District 90 Student Assessment Overview

November 7 , 2017

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River Forest Public Schools

D90 Assessment Philosophy

"District 90 is committed to a balanced approach to assessment to ensure educational excellence for every child. This careful balance of instruction and assessment facilitates instructional decision-making to support the growth and achievement for all learners."

"To inspire a love of learning and ensure educational excellence for every child"

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District 90 Vision for Equity

"To ensure that every student feels empowered to achieve to his or her full potential, we commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity."

Goals of Presentation

- Discuss purpose and types of assessment
- Provide overview of D90 assessment portfolio
- Review Partnership Assessment for Readiness for College and Careers (PARCC)
- Review Measures of Academic Progress (MAP)
- Identify strengths
- Target areas for growth

What is the Purpose of Assessment in D90?

- Supports consistency and alignment of curriculum
- Facilitates instructional decision-making
- Provides platform for progress monitoring
- Informs student placement grades 4 - 8
- Facilitates communication with parents and families

Formative and Summative Assessment

Formative assessment is ongoing, (formal or informal) intended to monitor student learning in order to provide feedback to improve teaching and student learning.

Summative assessment evaluates student learning at the end of an instructional unit against a standard or a benchmark.

Source: EdWeek

What is student growth versus student achievement?

Growth measures how students progress over time.

Achievement measures a single point in time that evaluates how well a student performs against a standard.

Assessments Required By State of Illinois

Assessment	Purpose	Grades
Kindergarten Individual Development Survey (KIDS)	Observational tool designed to help teachers assess developmental readiness of entering kindergarten students	K
Partnership Assessment for Readiness for College and Careers (PARCC)	Measure of the Illinois Learning Standards intended to support college and career readiness for Math and ELA	3 - 8
Illinois Science Assessment (ISA)	Measure of the Illinois Learning Standards intended to support The Next Generation Science Standards	5 & 8
ACCESS for English Learners (EL)	Measure of student progress in acquiring academic English	1 - 8
Dynamic Learning Maps-Alternative Assessment (DLM-AA)	Alternative to PARCC assessment administered to students with acute learning differences	3 - 8
FitnessGram	Assessment of aerobic capacity, muscular strength, flexibility and endurance	5 & 7

Time Allocated: State Assessments

Assessment	Time Allocated	Grades
Kindergarten Individual Developmental Survey (KIDS)	14 day window for teachers to collect observational data and enter into KIDSTech system	K
Partnership Assessment for Readiness for College and Careers (PARCC)	Grade 3: 8.25 hours Grades 4-5: 8.50 hours Grades 6-8: 9.20 hours	3 - 8
Illinois Science Assessment (ISA)	Grade 5: 38 minutes Grade 8: 40 minutes	5 & 8
ACCESS for English Learners (EL)	Listening: 40 minutes Reading : 45 minutes Speaking: 15-35 minutes/student Writing: 35 minutes	1 - 8
Dynamic Learning Maps-Alternative Assessment (DLM-AA)	2 -4 hours per student	3 - 8
FitnessGram	160 minutes (four class periods)	5 & 7

District-Level Assessments

Assessment	Purpose	Grades
Ages and Stages Questionnaire (ASQ)	Parent-completed developmental and social-emotional screener	K
Measures of Academic Progress (MAP)	Adaptive assessment that monitors student growth in math and reading over time	2 - 8
AIMSweb Plus	Universal screener for Multi-Tiered System of Support (MTSS); progress monitoring for math and reading	K-6
Fountas and Pinnell Benchmark Assessment Systems	1:1 reading assessment utilized to determine students' individual independent and instructional reading level	K-5
CogAT	Utilized for student placement grades 3 & 4 for math; grades 5-8 for math and reading	3 - 8

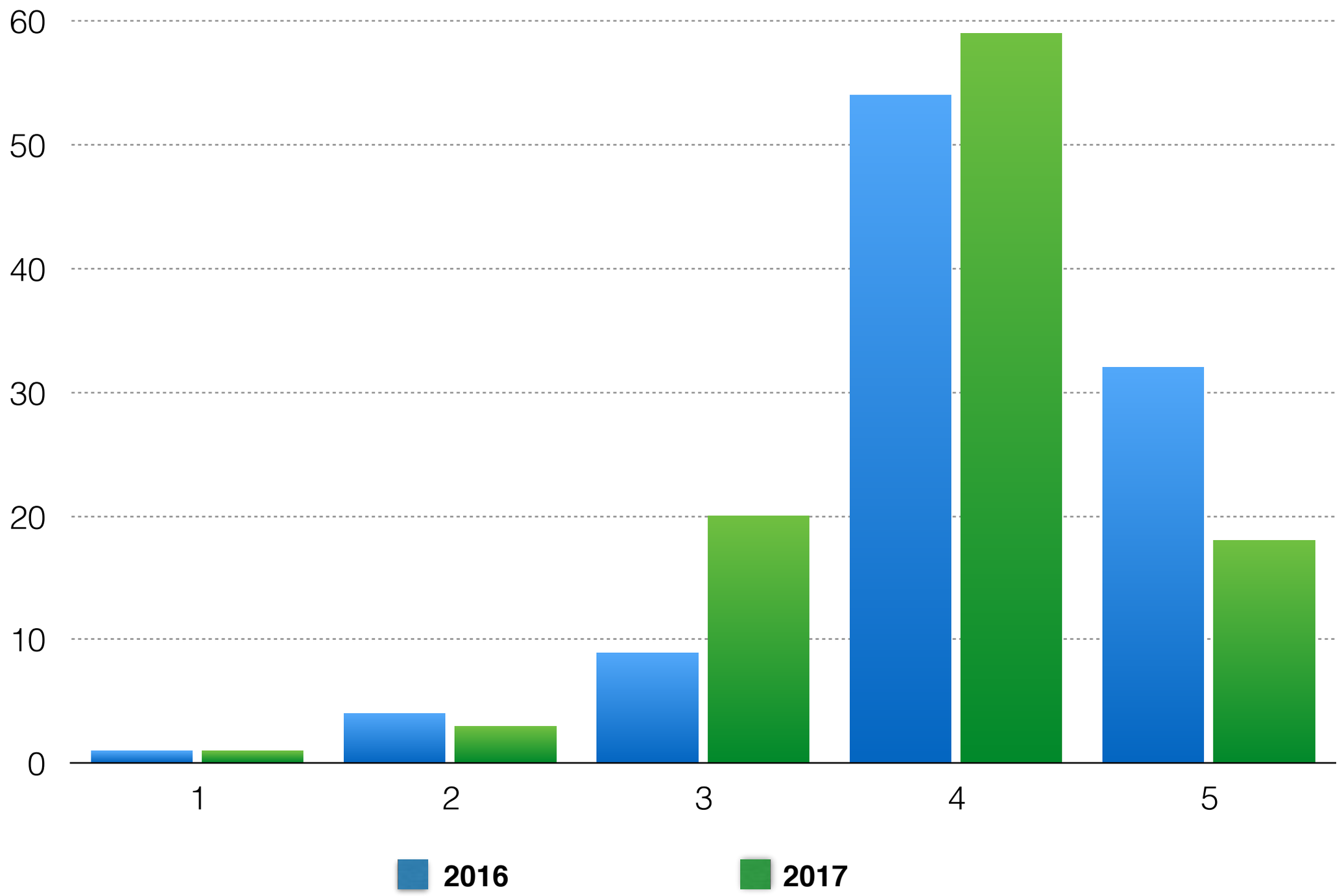
Time Allocated: District Assessments

Assessment	Time Allocated	Grades
Measures of Academic Progress (MAP) Benchmark two times/year	Untimed: typical student completes each assessment in under 60 minutes	2 - 8
AIMSweb Plus Benchmark three times/year and progress monitoring	Untimed: average time spent K-1: 30-40 minutes 2-4: 70-120 minutes 5-8: 60-120 minutes	K-8
Fountas and Pinnell Benchmarking System Administered two times/year	Approximately 20 minutes/student	K-4
CogAT*	45-50 minutes	3 - 8

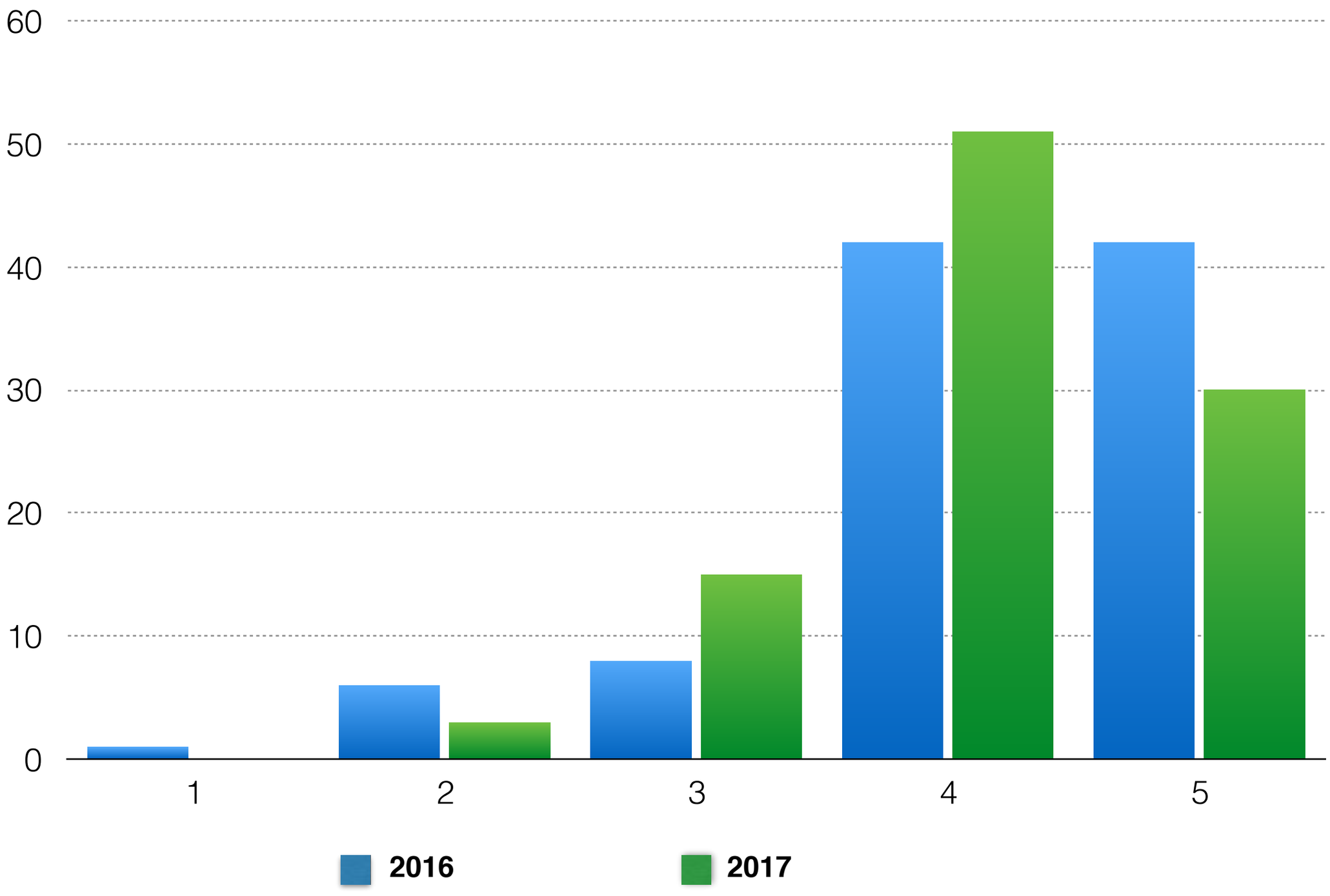
Considerations

- Different cohort groups limit ability to view data comparatively by grade
- Cohort size/composition varying from year to year can result in data volatility
- Results are a snapshot of a single point in time
- Results for cohort groups should be analyzed across multiple years to view longer-term trends

