



# D41 Student Achievement Update 10/28/13

# Main Goals of NCLB

- 100% of students meeting standards in reading and mathematics by 2014
- Disaggregate student achievement data by:
  - Race/ethnicity
  - Limited English proficiency
  - Low income
  - Special needs

# AYP – Adequate Yearly Progress

- *AYP* represents the annual academic performance targets in reading and math that the State, school districts, and schools must reach.
- All students and subgroups of *45 or more* students are calculated for AYP.
- AYP calculations in Illinois are based on three factors:
  - Meeting Target Math and Reading Scores
  - Participation Rates – a 95% participation rate of students in all measurable subgroups
  - Performance Targets for Attendance Rate

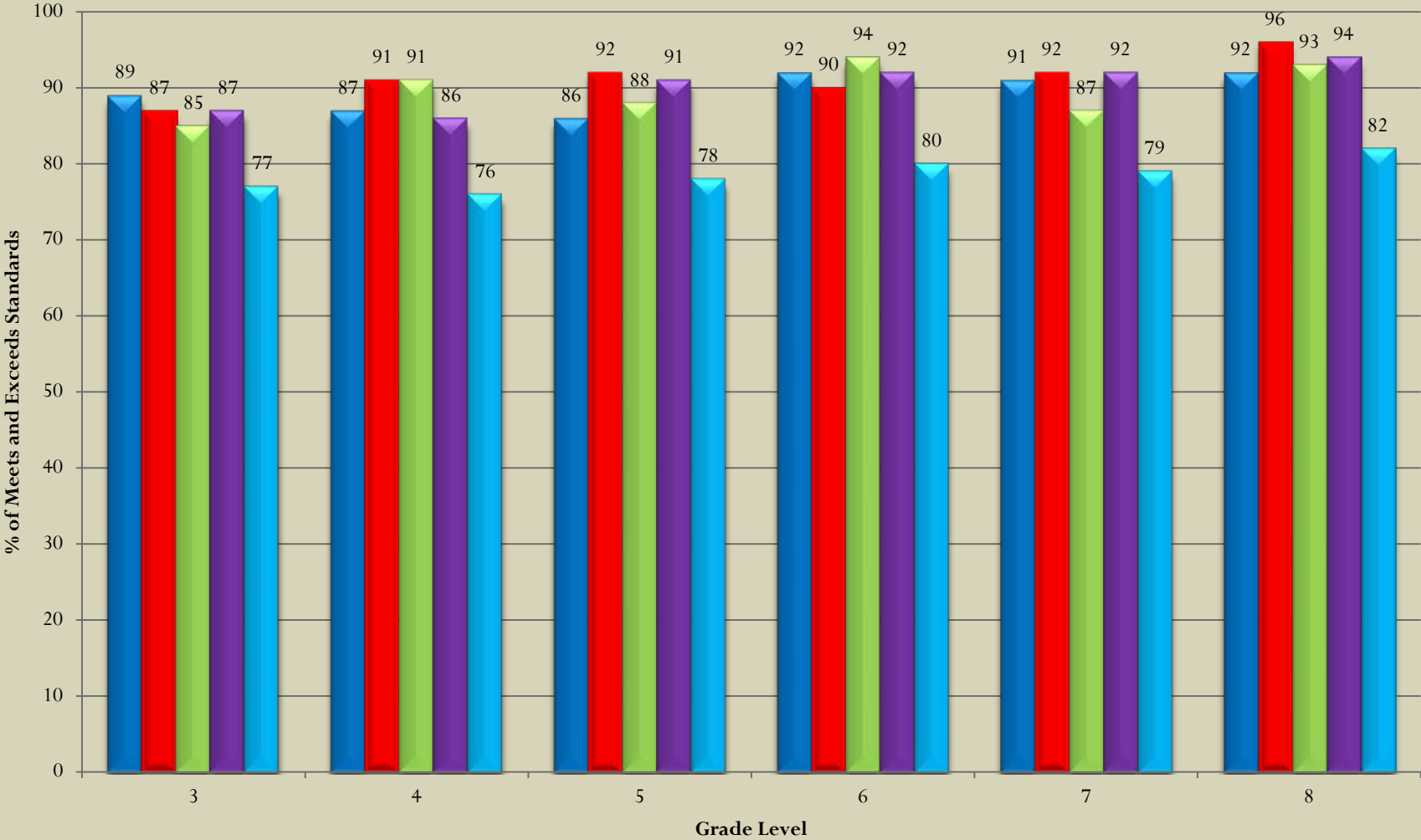
# Adequate Yearly Progress Schedule

Year	% of Students in a Subgroup Meeting/Exceeding for AYP	Attendance Schedule for AYP (95% of all subgroups must take either the ISAT/IAA)
2004	40%	89%
2005	47.5%	89%
2006	47.5%	89%
2007	55%	90%
2008	62.5%	90%
2009	70%	90%
2010	77.5%	91%
2011	85%	91%
2012	85%* (changed by ISBE 8/2012)	91%
2013	92.5%	92%
<b>2014</b>	<b>100%</b>	<b>92%</b>

# ISAT/MAP Tests

- The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools *one measure* of student learning and school performance. (2013 test included 10 – 20% common core aligned questions; 2014 will be 100% aligned. Last year for the ISAT test)
- The Measures of Academic Progress (MAP) test is a common core-aligned computerized, adaptive test that reflects the instructional level of each student and measures growth over time, independent of grade level or age. The results give parents, teachers, and schools an additional *measure* of student learning.

