



Memo

To: Board of Education
 Dr. Ben Collins, Superintendent

From: Dr. Samantha Alaimo, Assistant Superintendent for Student Learning

Date: September 21, 2023

RE: Spring 2023 Student Achievement Update

Background

This Student Achievement Update shares a snapshot of K-8 student performance that includes:

- Spring 2023 Fastbridge Early Literacy and Math results for students in Grades K and 1
- Spring 2023 Illinois Assessment of Readiness results in Reading and Math for students in Grades 3-8
- Spring 2023 MAP results in Reading and Math for students in Grades 2-8

Presentation/Report Objectives

- Give an informative glimpse into our student achievement performance
- Highlight our accomplishments and discuss our areas for improvement
- Explain how, when, and why we assess students throughout the school year
- Discuss factors impacting data and action plans for the future

Impactful Data Factors

- There was a full-day Kindergarten implementation within the district during the 22-23 school year.
- Grades K-5 were in a year 1 implementation of a new math curriculum during the 22-23 school year.
- Grades 6-8 piloted a new math curriculum during the 2022-23 school year and implemented this program at the start of the 2023-24 school year.

Student Achievement Targets/Goals

- Kindergarten and Grade 1 Early Reading and Math Assessments: 80% or more of students will reach proficiency with skills.
- IAR: 60% or more of students in Grades 3-8 will meet or exceed state standards.
- MAP Achievement: Goals are an average of three years pre-pandemic Spring data.
- MAP Growth: A growth rate at the 50th percentile is expected. A growth rate above the 50th percentile is above average.
- MAP Tier I Performance: 80% or more of students will be above the 40th percentile.

K-1 Fastbridge Assessments

Background

Fastbridge assessments are given at Grades K-1 three times a year. These assessments are administered in a 1:1 setting by a classroom teacher or interventionist. This test reports on the accuracy of each skill in the area of reading or math.

Grades K-1

Similar to previous school years, we set a goal for at least 80% of students to achieve proficiency on early literacy and math assessments, including Decodable Words (K), Reading Curriculum Based Measure (CBM) (1st), and Number Sequencing (K), and Decomposing (1st).

Reading

On the Kindergarten Decodable Words assessment, scores exceeded our target of 80%, resulting in 84% of students achieving proficiency (above 40th percentile). This is a tremendous gain compared to Spring of 2022, which resulted in 60% meeting proficiency. In Spring 2023, only 16% of students fell into the Tier 2 or 3 range, compared to 40% in Spring 2022. The implementation of full-day Kindergarten and Foundations, our K-1 phonics program, may be the result of large data gains for our students. While we will continue to monitor this progress and implementation data, we are thrilled to celebrate this achievement with our D64 community!

Performance on the CBM, at the Grade 1 level is close to our target, with 74% of students achieving proficiency on this assessment. With the implementation of full-day Kindergarten last year, we will monitor our student growth data, especially at the Grade 1 level, to understand the potential impact on scores.

Math

On both Kindergarten and Grade 1 math assessments, Spring 2023 performance significantly exceeded Spring 2022. **We exceeded our goal at both grade levels for Kindergarten Number Sequencing (87%) and Grade 1 Decomposing (82%). These are major celebrations for these students and staff, especially with the new implementation of a math curriculum.**

Half-Day K Data

Students enrolled in half-day Kindergarten, as opposed to the full-day program, did not meet the same level of proficiency in Spring 2023. Only 27% of students were above the 40th percentile in the area of Number Sequencing, and only 37% were above the 40th percentile in the area of Decodable Words. While this sample size is small (30) and we only have one year's data at this time, it is a significant number and one we will continue to monitor in the future.

Illinois Assessment of Readiness (IAR)

Background

The IAR is given once per year (March/April) to students in Grades 3-8 in the content areas of English Language Arts (ELA) and Mathematics. The full test consists of 3-6 separate test sessions depending on the school year & ISBE guidelines. The IAR typically takes 3-5 days of testing depending on the schedule set. Our data is reported preliminarily in late May, and published reports are released in August/September. It is important to note that this data is the main student achievement reporting source for our Illinois Report Card. Students are given one of the

final ratings in each category: Did Not Yet Meet, Partially Met, Approached, Met, Exceeded Expectations. A breakdown of each grade level can be found in Appendix A.

