Oak Park Elementary School District 97

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To: Members, Board of Education
Dr. Carol Kelley, Superintendent

From: Emily Fenske, Director of Organizational Learning
Dr. Amy Warke, Chief Academic & Accountability Officer

Re: Annual Student Performance Report

Date: November 27, 2017

Purpose: The purpose of this informational report is to provide a high-level overview of student academic performance in the 2016-2017 school year, especially as compared to the State of Illinois, similar districts, and historical performance.

Introduction

This report is a follow-up to the Annual Student Performance Report given to the Board on October 24, 2017. In this report we provide more detailed data on Spring 2017 PARCC and MAP results along with additional information and next steps for the district. Many thanks to Liz Battaglia, D97's Information Systems Coordinator, for her work in analyzing PARCC participation rates. Special thanks as well to Deb Tamondong, who has been supporting the Administrative Services department, for her assistance in preparing graphs for this report.

Spring 2017 PARCC Results

In this report, we provide PARCC results for District 97, the State of Illinois, and a set of comparison districts. In 2013, the Board adopted a set of comparison districts identified by the Facilities Oversight and Review Committee (FORC). These districts were determined to be similar to D97 in county, district type, number of students, Equalized Asset Valuation (EAV) per student, and percent of low income students. The full list of comparison districts used in this analysis is as follows:

Antioch CCSD 34
Barrington CUSD 220
CCSD 93
Wheaton CUSD 200
Elmhurst SD 205
Evanston CCSD 65
Glen Ellyn SD 41
Glenview CCSD 34
Grayslake CCSD 46
Hawthorn CCSD 73
La Grange SD 102
Lombard SD 44
New Lenox SD 122
Oak Lawn-Hometown SD 123
Orland SD 135
Troy CCSD 30C
Wauconda CUSD 118
Woodland CCSD 50

Additionally, to provide better insight into performance at our elementary vs. middle schools, we have broken data out by grades 3-5 and grades 6-8. In this way, our hope is to better illuminate conversations about initiatives underway at each level.

PARCC Results – Comparisons & Demographics Over Time

Figures 1 and 2 display PARCC performance in ELA and Math, respectively. Here we see the state, district, and comparison districts overall and broken out in grade bands. In ELA overall, D97 performs above the state, and relatively on par with comparison districts. In grades 3-5 in ELA, D97 strongly outperforms the state, and is slightly ahead of comparison districts. In grades 6-8 in ELA, D97 outperforms the state, but lags slightly behind comparison districts. The story in Math is the same, where D97 outperforms the state and comparison districts, except at grades 6-8, where we fall behind comparison districts.

In Figure 3, we look at ELA performance over time. Here we see declining performance in D97 while the state and comparison districts hold steady, or shift only a percentage point. The decline is sharpest in grades 6-8, where D97 went from 65% of students meeting or exceeding expectations in 2015, to 37% meeting or exceeding in 2017. In viewing Math performance over time (Figure 4), performance in grades 3-5 remains on track with the slight decline seen in comparison districts and at the state level. Grades 6-8 in Math see a decline over time, putting D97 below comparison districts.

When looking at performance broken out by demographic groups (Figures 5-7), we see some encouraging signs. While performance across groups has, in many cases, declined over time, the size of the decline has varied, narrowing the difference in performance outcomes between groups, also known as narrowing the achievement gap. For example, in viewing ELA and Math performance by race (Figure 5), we see that from 2016 to 2017, the percentage of white students in ELA who met or exceeded expectations went from 66% to 61%, a difference of 5 percentage points, while for black students in ELA, the percentage went from 22% to 20%, a difference of only 2 percentage points. Another significant encouraging sign we see in Math data occurs when looking at Math performance by lunch status (Figure 6) and IEP status (Figure 7). In both cases, we see improvements in Math performance for students with free or reduced price lunch and for students with IEPs. These improvements bring Math performance for those groups to their highest levels since PARCC began.

