

Regular Board Meeting – October 19, 2010

SUBJECT: 2010 ISAT REPORT

OVERVIEW

The target of the federal No Child Left Behind (NCLB) legislation signed into law in 2002 is that all children score at the proficient or advanced levels on statewide tests in reading and mathematics by 2014. Annual Yearly Progress (AYP) performance targets in reading and math were established by each state in 2003. Schools and districts must achieve these targets to be considered on track for 100% proficiency by 2014. All students and subgroups of 45 or more are included in AYP calculations.

In 2006, the Illinois State Board of Education standardized the administration of reading and mathematics assessments for all students in third through eighth grade to provide a baseline on a single, vertical scale on the Illinois Standards Achievement Test (ISAT). The 2006 ISAT results provided an opportunity to begin to compare data from similar groups on a longitudinal basis in reading and math in grades 3-8. In 2010, the ELL student population was added to the annual performance statistics after ELL students switched from the IMAGE to the ISAT assessment in 2009.

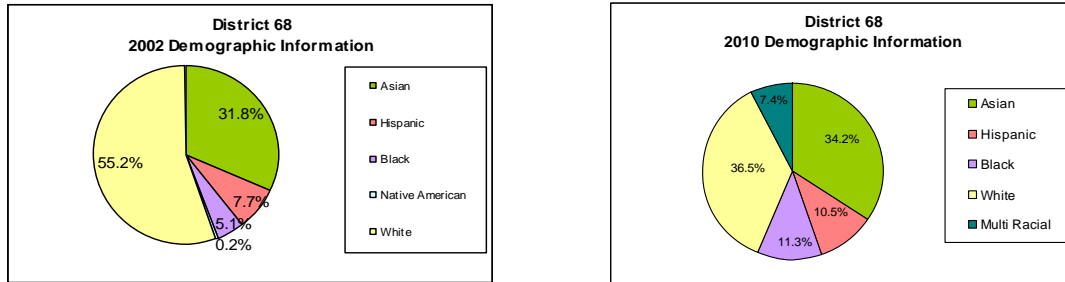
The targeted Annual Yearly Progress (AYP) goal for students has risen from 47.5% in 2006 to 77.5% in 2010. All grades and subgroups met AYP in District 68 in 2010 with the exception of OOJH students with disabilities (IEP) in reading and mathematics and Black/African-American students in mathematics. It is interesting to note that this year, 918 schools in Illinois did not make AYP due to one or more subgroups of students; in 2009, 721 did not make AYP and in 2008, 558 schools did not make AYP. As the performance target increases to 100% proficiency, it becomes more unlikely that schools will make AYP.

Generally, overall performance levels in District 68 from 2006-2010 have been stable within a 3% range over the past five years.

**GENERAL ISAT PERFORMANCE AND DEMOGRAPHIC INFORMATION:
2002-2010 IN DISTRICT 68**

Between 2002 when the NCLB law was enacted and 2010, the racial composition of the district has changed as illustrated in Chart 1. An increase is seen in Black/African-American, Hispanic, Asian and multi-racial students with an accompanying decrease in White students.

