

Glen Ellyn School District 41

Ignite passion. Inspire excellence. Imagine possibilities.



Abraham Lincoln Benjamin Franklin Churchill Forest Glen Hadley

D41 Fall Academic Update

— November 11, 2019 —

Tonight we will present information on:

- The NWEA MAP Insights Report
- IAR Scores
- Summative Designations
- Illinois Science Assessment
- Algebra I data
- District Next Steps

What is the difference between MAP, ISAT, PARCC & IAR?

MAP	ISAT	PARCC	IAR
Local Assessment Nationally Normed	Retired State Assessment	State Assessment that replaced ISAT in 2014-15	State Assessment that will begin Spring 2019
Administered K-8 K-2 read to students 2-5 student reads to self 6+ (Elementary 5th grade AEC & Hadley Students)	Administered 3-8 By Grade Level	Administered 3-8 By Grade Level 7th & 8th grade students can take Algebra I or Geometry test based on course taken	Administered 3-8 By Grade level. All students will be required to take the grade level assessment even if they are accelerated
Given 3 times a year (Fall, Winter, Spring)	Given once a year	Given once a year (Spring)	Given once a year (Spring)
Adaptive Growth Assessment(adjusts level of difficulty based on student response)	Performance Assessment	Performance Assessment	2019-Performance 2021-Adaptive Growth
Measures student growth and readiness for new content	Accountability measure that measures mastery of grade level content	Accountability measure that measures mastery of grade level content	Accountability measure that measures mastery of grade level content and beyond (in 2021)
Multiple Choice/adaptive	Multiple Choice/extended response question	Multiple choice/application & provide evidence	“PARCC like”

Insights Report

Prepared for Glen Ellyn School District #41

Fall 2018 to Spring 2019

Effectiveness Levels

This report uses these levels to describe the achievement and growth of your students.

Growth and Status Percentile Values

	\geq	$<$
Substantially above	78.5	100
Moderately above	69.5	78.5
Slightly above	57.5	69.5
About average	42.5	57.5
Slightly below	30.5	42.5
Moderately below	21.5	30.5
Substantially below	0	21.5

Executive Summary: Achievement and Growth

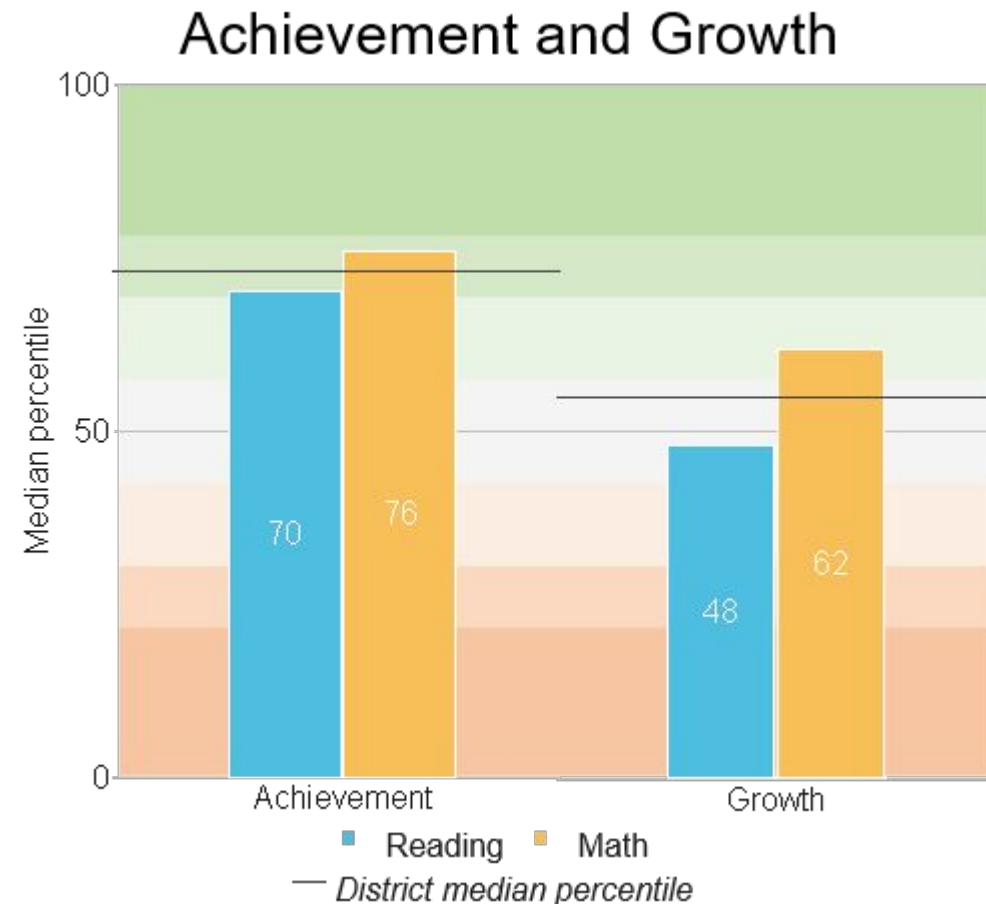
Achievement is moderately above average while growth is average.

District median achievement is 73rd percentile.

Mathematics was above median.
Reading was below median.

District median growth is 55th percentile.

Mathematics was above median.
Reading was below median.



Executive Summary: Proficiency and College Readiness

In at least one subject, 66% of students should meet state standards and 72% are on track for college readiness.

Projected proficiency: math is higher

52% proficient in ELA

58% proficient in math

66% proficient in ELA or math

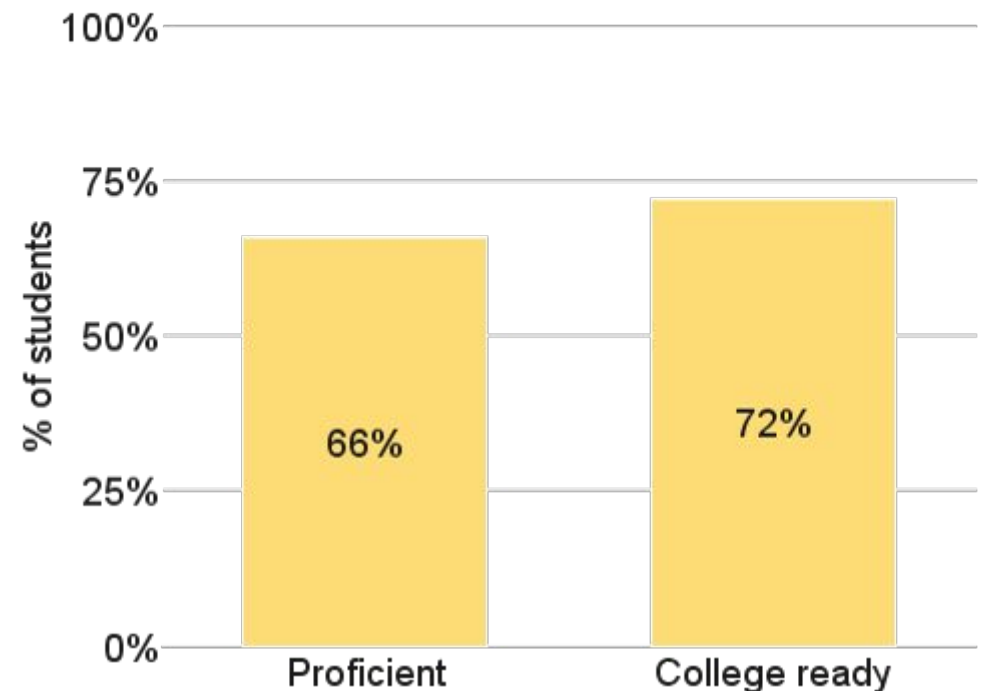
College readiness: ELA and math are about the same

