Oak Park Elementary School District 97

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To:	Members, Board of Education Dr. Carol Kelley, Superintendent
From:	Emily Fenske, Director of Organizational Learning Dr. Amy Warke, Chief Academic & Accountability Officer
Re:	Annual Student Performance Report
Date:	October 24, 2017
Purpose:	The purpose of this informational report is to provide a high-level overview of student academic performance in the 2016-2017 school year, especially as related to our D97 vision metrics and goals.

Introduction

The vision of Oak Park Elementary School District 97 is to create a positive learning environment for all D97 students that is equitable, inclusive, and focused on the whole child. Our "big rocks," or strategic goals, to achieve this vision are:

1. *Align D97 systems, structures, and processes to reflect our stated value of educating the whole child (e.g. we act in ways that reflect our understanding of supporting the successful development of each and every student).*
2. *Establish a comprehensive system of support for all D97 staff.*

In 2017-2018, we will be guided by the following universal goals for what we want every student in our district to achieve or experience through our vision work:

Every Oak Park District 97 student is…
1. A known, nurtured, and celebrated learner.
2. An empowered and passionate scholar.
3. A confident and persistent achiever.
4. A creative critical thinker and global citizen.

In this report, we provide high-level data about student academic performance, as measured by PARCC and MAP. We also provide the full report for the Positive Learning Environment Student Survey along with updates to our vision metrics data. The purpose of this data is to give the Board of Education a preview of the data that will be reported in the Illinois School Report Card, along with information to help assess progress towards achieving our universal goals for all D97 students.

Spring 2017 PARCC

The spring 2017 Partnership for Assessment of Readiness for College and Careers (PARCC) results are now available to districts and schools. PARCC data will be released publicly on the Illinois School Report Card in November. At that time, we will be able to compare our performance on PARCC to that of similar districts and the State of Illinois. We will also provide more detailed school-level data at that time. Please note that the

results reported below may vary slightly from the data reported on the Illinois School Report Card, as the state may make some additional decisions about which students to include or exclude as they process the data.

PARCC Participation
As in prior years, ISBE will report on PARCC participation rates. Table 1 displays D97's PARCC participation rates for the past 3 years.

Table 1

Participation Rate	2015	2016	2017
% Participated	94%	91%	89%
# Tests* Refused	442	606	773
# Tests* Other Reasons	99	53	107 *Includes 80 private school students*

* # of tests higher than # of students (1-2 tests per student)

Participation has declined each year with PARCC thus far. 2017 refusals significantly increased in 6th and 7th grades, and nearly quadrupled in 4th grade. Students who refused the assessments were more often white, general education, and non-low income.

PARCC Results
Overall, 51% of students met or exceeded expectations in ELA, and 46% met or exceeded expectations in Math (Figure 1). This is a decline from prior years (Figure 2). As seen is Figures 3 and 4, when broken out by subclaim, the strongest ELA subclaim was Reading Vocabulary (54% meets/exceeds) and the strongest Math subclaim was Modeling & Application (50% meets/exceeds). Figure 5 breaks out ELA and Math performance by grade level. This figure indicates a downward shift in the percentage of students meeting or exceeding expectations at the middle school grade levels. In looking towards equity, Figure 6 displays ELA and math performance by different demographic groups. This view speaks to the ongoing work needed to close opportunity gaps in D97, as we see large differences in the percentages of students who meet or exceed expectations by race/ethnicity, lunch status, and IEP status.

Figure 1

PARCC Performance Levels
Spring 2017

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

	Level 1	Level 2	Level 3	Level 4	Level 5
ELA N = 3539	10%	14%	26%	42%	9%
Math N = 3533	11%	17%	26%	38%	8%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Performance Level			
5	Exceeded expectations	2	Partially met expectations
4	Met expectations	1	Did not yet meet expectations
3	Approached expectations		

Figure 2

PARCC % Meets/Exceeds Over Time

◆ ELA ■ Math

ELA: 2015 — 68%, 2016 — 55%, 2017 — 51%
Math: 2015 — 49%, 2016 — 49%, 2017 — 46%

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Figure 3

PARCC ELA Subclaim Data
Spring 2017

☐ Level 3 ☐ Level 2 ☐ Level 1

Subclaim	Level 3	Level 2	Level 1
Reading Subclaim: Literary Text N = 3539	26%	23%	51%
Reading Subclaim: Informational Text N = 3539	25%	23%	52%
Reading Subclaim: Vocabulary N = 3539	25%	21%	54%
Writing Subclaim: Writing Expression N = 3539	36%	17%	47%
Writing Subclaim: Knowledge & Use of Language Conventions N = 3539	36%	22%	42%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Figure 4

PARCC Math Subclaim Data
Spring 2017

☐ Level 3 ☐ Level 2 ☐ Level 1

Subclaim	Level 3	Level 2	Level 1
Math Subclaim: Major Content N = 3533	29%	27%	45%
Math Subclaim: Expressing Mathematical Reasoning N = 3533	32%	20%	48%
Math Subclaim: Modeling & Application N = 3533	31%	19%	50%
Math Subclaim: Additional & Supporting Content N = 3533	33%	26%	41%

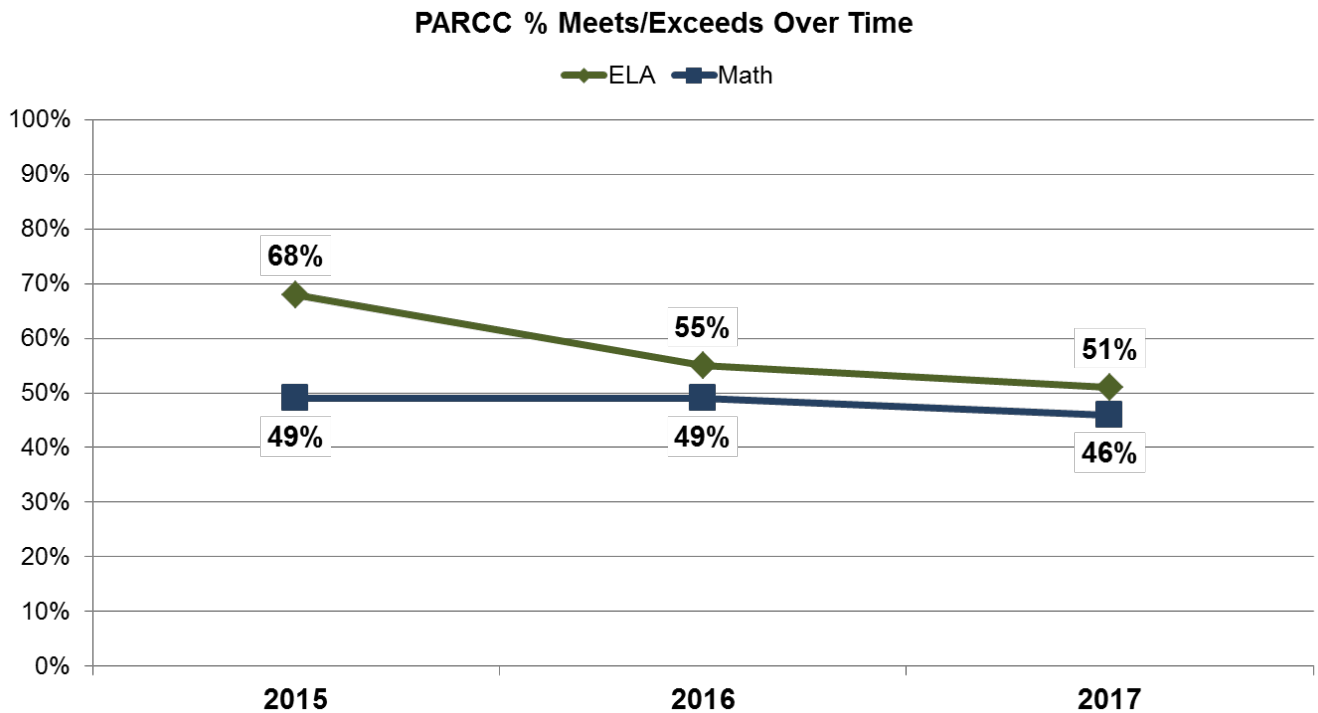0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

