Oak Park Elementary School District 97

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

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

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

Re: Annual Student Performance Report

Date: November 13, 2018

Purpose: The purpose of this informational report is to provide an overview of student performance in the 2017-2018 school year, especially as compared to the State of Illinois, similar districts, and historical performance.

Introduction

The vision of Oak Park Elementary School District 97 is to create a positive learning environment for all D97 students that is equitable, inclusive, and focused on the whole child. In 2018-2019, we will be guided by the following metrics of success for our vision work:

1. Improving the percentage of 3rd grade students reading at or above grade level (MAP RIT = 191)
2. Improving the percentage of students projected college ready (MAP 70th percentile) in reading and math
3. Increasing the percentage of students who feel a sense of belonging at school

In this report, we provide an overview of student performance, as measured by NWEA MAP, PARCC, and the new Illinois Report Card.

Special thanks to Deb Tamondong, who has been supporting the Teaching & Learning Department, for her work in preparing graphs for this report. Additional thanks to Kristin Imberger, D97's Student Data Coordinator, for her work in analyzing PARCC participation rates. Without their time and effort, this report would not have been possible.

Spring 2018 NWEA MAP Results

District 97 administers NWEA MAP three times a year: fall, winter, and spring. MAP provides us with useful information about student growth and attainment, as compared to a national norm. At a district or school level, we use this assessment as one of our measurements tools of system success, and at the student level, we use the assessment as a universal screening and differentiation tool in our Multi-Tiered System of Support (MTSS).

MAP Results – 2018 Growth & Attainment

We will begin by looking at growth over the 2017-2018 school year, and attainment as of the spring of 2018.

In 2017-2018, 49% of students in grades 2-8 met or exceeded their growth target in Reading, and 49% of students met or exceeded their target in Math (Figure 1). When looking at growth by grade level, we see the highest percentage of students meeting their growth targets in 5th grade math, followed closely by 4th grade

math and 8th grade math. In Figure 2, we break out growth by demographic groups, which indicates gaps in which student groups are growing more than others. This is significant, because in order to close opportunity gaps, we will need to achieve higher than expected growth for students who are behind. Figures 3 and 4 show fall to spring growth based on fall attainment levels. So, for example, 47% of students who were at a Tier 3 attainment level in the fall met or exceeded their spring growth target. Again, in order for students who are Tier 3, Tier 2, or Below Grade Level to catch up to their grade level peers, we would want to see high percentages of these students meeting or exceeding their growth targets.

In terms of student attainment, 56% of students in grades 2-8 attained at or above the 70th percentile (Projected College Ready, per MAP to ACT linking study) in Reading, and 46% were at or above the 70th percentile in Math (Figure 5). We see some variation in attainment across grade levels, with a high point in 5th grade in both Reading and Math. When broken out by demographic groups, as in Figure 6, we see stark attainment differences by race, lunch status, and IEP status.

Figure 1

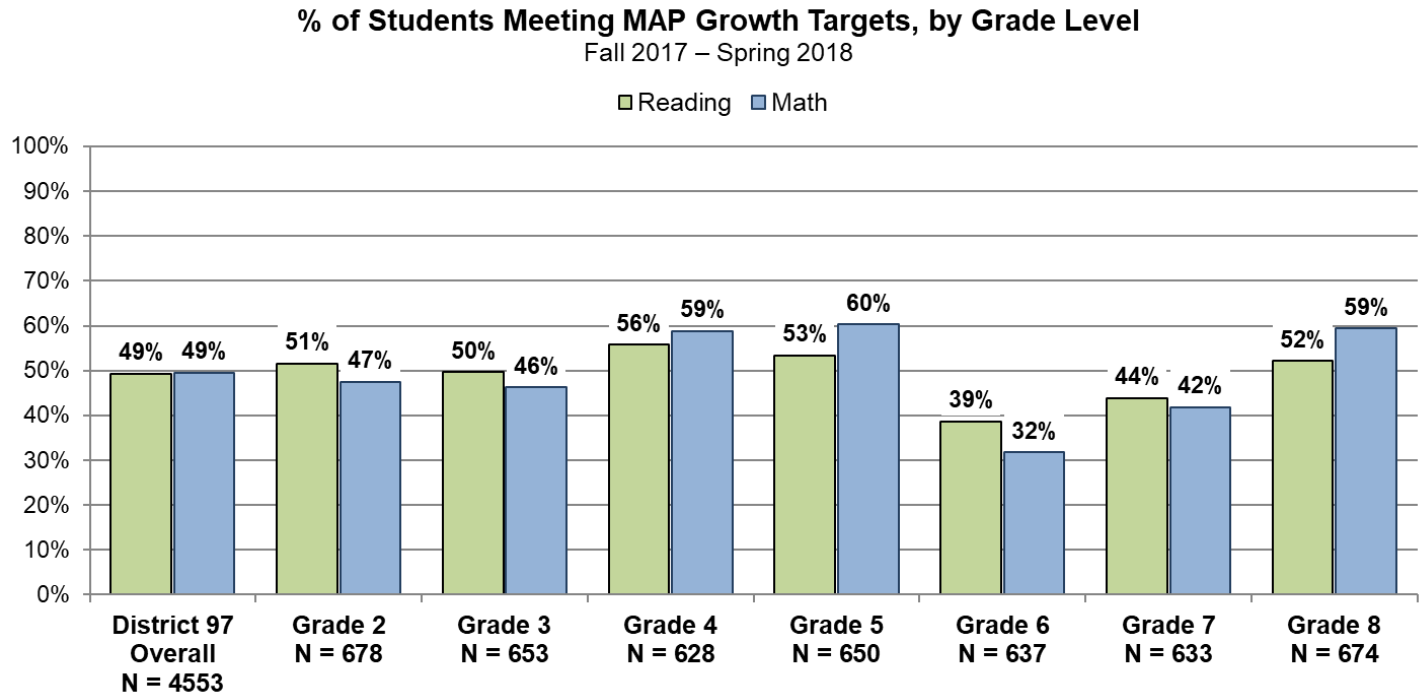


Figure 2

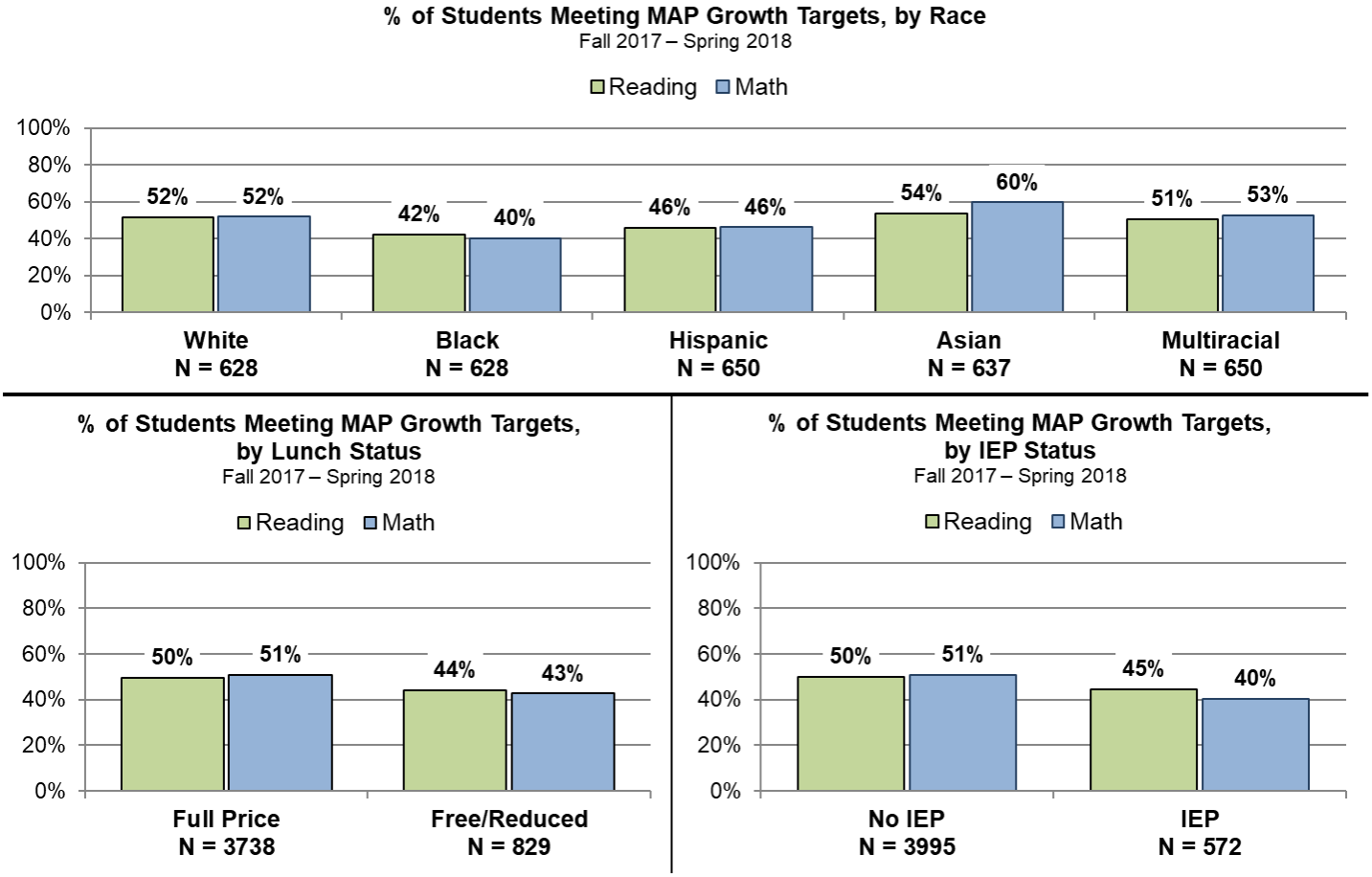


Figure 3

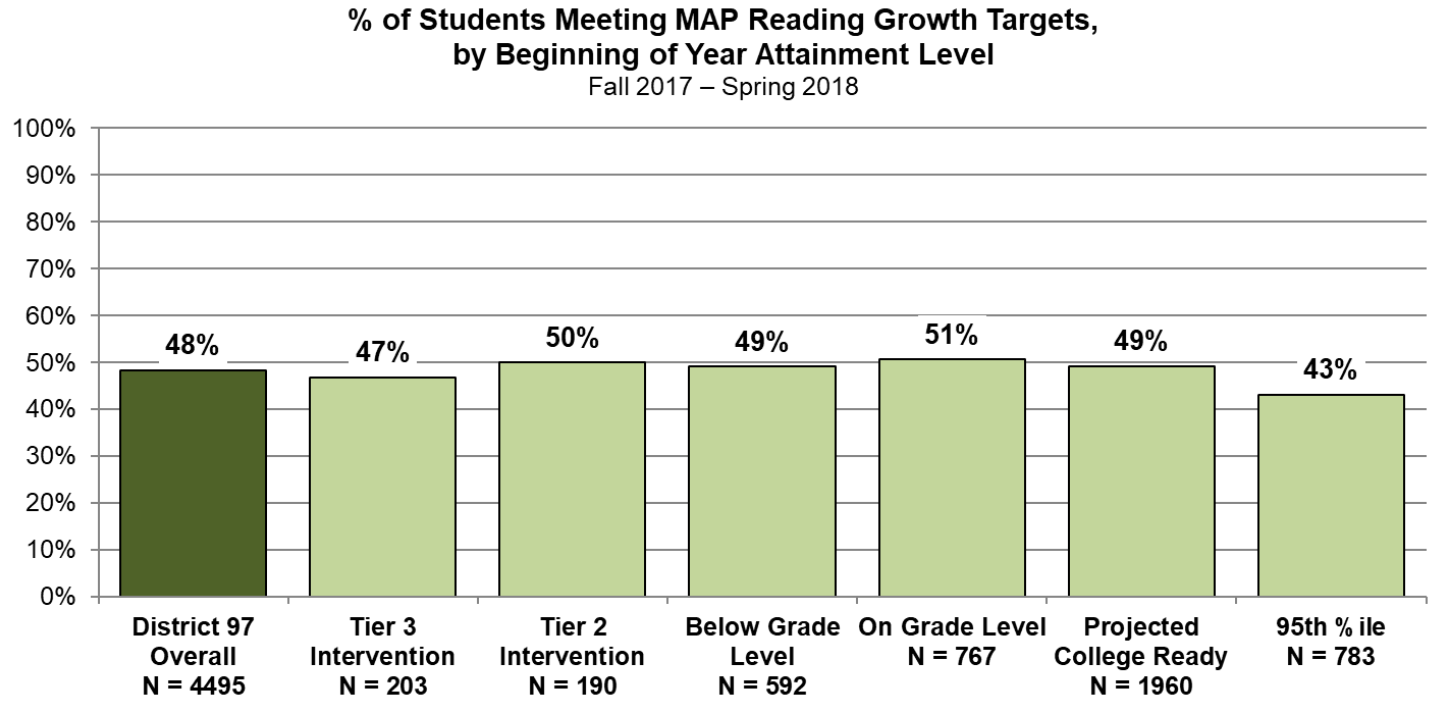


Figure 4

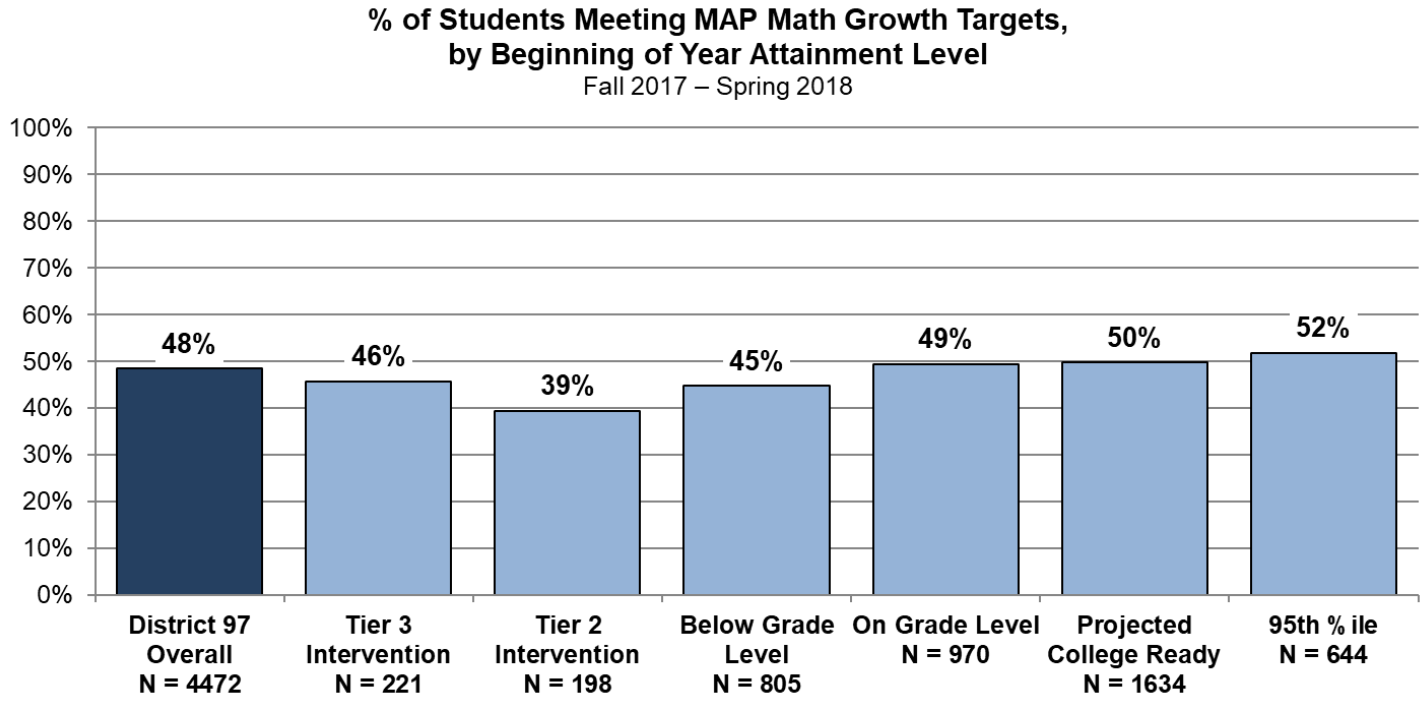


Figure 5

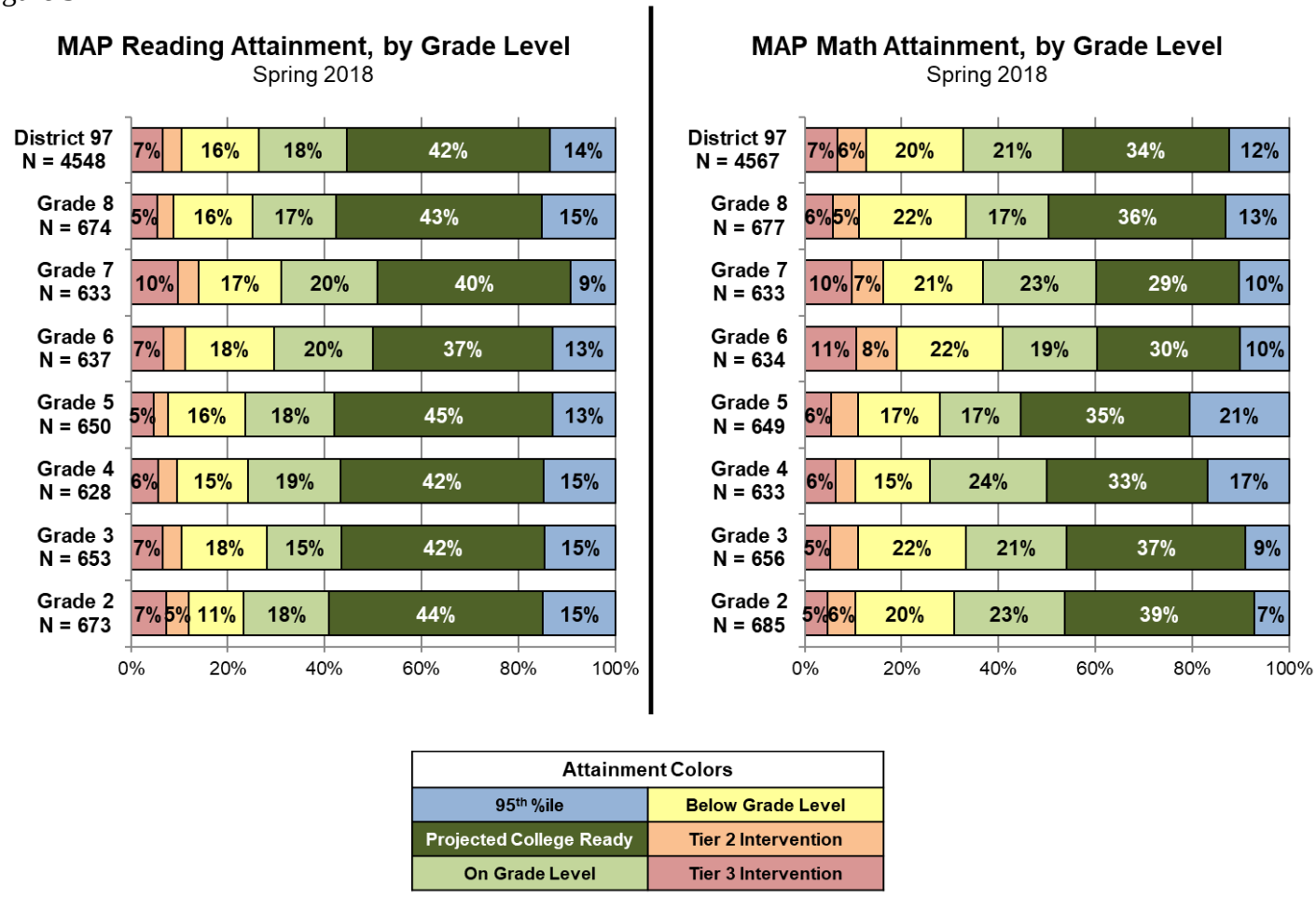
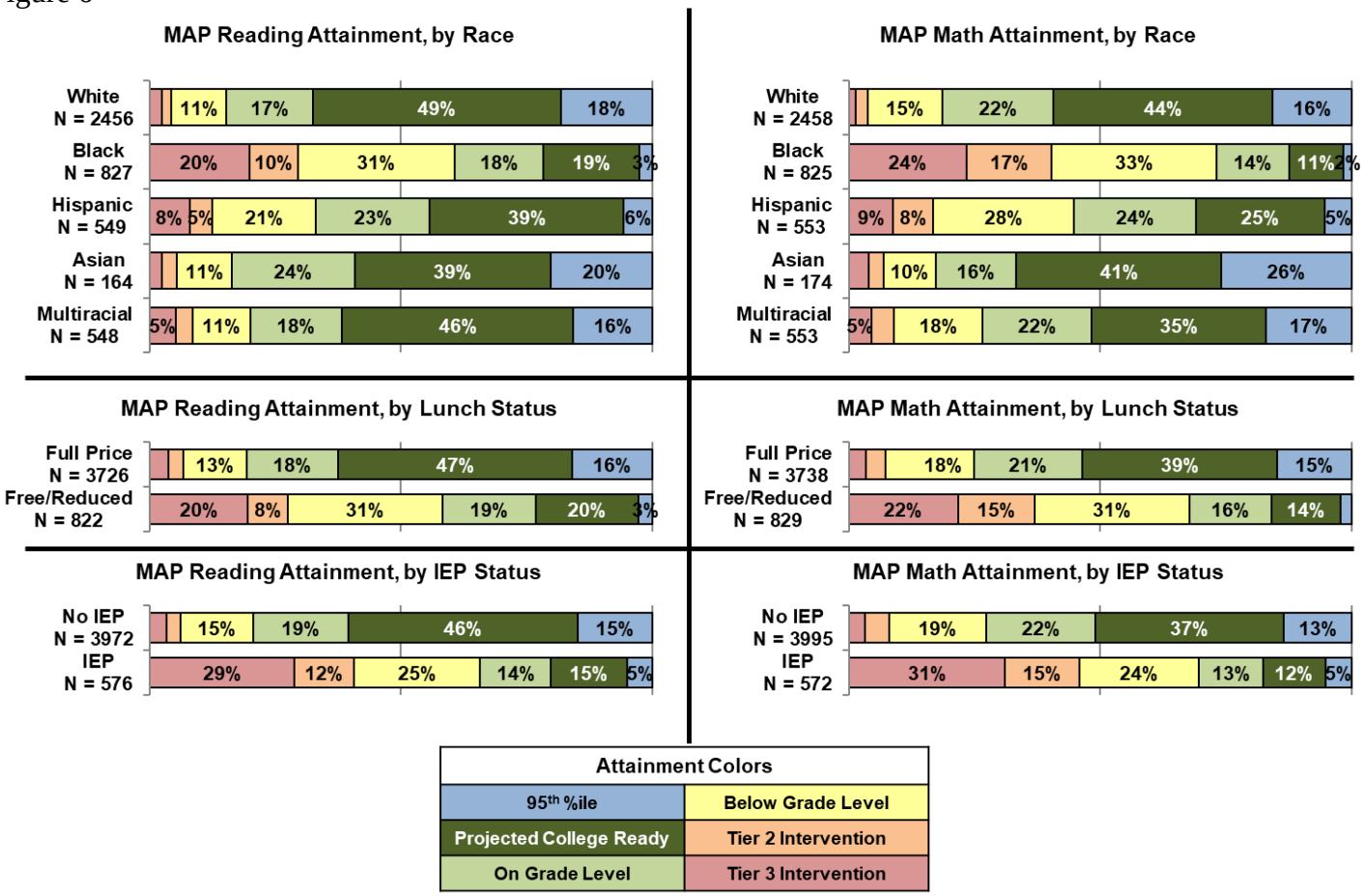


Figure 6



MAP Results – Growth & Attainment Over Time

As we put the 2017-2018 MAP results into historical context, we can see that performance has declined slightly in Reading, and either improved or held steady in Math. Please keep in mind that the district did not administer MAP in the spring of 2015, due to the introduction of PARCC, so that year will be missing from all graphs.

