

**Vandalia Community District #203**  
**1109 N 8<sup>th</sup> Street**  
**Vandalia, IL 62471**  
*Rich Well – Supt.*

**Vandalia Community Unit School District Report Card Information 11/15/16**

- PARCC scores are important but will not accurately measure what is going on within our district and within our students. Many quality programs are untested and provide a great service to our students and community. Student effort is also not measurable, nor the lack of effort for any given one day test.
- Standardized tests are an unreliable measure of student performance. A 2001 study published by the Brookings Institution found that 50-80% of year-over-year test score improvements were temporary and "caused by fluctuations that had nothing to do with long-term changes in learning..."
- Standardized testing has not improved student achievement. After No Child Left Behind (NCLB) passed in 2002, the US slipped from 18th in the world in math on the Program for International Student Assessment (PISA) to 31st place in 2009, with a similar drop in science and no change in reading. May 26, 2011, National Research Council report found no evidence test-based incentive programs are working: "Despite using those for several decades, policymakers and educators do not yet know how to use test-based incentives to consistently generate positive effects on achievement and to improve education."
- Standardized tests measure only a small portion of what makes education meaningful. According to late education researcher Gerald W. Bracey, PhD, qualities that standardized tests cannot measure include "creativity, critical thinking, resilience, motivation, persistence, curiosity, endurance, reliability, enthusiasm, empathy, self-awareness, self-discipline, leadership, civic-mindedness, courage, compassion, resourcefulness, sense of beauty, sense of wonder, honesty, integrity."
- "Teaching to the test" is replacing good teaching practices with "drill n' kill" rote learning. A five-year University of Maryland study completed in 2007 found "the pressure teachers were feeling to 'teach to the test'" since NCLB was leading to "declines in teaching higher-order thinking, in the amount of time spent on complex assignments, and in the actual amount of high cognitive content in the curriculum."
- NCLB tests are drastically narrowing the curriculum. A national 2007 study by the Center on Education Policy reported that since 2001, 44% of school districts had reduced the time spent on science, social studies and the arts by an average of 145 minutes per week in order to focus on reading and math. A 2007 survey of 1,250 civics, government, and social studies teachers showed that 75% of those teaching current events less often cited standardized tests as the reason.
- District Initiatives –updated reading/literacy/phonics curriculum, Title 1 services being evenly distributed, incorporation of MAP testing to drive more timely and appropriate data to drive instruction for staff and to meet individual student needs, year round meetings and using data to drive decision making throughout the district.

**Vandalia Community High School Report Card Information**  
**ACT, PARCC, SAT, MAP**

- The high school will have participated in 4 different tests in the past 4 years.
- We were starting to collect good data that our teachers could use to help drive curriculum with the EXPLORE, PLAN, and ACT. With this testing we could track students from their 8<sup>th</sup> grade year through their junior year. Then the state took this testing away from us and went to PARCC.
- With the PARCC test ISBE allowed high schools to choose which grade level to test. So the data that we received from the PARCC test was not good data for us because we didn't know how many students were tested at the level we chose to test. We had no idea who we were being compared to statewide and nationwide. The PARCC test only lasted 2 years at the high school level.
- This school year the high school will be participating in the SAT test. As we speak our teachers and meeting and looking at test questions that are on the SAT and seeing where those types of questions fit into our curriculum. The math department is meeting with the Pippins math consultants to discuss what direction to go with math curriculum now to better meet the SAT test. English department has held meetings and are looking into the writing standards for the SAT test and looking at our English curriculum. If ISBE stays with the SAT test it will take the high school 2 to 3 years to get data that will be beneficial to us. This is still not a good answer for the high school because there is no tracking of students throughout high school because the SAT only tests juniors. Also there is a fear that the SAT and the PARCC (which is given in the junior high) will not match data.
- MAP testing may be our best option at obtaining data that will best help us with curriculum decisions and tracking student growth throughout high school. This test will be given multiple times during the school year, we will get almost instant scores back, we will be able to share data with students, we will be able to better evaluate our curriculum, we will be able to better evaluate our students and their individual needs.

