



*...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.  
Harla Hutchinson**

**RE: Student Performance: State ISAT Testing Results from Spring 2010**

**DATE: September 14, 2010**

This report summarizes the 2010 State testing information for grades 3-8 in Oak Park Elementary School District 97. Highlights include:

1. Six schools made AYP for the 2010 testing
2. The District as a whole continued to make AYP in all areas.
3. Irving and Whittier both made AYP following a year of not meeting the testing level in 2009.
4. Four schools did not make AYP for 2010 (year 1 of failure to meet – no penalties)
  - a. Holmes – Reading for Black students
  - b. Lincoln – Reading for Black students and IEP students
  - c. Brooks – Math for Low Income students
  - d. Julian – Reading and Math for IEP students
3. Graphs are included that show ISAT/IAA achievement trends over 5 testing years
4. Tables are included that indicate the results of students who may be in 2 or 3 sub-groups
5. Initial next steps for those schools identified as not making AYP.



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

**September 14, 2010**

**Student Performance: State Testing Results from Spring 2010**

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 2010 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.

**2010 ISAT and IAA Testing Data: AYP Results**

Oak Park Elementary School District 97 recently received the results of the 2010 AYP (adequate yearly progress) calculations and ISAT/IAA scores from the State for the March 2010 testing. The requirements for meeting the state standards pertaining to AYP are listed below. ISAT and IAA test results are combined to calculate AYP status.

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Sub-groups may meet this condition through Safe Harbor provisions.\*\*\*
3. In the past, for schools not making AYP solely because the IEP group failed to have a score meeting/exceeding standards, 14% was added to this scores in accordance with the federal 2% flexibility provision. **This 14% addition ended following the 2009 testing, so IEP student scores do NOT have the benefit of this correction in 2010.**
4. At least 90% attendance rate for non-high schools and at least 78.0% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2009.

\*\* Safe Harbor Targets of 77.5% or above are not printed.

\*\*\* Sub-groups with fewer than 45 students are not reported. Safe Harbor only applies to sub-groups of 45 or more. In order for Safe Harbor to apply, a sub-group must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the sub-group. For sub-groups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet sub-group minimum targets on achievement.

Scores continue to be high in reading and math in the majority of our schools and across many sub-groups. Scores of students in the White sub-group are well above the passing line across the District, but student in the Black, IEP, and Low Income sub-groups vary quite widely across the District. Efforts on the part of building administrators, teachers, parents, and students have resulted in annual progress that has generally kept pace with the increasing demands of the NCLB legislation. In fact, both Irving and Whittier had outstanding results following a year of heavy concentration on reading help for struggling students. Even though math was not a particular focus in these two schools, math scores also rose, indicating how increased emphasis on reading instruction can have a carry-over effect in other areas.

However, four of our schools were identified this year as not making AYP (adequate yearly progress) for their first time (year 1) based on the test scores of sub-groups. At Holmes Elementary, AYP was not achieved due to the fact that reading scores for Black students fell below the 77.5% cut line. Having enough students to meet the cohort level required (45 Black students in grades 3-5) for the first time in recent years, the percentage

of students meeting or exceeding the proficiency target for this group at Holmes was 58.1%. At Lincoln Elementary, AYP was not reached because the percentage of students meeting the reading proficiency standard was 58.0 % for Black students and 60.3 % for students with IEPs. This was the first testing period recently where Lincoln had enough Black students to count as a cohort. Also, the loss of the additional points previously added to the scores of IEP students impacted Lincoln’s status for the first time.

At Brooks Middle school, AYP was not earned for the Low Income sub-group in mathematics. The score for this group was 71.1%, just below the range of error allowed for the 77.5% cut line. At Julian Middle School, AYP was not reached for students with IEPs in both Reading and Math. Julian’s IEP scores in Reading were 66.0% and 63.8% in math. As with Lincoln, the loss of the additional points previously added to the scores of IEP students resulted in scores below the passing line.

Please refer to the tables below for information about the District overall AYP score and the individual building results.

## District AYP

Is this district making AYP?	Yes	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	No
Is this district making AYP in reading?	Yes	2010-11 Federal Improvement Status	
Is this district making AYP in mathematics?	Yes	2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>ALL</b>	99.9	Yes	99.9	Yes	89.2		Yes	91.7		Yes	95.7	Yes		
<b>White</b>	99.8	Yes	99.8	Yes	95.2		Yes	96.6		Yes				
<b>Black</b>	99.8	Yes	99.8	Yes	75.1		Yes	79.5		Yes				
<b>Hispanic</b>	100.0	Yes	100.0	Yes	89.7		Yes	94.0		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	91.2		Yes	97.4		Yes				
<b>Native American</b>														
<b>Multiracial/Ethnic</b>	100.0	Yes	100.0	Yes	90.9		Yes	93.0		Yes				
<b>LEP</b>														
<b>Students with Disabilities</b>	99.7	Yes	99.7	Yes	64.0	65.2	Yes	72.3	72.0	Yes	95.0			
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	73.6	71.7	Yes	79.6		Yes	95.0			

Circled subgroups are substantially below target for 2011.

# Julian AYP

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	99.8	Yes	99.8	Yes	91.8		Yes	90.9		Yes	95.2	Yes		
White	99.6	Yes	99.6	Yes	96.5		Yes	97.0		Yes				
Black	100.0	Yes	100.0	Yes	81.3		Yes	76.9		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic	100.0	Yes	100.0	Yes	89.3		Yes	94.6		Yes				
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	65.8	70.2	No	64.4	71.1	No	94.3			
Economically Disadvantaged	100.0	Yes	100.0	Yes	79.0		Yes	77.1		Yes				



Subgroup not meeting 2010 target



Subgroup in danger of not meeting 2011 target

# Brooks AYP

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	99.9	Yes	99.9	Yes	90.4		Yes	89.4		Yes	94.8	Yes		
White	100.0	Yes	100.0	Yes	96.8		Yes	95.3		Yes				
Black	99.6	Yes	99.6	Yes	74.4		Yes	74.5		Yes				
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic	100.0	Yes	100.0	Yes	91.7		Yes	88.3		Yes				
LEP														
Students with Disabilities	99.3	Yes	99.3	Yes	63.1	65.7	Yes	64.1	67.0	Yes	94.8			
Economically Disadvantaged	100.0	Yes	100.0	Yes	73.1		Yes	71.7		No				



Subgroup not meeting 2010 target



Subgroup in danger of not meeting 2011 target

# Holmes AYP

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	99.6	Yes	99.6	Yes	84.5		Yes	90.0		Yes	95.5	Yes		
White	99.2	Yes	99.2	Yes	93.1		Yes	94.0		Yes				
Black	100.0	Yes	100.0	Yes	62.5		No	77.1		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										



Subgroup not meeting 2010 target



Subgroup in danger of not meeting 2011 target

# Lincoln AYP

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	100.0	Yes	100.0	Yes	82.4		Yes	93.8		Yes	95.9	Yes		
White	100.0	Yes	100.0	Yes	90.1		Yes	98.1		Yes				
Black	100.0	Yes	100.0	Yes	56.5		No	80.4		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	58.3	65.8	No	81.7		Yes	95.0			
Economically Disadvantaged														



Subgroup not meeting 2010 target



Subgroup in danger of not meeting 2011 target



## Irving Elementary

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2010-11 Federal Improvement Status			
2010-11 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	100.0	Yes	100.0	Yes	87.0		Yes	96.2		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	95.9		Yes	100.0		Yes				
Black	100.0	Yes	100.0	Yes	72.1		Yes	90.2		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	69.6		Yes	89.3		Yes				

## Longfellow Elementary

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2010-11 Federal Improvement Status			
2010-11 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
ALL	100.0	Yes	100.0	Yes	90.6		Yes	94.4		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	96.7		Yes	99.2		Yes				
Black	100.0	Yes	100.0	Yes	78.8		Yes	86.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	78.2		Yes	83.6		Yes				





