

# **Elmhurst District 205 Achievement Summary Report 2016-2017**

**Mariann Lemke**

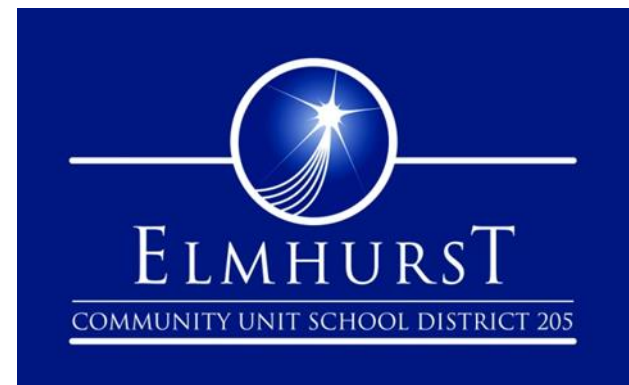
Director of Research and Program Analysis

**Dr. Mary Henderson**

Assistant Superintendent of Learning and Leadership  
Development

**Nikki Tammaru**

Director of Literacy



# Agenda

- Review of KPIs
- Implications for Instruction

# Key Performance Indicators (KPIs)

- Achievement HS (SAT Composite)
  - Students on Track for College and Career Readiness – HS
  - Achievement Gap
- Seniors with Post-Secondary Experience
- AP Participation Rate
- Graduation Rate
- 3<sup>rd</sup> Grade – Reading at Grade Level
- Achievement Elem/Middle (PARCC & MAP)
  - Students on Track for College and Career Readiness
  - Achievement Gap
- ELL Achievement
- NWEA MAP Average Growth

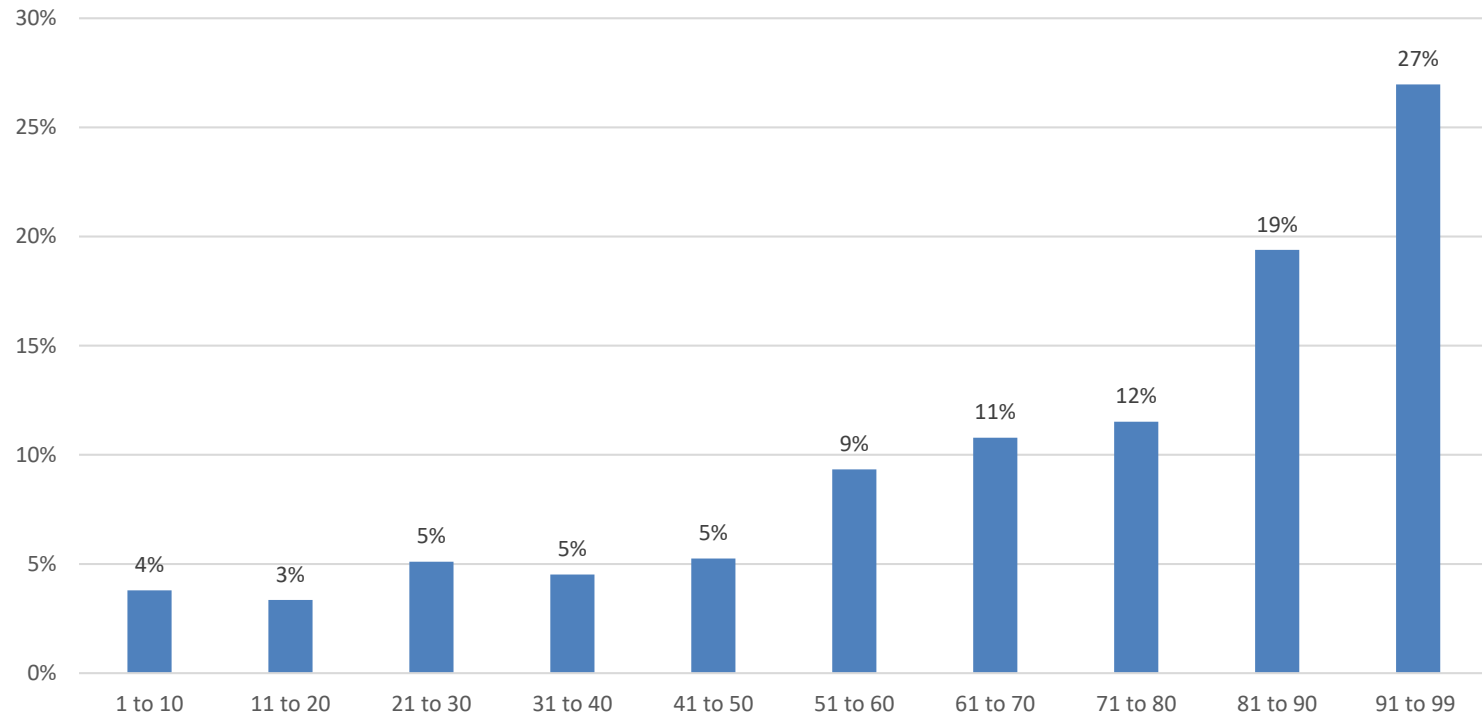
# SAT Scores

Average total score for Grade 11 students

- Total score: 1162
- Math: 580
- Evidence-based reading and writing: 582

# SAT Total Score

## Distribution of SAT National Percentiles



# College and Career Readiness-HS

College Board Benchmarks for college and career readiness are 480 (EBR) and 530 (Math).

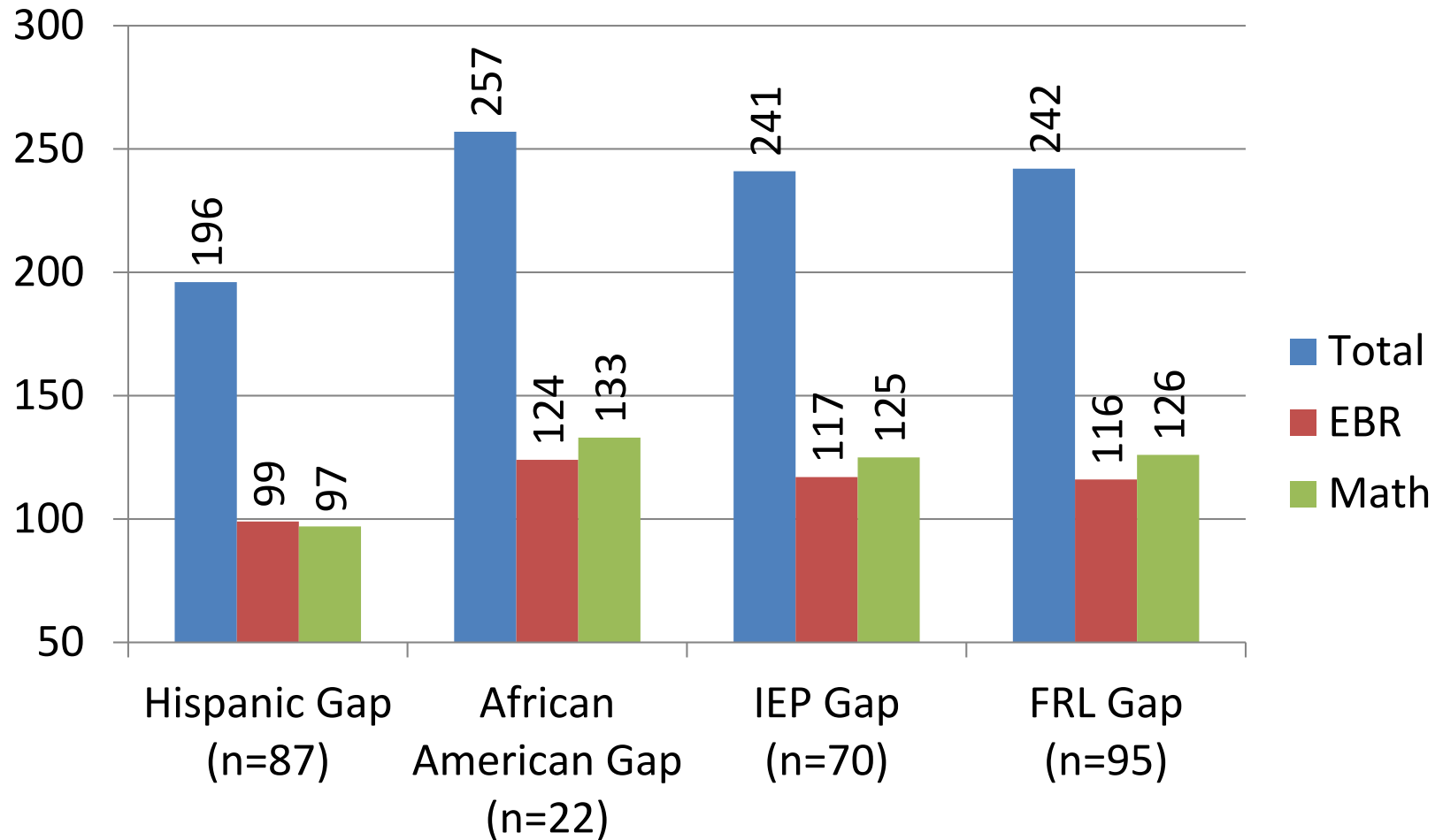
- 85% of students meet the EBR benchmark
- 68% of students meet the math benchmark

Previous district ACT benchmark was 23

- 56% of students meet this benchmark using ACT-SAT concordance information\*

# Achievement Gap

**SAT Achievement Gap**



# Post-Secondary Experience

The percent of seniors that have had at least one post-secondary experience in high school.

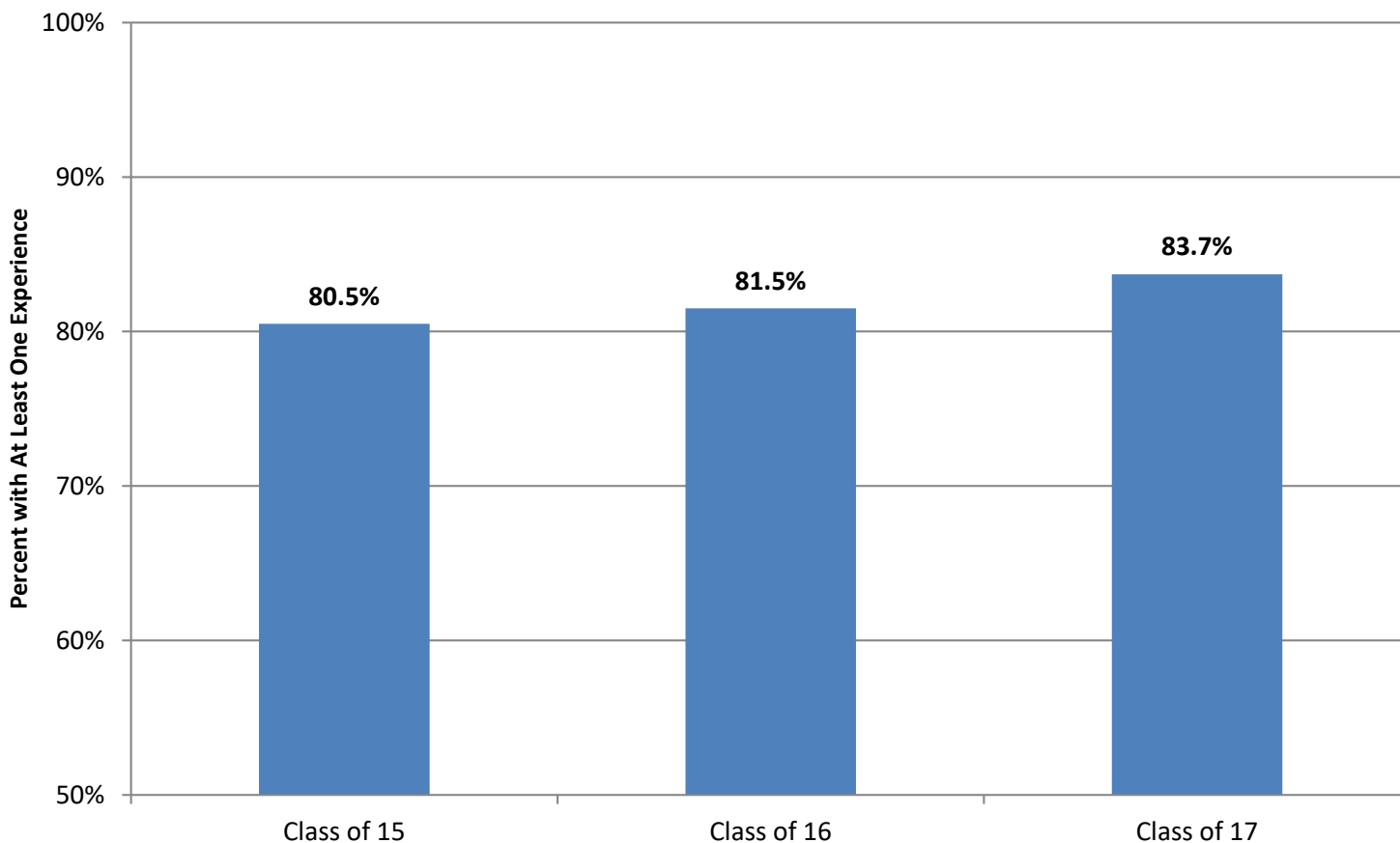
Examples:

- AP Courses
- ACP Courses
- Dual Credit Courses
- Courses with Industry Certification



# Post-Secondary Experience

## Seniors with at Least One Post-Secondary Experience



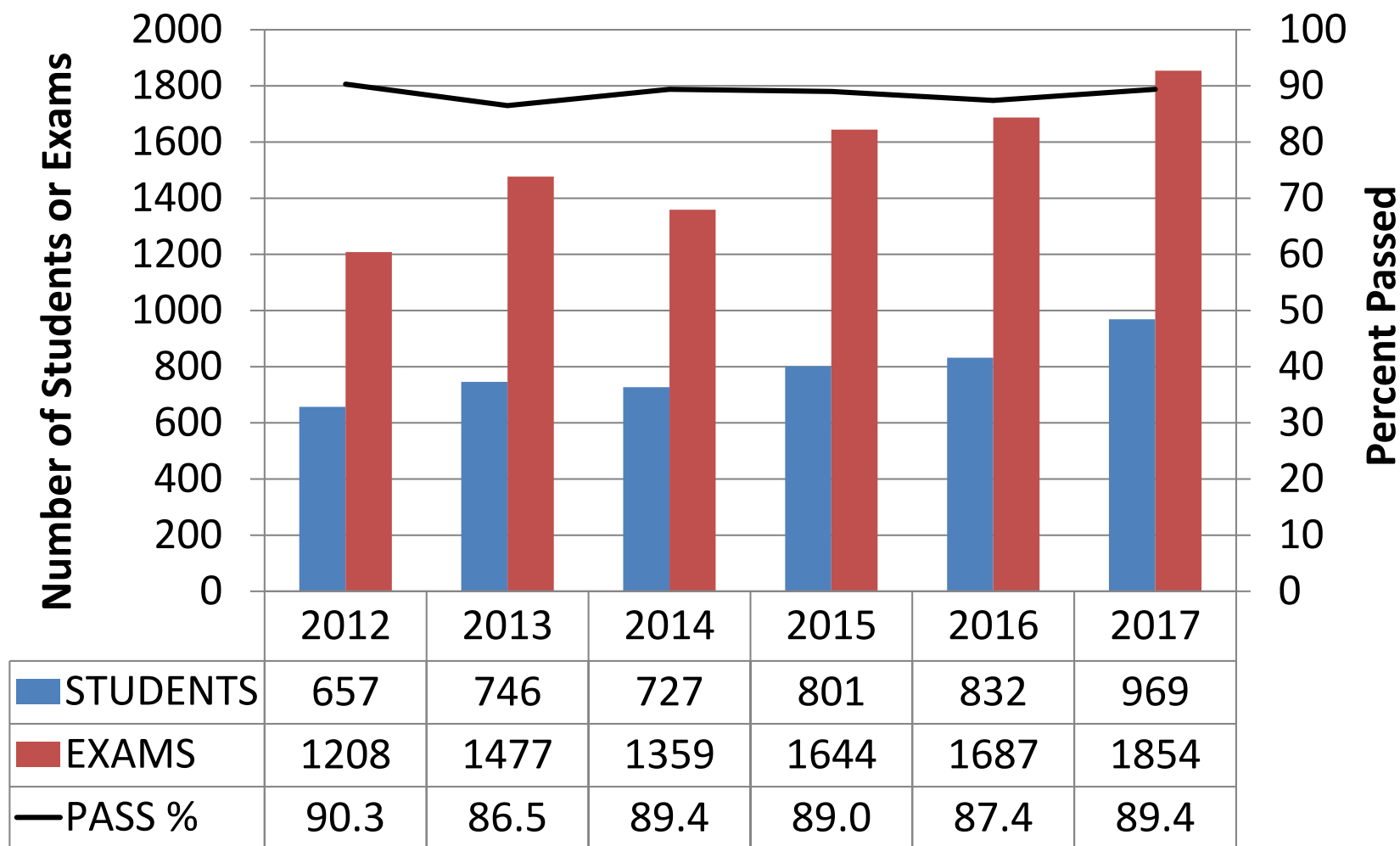
# AP Participation

The percent of eligible students participating in at least one AP course.

2013-2014:	37.5%
2014-2015:	41.6%
2015-2016:	42.1%
2016-2017:	35.4%

# AP Participation

## Six Year AP History



# Graduation Rate

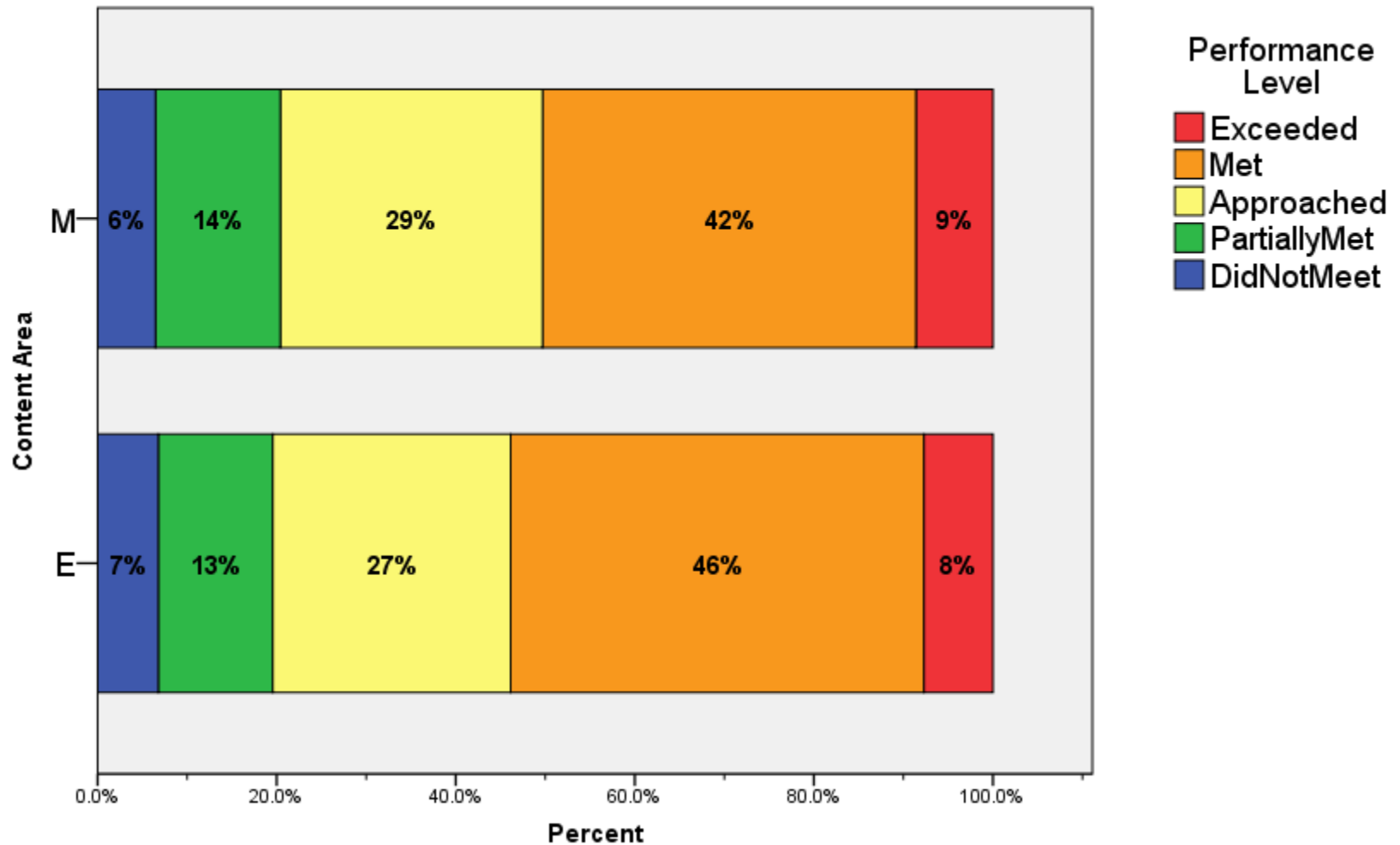
The Four Year Cohort Graduation Rate as defined by ISBE.

