



LCS ASSESSMENT REPORT

FY 2016

Longitudinal Assessment Data for all reporting ILCS member schools

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Student Assessments

STANFORD ACHIEVEMENT TESTS

The League of Christian Schools has partnered with the Pearson Assessments Group for the administration of the Stanford Achievement Test version 10 since 2012.

Reliable and Valid

There is convincing evidence for the reliability and validity for the Stanford 10 assessment tool. A Mental Measurements Yearbook (MMY) review of the assessment states, "Test reliability and evidence for validity appear to be satisfactory, and care has been taken to minimize any test bias" (Carney, 2003).

Aligned with Reading Standards

There is convincing evidence that the Stanford 10 assessment tool is aligned with state and national reading standards (Pearson Education, Inc., 2011). Specifically, the assessment is aligned with the Common Core Standards in that it (1) addresses major areas of reading including vocabulary, comprehension, phonics, and phonemic awareness, (2) includes narrative and informational texts, and (3) is sensitive to text complexity (i.e., leveled items of differing difficulty level).

Sensitive and appropriate for differing cultures and needs

Currently, there is partially convincing evidence that the Stanford 10 assessment tool is sensitive and appropriate for individuals of differing cultures and needs. One MMY review indicates that the developers "made a concerted effort to minimize bias in areas such as gender, ethnic, cultural, disability, SES, or stereotyping. In particular, a diverse, 20-member "Bias Review Advisory Panel" screened the items" (Carney, 2005).

References

Carney, R. N. (2008). Review of the Stanford Achievement Test, Tenth Edition. Mental Measurements Yearbook, 16.

Pearson Education, Inc. (2011). Stanford achievement test series,(10th ed.). Retrieved on November 7, 2011 from <http://www.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=SAT10C>

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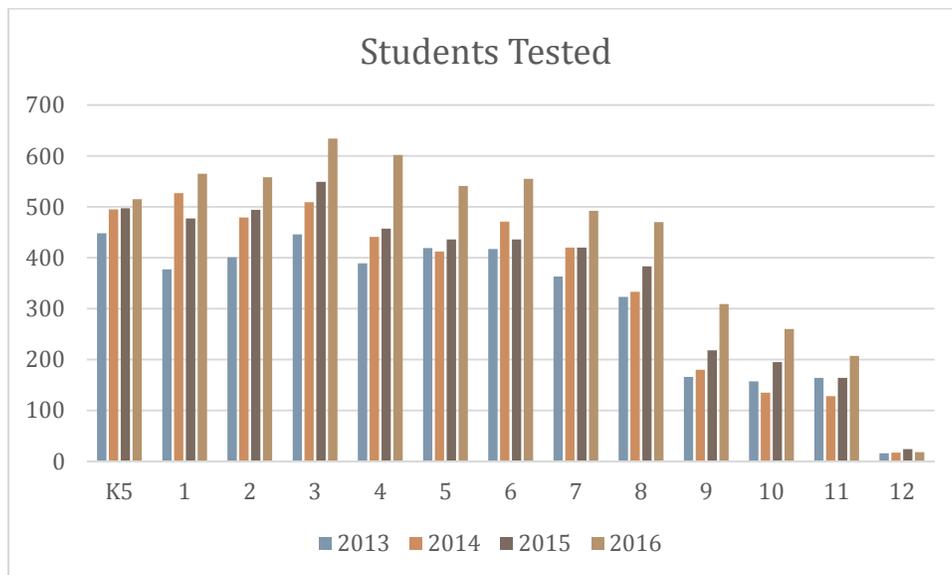
Student Populations

In the spring of 2012, ILCS saw 3,254 students take the SAT10 through our partnership program with Pearson. That population represented less than 1/3 of the overall K-12 population in ILCS K-12 schools at that time. Since that time, SAT10 participation has grown to just under 6,000 students, representing over 1/2 of all ILCS students.

One reason that we do not see larger participation in this program is due to the popularity of the Terra Nova and the full endorsement of other Christian agencies of that product. However, the ILCS Board has generally not endorsed the Terra Nova on varying factors. One reason the test is not endorsed is that it is a broader marketed version of the California Achievement Test (CAT). The California Achievement Tests (CAT) are among the most widely used tests of basic academic skills for children from kindergarten through grade 12. The most recent edition of the CAT (the sixth) is also called TerraNova, Second Edition.

ILCS has also officially endorsed the IOWA Test of Basic Skills (ITBS). This test is distributed through a partnership with BJU Press and therefore student assessment data is not available for schools that participate in this assessment.

