

# Glen Ellyn School District 41

Ignite passion. Inspire excellence. Imagine possibilities.



Abraham Lincoln Benjamin Franklin Churchill Forest Glen Hadley

## Academic Update

— June 18, 2018 —



# Measures Used

- NWEA - Measures of Academic Progress
- Fountas & Pinnell Literacy Assessment
- Illinois Snapshots of Early Literacy
- Spanish Literacy 100 Book Challenge

## **Still to come**

- PARCC - Final scores due late summer
- ACCESS - Final scores due mid-July

# **Insights Report**

**Prepared for Glen Ellyn School District #41**

**Fall 2017 to Spring  
2018**

# Effectiveness Levels

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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

# Students Tested

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The numbers indicate the number of students tested by grade and subject in the spring of 2018.

Growth numbers are calculated from students who tested in both the fall of 2017 and spring of 2018, which may be a smaller student count.

## Students Tested: Spring 2018

	Reading	Math
K	355	354
1	355	357
2	402	402
3	386	386
4	336	339
5	401	402
6	375	372
7	362	360
8	403	389
9		
10		
11		
12		

# Executive Summary: Achievement and Growth

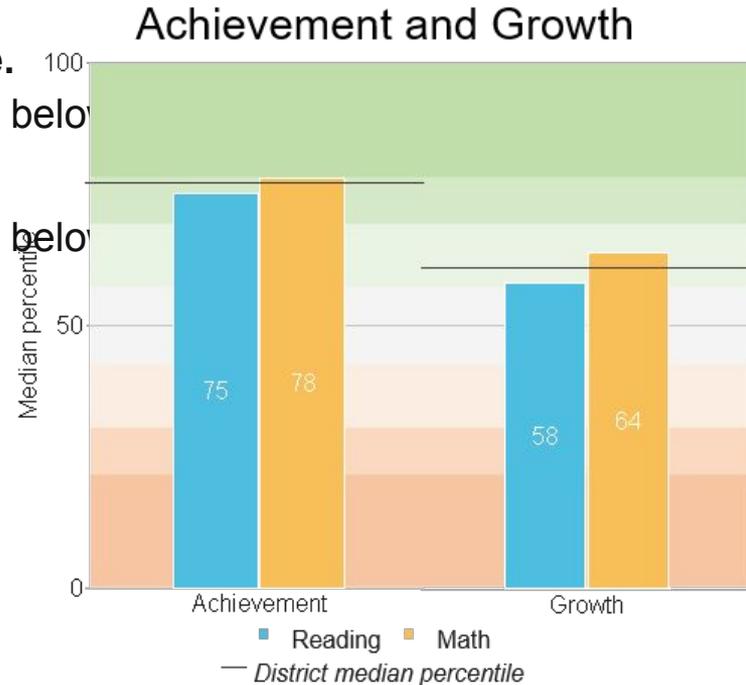
Achievement is moderately above average and growth is slightly above average.

**District median achievement is 77<sup>th</sup> percentile.**

Mathematics was above median. Reading was below

**District median growth is 61<sup>st</sup> percentile.**

Mathematics was above median. Reading was below



# Executive Summary: Proficiency and College Readiness

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In at least one subject, 68% of students should meet state standards and 78% are on track for college readiness.

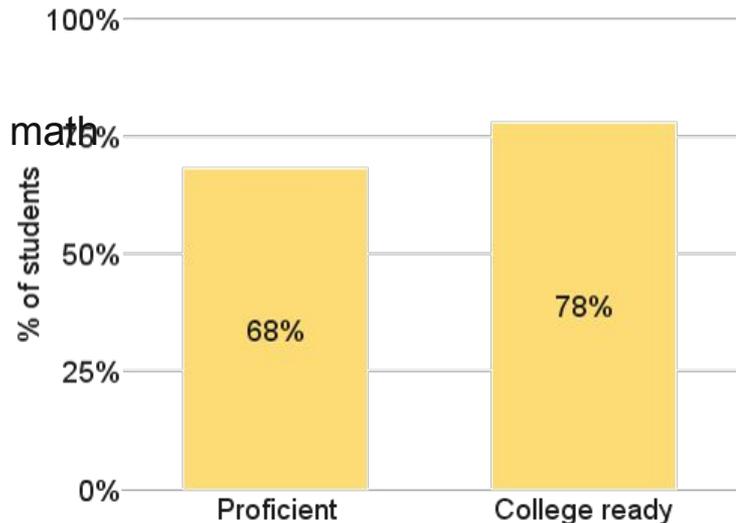
## Projected proficiency: math is higher

58% proficient in ELA 59% proficient in math  
68% proficient in ELA or math

## College readiness: ELA is higher

70% college ready in ELA 66% college ready in math  
78% college ready in ELA or math

## Proficiency and College Readiness in at Least One Subject



## Executive Summary: Longitudinal Growth

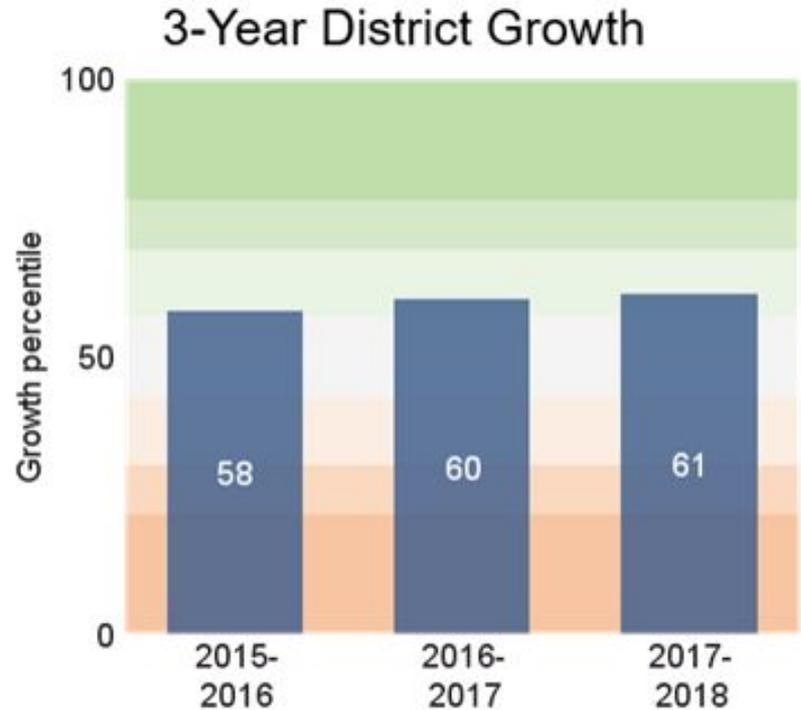
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The district's 3-year growth has been consistently above average.

2015-16 growth percentile is slightly above average

2016-17 growth percentile is slightly above average

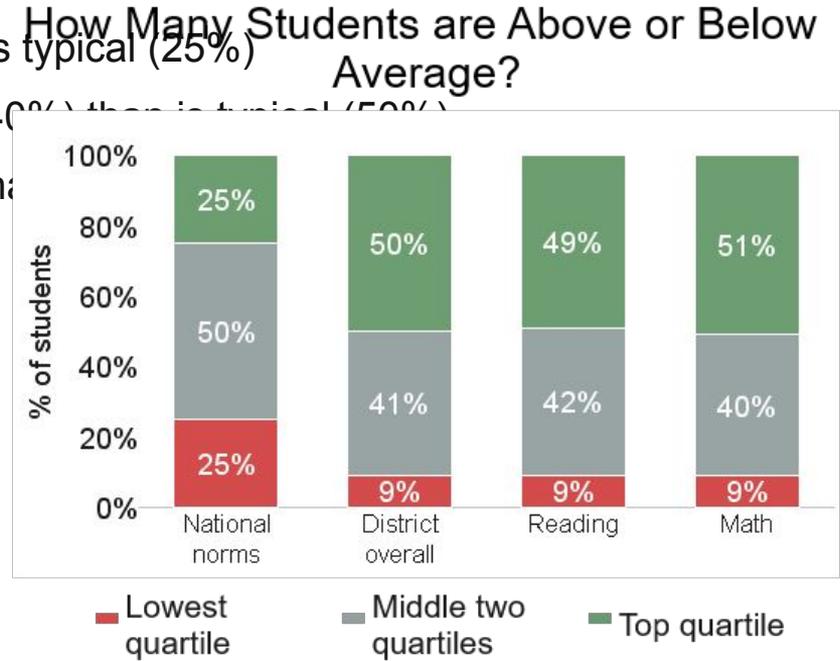
2017-18 growth percentile is slightly above average



# How are District Students Doing: Achievement Status

Fall 2017 achievement scores show a larger proportion of students in the top quartile than national norms.

