



Establishing High Expectations Building Equity

Board of Education Report
October 24, 2007



Organization of Presentation Notebook

- Power Point
- Frequently Asked Questions
- School Report Cards with 2007 Data
- District Improvement Plan
 - State Testing Program/Results
 - ACT/AP Scores
 - Local Assessment Data
 - Goals and Action Plans
- Sample Data Dive Materials



Organization of School Improvement Plan Notebook

- Introductory Statement
- Schedule of School Visits
- Elementary Plans
- Middle School Plans
- High School Plans



Presentation Agenda

- Review of NCLB
- Summary of State Testing Results
- District 200 Improvement Initiatives
- Closing Remarks



NCLB Review

The purpose of NCLB is to ensure that all students meet *Illinois Learning Standards* in reading and mathematics as measured by components of the State Testing Program.

Accountability System for State Testing Program



All students participate in the State Testing Program

ISAT (3rd through 8th Grades)

PSAE (High School 11th Grade)

IMAGE (ELL Students Only)

IAA (Designated Special
Education Students)

2007 Conditions for Making AYP



95% Participation rate

All students and subgroups required to meet minimum target of **55%** of students meeting/exceeding standards as measured by the state assessment program

90% Attendance rate for elementary and middle school students

72% Graduation rate for high schools

Increasing NCLB Expectations



Year	% Meets/ Exceeds	Attend. Rate	Grad. Rate
2007	55%	90%	72%
2008	62.5%	90%	75%
2009	70%	90%	78%
2010	77.5%	91%	80%

NCLB Increasing Expectations



Year	% Meets/ Exceeds	Attend. Rate	Grad. Rate
2011	85%	91%	82%
2012	92.5%	91%	84%
2013	92.5%	92%	85%
2014	100%	92%	85%

Celebrating our Success



"Inspiring in Everyone
a Passion to Excel"

Representative Recognitions



- Received Bright Red Apple Award for Educational Excellence
- Ranked in the top 16% of the school districts ranked nationally by Expansion Management Magazine
- Recognized by *Standard and Poor* as an academic outperformer

Representative Recognitions



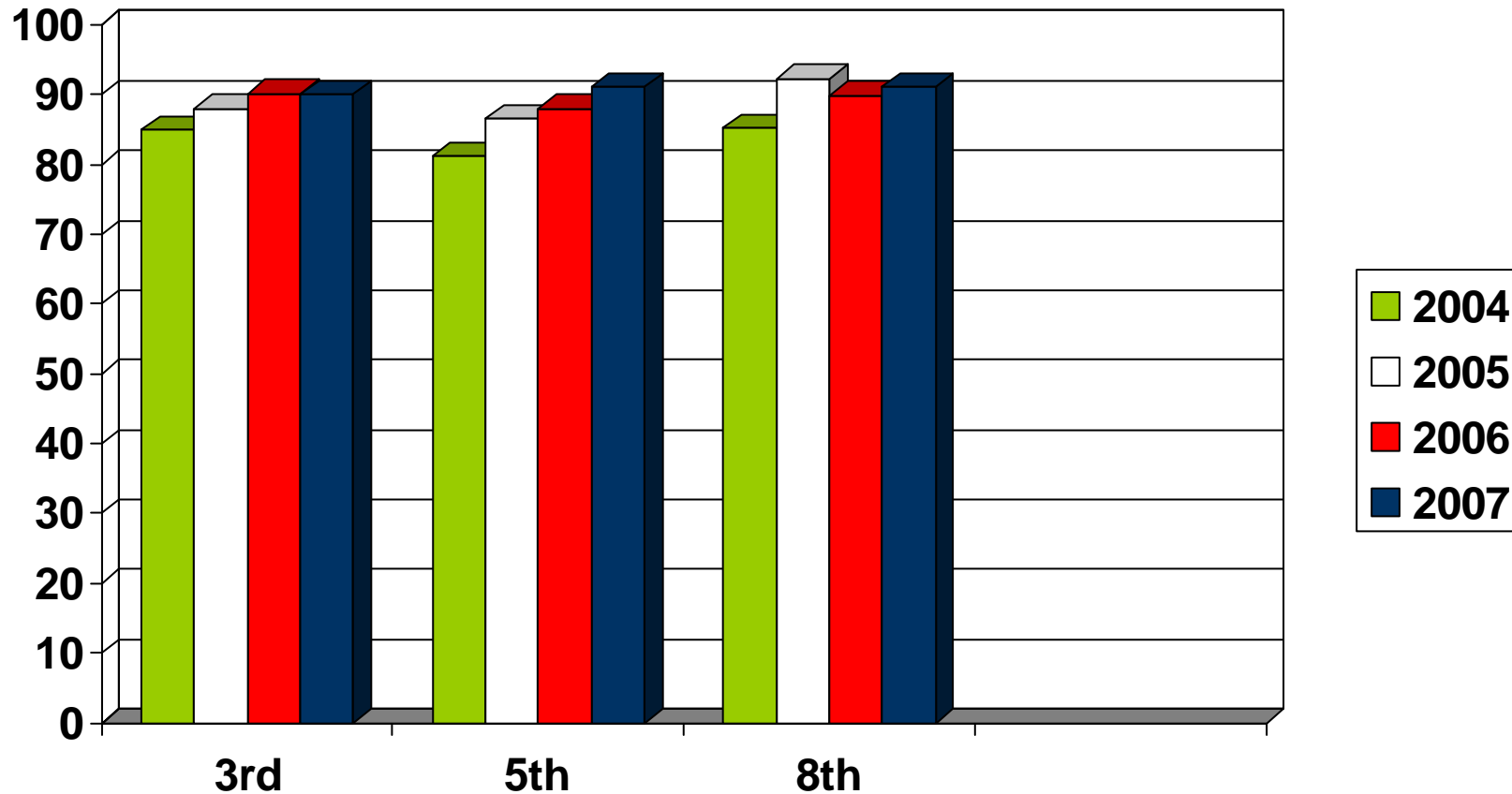
- Longfellow Elementary School joins Pleasant Hill Elementary as a National Blue Ribbon Award Winning School
- Edison Middle School received a Blue Ribbon Award from the Illinois Association for Health, Physical Education, Recreation and Dance
- Both High Schools recognized in the top 25 High Schools in the State of Illinois on PSAE
- Two students with perfect 36 on ACT, eleven National Merit Semi-finalists, twenty-seven National Merit Commended Students

