

Regular Board Meeting – November 16, 2010

SUBJECT: 2010 FALL MAP AND AIMSweb REPORT

OVERVIEW

District 68 utilizes a universal screening standardized assessment in reading called AIMSweb in its second year in our schools, and two diagnostic standardized assessments in reading and mathematics called Measures of Academic Progress (MAP), in its fifth year in our schools. An AIMSweb math universal screening has been undertaken by most township schools this year, and a decision to continue its usage will be made in May, 2011 in District 68 and other township schools.

Teachers will administer MAP assessments three times this year compared with two administrations in the past. Teachers have requested the assessments be given more frequently to more accurately guide instructional interventions mid-year. Future assessments aligned with the new Common Core Standards will replace the ISAT tests after 2014 and are scheduled to be administered three times a year. By giving the MAP tests three times each year as we approach 2014, students will become accustomed to this frequent schedule of performance measurements and teachers will increase their use of data to adjust instruction.

In addition, MAP is used as an annual outcome assessment. While ISAT focuses on assessment in relation to grade level expectations and standards, MAP measures group and individual growth. Together, these assessments provide a more complete picture of student performance.

DEMOGRAPHIC CONTEXT AND ENROLLMENT

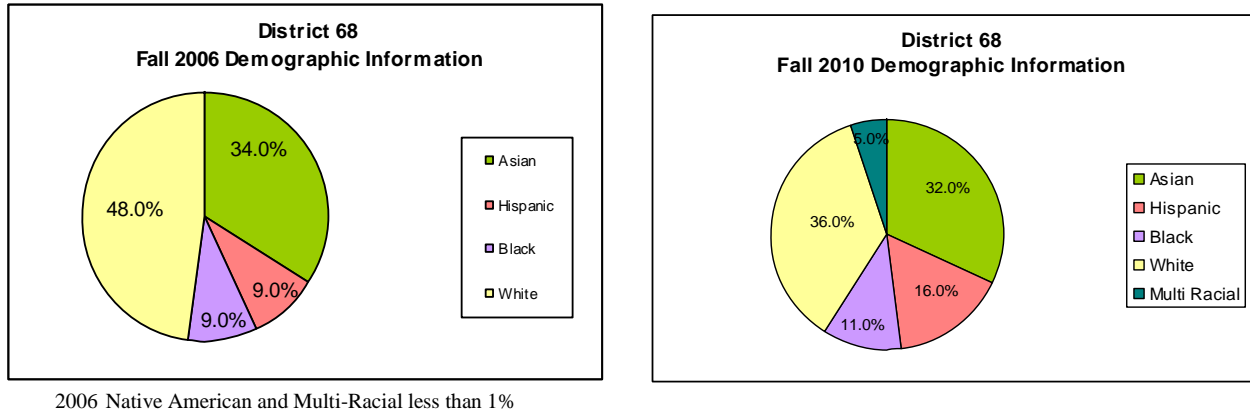
Table 1 summarizes the percentage of special education students in grades K-8 who took AIMSweb and/or MAP assessments in September over the past four years. The percentage of low-income students increased considerably from the fall of last year; the percentage of special education students has been quite stable. ELL percentages are rising.

Table 1: Percentage of Special Education, ELL, and Low-Income Groups
Fall 2006 through Fall 2010

	2006	2007	2008	2009	2010
Special Education	19%	14%	14%	17%	15%
ELL	6%	8%	11%	11%	14.8%
Low Income Based Upon Free/Reduced Lunch Annual October Reporting	30.3%	32.6%	39%	42.4%	47.7%

Chart A illustrates the changes in racial demographic groups in grades K-8 from fall 2006 to fall 2010. The percent of Asian/Pacific Islander students has decreased by 2%, and White has decreased by 12%, while Black/African American, Multi-cultural, and Hispanic students have increased 2%, 5% and 7% respectively.

**Chart A: Racial Group Demographics
Fall 2006 and Fall 2010**



The enrollment in District 68 has increased by approximately 105 students compared with the same time last year to 1,705. Grades 1 and 7 have seen the greatest growth, increasing by 27 and 26 students respectively. Grades K, 2, and 3 have moderate growth ranging from 12-14 students at each level. Grades 4 and 5 have increased or decreased by two students, and Grade 6 has an eight student decrease.

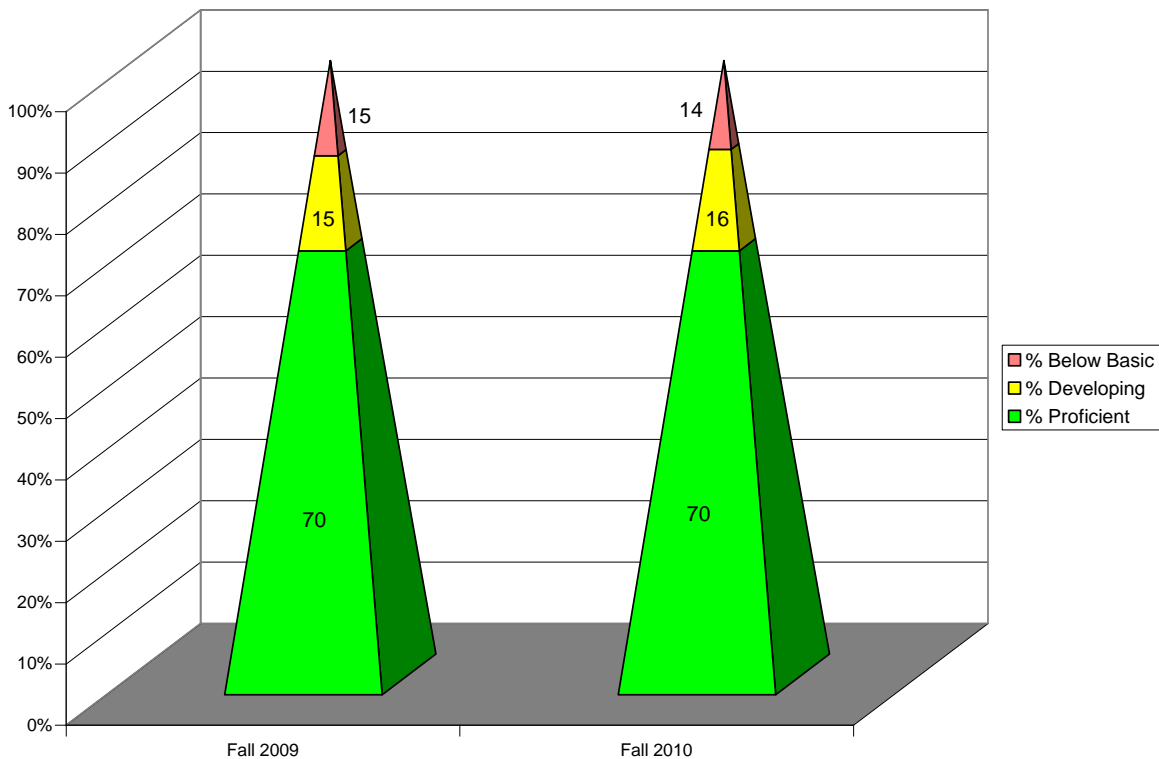
Only 30 students in grades 1-8 are entering a U.S. school for the first time; Devonshire, Highland, Stenson, and OOJH have 2, 6, 5, and 7 students respectively. For our kindergarteners, approximately 184 are coded as entering a U.S. school for the first time so tracking is more difficult. Transfer students from other schools in grades 1-8 report as one-third from Chicago Public Schools, one-third from other public and private schools in the township, and one-third from suburbs near Skokie including Wilmette, Winnetka, Mount Prospect, and Arlington Heights. Less than 1% are from out of state.