When considering the percentage of students meeting or exceeding growth targets (Figure 7), in Reading we saw another year of slight decline, 49% of students met or exceeded targets in 2018, compared to 51% in 2017. However, while the overall percentage declined, we saw improvements in the percentage of Black students, students with Free or Reduced Price Lunch, and students with an IEP who met or exceeded targets in Reading (Figures 8-10).

In Math the growth story is more positive. We saw an overall increase in the percentage of students meeting or exceeding growth targets, from 45% in 2017 to 49% in 2018 (Figure 7). In Math we saw increased percentages of Black, Multi-Racial, and Asian students meeting or exceeding targets, a significant improvement in the percentage of students with Free or Reduced Price Lunch, and an increase for students with IEPs (Figures 8-10).

Similar to the trend in growth, in attainment, we saw another slight decline in the percentage of students Projected College Ready in Reading (57% in 2017 to 54% in 2018), and a slight increase in Math (45% in 2017 to 46% in 2018) (Figure 11). When breaking Reading attainment out by demographic groups, we see slight declines across all racial demographic groups, as well as all lunch status groups, and all IEP status groups (Figures 12-14). In Math, performance held relatively steady across demographic groups, but we did see an

increase in the percentage of students with Free or Reduced Price lunch status Projected College Ready (Figures 12-14).

This year we are pleased to bring two different cohort visualizations to the Board. These cohorts represent the District 97 Classes of 2018, 2019, and 2020. To be included in these visualizations, a student had to have a valid test result for every possible year of MAP administration. The first visualization type (Figures 15-16), shows the percentage of that class that was at the Projected College Ready attainment level each year. Ideally, we would want to see these lines going up over the years. For the Class of 2018, a greater percentage of the class graduated D97 Projected College Ready in Reading than when they first assessed in 2nd grade (60% in grade 2, 63% in grade 8). The same is true for Math (51% in grade 2, 54% in grade 8), although there was a higher spike in grade 3 in math at 58%. The Classes of 2019 and 2020 are still current D97 students (current 8th grade and 7th grade, respectively), so while the percentage Projected College Ready for these groups was lower in 2018, there is still time for additional instruction prior to the graduation of these cohorts.

The second cohort visualization type takes a deeper dive into the long-term attainment of the Class of 2018 (Figures 17-18). In this graph, we have grouped students by their attainment level in the spring of 2012, or their 2nd grade year. We then averaged the national percentile of students in each group. We then tracked each group by their average national percentile over each year they took MAP. So, for example, in Reading there were 25 students from the Class of 2018 who were at the Tier 3 attainment level in the spring of 2012, and their average national percentile was 6. We see a big jump in average national percentile in 2013, holding steady in 2013-2016, and then additional increases to end their D97 career with an average national percentile of 31. This means that this group, on average, moved up two attainment levels, from Tier 3 attainment to Below Grade Level attainment. This is significant improvement, as we want to move students out of significant pull-out interventions and into differentiated settings within their classrooms.

Figure 7

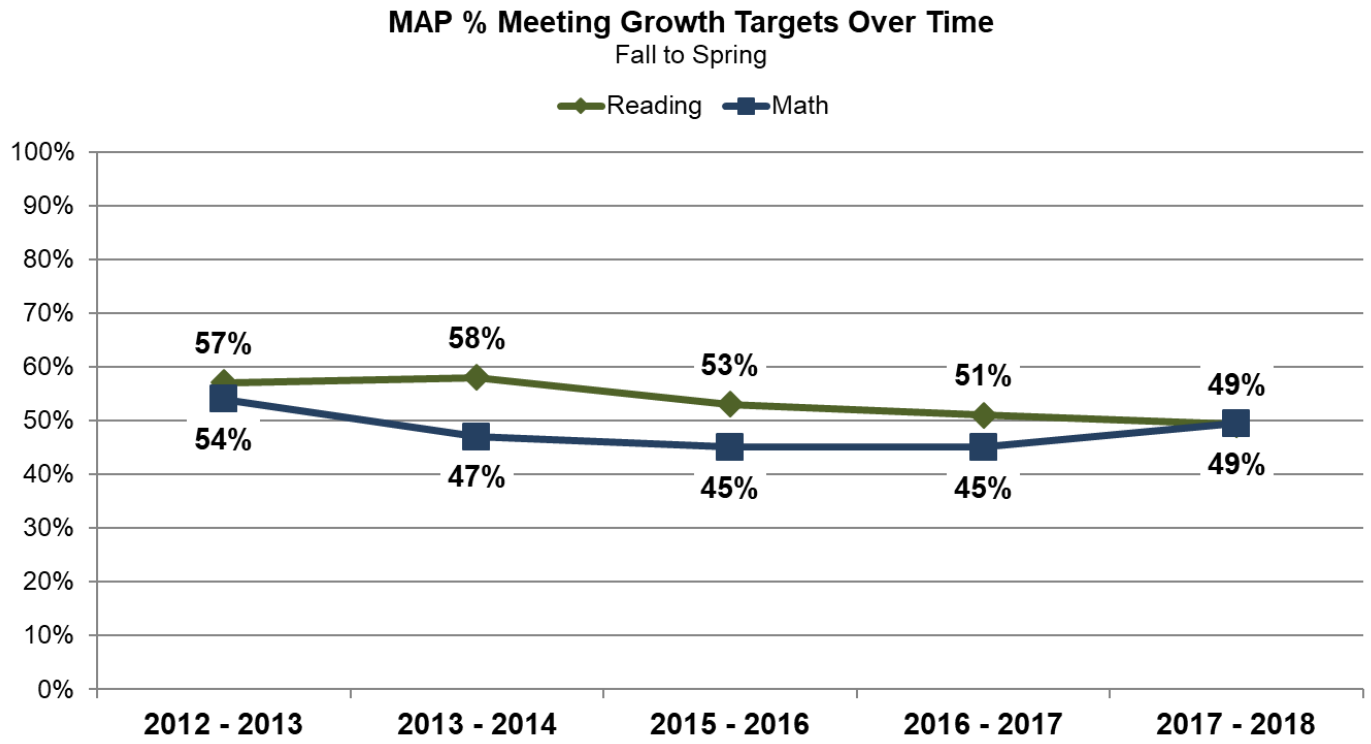
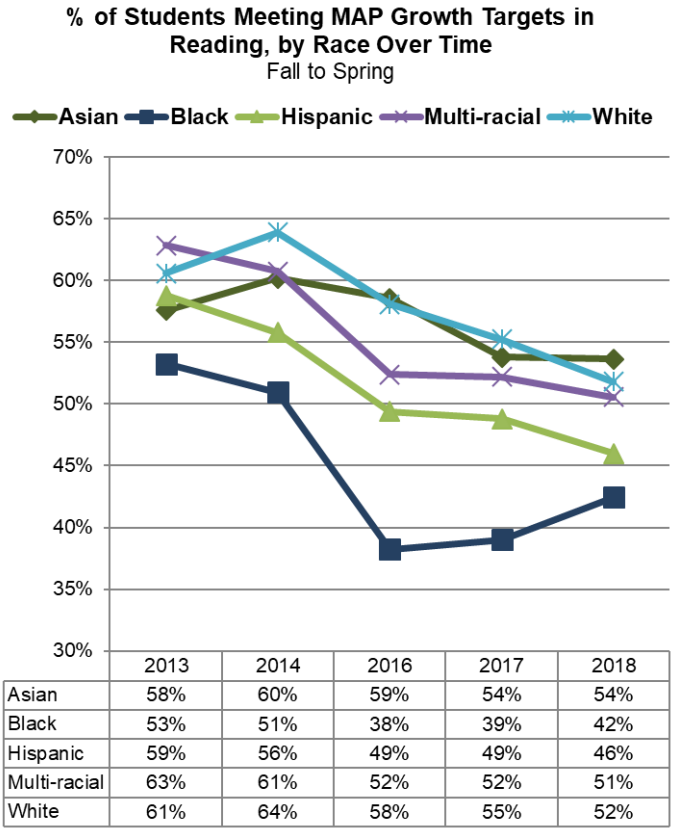
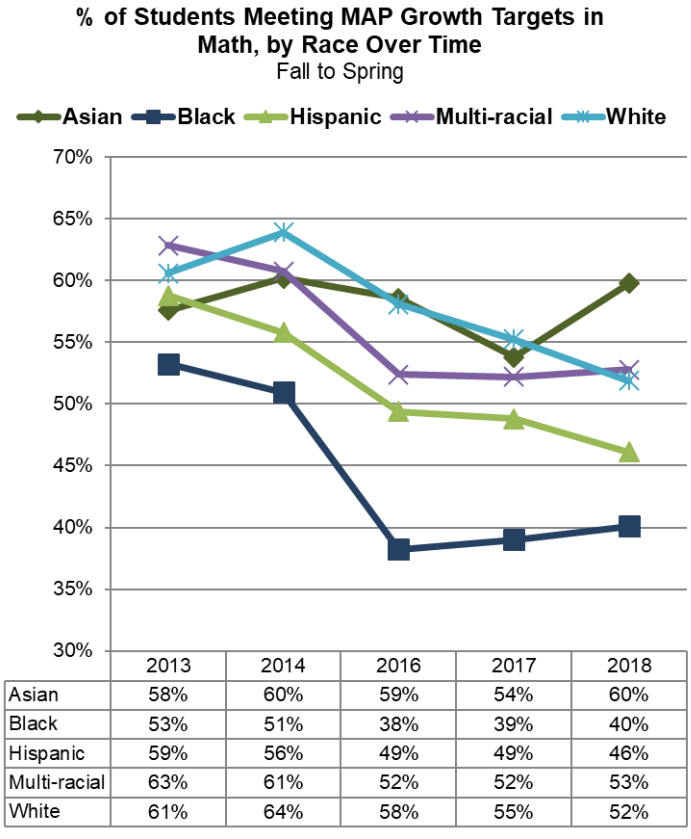


Figure 8

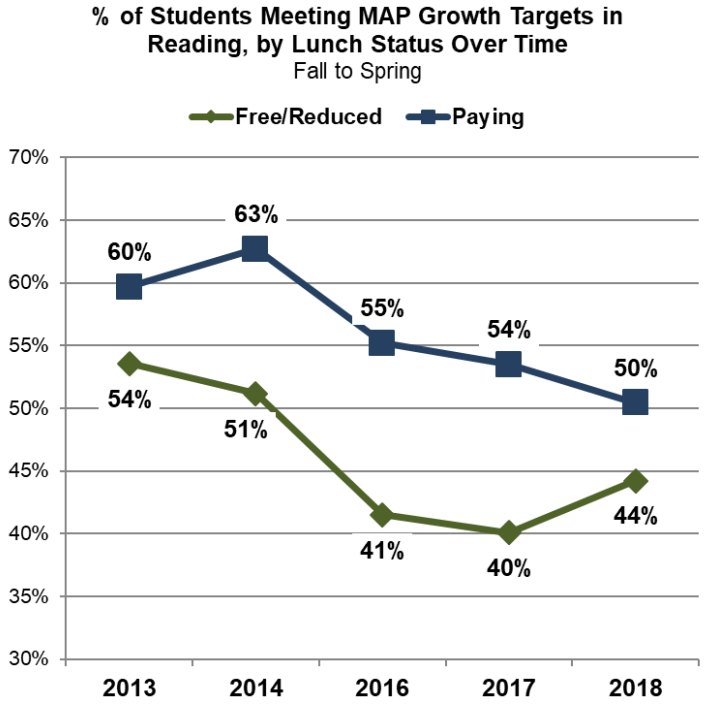


	2013	2014	2016	2017	2018
Asian	58%	60%	59%	54%	54%
Black	53%	51%	38%	39%	42%
Hispanic	59%	56%	49%	49%	46%
Multi-racial	63%	61%	52%	52%	51%
White	61%	64%	58%	55%	52%



	2013	2014	2016	2017	2018
Asian	58%	60%	59%	54%	60%
Black	53%	51%	38%	39%	40%
Hispanic	59%	56%	49%	49%	46%
Multi-racial	63%	61%	52%	52%	53%
White	61%	64%	58%	55%	52%

Figure 9



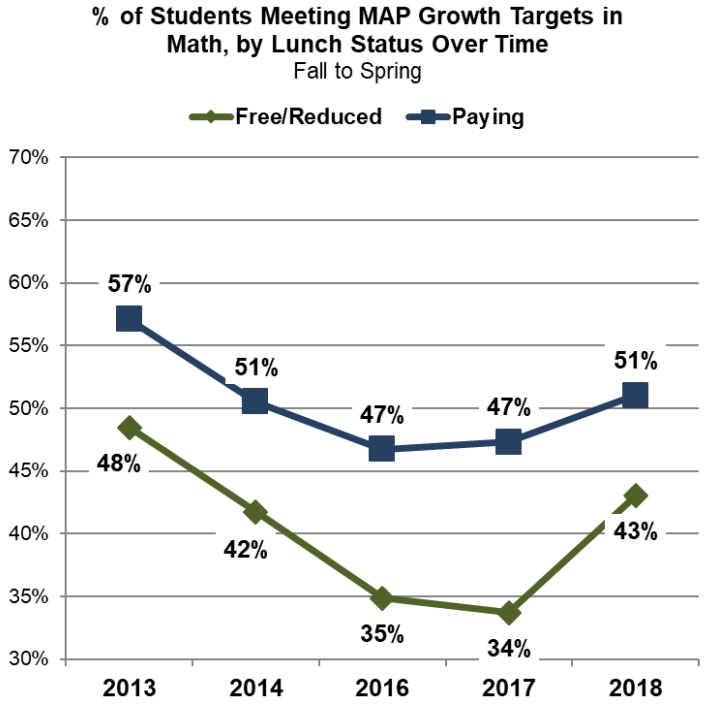


Figure 10

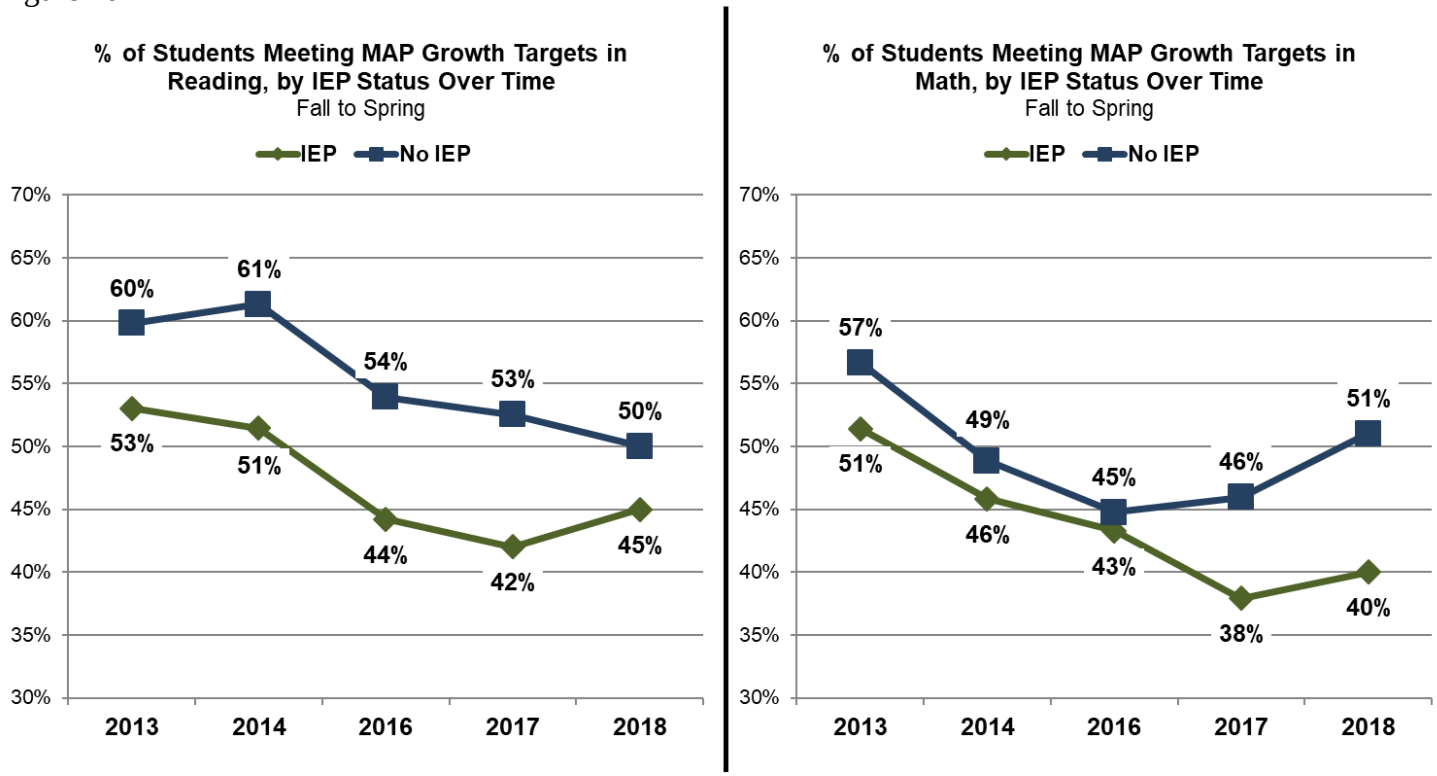


Figure 11

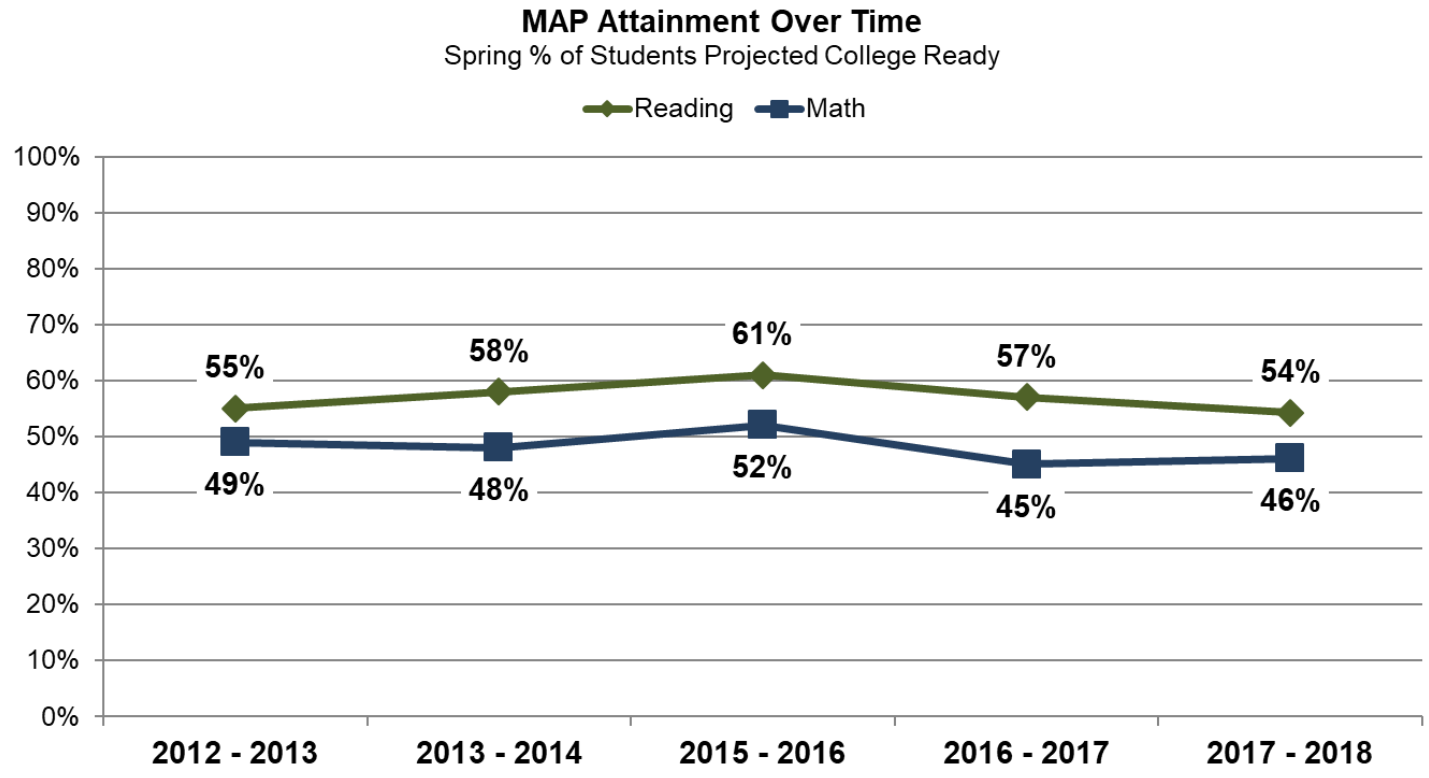
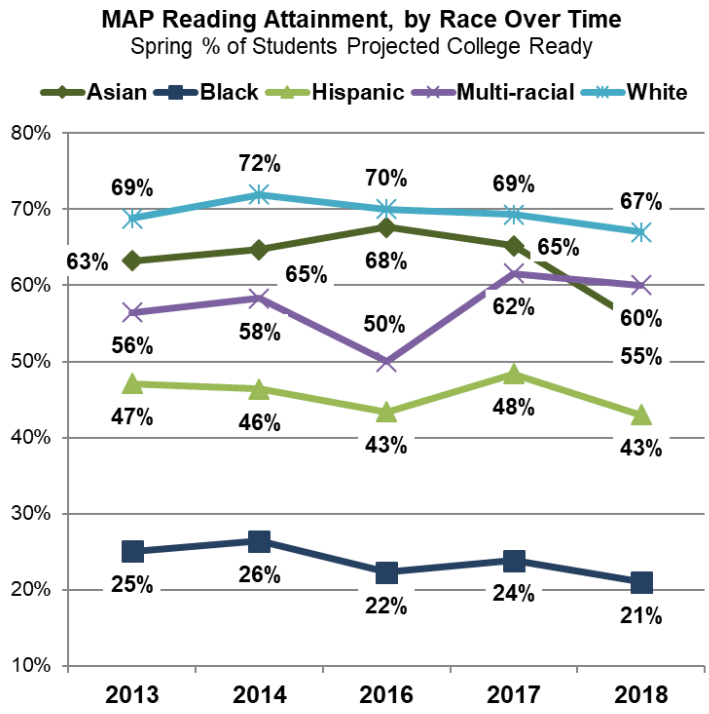


