

The Measurement and Assessment of Educational Quality



John Gatta, Ph.D.
President



National and State Context



National and State Context

Race to the Top



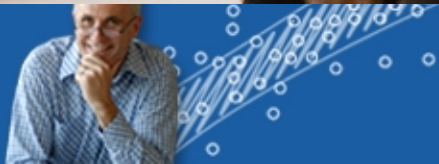
PERA and
SB7



NCLB



Common Core

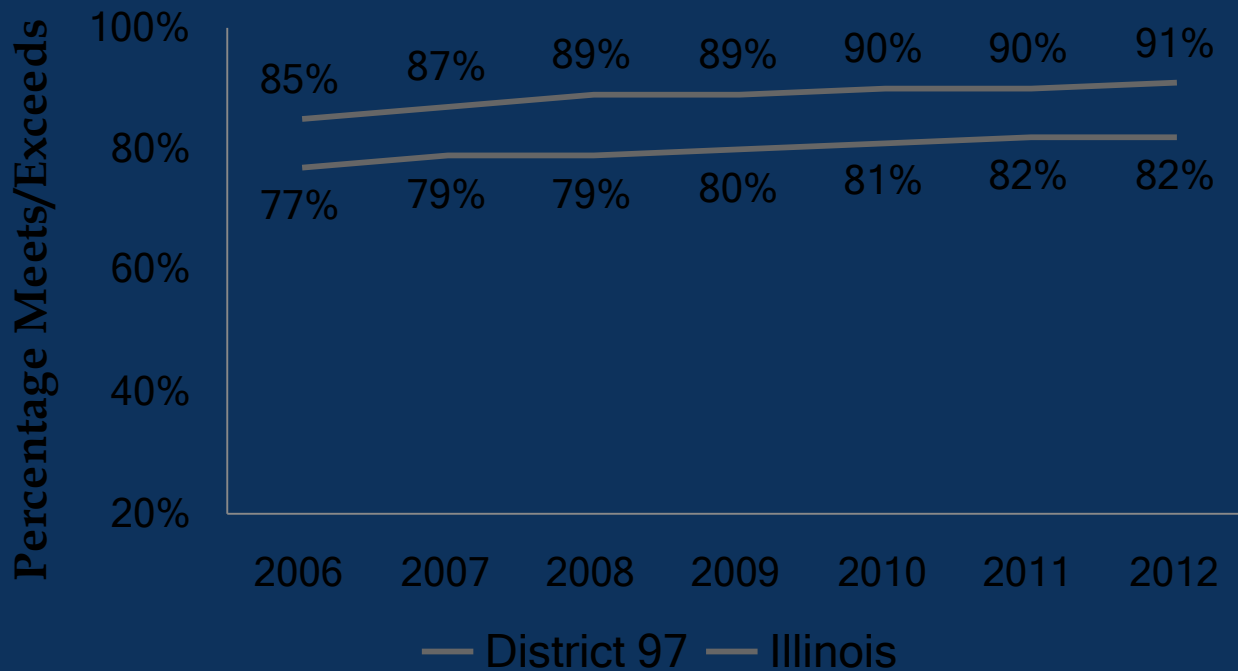


Educational Quality Under No Child Left Behind (NCLB)



