

Office of the Assistant Superintendent for Learning
Bloomington School District 13

DATE: August 17, 2018

TO: Board of Education
Bloomington School District 13

FROM: Evonne Waugh, Ph.D., Assistant Superintendent for Learning

SUBJECT: Executive Summary of the 2017 – 2018 District 13 ECRA Growth Summary Report

Introduction

In the interest of regularly reporting to the Board of Education on the topic of student academic growth, presentations are provided by the Assistant Superintendent for Learning to the Board of Education on data pertaining to student achievement based on results of district standardized assessments.

Executive Summary

The purpose of assessing student progress is to monitor student growth and achievement for continuous improvement of teaching and learning. Assessments that measure student growth are important tools to provide administrators with data necessary for school and district level school improvement planning. Teachers use assessment data to make adjustments to instructional planning. The assessments evaluated for the purposes of the 2017 – 2018 ECRA District 13 Spring Growth Report include the Spring MAP Assessment for Math and Reading for grades K-8, and the Spring PARCC for Grades 3-8.

In summary, the following information is provided by the ECRA District 13 Spring Growth Report:

- District Overall Growth: In all subjects assessed (Math, Reading and Writing) students in grades K-5 achieved expected growth and students in grades 6-8 achieved higher than expected growth.
- District Building-Level Growth Summary for Math: Students in all grades (K-8) achieved expected growth in Math.
- District Building-Level Growth Summary for Reading: Students at DuJardin and Erickson (grades K-5) achieved expected growth in Reading; Students at Westfield (grades 6-8) achieved higher than expected growth in Reading.
- District Building-Level Growth Summary for Writing: Data reported for Writing is from the PARCC subtest for Writing administered to students in grades 3-8. Students at DuJardin (grades 3-5) achieved lower than expected growth, which may be partly attributed to the implementation of the new ReadyGEN reading program. Students at Erickson (grades 3-5) achieved expected growth in the area of Writing. Students at Westfield (grades 6-8) achieved higher than expected growth in Writing.

Building administrators share the data from the ECRA Spring Growth Report with School Improvement and Grade-level/Department teams for further analysis for instructional improvement.

Opportunities for questions and discussion will follow the presentation of the ECRA Growth Summary Report.