

# District 25 Assessment Update

Fall 2021



# Fall 2021 Assessment Overview

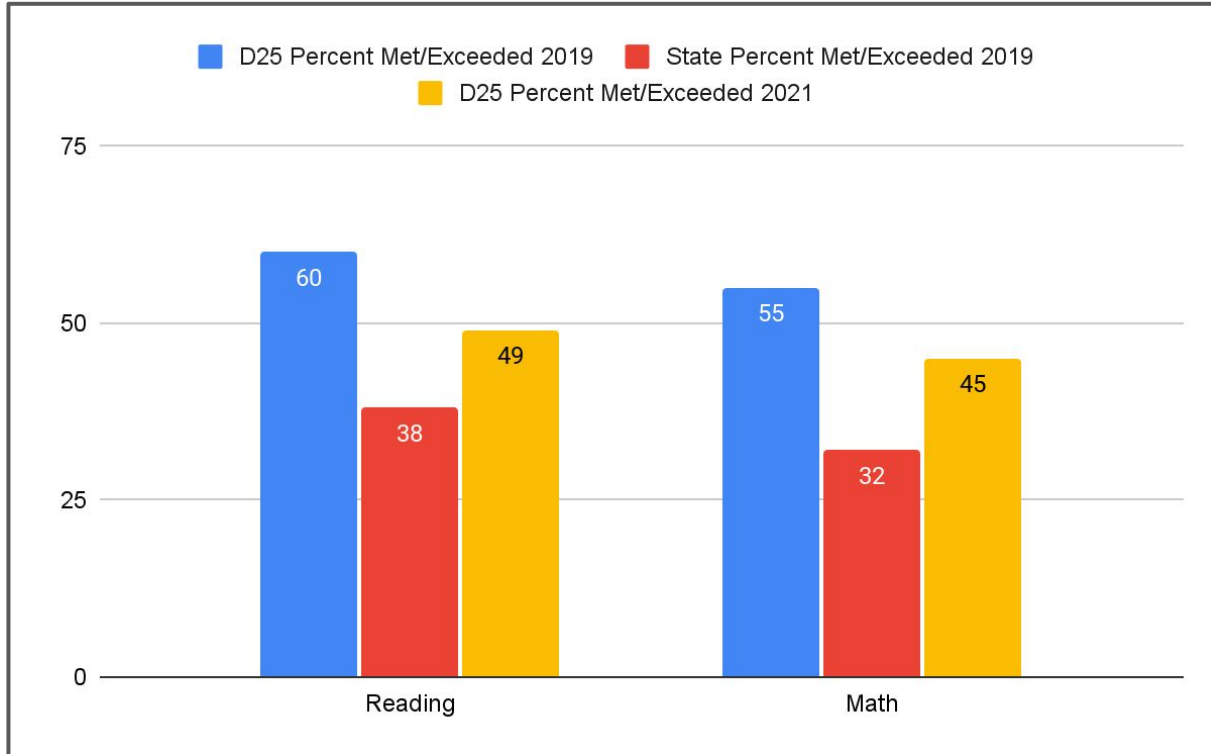
- NWEA Measures of Academic Progress (MAP) | K - 8th
- Illinois Assessment of Readiness (IAR) | 3rd - 8th (Assessed in Spring)
- Fountas & Pinnell Benchmark Assessment Systems | 1st - 5th
- Formative Assessment System for Teachers (FastBridge) | Targeted to K-8th
- Kindergarten Individual Development Survey (KIDS)| K



## NWEA Educational Research | 2020-2021 School Year

- On average, 3rd through 8th graders made reading and math gains, though at a lower rate than pre-pandemic trends
- Students ended the last school year with lower achievement than a typical year with larger declines in math (8-12 percentile points) than in reading (3-6 percentile points)
- While achievement was lower for all student groups, American Indian, Black, Latinx, and high-poverty students were disproportionately impacted

