



D97 Oak Park

Student Performance Report
November 15, 2016



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National and State Landscape

An Historic Shift in Education Policy

Abolishment of State Waiver Program and Race to the Top Polices

Reauthorization of NCLB to ESSA

PARCC Implementation

SBAC Implementation

Illinois Balanced Accountability Model (IBAM)



School Funding Debates

IL shift from ACT to SAT

Evolving definitions of College and Career readiness
(Redefining Ready®)



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PERA Implementation

Major Policy Shift

More autonomy for states and local school districts to define quality and implement accountability systems.



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The Challenge

- Strategic planning
- School improvement
- College and career readiness
- Personalized learning
- Program evaluation



Data Rich & Information Poor ®

PSAT
ACT Reading scores
Math scores
2015 Scores
PARCC
SAT
2014 scores
Illinois Science Assessment
MAP

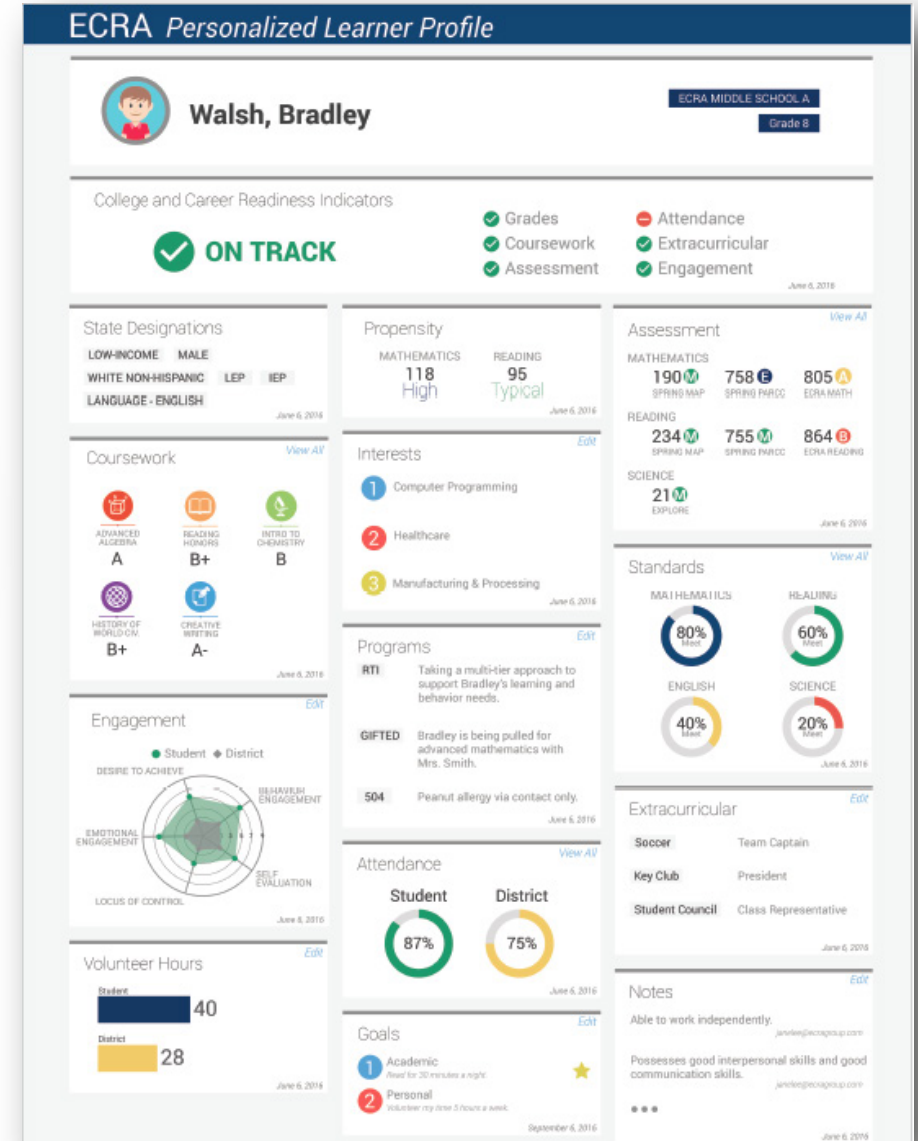


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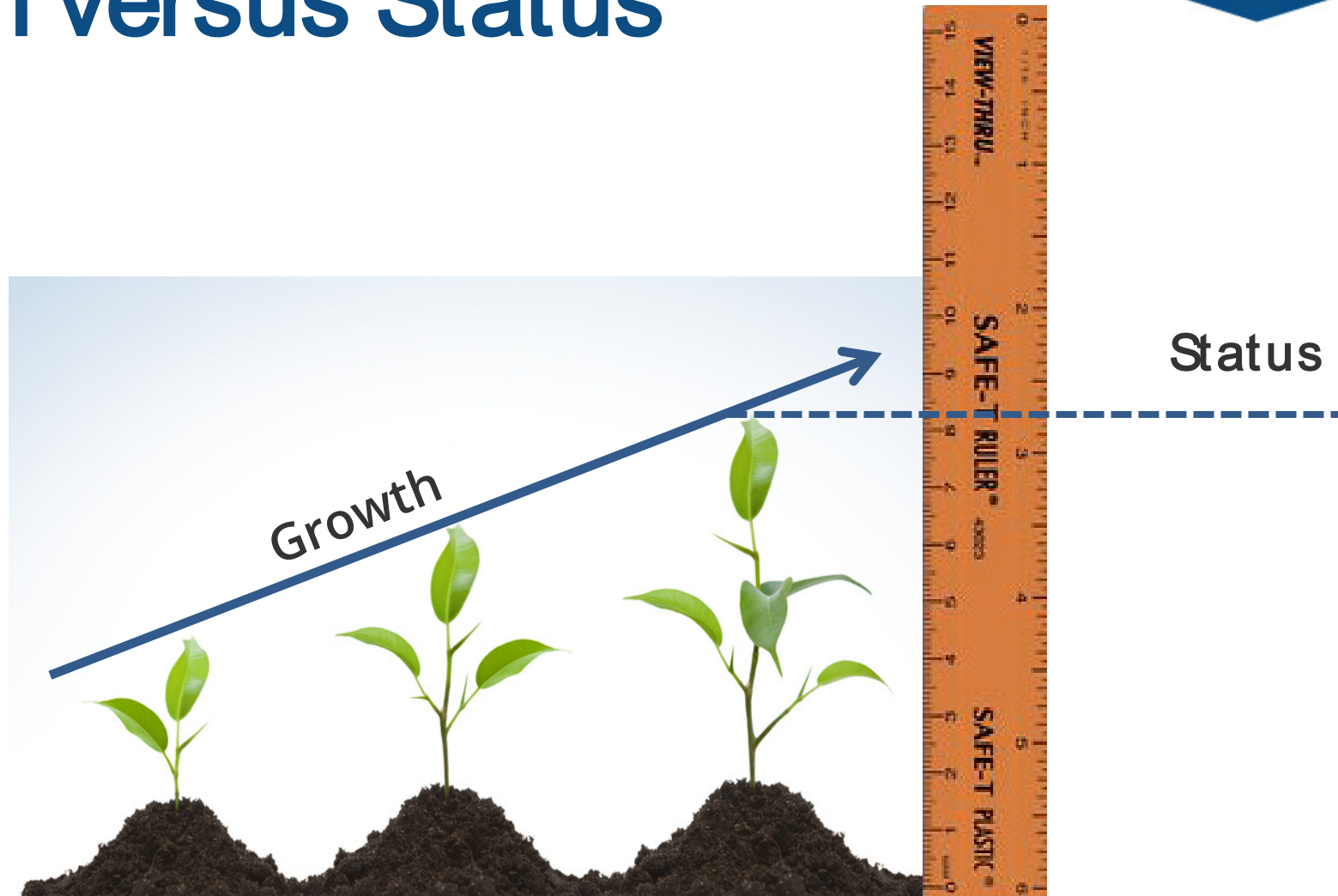
What's your portrait of a graduate?



