DISTRICT 64
STUDENT ACHIEVEMENT:
MAP READING & MATH

June 23, 2014 | **Presentation to The Board of Education**

D64: Supporting Individual Student Growth

- Rigorous core curriculum for all students
- Flagship middle school elective program
- Exemplary 21st Century Learning experiences
- Rigorous professional development and implementation expectations for all teachers

MAP: A Summative & Formative Tool

> **Summative**
>
> ↓
>
> **Formative**

Measures of Academic Progress (MAP)

- ☐ Aligned to Illinois State Standards (CCSS)
- ☐ 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

Performance > 75th Percentile

☐ In 2014:

- Average of 48% >75th percentile on Reading MAP
- Average of 36% >75th percentile on the Math MAP

☐ Over the past three years:

- Average of 47% >75th percentile on Reading MAP
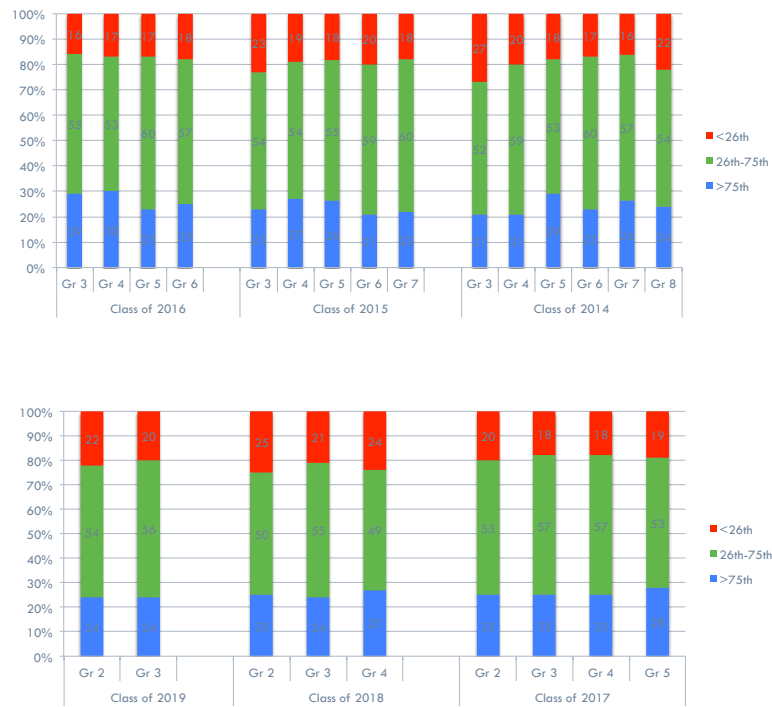- Average of 40% >75th percentile on Math MAP

Performance at the 50th Percentile

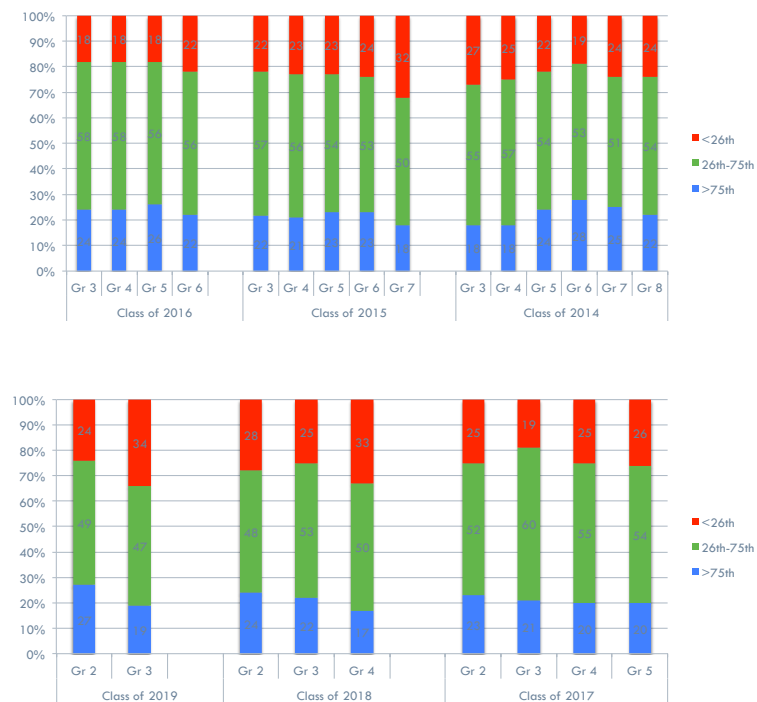☐ Reading: 80% at the 50th percentile or better

