

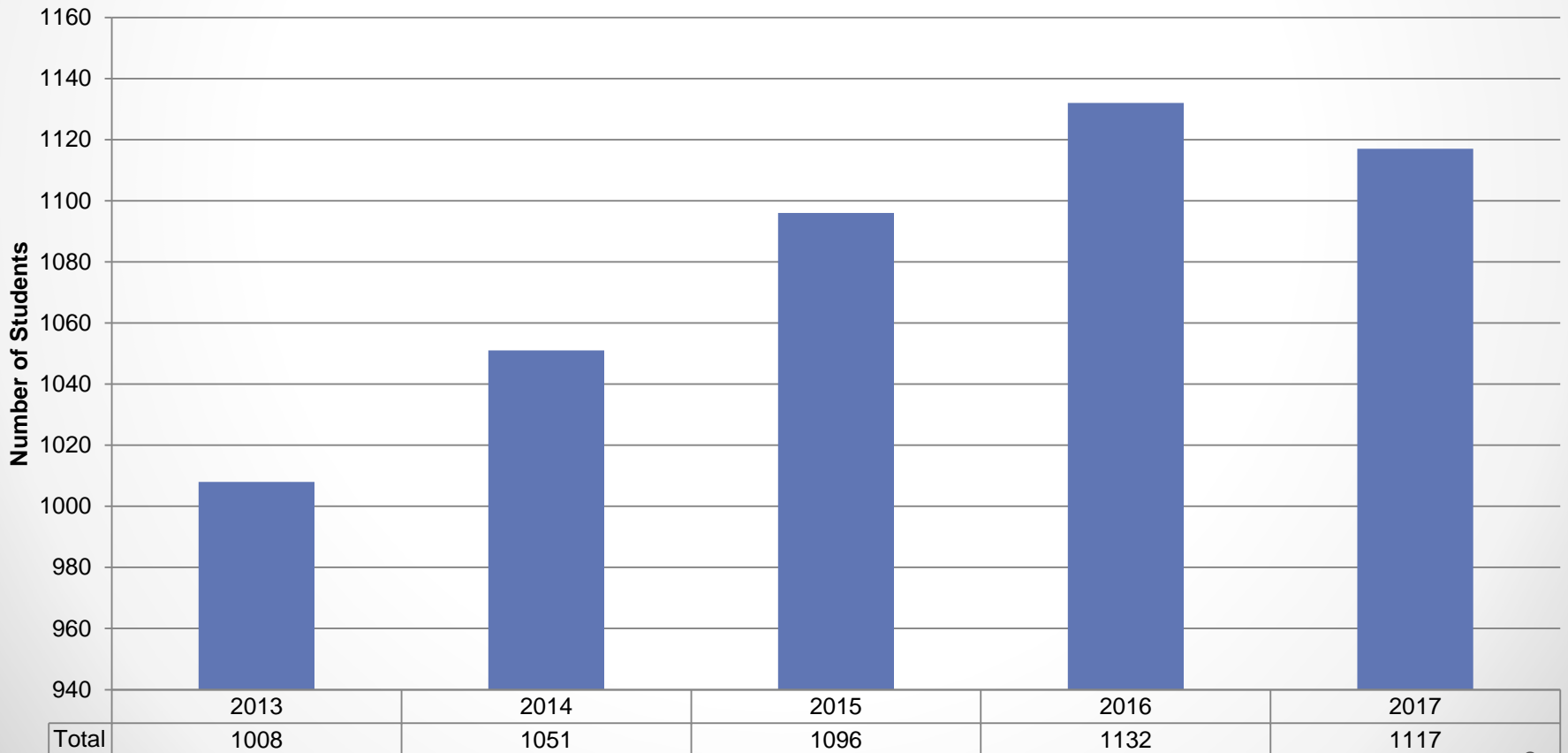
# Norridge SD 80

2015 Academic State of the District  
Report

Dr. Paul O'Malley

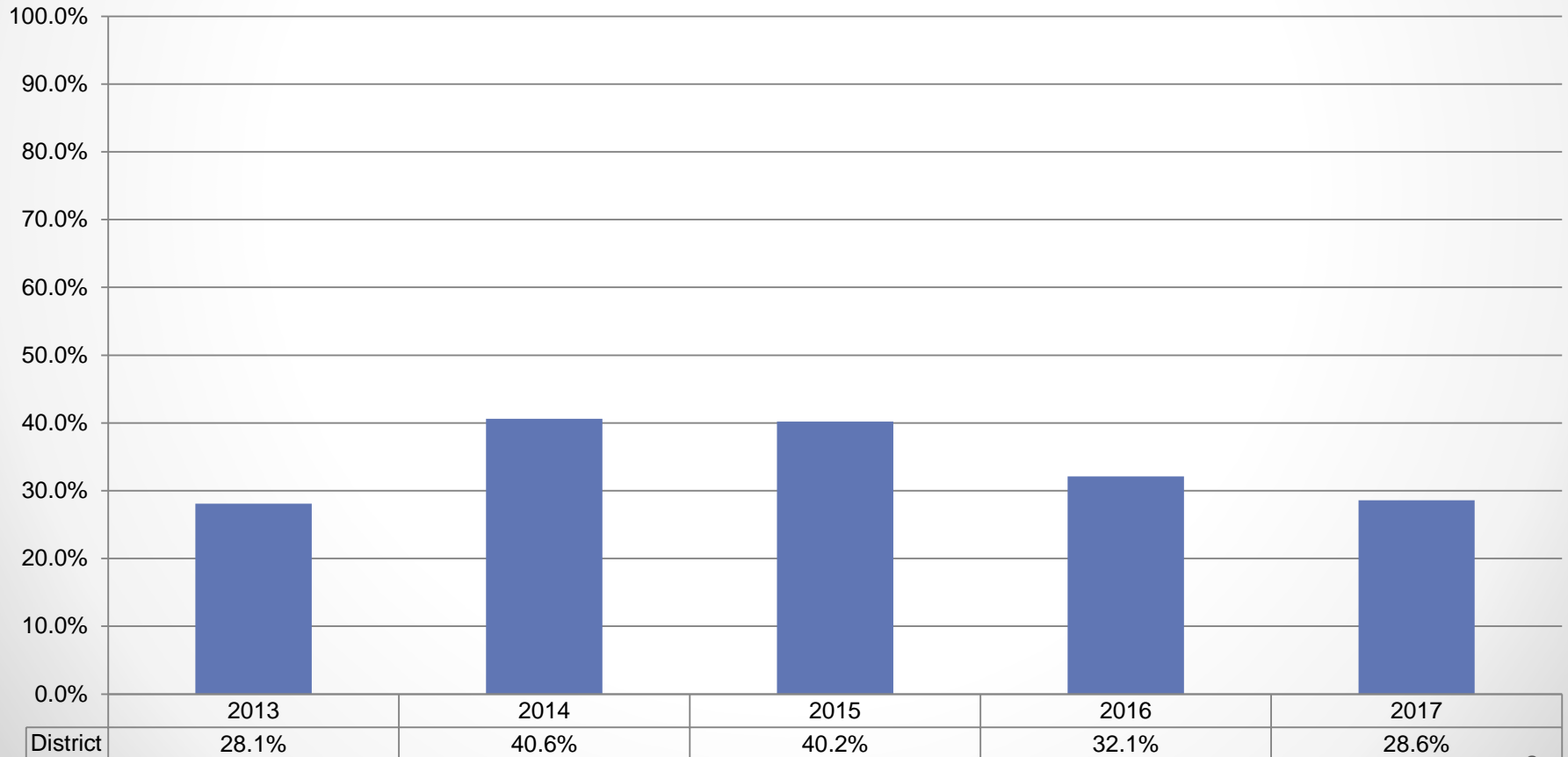
# Enrollment 5- year

**District Historical Total Enrollment  
Total Number of Students Enrolled Based on ISBE Report Card**



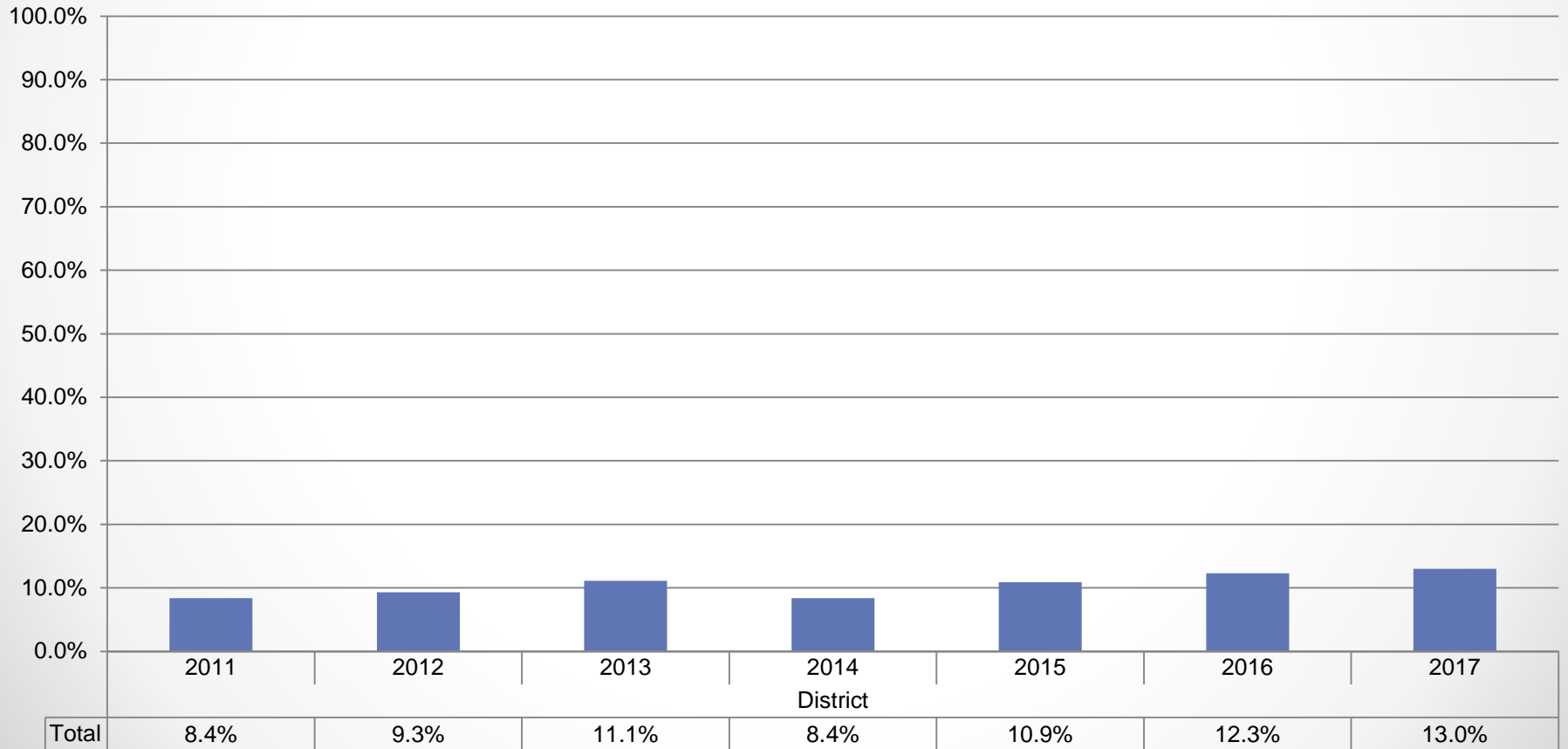
# Enrollment Low Income

**District Historical Enrollment  
Total Percentage of Students Enrolled Based on ISBE Report Card  
Low Income**



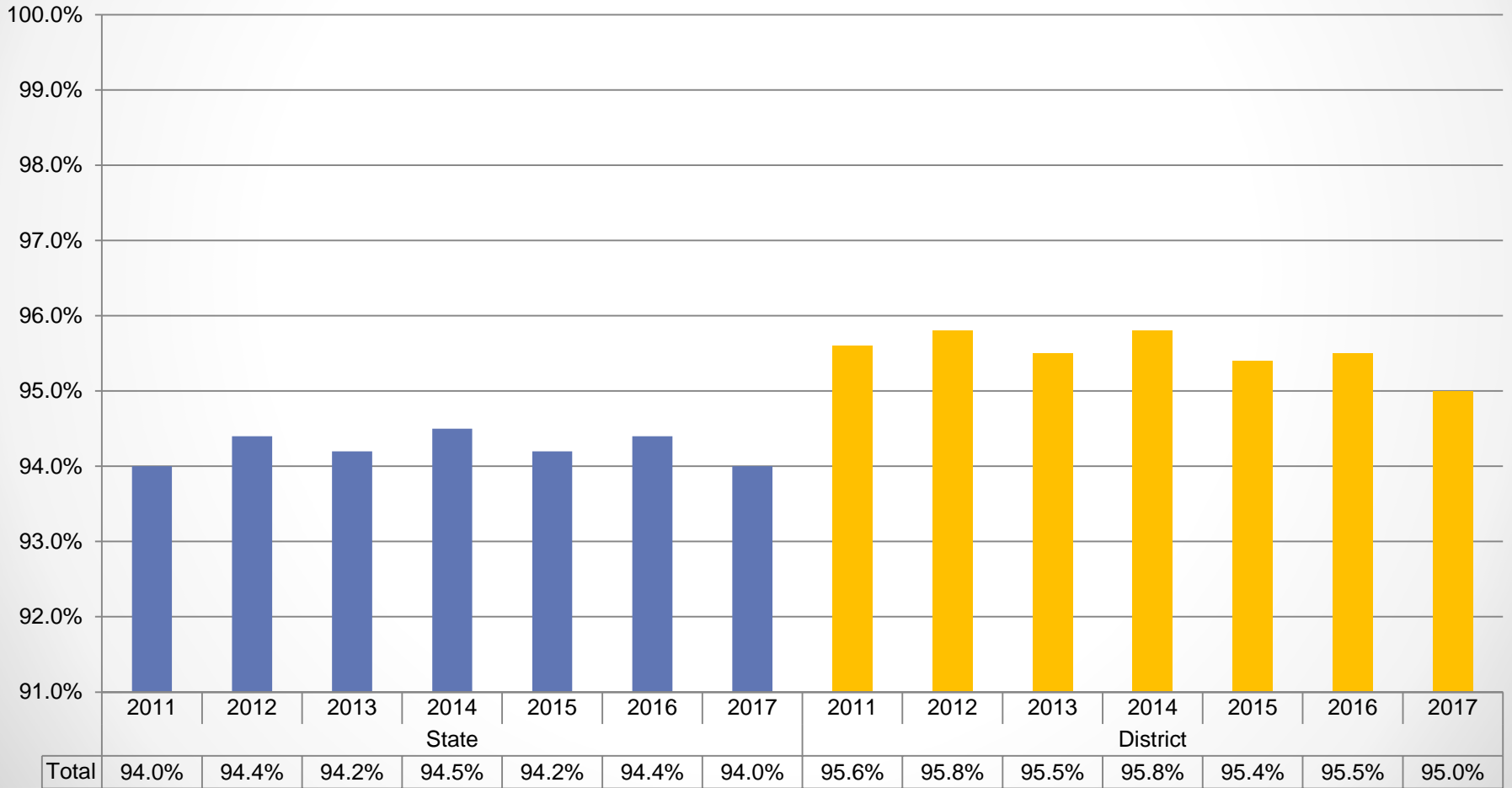
# Enrollment EL

## District Historical Enrollment Total Percentage of Students Enrolled Based on ISBE Report Card English Language Learners



