

Board of Education  
Community Consolidated School District 64  
Committee-of-the-Whole: Student Achievement

Committee-of-the-Whole: Finance

Monday, October 22, 2012  
6:30 p.m. – 7:30 p.m.

Washington Elementary School – South Gym  
1500 Stewart Avenue

**AGENDA**

1. CALL TO ORDER AND ROLL CALL
2. STUDENT ACHIEVEMENT
3. COMMUNITY FINANCE COMMITTEE (CFC) 10-YEAR  
ASSUMPTION PROJECTIONS
4. PUBLIC COMMENTS
5. ADJOURNMENT

DATE: October 22, 2012

TO: Board of Education  
Dr. Philip Bender

FROM: Dr. Lori Hinton, Assistant Superintendent for Student Learning

RE: Annual Fall Student Achievement Update

### Background

The annual Fall Student Achievement Update provides the Board of Education and the community with information about how District 64 students perform on three measures:

- ✓ Illinois Standards Achievement Test (ISAT) - Reading, Math and Science
- ✓ Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) - Reading, Math, and Language Usage Tests
- ✓ District 64 Educational Ends Assessments - various areas

### Format

This Update is divided into six sections:

Section	Title	Contents
1	Introduction and Executive Summary	<ul style="list-style-type: none"><li>• Highlights of student performance on the Educational Ends measures, MAP, &amp; ISAT</li><li>• Summary of 2012 Adequate Yearly Progress (AYP) Status</li></ul>
2	Educational Ends – Description and Detailed Analysis	<ul style="list-style-type: none"><li>• Description of the Educational Ends assessments</li><li>• Analysis of D64 historical Educational Ends data</li></ul>
3	MAP – Description and Detailed Analysis	<ul style="list-style-type: none"><li>• Description of the MAP assessment</li><li>• Analysis of D64 historical MAP data</li></ul>
4	ISAT – Description and Detailed Analysis	<ul style="list-style-type: none"><li>• Description of the ISAT assessment</li><li>• Analysis of D64 historical ISAT data</li></ul>
5	State and National Initiatives in Curriculum and Assessment	<ul style="list-style-type: none"><li>• Description of state and national curriculum and assessment initiatives that will impact our work together in District 64</li></ul>
6	Conclusions and Recommendations	<ul style="list-style-type: none"><li>• Summary of our next steps based on current student achievement and initiatives</li></ul>

## Section 1: Executive Summary

Section 1 presents the highlights of the District 64 Student Achievement Update for Fall 2012. Additional information and more detailed explanations of student performance can be found in Sections 2-6.

### Overview

District 64 is committed to providing an exemplary program of instruction that challenges students academically and contributes to the development of the “whole child.” The Fall Student Achievement Update provides the Board of Education and the community with information about District 64 student achievement as measured by:

- ✓ Illinois Standards Achievement Test (ISAT) - Reading, Math and Science
- ✓ Northwest Evaluation Association Measures (NWEA) of Academic Performance (MAP) - Reading, Math, and Language Usage Tests
- ✓ District 64 Educational Ends Assessments - various areas

### Context

The ISAT, MAP, and Educational Ends are part of a broader assessment landscape that District 64 educators use to examine student learning. In addition to providing *summative* information about student performance, assessments in District 64 are used to *inform instruction*. It is through a range of assessment strategies (e.g., benchmark assessments, classroom assessments, common grade-level/ team assessments, student portfolios, projects, teacher observations, etc.) that we are best able to understand our students’ learning needs and respond to them effectively. This response may take the form of differentiation of day-to-day instruction, changes to the scope and sequence of the curriculum, supplements to existing curriculum materials, and professional development to enhance teaching practices.

### Summary of Student Performance

Increasing achievement on standardized assessments like the ISAT and MAP is an indicator of the quality educational program provided by District 64. Improved performance on the Educational Ends is also an indicator of student success. Below is a summary of District 64’s 2012 performance on the ISAT, MAP, and Educational Ends assessments. Also included are key points related to our historical performance. Additional information about these assessments and District 64’s historical performance can be found in Sections 2, 3, and 4.

#### District 64 Educational Ends (Section 2)

- Because of the District’s work with Priority Standards and the Common Core Standards over the past two years, many of our Educational Ends assessments are in the process of being adapted to more accurately measure our learning outcomes. In 2011-12, we administered 96 assessments as compared to 116 assessments administered in 2010-11.
- 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%.

## Executive Summary

### Measures of Academic Progress – MAP (Section 3)

- In 2012 and the prior four years, District 64's mean score at each grade level was significantly higher than the national mean score in both Reading and Math.
- Over the past five years, the percentage of students performing above the 75<sup>th</sup> percentile in Reading has increased in 2<sup>nd</sup> through 8<sup>th</sup> grade. Most notably, performance has increased in 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade by 56%, 44%, and 38%, respectively.
- Since 2006, there has been a significant decrease in the percentage of students performing below the 25<sup>th</sup> percentile in Reading in 3<sup>rd</sup> grade - 7<sup>th</sup> grade. The percentage has decreased: 31% in 3<sup>rd</sup> grade, 28% in 4<sup>th</sup> grade, 44% in 5<sup>th</sup> grade, 22% in 6<sup>th</sup> grade, and 28% in 7<sup>th</sup> grade.
- Over the past five years, the percentage of students performing above the 75<sup>th</sup> percentile in Math has increased in 4<sup>th</sup> through 8<sup>th</sup> grade. Most notably, it has increased 59% in 6<sup>th</sup> and 65% in 7<sup>th</sup> grade.
- Since 2006, there has been a decrease in the percentage of 3<sup>rd</sup>-8<sup>th</sup> graders performing below the 25<sup>th</sup> percentile in Math. The percentage has decreased 20% in 3<sup>rd</sup> and 4<sup>th</sup> grade, and 15% in 7<sup>th</sup> grade.
- In 2012, 57.1% of 3<sup>rd</sup> through 5<sup>th</sup> graders met their projected growth targets in Reading and 58.1% met their projected growth targets in Math. In 6<sup>th</sup> through 8<sup>th</sup> grade, 57.2% met their expected growth targets in Reading and 68.1% met their projected growth targets in Math. While our middle school math students are approaching the target of 70%, this is an opportunity for continued growth in Reading at all levels and in Math at the elementary level.

### Illinois Standards Achievement Test - ISAT (Section 4)

- Overall District performance in Reading is at its highest level since 2006. The percentage of students meeting and exceeding standards in Reading is 94.6%.
  - In Reading, the percentage of students performing at the Exceeds level has increased significantly in 3<sup>rd</sup> through 7<sup>th</sup> grade since 2006. In 3<sup>rd</sup> grade, 5<sup>th</sup> grade, and 7<sup>th</sup> grade, the Exceeds Standards category has increased 76%, 45%, and 70%, respectively.
  - Over the past seven years, there has been a significant decrease in the percentage of students who do not meet standards in Reading in 3<sup>rd</sup>-6<sup>th</sup> grade. In 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade, this percentage has decreased 72%, 50%, 67%, and 45%, respectively.
- Overall District performance in Math is at its highest level since 2006. The percentage of students meeting and exceeding standards in Math is 95.9%.
  - In Math, the percentage of students performing at the Exceeds level has increased significantly in all grade levels since 2006. In 4<sup>th</sup> grade, 5<sup>th</sup> grade, 6<sup>th</sup> grade, and 7<sup>th</sup> grade, the Exceeds Standards category has increased 38%, 27%, 62%, and 42%, respectively.
- Each of District 64's Elementary Schools – Carpenter, Field, Franklin, Roosevelt, and Washington – were identified as making Adequate Yearly Progress in 2012.
- In 2012, 85% of all students within subgroups were expected to meet or exceed standards in order for a school or district to achieve Adequate Yearly Progress (AYP). Our Students with Disabilities subgroup did not make AYP at the District level (in Reading), at Emerson Middle School (in Reading), and at Lincoln (in

## Executive Summary

Reading and Math). As a result, the District, Emerson Middle School, and Lincoln Middle School have been identified as not making Adequate Yearly Progress. The District continues to provide comprehensive support for students with learning difficulties to ensure that these students are making progress toward their proficiency goals.

### **State and National Initiatives in Curriculum and Assessment (Section 5)**

Several state and national initiatives in curriculum and assessment will impact our future work in District 64:

- In January, ISBE will change the scores correlated to each of the four ISAT performance levels: Exceeds Standards (ES), Meets Standards (MS), Below Standards (BS), and Academic Warning (AW). All Illinois school districts will have the opportunity to reinterpret their 2012 ISAT results using these new performance levels.
- To date, 45 states and 3 territories, including Illinois, have adopted the Common Core Standards in English Language Arts and Math. The rigor of the Common Core Standards will have implications for curriculum, instruction, and assessment at all grade levels.
- PARCC (Partnership for Assessment of Readiness for College and Careers) is a 23-state consortium working together to develop K-12 assessments that reflect the Common Core Standards in English Language Arts and Math. These assessments will replace the ISAT in fall of 2014. This will, effectively, create a new baseline for student achievement in Illinois.

### **Conclusions and Recommendations (Section 6)**

Recommendations to support our continued improvement in student achievement include:

- 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 the information that most accurately reflects our learning priorities in each area of a child's development.
- 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.
- 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 tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving.

## **Section 2: Educational Ends – Detailed Description & Analysis**

### **Description of the Educational Ends**

Approximately 10 years ago the Educational Ends were created in response to the question, “What do we want our students to learn as a result of their District 64 educational experience?” The Educational Ends broadly define the goals District 64 has established for learning in each area of a child’s development. In addition to academic skills, the Educational Ends reflect the value District 64 places on higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the Arts, and positive attitudes toward learning.

The Educational Ends are measured by standardized tests (e.g., ISAT and MAP) as well as locally developed assessments, performance activities, report card data, and information from student surveys. Specific grade levels have been identified for “benchmark” assessments rather than assessing each grade level.

District Scorecards have been developed to communicate summative data regarding achievement of the Educational Ends. The scorecards include:

- Educational End statements for each area of learning
- Information about the assessment tool(s) that are used to measure each Educational Ends statement
- The timeframe for assessment administration
- The desired level of performance
- The baseline (beginning) level of performance
- Prior and current performance data

District Scorecards reflect performance over a six-year period. The last column of each Scorecard, “Current Status,” provides data results for all six years. Each cell in this column is color-coded to reflect the level of performance from the most recent year (2011 - 2012).

Green cells indicate on-target performance. Yellow cells indicate performance within 10% of our target. Red cells identify our greatest opportunities for growth and indicate that our performance is not within 10% of the target.

The table on the following page shares one part of the Educational Ends Scorecard in the area of Science. The list of the Educational Ends for each area of learning as well as the 2012 Educational Ends Scorecards can be found on the District website at:

<http://www.d64.org/subsite/dist/page/educational-ends-educating-whole-child-965>.

## Sample of District Science Scorecard

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) 95% (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) 61% (2009/2010) 73% (2010/2011) 80% (2011/2012)



Over the past six years, Educational Ends assessments have been added, deleted or modified in response to curricular changes and District initiatives. As a result of the District's work with Priority Standards and the Common Core State Standards, 20 of our Educational Ends assessments are in the process of being adapted to more accurately measure our learning outcomes. In Social Studies, for example, some assessments are being redesigned to incorporate new curricular materials at the middle school level in addition to the Priority Standards. As presented in the table below, in 2011-12, we administered 96 assessments as compared to 116 assessments in 2010-11.

**Number of Educational Assessments by Year of Implementation**

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
85	117	120	108	116	96

### **Interpreting Educational Ends Assessments**

Because of the variability in the number of assessments administered, it is important to look at the percentage of "on-target" scores within each year as well as the percentage of "on-target" assessments over time. Comparing performance on assessments that have been administered for a number of years also offers insight into learning and instruction.

An analysis of the District Scorecards over the past six years shows that, overall, we are maintaining strong performance in all curricular areas and experiencing growth in performance on some assessments.

- The percentage of assessments in the "on-target" scoring range has increased from 56% in 2006-07 to its current level of 88%.
- Achievement on the 8<sup>th</sup> grade Constitution Test has increased 8% over the past six years.
- Third graders have become increasingly competent in problem-solving as measured within the Social Emotional Educational Ends area.
- In the area of Critical Thinking, the percentage of 4<sup>th</sup> grade students scoring at the target level on the Simple Machines assessment has increased 13% over the past six years.
- Over the past six years, 2<sup>nd</sup> graders have consistently met the target on the Locomotor Skills Assessment (Physical Education).
- The percentage of 8<sup>th</sup> graders meeting or exceeding the target on the ISAT Math Extended Response has increased 16% since last year.
- Reading fluency scores at 3<sup>rd</sup> and 5<sup>th</sup> grade have increased significantly over time.