Population Tested					
Grade	2012	2013	2014	2015	2016
K5	305	448	495	497	515
1	322	377	527	477	565
2	326	401	479	494	558
3	345	446	509	549	634
4	339	389	441	457	602
5	307	419	412	436	541
6	295	417	471	436	555
7	270	363	420	420	492
8	227	323	333	383	470
9	191	166	180	218	309
10	185	157	135	195	260
11	121	164	128	164	207
12	21	16	17	24	18
Total	3254	4086	4547	4750	5726



Academic Progress

In determining student progress, the Normed Curve Equivalent was used to calculate points gained or lost using the same group of students from year to year. The kindergarten grades from the first year, would be subtracted from the 1st grade students the following year to determine if students had academic gains or losses.

NORMAL CURVE EQUIVALENTS

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 0 to 100, similar to percentile ranks, which indicate an individual student's rank, or how many students out of a hundred had a lower score. The NCE was developed specifically for use in the evaluation of Title I (formerly Chapter 1) programs. It is used to aggregate "Gain Scores" from different programs, even those using different standardized tests.

The NCE, unlike the NP, is an equal-interval scale and can be treated arithmetically. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows you to make meaningful comparisons among different achievement test batteries and among different tests within the same battery. You can compare NCEs obtained by different groups of students on the same test or test battery by averaging the scores for the groups.

Below are some "rules of thumb" for interpreting educationally "significant" differences from test to test:

- For individual students, use a difference of 11 NCE points.
- For classrooms, use a difference of 7 NCE points.
- For schools, use a difference of 5 NCE points.
- For districts, or systems, use a difference of 4 NCE points

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Data Disaggregation

READING

The table to the right shows the NCE of all schools reporting. Students in ILCS schools outperform the standard 50% mark in all grades except grade 10, where it falls between 37% on the low side (2014) and 48% on the high side (2015), and grade 12 where it dipped to 41% in 2015. Overall, this demonstrates significantly higher scores over public school counterparts.

However, there is a downside to the report and that is reflected in the gains and losses observed in the disaggregation.

Primary Grades

The reading results demonstrate that grades 1 to 3, across the spectrum, realize a significant decrease in student performance from prior year achievement. As noted above, smaller student populations can have much more dramatic shifts in scores. However, the decline in reading after kindergarten is still cause for reservation. The information provided below could be systemically indicative of instructional insufficiencies, or curricular content that is not as rigorous as it may appear. Schools should consider heavily the important transition from content that focuses too intently on phonics to content that balances phonics and sight words, to content that is driven by sight words.

Grade	2014	2015	2016
K5	85	81	86
1	69	70	70
2	60	61	61
3	52	59	56
4	63	60	59
5	55	58	60
6	54	53	54
7	53	57	54
8	60	59	58
9	63	54	59
10	37	48	41
11	53	61	58
12	65	41	56

Grade	2014	2015	2016	3-yr avg
1	-17	-15	-11.0	-14.3
2	-11	-8	-9.0	-9.3
3	-5	-1	-5.0	-3.7
4	8	8	0.0	5.3
5	2	-5	0.0	-1.0
6	-5	-2	-4.0	-3.7
7	-1	3	1.0	1.0
8	6	6	1.0	4.3
9	-3	-6	0.0	-3.0
10	-21	-15	-13.0	-16.3
11	18	24	10.0	17.3
12	12	-12	-5.0	-1.7

Intermediate and Middle Grades

Scores tend to level out in grades 4 through 8 showing much less variance across the years and levels. While there is still some deviations, they are not huge. It should be noted that 6th grade does show a consistent drop in reading. While no specific issue can be identified, this could be due, in part, to less involvement by teachers to ensure reading takes place in class. When the responsibility of learning shifts to the student, there can be some impact to grade results.

High School

When considering the 3 year average gains and losses in grades 9 – 12, there is -3.7 difference. Certainly this is an area in need of

deeper disaggregation. However, the deep shifts within the same cohort (-21 in 2014, +24 in 2015, -5 in 2016) is an area of concern.

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MATH

Historically, reading has been the focus of faith education with the long-standing desire to have student read the Bible for themselves. This ancient tradition translates well into modern test scores and validates one of the greatest strengths of Christian education. However, the Math has long been a challenge for Christian and faith-based institutions.

The majority of the data indicates that students do very well in math from kindergarten through grade 5. However, at that point we begin to see some dipping in scores, ending in scores well below the 50% by grade 12. In fact, the 2016 school year was the strongest math year in the history of the association's data tracking!

