Mid-Year Student Performance Report

March 22, 2011

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Overview:

In District 97 we measure student performance in numerous ways. Teachers use many forms of formal and informal assessment to guide their instruction and measure student growth. The data that teachers collect provide a clear picture of where their students are academically.

For this report we will primarily be focusing on student data from two of the common assessments that are used in District 97, the DIBELS and MAP assessments.

DIBELS:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment that provides information regarding development of early literacy and early reading skills. DIBELS are administered on an individual basis to all District 97 Kindergarten-second grade students. (Some schools choose to use this assessment beyond 2nd grade.)

DIBELS provide measures regarding:

- Phonemic Awareness
- Alphabetic Principal
- Accuracy & Fluency with Connected Text
- Reading Comprehension
- Vocabulary

How can DIBELS data be used?

- Provide teacher a quick indicator of early literacy skills
- Help to identify students who may need additional literacy instruction
- Determine if students are "on-track" for learning to read
- Monitor how students are progressing with targeted instruction/interventions

DIBELS Data

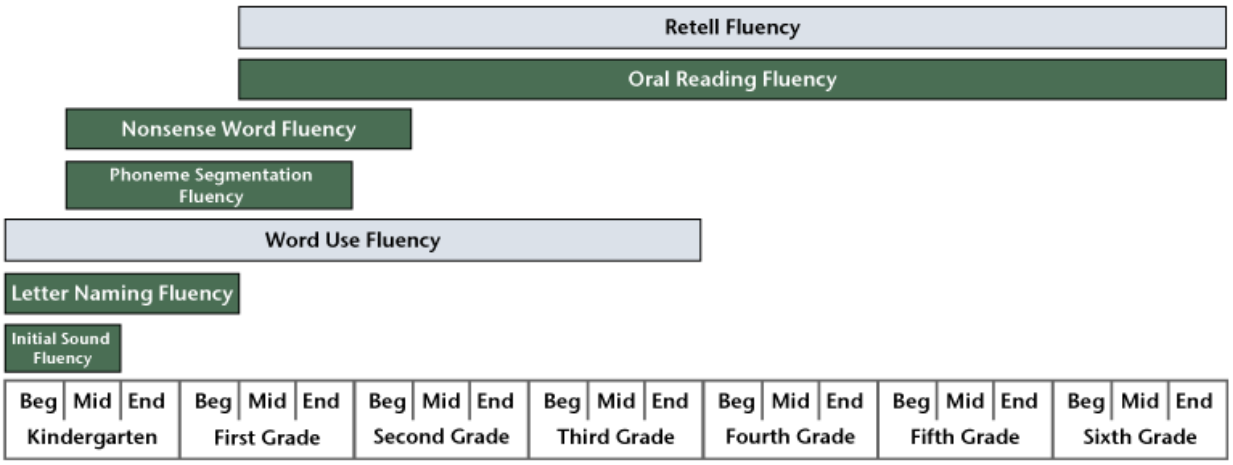
Each assessment has a scale on which a student's score can be placed in one of three categories:

- Low Risk/Established/Benchmark
- Some Risk/Emerging/Strategic
- At Risk/Deficit/Intensive

Common DIBELS K-2 Data Measures used in all D97 schools

	Beginning	Middle	End
Kindergarten	Initial Sound Fluency Letter Naming Fluency	Initial Sound Fluency Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency
First	Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency	Phonemic Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency	Phonemic Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency
Second	Nonsense Word Fluency Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency

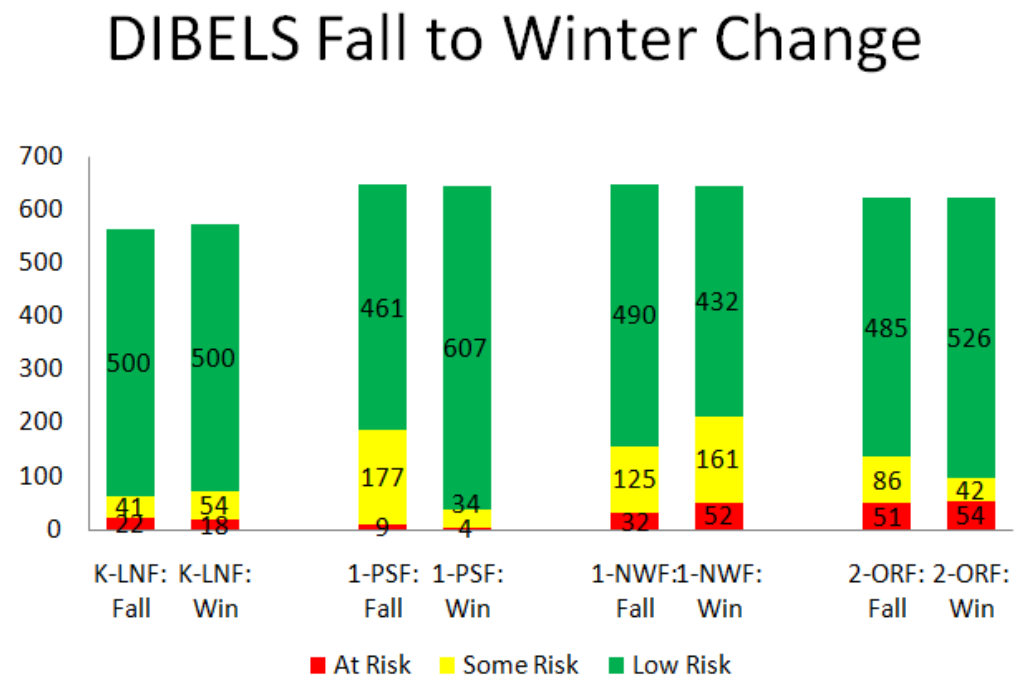
DIBELS Measures available and used in some schools



Intial Sound Fluency (ISF) – beginning sound identificaiton task
Letter Naming Fluency (LNF) – recognizes and names letters easily
Phonemic Segementation Fluency (PSF) – recognzing beginning, ending and medial sounds
Nonsense Word Fluency (NWF) – attack words using sound-symbol correspondence with unknown words
Oral Reading Fluency (ORF) - putting reading skills together in reading a passage with fluency and efficiency

District 97 – DIBELS Fall 2010-201 Data

The chart below shows an overview of some of the assessments that were provided during both fall and winter to District 97 K-2 students. One factor to keep in mind is that the scale changes for categories from fall to winter, which is pictured below in the DIBELS Score Range Table.



LNF- Letter Naming Fluency PSF – Phonemic Segmentation Fluency NWF – Nonsense Word Fluency ORF – Oral Reading Fluency

From this graph we can see that for most DIBELS assessments at K-2, the number of students who are in the at-risk category is decreasing. We also see that in 1st grade (PSF) and 2nd grade (ORF) we have more students who are considered to have some risk has significantly decreased, increasing the number of students in the low risk category.

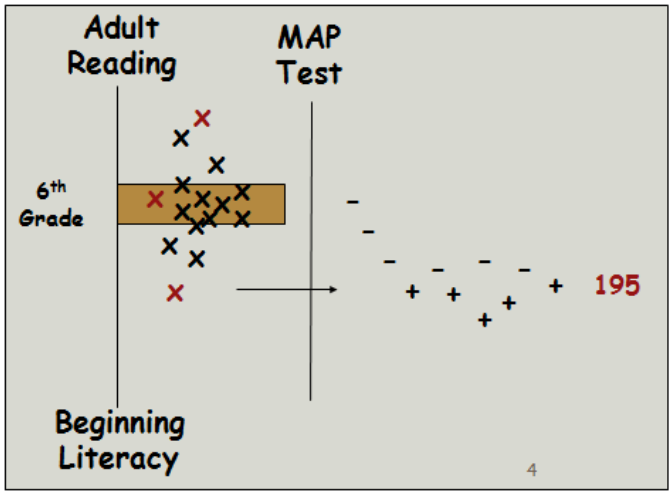
DIBELS Score Ranges by Category

Test	At Risk/ Deficit	Some Risk/ Emerging	Low Risk/ Established
Kg LNF: Fall	LNF < 2	2 <= LNF < 8	LNF >= 8
K LNF: Winter	LNF < 15	15 <= LNF < 27	LNF >= 27
1st Grade PSF: Fall	PSF < 10	10 <= PSF < 35	PSF >= 35
1st Grade PSF: Winter	PSF < 10	10 <= PSF < 35	PSF >= 35
1st Grade NWF: Fall	NWF < 13	13 <= NWF < 24	NWF >= 24
1st Grade NWF: Winter	NWF < 30	30 <= NWF < 50	NWF >= 50
2nd Grade ORF: Fall	ORF < 26	26 <= ORF < 44	ORF >= 44
2nd Grade ORF: Winter	ORF < 52	52 <= ORF < 68	ORF >= 68

The MAP Assessment

The Measures of Academic Progress (MAP) Assessment was developed by the Northwest Evaluation Association (NWEA). NWEA created the MAP assessment as a tool for educators to make informed decisions to promote educational growth. District 97 students in grades 2-8 will take the Math and Reading MAP assessment three times over the course of the school year. For the 2010-11 school year to date, students have been assessed in the fall and winter.