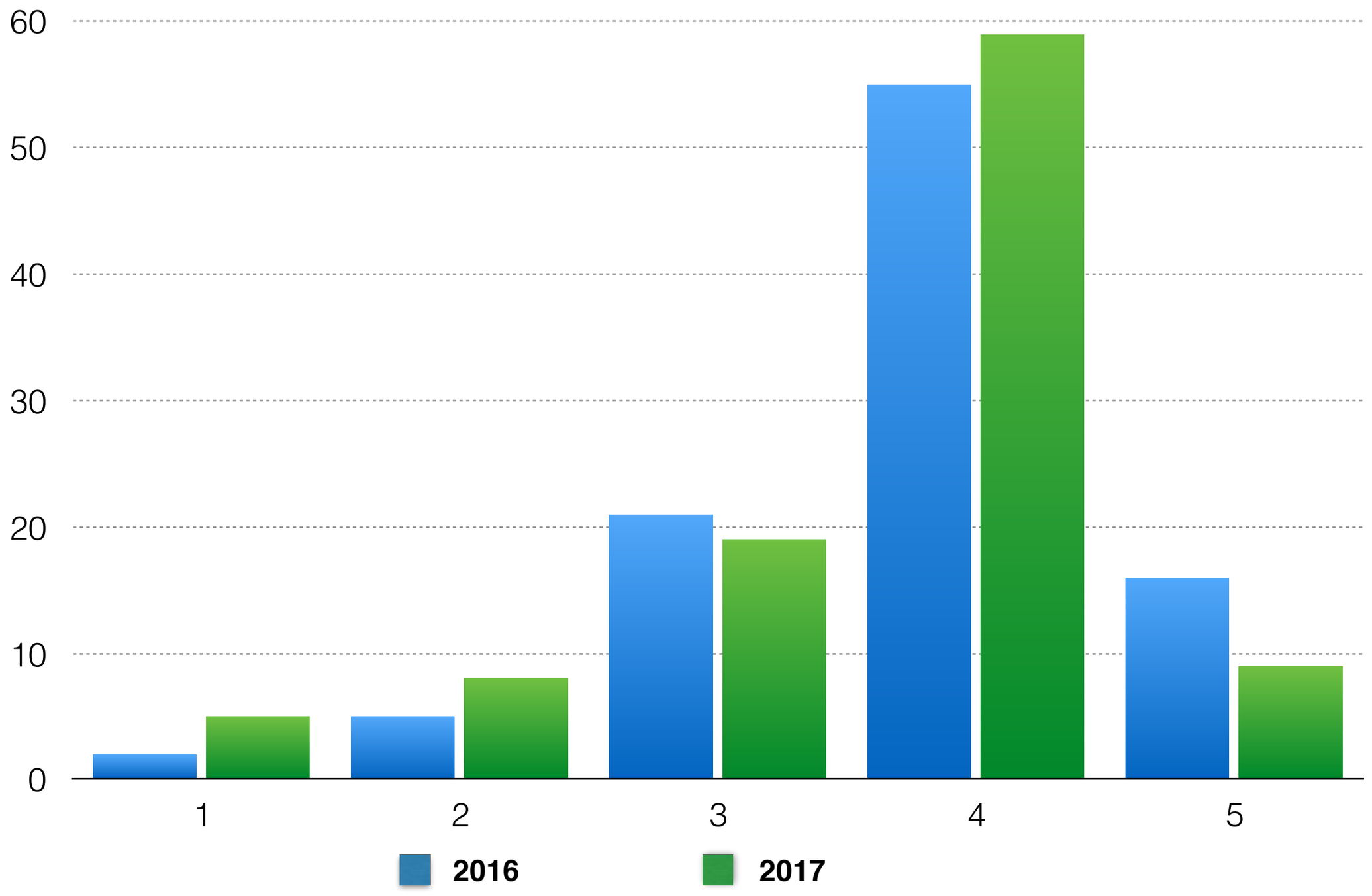
2016-2017 PARCC ELA: Grade 3 Percent of Students at Each Performance Level



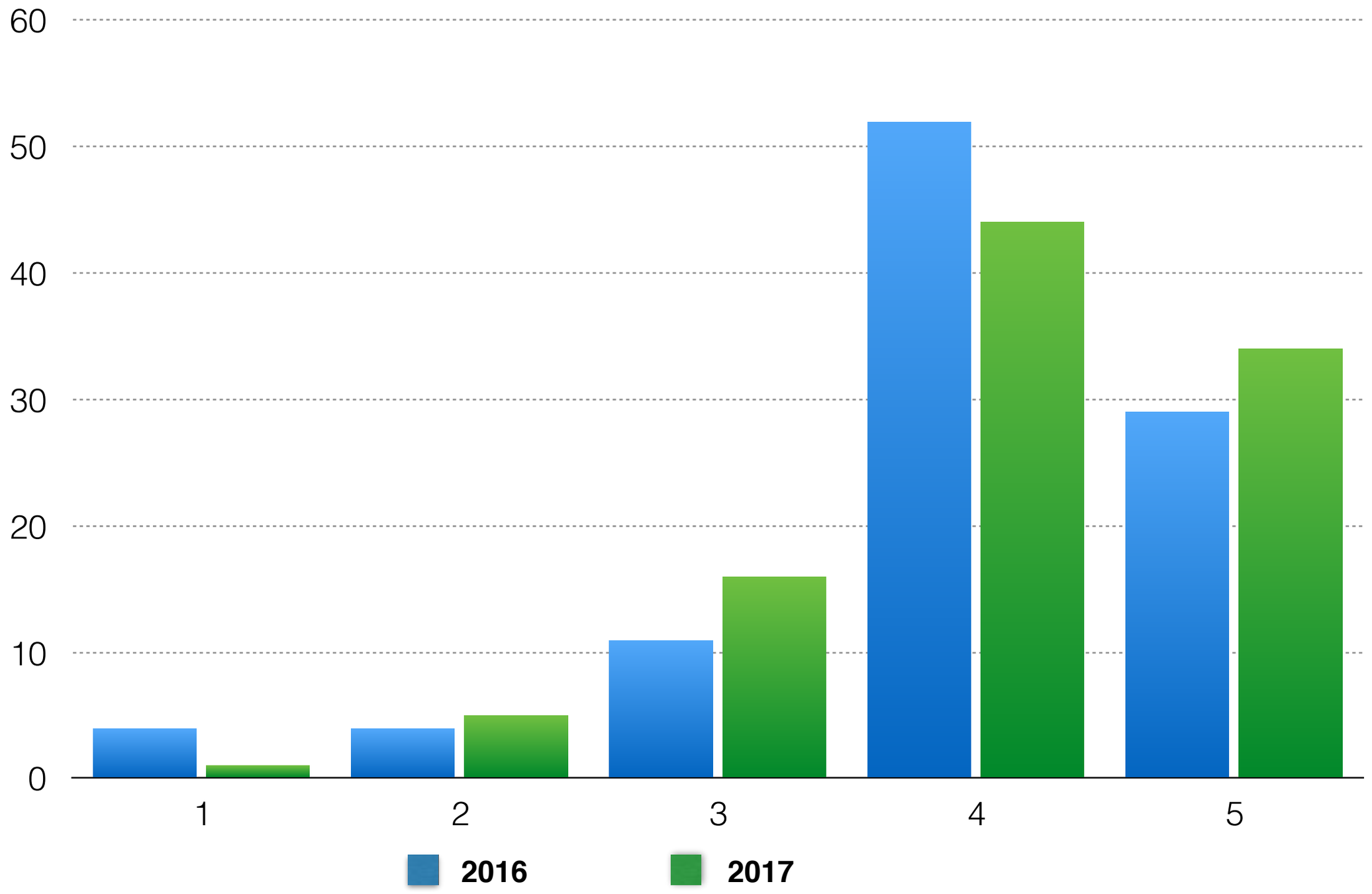
2016-2017 PARCC ELA: Grade 4 Percent of Students at Each Performance Level