Chart 1
Racial Demographic Changes from 2002 to 2010



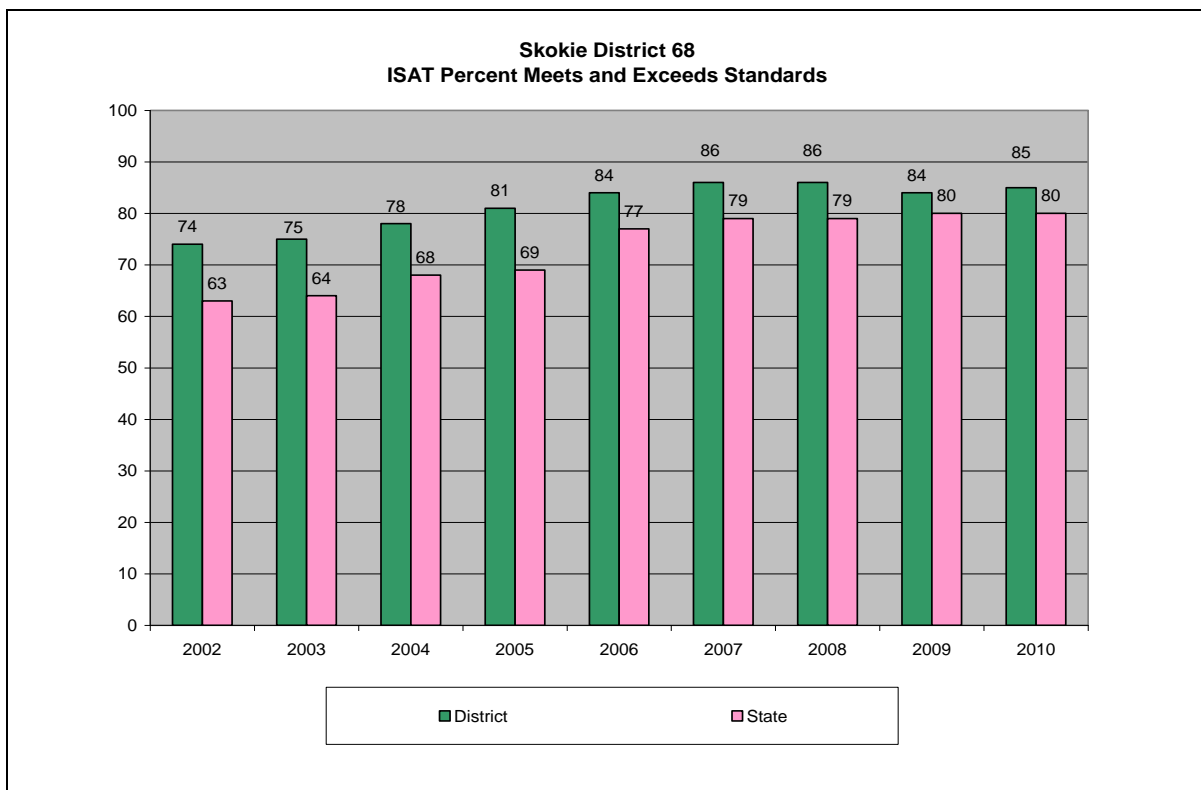
Accompanying the racial demographic shifts, Table 1 reveals the change in mobility rate, special education, English language learners, and low-income populations in 2002, 2006, and 2010. In 2002, the enrollment at the time of ISAT testing in the district was 1,824; in 2006 it was 1,636 and in 2010, it was 1,645. The special education population changed from 12% to a high of 18% and returned to about 14% in the past eight years; the number of low-income students has grown to over forty percent of the population, over triple the percentage in 2002. English language learners reached an eight year high just over 12%.

Table 1: Percentage of Mobility, Special Education, Limited English and Low-Income Students in 2002, 2006, and 2010

	2002	2006	2010
Mobility	14.3%	11.1%	8.0%
Special Education	12.0%	19.0%	13.7%
English Language Learners	7.1%	8.2%	12.3%
Low Income	12.0%	22.4%	41.4%

When District 68 aggregate ISAT performance in reading, mathematics, and science is combined across all grade levels, the average number of students who meet or exceed Illinois Standards slowly increased from 2002-2007 while remaining within a three point range over the last four years.

Chart 2: Overall Performance on the ISAT
2002-2010



An analysis of performance on the ISAT was conducted for fifth through eighth graders who had been in District 68 since kindergarten or first grade. The trend continues that has been seen in past years: the longer the student remains in the district, the more likely he/she will meet or exceed state standards.

ISAT PERFORMANCE TRENDS FROM 2006-2010

Charts 3 and 4 present the five-year trend of student performance as a whole and for subgroups based on assessments in reading and math in grades 3-8 based upon Illinois revised standards. The subgroups are seen in relation to the targeted Annual Yearly Progress line. Most subgroups have had a stable pattern of performance with slight increases over the past five years. The Black/African-American, Hispanic, and low-income groups have had greater increases in growth in reading in the past five years. IEP and Asian groups are showing a slight downturn in performance in both reading and mathematics while Black/African Americans have taken a downturn in mathematics performance.

