

***District 64:
Focus on Student Growth***

June 2017

District 64 Assessment Portfolio



Status & Growth



Status

1. How does our average score compare to the national average?

Growth

2. Are our students growing more or less than students in other schools?
3. Are our students meeting their growth targets?

Individual Student Growth

- Measure the percentage of students who met their “projected growth”
- Determined by NWEA
- Based on typical growth for all students at a grade level with the same starting score
- 8 million students take the MAP assessment

**Student
Achievement**



**Student
Growth**



**High-Impact
Instruction**



Planning for Growth

District-Level

- Strategic Planning
- “Same-Schools” comparison
- Curriculum alignment
- High-Performing Teams
- Program review
- Subgroup analysis

School-Level

- Multi-Tiered System of Support
- Literacy/Math intervention
- Primary Challenge/ Channels of Challenge
- Special Education support

Classroom

- Flexible grouping within the classroom
- Flexible grouping across the grade level
- Differentiated assignments and student materials
- Co-teaching

Data Leadership Teams

- Each school has a Data Leadership Team
- Isolate the greatest area of need (GAN)
- Create School SMART Goal (Specific, Measurable, Achievable, Realistic, and Timely)
- Select strategies to support improvement (HIGH-IMPACT)
- Develop action plans
- Analyze and refocus after winter and spring benchmarks







Individual Student Focus

- August/Early September administration
- Understand learning needs by class
- Triangulated with historical results and classroom data
- Differentiation focus: Identify students for intervention & enrichment



Class Report

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
MAP: Reading 2-5 Common Core 2010/Common Core English Language Arts K-12: 2010	2	18%	2	18%	5	45%	1	9%	1	9%
										
Goal Area										
Literature	1	9%	1	9%	5	45%	2	18%	2	18%
										
Informational Text	2	18%	2	18%	4	36%	2	18%	1	9%
										
Found Skills, Vocabulary	2	18%	3	27%	5	45%	1	9%	0	0%
										

Class Report

Name (Student ID)	Gr	Test Date	4	3	6	7	Test Duration	Goal Performance:		
				RIT (+/- Std. Err)	Percentile (+/- Std Err)	Lexile® Range		A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/13/10		178- 181 -184	3-4-6	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/13/10		185- 188 -191	7- 10 -13	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/13/10		194- 197 -200	17- 22 -31	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/13/10		195- 198 -201	18- 24 -31	464-614	60 m	201-213	189-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/13/10		195- 198 -201	17- 24 -31	457-607	53 m	187-199	196-207	192-204
Wolf, Tiphannie E. (F0800104)	5	09/13/10		198- 201 -204	22- 31 -39	513-663	25 m	189-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/13/10		202- 205 -208	34- 42 -51	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/13/10		204- 207 -210	39- 48 -61	634-784	42 m	198-210	199-211	208-219
Valkier, Romeo Moises S. (F0900031)	5	09/13/10		208- 211 -214	51- 61 -70	697-847	57 m	210-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/13/10		210- 213 -217	58- 67 -78	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/13/10		217- 220 -223	78- 85 -91	858-1008	29 m	217-228	210-222	215-226

Class Breakdown Report

Goal Area	<u>181-190</u>	<u>191-200</u>	<u>201-210</u>	<u>211-220</u>	<u>221-230</u>	<u>231-240</u>
Operations and Algebraic Thinking	E Croy A Kriegel A Brannen K Gilpatrick E Lothrop	L Ohanlon N Finamo I Herrman T Palmisano T Kratzer	M Brisbin T Isla L Bartman A Forand	K Deason C Coleman		L Deck V Steven L Manly L Kuchta
The Real and Complex Number Systems	N Finamo I Herrman T Palmisano T Kratzer	K Gilpatrick E Lothrop L Ohanlon	K Gilpatrick E Lothrop	M Brisbin T Isla L Bartman A Forand	L Deck V Steven L Manly K Deason C Coleman	L Kuchta
Geometry	T Isla L Bartman	E Croy A Kriegel A Brannen K Gilpatrick E Lothrop	L Ohanlon N Finamo I Herrman T Palmisano T Kratzer	L Kuchta T Islam L Bartman	M Brisbin	

