

Regular Board Meeting – October 18, 2011

**SUBJECT: 2011 ISAT REPORT**

**OVERVIEW**

Each spring, students in grades 3-8 take the Illinois Standard Achievement Test (ISAT) in reading and mathematics. ISAT helps inform the Illinois State Board of Education and local school systems on how well students are mastering identified standards at each grade level. In 2002, the federal No Child Left Behind (NCLB) legislation was signed into law. One of the primary goals of NCLB is for all children, regardless of race, socio-economic status, or disability, to score at the proficient (meet) or advanced (exceed) levels on statewide tests in reading and mathematics by 2014.

As part of NCLB, Adequate Yearly Progress (AYP) performance targets in reading and math were established in 2003. Each year, schools and districts are held accountable for reaching increasingly more challenging proficiency targets in order to reach 100% proficiency by 2014. All students and subgroups of 45 or more are included in AYP calculations. Adequate Yearly Progress (AYP) proficiency targets have increased from 40% in 2003 to 85% in 2011. For the next two years, the target will be 92.5% before it reaches 100% in 2014.

In 2006, the Illinois State Board of Education standardized the administration of reading and mathematics assessments for all students in third through eighth grade. In doing so, the 2006 ISAT served as a baseline for data collection and provided districts an opportunity to begin to collect longitudinal data and compare results from similar groups over time. In 2010, the ELL student population was added to the annual performance statistics after the IMAGE test was abolished.

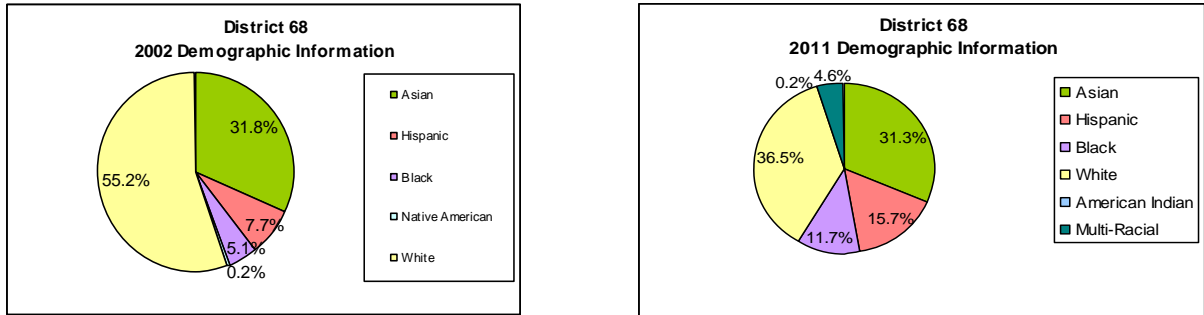
The number of Illinois schools which have not made AYP has risen each year as the performance target has increased. In 2008, the number of Illinois schools not making AYP was 558. In 2009, the number was 721; in 2010 the number was 918. ISAT scores are still encumbered with the State Board of Education so new numbers are not yet available. However, the number of schools failing to make AYP is predicted to continue to rise.

**GENERAL DISTRICT 68 PERFORMANCE AND DEMOGRAPHIC INFORMATION:  
2002-2011**

In 2011, students at OOJH and Devonshire made AYP in both reading and mathematics. For the first time, our K-5 schools reached 45 students in the economically disadvantaged category; Stenson's economically disadvantaged students did not make AYP in reading and Highland's did not make AYP in reading or mathematics.

Between 2002 and 2011, the racial composition of our district has significantly changed, as illustrated in Chart 1. An increase is seen in Black and Hispanic students with a decrease in White students. Our Asian population has remained relatively stable. The state began tracking multi-racial students in 2010 and represents a modest portion of our overall enrollment.

