...the educational prism through which students realize meaning and purpose in their lives...

TO: **Members, Board of Education**
Dr. Constance Collins, Superintendent

FROM: **Kevin M. Anderson, Ed.D.**

RE: **Student Performance: Academic and Behavioral (2nd trimester, Winter 2009 - 2010)**

DATE: **May 11, 2010**

This report summarizes 2nd trimester information from our elementary common assessments and our discipline reporting systems (SWIS and PowerSchool), 2009 ISAT data arranged by gender and ethnicity, progress toward the Middle School Study goals, and information about the switch to a new common assessment program in 2010 - 2011.

OAK PARK ELEMENTARY SCHOOL DISTRICT 97
Oak Park, Illinois

May 11, 2010

Student Performance: Academic and Behavioral (2nd Trimester)

Goal Statements Addressed:

a. Guide the ongoing monitoring of student achievement throughout the year, using both classroom and testing data to assess progress
b. Oversee and lead the implementation of scientifically research based initiatives which result in a decrease in suspensions and expulsions

Strategic Plan Connections:

The Strategic Plan end results that are most closely tied to this report are:

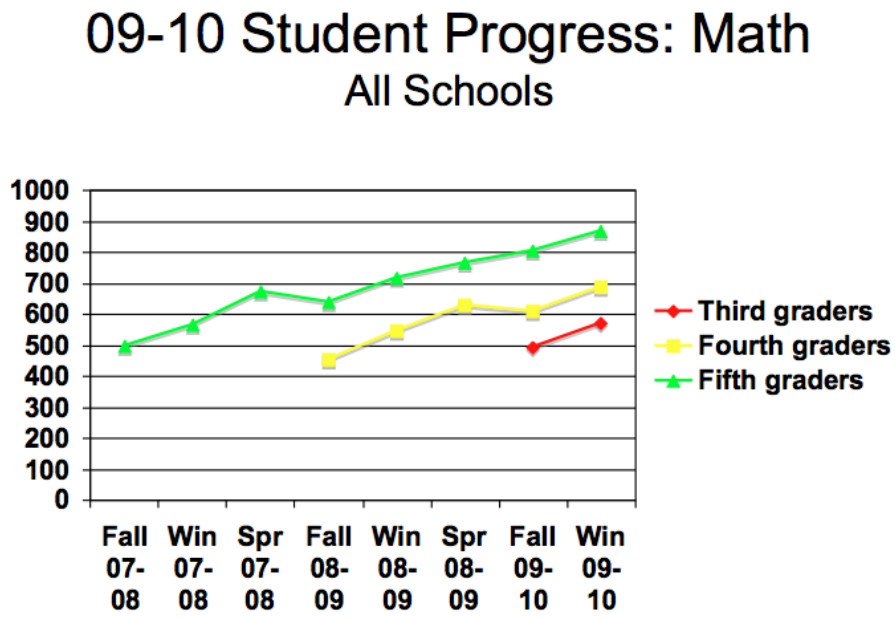
1. (1.3) Adapt instruction to meet the needs of different academic abilities and learning styles.
2. (1.10) Develop a program to promote a positive classroom and school environment where children feel safe and welcome.
3. (1.11) Determine whether to continue, discontinue, or modify academic programs based on data.
4. (4.8) Provide each child with the models and techniques through which to develop self-discipline.

The purpose of this report is to provide the Board of Education with a look at student performance and behavioral data from various data sources currently in use within the District for the 2nd trimester of the 2009 - 2010 school year. The information in this report is provided in five sections:

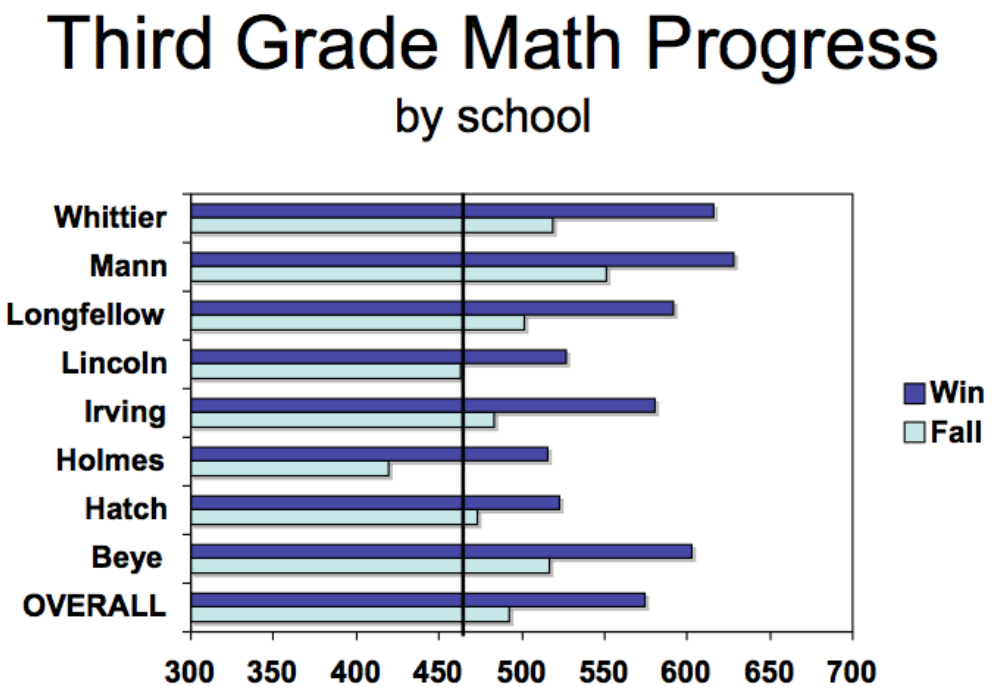
1. Common assessment information from PASeries (grades 3-5)
2. Student discipline data from SWIS and PowerSchool
3. 2009 ISAT data by gender and ethnicity
4. Progress toward Middle School Study goals
5. Transfer from PASeries and Benchmark to NWEA MAP as the common assessment system for the District.

1. Common Assessment Information from PASeries (Grades 3-5)

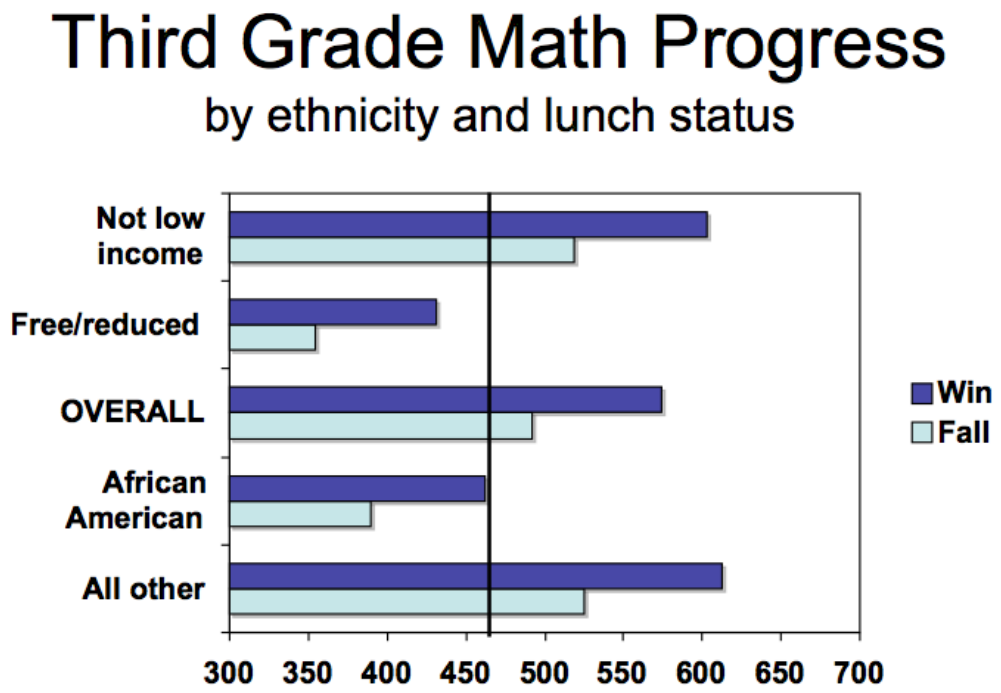
The following charts and graphs are provided to show how students in grades 3-5 have progressed in math and reading using PASeries from Pearson. A more comprehensive analysis will be provided as part of the year-end report.