**Top quartile:** a larger proportion (50%) than is typical (25%)  
**Middle two quartiles:** a smaller proportion (40%) than is typical (50%)  
**Lowest quartile:** a smaller proportion (9%) than is typical (25%)



# How are District Students Doing: Growth by Quartile

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

## Are Students Growing Equally?

**Top quartile:** slightly more growth (60<sup>th</sup>) than the norm

Lowest quartile

Middle two quartiles

Top quartile

**Middle two quartiles:** slightly more growth (63<sup>rd</sup>) than the norm

**Lowest quartile:** slightly more growth (61<sup>st</sup>) than the norm

	Lowest quartile	Middle two quartiles	Top quartile
Reading	58 <sup>th</sup>	61 <sup>st</sup>	56 <sup>th</sup>
Math	63 <sup>rd</sup>	64 <sup>th</sup>	64 <sup>th</sup>
Total	61 <sup>st</sup>	63 <sup>rd</sup>	60 <sup>th</sup>
Norm	50 <sup>th</sup>	50 <sup>th</sup>	50 <sup>th</sup>

# How are District Students Doing: by Decile

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

**Top decile:** a larger proportion (27%) than is typical (10%)  
Growth percentile: 60<sup>th</sup>

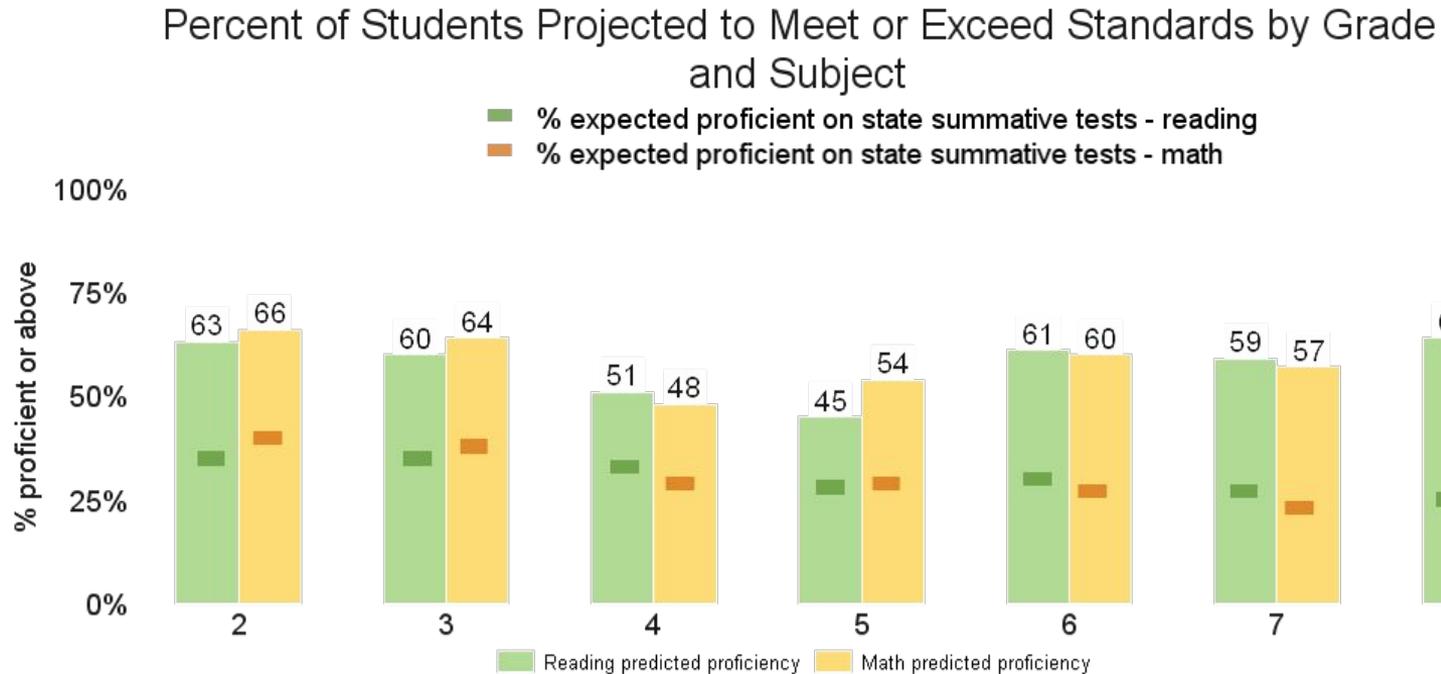
**Bottom decile:** a smaller proportion (4%) than is typical (10%)  
Growth percentile: 64<sup>th</sup>

Are Students Growing Equally?

	Bottom decile	Top decile
Total	64 <sup>th</sup>	60 <sup>th</sup>
Norm	50 <sup>th</sup>	50 <sup>th</sup>

# Are We Proficient & College Ready: Proficiency by Grade and Subject

Proficiency rates are above national benchmarks for all tested grades with norms in both reading and math.



# Is Our Growth Strong Over Time?

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

3-Year Growth Percentile by Subject

	2015-16	2016-17	2017-18	Total
Reading	60	58	58	59
Math	55	61	64	60
Total	58	60	61	59

3-Year District Growth



# How is Status by Grade & Subject?

All grades had above average status in both subjects.

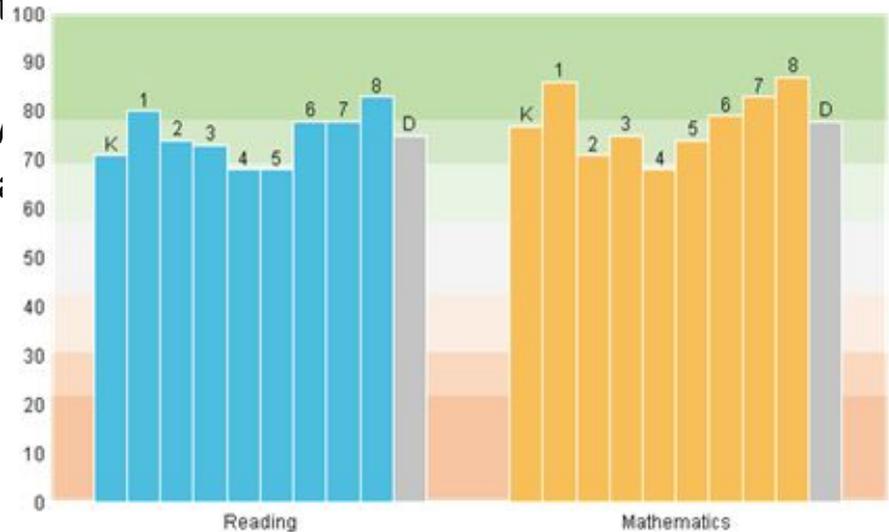
## Mathematics had the highest achievement

Ranged from 68<sup>th</sup> percentile for 4<sup>th</sup> grade to 83<sup>rd</sup> percentile for 8<sup>th</sup> grade

## Reading had the lowest achievement overall

Ranged from 68<sup>th</sup> percentile for 4<sup>th</sup> grade to 83<sup>rd</sup> percentile for 8<sup>th</sup> grade

Median Status Percentile of Each Grade Compared to National Average



# How is Growth by Grade & Subject?

K, 1<sup>st</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades had above average growth in both subjects.

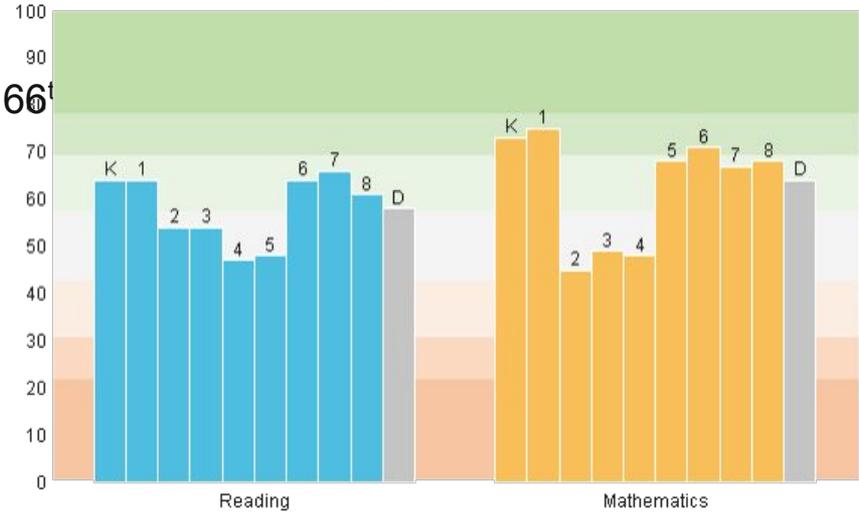
**Mathematics had the highest growth overall.**

Ranged from 45<sup>th</sup> percentile for 2<sup>nd</sup> grade to 75<sup>th</sup> percentile for 1<sup>st</sup> grade

**Reading had the lowest growth overall.**

Ranged from 47<sup>th</sup> percentile for 4<sup>th</sup> grade to 66<sup>th</sup>

Median Growth Percentile of Each Grade  
Compared to National Average

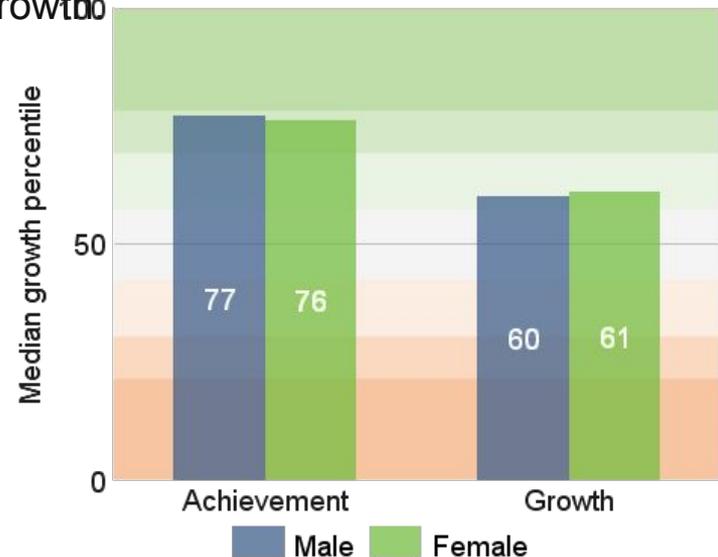


# How Do Boys and Girls Compare: Overview

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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 slightly above average growth.



