



SUMMIT HILL
SCHOOL DISTRICT 161

Evaluating Summit Hill Staff, Students, and Programs Using IAR/PARCC

Rich Marron
Date: January 15, 2020

Lincoln-Way Feeder Comparison

District	Summit Hill	Frankfort	Mokena	New Lenox	Mannhattan
District Number	161	157c	159	122	114
2019 IAR ELA	47%	77%	50%	48%	59%
2019 IAR Math	39%	75%	47%	48%	50%
2019 IAR ELA Growth	51%	68%	58%	54%	58%
2019 IAR Math Growth	49%	65%	68%	53%	57%
Number of Schools	6	3	3	12	3
School Building Structure	Neighborhood	Attendance Center	Attendance Center	Neighborhood	Attendance Center
District Financial Capacity to Meet Expectations	85%	101%	98%	79%	66%
Evidence-Based Funding in FY 19 Tier	Tier 2	Tier 4	Tier 3	Tier 2	Tier 2
Total Number of Students	2878	2519	1525	5253	1557
Low Income Students	11%	4%	18%	11%	2%
Students with IEPs	18%	13%	14%	17%	16%
ELL Students	5%	1%	5%	0%	1%
Minority Students	25%	20%	14%	14%	13%

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The Change from PARCC to IAR – “Zombie PARCC”

- For the 2018-2019 school year, Illinois decided to drop PARCC (Partnership for Assessment of Readiness for College and Careers), a standardized test developed by a consortium of states and used to gauge children’s achievement, amid complaints from school administrators and families about what the tests measured and how long it took.
- When the state board sought a firm to create a new test, its PARCC vendor, Pearson, contested the contract.
- As a result of the contract issue, Illinois has repackaged the PARCC with a new name (Illinois Assessment of Readiness - IAR), a shorter testing time, and most of the same questions.
- For most grades, both the math and English sections of the test will run 3 hours instead of the 4½ hours each section originally ran.
- IAR is administered only to grades 3–8, it is not used for high school assessment where the PARCC test was replaced with SAT.

The Question

The question posed:

- Why is IAR/PARCC not being used to support District 161 Board goals or the Board's monitoring of the district's performance?

Sometimes stated:

- Why are you sweeping the District 161 IAR/PARCC scores under the rug?

The more appropriate questions would be:

- Why should the District 161 consider IAR/PARCC scores as indicators of the district's performance or student achievement?

Illinois Test History

- 2001-2004 > ISAT: students in grades 3, 5, and 8 took Illinois Standards Achievement Tests (ISAT) in reading, mathematics, and writing. Students in grades 4 and 7 took ISAT tests in science and social science. Grade 4 and 7 students also participated in statewide studies in fine arts and physical development and health.
- 2005 > ISAT: Because of recent changes in state legislation, students in grades 3, 5, and 8 were not tested in writing, and students in grades 4 and 7 were not tested in social sciences, fine arts, or physical development and health.
- 2006 > ISAT –combination of multiple-choice items from the Stanford Achievement Test and items written by Illinois educators. The reading and mathematics tests also contain open-ended questions that require a written response, both short-response and extended-response items. Scoring changed for difficulty, inclusion of vertical scores and cut scores.
- 2007> ISAT: Writing added, but modified from prior writing assessment (2004)
- 2008 > ISAT: No writing assessment provided.
- 2009–2010 > ISAT: Writing added for 3,5,6,and 8, but modified from prior writing assessment (2007)

Illinois Test History (continued)

- 2011–2012 > ISAT: Writing not assessed.
- 2013 > ISAT: Illinois Assessment Frameworks accounts for 100% for science, 80% for mathematics, and 80% for reading. Common Core accounts for 20% mathematics and reading. The SAT 10 items allow reporting of nationally norm-referenced results.
- 2014 > ISAT: All of the mathematics and reading assessments aligned to the new Illinois Learning Standards. Science aligns to the current Illinois Learning Standards. All math and reading questions reviewed by Illinois educators, all science questions written and reviewed by Illinois educators.
- 2015 > PARCC: Math and ELA assessments are aligned to the Common Core State Standards (CCSS). No science assessment.
- 2016-2018 > PARCC: In 2015, the PARCC consortium reevaluated their assessment program based on feedback from the community of schools, educators, and other consortium members.
- 2019-2020 > IAR: test length shortened, but questions remain largely the same as PARCC.

Purpose:

This study (October 2015) sought to answer the open question of whether the PARCC exam succeeds in measuring college readiness better than the MCAS; as of this study, no prior research had analyzed PARCC test scores as a predictor of college outcomes.

The Approach:

The Massachusetts Executive Office of Education was responsible for recruiting the study sample and administering the tests. The study sample consisted of 847 first-year college students who had graduated from Massachusetts high schools and then enrolled at one of 11 public in-state campuses that participated in the study. Students who volunteered to take part were randomly assigned to complete one component of either the MCAS or PARCC exams, ensuring that students taking the PARCC assessment were not systematically different from those taking the MCAS. Mathematica Policy Research analyzed the resulting data and explained results of the study to state policymakers.

Key findings include the following:

- The overall validity of scores on PARCC assessments in predicting college grades is similar to the validity of scores on the MCAS. In both math and English language arts, the correlation between PARCC scores and college outcomes was statistically indistinguishable from the correlation between MCAS scores and college outcomes.
- Meeting the PARCC standard for college readiness in math predicted a higher level of college performance than meeting the MCAS standard for math proficiency.
- In English language arts, however, there were no statistically significant differences between the level of college performance predicted by the PARCC standard for college readiness and the MCAS proficiency standard.
- Even though we cannot directly compare the assessments of other states with the PARCC, the study provides useful evidence for any state considering adopting PARCC assessments. Indeed, in many other states, the difference between existing proficiency standards and those of PARCC is likely to be substantially larger than in Massachusetts, where proficiency standards were already well above those of most states.

Case Study: Comparing the Predictive Validity of High-Stakes Standardized Tests – Results (The Spin)

- Mathematica PARCC Study: “Ultimately, we found that the PARCC and MCAS 10th-grade exams do equally well at predicting students’ college success, as measured by first-year grades and by the probability that a student needs remediation after entering college. Scores on both tests, in both math and English language arts (ELA), are positively correlated with students’ college outcomes, and the differences between the predictive validity of PARCC and MCAS scores are modest.”
- Lora Slover (then PARCC CEO) referring to the Mathematica study via Twitter: “It does what it was designed to do: measure college readiness.” New study on @PARCCPlace test: [Link to Mathematica Study Report]”
- Mathematica’s Ira Nicholas-Barrer (quoted by Lora Slover): “It’s a strong signal that in terms of that aspect of what PARCC was designed to do – to give a strong indication of college readiness – it succeeded in doing that.”