# IAR - Overall Performance 3rd-8th | Spring 2019 and 2021



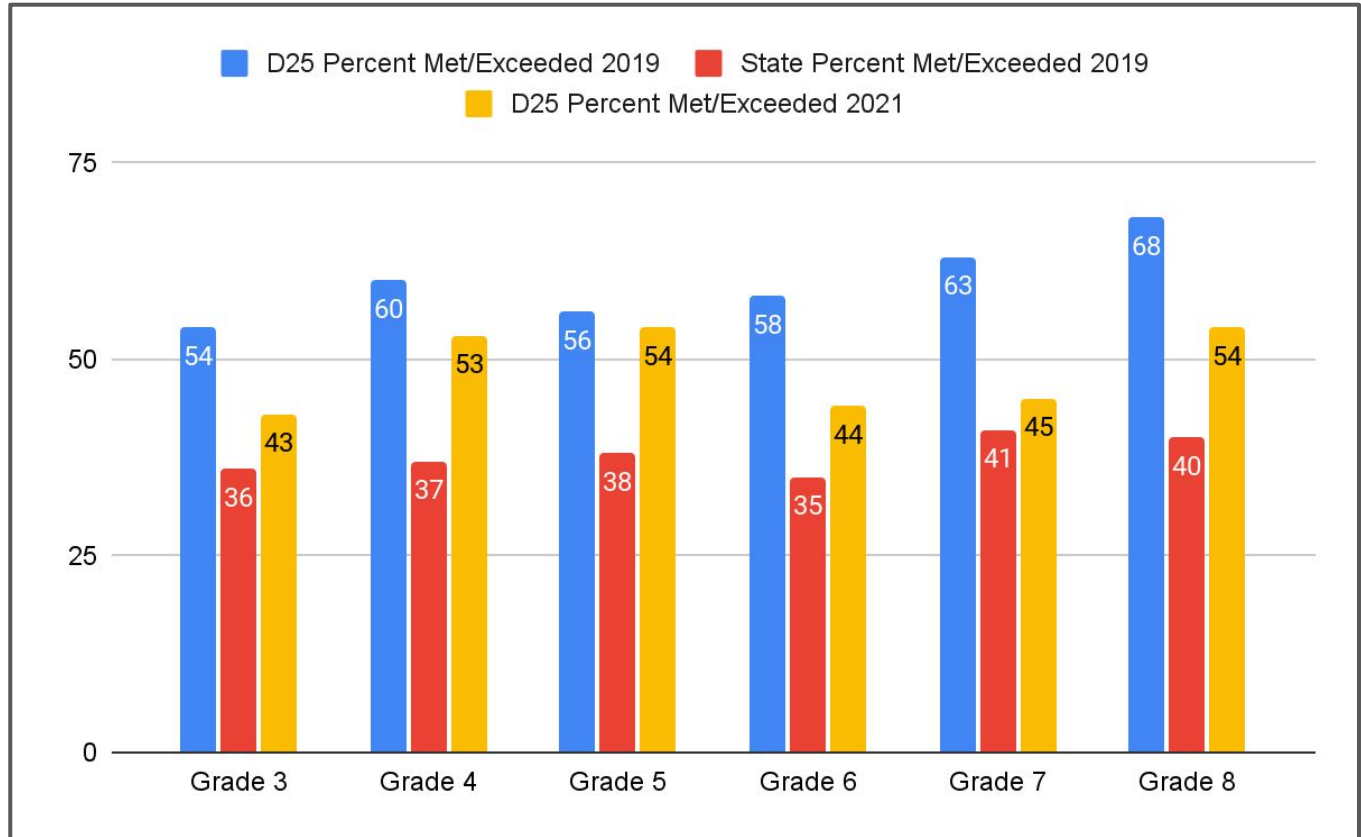
2.5% of eligible D25 students did not test in 2019, while 9.5% of eligible D25 students did not test in 2021

Specific state data from Spring 2021 testing will be shared with IL districts in late April 2022

# IAR - Reading | Spring 2019 and 2021

On average, in the spring of 2021, 11% fewer D25 students fell within the Met/Exceeded range compared to the spring of 2019

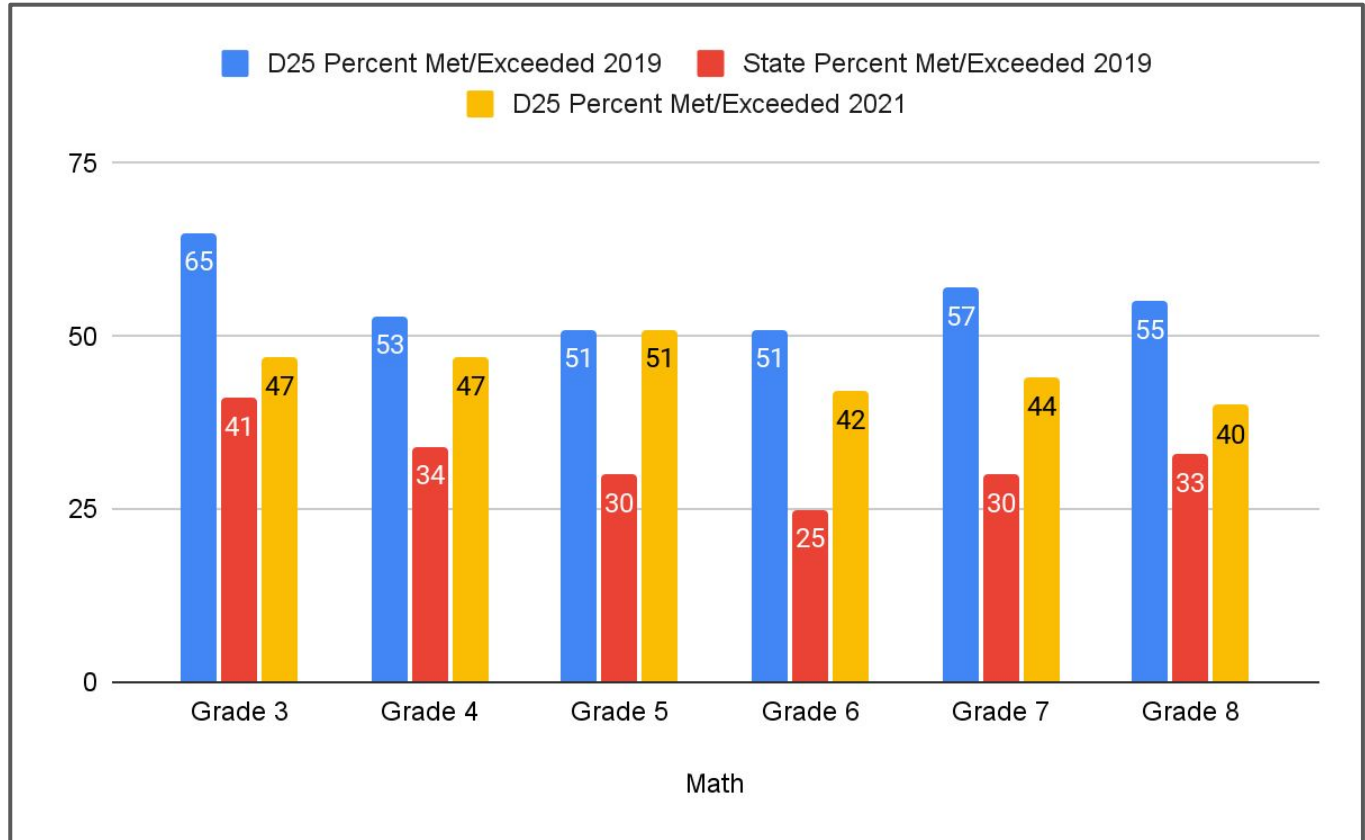
Statewide, nearly 17% fewer students met grade-level standards in reading during that same season