The MAP assessment is an adaptive assessment. The assessment adapts to try and pinpoint the current instructional level of a student. The chart below illustrates how this is accomplished. Students begin the assessment at their grade level and as they proceed through the test, the difficulty of items presented is adapted to the student's level of performance on all previous items. The x marks indicate students in a class. The – and + to the right of the MAP test line are representative of incorrect (-) and correct (+) questions for an individual student.



RIT Scores

The MAP assessment uses a scale called RIT to measure student achievement and growth. RIT stands for Rausch unIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300, depending upon the scale and test season. They make it possible to follow a student's educational growth from year to year. RIT scales were developed independent of grade level structure and therefore do not rely on student grade level for their meaning.

Instructional vs. Mastery

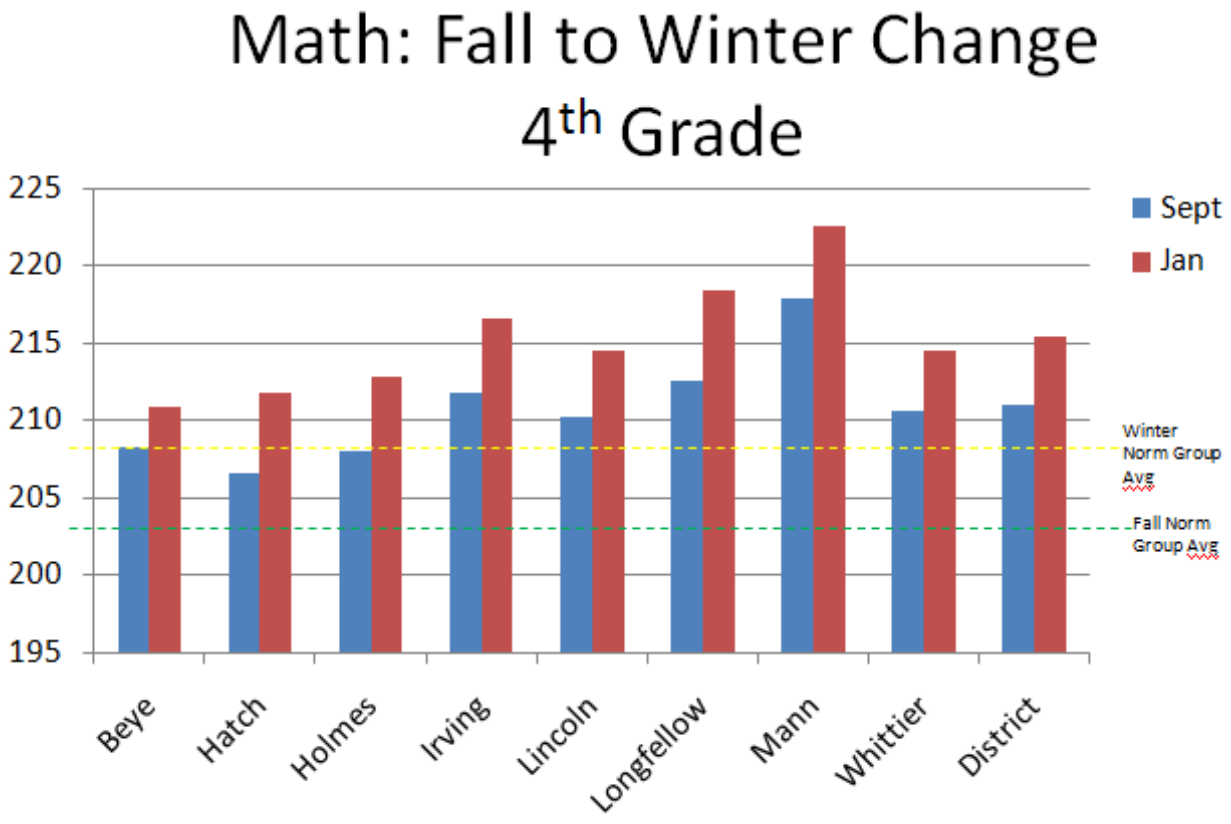
The MAP assessment provides data about individual student's instructional level. Using DesCartes, teachers can use their data to create a road-map for students to achieve mastery. However, MAP is not a test for determining mastery of skills.

Winter District 97 MAP Testing Overview

- 98% of all students in grades 2-8 took the winter MAP assessment
- The students took both the Reading and Math Assessments
- The assessments are untimed, so students have much time as they need
    - Average time for Winter Math – 38 minutes
    - Average time for Winter Reading – 30 minutes

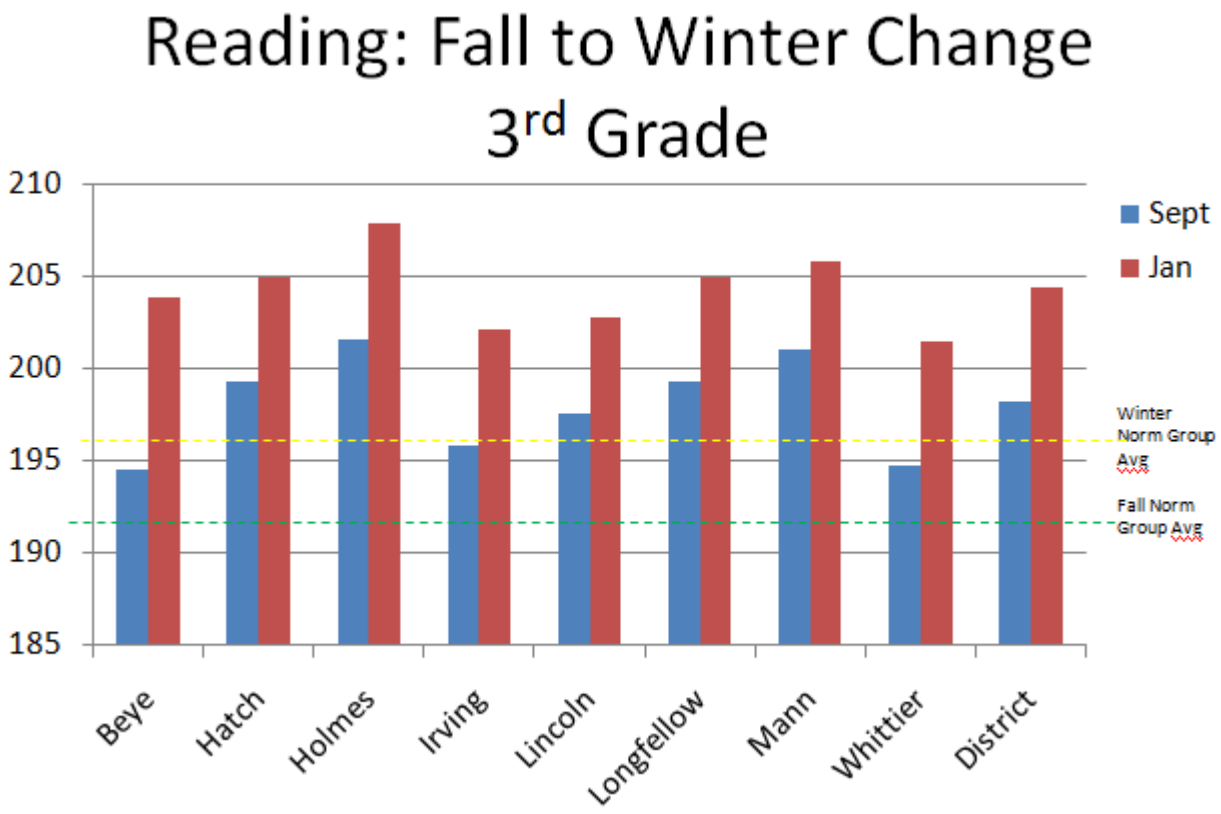
MAP Fall to Winter Growth

The charts below illustrate the growth of students by grade level from the fall to winter. Only one chart per subject is used to illustrate growth. The remaining grade level charts can be found in the appendix. The numbers on the left are RIT scores (the scales vary by grade level.) Keep in mind that typical growth for a second grade student over the course of school year may range from about 8-15 RIT points, where the typical growth for an eighth grade student will be between 1-5 RIT points.



This graph illustrates that as a district our 4th students in math gained an average of 4 RIT points, with our fall scores averaging 211 and winter averaging 215. Based on the NWEA norm study the median winter RIT score for a 4th grade student is 208, so we are above the national norm.

On average, 4th grade students in each school experienced growth between 3-5 RIT points. Over the course of an entire school year, a typical 4th grade student will grow approximately 8 RIT points in math.



