



District 36 Fall Assessment Report October 18, 2016

The Winnetka Public Schools community empowers every student to flourish in an innovative, experiential environment. We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.

Winnetka Shared Vision Alignment

From our Vision: *We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.*

Goal: Reaching all learners

Provide meaning and context for our major assessments for teachers, parents and students (2-year goal)

Overview

- ❑ PARCC Assessment
- ❑ MAP Assessment
- ❑ New Trier Freshman Perception Survey

PARCC Results Context

- ❑ Provides an indicator of how well students are doing as compared to new state standards in grades 3-8
- ❑ The official Illinois State Assessment
- ❑ Year 2 of PARCC Assessment
- ❑ Format was reduced from two testing windows to one
- ❑ Compares students to their classmates
- ❑ Compares students to other students in the state
- ❑ One of multiple data points used to measure performance

PARCC PARTICIPATION RATES

Grade	ELA (2015 → 2016)	Math (2015 → 2016)
3	76% → 91%	75% → 91%
4	74% → 91%	73% → 92%
5	83% → 94%	82% → 92%
6	71% → 88%	71% → 88%
7	63% → 82%	60% → 79%
8	39% → 62%	38% → 61%
Total	68% → 84%	66% → 83%

Total participation rate increased by ~16%

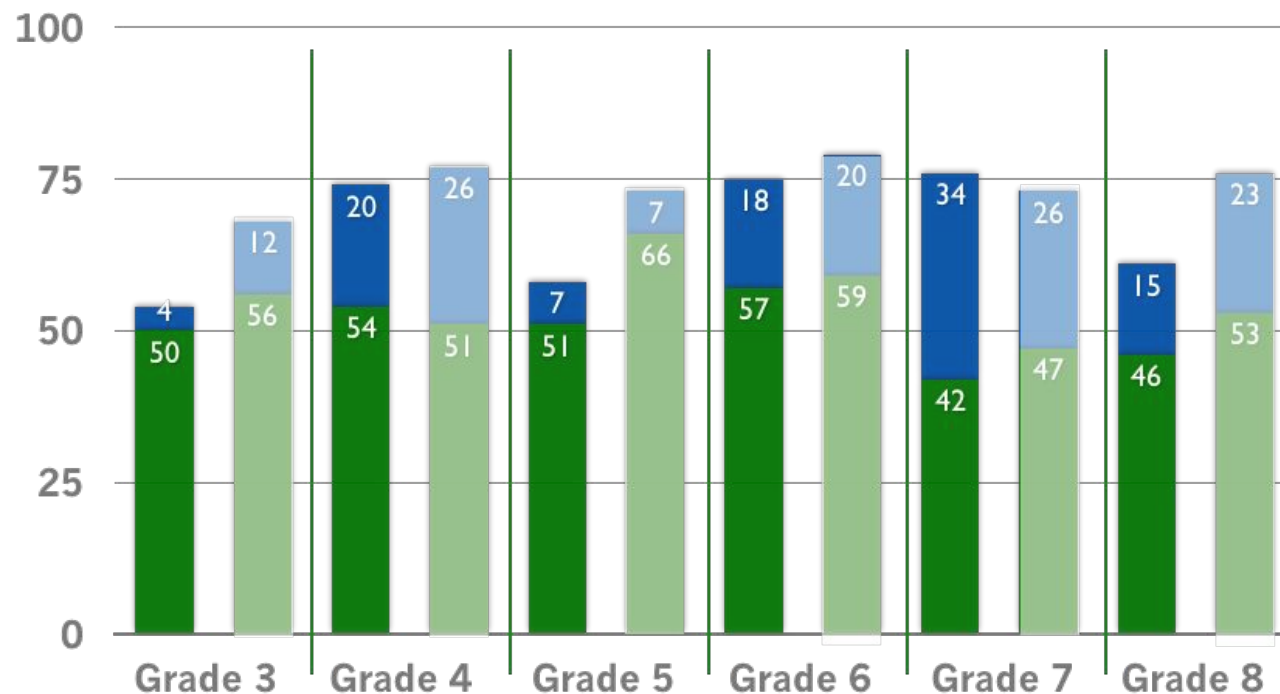
PARCC Score Bands

- ❑ Level 5: Exceeding Expectations
- ❑ Level 4: Meeting Expectations
- ❑ Level 3: Approaching Expectations
- ❑ Level 2: Partially Meeting Expectations
- ❑ Level 1: Did Not Yet Meet Expectations

