2015 STAR Data

September 29, 2015

Essential Questions

- Why is monitoring student growth **and** student achievement important?

- How can we best use the STAR assessment to give us feedback on student growth and achievement?

- Why is it important to have multiple measures to determine how *every* child is growing and achieving?

Presentation Timeline 2015-2016

Timeline	Growth & Achievement Presentations
June 2015	Framework for Growth & Achievement Emerges from Superintendent's Entry Plan
August 2015	Overview of Growth & Achievement Framework
September 2015	Application of Growth & Achievement Framework to STAR Data
October 2015	Introduce School Improvement Plans and Math Goals and Anticipated Measure Introduce Math Curriculum Draft Goals & Measures
January 2016	Reading Curriculum Revised with embedded Goals, Measures & Success Targets
March 2016	Finalize Math Curriculum Goals, Measures & Success Target
June 2016	Year-End School Improvement Plan Updates, Math and Reading Goals and Measures Report

Student Growth

▸ important to monitor a student's social, emotional, and academic maturity and competence

▸ compares a student to himself/herself over periods of time

▸ influenced by differentiating instruction

Student Achievement

▸ important to monitor a student's goal (social, emotional, or academic) based on a goal or expectation

▸ influenced by differentiating instruction

STAR Measures of Growth & Achievement

Growth	Achievement
▸ Student Growth Percentile (SGP) ▸ % of students meeting typical growth (SGP of 50)	▸ % of students in each quartile ▸ % of students in Q4 at the 90th percentile

Understanding SGP
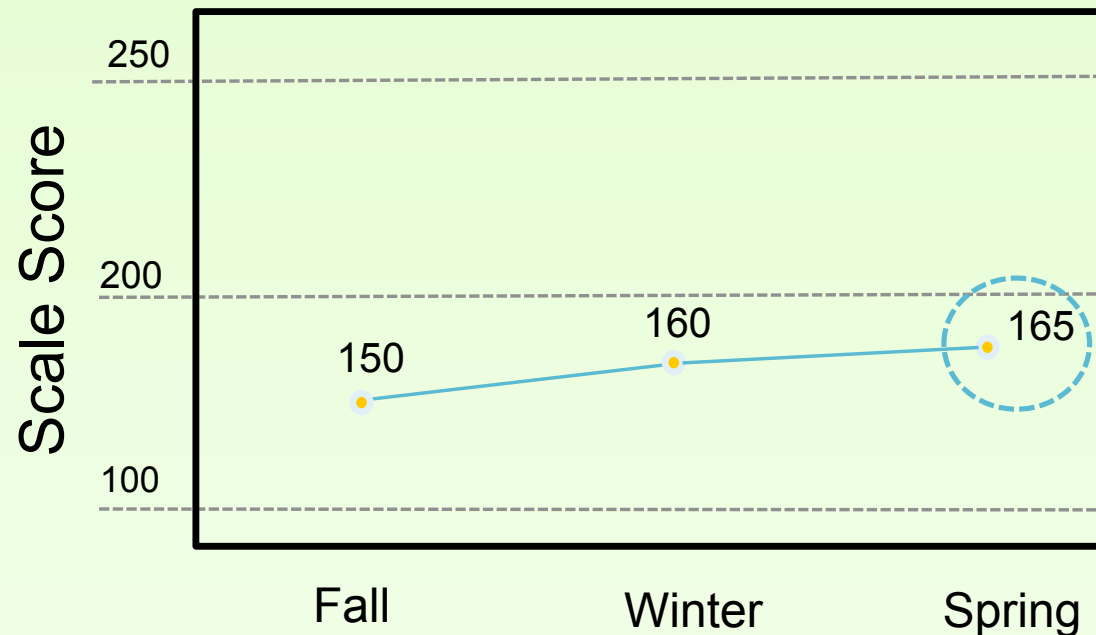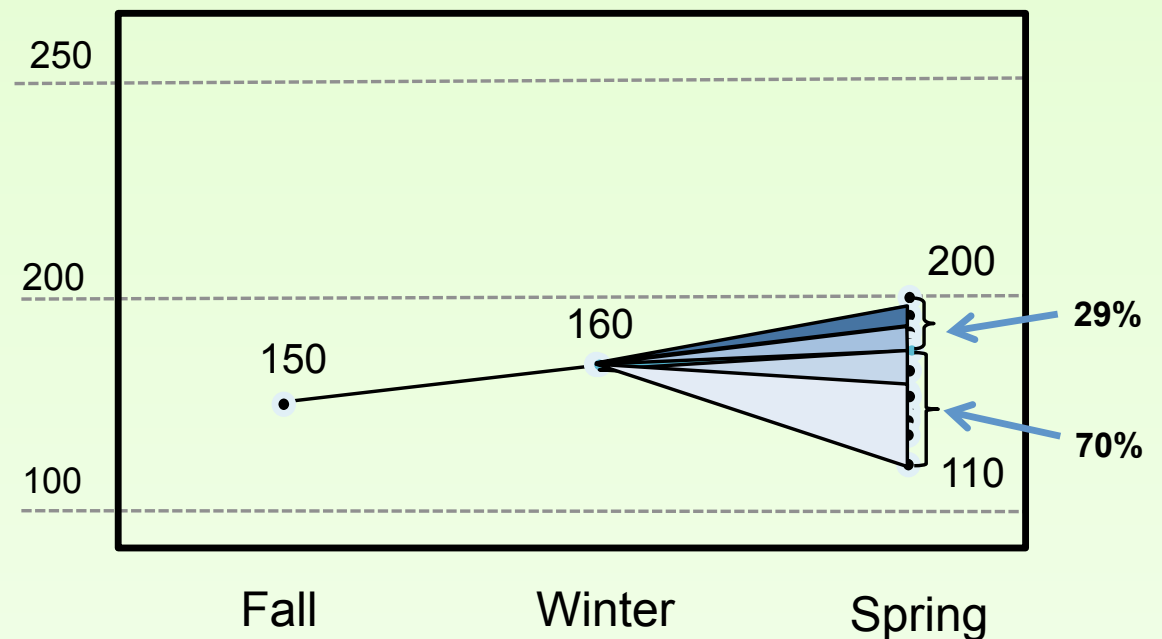
SGP is one of multiple measures to focus on growth.

