

DISTRICT 64 STUDENT ACHIEVEMENT UPDATE

October 22, 2012

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.aml.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.aml.org>

Student Achievement Update- 2012

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

Curriculum & Assessment Influences

State and National Initiatives in Curriculum and Assessment

- ▣ Adoption of the Common Core State Standards
- ▣ Implementation of the PARCC Assessment in 2014-15
- ▣ Changes to the ISAT cut scores for 2013 and 2014

Common Core State Standards

- Adopted by 45 states and 3 territories
- Currently in place for English Language Arts (ELA) and Math
- Provide clear and consistent expectations across the nation
- Created in response to national concerns about the rigor of education in the United States

Common Core State Standards

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

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

Changes to ISAT Performance Levels

- Seeking waiver from U.S. Department of Education
- Commitment to aligning ISAT results with PSAE
- Reinterpretation of 2012 ISAT scores
- Anticipated that only half of all students in Illinois will “Meet Standards”

Educational Ends

What do we want our students to learn as a result of their District 64 educational experience?

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 (ISAT, MAP, benchmark assessments)
- Report Card Data
- Locally Developed Assessments
 - ▣ Performance activities
 - ▣ Tests of grade-level content
 - ▣ Information from student surveys
- 96 assessments administered in 2011-12

ENDS STATEMENT	ASSESSMENT TOOL	EVIDENCE	TARGETED OUTCOME	WHEN	BASELINE	TARGET	CURRENT STATUS
SC - 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%	93% (Spring 2007) 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 95% (2010/2011) 95% (2011/2012)
	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) 85% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 96% (2010/2011) 94% (2011/2012)
SC - 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)
	Science Interest and Attitude Survey	Questions on a Science Interest and Attitude Survey	50% of eighth grade students will show a strong interest in Science. They will score a "3 or above level" on a 4 point scale.	Spring	48% (Fall 2007)	50%	48% (Fall 2007) 45% (Fall 2008) 48% (2009/2009) 52% (2009/2010) 56% (2010/2011) 40% (2011/2012)
	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	86% (Year Long 2006/2007)	80%	86% (2006/2007) 89% (2007/2008) 94% (2008/2009) 92% (2009/2010) 86% (2010/2011) 91% (2011/2012)
	Final Grade on Culminating IPS Lab	Eighth Grade IPS Final Activity (Sludge)	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) 77% (2010/2011) 80% (2011/2012)

What Can We Learn from the Educational Ends Assessments?

- Of the 96 assessments administered during the 2011-12 school year:
 - ▣ 88% reflect on-target performance
 - ▣ 11% reflect performance within 10% of the target
 - ▣ 1% reflect performance outside of the target range
- The percentage of assessments in the “on-target” scoring range has increased from 56% in 2006-07 to its current level of 88%.

Implications for Our Work Together

Curriculum & Assessment Influences

- ✓ 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.

Measures of Academic Progress (MAP)

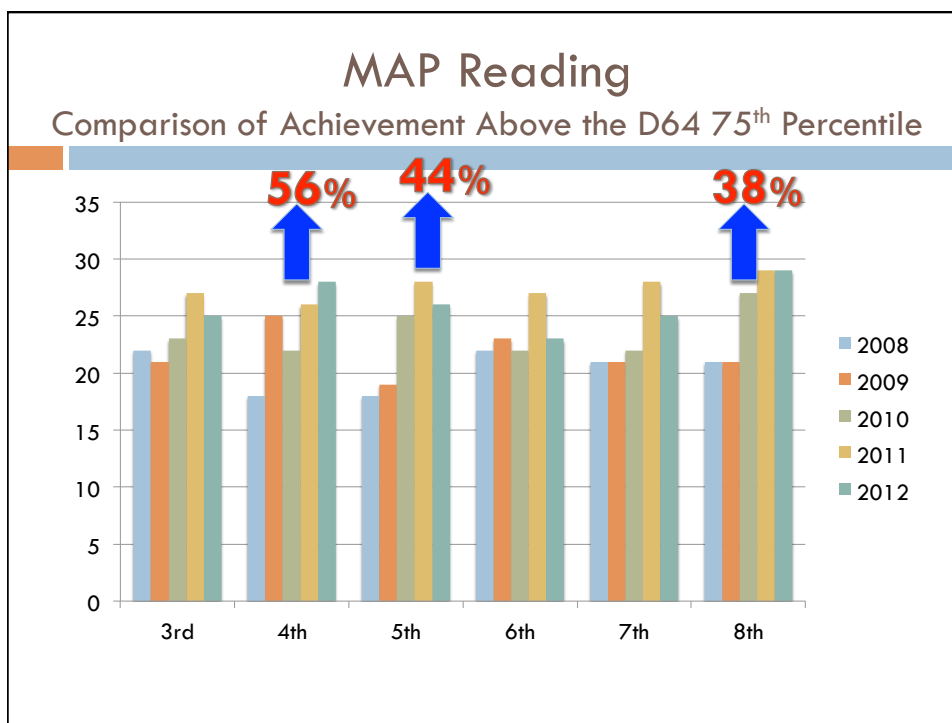
Measures of Academic Progress (MAP)

