

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

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

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

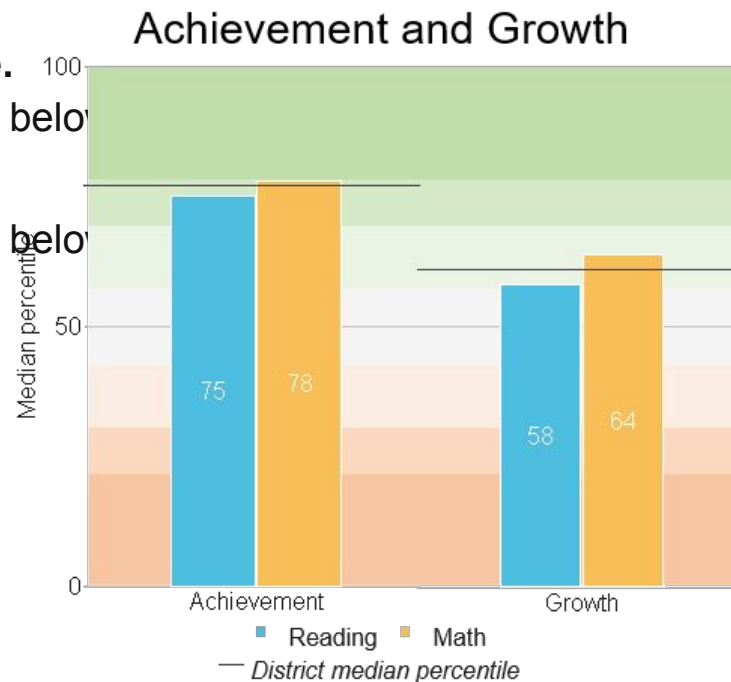
Achievement is moderately above average and growth is slightly above average.

District median achievement is 77th percentile.

Mathematics was above median. Reading was below

District median growth is 61st percentile.

Mathematics was above median. Reading was below



Executive Summary: Proficiency and College Readiness

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

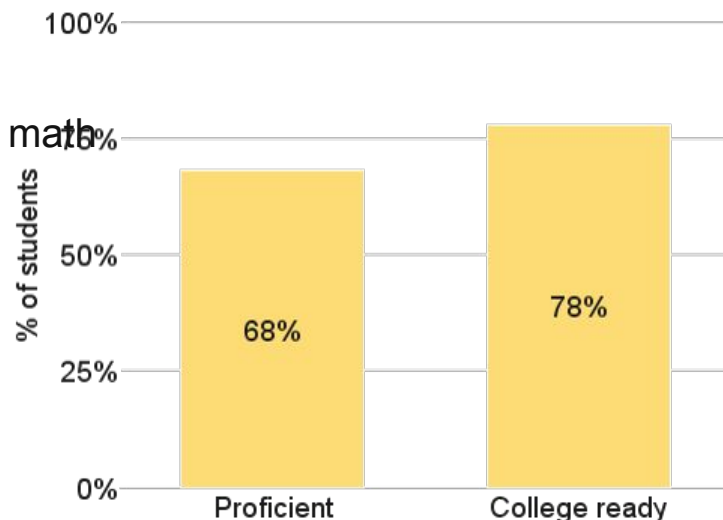
68% proficient in ELA or math

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

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

2015-16 growth percentile is slightly above aver

2016-17 growth percentile is slightly above aver

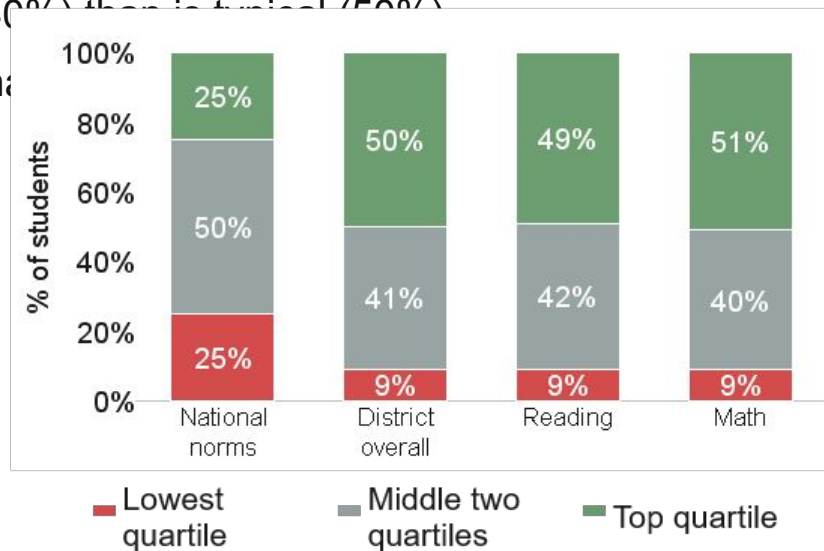
2017-18 growth percentile is slightly above aver



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 (60th) than the norm

Lowest
quartile

Middle two
quartiles

Top quartile

Middle two quartiles: slightly more growth (63rd) than the norm

Lowest quartile: slightly more growth (61st) than the norm

Reading	58 th	61 st	56 th
Math	63 rd	64 th	64 th
Total	61 st	63 rd	60 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 slightly above average.

Top decile: a larger proportion (27%) than is typical (10%)
Growth percentile: 60th

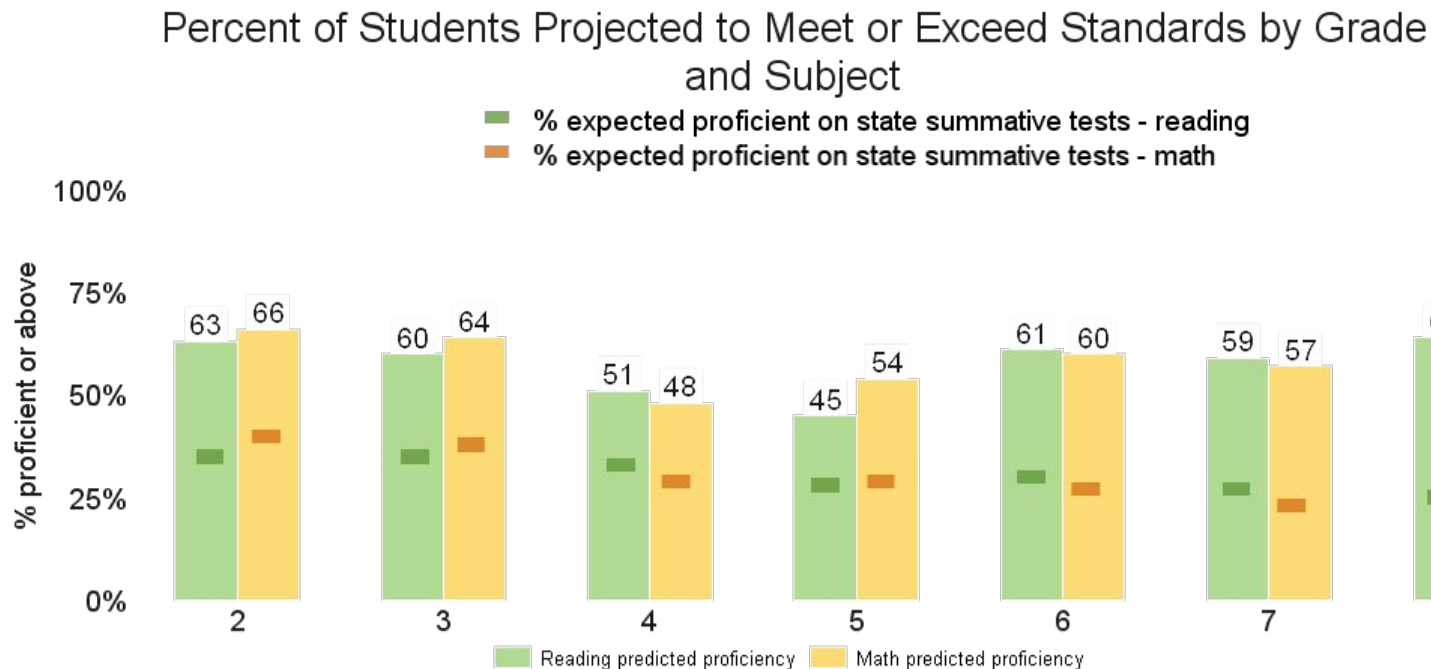
Bottom decile: a smaller proportion (4%) than is typical (10%)
Growth percentile: 64th

Are Students Growing Equally?

	Bottom decile	Top decile
Total	64 th	60 th
Norm	50 th	50 th

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.



