

# Glen Ellyn School District 41

Ignite passion. Inspire excellence. Imagine possibilities.



Abraham Lincoln Benjamin Franklin Churchill Forest Glen Hadley

## Academic Update

December 3, 2018

# Tonight's Presentation Includes....

- PARCC
- Illinois Science Assessment
- Summative Designation

# PARCC Assessment 2018 Overview

- Fourth year for PARCC
- Students took two tests: English Language Arts and Mathematics. The tests were based on the student's grade level, except at Hadley, where Algebra students took Algebra I test, and Geometry students took Geometry test.(based on state mandate this will change in 2019)
- All students took the tests on-line between April 9 and April 20.
- Participation rates for both tests were 98%, slightly better than last year.
- We had 89 refusals (43 ELA, 46 Math).

# What is the difference between MAP, ISAT, PARCC & IAR?

MAP	ISAT	PARCC	IAR
Local Assessment	Retired State Assessment	State Assessment that replaced ISAT in 2014-15	State Assessment that will begin Spring 2019
Administered K-8 K-2 read to students (D41 K-1 only) 2-5 student reads to self (D41 2-5 take this test) 6+ (Elementary 5th grade AEC & Hadley Students)	Administered 3-8 By Grade Level	Administered 3-8 By Grade Level 7th & 8th grade students can take Algebra I or Geometry test based on course taken	Administered 3-8 By Grade level. All students will be required to take the grade level assessment even if they are accelerated
Given 3 times a year (Fall, Winter, Spring)	Given once a year	Given once a year (Spring)	Given once a year (Spring)
Adaptive Growth Assessment(adjusts level of difficulty based on student response)	Performance Assessment	Performance Assessment	2019-Performance 2021-Adaptive Growth
Measures student growth and readiness for new content	Accountability measure that measures mastery of grade level content	Accountability measure that measures mastery of grade level content	Accountability measure that measures mastery of grade level content and beyond (in 2021)
Multiple Choice/adaptive	Multiple Choice/extended response question	Multiple choice/application & provide evidence	Projected to be "PARCC like"

# What do test questions look like within each assessment for reading?

## ISAT



### OLD TEST ITEM

Which two words are synonyms for heap?

- A. pile
- B. row
- C. corner
- D. mound
- E. pattern

## PARCC/IAR in 2019



### PARCC TEST ITEM

#### PART A

What is the meaning of the word **dictate** as it is used in paragraph 23\*?

- a. Hint
- b. Fix
- c. Understand
- d. Decide

#### PART B

Which phrase helps the reader understand the meaning of dictate?

- a. "...recreate the tree house..."
- b. "...determine the shape..."
- c. "...is less expensive to build..."
- d. "...has all the time in the world..."

*\*Students will have a reading passage in front of them with numbered paragraphs to which they can refer.*

### WHAT'S DIFFERENT?

Students must identify the meaning of words without context.

At first, this may look like the multiple choice questions of the past. But note that in Part A students have the advantage of the reading passage to gather meaning and, in Part B, students are asked to find words in the reading passage that back up their choice in Part A. PARCC focuses attention on vocabulary, particularly *academic language*, which is emphasized in the standards.

## MAP

# 211-220

**Read the sentence.**

Although the storm outside was ferocious, Nate left the comfort of the cabin and trudged toward home.

**Which word best matches the connotative meaning of "ferocious" as it is used in the sentence?**


- 1. barbaric
- 2. inhuman
- ✓ 3. intense
- 4. untamed

# What do test questions look like within each assessment for math?


ISAT

PARCC /IAR in 2019

MAP


 **OLD TEST ITEM**

Justine is using the stickers below to decorate a picture frame.



1. What fraction of Justine's stickers are hearts? Which of the number in your fraction represents the whole set of stickers?
2. Draw and label a number line and mark an X on the number line to show the location of the fraction of Justine's stickers that are ladybugs.

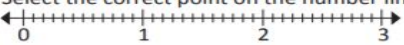
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

 **PARCC TEST ITEM**

Ava and Mia are comparing the fractions  $\frac{3}{2}$  and  $\frac{5}{6}$ .

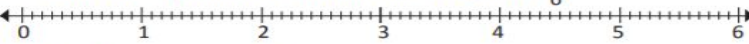
**PART A:** Ava created this number line to graph  $\frac{3}{2}$ .

Select the correct point on the number line to represent  $\frac{3}{2}$ .



Mia created this number line to graph  $\frac{5}{6}$ .

Select the correct point on the number line to represent  $\frac{5}{6}$ .



**PART B:** Is  $\frac{3}{2}$  greater than or less than  $\frac{5}{6}$ ? Explain how you know.

**PART C:** Write a fraction that is between  $\frac{3}{2}$  and  $\frac{5}{6}$ .

Explain how you know your fraction is between  $\frac{3}{2}$  and  $\frac{5}{6}$ .

WHAT'S DIFFERENT?	
<p>Notice the focus on procedure (counting, in this case). You can also see that students do not engage with the material.</p>	<p>The PARCC item is in several parts. Part A asks students to show they know that a fraction is a number, rather than just a ratio (like heart stickers to total number of stickers in the old test item). This puts the focus on understanding the concept. Students interact with the problem by placing fractions on the number line, an example of using technology to enhance the question.</p> <p>In Part B, students are asked to make sense of the fractions as numbers by comparing them — taking a step beyond just putting them on the number line.</p> <p>In Part C, students apply their understanding by creating a fraction that is between <math>\frac{3}{2}</math> and <math>\frac{5}{6}</math>. You can see that the tasks build upon one another and ask students to do more than just procedures. Students are asked to demonstrate understanding and apply and explain their knowledge.</p>

**191-200**

Jill sold bags of raisins. The first day she sold 6 bags, and the second day she sold 12. On the third day she sold 18.

If Jill continues to sell bags following the same pattern, how many bags will she sell on the sixth day?

A. 54

B. 48

✓C. 36

D. 30

E. 24

# How does the State score student performance?

## PARCC Performance Levels

**Level 5:** The student performance demonstrated at this level **exceeded** academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

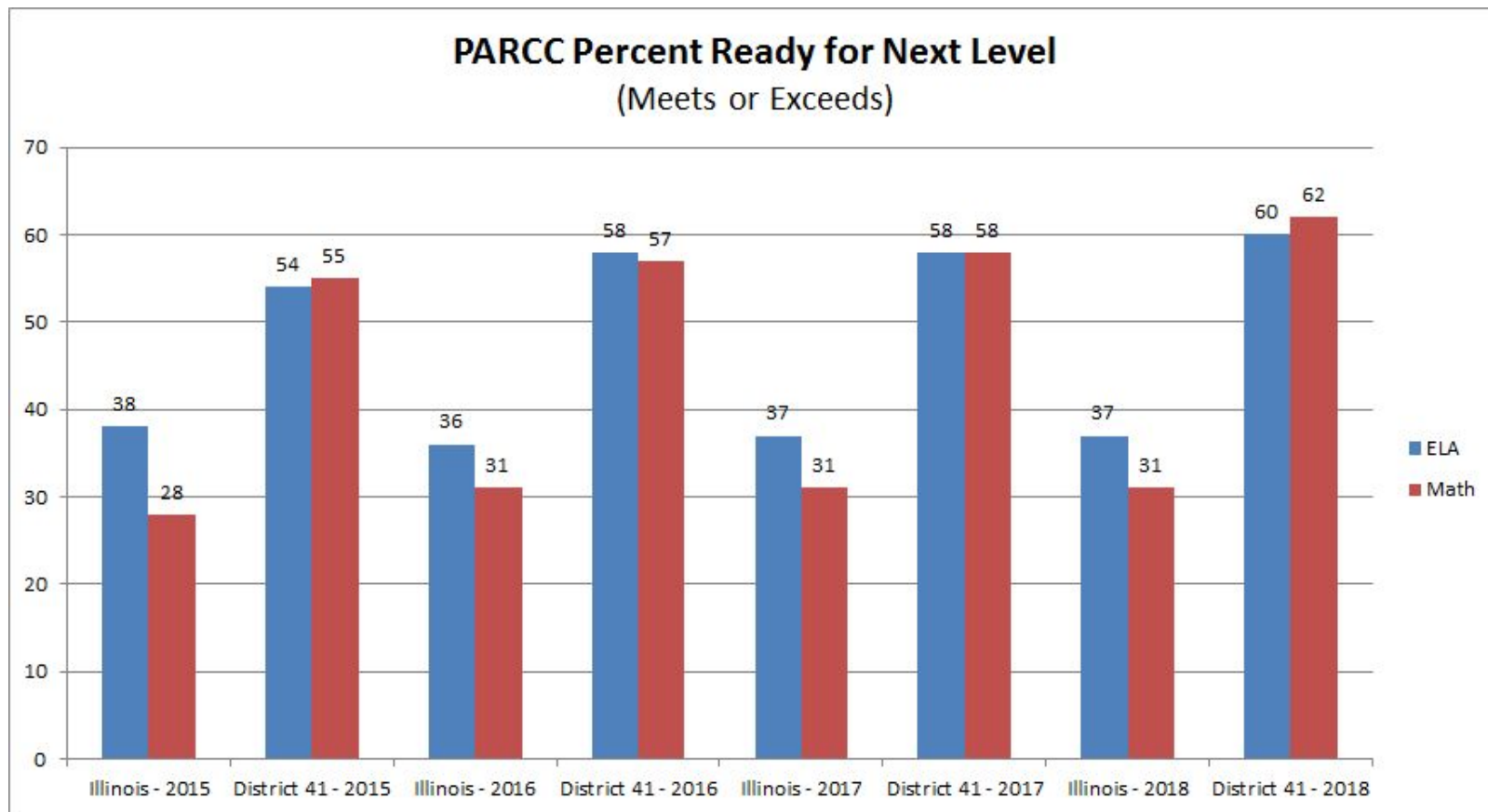
**Level 4:** The student performance demonstrated at this level **met** academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