Chart 1  
Racial Demographic Changes from 2002 to 2011



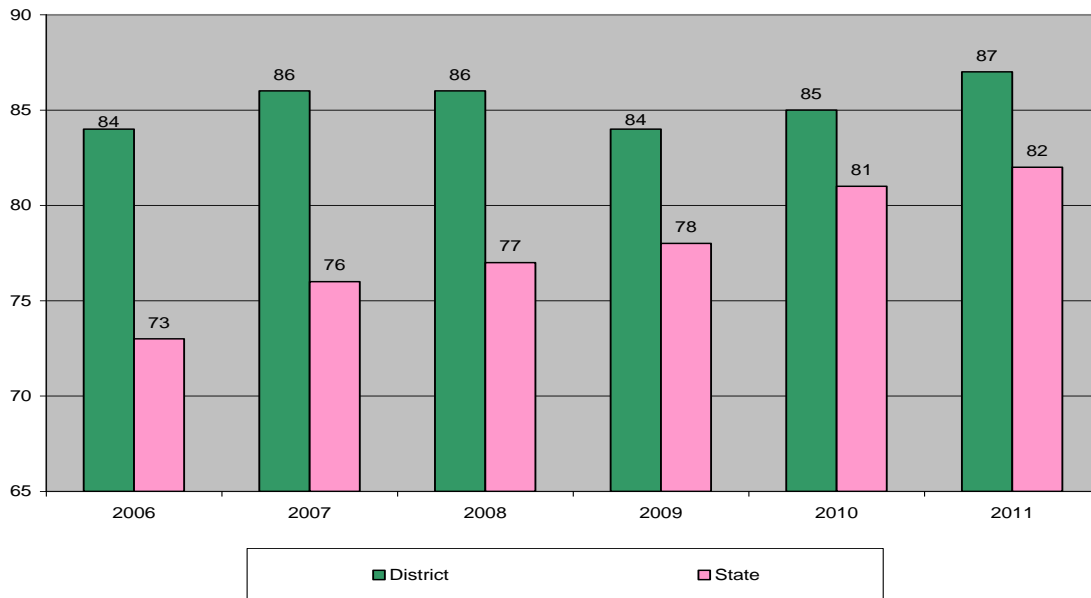
Accompanying the racial demographic shifts, Table 1 reveals the change in mobility rate, special education, English language learners, and low-income populations from 2002 - 2011. Over the past nine years, the special education population had fluctuated from the low to mid-teens. In 2010, Response to Intervention (RtI) began enabling students to receive intervention support without formal identification for special education services. It is reasonable to assume RtI has helped keep special education numbers low, while still providing needed support to struggling learners. The number of low-income students has grown to over 46% percent of the population, more than triple the percentage in 2002. English language learners reached a nine year high at just over 14%, doubling their enrollment from 2002.

Table 1: Percentage of Mobility, Special Education, Limited English and Low-Income Students in 2002, 2006, 2010, and 2011

	2002	2006	2010	2011
Mobility	14.3%	11.1%	8.0%	6.8%
Special Education	12.0%	19.0%	13.7%	17.0%
English Language Learners	7.1%	8.2%	12.3%	14.0%
Low Income	12.0%	22.4%	41.4%	46.6%

When the aggregate District 68 ISAT performance in reading, mathematics, and science is combined across all grade levels, the average number of students who meet or exceed Illinois Standards has consistently been within the mid-eighties. Chart 2 depicts the aggregate combined reading and mathematics score and illustrates how we consistently outscore the state average, and how we are making incremental gains over time.

Chart 2: Overall Combined Reading and Math Performance on the ISAT  
2006-2011



**ISAT PERFORMANCE TRENDS FROM 2006-2011**

Charts 3 and 4 present the six-year trend data broken out by grade-level on overall percentages of meet/exceed standards in reading.

