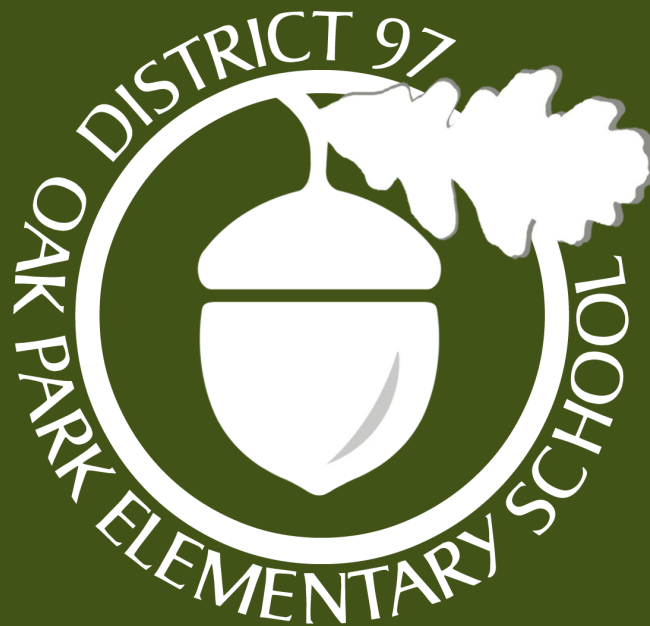


# 2016-2017 Annual Student Performance Report

November 27, 2017



## Our Vision

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

# District Goals

We will share our collective expertise to help every D97 student experience or achieve the following goals:

- Known, nurtured, and celebrated **LEARNER**
- Empowered and passionate **SCHOLAR**
- Confident and persistent **ACHIEVER**
- Creative **CRITICAL THINKER & GLOBAL CITIZEN**

# Agenda

## Objective

- High-level overview & reflection on student performance in 2016-2017

## Peeling the Onion Protocol

- Presentation: 10 minutes
  - Whip Arouds: 10 minutes
  - Questions: 10 minutes
-

# Modified Peeling the Onion Protocol

1. The keepers of the data present and describe the data to the group.
2. Clarifying questions from group members to the presenters – these must be purely informational.
3. Peeling the Onion Whip Around:
  - 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...? Questions in this round focus on short-term, or immediate ideas.
  - d. Another round where everyone asks: “What if..?” Or, “Have we thought about...?” Or, “I wonder...? Questions in this round now focus on long-term ideas or strategies.

# Continuum of Adopting Data-Driven Instruction



|   |  |
|---|--|
| Challenging the test                                      | <i>"Question #3 is poorly worded."<br/>"Answer 'b' is a trick answer."<br/>"The students made silly mistakes."</i>         |
| Feeling inadequate or distrustful                         | <i>"How can two questions establish mastery?"<br/>"We don't teach it in this format."</i>                                  |
| Confusion, overload                                       | <i>"This is too much!<br/>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."<br/>"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*...**