PARCC ELA 2016

Winnetka and Township Average

■ % Exceeds Winnetka ■ % Exceeds Township
■ % Meets Winnetka ■ % Meets Township



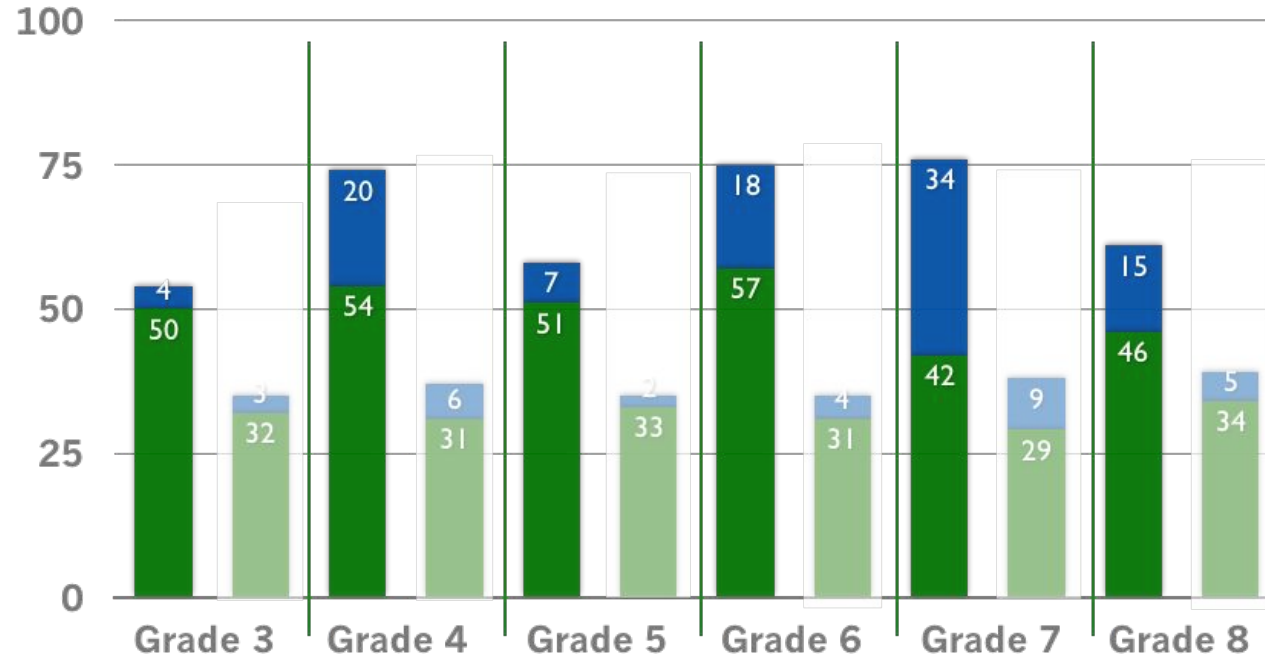
D36 Grade 8 = 62% participation

PARCC ELA 2016

Winnetka and State Average



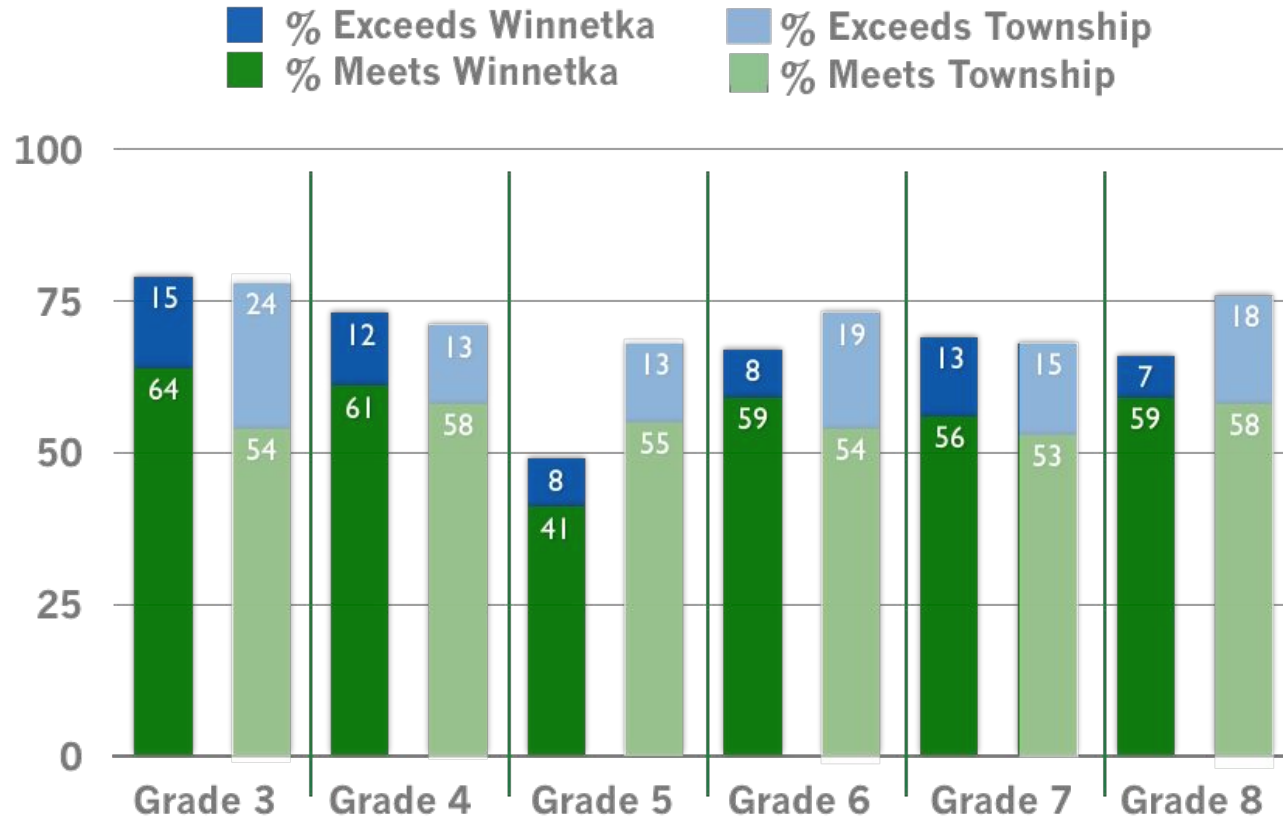
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D36 Grade 8 = 62% participation