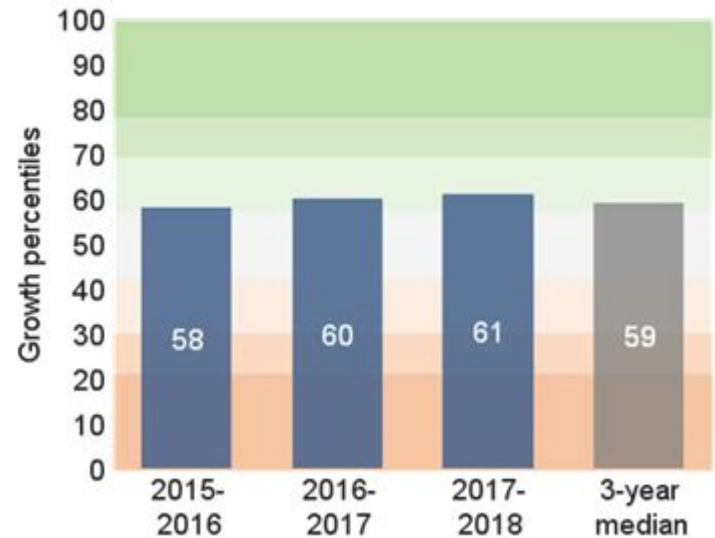
Is Our Growth Strong Over Time?

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.

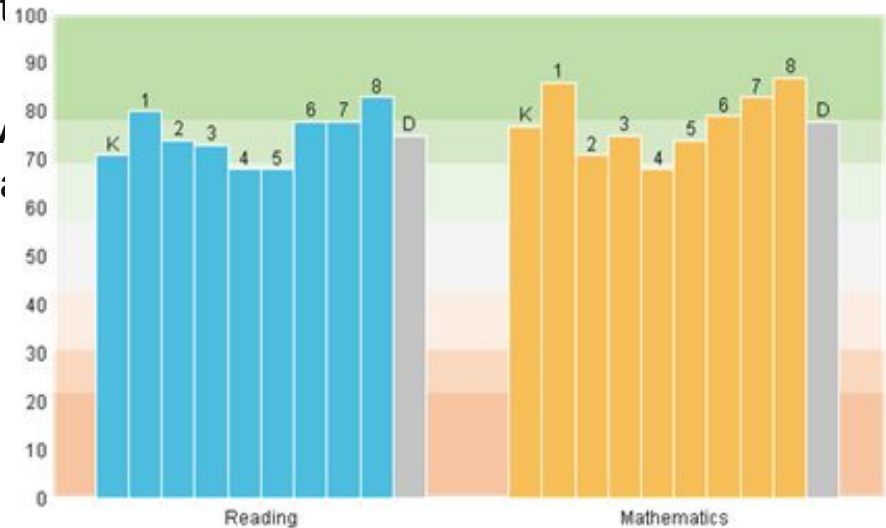
Mathematics had the highest achievement

Ranged from 68th percentile for 4th grade to 83rd percentile for 8th grade

Reading had the lowest achievement overall

Ranged from 68th percentile for 4th grade to 83rd percentile for 8th grade

Median Status Percentile of Each Grade Compared to National Average



How is Growth by Grade & Subject?

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

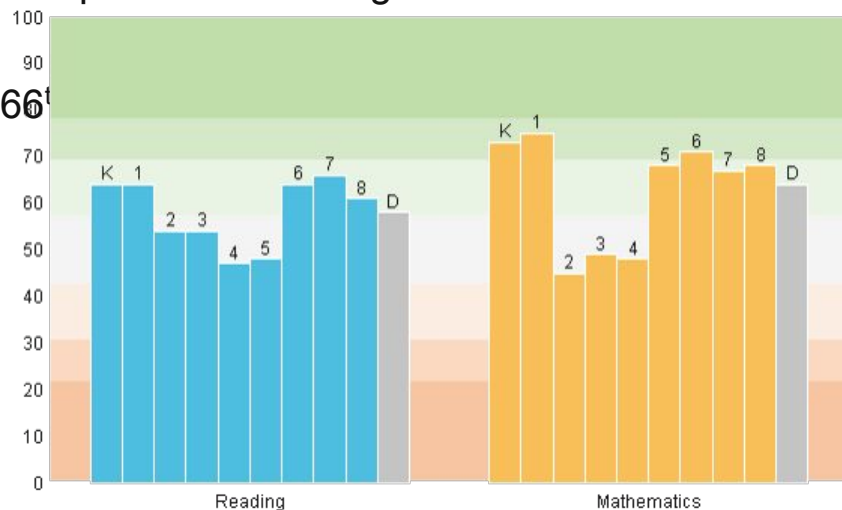
Mathematics had the highest growth overall.

Ranged from 45th percentile for 2nd grade to 75th percentile for 1st grade

Reading had the lowest growth overall.

Ranged from 47th percentile for 4th grade to 66th

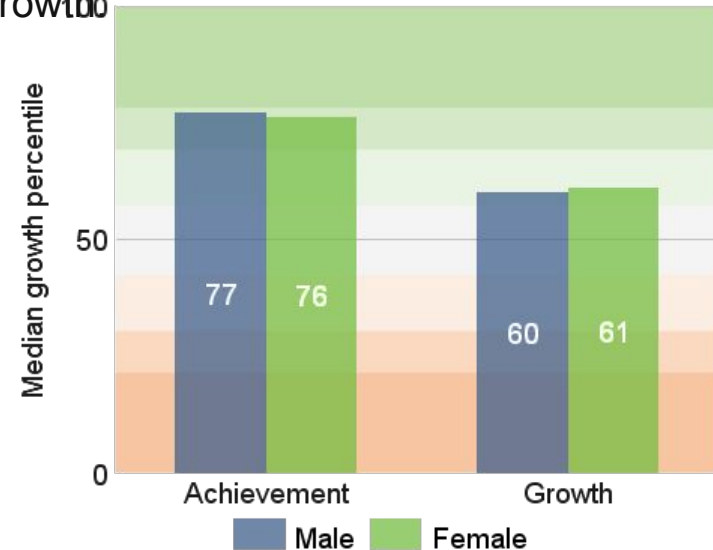
Median Growth Percentile of Each Grade
Compared to National Average



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 slightly above average growth.



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

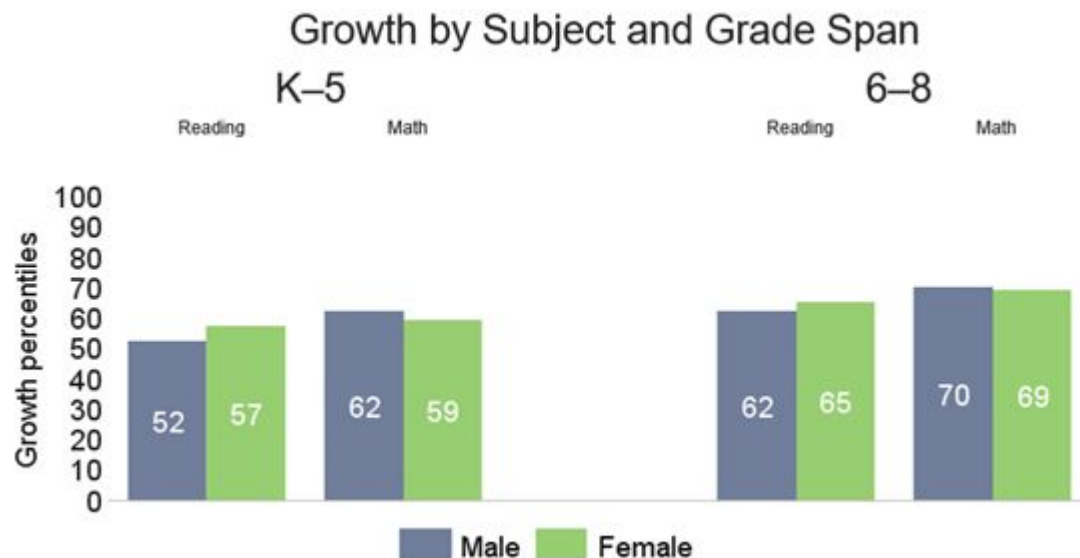
There is no significant difference between girls and boys across all grade spans and all subjects.

