

DISTRICT 64 ANALYSIS OF STUDENT ACHIEVEMENT & PREVIEW OF STATE REPORT CARD

October 28, 2013

Presentation to The Board of Education

Assessment Landscape

Summative



Formative

Assessment Landscape

ISAT

MAP

Educational Ends
AssessmentsQuizzes or Tests
that Contribute to
a GradeEnd of Unit/Term
Tests or ProjectsReport Card
Grades

Summative

- Measure student learning relative to content standards
- Occur *after* instruction
- Tools to evaluate program effectiveness, school improvement goals, and curriculum alignment

Source: Association for Middle Level Education - <http://www.amlle.org>

Assessment Landscape

Observation

Questioning

Diagnostic
Admit Slips or
Exit SlipsProgress-
Monitoring
Tools

Checkpoints

Learning Logs

SMART
Response

Formative

- Occur *during* instruction
- Provide information to adjust teaching and learning while they are happening
- Students have the opportunity to respond to feedback

Source: Association for Middle Level Education - <http://www.amlle.org>

Student Achievement Update - 2013

- Educational Ends
- MAP (Measures of Academic Progress)
- ISAT (Illinois Standards Achievement Test)

Educational Ends

Critical Thinking/
Problem-Solving
Foreign Language
General Music
Health
Instrumental Music
Language Arts
Math
Physical Education
Science
Social Emotional
Social Studies
Visual Arts

- Broadly defined learning goals in each area of a child's development
- Reflect the value District 64 places on the "whole child"

Assessing the Educational Ends

- Standardized Tests
- Report Card Data
- Locally Developed Assessments
- 87 indicators were reviewed in 2012-13

| ENDS STATEMENT | ASSESSMENT TOOL | EVIDENCE | TARGETED OUTCOME | WHEN | BASELINE | TARGET | CURRENT STATUS |
|---|---------------------------------------|--|---|-----------|---------------------------|--------|---|
| 5C-1: Students will know and understand basic concepts and principles of life, physical, earth, and space sciences, as defined in the Illinois State Standards. | ISAT | Scores on Fourth Grade ISAT | 85% of students will score in the meets or exceeds category. | Spring | 93% (Spring 2007) | 85% | 89% (Spring 2007) 92% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 95% (2010/2011) 95% (2011/2012) 95% (2012/2013) |
| | ISAT | Scores on Seventh Grade ISAT | 85% of students will score in the meets or exceeds category. | Spring | 91% (Spring 2007) | 85% | 91% (Spring 2007) 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 94% (2010/2011) 94% (2011/2012) 93% (2012/2013) |
| 5C-2: Students will apply scientific knowledge and reasoning in creative and systematic ways to solve complex problems. | Critical Thinking District Assessment | Fourth Grade "Simple Machines" Assessment | 75% of students will score 80% or above on a District administered assessment. | Year Long | 72% (Year Long) | 75% | 72% (2006/2007) 78% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011) 81% (2011/2012) 80% (2012/2013) |
| | Critical Thinking District Assessment | Fifth Grade "Reading and Thinking About Weather Data" Assessment | 80% of students will earn 50% or better on a critical thinking Science assessment. | Year Long | 80% (Year Long 2006/2007) | 80% | 86% (2006/2007) 89% (2007/2008) 94% (2008/2009) 92% (2009/2010) 86% (2010/2011) 91% (2011/2012) 89% (2012/13) |
| | Final Grade on Culminating IPS Lab | Eighth Grade IPS Final Activity (Shadow) | 80% of eighth grade students will score 80% or higher on a teacher administered assessment. | Spring | 74% (Spring 2008) | 80% | 74% (Spring 2008) 84% (2008/2009) 81% (2009/2010) 79% (2010/2011) 80% (2011/2012) 80% (2012/2013) |
| 5C-3: Students will develop an interest in | Science Interest and Attitude Survey | Surveys on a Science | 90% of seventh grade students will | Periodic | 88% | 90% | 88% (2006/2007) |

What Can We Learn from the Educational Ends Assessments?