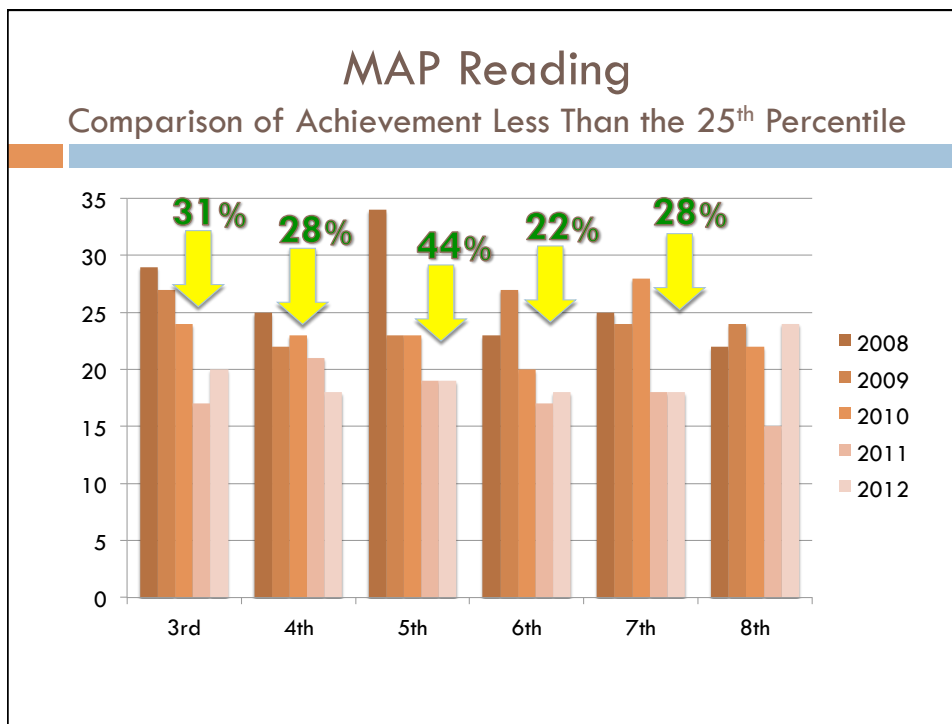
- Aligned to Illinois State Standards
- Computerized “adaptive” test
- RIT scale
- District 64 mean has increased over time and is consistently higher than the national mean
 - ▣ Reading: high 60s to mid 70s national percentile rank
 - ▣ Math: high 60s to low 70s national percentile rank

MAP Reading Results

Over the past five years, in 3rd-8th grade:

- Increase in percentage of students performing above the 75th percentile (District 64 norms)
- Decrease in percentage performing below the 25th percentile (District 64 norms)