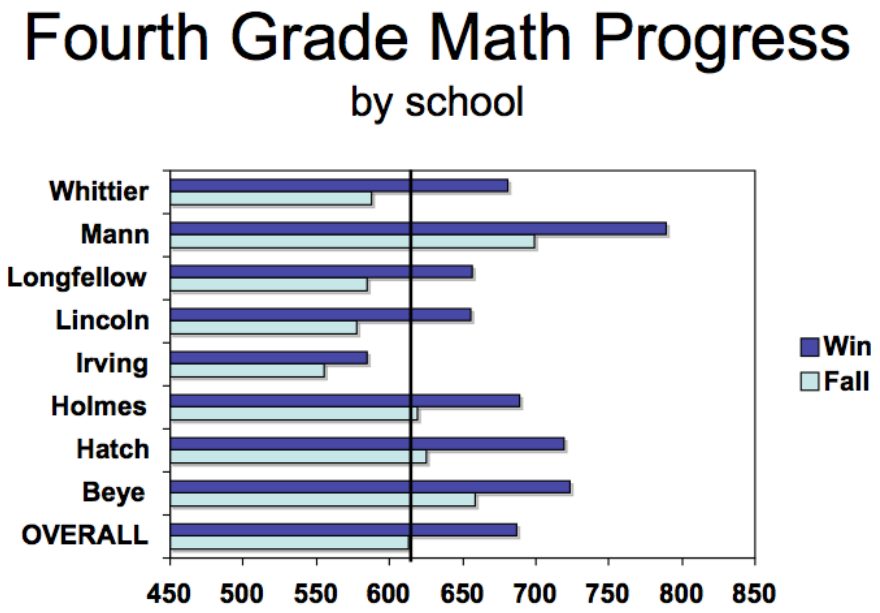
Above: This year's 4th graders lag behind where our current 5th graders were at the same time last year. This year's third graders appear to be on a similar track to that of our current fifth graders. Summer lag is evident for the 4th and 5th graders.

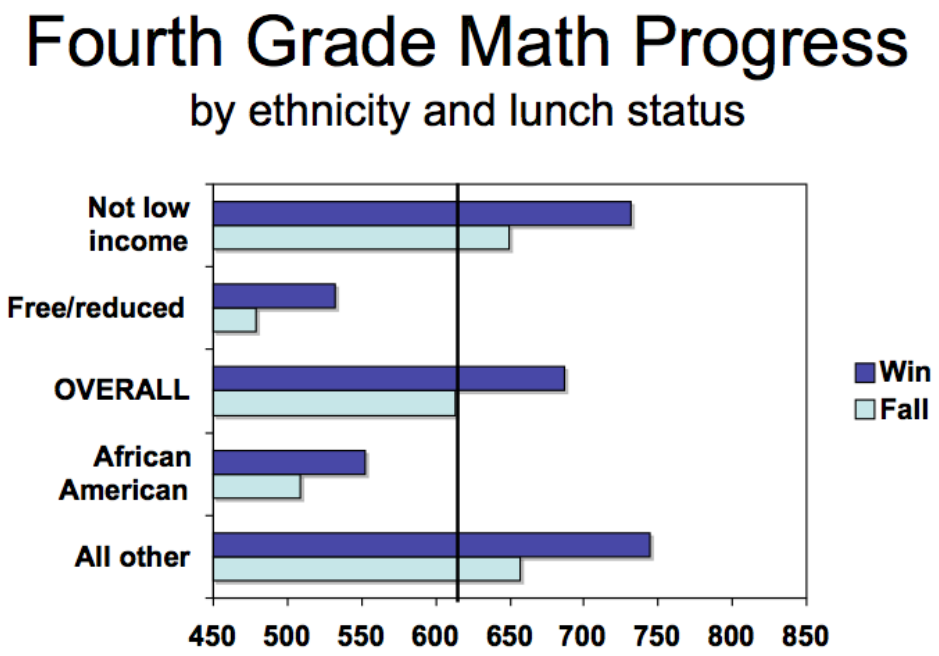


Above: There has been consistent improvement across schools, but more in some schools than others. The vertical line represents the cutoff for Meets Standards in third grade reading, so overall our students are doing very well.

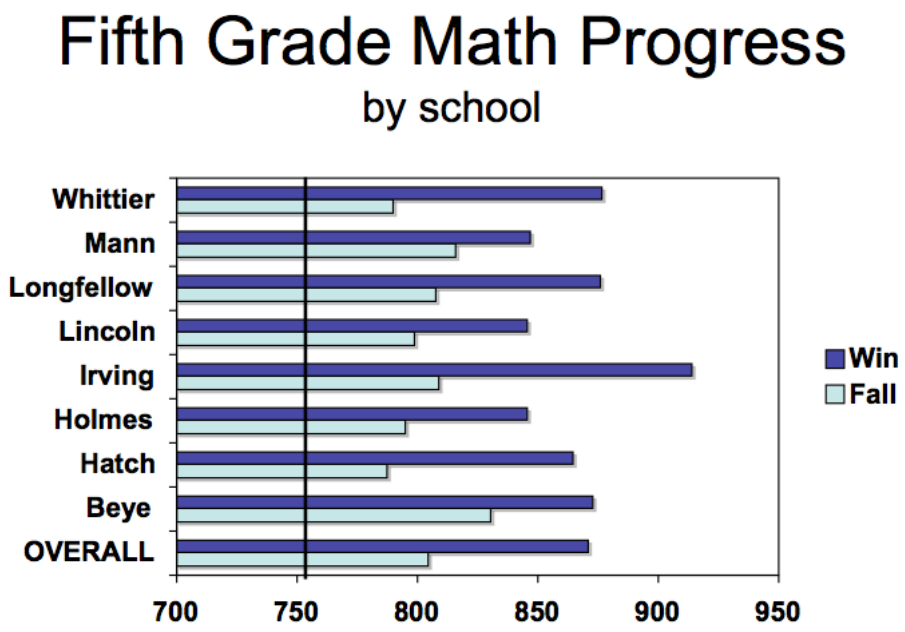


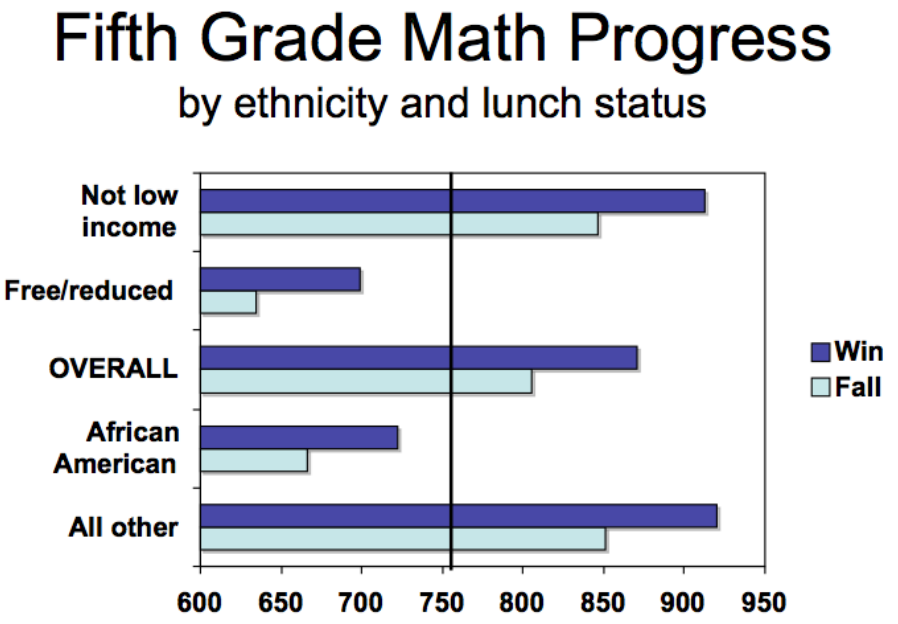
Above: All groups make improvements, but low income and African-American students make less across the time period. We will see this same pattern in all other grades and in reading as well as across all three grades. Whereas students not on free or reduced lunch gained 84 Quantiles on average between the beginning of October and the end of January, students with free or reduced lunch status gained 77 points. However, they began the year 165 Quantiles below. It is not enough for them to make nearly the same progress; they must make greater progress than their classmates if we hope to close the gap.