62% college ready in ELA

63% college ready in math

72% college ready in ELA or math

Proficiency and College Readiness in at Least One Subject



District 41 2019 IAR Scores Compared to NWEA Projected Proficiency

NWEA Projected Proficiency:

52% Projected Proficiency in ELA

58% Projected Proficient in Math

66% proficient in ELA or math

D41 2019 IAR Performance Data:

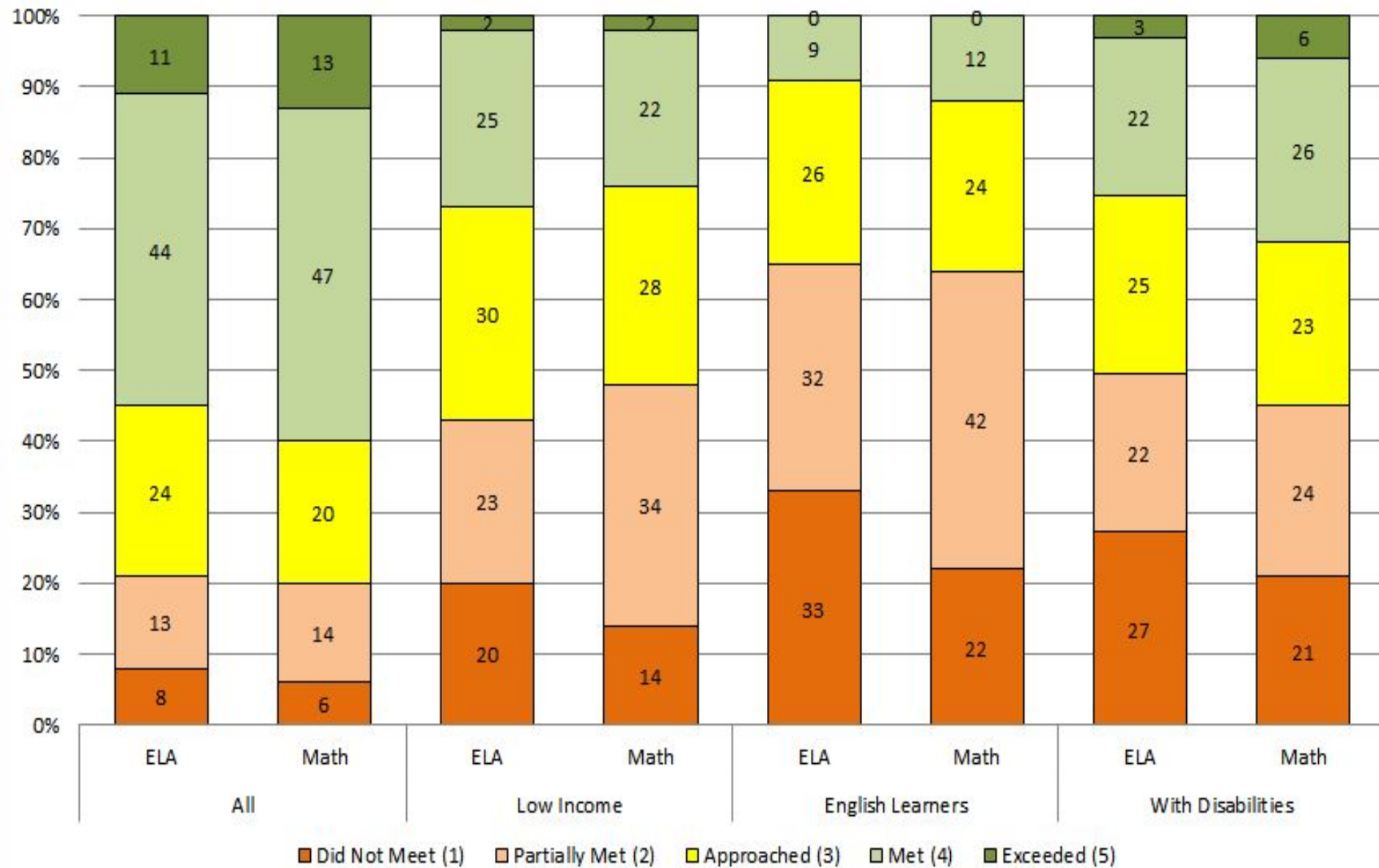
55% proficient in ELA

60% proficient in Math

68% proficient in Math or ELA

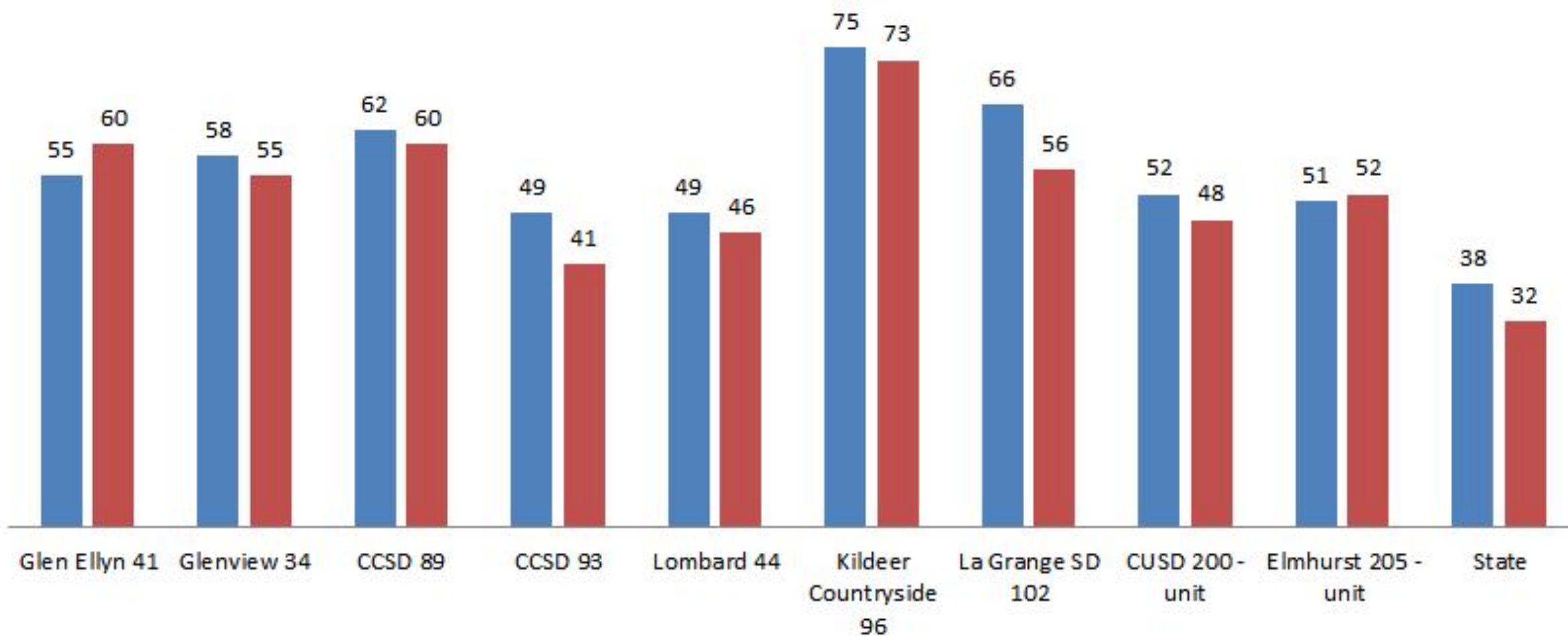
2019 District IAR Performance Levels by Subgroup