AIMSweb UNIVERSAL SCREENING ASSESSMENT

The September 2010 administration of the AIMSweb literacy measures began the second cycle of testing in grades K-8 for all students in the district in reading. These measurements correlate highly with successful performance at the “meets or exceeds” levels on the ISAT in reading for grades 3-8 and are indicative of successful performance in grade 3 in reading for students currently in grades K-2. Grade K is assessed in Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF), Grade 1 is assessed in LSF and Nonsense Word Fluency (NWF), and Grades 2-8 in Reading Curriculum Based Measures (R-CBM). The value of these probes is their brevity yet accuracy in identifying the likelihood that students will meet state standards.

Chart B reveals the aggregate percentage of students in each level of performance on the R-CBM's in fall, 2009 compared with fall, 2010 in Grades 2-8. It is evident that scores are quite similar in the aggregate from 2009 to 2010. Approximately 70% of the students are in the proficient group and currently on track to continue receiving the regular curriculum which has been effective in meeting their needs in relation to the Illinois standards. About 15-16% are in the developing group and 14-15% in the deficient group. Students who perform in the below-level range on the assessment are considered for reading intervention services if they are not already receiving special education or ELL services after additional data are reviewed. Students in the developing range are monitored more closely as the year progresses in relation to services they may need. Students in the established group receive more challenging texts in their guided reading groups and/or receive enrichment in the gifted and talented program.

Chart B
Grades 2-8 in Aggregate – Fall 2009 & Fall 2010 Tier Transition Report



Appendix A presents these charts by grade level in grades 2-8, comparing the fall testing session of 2009 to 2010. There appears to be more variability by grade, shifting $\pm 2\%$ - 6% in the proficient category. Eighth grade, for the second year in a row of AIMSweb data, has the highest percentage in the below basics level. Reasons for this may include the downturn in performance at the end of seventh grade for the past several years coupled with attitudes as students enter grade 8. Appendix B presents a cohort analysis as students move from one grade to the next. The most volatility is seen in groups moving from grade K to 1, grade 1 to 2, and grade 7 to 8. It appears that the

kindergarten class in fall 2010 has fewer students who have established letter-sound fluency than in the prior year, but more that have this skill emerging than in 2009. Grade 1 students were just beginning letter-sound fluency in fall 2009 with only 27% having this skill established; by fall 2009, as second graders, 76% had established fluency and the deficient group dropped from 64% to 15%. Reasons for the volatility include the number of students entering school for the first time, the length of the kindergarten day, the readiness and developmental level of the students, and the use of interventions, especially in grade 1. Performance by grade 7 parallels the decline in ISAT and MAP results in this grade signaling attention to the instructional program including the rigor of assignments, behavioral issues, and communication of teacher expectations.

Chart C and Chart D reveal similar information for grades K and 1, but in the area of Letter Sound Fluency (LSF). These charts are indicative of the performance of students as they enter our school district. In kindergarten, the fall 2010 class entered with 16% more who were deficient in letter-sound fluency and less at the established and the emerging levels. These students will be monitored closely as they receive support while those with established skills will begin reading texts during guided reading. The first grade chart, measuring the same ability but at an increased level of difficulty, reveals students moving from the deficient category to the emerging category as their time in school lengthens with more opportunities to be instructed and practice critical beginning reading skills. The performance in fall 2009 and fall 2010 is similar.

Chart C
Grade K – Fall 2009 and Fall 2010 Tier Transition Report - Letter Sound Fluency

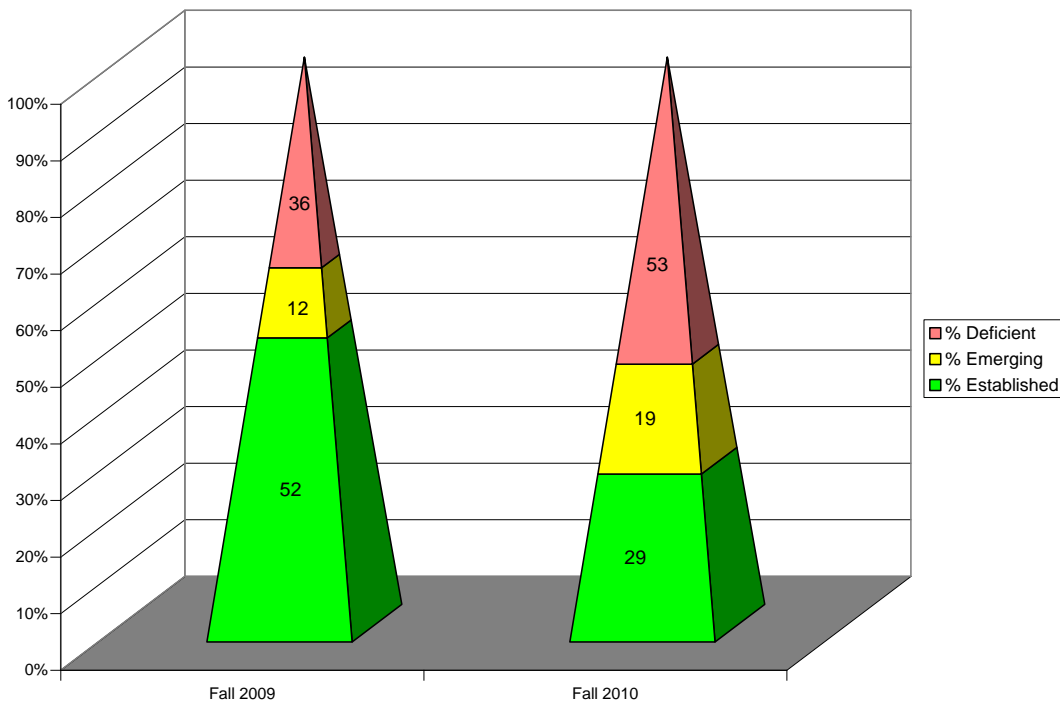
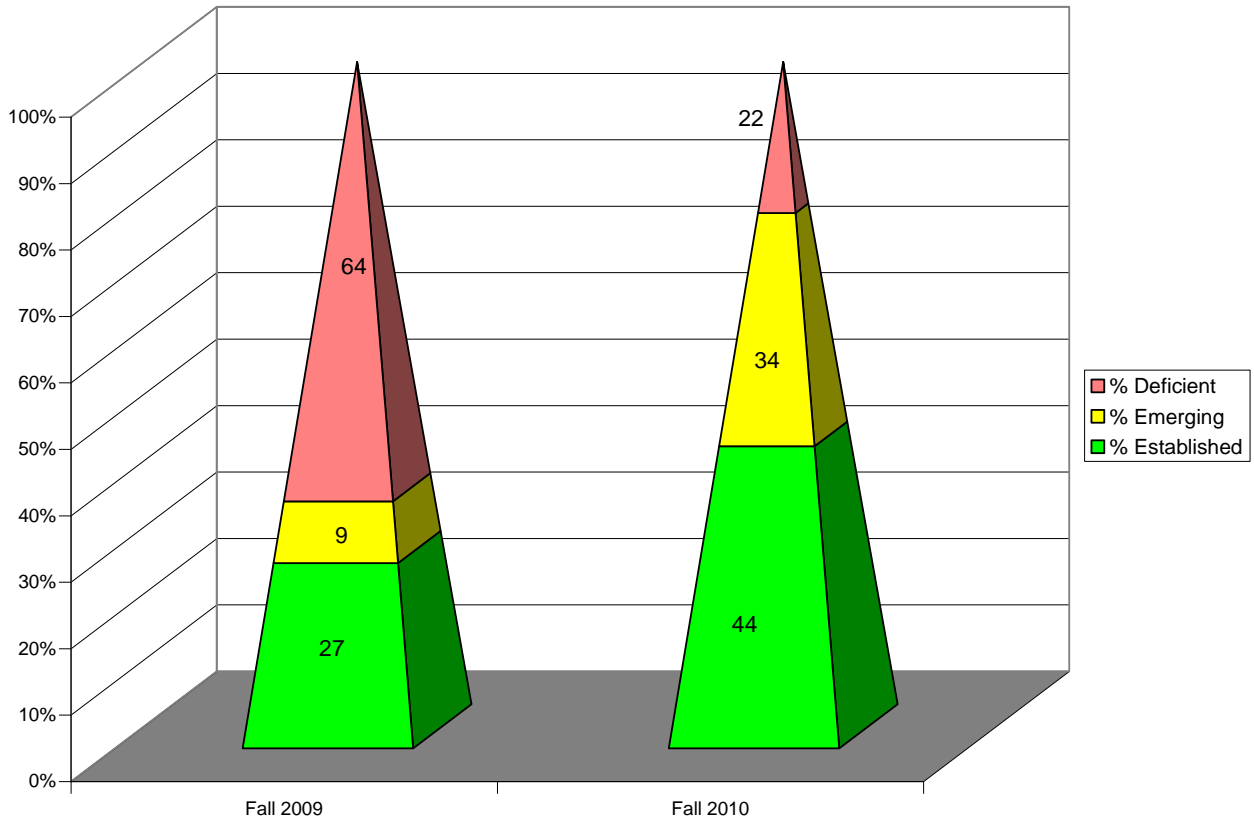