Figure 12



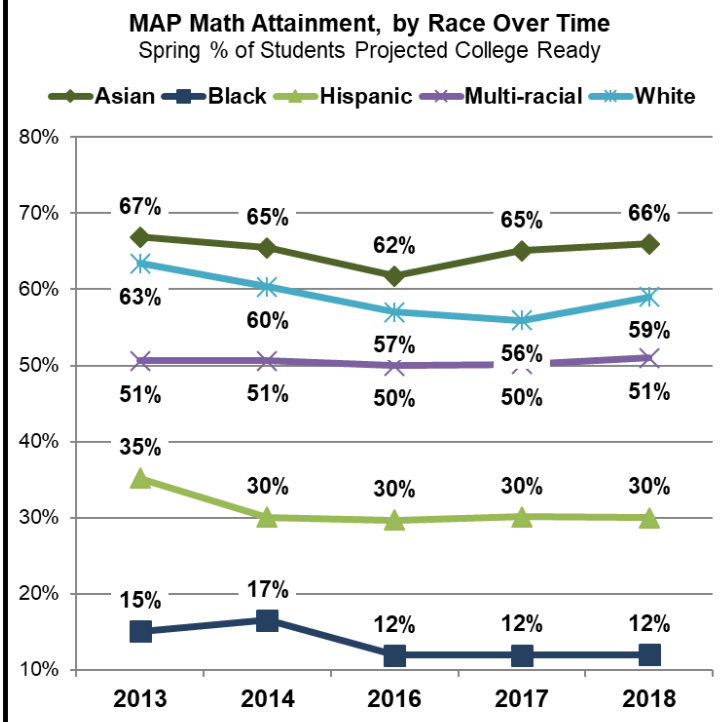
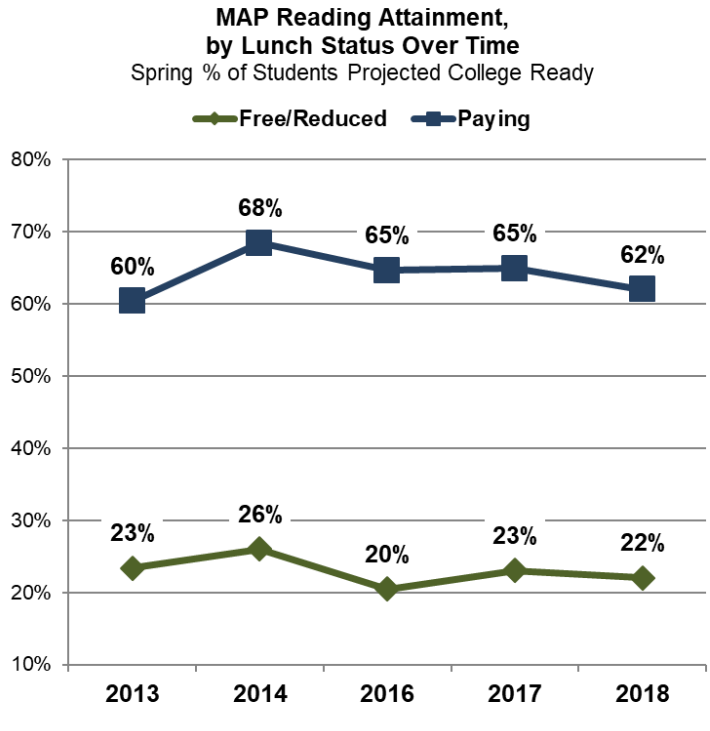


Figure 13



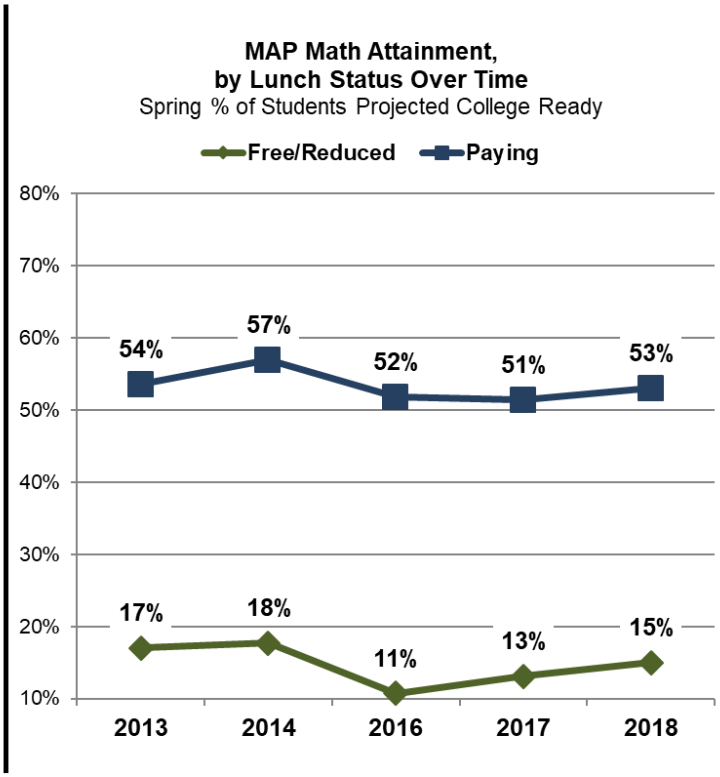


Figure 14

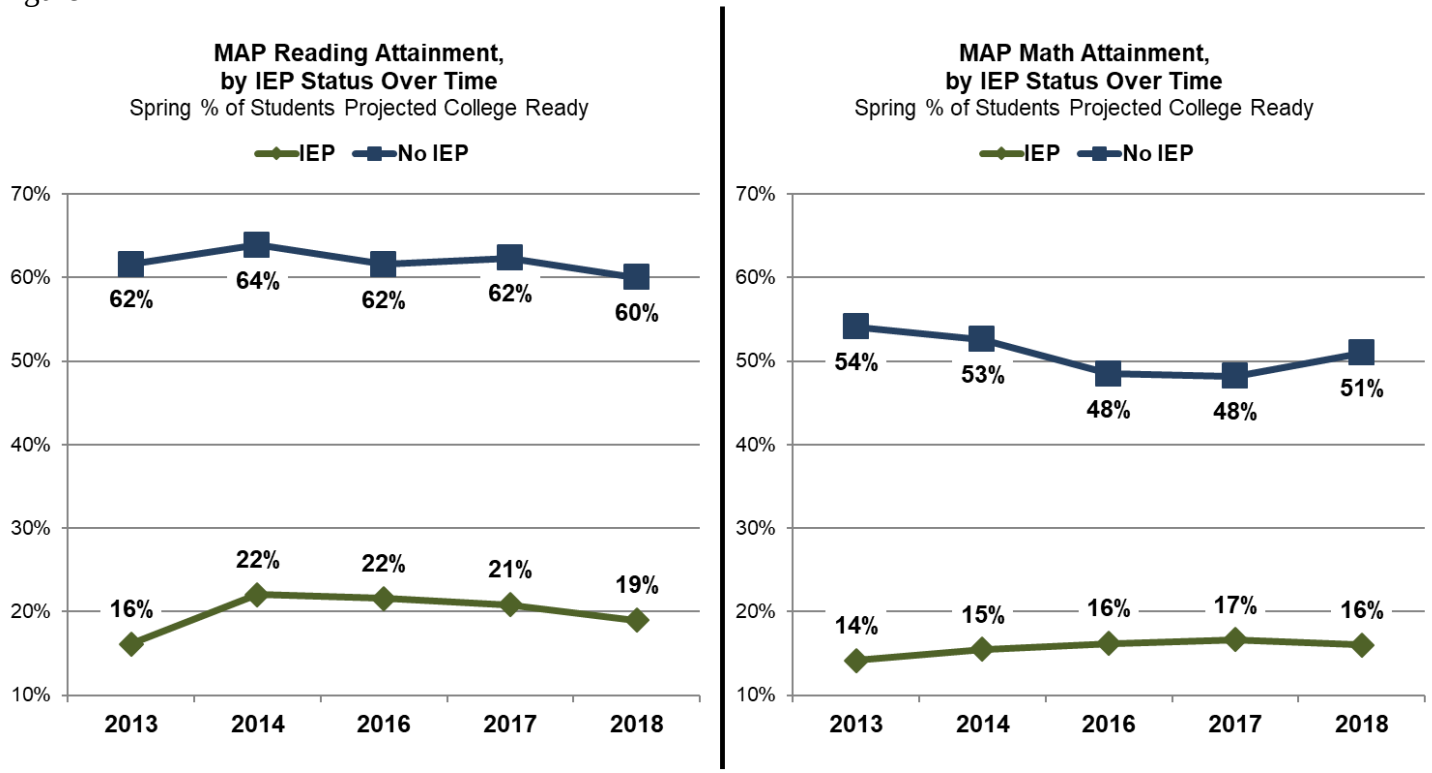


Figure 15

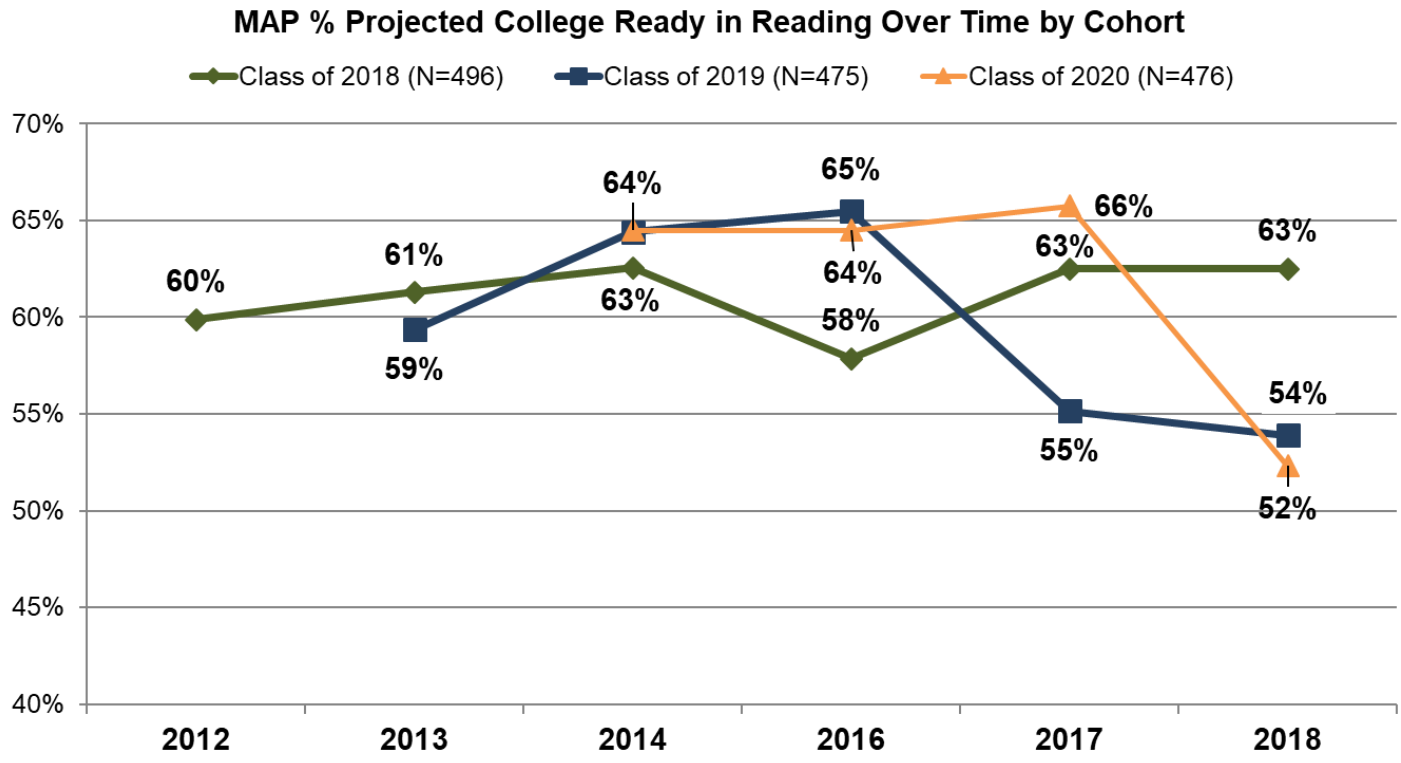


Figure 16

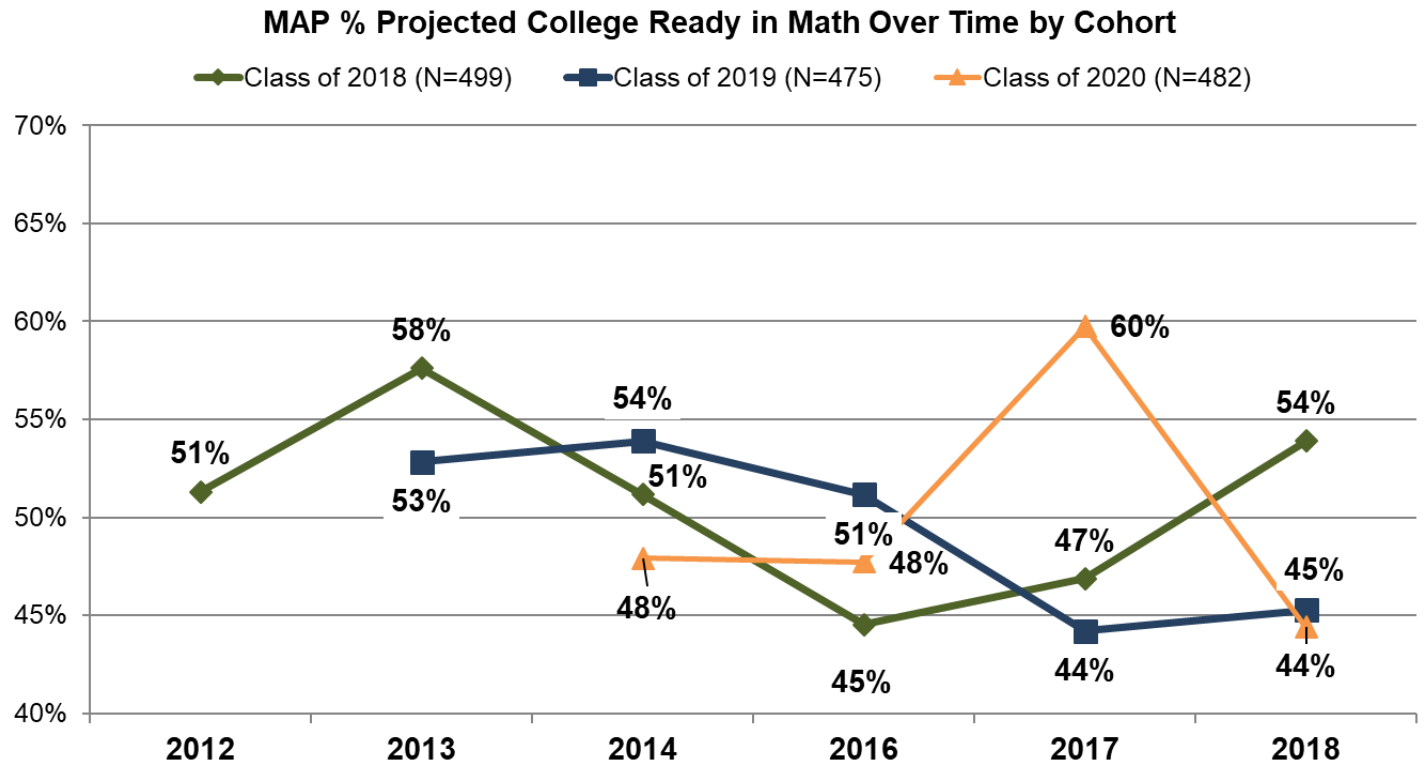


Figure 17

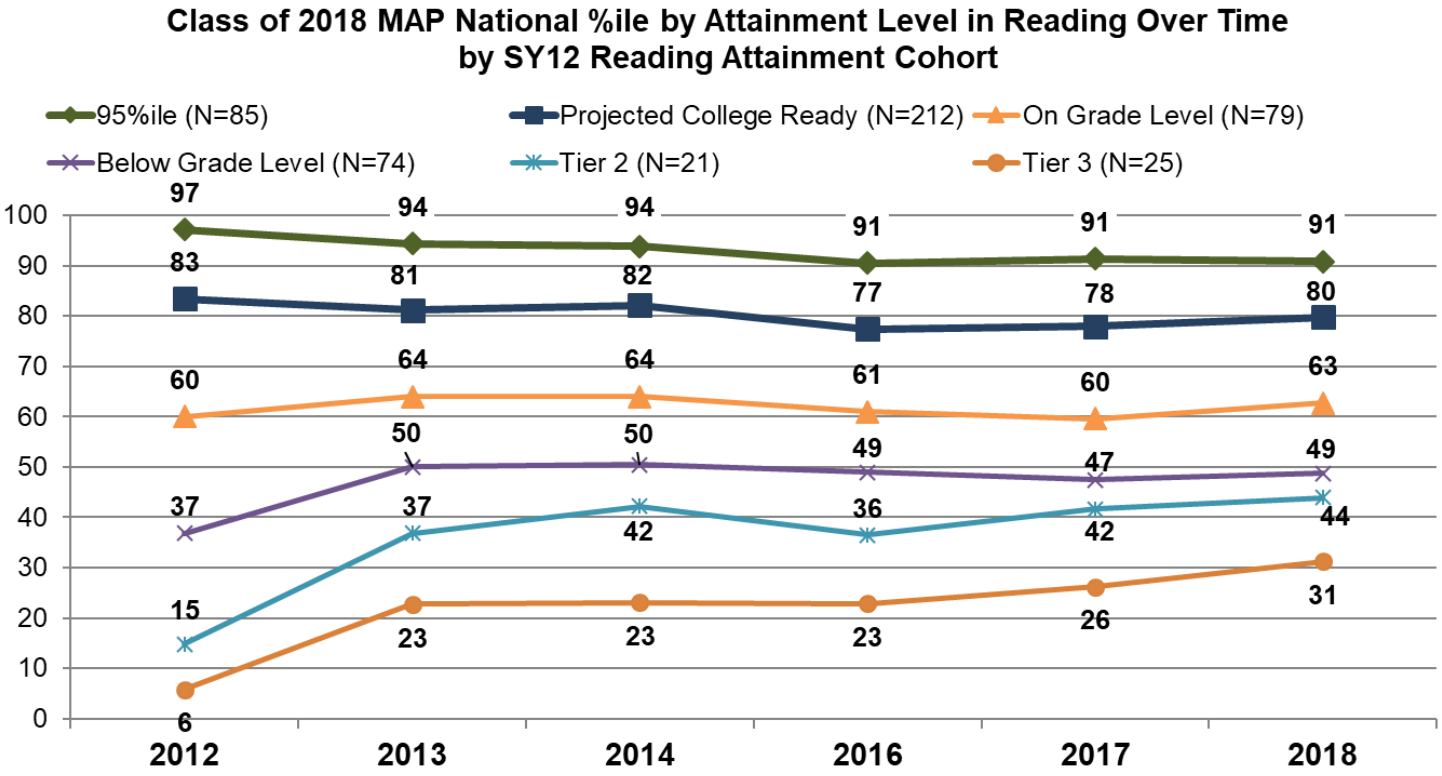
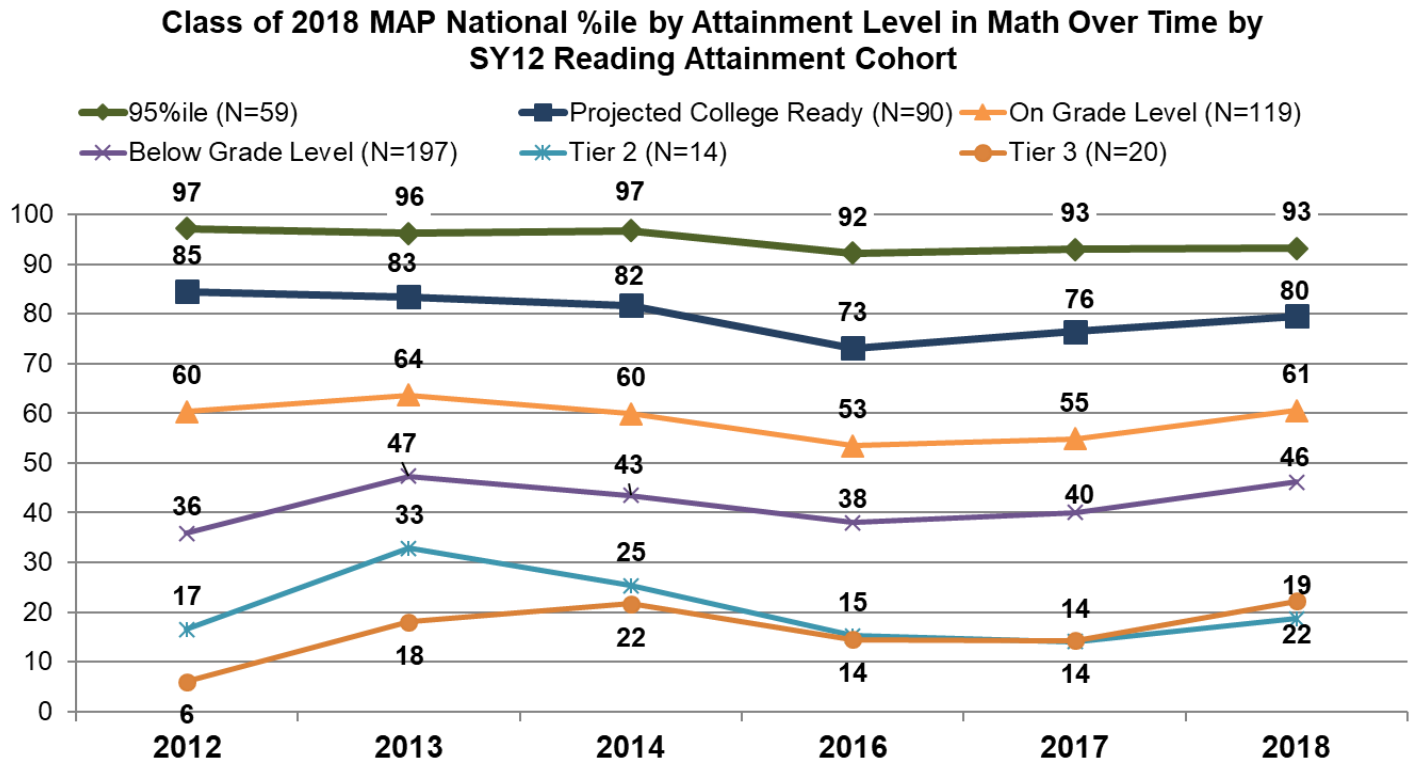


Figure 18



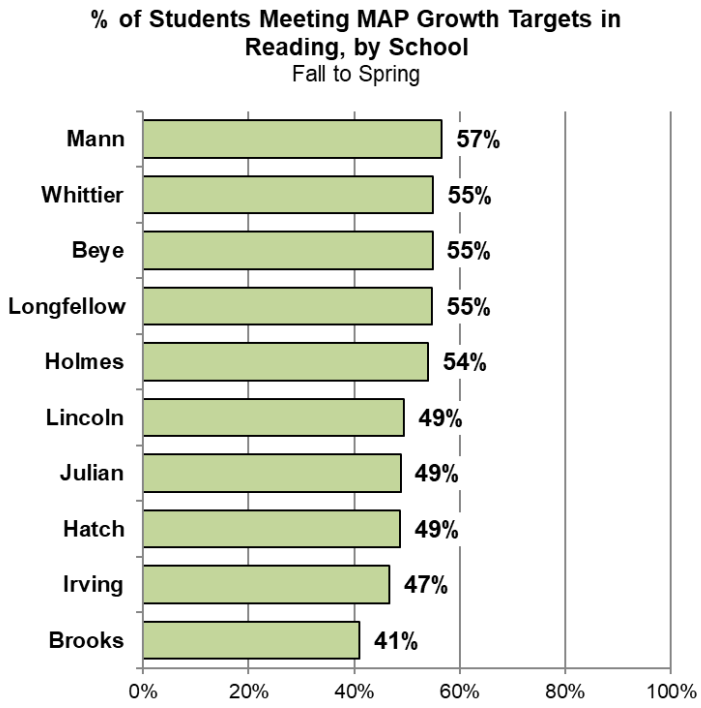
MAP Results – By School

Figures 19-24 display Spring MAP growth and attainment by school and by school over time. 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 or exceeding MAP growth targets by school (Figure 19), Mann leads the group in Reading with 57%, and Longfellow leads significantly in Math at 64%. In looking at the percentages meeting or exceeding over time (Figures 20-21), we improvements in 2018 at Beye and Whittier in Reading, and all schools save Julian in Math. Longfellow and Whittier both had two straight years of improvement in Math.