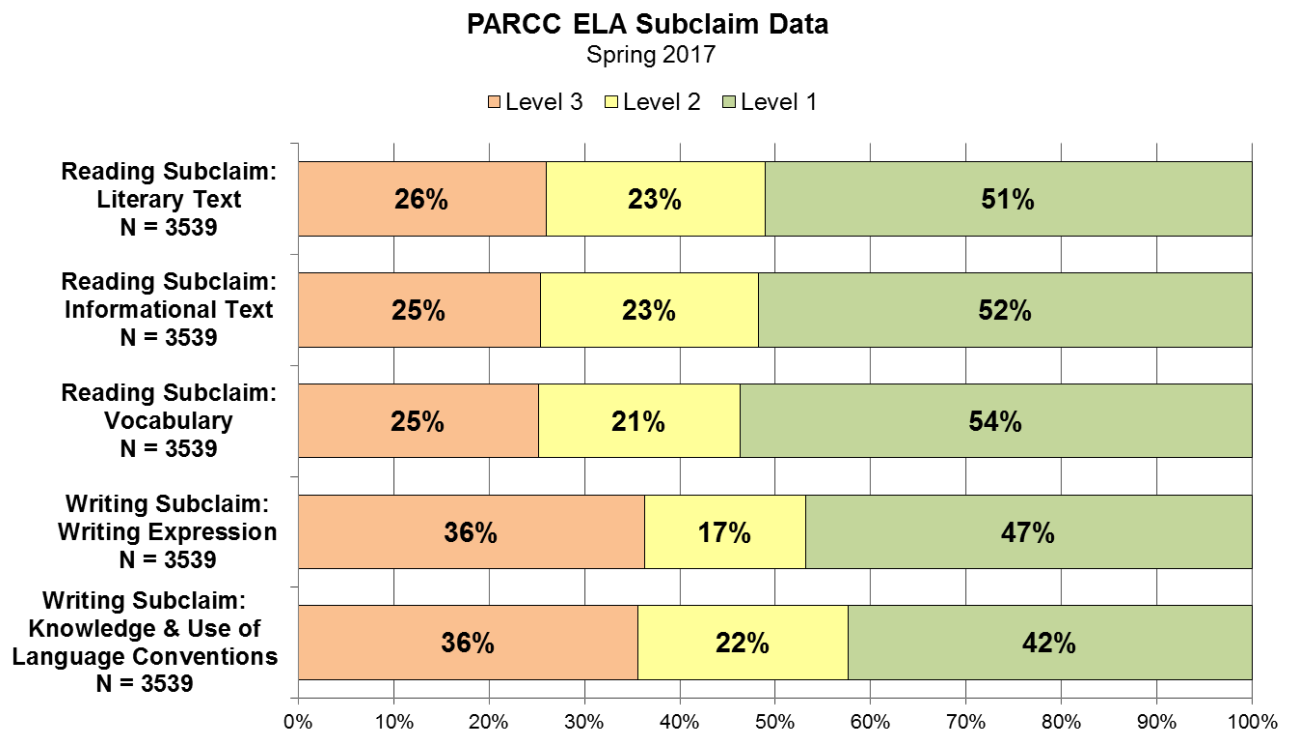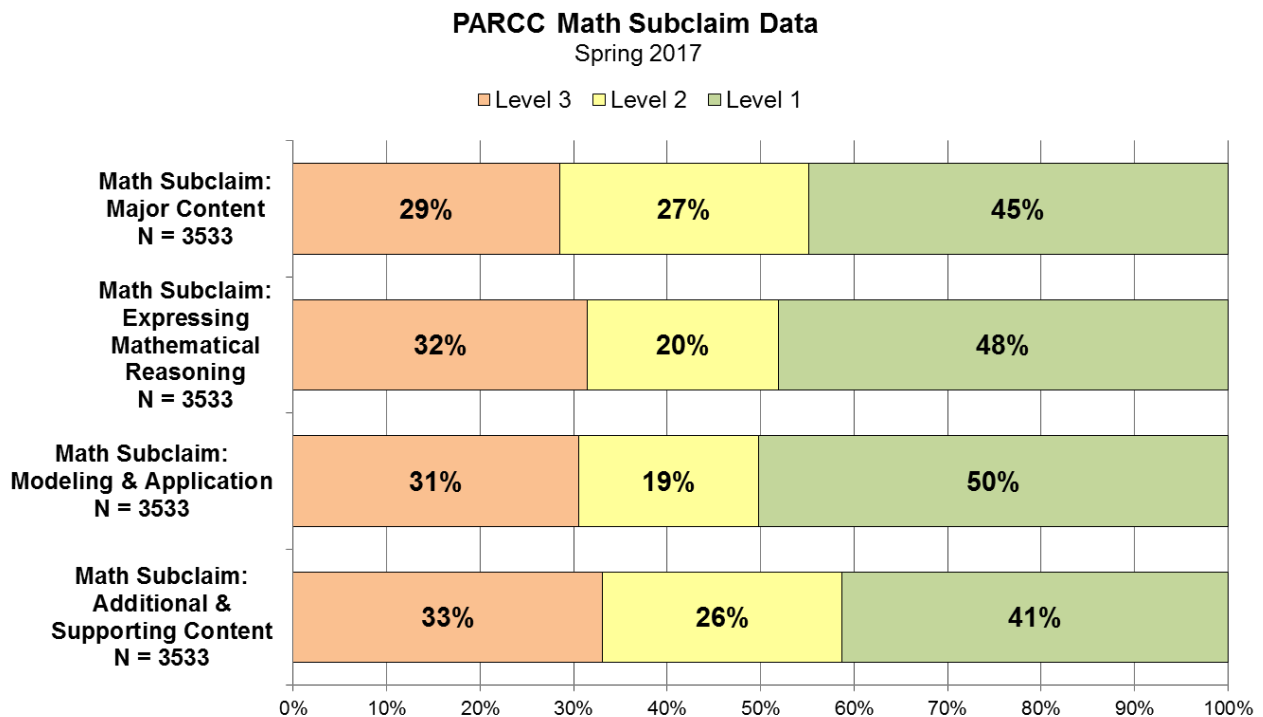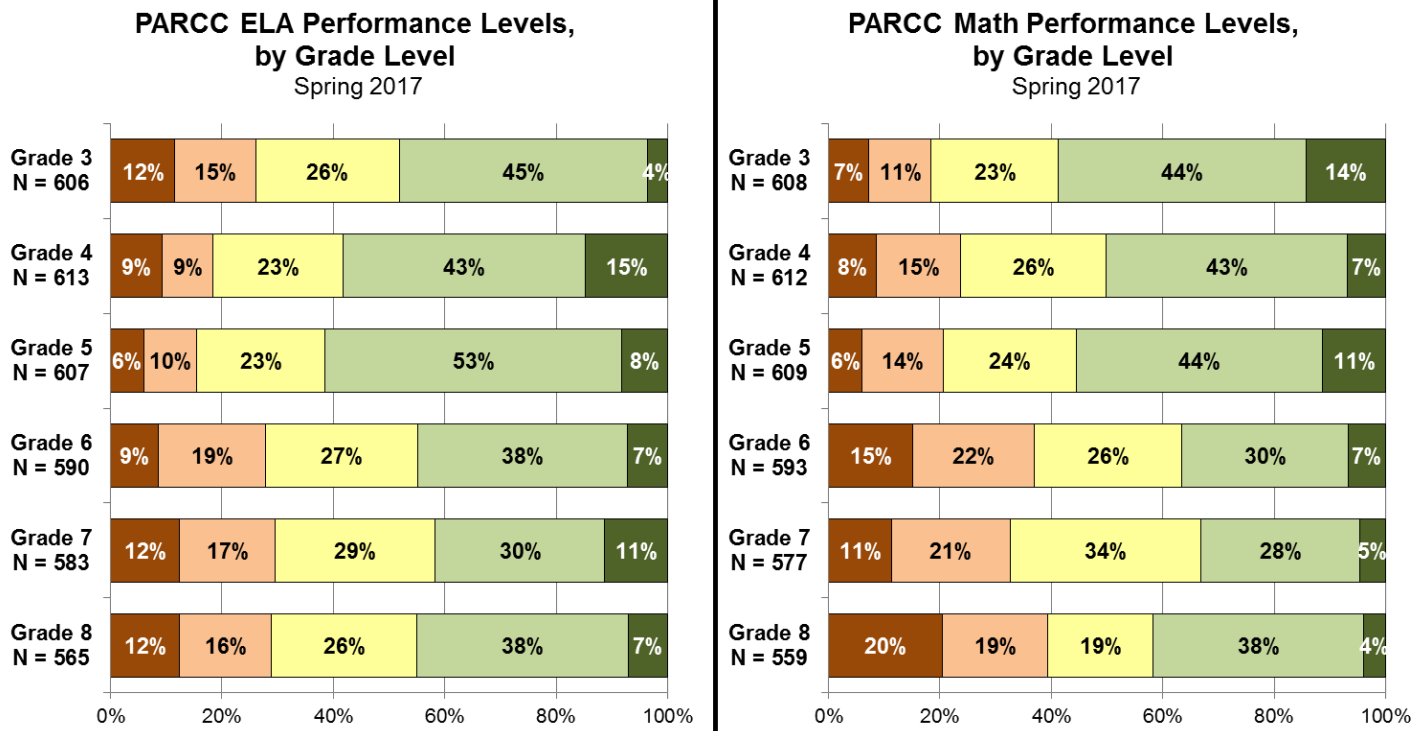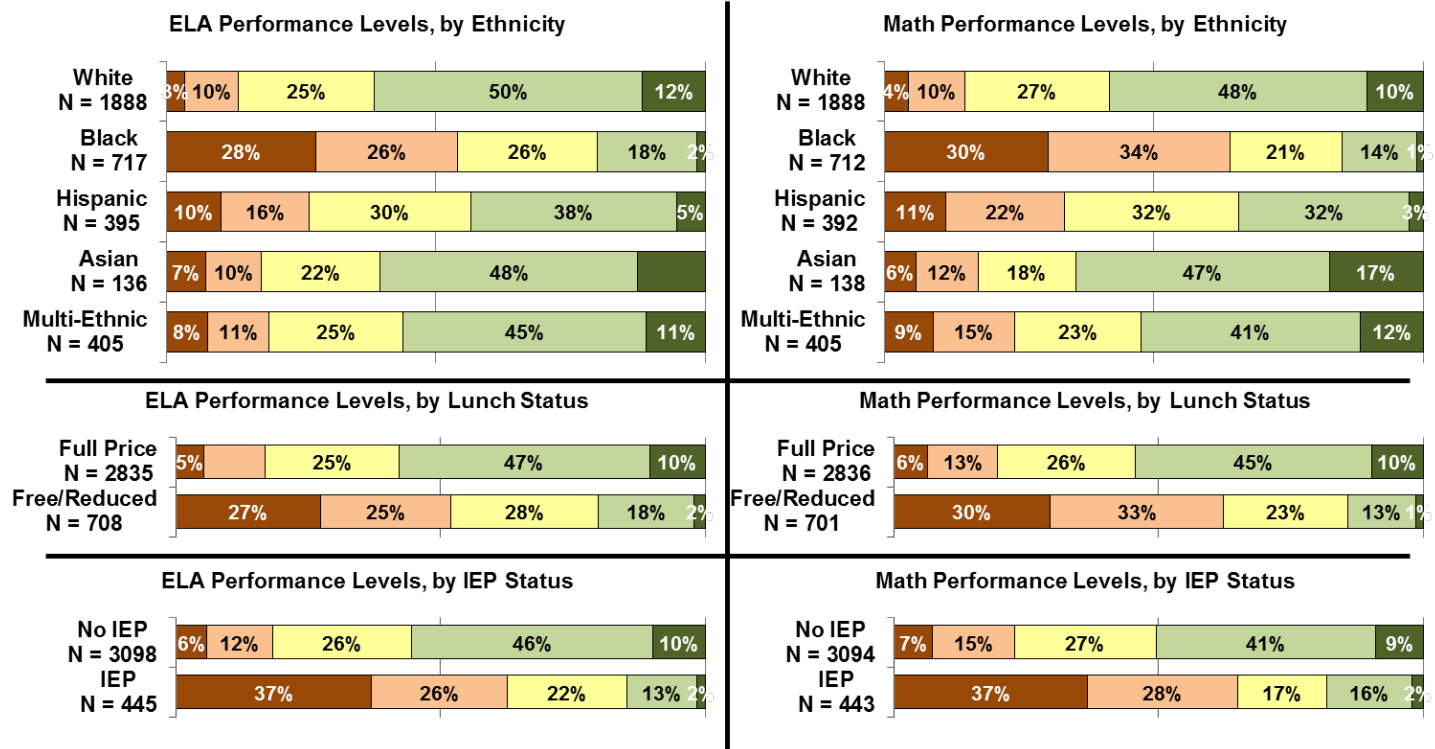| Subclaim Data	
1	Student performance was better than or equal to the average performance of students who just achieve Performance Level 4
2	Student performance was below the average performance of students who just achieve Performance Level 4 but better than or equal to the average performance of students who just achieve Performance Level 3
3	Student performance was below the average performance of students who just achieve Performance Level 3

