



Oak Park Elementary School District 97

970 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

TO: Dr. Albert Roberts, Superintendent

**FROM: Felicia Starks Turner, Director of Administrative Services
Harla Hutchinson, Data Administrator**

RE: Student Performance: State ISAT Testing Results from Spring 2013

DATE: September 24, 2013

This report summarizes the 2013 State testing information for grades 3-8 in Oak Park Elementary School District 97. The topics covered include:

1. NCLB requirements related to Adequate Yearly Progress (AYP) are outlined.
2. District performance on Spring 2013 ISAT and AYP status for the district and schools are presented.
3. Plans for further analysis are presented.
4. Next steps and School Improvement planning are discussed.

OAK PARK ELEMENTARY SCHOOL DISTRICT 97
Oak Park, Illinois

September 24, 2013

Student Performance: State Testing Results from Spring 2013

The purpose of this report is to provide the Board of Education with a look at student performance data from State testing conducted during March 2013 in grades 3-8.

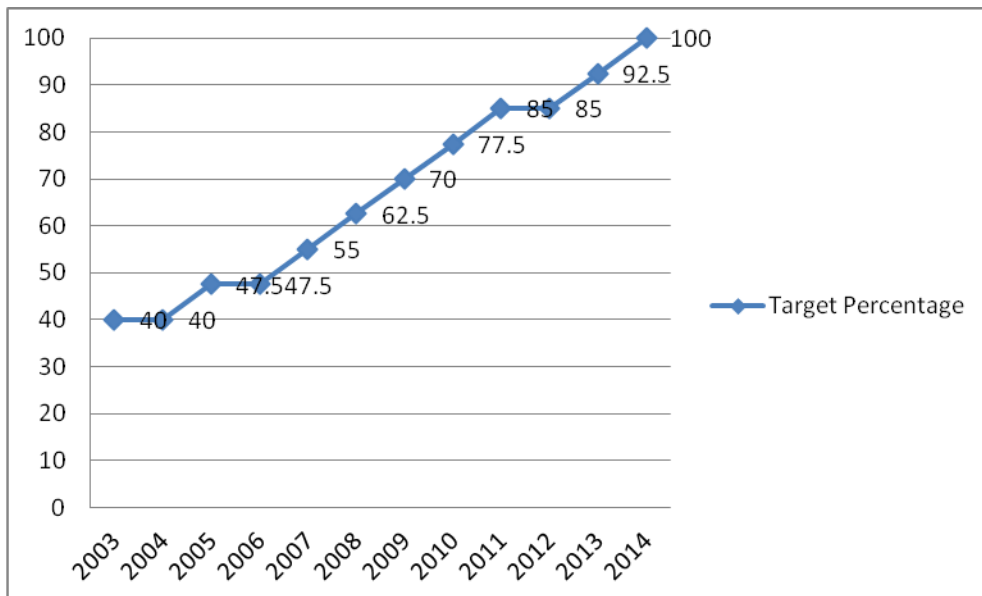
Connections to District Goals

Monitor improvement in student performance and social interactions:

- a. Support schools and the District to make AYP.
- b. Develop and utilize additional progress monitoring to identify and improve individual student academic performance.

No Child Left Behind Act and Adequate Yearly Progress (AYP) Primer

Since 2007, AYP targets have been raised every year to achieve the overall goal that 100% of students are meeting state standards by spring of 2014. The target for 2010 was 77.5% and for 2011, it was 85%. The Illinois State Board of Education (ISBE) applied for and received a waiver from the federal government that allowed the target for 2012 to remain at the 2011 target of 85%. The target for 2013 was 92.5% of students meeting or exceeding state standards in both reading and math.



Targets must be met not only by the school or district as a whole, but also by all key subgroups of at least 45 students. Schools and groups are considered meeting AYP if the percent meeting standards is within the 95% confidence interval for the size of the group.

When a subgroup of at least 45 students does not meet the target two years in a row, the Safe Harbor provision provides an alternate method of achieving AYP. A subgroup is considered in Safe Harbor if the number of students not meeting standards has decreased by at least 10% from the one year to the next.

