BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE: STUDENT ACHIEVEMENT UPDATE

Monday, August 8, 2016
7:00 p.m. – 8:00 p.m.

Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714

AGENDA

APPENDIX

1. Call to Order and Roll Call

2. Report on MAP and PARCC Results 1

3. 2020 Vision Plan Scorecard 2

4. Public Comments

5. Adjournment

TO: District 64 Board of Education

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

DATE: August 8, 2016

RE: Student Achievement Update 2015-16

Background
This report provides the Board of Education and the community with information about student performance on two standardized assessments:

1. MAP Assessments – Reading and Math
2. PARCC Assessments - English Language Arts (ELA) and Math

MAP Assessments
What is the MAP Assessment?
The MAP assessment 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. When a student answers a question incorrectly, the test becomes easier. When a student answers a question correctly, the test becomes more difficult. Adaptive testing 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.

Who took the MAP Assessment in 2015-16?
In 2015-16, students in 3rd-5th grade took the Reading and Math assessments in fall, winter, and spring. Second graders took the assessment in winter and spring. Students in 6th-8th grade took the Reading and Math MAP assessments in fall and spring. This was the first year our eighth graders took the spring assessment which enables us to have exit data. At-risk students in 6th-8th grade also took the Reading and Math MAP assessments in winter.

How do we measure our performance on the MAP assessments?
MAP performance can be viewed through the lenses of both status and growth.

- *Status analysis* answers the question: How does our students' average score compare to the average score of students in other schools? In general, scores at the 93rd national percentile and above are considered competitive.
- *Growth* looks at how students' scores change from fall to spring. *Growth analysis* answers the question: Are our students growing more or less than students in other schools? Growth above the 50th percentile is *above average*. Growth above the 60th percentile is *exceptional*.

Results - National Norms

READING STATUS Percentile Rank for Mean Score		MATH STATUS Percentile Rank for Mean Score	
2015	**2016**	**2015**	**2016**
91	93 *competitive*	86	88
READING GROWTH Percentile Rank for Growth		**MATH GROWTH Percentile Rank for Growth**	
2015	**2016**	**2015**	**2016**
39 *below average*	55 *above average*	66 *exceptional*	68 *exceptional*

In reading, we continue to maintain a high *status* score. In addition, this year we see an increase in reading *growth* from below average (39th percentile) to above average (55th percentile). We believe this increase in growth is the result of an increased focus on differentiation and the strength of our intervention strategies and programs, like co-teaching and K-8 Literacy.

In math, we slightly increased our status score. Our *continued exceptional* performance in growth (68th percentile) is likely due to:

- Professional Development: A continued focus on differentiation of instruction and instructional strategies that support this, like Guided Math.
- Focus Area: A significant increase in 4th grade growth from below average to average. This intermediate grade had been a target area for the district this past year. The intermediate grades saw the most significant increase in curricular rigor when the Common Core Standards were introduced.
- High-Impact Instruction - Providing training to a majority of staff members in the use of formative assessments, a high-impact instructional strategy.
- Data Review - Continued implementation of a protocol for grade-level data review. In additional, many newly formed building Data Leadership Teams targeted student growth in math.
- Intervention:
    - Using Title I funding to implement an after-school tutoring program for at-risk math students at some schools.
    - Clarifying student eligibility for middle school intervention classes and matching instructional resources to student needs.

<u>MAP Virtual Comparison Group (VCG) Report</u>

Growth is an important measure, especially for students who are performing significantly below the target and those who are performing significantly above it. When we review our percentile

rank for growth using national norms, we are comparing our growth to schools across the nation. National norms may not be an appropriate benchmark for high-achieving districts like District 64. In our District, almost half of our students perform at the 70th percentile or above when looking through the lens of national norms. More than 20 percent of our students perform at the 90th percentile or better.

NWEA has provided us with a Virtual Comparison Group so we can compare our students to a *high-performing cohort*. For the past two years, we have compared our growth to the growth of students in districts that have the *same demographics and resources*.

Results - Virtual Comparison Group

We have established Strategic Plan goals to measure our progress. Our 2020 target is to outperform the VCG by .5 in Reading and .5 Math. Our 2015-16 target was to outperform the Virtual Comparison Group in each of these subjects by .1.