In grades K–5:

girls and boys had relatively

In grades 6–8:

girls and boys had relatively

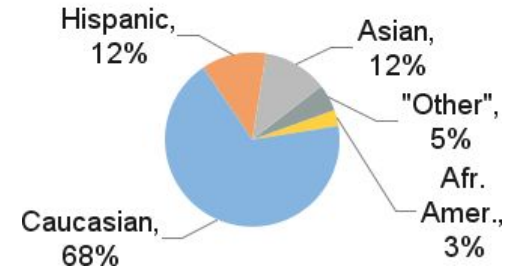


What About Ethnicity and Gender: by Ethnic Group

Achievement ranges from 41st for Hispanic students to 81st for Caucasian students; growth ranges from 48th for African-American students to 63rd 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
Math	78 / 64 (3259)	42 / 44 (289)	37 / 47 (366)	32 / 41 (88)	46 / 52 (711)	99 / 78 (263)
Reading	75 / 58 (3278)	42 / 46 (300)	32 / 49 (372)	29 / 49 (88)	48 / 52 (719)	97 / 68 (79)

ISEL Skills - D41 Kindergarten

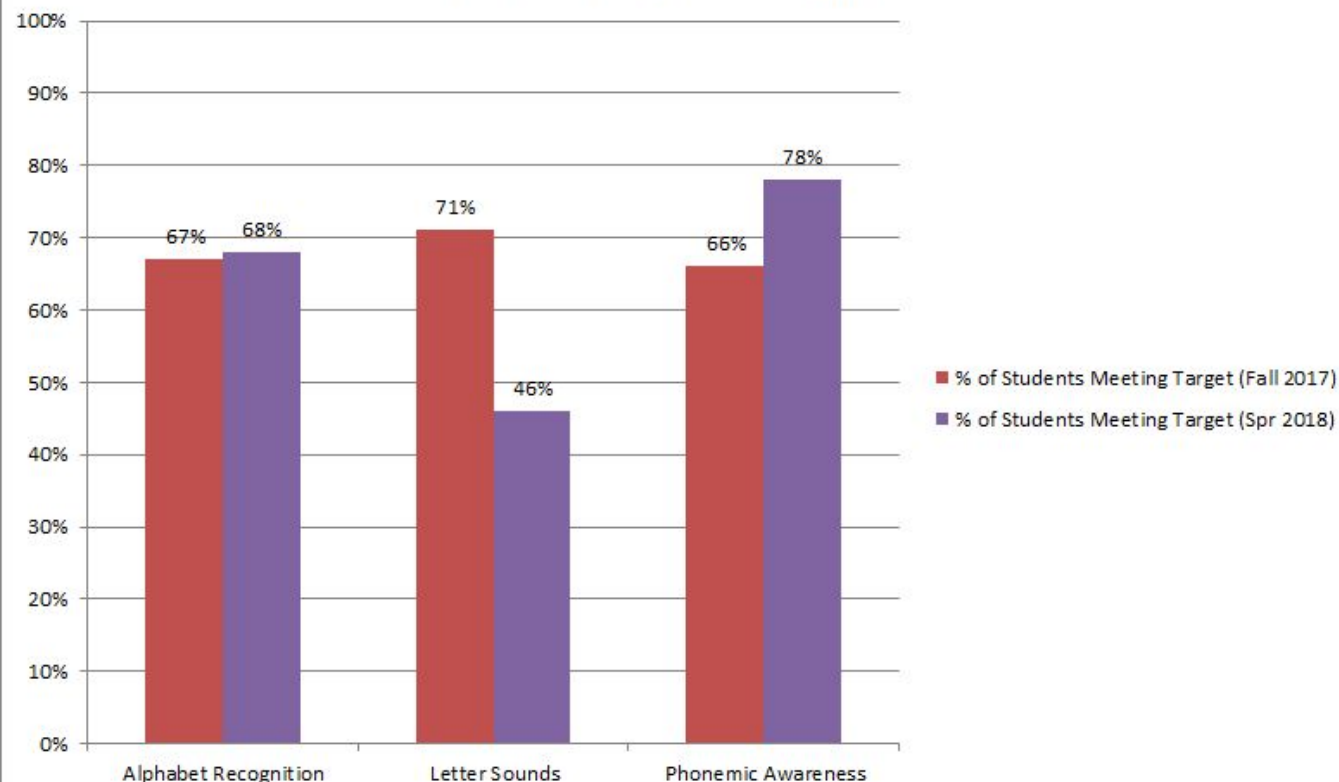
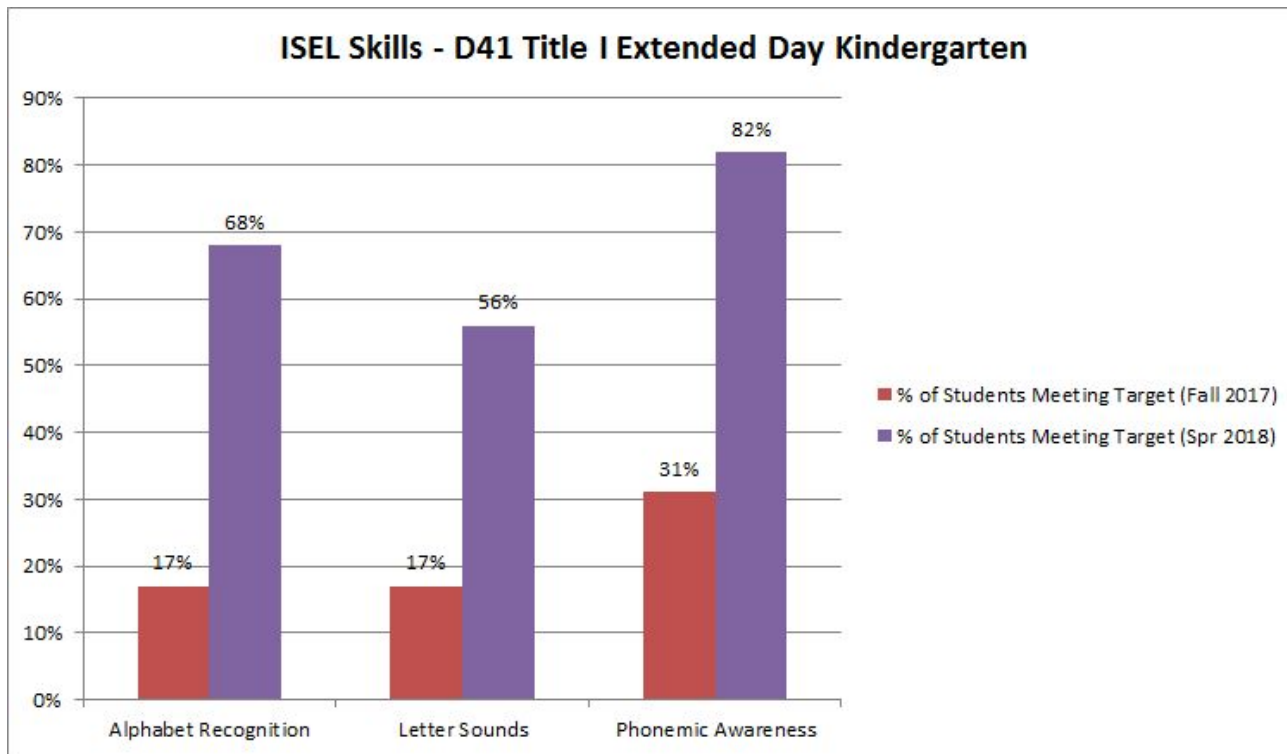


Chart includes
only English
scores.

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

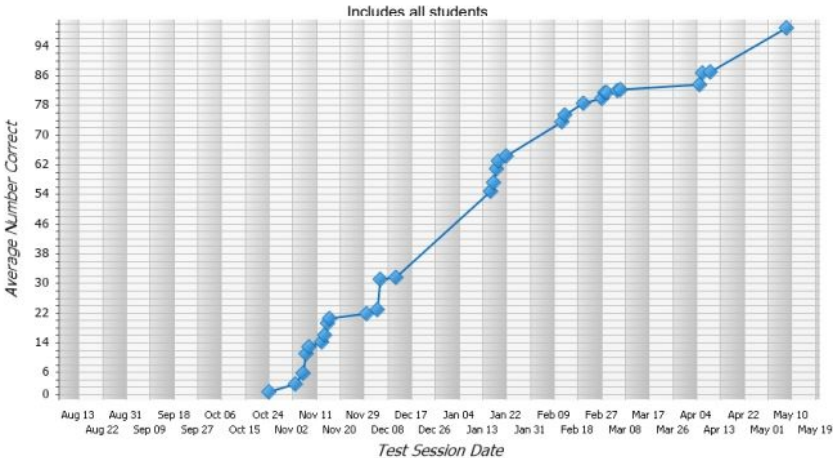


Note: Target scores are different for Fall and Spring. Alphabet recognition is 43 for Fall, 54 for Spring. Letter Sounds target score is 9 for Fall, 26 for Spring. Phonemic Awareness target score is 6 for Fall, 10 for Spring.