# Attendance

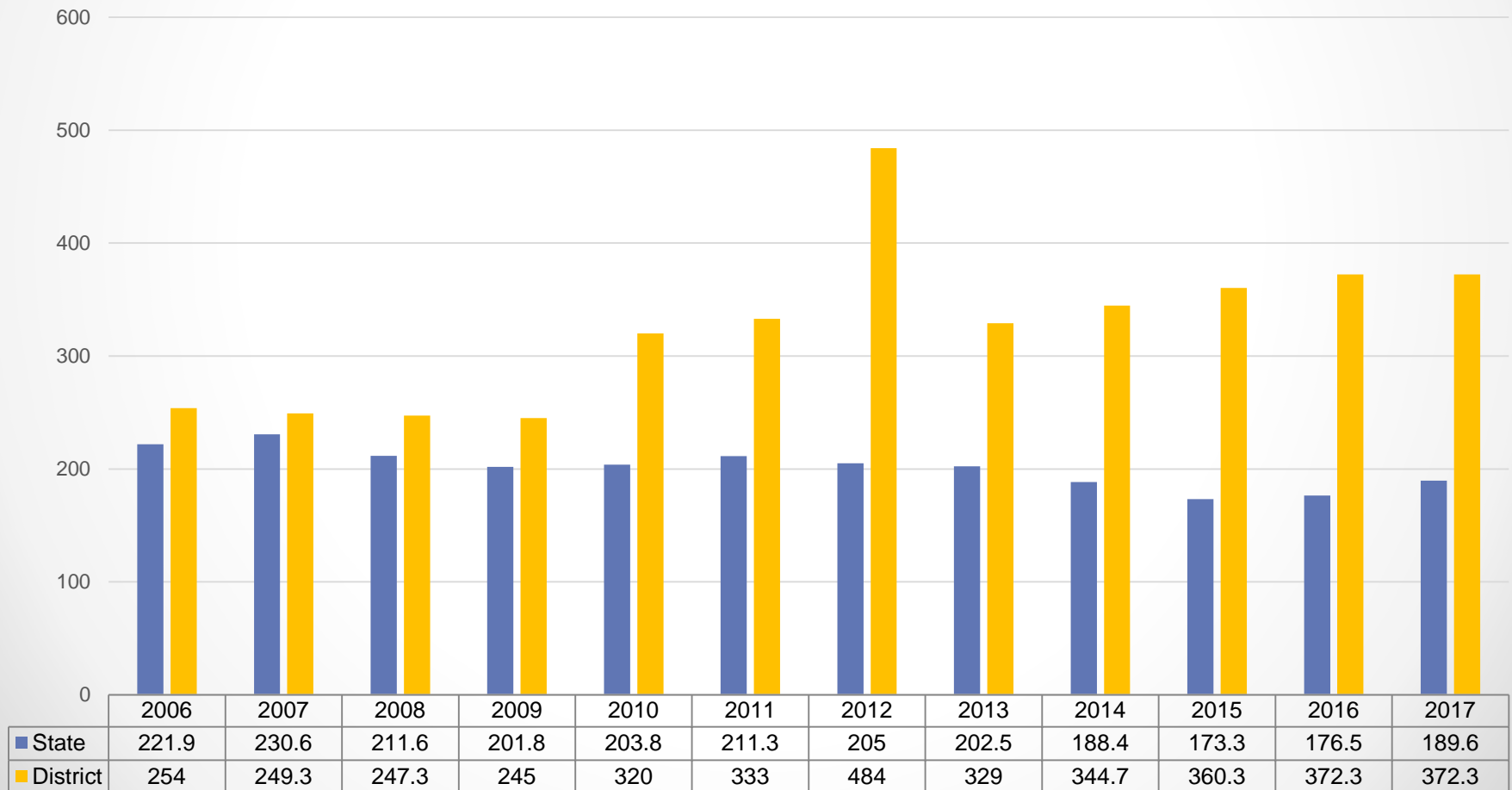
## Average Daily Attendance Rate



# Administrator Pupil Ratio

## Pupil Administrator Ratio

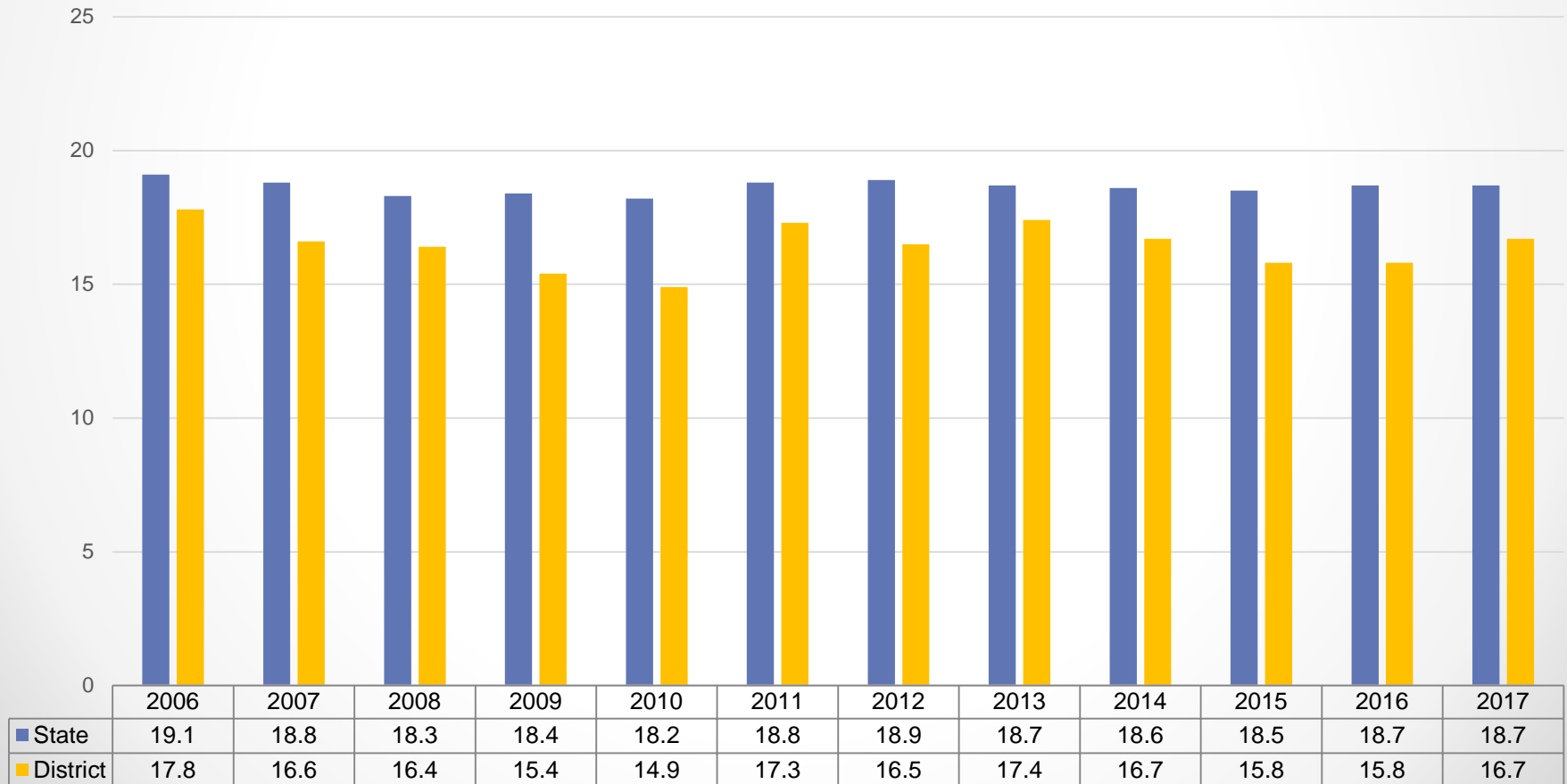
The ratio is calculated by using the fall enrollment total, divided by the number of FTE administrators, but not including adult education personnel.



# Pupil-Teacher Ratio

## Pupil Teacher Ratio Elementary

This is calculated using the fall enrollment for the school year divided by the number of full-time equivalent (FTE) teachers in the district. Teachers classified as special education teachers are not included.



