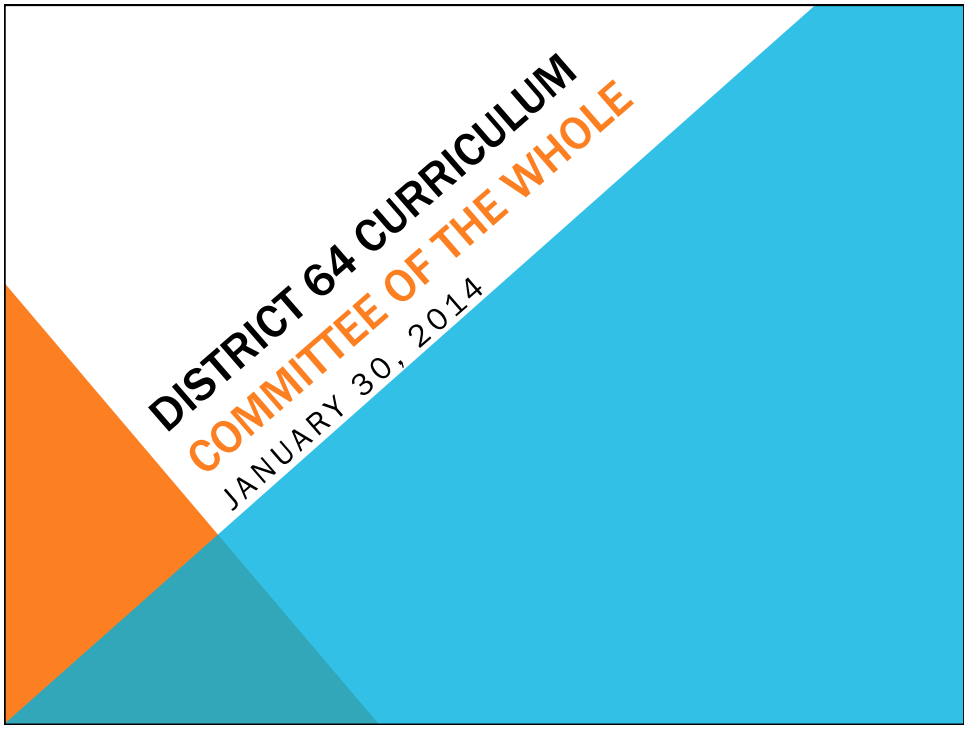


DEPARTMENT FOR STUDENT LEARNING

1. What do we want our students to learn?
2. How will we know when our students have learned?
3. What will we do when students struggle to learn?
4. What will we do when students have already learned?

Standards

End of Year

Sources: Illinois Learning Standards*
& District 64 Priority Standards

**The Illinois Learning Standards for ELA and Math ARE the Common Core State Standards.*

Curriculum

Scope & Sequence:
Lesson to Lesson, Unit to Unit

Learning Targets

Within a Lesson

What do we want our students to learn?

Formative Strategies

Observation • Questioning • Exit Slips

Progress-Monitoring Tools • Checkpoints • Learning Logs

SMART Response

Summative Strategies

ISAT • MAP • Educational Ends Assessments

Quizzes or Tests that Contribute to a Grade

End of Unit/Term Tests or Projects

Report Card Grades

How will we know when our students have learned?

Differentiation Within the Classroom

Content, Product, Process
Response to Intervention Model

Programmatic Differentiation

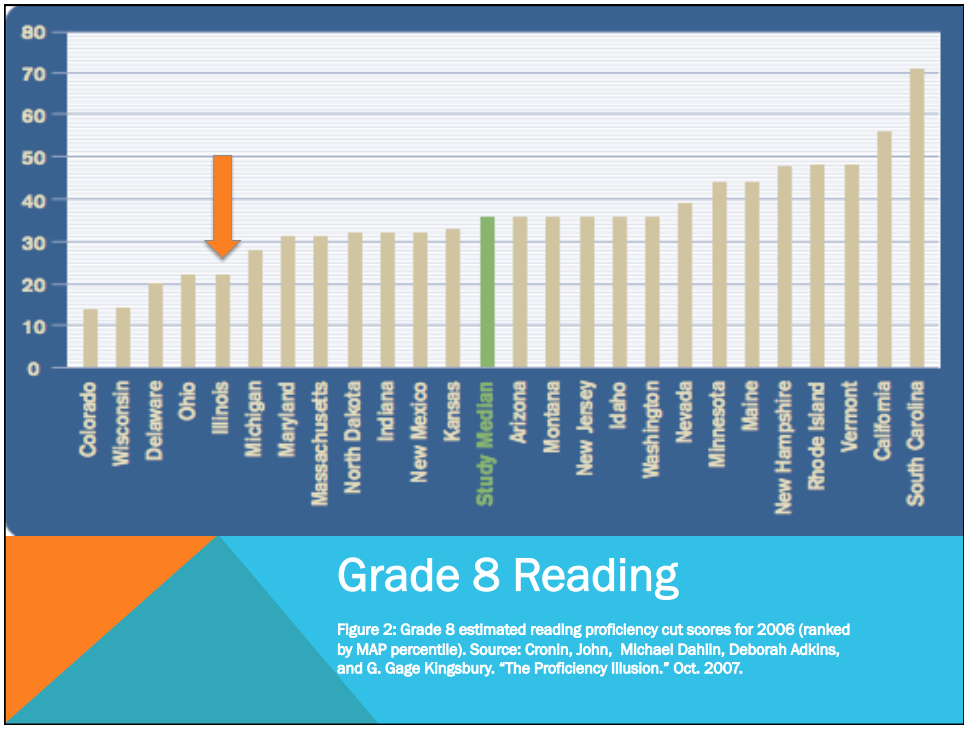
Literacy Program, Primary Challenge, Channels of Challenge, Response to Intervention Model

What will we do when students struggle or excel?

