Assessment Data
BOE Presentation

Will County School District 92
Lisa Lyke, *Director of Curriculum*

November 2022

IAR

Illinois Assessment of Readiness

Who takes it?

- Students in Grades 3 – 8

Which subject areas are assessed?

- ELA
- Math

Comparing Assessments

FASTBridge	IAR
• **Provides a ranking** *Locally and Nationally *Results tell us who our high and low performers are • **Not aligned to state standards** • **Screener** *Gives us an idea of who has the necessary skill set to be on target to LEARN the grade level work related to standards. *Used for RtI/MTSS and Honors to show growth as related to a target.	• **State Accountability Assessment** *Aligned to state standards • **Summative assessment** on grade level standards • Much more **rigorous** • Reflects **grade level expectations** • **Diagnostic** *Communicates the standards that students have both mastery and challenges in.

Benefits of IAR Data

- IAR **assesses** the **Illinois Learning Standards** incorporating the **Common Core Standards**.
- Helps us **identify strengths and weaknesses** by learning standard over time across grade levels.
- Teams are able to use the **GANS to create SMART Goals and SMART Goal Trees**.
    - Teams keep track of the progress on the goals set by their grade level/department teams.
- Provides **balanced picture of student performance** in conjunction with common assessments, FASTBridge, and classroom performance.
- During **PLCs** teams discuss **best instructional practices** that are effective for their students to address standards that students both master and find challenging.
- **PLC time** allows teachers to confirm **guaranteed and viable priority standards** each year, ensuring standards that have historically been challenging are addressed.
- Priority standards are an **effective pathway** to creating **Standards Based Reporting**.

School Evidence Statement Analysis

ILLINOIS Assessment of Readiness

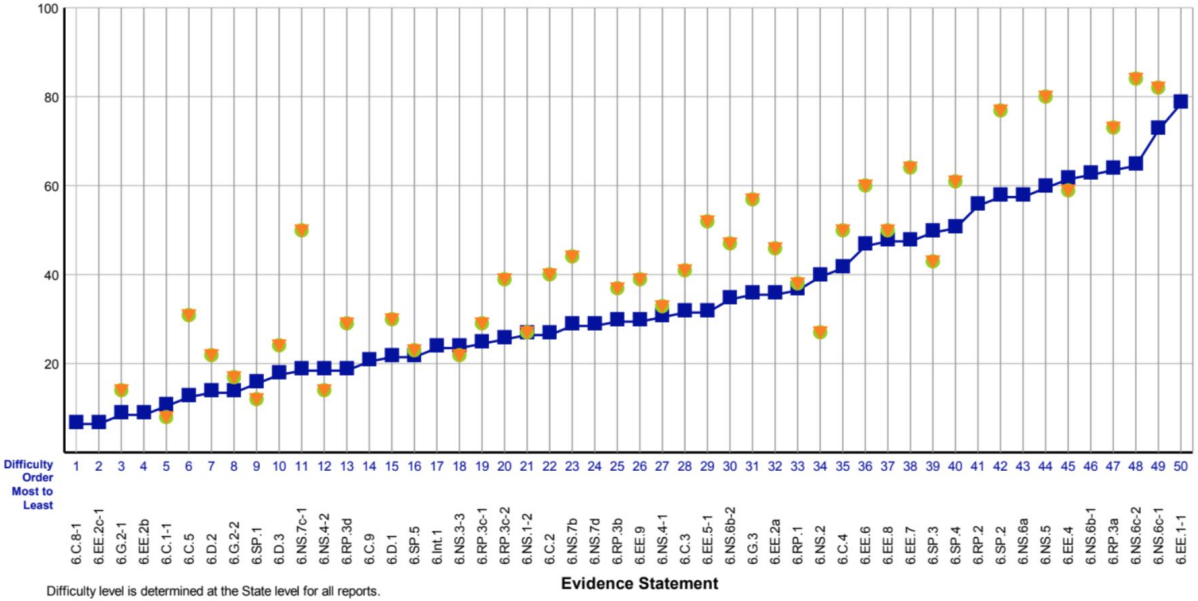
CONFIDENTIAL - DO NOT DISTRIBUTE

WILL COUNTY SD 92
ILLINOIS

State
District
School

Students with Valid Scores (163)

Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Learning Before, During, and After the Pandemic

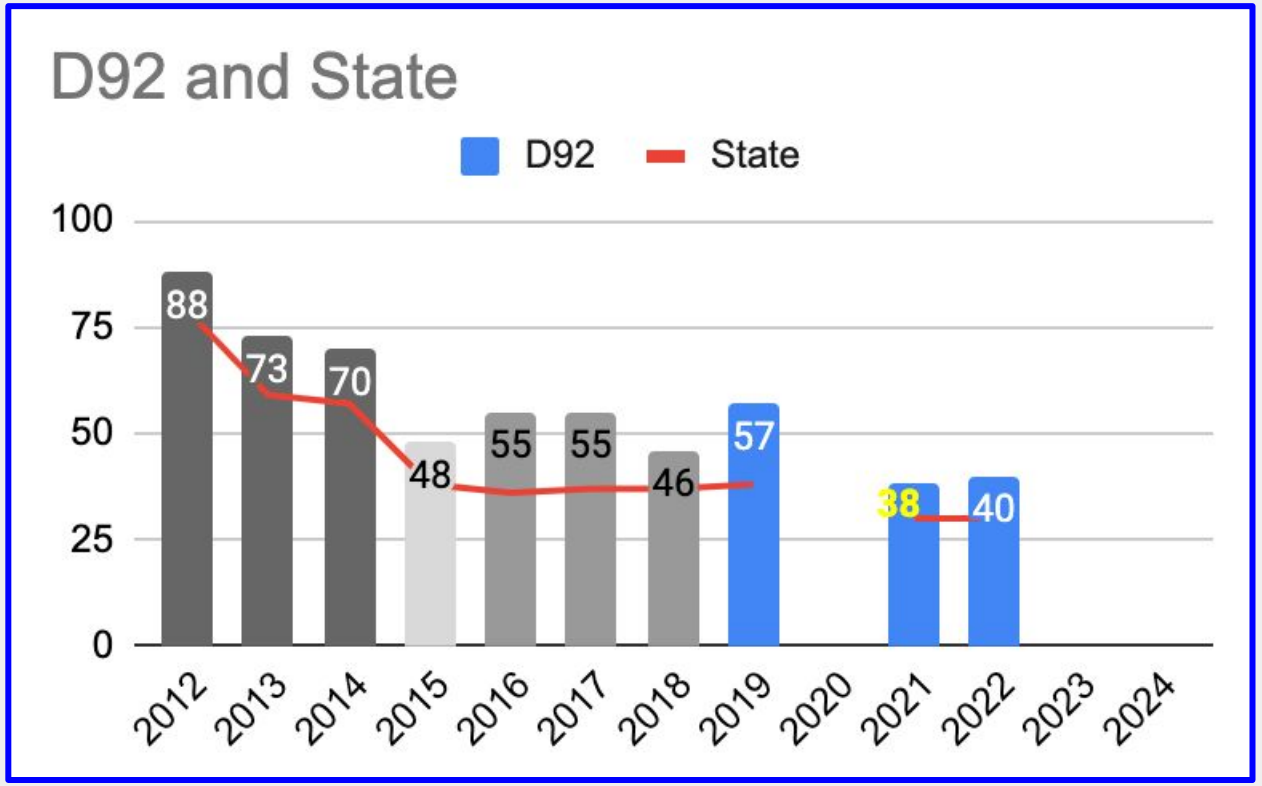
- Learning Conditions
- IAR and ISA results
- Summative Designations
- Action Plan to Accelerate Improvement

Disruption to Learning

Fall 2019	Normal
Spring 2020	Sent home on March 13, 2020 - Remote Learning
Fall 2020	Remote Learning - Modified Day of Instruction
Spring 2021	½ students in person, ½ students remote Students quarantined/excluded Some live stream learning
Fall 2021	Full Day in person, masks, SHIELD testing, limited student collaboration Students quarantined/excluded
Spring 2022	Omicron - many students out
Fall 2022	Normal

State Assessments - ELA

Test		Year
ISAT		2012
ISAT		2013
ISAT		2014
PARCC-norming		2015
PARCC		2016
PARCC		2017
PARCC		2018
IAR		2019
IAR	Did not test	2020
IAR		2021
IAR		2022
IAR		2023
NEW TEST???		2024



State Assessments - Math

Test		Year
ISAT		2012
ISAT		2013
ISAT		2014
PARCC-norming		2015
PARCC		2016
PARCC		2017
PARCC		2018
IAR		2019
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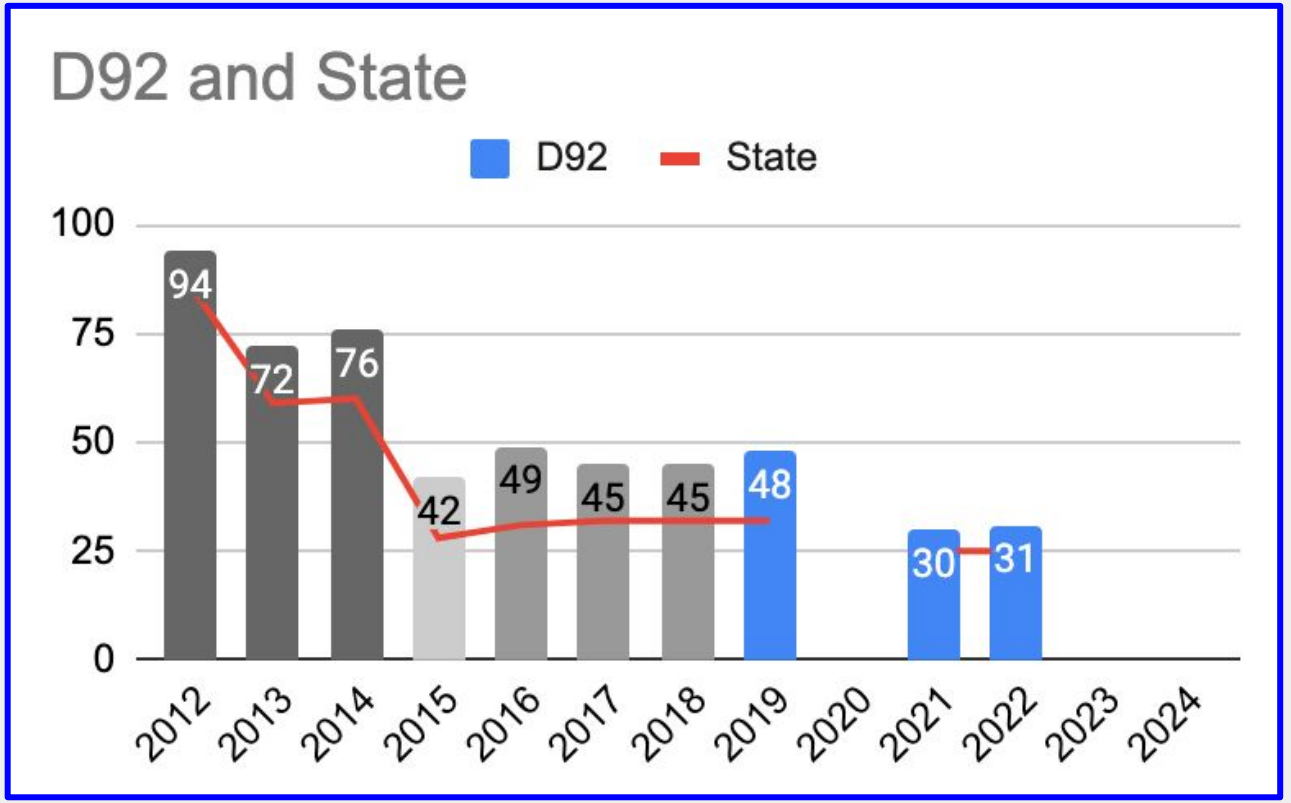


Considerations...

IAR Proficiency Rates in 2021 were most likely inflated due to...

- Two IAR testing periods (Spring 2021 and Fall 2021)
- Less participation in IAR

As a state...