Figure 1

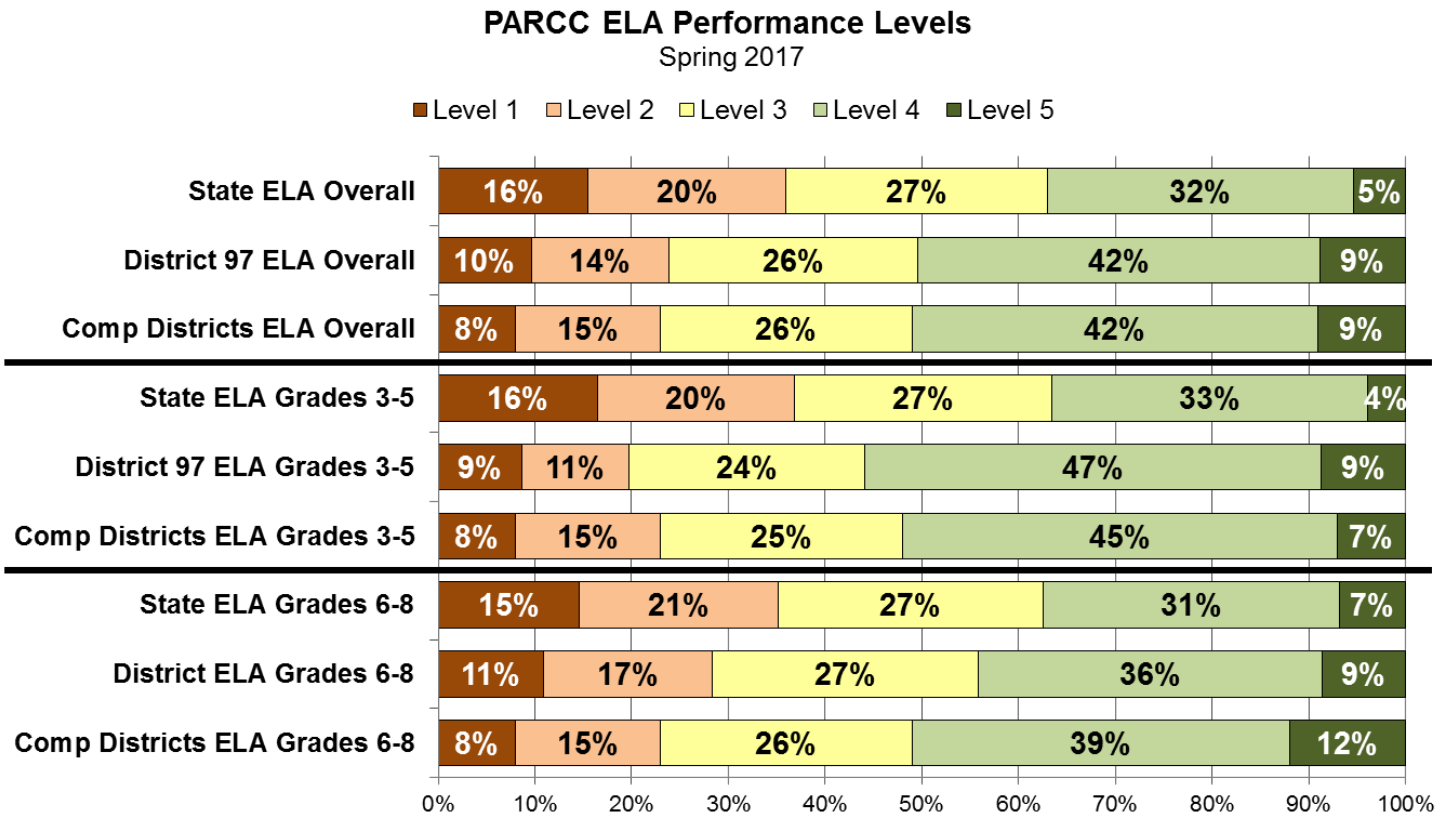


Figure 2

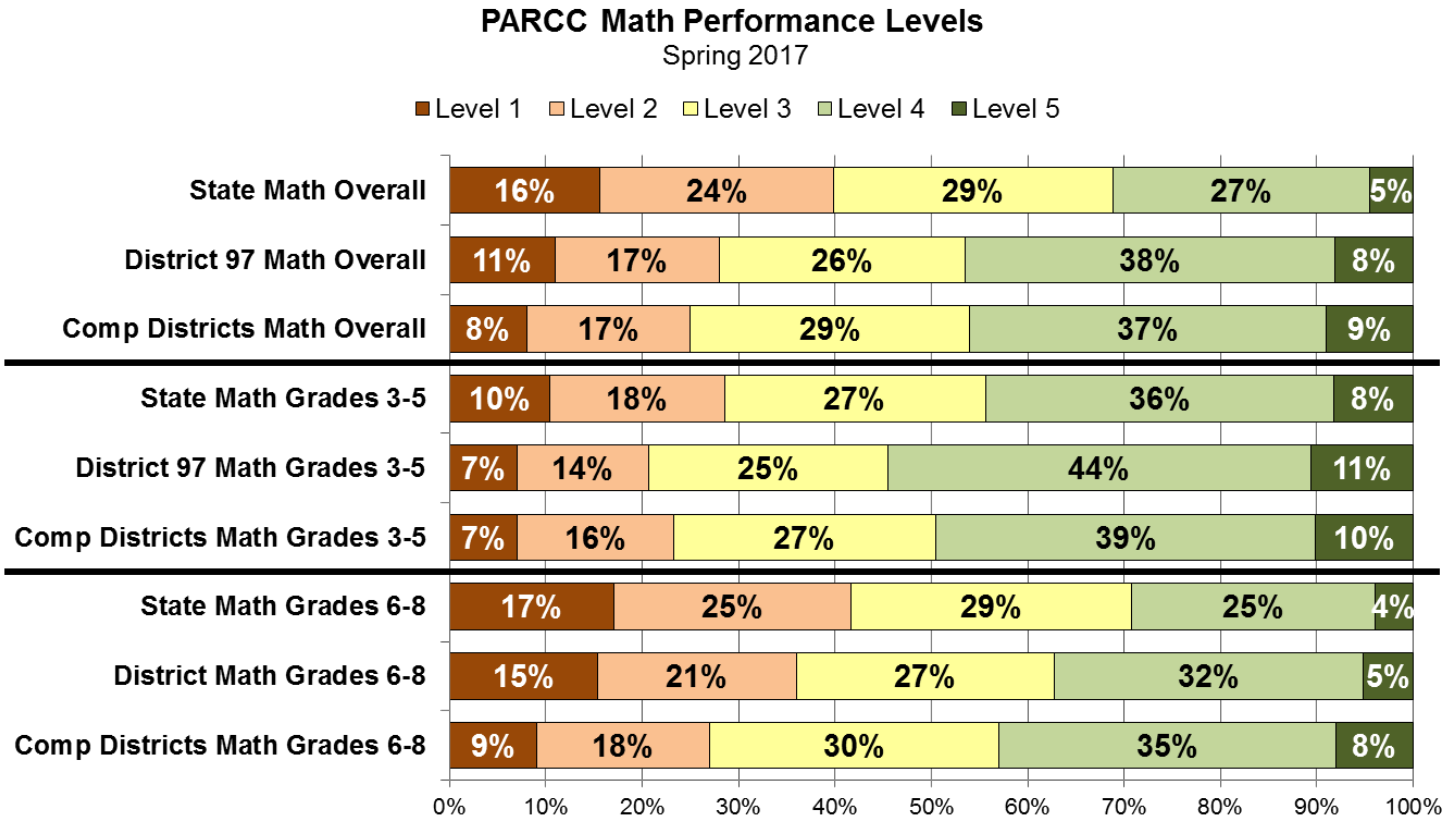


Figure 3

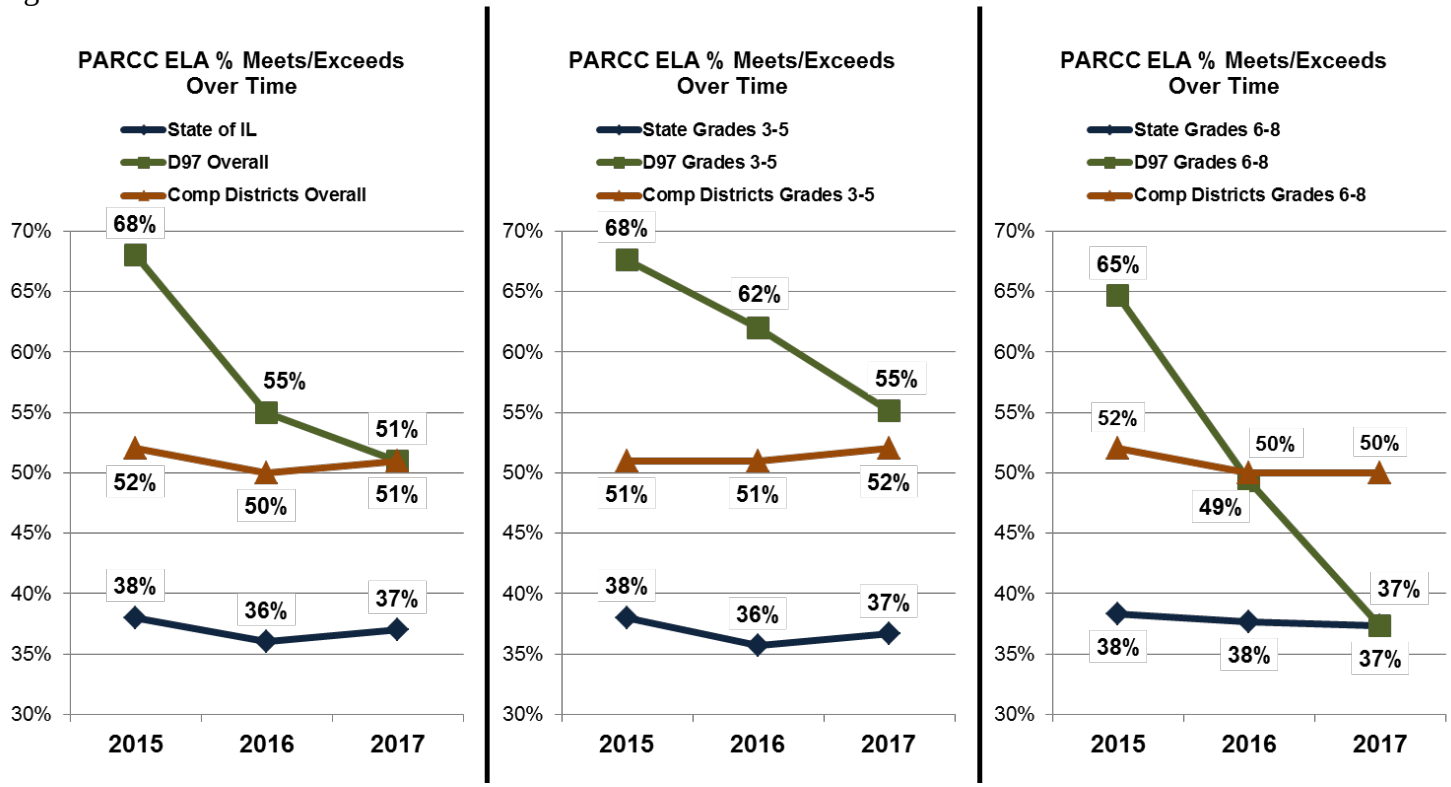


Figure 4

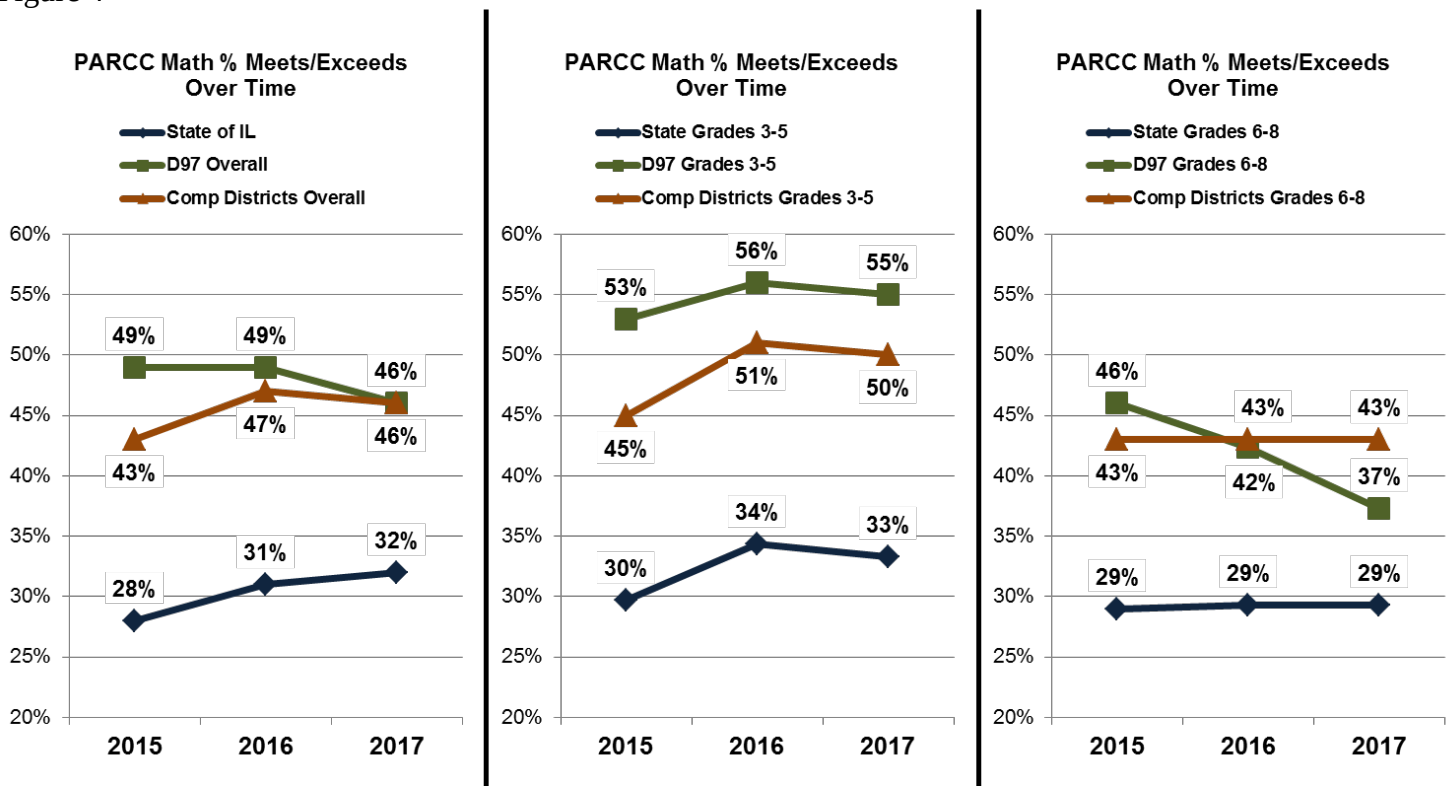
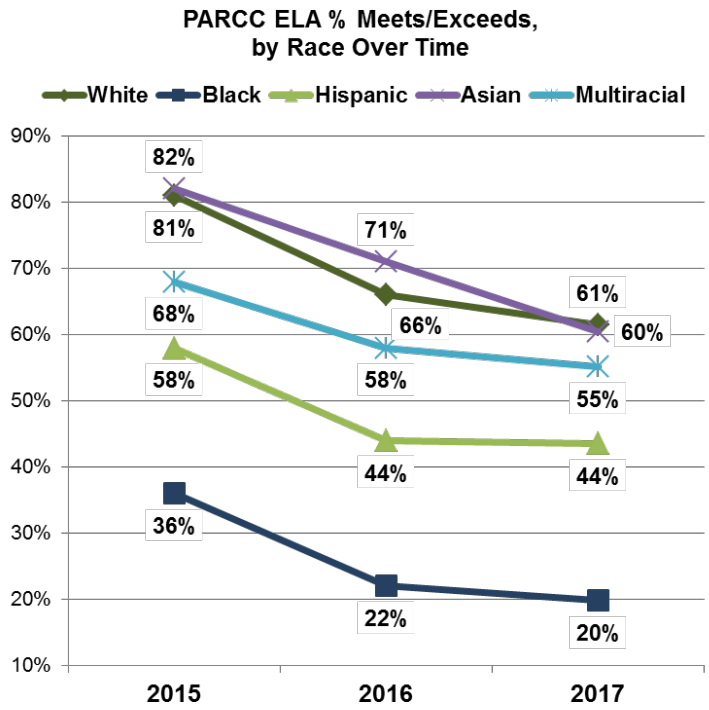


Figure 5



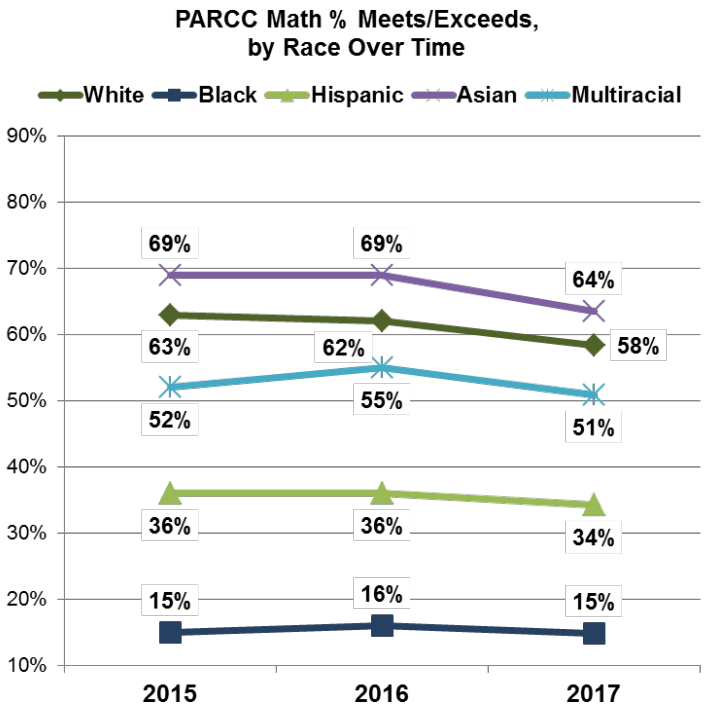
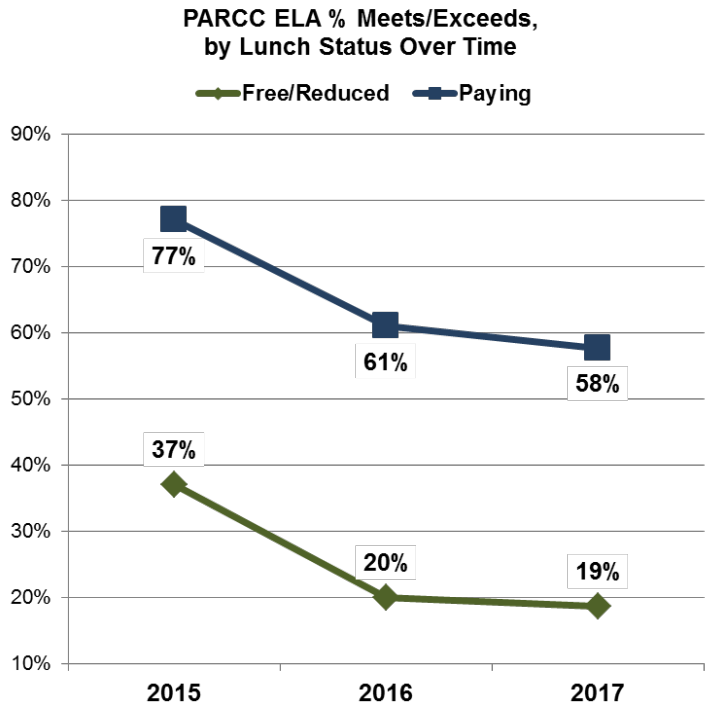