Last year, we continued to track with the Virtual Comparison Group in Reading. This means that our 2015-16 student achievement in reading is comparable to districts with the same demographics and resources. This school year, we will launch our English Language Arts Curriculum Review to examine our pedagogy and resources. This will further support differentiation practices which impact student achievement and growth.

In math, we achieved our goal of outperforming the Virtual Comparison Group by .1. We believe this is a result of our focus on professional development, differentiated instruction, and formalized intervention for at-risk students.

PARCC Assessments

Background

The PARCC Assessment is Illinois' state assessment. In 2016, District 64 we administered the PARCC from April 11-22 in both Math and English Language Arts (ELA). Based on feedback from school districts, the PARCC governing board made important changes to the 2016 PARCC:

- The two testing windows for English Language Arts and math (Performance-Based Assessment and the End-of-Year test) were be consolidated into one window in May.
- The number of assessments student took was reduced from nine/ to eight or seven to six depending on the grade level.
- Testing time for most students was reduced by 90 minutes (reduced by 60 minutes in math and 30 minutes in ELA).
- Improvements were made to the online tools available to students.

Because of the changes between the 2015 and 2016 PARCC assessments, 2016 results provide a new baseline for student achievement. However, because the types of assessment items were consistent, 2016 PARCC results provide limited opportunity to compare our 2015 and 2016 performance.

Interpreting PARCC Scores

PARCC ELA questions target three strands in reading (literary text, informational text, and vocabulary) and two strands in writing (writing expression and conventions). Questions on the PARCC Math focused on four strands (major content, additional/supporting content, reasoning,

and modeling/application). The table below explains what it means for a student to be proficient in each of these nine strands.

PARCC Strand	What does "meets expectations" mean?
Literary Text - ELA	The student can read and analyze grade appropriate fiction, drama, and poetry.
Informational Text - ELA	The student can read and analyze grade appropriate non-fiction, including texts about history, science, art, and music.
Vocabulary - ELA	The student can use context to determine what words and phrases mean in grade-appropriate text.
Writing Expression - ELA	The student can compose well-developed, organized, and clear writing, using details from what was read.
Conventions - ELA	The student can compose writing using the rules of standard English, including those for grammar, spelling, and usage.
Major Content - Math	The student can solve problems using the major content taught at his/her grade level.
Additional/Supporting Content - Math	The student can solve problems using the additional/supporting content taught at his/her grade level.
Reasoning - Math	The student can create and justify logical mathematical solutions. The student can analyze and correct the reasoning of others.
Modeling/Application - Math	The student can solve real-world problems. The student represents and solves problems with symbols. The student also strategically uses appropriate tools.

An overall score of one of five "performance levels" is assigned to each student for both math and ELA.

- Students whose scores fall within levels 1 or 2 require *greater support* to understand content.
- Students receiving a 3 are *approaching* expectations and need additional assistance to master content.
- Students who receive a 4 have a *thorough* understanding of grade-level content and students who receive a 5 have *exceeded* grade-level expectations.

2016 PARCC Performance:

English Language Arts	2015	2016

5- Exceeded Expectations	9%	9%
4 - Met Expectations	48%	50%
3- Approached Expectations	28%	26%
2 - Partially Met Expectations	12%	10%
1 - Did Not Meet Expectations	4%	5%
MEETS/EXCEEDS	**57%**	**59%**

Math	2015	2016
5- Exceeded Expectations	7%	8%
4 - Met Expectations	43%	50%
3- Approached Expectations	32%	28%
2 - Partially Met Expectations	15%	11%
1 - Did Not Meet Expectations	4%	4%
MEETS/EXCEEDS	**50%**	**58%**

Because the format of the 2015 and 2016 PARCC assessments was different, we are not able to draw definitive conclusions about an increase in student performance. However, because the

types of assessment items were consistent, we could infer that our students' performance on the PARCC increased. PARCC performance was more consistent across the two formats in ELA. In math, we see an increase of 8% of students meeting or exceeded standards on the PARCC. This performance in math mirrors our continued exceptional growth on the MAP Math assessment.

