

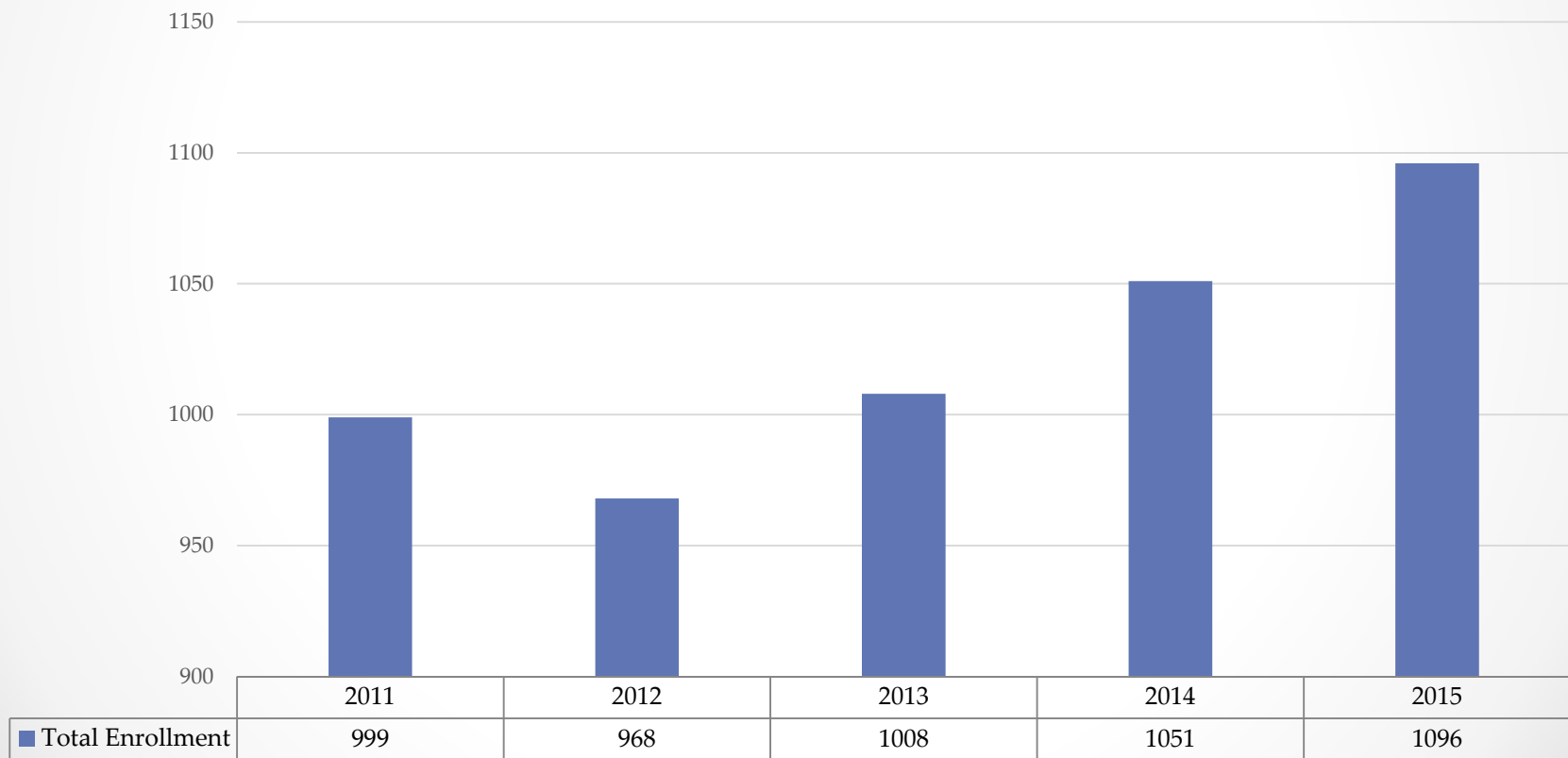
Norridge SD 80

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



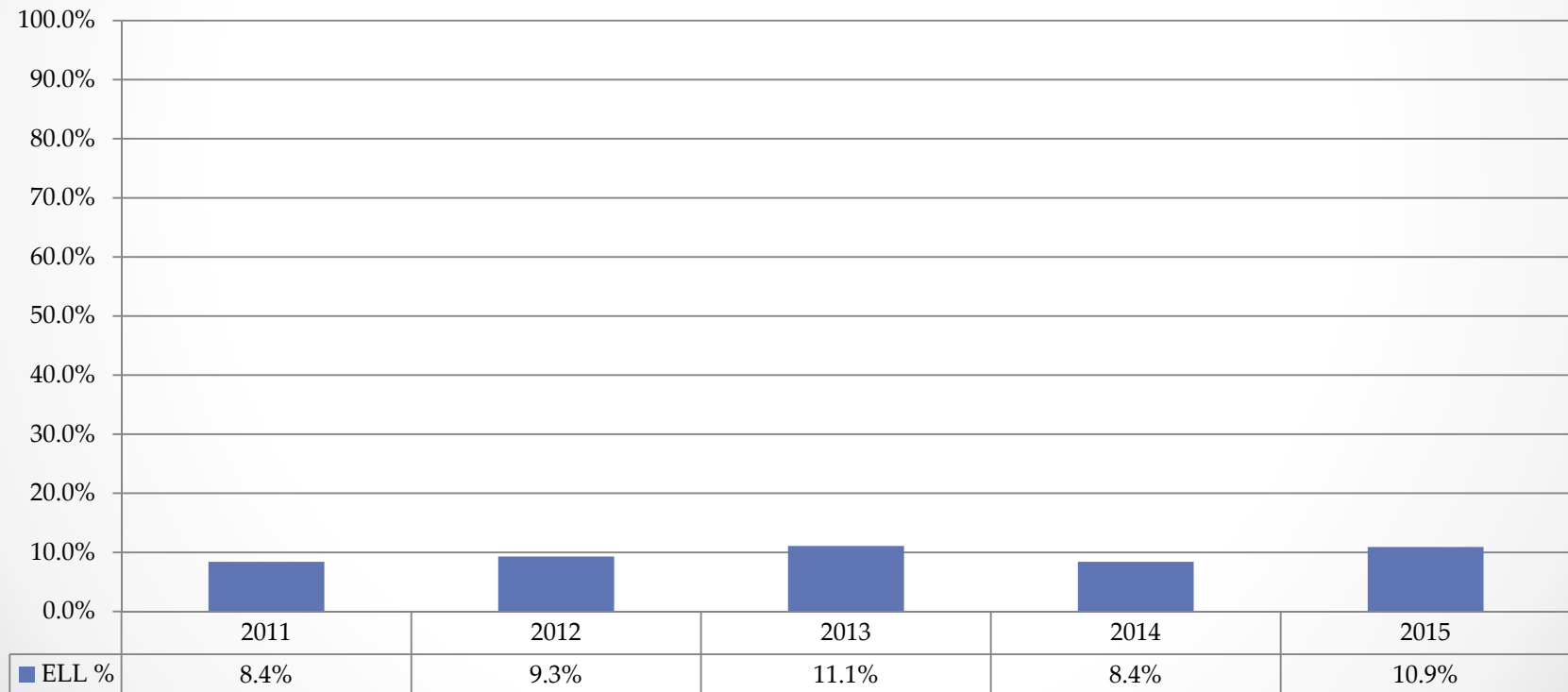
Enrollment Low Income

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



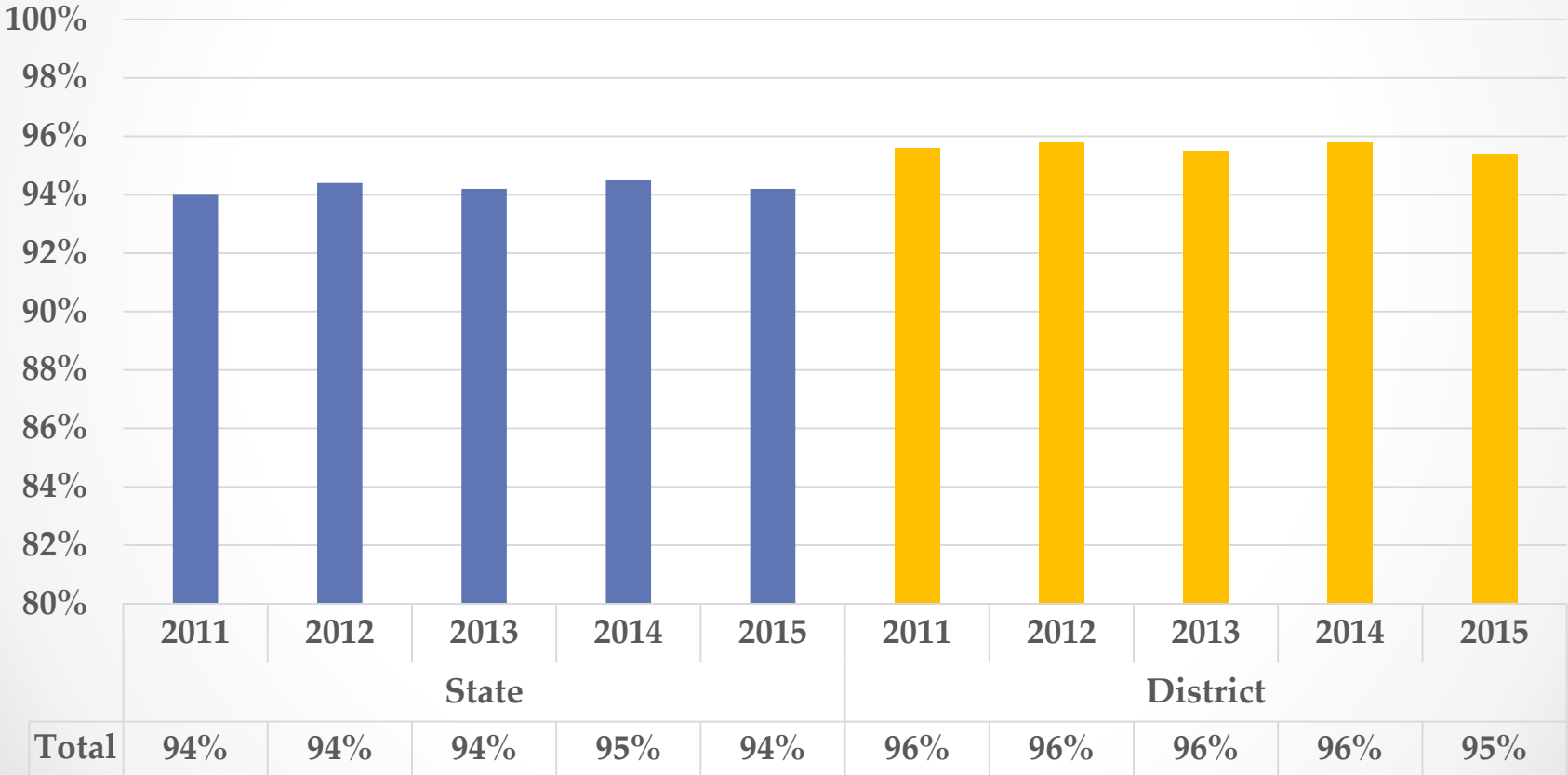
Enrollment EL

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



Attendance

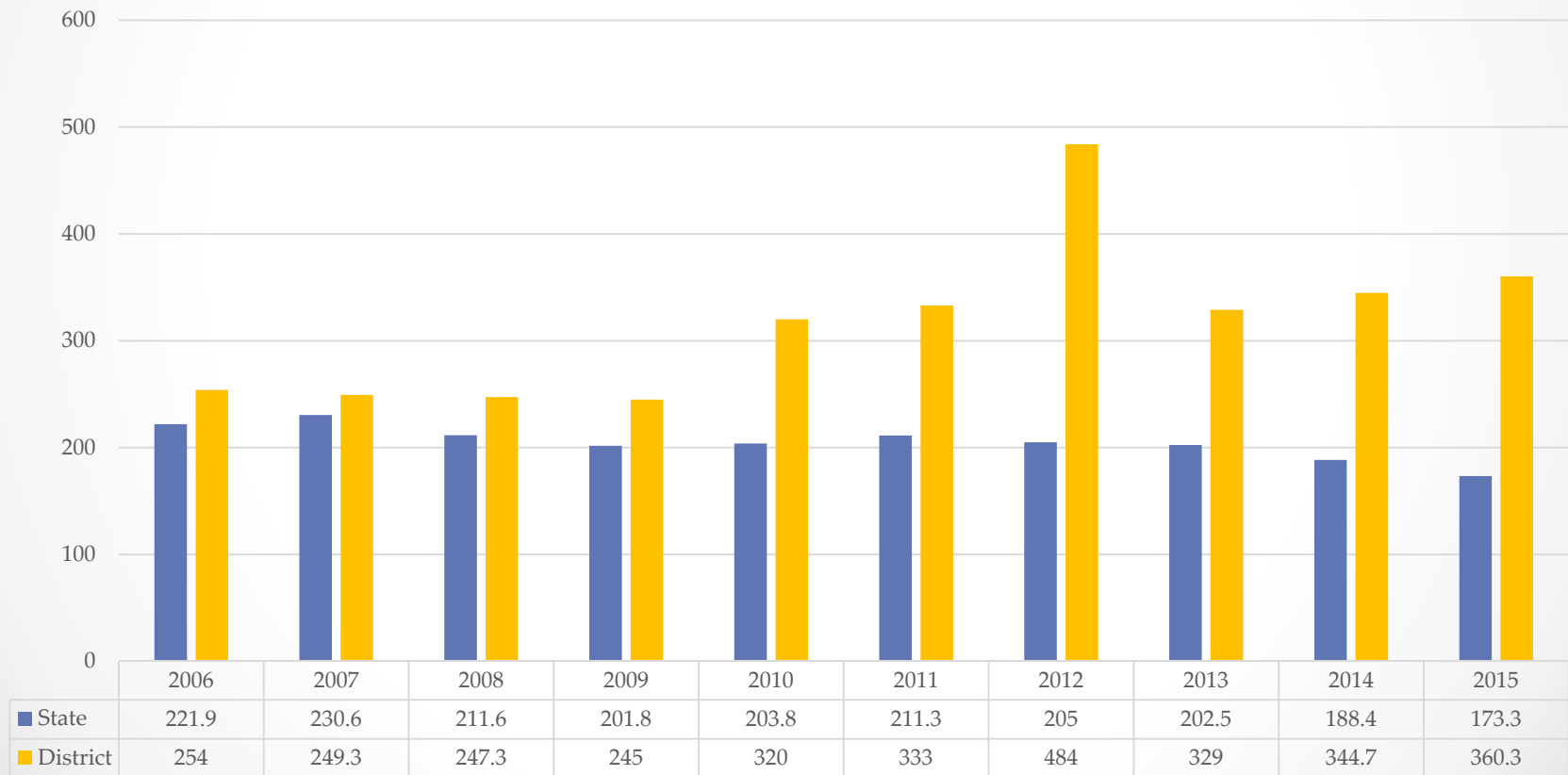