STAR Scale Score by Testing Window
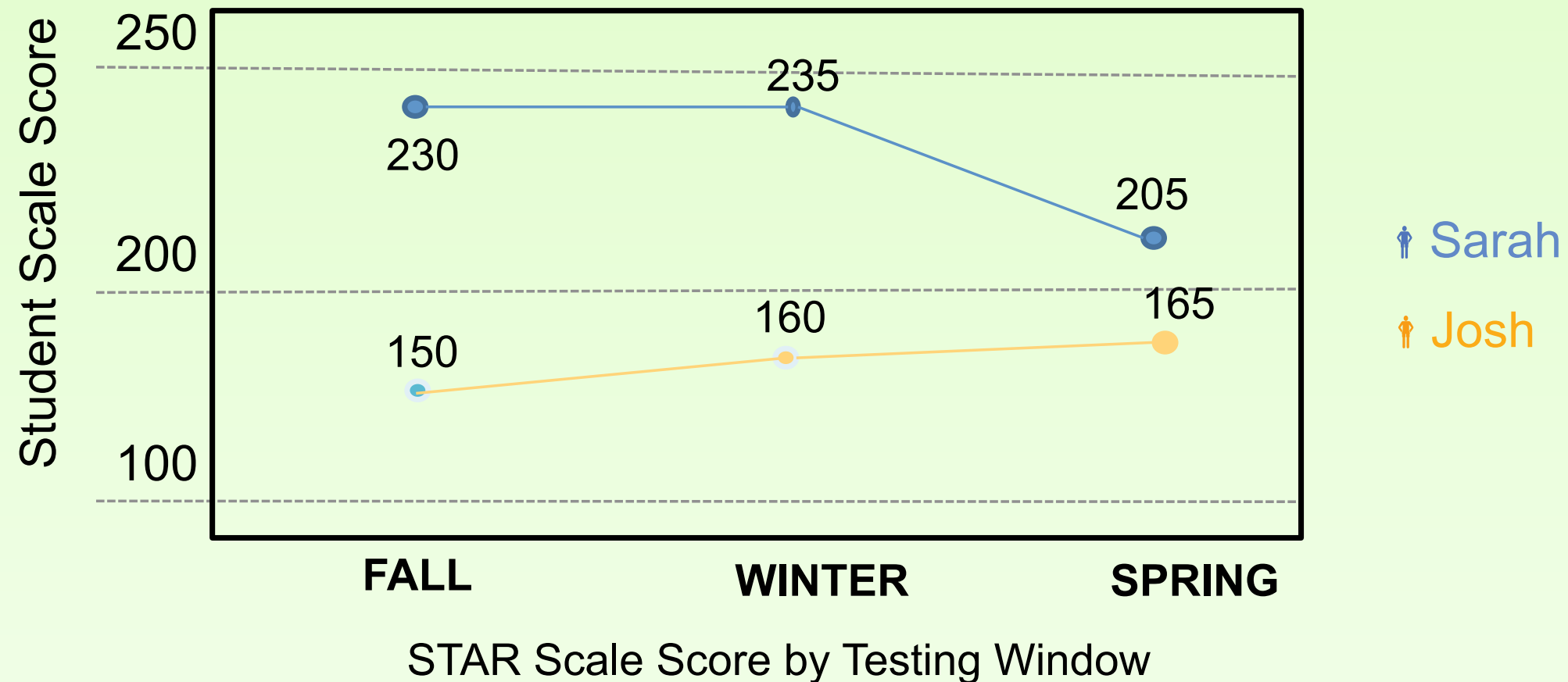
Calculating SGP