PARCC Math 2016

Winnetka and Township Average

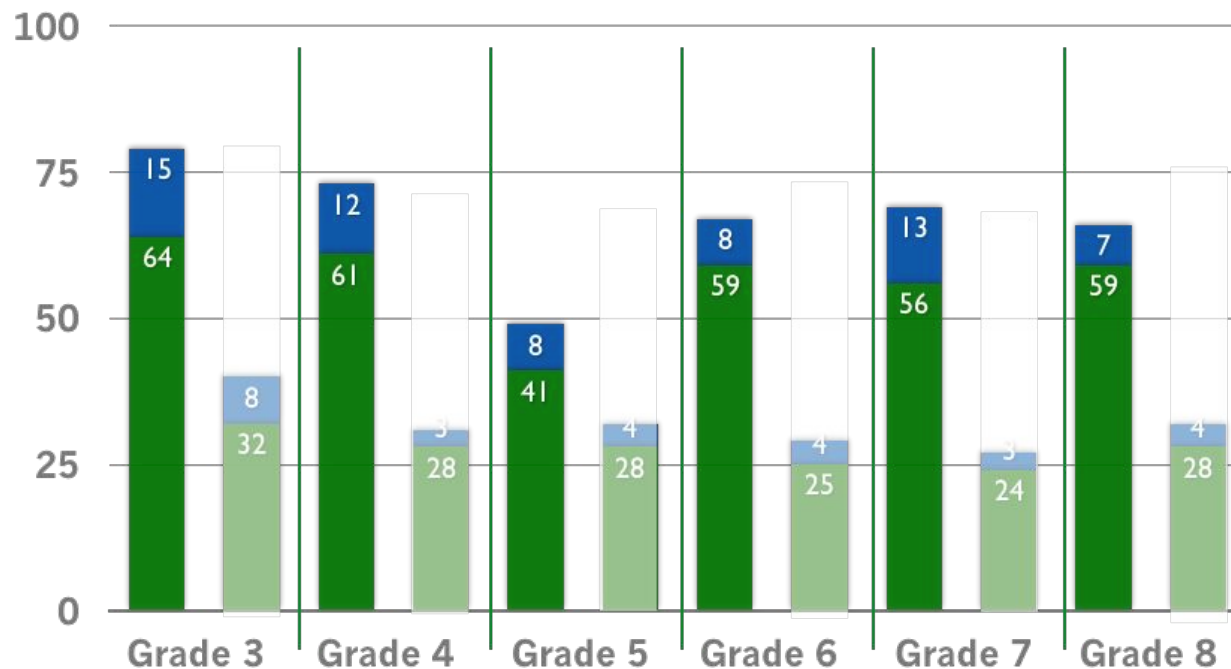


D36 Grade 8 = 62% participation

PARCC Math 2016 Winnetka and State Average

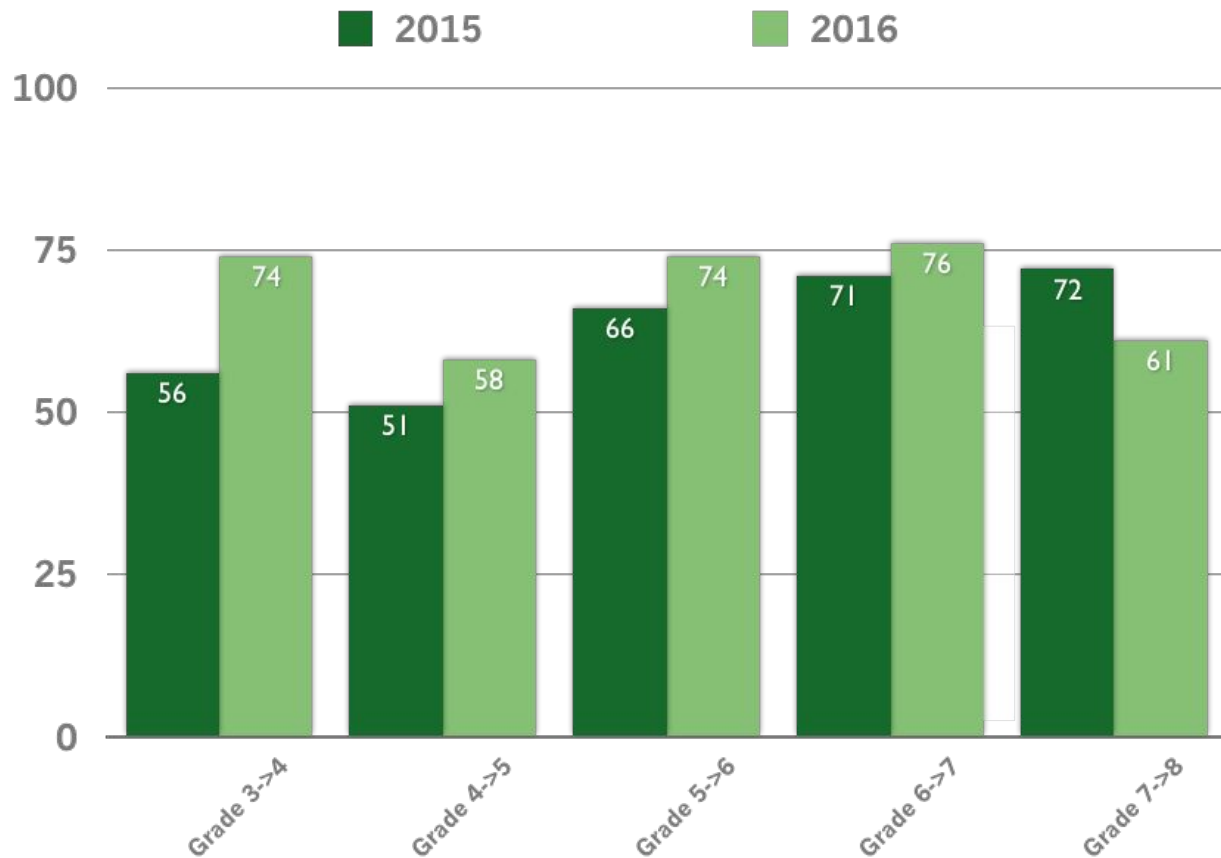


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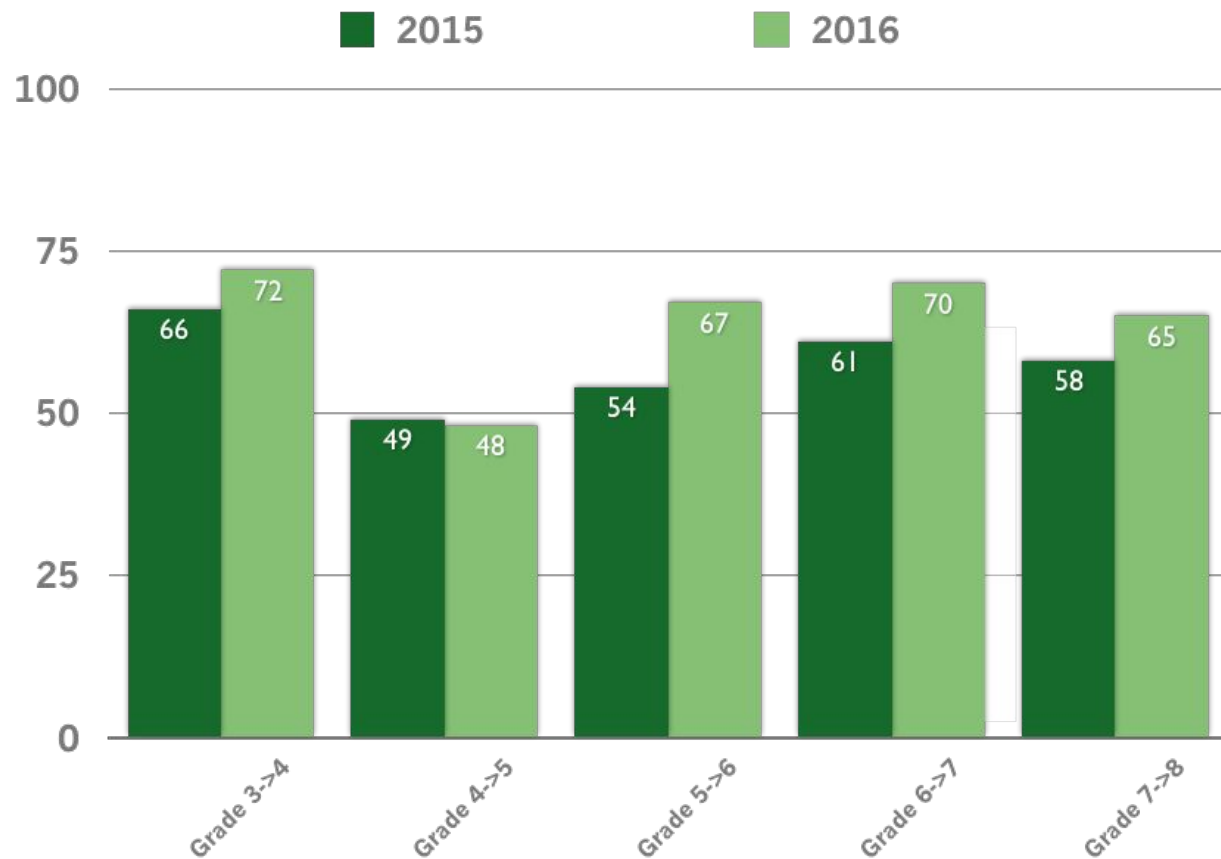
D36 Grade 8 = 62% participation