The table on the following page shares information about our performance on Educational Ends assessments for the past six years. 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



# Educational Ends Assessments 2006-2012

Educational Ends Area	06-07 Green	07-08 Green	08-09 Green	09-10 Green	10-11 Green	11-12 Green	06-07 Yellow	07-08 Yellow	08-09 Yellow	09-10 Yellow	10-11 Yellow	11-12 Yellow	06-07 Red	07-08 Red	08-09 Red	09-10 Red	10-11 Red	11-12 Red
Language Arts	6	7	8	10	8	7	3	3	2	2	1	0	1	1	1	0	1	0
Math	10	7	9	9	8	9	5	4	1	0	3	1	9	3	4	1	2	0
Foreign Language	6	5	7	4	6	2	1	3	1	0	0	1	1	0	0	0	0	1
Instrumental Music	1	2	2	3	3	3	0	0	0	0	0	0	1	1	1	0	0	0
General Music	1	5	6	6	6	3	1	1	1	1	0	0	0	0	0	0	1	0
Physical Education	10	8	13	11	13	12	2	2	0	2	0	1	1	2	0	0	0	0
Science	3	3	9	6	8	7	4	7	1	2	1	2	0	0	0	0	0	0
Social Studies	2	5	2	1	2	2	3	4	4	7	5	2	1	0	3	1	2	0
Health	4	4	4	2	2	4	4	4	2	1	5	2	0	2	2	2	1	0
Visual Arts	5	5	5	6	6	5	0	0	1	0	0	0	0	0	0	0	0	0
Critical Thinking	0	10	11	11	12	13	0	2	0	0	1	0	0	0	1	1	0	0
Social Emotional	0	12	16	15	15	17	0	4	2	4	4	2	0	1	1	0	0	0
# of Assessments	48	73	92	84	89	84	23	34	15	19	20	11	14	10	13	5	7	1
Percent	56%	62%	77%	78%	77%	88%	27%	29%	13%	17%	17%	11%	16%	9%	11%	5%	6%	1%

### **Section 3: MAP – Detailed Description & Analysis**

#### **Description of the MAP (Measures of Academic Progress) Assessment**

While MAP is similar to ISAT because it is aligned to state standards, it differs most dramatically in that it is a computerized adaptive test. This means that the test responds dynamically to each student. The difficulty of each question is determined by the student's response to the previous question. Adaptive testing captures a child's current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next.

MAP assessments can measure academic growth over time, independent of grade level or age. MAP results are reported using a RIT scale. RIT stands for Rasch unit, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year. This type of score also makes it possible to calculate accurate class or school averages. In addition to RIT scores, national norms are available for comparison to individual or group results. Unlike many standardized tests, educators receive MAP results directly following a testing session so the information can have immediate application to teaching and learning.

District 64 students take the following tests:

<b>Grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>2</b>		Reading, Math	
<b>3</b>	Reading, Math		Reading, Math
<b>4</b>	Reading, Math		Reading, Math, Language Usage
<b>5</b>	Reading, Math		Reading, Math
<b>6</b>	Reading, Math		Reading, Math
<b>7</b>	Reading, Math		Reading, Math
<b>8</b>	Reading, Math, Language Usage		

#### **Understanding District 64's Mean Targets in Reading**

District 64 has performed an analysis of our MAP Reading scores and has established a District 64 Mean Target for Reading at each grade level. Based on the NWEA 2011 Norming Study, District 64's Mean Targets in Reading range from the high 60's to mid 70's in terms of their national percentile rank. For example, our 5<sup>th</sup> grade mean (50<sup>th</sup> percentile in D64) is equivalent to the 72<sup>nd</sup> percentile nationally. This is consistent with our students' historically higher levels of performance on the Reading MAP.

### Reading: National Norm vs. District 64 Norm

Grade	National Mean Target	D64 Mean Target	National Percentile of D64 Target
2*	183.6	193	75 <sup>th</sup>
3	199.2	208.2	74 <sup>th</sup>
4	206.7	215	74 <sup>th</sup>
5	212.3	220.8	72 <sup>nd</sup>
6	216.4	223.9	69 <sup>th</sup>
7	219.7	226.6	68 <sup>th</sup>
8**	219.3	228	73 <sup>rd</sup>

\* Based on Winter norm

\*\* Based on Fall norm

### Understanding District 64's Mean Targets in Math

District 64 has performed an analysis of our MAP Math scores and has established a District 64 Mean Target for Math at each grade level. Based on the NWEA 2011 Norming Study, District 64's Mean Targets in Math range from the high 60's to low 70's in terms of their national percentile rank. For example, our 7<sup>th</sup> grade mean (50<sup>th</sup> percentile in D64) is equivalent to the 70<sup>th</sup> percentile nationally. This is consistent with our students' historically higher levels of performance on the Math MAP.

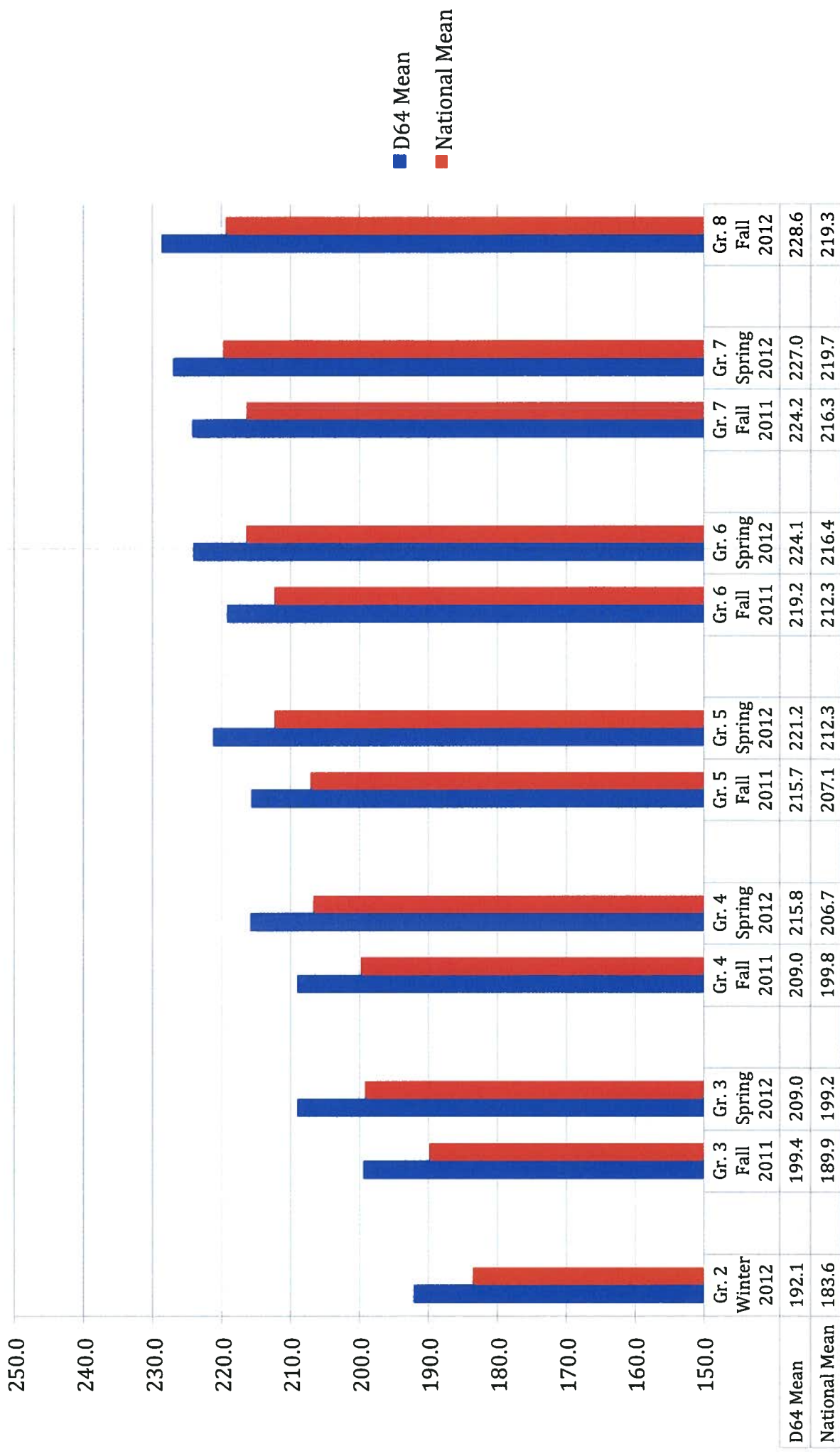
### Math: National Norm vs. District 64 Norm

Grade	National Mean Target	D64 Mean Target	National Percentile of D64 Target
2*	185.5	190	66 <sup>th</sup>
3	203.1	210.4	72 <sup>nd</sup>
4	212.5	219.3	69 <sup>th</sup>
5	221	226.2	65 <sup>th</sup>
6	225.6	232.6	67 <sup>th</sup>
7	230.5	239.8	70 <sup>th</sup>
8**	230.2	240.3	73 <sup>rd</sup>

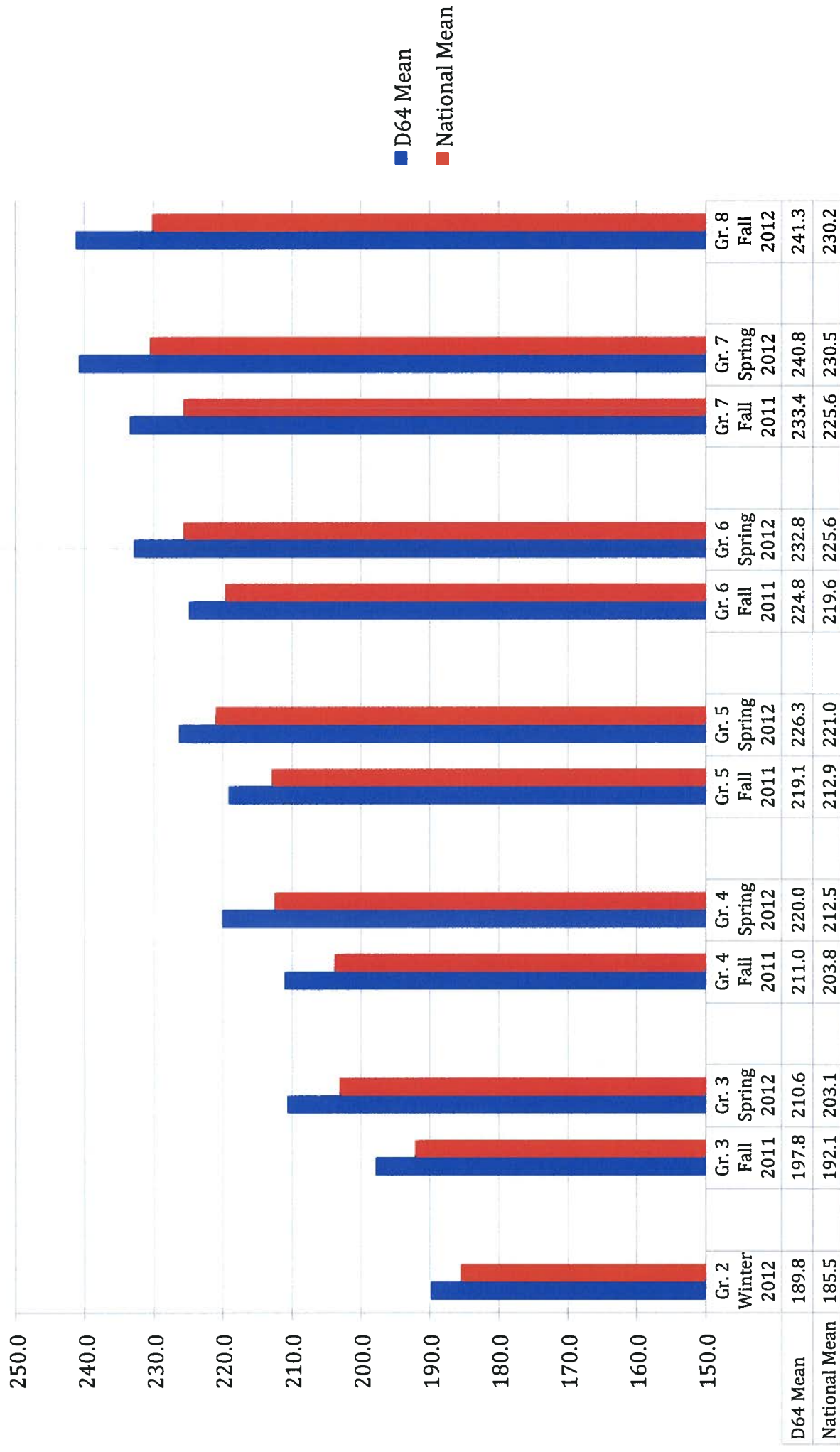
\* Winter norm    \*\*Fall norm

The charts on the following two pages show the District 64 Fall 2011 and Spring 2012 mean scores for each grade level versus national means for these same testing times. Because they do not take the Spring MAP tests, winter 2012 is shown for 2<sup>nd</sup> grade and fall 2012 is shown for 8<sup>th</sup> Grade. As discussed above, District 64 students continue to achieve at levels significantly higher than national means.

