



District 41 Student Achievement Data - 10/18/10

Main Goal and Requirement of NCLB

- 100% of students meeting standards in reading and mathematics by 2014
- Disaggregate student achievement data by:
 - Race/ethnicity
 - Limited English proficiency
 - Low income
 - Special needs

AYP - Adequately Yearly Progress

AYP represents the annual academic performance targets in reading and math that the State, school districts, and schools must reach.

All students and subgroups of **45 or more** students are calculated for AYP.

AYP calculations in Illinois are based on three factors:

- Meeting Target Math and Reading Scores
- Participation Rates – a 95% participation rate of students in all measurable subgroups
- Performance Targets for Attendance Rate

Adequate Yearly Progress Schedule

Year	% of Students in a Subgroup Meeting/Exceeding for AYP	Attendance Schedule for AYP (95% of all subgroups must take either the ISAT/IAA)
2004	40%	89%
2005	47.5%	89%
2006	47.5%	89%
2007	55%	90%
2008	62.5%	90%
2009	70%	90%
2010	77.5%	91%
2011	85%	91%
2012	92.5%	91%
2013	92.5%	92%
2014	100%	92%

ISAT/MAP

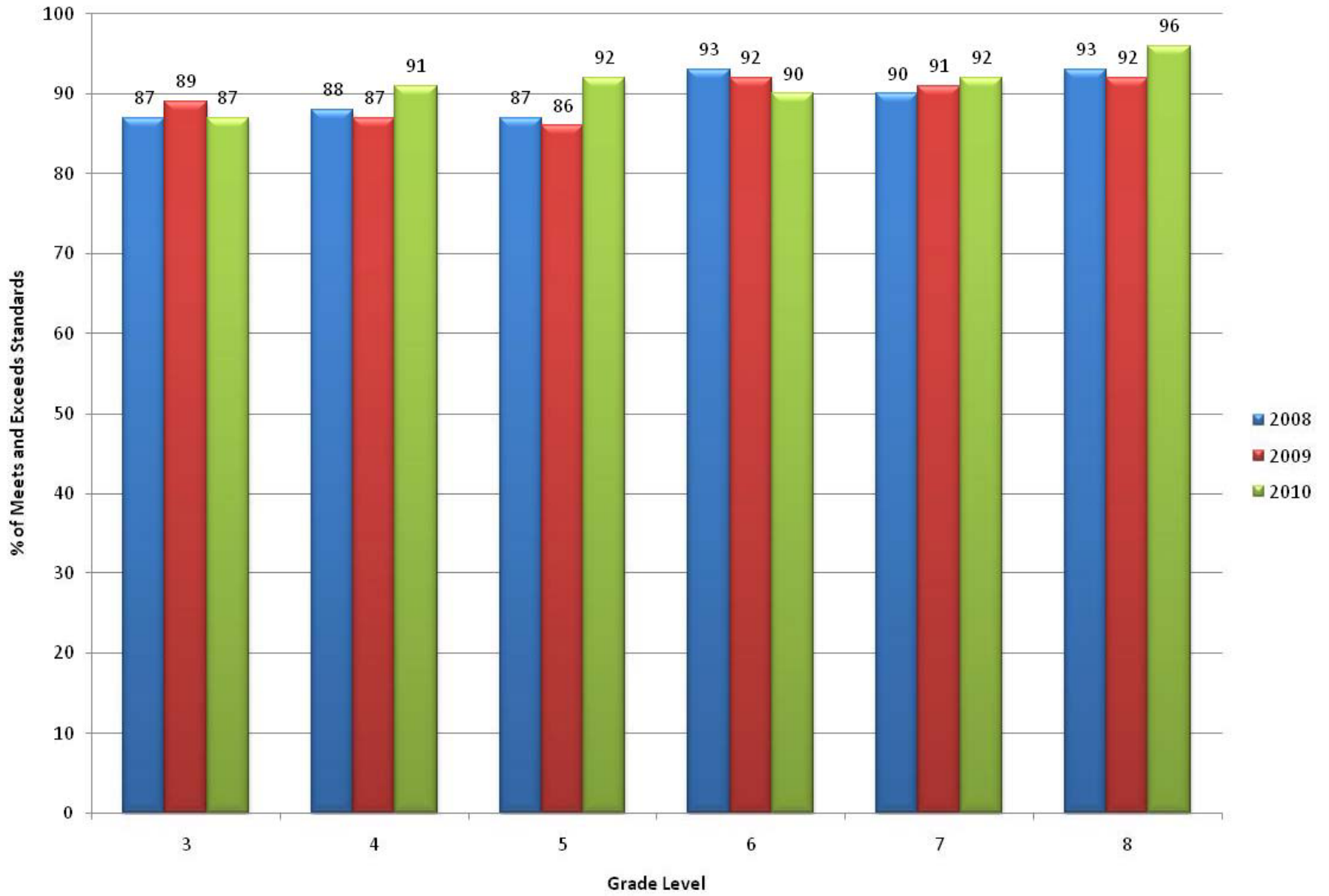
The **Illinois Standards Achievement Test (ISAT)** measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools *one measure* of student learning and school performance. During the 2007/2008 school year the IMAGE test was eliminated and all students participated in the ISAT test.

The **Measures of Academic Progress (MAP)** test is a state-aligned computerized, adaptive test that reflects the instructional level of each student and measures growth over time, independent of grade level or age. The results give parents, teachers, and schools an additional *measure* of student learning.

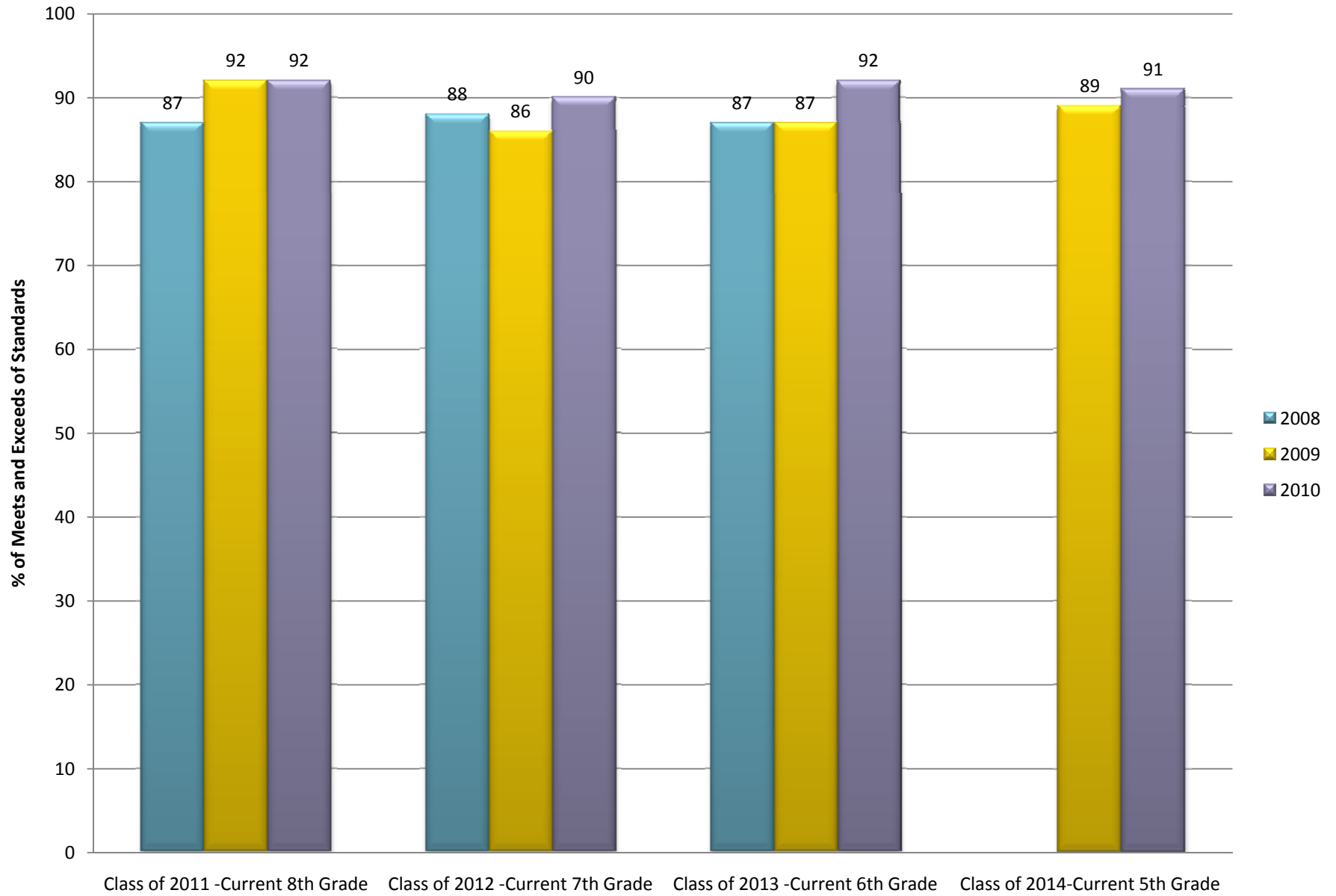
Percent of Student Scores in Performance Levels