# How Do Boys and Girls Compare: by Subject and Grade Span

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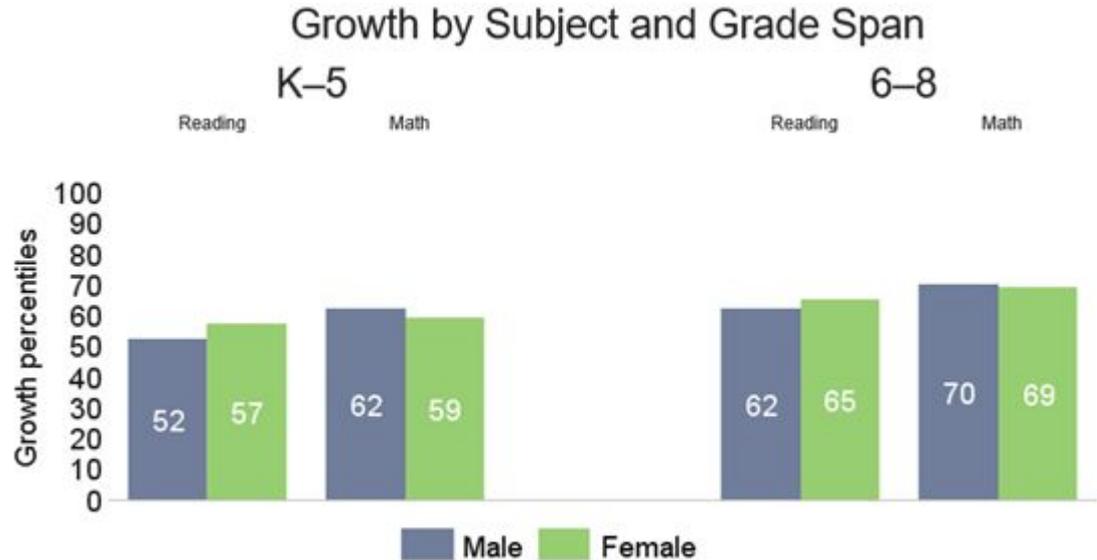
There is no significant difference between girls and boys across all grade spans and all subjects.

## In grades K–5:

girls and boys had relatively

## In grades 6–8:

girls and boys had relatively



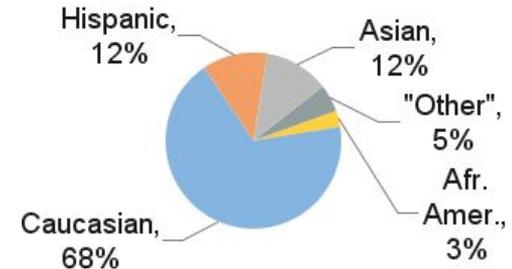
## What About Ethnicity and Gender: by Ethnic Group

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Achievement ranges from 41<sup>st</sup> for Hispanic students to 81<sup>st</sup> for Caucasian students; growth ranges from 48<sup>th</sup> for African-American students to 63<sup>rd</sup> for Caucasian students.

	Caucasian	"Other"	Asian	African-American	Hispanic
Achievement	81	77	71	42	41
Growth	63	55	61	48	50

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	83	78	78	75	75	65	51	36	46	39	Reading
	80	85	74	80	68	75	39	41	39	42	Math
Growth	61	59	55	51	56	54	47	33	56	49	Reading
	66	68	63	56	63	67	63	49	46	51	Math

# Overall growth is average to moderately above average in almost all categories

	Spring 2018 Median Student Performance Percentile / Fall-to-Spring 2017-18 Median Conditional Growth Percentile (number of students in Growth sample)					
Subject	All D41	Students with IEPs	English Language Learners	LEP Students in Dual Language Program	Students receiving Free or Reduced Lunch	Students receiving Gifted Services in Subject
<b>Math</b>	78 / 64 (3259)	42 / 44 (289)	37 / 47 (366)	32 / 41 (88)	46 / 52 (711)	99 / 78 (263)
<b>Reading</b>	75 / 58 (3278)	42 / 46 (300)	32 / 49 (372)	29 / 49 (88)	48 / 52 (719)	97 / 68 (79)

## ISEL Skills - D41 Kindergarten

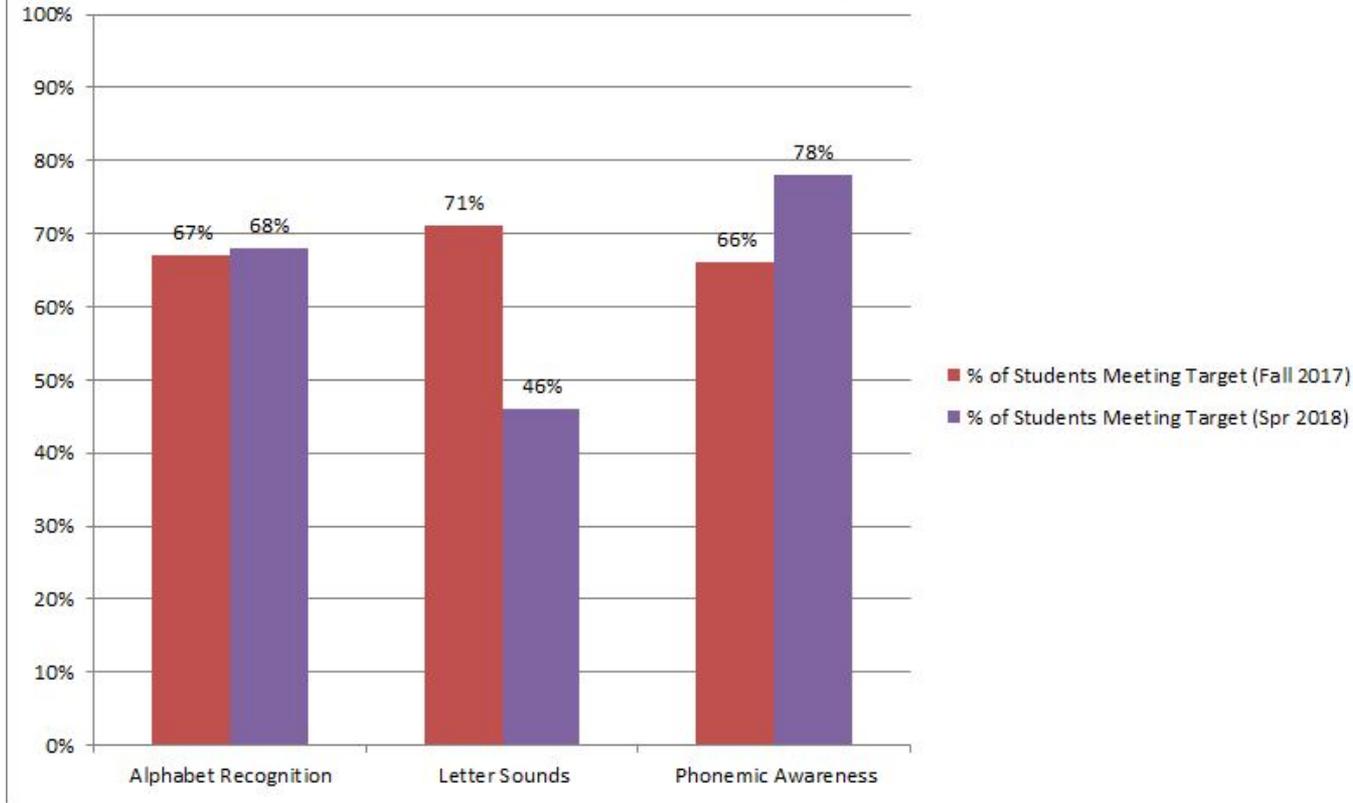
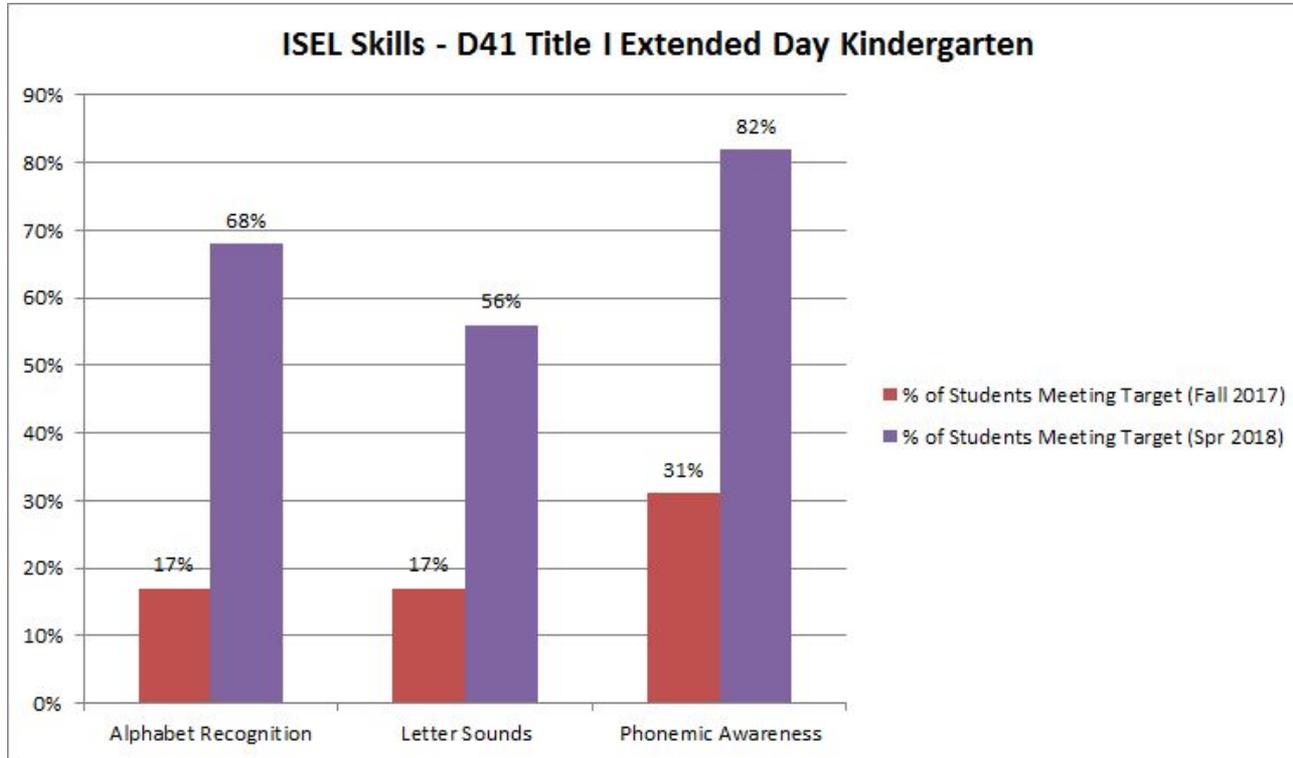


Chart includes only English scores.