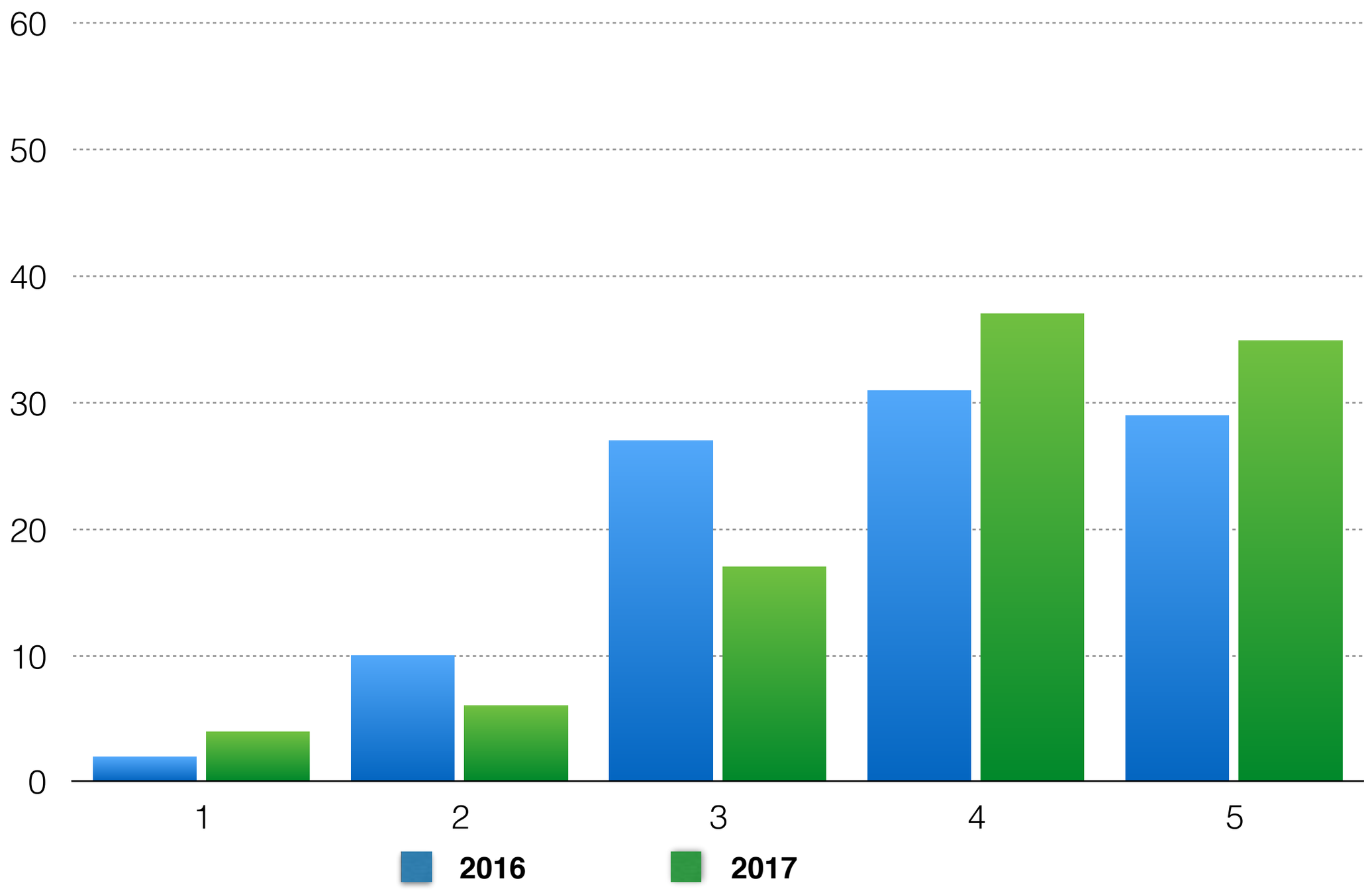
2016-2017 PARCC ELA: Grade 5 Percent of Students at Each Performance Level



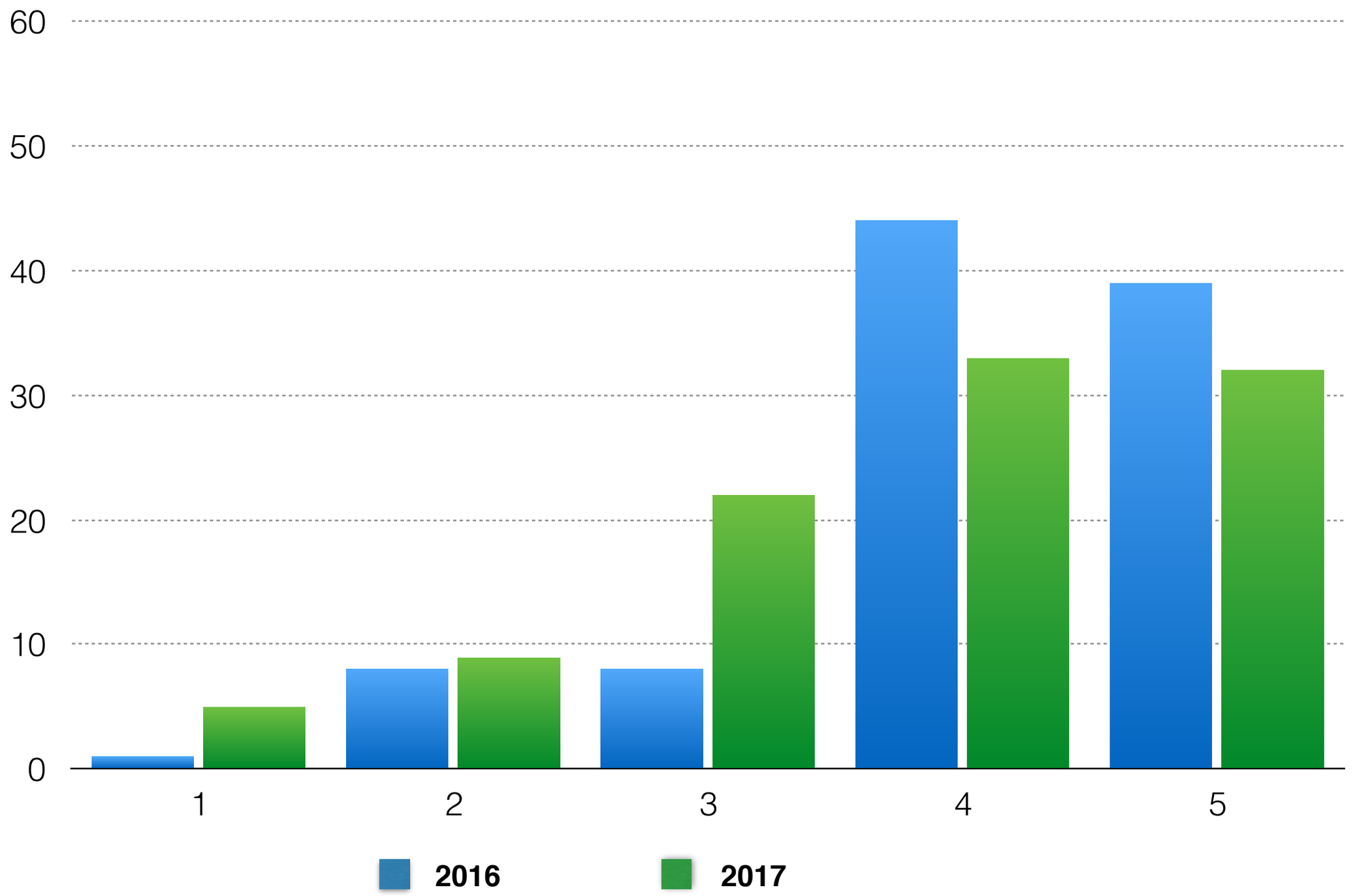
2016-2017 PARCC ELA: Grade 6 Percent of Students at Each Performance Level



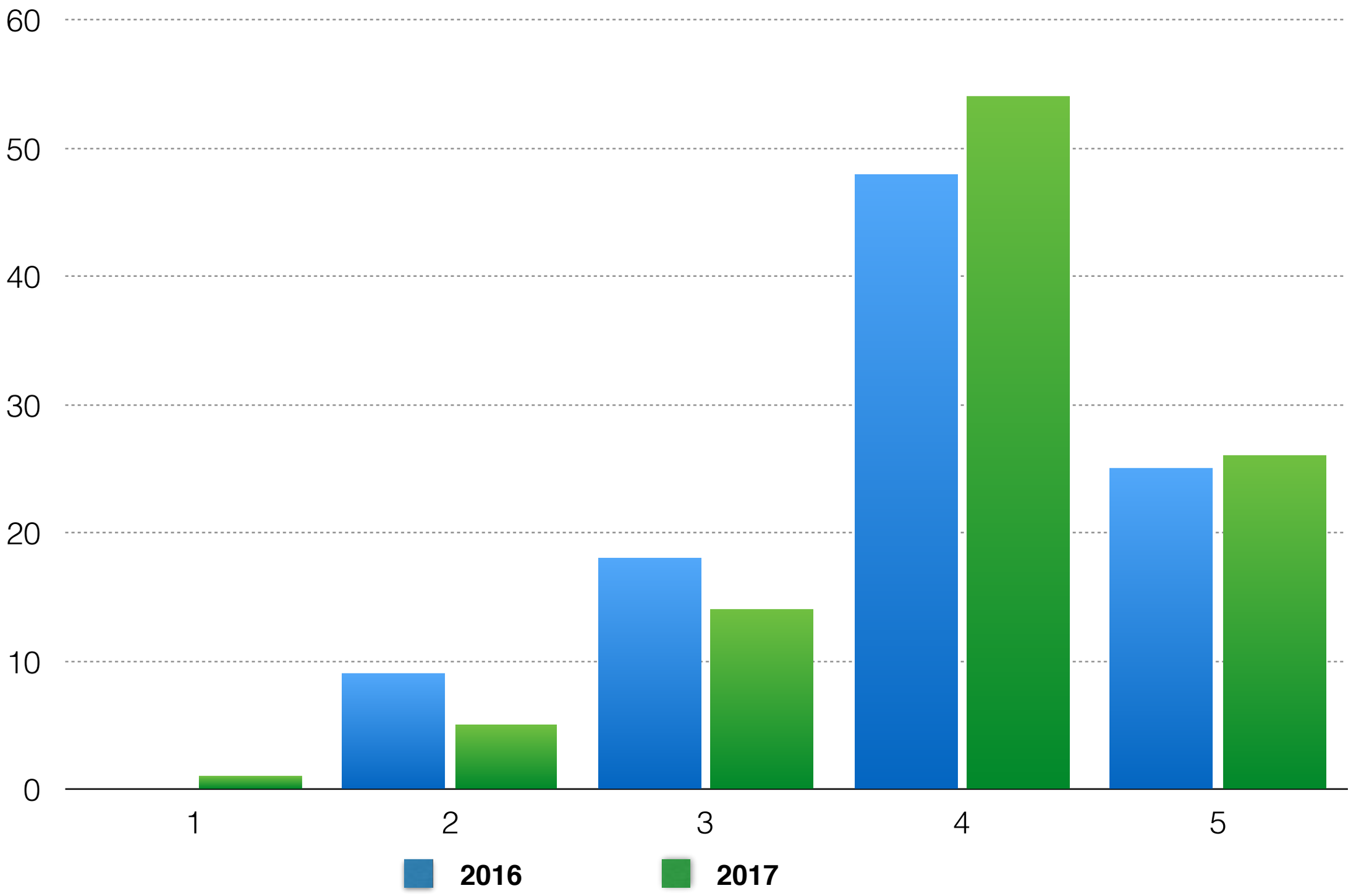
2016-2017 PARCC ELA: Grade 7 Percent of Students at Each Performance Level