When looking at attainment by school, Mann and Longfellow lead the group in both Reading and Math, Mann taking the top spot in Reading, and Longfellow in Math (Figure 22). Looking at changes over time, we see two straight years of improvement in Reading attainment at Irving and Whittier (Figure 23). In Math, we see two straight years of improvements in attainment at Irving and Longfellow (Figure 24).

Figure 19



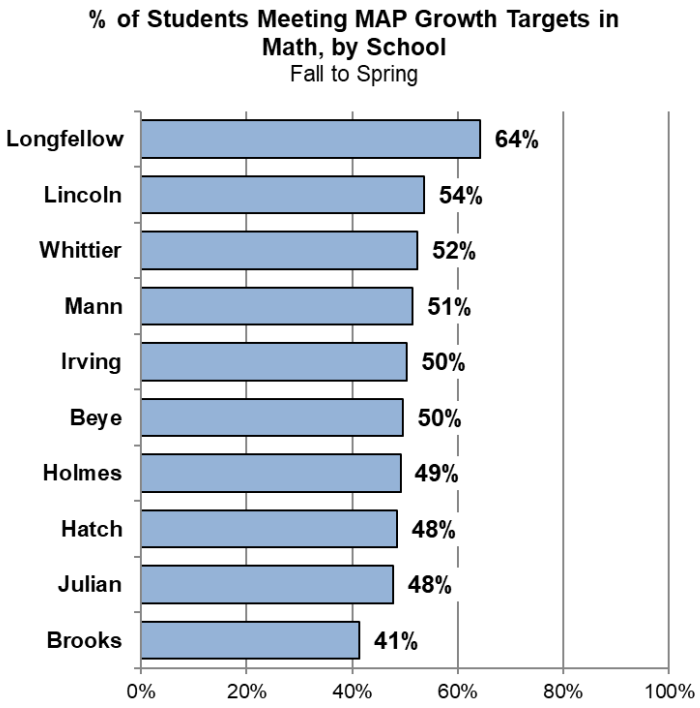
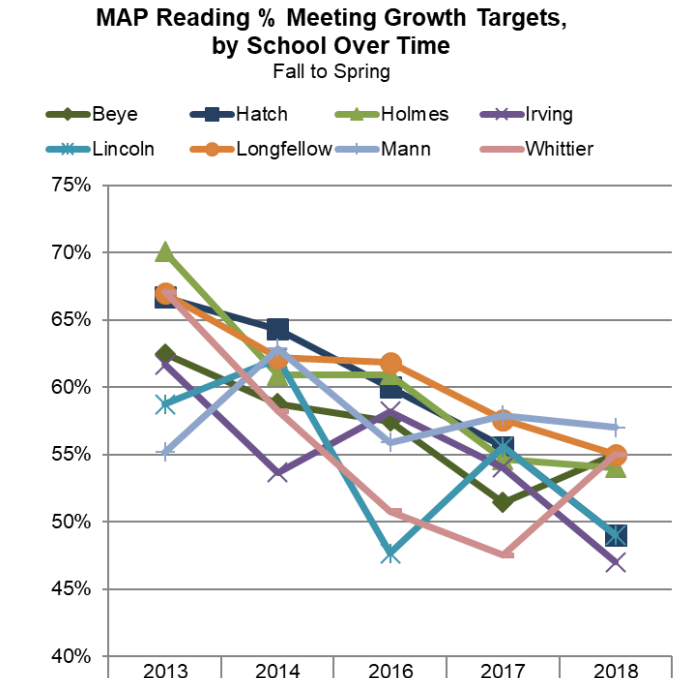
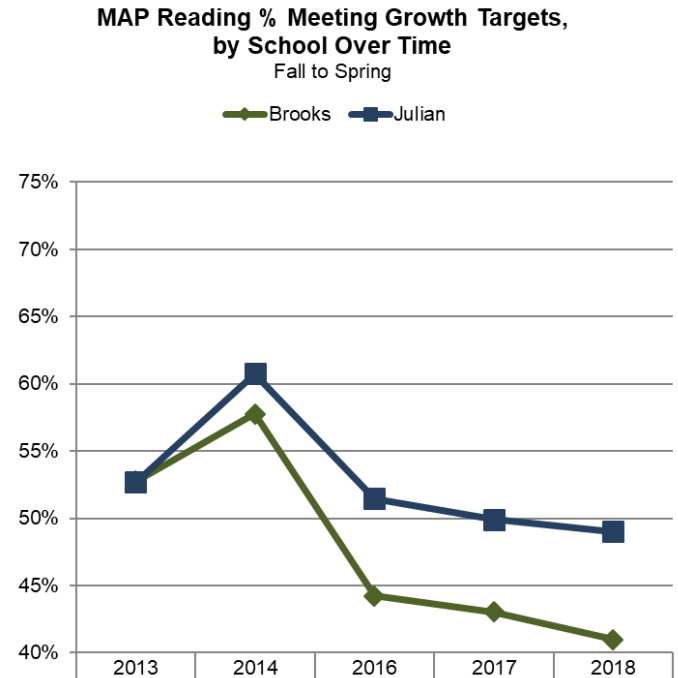


Figure 20

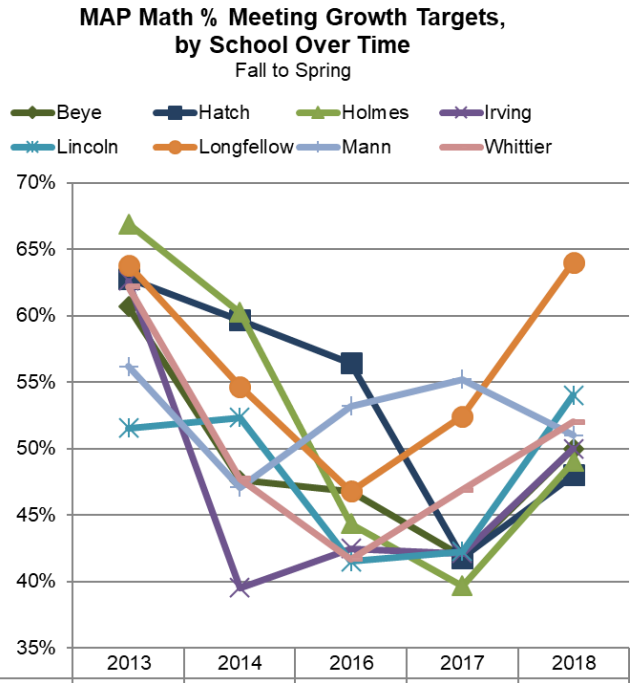


	2013	2014	2016	2017	2018
Beye	62%	59%	57%	51%	55%
Hatch	67%	64%	60%	56%	49%
Holmes	70%	61%	61%	55%	54%
Irving	62%	54%	58%	54%	47%
Lincoln	59%	62%	48%	56%	49%
Longfellow	67%	62%	62%	58%	55%
Mann	55%	63%	56%	58%	57%
Whittier	67%	58%	51%	47%	55%

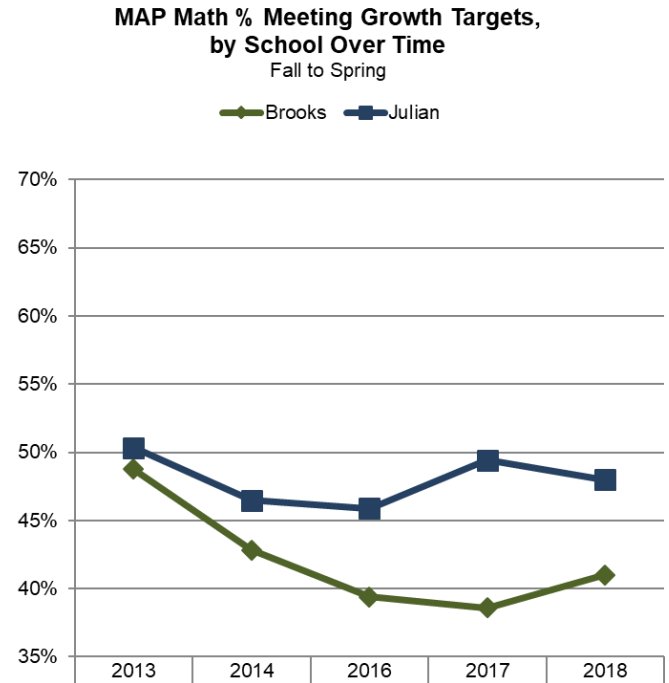


	2013	2014	2016	2017	2018
Brooks	53%	58%	44%	43%	41%
Julian	53%	61%	51%	50%	49%

Figure 21

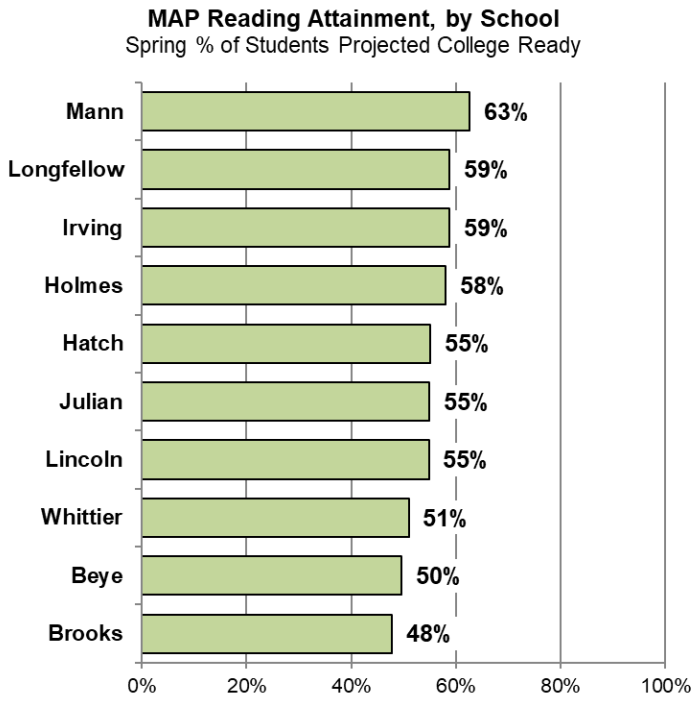


	2013	2014	2016	2017	2018
Beye	61%	48%	47%	42%	50%
Hatch	63%	60%	56%	42%	48%
Holmes	67%	60%	44%	40%	49%
Irving	63%	39%	42%	42%	50%
Lincoln	52%	52%	41%	42%	54%
Longfellow	64%	55%	47%	52%	64%
Mann	56%	47%	53%	55%	51%
Whittier	62%	48%	42%	47%	52%



	2013	2014	2016	2017	2018
Brooks	49%	43%	39%	39%	41%
Julian	50%	46%	46%	49%	48%

Figure 22



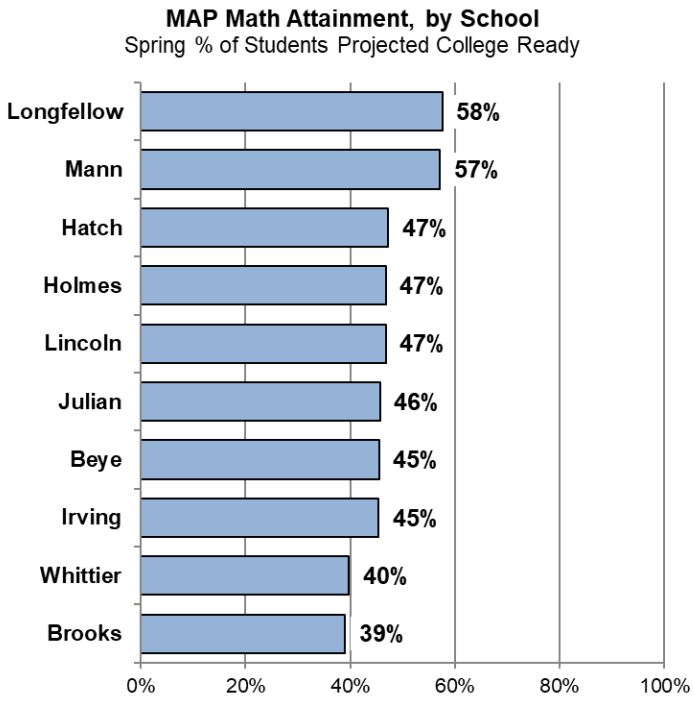
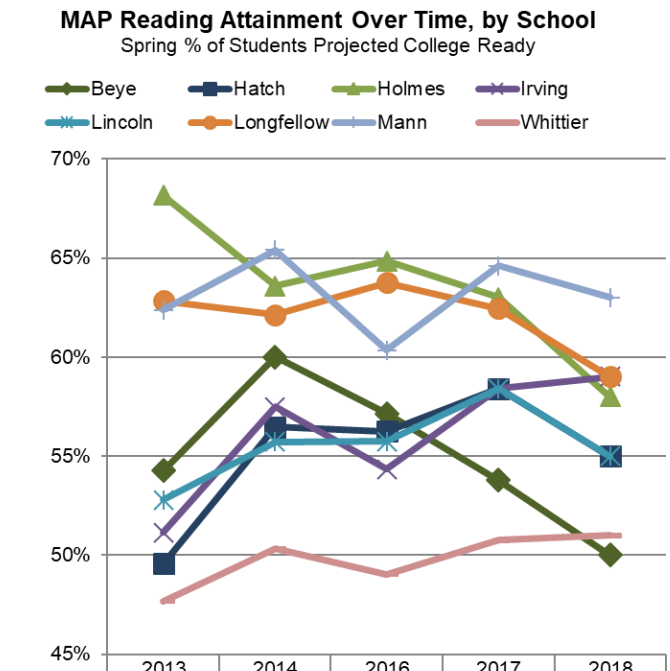
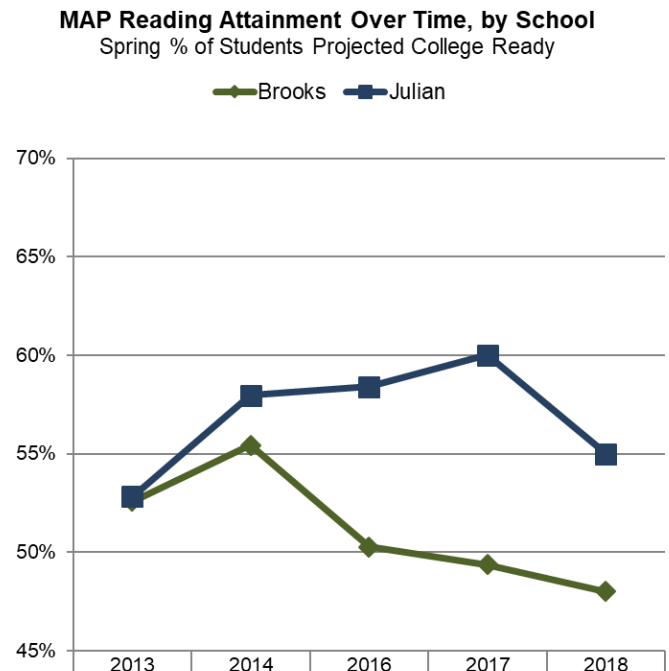


Figure 23



	2013	2014	2016	2017	2018
Beye	54%	60%	57%	54%	50%
Hatch	50%	56%	56%	58%	55%
Holmes	68%	64%	65%	63%	58%
Irving	51%	57%	54%	58%	59%
Lincoln	53%	56%	56%	58%	55%
Longfellow	63%	62%	64%	62%	59%
Mann	62%	65%	60%	65%	63%
Whittier	48%	50%	49%	51%	51%



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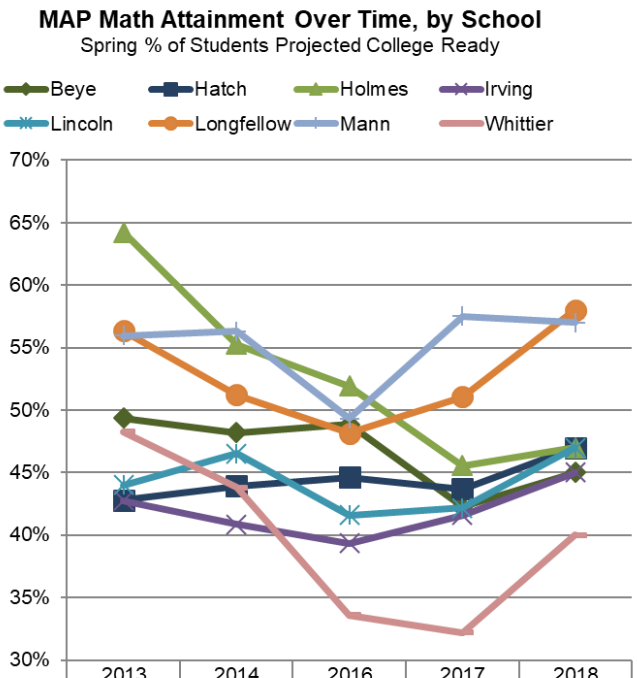
Brooks	53%	55%	50%	49%	48%
Julian	53%	58%	58%	60%	55%

Figure 24



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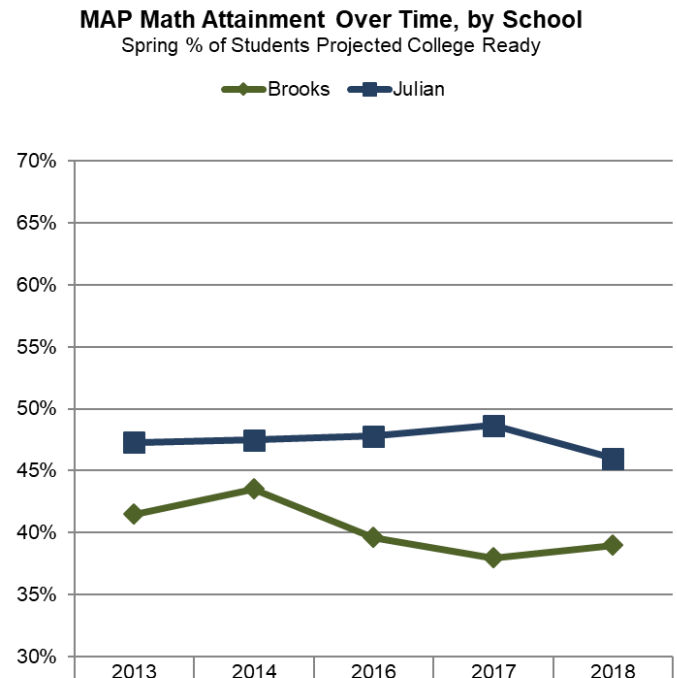
Hatch	43%	44%	45%	44%	47%
Holmes	64%	55%	52%	46%	47%
Irving	43%	41%	39%	42%	45%
Lincoln	44%	47%	42%	42%	47%
Longfellow	56%	51%	48%	51%	58%
Mann	56%	56%	49%	58%	57%
Whittier	48%	44%	34%	32%	40%



	2013	2014	2016	2017	2018
Brooks	42%	44%	40%	38%	39%
Julian	47%	47%	48%	49%	46%

Spring 2018 PARCC Results

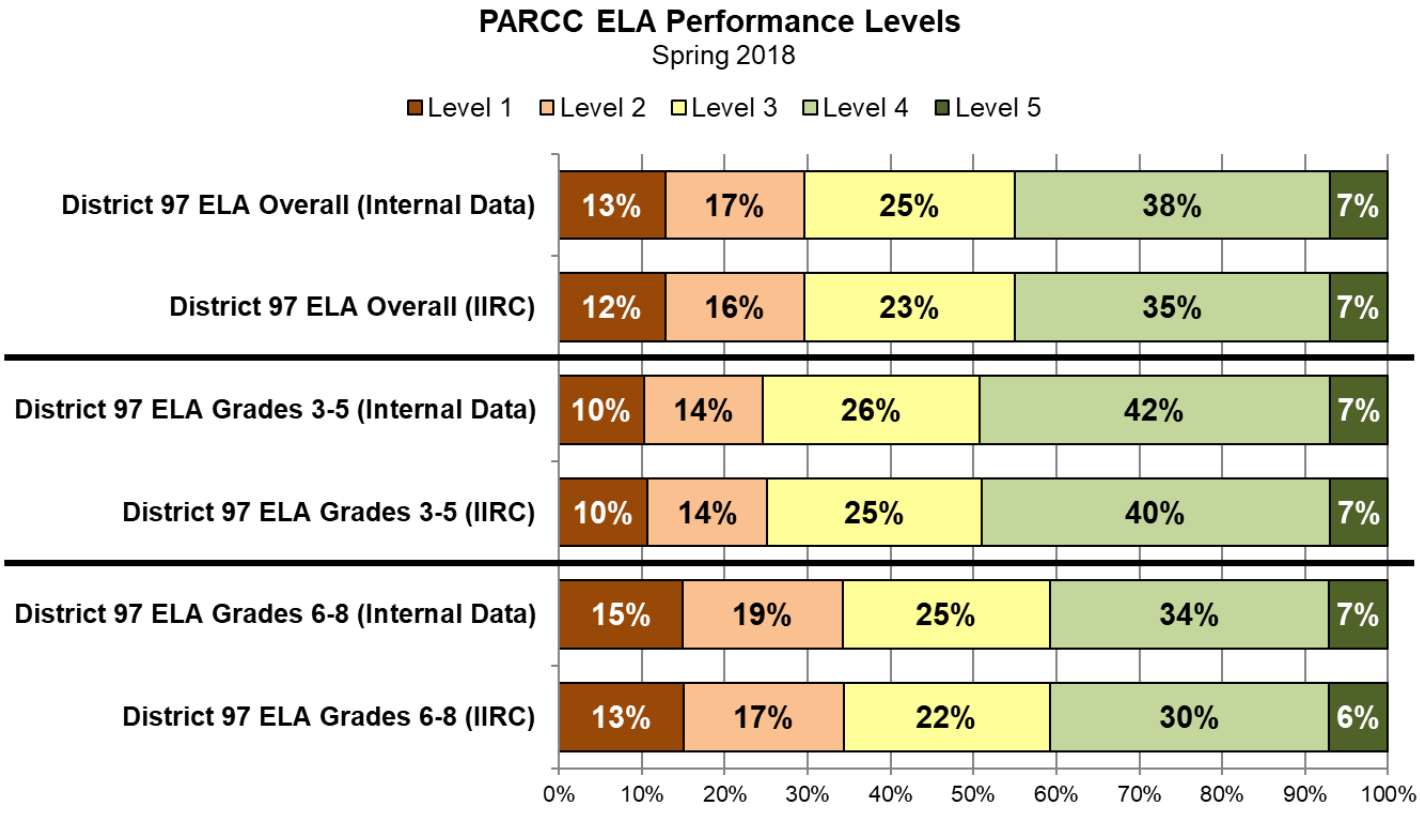
In this report, we provide PARCC results for District 97, the State of Illinois, and a set of comparison districts. In 2013, the Board adopted a set of comparison districts identified by the Facilities Oversight and Review Committee (FORC). These districts were determined to be similar to D97 in county, 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.