Subject	Year	Grade Level	Academic Warning	Below	Meets	Exceed	Meets or Exceeds Standards District	Meets or Exceeds Standards State	
Reading	2010	3rd	2	11	40	47	87	74	
	2009		2	9	49	40	89	72	
	2008		4	9	42	45	87	71	
	2010	4th	1	8	37	54	91	74	
	2009		0	13	39	48	87	74	
	2008		0	11	44	44	88	73	
	2010	5th	0	8	37	54	92	75	
	2009		0	13	44	42	86	74	
	2008		0	13	37	50	87	73	
	2010	6th	0	10	45	45	90	81	
	2009		0	8	45	47	92	80	
	2008		0	7	44	49	93	79	
	2010	7th	0	8	53	38	92	78	
	2009		0	9	50	41	91	76	
	2008		0	9	57	33	90	78	
	2010	8th	0	5	73	23	96	84	
	2009		0	8	74	18	92	84	
	2008		0	7	76	17	93	81	
	Writing	2010	3rd	1	11	65	22	87	64
		2009		2	14	69	14	83	62
		2008		Not tested in 2008					
		2010	5th	1	23	65	12	76	55
		2009		3	20	57	20	77	54
		2008		2	22	56	20	76	55
2010		6th	1	15	68	16	84	71	
2009			1	12	71	15	86	69	
2008			2	12	76	9	85	60	
2010		8th	1	12	64	23	87	70	
2009			2	19	66	13	79	66	
2008			3	20	64	13	77	63	