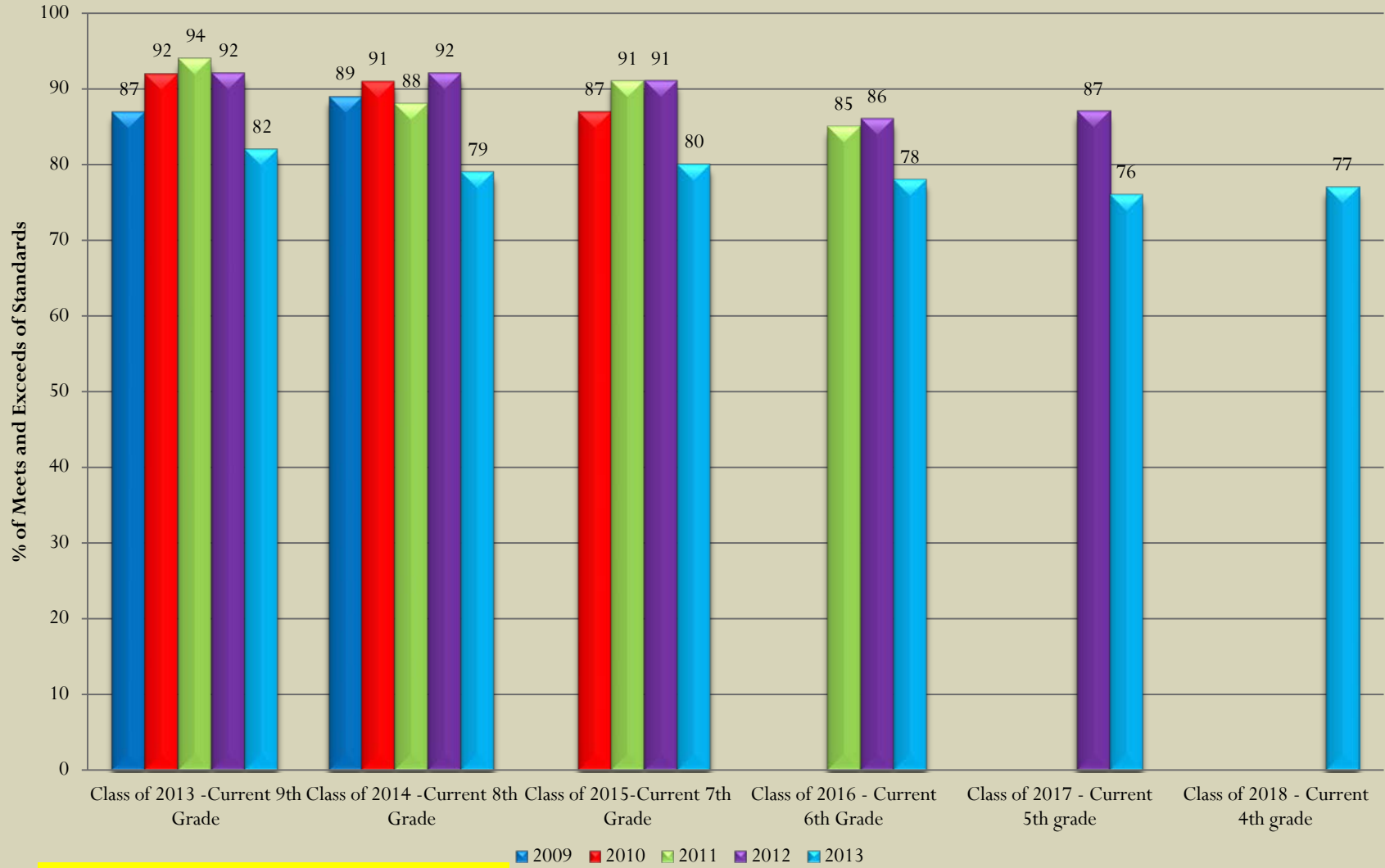
# ISAT Performance - Reading



In 2013, more challenging questions were added and students had to get more questions right to meet standards. Consequently, scores dropped in D41 and throughout the state.

■ 2009 ■ 2010 ■ 2011 ■ 2012 ■ 2013

# ISAT Reading Performance by Cohort



Cohort means the same group of students as they progress through school.

## % of students M/E in Reading - 2012 cut scores

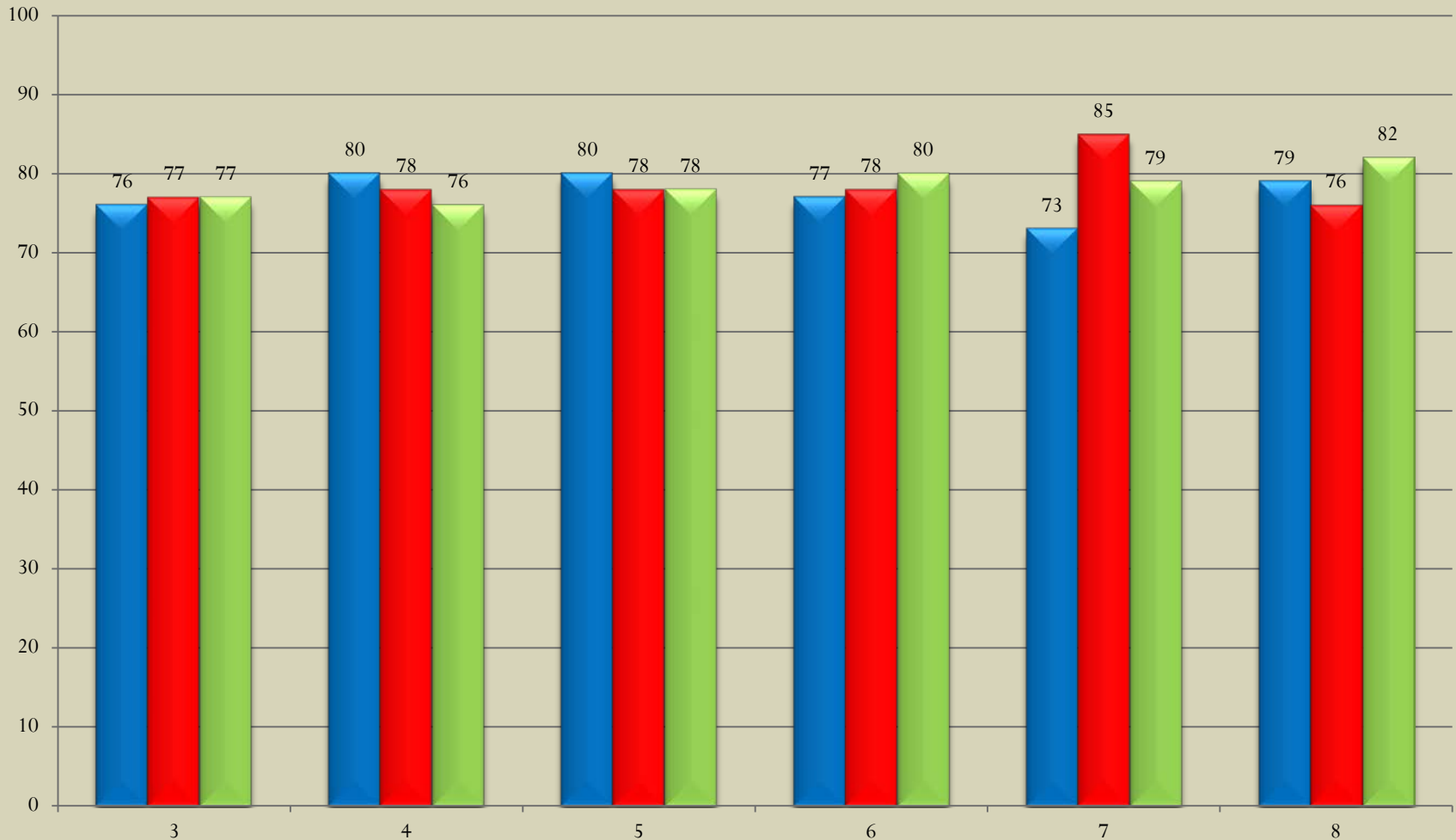


By applying last year's grading criteria (cut scores) to this year's results, we can approximate a truer comparison to previous year's scores (although we can't adjust past years for the more challenging questions in the 2013 test).