Summary

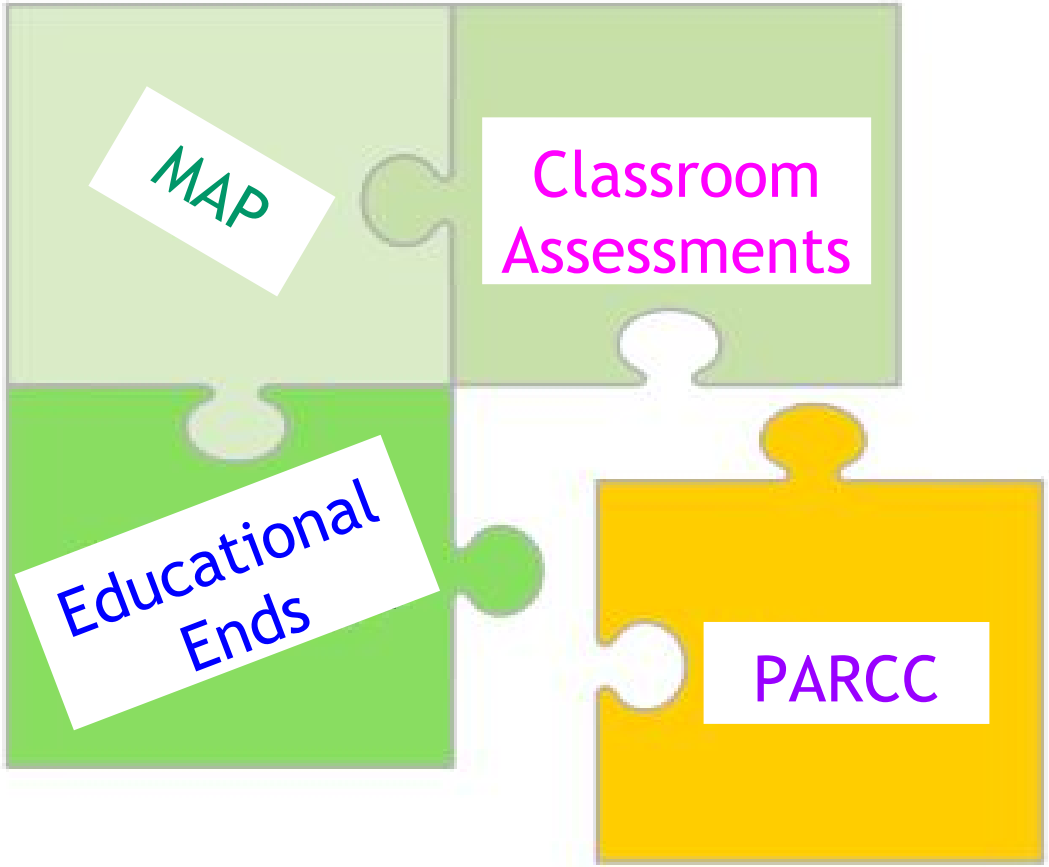
District 64 provides a quality education of which our community, Board, staff, parents and students can be proud.The MAP assessment indicates that we continue to maintain highly competitive levels of performance in reading and are maintaining exceptional growth in math. Over time, with each additional administration, the PARCC will likely become a more reliable instrument for assessing student learning.

Standardized assessments like the MAP and PARCC are one piece of our District 64 assessment portfolio. While they provide us with important information about student performance relative to a national benchmark, we also value our local assessments created by teachers to measure student growth. This year, our Strategic Plan focus is the development of common assessments in all grade levels and subject areas. These assessments will further enhance our ability to measure student response to instruction.

Student Achievement Update

August 8, 2016

District 64 Assessment Portfolio



MAP Performance: Four Key Questions

1. Did we improve our performance in Reading and Math as measured by MAP and PARCC?
2. Did we outperform the Virtual Comparison Group on the MAP assessment?
3. How did we cause these results?
4. What are our next steps?

Status & Growth

Status

How does our students' average score compare to the average score of students in other schools?

Growth

Are our students growing more or less than students in other schools?

Key Points

- 2015 Norm Study
- 8th grade included in data
- Growth: >50th percentile = *above average*
- 2nd grade included beginning in 2016-17

STATUS Percentile Rank for Mean Score	
2015	2016
91	93
GROWTH **Percentile Rank for Growth**	
2015	2016
39	55