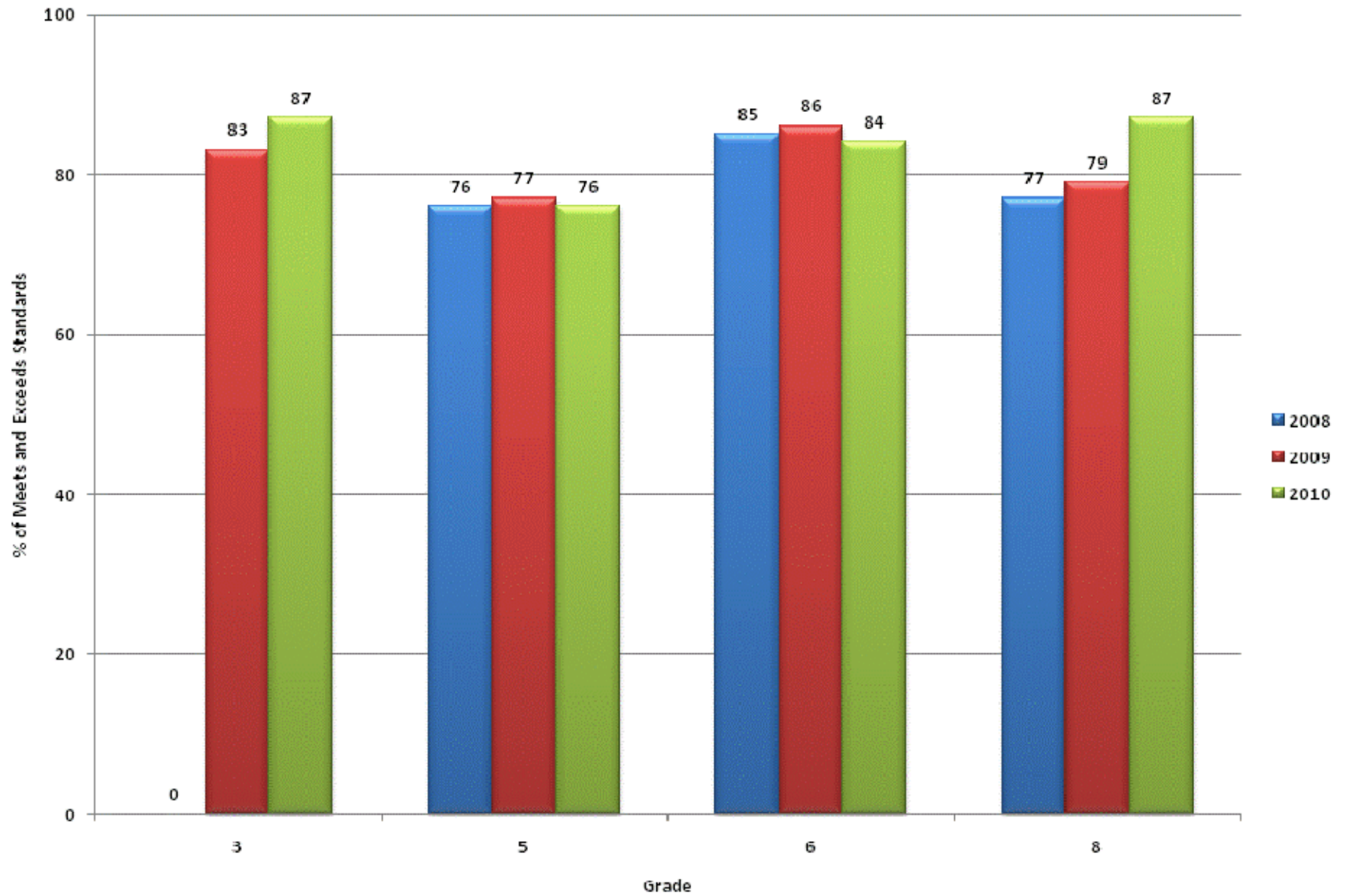
ISAT Performance - Reading



ISAT Reading Performance by Cohort



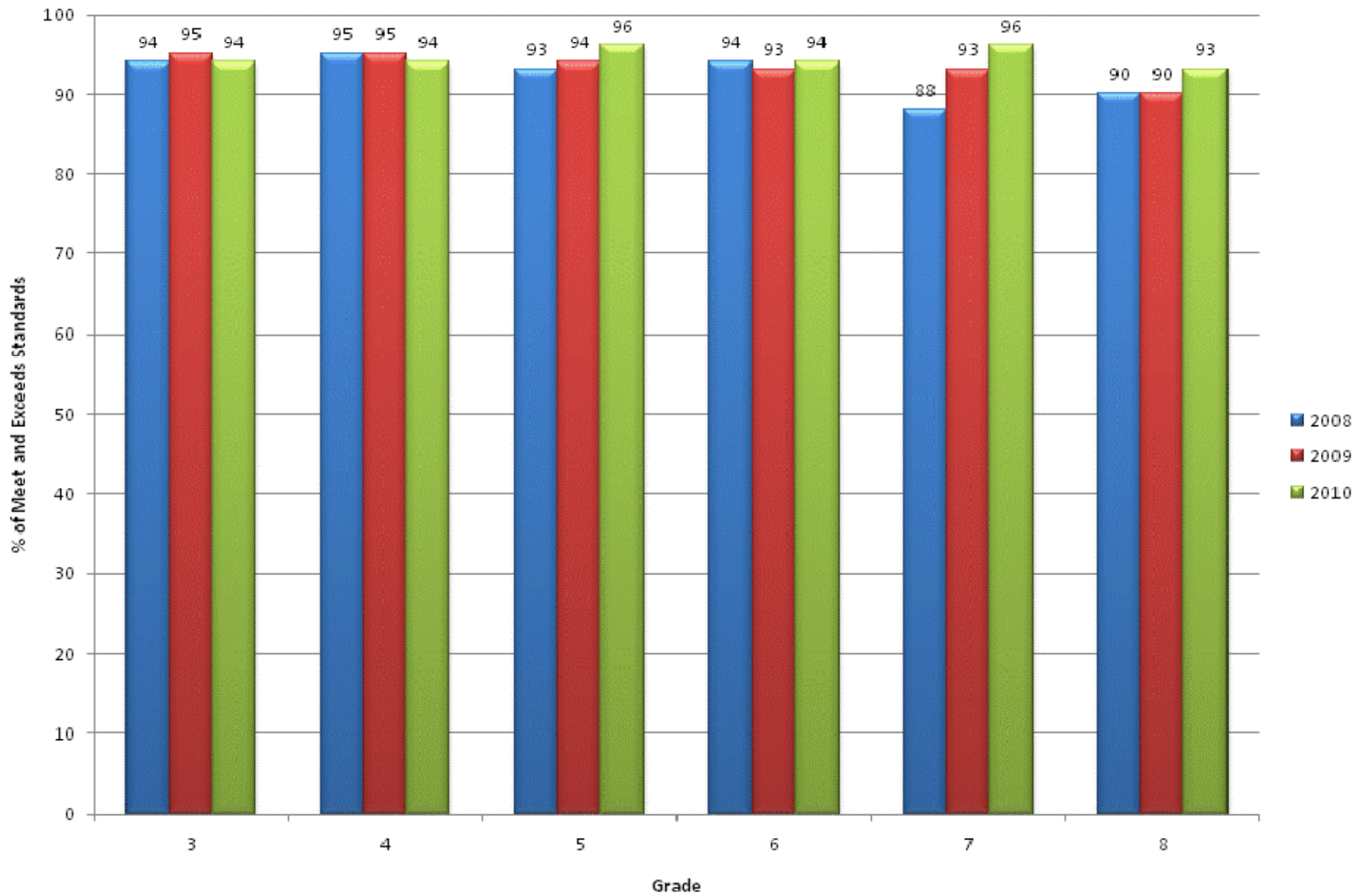
ISAT Performance - Writing



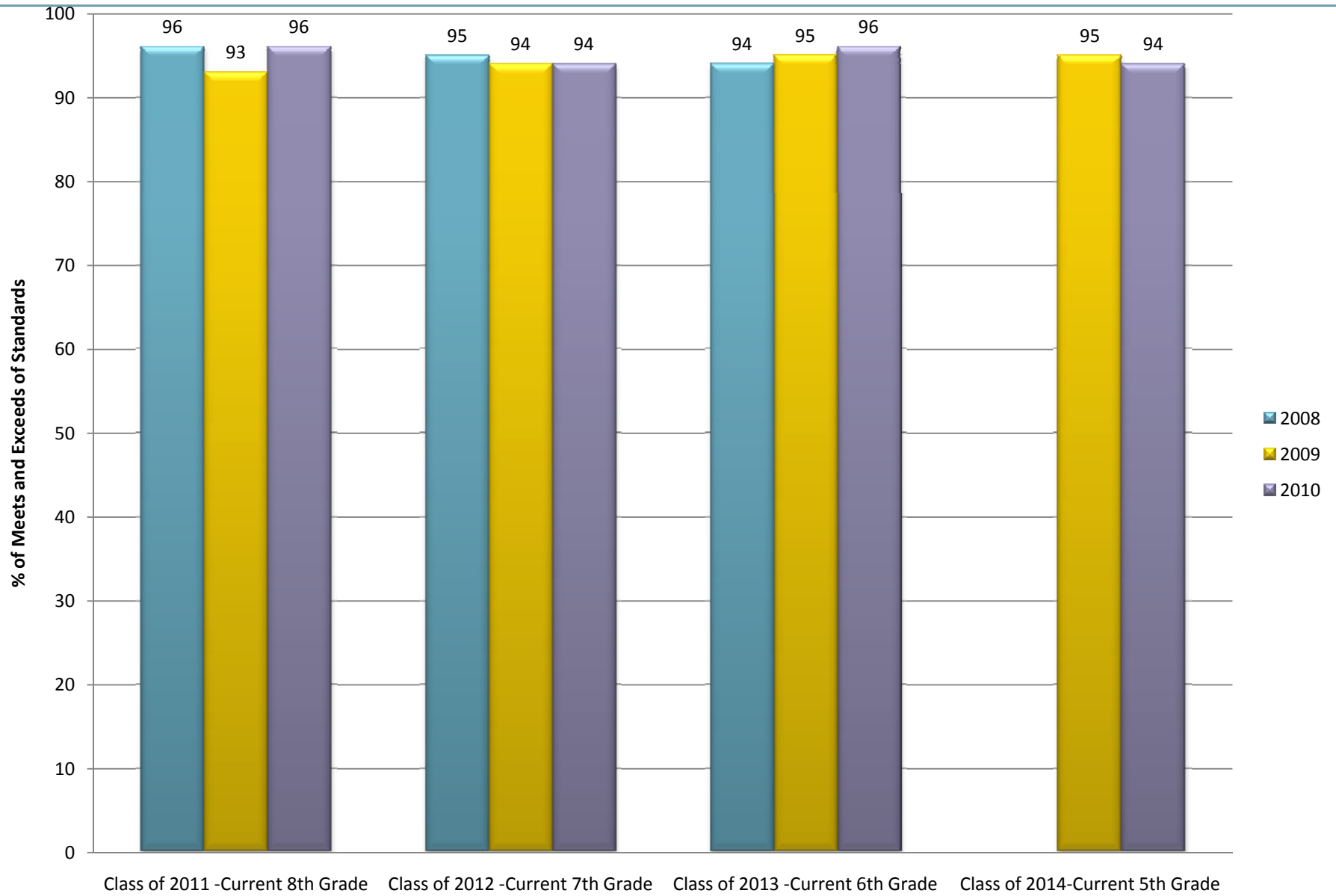
Percent of Student Scores in Performance Levels

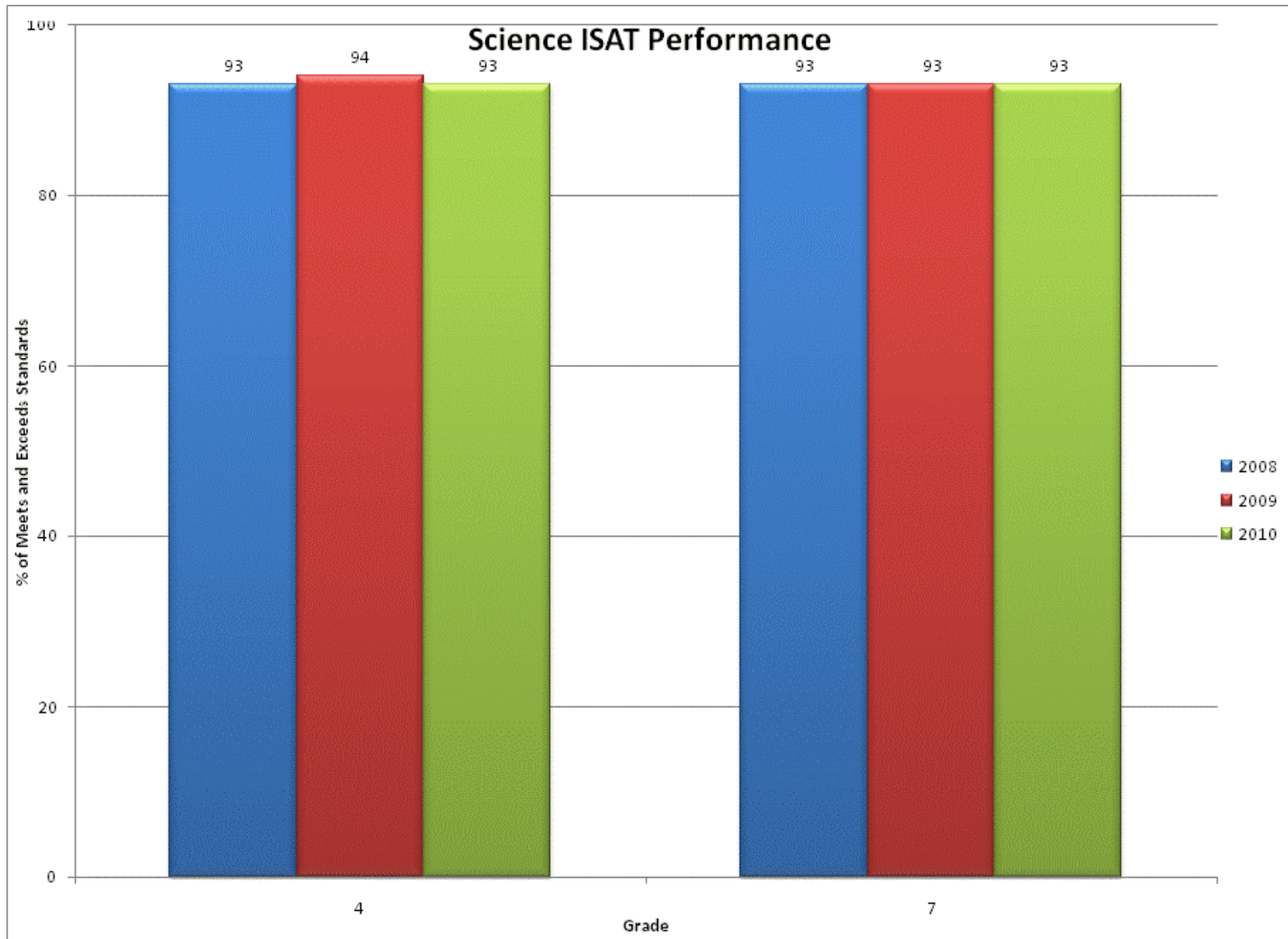
Subject	Year	Grade Level	Academic Warning	Below	Meets	Exceed	Meets or Exceeds Standards District	Meets or Exceeds Standards State	
Math	2010	3rd	2	4	28	66	94	86	
	2009		1	4	27	68	95	85	
	2008		3	3	26	68	94	85	
	2010	4th	1	5	39	56	94	86	
	2009		1	4	38	57	95	86	
	2008		0	5	45	50	95	85	
	2010	5th	0	4	57	39	96	83	
	2009		0	6	61	33	94	82	
	2008		0	7	53	40	93	81	
	2010	6th	0	6	51	43	94	85	
	2009		0	7	48	45	93	82	
	2008		0	7	57	37	94	82	
	2010	7th	1	3	39	57	96	84	
	2009		0	7	38	55	93	83	
	2008		1	12	40	48	88	80	
	2010	8th	1	7	39	54	93	84	
	2009		0	10	46	44	90	82	
	2008		1	9	40	50	90	80	
	Science	2010	4th	1	6	61	32	93	77
		2009		0	7	52	42	94	77
		2008		1	7	55	37	93	76
		2010	7th	3	5	49	44	93	82
		2009		3	4	47	46	93	80
		2008		4	4	40	53	93	79