Figure 5

PARCC ELA Performance Levels, by Grade Level
Spring 2017

Grade	1	2	3	4	5
Grade 3 N = 606	12%	15%	26%	45%	4%
Grade 4 N = 613	9%	9%	23%	43%	15%
Grade 5 N = 607	6%	10%	23%	53%	8%
Grade 6 N = 590	9%	19%	27%	38%	7%
Grade 7 N = 583	12%	17%	29%	30%	11%
Grade 8 N = 565	12%	16%	26%	38%	7%

PARCC Math Performance Levels, by Grade Level
Spring 2017

Grade	1	2	3	4	5
Grade 3 N = 608	7%	11%	23%	44%	14%
Grade 4 N = 612	8%	15%	26%	43%	7%
Grade 5 N = 609	6%	14%	24%	44%	11%
Grade 6 N = 593	15%	22%	26%	30%	7%
Grade 7 N = 577	11%	21%	34%	28%	5%
Grade 8 N = 559	20%	19%	19%	38%	4%

Figure 6

ELA Performance Levels, by Ethnicity

Group	1	2	3	4	5
White N = 1888	3%	10%	25%	50%	12%
Black N = 717	28%	26%	26%	18%	2%
Hispanic N = 395	10%	16%	30%	38%	5%
Asian N = 136	7%	10%	22%	48%	
Multi-Ethnic N = 405	8%	11%	25%	45%	11%

Math Performance Levels, by Ethnicity

Group	1	2	3	4	5
White N = 1888	4%	10%	27%	48%	10%
Black N = 712	30%	34%	21%	14%	1%
Hispanic N = 392	11%	22%	32%	32%	3%
Asian N = 138	6%	12%	18%	47%	17%
Multi-Ethnic N = 405	9%	15%	23%	41%	12%

ELA Performance Levels, by Lunch Status

Group	1	2	3	4	5
Full Price N = 2835		5%	25%	47%	10%
Free/Reduced N = 708	27%	25%	28%	18%	2%

Math Performance Levels, by Lunch Status

Group	1	2	3	4	5
Full Price N = 2836	6%	13%	26%	45%	10%
Free/Reduced N = 701	30%	33%	23%	13%	

ELA Performance Levels, by IEP Status

Group	1	2	3	4	5
No IEP N = 3098	6%	12%	26%	46%	10%
IEP N = 445	37%	26%	22%	13%	2%

Math Performance Levels, by IEP Status

Group	1	2	3	4	5
No IEP N = 3094	7%	15%	27%	41%	9%
IEP N = 443	37%	28%	17%	16%	2%

Performance Level			
5	Exceeded expectations	2	Partially met expectations
4	Met expectations	1	Did not yet meet expectations
3	Approached expectations		

Spring 2017 MAP Results

NWEA MAP provides us with useful information about student growth and attainment, as compared to a national norm. We use this assessment primarily as a universal screening tool for MTSS. In November, we will provide the Board with additional school-level data on MAP growth and attainment.

In terms of student growth, in 2016-2017, 51% of students in grades 2-8 met or exceeded their growth target in Reading, while 45% met or exceeded their growth targets in Math. This is a slight decline in Reading, while holding steady in Math as compared to the year before (Figure 7). When looking at growth by grade level, we see the highest percentage of students meeting their growth targets in 5th grade, with a somewhat lower percentage meeting targets in 6th grade (Figure 8). Overall, Reading continues to be the stronger subject area for growth in D97. In Figure 9, we break out growth by demographic groups, which indicates gaps in which student groups are growing more than others. This is significant, because in order to close attainment gaps, we will need to achieve higher than expected growth for students who are behind. Figures 10 and 11 shows fall to spring growth based on fall attainment levels. So, for example, 48% of students who were Tier 3 in Reading in the fall met or exceeded their spring growth target. Again, in order for students who are Tier 3, Tier 2, or Below Grade Level to catch up to their grade level peers, we would want to see high percentages of these students meeting or exceeding their growth targets.

In terms of student attainment, 57% of students in grades 2-8 attained at or above the 70th percentile (Projected College Ready, per MAP to ACT linking study) in Reading, and 45% were at or above the 70th percentile in Math. This represents a decline from the year prior (Figure 12). We see relatively consistent attainment across grade levels, with a high point in 5th grade (Figure 13). When broken out by demographic groups, as in Figure 14, we see a remarkably similar attainment pattern as we see in our PARCC data, again, indicating necessary work to close opportunity gaps for all D97 students.
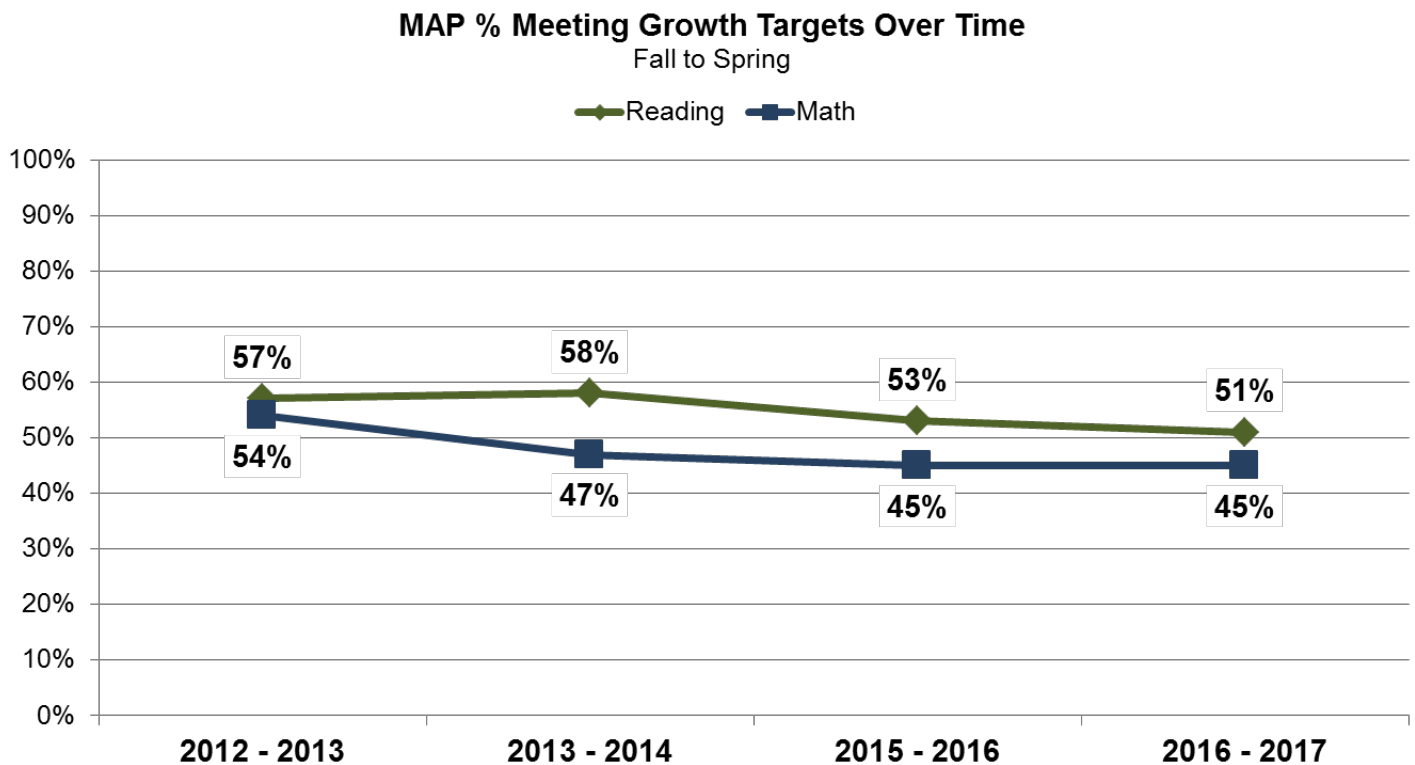
Figure 7

