



Board of Education - Special Joint Meeting - Districts 106, 109, 112 & 113

Wednesday, April 27, 2022 7:00 PM

**Northwood Middle School
945 North Ave.
Highland Park, IL 60035**

Agenda

***LIVE STREAMING - To watch the live stream or the recorded Board Meeting, please visit
<https://vimeo.com/user133899354>***

1. Call to Order/Roll Call (7:00 pm)
2. Approval of Agenda
3. Selection of President Pro Tem for Joint Meeting
4. Review Project 440 Intergovernmental Agreement from September 2019
5. ECRA Presentation - Math Data
6. Discussion of Future Project 440 Collaboration Opportunities
7. Public Comments
8. Adjournment

**INTERGOVERNMENTAL COOPERATION AGREEMENT
BY AND BETWEEN:**

THE BOARD OF EDUCATION OF BANNOCKBURN SCHOOL DISTRICT NO. 106,

**THE BOARD OF EDUCATION OF DEERFIELD PUBLIC SCHOOLS DISTRICT NO.
109,**

THE BOARD OF EDUCATION OF NORTH SHORE SCHOOL DISTRICT NO. 112,

AND

THE BOARD OF EDUCATION OF TOWNSHIP HIGH SCHOOL DISTRICT NO. 113

THIS INTERGOVERNMENTAL COOPERATION AGREEMENT is entered by and between the **BOARD OF EDUCATION OF BANNOCKBURN SCHOOL DISTRICT NO. 106** (“District 106”), the **BOARD OF EDUCATION OF DEERFIELD PUBLIC SCHOOLS DISTRICT NO. 109** (“District 109”), the **BOARD OF EDUCATION OF NORTH SHORE SCHOOL DISTRICT NO. 112, LAKE COUNTY, ILLINOIS** (“District 112”), and the **BOARD OF EDUCATION OF TOWNSHIP HIGH SCHOOL DISTRICT NO. 113** (“District 113”) (collectively, the “Parties”).

WITNESSETH:

WHEREAS, District 106, District 109, and District 112 (collectively, the “Sender Districts”) are all Illinois public elementary school districts that serve students in pre-kindergarten through eighth grade and whose students may enroll into District 113; and

WHEREAS, District 113 is an Illinois public high school district; and

WHEREAS, upon graduation from eighth grade, most students in the Sender Districts enroll at District 113 as the high school district of residence; and

WHEREAS, the Parties desire to cooperate to coordinate curriculum and ensure the successful transition of students from the Sender Districts into District 113 as provided for in the *School Code*; and

WHEREAS, the Parties desire to communicate and share data, as permitted by law, to improve teaching and curriculum; and

WHEREAS, upon a request from District 113, the Sender Districts are obligated to provide a copy of such enrolling students’ records to District 113, in accordance with Section 6(a)(3) of the *Illinois School Student Records Act*, 105 ILCS 10/6(a)(3) (“ISSRA”) upon prior written notice to the parents/guardians; and

WHEREAS, the Parties desire Sender Districts to streamline and coordinate the process of transferring the records of students who attend the Sender Districts and then enroll in District 113, thereby preserving the integrity of the records and improving the transition process into District 113; and

WHEREAS, the Parties are authorized to enter into this Intergovernmental Cooperation Agreement pursuant to Article VII, Section 10 of the Illinois Constitution and the *Intergovernmental Cooperation Act*, 5 ILCS 220/1 *et seq.*

NOW, THEREFORE, in consideration of the terms and conditions contained in this Intergovernmental Agreement and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereto agree as follows:

1. **Incorporation of Recitals.** The recitals set forth above are incorporated into this Paragraph as though set forth here in their entirety.

2. **440 Committee.** The Parties shall establish a committee, comprised of up to four (4) representatives selected by the Superintendent of each district, to discuss curriculum, data sharing, the transfer of student records, opportunities for collaboration, issues that arise in the transition of students from the Sender Districts to District 113, and any other appropriate topic related to the transition of students into District 113. Said committee shall be designated the “440 Committee”. The 440 Committee shall meet on at least a biannual basis. Additional meetings of the 440 Committee may be called by unanimous consent of the superintendents of each of the Parties.

3. **Collaboration.** The Parties direct their respective administrators to collaborate and share information, where appropriate, in the areas of curriculum, instruction, and assessment. Further, the Parties shall endeavor to find a systems approach for educating students and pursue economies of scale wherever they can be found.

4. **Data Sharing.** The Parties may share aggregate data about student performance (as deemed appropriate by each party) with the other Parties to assist them in analyzing student performance and opportunities for improvement in teaching or curriculum. Provided, however, that the Parties will not share data that identifies individual students, except as permitted by law.

5. **Transfer of Records.** The Parties shall provide for the transfer of copies of the student records, including each student’s permanent and temporary files, as defined by Sections 2(e) and (f) of ISSRA (105 ILCS 10/2(e) and (f)), of each student of the Sender Districts (“Records”) who intends to enroll in District 113, in accordance with all applicable laws, rules, and regulations. The Parties shall work cooperatively to establish procedures and timelines for the transfer of the Records.

6. **Compliance with Laws.** The Parties will comply with all applicable laws and regulations concerning the performance of their obligations under this Agreement, including, but not limited to, ISSRA, the *Family Educational Rights and Privacy Act of 1974*, 20 U.S.C. § 1232g, and the *Mental Health and Developmental Disabilities Confidentiality Act*, 740 ILCS 110/1 *et seq.*, as may be amended from time to time.

7. **Changes in Law.** In the event of any subsequent amendments to laws or regulations that affect the Parties' obligations under this Agreement, the Parties shall meet and confer about any necessary revisions to this Agreement. Nothing contained herein shall require any party to violate any subsequently amended law or regulation.