Case Study: Comparing the Predictive Validity of High-Stakes Standardized Tests – Detailed Analysis

- Comparing college GPA as the measure of “college readiness” with the test scores, the variables were statistically correlated. Correlation coefficients run from minus one (perfect inverse relationship) to zero (no relationship) to 1.0 (perfect relationship). How much one measure predicts another is the square of the correlation coefficient.
- The study correlations between all test scores and GPA range from 0.07 to 0.40.
- The highest PARCC test correlations are found among the math tests; with the correlations between math GPA and PARCC math scores being 0.37 and 0.40.
- The correlations between ELA GPA and PARCC ELA scores are lower, ranging from 0.13 to 0.26.
- Taking the highest PARCC coefficient (0.40), and squaring it gives us .16. This means the PARCC Math tests predicted 16% of first-year college math GPA. We have no idea what accounted for the missing 84 percent.
- If we take the lowest PARCC coefficient reported (0.13), then only 1.7% of the variance in first-year college ELA GPA is predicted by the PARCC ELA test. That leaves 98.3% unaccounted for¹.

Case Study: Comparing the Predictive Validity of High-Stakes Standardized Tests – Review by Dr. Mathis

- Dr. William Mathis review of study: "Alice in PARCCland: Does 'validity study' really prove the Common Core test is valid?"
- Dr. Mathis is not an anti-testing advocate. He was Deputy Assistant Commissioner for the state of New Jersey, Director of its Educational Assessment program, a design consultant for the National Assessment of Educational Progress (NAEP) and for six states. As managing director for NEPC, Dr. Mathis produces and reviews research on a wide variety of educational policy issues. Previously, he was Vermont Superintendent of the Year and a National Superintendent of the Year finalist before being appointed to the state board of education. He brings expertise to the topic.
- Dr. Mathis notes that the PARCC test-takers in this study were college freshman, not high school students. As he observes, the correlations for high school students taking the test would no doubt be even lower.
- "With such low predictability, you have huge numbers of false positives and false negatives. When connected to consequences, these misses have a human price. This goes further than being a validity question. It misleads young adults, wastes resources and misjudges schools. It's not just a technical issue, it is a moral question. Until proven to be valid for the intended purpose, using these tests in a high stakes context should not be done."

Standardized Tests are the Wrong Tool

Christopher Tienken, a researcher and Associate Professor of Education Leadership Management and Policy at Seton Hall University:

According to the technical manuals published by the creators of standardized assessments, none of the tests currently in use to judge teacher or school administrator effectiveness or student achievement have been validated for those uses. For example, none of the PARCC research, as provided by PARCC, addresses these issues directly. The tests are simply not designed to diagnose learning. They are simply monitoring devices, as evidenced by their technical reports.

Though some proponents of standardized assessment claim that scores can be used to measure improvement, there is simply too much noise. Changes in test scores from year to year can be attributed to normal growth over the school year, whether the student had a bad day or feels sick or tired, computer malfunctions, or other unrelated factors.

The bottom line is this: Whether you're trying to measure proficiency or growth, standardized tests are not the answer.

IAR/PARCC: Feedback on Uses as an Assessment

The National Education Association (NEA) representing 3 million members, with affiliate organizations in every state and in more than 14,000 communities across the United States.

- President Lily Eskelsen García: “proponents of annual testing like to position themselves as the defenders of all-things testing and accountability. What they are actually defending is a one-size-fits-all model — one with a long and abysmal record.” ¹
- NEA 2017-2018 Resolutions: The Association opposes the use of standardized tests and/or assessments when – (b) Results are used to compare students, teachers, programs, schools, communities, and states.
- NEA Survey: 81% of teachers think that PARCC as a primary state standardized test given to their students was developmentally inappropriate. ²
- NEA.org: Using test scores to measure student achievement is like using a yard stick to measure the weather. test scores are “an easy, popular choice” for politicians. But when it comes to using them for authentic student assessment, they don’t work. ³

¹ USA Today, Get rid of 'test, blame, punish': Opposing view, Garcia, April 2015

² 2015 NEA Survey, ieanea.org

³ educationvotes.nea.org, Washington, July 2015

IAR/PARCC: Feedback on Uses as an Assessment (continued)

The American Federation of Teachers (AFT), an affiliate of the AFL-CIO, representing 1.7 million members in more than 3,000 local affiliates nationwide

- AFT Resolution: parents, teachers and communities have seen high-stakes, low-quality tests unfairly label students of color, students with disabilities and English language learners as failing.¹
- AFT Resolution: the American Federation of Teachers calls on—and will fight for— states and districts to use the opportunity afforded by ESSA to rethink their testing policies and overhaul their accountability systems so that both align to what helps improve teaching and learning.¹

Illinois Association of School Boards (IASB), S. Cordogan, Ed.D., researcher, consultant and an adjunct professor of graduate educational statistics and research at Aurora University.

- Forming a conclusion, and even an emotional reaction, around a piece of data that we see in the media is natural, but there is a very good chance that our conclusions, like the data upon which they are based, will be inaccurate. That's why school leaders, the media and public need to become more educated consumers of test data.²

¹ American Federation of Teachers Resolution END MISUSE OF TESTING AND SUPPORT TEACHER AND PARENT RIGHTS, 2017

² iasb.com, A Buyers Guide to High Stakes Test Data, Cordogan, 2015

IAR/PARCC: Uses for Scores

If IAR/PARCC provides an assessment of learning or readiness for college or career:

- Why was PARCC dropped, in principal, by Illinois and replaced with IAR?
- Why was IAR/PARCC dropped as the assessment for Illinois high schools?
- Why don't colleges or employers use IAR/PARCC assessment scores now or when high schools were using it?
- Why are colleges moving away from standardized tests altogether?
- Why don't scholarships use IAR/PARCC to make awards?
- Why are IAR/PARCC assessment scores not used by Lincoln-Way?
- Why was PARCC dropped by Alabama, Arizona, Arkansas, Florida, Georgia, Indiana, Kentucky, Maryland, Mississippi, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee?

IAR/PARCC score impact on home and property values – No evidential support

IAR/PARCC: Determining Effectiveness of 161 Educational Initiatives

Even if IAR/PARCC provided a good assessment of learning or readiness, using these scores as a tool to determine the current success or failure of District 161 initiatives would not work due to significant timing problems.

Current reported scores reflect testing done in 2018-2019 – there is a major reporting lag.

Initiatives

- Instructional coaches - 2018-2019 with 2, only in place 6-7 months prior to test
- A&G – started in 2018-2019, required ramp, only in place 6-7 months prior to test
- Additional instructional coaches - started in 2019-2020 with 2, no testing data
- Small class sizes - started in 2019-2020, no testing data
- Additional math time - started in 2019-2020, no testing data
- Accelerated Math and ELA - started in 2019-2020, no testing data
- PLCs at the SHJH - started in 2019-2020, no testing data
- Freckle Education - started in 2019-2020, no testing data

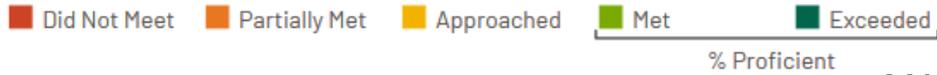
However, while the overall IAR/PARCC scores may not provide insight about the district's performance and may not be used by the Board of Education, there may be specific details (i.e. question/standard level information) or trends that the administration may use as one component of a review of a specific program or topic. The Board does not determine all data sources to be used by the administration.

IAR/PARCC Results



If the IAR/PARCC test results are not proven to provide evidence of learning, or information about school management, or readiness for college or careers, what do they show?