PARCC ELA % Meet + Exceeds Cohort Comparison (Same Students)



4 of 5 cohorts
improved
overall
performance
in PARCC
Year 2

PARCC Math % Meet + Exceeds Cohort Comparison (Same Students)

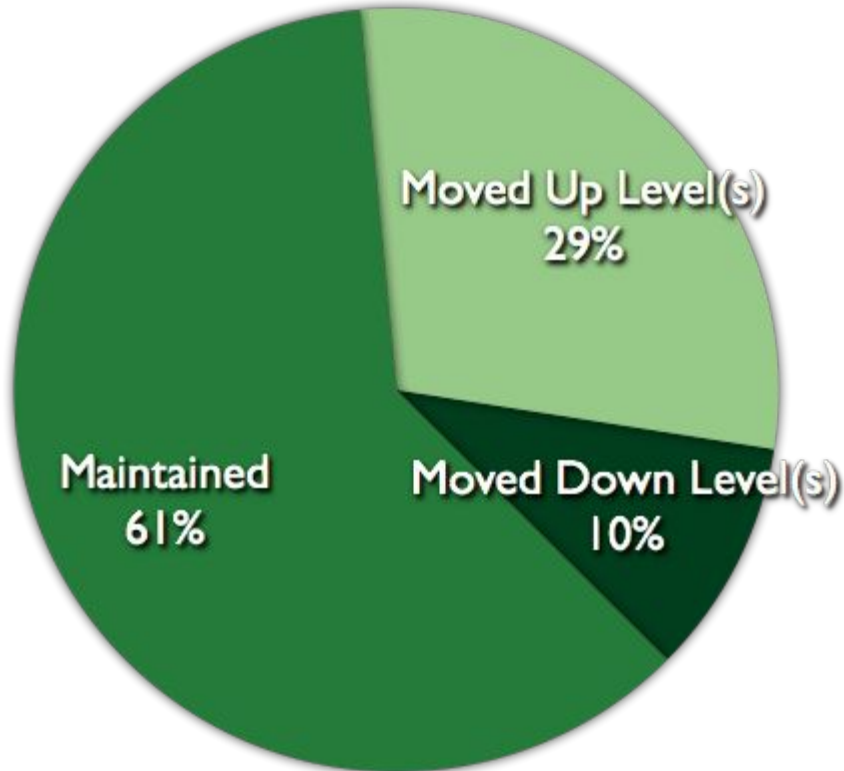


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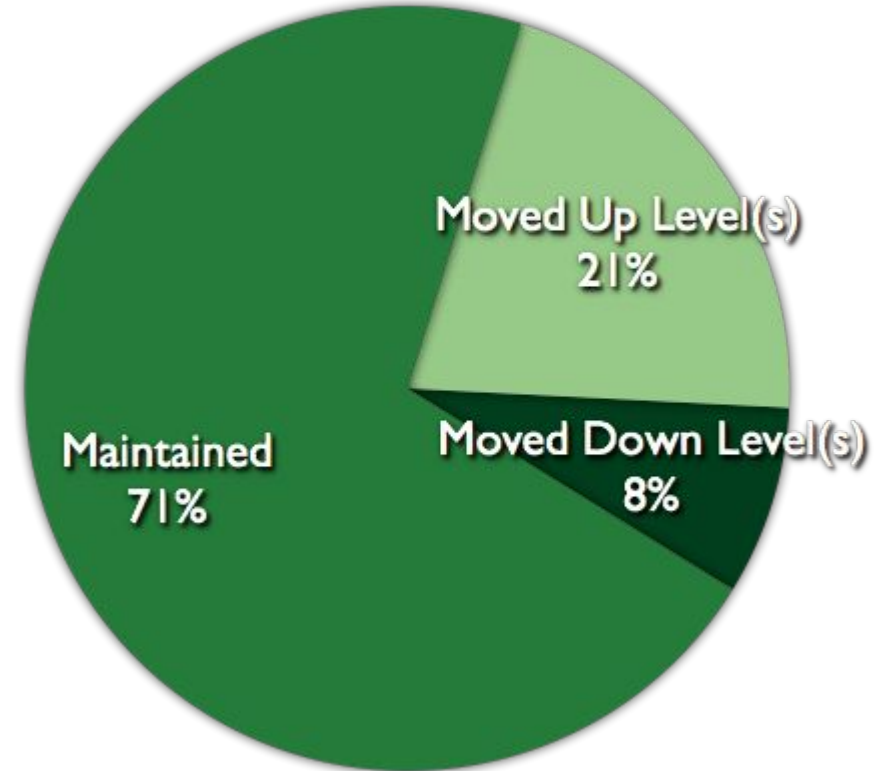
PARCC Change in Performance Levels 2015->16