8. **Term and Termination.** This Agreement may be unilaterally terminated by any party for convenience, upon at least thirty (30) days' written notice to the other Parties.

Signature page follows

IN WITNESS WHEREOF, the Parties have entered into this Intergovernmental Cooperation Agreement, by their authorized representatives as of the dates indicated below.

**BOARD OF EDUCATION OF
BANNOCKBURN SCHOOL DISTRICT
NO. 106**

By: [Signature]
Its: President
Date: 9/9/19

ATTEST:
By: [Signature]
Its: VP
Date: 9/9/19

**BOARD OF EDUCATION OF
DEERFIELD PUBLIC SCHOOLS
DISTRICT NO. 109**

By: [Signature]
Its: President
Date: 9/9/19

ATTEST:
By: [Signature]
Its: Secretary
Date: 9/9/19

**BOARD OF EDUCATION OF
NORTH SHORE SCHOOL DISTRICT
NO. 112**

By: [Signature]
Its: President
Date: 9-9-2019

ATTEST:
By: [Signature]
Its: Secretary
Date: 9-9-19

**BOARD OF EDUCATION OF TOWNSHIP
HIGH SCHOOL DISTRICT NO. 113**

By: [Signature]
Its: President
Date: 9-9-19

ATTEST:
By: [Signature]
Its: Secretary
Date: 9-9-19



Joint Board of Education Meeting

April 27, 2022



Welcome

Purpose of Project 440 Consortium
- Dr. Michael Lubelfeld



- Dr. John Gatta



Project 440 Research Priorities

- Academic Proficiency
- Academic Growth
- Academic Access to Advanced Programming
- Participation in Co-/Extra-Curricular Activities



Tonight's Focus: State of the Consortium

- Academic Proficiency in Mathematics
- Academic Growth in Mathematics
- Academic Access to Advanced Math Programming



Executive Summary of Findings

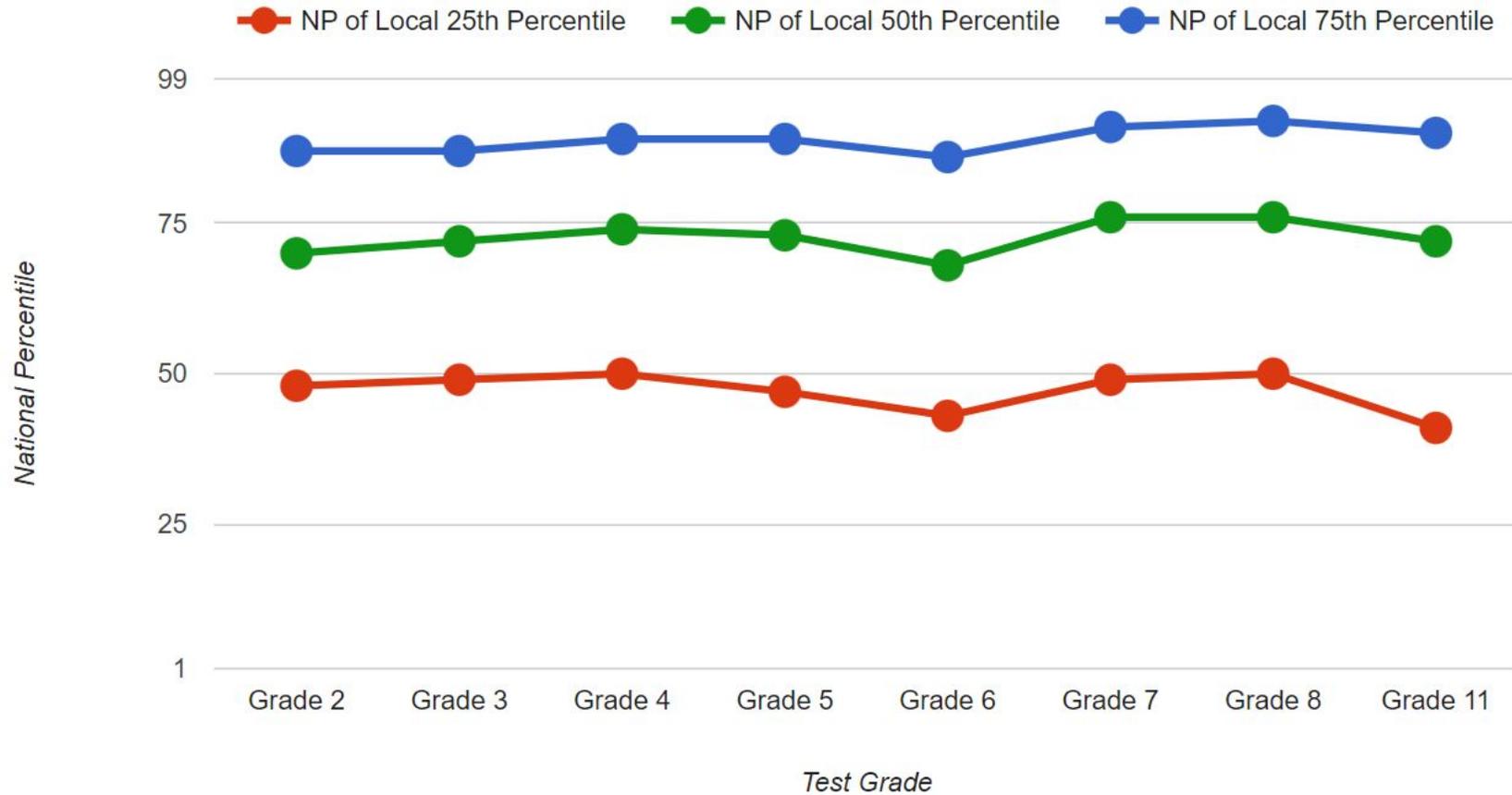
- Students significantly outperform the nation in mathematics proficiency.
- Math growth rates are influenced by math course sequences.
- Highest level math course achieved in high school is predominantly determined by 8th grade math pathway.
- Student groups are not proportionately represented in calculus math courses.