This graph illustrates that as a district our 3rd students in reading gained an average of 6 RIT points, with our fall scores averaging 198 and winter averaging 204. Based on the NWEA norm study the median winter RIT score for a 3rd grade student is 197, so we are above the national norm.

On average, 3rd grade students in each school experienced growth between 4-9 RIT points. Over the course of an entire school year, a typical 3rd grade student will grow approximately 8 RIT points.

The RIT scales for Reading and Math are different and should not be used for comparison.

Teacher and Parent Reports

NWEA provides various teacher reports that allow teachers to view both class and individual student data. There is also a progress report that can be generated after each testing to share with parents. District 97 parents have received both fall and winter student performance reports this year. Lisa Schwartz has presented at several PTO meetings on how parents can interpret these reports and shared how teachers are using the MAP data.

There is a sample teacher and parent report in the appendix where you can view how student performance is reported at different levels.

Goal Strands
Both the Math and Reading MAP assessments break down data into goal-strand subject areas. This allows educators to have more detailed information to inform instruction. A teacher may see that a student is excelling in measurement, but needs additional support/instruction in number sense.

- *Reading Goal Strands:* Word Analysis/Vocabulary, Reading Strategies/Comprehension, Literature, Literary Works
- *Math Goal Strands*: Number Sense, Measurement, Algebra, Geometry, Data Analysis & Probability

The two charts below illustrate both the **fall (top)** and **winter (bottom)** RIT averages in all of the goal strand areas.

Math: Goal Strand RIT

Goal Strand	2	3	4	5	6	7	8	Total
Number Sense	183	196	208	217	224	232	235	213
	189	202	214	222	228	232	237	217
Measurement	184	198	211	216	224	230	234	213
	191	205	213	221	227	231	236	217
Algebra	184	197	210	216	224	232	238	213
	193	204	215	221	227	234	239	218
Geometry	187	200	216	218	226	231	236	216
	195	206	217	224	228	232	237	219
Data Analysis	186	198	210	217	226	235	238	215
	192	203	215	223	230	235	239	219
Overall	**185**	**198**	**211**	**217**	**225**	**232**	**236**	**214**
	192	**204**	**215**	**223**	**228**	**234**	**238**	**218**

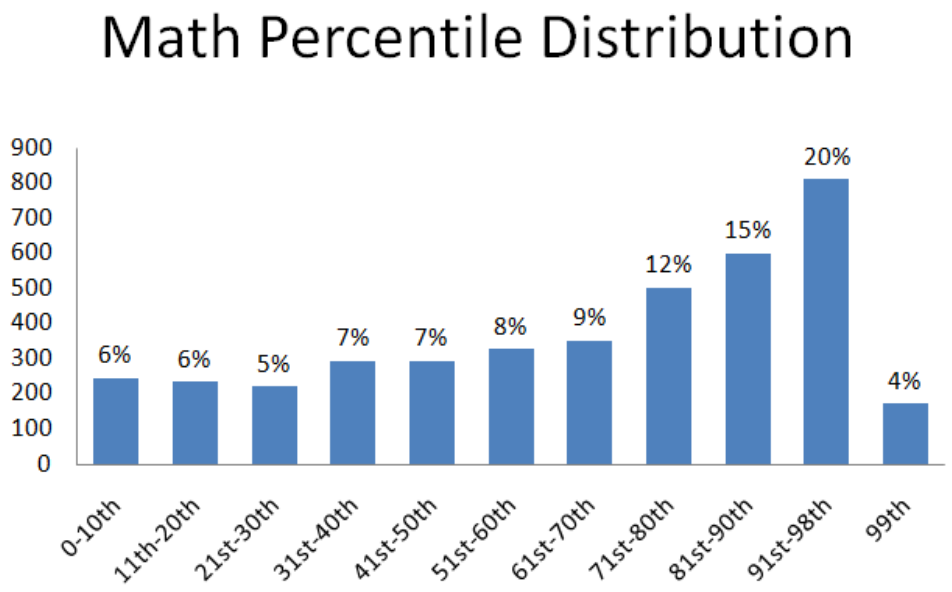
Reading: Goal Strand RIT
Fall to Winter Change

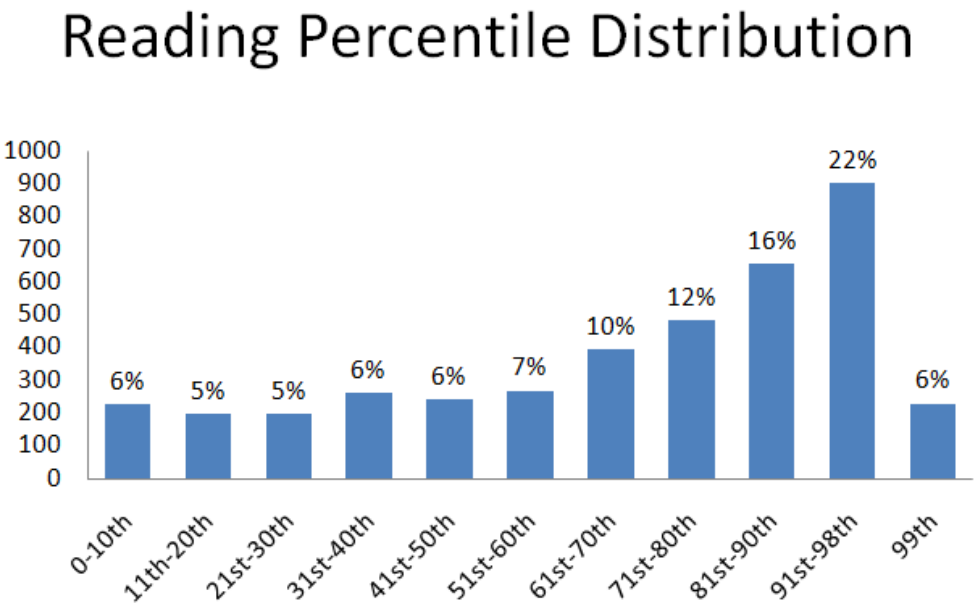
Goal Strand	2	3	4	5	6	7	8	Total
Vocabulary	183	196	206	212	219	224	227	209
	191	203	211	216	222	227	228	213
Comprehension	183	197	207	212	220	225	226	209
	191	203	211	215	221	227	227	213
Literature	186	199	208	214	221	226	228	211
	193	204	213	218	223	228	229	215
Literary Works	185	199	209	214	221	226	227	211
	194	204	213	218	223	228	228	215
Overall	**184**	**198**	**208**	**213**	**220**	**225**	**227**	**210**
	192	**204**	**212**	**217**	**222**	**227**	**228**	**214**

From these charts we can determine by grade level where we need to focus instruction and/or review instructional materials.

Normative Data
The MAP norm data that we are using is from the NWEA 2008 Normative Data study. This data was based on MAP results from 2.9 million students. The norm data allows for a comparison of a single student, a school or district to a much larger group. Since the norms are based on the MAP assessment where no two tests are the same (unlike many tests that are normed to a particular test where the test and performance scale are linked together), the NWEA norms rather relate to a scale of measurement that is independent of any specific content. The NWEA normative study takes into account status norms to compare students within a grade level in regards to performance standards and growth norms to look at expected growth over time.

MAP Comparisons to National Norms
Based on the graphs below you can see that we have more District 97 students falling into the higher percentiles than the national norm group which is more normally distributed.