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Growth versus Status



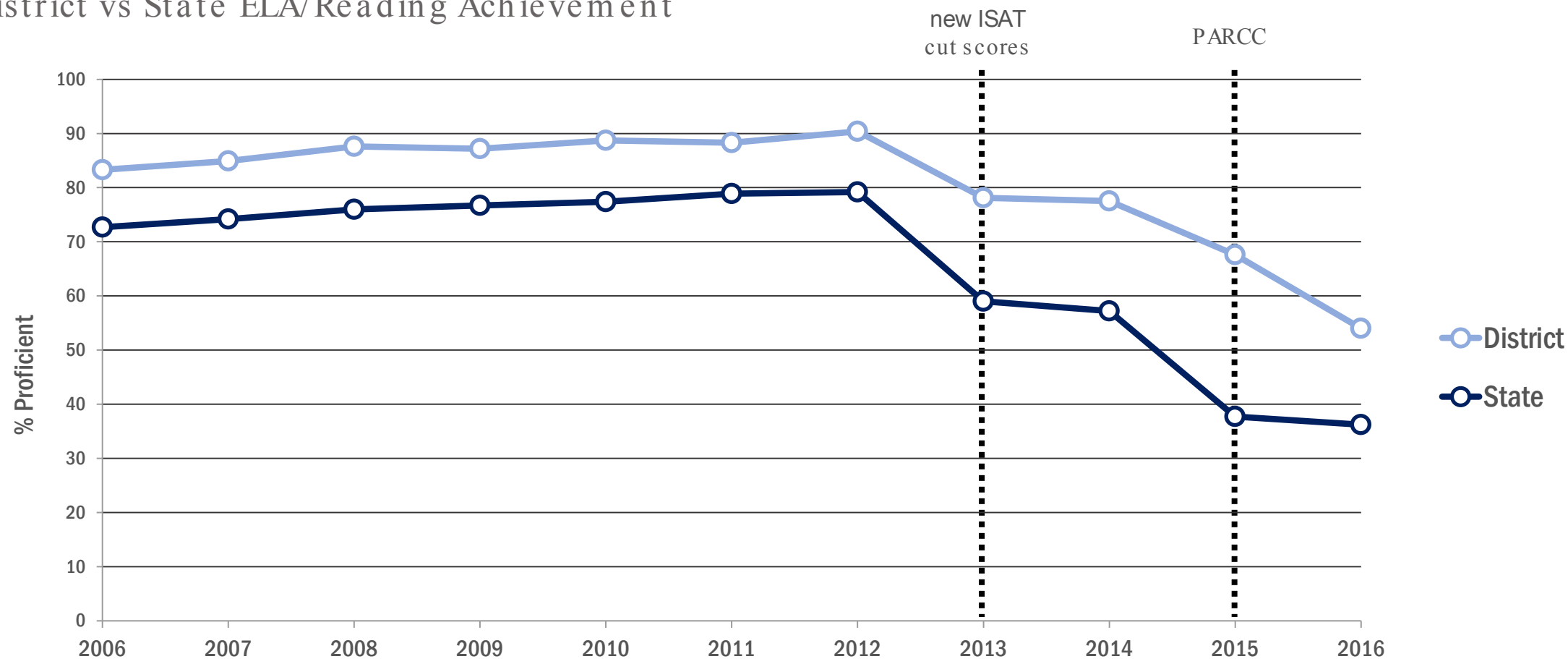
Educational Quality Under No Child Left Behind (NCLB)

- Assessment Status



Quality Under No Child Left Behind (NCLB)