■ 2011 ■ 2012 ■ 2013



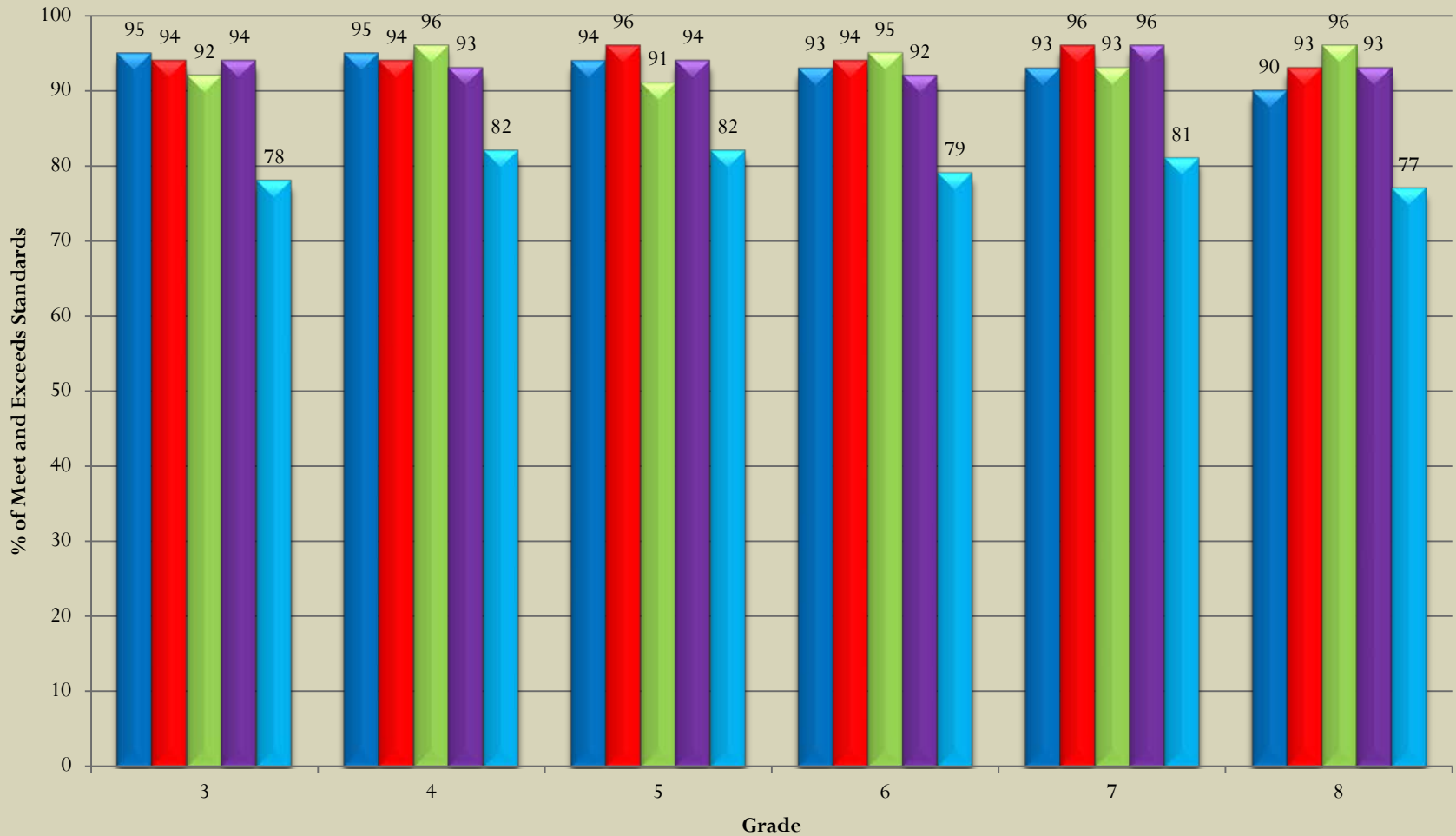
## % of students M/E in Reading - 2013 cut scores



On this chart, we applied the harder 2013 grading criteria to past years' scores – another way to create a more meaningful comparison. Again, this does not compensate for the harder questions in 2013.

■ 2011 ■ 2012 ■ 2013

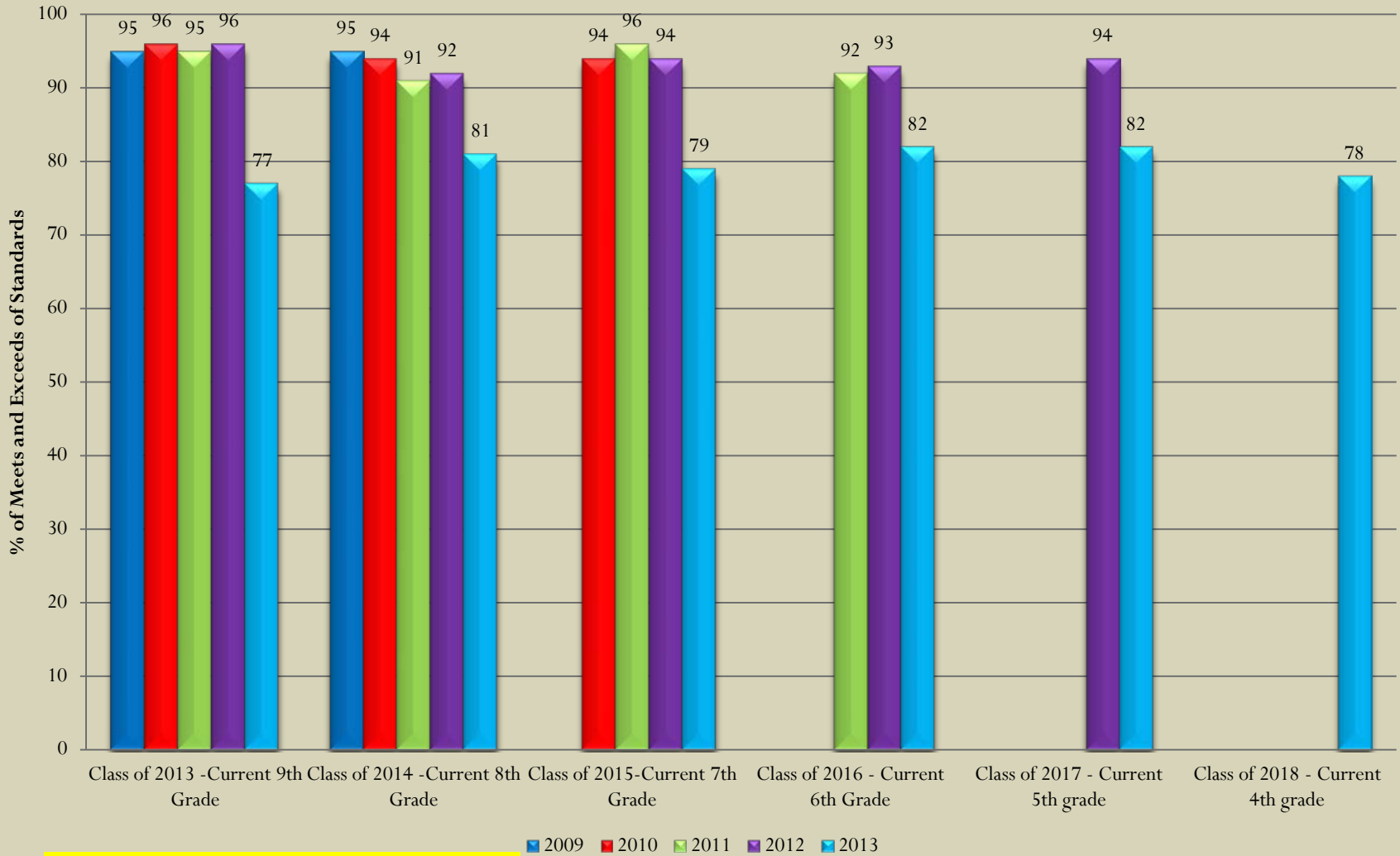
## ISAT Math Performance



Just as in reading, in 2013, the math questions got more challenging and students had to get more questions right to meet standards. Consequently, scores dropped in D41 and throughout the state.