% of Students Achieving Performance Level



IAR Proficiency vs. Benchmark Districts - 2019

■ ELA % Proficient ■ Math % Proficient



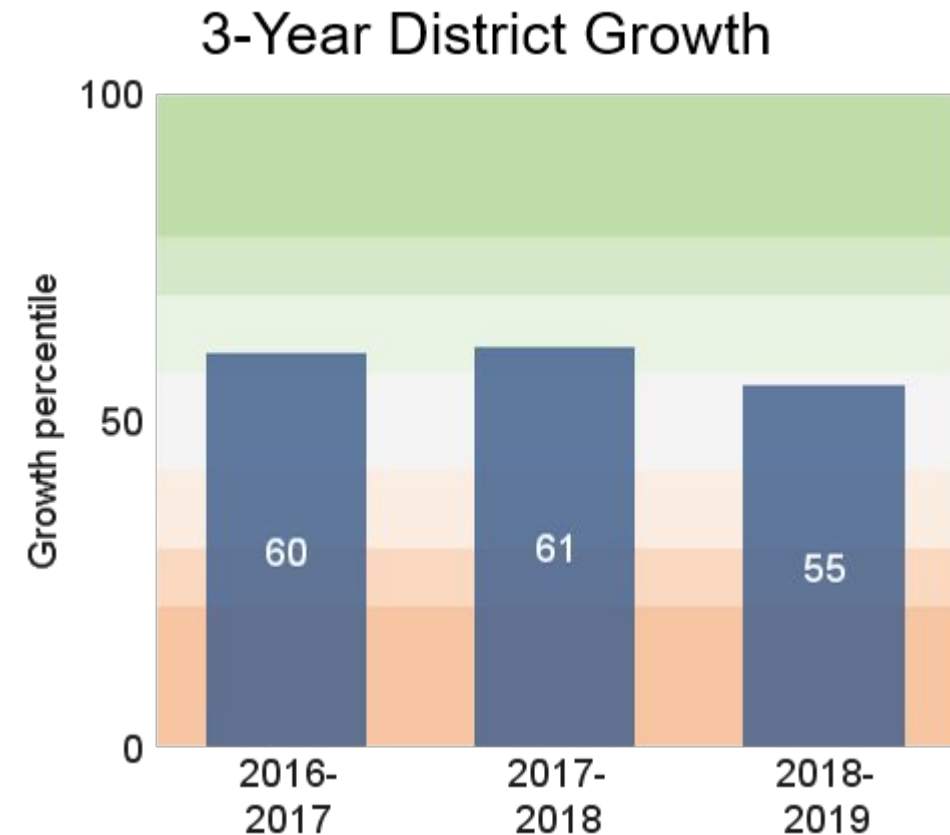
Executive Summary: Longitudinal Growth

The district's recent growth has been lower than previous two years.

2016-17 growth percentile is slightly above average (60)

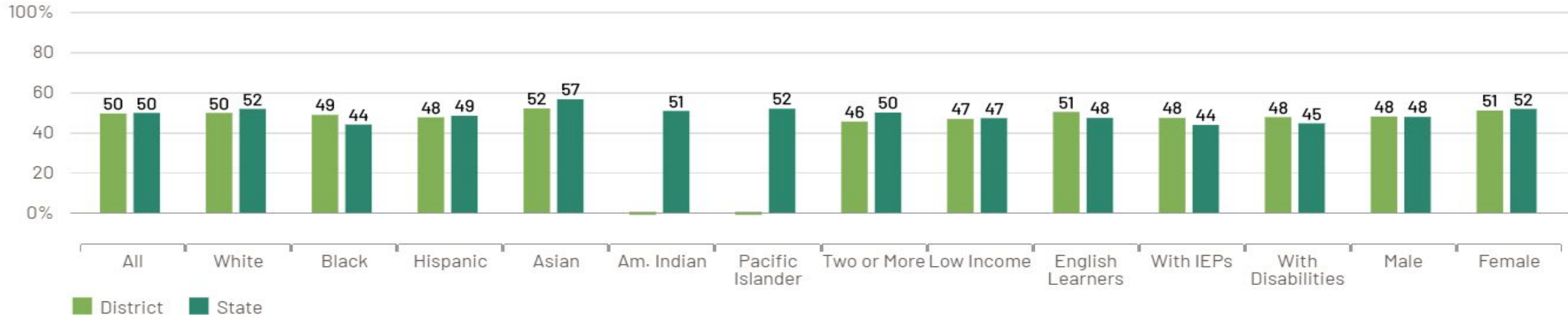
2017-18 growth percentile is slightly above average (61)

2018-19 growth percentile is average (55)

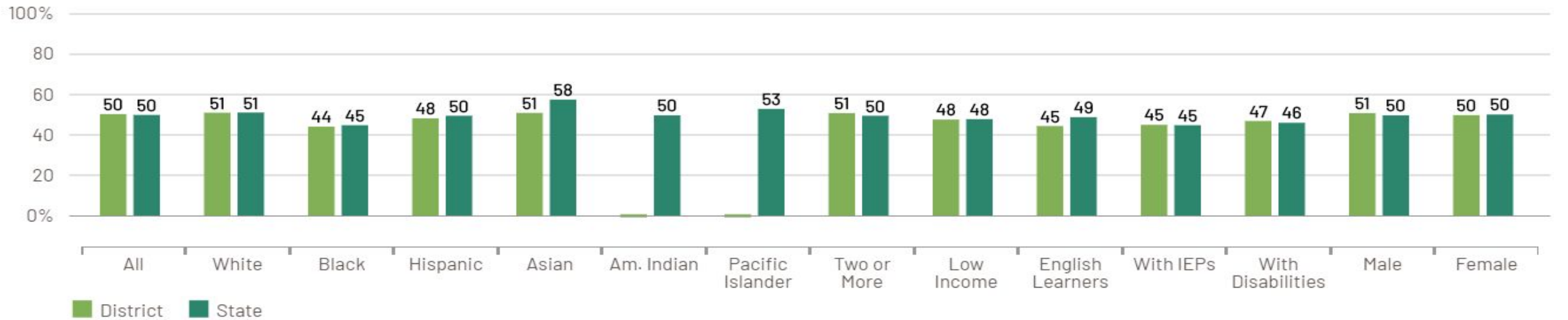


New Measurement: IAR GROWTH BY SUBGROUP

ELA - 2019



Math - 2019



How are District Students Doing: Achievement Status

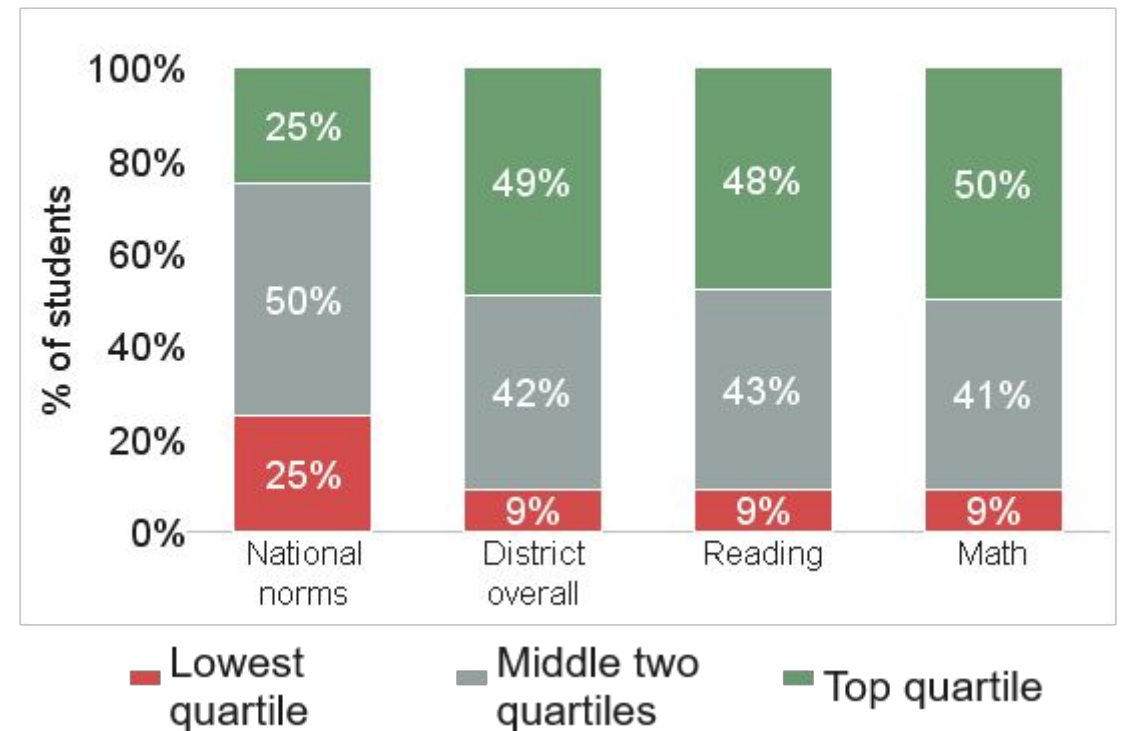
Fall 2018 achievement scores show a larger proportion of students in the top quartile than national norms.