ELA
 Our district target for each grade level is to have 60% of students Meet or Exceed Expectations on the IAR. **As you can see in the table below, we met this goal for Grades 4, 5, and 8, but percentages are close for Grades 3, 6, and 7.**

Math
 Our target for each grade level is to have 60% of students Meet or Exceed Expectations on the IAR. As you can see in the table below, we met this goal for Grade 3.

2023 IAR Data (Meets & Exceeds)

Grade	Math	ELA
3	61%	56%
4	47%	69%
5	50%	65%
6	44%	54%
7	45%	52%
8	47%	60%

IAR Historical Trend Data (Meets & Exceeds)

Grade	Math			ELA		
	2021	2022	2023	2021	2022	2023
3	52%	63%	61%	52%	63%	56%
4	42%	53%	47%	52%	66%	69%
5	32%	48%	50%	48%	60%	65%
6	35%	44%	44%	44%	52%	54%
7	43%	49%	45%	48%	56%	52%
8	46%	43%	47%	58%	45%	60%

Spring MAP Data

Background

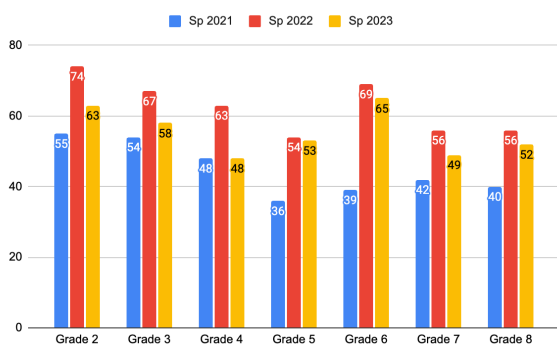
The Measures of Academic Performance (MAP) Growth assessment is given three times a year (Fall, Winter, Spring) to all students in Grades 2-8 in the areas of Reading and Mathematics. MAP Growth is a computer-adaptive test that takes students between 45-90 minutes to complete. This means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. The purpose of MAP Growth is to determine what the student knows and how they are growing academically. When students finish their MAP Growth test, they receive a number called a RIT (Rausch Unit) score for each subject. This score represents a student's achievement level at any given moment and helps measure their academic growth over time.

Overall, our performance indicators on MAP for the 2022-23 school year show a return to pre-pandemic levels in the areas of math and reading achievement. This has been our goal for the past two school years. District 64 continues to show evidence of high achievement, as compared to national norm samples, as provided by NWEA. While our main goal is to accelerate growth for all students, our percentile achievement scores continue to trend up. This is evident in the graphs below.

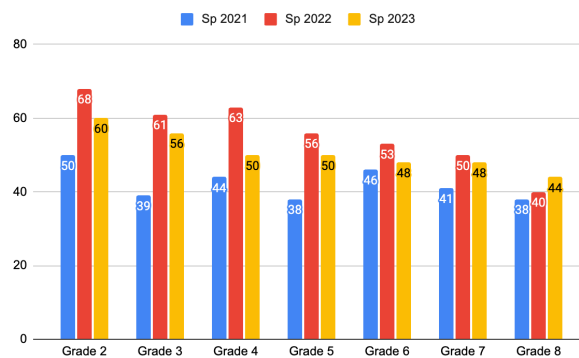
Growth

Our students' rate of growth in 2022-23 shows a slight decrease from the 2021-22 school year in the areas of Math and Reading, although these rates are still higher than Spring 2021. Since a growth rate of 50% is expected and a growth rate above 50% is above average, our students are not underperforming based on national norms, but growth should and will be a main focus for our district moving forward. In order to continue accelerating growth, grade-level teams will continue to collaborate throughout the year to analyze data and design small group instruction in coordination with our MTSS efforts. This goal is part of our Strategic Plan, and this focus will benefit students who struggle to meet their growth targets in the areas of reading, writing, and math.