Figure 6



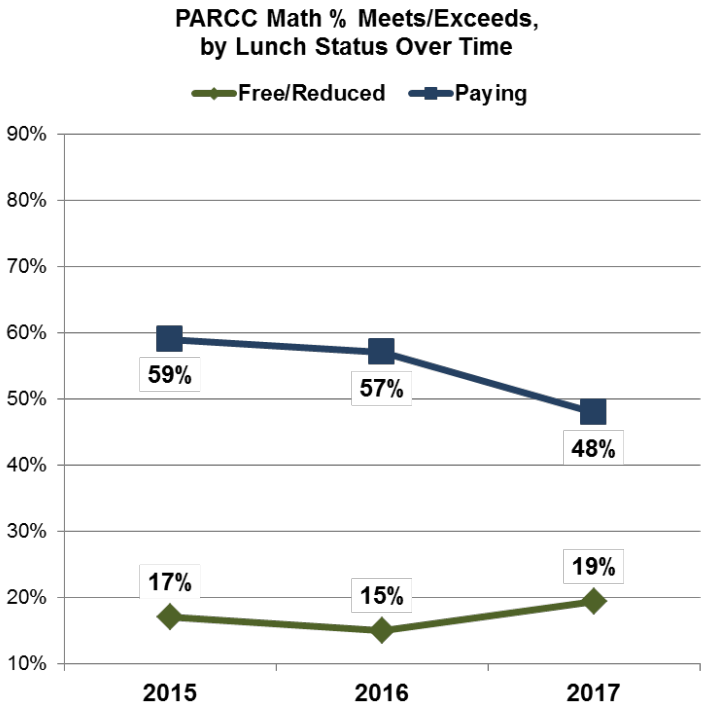
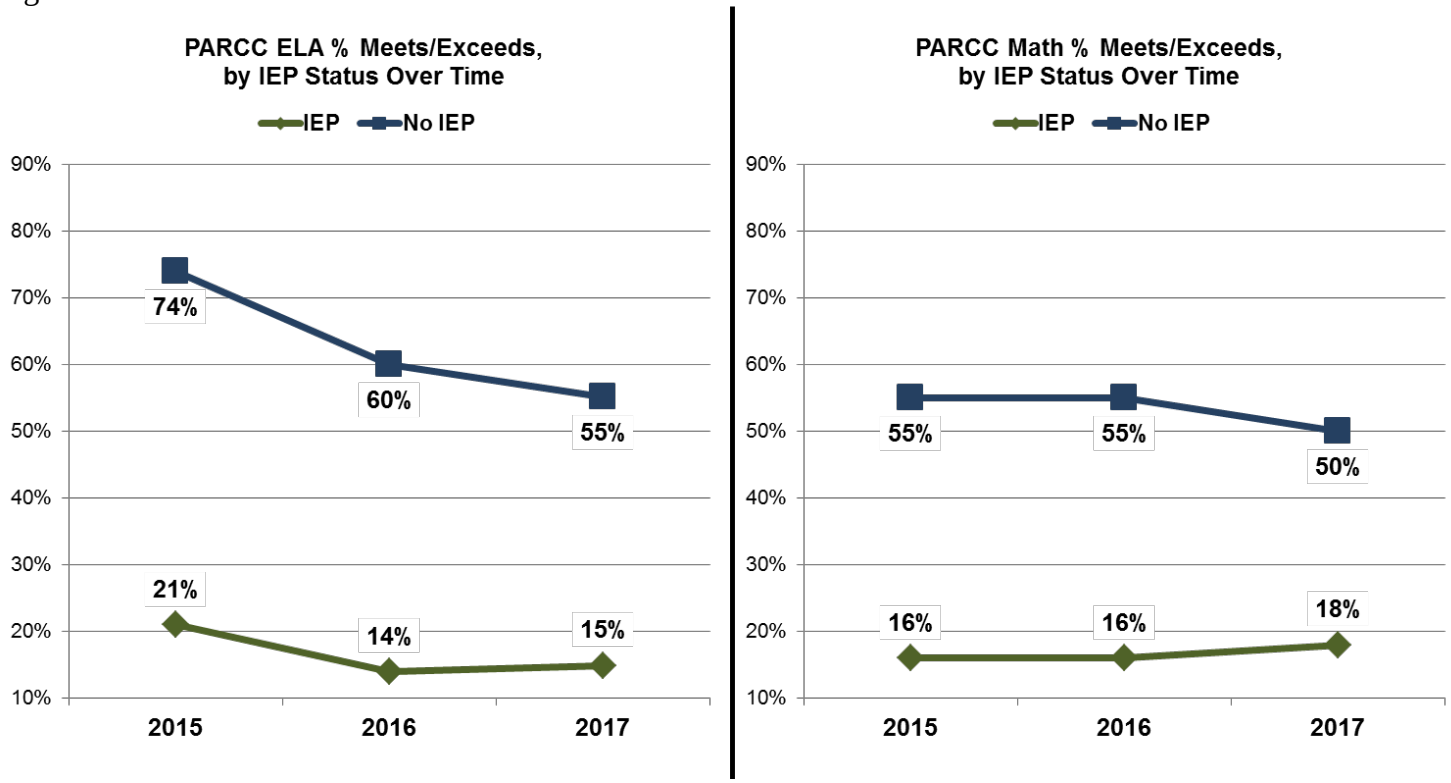


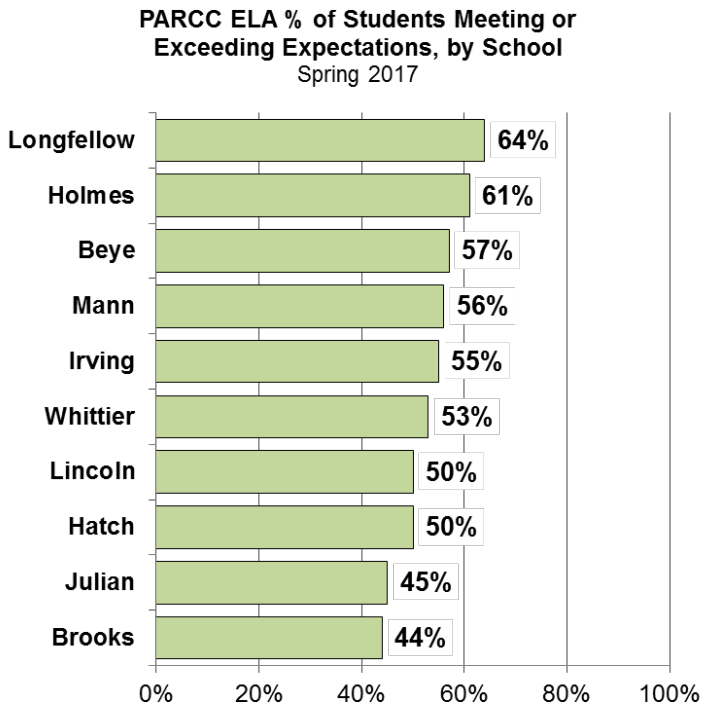
Figure 7



PARCC Results – By School

Figures 8-10 display D97 PARCC data by school. Please note that we do not present this data as a value judgment on the hard work being done by the faculty and staff at all of our schools, rather as a way to identify strengths across the district that all schools can learn from. We are pleased to show Longfellow as the district leader in the percentage of students meeting or exceeding expectations in both ELA (64%) and Math (66%) (Figure 8). In ELA performance over time, kudos to Irving and Holmes for an improvement from 2016 to 2017 of 4 and 3 percentage points, respectively (Figure 9). In elementary Math performance over time, most schools see an upward trajectory over 3 years, with special notice to Longfellow, for moving up 7 percentage points from 2016 to 2017 and to Mann, for moving up 4 percentage points over that same year.

Figure 8



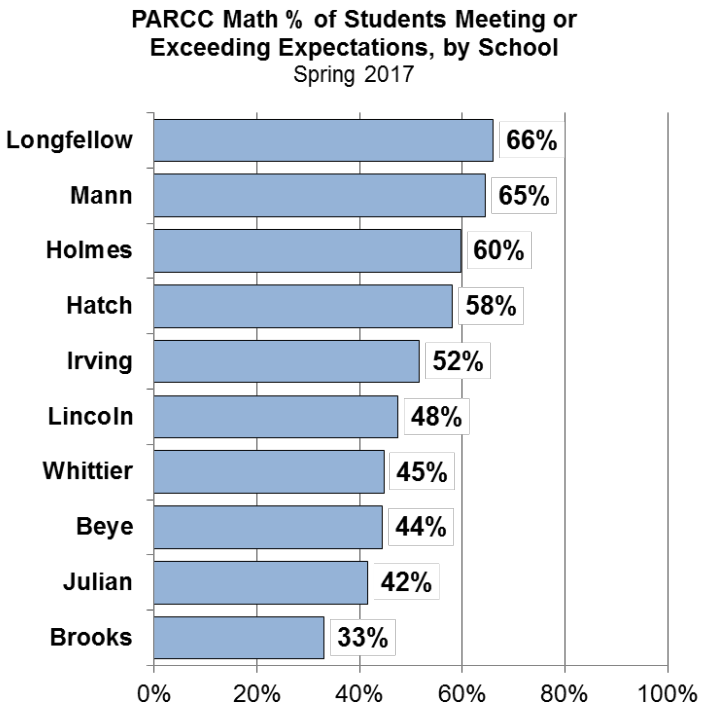
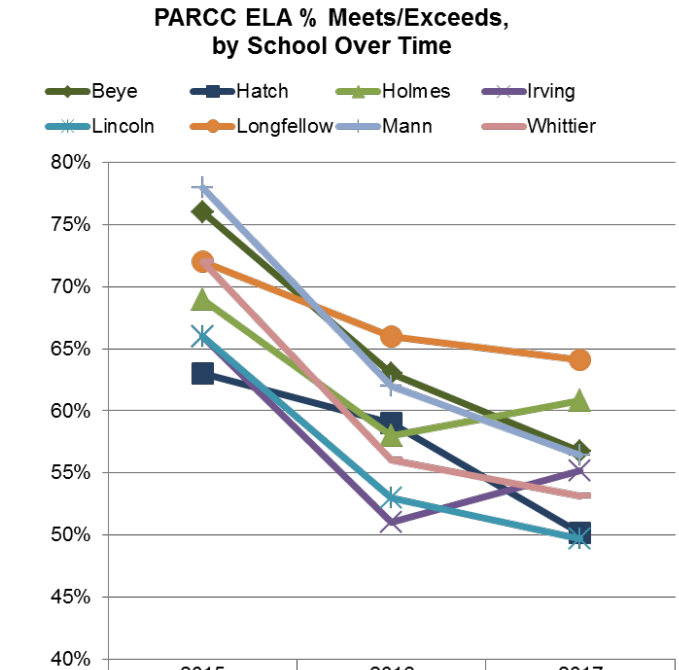
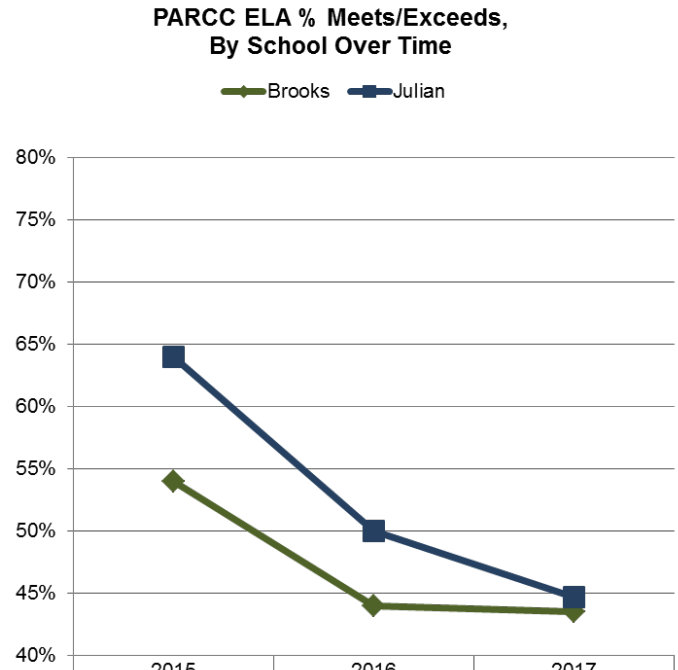