Excellence is Inspiring

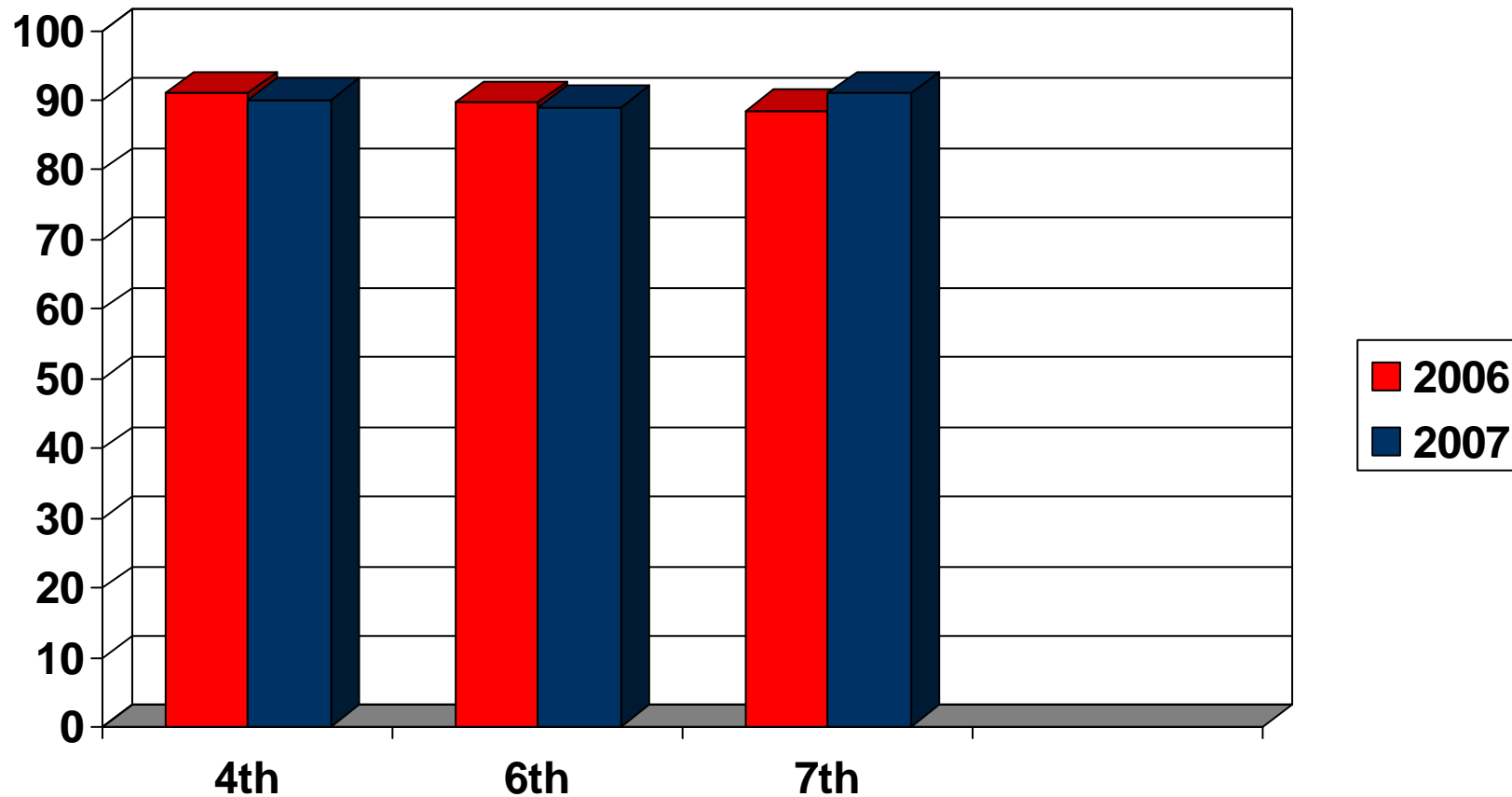


Summary of Student
Achievement as Measured by