Note: Target scores are different for Fall and Spring. Alphabet recognition is 43 for Fall, 54 for Spring. Letter Sounds target score is 9 for Fall, 26 for Spring. Phonemic Awareness target score is 6 for Fall, 10 for Spring.

# Title I Extended Day Kindergarten

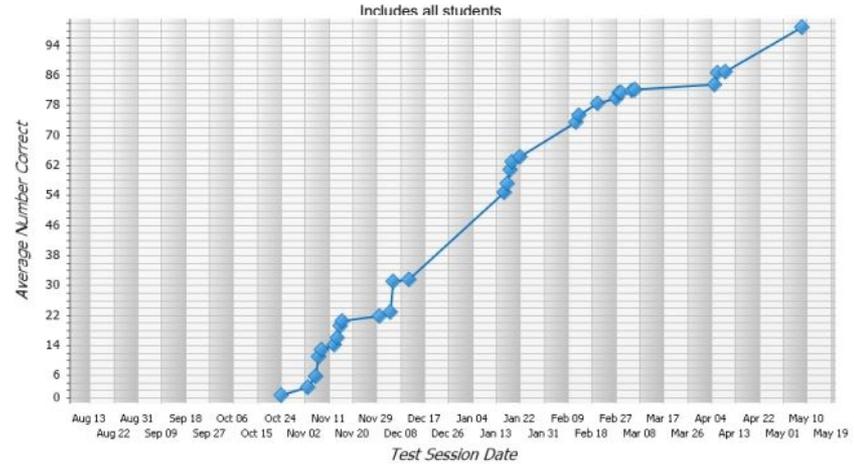


Note: Target scores are different for Fall and Spring. Alphabet recognition is 43 for Fall, 54 for Spring. Letter Sounds target score is 9 for Fall, 26 for Spring. Phonemic Awareness target score is 6 for Fall, 10 for Spring.

# Extended Day Early Math Skills

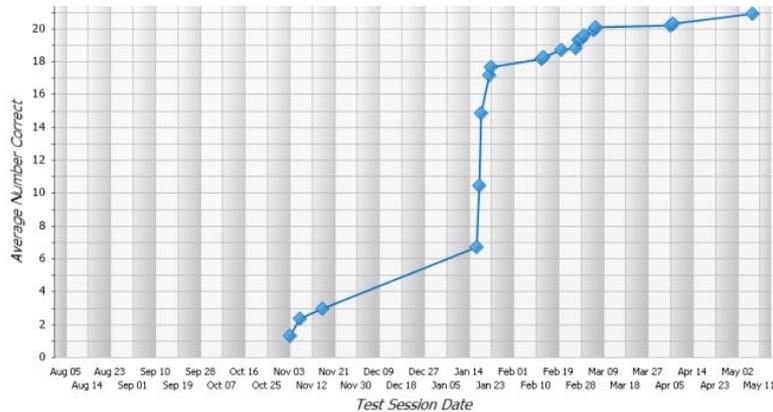
Students demonstrated strong growth in early math skills