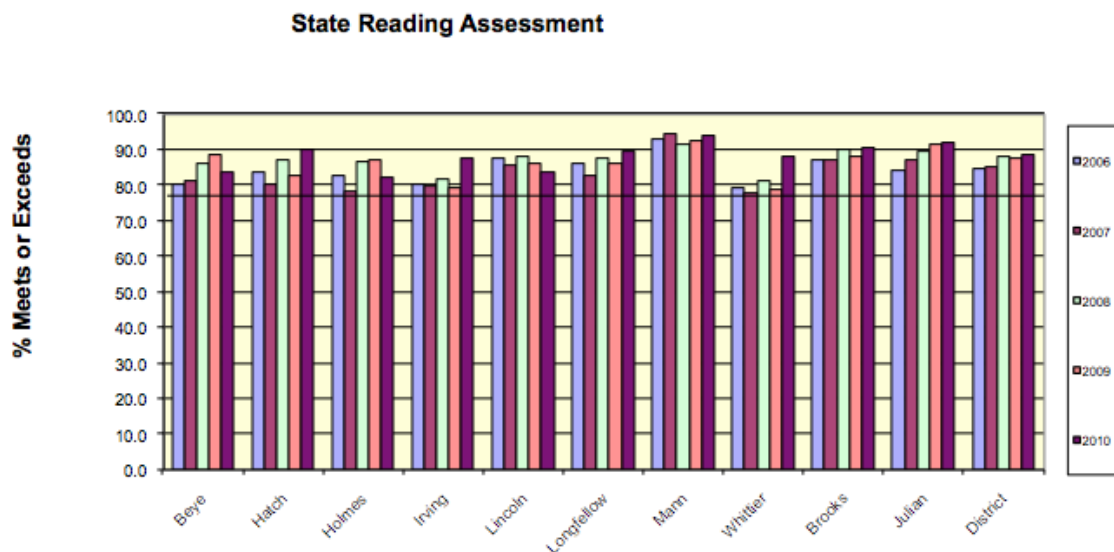
As you can note in the tables above, many schools have blank boxes for the scores for sub-groups. This is because those sub-groups do not have at least 45 students in them at that school. In an effort to make sure that all students are making annual academic progress, it is vital that we also look at the scores of students in sub-groups not large enough to count for AYP purposes. Otherwise, we can be lulled into a false sense of security pertaining to student achievement across the district for all student groups. In addition, it is wise to look at those students whose scores may count toward a school's AYP status but who may never have been educated in that school. Overall, the rising bar required by NCLB will start to impact more and more schools, even those schools traditionally "safe" from the impact of the law. Unless changed, the law currently requires that ALL sub-groups be at 100% passing in the final testing period (2013-1014). No sub-group is meeting that goal at this time for reading or math.

**Student Progress: Trends Over Time**

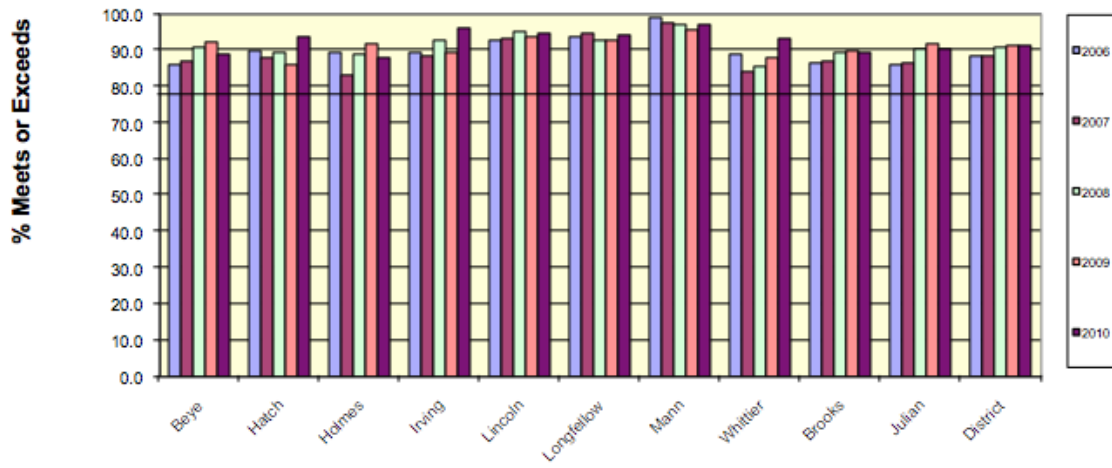
It is clear that there are still differences in achievement when viewing the various groups making up our schools. As identified by the State, sub-groups for Black students, students with disabilities (IEPs), and economically disadvantaged (Low Income) students are still generally scoring at lower levels than their white and non-economically disadvantaged peers. With groups making progress toward proficiency, the actual size of the achievement gap may not be smaller at all schools, but the district gap is at least remaining the same and often shrinking. As the White sub-group reaches the proficiency level of 95% and above, the other groups will continue to shrink the gap by meeting annual yearly progress targets.

The graphs below show the ISAT score trends over the past five testing years.