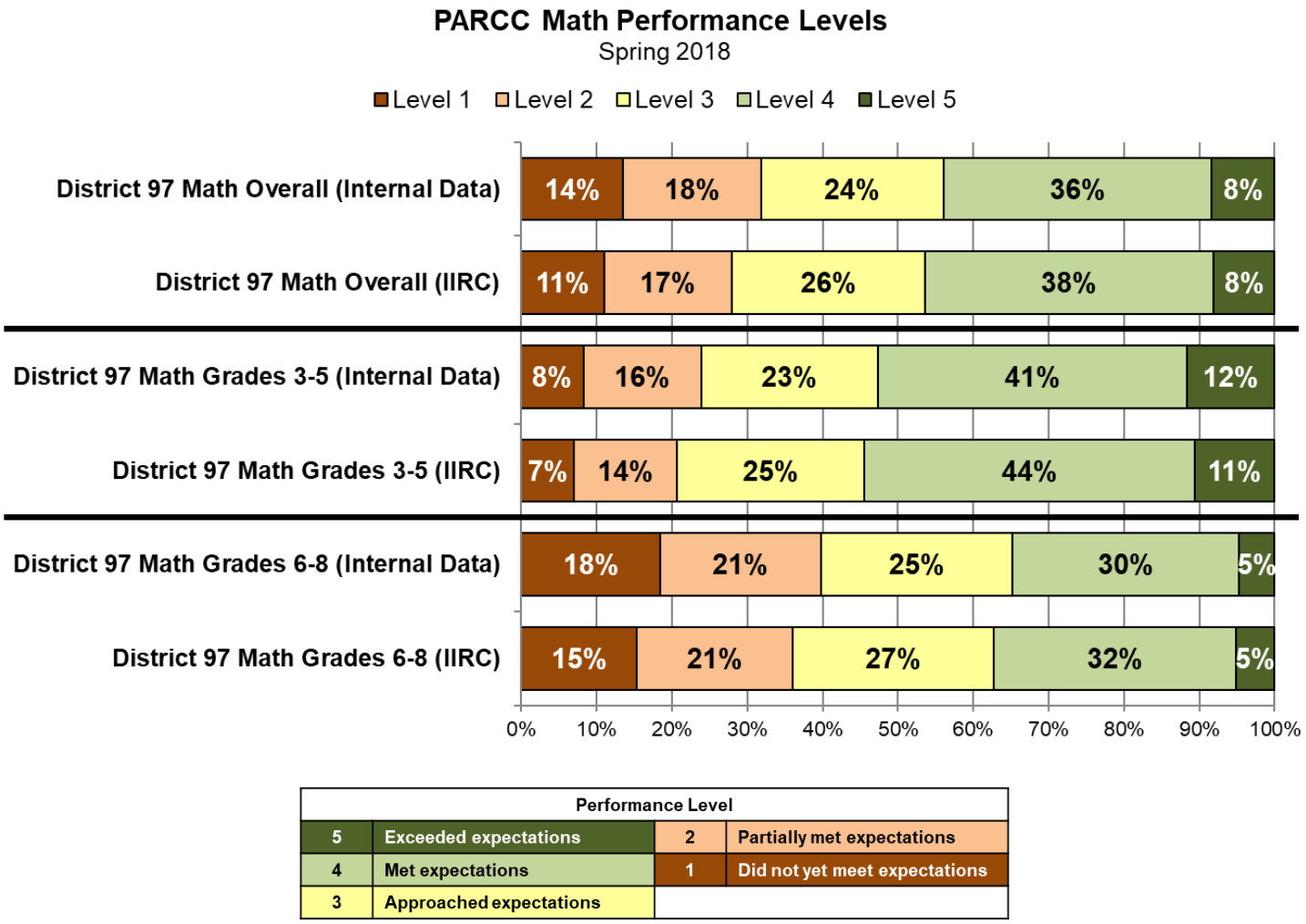
Please note that whenever we display data in comparison to the State of Illinois and comparison districts, we use the Illinois School Report Card publicly available data for those entities and District 97. This allows us to compare apples-to-apples in terms of data methodology. However, when we break down data just for D97, we use our internal PARCC data, which includes all students who assessed in the district in the spring. These internal calculations include more students, and it is our belief that we should include all possible students when considering our own data for improvement purposes. The differences in the data are minor, but Figures 25-26 illustrate how data calculated internally may vary slightly from what is reported publicly on the Illinois School Report Card.

Figure 25



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

Figure 26



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

PARCC Results – 2018

Figures 27 and 28 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, but is behind comparison districts. In grades 3-5 in ELA, D97 strongly outperforms the state, and again is slightly behind comparison districts. In grades 6-8 in ELA, D97 is relatively on par with the state, but lags behind comparison districts. The story in Math is somewhat stronger, where D97 outperforms the state and comparison districts, except at grades 6-8, where we fall behind comparison districts.

When looking at subclaim data, the district's strongest subclaim in ELA was Reading: Vocabulary, with 55% of students at subclaim Level 1, and the weakest subclaim was Writing: Knowledge & Use of Language Conventions, with 34% at subclaim Level 1 (Figure 29). In Math, the strongest subclaim was Modeling & Application at 47%, and the weakest subclaim was Additional & Supporting Content at 38% (Figure 30).

In Figure 31, we break out PARCC performance by grade level. Here we can see that 4th grade had the highest percentage of students meeting or exceeding expectations in ELA at 53%, and 5th grade had the highest percentage in Math at 54%. In Figure 32, we break the data out by demographic groups. Similar to our MAP results, we see stark differences in attainment by demographic groups. This data continues to speak to our ongoing work needed to close the opportunity gaps in our district.

Figure 27

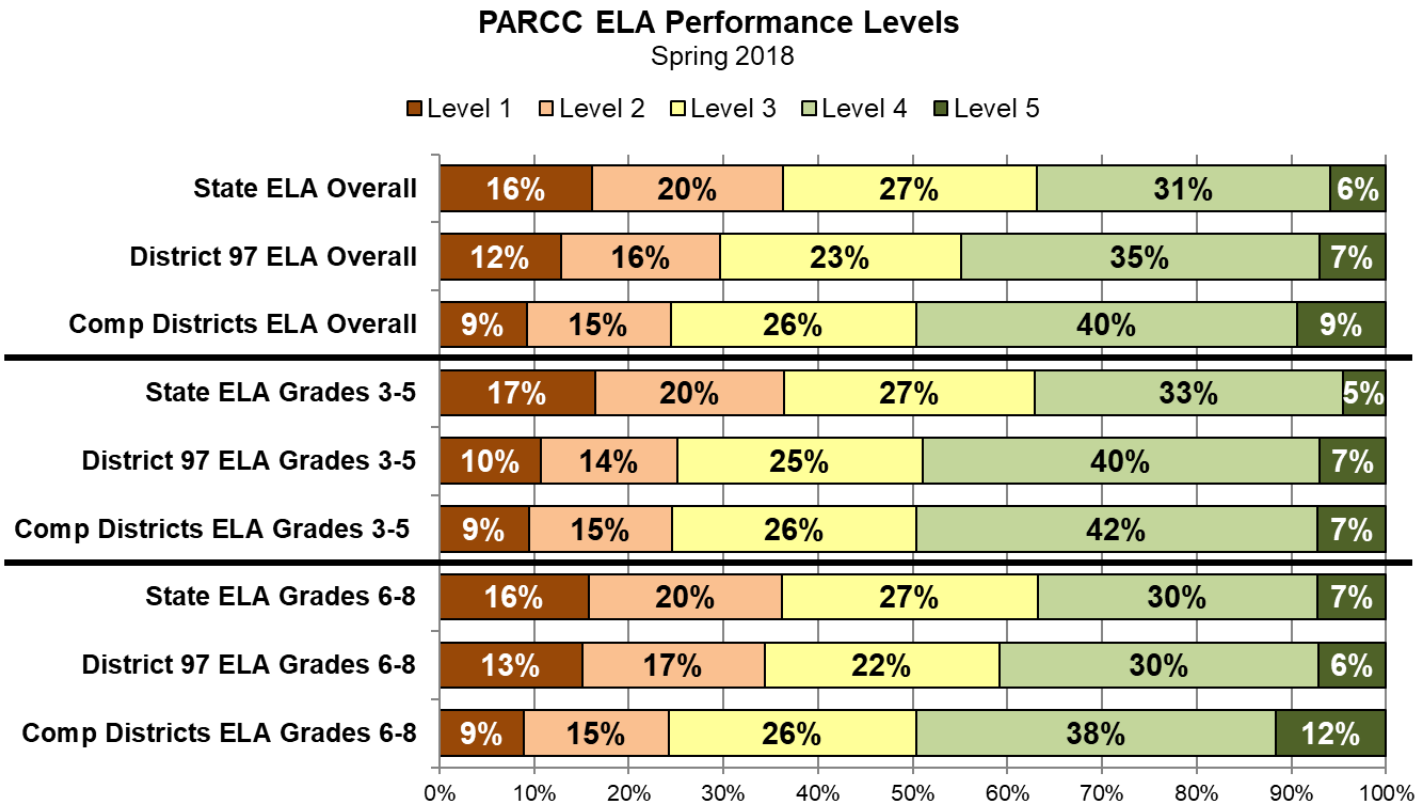


Figure 28

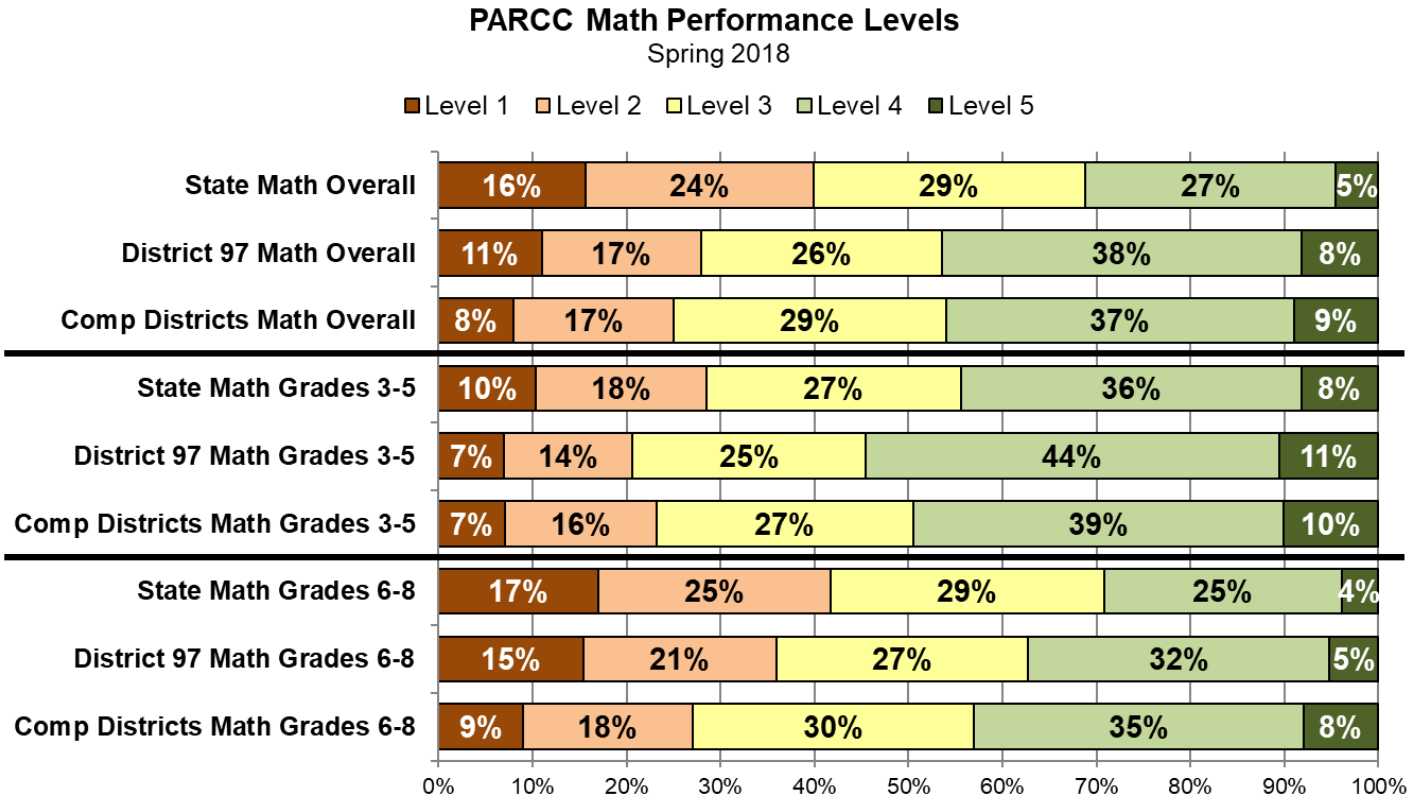


Figure 29

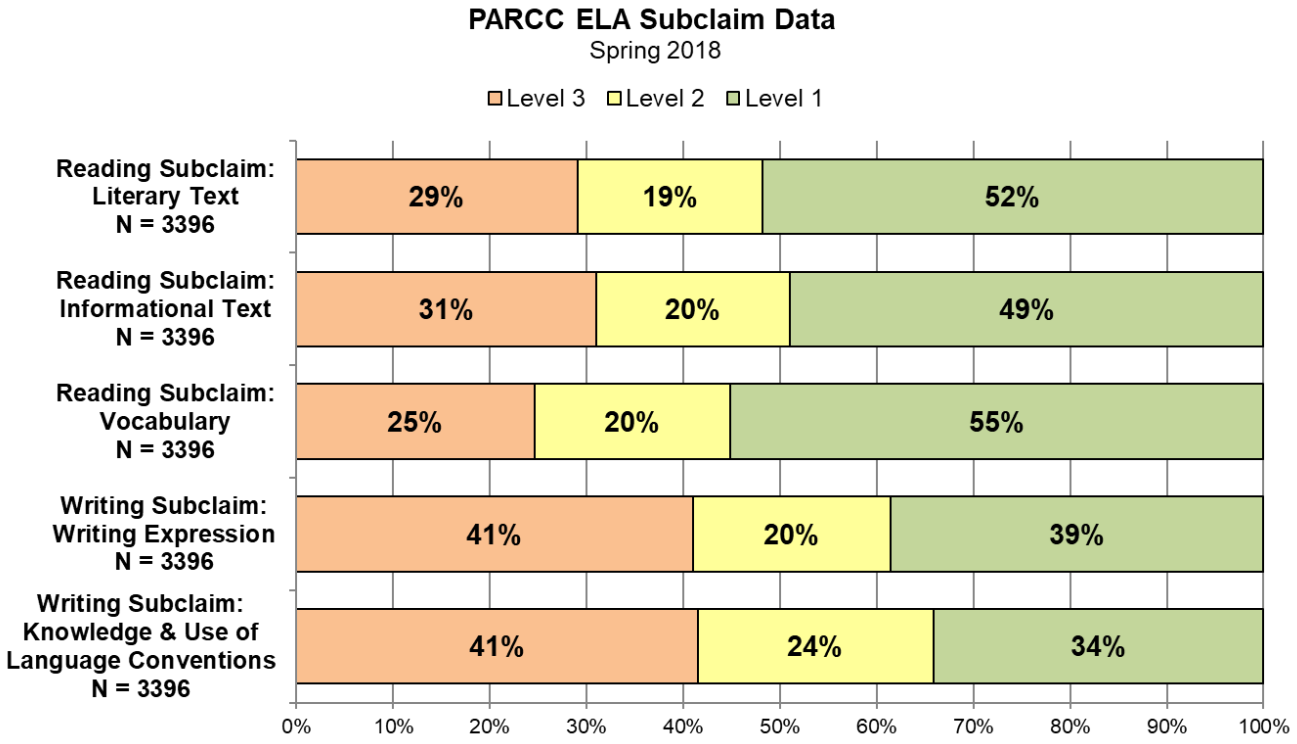
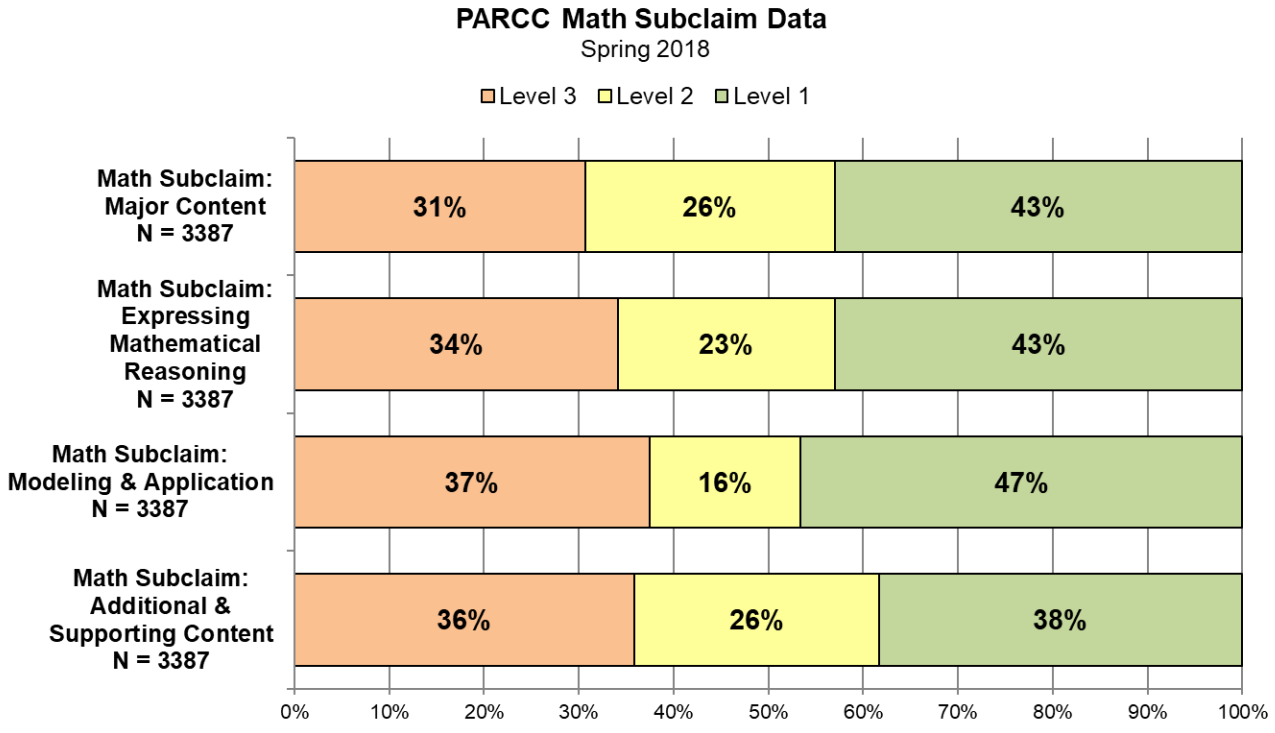


Figure 30



	Subclaim Data
1	Student performance was better than or equal to the average performance of students who just achieve Performance Level 4
2	Student performance was below the average performance of students who just achieve Performance Level 4 but better than or equal to the average performance of students who just achieve Performance Level 3
3	Student performance was below the average performance of students who just achieve Performance Level 3