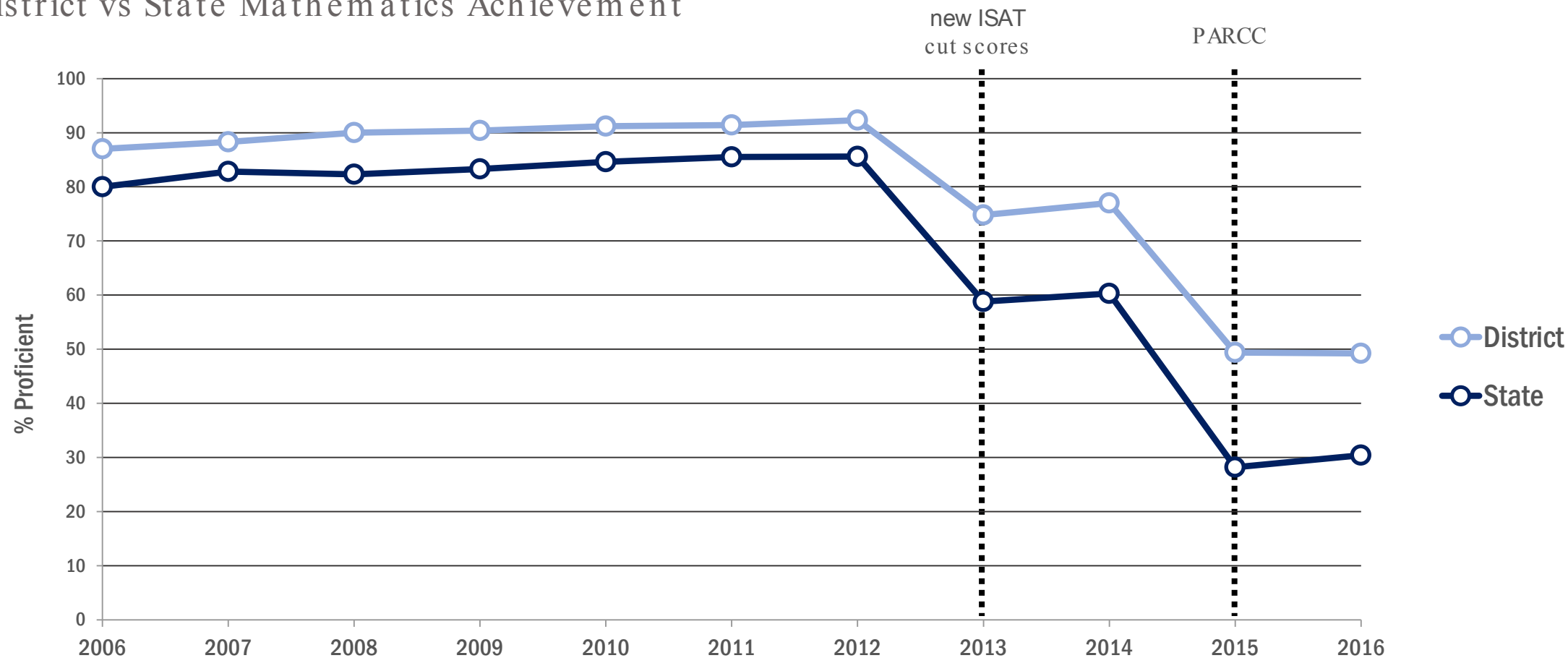
District vs State ELA/Reading Achievement



State	72.7	74.2	76	76.7	77.4	78.9	79.2	59	57.2	37.7	36.2
District	83.3	84.9	87.6	87.2	88.7	88.3	90.4	78.1	77.5	67.6	54
Difference	10.6	10.7	11.6	10.5	11.3	9.4	11.2	19.1	20.3	29.9	17.8

Quality Under No Child Left Behind (NCLB)

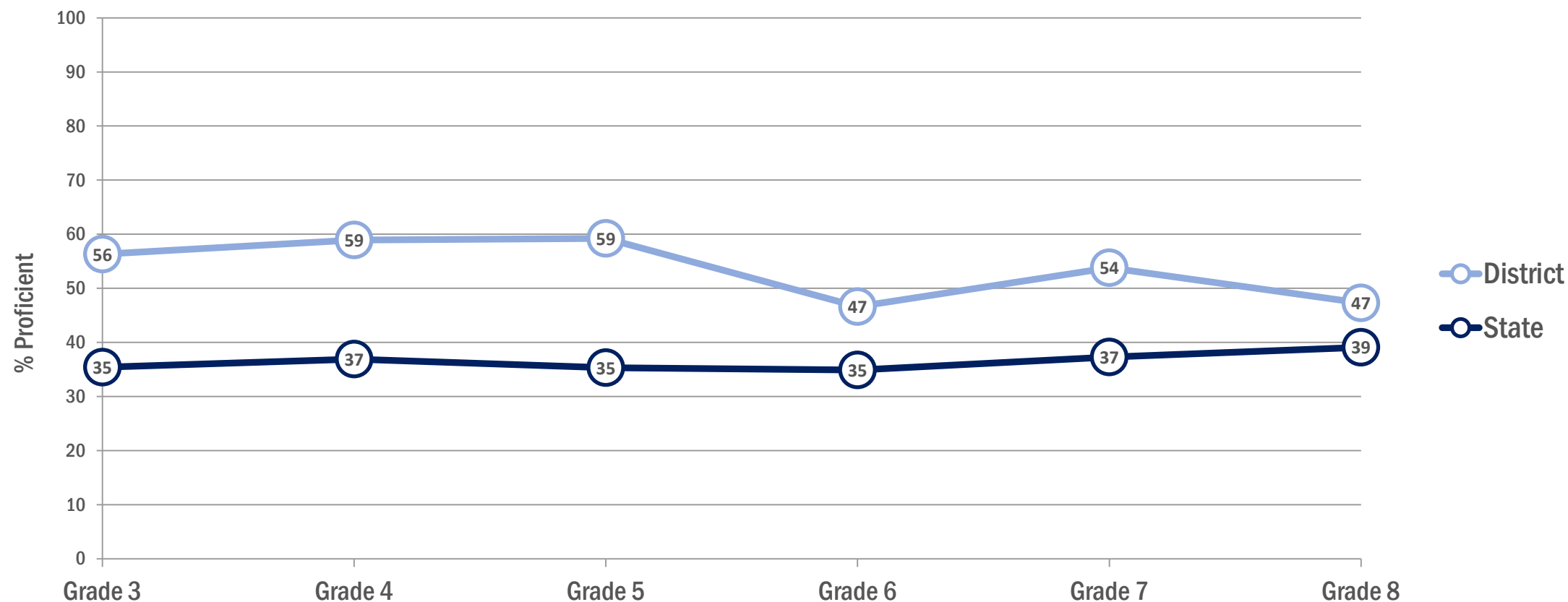
District vs State Mathematics Achievement



State	80	82.8	82.3	83.3	84.6	85.5	85.6	58.8	60.3	28.2	30.4
District	87	88.3	90	90.4	91.2	91.4	92.3	74.8	77	49.4	49.2
Difference	7	5.5	7.7	7.1	6.6	5.9	6.7	16	16.7	21.2	18.8

