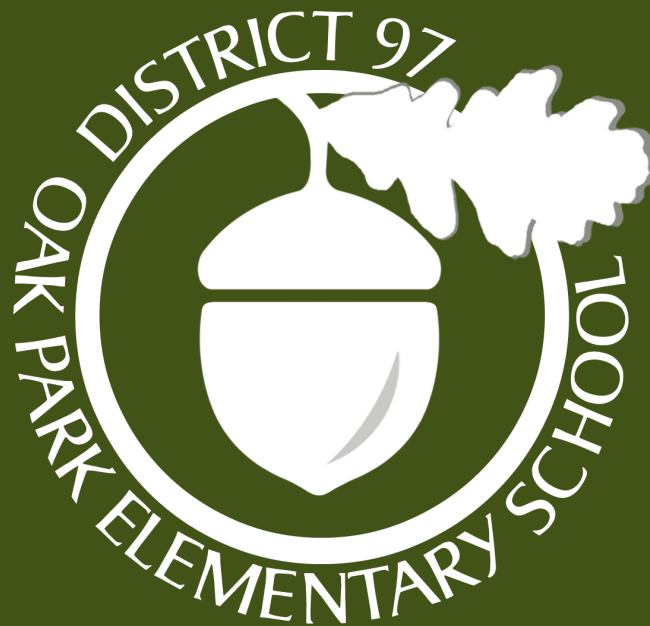


2017-2018 Annual Student Performance Report

November 13, 2018



Our Vision

Create a positive learning environment for all D97 students that is equitable, inclusive, and focused on the whole child.

District Goals

In 2018-2019, we will be guided by the following metrics of success for our vision work:

- Improving the percentage of 3rd grade students reading at or above grade level (MAP RIT = 191)
- Improving the percentage of students projected college ready (MAP 70th percentile) in reading and math
- Increasing the percentage of students who feel a sense of belonging at school

Agenda

Objective

- High-level overview & reflection on student performance in 2017-2018

Peeling the Onion Protocol

- Presentation & Clarifying Questions: 25 minutes
 - Whip Arouds: 10 minutes
 - Questions & Discussion: 15 minutes
-

Modified Peeling the Onion Protocol

1. The keepers of the data present and describe the data to the group. (20 min)
2. Clarifying questions from group members to the presenters – these must be purely informational. (5 min)
3. Peeling the Onion Whip Around: (10 min)
 - a. A round where everyone says: “What I heard [the presenters say] is...”
 - b. A round where everyone says: “A question this raises for me is...”
 - c. A round where everyone asks: “What if..?” Or, “Have we thought about...?” Or, “I wonder...?”
4. Time for open questions and discussion. (15 min)

Continuum of Adopting Data-Driven Instruction



Challenging the test	<i>"Question #3 is poorly worded." "Answer 'b' is a trick answer." "The students made silly mistakes."</i>
Feeling inadequate or distrustful	<i>"How can two questions establish mastery?" "We don't teach it in this format."</i>
Confusion, overload	<i>"This is too much! How can I really use all of this?"</i>
Analytical but surface	<i>"Students do poorly on word problems, so we'll do more word problems." "We need more reading."</i>
Looking for causes	<i>"The wrong answers show that students can't tell the difference between a summary and a theme."</i>
Changing teaching practice and improving student learning	<i>"I need to write lesson plans for re-teaching that differentiate between the different needs of my student groups."</i>

SOURCE: "Using Test Score Data to Focus Instruction"
by Susan Trimble, Anne Gay, and Jan Matthews in
Middle School Journal, March 2005

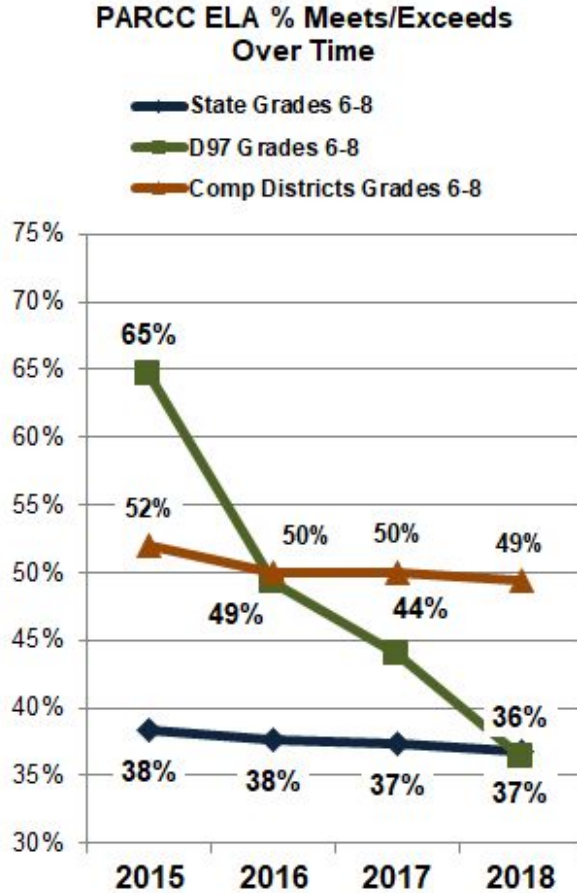
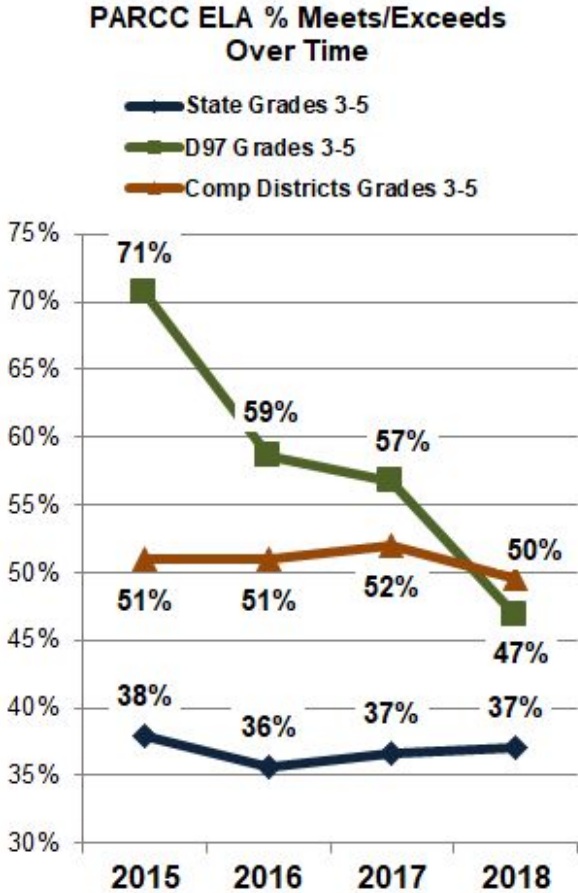
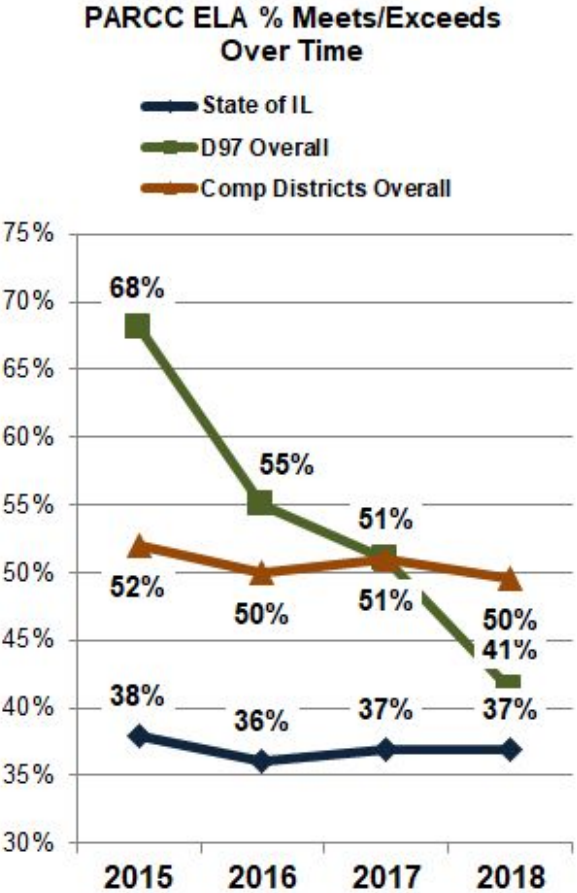
Data tells you *what*...