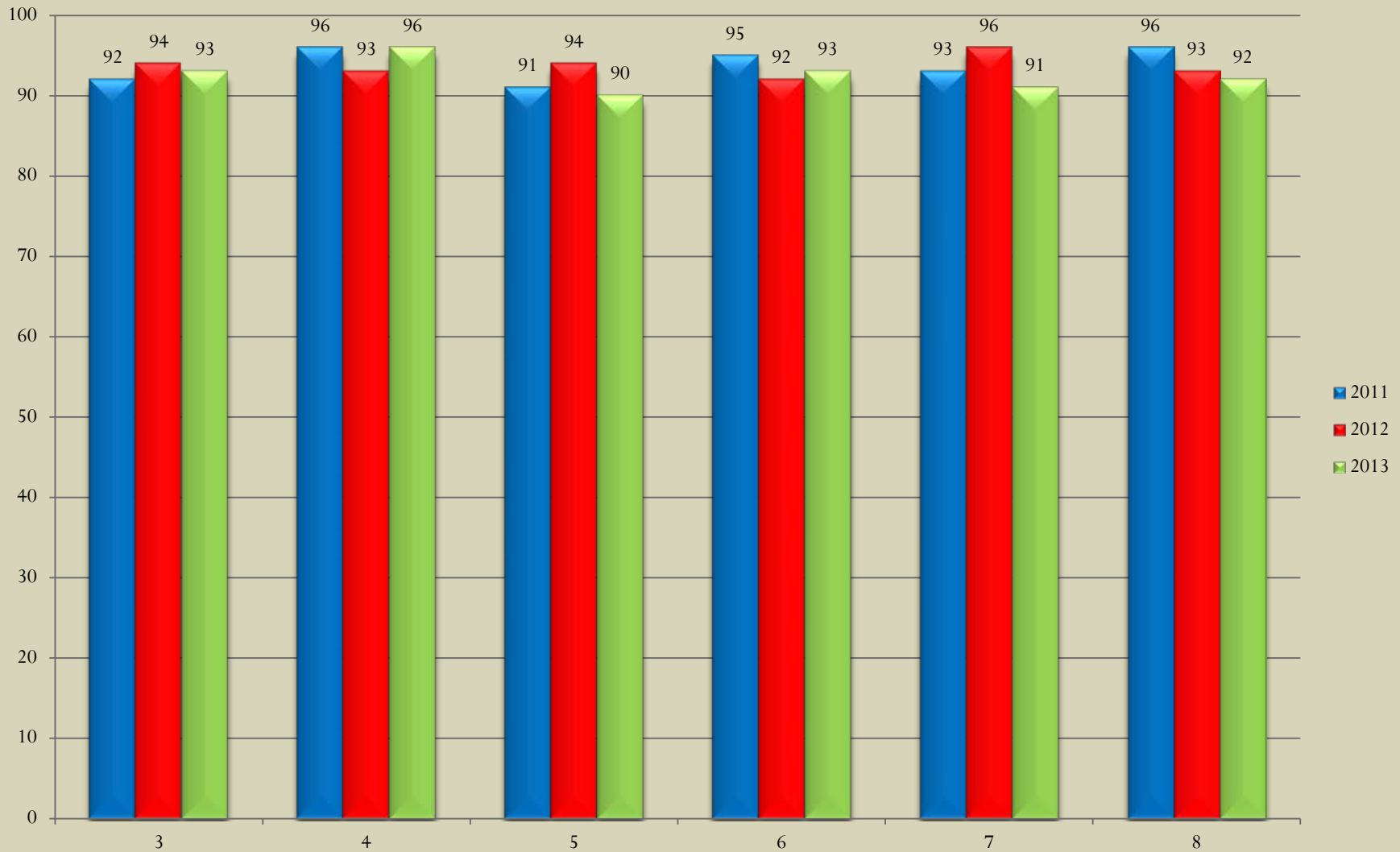
■ 2009 
 ■ 2010 
 ■ 2011 
 ■ 2012 
 ■ 2013

# ISAT Math Performance by Cohort



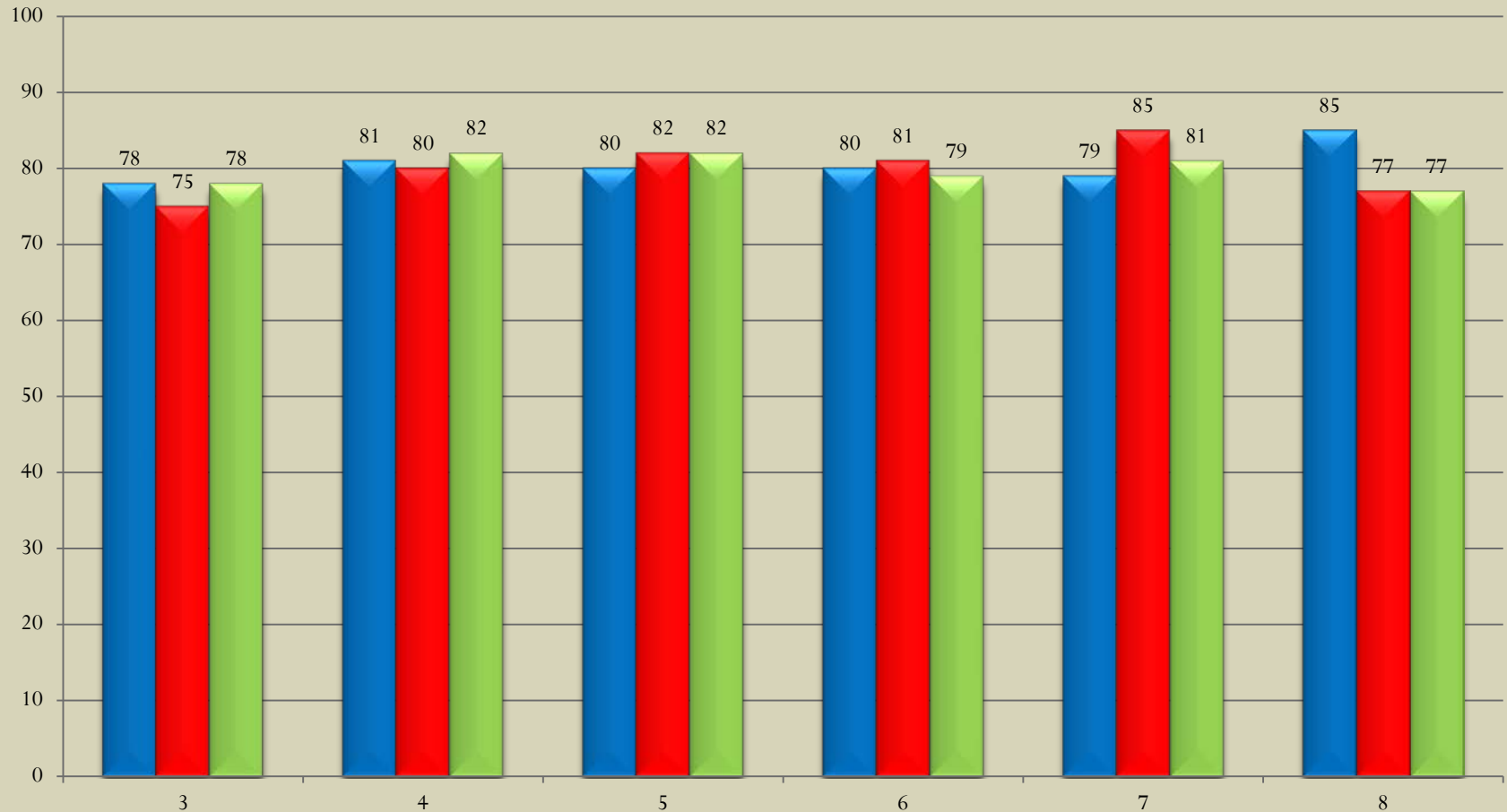
Cohort means the same group of students as they progress through school.