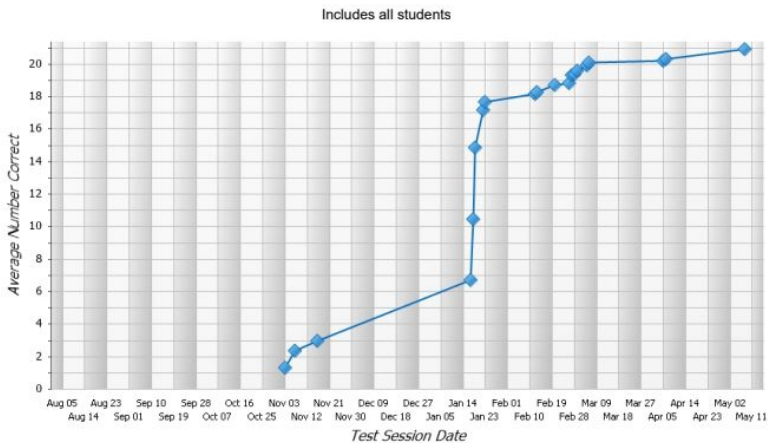
Extended Day Early Math Skills

Students demonstrated strong growth in early math skills

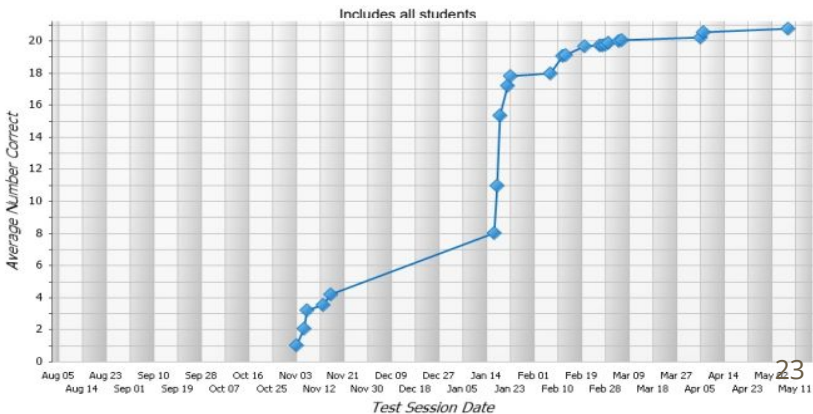
Counting to 100



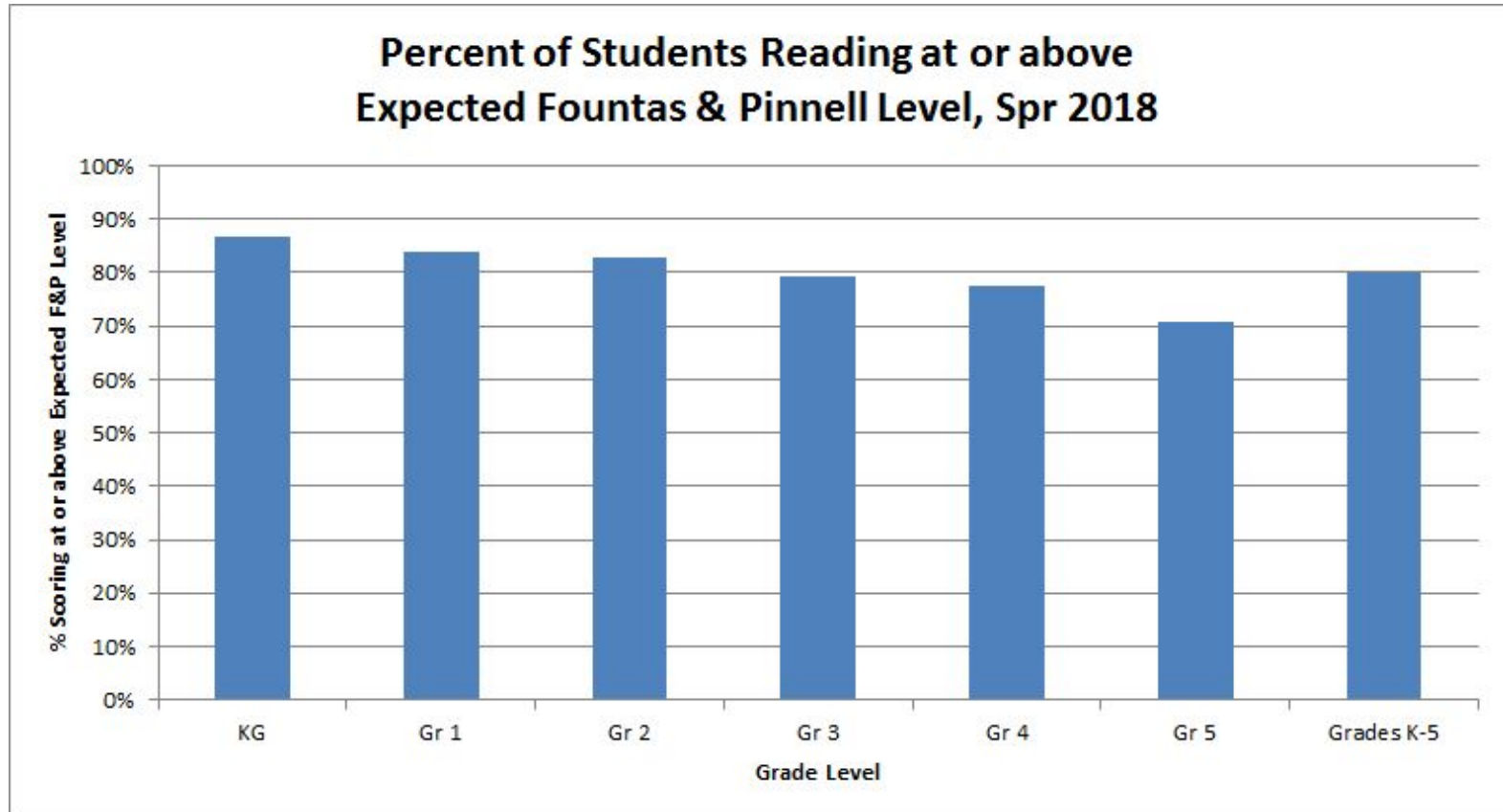
One-to-One Correspondence 0-20

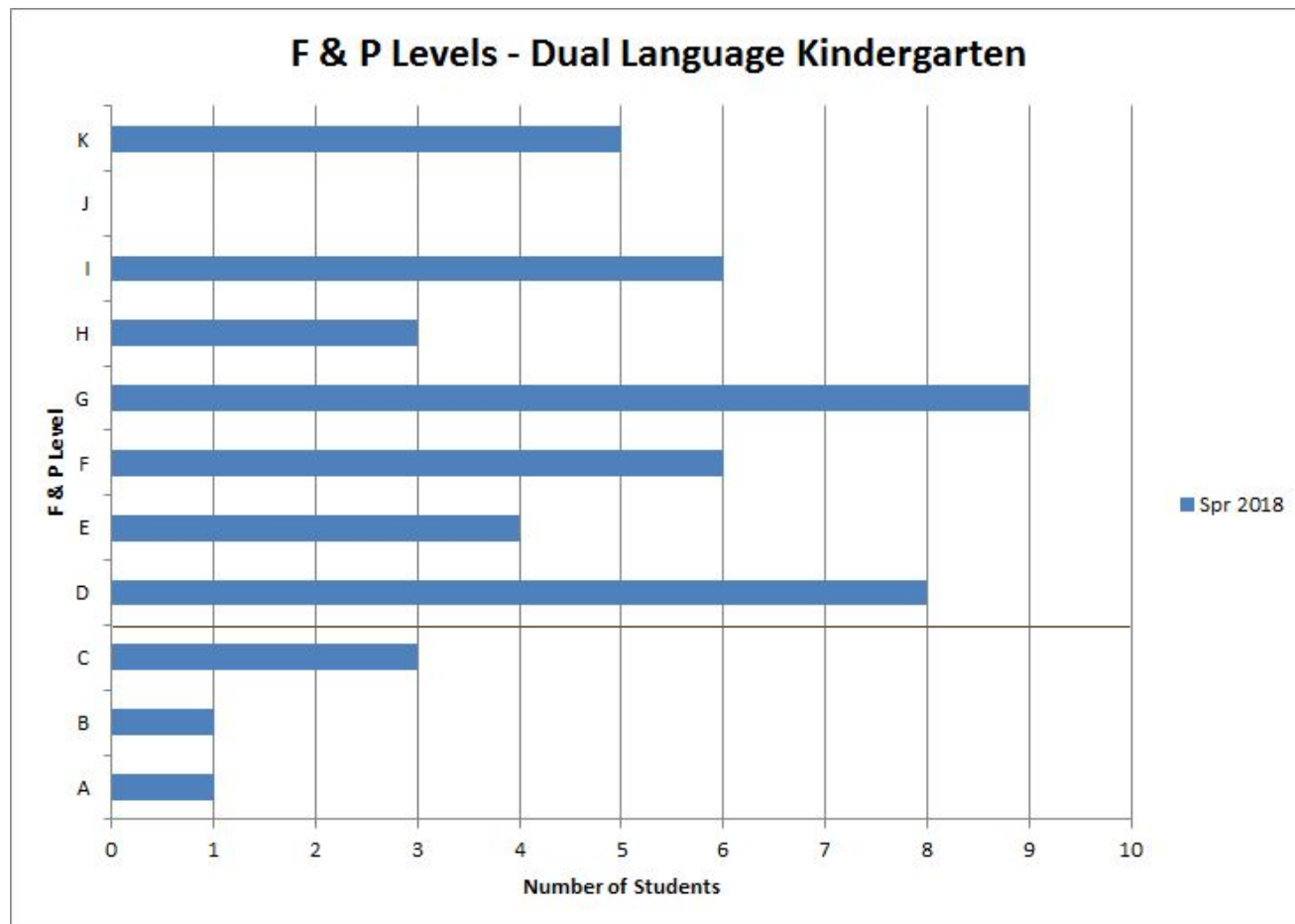