**Level 3:** The student performance demonstrated at this level **approached** academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

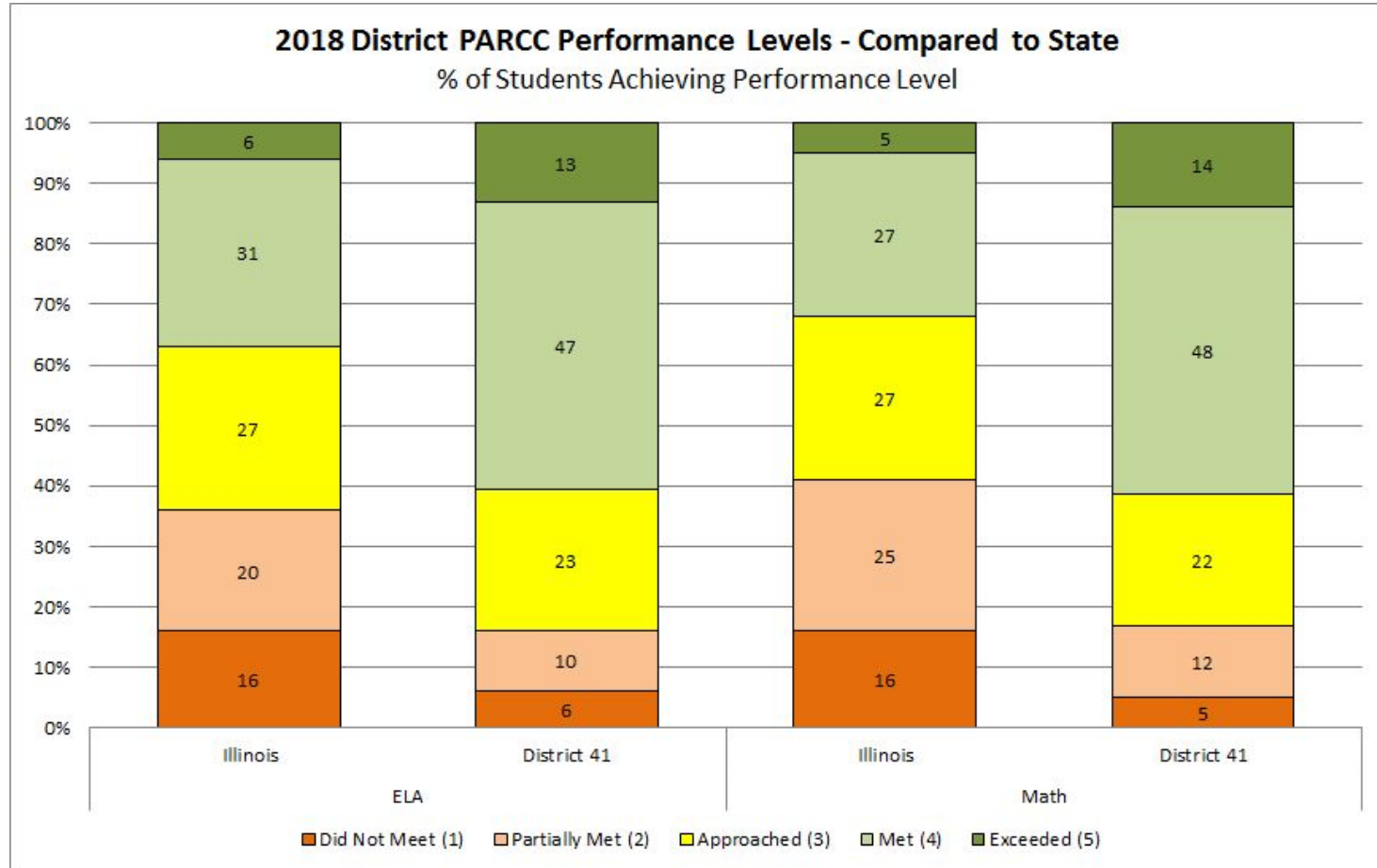
**Level 2:** The student performance demonstrated at this level **partially met** academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

**Level 1:** The student performance demonstrated at this level **did not yet meet** academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.

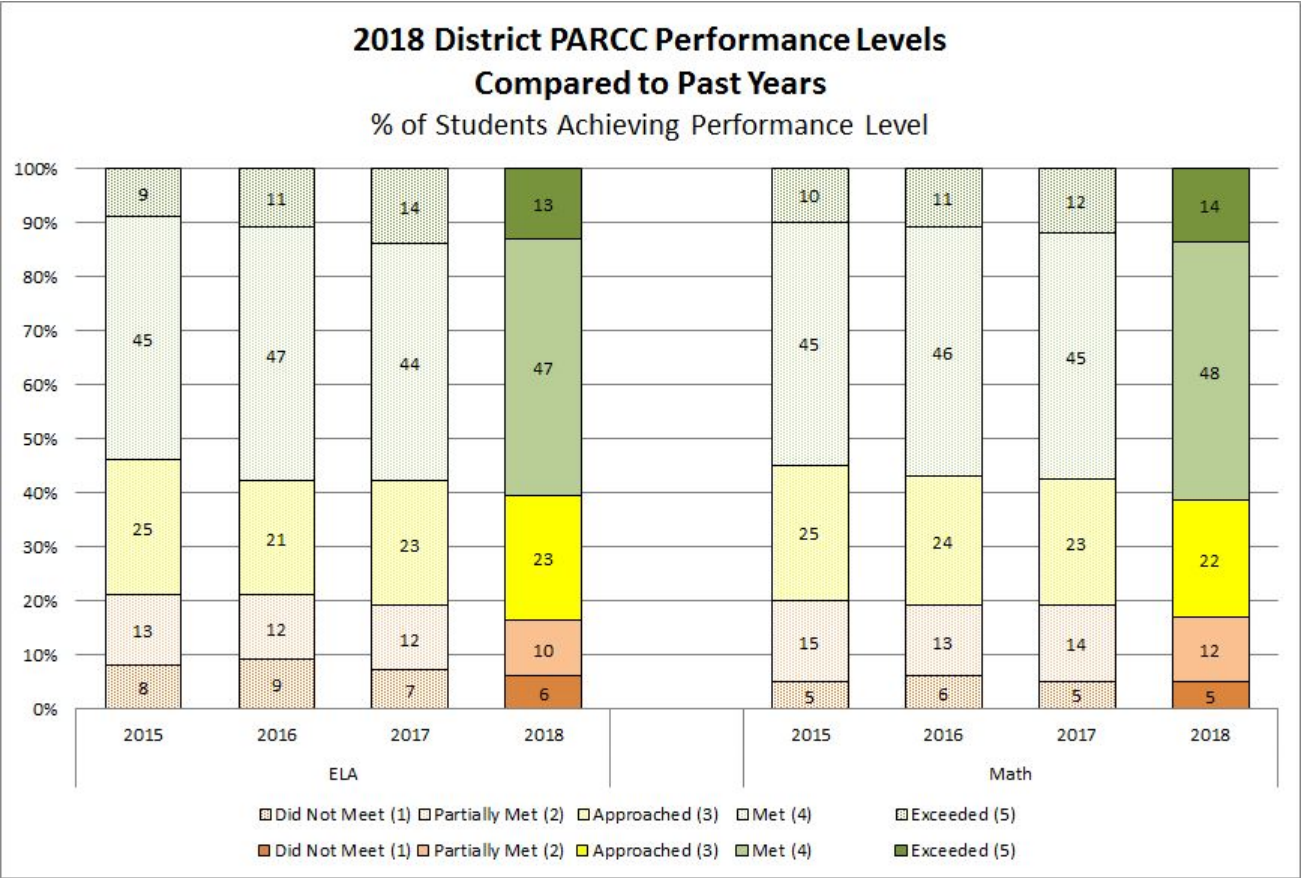
# D41 Outperforms the State for the 4th Year in a Row