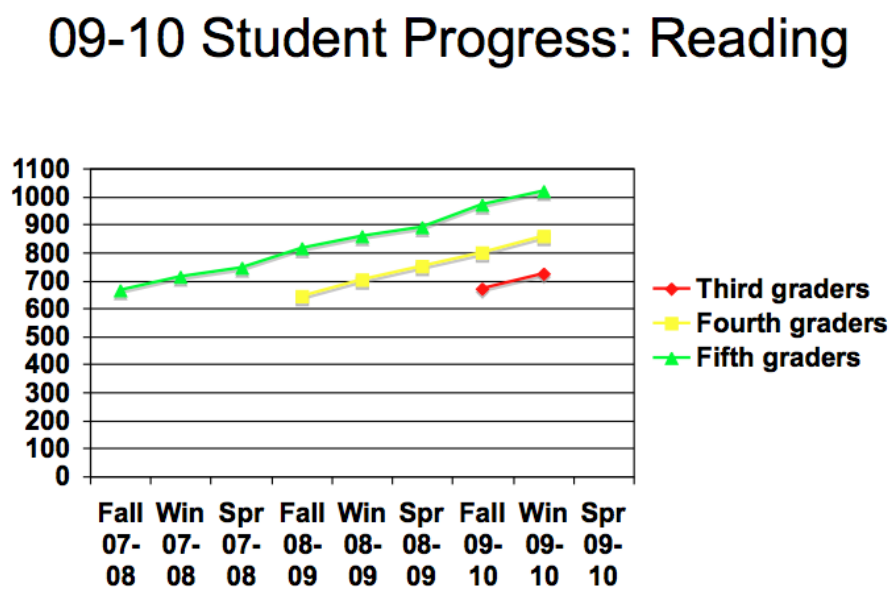


Above: The initial gap between the subgroups and the rest of the students is widest at the 4th grade level in math. Where students in these subgroups made only slightly less progress than their counterparts in third grade, in fourth grade their progress was much slower. African-American students gained only 43 Quantiles, while all other students gained 87; students on free and reduced lunch status gained 53 points, while students not classified as low income gained 83. Note that while the average scores for African-American students are higher than the averages for low income students, the latter make somewhat larger gains over the period. The same is true at both third and fifth grade.

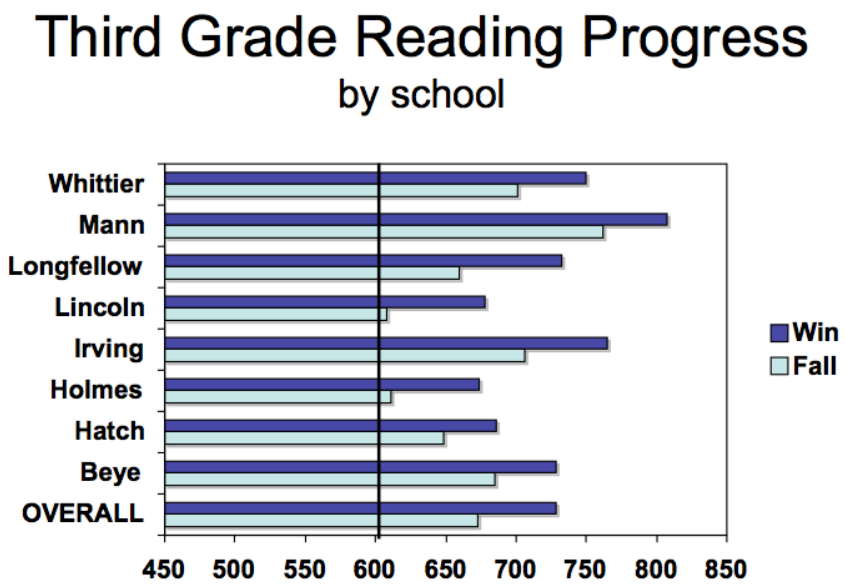


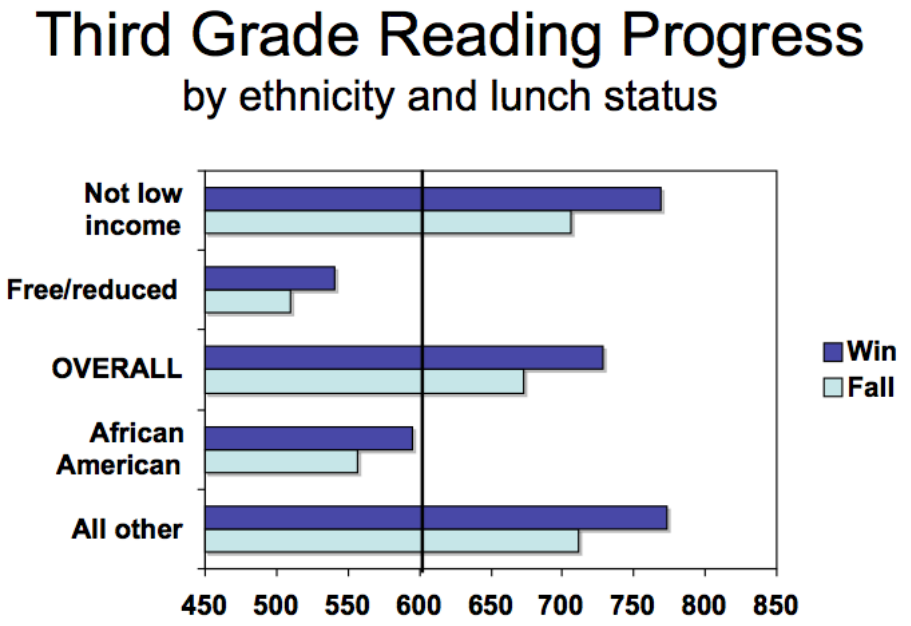


Above: At the fifth grade level there is less disparity in growth between the subgroups and the remainder of the students.