THE PROFICIENCY ILLUSION

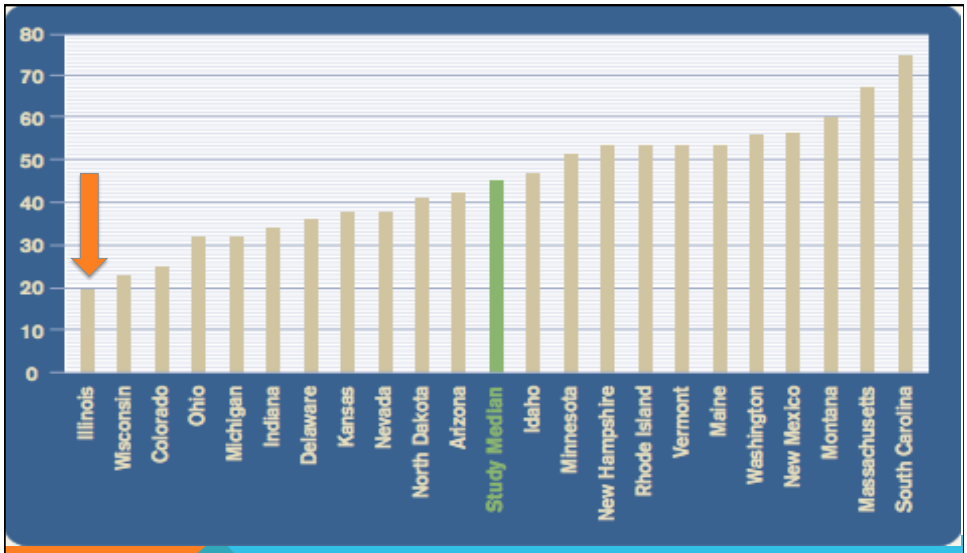
- Collaboration between Thomas Fordham Institute and Northwest Evaluation Association (NWEA)
- Reviewed proficiency expectations on state assessments relative to performance on MAP
- Findings indicate that state tests are creating a "false impression of success"

What do we want our students to learn?



Grade 8 Reading

Figure 2: Grade 8 estimated reading proficiency cut scores for 2006 (ranked by MAP percentile). Source: Cronin, John, Michael Dahlin, Deborah Adkins, and G. Gage Kingsbury. "The Proficiency Illusion." Oct. 2007.



Grade 8 Math

Figure 4: Grade 8 estimated math proficiency cut scores for 2006 (ranked by MAP percentile). Source: Cronin, John, Michael Dahlin, Deborah Adkins, and G. Gage Kingsbury. "The Proficiency Illusion." Oct. 2007.

COMMON CORE STATE STANDARDS

- Adopted as our Illinois Learning Standards for ELA and Math
- Adopted by 45 states, D.C., and 4 territories
- Provide clear and consistent expectations across the nation
- Created in response to national concerns about the rigor of education in the United States

What do we want our students to learn?

English Language Arts	Math
• 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	• 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

The Common Core State Standards

A Portrait of Students Who Meet the ELA Standards

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Career and College Ready

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

A Portrait of Students Who Meet the Math Standards

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look closely to discern a pattern or structure
- Notice repetition; look for general methods and shortcuts

Career and College Ready

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for Mathematics*. Washington, DC: Authors.

Illinois Learning Standards	Common Core State Standards
IL.K-3.2.A.1b Classify literary works as fiction or nonfiction.	CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
IL.K-3.1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
IL.6-8.2.B.3b Compare and contrast common literary themes across various societies and eras.	CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Illinois Learning Standards vs. Common Core Standards

English Language Arts

Illinois Learning Standards	Common Core State Standards
IL.K-3.9.A.1b Draw two-dimensional shapes.	CC.K.G.4 Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
IL.4-5.8.A.2a Identify, describe, extend and create geometric and numeric patterns.	CC.4.OA.5 Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
IL.6-8.6.A.3 Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.	CC.8.EE.4 Work with radicals and integer exponents. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Math

Illinois Learning Standards vs. Common Core Standards

Questions for Our Practitioners?

- Classroom-level data
- Systems-level data (Educational Ends)
- State/national benchmarking (MAP, ISAT, PARCC)
  - Cohort MAP data
  - Benchmark district data using new cut scores

How will we know when our students have learned?

- Increase in the percentage of Educational Ends assessments in the "on-target" scoring range since 2008 (62% - 84%).
- General trend of strong performance on state and nationally normed assessments (ISAT & MAP)

"State of the Union" Educational Ends

District 64 mean has increased since 2008-09 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

"State of the Union" MAP Performance

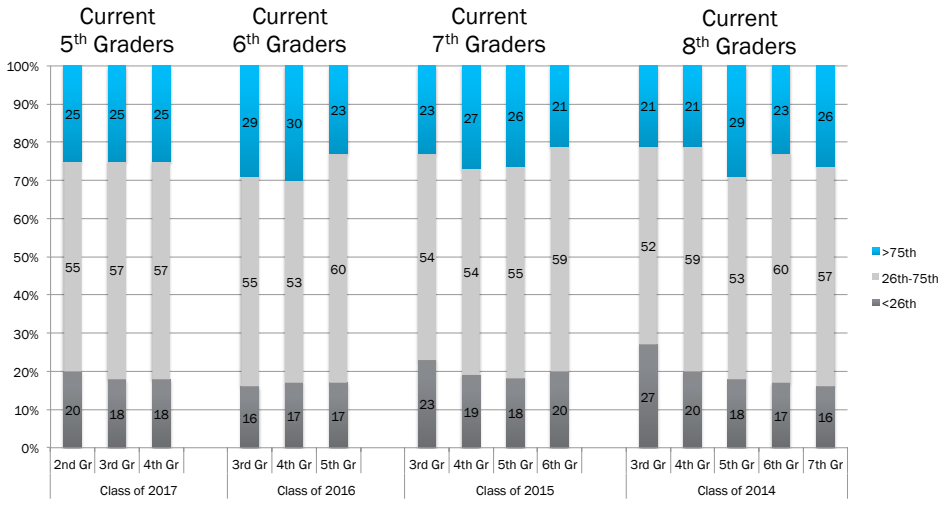
Reading

- 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)

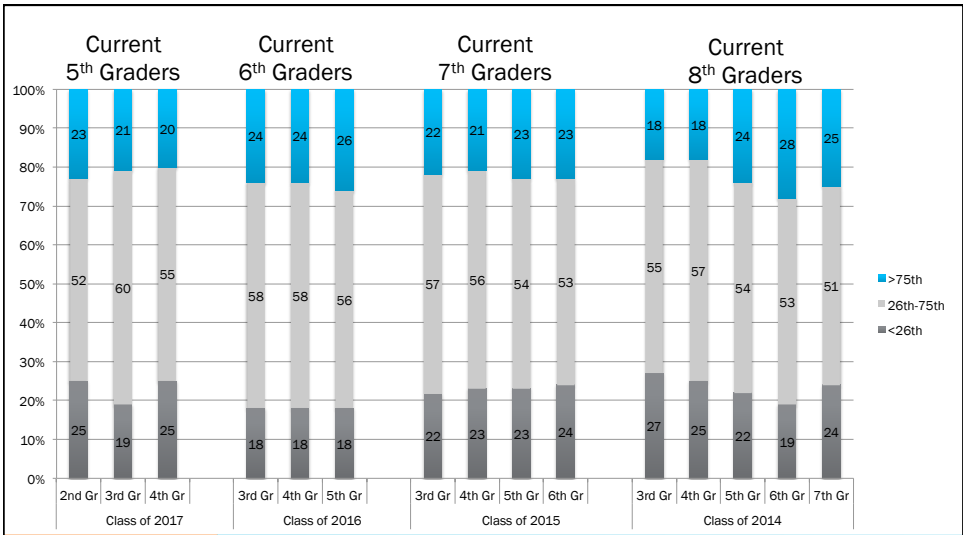
Math

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

"State of the Union" MAP Performance



MAP Reading Cohort Performance



MAP Math Cohort Performance

REFLECTIONS & POTENTIAL OPPORTUNITIES FOR GROWTH

- Impact of programmatic differentiation in Literacy
- Deep implementation of guided reading and balanced literacy model
- Lack of programmatic differentiation for struggling students in the area of math
- Greater differentiation could increase percentage of students in upper quartile