Math 2022-23 Fall to Spring Growth



Reading 2022-23 Fall to Spring Growth



Mean RIT & Achievement Percentile

In Winter 2021, we set performance goals for Grades 2-8 on the MAP assessment based on three years of spring scores prior to the COVID-19 health crisis. In Spring 2021, cohort analysis showed that the students most impacted by the COVID-19 health crisis in 2021 were our 6th, 7th, and 8th graders in the area of math and our 7th and 8th graders in the area of reading. A major celebration for our district is the steady gains we have seen over the past three years in achievement percentile performance, especially for the middle school grades.

Grades 2-5

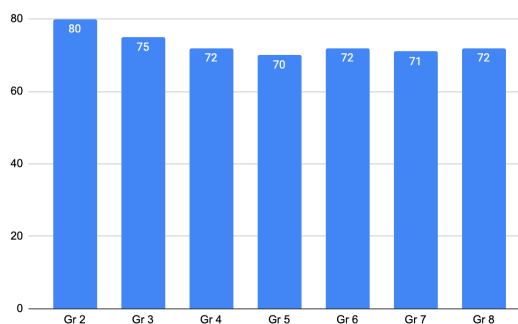
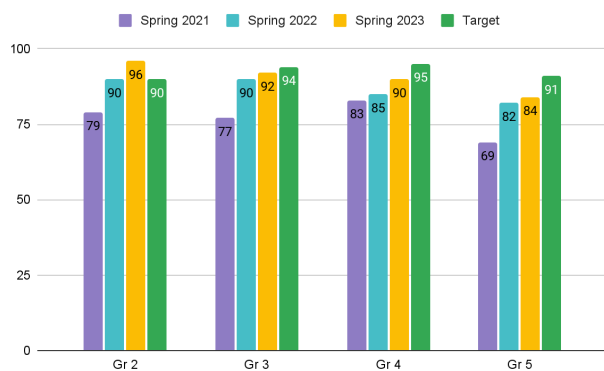
In Math, we achieved our target achievement RIT percentile goal at Grade 2 and made significant

gains at Grades 3, 4 and 5, as identified on the chart below. This also correlates to the mean RIT percentile for students in Grades 2-8. **The average student in District 64 is performing between the 70th-80th percentile, which is far exceeding national norms as reported by NWEA, as shown by the percentiles above.** For example, at Grade 4, the average student is performing at the 70th percentile on the MAP assessment. This percentile ranks our achievement at the 90th percentile, meaning only 10% of schools nationwide are performing better than our district average.

In the area of Reading, we achieved our target RIT percentile at Grade 4 and made significant gains at Grade 2, with Grades 3 and 5 remaining stagnant. **The average student is performing between the 64th and 76th percentile, which still exceeds our national norms as identified by NWEA.**

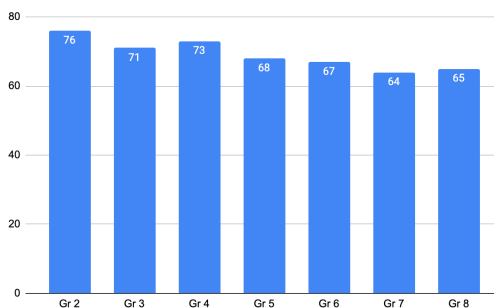
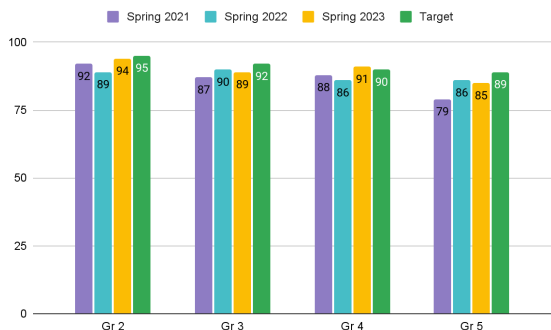
Spring 2023 Math Achievement Percentile