MAP Reading

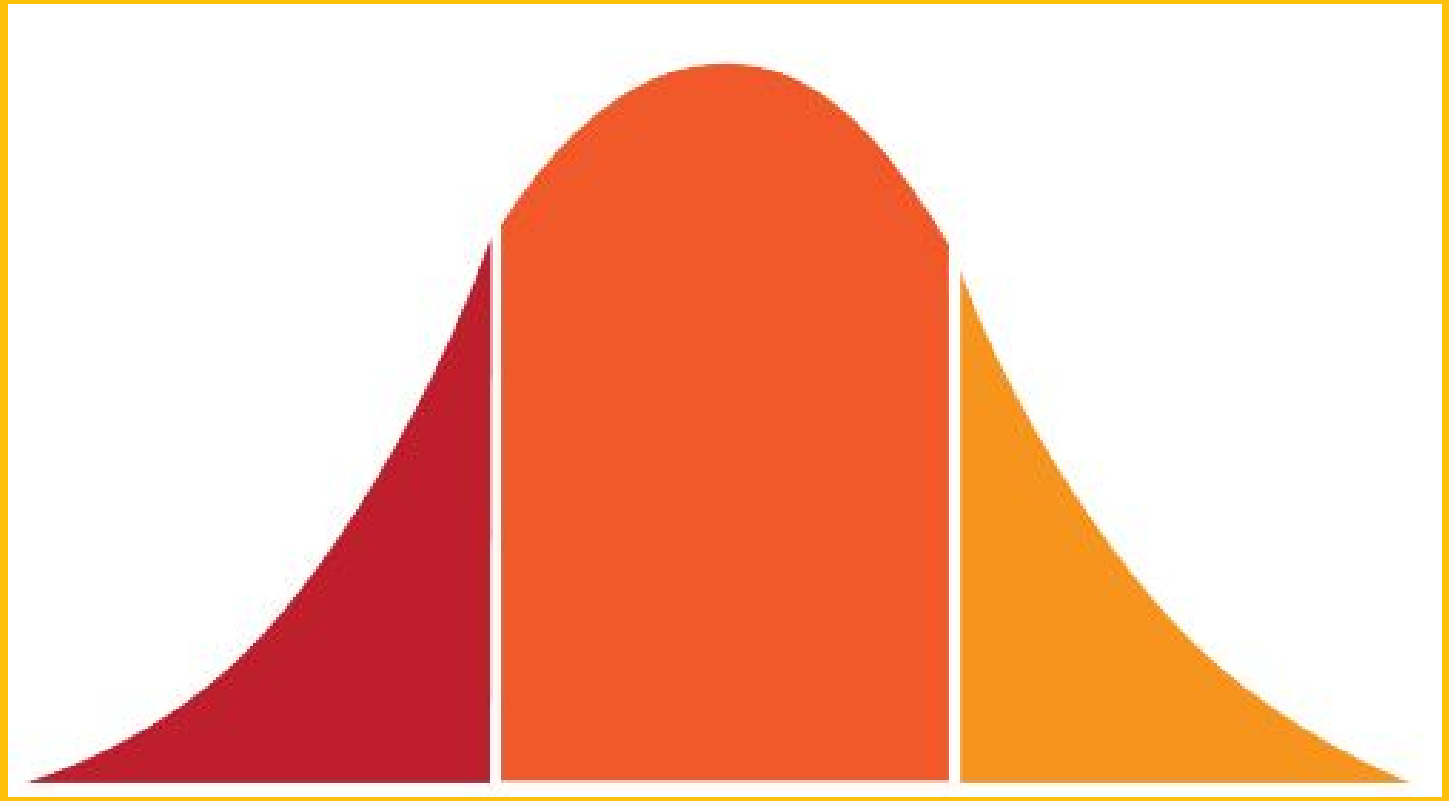
- Slight increase in status to 93rd percentile
- Significant increase in growth from below average (39) to above average (55)
- Focus on differentiation

MAP Math

STATUS Percentile Rank for Mean Score	
2015	2016
86	88
GROWTH **Percentile Rank for Growth**	
2015	2016
66	68