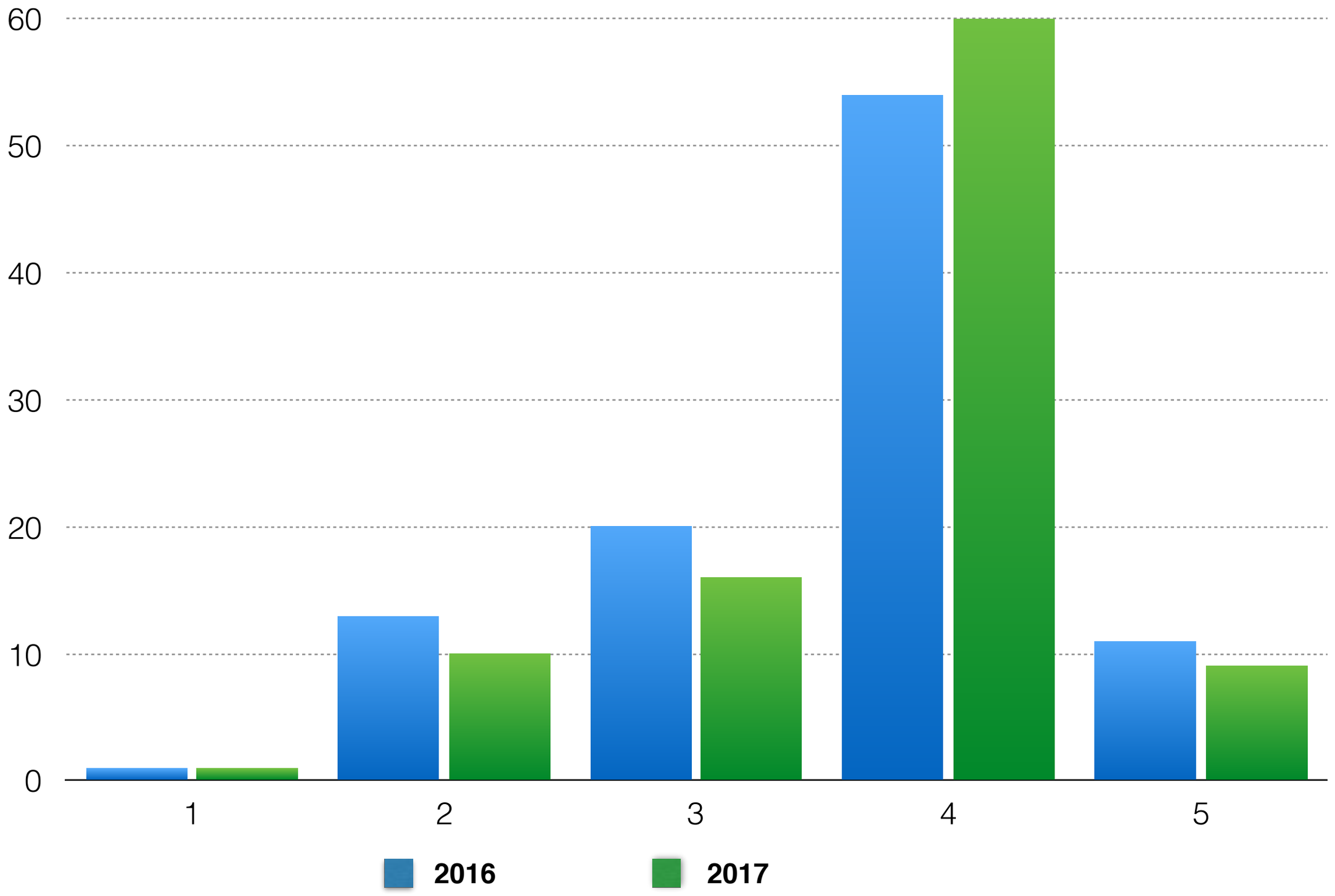
2016-2017 PARCC ELA: Grade 8 Percent of Students at Each Performance Level



2016-2017 PARCC Math: Grade 3 Percent of Students at Each Performance Level



2016-2017 PARCC Math: Grade 4 Percent of Students at Each Performance Level



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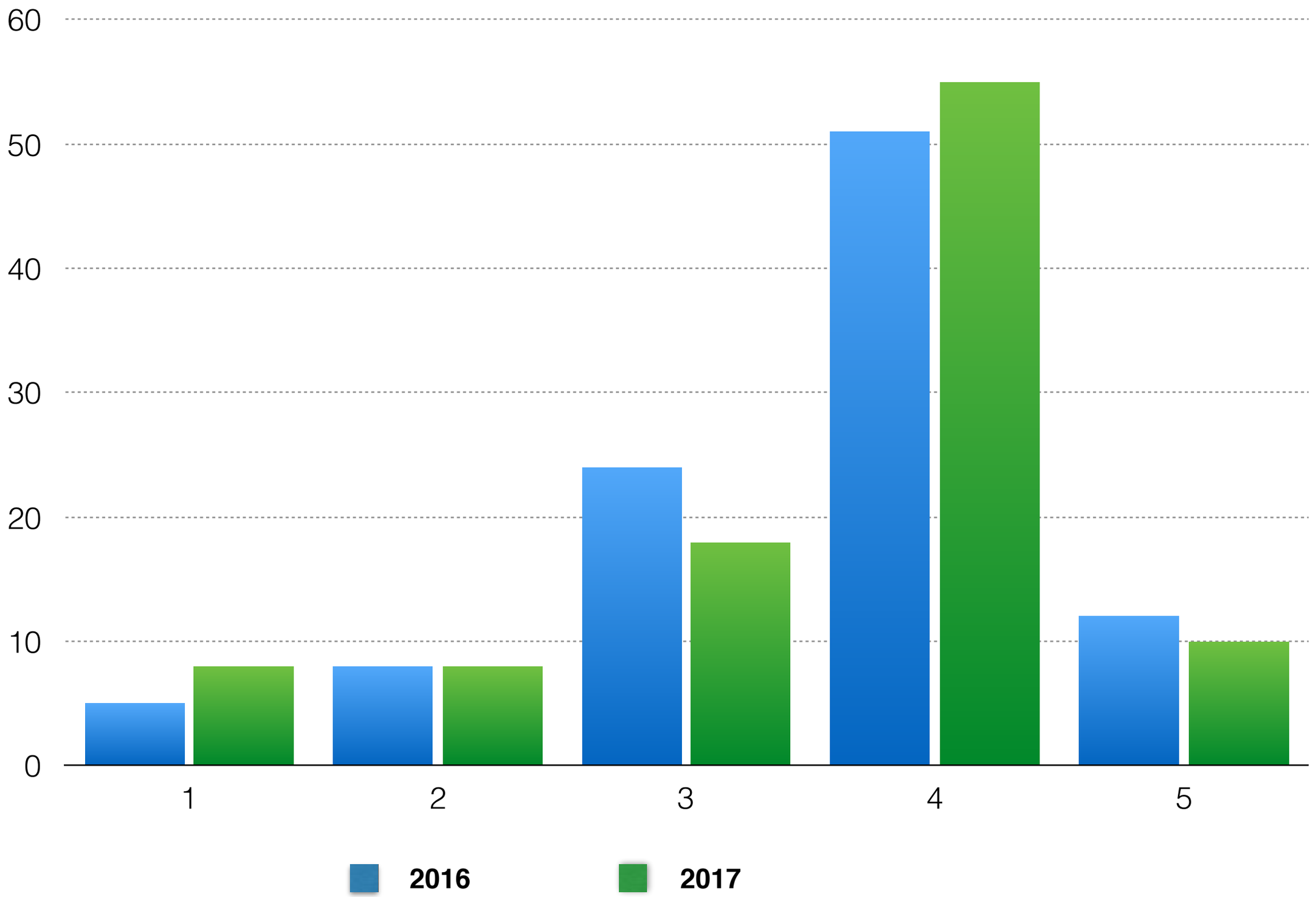

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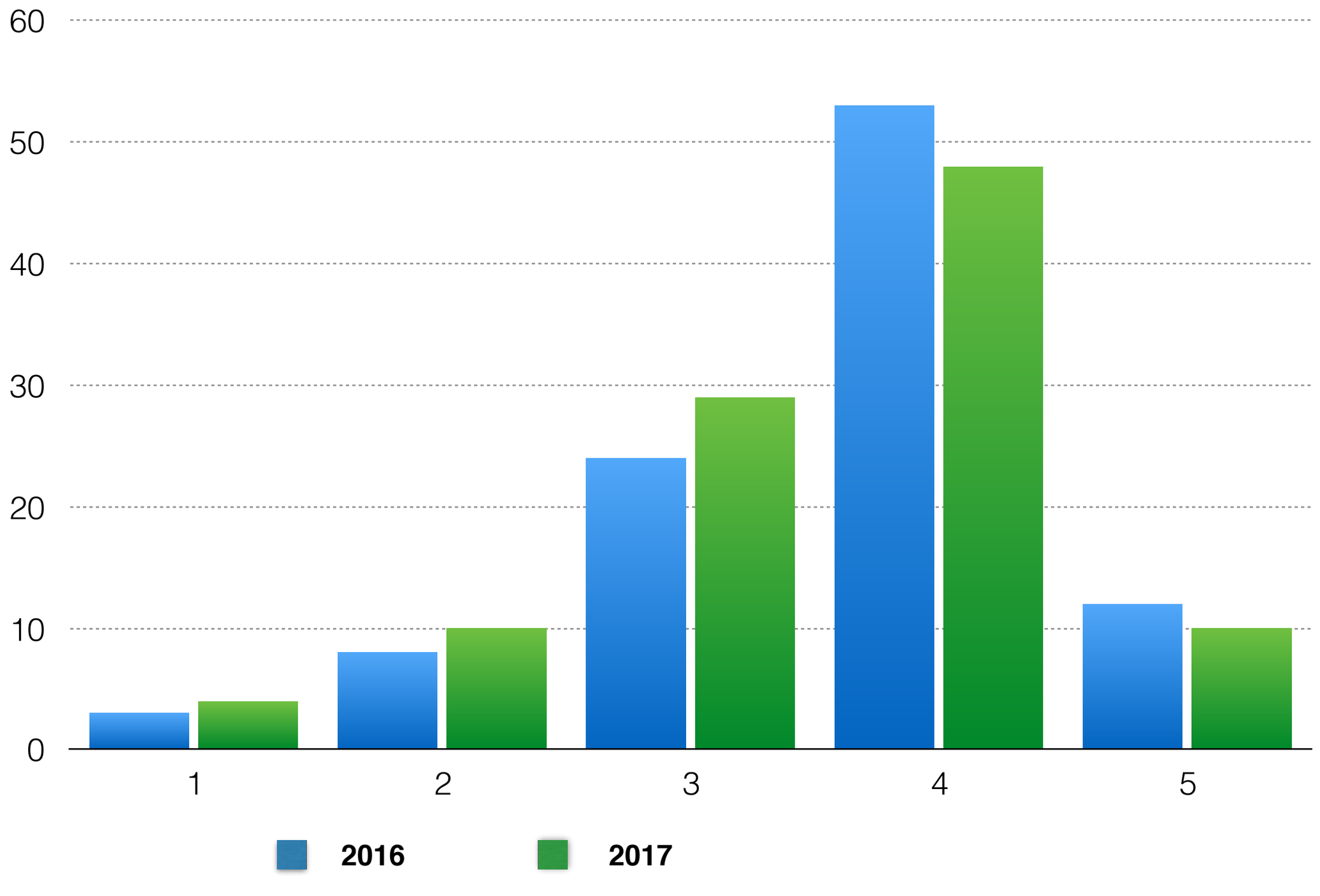