## MAP 2011/2012 Reading



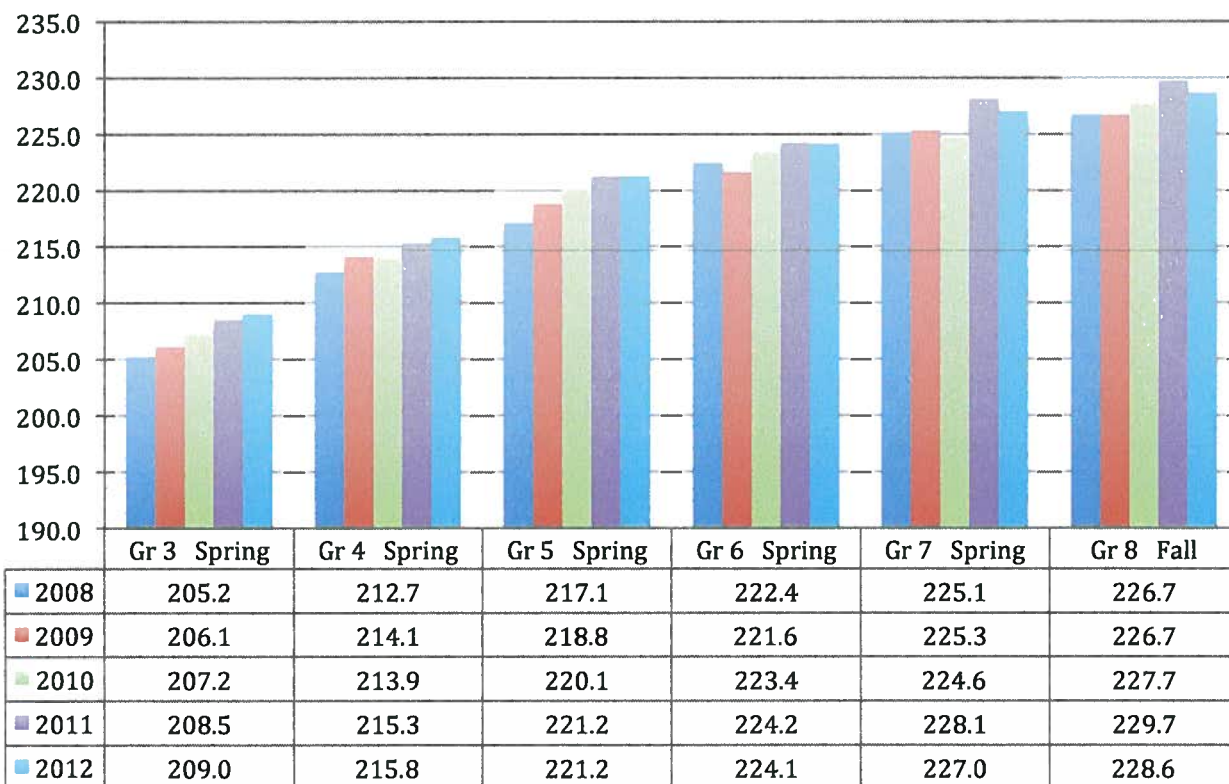
## MAP 2011/2012 Math



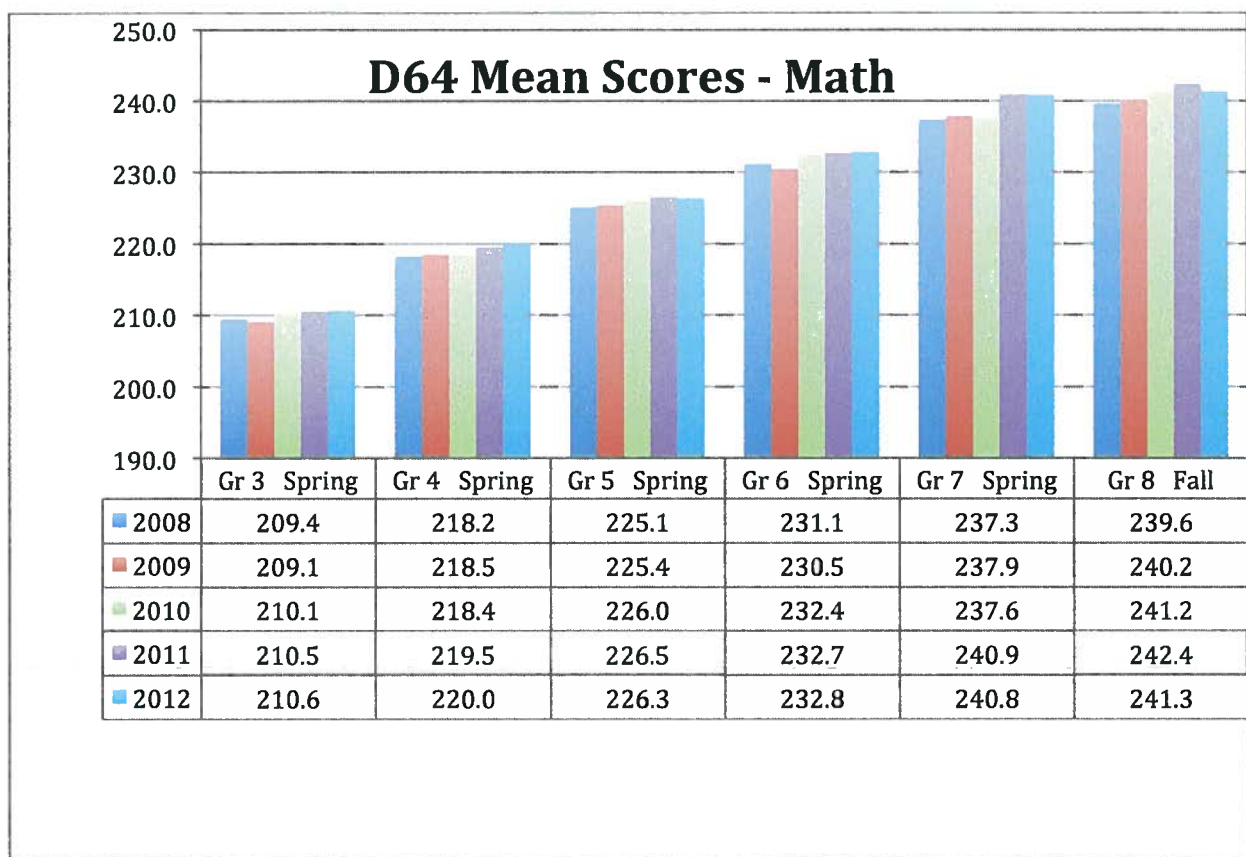
### District 64's Mean MAP Scores Over Time

The charts below present our District 64 mean scores for Reading and Math from 2008 through 2012 for each grade level. The District 64 mean score in Reading has increased significantly at Grades 3, 4, and 5 from 2008 to 2012. The District 64 mean score in Math has increased significantly at Grade 7 from 2008 to 2012. In addition, over the past five years, the District's mean score has increased at all grade levels in Reading and Math.

#### D64 Mean Scores - Reading





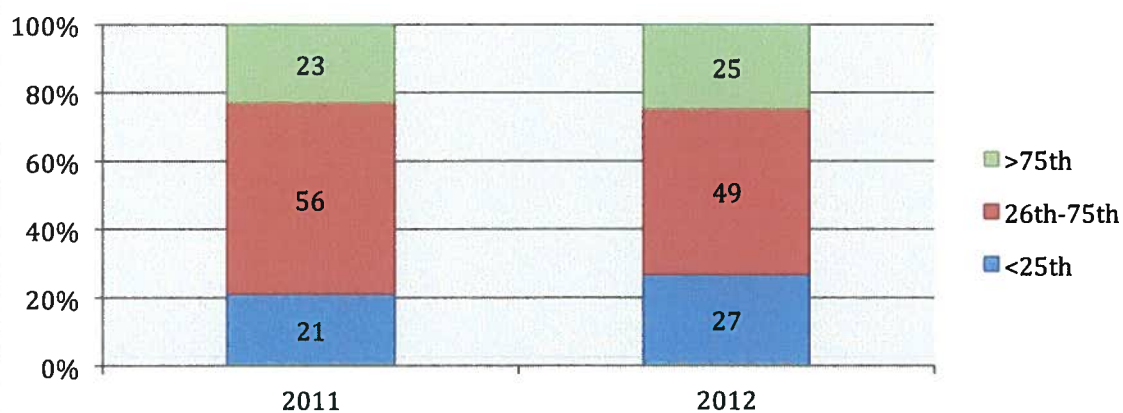


### District 64 MAP Achievement 2008-2012

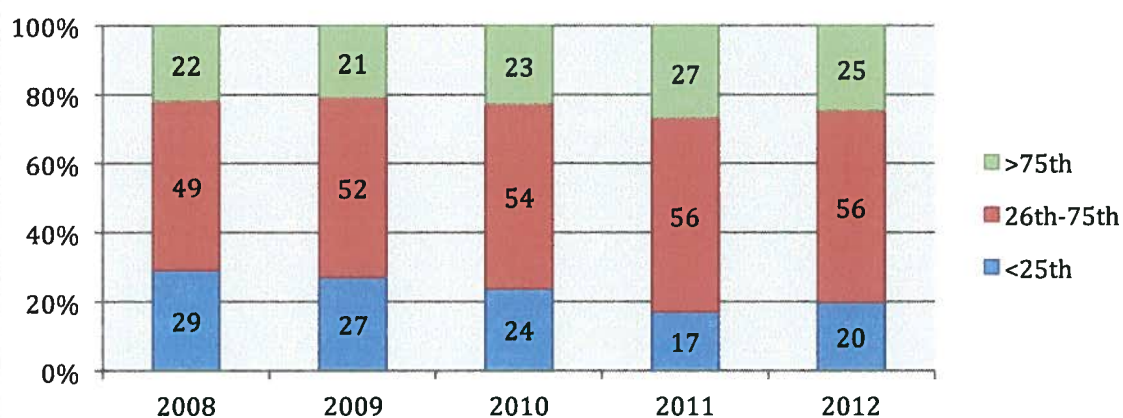
The following charts share information about District 64 MAP Achievement in Reading and Math from 2008-2012 based on District 64 norms. Each chart shows the percentage of students in three categories: performing at less than the 25<sup>th</sup> percentile (<25<sup>th</sup>), performing between the 25<sup>th</sup> percentile and the 75<sup>th</sup> percentile (26<sup>th</sup>-75<sup>th</sup>), and performing above the 75<sup>th</sup> percentile (>75<sup>th</sup>). Data for 2<sup>nd</sup> grade reflects the winter mean score while data from 8<sup>th</sup> grade reflects the fall mean score. This closer look at our percentile groups enables us to identify trends. A Summary of Key Points related to MAP data follows the grade-level charts for both Reading and Math.



