



Student Achievement Data Presentation



**FRANKFORT SCHOOL
DISTRICT 157-C
2016-17**

Balanced Assessment in 157-C

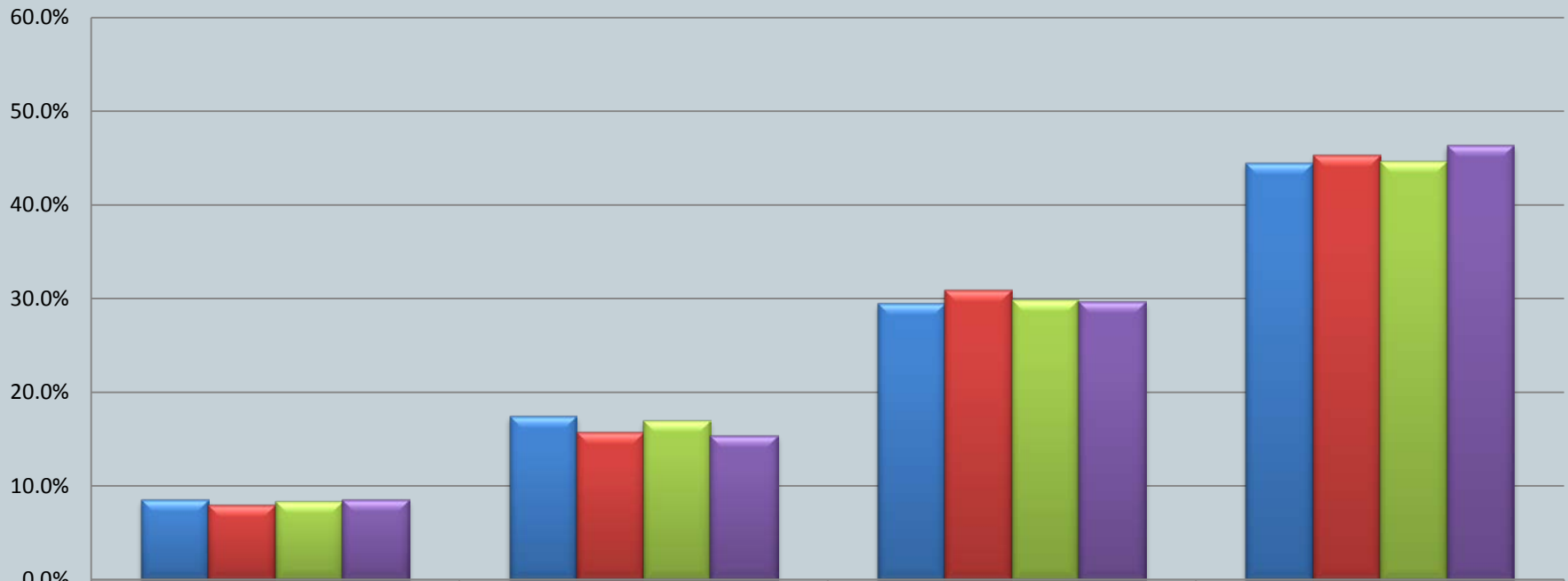


Achievement Tests	Ability Tests	Proficiency Tests
<p>Tests include content students may have not been taught, but they could be expected to have mastered based on norming group.</p>	<p>Tests to measure a person's intelligence and mental ability. Some of the specific areas measured by cognitive ability tests include problem-solving, verbal ability, numerical ability, reasoning, memory, and general intelligence.</p>	<p>Students are taught all the material and are tested on whether they “got it”.</p>
<ul style="list-style-type: none">• Terra Nova – Achievement Test 	<ul style="list-style-type: none">• Terra Nova – InView Ability Test 	<ul style="list-style-type: none">• Typical Classroom Unit or Chapter Test• PARCC• Retired ISAT
<p>157-C administers both the achievement and ability tests of Terra Nova to more accurately report a child’s achievement based on his/her potential.</p>		<p>These tests do not take into account a student’s potential.</p>