Figure 31

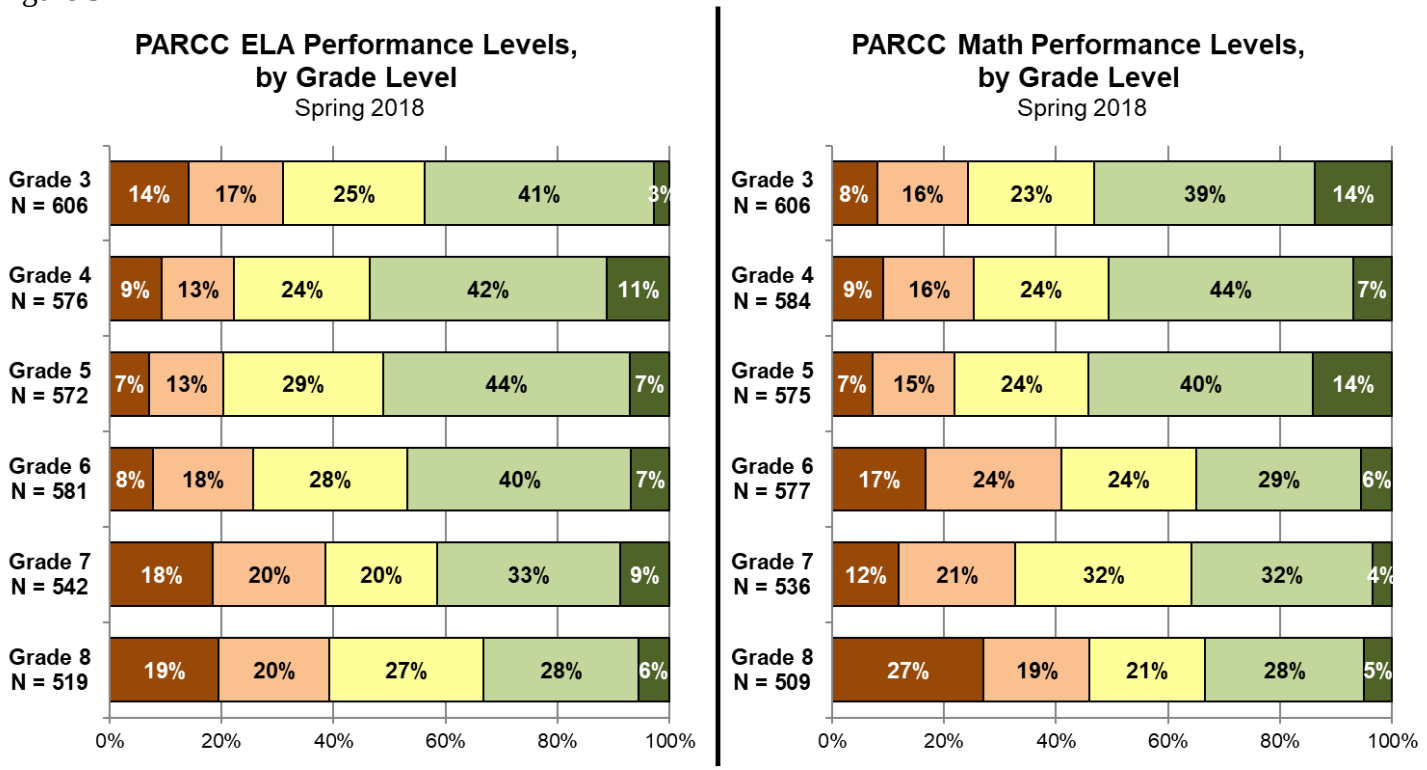
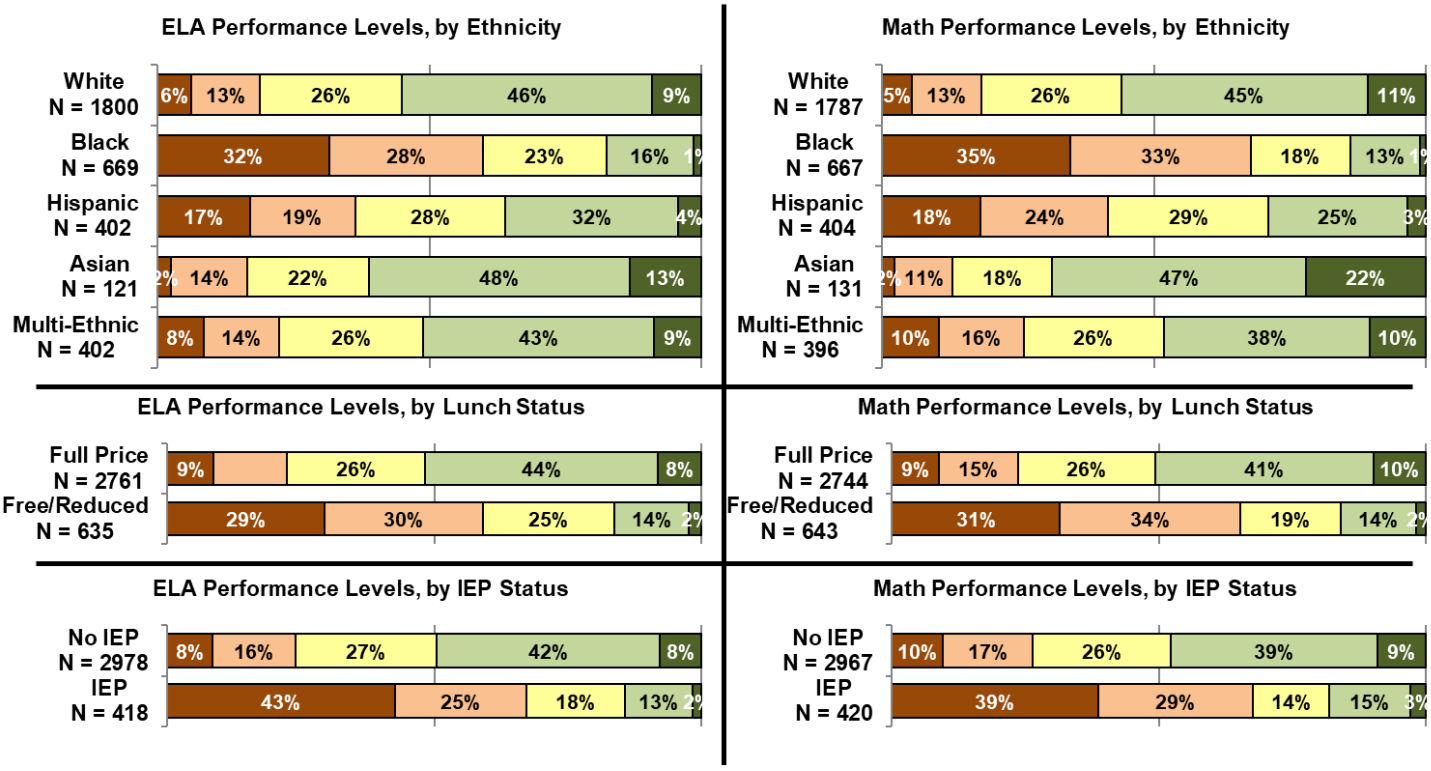


Figure 32



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

PARCC Results – Over Time

Figure 33 shows the percentage of students who met or exceeded expectations on PARCC over time, using D97's internal calculations. Here we can see that overall PARCC performance declined again in 2018, with ELA at 45% and Math at 44%.

Figures 34-35 use Illinois School Report Card to compare D97's performance over time to the State of Illinois and our comparison districts. Here we see declining performance in D97 while the state and comparison districts hold steady or shift only slightly. When breaking the data out by demographic groups in Figures 36-38, we see declines or relatively steady performance across most groups. Exceptions include performance in Math for Asian students, where the percentage meeting or exceeding went from 64% in 2017 to 69% in 2018 and Math performance for our students with Free or Reduced Price lunch, which went from 14% in 2017 to 16% in 2018. In general, we see some narrowing of opportunity gaps across demographic groups, though this narrowing is occurring in a climate of declining performance overall.

As with MAP data, we also prepared a cohort view of the PARCC data in Figures 39-40. These cohorts represent the District 97 Classes of 2018, 2019, and 2020. To be included in these visualizations, a student had to have a valid test result for every possible year of PARCC administration. This visualization shows the percentage of each class that met or exceeded expectations each year. Ideally, we would want to see these lines going up over the years, as the students spend more time in our system. However, in both ELA and Math, we see generally declining performance over time, with a relative bright spot for the Class of 2020 in 2017.

Figure 33

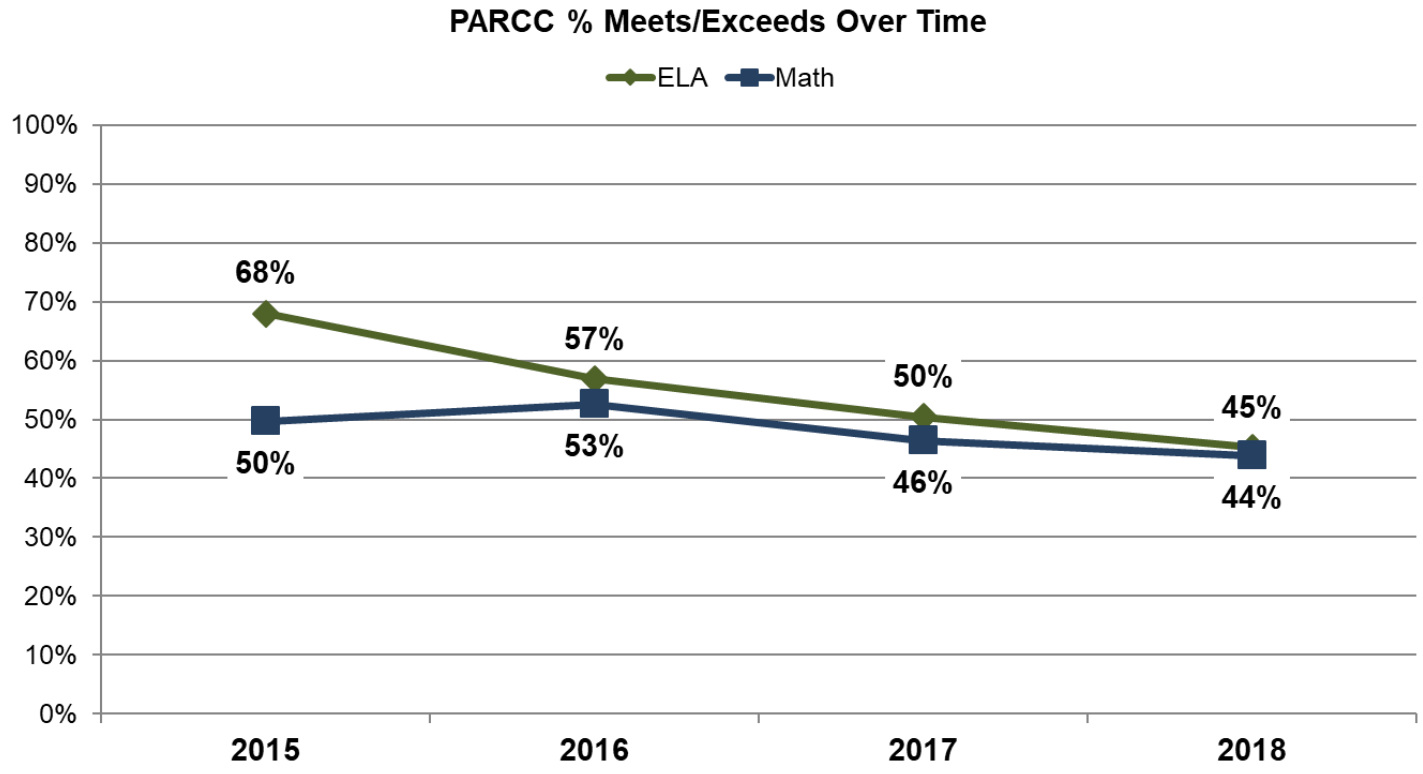


Figure 34

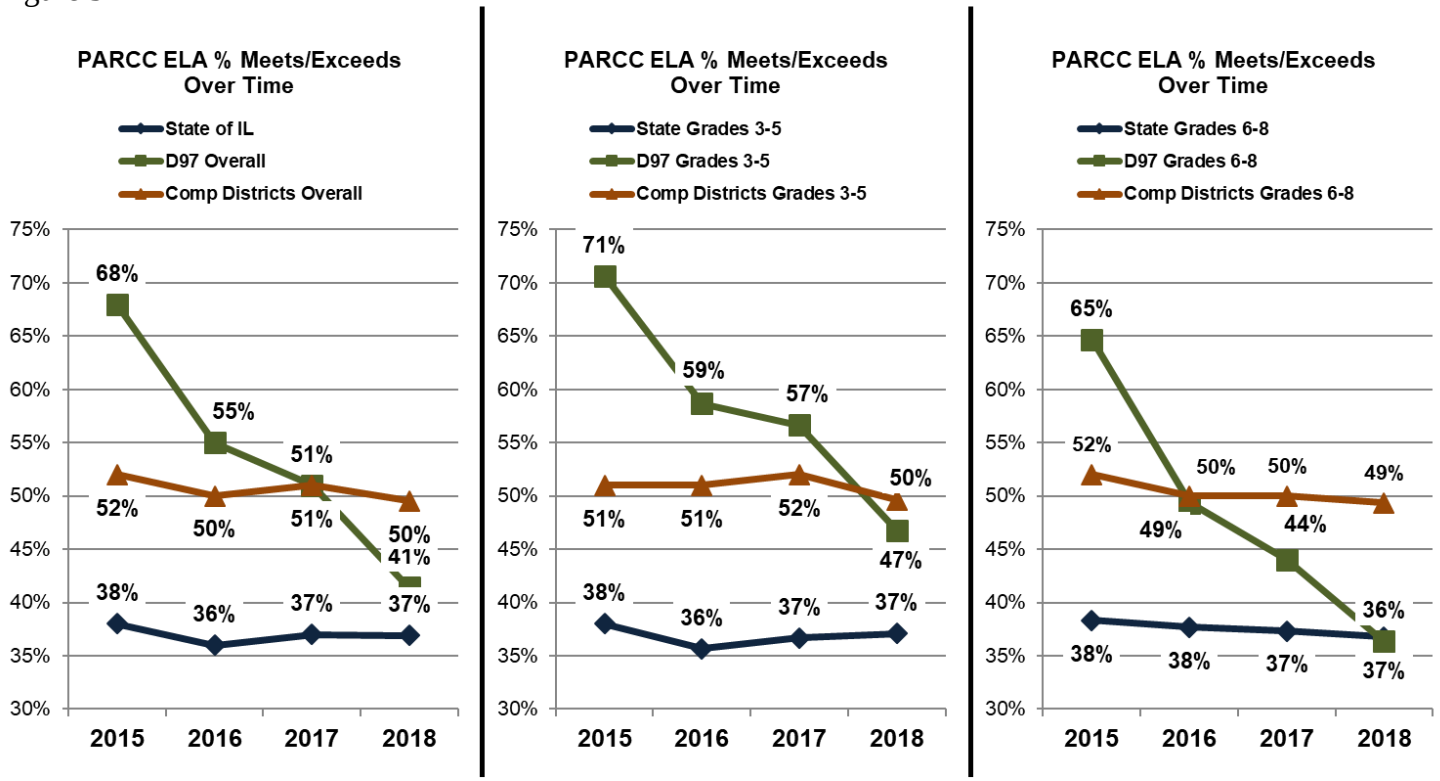


Figure 35

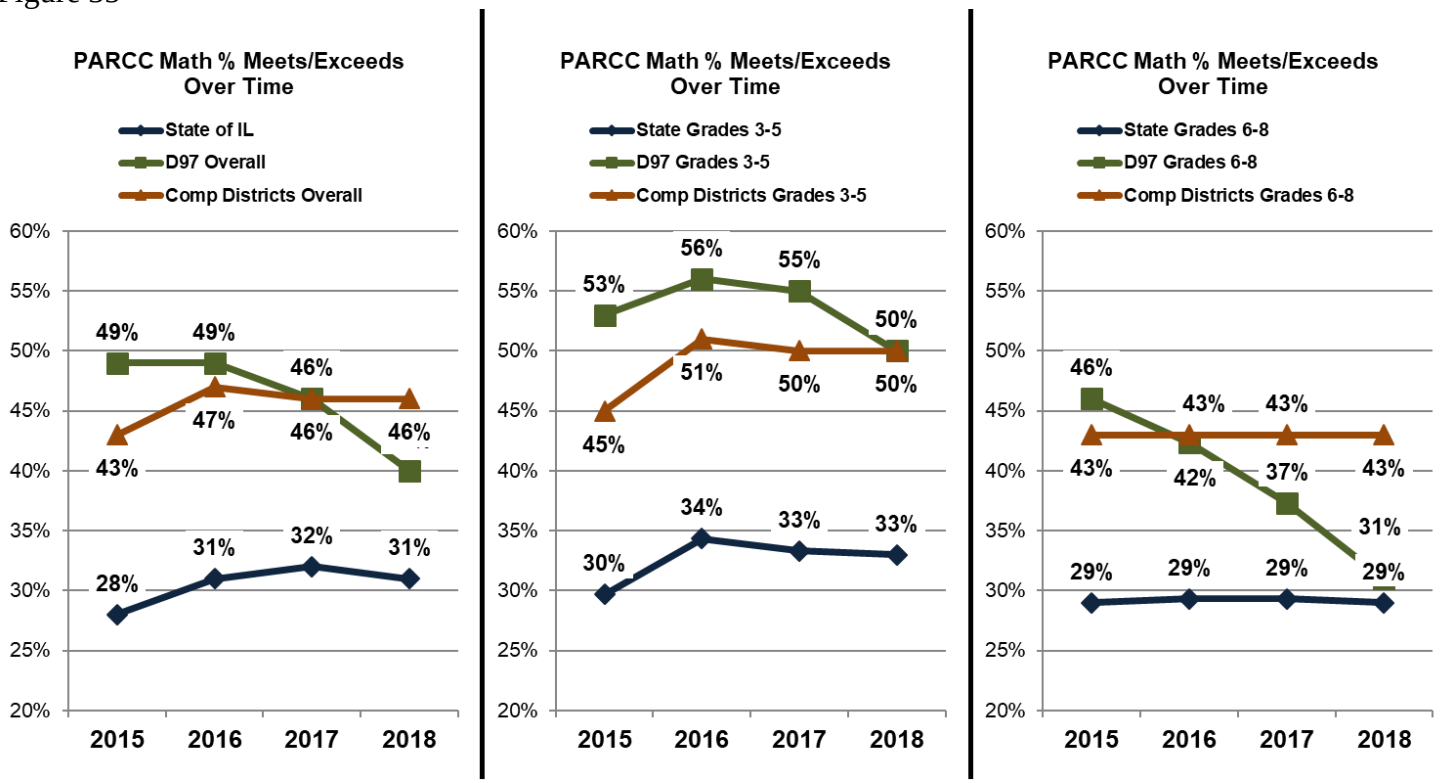
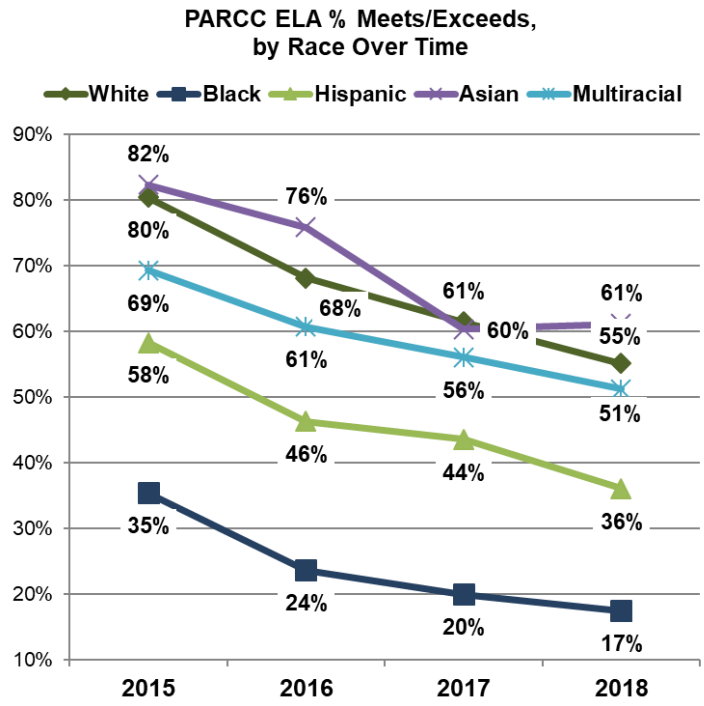


Figure 36



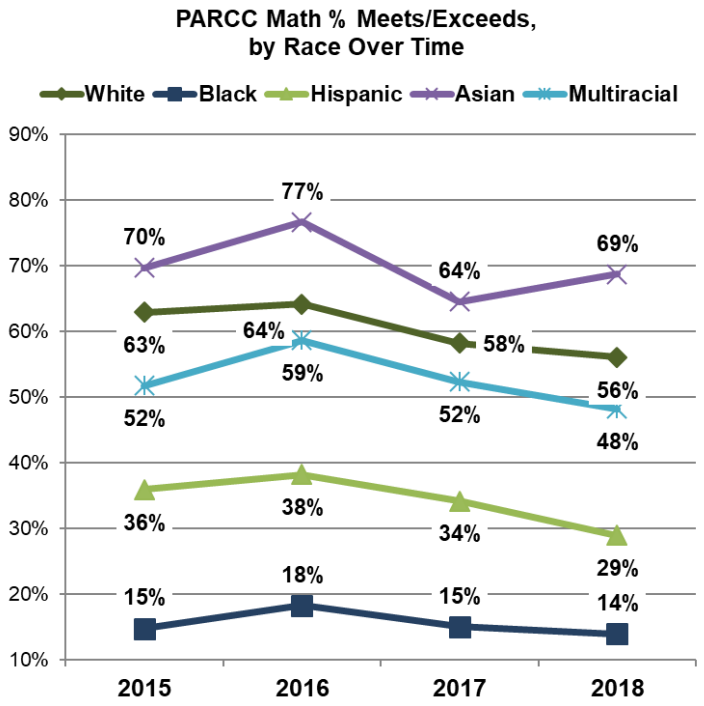
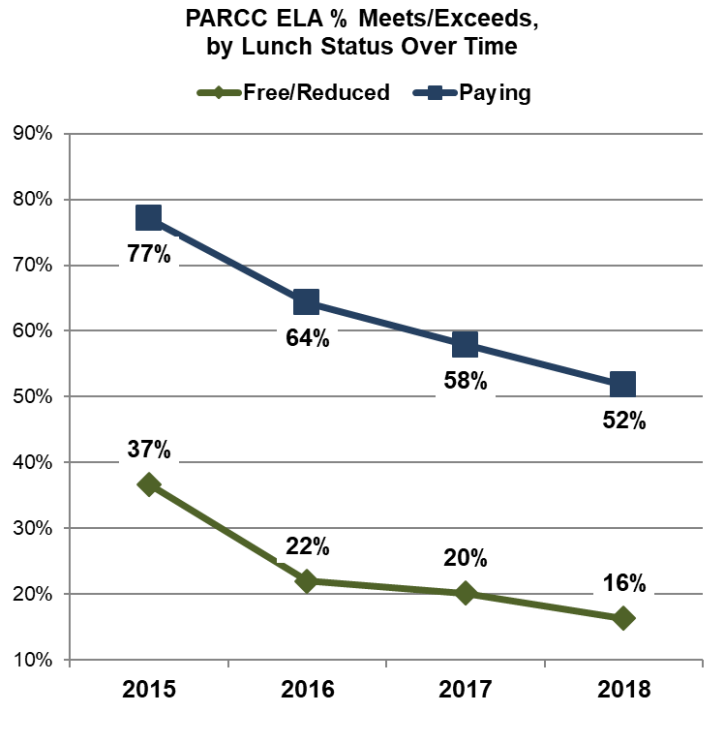