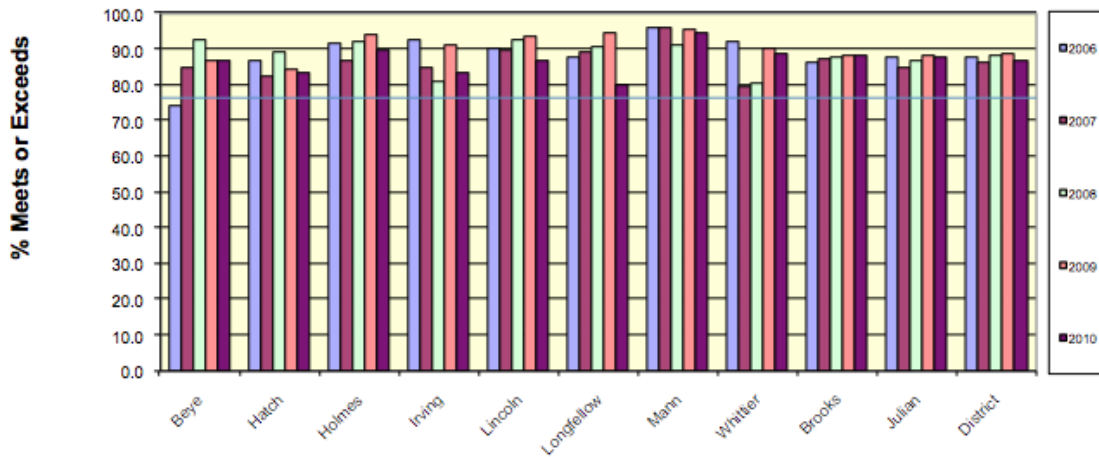
Overall District Results: 2006 - 2010



### State Math Assessment



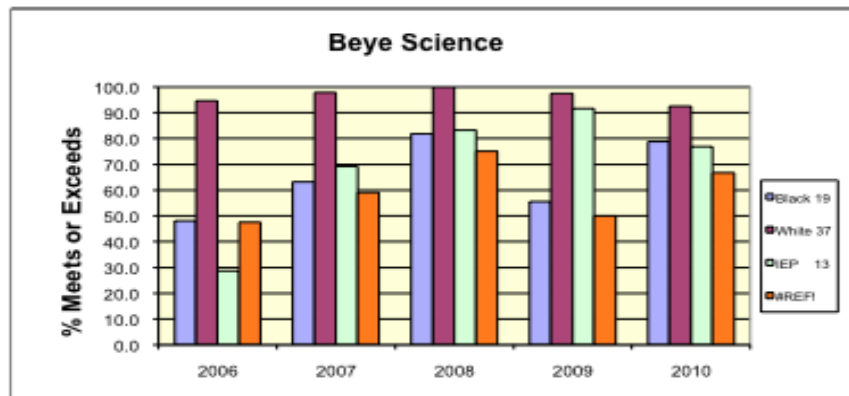
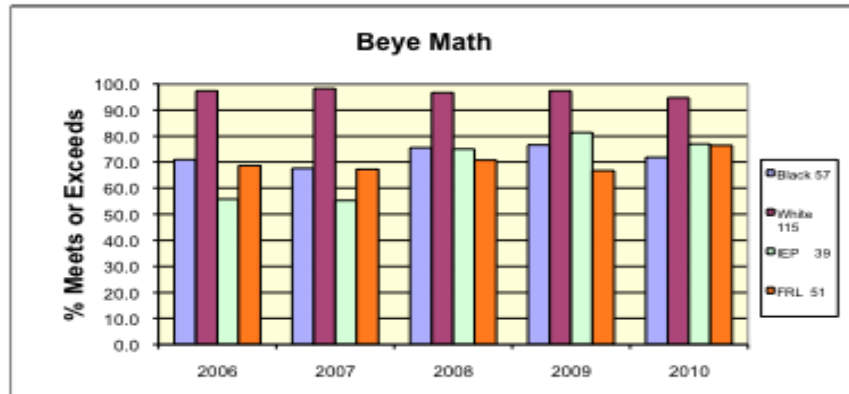
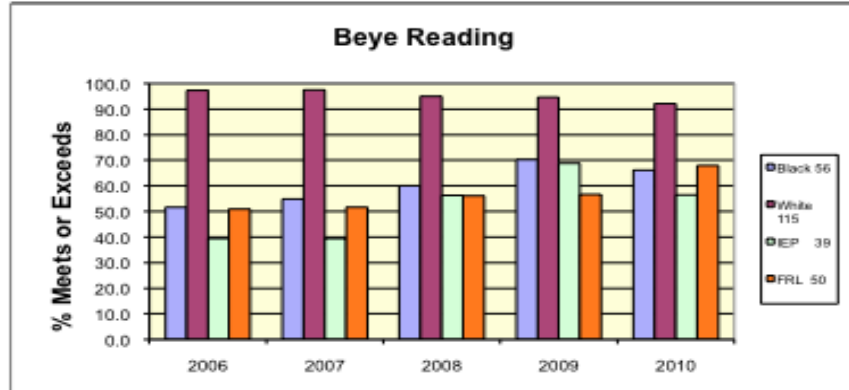
### State Science Assessment



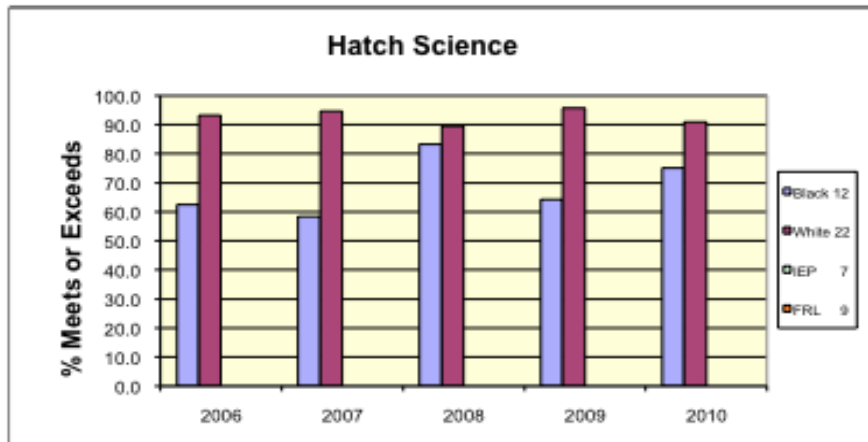
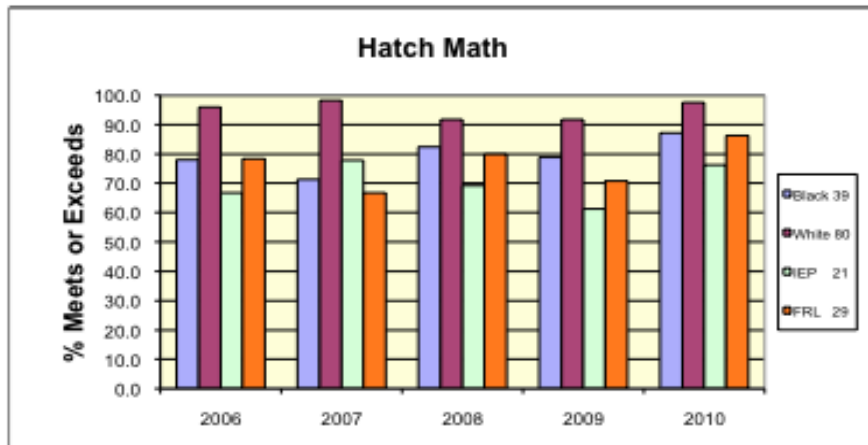
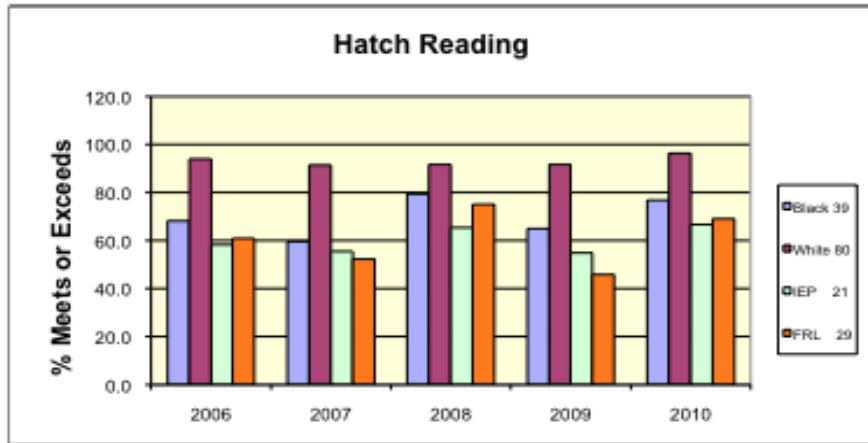
(Science is assessed in 4<sup>th</sup> and 7<sup>th</sup> grade only.)