Three overall requirements were applied in 2013 to schools and districts in determining if AYP was met:

1. At least 95 % of all students in each subgroup must be tested in reading and math.
2. At least 85% of students must meet or exceed standards in the subject. If the percentage is less than 85%, the 95% confidence interval is applied. If a subgroup did not make AYP the previous year, the Safe Harbor provision may allow it to meet the conditions.
3. Students must have at least a 91% attendance rate.

When a school or district does not make AYP, sanctions can be imposed, depending on the length of time the entity has failed to meet standards.

Although these requirements appear to be straightforward, the calculations that are used to determine if a school has met AYP can be very complex. In addition to Safe Harbor and 95% confidence intervals, the calculation also considers the size of the subgroup, which school is considered a child's "home" school, and which children were in attendance at the school and in the district as of May 1 of the previous year.

In addition, the Illinois State Board of Education made a significant change to ISAT scoring in 2013, raising the cut scores required to meet standards. This change occurred in response to major reforms taking place in education, in particular the shift to Common Core State Standards and the focus on college and career readiness. The cut scores used in prior years did not align with the more rigorous standards. The new cut scores will provide a better indication of the college and career readiness of each student. The new cut scores bring the ISAT into closer alignment with the PARCC test that will be implemented in the 2014-2015 school year.

ISAT Cut Scores for Meeting Standards 2012 compared to 2013

Grade	Reading		Math	
	2012	2013	2012	2013
3	191	207	184	214
4	203	217	200	224
5	215	228	214	235
6	220	237	225	247
7	226	239	235	257
8	231	248	246	267

The purpose of this report is to provide some overall background on the AYP assessment process, show how District 97 fared in light of these requirements and the new cut scores, and discuss how these results can help provide direction for our efforts in the coming school year.

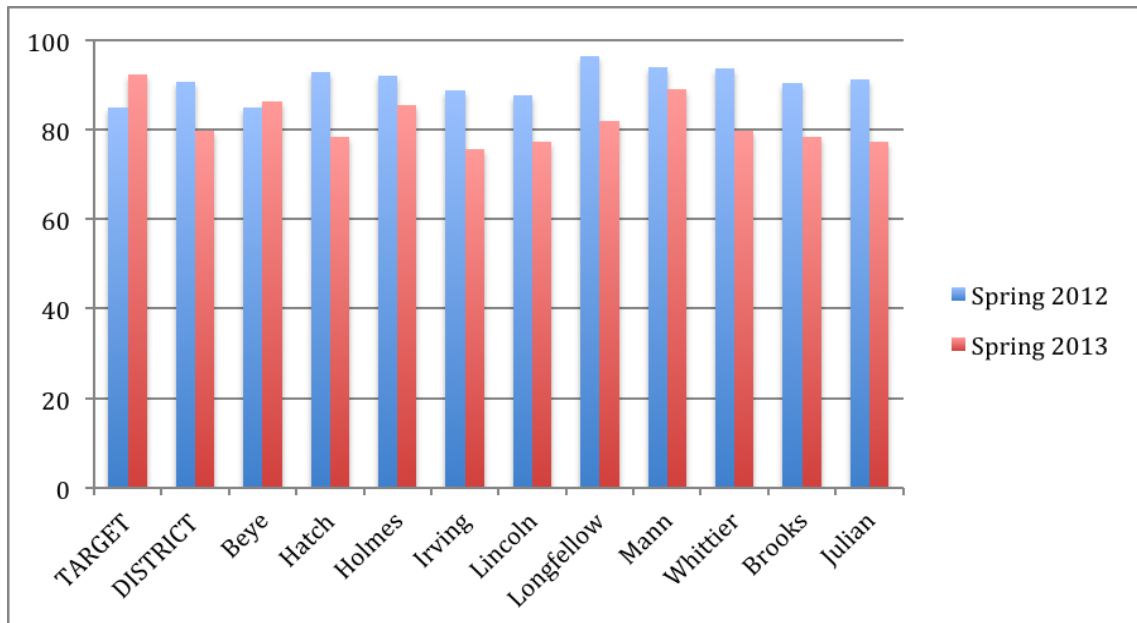
2013 ISAT and IAA Testing Data: AYP Results

Oak Park Elementary School District 97 recently received the results of the 2013 AYP calculations and ISAT/IAA scores from the State for the March 2013 testing. ISAT and IAA test results as well as scores across grade levels are combined to calculate AYP status.