Figure 37



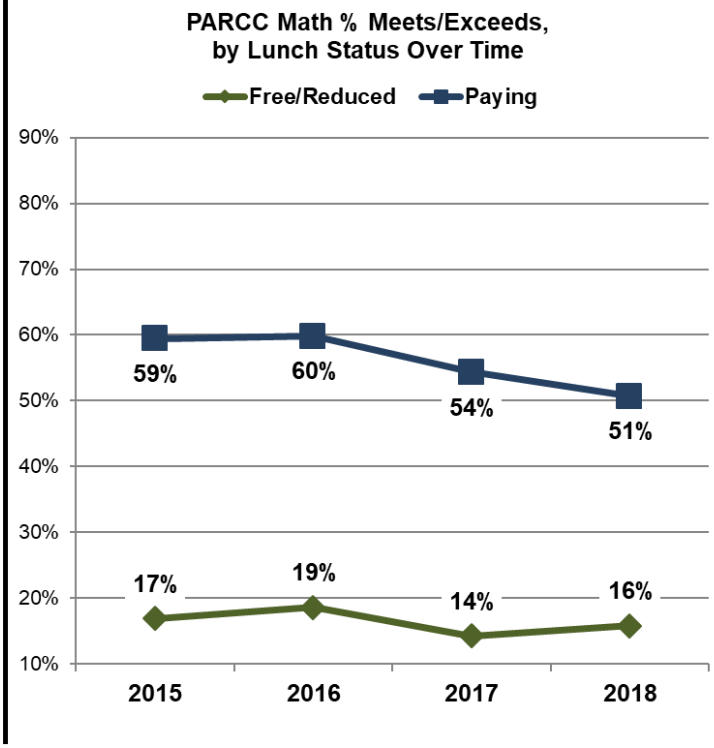


Figure 38

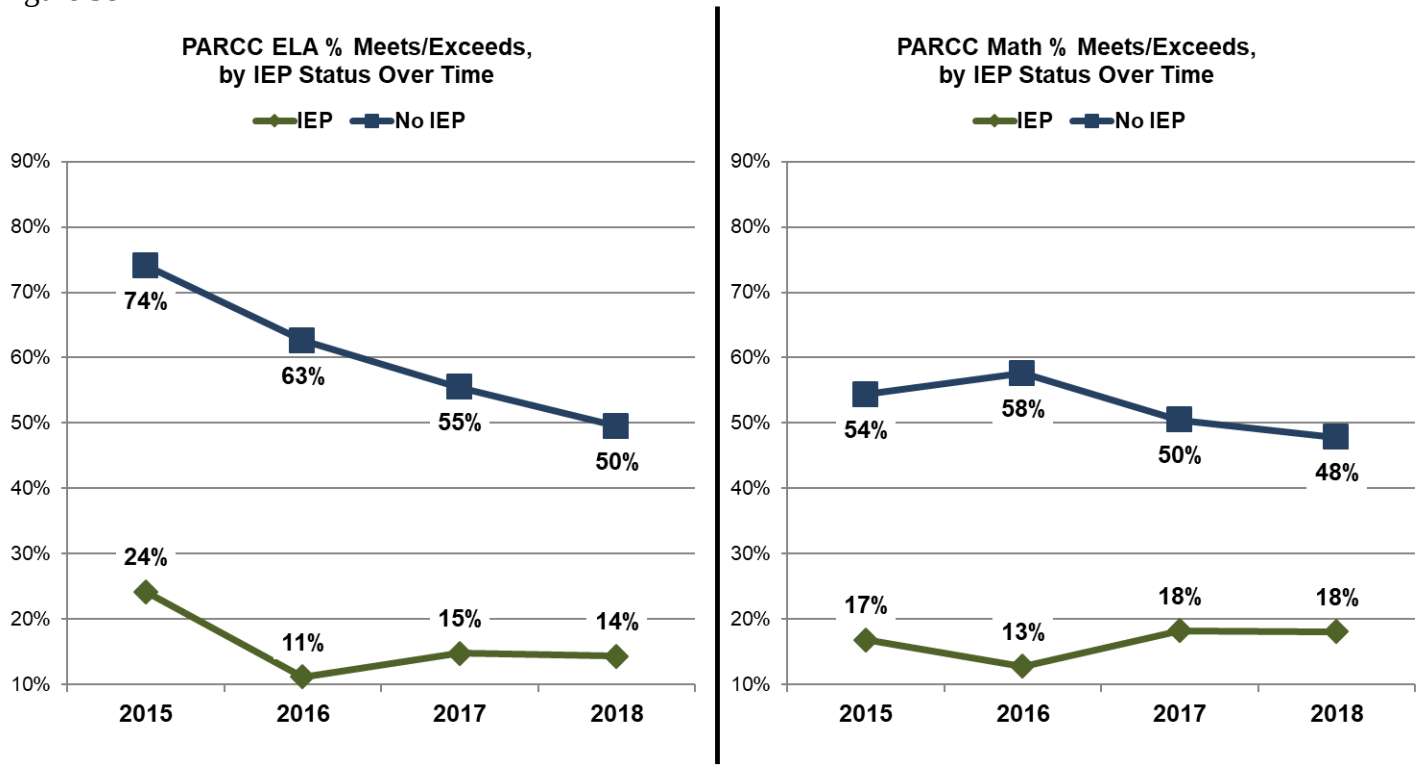


Figure 39

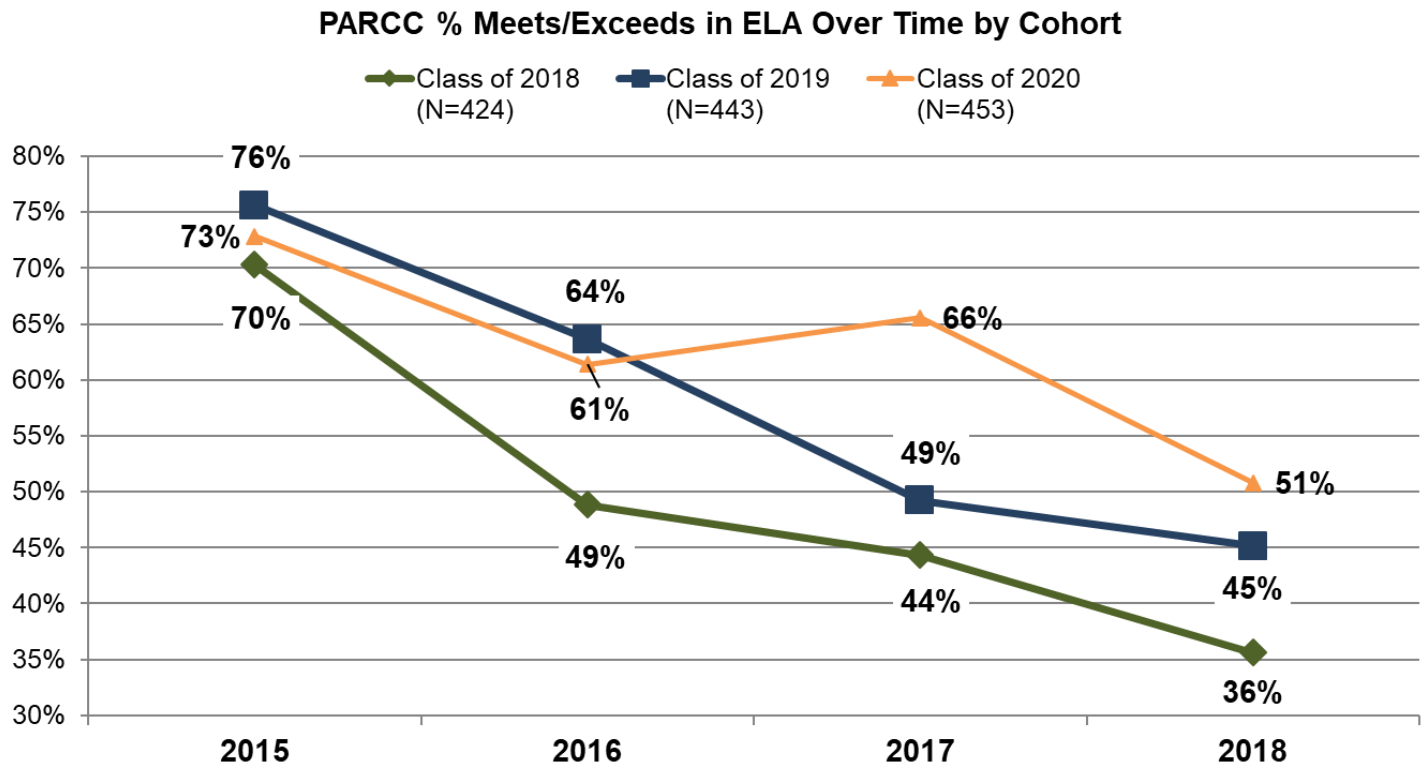
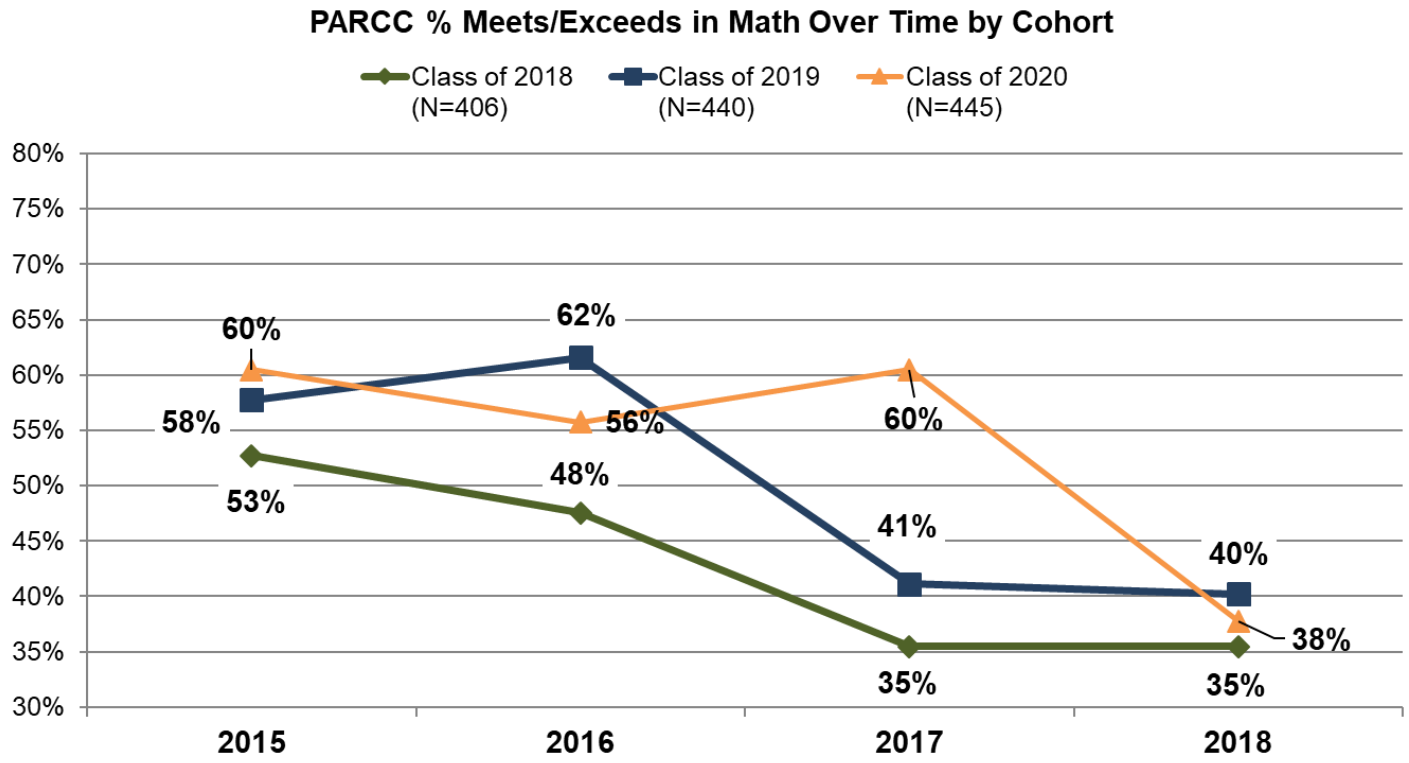


Figure 40

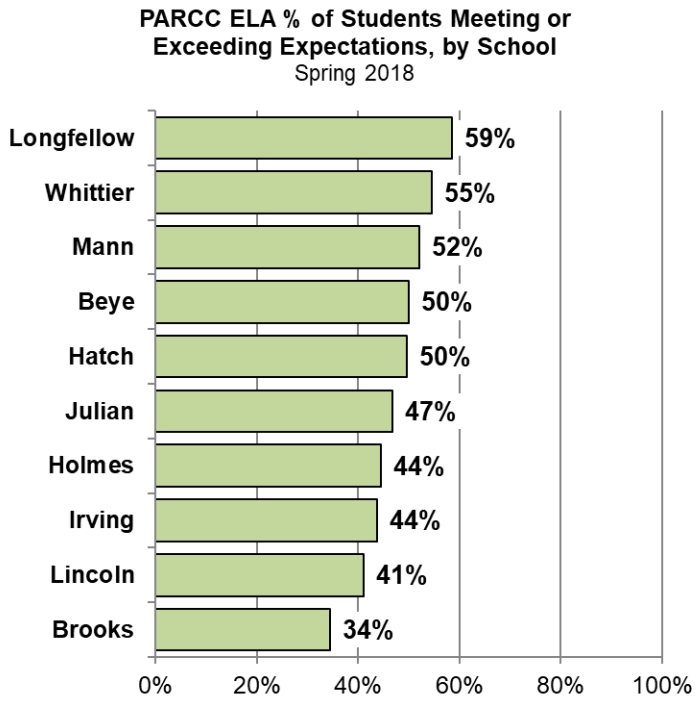


PARCC Results – By School

Figures 41-43 display D97 PARCC data by school. Again, please note that we do not present this data as a value judgment on the hard work being done by our faculty and staff at all of our schools, rather as a way to identify strengths across the district that the system can learn from. Longfellow remained the district leader in ELA performance with 59% of student meeting or exceeding expectations in 2018, and coming in second in Math performance with 61%. Whittier held second place in the district in ELA at 55%. Mann took the top spot in Math with 68% of students meeting or exceeding expectations.

When looking over time, most schools declined in ELA from 2017 to 2018. Whittier improved 1 percentage point, going from 54% of students meeting or exceeding expectations to 55%. Julian improved 2 percentage points, going from 45% to 47%. In looking at Math performance over time, we see a straight line of consistent improvement in Math at Mann, and improvement from 2017 to 2018 at Whittier.

Figure 41



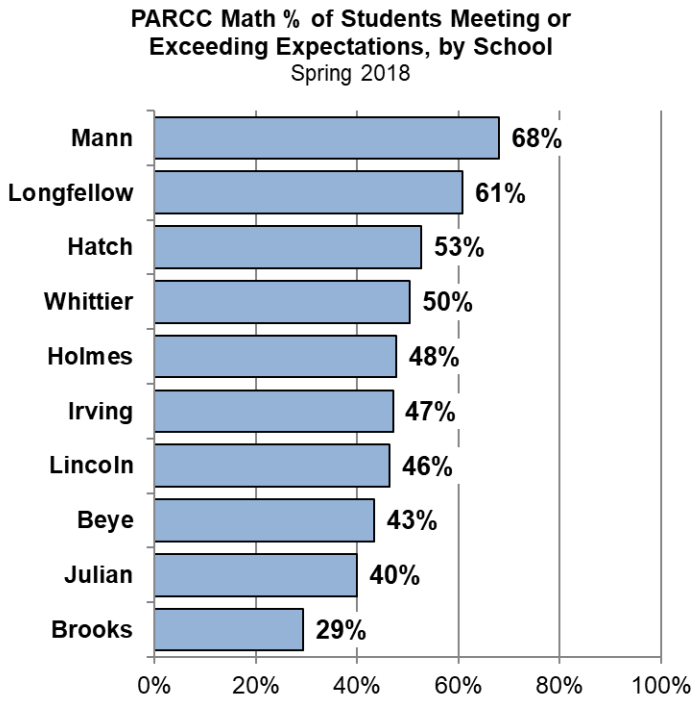
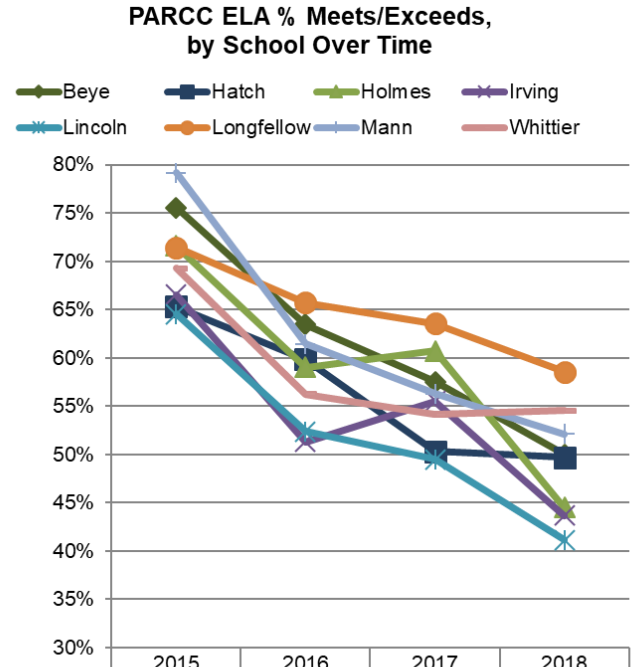
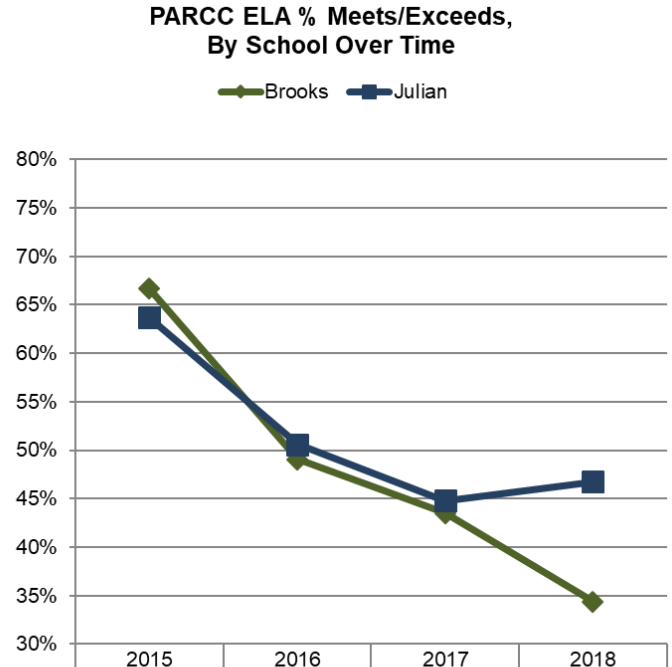


Figure 42

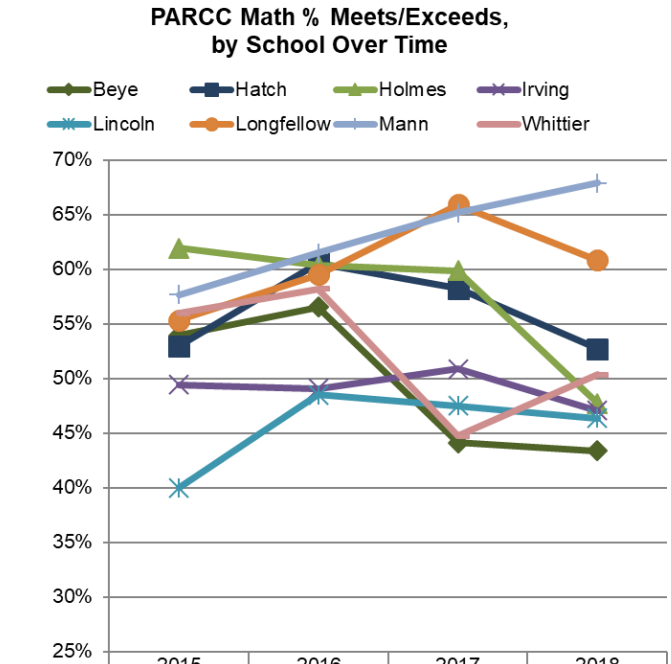


	2015	2016	2017	2018
Beye	76%	63%	58%	50%
Hatch	65%	60%	50%	50%
Holmes	72%	59%	61%	44%
Irving	67%	51%	56%	44%
Lincoln	65%	52%	49%	41%
Longfellow	71%	66%	64%	59%
Mann	79%	61%	56%	52%
Whittier	69%	56%	54%	55%

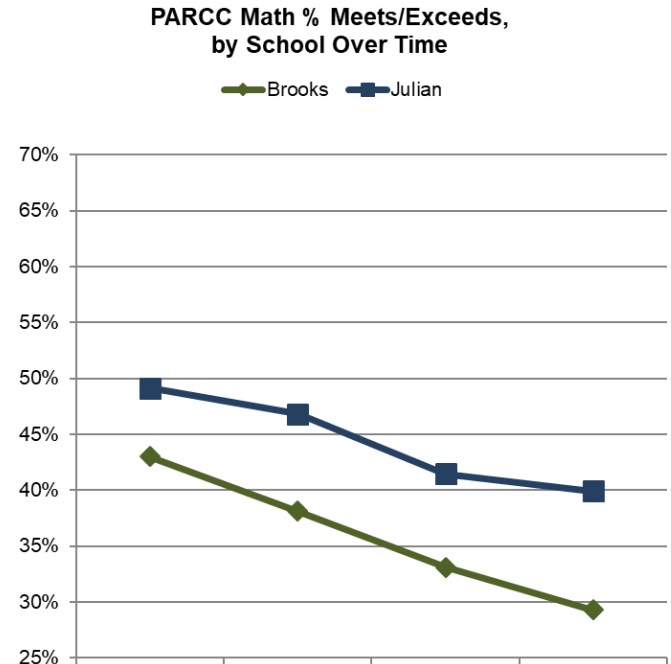


	2015	2016	2017	2018
Brooks	67%	49%	43%	34%
Julian	64%	51%	45%	47%

Figure 43



	2015	2016	2017	2018
Beye	54%	57%	44%	43%
Hatch	53%	61%	58%	53%
Holmes	62%	60%	60%	48%
Irving	49%	49%	51%	47%
Lincoln	40%	48%	47%	46%
Longfellow	55%	60%	66%	61%
Mann	58%	61%	65%	68%
Whittier	56%	58%	45%	50%



	2015	2016	2017	2018
Brooks	43%	38%	33%	29%
Julian	49%	47%	41%	40%

PARCC Participation

PARCC participation continued to decline in D97 in 2018. We believe this may have played a role in the decline in performance in 2018. Table 1 below indicates the total number of students who did and did not test for each subject and grade level, and by school across the district. We saw the highest number of refusals at the in 8th grade, with 29% of 8th grade students refusing the ELA assessment, and 32% of 8th graders refusing the Math assessment. Tables 2 and 3 break down refusals by demographic groups, and as in prior years, refusing students were more likely to be White, Non-Low Income, and Non-IEP.

Additionally, as we look at refusals over time by cohort, Figures 44-45, we see that as students aged in our system, a greater proportion of them refused the assessment. When looking at refusals over time by school, Figures 46-47, we can also see that most schools had increases in the percentage of students who refused the assessment. Whittier saw the most dramatic increases in refusals over the years, going from 1% in 2015 to 21% in 2018. We hypothesize that the continued increase in PARCC refusals is one of the contributing factors to the continued decline in PARCC results.