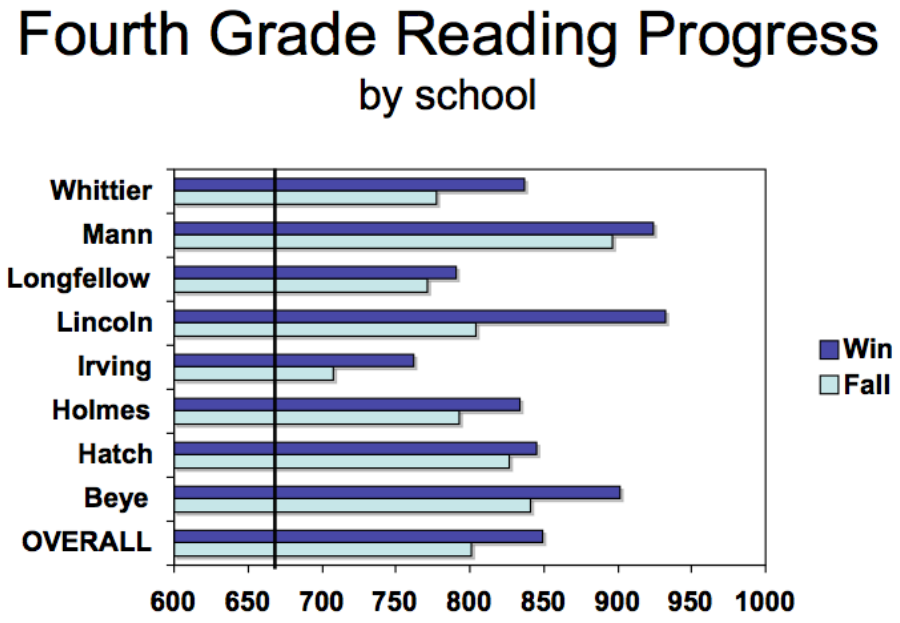


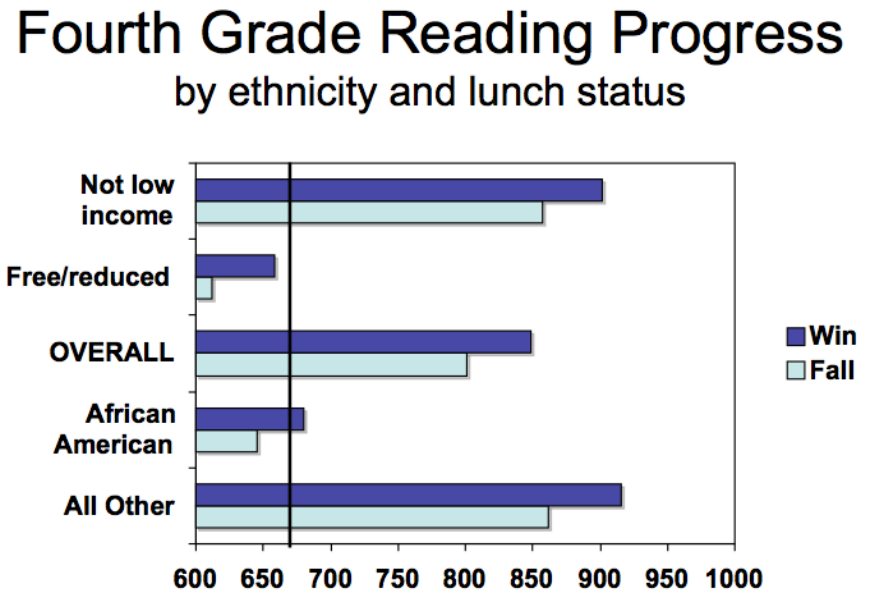
Above: The same pattern is evident as was seen in math, with this year's 4th graders compared to 5th and 3rd compared to both others. However, no summer lag is evident for reading.



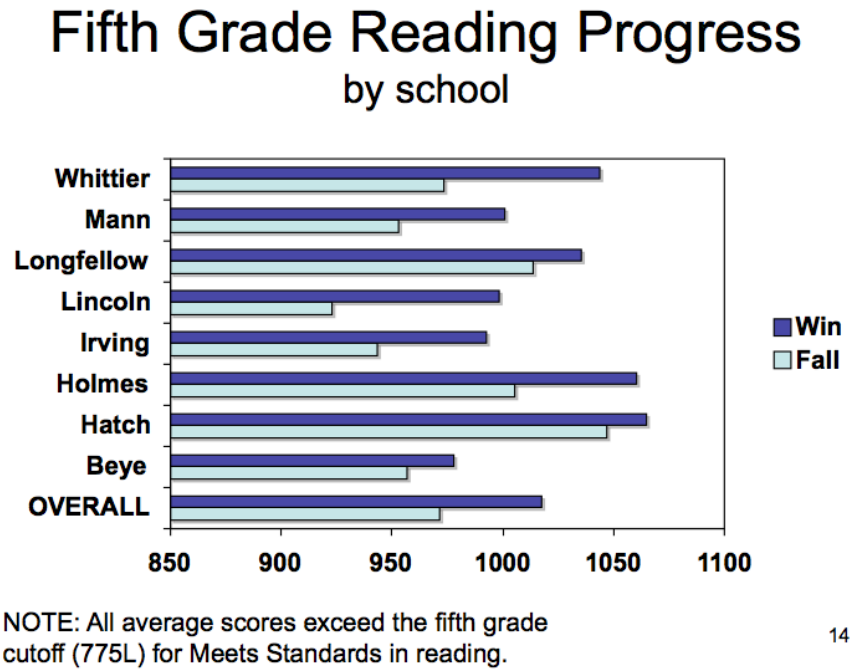


Above: We see the same general pattern of scores in third grade reading as we saw in math, although African-American students make slightly more progress (38 Lexiles) compared to low incomes students (31 Lexiles).

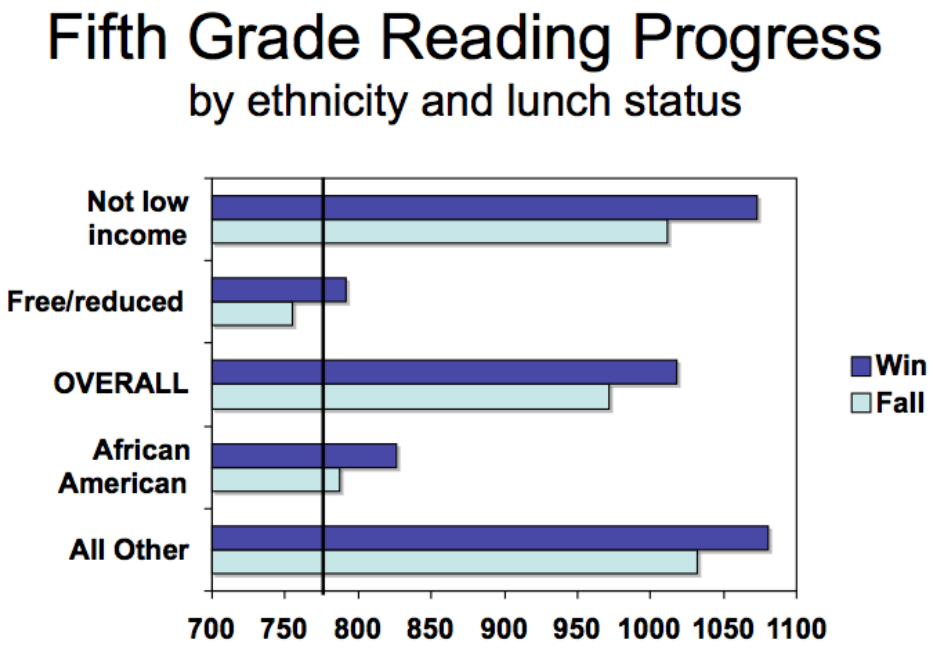




Above: Fourth grade reading is the only place in which we find that low income students have outgained their counterparts, improving 46 Lexiles compared to 43. African-American students make the smallest gain in reading of the grades tested but their winter testing scores are above the low income group.



NOTE: All average scores exceed the fifth grade cutoff (775L) for Meets Standards in reading.



Above: In fifth grade reading, African-American students make their strongest gains relative to the other students (a difference of 10 Lexiles, compared to a 24 Lexile deficit in improvement at the 3rd grade level and 20 Lexiles at the 4th grade level).
Low income students start out the year 245 Lexiles behind the other students but gained only 37L on average from October to January, while the other students gained 62L.

2. Discipline Information for the 1st Trimester, 2009 - 2010 School Year

Elementary Schools

As previously noted in the 1st trimester 2009/2010 discipline report, the K-5 discipline information is generated through the School Wide Information System (SWIS). SWIS is a web based information system employed to gather, summarize, and use office referral data.

Below, you will find a brief summary of the SWIS data by school**.** Please realize that SWIS data is not meant to be used for discipline reporting purposes. Each building decides what SWIS data will be used and how that information will impact individual building decisions. Because of this, some building numbers may be dramatically different from other buildings. Most importantly, this difference in numbers does not reflect discipline problems for one building. Rather it demonstrates that buildings use SWIS data specific to their needs (the actual intent of SWIS data within the PBIS model).