Chart D
 Grade 1 – Fall 2009 and Fall 2010
 Tier Transition Report - Letter Sound Fluency



FALL MAP 2010 PERFORMANCE AND GENERAL TRENDS

The September 2010 administration of the Northwest Evaluation Association’s (NWEA) computerized adaptive tests, Measures of Academic Progress (MAP), in reading and mathematics begins our fifth complete cycle for all students in grades 2-8. Tables 3 and 4 report the mean RIT score for grades 2-8 for the past five years in reading and math.

Table 2: Mean RIT in District 68 by Grade in Reading
 Fall 2006 - Fall 2010

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall 2006	179.8	190.5	203.1	208.9	214.9	220.3	223.5
Fall 2007	173.5	191.2	200.1	209.7	215.0	219.6	224.8
Fall 2008	173.8	189.9	202.8	207.3	214.5	218.7	221.9
Fall 2009	176.5	190.0	200.1	211.9	214.1	217.5	222.4
Fall 2010	179.6	191.4	200.3	208.7	216.5	219.8	222.3
RIT Norms	179.7	191.6	200.1	206.7	211.6	215.4	219.0

Table 3: Mean RIT in District 68 by Grade in Mathematics
Fall 2006 - Fall 2010

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall 2006	179.8	192.7	206.4	214.0	221.1	234.7	233.4
Fall 2007	175.5	192.8	203.0	213.5	223.3	228.0	236.0
Fall 2008	175.5	189.4	205.7	212.4	220.7	228.4	232.2
Fall 2009	178.2	190.3	204.3	216.2	222.4	227.8	234.1
Fall 2010	179.4	191.6	203.6	212.2	222.4	227.8	231.4
RIT Norms	179.5	192.1	203.0	211.7	218.3	224.1	229.3

A remarkably stable trend, with only minimal variance in the mean RIT (Rasch unit) average is in evidence when comparing 2006 through 2010 performance in Tables 2 and 3. Grade 7 is the only grade level showing a small, but continual downward trend across the four years. District 68 mean performance continues to be slightly below the national RIT norms in grades 2 and 3 and is at or slightly above the national RIT norms beginning in grade 4. The AIMSweb reading probes and MAP reading RIT performance scores for the two-year period both have been given in our district are revealing similar results.

The significant, diagnostic usage of MAP data begins at the end of the AIMSweb and MAP assessment period in the fall in mid-to-late September. Teachers examine both class and grade level reports of RIT ranges of students, analyzing the strengths and weaknesses of each student and cluster, setting group and individual target goals. The Descartes system is used with MAP to target skills in a particular range.

Table 4 presents the Mean Target Growth for each grade level in reading and mathematics. A grade level, group target is created and an individual target is created for each student based on the fall RIT score. The individual growth is set on a personal basis in math based on the student's performance on the fall assessment. As the year progresses, students work toward their individual goal and grade level goal and monitor their own progress as well as their classmates in aggregate. In this manner, local assessments are used to report progress every two-to-three weeks while MAP scores check progress every twelve weeks.

Table 4: Fall 2010 Reading Growth Target
MEAN RIT SCORES AND MEAN GROWTH TARGETS IN READING
GRADES 2-8, FALL 2010

Grade	Mean RIT in Reading D68	Mean RIT in Reading- Norm Group 2008	Fall to Spring Mean Growth Targets	Mean RIT in Math D68	Mean RIT in Math- Norm Group 2008	Fall to Spring Mean Growth Targets
2	179.6	179.7	13.1	179.4	179.5	13.9
3	191.6	191.6	9.1	191.6	192.1	10.9
4	200.3	200.1	6.5	203.6	203.0	8.8
5	208.7	206.7	5.4	212.2	211.5	8.7
6	216.5	211.6	4.3	222.4	218.3	7.2
7	219.8	215.4	3.4	227.8	224.1	5.2
8	222.3	219.0	3.2	231.4	229.3	3.2

Charts E and F examine performance by sub-groups based on ethnicity for reading and math. While all groups grow as they progress from grade 2-8 across the district, Asian and White/non-Hispanic groups have higher RIT means and the growth is quite linear; Hispanic and Black/African-American groups have more irregular patterns as they progress with a gap by eighth grade of 10 RIT points which parallels the ISAT performance pattern.

