



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Dr. Katie Reynolds, Assistant Superintendent of Curriculum and Instruction  
Dr. Nina Nusbaum, Curriculum Coordinator  
  
CC: Dr. Scott Warren, Superintendent  
Date: October 24, 2024  
Re: Student Growth Report

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Three student assessment reports are submitted for your review. Two reports, the District Overall Growth Summary 2023-2024 and the IAR Proficiency Projections 2024-2025, were created by ECRA, an analytics firm the district contracts with to analyze student data. The district administration created the Fall 2024 MAP Scores Report. All reports use standardized (MAP, IAR) data to either project student performance on the Spring 2025 Illinois Assessment of Readiness or describe students' current level of performance.

### **District Overall Growth Update**

This report demonstrates student growth in ELA, math, and reading in grades 1-8 using IAR for ELA, IAR, MAP for math, and MAP for reading.

District growth (pp. 3-6) is as expected for ELA, math, and reading. The difference between ELA and reading is ELA growth is measured by IAR, which includes reading and writing response items; MAP measures reading and only measures reading knowledge. This growth is consistent with our growth from last year.

When the data is disaggregated by grade level and student group:

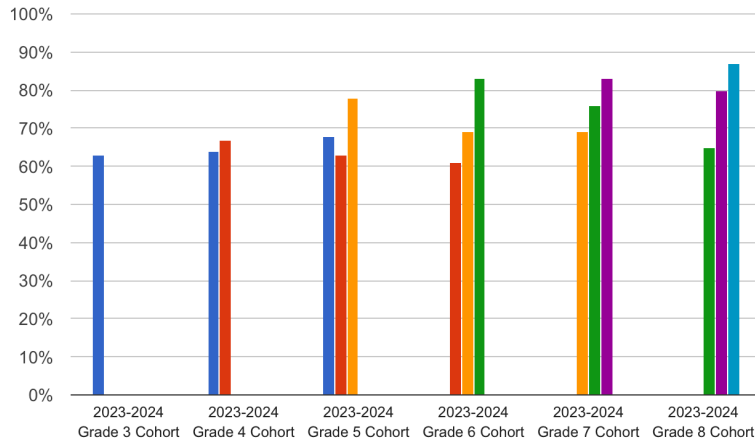
- ELA growth (pg. 7) is in the expected range for grades 3, 6 & 8. Growth in grades 5 is in the “higher than expected” range, and growth in grades 4 & 7 is in the “lower than expected” range.
  - The cohort % of students who met the proficiency benchmark remained consistent from third to fourth grade, even though the overall growth effect size was in the “lower than expected” range.
- Math growth (pg. 8) is in the expected range for grades 1, 3, 6, 7 & 8. Growth in grades 4 & 5 is in the “higher than expected” range, and growth in grade 2 is in the “lower than expected” range.

- Students in second grade take the 2-5 MAP test, and students in first grade take the K-2 MAP test. This test is read aloud to students. After analyzing the student test results, this is the only reason we can find for a difference in the growth score. In the spring, we will pilot using an optional audio accommodation for all students on the math test for all grades 2-8.
- Reading growth (pg. 9) is in the expected range for grades 1, 2, 3, 4, 6, & 7. Growth in grade 5 is in the “higher than expected” range, and growth in grade 8 is in the “lower than expected” range.
  - The cohort % of students who met the proficiency benchmark remained consistent from seventh to eighth grade, even though the overall growth effect size was in the “lower than expected” range.
- Charts on pages 10-12 compare the growth by grade level on the different assessments used in the report.
  - The chart on page 10 contains the same information as on page 7.
  - The chart on page 11 compares how students performed on MAP versus IAR.
    - Results on this chart are inconclusive, with some grade levels demonstrating more growth on MAP while others perform better on IAR.
  - The chart on page 12 contains the same information as on page 9.
- Student group growth (pg. 13) in ELA is in the expected range except for students with IEPs.
- Student group growth in math (pg. 14) is in the expected range except for the Black student population.
- Student group growth in reading is in the expected range.

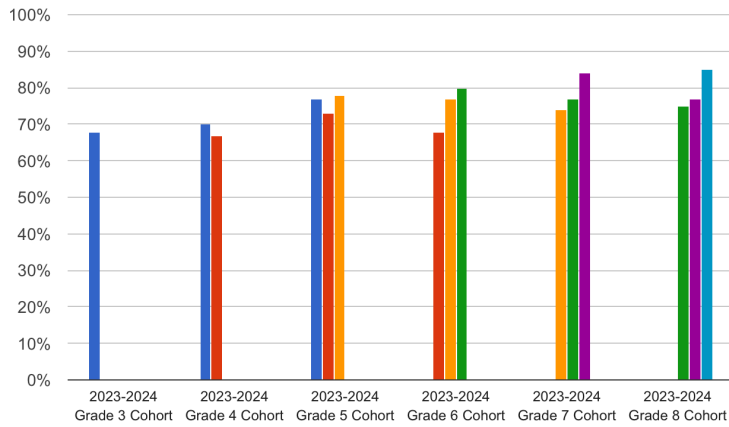
In data review meetings with ECRA, it has always been emphasized that achieving higher-than-expected growth (indicated in blue) in a district like ours is particularly challenging due to the students' high propensity, which is a composite score based on their past performance. Furthermore, it was noted that even achieving expected growth (represented in green) is demanding, and in our district, lower-than-expected growth (indicated in yellow) would be comparable to expected growth (green) in most other districts.