Terra Nova Achievement & Ability Test Reading 2016



District 157-C % in National Quartile Reading 2013/2014/2015/2016

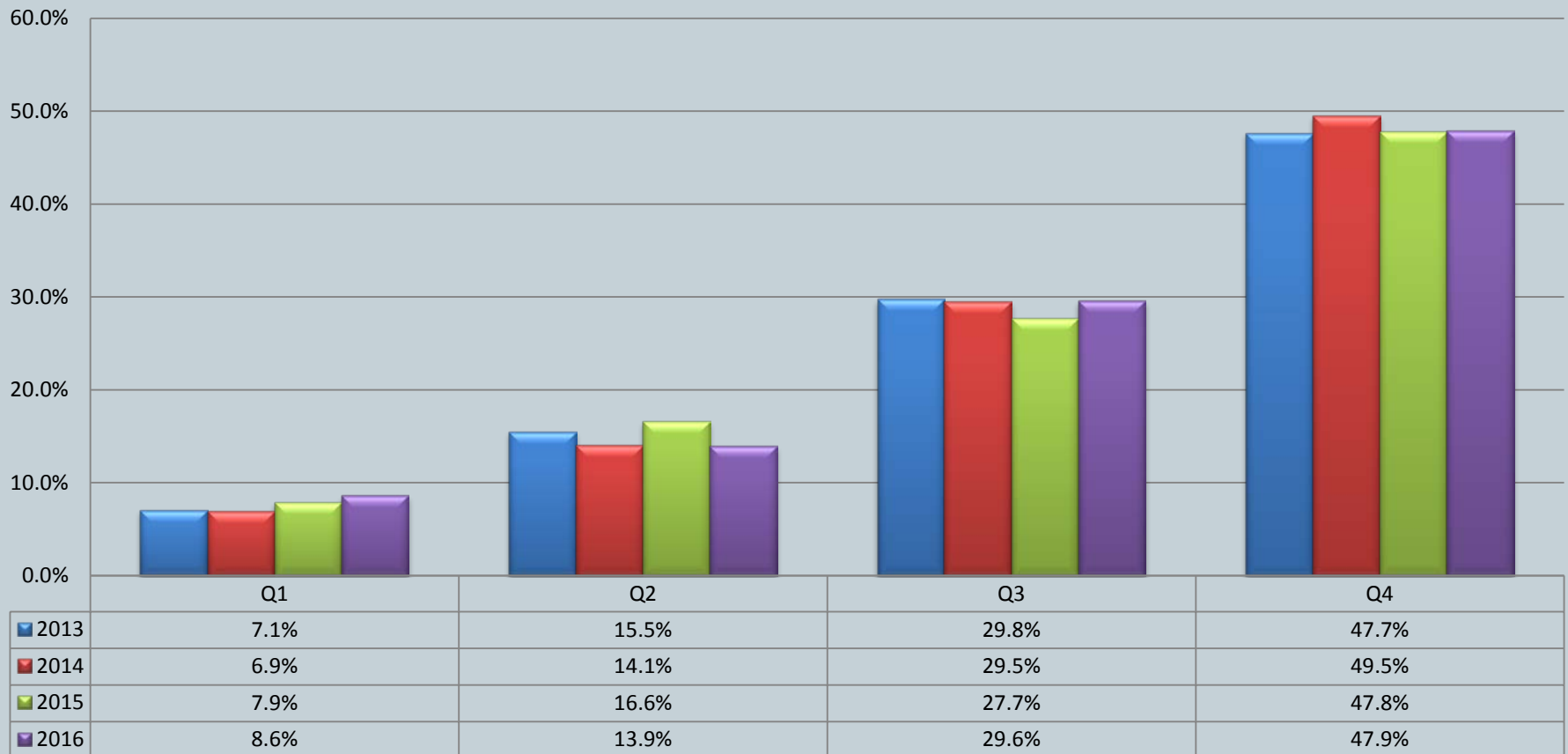


	Q1	Q2	Q3	Q4
2013	8.5%	17.4%	29.5%	44.5%
2014	8.0%	15.7%	30.9%	45.4%
2015	8.4%	17.0%	29.9%	44.7%
2016	8.5%	15.4%	29.7%	46.4%

Terra Nova Achievement & Ability Test Math 2016



District 157-C % in National Quartile Math 2013/2014/2015/2016



Terra Nova % of students reaching their potential



Reading

Math

2015

63%

58%

2016

69%

70%



A vertical column on the left side of the chart, containing two red rounded rectangular boxes with white dashed borders. The top box contains the year '2015' and the bottom box contains the year '2016'. The background of this column is a light red gradient.

A vertical column in the middle of the chart, containing two dark brown rounded rectangular boxes with white dashed borders. The top box contains '63%' and the bottom box contains '69%'. The background of this column is a light beige gradient.

A vertical column on the right side of the chart, containing two dark green rounded rectangular boxes with white dashed borders. The top box contains '58%' and the bottom box contains '70%'. The background of this column is a light green gradient.

Balanced Assessment in 157-C



Achievement Tests	Ability Tests	Proficiency Tests
<p>Tests include content students may have not been taught, but they could be expected to have mastered based on norming group.</p>	<p>Tests to measure a person's intelligence and mental ability. Some of the specific areas measured by cognitive ability tests include problem-solving, verbal ability, numerical ability, reasoning, memory, and general intelligence.</p>	<p>Students are taught all the material and are tested on whether they “got it”.</p>
<ul style="list-style-type: none"> Terra Nova – Achievement Test 	<ul style="list-style-type: none"> Terra Nova – InView Ability Test 	<ul style="list-style-type: none"> Typical Classroom Unit or Chapter Test Common Outcome Assessments PARCC
<p>157-C administers both the achievement and ability tests of Terra Nova to more accurately report a child’s achievement based on his/her potential.</p>		<p>These tests do not take into account a student’s potential.</p>