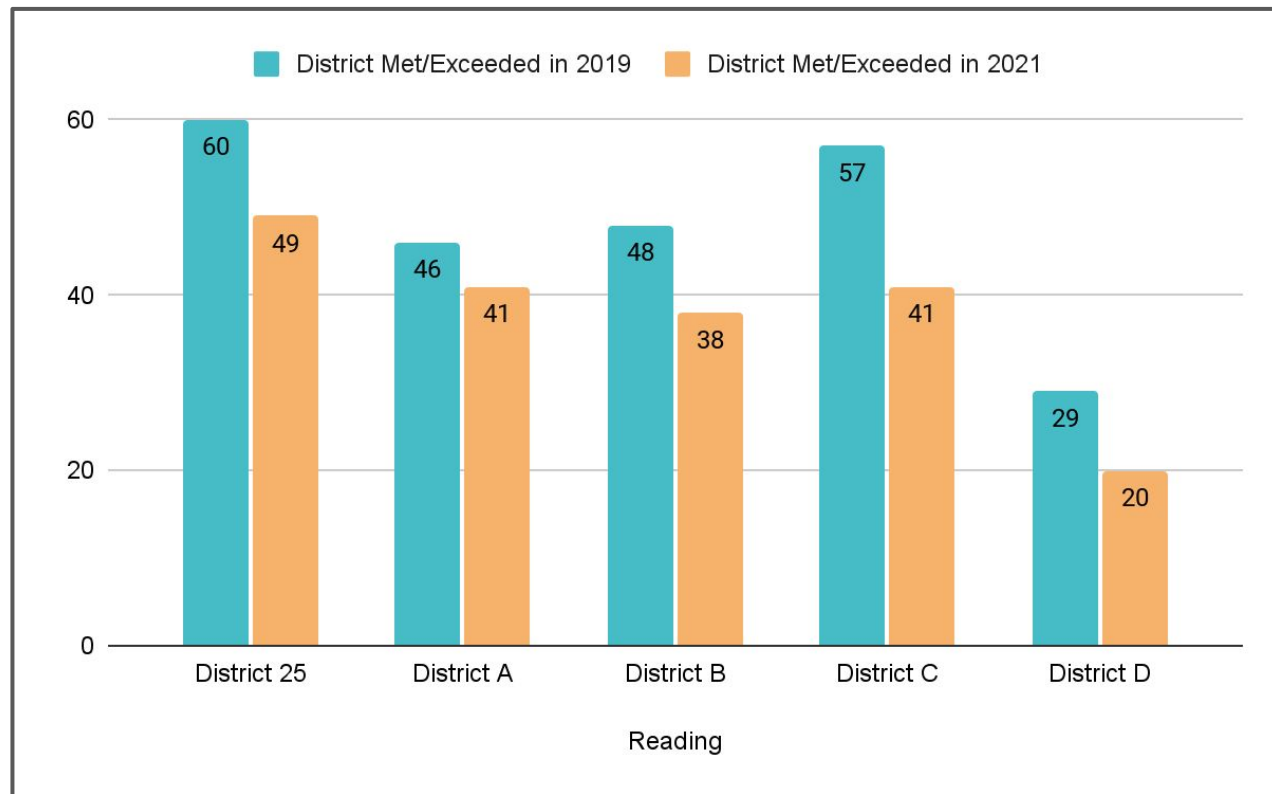
## IAR - Math | Spring 2019 and 2021

On average, in the spring of 2021, 10% fewer D25 students fell within the Met/Exceeded range compared to the spring of 2019

Statewide, nearly 18% fewer students met grade-level standards in math during that same season



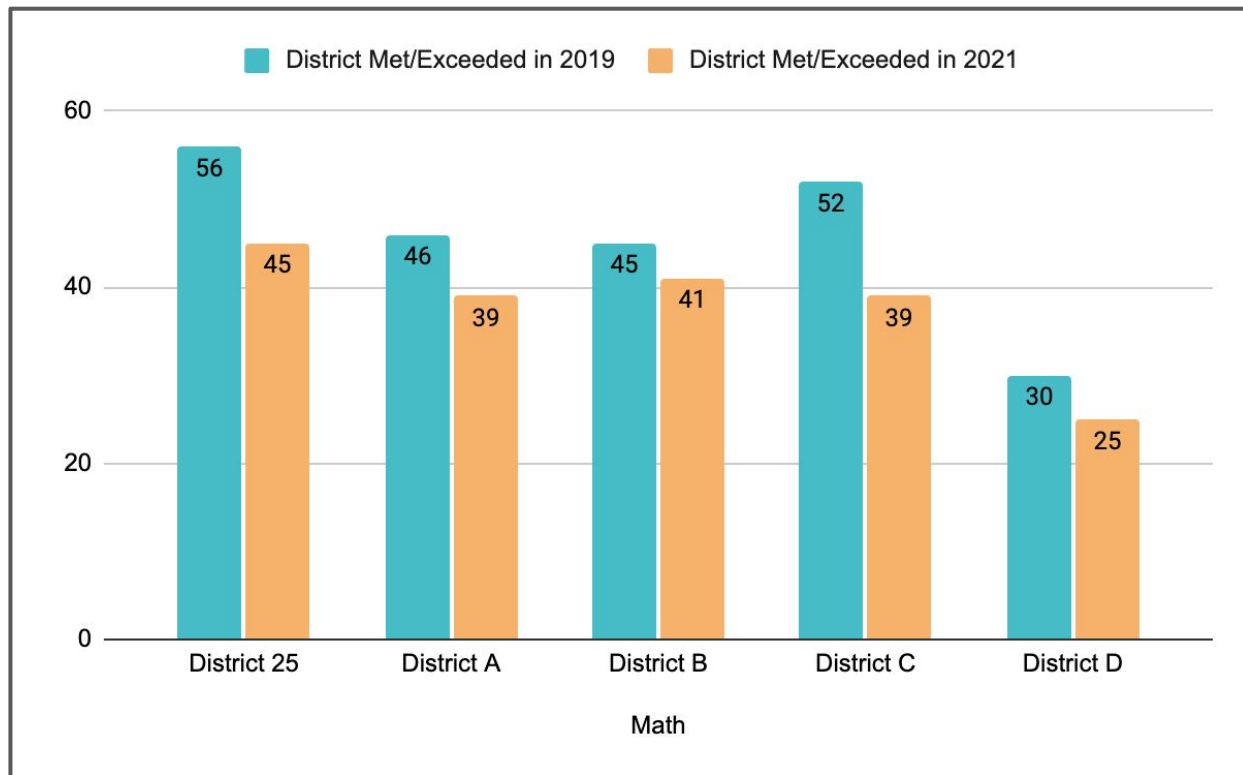
# IAR - Reading D214 Feeder Districts | Spring 2019 & 2021



