



*...the educational prism through which students realize meaning and purpose in their lives...*

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**TO: Members, Board of Education  
Dr. Albert Roberts, Superintendent**

**FROM: Kevin M. Anderson, Ed.D.**

**RE: Student Performance: Academic and Behavioral (Cumulative:  
2009 - 2010)**

**DATE: July 13, 2010**

This report summarizes the cumulative information from our elementary common assessments and our discipline reporting systems (SWIS and PowerSchool) for the 2009 – 2010 academic year, as well as a brief update on the implementation of the full day kindergarten program.



**OAK PARK ELEMENTARY SCHOOL DISTRICT 97**  
**Oak Park, Illinois**

July 13, 2010

**Student Performance: Academic and Behavioral (3<sup>rd</sup> Trimester and Cumulative)**

**Goal Statements Addressed:**

- a. Guide the ongoing monitoring of student achievement throughout the year, using both classroom and testing data to assess progress
- b. Oversee and lead the implementation of scientifically research based initiatives which result in a decrease in suspensions and expulsions

**Strategic Plan Connections:**

The Strategic Plan end results that are most closely tied to this report are:

1. (1.3) Adapt instruction to meet the needs of different academic abilities and learning styles.
2. (1.10) Develop a program to promote a positive classroom and school environment where children feel safe and welcome.
3. (1.11) Determine whether to continue, discontinue, or modify academic programs based on data.
4. (4.8) Provide each child with the models and techniques through which to develop self-discipline.

The purpose of this report is to provide the Board of Education with a look at student performance and behavioral data from various data sources currently in use within the District for the 3<sup>rd</sup> trimester of the 2009 - 2010 school year and for the year as a whole.

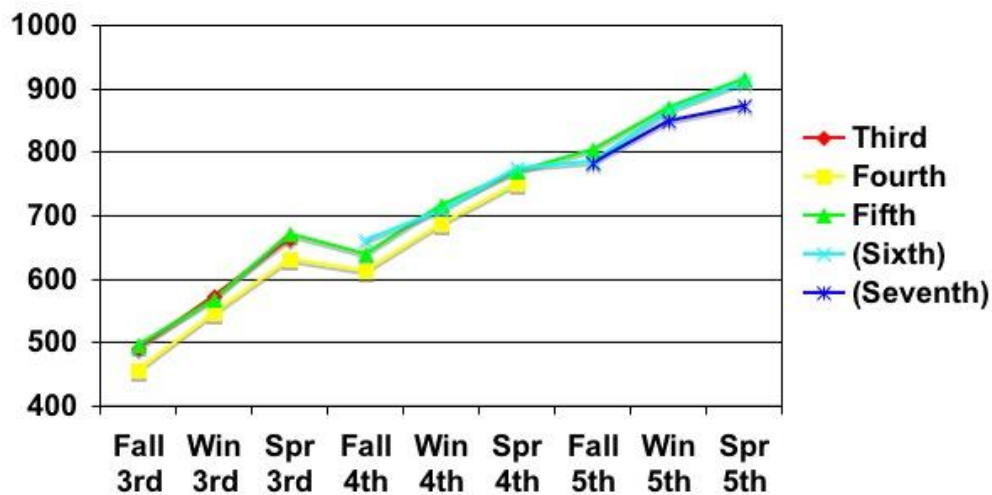
The information in this report is provided in four sections:

1. Common assessment information from PASeries (grades 3-5)
2. Middle School academic assessment data in math
3. Student discipline data from SWIS and PowerSchool
4. Update on the implementation of full day kindergarten

## 1. Common Assessment Information from PASeries (Grades 3-5)

The following charts and graphs are provided to show how students in grades 3-5 have progressed in math and reading using PASeries from Pearson. This will be the final report in this format since the District will be switching to the Measures of Academic Progress (MAP) assessment in Fall 2010. There will be some discontinuity in reporting math scores under the new system, but the reading progress should be much easier to convert using Lexiles. Also, it was noted at the last report of student performance that the graphs seem to stay fairly consistent across time. Therefore, since a new reporting format is in the works, comments about individual slides are being kept to a minimum in this report.

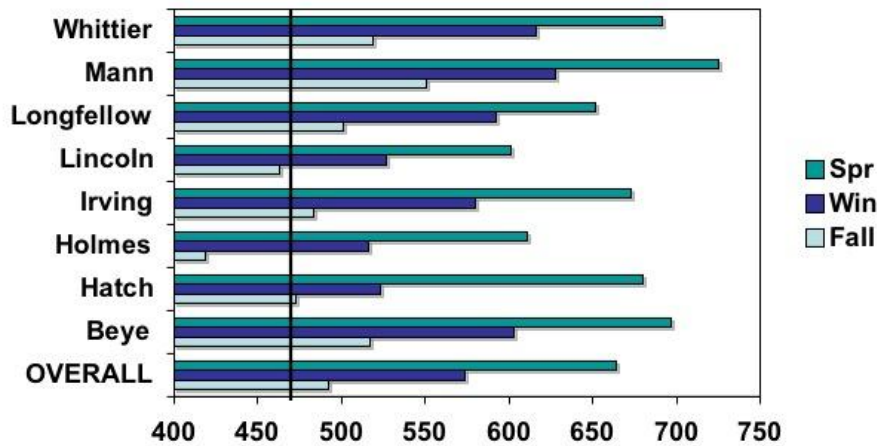
### 09-10 Student Progress: Math All Schools



3

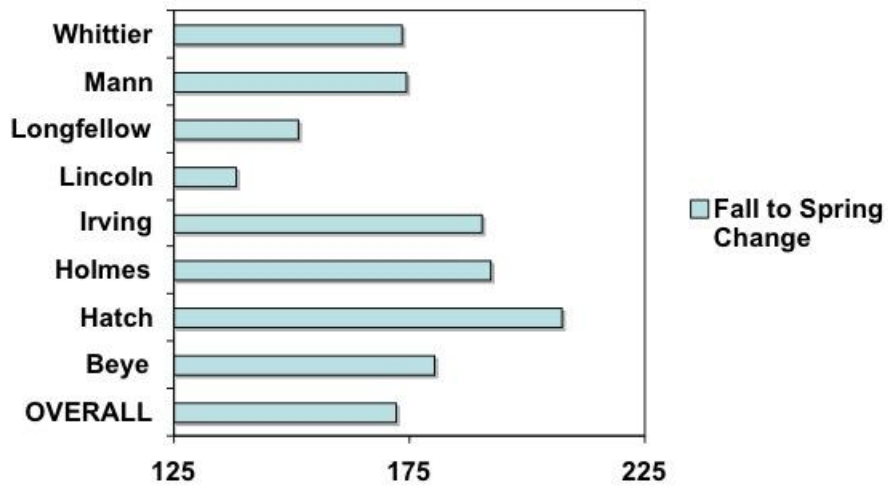
Looking at student progress across the period during which we have been giving common assessments, you can see slight progress from cohort to cohort, except for the students who just finished fourth grade. This group has lagged consistently 30-40 Quantiles behind other cohorts at the same points in their school career. In the most recent test, they narrowed the gap by about half, but it's too soon to say if the trend will continue.