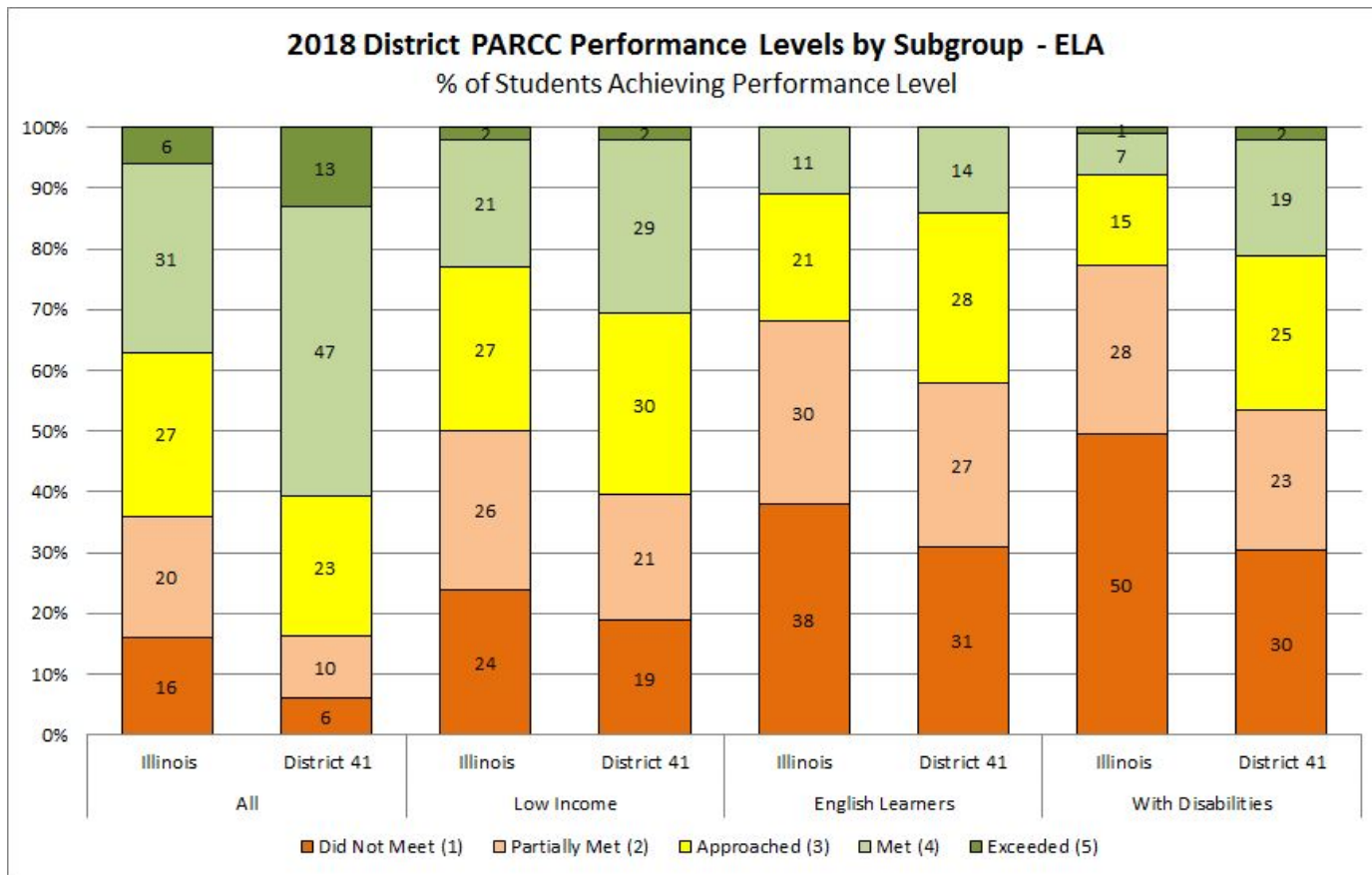
# D41 Outperforms the State in All Areas



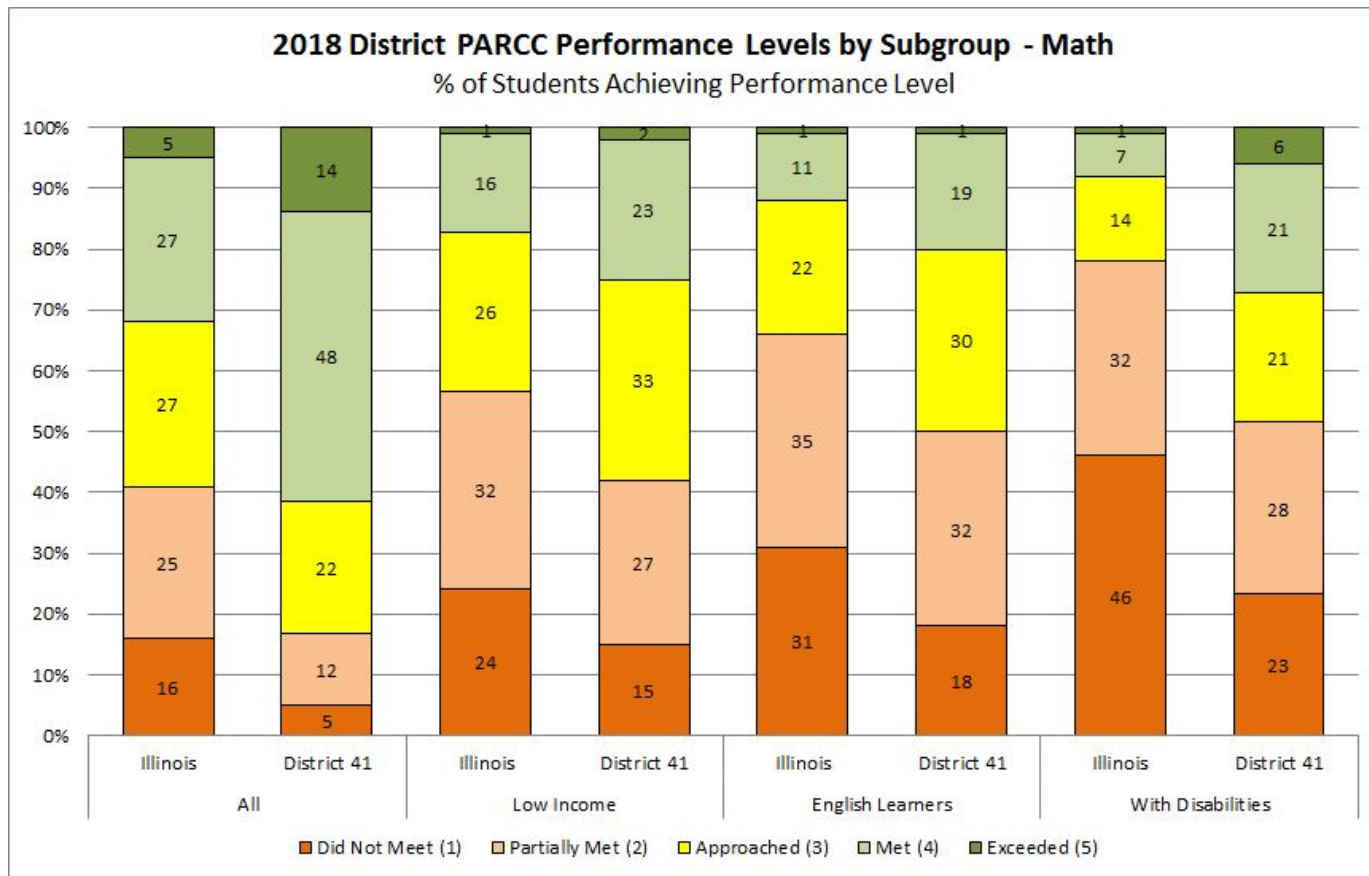
# 2018 Continued Improvements in District Performance