Top quartile: a larger proportion (49%) than is typical (25%)

Middle two quartiles: a smaller proportion (42%) than is typical (50%)

Lowest quartile: a smaller proportion (9%) than is typical (25%)

How Many Students are Above or Below Average?



How are District Students Doing: Growth by Quartile

All quartiles of students had approximately the same growth from fall to spring.

Top quartile: growth (56th) approximately equal to the norm

Middle two quartiles: growth (55th) approximately equal to the norm

Lowest quartile: growth (54th) approximately equal to the norm

Are Students Growing Equally?

	Lowest quartile	Middle two quartiles	Top quartile
Reading	48 th	49 th	48 th
Math	59 th	60 th	63 rd
Total	54 th	55 th	56 th
Norm	50 th	50 th	50 th

How are District Students Doing: by Decile

Overall growth percentiles of top and bottom decile students are average.

Top decile: a larger proportion (25%)
than is typical (10%)

Growth percentile: 56th

Bottom decile: a smaller proportion (4%)
than is typical (10%)

Growth percentile: 55th

Are Students Growing Equally?

	Bottom decile	Top decile
Total	55 th	56 th
Norm	50 th	50 th

Which Subjects are Strongest?

District students are strong in math for both achievement and growth.

District Overall:

High Achievement/High Growth

Achievement: 74th (moderately above average)

Growth: 55th (about average)

Mathematics: High Achievement/High Growth

Achievement: 74th (moderately above average)

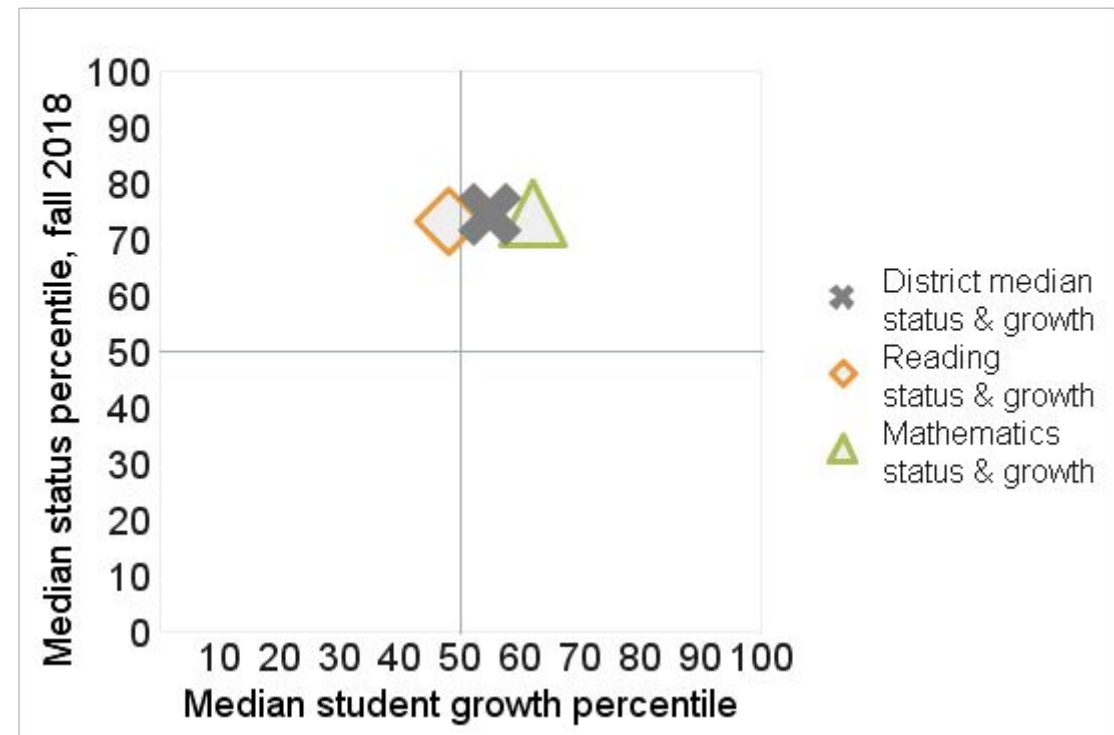
Growth: 62nd (slightly above average)

Reading: High Achievement/Low Growth

Achievement: 73rd (moderately above average)

Growth: 48th (about average)

Median Status and Growth Percentile by Subject for All Students



How is School Status & Growth?

100% of schools (5 of 5) had high achievement and high growth; no schools had both low achievement and low growth.

High Achievement/High Growth

5 schools or 100%

Low Achievement/High Growth

0 schools or 0%

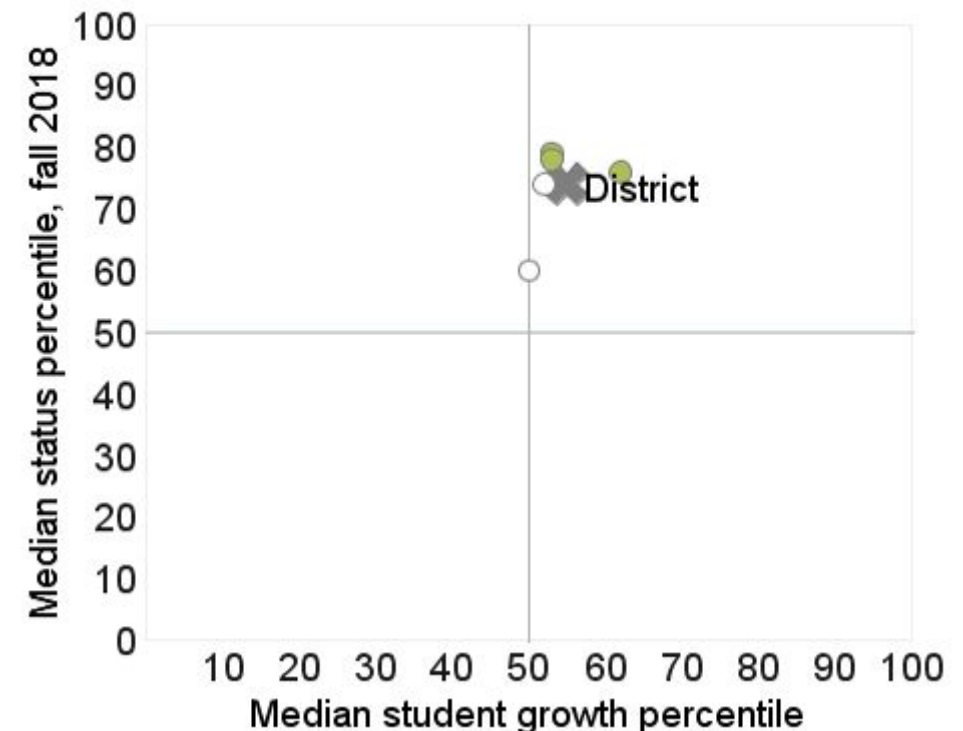
High Achievement/Low Growth

0 schools or 0%

Low Achievement/Low Growth

0 schools or 0%



Status and Growth by School





School-Level Detailed Scores

Schools' achievement ranged from 60th to 79th percentiles and growth ranged from 50th to 62nd percentiles.