# Third Grade Math Progress by school



4

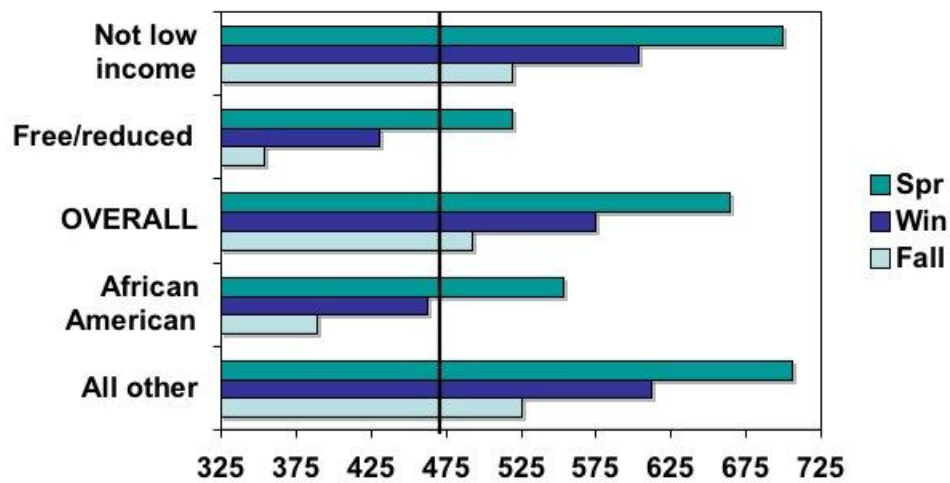
# Third Grade Quantile Improvement by school



5

Above: It is not only the final level of achievement at a school that is important but also the amount of improvement that has been made over the course of the year. This graph shows the average change in Quantile scores from Fall to Spring at each of the schools. We would like to see that the schools that began the year at a slight deficit have shown greater than average improvement.

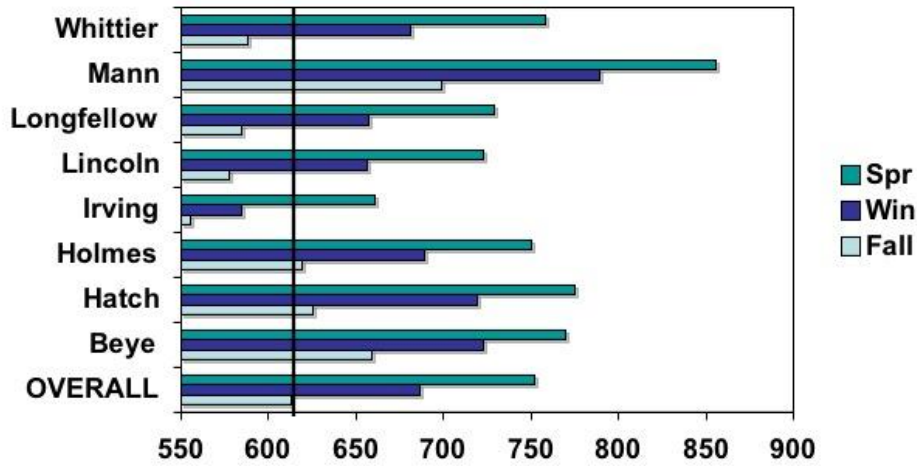
## Third Grade Math Progress by ethnicity and lunch status



6

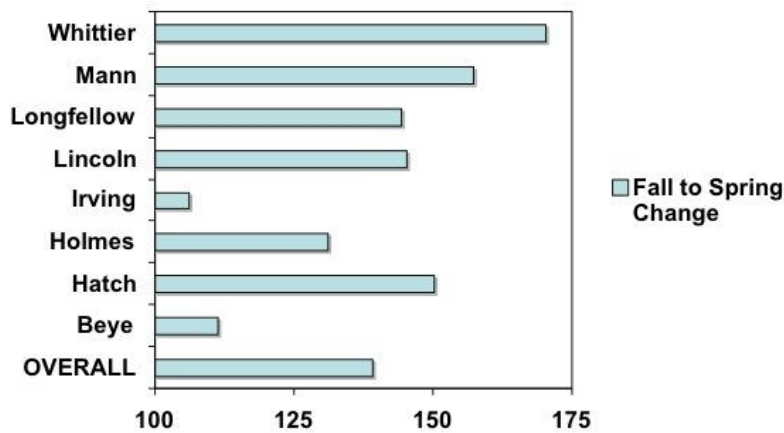
Above: The two subgroups began the year about 150 Quantiles behind the rest of the third graders and then made about 15 points less progress over the course of the year. As you will see in a following slides, the biggest deficit is seen with this year's 4th graders.

# Fourth Grade Math Progress by school



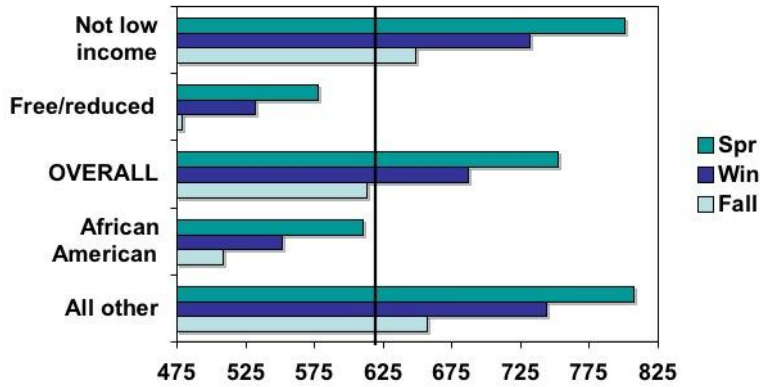
7

# Fourth Grade Quantile Improvement by school



8

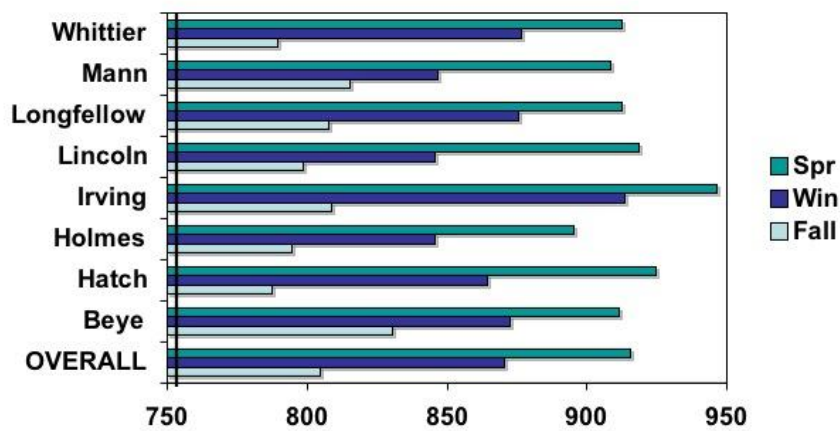
## Fourth Grade Math Progress by ethnicity and lunch status



9

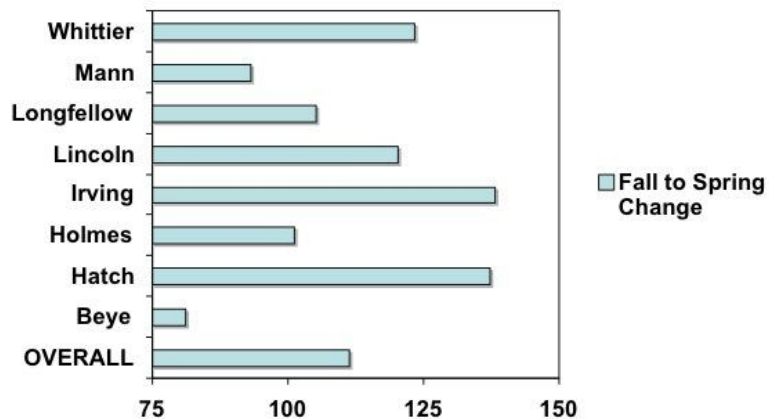
Above: The deficit at the start of the school year was about 150 Quantiles, but over the course of the year these groups made about 50 points less progress on average than their peers overall.