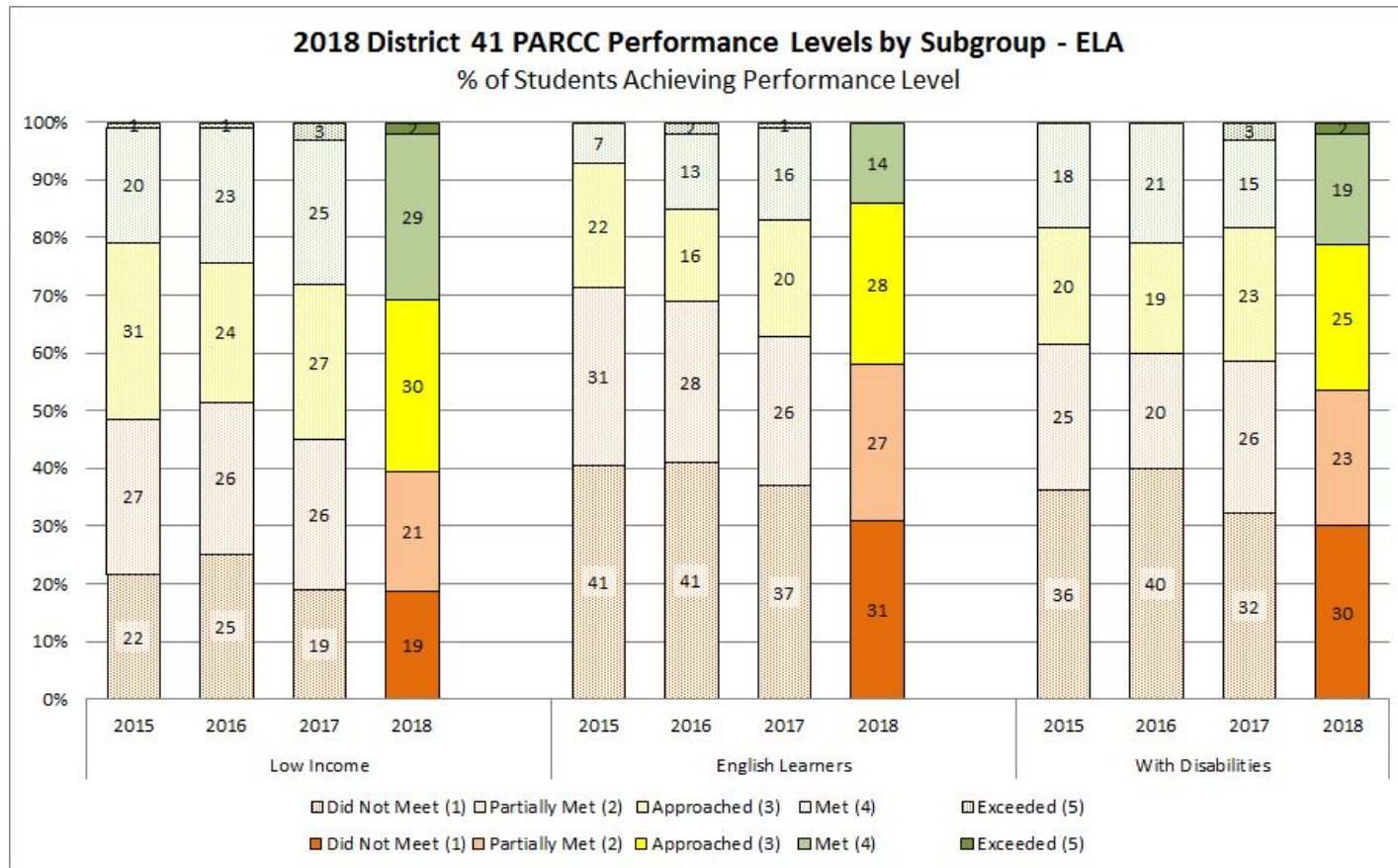
# D41 Outperforms the State in All Subgroup Areas in ELA



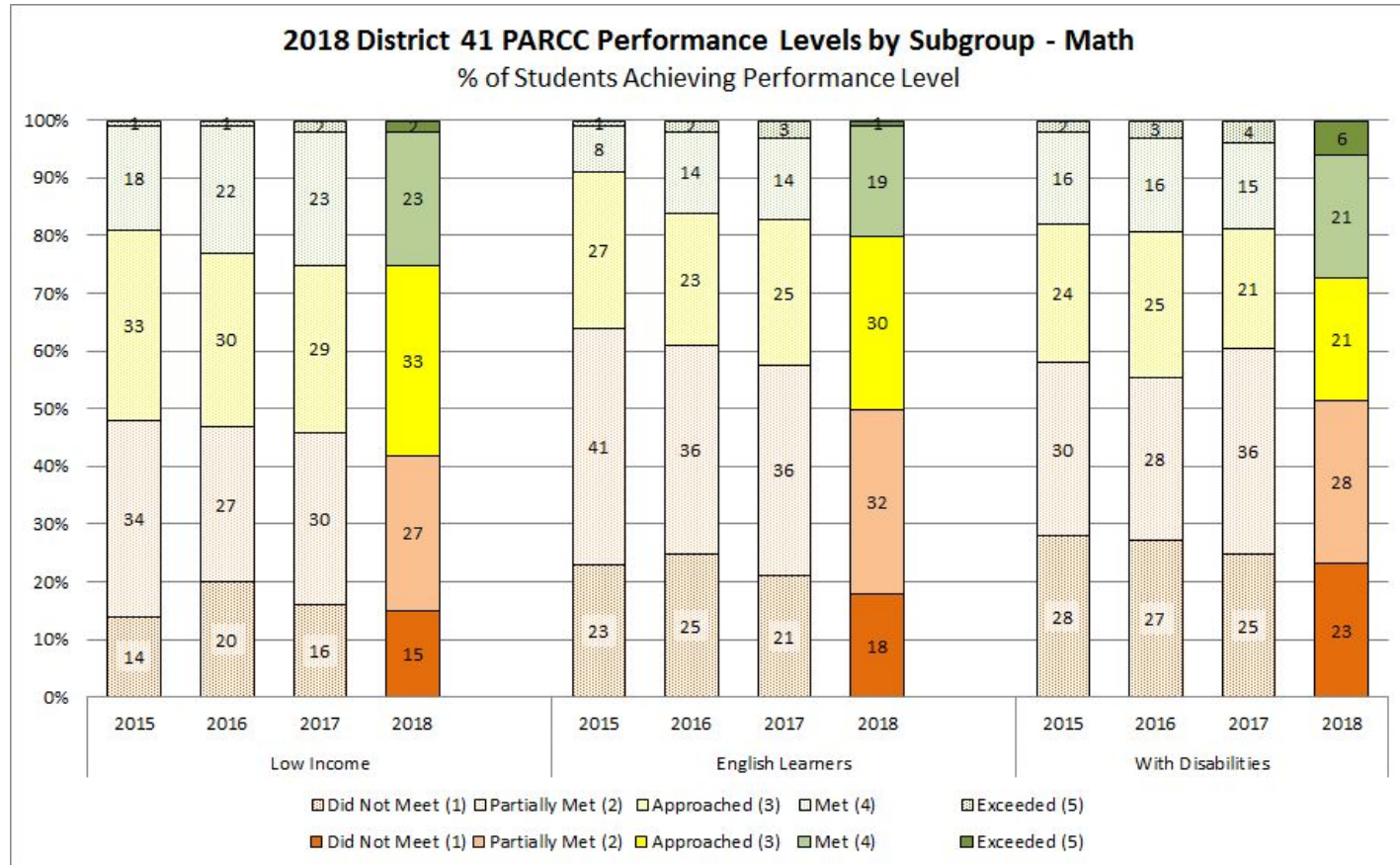
# D41 Outperforms the State in All Subgroup Areas in Math