## % of students M/E in Math- 2012 cut scores



By applying last year's grading criteria (cut scores) to this year's results, we can approximate a truer comparison to previous year's scores (although we can't adjust past years for the more challenging questions in the 2013 test).

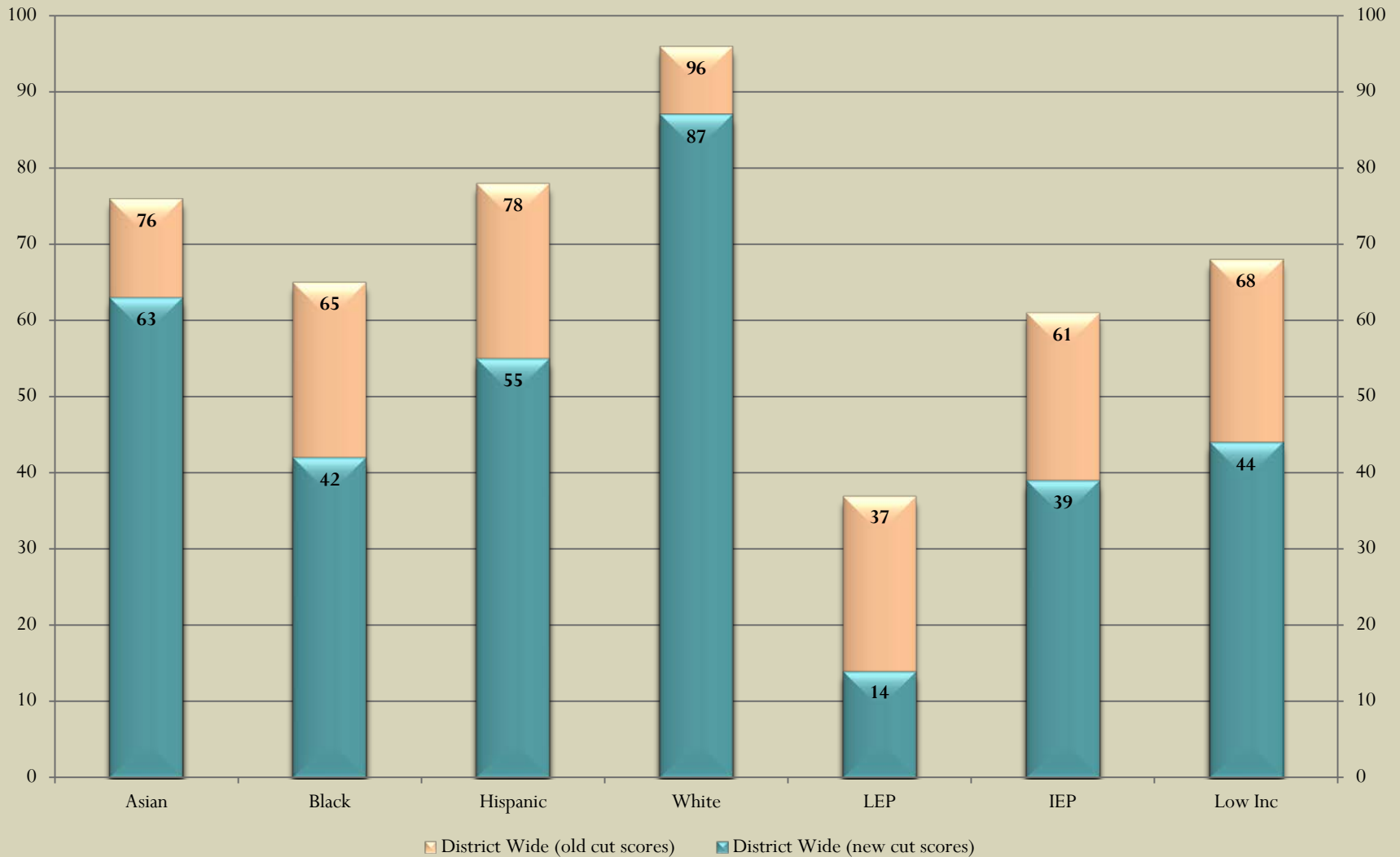
## % of students M/E in Math - 2013 cut scores



On this chart, we applied the harder 2013 grading criteria to past years' scores – another way to create a more meaningful comparison. Again, this does not compensate for the harder questions in 2013.

