

TO: Board of Education
 Dr. Laurie Heinz, Superintendent

FROM: Dr. Lori Lopez, Assistant Superintendent for Student Learning

DATE: November 12, 2018

RE: 2017-18 Student Achievement Update and Presentation of the Illinois School Report Card

This report provides the Board of Education and the community with information about District performance on the MAP assessment, the PARCC assessment, and the Illinois Science Assessment. Also included is a summary of the October 2018 *Climate & Safety Survey* results. In addition, information will be shared about the 2018 Illinois School Report Card, the Every Student Succeeds Act (ESSA), and District 64’s *2020 Vision* Strategic Plan Balanced Scorecard.

MAP Assessment

MAP Assessment At-A-Glance

<p>Test Structure</p>	<ul style="list-style-type: none"> ● Reading and Math ● Online ● Adaptive (test becomes more difficult as students answer questions correctly) ● Includes selected response items
<p>Administration</p>	<p><u>2nd-5th Grade:</u></p> <ul style="list-style-type: none"> ● All students take Reading and Math in fall, winter, and spring <p><u>6th-8th Grade:</u></p> <ul style="list-style-type: none"> ● All students take Reading and Math in fall and spring ● At-risk students take Reading and Math MAP assessments in winter
<p>Scoring</p>	<ul style="list-style-type: none"> ● Students receive a “RIT” score ● Equal-interval scale that measures student progress from year to year ● Scores are analyzed based on achievement status and fall-to-spring growth

Results - National Norms

READING			MATH		
STATUS Percentile Rank for Mean Score			STATUS Percentile Rank for Mean Score		
2016	2017	2018	2016	2017	2018
93 <i>competitive</i>	93* <i>competitive</i>	89* <i>above average</i>	88 <i>above average</i>	90* <i>competitive</i>	87* <i>above average</i>
GROWTH Percentile Rank for Growth			GROWTH Percentile Rank for Growth		
2016	2017	2018	2016	2017	2018
55 <i>above average</i>	58* <i>above average</i>	54* <i>above average</i>	68 <i>exceptional</i>	59* <i>above average</i>	59* <i>above average</i>

*includes 2nd grade data

In reading and math, we have above average *status* scores and above average *growth*. We attribute this to our District-wide focus on differentiation and the strength of our intervention strategies and programs. Here are specific observations by subject:

- Reading: In 2017-18, we began the transition to new instructional practices in reading, specifically the Workshop Model. While our reading score remains strong, we observed a slight decline in scores as we provide professional development District-wide in this model. Because the new model provides for greater differentiation in reading, we expect to see scores increase over the next two years.
- Math: In 2016, we experienced exceptional growth in math. To sustain this level of growth, D64 will need to increase the rigor of mathematics instruction for students working at the highest level within the general education program in 3rd-5th grade.

MAP “Same Schools” Report

Growth is an important measure, especially for students who are performing significantly below the target and those who are performing significantly above it. When we review our percentile rank for growth using national norms, we are comparing our growth to schools across the nation. National norms may not be an appropriate benchmark for high-achieving districts like District 64. In our District, almost half of our students perform at the 70th percentile or above when looking through the lens of national norms. More than 20 percent of our students perform at the 90th percentile or better.

NWEA has provided us with a Same Schools Report so we can compare our student growth to the growth of students in districts that have *similar demographics*. We have established Strategic Plan goals related to this report. Our 2020 target is to outperform similar schools by .5 in Reading and .5 Math. Our 2017-18 target was to outperform these schools in each of these subjects by .3. In both Reading and Math, we have the same growth as schools with similar demographics and baseline scores. This is supported by the Growth data in the Illinois Report Card.

PARCC Assessment

PARCC Assessment At-A-Glance

Test Structure	<ul style="list-style-type: none"> ● English Language Arts (ELA) <ul style="list-style-type: none"> ○ Reading: literary text, informational text, and vocabulary ○ Writing: written expression and conventions ● Math <ul style="list-style-type: none"> ○ Major content ○ Additional/supporting content ○ Reasoning ○ Modeling/application ● Online ● Includes both selected response and constructed response items
Administration	<u>3rd-8th Grade:</u> <ul style="list-style-type: none"> ● All students take ELA and Math in the spring
Scoring	<p>An overall score of one of five “performance levels” is assigned to each student for both math and ELA.</p> <ul style="list-style-type: none"> ● 1: Did Not Meet Expectations ● 2: Partially Met Expectations ● 3: Approached Expectations ● 4: Met Expectations ● 5: Exceeded expectations

2018 PARCC Performance

Performance on the PARCC Assessment remains consistent District-wide. Below is the student achievement data reported on the November 2018 School Report Card:

	English Language Arts			Math		
	2016	2017	2018	2016	2017	2018
5- Exceeded Expectations	9%	9%	10%	8%	10%	9%
4 - Met Expectations	50%	49%	49%	50%	47%	47%
3- Approached Expectations	26%	25%	24%	28%	28%	27%
2 - Partially Met Expectations	10%	12%	12%	11%	11%	12%
1 - Did Not Meet Expectations	5%	6%	5%	4%	3%	4%
MEETS/EXCEEDS	59%	58%	59%	58%	57%	56%

Illinois Science Assessment

Performance across the District on the Illinois Science Assessment remains strong, with 70-80% of students meeting or exceeding standards. Generally, at K-5, we see an increase in student performance over the past three years and a decline at the middle school. This is the third year of implementation of a core curriculum aligned to the Illinois Learning Standards at the K-5 level. At 6-8, we are in our second year of piloting materials and adjusting pacing.