As you read the information below, keep in mind that the numbers represent all K-5 behaviors - major and minor.

Beye School

- Average referrals per day – 0.3.
- Problem behavior - the majority of referrals were for fighting.
- Referrals by location - most of the incidents occurred in the classroom.
- Referrals by time - the majority of incidents occurred between 10:00 and 10:15.
- Referrals by student – no one student received more referrals than any other child.

Hatch School

- Average referrals per day – .86
- Problem behavior - minor defiance was the most prevalent.
- Referrals by location - most of the incidents occurred on the playground and the classroom.
- Referrals by time - most of the incidents occurred around 10:00 and from 11:30 until 12:00.
- Referrals by student - two children had a majority of the referrals.

Holmes School

- Average referrals per day – 0.09.
- Problem behavior - minor physical contact was the most prevalent incident.
- Referrals by location - the incidents occurred mainly on the playground and the classroom.
- Referrals by time - the incidents occurred around 11:30 and 10:15.
- Referrals by student - there was not one single student referred more than any other child.

Irving School

- Average referrals per day – 0.5.
- Problem behavior - minor disruptions were the most referred incidents.
- Referrals by location - most incidents occurred on the playground and the classroom.
- Referrals by time - most incidents occurred at 11:30 and 10:00
- Referrals by student - there was no clear indication of any one student receiving more referrals than others.

Lincoln School

- Average referrals per day – 0.08.

- Problem behavior - fighting and physical aggression were the most referred incidents.
- Referrals by location - most incidents occurred on the playground.
- Referrals by time - the incidents occurred between 11:30 and 12:00.
- Referrals by student - no one child received more referrals than any other student.

Longfellow School

- Average referrals per day – 1.29
- Problem behavior - fighting and minor defiance/disrespect were the most reported incidents.
- Referrals by location - the incidents occurred on the playground and the classroom.
- Referrals by time - most incidents occurred between 11:30 and 12:15.
- Referrals by student - three children had a majority of the referrals.

Mann School

- Average referrals per day – 0.19.
- Problem behavior - fighting.
- Referrals by location – classroom.
- Referrals by time – spread evenly throughout the day.
- Referrals by student - Two children had a majority of the referrals.

Whittier School

- Average referrals per day – 0.16.
- Problem behavior – most referrals were for fighting/physical aggression.
- Referrals by location – most referrals occurred on the playground or in the classroom.
- Referrals by time – most incidents occurred between 11:30 and 12:00.
- Referrals by student – there was no one child receiving more referrals than any other child.

Middle Schools

The middle school discipline numbers given are generated through PowerSchool. PowerSchool is the best format we have available for gathering discipline data at the middle school level. You will find charts below for both Out of School Suspensions (OSS) and In School Suspensions (ISS). The majority of OSS and ISS consequences were a result of fighting.

District OSS

1st Trimester Report - Out of School Suspensions (OSS) – District

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	5	5	0	2	2	0	0	1
AA Males	16	13	3	10	2	1	0	3
WH Females	2	1	1	3	0	0	0	0
WH Males	7	4	3	7	0	2	0	1
HI Females	1	1	0	0	0	0	0	1
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
TOTAL	31	24	7	22	4	3	0	6

2nd Trimester Report – Out of School Suspensions (OSS) - District

Race	Number of Students receiving OSS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	4	3	1	4	0	1	0	0
AA Males	18	11	7	25	0	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	4	3	1	4	2	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
MR	0	0	0	0	0	0	0	0

Female								
MR Male	2	2	0	2	0	0	0	0
Total	28	19	9	35	2	1	0	2

District ISS

1st Trimester Report – In School Suspension (ISS) – District

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days
AA Females	4	3	1	5	0	0
AA Males	32	18	14	48	5	2
WH Females	1	1	0	1	0	0
WH Males	14	10	4	18	1	0
HI Females	1	1	0	1	0	0
HI Males	0	0	0	0	0	0
Multi Racial	3	2	1	4	0	0
Asian	1	1	0	1	0	0
TOTAL	56	36	20	78	6	2

2nd Trimester Report – In School Suspension (ISS) - District

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	8	8	0	7	0	1	0	0
AA Males	27	20	7	31	3	0	0	0
WH Females	1	0	1	2	0	0	0	0
WH Males	6	6	0	5	1	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0

MR Female	1	1	0	1	0	0	0	0
MR Male	2	2	0	2	0	0	0	0
Total	46	38	8	49	4	1	0	0

Brooks OSS

1ST Trimester Report– Out of School Suspension (OSS) - Brooks

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	4	4	0	2	2	0	0	0
AA Males	10	7	3	6	2	1	0	1
WH Females	2	1	1	3	0	0	0	0
WH Males	5	3	2	4	0	2	0	1
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
TOTAL	21	17	4	14	4	3	0	2

2nd Trimester Report – Out of School Suspension (OSS) - Brooks

Race	Number of Students receiving OSS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	1	1	0	1	0	0	0	0
AA Males	12	9	3	12	0	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	4	3	1	4	2	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
MR Female	0	0	0	0	0	0	0	0

MR Male	0	0	0	0	0	0	0	0
Total	17	13	4	17	2	0	0	2

Brooks ISS

1st Trimester Report – In School Suspension (ISS) – Brooks

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days
AA Females	2	1	1	3	0
AA Males	18	9	9	30	0
WH Females	1	1	0	1	0
WH Males	9	7	2	12	0
HI Females	0	0	0	0	0
HI Males	0	0	0	0	0
Multi Racial	1	0	1	2	
TOTAL	32	18	14	48	0

2nd Trimester Report – In School Suspension (ISS) - Brooks

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	5	5	0	5	0	0	0	0
AA Males	13	10	3	16	0	0	0	0
WH Females	0	0	0	0	0	0	0	0
WH Males	1	1	0	1	0	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0

MR Female	1	1	0	1	0	0	0	0
MR Male	2	2	0	2	0	0	0	0
F AS	1	1	0	1	0	0	0	0
Total	24	21	3	27	0	0	0	0

Julian OSS

1st Trimester Report – Out of School Suspensions (OSS) – Julian

Race	Number of Students Receiving Out of School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days	7-9 Days	10+ Days
AA Females	1	1	0	0	0	0	0	1
AA Males	6	6	0	4	0	0	0	2
WH Females	0	0	0	0	0	0	0	0
WH Males	2	1	1	3	0	0	0	0
HI Females	1	1	0	0	0	0	0	1
HI Males	0	0	0	0	0	0	0	0
Multi Racial	0	0	0	0	0	0	0	0
TOTAL	10	9	1	7	0	0	0	4

2nd Trimester Report – Out of School Suspensions (OSS) - Julian

Race	Number of Students receiving OSS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	3	2	1	3	0	1	0	0
AA Males	6	2	4	13	0	0	0	0
WH Females	0	0	0	0	0	0	0	0
WH Males	0	0	0	0	0	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	0	0	0	0	0	0	0	0
MR	0	0	0	0	0	0	0	0

Female								
MR Male	2	2	0	2	0	0	0	0
Total	11	6	5	18	0	1	0	0

Julian ISS

1st Trimester Report – In School suspension (ISS) - Julian

Race	Number of Students Receiving In School Suspensions	Single Suspensions	Multiple Suspensions	1-2 Days	3-4 Days	5-6 Days
AA Females	2	2	0	2	0	0
AA Males	14	9	5	18	5	2
WH Females	0	0	0	0	0	0
WH Males	5	3	2	6	1	0
HI Females	1	1	0	1	0	0
HI Males	0	0	0	0	0	0
Multi Racial	2	2	0	2	0	0
Asian	1	1	0	1	0	0
TOTAL	25	18	7	30	6	2

2nd Trimester Report – In School Suspension (ISS) - Julian

Race	Number of Students receiving ISS	Single Suspensions	Multiple Suspensions	1-2 days	3-4 days	5-6 days	7-9 days	10+ days
AA Females	3	3	0	2	0	1	0	0
AA Males	14	10	4	15	3	0	0	0
WH Females	1	0	1	2	0	0	0	0
WH Males	5	5	0	4	1	0	0	0
HI Females	0	0	0	0	0	0	0	0
HI Males	1	1	0	1	0	0	0	0

MR Female	0	0	0	0	0	0	0	0
MR Male	0	0	0	0	0	0	0	0
Total	24	19	5	24	4	1	0	0

3. 2009 ISAT Data by Gender and Ethnicity

The following tables indicate performance on the **2009** ISAT testing broken out by score group (MthPerf 1, 2, 3, and 4), gender, and ethnicity (AI – American Indian, AS – Asian, BL – Black, HI – Hispanic, MR – MultiRacial, WH – White). This information was requested following the ISAT data report in Fall 2009.