Quality Under NCLB

District 97 Percentage Meets/Exceeds, 2006-2012 ISAT

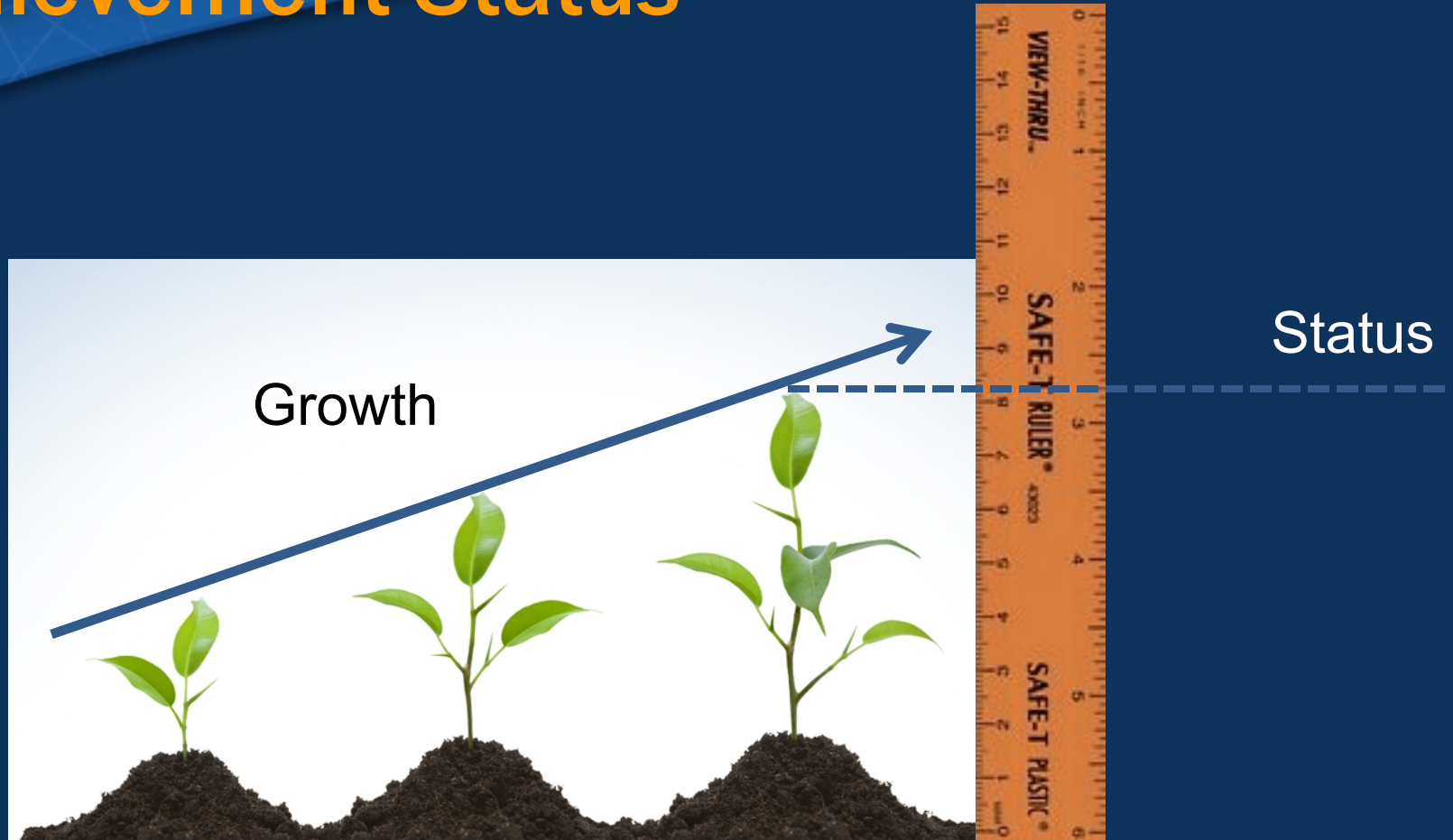


Redefining Quality

Federal and State Policy Shifts



Achievement Growth versus Achievement Status



Race to the Top

“I am issuing a challenge to our nation’s governors and school boards, principals and teachers, businesses and non-profits, parents and students: if you set and enforce rigorous and challenging standards and assessments; if you put outstanding teachers at the front of the classroom; if you turn around failing schools – your state can win a Race to the Top grant.”

President Barack Obama
July 24, 2009



Performance Evaluation Reform Act (PERA)

In 2010, Governor Quinn signed the Performance Evaluation Reform Act (PERA).

PERA requires all schools in Illinois to incorporate measures of student growth into principal and teacher evaluation systems.



Illinois Senate Bill 7 (SB 7)

In 2011, Governor Quinn signed into law Senate Bill 7 (SB7).

SB7 connects teacher hiring and dismissal to teacher performance.



Illinois NCLB Waiver

ESEA Flexibility

Illinois Request
Resubmission, January 2014

Revised January 31, 2014

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4537.

