

District Performance Diagnostic

Normandy Schools Collaborative

DECEMBER 2019

Executive Summary

Enrollment + Demographic Summary

- Enrollment in Normandy is now half of its record high in 2001 and the district has consolidated the number of schools it operates.
- Over the past decade, Normandy's enrollment has declined to 70% of its 2009 level with neighboring districts declining less.

Academic Achievement + Growth

- In ELA, Normandy has declined by more than 6% points relative to the state since 2010; only from 2015-17 did it improve. In Math, Normandy is performing at virtually the same level as 2010 relative to the state.
- The largest declines from 2018 to 2019 were in Obama Elementary and Jefferson Elementary, some in excess of 15% points.
- Even when compared just to other high-poverty schools statewide, Normandy students are well below average.
- Normandy's Black students are significantly behind both Black and White students statewide. Normandy's Black students are 40% points behind White students statewide in ELA grade 3 and 32% points in Math grade 8, key "gateway" measures for later success.
- Compared to their academic peers, students in Normandy are learning less year-to-year compared to other districts statewide.
- In addition to being 2 grade levels behind average nationally, students in Normandy grow less (0.74) than one grade level per year.

College Readiness + Postsecondary Entry

- Normandy has increased its on-time graduation rate by nearly 20% points between the 2011 and 2017 cohorts.
- Since 2000, however, those graduates have become less ready for college as measured by the ACT. The average Normandy student scores at roughly the 20th percentile of the national ACT test score distribution, meaning 80% of test-takers nationally score better.
- Over this same timeframe, the share of graduates moving directly into the workforce has doubled while the percentage going to college declined by more than 20% points.

School Culture

- New information from students themselves suggests that school climate and safety are major areas for improvement.
- District disciplinary incidents have declined over the past decade but are still >6 times statewide rates.
- Student attendance rates increased steadily to a high of 75% from 2011-2013, but are now down to 70%.

Areas for Learning

While these results are clearly disappointing, there are numerous examples of progress in these materials. Normandy's neighboring system of University City led the county in test score improvement last year, with gains at the 70th percentile in ELA and 74th percentile in Math statewide. Within Normandy itself, there was a period of sustained growth from 2015 through 2017 that should be investigated further. There are also several examples of systems and schools, both nationally and locally, performing at high levels even with very high shares of low-income students.

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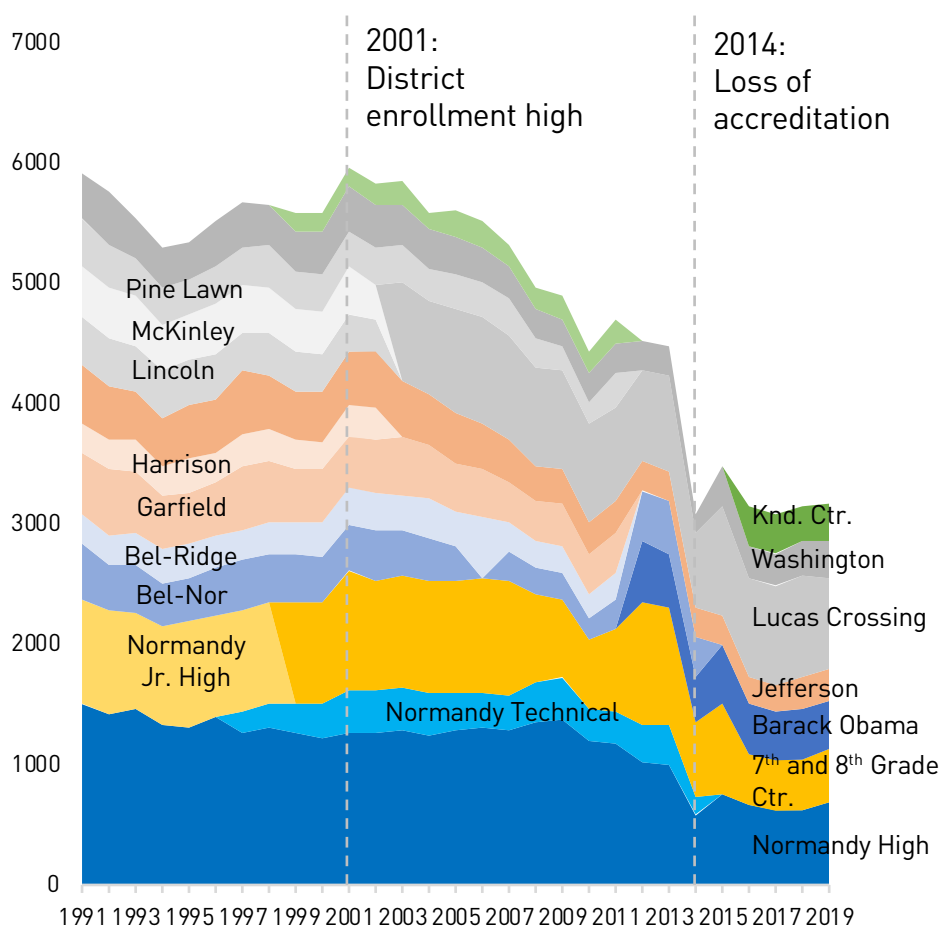
Guiding Question

To what degree has the district's size and student composition shifted over the past few decades?

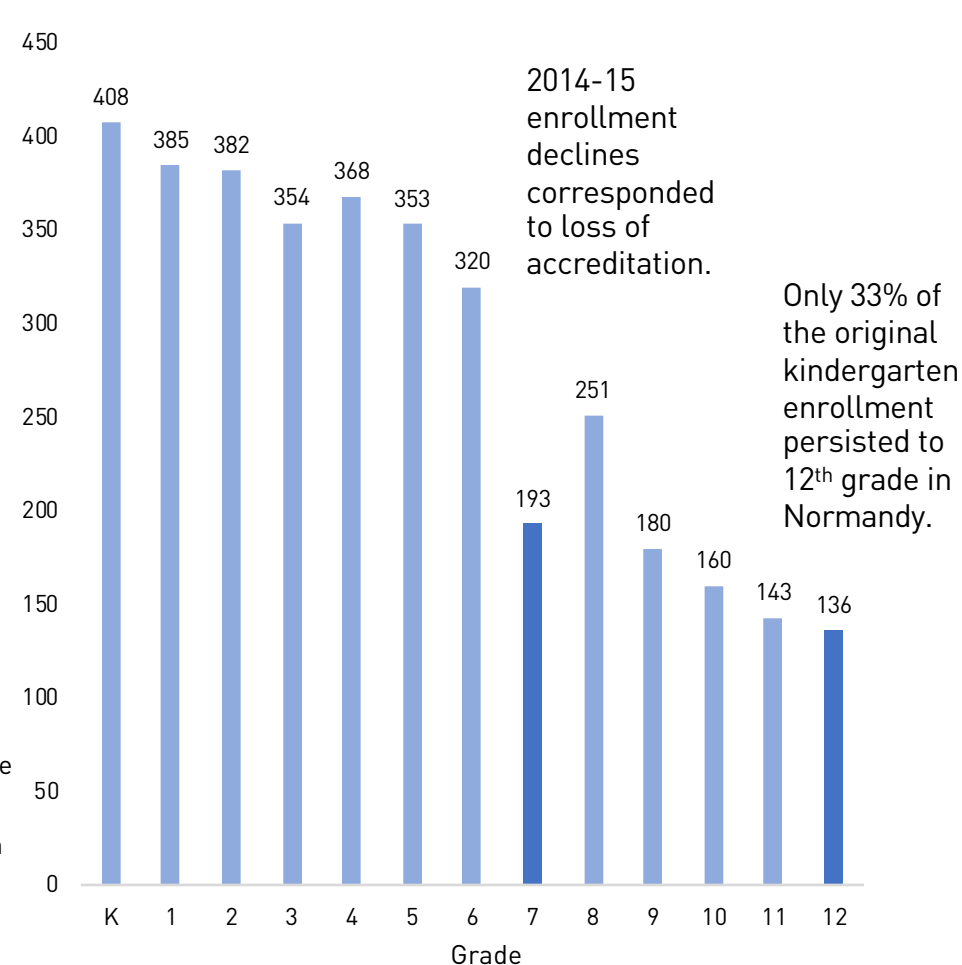
Enrollment in Normandy is now half of its record high in 2001 and the district has consolidated a number of schools

The largest single-year drop occurred after the district lost accreditation in 2014, but was precipitated by a 20% enrollment decline in the preceding decade.

District Enrollment total by School
K-12 students, 1991 through 2019



Estimated Change in Kindergarten Cohort of 2007
Enrollment shown in subsequent grade levels thru 2019

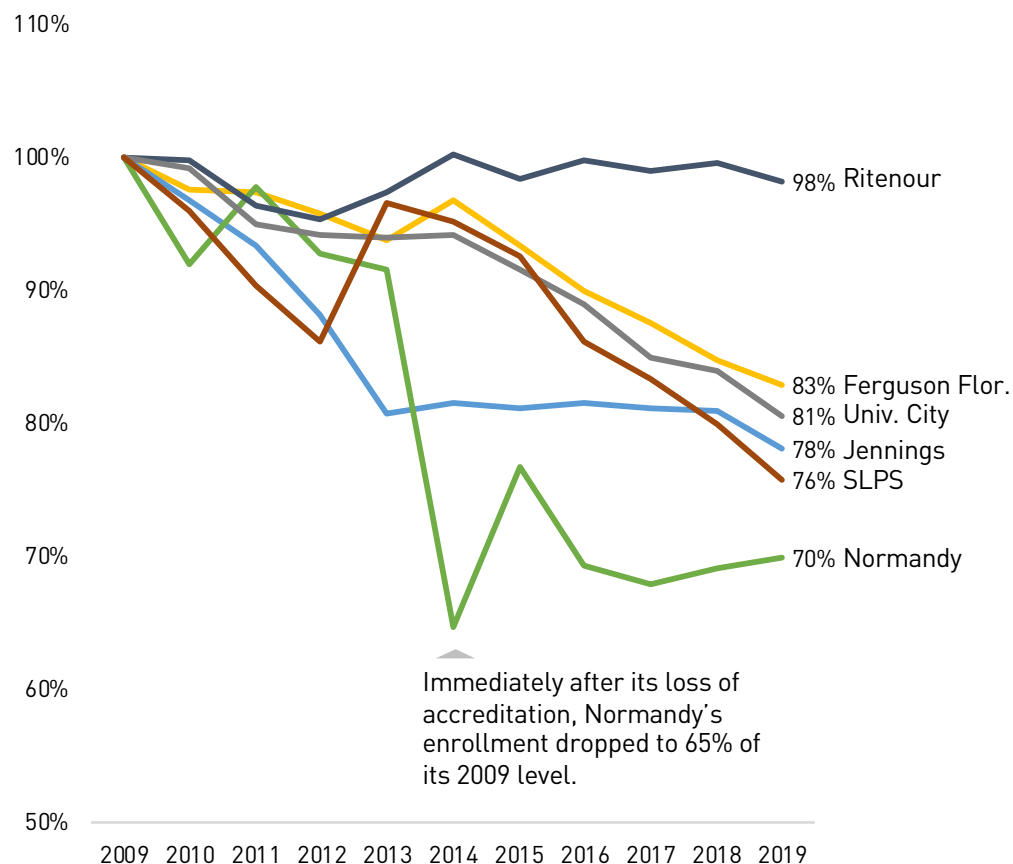


Note: This analysis is not at the student level and therefore represents 'quasi-cohorts' of students enrolled in sequential grades and years.