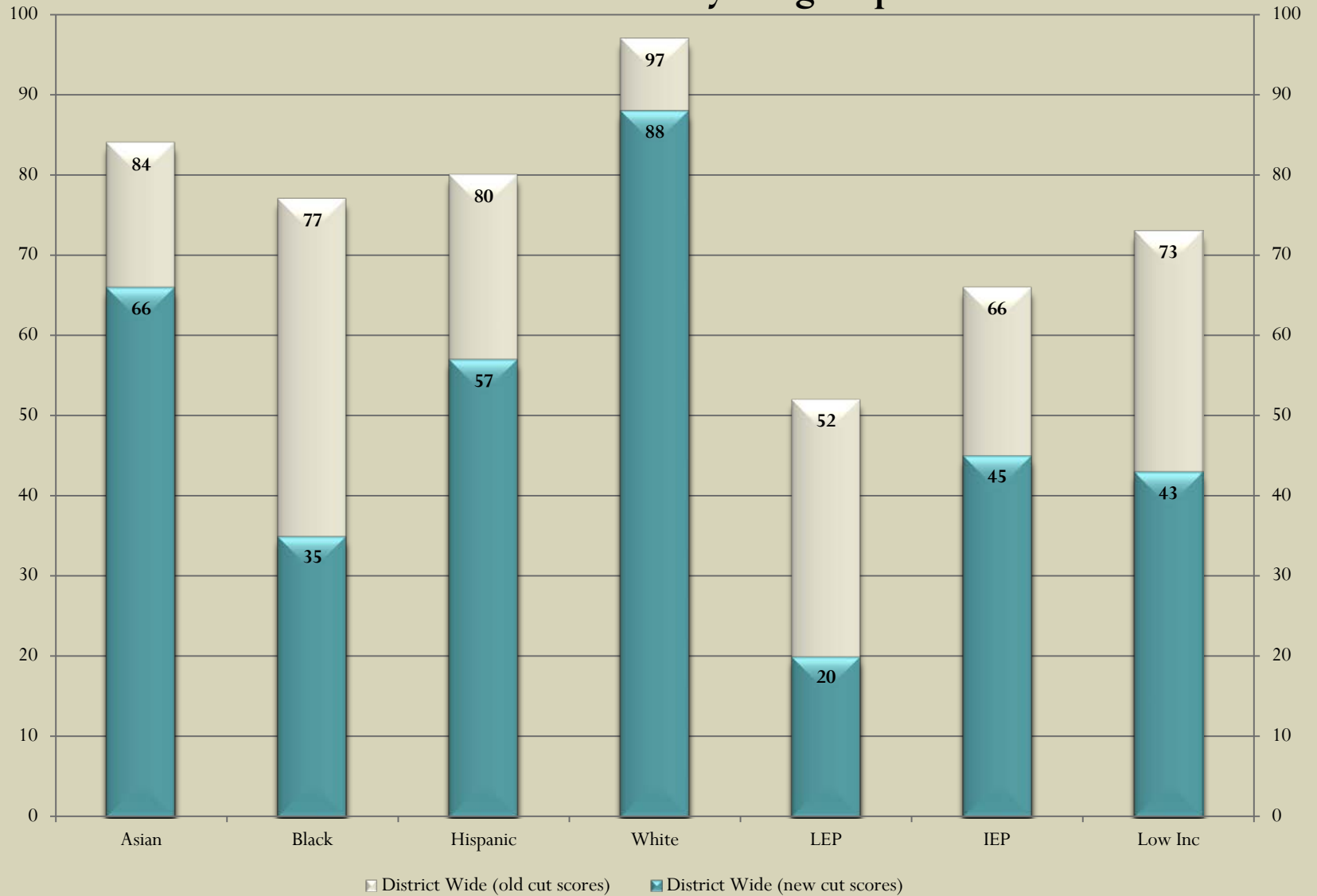
■ 2011 ■ 2012 ■ 2013

## Old vs New Cut Scores by Subgroup-Reading

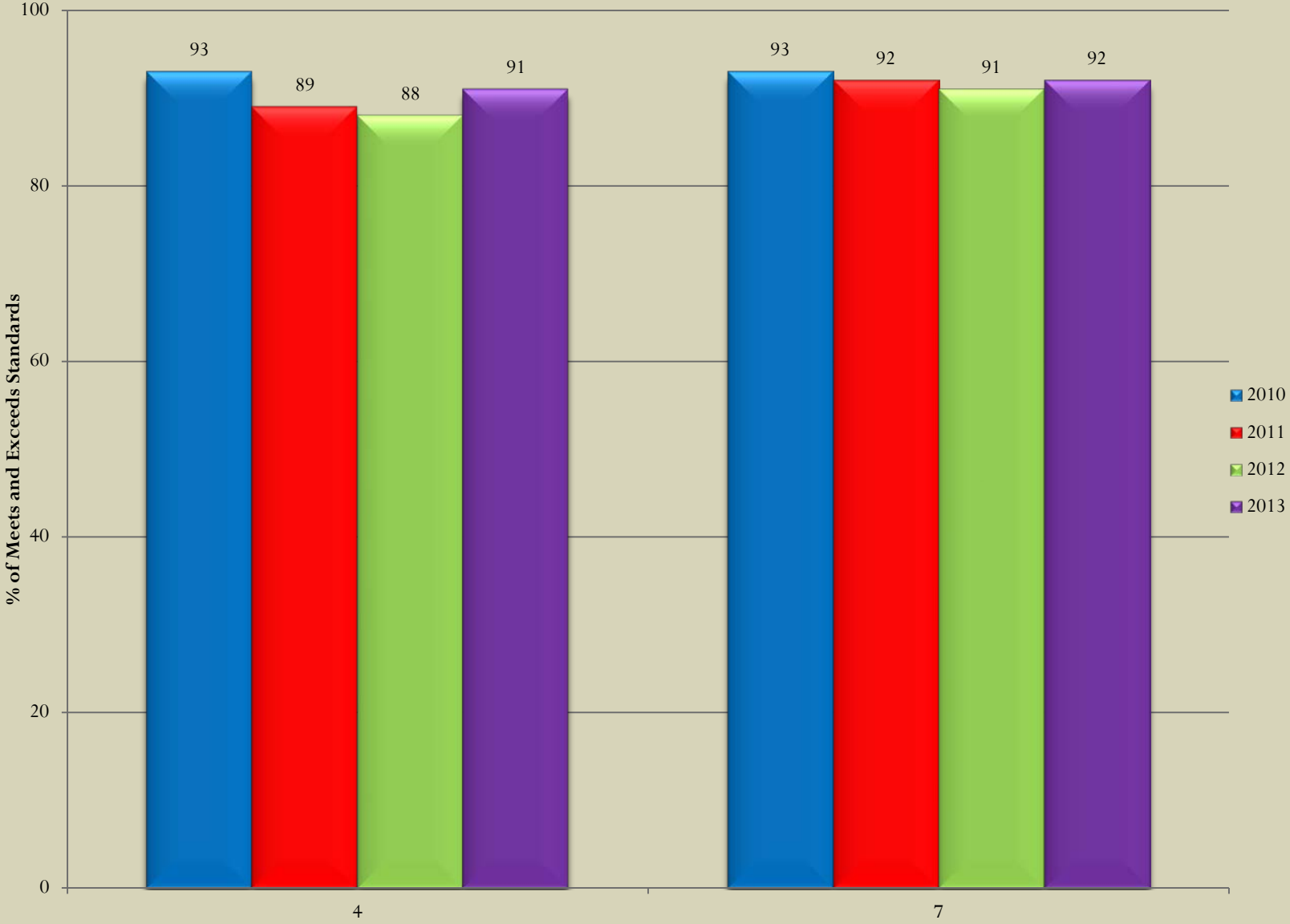


This chart and the one on the next page show how the various subgroups scored using the old and new grading criteria. Limited English Proficient (LEP) students must take the test in English, which is difficult for many of them. Students are counted in more than one subgroup, for example a student might be counted in the limited English subgroup and the Hispanic subgroup.

# Old vs New Cut Scores by Subgroup-Math



# Science ISAT Performance



The Science test did not change from previous years.