Average Daily Attendance Rate



Administrator Pupil Ratio

Pupil Administrator Ratio

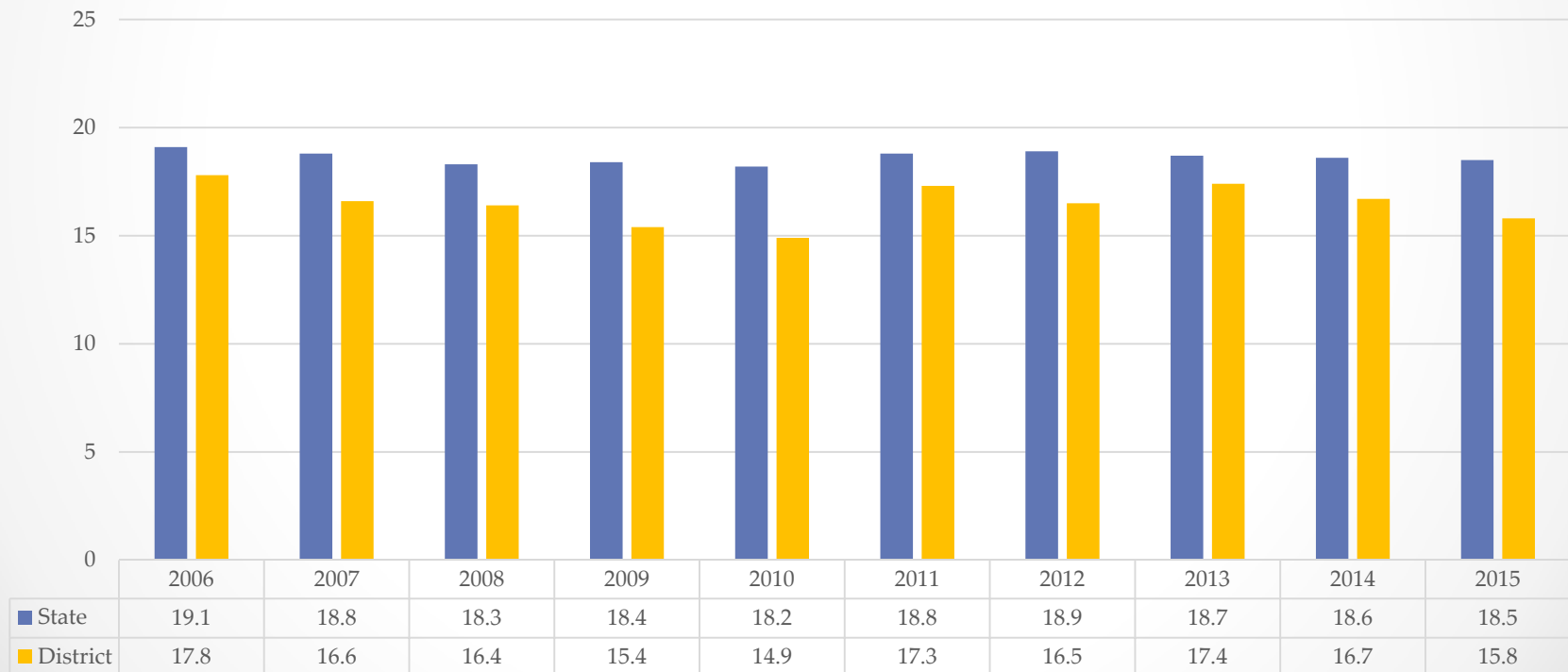
The ratio is calculated by using the fall enrollment total, divided by the number of FTE administrators, but not including adult education personnel.



Pupil-Teacher Ratio

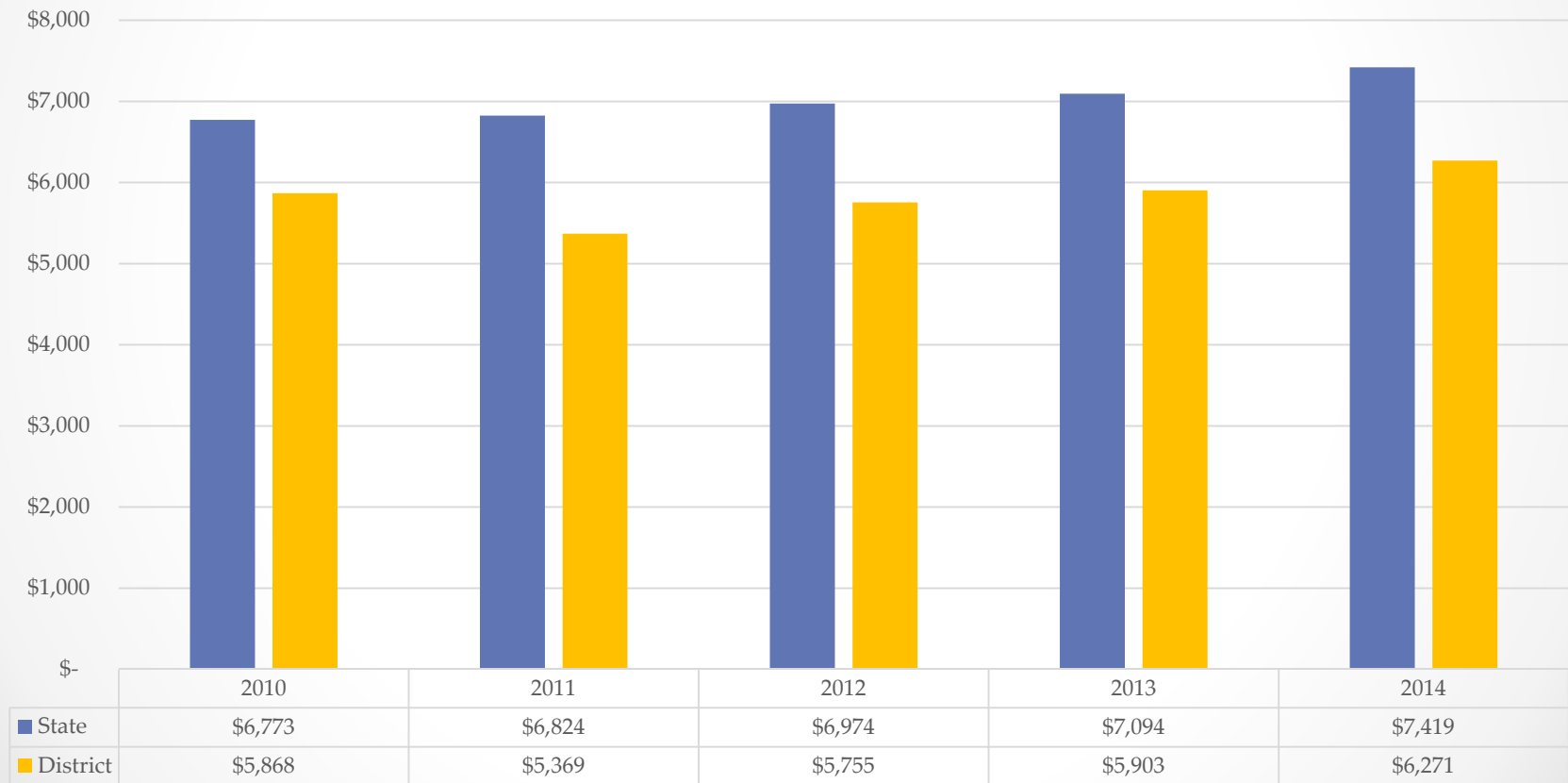
Pupil Teacher Ratio Elementary

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.