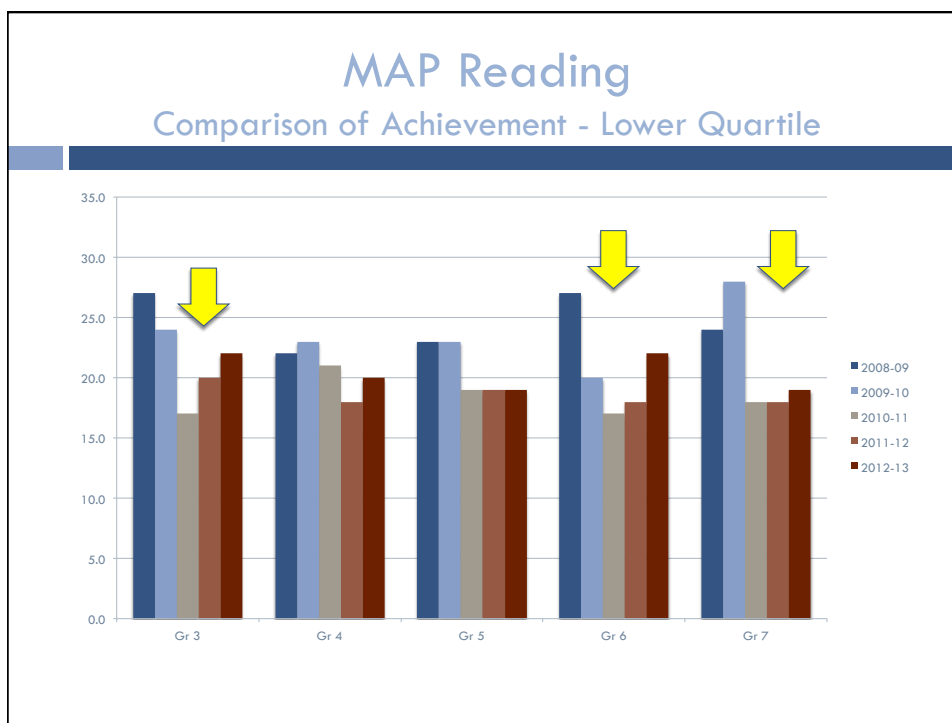
- Of the 87 assessments administered during the 2012-13 school year:
 - ▣ 84% reflect on-target performance
 - ▣ 16% reflect performance within 10% of the target
 - ▣ 0% reflect performance outside of the target range
- The percentage of assessments in the “on-target” scoring range has increased from 62% in 2007-08 to its current level of 84%.

Measures of Academic Progress (MAP)

- Aligned to Illinois State Standards
- Computerized “adaptive” test
- RIT scale
- District 64 mean has increased over time and is consistently higher than the national mean
 - ▣ Reading: high 60s to mid 70s national percentile rank
 - ▣ Math: high 60s to low 70s national percentile rank

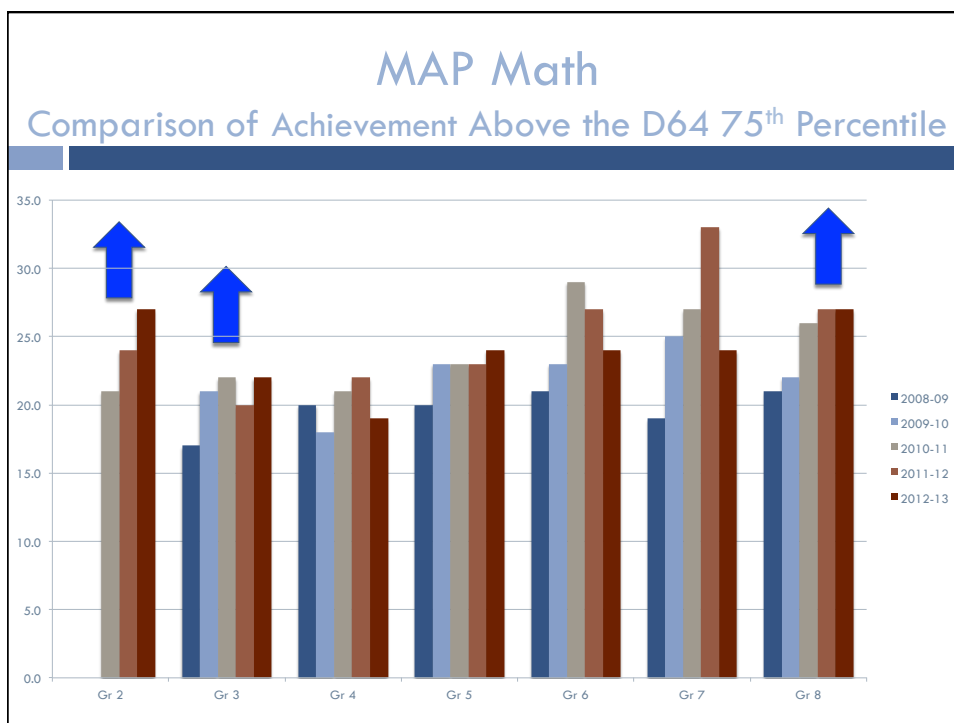
MAP Reading Results

- In general, about a quarter of students perform above the 75th percentile
(= 86th-90th percentile nationally)
- Over the past five years: Decrease in percentage scoring in lower quartile (District 64 norms)



