

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

Monday, October 28, 2013
6:30 p.m. – 7:30 p.m.

Washington Elementary School – South Gym
1500 Stewart Avenue
Park Ridge, IL 60068

AGENDA

1. CALL TO ORDER AND ROLL CALL
2. ANALYSIS OF STUDENT ACHIEVEMENT AND PREVIEW
OF NEW STATE REPORT CARD
3. PUBLIC COMMENTS
4. ADJOURNMENT

DATE: October 28, 2013

TO: District 64 Board of Education
Dr. Philip Bender, Superintendent

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

RE: Analysis of Student Achievement and Preview of New State Report Card

Background

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

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

In addition to these assessments, information will also be shared about the elements of the new Illinois School Report Card.

Format

This report is divided into seven sections:

Section	Title	Contents
1	Introduction and Executive Summary	<ul style="list-style-type: none">• Summary of student performance: Educational Ends, MAP, ISAT, 2013 Adequate Yearly Progress Status (AYP) Status• Report highlights
2	Educational Ends Description and Analysis	<ul style="list-style-type: none">• Description of the Educational Ends assessments• Analysis of D64 historical Educational Ends data
3	MAP Description and Analysis	<ul style="list-style-type: none">• Description of the MAP assessment• Analysis of D64 historical MAP data
4	ISAT Description and Analysis	<ul style="list-style-type: none">• Description of the ISAT assessment• Analysis of AYP Status & D64 historical ISAT data
5	Illinois State Report Card	<ul style="list-style-type: none">• Preview of the elements of the new School Report Card
6	State and National Initiatives	<ul style="list-style-type: none">• Description of state and national curriculum and assessment initiatives that impact our collaboration
7	Conclusions and Recommendations	<ul style="list-style-type: none">• Summary of our next steps based on current student achievement and initiatives

Section 1: Executive Summary

Section 1 presents the highlights of the District 64 Student Achievement Analysis for Fall 2013. More detailed explanations of student performance, additional information related to learning conditions, and a summary of recommendations based on this report can be found in Sections 2-7.

Overview

District 64 is committed to providing an exemplary program of instruction that challenges students and contributes to their development in a number of domains, including: academic skills, higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the Arts, and positive attitudes toward learning. The Fall Student Achievement Analysis provides the Board of Education and the community with an overview of District 64 student achievement and includes information about:

- ✓ District 64 Educational Ends Assessments - various areas
- ✓ Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) – Reading and Math
- ✓ Illinois Standards Achievement Test (ISAT) - Reading, Math, and Science
- ✓ Adequate Yearly Progress (AYP) Status
- ✓ New School Report Card
- ✓ Current State and National Initiatives
- ✓ Conclusions & Recommendations for Next Steps

Context

The Educational Ends, MAP, and ISAT 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.

Competitive achievement on standardized assessments like MAP and the ISAT 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. Sections 2-4 share detailed information about District 64's 2013 performance on the Educational Ends assessments, MAP, and ISAT, as well as key points related to our historical performance. Section 5 shares information about the new School Report Card. Section 6 provides details of current state and national initiatives, and Section 7 shares conclusions and recommendations for our future work together. Following is a summary of each these sections:

Executive Summary

District 64 Educational Ends (Section 2)

- Because of the District's work with Priority Standards and the Common Core State 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. This work is also related to Board Consensus Goal 1a.
- Of the 87 indicators used to evaluate our performance during the 2012-13 school year:
 - 84% reflect on-target performance
 - 16% reflect performance within 10% of the target
 - 0% reflect performance outside of the target range
- The percentage of assessments in the "on-target" scoring range has increased from 62% in 2007-08 to its current level of 84%.

Measures of Academic Progress – MAP (Section 3)

- District 64's mean score at each grade level continues to be significantly higher than the national mean score in both Reading and Math.
- In general, about a quarter of District 64 students perform above the 75th percentile (District 64 norm) on the MAP Reading assessment. The 75th percentile at each grade level in District 64 ranges from the 86th percentile to the 90th percentile nationally.
- Since 2009, there has been a decrease in the percentage of students performing below the 25th percentile in Reading in 3rd grade – 7th grade. Most notably, this category has decreased five percentage points in 3rd grade, 6th grade, and 7th grade.
- In general, about a quarter of District 64 students perform above the 75th percentile (District 64 norm) on the MAP Math assessment. The 75th percentile at each grade level in District 64 ranges from the 85th percentile to the 88th percentile nationally.
- Compared to 2009-09, the percentage of students performing above the 75th percentile in Math has increased significantly in 2nd grade (six percentage points), 3rd grade (five percentage points), and 8th grade (six percentage points).
- The percentage of District 64 students meeting their growth targets in Reading is "above average." The percentage of District 64 students meeting their growth targets in Math is indicative of "ambitious growth" in this subject area.

Illinois Standards Achievement Test - ISAT (Section 4)

- While District 64 has historically achieved high levels of performance on both the ISAT Reading and Math, the percentage of students in the Meets Standards category and the Exceeds Standards category has decreased at the District level by 10 - 14%. This is a result of the changes in the cut scores related to each performance level.
- On average, the percentage of students exceeding standards in Reading over the past three years has been 30%. Using prior years' cut scores, an average of 43% of students have exceeded standards in Reading over the past three years.
- With the exception of 7th grade, the percentage of students exceeding standards at each grade level in Reading is higher than our 2011 performance.
- Over the past three years, there is a notable upward trend in the percentage of students exceeding standards in Reading at 5th grade and 8th grade. At 5th and 8th grade, this percentage has increased by ten and seven points, respectively.
- At 4th grade, 5th grade and 8th grade, the percentage of students not meeting standards in Reading has decreased by five percentage points at each grade level.

Executive Summary

- On average, the percentage of students exceeding standards in Math over the past three years has been 24%. Using prior years' cut scores, an average of 50% of students have exceeded standards in Math over the past three years.
- Over the past three years, there is a notable upward trend in the percentage of students exceeding standards at 8th grade in Math. Using the new cut scores, the "Exceeds Standards" category at 8th grade has increased 16 percentage points since 2011.
- The increased percentage of students required to achieve AYP (92.5%), combined with the higher cut scores required to achieve proficiency on the ISAT, impacted the number of schools achieving AYP statewide.
- In District 64, only Franklin School was identified as making AYP. The District continues to implement a Response to Intervention model to ensure that at-risk students are making progress toward their proficiency goals.

Illinois State Report Card (Section 5)

- The School Report Card has been revised this year to be more user-friendly and to include additional information.
- In addition to participation data from the new Illinois 5Essentials Survey, the School Report Card includes information on school learning conditions, athletic programs, extracurricular activities, after-school programs, academic growth, and school performance trends.
- A general summary of the Illinois 5Essentials Surveys administered at each school indicates the following strengths in District 64: parent input and participation, students' sense of safety, teacher responsiveness to students, high expectations for academic performance, and teacher influence in decision-making. Opportunities for growth include: continuing to build a collective sense of responsibility for school improvement, maintaining high expectations for quality instruction, providing rigorous professional development to achieve our goals, expanding the principals' role as an instructional leader, and increasing program coherence.

State and National Initiatives in Curriculum and Assessment (Section 6)

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

- In January of 2013, ISBE changed the cut 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 experienced a decrease in the percentage of students in the Exceeds Standards and Meets Standards categories based on these new cut scores.
- To date, 45 states, including Illinois, have adopted the Common Core State Standards in English Language Arts and Math. The rigor of the Common Core State Standards has implications for curriculum, instruction, and assessment at all grade levels.
- In 2013, 20% of the questions included on the ISAT were considered "Common Core-aligned." In 2014, 100% of ISAT questions will be based on the Common Core.

Executive Summary

- PARCC (Partnership for Assessment of Readiness for College and Careers) is a 19-state consortium working together to develop K-12 assessments that reflect the Common Core State Standards in English Language Arts and Math. These assessments will replace the ISAT in fall of 2014. This will create a new baseline for student achievement in Illinois.

Conclusions and Recommendations (Section 7)

Recommendations to support our continued improvement in student achievement include:

- Maintain our focus on individual student growth and the high-yield instructional strategies that support student growth.
- 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.
- 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, Department Chairpersons, and Curriculum Specialists, continue to provide support for teachers with the implementation of the Common Core State Standards.
- Continue to explore tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving, particularly at the kindergarten and 1st grade levels.

Section 2: Educational Ends –Description & Analysis

Description of the Educational Ends

About 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?” As discussed at the August 2013 Board Study Session, 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 (2012 - 2013).

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 Educational Ends Scorecards for each area can be found on the District website at: <http://www.d64.org/subsite/dist/page/educational-ends-educating-whole-child-965>.

At the August 2013 Board Study Session, the Board identified the revision of the Educational Ends statements, targets, and assessments as an ongoing goal for District 64.

Sample from 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) 92% (2009/2010) 95% (2010/2011) 95% (2011/2012) 95% (2012/2013) 91% (Spring 2007) 95% (Spring 2008) 92% (2008/2009) 93% (2009/2010) 96% (2010/2011) 94% (2011/2012) 92% (2012/2013)
	ISAT	Scores on Seventh Grade ISAT	85% of students will score in the meets or exceeds category.	Spring	91% (Spring 2007)	85%	92% (2006/2007) 72% (2007/2008) 81% (2008/2009) 78% (2009/2010) 78% (2010/2011) 81% (2011/2012) 80% (2012/2013)
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%	78% (2006/2007) 86% (2007/2008) 89% (2008/2009) 94% (2009/2010) 92% (2010/2011) 91% (2011/2012) 80% (2012/2013)
	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) 96% (2010/2011) 91% (2011/2012) 89% (2012/13)
	Final Grade on Culminating IIS Lab	Eighth Grade IIS Final Activity (Sludge)	80% of eighth grade students will score 80% or higher on a teacher administered assessment.	Spring	74% (Spring 2008)	80%	73% (Spring 2006) 84% (2008/2009) 61% (2009/2010) 73% (2010/2011) 90% (2011/2012) 90% (2012/2013)

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, some of our Educational Ends assessments are in the process of being adapted to more accurately measure our learning outcomes. As presented in the table below, in 2012-13, we administered 87 assessments as compared to 96 assessments in 2011-12.

Number of Educational Ends Assessments by Year of Implementation

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
117	120	108	116	96	87

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. Highlights of our 2012-13 performance include:

- The percentage of assessments in the "on-target" scoring range has increased from 62% in 2007-08 to its current level of 84%.
- Third graders significantly improved their performance on the cultural assessment in Foreign Language this past year.
- In the area of Critical Thinking, the percentage of 5th grade students scoring at the target level on the "Weather" science assessment has consistently exceeded the target.
- In the area of Social Emotional Development, Elementary School Climate Survey data indicates that 90% of students observe their peers demonstrating empathy.
- Student surveys in Physical Education indicate a nine percent increase since 2007-08 in the percentage of 7th graders who have positive attitudes toward fitness.
- In 2012-13, 54% of 8th graders were enrolled in Algebra 1. This is an six percent increase from 2007-08.
- Reading fluency scores at 3rd and 5th 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 87 assessments administered during the 2012-13 school year:

- 84% reflect on-target performance
- 16% reflect performance within 10% of the target
- 0% reflect performance outside of the target range

Educational Ends Assessments 2008-2013

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

Section 3: MAP – 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:

Grade	Fall	Winter	Spring
2		Reading, Math	
3	Reading, Math		Reading, Math
4	Reading, Math		Reading, Math, Language Usage
5	Reading, Math		Reading, Math
6	Reading, Math		Reading, Math
7	Reading, Math		Reading, Math
8	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 5th grade mean (50th percentile in D64) is equivalent to the 72nd 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 th
3	199.2	208.2	74 th
4	206.7	215	74 th
5	212.3	220.8	72 nd
6	216.4	223.9	69 th
7	219.7	226.6	68 th
8**	219.3	228	73 rd

* 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 7th grade mean (50th percentile in D64) is equivalent to the 70th percentile nationally. This is consistent with our students' historically higher levels of performance on the Math MAP.