it doesn't necessarily tell you *why*...

or *how*.

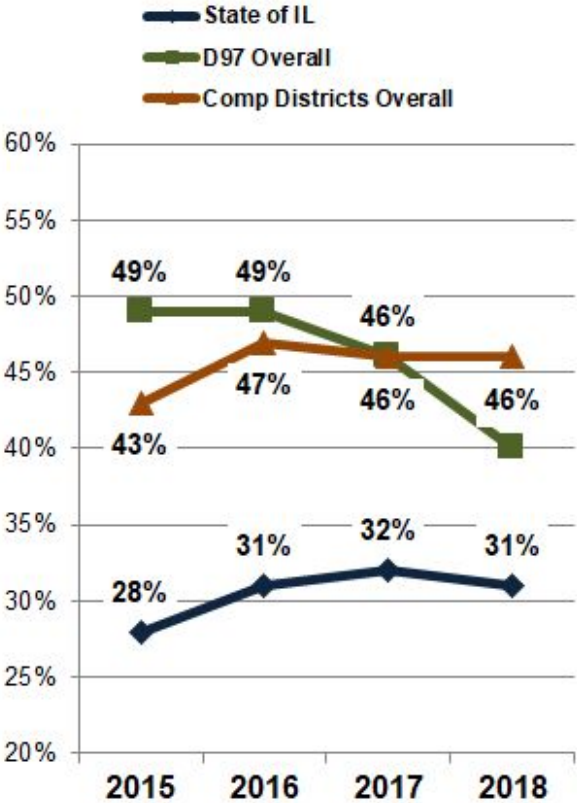
PARCC

PARCC ELA Performance Over Time

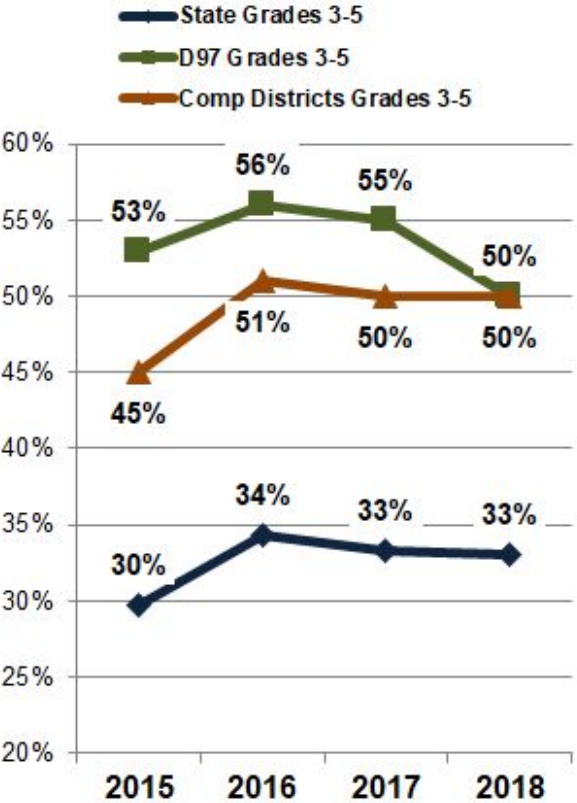


PARCC Math Performance Over Time

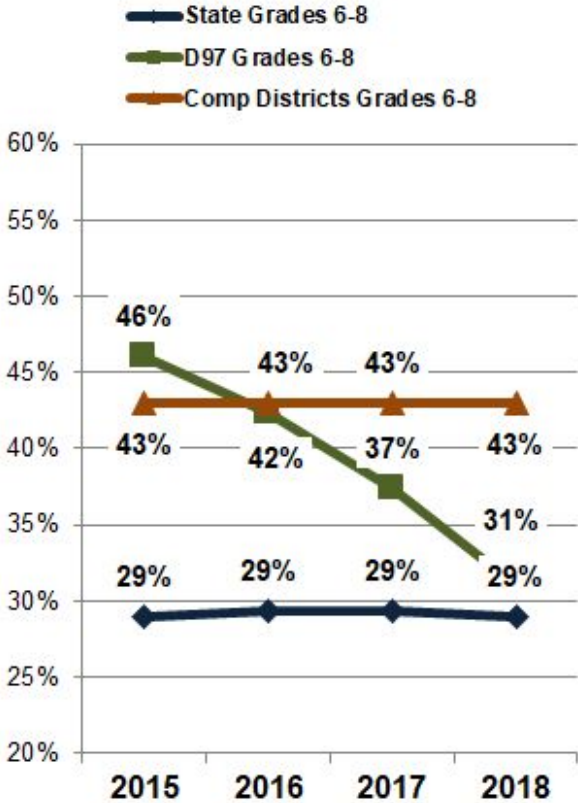
PARCC Math % Meets/Exceeds Over Time



PARCC Math % Meets/Exceeds Over Time