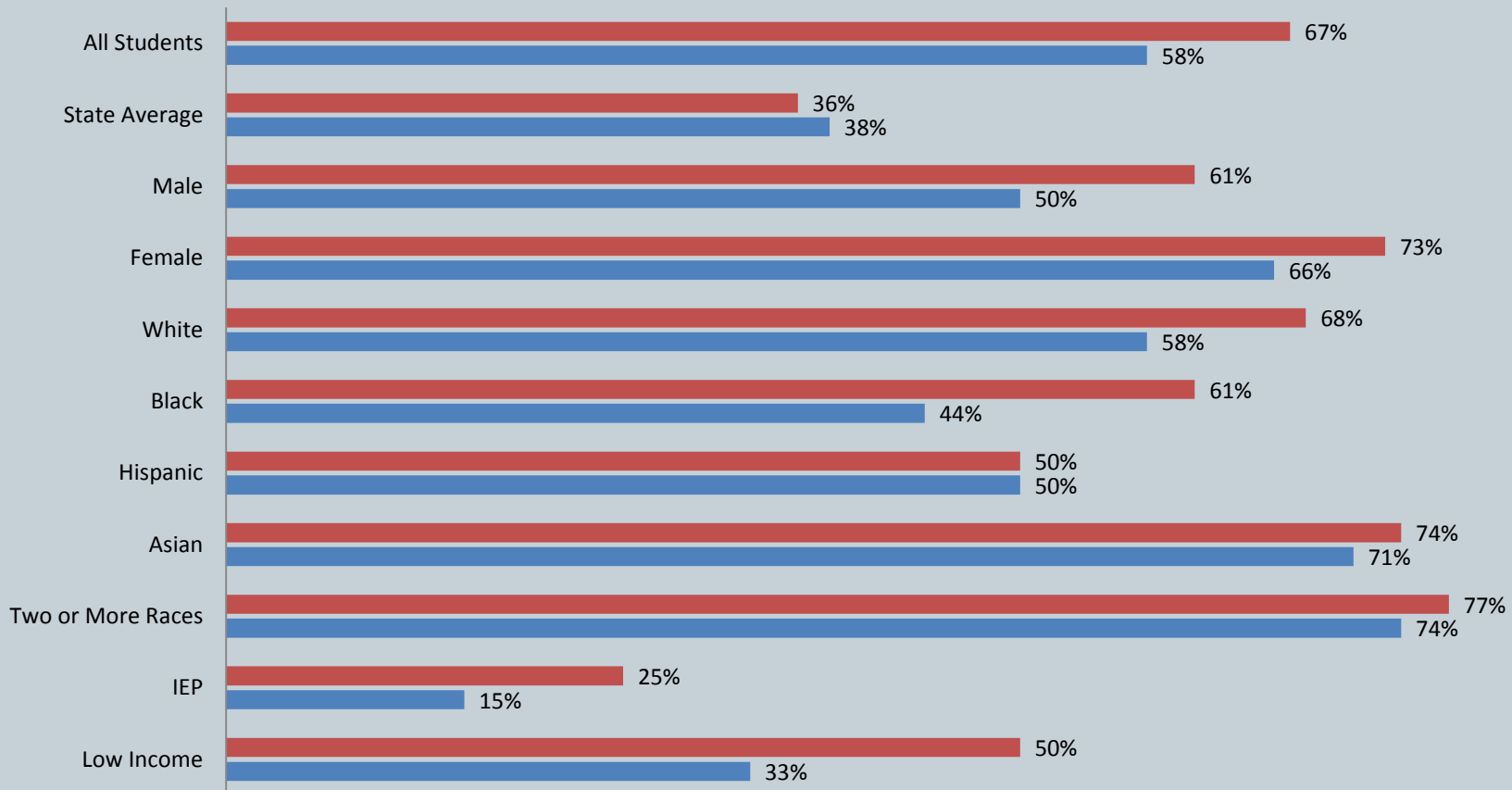
Frankfort School District 157-C

PARCC subgroups ELA



District % Proficient PARCC - ELA 2015/2016

2016 2015



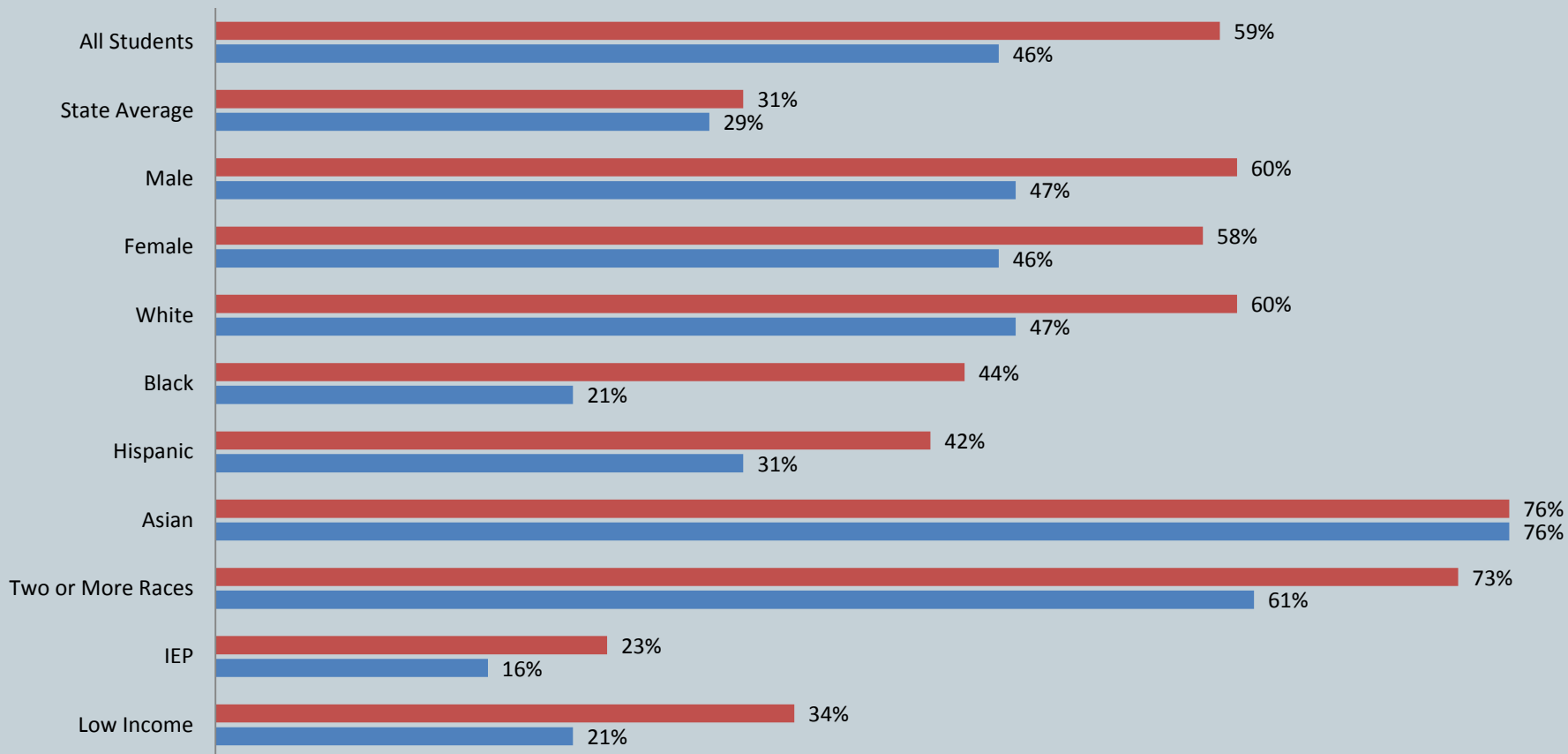
Frankfort School District 157-C

PARCC subgroups Math