Academic Proficiency



Project 440 Consortium Local vs. National Performance

Spring 2021 MAP & SAT Math - Grade 2 to 11



Test Grade	NP of Local 25th Percentile	NP of Local 50th Percentile	NP of Local 75th Percentile	Student Count
All Selected	47	73	89	5,842

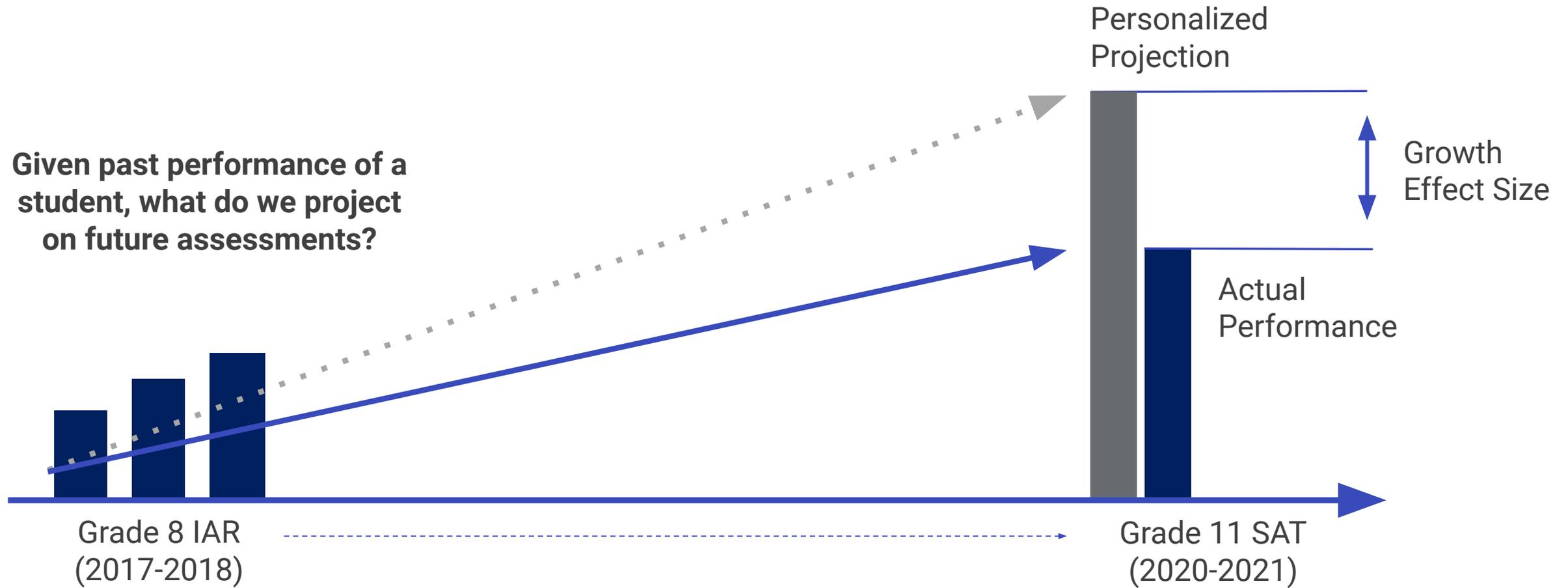


Academic Growth



A Projection Vs. Actual Framework

Given past performance of a student, what do we project on future assessments?



How to Interpret Growth

Statistical Test	Aggregate Growth Threshold	Growth Inference	
Not Significant	Any	Expected	
Significant*	Growth is +0.30 or above	Higher than Expected	
	Growth from -0.29 to + 0.29	Expected	
	Growth from -0.30 to -0.59	Lower than Expected	
	Growth is -0.60 or below	Unsatisfactory	

Academic Growth by Math Pathway

Grade 8 (2017-2018) to Grade 11 (2020-2021)

Grade 8 Pathway	Student Count	Actual SAT	Projected SAT	Actual SAT NP	Projected SAT NP	% Met SAT Benchmark*	% Projected to Meet SAT Benchmark*	Growth Effect Size
Pre-Algebra	329	495	543	46	65	36%	57%	- 0.66 
Algebra	263	626	642	87	89	92%	90%	- 0.28 
Geometry	93	723	691	97	94	100%	98%	+ 0.51 

*College Board benchmark (530).