**Moving forward with MAP testing**

- We believe that the data provided by the MAP testing will be valuable to us as we evaluate curriculum
- This data will allow us to track student growth and better identify students with learning deficiencies and provide them the extra assistance they may need.
- With the results almost instant teachers will be able to share data with students
- We are going to hold math and English department meetings and discuss ways to get the students on board and try their best during the MAP test, student incentives, class competitions, awards...

**Vandalia Junior High School Report Card Information**

PARCC Results 2016

Where are we now?

How does this compare to last year?

Items to note: Low Income vs. Non-Low-Income; IEP vs. Non-IEP

Plan for VJHS to address PARCC scores:

**CHANGE OUR TESTING CULTURE**

- Address Effort - We must address the elephant in the room before we start tearing curriculum apart
  - MAP Testing - Aligns to PARCC Grades K-11
    - Providing usable data to share with the students their results and targeted growth
    - Conversations with students done by teachers and administration
  - Modify testing environment
    - Because of 1 to 1, we will be able to test in a smaller more comfortable environment (classroom setting)
  - Creating awareness of the importance of test to students
    - Repeated communication by teachers
    - Administrator communication to students by classroom visits
    - Communication of comparison data to students between schools in our area.
    - Incentives will be investigated
- Department Meetings (This is not a Math and ELA teachers problem; all will be involved)
  - Disaggregation of evidence statements data (School Improvement Days)
    - This is a breakdown of standards that identify what the student must be able to do to meet the standard
    - Use data from MAP/PARCC to drive instruction
    - Awareness of data provided and the usability of the information (i.e. the standards that are represented the most on PARCC)

**Vandalia Elementary School Report Card Information**

**Comparison of 2015 to 2016 PARCC**

<b>YEAR</b>	<b>ALL</b>	<b>ELA</b>	<b>MATH</b>
<b>2014-2015</b>	<b>14%</b>	<b>11% - 3<sup>rd</sup> 20% - 4<sup>th</sup></b>	<b>16% - 3<sup>rd</sup> 9% - 4<sup>th</sup></b>
<b>2015-2016</b>	<b>40%</b>	<b>26%</b>	<b>53%</b>

**% = met and exceeded**

Low Income (62%) IEP (16%) Mobility (25%) Parental contact (99%) Attendance (95%)

- 1 Did not meet – 14%
- 2 Partially met – 24%
- 3 Approaching meeting – 24%
- 4 Met – 35%
- 5 Exceeded – 5%

**Plan for future use of MAPS and PARCC results**

- MAPS is given in fall, winter, and spring for all students K-3
- MAPS and PARCC are aligned to Common Core Standards
- Current MAPS team consists of Title teachers and special education teachers – future plans are to train all classroom teachers to use MAPS also – will be more effective, efficient, and timely
- Students who fall well below average on MAPS testing are progress monitored throughout the year – not just in fall, winter, and spring

- These students will be provided remediation/interventions from classroom teachers, Title teachers, special education teachers, and Mrs. Rabe (Title I grant educator)
- Explicit types of remediation can be delivered by using MAPS results to help drive subsequent instruction

#### **Strategies to Increase PARCC Effort and Achievement**

- Teachers pay close attention to PARCC testing so as to simulate similar questions during classroom instruction
- Incentives may be explored
- Effort at this age is fairly good
- Small space for testing- 25 students in library
- Testing limited to 90 minutes per day
- Low student to teacher ratio for testing – 25/4 teachers
- Teachers holding students accountable for effort on testing days
- Increased and consistent use of higher order thinking strategies being used in classrooms
- Increased familiarity (among teachers, students, and parents) with Stepping Stones Math series and Common Core Math Standards

#### **Okaw School Report Card Information**

- No Report as this is one of the many untested areas in our school district.



**“Home of the Vandals”**

***The Mission of the Vandalia Community School District: “To prepare the students of our community for their future so they may become responsible members of society.”***