Figure 9

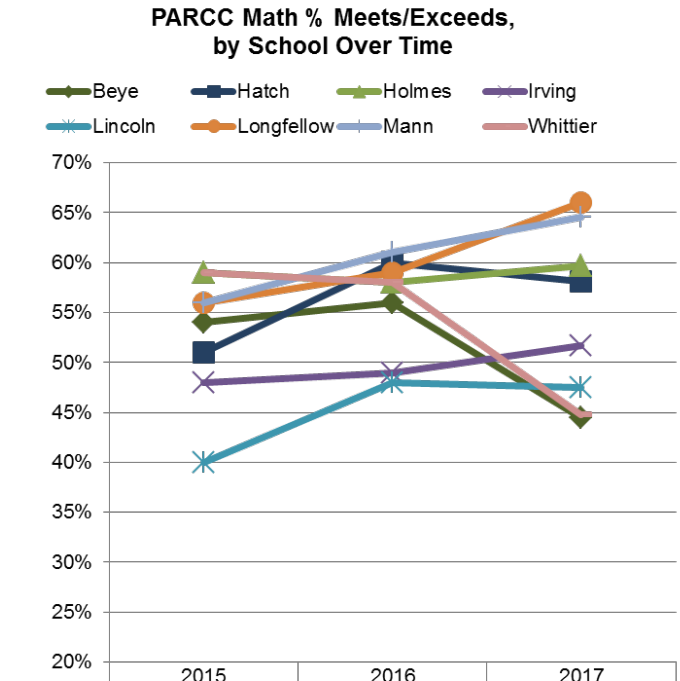


	2015	2016	2017
Beye	76%	63%	57%
Hatch	63%	59%	50%
Holmes	69%	58%	61%
Irving	66%	51%	55%
Lincoln	66%	53%	50%
Longfellow	72%	66%	64%
Mann	78%	62%	56%
Whittier	72%	56%	53%

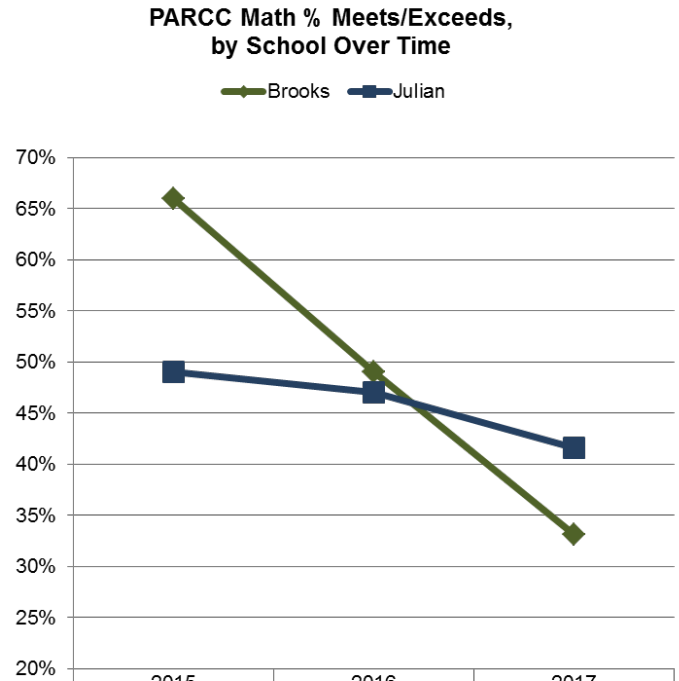


	2015	2016	2017
Brooks	54%	44%	44%
Julian	64%	50%	45%

Figure 10



	2015	2016	2017
Beye	54%	56%	44%
Hatch	51%	60%	58%
Holmes	59%	58%	60%
Irving	48%	49%	52%
Lincoln	40%	48%	48%
Longfellow	56%	59%	66%
Mann	56%	61%	65%
Whittier	59%	58%	45%



	2015	2016	2017
Brooks	66%	49%	33%
Julian	49%	47%	42%

Spring 2017 MAP Results

MAP data provides additional insight into student performance in D97. As a follow-up to the information shared with the Board on October 24,2017, below we break out MAP growth and attainment metrics by demographic groups over time, as well as showing school-level MAP performance. Recall that we did not administer Spring MAP in 2015, the first year of PARCC administration, so there is one year of Spring data missing.

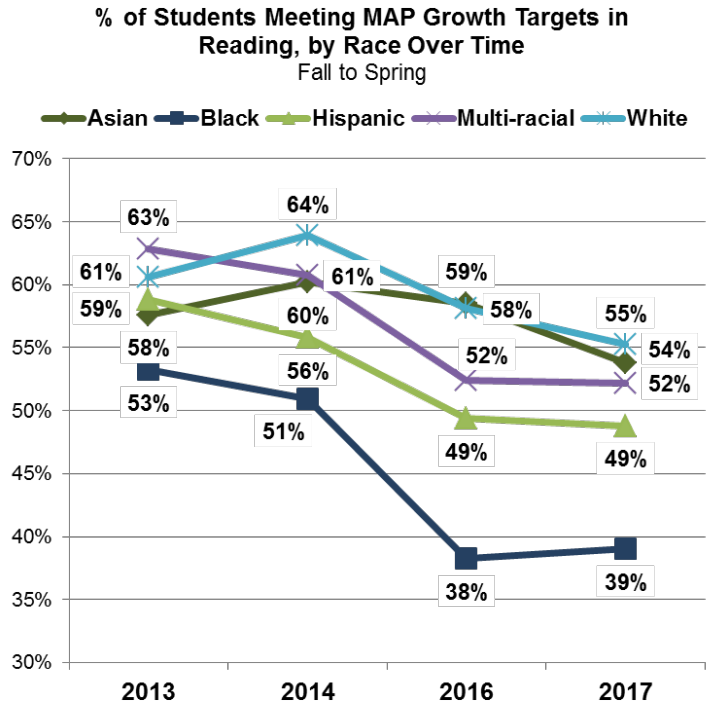
MAP Results – Growth & Attainment Over Time by Demographic Groups

When looking at the percentage of students meeting or exceeding MAP growth targets in Reading by race over time (Figure 11), we see an overall downward trend for most groups. However, there were slightly more black students meeting their growth targets in 2017, as compared to 2016. In Math, there were increases in the percentage of white, Hispanic, and multi-racial students meeting their growth targets from 2016 to 2017. When breaking down percentage of students meeting targets by lunch status (Figure 12), we see a slight decline, as well as a slight widening of the gap between free/reduced price lunch and full priced lunch in Math. The same is true when looking at data for students with and without an IEP (Figure 13). The gap especially widened in Math from 2016, where IEP and non-IEP students were only 2 percentage points apart, to 2017, where there was a difference of 8 percentage points.

In terms of attainment, we are looking at the percentage of students who were at or above the "Projected College Ready" attainment level, which is set at the 70th national percentile. Attainment levels by race over time in Reading improved for multi-racial, Hispanic, and black students from 2016 to 2017 (Figure 14). In Math,

attainment levels increased for Asian students, and decreased for white students. Students who receive free or reduced price lunch saw increased attainment levels, compared to 2016, in both Reading and Math (Figure 15). Figure 16 displays attainment levels by IEP status, and here we see students with IEPs on a steady upward trajectory in Math.

Figure 11



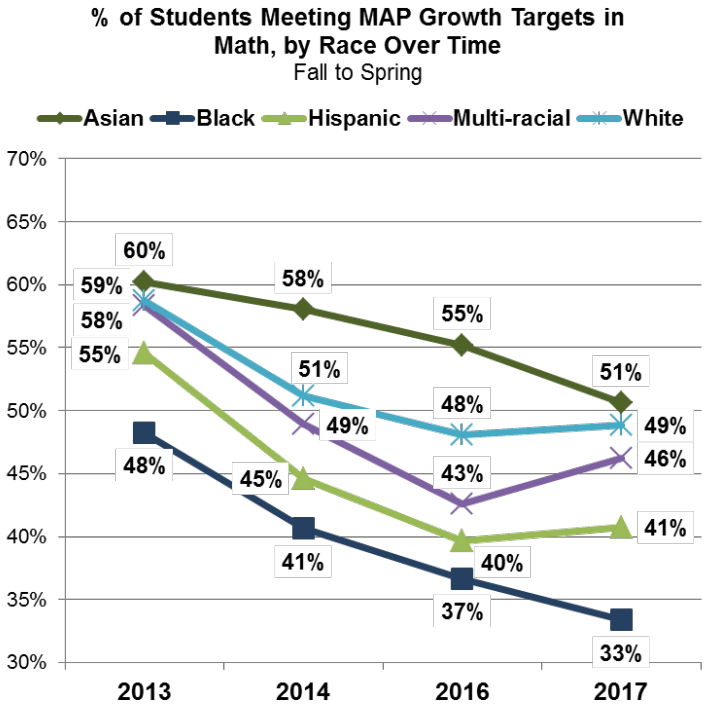
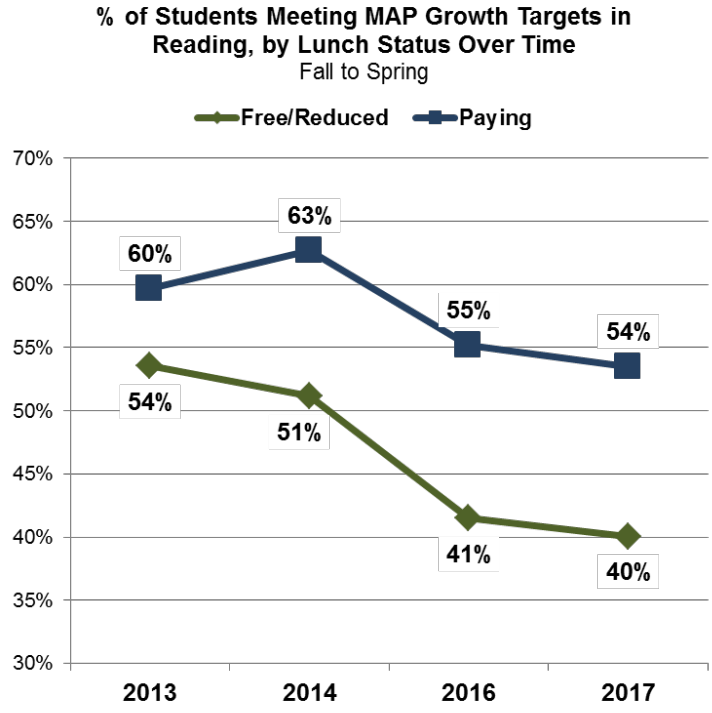


Figure 12



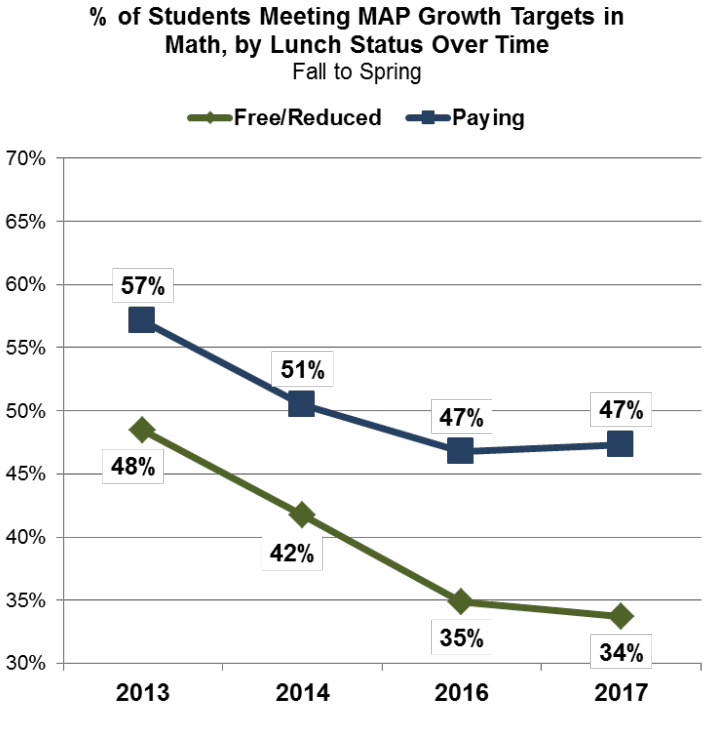
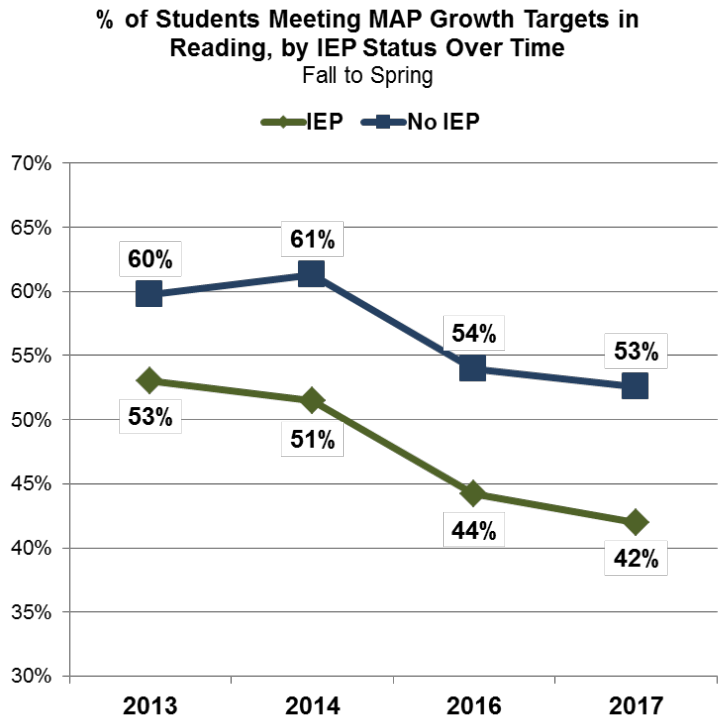


