st Grade	191.4	191.7	190.1	X	X	184	181	182	185	Current 2nd Grade
2nd Grade	198.4	196.3	196.4	X	X	194	192	190	193	Current 3rd Grade
3rd Grade	211.4	211.1	209.5	X	X	207	206	203	202	Current 4th Grade
4th Grade	225.3	221.2	220.6	X	X	216	217	215	215	Current 5th Grade
5th Grade	228.9	231	224.8	X	X	226	223	223	222	Current 6th Grade
6th Grade	232.8	233.3	233.2	X	X	225	230	226	227	Current 7th Grade
7th Grade	239.3	238.9	239.5	X	X	234	231	235	233	Current 8th Grade
8th Grade	246.1	243.9	242.8	X	X	238	239	240	240	Current Freshmen

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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?



COHORT ANALYSIS | Spring 2025 Math

Percentage of Students Meeting Individual Growth Over the Years

GRADE LEVEL	2022-2023	2023-2024	2024-2025
	MATH	MATH	MATH
K	48	52	60
1	59	76	75
2	40	52	60
3	48	50	51
4	54	58	61
5	46	38	47
6	48	37	37
7	54	41	53
8	51	70	66

1st year of Carnegie adoption
for K-5

2nd year of Carnegie adoption
for 6-8



COHORT ANALYSIS | Spring 2025 Reading

Percentage of Students Meeting Individual Growth Over the Years

GRADE LEVEL	2022-2023	2023-2024	2024-2025
	READING	READING	READING
K	59	65	66
1	62	65	62
2	45	55	62
3	54	62	65
4	59	69	58
5	41	57	53
6	64	64	49
7	52	57	45
8	48	52	58



Under curriculum review this year.

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?language=en_US

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

- How do we use this data?
- ***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

Reading	% of students that met growth	% of students who did NOT meet growth targets but were within standard error (3 pts.)	% of students near or above growth targets
K	77.27%	11.36%	88.64%
1	81.65%	8.26%	89.91%
2	69.31%	15.84%	85.15%
3	64.93%	18.66%	83.58%
4	57.66%	18.02%	75.68%
5	53.17%	20.63%	73.81%
6	48.51%	31.34%	79.85%
7	44.53%	24.09%	68.61%
8	58.33%	18.33%	76.67%

Math	% of students that met growth	% of students who did NOT meet growth targets but were within standard error (3 pts.)	% of students near or above growth targets
K	60.44%	19.78%	80.22%
1	75.22%	16.81%	92.04%
2	59.62%	19.23%	78.85%
3	50.76%	26.52%	77.27%
4	61.26%	15.32%	76.58%
5	47.15%	23.58%	70.73%
6	36.57%	23.88%	60.45%
7	52.55%	21.17%	73.72%
8	66.12%	26.45%	92.56%

Data Review | Fall → Spring 2024-2025



- ✓ Mean RIT Score Performance - Spring 2025
- ✓ 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	<ul style="list-style-type: none">Overall performance in the top 10 percent of all schoolsMust have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schoolsHigh schools must have a graduation rate higher than 67 percent						
Commendable	<ul style="list-style-type: none">Overall performance not in the top 10 percent of all schoolsMust have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schoolsHigh schools must have a graduation rate higher than 67 percent						
Targeted Support	<ul style="list-style-type: none">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 <table><tr><th colspan="2">STUDENT GROUPS</th></tr><tr><th>Demographics</th><th>Programs</th></tr><tr><td><ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite</td><td><ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners</td></tr></table> <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>	STUDENT GROUPS		Demographics	Programs	<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners
STUDENT GROUPS							
Demographics	Programs						
<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners						
Comprehensive Support	<ul style="list-style-type: none">Overall performance in the bottom 5 percent of Title I-eligible schools statewideAll high schools with a graduation rate below 67 percent <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>						