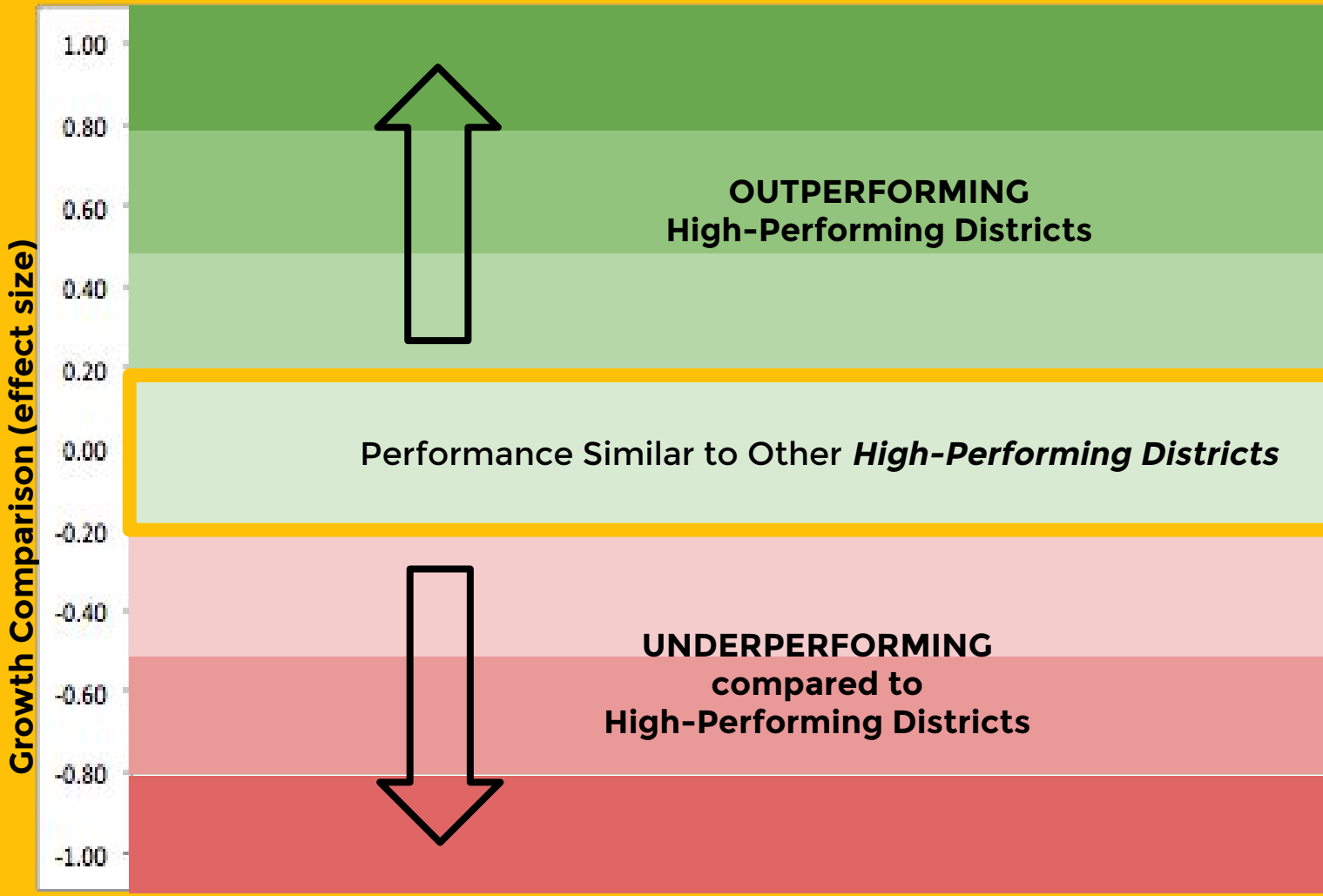
- Slight increase in status to 88th percentile
- Slight increase in growth (already well above average)
- **Focus Area:** Increase in 4th grade growth from *below average* to *average*
- Focus on differentiation- Guided Math
- Data Review - Data Leadership Teams
- Increased Tier III math interventions
- Title I Funded Math Tutoring Program in some schools