- ELA scores were 20 percentage points lower in 2022 than in 2019
- Math scores were 19 percentage points in 2022 than in 2019

District 92

IAR

ELA

District 92 IAR ELA

District 92

IAR

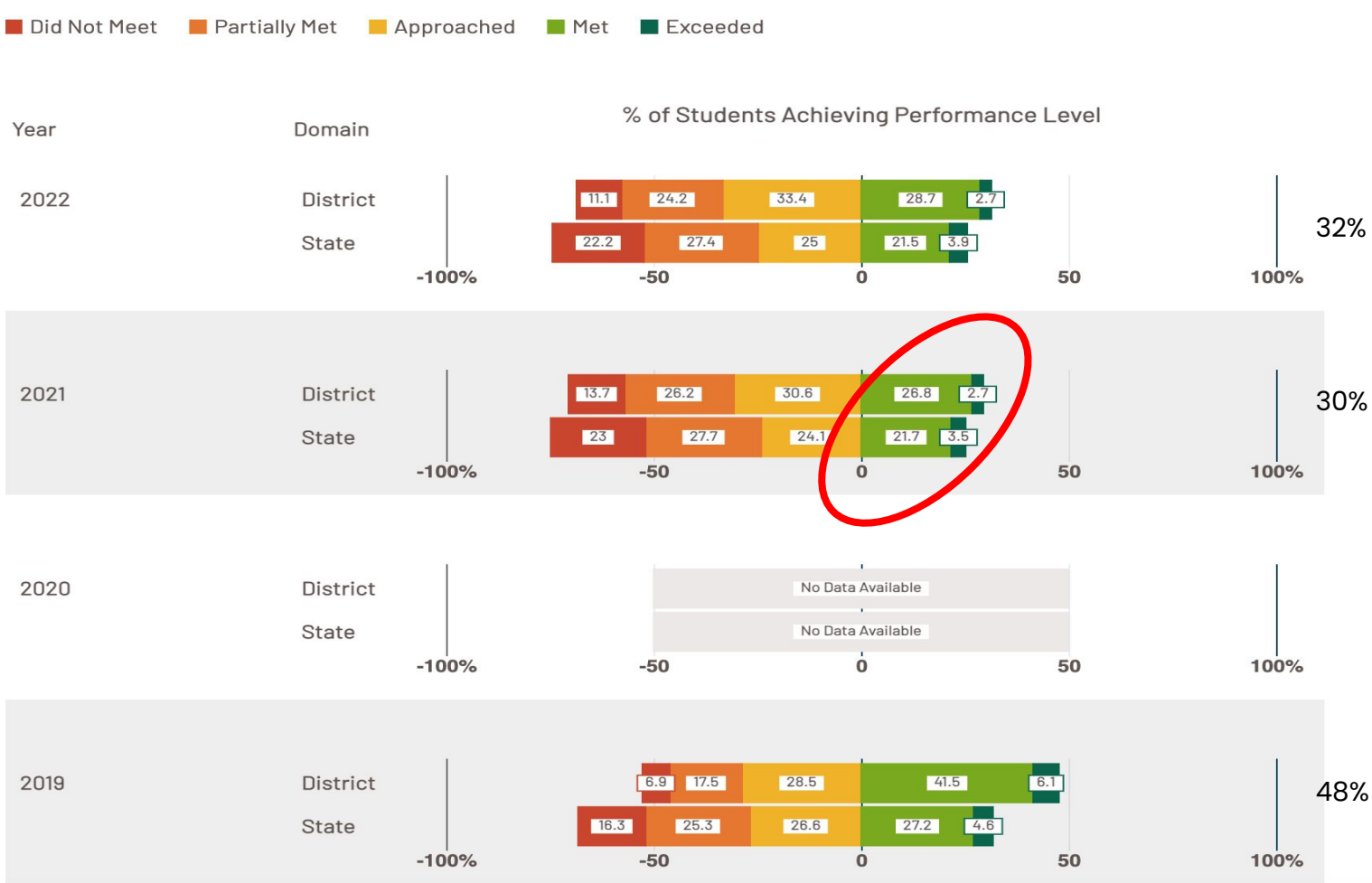
ELA

District 92 IAR MATH

District 92

IAR

MATH



District 92 IAR MATH

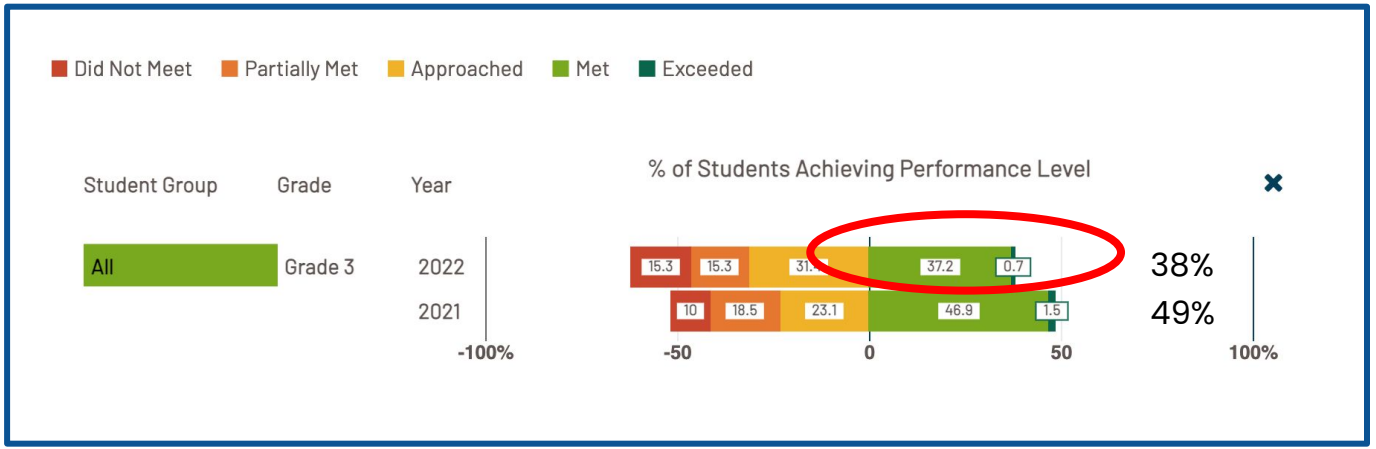
Grade Level Data

Keep in mind...

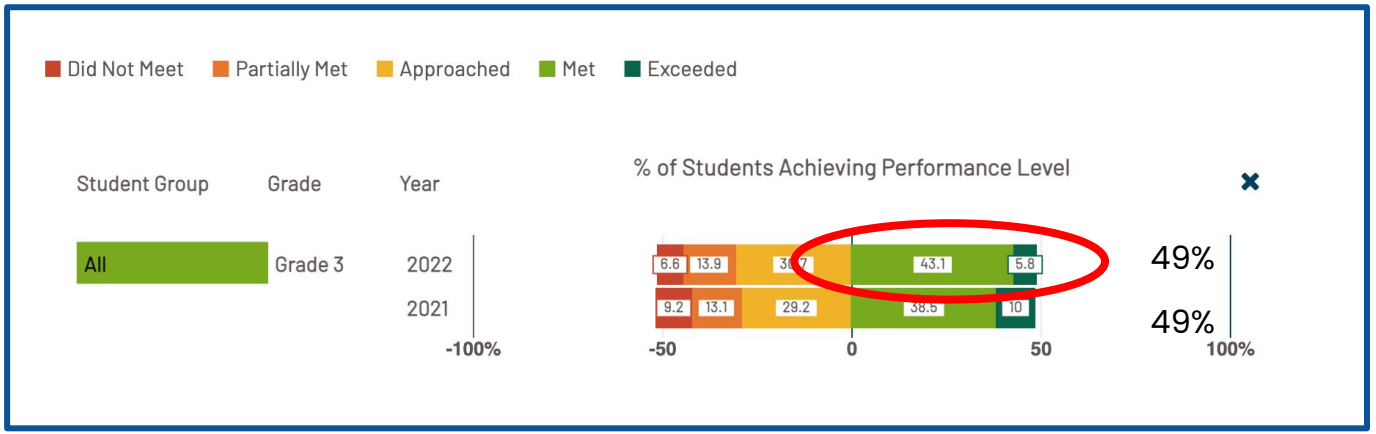
- Mixed results
- Disruptions in learning in 2020 and 2021
- Different students are assessed in 2021 than 2022
- Not indicative of our teachers' performance

Grade 3

IAR ELA

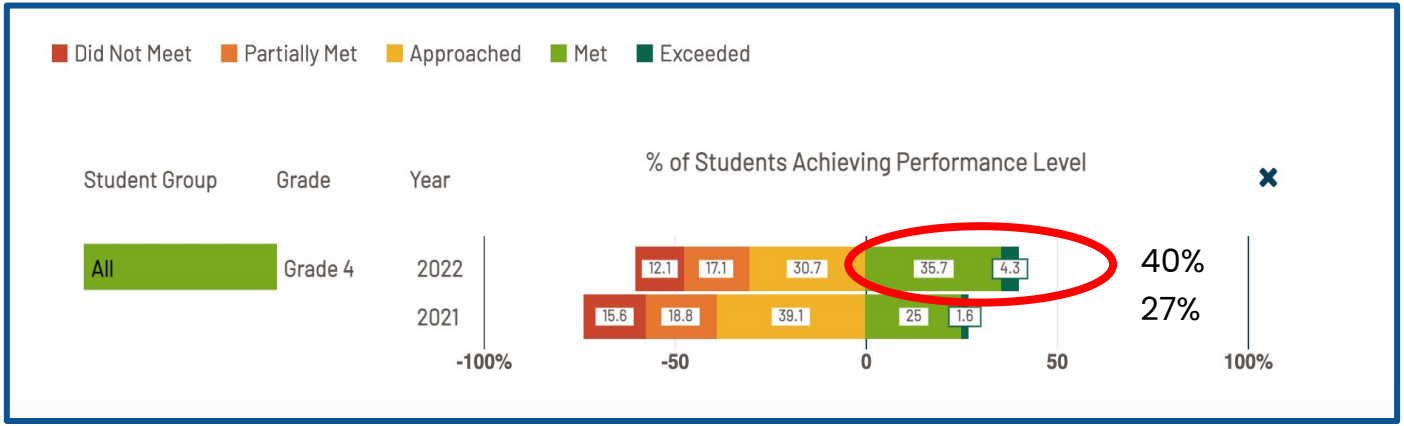


IAR MATH



Grade 4

IAR ELA



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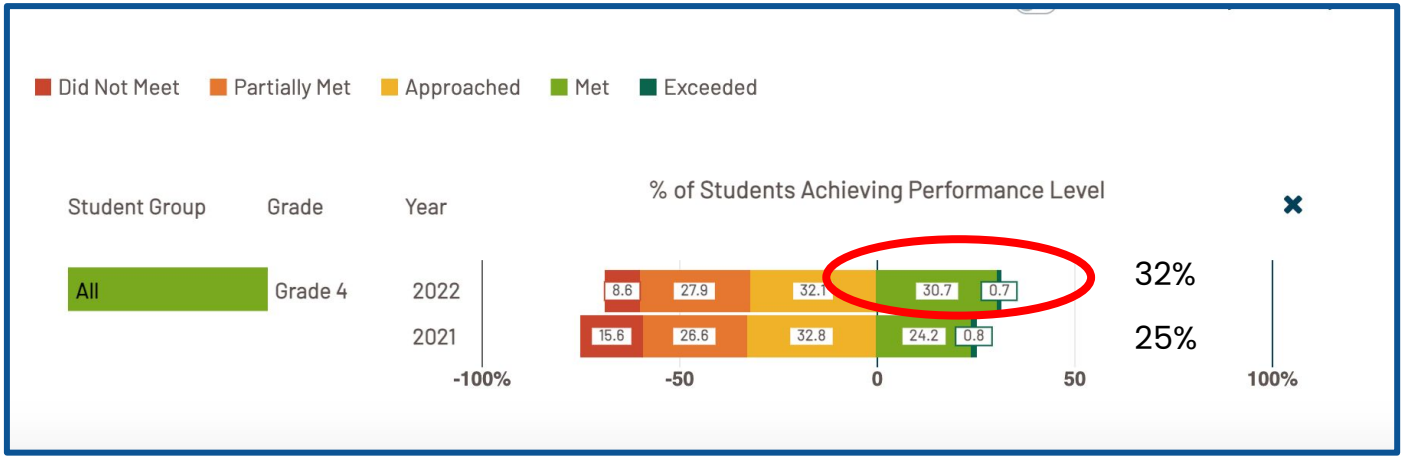
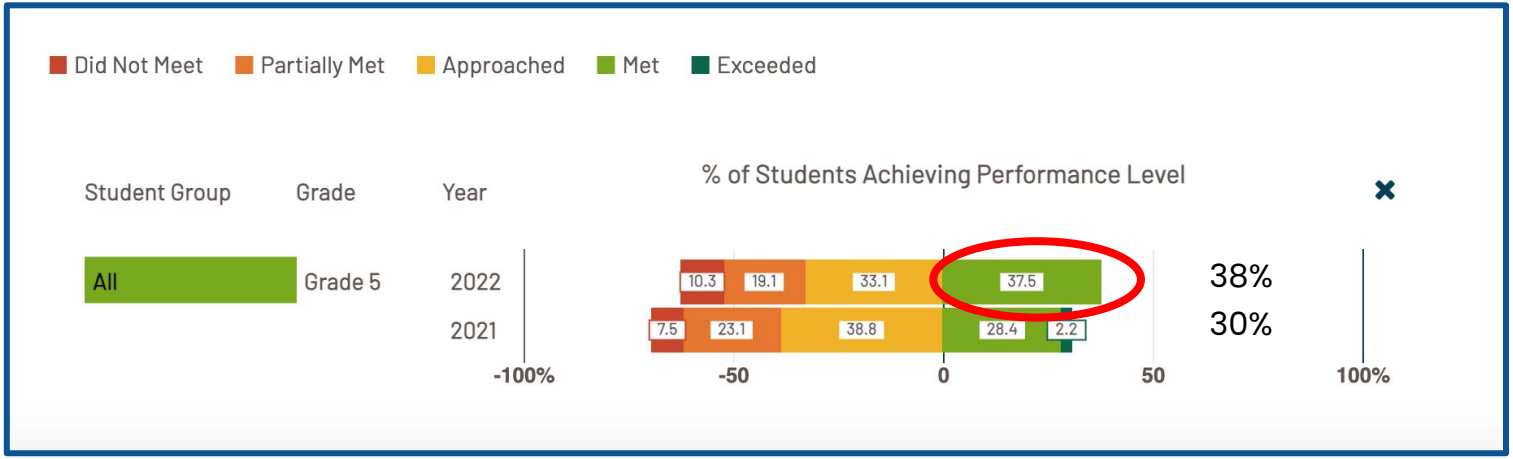


