



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Progress toward 2020/2021 Goals for Students

Date: February 9, 2021

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- Recommended action:**
- Information only
 - Presentation/discussion
 - Discussion/action by committee
 - Discussion/action by board of education
 - Presentation/action next meeting

Purpose:

The purpose of this report is to provide attendance and COVID-19 case data for all students, and FastBridge assessment results for students in grades K-8. A summary of student wellness data and high school grades will be presented at the Board Meeting on February 23.

Summary:

Attendance - Student year-to-date attendance data indicates optimal student attendance during the first semester (and trimester) of the 2020-2021 school year. When comparing this attendance data to attendance for the same time period in the 2019-2020 school year, there was a positive change, ranging from 1.25% to 3.58% across all schools. Attendance statistics are included in this document.

Student academic growth and proficiency data - In the absence of spring standardized testing the District established these goals for student in grades K-8 during the pandemic: All students will achieve one year of academic growth in reading and math by the end of the school year; and 80% or more students will be proficient in reading and math by the end of the year.

The District selected Fastbridge as an assessment tool at the beginning of the 2020/2021 school year. A description, assessment benchmarks and our students' results from January Fastbridge testing are summarized below and detailed in the attached Mid-Year Assessment School Board Report. Fastbridge benchmarks are as follows:

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above); and

- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

As of January, 2021, our reading data indicates that 77% of K-8 students are meeting proficiency benchmarks and our math data indicates that 81% of our K-8 students are meeting proficiency benchmarks. Our growth measures indicate that 58% of students are making optimal progress (classified as typical or aggressive growth) in reading, and 64% are achieving typical or aggressive growth in math. This data indicates our students are in line with our expected proficiency and growth in Math and Reading skills.

Of specific interest in our disaggregated data is the growth of our students with disabilities in reading and math. Our students with disabilities growth measures kept pace with their non-disabled peers. Congratulations to all of the students and staff who have been working hard both in person and remotely to make this growth occur during a very difficult semester.

Fastbridge data will be used by teachers, interventionists, and principals to evaluate recommendations for additional resources and instructional strategies to support individual student growth. Next steps include:

- Data Talks with all teachers related to classroom student data - ongoing training/coaching regarding interpretation and use of data to drive instruction;
- Individualized meetings for students of concern; and
- Evidence-Based Practices and Differentiated Instruction in reading & math to help all students advance knowledge and skills.

Health and Safety - Health and safety is monitored and measured by the number of positive COVID cases; data for this school year is included in this report. There is no confirmation that transmission of COVID-19 occurred in our schools between September and January. COVID-19 case data for the school year is below.

**Progress toward 2020/2021 Goals for Students
Attendance Data from 9/8/20 though 1/15/21**

Overall Attendance

School	Percent of students present 2019-2020	Percent of students present 2020-2021	Change +/- %
Lake Bluff	94.67%	98.03%	+3.36
Atwater	96.11%	99.69%	+3.58
SIS	94.82%	96.07%	+1.25
SHS	93.70%	97.62%	+3.92

Attendance disaggregated by race

School	AA/Blk	Asian	Hispanic	White
Lake Bluff	95.8%	99.19%	97.95%	99.22%
Atwater	99.47%	99.76%	99.58%	99.56%
SIS	94.43%	94.63%	97.59%	97.80%
SHS	98.66%	99.65%	98.72%	99.21%

Attendance disaggregated by special education, linguistic diversity, and gender

School	Special Education	Multilingual Services	Female	Male
Lake Bluff	96.64%	99%	98.85%	98.70%
Atwater	99.36%	99.84%	99.63%	99.48%
SIS	94.86%	98.43%	97.23%	96.94%
SHS	98.89%	99.20%	98.84%	99.35%

Fastbridge Benchmarks

- Proficiency: 80% or more students fall in the low risk or college pathway (40th percentile or above); and
- Growth: 60% of students making typical to aggressive growth from Fall to Winter are expected to make 1 year's growth or more by the end of the school year.

FastBridge Mid-Year Assessment

District/School	Percent of students who are at or above the 40th percentile in aReading and aMath (Proficient)	Percent of students making typical or aggressive growth (Fall to Winter)
District	<ul style="list-style-type: none"> ● aReading 77% ● aMath 81% 	<ul style="list-style-type: none"> ● aReading 58% ● aMath 64%
Lake Bluff	<ul style="list-style-type: none"> ● aReading 80% ● aMath 85% 	<ul style="list-style-type: none"> ● aReading 57% ● aMath 64%
Atwater	<ul style="list-style-type: none"> ● aReading 72% ● aMath 80% 	<ul style="list-style-type: none"> ● aReading 55% ● aMath 68%
SIS	<ul style="list-style-type: none"> ● aReading 79% ● aMath 79% 	<ul style="list-style-type: none"> ● aReading 61% ● aMath 60%

District Disaggregated Data - aReading & aMath

Race/Gender/Ability	Percent of students who are in or above the 40th percentile in aReading and aMath (Proficient)	Percent of students making typical or aggressive growth (Fall to Winter)
Asian	<ul style="list-style-type: none"> ● aReading 77% ● aMath 83% 	<ul style="list-style-type: none"> ● aReading 64% ● aMath 59%
Black or African American	<ul style="list-style-type: none"> ● aReading 49% ● aMath 51% 	<ul style="list-style-type: none"> ● aReading 54% ● aMath 44%
White	<ul style="list-style-type: none"> ● aReading 81% ● aMath 86% 	<ul style="list-style-type: none"> ● aReading 60% ● aMath 62%
Hispanic	<ul style="list-style-type: none"> ● aReading 69% ● aMath 73% 	<ul style="list-style-type: none"> ● aReading 58% ● aMath 54%
Multiple	<ul style="list-style-type: none"> ● aReading 75% ● aMath 80% 	<ul style="list-style-type: none"> ● aReading 63% ● aMath 55%
Males	<ul style="list-style-type: none"> ● aReading 74% ● aMath 82% 	<ul style="list-style-type: none"> ● aReading 61% ● aMath 59%
Females	<ul style="list-style-type: none"> ● aReading 80% 	<ul style="list-style-type: none"> ● aReading 59%

	<ul style="list-style-type: none"> • aMath 81% 	<ul style="list-style-type: none"> • aMath 59%
Students without Disabilities	<ul style="list-style-type: none"> • aReading 80% • aMath 84% 	<ul style="list-style-type: none"> • aReading 60% • aMath 60%
Students with Disabilities	<ul style="list-style-type: none"> • aReading 48% • aMath 57% 	<ul style="list-style-type: none"> • aReading 63% • aMath 56%

*Some groups were unable to be reported due to small cell sizes

COVID-19 Data

Indicator 1.1 - Student and Staff **Physical** Health and Safety in our Virtual+ Model
Covid-19 Positive Cases (Chart Per Month) - Kelly Barlow, District Nurse

Month	Number of New Student Positive Covid Cases	Number of New Staff Positive Covid Cases
September	4	2
October	13	5
November	15	9
December	8	4
January	9	4

There is no confirmation that any transmission of COVID-19 occurred in our schools between September and January.