# Instructional Per Pupil Spending

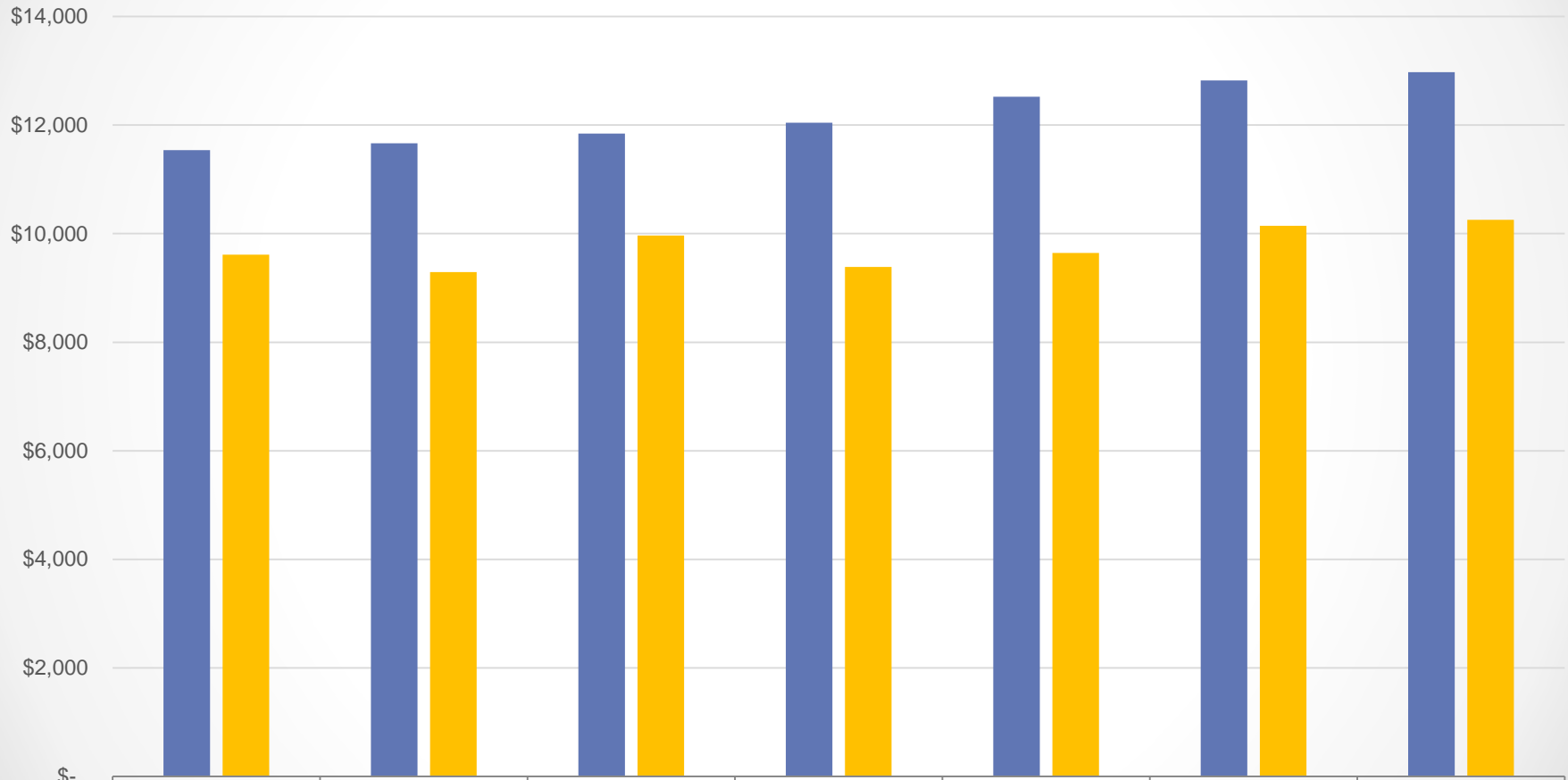
## Instructional Spending Per Student





# Operational Per Pupil Expenditure

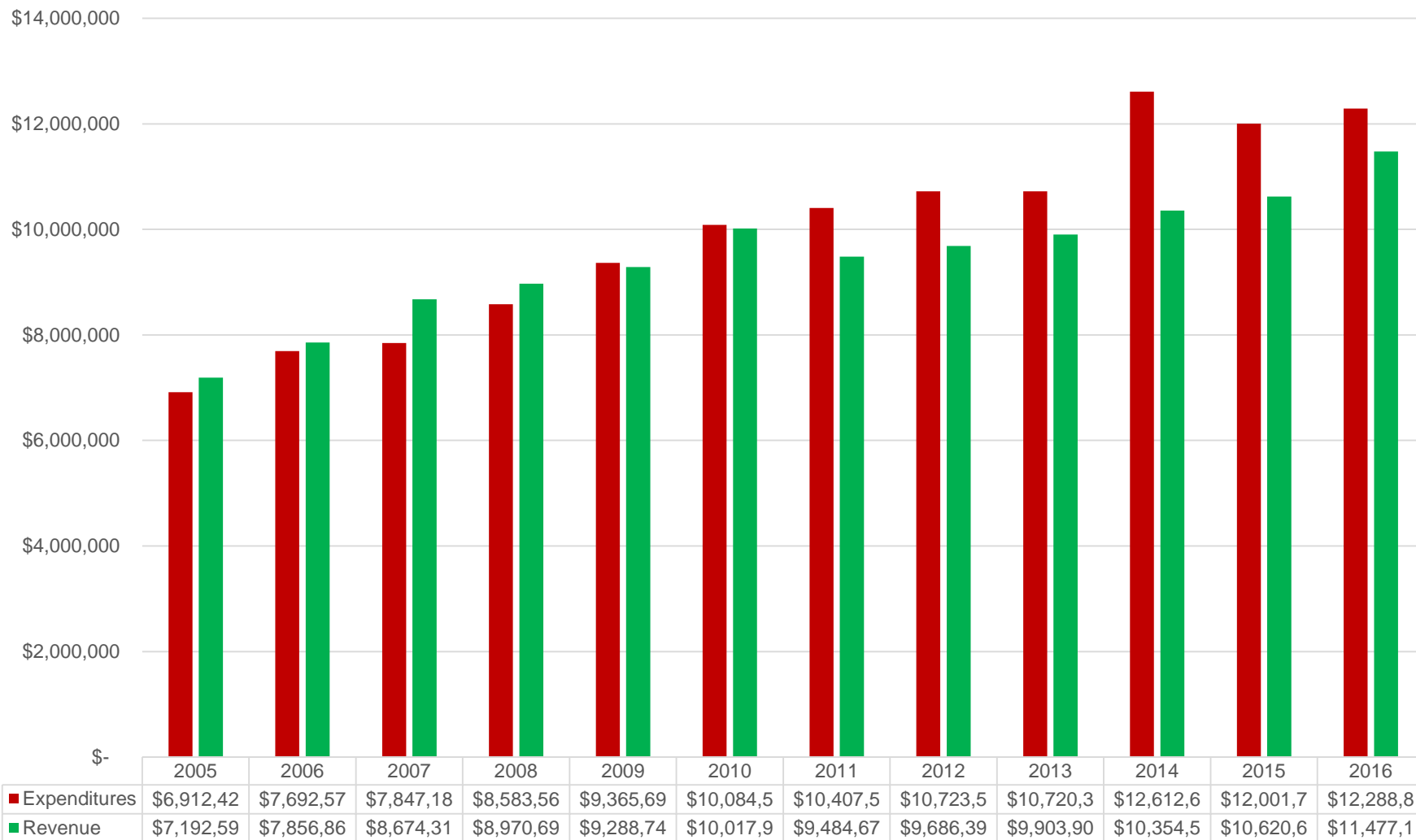
## Operational Per Pupil Expenditure



	2010	2011	2012	2013	2014	2015	2016
State	\$11,537	\$11,664	\$11,842	\$12,045	\$12,521	\$12,821	\$12,973
District	\$9,611	\$9,292	\$9,967	\$9,389	\$9,644	\$10,145	\$10,256