District % Proficient PARCC - Math 2015/2016

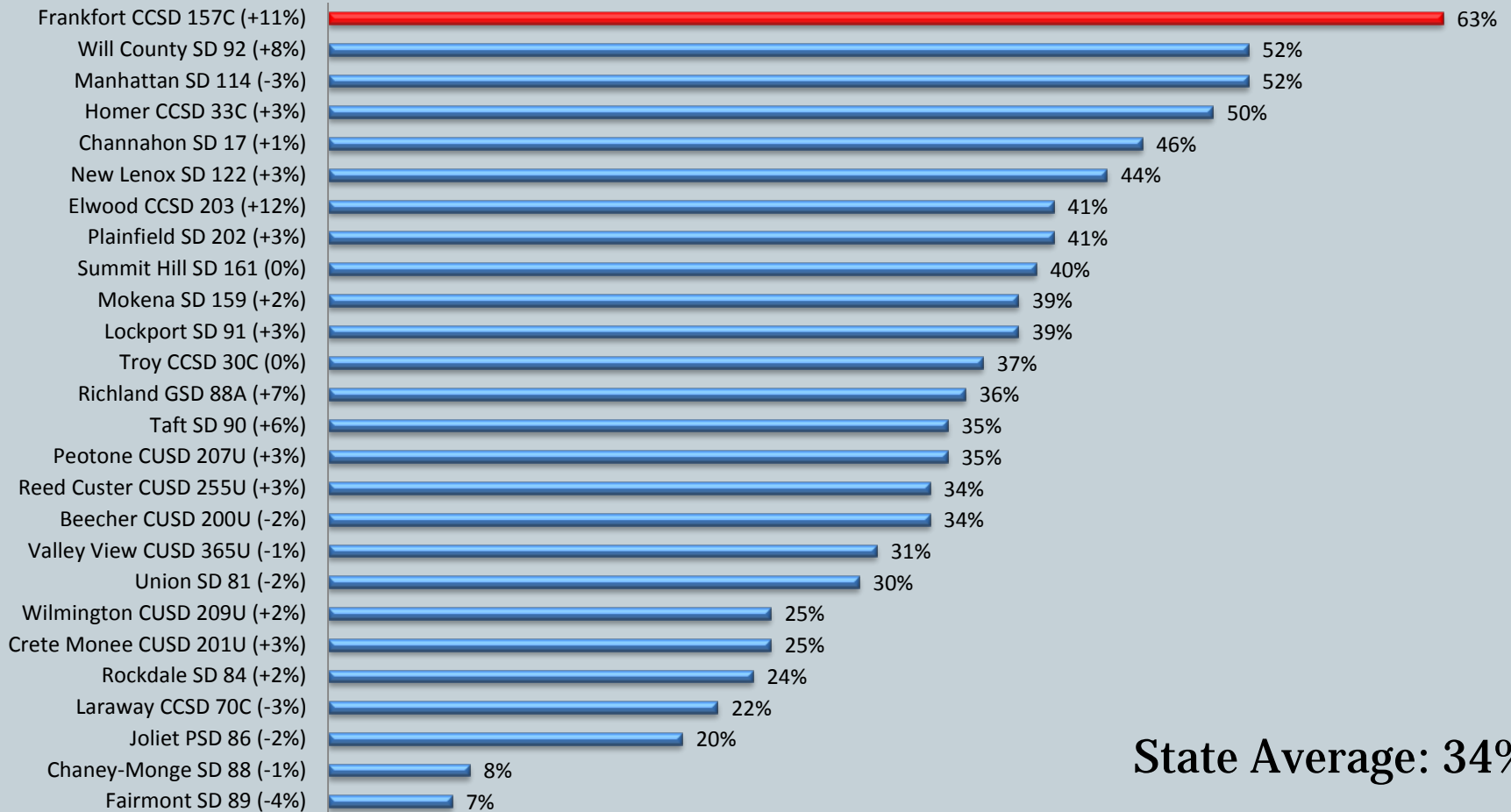
2016 2015



PARCC Results in Will County



Will County K-8 District PARCC 2016 Composite Scores (ELA & Math) Percentage of Students That Met or Exceeded