Individual Students Matched

English Language Arts



Math



Illinois School Report Card

2016 School Report Card Data will be released to the public later this month by the Illinois State Board of Education.

Information will be available at

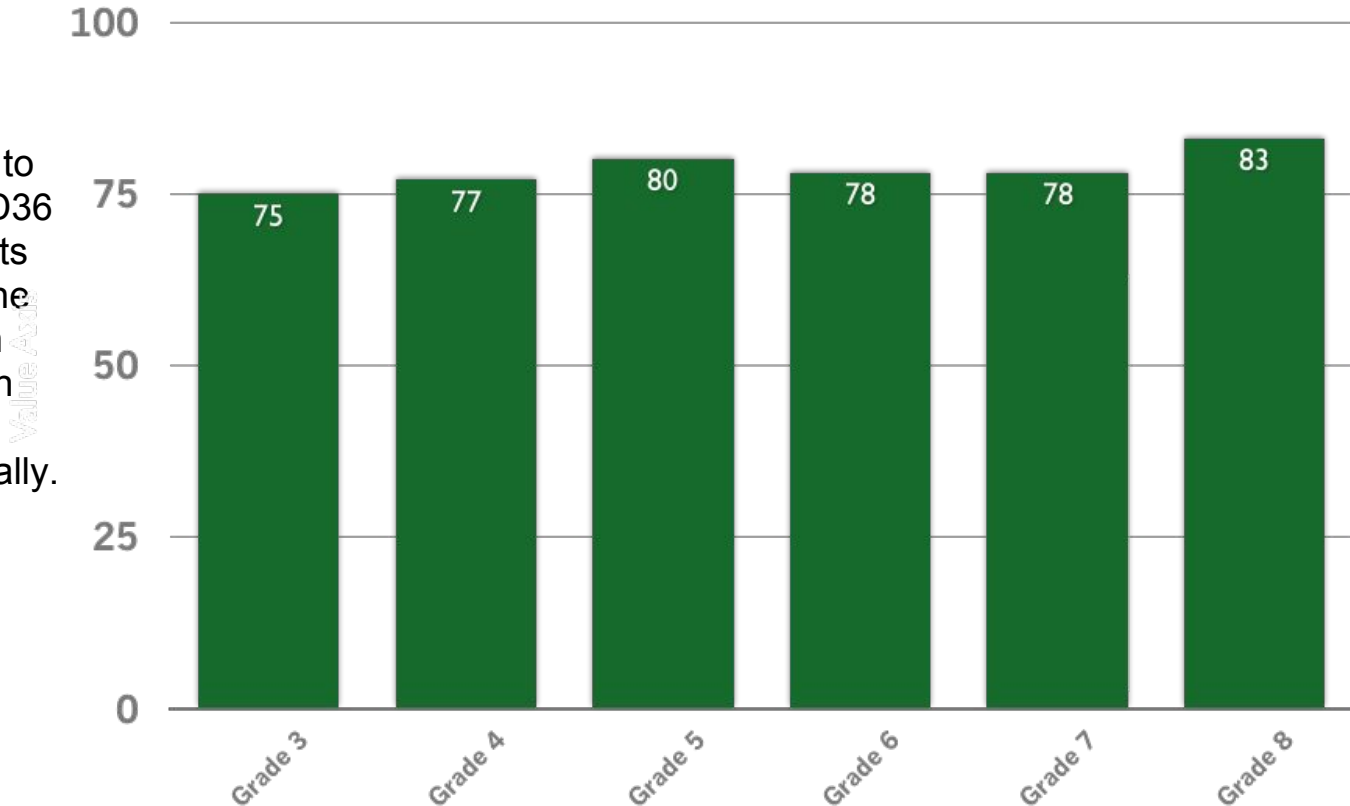
<https://www.illinoisreportcard.com/> and posted on our website.

NWEA MAP Context

- ❑ Adopted by the Board in 2016
- ❑ Computer adaptive test connected to CCSS
- ❑ Compares student growth and achievement to large norms
- ❑ Currently provides baseline achievement data
- ❑ Will provide longitudinal student growth data over time
- ❑ Provides tools for planning and student support
- ❑ Provides teachers and parents with online resources

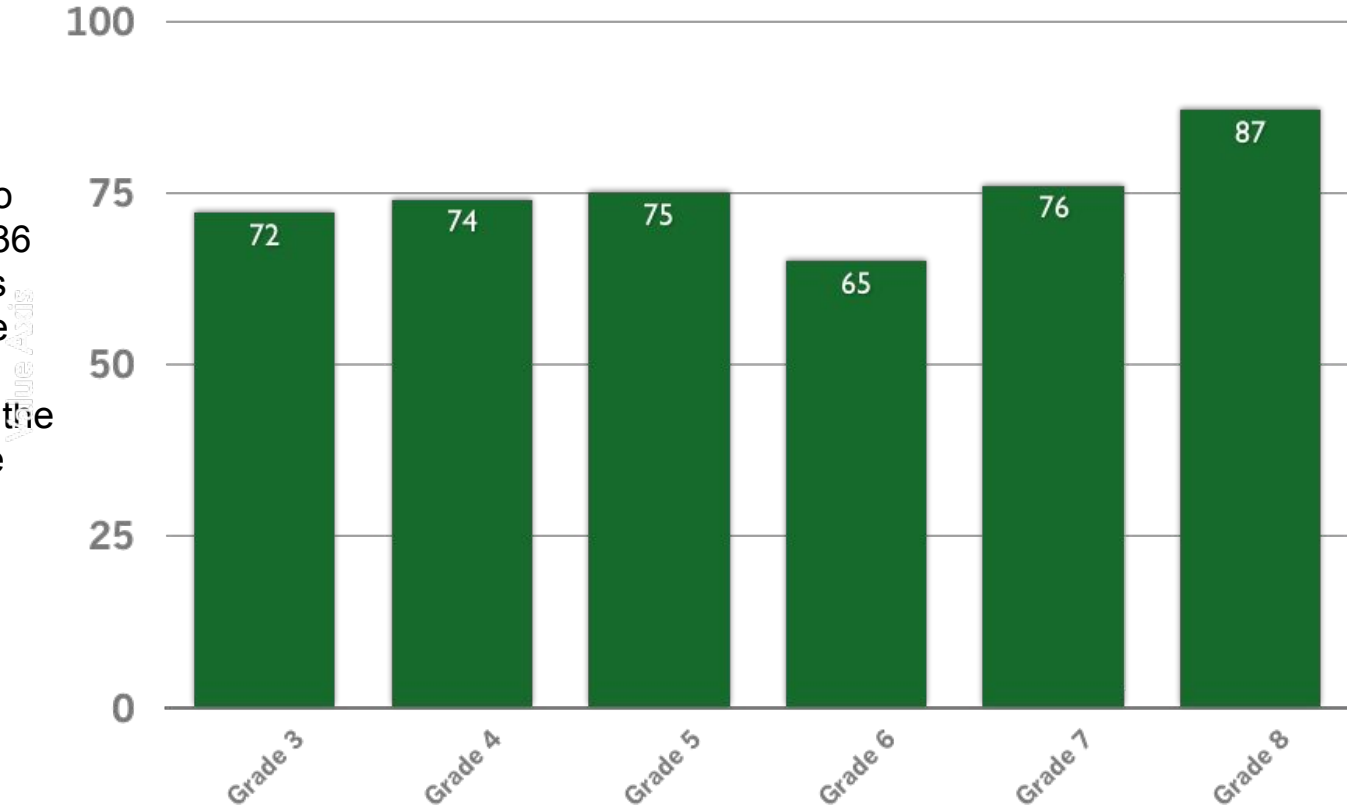
Local vs. National Percentiles 2016 MAP Fall Reading

When compared to national norms, D36 8th grade students who perform at the 50th percentile in Winnetka place in the top 83rd percentile nationally.