While this report reveals some ELA growth scores below expected growth for certain grade levels, it is noteworthy that in most grade levels, there is a higher percentage of students attaining grade-level proficiency on the IAR compared to the previous two years, as demonstrated in the three charts below.

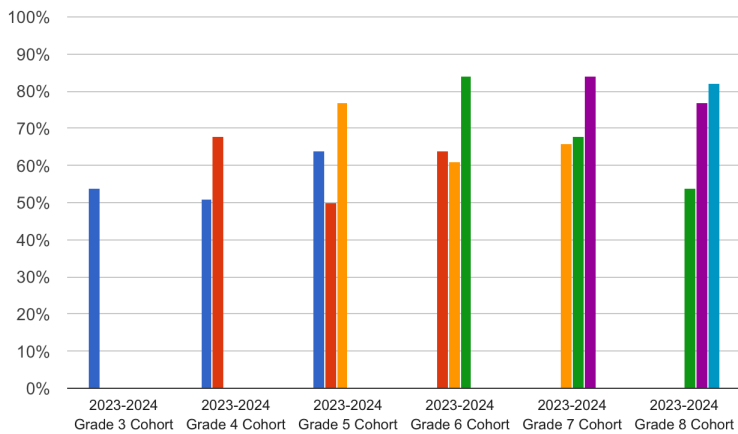
## IAR ELA Proficiency



## IAR Reading Proficiency



## IAR Writing Proficiency



## **IAR Proficiency Projections**

This report presents the spring 2024 IAR proficiency projection results, based on spring 2024 IAR data. Each fall, IAR proficiency projections are created using spring MAP data, and this report compares the fall projections to the actual spring results.

- **IAR proficiency** (pgs. 3-5) exceeded projections in all subjects at both Half Day and Daniel Wright.
- **ELA proficiency** (pg. 6) was higher than projected for all grade levels except fourth grade, which was 1% lower than expected.
- **Math proficiency** (pg. 7) exceeded expectations for all grade levels except third and fifth grades.
- **ELA proficiency** (pg. 8) was higher than projected for 13 of the 15 identified student groups, with Hispanic students and students with IEPs performing slightly below projections.
- **Math proficiency** (pg. 9) was higher than projected for 13 of the 15 identified student groups, with Hispanic and Black students performing slightly below expectations.

## **Fall 2024 MAP Scores**

These charts summarize the data from the Measures of Academic Progress (MAP) assessments taken by students in grades 1-8 in Fall 2024. The reports provide the mean RIT by grade level and subject, a comparison to national norms, and the percentage of students achieving in the 80<sup>th</sup> percentile.

After a discussion at last fall's Board meeting, it was decided to revise how data is presented on one of the District's MAP reports. Previously, the table highlighted students achieving at the 90th percentile and above. The new approach now presents data for students scoring at the 80th percentile and higher, offering a more comprehensive and balanced view of student achievement. By including students in the 80th percentile and above, the data captures a wider range of high-performing students, providing a more inclusive picture of the district's academic strength and highlighting a larger group of successful learners. Additionally, this change allows the district to track growth trends over time better, monitoring the top performers and those approaching the highest levels, which can help reveal the effectiveness of instructional strategies.

- Each grade level mean RIT continues to trend significantly above the national norm
- The math and reading mean RIT remained relatively consistent when looking at each grade level, with a typical increase or decrease of 5% or less.

- Six of the eight cohorts maintained or increased the number of students performing at the nation 80% in math. The second and third grade cohorts demonstrate a decrease of 6%.
- Six of the eight cohorts maintained or increased the number of students performing at the nation 80% in reading. The third and sixth grade cohorts demonstrate a decrease of 3% and 5% respectively.

## Summary

Overall, the data presented in these reports is positive. We are seeing students make expected growth in the majority of subjects and grade levels. Students are either meeting or exceeding projected proficiency goals, and grade level mean RIT scores remain consistent and significantly exceed the national norms.

In response to a review of these documents, the Department of Curriculum and Instruction will:

1. **Focus on Grade 2 Math:** Given the lower-than-expected growth in grade 2 math, consider providing targeted support during the transition from K-2 to the 2-5 MAP test, such as more focused instruction on foundational math concepts and piloting the audio accommodation.
2. **Support for Grades 4 and 7 in ELA:** Since these grades showed lower-than-expected growth, review instructional strategies, particularly in areas such as reading comprehension and writing. Targeted interventions or differentiated instruction may be necessary.
3. **Intervention for Hispanic and Black Students:** With slightly lower-than-expected proficiency in both ELA and math for these student groups, implement additional support, such as culturally responsive teaching, tutoring, or small group instruction.
4. **Sustain High-Performing Cohorts:** Continue current instructional strategies for grades 6-8, which demonstrated strong growth in both ELA and math, ensuring that high achievers remain challenged.
5. **Emphasize Reading Comprehension and Writing:** Since ELA is measured differently from reading on MAP, place additional emphasis on writing skills and reading comprehension to bridge the gap between assessments.