Figure 13



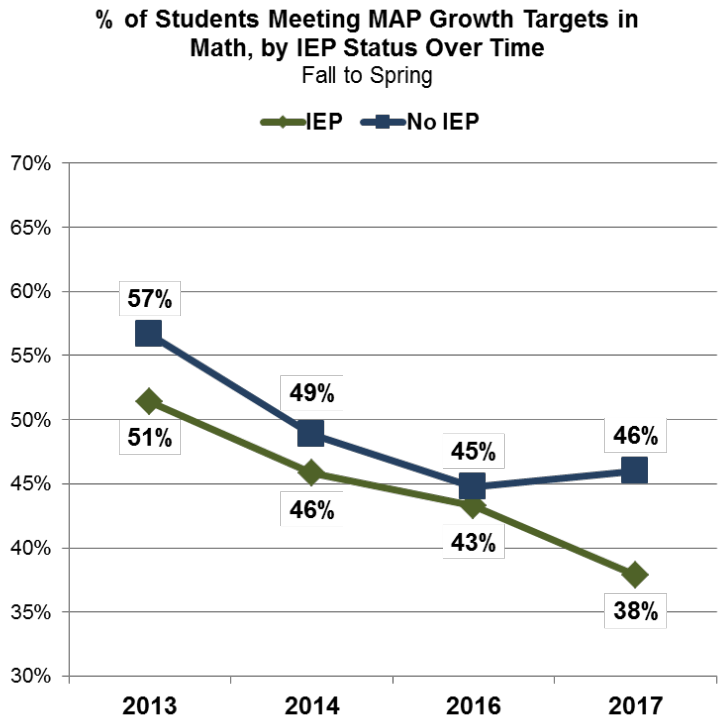
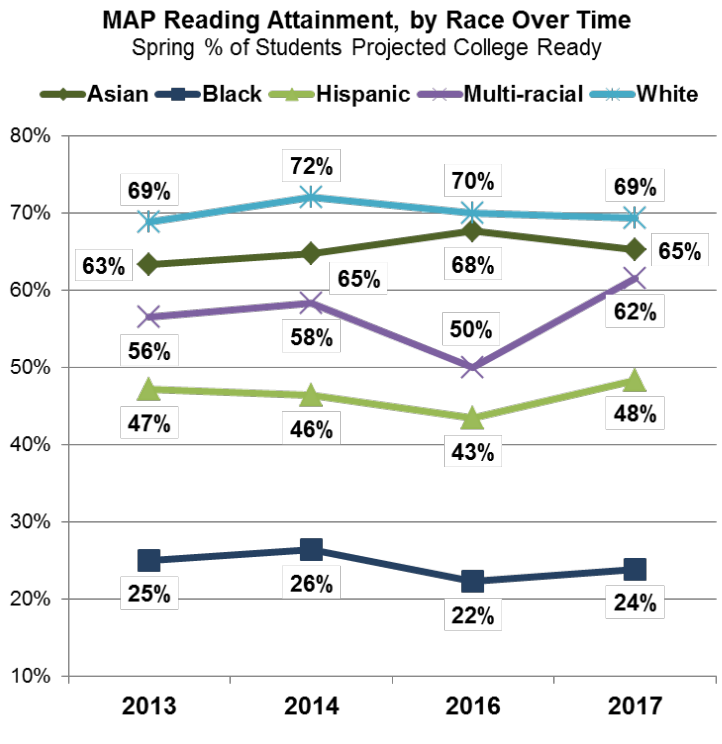


Figure 14



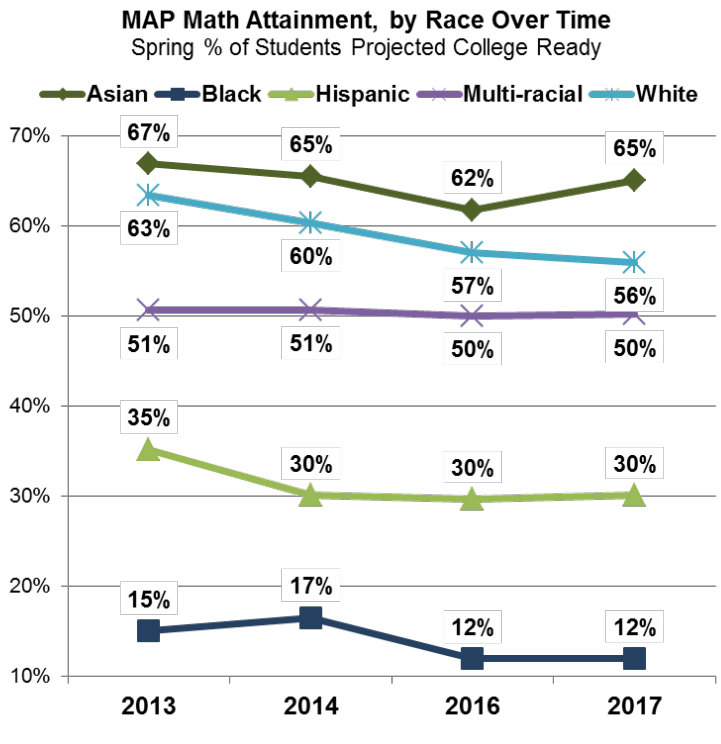
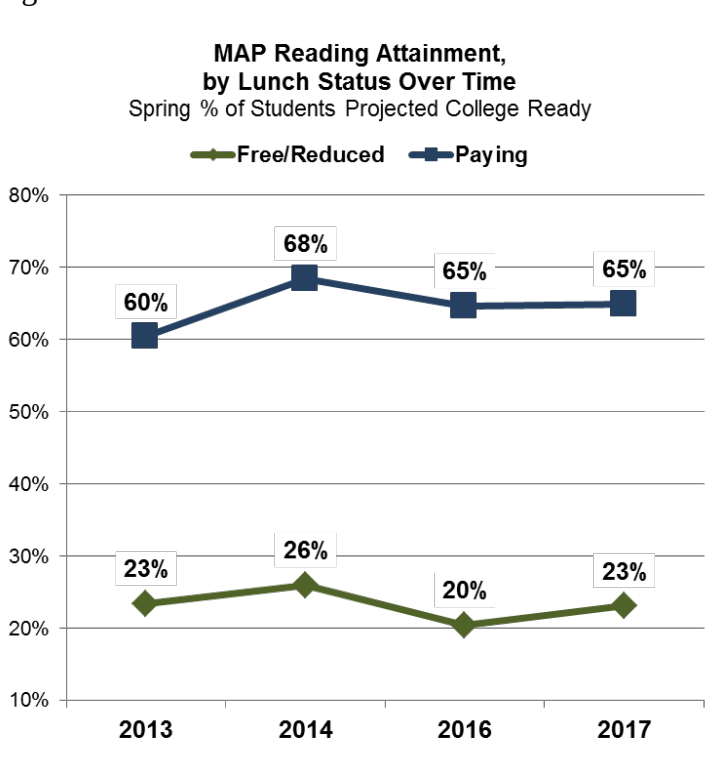


Figure 15



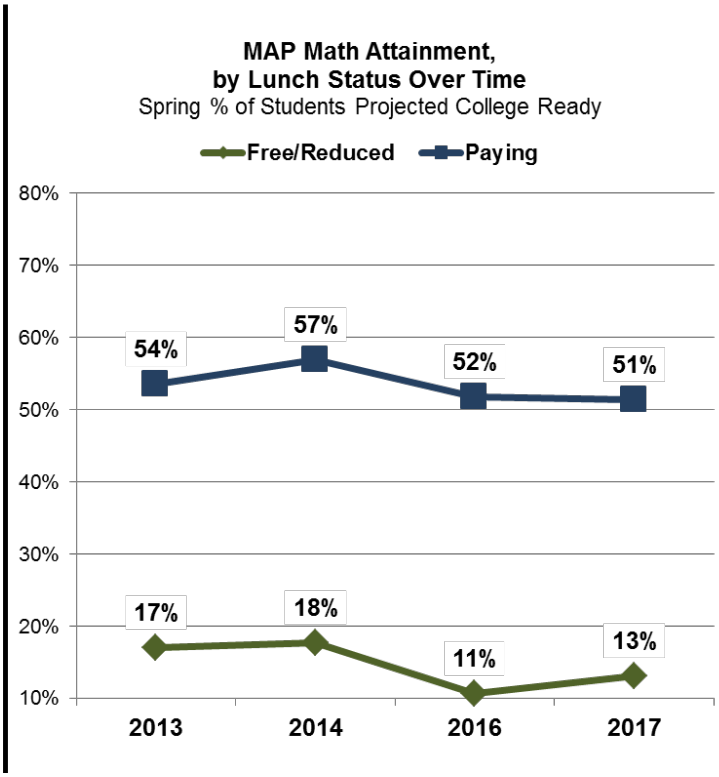
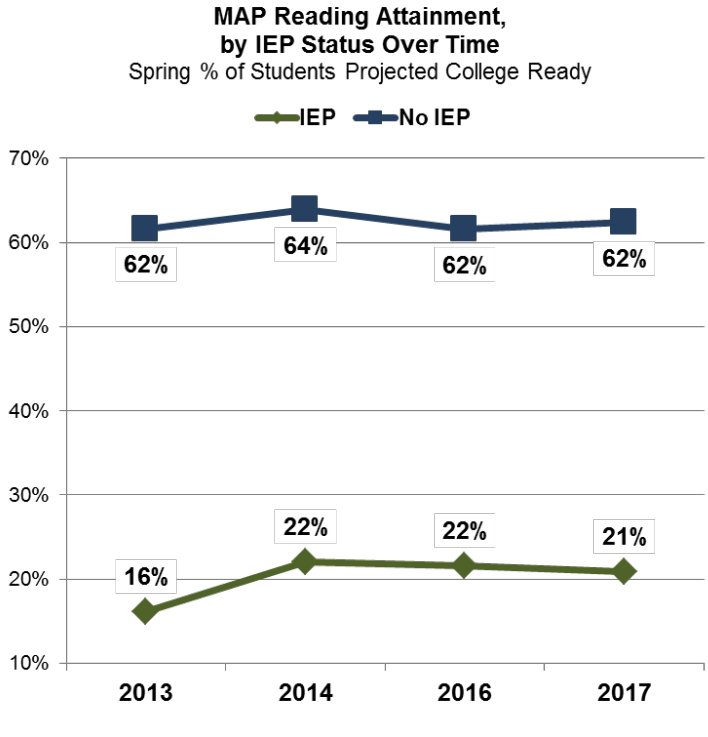
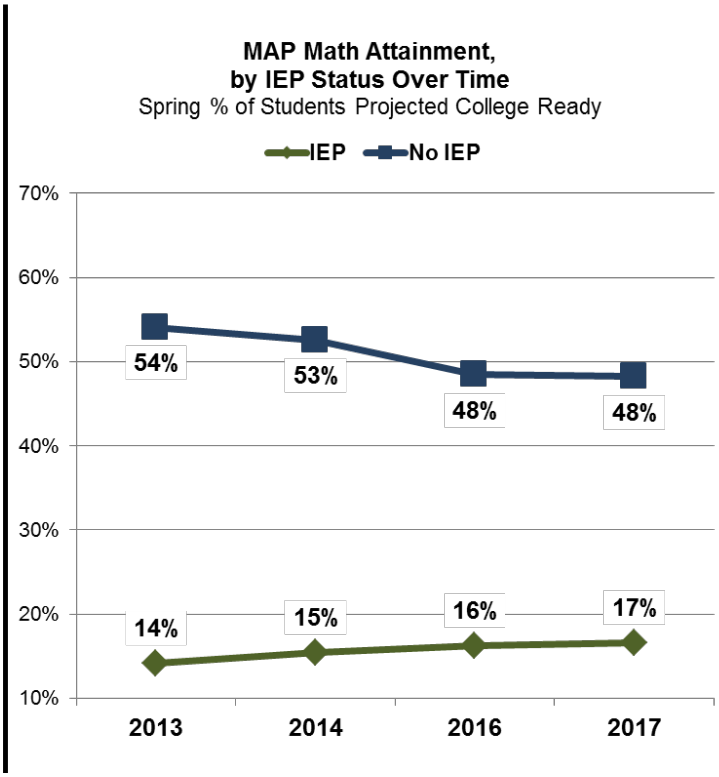


Figure 16





MAP Results – By School

Figures 17-22 display Spring MAP growth and attainment data by school. As with PARCC data, we do not present this data as a value judgment on the hard work being done by the faculty and staff at all of our schools, rather as a way to identify strengths across the district that all schools can learn from.