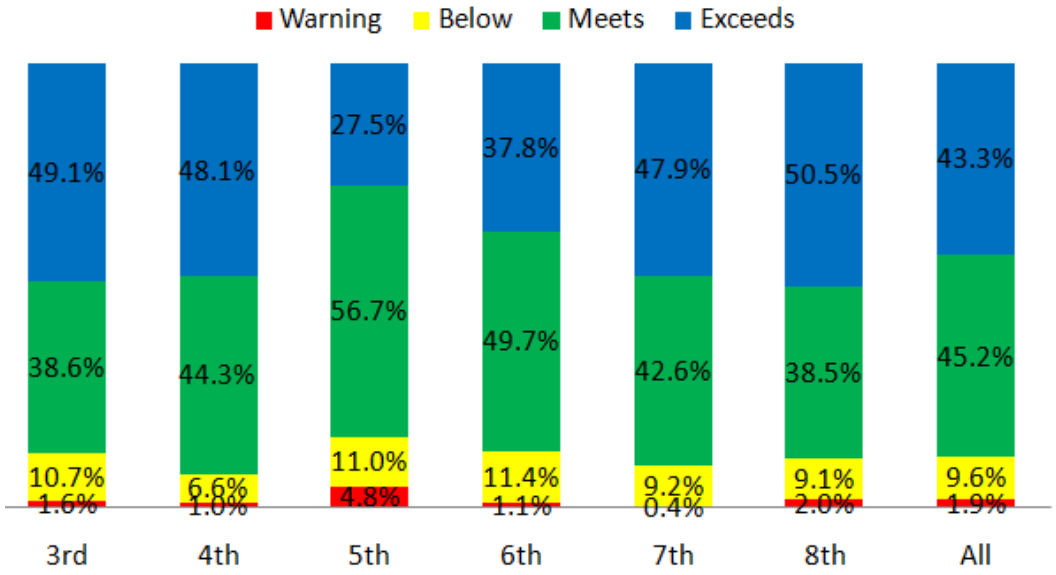




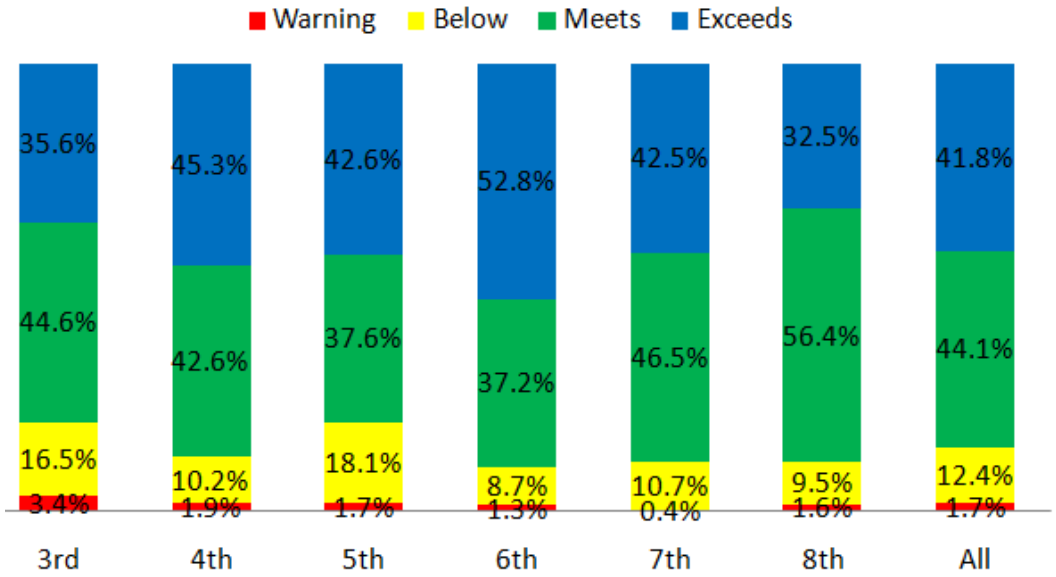
MAP as a Predictor for ISAT Performance

An additional resource NWEA provides is a reference point to determine what a student's ISAT performance range may be. This performance range is based on a student's fall MAP assessment scores. NWEA determines a cut score that best matches the score that is equivalent to the minimum proficiency score on the ISAT. NWEA Scale Alignment Studies typically produce 80-90% accuracy rates. (Source: NWEA)

Math Predicted ISAT Performance



Reading Predicted ISAT Performance



From the graphs above we are able to predict that as a district approximately 88.5% of students will meet/exceed state standards in math and approximately 85.9% of students will meet/exceed state standards in reading. This is just a prediction based on fall scores, and it is possible that this will change based on instruction and interventions that took place based on MAP and other available data.

DesCartes
Through www.nwea.org, teachers have access to MAP data and DesCartes. DesCartes is an educator resource that consists of a continuum of learning statements that translates test scores into skills and concepts students may be ready to learn. The DesCartes learning statements are designed to support instruction and help inform decision-making. Specific reading and math skills and concepts are arranged by achievement level. These skills and concepts are also aligned to the goal structures and content of the Illinois State Standards. There is sample copy of a DesCartes chart in the Appendix.

Conclusion
It is important to mention again that the purpose of both DIBELS and MAP is to serve as a resource for teachers to pinpoint where students are at a given point in time. Teachers will then use this information as they plan instruction to meet the needs of all students to ensure student growth and development.

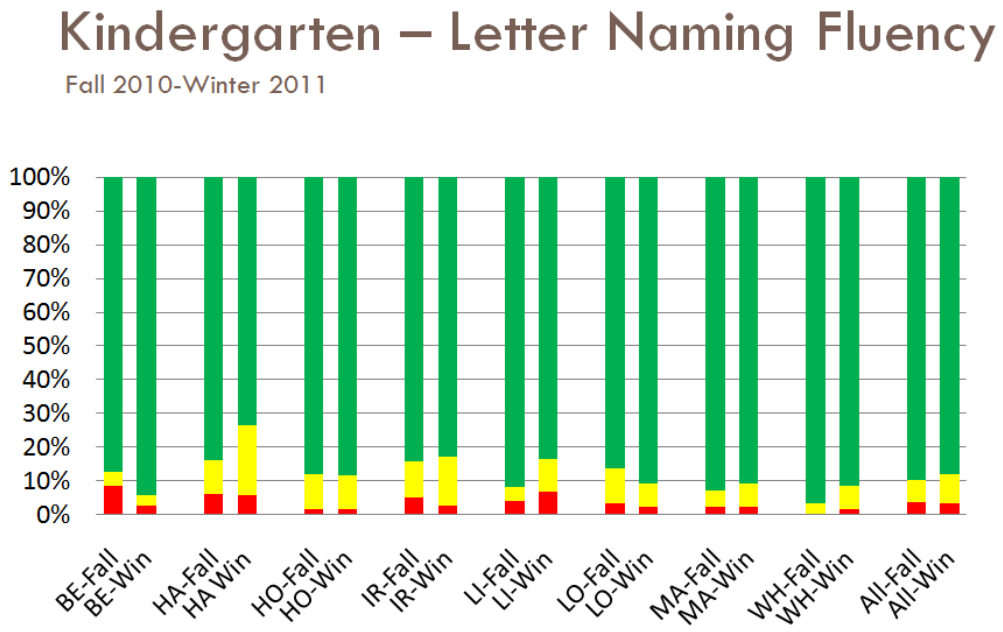
At a very broad level, we have seen from this data that our students are making overall annual growth. Teachers spend much of their time focusing on student specific data. Principals and MAP coordinators have been provided with professional development on what data is available and how this data can be used as an instructional resource.

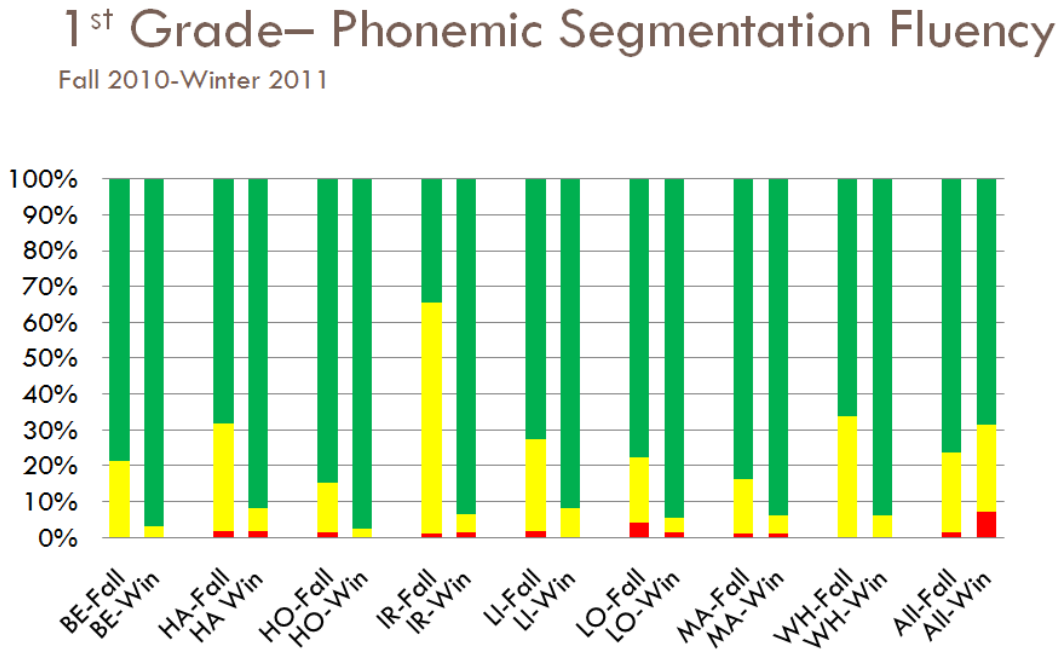
When we have our Spring DIBELS and MAP data we will have a more complete the picture to illustrate how students grew over the course of the school year.