Spring 2023 Math Mean RIT Percentile



Spring 2023 Reading Achievement Percentile

Spring 2023 Reading Mean RIT Percentile



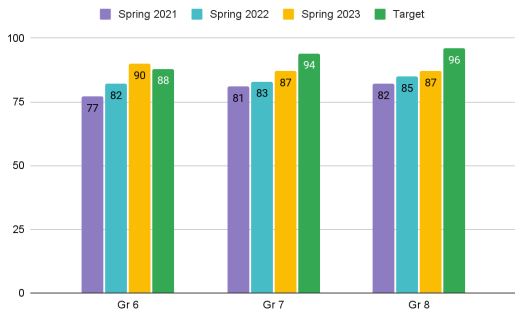
Grades 6-8

A review of the middle school data shows we achieved our target achievement RIT percentile at Grade 6 and made positive gains at Grades 7 and 8 in the area of Math. The average middle school student performs at the 71st-72nd percentile, which is above our national norms as provided by NWEA, as shown in our Achievement Percentiles below. For example, at Grade 6, the average student in District is performing at the 72nd percentile on the MAP assessment. This percentile ranks our achievement at the 90th percentile, meaning only 10% of schools, according to NWEA national norms, are performing better than our district average.

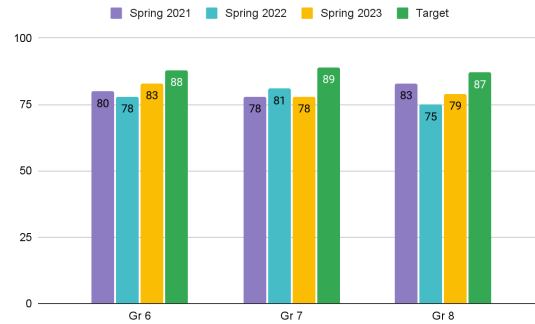
In the area of Reading, our middle school data shows that student performance remains discrepant from our target RIT percentile. While we are making positive gains in Grade 6, we are not currently on track to meet our

target (as shown in the graph below) at Grades 7 and 8. Still, the average middle school student is performing between the 64th and 67th percentile, which is above national norms, as provided by NWEA.

Spring 2023 Math Achievement Percentile



Spring 2023 Reading Achievement Percentile



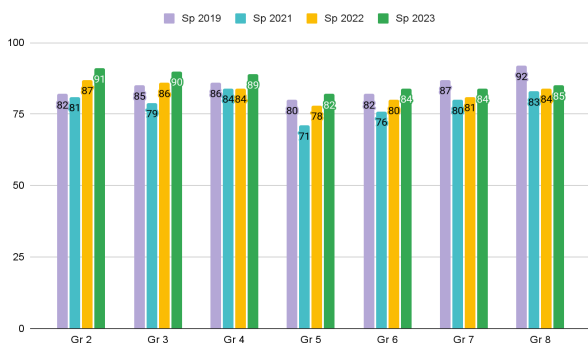
Grades 2-8 Performance at Tier 1

In addition to reviewing mean percentiles and growth rate at each grade level, it is also important to analyze the percentage of students performing above the 40th percentile. Students below the 40th percentile can sometimes fall into a Tier II and III intervention. It is our goal for at least 80% of students to perform at the 40th percentile or above.

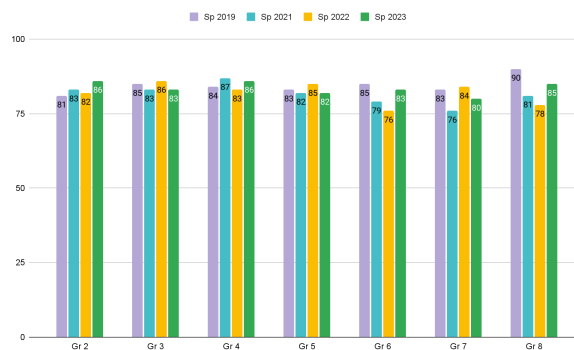
At every grade level, in the area of Math, more than 80% of students are above the 40th percentile, which shows major growth from Spring 2022.

In addition, at every grade level, in the area of Reading, at least or more than 80% of students are above the 40th percentile. While Grades 3, 5, and 7 show a slight decline in percentages, all are still at or above 80%.