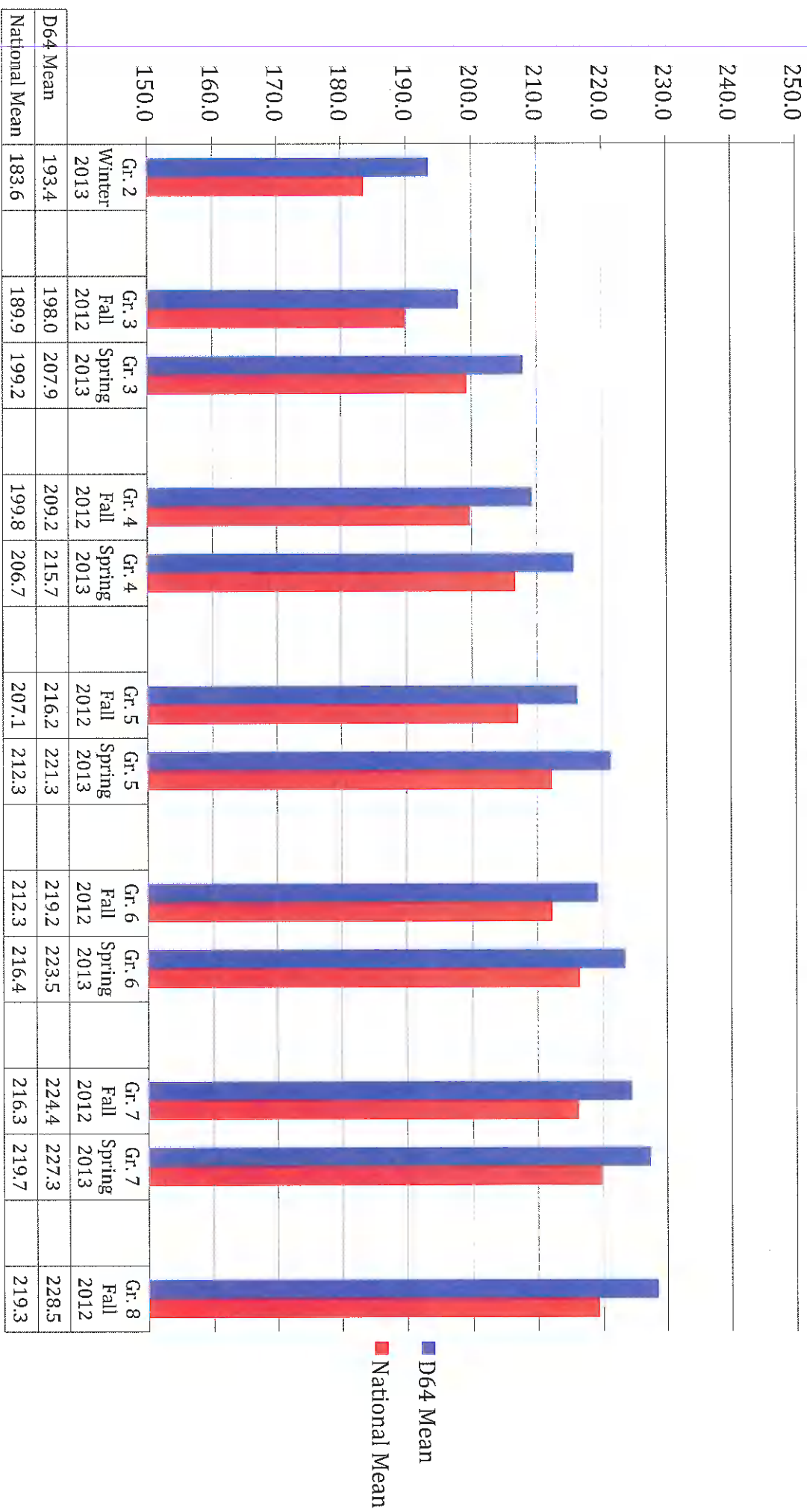
Math: National Norm vs. District 64 Norm

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

* Winter norm **Fall norm

The charts on the following two pages show the District 64 Fall 2012 and Spring 2013 mean scores for each grade level versus national means for these same testing times. Because they do not take the Spring MAP tests, Winter 2013 is shown for 2nd grade and Fall 2012 is shown for 8th Grade. As discussed above, District 64 students continue to achieve at levels significantly higher than national means.

MAP Reading - 2012/2013



MAP Math - 2012/2013



District 64's Mean MAP Scores Over Time

The charts below present our District 64 mean scores for Reading and Math from 2008-09 through 2012-13 for each grade level. The mean scores in Math and Reading have increased over the past five years at all grade levels.

D64 Mean Scores - Reading

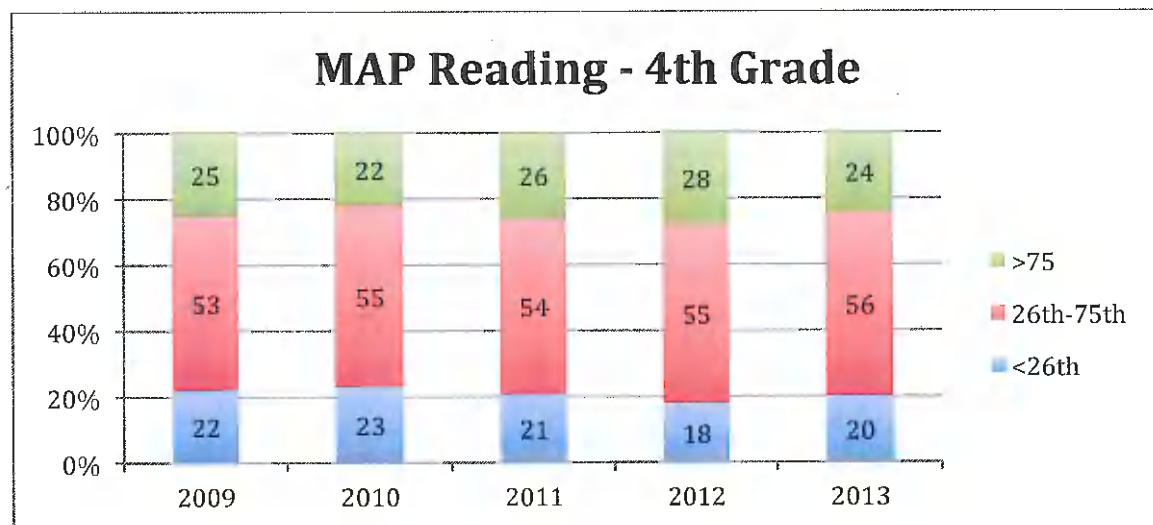
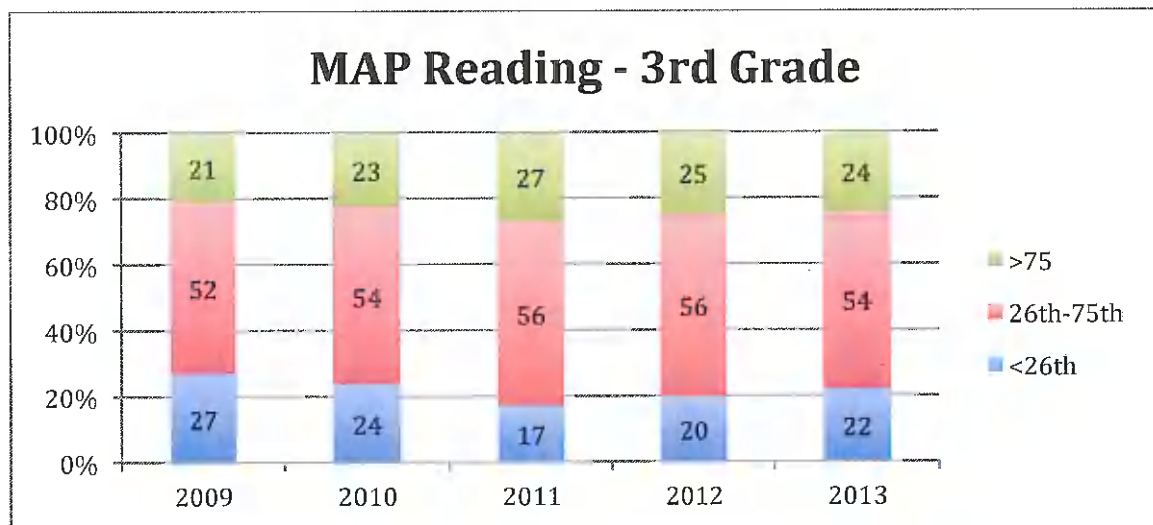
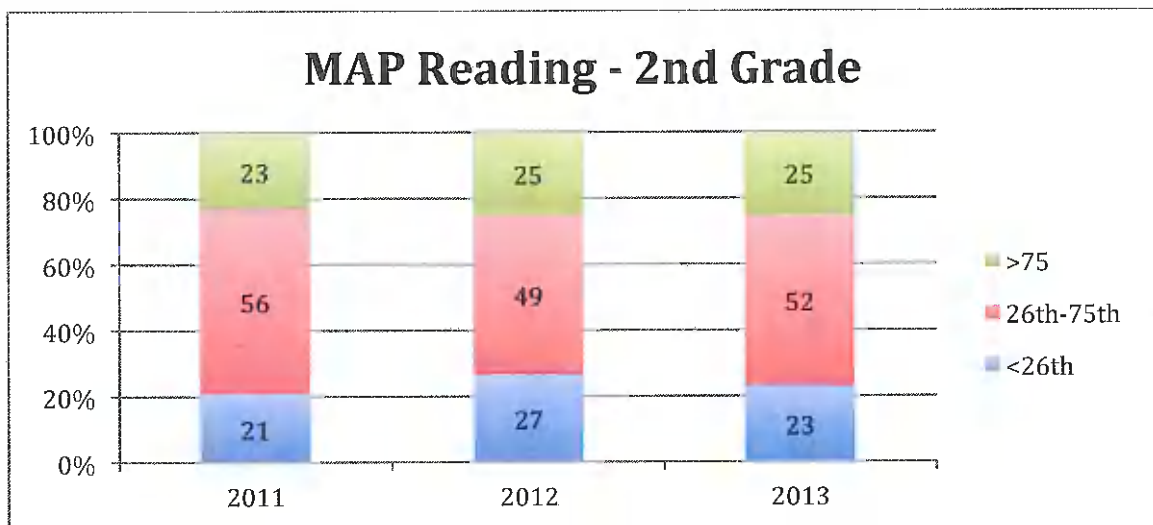


D64 Mean Scores - Math

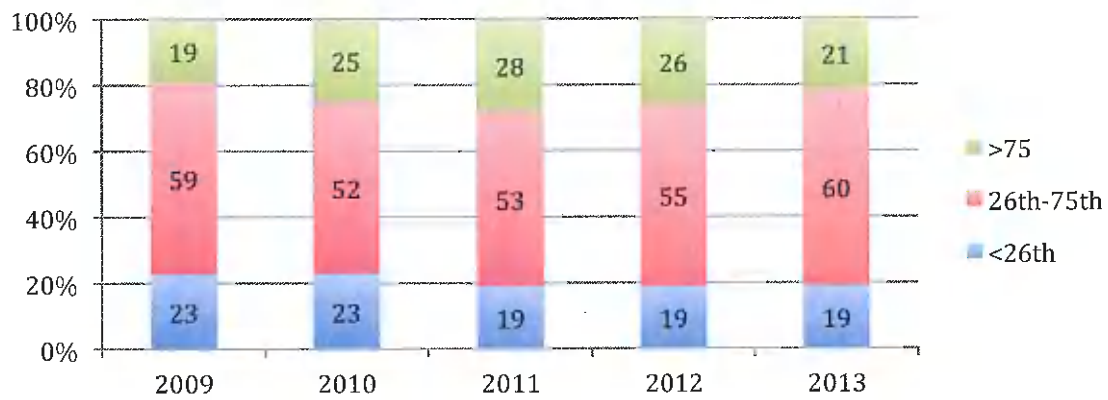


District 64 MAP Achievement 2008-09 Through 2012-13

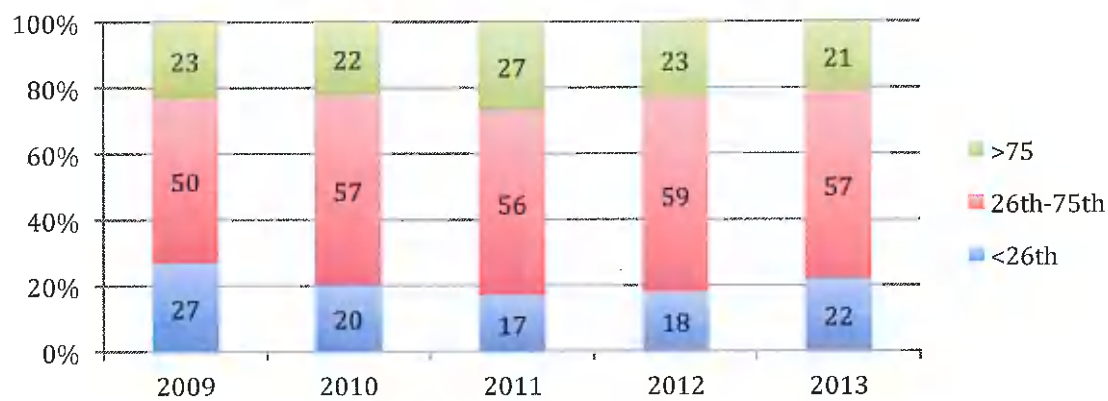
The following charts share information about District 64 MAP Achievement in Reading and Math from 2008-09 through 2012-13 based on District 64 norms. Each chart shows the percentage of students in three categories: performance at or below the 25th percentile (< 26th), performance at or between the 26th percentile and the 75th percentile (26th- 75th), and performance above the 75th percentile (>75th). Data for 2nd grade reflects the winter mean score while data from 8th 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.