2014-2015: 94.4%

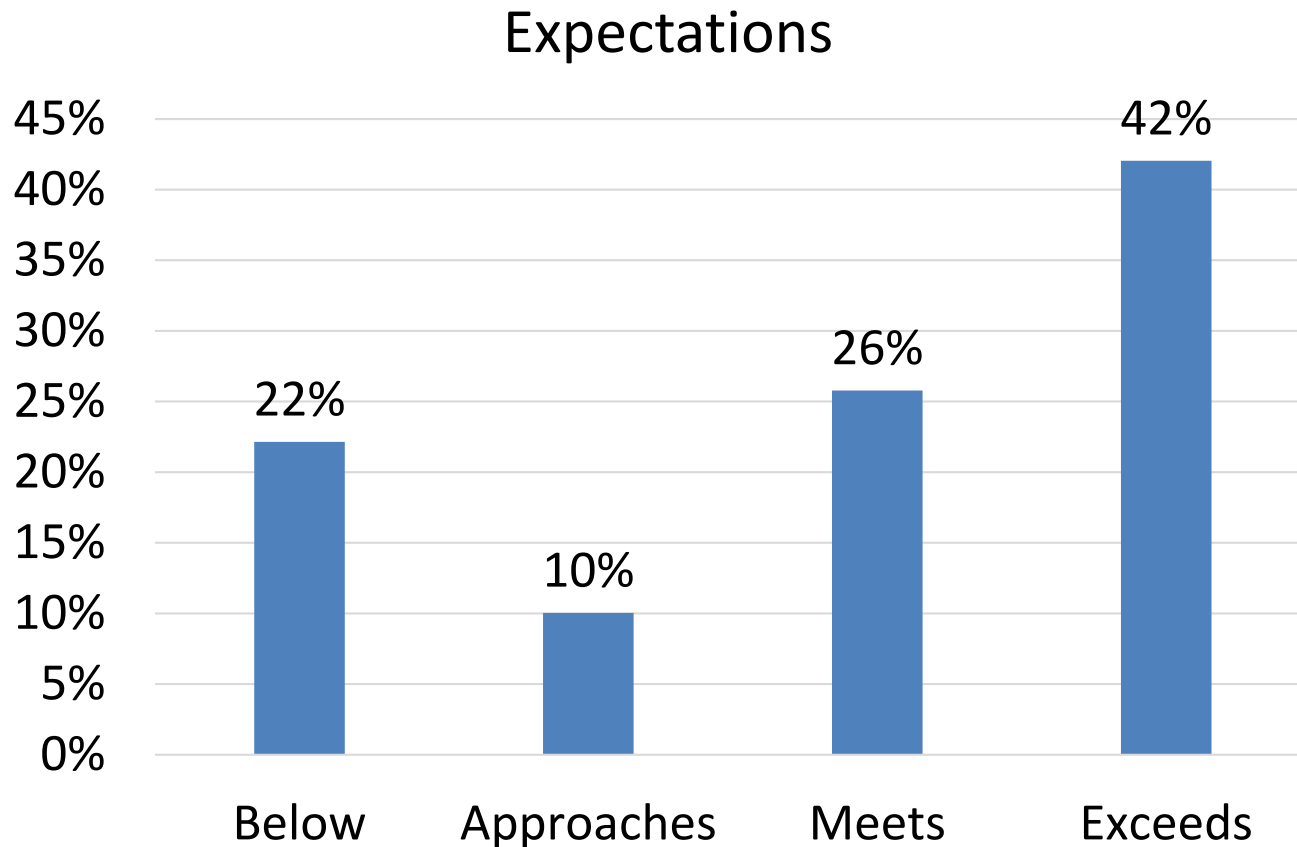
2015-2016: 94.1%

2016-2017: 95.0%

# PARCC Achievement



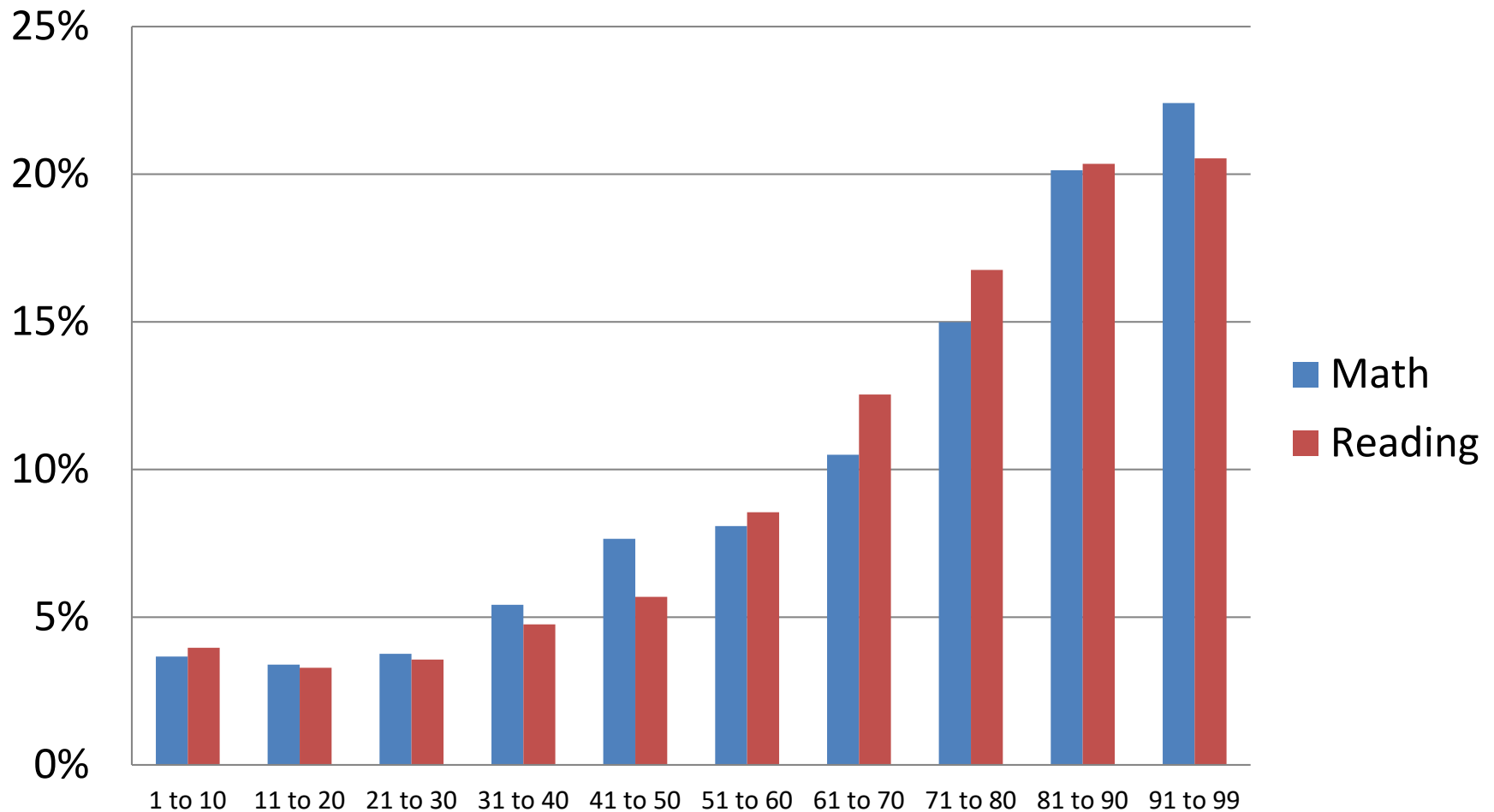
# 3<sup>rd</sup> Grade – Reading on Grade Level



Based on Fountas & Pinnell Fall 2017 Grade 4 students beginning of year  
PARCC Grade 3 data from 2017 shows 54% of 3<sup>rd</sup> graders met or exceeded standards in ELA

# NWEA MAP Achievement

## Distribution of MAP Percentiles



# Achievement Gap

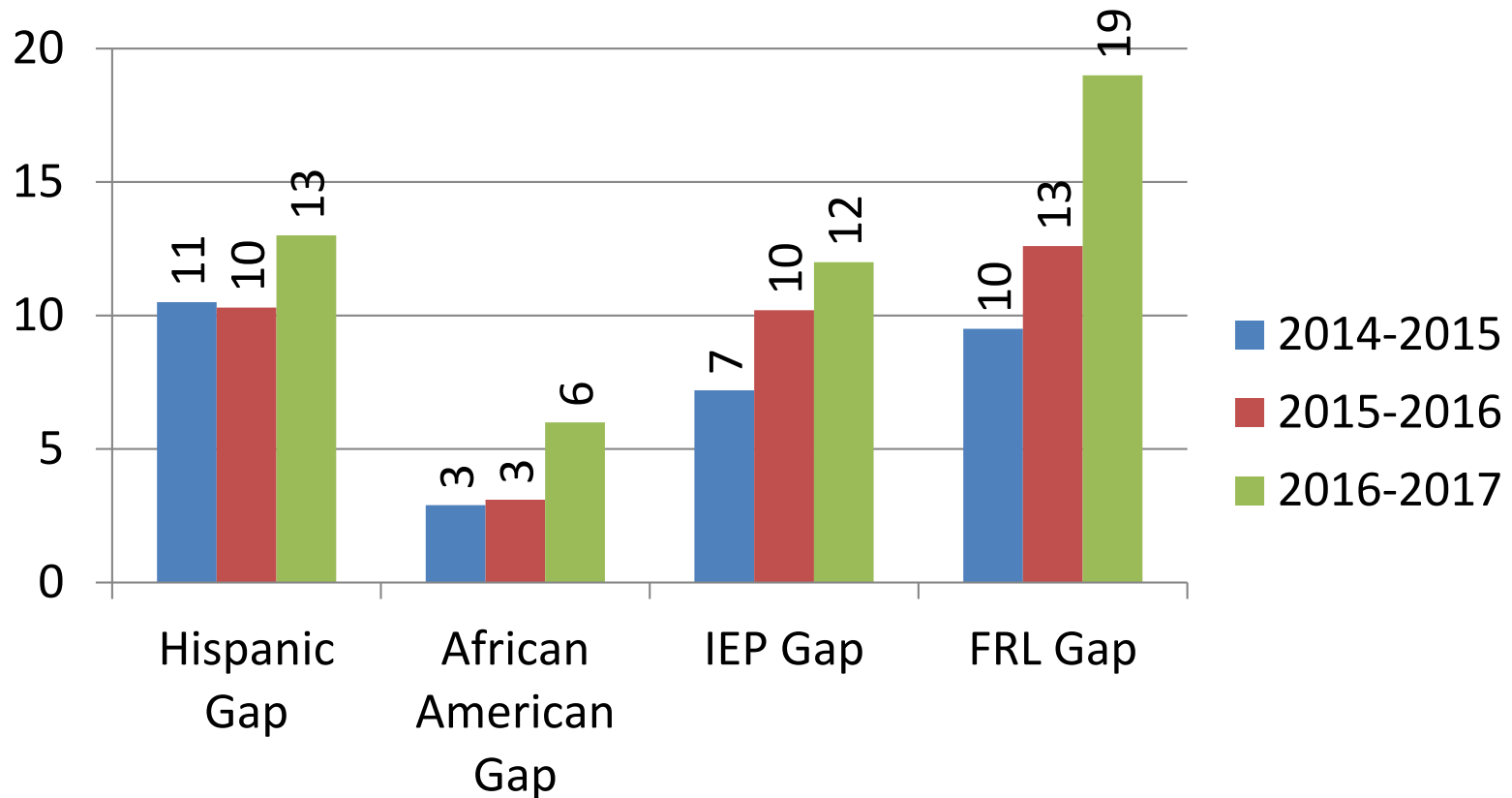
## **Elementary and Middle Schools**

The gap in average RIT score for the fall NWEA MAP assessment.