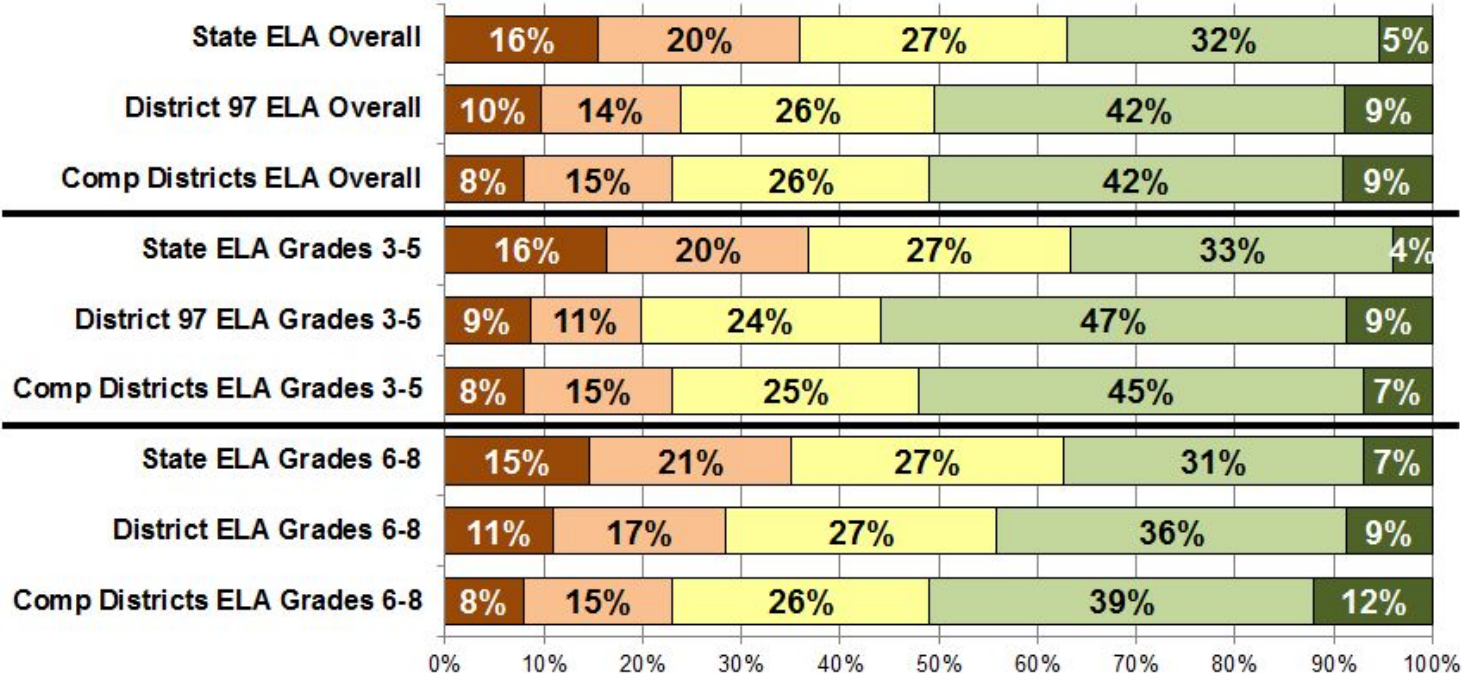
**or *how*.**

# PARCC ELA Performance Levels

## PARCC ELA Performance Levels

Spring 2017

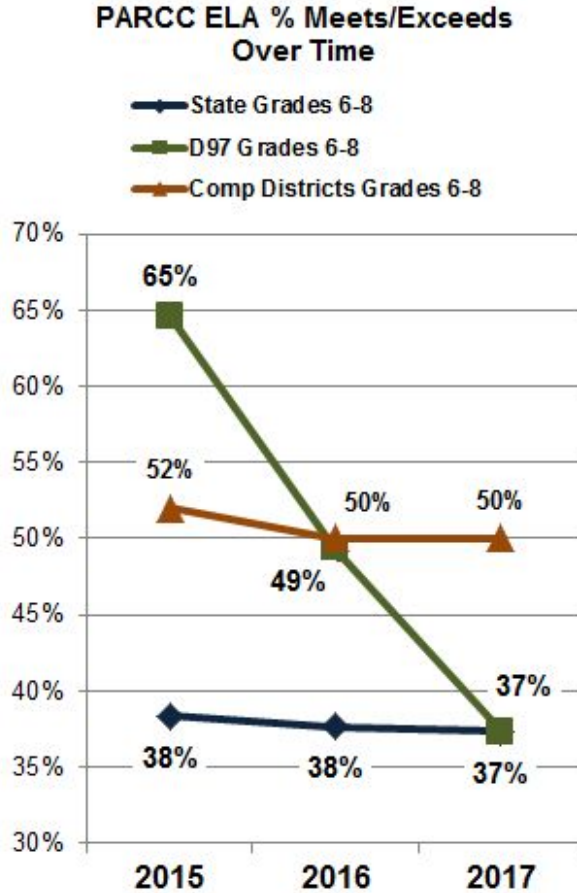
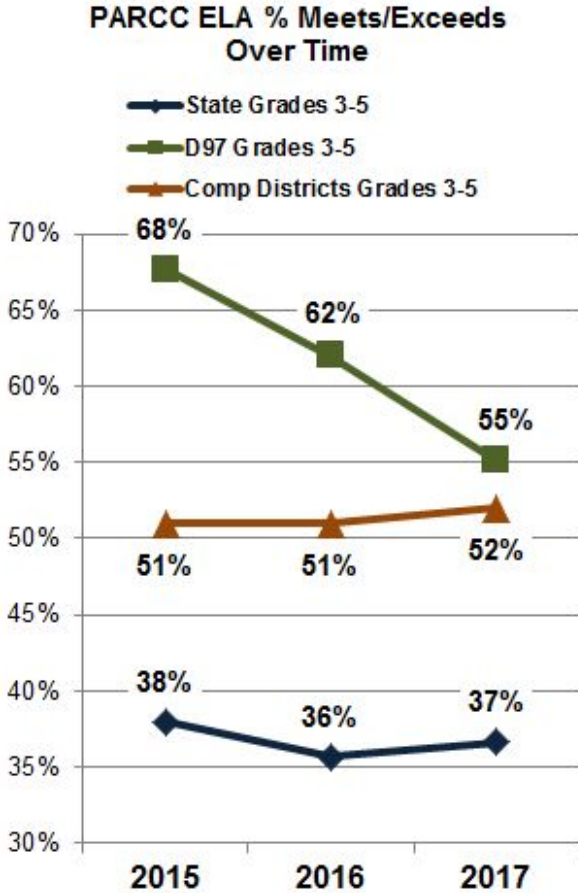
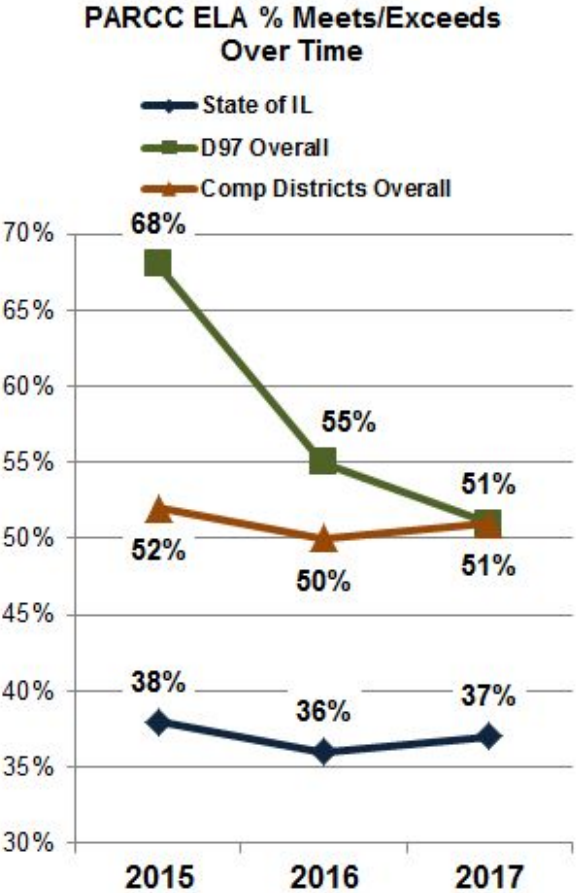
■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5