# D41 Subgroup Performance Is Improving Districtwide in ELA



# D41 Subgroup Performance Is Improving Districtwide in Math

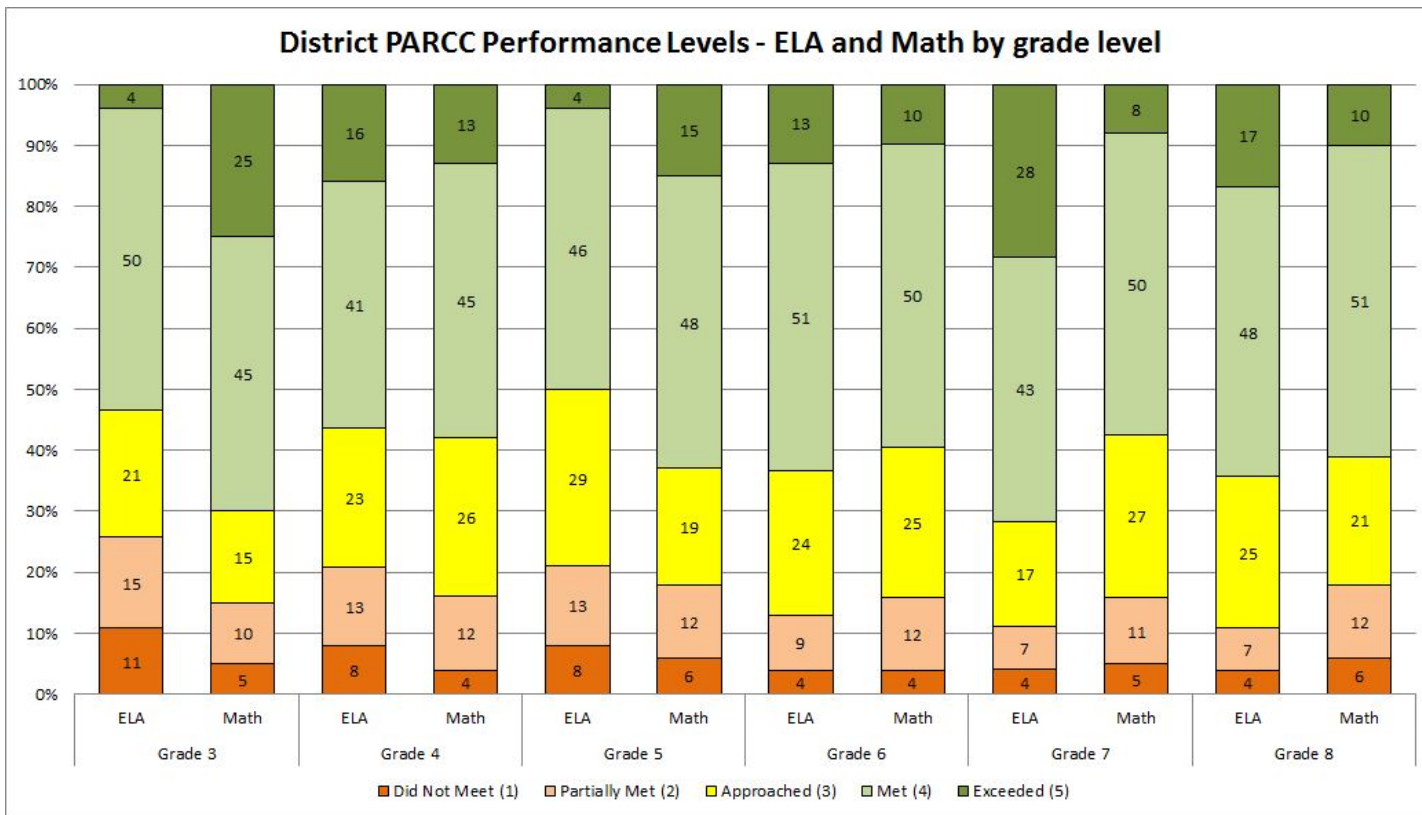


## PARCC by Grade Level Shows Mixed Results for ELA, Improvement for Math

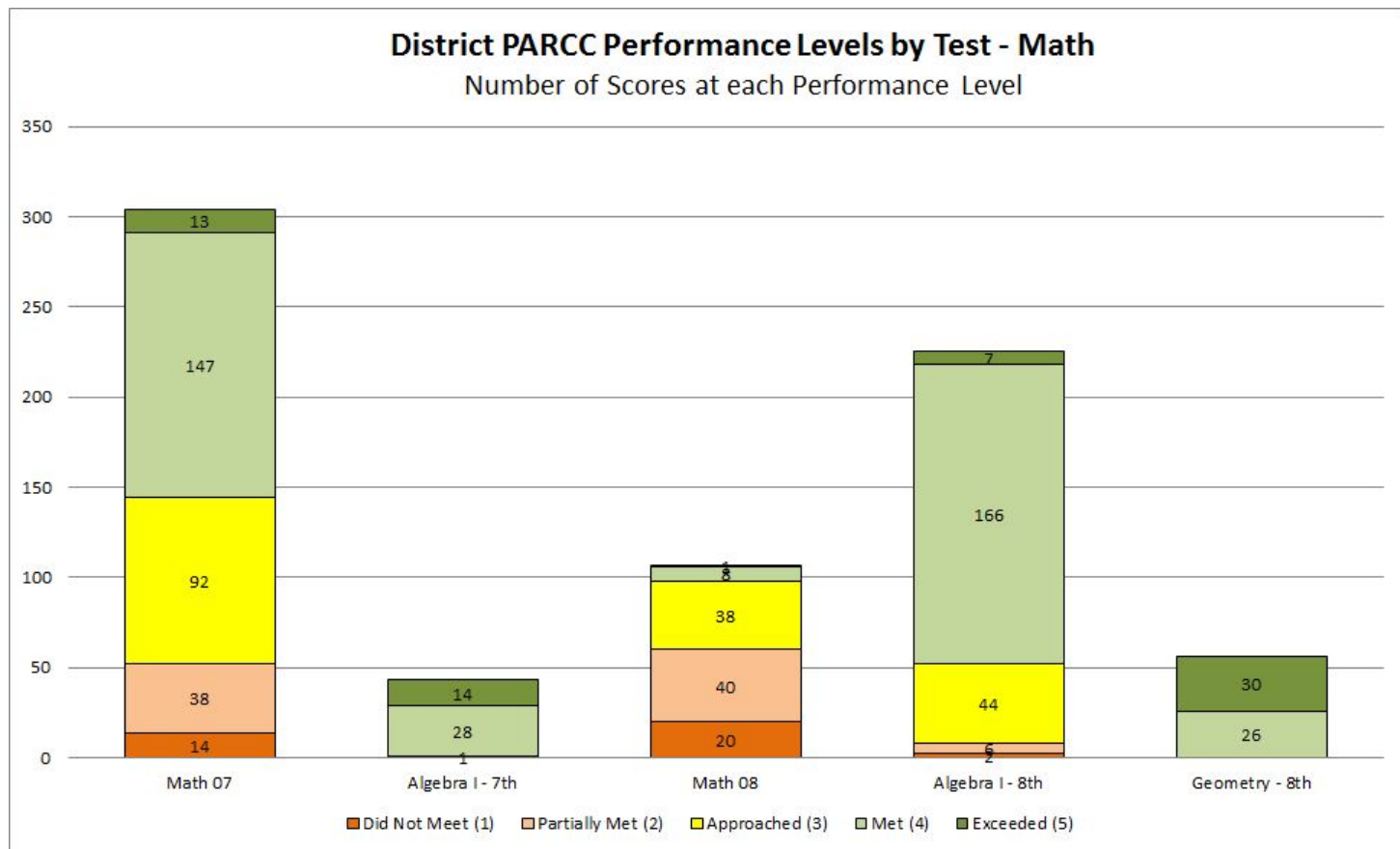
Grade Level	ELA District Percent Met or Exceeded				Math District Percent Met or Exceeded			
	2015	2016	2017	2018	2015	2016	2017	2018
3	53	57	62	54	59	59	66	70
4	51	62	51	57	53	61	50	58
5	59	58	55	50	54	58	63	63
6	57	55	51	64	61	61	58	59
7	56	60	71	72	53	53*	59*	58*
8	50	57	58	65	51	54*	51*	61*