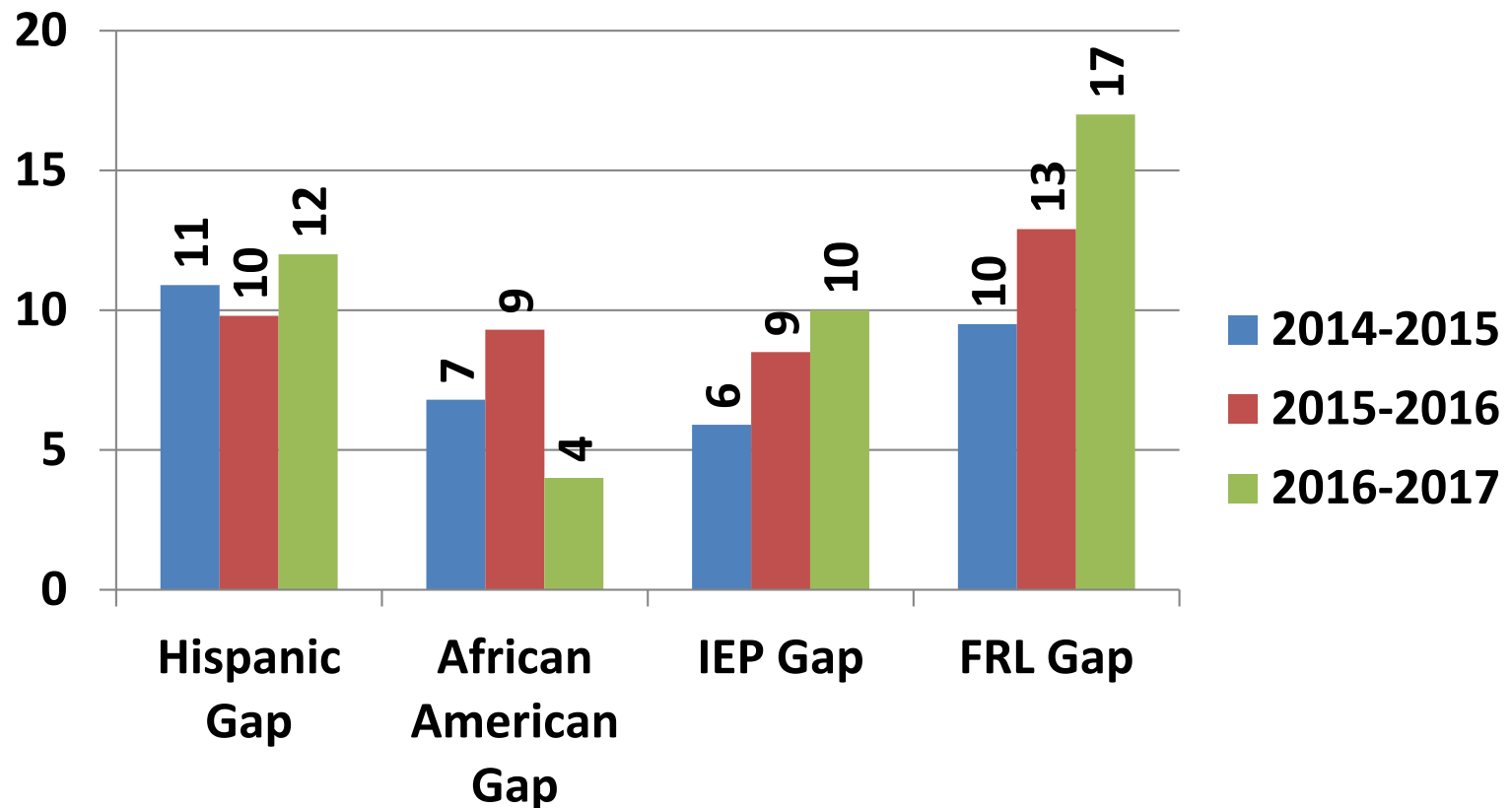
# Achievement Gap

## Fall MAP Achievement Gap - Elementary Reading



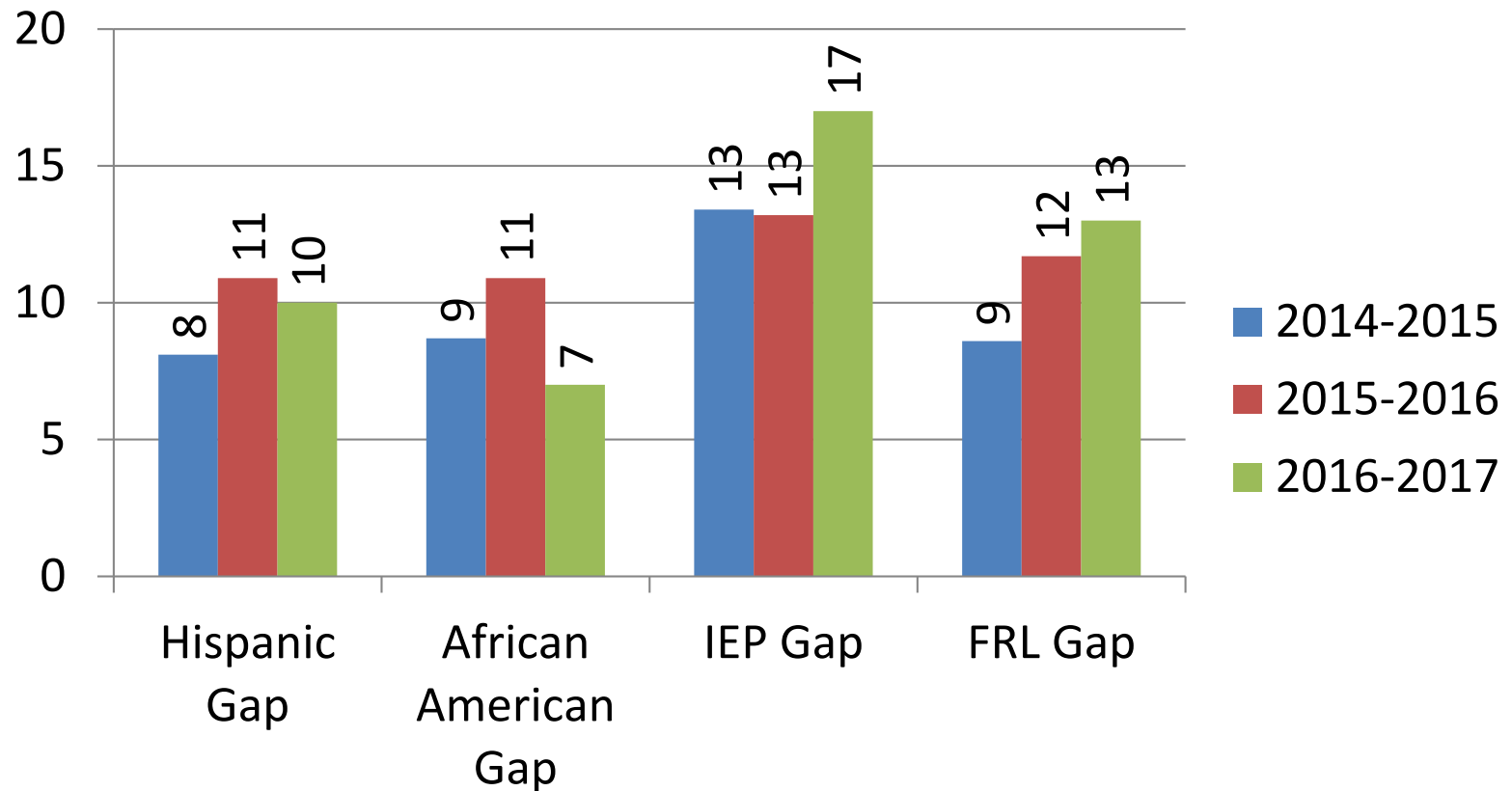
# Achievement Gap

## Fall MAP Achievement Gap - Elementary Math



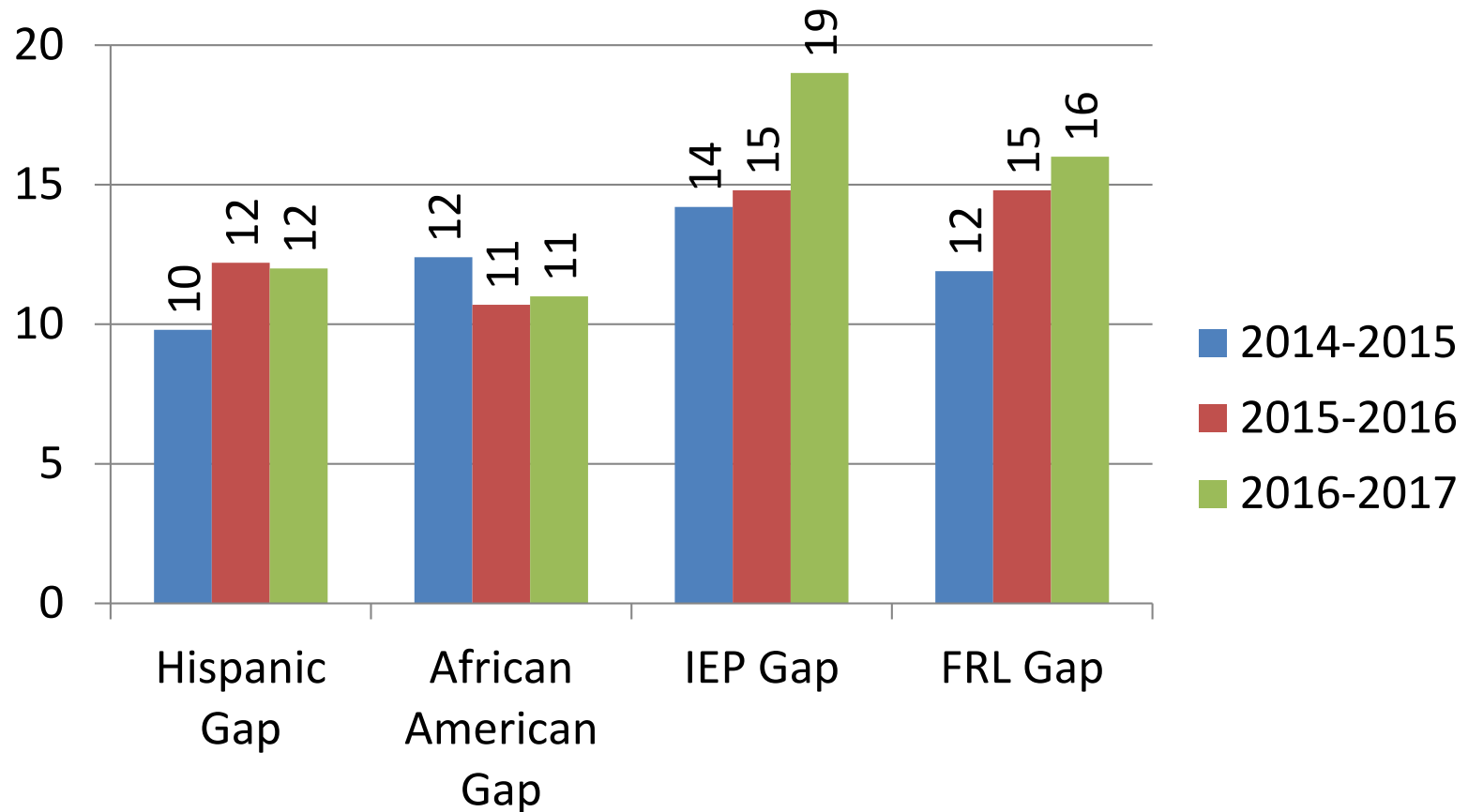
# Achievement Gap

## Fall MAP Achievement Gap - Middle School Reading



# Achievement Gap

**Fall MAP Achievement Gap - Middle School  
Math**



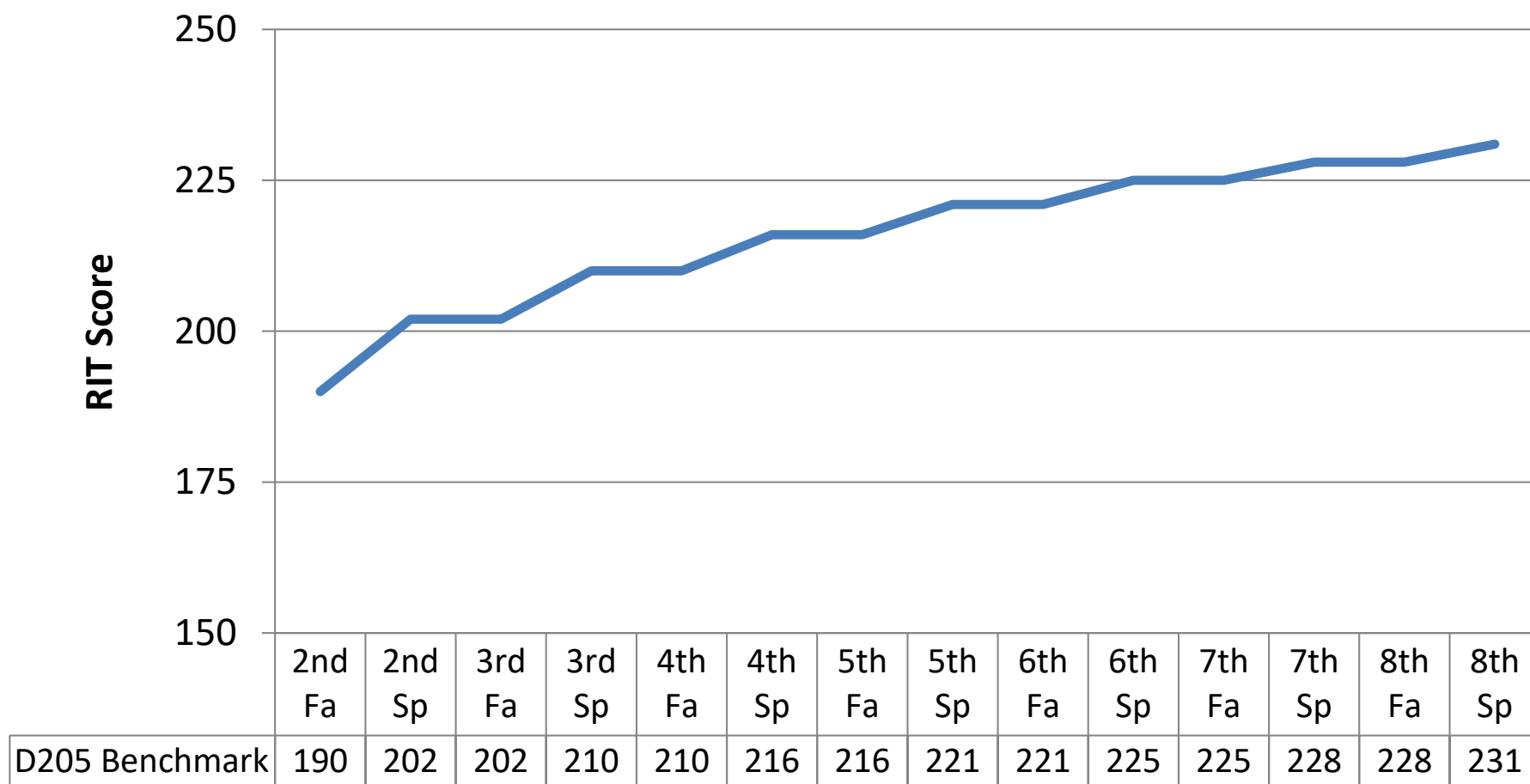
# On Track for College and Career Readiness

## **Elementary and Middle Schools**

The percent of students at or above the District 205 Trajectory score for the fall NWEA MAP assessment. Students are tracked as a cohort at each level.