Grade 5

IAR ELA



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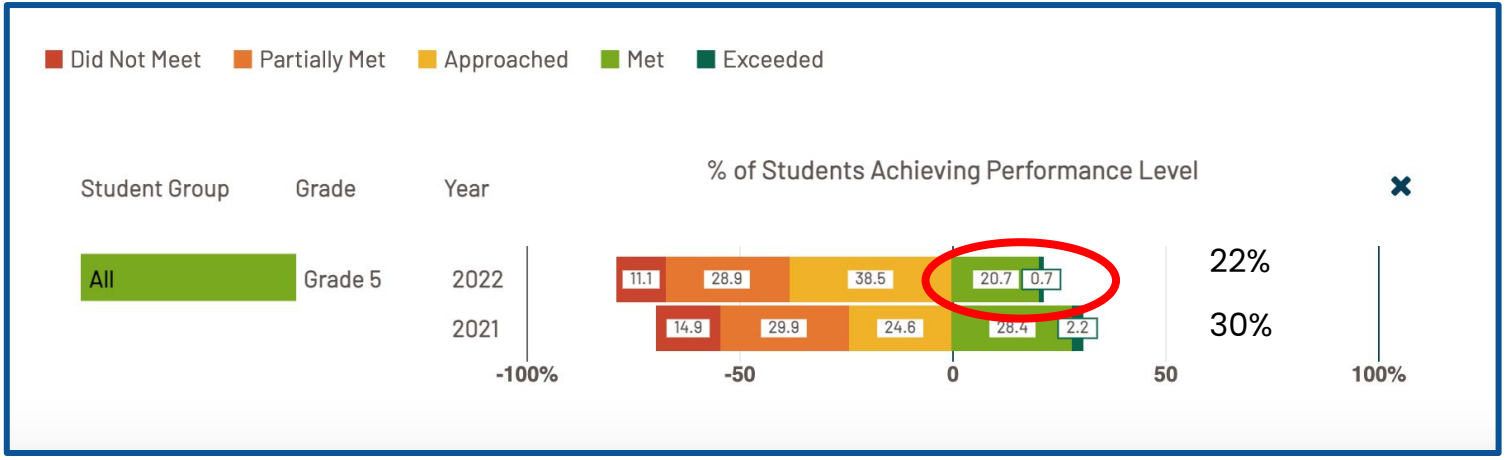
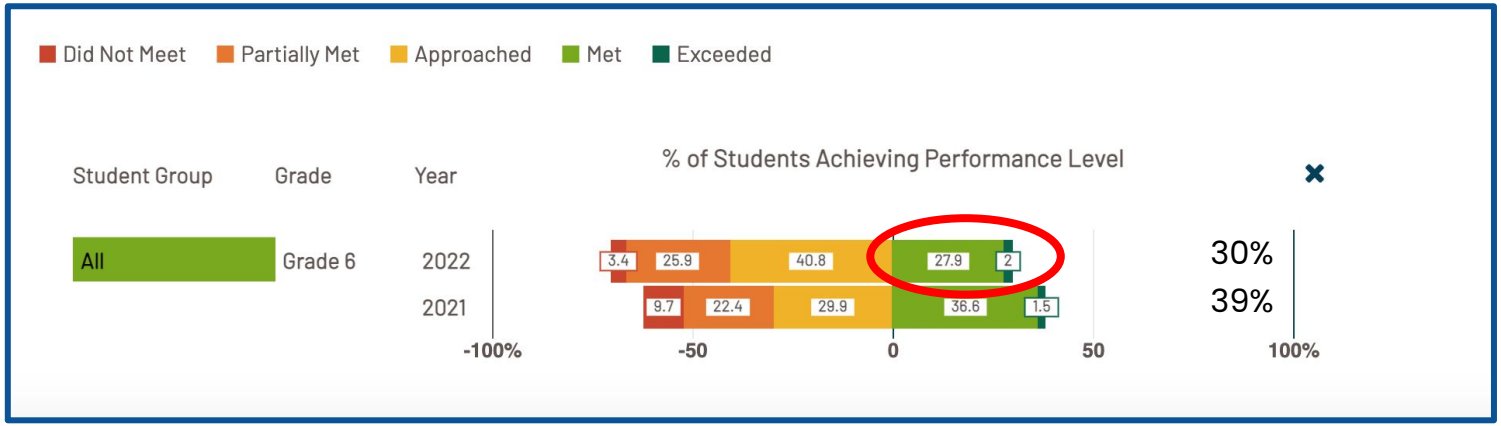


Grade 6

IAR ELA



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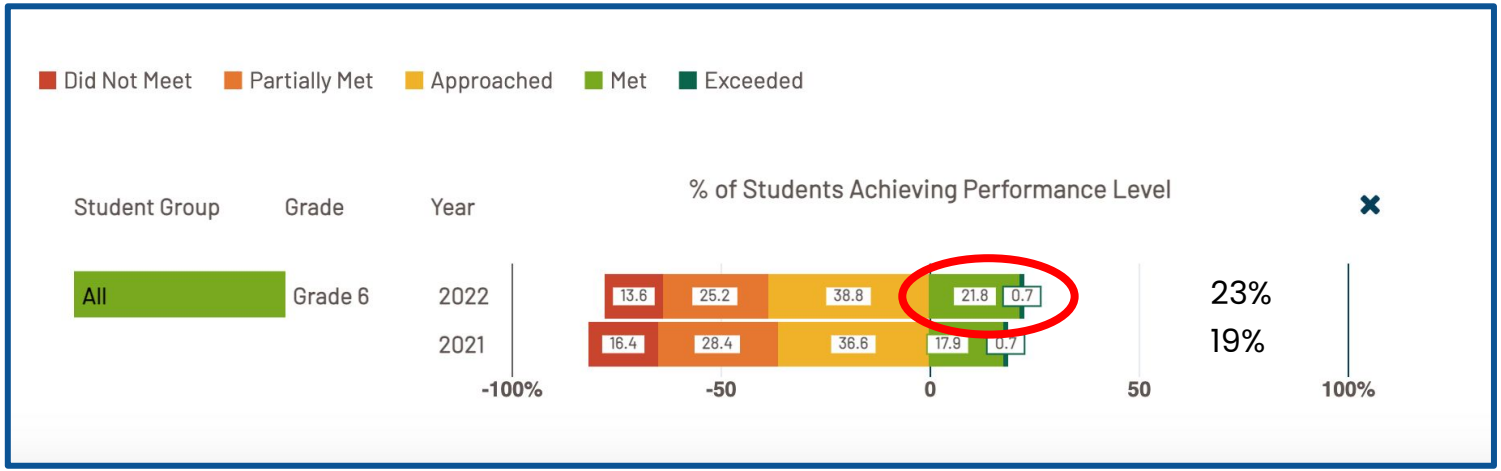
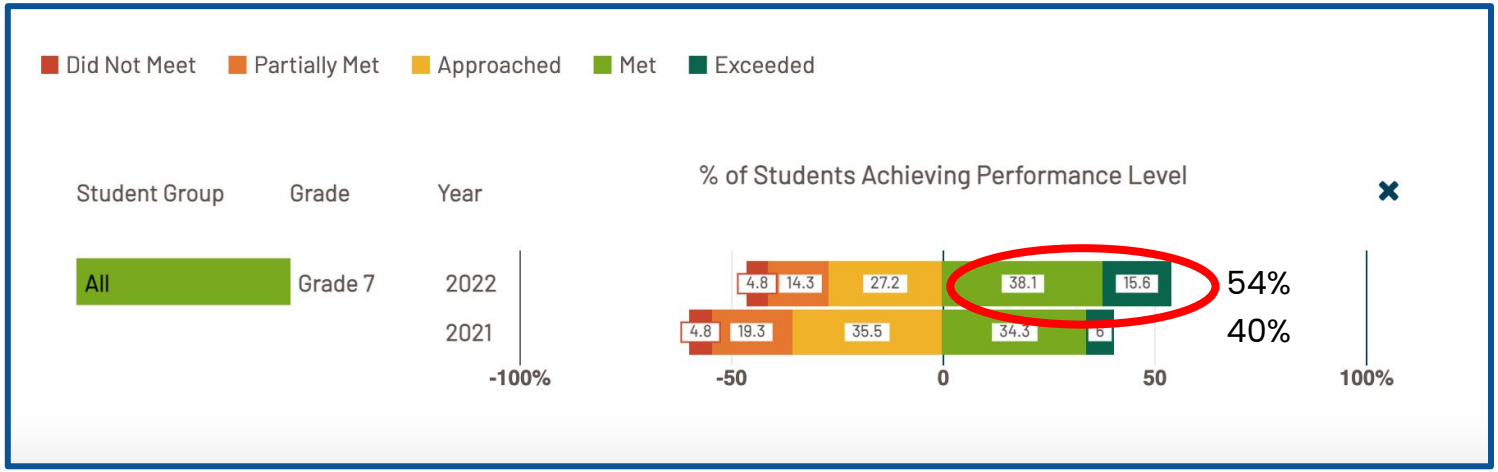


Grade 7

IAR ELA



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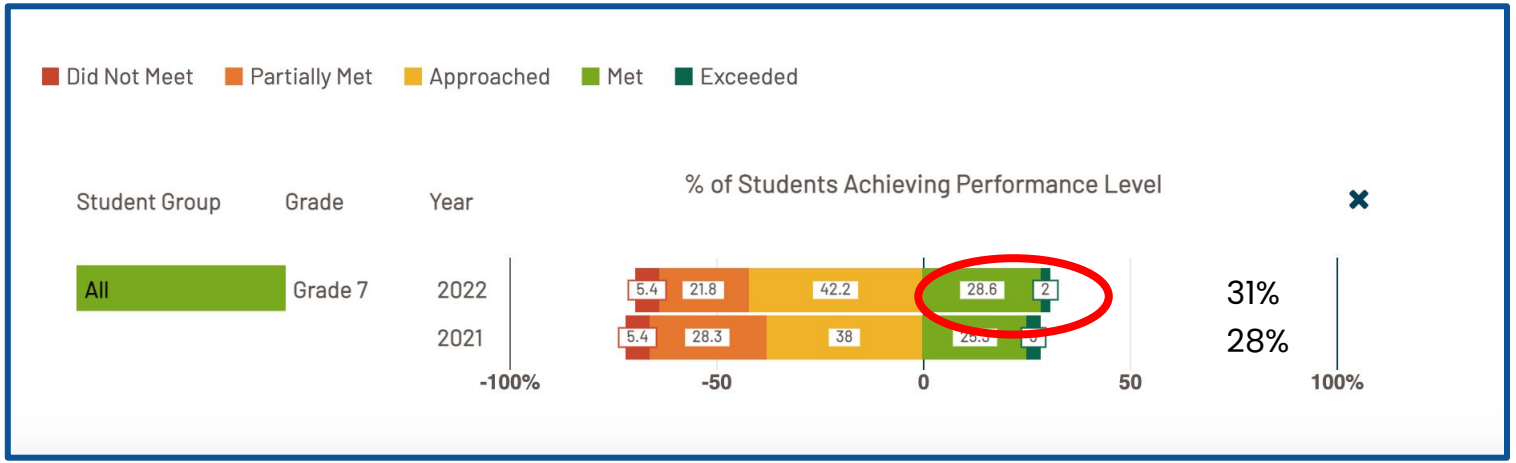
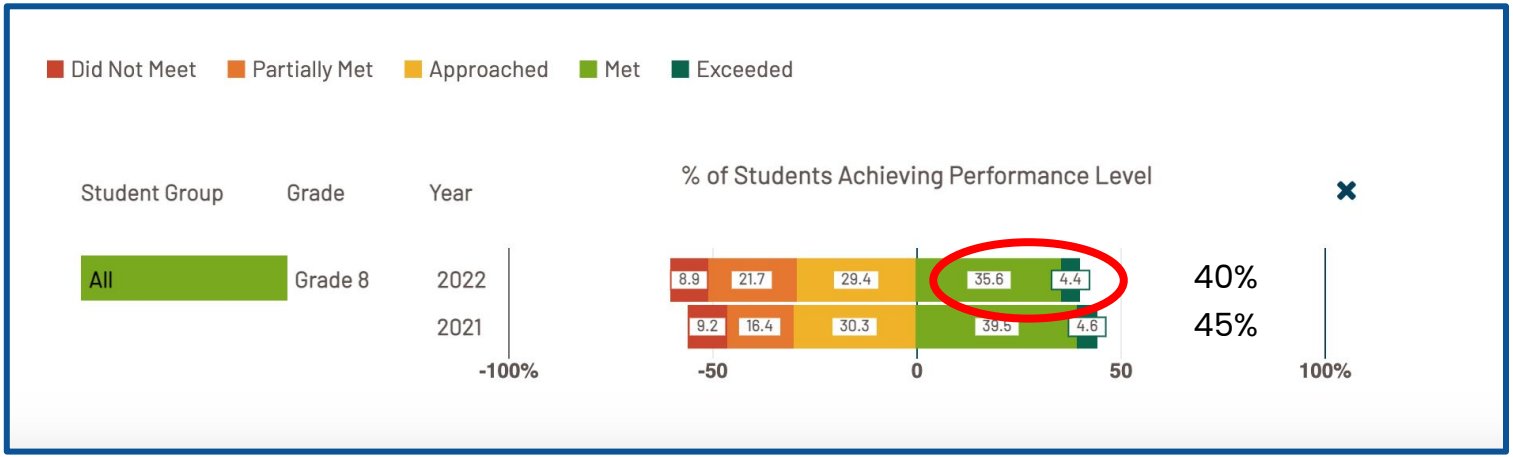