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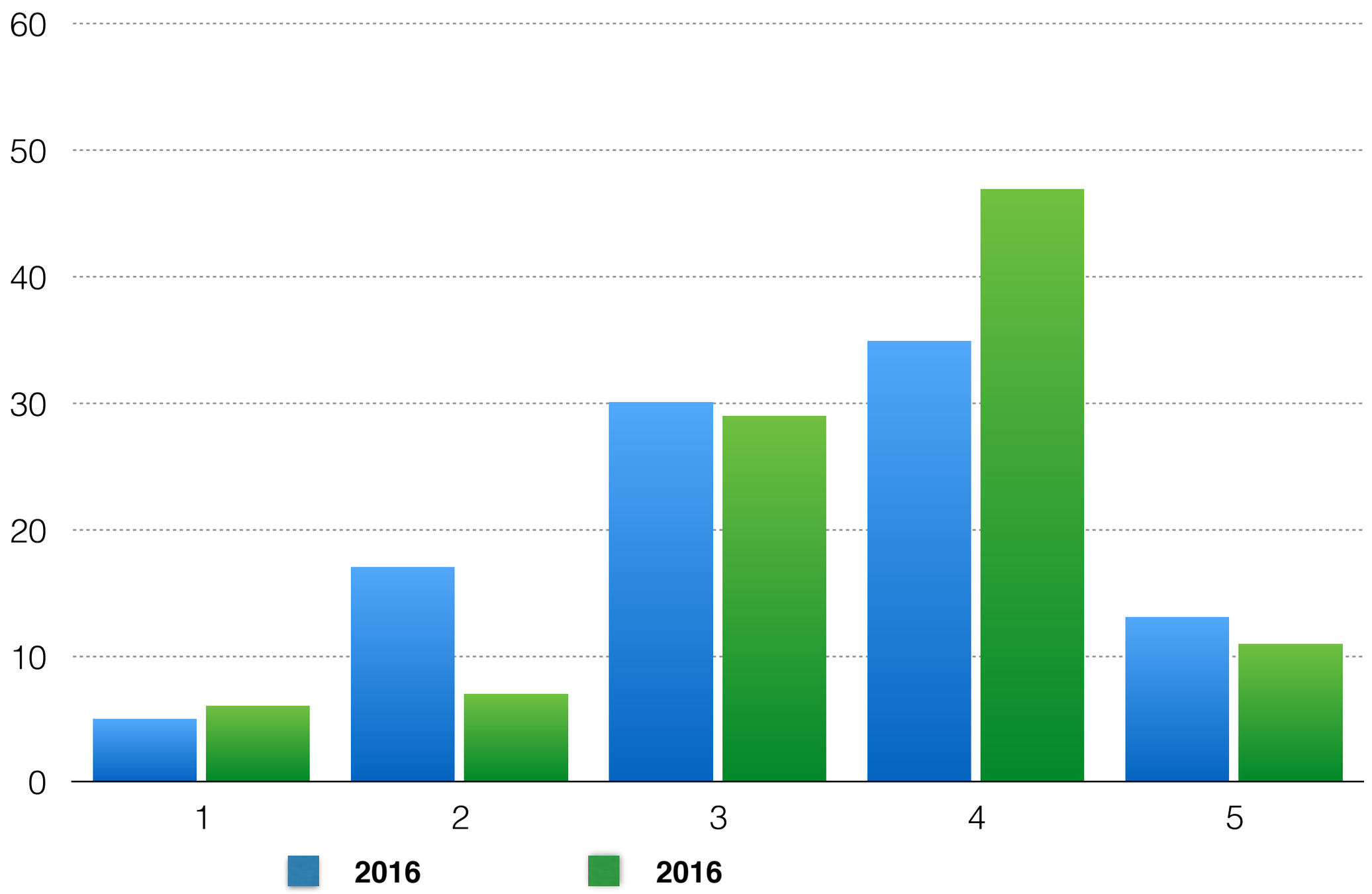

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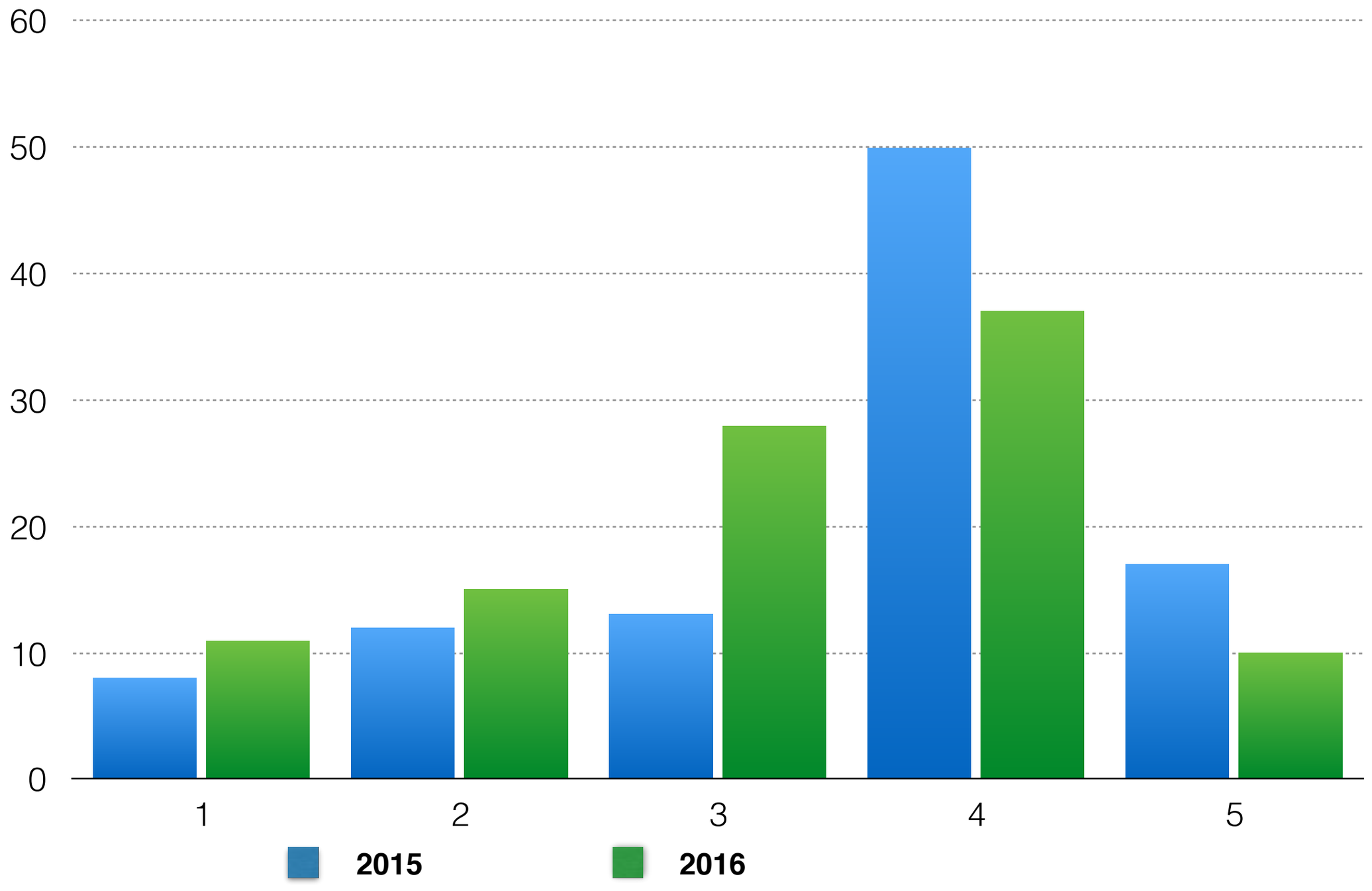
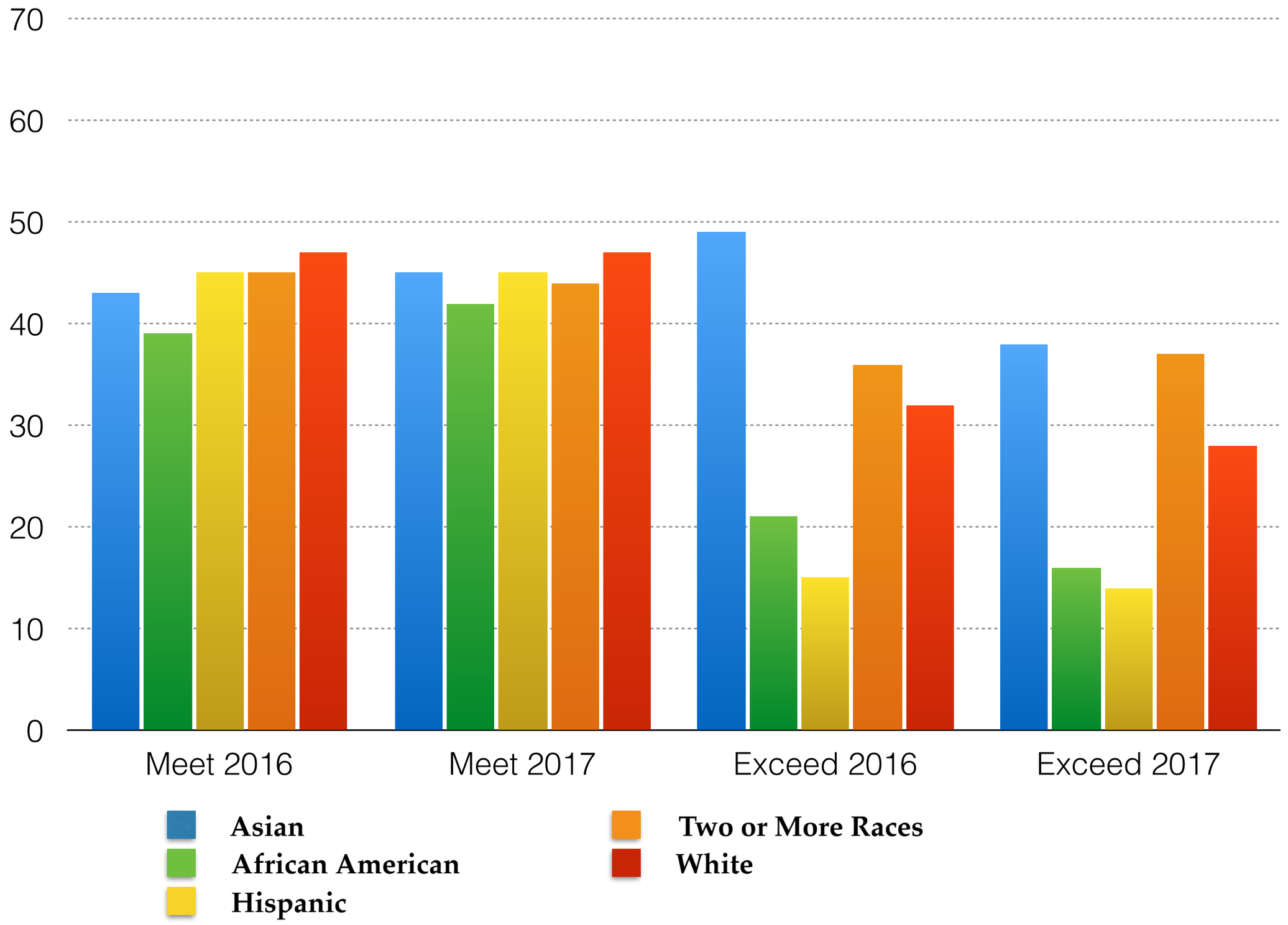


