

BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole on Student Achievement  
in District 64

held at 6:30 p.m. October 17, 2011  
Raymond Hendee Educational Service Center  
164 S. Prospect Avenue, Park Ridge, IL

John Heyde called the meeting to order at 6:30 p.m. Other Board members present were Dan Collins, Scott Zimmerman, Pat Fioretto, and Anthony Borrelli. Sharon Lawson joined the meeting via phone. Eric Uhlig joined the meeting at 6:53 p.m. Also present were Superintendent Philip Bender, Assistant Superintendent for Student Learning Diane Betts, Business Manager Becky Allard, James Even, Scott Mackall, Terry Bresnahan and members of the public.

Board of Education meetings now are being videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**PUBLIC COMMENTS**

Public Comments

There were no public comments.

**STUDENT ACHIEVEMENT /EDUCATIONAL ENDS**

Student Achievement/  
Educational Ends

Assistant Superintendent for Student Learning, Diane Betts, provided background on assessments used in District 64, 2010-2011 assessment data results and how staff uses assessment results to improve instruction.

District 64 uses three questions to guide student assessments:

1. What do we want students to know and be able to do?
2. How will we know when they have learned the desired outcomes?
3. How will we respond to the data?

**1. What do we want students to know and be able to do?**

The answer to this question is driven mostly by State standards. District 64 strives for well-rounded students by educating the whole child. Along with core academic skills, we want students to be able to utilize critical thinking and problem solving skills, and develop socially, emotionally, and physically. District 64 also provides a wide range of fine arts experiences and hopes to instill a positive attitude toward learning in its students.

Educational Ends were developed 10 years ago by community stakeholders and staff. They are statements of the broad learning targets District 64 wants students to achieve as a result of their education. End statements were written for core and encore academic areas as well as social-emotional, critical thinking and

problem solving skills. These Educational Ends statements can be found on the District 64 web site. They have not changed since they were developed a decade ago. Ms. Betts gave examples of Ends statements.

**2. How will we know when students have learned the desired outcomes?**

The District has a rich curriculum and uses a wide array of assessments. Some assessments are standardized tests, while others include teacher observations and student portfolios and projects, among others. Ms. Betts focused primarily on standardized tests during her presentation.

The Illinois Standards Achievement Test (ISAT) assessment measures students' mastery of the Illinois Learning Standards. All Illinois school districts take the ISAT. It compares students, schools and districts across the State. ISAT scores are also used to meet the No Child Left Behind (NCLB) federal mandate.

District 64 students took the ISAT assessment in March 2011. Students in grades 3-8 were tested in reading and math; students in grades 4 and 7 were also tested in science. Ms. Betts showed graphs of how District 64 students compare with other students in Illinois. Overall, 94 percent of all students meet or exceed standards in reading and 95 percent of all students meet or exceed standards in math. Except for 8<sup>th</sup> grade, our students' scores are 10 percent greater than state averages in math as well as 16-19 percent greater than state averages for grades 3-5 and 9-17 percent greater for grades 6-8 in reading. District 64 is among the top performing schools in Illinois.

Ms. Betts highlighted specific achievements to celebrate. These included small positive increases in both 4<sup>th</sup> and 7<sup>th</sup> grade science, and 4 out of 6 grade levels increased in both math and reading. In addition, there was an increase in the percent of students that scored at the Exceeds level in math at every grade and an increase in the percent of students that scored at the Exceeds level in reading in 4 out of 6 grades. As a result of RtI efforts and providing extra support for struggling students, there was also a decrease in the percent of students that scored below standards.

These increases over the past several years are significant, particularly because District 64 students' benchmark scores were so high. The positive trend in the meets and exceeds categories can be attributed to teachers focusing on what's being tested and cut scores for each level of achievement.

Eighty-five percent (85%) or more of all students scored at the meets or exceeds level, and 85 percent or more of students in subgroups scored at the meets or exceeds level or met Safe Harbor provisions. All but two (Washington and Emerson Middle School) of seven schools met AYP. This was attributed to certain subgroups of students with Individual Education Plans (IEPs) that did not meet AYP at those two schools.