## Fifth Grade Math Progress by school



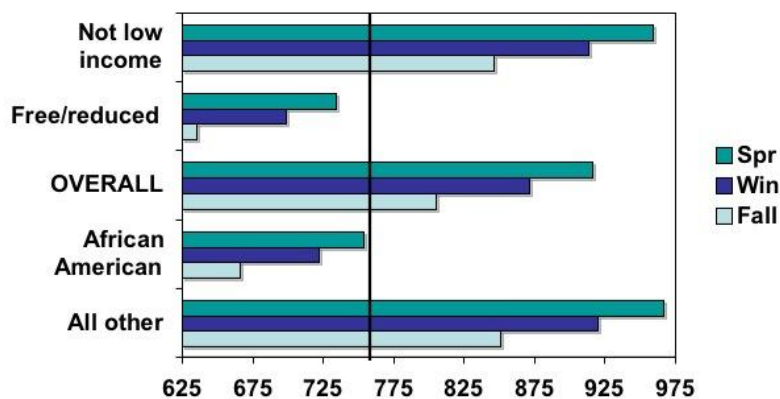
10

## Fifth Grade Quantile Improvement by school



11

## Fifth Grade Math Progress by ethnicity and lunch status

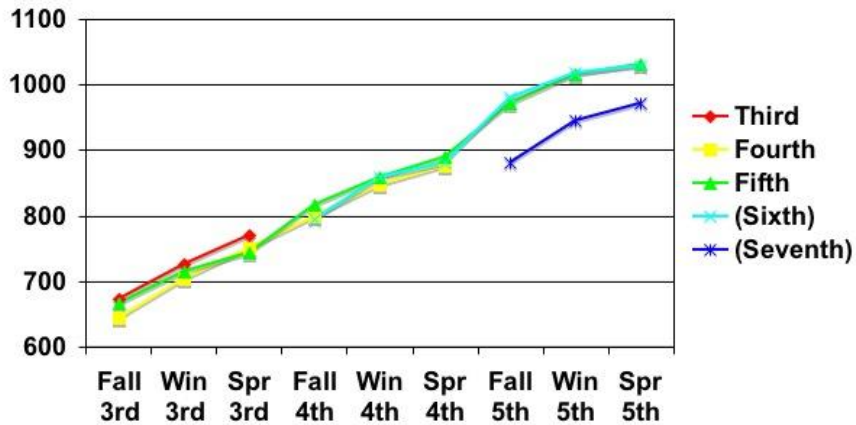


12

Above: In every case, the gap between the struggling subgroup and the rest of the students has widened over the course of the year in math knowledge. As the instructional math material becomes more difficult, weaknesses in foundational math knowledge are more likely to become apparent.



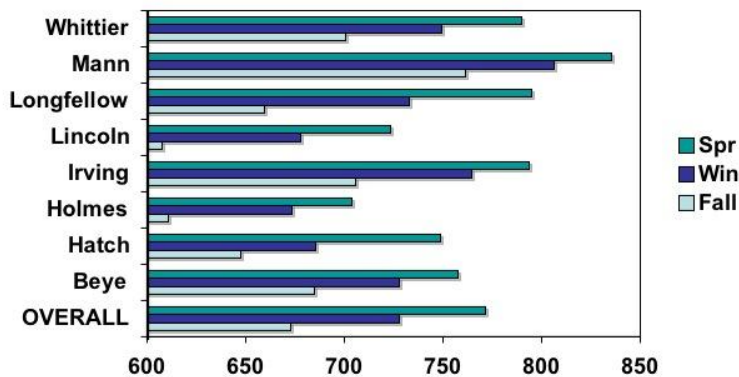
## 09-10 Student Progress: Reading



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Above: This year's third grade cohort is starting out at a slightly higher place than previous years. The large deficit noted in this year's fourth grade cohort in math is not evident in reading.

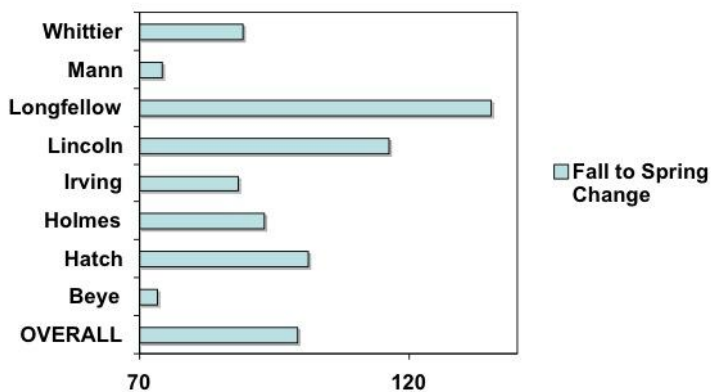
## Third Grade Reading Progress by school



NOTE: The "meets standards" cut score is 600L.

14

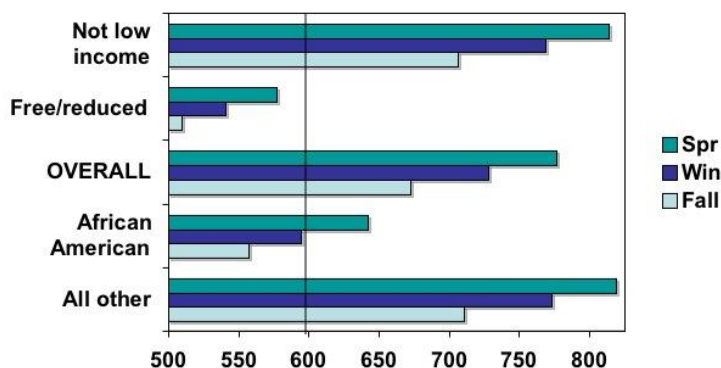
## Third Grade Lexile Improvement by school



15

Above: It is not only the final level of achievement at a school that is important but also the amount of improvement that has been made over the course of the year. This graph shows the average change in Lexile scores from Fall to Spring at each of the schools. We would like to see that the schools that began the year at a slight deficit have shown greater than average improvement.