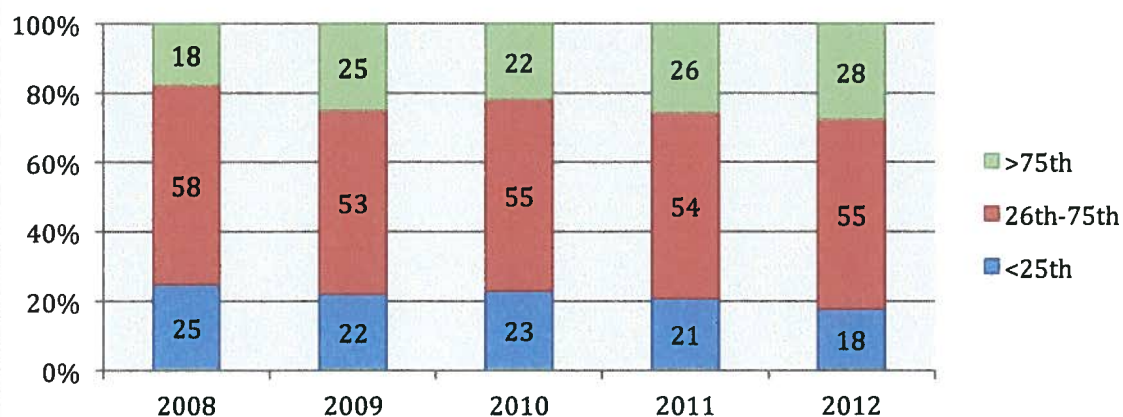
## MAP Reading - 2nd Grade



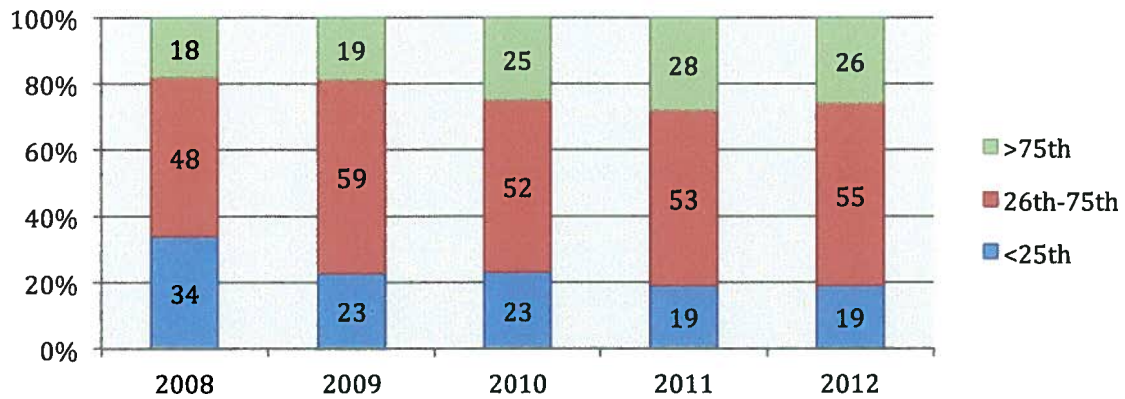
## MAP Reading - 3rd Grade



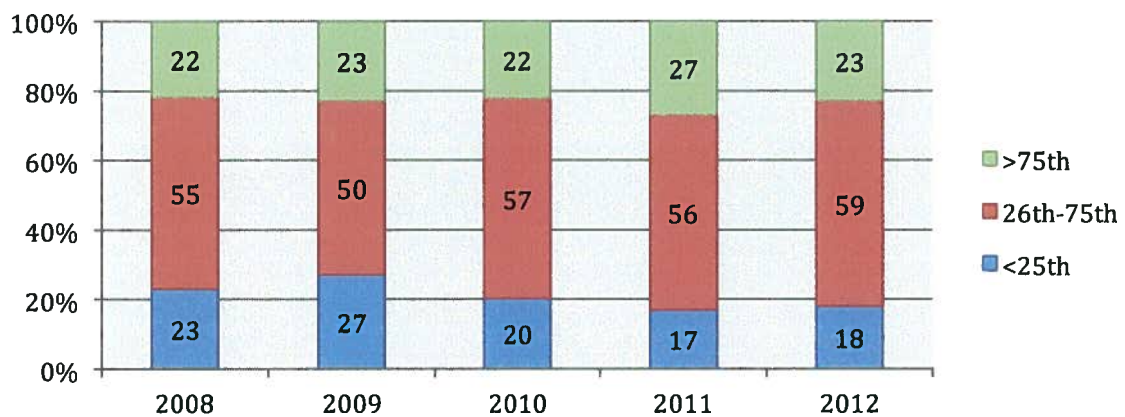
## MAP Reading - 4th Grade



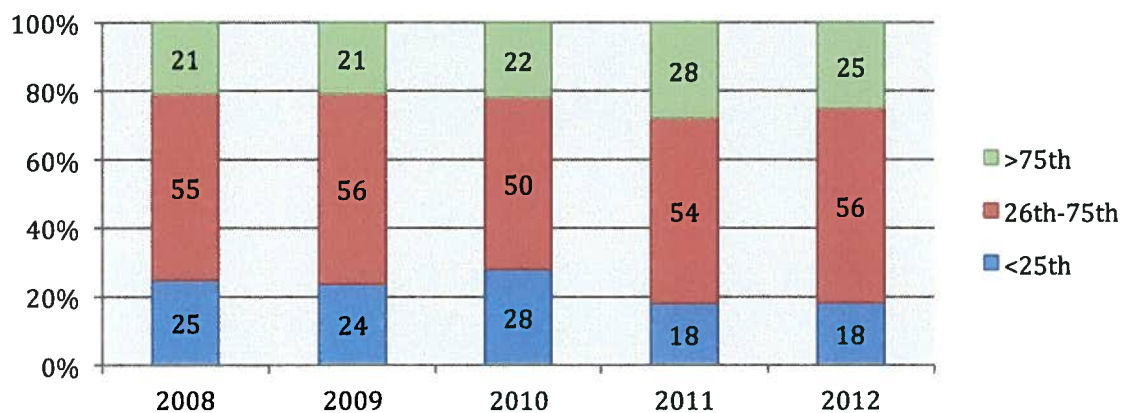
### MAP Reading - 5th Grade



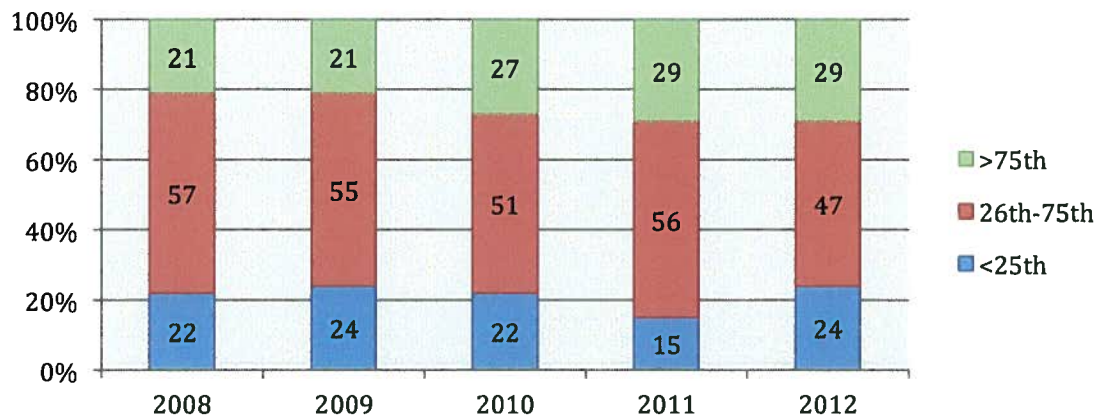
### MAP Reading - 6th Grade



### MAP Reading - 7th Grade



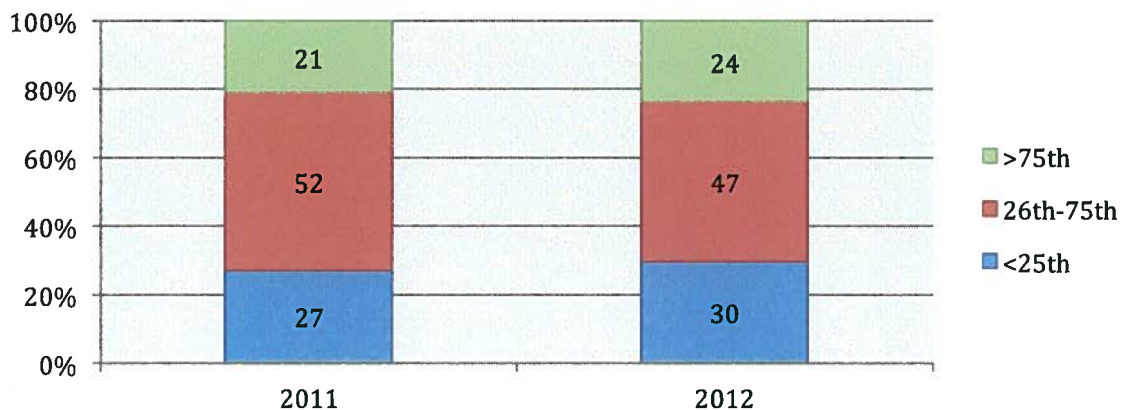
## MAP Reading - 8th Grade



### Summary of Key Points – MAP Reading

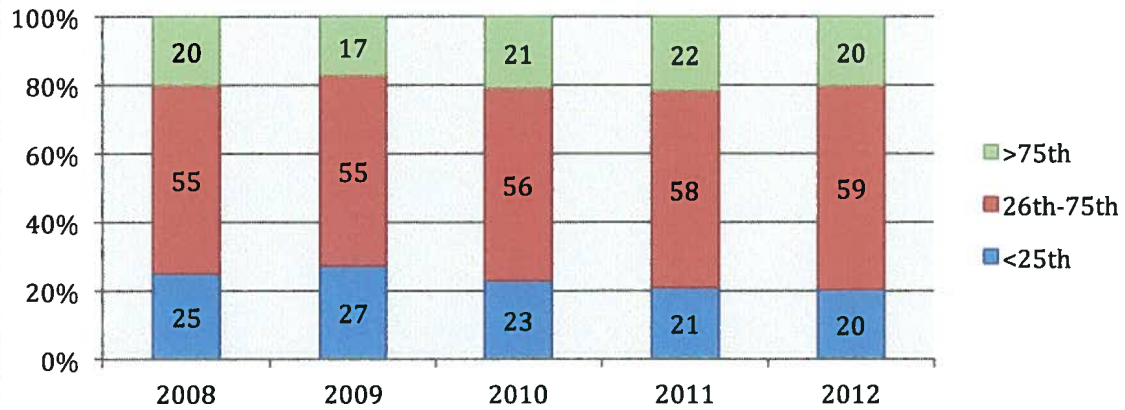
- Over the past five years, the percentage of students performing above the 75<sup>th</sup> percentile in Reading has increased in 2<sup>nd</sup> through 8<sup>th</sup> grade. Most notably, performance has increased in 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade by 56%, 44%, and 38%, respectively.
- Since 2006, there has been a significant decrease in the percentage of students performing below the 25<sup>th</sup> percentile in Reading in 3<sup>rd</sup> grade - 7<sup>th</sup> grade. The percentage has decreased: 31% in 3<sup>rd</sup> grade, 28% in 4<sup>th</sup> grade, 44% in 5<sup>th</sup> grade, 22% in 6<sup>th</sup> grade, and 28% in 7<sup>th</sup> grade.