Josh scored 165 in the Spring. His academic peers scored between 110 and 200.

How did Josh do in comparison to them?
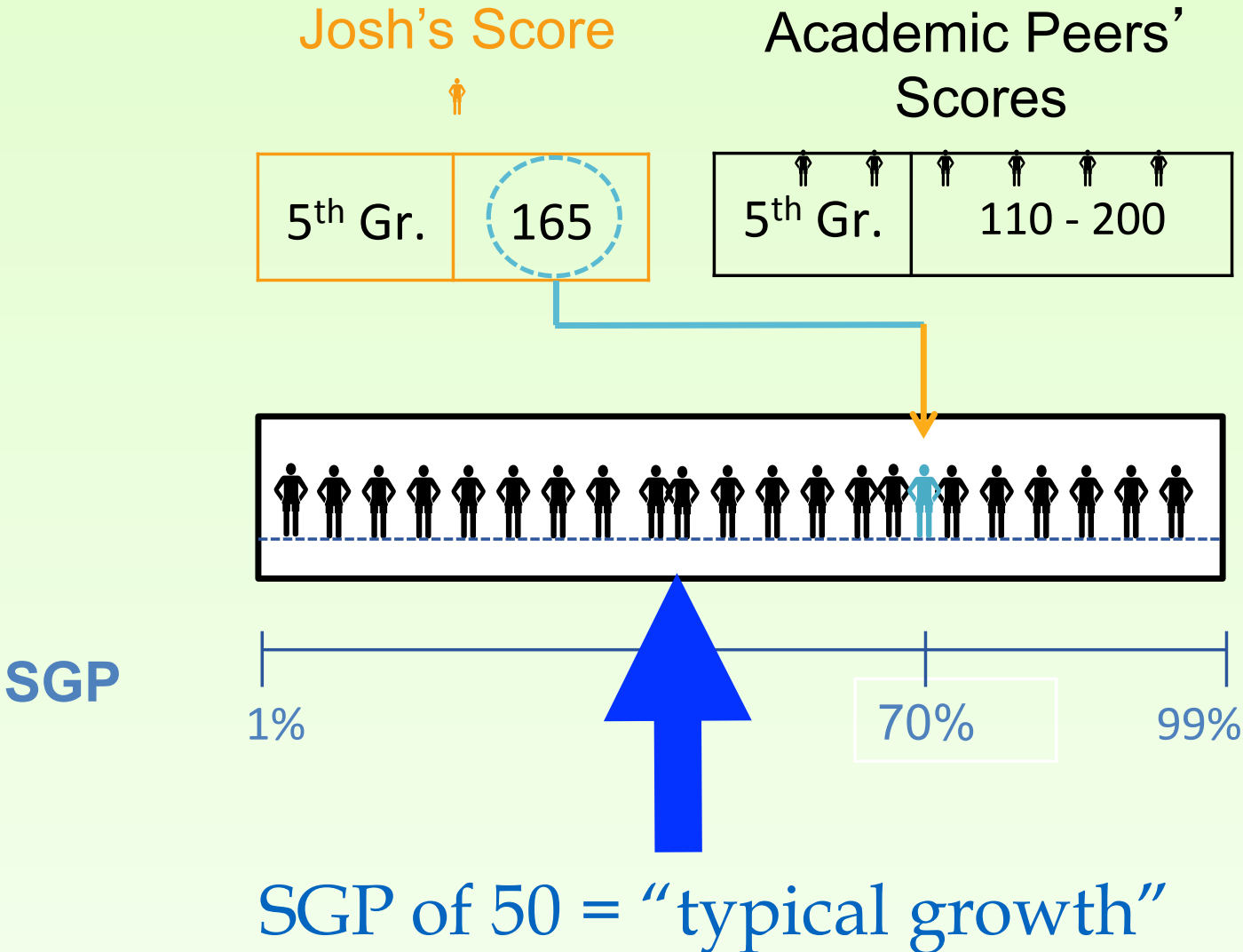
Josh's Scale Scores

**Josh's Academic Peers' Scale Scores**

Calculating SGP (con't)

A comparison to his academic peers allows us to see that Josh actually outperformed 70% of students who performed in a similar manner to Josh in the Fall.

Josh's Score

Academic Peers' Scores

5th Gr.	165

5th Gr.	110 - 200

SGP

1%   70%   99%
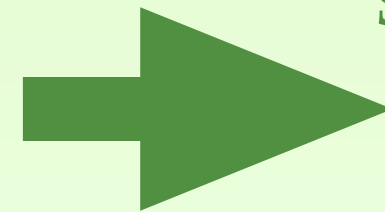
SGP of 50 = "typical growth"
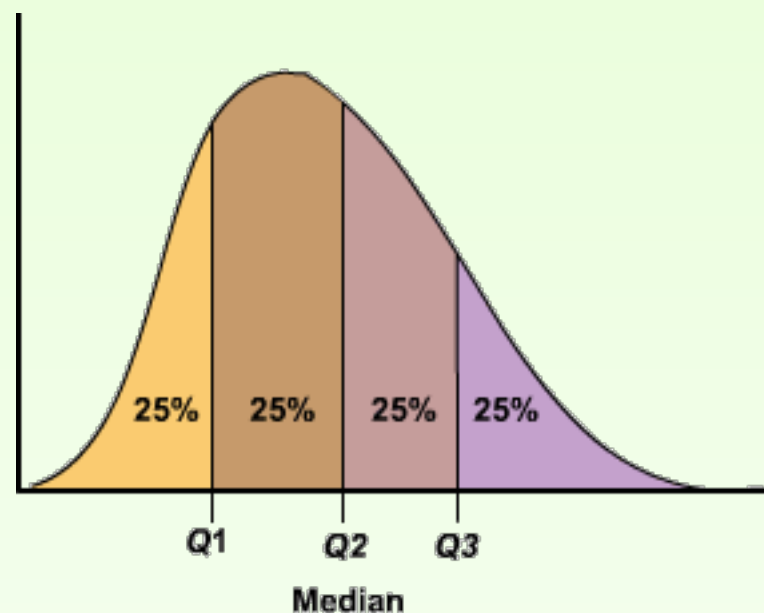
Putting SGP into Context