	DISTRICT 64			STATE of ILLINOIS		
	2016	2017	2018	2016	2017	2018
5th Grade	72%	78%	76%	58%	54%	53%
8th Grade	80%	73%	71%	61%	59%	58%

Every Student Succeeds Act (ESSA)

In 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA reauthorizes the Elementary and Secondary Education Act, which has been revised several times since 1965. The most recent reauthorization prior to ESSA was called the No Child Left Behind Act (NCLB).

ESSA requires schools to analyze “all student” and “subgroup data” to earn one of four ratings:

- Tier 1 - Exemplary School: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- Tier 2 - Commendable School: A school that has no subgroups performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- Tier 3 - Underperforming School: A school in which one or more subgroups is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.
- Tier 4 - Lowest Performing School: A school that is in the lowest-performing 5 percent of Title I schools in Illinois.

To calculate a school’s designation, the ISBE uses a range of academic and student success data. Academic indicators comprise 75%, while student success indicators comprise 25%. Indicators used to calculate each schools’ summative designation for the November 2018 Report Card are in **bold** below. Other indicators listed below will be introduced in future years.

Academic Indicators (75%):
<ul style="list-style-type: none"> ● Reading & Math Proficiency as measured by the PARCC / DLM: 20% (Beginning 2019-20: 15%) ● Growth: 50% ● English Learner Proficiency: 5% ● Science: 0% (Beginning 2019-2020: 5%)
Student Success Indicators (25%)
<ul style="list-style-type: none"> ● Chronic Absenteeism: 20% (Beginning in 2019-20: 5-10% depending on Fine Arts) ● 5Essentials Survey: 5% (full credit in 2018-19) ● PK-2 Indicators: 5% ● Elementary/Middle School Indicators: 5% ● Fine Arts TBD: 0% (Beginning in 2019-2020: 0-5%)

Each year, schools will have increasingly higher math and reading proficiency targets, culminating in a 90% proficiency target in 2032. While Growth was a factor used to calculate summative designations, it is not reported on the 2018 Illinois Report Card. However, beginning in 2019, ISBE will provide each school with a Growth rating on the Illinois Report Card. District 64 will receive ratings for comparisons to “like schools” and “all schools.” For both comparisons, the assigned grade for Growth will use an A-F scale.

All District 64 schools were placed at the “commendable” level for 2018. According to ISBE, approximately 70 percent of schools received the “commendable” designation, which represents a broad range of performance. By our analysis, several of our schools were very close to earning the “exemplary” designation.

Because District 64 exceeded the 2018 ELA and Math proficiency targets, the indicators which impacted summative designations were: English Learner Proficiency (5%), Chronic Absenteeism (20%), and Growth (50%). Here are additional observations on these areas:

- District 64’s English Learner program provides quality support for students as they acquire English over the expected 5-year timeline. All schools in District 64 earned between 4.25 and 4.52 out of 5 on this indicator. In middle school, where most students no longer require intervention, the English learner population is not large enough to comprise a subgroup for this indicator.
- Chronic Absenteeism is an area for growth for District 64. A student is considered “chronically absent” if he or she misses 10% or more of the prior school year for the days that the student is enrolled. This includes both *unexcused* and *excused* absences. For students who are enrolled at the beginning of the year, chronic absenteeism refers to students who are absent 18 or more days. School rates for chronic absenteeism in District 64 range from 3.23%-7.54%.

In addition to calculating scores for “all students,” ISBE calculates scores for identified student subgroups that are greater than 20 students. In 2018-19, District 64 met or exceeded ISBE-developed targets for all subgroups.

Illinois School Report Card

The Illinois School Report Card is published annually by the Illinois State Board of Education at www.illinoisreportcard.com. Report cards share a wide range of information about student achievement, school/district environment, finances, students, teachers, and administrators. The report card includes a printable, two-page At-a-Glance Report and an interactive online report card that offers additional details and explanations of available information.

In alignment with ESSA, new features of the interactive 2018 Illinois Report Card include a summary dashboard for each school and its summative designation, along with several new data points related to the designation. As noted above, ISBE has created four levels for its designation (Exemplary, Commendable, Underperforming, and Lowest Performing), and will award funding and support services to underperforming or lowest performing schools.

As required by state law, our District and school reports cards are published to the District 64 website. You may view the 2018 District 64 report cards [at this link](#).

Climate & Safety Survey

In October 2018, students in grades 3–8 and all staff at every school in District 64 participated in the Safe & Civil Schools *Climate & Safety Survey*. Parents/guardians of students *in all grades PreK-8* were also invited to participate. Although new to District 64, the surveys have been tested in a variety of settings over the past 30 years. They are a proven tool for accurately and consistently measuring perceptions of school climate and safety. The survey was completed anonymously and was not linked to any individual student, parent, or staff member.