Chart 3 Meet/Exceed Reading Performance in Grades 3-5 on ISAT

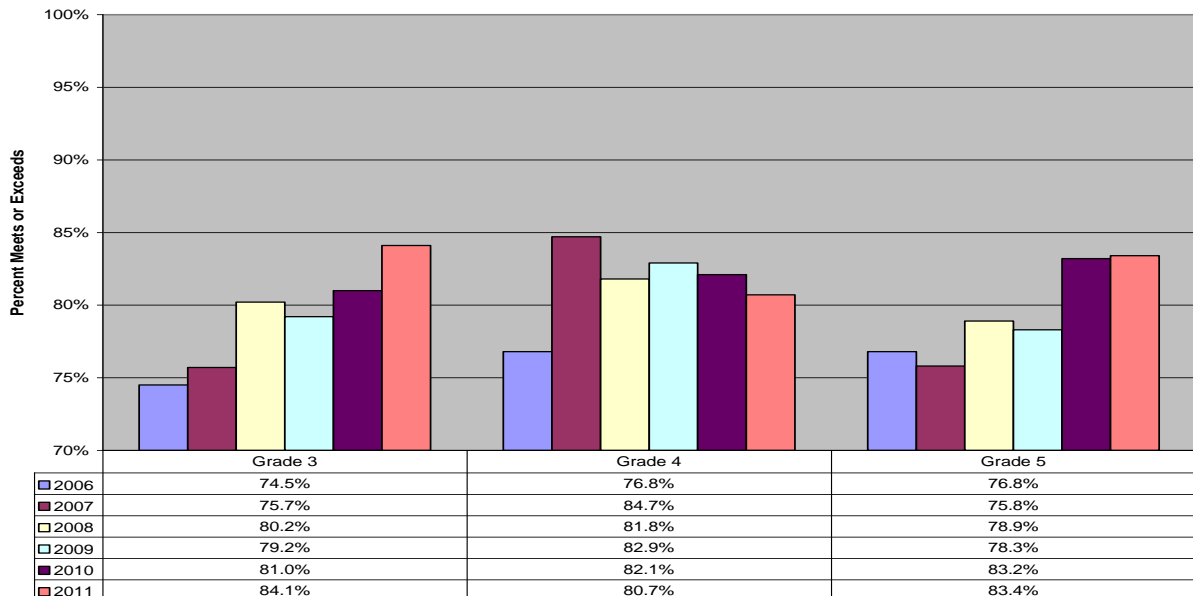


Chart 4 Meet/Exceed Reading Performance in Grades 6-8 on ISAT

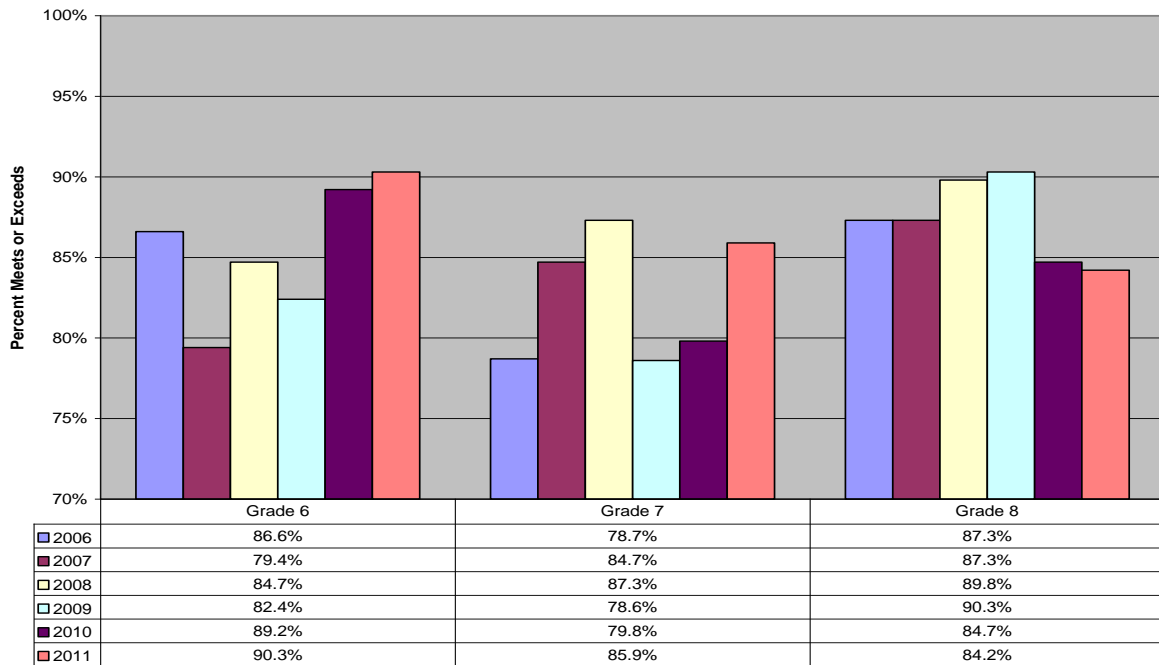
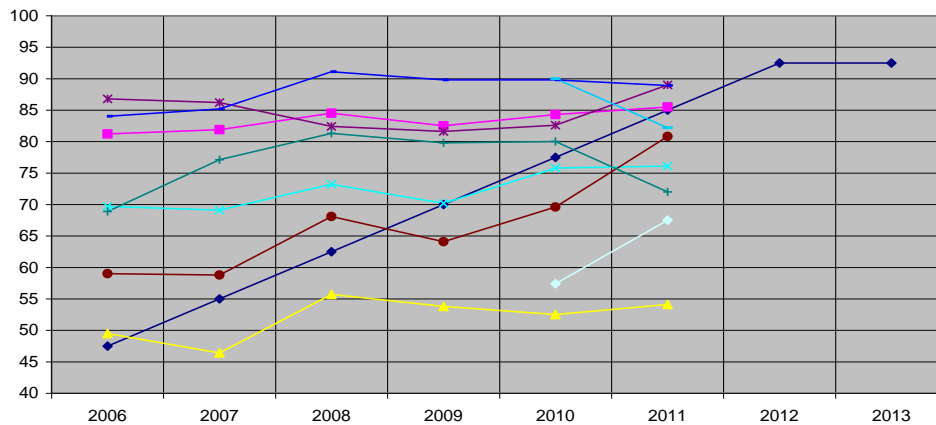


Chart 5 Trends by Subgroup in Reading

AYP Analysis for ISAT Reading by Selected Demographics



	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	81.2	81.9	84.5	82.5	84.3	85.5		
IEP	49.5	46.4	55.7	53.8	52.5	54.1		
Low Income	69.7	69.1	73.2	70.2	75.8	76.1		
Asian/Pacific Islander	86.8	86.2	82.4	81.6	82.6	89.0		
Black, Non-Hispanic	59.0	58.8	68.1	64.1	69.6	80.8		
Hispanic	68.9	77.1	81.3	79.8	80.0	72.0		
White, Non Hispanic	84.0	85.2	91.1	89.8	89.8	88.9		
Multi-Racial					90.0	82.2		
ELL/LEP					57.4	67.5		

Chart 5 depicts trends of student performance in aggregate by subgroups. The subgroups are seen in relation to the targeted Adequate Yearly Progress line. In reading, most subgroups have had a stable or upward trend of performance over the past six years. For the first time in six years, the

performance of Black students has exceeded 80% after hovering in the 50-60% area for five years. After five years of increasing performance, we were surprised to see scores of Hispanic students decline this year. Our low-income students have continued to make incremental improvement over the last six years. Their scores have fluctuated from 69-76%. The Asian subgroup, which had experienced a three-year dip in performance, has returned and is exceeding their 2006-07 performance levels.