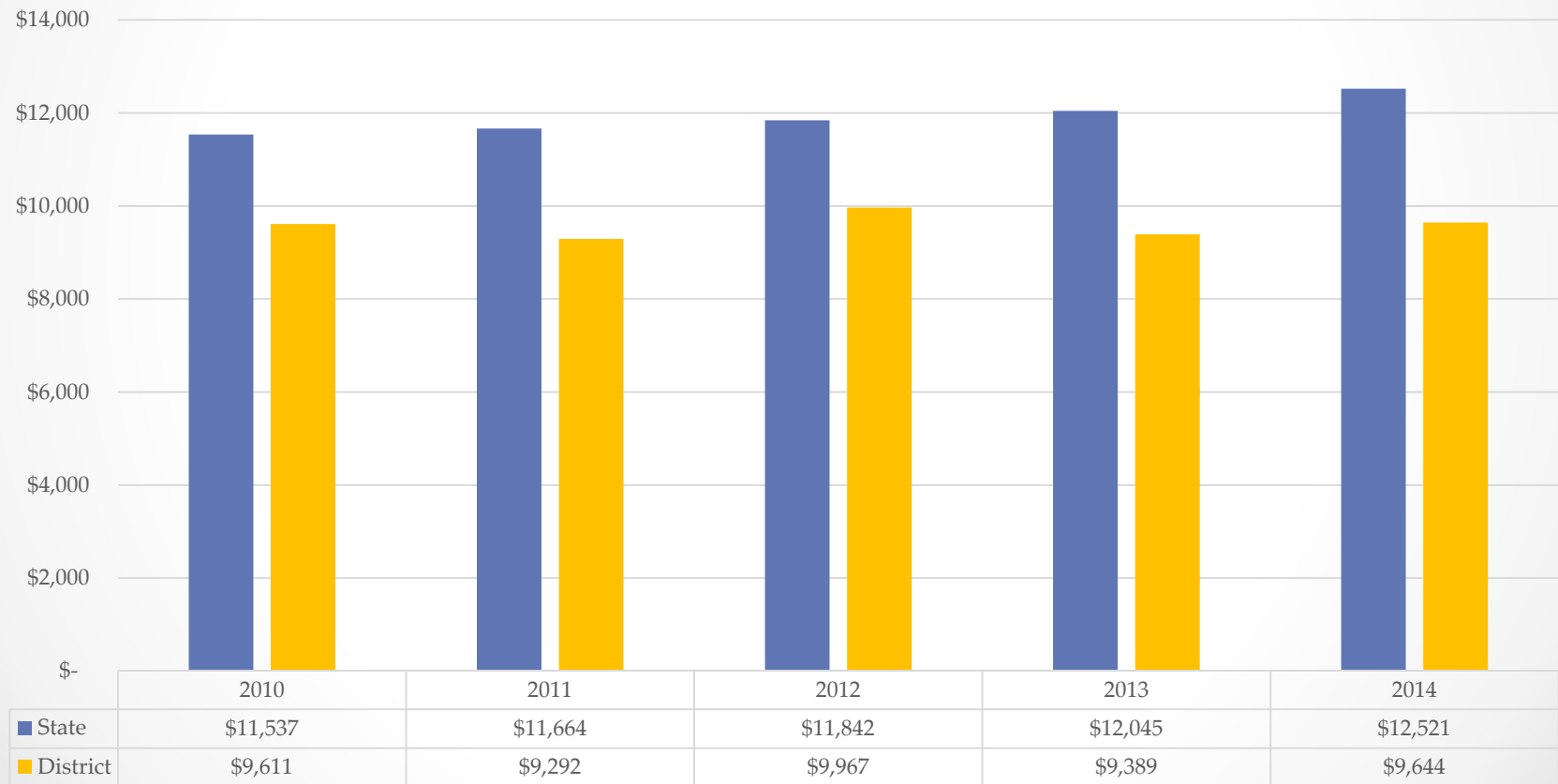
Instructional Per Pupil Spending

Instructional Spending Per Student



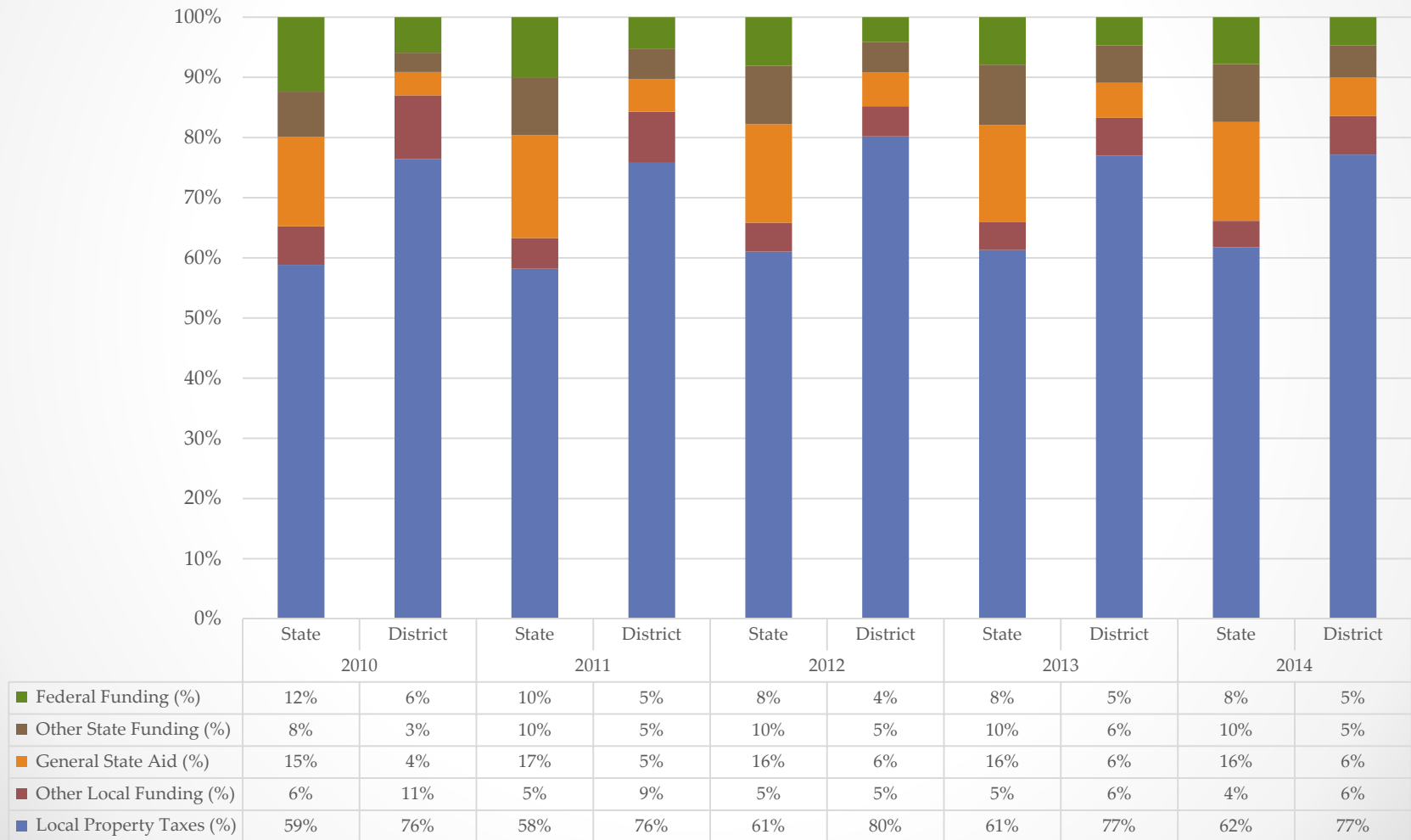
Operational Per Pupil Expenditure

Operational Per Pupil Expenditure



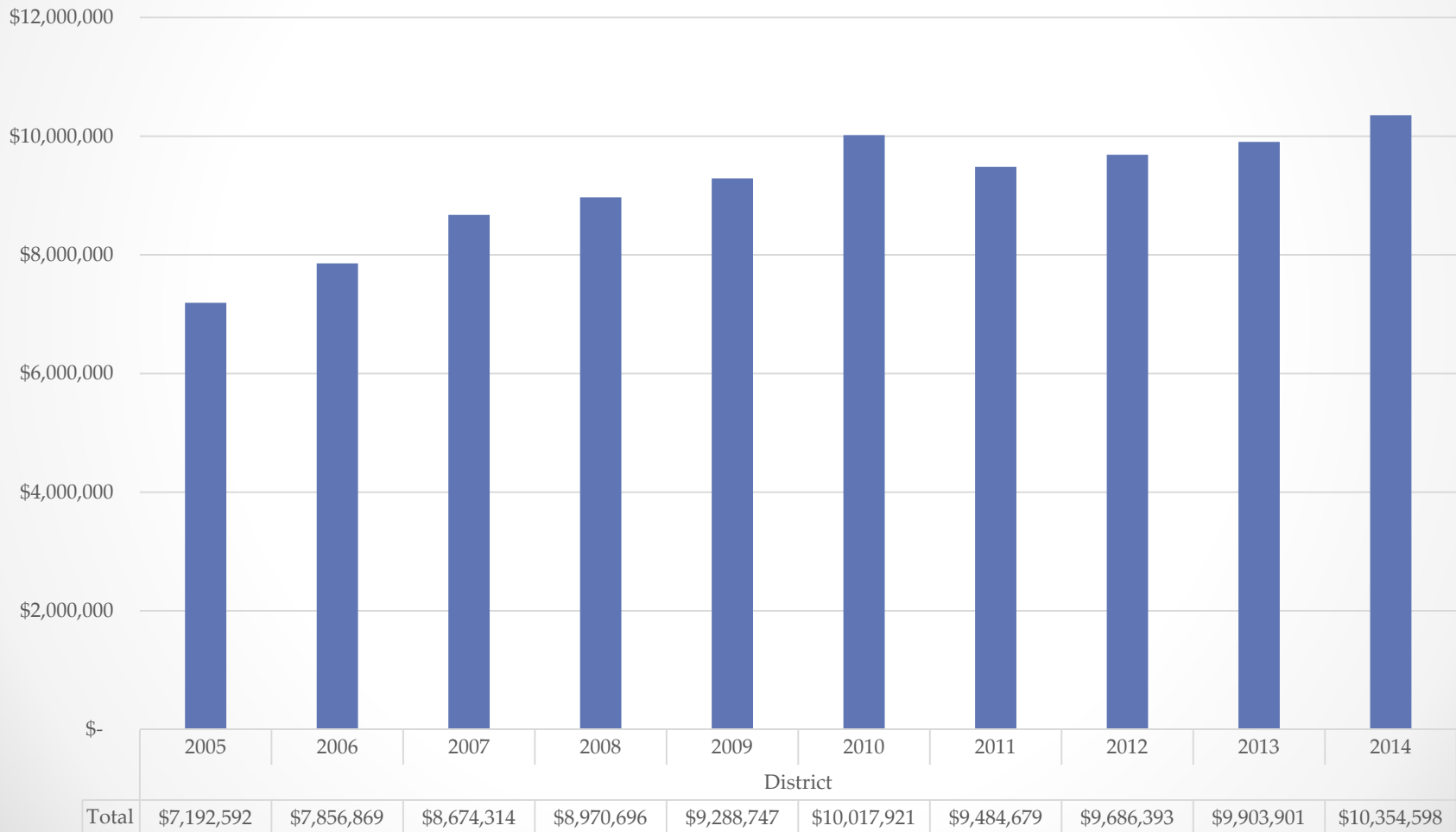
District Revenue

Revenue Sources Compared to State Averages



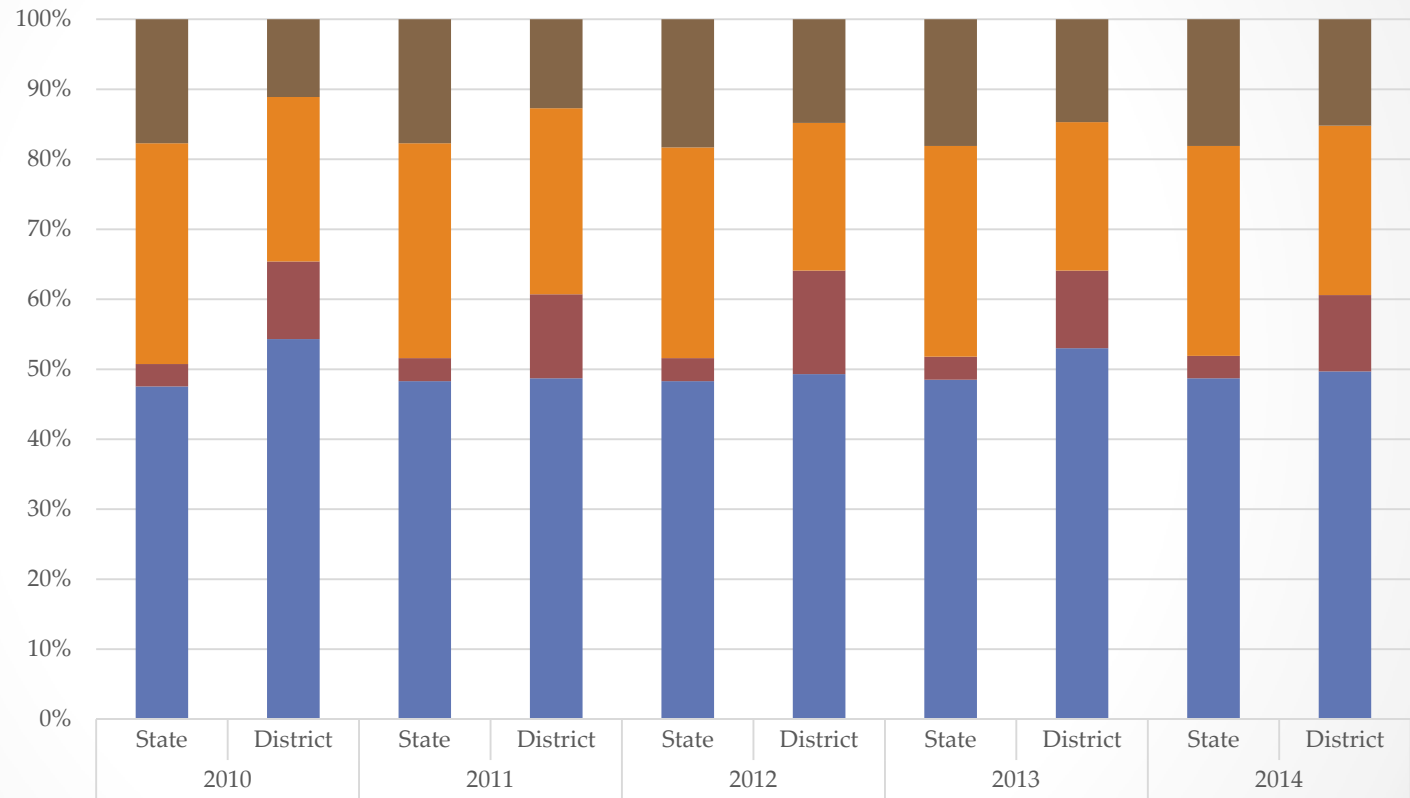
District Revenue