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



# PARCC ELA Performance Over Time

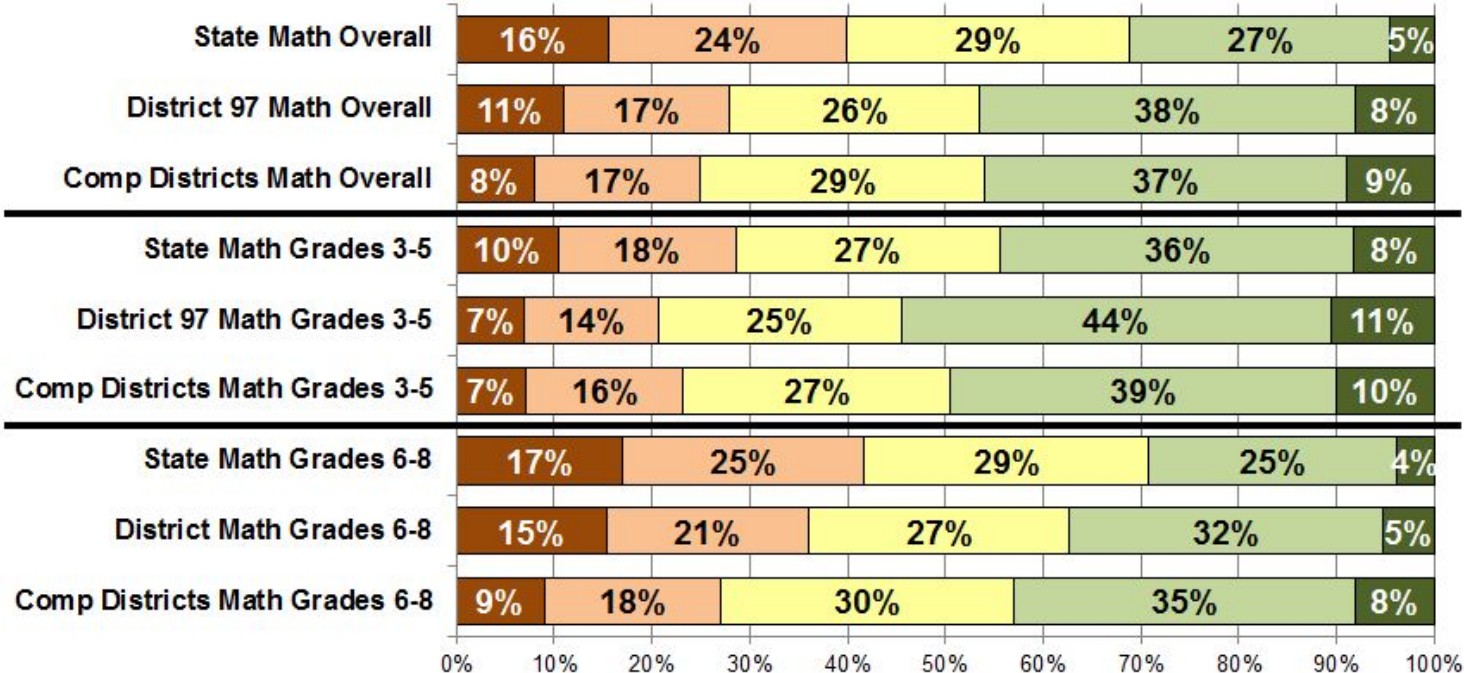


# PARCC Math Performance Levels