ISAT Math Performance

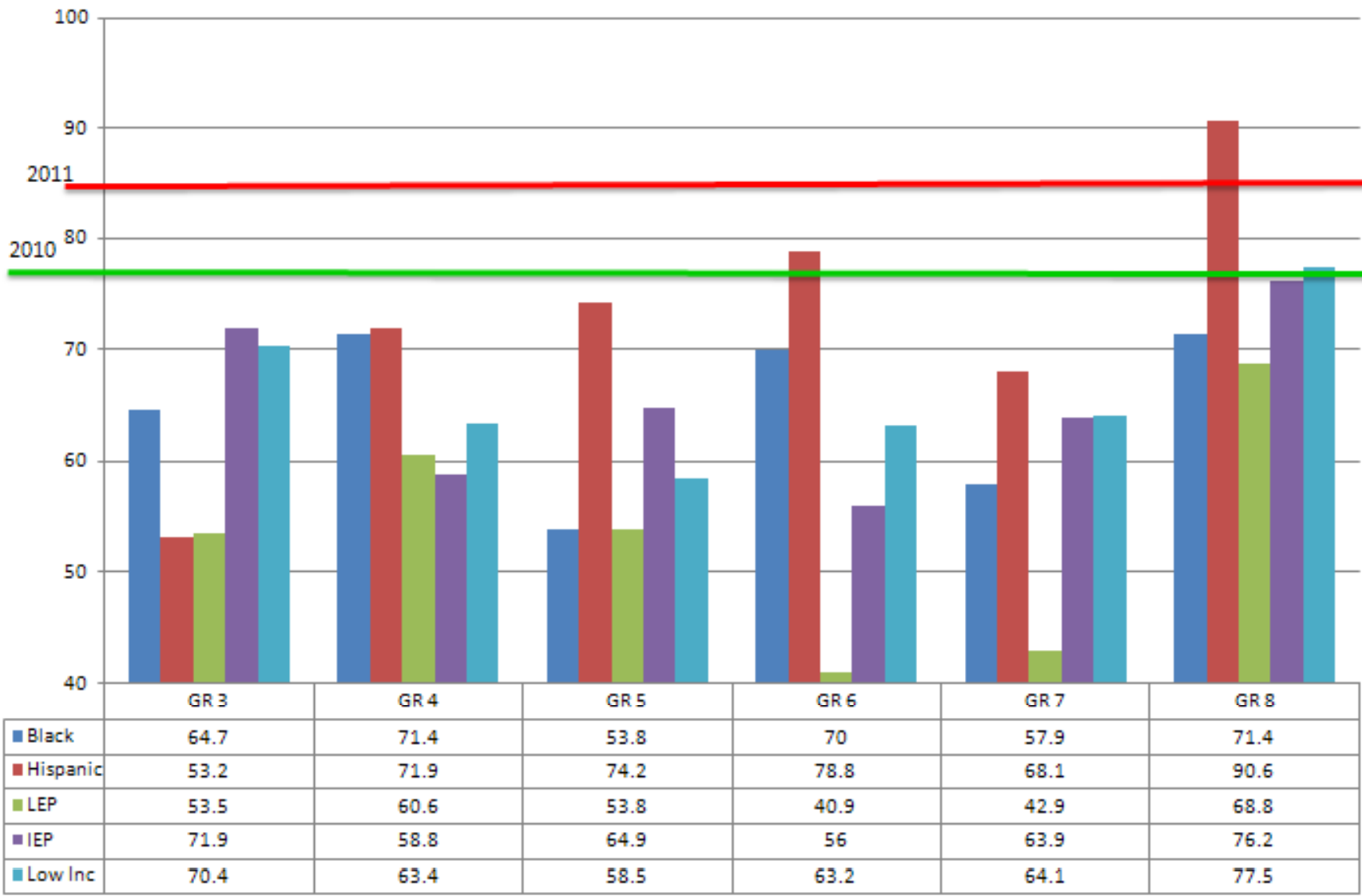


ISAT Math Performance by Cohort





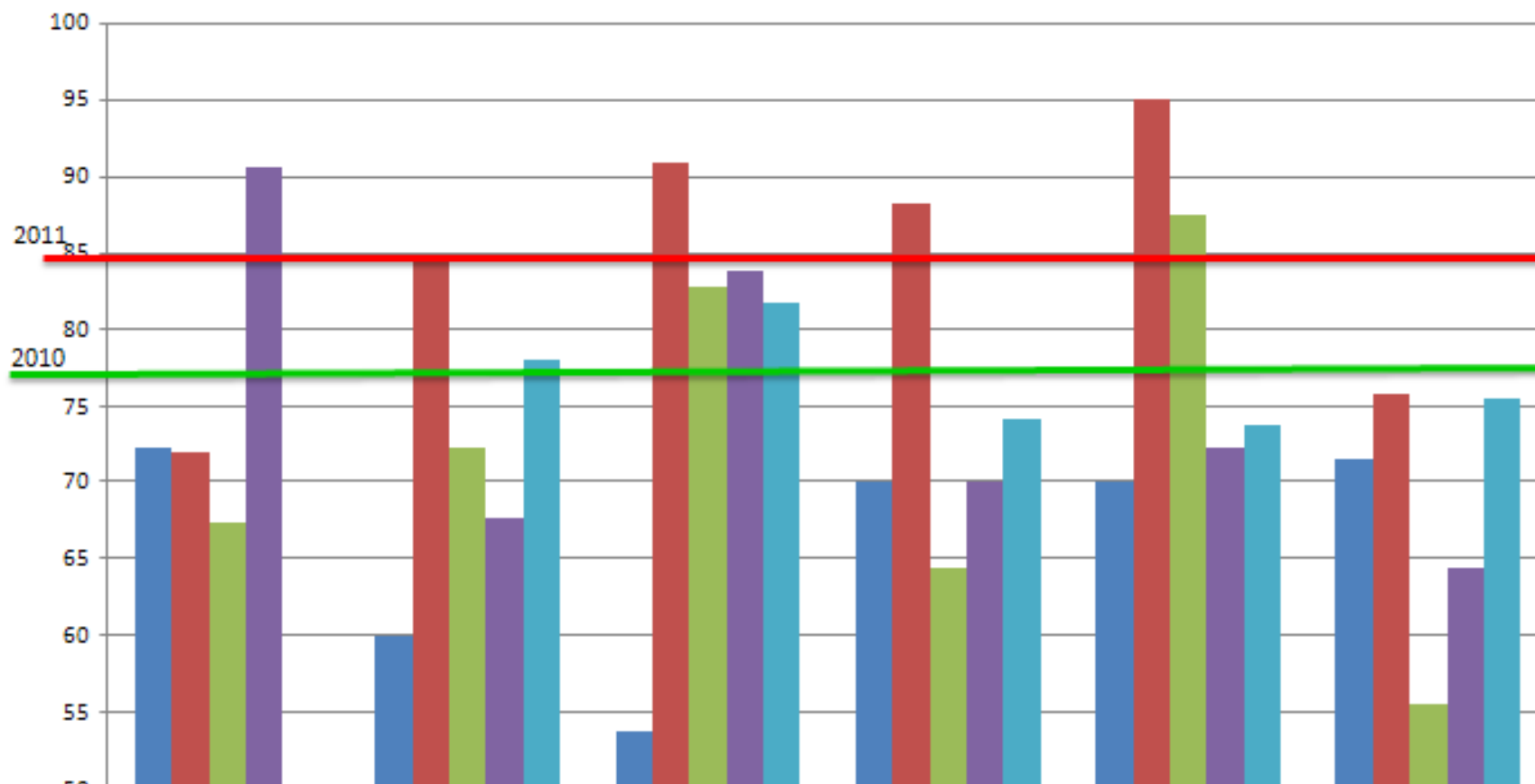
Sub Group Performance in Reading



NCLB threshold 2010 2011

Black Hispanic LEP IEP Low Inc

Sub Group Performance in Math

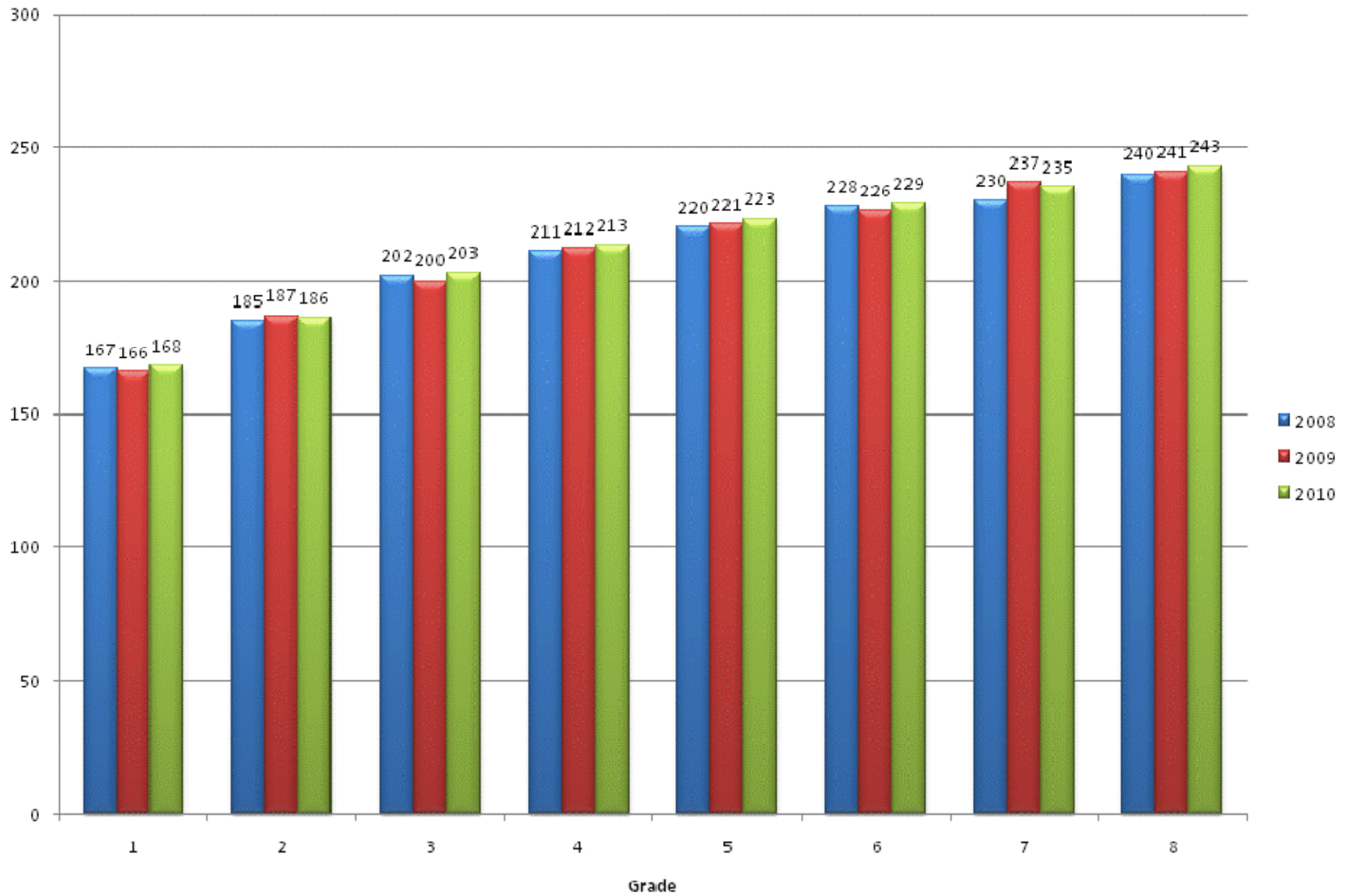


	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8
Black	72.2	60	53.8	70	70	71.4
Hispanic	71.9	84.8	90.9	88.3	95.1	75.8
LEP	67.3	72.2	82.8	64.3	87.5	55.6
IEP	90.6	67.6	83.8	70	72.2	64.3
Low Inc	50	78.1	81.8	74.2	73.6	75.6