Because of the change in cut scores, the percent of students meeting or exceeding state standards is considerably lower than we are accustomed to seeing, both at the district and the individual school level, and in both subjects. With the single exception of Beye, which posted an increase in the overall percentage of students meeting or exceeding standards in Reading from 2012 to 2013, all of our schools and the district as a whole saw the percentage drop noticeably. Overall the change was greater for Math than for Reading, and larger at some schools than at others. This does not mean that this year's students know any less than last year's students in the same grade did or are in any way less capable. It is simply a reflection of the fact that the bar has been raised.

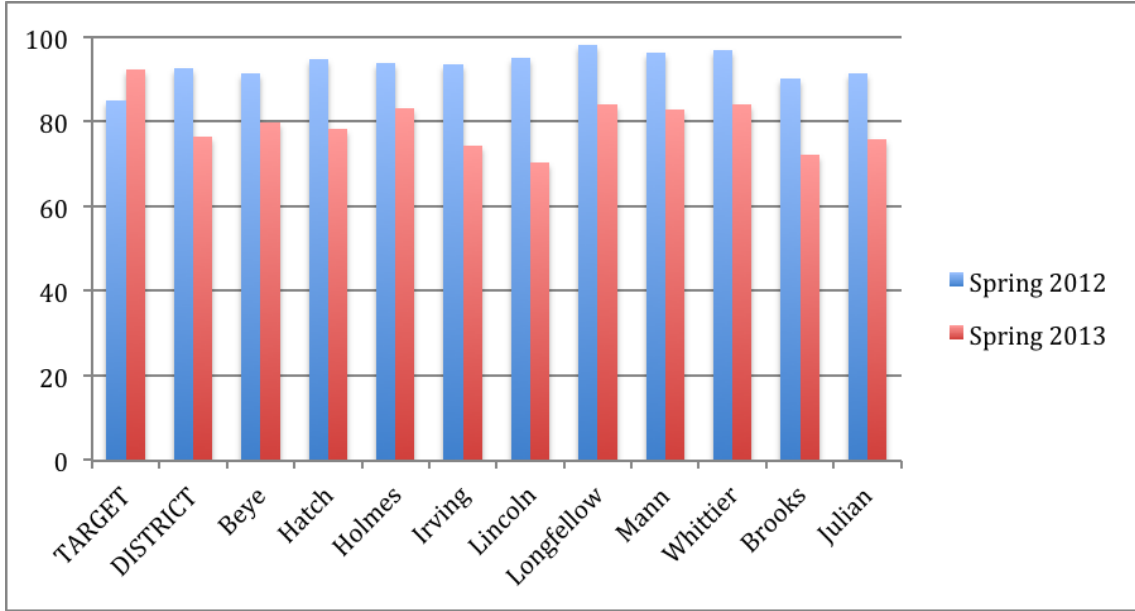
It helps to put these numbers in perspective by comparing these results to those recorded across the state where the average percent of students meeting or exceeding standards was about 58%. Schools and districts with higher pass rates in the past were typically affected less than those with lower rates; schools and districts with more students at or around the cutoff were affected more. Across the state, schools with a higher minority population also experienced a larger drop from last year to this.

READING: % of Student Meeting or Exceeding Standards (2012 compared to 2013)



In Reading, as noted above, the percentage of students meeting or exceeding standards overall increased from 2012 to 2013 at Beye. Of the other schools, Holmes, Lincoln, and Mann recorded the smallest declines.

**MATH: % of Student Meeting or Exceeding Standards
(2012 compared to 2013)**



In Math, the schools with the smallest declines were Beye, Holmes, Longfellow, Mann, and Whittier, although in no case does the percentage approach the target of 92.5%.