Total Revenue Dollars by Fiscal Year



District Expenditures

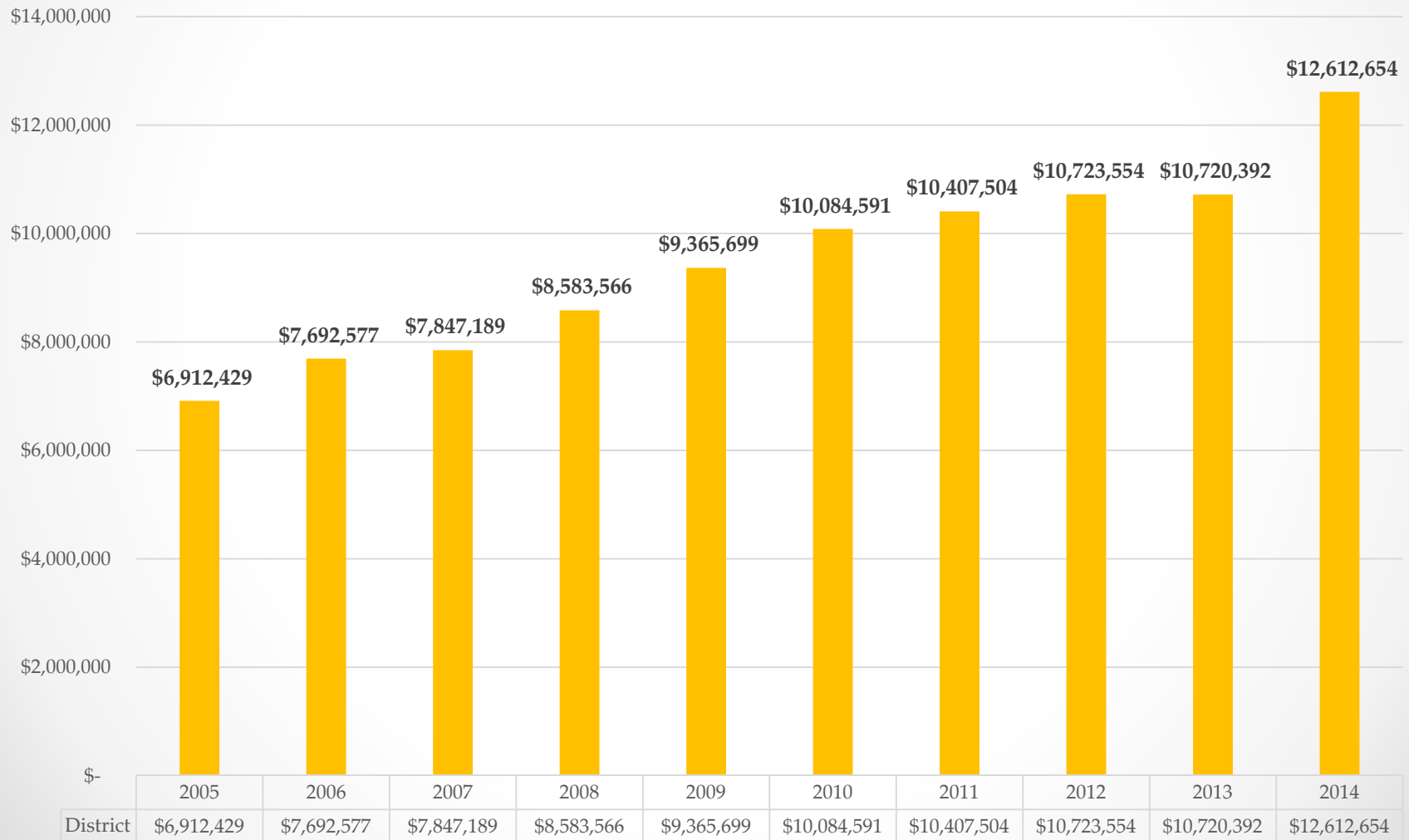
Expenditure by Function Compared to State Average



Other Expenditures (%)	18%	11%	18%	13%	18%	15%	18%	15%	18%	15%
Support Services (%)	32%	24%	31%	27%	30%	21%	30%	21%	30%	24%
General Administration (%)	3%	11%	3%	12%	3%	15%	3%	11%	3%	11%
Instruction (%)	48%	54%	48%	49%	48%	49%	49%	53%	49%	50%