Focus on grade level - find the percentage of students with an SGP of 50 or greater

→
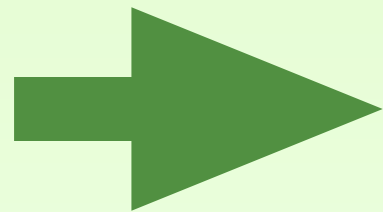
Break down the data to percentage of students with an SGP of 50 or greater by **quartile**

→

Compare the percentage of students with an SGP of 50 or greater by **quartile to State Average**

25% 25% 25% 25%

Q1   Q2   Q3

Median

Growth by Quartile

Percent of students meeting or exceeding SGP of 50 compared to State average

Grade 7 Math (Spring 2015)

Quartile	State	D36
Q1	49	40
Q2	47	55.6
Q3	47	68.3
Q4	48	59.7

Legend: State, D36

Growth: STAR Math (2015)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+						
Q3						
Q2						
Q1 25%ile						

■ (dark green)	% of D36 students in this quartile exceeded the state average by 10% or more
■ (light green)	% of D36 students in this quartile met or exceeded the state average by no more than 9%
■ (orange)	% of D36 students in this quartile were less than the state average

Growth: STAR Math (2015)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+						
Q3						
Q2						
Q1 25%ile						

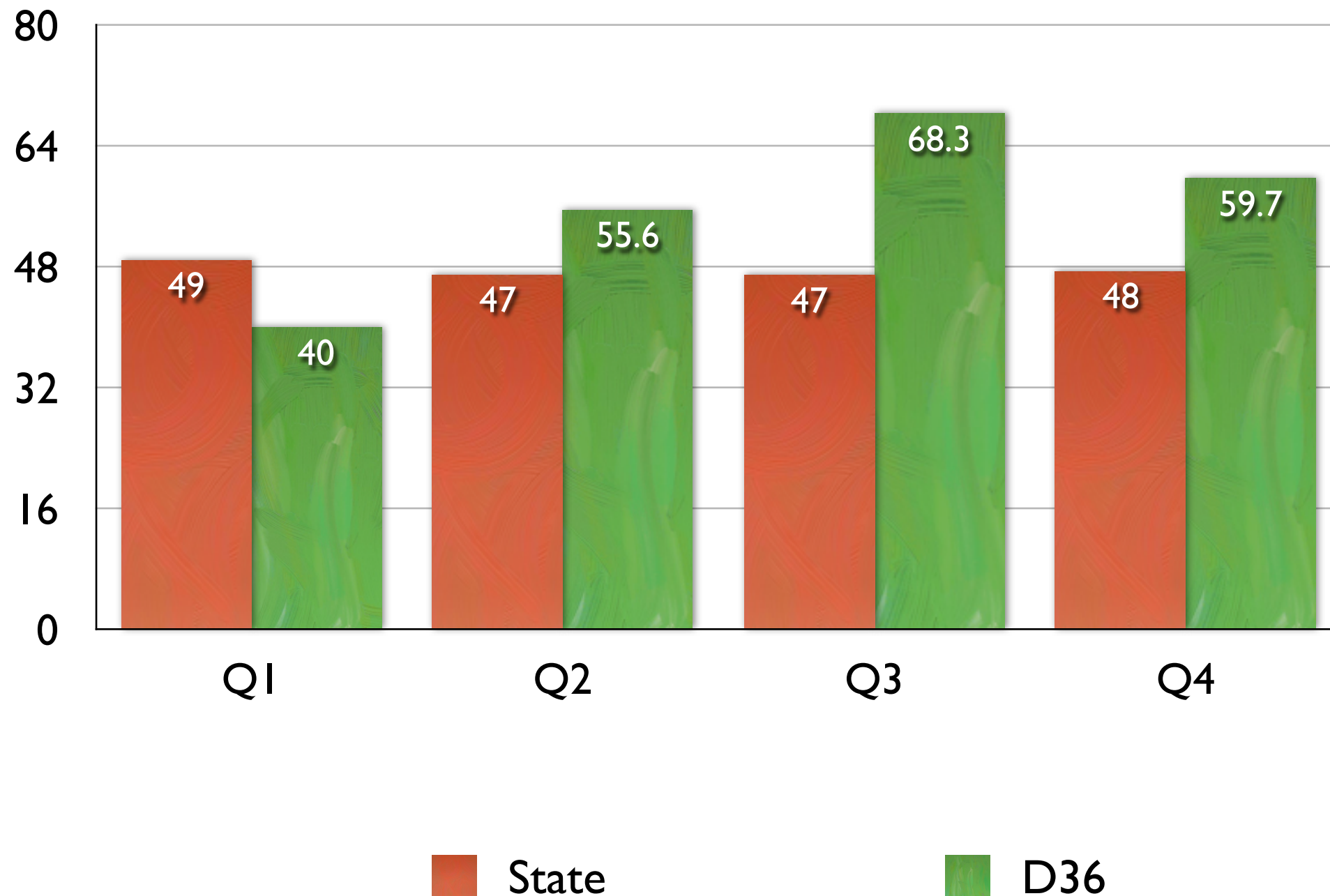|	
	% of D36 students in this quartile exceeded the state average by 10% or more
	% of D36 students in this quartile met or exceeded the state average by no more than 9%
	% of D36 students in this quartile were less than the state average