Local vs. National Percentiles 2016 MAP Fall Math

When compared to national norms, D36 8th grade students who perform at the 50th percentile in Winnetka place in the top 87th percentile nationally.



New Trier Freshman Perception Survey Context

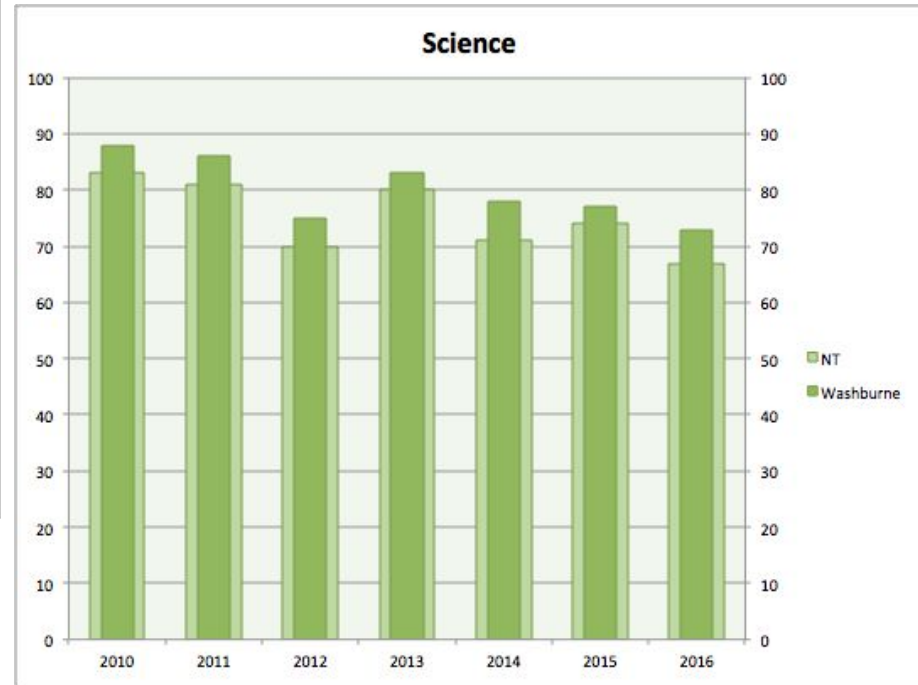
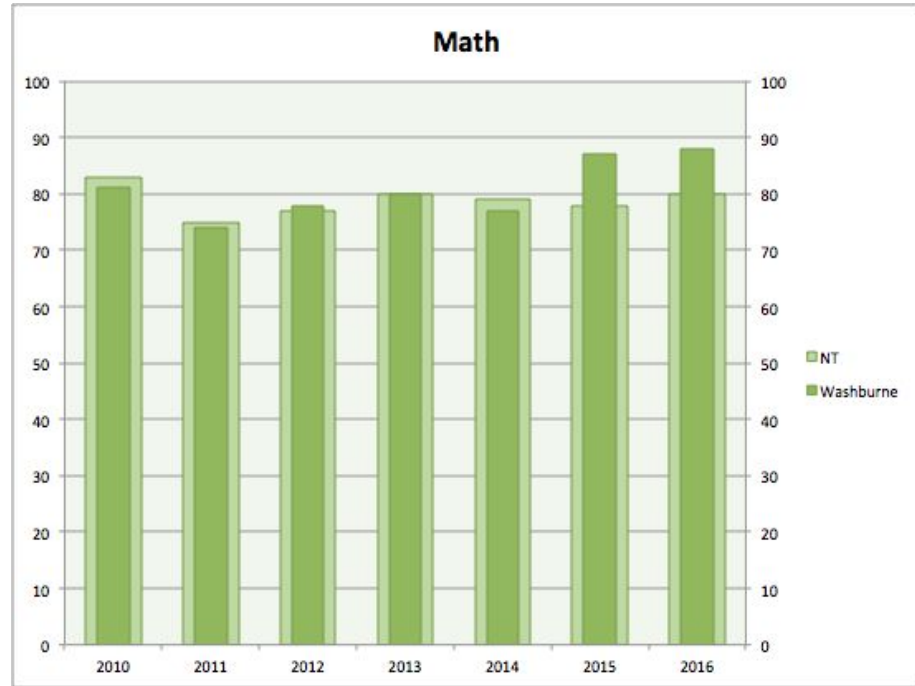
Background

- ❑ Annual survey since 2010
- ❑ Freshman students self-report level of preparedness for New Trier HS

Demographic Data for Survey Participants

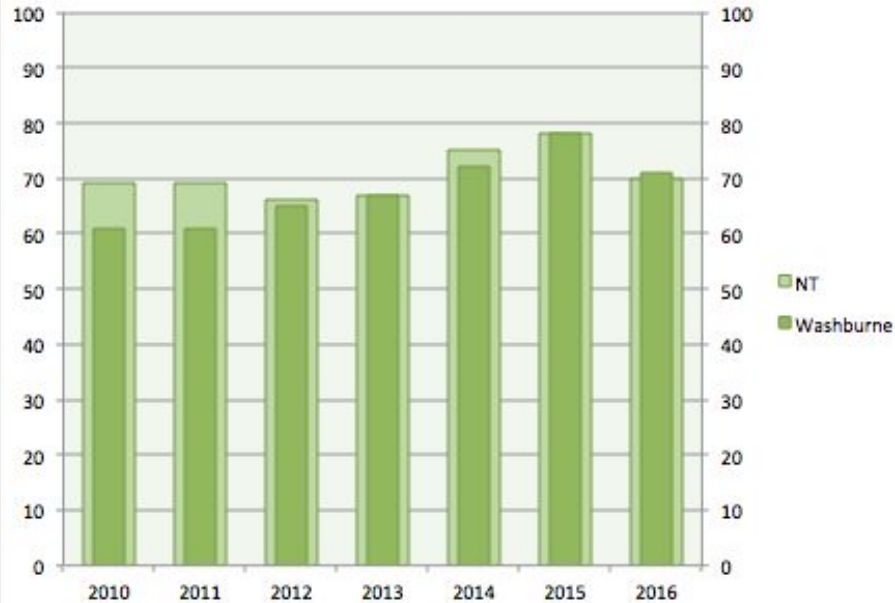
- Class of 2019 (current sophomores)
- 195 D36 Graduates participated in the survey in spring 2016
- D36 Graduates - Placement Level Distribution
 - Level 2 - 15.8% (NT - 21.2%)
 - Level 3 - 44.8% (NT - 39.0%)
 - Level 4 - 20.1% (NT - 19.8%)
 - Level 9 - 19.3% (NT - 20.0%)