Chart 6 Meet/Exceed Mathematics Performance in Grades 3-5 on ISAT

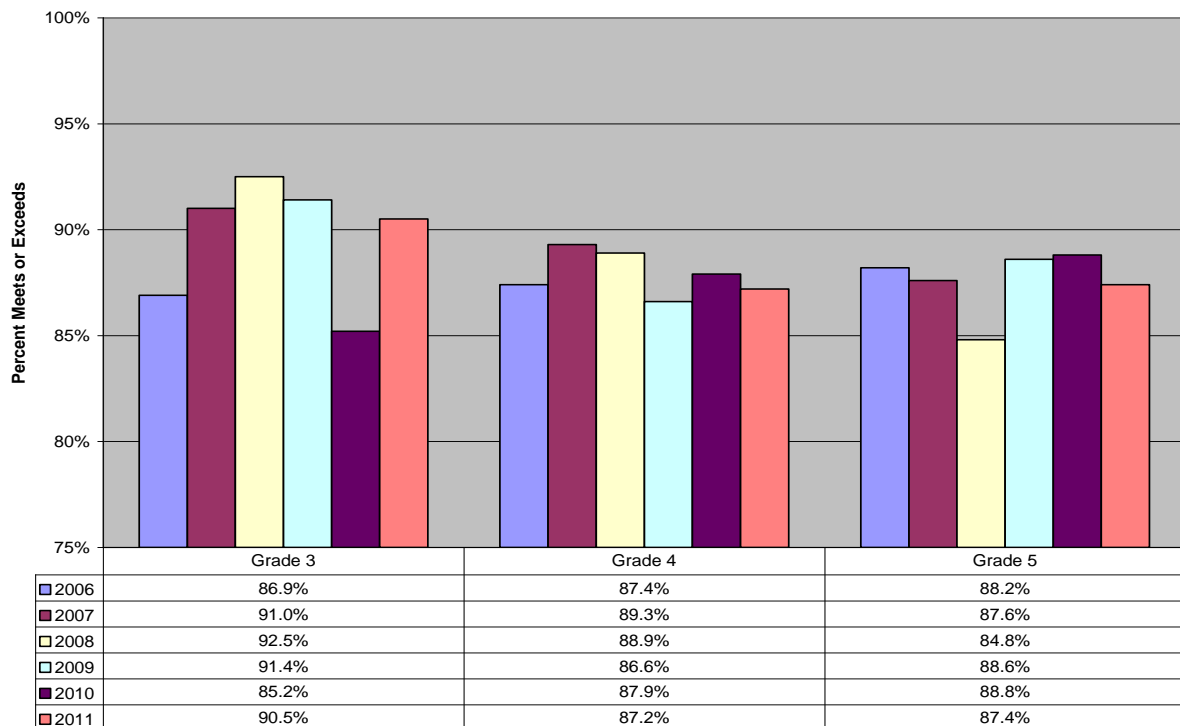
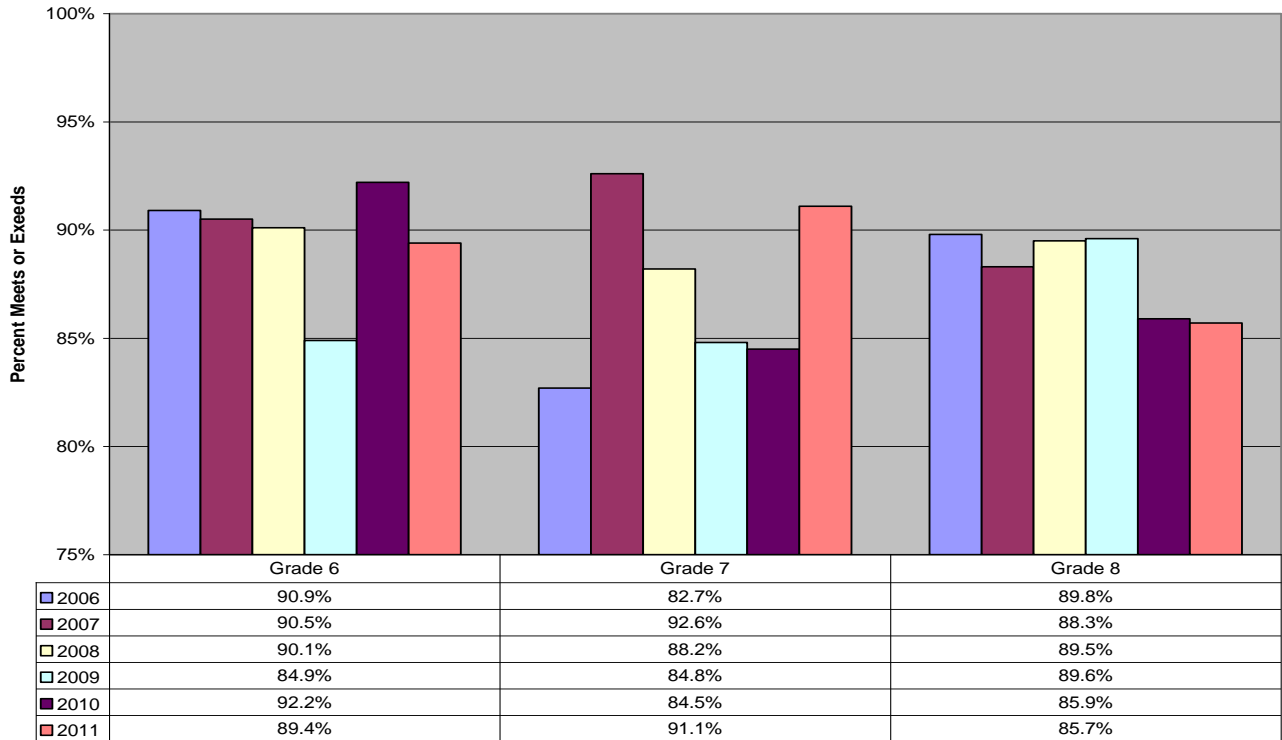