Over the past decade, Normandy's enrollment has declined to 70% of its 2009 level with neighboring districts declining less

The share of students receiving free or reduced-price lunch in the district has increased 24% points since 1999 and the share of English Language Learners has increased 9x since 2009.

Enrollment Proportion Change versus 2009
K-12 Students in Neighboring Districts



Note: Charter sector omitted, but increased more than 200% in this timeframe.



% of Students by Demographic Category

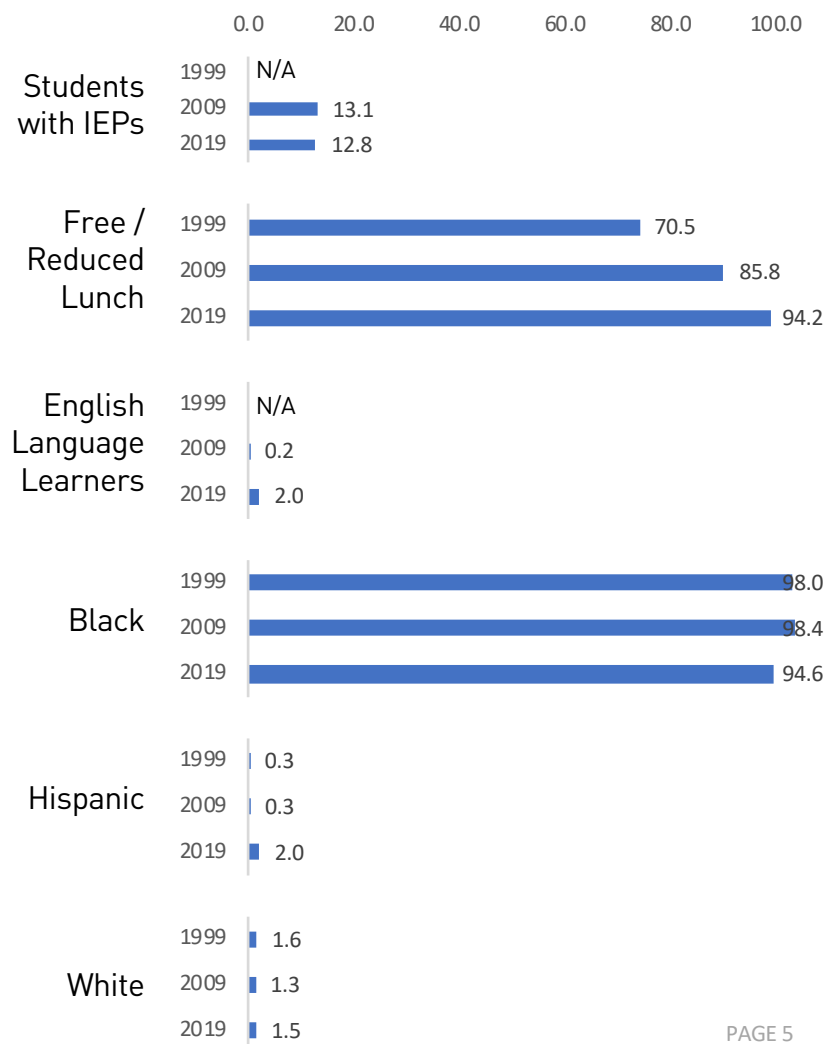


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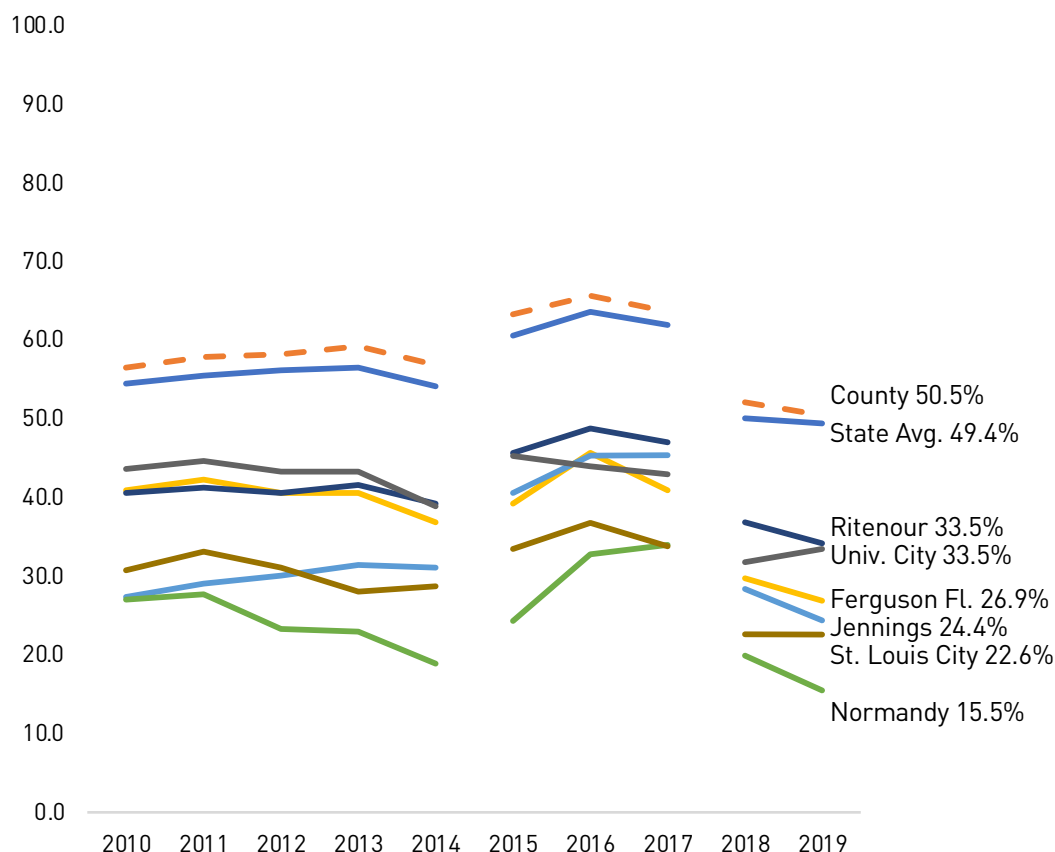
Guiding Question

How are Normandy's students performing compared to students nationally, statewide and among their academic peers? Where are there bright spots and opportunities to improve?

In ELA, Normandy has declined by more than 6% points relative to the state since 2010; only from 2015-17 did it improve

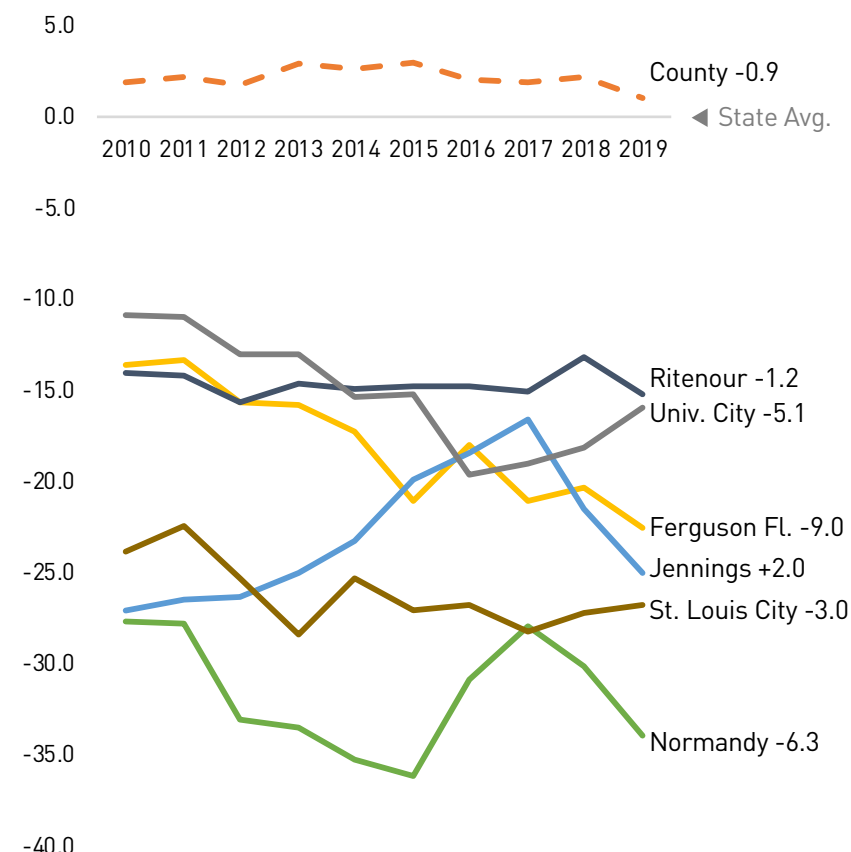
Overall % of Students Proficient or Advanced

Missouri has used three distinct tests over the past decade and only on one did Normandy see year-by-year increases, from 2015 to 2017.



% Point Distance from State Average

Examining distance from state averages is one way to fairly compare performance over the long-run. Normandy's relative achievement in ELA is 6.3% points lower than it was in 2010.



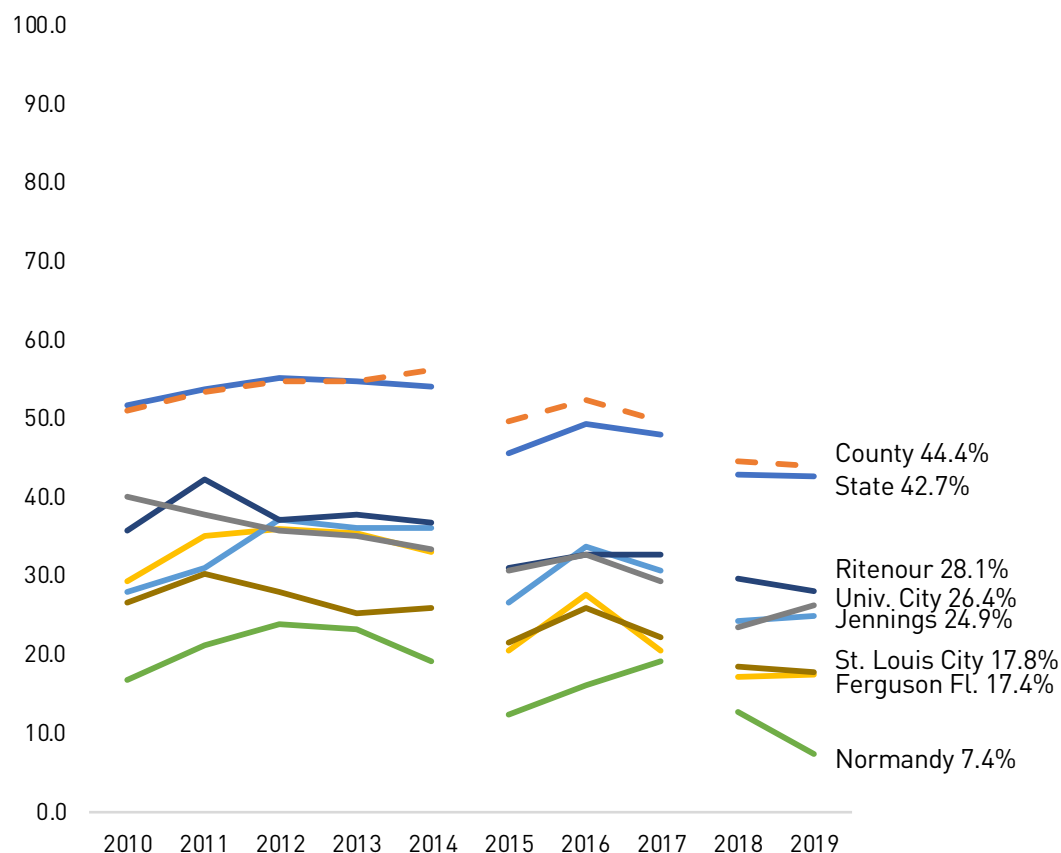
Point to Ponder

What helped drive Normandy's improvement in SY2015-16 and SY2016-17?