# Expenditures Compared to Revenue by Fiscal Year

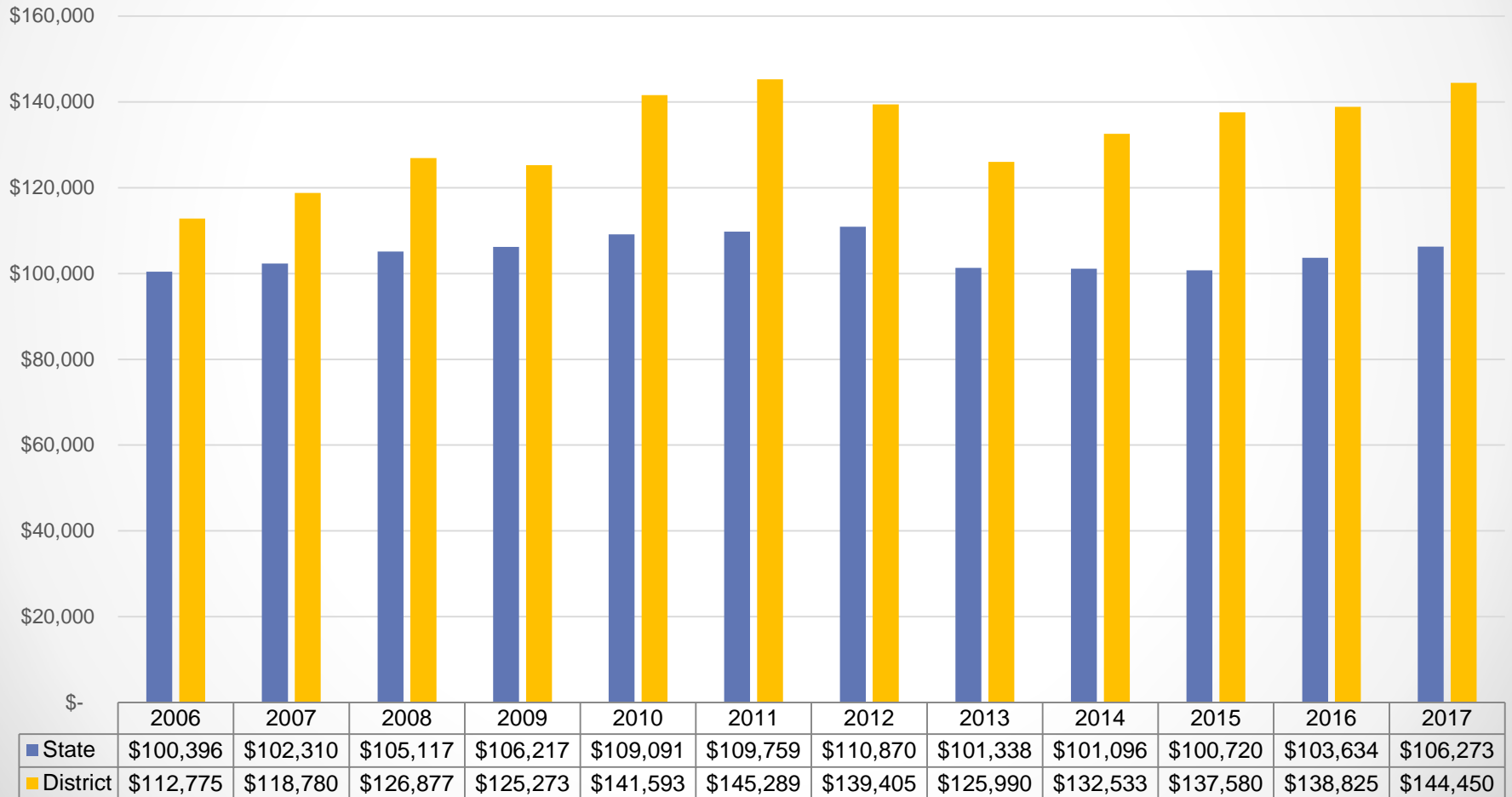
## District Revenue Compared to Expenditures by Fiscal Year



# Administrator Salaries

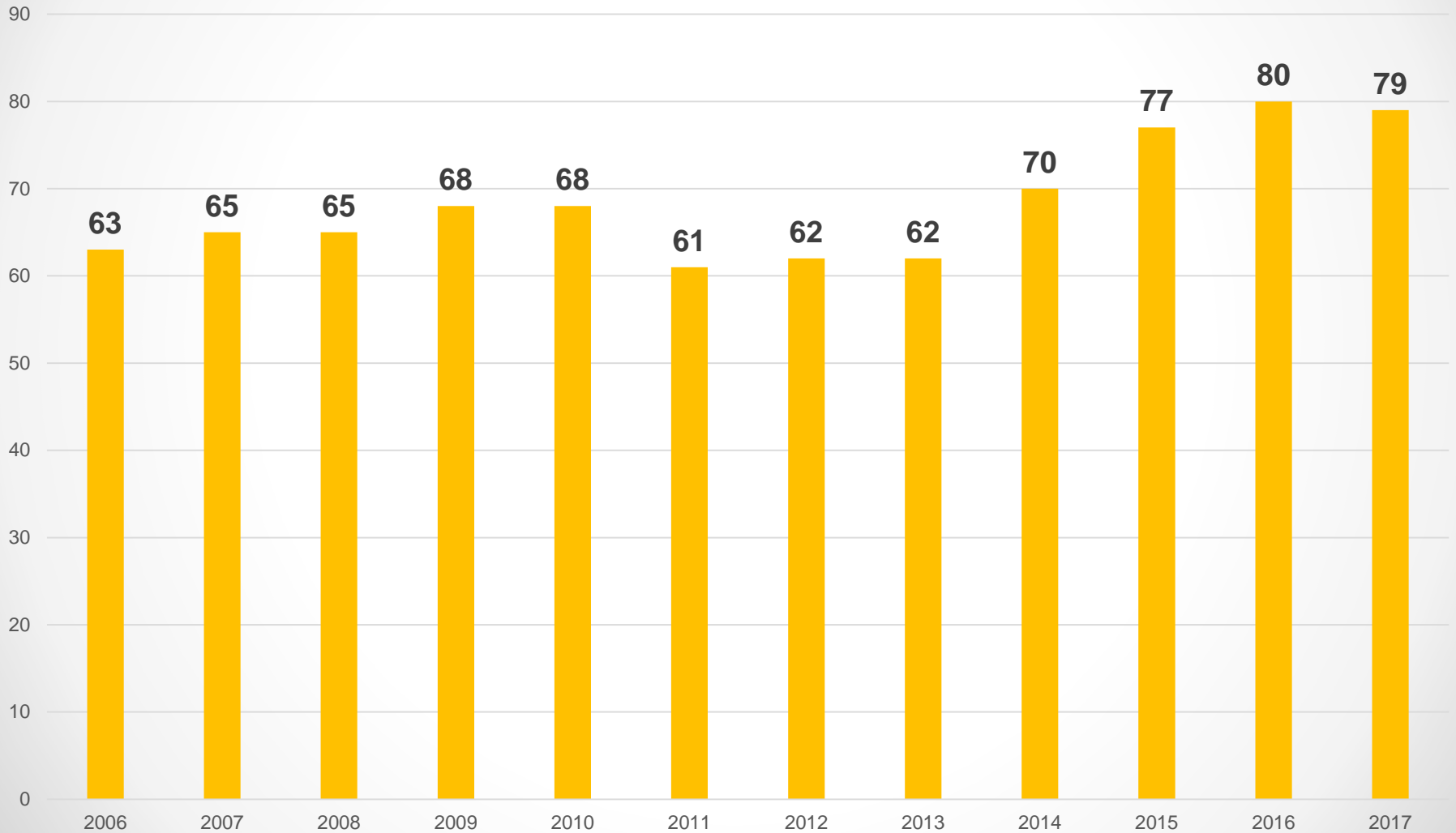
## Average Administrator Salary

These numbers are calculated by using the sum of the salaries for all administrative staff divided by the number of FTE administrators.