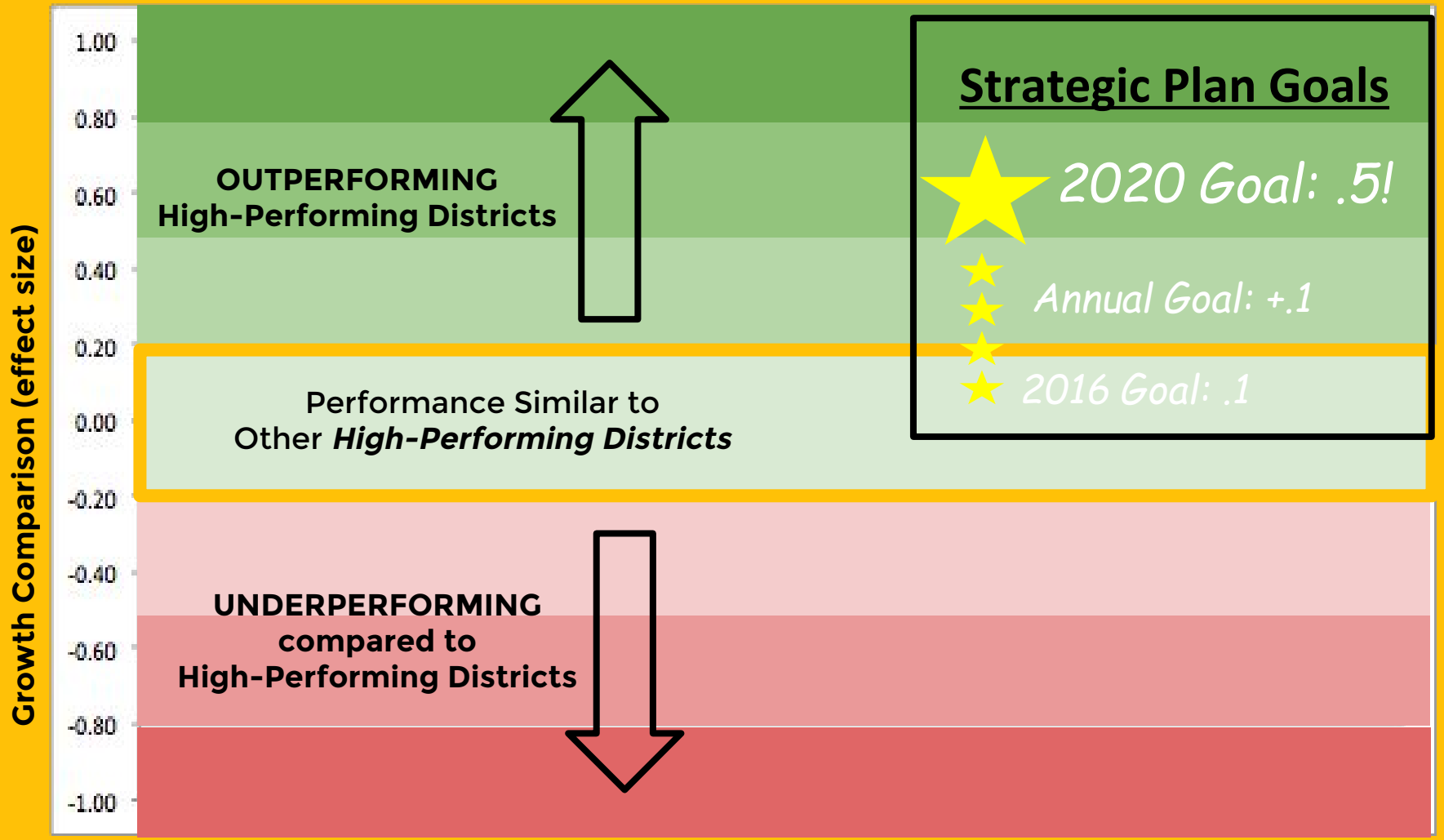
Typical Performance Profile

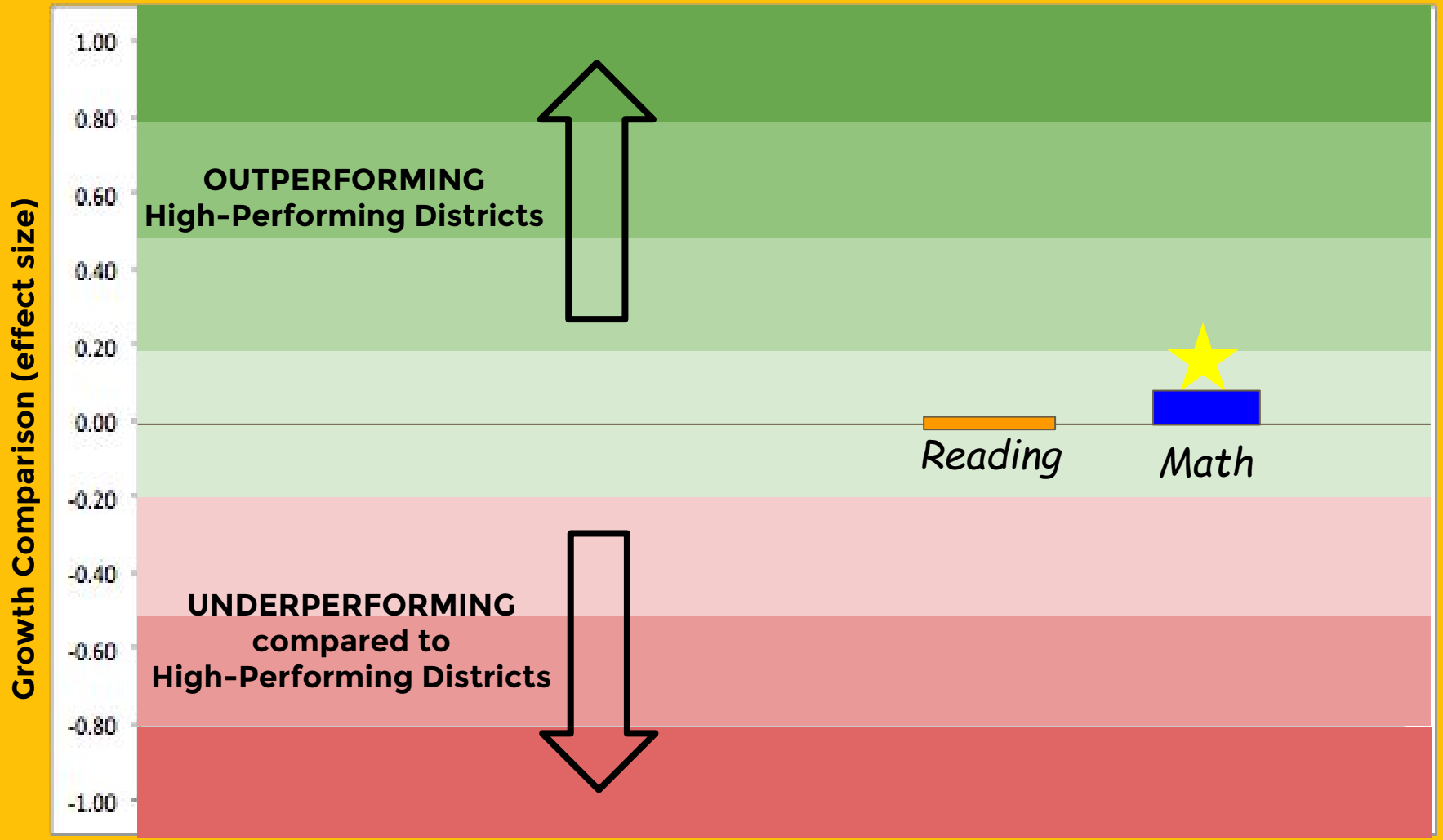


District Performance Profile

Virtual Comparison Group




Growth Comparison (effect size)
1.00
0.80
0.60
0.40
0.20
0.00
-0.20
-0.40
-0.60
-0.80
-1.00
OUTPERFORMING