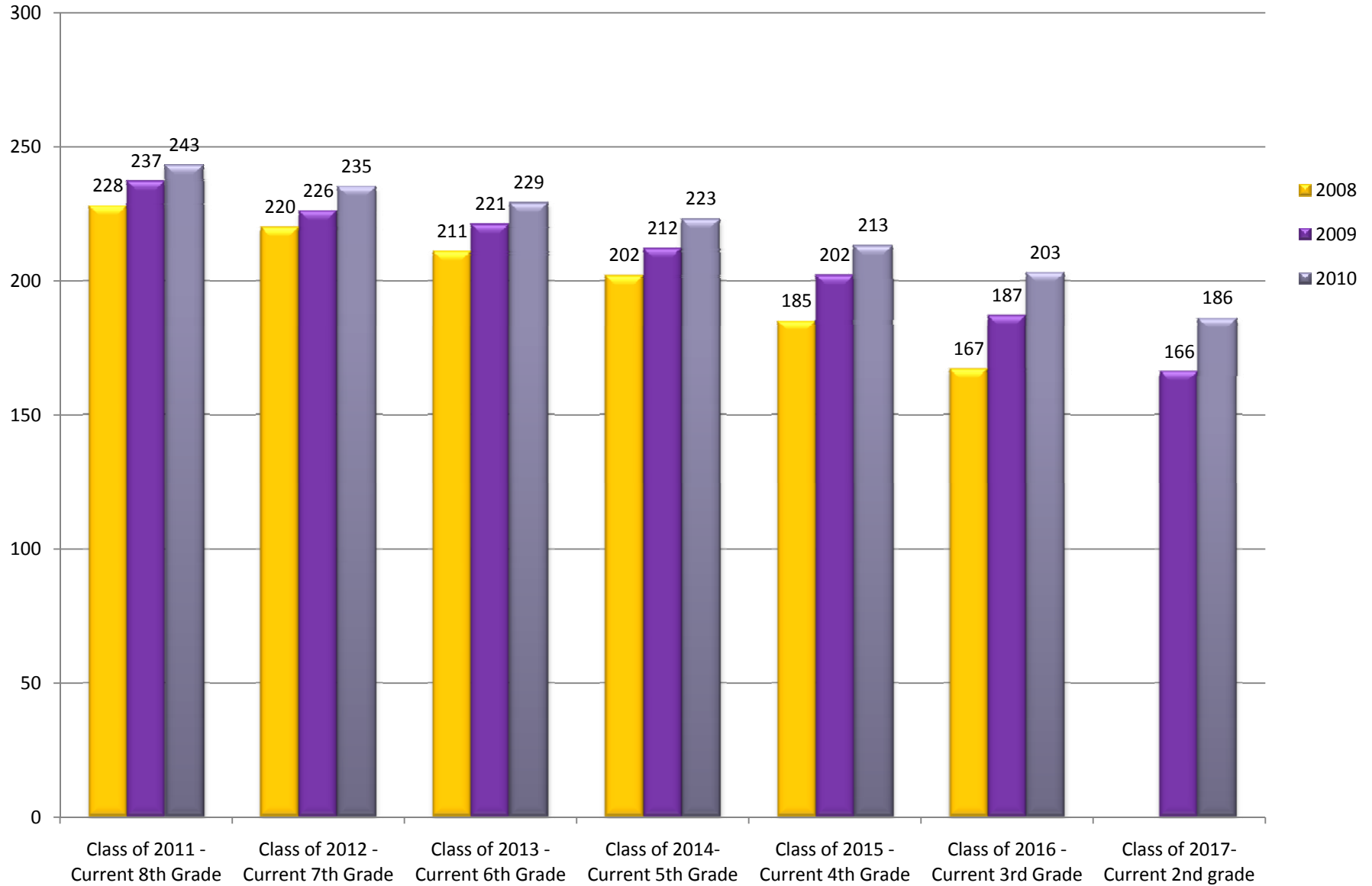
NCLB threshold — 2010 — 2011

Black Hispanic LEP IEP Low Inc

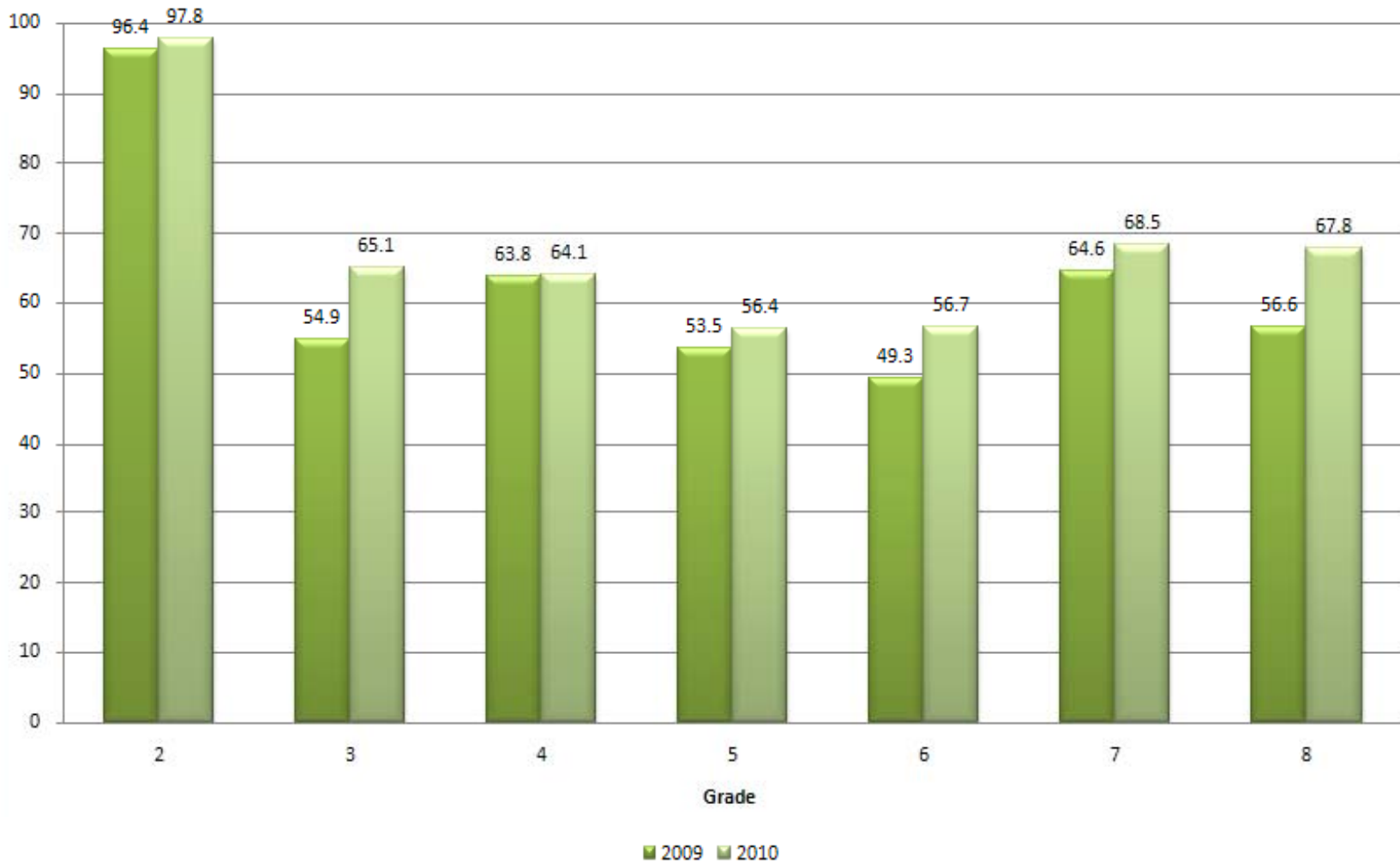
MAP - Median RIT - Math



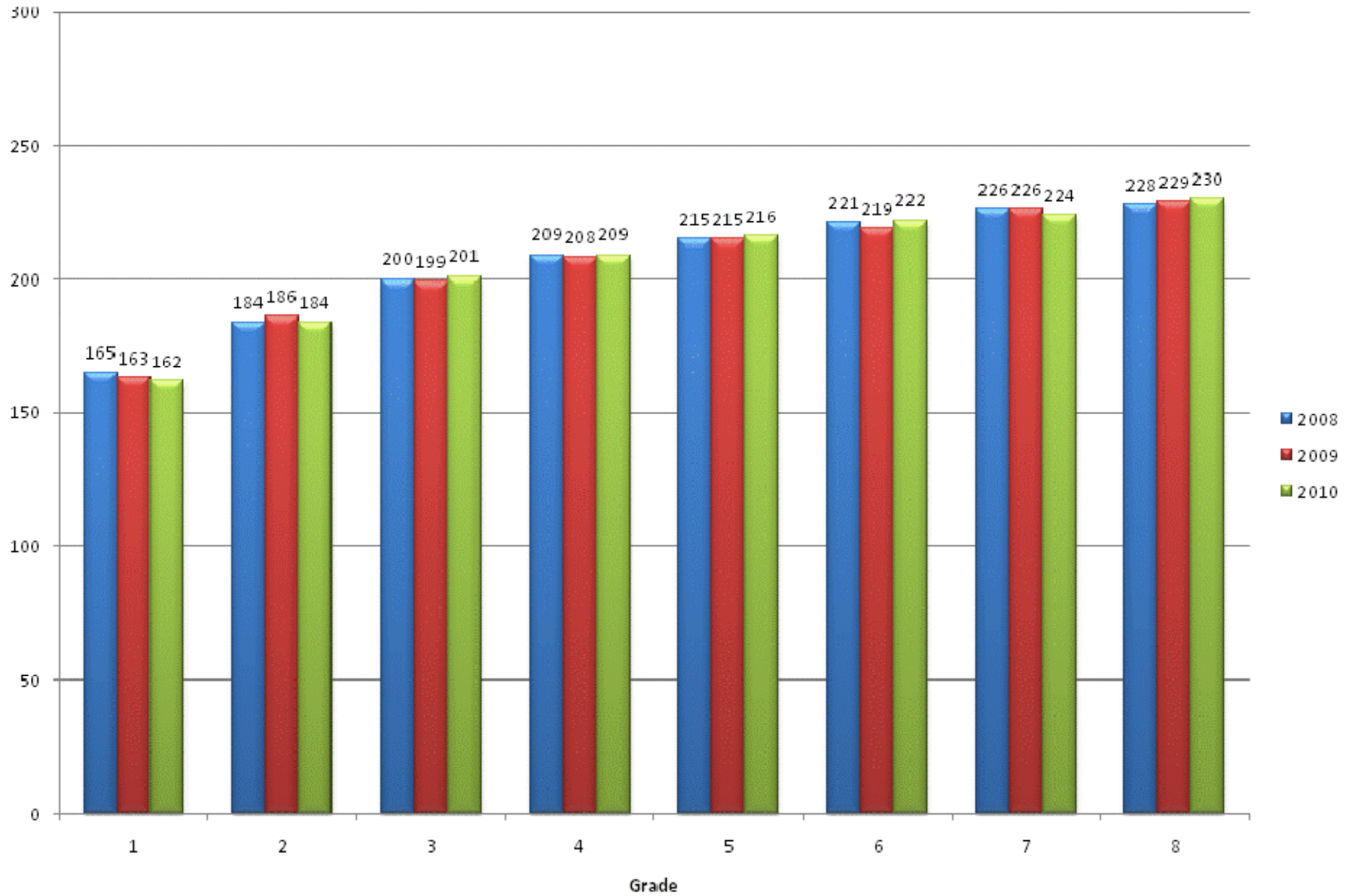
Median RIT - Math Cohort



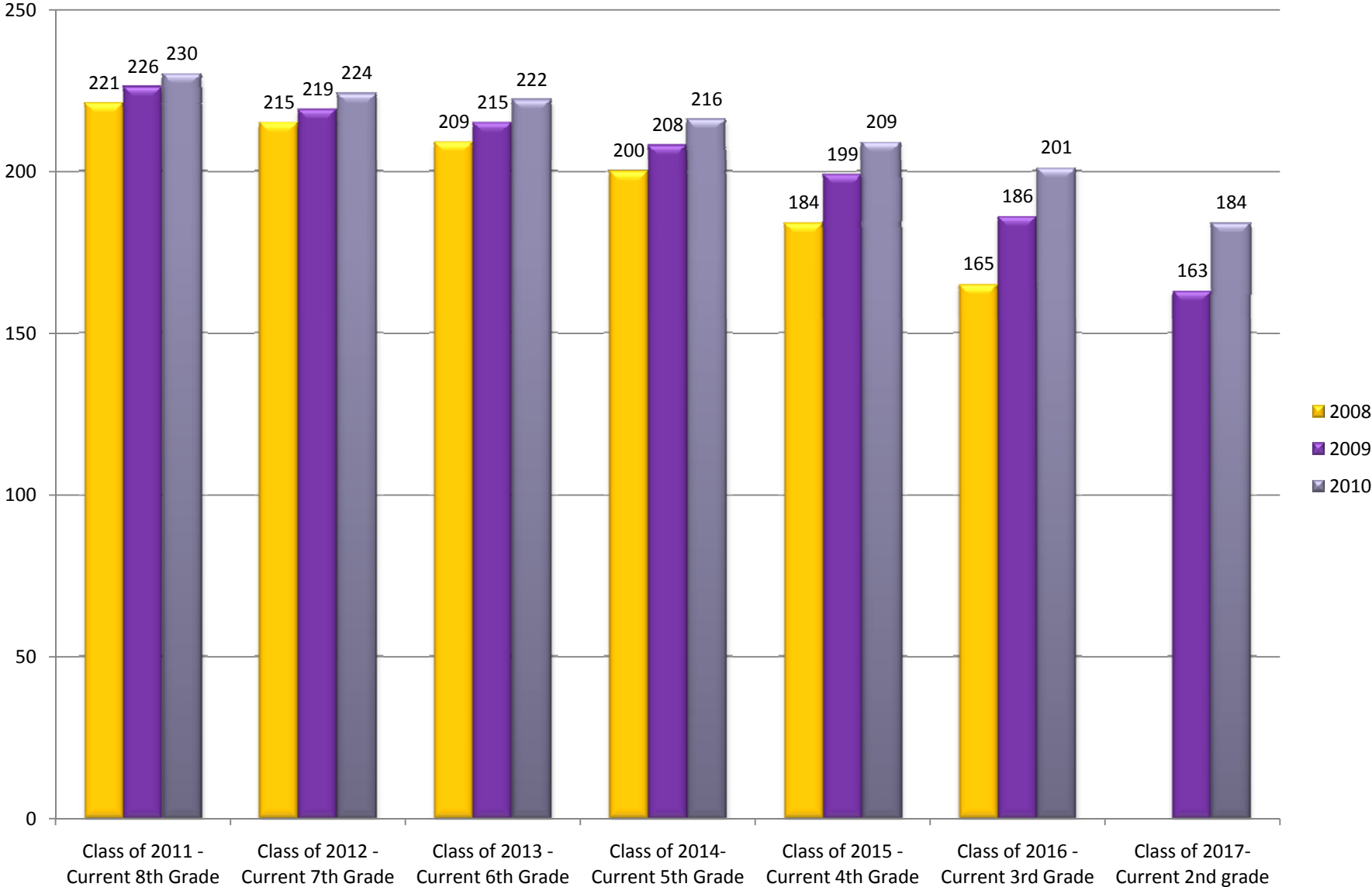
Math Growth % of students who met growth target Fall to Fall