Chart 3: Reading Performance Trends in 2006-2010

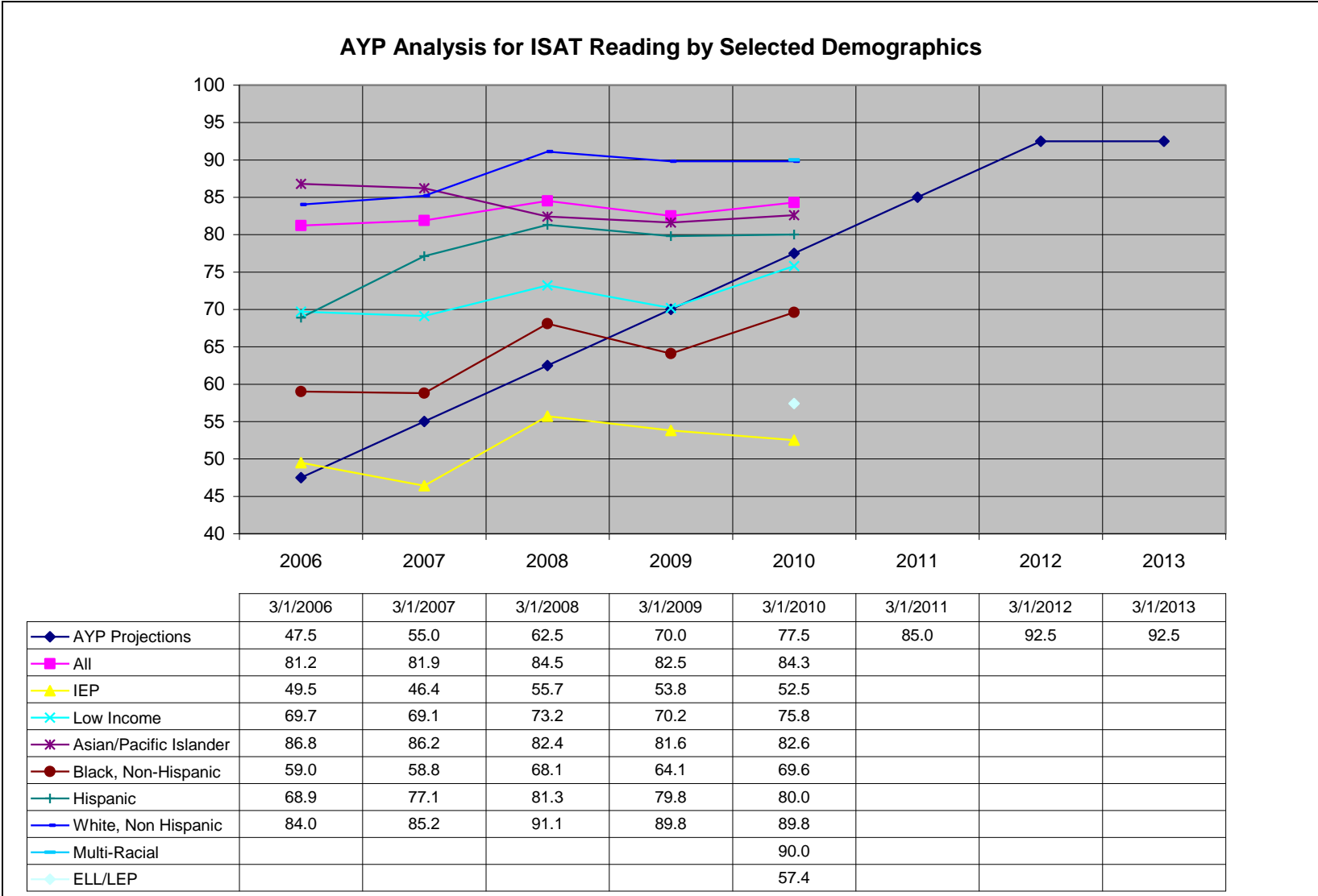
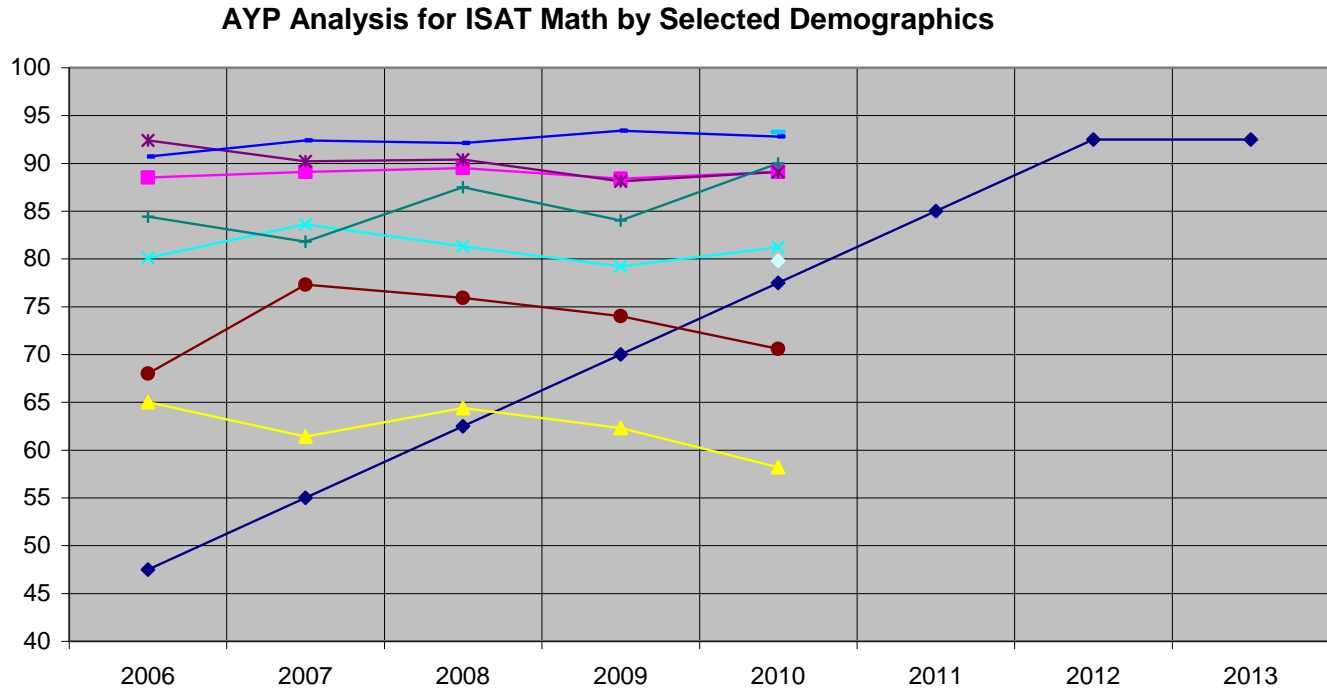