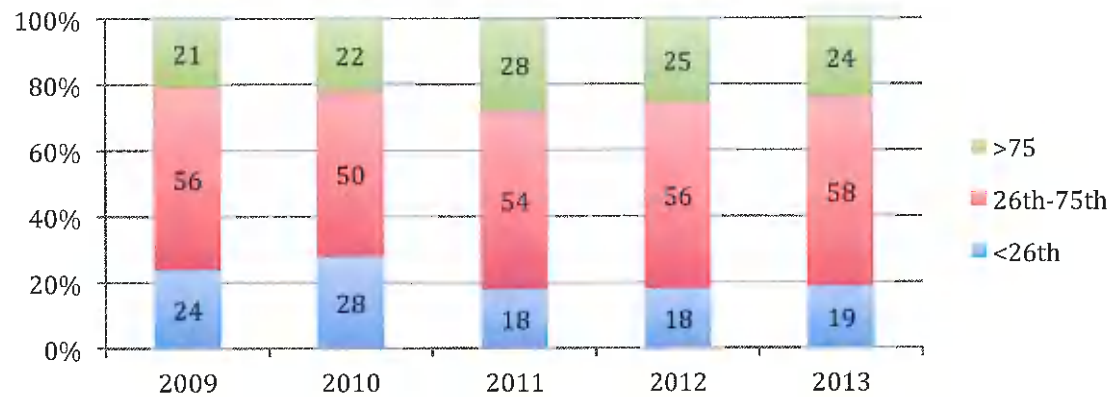
MAP Reading - 5th Grade

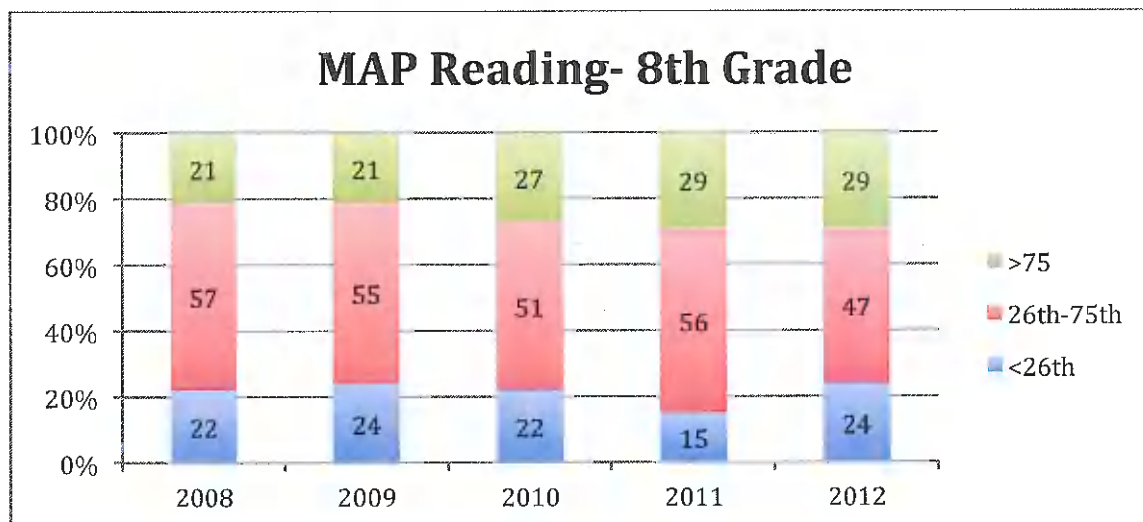


MAP Reading - 6th Grade



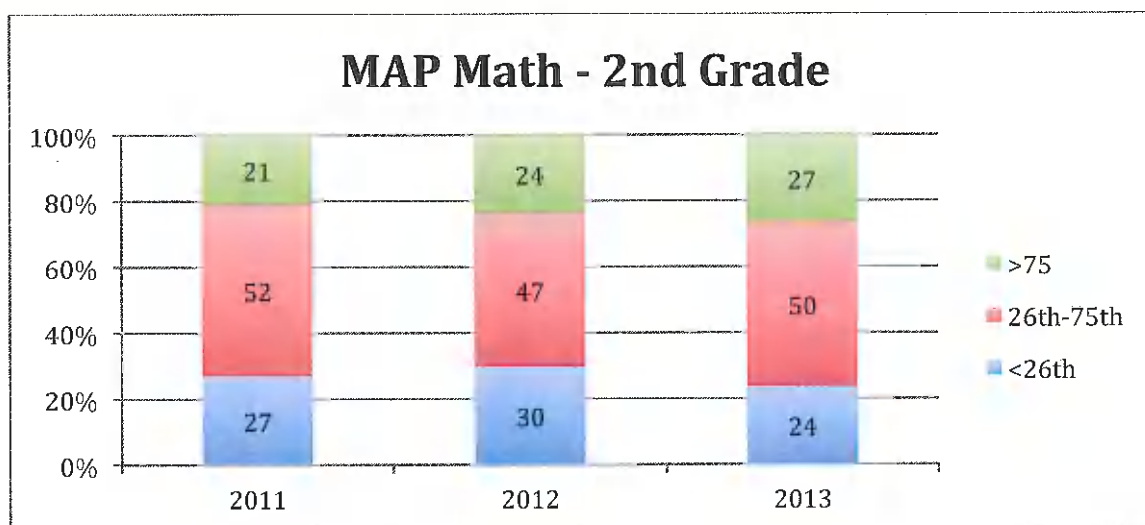
MAP Reading - 7th Grade

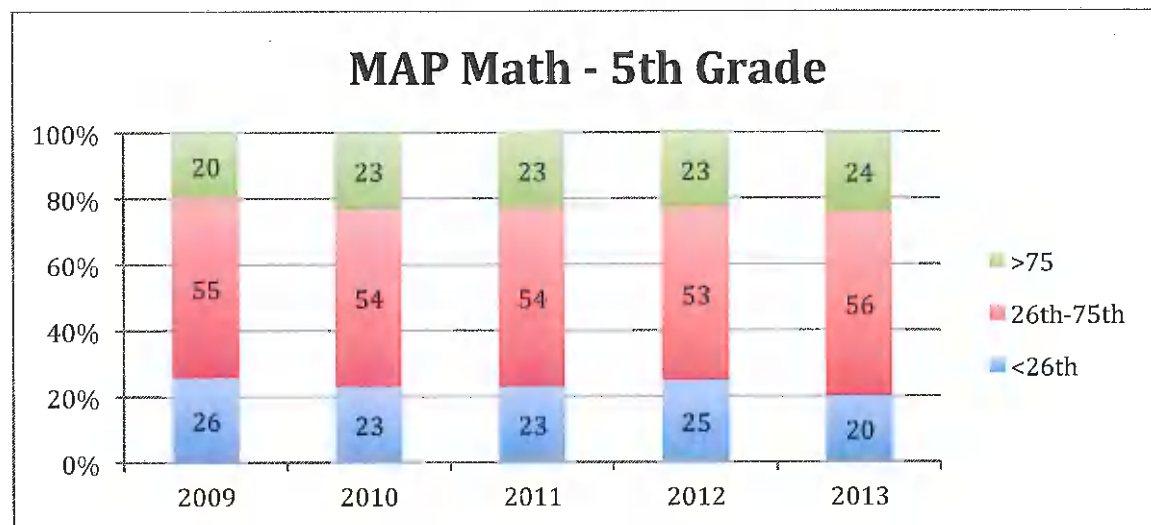
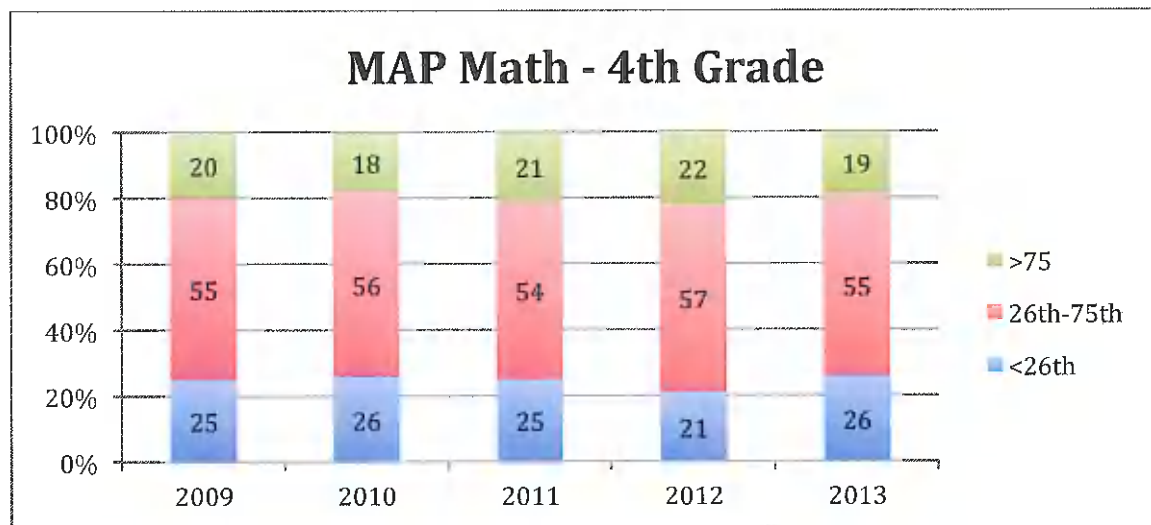
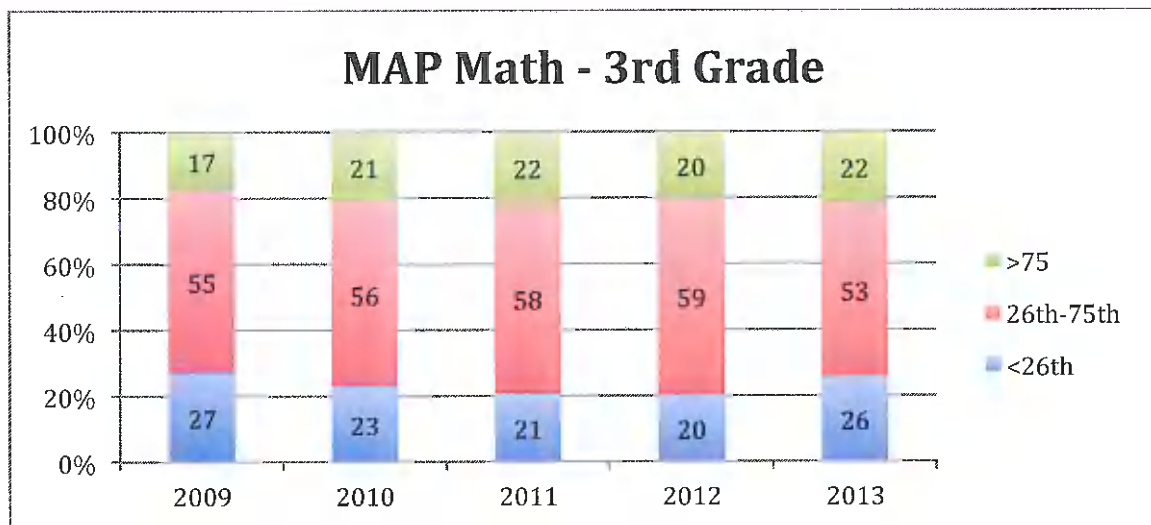