## PARCC Math Performance Levels

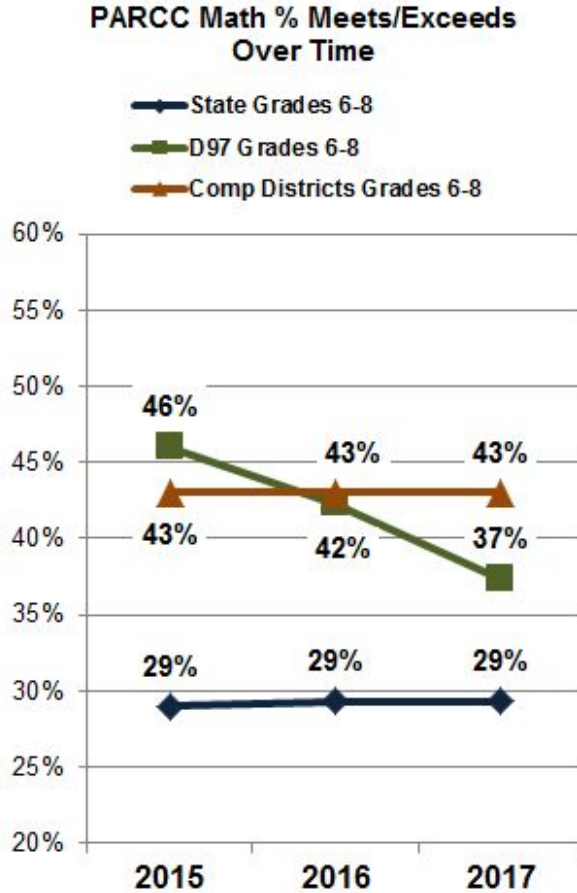
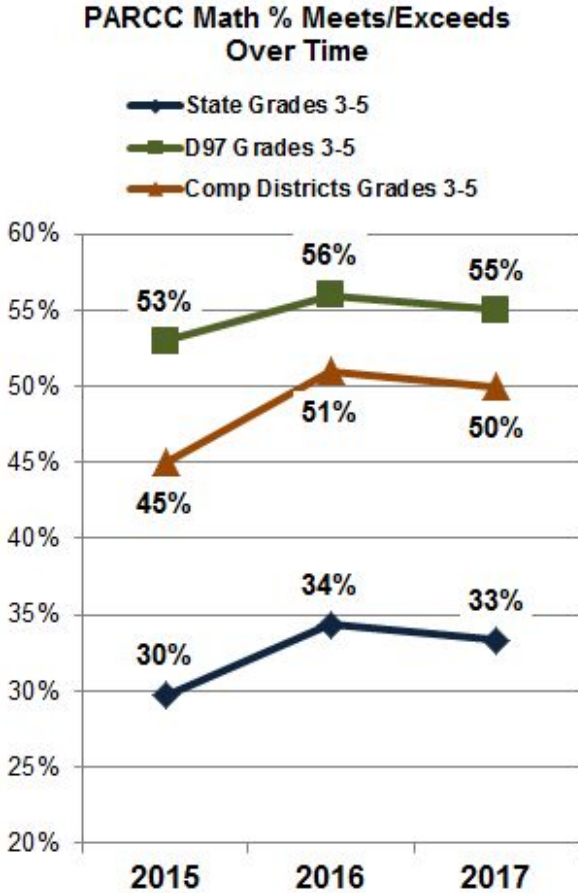
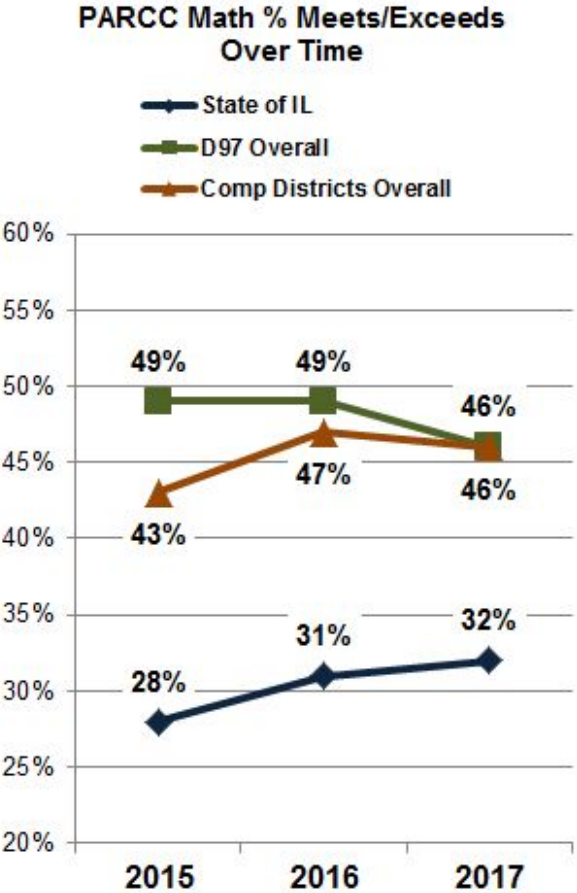
Spring 2017