High-Performing Districts
Performance Similar to
Other High-Performing Districts
UNDERPERFORMING
compared to
High-Performing Districts
Strategic Plan Goals
2020 Goal: .5!
Annual Goal: +.1
2016 Goal: .1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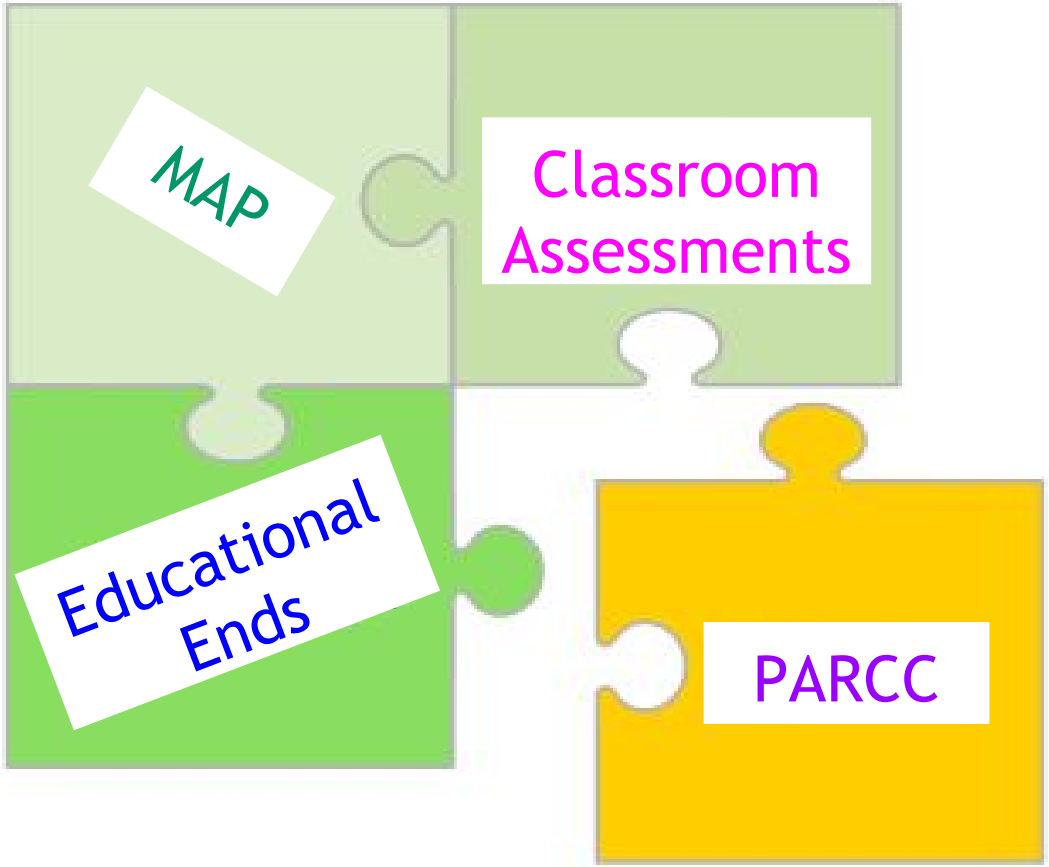