2016-2017 PARCC ELA: Percent of Students Meet or Exceed by Ethnicity



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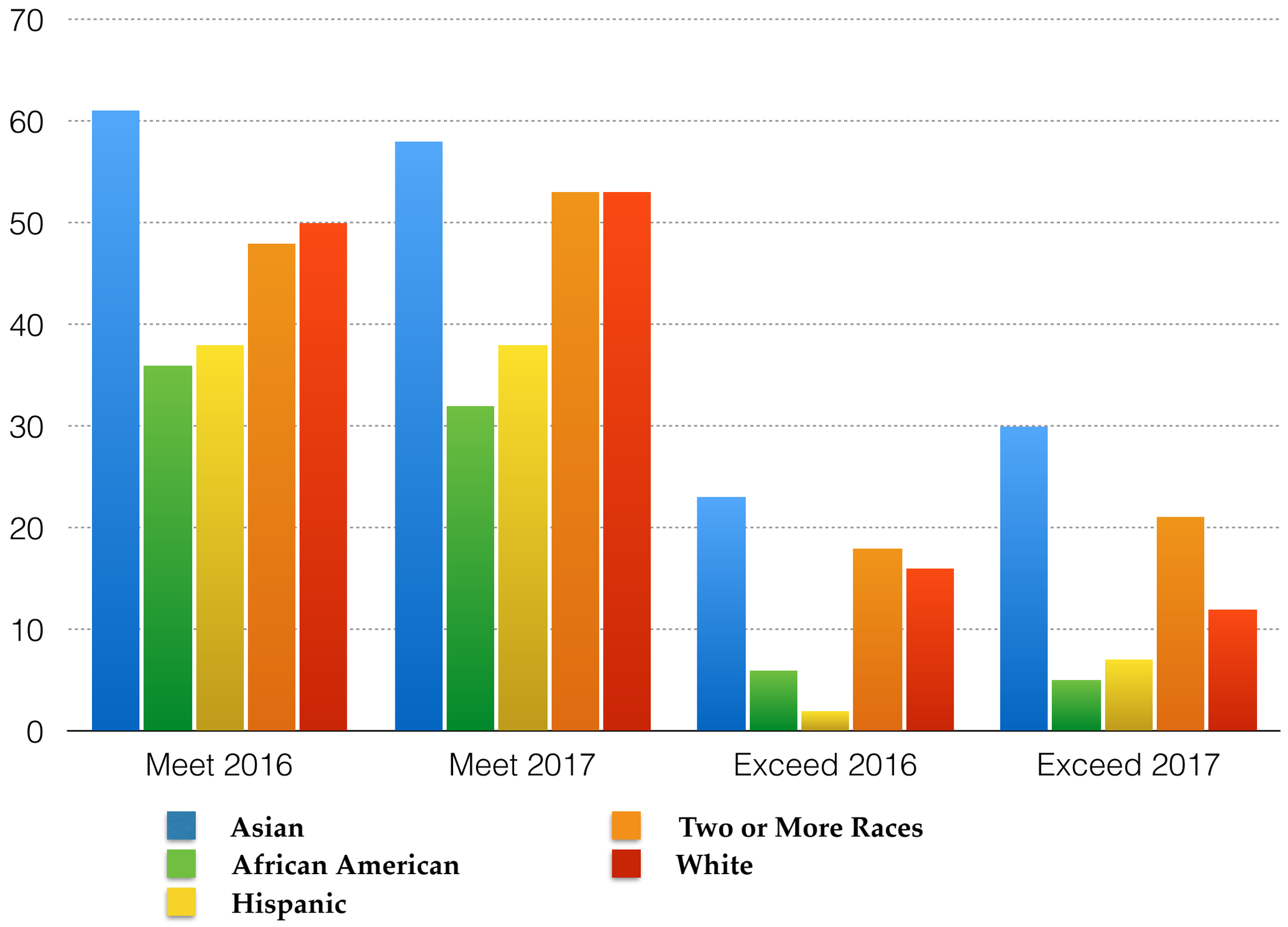


Conclusions: PARCC

English Language Arts

- No significant differences among sub-groups in the meets category
- Exceeds category is stratified across sub-groups

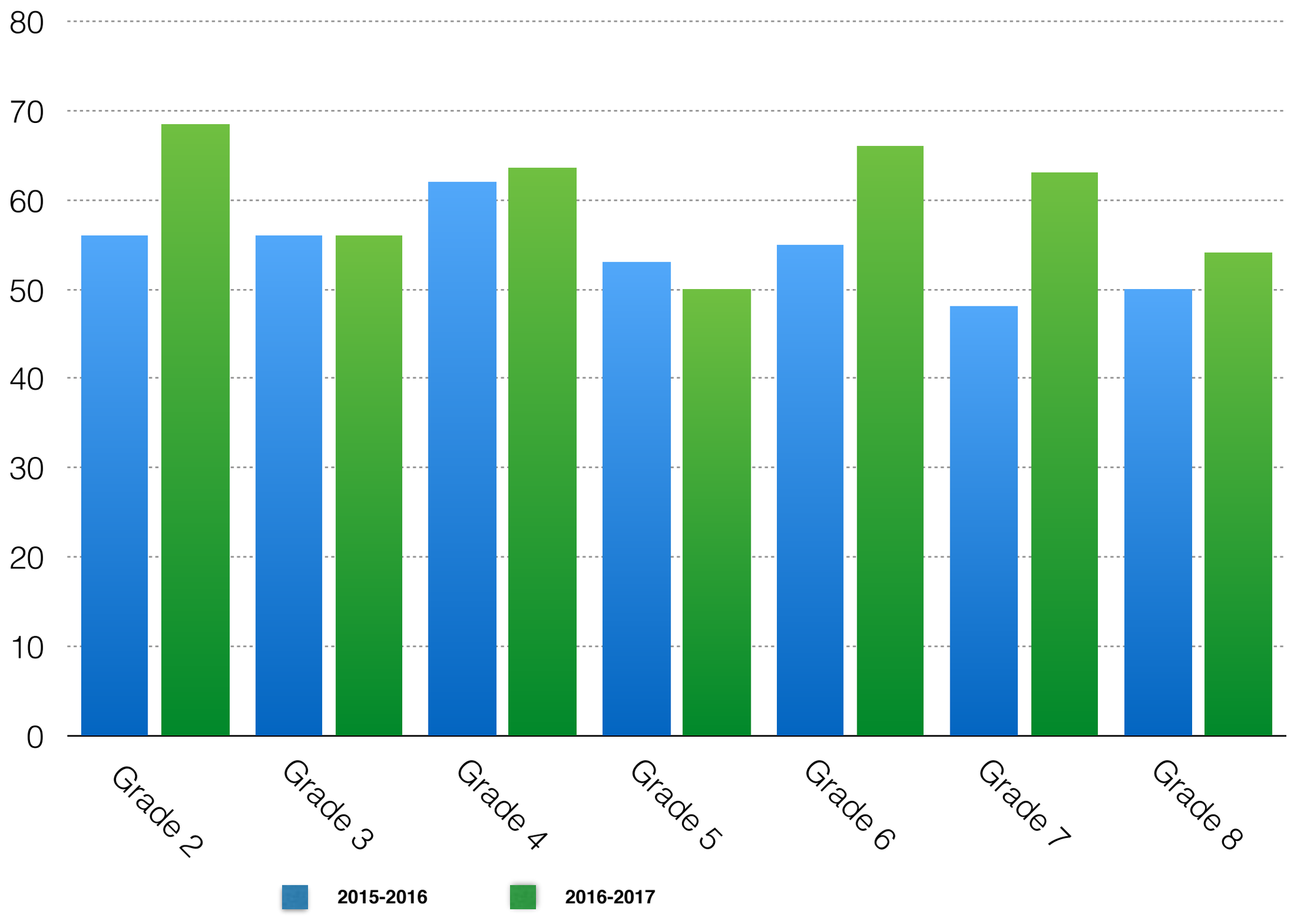
Math

- Increase in Meets/Exceeds for grades 3, 4, 5 & 7
- Meets/Exceeds were highest of last 3 years for grades 3-5
- Meets and Exceed category stratified across sub-groups