No Child Left Behind (NCLB), the most recent authorization of the Elementary and Secondary Education Act (ESEA), is the principal federal law affecting education from kindergarten through high school. On September 23, 2011, the U.S. Department of Education (ED) invited states educational agencies to request flexibility on behalf of itself, its districts, and schools, in order to better focus on improving student learning and increasing the quality of instruction. Illinois' flexibility request was initially submitted on February 28, 2012 and resubmitted on January 31, 2014, was granted on April 18, 2014.

- ISBE Website



Illinois NCLB Waiver

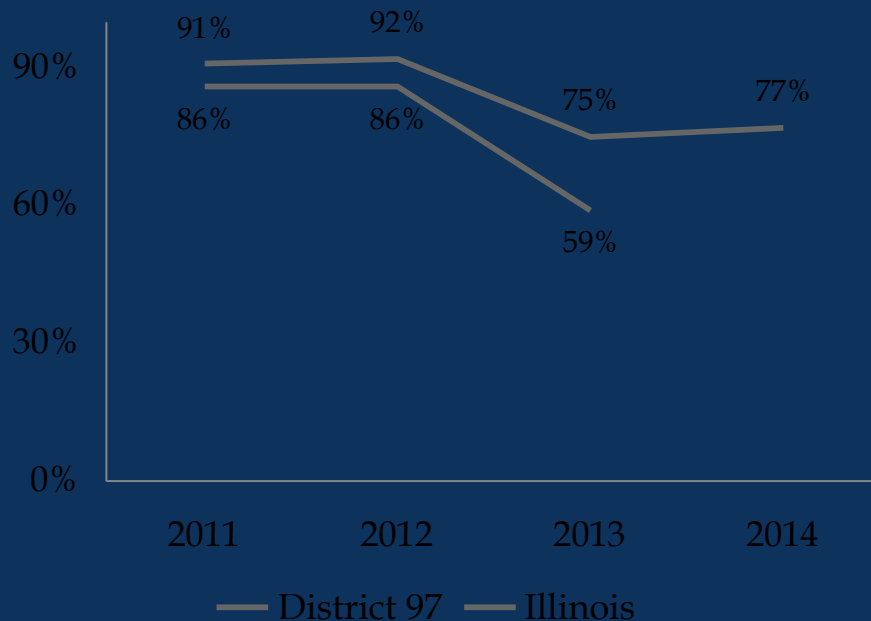
Multiple Measures Index

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not exceeding (yet proficient) within 6 years
	Achievement Gap Reduction	Percentage achievement gap on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on ISAT/EXPLORE ^a (Grades 4–8) and IAA (Grades 4–8) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an "excellent" climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years