Chart E

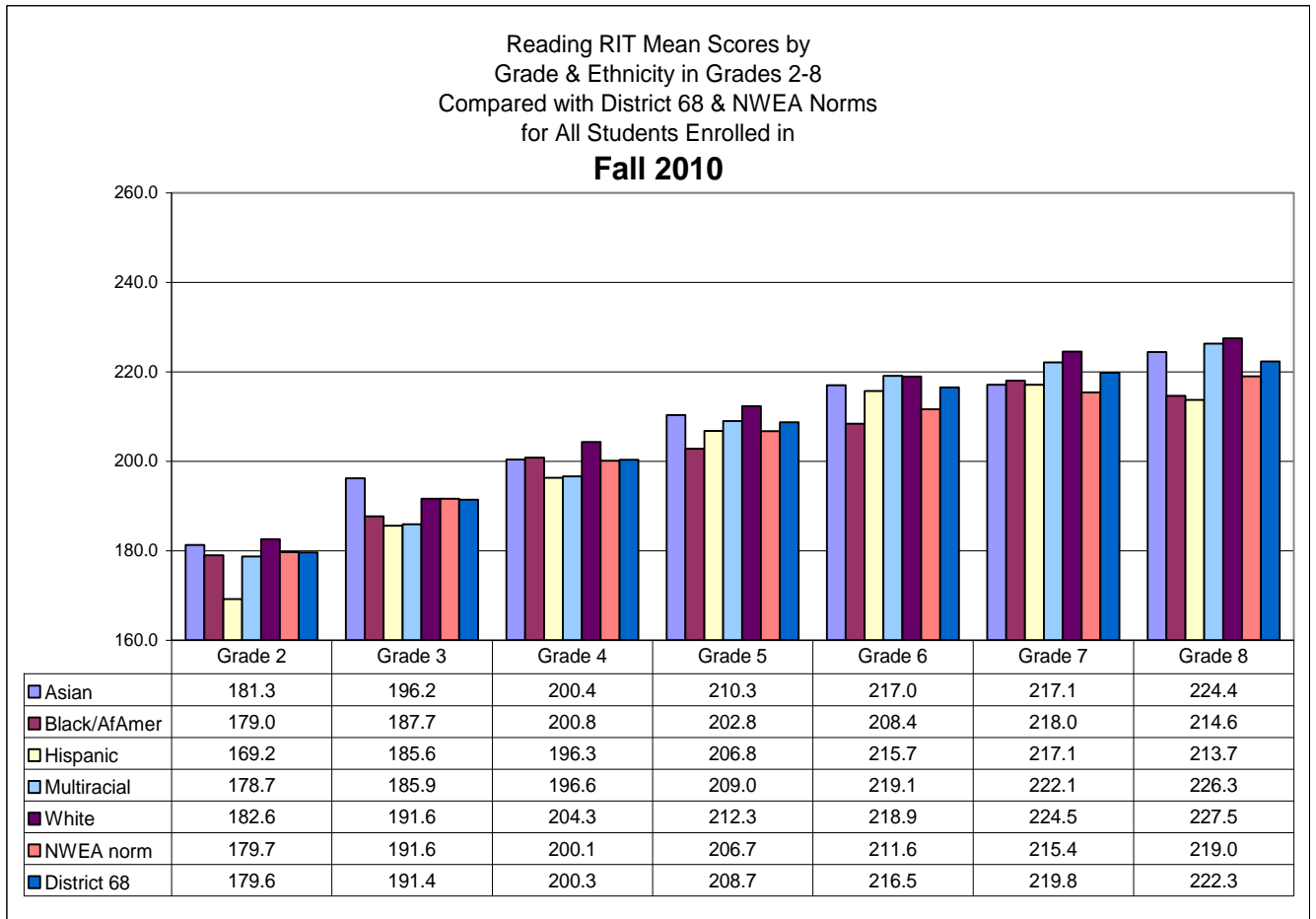


Chart F

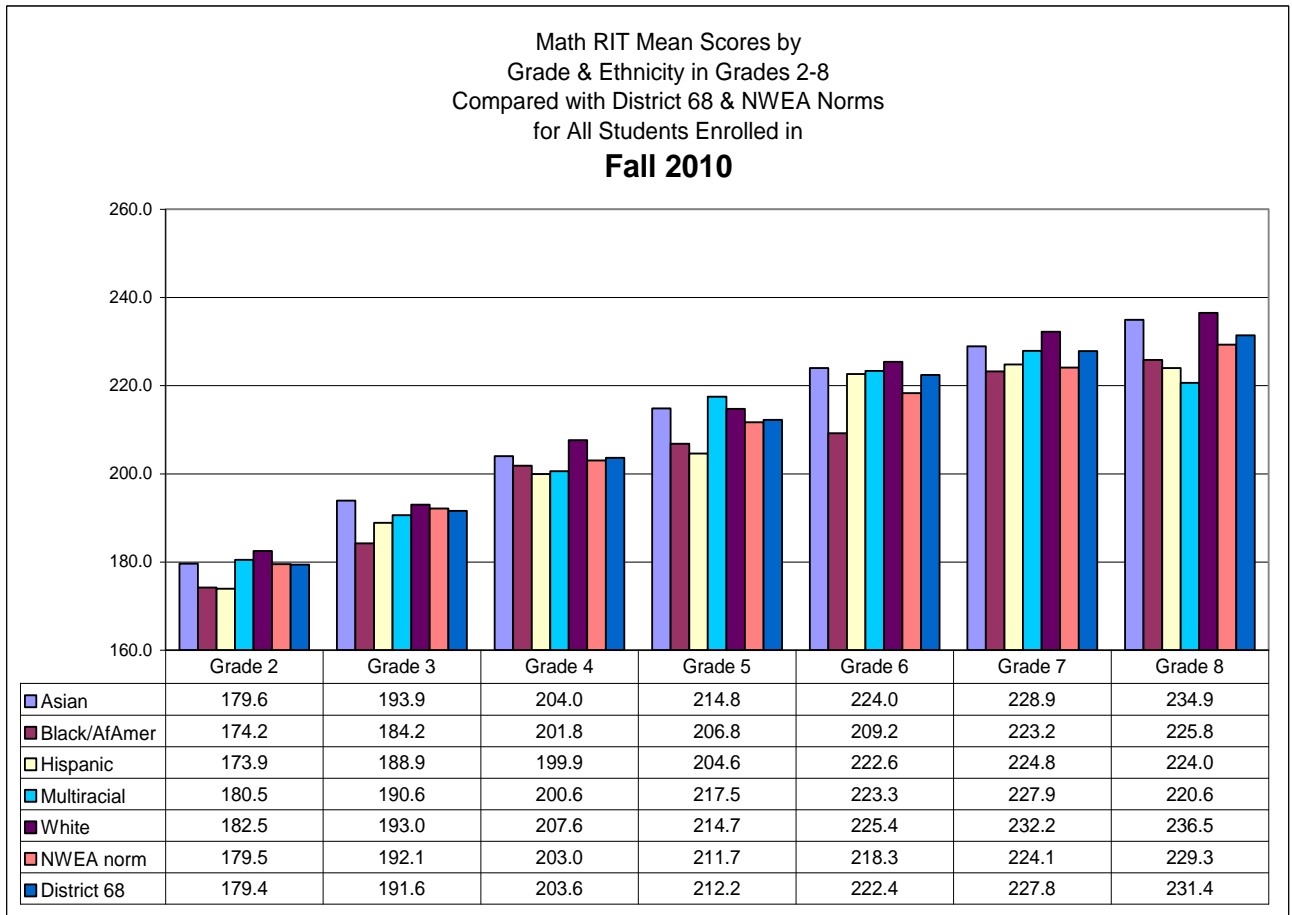
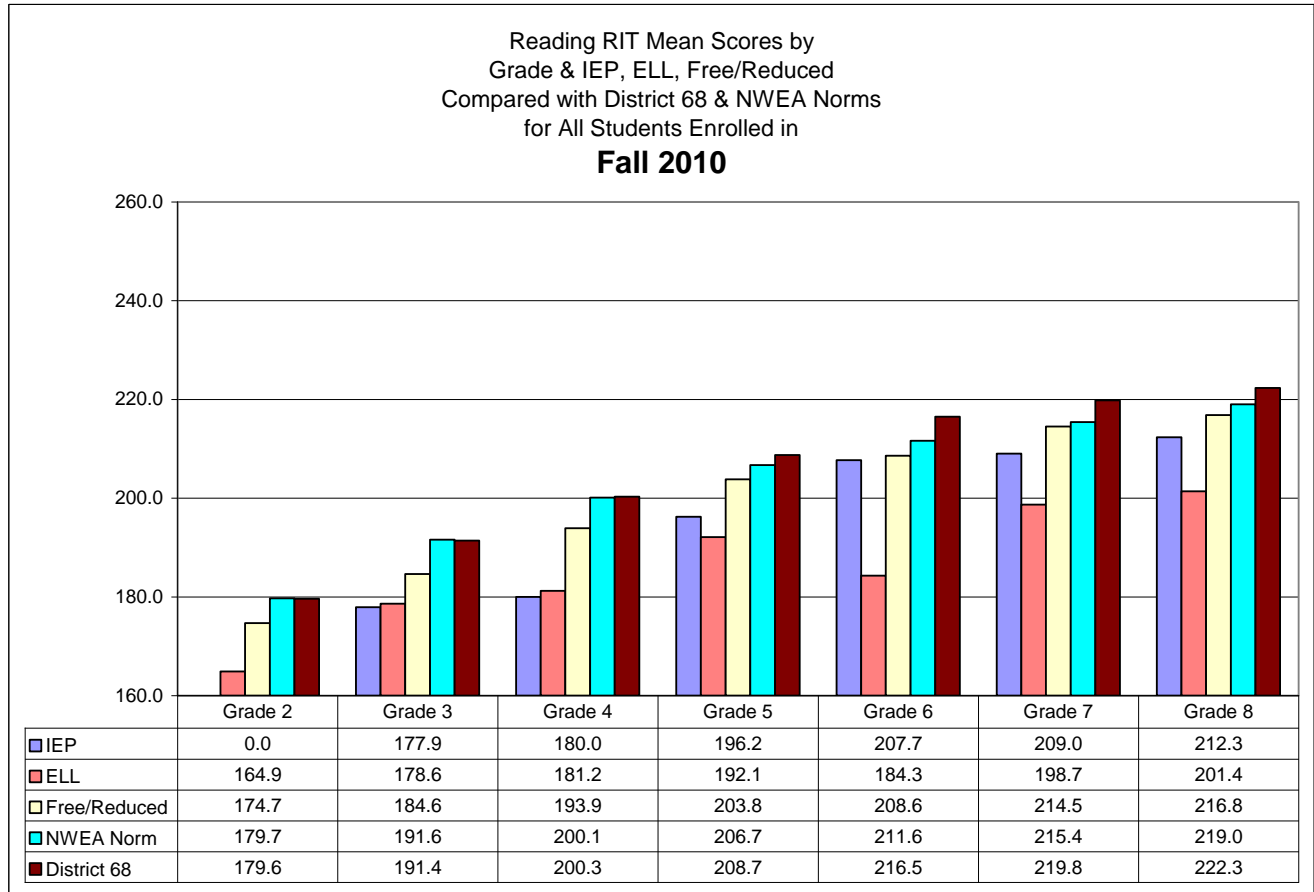


Chart G presents performance for IEP, ELL, and low income (Free/Reduced) groups for reading.