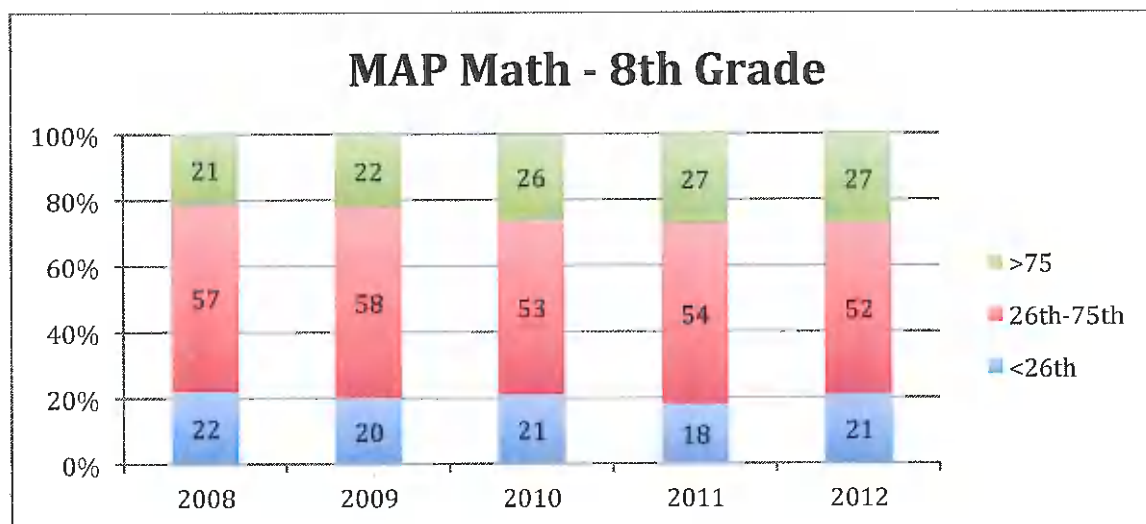
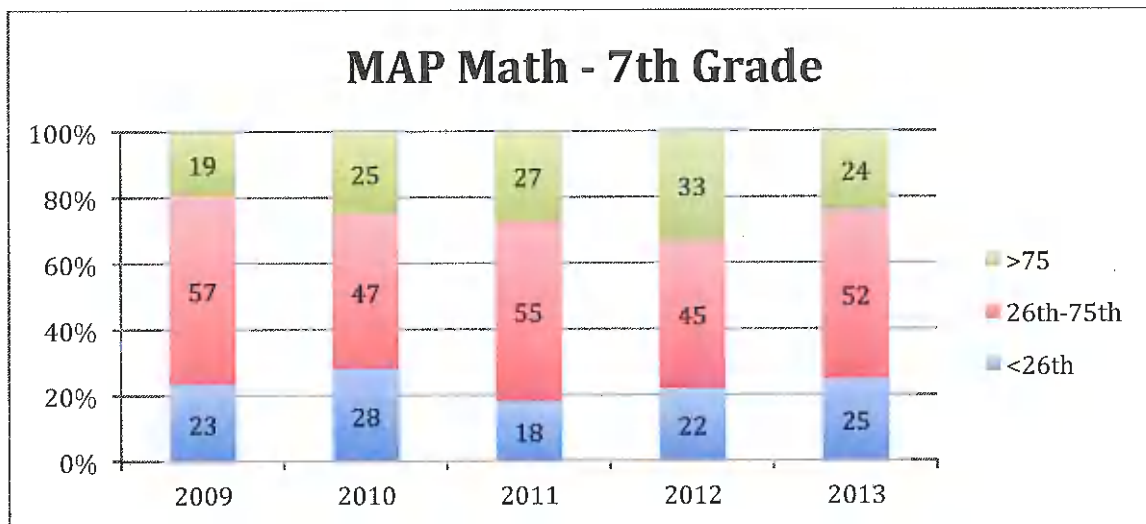
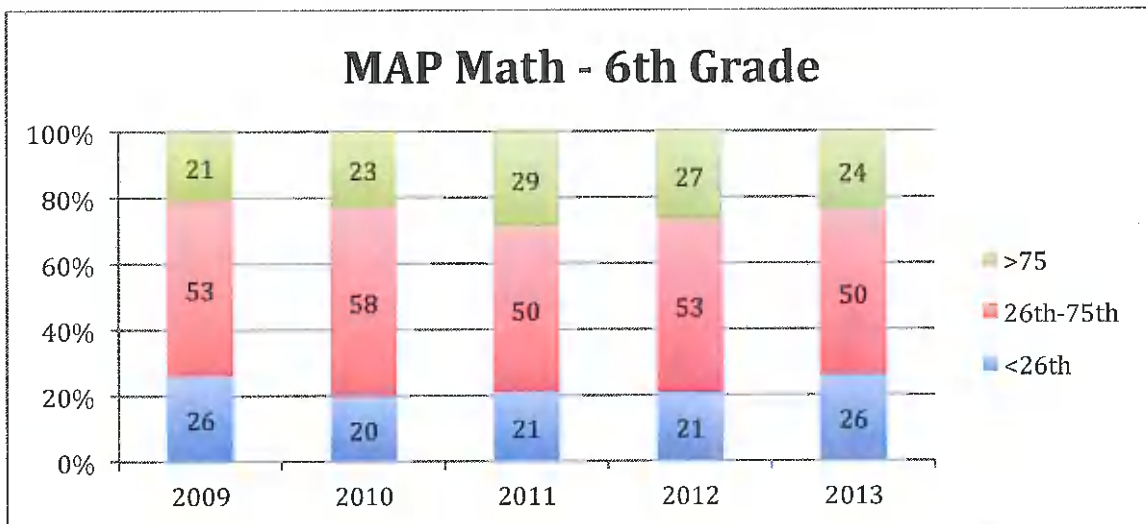


Summary of Key Points – MAP Reading

- Generally speaking, about a quarter of District 64 students perform above the 75th percentile (District 64 norm) on the MAP Reading assessment. The 75th percentile at each grade level in District 64 ranges from the 86th percentile to the 90th percentile nationally.
- Since 2009, there has been a decrease in the percentage of students performing below the 25th percentile in Reading in 3rd grade - 7th grade. Most notably, this category has decreased five percentage points in 3rd grade, 6th grade, and 7th grade.







Summary of Key Points – MAP Math

- In general, about a quarter of District 64 students perform above the 75th percentile (District 64 norm) on the MAP Math assessment. The 75th percentile at each grade level in District 64 ranges from the 85th percentile to the 88th percentile nationally.
- Compared to 2008-09, the percentage of students performing above the 75th percentile in Math has increased significantly in 2nd grade (6 percentage points), 3rd grade (5 percentage points), and 8th grade (6 percentage points).

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.

The table below shares information about the percentage of students (3rd-7th grade) who met their growth targets this past spring and in the prior four years. Student growth has been identified as an area of focus in the 2013 Board Goals.

Percentage of Students Who Met Their Growth Targets 2009-2013
3rd – 7th Grade*

	2008-09	2009-10	2010-11	2011-12	2012-13	5-Year Average
Reading	59.0	54.1	56.4	56.9	55.2	56.3
Math	58.9	55.9	59.8	62.6	62.8	60.0

*8th Grade students do not currently take the Spring MAP.

According to NWEA, a district is experiencing "average growth" when 50% of students meet or exceed their growth targets. An NWEA 2006 Growth Norm Study suggests that a district is experiencing "ambitious growth" when 63% of students meet or exceed their growth targets. A district where 70% or more of students are meeting or exceeding their growth targets is experiencing "aggressive growth." Districts with 70% or more of students meeting or exceeding their growth targets are performing in the 90th-95th percentile for growth. Given this, a target of 70% is a challenging goal to achieve. Because of the structure of the assessment, targets in excess of 70% are unlikely, if not impossible, to achieve.

In the past, District 64 has not focused on growth targets as a measure of systemic improvement. Despite this, the percentage of students meeting their growth targets on the MAP in District 64 represents "above average growth." In fact, our District is approaching what can be described as "ambitious growth" in Math. The percentage of students meeting their growth targets in Reading has remained relatively stable over

the past five years, with an average of 56.3%. The percentage of students currently meeting their growth targets in Math appears to be trending upward, with a five-year average of 60%.

Section 4: ISAT – 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 3rd through 8th 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, 4th and 7th 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.

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.

Prior to this year, approximately 85% of 3rd-8th graders in Illinois met standards on both the ISAT Reading and Math. By contrast, only half of Illinois 11th 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 has changed the cut scores correlated to each of the four ISAT performance levels on the Reading and Math assessments: Exceeds Standards (ES), Meets Standards (MS), Below Standards (BS), and Academic Warning (AW). The new performance levels will restructure ISAT results so that only about half of Illinois 3rd-8th graders will meet standards on the 2013 ISAT in Reading and Math. The cut scores for the ISAT Science assessment did not change.

While District 64 has historically achieved high levels of performance on both the ISAT Reading and Math, the percentage of students in the Meets Standards category and the Exceeds Standards category has decreased at the District level by 11 - 14%. This is a result of the changes in the cut scores related to each performance level.

In addition to changes in the cut scores, the ISAT test items have changed to include questions that reflect the Common Core State Standards. Illinois has adopted the

Common Core State Standards as our learning standards in the areas of Reading and Math. Approximately 20% of the questions on the 2013 ISAT were based on the Common Core State Standards. According to ISBE, this did not significantly change the rigor of the test and does not impact our ability to compare our 2013 ISAT performance to prior years. In 2014, 100% of the items on the ISAT will be aligned to the Common Core State Standards. Following 2014, the PARCC Assessment will replace the ISAT and the ISAT will no longer be administered.