Table 1

Refusals by School															
Test	Beye	Brooks	Hatch	Holmes	Irving	Julian	Lincoln	Longfellow	Mann	Whittier	Out of District	Total # Refusal	Total % Refusal	Total # Tested	Total % Tested
ELA03	1		1		11		13	9	1	10		46	8%	608	91%
ELA04	1		1	6	4		8	8	8	18	1	55	9%	584	87%
ELA05	13		1	13	5		20	3	13	10	1	79	14%	578	87%
ELA06		26				32						58	10%	586	88%
ELA07		41				51					1	93	17%	543	81%
ELA08		72				80					1	153	29%	530	79%
MAT03	1		2		12		13	9	3	10		50	8%	607	91%
MAT04	1			5	4		8	10	5	18	1	52	9%	592	89%
MAT05	12		1	13	5		22	2	11	10	1	77	13%	581	87%
MAT06		31				32						63	11%	582	87%
MAT07		44				54						98	18%	538	81%
MAT08		85				82						167	32%	520	78%
Grand Total	29	299	6	37	41	331	84	41	41	76	6	991	14%	6849	86%
% of Refusals	2.9%	30.2%	0.6%	3.7%	4.1%	33.4%	8.5%	4.1%	4.1%	7.7%	0.6%				

Table 2

Test	Refusals					Total # Tested	Total % Tested
	IEP Refusals	EL Refusals	Low Income refusals	Total # Refusals	% of Refusal		
ELA03	13	1	4	46	8%	608	91%
ELA04	9	1	4	55	9%	584	87%
ELA05	10		6	79	14%	578	87%
ELA06	13		8	58	10%	586	88%
ELA07	18	1	14	93	17%	543	81%
ELA08	25		36	153	29%	530	79%
MAT03	13	1	4	50	8%	607	91%
MAT04	8		3	52	9%	592	89%
MAT05	11		6	77	13%	581	87%
MAT06	12		10	63	11%	582	87%
MAT07	17	1	15	98	18%	538	81%
MAT08	24		37	167	32%	520	78%
Grand Total	173	5	147	991	14%	6849	86%
% of Refusals	17.5%	0.5%	14.8%				

Table 3

Refusals by Race							
Test	**Hispanic**	**American Indian**	**Asian**	**Black**	**White**	**Multi-racial**	**Total # Refused**
ELA03	8			3	30	5	**46**
ELA04	4		2	1	38	10	**55**
ELA05	8		5	9	46	11	**79**
ELA06	11		1	8	33	5	**58**
ELA07	11	1	5	17	54	5	**93**
ELA08	19	1	3	27	83	20	**153**
MAT03	9			3	33	5	**50**
MAT04	4		1	1	36	10	**52**
MAT05	8		5	9	44	11	**77**
MAT06	11		1	9	34	8	**63**
MAT07	11	1	5	19	57	5	**98**
MAT08	20	1	3	27	93	23	**167**
Total # Refused	**124**	**4**	**31**	**133**	**581**	**118**	**991**
% of Refusals	**12.5%**	**0.4%**	**3.1%**	**13.4%**	**58.6%**	**11.9%**	

Figure 44

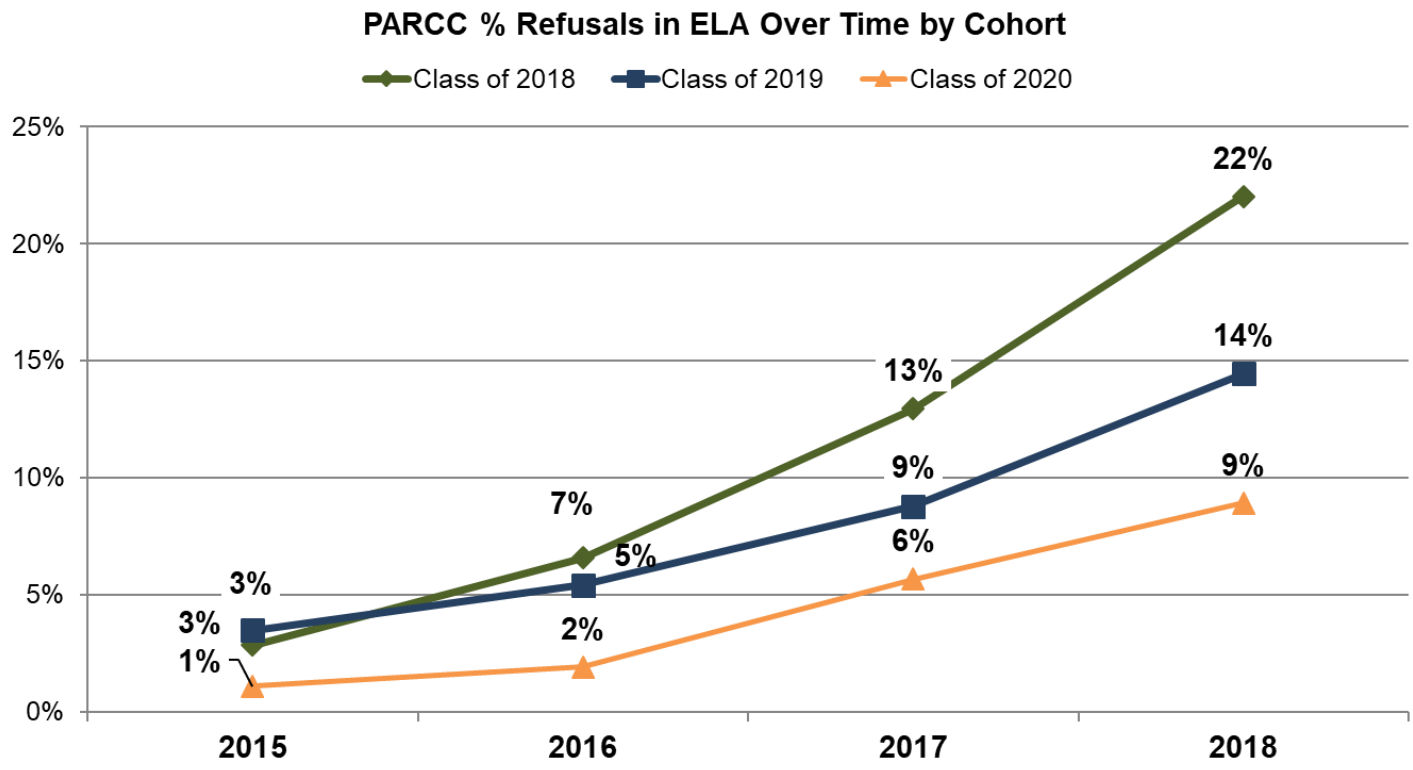


Figure 45

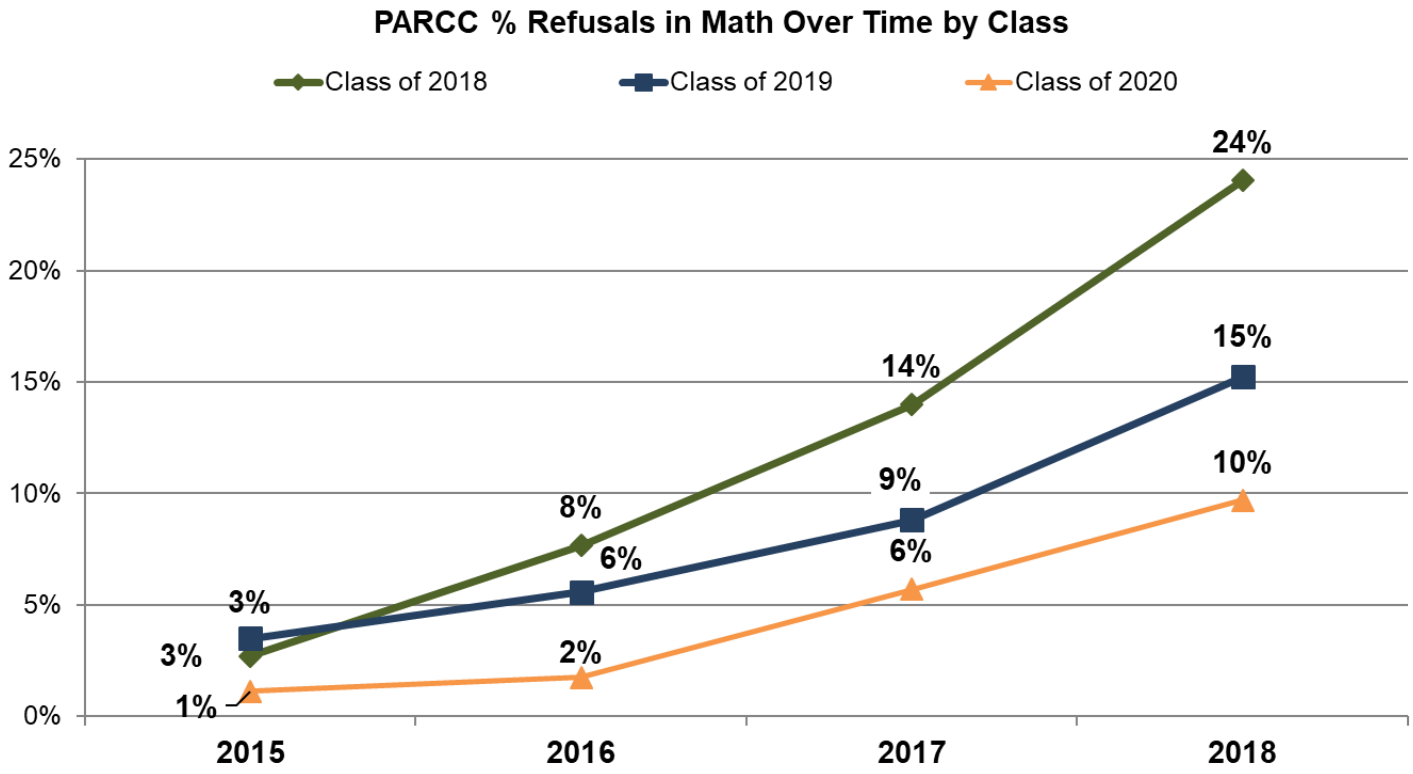
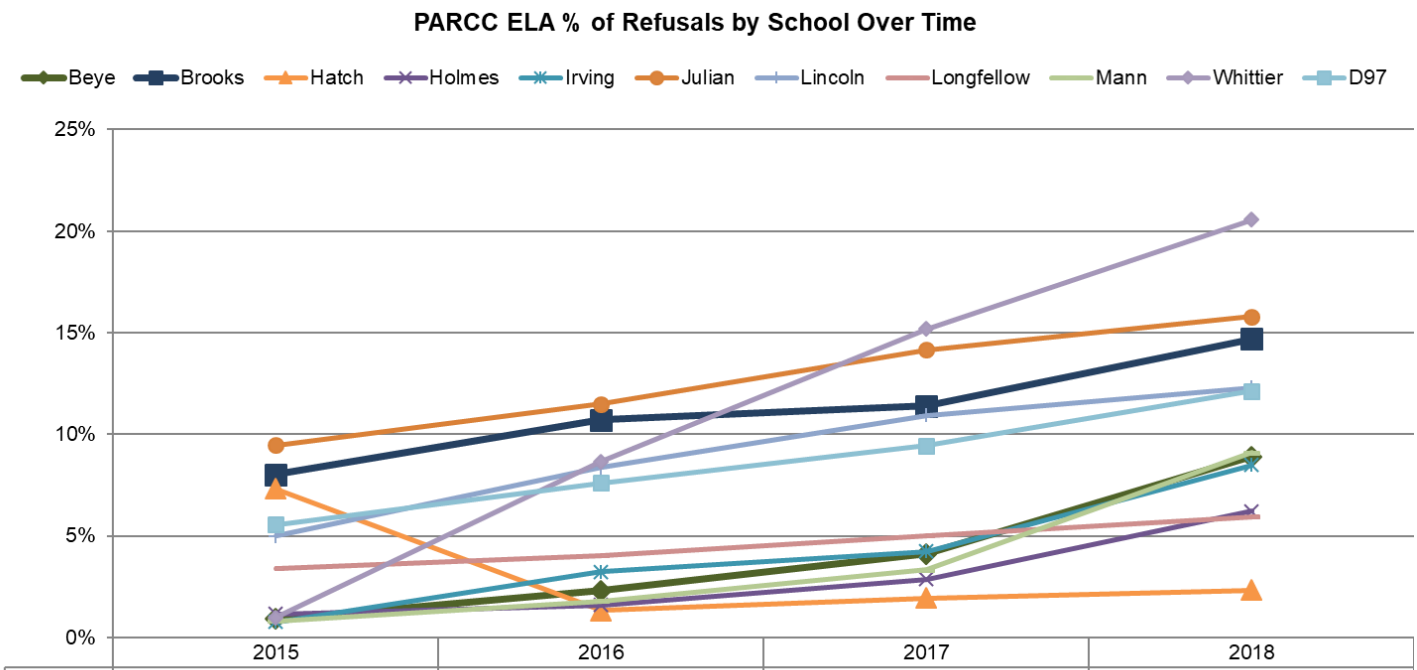
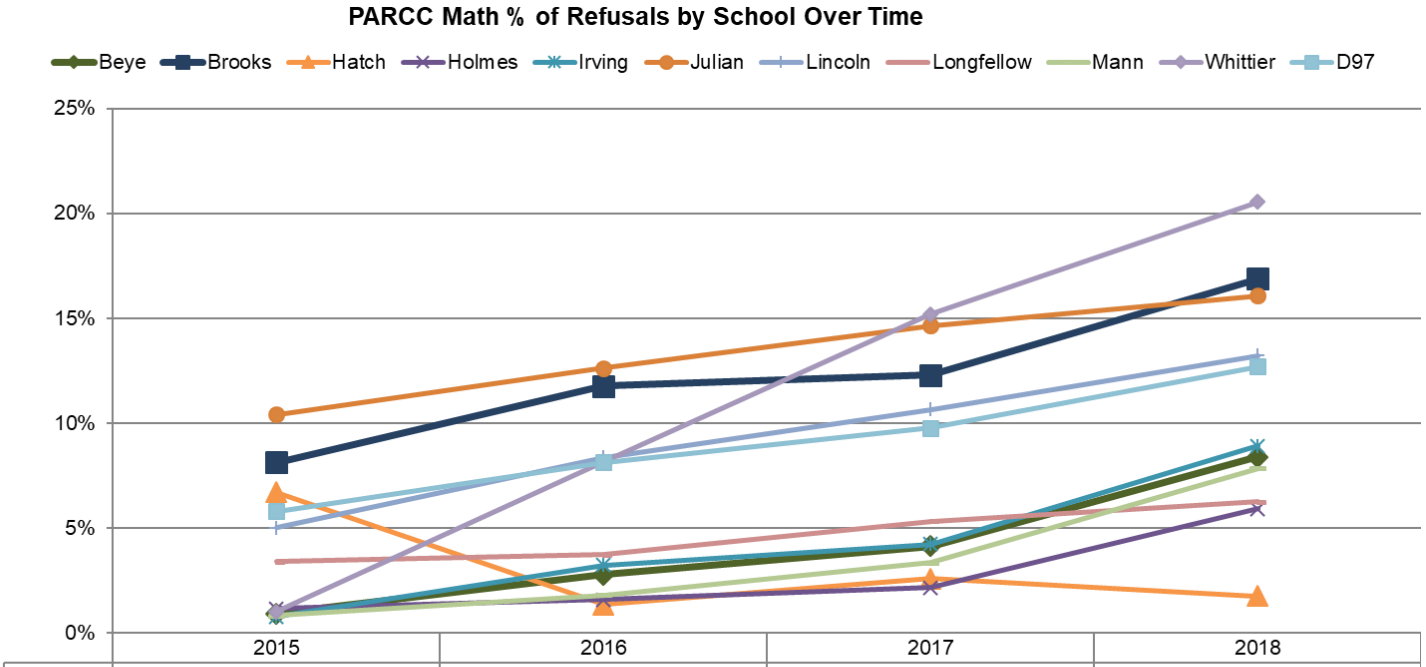

PARCC % Refusals in Math Over Time by Class
Class of 2018
Class of 2019
Class of 2020
25%
20%
15%
10%
5%
0%
2015
2016
2017
2018
3%
3%
1%
8%
6%
2%
14%
9%
6%
24%
15%
10%

Figure 46



	2015	2016	2017	2018
Beye	1%	2%	4%	9%
Brooks	8%	11%	11%	15%
Hatch	7%	1%	2%	2%
Holmes	1%	2%	3%	6%
Irving	1%	3%	4%	9%
Julian	9%	11%	14%	16%
Lincoln	5%	8%	11%	12%
Longfellow	3%	4%	5%	6%
Mann	1%	2%	3%	9%
Whittier	1%	9%	15%	21%
D97	6%	8%	9%	12%

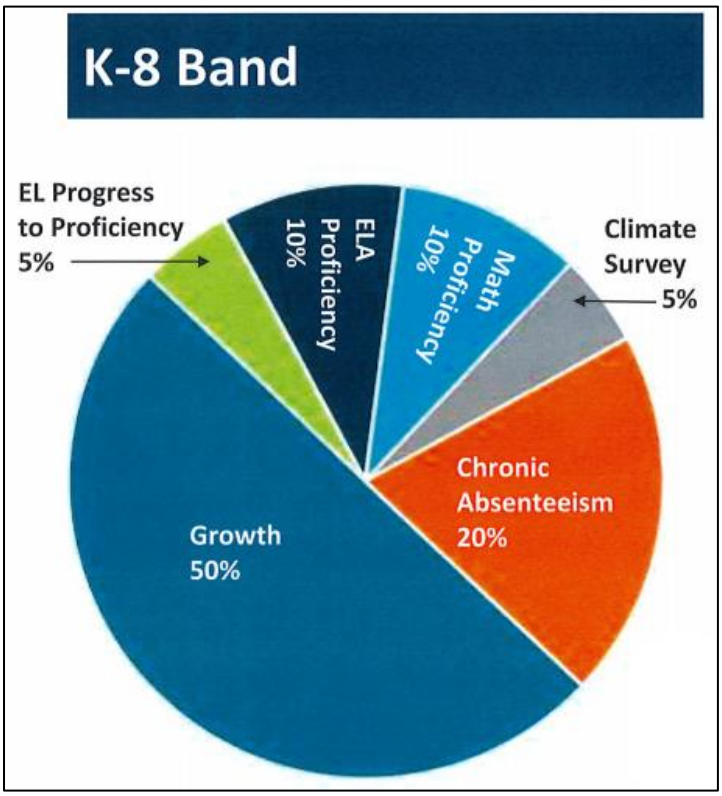
Figure 47



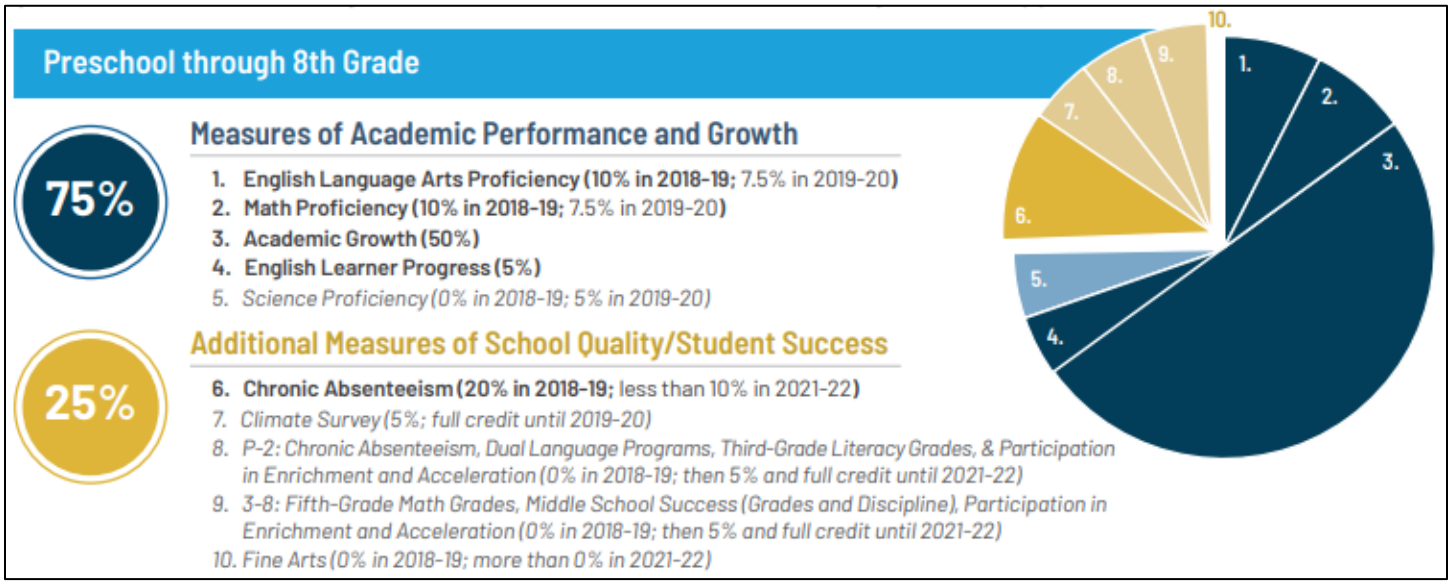
	2015	2016	2017	2018
Beye	1%	3%	4%	8%
Brooks	8%	12%	12%	17%
Hatch	7%	1%	3%	2%
Holmes	1%	2%	2%	6%
Irving	1%	3%	4%	9%
Julian	10%	13%	15%	16%
Lincoln	5%	8%	11%	13%
Longfellow	3%	4%	5%	6%
Mann	1%	2%	3%	8%
Whittier	1%	8%	15%	21%
D97	6%	8%	10%	13%

2018 Illinois School Report Card & Summative Designations – Adapted from www.illinoisreportcard.com

Beginning in 2018, each Illinois school received a Summative Designation from ISBE, a measure of progress in academic performance and student success. Multiple measures determine which one of four Summative Designations is assigned to the school. The measures used in the 2018 Designations for K-8 schools, along with their weighting were as follows:



ISBE will add additional measures in the 2018-2019 school year and beyond. The complete indicator set is as follows:



For a deep dive look into how ISBE calculated Summative Designations, please view the presentation from ISBE available here.

The 2018 Designations for District 97 schools are as follows:

		Beye Hatch Holmes Irving	
	Brooks Julian	Lincoln Longfellow	Mann Whittier
Lowest Performing	**Underperforming**	**Commendable**	**Exemplary**
A school that is in the lowest-performing 5 percent of schools in Illinois and any high school with a graduation rate of 67 percent or less.	A school in which one or more student groups is performing at or below the level of the "all students" group in the lowest performing 5 percent of schools.	A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.	Schools performing in the top 10 percent of schools statewide, with no underperforming student groups.

Brooks and Julian middle schools were designated Underperforming due to the performance of specific student groups. In the case of Brooks the designation was due to low growth for IEP, Low Income, and Black students. At Julian, the designation was due to low growth for Low Income students.

Conclusion & Next Steps

The story of student performance, as measured by NWEA MAP, PARCC, and the Illinois School Report Card, is complex. Overall, student performance declined in PARCC from 2016-2017 to 2017-2018. While these results are disappointing, we recognize that all 8 of our elementary schools remain either Exemplary or Commendable, per the new ISBE designations. In MAP, we begin to see a slightly different story emerge, wherein performance declined in Reading from 2016-2017 to 2017-2018, but consistently improved in Math, in terms of both growth and attainment.

Given new initiatives in curriculum in the past few years, along with new initiatives in instruction, coaching, and MTSS, our system remains 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.

We also encourage the Board to be mindful of the likely implementation dip occurring in the district, in response to the implementation of new curricula in writing, math, science, and social-emotional learning, along with ongoing IB unit plan design. 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. 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.

District 97 is a learning organization; we regularly reflect on where we are in relationship to our goals to plan actions and continually improve our practices. Below, we list some of the district and department priorities that we collectively believe will ultimately improve student performance in D97:

- *Strengthen Literacy Instruction:* We will strengthen K-5 literacy instruction through a balanced literacy approach that addresses student learning styles, incorporating student voice and promoting instruction responsive to student needs.
- *Strengthen Middle School Instruction*: We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.
- *Co-teaching Expansion (Inclusive Teaching Practices):* We will broaden implementation of inclusive practices that support that support meaningful access to general education learning environments, curricula and experiences for students with disabilities.
- *PLCs/Teacher Teams:* Build collective efficacy of teacher teams by developing teachers to lead and participate on effective teams, focused on analyzing student work and instructional practices.
- *School Improvement Planning:* Support Principals in implementing Building Leadership Team (BLT) structure and grade level/department cycles of inquiry in service of achievement of School Improvement goals. Support principals in providing professional learning and time for data-informed collegial collaboration about strategies for improving student achievement.