Results by Schools: 2006 – 2010

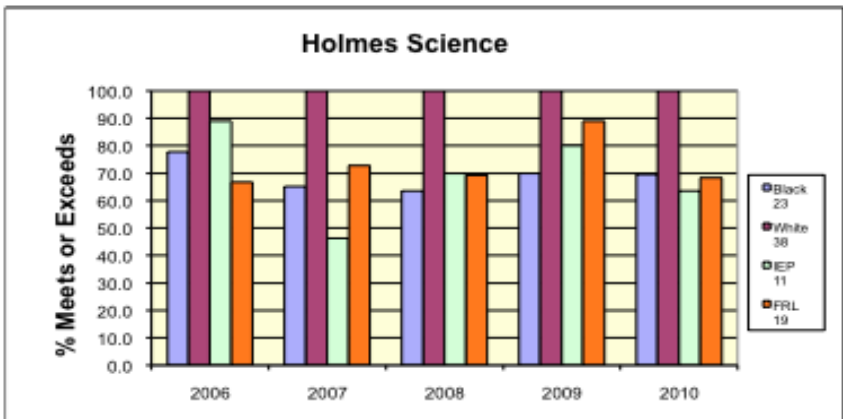
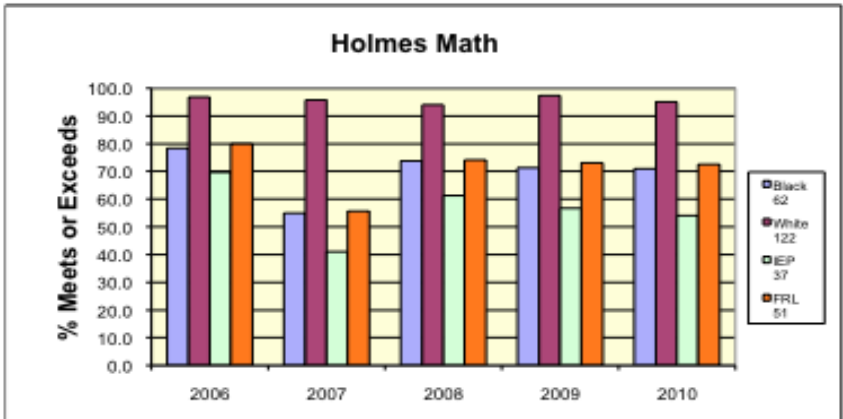
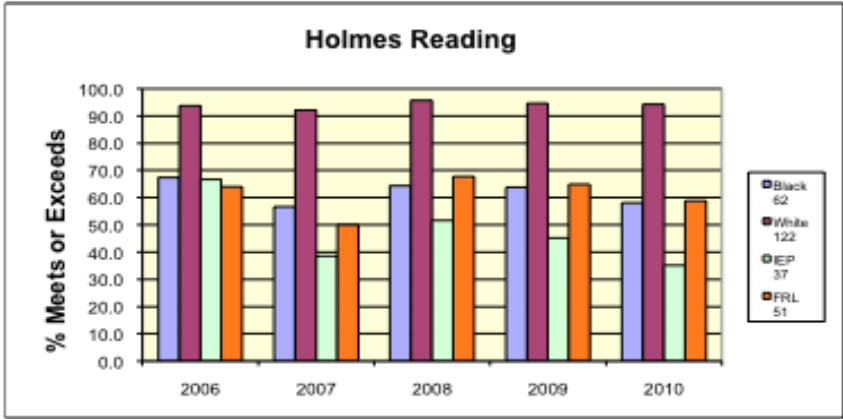
(Key shows the total number of students in each tested group in 2010. Blanks indicate sub-groups of less than 10 students.)



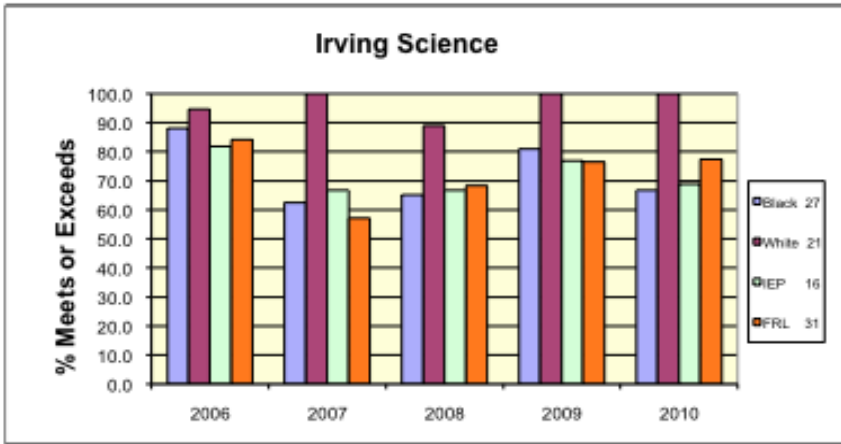
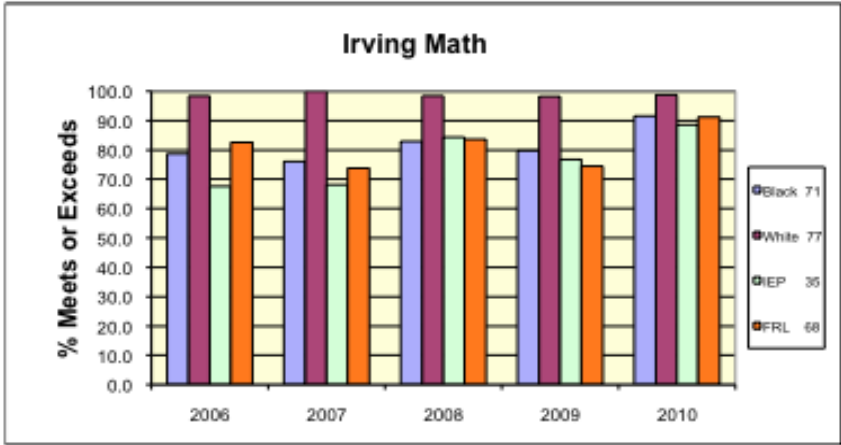
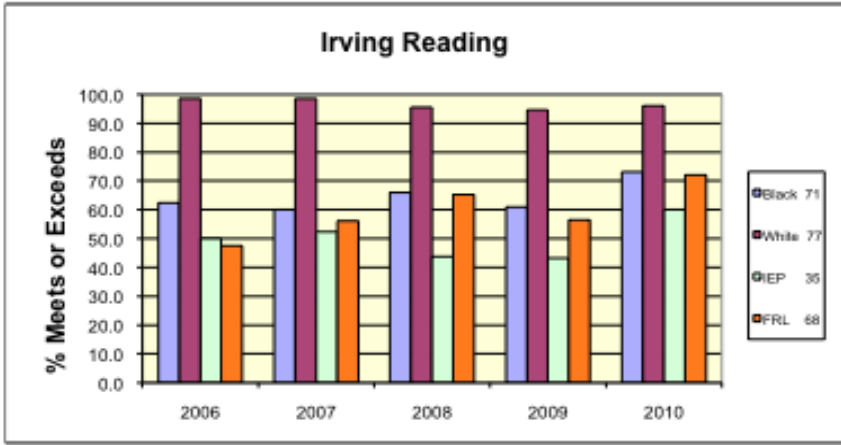
Numbers in the legend are student counts for 2010