## MAP Math - 2nd Grade

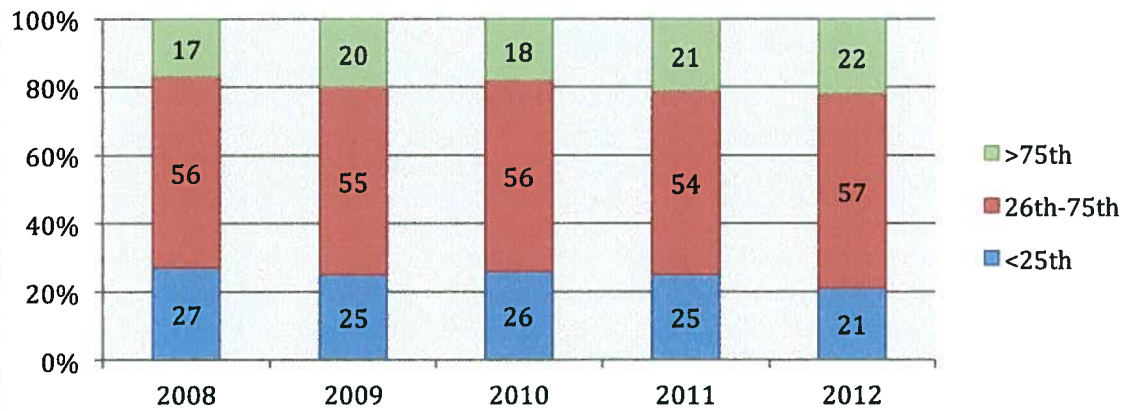




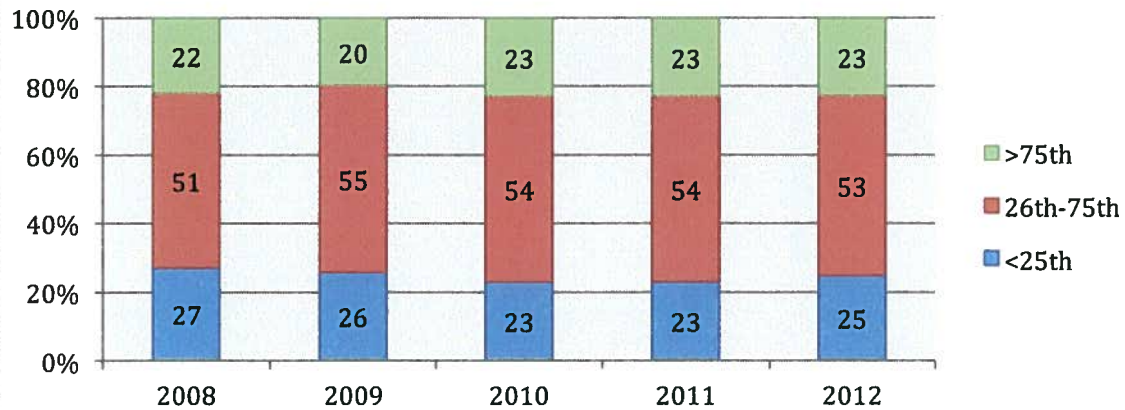
### MAP Math - 3rd Grade



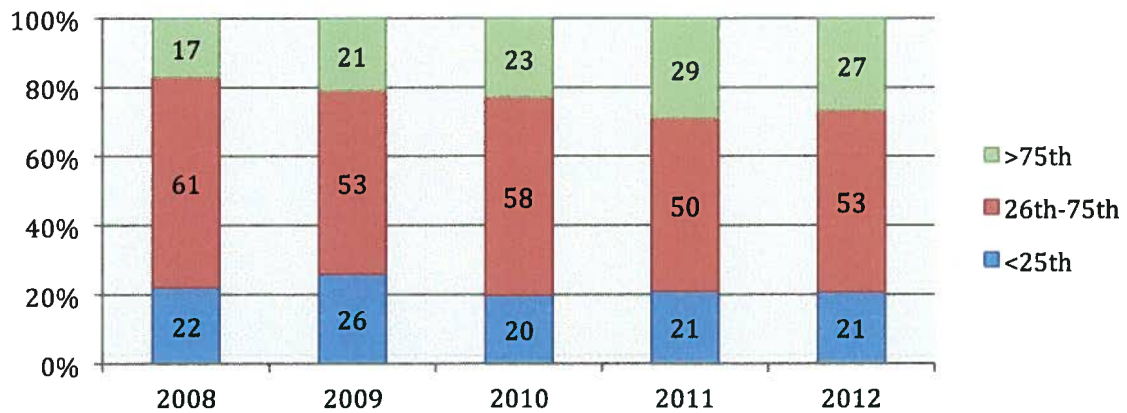
### MAP Math - 4th Grade



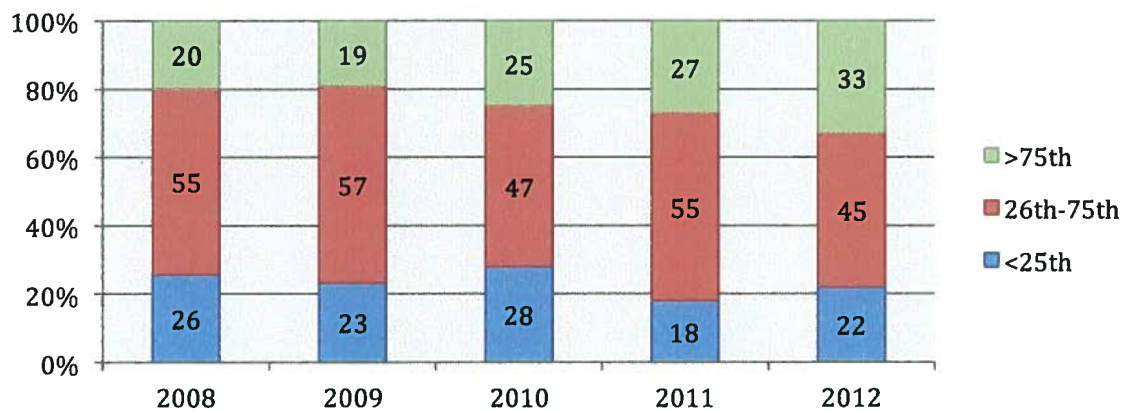
### MAP Math - 5th Grade



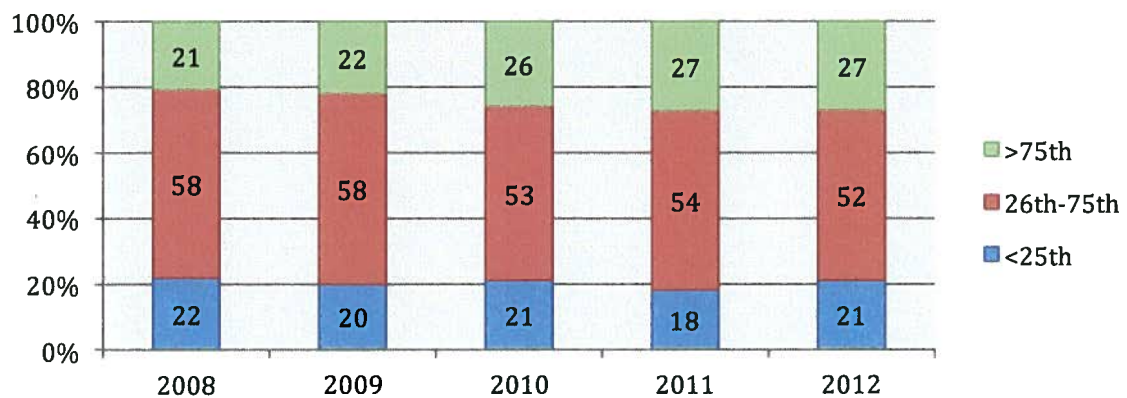
### MAP Math - 6th Grade



### MAP Math - 7th Grade



### MAP Math - 8th Grade



### Summary of Key Points – MAP Math

- Over the past five years, the percentage of students performing above the 75<sup>th</sup> percentile in Math has increased in 4<sup>th</sup> through 8<sup>th</sup> grade. Most notably, it has increased 59% in 6<sup>th</sup> and 65% in 7<sup>th</sup> grade.
- Since 2006, there has been a decrease in the percentage of 3<sup>rd</sup> – 8<sup>th</sup> graders performing below the 25<sup>th</sup> percentile in Math. The percentage has decreased 20% in 3<sup>rd</sup> and 4<sup>th</sup> grade, and 15% in 7<sup>th</sup> grade.

### **Growth Targets**

NWEA has established targets for a student's "expected growth" based on individual scores. An analysis of growth targets enables school districts to ensure that all students are making academic progress regardless of where they are performing in relation to the target. Expected growth is an important measure for all students, especially for students who are performing significantly below the target and those who are performing significantly above it. Because NWEA has correlated performance on the ISAT with performance on the MAP, analyzing growth targets can also enable school districts to predict how students will perform on this state assessment. Our 2012 District 64 ISAT results mirror the projected results from MAP.

Although the vast majority of District 64 students meet or exceed standards on the ISAT, the percentage of students meeting their growth targets on the MAP is less than 70%. The target of 70% is one that is used in NWEA partner districts that perform well in terms of growth (comparable to District 64). The following table shares information about the percentage of students at each grade level who met their fall 2011-spring 2012 growth targets in Reading and Math.

**Percentage of Students Who Met Their Growth Targets Fall 2011-Spring 2012**

	<b>3<sup>rd</sup> – 5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade - 8<sup>th</sup> Grade*</b>
<b>Reading</b>	57.1	57.2
<b>Math</b>	58.1	68.1

\*Includes 8<sup>th</sup> Grade fall 2011-fall 2012 growth

### Potential Areas for Curricular Improvement

NWEA provides grade-level summary reports that correlate to the Illinois State Standards. These reports document areas of relative strength or opportunities for growth within the District 64 curriculum. The grade-level summary report for 4<sup>th</sup> grade identifies Number Sense as a relative weakness. Number Sense is an area of focus in the Math Common Core Standards. This will be addressed this year through the work of District 64's Math Review Committee and opportunities for extended professional development in Math.



## **Section 4: ISAT – Detailed Description & Analysis**

### **ISAT Overview**

The ISAT is a standardized criterion-referenced assessment that is used to measure student learning in relation to the Illinois Learning Standards. All 3<sup>rd</sup> through 8<sup>th</sup> graders are tested in Reading and Math. These assessments include multiple-choice questions as well as extended-response questions that require students to explain their thinking in writing. In addition, 4<sup>th</sup> and 7<sup>th</sup> grade students are tested in Science. This assessment includes only multiple-choice questions.

A numerical score is derived for each student's performance on the various subject tests. Based on expected grade-level performance, scores are assigned to one of four performance levels:

- Exceeds Standards (ES)
- Meets Standards (MS)
- Below Standards (BS)
- Academic Warning (AW)

ISBE provides scoring information at the district, school, and individual student levels. A report entitled *Individual Student Report* is sent home each fall to parents and provides individual student results in the form of scale scores, a corresponding performance level, and national percentile ranks for the Reading, Math, and Science tests.

### **District 64 ISAT Reading Achievement**

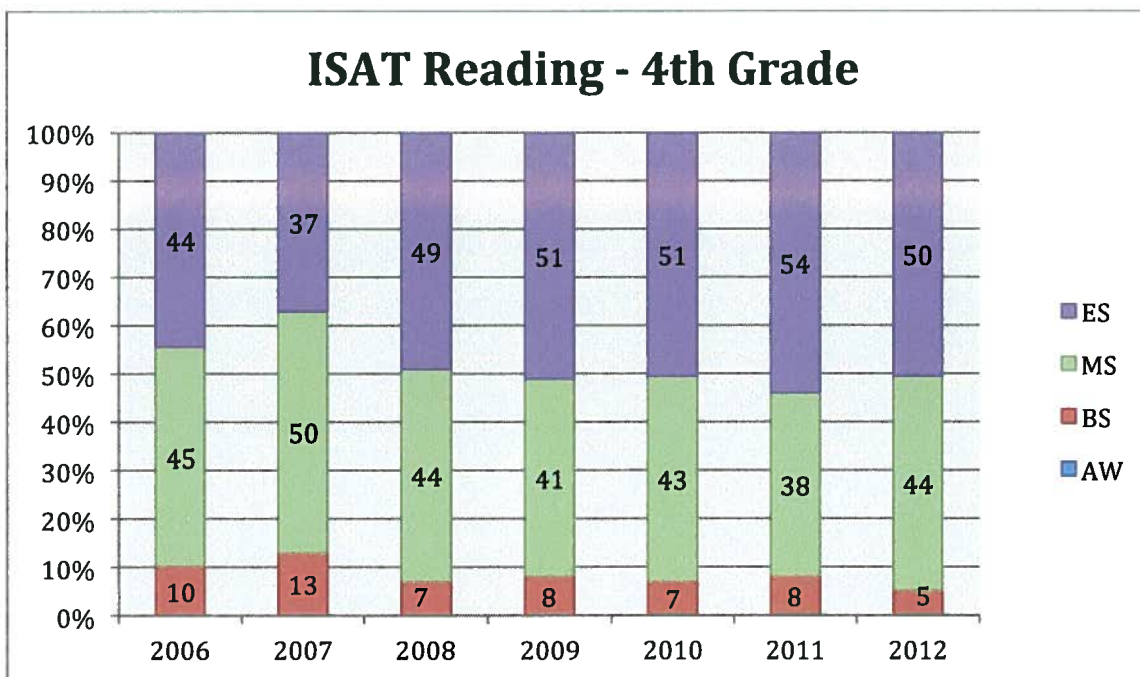
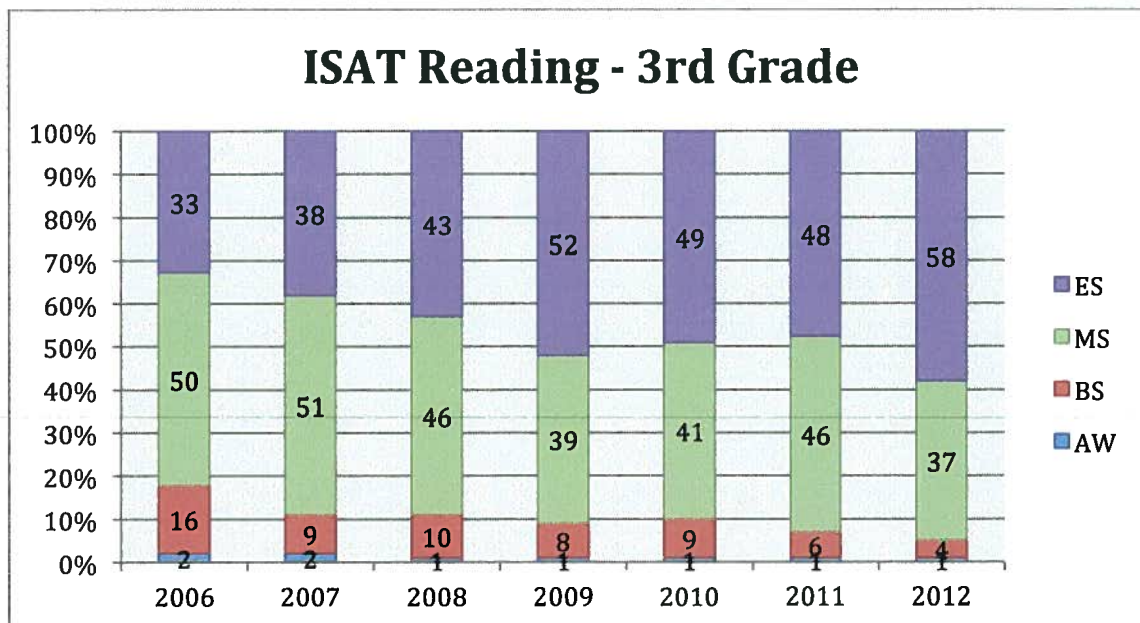
Performance on the ISAT Reading assessment remains strong with the vast majority of District 64 students meeting or exceeding standards over the past seven years. In addition, we see an upward trend in reading achievement particularly at the elementary school level.

#### **Percentage of Students "Meeting and Exceeding" Standards on the Reading ISAT 2006-2012**

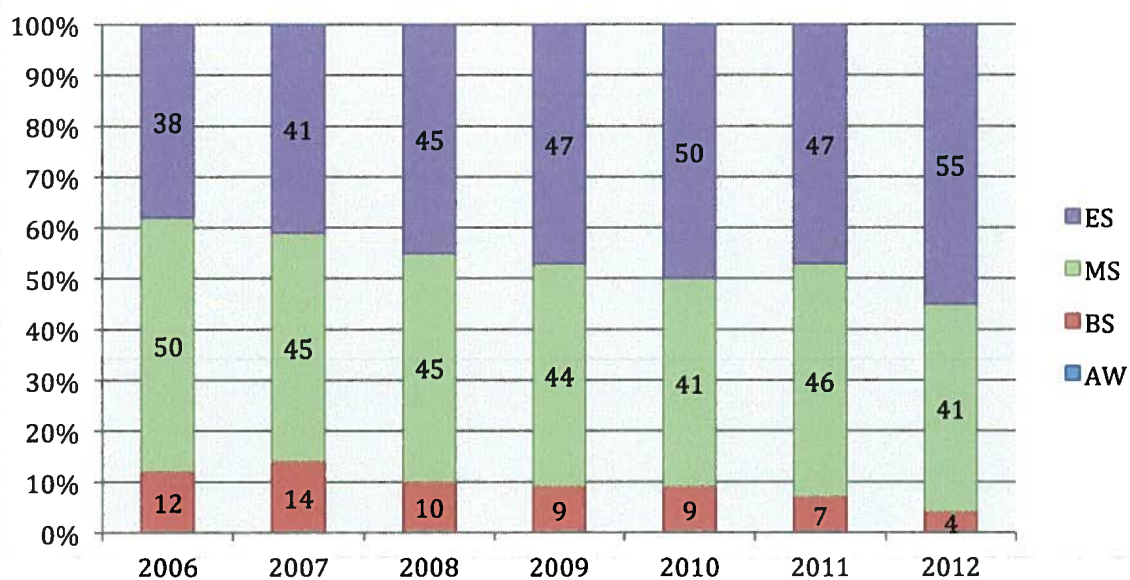
	2006	2007	2008	2009	2010	2011	2012
3 <sup>rd</sup> Grade	82.9	89.6	89.1	90.9	90.1	93.5	95.2
4 <sup>th</sup> Grade	89.6	87.1	93.1	92.0	93.1	91.8	96.0
5 <sup>th</sup> Grade	88.4	86.0	90.2	91.3	91.1	93.2	94.3
6 <sup>th</sup> Grade	88.9	86.2	91.8	92.8	96.5	96.7	94.3
7 <sup>th</sup> Grade	90.7	88.5	92.8	89.6	90.5	95.7	92.4
8 <sup>th</sup> Grade	94.3	92.4	94.4	94.1	95.0	93.9	96.1
Overall District Performance	89.4	88.3	92	91.8	92.4	93.6	94.6