School	Reading		Math		Overall	
	MSP	MGP	MSP	MGP	MSP	MGP
Abraham Lincoln	76	45	80	59	78	53
Benjamin Franklin	78	50	80	56	79	53
Churchill	61	45	59	53	60	50
Forest Glen	73	46	75	59	74	52
Hadley Junior High	76	51	76	72	76	62
Outplaced	*	*	*	*	*	*

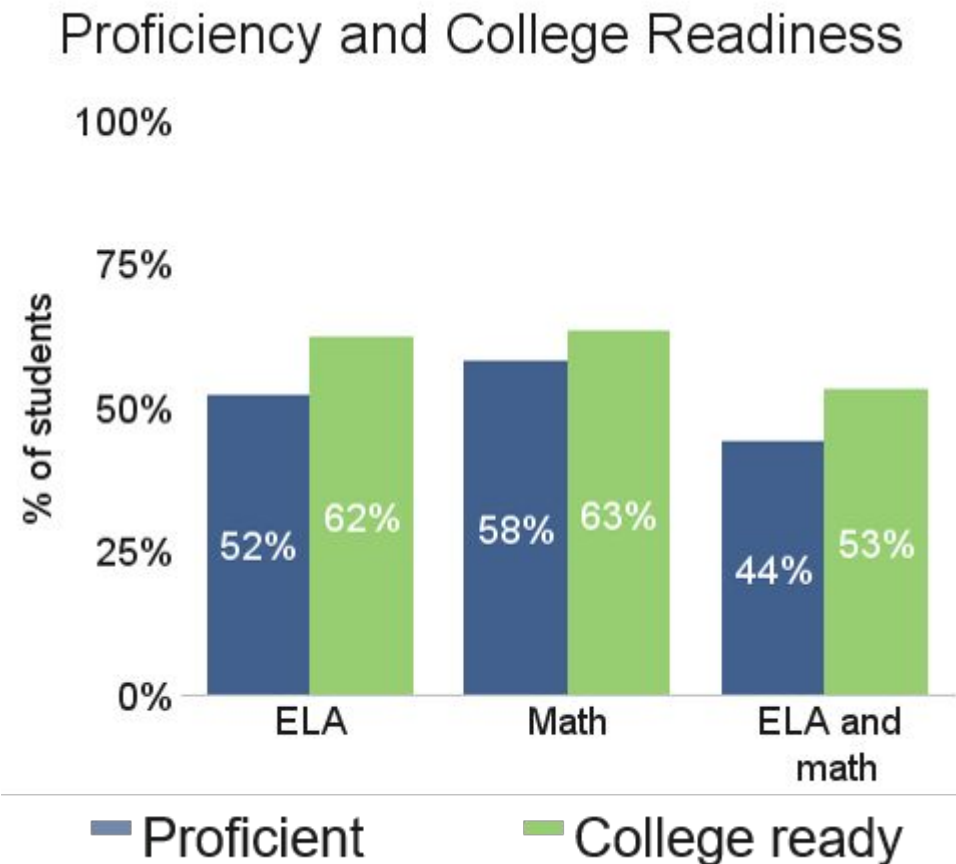
 High achievement/high growth
 Low achievement/high growth

 High achievement/low growth
 Low achievement/low growth

Are We Proficient & College Ready: Overview

In both ELA and math, 44% of students should meet state standards and 53% are on track for college readiness.

	Proficiency rate	College readiness rate	District 41 Proficiency Rate
ELA only	52%	62%	55%
Math only	58%	63%	60%
Both ELA and math	44%	53%	47%
Neither ELA or math	33%	28%	32%



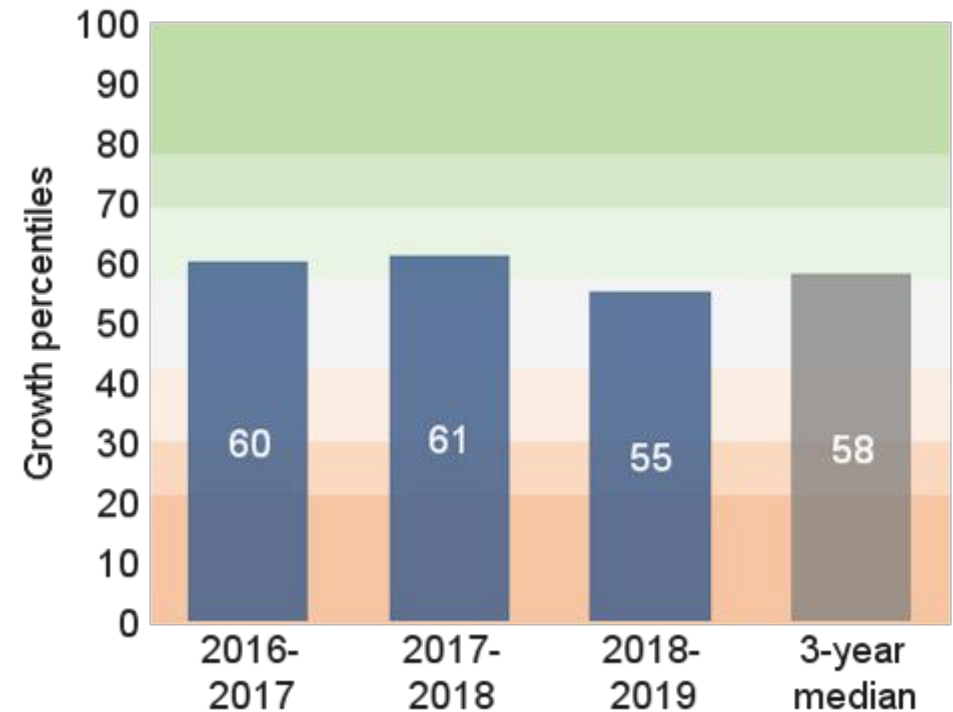
Is Our Growth Strong Over Time?

3-year growth is slightly above national norms; math is consistently above average; reading is average, but with variations across years.