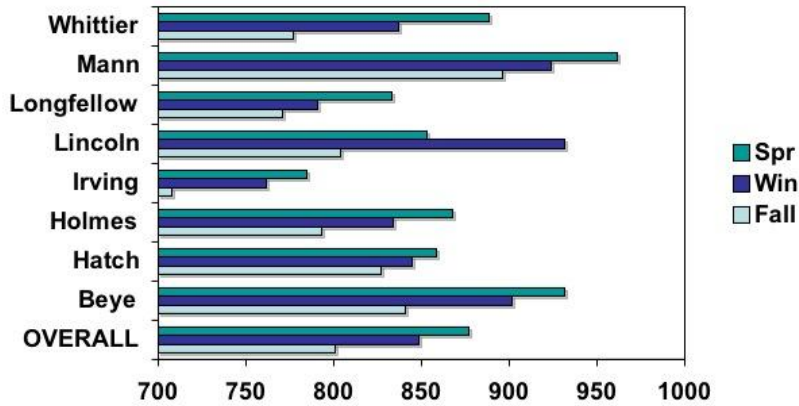
## Third Grade Reading Progress by ethnicity and lunch status



16

Above: Unfortunately, we see the same pattern in reading that we saw in math across all three grades: African-American students and students on free and reduced lunch start out the year behind their classmates and make less progress on average during the course of the year.

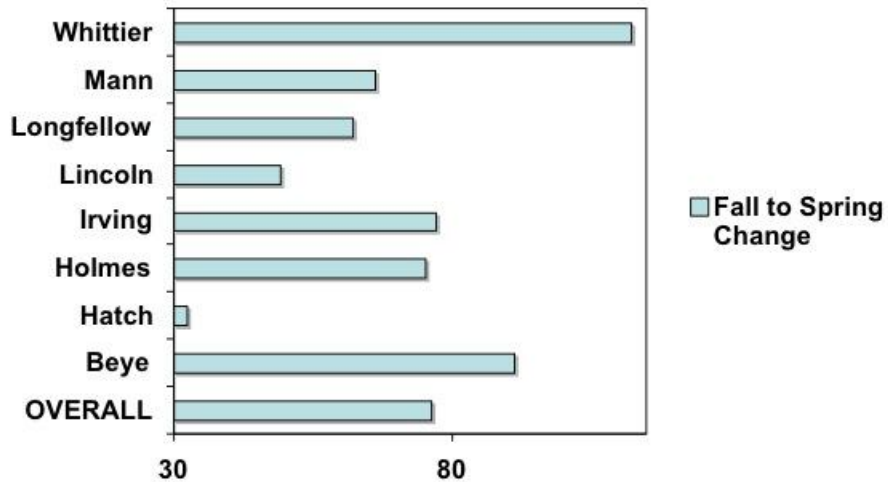
## Fourth Grade Reading Progress by school



NOTE: The "meets standards" cut score is 665L.

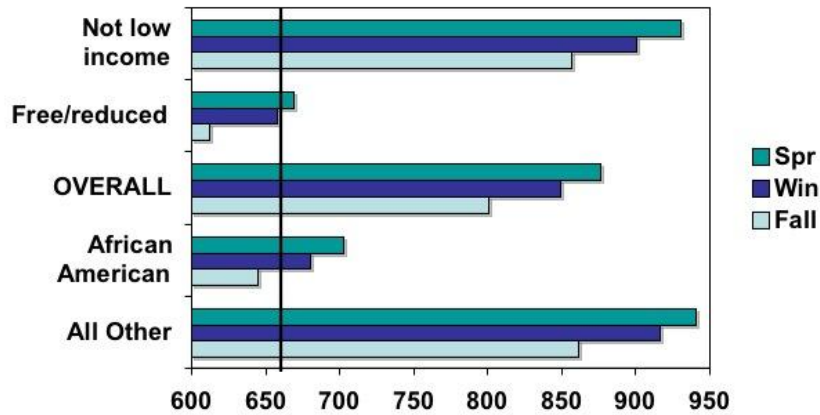
17

## Fourth Grade Lexile Improvement by school



18

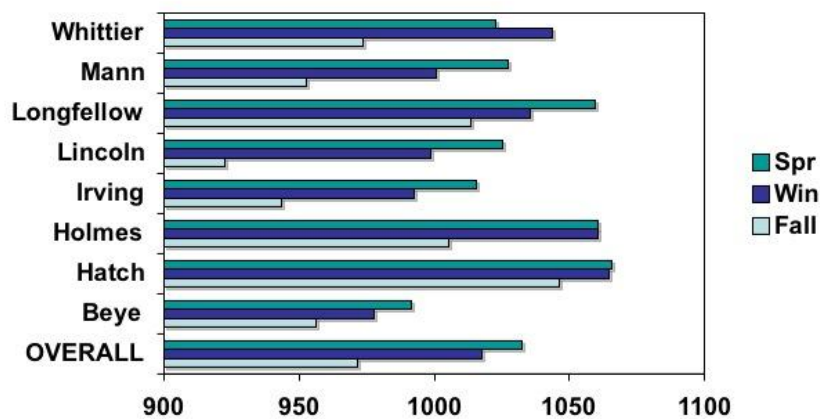
## Fourth Grade Reading Progress by ethnicity and lunch status



19

Above: By the final assessment, all groups have passed the cut-line associated with grade level progress for 4<sup>th</sup> grade. However, there is still a wide difference between the scores of the various groups.

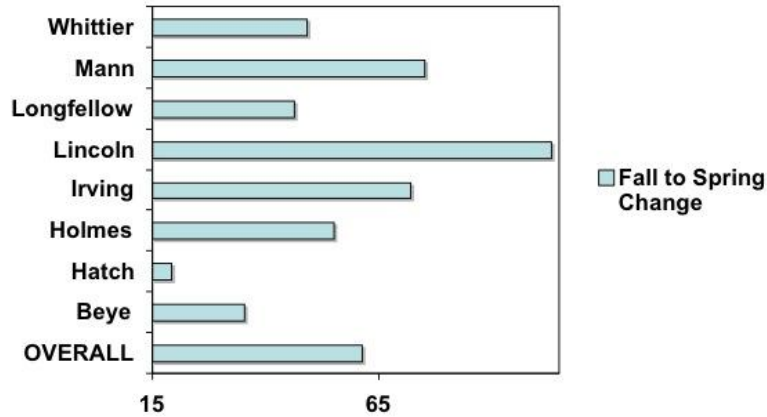
## Fifth Grade Reading Progress by school



NOTE: The "meets standards" cut score is 775L.