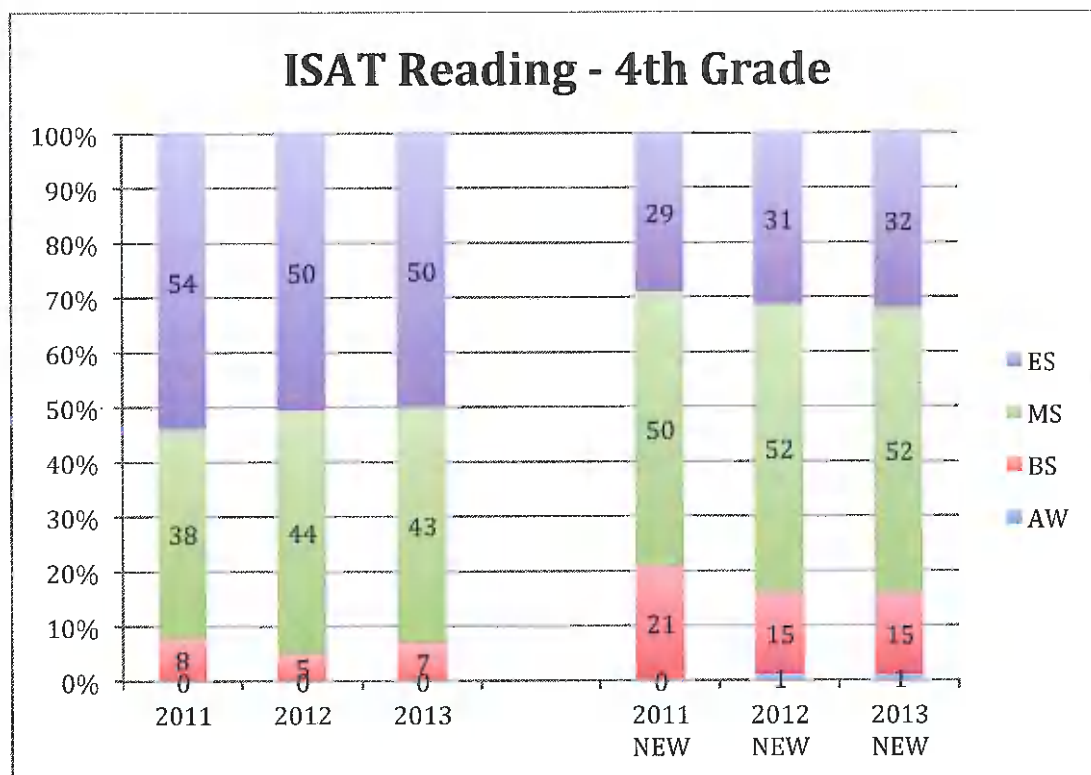
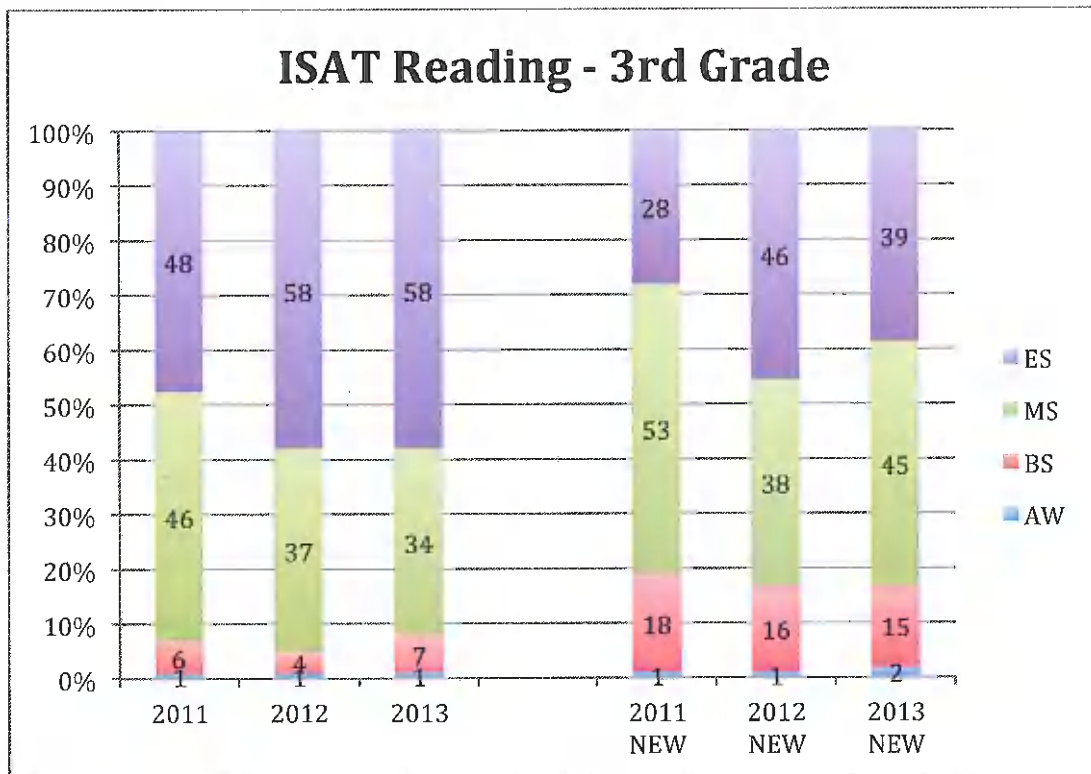
District 64 ISAT Reading Achievement

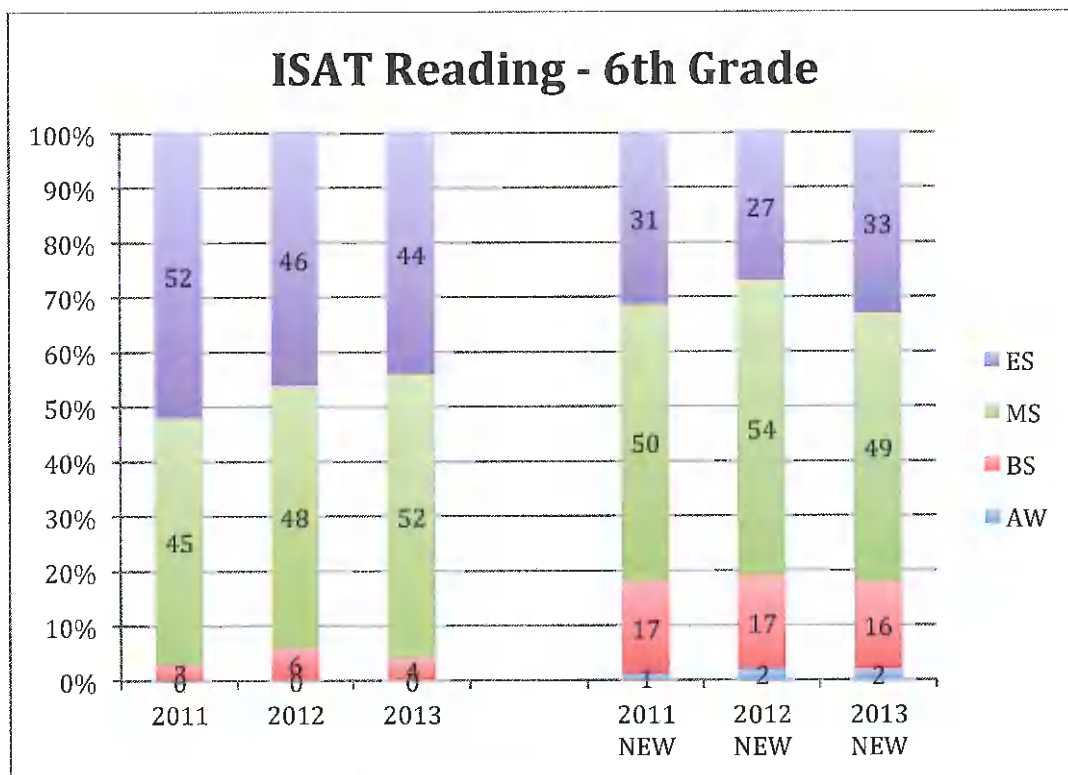
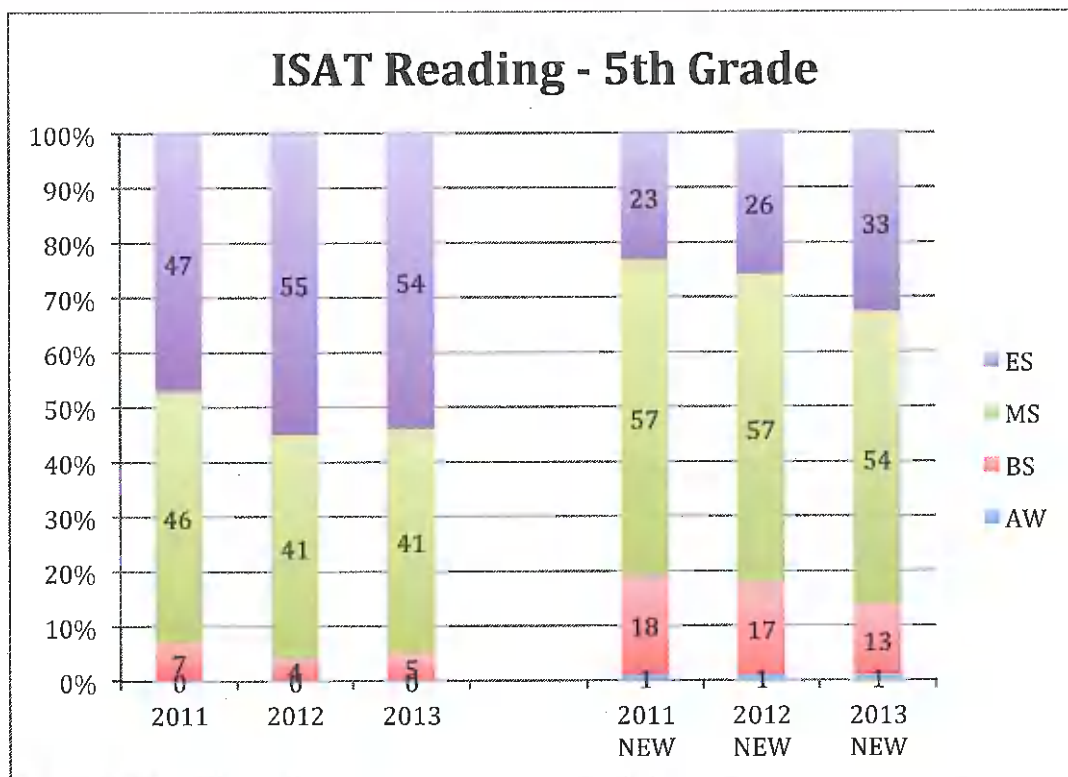
Performance on the ISAT Reading assessment remains strong with the majority of District 64 students meeting or exceeding standards over the past seven years. The table below shares student performance at each grade level as well as the District's overall performance. As anticipated, the change in cut scores has reduced the percentage of students meeting and exceeding standards at the District level and at each grade level. The "2013" column below includes student performance calculated using both the new cut scores and the cut scores used in prior years.

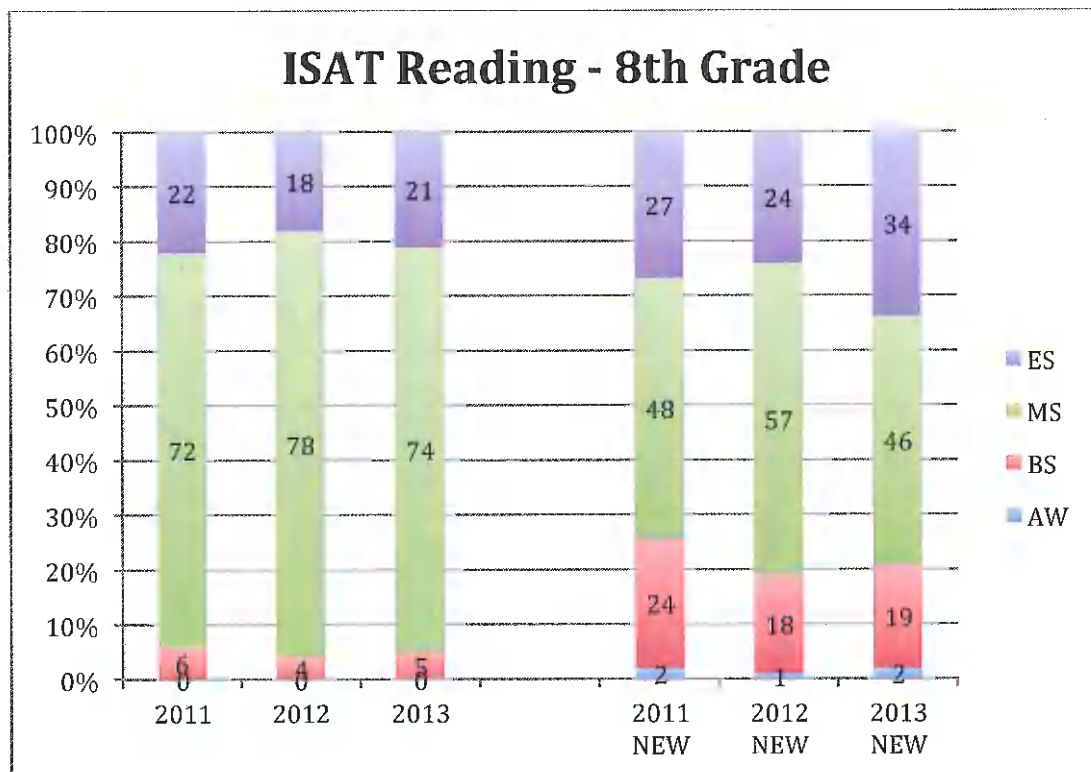
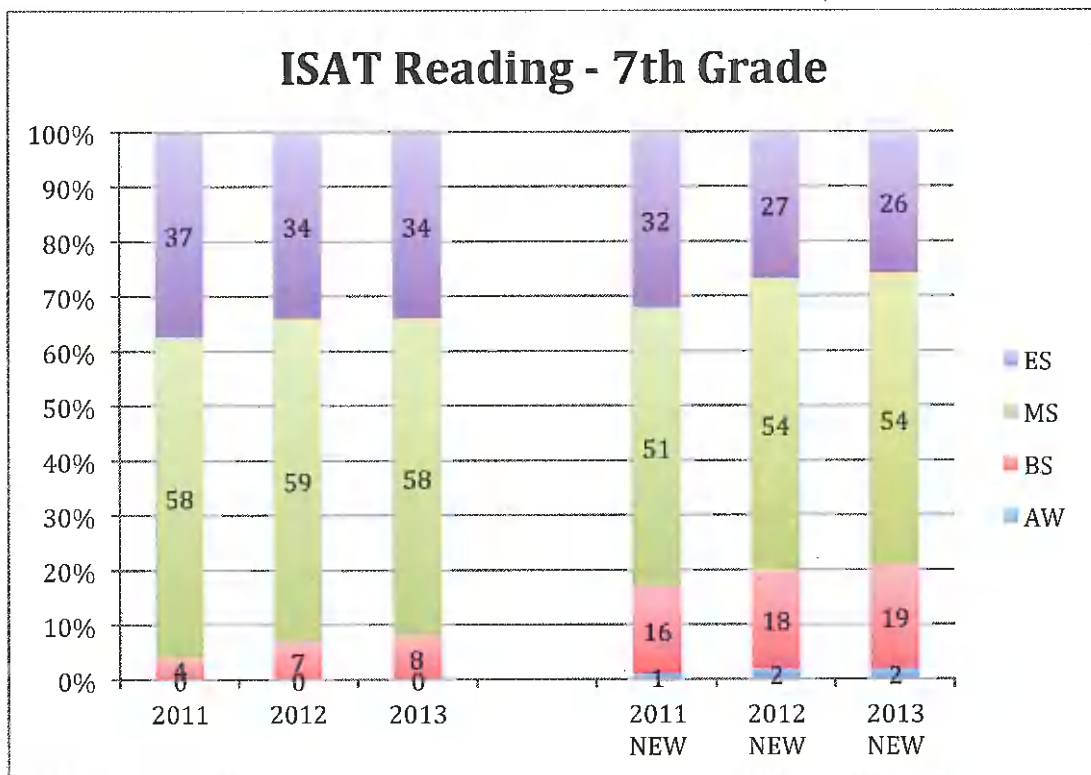
**Percentage of Students "Meeting and Exceeding" Standards on the Reading ISAT
2007-2013**