 Higher than Expected Growth Growth is +0.30 or above	 Expected Growth Growth from -0.29 to +0.29	 Lower than Expected Growth Growth from -0.30 to -0.59	 Unsatisfactory Growth Growth is -0.60 or below
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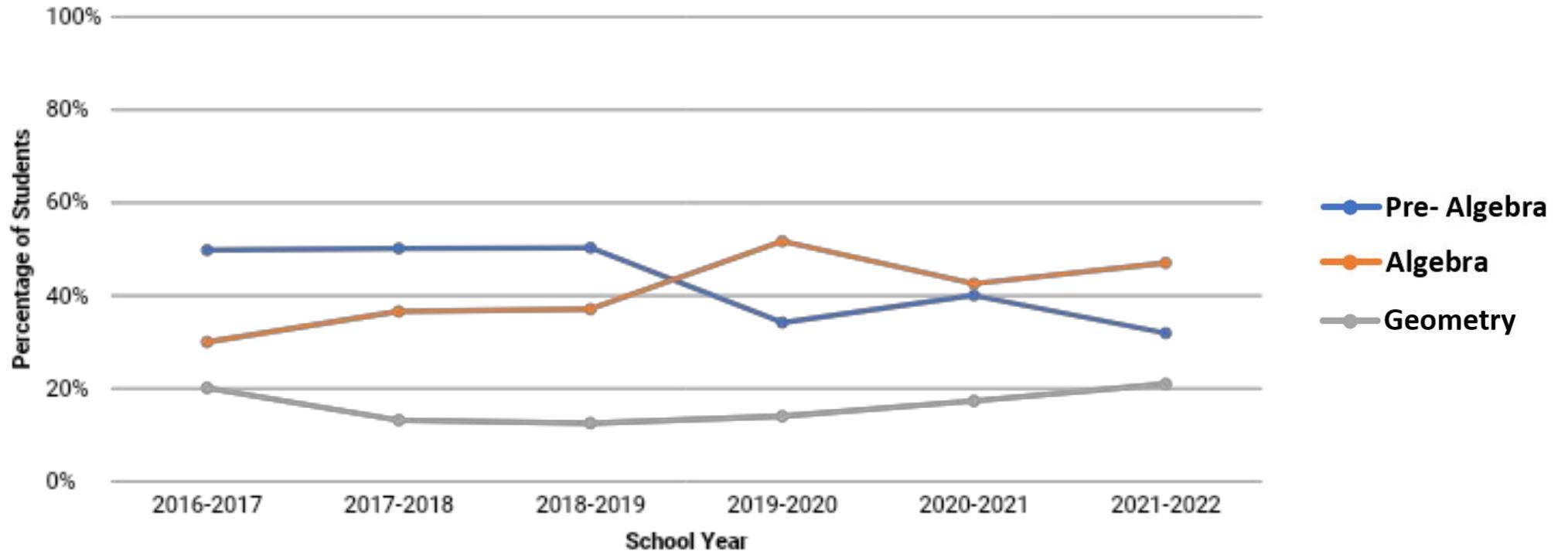


Math Pathways



8th Grade Math Course Enrollment Trends

Project 440 Consortium 2016-2017 to 2021-2022



	School Year					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Pre-Algebra	408 (50%)	414 (50%)	392 (50%)	258 (34%)	305 (40%)	239 (32%)
Algebra	246 (30%)	302 (37%)	289 (37%)	390 (52%)	324 (43%)	352 (47%)
Geometry	165 (20%)	109 (13%)	98 (13%)	106 (14%)	132 (17%)	157 (21%)

Percentages may not add up to 100 due to rounding.



Graduating 12th Grade Class of 2020-2021

Matched Cohort from 8th grade 2016-2017 (n=735)

District	School	Total Matched Student Count
D106 Bannockburn	Bannockburn	16 (5%)
D109 Deerfield	Shepard	171 (48%)
D109 Deerfield	Caruso	166 (47%)
D113 Township	Deerfield High School	354

District	School	Total Matched Student Count
D112 North Shore	Edgewood	150 (39%)
D112 North Shore	Northwood	131 (34%)
D112 North Shore	Elm Place*	101 (26%)
D113 Township	Highland Park High School	381

*Elm Place is no longer an active school, as of 2017-2018.
Percentages may not add up to 100 due to rounding.