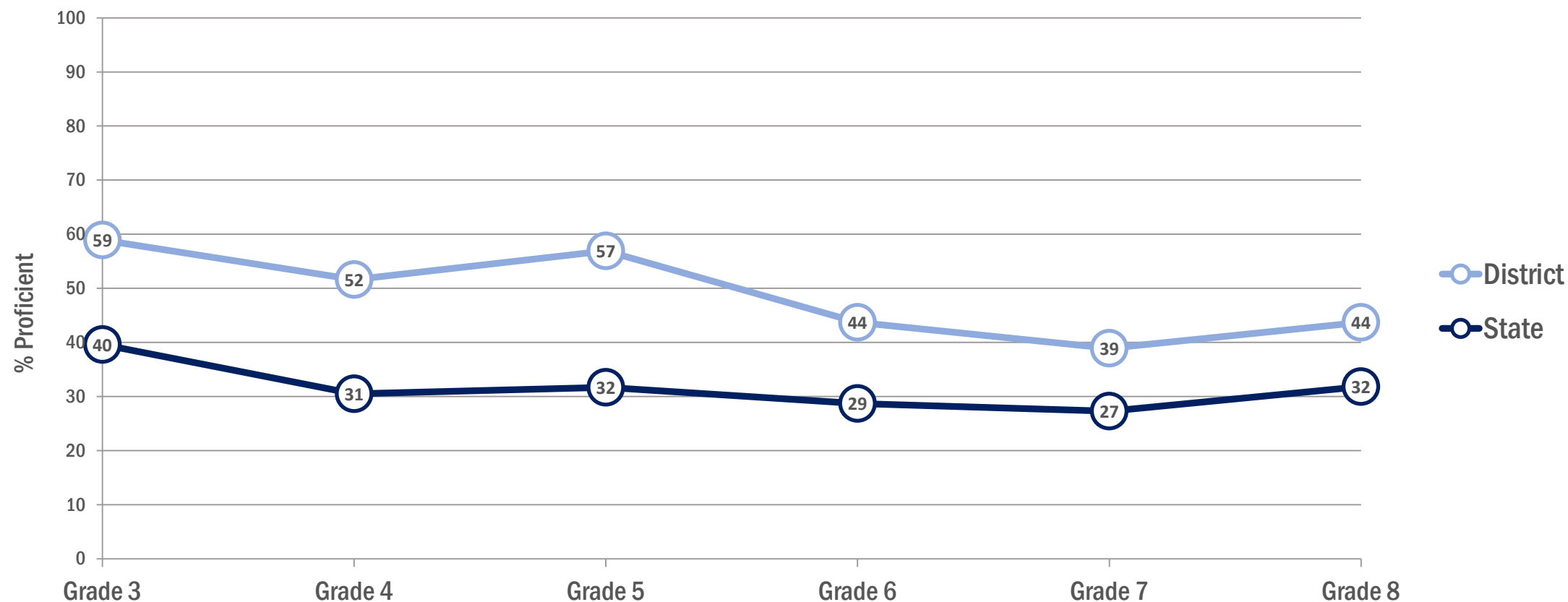
Quality Under No Child Left Behind (NCLB)

2016 PARCC ELA Achievement by Grade



Quality Under No Child Left Behind (NCLB)

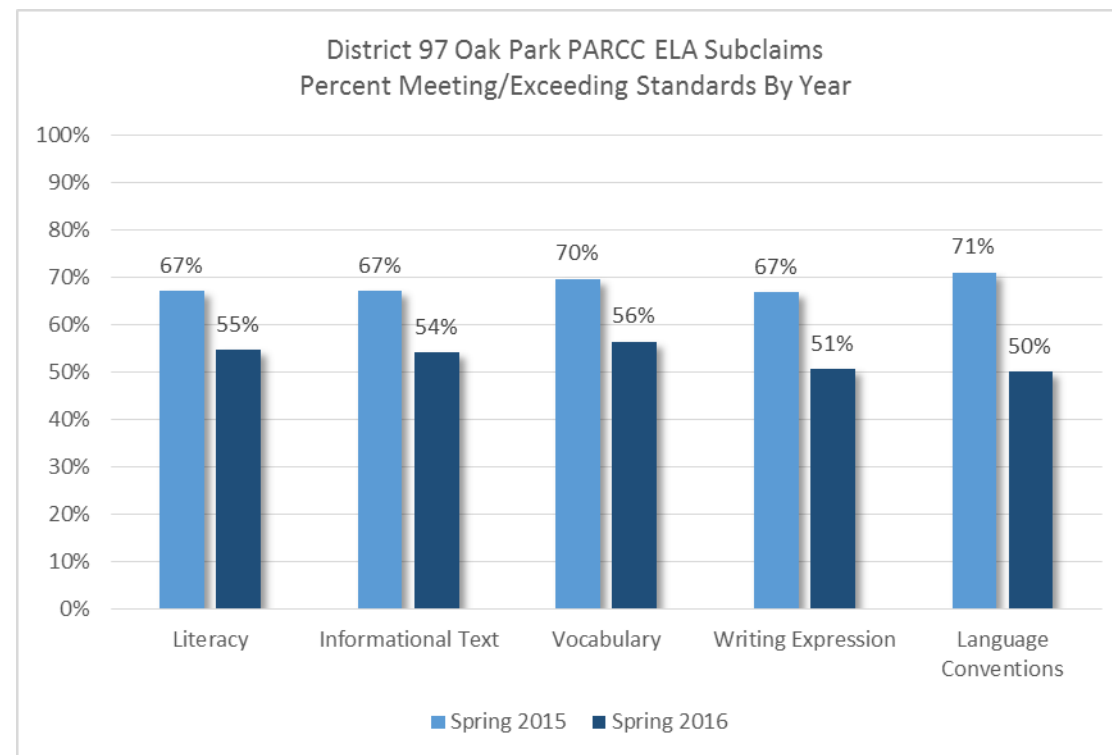
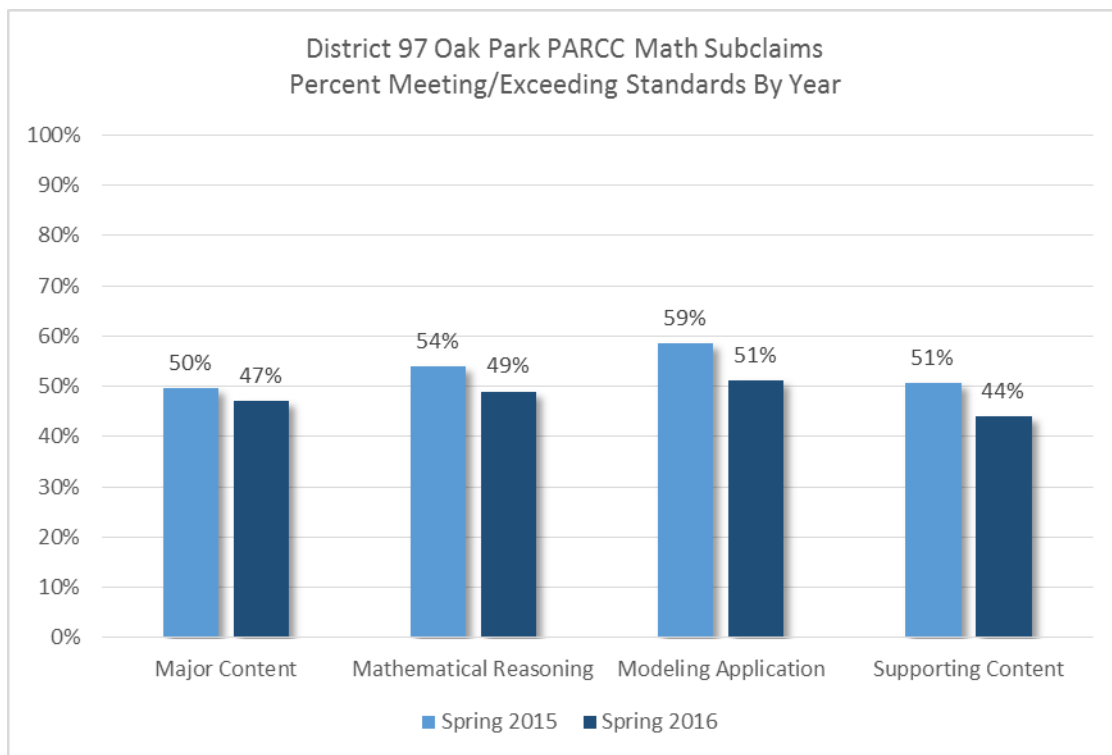
2016 PARCC Mathematics Achievement by Grade