STUDENT GROWTH TARGETS

	2008-09	2009-10	2010-11	2011-12	2012-13	2017 GOAL 3-YR AVG
Reading	59.0	54.1	56.4	56.9	55.2	60.0
Math	58.9	55.9	59.8	62.6	62.8	TBD "Ambitious" Growth

Reading: "Above average" growth
Math: "Ambitious" growth

"OVER THE FENCE" CONVERSATION

- Focused on the growth of individual students
- Supporting teachers with differentiation of instruction
- Short-Term Target: Move from current level of "typical" growth to a level of "ambitious" growth.
- Long-Term Target: We want to be a top-performing district in the area of individual student growth. On the MAP, this would be the 95th percentile for growth.

- Seeking waiver from U.S. Department of Education
- Commitment to aligning ISAT results with PSAE
- Higher cut scores applied in 2013 & 2014
- Anticipated that only half of all students in Illinois will "Meet Standards" (vs. 85% in the past)

Changes to ISAT Performance Levels

- 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

Changes to ISAT Performance Levels

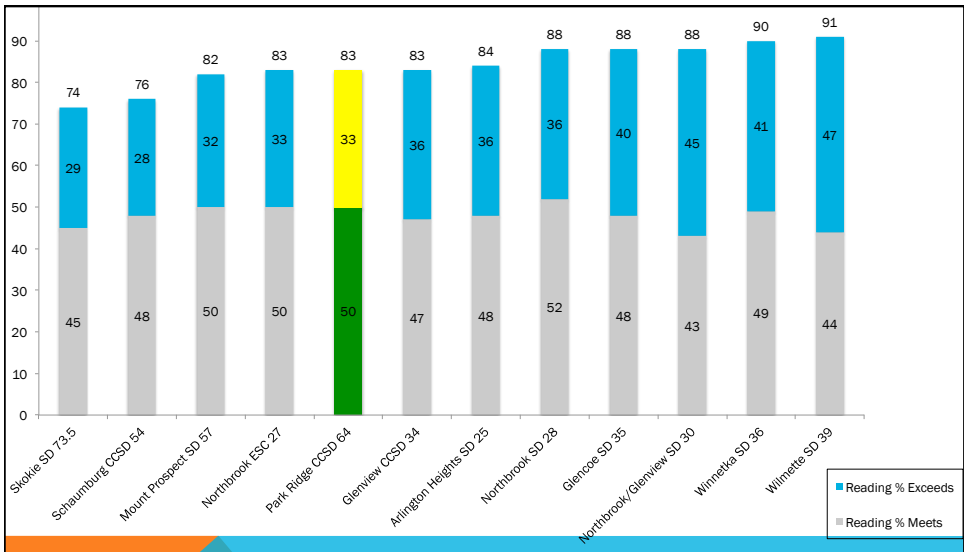
Reading

- Three-year "exceeds standards" average: 30%
- Compared to 2011, higher percentage of students working at exceeds level (exception of 7th grade)
- Three-year trend: notable upward trend in 5th and 8th grade "exceeds standards" categories
- Compared to 2011: decrease in percentage of students not meeting standards in 4th grade, 5th grade, and 8th grade

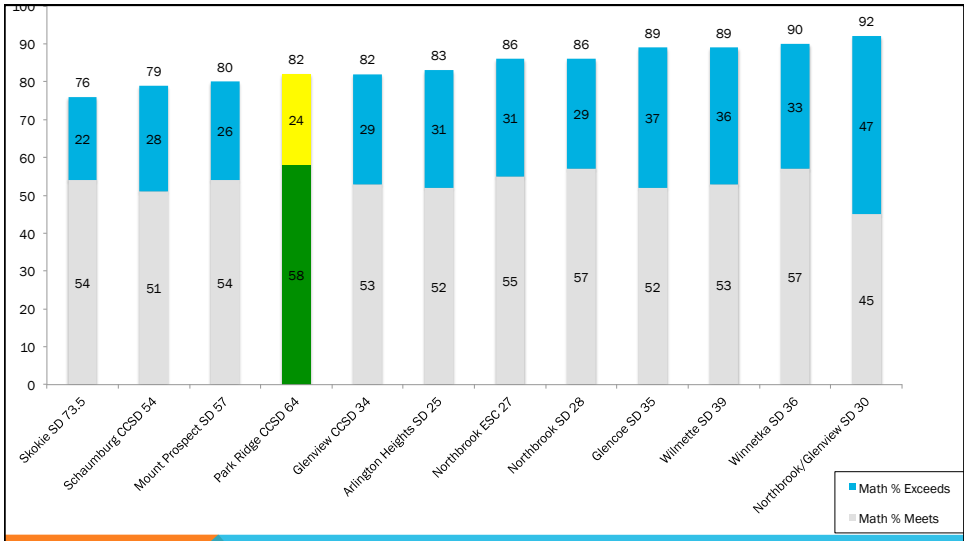
Math

- Three-year "exceeds standards" average: 24%
- Three-year trend: notable upward trend at 8th grade "exceeds standards" category

ISAT Performance



ISAT Reading Performance 2013



ISAT Math Performance 2013

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

PARCC Assessment

ELA: Focus on reading and comprehending complex texts

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

End-of-Year Assessments (May)

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

Performance-Based Assessments (March)

End-of-Year Assessment	Performance-Based Assessment
3rd Grade • How Animals Live • Life Cycle	6th Grade • Regal • Evidence for the Character • New Ending 7th Grade • Amelia Earhart

ELA SAMPLE PARCC Assessment Questions

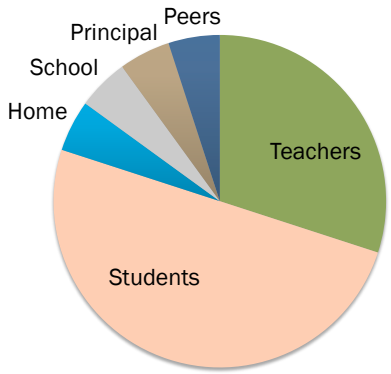
Source: http://www.parcconline.org/samples/item-task-prototypes