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



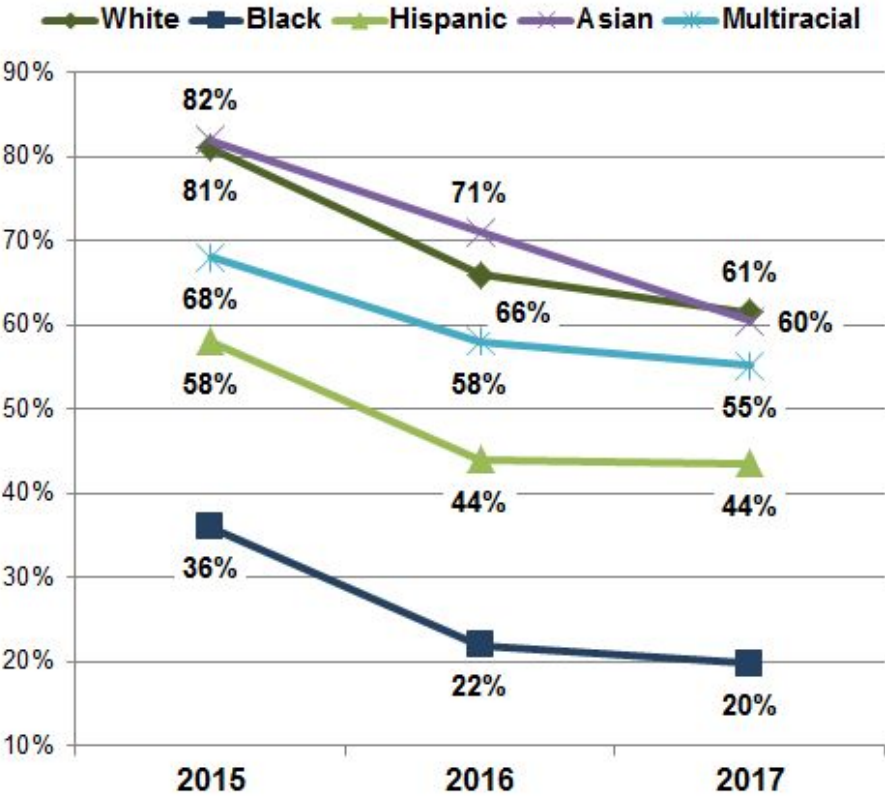
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# PARCC Math Performance Over Time