\*Includes students who took high school Algebra I and Geometry tests

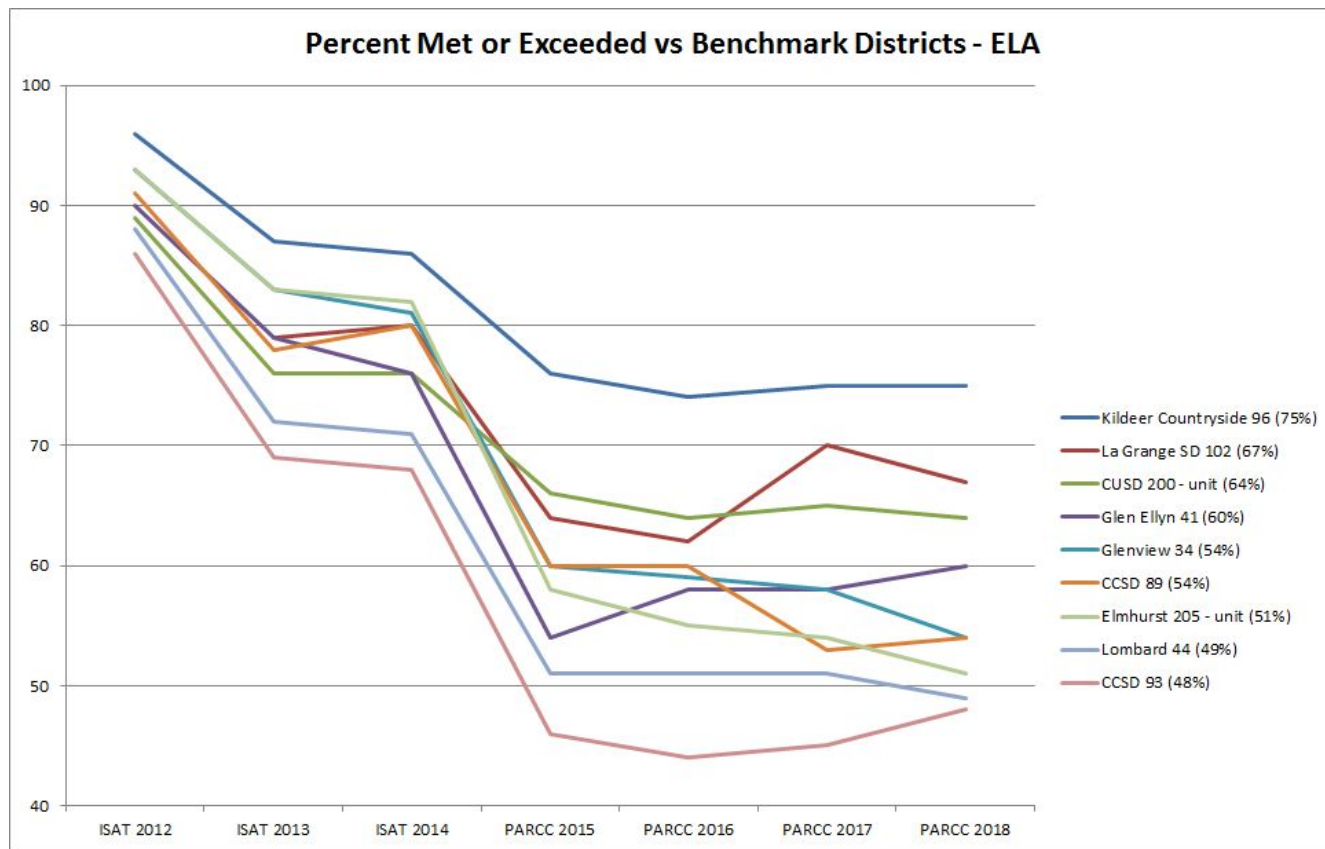
# Majority of Students Meet or Exceed Standards in All Grade Levels and Minimal Number of Students Are Not Meeting



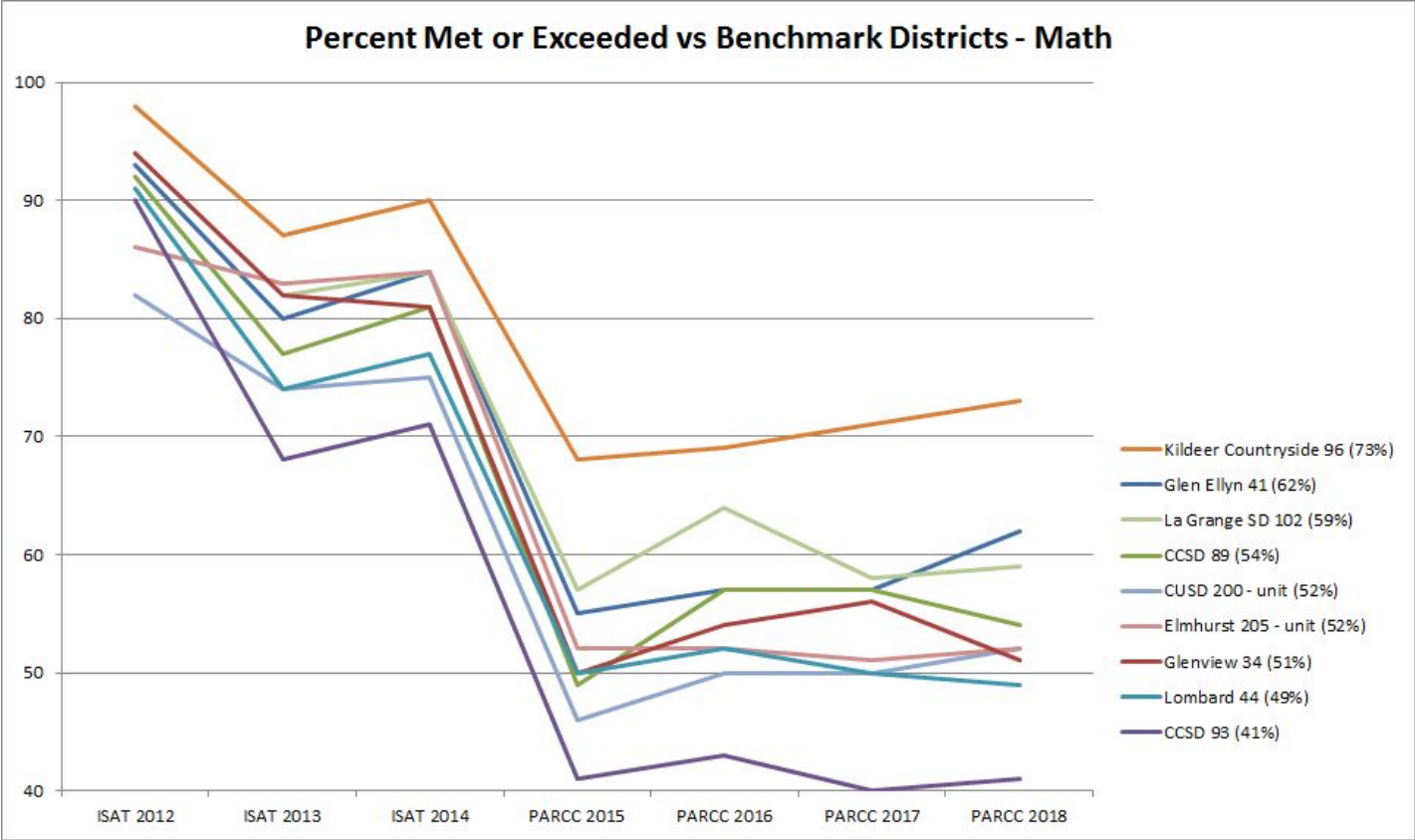
# Hadley Math Course Enrollment Determines Test Given