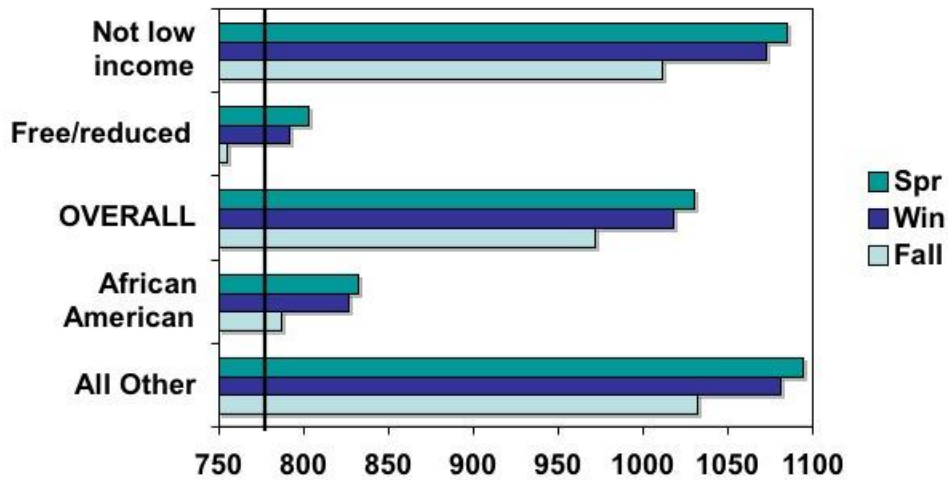
20

## Fifth Grade Lexile Improvement by school



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## Fifth Grade Reading Progress by ethnicity and lunch status



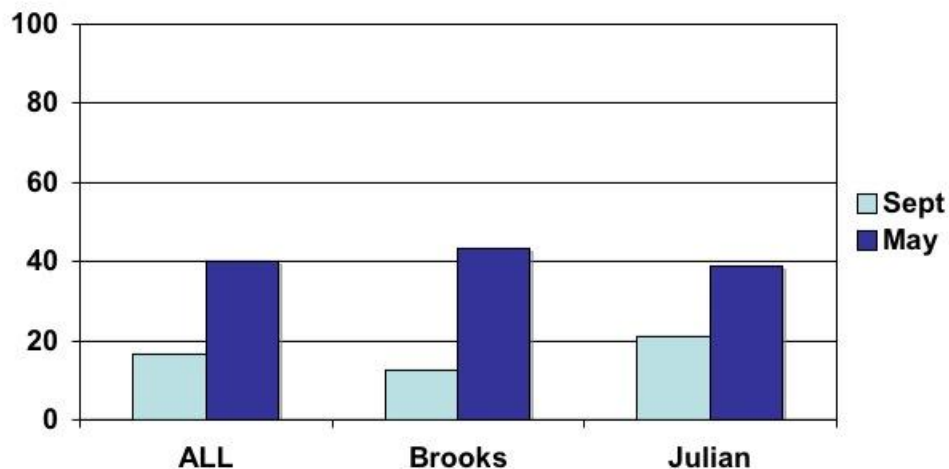
22

Above: As in 4<sup>th</sup> grade, all groups have achieved scores above the passing cut-line by the end of the year. Again, however, a substantial gap exists between the various groups.

## 2. Middle School Academic Assessment Data in Math

Overall results for math are the only scores available at this time. Due to the fact that the language arts department was piloting new assessments and that the middle schools will be switching to the MAP assessment system next year, data for the pilot assessments in language arts are incomplete.

### Course 1 Progress (Math 6) % of students with passing score



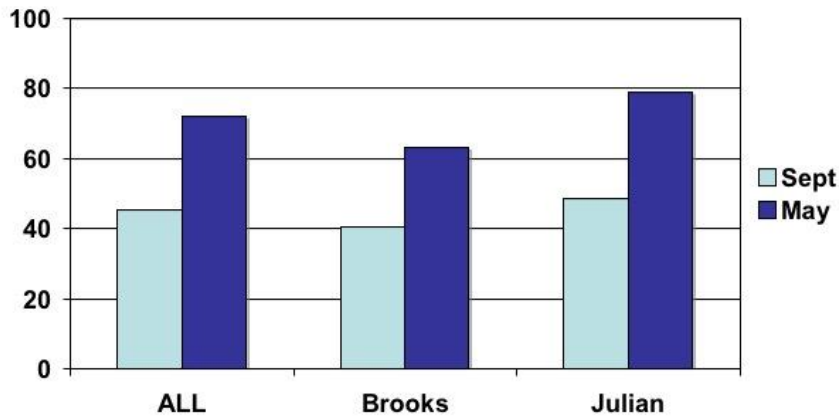
NOTE: Brooks May results based on only one teacher

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Brooks results may be skewed due to the fact that the tests from one Brooks 6<sup>th</sup> grade teacher were misplaced following the testing. Should they be located over the summer, the District's data collection will be updated.