District Expenditures

Total Expenditure Dollars by Fiscal Year



Expenditures Compared to Revenue by Fiscal Year

District Revenue Compared to Expenditures by Fiscal Year



Administrator Salaries

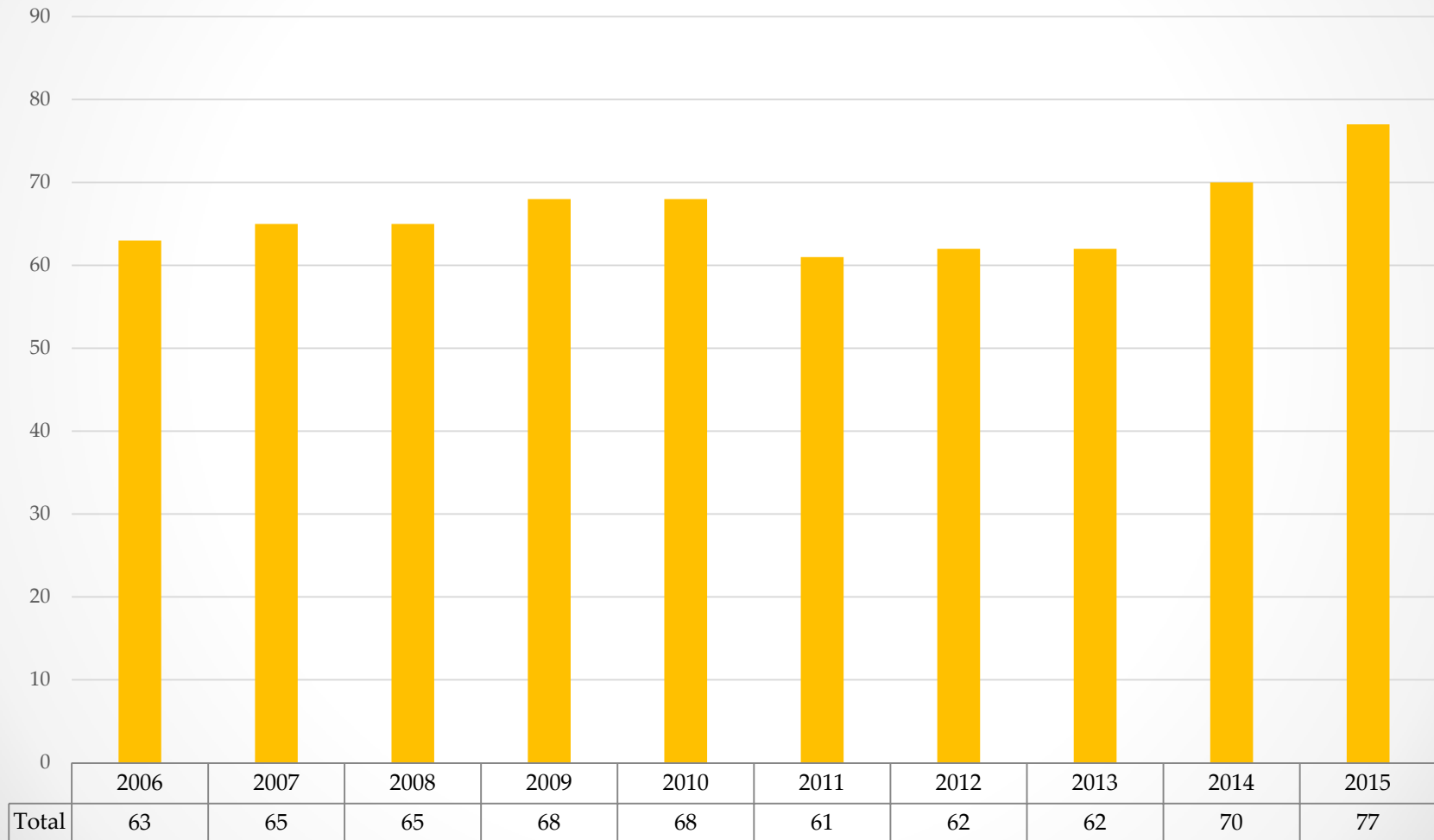
Average Administrator Salary

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

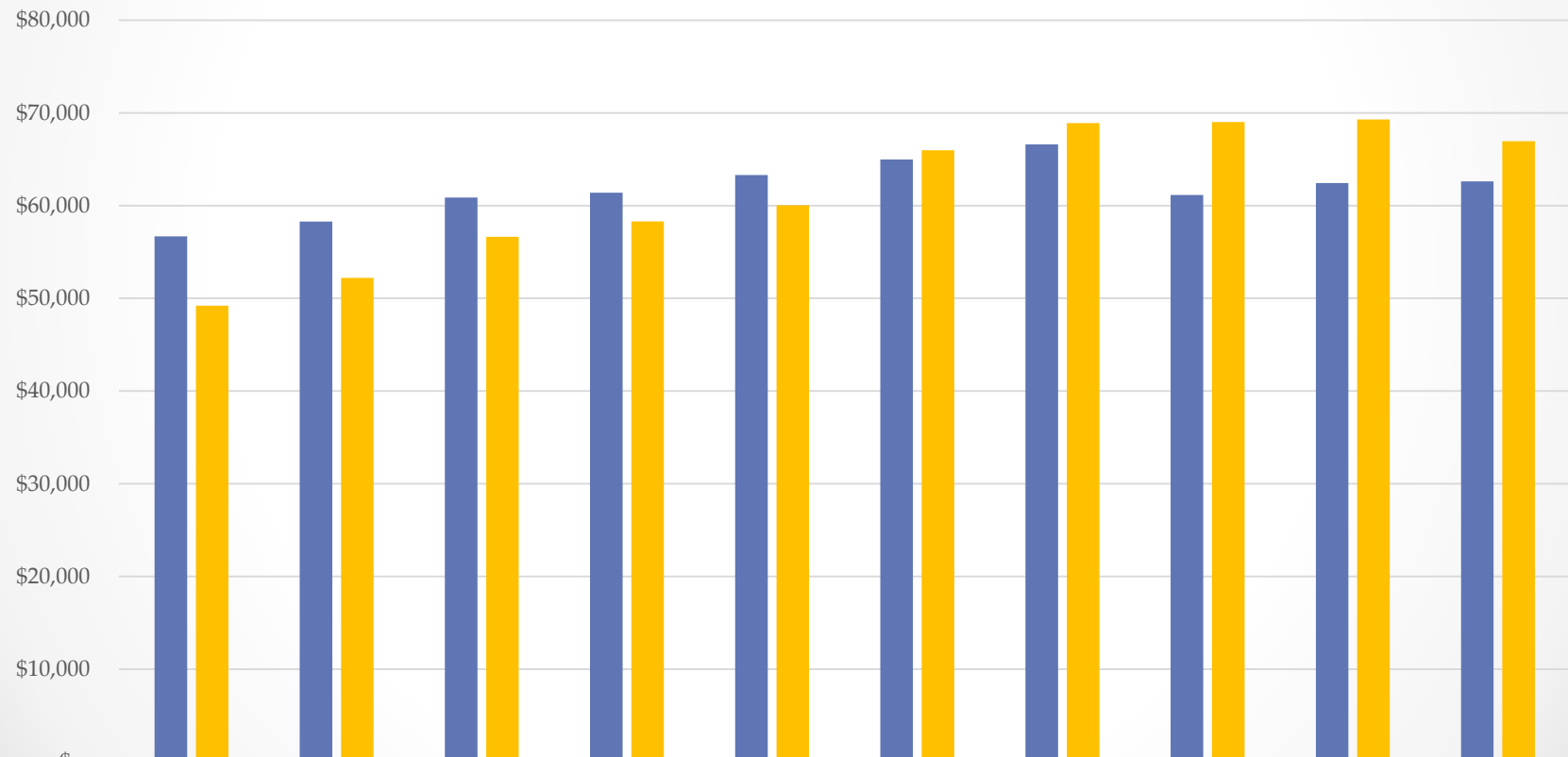
Number of Teachers Employed in the District



Teacher Salaries

Average Teacher Salary

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

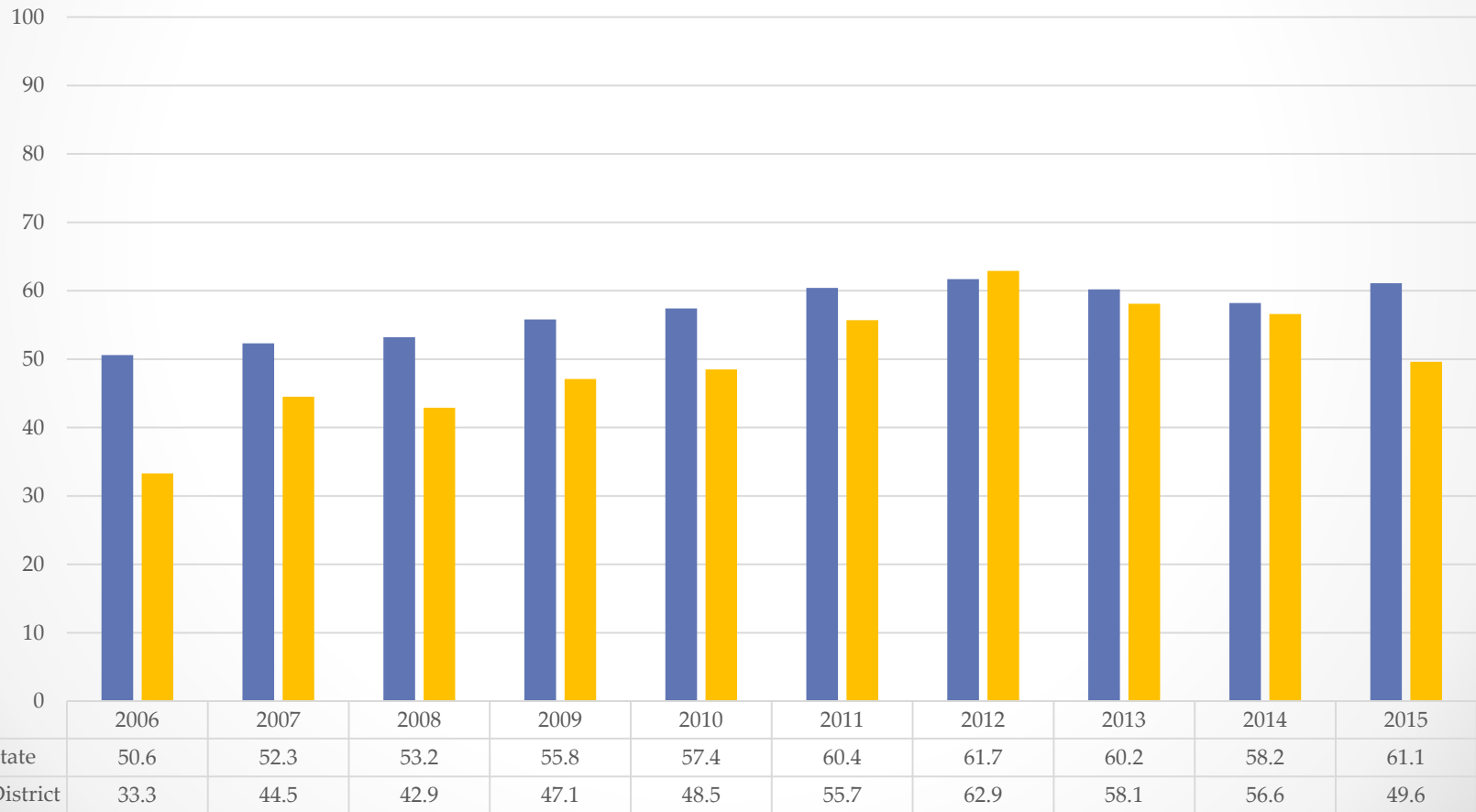


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
■ State	\$56,684	\$58,275	\$60,871	\$61,402	\$63,296	\$64,978	\$66,614	\$61,155	\$62,435	\$62,609
■ District	\$49,210	\$52,211	\$56,636	\$58,301	\$60,039	\$65,967	\$68,908	\$69,012	\$69,299	\$66,951

Teacher Education

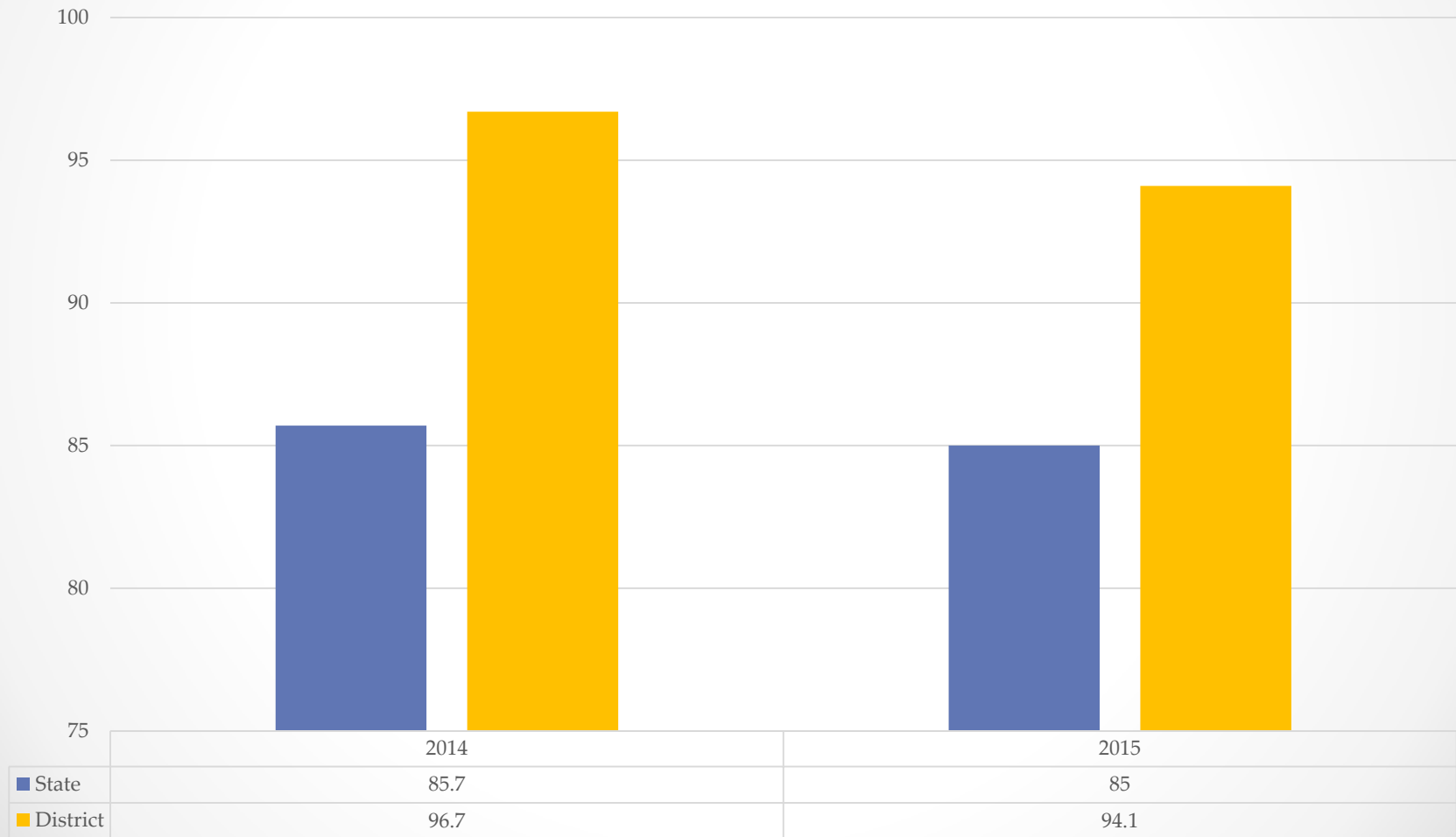
Percentage of Teacher with Masters Degrees

The master's degree category includes teachers with additional credit hours toward a doctoral degree, and those teachers who have earned credits beyond a Masters.