MAP Math Results

- In general, about a quarter of students perform above the 75th percentile
(= 85th-88th percentile nationally)
- Over the past five years: Increase in percentage of students performing above the 75th percentile 2nd grade, 3rd grade, and 8th grade



MAP: Looking Ahead to Spring 2014

D64 has implemented the CCSS-aligned version of MAP Reading & Math.

| English Language Arts | Math |
|---|---|
| <ul style="list-style-type: none"> Increasing complexity of texts Balance of informational and narrative text Content area literacy Writing to argue or explain Academic discussion and vocabulary Integration of research and media skills | <ul style="list-style-type: none"> Reduced number of topics at each grade level Focus on deep conceptual understanding, speed and accuracy in calculation, application of math in real-world contexts |

Student Growth Targets

- Calculated based on:
 - typical growth of students at specific RIT scores
 - student's grade level
- Important measure for ALL students

Student Growth Targets

- If 70% of students are meeting/exceeding growth targets, district is at 90th-95th percentile for growth
 - Average growth – 50%
 - “Ambitious” growth – 63%
 - “Aggressive” growth – 70%

Student Growth Targets

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 5-Year Avg |
|---------|---------|---------|---------|---------|---------|------------|
| Reading | 59.0 | 54.1 | 56.4 | 56.9 | 55.2 | 56.3 |
| Math | 58.9 | 55.9 | 59.8 | 62.6 | 62.8 | 60.0 |

Reading: “Above average” growth

Math: “Ambitious” growth

Changes to ISAT Performance Levels

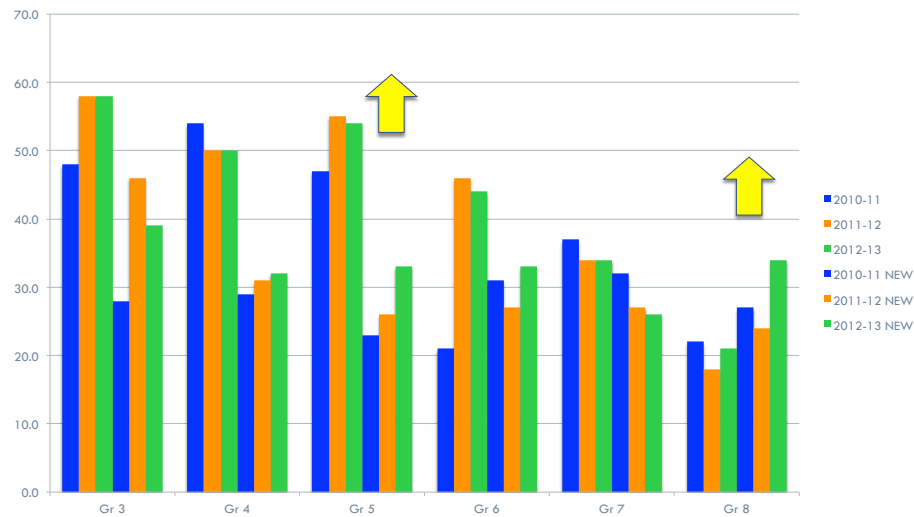
- Seeking waiver from U.S. Department of Education
- Commitment to aligning ISAT results with PSAE
- Anticipated that only half of all students in Illinois will “Meet Standards”
- 11%-14% decrease in percentage of students demonstrating proficiency on the ISAT

ISAT Results

- Overall District performance in Reading and Math remains competitive
 - “Meets & Exceeds” in Reading: 83% (94%)
 - “Meets & Exceeds” in Math: 82% (96%)
- Performance continues to be strong in Science