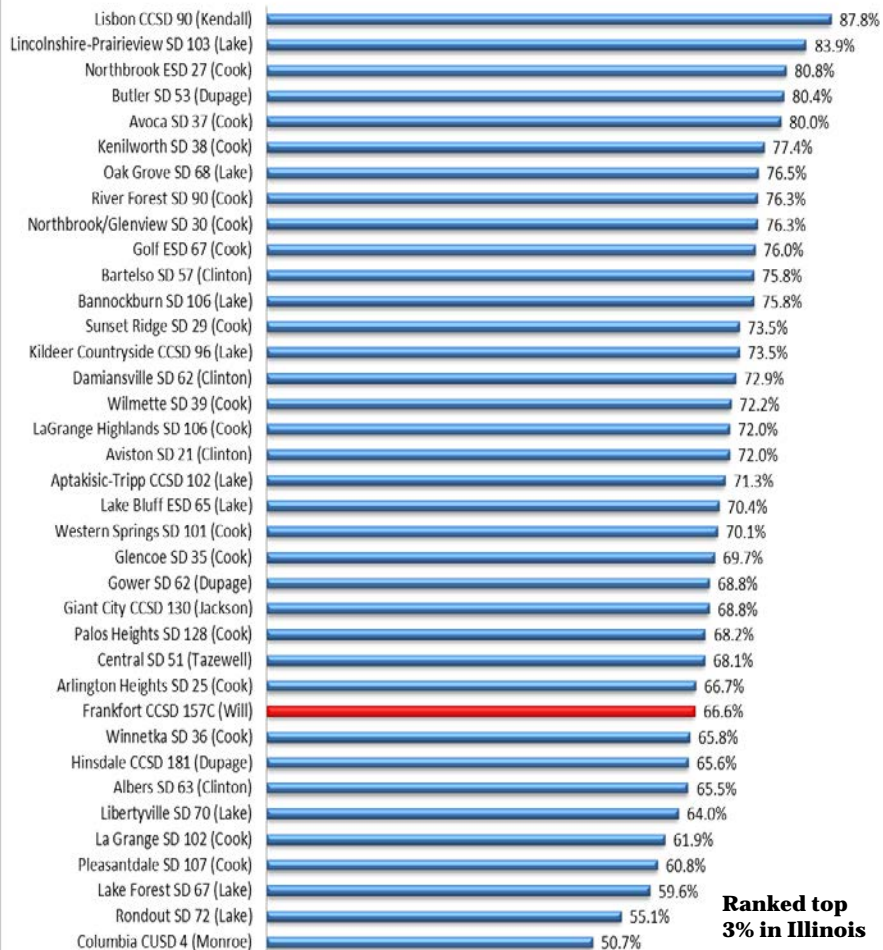


State Average: 34%

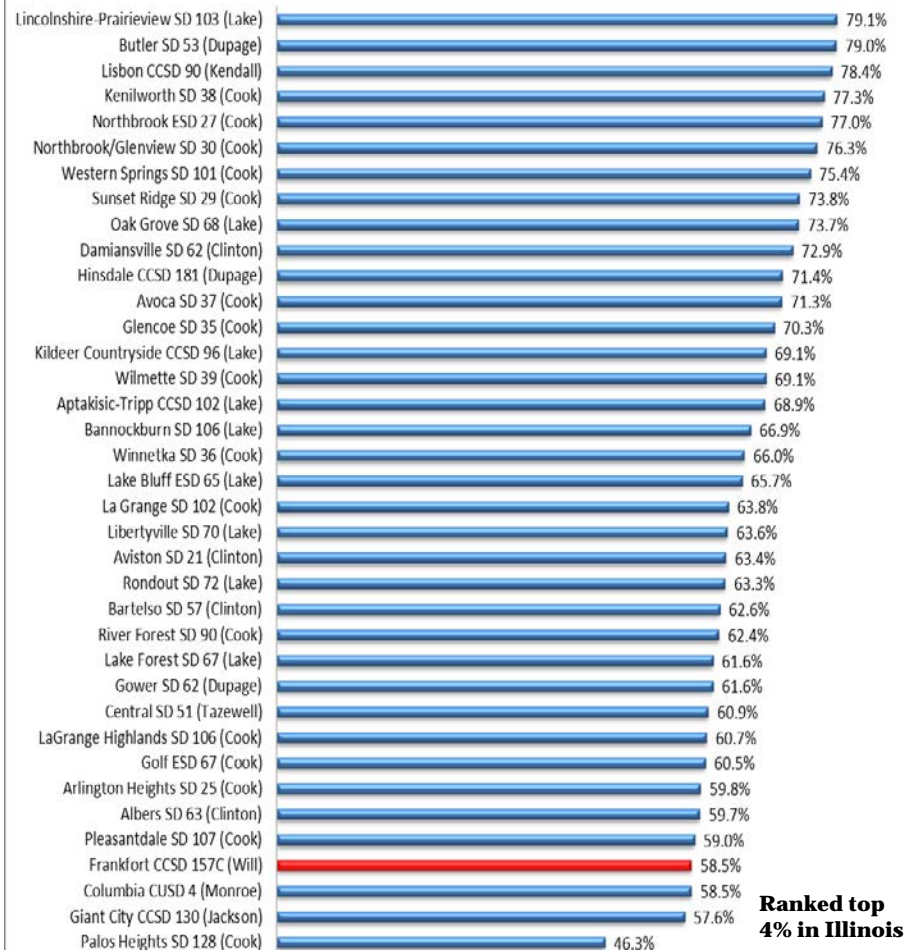
PARCC Results in State of Illinois



Illinois District Comparison 2016 PARCC ELA



Illinois District Comparison 2016 PARCC Math

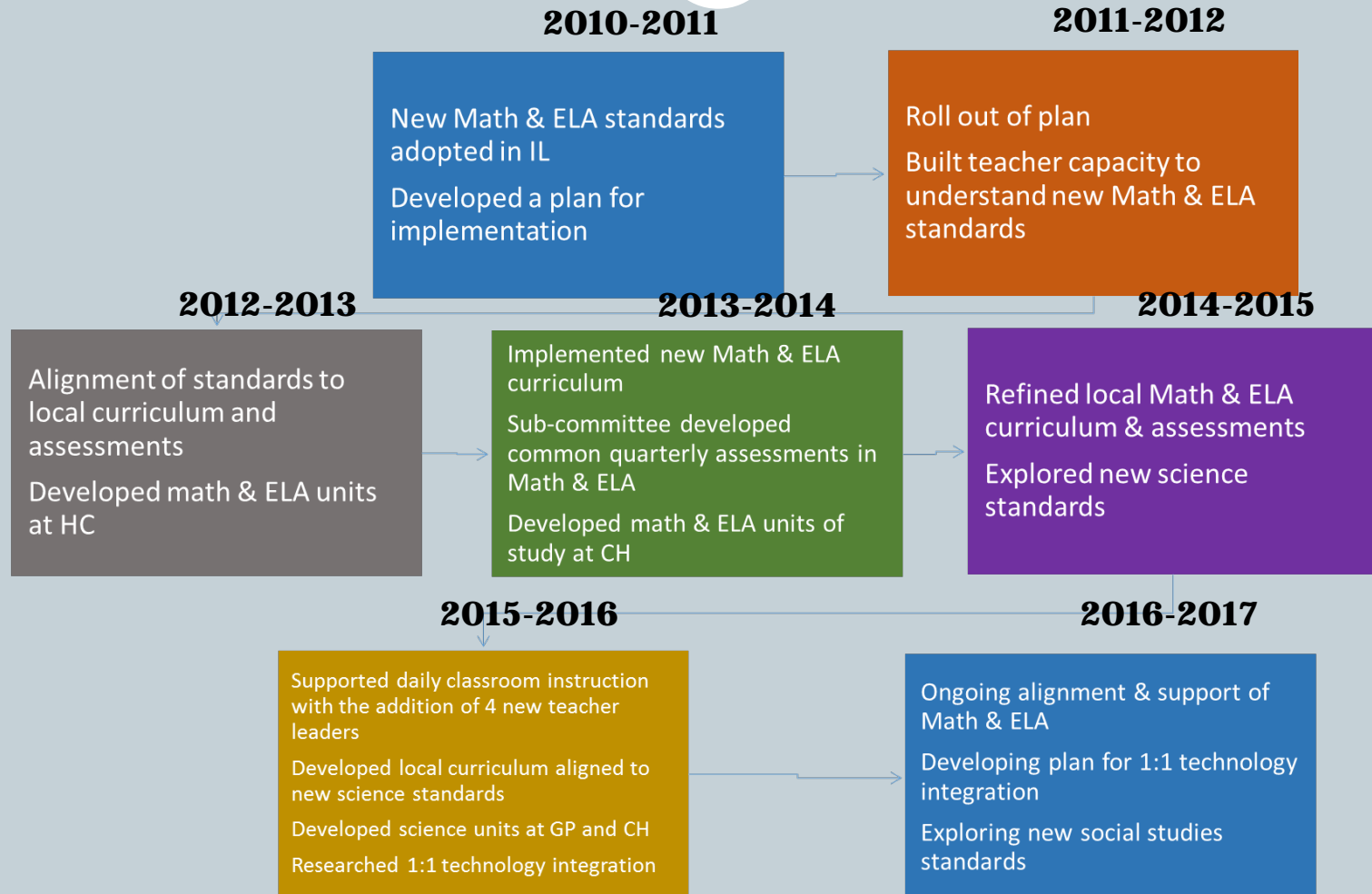


What did we learn from our data?



- 157-C students scored lowest in the area of written responses in reading and constructed responses in math (writing by justifying thinking and reasoning)
- 157-C students scored lower in math than reading (same trend as the state) Areas of concern were modeling, reasoning and constructed responses