Class Breakdown Report

Geometric Measurement and Relationships



191-200

201-210

211-220 

Reinforce

these skills & concepts

Develop

these skills & concepts

Introduce

these skills & concepts


Angle Measurement

- Compares angle measures to benchmark angles
- Identifies/estimates angle measures
- Solves one-step word problems involving angles

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- Compares angle measures to benchmark angles
- Identifies/estimates angle measures
- Measures non-right angles using a protractor
- Solves one-step word problems involving angles

MAP - Key Considerations

- Data source for Data Leadership Teams and classroom teachers
 - 2015 Norm Study
 - Second year that 8th grade spring is included in data
 - Baseline year for 2nd grade growth data
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Understanding Growth Targets

What does it mean when more than 50% of students are exceeding their growth targets?

Percentage of Students Meeting Growth Targets	50%	55%	60%	65%	70%+
<i>What does this mean?</i>	Typical Growth	Above Average Growth	Competitive Growth		Exceeding Expectations

District 64 2020 Strategic Plan Goals:

Percentage of Students Meeting Their Growth Targets

Reading

2015 Baseline	2016 50%	2017 55%	2018 60%	2019 65%	2020 70%
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Math

2015 Baseline	2016 50%	2017 58%	2018 65%	2019 70%	2020 75%
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READING

Percentage of Students Meeting Their Growth Targets

<u>2016</u> 50%
<u>2017</u> 55%
<u>2018</u> 60%
<u>2019</u> 65%
<u>2020</u> 70%

Goal	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		57	54	61	55	48	

READING

Percentage of Students Meeting Their Growth Targets

<u>2016</u> 50%
<u>2017</u> 55%
<u>2018</u> 60%
<u>2019</u> 65%
<u>2020</u> 70%

Goal	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		57	54	61	55	48	
2016 50%		63	66	62	54	57	59

READING

Percentage of Students Meeting Their Growth Targets

<u>2016</u> 50%
<u>2017</u> 55%
<u>2018</u> 60%
<u>2019</u> 65%
<u>2020</u> 70%

Goal	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		57	54	61	55	48	
2016 50%		63	66	62	54	57	59
2017 55%	57 Baseline	62	62	65	61	63	56

MATH

Percentage of Students Meeting Their Growth Targets

<u>2016</u> 50%
<u>2017</u> 58%
<u>2018</u> 65%
<u>2019</u> 70%
<u>2020</u> 75%

Goal:	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		58	48	65	67	64	

MATH

Percentage of Students Meeting Their Growth Targets

<u>2016</u> 50%
<u>2017</u> 58%
<u>2018</u> 65%
<u>2019</u> 70%
<u>2020</u> 75%

Goal:	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		58	48	65	67	64	
2016 50%		61	57	56	69	76	67