Growth by Quartile

Percent of students meeting or exceeding SGP of 50 compared to State average

Grade 7 Math (Spring 2015)

	Q1	Q2	Q3	Q4
State	49	47	47	48
D36	40	55.6	68.3	59.7

Growth: STAR Math (2015)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+						
Q3						
Q2						
Q1 25%ile						

■ % of D36 students in this quartile exceeded the state average by 10% or more

■ % of D36 students in this quartile met or exceeded the state average by no more than 9%

■ % of D36 students in this quartile were less than the state average

Growth: STAR Reading (2015)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+	🟩	🟧	🟩	🟩	🟩	🟩
Q3	🟩	🟩	🟩	🟩	🟩	🟩
Q2	🟩	🟧	🟩	🟩	🟧	🟧
Q1 25%ile	🟩	🟩	🟩	🟩	🟧	🟩

- % of D36 students in this quartile exceeded the state average by 10% or more
- % of D36 students in this quartile met or exceeded the state average by no more than 9%
- % of D36 students in this quartile were less than the state average

STAR Student Growth

Patterns to Continue	Patterns to Disrupt
READING ▸ Q4 exceeds State at 5 grade levels ▸ Q3 meets/exceeds at all 6 grade levels ▸ Grade 3,5,&6 all Q meet/exceed State ▸ At least 80% of Q performance is meeting growth target	READING ▸ Q2 is consistently lower all 6 grades ▸ Grade 4 % of students growth in Q4 & Q2 ▸ Grade 7 % of students growth in Q1 & Q2
MATH ▸ Q3 meets/exceeds at all 6 grade levels ▸ Grade 5&6 meets/exceed all Qs ▸ Grade 7&8 exceeds State in Q3 & Q4 ▸ At least 80% of Q performance is meeting growth target	MATH ▸ Q1 has 3 grades in orange ▸ Grade 3 % of students growth in Q1 & 2 ▸ Grade 4 % of students growth in Q4