MAP % Meeting Growth Targets Over Time
Fall to Spring

— Reading — Math

	2012 - 2013	2013 - 2014	2015 - 2016	2016 - 2017
Reading	57%	58%	53%	51%
Math	54%	47%	45%	45%

Figure 8

% of Students Meeting MAP Growth Targets, by Grade Level
Fall 2016 – Spring 2017

☐ Reading ☐ Math

	Reading	Math
District 97 Overall N = 4421	51%	45%
Grade 2 N = 638	53%	43%
Grade 3 N = 608	54%	40%
Grade 4 N = 641	53%	40%
Grade 5 N = 620	58%	59%
Grade 6 N = 621	41%	32%
Grade 7 N = 655	46%	46%
Grade 8 N = 638	53%	54%
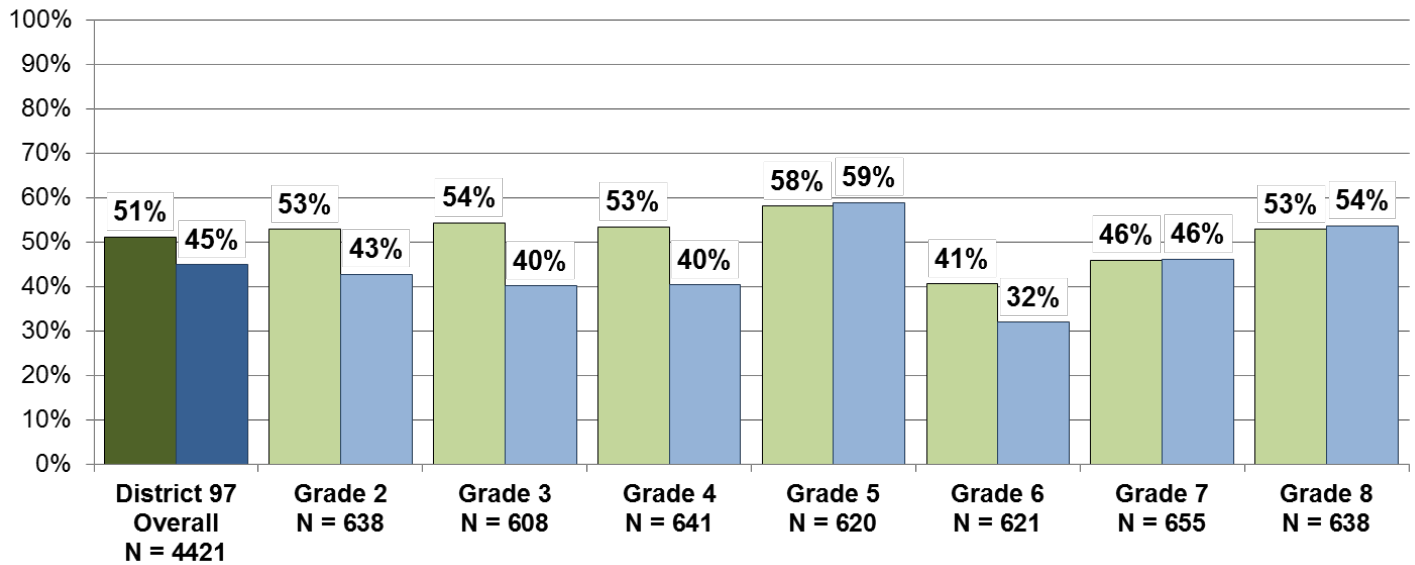
Figure 9

% of Students Meeting MAP Growth Targets, by Race
Fall 2016 – Spring 2017

☐ Reading ☐ Math

	Reading	Math
White N = 2423	55%	49%
Black N = 810	39%	33%
Hispanic N = 506	49%	41%
Asian N = 158	54%	51%
Multiracial N = 521	52%	46%
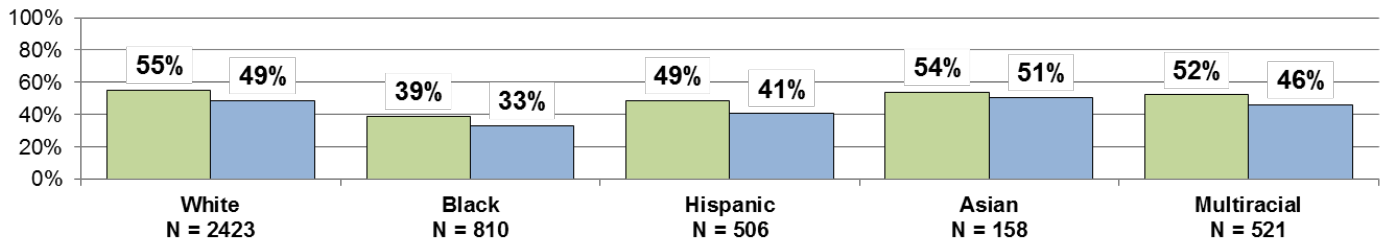
% of Students Meeting MAP Growth Targets, by Lunch Status
Fall 2016 – Spring 2017

☐ Reading ☐ Math

	Reading	Math
Full Price N = 3630	53%	47%
Free/Reduced N = 791	40%	34%
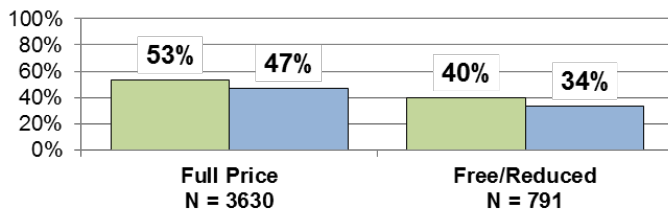
% of Students Meeting MAP Growth Targets, by IEP Status
Fall 2016 – Spring 2017

