

BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole  
on Student Achievement and Finance  
held at 6:30 p.m. on October 22, 2012  
Washington School - Gym  
1500 Stewart Ave., Park Ridge, Illinois

President John Heyde called the meeting to order at 6:32 p.m. Other Board members present were Scott Zimmerman, Eric Uhlig (arrived in progress at 6:37 p.m.), Sharon Lawson, Pat Fioretto and Anthony Borrelli. Board member Dan Collins was absent. Also present were Superintendent Philip Bender, Assistant Superintendent Lori Hinton, Business Manager Becky Allard, Director of Special Education/Pupil Services James Even, Director of Technology Terri Bresnahan, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm and two members of the public.

President Heyde stated the purpose of the meeting was to receive an update on student achievement for 2011-12 from Dr. Hinton, and if time permits, to discuss assumptions used in the District's long-range financial projections.

Dr. Hinton offered an introduction about assessment, contrasting formative assessments that occur during instruction and summative, which occur after instruction. She also described several significant changes due to state and national initiatives in curriculum and assessment on the immediate horizon, including: adoption of the Common Core State Standards (CCSS); implementation of the related Partnership for Assessment of Readiness for College and Careers (PARCC) assessment in 2014-15; and changes to the Illinois Standards Achievement Test (ISAT) cut scores in 2013 and 2014 in the interim.

Dr. Hinton then began a review of three measures of student achievement for 2011-12: Educational Ends; Measures of Academic Progress (MAP); and ISAT.

▪ **Educational Ends**

Dr. Hinton reviewed how District 64 created the Ends about a decade ago as a unique reflection of the value placed on educating the "whole child" to broadly define what students should learn as a result of their District 64 educational experience. The ends include 12 areas of a child's development, and are measured by a variety of assessments. District scorecards have been developed to show summative data and are color-coded to indicate performance relative to a target; she shared the science scorecard as an example.

She reported that of the 96 assessments administered during the 2011-12 school year, 88% reflect on target performance, 11% are within 10% of the target, and 1% are outside the target range. She noted that the percentage of assessments in the "on target" range have increased from 56% in 2006-07. Going forward, Dr. Hinton noted that the District would continue to evaluate the Ends and determine their alignment with priority standards and the CCSS. Assessments may be refined to better provide the information

that most accurately reflects the District's learning priorities in the future. Therefore, the District may not need to continue to report all of the assessments in the current format.

- **MAP**

Dr. Hinton noted that MAP tests are aligned to Illinois State Standards similar to ISAT, but they differ because they are computerized, "adaptive" tests that respond dynamically for each student. She reported that the District 64 mean has increased over time and is consistently higher than the national mean. District 64 has established its own target mean based on the past five years of data; it is equivalent to a national percentile rank in the high 60s to mid 70s in reading, and in the high 60s to low 70s in math.

Reviewing results over the past five years, Dr. Hinton pointed out that in reading, the percentage of students performing above the 75<sup>th</sup> percentile using District 64 norms has increased with the most gains occurring in grades 4, 5 and 8. She also noted that the percentage of students performing below the 25<sup>th</sup> percentile has decreased notably in grades 3-7. For math during the same five-year period, Dr. Hinton reported similar gains in students performing above the 75<sup>th</sup> percentile using District 64 norms most notably in grades 6 and 7, and also decreases of students performing below the 25<sup>th</sup> percentile most notably in grades 3, 4 and 7.

Dr. Hinton noted that MAP results for each student are reported as a Rasch unit (RIT), which is an equal interval scale, like feet and inches, so that a student's growth can be measured from year to year. "Expected growth" targets also are reported for each student and can be tracked to determine how students are performing in relation to this target. Partner districts that perform well in terms of growth comparable to District 64 use a target of 70% of students meeting growth targets on MAP. For District 64, Dr. Hinton reported that in mathematics at the middle school level students are approaching this target level, but are below 60% in elementary math and for all grade levels in reading. Dr. Hinton then reviewed how the District analyzes and responds to data to identify areas of relative strength or opportunities for growth within the curriculum and related professional development. She pointed out that MAP will continue to provide valuable longitudinal data on student growth, because it will be aligned with CCSS unlike the ISAT that will be re-scaled in 2013 and replaced in 2015.

- **ISAT**

Dr. Hinton noted that this is the last year data will be reported using the current ISAT format, and that a new scale would be introduced in 2013. She reported that overall District 64 performance in reading and math is at the highest level since 2006, with 94.6% of students scoring in the "meets or exceeds" level in reading and 95.9% in math. Performance continues to be strong in science. Dr. Hinton noted that the District has seen significant increases in the "exceeds" category during this period in reading most notably in grades 3, 5 and 7, and in math most notably in grades 4-7. She observed that declines also have been achieved in the lowest categories of "academic warning" and "below standards" in reading for grades 3-6. Dr. Hinton stated that all elementary schools had achieved Adequate Yearly Progress (AYP), but the subgroup of Students with Disabilities had not achieved AYP at Emerson Middle School in reading, Lincoln Middle School in both reading and math, and at the District level in reading. Dr.

Hinton concluded by reviewing the “mind frames” for learning required by passionate teachers and leaders to create passionate learners, and noted that four of these are related to assessments: 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; we must talk more about the learning than the teaching; and we must enjoy the challenge of improving student learning.

Board members then engaged Dr. Hinton about various aspects of her report. She offered clarification on these areas: the average number of assessments each student takes per year; the differing types of assessments students take; how students set RIT growth goals in MAP; how each area of the Ends are measured and related scorecards; possible ways to reduce dips in assessment results from spring to fall; the focus on assessment for learning and creating a culture of student success; the increased rigor and complexity of tasks students will be invited to do in the new CCSS; Strategic Plan priority standards work as a stepping stone to CCSS implementation; CCSS focus on greater depth of fewer topics at each grade level; how District 64 can help more students reach their RIT score growth targets to approach the District’s 70% goal; and when and how teachers use formative assessments.

Dr. Hinton also offered to investigate for Board members: additional information about scheduled assessments during the year for students by grade level; how to interpret observed trends in ISAT reading “exceeds” performance dropping through the grade levels and a dip in “exceeds” math in grade 5; benchmarks with other districts regarding MAP; and percentage of students meeting MAP growth targets over past five years and information about how targets are set.

President Heyde announced that the financial discussion would be postponed to another meeting due to time. He concluded the Committee-of-the-Whole meeting at 7:31 p.m., which was followed by a brief recess before the regular Board meeting resumed.

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President

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Secretary