	2007	2008	2009	2010	2011	2012	2013 (former cut scores)
3 rd Grade	90	89	91	90	94	95	84 (92)
4 th Grade	87	93	92	93	92	96	85 (93)
5 th Grade	86	90	91	91	93	94	87 (95)
6 th Grade	86	92	93	97	97	94	82 (96)
7 th Grade	89	93	90	91	96	92	80 (92)
8 th Grade	92	94	94	95	94	96	79 (95)
Overall District Performance	88	92	92	93	94	95	83 (94)

The following charts present the ISAT Reading data for each grade level for the past three 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. Data is presented for each performance level using both the old cut scores (2011, 2012, and 2013) and the new cut scores (2011 NEW, 2012 NEW, and 2013 NEW). A Summary of Key Points follows the grade level charts.







Summary of Key Points – ISAT Reading Achievement

- On average, the percentage of students exceeding standards in Reading over the past three years has been 30%. Using prior years' cut scores, an average of 43% of students have exceeded standards in Reading over the past three years.
- With the exception of 7th grade, the percentage of students exceeding standards at each grade level in Reading is higher than our 2011 performance.
- Over the past three years, there is a notable upward trend in the percentage of students exceeding standards in Reading at 5th grade and 8th grade. At 5th and 8th grade, this percentage has increased by ten and seven points, respectively.
- At 4th grade, 5th grade, and 8th grade, the percentage of students not meeting standards in Reading has decreased by five percentage points at each grade level.

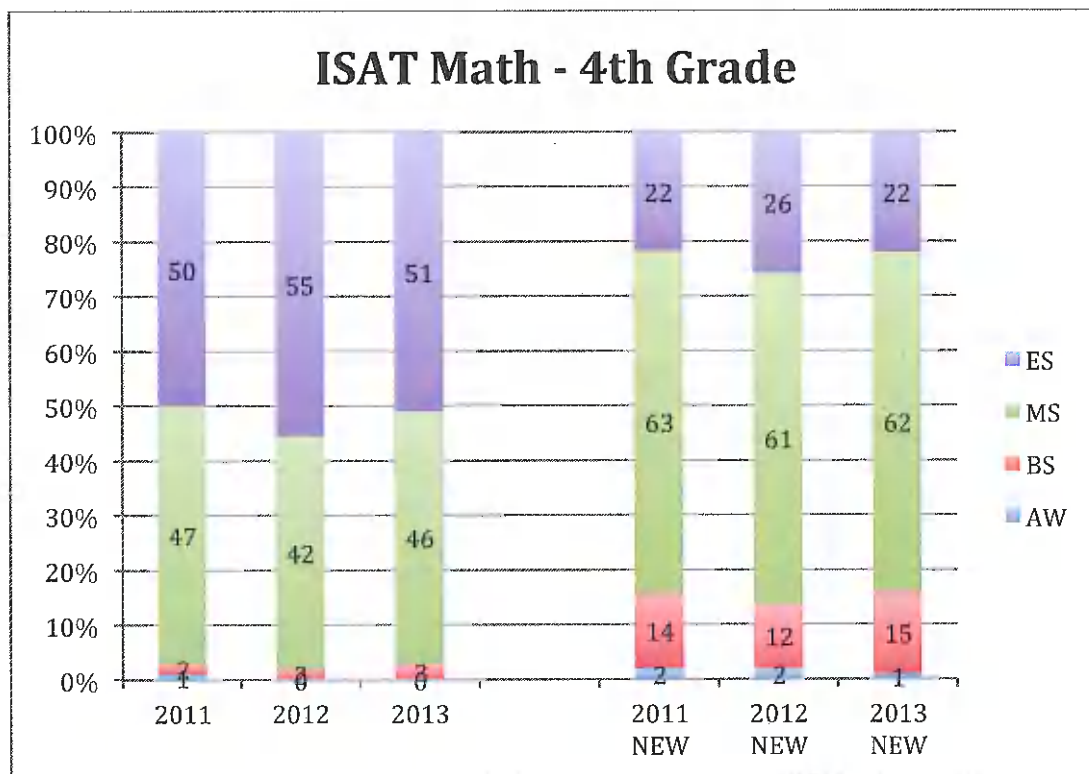
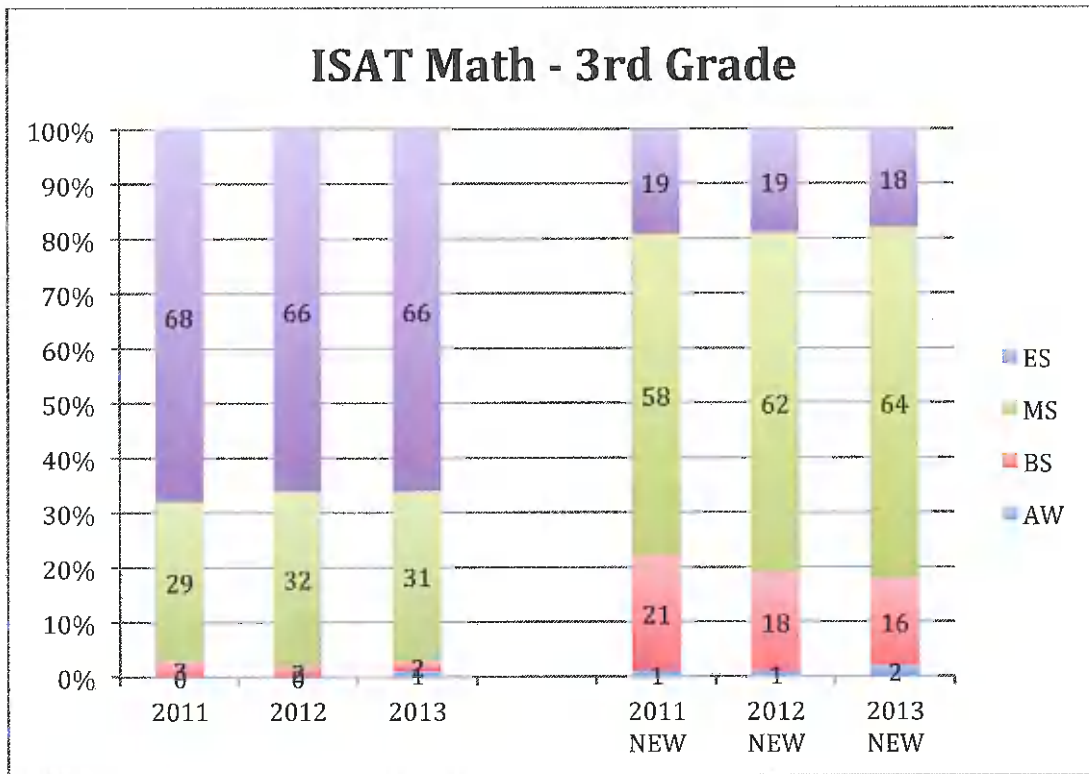
District 64 ISAT Math Achievement

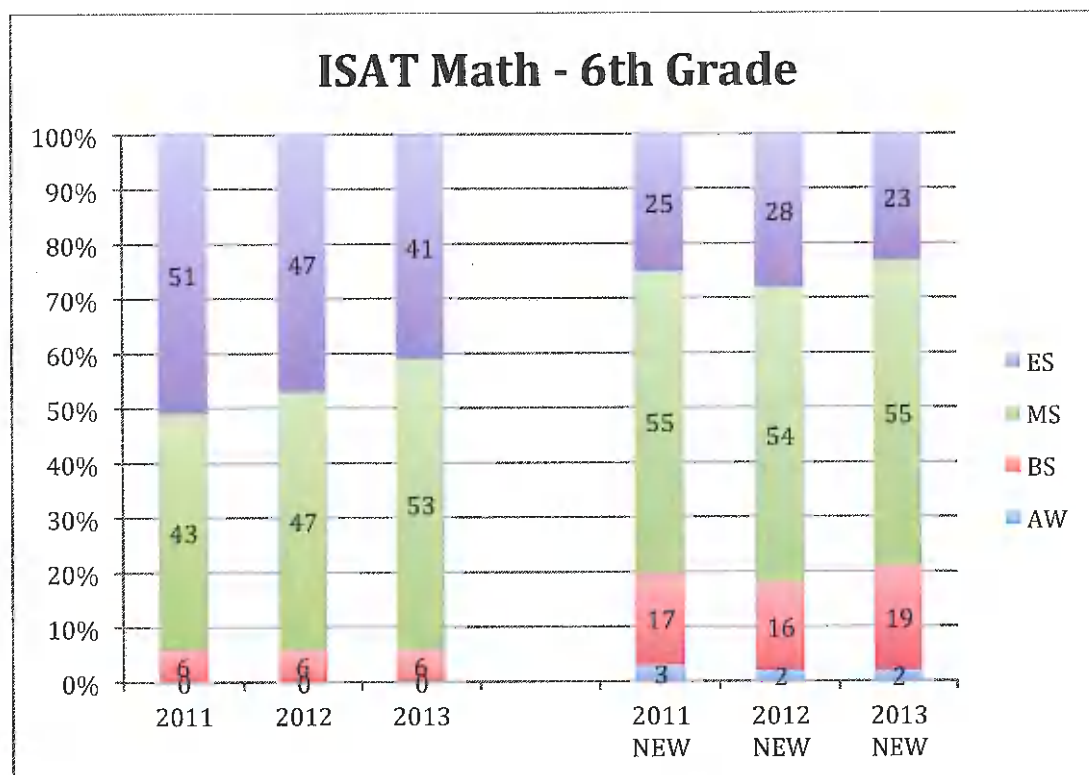
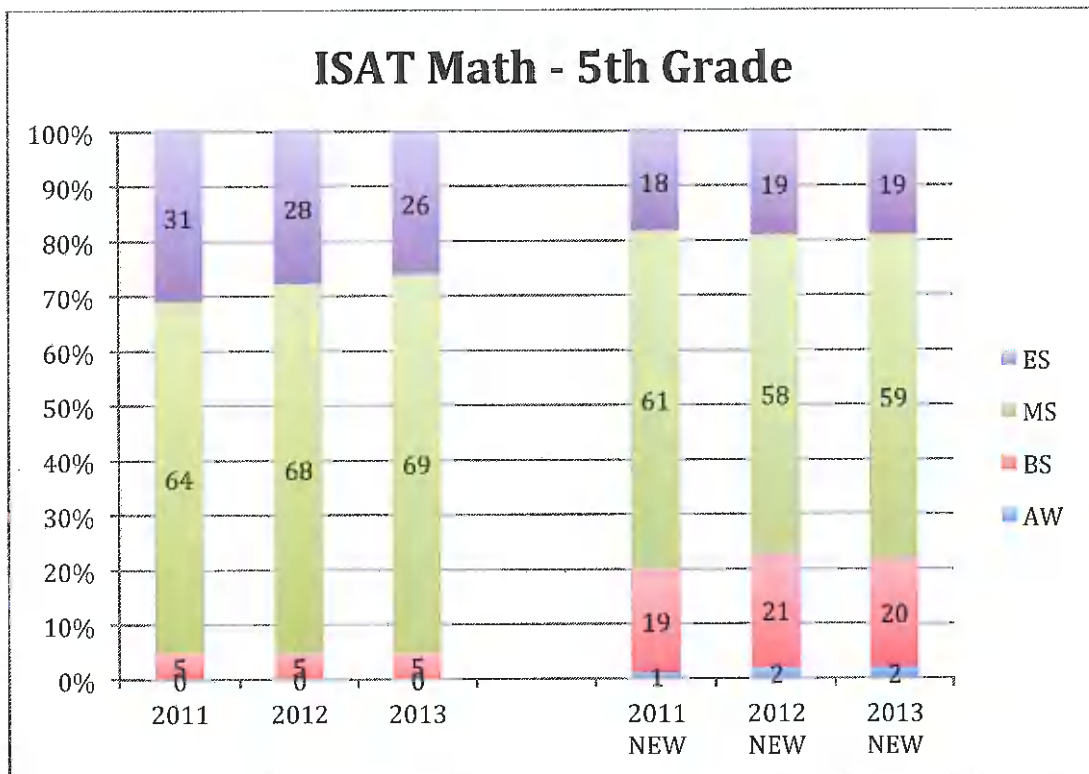
Performance on the ISAT Math assessment remains strong with the majority of District 64 students meeting or exceeding standards over the past seven years. The table below shares student performance at each grade level as well as the District's overall performance. As anticipated, and similar to our Reading performance, the change in cut scores has reduced the percentage of students meeting and exceeding standards at the District level and at each grade level. The "2013" column below includes student performance calculated using both the new cut scores and the cut scores used in prior years.