IAR reading scores from D214 feeder districts that currently have data available to report trended down in Spring of 2021

Fewer students completed the IAR last Spring across IL, which could impact assessment results

# IAR - Math D214 Feeder Districts | Spring 2019 & 2021

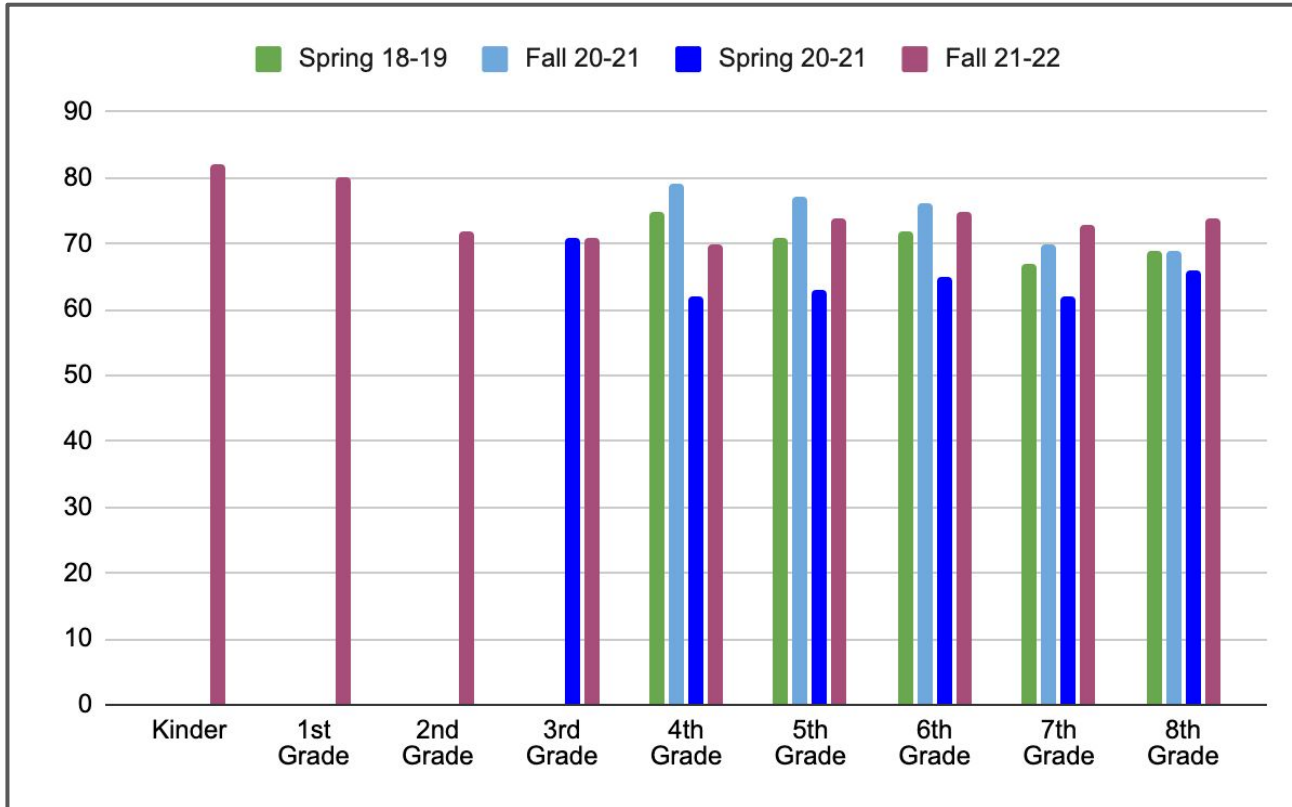


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# MAP Reading | Average Percentile by Cohort