☐ Reading ☐ Math

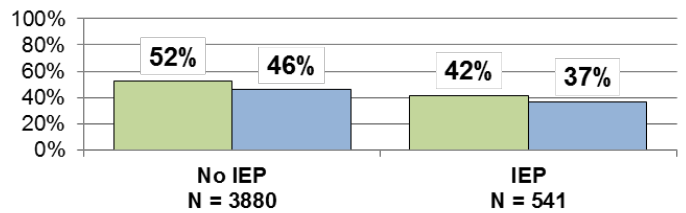|	Reading	Math
No IEP N = 3880	52%	46%
IEP N = 541	42%	37%

Figure 10

% of Students Meeting MAP Reading Growth Targets,
by Beginning of Year Attainment Level
Fall 2016 – Spring 2017

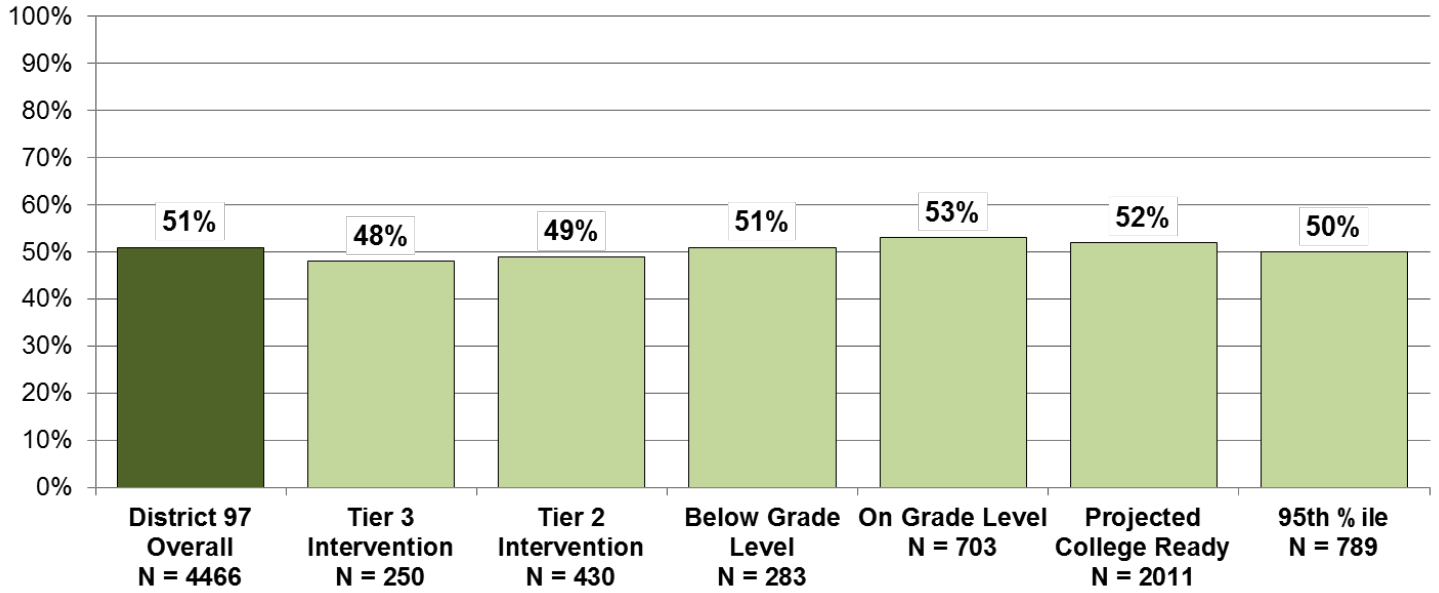| District 97 Overall N = 4466	Tier 3 Intervention N = 250	Tier 2 Intervention N = 430	Below Grade Level N = 283	On Grade Level N = 703	Projected College Ready N = 2011	95th % ile N = 789
51%	48%	49%	51%	53%	52%	50%

Figure 11

% of Students Meeting MAP Math Growth Targets,
by Beginning of Year Attainment Level
Fall 2016 – Spring 2017

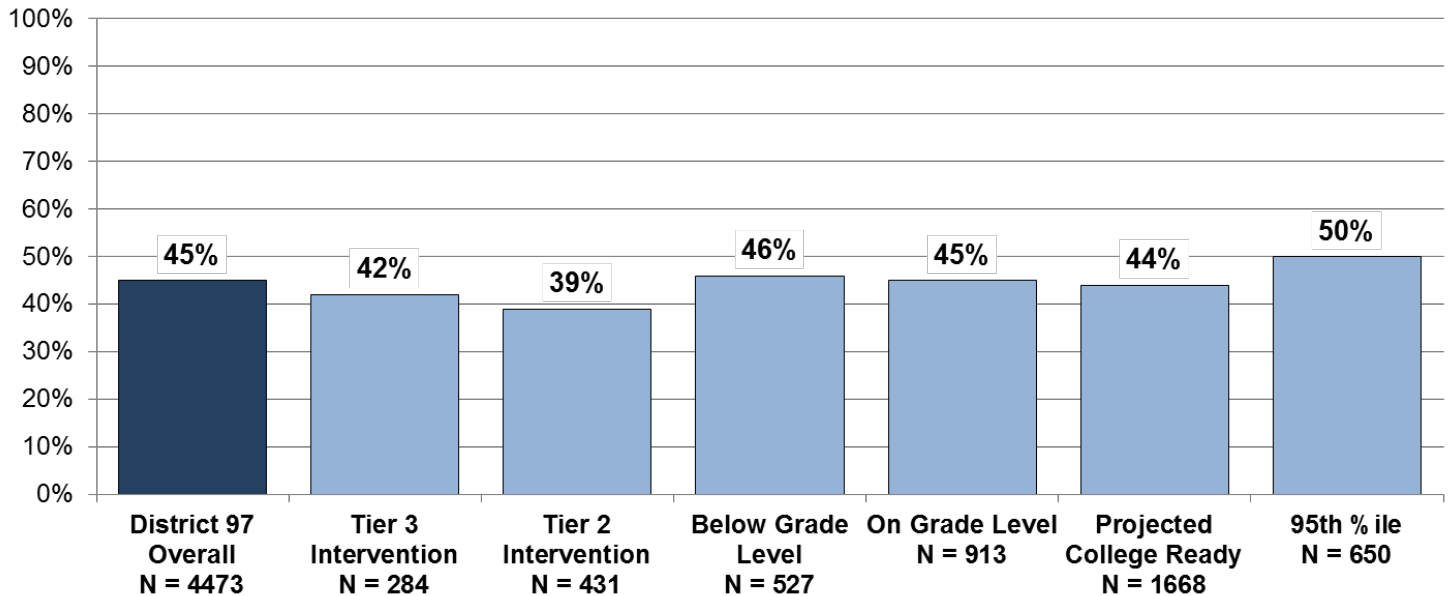| District 97 Overall N = 4473	Tier 3 Intervention N = 284	Tier 2 Intervention N = 431	Below Grade Level N = 527	On Grade Level N = 913	Projected College Ready N = 1668	95th % ile N = 650
45%	42%	39%	46%	45%	44%	50%