Number Recognition 0-20

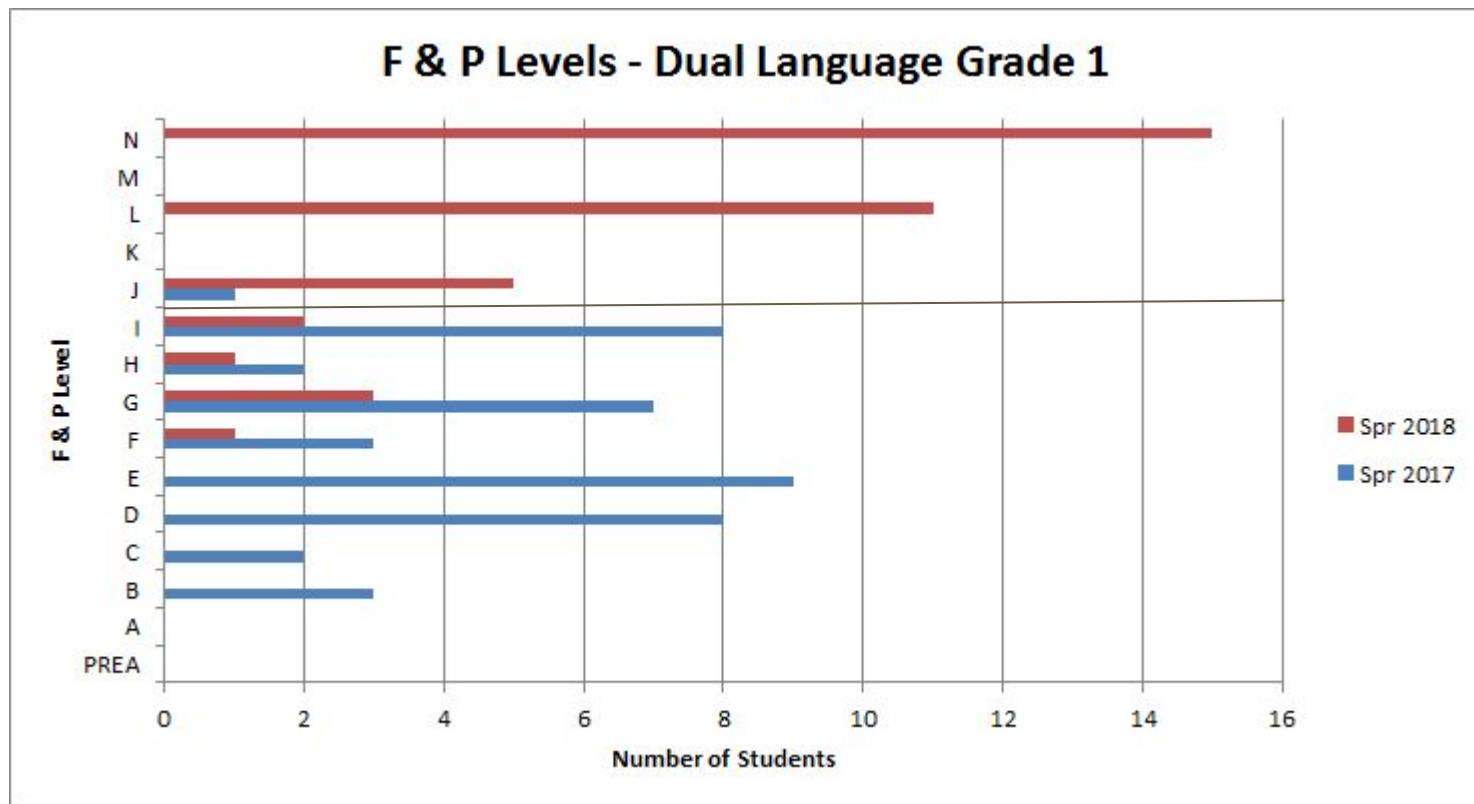


On Average 80% of Students Scored at or above the Expected End-of-Year Fountas & Pinnell Instructional Reading Level

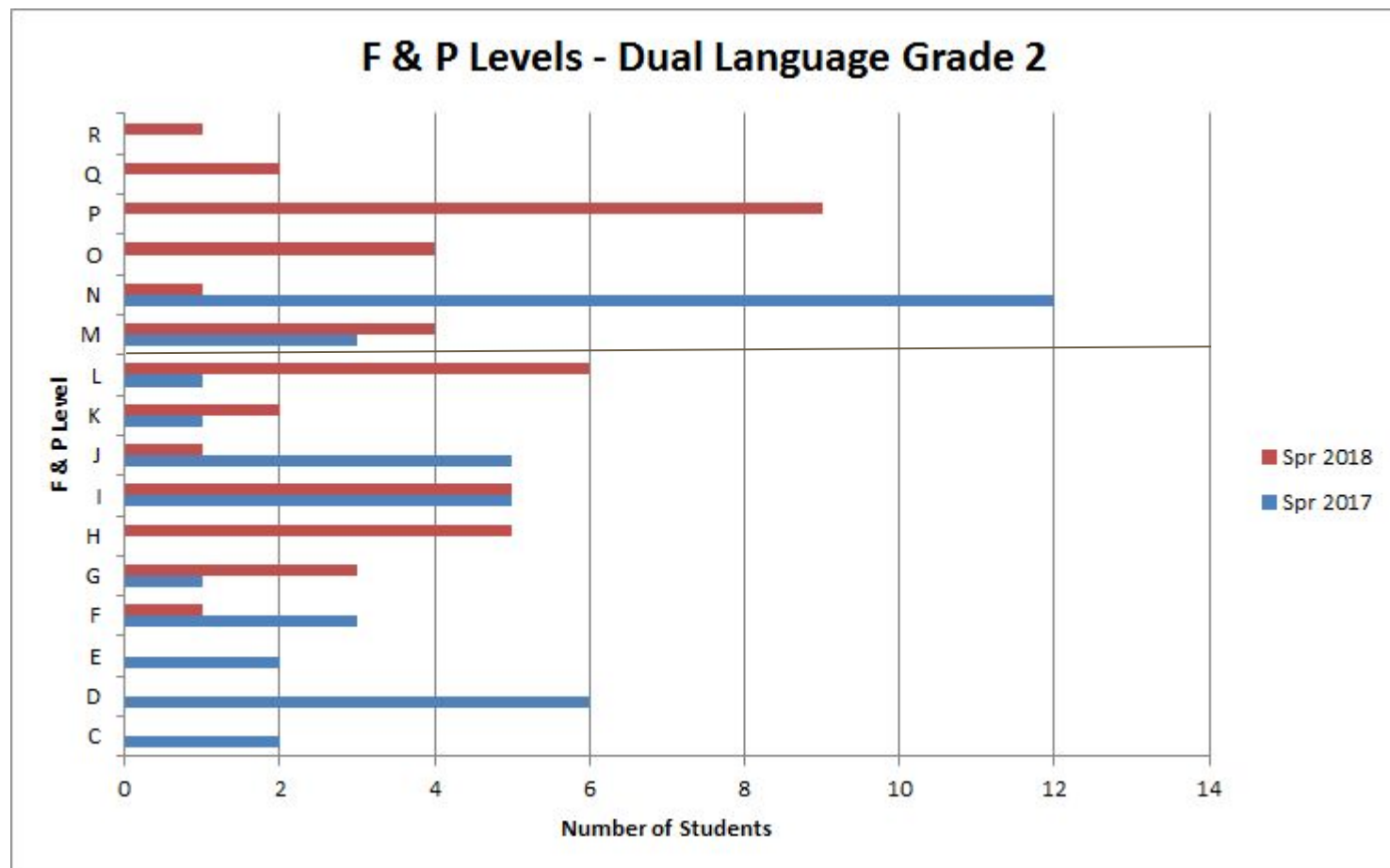




Level D is expected for Spring of Kindergarten (89%)