Grade 8

IAR ELA



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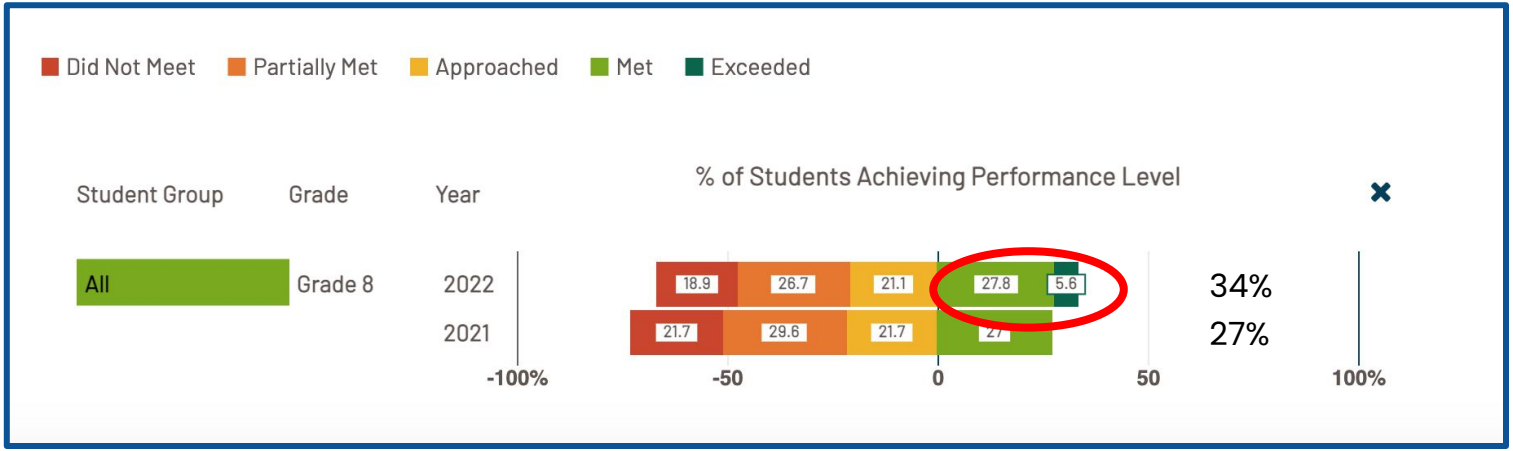
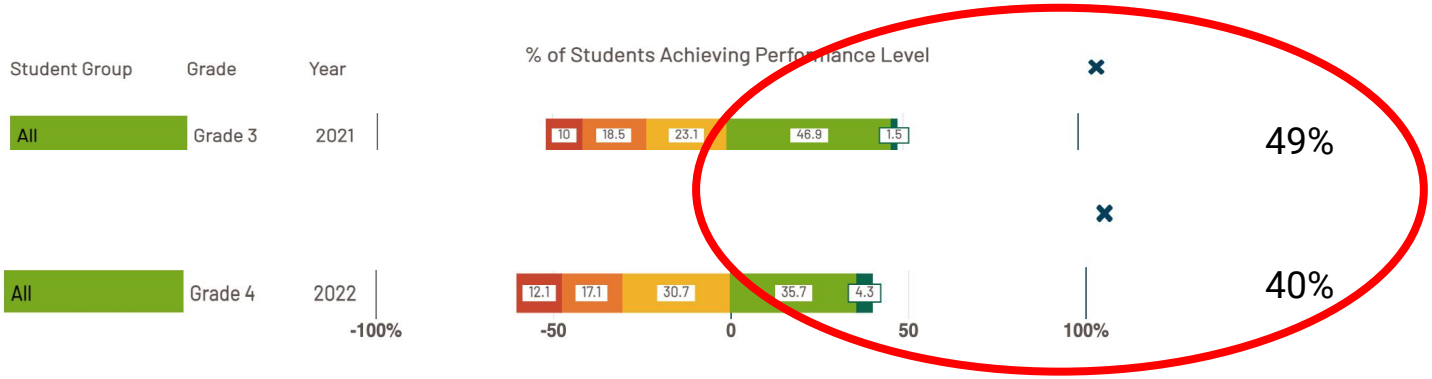


Let’s look at cohorts…

3rd to 4th Grade

IAR ELA



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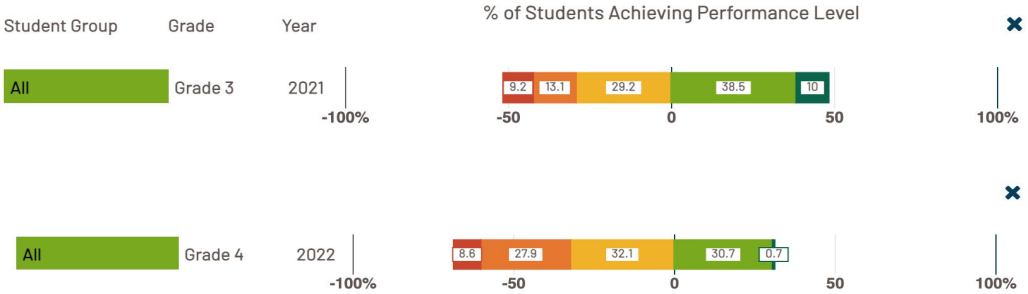

3rd to 4th Grade

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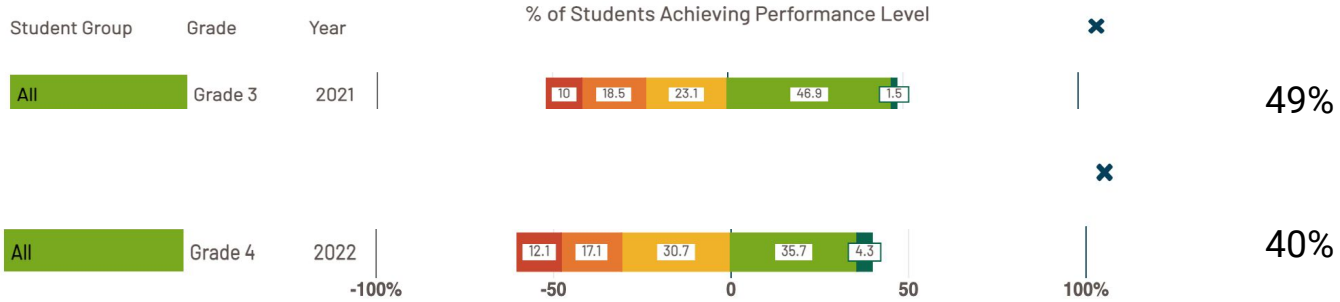

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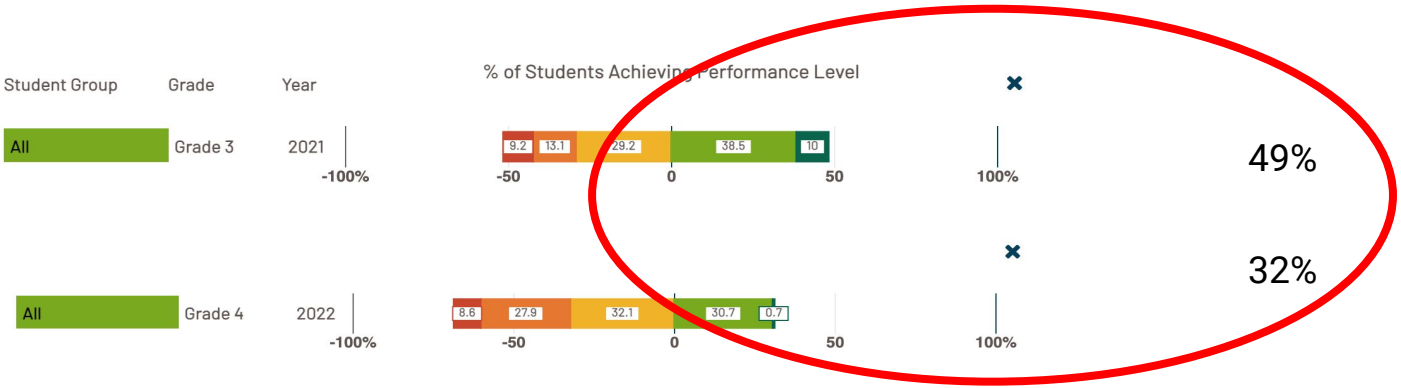
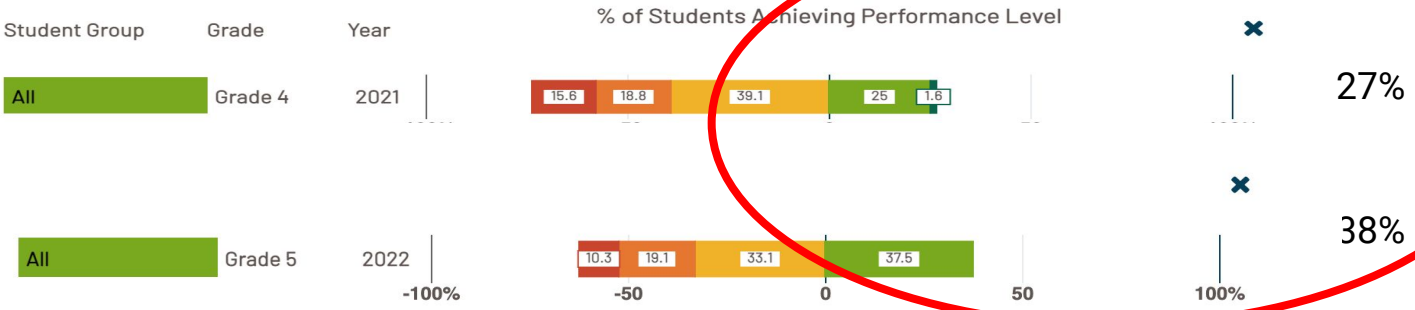


4th to 5th Grade

IAR ELA



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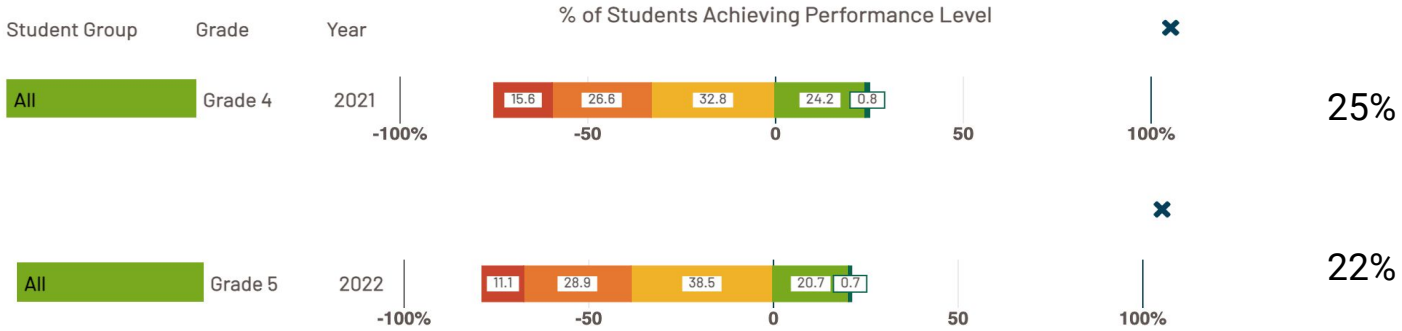
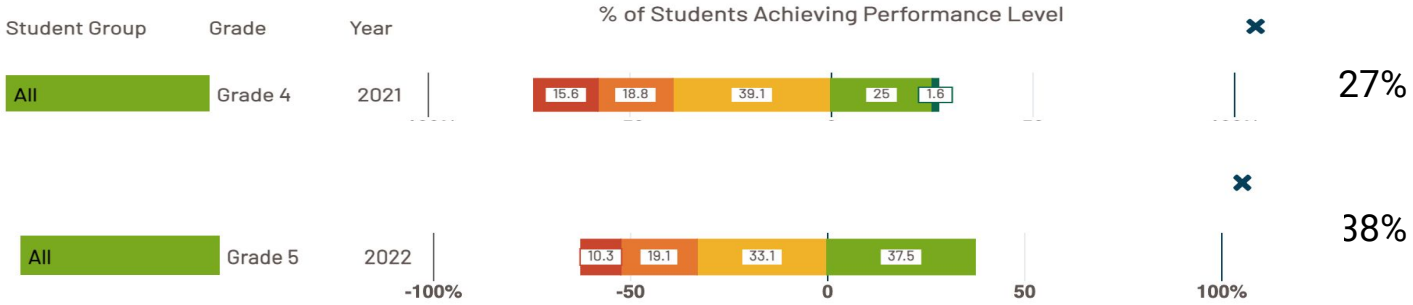