What is evident from the data is that girls generally perform better than boys across all ethnic groups for both subject areas (math and reading).

Mathematics - District

MthPerf * ETHNICCODE * GENDER Crosstabulation

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	MthPerf	1	Count		0	5	0	0	3	8
			% within ETHNICCODE		.0%	1.1%	.0%	.0%	.3%	.5%
		2	Count		2	81	5	11	23	122
			% within ETHNICCODE		2.5%	17.4%	7.9%	7.9%	2.6%	7.4%
		3	Count		38	294	41	70	347	790
			% within ETHNICCODE		48.1%	63.2%	65.1%	50.4%	38.6%	48.0%
		4	Count		39	85	17	58	527	726
			% within ETHNICCODE		49.4%	18.3%	27.0%	41.7%	58.6%	44.1%
	Total		Count		79	465	63	139	900	1646
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	0	9	1	1	7	18
			% within ETHNICCODE	.0%	.0%	1.7%	1.4%	.7%	.7%	1.0%
		2	Count	0	3	128	5	17	34	187
			% within ETHNICCODE	.0%	5.6%	24.4%	7.1%	11.6%	3.5%	10.6%
		3	Count	1	19	318	44	65	348	795
			% within ETHNICCODE	50.0%	35.2%	60.7%	62.9%	44.5%	36.1%	45.2%
		4	Count	1	32	69	20	63	575	760
			% within ETHNICCODE	50.0%	59.3%	13.2%	28.6%	43.2%	59.6%	43.2%
	Total		Count	2	54	524	70	146	964	1760
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

GRADE = 03

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	MthPerf	1	Count	0	2	0	0	2	4
			% within ETHNICCODE	.0%	2.3%	.0%	.0%	1.3%	1.3%
		2	Count	0	12	1	5	4	22
			% within ETHNICCODE	.0%	13.8%	10.0%	16.1%	2.6%	7.3%
		3	Count	4	50	3	13	31	101
			% within ETHNICCODE	25.0%	57.5%	30.0%	41.9%	19.9%	33.7%
		4	Count	12	23	6	13	119	173
			% within ETHNICCODE	75.0%	26.4%	60.0%	41.9%	76.3%	57.7%
	Total		Count	16	87	10	31	156	300
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	3	1	0	3	7
			% within ETHNICCODE	.0%	3.4%	9.1%	.0%	1.9%	2.4%
		2	Count	0	15	0	2	7	24
			% within ETHNICCODE	.0%	17.2%	.0%	6.7%	4.3%	8.1%
		3	Count	1	54	5	13	39	112
			% within ETHNICCODE	14.3%	62.1%	45.5%	43.3%	24.2%	37.8%
		4	Count	6	15	5	15	112	153
			% within ETHNICCODE	85.7%	17.2%	45.5%	50.0%	69.6%	51.7%
	Total		Count	7	87	11	30	161	296
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 03

GRADE = 04

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	MthPerf	2	Count	1	16	0	1	4	22
			% within ETHNICCODE	6.3%	21.6%	.0%	3.8%	2.6%	8.1%
		3	Count	6	49	6	14	63	138
			% within ETHNICCODE	37.5%	66.2%	100.0%	53.8%	41.7%	50.5%
		4	Count	9	9	0	11	84	113
			% within ETHNICCODE	56.3%	12.2%	.0%	42.3%	55.6%	41.4%
	Total		Count	16	74	6	26	151	273
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	1	0	0	1	2
			% within ETHNICCODE	.0%	1.4%	.0%	.0%	.6%	.7%
		2	Count	1	18	0	0	4	23
			% within ETHNICCODE	16.7%	25.4%	.0%	.0%	2.4%	8.0%
		3	Count	2	42	8	14	56	122
			% within ETHNICCODE	33.3%	59.2%	66.7%	45.2%	33.5%	42.5%
		4	Count	3	10	4	17	106	140
			% within ETHNICCODE	50.0%	14.1%	33.3%	54.8%	63.5%	48.8%
	Total		Count	6	71	12	31	167	287
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 04

GRADE = 05

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	MthPerf	2	Count	0	13	2	1	6	22
			% within ETHNICCODE	.0%	25.0%	12.5%	4.3%	3.8%	8.4%
		3	Count	13	31	10	15	85	154
			% within ETHNICCODE	92.9%	59.6%	62.5%	65.2%	53.8%	58.6%
		4	Count	1	8	4	7	67	87
			% within ETHNICCODE	7.1%	15.4%	25.0%	30.4%	42.4%	33.1%
	Total		Count	14	52	16	23	158	263
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	2	Count	0	21	0	3	9	33
			% within ETHNICCODE	.0%	28.8%	.0%	13.0%	5.8%	11.8%
		3	Count	7	46	13	13	74	153
			% within ETHNICCODE	53.8%	63.0%	81.3%	56.5%	48.1%	54.8%
		4	Count	6	6	3	7	71	93
			% within ETHNICCODE	46.2%	8.2%	18.8%	30.4%	46.1%	33.3%
	Total		Count	13	73	16	23	154	279
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 05

GRADE = 06

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	MthPerf	1	Count		0	0	0	0	1	1
			% within ETHNICCODE		.0%	.0%	.0%	.0%	.6%	.4%
		2	Count		0	8	0	2	3	13
			% within ETHNICCODE		.0%	11.3%	.0%	9.5%	1.9%	4.9%
		3	Count		4	51	4	11	64	134
			% within ETHNICCODE		50.0%	71.8%	80.0%	52.4%	40.3%	50.8%
		4	Count		4	12	1	8	91	116
			% within ETHNICCODE		50.0%	16.9%	20.0%	38.1%	57.2%	43.9%
	Total		Count		8	71	5	21	159	264
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	0	1	0	0	1	2
			% within ETHNICCODE	.0%	.0%	1.1%	.0%	.0%	.6%	.7%
		2	Count	0	0	23	2	7	7	39
			% within ETHNICCODE	.0%	.0%	26.4%	33.3%	31.8%	4.5%	13.9%
		3	Count	1	3	51	4	8	57	124
			% within ETHNICCODE	100.0%	42.9%	58.6%	66.7%	36.4%	36.3%	44.3%
		4	Count	0	4	12	0	7	92	115
			% within ETHNICCODE	.0%	57.1%	13.8%	.0%	31.8%	58.6%	41.1%
	Total		Count	1	7	87	6	22	157	280
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 06