State Testing Program

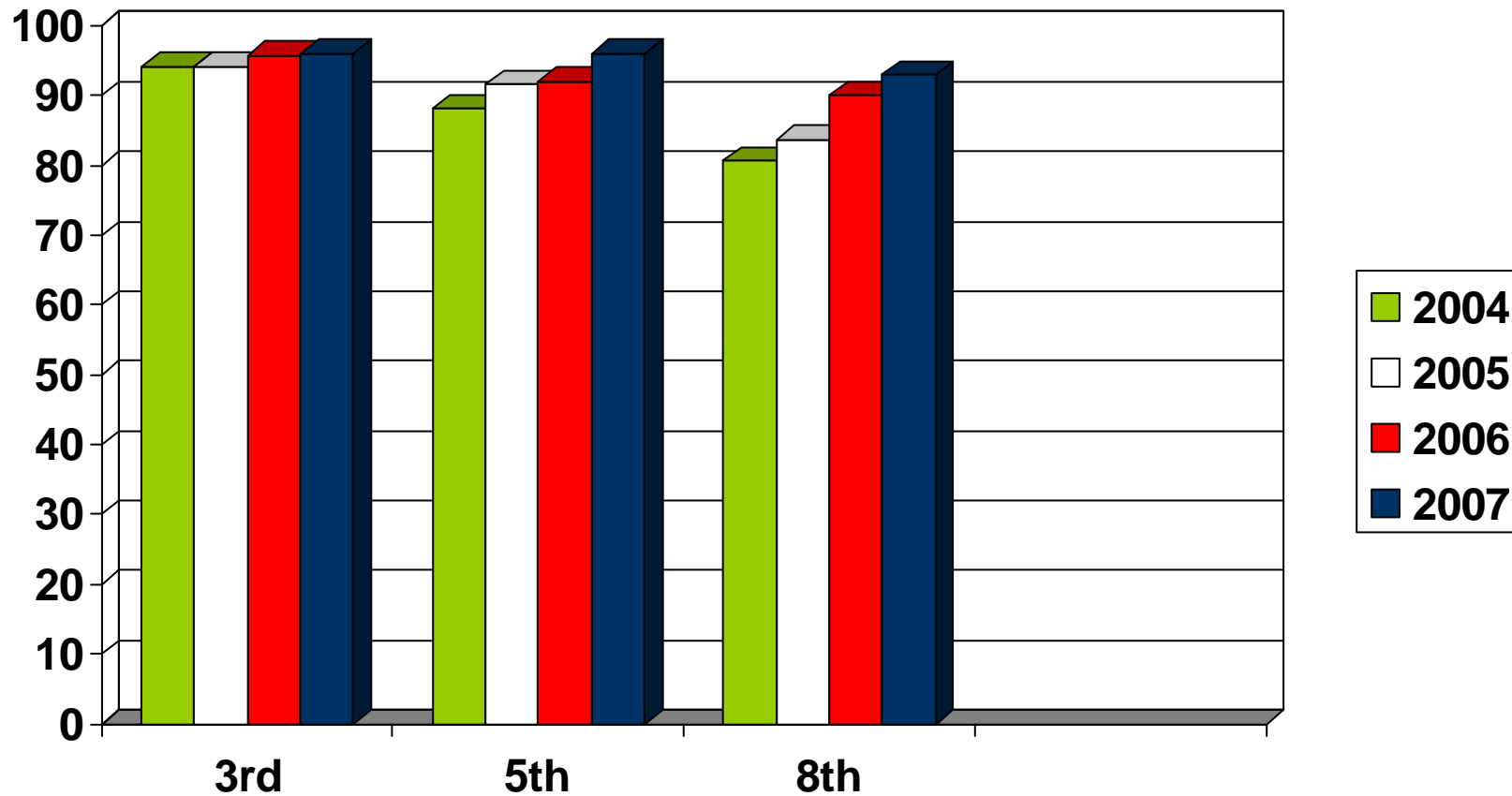
ISAT Reading Trend Data Grades 3, 5 and 8