## Course 2 Progress (Math 6 PreAlgebra & Math 7)

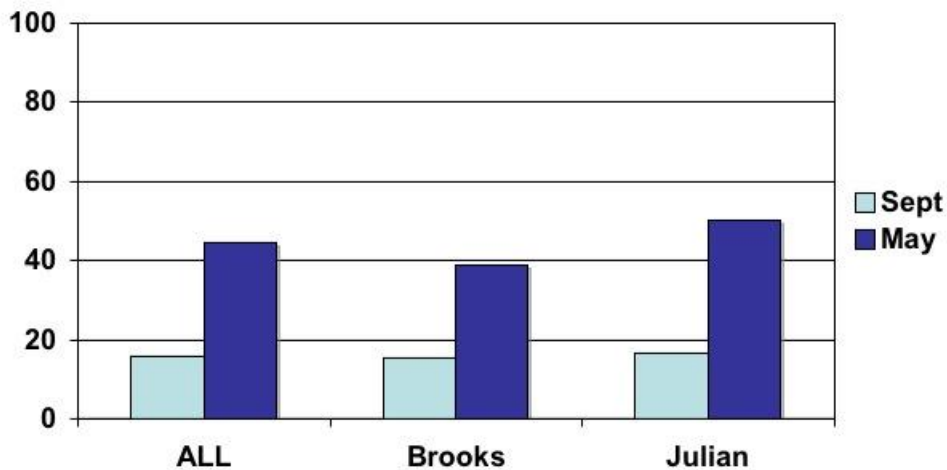
% of students with passing score



25

## Course 3 Progress (Math 8)

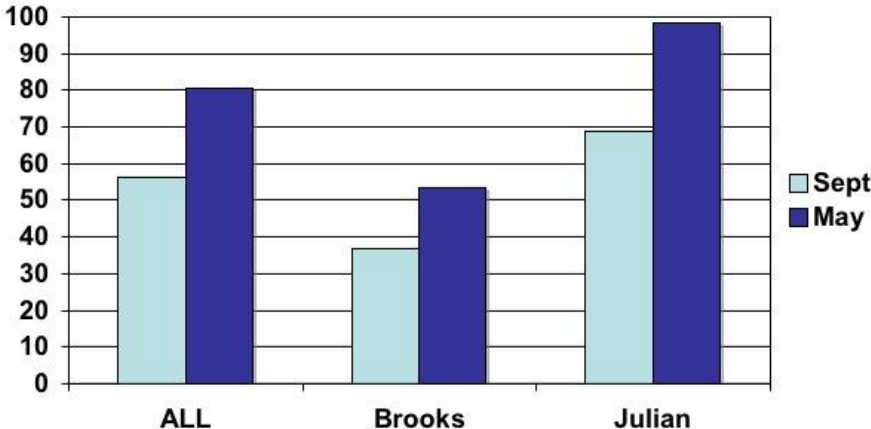
% of students with passing score



26

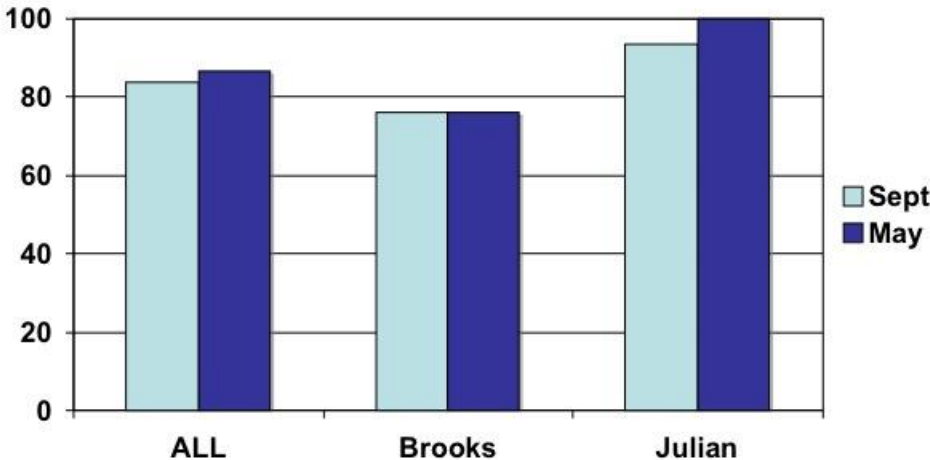
# Math 703 Progress

% of students with passing score



# Math 703A Progress

% of students with passing score

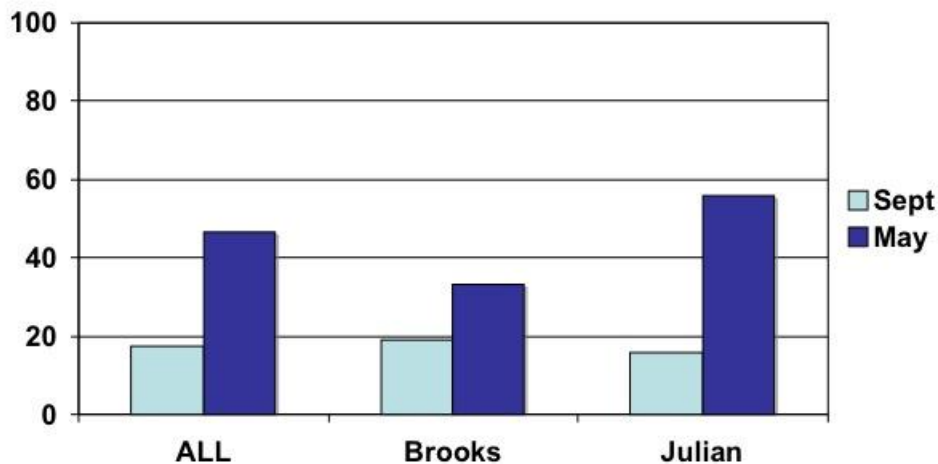


NOTE: Julian students took 803 test in May at request of teacher (n=15)



# Math 803 & 803A Progress

% of students with passing score



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Comments: Assessments in the middle schools for math are substantially different than the assessments in the elementary schools since the middle school assessments use the course exams provided by the textbook company. Also, the middle school assessments are only given twice per year, with the final assessment occurring in the last two weeks of the year. Viewing 60% as passing on the final math test, it is obvious that many students are not reaching this level at the conclusion of the school year (e.g. At Julian, approximately 56% of the students in 8<sup>th</sup> grade algebra are achieving the 60% passing score on the final exam). With the introduction of the MAP system this fall, all students will be taking exams in the same format 3 times per year. Hopefully this will provide better information concerning math performance since our Benchmark assessments may not be giving an accurate picture of math competence.

### **3. Discipline Information for the 2009 - 2010 School Year**

#### **Elementary Schools**

As previously noted in the earlier discipline reports, the K-5 discipline information is generated through the School Wide Information System (SWIS). SWIS is a web based information system employed to gather, summarize, and use office referral data.

Below, you will find a brief summary of the SWIS data by school. Please realize that SWIS data is not meant to be used for discipline reporting purposes. Each building decides what SWIS data will be used and how that information will impact individual building decisions. Because of this, some building numbers may be dramatically different from other buildings. Most importantly, this difference in numbers does not reflect discipline problems for one building. Rather it demonstrates that buildings use SWIS data specific to their needs (the actual intent of SWIS data within the PBIS model).

As you read the information below, keep in mind that the numbers represent all K-5 behaviors major and minor. These numbers are summative including data from the 1<sup>st</sup> and 2<sup>nd</sup> trimesters. .

### Beye School

- Average referrals per day – 2.2
- Problem behavior - the majority of referrals were for fighting and defiance/disrespect.
- Referrals by location - most of the incidents occurred in the classroom.
- Referrals by time - the majority of incidents occurred between 10:00 and 10:15.
- Referrals by student – no one student received more referrals than any other child.

### Hatch School

- Average referrals per day – 1.3
- Problem behavior – defiance/disrespect and fighting.
- Referrals by location - most of the incidents occurred on the playground and the classroom.
- Referrals by time - most of the incidents occurred between 11:30 and 12:00.
- Referrals by student - two children had a majority of the referrals.

### Holmes School

- Average referrals per day – .7
- Problem behavior – most of the incidents were minor physical aggression and fighting.
- Referrals by location - the incidents occurred mainly on the playground, the classroom and the cafeteria.
- Referrals by time - the incidents occurred around 11:30 and 10:15.
- Referrals by student - there was not one single student referred more than any other child.

### Irving School

- Average referrals per day – .6

- Problem behavior – fighting and defiance/disrespect were the areas of major disruption.
- Referrals by location - most incidents occurred on the playground, the hallway, and the classroom. Referrals by time - most incidents occurred between 11:15 and 12:00
- Referrals by student – one student received a greater number of incident consequences.

#### Lincoln School

- Average referrals per day – .2
- Problem behavior - fighting and physical aggression were the most referred incidents.
- Referrals by location - most incidents occurred on the playground.
- Referrals by time - the incidents occurred between 11:30 and 12:00.
- Referrals by student - no one child received more referrals than any other student.

#### Longfellow School

- Average referrals per day – 1.6
- Problem behavior - fighting defiance/disrespect were the most reported incidents.
- Referrals by location - the incidents occurred on the playground and the classroom.
- Referrals by time - most incidents occurred between 11:30 and 12:15.
- Referrals by student – no one student had a majority of the referrals.

#### Mann School

- Average referrals per day – .3
- Problem behavior - fighting.
- Referrals by location – classroom and playground.
- Referrals by time – the majority of referrals - Two children had a majority of the referrals.

#### Whittier School

- Average referrals per day – .4
- Problem behavior – most referrals were for fighting/physical aggression and defiance/ disrespect
- Referrals by location – most referrals occurred on the playground or in the classroom.
- Referrals by time – most incidents occurred between 11:15 .

- Referrals by student – there was no one child receiving more referrals than any other child.

**Middle Schools**

The middle school discipline numbers given are generated through PowerSchool. PowerSchool is the best format we have available for gathering discipline data at the middle school level. You will find charts below for both Out of School Suspensions (OSS) and In School Suspensions (ISS). The majority of OSS and ISS consequences were a result of fighting.