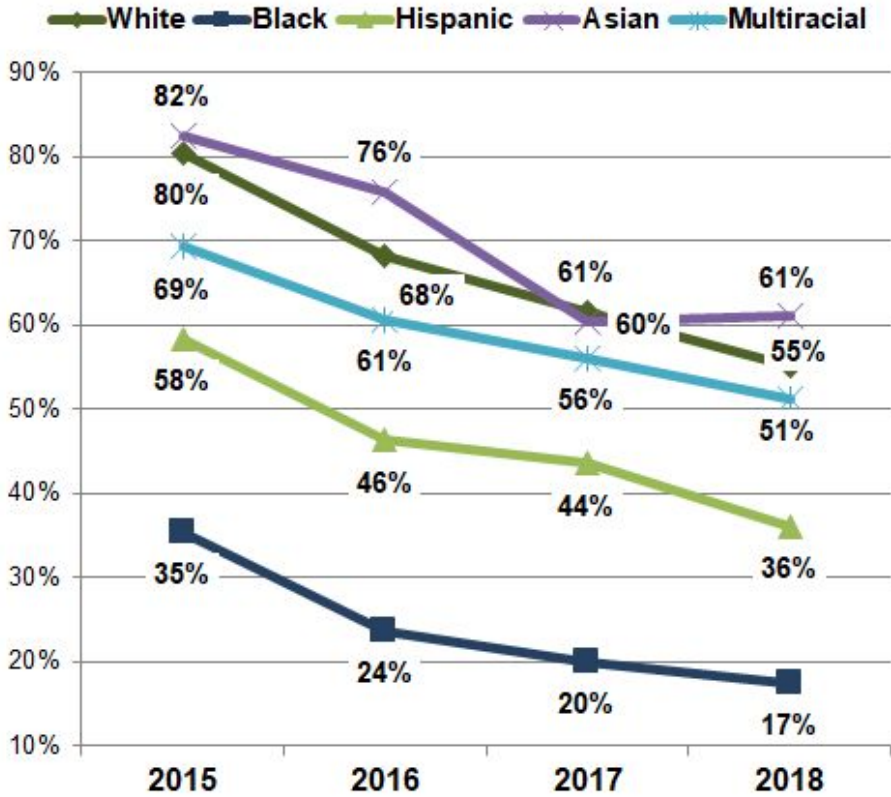


PARCC Math % Meets/Exceeds Over Time

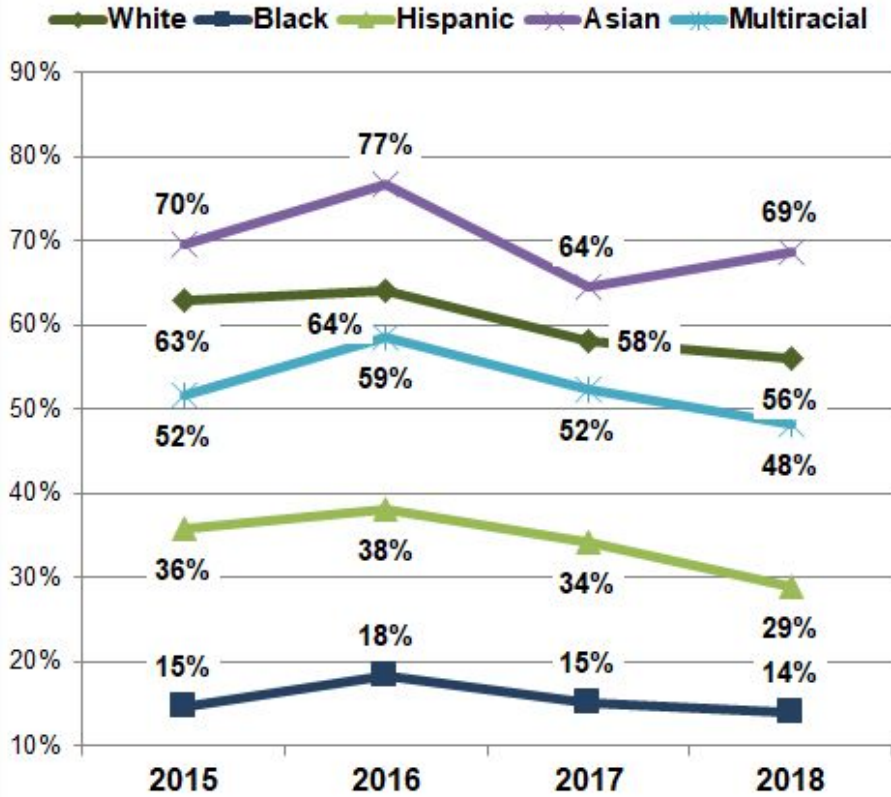


PARCC % Meets/Exceeds by Race

PARCC ELA % Meets/Exceeds, by Race Over Time



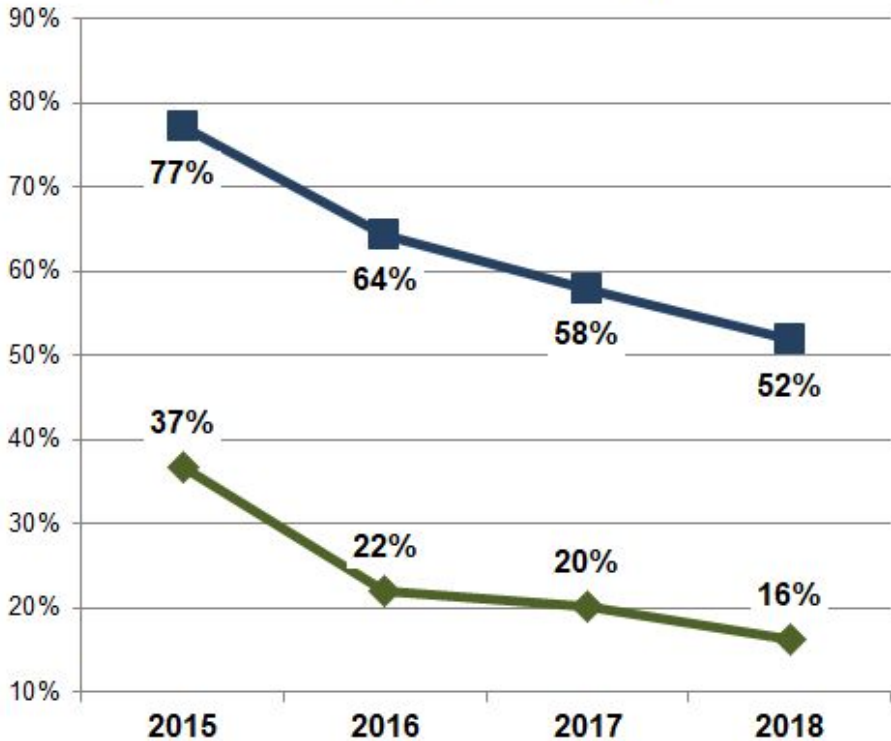
PARCC Math % Meets/Exceeds, by Race Over Time