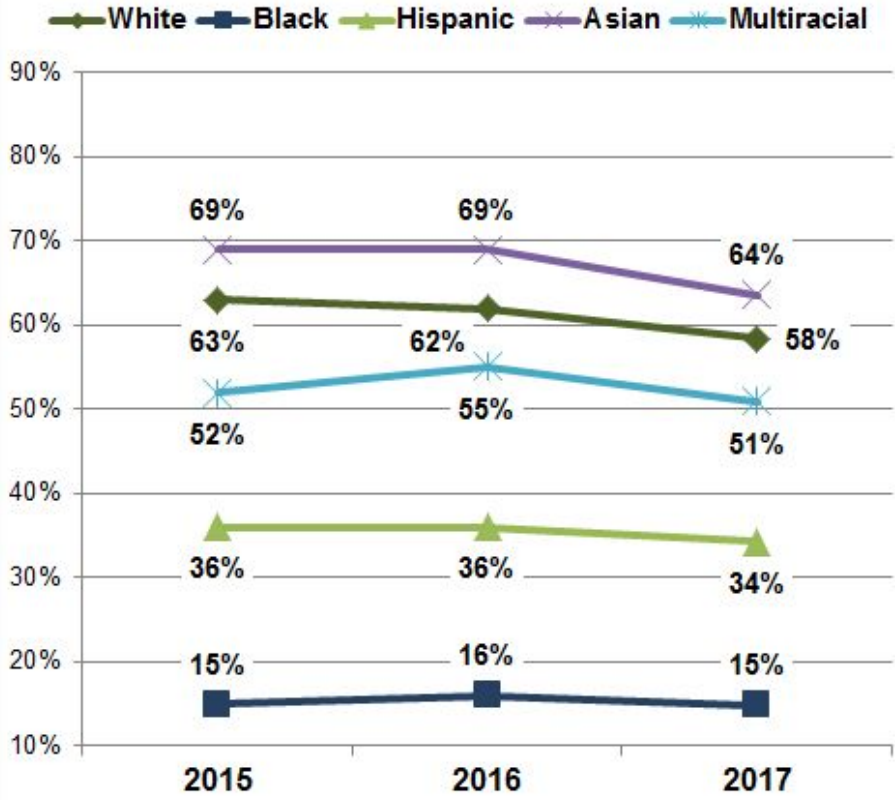


# PARCC % Meets/Exceeds by Race

PARCC ELA % Meets/Exceeds, by Race Over Time



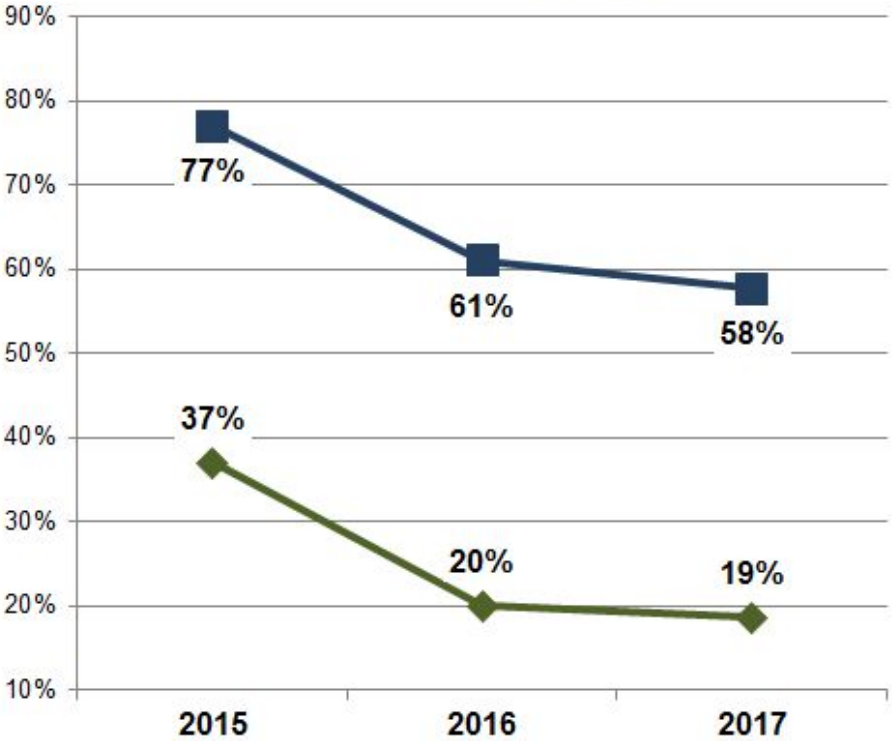
PARCC Math % Meets/Exceeds, by Race Over Time



# PARCC % Meets/Exceeds by Lunch Status

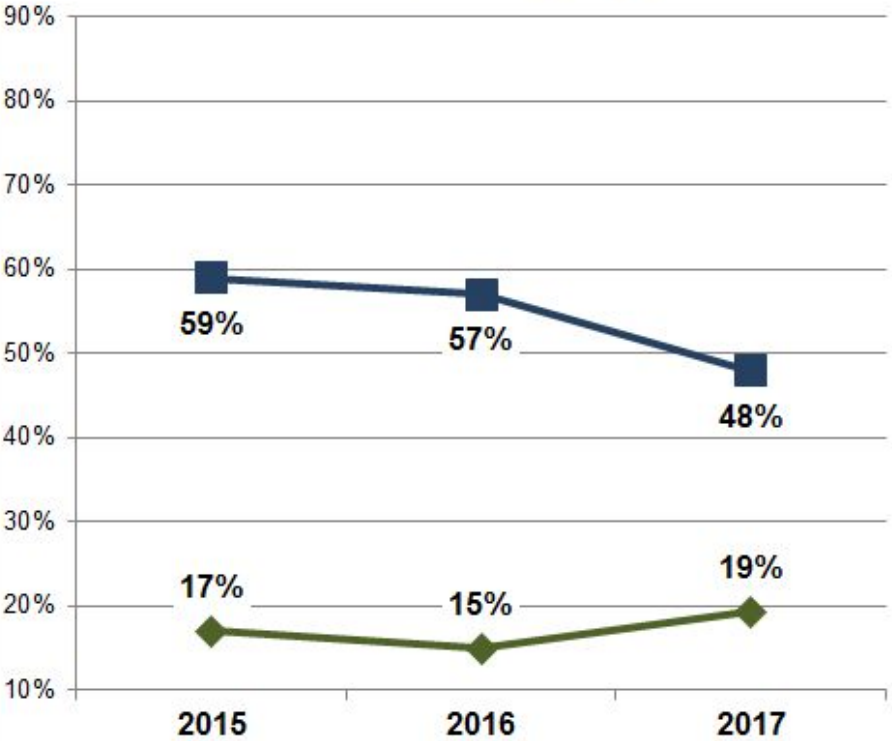
PARCC ELA % Meets/Exceeds, by Lunch Status Over Time