4th to 5th Grade

IAR ELA



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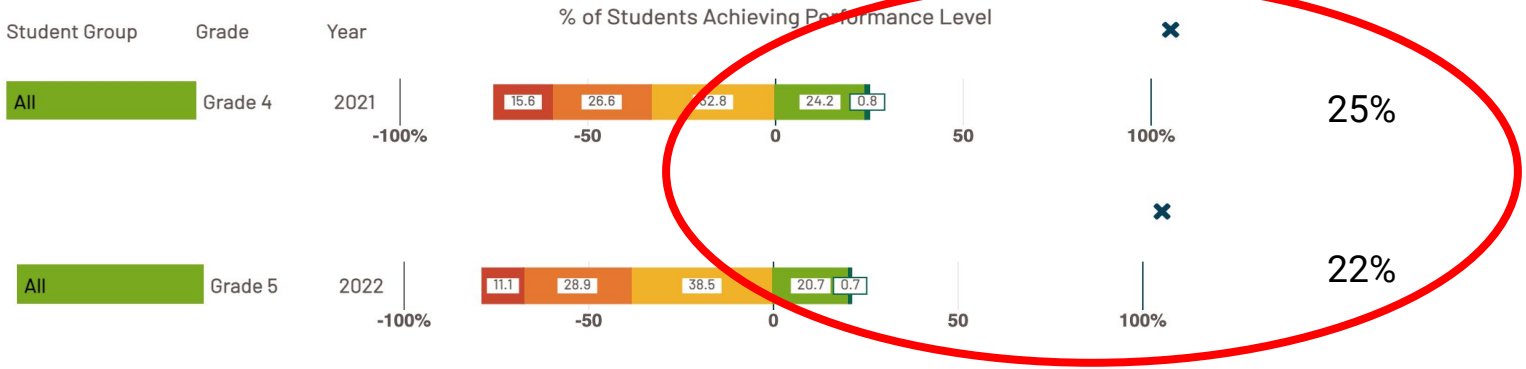
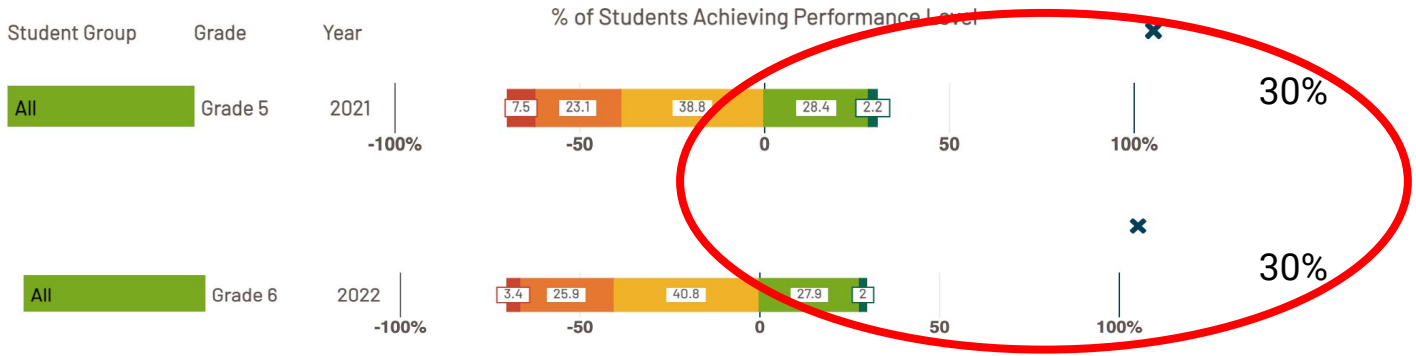


5th to 6th Grade

IAR ELA



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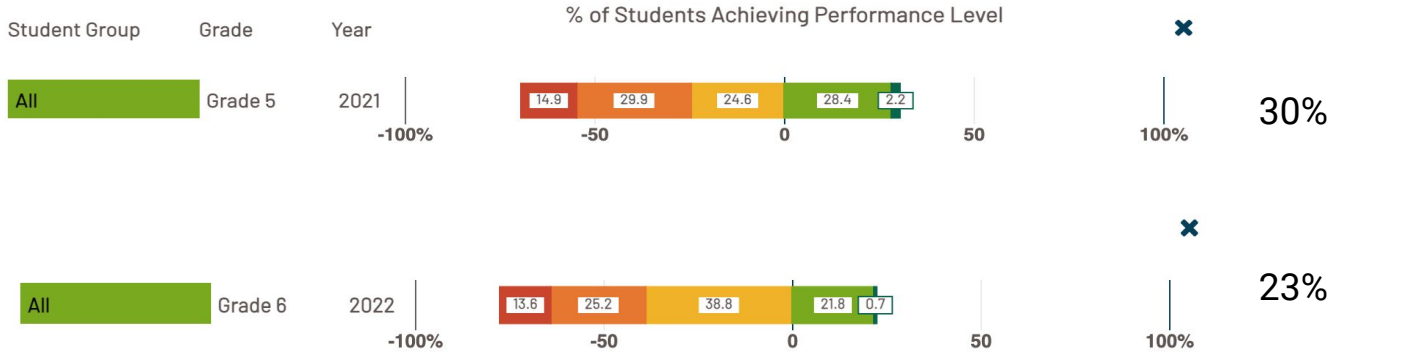

5th to 6th Grade

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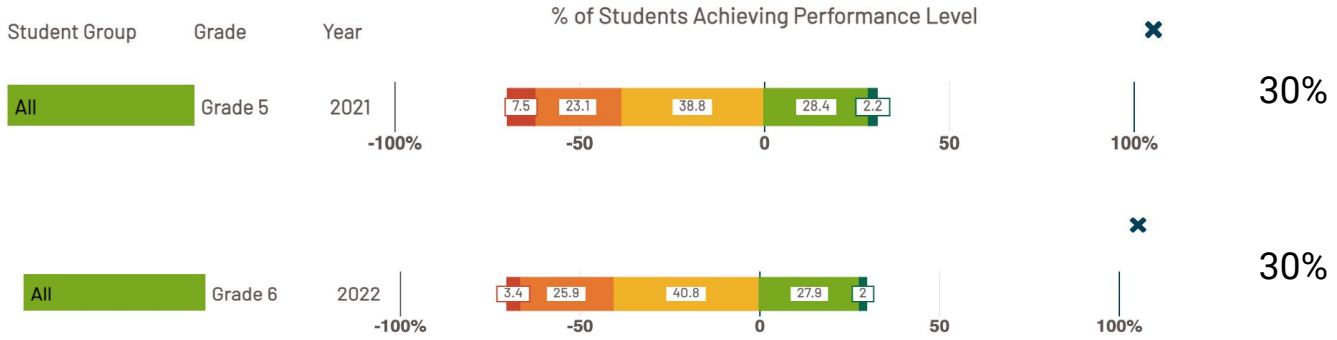

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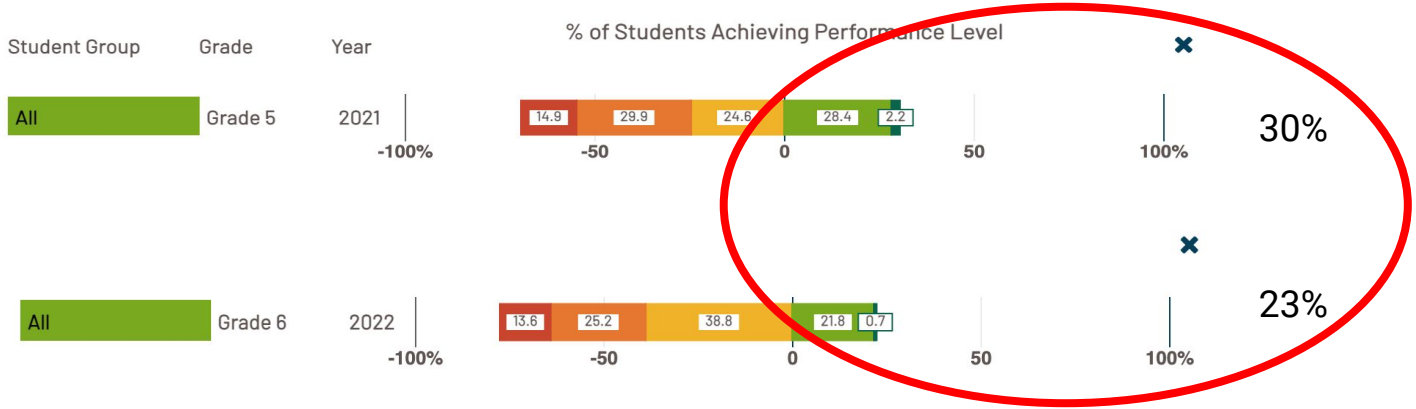
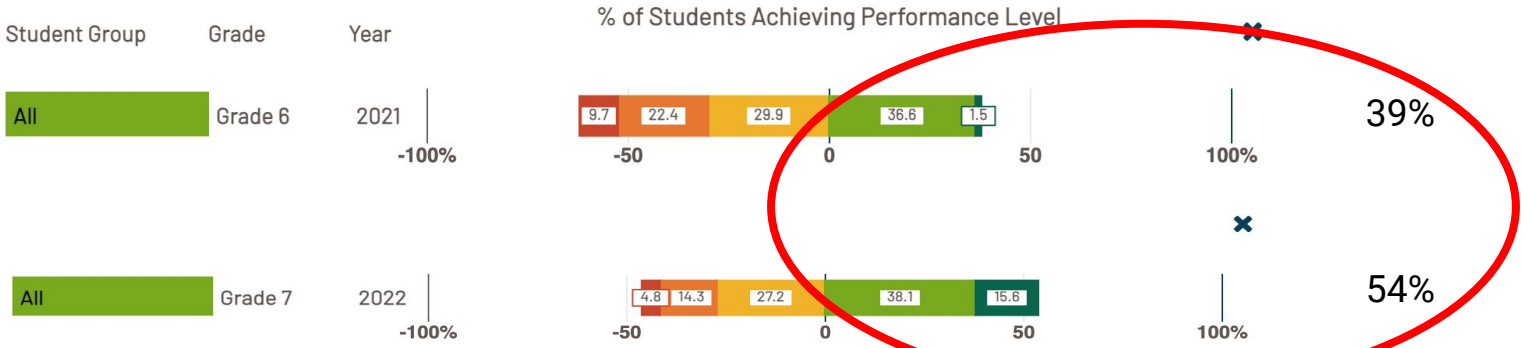


6th to 7th Grade

IAR ELA



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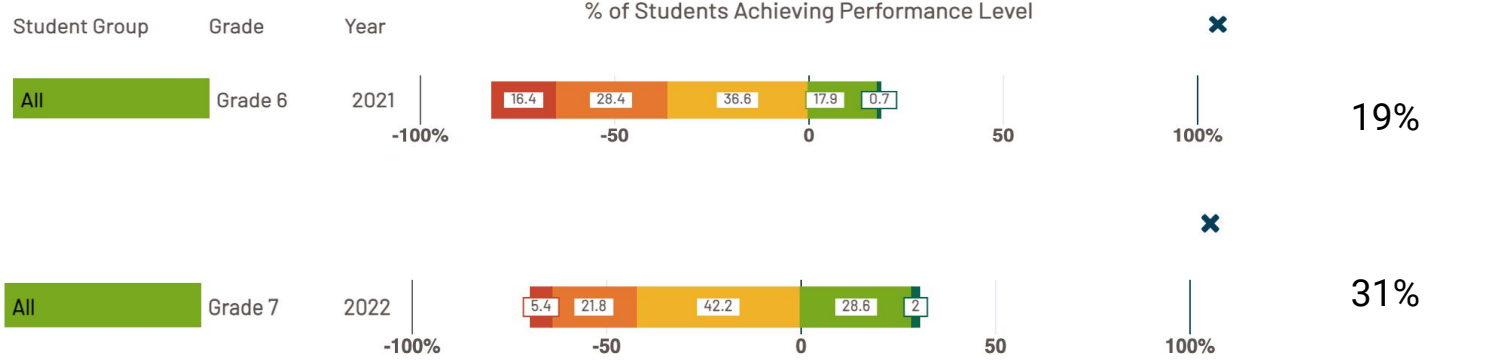
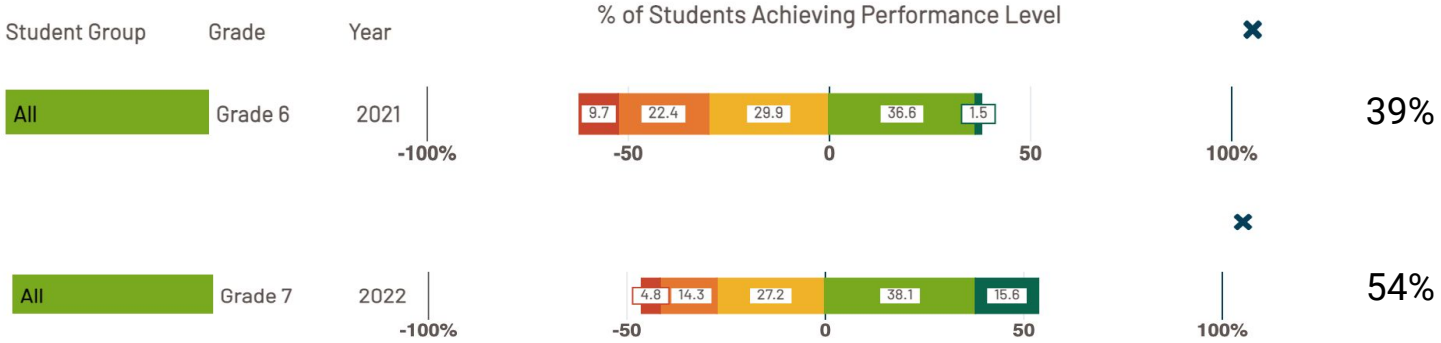