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Quality Under No Child Left Behind (NCLB)

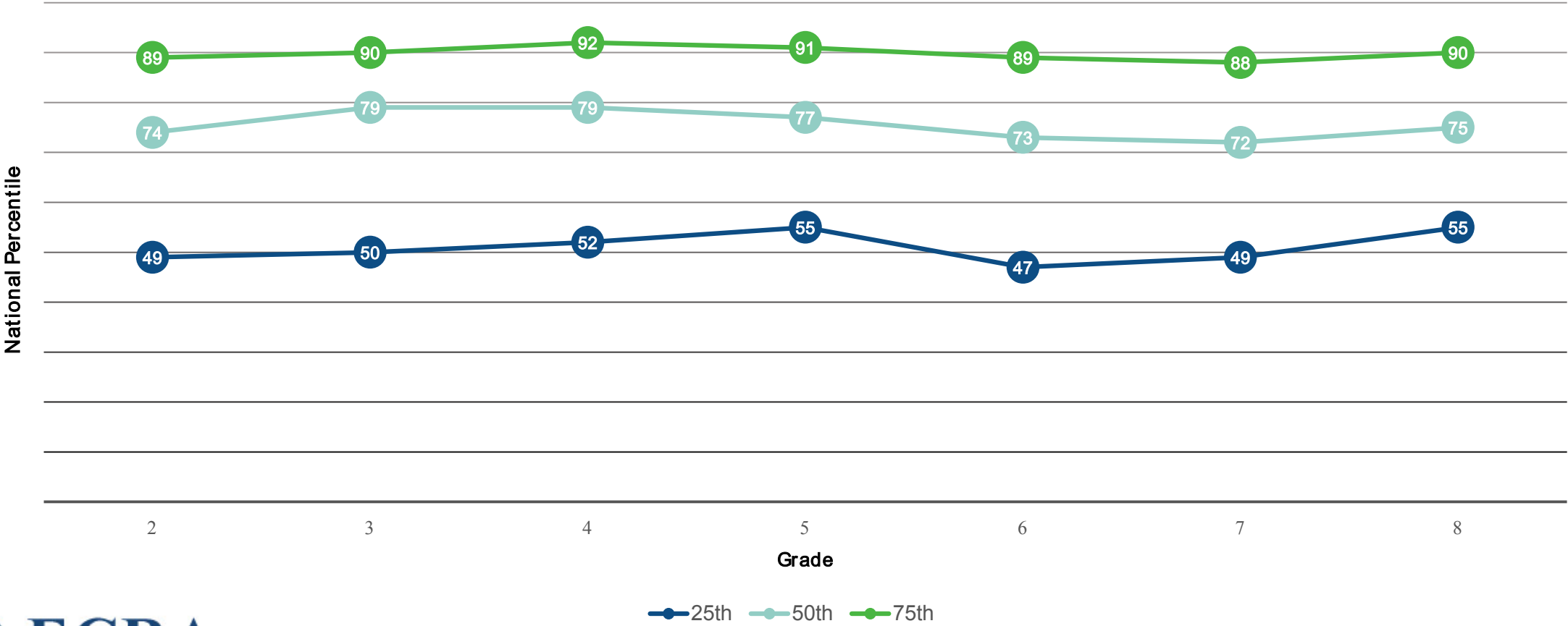
PARCC Subtest Proficiency



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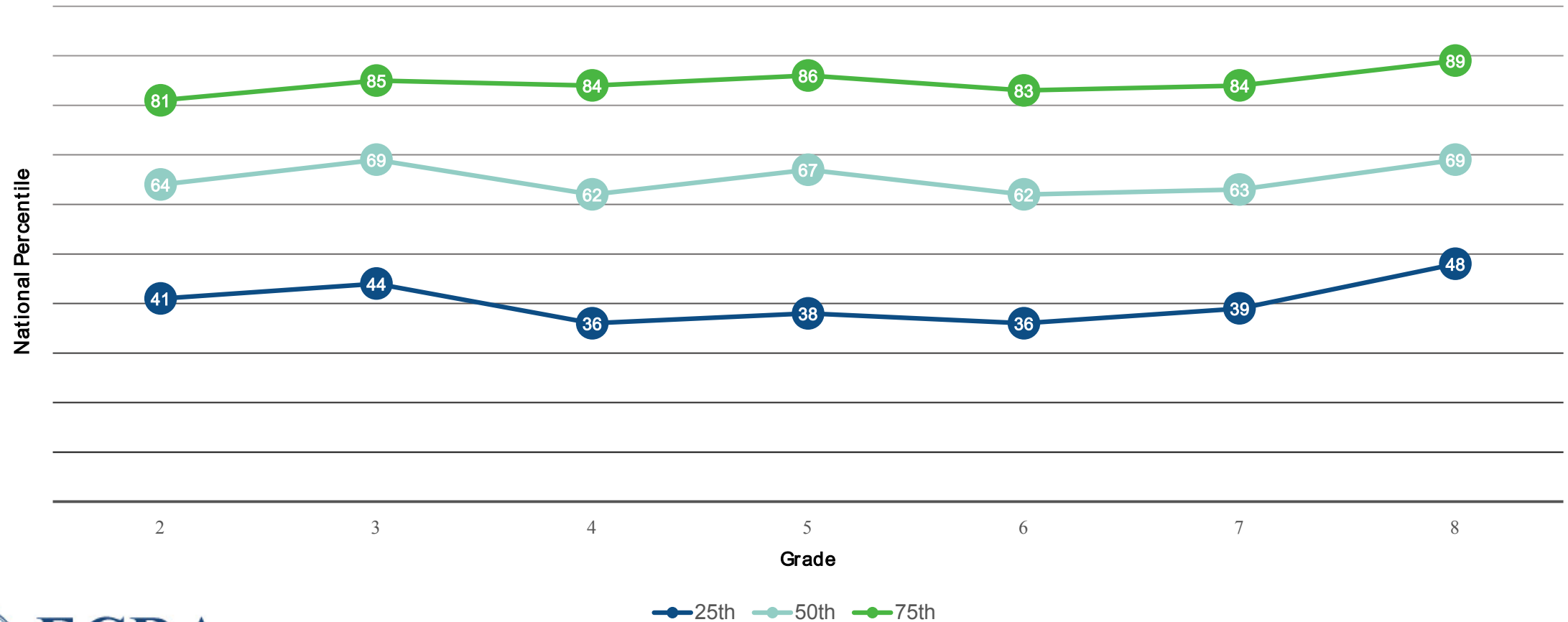
D97 Local Percentiles vs. National Percentiles

2016 Spring MAP Reading



D97 Local Percentiles vs. National Percentiles

2016 Spring MAP Mathematics



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Educational Quality Under Race to the Top and Federal Waiver Program