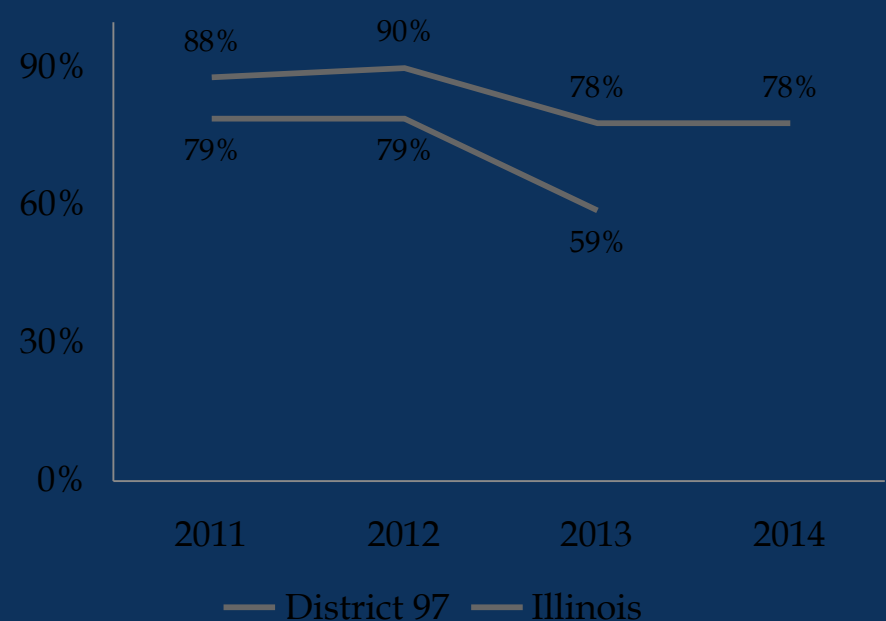


Higher Achievement Standards

District 97 Math Percentage Meets/Exceeds, 2011-2014 ISAT



District 97 Reading Percentage Meets/Exceeds, 2011-2014 ISAT



NOTE: In 2013, ISBE raised performance expectations to improve alignment of ISAT test scores with the more rigorous Common Core State Standards.



Achievement Gaps Remain Major National and State Focus

District 97 Students' Percentage Meets/Exceeds
2014 ISAT across Subgroups and Subjects

2014 ISAT	Overall	Asian	Black	Hispanic	Other	White	Female	Male
Reading	78%	87%	49%	75%	77%	89%	81%	74%
Math	77%	88%	49%	69%	79%	88%	79%	75%

2014 ISAT	LEP	Not LEP	IEP	No IEP	Low Income	Not Low Income
Reading	30%	78%	36%	84%	51%	86%
Math	50%	77%	38%	83%	51%	86%



Performance in Context (Adjusted Status)

- ▣ Adjusted status compares the performance of each district to a state benchmark after adjusting for district characteristics that may impact district outcomes. The following characteristics were accounted for in the adjusted status model:
 - District-type (e.g., unit),
 - District enrollment,
 - Percentage race/ethnicity,
 - Percentage Limited English Proficiency (LEP),
 - Percentage low-income,
 - Percentage mobility,
 - Geographic location (e.g., Chicagoland),
 - Equalized Assessed Value (EAV) per pupil.



Performance in Context (Adjusted Status)

District 97 Adjusted Status *2013 ISAT and IIRC data*

	Projected	Actual*	Conditional Percentile Rank
Math Meets/Exceeds	74%	77%	63%
Reading Meets/Exceeds	76%	80%	82%
Class Size	25	19	99%
Instructional Expenditures (per student)	\$6,464	\$7,759	87%
Operational Expenditures (per student)	\$11,095	\$12,969	88%