In terms of the percentage of students meeting MAP growth targets by school (Figure 17), Mann and Longfellow lead the group in both Reading and Math. At Mann, 58% of students met or exceeded their growth targets in Reading, and 55% met or exceeded in Math. Longfellow also had 58% of students meet or exceed targets in Reading, and 52% in Math. As we look at the percentage meeting targets over time, we saw improvements from 2016 to 2017 at Mann and Lincoln in Reading (Figure 18), and at Mann, Longfellow, Whittier, Lincoln, and Julian in Math (Figure 19).

When looking at attainment by school, Mann leads the group, with 65% of students Projected College Ready in Reading, and 55% in Math (Figure 20). Looking at changes from 2016 to 2017, we see improvements in attainment in Reading at Mann, Hatch, Lincoln, Irving, Whittier, and Julian (Figure 21). In Math, we see improvements in attainment at Mann, Longfellow, Irving, and Julian (Figure 22).

Figure 17

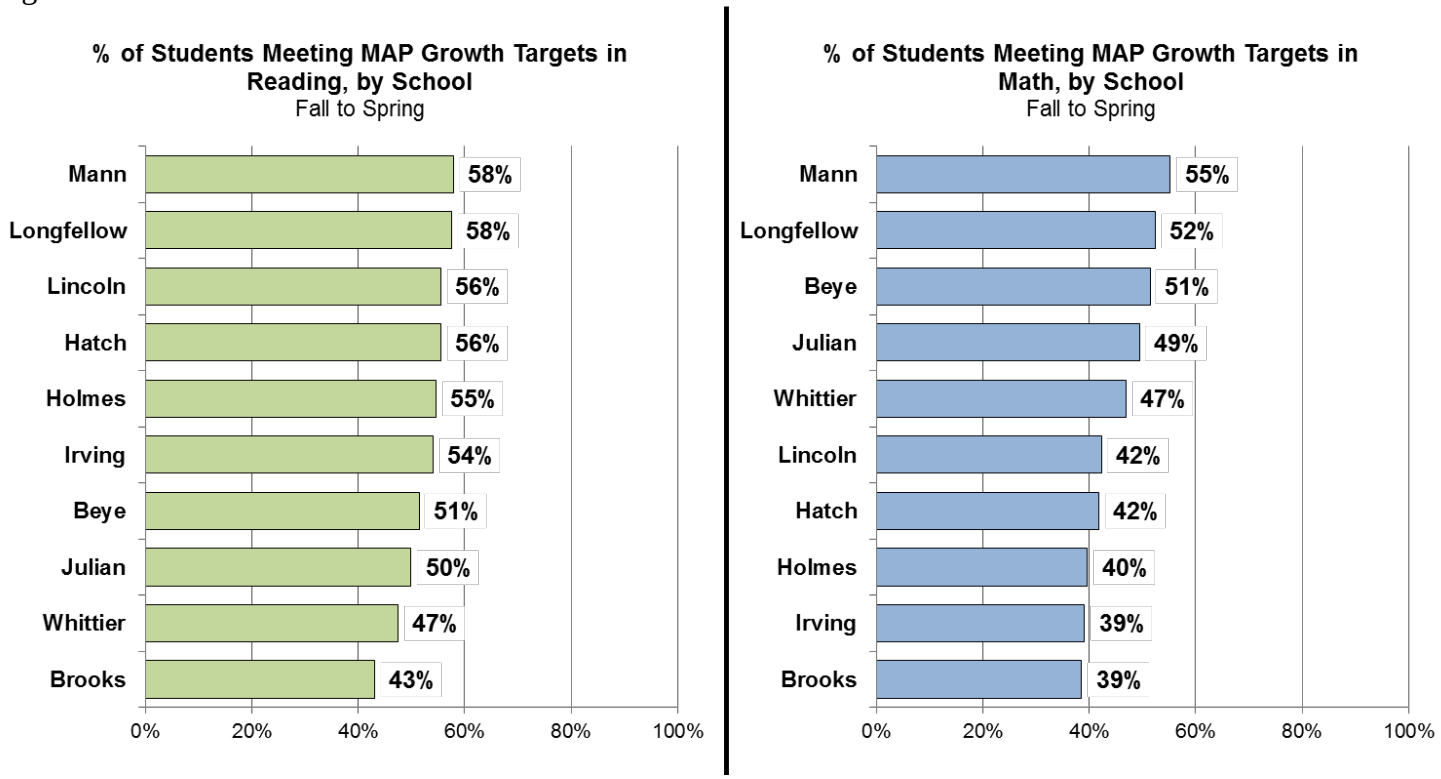
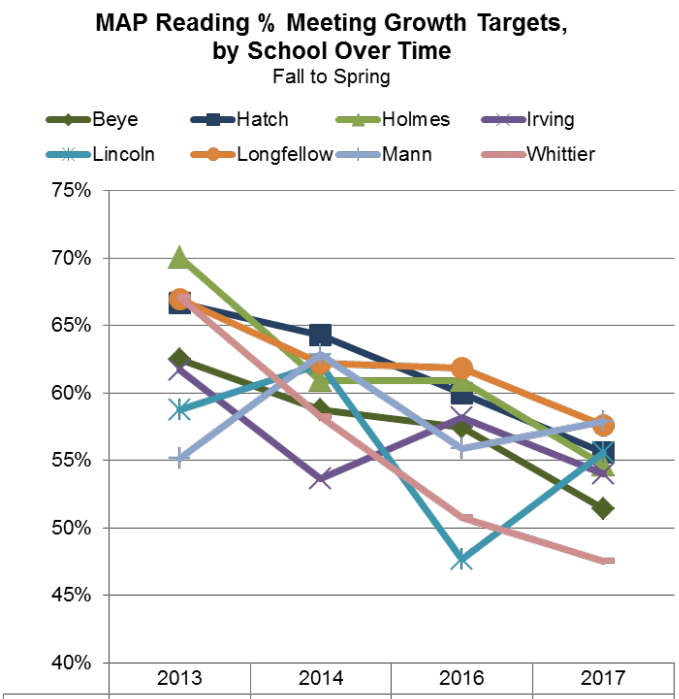
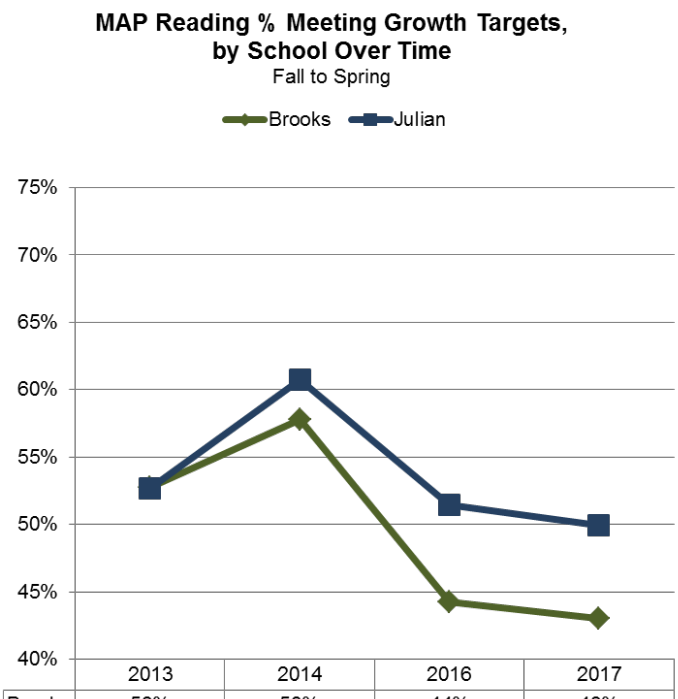


Figure 18

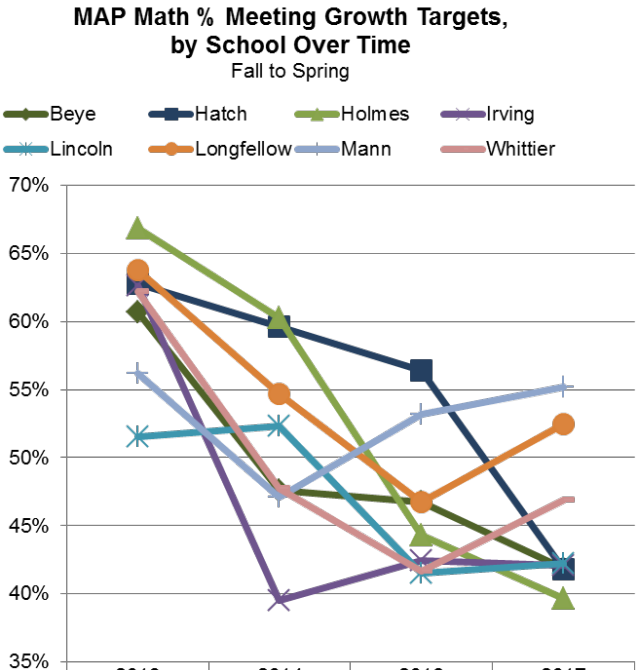


	2013	2014	2016	2017
Beye	62%	59%	57%	51%
Hatch	67%	64%	60%	56%
Holmes	70%	61%	61%	55%
Irving	62%	54%	58%	54%
Lincoln	59%	62%	48%	56%
Longfellow	67%	62%	62%	58%
Mann	55%	63%	56%	58%
Whittier	67%	58%	51%	47%

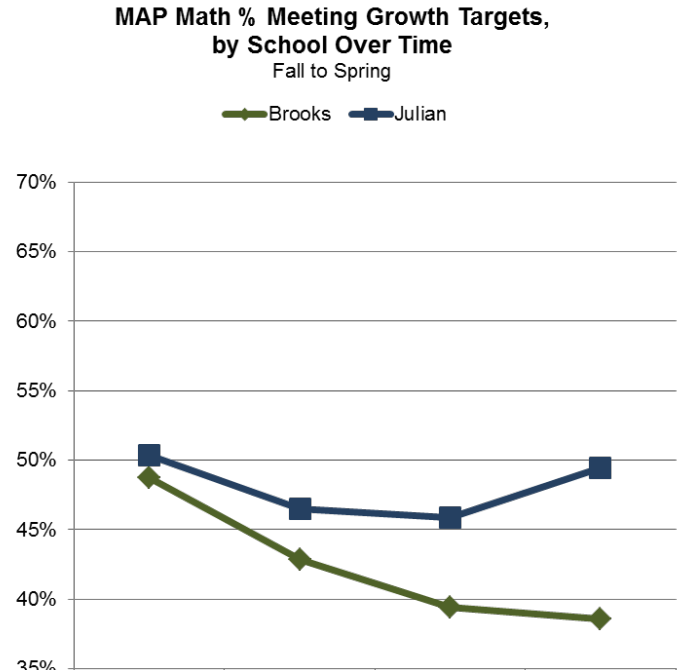


	2013	2014	2016	2017
Brooks	53%	58%	44%	43%
Julian	53%	61%	51%	50%

Figure 19

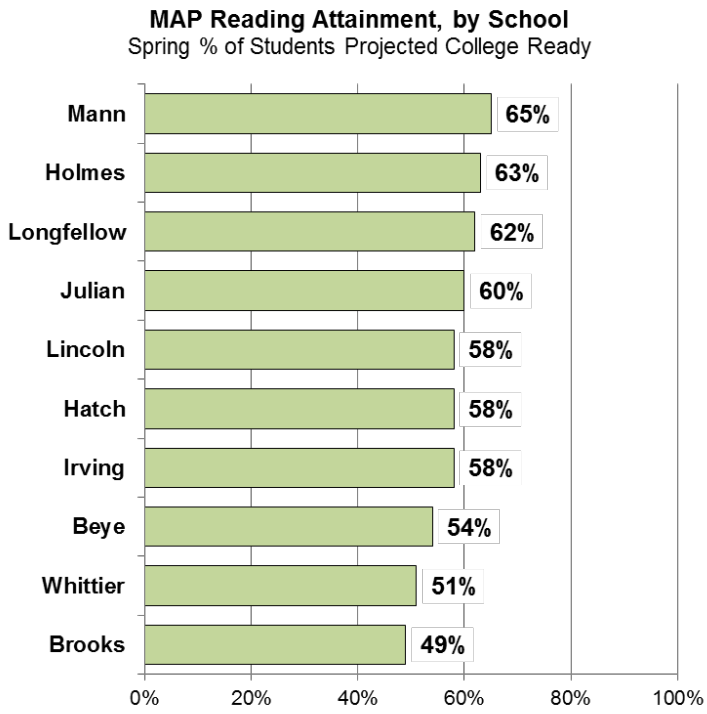


	2013	2014	2016	2017
Beye	61%	48%	47%	42%
Hatch	63%	60%	56%	42%
Holmes	67%	60%	44%	40%
Irving	63%	39%	42%	42%
Lincoln	52%	52%	41%	42%
Longfellow	64%	55%	47%	52%
Mann	56%	47%	53%	55%
Whittier	62%	48%	42%	47%