Chart 4: Mathematics Performance Trends in 2006-2010



	3/1/2006	3/1/2007	3/1/2008	3/1/2009	3/1/2010	3/1/2011	3/1/2012	3/1/2013
◆ AYP Projections	47.5	55.0	62.5	70.0	77.5	85.0	92.5	92.5
■ All	88.5	89.1	89.5	88.4	89.1			
▲ IEP	65.0	61.4	64.4	62.3	58.2			
✕ Low Income	80.1	83.6	81.3	79.2	81.2			
✱ Asian/Pacific Islander	92.4	90.2	90.4	88.1	89.1			
● Black, Non-Hispanic	68.0	77.3	75.9	74	70.6			
+ Hispanic	84.4	81.8	87.5	84	90.0			
— White, Non Hispanic	90.7	92.4	92.1	93.4	92.8			
— Multi-Racial					93.3			
◆ ELL/LEP					79.8			

ISAT PERFORMANCE IN RELATION TO STANDARDS: 2006 TO 2010 AND INSTRUCTIONAL FOCUS AREAS

In the area of reading, an examination of the ranking of ISAT subtests in 2006 compared with 2010 assists in understanding student performance in relation to the Illinois Standards and guides instructional decision-making for the present and near future. Illinois Standard 1 encompasses vocabulary, reading strategies, and reading comprehension; Illinois Standard 2 relates to literature.

Chart 5 illustrates the ranking of these four subtests in aggregate for grades 3-8 in 2006 and again in 2010. Stable or slight increases are evident in all areas except vocabulary. The continued increase of low income students appears to be impacting this area. Vocabulary scores fluctuate the most by grade with a range from 67%-82%. In 2009-10, grades 2-5 added a dedicated, vocabulary time to their daily literacy activities to emphasize and reinforce root words, affixes, and multiple meanings of words. In 2010-11, grades K-1 added a similar, dedicated time which emphasizes words in context, reinforced with pictures and literature. Grades 6-8 attended staff development last spring and have incorporated daily vocabulary teaching including Latin and Greek roots and affixes and teaching of words in rich contexts.

Chart 5: ISAT Percent Correct in Relation to Illinois Reading Standards 2006 and 2010

	2006	2010
Vocabulary	79.5	75.02
Literature	74.9	74.9
Reading Comprehension	71.9	73.0
Reading Strategies	67.3	68.6

Students in grades 3-5 show stronger performance in reading strategies while students in grades 5-8 show stronger performance in reading comprehension. This appears to be a direct result of the emphasis on teaching individual reading strategies in grades 3-5 while emphasizing strategy streaming, or combining the use of strategies in grades 5-8. Emphasis in grades 6-8 must be redirected to individual strategy teaching for our lower performing students, so that those struggling, or entering the district at middle school, have opportunity to learn to predict, summarize, infer, and image. The area of literature is consistent across all grades 3-8. Students received a score of 3 or 4 on the extended-response section in the 50-60% range at each grade level of the reading test, outscoring students state-wide by one-third to one-half.