Chart 6 illustrates strong results in grades 3-5 mathematics. In 2011, third graders returned to scores above 90%. Both fourth and fifth graders showed consistent scores within their cohort group. We expect this performance to continue in response to the implementation of our new K-5 *Math in Focus* curriculum.

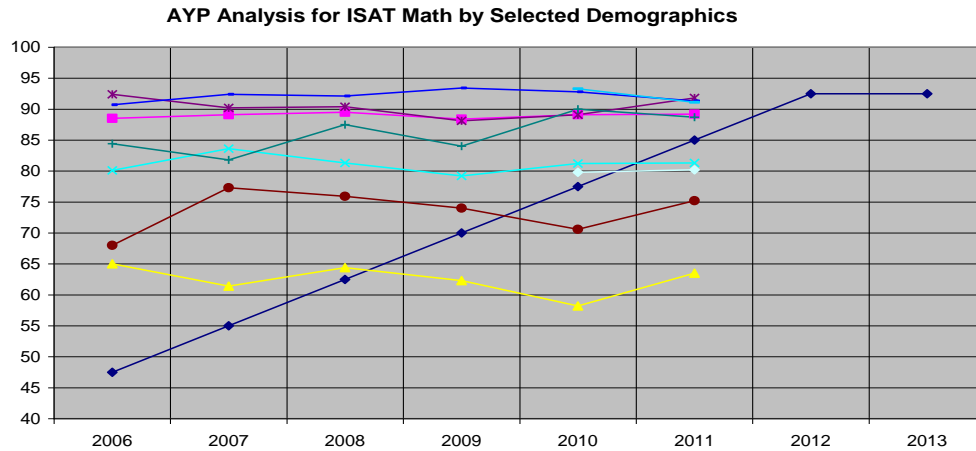
Chart 7 Meet/Exceed Mathematics Performance in Grades 6-8 on ISAT



In mathematics, we've had stable levels of performance in grades 6 and 8, with more variance in grade 7. However, seventh graders showed the strongest scores this year, reaching over the 90% meet/exceed percentage. As a cohort, seventh graders have two years with scores above 90% and current eighth graders consistently score within the mid-80% range.