* Only students enrolled the entire 2012-2013 school year included



Educational Progress

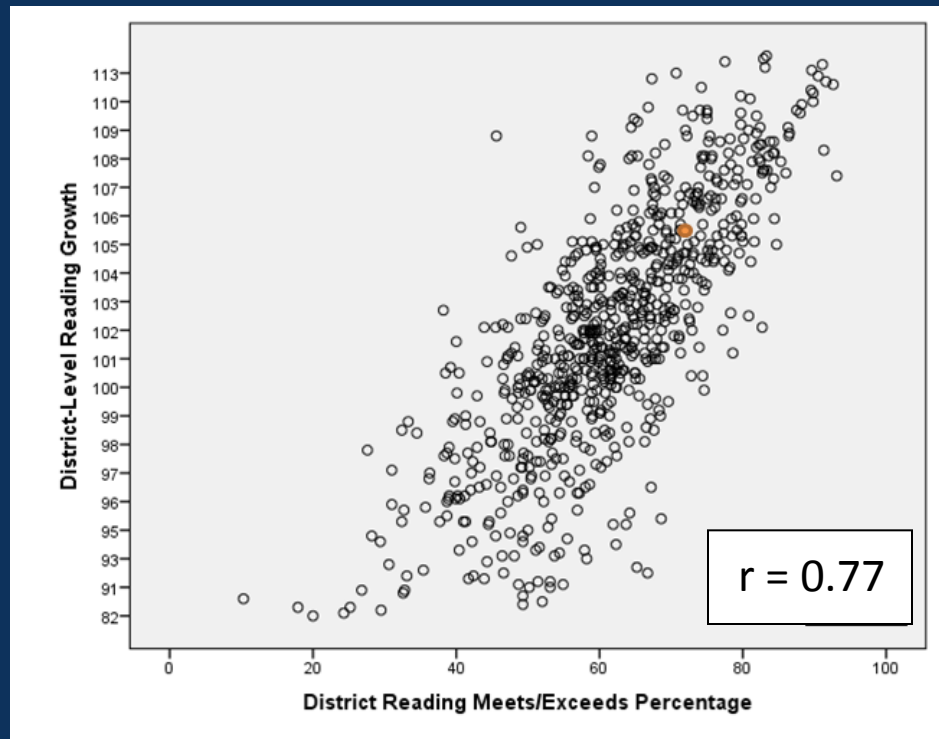
ISBE Growth Value Table

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceeds Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130



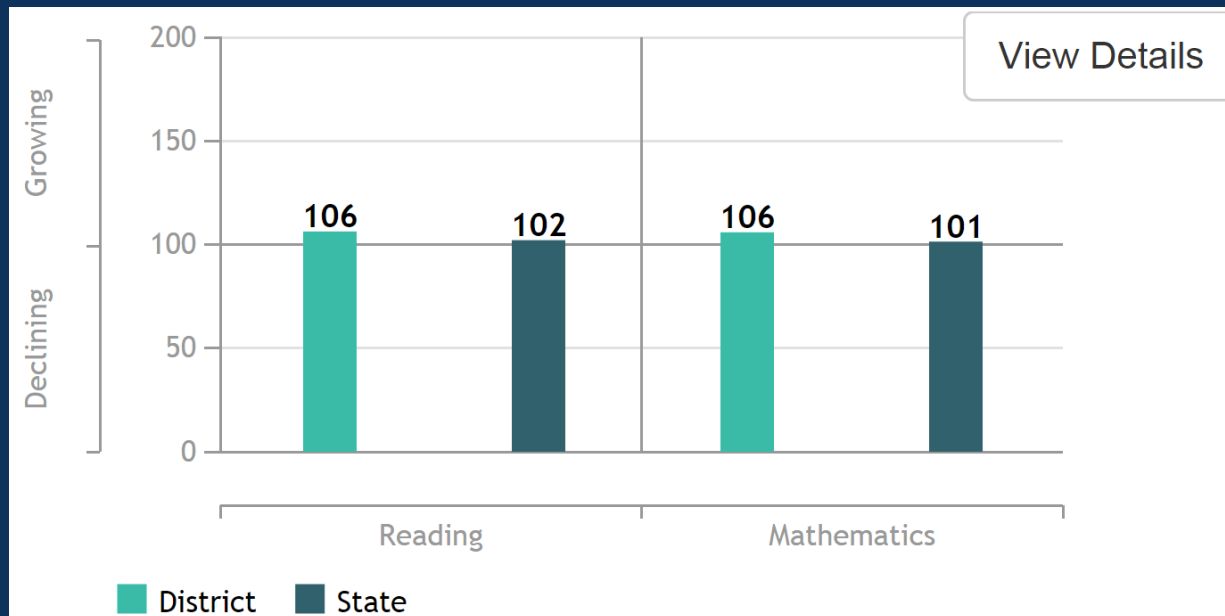
Educational Progress

Correlation between State Growth and
Percentage Meets/Exceeds
2013 ISAT Reading



Educational Progress

District 97 Performance on Growth Value Tables *2013 ISAT Reading and Math*



Illinois State Growth Comparison (Math and Reading)



Illinois State Growth Comparison District Grade-Level Growth Summary (2013-2014)

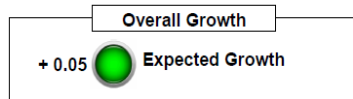
District:
DISTRICT 97 OAK PARK

Subject:
Mathematics







Evaluation Year: **2013-2014**

Growth Comparison Group: **State of Illinois**

Criterion: **2014 ISAT**



Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
04	594	82%	16%	70%	14%	+ 0.09 
05	601	86%	28%	62%	10%	+ 0.37 
06	536	78%	17%	65%	18%	- 0.07 
07	558	74%	12%	67%	20%	- 0.16 
08	573	71%	23%	53%	24%	+ 0.01 
ALL EXPECTED		78%	19%	63%	17%	+ 0.05 
			16%	68%	16%	0.00