GRADE = 07

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	MthPerf	1	Count	0	2	0	0	0	2
			% within ETHNICCODE	.0%	2.2%	.0%	.0%	.0%	.7%
		2	Count	0	13	2	0	4	19
			% within ETHNICCODE	.0%	14.4%	11.8%	.0%	2.7%	6.6%
		3	Count	3	56	11	9	45	124
			% within ETHNICCODE	30.0%	62.2%	64.7%	39.1%	30.2%	42.9%
		4	Count	7	19	4	14	100	144
			% within ETHNICCODE	70.0%	21.1%	23.5%	60.9%	67.1%	49.8%
	Total		Count	10	90	17	23	149	289
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	3	0	0	2	5
			% within ETHNICCODE	.0%	2.9%	.0%	.0%	1.2%	1.6%
		2	Count	1	22	1	3	2	29
			% within ETHNICCODE	12.5%	21.2%	5.9%	17.6%	1.2%	9.4%
		3	Count	1	66	8	5	57	137
			% within ETHNICCODE	12.5%	63.5%	47.1%	29.4%	35.0%	44.3%
		4	Count	6	13	8	9	102	138
			% within ETHNICCODE	75.0%	12.5%	47.1%	52.9%	62.6%	44.7%
	Total		Count	8	104	17	17	163	309
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 07

GRADE = 08

MthPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	MthPerf	1	Count		0	1	0	0	0	1
			% within ETHNICCODE		.0%	1.1%	.0%	.0%	.0%	.4%
		2	Count		1	19	0	2	2	24
			% within ETHNICCODE		6.7%	20.9%	.0%	13.3%	1.6%	9.3%
		3	Count		8	57	7	8	59	139
			% within ETHNICCODE		53.3%	62.6%	77.8%	53.3%	46.5%	54.1%
		4	Count		6	14	2	5	66	93
			% within ETHNICCODE		40.0%	15.4%	22.2%	33.3%	52.0%	36.2%
	Total		Count		15	91	9	15	127	257
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	MthPerf	1	Count	0	0	1	0	1	0	2
			% within ETHNICCODE	.0%	.0%	1.0%	.0%	4.3%	.0%	.6%
		2	Count	0	1	29	2	2	5	39
			% within ETHNICCODE	.0%	7.7%	28.4%	25.0%	8.7%	3.1%	12.6%
		3	Count	0	5	59	6	12	65	147
			% within ETHNICCODE	.0%	38.5%	57.8%	75.0%	52.2%	40.1%	47.6%
		4	Count	1	7	13	0	8	92	121
			% within ETHNICCODE	100.0%	53.8%	12.7%	.0%	34.8%	56.8%	39.2%
	Total		Count	1	13	102	8	23	162	309
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 08

Reading - District

2009 ISAT

RdgPerf * ETHNICCODE * GENDER Crosstabulation

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	RdgPerf	1	Count		0	5	0	0	7	12
			% within ETHNICCODE		.0%	1.1%	.0%	.0%	.8%	.7%
		2	Count		5	90	6	13	28	142
			% within ETHNICCODE		6.4%	19.4%	9.5%	9.4%	3.1%	8.6%
		3	Count		37	269	36	64	313	719
			% within ETHNICCODE		47.4%	57.8%	57.1%	46.0%	34.8%	43.7%
		4	Count		36	101	21	62	552	772
			% within ETHNICCODE		46.2%	21.7%	33.3%	44.6%	61.3%	46.9%
	Total		Count		78	465	63	139	900	1645
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	0	15	1	3	8	27
			% within ETHNICCODE	.0%	.0%	2.9%	1.4%	2.1%	.8%	1.5%
		2	Count	1	12	159	13	16	61	262
			% within ETHNICCODE	50.0%	22.2%	30.4%	18.6%	11.0%	6.3%	14.9%
		3	Count	1	24	289	44	71	411	840
			% within ETHNICCODE	50.0%	44.4%	55.3%	62.9%	48.6%	42.6%	47.7%
		4	Count	0	18	60	12	56	485	631
			% within ETHNICCODE	.0%	33.3%	11.5%	17.1%	38.4%	50.3%	35.9%
	Total		Count	2	54	523	70	146	965	1760
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

GRADE = 03

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	RdgPerf	1	Count	0	3	0	0	3	6
			% within ETHNICCODE	.0%	3.4%	.0%	.0%	1.9%	2.0%
		2	Count	2	22	2	4	7	37
			% within ETHNICCODE	12.5%	25.3%	20.0%	12.9%	4.5%	12.3%
		3	Count	5	39	5	12	34	95
			% within ETHNICCODE	31.3%	44.8%	50.0%	38.7%	21.8%	31.7%
		4	Count	9	23	3	15	112	162
			% within ETHNICCODE	56.3%	26.4%	30.0%	48.4%	71.8%	54.0%
	Total		Count	16	87	10	31	156	300
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	10	1	1	5	17
			% within ETHNICCODE	.0%	11.5%	9.1%	3.3%	3.1%	5.7%
		2	Count	1	25	3	5	19	53
			% within ETHNICCODE	14.3%	28.7%	27.3%	16.7%	11.8%	17.9%
		3	Count	3	46	4	15	52	120
			% within ETHNICCODE	42.9%	52.9%	36.4%	50.0%	32.3%	40.5%
		4	Count	3	6	3	9	85	106
			% within ETHNICCODE	42.9%	6.9%	27.3%	30.0%	52.8%	35.8%
	Total		Count	7	87	11	30	161	296
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 03

GRADE = 04

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					
				AS	BL	HI	MR	WH	Total
F	RdgPerf	1	Count	0	2	0	0	2	4
			% within ETHNICCODE	.0%	2.7%	.0%	.0%	1.3%	1.5%
		2	Count	1	19	0	1	6	27
			% within ETHNICCODE	6.7%	25.7%	.0%	3.8%	4.0%	9.9%
		3	Count	6	34	5	12	43	100
			% within ETHNICCODE	40.0%	45.9%	83.3%	46.2%	28.5%	36.8%
		4	Count	8	19	1	13	100	141
			% within ETHNICCODE	53.3%	25.7%	16.7%	50.0%	66.2%	51.8%
	Total		Count	15	74	6	26	151	272
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	2	0	0	1	3
			% within ETHNICCODE	.0%	2.9%	.0%	.0%	.6%	1.1%
		2	Count	2	20	2	1	9	34
			% within ETHNICCODE	33.3%	29.4%	16.7%	3.2%	5.4%	12.0%
		3	Count	1	37	7	16	59	120
			% within ETHNICCODE	16.7%	54.4%	58.3%	51.6%	35.3%	42.3%
		4	Count	3	9	3	14	98	127
			% within ETHNICCODE	50.0%	13.2%	25.0%	45.2%	58.7%	44.7%
	Total		Count	6	68	12	31	167	284
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 04

GRADE = 05

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					
				AS	BL	HI	MR	WH	Total
F	RdgPerf	2	Count	1	16	2	1	4	24
			% within ETHNICCODE	7.1%	30.8%	12.5%	4.3%	2.5%	9.1%
		3	Count	5	23	7	9	51	95
			% within ETHNICCODE	35.7%	44.2%	43.8%	39.1%	32.3%	36.1%
		4	Count	8	13	7	13	103	144
			% within ETHNICCODE	57.1%	25.0%	43.8%	56.5%	65.2%	54.8%
	Total		Count	14	52	16	23	158	263
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	2	0	1	1	4
			% within ETHNICCODE	.0%	2.7%	.0%	4.3%	.6%	1.4%
		2	Count	5	30	1	1	12	49
			% within ETHNICCODE	38.5%	40.5%	6.3%	4.3%	7.8%	17.5%
		3	Count	3	29	11	12	59	114
			% within ETHNICCODE	23.1%	39.2%	68.8%	52.2%	38.3%	40.7%
		4	Count	5	13	4	9	82	113
			% within ETHNICCODE	38.5%	17.6%	25.0%	39.1%	53.2%	40.4%
	Total		Count	13	74	16	23	154	280
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 05