**District OSS**

**1<sup>st</sup> Trimester Report - Out of School Suspensions (OSS) – District**

<b>Race</b>	<b>Number of Students Receiving Out of School Suspensions</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 Days</b>	<b>3-4 Days</b>	<b>5-6 Days</b>	<b>7-9 Days</b>	<b>10+ Days</b>
<b>AA Females</b>	5	5	0	2	2	0	0	1
<b>AA Males</b>	16	13	3	10	2	1	0	3
<b>WH Females</b>	2	1	1	3	0	0	0	0
<b>WH Males</b>	7	4	3	7	0	2	0	1
<b>HI Females</b>	1	1	0	0	0	0	0	1
<b>HI Males</b>	0	0	0	0	0	0	0	0
<b>Multi Racial</b>	0	0	0	0	0	0	0	0
<b>TOTAL</b>	31	24	7	22	4	3	0	6

**2<sup>nd</sup> Trimester Report – Out of School Suspensions (OSS) - District**

<b>Race</b>	<b>Number of Students receiving OSS</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 days</b>	<b>3-4 days</b>	<b>5-6 days</b>	<b>7-9 days</b>	<b>10+ days</b>
<b>AA Females</b>	4	3	1	4	0	1	0	0
<b>AA Males</b>	18	11	7	25	0	0	0	2
<b>WH Females</b>	0	0	0	0	0	0	0	0
<b>WH Males</b>	4	3	1	4	2	0	0	0
<b>HI Females</b>	0	0	0	0	0	0	0	0
<b>HI Males</b>	0	0	0	0	0	0	0	0
<b>MR Female</b>	0	0	0	0	0	0	0	0
<b>MR Male</b>	2	2	0	2	0	0	0	0
<b>Total</b>	28	19	9	35	2	1	0	2

**3rd Trimester Report – Out of School Suspensions (OSS) – District**

<b>Race</b>	<b>Number of Students receiving OSS</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 days</b>	<b>3-4 days</b>	<b>5-6 days</b>	<b>7-9 days</b>	<b>10+ days</b>
<b>AA Females</b>	8	8	0	5	3	0	0	0
<b>AA Males</b>	19	16	3	11	7	0	0	4
<b>WH Females</b>	0	0	0	0	0	0	0	0
<b>WH Males</b>	10	8	2	2	3	2	1	4
<b>HI Females</b>	0	0	0	0	0	0	0	0
<b>HI Males</b>	0	0	0	0	0	0	0	0
<b>MR Female</b>	0	0	0	0	0	0	0	0
<b>MR Male</b>	1	1	0	1	0	0	0	0
<b>Total</b>	38	33	5	19	13	2	1	8

## District ISS

### 1<sup>st</sup> Trimester Report – In School Suspension (ISS) – District

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days
AA Females	4	3	1	5	0	0
AA Males	32	18	14	48	5	2
WH Females	1	1	0	1	0	0
WH Males	14	10	4	18	1	0
HI Females	1	1	0	1	0	0
HI Males	0	0	0	0	0	0
Multi Racial	3	2	1	4	0	0
Asian	1	1	0	1	0	0
<b>TOTAL</b>	56	36	20	78	6	2

### 2<sup>nd</sup> Trimester Report – In School Suspension (ISS) - District

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	8	8	0	7	0	1	0	0
AA Males	27	20	7	31	3	0	0	0
WH Females	1	0	1	2	0	0	0	0
WH Males	6	6	0	5	1	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0
MR Female	1	1	0	1	0	0	0	0
MR Male	2	2	0	2	0	0	0	0
<b>Total</b>	46	38	8	49	4	1	0	0

### 3rd Trimester Report – In School Suspension (ISS) – District

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	15	14	1	16	1	0	0	0
AA Males	33	19	14	52	4	0	0	0
WH Females	2	2	0	2	0	0	0	0
WH Males	13	11	2	13	0	1	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	3	2	1	5	0	0	0	0
MR Female	2	2	0	2	0	0	0	0
MR Male	3	3	0	2	0	1	0	0
<b>Total</b>	71	53	18	92	5	2	0	0

### Brooks OSS

#### 1<sup>ST</sup> Trimester Report– Out of School Suspension (OSS) - Brooks

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	4	4	0	2	2	0	0	0
AA Males	10	7	3	6	2	1	0	1
WH Females	2	1	1	3	0	0	0	0
WH Males	5	3	2	4	0	2	0	1
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
<b>TOTAL</b>	21	17	4	14	4	3	0	2

**2<sup>nd</sup> Trimester Report – Out of School Suspension (OSS) - Brooks**

<b>Race</b>	<b>Number of Students receiving OSS</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 days</b>	<b>3-4 days</b>	<b>5-6 days</b>	<b>7-9 days</b>	<b>10+ days</b>
<b>AA Females</b>	1	1	0	1	0	0	0	0
<b>AA Males</b>	12	9	3	12	0	0	0	2
<b>WH Females</b>	0	0	0	0	0	0	0	0
<b>WH Males</b>	4	3	1	4	2	0	0	0
<b>HI Females</b>	0	0	0	0	0	0	0	0
<b>HI Males</b>	0	0	0	0	0	0	0	0
<b>MR Female</b>	0	0	0	0	0	0	0	0
<b>MR Male</b>	0	0	0	0	0	0	0	0
<b>Total</b>	17	13	4	17	2	0	0	2

**3rd Trimester Report – Out of School Suspension (OSS) – Brooks**

<b>Race</b>	<b>Number of Students receiving OSS</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 days</b>	<b>3-4 days</b>	<b>5-6 days</b>	<b>7-9 days</b>	<b>10+ days</b>
<b>AA Females</b>	7	7	0	5	2	0	0	0
<b>AA Males</b>	12	10	2	9	3	0	0	2
<b>WH Females</b>	0	0	0	0	0	0	0	0
<b>WH Males</b>	5	4	1	2	3	0	0	1
<b>HI Females</b>	0	0	0	0	0	0	0	0
<b>HI Males</b>	0	0	0	0	0	0	0	0
<b>MR Male</b>	1	1	0	1	0	0	0	0
<b>Total</b>	25	22	3	17	8	0	0	3



## Brooks ISS

### 1<sup>st</sup> Trimester Report – In School Suspension (ISS) – Brooks

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days
AA Females	2	1	1	3	0
AA Males	18	9	9	30	0
WH Females	1	1	0	1	0
WH Males	9	7	2	12	0
HI Females	0	0	0	0	0
HI Males	0	0	0	0	0
Multi Racial	1	0	1	2	
<b>TOTAL</b>	32	18	14	48	0

### 2<sup>nd</sup> Trimester Report – In School Suspension (ISS) - Brooks

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	5	5	0	5	0	0	0	0
AA Males	13	10	3	16	0	0	0	0
WH Females	0	0	0	0	0	0	0	0
WH Males	1	1	0	1	0	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0
MR Female	1	1	0	1	0	0	0	0
MR Male	2	2	0	2	0	0	0	0
F AS	1	1	0	1	0	0	0	0
<b>Total</b>	24	21	3	27	0	0	0	0