Chart 8 Trends by Subgroup in Mathematics

As the AYP target continues to rise, five sub-groups remain above the mathematics target, while Black/Non-Hispanic and Students with IEPs fell below the target.



	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	89.2		
IEP	65.0	61.4	64.4	62.3	58.2	63.5		
Low Income	80.1	83.6	81.3	79.2	81.2	81.3		
Asian/Pacific Islander	92.4	90.2	90.4	88.1	89.1	91.8		
Black, Non-Hispanic	68.0	77.3	75.9	74	70.6	75.2		
Hispanic	84.4	81.8	87.5	84	90.0	88.7		
White, Non Hispanic	47.5	55.0	62.5	70.0	77.5	85.0	92.5	92.5
Multi-Racial					93.3	91.1		
ELL/LEP					79.8	80.2		

## MOVING STUDENTS FORWARD

If students in our schools struggle to meet grade-level performance targets, various supports are provided. Teachers, Assistants, and Coaches Collaborating (TACC) meetings are the forum used to look at AIMSweb and MAP data to determine eligibility for intervention services. TACC groups identify students below proficiency targets and match their academic need with a number of scientifically researched-based programs. Progress Monitoring is a regular occurrence and allows teachers and coaches to track the overall effectiveness of interventions.

All K-5 schools and OOJH launched new math interventions this year. Entrance criteria have been established to help identify the most at-risk math students within our district. The K-5 program, *Destination Math*, is aligned to our core math curriculum. Two days per week, 30 students per building stay after school and work in the computer lab on concepts they have yet to master. Two instructional assistants monitor the lab and provide additional support as needed. Data will be collected and analyzed to determine the effectiveness of this new program.

An intensive intervention entitled *Triumphs* is used at OOJH. Like K-5 placement, the lowest performing 11-17 students per grade are placed within the program.

## **THE NEW ILLINOIS STANDARDS INCORPORATING THE COMMON CORE STANDARDS**

In June of 2010, Illinois adopted the Common Core English Language Arts/Literacy 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. Older content area standards, including science, social studies and the arts, remain in place in Illinois.

## **REAUTHORIZATION OF ESEA**

In recent months, the U.S. Department of Education outlined how states can receive relief from provisions of the Elementary and Secondary Education Act (ESEA) or No Child Left Behind (NCLB). Such relief will come in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college-and career-ready.

States can request flexibility from specific NCLB mandates, but only if they are transitioning students, teachers, and schools to a system aligned with college-and career-ready standards. The adoption of Common Core Standards meets the criteria for an aligned college-and career readiness system and Illinois is on board to do so.

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a state consortium developing Model Content Frameworks for English/Language Arts and Mathematics that will help serve as a bridge between the Common Core Standards and new state assessments. The Content Models are designed to clarify big ideas within grade-level standards. PARCC has identified priorities with each grade-level cluster that will eliminate the guess work for teachers regarding areas of lesson focus. The identification of such big ideas will help PARCC write focused assessments to measure progress toward mastery of standards.

Teachers will need considerable support through grade-level meetings and other professional development sessions to engage in close readings of the standards. By the 2014-15 school year, the new PARCC assessments are slated to replace ISAT. Transitioning teachers to the next generation assessments will also require a focused professional development plan.

## **SUMMARY AND CONCLUSIONS**

ISAT performance has remained stable over the past six year period with a general trend of improvement since 2002. Special education students, Black students, and low-income students have shown improvement in reading and mathematics but not at the level of AYP targets. The trend for our ELL population will emerge as our students continue to take the ISAT assessment. In addition to ISAT, their progress is monitored through ACCESS testing and results are used to determine eligibility for ELL support at the building or center level.

The administrative team and district faculty and staff continue to seek out and apply best practices in instruction to help close the achievement gaps between our diverse student body. As a whole, District 68 continues to perform well on the ISAT assessment and is seeing steady, incremental improvements in student achievement.