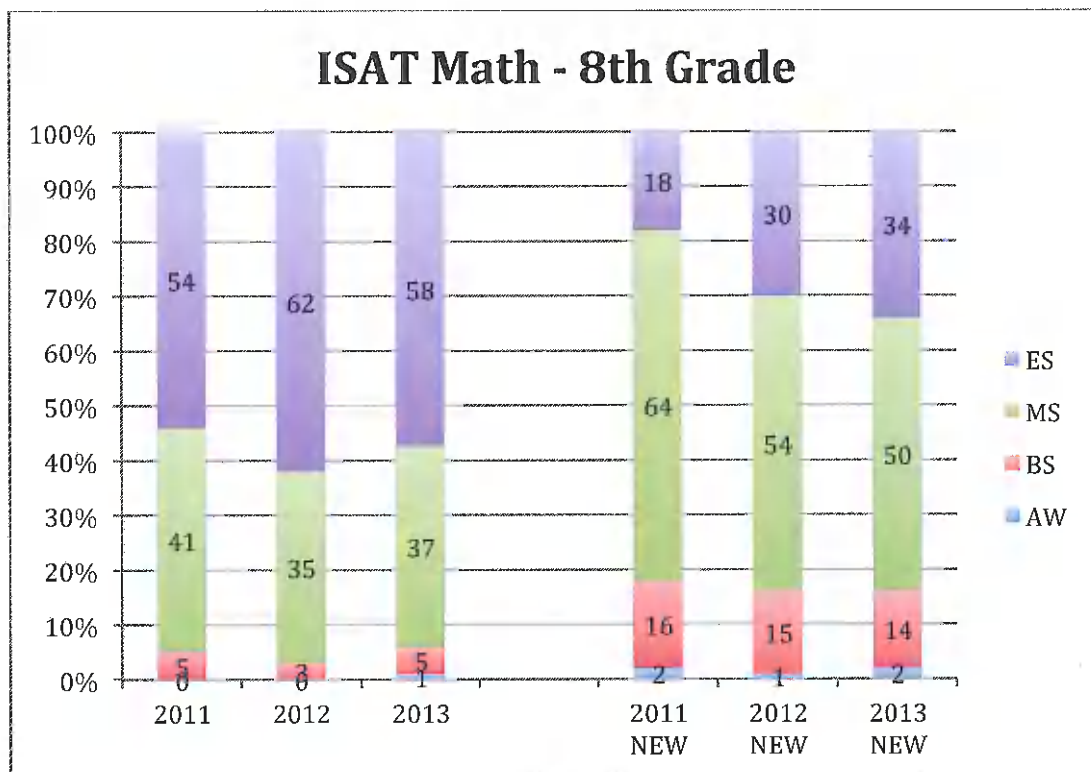
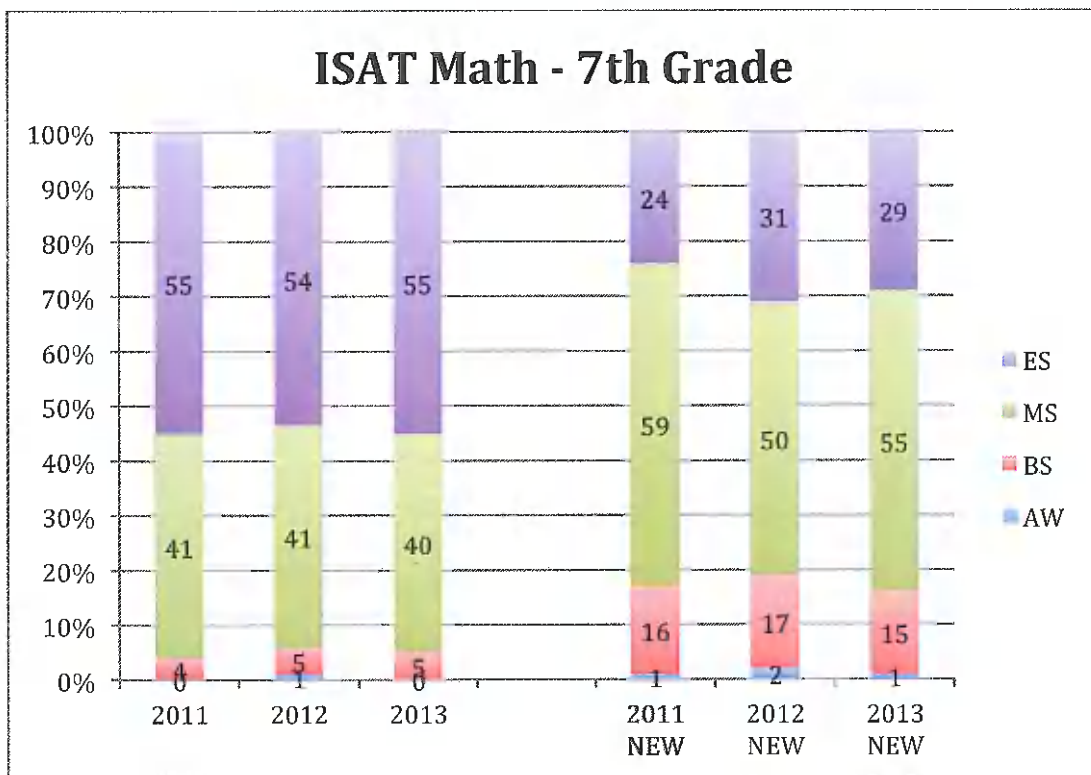
**Percentage of Students "Meeting and Exceeding" Standards on the Math ISAT
2007-2013**

	2007	2008	2009	2010	2011	2012	2013 (former cut scores)
3 rd Grade	97	96	96	95	97	98	82 (97)
4 th Grade	95	97	96	97	97	98	84 (97)
5 th Grade	93	94	95	93	95	95	78 (95)
6 th Grade	94	94	92	95	94	94	78 (94)
7 th Grade	91	93	93	94	96	95	84 (95)
8 th Grade	94	94	94	95	94	97	84 (95)
Overall District Performance	94	95	94	95	96	96	82 (96)

The following charts present the ISAT Math data for each grade level for the past three 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. Data is presented for each performance level using both the old cut scores (2011, 2012, and 2013) and the new cut scores (2011 NEW, 2012 NEW, and 2013 NEW). A Summary of Key Points follows the grade level charts.







Summary of Key Points – ISAT Math Achievement

- On average, the percentage of students exceeding standards in Math over the past three years has been 24%. Using prior years' cut scores, an average of 50% of students have exceeded standards in Math over the past three years.
- Over the past three years, there is a notable upward trend in the percentage of students exceeding standards at 8th grade in Math. Using the new cut scores, the "Exceeds Standards" category at 8th grade has increased 16 percentage points since 2011.

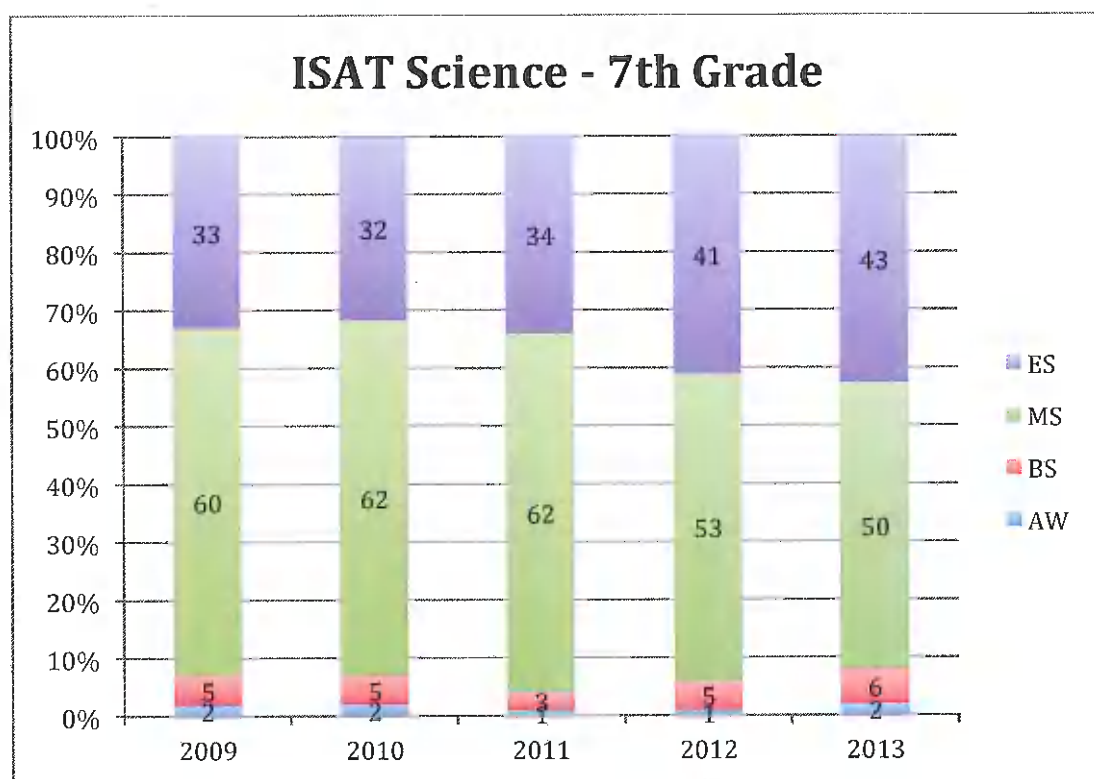
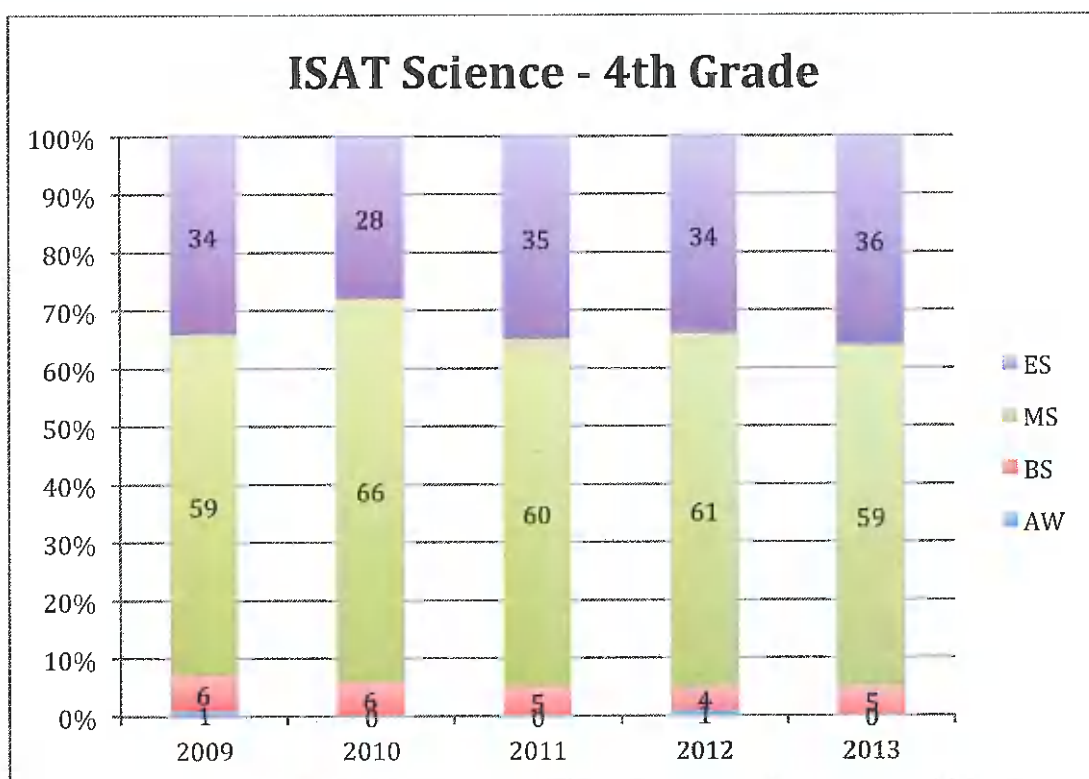
District 64 ISAT Science Achievement