PARCC % Meets/Exceeds by Lunch Status

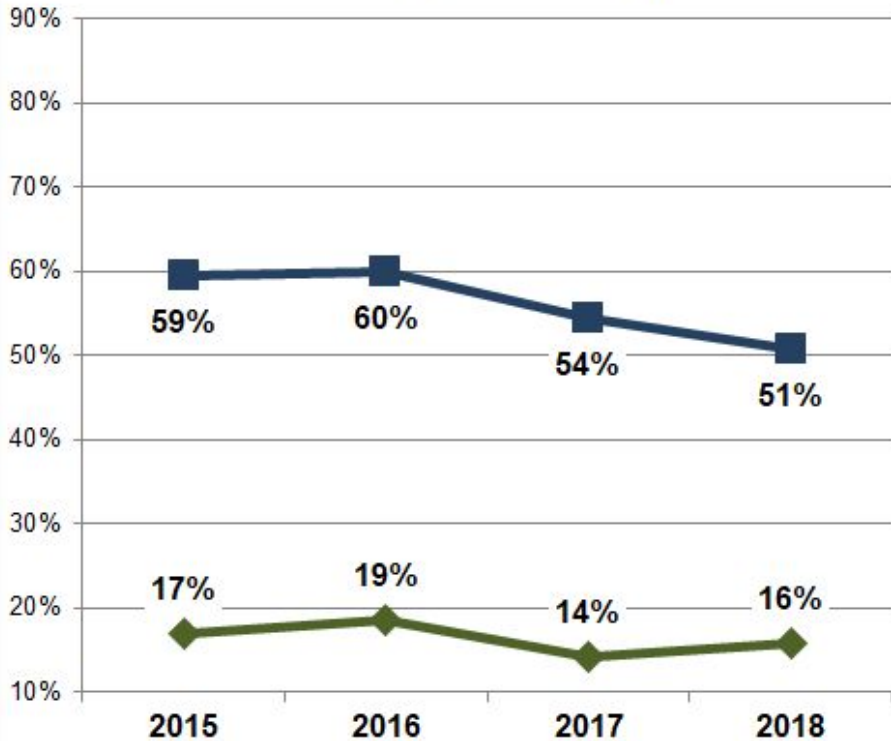
PARCC ELA % Meets/Exceeds, by Lunch Status Over Time

Free/Reduced Paying



PARCC Math % Meets/Exceeds, by Lunch Status Over Time

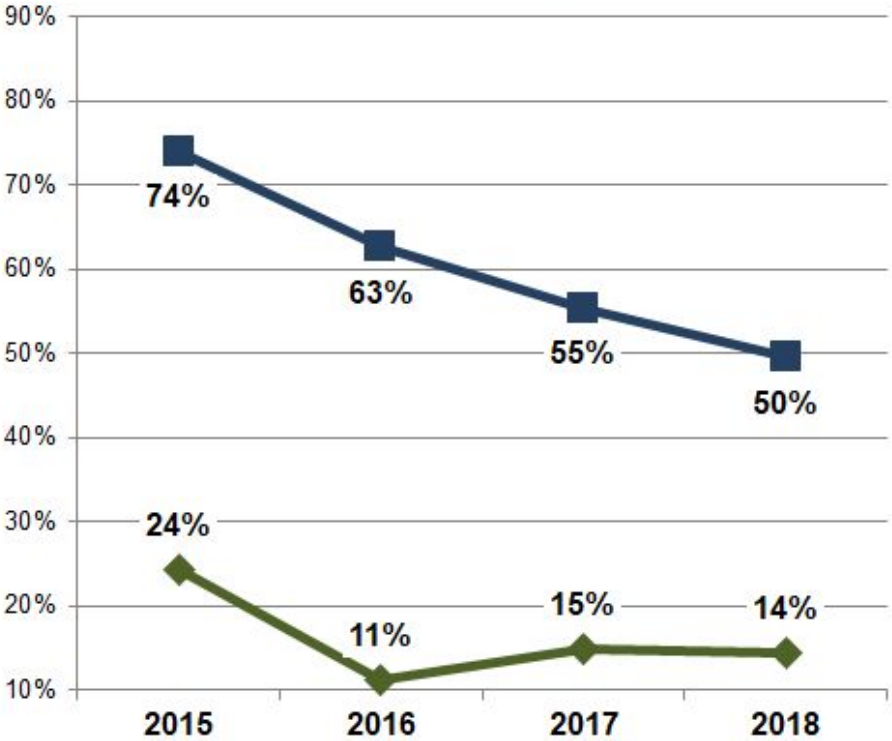
Free/Reduced Paying



PARCC % Meets/Exceeds by IEP Status

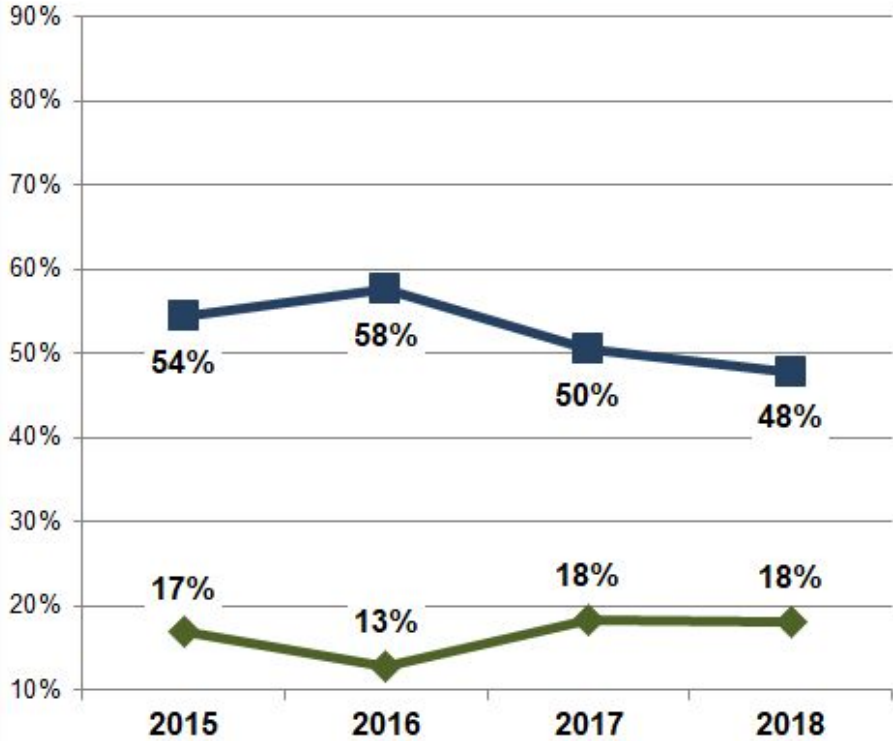
PARCC ELA % Meets/Exceeds, by IEP Status Over Time

