



Fall 2018 Assessment Report - Work Session Recap

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers, Director of Innovation, Teaching and Learning

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Background

The Fall 2018 Assessment Report focuses on PARCC, the MAP Assessment, the Illinois Science Assessment and the New Trier Township 8th Grade Preparedness Survey. The Illinois Science Assessment and the NT Township Preparedness Survey will be presented for the first time this fall. All of the assessments provide the District with information used for measuring student progress, informing instruction, data-based decision making, and ensuring the continued success of all students in District 36. Attached to this memo, please find the presentation of relevant PARCC, MAP, Illinois Science Assessment and NT Township 8th Grade Preparedness Survey data.

Illinois School Districts are required to present School and District Report Cards at an annual School Board Meeting. The official 2018 Illinois School Report Cards are scheduled to be released by the State on October 31, 2018. As presented at the August 21 Board meeting, ISBE has developed a new State Report Card format aligned with the Every Student Succeeds Act (ESSA).

According to ISBE, "The intent is to shift away from an overemphasis on achievement in standardized test scores by introducing multiple indicators of students' success. In addition to standardized tests, comprehensive indicators eventually will include academic growth, chronic absenteeism, English learner proficiency, fine arts participation, school climate survey summaries, science measures, as well as preschool to second grade and elementary/ middle-grade indicators." Information on School Report Cards for public school districts can be found at www.illinoisreportcard.com.

Best practice regarding student assessment dictates the use of multiple measures to accurately gauge student performance. In practice, teachers and administrators use information gained from daily student performance, teacher observations, standardized test scores, and other assessment data to monitor achievement, inform instructional decisions, and to provide feedback to students.

Context for Assessments

PARCC Assessment

This is the fourth year for the PARCC (Partnership for Assessment of Readiness for College and Careers) testing in the state of Illinois. PARCC is administered in the spring with results provided in the early fall. PARCC participation rates have risen in all grades since its inception leading to increased validity and reliability.

The PARCC Assessment is the official Illinois state assessment used for grades 3-8. It measures knowledge and learning of state learning standards in the areas of English Language Arts (ELA) and Mathematics. The PARCC assessment is a test that reflects the Common Core Illinois Standards. The standards require students to demonstrate higher levels of critical thinking, analysis, and problem solving.

PARCC Scores are categorized in the following score bands:

- ☐ Level 5: Exceeding Expectations
- ☐ Level 4: Meeting Expectations
- ☐ Level 3: Approaching Expectations
- ☐ Level 2: Partially Meeting Expectations
- ☐ Level 1: Did Not Yet Meet Expectations

Beginning in the Spring of 2019, the PARCC assessment will be replaced by the Illinois Assessment of Readiness (IAR). The provider for the new IAR was determined through a state run competitive bid process. Data Recognition Corporation (DRC–Maple Grove, MN) was awarded the contract to provide vendor testing services. Currently, there is a formal protest filed by one of the other bidders which may cause a delay in the final award. In the interim, ISBE has said that the Grade 3-8 IAR exam will feature the same questions as the PARCC exam for the next two years. Beginning in the Spring of 2021, ISBE hopes to have a new computer adaptive IAR assessment for grades 3-8.

NWEA MAP Assessment

MAP (Measures of Academic Progress) is a nationally normed computer adaptive test given to over 10 million students annually. District 36 administered the NWEA (Northwest Evaluation Association) MAP for the first time during the 2016-17 school year. In year one, MAP was administered in the fall and then again in late winter. Since the 2017-18 school year, MAP is administered three times per year (fall, winter, and spring).

The MAP assessment is aligned to state standards providing teachers with the instructional level of each student. Instructional levels are indicated by a RIT score, which is directly connected to a national percentile. The RIT Scale is an equal-interval scale that uses individual item difficulty values to estimate student achievement. It is designed to determine where each student is performing in relation to local or state standards or other identified criteria. Teachers can utilize online resources and tools in conjunction with MAP scores to monitor and support student progress. MAP provides valuable information regarding a student's growth over time in the core areas of reading and mathematics.

MAP achievement data is shared in the fall of each year. The end of year assessment report will provide important growth data and achievement levels for each cohort. In addition, longitudinal data will provide valuable programmatic feedback to support our efforts of continuous improvement.

Illinois Science Assessment

The Illinois State Board of Education entered an item-sharing agreement with the Office of the State Superintendent in the District of Columbia in procuring and developing the exam.. This is the third year that the ISA has been administered. Due to funding and logistical issues, exam results were not shared with schools until this past year. The ISA is an hour-long, multiple-choice summative assessment given to students in grades five and eight in the spring. The design of the *Illinois Science Assessment* requires students to not only demonstrate content knowledge, but to also apply their knowledge by supporting their answer with evidence and reasoning.