Free/Reduced    Paying



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

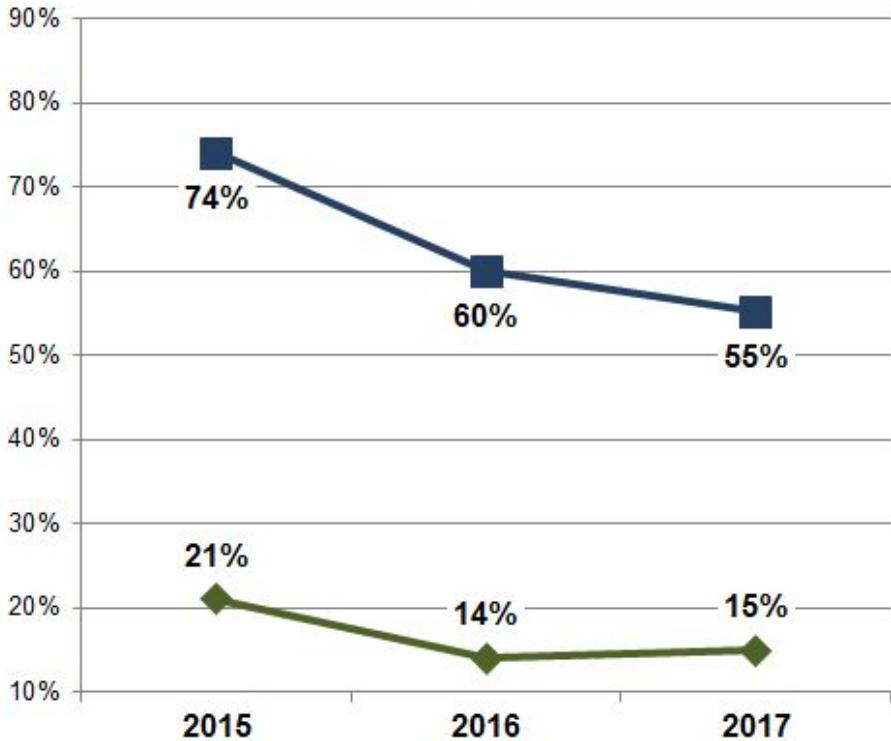
Free/Reduced    Paying



# PARCC % Meets/Exceeds by Lunch Status

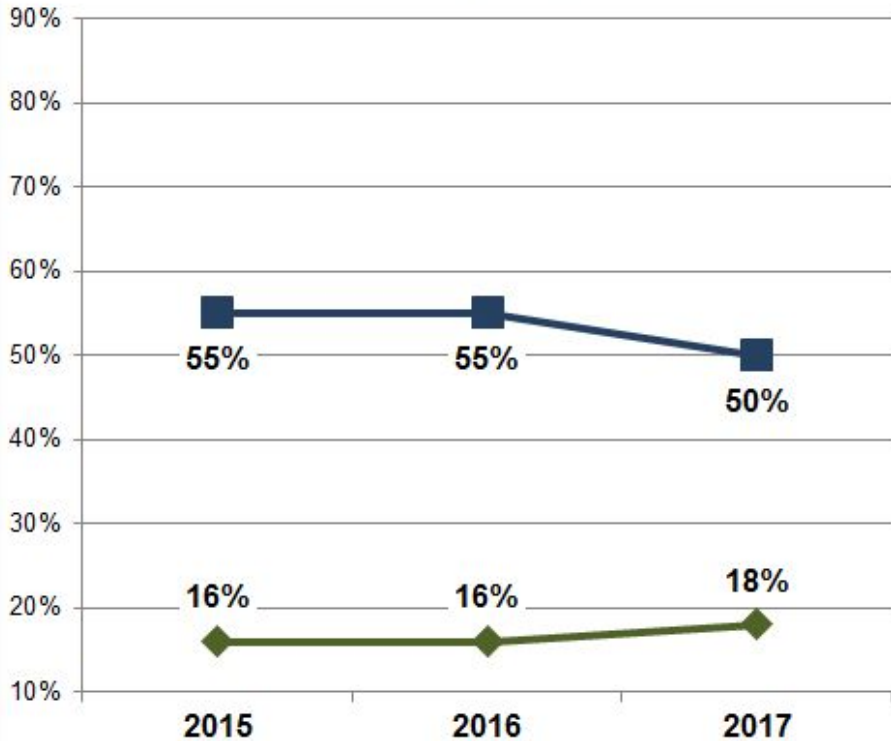
PARCC ELA % Meets/Exceeds, by IEP Status Over Time