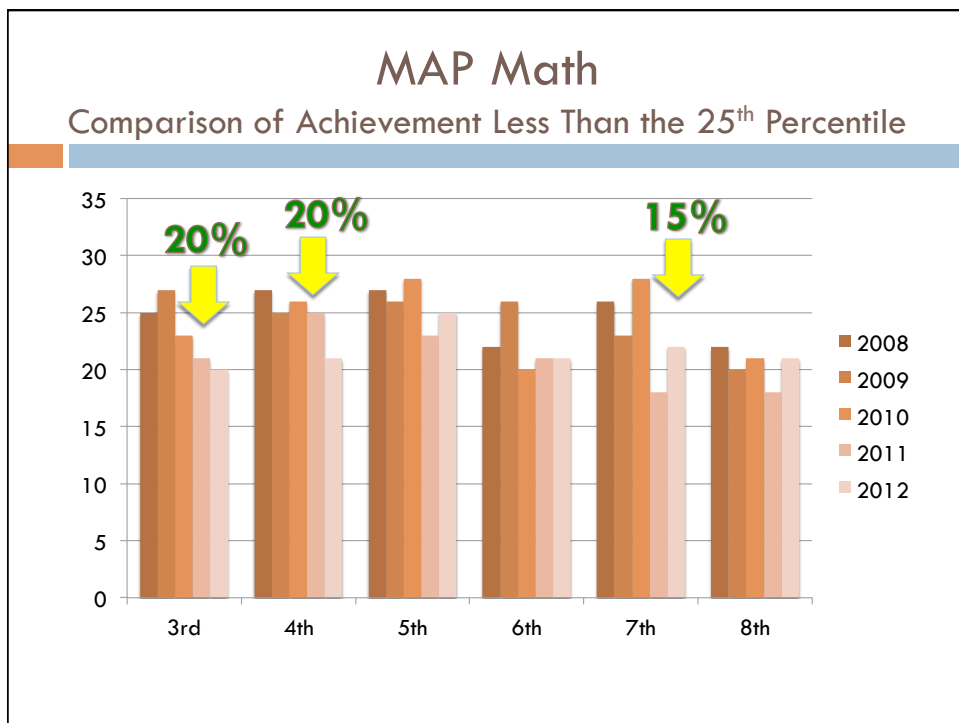
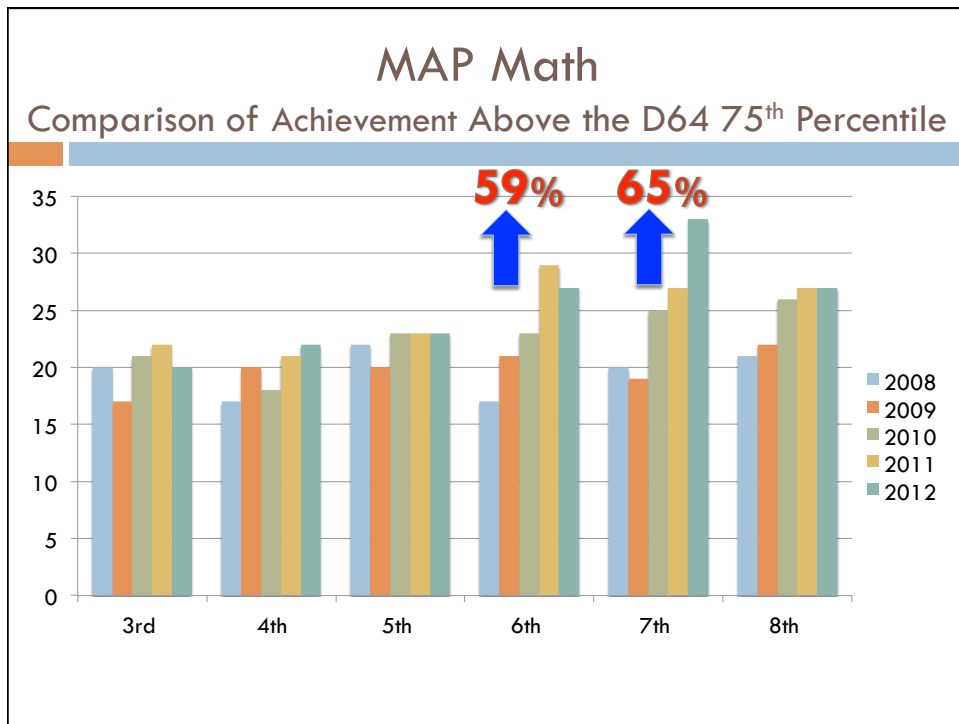




MAP Math Results

Over the past five years:

- Increase in percentage of students performing above the 75th percentile in 4th-8th grade
- Decrease in percentage of 3rd-8th graders performing below the 25th percentile