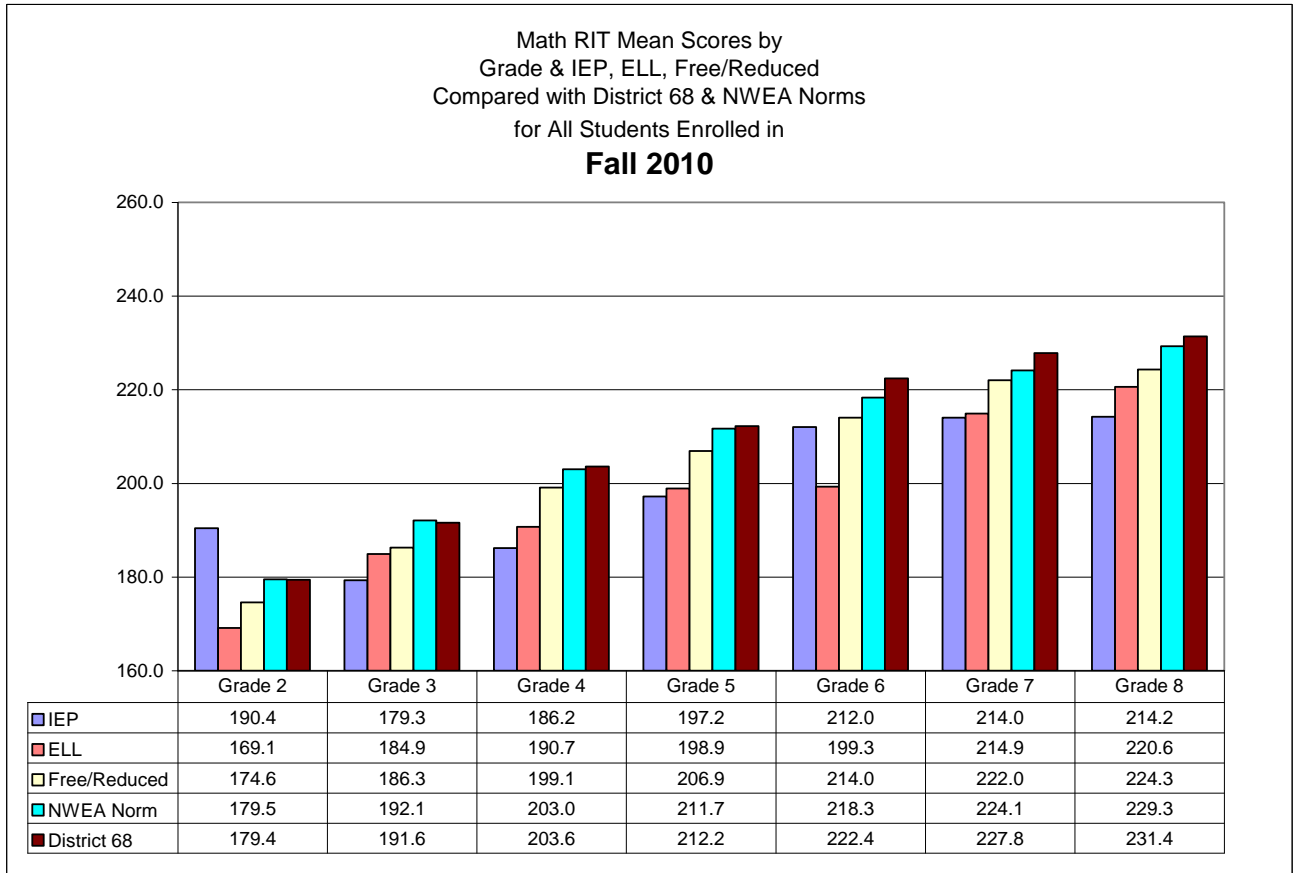
Chart G



The performance of the low income group parallels performance by our Black group. ELL student performance is lower as students learn the language, customarily exiting our ELL program in three years; students move from center service (90 minutes a day) to building level service (30 minutes a day) as their knowledge and command of the language grows. Special education students who have an IEP place between the ELL and low income groups once they begin 5th grade.

Chart H presents performance for the same groups in mathematics, IEP, ELL, and low-income as compared with District 68 performance in each grade and NWEA averages. Students in ELL and IEP groups perform at a higher rate in math than in reading where language is less intense. In the spring, gifted/talented and band/orchestra sub-groups will be added to this chart as service begins with gifted students and participants in band/orchestra are solidified.

Chart H



Students in need of assistance in reading or math at OOJH are placed in intervention groups, the ELL, or special education program. Those not needing intervention have Encore and/or musical opportunities or enrichment activities. At the K-5 school, the opportunities for intervention or enhancement occur on a schedule established at each school. Table 6 enumerates many of the program offerings to reinforce or enhance the curriculum.

Table 6
Percentages of Students in Selected Programs

Programs	Range In Percentages	Examples of Focus
Gifted and Talented in Grades 1-8	13-20%	<p>-Engineering and computer programming (smaller in fall; larger after winter break)</p> <p>-6th grade full block pull-out 2 times a week</p> <p>-7th and 8th grade pull-out 3 times a week</p> <p>-SS extensions 7th and 8th in grade periodically</p> <p>- Third grade has been working on advanced math skills, including multiplication and problem solving</p> <p>-Fourth graders used their geometry skills to design a community park within a given budget</p> <p>-Fifth graders work with large numbers and connect their math skills to the world around them.</p> <p>-Second grade meets once a week for guided reading activities</p> <p>-Third grade completed their first novel and combined it with a research project</p> <p>-Fourth grade also completed a novel and are now making a connection between the town in the story and their own town of Skokie</p> <p>-Fifth graders are studying the genre of mystery and writing their own mysteries</p>
Reading Interventions in Grades K-8	12-28%	<p>-Read Naturally, Voyager, Q-and Quick Reads, Rewards, Six Minute Solutions, and Benchmark Phonics, Programs</p>
ELL	13-15%	<p>-Center, Building, Content Area programs and Imagine Learning Software</p>
OOJH taking math at Niles North	<1%	<p>7th grader is taking high school geometry (1)</p> <p>8th graders are taking Algebra 31-41(4)</p>
Other Extensions	6%-7%	<p>Reach for the Stars Scientist in Residence Program</p> <p>Reach for the Stars is a program created by Northwestern University through a multi-year grant from the National Science Foundation to place STEM graduate fellows in junior high and high school classes. The fellows work in collaboration with classroom teachers to help enrich the current science curriculum. Students have an opportunity to learn about current technology and how it relates to the practical world.</p> <p>This year students will be using computer modeling and probeware to support the current 7th grade curriculum, including units of Light, Cells, and Geology of Earth. There may also be opportunities to work with students in other grade levels and even smaller groups of students working on computer coding.</p> <p>The role of the graduate fellow will allow students to think of science learning through the avenue of technology. Many students have solid computer skills so there may be opportunities to allow students to enrich their own interests at all levels.</p>
Foreign Language in Grades 7-8	43%-44%	<p>Fluency in basic skills with a focus on grammar, vocabulary, reading, writing, listening, and speaking in target language through interactive experiences, projects, and written assessments. 8th grade students experience authentic cultural dining at a French or Spanish restaurant. Students also have the opportunity to participate in the National French Contest or National Spanish Exam.</p>
Band/Orchestra at OOJH	48%-49%	<p>6th grade band and orchestra, 7th/8th grade band and orchestra meet once every day</p> <p>- pull out lessons once a week focus on music-reading, technical skills, instrument specifics</p> <p>- 4 public performances per year; includes Celtic and Kabuki music and dance in 2010r</p>
Special Education	14%-16%	<p>-IEP's including regular education curriculum and courses and programs which target specific needs including Wilson Reading, Voyager Reading, Reasoning and Writing, Connecting Math Concepts</p>