IEP No IEP



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

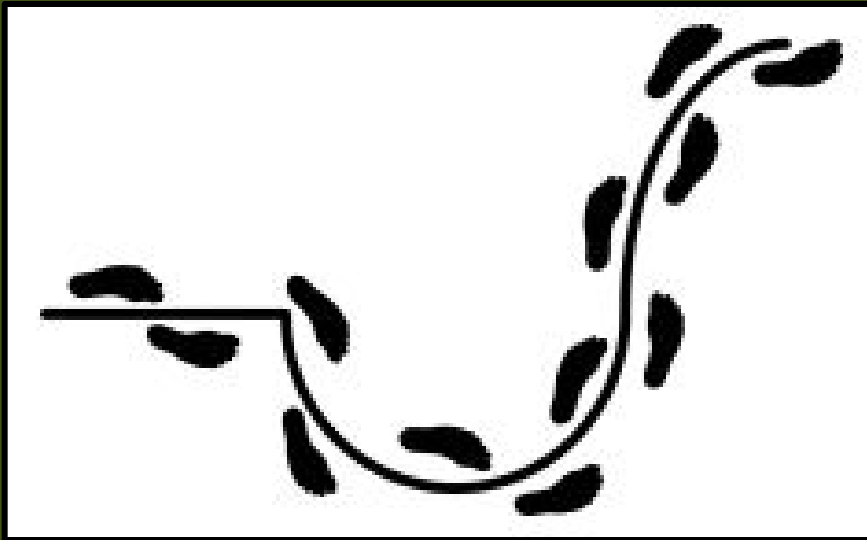
IEP No IEP



# PARCC Participation Rates

| Participation Rate     | 2015 | 2016 | 2017  |
|------------------------|------|------|---|
| % Participated         | 94%  | 91%  | 89%   |
| # Tests* Refused       | 442  | 606  | 773   |
| # Tests* Other Reasons | 99   | 53   | 107<br><i>Includes 80 private school students</i> |

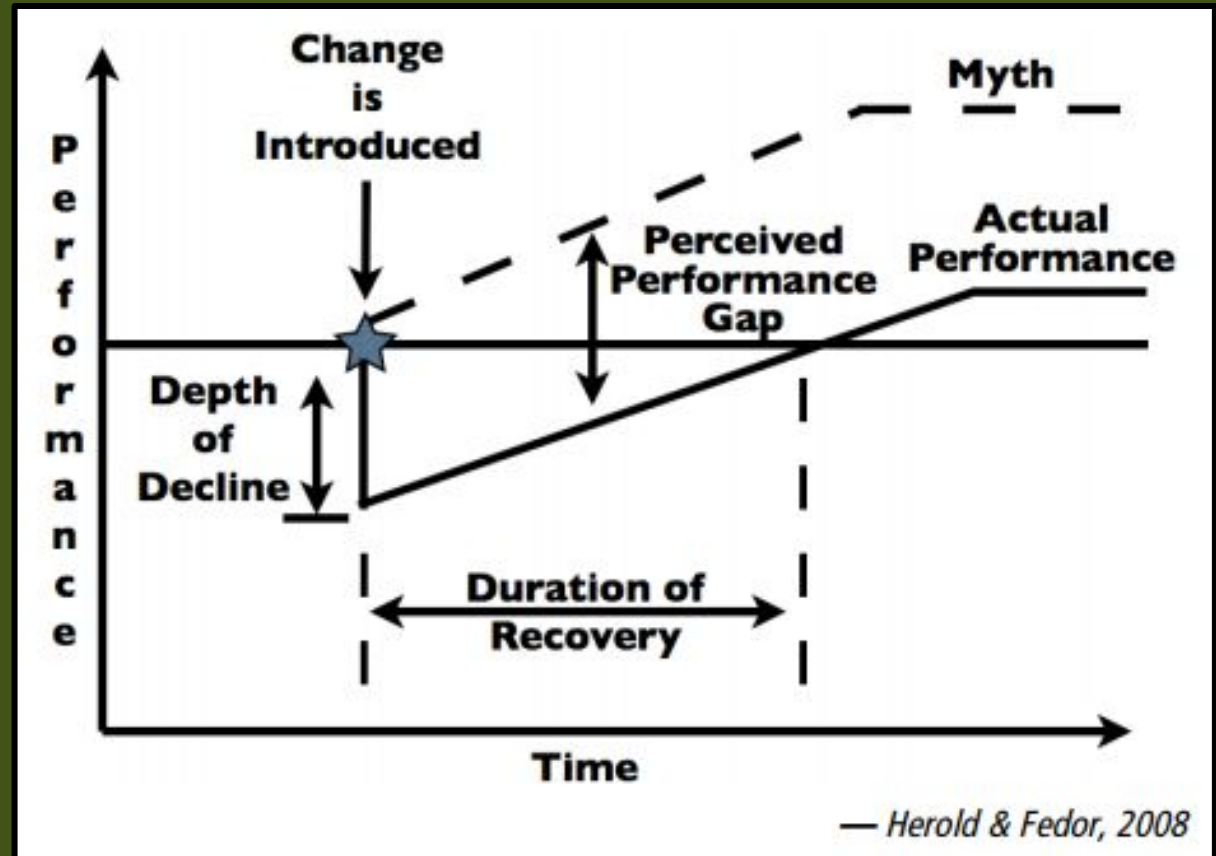
\* # of tests higher than # of students (1-2 tests per student)



**The implementation dip**



# The reality of post-change performance



# Next Steps & Initiatives for 2017-2018

- PARCC Participation
- MTSS
- K-5 Curricular Resources
- Instructional Coaching
- Leadership Coaching
- FAR
- School Improvement Planning

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**Questions?**