* Dot color is green for all value-added growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students



Illinois State Growth Comparison District Grade-Level Growth Summary (2013-2014)

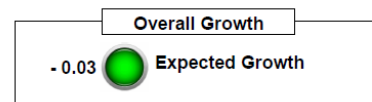
District:
DISTRICT 97 OAK PARK

Subject:
Reading







Evaluation Year: **2013-2014**

Growth Comparison Group: **State of Illinois**

Criterion: **2014 ISAT**



Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
04	596	79%	16%	68%	16%	+ 0.01 
05	603	85%	17%	71%	12%	+ 0.06 
06	534	79%	13%	71%	16%	- 0.06 
07	556	79%	11%	70%	19%	- 0.17 
08	572	71%	14%	72%	15%	- 0.01 
ALL EXPECTED		79%	14%	70%	15%	- 0.03 
			16%	68%	16%	0.00

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National MAP Growth Comparison (Math and Reading)



National MAP Growth Comparison Grade-Level Growth Summary (2013-2014)

District:
DISTRICT 97 OAK PARK

Subject:
Mathematics

Evaluation Year: **2013-2014**

Growth Comparison Group: **United States**

Criterion: **2014 SPRING MAP**

Overall Growth
- 0.02 Expected Growth

Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
02	601	78%	19%	66%	15%	+ 0.05
03	639	75%	21%	65%	15%	+ 0.11
04	636	81%	22%	66%	12%	+ 0.23
05	658	80%	18%	67%	16%	+ 0.07
06	576	77%	9%	70%	21%	- 0.29
07	605	71%	10%	72%	18%	- 0.19
08	598	65%	12%	67%	21%	- 0.18
ALL		75%	16%	67%	17%	- 0.02
EXPECTED			16%	68%	16%	0.00

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National MAP Growth Comparison Grade-Level Growth Summary (2013-2014)

District:
DISTRICT 97 OAK PARK

Subject:
Reading

Evaluation Year: **2013-2014**

Growth Comparison Group: **United States**

Criterion: **2014 SPRING MAP**

Overall Growth
+ 0.18 Expected Growth

Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
02	603	83%	24%	66%	10%	+ 0.34
03	639	82%	20%	70%	11%	+ 0.18
04	636	81%	18%	69%	13%	+ 0.16
05	659	81%	19%	68%	13%	+ 0.11
06	576	77%	17%	72%	11%	+ 0.11
07	605	80%	21%	67%	12%	+ 0.20
08	601	72%	20%	68%	12%	+ 0.14
ALL		80%	20%	69%	12%	+ 0.18
EXPECTED			16%	68%	16%	0.00

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***Growth not reported for groups with fewer than 5 students



Defining Quality at the Local District Level



What is your definition of quality?

Developing a District Dashboard



Local Academic Growth (Math)



District Grade-Level Growth Summary (2013-2014)


District:
DISTRICT 97 OAK PARK

Subject:
Mathematics









Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Criterion: **2014 ISAT, SPRING DIBELS COMPOSITE AND SPRING MAP**

Overall Growth
- 0.05  Expected Growth

Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
02	474	79%	11%	69%	20%	- 0.17 
03	600	77%	15%	67%	18%	- 0.05 
04	608	81%	15%	70%	15%	0.00 
05	622	83%	18%	67%	15%	+ 0.08 
06	548	77%	15%	62%	24%	- 0.22 
07	579	73%	15%	68%	17%	- 0.06 
08	586	67%	18%	62%	20%	- 0.01 
ALL		77%	15%	66%	18%	- 0.05 
EXPECTED			16%	68%	16%	0.00

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District Subgroup Growth Summary (2013-2014)