## Counting to 100



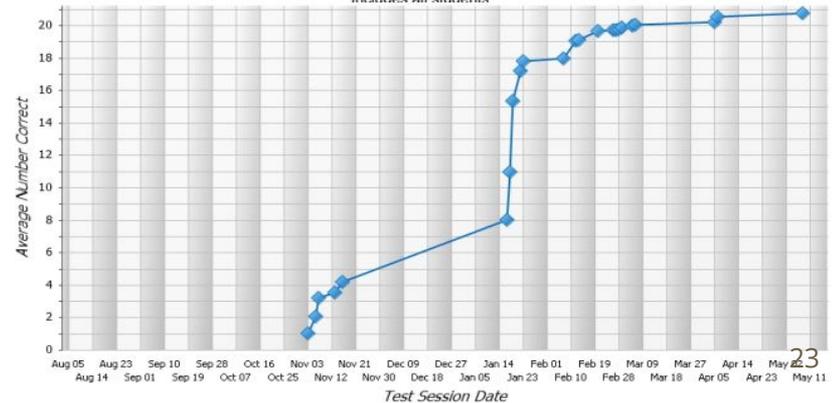
## One-to-One Correspondence 0-20

Includes all students

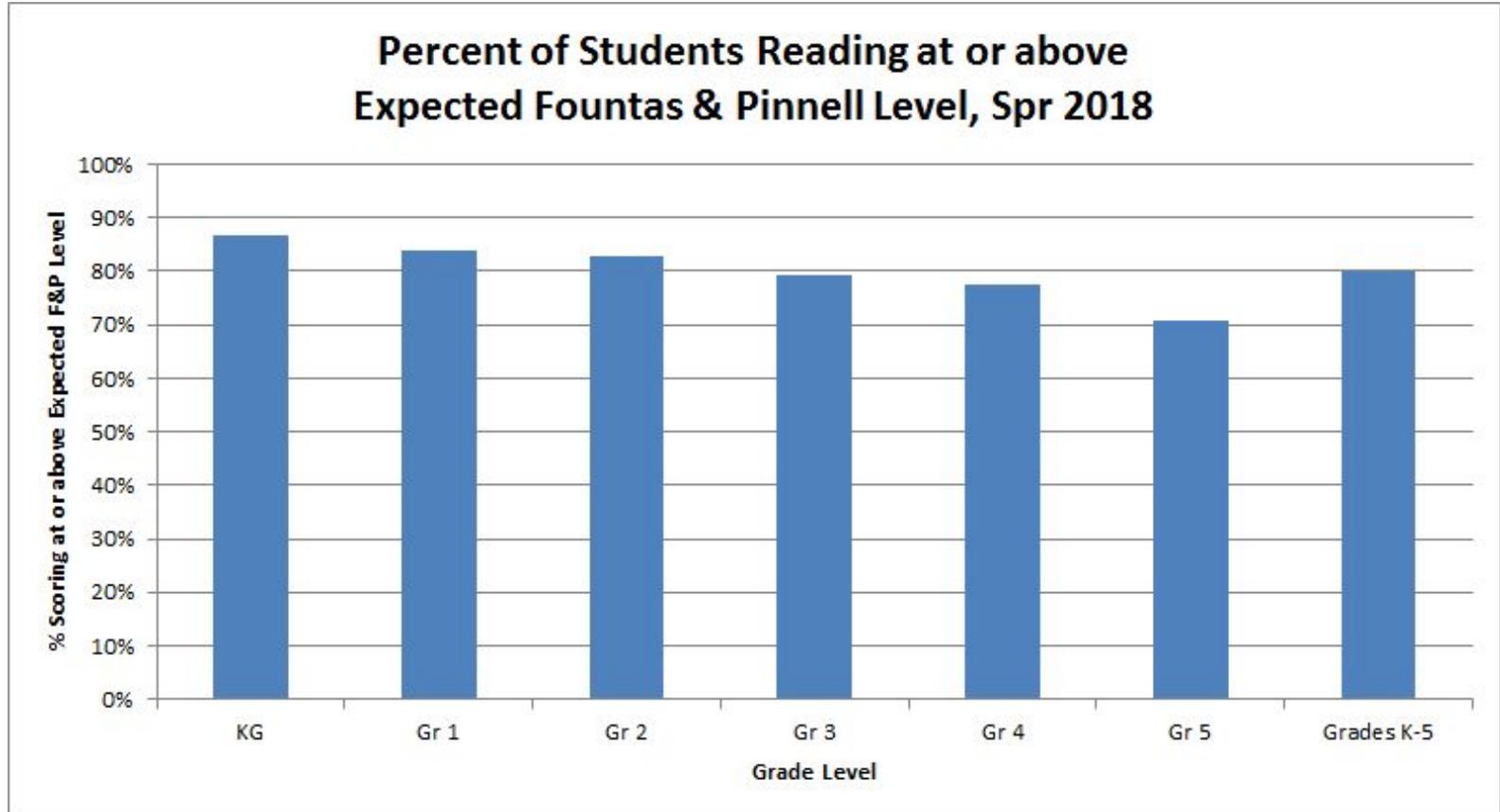


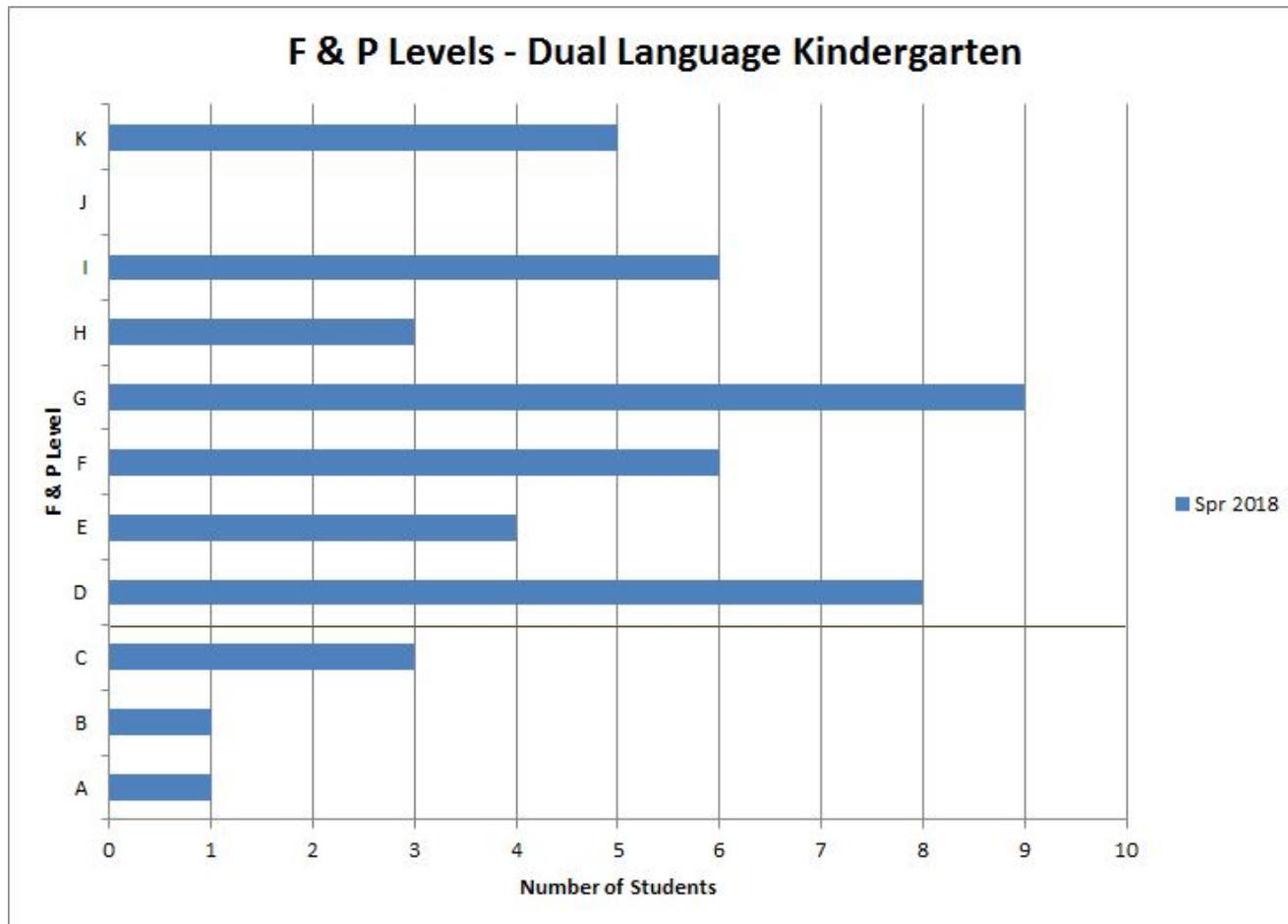
## Number Recognition 0-20

Includes all students

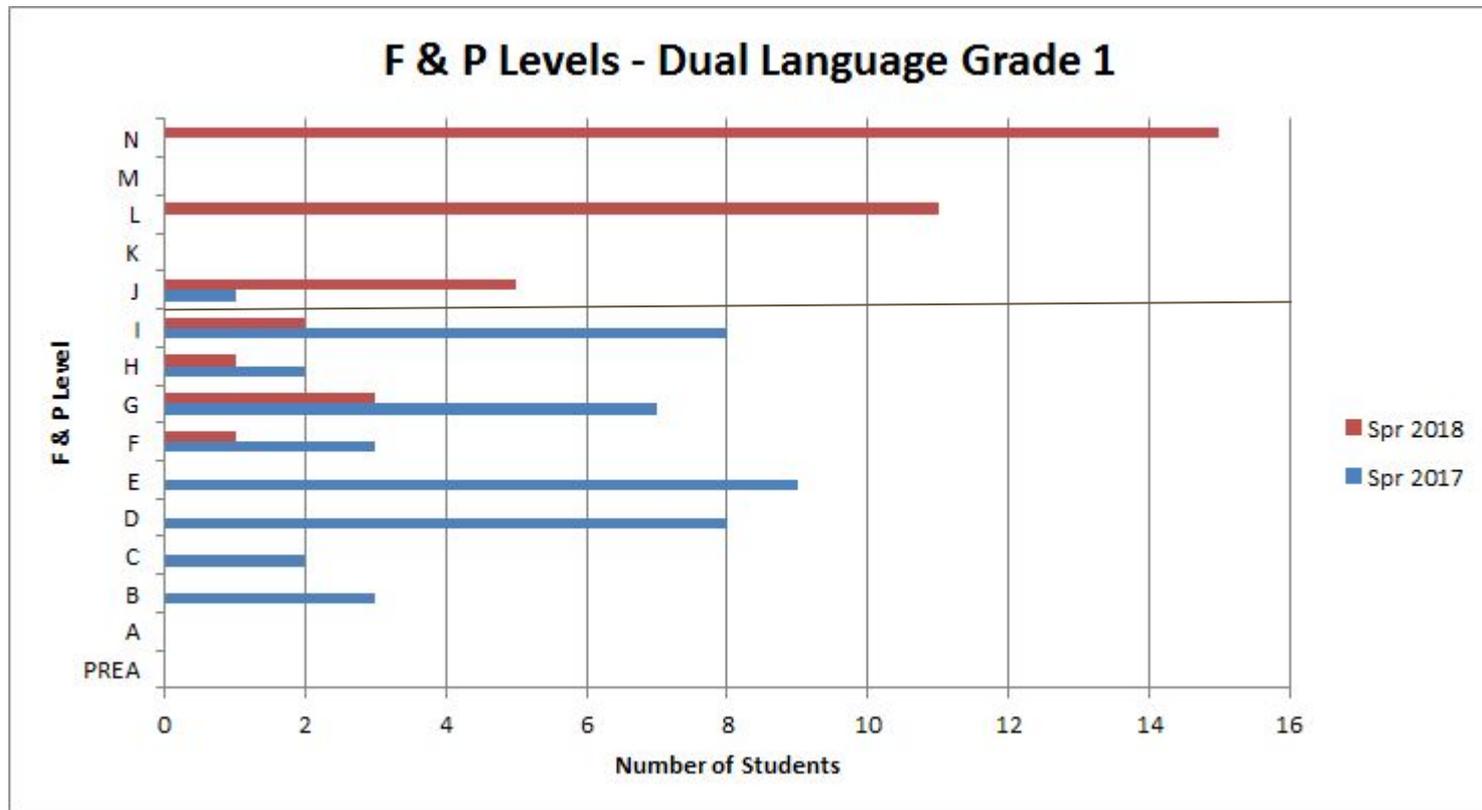


# On Average 80% of Students Scored at or above the Expected End-of-Year Fountas & Pinnell Instructional Reading Level



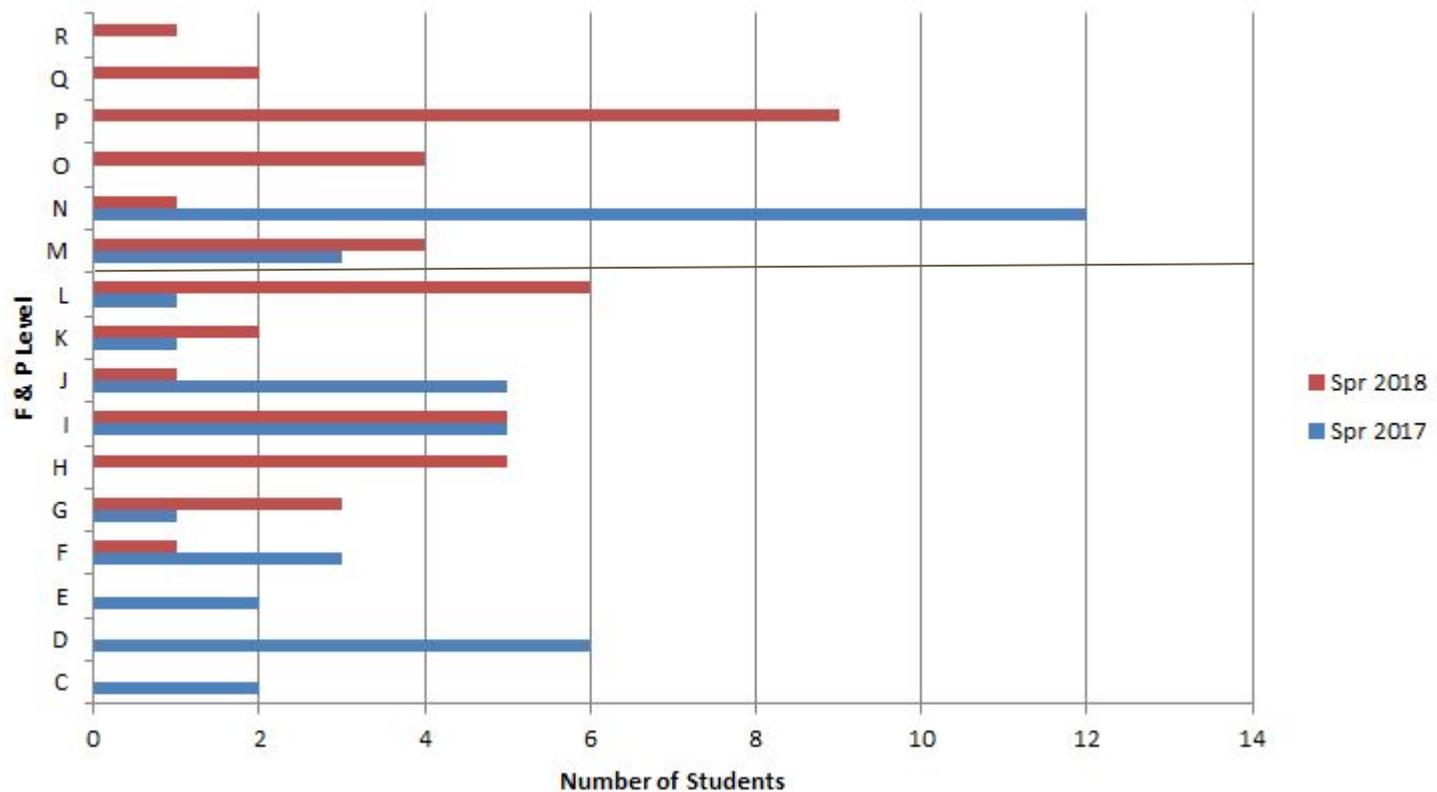


Level D is expected for Spring of Kindergarten (89%)