NT Freshmen Feel Prepared + Well-Prepared

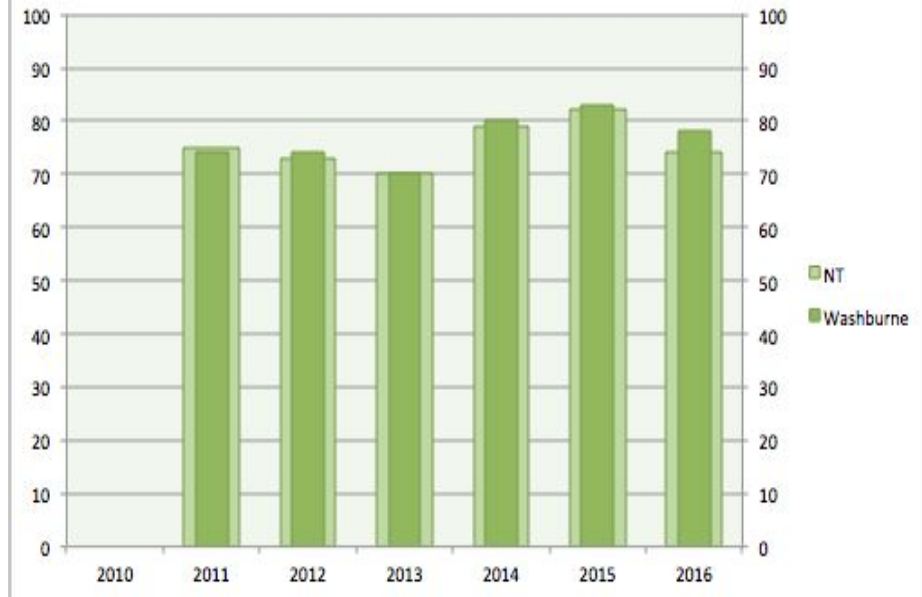


NT Freshmen Feel Prepared + Well-Prepared

Writing

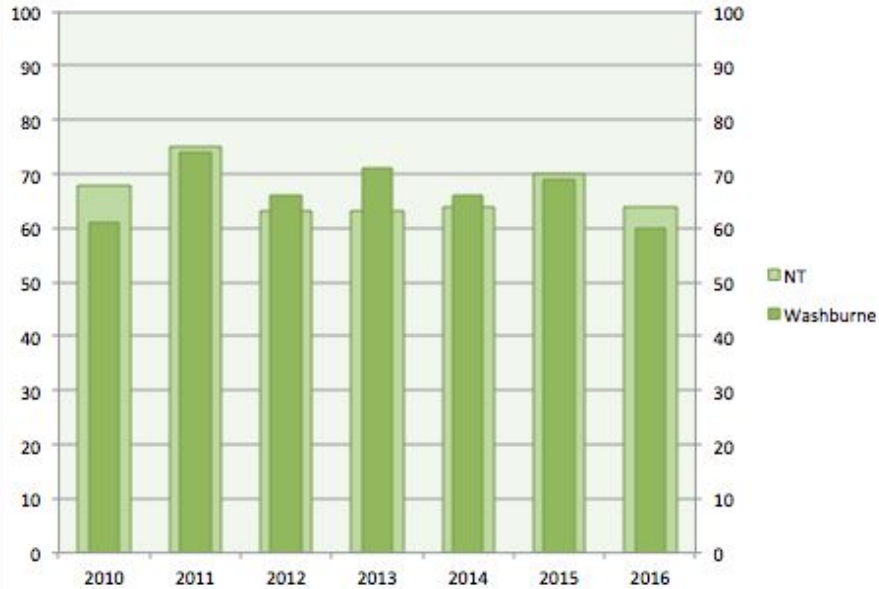


Literature

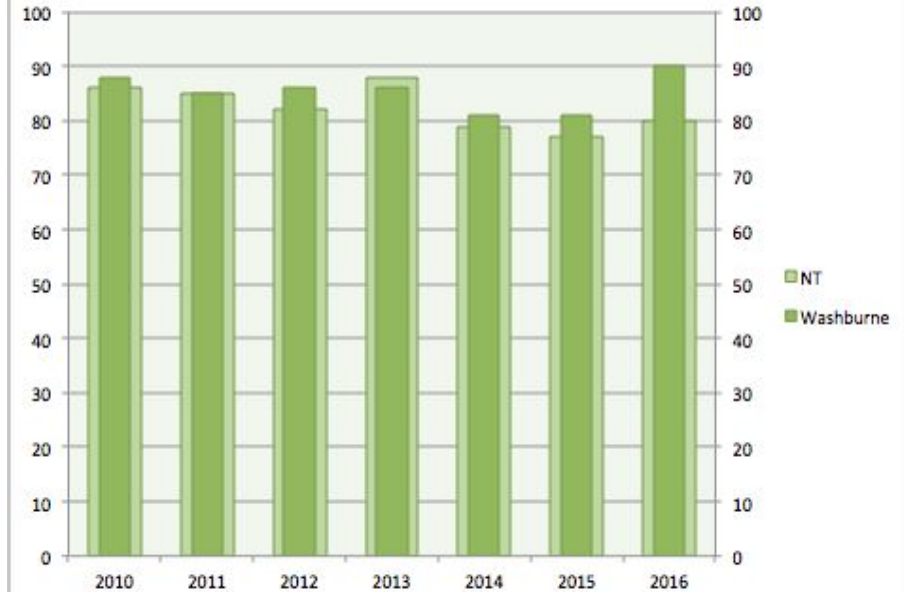


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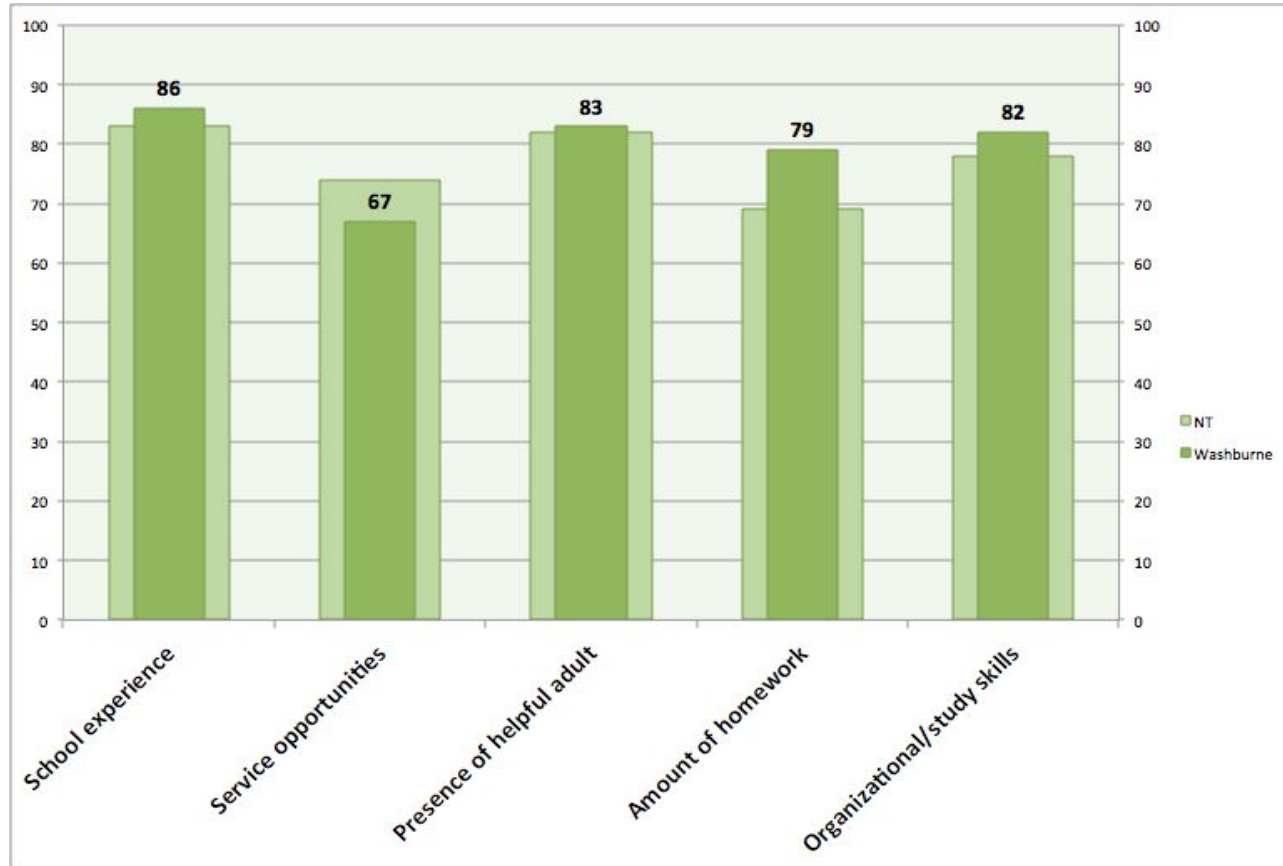
Modern and Classical Languages



Social Studies



NT Freshmen Perception: Winnetka Experience



Next Steps: Targeted Improvement

- ❑ Monitor current 4th grade cohort for reading
- ❑ Fully implement new reading program and set goal targets in the areas of English Language Arts
- ❑ Continue to support and monitor current 6th grade cohort
- ❑ In the District Improvement plan, address *reaching all learners*
 - ❑ Reading - implement new units of study that allow students to access high-level text and analysis
 - ❑ Writing - continue personalizing instruction through the workshop model
 - ❑ Math - implement recommendations such as increasing pathways to Algebra and offering math enrichment opportunities.
- ❑ Use analysis of student performance data in conjunction with information gained from the Math Program Evaluation in response plans. Recommendations include areas such as differentiation and procedural fluency.

Next Steps: Increase Capacity to Utilize Data

- ❑ Build our organizational capacity to drill down data and look for trends along the acquisition of learning standards with MAP and PARCC
- ❑ At conferences, teachers will incorporate relevant individual student data as part of the narrative on student progress and goal setting