As a result of the change in scaling, we find ourselves in a very different position relative to AYP than for any year in the past. Of the ten schools in District 97, there is only one – Holmes – that made AYP. Seven schools failed to make AYP but are not identified for Federal Improvement Status. Beye did not make AYP for the third consecutive year. As a Title I school, it is in Federal Improvement Status. Brooks did not make AYP for the fourth consecutive year and has received a change in State Improvement Status. The district as a whole also did not make AYP.

The following tables provide an overview of the AYP status of our District and the schools for Reading and Math. In viewing these exhibits and the discussion that follows, it is important to keep in mind some important facts about the way AYP status is determined:

- When gauging school progress from one year to the next, the results for two different groups of students are compared. Last year's fifth graders are this year's sixth graders and last year's eighth graders are no longer with us. Just as no two

children in an individual family are alike in their needs and talents, no two cohorts are the same. Comparing the performance on one group in a particular year to the performance of a different group in another year is inherently unfair.

- AYP status for 2013 is based on students who were enrolled in the district as of May 1, 2012. Some of the students represented in these figures may no longer be active students in District 97.
- The state distinguishes between a student's home school (the one the student should attend based on where he lives) and his serving school (the one in which the student receives instruction). For most students, these are one and the same. However, we do have students with special needs who attend schools other than their home school, most often outside the district entirely. Regardless of where the students receive instruction, their test results are counted in the results of their home school.
- Finally, students are counted in every subgroup for which they qualify. This can make it appear that more students are failing to meet state standards than actually do. In addition, the intense focus on subgroups tends to mask the fact that a very large percentage of students are successful.

AYP Status of District and Schools in Reading

Building	Made AYP	Asian	Black	Hispanic	White	Multiracial	Economically Disadvantaged	Students with Disabilities
DISTRICT	N	N	N	N	Y	N	Y	N
Beye	Y		Y		Y			
Hatch	N				Y		N	
Holmes	Y		Y		Y		Y	
Irving	N		Y		Y		Y	
Lincoln	N		N		N		N	N
Longfellow	N		N		Y		N	
Mann	Y				Y			
Whittier	N				N			
Brooks	N		Y		Y	Y	Y	N
Julian	N		Y		Y	N	Y	N

An unshaded cell represents a subgroup with fewer than 45 students.

AYP Status of District and Schools in Math

Building	Made AYP	Asian	Black	Hispanic	White	Multiracial	Economically Disadvantaged	Students with Disabilities
DISTRICT	N	Y	N	N	N	Y	N	N
Beye	N		Y		N			
Hatch	N				Y		N	
Holmes	Y		Y		Y		Y	
Irving	N		N		Y		Y	
Lincoln	N		N		N		N	N
Longfellow	N		N		Y		N	
Mann	N				N			
Whittier	N				N			
Brooks	N		N		Y	Y	N	N
Julian	N		Y		Y	Y	N	N

An unshaded cell represents a subgroup with fewer than 45 students.

Here's a closer look at the results for each of the schools, compared to last year, with a focus on subgroups that did not make AYP. Keep in mind that the students being compared from one year to the next are not the same students. Approximately one third of the students tested in 2012 have left the school to move on either to the middle school or the high school. They were replaced in 2013 by a new group of students at the lowest grade level for the school.

Beye

For the third consecutive year, Beye did not make AYP. While last year the school did not make AYP in either subject based on the performance of its Black students, this year the target was met for Reading. In fact, Beye was the only school to post a higher percentage of students meeting or exceeding standards in Reading in 2013 than in 2012. However, Beye failed to meet standards in Math, based on the performance of its White students, of whom 88.5% met or exceeded standards. Beye School is in State Improvement Status: Academic Early Warning Year 2. Because it receives Title I funds, the school is also in Federal Improvement Status and is required to offer school choice to all students and to provide Supplemental Educational Services (or tutoring, also known as SES) to students who qualify for free or reduced lunch.