Charts I and J compare reading and math RIT mean scores in District 68 for grades 5 and 8 in relation to two sub-groups: students who have been in the district since grades K and 1, and students who have just enrolled in the district in the fall of 2010. The performance results confirm, for the fifth year in a row, that students who enroll in grade K or 1 and remain in the district throughout their elementary and middle school years perform consistently above the NWEA norms and district norms at a level of statistical significance as an aggregate group. In reading, the increase was 2.5 RIT points by grade 5 and 6.8 RIT points by grade 8; in math, the increase is 4.1 RIT points in grade 5 and 7.2 RIT points in grade 8. At the same time, students who just enrolled in the district performed below NWEA and district norms at a level of statistical significance as an aggregate group in both reading and math.

Chart I

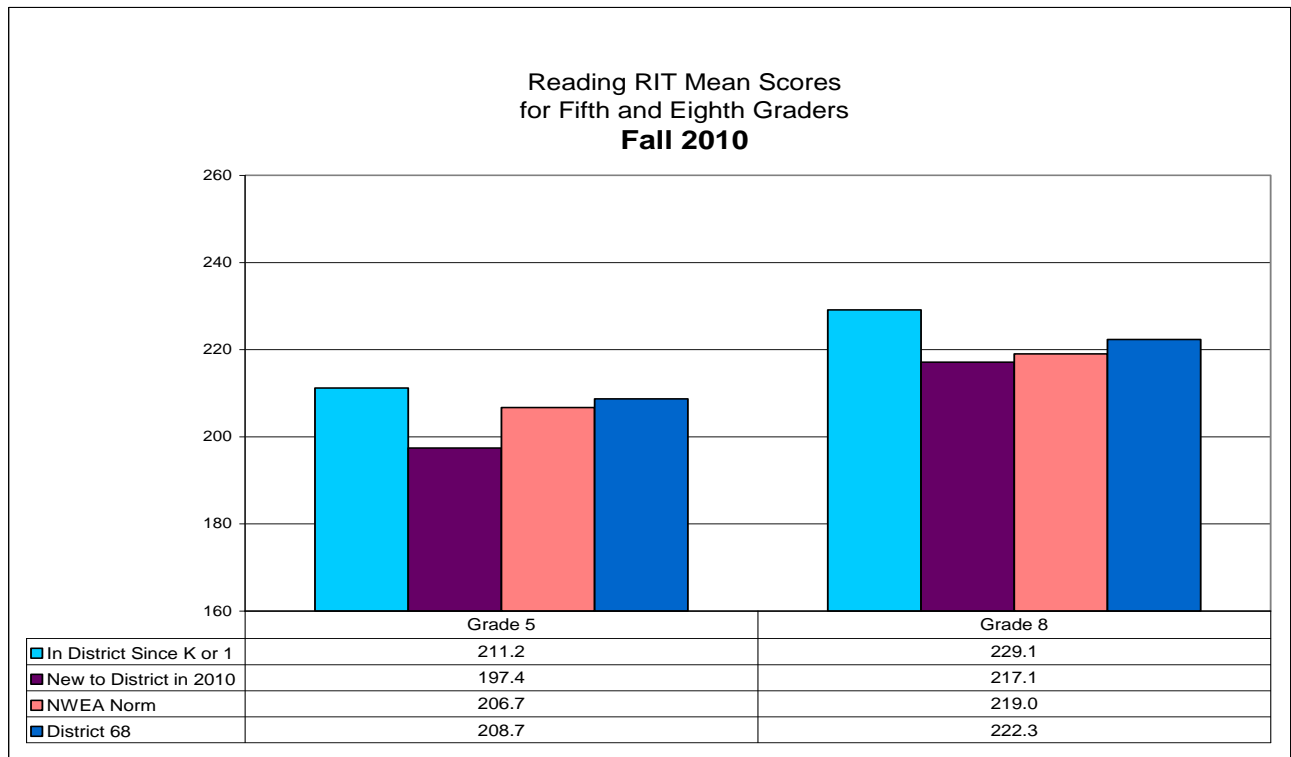
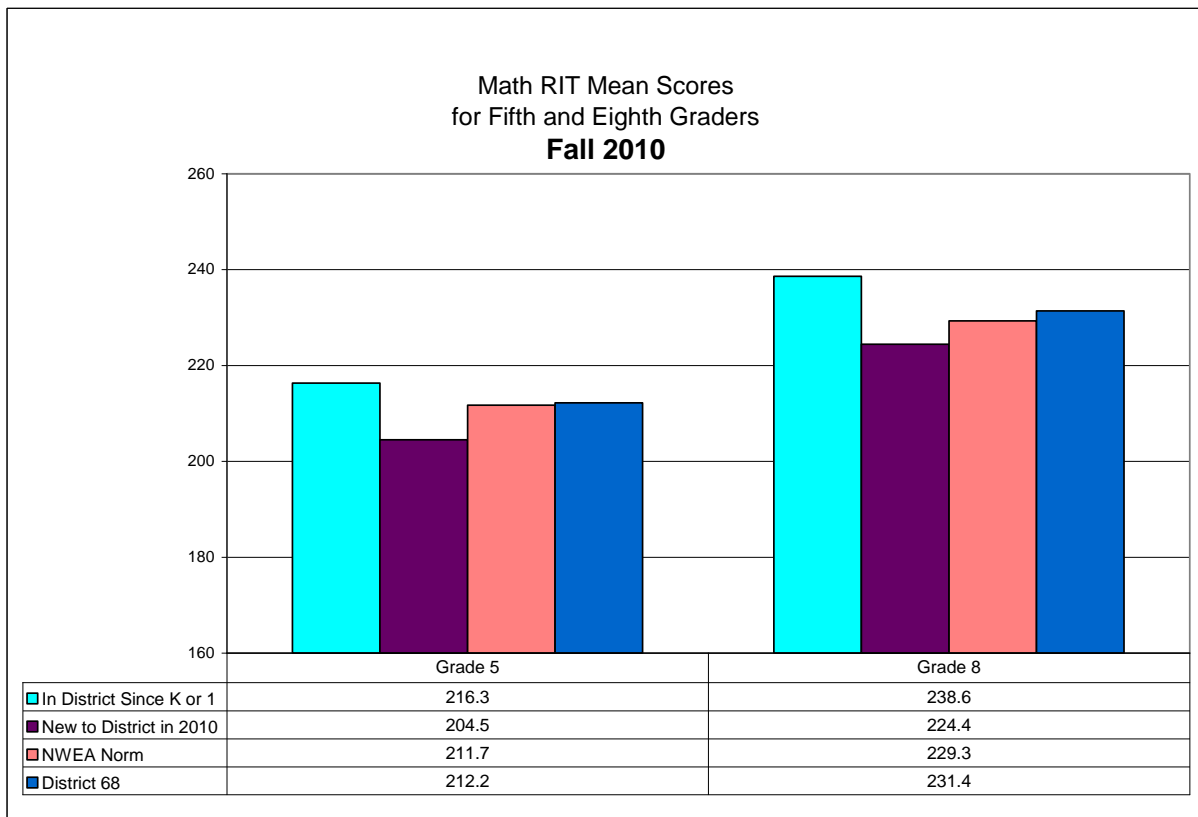