In Math, Normandy's performance relative to the state has dropped considerably since 2017

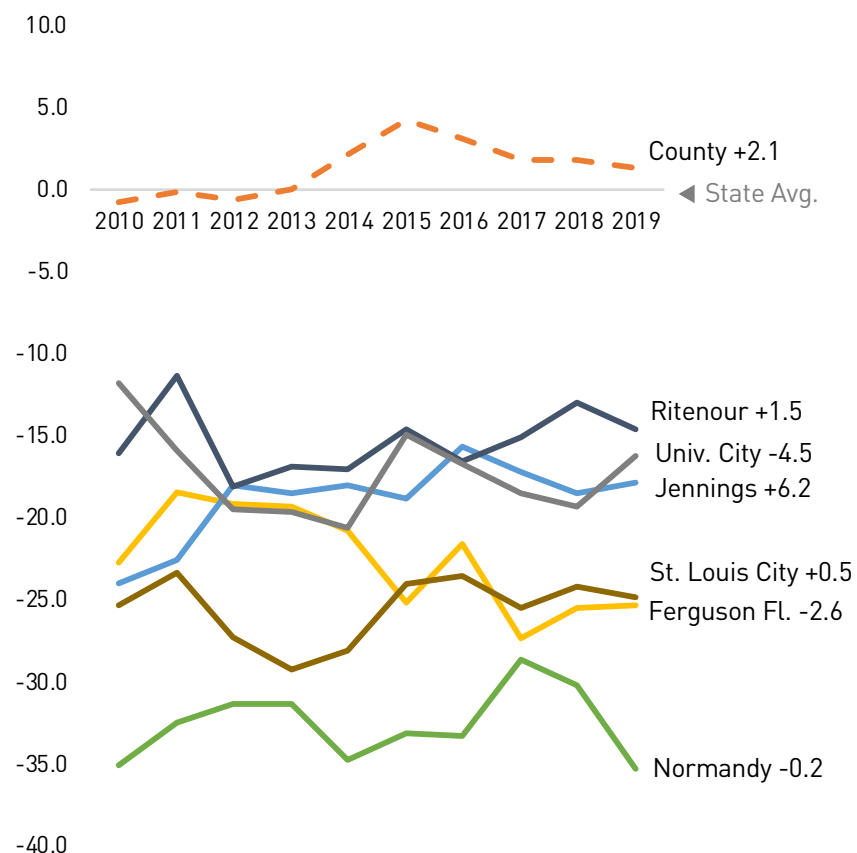
Overall % of Students Proficient or Advanced

Not more than 25% of students have ever been proficient or advanced in Normandy regardless of assessment used.



% Point Distance from State Average

Relative to students statewide, Normandy's performance is virtually unchanged from 2010.



Point to Ponder

What helped drive Normandy's improvement in SY2015-16 and SY2016-17?

The largest declines from 2018 to 2019 were in Obama Elementary and Jefferson Elementary

School	Grade	ELA		Chg.	Math		Chg.
		2018	2019		2018	2019	
NORMANDY HIGH							
	A1				4.7	5	0.3
	A2					0	
	E2	12.6	18.1	5.5			
7TH AND 8TH GRADE CENTER							
	7	18.6	10.8	-7.8	3.5	2.1	-1.4
	8	17	10.4	-6.6	8.1	1.5	-6.6
BARACK OBAMA ELEMENTARY SCHOOL							
	3	59.1	12.1	-47	64.5	15.2	-49.3
	4	16.4	12.9	-3.5	12	9.7	-2.3
	5	27.3	13.4	-13.9	12	1.7	-10.3
	6	11.5	18.3	6.8	9.9	1.7	-8.2
JEFFERSON ELEM.							
	3	21.3	17.5	-3.8	23.4	5	-18.4
	4	28.9	20	-8.9	21.1	10	-11.1
	5	30.3	20.9	-9.4	33.4	10.4	-23
	6		35.1		38.2	32.4	-5.8
LUCAS CROSSING ELEM. COMPLEX							
	3	15	15.6	0.6	15.6	11	-4.6
	4	20.3	13.1	-7.2	6.1	5.4	-0.7
	5	11.7	18.8	7.1	3.1	1.4	-1.7
	6	13	11.7	-1.3	7.3	8.3	1
WASHINGTON ELEM.							
	3	32.5	20.4	-12.1	22.5	28.6	6.1
	4	9	9.7	0.7	19.7	12.2	-7.5
	5	17	10.2	-6.8	10.7	2	-8.7
	6	27	22.5	-4.5	18.9	12.5	-6.4

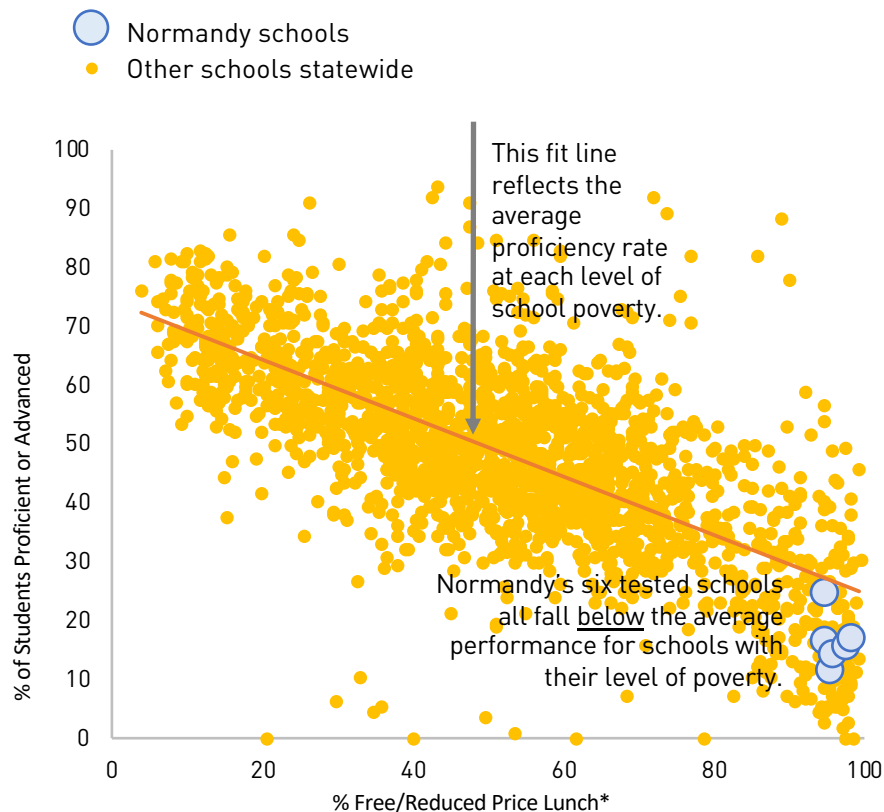
Green results are more positive changes

Red results are more negative changes

In addition to significant declines in 3rd graders' performance in Obama Elementary, last year's 3rd graders also declined significantly going into 4th grade.

Even when compared just to other high-poverty schools statewide, Normandy students are well below average

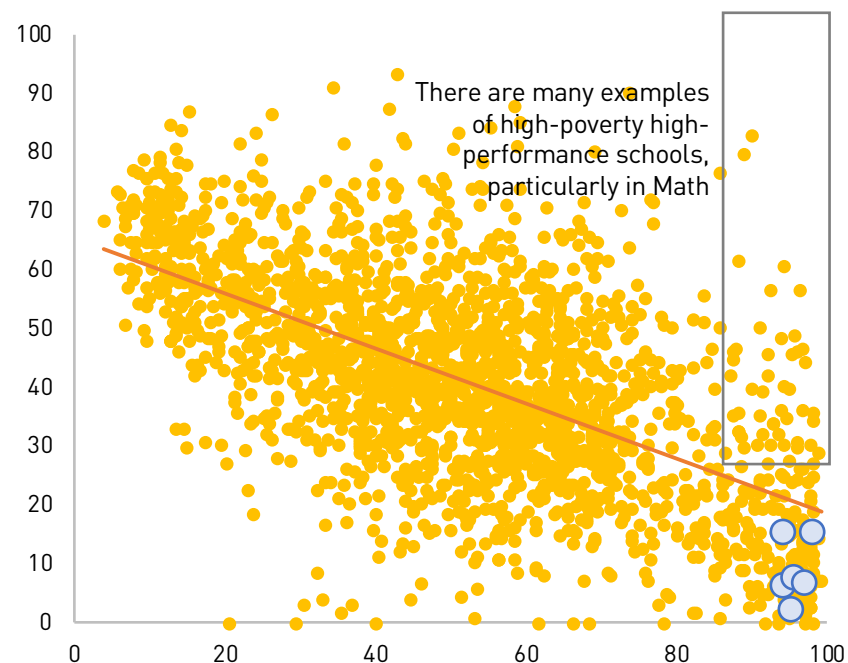
ELA Proficiency (2019) vs. School Poverty



Point to Ponder

What can we learn from districts in Missouri that are high poverty and high performing?