IEP No IEP



PARCC Math % Meets/Exceeds, by IEP Status Over Time

IEP No IEP



PARCC Participation Rates

Participation Rate	2015	2016	2017	2018
% Participated	94%	91%	89%	86%

Refusals by School												Total # Refusal	Total % Refusal	Total # Tested	Total % Tested
Test	Beye	Brooks	Hatch	Holmes	Irving	Julian	Lincoln	Longfellow	Mann	Whittier	Out of District				
ELA03	1		1		11		13	9	1	10		46	8%	608	91%
ELA04	1		1	6	4		8	8	8	18	1	55	9%	584	87%
ELA05	13		1	13	5		20	3	13	10	1	79	14%	578	87%
ELA06		26				32						58	10%	586	88%
ELA07		41				51					1	93	17%	543	81%
ELA08		72				80					1	153	29%	530	79%
MAT03	1		2		12		13	9	3	10		50	8%	607	91%
MAT04	1			5	4		8	10	5	18	1	52	9%	592	89%
MAT05	12		1	13	5		22	2	11	10	1	77	13%	581	87%
MAT06		31				32						63	11%	582	87%
MAT07		44				54						98	18%	538	81%
MAT08		85				82						167	32%	520	78%
Grand Total	29	299	6	37	41	331	84	41	41	76	6	991	14%	6849	86%
% of Refusals	2.9%	30.2%	0.6%	3.7%	4.1%	33.4%	8.5%	4.1%	4.1%	7.7%	0.6%				