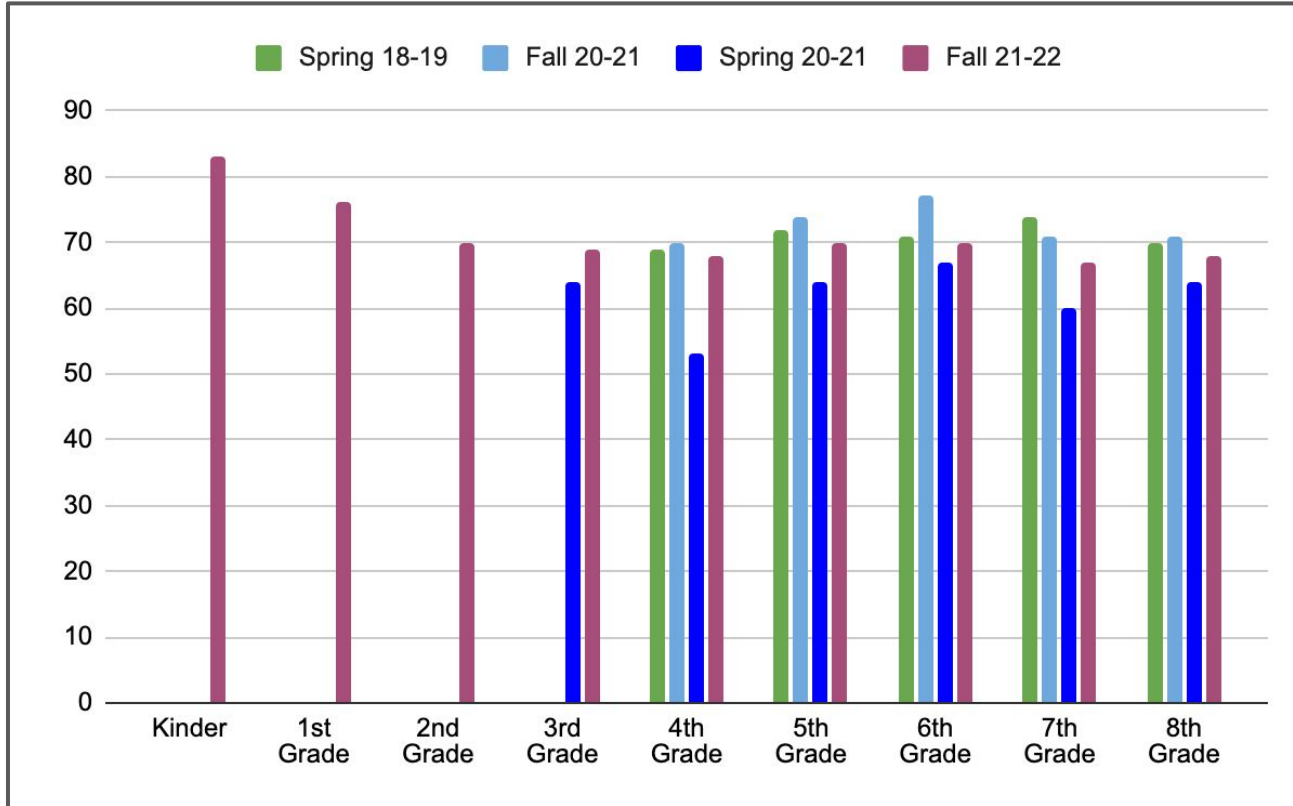
Data reflect the same group of students' performance over three school years

Blue bars represent the 2020-21 school year with deviations from testing standards

Overall, most student cohorts maintained their reading performance compared to pre-pandemic testing

K-1, 2-5, and MS students take slightly different versions of the MAP test

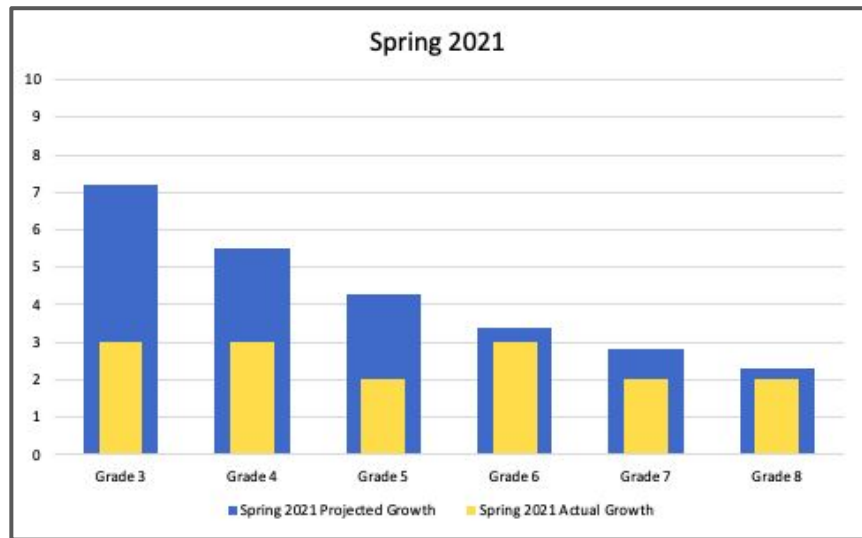
# MAP Math | Average Percentile by Cohort



Data reflect the same group of students' performance over three school years

Blue bars reflect the 2020-21 school year with deviations from testing standards

Overall, student cohorts showed slight declines in math over pre-pandemic testing