Hatch

Although Hatch has consistently made AYP as a school for the past several years, this year it did not meet the target in either Reading or Math. This is the first year in which Hatch has had any subgroup besides White students large enough to count for AYP. In 2013 there were at least 45 Economically Disadvantaged students for whom Hatch was the Home School and this group did not make AYP in either Reading or Math, with

percentages meeting or exceeding standards of 53.3% and 46.7% respectively. Because this is the first year Hatch has not made AYP, it is not identified for School Improvement according to the NCLB legislation.

Holmes

Holmes School made AYP for the second year in a row by meeting the Safe Harbor targets. As a result, it is no longer in Federal or State Improvement Status.

Irving

Irving School did not make AYP in either Reading or Math. While there were no key subgroups that did not meet the target in Reading, the percentage of students overall who met or exceeded standards in Reading (75.6%) was not high enough to make AYP. In Math, the target was not met overall (74.5%) or by Black students (46.9%). Irving is not in either Federal or State Improvement Status.

Lincoln

Lincoln appears to be the school that was most affected by the changes in cut scores. It did not make AYP in either Reading or Math, either overall or for any subgroup with 45 or more students. Unlike most previous years, in 2013 Lincoln had enough Students with Disabilities and Economically Disadvantaged students for those subgroups to count for AYP, in addition to Black and White students. Federal and State Improvement Status do not apply to Lincoln at this time.

Longfellow

Despite its increasingly strong performance in previous years, Longfellow did not make AYP in 2013 in either subject, on the basis of its performance among Black students and Economically Disadvantaged students. Longfellow is not in Federal or State Improvement Status.

Mann

Although in the past, Mann has easily met the AYP targets, in 2013 it did not make AYP in Math on the basis of both overall performance (82.8%) and the performance of its White students (85.5%). Except for White students, Mann does not have any subgroups large enough to report separately. Federal and State Improvement Status do not apply to Mann at this time.

Whittier

Whittier did not make AYP in Reading in 2013, either overall (79.9%) or among White students (88.0%). White students, the only subgroup at Whittier with sufficient population to count separately, did not meet AYP in Math (87.9%). Whittier is not in either Federal or State Improvement Status.

Brooks

Brooks did not make AYP for the fourth consecutive year. In 2013, Students with Disabilities did not meet the standard in either Reading (42.1%) or Math (27.6%). In Math, Black students and Economically Disadvantaged students also did not make AYP.

Because this is the fourth consecutive year in which one or more subgroups did not make AYP in the same subject, the school is now in State Improvement Status: Academic Watch Status Year 1. Because it is not a Title I school, Federal Status does not apply.

Julian

In 2013, Julian did not meet the AYP target in either subject. In Reading, Julian did not make AYP among student of Two or More Races (76.5%) or Students with Disabilities (34.5%). Neither Students with Disabilities (32.8%) nor Economically Disadvantaged students (46.0%) made AYP in Math. Because Julian did not make AYP two years ago and needs to do so for two consecutive years in order to be removed from the status list, it is in State Improvement Status: Academic Early Warning Year 2.

As indicated, despite the fact that most of the schools did not make AYP, few of them have been identified for improvement under the guidelines of the No Child Left Behind Act (see below for a summary of district and school status). The No Child Left Behind Act outlines a series of actions a school must undertake as a result of not making Adequate Yearly Progress. Please see Appendix A for details about the requirements of the NCLB Act.

	Federal Improvement Status	State Improvement Status
District	District Improvement Year 2	Academic Early Warning Year 2
Beye	Choice SES	Academic Early Warning Year 2
Brooks	Does not apply	Academic Watch Status Year 1
Julian	Does not apply	Academic Early Warning Year 2

Measuring Student Growth

As we have said many times, District 97 is not defined by its AYP reports alone. This is especially true this year, when the AYP report is reflective less of changes in student performance than of changes to the cut scores. Our students continue to make progress from year to year and we remain committed to the mission of helping every child achieve his or her own potential. Drawing conclusions about the success of our efforts based on the results of a single test at a single point in time is not a useful way to achieve our purpose. As a District, we continue moving toward a growth model that examines the individual improvements made by each child from year to year. This allows us to focus on the needs of each child and ensure a year's growth or more in a year's time.