References
DIBELS – University of Oregon, Institute for the Development of Educational Achievement
MAP – Northwest Evaluation Association

Appendix A – Additional DIBELS Data

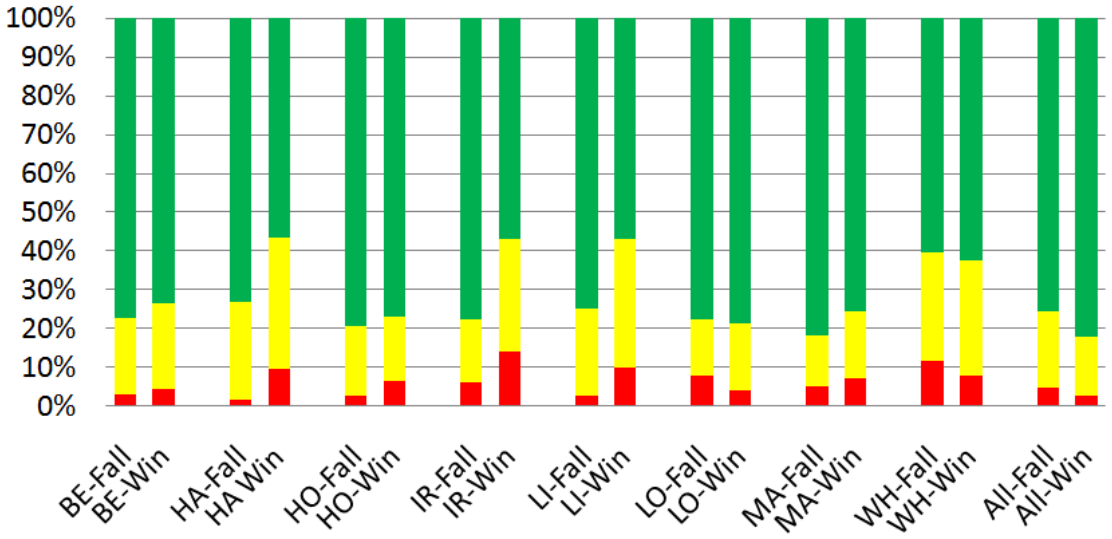
Breakdown by School of DIBELS Fall to Winter Assessments
The charts below show a disaggregated view by school of the different assessments noted in the fall to Winter Change chart above.