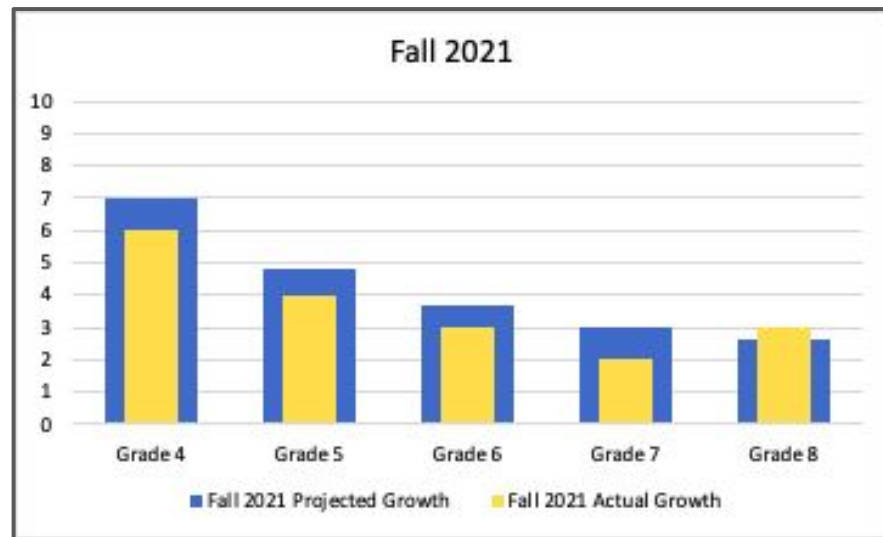
No grades met their projected growth in Spring 2021, while 8th grade exceeded their projected reading growth in Fall 2021. Students were closer to meeting projections this fall.

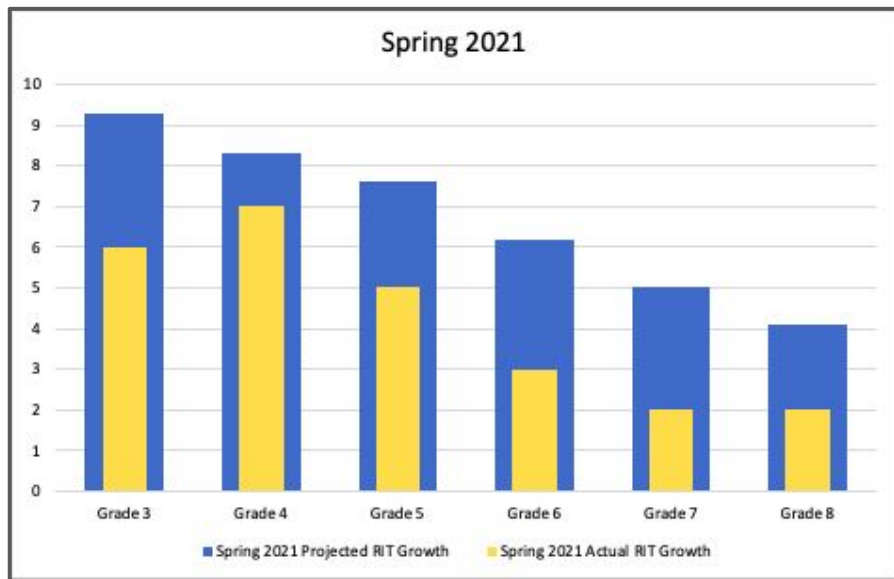
Inflated Fall 2020 scores would impact students meeting growth projections

## MAP Reading Projected RIT vs. Actual RIT Growth - Spring 2021 and Fall 2021

Spring 2021 growth projections were calculated using Fall '20 to Spring '21 data

Fall 2021 growth projections were calculated using Fall '20 to Fall '21 data





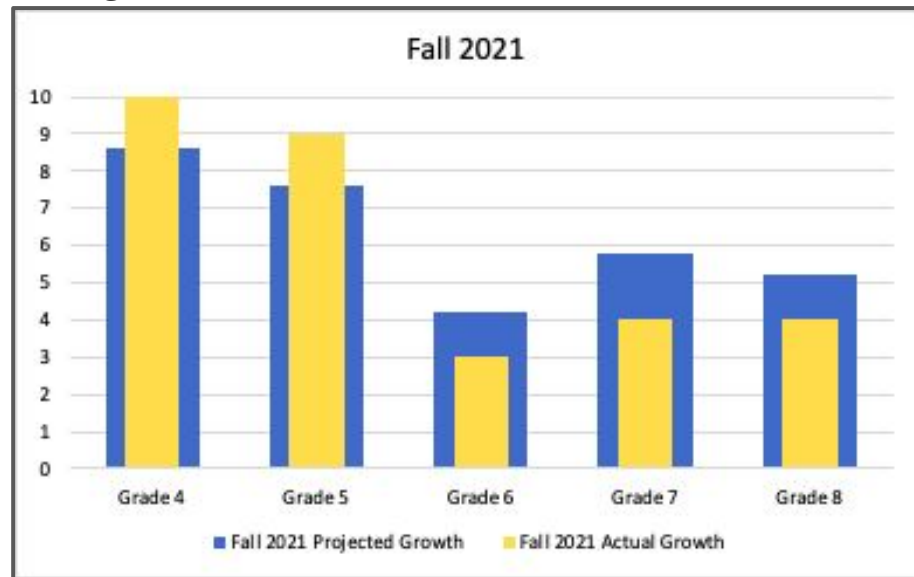
No grades met their projected growth in Spring 2021, while 4th and 5th grade exceeded their projected math growth in Fall 2021. Students were closer to meeting projections this fall.