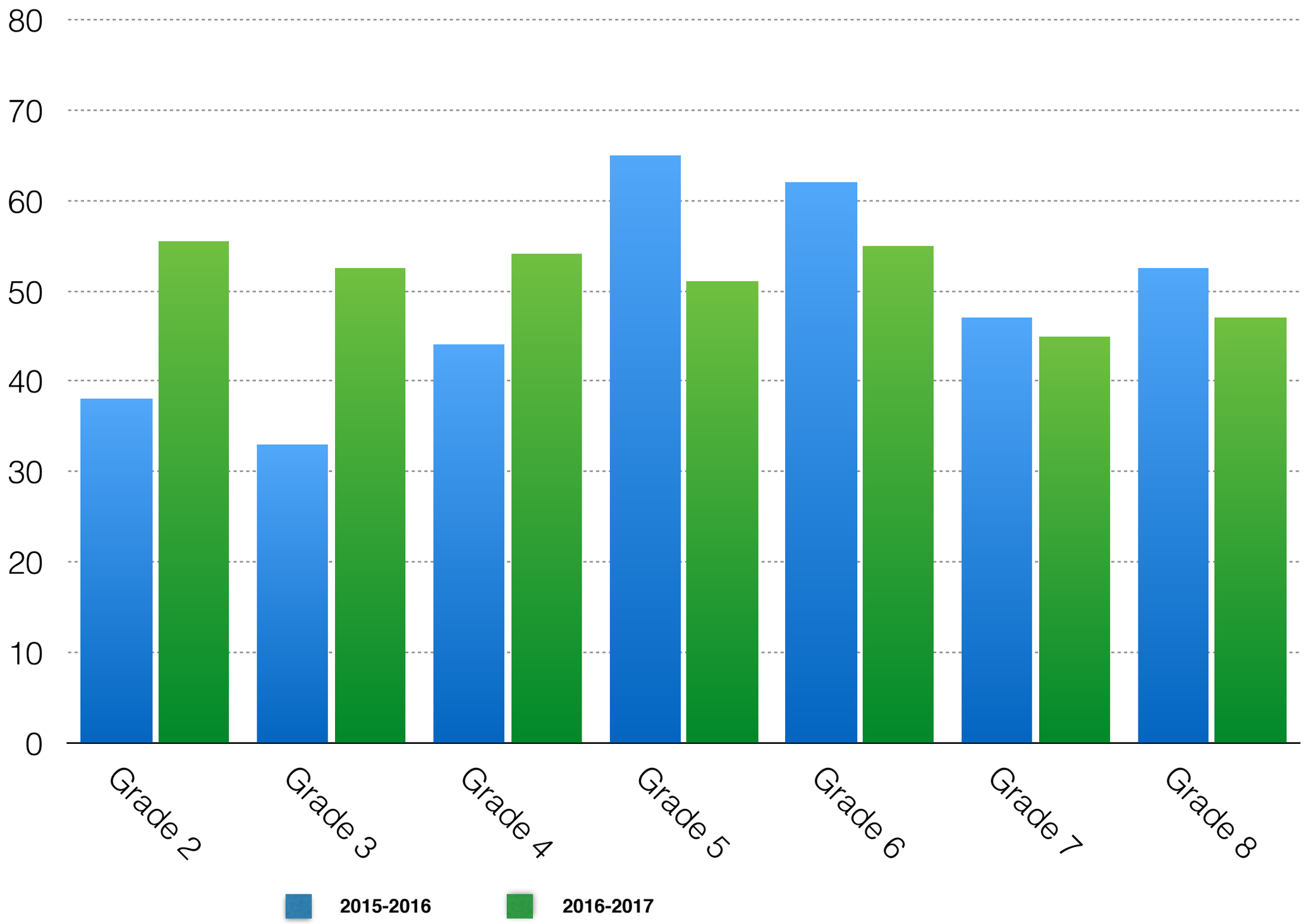
2016-2017 Measures of Academic Progress (MAP)

- Aligned with the Illinois Learning Standards for math and English language arts (ELA)
- Adapted to the individual students taking assessment
- Designed to track student growth over time
- Intended to be a snapshot of current student performance, not an evaluation of courses

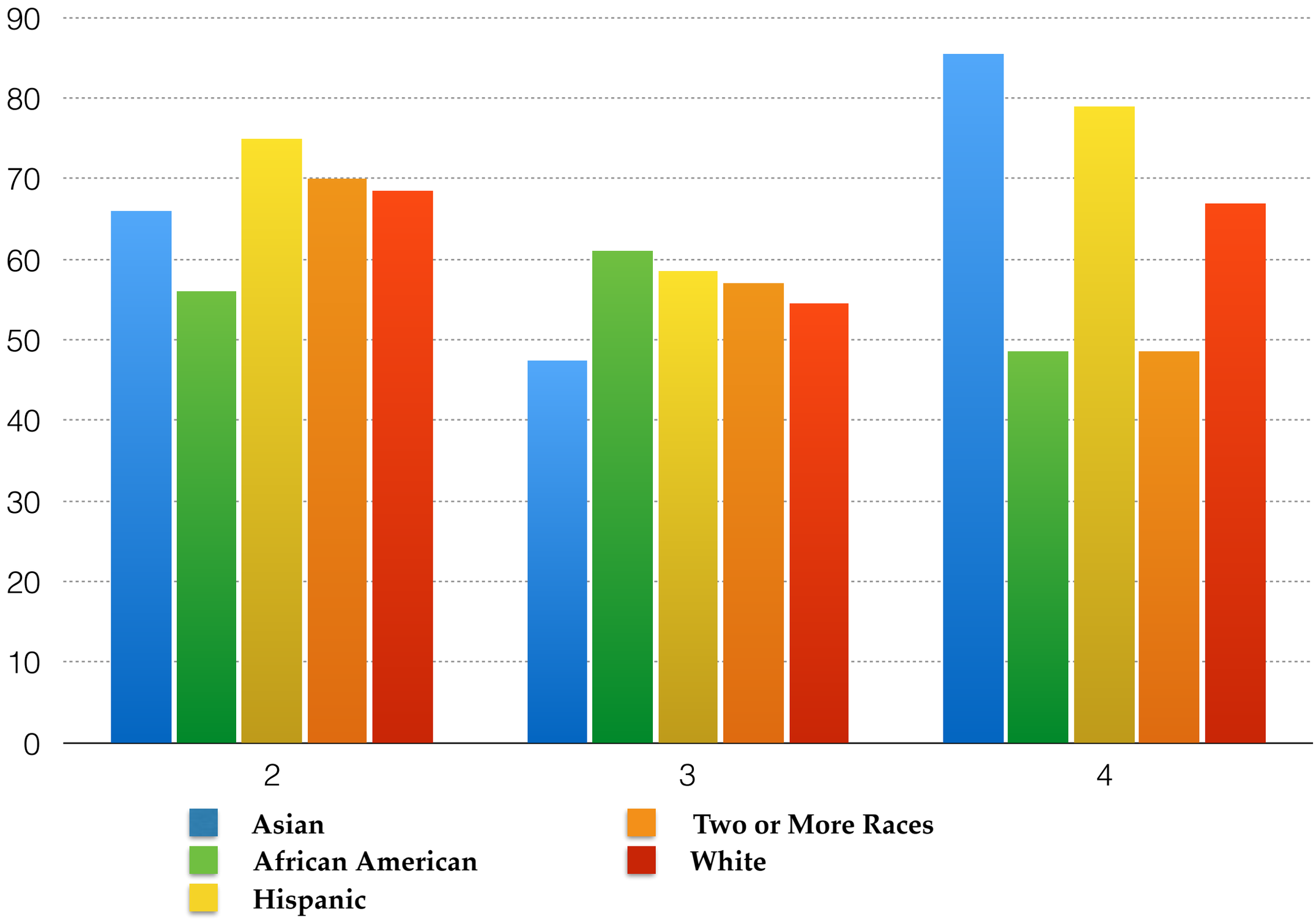
2015-2017 MAP Reading Fall-Spring Median Conditional Growth Percentile



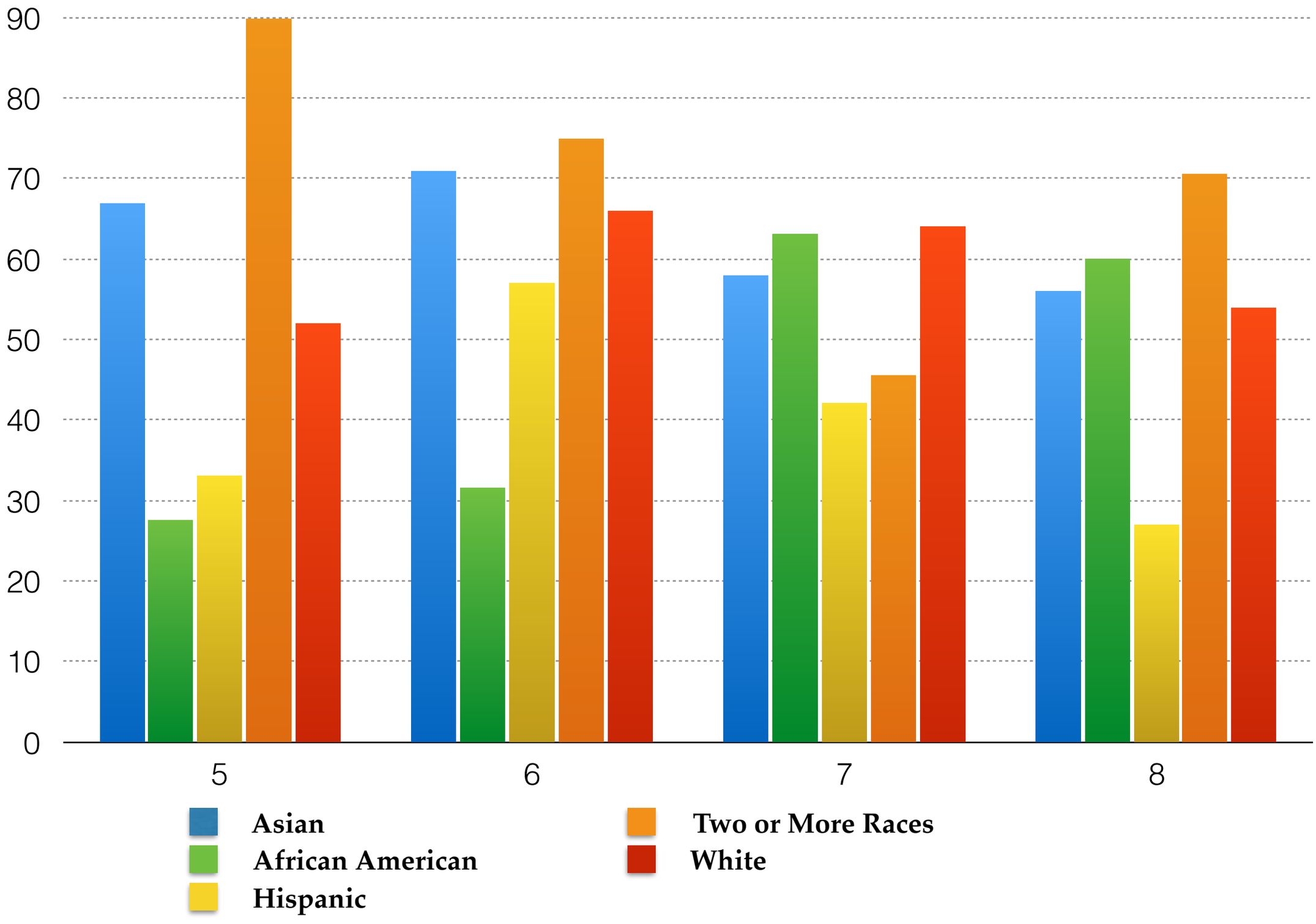
2015-2017 MAP Math Fall-Spring Median Conditional Growth Percentile