### 3rd Trimester Report – In School Suspension (ISS) - Brooks

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	10	10	0	10	0	0	0	0
AA Males	17	6	11	34	1	0	0	0
WH Females	1	1	0	1	0	0	0	0
WH Males	3	2	1	4	0	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	2	1	1	4	0	0	0	0
MR Female	1	1	0	1	0	0	0	0
MR Male	1	1	0	1	0	0	0	0
<b>Total</b>	35	22	13	55	1	0	0	0

### Julian OSS

#### 1<sup>st</sup> Trimester Report – Out of School Suspensions (OSS) – Julian

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	1	1	0	0	0	0	0	1
AA Males	6	6	0	4	0	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	2	1	1	3	0	0	0	0
HI Females	1	1	0	0	0	0	0	1
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
<b>TOTAL</b>	10	9	1	7	0	0	0	4

## 2<sup>nd</sup> Trimester Report – Out of School Suspensions (OSS) - Julian

Race	Number of Students receiving OSS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	3	2	1	3	0	1	0	0
AA Males	6	2	4	13	0	0	0	0
WH Females	0	0	0	0	0	0	0	0
WH Males	0	0	0	0	0	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
MR Female	0	0	0	0	0	0	0	0
MR Male	2	2	0	2	0	0	0	0
<b>Total</b>	11	6	5	18	0	1	0	0

## 3<sup>rd</sup> Trimester Report – Out of School Suspensions (OSS) – Julian

Race	Number of Students receiving OSS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	1	1	0	0	1	0	0	0
AA Males	7	6	1	2	4	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	5	4	1	0	0	2	1	3
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
MR Female	0	0	0	0	0	0	0	0
MR Male	0	0	0	0	0	0	0	0
<b>Total</b>	13	11	2	2	5	2	1	5

**Julian ISS**

**1<sup>st</sup> Trimester Report – In School suspension (ISS) - Julian**

<b>Race</b>	<b>Number of Students Receiving In School Suspensions</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 Days</b>	<b>3-4 Days</b>	<b>5-6 Days</b>
<b>AA Females</b>	2	2	0	2	0	0
<b>AA Males</b>	14	9	5	18	5	2
<b>WH Females</b>	0	0	0	0	0	0
<b>WH Males</b>	5	3	2	6	1	0
<b>HI Females</b>	1	1	0	1	0	0
<b>HI Males</b>	0	0	0	0	0	0
<b>Multi Racial</b>	2	2	0	2	0	0
<b>Asian</b>	1	1	0	1	0	0
<b>TOTAL</b>	25	18	7	30	6	2

**2<sup>nd</sup> Trimester Report – In School Suspension (ISS) - Julian**

<b>Race</b>	<b>Number of Students receiving ISS</b>	<b>Single Suspensions</b>	<b>Multiple Suspensions</b>	<b>1-2 days</b>	<b>3-4 days</b>	<b>5-6 days</b>	<b>7-9 days</b>	<b>10+ days</b>
<b>AA Females</b>	3	3	0	2	0	1	0	0
<b>AA Males</b>	14	10	4	15	3	0	0	0
<b>WH Females</b>	1	0	1	2	0	0	0	0
<b>WH Males</b>	5	5	0	4	1	0	0	0
<b>HI Females</b>	0	0	0	0	0	0	0	0
<b>HI Males</b>	1	1	0	1	0	0	0	0
<b>MR Female</b>	0	0	0	0	0	0	0	0
<b>MR Male</b>	0	0	0	0	0	0	0	0
<b>Total</b>	24	19	5	24	4	1	0	0

### 3rd Trimester Report – In School Suspension (ISS) – Julian

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	5	4	1	6	1	0	0	0
AA Males	16	13	3	18	3	0	0	0
WH Females	1	1	0	1	0	0	0	0
WH Males	10	9	1	9	0	1	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0
MR Female	1	1	0	1	0	0	0	0
MR Male	2	2	0	1	0	1	0	0
<b>Total</b>	36	31	5	37	4	2	0	0

Comments: Out of school suspensions rose during the 3<sup>rd</sup> trimester, with the largest increases for White Males and African-American Females. In-school suspensions were also up substantially during the final trimester, with the White Males and African-American Females again showing the largest increases.

#### **4. Update on Full Day Kindergarten Implementation**

District 97 has now completed the first year of full day kindergarten for all 8 elementary schools. During Spring 2010, kindergarten and first grade teachers were sent a brief survey that asked for anecdotal evidence of the impact of a full day program on student learning. Below is a summary of that survey information and efforts leading up to full implementation. In addition, the kindergarten teachers would like to present their own summary and comments to the Board during Fall 2010 when school is back in session.

#### **Background**

The Strategic Plan was discussed and approved by the School Board in the fall of 2007. One of the goals of the strategic plan was to offer full day kindergarten to District 97 students. Preparation for implementing full day kindergarten in schools for the 2008-2009 began in the fall of 2007 and continued through the summer of 2008. In January of 2008, a community forum was held to have a conversation about the full-day kindergarten program. This forum included Oak Park community members and teachers along with principals from districts that had implemented full day kindergarten. A full-day Kindergarten Oversight Committee was created in February and met for the

remainder of the 2007-08 school year to define the parameters of the full day kindergarten program. An informational spring forum was held for District 97 parents and guardians. Beye, Irving, Longfellow and Whittier inaugurated the full day program first during the 2008-09 school year. All the other elementary schools began their programs in the 2009-10 school year. Full day kindergarten has now been implemented in all eight elementary schools with the addition of full day programs at Hatch, Holmes, Lincoln and Mann for the 2009-2010 school year.

There are 30 full-day kindergartens at eight elementary schools and seven kindergarten groups in the multi-age program at Whittier. A total of 611 kindergarten students were enrolled in District 97 for the 2009-2010 school year.

### **Survey Information**

Kindergarten and first grade teachers met on April 21, 2010 to discuss how the establishment of all day kindergarten has affected the success of kindergarten students. Positive changes reported by kindergarten teachers and first grade teachers at the April 21<sup>st</sup> meeting are noted below.

Kindergarten teachers reported:

- \* the kindergarten students are more a part of the school community (they can now participate in all school events, whereas in the past, if there was a morning assembly, only the morning students could attend)
- \* the principals have reported that they know the K students better
- \* there are more chances for students to practice skills
- \* school is less rushed and yet students are able to accomplish more
- \* DIBELS scores are higher
- \* there is more time to fully teach Open Court and include all of the components

First grade teachers reported:

- \* children had an easier time settling in to the beginning schedule of first grade
- \* less (or no) crying at the beginning of the year
- \* students were more ready for academic lessons
- \* most students came in with a solid base
- \* some students still need work on phonemic awareness and beginning phonics

Overall, the introduction of full day kindergarten in District 97 has met with resounding success. Teachers are pleased to have more time to work with their students, students seem comfortable in the full day setting with less rush and more time to work on academic and social skills, and parents have been pleased with the earlier introduction to full day school. First grade teachers are also noting that students are coming to school better prepared for learning right away and that skills are being met at an earlier time. During the Fall presentation, data on DIBELS scores will also be shared to show whether progress is being made on early reading skills.

Dr. Kevin Anderson, Assistant Supt. for Teaching and Learning

Harla Hutchinson, Teacher Leader for Data Analysis