Similar to Math and Reading, performance on the ISAT Science assessment remains strong with the majority of District 64 students meeting or exceeding standards over the past seven years. Performance level cut scores were not changed on the ISAT Science assessment. The table below shares information about our ISAT performance over the past seven years.

**Percentage of Students "Meeting and Exceeding" Standards on the Science ISAT
2007-2013**

	2007	2008	2009	2010	2011	2012	2013
4 th Grade	93	95	93	94	95	95	95
7 th Grade	91	94	94	93	96	94	92

The following charts present the 4th and 7th grade ISAT Science data for the past five 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 93% of 4th graders and 7th graders have met or exceeded standards on the Science ISAT.
- The percentage of students exceeding standards has increased by ten percentage points over the past five years at the 7th 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 3rd through 8th 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 six subgroups at the district level that have 45 or more students: White, Hispanic, Asian, Two or More Races, Students with Disabilities, and Economically Disadvantaged.

In order for a school or district to achieve AYP in 2013, 92.5% of all students must score in the combined “Meets or Exceeds” category on *both* the Math and Reading ISAT. In addition, 92.5% 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. This is called the “Safe Harbor” provision.

The tables below summarize the 2013 AYP Status for the District and each of our schools. The increased percentage of students required to achieve AYP (92.5%), combined with the increased cut scores required to achieve proficiency on the ISAT, impacted the number of schools achieving AYP statewide.

In District 64, only Franklin School was identified as making AYP as a result of the Safe Harbor provision in both Reading and Math. The District and all other schools have been identified as not making AYP. Jefferson School is not included in the state’s AYP Status Report because it is a preschool attendance center.

District 64 implements the Response to Intervention model to support at-risk students. Goals are identified and progress is measured through a number of district and classroom assessments to ensure academic growth.

AYP Status 2013: Reading

Subgroup	D64	EM	LI	CA	FI	FR	WA	RO
White	N	N	N	Y	Y	Y	Y	N
Hispanic	Y	N	Y					
Asian	Y							
Two or More Races	Y							
Students with Disabilities	N	N	N				Y	N
Economically Disadvantaged	N	N						

AYP Status 2013: Math

Subgroup	D64	EM	LI	CA	FI	FR	WA	RO
White	N	Y	N	N	N	Y	N	N
Hispanic	N	Y	N					
Asian	Y							
Two or More Races	Y							
Students with Disabilities	N	N	N				N	N
Economically Disadvantaged	N	N						

Section 5: Illinois State Report Card

The Illinois State Board of Education annually releases a School Report Card that shows performance on a range of indicators for each school, district, and the state. It has been revised this year to include additional information and to be more user-friendly. The School Report Card will be available on October 31 at illinoisreportcard.com and on the District 64 website.

Like the older version, the new School Report Card will display information on student characteristics and performance. It will also provide information not available on the old report card, including:

Information on Athletic, Extracurricular and Afterschool Programs

The new School Report Card includes information on academic courses, school awards, physical education, health and wellness programs, athletics, school personnel resources, and other school-based activities.

Information about Other School Learning Conditions

The new School Report Card will also include information on teacher retention, principal turnover, student mobility, truancy, student attendance, average class size, total school days, and average district spending per pupil.

Information about Student Academic Growth and School Performance Trends

The new School Report Card includes information about ISAT performance for the past two years using both the old and new cut scores. In the future, it will include information about student enrollment in Algebra and other high school readiness indicators.

The new School Report Card also includes information about student growth based on two years of performance on the ISAT. Each district and school has been assigned a “growth score.” The growth score shows the average amount of growth for students in a district or school and adds greater context to the AYP measure, which is a limited tool for systems assessment. School and district growth scores are calculated by averaging individual student growth metrics. Individual student growth metrics will not be shared with students and parents.

The average growth value assigned to District 64 this year is 107.4 for Reading and 106.9 for Math. This is higher than the State average, which is 102.1 for Reading and 101.4 for Math. This year, growth values will be used on an advisory basis only; since Illinois has not yet received a waiver to NCLB, no state or federal sanctions are attached to this growth data.

Survey Participation Rates and Links to Illinois 5Essentials Survey Data

The Illinois 5Essentials Survey is Illinois’ first statewide education survey and was required by Senate Bill 7. The Illinois 5Essentials Survey measures five dimensions of school organizational culture: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research shows that schools that are ranked strongly on three or more of these dimensions are ten times more likely to improve student learning.

The survey was administered last spring in District 64 to all certified staff and middle school students. Parents were also provided with the opportunity to complete this survey. Thirty percent of a school's parent population needed to complete the survey in order to generate a school report. This threshold was met for all schools in District 64. The new School Report Card will list the survey participation rates of teachers and students. A link will also be provided to each school's summary responses for survey questions.

The 5Essentials results are intended to be used by schools for improvement purposes but they do not dictate improvement strategies; they also do not evaluate the educators in our schools. Another year of statewide data will help ISBE verify whether there is a relationship between survey results and student outcomes statewide. Additionally, ISBE plans to review the survey items with Illinois educators to ensure that all questions are applicable statewide.

Despite its possible limitations, the survey identified both areas of strength and opportunities for growth for District 64 schools. Principals are in the process of sharing this information with teachers and analyzing the data to organize for improvement. The table below provides a general overview of District 64's performance as a whole; the strengths and opportunities listed are a composite and are not reflective of all eight schools.

5Essentials Survey: Summary of Results

Strengths	Opportunities for Growth
<ul style="list-style-type: none"> • Staff builds strong external relationships. • Parent input and participation are valued and parents support efforts to strengthen school resources. • Students feel safe in and around the school. • Students find teachers trustworthy and responsive to their academic needs. • Students value hard work. • Teachers push all students toward high academic performance. • Teachers have influence in a broad range of decisions regarding school practices. 	<ul style="list-style-type: none"> • Continuing to build a collective sense of responsibility for school improvement. • Maintaining high expectations for quality instruction and providing rigorous professional development to achieve these goals. • Continuing to develop principals' capacity and opportunity to serve as instructional leaders. • Continuing to increase program coherence to ensure that school programs are consistent with our student learning goals.

Section 6: 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.

Implementation of the Common Core Standards (CCSS)

To date, 45 states, 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. 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), 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 have shifted 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 have changed 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 has implications for curriculum, instruction, and assessment at all grade levels. District 64 has supported the 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. This year, we have also transitioned to the Common Core version of the MAP assessment. This assessment will assist us with measuring our

students' progress toward mastery of the standards. As described in Section 4, the 2014 ISAT will also be 100% aligned to the Common Core and the new cut scores are designed to provide districts with better information about our students' career and college readiness.

Implementation of the PARCC Assessment

PARCC (Partnership for Assessment of Readiness for College and Careers) is a 19-state consortium working together to develop K-12 assessments that reflect the Common Core State 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 3rd-8th grade. It is anticipated that most parts of the PARCC Assessment will be computer-based. The 3rd - 8th 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 3rd-8th 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 standards.

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.parcconline.org

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

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
ISAT		ISAT administered using new cut scores	ISAT discontinued	
MAP	Administer Common Core- aligned MAP	Administer Common Core- aligned MAP	Administer Common Core- aligned MAP	Administer Common Core- aligned MAP
PARCC	Implementation of Common Core State Standards	Implementation of Common Core State Standards	Optional diagnostic PARCC Assessments available	Administer Summative PARCC Assessments

Section 7: Conclusions and Recommendations

District 64 provides a quality education of which our community, School Board, staff, and students can be proud. Our students continue to earn competitive scores on standardized assessments and demonstrate exceptional achievement in all curricular areas through the Educational Ends framework. As a school community, 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.

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:

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

Last year, District professional development focused on the implementation of the Common Core State Standards with an emphasis on technology integration. Teachers across the District learned instructional strategies to support the rigor of new standards in Reading and Math.

In recent years, significant educational research has focused on “high yield instructional strategies” – research-based strategies that have been proven to significantly increase student learning. One of the most powerful of these strategies is formative assessment, a strategy that enables teachers to assess student learning “in the moment” in order to change the direction of instruction as needed. Formative assessment supports differentiation of instruction and enables teachers to target the growth of individual students. Last year, 70 teacher leaders at both the elementary and middle school levels participated in formative assessment training. This year, formative assessment training will be expanded to include an additional 120 teachers. By the end of next year, all teachers in District 64 will have had access to this professional development opportunity.

Another high-yield instructional strategy is the Response to Intervention model. Over the past five years, District 64 educators have invested considerable effort into using data to inform instruction. We have become more skilled at reviewing data to identify student needs, and make curricular changes and programmatic adjustments. While this endeavor is challenging, it has contributed to increased levels of academic achievement. Additional training provided this year will focus on supporting students with achieving their individual growth targets. Incorporating the review of individual student growth targets into this process will further our ability to differentiate lessons for small groups of students, and, ultimately, improve student learning.

Maintaining our focus on individual student growth and differentiation promotes learning at all levels. The impact of this initiative on student learning will be measured through the targets identified in Board Consensus Goal 1b. It is important for our Instructional Technology Coaches, Curriculum Team, and Department Chairpersons 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.

- ✓ **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, Curriculum Specialists, and Department Chairpersons, continue to provide support for teachers with the implementation of the Common Core State Standards.**

Two years ago, 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. Last year, educators worked 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. This year, teachers have fully shifted instruction to address the Common Core State Standards. Our efforts are led by the Instructional Technology Coaches, Curriculum Specialists, Department Chairpersons, and other teacher leaders who provide professional development in both workshop and job-embedded models.

Deepening our understanding of the content and intent of each Priority Standard also enables 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. This ongoing work was incorporated into Board Consensus Goal 1a in August of 2013.

- ✓ **Continue to explore tools that enable us to progress-monitor students with more precision on essential skills like reading comprehension and math problem-solving, particularly at the kindergarten and 1st grade levels.**

While we have a number of tools for monitoring fluency in Reading and Math, we continue to explore assessments that will enable us to measure student progress in reading comprehension and math problem-solving. “Precision” assessments enable us to quickly 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 for Student Learning at 847-318-4300. The website link is: www.d64.org > District > State Report Card.