

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Committee-of-the-Whole: Student Achievement/Scorecard
held at 7:00 p.m. August 8, 2016
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue, Niles, IL 60714

Board President Anthony Borrelli called the meeting to order at 7:24 p.m. Other Board members in attendance were Dathan Paterno, Scott Zimmerman, Vicki Lee, and Mark Eggemann. Board members Tom Sotos and Bob Johnson were absent. Also present were Superintendent Laurie Heinz, Assistant Superintendents Joel T. Martin and Lori Lopez, Chief School Business Official Luann Kolstad, Director of Innovation and Instructional Technology Mary Jane Warden, Director of Student Services Jane Boyd, Director of Facility Management Ron DeGeorge, Public Information Coordinator Bernadette Tramm, and 20 members of the public.

Board President Borrelli stated the purpose of the meeting was to receive an update on student achievement for 2015-16 and to review the 2020 Vision Strategic Plan scorecard for 2015-16.

2015-16 Student Achievement in MAP and PARCC

Dr. Lopez reported that standardized assessments, like the Measures of Academic Progress (MAP) and the Partnership for Assessment of Readiness for College and Careers (PARCC), are one component of District 64's assessment portfolio, which also includes classroom assessment data and the District 64 Educational Ends. She began with a review of MAP performance in reading and math in 2015-16. She noted that MAP reports both *status*, or how does our students' average score compare to the average score of students in other schools, as well as *growth*, which looks at how students' scores change from fall to spring. She reported that for status, scores above the 93rd national percentile are considered competitive, and for growth, scores above the 50th percentile are above average and above the 60th is considered exceptional. Focusing on reading, Dr. Lopez reported that District 64 students continue to maintain a high status score at the 93rd percentile, while growth in reading has significantly improved from below average to above average at the 55th percentile. Dr. Lopez said the District attributes this improvement in growth to an increased focus on differentiation and the strength of the intervention strategies and programs, like co-teaching and K-8 Literacy. Turning to math, Dr. Lopez reported the District had improved its strong status score moving to the 88th percentile, while continuing an exceptional level of growth reaching the 68^h percentile. She noted as contributing factors professional development; specific targeting of grade 4 as a focus area due to increased curriculum rigor when the Common Core State Standards were introduced; high impact instruction; and data review.

Moving from these national comparisons for MAP, Dr. Lopez pointed out that District 64 had requested the Northwest Education Association (NWEA) create a virtual comparison group (VCG) that would compare our students to a similar high-performing cohort. She reported that for two years, District 64 has been able to compare our students' growth to a VCG of students in districts with the same demographics and resources from across the country. Dr. Lopez noted that the 2020 Vision Strategic Plan includes a goal of outperforming the VCG in reading and in math by .1 for this year. She reported that in 2015-16, the District continues to track the VCG in reading. She noted that in 2016-17, District 64 would be launching an English Language Arts Curriculum Review to examine pedagogy and resources, which will ultimately impact student achievement and growth. In math, however, Dr. Lopez reported the District had met the goal of outperforming the VCG by .1, and that this was believed to be the result of the focus on professional development, differentiated instruction, and formalized intervention for at-risk students. Dr. Lopez responded to Board member questions and provided further clarifying information on MAP.

Moving to PARCC, Dr. Lopez noted that based on feedback from school districts, the PARCC governing board had made significant changes between 2015 and 2016, so that 2016 must be considered as a new baseline for student achievement. She reviewed the points of difference and provided an overview of the three strands in reading and two strands in writing that are targeted in English Language Arts (ELA). She similarly reviewed the four strands targeted in the math component. Dr. Lopez then reviewed the rating scale applied to student performance, which is broken into five levels related to how well students understand the grade-level content in ELA and math. She noted that at levels 1 and 2, students require greater support to understand content, at level 3 students are approaching expectations and need additional assistance to master content, and that students receiving a 4 have a thorough understanding of grade-level content while those receiving a 5 have exceeded those expectations. Dr. Lopez pointed out that 59% of District 64 students had scored a 4 or 5 in ELA, and that 58% had done so in math. She related that because the format of the 2015 and 2016 assessments was different, it was not possible to draw conclusions about increases in student performance between the years. Dr. Lopez, however, pointed out that because the types of assessment questions within PARCC were of the same rigor and caliber, it could be inferred that PARCC performance had increased in math, which mirrors District 64's continued exceptional growth on the MAP math assessment. Dr. Heinz, Dr. Lopez and the Board continued discussing various aspects of PARCC performance and its future as the Illinois state annual assessment. Dr. Lopez also noted the steps underway to implement a rigorous curriculum and the use of high impact instructional strategies. She reported that another focus for 2016-17 would be the design of common classroom assessments in each subject area as part of the 2020 Vision Strategic Plan.

2020 Vision Strategic Plan Scorecard

Dr. Heinz noted that 2015-16 was the first year of implementation of the 2020 Vision Strategic Plan in District 64. She reported that when the plan was initially adopted, it included a scorecard created to track progress on the measures selected for each strategy within the six Strategic Objectives of the plan. She pointed out that the current scorecard draft now reflects all data collected during the 2015-16 school year. Dr. Heinz reported that the original Strategic Planning Steering Committee had been reconvened in June to review the draft scorecard, and that the District's administrative group had also reviewed the update. She noted that the recommended small changes from these groups are indicated on the draft presented for the Board's consideration. Dr. Heinz then moved through all six Strategic Objectives with the Board, reviewing each measure and the performance data added for this year. She pointed out that similar measures, such as MAP and PARCC data, are used to track performance across several objectives. Dr. Heinz stated that all available data was now in place, and that a handful of measures do not yet have data to report and remain under construction. Board members reviewed and discussed each measure and the performance data provided. Board members also requested some adjustments to the wording of specific measures for clarity. Dr. Heinz noted the scorecard would be updated to reflect these final suggestions. She affirmed that the scorecard is an extremely useful tool to track progress and that it is designed to supply as many metrics as possible for the Board and the community to monitor the Strategic Plan's progress annually over the five years of its implementation.

At 8:18 p.m., it was moved by Zimmerman and seconded by Paterno to adjourn, which was approved by voice vote.

President

Secretary