- ❑ Present Spring Assessment Report to include PARCC Benchmark Analysis (comparing demographically similar districts) calculated by District's data consultant, Phil Earvolino

Next Steps: New Trier Articulation

- ❑ Washburne staff will review the data to ensure an optimal learning experience for our students
- ❑ Continue our strong relationship with New Trier to ensure a successful transition for our students
- ❑ Provide opportunities for subject area teachers to visit New Trier for articulation
- ❑ Washburne will host New Trier Leaders in November for a Parent Institute to discuss the transition process and placement

Q & A



Addendum

Slides 27-30

Gender & School Performance Differences*

	Assessment	Gender Difference	School Difference
Math	PARCC Spring 2016	None	GR>CI & HW - Grade 4
	MAP Fall 2016	B>G - Grade 3, 6, 7, 8	GR>CI - Grade 3
English Language Arts	PARCC Spring 2016	G>B - Grade 3, 4, 5, 6, 7, & 8	None
	MAP Fall 2016	None	None

*At least a confidence interval of $p < 0.05$ (95%)

PARCC Change in Performance Levels 2015->16 ELA

Individual Students Matched

Grade in 2016	Stayed at Level	Increased Level(s)	Dropped Level(s)
4	52%	44%	4%
5	68%	19%	13%
6	64%	31%	6%
7	61%	33%	6%
8	61%	13%	26%
OVERALL	61%	29%	10%

PARCC Change in Performance Levels 2015->16 MATH

Individual Students Matched

Grade in 2016	Stayed at Level	Increased Level(s)	Dropped Level (s)
4	68%	20%	12%
5	76%	14%	10%
6	73%	25%	2%
7	66%	25%	8%
8	71%	20%	9%
OVERALL	71%	21%	8%