End-of-Year Assessment	Performance-Based Assessment
3rd Grade • Fractions on Number Line 4th Grade • Subtraction Fluency 5th Grade • The Area of a Cut Board	3rd Grade • Marina's Fractions 8th Grade • Moon Rover

MATH SAMPLE PARCC Assessment Questions

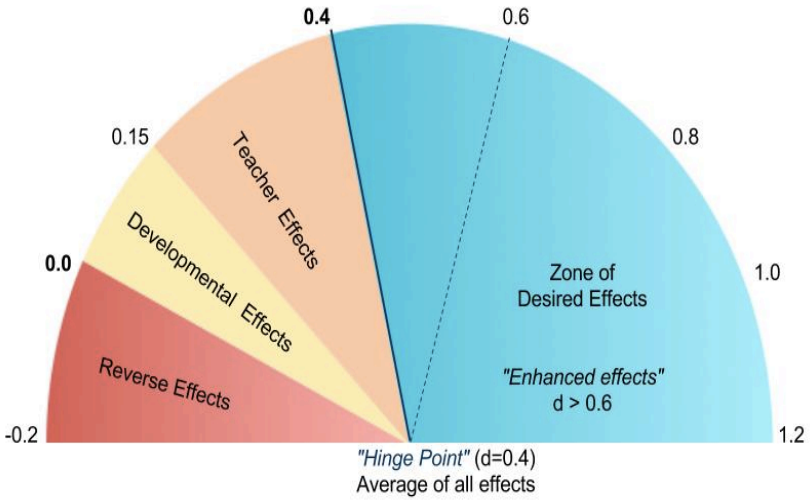
Source: http://www.parcconline.org/samples/item-task-prototypes

What accounts for variance in achievement?



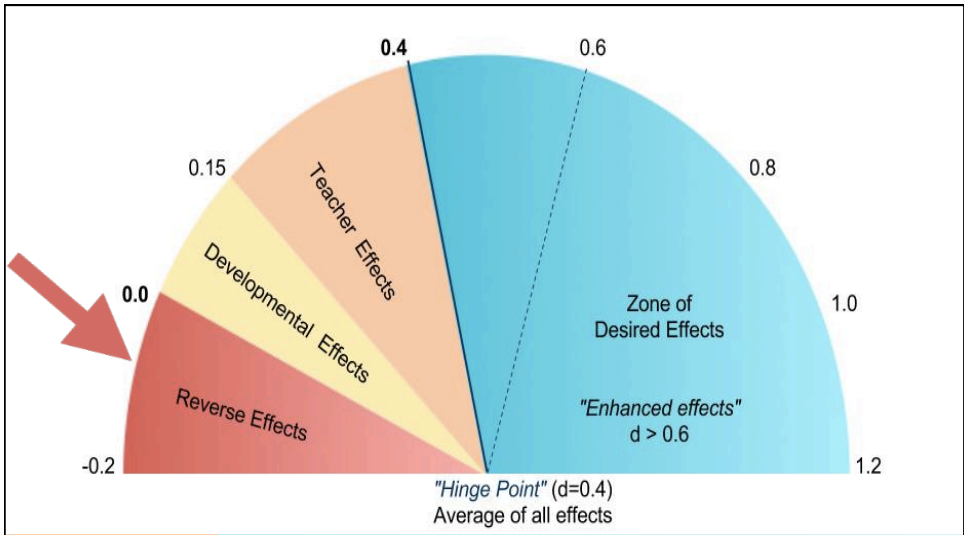
Teachers Make a Difference

Source: Hattie, John. "Teachers Make a Difference." Australian Council for Educational Research Annual Conference, Oct. 2003.



John Hattie's Barometer

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
Figure Source: http://myp-mindthegap.wikispaces.com/Hattie+Barometers



Reverse Effects

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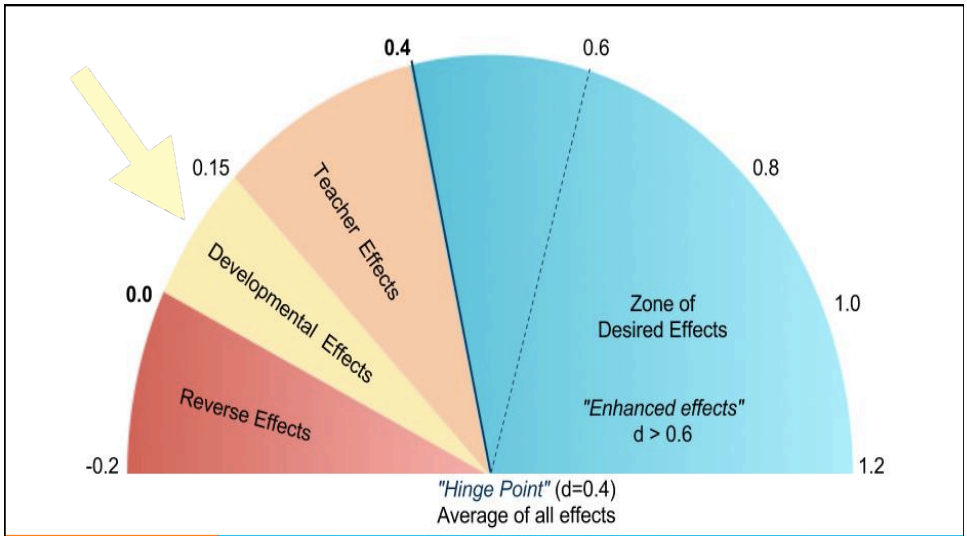
Hattie+Barometers



Developmental Effects

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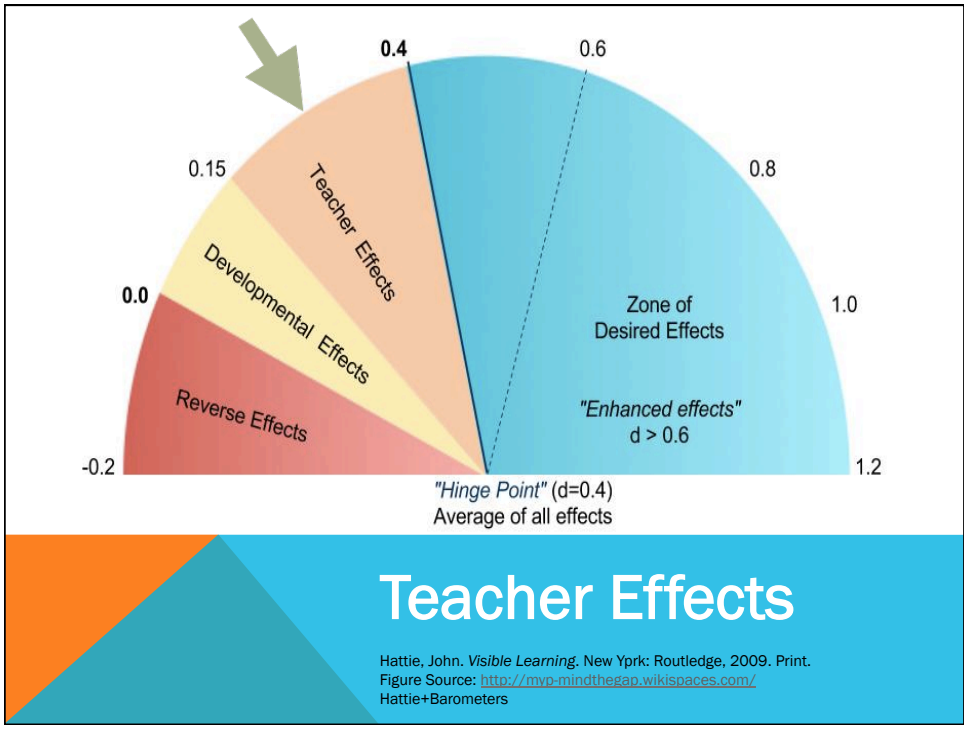
Hattie+Barometers