Spring 2023 Math 40th Percentile & Above



Spring 2023 Reading 40th Percentile & Above



Next Steps to Support Student Achievement

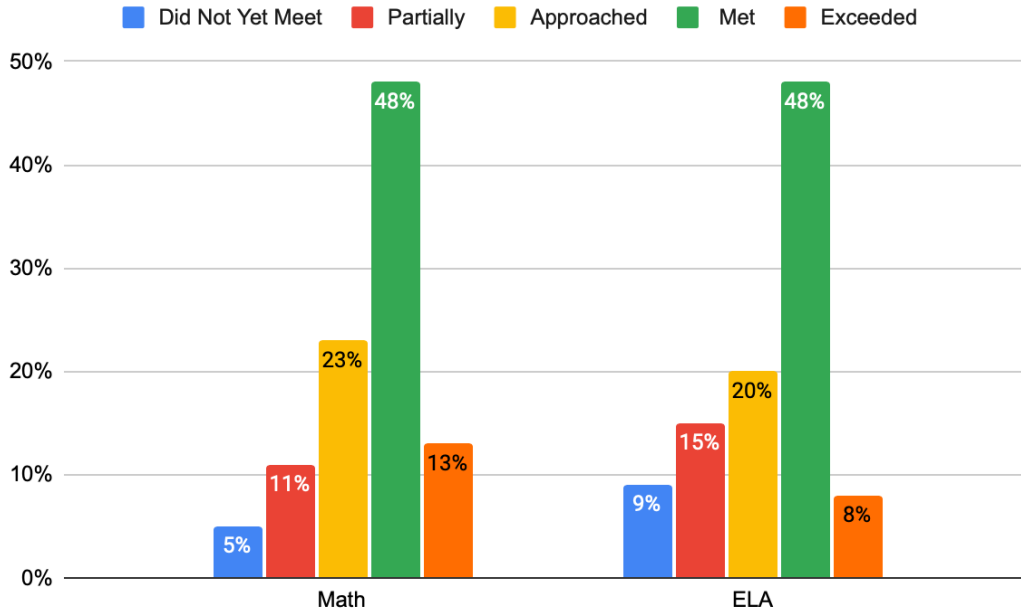
We have put several interventions in place to support student achievement this school year, including:

- Multi-Tiered Systems of Support (MTSS) Structure: Grade-level teams have monthly team meetings with an administrator to analyze student data and plan for intensive small-group instruction.

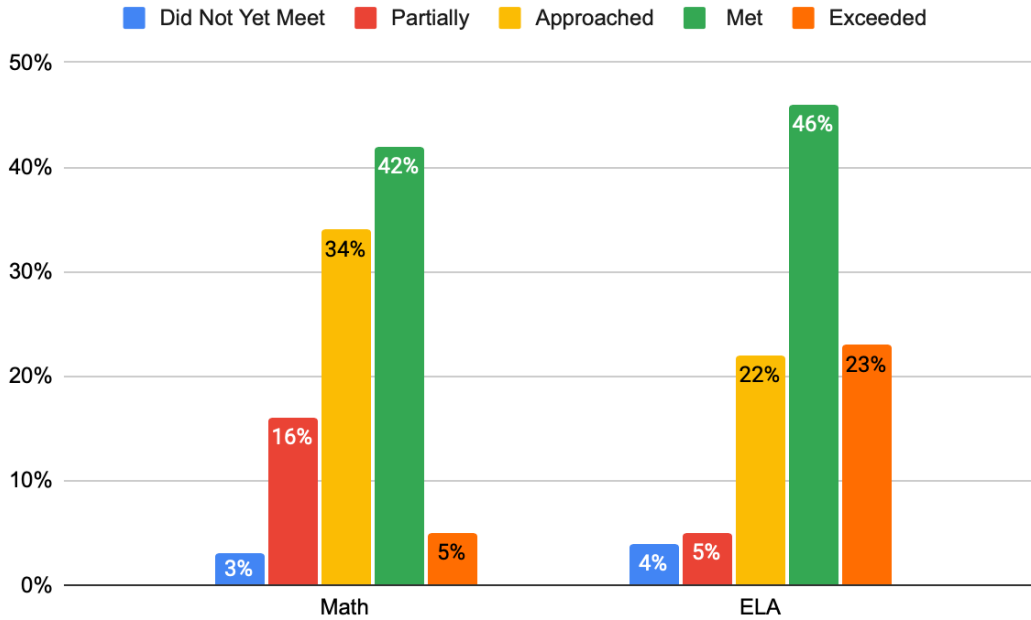
- Administrator Training & Support for MTSS: Administrative council meetings were restructured to provide professional development at each month's meeting.
- Supportive Progress-Monitoring Grades 2-8: Each month, students below the 40th or 50th percentile are progress monitored monthly to support differentiated learning in the general education classroom. This supports students not receiving intervention instruction.
- Monitoring Kindergarten and 1st Grade Data: Kindergarten teachers and administrators will continue to monitor this data as we move into the 2nd year of a full-day implementation.
- Math Curriculum Implementation: K-5 administrators will monitor the implementation of our new math curriculum with staff to ensure students are meeting achievement and growth targets
- Increased Staff and Resources: Title funds were used to hire interventionists at some schools. In addition, we purchased explicit phonics materials for Grades K and 1.