Teacher Retention

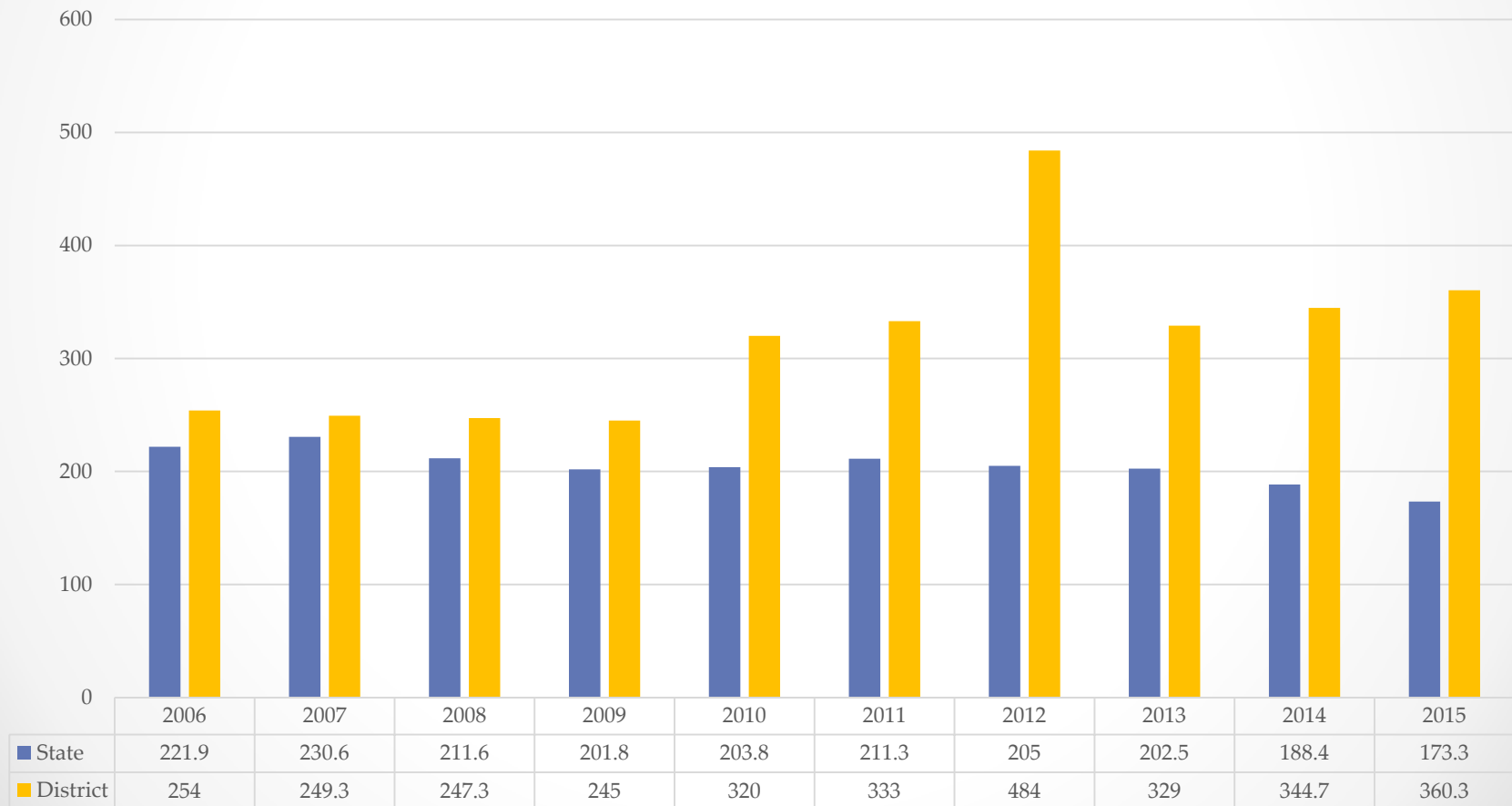
Teacher Retention Rate



Administrator Ratio

Pupil Administrator Ratio

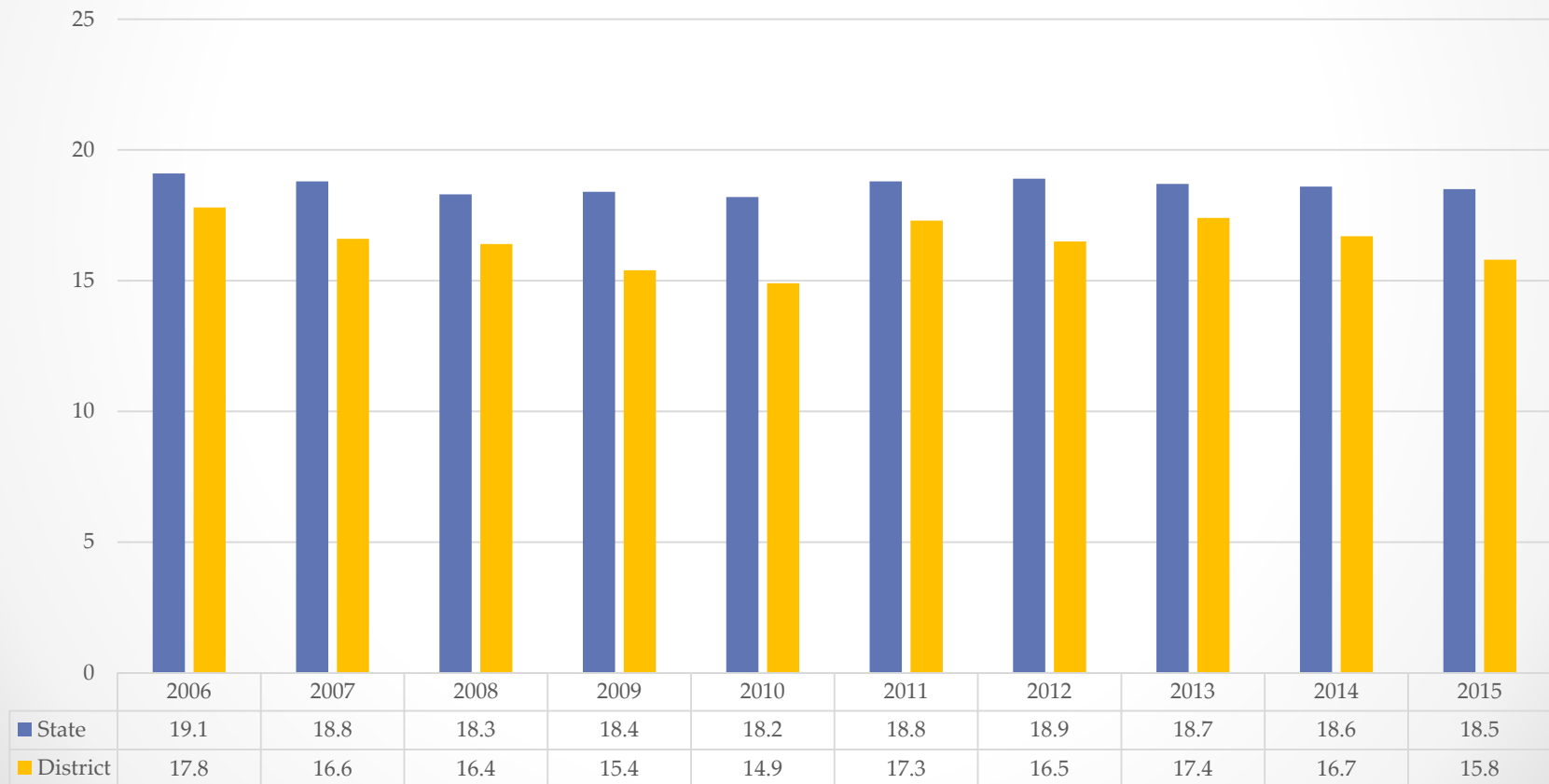
The ratio is calculated by using the fall enrollment total, divided by the number of FTE administrators, but not including adult education personnel.