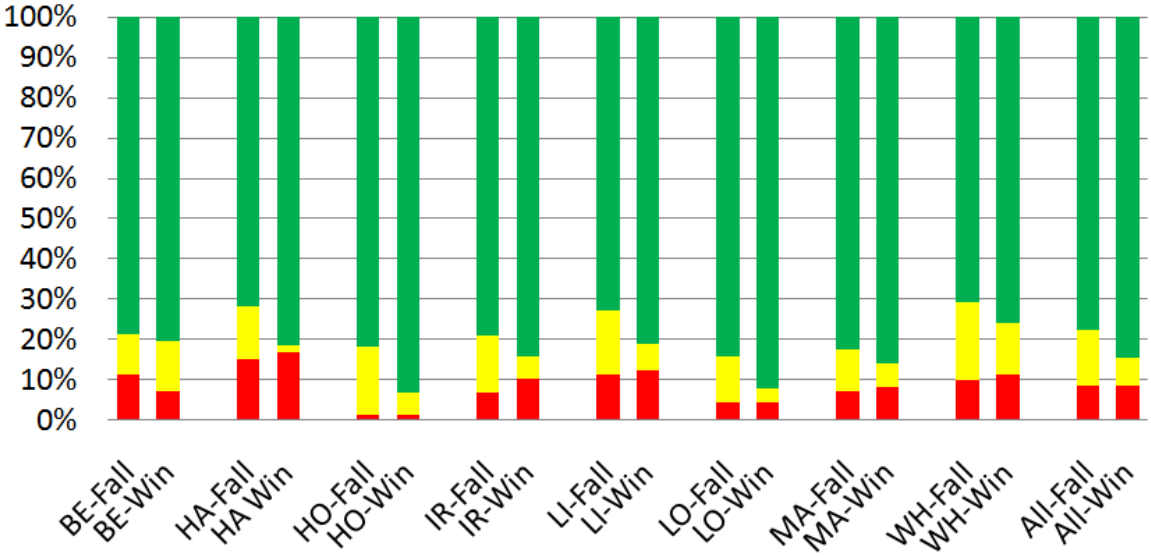
1st Grade – Nonsense Word Fluency

Fall 2010-Winter 2011

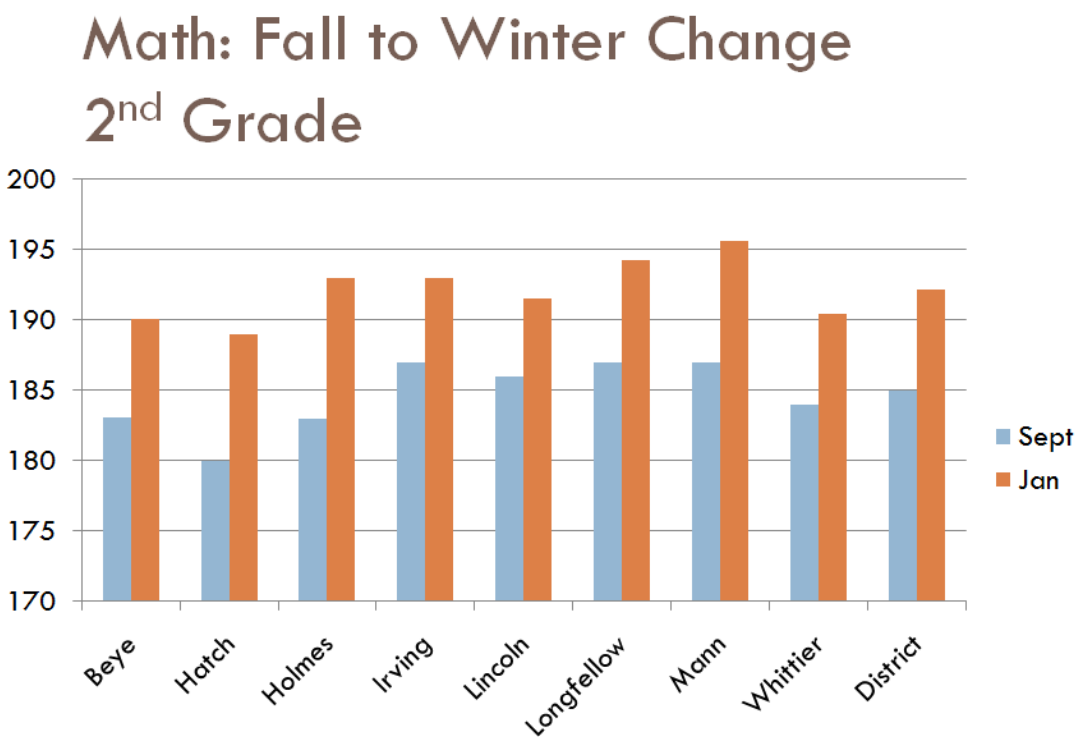


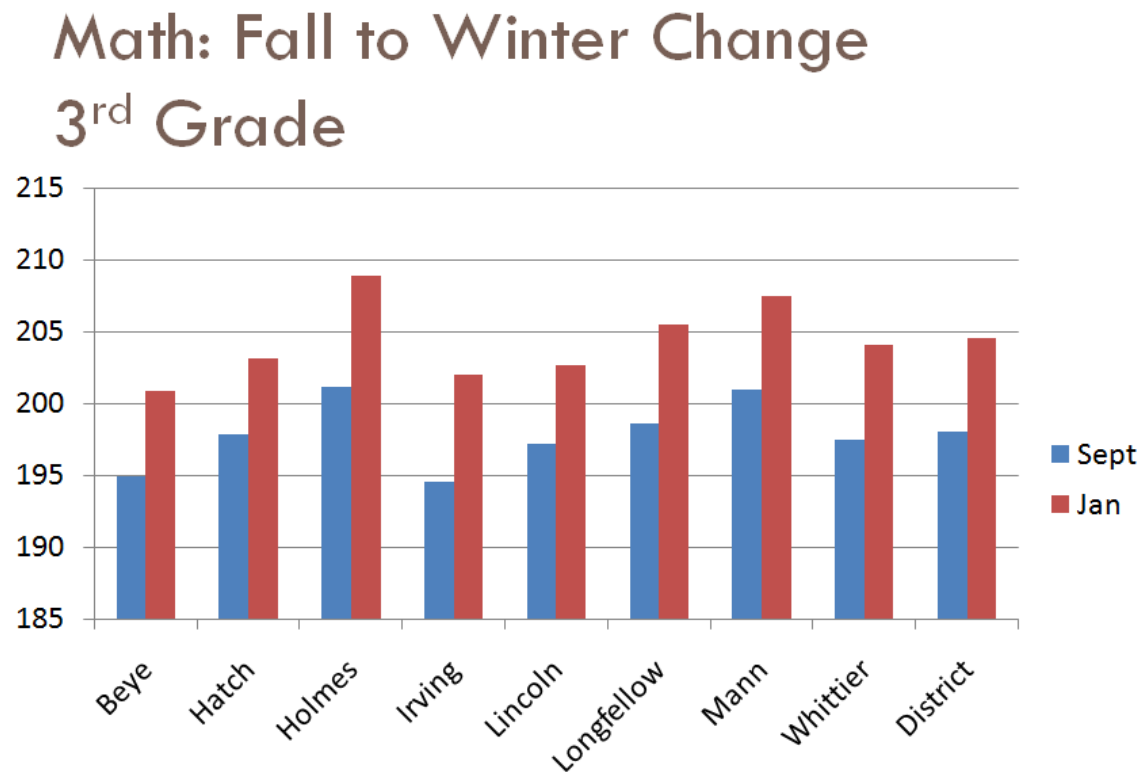
2nd Grade – Oral Reading Fluency

Fall 2010-Winter 2011

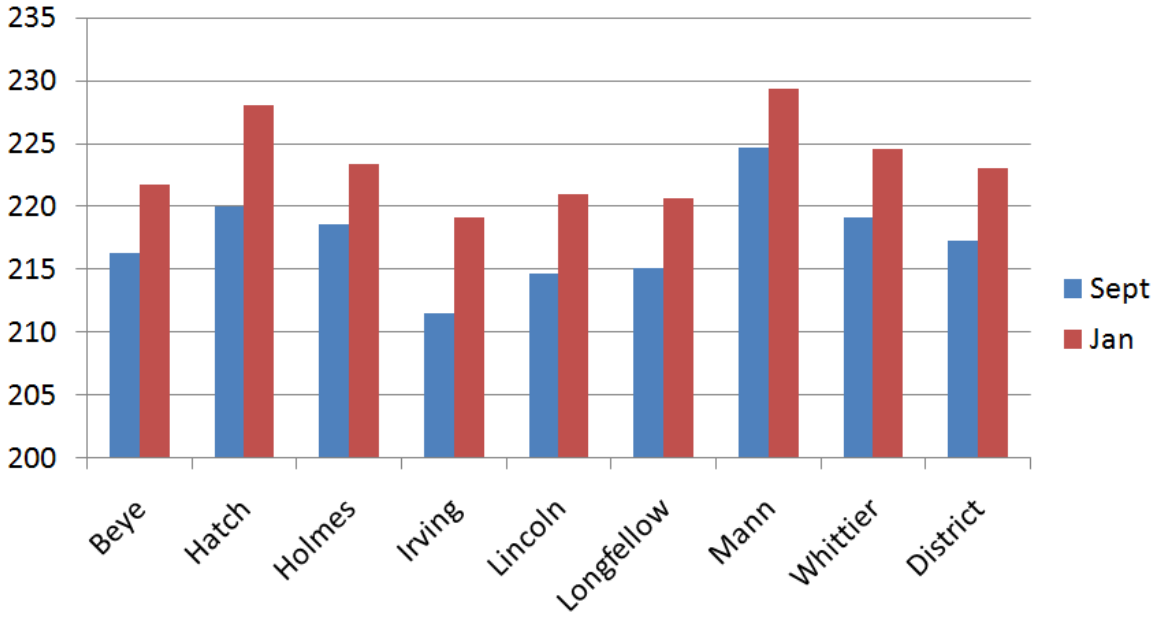


Appendix B– Additional Reading/Math MAP Data

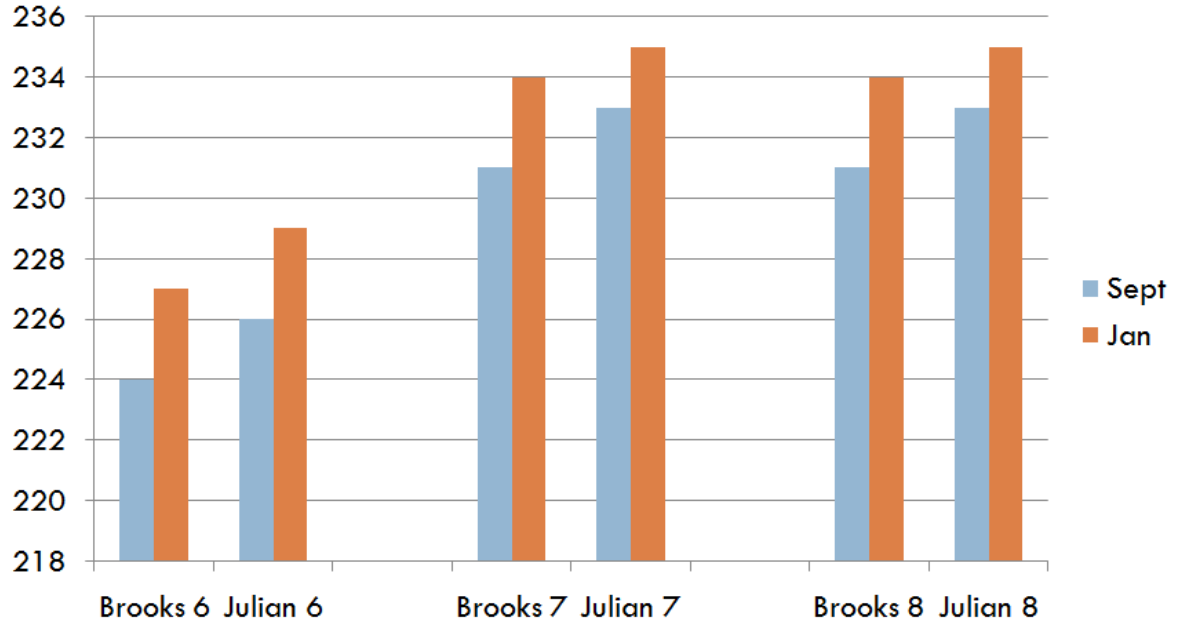