Appendix A

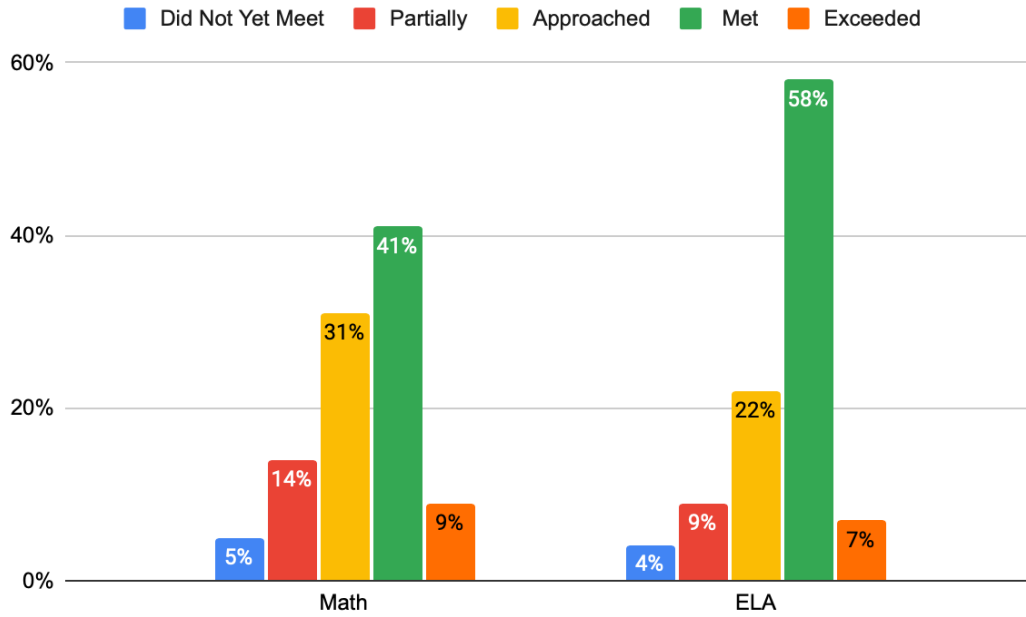
Grade 3 IAR Spring 2023 Data



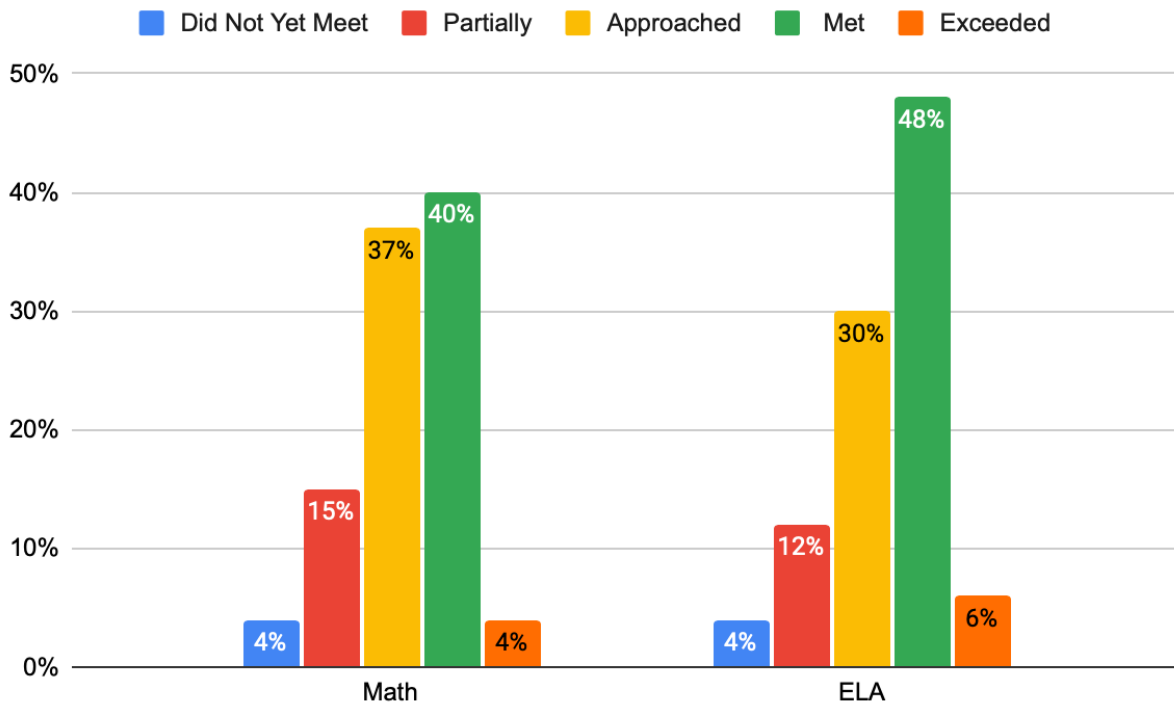
Grade 4 IAR Spring 2023 Data