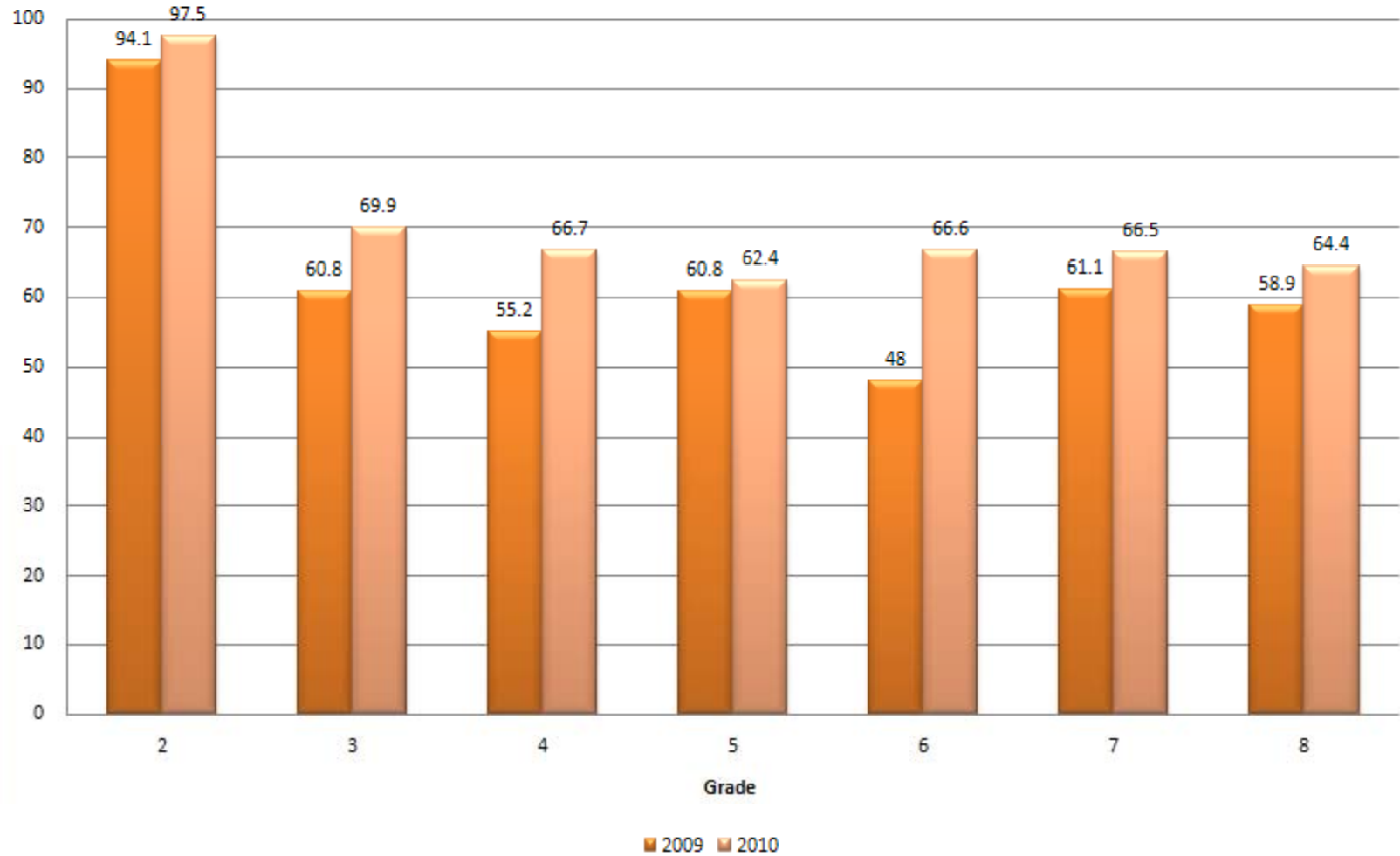
MAP - Median RIT - Reading



Median RIT - Reading Cohort



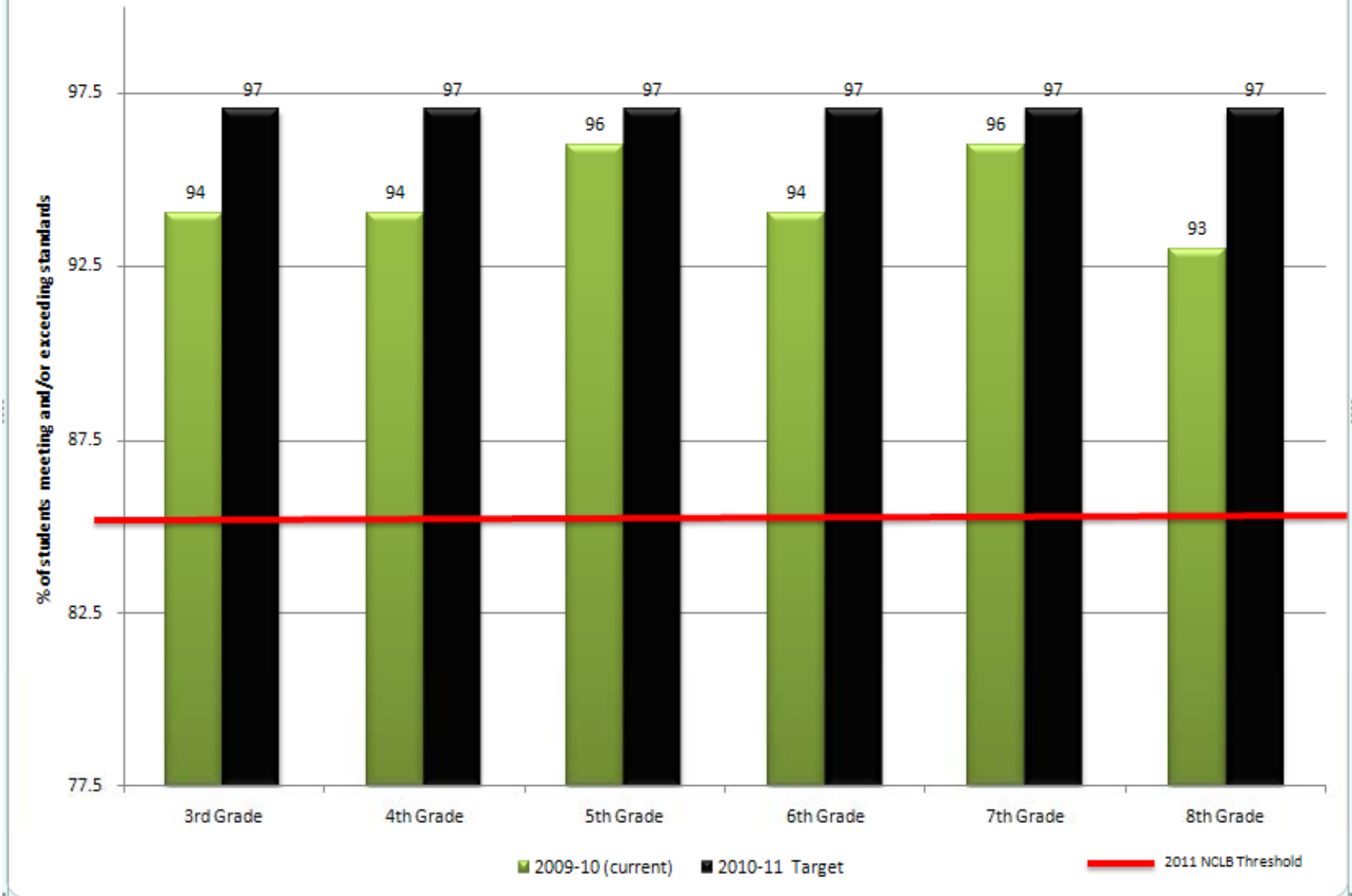
Reading Growth % of students who met growth target Fall to Fall



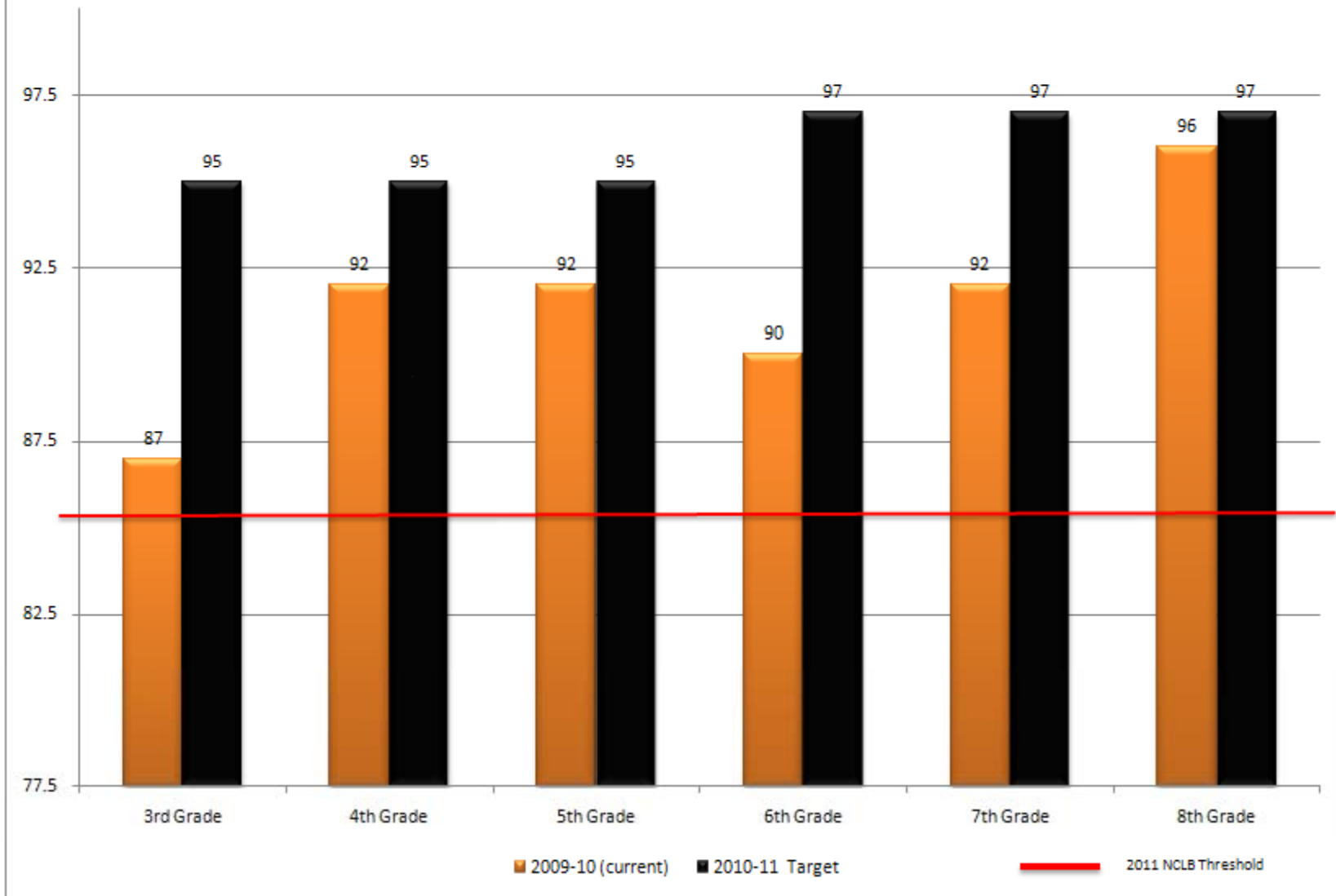
2008-2011 GLEN ELLYN DISTRICT 41 SCORECARD - MEASURING THE JOURNEY

LRP	Goal	Indicators	2007-08	2008-09	2009-10 (current)	2010-11 Target	
Create a five year plan to improve student learning and achievement.	Annually improve student performance in literacy and math (as measured by state and local assessment data)	ISAT Math-% of students meeting & exceeding	3rd Grade	94	95	94	97
			4th Grade	95	95	94	97
			5th Grade	92	94	96	97
			6th Grade	93	93	94	97
			7th Grade	88	93	96	97
		ISAT Reading- % of student meeting & exceeding	8th Grade	91	90	93	97
			3rd Grade	87	89	87	95
			4th Grade	88	87	92	95
			5th Grade	87	86	92	95
			6th Grade	93	92	90	97
		ISAT Writing -% of students meeting or exceeding	7th Grade	90	91	92	97
			8th Grade	92	92	96	97
			3rd Grade	na	84	87	92
			5th Grade	76	77	76	92
			6th Grade	84	86	80	95
		ISAT Math-% of students meeting & exceeding by cohort	8th Grade	77	79	86	95
			Class of 2015 (3rd)			94	97
			Class of 2014 (4th)		95	94	97
			Class of 2013 (5th)	94	95	96	97
			Class of 2012 (6th)	95	94	94	97
			Class of 2011 (7th)	92	93	96	97
		ISAT Reading-% of students meeting & exceeding by cohort	Class of 2010 (8th)	93	93	93	97
			Class of 2015 (3rd)			87	95
			Class of 2014 (4th)		89	92	95
			Class of 2013 (5th)	87	87	92	95
			Class of 2012 (6th)	88	86	90	97
			Class of 2011 (7th)	87	92	92	97
		ISAT Writing -% of students meeting or exceeding by cohort	Class of 2010 (8th)	93	91	96	97
			Class of 2015 (3rd)			87	92
			Class of 2014 (4th)		84		92
Class of 2013 (5th)				76	92		
Class of 2012 (6th)			77	80	95		
Class of 2011 (7th)	76		86		95		
		84		86	95		