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

2024 - 2025



← 2024

2025 →



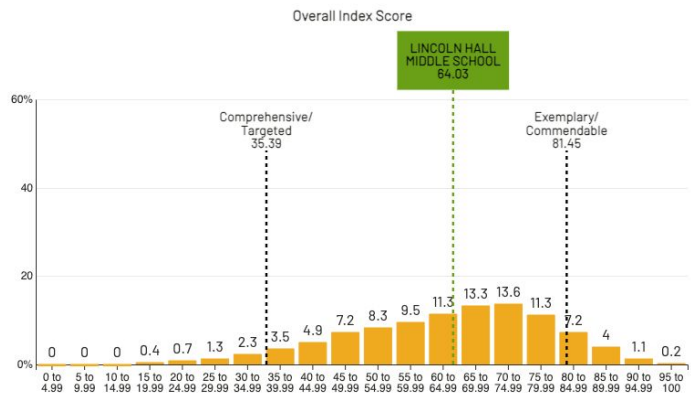
All Students ▾

2023 ▾

⇐ 2023

-17.42

◀ Back to Main Display



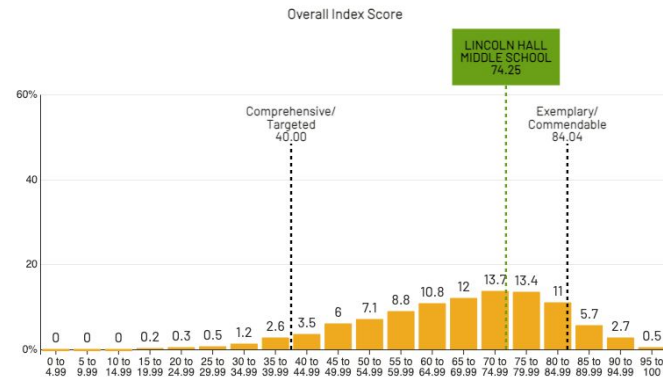
2024⇒

-9.79

All Students ▾

2024 ▾

◀ Back to Main Display

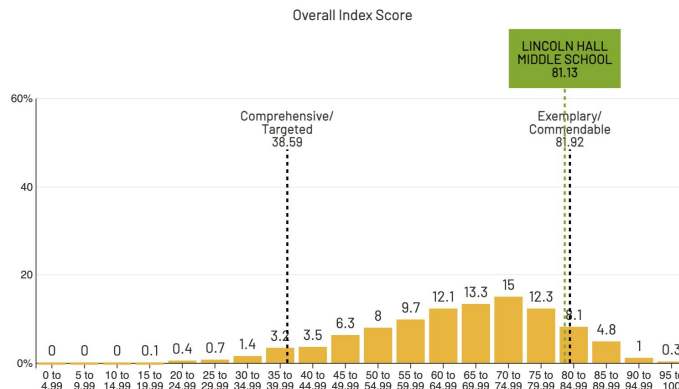


This slide shows how far
LH was from an
Exemplary rating.

All Students ▾

2025 ▾

◀ Back to Main Display



⇐ 2025

-0.79

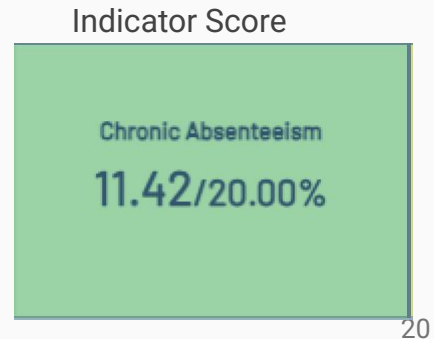
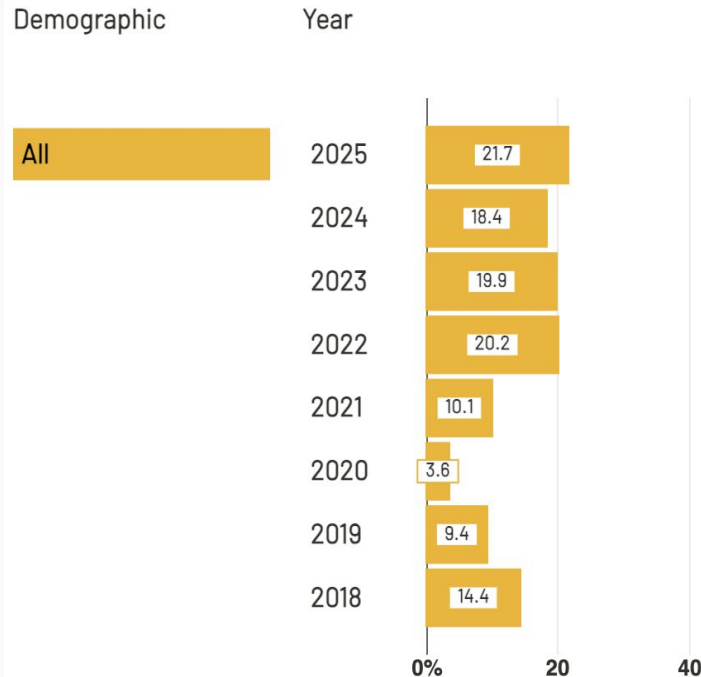
All schools had similar
results:

- RH = -2.27
- TH = -0.8

Lincoln Hall

Chronic Absenteeism

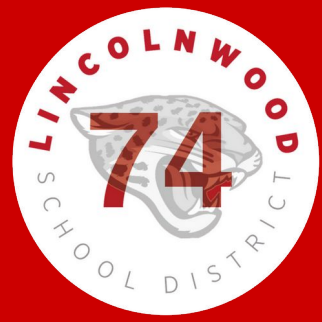
By definition from the state of Illinois, a student is “chronically absent” if they missed 10 percent or more of the school year regardless of excuse, or 18 days in a 177 day academic year. Last year LH went from 18.4% of the student population being chronically absent, to 21.7%, or approximately 90 students determined to be chronically absent.



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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)
 - Year 1 of K-5 Adoption - Currently reviewing and adopting 6-8
 - K-8 Math adoption and professional development (Carnegie Learning)
 - 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 one with our new K-5 literacy programs
 - 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 for middle school
 - Specialist and coaches will be delivering professional development throughout the year

Analysis and Observations



- ***K-8 Math Adoption and Professional Development (Carnegie Learning)***
 - In year 2 of our K-5 adoption, and year 3 for our 6-8 adoption
 - Shift from traditional to conceptual delivery
 - More hands on, students interact with the learning instead of absorbing
 - Create a deeper understanding of concepts
 - Continued professional development and team collaboration with best practices and curriculum

Analysis and Observations



- ***Instructional Coaching***

- 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

- ***Canvased graduates on preparedness for high school***

- Surveyed sophomores and sharing results with middle school team
- Articulation with the high school across all subject areas

Thank You



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one moment at a time.*