# Teachers Employed in District

Number of Teachers Employed in the District



# Teacher Salaries

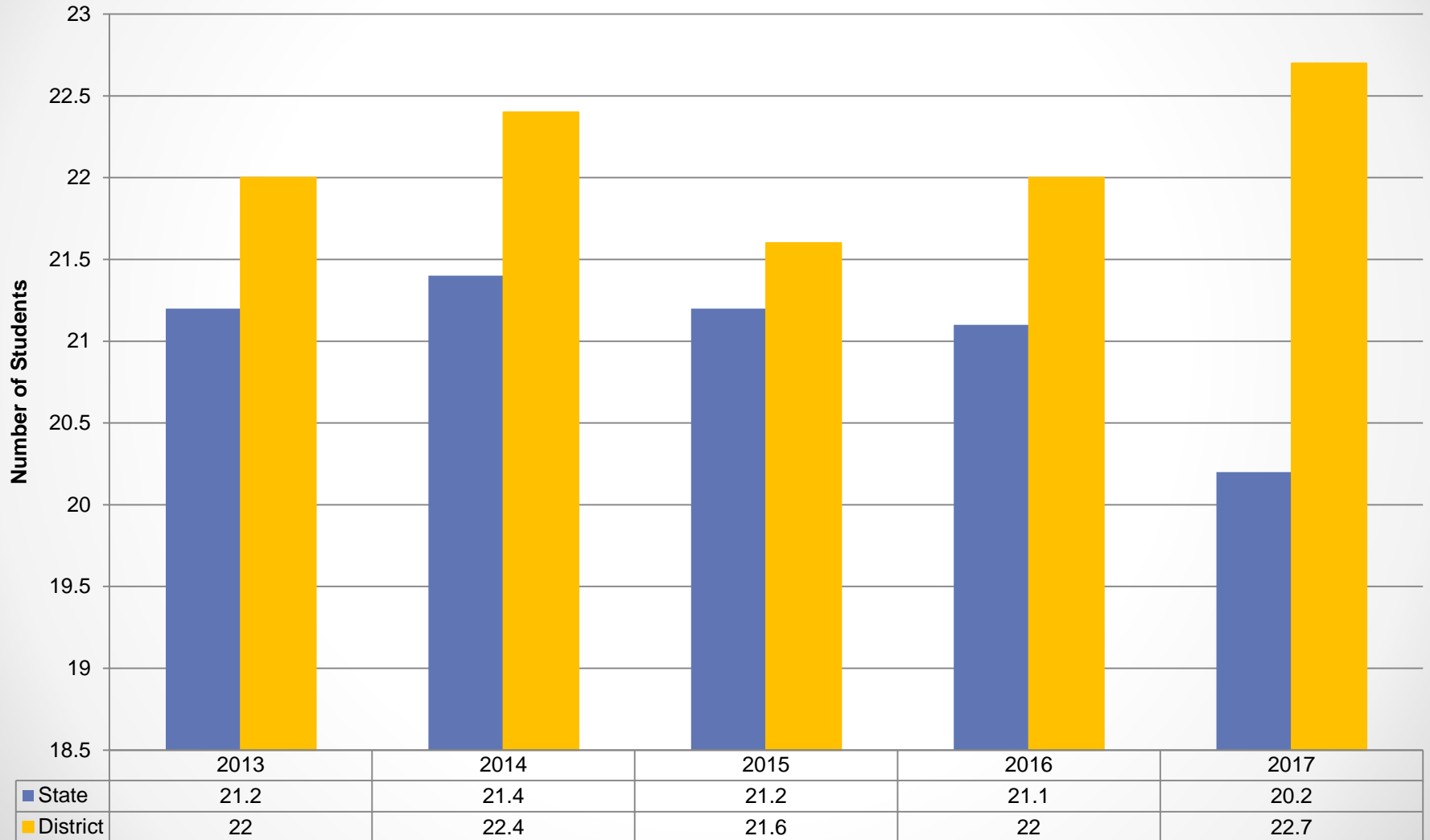
## Average Teacher Salary

These numbers are calculated by using the sum of all teachers' salaries divided by the number of FTE teachers.



# Classroom Size

## Average Class Size



# How does PARCC measure up to other national assessments?

Based on a [study](#) conducted and published by American Institute for research in 2016:

- PARCC expectations are higher than Smarter Balance
  - The Smarter Balanced achievement standards are about one-quarter of a standard deviation lower than the PARCC performance standards.
- PARCC college-ready standards (Level 4 which equals meets category for Illinois) are comparable in difficulty to the NAEP for
  - ELA Basic level
  - Mathematics Proficient level
- PARCC college-ready standards (Level 4) are comparable in difficulty to the ACT Aspire college-ready standards for Reading
- PARCC standards are significantly above ACT Aspire college-ready standards for
  - ELA grade 8,
  - Mathematics grade 4 and grade 8

# PARCC

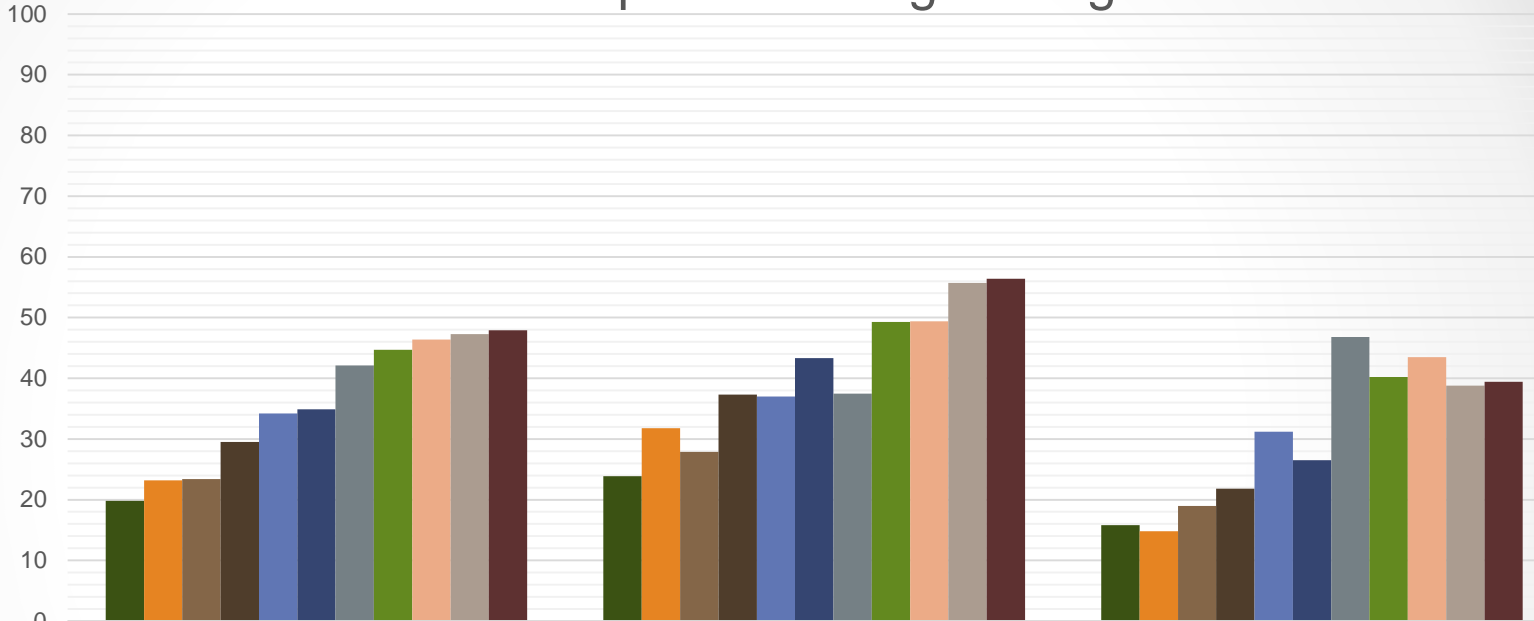
- Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Participating 2014-2015 states included Arkansas, Colorado, District of Columbia, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio and Rhode Island
  - Administered online across elementary, middle and high school levels
  - Aligned to the Illinois Common Core Learning Standards
  - Students in grades 3-8 were administered grade level English Language Arts and Mathematics
- Appropriate uses of PARCC Results
  - Identification of student strengths/weaknesses relative to instruction received
  - Evaluation of district, school, and grade level curricular and instructional strengths/weaknesses relative to Illinois Common Core Learning Standards
  - Identification of professional development needs relative to student outcomes
  - Communication with parents/guardians regarding areas of celebration and challenge at student level