ISAT Performance in Math vs District Scorecard



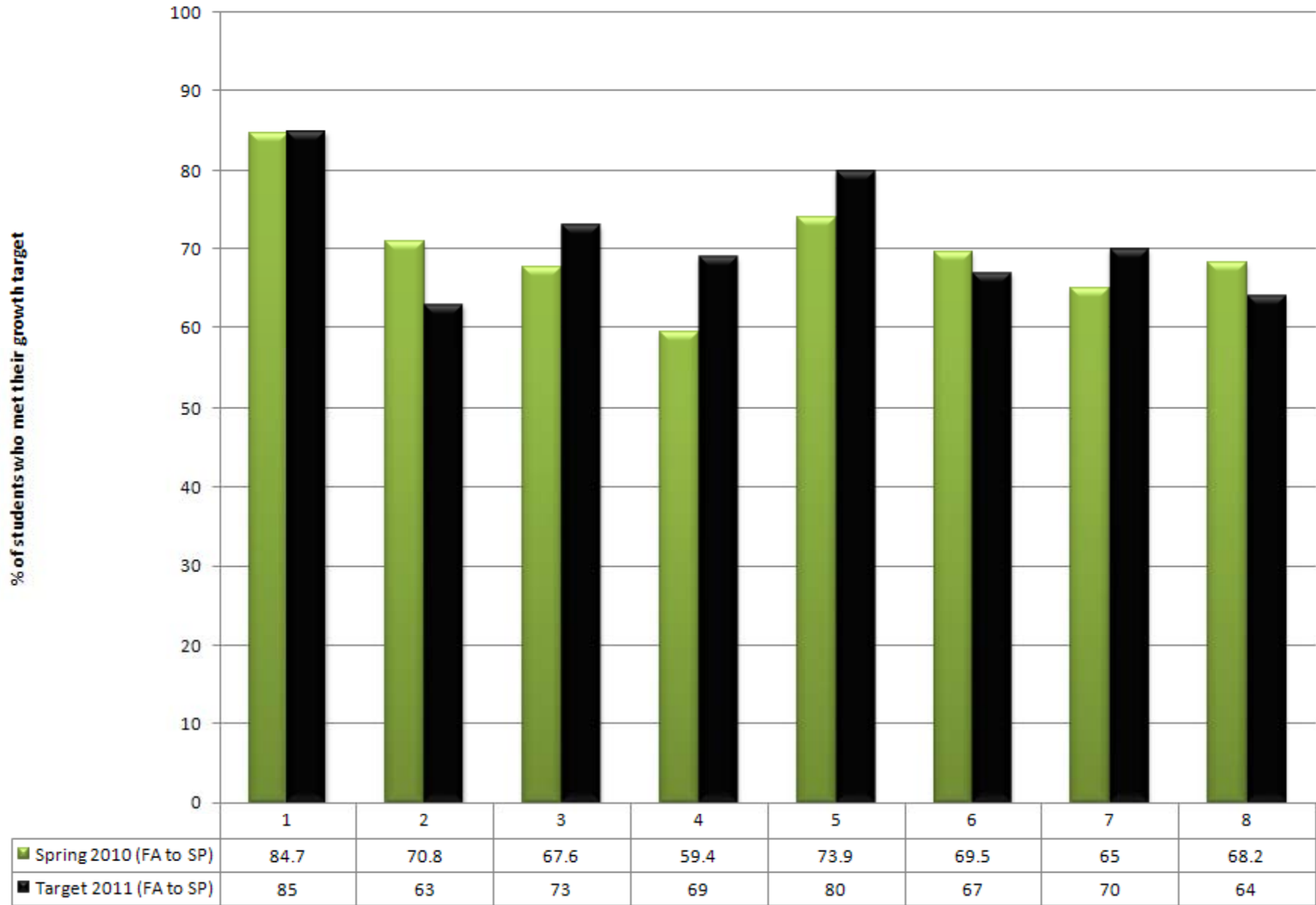
ISAT Performance in Reading vs District Scorecard targets



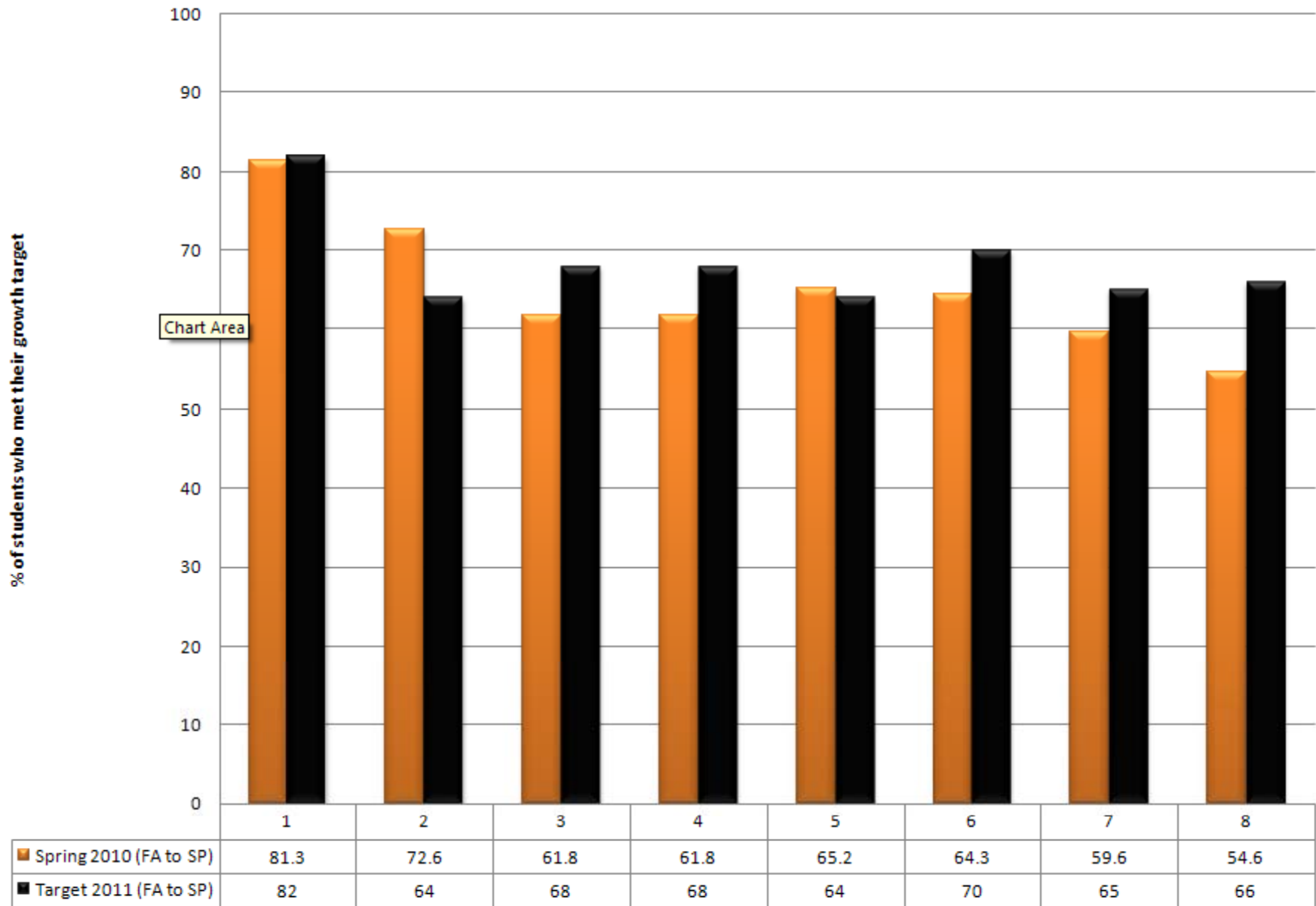
2008-2011 GLEN ELLYN DISTRICT 41 SCORECARD - MEASURING THE JOURNEY

LBP	Goal	Indicators	2008	2009	2010 (current)	Target 2011	
Create a five year plan to improve student learning and achievement.	Annually improve student performance in literacy and math (as measured by state and local assessment data)	MAP Math-% of students meeting growth target (Fall - Spring)	1st Grade	Not assessed during this time period.	75.6	84.7	85
			2nd Grade		53.6	70.8	63
			3rd Grade		62.6	67.6	73
			4th Grade		59	59.4	69
			5th Grade		69.8	73.9	80
			6th Grade		57.1	69.5	67
			7th Grade		60.1	65	70
			8th Grade		54.4	68.2	64
		MAP Reading - % of students meeting growth target (Fall-Spring)	1st Grade	Not assessed during this time period.	72	81.3	82
			2nd Grade		54	72.6	64
			3rd Grade		58.2	61.8	68
			4th Grade		58.7	61.8	68
			5th Grade		53.8	65.2	64
			6th Grade		59.7	64.3	70
			7th Grade		55.1	59.6	65
			8th Grade		56.1	54.6	66

MAP Growth in Math (FA-SP) vs District Scorecard target



MAP Growth in Reading (FA-SP) vs District Scorecard target



How We Use MAP Data

- Identify the skills and concepts individual students have learned and what they need to learn next
- Projects performance for the spring testing window
- Identify instructional needs to further plan for targeted learning time
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and district levels
- Brief survey test that allows us to place new students into appropriate instructional programs
- Creates flexible grouping for differentiation
- Student goal setting
- Further enhances and informs instruction
- Enables us to look at a child's performance between goal areas and between the student and the norm group
- October 12th Institute Day

Celebrations/Opportunities

Celebrations:

- Overall our math, reading, and science scores are good and the trend is positive
- Full implementation of the literacy framework provides both the time and structure to develop even stronger readers and writers
- No implementation dip is noted in math
- Reduced the number of students in academic warning and below
- Our median MAP scores exceed the national median scores

Opportunities for improvement:

- Continue to develop writers and readers via the workshop
- Achieve AYP for all subgroups
- Continue to move our students from one category to another
- Use MAP data to inform instruction for all students
- Increase the percentage of students meeting their growth targets

Next Steps:

- Align curriculum with new common core so our students are afforded the opportunity of increased rigor and are prepared for the new test by 2015
- Use standards-based reporting to guide our instructional practices