Graduating 12th Grade Class of 2020-2021 Matched Cohort

8th Grade Math Course to 9th Grade Math Course Progression

**8th Grade
Math Course
N= 735**

Pre-Algebra
N = 294

Algebra
N = 285

Geometry
N = 156

**9th Grade
Math Course
N= 735**

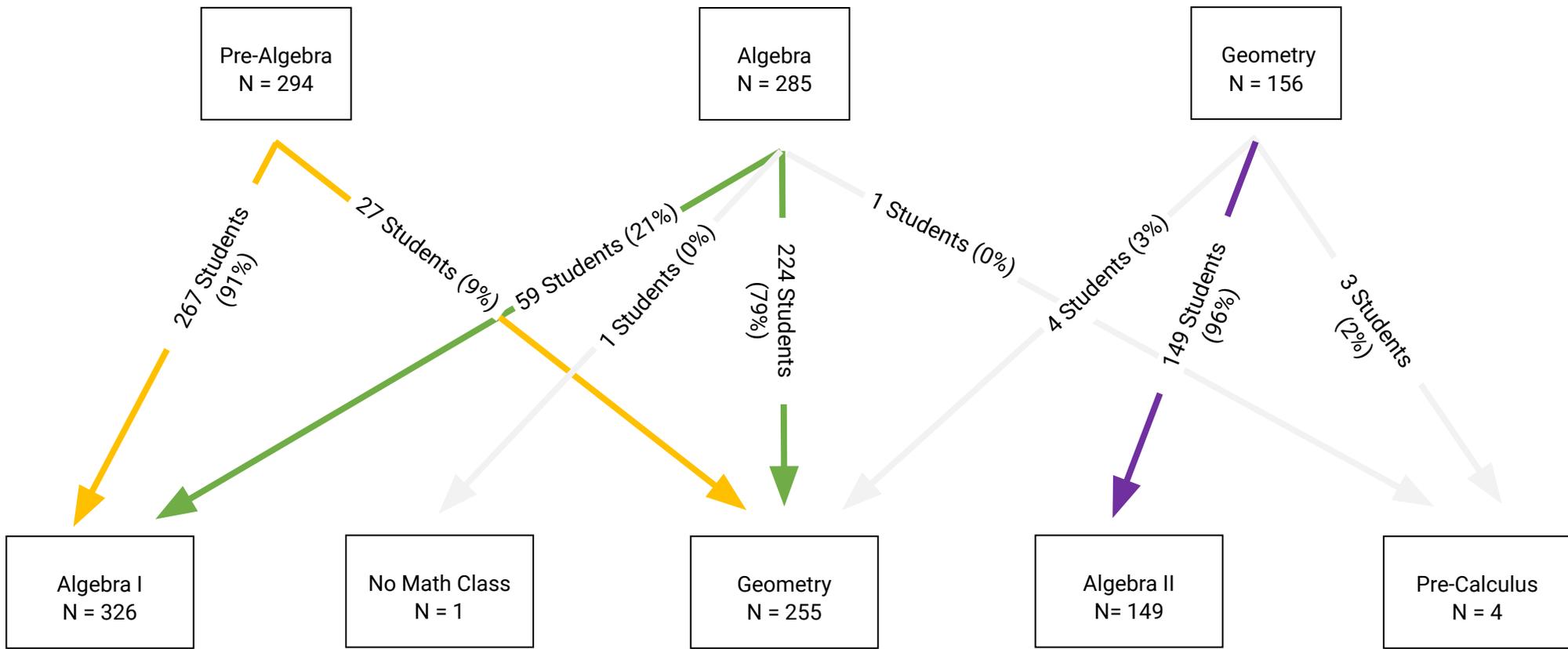
Algebra I
N = 326

No Math Class
N = 1

Geometry
N = 255

Algebra II
N= 149

Pre-Calculus
N = 4

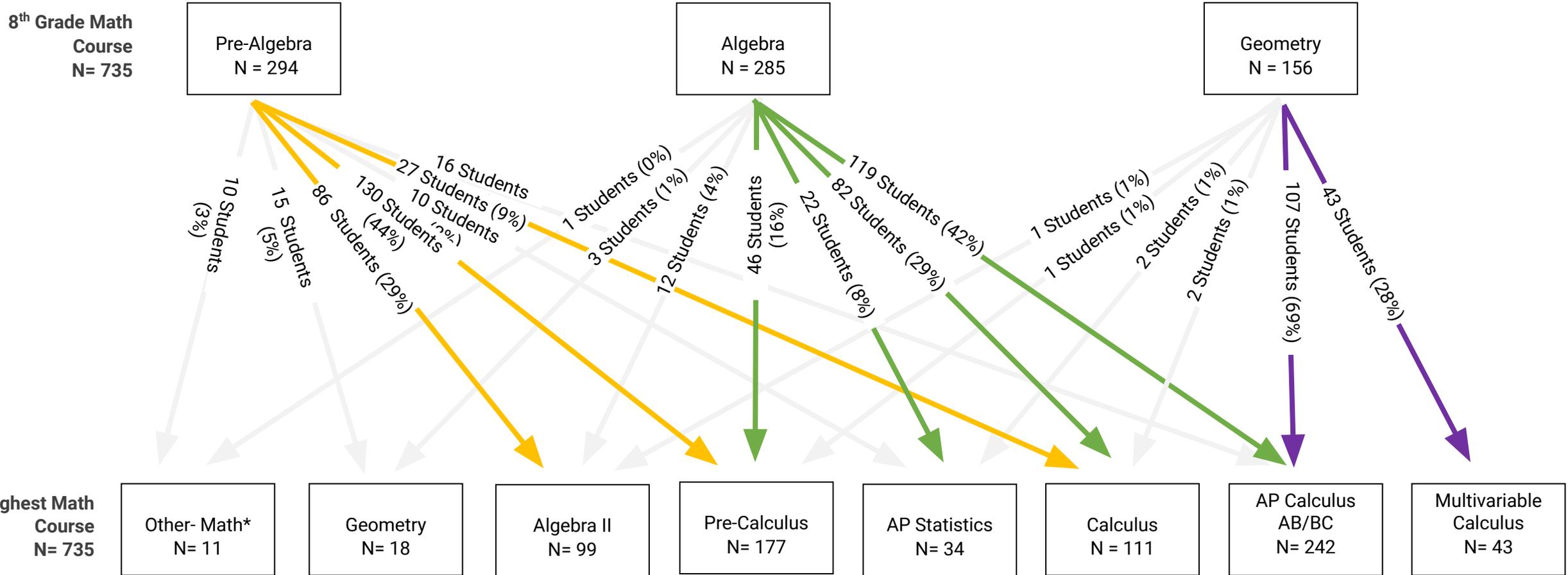


- Major course progressions from 8th grade Pre-Algebra.
- Major course progressions from 8th grade Algebra.
- Major course progressions from 8th grade Geometry.



Graduating 12th Grade Class of 2020-2021 Matched Cohort

8th Grade Math Course to Highest High School Math Course



- Major course progressions from 8th grade Pre-Algebra.
- Major course progressions from 8th grade Algebra.
- Major course progressions from 8th grade Geometry.



*Classes with fewer than 10 students were grouped into "Other- Math"

Graduating 12th Grade Class of 2020-2021 Matched Cohort

Students Enrolled in a College Level Calculus Course

Overall, 285 students (39%) in the matched cohort enrolled in a college level calculus course.

- 242 students (33%) enrolled in AP Calculus AB/BC.
- 43 students (6%) enrolled in Multivariable Calculus.