# PARCC

## 2017 PARCC Results Compared to Neighboring Districts

% of Students Meeting or Exceeding Standards

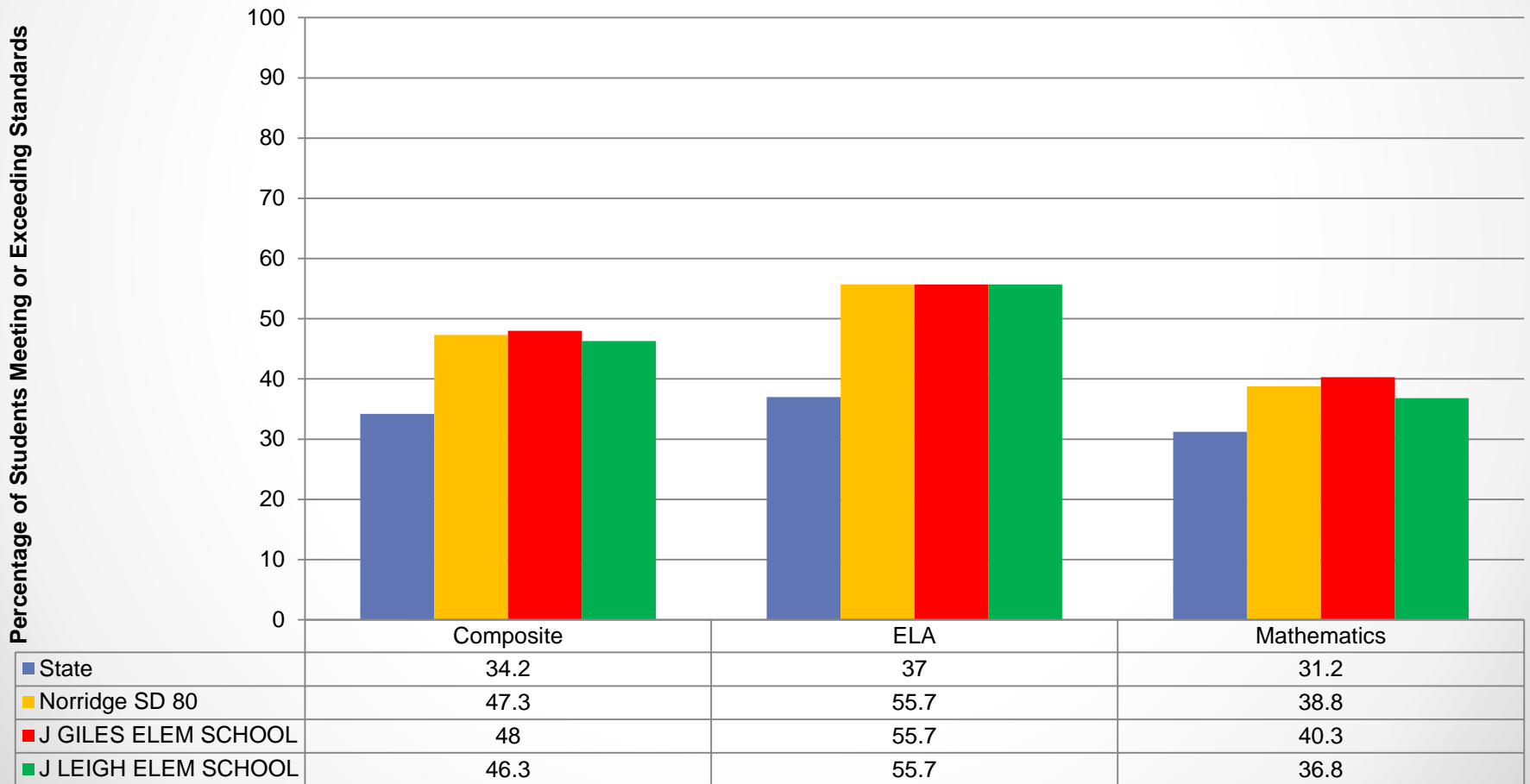


■ BERKELEY SD 87	19.8	23.9	15.8
■ RHODES SD 84-5	23.2	31.8	14.8
■ MANNHEIM SD 83	23.4	27.9	19
■ RIVER GROVE SD 85-5	29.5	37.3	21.8
■ State	34.2	37	31.2
■ SCHILLER PARK SD 81	34.9	43.3	26.5
■ ROSEMONT ESD 78	42.1	37.5	46.8
■ FRANKLIN PARK SD 84	44.7	49.3	40.2
■ PENNOYER SD 79	46.4	49.4	43.5
■ Norridge SD 80	47.3	55.7	38.8
■ UNION RIDGE SD 86	47.9	56.4	39.4

	Composite	ELA	Mathematics
BERKELEY SD 87	19.8	23.9	15.8
RHODES SD 84-5	23.2	31.8	14.8
MANNHEIM SD 83	23.4	27.9	19
RIVER GROVE SD 85-5	29.5	37.3	21.8
State	34.2	37	31.2
SCHILLER PARK SD 81	34.9	43.3	26.5
ROSEMONT ESD 78	42.1	37.5	46.8
FRANKLIN PARK SD 84	44.7	49.3	40.2
PENNOYER SD 79	46.4	49.4	43.5
Norridge SD 80	47.3	55.7	38.8
UNION RIDGE SD 86	47.9	56.4	39.4

# PARCC

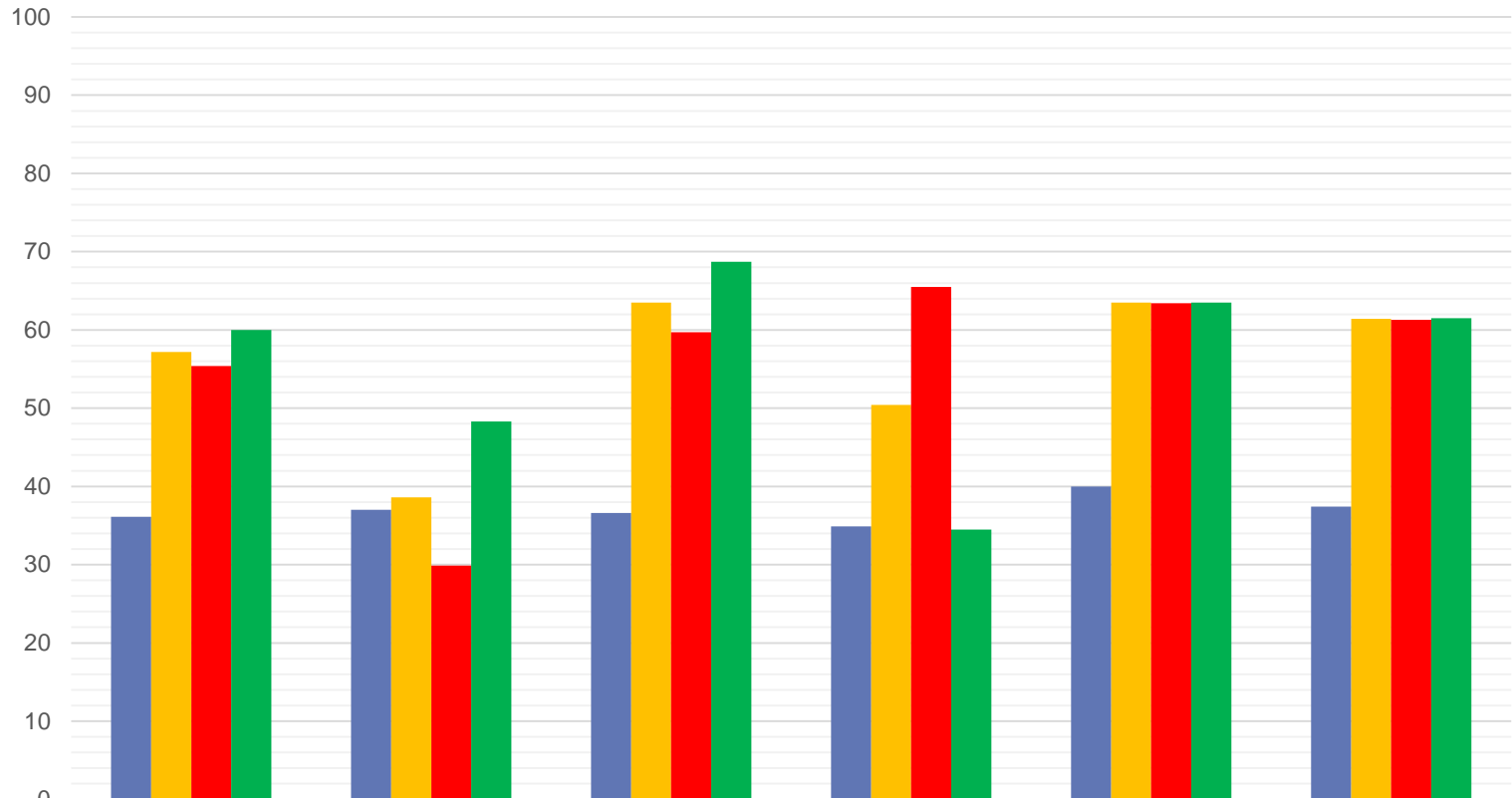
## 2017 PARCC Results Comparison of State, District and School for All Students



# PARCC

## 2017 PARCC Results by Grade Level ELA

Percentage of Students Meeting or Exceeding Standards

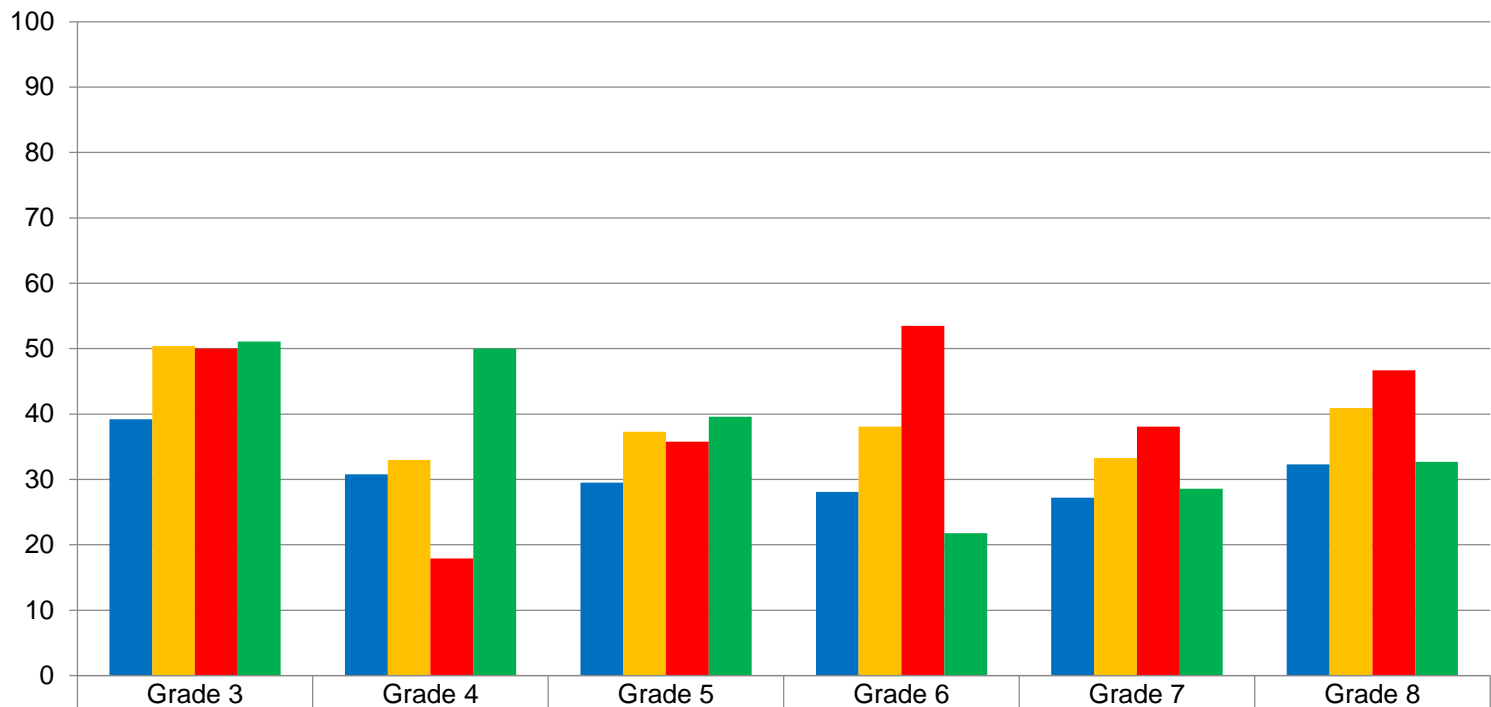


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
■ State	36.1	37	36.6	34.9	40	37.4
■ Norridge SD 80	57.2	38.6	63.5	50.4	63.5	61.4
■ J GILES ELEM SCHOOL	55.4	29.9	59.7	65.5	63.4	61.3
■ J LEIGH ELEM SCHOOL	60	48.3	68.7	34.5	63.5	61.5