Teacher Effects

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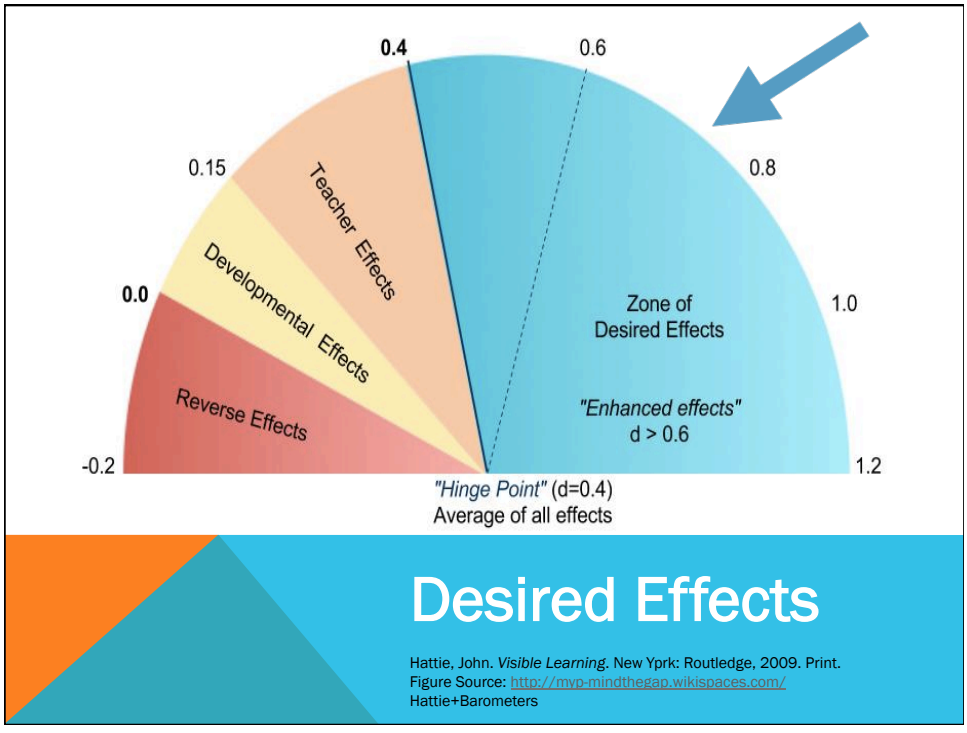
Hattie+Barometers

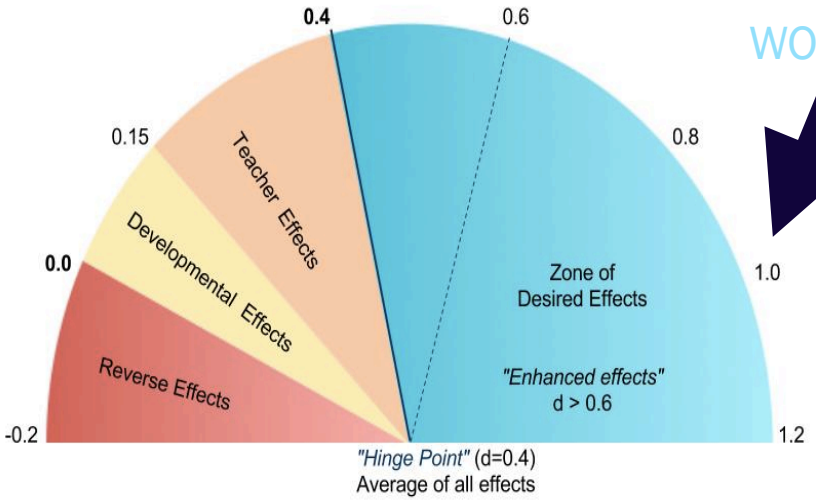


Desired Effects

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
Figure Source: http://myp-mindthegap.wikispaces.com/
Hattie+Barometers

Given that we can't do everything, where should we focus our attention?

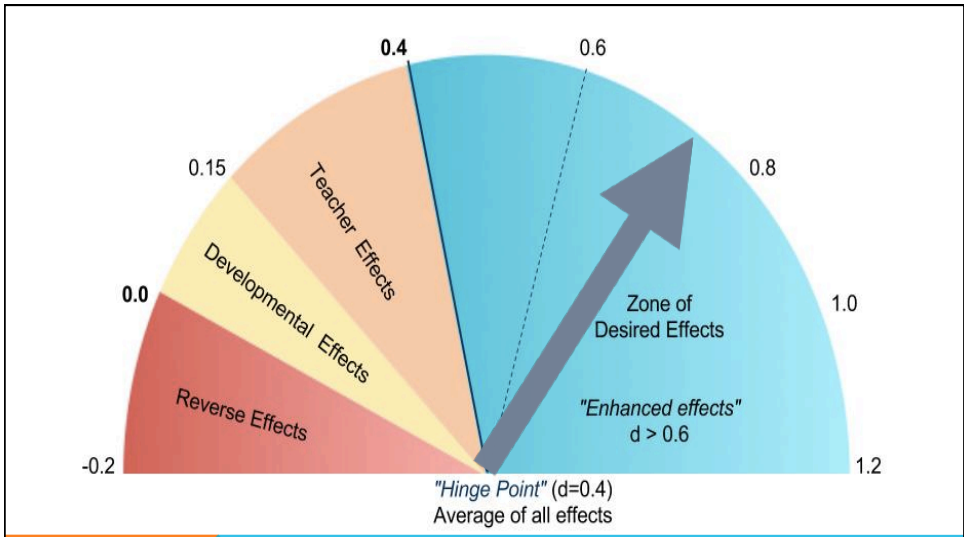
High-Impact Instruction



Effect of 1.0:

- 2-3 years
- 50% improvement

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
Figure Source: http://myp-mindthegap.wikispaces.com/Hattie+Barometers



Teacher-Student Relationships

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
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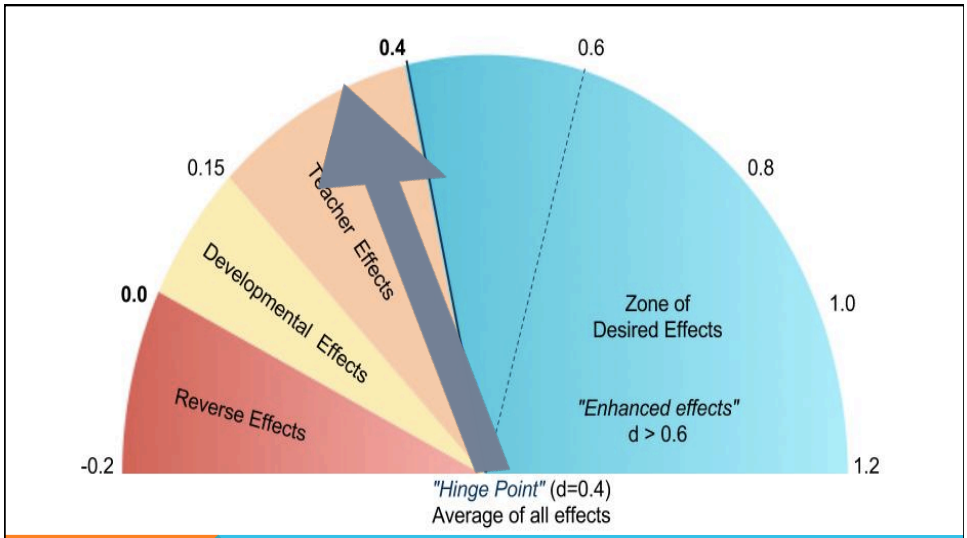

Homework

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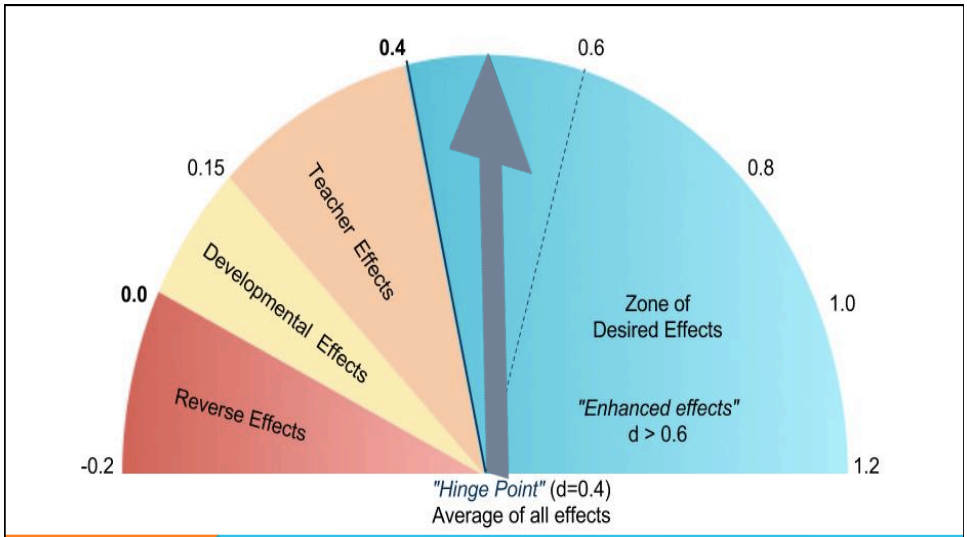

Self-Concept

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
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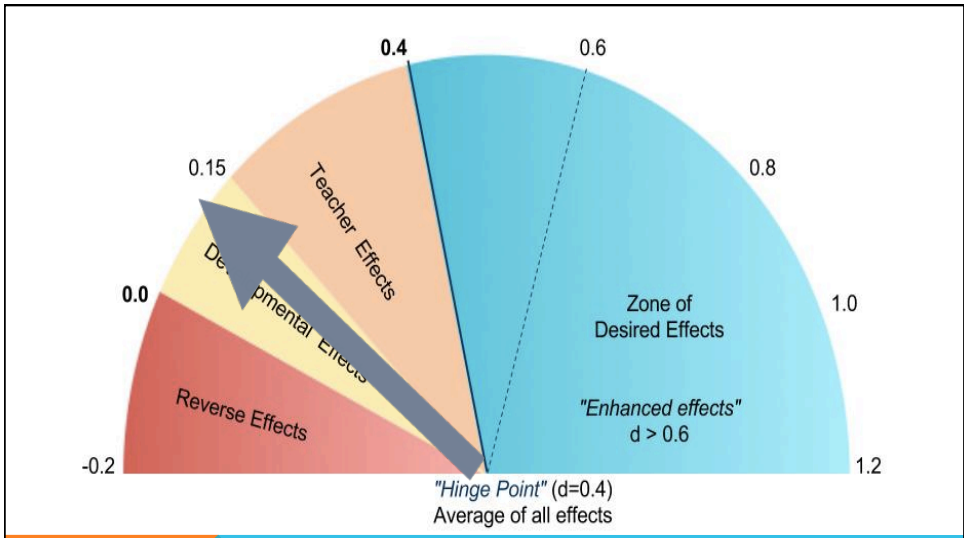

Gender

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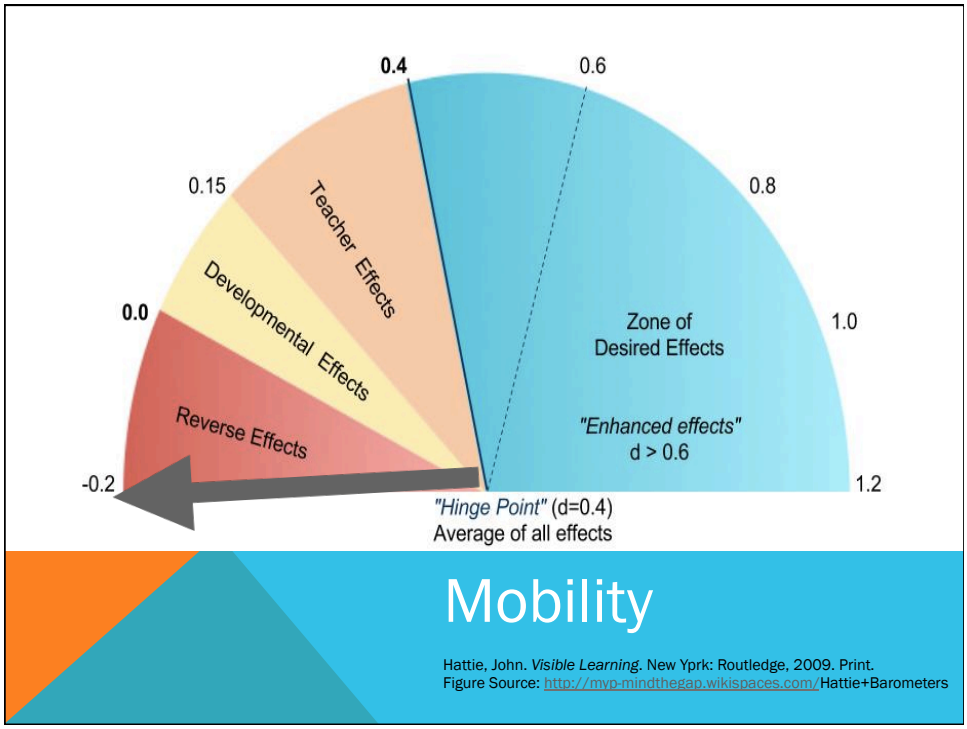

