

INFORMATION ITEM

Date: February 26, 2018

To: Members, Board of Education

From: Building Principals
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Assistant Principals

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Subject: 2017 - 2018 Strategic Plan Update: Student Growth

BACKGROUND

On October 23, 2017, the Board of Education approved the implementation of the 2017-2018 District 39 Strategic Plan. The yearly planning cycle includes Strategic Plan updates. In January, an executive summary report focused on mid-year updates of the action steps identified under Continuing Strategic Initiatives and Annual Business. However, the Student Growth update was not included and is being presented as a separate report this month.

Continuing Strategic Initiatives Update

Student Growth - Year 2 Developing

Student achievement is measured by how well students perform on local and/or state grade-level assessments. Historically, District 39 students achieve well above their statewide peers in reading and mathematics. Although achievement data is meaningful, District 39 began to reflect on student progress. Progress is measured by how much "growth" students make over time, typically from one year to the next. When achievement and growth data are used *together*, it can provide insight into student learning.

During spring of 2016, District 39 began investigating the development of a student growth model. Acknowledging that the success of a growth model requires timely access to data and useful progress reports, District 39 adopted Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) as a local assessment. NWEA MAP assessments will be administered to students in grades 2-8 three times yearly: fall, winter, and spring.

MAP math and MAP reading was administered for the first time this fall. The results are available on the MAP platform 24 hours after students complete the test and the data is auto-synced to our data warehouse tool, eduCLIMBER. This allows for staff to access data in a timely manner. In addition, progress reports offering useful information for instructional decision-making can be generated at the classroom, school, and district levels.

For example, MAP's Achievement Status and Growth Report applies a Student Growth Percentile Model to display students according to achievement and growth rankings in a quadrant chart:

- high achievement/high growth
- low achievement/high growth
- high achievement/low growth
- low achievement/low growth

Under a Student Growth Percentile Model, students are grouped with other students who have similar performance scores. The student groupings are used to predict future performance of these students and results are shared as a percentile of the student's academic peers' scores. In other words, it captures achievement percentiles and conditional growth percentiles for each student providing a more complete picture of student learning:

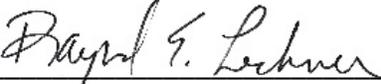
- An achievement percentile is the percentile rank of a student's score.
- A conditional growth percentile is derived from a measurement that ranks each student's growth among the observed growth of all matching peers. Using matching peers accounts for differences in growth rates, so growth of all achievement levels can be compared.

Although a single measure does *not* provide enough information for a complete assessment of student growth, quantitative assessment data *does* provide an *entry point* for discussion. We can also understand more about the learner by considering factors that may influence student growth such as learning history, in-class artifacts, habits, mindset, and time management. A learner's profile and achievement/growth data serve as a basis for setting learning goals and objectives. This information helps a teacher determine how they can differentiate instruction and what curriculum resources match the learner's needs within the classroom.

CONCLUSION

District 39 strives to use student, school and district data to promote student growth for ***all*** learners. We will continue the work of developing a protocol for addressing the needs of students who do not meet expected growth. The next steps would be to create a professional development plan that includes training on understanding the Student Growth Percentile Model. The Board may expect a full Strategic Plan review in June.

Recommended for presentation to the Board of Education,



Raymond E. Lechner, Ph.D., Superintendent