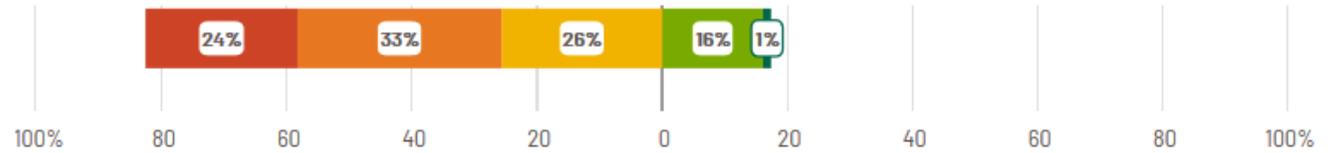
Illinois Math/ELA IAR Results 2019 by Income Level



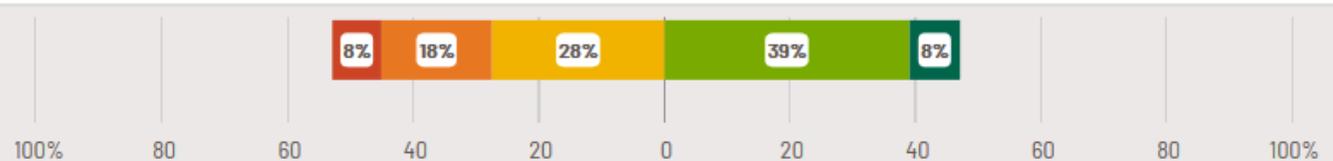
Demographics **Grade** **Year**

MATH
% of Students Achieving Performance Level

Low Income Summary 2019



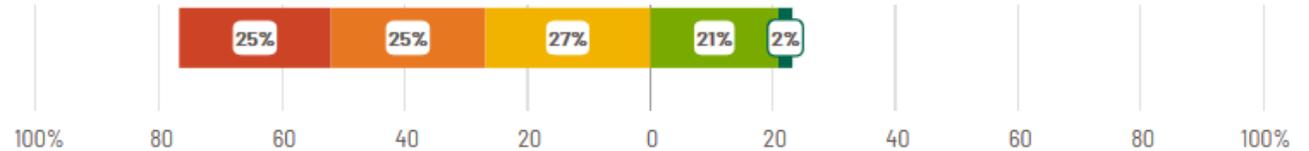
Non Low Income Summary 2019



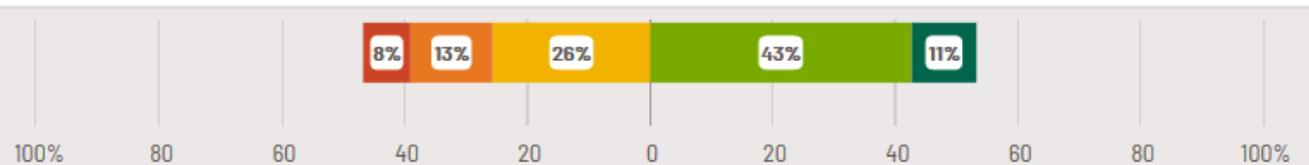
Demographics **Grade** **Year**

ELA
% of Students Achieving Performance Level

Low Income Summary 2019

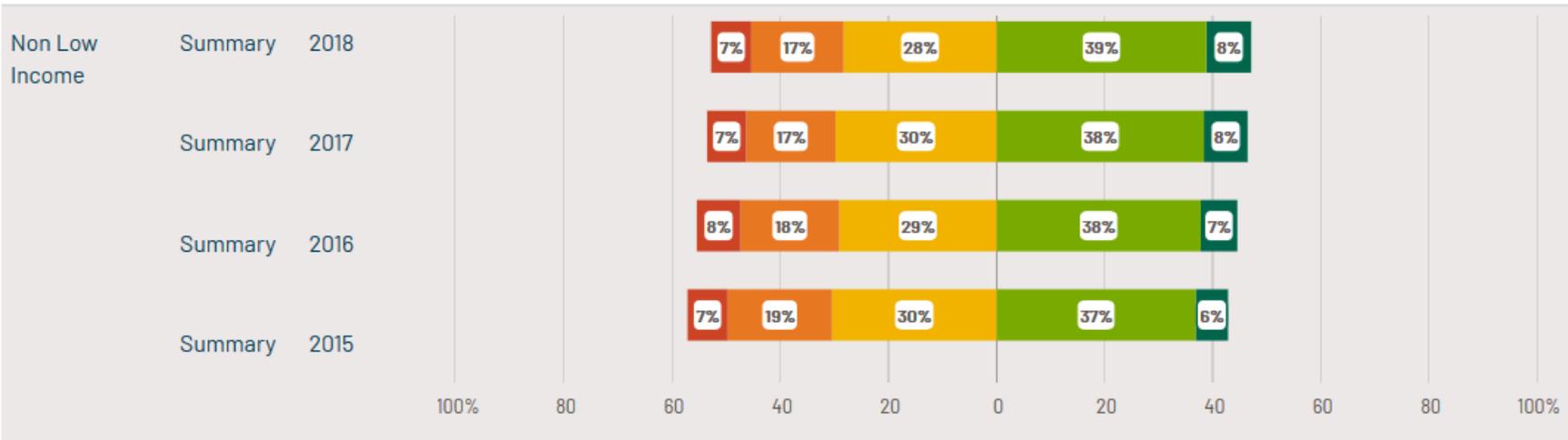
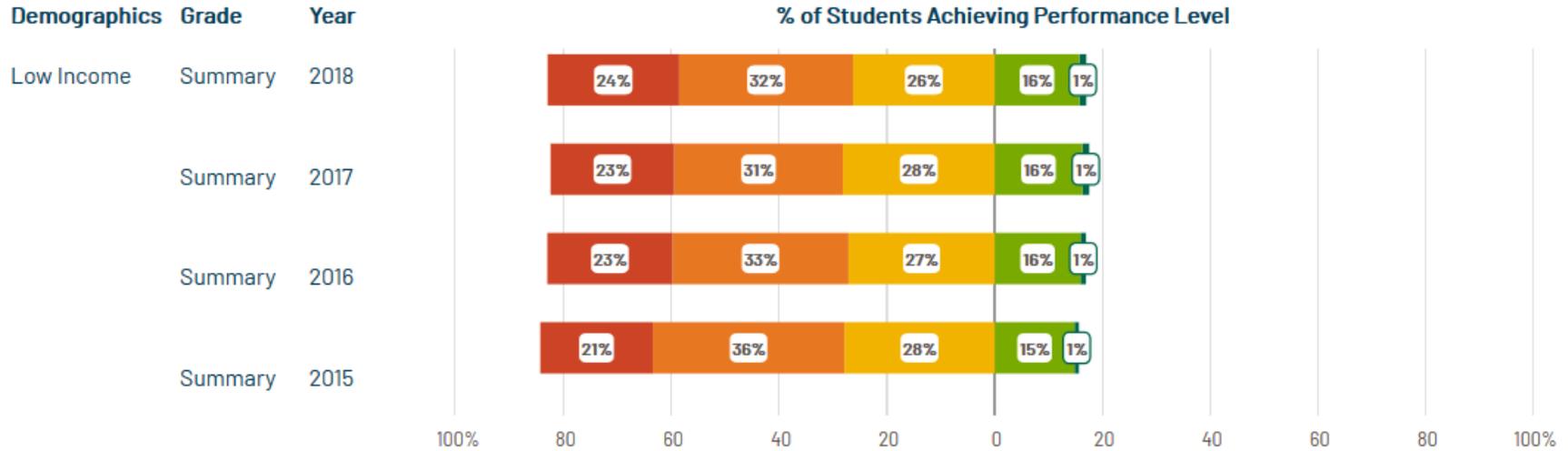
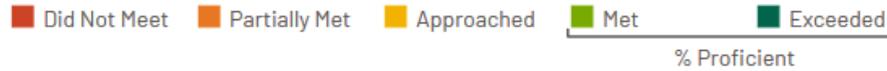