Achievement by Quartile

▸ Achievement for STAR looks at the number (%) of students within each of the four quartiles
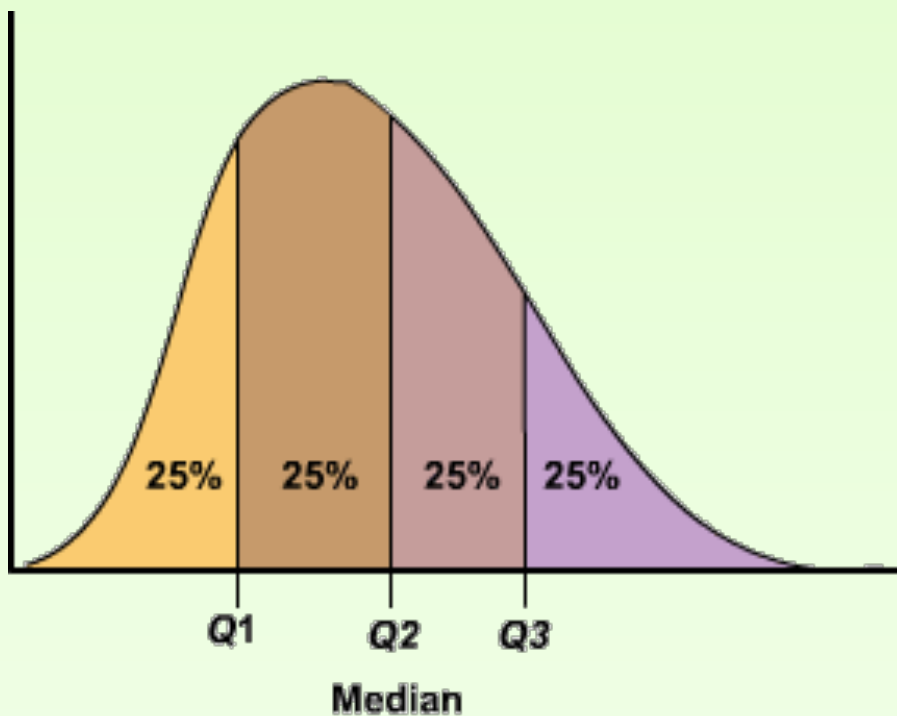
	National	D36 Range
Q1	25%	0-8%
Q2	25%	7-20%
Q3	25%	23-39%
Q4	25%	43-68%

Achievement: STAR Reading (2015)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+	49% 93	54% 99	49% 104	46% 97	45% 97	43% 87
Q3	29% 54	26% 47	25% 54	35% 75	39% 85	39% 80
Q2	17% 32	13% 24	20% 43	12% 25	15% 33	15% 30
Q1 25%ile	5% 9	7% 13	6% 12	8% 16	1% 2	3% 7

Achievement: STAR Math (2015)
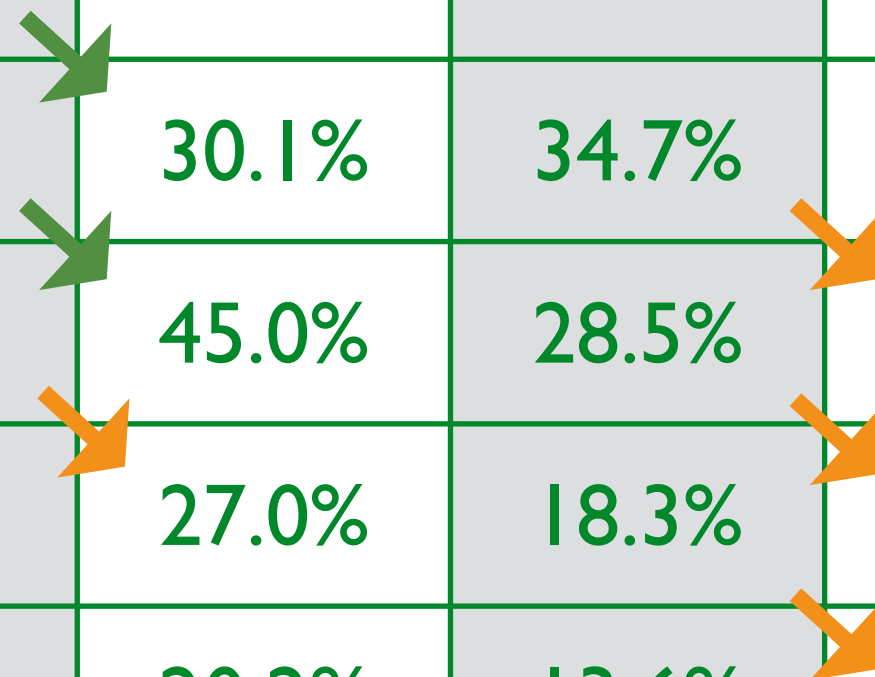
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Q4 75%ile+	63% 114	52% 94	60% 129	53% 111	60% 124	68% 137
Q3	26% 47	28% 50	23% 50	28% 59	29% 60	23% 47
Q2	12% 21	14% 26	13% 27	15% 31	9% 18	7% 14
Q1 25%ile	0% 0	6% 11	4% 9	4% 9	2% 5	1% 3