Many other districts had schools that also did not meet AYP. Ms. Betts stated that the concept of growth is important for Special Education students, and she is pleased with the upward growth for this group of students.

District 64 also uses the Measures of Academic Performance (MAP) test to assess students. MAP is also aligned with Illinois Learning Standards and is used to predict if students will meet ISAT standards. The MAP test is administered online in the fall and spring and measures students' current level of knowledge. Not all students answer the same questions. Depending on how they respond to each question determines the level of difficulty of subsequent questions. MAP measures students' growth over time and provides national comparisons. Teachers can get MAP test results the same day it is administered and use them for their instructional decisions immediately.

As with the ISAT, District 64 students' MAP results were also strong. Our students' mean RIT score in reading was 10 points higher than national norms and approximately 8-12 points higher in math than national norms. These were the highest mean RIT scores since MAP testing began five years ago. In addition, more students met their growth targets in math than previously. Ms. Betts reviewed graphs showing reading and math scores by grade level.

Ms. Betts continued with Educational Ends assessments. In order to determine whether students are meeting the District's Educational Ends, many different assessments are used. These include ISAT and MAP results, DIBELS and locally developed assessments, report card data and information from student surveys.

Educational Ends score cards were included in the Board of Education's meeting packets and are also available on the District 64 web site. They report summative data, with targets determined by District 64 staff. The report shows performance over five years and depicts whether students meet ends by color (green=met, yellow=within 10 percent of goal, and red=greater than 10 percent below goal). Seventy-eight percent (78%) of students are meeting the intended targets and students are demonstrating nice growth on ISAT and MAP tests. There is more variability in locally developed assessments.

### **3. How will District 64 respond to the data?**

District 64 responds to the data on four levels: at the District curricular level, i.e., the Department of Student Learning, at the building level through the Quality Improvement Teams (QITs), at the grade level, and at the individual student/teacher level.

At the District level, ISAT, MAP and Educational Ends data is analyzed for areas of strength and those needing improvement. Curriculum may be adjusted to address specific areas of weakness, e.g., number sense, and staff development can be provided for teachers on those weak areas. The QIT's analyze ISAT, MAP and other local data and compare results to District averages and results from other District 64 schools, again looking for areas of strength and weakness, and may set building goals for improvement. Grade level teams also study data from standardized and local assessments. They look for students who perform significantly above or below standards and determine the need for differentiation or intervention. They look for areas needing more intensive instructional focus within each classroom. Finally, individual teachers, grade

level teams or Individual Problem Solving Teams analyze the data to determine differentiation or interventions needed for specific students. Assessment data may be used for placement decisions, such as with C of C or for high school and to help students set their own individual performance goals.

Ms. Betts summarized by stating that District 64 is committed to continuous improvement and is focused on helping all students achieve at their own level of personal excellence.

The Board asked questions about the report presented by Ms. Betts. When asked about the difference in MAP scores from spring to fall, Ms. Betts explained that students may be recommended to attend summer school for additional help, parents are encouraged to have their children read over the summer, and math packets are sent home with students in grades 5-7 to alleviate this difference.

Ms. Betts said Educational Ends score card targets are used along with the new priority standards at each grade level in core and encore areas. It is likely that the ISAT will be replaced by a new national assessment in 2014-2015. Illinois might apply for a waiver to not meet the required 92.5 percent AYP goal for next year.

Ms. Betts also responded to questions about the effectiveness of the RtI program, the two schools that did not meet AYP, results of a health attitude survey including substance use information, science assessment results, and whether students are being over-assessed. The Board recognized Ms. Betts for the thoroughness of her report.

## **ADJOURNMENT**

Adjournment

At 7:56 p.m., it was moved by Board member Zimmerman and seconded by Board member Borrelli that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois adjourn the meeting to closed session for the purpose of discussing collective bargaining (5 ILCS 120/2 (c)(2)). The motion carried by consensus. The votes were cast as follows:

AYES: Collins, Uhlig, Zimmerman, Heyde, Fioretto, Borrelli and Lawson (via phone)

NAYS: None

PRESENT: None

ABSENT: None

The motion carried

The Committee of the Whole on Student Achievement concluded at 7:56 p.m.

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President

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Secretary