☐ Math - Prior to 2014: 70-80% at the 50th percentile or better

- This spring: Decrease of 4%-10%
- Exception - 6th grade

R E A D I N G

M A T H

Math Performance Variables

- Curricular changes based on the CCSS

- Assessment changes based on the CCSS

- Implementation of new curricular materials

Student Growth Targets

- Describe typical or anticipated growth over a period of time
- Benefit all students
- Calculated based on a student's beginning RIT score and grade level
- Important measure for ALL students

2006 NWEA Growth Study

Rate of Growth	Percentage of Students Meeting Growth Target
Average Growth	50%
Ambitious Growth	63%
Aggressive Growth	70% (90-95th percentile for growth)

Measuring Our Success

By November 1, 2013 develop student growth goals measured by Type 1 (MAP) and Type 2 assessments (common formative assessments).

- *58% of students will meet their projected growth targets in Reading as measured by the MAP assessment.*

- *Review baseline data and establish target for Math: (TBD%) of students will meet their projected growth targets in Math as measured by the MAP assessment.*

Growth Targets: 2009-2014

	2009	2010	2011	2012	2013	2014	6-Year Average
Reading	59.0	54.1	56.4	56.9	55.2	60.1 **Near Ambitious Growth** *(Goal: 58%)*	57.0 **Above Average Growth**
Math	58.9	55.9	59.8	62.6	62.8	56.2 **Above Average Growth** *(Goal:TBD%)*	59.4 **Near Ambitious Growth**

Monitoring Board Goals

✔58% of students will meet their projected growth targets in Reading as measured by the MAP assessment.

TBD Fall 2014 Review baseline data and establish target for Math:
TBD% of students will meet their projected growth targets in Math as measured by the MAP assessment.

✖ Identify Type II assessments and targets which measure student growth in Math, Reading, and Encore. This is the initial revision of our current Educational Ends assessments.

✔40% (42%) of certified staff members will have completed "The Seven Strategies of Assessment for Learning" workshop (high-impact strategy that supports differentiation).

✔100% of principals, Curriculum Specialists, ITCs, and building-level teacher leaders will attend NWEA's "**Climbing the Data Ladder**" workshop to lead and/or support building-level professional development.

Benchmark Assessments 3rd-8th

SPRING 2014	FALL 2014	WINTER 2015	SPRING 2015
ISAT (Discontinued after Spring 2014) PARRC Field Testing Common Core-aligned MAP (3rd-7th)	Common Core-aligned MAP (3rd-8th)	Common Core-aligned MAP (<26th percentile; 2nd grade)	March Performance-Based PARCC Assessments May End of Year PARCC Assessments Common Core-aligned MAP (3rd-7th)

Recommendations for Our Work Together

✓ Maintain our focus on individual student growth and the high-impact instructional strategies that support student growth.

✓ Continue to support teachers with the use of data to inform instruction.

Recommendations for Our Work Together

✓ 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 and technology integration.

Impacting Student Learning

☐ Our fundamental task is to evaluate our effect on student learning

☐ Seek out and implement high-impact teaching practices (formative assessment, RTI)

☐ Recognize and celebrate the professionalism of educators

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