Q4 Student % at 90th Percentile or Above

Grade	Math 2014	Math 2015	Reading 2014	Reading 2015
3	26.2% →	32.6%	27.1%	27.5%
4	40.2% →	30.1%	34.7% →	25.0%
5	36.2% →	45.0%	28.5% →	18.3%
6	20.2% →	27.0%	18.3%	20.2%
7	24.9%	20.2%	13.6%	11.0%
8	24.4%	21.4%	10.2%	13.0%

Q4 Student % at 90th Percentile or Above

Grade	Math 2014	Math 2015	Reading 2014	Reading 2015
3	26.2%	32.6%	27.1%	27.5%
4	40.2%	30.1%	34.7%	25.0%
5	36.2%	45.0%	28.5%	18.3%
6	20.2%	27.0%	18.3%	20.2%
7	24.9%	20.2%	13.6%	11.0%
8	24.4%	21.4%	10.2%	13.0%

STAR Student Achievement

Patterns to Continue	Patterns to Disrupt
READING ▸ At least 80% of students in Q3+Q4 in 4 grades	READING ▸ Q4 & Q3 % of students in all grades ▸ Grades 5,6,7&8 % of students in 90th percentile
MATH ▸ Q4 At least 60% of students in 4 grades ▸ Grade 3,5,6 increasing % of students in 90th percentile ▸ Grade 4&5 cohort increasing % of students in 90th percentile ▸ Grade 7&8 moving kids up from Q1& Q2	MATH ▸ Grade 4 % of students in 90th percentile ▸ Grade 7 cohort % of students in 90th percentile

Response to STAR

MATH

- ▸ Provide differentiated digital resources to support the growth of Q4 students. Analyze Q1 & Q2 individual students for RtI support.

- ▸ Skokie School will provide differentiated support for the Grade 5 cohort to include high-readiness learners and students in need of intervention. Skokie School is establishing Math Counts and offering a Math exploratory during the school day. Goal will appear in SIP plan.

- ▸ Although not highlighted in this District-level presentation, Hubbard Woods will continue the work it initiated last year for Grade 3 Math.

Response to STAR

READING

- ▸ Reading, across the District, is primed for a curricular revision as planned. The revision of the reading curriculum in alignment to the Common Core State Standards will increase and clarify our expectations for all students.

- ▸ Skokie School will provide differentiated support for the Grade 5 cohort to include high-readiness learners and students in need of intervention.

- ▸ Washburne School is modifying units and student expectations for Reading in grades 7 &8 to increase achievement levels. Goal will appear in SIP plan.

Next Steps

▸ Building-specific School Improvement Plans to address student data will be shared at the October 20, 2015 School Board meeting.

▸ Comprehensive Math goals and measures to be presented to the School Board in October.

▸ Comprehensive Reading goals and measures to be presented to the School Board in January.

Q & A