Math Proficiency (2019) vs. School Poverty



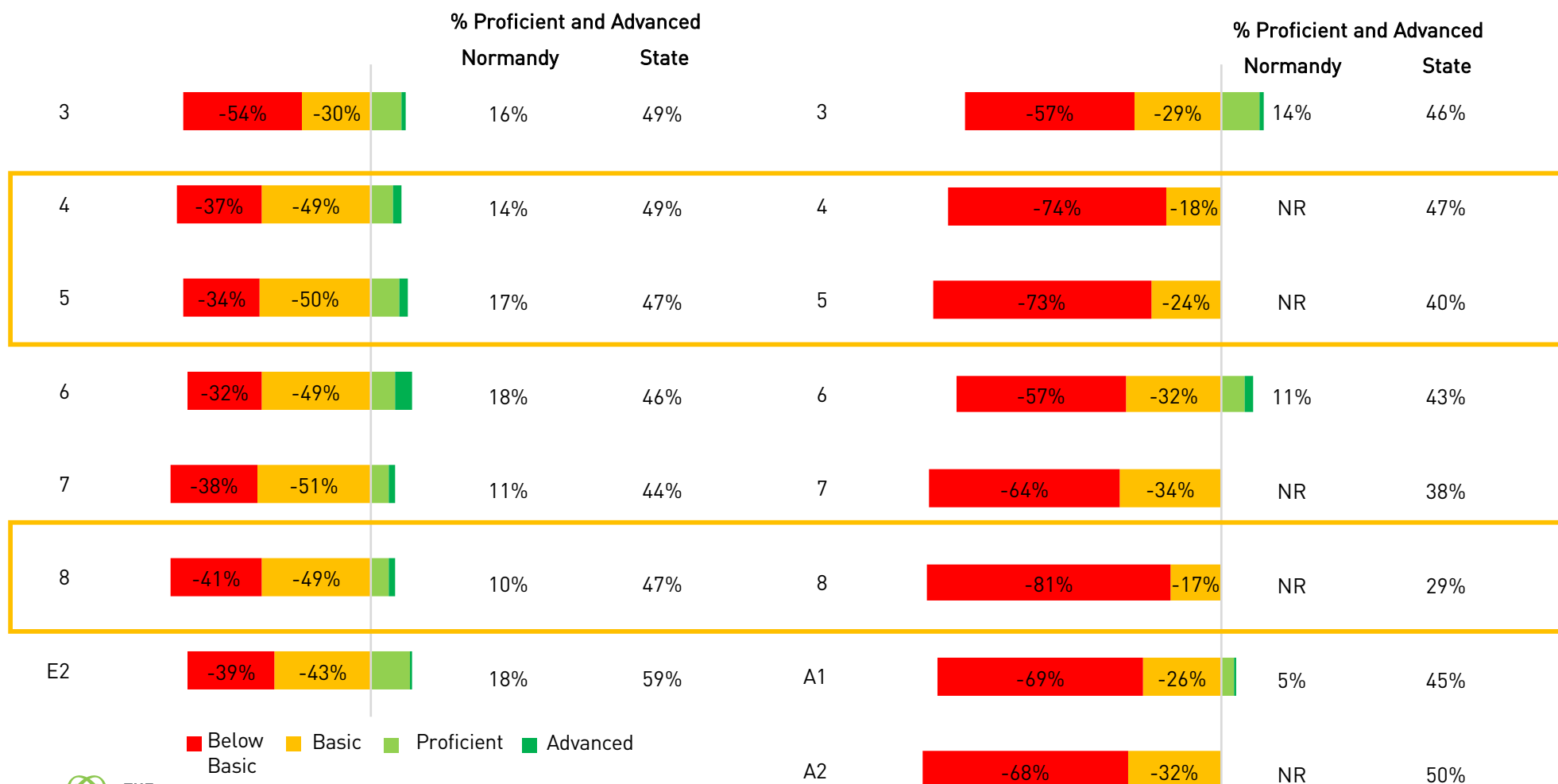
Selected Schools with High Poverty, High Math Perf.		% Free / Reduced	ELA % Prof / Adv	Math % Prof / Adv
CHARTER	LIFT FOR LIFE ACADEMY HIGH SCH	88.3	38.3	61.7
JENNINGS	FAIRVIEW PRIMARY	92.5	29.5	56.8
KANSAS CITY	JOHN T. HARTMAN ELEM.	85.9	33.6	50.5
CHARTER	EWING MARION KAUFFMAN MIDDLE	91.2	44.6	50.3
CHARTER	NORTH SIDE COMMUNITY SCHOOL	95.8	43.8	48.8
KANSAS CITY	PITCHER ELEM.	96.6	36	46.9
CHARTER	BROOKSIDE CHARTER ELEMENTARY	95.9	31.1	46.2
KANSAS CITY	BORDER STAR MONTESSORI	92.1	58.7	45.7
CHARTER	FRONTIER STEM HIGH SCHOOL	97.2	49.5	44.6
CHARTER	FRONTIER SCHL OF EXCELLENCE-U	92.2	25.5	42.2

Across grade levels, stark differences emerge in students' mastery of ELA standards compared to Math

In grades 4 and 5, half of students have achieved 'Basic' mastery of standards in ELA, but nearly three quarters are 'Below Basic' in mathematics. By grade 8 (a key predictor of high school readiness), just 1 in 10 students is proficient in ELA and none in Math.

ELA Performance Levels by Grade, 2019

Math Performance Levels by Grade, 2019



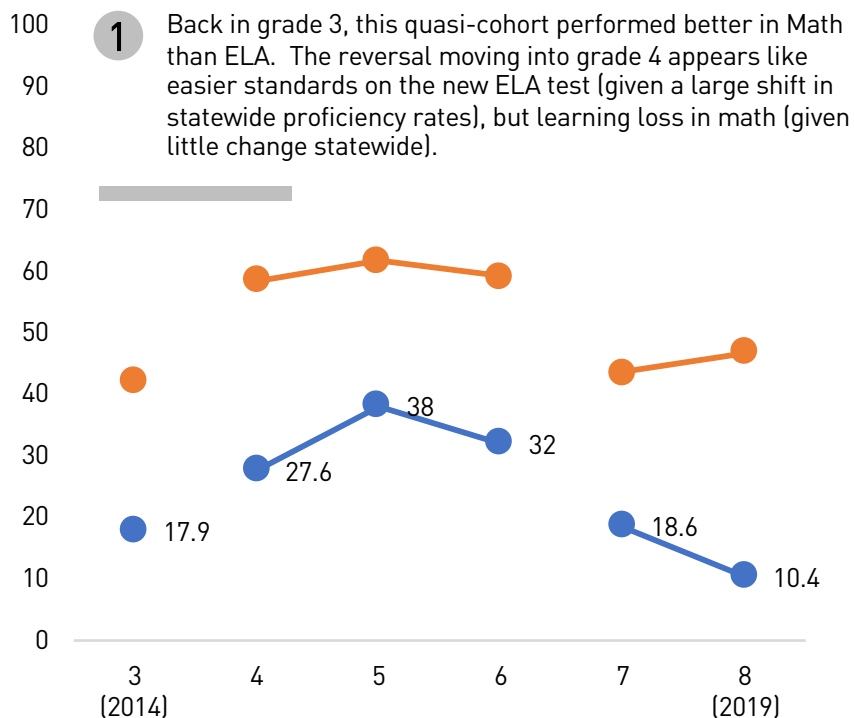
■ Below Basic
 ■ Basic
 ■ Proficient
 ■ Advanced



Note: NR (not reported) indicates that too few students achieved in the performance levels to be reported by the state.

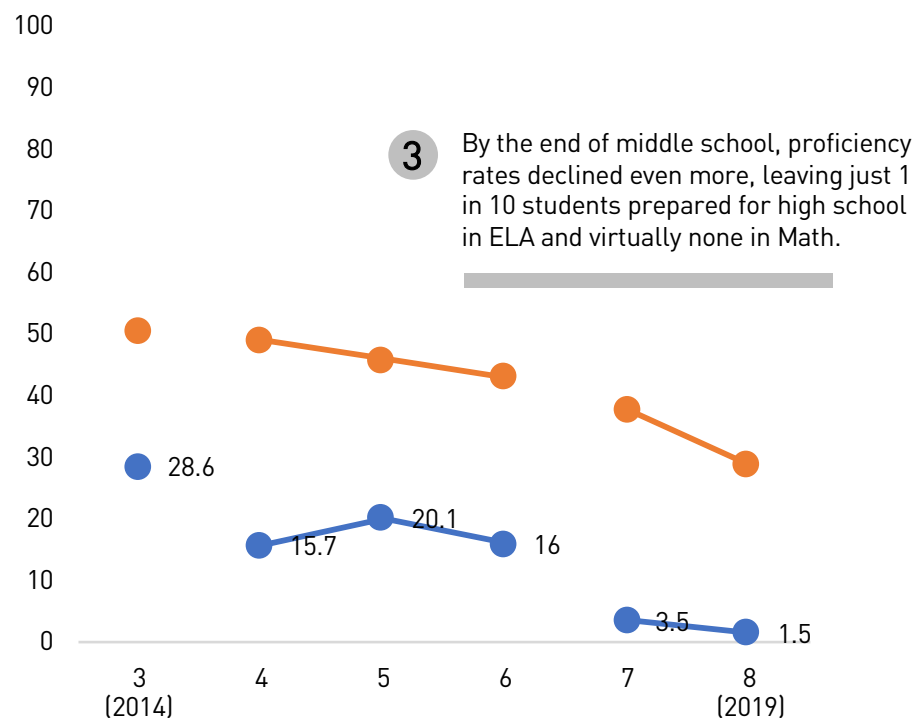
Following the 8th grade class of 2019 highlights a mix of shifting standards and actual learning loss

ELA Percent Proficient and Advanced
8th Grade Quasi-Cohort of 2019



2 Throughout the transition to middle school, this cohort improves modestly in ELA and not at all in Math.

Math Percent Proficient and Advanced
8th Grade Quasi-Cohort of 2019



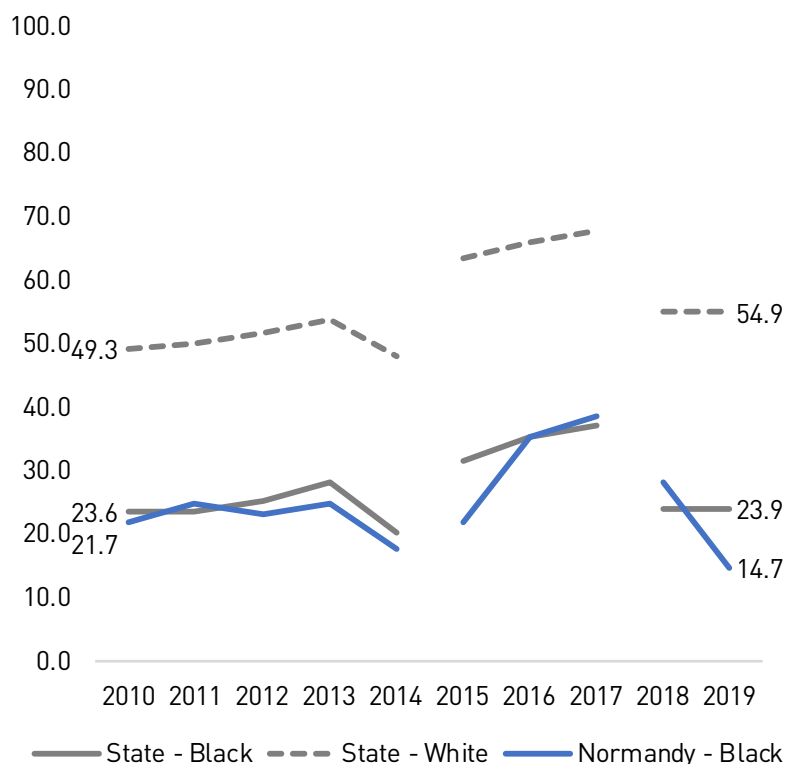
Point to Ponder

What are the odds of high school success for students that do not even have Basic mastery of middle school standards?