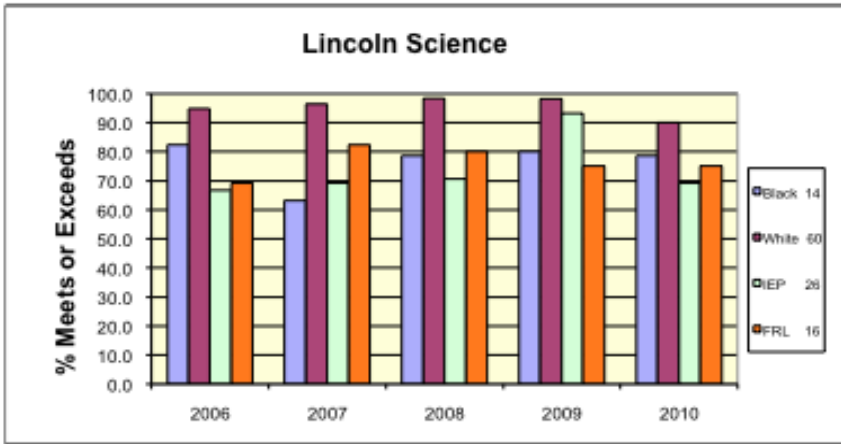
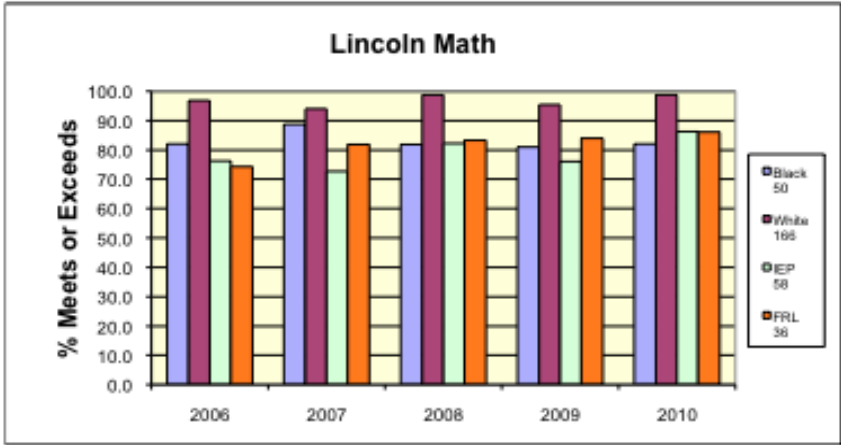
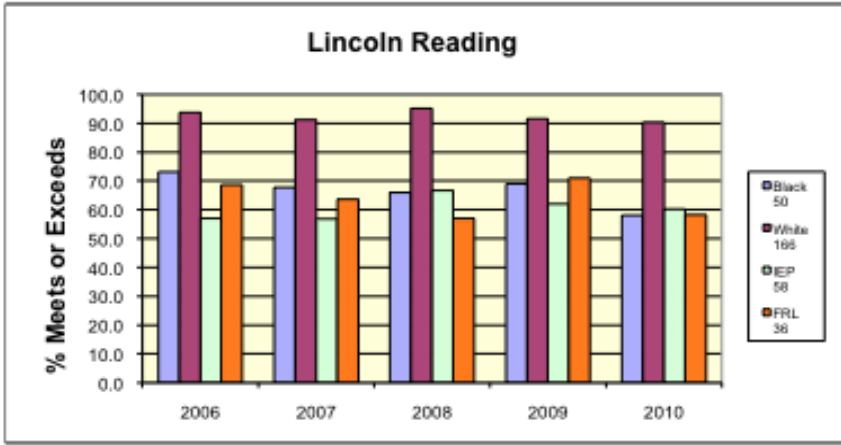
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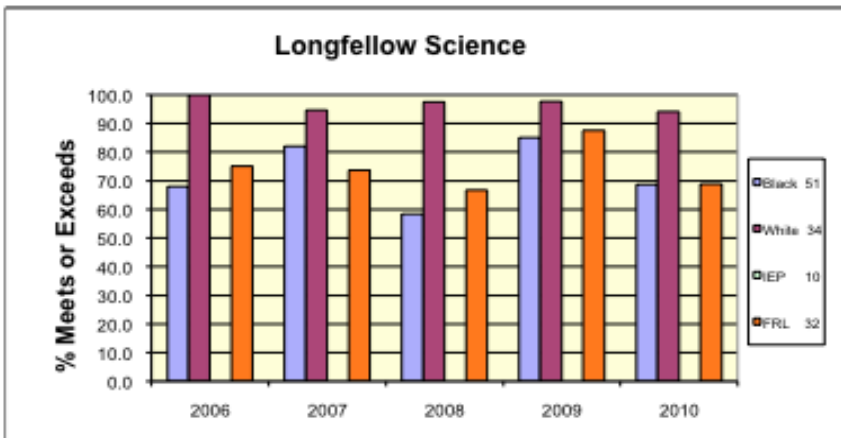
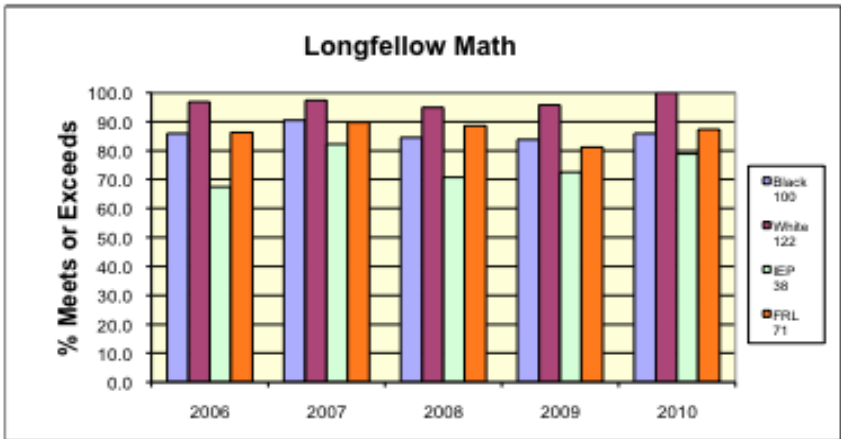
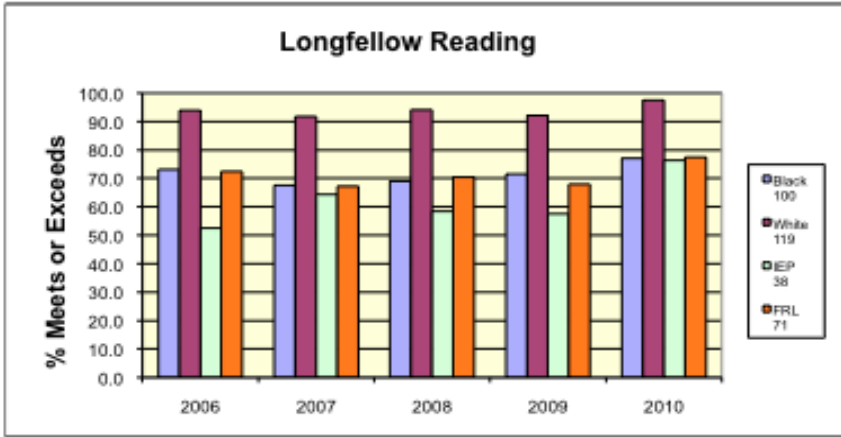


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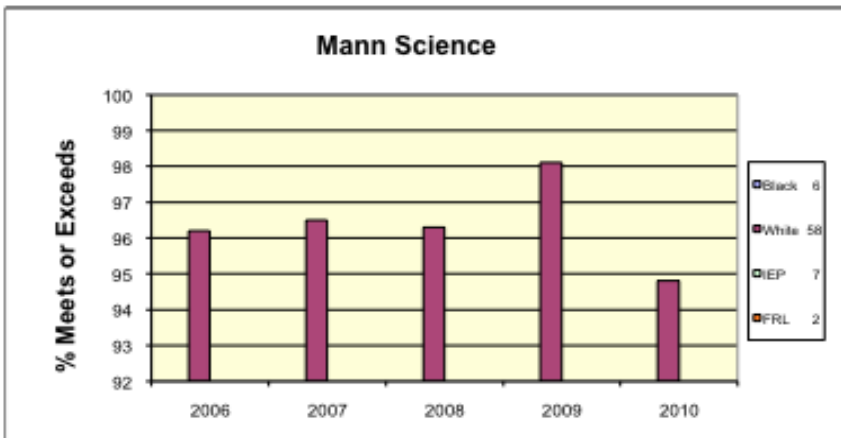
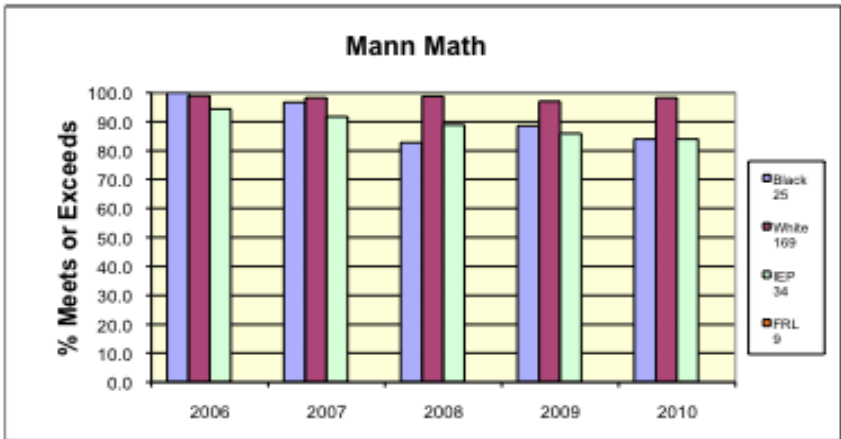