District:
DISTRICT 97 OAK PARK














Subject:
Mathematics

Evaluation Year: **2013-2014**

Growth Comparison Group: **Local District**

Criterion: **2014 ISAT, SPRING DIBELS COMPOSITE AND SPRING MAP**

Student Growth by Subgroup

Group	Subgroup	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
Ethnicity	Asian	386	78%	19%	63%	18%	+ 0.04 
Ethnicity	Black	910	47%	11%	66%	23%	- 0.26 
Ethnicity	Hispanic	204	69%	16%	63%	20%	- 0.06 
Ethnicity	Other	428	78%	13%	67%	20%	- 0.08 
Ethnicity	White	2,298	88%	17%	67%	16%	+ 0.01 
Gender	Female	1,991	78%	14%	68%	18%	- 0.09 
Gender	Male	2,027	76%	17%	65%	18%	- 0.02 
IEP	IEP	600	41%	15%	63%	21%	- 0.12 
IEP	No IEP	3,525	82%	15%	67%	18%	- 0.04 
Income	Low Income	975	49%	12%	65%	23%	- 0.22 
Income	Not Low Income	3,127	85%	16%	67%	17%	- 0.01 
LEP	LEP	51	64%	19%	59%	23%	+ 0.01 
LEP	Not LEP	3,995	77%	15%	66%	18%	- 0.06 
EXPECTED				16%	68%	16%	0.00

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***Growth not reported for groups with fewer than 5 students



Local Academic Growth (Reading)



District Grade-Level Growth Summary (2013-2014)

District:
DISTRICT 97 OAK PARK
Subject:
Reading

Overall Growth
+ 0.02 Expected Growth

Evaluation Year: 2013-2014
Growth Comparison Group: Local District
Criterion: 2014 ISAT, SPRING DIBELS COMPOSITE AND SPRING MAP

Student Growth by Grade

Grade	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
K	503	N/A	17%	71%	13%	+ 0.01
01	614	N/A	19%	66%	15%	+ 0.14
02	608	84%	17%	69%	14%	+ 0.01
03	599	81%	16%	70%	15%	+ 0.03
04	607	80%	16%	67%	16%	- 0.02
05	621	83%	16%	71%	13%	+ 0.04
06	548	78%	12%	68%	20%	- 0.17
07	579	80%	17%	69%	13%	+ 0.09
08	586	71%	15%	71%	13%	+ 0.04
ALL		80%	16%	69%	15%	+ 0.02
EXPECTED			16%	68%	16%	0.00

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District Subgroup Growth Summary (2013-2014)

District:
DISTRICT 97 OAK PARK
Subject:
Reading

Evaluation Year: 2013-2014
Growth Comparison Group: Local District
Criterion: 2014 ISAT, SPRING DIBELS COMPOSITE AND SPRING MAP

Student Growth by Subgroup

Group	Subgroup	Effective Sample Size	% Make Benchmark	% High Growth	% Expected Growth	% Low Growth	Value-Added Growth
Ethnicity	Asian	516	82%	16%	69%	14%	+ 0.01
Ethnicity	Black	1,162	53%	12%	69%	19%	- 0.18
Ethnicity	Hispanic	217	77%	15%	71%	14%	- 0.02
Ethnicity	Other	590	79%	16%	68%	17%	- 0.04
Ethnicity	White	3,003	90%	18%	69%	13%	+ 0.11
Gender	Female	2,618	83%	18%	70%	12%	+ 0.11
Gender	Male	2,648	76%	14%	69%	17%	- 0.07
IEP	IEP	719	40%	12%	65%	23%	- 0.21
IEP	No IEP	4,659	85%	17%	70%	14%	+ 0.05
Income	Low Income	1,224	53%	11%	69%	20%	- 0.18
Income	Not Low Income	4,130	88%	18%	69%	13%	+ 0.08
LEP	LEP	102	55%	17%	67%	16%	+ 0.04
LEP	Not LEP	5,197	80%	16%	69%	15%	+ 0.02
EXPECTED				16%	68%	16%	0.00

* Dot color is green for all value-added growth scores that are not statistically significant

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2014-2015 Priorities

- ➔ Continue to support administration with data analysis and new portal resources
- ➔ Support principal and teacher evaluation where appropriate
- ➔ Work with the district to develop the district dashboard aligned to the district's definition of quality
- ➔ Develop individual student profile reports



Questions?