In key gateways, Normandy's Black students are significantly behind both Black and White students statewide

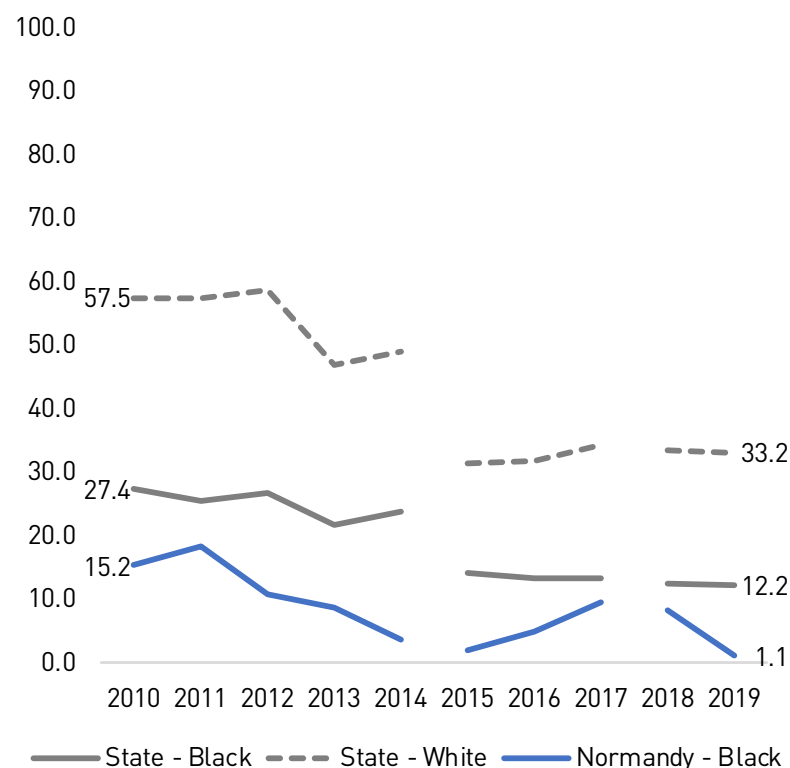
Gaps have actually expanded in ELA over time and narrowed in Math, but this narrowing is due to the decline in White student proficiency. Today, just 1 in 100 Black 8th graders is proficient in Math in Normandy.

Grade 3 ELA Achievement Gaps



2010	Gap Type	2019
-27.6	Normandy Black - State White	-40.2
-1.9	Normandy Black - State Black	-9.2

Grade 8 Math Achievement Gaps

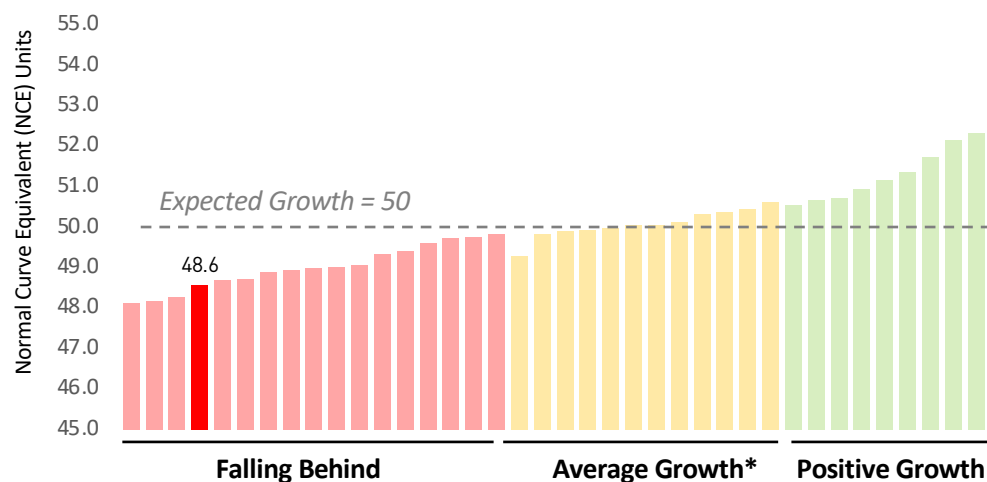


2010	Gap Type	2019
-42.3	Normandy Black - State White	-32.1
-12.2	Normandy Black - State Black	-11.1

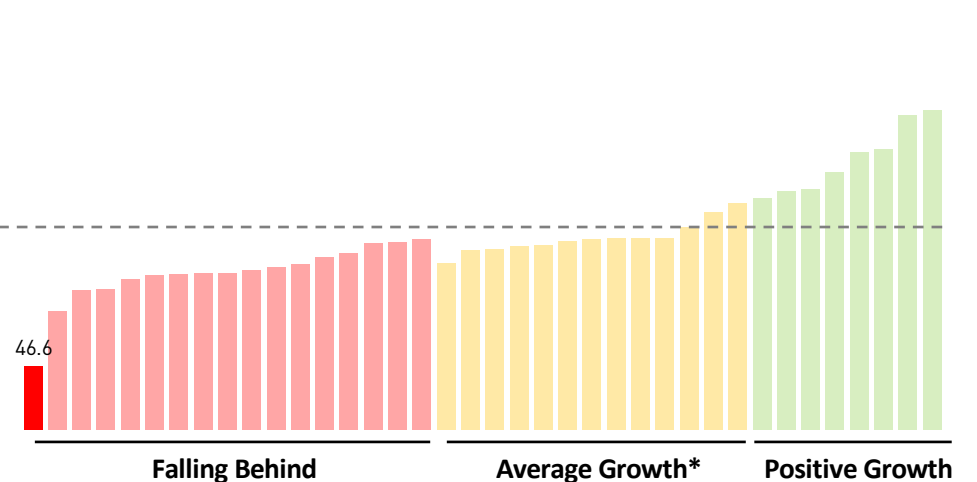
Compared to their academic peers, students in Normandy are learning less year-to-year compared to other districts statewide

Growth measures indicate how much above or below students score relative to their academic peers statewide. This approach allows districts and schools to be fairly compared on the basis of how much they are increasing student learning from year-to-year (i.e., schools that serve mostly lower performing students can still post significant growth if those students increase above what is expected based on other low performing students statewide).

ELA Growth Scores, 2019
St. Louis City and County



Math Growth Scores, 2019
St. Louis City and County



Falling Behind			Average Growth*			Positive Growth		
CARONDELET LEADERSHIP ACADEMY	48.1		ST. LOUIS COLLEGE PREP	49.3		MEHLVILLE R-IX	50.6	
HANCOCK PLACE	48.2		PATTONVILLE R-III	49.8		BAYLESS	50.7	
GATEWAY SCIENCE ACAD/ST LOUIS	48.3		LADUE	49.9		MAPLEWOOD-RICHMOND HEIGHTS	50.7	
NORMANDY	48.6		RIVERVIEW GARDENS	49.9		HAWTHORN LEADERSHIP SCHL GIRLS	51.0	
EAGLE COLLEGE PREP ENDEAVOR	48.7		RITENOUR	50.0		KIPP ST LOUIS PUBLIC SCHOOLS	51.2	
AFFTON 101	48.7		VALLEY PARK	50.1		NORTH SIDE COMMUNITY SCHOOL	51.4	
ST. LOUIS CITY	48.9		FERGUSON-FLORISSANT R-II	50.1		LAFAYETTE PREPARATORY ACADEMY	51.7	
BRENTWOOD	48.9		JENNINGS	50.1		ST LOUIS LANG IMMERSION SCHOOL	52.2	
UNIVERSITY CITY	49.0		CLAYTON	50.3		PREMIER CHARTER SCHOOL	52.3	
WEBSTER GROVES	49.0		SPECL. SCH. DST. ST. LOUIS CO.	50.4				
LIFT FOR LIFE ACADEMY	49.1		LA SALLE CHARTER SCHOOL	50.5				
CONFLUENCE ACADEMIES	49.3		CITY GARDEN MONTESSORI	50.6				
LINDBERGH SCHOOLS	49.4							
HAZELWOOD	49.6							
KIRKWOOD R-VII	49.7							
PARKWAY C-2	49.8							
ROCKWOOD R-VI	49.8							

Falling Behind			Average Growth*			Positive Growth		
NORMANDY	46.6		LIFT FOR LIFE ACADEMY	49.1		BRENTWOOD	50.7	
AFFTON 101	47.9		NORTH SIDE COMMUNITY SCHOOL	49.4		PREMIER CHARTER SCHOOL	50.9	
ROCKWOOD R-VI	48.4		BAYLESS	49.5		MEHLVILLE R-IX	50.9	
KIRKWOOD R-VII	48.5		MAPLEWOOD-RICHMOND HEIGHTS	49.5		ST. LOUIS COLLEGE PREP	51.4	
GATEWAY SCIENCE ACAD/ST LOUIS	48.7		LA SALLE CHARTER SCHOOL	49.6		ST LOUIS LANG IMMERSION SCHOOL	51.9	
EAGLE COLLEGE PREP ENDEAVOR	48.8		CITY GARDEN MONTESSORI	49.7		KIPP ST LOUIS PUBLIC SCHOOLS	51.9	
UNIVERSITY CITY	48.9		HAWTHORN LEADERSHIP SCHL GIRLS	49.7		SCHOOL		
CONFLUENCE ACADEMIES	48.9		JENNINGS	49.7		KIPP ST LOUIS PUBLIC SCHOOLS	51.9	
PATTONVILLE R-III	48.9		LADUE	49.7		SCHOOL		
WEBSTER GROVES	49.0		CLAYTON	49.7		SPECL. SCH. DST. ST. LOUIS CO.	52.8	
HANCOCK PLACE	49.0		RITENOUR	50.0				
ST. LOUIS CITY	49.1		CARONDELET LEADERSHIP ACADEMY	50.4		LAFAYETTE PREPARATORY ACADEMY	52.9	
LINDBERGH SCHOOLS	49.3		VALLEY PARK	50.6				
FERGUSON-FLORISSANT R-II	49.4							
RIVERVIEW GARDENS	49.6							
HAZELWOOD	49.6							
PARKWAY C-2	49.7							

Performance and Growth by School, All Students, 2018 to 2019

At the school level, only Jefferson Elementary is above average for local high-need districts. All but one school declined from 2018 to 2019. Normandy High is the exception and improved almost 4% points in ELA and 1% point in Math.

The anomaly of 3rd grade results in Obama in 2018 likely pushed down growth NCEs in the school.