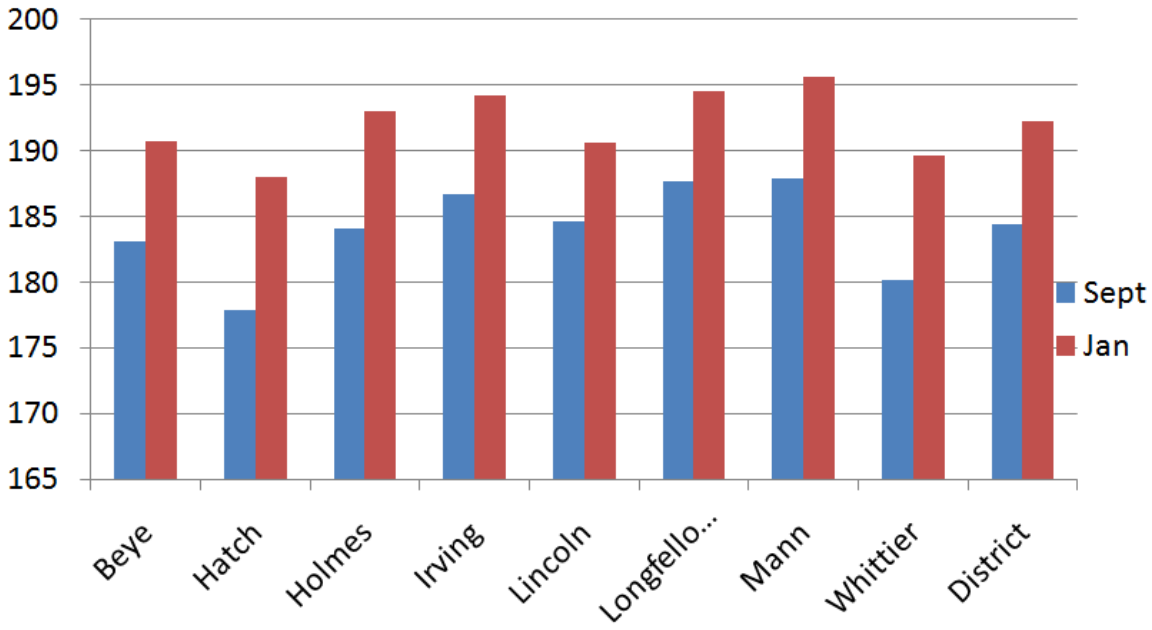
Math: Fall to Winter Change
5th Grade



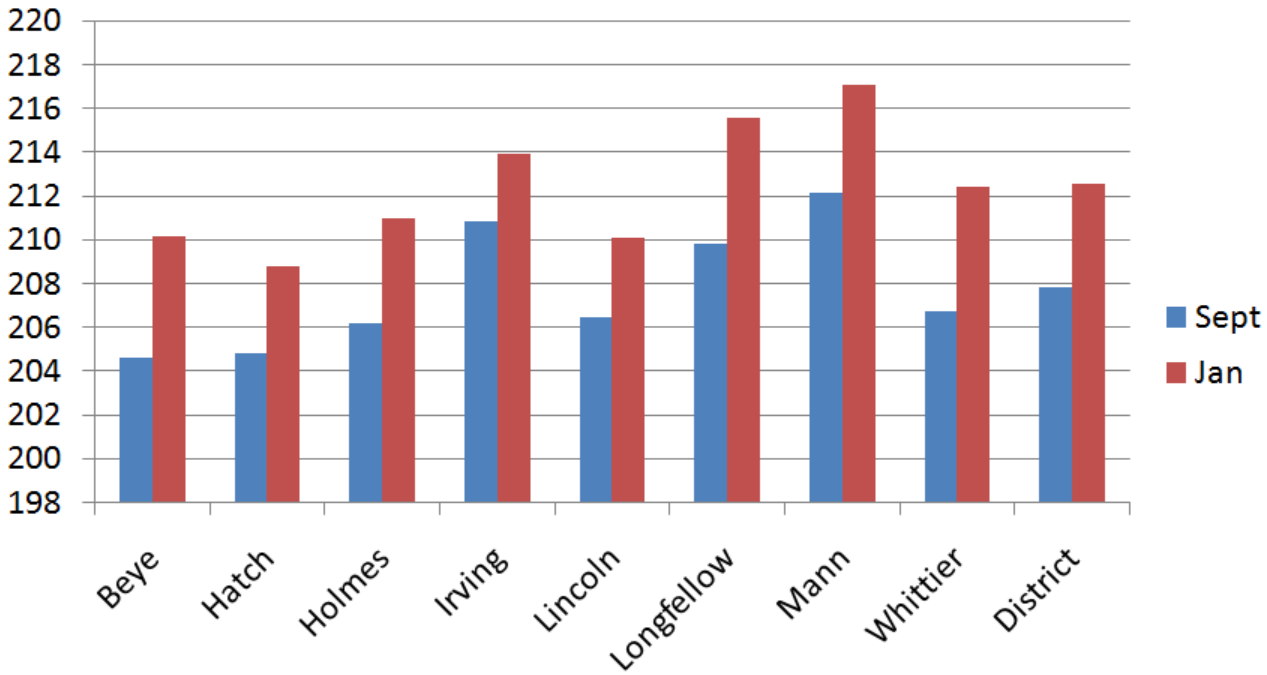
Math: Fall to Winter Change
Middle Schools



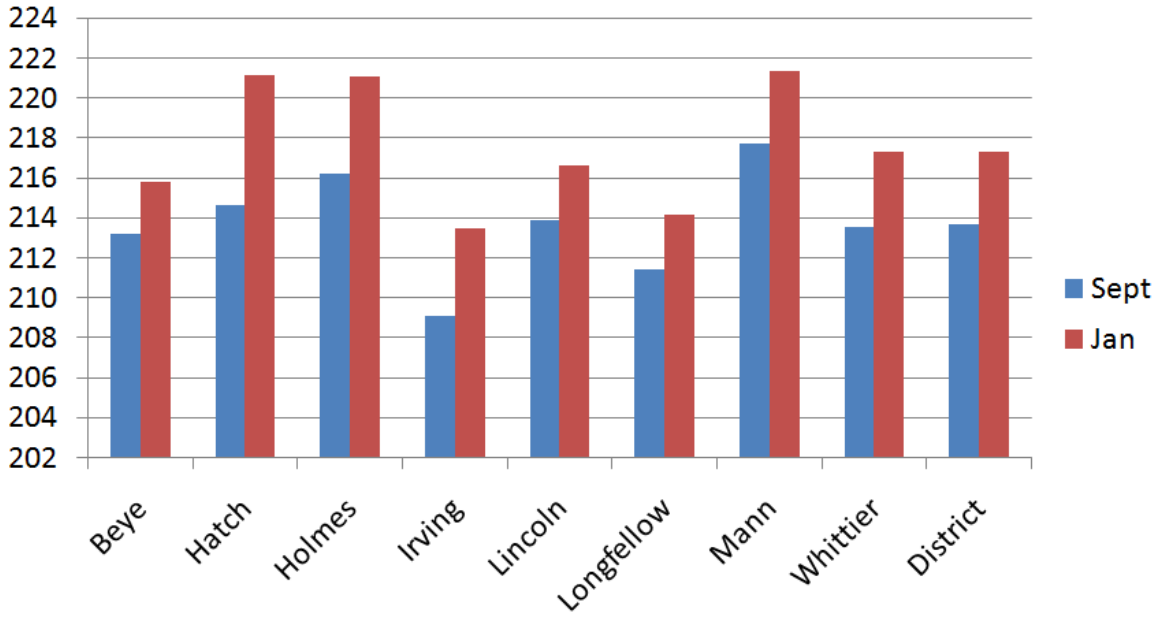
Reading: Fall to Winter Change
2nd Grade



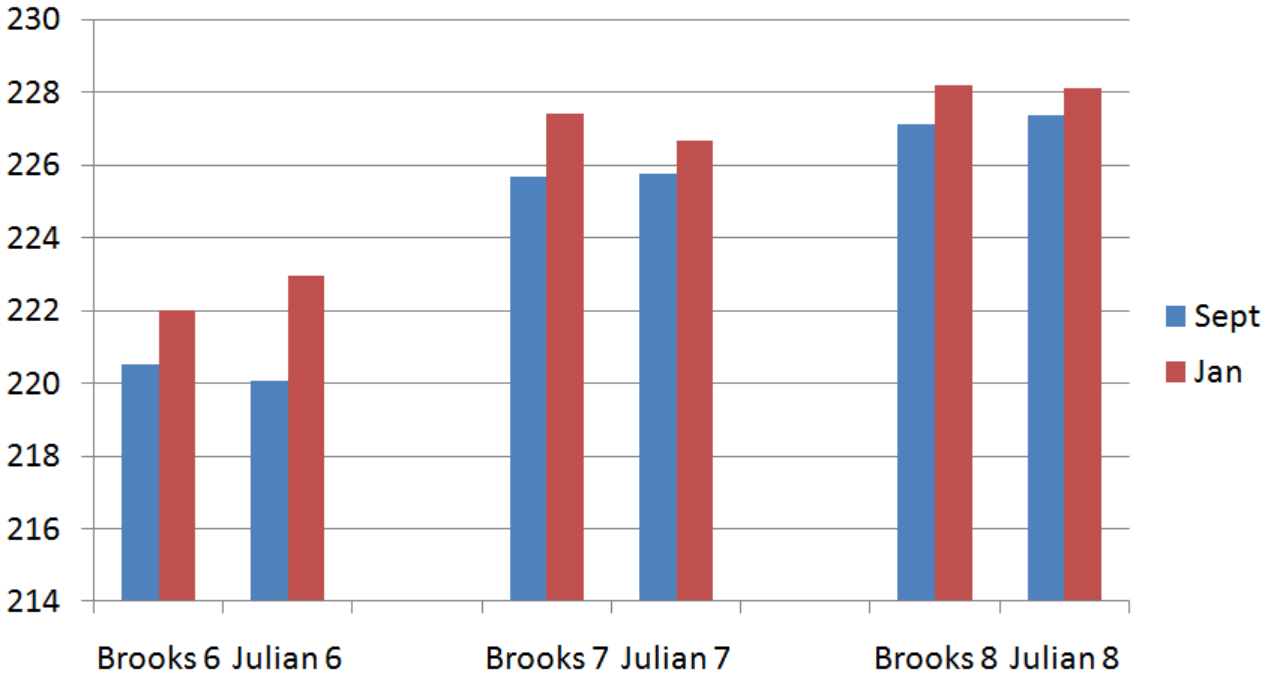
Reading: Fall to Winter Change
4th Grade