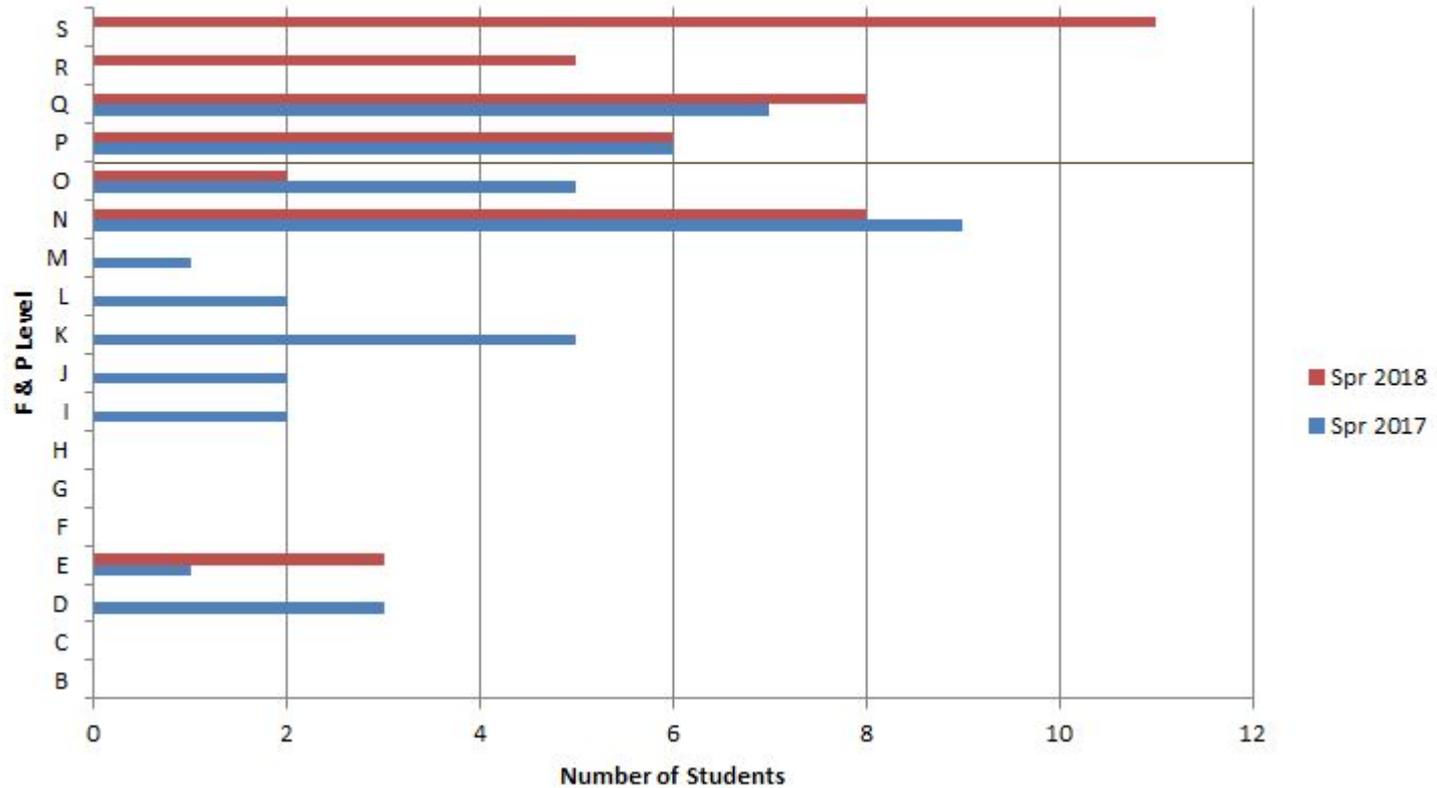
Level J is expected for Spring of 1st Grade (82%)

## F & P Levels - Dual Language Grade 2



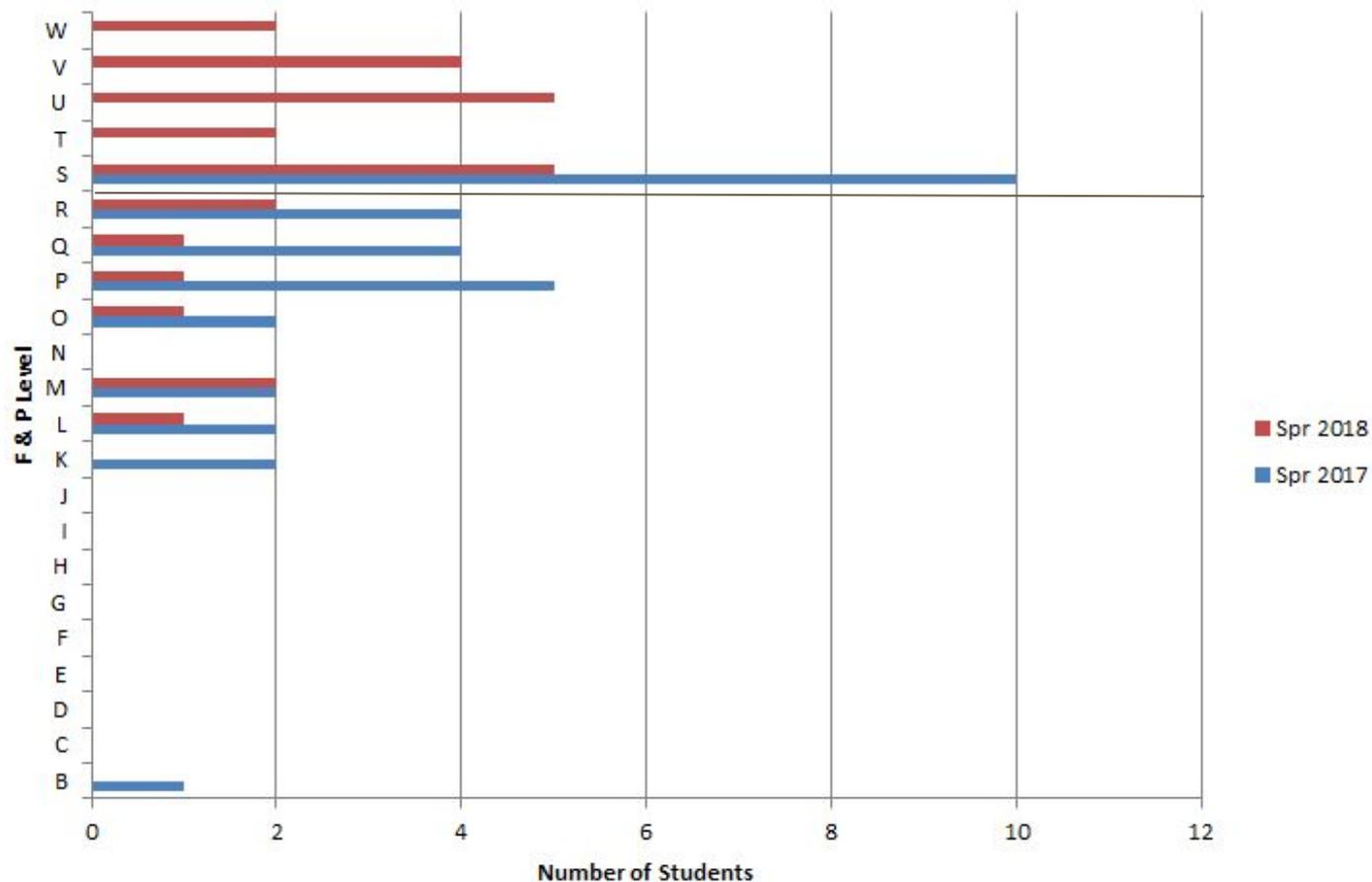
Level M is expected for Spring of 2nd Grade (48%)