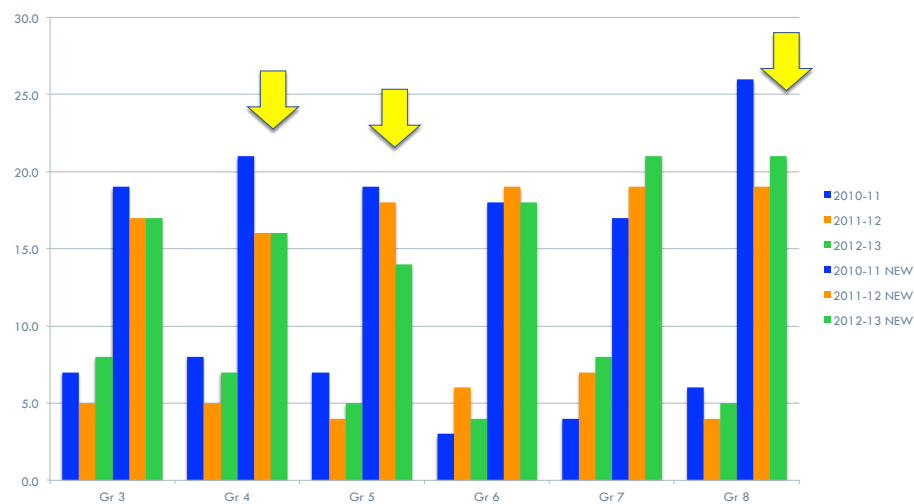
ISAT Reading: New & Prior Cut Scores

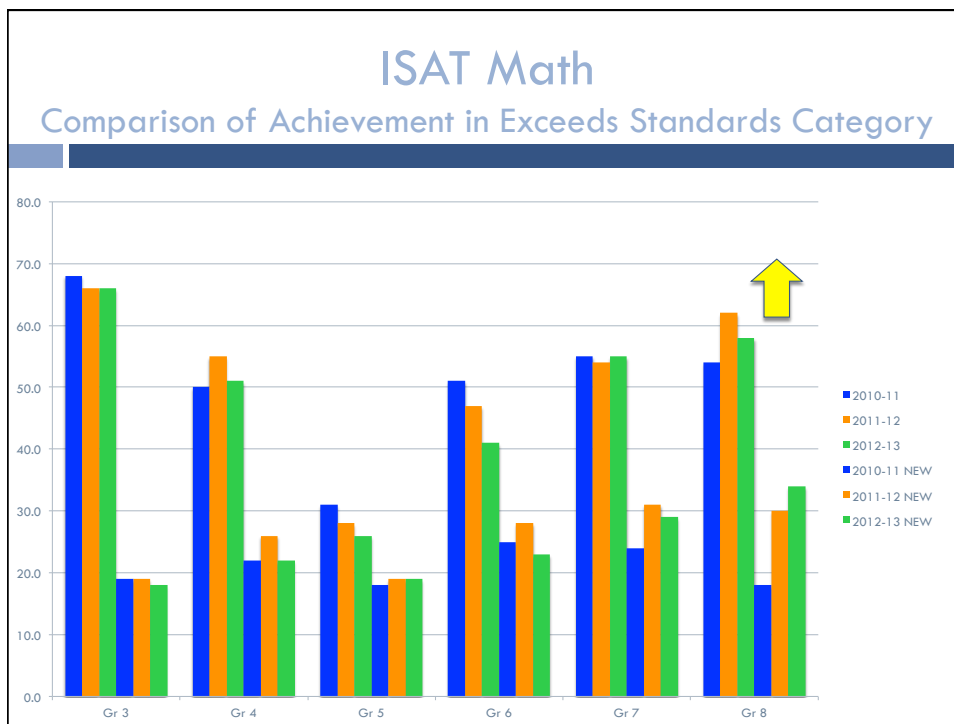
Comparison of Achievement in Exceeds Standards Category