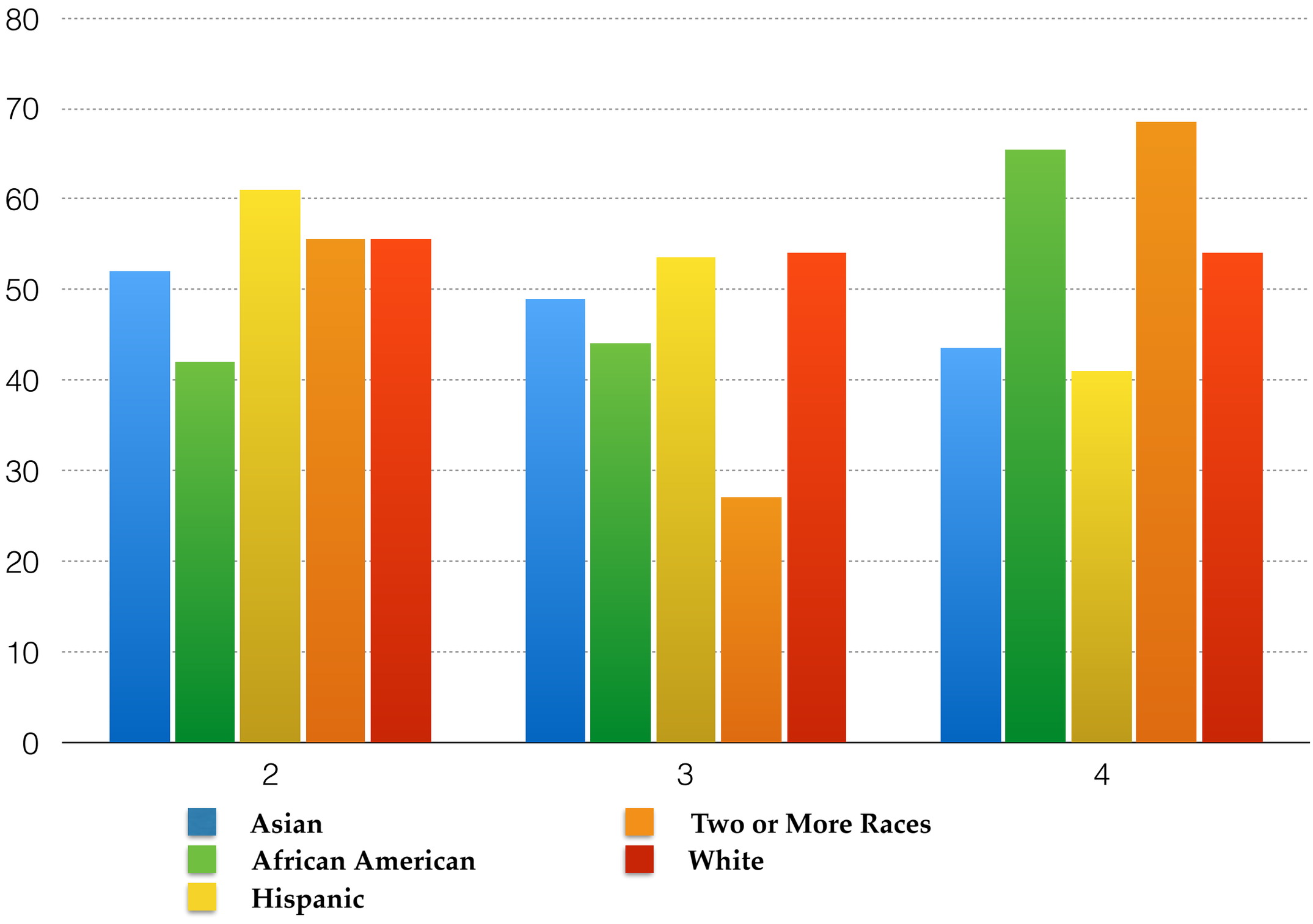
2016-2017 MAP Reading Grades 2-4: Fall to Spring Median Growth Percentile by Ethnicity



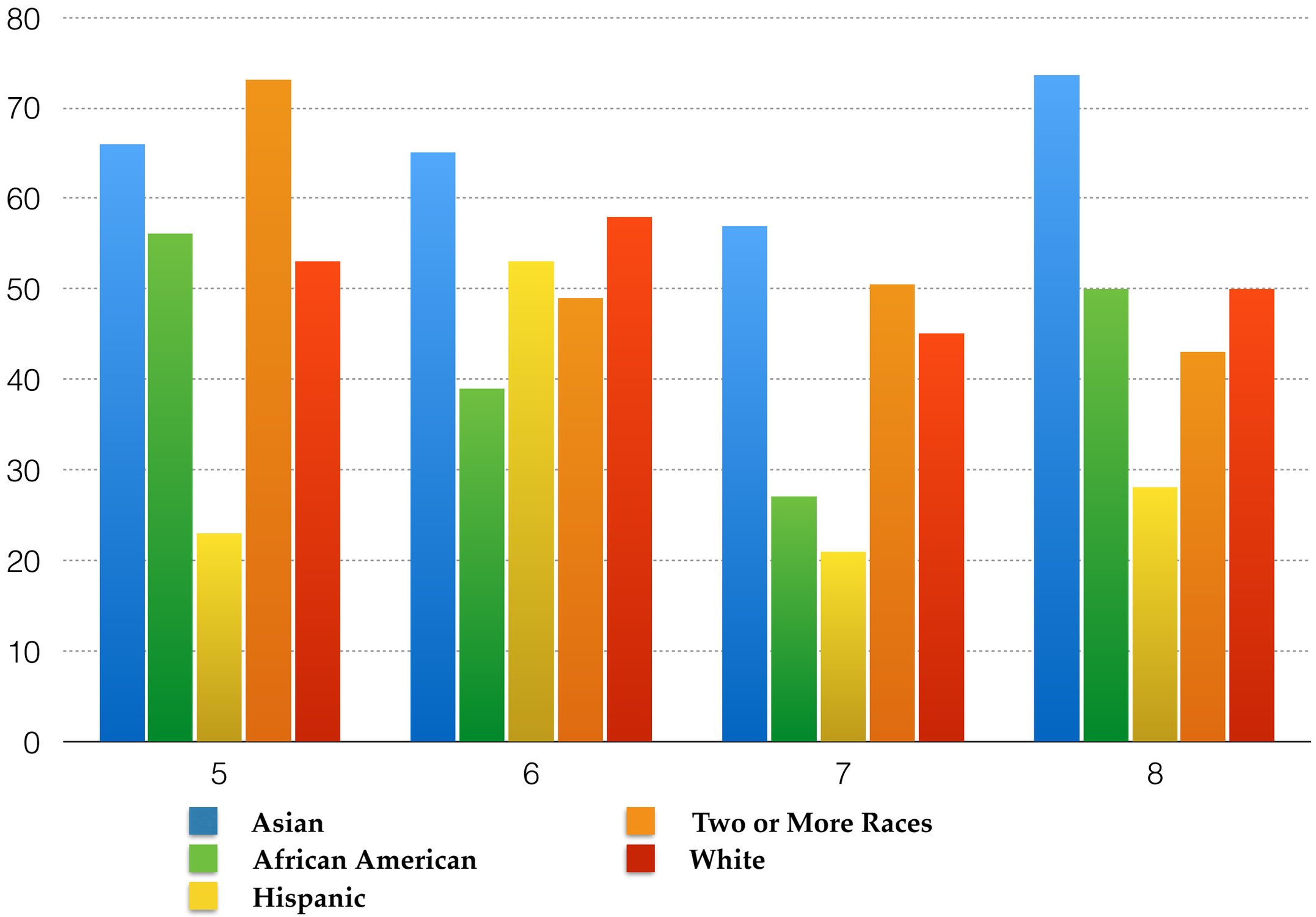
2016-2017 MAP Reading Grades 5-8: Fall to Spring Median Growth Percentile by Ethnicity



2016-2017 MAP Math Grades 2-4: Fall to Spring Median Growth Percentile by Ethnicity



2016-2017 MAP Math Grades 5-8: Fall to Spring Median Growth Percentile by Ethnicity



Conclusions: MAP

Math

- Increased consistency in performance across grade levels
- Variability of sub-group performance begins to increase in grade 4
- Grades 7 & 8 below Median Growth Percentile of 50

Reading

- All grade levels attained Median Growth Percentile of at least 50, four grade levels above 60
- Variability in performance across sub-groups increases in upper grade levels

Areas for Growth

- Establish consistent growth across sub-groups and across years
- Monitor growth in math and reading at middle school level
- Expand range of instructional materials to support range of learning needs, interests, and points of view
- Continue alignment of curriculum and instruction to Illinois Learning Standards for math

Next Steps

- Identify best practices in equitable mathematics education
- Expand opportunity for student voice and choice in showing what they know and understand
- Collaboratively review classroom based assessments utilizing established learning benchmarks
- Provide ongoing professional development
- Establish systems to monitor and evaluate student growth and achievement

Q & A: Community Engagement