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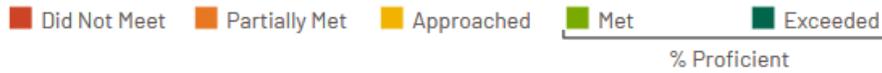
* - all data provided on this slide from isbe.net

Illinois Math PARCC Results 2015 - 2018 by Income Level



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Illinois ELA PARCC Results 2015 - 2018 by Income Level



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Demographic Study for Standardized Test Scores - Results

A study done by a professor at Seton Hall University (Predicting Middle Level State Standardized Test Results Using Family and Community Demographic Data, Tienken, et al) explored three years of test scores from grades six through eight in more than 300 New Jersey schools.

Researchers were able to construct a model based on three factors that was able to predict the percent of students who scored proficient or above in 75 percent of the schools they sampled. No student, teacher, school, or district specific data was used. The model considered only the:

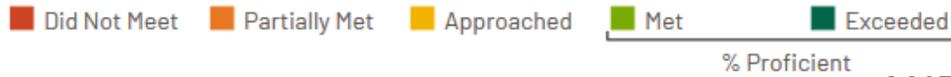
- percentage of families in the community with income over US\$200,000 a year,
- percentage of people in a community in poverty, and
- percentage of people in a community with bachelor's degrees.

The author concluded that : “This doesn’t mean that money determines how much students can learn. That couldn’t be further from the truth. In fact, our results demonstrate that standardized tests don’t really measure how much students learn, or how well teachers teach, or how effective school leaders lead their schools. Such tests are blunt instruments that are highly susceptible to measuring out-of-school factors.”

Why This Matters

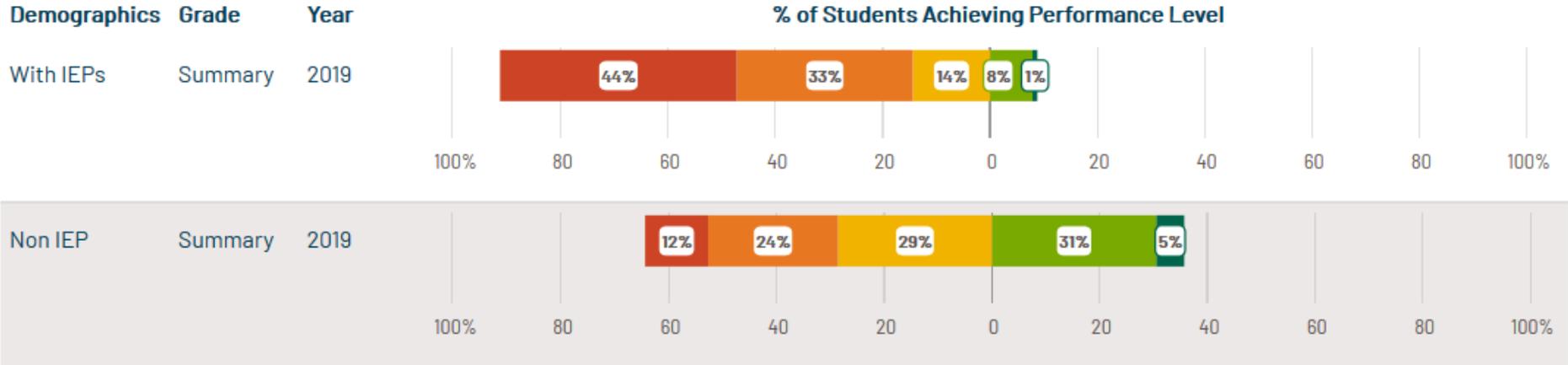
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Illinois Math/ELA IAR Results 2019 for Students with IEPs