The assessment is designed to help families understand how well students are performing academically in conjunction with other data points. Information from the test will provide feedback on District level curriculum. According to Illinois State Board of Education, "It is not designed to make teaching adjustments year-

to-year for individual students.” Data provided to schools does not provide any specific feedback to schools at this time and simply lists students as either “proficient or not proficient.”

New Trier Township Preparedness Survey

New Trier Township Superintendents and Middle School Principals collaborated to improve the Freshman Perception Survey. Township schools have a shared interest in developing a common tool to longitudinally review student experiences and make use of actionable data for improvement efforts. A revised instrument has been developed which is aligned with the current New Trier High School Senior and post-graduate survey. The new survey has a focus on skill sets, attitudes, and behaviors that are research-based predictors for long-term success. Across New Trier Township, the survey is given to 8th graders in the spring, again as Sophomores, Seniors and then as college Sophomores. Each student cohort will have four touch points, enabling us to examine perceptions over time, an invaluable benefit to effectively improve the student experience. While some questions will shift to align for age relevancy, the majority of the questions align and will allow for longitudinal data across several years.

In addition to administering the new survey, we host sender school specific New Trier student focus groups to gain a more thorough insight into the student experience and preparedness within our districts. Collaboration with New Trier teachers and department leaders will remain a critical component to ensure progress in the perpetual goal of curriculum alignment.

Assessment Results:

Assessment Results are included in the attached slide presentation and will be presented at the October 23 School Board Meeting.

Student Performance: Key Takeaways

- ❑ Overall, Year 4 PARCC data shows the District maintaining the performance gains seen in year 2 and 3. In mathematics 62 % of students maintained their levels, 20% dropped a level and 18% moved up a level. In English Language Arts, 59% of students maintained their level, 20% dropped a level, and 21% moved up a level.
- ❑ PARCC Participation: Year three of PARCC saw a continuing trend of higher levels of participation in all grades tested. Overall, participation increased 3% from the 2017-18 school year. 92% of eligible students took the Math and the ELA component of PARCC. Participation now factors into a school’s official

state summative designation. Schools that have less than a 95% participation rate will not qualify as exemplary schools, regardless of academic growth and achievement.

- ☐ MAP achievement was at or above 92% in both reading and math in grades 4-8. (National percentiles for 3rd grade are not provided by MAP at this point.)
- ☐ Grades 4 and 5 math show relative lower performance when compared to the Township average and other grade cohorts at D36.
- ☐ Spring 2018 MAP Reading Scores recovered in Fall 2018. Using multiple data points, the spring reading score decline was not seen in Winter or the Fall of 2018
- ☐ Continued strong 7th and 8th grade performance evidenced in PARCC and MAP.
- ☐ 8th grade cohort demonstrates continuous improvement in mathematics earning a 97% ranking in MAP. This represents a 15% increase in MAP Math scores over the past two years for this cohort. PARCC math scores for the cohort increased from 50% to 67% showing a 17 point increase.
- ☐ 8th grade cohort showed improvement in PARCC ELA increasing 5% points in students meeting and exceeding state standards.
- ☐ Data from the fall MAP assessment demonstrates an evenness of performance across domains. As in 2017, the only area of “strong relative performance” indicated was the “*real and complex number system*” for the 7th grade cohort. There were no “areas of concern” listed for the areas of math and reading.
- ☐ 2018 Illinois Science Assessment Data indicates that 84% of 5th grade D36 students are proficient compared to 53% statewide. For 8th grade students, 76% of D36 students are listed as proficient compared to 58% statewide.

Alignment with the District 36 Shared Vision

The Fall Assessment Report aligns with the District’s Shared Vision as evidenced by our commitment for all learners to “actively engage in continual growth and achievement.”

- ☐ In the spirit of continuous improvement, we seek to identify areas of strength and opportunities for growth.
- ☐ Our processes are designed to support the growth and achievement of all students. This is reinforced by our strategic planning goal of “Reaching All Learners.”
- ☐ We utilize our multiple forms of student data to facilitate thoughtful and informed conversations as part of our school improvement efforts.

Next Steps

Targeted Improvement

At the November Board meeting we will present the 2018-19 District Improvement Plan complete with goals, action steps and measures. The plan is informed by data and developed through an ongoing collaboration with District administration, school leaders, teachers, and subject area facilitators.

[Click here to view presentation to School Board](#)