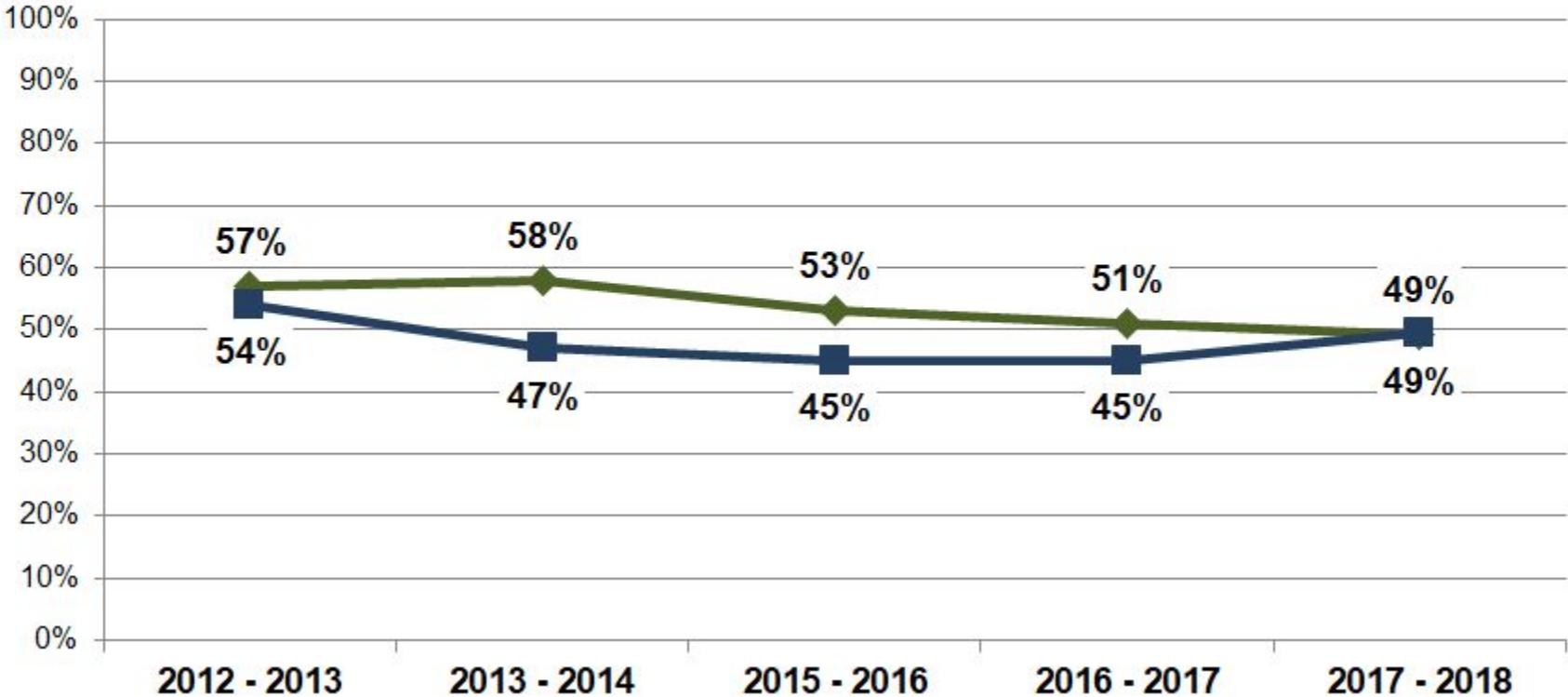
MAP

MAP % Meeting Growth Targets Over Time

MAP % Meeting Growth Targets Over Time

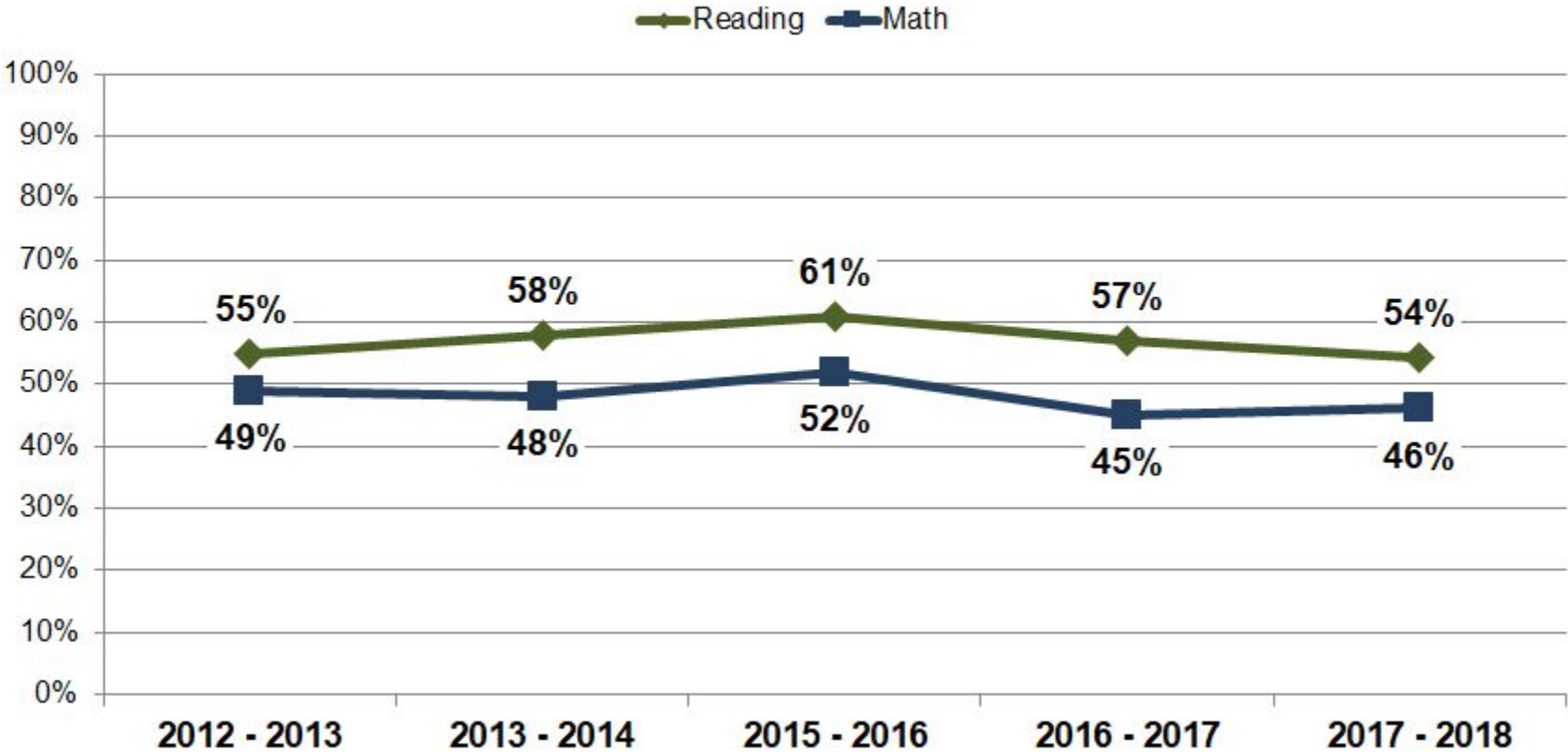
Fall to Spring

Reading Math



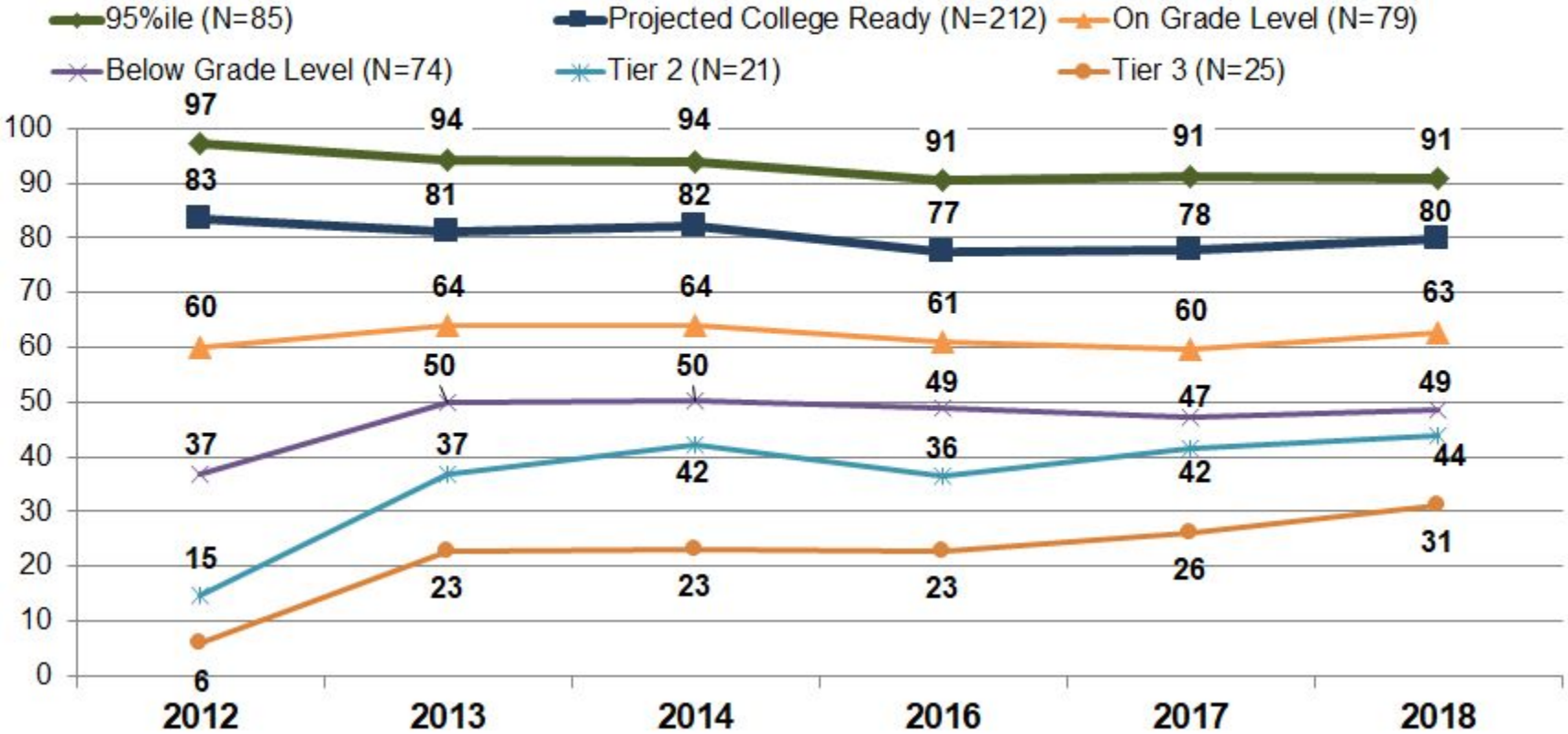
MAP Attainment Over Time