	2013	2014	2016	2017
Brooks	49%	43%	39%	39%
Julian	50%	46%	46%	49%

Figure 20



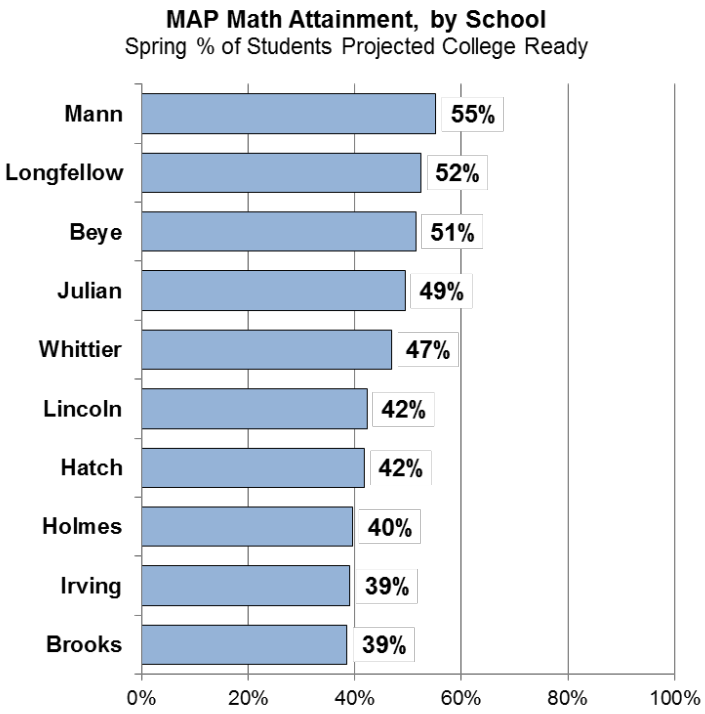
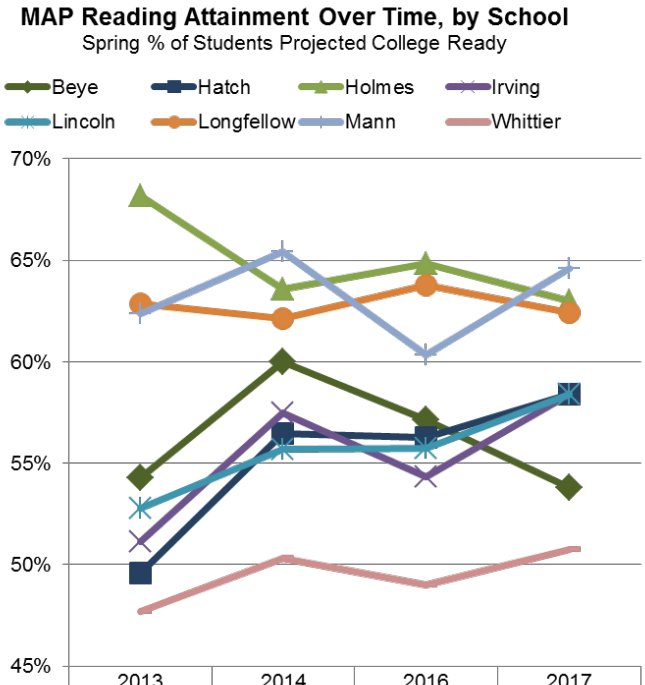
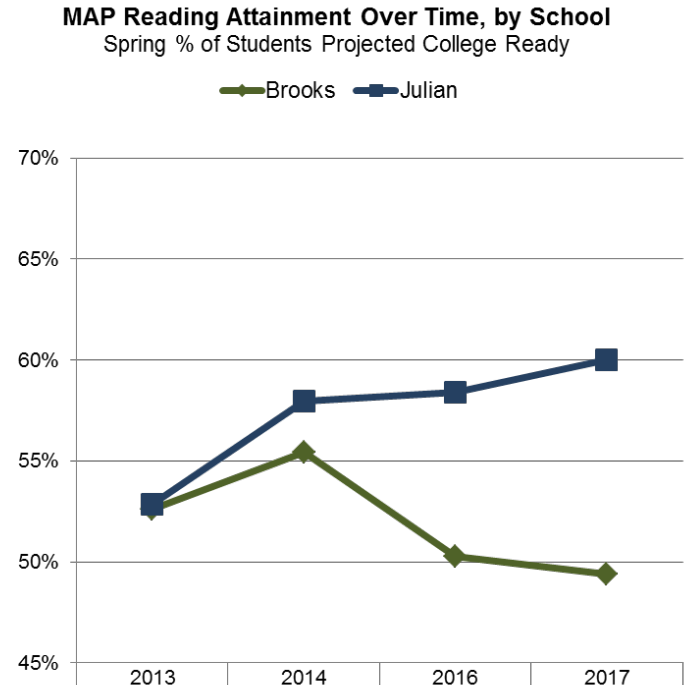


Figure 21

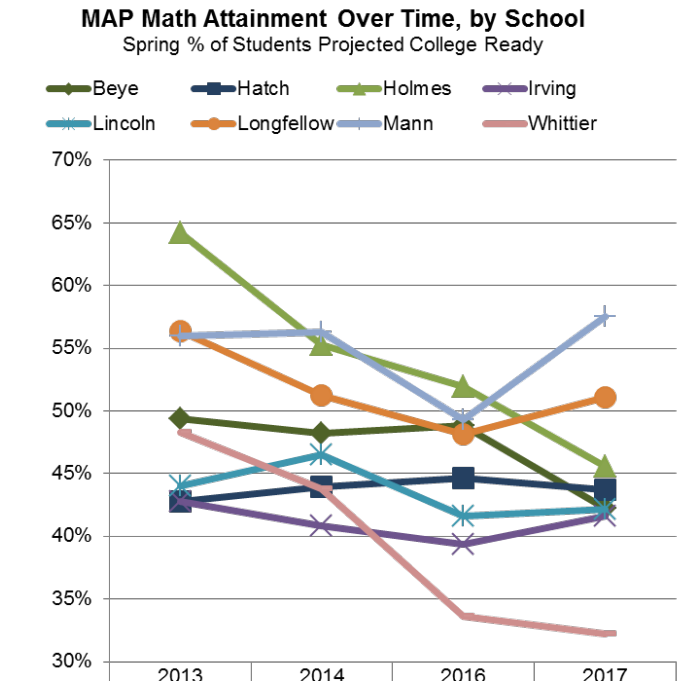


	2013	2014	2016	2017
Beye	54%	60%	57%	54%
Hatch	50%	56%	56%	58%
Holmes	68%	64%	65%	63%
Irving	51%	57%	54%	58%
Lincoln	53%	56%	56%	58%
Longfellow	63%	62%	64%	62%
Mann	62%	65%	60%	65%
Whittier	48%	50%	49%	51%

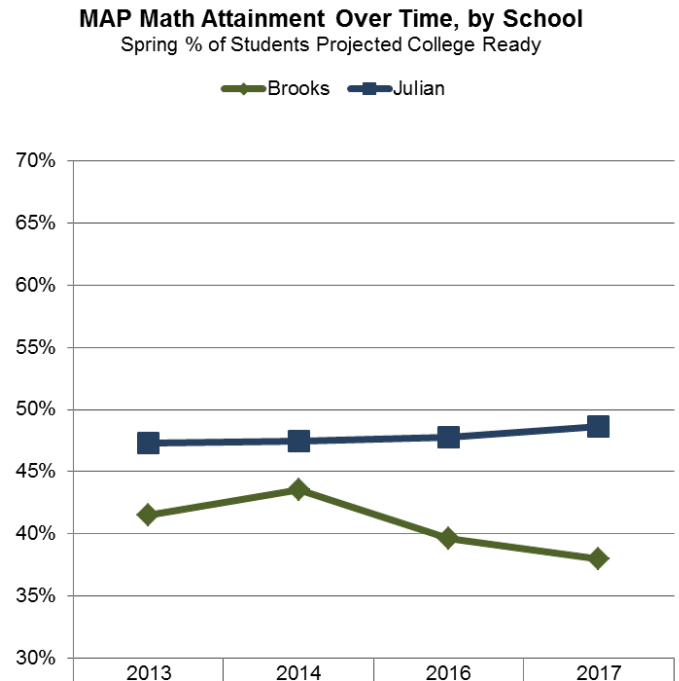


	2013	2014	2016	2017
Brooks	53%	55%	50%	49%
Julian	53%	58%	58%	60%

Figure 22



	2013	2014	2016	2017
Beye	49%	48%	49%	42%
Hatch	43%	44%	45%	44%
Holmes	64%	55%	52%	46%
Irving	43%	41%	39%	42%
Lincoln	44%	47%	42%	42%
Longfellow	56%	51%	48%	51%
Mann	56%	56%	49%	58%
Whittier	48%	44%	34%	32%



	2013	2014	2016	2017
Brooks	42%	44%	40%	38%
Julian	47%	47%	48%	49%

Additional Information & Next Steps

The story of student performance, as measured by PARCC and MAP, is complex. Given new initiatives in curriculum over the past year, along with new initiatives in instruction, coaching, and MTSS, our system is currently a system in change. There are bright spots and disappointing areas in the data so far. It is important to keep in mind that these assessment scores are a "what," not a "why." We have hypotheses as to why student performance has shifted over time, but this data does not provide us with causality. Below, we provide more detail on a couple of our hypotheses: PARCC participation, and the implementation dip. We also outline some additional next steps, aligned to our strategic initiatives that we plan to undertake in the coming year.

PARCC Participation Declines – Characteristics of Refusers

As noted in the Board report on October 24, 2017, PARCC participation continued to decline in D97 in 2017. We believe this may have played a role in the decline in performance in 2017. Table 1 below indicates the total number of students who did and did not test for each subject and grade level across the district. We saw the highest number of refusals at the middle schools, followed by 4th grade. As displayed in Figures 23 and 24, students who refused the assessments were more often white, general education, and non-low income. Additionally, we took the list of PARCC refusers and examined their Spring 2017 MAP results to get a sense of their MAP attainment levels, and what that might suggest about their possible PARCC performance. While we found some distribution across performance levels, 54% of PARCC refusers were at or above the Projected College Ready attainment level in Reading, and 36% were Projected College Ready in Math (Table 2). In

general, we see strong correlation between MAP and PARCC scores, so we hypothesize that a higher participation rate would lead to improved attainment levels on PARCC.