PARCC Assessment Topics

Reading

- Literary Text
- Informational Text
- Vocabulary

Writing

- Expression
- Conventions

Math

- Major content
- Supporting content
- Reasoning
- Modeling/Application

PARCC Structure

Spring 2015	Spring 2016
• Two Testing Windows, One Test Score: Performance-Based Assessment (March) & End-of-Year Assessment (May) • 8-9 test sessions per student	• One Testing Window, One Test Score (April) • 6-7 test sessions per student (reduced testing time for most students by 90 minutes)

How is the data reported?

- ELA/Math
- Percentage of Students Achieving at Five Performance Levels
  - 5- Exceeded Expectations
  - 4 - Met Expectations
  - 3- Approached Expectations
  - 2 - Partially Met Expectations
  - 1 - Did Not Meet Expectations

ELA: What does our DISTRICT data look like?

	2015	2016
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Next Steps for 2016-17

- Continue to focus on high-impact instruction to outperform the Virtual Comparison Group by .5 in 2020
- Design common assessments in each subject area
  - Provide information about student learning that is directly related to our District 64 curriculum and instruction
  - Measure student progress by unit
  - Guide differentiated instruction

Questions/Comments?

llopez@d64.org

Appendix 2

To: Board of Education

From: Dr. Laurie Heinz, Superintendent

Date: August 8, 2016

Re: *2020 Vision* Strategic Plan Scorecard - 2015-16 Data

Rationale for Scorecard

The scorecard is intended to spotlight key areas of focus and provide common language around the goals we are committed to achieving over the five-year period in which the *2020 Vision* Strategic Plan serves as our roadmap.

The scorecard identifies the key performance indicators that District 64 will monitor to determine progress toward specific targets and ultimately, the successful achievement of each of our six Strategic Objectives. The key performance indicators are the metrics that define the standards the District will hold itself accountable for and the most salient measures within each Strategic Objective. Key performance indicators may be modified accordingly after each annual plan review. Our Strategic Planning Steering Committee conducted the first review at its meeting on June 1, 2016.

Baseline data has been provided where available to reflect our beginning status on these indicators. Five-year targets have been set for each key performance indicator, considering the importance of high standards for all students, our levels of performance across key areas, and national benchmarks as tracked against our Virtual Comparison Groups (VCG) on MAP data. Administration will track progress and report to the Board of Education each year.

At this time, the scorecard reflects data gathered during the 2015-16 school year, which is year one of our *2020 Vision* Strategic Plan. On Monday evening, I will walk the Board through the scorecard by each of our six Strategic Objectives. I look forward to sharing our metrics and progress with the Board of Education. Following the Board's review, we will be sharing it with the community via the Strategic Plan page of our website.