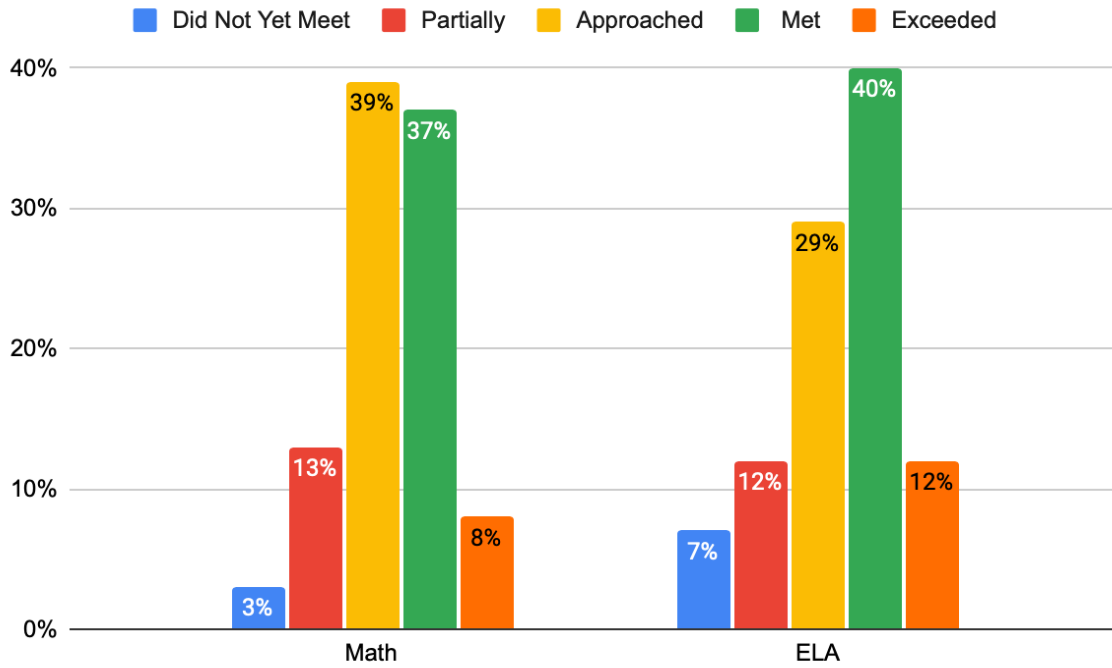
Grade 5 IAR Spring 2023 Data



Grade 6 IAR Spring 2023 Data



Grade 7 IAR Spring 2023 Data



Grade 8 IAR Spring 2023 Data