Chart J

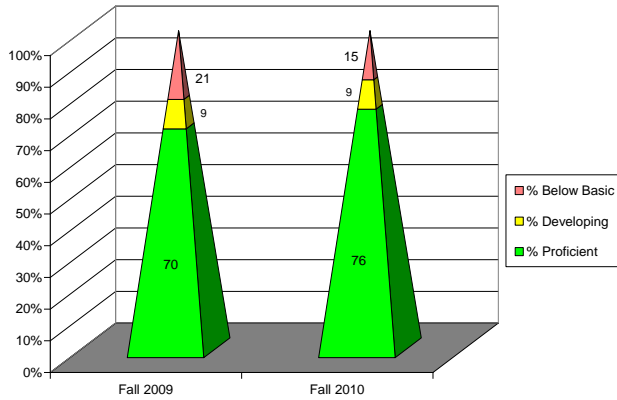


CONCLUSIONS

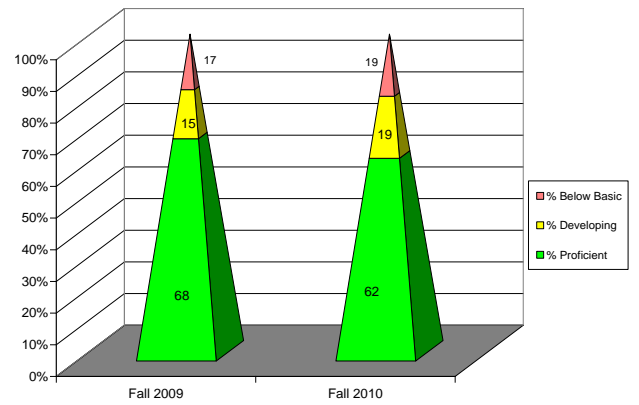
Teachers are continuing to use a wide variety of data to make decisions, inform instruction, and monitor progress. One measure or one test score is insufficient and cannot be used to determine success by the teacher, parent, or school system. The power in our data is in the use of multiple checkpoints. The MAP data, AIMSweb progress monitoring, the *Just 5 Clicks* data warehouse, and classroom assignments and evaluations provide the tools to ascertain when growth is occurring and when instruction needs to be changed. A dynamic, caring educational environment for the students in District 68, which includes the core academic subjects, the fine and applied arts, PE and health programs, the Encore program, the gifted and talented education program, after school sports, summer school program, and enrichment activities combine and complement one another. Our challenges continue to increase as our community demographics change. We are reviewing, interpreting, and moving to the new National Common Core Standards as we ready for 2014, and they are more rigorous than the current Illinois standards.

Appendix A: Grade Level Performance
Grades 2-8: Fall 2009 and 2010
Tier Transition Report – Reading – Curriculum Based Measurement