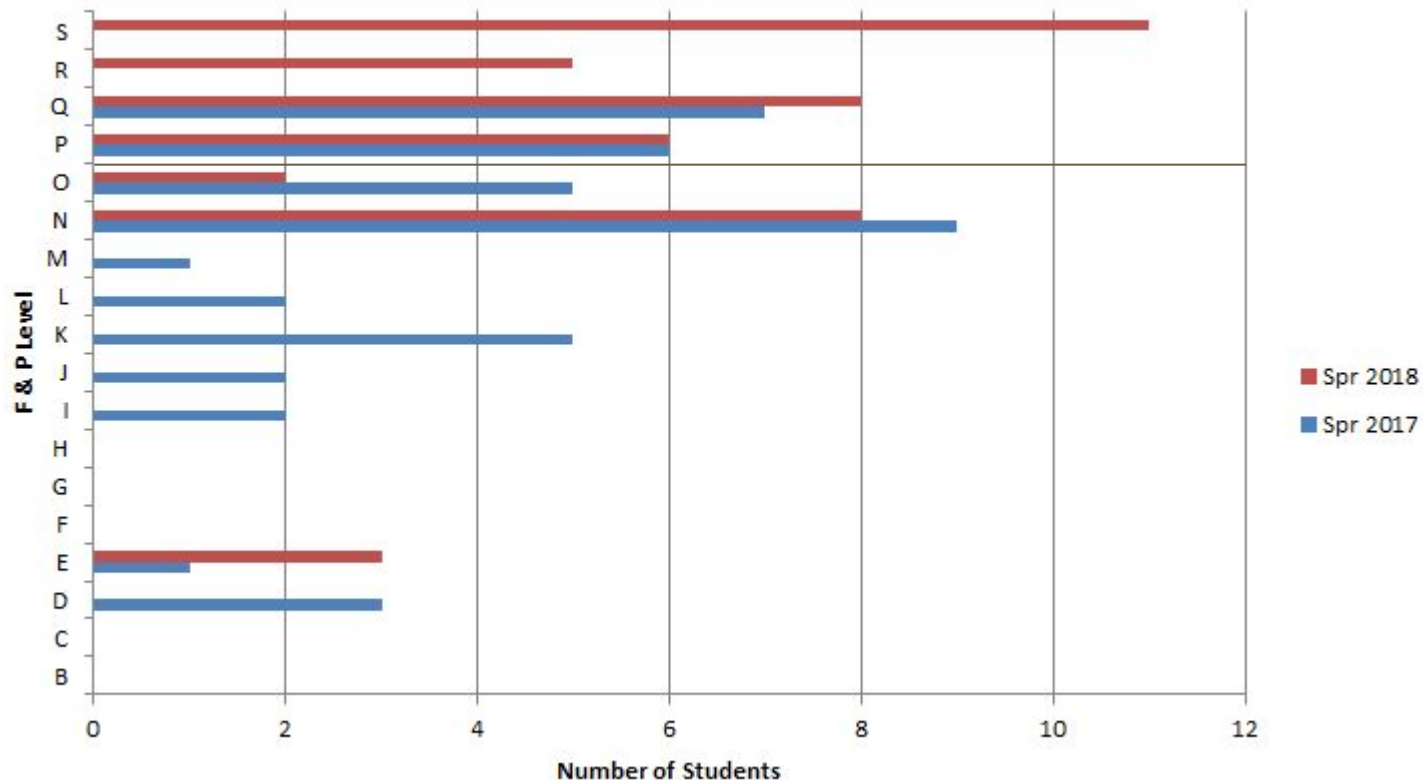


Level J is expected for Spring of 1st Grade (82%)



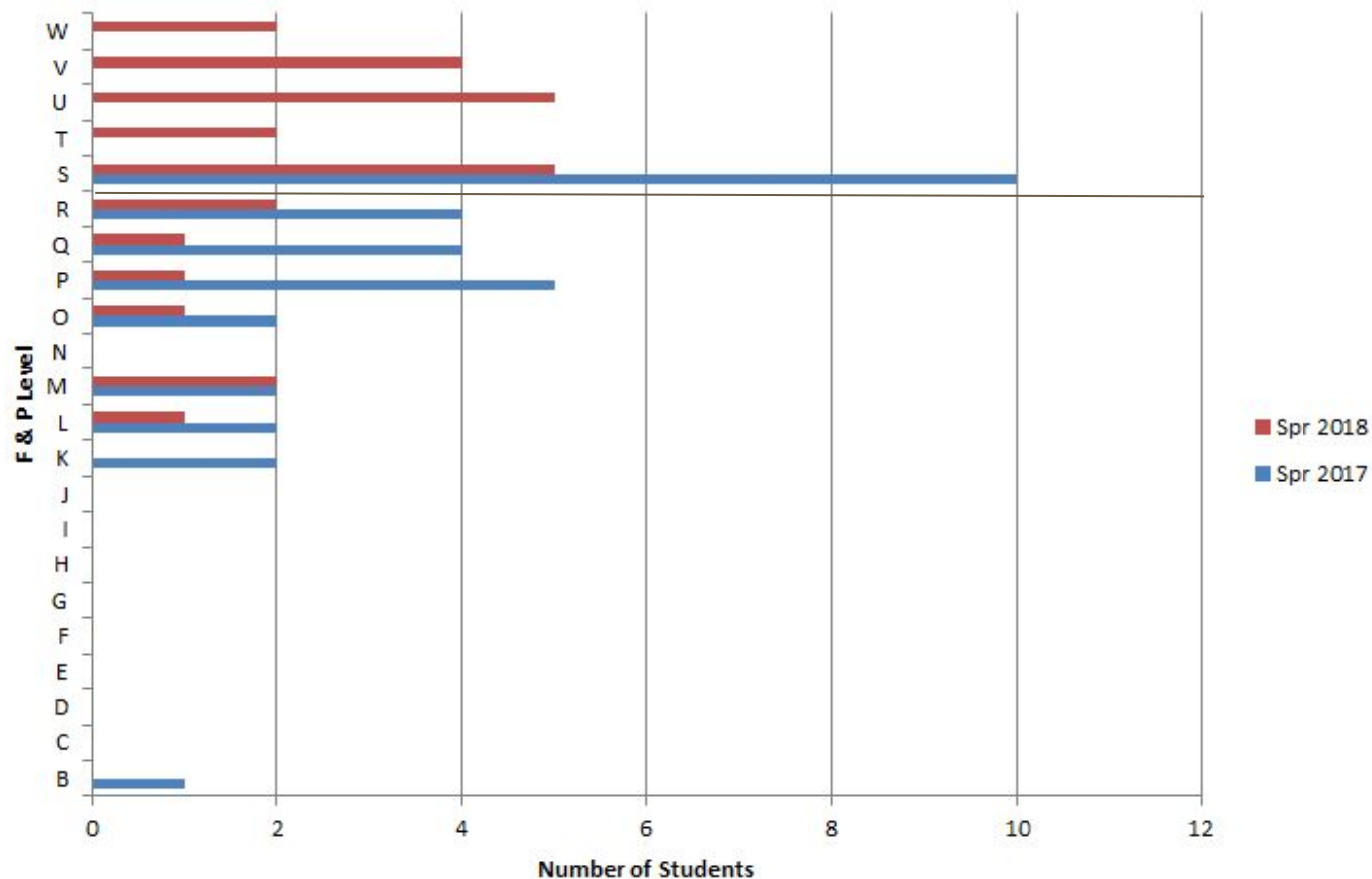
Level M is expected for Spring of 2nd Grade (48%)