Special education students and a small group of regular education students participated in a pilot program using Voyager materials in 2009-10. This program systematically presents vocabulary, reading strategies, reading comprehension, fluency work, and genres of literature for those needing assistance in reading. AIMSweb probes were administered every two weeks and most students showed progress so the program was expanded this year to low-performing regular education students. Students needing assistance in reading comprehension or fluency receive the *Read Naturally*, *Quick Reads*, *Rewards*, or *Six Minute Solutions* intervention programs.

Chart 6 illustrates the ranking of five subtests related to the Illinois Standards in mathematics. Shifts have occurred in the last five years most notably in measurement and number sense while the remaining three areas have been stable. Number sense involves multiple experiences with using mathematics in the areas of estimation, place value, time, and money. It involves routines and repeated opportunities to learn math facts, operations, and procedures until they become “second nature.” Our current K-5 mathematics programs are reform-based and emphasize problem-solving and conceptual understandings; teachers regularly supplement the programs with computational exercises. Our current 6-8 mathematics program is traditional in nature. With the exception of third grade measurement, no grade level excelled in number sense or measurement. It is important to note that the mathematics assessment includes a short and extended response section in which students must demonstrate their mathematical knowledge, their strategic knowledge, and their ability to explain in written form and/or formula their ability to solve a real-world mathematics problem. Students in District 68 consistently outscored their state counterparts, especially in the exceeds area, often at twice the level of students state-wide. It will be the task of the Mathematics Learning Team to examine this data and form recommendations that will guide the implementation team in revising our program to better meet the needs of our students.

Chart 6: ISAT Percent Correct in Relation to Illinois Mathematics Standards 2006 and 2010

	2006	2010
Algebra	71.7	70.3
Number Sense	70.7	65.4
Data Analysis, Probability, and Statistics	70.7	70.7
Measurement	68.2	64.2
Geometry	67.1	66.4

Performance in science in grades 4 and 7 increased in comparison with the prior year, but performance was stable when viewed over the last five years.

Writing performance was strong in grades 3, 6, and 8, increasing about 5% over earlier years which mirrors the extended response performance in mathematics; grade 5 scored about 5% lower than in previous years. This supports performance on the extended-response section in reading indicating that our students demonstrate skills in explaining their thinking.

THE NEW ILLINOIS STANDARDS INCORORATING THE COMMON CORE STANDARDS

In June 2010, Illinois joined thirty-eight other states in adopting Common Core Language Arts and Mathematics Standards developed in collaboration with teachers, school administrators, and education experts through the National Governors Association for Best Practices and the Council of Chief State School Officers. The standards present a vision of what it means to be a literate person

in the twenty-first century. Other content area standards, including science, social studies and the arts, remain in place in Illinois. During the next twelve to eighteen months, a transition and implementation plan will be developed by the Regional Offices of Education and other stakeholders.

Students will be assessed using the new standards in the 2014-2015 school year. Illinois has joined with twenty-six other states in the Partnership for the Assessment of Readiness for College and Careers (PARCC) to develop common assessments that will be administered more frequently throughout the year as information is taught and learned.

While the state is conducting a gap analysis to compare language arts and mathematics common core standards to the 1997 Illinois language arts and mathematics standards, our faculty is becoming acquainted with the new standards. The leadership team in each building has introduced the faculty to the new standards and teachers have compared them to the District 68 Power Standards developed last year.

Each school engaged in individual and class goal setting with the students in late September, 2010 based on student data related to the Common Core or Power Standards at each grade level. Teachers will work in grade level teams to plan, teach, examine student work, and assess student progress as a Professional Learning Community (PLC) to ensure that students are successful in meeting the goals and targets set. Data will be examined throughout the process including ISAT, MAP, AIMSweb, daily class assignments and assessments.

SUMMARY AND CONCLUSIONS

ISAT performance has remained stable over the past five year period with a general trend of improvement since 2002. Special education students, Black/African-American students, and low-income students have shown improvement in reading but not at the level of AYP targets or approximating performance of non-IEP, White, and non-low-income students. The trend for our ELL population will emerge as our students continue to take the ISAT assessment.

The AYP target will be raised to 85% in 2010-11 as part of the NCLB legislation while the state continues the transition to the Common Core Standards in Language Arts and Mathematics. Our PLC's will work to develop goals and targets for students and assist in reaching them through joint efforts in planning, teaching, and assessing.