6th to 7th Grade

IAR ELA



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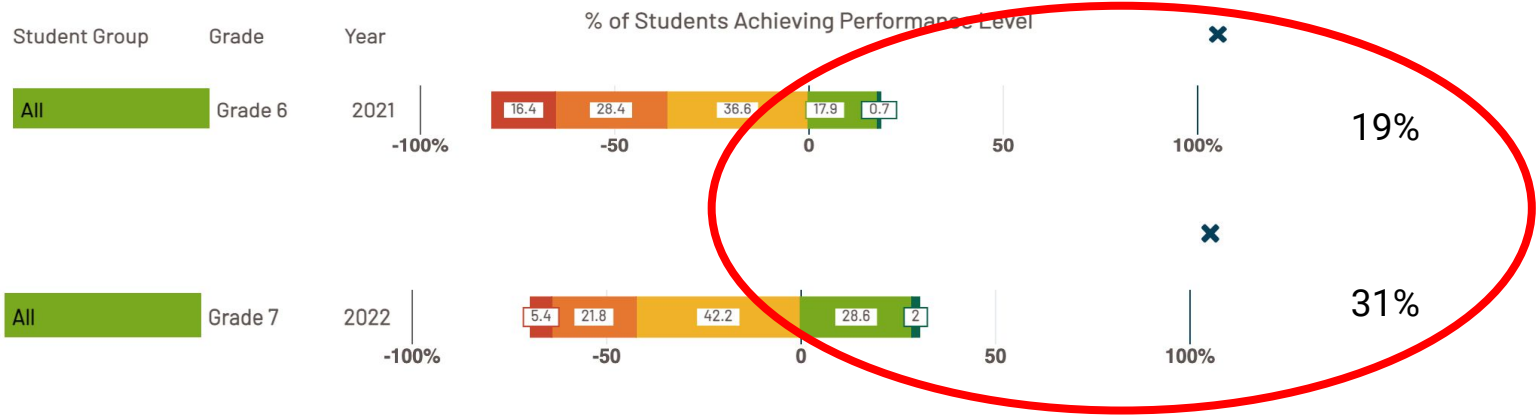
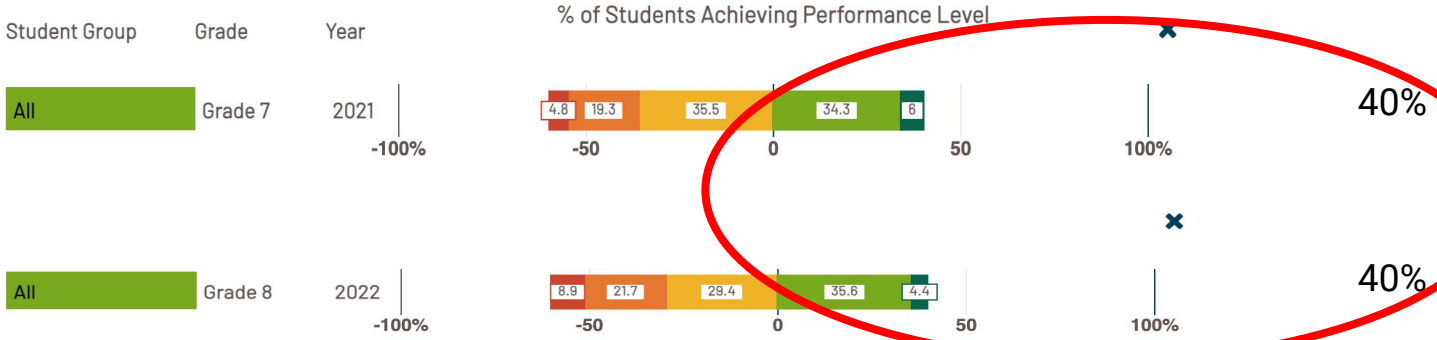


7th to 8th Grade

IAR ELA



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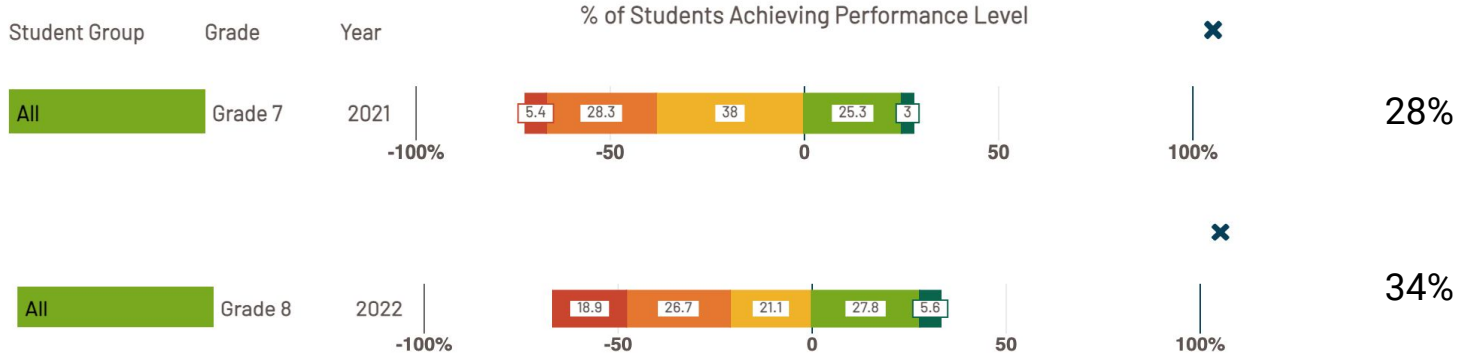

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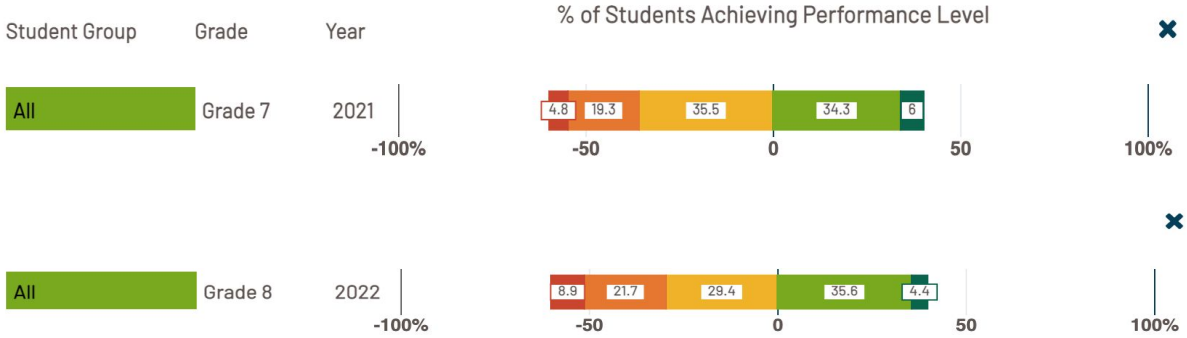
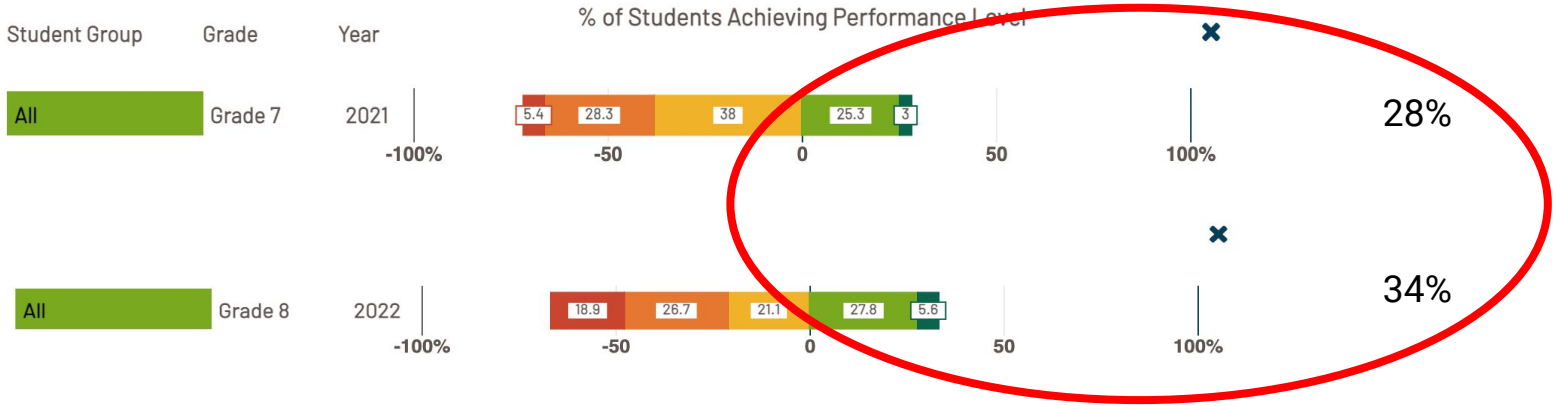


40%

40%

IAR MATH



28%

34%

ISA
Illinois Science Assessment

Who takes it?

- Students in Grades 5, 8 and 11

What is assessed?

- Illinois Learning Standards for Science

ILLINOIS SCIENCE ASSESSMENT

State Assessments - Science

Test		Year
ISAT		2012
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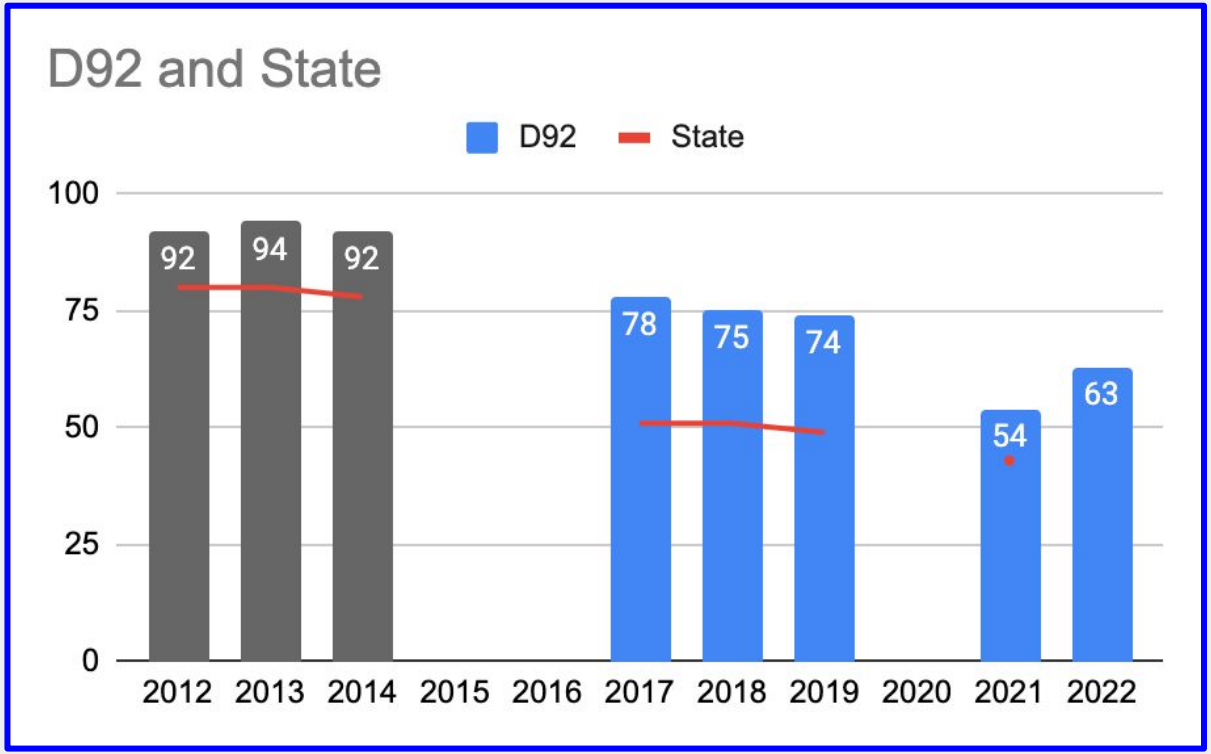
ISA	New Scoring Scale	2021
ISA		2022