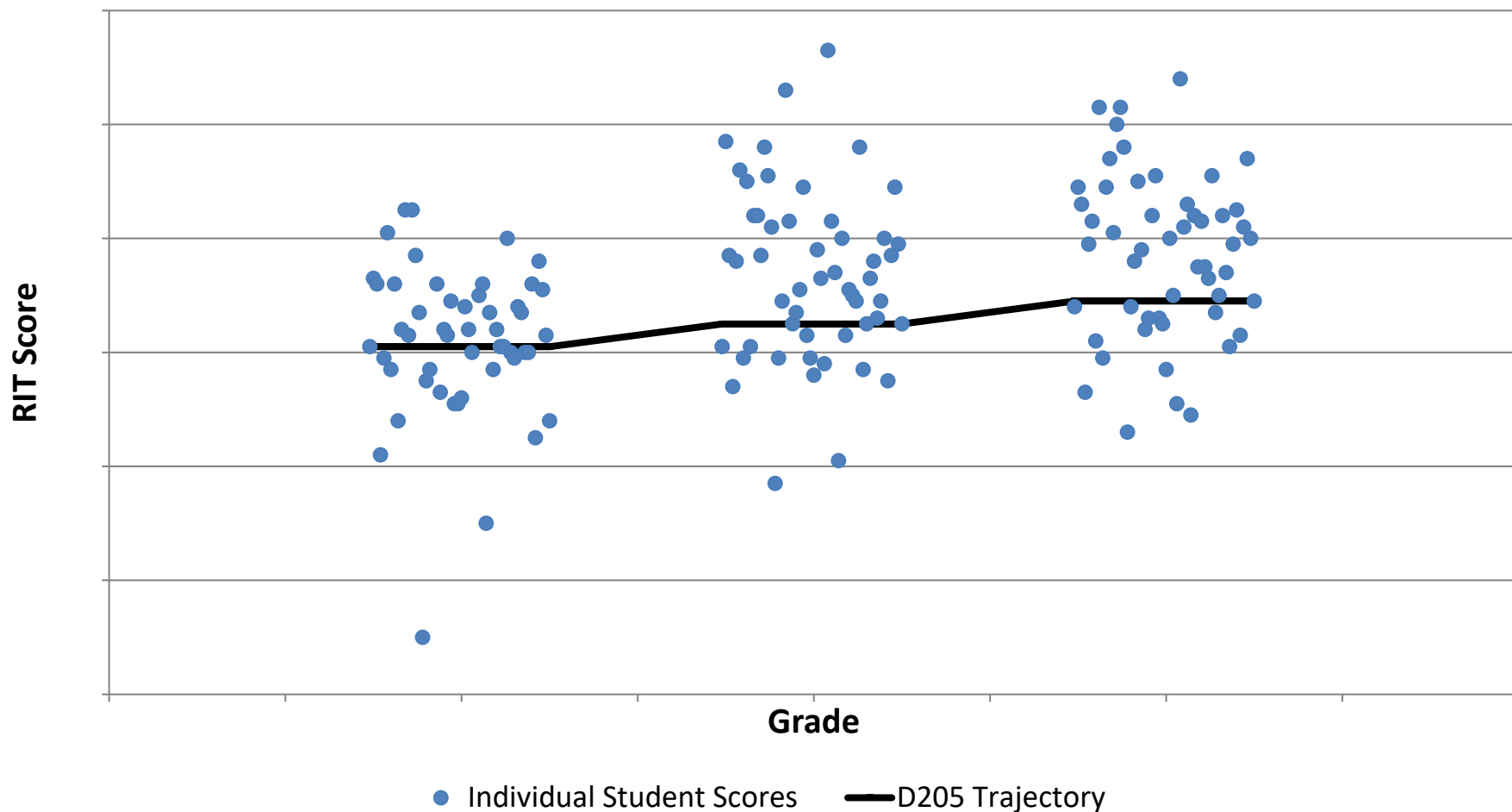
# On Track for College and Career Readiness

## On Track for College and Career Readiness Reading Benchmarks



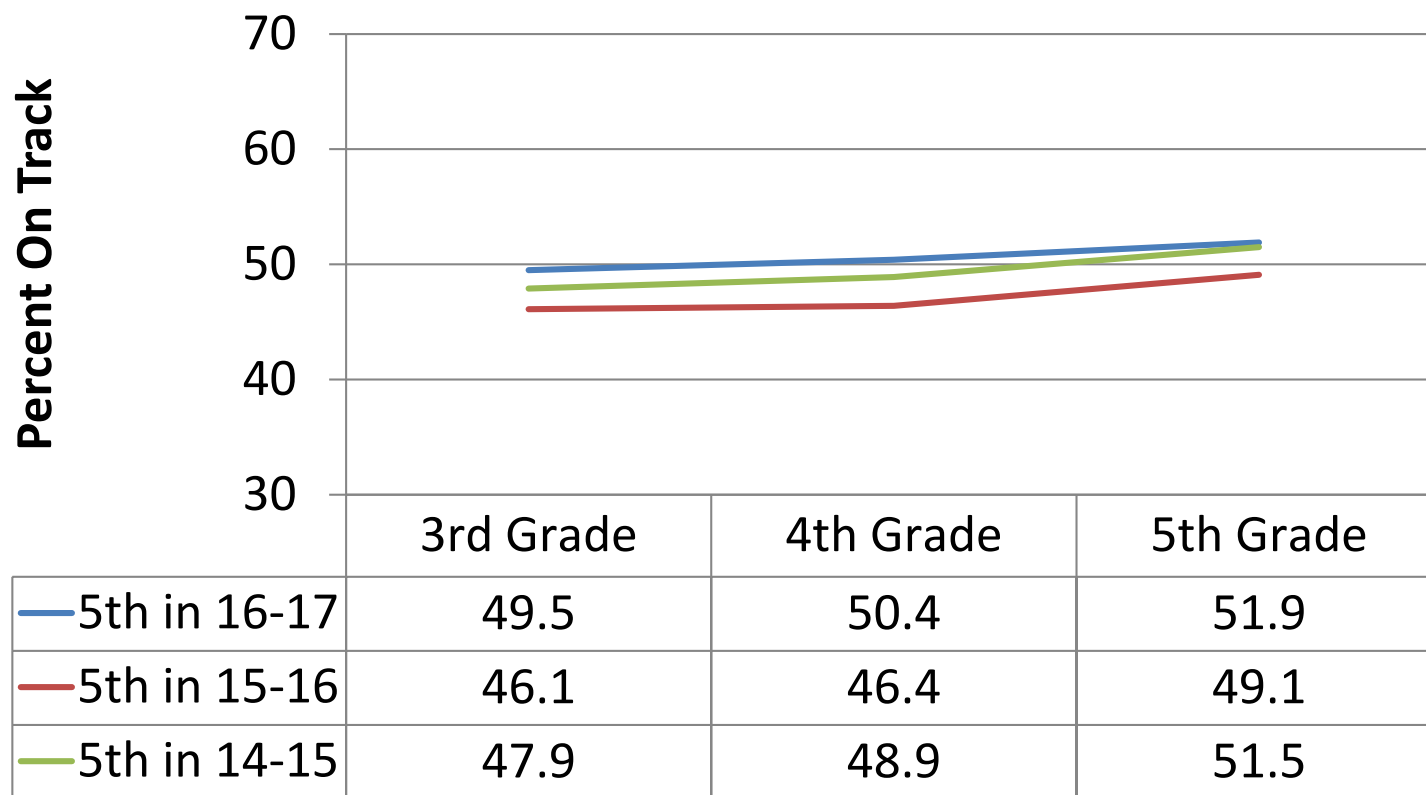
# On Track for College and Career Readiness

On Track Cohorts



# On Track for College and Career Readiness

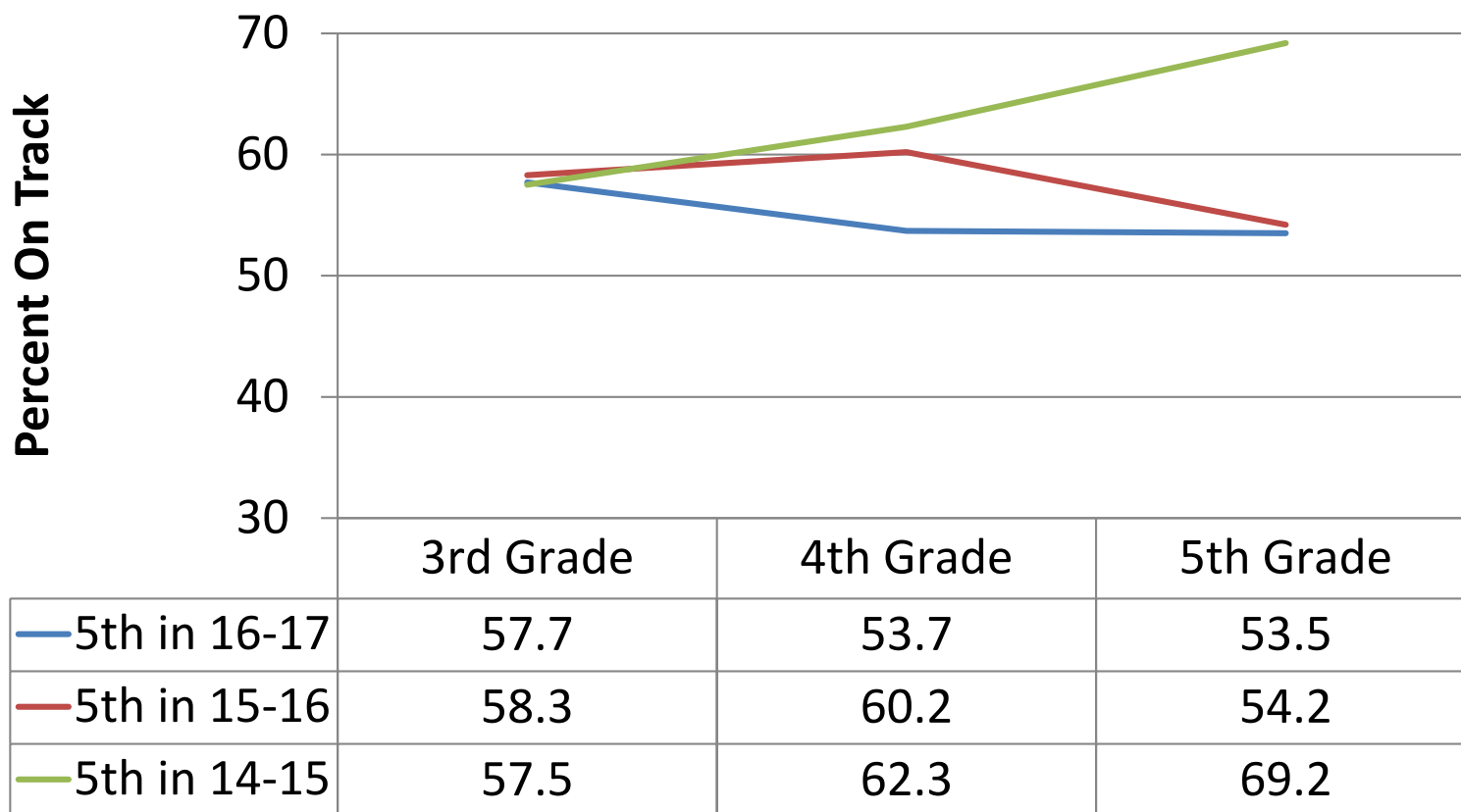
## On Track Cohorts - Elementary Reading





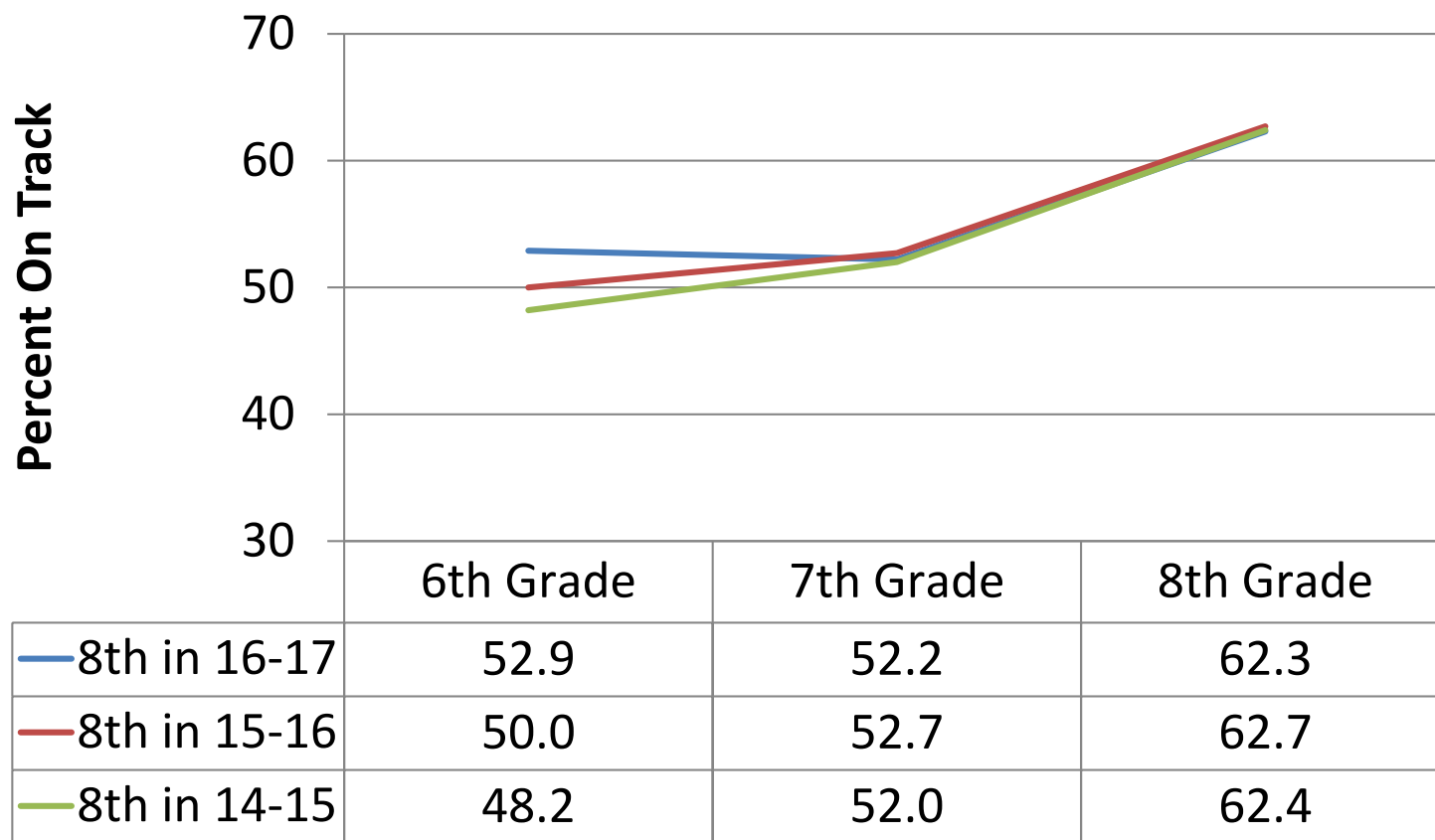
# On Track for College and Career Readiness