Mobility

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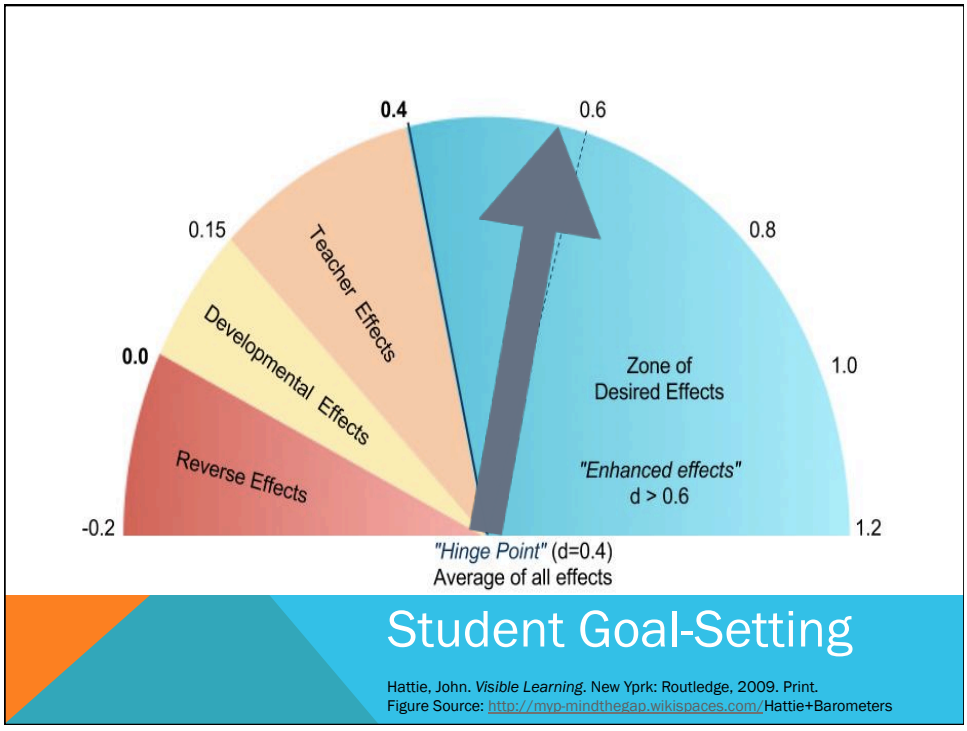

Student Goal-Setting

Hattie, John. *Visible Learning*. New Yprk: Routledge, 2009. Print.
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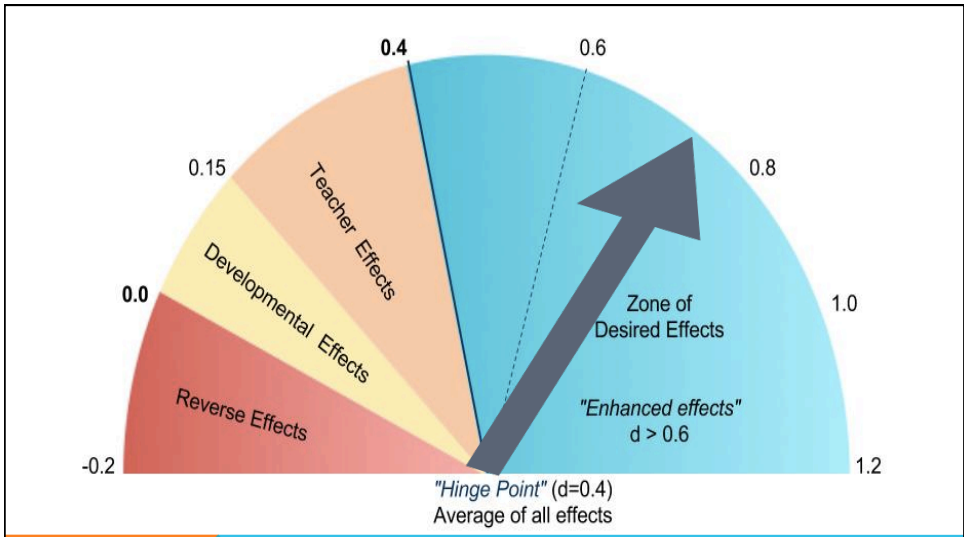

Feedback

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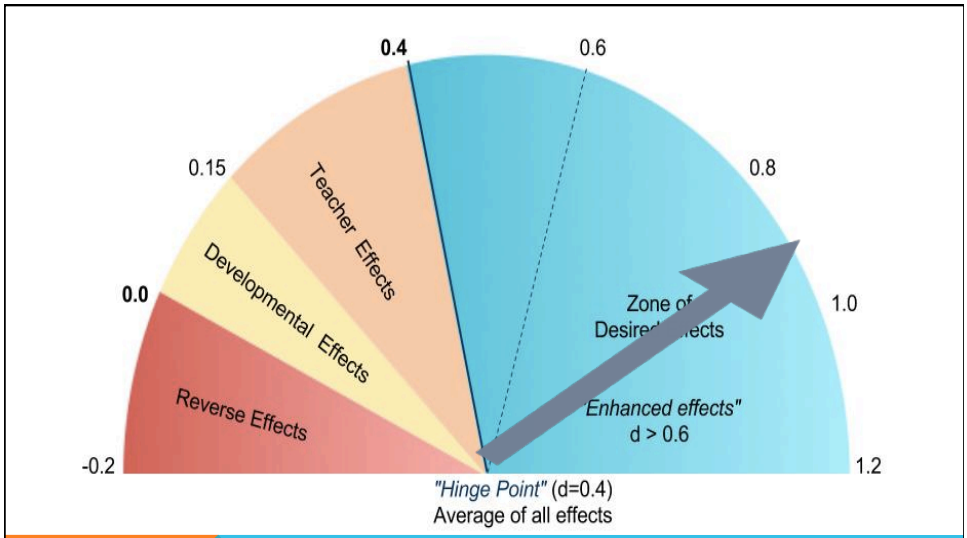