2017 -2019: Performance trend lines comparable

2020 and beyond: New Scale - Establish new trend line

* Participation Rate only in 2022 - No State Score
D92 Participation Rate 99.38%

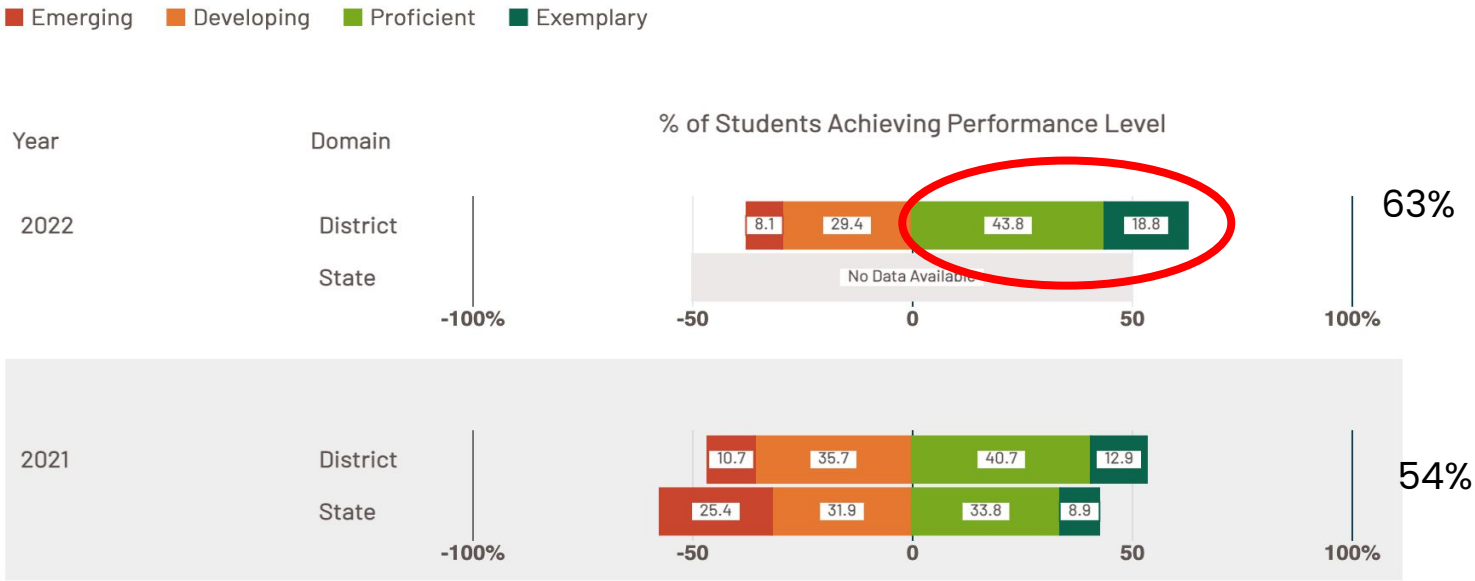
ISA
Science

Science Assessment: Overall

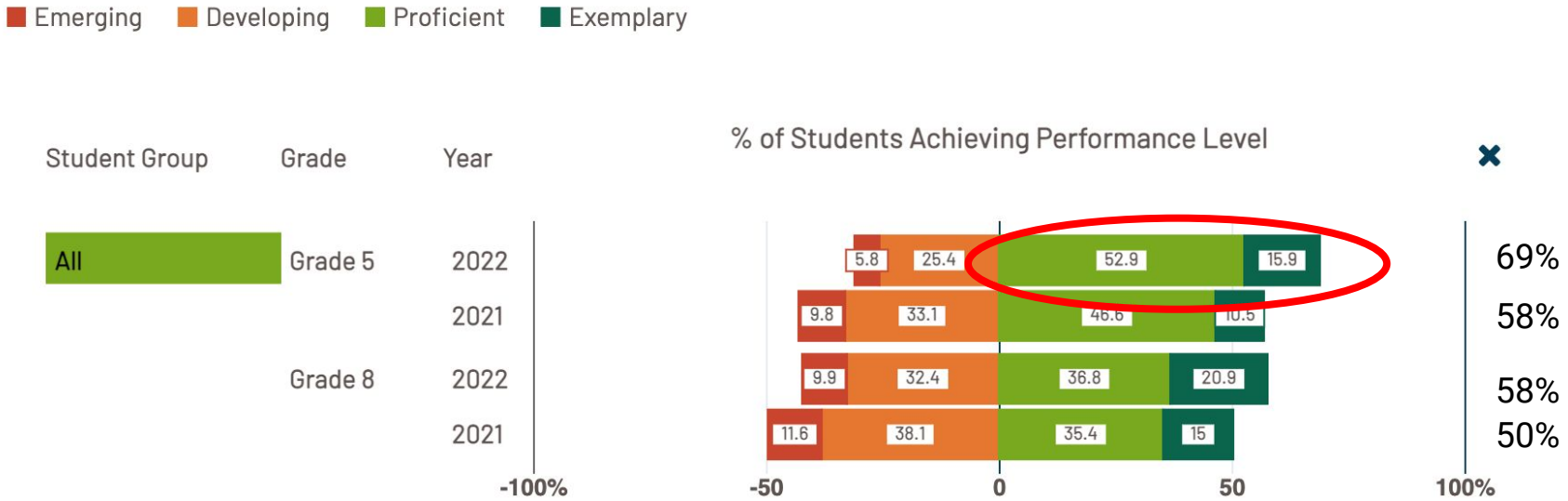
1 of 5

The graph displays the percentage of students who fall into four levels: emerging, developing, proficient, and exemplary on the Illinois Science Assessment. Note: If a student group has fewer than 10 students, no information is displayed. Learn More

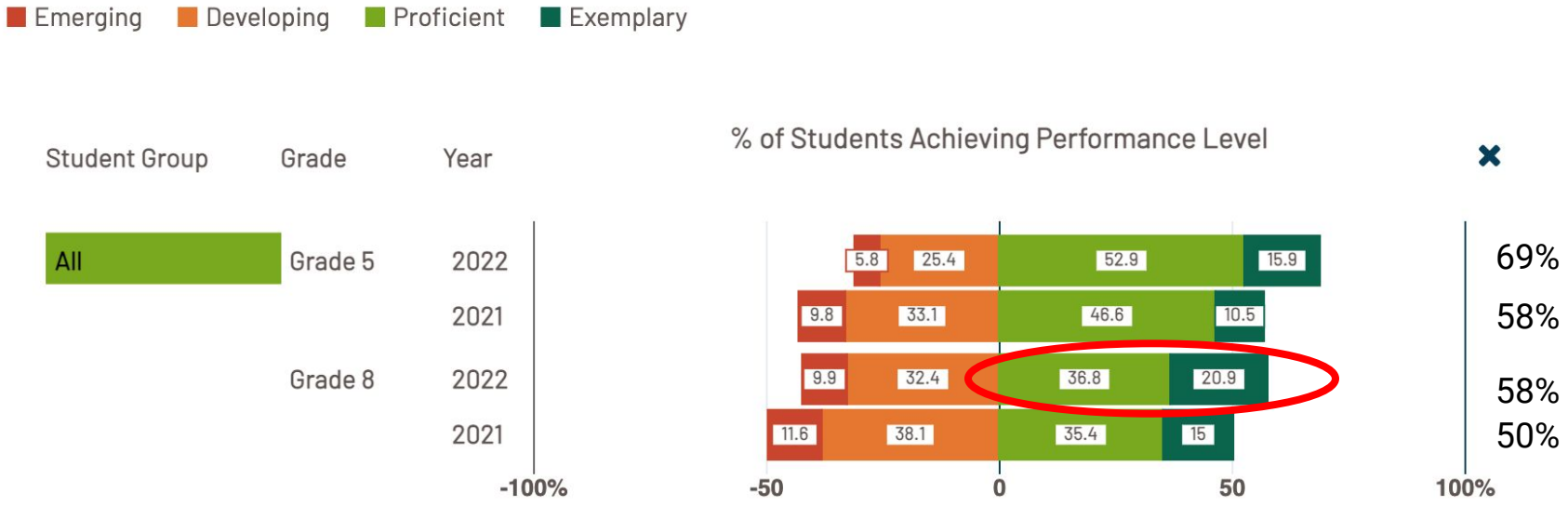
View Accountability Proficiency Sort by Year



Illinois Science Assessment



Illinois Science Assessment



Four Annual Summative Designations

15

Exemplary

- Overall performance in the top 10% of all schools
- Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools
- High schools must have a graduation rate higher than 67%

Commendable

- Overall performance not in the top 10% of all schools
- Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools
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Targeted Support

- One or more student groups performing at or below the "all students" group of the lowest performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.

Comprehensive Support

- Overall performance in the bottom 5 percent of Title I-eligible schools statewide
- All high schools with a graduation rate below 67 percent

A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.

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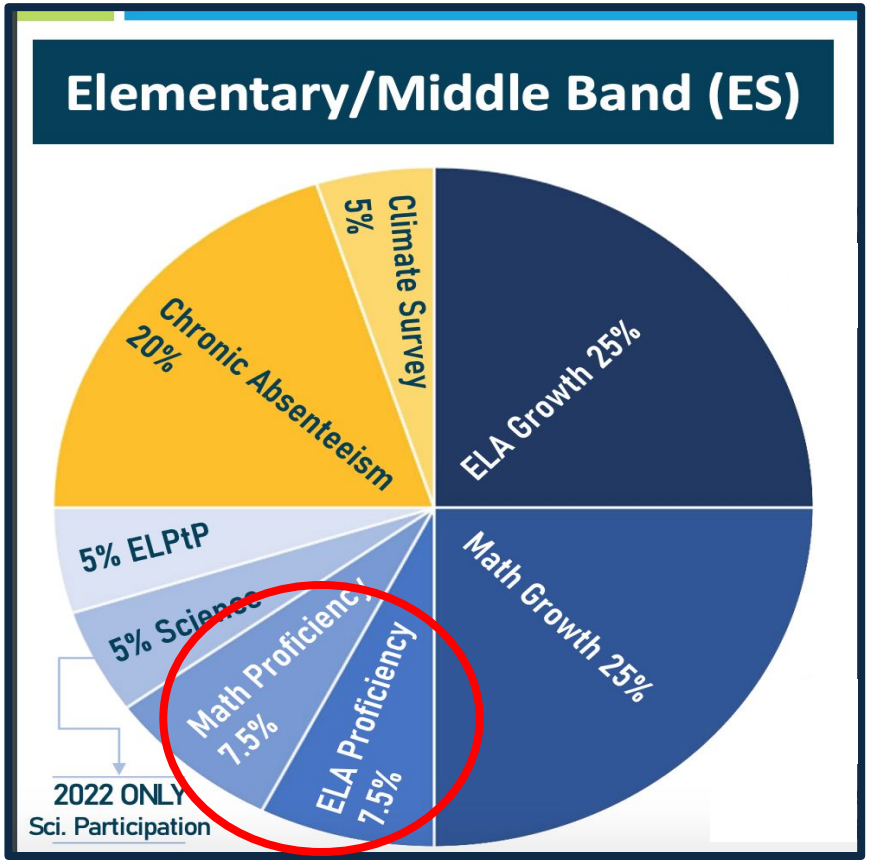
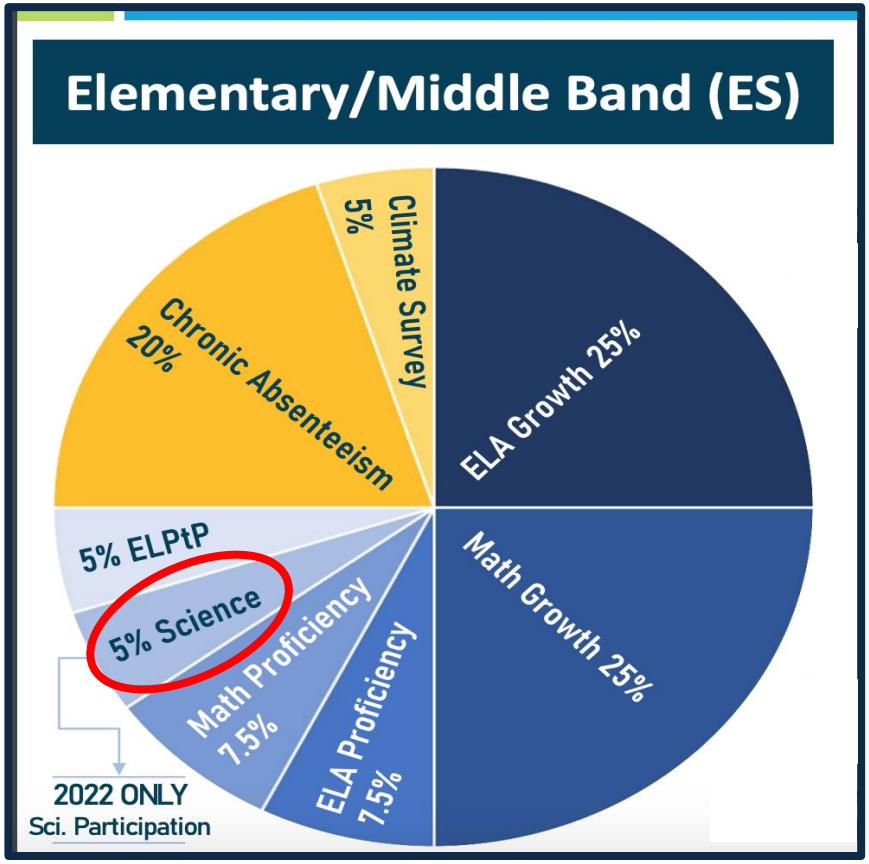
- All high schools with a graduation rate below 67 percent

A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.