MAP Attainment Over Time
Spring % of Students Projected College Ready



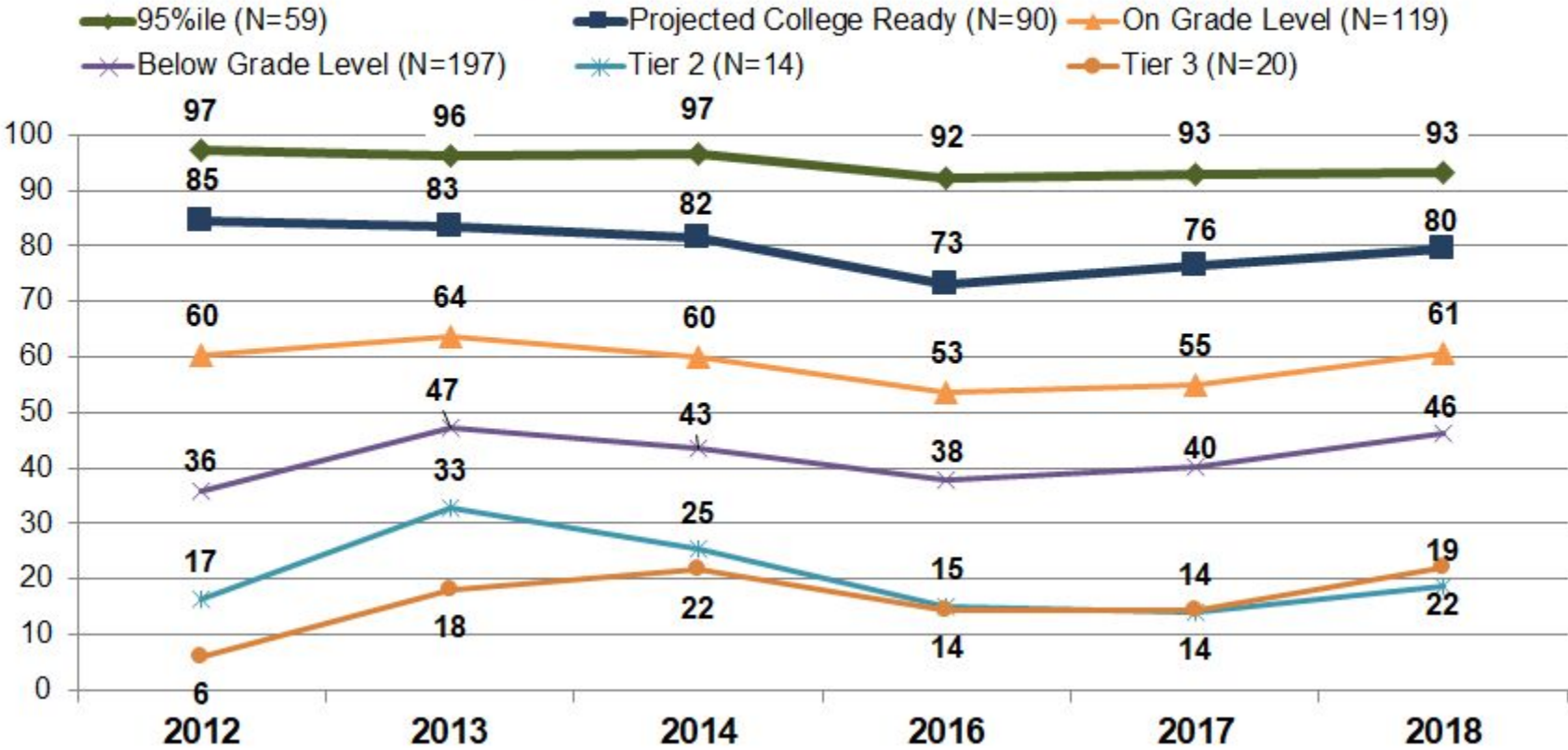
MAP Reading Cohort Performance Over Time

Class of 2018 MAP National %ile by Attainment Level in Reading Over Time by SY12 Reading Attainment Cohort