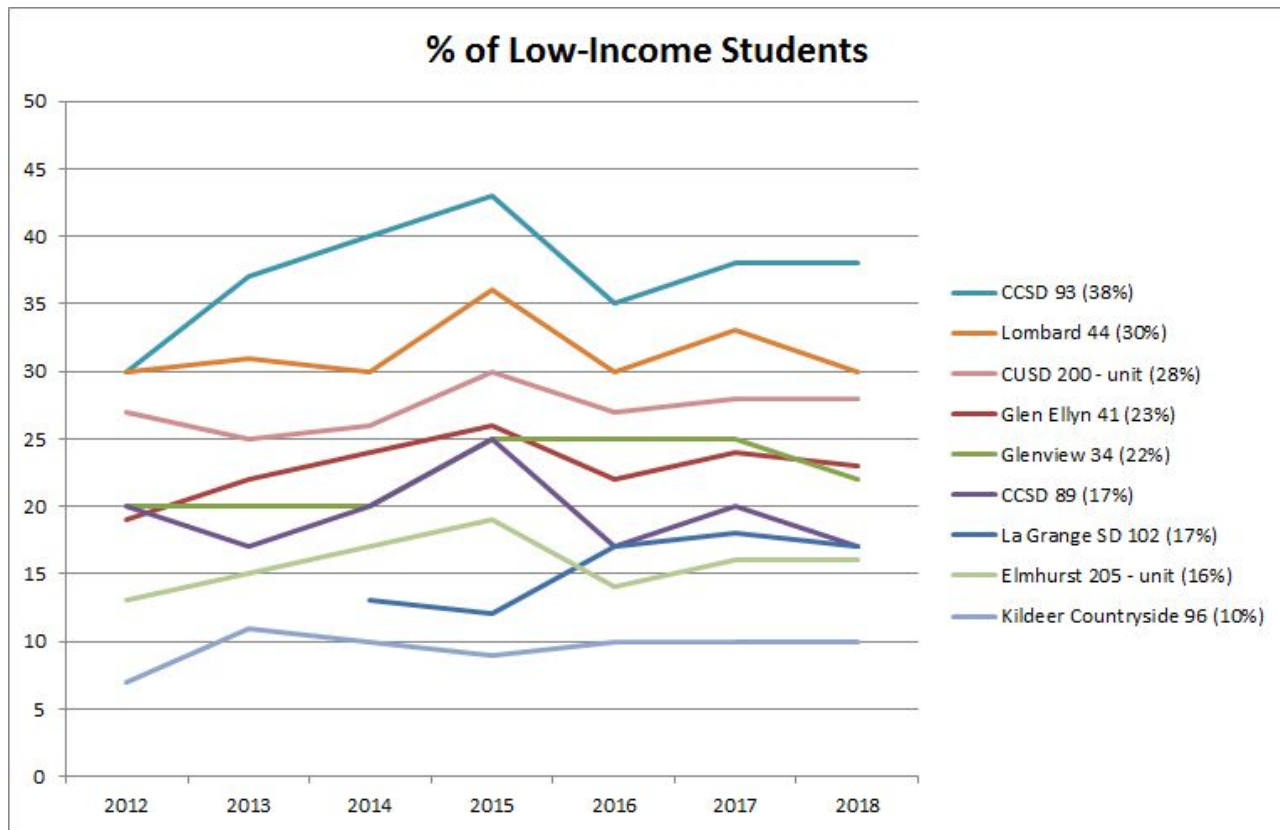
# District 41 is 4th Compared to Benchmark Districts in Overall Meeting or Exceeding on PARCC ELA



# District 41 is 2nd Compared to Benchmark Districts in Overall Meeting or Exceeding on PARCC Math

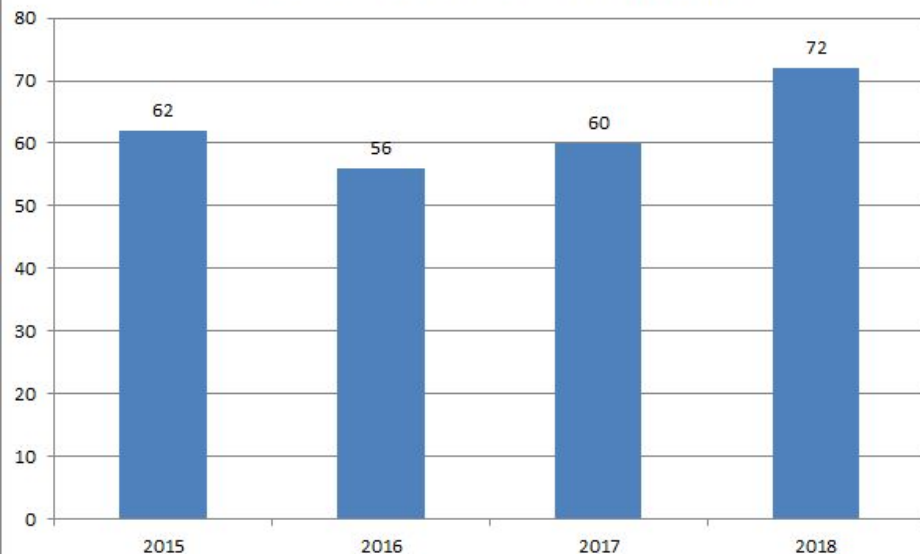


# District 41 has the 4th Largest Population of Low-income Students Compared to Our Benchmark Districts

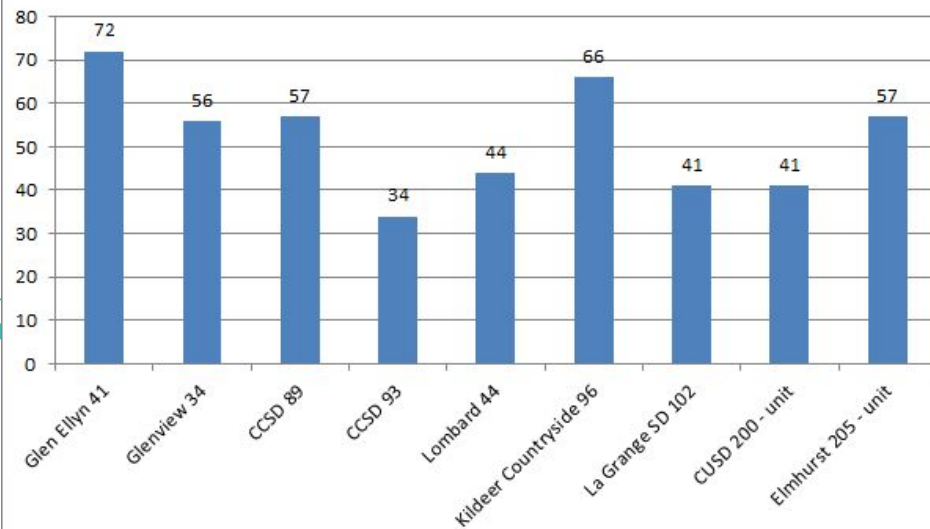


# District 41- Highest % of 8th Grade Students Passing the Algebra I Course Compared to Our Benchmark Districts

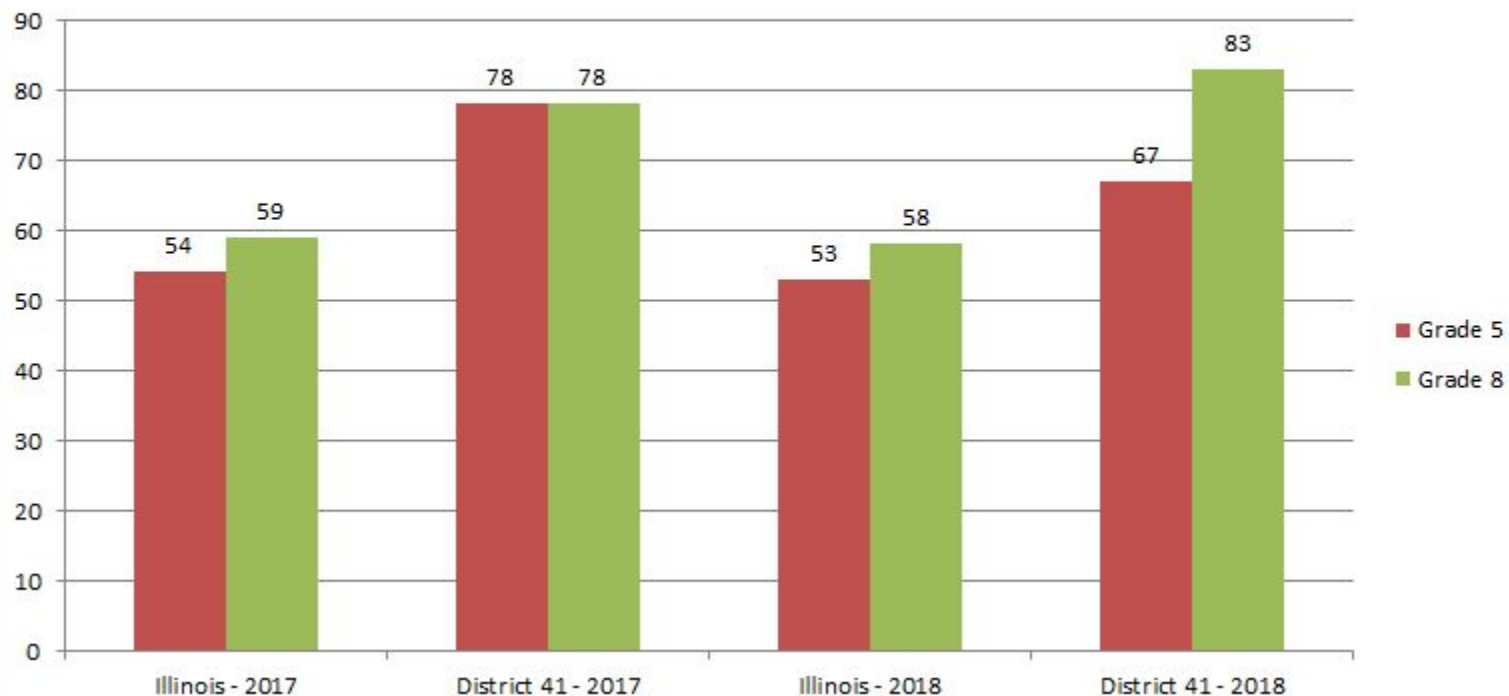
% of 8th Grade Students Passing Algebra I