School	English Language Arts					Mathematics				
	% Proficient or Advanced			Growth		% Proficient or Advanced			Growth	
	2018	2019	Change	2018	2019	2018	2019	Change	2018	2019
7th and 8th Grade Center	18.3	11.7	-6.6	50.0	48.8	5.4	1.9	-3.5	47.6	47.0
BARACK OBAMA ELEMENTARY SCHOOL	29.1	14.3	-14.8	47.2	45.0	24.5	7.6	-16.9	45.1	42.9
JEFFERSON ELEM.	29	24.9	-4.1	52.3	50.0	29.0	15.1	-13.9	52.2	48.5
LUCAS CROSSING ELEM. COMPLEX	16.3	15.7	-0.6	50.0	49.3	8.4	6.5	-1.9	47.3	46.6
NORMANDY HIGH	12.4	16.3	3.9	50.0	50.0	5.4	6.2	0.8	50.0	50.0
WASHINGTON ELEM.	20.9	17.1	-3.8	51.6	50.0	19.6	15.2	-4.4	50.0	50.0

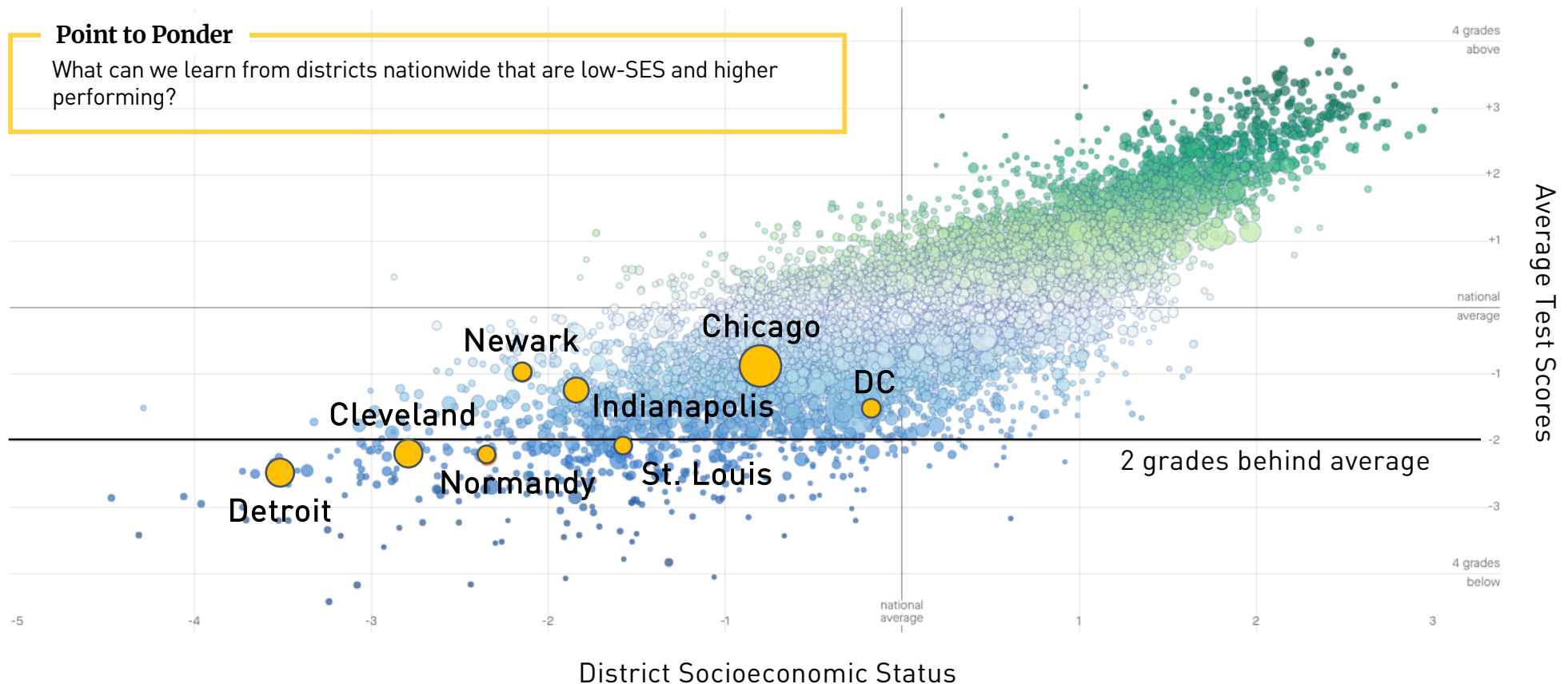
- The greener the result, the more above average it is for local high-needs districts in 2019.*
- The redder the result, the more below average it is for local high-needs districts in 2019.

Nationally, Normandy students are 2 grade levels behind overall and half of one grade level behind students in similar SES districts

This graph shows relative test scores for every public school district in the United States. Normandy, St. Louis, Cleveland and Detroit are all 2 or more grade levels behind the average student nationwide. Newark is one example of a district with greater poverty than Normandy and substantially higher performance (by more than 1 grade level compared to Normandy).

Point to Ponder

What can we learn from districts nationwide that are low-SES and higher performing?



In addition to being 2 grade levels behind average, students in Normandy grow less (0.74) than one grade level per year

This graph shows learning growth rates for every public school district in the United States. Students in Chicago are learning 23% more each grade than the average student and nearly 50% more than students in Normandy.

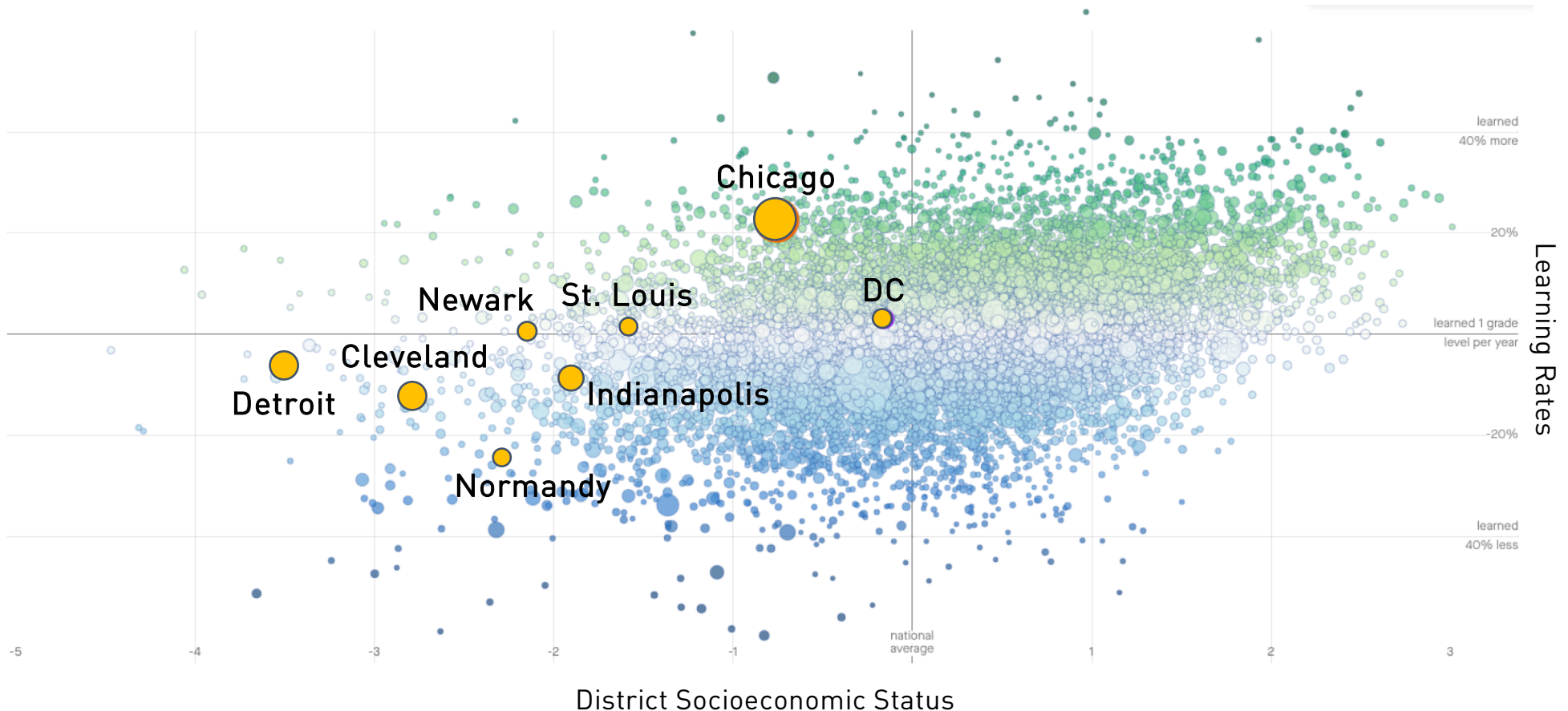


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Guiding Question

Are students graduating on-time and are they college-ready?

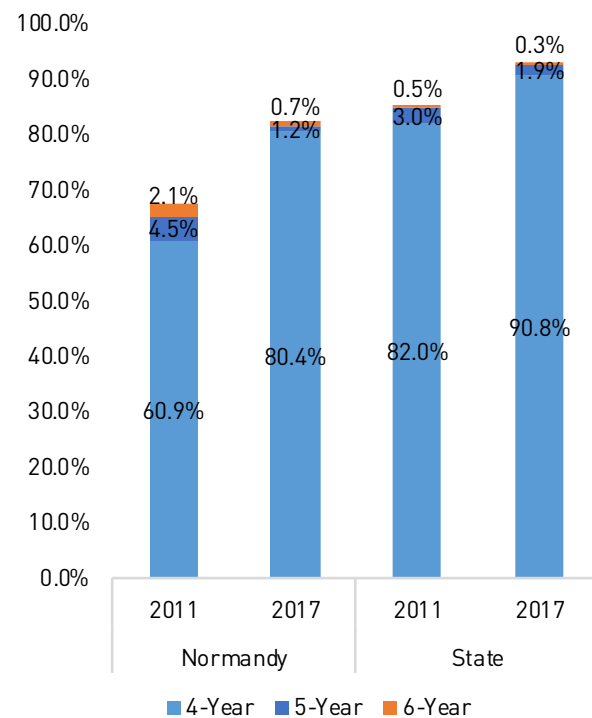
Normandy has increased its on-time graduation rate significantly between the on-time cohort of 2011 and 2017

There does not appear to be much of a second-chance system, though, as very few not-on-time graduates receive diplomas in 5 or 6 years.

All Students

4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017

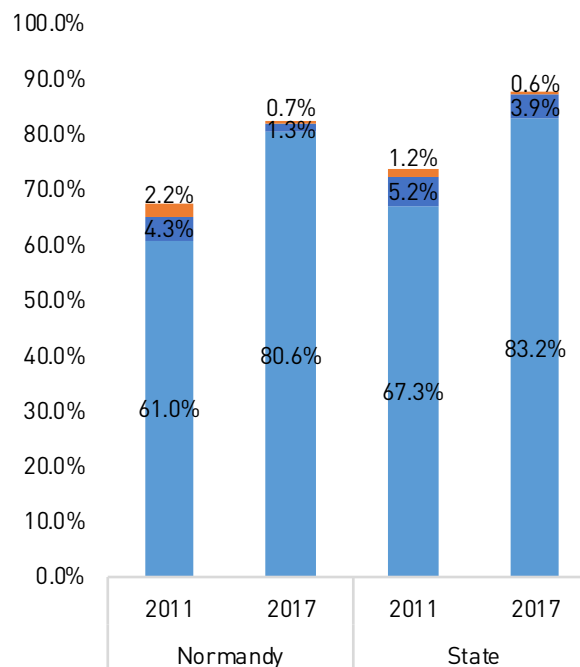
On-time graduation rates still lag behind the state average by about 10% points.



Black Students

4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017

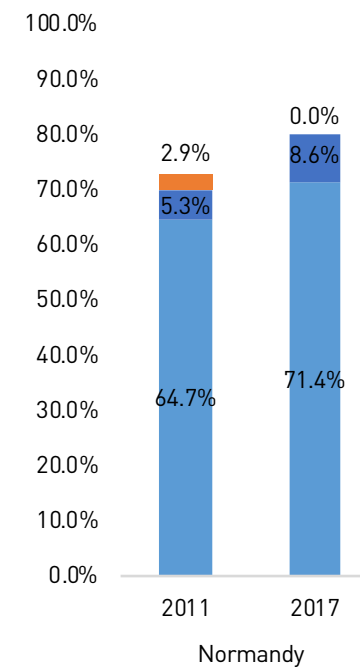
Black students in Normandy are graduating at approximately the same rate as Black students statewide.