Student Growth Targets

- Calculated based on typical growth of student's at specific RIT scores
- Projected Growth Targets were met in Reading by:
 - ▣ 57.1% of 3rd-5th graders
 - ▣ 57.2% of 6th-8th graders
- Projected Growth Targets were met in Math by:
 - ▣ 58.1% of 3rd-5th graders
 - ▣ 68.1% of 6th-8th graders

Implications for Our Work Together

Curriculum & Assessment Influences

- ✓ Through collaboration with the Instructional Technology Coaches and Curriculum Specialists, continue to provide support for teachers with the transition to the Common Core State Standards.
- ✓ Transition to the NWEA Common Core version of the MAP assessments in 2013-14 to begin to understand areas of relative strength and weakness related to the Common Core State Standards.

Implications for Our Work Together

Curriculum & Assessment Influences

- ✓ Continue to support teachers with the use of data to inform instruction. The Response to Intervention model is a research-based process that incorporates the review of data to identify student needs, differentiate instruction, and improve student learning.
- ✓ Identify additional tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving.

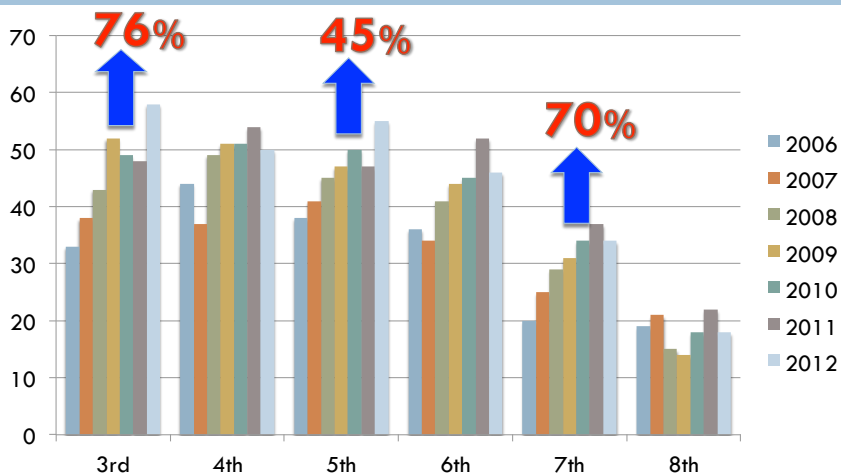
ISAT (Illinois Standards Achievement Test)