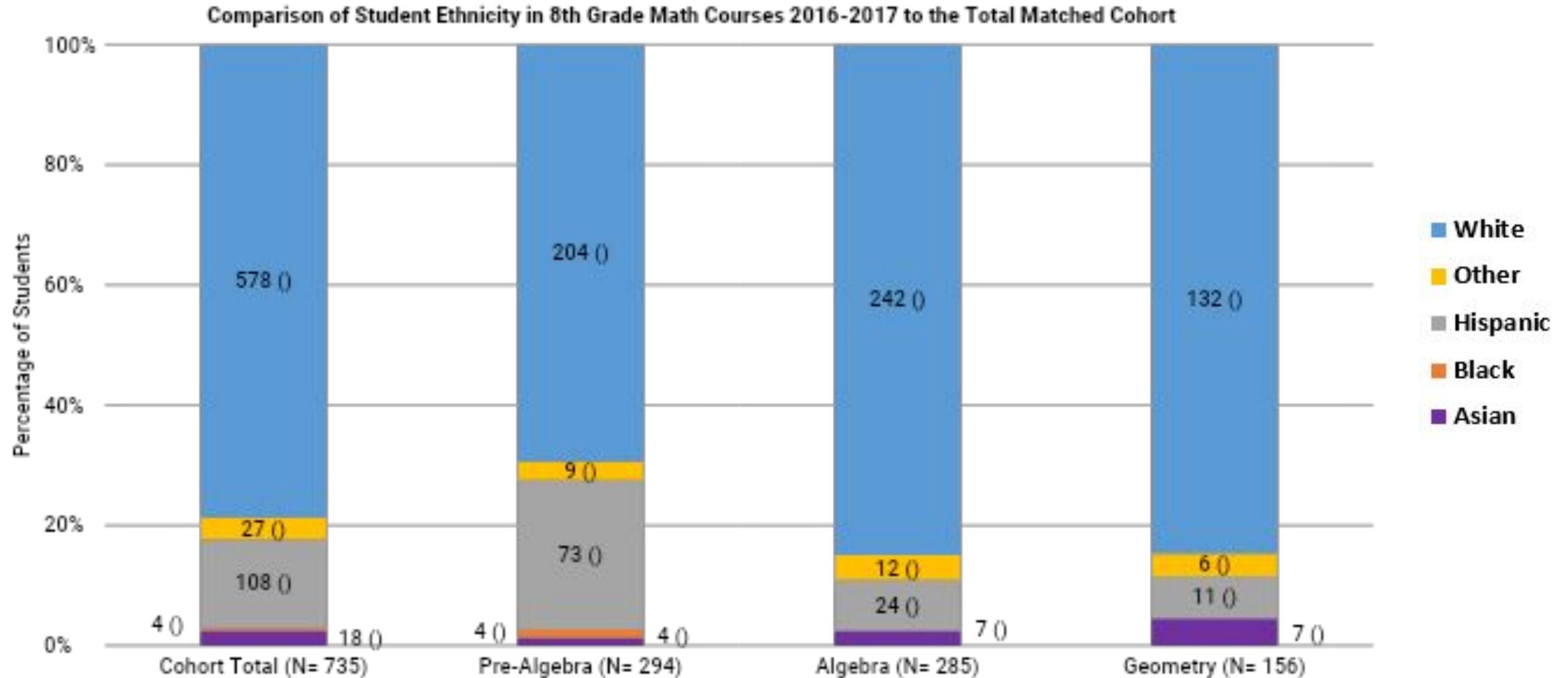


Student Groups



Graduating 12th Grade Class of 2020-2021 Matched Cohort

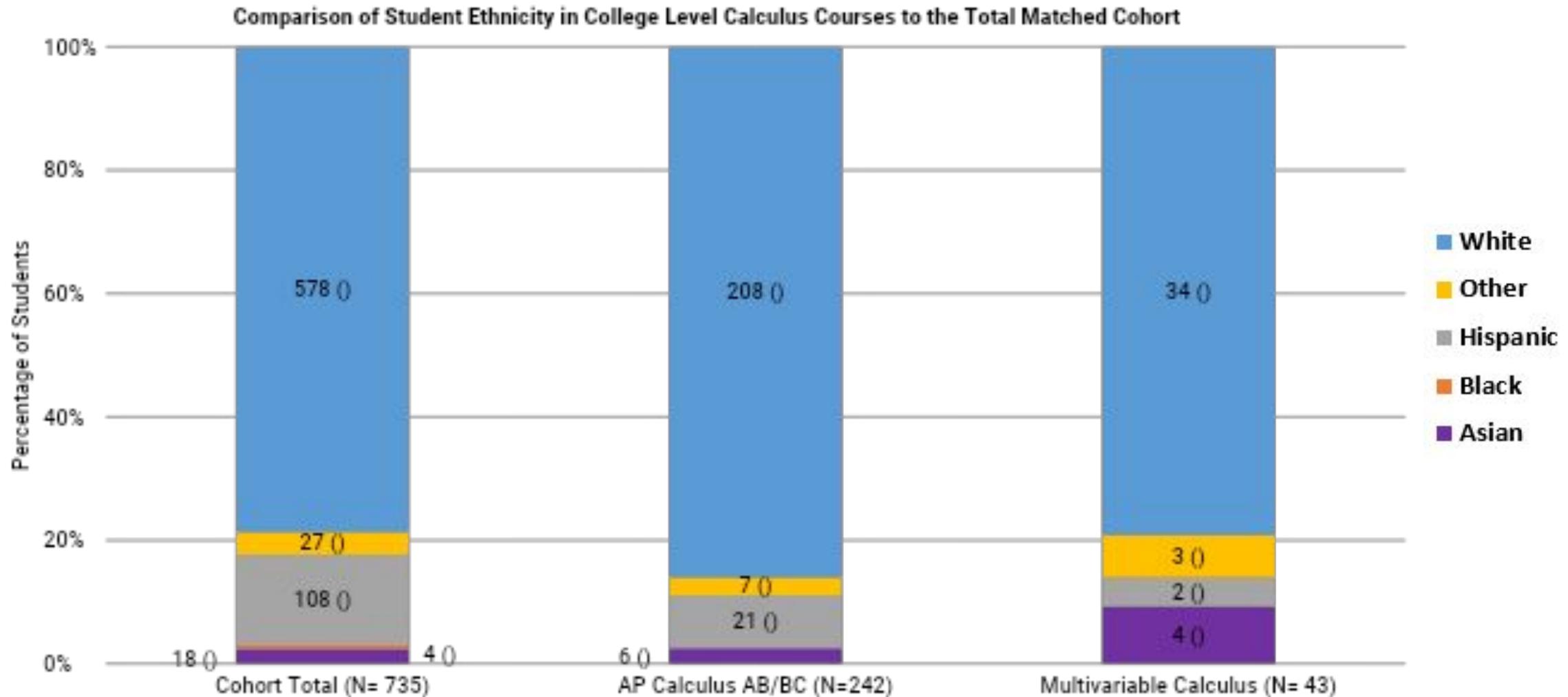
8th Grade Math Courses by Student Ethnicity



The 2020-2021 ISBE student roster was used to identify student demographics.