- Assessment Growth

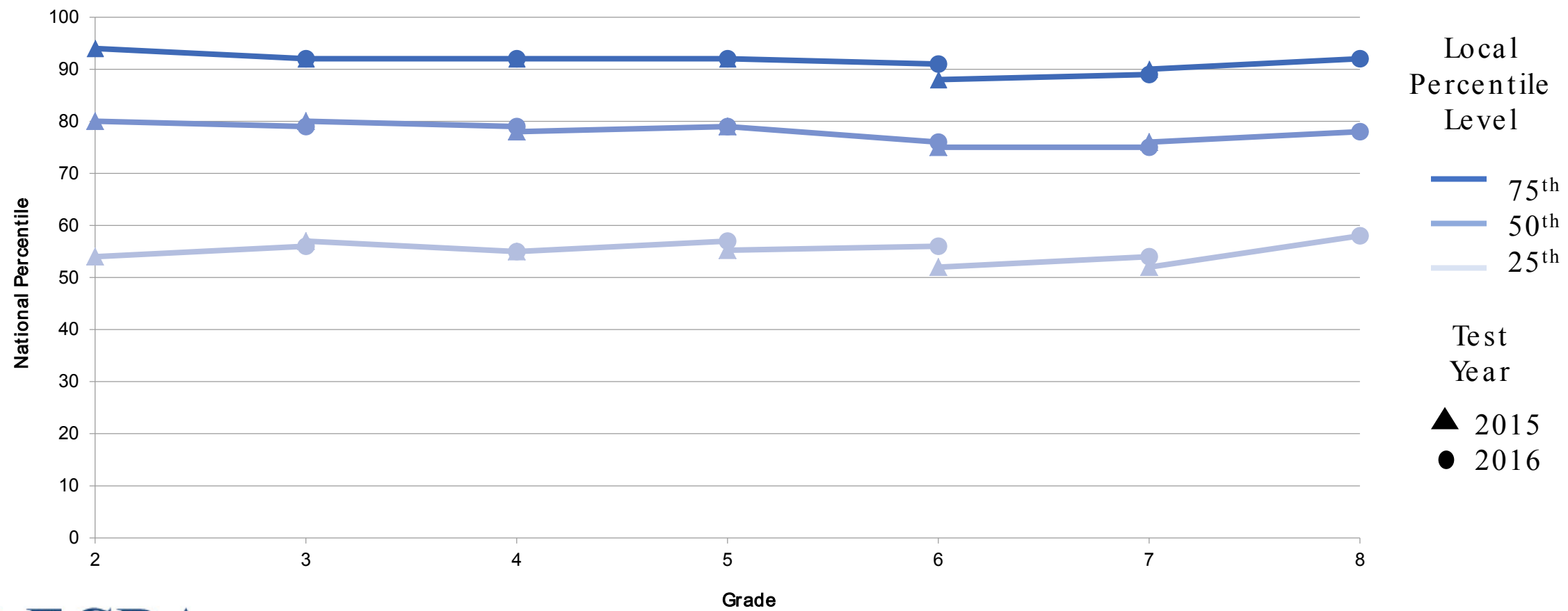


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2 Year Matched Cohorts

Local vs National Percentiles

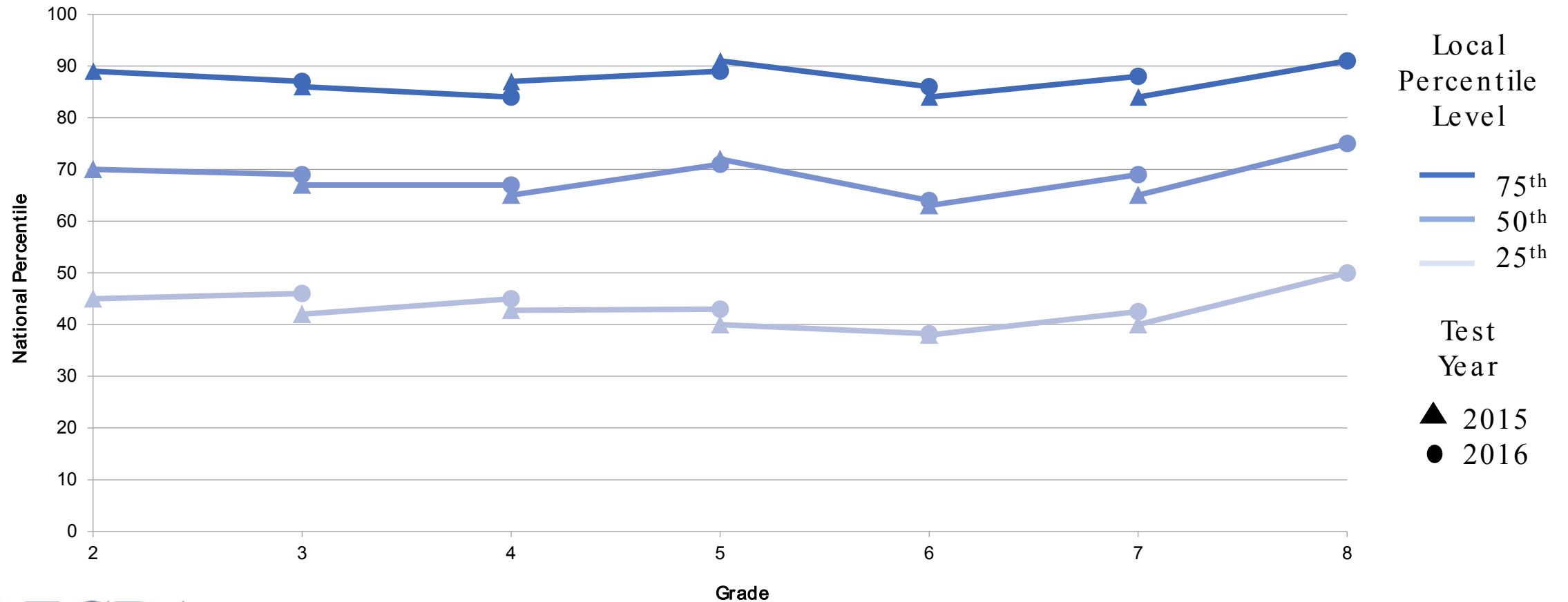
Winter MAP Reading



2 Year Matched Cohorts

Local vs National Percentiles

Winter MAP Mathematics



What Works Clearinghouse Effect Size Standard



“effect sizes of **0.25** standard deviations or larger are considered to be substantively important.”











whatworks.ed.gov



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Educational Quality Under Race to the Top and Federal Waiver Program

District Effect Size Compared to State Growth on PARCC

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	-0.4 	-0.29 	-0.58 	-0.54 	-0.50 
Mathematics	-0.08 	-0.22 	-0.32 	-0.57 	-0.38 



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**Higher than
Expected Growth**
Growth is +0.30 or
above



Expected Growth
Growth from -0.29
to +0.29



**Lower than
Expected Growth**
Growth from -0.30
to -0.59














**Unsatisfactory
Growth**
Growth is -0.60 or
below

Educational Quality Under Race to the Top and Federal Waiver Program

Local Growth Model (LGM)

Overall Reading Growth: -0.21 

Student Growth by School

School	Effective Sample Size	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
BEYE ELEMENTARY	361	78%	10%	69%	20%	- 0.23	
BROOKS MIDDLE SCHOOL	905	77%	13%	59%	28%	- 0.38	
HATCH ELEMENTARY	295	84%	15%	67%	18%	- 0.06	