3-Year Growth Percentile by Subject

	2016-17	2017-18	2018-19	Total
Reading	58	58	48	55
Math	61	64	62	62
Total	60	61	55	58

3-Year District Growth

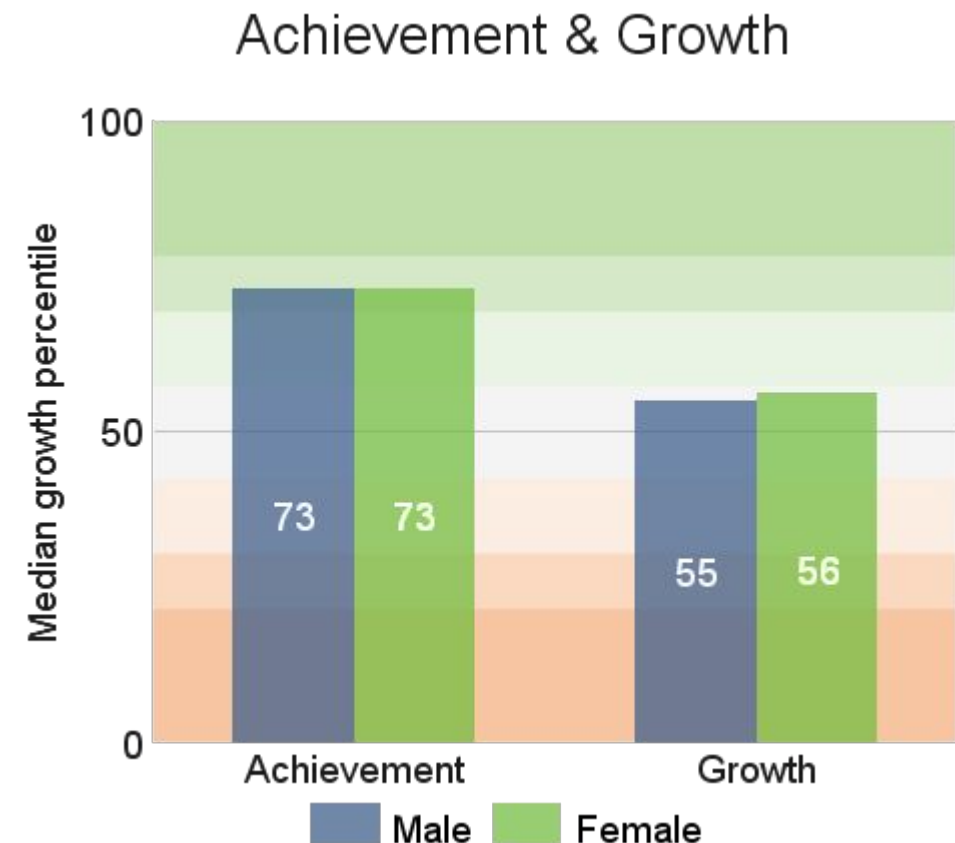


How Do Boys and Girls Compare: Overview

Both median achievement and growth were about the same for girls and boys, respectively.

Girls and boys both had moderately above average achievement.

Girls and boys both had average growth.

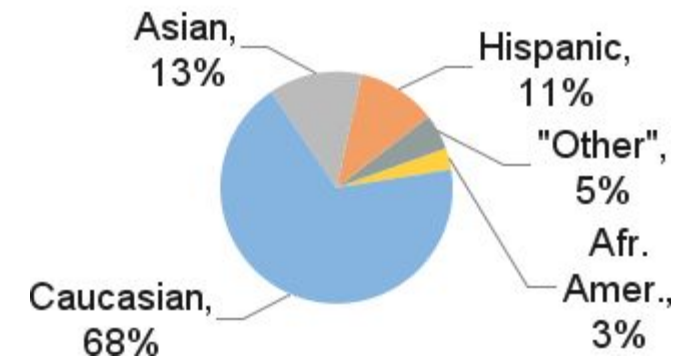


What About Ethnicity and Gender: by Ethnic Group

Achievement ranges from 40th for African-American and Hispanic students to 79th for Caucasian students; growth ranges from 42nd for African-American students to 57th for Caucasian students.

	Caucasian	"Other"	Asian	African-American	Hispanic
Achievement	79	75	68	40	40
Growth	57	55	54	42	48

Percent of Test Scores
by Ethnicity



What About Ethnicity and Gender: by Ethnicity and Gender

For achievement, the largest difference between female and male students was in reading for African Americans.

Achievement and Growth Percentile by Ethnicity and Gender

	Caucasian		"Other"		Asian		African-American		Hispanic		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Achievement	78	73	75	70	69	58	45	31	45	35	Reading
	79	83	75	83	72	70	40	43	40	38	Math
Growth	51	48	52	53	50	45	33	32	48	39	Reading
	63	65	63	65	55	64	49	57	52	50	Math

District 41 Designations

Preschool through 8th Grade

75%

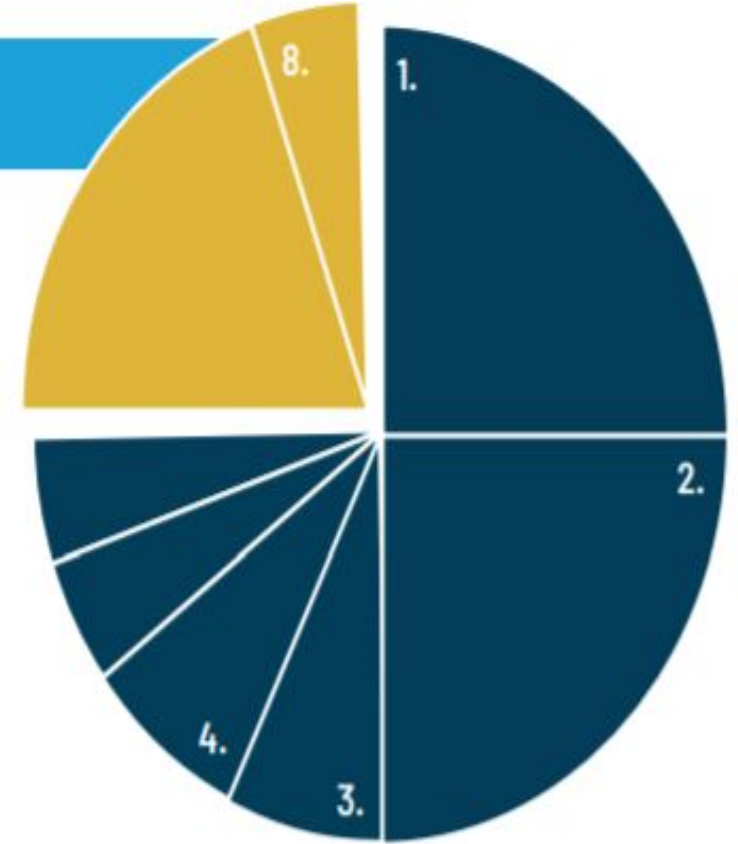
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

25%

School Quality/Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2 (Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, and Participation in Enrichment and Acceleration)*
10. 3-8 (Fifth-Grade Math Grades, Middle School Grades and Discipline, Participate in Enrichment and Acceleration)*
11. Fine Arts*