157-C Story



157-C Goals in response to our data

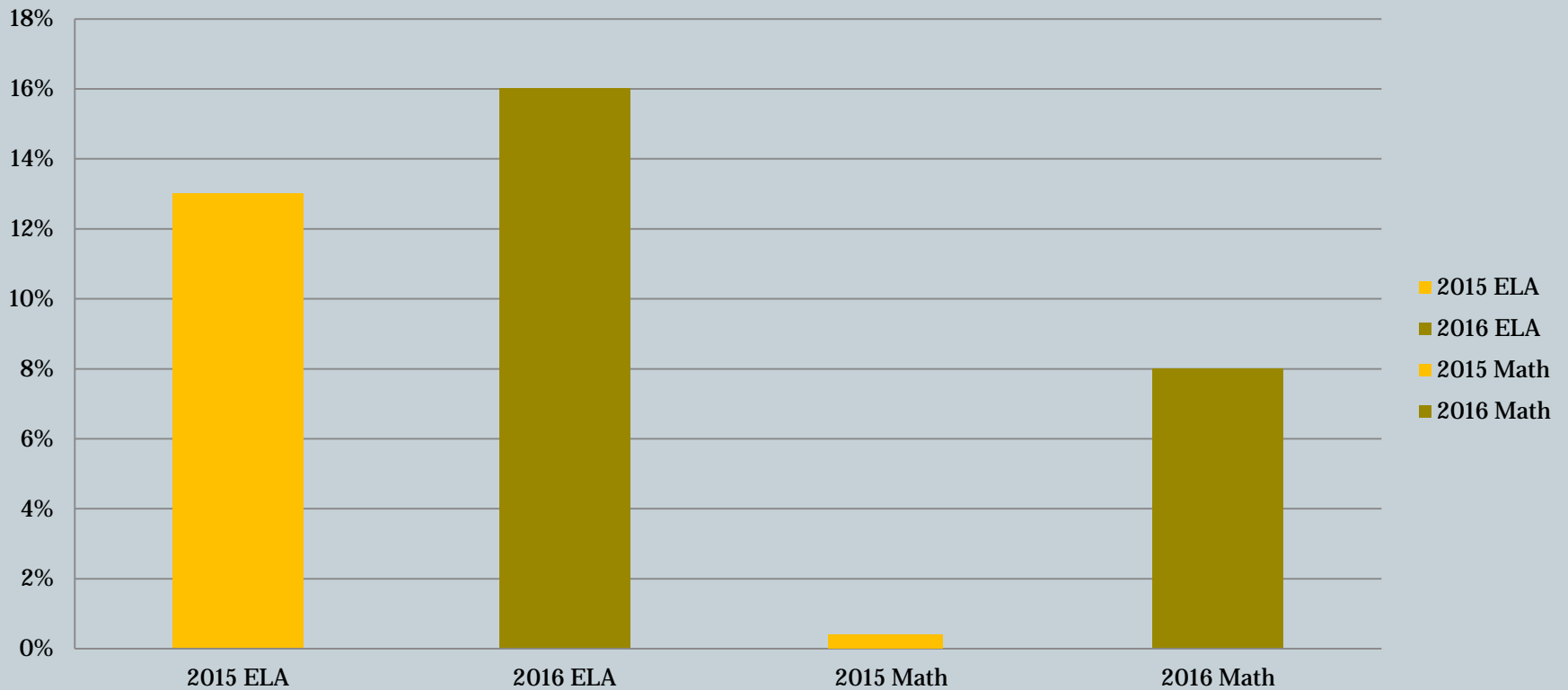


- Continue to focus on writing in response to reading, in math for constructed responses and writing stamina
- Explore methodologies for teaching writing across all contents and grade levels
- Implement the Continuous Learning Plan with the integration of technology and professional learning for all
- Adopt and implement a new K-5 math resource

Dynamic Learning Maps



District % Proficient ELA & Math 2015 and 2016



Students with Disabilities in 157-C



- Continue modifications to current general education curriculum
- Purchased programs for Specialized Instruction classes (Ex. Unique Learning Systems, LiPS, etc)
- Special education staff able to participate in curriculum development and professional development activities
- Access to teacher leaders
- K-5 special education teachers part of math pilot

HCMS PARCC Cohort Performance



	2015 Performance ELA	2016 Performance ELA	Goal Attained +5% Per Cohort	2015 Performance Math	2016 Performance Math	Goal Attained +5% Per Cohort
Grade 6	62%	72%	+15%	45%	60%	+14%
Grade 7	67%	78%	+16%	49%	60%	+15%
Grade 8	61%	78%	+11%	44%	61%	+12%

***157-C set a goal of +5% for every cohort of students**

HCMS



- ***Celebrating our results/successes and still growing...***

Math

- Major Standards
 - Sequence
 - Supplemental Resources
- Modeling/Reasoning
 - Justify your work
 - Outcome Assessments

ELA

- Standard Alignment
 - Community Designed
 - Rigorous Instruction
- Love for Reading
 - Student Choice
 - Written responses
 - Increase Reading

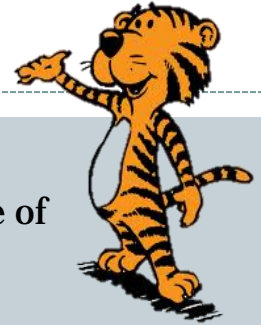
Chelsea PARCC Cohort Performance



	2015 Performance ELA	2016 Performance ELA	Goal Attained +5% Per Cohort	2015 Performance Math	2016 Performance Math	Goal Attained +5% Per Cohort
Grade 3	49%	59%		54%	71%	
Grade 4	51%	58%	+9%	40%	53%	-1%