HOLMES ELEMENTARY	457	87%	16%	67%	17%	- 0.05	
IRVING ELEMENTARY	423	78%	13%	63%	24%	- 0.21	
JULIAN MIDDLE SCHOOL	901	79%	12%	58%	30%	- 0.42	
LINCOLN ELEMENTARY	518	77%	13%	63%	24%	- 0.20	
LONGFELLOW ELEMENTARY	546	82%	14%	70%	16%	- 0.07	
MANN ELEMENTARY	422	83%	17%	67%	16%	+ 0.05	
WHITTIER ELEMENTARY	359	76%	15%	67%	17%	- 0.08	
ALL		80%	13%	64%	23%	- 0.21	
EXPECTED			16%	68%	16%	0.00	



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Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59














Unsatisfactory Growth
Growth is -0.60 or below

Educational Quality Under Race to the Top and Federal Waiver Program

Local Growth Model (LGM)

Overall Mathematics Growth: -0.08 

Student Growth by School

School	Effective Sample Size	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
BEYE ELEMENTARY	249	67%	21%	60%	19%	+ 0.03	
BROOKS MIDDLE SCHOOL	904	54%	13%	61%	26%	- 0.28	
HATCH ELEMENTARY	187	75%	21%	66%	13%	+ 0.18	
HOLMES ELEMENTARY	292	76%	19%	68%	13%	+ 0.09	
IRVING ELEMENTARY	318	65%	16%	67%	17%	- 0.01	
JULIAN MIDDLE SCHOOL	903	62%	15%	63%	22%	- 0.16	
LINCOLN ELEMENTARY	401	68%	12%	67%	21%	- 0.20	
LONGFELLOW ELEMENTARY	385	72%	16%	69%	15%	+ 0.02	
MANN ELEMENTARY	292	76%	23%	66%	11%	+ 0.24	
WHITTIER ELEMENTARY	243	65%	19%	65%	17%	+ 0.06	
ALL		65%	16%	64%	19%	- 0.08	
EXPECTED			16%	68%	16%	0.00	



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Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59


