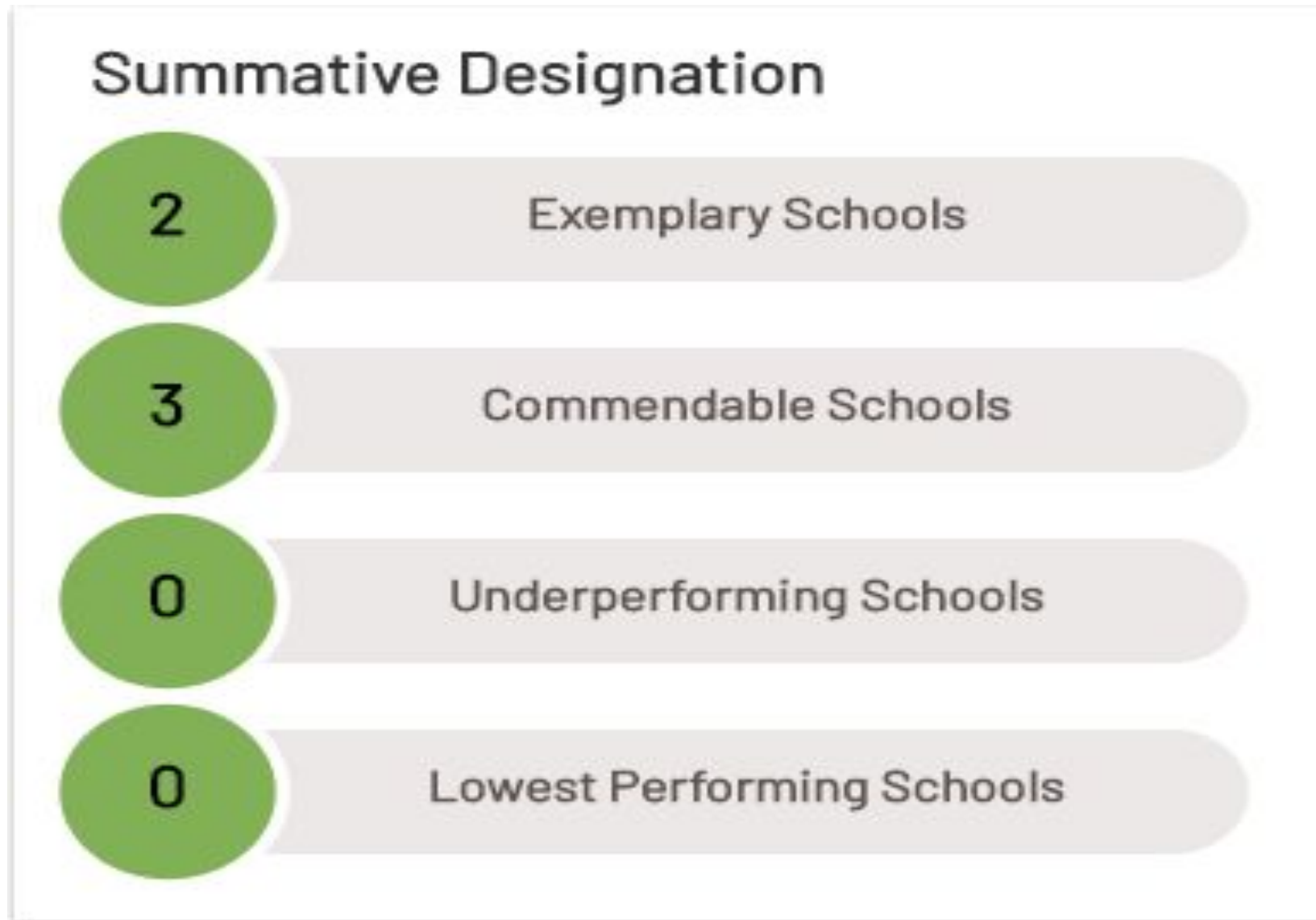
**Statistics
for 2019**

	Grade Band	Lowest Performing	Underperforming	Commendable	Exemplary	Total	Lowest Performing/ Underperforming Thres hold	Exemplary Threshold
ES	112	374	2247	334	3067	35.33	80.12	
HS	56	10	546	68	680	8.17	85.42	
Total	168	384	2793	402	3747			

- Exemplary schools had “all students” index scores at or above 80.12 (ES) or 85.42 (HS)
- Lowest Performing schools had “all students” index scores at or below 35.33 (ES) or 8.17 (HS)
- Underperforming schools had one or more student groups whose index score was below 35.33 (ES) or 8.17 (HS)
- Commendable schools had scores ranging from 80.12 – 35.33 (ES) or 85.42 – 8.17 (HS) but with no students groups whose index scores were at or below 35.33 (ES) or 8.17 (HS)



What Are Our Schools' Designations?



What Do Our School Designations Mean?

Exemplary

- Performance in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools



Eligible to apply to serve as an IL-EMPOWER Learning Partner

Commendable

- Performance not in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools



Eligible to apply to serve as an IL-EMPOWER Learning Partner

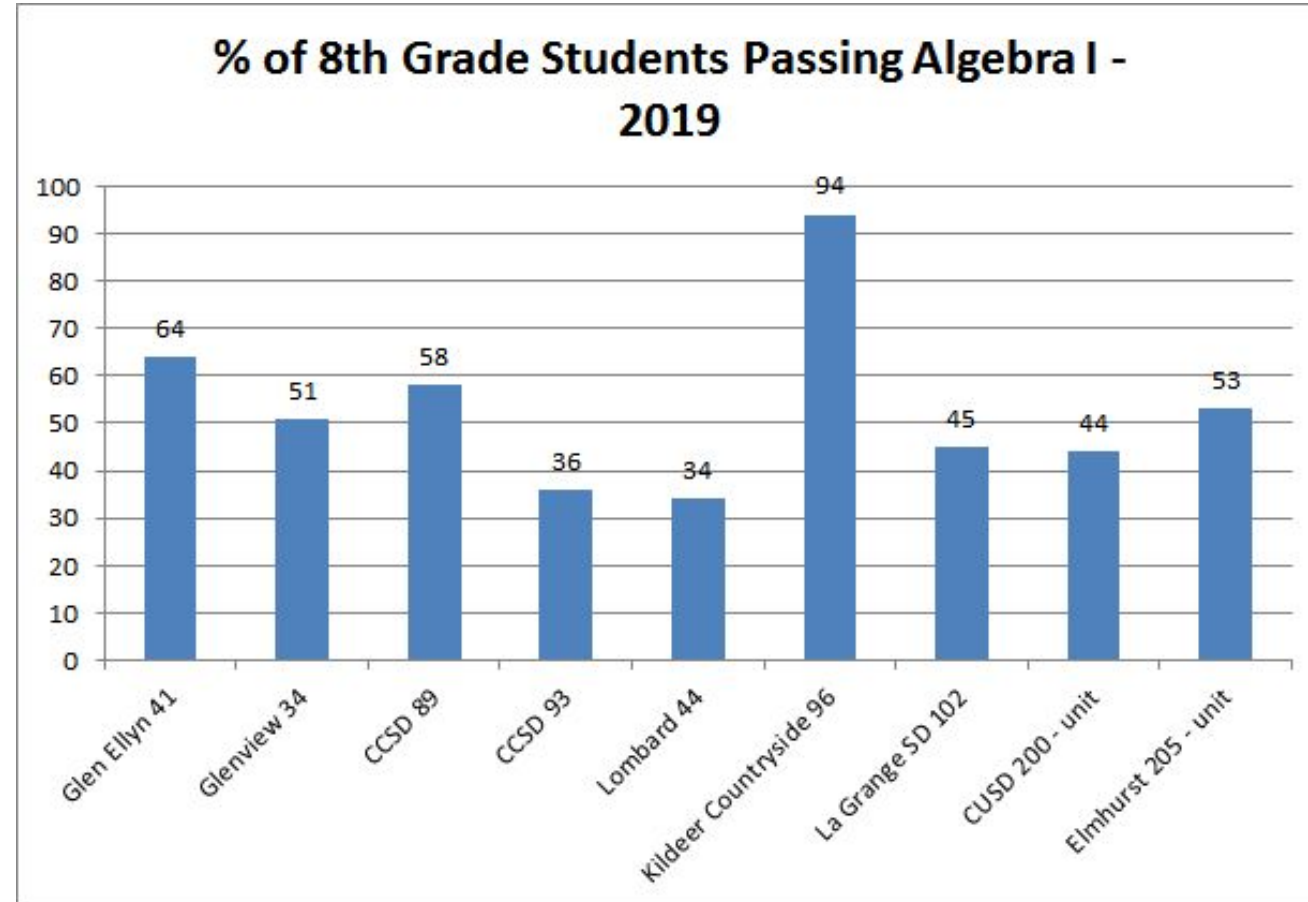
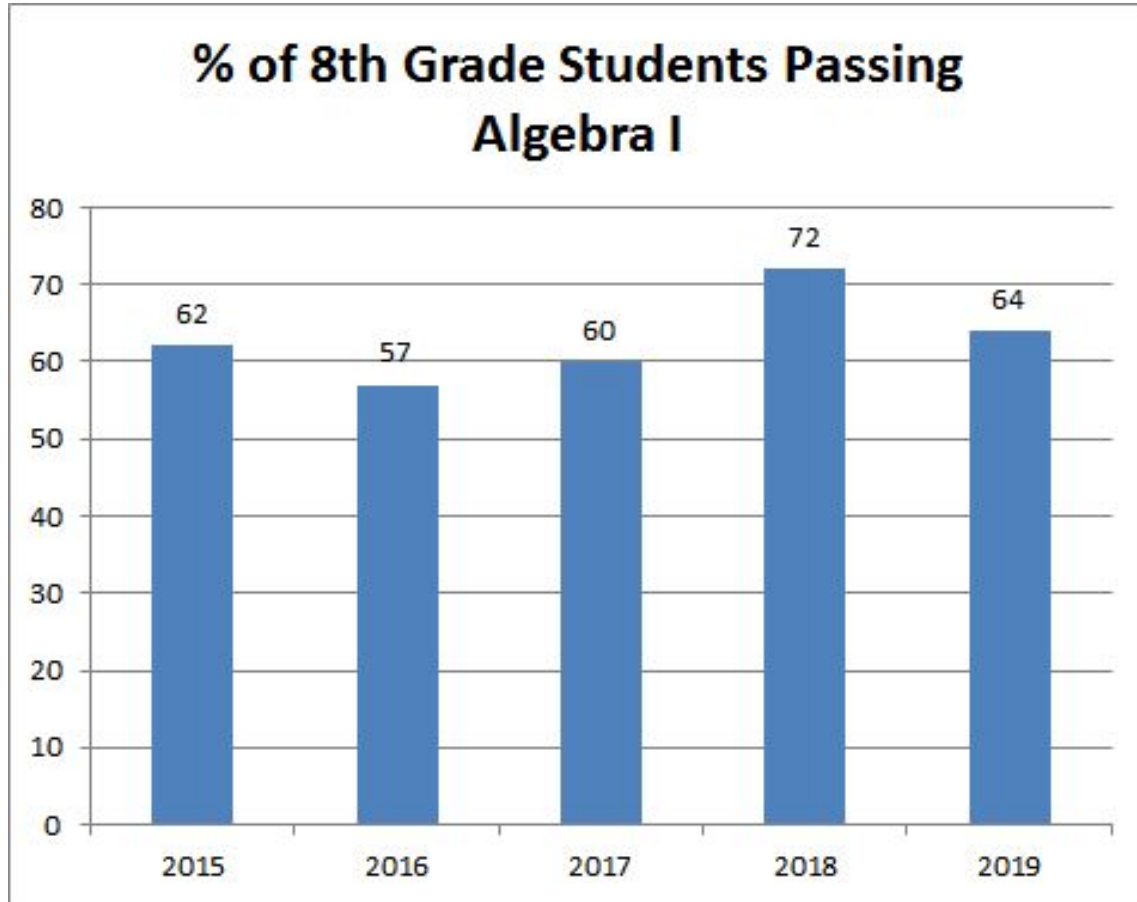
District 41 Summative Designations