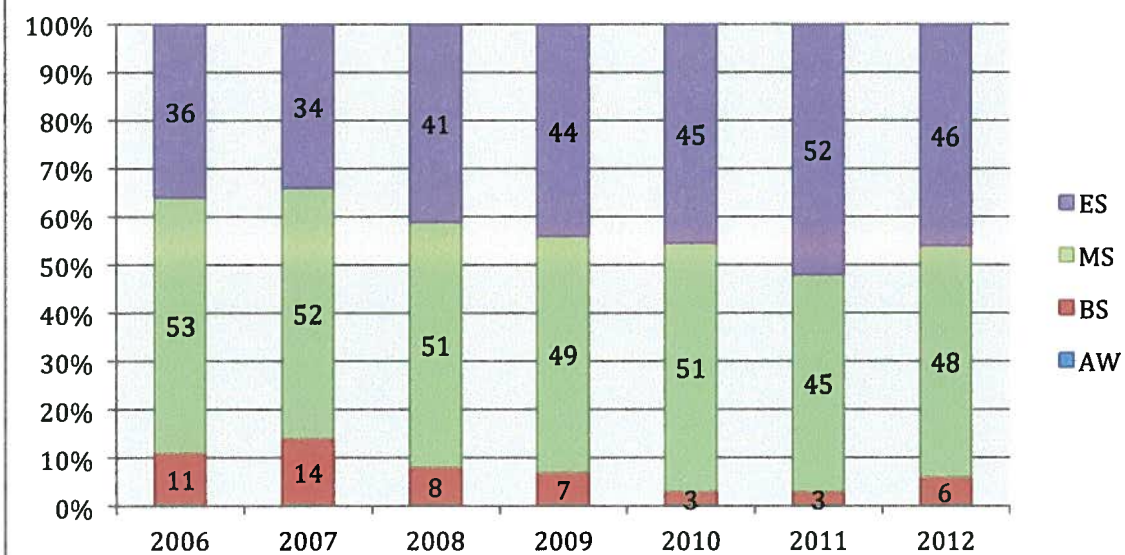
The following charts present the ISAT Reading data for each grade level for the past seven years. Each chart shows the percentage of students in each performance category: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES). Where no number is noted for Academic Warning, zero students performed at that level. A Summary of Key Points follows the grade level charts.



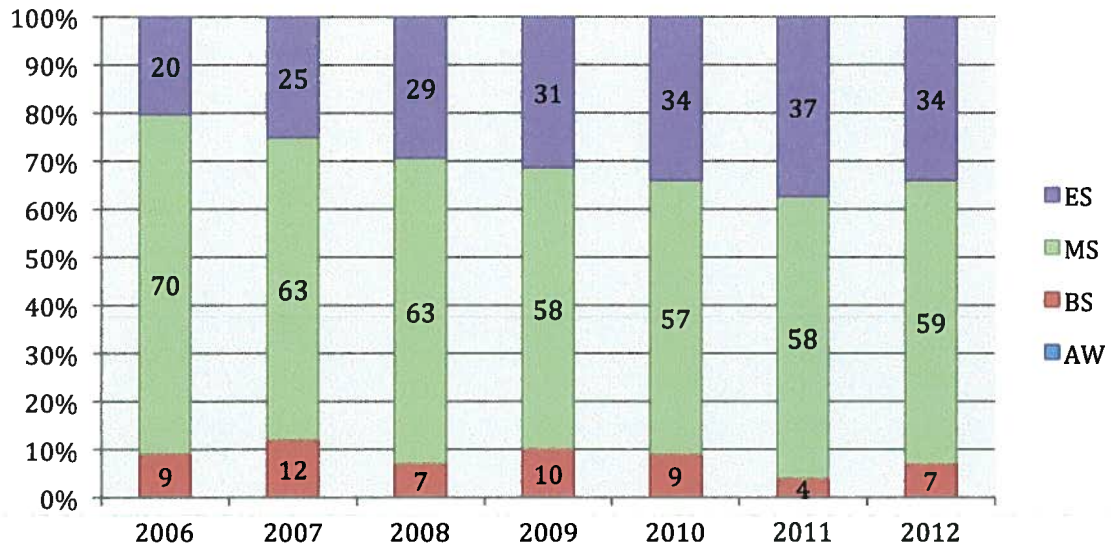
## ISAT Reading - 5th Grade



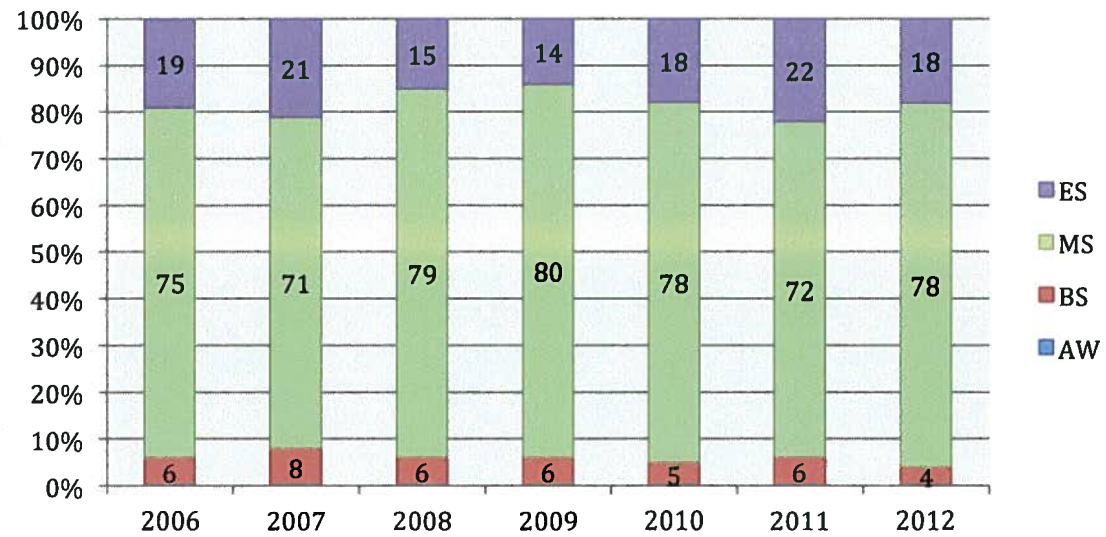
## ISAT Reading - 6th Grade



## ISAT Reading - 7th Grade



## ISAT Reading - 8th Grade





### Summary of Key Points – ISAT Reading Achievement

- Overall District performance in Reading is at its highest level since 2006. The percentage of students meeting and exceeding standards is 94.6%.
- The percentage of students performing at the Exceeds Standards level has increased significantly in 3<sup>rd</sup> through 7<sup>th</sup> grade since 2006.
- Over the past seven years, there has been a significant decrease in the percentage of students who do not meet standards in Reading at the elementary level.
- The percentage of 3<sup>rd</sup> graders performing at the Exceeds level has increased 76% since 2006. The percentage of 3<sup>rd</sup> graders not meeting standards has decreased 72% since 2006.
- The percentage of 4<sup>th</sup> graders meeting or exceeding standards was 94% in 2012. The percentage of 4<sup>th</sup> graders not meeting standards has decreased 50% since 2006. The percentage of 4<sup>th</sup> graders exceeding standards has increased 14% since 2006.
- The percentage of 5<sup>th</sup> graders scoring below standards has decreased by two-thirds since 2006. The percentage of 5<sup>th</sup> graders exceeding standards has increased 17% since last year and 45% since 2006.
- The percentage of 6<sup>th</sup> graders exceeding standards decreased in 2012 and has increased by 28% since 2006. For the past three years, the percentage of 6<sup>th</sup> graders meeting or exceeding standards has been 94% or greater. The percentage of students below standards has decreased 45% since 2006.
- For the past two years, the percentage of 7<sup>th</sup> graders meeting or exceeding standards has been 93% or greater. The percentage of students exceeding standards has increased 70% since 2006.
- Our 8<sup>th</sup> grade ISAT scores have been consistent over time; the percentage of students meeting and exceeding standards has been 94% or above since 2008.

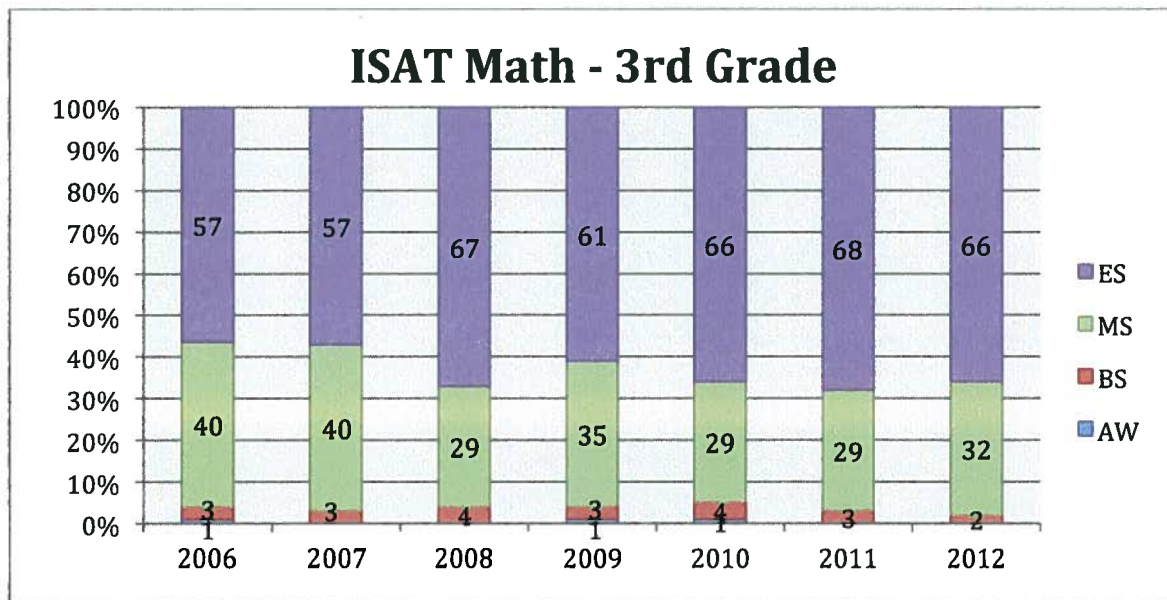
### **District 64 ISAT Math Achievement**

Performance on the ISAT Math assessment remains strong with the vast majority of District 64 students meeting or exceeding standards over the past seven years. In addition, as the table below presents, we see a small upward trend in math achievement at all grade levels.

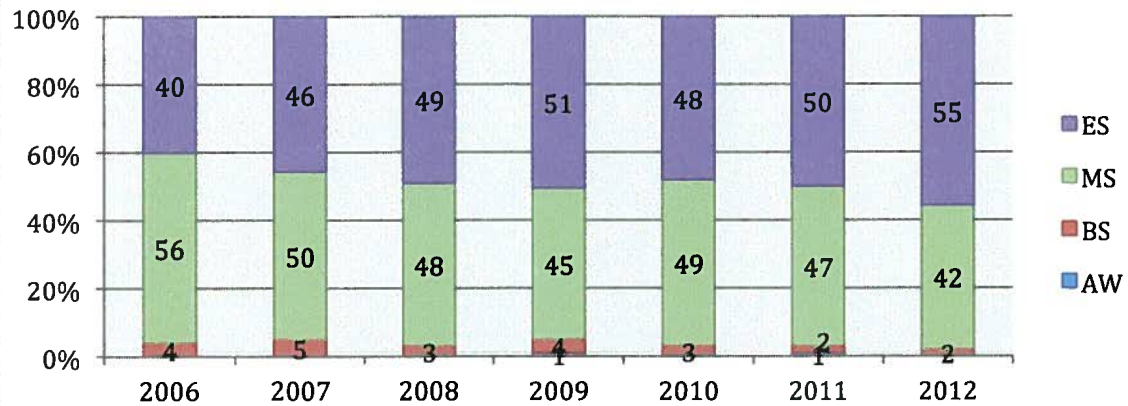
**Percentage of Students "Meeting and Exceeding" Standards on the Math ISAT  
2006-2012**

	2006	2007	2008	2009	2010	2011	2012
<b>3<sup>rd</sup> Grade</b>	96.3	97.1	96.4	96.3	95.1	97.1	97.8
<b>4<sup>th</sup> Grade</b>	96.1	95.3	96.8	95.9	96.9	97.4	97.5
<b>5<sup>th</sup> Grade</b>	92.4	93.3	93.5	94.8	93.1	94.9	95.4
<b>6<sup>th</sup> Grade</b>	91.8	94.2	93.8	92.4	94.7	93.7	94.3
<b>7<sup>th</sup> Grade</b>	91.5	90.5	93.0	92.8	93.7	96.1	94.6
<b>8<sup>th</sup> Grade</b>	94.0	94.4	94.4	94.3	95.2	94.5	97.1
<b>Overall District Performance</b>	93.4	93.8	94.4	94.4	94.3	95.2	95.9