## On Track Cohorts - Elementary Math



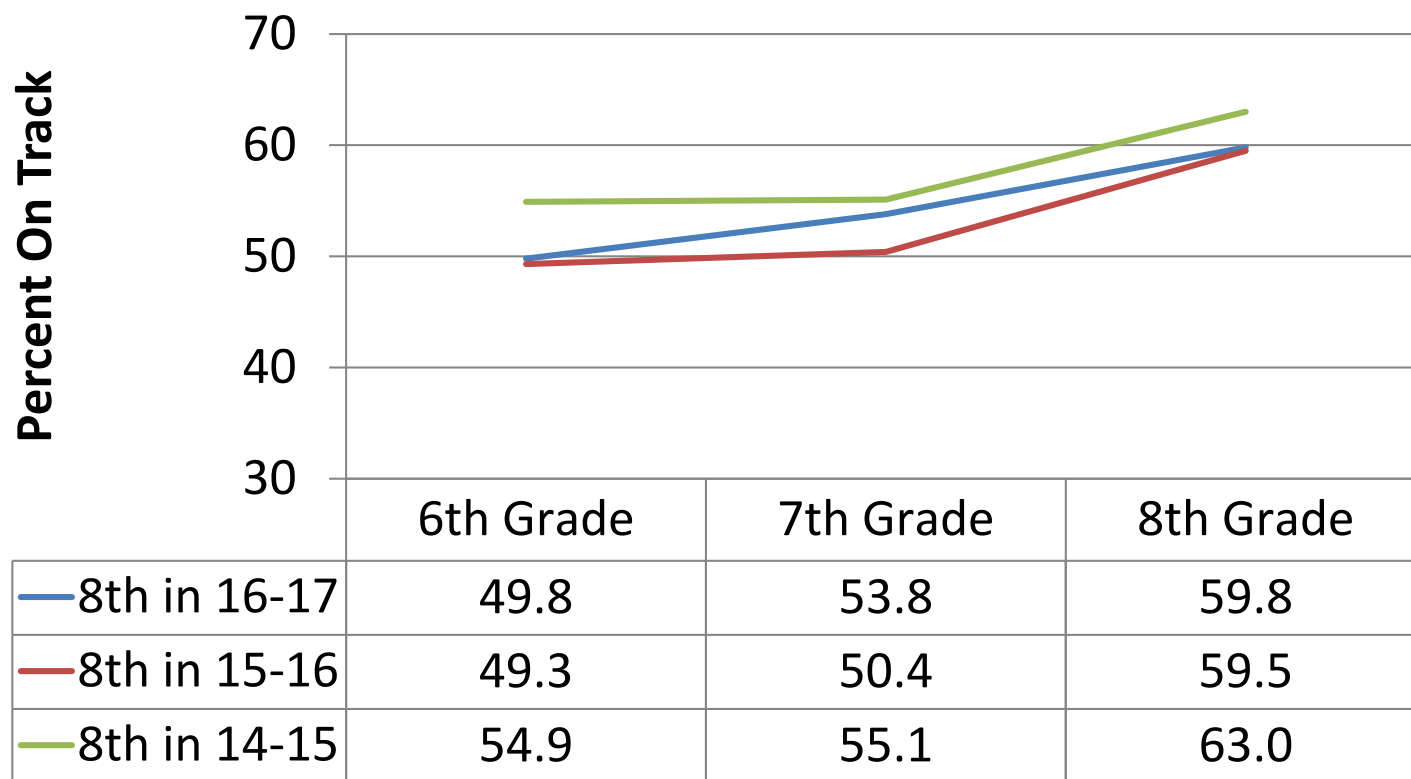
# On Track for College and Career Readiness

## On Track Cohorts - Middle School Reading



# On Track for College and Career Readiness

## On Track Cohorts - Middle School Math



# ELL Progress

Measures the percent of our former ELL students that meet our college and career readiness trajectory.

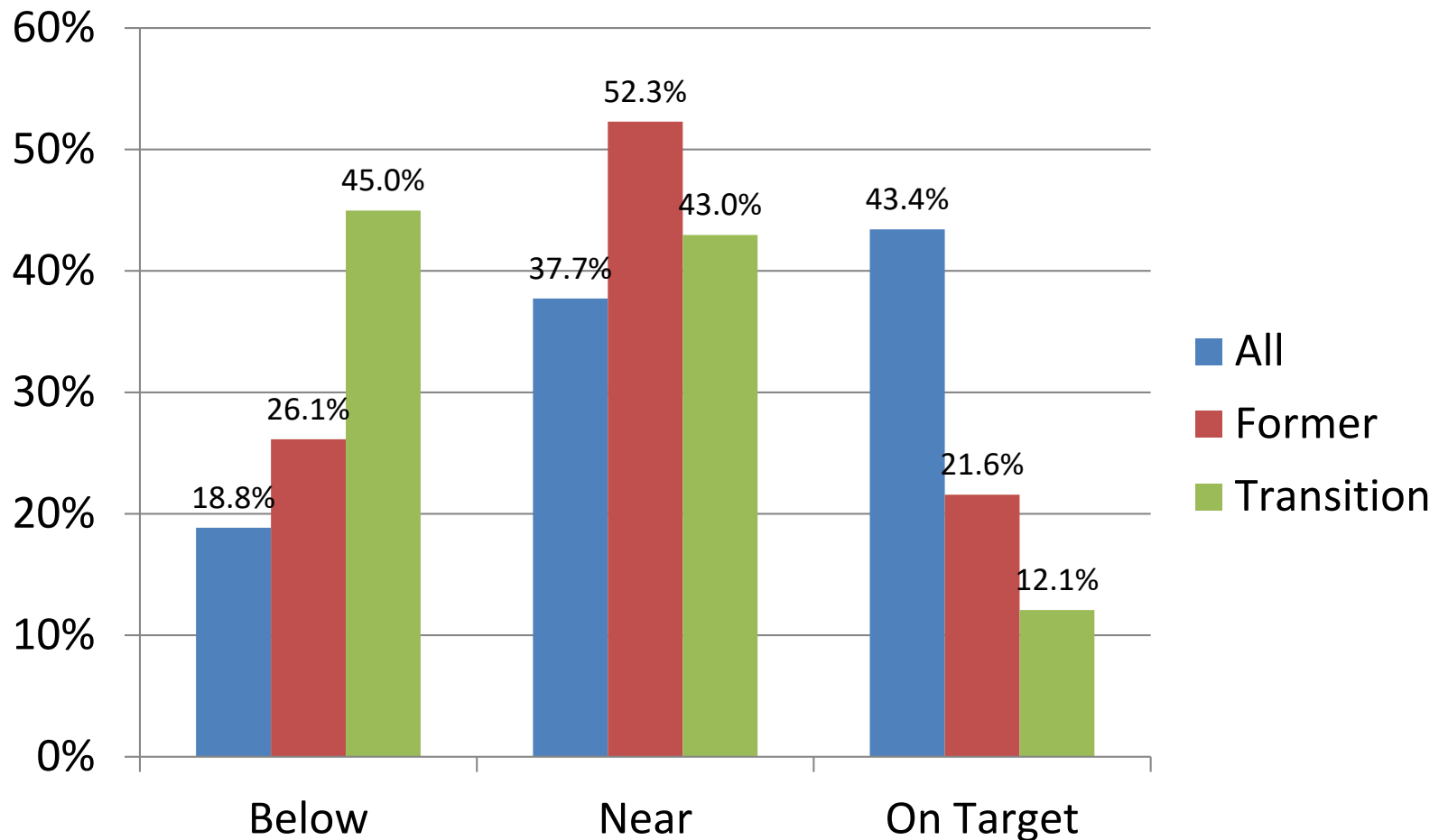
Former students are divided into two groups:

ELL-Transition: one or two years since exit

ELL-Former: more than two years since exit

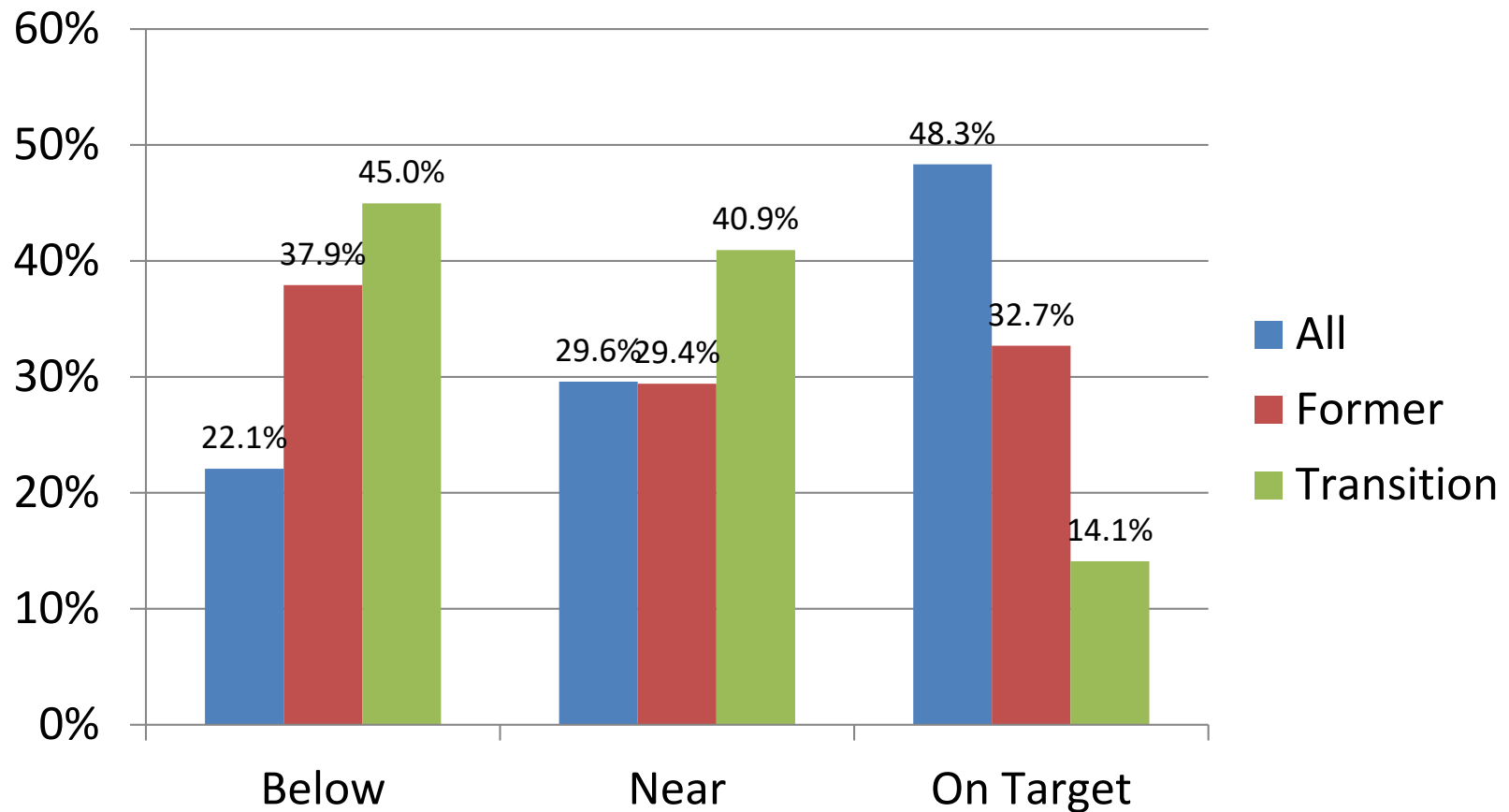
# ELL Achievement

## Reading



# ELL Achievement

## Math

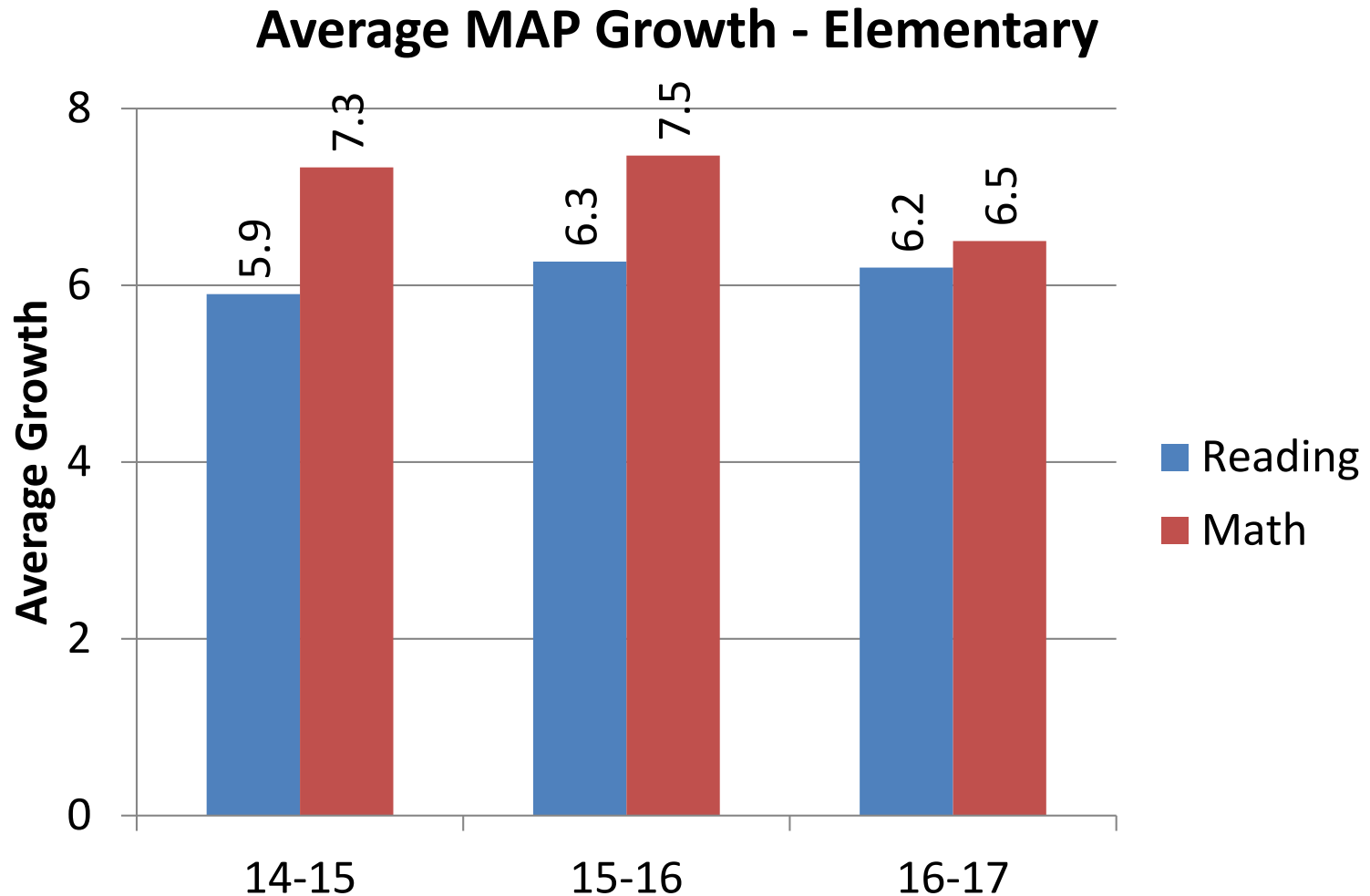


# NWEA MAP Average Growth

## **Elementary and Middle Schools**

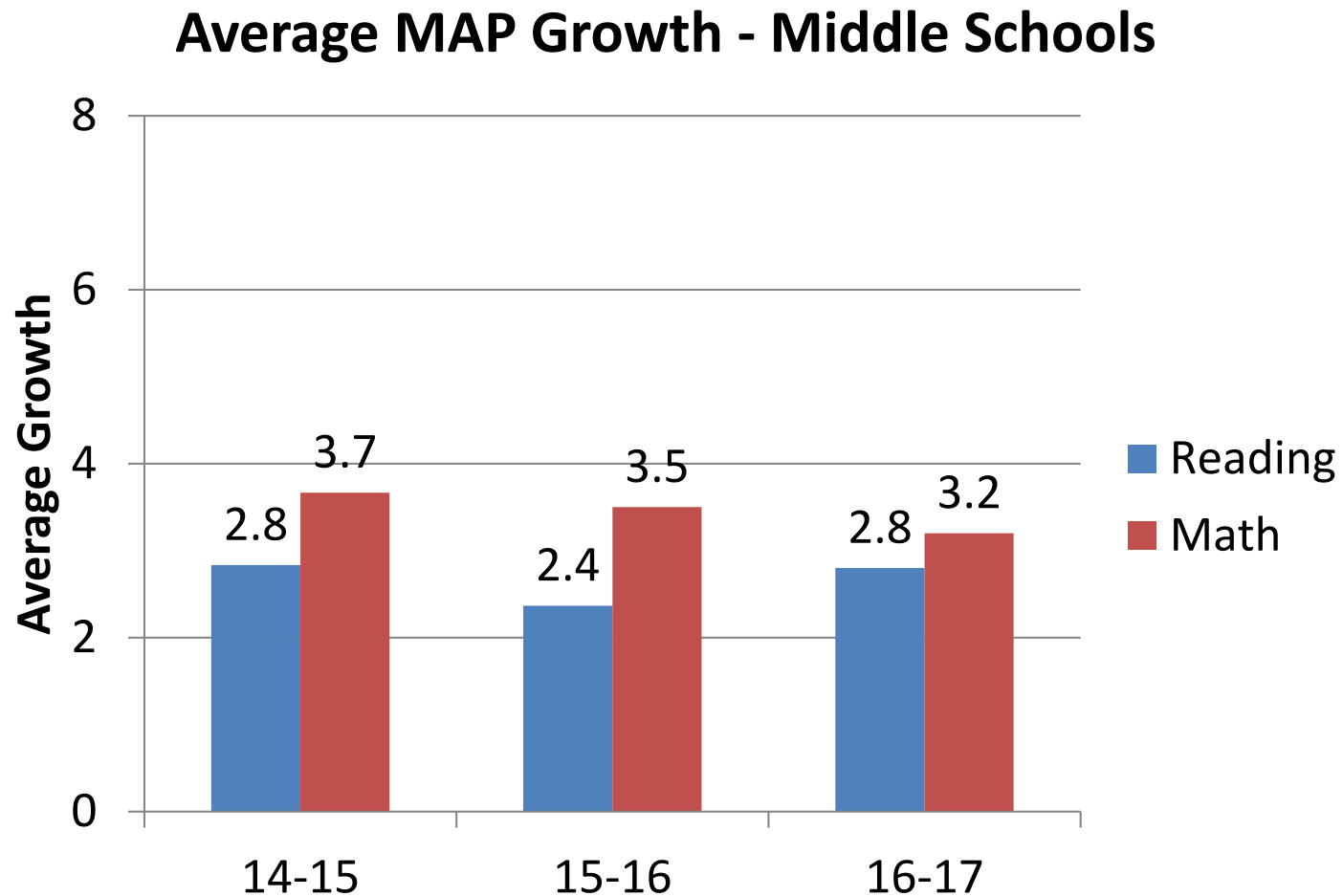
The average growth shown by students at each level from fall to winter as measured by the NWEA MAP assessment.

# NWEA MAP Average Growth





# NWEA MAP Average Growth



# Potential Changes to Our KPIs

Additional DPIs will come online as data becomes available; may adjust others as well based on new research and data

- SAT/PSAT related measures
- Third Grade: Reading at Grade Level
- ELL Progress
- On Track for College and Career Readiness

# District/School Report Cards

The state is required to post school and district report cards by October 30 each year.

We are required to present our report cards to the Board and post them online within 30 days of receiving them.

# Implications for Instruction – Fountas & Pinnell in Grades K-5

Now that we have the data...

- Literacy Block
  - Using the data to group for guided reading
- Acceleration
  - Using the data to tailor instruction

# During the Literacy Block K-5

- Determine individual student reading levels
  - Independent Level-Books chosen to read during workshop
  - Instructional Level-Books chosen to instruct during guided reading
  - Frustration Level-Books that are not yet appropriate to read
- Guided Reading
  - Literacy Continuum
    - Foundation for Setting School and/or District Goals
    - Link to State and National Standards
    - Helps Administrators and Teachers Achieve a Common Vision
    - Links Assessment to Instruction

# A Road Map.....

“The best way to describe *The Literacy Continuum* is as a road map. It tells you what behaviors and understandings to look for during student observation. Your observations tell you where their literacy skills sit on the "map," which will lead you to the correct route to take for the next step in instruction.”

Credit: <http://blog.fountasandpinnell.com/post/october-twitter-chat-on-the-literacy-continuum>

## Systems of Strategic Actions



These are the systems all readers use when processing text.

Each system is color coded and can be found throughout the Continuum.

# Example of Literacy Continuum

- See board document handout



# Acceleration in Grades K-5

- An extension of the core reading curriculum, not a stand alone program
- Use PLC time to analyze data
- Group students according to need
- Tie instruction during acceleration taught during the literacy block



# Supporting Students in Grades 6-8

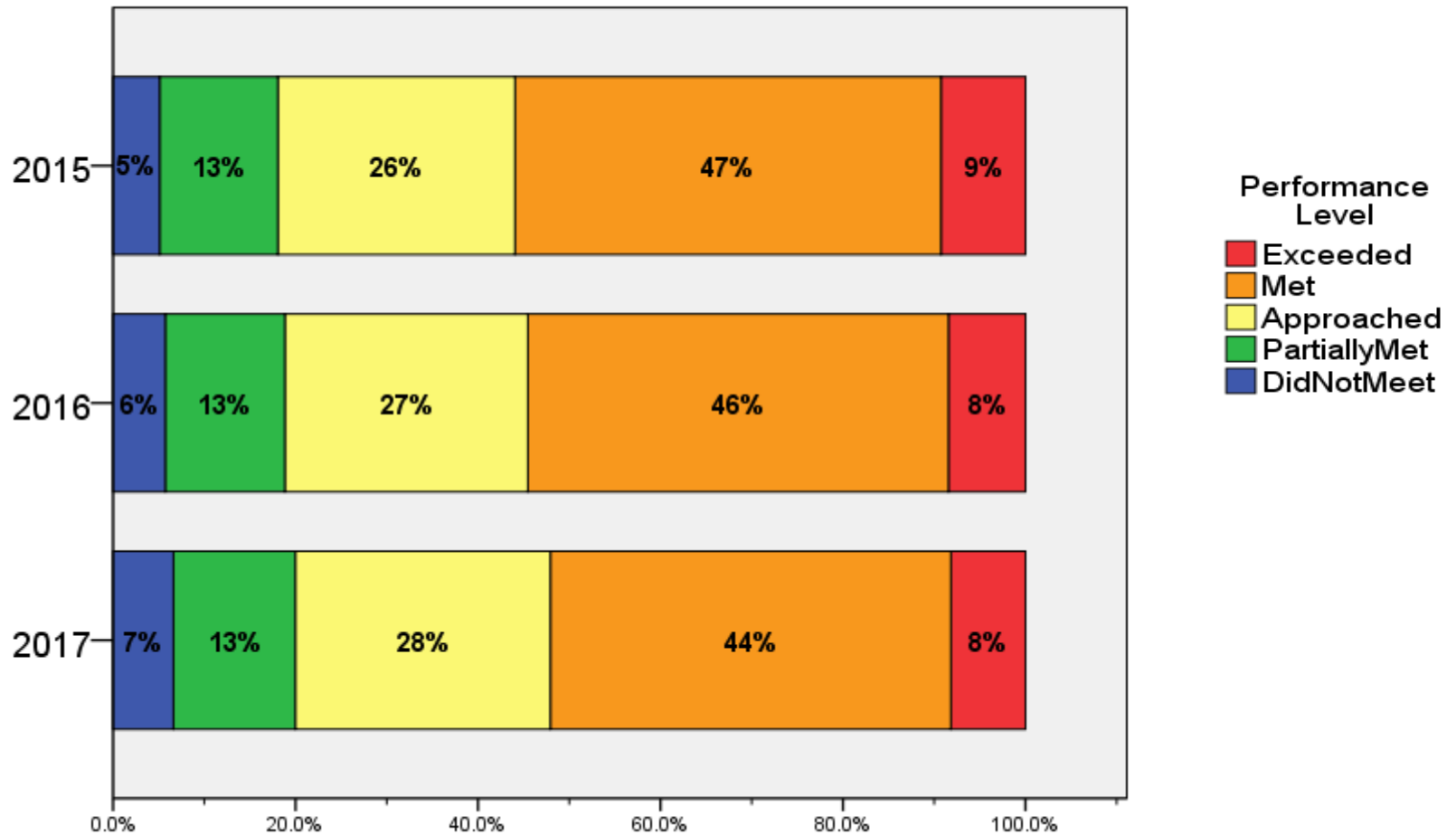
- Acceleration provides an opportunity for daily intervention in reading and math provided by content specialists
- Students who are below more than two grade levels in reading have a 40-minute reading strategies class in lieu of world language
- Students performing below grade level may also be placed in classes taught by both a content specialist and a reading specialist, EL teacher, or special education teacher