In mid-October, after the close of the survey, the District 64 Social Emotional Learning (SEL) Committee took a deep dive into each school's building data. Team members discussed District-wide themes and identified opportunities for growth. At the time of this report, results from one elementary school were still being analyzed. Below is a summary of available data.

Strengths

In general, the results of the *Climate & Safety Survey* indicate an overall healthy setting for student learning. Parent perception of school is very positive (i.e., parents feel welcomed, treated with respect, comfortable asking for help). Staff members collaborate and treat one another respectfully. Staff members are supportive of students, treat students respectfully, and encourage students to do their best. The vast majority of students report they would know what to do if they saw someone being bullied. Students feel that it is easy to make friends at school and that other students care about them.

Opportunities

Based on the data, there are several areas that we are currently exploring as opportunities for improvement:

- **Classroom misbehavior:** At the building level, we are gathering more information about this concern and whether it's related to a small group of students or more general classroom management goals. We are also exploring how this relates to student perception of respectful treatment of one another and staff perception of how students treat them. We want to learn more about how we can become consistent in our classroom responses to misbehavior and increase teacher/administrator trust and support.

- **Misbehavior with substitutes:** We would like to design a protocol for students around expectations for learning with substitute teachers.
- **Review expectations for behavior, specifically - cafeteria, playground, bus, restrooms, appropriate language:** Data suggests expectations are clear in classrooms and hallways, but additional review would be helpful in the cafeteria, on the playground, and in restrooms. In addition, while staff find student language appropriate, students are reporting inappropriate language as a concern.
- **Vaping:** While not named specifically in the survey, drug/alcohol/tobacco use was identified as an issue at the middle school level. While the topic of vaping is addressed comprehensively at the middle school level, we see a need to address this more extensively at the intermediate level and to provide additional parent/teacher education opportunities.
- **Reporting behavior:** At the middle school level, we want to ensure that all students are comfortable reporting dangerous behavior. The SEL Committee is exploring possibilities for anonymous reporting and other avenues.
- **Student cliques:** We would like to explore a workshop for all stakeholders around helping students navigate social relationships.
- **Joking/teasing/bullying:** Students have expressed that they worry about bullying. We want to focus on strategies for supporting students with this and helping them resolve minor disagreements independently. We also want to help all stakeholders understand the difference between joking, teasing, and bullying.
- **Student-teacher relationships:** We want to explore feedback around students' enthusiasm for coming to school and their perception of adults treating them fairly. We also want to target adult-student connectedness at the middle school.
- **Tardies & absences:** Staff are concerned about student tardies and absences. This data is supported by the Chronic Absenteeism data on the Illinois School Report Card noted above.

Strategic Plan Balanced Scorecard

District 64's Balanced Scorecard has been updated to reflect the information shared in this report. The Balanced Scorecard also includes data from District 64 student performance in District 207. The Scorecard can be found on the District 64 website. It tracks progress across all six Strategic Objectives in the *2020 Vision* Strategic Plan, which has now entered its fourth year of implementation in 2018-19.

Next Steps

District 64 provides a high quality education for students. Standardized assessments like the MAP and PARCC are one piece of our District 64 assessment portfolio. Our current Strategic Plan focuses on increasing the rigor of instruction through differentiation. We are currently tackling this goal through several initiatives:

1. **Adoption of new resources and instructional practices for reading.** While our reading scores remain strong, we did anticipate an implementation dip as we transition to these

new practices. Because the new model provides for greater differentiation in reading, we expect to see scores increase over the next two years.

- 2. Need for increased differentiation in math.** An analysis of student math performance suggests that we need to increase the rigor of mathematics instruction for students working at the highest level within the general education program in 3rd- 5th grade. (i.e., students seeking challenge in the area of math but who are not eligible for Channels of Challenge). Grade-level teams will collaborate with the K-5 Math Curriculum Specialist to address this.
- 3. Finalize and implement common assessments.** While standardized assessments provide us with important information about student performance relative to a national benchmark, we also value our local assessments created by teachers to measure student growth. Our continued Strategic Plan focus is the development of common assessments in all grade levels and subject areas.
- 4. Prepare for the next iteration of the Illinois Assessment of Readiness (IAR).** This year, the PARCC assessment has been renamed the Illinois Assessment of Readiness. While questions continue to be similar to those on the PARCC test, we anticipate a revised test in future years and the transition to a “computer-adaptive” platform in 2021.
- 5. Analyze student-level growth data.** Curriculum Specialists and Department Chairs will partner with grade level teams to identify which groups of students made the most and least growth on the PARCC (IAR). This will inform our instruction and future planning.
- 6. Analyze building-level data for Chronic Absenteeism.** Building leadership teams will review chronic absenteeism data to determine incentives for promoting student attendance.

District 64 community members share a sense of pride in the academic progress of our students, the high quality of our teaching staff, and the outstanding and varied educational opportunities offered to all students.