Reading: Fall to Winter Change
5th Grade



Reading: Fall to Winter Change
Middle Schools



Sample MAP DesCartes

Subject: Mathematics
Goal Strand: Measurement
RIT Score Range: 161 - 170

Skills and Concepts to Enhance Below 161	Skills and Concepts to Develop 161 - 170	Skills and Concepts to Introduce 171 - 180
Elapsed Time, Measurement Tools, and Estimation	**Elapsed Time, Measurement Tools, and Estimation**	**Elapsed Time, Measurement Tools, and Estimation**
• Compares objects (wider, narrower)* • Compares objects (taller, shorter)* • Identifies time of day (e.g., morning, afternoon)*	• Compares objects (shorter, longer) • Estimates and measures length of an object to the nearest inch using a picture of a ruler* • Measures length with customary measures to the inch mark* • Measures length with metric measures to the centimeter mark • Orders periods of time (days of the week)* • Tells time to the nearest hour* • Tells time to the nearest half hour • Reads a calendar - no computation required	• Estimates and measures length of an object to the nearest centimeter using a picture of a ruler* • Measures length with customary measures to the inch mark* • Knows the approximate weight of familiar objects • Orders periods of time (months of the year, seasons)* • Tells time to the nearest hour* • Tells time to the nearest half hour • Tells time to the nearest 5 minutes • Reads Fahrenheit thermometers to the nearest degree* • Uses cent sign and dollar sign when appropriate* • Connects money with place value
Area, Perimeter, and Circumference	**Area, Perimeter, and Circumference**	**Area, Perimeter, and Circumference**
		• Determines the area of irregular shapes by counting square units*
Volume and Surface Area	**Volume and Surface Area**	**Volume and Surface Area**
Conversions, Indirect Measurements, Scale Drawings	**Conversions, Indirect Measurements, Scale Drawings**	**Conversions, Indirect Measurements, Scale Drawings**
		• Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour)
New Vocabulary: tallest	*New Vocabulary:* centimeter, longest, shortest, tall, time	*New Vocabulary:* dollar sign, gram, line segment, metric, morning, penny, quart, quarter, second
New Signs and Symbols: : used with time	*New Signs and Symbols:* cm centimeter/centimetre, ft feet, • point	*New Signs and Symbols:* a.m., ¢ cent sign, °F degrees Fahrenheit, $ dollar sign, g gram, = is equal to, p.m.

Teacher Report - Reading Spring 2007

School: Johnson Elementary (NWEA Sample District)
Class: 46 Berlinger Sixth Homeroom
Teacher: Berlinger, Berlinger
Test: Reading Survey w/ Goals 6+ IN Version 2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Goal Performance: Word Recog / Fluency / Vocab	Goal Performance: Reading Comp	Goal Performance: Literary Response & Analysis
12341976	Tierra, E. Y. M.	7	S/G	Apr 13	183	3.3	180-186	2	2-3	190-340	175-186	181-193	174-186
12341975	Amenra, L. Y. S.	7	S/G	Apr 13	213	3.3	210-216	32	25-40	732-882	212-223	205-216	205-217
12341979	Yuriria, A. A. A.	7	S/G	Apr 13	220	3.3	217-223	52	40-61	853-1003	223-235	206-218	212-224
12340304	Zackery, D. A. L.	7	S/G	Apr 13	223	3.3	220-226	61	52-69	913-1063	222-234	214-225	216-227
12340313	Ashleigh, S. H. B.	7	S/G	Apr 13	224	3.3	221-227	64	55-75	939-1089	224-235	215-226	217-229
12340310	TJ, T. A. A.	7	S/G	Apr 13	224	3.3	221-227	64	55-75	938-1088	221-232	222-233	213-225
12340317	Kimberly, D. E. P.	7	S/G	Apr 13	224	3.3	221-227	64	52-72	925-1075	220-231	215-226	219-231
12341356	Shane, J. H. N.	7	S/G	Apr 13	224	3.3	221-227	64	55-72	934-1084	222-234	217-228	215-227
12340316	Koko, J. A. M.	7	S/G	Apr 13	226	3.3	223-229	69	61-80	974-1124	220-232	222-233	219-230
12341972	Patrick, C. Y.	7	S/G	Apr 13	227	3.3	224-230	72	64-80	985-1135	212-225	223-235	226-238
12341157	Lavonna, B. Y. C.	7	S/G	Apr 13	228	3.3	225-231	75	67-82	1006-1156	220-231	221-233	226-237
12341357	Jud, K. H. J.	7	S/G	Apr 13	228	3.3	225-231	75	67-82	1006-1156	225-236	218-229	225-237
12340342	Emily, B. I. R.	7	S/G	Apr 13	231	3.3	228-234	82	75-90	1063-1213	218-230	234-248	224-235
12341118	Christopher, K. Y. M.	7	S/G	Apr 13	233	3.3	230-236	86	80-91	1096-1246	222-234	227-238	232-244

Totals For: Reading Survey w/ Goals 6+ IN Version 2

Students:	**14**			
Mean RIT:	**222.0**	**Mean:**	222.7	221.6	221.8
Std Dev:	**12.2**	**Std Dev:**	12.6	12.7	13.9
Median RIT:	**224**	**Median:**	226	223	224

SAMPLE Progress/Parent Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

NWEA Sample District 2

Student Progress Report for *Aunspaugh, Darwin N.*

Three Sisters Elementary School

Growth is measured from Fall to Spring

Student ID: SF06000052

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	202- **205** -208	198	202	16	11	50- **61** -71
W08	3	190- **193** -196	191	198			27- **35** -44
F07	3	186- **189** -192	187	192			29- **38** -47
S07	2	187- **190** -193	189	191	26	16	38- **47** -57
W07	2	176- **179** -182	180	186			21- **30** -40
F06	2	159- **164** -169	174	180			3- **9** -19

Mathematics Goals Performance - Spring 2008

Number Sense	LoAvg
Algebraic Methods	LoAvg
Data Analysis & Probability	Avg
Geometric Concepts	HiAvg
Measurement	HiAvg
Computation	HiAvg

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	209- **212** -215	194	199	24	9	76- **86** -91
W08	3	193- **196** -199	192	196			43- **51** -59
F07	3	185- **188** -191	184	192			31- **40** -48
S07	2	179- **182** -185	186	190	32	21	25- **31** -41
W07	2	170- **173** -176	181	186			21- **27** -33
F06	2	146- **150** -154	170	180			1- **1** -6

Reading Goals Performance - Spring 2008

Read a Variety of Material	High
Apply Thinking Skills to Read	HiAvg
Locate / Select / Use Info	HiAvg
Read / Recognize Literature	High

Lexile Range: 709-859

Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	207- **210** -213	196	200	31	12	67- **76** -83
W08	3	192- **195** -198	190	198			32- **41** -50
F07	3	176- **179** -182	183	193			13- **16** -21
S07	2	178- **181** -184	185	192	28	19	17- **22** -30
W07	2	165- **168** -171	180	188			8- **12** -16
F06	2	148- **153** -158	170	181			1- **1** -3

Language Usage Goals Performance - Spring 2008

Topics / Ideas / Organization	High
Vocab / Revise / Edit	Avg
Sentence Types / Grammar	High
Capitalization / Punc / Spelli	Avg

Explanatory Notes:

Season/Year
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT
The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.
The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range
The difficulty range of text that can be understood by the student 75% of the time.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

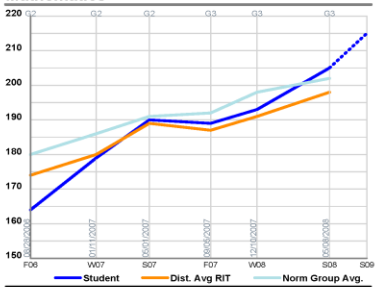
NWEA Sample District 2

Student Progress Report for *Aunspaugh, Darwin N.*

Three Sisters Elementary School

Student ID: SF06000052

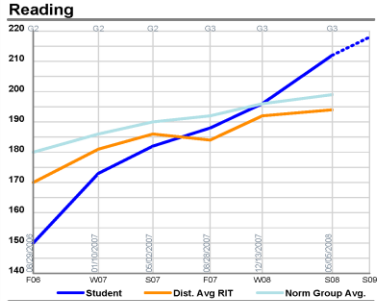
Mathematics



Mathematics Goals Performance - Spring 2008

Number Sense	LoAvg
Algebraic Methods	LoAvg
Data Analysis & Probability	Avg
Geometric Concepts	HiAvg
Measurement	HiAvg
Computation	HiAvg

Reading

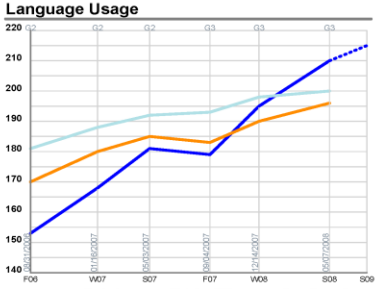


Reading Goals Performance - Spring 2008

Read a Variety of Material	High
Apply Thinking Skills to Read	HiAvg
Locate / Select / Use Info	HiAvg
Read / Recognize Literature	High

Lexile Range: 709-859

Language Usage



Language Usage Goals Performance - Spring 2008

Topics / Ideas / Organization	High
Vocab / Revise / Edit	Avg
Sentence Types / Grammar	High
Capitalization / Punc / Spelli	Avg

Explanatory Notes:

Season/Year
The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Gx
The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

Event Date
The date along the vertical lines represent the date the test event occurred.

TimeLine
Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

Student RIT Score Line
The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected target growth over the next instructional year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the most recent norming study for students who had the same starting instructional term RIT score

Dist. Avg RIT
This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg
This line represents the average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Goal Performance
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range
The difficulty range of text that can be understood by the student 75% of the time.