Academic Outcomes Committee
November 16, 2009

Numerous questions were presented as the committee finalized a direction. E.g.
   a. What are the accountability measures for academics in all private schools?
   b. What academic assessments are currently being used?
   c. Should tier/levels be developed for academic assessments?

Proposal:
Determine a common method/strategy for assessment – use data from the standardized assessments currently being used. E.g. Explore, PSAE, ACT

If the committee determines existing standardized assessment tools will be the basis for outcomes – when ISBE monitors a private school – how will staff validate the measurement of outcomes and academic performance?
Which current assessment tools seem to work and provide teachers the data needed to address academic gains?
Is the committee's objective only to measure progress in the Illinois Standards?

How will school personnel validate student's progress as they advance from one level to another? E.g.
The number of IEP goals measured and achieved for each area?
Are teachers developing measurable annual IEP goals?
To maintain or improve student's measurable scores in math or reading.

Locating the correct assessment tool for a specific student or population is a challenge. Woodcock and WRIOT is used in one program from 1st through 12th grade as a group achievement test. Goals are then developed from the results.
Many districts request schools to use AIM – WEB.

How are private schools measuring individual progress and overall results for groups of students?
Do we have a system to demonstrate curriculum growth?

If the committee does not identify another assessment tool besides ISAT then private schools will be directed to use the assessment dictated by ISBE.

Need to add an assessment for the **emotional component.** Students referred to private schools have different issues that need to be addressed compared to their peers in general education classes at their home school.

Need a base line assessment to demonstrate growth for individual students.

When students are being assessed for an initial assessment in a private school they are usually not "assessment ready" due to various issues they are personally dealing with.

Many private schools wait 6 weeks before assessment occurs to so staff and student can address transition issues.

Should representatives of the private schools determine which assessment tool should be administered across all programs to achieve consistency?
Wouldn't the ISAT achieve this goal?
Should there be a time limit as to when a student does not participate in a March testing date? E.g. If a student is accepted into a private school in February are they expected to be tested in March? If the student participates in the State assessment in March/April, does the sending school realize the private school did not have enough time to work with the student?
One program does not complete a 6-week assessment of a student if they enter in January to March because they would then take the ISAT in April.

Private schools need to determine a format for assessment because some students are very transient between home and private schools.
The same variances must be provided private schools as given to public schools for a student that moves in at a late date and does not have the opportunity to be exposed to the districts curriculum. It is recommended that the same date variance be provided to private schools.

The profile presented by the committee should portray the complexity of the students being served in the private school. A student's vulnerability needs to be highlighted to ISBE and the home school district. E.g. the number of students in attendance that are on medication and the type of mediations prescribed that may have an impact on academic progress and specific domains being assessed.

Ultimately, public school systems are holding private schools accountable for assessment results on standardized tests (PSAE or ISAT) to make adequately yearly progress.

How do private schools know that what they're using for testing is the most appropriate assessment tool?
Which assessment tool are private schools using and is it being used consistently?
As students make adequately yearly progress what are private schools using to show academic growth?

What is the criterion?
Is there a system in place to highlight that academic assessment is being accomplished?
It was recommended that:
   a. Private schools have assessment systems in place
   b. Assessment teams need to justify what is occurring at their specific school
   c. IEP goals should be able to be measured and
   d. School personnel need to demonstrate how that assessments are working with specific population.

When reviewing the 3 tiers –private schools should look at academic success indicators instead of standardized assessments.

How do we differentiate schools from one another since all serve a different type of population?

Does it make sense to divide the committee into two groups for tasks?
1. Rubric model -
2. Report card model –

How would a reader/public school representative know the difference in private schools that serve ED students?

Whatever a private school decides to use for assessment – standard scores should always be used because they are the most reliable types of measurement.

Summary:
Make a decision on academic assessment compared to a compliance rubric, curriculum based measurement and standardized assessments.
Or
Is the committee considering moving towards a report card concept where staff works towards a tier assessment that is determined by the student's enrollment date? Afterwards the IEP team would conduct a cross analysis and search by disability type and IQ range, if needed?
Does ISBE want a report card model, results from standardized assessment or a rubric model?

There should be a conversation with ISBE as to what they are actually expecting as an outcome for the committee.

Decision:
Craig will talk to Paul and determine which of the two options should be pursued.

Report Card
1. Craig
2. Randy
3. Ann
4. Sally

Rubric
1. Sally
2. Ann
3. Randy
4. Ken