As you know, we have contracted with ECRA to build a local growth model that will allow us to sharpen our focus on student growth rather than status, which is what is measured by AYP. The initial model has been constructed and result based on our student performance data through the 2012-2013 school year. Results from the first round of DIBELS and MAP testing will be added soon. Kim Perkins from ECRA will be at the October 22 Board meeting to introduce you to the model and present our first results. In the meantime, we have included an overview in this report. Please see Appendix B.

Next Steps and School Improvement Planning

The No Child Left Behind Act has created an AYP target for the 2013-2014 school year of 100% of student meeting or exceeding standards in both Reading and Math. Regardless of how unrealistic meeting that target might seem at the moment, the District will continue all efforts to align our practices with those that have been identified through research as being associated with improved student performance.

All ten schools and the district as whole will continue to participate in the school improvement process following the Rising Star model that was adopted last year. Once again, we have engaged the services of West 40 as consultants to help guide us through the process. This model focuses on continuous improvement along a number of key dimensions, each of which has a number of important indicators. The process involves evaluating current practices for each indicator, establishing priorities, developing plans to address gaps between current and best practices, and frequent evaluation of progress.

We want to make it clear that if the requirements of No Child Left Behind disappear tomorrow, our mission will remain the same – to educate every student to his or her fullest potential. We will continue to refine our growth model and to use all relevant student data to help identify areas of concern and address individual student needs for all of our students. We will continue to review the effectiveness of our programs and targeted interventions. We are committed to making sure all of our children achieve success and experience at least a year's growth every year.

Felicia Starks Turner, Ed.D.
Director of Administrative Services

Harla Hutchinson,
Data Administrator

Appendix A:
NCLB Requirements for Title I Schools Not Making Adequate Yearly Progress

This table lists the requirements for Title I schools not making AYP over the course of multiple years. The requirements for non-Title I schools are the same except there are no financial sanctions.

Year of not making AYP	Federal Status	NCLB Requirements
1	No change in status	No consequences in Year 1
2	School Improvement Status Year 1	<ol style="list-style-type: none"> 1. Reserve 20% of Title I base allocation to offer school choice to students 2. Reserve 10% of Title I allocation for professional development 3. Complete a School Improvement Plan
3	School Improvement Status Year 2	<ol style="list-style-type: none"> 1. Reserve 20% of Title I allocation to offer Supplemental Educational Services to students on Free & Reduced Lunch <u>and</u> offer school choice with transportation 2. Reserve 10% of Title I allocation for professional development 3. Complete a School Improvement Plan
4	Corrective Action	<ol style="list-style-type: none"> 1. Reserve 20% of Title I allocation to offer SES to students on Free & Reduced Lunch <u>and</u> offer school choice with transportation 2. Reserve 10% of Title I allocation for professional development 3. Complete a School Improvement Plan 4. Corrective Action which includes one of the following: replace the school staff who are deemed relevant to the school not making adequate progress; significantly decrease management authority at the school; restructure the internal organization of the school or appoint one or more outside experts to advise the school with regard to (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP.
5	Restructuring Planning	<ol style="list-style-type: none"> 1. Reserve 20% of Title I allocation to offer SES to students on Free & Reduced Lunch <u>and</u> offer school choice with transportation 2. Reserve 10% of Title I allocation for professional development 3. Complete a School Improvement Plan 4. Planning for restructuring which may include the following: reopen the school as a public charter school, replacing school staff, implement new curriculum, extend the school day/year, etc. 5. Planning to possibly enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the school as a public school
6+	Restructuring Implementation	<ol style="list-style-type: none"> 1. Reserve 20% of Title I allocation to offer SES to students on Free & Reduced Lunch <u>and</u> offer school choice with transportation 2. Reserve 10% of Title I allocation for professional development 3. Complete a School Improvement Plan 4. Corrective Action such as reopening the school as a public charter school, replacing school staff, implementing a new curriculum, extending the school day/year, etc. 5. Corrective Action such as entering into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the school as a public school.