Pupil Teacher Ratio

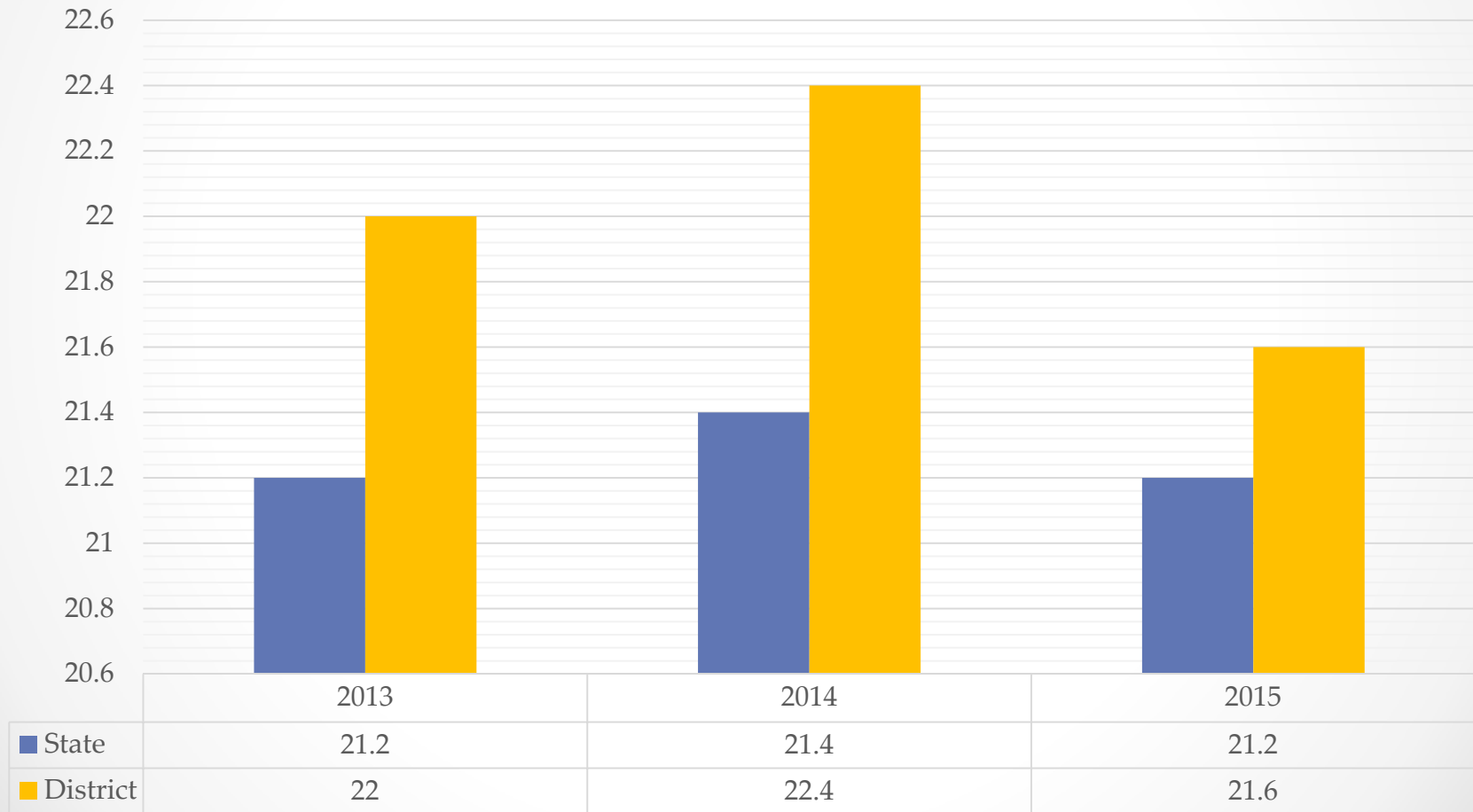
Pupil Teacher Ratio Elementary

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.



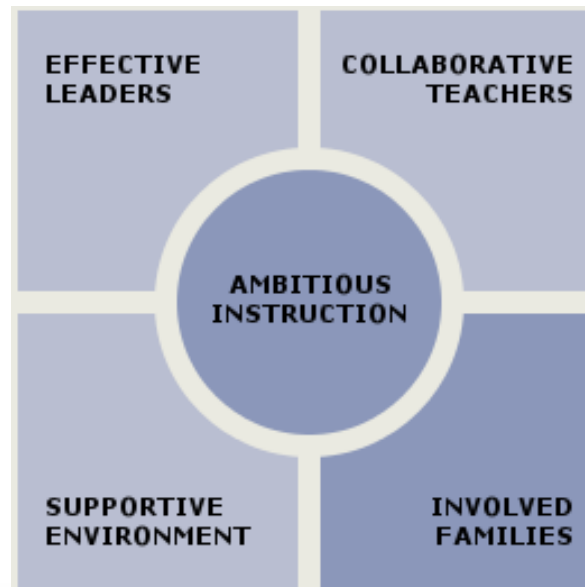
Classroom Size

Average Class Size



5 - Essentials

- During the Spring of 2015, Norridge SD80 students and teachers participated in the 2015 Illinois 5Essentials Survey.
- The survey asked questions about the school's culture and climate and focused on 5 different areas listed below.
- The survey helps identify ways in which a school is organized for school improvement and overall success.
- Focus Areas Are:
 - Effective Leaders
 - Collaborative Teachers
 - Ambitious Instruction
 - Supportive Environment
 - Involved Families



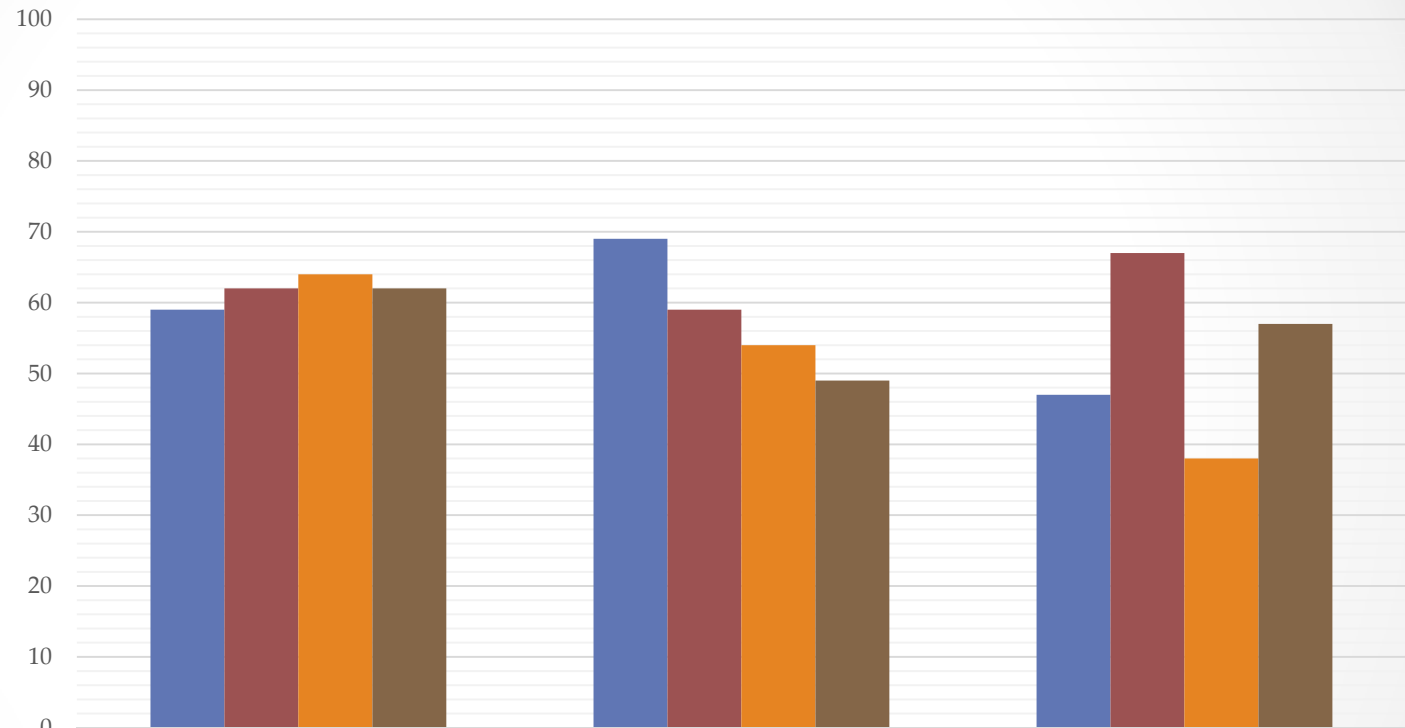
5 – Essentials

Ambitious Instruction

- This component has 4 measures: 3 from the student survey and 1 from a teacher survey
 1. English Instruction (Student)
 2. Math Instruction (Student)
 3. Academic Press (Student)
 4. Quality of Student Discussion (teacher)
- In schools with strong *Ambitious Instruction*:
 - classes are challenging and engaging.
 - the instruction is clear, well-structured, and encourages students to build and apply knowledge.
- When combined with a supportive environment, *Ambitious Instruction* has the most direct effect on student learning.
- It is well-defined with clear expectations for student success, as well as interactive and encourages students to build and apply knowledge.

5 - Essentials

Ambitious Instruction



■ English Instruction	59
■ Math Instruction	62
■ Academic Press	64
■ Quality of Student Discussion	62

	Illinois	J. Giles	Leigh
English Instruction	59	69	47
Math Instruction	62	59	67
Academic Press	64	54	38
Quality of Student Discussion	62	49	57

5 - Essentials

Effective Leaders

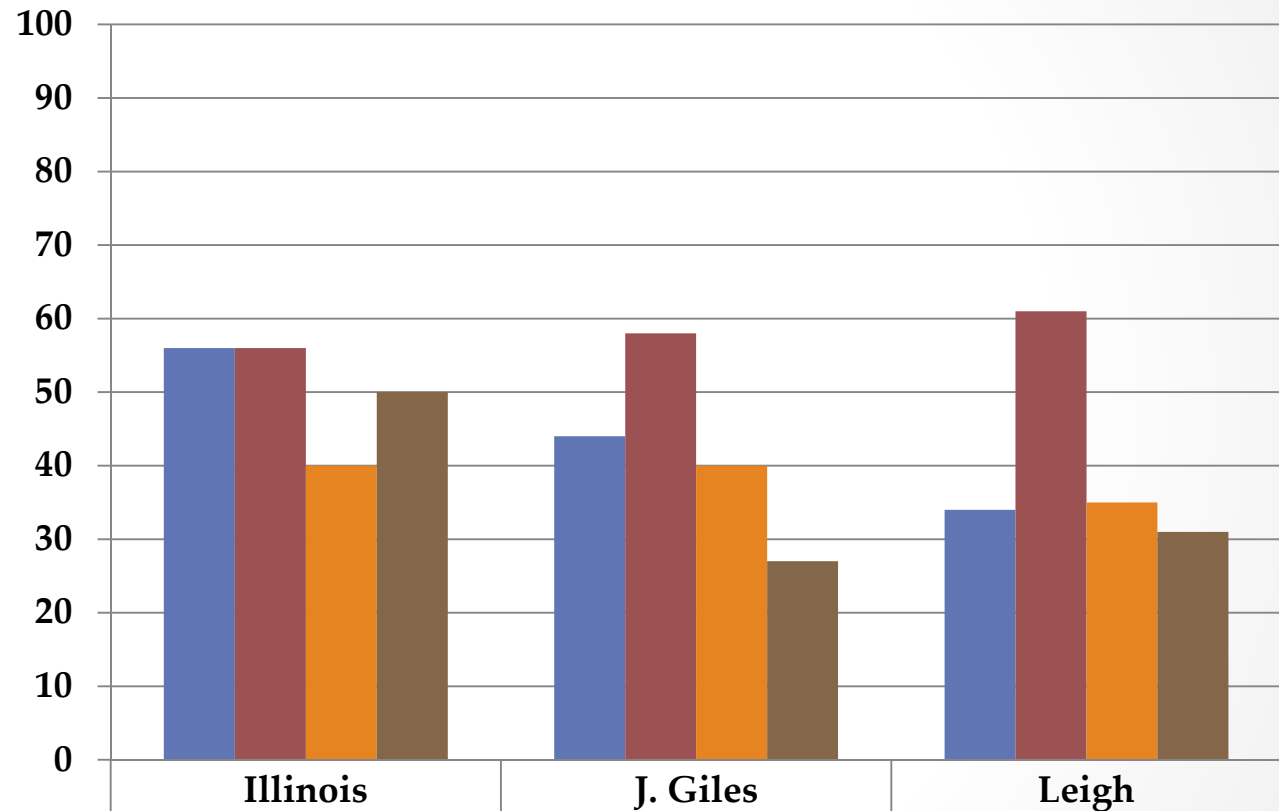
- This component has 4 measures from the Teacher Survey.
 1. Program Coherence - Defined: School programs are coordinated and consistent with its goals for student learning.
 2. Teacher-Principal Trust- Defined: Teachers and principals share a high level of mutual trust and respect.
 3. Teacher Influence - Defined: Teachers have influence in a broad range of decisions regarding school policies and practices.
 4. Instructional Leadership- Defined: The school leadership team sets high standards for teaching and student learning.