Students with IEPs

4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017

No statewide comparisons are available for IEP graduation rates.

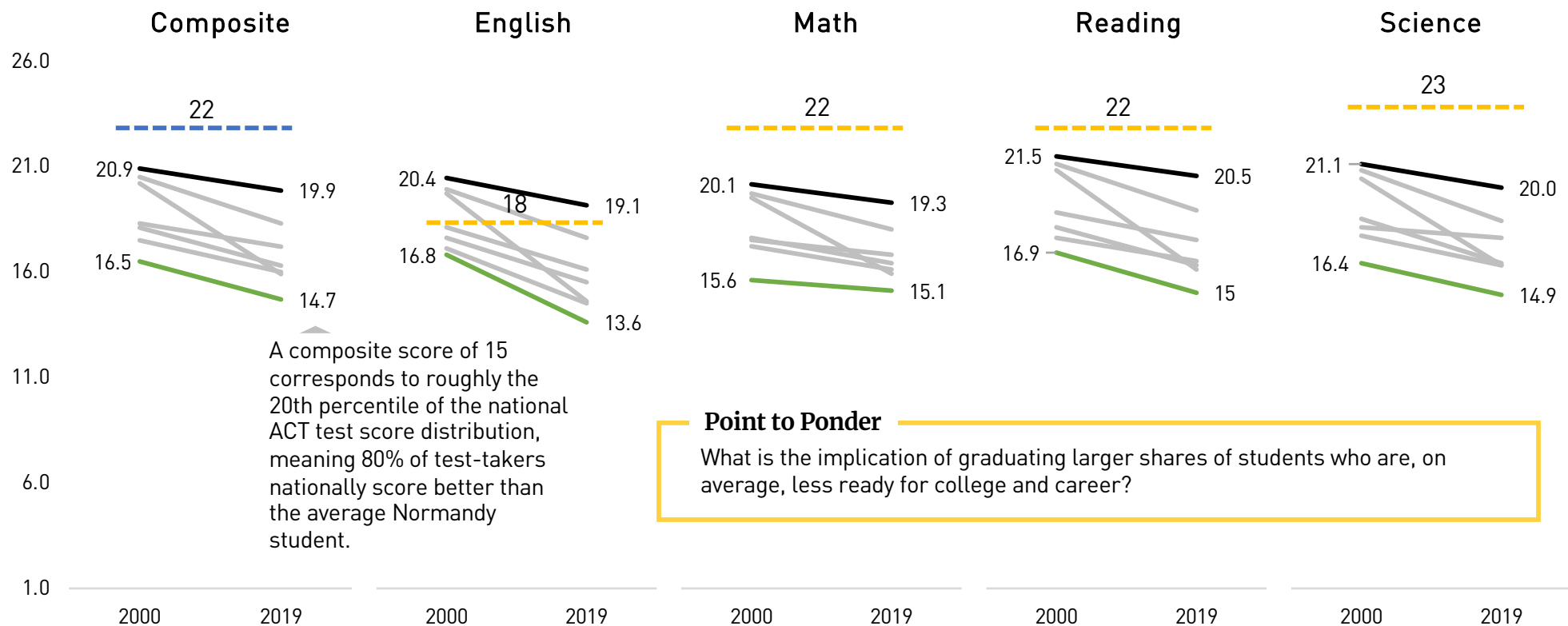


Since 2000, students statewide - and particularly in Normandy - have become less ready for college as measured by the ACT

The average Normandy graduate test-taker is more than 5 scale score points behind their peers statewide and more than 7 scale score points below the career readiness benchmark of 22. While there has been mixed performance among neighboring districts (shown in grey), Normandy has consistently scored lowest.

Average ACT Scale Scores of Graduates, 2000 vs. 2019
Results of neighboring districts shown in grey

— State average - - - Career readiness benchmark 2019
— Normandy - - - College readiness benchmark 2019



Point to Ponder

What is the implication of graduating larger shares of students who are, on average, less ready for college and career?



Career Readiness: 41 percent of ACT-tested 2019 graduates likely have the foundational work readiness skills needed for more than nine out of 10 jobs recently profiled in the ACT JobPro® database. Those students earned an ACT Composite score of 22 or higher, which corresponds with the Gold and Platinum levels of the ACT WorkKeys® National Career Readiness Certificate® (NCRC®).

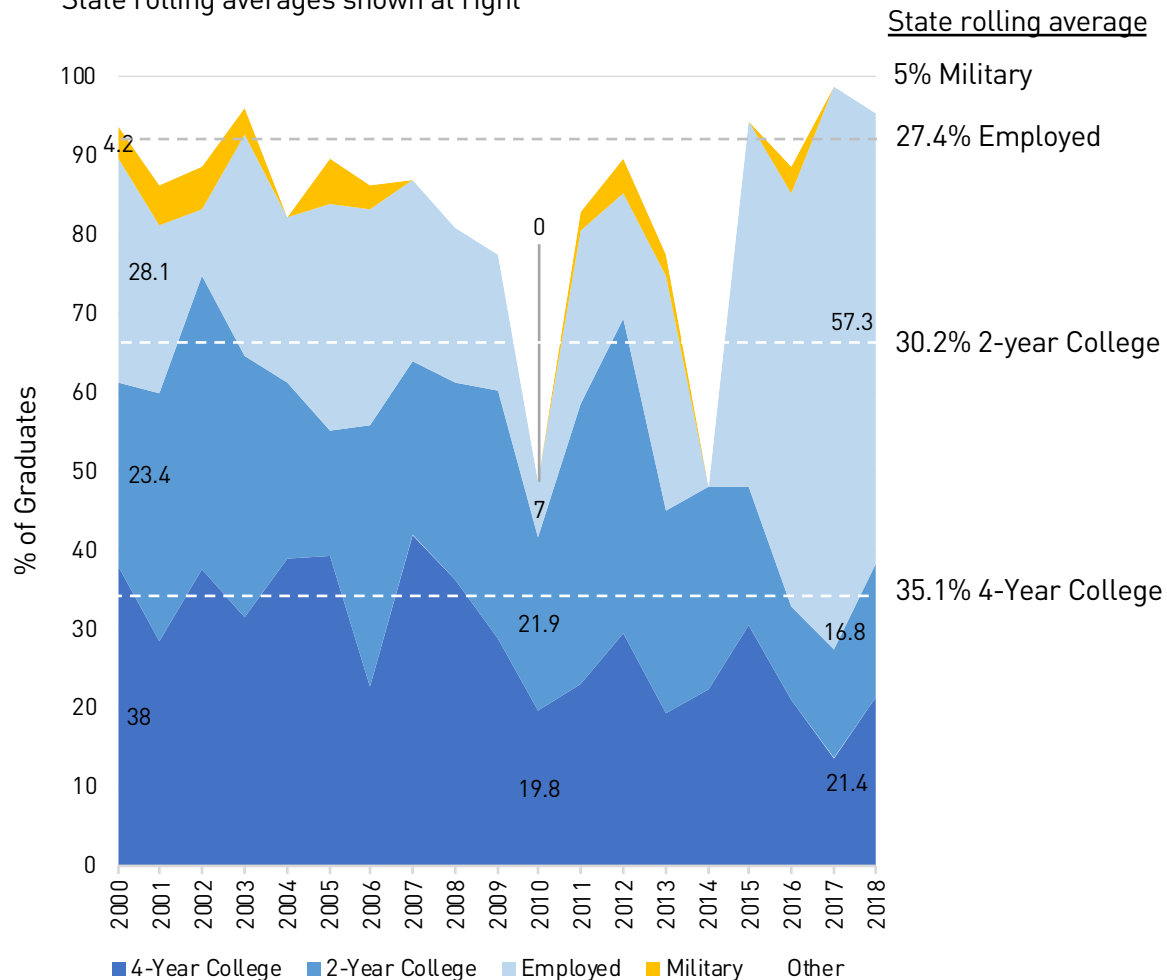
College Readiness: The ACT® College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Over this same timeframe, the share of graduates moving directly into the workforce (relative to college) has doubled

Rates of 2- and 4-year college-going declined in the late 2000s and have since stayed well below state averages. Meanwhile, the share of students directly entering the workforce has more than doubled since 2000.

Graduate Follow-up Survey Results, 2000 to 2018

State rolling averages shown at right



Point to Ponder

Why have graduation rates increased while rates of college-going have declined?

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Guiding Question

To what degree is the environment in Normandy schools conducive to learning?

New information from students themselves suggests that school climate and safety are major areas for improvement

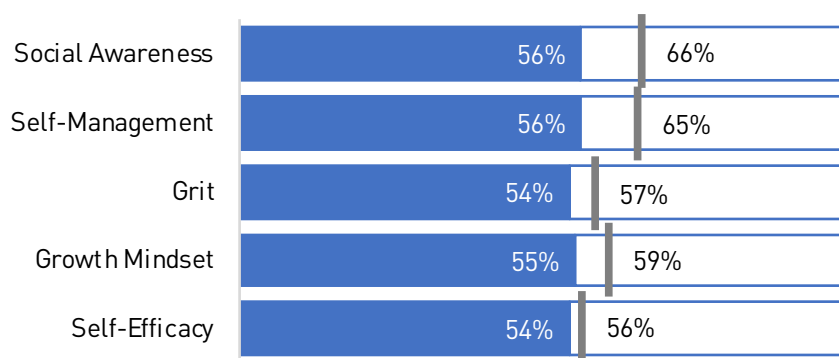
Panorama Survey Results

% favorable student responses, fall 2019

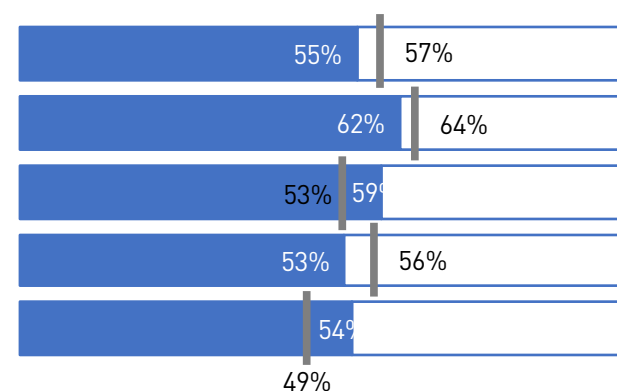
Local benchmark (average among Better Measures participants)