Unsatisfactory Growth
Growth is -0.60 or below

Educational Quality Under Race to the Top and Federal Waiver Program

LGM - Mathematics

Student Growth by Subgroup

Group	Subgroup	Effective Sample	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	163	81%	21%	70%	10%	+ 0.22 
Ethnicity	Black	781	29%	12%	63%	25%	- 0.29 
Ethnicity	Hispanic	464	56%	14%	64%	23%	- 0.16 
Ethnicity	Other	467	69%	15%	67%	19%	- 0.06 
Ethnicity	White	2,299	77%	18%	64%	18%	- 0.01 
Gender	Female	2,060	66%	16%	66%	18%	- 0.04 
Gender	Male	2,114	64%	16%	63%	21%	- 0.12 
IEP	IEP	542	30%	13%	62%	26%	- 0.28 
IEP	No IEP	3,632	70%	17%	65%	18%	- 0.05 
Income	Low Income	730	28%	12%	63%	25%	- 0.30 
Income	Not Low Income	3,444	73%	17%	65%	18%	- 0.03 
LEP	LEP	53	43%	17%	63%	20%	+ 0.01 
LEP	Not LEP	4,121	65%	16%	64%	19%	- 0.08 
Section 504	Not Section 504	4,010	65%	16%	65%	19%	- 0.07 
Section 504	Section 504	147	67%	19%	57%	24%	- 0.18 
EXPECTED				16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students


















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Educational Quality Under Race to the Top and Federal Waiver Program

LGM - Reading

Student Growth by Subgroup

Group	Subgroup	Effective Sample	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	195	89%	16%	64%	20%	- 0.14 
Ethnicity	Black	906	52%	12%	61%	27%	- 0.36 
Ethnicity	Hispanic	570	73%	12%	63%	25%	- 0.30 
Ethnicity	Other	603	82%	12%	66%	22%	- 0.20 
Ethnicity	White	2,913	88%	14%	65%	21%	- 0.15 
Gender	Female	2,514	83%	15%	65%	20%	- 0.12 
Gender	Male	2,673	77%	12%	63%	25%	- 0.30 
IEP	IEP	637	45%	13%	59%	28%	- 0.37 
IEP	No IEP	4,550	84%	14%	65%	22%	- 0.19 
Income	Low Income	863	51%	11%	62%	28%	- 0.37 
Income	Not Low Income	4,324	85%	14%	64%	22%	- 0.18 
LEP	LEP	87	55%	14%	65%	21%	- 0.17 
LEP	Not LEP	5,100	80%	13%	64%	23%	- 0.21 
Section 504	Not Section 504	5,016	80%	14%	64%	22%	- 0.21 
Section 504	Section 504	151	83%	14%	62%	24%	- 0.24 
EXPECTED				16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

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Educational Quality Under Every Student Succeeds Act (ESSA)

- Assessment status in context
- Broadening of student outcomes
- Local definitions of quality



Education Quality under the Illinois Balanced Accountability Model (IBAM)

- Student success in context
- Broader definitions of quality



Illinois Balanced Accountability Model (IBAM)

Student Performance



Achievement Status

Measures and assesses college and career readiness, as well as graduation rates



Achievement Growth

Measures student growth via the Illinois growth value tables



Annual Measurable Objectives

Measures the degree to which school districts and schools are closing achievement gaps among student populations and subgroups

Professional Practice



Compliance

Measures the degree to which school districts and schools meet Illinois compliance requirements



Evidenced-Based Best Practices

Measures the degree to which school districts and schools adhere to evidence-based quality standards and best practices for effective schools



Contextual Improvement

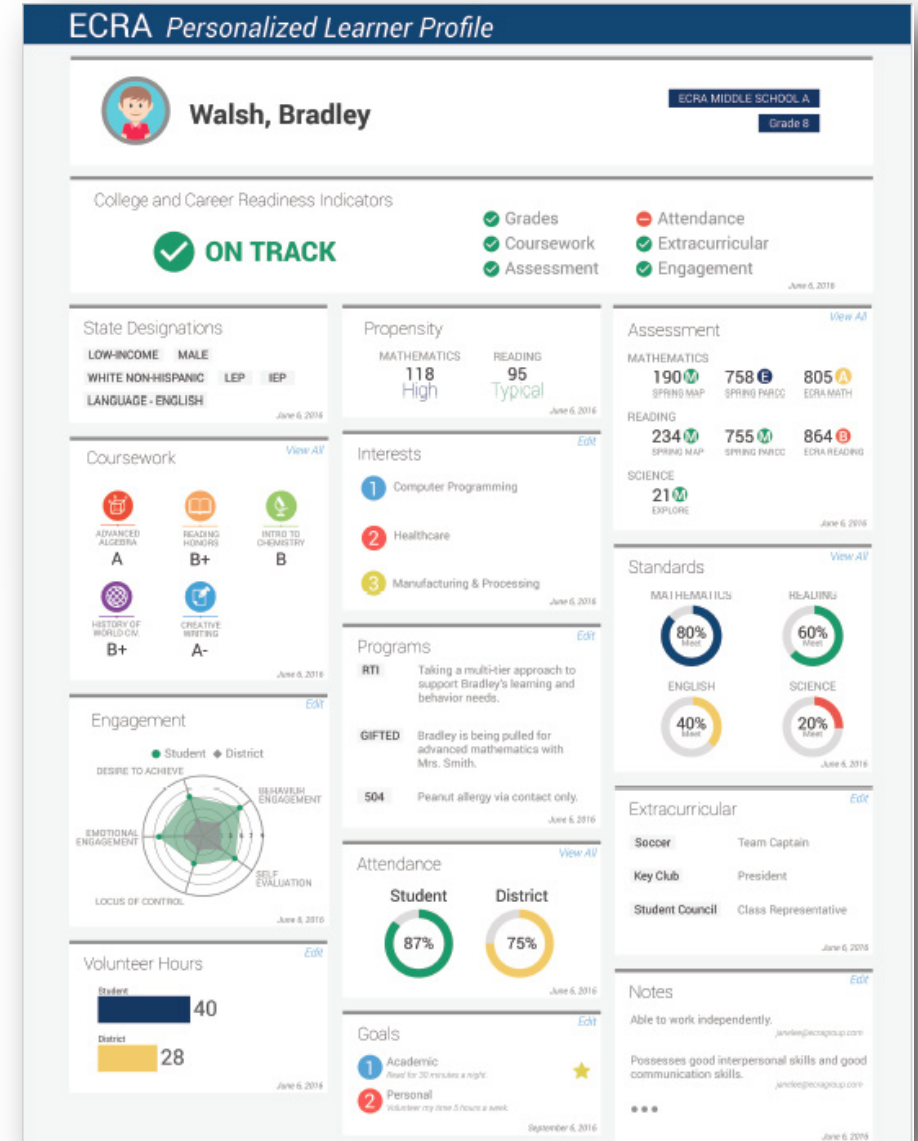
Provides opportunities to demonstrate improved outcomes through local data



What's your portrait of a graduate?



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Questions?



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