# Supporting Students in Grades 9-12

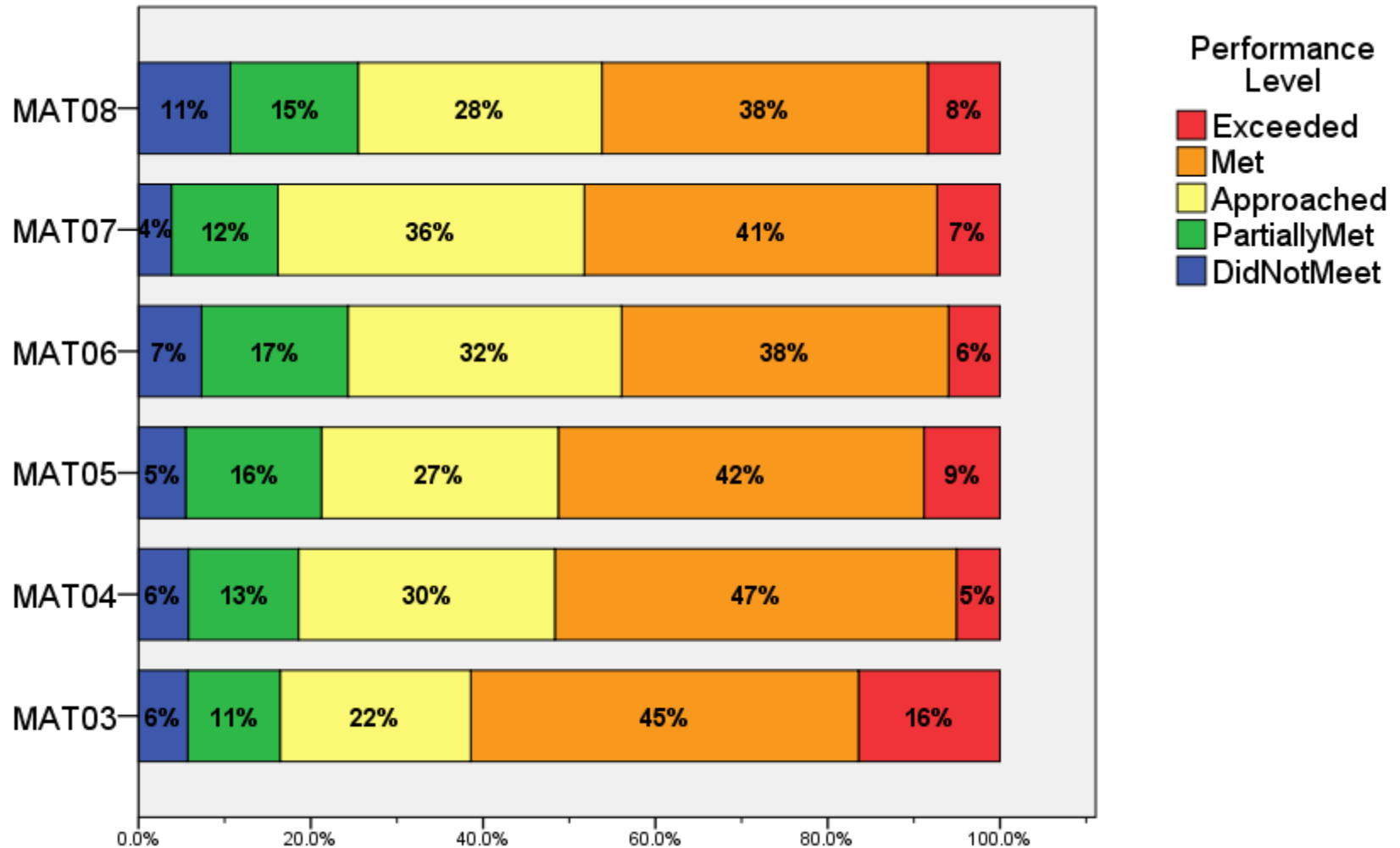
- Academic Literacy provides a reading support class
- Students may also be placed in co-taught classrooms
- The focus is on pushing students up through exposure and experience with grade level standards with support.

# **ADDITIONAL 2017 PARCC RESULTS**

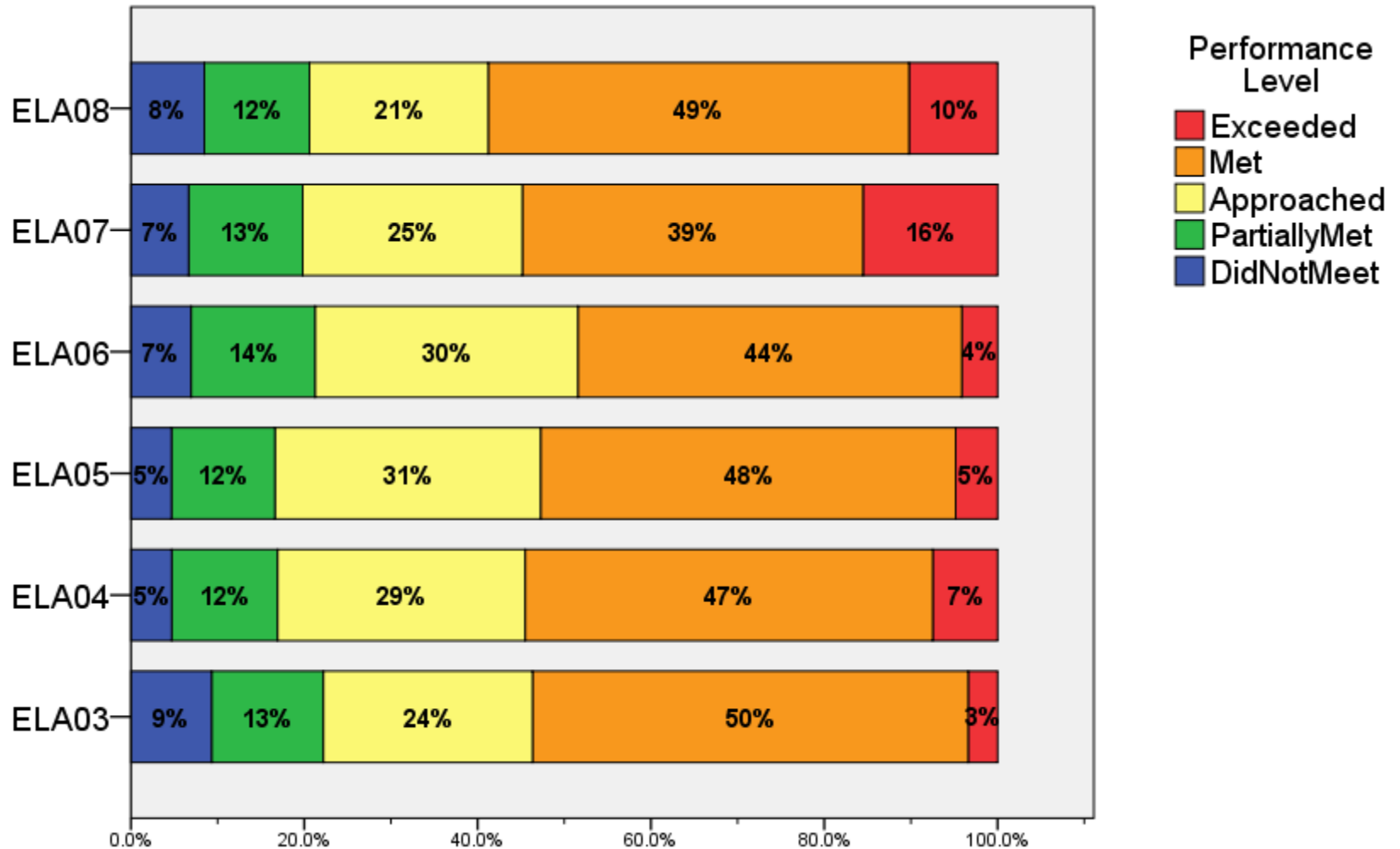
# Performance Levels by Year



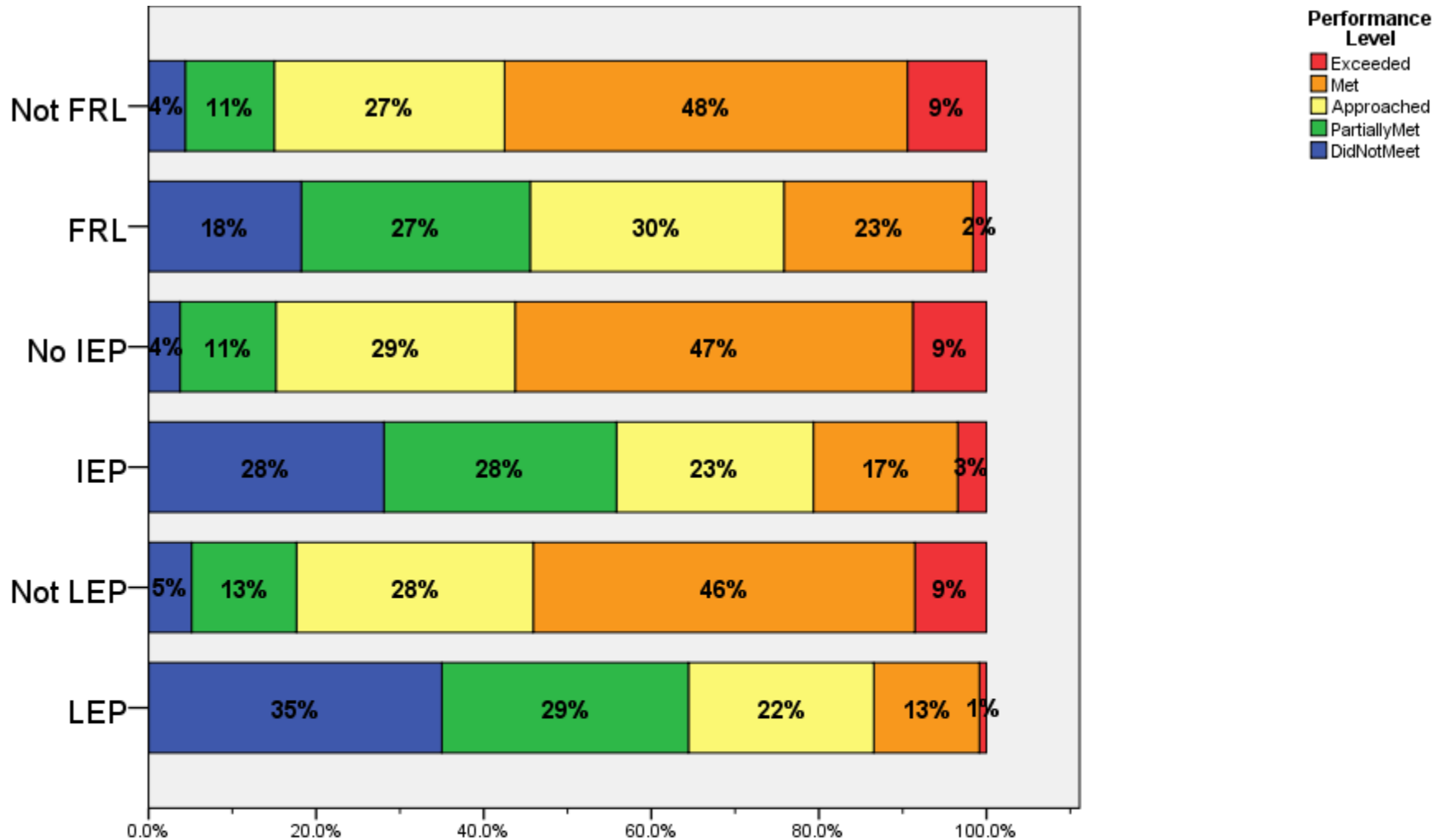
# Performance Levels by Grade and Subject - Math



# Performance Levels by Grade and Subject - ELA



# Performance Levels by Subgroup





# Performance Levels by Race/Ethnicity