## F & P Levels - Dual Language Grade 3



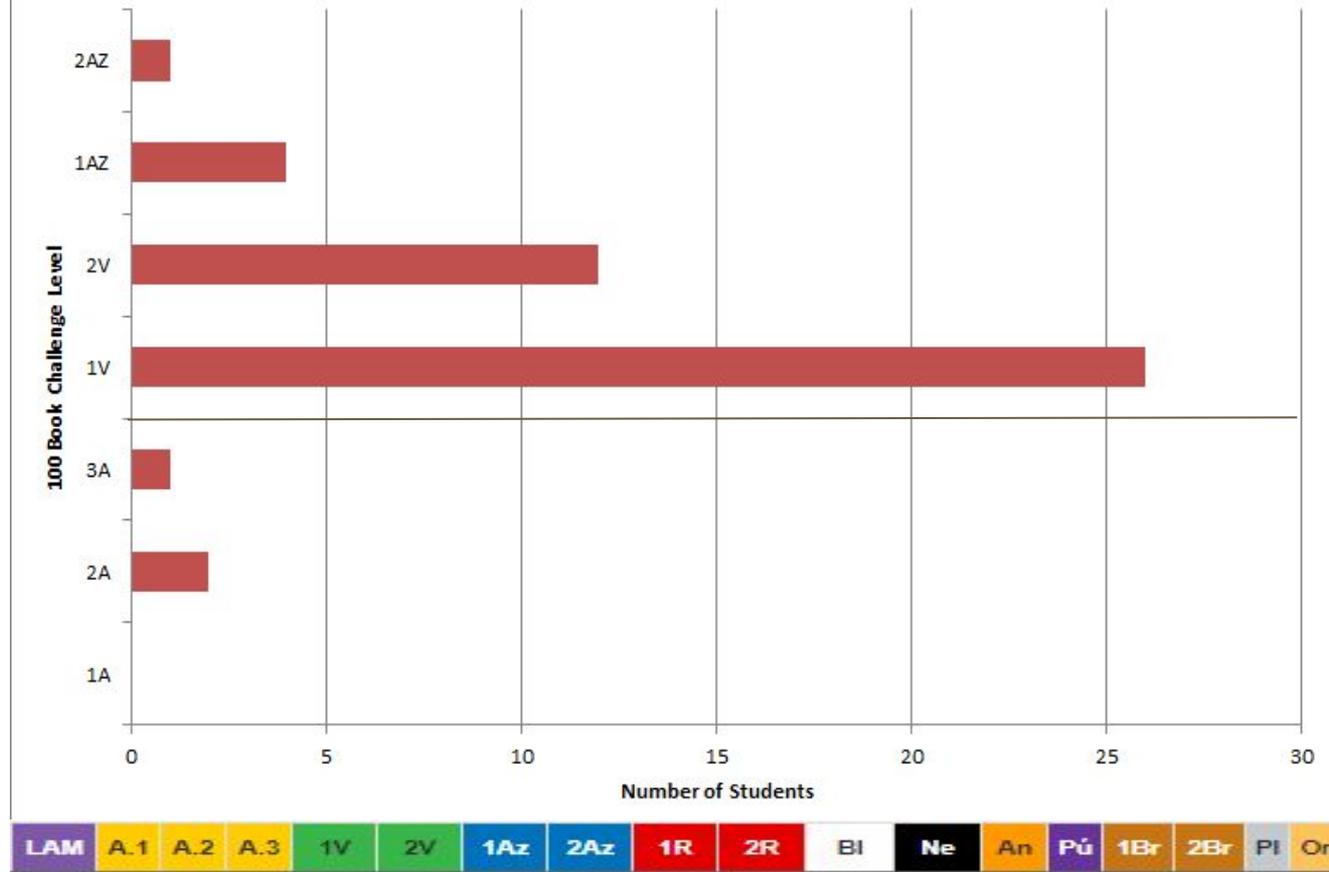
Level P is expected for Spring of 3rd Grade (70%)

## F & P Levels - Dual Language Grade 4



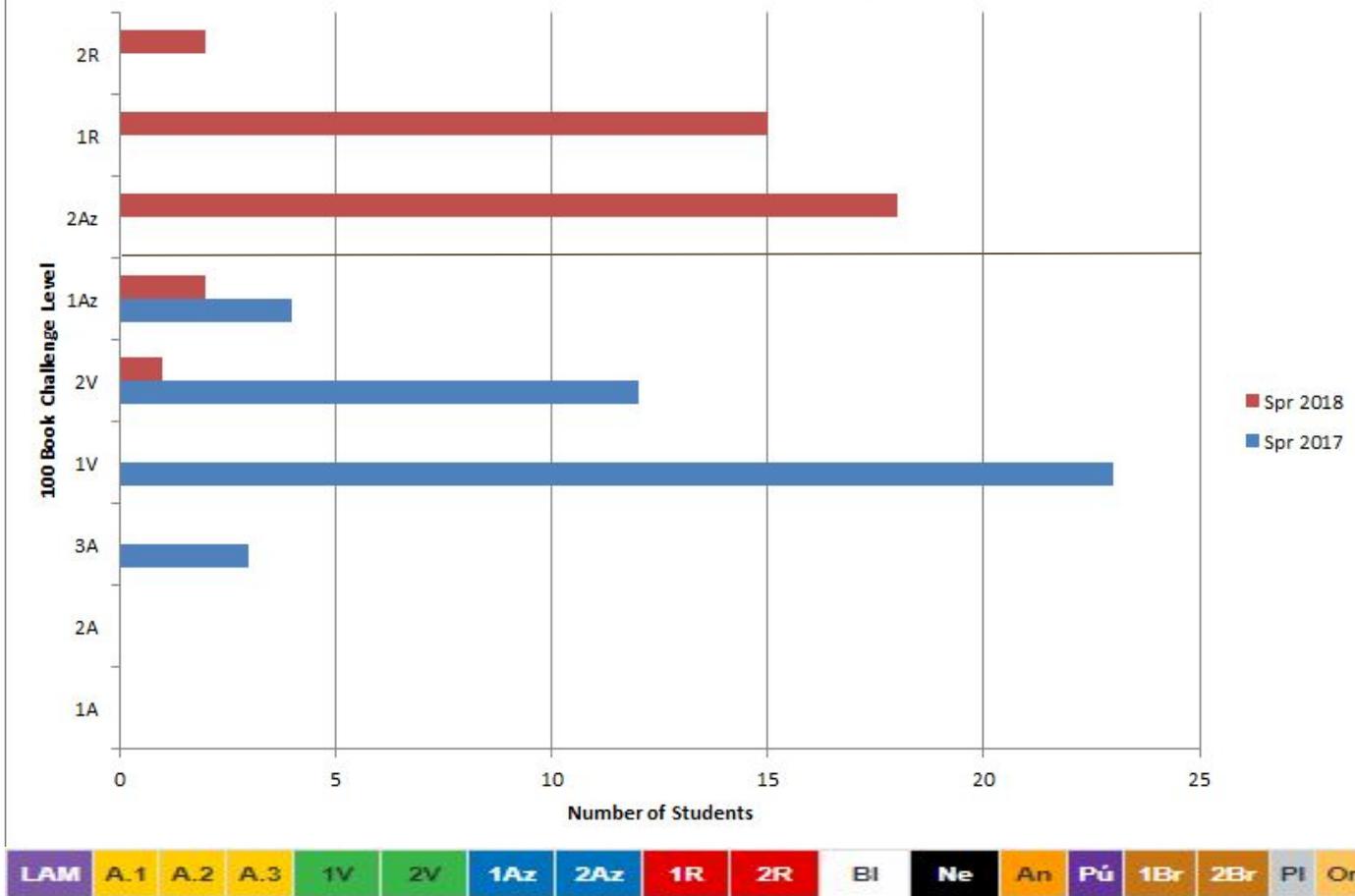
Level S is expected  
for Spring of 4th  
Grade (69%)

## Spanish Literacy Assessment - Dual Language Kindergarten, Spring 2017-18



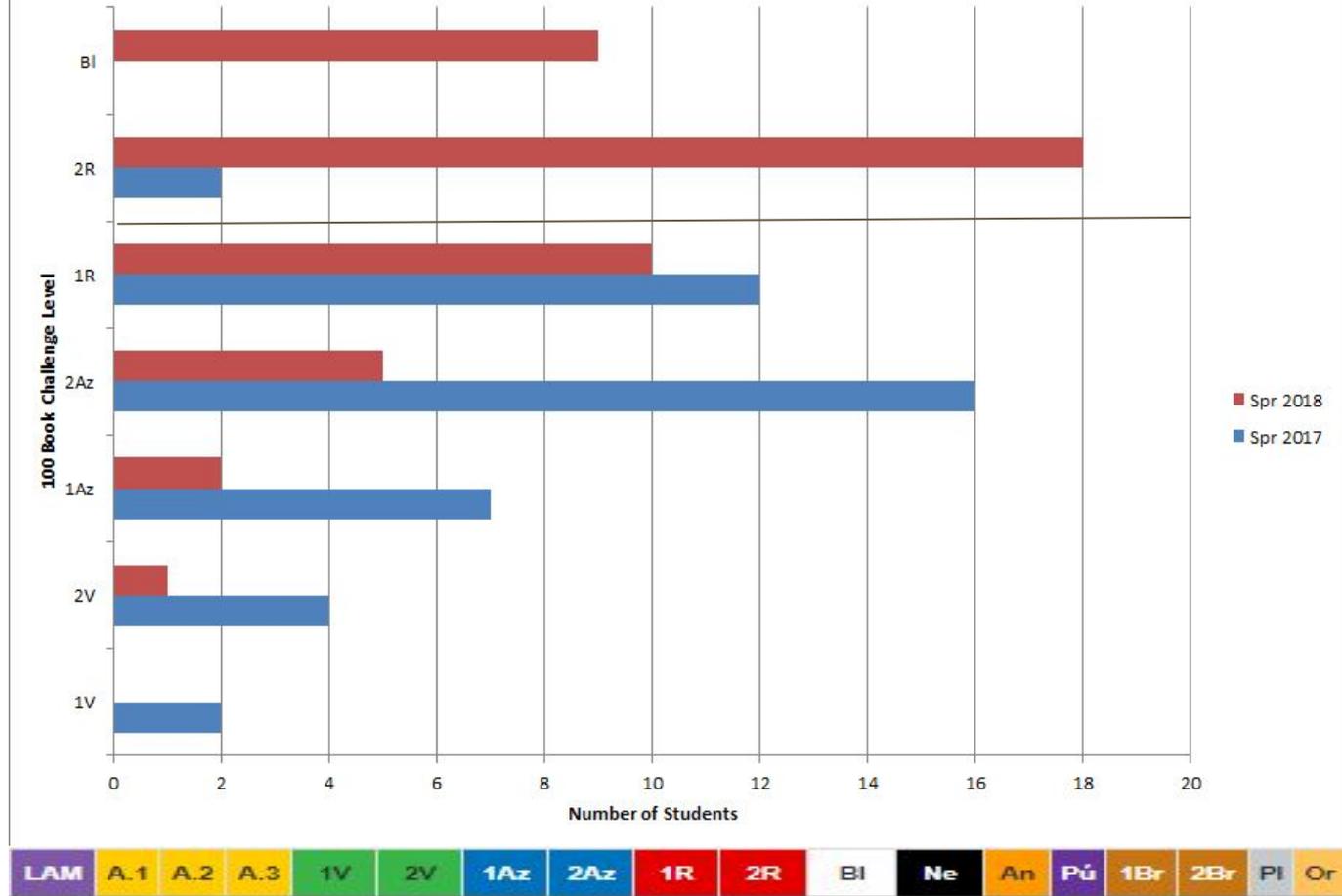
For kindergarten, native Spanish speaking students should end the year at 1V level. (93%)