Graduating 12th Grade Class of 2020-2021 Matched Cohort

College Level Calculus Courses by Student Ethnicity

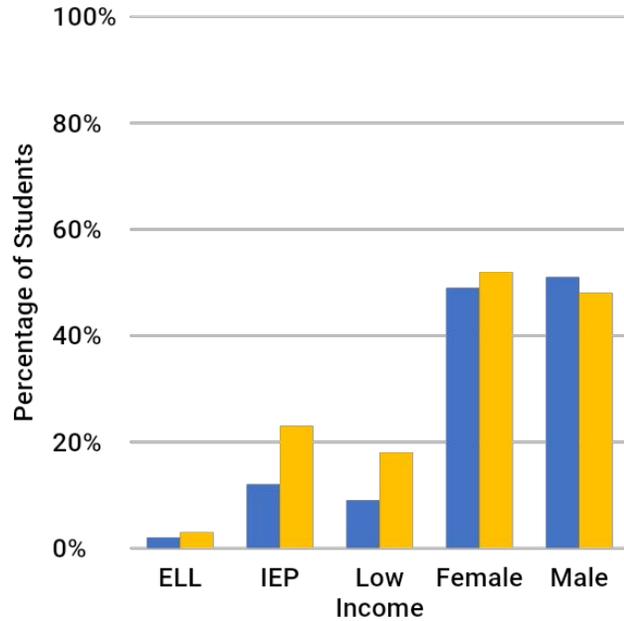


The 2020-2021 ISBE student roster was used to identify student demographics.

Graduating 12th Grade Class of 2020-2021 Matched Cohort

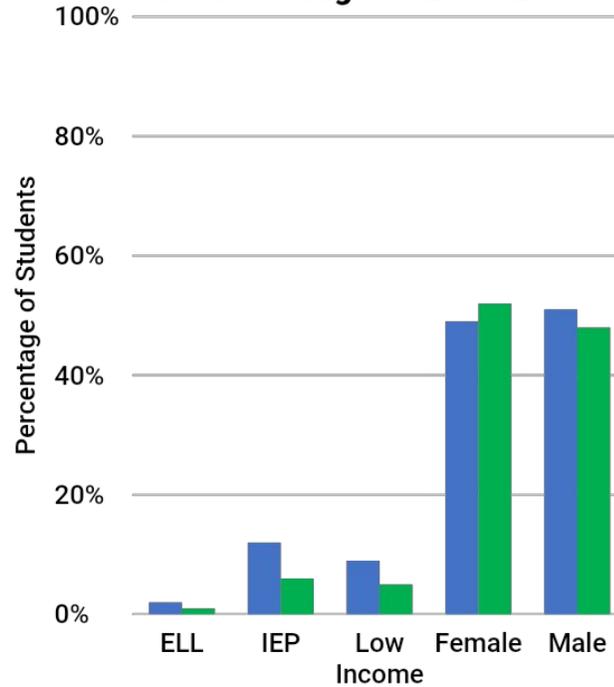
8th Grade Math Courses by Student Groups

8th Grade Pre-Algebra 2016-2017



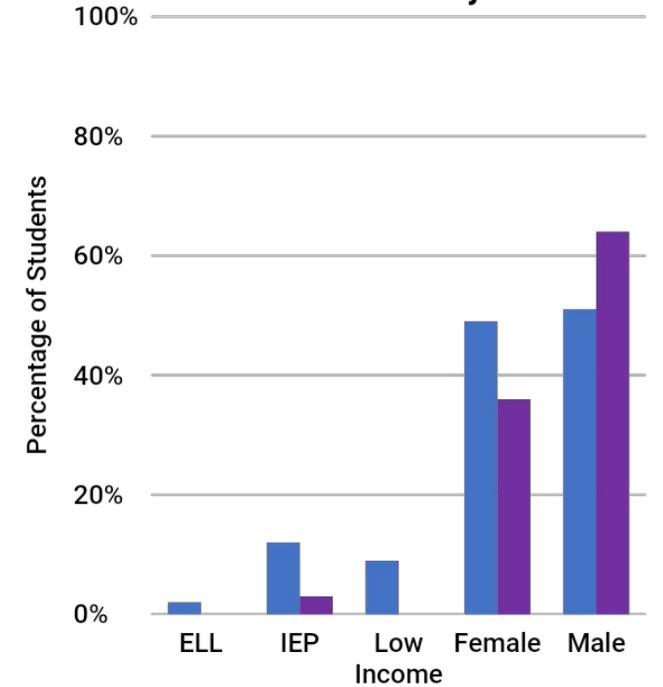
	ELL	IEP	Low Income	Female	Male
Cohort Total (N= 735)	14 (2%)	89 (12%)	68 (9%)	358 (49%)	377 (51%)
Pre-Algebra (N= 294)	10 (3%)	69 (23%)	53 (18%)	153 (52%)	141 (48%)