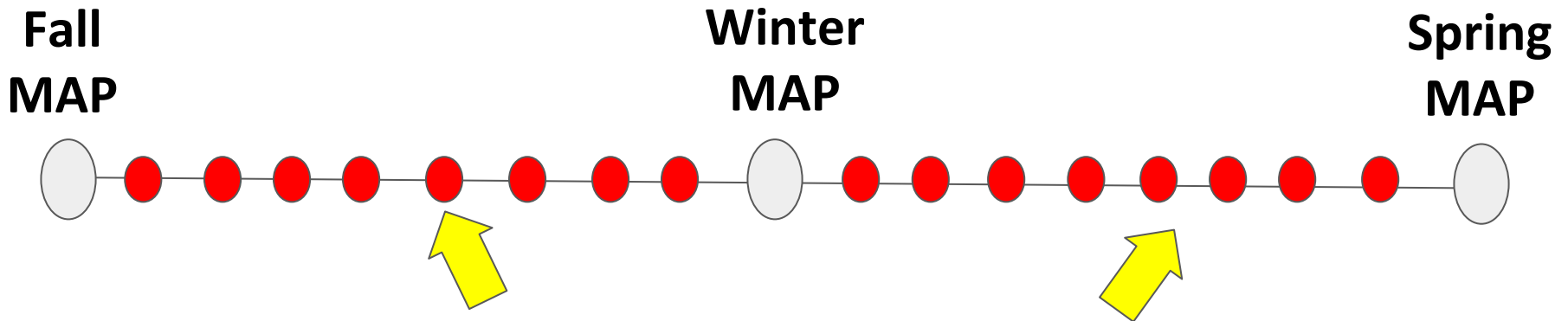
MATH

Percentage of Students Meeting Their Growth Targets

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<u>2019</u> 70%
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Goal:	2nd	3rd	4th	5th	6th	7th	8th
2015 Baseline		58	48	65	67	64	
2016 50%		61	57	56	69	76	67
2017 58%	52 Baseline	67	67	56	60	70	71

The Assessment Cycle



“Check-In” Assessments

**Enable teachers to measure progress
and plan for instruction**

(Common assessments & classroom assessments)

Strategic Plan Objective 2, Strategy A

Common Assessments

- Shared definition of proficiency
- Consistent rigor
- Consistent assessment protocols
- Students are clear about the criteria for success

Curriculum Mapping

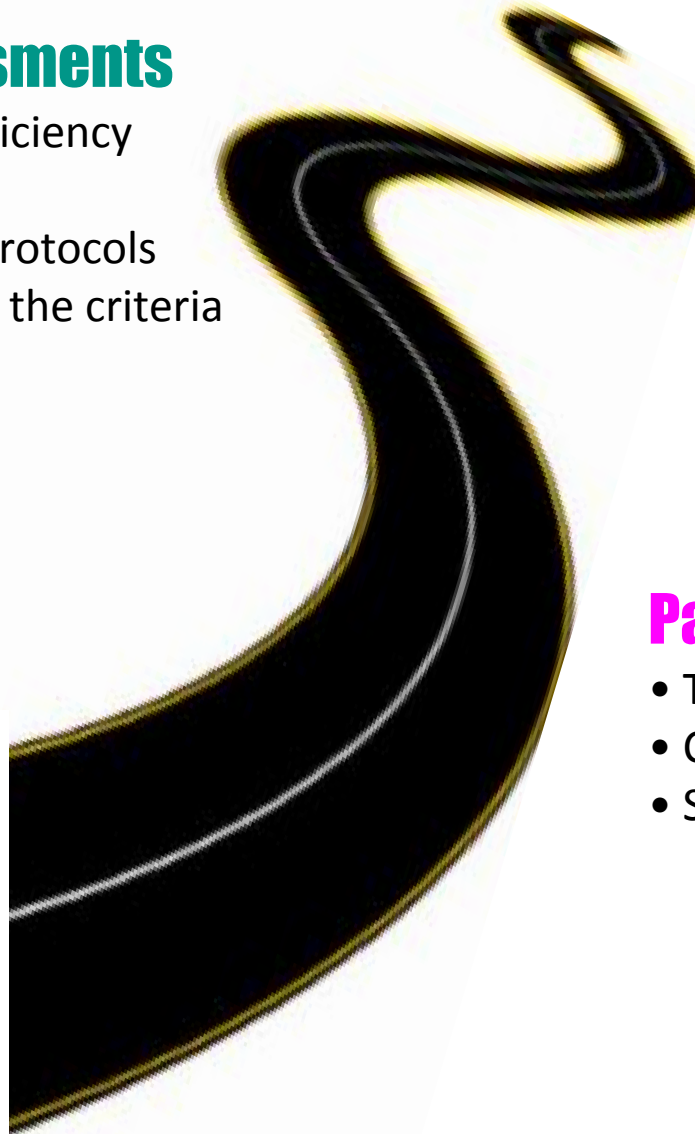
- National Standards
- D64 Priorities
- Student Learning Targets
- The “What”

GOAL


- Increased differentiation
- Share our “BEST” Ideas
- Increased student achievement

Pacing Guides

- The “When”
- Core resource
- Supplemental resources



Fall Student Learning Update

- NWEA's *Same-Schools Report*
 - National Percentile Ranks for MAP
Reading and Math MAP
 - 2016-17 PARCC Results
 - Illinois School Report Card
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Questions?