## Spanish Literacy Assessment, Dual Language 1st Grade



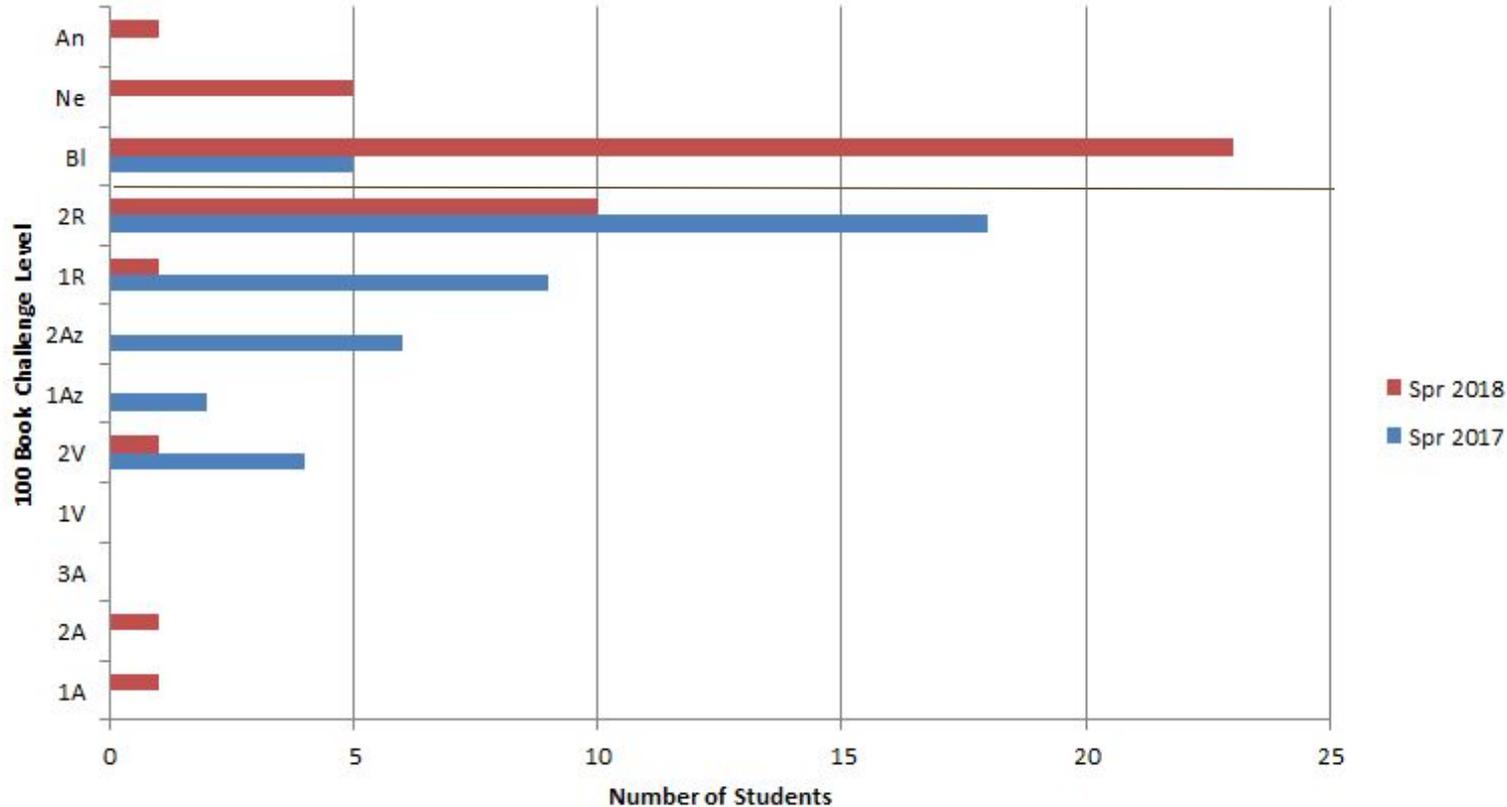
For 1st grade, native language students are expected to end the year at the 2AZ level. (92%)

## Spanish Literacy Assessment - Dual Language 2nd Grade



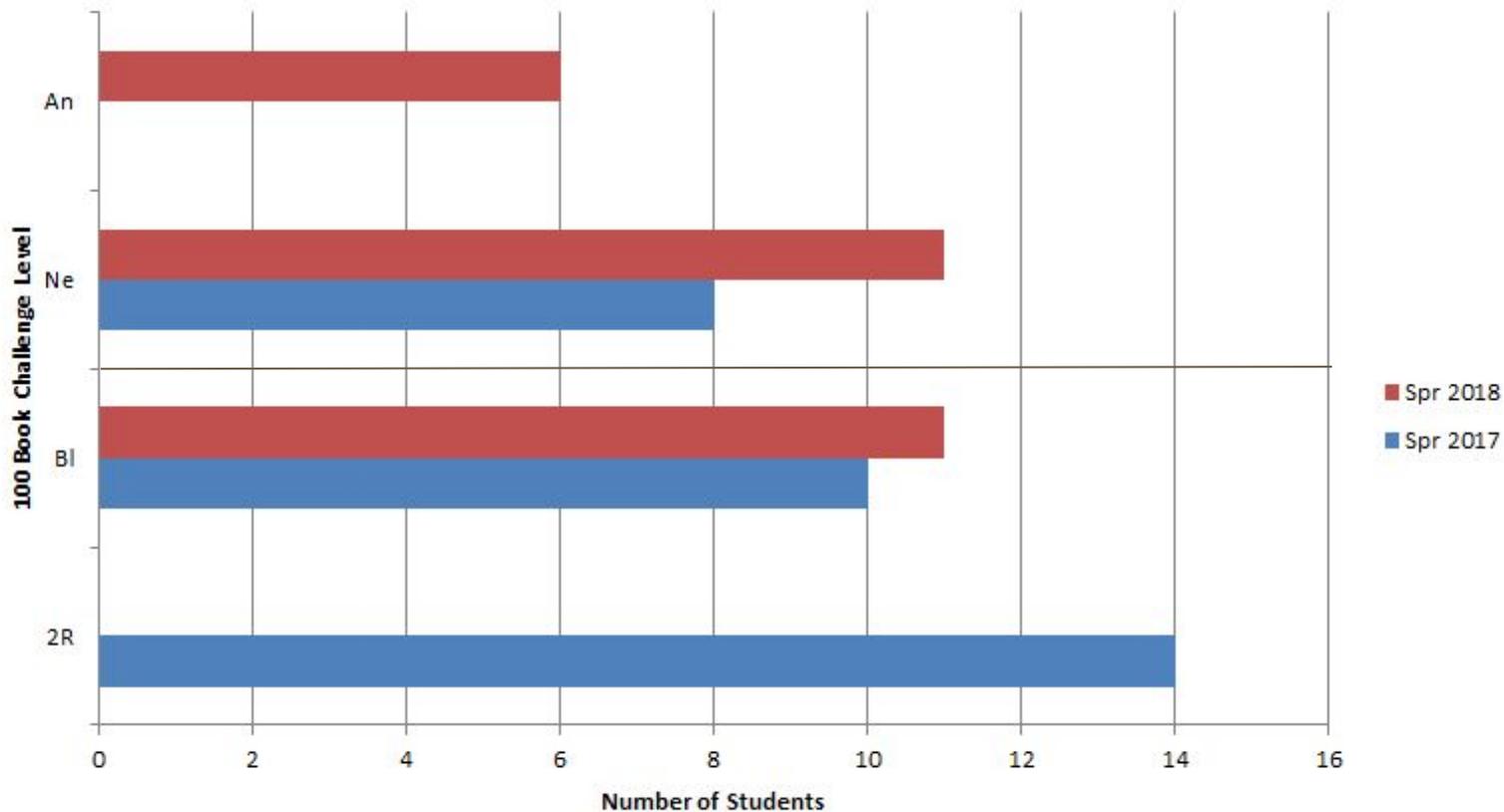
For 2nd grade, native language students are expected to end the year at the 2R level. (60%)

## Spanish Literacy Assessment - Dual Language 3rd Grade



For 3rd grade, native language students are expected to end the year at the BI level. (67%)

## Spanish Literacy Assessment - Dual Language 4th Grade



For 3rd grade, native language students are expected to end the year at the Ne level. (61%)

# Focus for 2018-19 Based on this Data

- **Focus on collective analysis of student data within PLCs to ensure all students learn at high levels**
- **Differentiation-small group/conferring in literacy and math; instructional strategies**
- **Emphasis on reading skills K-8**
- **Implementing Lucy Calkins units of Reading in 6th grade and K-1 phonics program at elementary**
- **Additional professional development for reading/math aides**
- **Professional Development for staff on developing inter-rater reliability of F&P scoring K-5**
- **Co-teaching support and training districtwide**
- **Continue TLC (teachers learning collaboratively) during instruction & PLCs**

# Coming in Fall 2018

Fall Academic Update to include

- PARCC
- Early Childhood/PreK data
- ACCESS
- AAPPL (FLES)