Inflated Fall 2020 scores would impact students meeting growth projections

## MAP Math Projected RIT vs. Actual RIT Growth - Spring 2021 and Fall 2021

Spring 2021 growth projections were calculated using Fall '20 to Spring '21 data

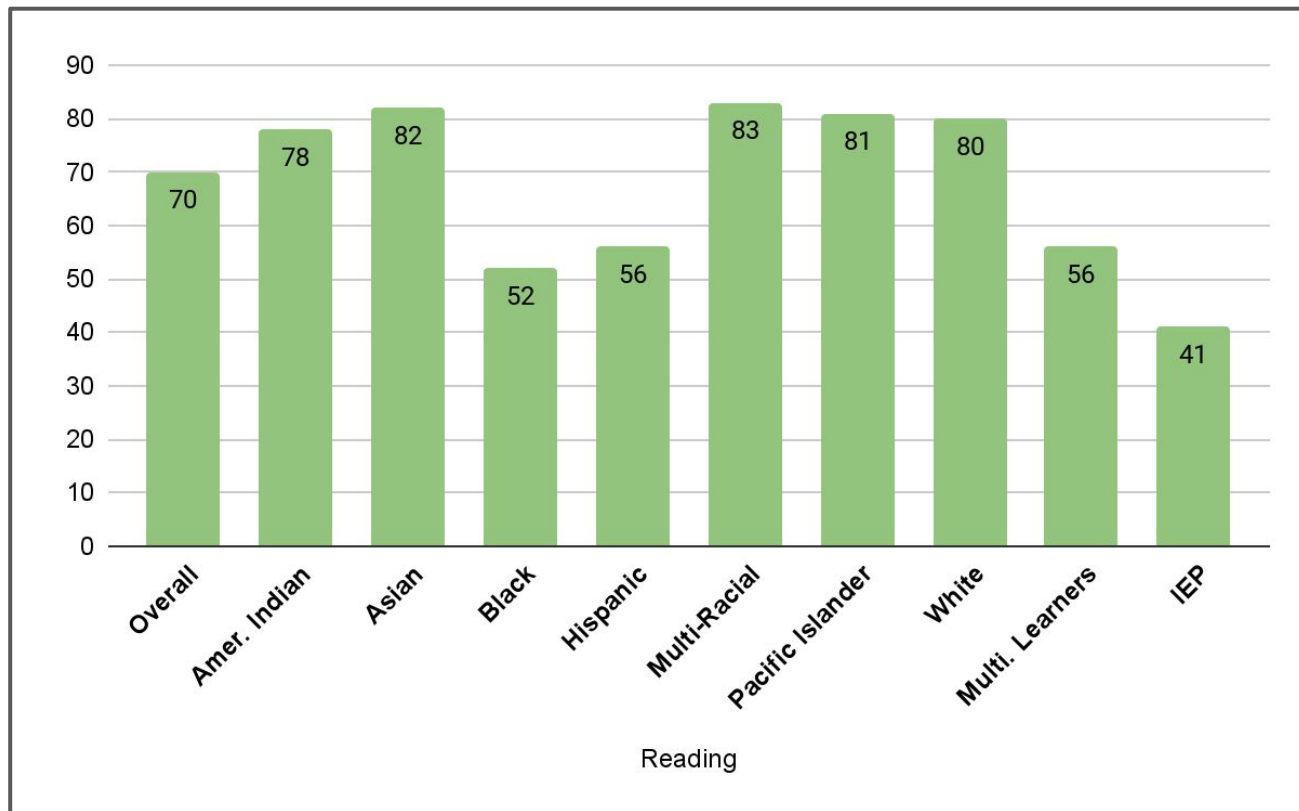
Fall 2021 growth projections were calculated using Fall '20 to Fall '21 data



## MAP Reading - % of Students At/Above the 50th Percentile | Fall 2021

Population sizes for American Indian, Multi-racial, and Pacific Islander are less than 20 students