School	Designation (Index Score)
Abraham Lincoln School	Exemplary (81.07)
Benjamin Franklin School	Commendable (70.21)
Churchill School	Commendable (65.09)
Forest Glen School	Exemplary (80.55)
Hadley Junior High School	Commendable (65.26)

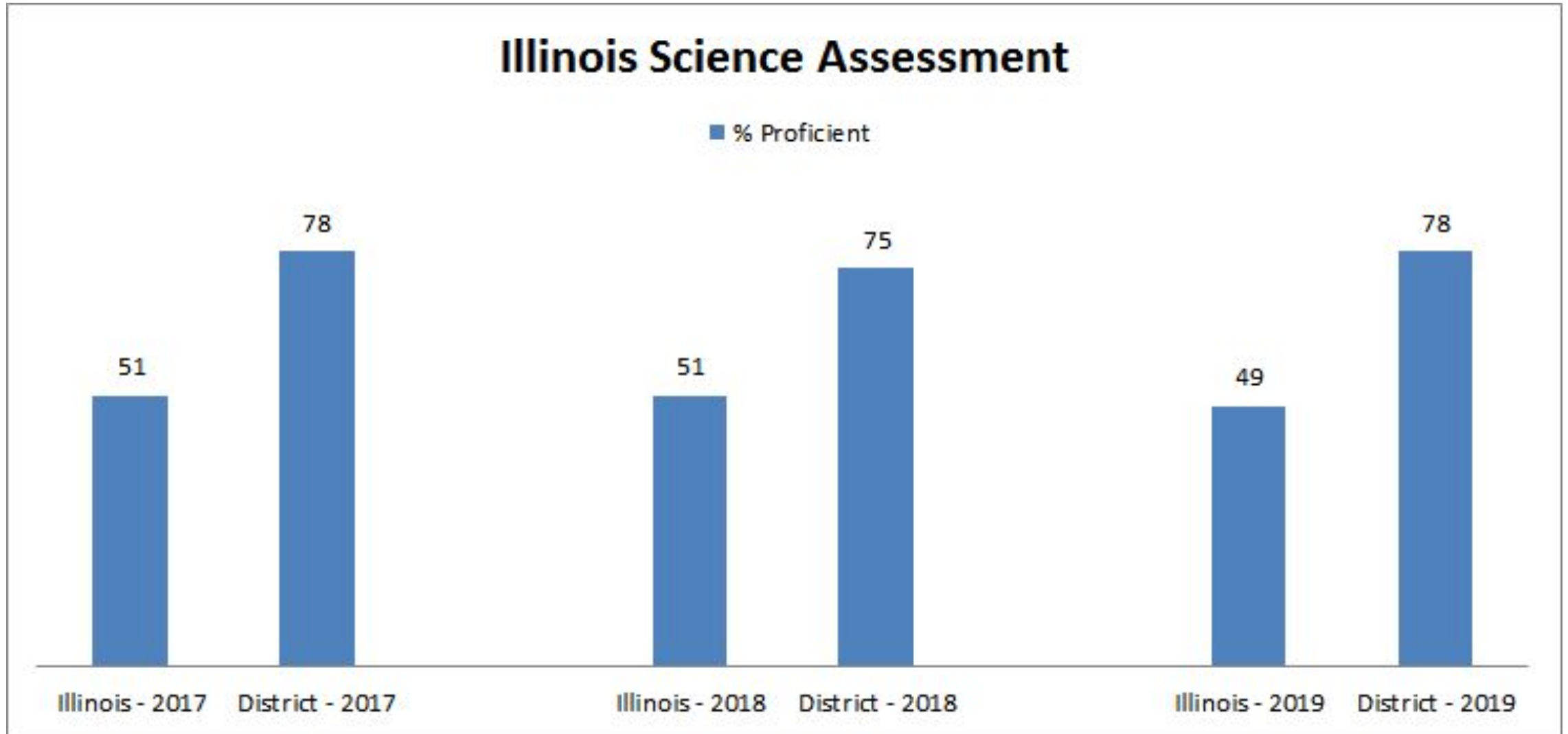
Elementary Exemplary Threshold 80.12

Elementary Commendable Threshold below 80.12-35.33

District 41- Second Highest % of 8th Grade Students Passing the Algebra I Course Compared to Our Benchmarks



Illinois Science Assessment (ISA)



What's the District's Focus in 2019-2020?

- Implemented a Blended Prek program for all students
- Continue to build a continuum of services for IEP students in their home schools based on individual student's needs
- Continue Cycles of Inquiry with a focus on reading and differentiation
- Focus on strategies to best support the needs of our subgroups
- Implemented coaching cycles at the elementary level for more targeted Math and Literacy support
- Redesigned the Middle school schedule to include 80 minutes of Science/Social Studies
- More focus on Inquiry and rebuilding Science units focused on NGSS standards K-8

Thank You