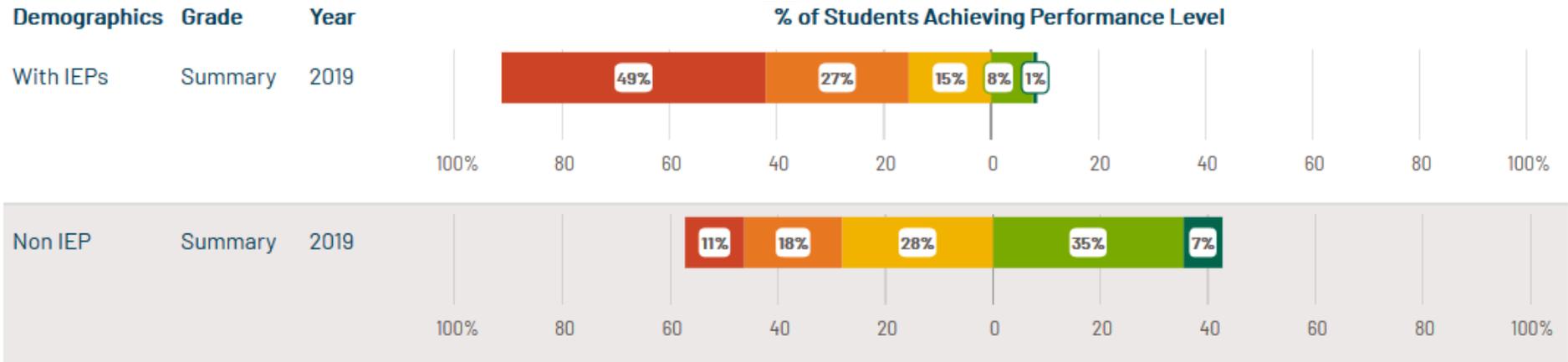
MATH

% of Students Achieving Performance Level

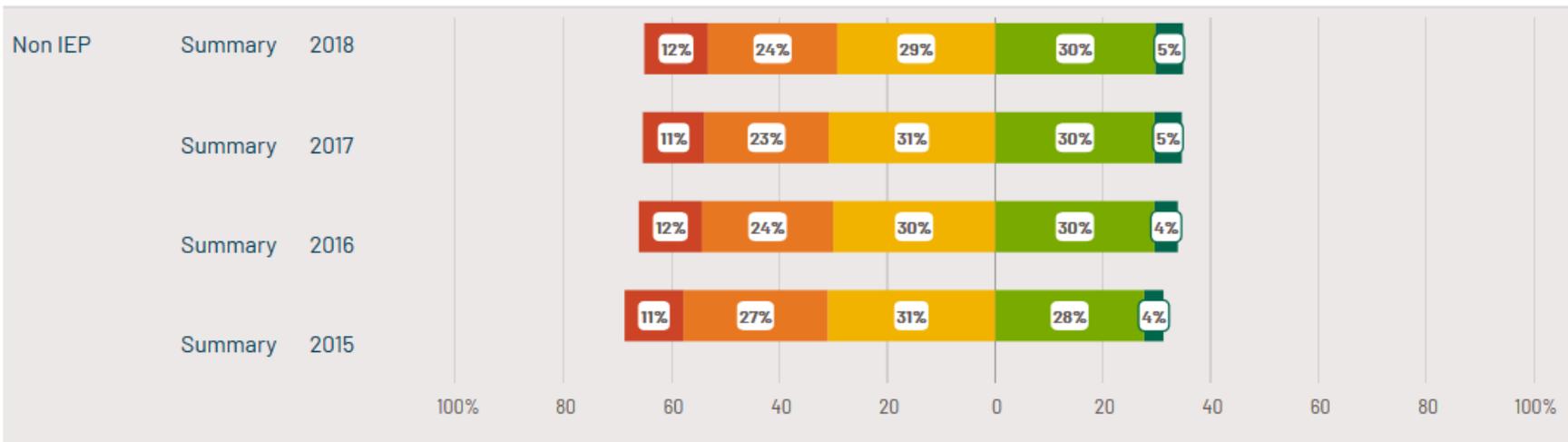
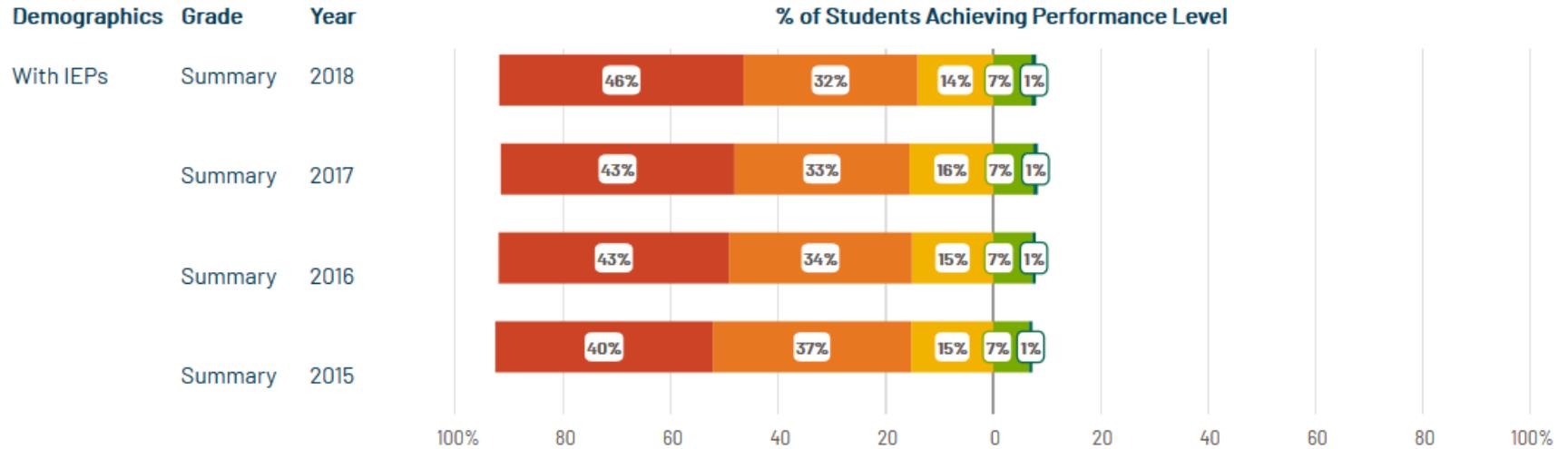
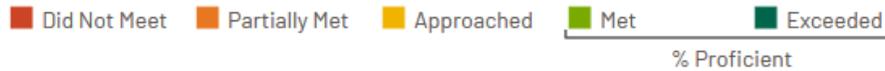


ELA

% of Students Achieving Performance Level

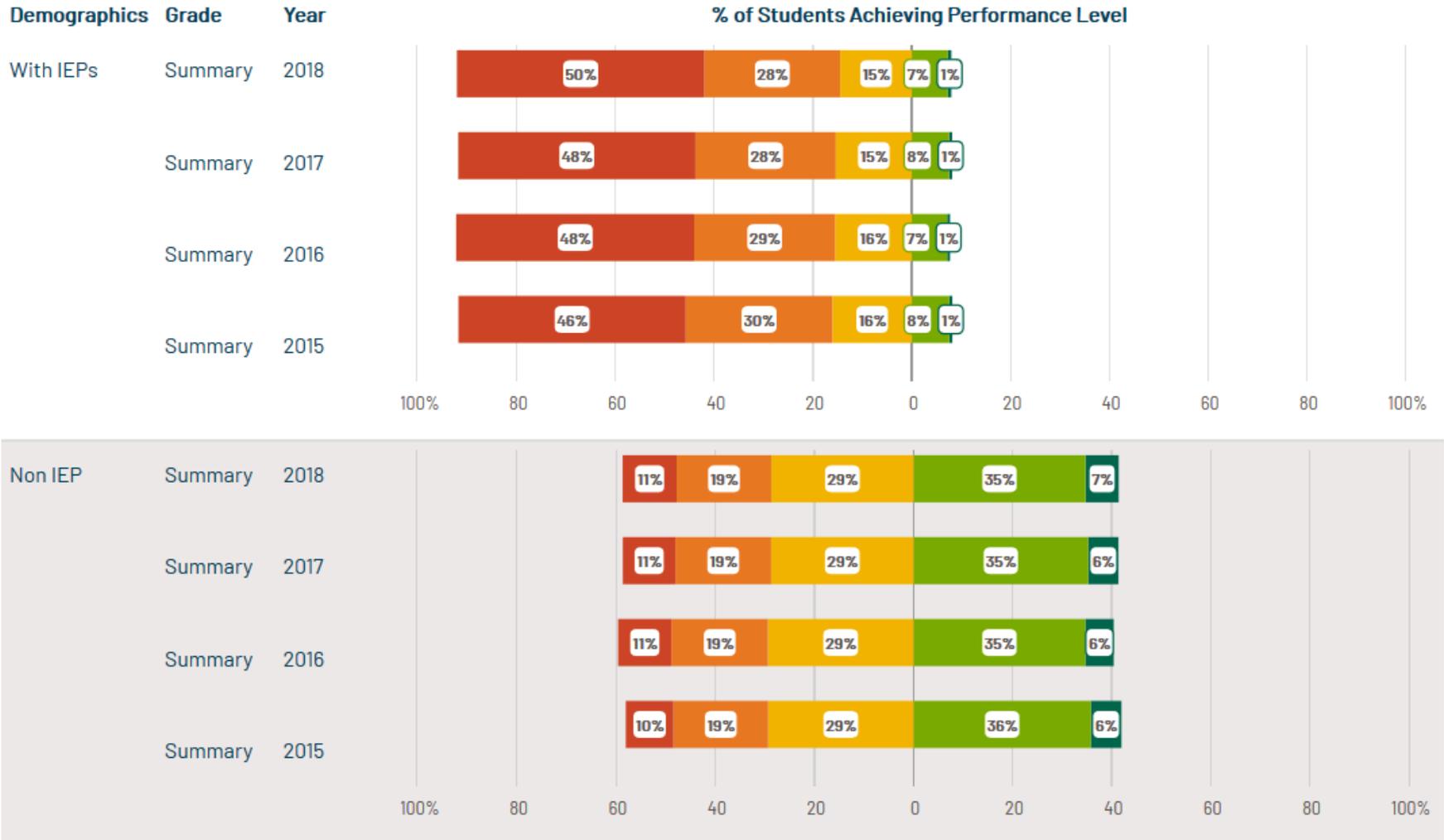
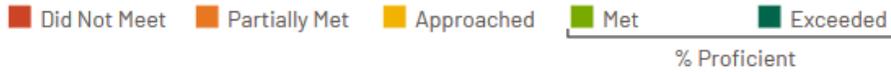