Grade 5	57%	57%	+6%	46%	54%	+14%

***157-C set a goal of +5% for every cohort of students**

CHELSEA



The results indicate that our curriculum continues to prepare our students with a solid core of academic understanding.

Moving our students forward with 21st Century skills:

Develop the capacity to effectively integrate and reason with knowledge across the standards for both ELA and math, and express this reasoning through effective writing and modeling.

ELA - Chelsea students are performing slightly above the state average on literary analysis, research simulation writing, and narrative writing in response to a single text.

In response to this data – Focus on writing activities that require students to practice using all of their reading and writing standards as they prepare a complete and accurate written response to text.

MATH - Chelsea students are performing slightly above the state average on integration, modeling, and reasoning abstractly/quantitatively with mathematical concepts.

In response to this data - Focusing on developing opportunities for students to continue to further develop their ability to integrate and analyze information across the standards and to express it completely with models and through well developed constructed response.

Grand Prairie Terra Nova Cohort Performance

% of students above the 50th National Percentile



	2015 Performance ELA	2016 Performance ELA	Attainment Per Cohort	2015 Performance Math	2016 Performance Math	Attainment Per Cohort
Grade 2	66%			78%		
Grade 3		75%	+9%		82%	+4%

GRAND PRAIRIE



- **Reading**
 - Text complexity
 - Conferring-Reading/Writing
 - ✦ Individual and small group
- **Math**
 - Problem Solving
 - ✦ Analyzing – Embracing the error
 - ✦ Constructed response
- **Growth Mindset**
 - Encouraging a shift in language for adults and students
 - ✦ “Challenges are opportunities”
 - ✦ “Mistakes are ways to learn”