Formative Assessment

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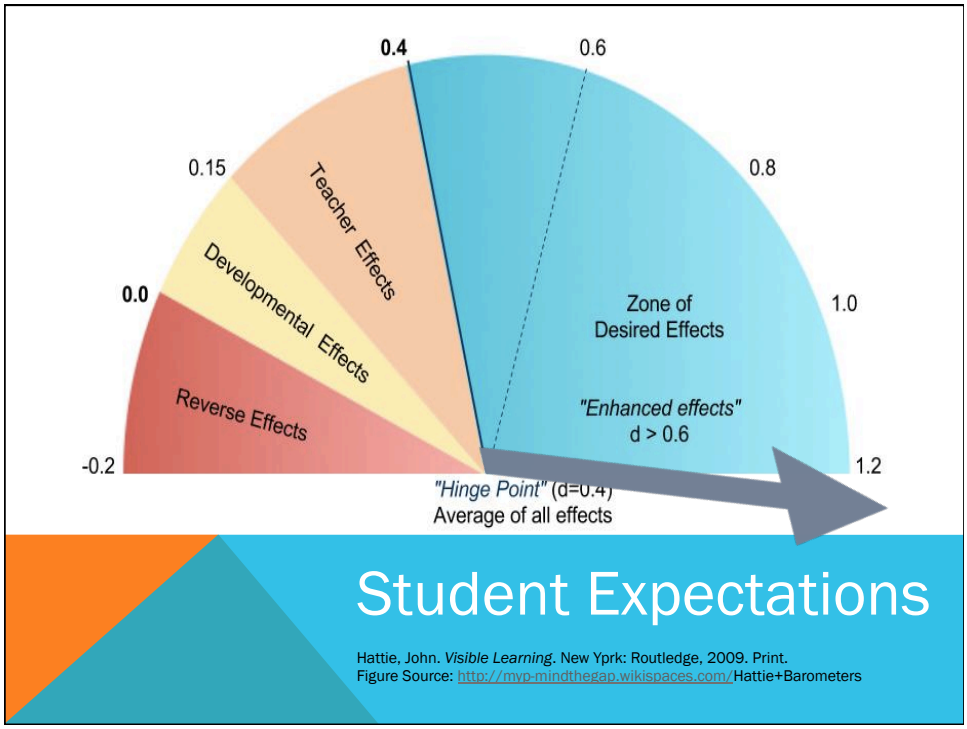
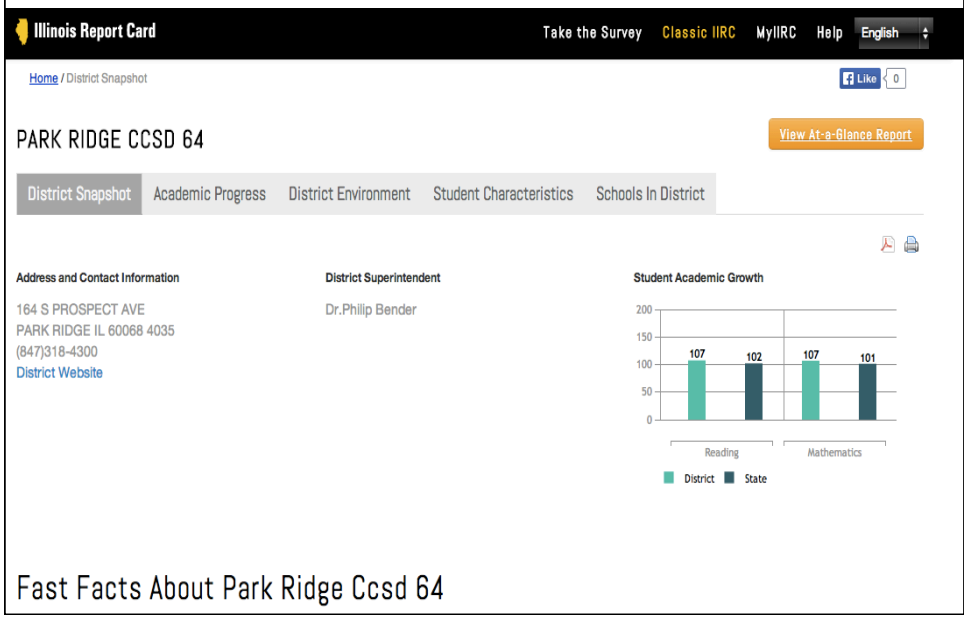


D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/Activities (2010-2015)	D64 Professional Development Opportunities
Continue to review and refine the Educational Ends statements, assessments, and targets.	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. • Ongoing department & Committee work	• Seven Strategies of Assessment for Learning Workshop • Formative Assessment Design Workshop
By November 1, 2013 develop student growth goals measured by MAP and common formative assessments.	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. • October 2014 Board Presentation (growth goals) • Ongoing Committee/	• Climbing the Data Ladder Workshop • Formative Assessment Design Workshop

D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/ Activities (2010-2015)	D64 Professional Development Opportunities
Maintain competitive scores on the state assessment (e.g., ISAT, PARCC).	Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks. • Building-level RtI Committees • ELA/Math Committees • Ongoing department work • Student growth targets • Systems evaluation protocol	• Implementation of the CCSS • Inquiry-Based Learning • Seven Strategies of Assessment for Learning Workshop • High Impact Instruction Workshop • Climbing the Data Ladder Workshop
By December 2013 the administration will have identified a method to determine among the staff the level of technological ability in using and applying technology in the classroom.	Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system. • LoTI Survey	• Job-embedded coaching with the ITCs • Opportunities provided on Staff Development Wednesdays

D64 Board Goals (September 2013)	Current D64 Strategic Plan Goals/Activities (2010-2015)	D64 Professional Development Opportunities
By the spring of 2014, the Board will approve a plan that articulates 21st Century Learning including a recommendation on the need and value of a 1:1 computing model; how it may be funded; **how it will integrate with the curriculum**; and how we plan to measure and monitor its implementation and success	Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system. • Chromebook/iPad pilots • BATC activities • Job-embedded coaching	• Job Embedded Unit Development with the ITCs, LISs, and CSs (exemplar lessons)
By spring of 2014 the administration will develop an assessment of the impact of technology coaches in the classroom	Strategy I: Accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system. • SAMR Evaluation Model • LoTI Survey	• Action Research Projects with ITCs

NEW SCHOOL REPORT CARD



Fast Facts About Park Ridge Ccsd 64

Questions & Comments

Curriculum Committee-of-the-Whole