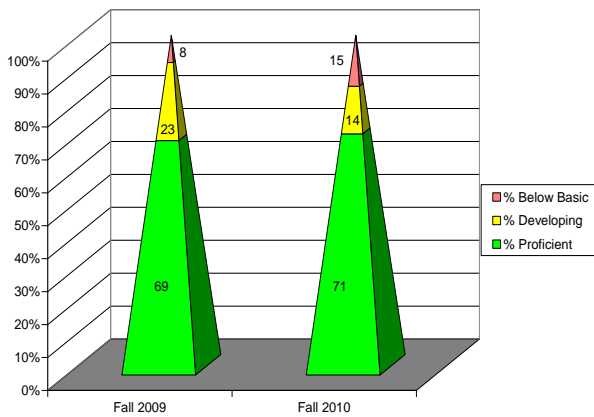
Grade 2 RCBM



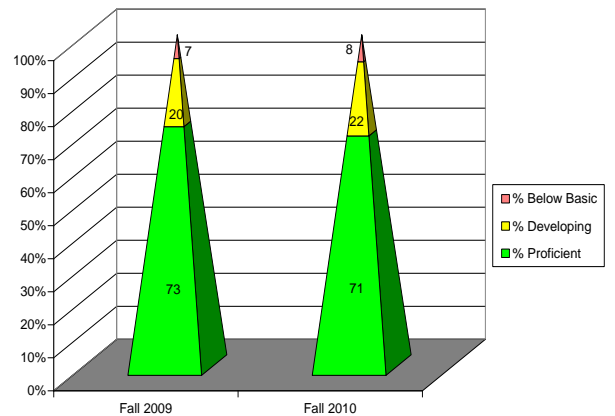
Grade 3 RCBM



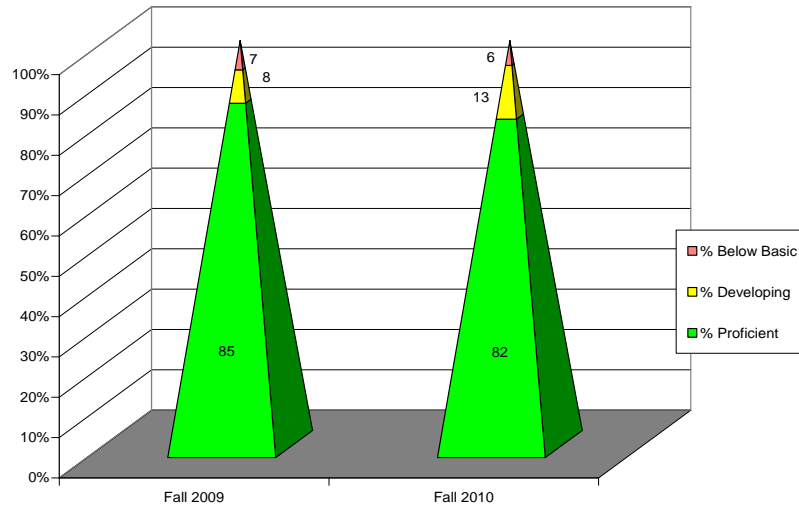
Grade 4 RCBM



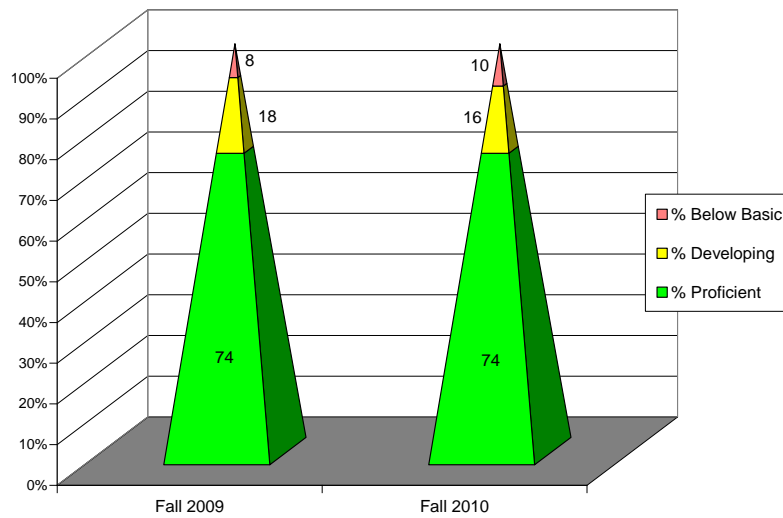
Grade 5 RCBM



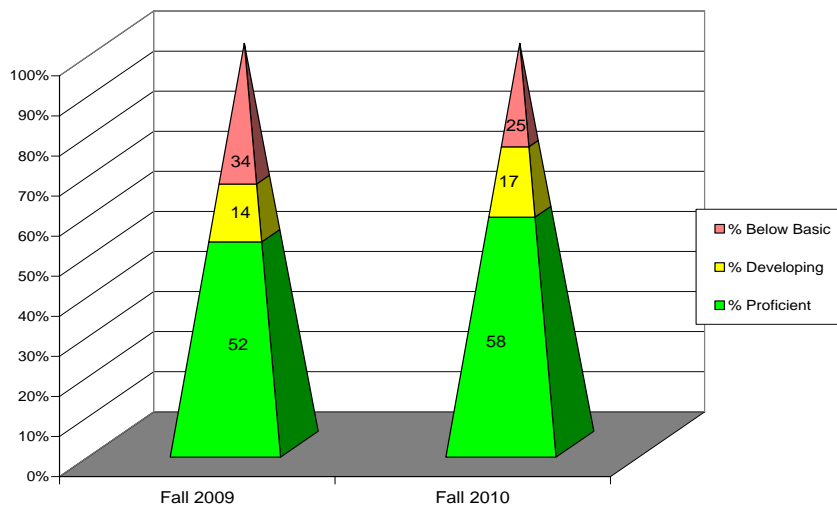
Grade 6 RCBM



Grade 7 RCBM

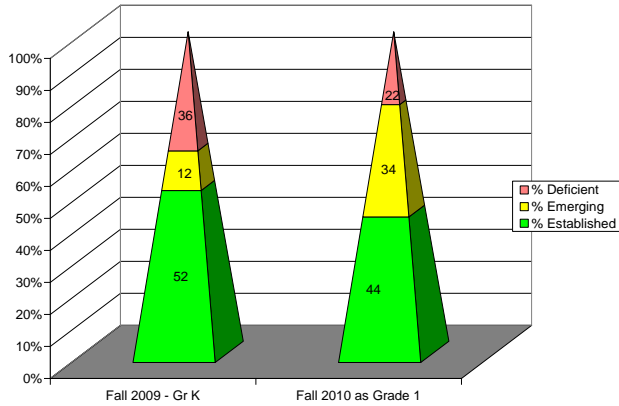


Grade 8 RCBM

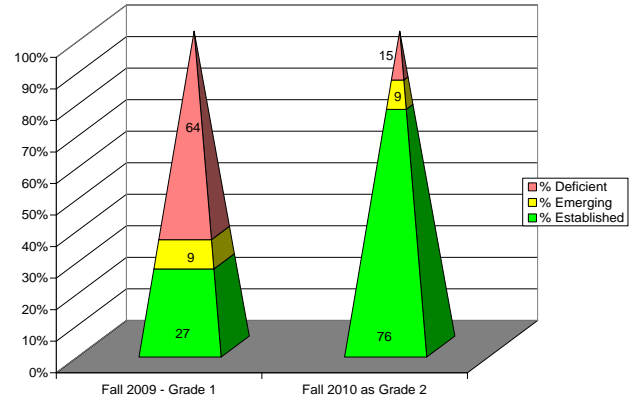


Appendix B: Grade Level Performance
AIMSweb Cohort Analysis
Fall 2009 and Fall 2010

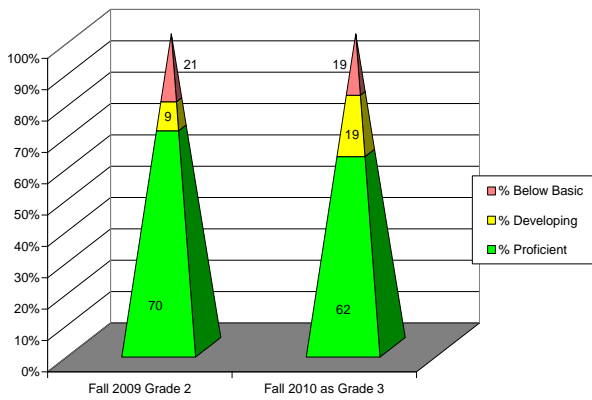
Grade K to Grade 1 LSF



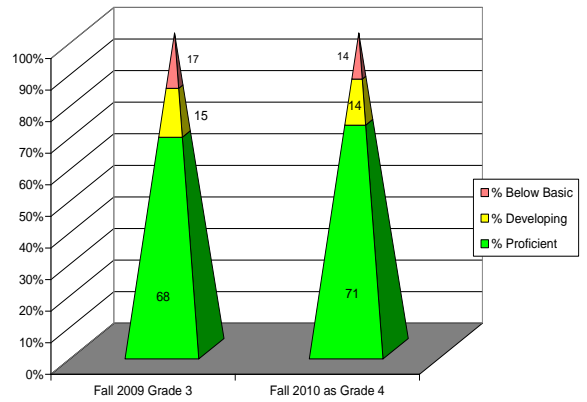
Grade 1 LSF to Grade 2 RCBM



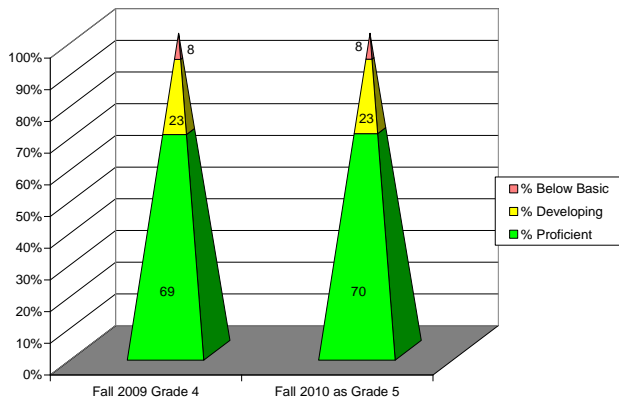
Grade 2 to Grade 3 RCBM



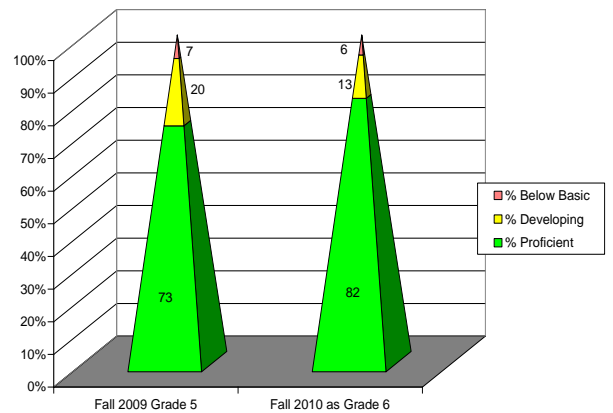
Grade 3 to Grade 4 RCBM



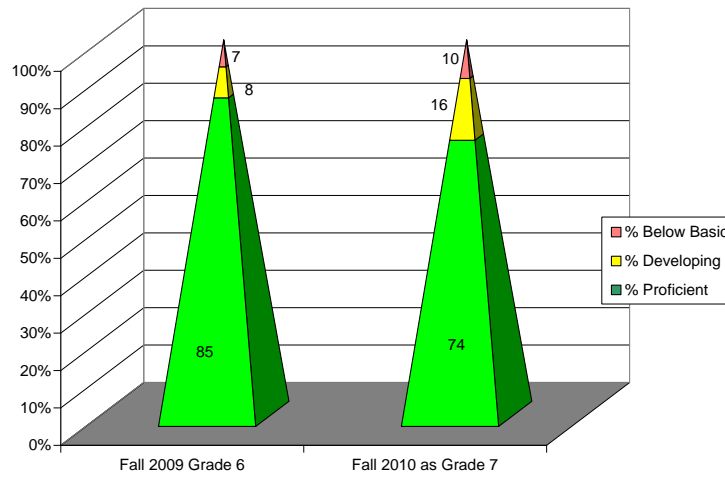
Grade 4 to Grade 5 RCBM



Grade 5 to Grade 6 RCBM



Grade 6 to Grade 7 RCBM



Grade 7 to Grade 8 RCBM