ISAT Reading Trend Data Grades 4, 6 and 7



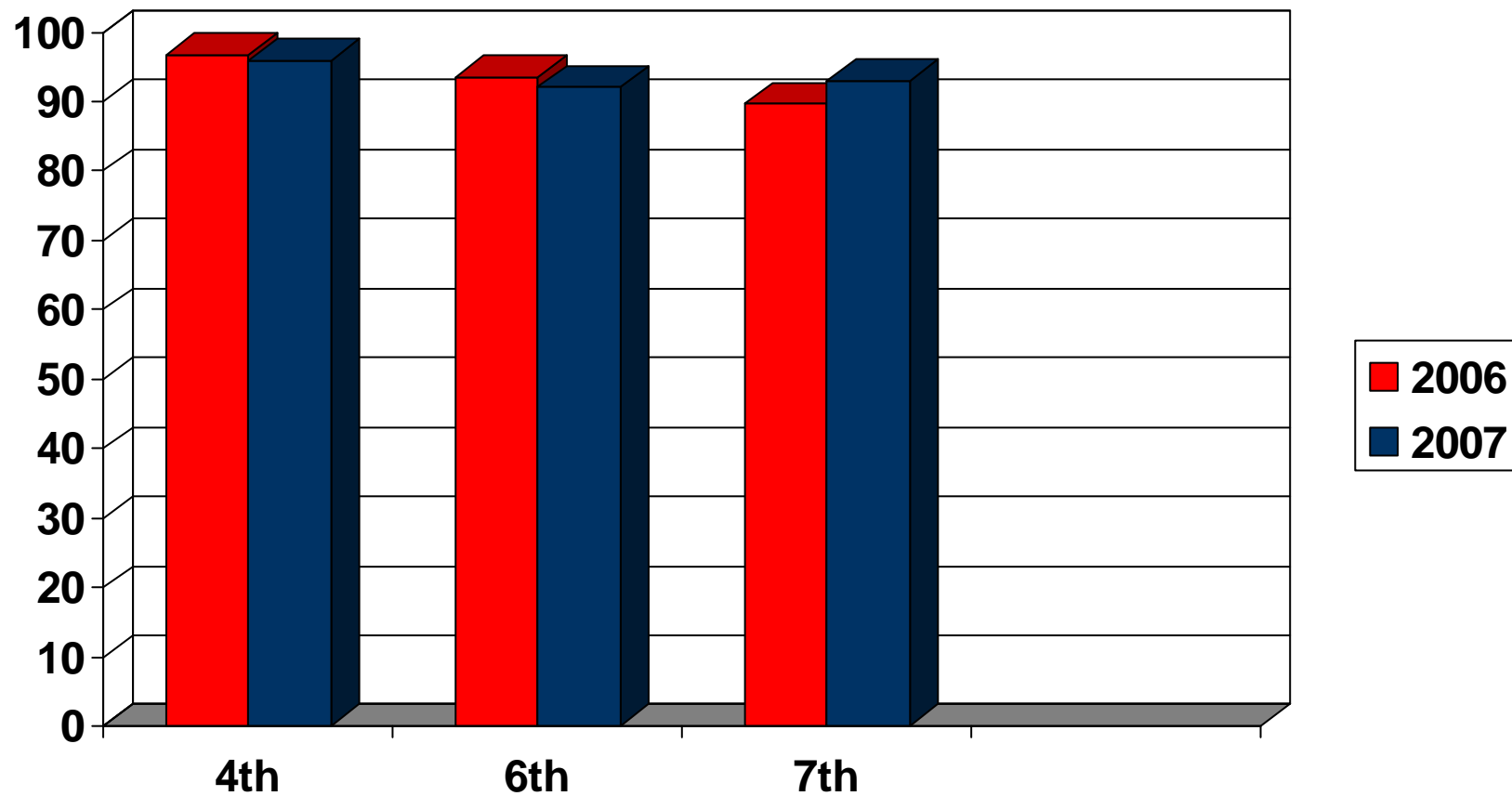
ISAT Mathematics Trend Data Grades 3, 5 and 8