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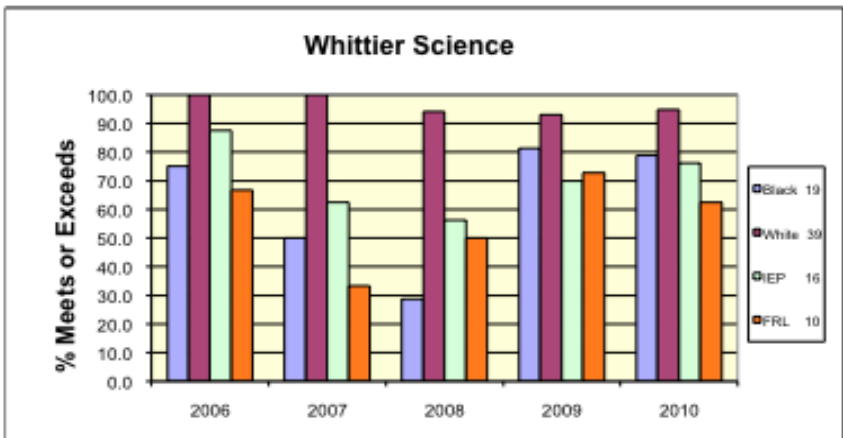
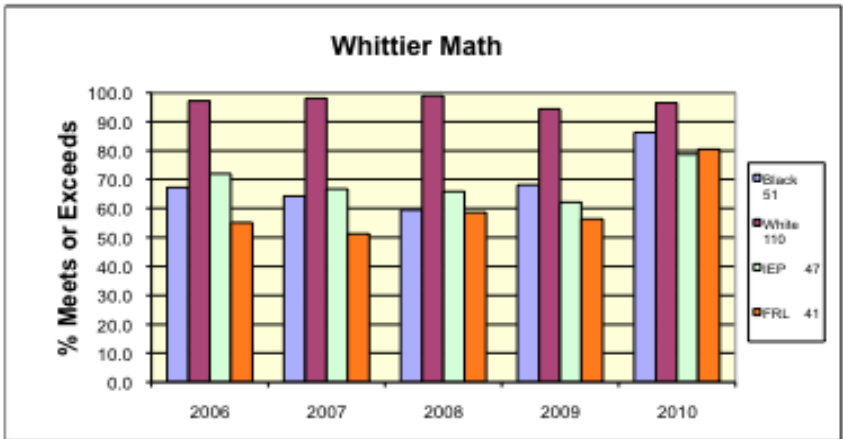
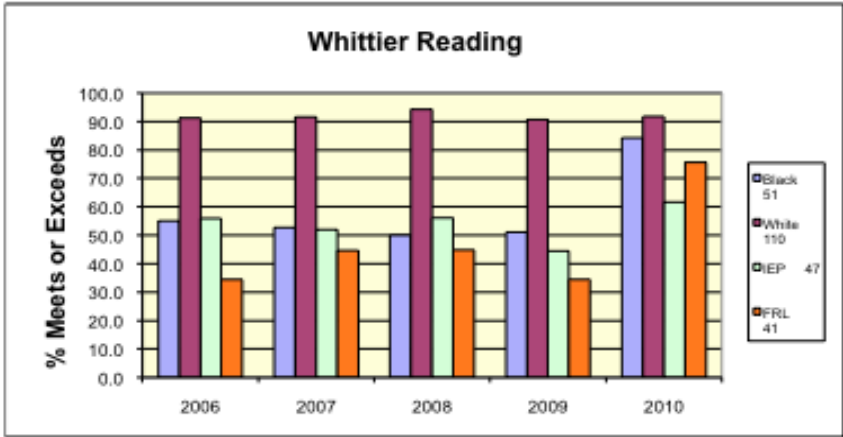