GRADE = 06

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	RdgPerf	1	Count		0	0	0	0	1	1
			% within ETHNICCODE		.0%	.0%	.0%	.0%	.6%	.4%
		2	Count		0	12	0	3	4	19
			% within ETHNICCODE		.0%	16.9%	.0%	14.3%	2.5%	7.2%
		3	Count		6	40	2	11	46	105
			% within ETHNICCODE		75.0%	56.3%	40.0%	52.4%	28.9%	39.8%
		4	Count		2	19	3	7	108	139
			% within ETHNICCODE		25.0%	26.8%	60.0%	33.3%	67.9%	52.7%
	Total		Count		8	71	5	21	159	264
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	0	0	0	0	1	1
			% within ETHNICCODE	.0%	.0%	.0%	.0%	.0%	.6%	.4%
		2	Count	1	0	23	3	5	7	39
			% within ETHNICCODE	100.0%	.0%	26.4%	50.0%	22.7%	4.5%	13.9%
		3	Count	0	5	53	3	6	57	124
			% within ETHNICCODE	.0%	71.4%	60.9%	50.0%	27.3%	36.3%	44.3%
		4	Count	0	2	11	0	11	92	116
			% within ETHNICCODE	.0%	28.6%	12.6%	.0%	50.0%	58.6%	41.4%
	Total		Count	1	7	87	6	22	157	280
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 06

GRADE = 07

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE					Total
				AS	BL	HI	MR	WH	
F	RdgPerf	1	Count	0	0	0	0	1	1
			% within ETHNICCODE	.0%	.0%	.0%	.0%	.7%	.3%
		2	Count	1	13	2	1	5	22
			% within ETHNICCODE	10.0%	14.4%	11.8%	4.3%	3.4%	7.6%
		3	Count	4	55	10	10	54	133
			% within ETHNICCODE	40.0%	61.1%	58.8%	43.5%	36.2%	46.0%
		4	Count	5	22	5	12	89	133
			% within ETHNICCODE	50.0%	24.4%	29.4%	52.2%	59.7%	46.0%
	Total		Count	10	90	17	23	149	289
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	2	Count	2	36	2	2	8	50
			% within ETHNICCODE	25.0%	34.6%	11.8%	11.8%	4.9%	16.2%
		3	Count	3	54	13	6	72	148
			% within ETHNICCODE	37.5%	51.9%	76.5%	35.3%	44.2%	47.9%
		4	Count	3	14	2	9	83	111
			% within ETHNICCODE	37.5%	13.5%	11.8%	52.9%	50.9%	35.9%
	Total		Count	8	104	17	17	163	309
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 07

GRADE = 08

RdgPerf * ETHNICCODE * GENDER Crosstabulation[a]

GENDER				ETHNICCODE						Total
				AI	AS	BL	HI	MR	WH	
F	RdgPerf	2	Count		0	8	0	3	2	13
			% within ETHNICCODE		.0%	8.8%	.0%	20.0%	1.6%	5.1%
		3	Count		11	78	7	10	85	191
			% within ETHNICCODE		73.3%	85.7%	77.8%	66.7%	66.9%	74.3%
		4	Count		4	5	2	2	40	53
			% within ETHNICCODE		26.7%	5.5%	22.2%	13.3%	31.5%	20.6%
	Total		Count		15	91	9	15	127	257
			% within ETHNICCODE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
M	RdgPerf	1	Count	0	0	1	0	1	0	2
			% within ETHNICCODE	.0%	.0%	1.0%	.0%	4.3%	.0%	.6%
		2	Count	0	2	25	2	2	6	37
			% within ETHNICCODE	.0%	15.4%	24.3%	25.0%	8.7%	3.7%	11.9%
		3	Count	1	9	70	6	16	112	214
			% within ETHNICCODE	100.0%	69.2%	68.0%	75.0%	69.6%	68.7%	68.8%
		4	Count	0	2	7	0	4	45	58
			% within ETHNICCODE	.0%	15.4%	6.8%	.0%	17.4%	27.6%	18.6%
	Total		Count	1	13	103	8	23	163	311
			% within ETHNICCODE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

a. GRADE = 08

4. Progress Toward Middle School Study Goals

The Middle School Study identified six areas for study during the 2008 – 2009 school year: 1) Philosophy and Climate, 2) Curriculum, Instruction, and Assessment, 3) Extended Learning Opportunities, 4) Technology for Learning, 5) Academic Structures and Transitions, and 6) Family and Community Engagement and Communication. The following projects and work groups were established during the current school to address these areas.

Julian – Work Committees

1. Grading Practices – What does research tell us about grading practices, fair assessments, and the power of zero in the grading scale?
2. RTI – Interventions to ensure student success academically and behaviorally. This group is closely aligned to the Achievement Gap and PBIS groups.
3. Advisory Curriculum – Incorporating other committee initiatives into advisory lessons. The advisory committee may work at times with nearly every other committee.
4. Wellness and Green Initiatives – Recycling is one co-curricular activity that began this year.
5. Students as Active Agents – Inclusion of student voices in their own learning. This committee began with enhancing the portfolio conference experience.
6. Reducing the Achievement Gap – Examining research-based interventions for reading and math and creating strong programs that support any student who may be struggling.

7. Data Team – Collect, review, summarize, and present pertinent data to staff. The administrative team makes up this committee.
8. PBIS-Climate – Review and enhance PBIS initiatives.
9. Communication – Review of communication practices both internal and external. Review and propose new communication techniques including opportunities for all-school broadcasts.
10. Differentiation/Multiple Intelligences/Project-based Learning/Interdisciplinary Instruction - Examine ways to promote further implementation of effective instruction in the classroom.

Brooks – Initiatives and Projects

1. Strengthened the interdisciplinary team by putting math back on core and providing for all core teachers to have a common planning time.
2. Expanded the Language Arts block to 80 minutes daily to strengthen literacy skills.
3. Implemented our first school-wide PBIS celebration scheduled for May 25th.
4. Incorporated GTD as a facilitator to each team to develop interdisciplinary units and maximize differentiated opportunities.
5. Coordinated after school programs for identified at-risk students. (Brothers Academy & Power of Partnerships)
6. Increased communication through School Messenger and regular Web Site updates.
7. Started discussion through SIT to examine the role of Advisory to become an everyday experience for students in an RtI capacity. (check-in / check-out)
8. Implemented some co-teaching sections in SPED venues with an intent to further develop this for 2010-2011.
9. Provided opportunities for transitions. More activities for shadowing and sharing information with 5th graders. Worked with HS to strengthen connection and awareness for 8th graders going to the HS.

5. Common Assessments – NWEA Measures of Academic Progress (MAP)

Prior to Spring Break, the District was notified that Pearson PASeries and Benchmark testing systems would be undergoing a merger with a different testing system, Learnia. Following presentations from Pearson and NWEA (Northwest Evaluation Association), it was determined that it might be advantageous to switch from our Pearson testing systems to the NWEA Measures of Academic Progress (MAP) for the next school year.

MAP is used widely in neighboring school districts and has been adopted by the districts in Lake County and many districts in DuPage County. The testing format of the MAP is referred to as an adaptive structure, where students are given individual questions based on their previous responses. The more questions are asked, the better the system zeroes in

on the student's true learning level. Because of this adaptive system, all tests are given on the computer, providing immediate score feedback to students.

The MAP testing package includes assessments for grades K-12 in reading, language arts, and math. Science is also available for an extra fee. Each test takes from 45 – 60 minutes and may be resumed later. Tests are typically given three times each year, just like we currently do with the PASeries. This enables the District to use the results as part of our RTI benchmarking system for all students.

Following discussions with the principals, Education Council, the elementary reading committee, the RTI committee, the middle school math department, and the middle school language arts department, it has been strongly suggested that we begin the MAP in 2nd grade, perhaps part way through the year, and continue through 8th grade. This would give us a consistent, easy to use data system that shows student progress for individual students. It would also eliminate the need for paper-based testing (along with the costs), and give the District a true common assessment system for the middle schools.

We are currently getting pricing information from NWEA and anticipate that the cost of the new system would be very comparable to the Pearson system. Training will need to be held in the fall for teachers in reading and math in grades 2-8, so we are hoping to make this part of the technology training program. Once we have more information about pricing, we will bring this back to the Board, hopefully by May 25. Our goal is to provide a better assessment system with progress-monitoring tools for teachers and parents and at a cost comparable to what we are currently spending.

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