ISAT Mathematics

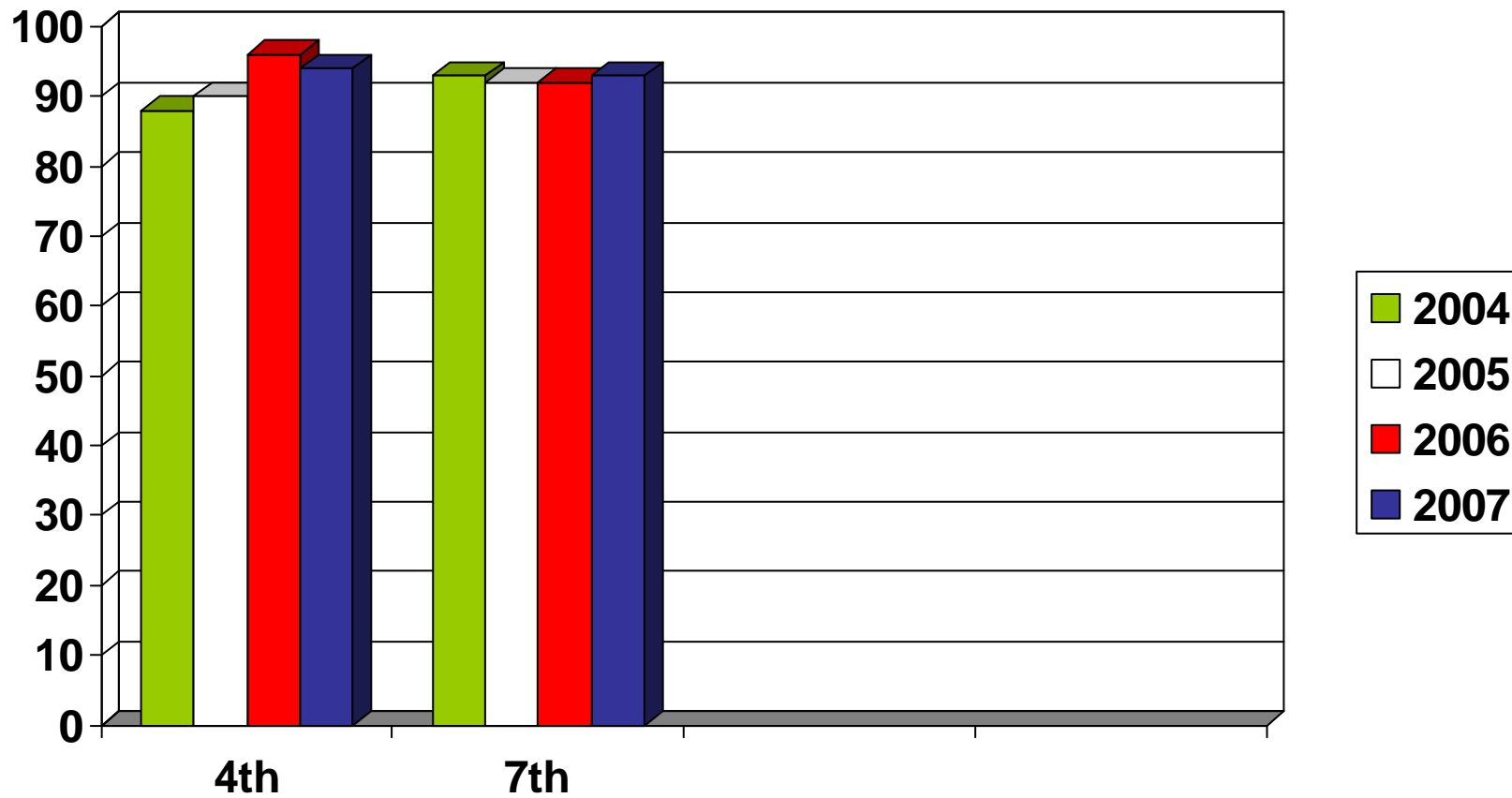


Trend Data Grades 4, 6 and 7

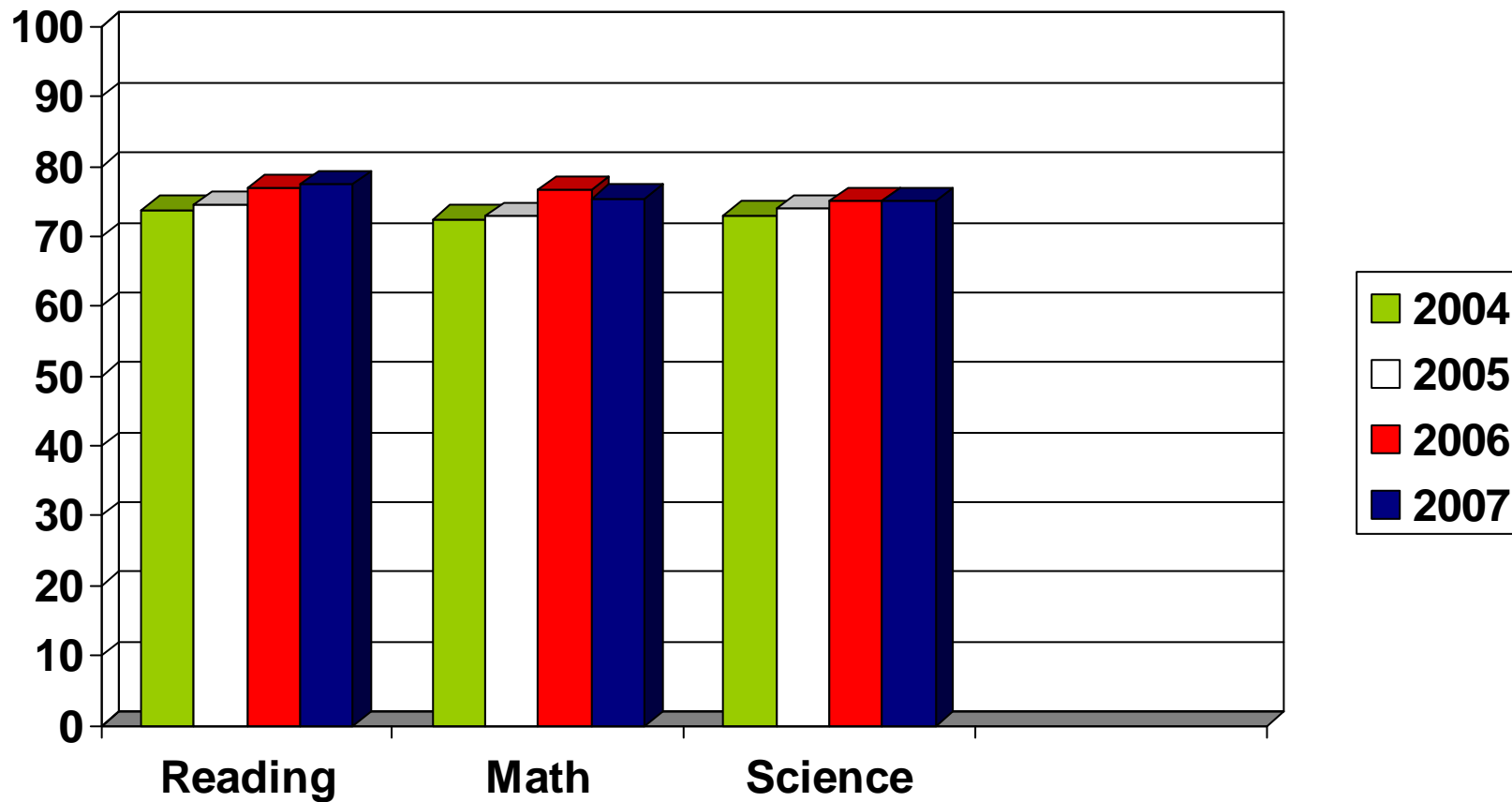




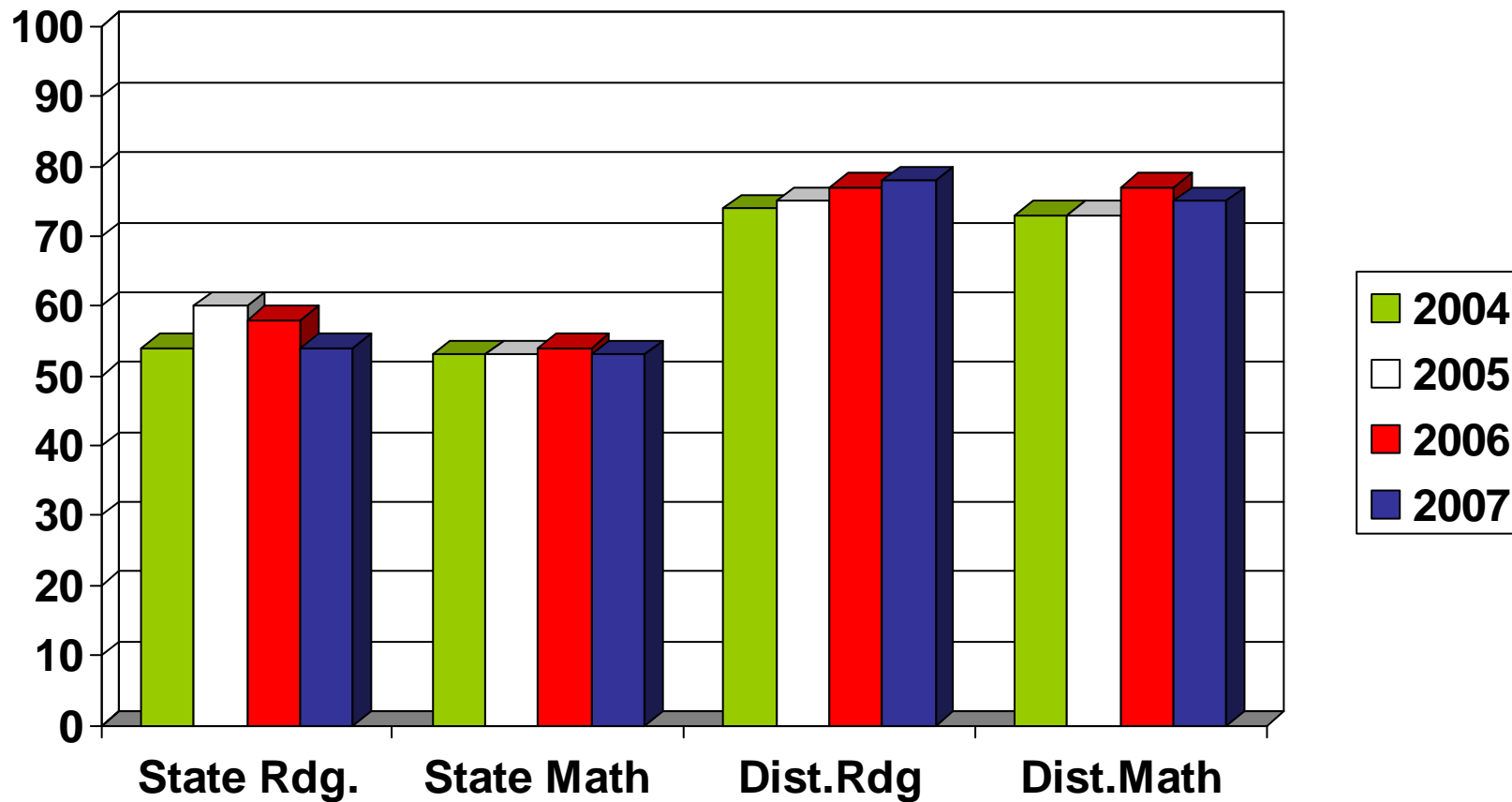
Science Scores



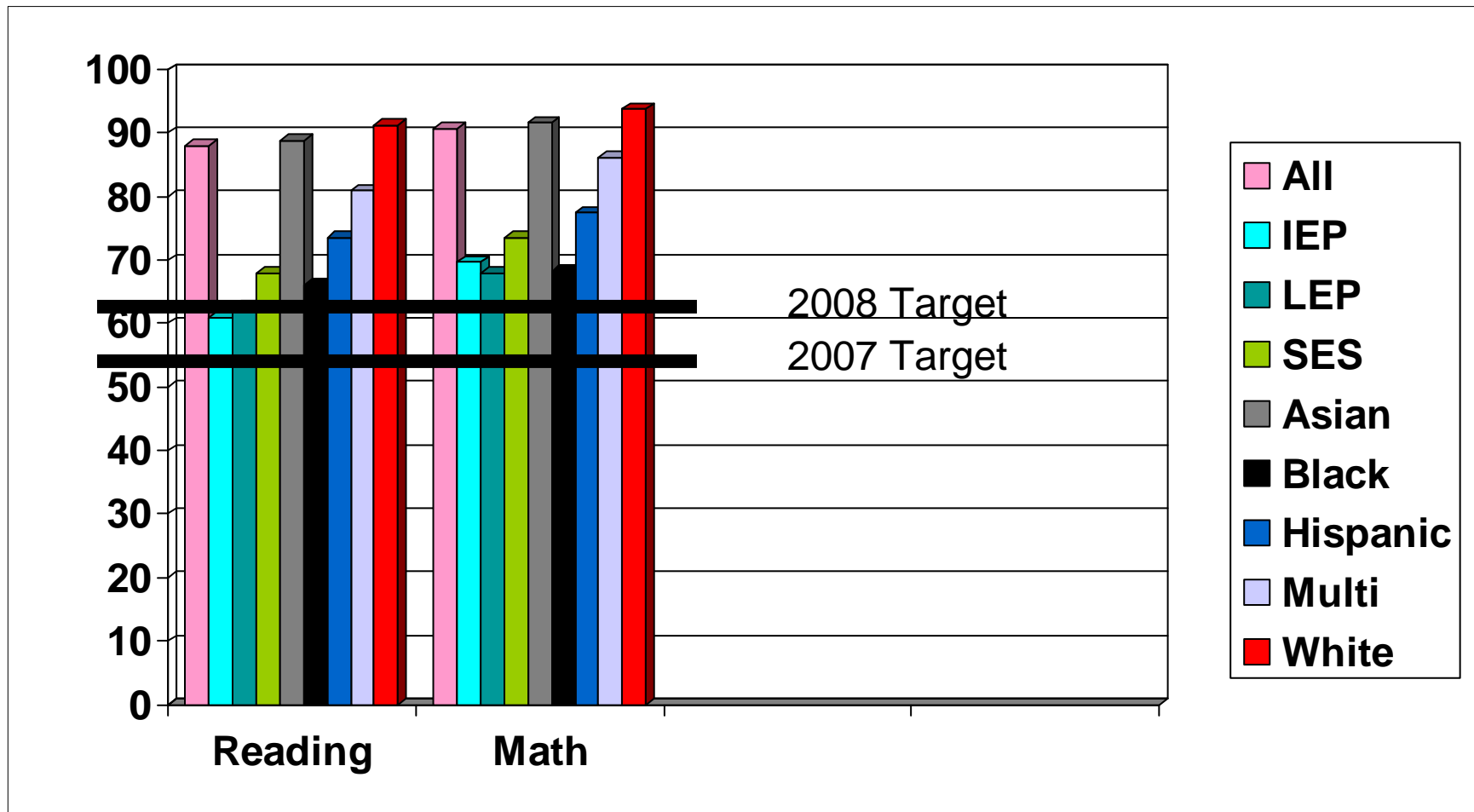
PSAE Data 2004 - 2007



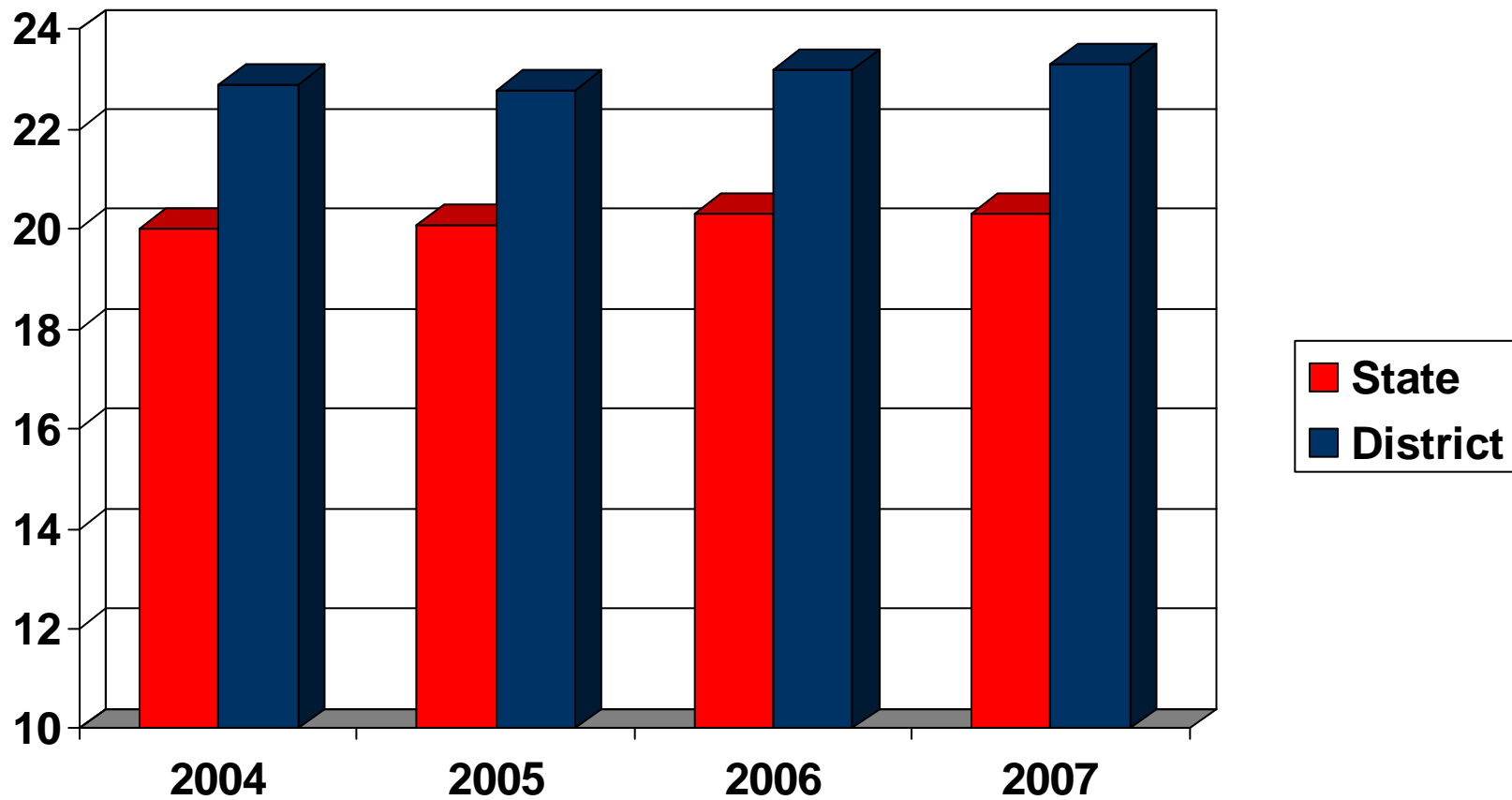
PSAE Trend Data State and District 200



NCLB Sub-Group Performance All Tests



ACT Trend Data





District 200 AP Program

- Three AP classes were offered during the 1999-2000 school year
- Fifteen AP classes are being offered during the 2007-2008 school year
- Currently, 1,480 District 200 high school students participate in AP courses

Advanced Placement Tests Taken



Class	% of Total Students Taking at Least One Test	% of All Students in Class with "3" + (at least one test)	% of AP Students with a Score of "3" + (at least one test)
Sophomore	19.6%	16%	81.7%
Junior	18%	14.8%	80.6%
Senior	27.4%	23.9%	87.5%

Key Discussion Points



- Trend data continue to be positive
- Math trends for some levels increasing to “performance” ceilings
- District 200 has identified achievement gaps for some subgroups