% of 8th Grade Students Passing Algebra I - 2018

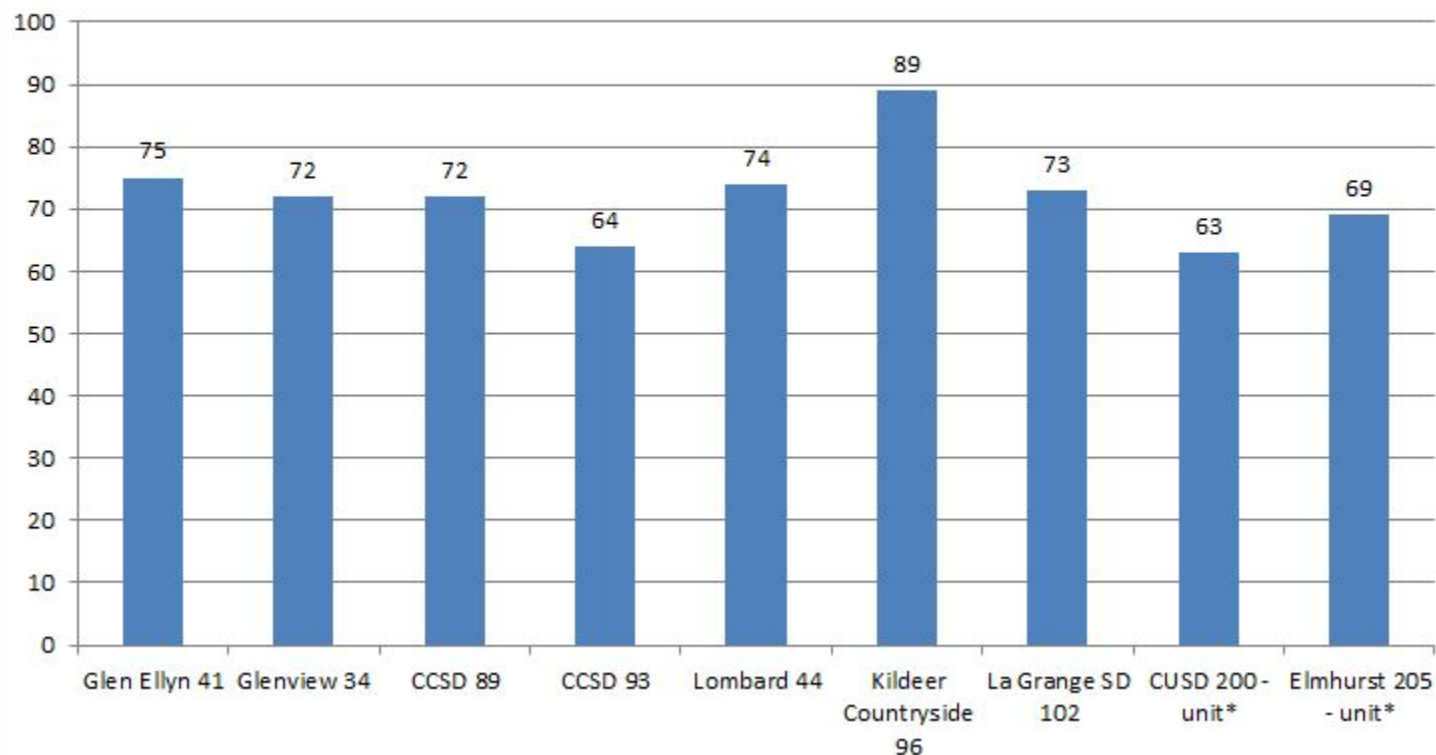


## Illinois Science Assessment Percent Proficient



## Illinois Science Assessment 2018

% Proficient



# Summative Designation

- Primary mechanism for school accountability under ESSA
- Multiple measures index of academic achievement and student success
- Developed in deep collaboration with stakeholders throughout the state
- Designed to **identify schools for supports and improvement**
  - Including schools with subgroups needing support in otherwise high performing schools

# Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on 10 indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

## Preschool through 8th Grade

75%

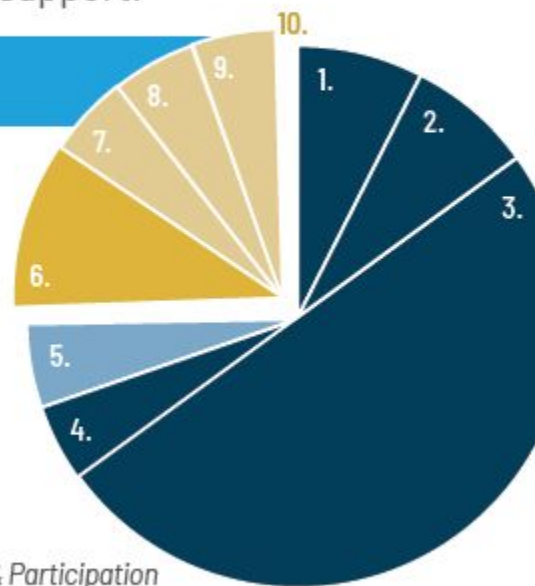
### Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

### Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)
8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



# Summative Designations

<b>Exemplary</b>	Schools performing in the <b>top 10 percent</b> of schools statewide, with <b>no underperforming student groups</b> .
<b>Commendable</b>	A school that has <b>no underperforming student groups</b> , a graduation rate greater than 67 percent, and whose performance is <b>not in the top 10 percent</b> of schools statewide.
<b>Underperforming</b>	A school in which <b>one or more student groups</b> is performing at or below the level of the “all students” group in the lowest performing 5 percent of schools.
<b>Lowest Performing</b>	A school that is in the <b>lowest-performing 5 percent</b> of schools in Illinois and <b>any high school with a graduation rate of 67 percent or less</b> .

## 2018 Official Summative Designations

Statistics for 2018	Grade Band						Lowest/Underperforming Index Score Threshold	
	Lowest Performing						Exemplary Index Score Threshold	
	Underperforming							
	Commendable							
	Exemplary							
	Total							
ES	156	550	2084	308	3098	36.9	80.94	
HS	48	11	552	68	679	17.16	87.81	
Total	204	561	2636	376	3777			

- Exemplary schools had “all students” index scores at or above 80.94 (ES) or 87.81 (HS)
- Lowest Performing schools had “all students” index scores at or below 36.9 (ES) or 17.16 (HS)
- Underperforming schools had one or more student groups whose index score was below 36.9 (ES) or 17.16 (HS)
- Commendable schools had scores ranging from 80.93 – 36.99 (ES) or 87.78 – 18.41 (HS) but with no students groups whose index scores were at or below 36.9 (ES) or 17.16 (HS)

# District 41 Summative Designations

School	Designation (Index Score)
Abraham Lincoln School	Exemplary (84.09)
Benjamin Franklin School	Commendable (78.24)
Churchill School	Commendable (70.58)
Forest Glen School	Commendable (76.39)
Hadley Junior High School	Commendable (77.02)

# District Celebrations/Opportunities

## Celebrations

- PARCC district average is above the state in all areas
- 2018 PARCC district scores are better than the majority of our benchmark districts
- 2018 PARCC scores are our highest yet
- 84% of students who took High School level tests (Algebra I or Geometry) at Hadley met or exceeded on PARCC performance levels
- 72% of 7th grade students met or exceeded on PARCC Reading, and 70% of 3rd grade students met or exceeded on PARCC Math
- Subgroup data is Improving

## Opportunities

- Continue focusing attention on subgroups and students not meeting expectations at the elementary and middle school
- Focus district coaching and building level PLC meetings on data to drive unit planning and instructional practices K-8
- Continue to implement Eureka Math and Lucy Caulkins in 2019-20 (Implementation year 4)
- Strong focus on Phonics for Grades K-2
- Create more opportunities to support teachers with differentiation for all levels

# Coming in June 2019

End of Year Academic Update to include MAP data,  
Spanish Literacy, ISEL, and Kindergarten Extended Day  
Program at Churchill