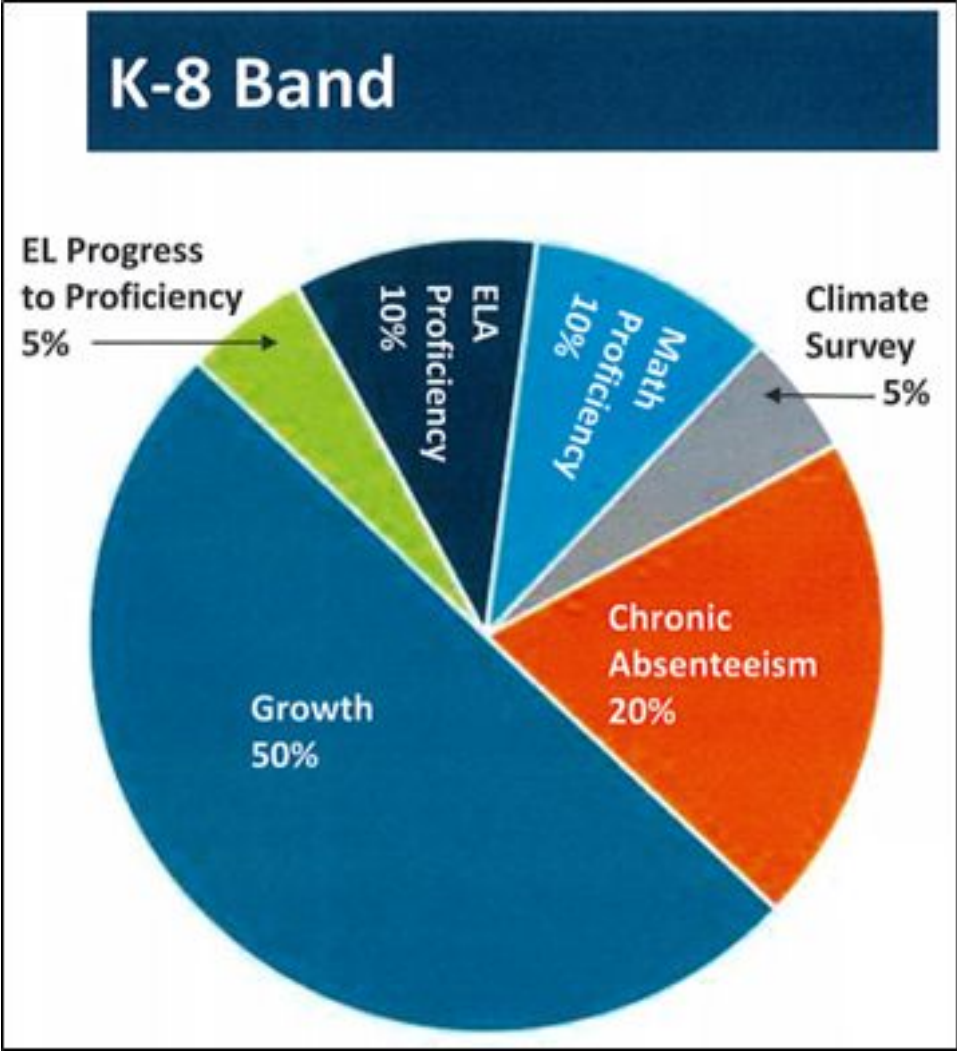
MAP Math Cohort Performance Over Time

Class of 2018 MAP National %ile by Attainment Level in Math Over Time by SY12 Math Attainment Cohort



ISBE Designations

Measures Included in 2018 Designations



Complete Indicator Set

Preschool through 8th Grade

75%

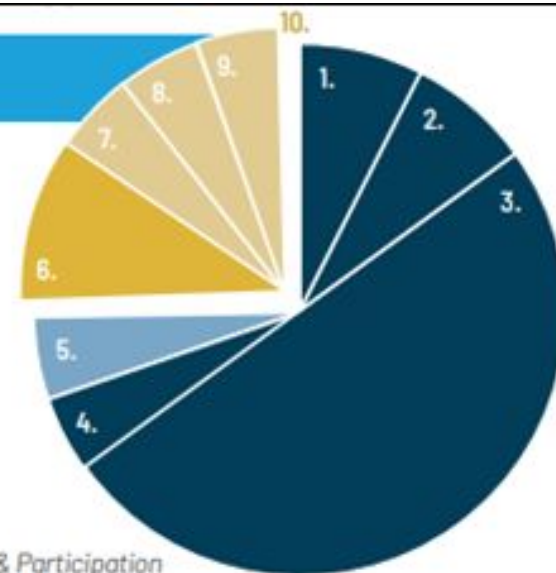
Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)
8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



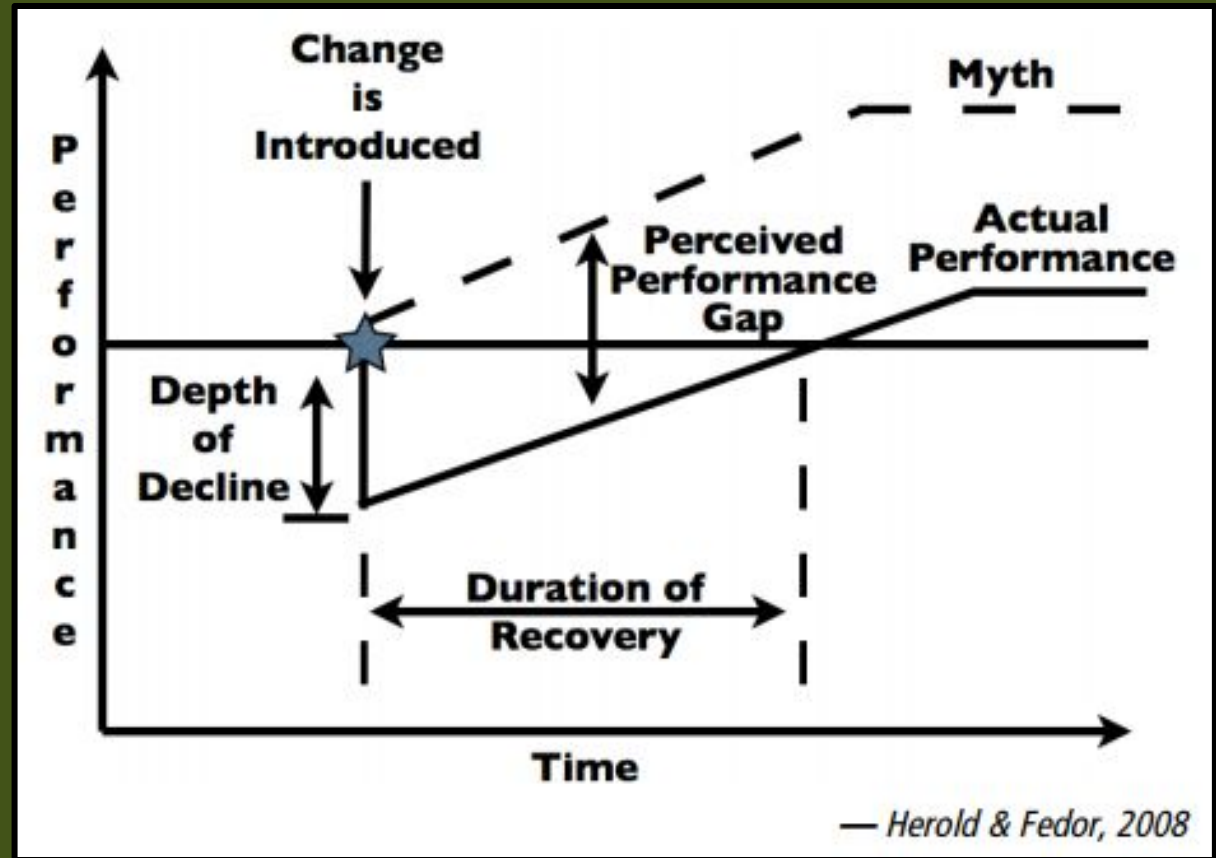
District 97 2018 Designations

		Beye	
		Hatch	
		Holmes	
		Irving	
	Brooks	Lincoln	Mann
	Julian	Longfellow	Whittier
Lowest Performing	Underperforming	Commendable	Exemplary
A school that is in the lowest-performing 5 percent of schools in Illinois and any high school with a graduation rate of 67 percent or less.	A school in which one or more student groups is performing at or below the level of the “all students” group in the lowest performing 5 percent of schools.	A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.	Schools performing in the top 10 percent of schools statewide, with no underperforming student groups.



The implementation dip

The reality of post-change performance



District & Department Priorities for 2018-2019

- Strengthen literacy instruction
- Strengthen middle school instruction
- Co-teaching expansion
- PLCs/Teacher Teams
- School Improvement Planning & Cycles of Inquiry

Modified Peeling the Onion Protocol

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Questions?