- Student membership in multiple subgroups is an indicator for more instructional considerations
- Mobility is a significant challenge to achievement across all subgroups
- Both high schools are in re-structuring



Re-Structuring

- Formalized School Improvement Plan with monitoring by the State
- Completed and approved e-Plans
- Key components include targeted student instructional programs, re-organization of instructional time for some content areas and research-based professional development for staff
- Re-structuring closely aligns with traditional school improvement efforts in District 200



Improvement Efforts

- Occur at the school level, supported at the district level
- Plans are always “in process”
- Data-based decision making characterizes the process
- Proactive and responsive actions are based on an analysis of multiple sources of data
- Improvement initiatives vary by school and level as defined by students’ needs



What Does the Improvement Process Look Like?

Representative school improvement teams analyze annual data and trend data (e.g. Data Dives) to:

- ✓ **Identify** student achievement levels for all students
- ✓ **Find** “Cusp” (Does Not Meet/Meets, Meets/Inspire to Exceed) students, at-risk students
- ✓ **Determine** strategies and programs that have been successful
- ✓ **Conduct** a needs assessment for appropriate student interventions

Targeted Instructional Efforts



- Specific programs for designated student groups – English Language Learners and Special Education Students
- Extended day reading and mathematics **instructional** programs
- Trained peer reading mentors
- Parent mentor programs including educational parent nights
- Volunteer tutoring programs sponsored by organizations within the community

Targeted Instructional Efforts



- Extended day kindergarten programs as supported by grant funds
- School-day math labs staffed by volunteers and retired teachers
- Community Problem Solving Projects
- Re-organization of school time (e.g. blocked classes)

Professional Development



- Increasing numbers of Nationally Board Certified Teachers
- *CRISS (Creating Independence through Student-Owned Strategies)* training for all high school staff and middle school staff (three-year process)
- *UbD (Understanding by Design)* training for all staff

The Impact of School Improvement Extended Day Programs



Reading Example – 1st grade group of students gained an average of 4.3 levels in reading

Math Example – 100% of 3rd grade students who participated in an intervention program in 1st and 2nd grade met/exceeded standards

The Impact of School Improvement Extended Day Programs



High School Example

Reading – 53% of participating students demonstrated growth on the ACT reading assessment

Mathematics – 60% of participating students demonstrated growth on the ACT math post-test

88% of the fifty-six participating students attended eight or more sessions



Organizational Initiatives

- Site-based Reviews of School Improvement Plans
- SIP Matriculation Meetings
- Data Dives
- Deeper Disaggregation of Data
- “Inspire to Exceed” Focus
- Interactive Report Card Web Site
- Five-year Professional Development Plan/Resident Experts



"Inspiring in Everyone a
Passion to Excel"

We want all of our students to use
their gifts to advance the
condition of mankind.