8th Grade Algebra 2016-2017



	ELL	IEP	Low Income	Female	Male
Cohort Total (N= 735)	14 (2%)	89 (12%)	68 (9%)	358 (49%)	377 (51%)
Algebra (N= 285)	4 (1%)	16 (6%)	15 (5%)	149 (52%)	136 (48%)

8th Grade Geometry 2016-2017

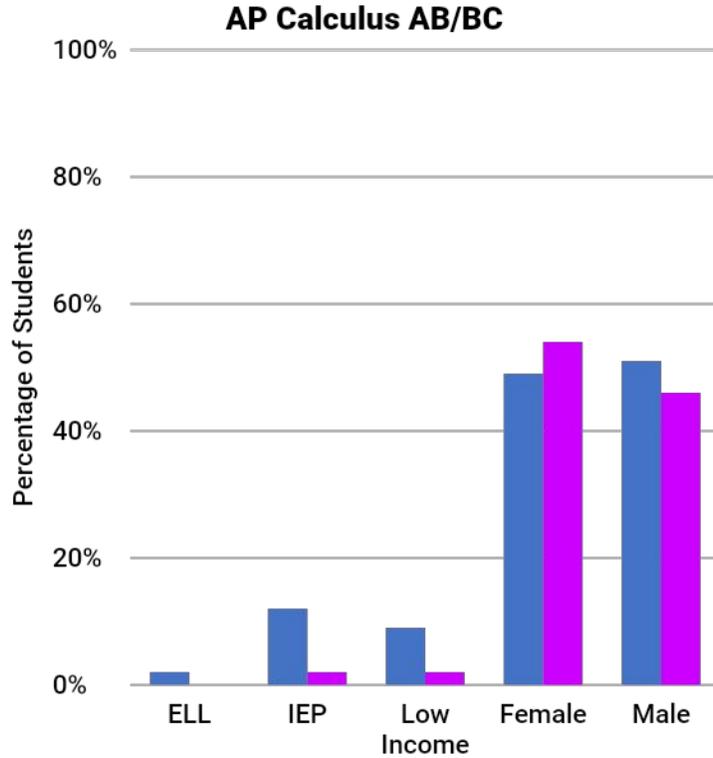


	ELL	IEP	Low Income	Female	Male
Cohort Total (N= 735)	14 (2%)	89 (12%)	68 (9%)	358 (49%)	377 (51%)
Geometry (N= 156)	0%	4 (3%)	0%	56 (36%)	100 (64%)



Graduating 12th Grade Class of 2020-2021 Matched Cohort

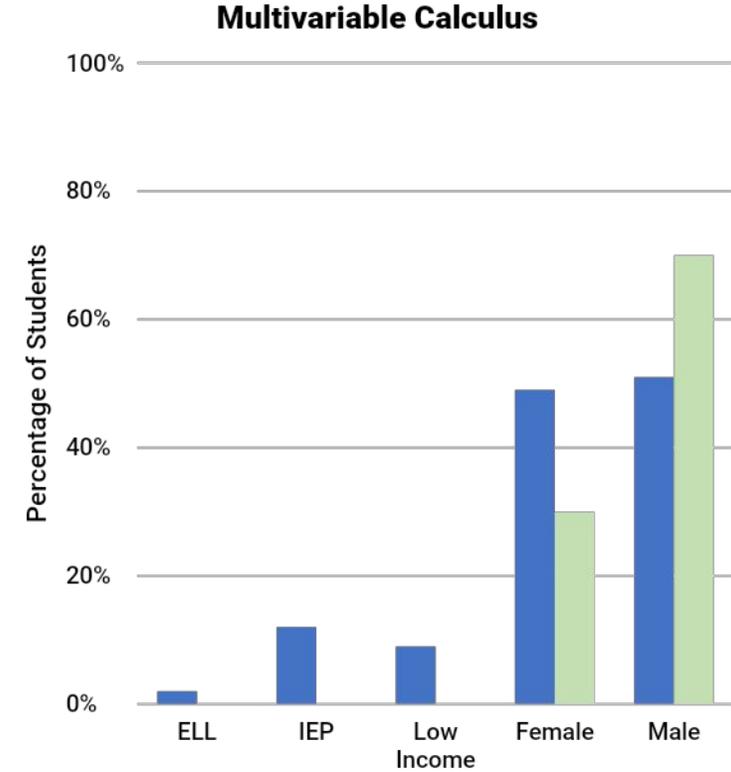
College Level Calculus Courses by Student Groups



ELL	IEP	Low Income	Female	Male
14 (2%)	89 (12%)	68 (9%)	358 (49%)	377 (51%)
0%	4 (2%)	5 (2%)	130 (54%)	112 (46%)

■ Cohort Total (N= 735)

■ AP Calculus AB/BC (N= 242)



ELL	IEP	Low Income	Female	Male
14 (2%)	89 (12%)	68 (9%)	358 (49%)	377 (51%)
0%	0%	0%	13 (30%)	30 (70%)

■ Cohort Total (N= 735)

■ Multivariable Calculus (N= 43)



Summary Findings

- More 8th grade students are enrolled in Algebra or Geometry this year compared to prior years.
- The majority of 8th grade students follow the typical course progression into 9th grade. However, 21% of students that took Algebra in 8th grade repeat Algebra I in 9th grade.
- Overall, 39% of the matched cohort enrolled in a college level Calculus course by 12th grade.
- Highest level high school math course based on 8th grade math course:
 - Of 8th graders who took Pre-Algebra, 5% enrolled in AP Calculus by 12th grade.
 - Of 8th graders who took Algebra, 42% enrolled in AP Calculus by 12th grade.
 - Of 8th graders who took Geometry, 28% enrolled in Multivariable Calculus by 12th grade.
- Very few students designated as IEP or low income and no students designated as ELL enrolled in a college level Calculus course.

Questions