# PARCC

## 2017 PARCC Results by Grade Level Math

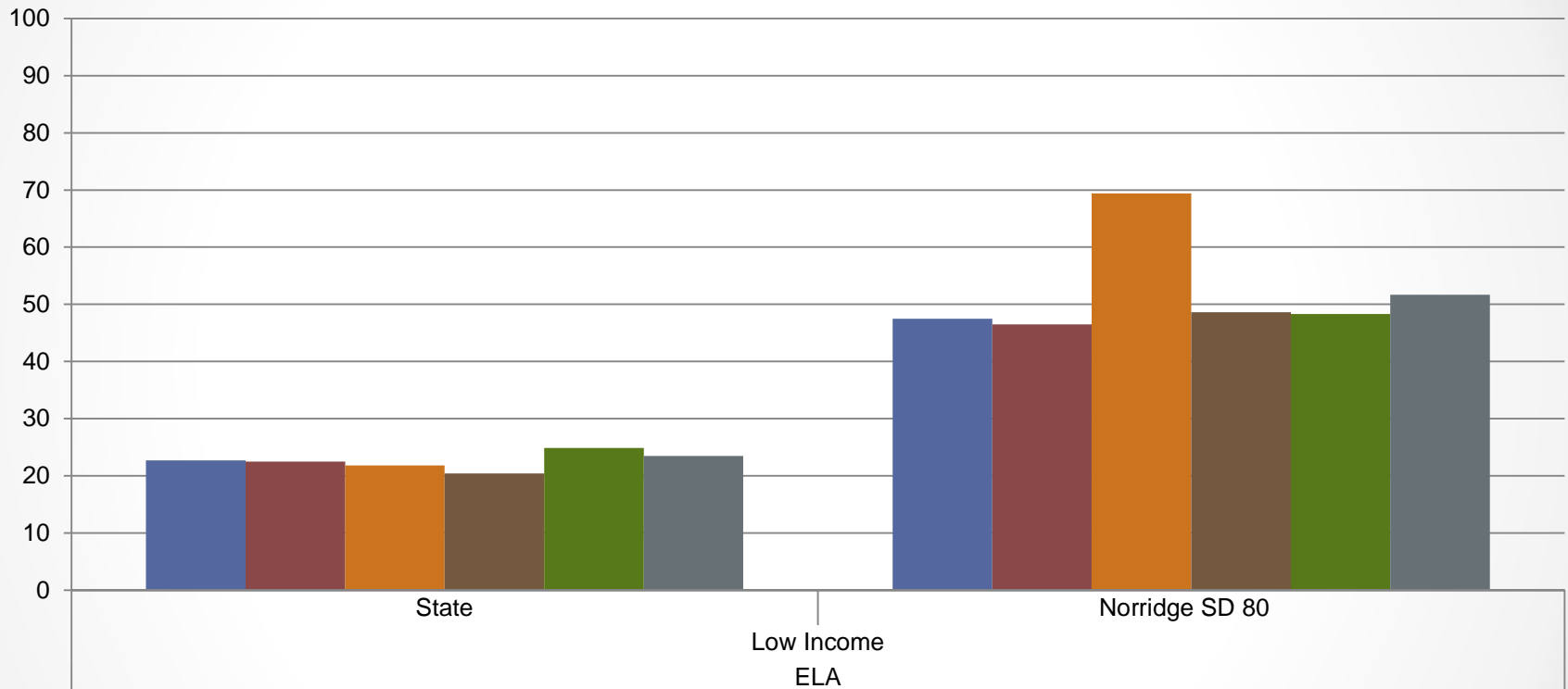
Percentage of Students Meeting or Exceeding Standards



■ State	39.2	30.8	29.5	28.1	27.2	32.3
■ Norridge SD 80	50.4	33	37.3	38.1	33.3	40.9
■ J GILES ELEM SCHOOL	50	17.9	35.8	53.5	38.1	46.7
■ J LEIGH ELEM SCHOOL	51.1	50	39.6	21.8	28.6	32.7

# PARCC

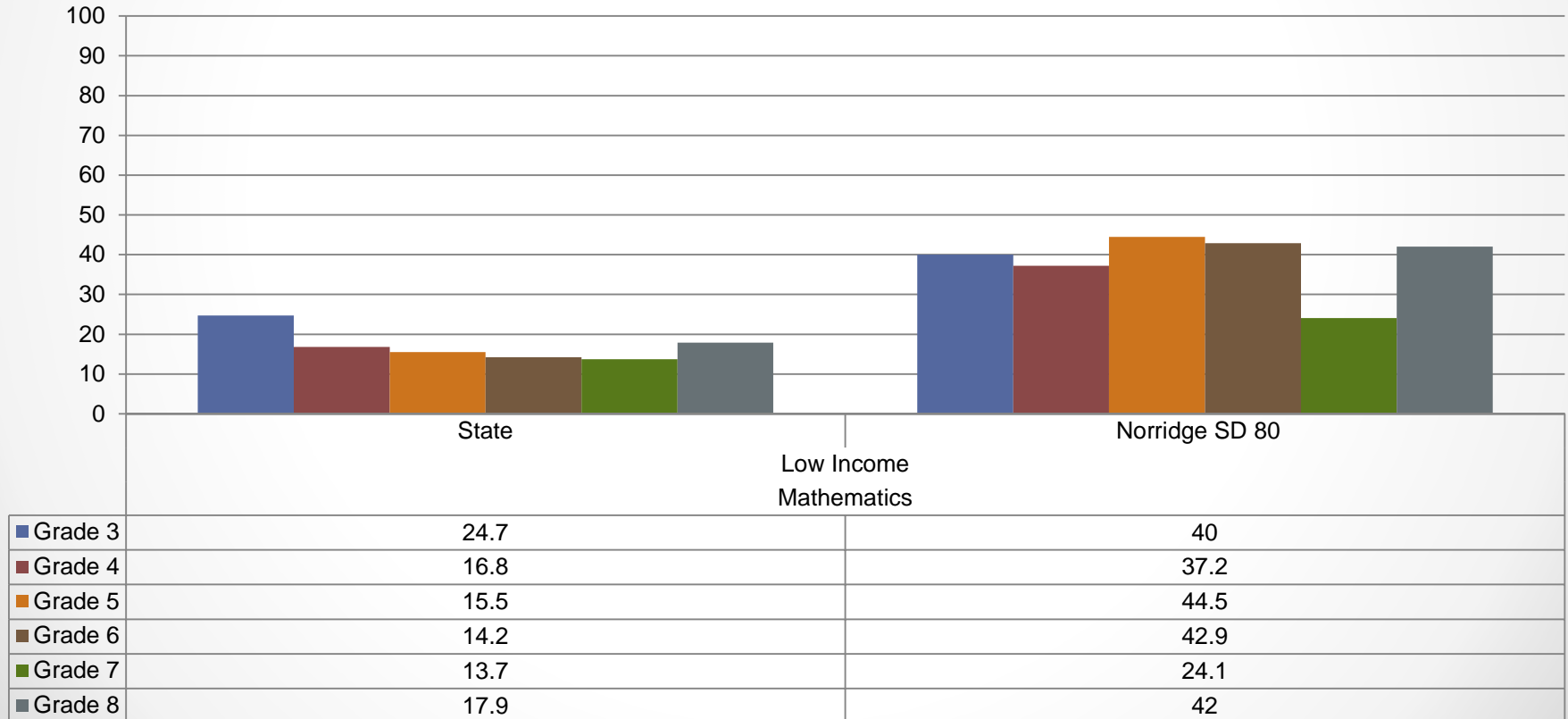
## 2017 PARCC Results State Comparison by Low Income by Grade Level ELA



	State	Norridge SD 80
■ Grade 3	22.7	47.5
■ Grade 4	22.5	46.5
■ Grade 5	21.8	69.4
■ Grade 6	20.4	48.6
■ Grade 7	24.9	48.3
■ Grade 8	23.5	51.7

# PARCC District

## 2017 PARCC Results State Comparison by Low Income by Grade Level Math



# Using Balanced Assessments

## NWEA MAP

- Fall, winter, spring
- All students in 1st-8th grade
- Assesses student growth in reading and math

## Aimsweb+

- Fall, winter, spring
- All students in 1st-4th grade, targeted students in 5th-8th grade
- Assesses proficiency in reading and math and growth over time
- Provides a platform to monitor progress on a weekly or monthly basis