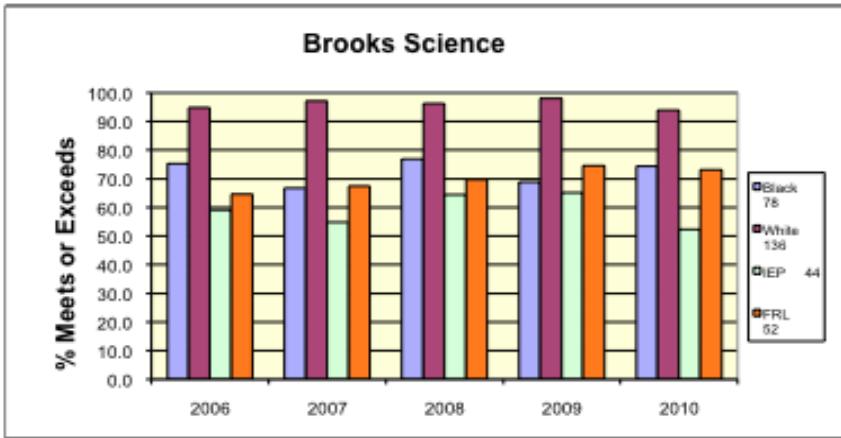
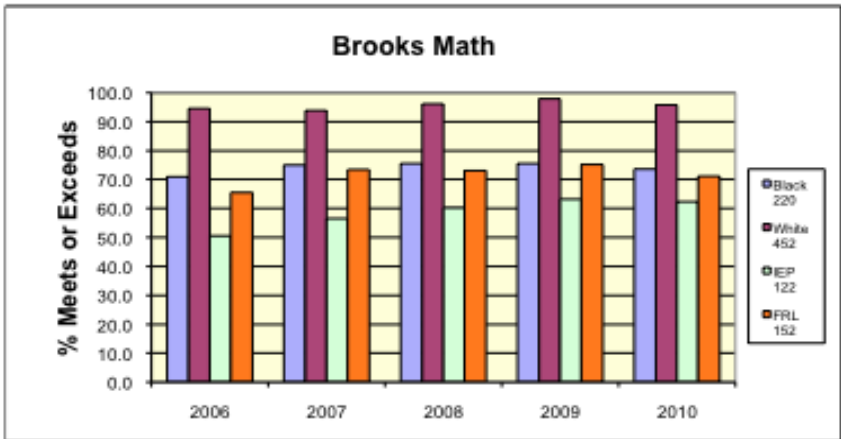
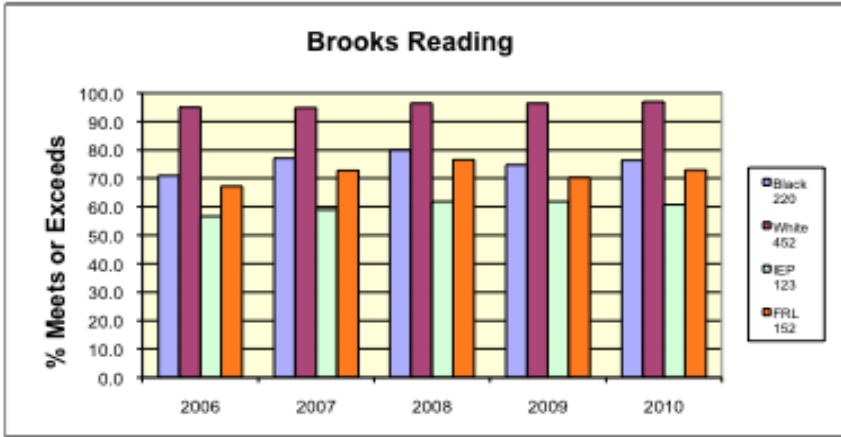
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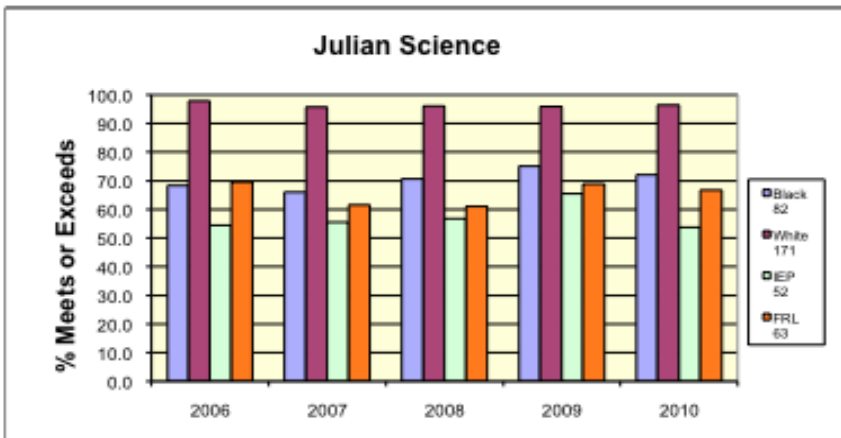
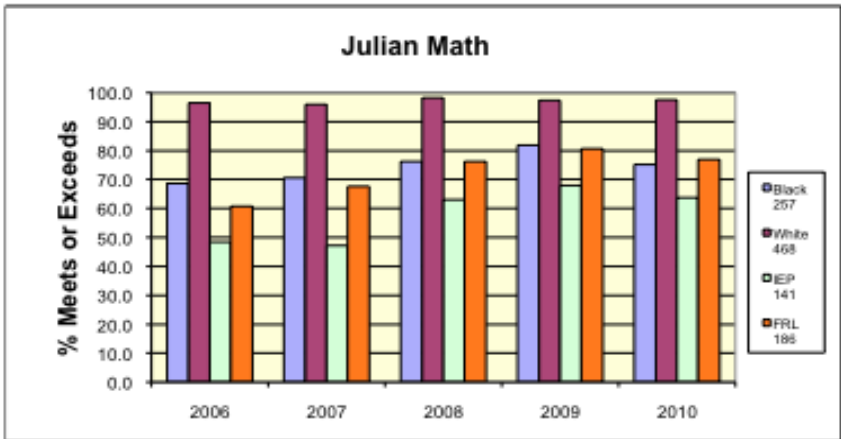
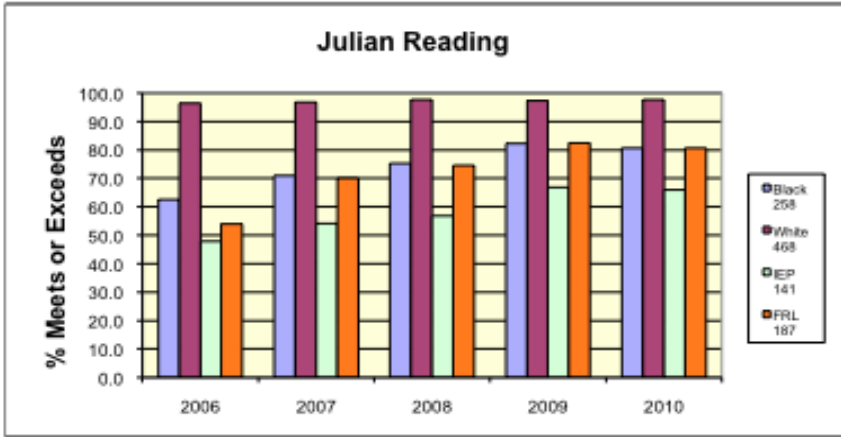
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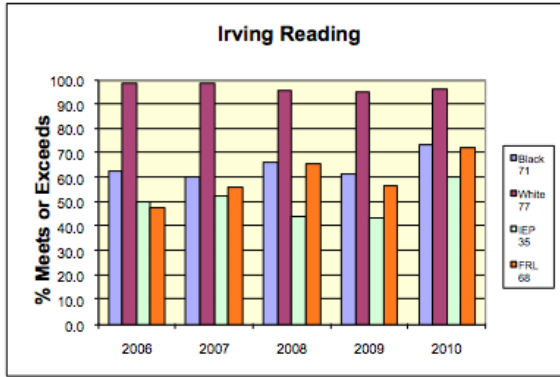


Numbers in the legend are student counts for 2010



Numbers in the legend are student counts for 2010

**Progress of Irving and Whittier in 2010**



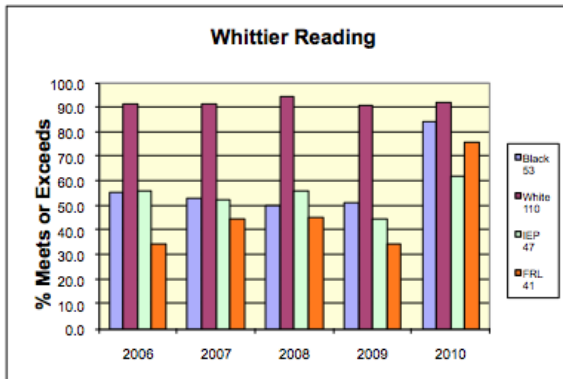
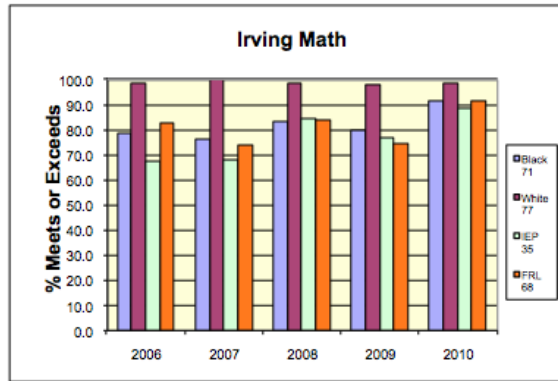
**Irving Success**

2009 to 2010 improvement in Reading:

- 8.3 points overall
- 12.2 points for Black students
- 15.7 points for low income students

2009 to 2010 improvement in Math:

- 8.1 points overall
- 11.8 points for Black students
- 16.7 points for low income students



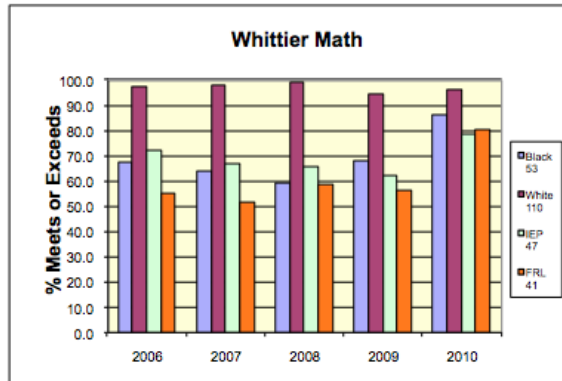
**Whittier Success**

2009 to 2010 improvement in Reading:

- 9.3 points overall
- 33.2 points for Black students
- 17.3 points for students with IEPs

2009 to 2010 improvement in Math:

- 5.6 points overall
- 18.2 points for Black students
- 16.5 points for students with IEPs



## Students in Multiple Sub-Groups

As specified under NCLB, a student's scores count for all sub-groups in which he or she might be a member. The tables below outline how this may impact our schools. The tables show the school, the passing rate (B-below, M – Meets), the frequency (number of children in the group), and the percent of students in the group for that comparison. A notation of n/a indicates the absence of a large enough group of students to avoid possible identification of individuals.