Grade	2014	2015	2016
K5	78	74	75
1	65	69	68
2	60	60	58
3	53	58	55
4	66	63	61
5	58	56	59
6	52	50	44
7	55	52	52
8	58	51	51
9	62	60	63
10	41	55	48
11	49	49	51
12	24	17	50

Primary Grades

Like reading we see the scale begin to tip starting in grade 1. The decline is steady and gains seen further down the line never offset the losses seen at the lower grade levels. This will ultimately translate into poorer math results every year in the same cohort. One

Grade	2014	2015	2016	3-yr avg
1	-9	-9	-1	-6.3
2	-5	-5	-2	-4.0
3	-4	-2	-3	-3.0
4	11	10	-2	6.3
5	1	-10	3	-2.0
6	-7	-8	-6	-7.0
7	7	0	0	2.3
8	3	-4	0	-0.3
9	6	2	3	3.7
10	-24	-7	-7	-12.7
11	8	8	2	6.0
12	-21	-32	33	-6.7

glimmer of positive news emerges, however. For 2016, each of the primary grades only saw a -1%, -2%, and -3% drop in student achievement. This could signal a change in focus on mathematics content and instructional strategies aimed at improving these grades. Math and science has been a deliberate focus of professional development for the past two years.

Intermediate and Middle Grades

Three year averages show the declines continue into middle school, with grade 6 having similar results to reading. Shifting learning responsibly from classroom teacher to individual students is difficult. Often, grade 6 also sees the transition of student going from single classroom learning environments to moving from class to class throughout the day. As is the case with Primary Grades,

testing results for 2016 were more positive for grades 4 through 8 than previous testing cycles.

High School

Due to significant variations of math tracks offered at Christian high schools, it is much harder to put a bead on the real issues surrounding math scores. High school math scores across the board have been dismal, historically. However, this past year, the graduating seniors had their strongest showing yet. The outgoing seniors reflected a 24 point LOSS in 2014. In 2015, they recovered 8 points of that same loss, closing the gap to -16%. But by their senior year, that same cohort had a realized gain of 33 points, ending their high school career with a 17% gain in performance. That is very promising and we hope that this trend is systemic and institutional.

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LANGUAGE

Grade	2014	2015	2016
1	68	72.0	65.0
2	61	60.0	54.0
3	55	57.0	55.0
4	64	62.0	63.0
5	54	52.0	54.0
6	47	43.0	43.0
7	49	47.0	45.0
8	54	50.0	49.0
9	55	52.0	47.0
10	42	47.0	40.0
11	51	51.0	54.0
12	47	33.0	39.0

Grade	2014	2015	2016	3 YR AVG
2	-7.0	-8.0	-18.0	-11.0
3	-5.0	-4.0	-5.0	-4.7
4	5.0	7.0	6.0	6.0
5	-3.0	-12.0	-8.0	-7.7
6	-8.0	-11.0	-9.0	-9.3
7	1.0	0.0	2.0	1.0
8	4.0	1.0	2.0	2.3
9	-5.0	-2.0	-3.0	-3.3
10	-4.0	-8.0	-12.0	-8.0
11	22.0	9.0	7.0	12.7
12	-2.0	-18.0	-12.0	-10.7

SOCIAL STUDIES

Grade	2014	2015	2016
3	55	55.0	53.0
4	63	63.0	57
5	55	57.0	56
6	49	47.0	46.0
7	49	47.0	50
8	57	55.0	51
9	56	52.0	52.0
10	51	53.0	47
11	48	58.0	49
12	29	43.0	43.0

Grade	2014	2015	2016	3 YR AVG
3	10.0	9.0	11.0	10.0
4	5.0	8.0	2.0	5.0
5	-4.0	-6.0	-7.0	-5.7
6	-13.0	-8.0	-11.0	-10.7
7	1.0	-2.0	3.0	0.7
8	8.0	6.0	4.0	6.0
9	-5.0	-5.0	-3.0	-4.3
10	1.0	-3.0	-5.0	-2.3
11	6.0	7.0	-4.0	3.0
12	-25.0	-5.0	-15.0	-15.0

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SCIENCE

Grade	2014	2015	2016
3	49	55	52.0
4	60	58	56
5	57	59	57
6	52	48	51.0
7	47	52	47
8	60	54	50
9	61	50	48.0
10	42	49	42
11	40	57	50
12	29	39	47.0

Grade	2014	2015	2016	3 YR AVG
4	3.0	9	1.0	4.3
5	5.0	-1	-1.0	1.0
6	-11.0	-9	-8.0	-9.3
7	-7.0	0	-1.0	-2.7
8	7.0	7	-2.0	4.0
9	-1.0	-10	-6.0	-5.7
10	-10.0	-12	-8.0	-10.0
11	2.0	15	1.0	6.0
12	-19.0	-1	-10.0	-10.0

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