ISAT Reading: New & Prior Cut Scores

Comparison of Achievement in Academic Warning and Below Standards Categories

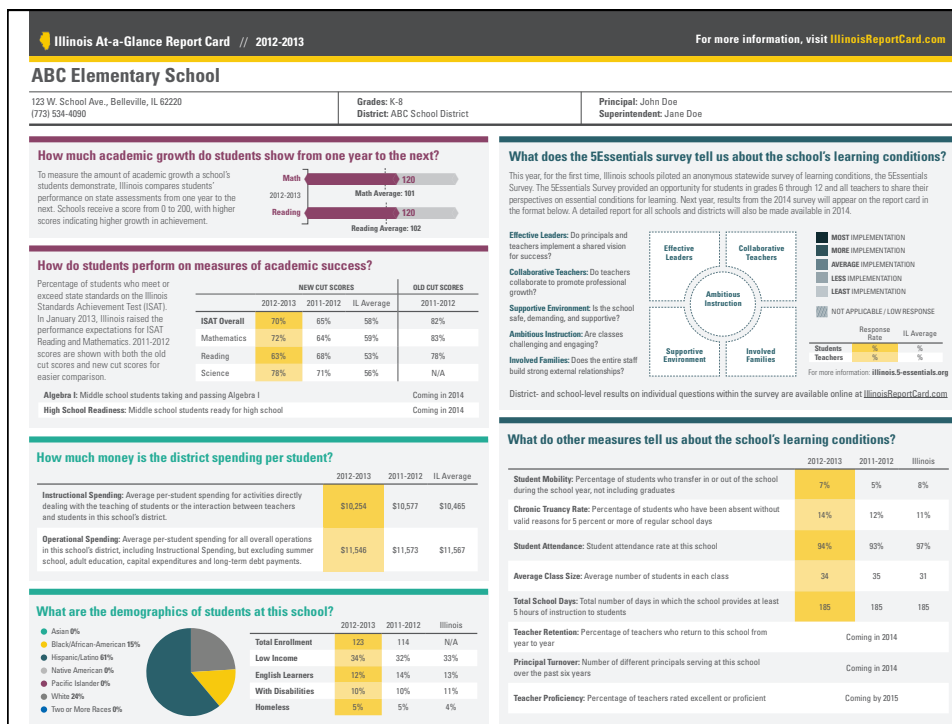




AYP (Adequate Yearly Progress) Status

- ❑ Calculated based on percentage of total students and subgroups who meet/exceed standards, testing participation rates, and attendance rates
- ❑ Only one of our elementary schools - Franklin - achieved AYP
- ❑ Pending approval, growth model may be adopted

| | Reading | Math |
|-------------|---------|-------|
| District 64 | 107.4 | 106.9 |
| State | 102.1 | 101.4 |



5Essentials Survey Results

| Strengths | Opportunities for Growth |
|--|---|
| <ul style="list-style-type: none"> External relationships Parent input and participation Students' sense of safety Teacher responsiveness Students value hard work High expectations for academic performance Teachers' influence on school practices | <ul style="list-style-type: none"> Collective sense of responsibility Quality instruction and rigorous professional development Principals' capacity as instructional leaders Program coherence |

PARCC Assessment

- Fully implemented in 2014-15
- Administered at 3rd-8th grade
- Computer-based assessment that includes a range of item types
- Includes optional diagnostic and mid-year assessments
- Speaking and Listening Component

Performance-Based Assessments (PBAs)

ELA

- Research simulation task
- Task focused on analyzing literature
- Read multiple texts and write several pieces

Math

- Solve problems using key grade-level content/skills
- Problems presented in a real-world context


End-of-Year Assessments

ELA: Focus on reading and comprehending complex texts

Math: Focus on demonstrating deep understanding of grade-level content

Implications for Our Work Together: Curriculum & Assessment Influences

| SPRING 2013 | FALL 2013 | SPRING 2014 | FALL 2014 | SPRING 2015 |
|---|------------------------------------|---|-------------------|--|
| Administer ISAT (20% Common Core; new cut scores) | | Administer 2014 ISAT (100% Common core; new cut scores) | ISAT discontinued | Administer summative PARCC Assessments |
| | Administer Common Core-aligned MAP | | | |



Recommendations for Our Work Together

- ✓ Maintain our focus on individual student growth and the high-yield instructional strategies that support student growth.
- ✓ Continue to support teachers with the use of data to inform instruction.

Recommendations for Our Work Together

- ✓ Continue to evaluate the Educational Ends and determine their alignment to the District 64 Priority Standards and the Common Core State Standards. Refine the Educational Ends assessments so that they provide information that most accurately reflects our learning priorities.
- ✓ Through collaboration with the Instructional Technology Coaches, Curriculum Specialists, and Department Chairpersons, continue to provide support for teachers with the implementation of the Common Core State Standards.

Recommendations for Our Work Together

- ✓ Continue to explore tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving, particularly at the kindergarten and 1st grade levels.

Impacting Student Learning

- Our fundamental task is to evaluate our effect on student learning
- Seek out and implement high-leverage teaching practices
- Recognize and celebrate the professionalism of educators
- Enjoy the challenge

Hattie (2011), Knight (2011) & Schmoker (2012)