Illinois Math PARCC Results 2015 - 2018 for Students with IEPs



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Illinois ELA PARCC Results 2015 - 2018 for Students with IEPs



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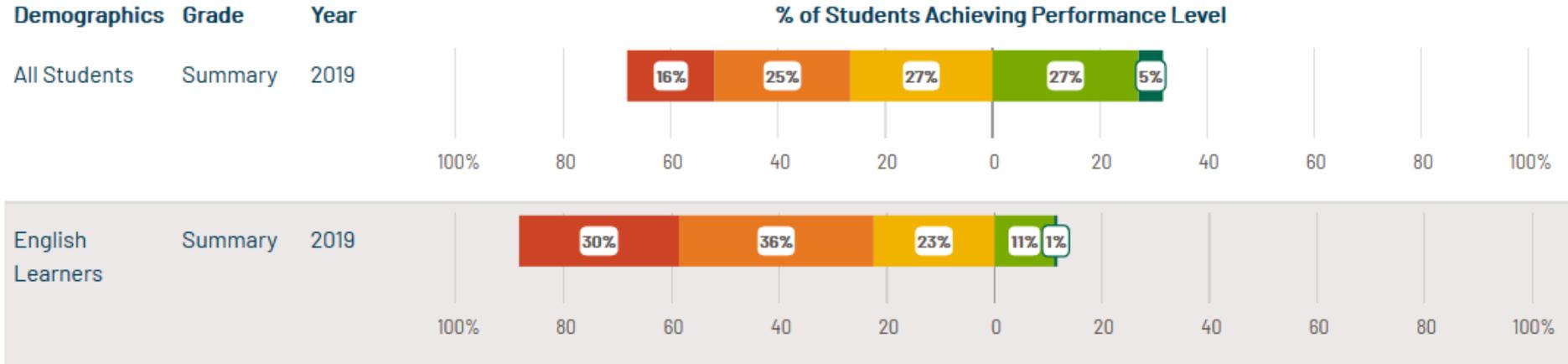
Illinois Math/ELA IAR Results 2019 for ELL Students