Black and Free or Reduced Lunch	READING		MATH		SCIENCE	
	Below	Meet or Exceed	Below	Meet or Exceed	Below	Meet or Exceed
Beye n	32.4 11	67.6 23	31.5 11	68.5 24	36.4 4	63.6 7
Brooks n	36.6 30	63.4 52	40.2 33	59.8 49	33.3 10	66.7 20
Hatch n	30.0 6	70.0 14	15.0 3	85.0 17	n/a	n/a
Holmes n	44.0 11	56.0 14	32.0 8	68.0 17	33.3 4	66.7 8
Irving n	39.5 15	60.5 23	13.2 5	86.8 33	31.2 5	68.8 11
Julian n	21.9 26	78.5 95	25.0 30	75.0 90	31.0 13	69.0 29
Lincoln n	43.8 7	56.2 9	18.8 3	81.2 13	14.3 1	85.7 6
Longfellow n	25.5 12	74.5 35	14.9 7	85.1 40	31.8 7	68.2 15
Mann n	66.7 4	33.3 2	33.3 2	66.7 4	n/a	n/a
Whittier n	10.5 2	89.5 17	15.8 3	84.2 16	33.3 3	66.7 6
DISTRICT n	30.5 126	69.5 287	25.9 107	74.1 306	31.6 50	68.4 108

Black and IEP	READING		MATH		SCIENCE	
	Below	Meet or Exceed	Below	Meet or Exceed	Below	Meet or Exceed
Beyen	41.7 5	58.3 7	41.7 5	58.3 12	n/a	n/a
Brooks	66.7 30	33.3 15	51.1 23	48.9 22	52.6 10	47.4 9
Hatch	n/a	n/a	n/a	n/a	n/a	n/a
Holmes	92.3 12	7.7 1	76.9 10	23.1 3	n/a	n/a
Irving	62.5 10	37.5 6	18.8 3	81.3 13	50.0 3	50.0 3
Julian	50.0 32	50.0 32	51.6 33	48.4 31	63.2 12	36.8 7
Lincoln	46.7 7	53.3 8	26.7 4	73.3 11	n/a	n/a
Longfellow	33.3 5	66.7 10	40.0 6	60.0 9	57.1 4	42.9 3
Mann	n/a	n/a	n/a	n/a	0.0 0	0.0 0
Whittier	21.4 3	78.6 11	21.4 3	78.6 11	n/a	n/a
DISTRICT	53.3 112	46.7 98	45.5 95	54.5 114	48.6 36	51.4 38

Black, Free or Reduced Lunch, and IEP	READING		MATH		SCIENCE	
	Below	Meet or Exceed	Below	Meet or Exceed	Below	Meet or Exceed
Beyen	44.4 4	55.6 5	44.4 4	55.6 5	n/a	n/a
Brooks	71.4 20	28.6 8	57.1 16	42.9 12	63.6 7	36.4 4
Hatch	n/a	n/a	n/a	n/a	n/a	n/a
Holmes	100.0 7	0.0 0	85.7 6	14.3 1	n/a	n/a
Irving	69.2 9	30.8 4	15.4 2	84.6 11	n/a	n/a



Julian n	62.9 22	37.1 13	57.1 20	42.9 15	72.7 8	27.3 3
Lincoln n	66.7 6	33.3 2	33.3 2	66.7 4	n/a	n/a
Longfellow n	38.5 5	61.5 8	38.5 5	61.5 8	66.7 4	33.3 2
Mann n	n/a	n/a	n/a	n/a	n/a	n/a
Whittier n	22.2 2	77.8 7	22.2 2	77.8 7	n/a	n/a
DISTRICT n	59.7 77	40.3 52	47.3 61	52.7 68	56.0 28	44.0 22

Free or Reduced Lunch and IEP	READING		MATH		SCIENCE	
	Below	Meet or Exceed	Below	Meet or Exceed	Below	Meet or Exceed
Beye n	46.2 6	53.8 7	30.8 4	69.2 9	n/a	n/a
Brooks n	66.7 22	33.3 11	54.5 18	45.5 15	61.5 8	38.5 5
Hatch n	n/a	n/a	n/a	n/a	n/a	n/a
Holmes n	90.0 9	10.0 1	80.0 8	20.0 2	n/a	n/a
Irving n	55.6 10	44.4 8	11.1 2	88.9 16	33.3 3	66.7 6
Julian n	59.5 25	40.5 17	52.4 22	47.6 20	68.8 11	31.2 5
Lincoln n	63.6 7	36.4 4	27.3 3	72.7 8	33.3 2	66.7 4
Longfellow n	33.3 5	66.7 10	33.3 5	66.7 10	66.7 4	33.3 2
Mann n	n/a	n/a	n/a	n/a	n/a	n/a
Whittier n	35.7 5	64.3 9	28.6 4	71.4 10	50.0 4	50.0 4
DISTRICT n	55.7 93	44.3 74	41.9 70	58.1 97	53.6 37	46.4 32

## **Key Points**

The following key points should be noted from the 2010 testing:

1. Math scores tend to be higher than reading scores across the schools.
2. The middle schools will always have enough students in each sub-group to be considered for AYP review and yet they are making outstanding progress with the majority of their students.
3. Scores for students with IEPs have been adequate for passing up until the 2010 testing, but will be more of a concern in the future under the current federal law. Special Education scores are no longer increased by 14% under Federal guidelines.
4. Schools without sufficient numbers of students in specific sub-groups may still have achievement gap concerns, even though the state reports indicate compliance. Special notice must be paid to these students who attend schools in small numbers so that they are not forgotten.
5. As the bar for proficiency increases annually, schools will need to increase the pace of progress for the sub-groups of Black, IEP, and Economically Disadvantaged.

## **Next Steps**

Acknowledging that we must continue to focus our efforts on helping all students make annual academic progress, several projects are underway with achievement as the primary goal:

### 1. Response to Intervention

Response to Intervention (RTI) protocols in all schools will result in regular progress monitoring that will enable schools to zero in on struggling students and the skills in need of support. The emphasis area this year will continue to be literacy, since that is the area most in need of additional attention based on the ISAT results.

### 2. Title I Support

Using ARRA funds and our annual allocation of money, additional reading supports are being placed in our 6 Title I schools: Irving, Longfellow, Whittier, Holmes, Hatch, and Beye. SPIRE reading has been purchased for the two newest Title I schools (Holmes and Hatch) and Read Naturally is being investigated as an additional tool. Also, Holmes will have a full time Title I teacher this year to help with literacy efforts.

### 3. School AYP Plans

The principals at Lincoln, Holmes, Brooks, and Julian have met with Teaching and Learning administrators to set up programs to address the identified areas of under-performance. Some of these plans are listed below:

- 1) Restructuring Title I services to students (Holmes only)
- 2) Whole-staff buy-in through regular professional development

- 3) After-school learning programs targeting specific skills
- 4) Volunteers to help as reading tutors
- 5) Using regular progress monitoring with DIBELS and MAP
- 6) Utilizing ISAT-style assessments to gain comfort in the testing format
- 7) Utilizing the 95% Group to help with reading strategies
- 8) Providing Lexia Reading support to all students in kindergarten and any other students identified as needing additional help
- 9) Reviewing the results of READ 180 in the middle schools and revising instructional schedules
- 10) Providing support in literacy double-blocks (Brooks) and through Academic Support classes (Julian)
- 11) Using MAP data in math to monitor middle school students' progress and offer additional support both during and outside the school day.

### **Summary**

Viewing the District as a whole, students are performing well in the areas of reading, math, and science when compared to the goal targets set under NCLB. Over the past 5 years, growth of student scores has been consistent and noteworthy. With the leadership of the building principals, instructional practices have focused on utilizing time, curricular materials, and technology to improve instructional delivery. The teaching staff has made it a priority to identify students in need of additional help and our teachers have gone the extra mile in providing this support.

However, even with all of these efforts, the job is never complete. Bi-weekly meetings with the principals continue to have a focus on improving instruction for all students. Flexible, skill-based groups are being utilized in the schools to address areas of deficiency and schedules have been adjusted to provide extra time, especially in reading. In the event that changes are made to the NCLB legislation, it is important to note that District 97 will still continue the effort to move all children forward and to reduce the learning gaps between groups of students.

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