These data points are a consideration for D25's strategic plan

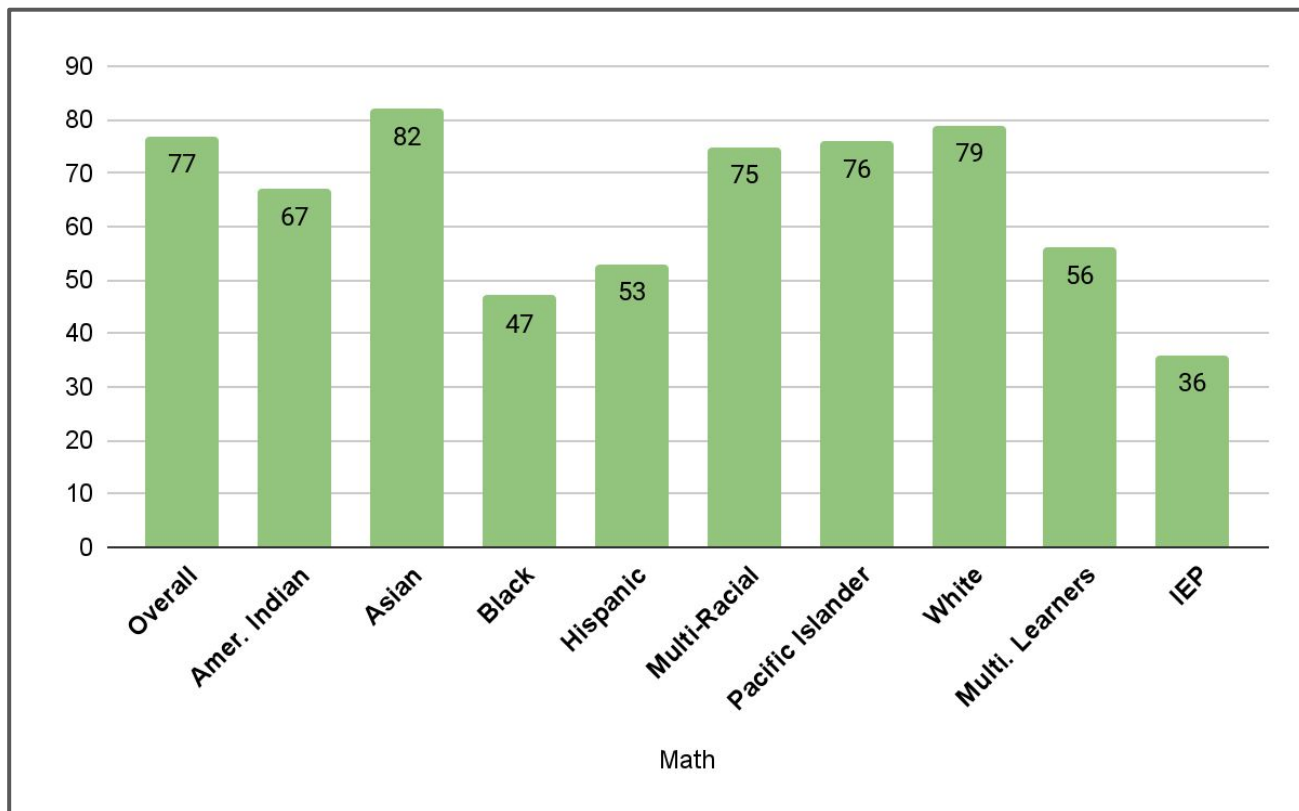


## MAP Math - % of Students At/Above the 50th Percentile | Fall 2021

Population sizes for American Indian, Multi-racial, and Pacific Islander are less than 20 students

These data points are a consideration for D25's strategic plan

Similar trends are noted across reading and math



## MAP Reading RIT Performance Summer School versus No Summer School

Grade	Spring 2021 RIT			Fall 2021 RIT			RIT Difference	
	Attend	Not Attend		Attend	Not Attend		Attend	Not Attend
<b>3rd</b>	<b>190</b>	<b>195</b>		<b>195</b>	<b>198</b>		<b>+5</b>	<b>+3</b>
<b>4th</b>	<b>196</b>	<b>204</b>		<b>200</b>	<b>207</b>		<b>+4</b>	<b>+3</b>
<b>5th</b>	<b>204</b>	<b>213</b>		<b>206</b>	<b>215</b>		<b>+2</b>	<b>+2</b>
<b>6th*</b>	<b>204</b>	<b>219</b>		<b>209</b>	<b>220</b>		<b>+5</b>	<b>+1</b>
<b>7th*</b>	<b>203</b>	<b>220</b>		<b>209</b>	<b>222</b>		<b>+6</b>	<b>+2</b>
<b>8th*</b>	<b>195</b>	<b>225</b>		<b>190</b>	<b>226</b>		<b>-5</b>	<b>+1</b>

On average, summer school students gained 3.5 RIT points from spring to fall (grades with small sample sizes were excluded)

On average, non-summer school students gained 2.5 RIT points from spring to fall

Grade-levels with an \* had an insignificant sample size (less than 10 students) due to attending less than 80% of the summer school session or not MAP testing in both the spring of 2021 and fall of 2021

# MAP Math RIT Performance Summer School versus No Summer School

Grade	Spring 2021 RIT			Fall 2021 RIT			RIT Difference	
	Attend	Not Attend		Attend	Not Attend		Attend	Not Attend
<b>3rd*</b>	<b>187</b>	<b>194</b>		<b>191</b>	<b>196</b>		<b>+4</b>	<b>+2</b>
<b>4th*</b>	<b>195</b>	<b>202</b>		<b>199</b>	<b>207</b>		<b>+4</b>	<b>+5</b>
<b>5th</b>	<b>204</b>	<b>216</b>		<b>207</b>	<b>218</b>		<b>+3</b>	<b>+2</b>
<b>6th</b>	<b>220</b>	<b>226</b>		<b>219</b>	<b>224</b>		<b>-1</b>	<b>-2</b>
<b>7th</b>	<b>219</b>	<b>227</b>		<b>220</b>	<b>228</b>		<b>+1</b>	<b>+2</b>
<b>8th*</b>	<b>225</b>	<b>233</b>		<b>227</b>	<b>235</b>		<b>+2</b>	<b>+2</b>

On average, summer school students gained 3.0 RIT points from spring to fall (grades with small sample sizes were excluded)

On average, non-summer school students gained 2.0 RIT points from spring to fall

Grade-levels with an \* had an insignificant sample size (less than 10 students) due to attending less than 80% of the summer school session or not MAP testing in both the spring of 2021 and fall of 2021





# Supplemental Instructional Programs

- Literacy Footprints & Intervention Partner
- Building Fact Fluency Toolkit



# Literacy Footprints & Intervention Partner

## Literacy Footprints

- K-5 Elementary Teachers, Special Education Teachers, Integrated Services Teachers
- Research-based, comprehensive, small group literacy framework
- Explicit and systematic reading instruction
- Differentiated instruction in phonemic awareness, alphabetics, phonics, decoding, fluency, vocabulary, comprehension, and writing

## Intervention Partner

- Multilingual Learner Teachers & Literacy Interventionists
- Small-group, short-term, supplementary intervention program for struggling readers or multilingual learners
- Direct correlation to classroom instruction



# Literacy Footprints & Intervention Partner





# Building Fact Fluency Toolkit

"The flexible use of numbers and shapes is critical to higher level maths learning. In fact, it's foundational for everything that comes above."

- *Dr. Jo Boaler, Professor of Mathematics Education at the Stanford Graduate School of Education*

The Building Fact Fluency Toolkits are comprehensive, research-based toolkit designed to help students learn math facts by developing deep, conceptual understanding through engaging and purposeful practice.







# Building Fact Fluency Toolkit





# Questions?

## **Works Cited**

Cullotta, K. 2021 Oct 29. Illinois school report card for 2021 reflects declining test scores, climbing student absences during COVID-19 pandemic. *Chicago Tribune*.

Tarasawa, B. (2021 July 28). Next year cannot be normal: New research confirms widening educational inequity during COVID-19. *NWEA.org*.