SEL Competencies

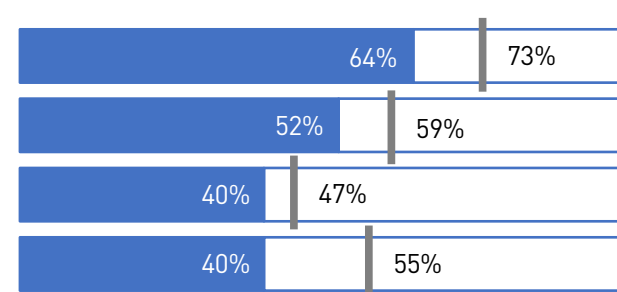
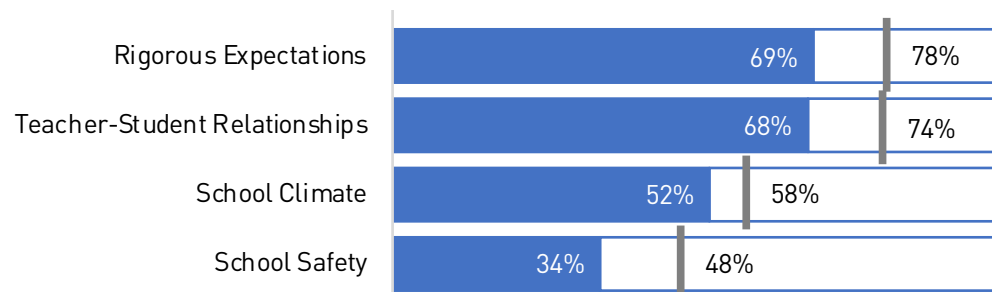
Grades 3-5



Grades 6-12



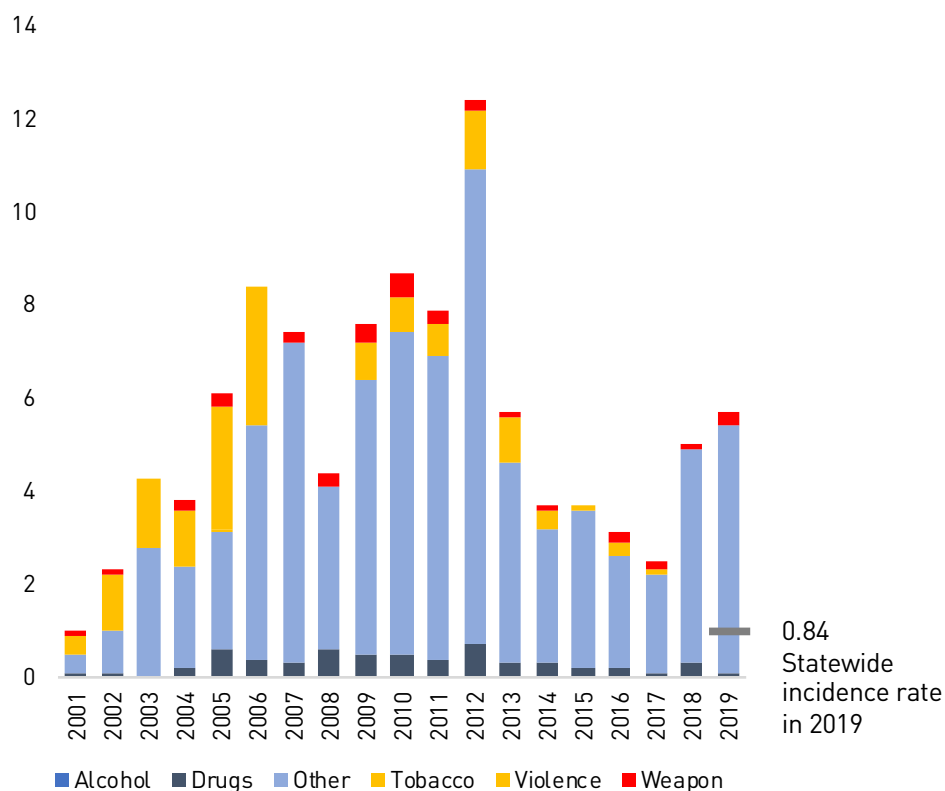
SEL Supports + Environment



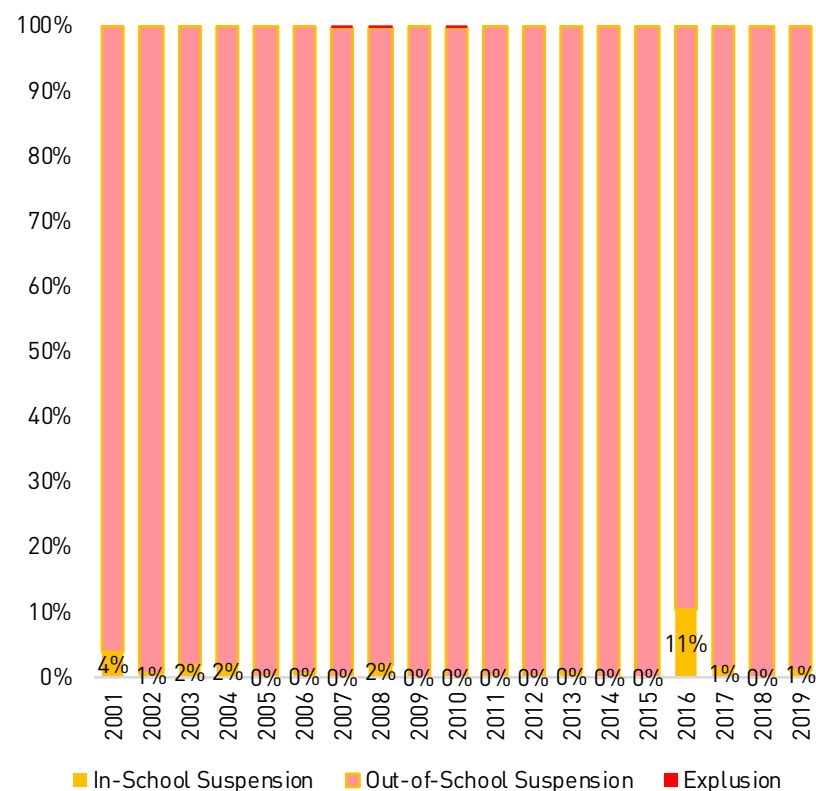
District disciplinary incidents have declined over the past decade but are still >6 times statewide rates

In-school suspensions are rare with the exception of 2016.

Disciplinary Incident Rate
Per 100 students, 2001 through 2019



Disciplinary Responses by Type
2001 through 2019

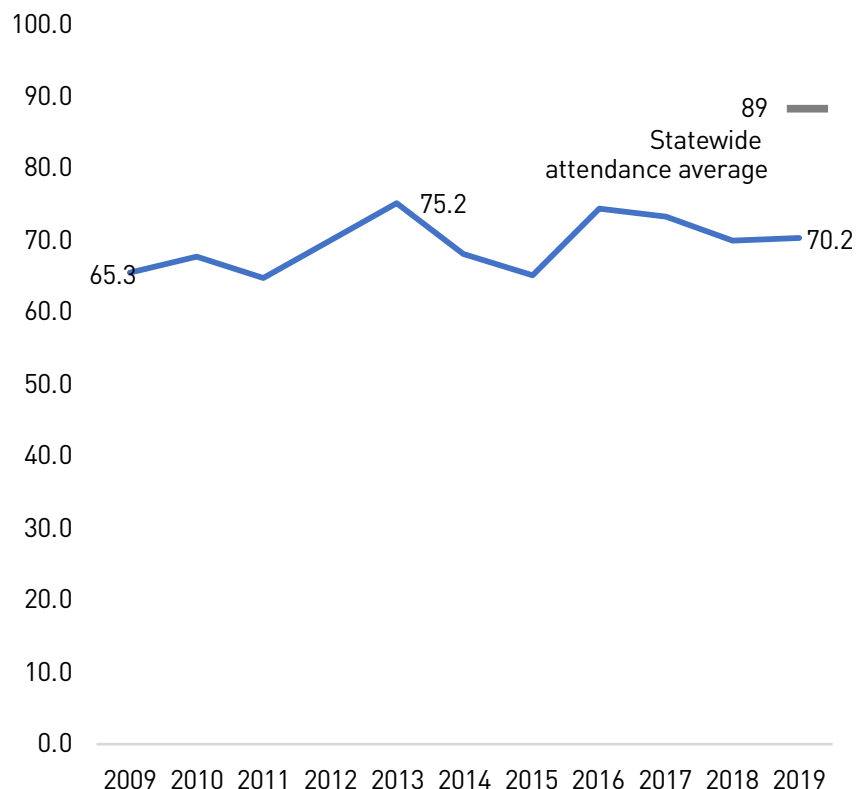


Student attendance rates increased steadily from 2011-2013, but have oscillated since

Student Attendance, 2009-2019

Share of students attending 90% of days more

Student attendance reached a high in 2013 when more than three quarters of students attended 90% of school days or more.



Attendance by Race and Grade, 2019

Share of students attending 90% of days more

Attendance rates are lowest among Black students and in the upper grades of 9-12.

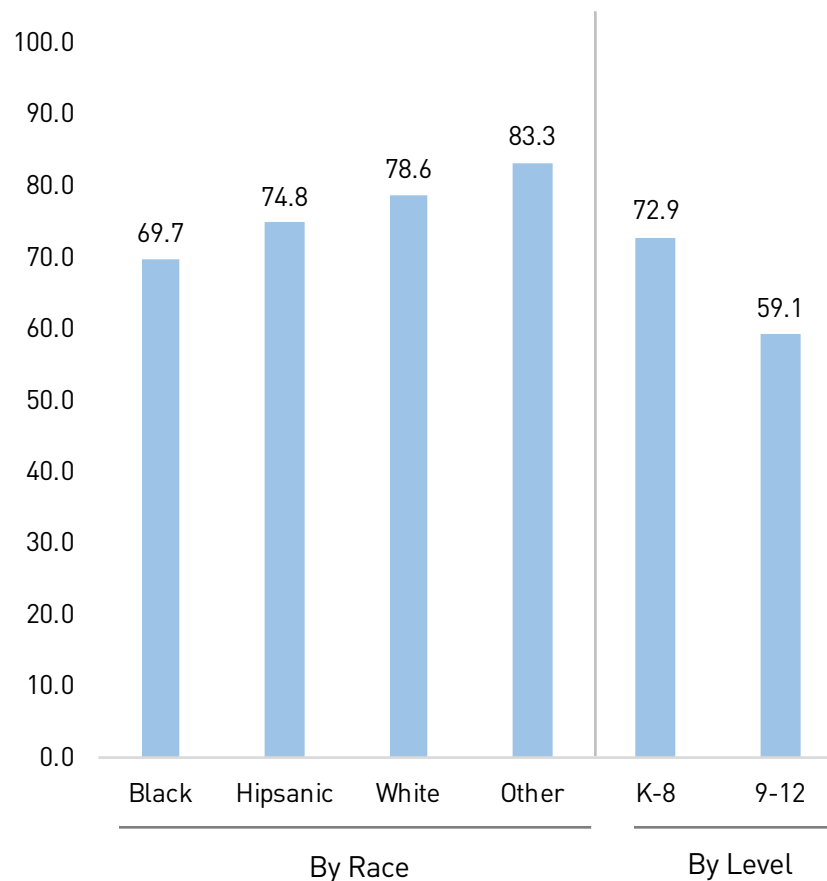


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Publicly available data are limited and sensitive to reporting challenges; a deeper diagnostic analysis could include the following

Topic	Motivating Question
Early Grades	Given how far behind students are by 3 rd grade, what can we learn from assessments in place in K-2?
Transition to Middle School	Beyond test scores, what early warning signals are present in middle school that can guide intervention?
Mobility and Attendance	What is the size and effect of school and classroom inflow and outflow throughout the year?
College-Going	What is the distribution of college-readiness within the district as measured by the ACT and other indicators? Among students entering 2- and 4-year colleges, what are their rates of persistence and completion?