Grade



# MAP Reading Growth

## % of students who met growth target

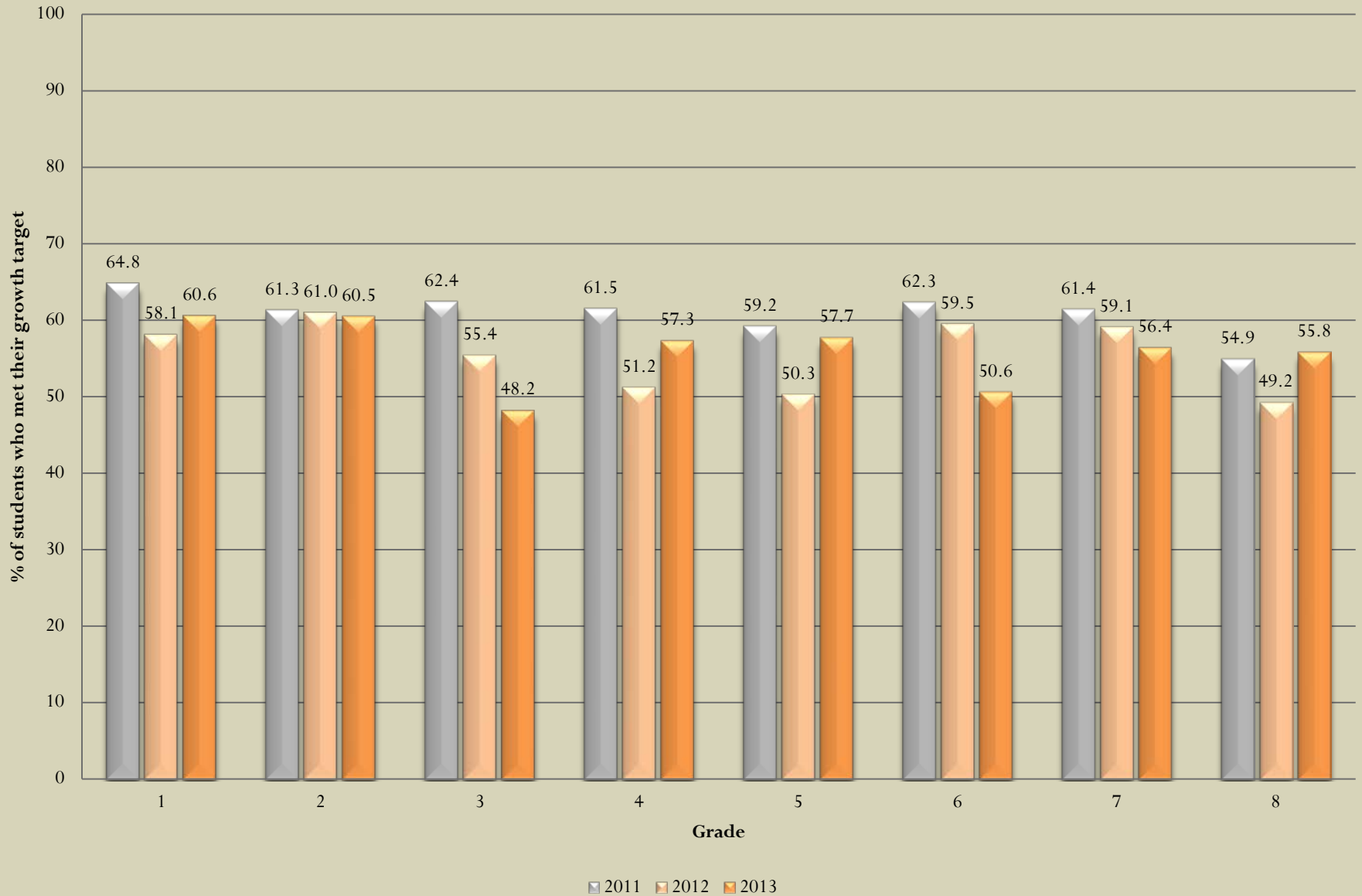
### Spring to Spring

Each child has a growth target determined by NWEA, the testing company. These targets represent the midpoint (mean) of the growth of similar groups of students from NWEA's database, with roughly half of students scoring above it, half below. Teachers use the NWEA targets as a starting point to set goals with students.



# MAP Growth in Reading (FA-SP)

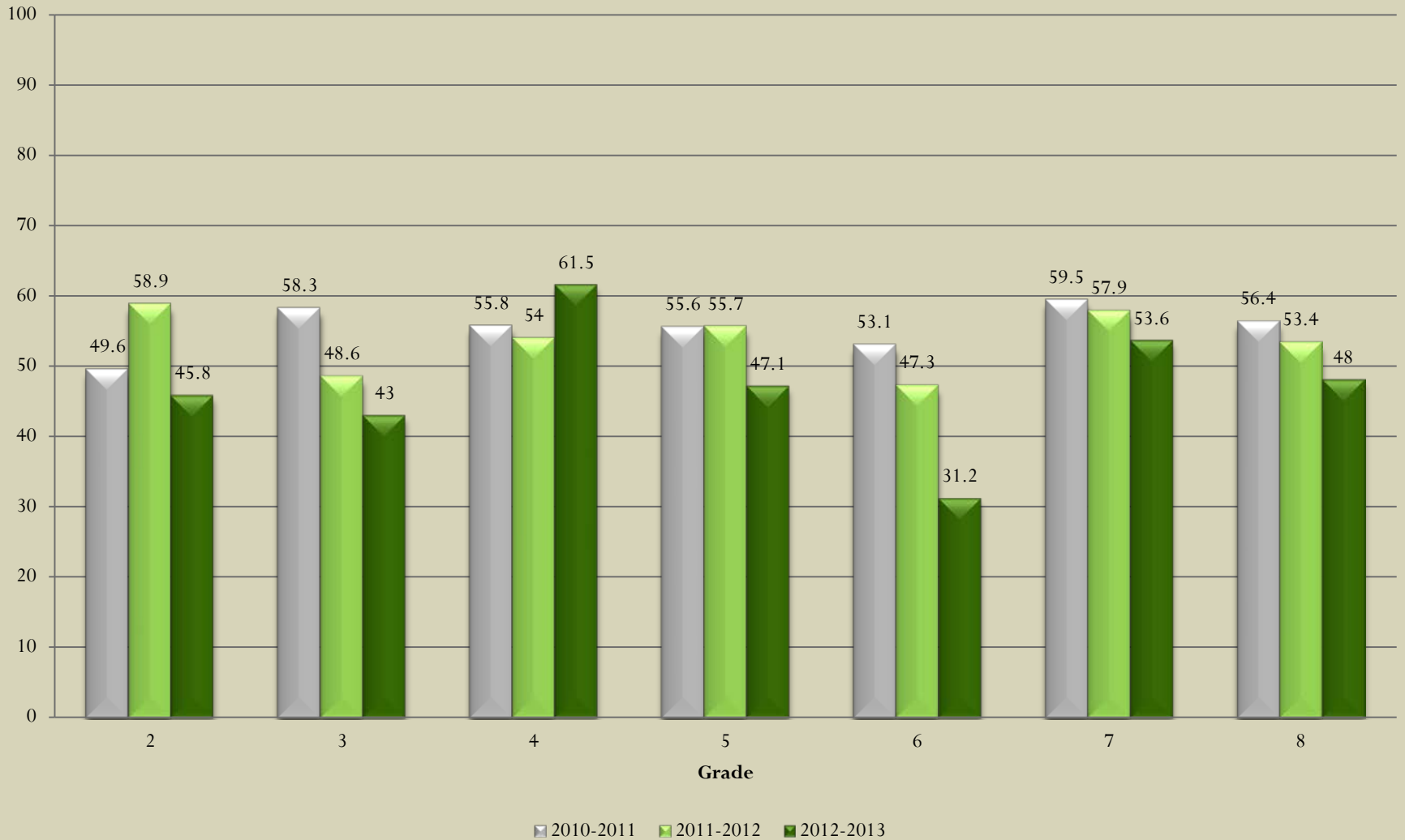
% of students who met their growth target