Table 1
2017 PARCC - D97
#Tests for Eligible Students Refused to Test

Test	Total Not Tested		Took Test	
	#	%	#	%
ELA03	29	4.6%	601	95.4%
ELA04	54	8.1%	609	91.9%
ELA05	36	5.6%	603	94.4%
ELA06	58	9.0%	586	91.0%
ELA07	87	13.0%	580	87.0%
ELA08	109	16.3%	560	83.7%
MAT03	27	4.3%	603	95.7%
MAT04	55	8.3%	608	91.7%
MAT05	36	5.6%	605	94.4%
MAT06	58	9.0%	589	91.0%
MAT07	94	14.1%	574	85.9%
MAT08	116	17.3%	554	82.7%
Totals	759	9.7%	7072	90.3%

Figure 23

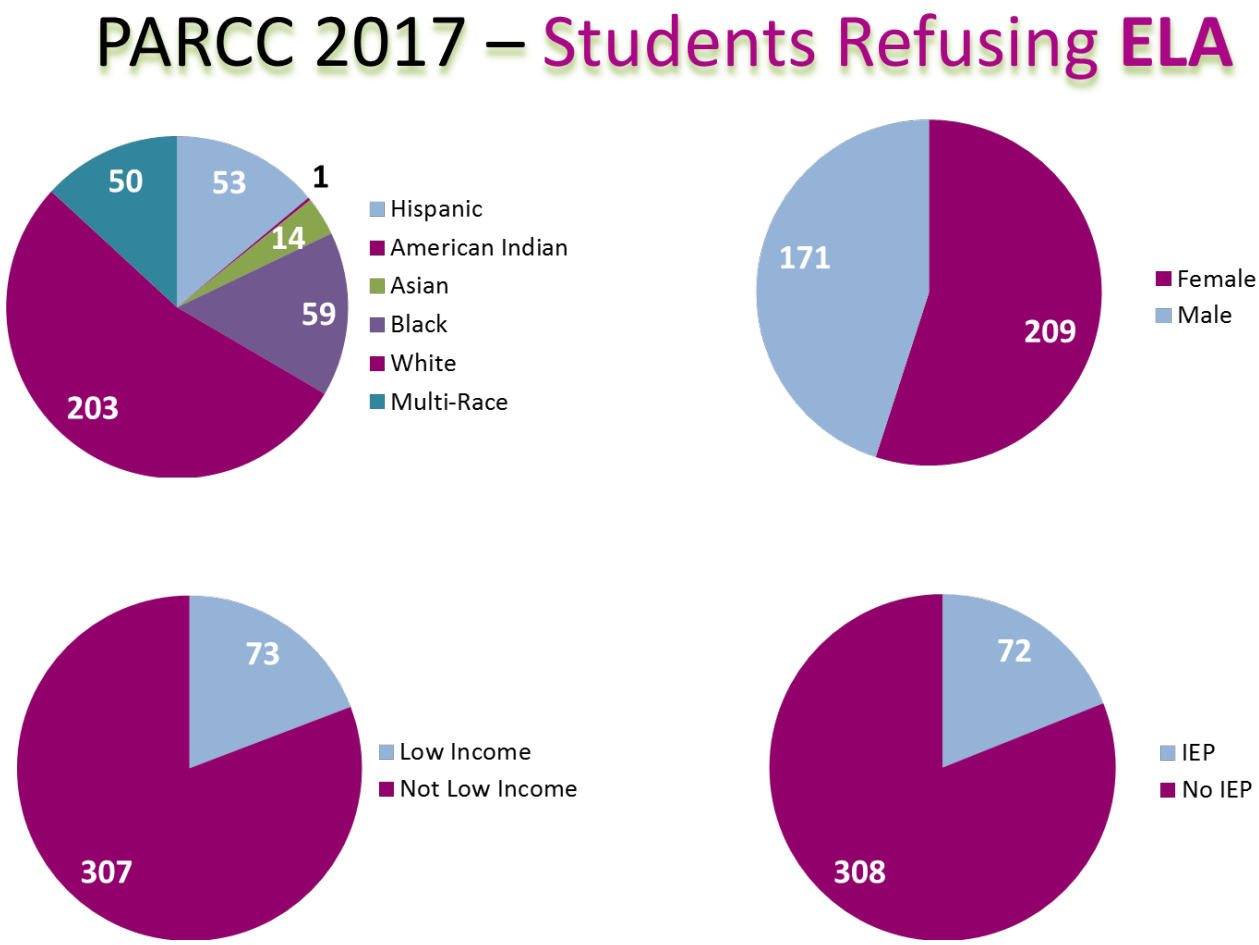

PARCC 2017 – Students Refusing ELA
50
53
1
14
59
203
Hispanic
American Indian
Asian
Black
White
Multi-Race
171
209
Female
Male
73
307
Low Income
Not Low Income
72
308
IEP
No IEP

Figure 24

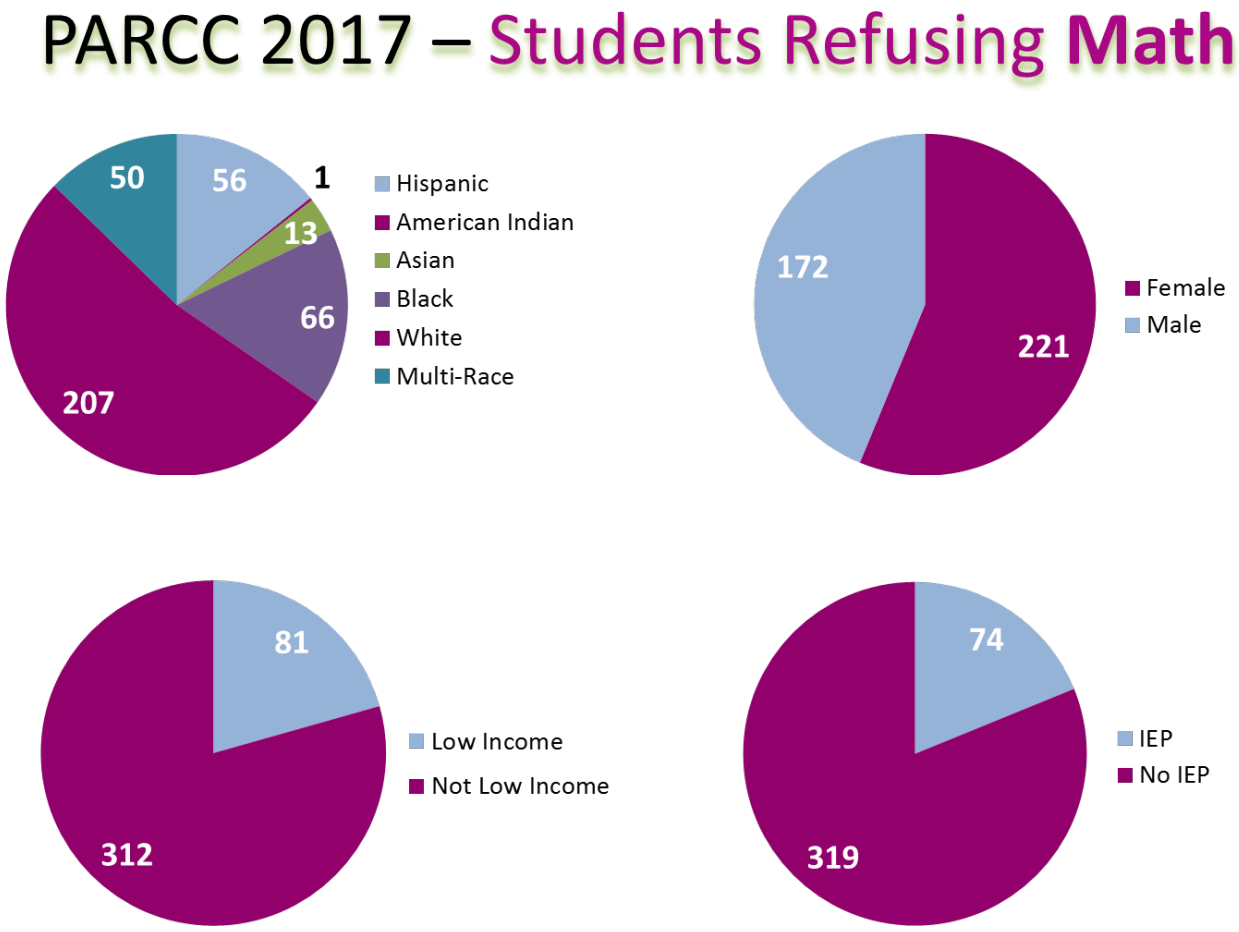


Table 2

Reading	
MAP Attainment Level	**%**
95th %ile	17%
Projected College Ready	37%
On Grade Level	21%
Below Grade Level	6%
Tier 2 Intervention	11%
Tier 3 Intervention	8%

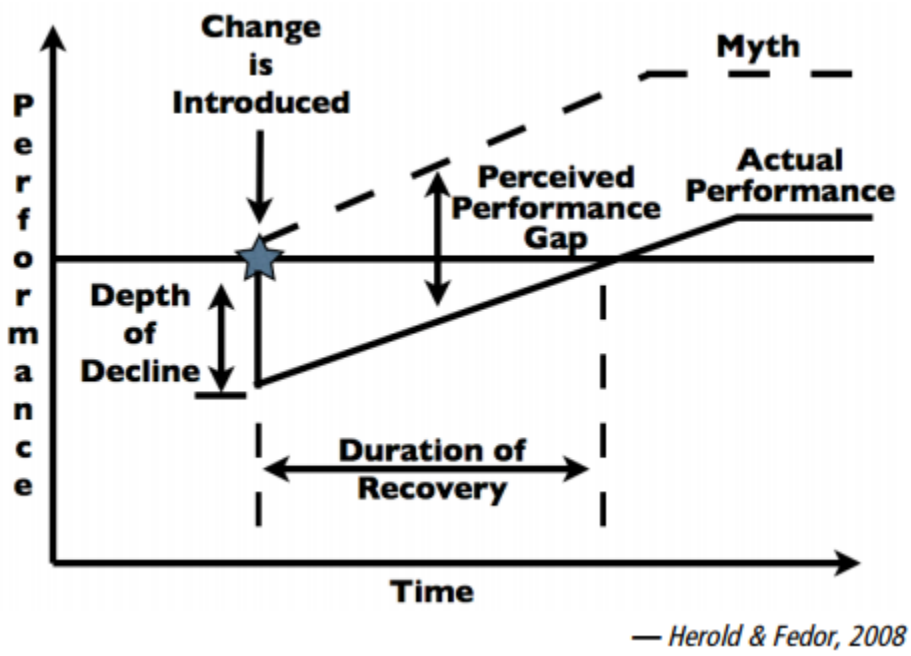
Math	
MAP Attainment Level	**%**
95th %ile	12%
Projected College Ready	24%
On Grade Level	23%
Below Grade Level	19%
Tier 2 Intervention	12%
Tier 3 Intervention	10%

More on the Implementation Dip

In addition to participation declines, we further hypothesize that the district is in the midst of an implementation dip, in response to the implementation of new curricula in writing, math, science, and social-emotional learning. In his book *Leading in a Culture of Change*, Michael Fullan describes the implementation dip as a "dip in performance and confidence as one encounters an innovation that requires new skills and new understandings." He urges leaders to remember that "change is a process, not an event," to remain calm, and stay "empathetic to the lot of people immersed in the unnerving and anxiety-ridden work of trying to bring about a new order." David Herold and Donald Feder in their book *Change the Way You Lead Change* encourage leaders to be

realistic about their expectations for how change will lead to improved performance. Figure 25 is an illustration of how performance dips when change is introduced in a system, and while it improves over time, it is unrealistic to expect performance to catch up to the myth that performance will improve immediately and dramatically after a change is introduced. As we consider student performance in light of the changes currently underway in D97, we feel confident that the curricular changes we are making are the right ones, and we plan to stay steady in our course of implementation, to allow time for our system to recover from the implementation dip.

Figure 25



Next Steps for the District

As described in Part 1 of this report, D97 is a learning organization; we regularly reflect on where we are in relationship to our universal goals to plan actions and continually improve our practices. Below are several ways in which the district plans to work to improve student performance in the 2017-2018 school year.

PARCC Participation

The Administrative Services Department oversees PARCC administration for the district. The Teaching and Learning Department will continue to work closely with Administrative Services to strive for improvements in PARCC participation in 2018.

Strategic Initiatives

This year, the district will continue to build its Multi-Tiered Systems of Support (MTSS) for all students. This work helps each student get what they need to grow and attain academically and behaviorally. We will also continue to implement K-5 curricular resources began in 2016-2017, while adding Reading Units of Study for grades K-2. The district will continue to provide instructional coaching for teachers, and leadership and instructional coaching for principals through our Chief Academic and Accountability Officer. We also continue to build the collective expertise of our teaching staff through Formative Assessment for Results (FAR) training and implementation with our teacher leaders. Lastly, this year includes a strong focus on School Improvement Planning with our Building Leadership Teams, with goals and strategies aligned to our vision plan.