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded

% Proficient

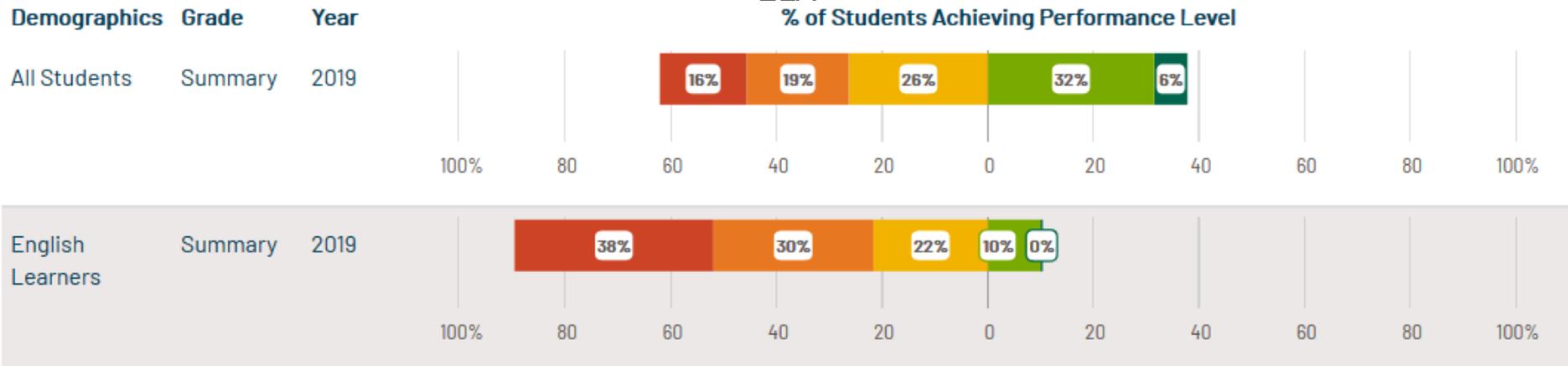
MATH

% of Students Achieving Performance Level

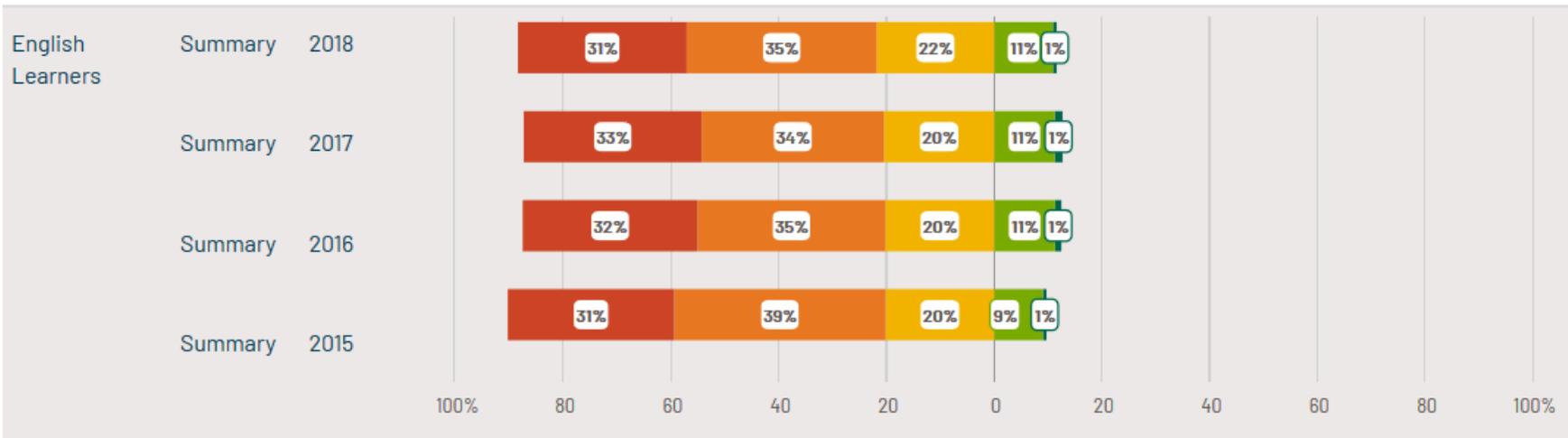
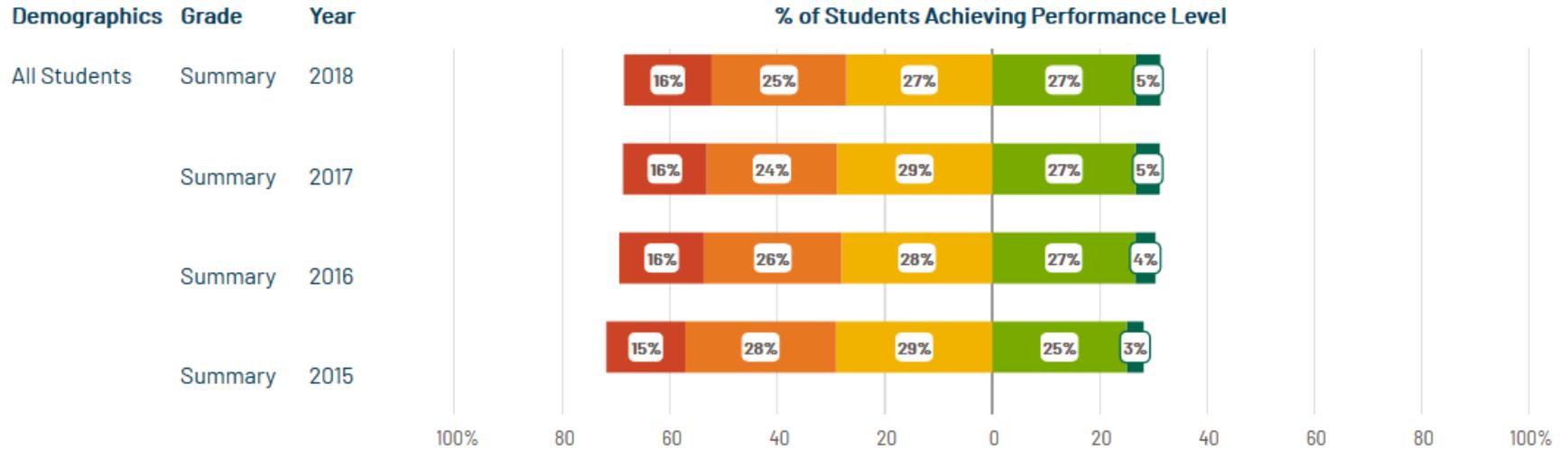
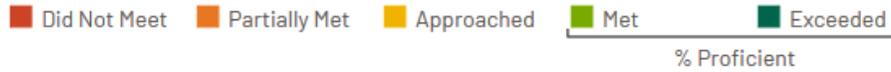


ELA

% of Students Achieving Performance Level

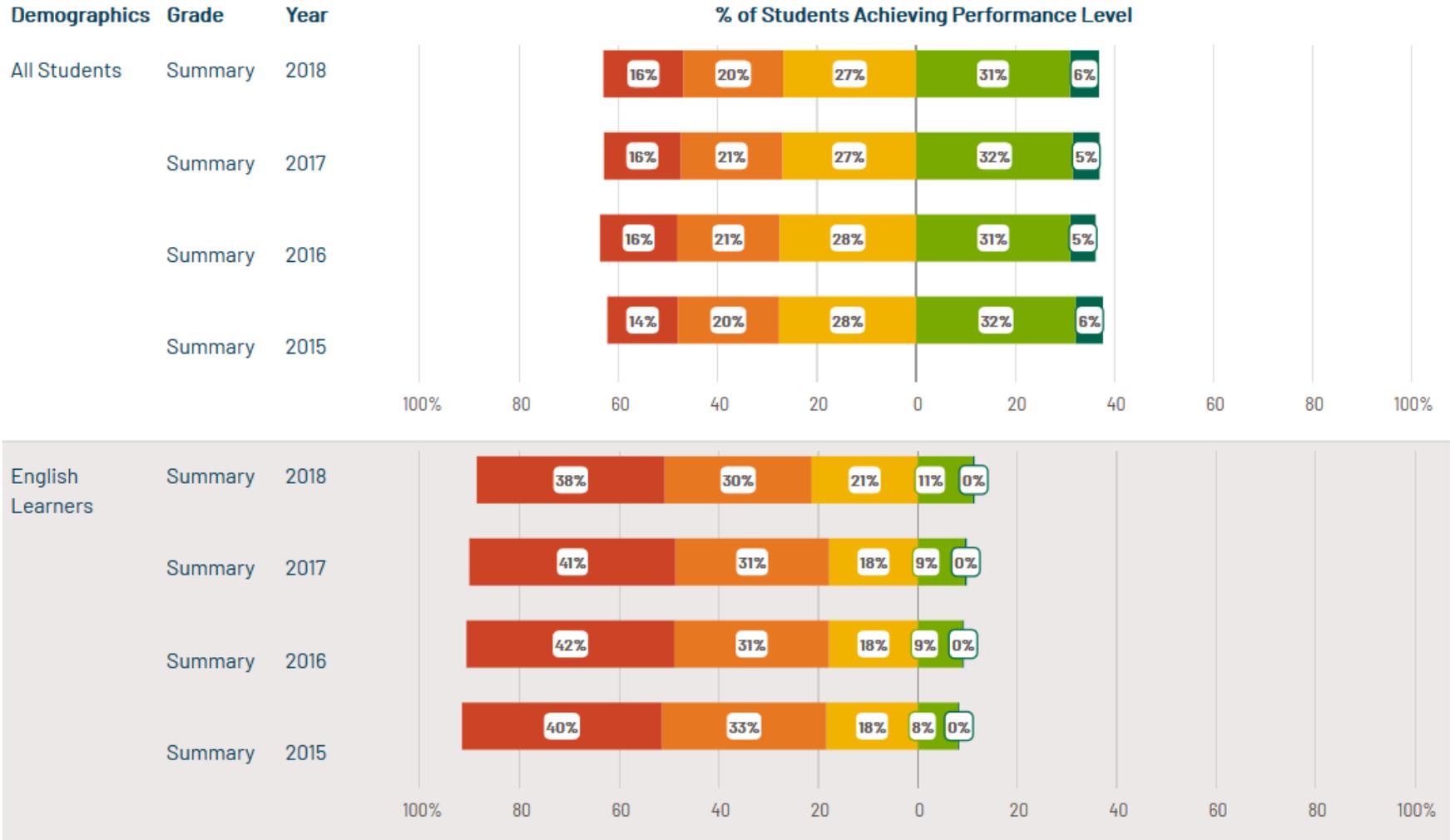
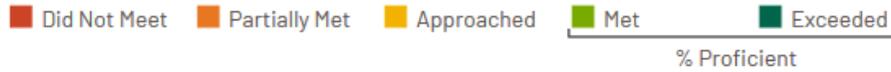