Figure 12

MAP Attainment Over Time
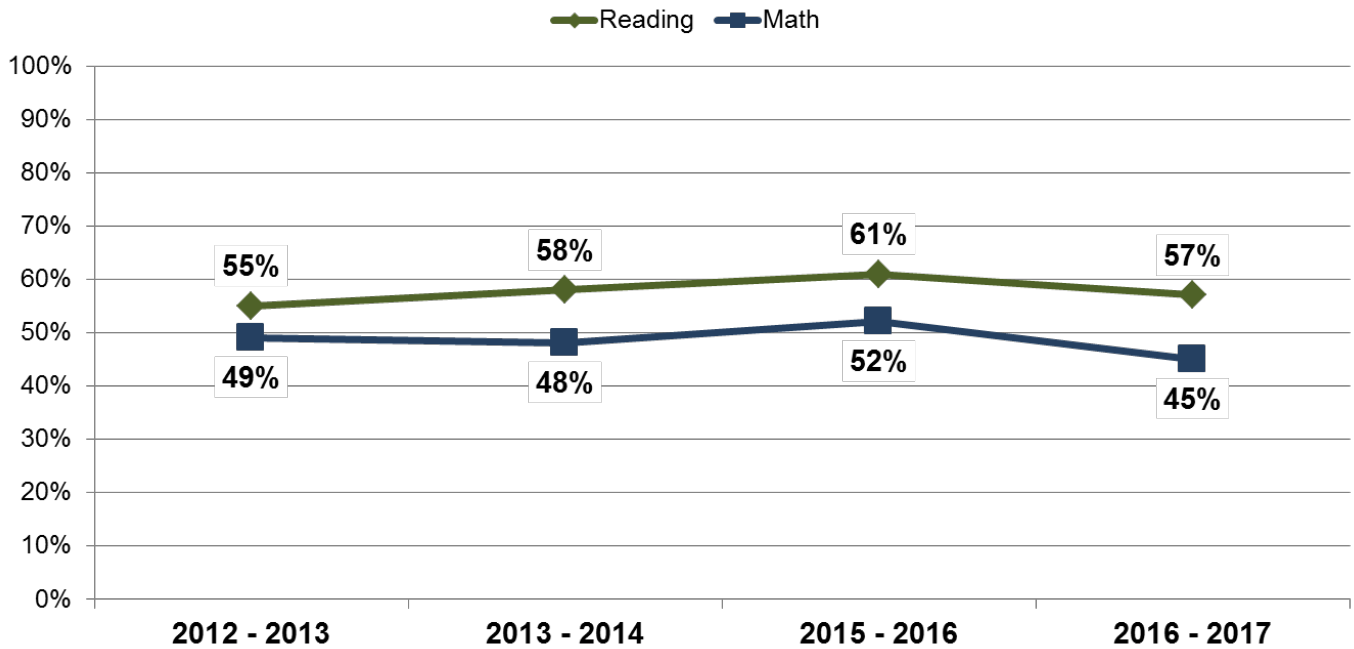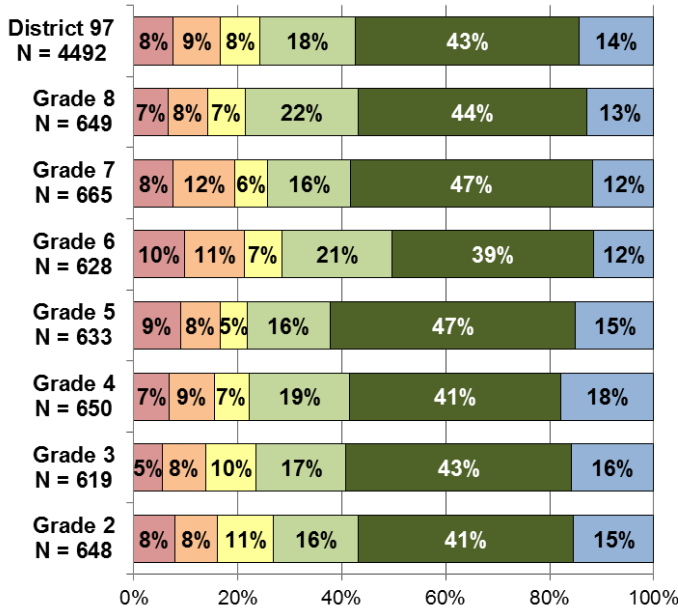Spring % of Students Projected College Ready

Figure 13
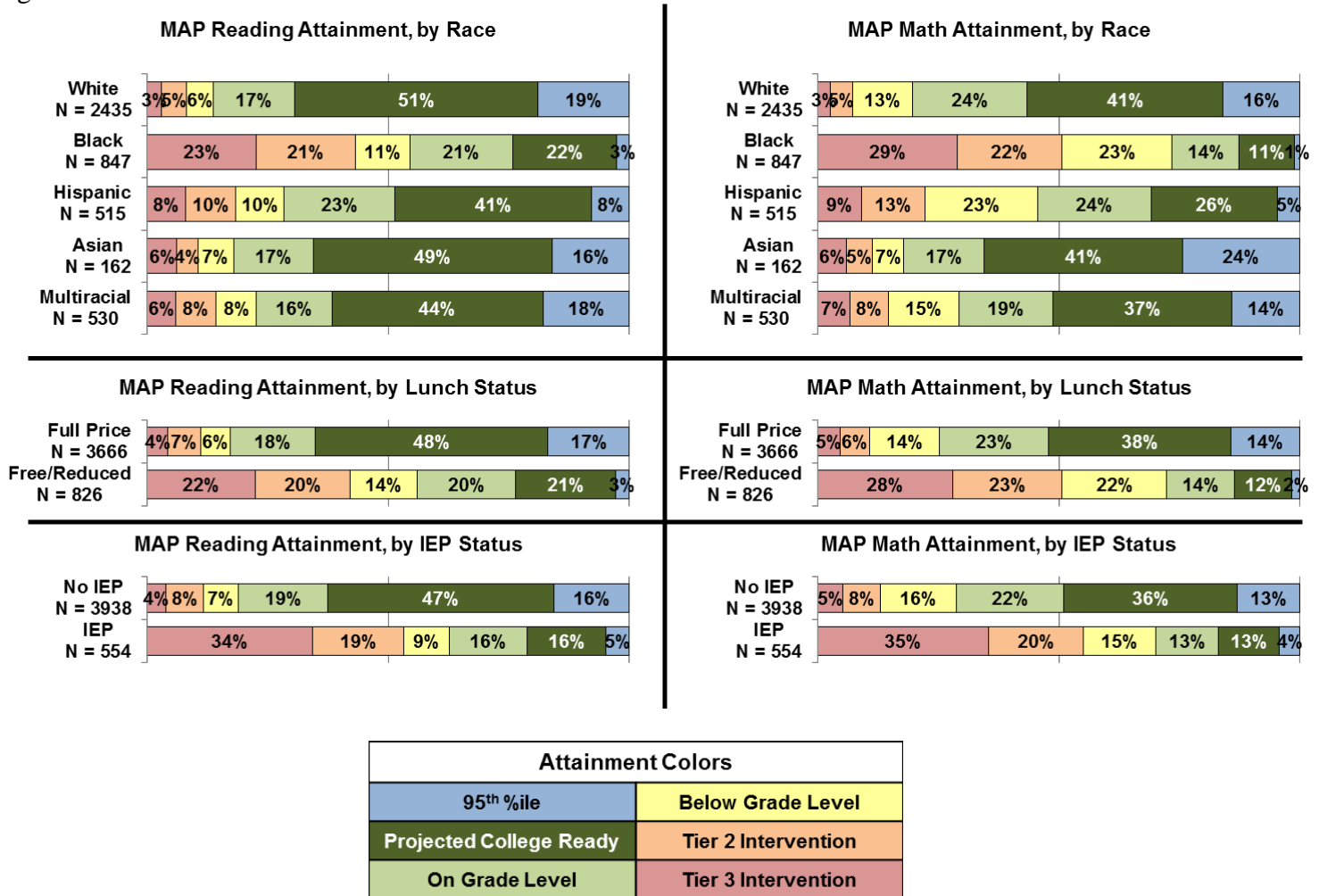
MAP Reading Attainment, by Grade Level
Spring 2017