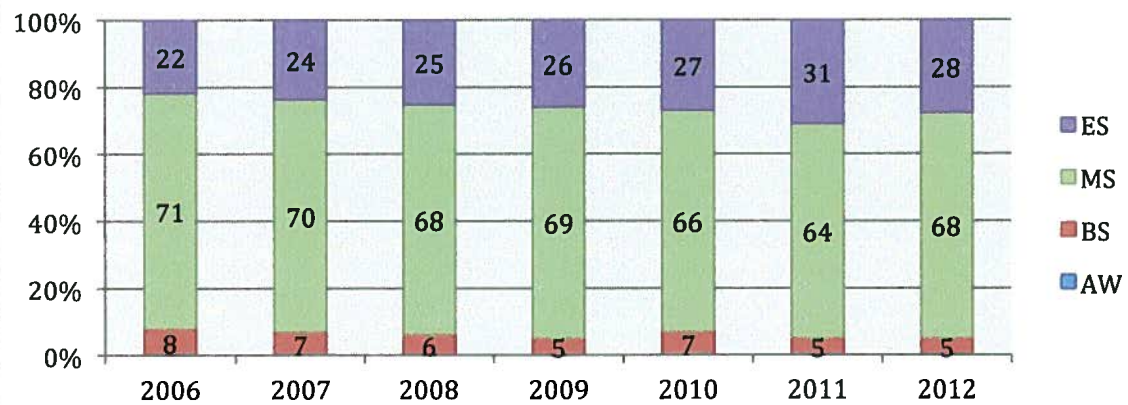
The charts below present the ISAT Math data for each grade level for the past seven years. Each chart shows the percentage of students in each performance category: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES). Where no number is noted for Academic Warning, zero students performed at that level. A Summary of Key Points follows the grade level charts.



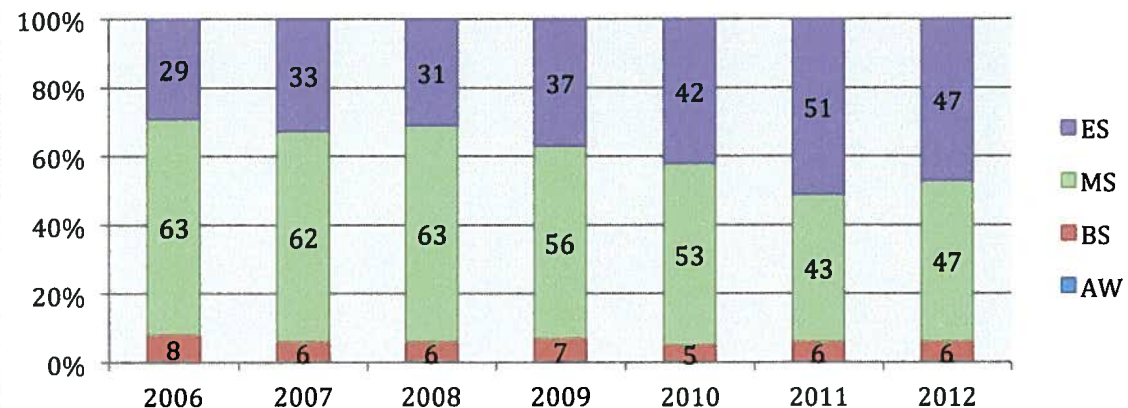
### ISAT Math - 4th Grade



### ISAT Math - 5th Grade

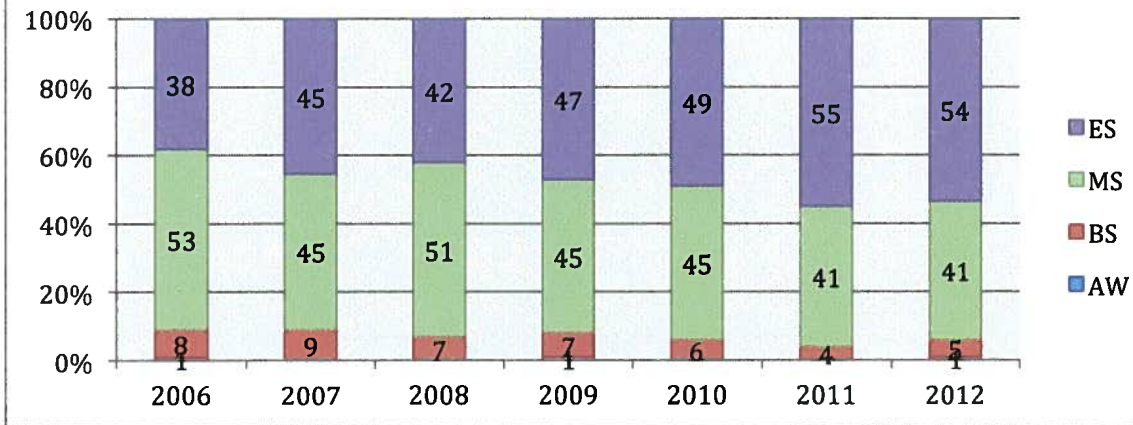


### ISAT Math - 6th Grade

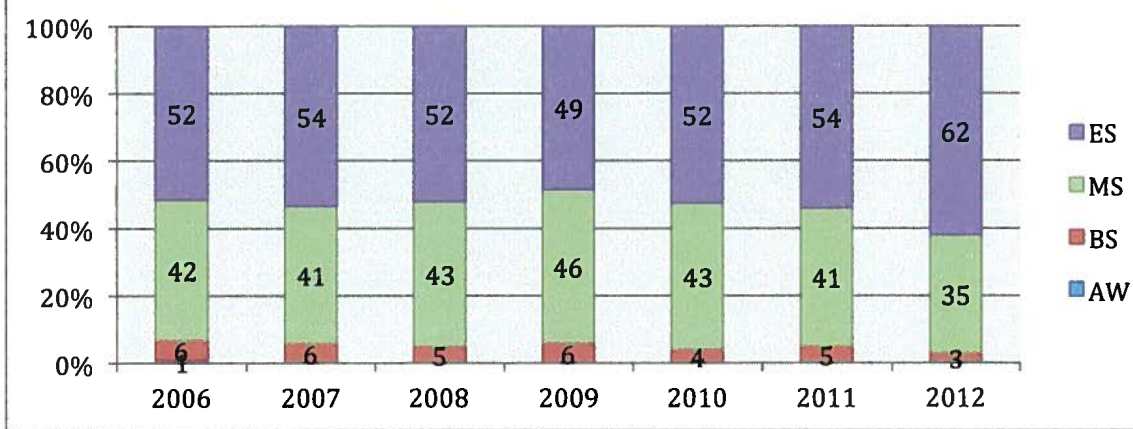




## ISAT Math - 7th Grade



## ISAT Math - 8th Grade



### Summary of Key Points – ISAT Math Achievement

- Overall District performance in Math is at its highest level since 2006. The percentage of students meeting and exceeding standards in Math is 95.9%.
- Since 2006, the percentage of 3<sup>rd</sup> through 8<sup>th</sup> grade students exceeding standards has increased significantly at each grade level.
- For the past two years, the percentage of 3<sup>rd</sup> graders meeting or exceeding standards on the Math ISAT has been 97% or greater. The percentage of 3<sup>rd</sup> graders exceeding standards has increased 16% since 2006.
- The percentage of 4<sup>th</sup> graders meeting or exceeding standards has been 97% for the past three years. The percentage of 4<sup>th</sup> graders exceeding standards has increased 38% over the past seven years and 10% from 2011.



- The percentage of 5<sup>th</sup> graders exceeding standards has increased 27% since 2006. The percentage of 5<sup>th</sup> graders meeting or exceeding standards has been 95% or greater for the past two years.
- The percentage of 6<sup>th</sup> graders exceeding standards has increased 62% since 2006.
- For the past three years, the percentage of 7<sup>th</sup> graders meeting or exceeding standards has been 94% or greater. The percentage of students exceeding standards has increased 42% since 2006.
- For the past three years, the percentage of 8<sup>th</sup> graders meeting or exceeding standards has been 95% or greater. The percentage of 8<sup>th</sup> graders not meeting standards has decreased by more than half over the past seven years.

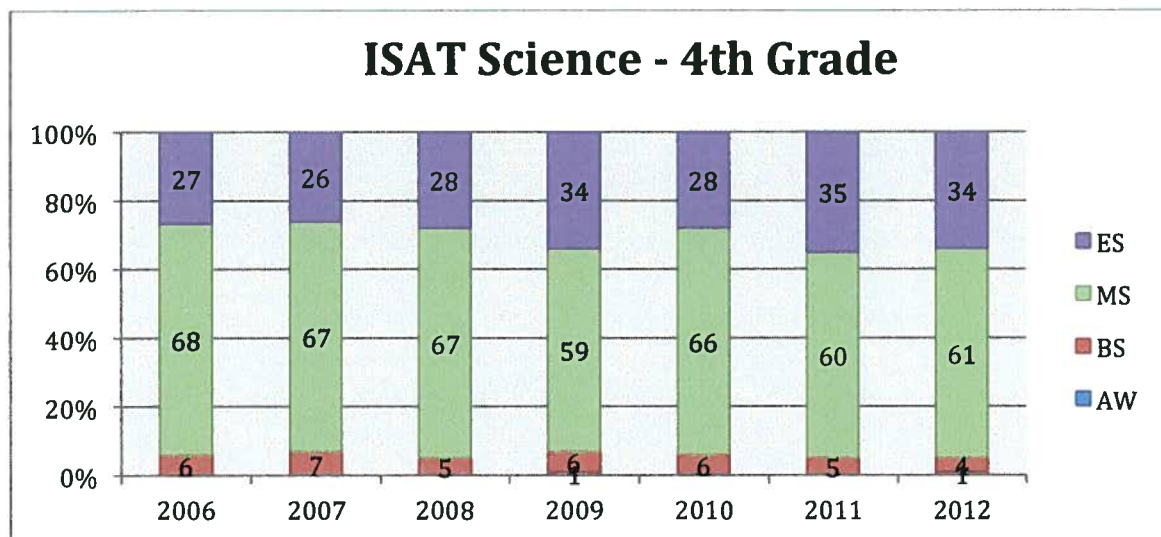
### District 64 ISAT Science Achievement

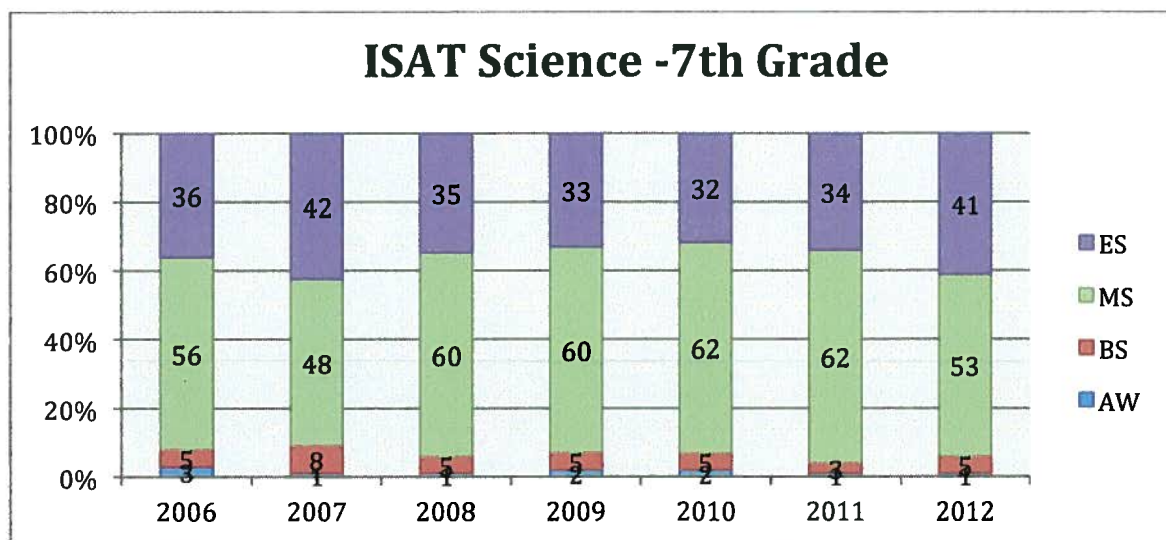
Similar to Math and Reading, performance on the ISAT Science assessment remains strong with the vast majority of District 64 students meeting or exceeding standards over the past seven years.

#### Percentage of Students "Meeting and Exceeding" Standards on the Science ISAT 2006-2012

	2006	2007	2008	2009	2010	2011	2012
<b>4<sup>th</sup> Grade</b>	94.2	92.8	94.9	93.2	94.2	95.0	94.9
<b>7<sup>th</sup> Grade</b>	92.0	90.7	94.4	93.5	93.1	95.9	94.0

The charts below present the 4<sup>th</sup> and 7<sup>th</sup> grade ISAT Science data for the past seven years. Each chart shows the percentage of students in each performance category: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES). A Summary of Key Points follows the grade level charts.