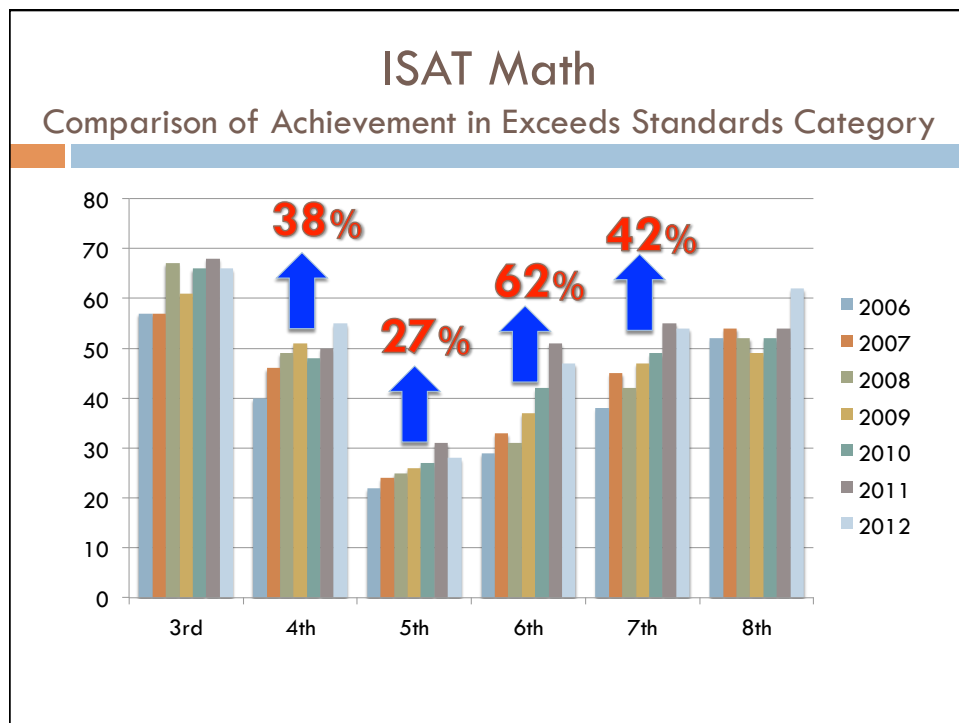
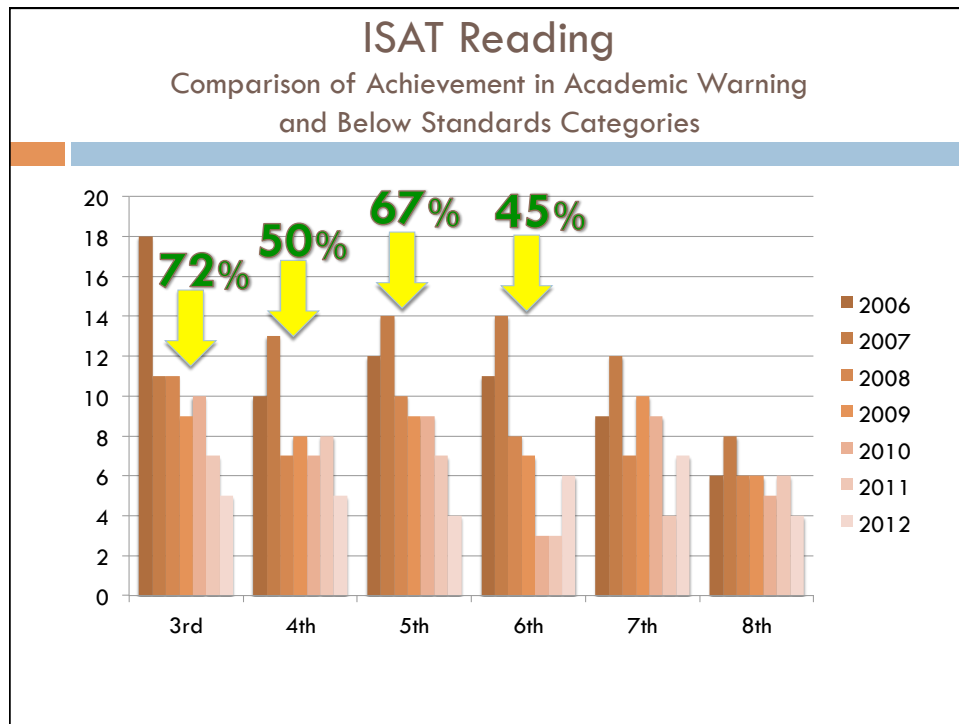
ISAT Results

- Overall District performance in Reading and Math at highest level since 2006
 - “Meets & Exceeds” in Reading: 94.6%
 - “Meets & Exceeds” in Math: 95.9%
- Performance continues to be strong in Science
- Significant increases in “Exceeds Standards” category in both Reading (3rd-7th grade) and Math
- Significant decrease in “Academic Warning” and “Below Standards” categories in Reading (3rd-6th grade)

ISAT Reading

Comparison of Achievement in Exceeds Standards Category





AYP (Adequate Yearly Progress) Status

- Calculated based on percentage of total students and subgroups who meet/exceed standards, testing participation rates, and attendance rates
- Illinois received a waiver this year to maintain the 2010-11 target of 85%
- All five of our elementary schools achieved AYP
- Our Students with Disabilities subgroup did not achieve AYP at Emerson (Reading) and Lincoln (Reading and Math), and at the District level (Reading)

Implications for Our Work Together

Curriculum & Assessment Influences

SPRING 2013	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015
Reinterpret 2012 ISAT Results		Administer 2014 ISAT using new cut scores	ISAT discontinued	Administer summative PARCC Assessment
Administer 2013 ISAT using new cut scores			Administer diagnostic PARCC Assessment	

□ Predictions of student achievement?

Mind Frames for Learning

- Our fundamental task is to evaluate our effect on student learning
- Success and failure in student learning is because of what WE did or did not do
- Talk more about the learning than the teaching
- Enjoy the challenge

Hattie, 2012