F & P Levels - Dual Language Grade 3



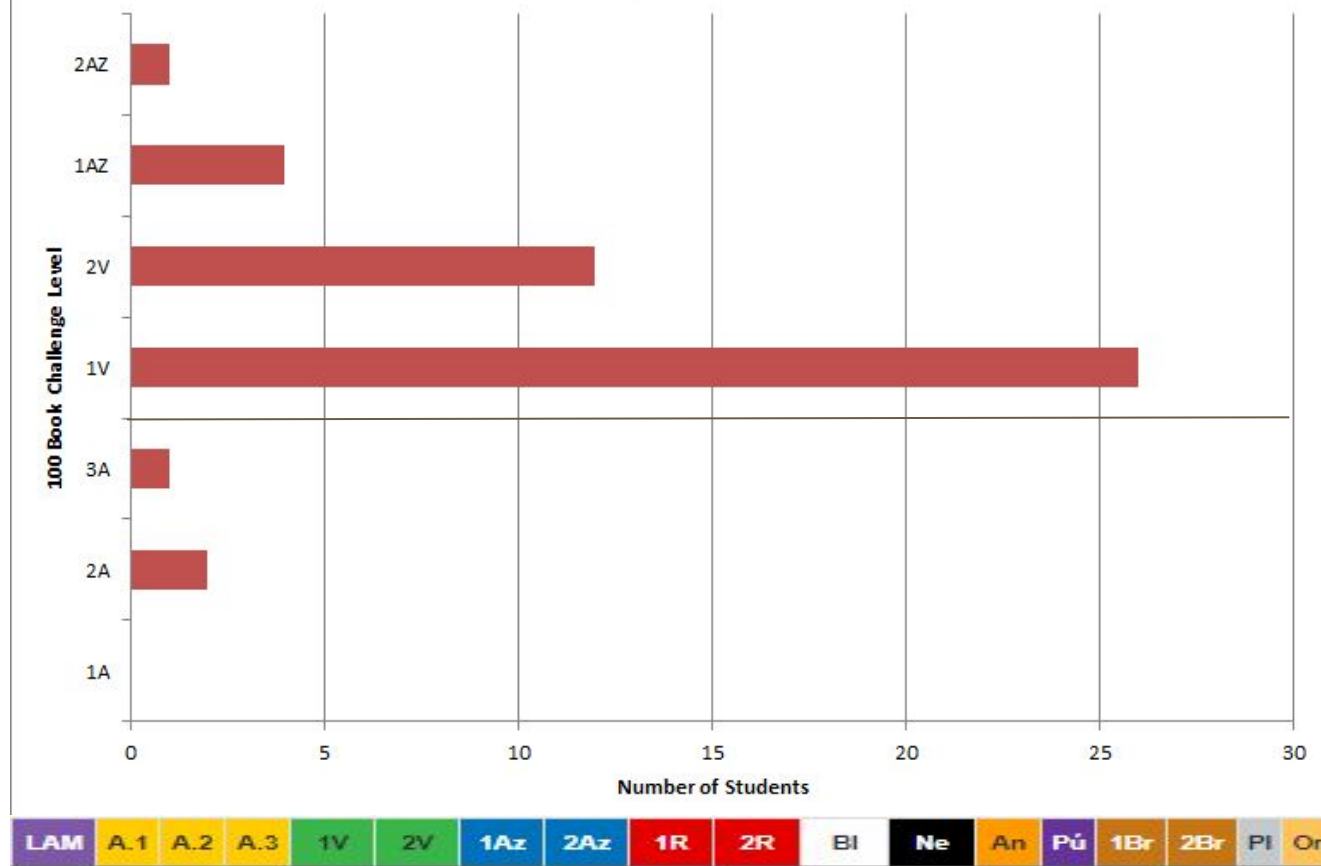
Level P is expected for Spring of 3rd Grade (70%)

F & P Levels - Dual Language Grade 4

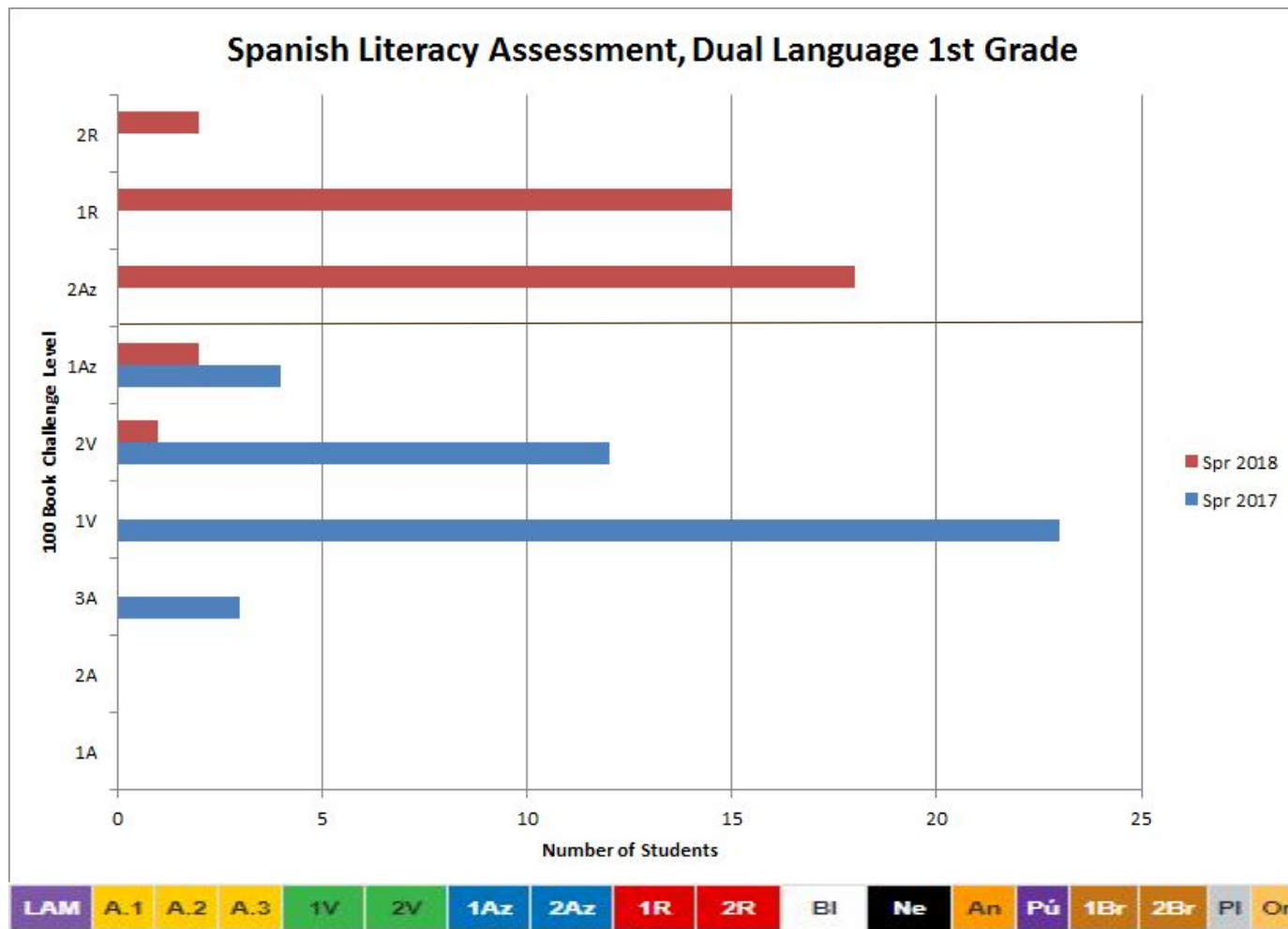


Level S is expected
for Spring of 4th
Grade (69%)

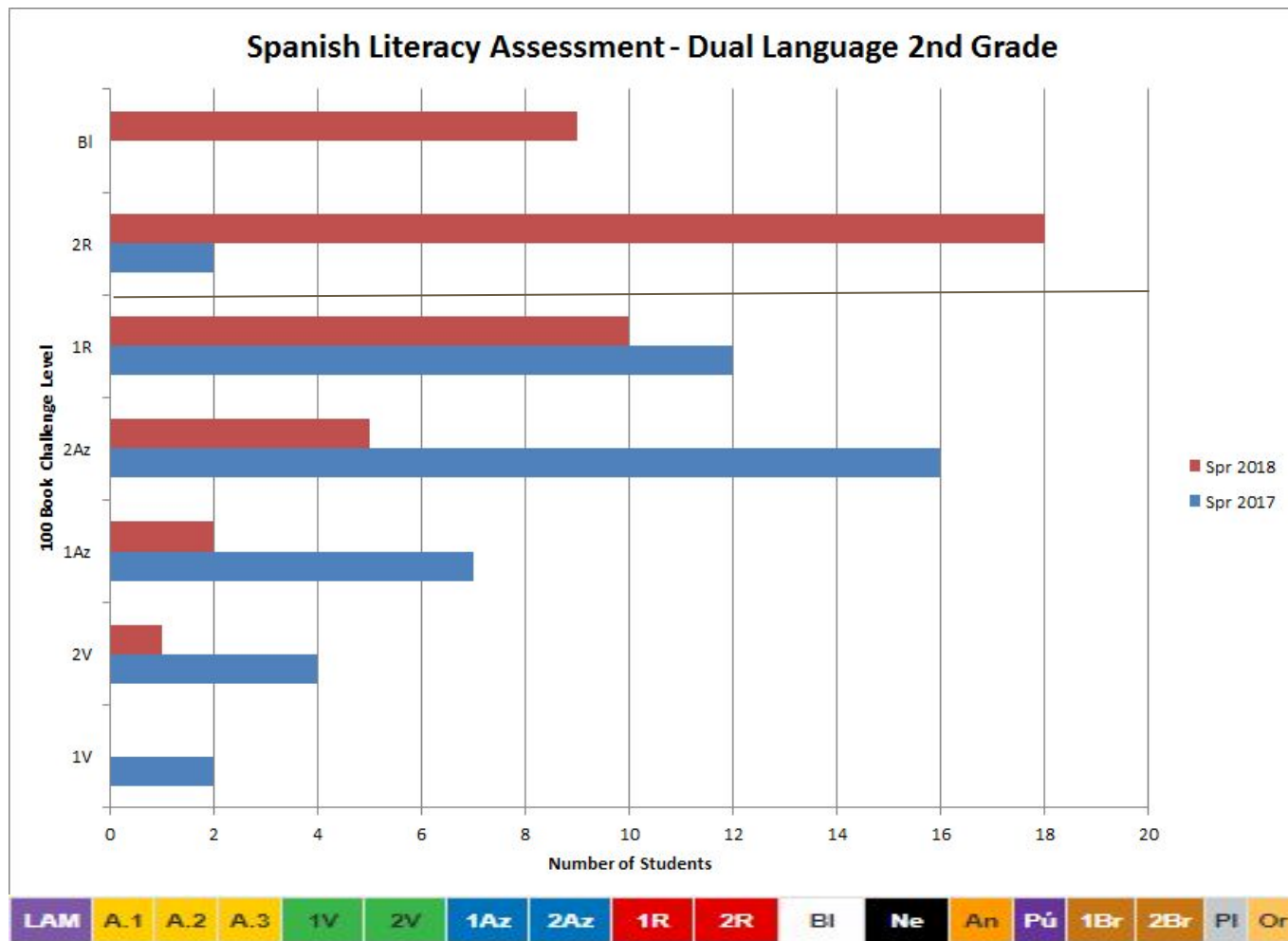
Spanish Literacy Assessment - Dual Language Kindergarten, Spring 2017-18