Illinois Math PARCC Results 2015 - 2018 for ELL Students



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Illinois ELA PARCC Results 2015 - 2018 for ELL Students



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ISBE Proficiency Targets by Year – K-8 Math

Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	35.28	43.71	17.42	24.96	67.71	45.85	28.20	37.02	13.70	36.20	17.21	22.02
2018	38.93	46.80	22.26	29.30	69.19	48.79	32.32	40.55	18.78	39.79	22.07	26.56
2019	42.58	49.88	27.10	33.63	70.68	51.74	36.44	44.09	23.87	43.37	26.92	31.09
2020	46.23	52.97	31.94	37.97	72.16	54.68	40.56	47.62	28.96	46.96	31.77	35.62
2021	49.87	56.06	36.78	42.30	73.65	57.62	44.68	51.15	34.04	50.55	36.62	40.15
2022	53.52	59.14	41.62	46.64	75.14	60.57	48.80	54.68	39.13	54.13	41.48	44.68
2023	57.17	62.23	46.45	50.98	76.62	63.51	52.92	58.21	44.22	57.72	46.33	49.21
2024	60.82	65.31	51.29	55.31	78.11	66.45	57.04	61.75	49.30	61.31	51.18	53.75
2025	64.47	68.40	56.13	59.65	79.60	69.40	61.16	65.28	54.39	64.89	56.03	58.28
2026	68.11	71.48	60.97	63.98	81.08	72.34	65.28	68.81	59.48	68.48	60.89	62.81
2027	71.76	74.57	65.81	68.32	82.57	75.28	69.40	72.34	64.57	72.07	65.74	67.34
2028	75.41	77.66	70.65	72.66	84.05	78.23	73.52	75.87	69.65	75.65	70.59	71.87
2029	79.06	80.74	75.48	76.99	85.54	81.17	77.64	79.40	74.74	79.24	75.44	76.40
2030	82.70	83.83	80.32	81.33	87.03	84.11	81.76	82.94	79.83	82.83	80.30	80.94
2031	86.35	86.91	85.16	85.66	88.51	87.06	85.88	86.47	84.91	86.41	85.15	85.47
2032	90	90	90	90	90	90	90	90	90	90	90	90

* - all data provided on this slide from isbe.net

ISBE Proficiency Targets by Year – K-8 ELA

Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	39.67	48.44	22.63	29.03	67.45	51.40	32.68	42.42	14.04	30.25	17.20	26.19
2018	43.03	51.21	27.12	33.09	68.96	53.97	36.51	45.60	19.10	34.23	22.05	30.44
2019	46.38	53.98	31.61	37.16	70.46	56.54	40.33	48.77	24.17	38.21	26.91	34.70
2020	49.74	56.75	36.10	41.22	71.96	59.12	44.15	51.94	29.23	42.20	31.76	38.95
2021	53.09	59.52	40.59	45.29	73.47	61.69	47.97	55.11	34.29	46.18	36.61	43.20
2022	56.45	62.29	45.09	49.35	74.97	64.26	51.79	58.28	39.36	50.16	41.47	47.46
2023	59.80	65.06	49.58	53.42	76.47	66.84	55.61	61.45	44.42	54.15	46.32	51.71
2024	63.16	67.83	54.07	57.48	77.98	69.41	59.43	64.63	49.49	58.13	51.17	55.97
2025	66.51	70.61	58.56	61.55	79.48	71.98	63.25	67.80	54.55	62.11	56.03	60.22
2026	69.87	73.38	63.05	65.61	80.98	74.56	67.07	70.97	59.61	66.10	60.88	64.48
2027	73.22	76.15	67.54	69.68	82.48	77.13	70.89	74.14	64.68	70.08	65.73	68.73
2028	76.58	78.92	72.03	73.74	83.99	79.71	74.72	77.31	69.74	74.07	70.59	72.98
2029	79.93	81.69	76.53	77.81	85.49	82.28	78.54	80.48	74.81	78.05	75.44	77.24
2030	83.29	84.46	81.02	81.87	86.99	84.85	82.36	83.66	79.87	82.03	80.29	81.49
2031	86.64	87.23	85.51	85.94	88.50	87.43	86.18	86.83	84.94	86.02	85.15	85.75
2032	90	90	90	90	90	90	90	90	90	90	90	90

* - all data provided on this slide from isbe.net

Why This Matters

District	Summit Hill	Frankfort	Mokena	New Lenox	Mannhattan
District Number	161	157c	159	122	114
2019 IAR ELA	47%	77%	50%	48%	59%
2019 IAR Math	39%	75%	47%	48%	50%
2019 IAR ELA Growth	51%	68%	58%	54%	58%
2019 IAR Math Growth	49%	65%	68%	53%	57%
Number of Schools	6	3	3	12	3
School Building Structure	Neighborhood	Attendance Center	Attendance Center	Neighborhood	Attendance Center
District Financial Capacity to Meet Expectations	85%	101%	98%	79%	66%
Evidence-Based Funding in FY 19 Tier	Tier 2	Tier 4	Tier 3	Tier 2	Tier 2
Total Number of Students	2878	2519	1525	5253	1557
Low Income Students	11%	4%	18%	11%	2%
Students with IEPs	18%	13%	14%	17%	16%
ELL Students	5%	1%	5%	0%	1%
Minority Students	25%	20%	14%	14%	13%

Pearson is a British multinational publishing and education company headquartered in London, with \$5B+ in revenue. Pearson is the producer of the Illinois PARCC test. The test is produced for both paper and digital administration.

In 2018, Pearson identified curriculum products and services as a “lower margin” part of its enterprise, representing about 9 percent of its revenues but returning profits of about 2 percent or approximately \$15.35 million in 2017. The K-12 revenues have been under \$550 million based on the then current exchange rate.

At the same time, the company kept its \$1.2 billion U.S. assessment business, which grew 7 percent in number of digital tests administered in 2017. Pearson said it is the market leader in this segment, with a share of greater than 35 percent share. The company is expecting stabilization in student assessment in the U.S., according to Coram Williams, the company’s chief financial officer.

If Not IAR/PARCC, Then What?

What is used to review the performance of District 161:

- Input from curriculum advisors, consultants, and experts
- NWEA/MAP
 - Why NWEA
 - Provides data found to be useful by the District 161 administration.
 - Used by other districts and groups, such as CPS.
 - Public availability of NWEA
- Feedback from Lincoln-Way (District and East)
 - Student performance feedback
 - Curriculum Council
- Feedback from teachers
 - Classroom grades
 - Common Outcome Assessments

Conclusion

- PARCC/IAR have been show to be an inaccurate measure of readiness.
- The PARCC/IAR tests have not been validated as providing a measure of learning.
- PARCC/IAR tests are disregarded as measures of students, teachers, schools, districts, or communities by most relevant groups.
- The PARCC/IAR tests are biased by income, communities, IEP status, ELL status, race, and other non-school factors.
- The PARCC/IAR tests are created by for profit companies and administered by public institutions according to their guidelines and instructions.
- Tests are mandated, sourced, and referenced by politicians
- Lobbyists have a great influence on the testing requirements and guidelines.