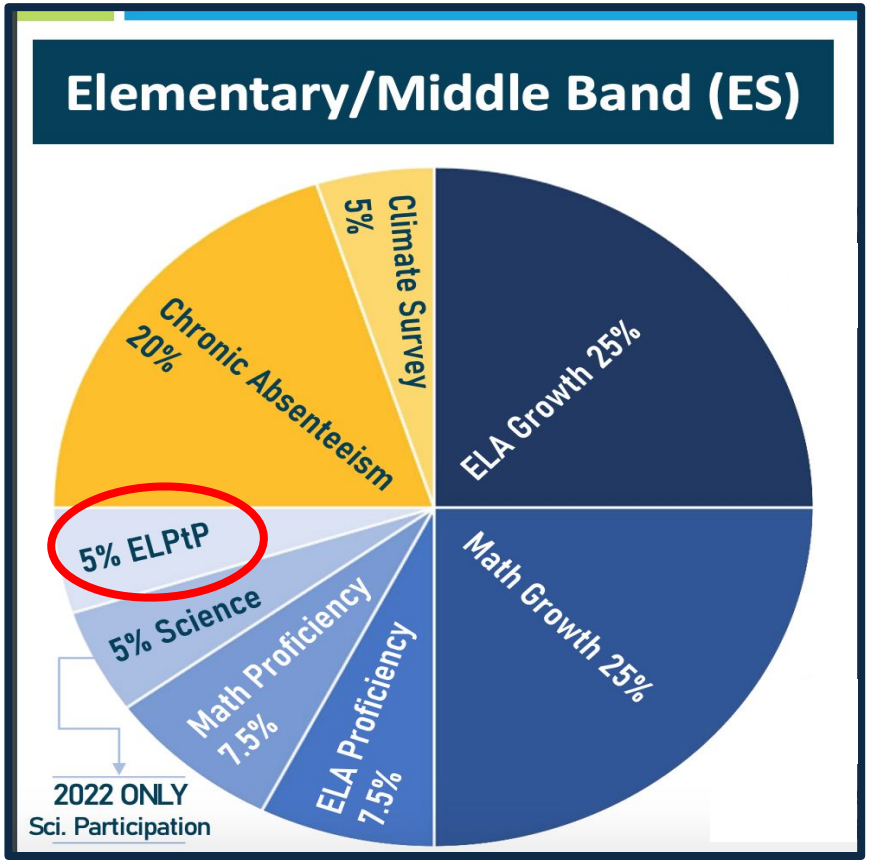
Summative Designations
2022 Indicators and Weights



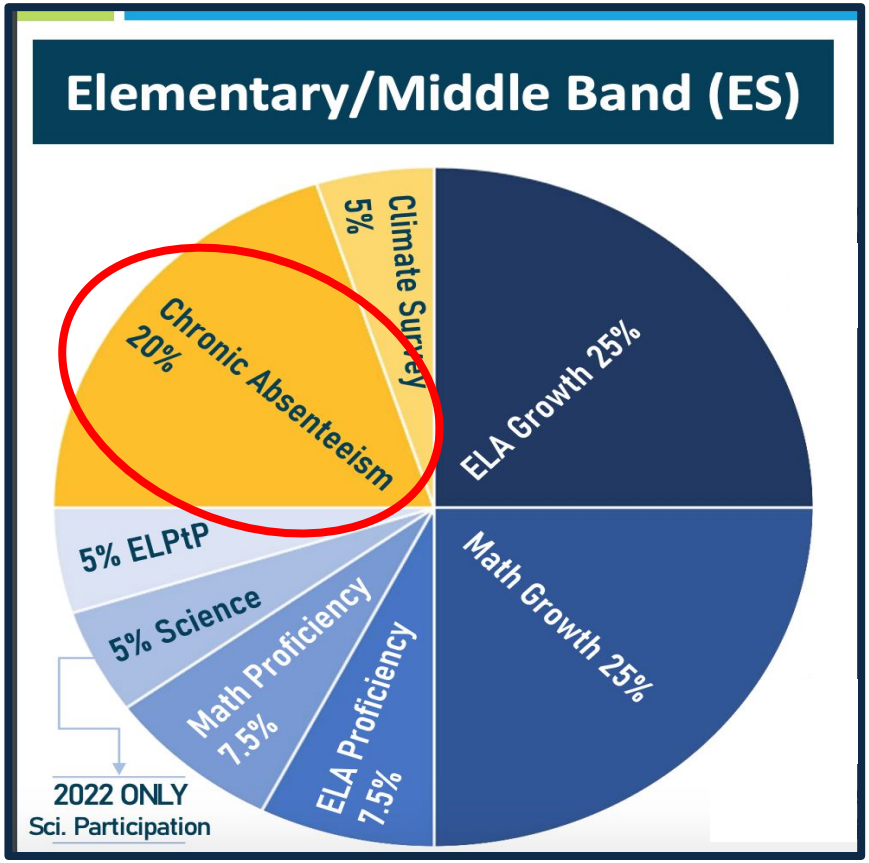
Summative Designations
2022 Indicators and Weights



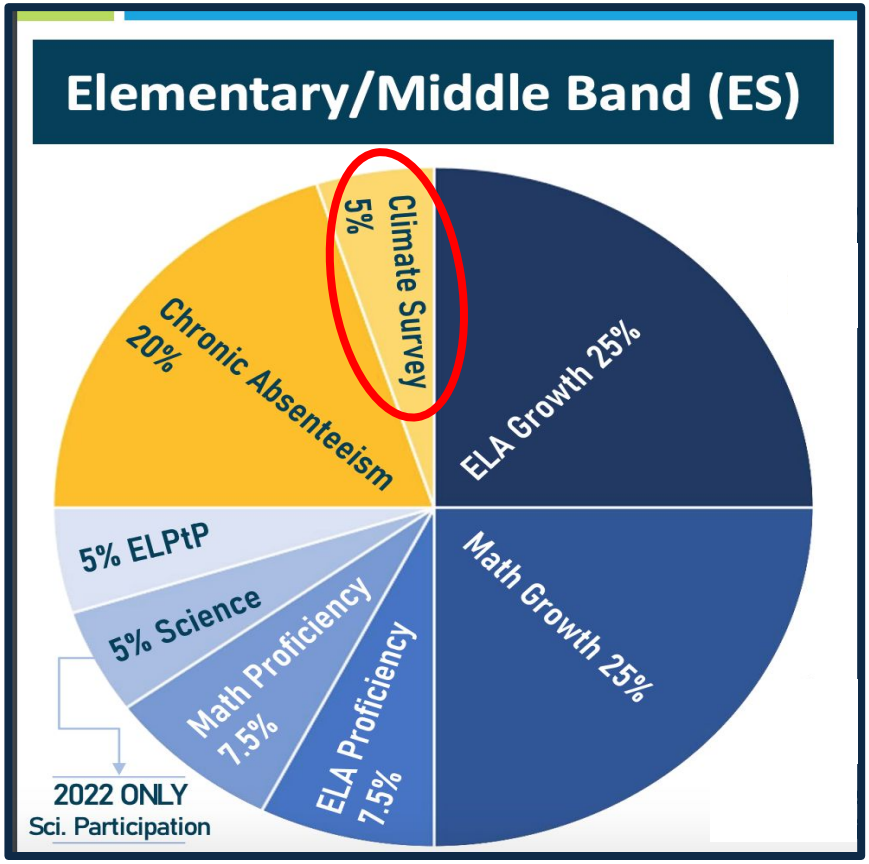
Summative Designations
2022 Indicators and Weights



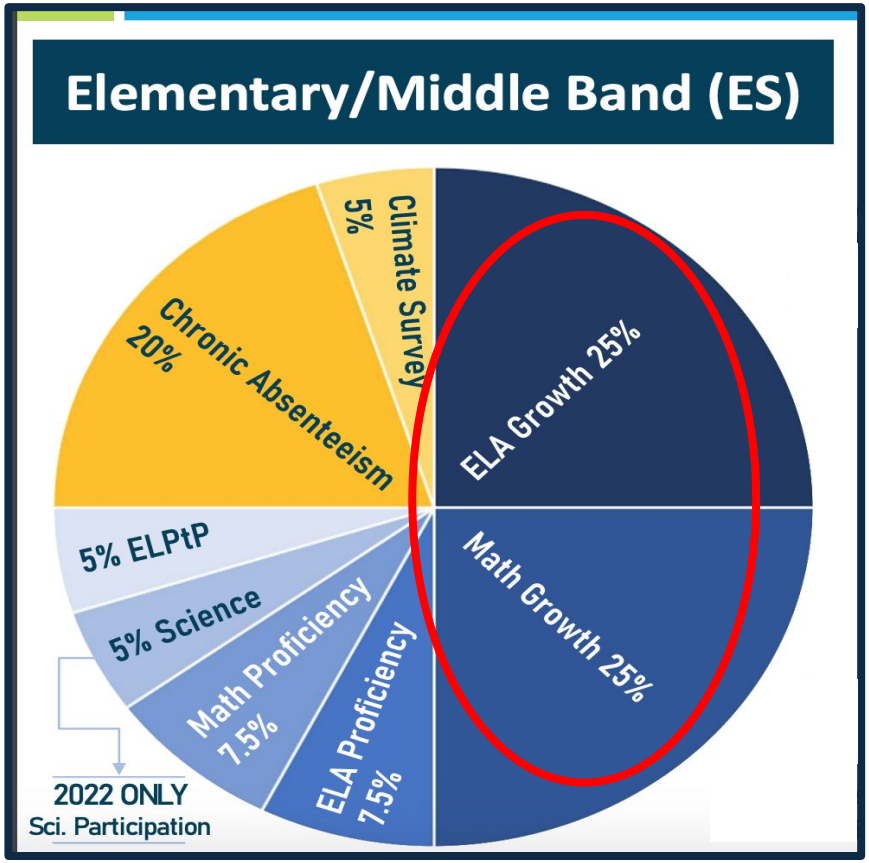
Summative Designations
2022 Indicators and Weights



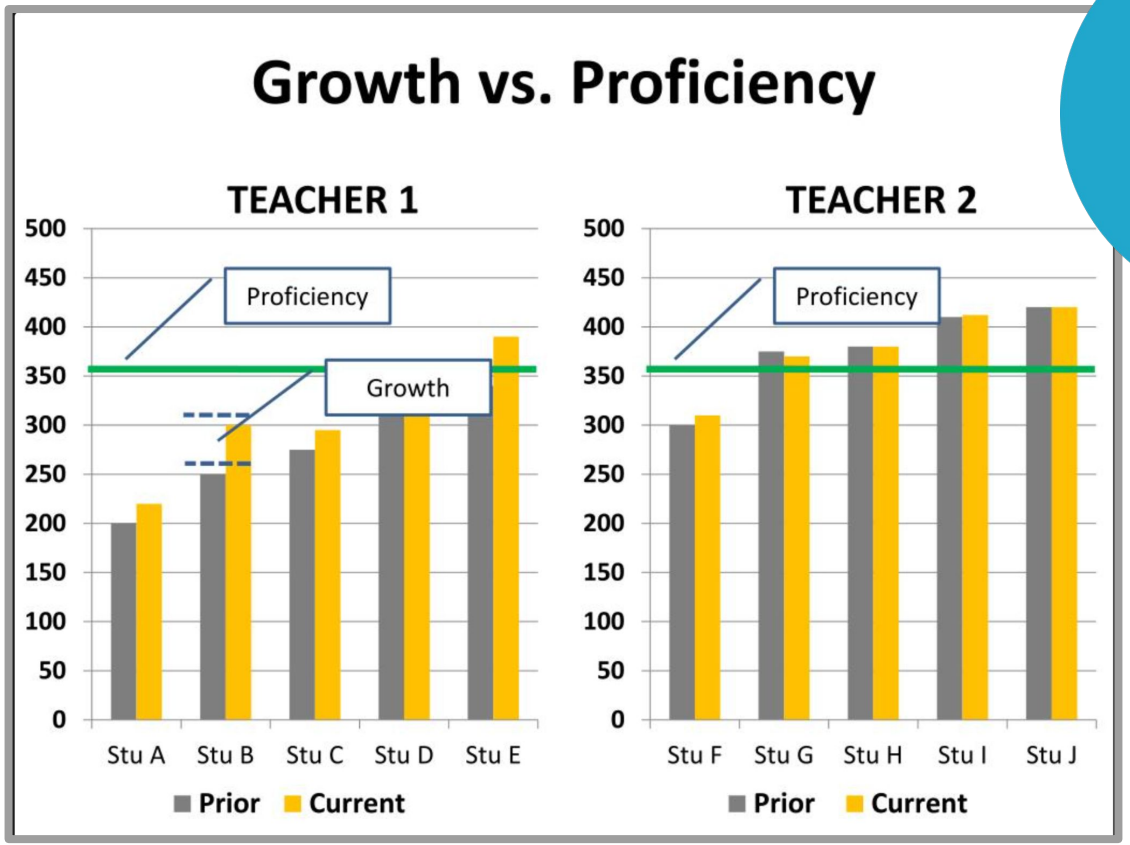
Summative Designations
2022 Indicators and Weights



Summative Designations
2022 Indicators and Weights



Growth vs. Proficiency



School Designations

School	2019	2020	2021	2022
Walsh	Commendable	Commendable	Not Calculated	Commendable
Reed	Commendable	Commendable	Not Calculated	Commendable
Ludwig	Commendable	Commendable	Not Calculated	Commendable
Oak Prairie	Exemplary	Exemplary	Not Calculated	Commendable

Action steps to accelerate our path to improvement...

- Starting with math in grades K-5 and content specific in grades 6-8, teams are looking at the **current priority standards** to ensure they are **viable** during PLCs.
- Grade level/department teams are working on **common assessments** and their **alignment to priority standards** during PLCs.
- **Vertical articulation** is scheduled for the January Institute Day. This will give teachers time to **communicate what is going well and areas to focus on** with the grade level above and below. This will allow the teachers to **adjust their priority standards**, if need be.
- Emphasize the importance of **instructional strategies** that have the **greatest impact** on our students.

Conclusions...

- We do not know why we are succeeding or failing.
- We are establishing a new baseline after the pandemic.
- Grade level teams/Departments will have an opportunity to analyze and form conclusions of the data.
- We must accept our current reality in order to improve!

Leadership Matrix

	Don't Know Why	Know Why
Success	Lucky	
Failing		

Leadership Matrix

	Don't Know Why	Know Why
Success	**Lucky**	**Leading**
Failing		

Leadership Matrix

	Don't Know Why	Know Why
Success	**Lucky**	**Leading**
Failing	**Losing**	

Leadership Matrix

	Don't Know Why	Know Why
Success	**Lucky**	**Leading**
Failing	**Losing**	**Learning**

Questions?