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

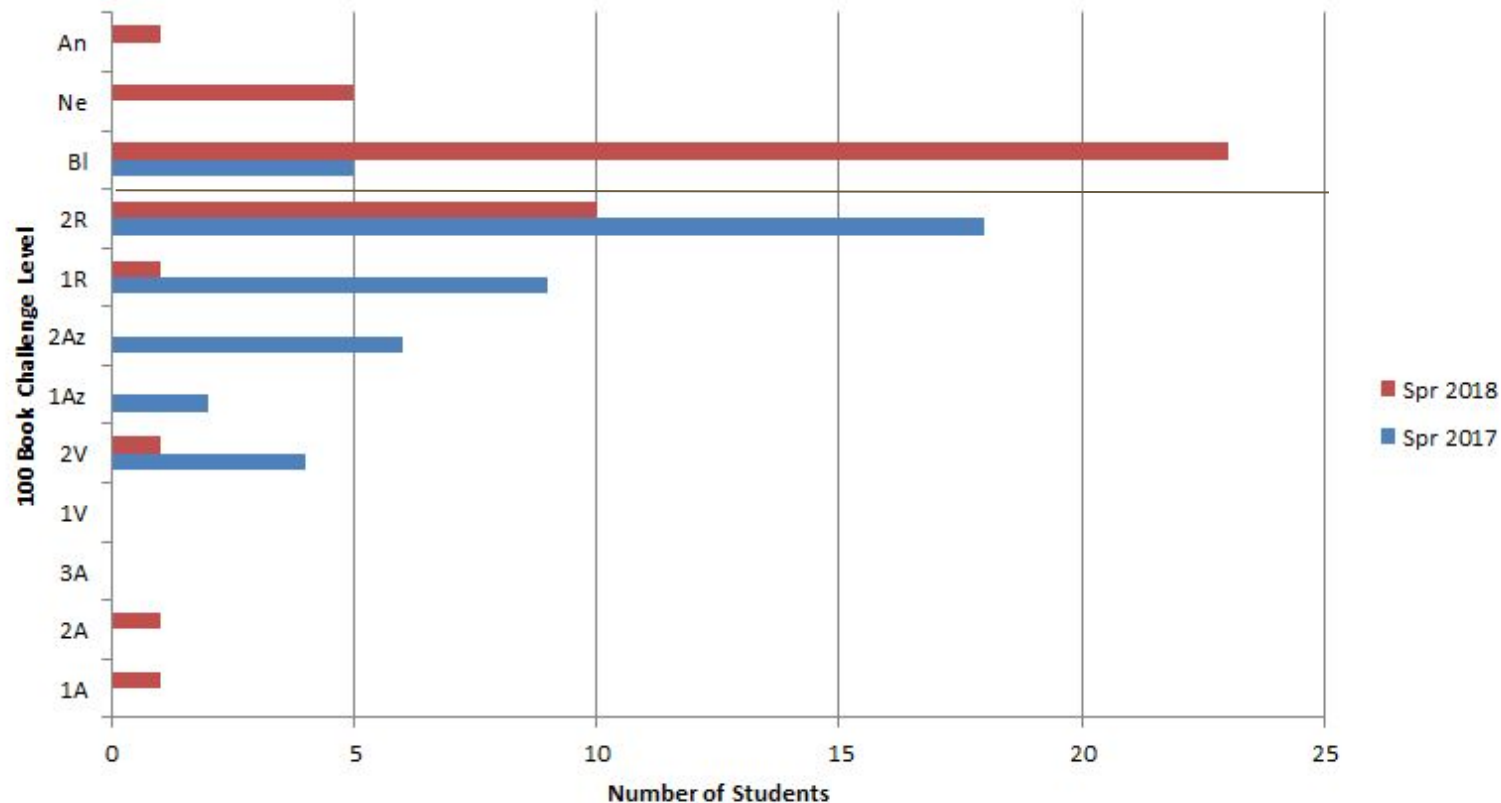


For 1st grade, native language students are expected to end the year at the 2AZ level. (92%)



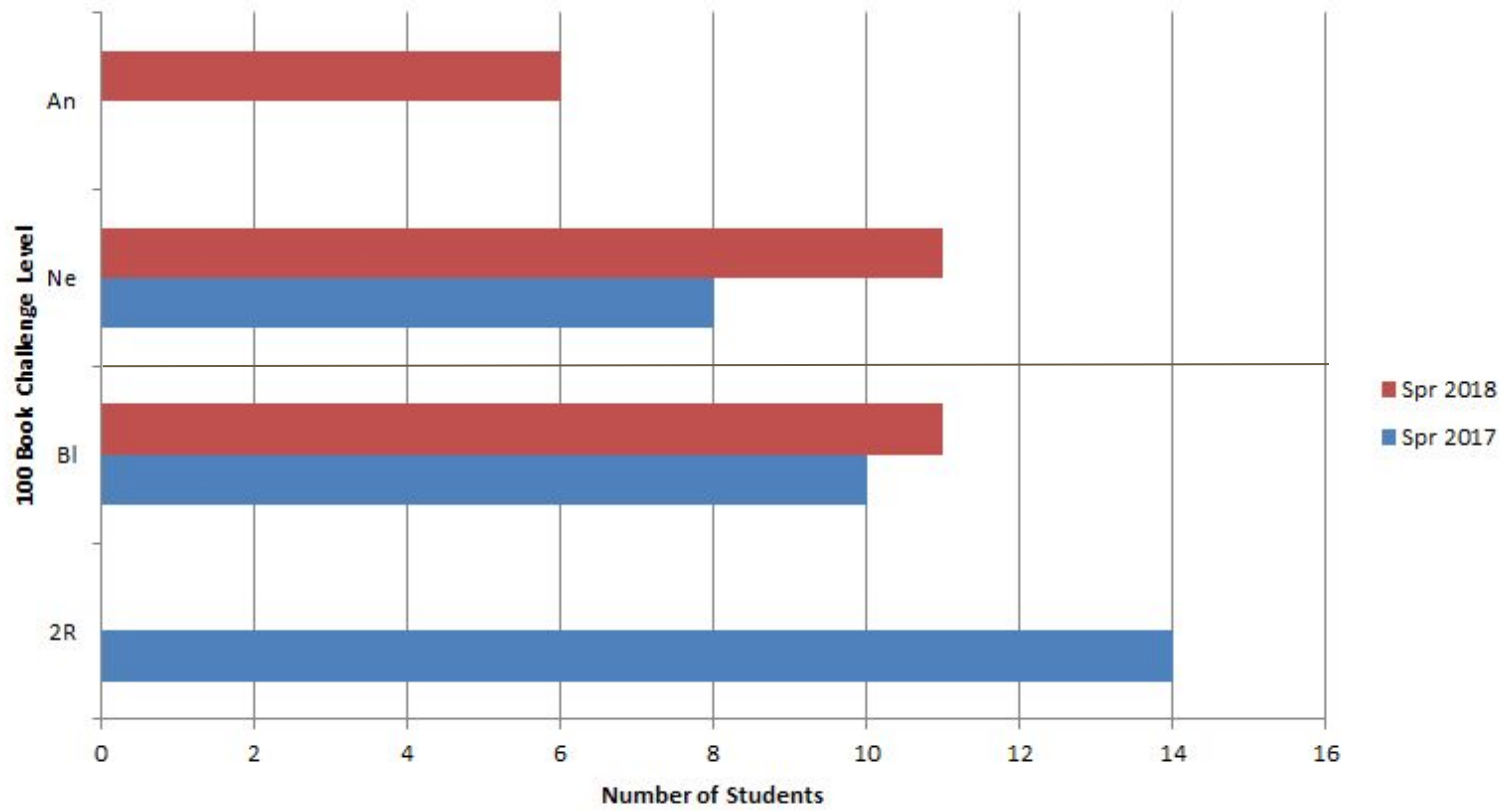
For 2nd grade, native language students are expected to end the year at the 2R level. (60%)

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)