# Math Growth

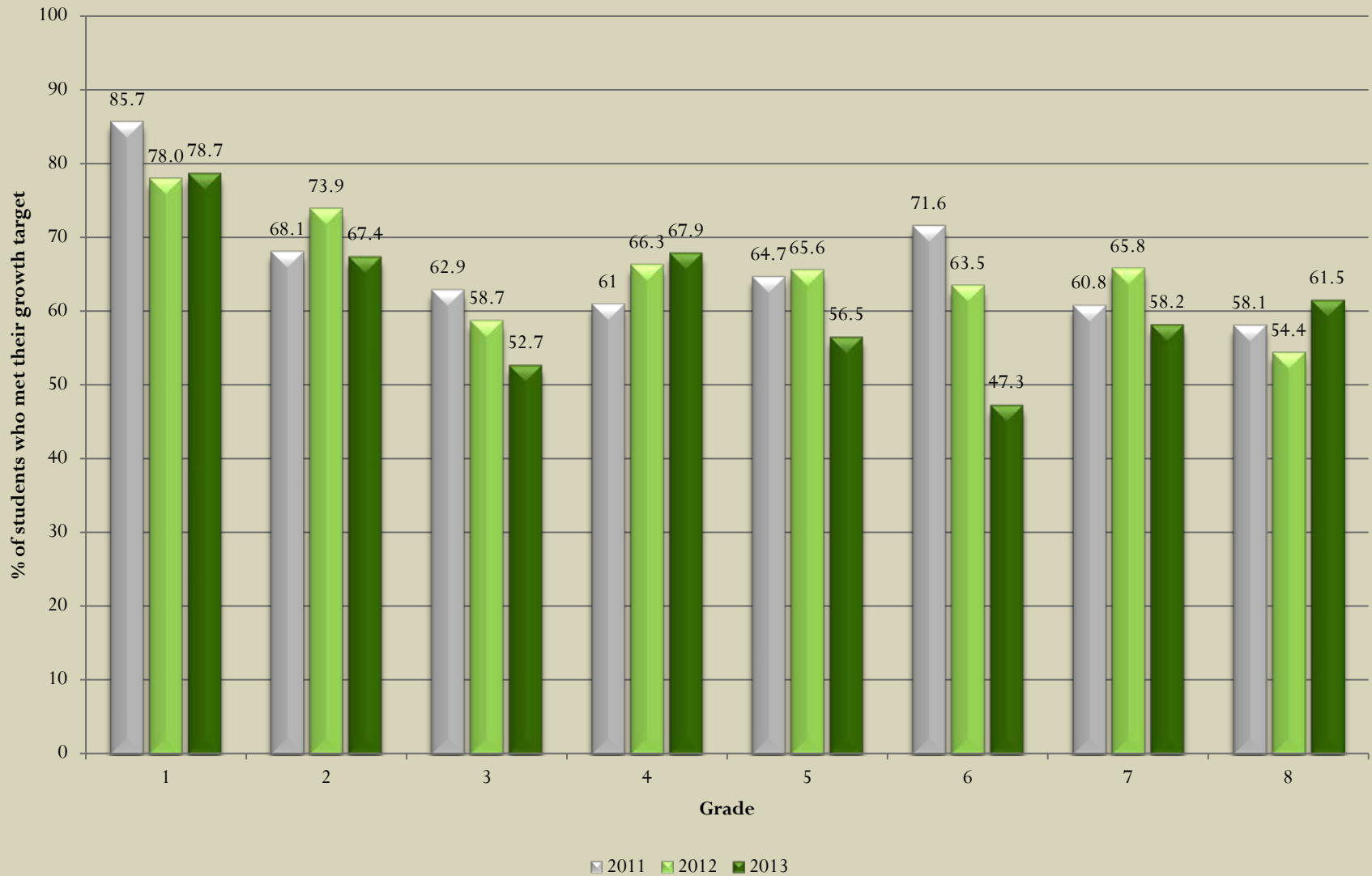
## % of students who met growth target

### Spring to Spring



# MAP Growth in Math (FA-SP)

% of students who met thier growth target



# Fountas and Pinnell End of Year Performance

Teachers assess each child individually starting with the child's current guided reading level. In 2013, teachers allowed more time for the process to better find each child's true level; as a result, student performance in reading shifted higher overall.

Spring 2012						
F&P Level	K	1	2	3	4	5
Number of Students						
Pre A	5	1			1	
A	10	3				
B	45	2	1		1	
C	75					
D	93		2			1
E	44	8	1	1	1	
F	25	8	4		2	
G	49	15	6	0	3	
H	4	9		1	1	
I	3	58	4	1		
J	1	68	7	2	2	1
K	3	40	12	1	1	
L		35	12	5	5	1
M		98	58	6	6	
N	3		43	15	3	2
O			59	22	3	2
P			183	43	7	1
Q			1	61	4	4
R				91	24	6
S				167	48	7
T			1		64	14
U					73	20
V					111	30
W					1	50
X						61
Y						26
Z						153

Spring 2013						
F&P Level	K	1	2	3	4	5
Number of Students						
Pre A	8	2				
A	8		1			
B	26	2	1	1	1	
C	54	1	3	1		
D	112	6	3			
E	64	4	3			
F	19	5	1			
G	18	19	2			
H	7	16	3	1		
I	1	32	5	2	1	
J	6	71	12	3		
K	4	52	10	1	1	
L	3	26	21	6	1	1
M	1	39	52	12	2	1
N	3	28	66	14	3	1
O		10	37	16	4	2
P	1	4	51	37	4	4
Q		10	32	43	10	5
R		5	14	66	22	5
S			16	70	46	6
T			12	38	65	13
U		1	8	32	93	16
V			1	13	55	31
W				10	27	24
X				6	21	22
Y				1	15	33
Z				2	9	137

Shaded area represent District 41 End-of-Year Expectation

# Fountas and Pinnell End of Year Performance

Spring 2012

F&P Level	K	1	2	3	4	5
<i>Percentage of Students</i>						
Pre A	1%	0%			0%	
A	3%	1%				
B	13%	1%	0%		0%	
C	21%					
D	26%		1%			0%
E	12%	2%	0%	0%	0%	
F	7%	2%	1%		1%	
G	14%	4%	2%		1%	
H	1%	3%		0%	0%	
I	1%	17%	1%	0%		
J	0%	20%	2%	0%	1%	0%
K	1%	12%	3%	0%	0%	
L		10%	3%	1%	1%	0%
M		28%	15%	1%	2%	
N	1%		11%	4%	1%	1%
O			15%	5%	1%	1%
P			46%	10%	2%	0%
Q			0%	15%	1%	1%
R				22%	7%	2%
S				40%	13%	2%
T			0%		18%	4%
U					20%	5%
V					31%	8%
W					0%	13%
X						16%
Y						7%
Z						40%

Spring 2013

F&P Level	K	1	2	3	4	5
<i>Percentage of Students</i>						
Pre A	2%	1%			0%	
A	2%	0%				
B	8%	1%	0%		0%	
C	16%					
D	33%		1%			0%
E	19%	1%	1%	0%	0%	
F	6%	2%	0%		0%	
G	5%	6%	1%		0%	
H	2%	5%		0%	0%	
I	0%	10%	1%	1%		
J	2%	21%	3%	1%	0%	0%
K	1%	16%	3%	0%	0%	
L		8%	6%	2%	0%	0%
M		12%	15%	3%	1%	
N	1%		19%	4%	1%	0%
O			10%	4%	1%	1%
P			14%	10%	1%	1%
Q			9%	11%	3%	2%
R				18%	6%	2%
S				19%	12%	2%
T			3%		17%	4%
U					24%	5%
V					14%	10%
W					7%	8%
X						7%
Y						11%
Z						46%

Shaded area represent District 41 End-of-Year Expectation

# Next Steps

- Continue to use MAP data to further inform instruction
- Expand the use of Compass Learning's Odyssey Program aligned with MAP results for individual students
- Continue implementation of the Common Core Math (common planning template)
- Utilize Common Core District Common Pre/Post Assessments in Math
- Continue implementation of literacy modules in grades 2 – 8 aligned to PARCC Content Frameworks
- Utilize Common Core District Common Assessments in literacy
- Deconstruct the Next Generation Science Standards (NGSS) and unit planning. Plan to begin implementing 2014/2105
- Utilize an online student self-assessment survey tool for our District Learner Characteristics
- Monitoring information from PARCC in anticipation of the new assessment