MAP Math Attainment, by Grade Level
Spring 2017
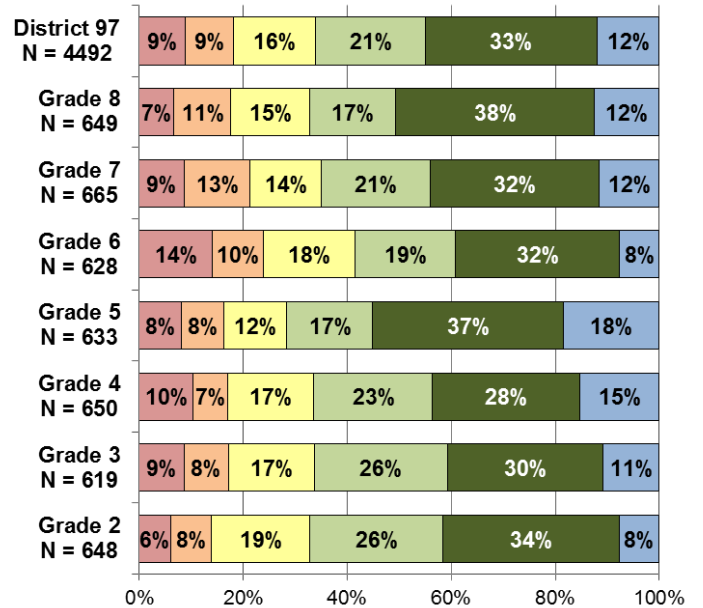
Attainment Colors	
95th %ile	Below Grade Level
Projected College Ready	Tier 2 Intervention
On Grade Level	Tier 3 Intervention

Figure 14

MAP Reading Attainment, by Race

Race							
White N = 2435	3%	5%	6%	17%	51%		19%
Black N = 847	23%	21%	11%	21%	22%	3%	
Hispanic N = 515	8%	10%	10%	23%	41%	8%	
Asian N = 162	6%	4%	7%	17%	49%		16%
Multiracial N = 530	6%	8%	8%	16%	44%		18%

MAP Math Attainment, by Race

Race							
White N = 2435	3%	5%	13%	24%	41%		16%
Black N = 847	29%	22%	23%	14%	11%	1%	
Hispanic N = 515	9%	13%	23%	24%	26%	5%	
Asian N = 162	6%	5%	7%	17%	41%		24%
Multiracial N = 530	7%	8%	15%	19%	37%		14%

MAP Reading Attainment, by Lunch Status

Lunch Status							
Full Price N = 3666	4%	7%	6%	18%	48%		17%
Free/Reduced N = 826	22%	20%	14%	20%	21%	3%	

MAP Math Attainment, by Lunch Status

Lunch Status							
Full Price N = 3666	5%	6%	14%	23%	38%		14%
Free/Reduced N = 826	28%	23%	22%	14%	12%	2%	

MAP Reading Attainment, by IEP Status

IEP Status							
No IEP N = 3938	4%	8%	7%	19%	47%		16%
IEP N = 554	34%	19%	9%	16%	16%	5%	

MAP Math Attainment, by IEP Status

IEP Status							
No IEP N = 3938	5%	8%	16%	22%	36%		13%
IEP N = 554	35%	20%	15%	13%	13%	4%	

Attainment Colors	
95th %ile	Below Grade Level
Projected College Ready	Tier 2 Intervention
On Grade Level	Tier 3 Intervention

Spring 2017 PLESS Results

In addition to the academic data collected, we surveyed students in grades 1-8 using the Positive Learning Environment Student Survey (PLESS). This survey collects data on a variety of dimensions related to a Positive Learning Environment, including feedback about student belonging and feelings of safety. To view the complete Spring 2017 survey results, please click here.

Vision Goals & Metrics

As we work towards achieving our vision for all D97 students, we are anchoring our goals to a comprehensive suite of metrics designed to access student voice and some of the most important components of student academic achievement. These metrics have evolved from 2016-2017 to 2017-2018 as the district has refined its goals for students. To see a complete list of 2016-2017 metrics with end-of-year data, please click here. To view 2017-2018 metrics with baseline data and targets for the year, please click here.

Conclusion & Next Steps

Overall, student performance on PARCC and MAP declined from 2015-2016 to 2016-2017. While these results are disappointing, we recognize that the implementation of new curricula for writing, math, science, and social-emotional learning in 2016-2017 was a set of major transitions for the district. It is normal, and somewhat expected, to see an "implementation dip" in the first year of these new initiatives. We remain proud of the direction these new curricula are taking us in, and of the hard work our teachers and staff undertook to

implement them with fidelity in 2016-2017. As teachers become more familiar with the curriculum and we continue to build a comprehensive MTSS system, we expect to see our performance on PARCC and MAP improve over the next several years.

D97 is a learning organization; we regularly reflect on where we are in relationship to our universal goals to plan actions and continually improve our practices. The week of May 22, 2017 all schools engaged in year-end data dives, where teachers analyzed and reflected on their student's growth over the course of the year. The facilitation deck template used in these sessions can be found at this link. On June 9, 2017 the 2016-2017 School Improvement Teams (SITs) gathered for a year-end data retreat, where teams reviewed EOY data and worked through an After Action Review protocol to reflect on three essential questions in relation to their School Improvement Plans (SIPs): 1) What was supposed to happen? 2) What actually happened? 3) What worked, what didn't? The 2017-2018 Building Leadership Teams (BLTs) used these reflections in building their 2017-2018 SIPs, and tightly aligned their new plans to our vision goals and metrics. BLTs and school teams received their Fall benchmark data on October 2, 2017 and engaged in MTSS-focused data conversations the week of October 10, 2017. We will continue to monitor progress towards our goals throughout the year in collaboration with BLTs.