#### Summary of Key Points – ISAT Science Achievement

- For the past three years, a minimum of 94% of 4<sup>th</sup> graders and 7<sup>th</sup> graders have met or exceeded standards on the Science ISAT.
- The percentage of students exceeding standards has increased 26% over the past seven years at the 4<sup>th</sup> grade level and 14% at the 7<sup>th</sup> grade level.

#### **Adequate Yearly Progress (AYP) Status**

In compliance with the No Child Left Behind Act of 2001, ISAT results are used to determine if districts and individual schools are making AYP toward the goal of 100% proficiency by 2014. ISAT test scores are assigned to one of four categories: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES). Students scoring at the Meets or Exceeds level are considered proficient. Illinois has established a timeline that identifies expected proficiency levels each year. In addition to meeting criteria regarding testing participation and attendance rates, an increasing percentage of students are expected to score at the Meets or Exceeds level each year in order for a school or district to make AYP.

AYP is based on the percentage of students in 3<sup>rd</sup> through 8<sup>th</sup> grade who meet or exceed standards in Reading and Math. The overall group of students is evaluated along with any "subgroup" which is defined as a group of 45 or more students. Potential subgroups within any district or school include: White, Black, Hispanic, Asian/Pacific Islander, American Indian, Multiracial, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged. In District 64, there are currently seven subgroups at the district level that have 45 or more students: White, Hispanic, Asian, Two or More Races, LEP (Limited English Proficient), Students with Disabilities, and Economically Disadvantaged.

In order for a school or district to achieve AYP in 2012, 85% of all students must score in the combined "Meets or Exceeds" category on *both* the Math and Reading ISAT. In



addition, 85% of the students in each subgroup must score at the Meets or Exceeds level. The state employs a 95% confidence interval when determining AYP and provides an alternate method for determining AYP when subgroups do not meet the targeted level of performance. AYP can be achieved if the school or district reduces the percentage of students not meeting standards by 10% from the previous year.

The tables below summarize the 2012 AYP Status for the District and each of our schools. Jefferson School is not included in the state's AYP Status Report because it is a preschool attendance center. Each of District 64's Elementary Schools – Carpenter, Field, Franklin, Roosevelt, and Washington – were identified as making AYP. The District, Emerson Middle School, and Lincoln Middle School have been identified as not making AYP. This is because our Students with Disabilities subgroups did not make AYP at the District level (in Reading), at Emerson Middle School (in Reading), and at Lincoln (in Reading and Math). The 95% Confidence Interval and Safe Harbor provision were used to determine that our Students with Disabilities subgroup made AYP in math at the District level and at Emerson. District 64 provides a comprehensive program to support students with learning difficulties. Goals are identified and progress is measured through a number of local and classroom assessments to ensure academic growth.

#### AYP Status 2012: Reading

Subgroup	D64	EM	LI	CA	FI	FR	WA	RO
White	Y	Y	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y					
Asian	Y							
Two or More Races	Y							
LEP (Limited English Proficient)	Y							
Students with Disabilities	N	N	N				Y	
Economically Disadvantaged	Y	Y						

#### AYP Status 2012: Math

Subgroup	D64	EM	LI	CA	FI	FR	WA	RO
White	Y	Y	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y					
Asian	Y							
Two or More Races	Y							
LEP (Limited English Proficient)	Y							
Students with Disabilities	Y	Y	N				Y	
Economically Disadvantaged	Y	Y						

## **Section 5: State and National Initiatives in Curriculum and Assessment**

Over the past decade, educators have intensified our focus on the four questions that drive improvement in our profession: What is it that we want students to learn? How will we know when they have learned? How will we respond when students struggle with learning? How will we respond when students are seeking the next level of challenge? Responses to these questions and concerns about educational rigor have formed the basis for several state and national initiatives that will impact our future work together in District 64.

### **Changes in ISAT Performance Levels**

The U.S. Department of Education has enabled states to apply for waivers so they are no longer subject to the accountability measures of the No Child Left Behind Act. Illinois applied for this waiver in February of 2012. The application included a commitment to aligning the ISAT results with those of the Prairie State Achievement Exam (PSAE) at the high school level. The goal is to better inform communities and school districts about students' career and college readiness.

Approximately 85% of 3<sup>rd</sup>-8<sup>th</sup> graders in Illinois meet standards on both the ISAT Reading and Math. By contrast, only half of Illinois 11<sup>th</sup> graders typically meet standards on the PSAE. The change in proficiency is a function of the alignment of the tests and not a function of decreased student learning.

To address this, the Illinois State Board of Education will change the cutoff scores correlated to each of the four ISAT performance levels: Exceeds Standards (ES), Meets Standards (MS), Below Standards (BS), and Academic Warning (AW). This spring, Illinois school districts will have the opportunity to reinterpret their 2012 ISAT results using these new performance levels. The new performance levels will restructure ISAT results so that only half of Illinois 3<sup>rd</sup>-8<sup>th</sup> will meet standards.

While District 64 has achieved high levels of performance on both the ISAT Reading and Math, we can anticipate a change in the percentage of students meeting and exceeding standards as a result of the new cutoff scores. More information about this will be shared as it becomes available.

### **Implementation of the Common Core Standards (CCSS)**

To date, 45 states and 3 territories, including Illinois, have adopted the Common Core State Standards in English Language Arts and Math. Prior to this adoption, every state had its own set of academic standards. For example, in Illinois, school districts designed local curriculum based on the Illinois Learning Standards. The Common Core State Standards provide clear and consistent expectations for students across the nation.

On the Common Core State Standards website ([www.corestandards.org](http://www.corestandards.org)), the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) describe the Common Core State Standards in this way:

*These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:*

- *Are aligned with college and work expectations;*
- *Are clear, understandable and consistent;*
- *Include rigorous content and application of knowledge through high-order skills;*
- *Build upon strengths and lessons of current state standards;*
- *Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and*
- *Are evidence-based.*

Generally, the Common Core State Standards in English Language Arts will shift the focus of instruction to include texts of increasing complexity, a balance of informational and narrative text, content area literacy, writing to argue or explain, academic discussion and vocabulary, and the integration of research and media skills (National Governors Association/Chief State School Officers, 2010).

The Common Core State Standards in Math will change the breadth of our current math curriculum by reducing the number of topics at each grade level and teaching topics more deeply at specific grade levels. The standards call for deep conceptual understanding, speed and accuracy in calculation, and the application of math in real-world contexts (National Governors Association/Chief State School Officers, 2010).

The rigor of the Common Core State Standards will have implications for curriculum, instruction, and assessment at all grade levels. District 64 is currently facilitating our transition to the Common Core State Standards through professional development that deepens teachers' understanding of the CCSS and supports the design of CCSS focused instructional activities.

### **Implementation of the PARCC Assessment**

PARCC is a 23-state consortium working together to develop K-12 assessments that reflect the Common Core Standards in English Language Arts and Math. The PARCC Assessment will be fully implemented beginning in the 2014-15 school year and will be administered to students in 3<sup>rd</sup>-8<sup>th</sup> grade.

The PARCC Assessment is a computer-based test. The 3<sup>rd</sup> -8<sup>th</sup> grade assessments will be made up of a range of items, including constructed response, extended performance tasks, and selected response.

The following will be included in the PARCC Assessment package:

#### **Diagnostic Assessments in Reading, Writing and Mathematics**

These optional diagnostic assessments will be available for teachers to use throughout the year. They are designed to help teachers diagnose students' strengths and weaknesses relative to the Common Core State Standards.

#### **Mid-Year Assessments in ELA/Literacy and Mathematics**

These optional assessments will be performance-based. They will be similar in structure to the end-of-the-year assessments. Educators will be able to use results from the mid-year assessments to help inform decisions about instruction.

### Performance-Based Assessments in ELA/Literacy and Mathematics

All students participating in the PARCC assessments will take a performance-based assessment in which they will apply their knowledge to a complex problem and produce a product. This will be administered as close to the end of the school year as possible. The results will be part of a student's summative assessment score.

In ELA/Literacy, the student will complete a research simulation task and a task focused on analyzing literature. The student will read multiple texts and write several pieces to demonstrate reading comprehension, writing, and critical thinking skills.

In Math, students will be asked to solve problems involving the key knowledge and skills for their grade level. They will demonstrate mathematical reasoning, construct a mathematical argument, and apply concepts to solve problems that model the real world.

### End-of-Year Assessments in ELA/Literacy and Mathematics

These computer-based assessments will be administered at the end of the school year to all 3<sup>rd</sup>-8<sup>th</sup> graders. The results will be combined with the performance-based assessment results to produce a student's summative assessment score. The assessments will focus on reading and comprehending complex texts in ELA/Literacy. In Math, the assessments will focus on demonstrating conceptual understanding of the grade-level content.

### Speaking and Listening Component (ELA/Literacy only)

This tool may be administered at any time during the school year and will measure each student's speaking and listening proficiency. This assessment is required but will not contribute to a student's summative score.

ADAPTED FROM: FREQUENTLY ASKED QUESTIONS PARCC ITEM DEVELOPMENT  
PROCUREMENT & ASSESSMENT DEVELOPMENT - [www.parconline.org](http://www.parconline.org)

The PARCC Assessments will replace the ISAT and will, effectively, create a new baseline for student achievement in District 64 and Illinois. The table below provides a timeline of events related to assessment that are discussed above and in Section 6.

	Spring 2012	Fall 2013	Spring 2014	Fall 2014	Spring 2015
ISAT	Reinterpret 2012 results		ISAT administered using new cut scores	ISAT discontinued	
MAP	Administer current MAP	Administer Common Core MAP	Administer Common Core MAP	Administer Common Core MAP	Administer Common Core MAP
PARCC	Ongoing professional development to prepare for Common Core State Standards	Increasing implementation of Common Core State Standards	Increasing implementation of Common Core State Standards	Administer diagnostic PARCC Assessment	Administer Summative PARCC Assessment



## **Section 6: Conclusions and Recommendations**

District 64 provides a quality education of which our community, School Board, staff, and students can be proud. In addition to supporting the academic needs of our students, we have created an educational program that reflects the value District 64 places on higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the Arts, and positive attitudes toward learning.

The most compelling trends in our student assessment data are the increase in students exceeding standards on the ISAT and the increase in students achieving higher performance levels on the MAP. In addition, the Educational Ends have enabled us to reflect each year on student learning in a number of areas and refine our instructional practices to better support our students' needs.

These positive trends, taken within the context of significant state and national initiatives in curriculum and instruction, provide direction for our future work together in District 64. Recommendations to support our continued improvement in student achievement include:

- ✓ **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.**
- ✓ **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.**

Last year, each Core and Encore area completed the work of identifying Priority Standards, “unwrapping” these standards, identifying essential questions, and identifying “big ideas” related to each standard. Over this coming year, educators will work together to develop a deep understanding of the Priority Standards, their relationship to the Common Core State Standards (where appropriate), and their implications for planning, instruction, assessment, and technology integration. Our efforts will be led by the Instructional Technology Coaches, Curriculum Specialists, and other teacher leaders who will provide professional development in both workshop and job-embedded models.

Deepening our understanding of the content and intent of each Priority Standard will enable us to review the Educational Ends statements, determine their alignment within our revised curricular framework, and refine the Educational Ends Assessments so that they provide us with the best information possible to support student learning.

- ✓ **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.**



After the implementation of the PARCC Assessment in 2014-15, District 64 and all school districts in Illinois will have a new assessment baseline for measuring student learning. NWEA has designed a version of the MAP assessment that is aligned to Common Core State Standards. Because NWEA uses an equal interval longitudinal scale, our growth and data reports would remain valid after this transition. The NWEA Common Core version would be useful to us as we continue to evaluate student performance relative to the Common Core State Standards and make adjustments to our curriculum and instructional practices in response to this performance.

- ✓ **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.**

Over the past five years, District 64 educators have invested considerable effort into using data to inform instruction. We have become increasingly competent in our use of data to identify student needs, differentiate lessons for small groups of students, and, ultimately, improve student learning. We have become more skilled at reviewing data to make curricular changes and programmatic adjustments. While this endeavor is challenging, it has contributed to increased levels of academic achievement. Reviewing and responding to data is central to the Response to Intervention Model, a current District 64 initiative. It is important for our Instructional Technology Coaches, Curriculum Team, and the Department for Student Learning to continue to provide support for this initiative. Through collaboration with one another, we will expand our repertoire of differentiation strategies, resolve challenges, and replicate our successes.

- ✓ **Identify additional tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving.**

While we have a number of tools for monitoring fluency in reading and math, we continue to seek assessments that will enable us to measure student progress in reading comprehension and math problem-solving. "Precision" assessments enable us to measure these skills on a bi-weekly basis and provide us with explicit information about what students have learned or not learned as a result of instruction. The timeliness of assessment is critical in order for teachers to adjust the level of instruction in response to student performance.

In District 64, we have a shared commitment to student success. It is through our continued collaboration around these and other actions that we will ultimately have the greatest impact on student learning.

The District and individual school report cards prepared by the State of Illinois will be available on the District's website by the end of October. The annual reports include a wide variety of information about our students, the instructional setting, finances, academic performance, performance on state assessments, and adequate yearly progress. Printed copies of the report cards are available on request by phoning the Department of Student Learning at 847-318-4300. The website link is: [www.d64.org](http://www.d64.org) > District > State Report Card.