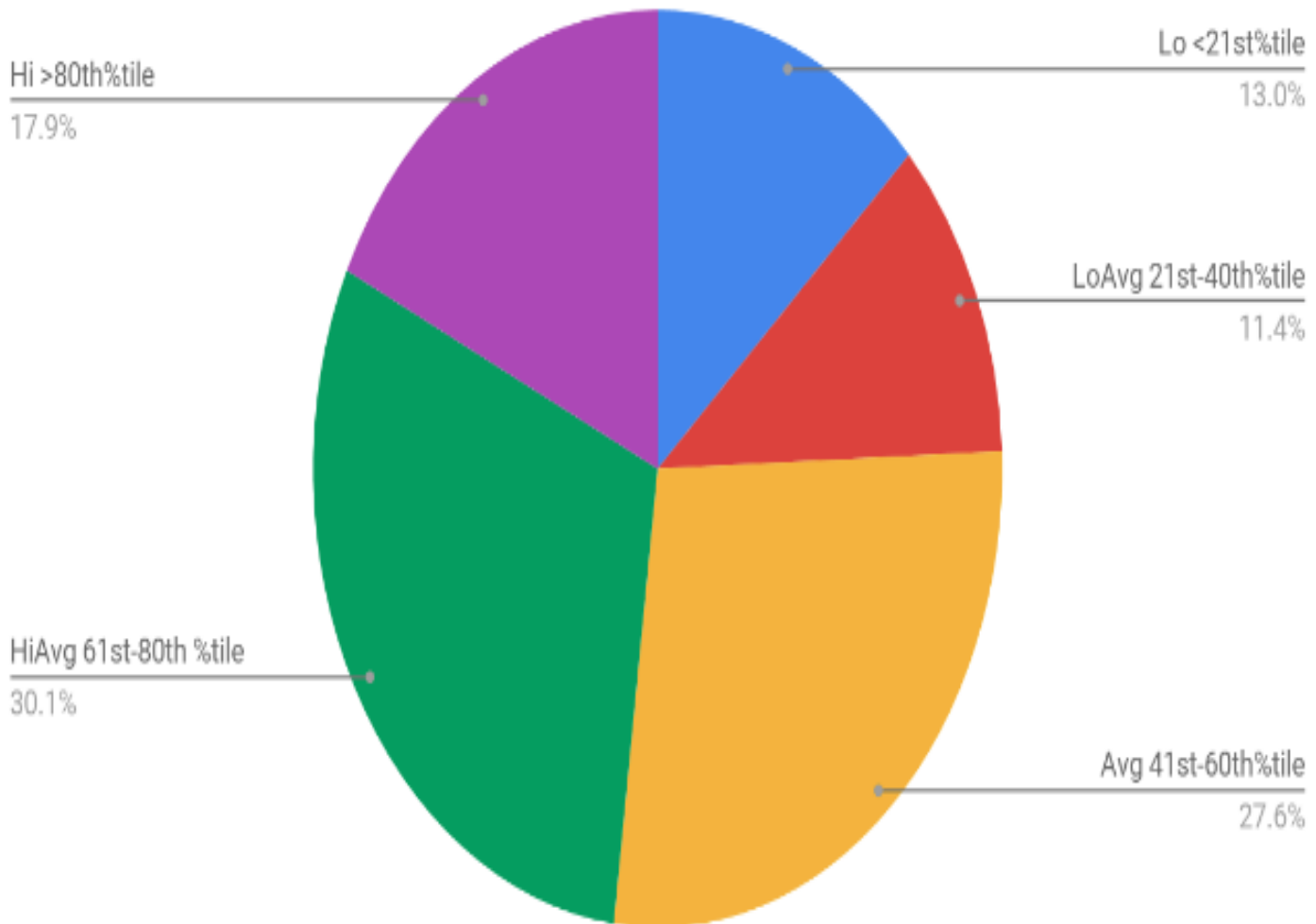
# Data Analysis

Student Name	Reading					Math					
	Fall aimsweb+ Reading Percentile	Fall aimsweb+ Reading Risk Status	Fall MAP Reading Percentile	Fall MAP Lexile Level	Current Placement During Reading Block	Next Steps	Fall aimsweb+ Math Percentile	Fall Math Risk Status	Fall MAP Math Percentile	Current Placement During Math Block	Next Steps
	30	LOW	28	BR	Making Meaning	-	40	LOW	37	Reteach	-
	52	LOW	98	303-453L	Novel Study	-	64	LOW	98	Reteach	Project Based Lessons - Front Row
	2	HIGH	16	BR	Fundations Level 1	Fundations Level K	10	HIGH	21	Front Row	-
	16	MODERATE	36	BR	PAL-RW	-	24	MODERATE	13	Front Row	-
	4	HIGH	36	BR	Fundations Level 1	Fundations Level K	3	HIGH	46	Front Row	-
	64	LOW	79	BR	Novel Study	-	81	LOW	89	Reteach	Project Based Lessons - Front Row
	60	LOW	21	BR	Sight Words	-	31	MODERATE	1	Front Row	-
	2	HIGH	57	BR	Fundations Level 1	-	22	MODERATE	81	Front Row	-
	13	HIGH	76	BR	PAL-RW	Sight words	28	MODERATE	40	Front Row	-
	62	LOW	83	15-165L	Novel Study	-	59	LOW	61	Reteach	Project Based Lessons - Front Row



# Data Analysis

## 5th Grade MAP Math



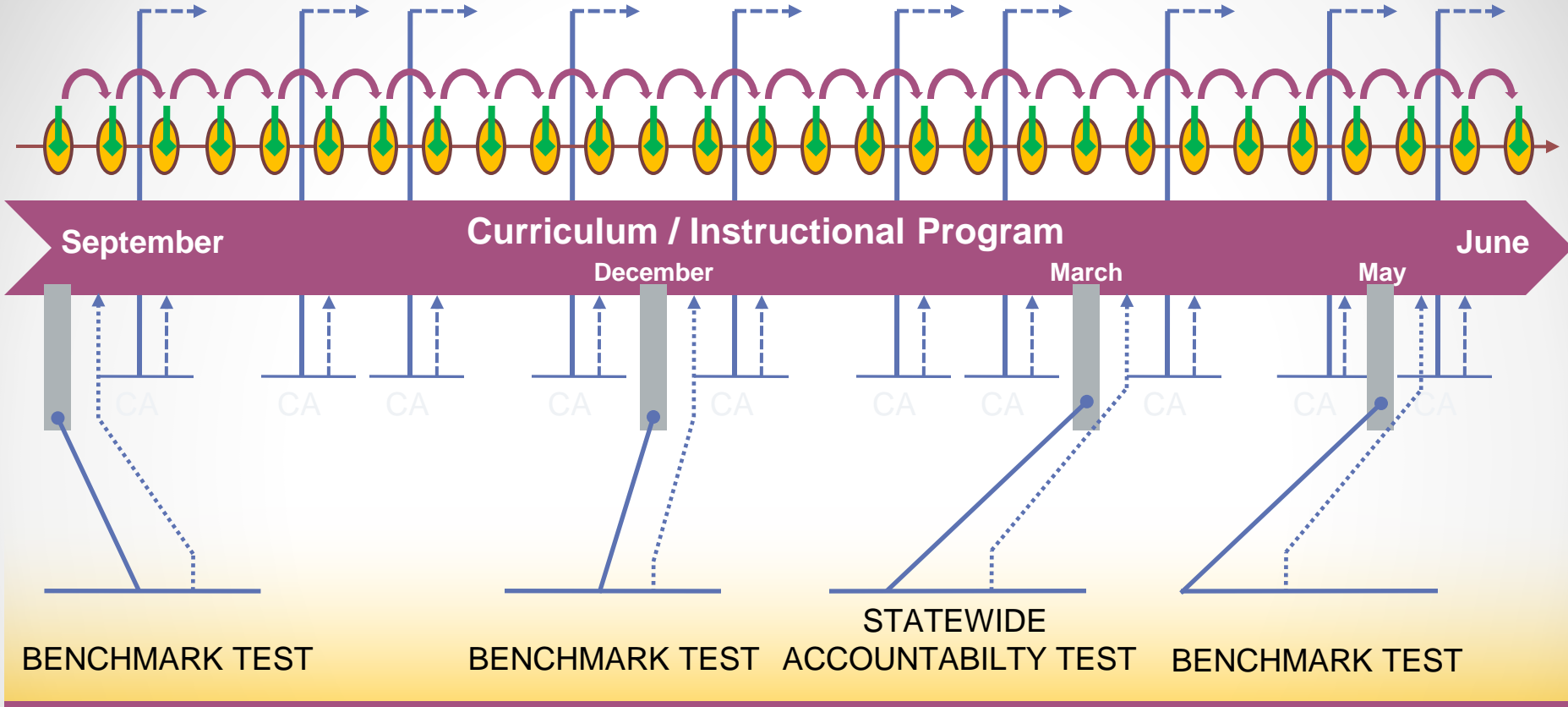


# PLC GUIDING QUESTIONS for school

## year 2016-17

- WHAT DO WE WANT THEM TO KNOW?
  - SCOPE AND SEQUENCE
- HOW DO WE KNOW THAT THEY KNOW IT?
  - BALANCED ASSESSMENT SYSTEM
- WHAT DO WE DO WHEN THEY DO NOT KNOW IT?
  - MULTI TIERED SYSTEM OF SUPPORT
  - SPECIAL EDUCATION
  - TITLE I INITIATIVES
  - SUPPORTS FOR ENGLISH LANGUAGE LEARNERS
- WHAT DO WE DO WHEN THEY KNOW IT?
  - ADVANCED/HONORS COURSES
  - GIFTED PROGRAM

# A Balanced Assessment System



## Common Assessments

- Used to determine mastery of specific skills
- Constructed by internal sources
- Collectively covers all of a school year curriculum
- Used to inform instruction
- Subgroup results provide programmatic data that may require further investigation

## Benchmark/Interim Summative Tests

- Used as an early warning of performance on later high-stakes test
- Constructed by external sources
- Can cover some or all of school year curriculum
- Provide broad domain or sub-domain coverage (not diagnostic)
- Subtest and subgroup results provide programmatic data that may require further investigation

## Statewide High-Stakes Accountability Tests

- Provide broad domain or sub-domain coverage (not diagnostic)
- Constructed by external sources
- Subtest and subgroup results raise programmatic questions that require further investigation

## INSTRUCTIONAL ACTIVITIES

- Instructional Activity
- ◆ Formative Assessment
- ⤵ Feedback for Instruction
- ⤴ Feedback for Remediation
- ⤵ Feedback for Program Improvement
- OA Outcome Assessment