In schools with *Effective Leaders*:

- principals and teachers work together to implement a shared vision
- people, programs, and resources are focused on a vision for sustained improvement
- practice shared leadership,
- set high goals for quality instruction, maintain mutually trusting and respectful relationships
- support professional advancement for faculty and staff.

5 - Essentials

Effective Leaders



■ Program Coherence	56	44	34
■ Teacher Principal Trust	56	58	61
■ Teacher Influence	40	40	35
■ Instructional Leadership	50	27	31

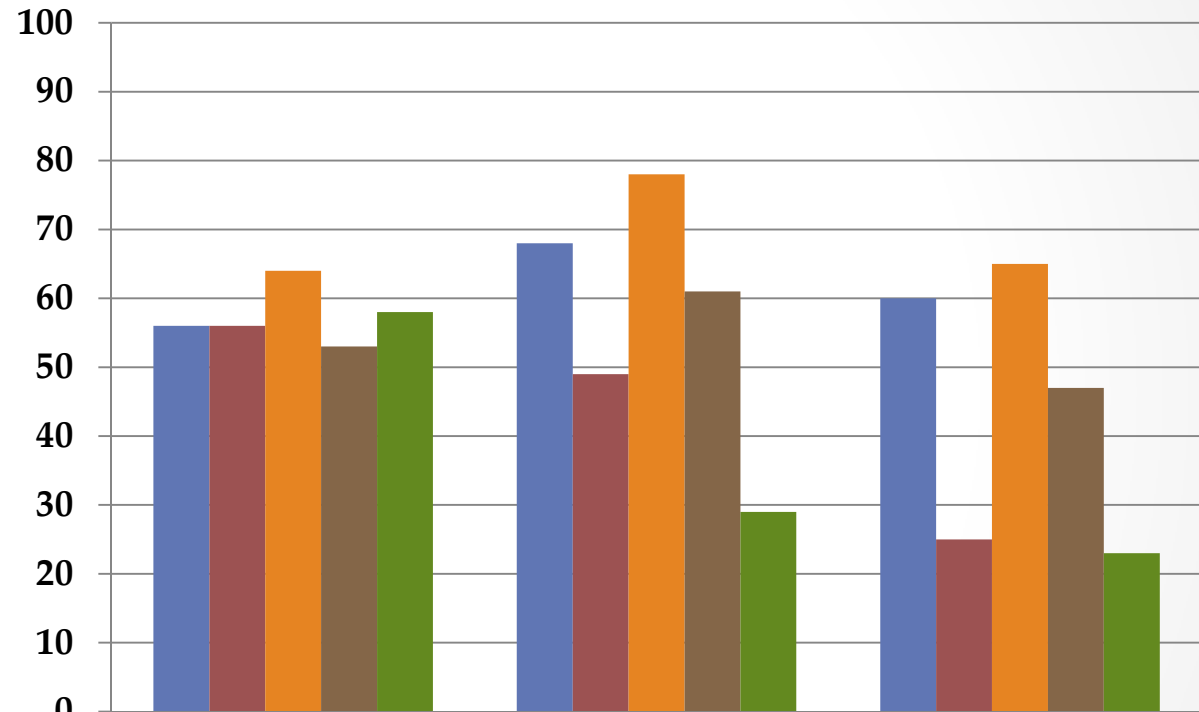
5 - Essentials

Collaborative Teachers

- This component has 5 measures and all are from teacher surveys.
 1. Collaborative Practices - Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
 2. Collective Responsibility - Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
 3. Quality Professional Development - Professional development is rigorous and focused on student learning.
 4. School Commitment - Teachers are deeply committed to the school.
 5. Teacher-Teacher Trust - Teachers are supportive and respectful of one another, personally and professionally.
- In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth.
- In such schools, teachers are:
 - active partners in school improvement,
 - committed to the school, and
 - focused on professional development.

5 - Essentials

Collaborative Teachers



	Illinois	J. Giles	Leigh
Collaborative Practices	56	68	60
Collective Responsibility	56	49	25
Quality Professional Development	64	78	65
School Commitment	53	61	47
Teacher-Teacher Trust	58	29	23

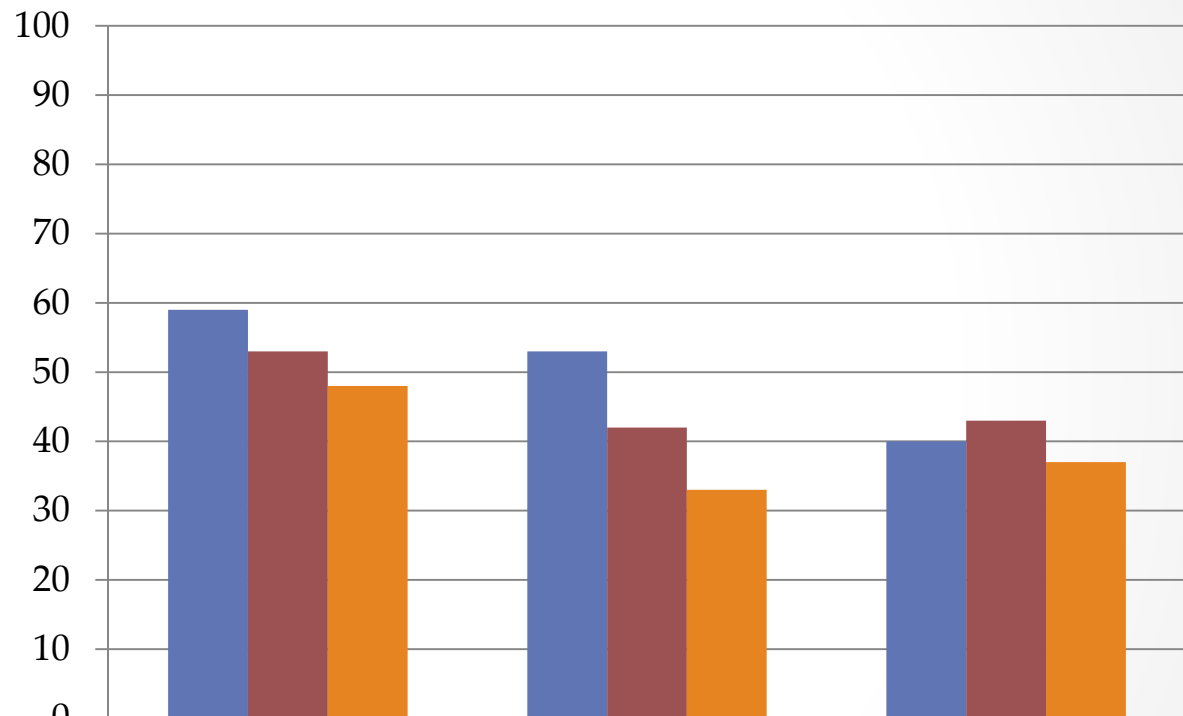
5 - Essentials

Involved Families

- This component has 3 measures and all are from the teacher survey
 1. Teacher-Parent Trust - Teachers And Parents Are Partners In Improving Student Learning.
 2. Parent Involvement In School - Parents Are Active Participants In Their Child's Schooling.
 3. Parent Influence On Decision Making In Schools - The School Has Created Opportunities For Parents To Participate In Developing Academic Programs And Influencing School Curricula.
- In schools with involved families, the entire staff builds strong external relationships. Such schools:
 - see parents as partners in helping students learn,
 - value parents' input and participation in advancing the school's mission, and
 - support efforts to strengthen its students' community resources.

5 - Essentials

Involved Families



	Illinois	J. Giles	Leigh
■ Teacher-Parent Trust	59	53	40
■ Parent Involvement in School	53	42	43
■ Parent Influence on Decision Making in Schools	48	33	37

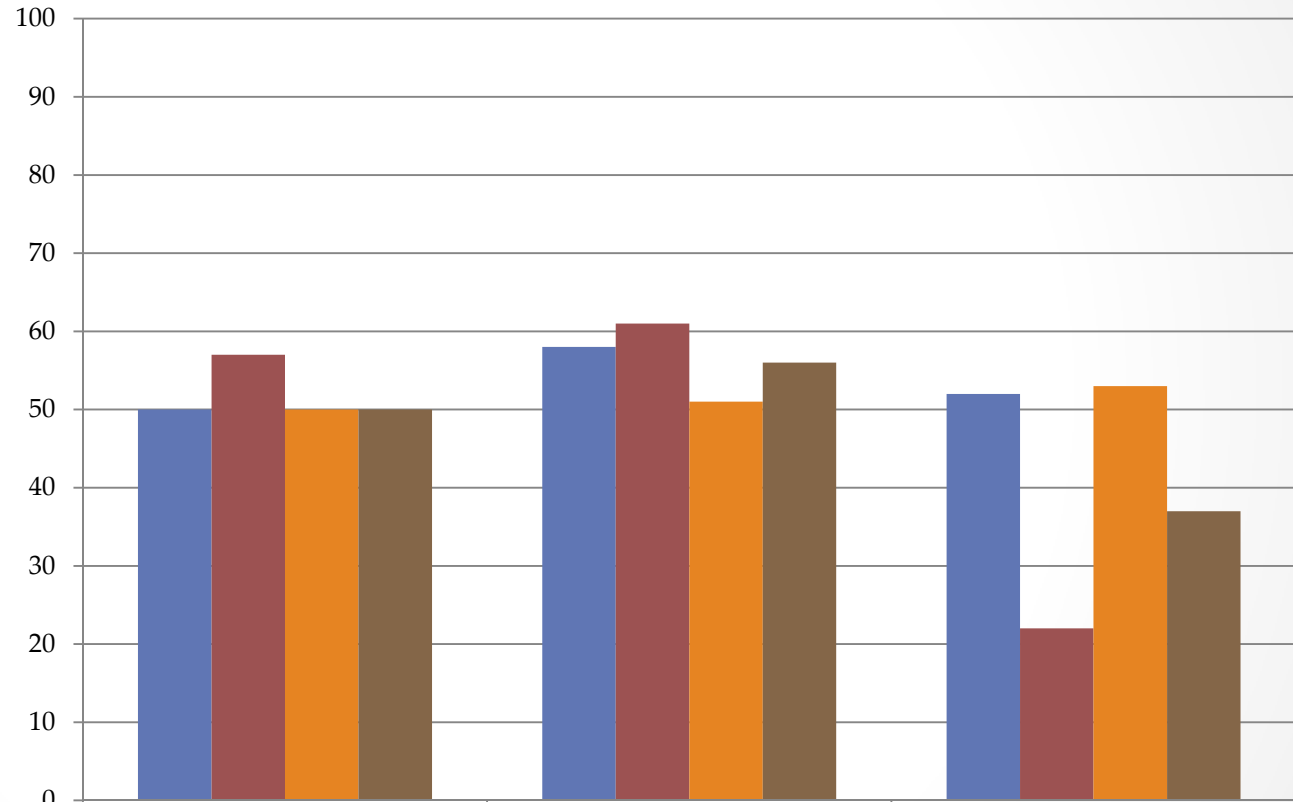
5 - Essentials

Supportive Environment

- This component has 4 measures all from student survey questions.
 1. Peer Support For Academic Work - Students demonstrate behaviors that lead to academic achievement.
 2. Academic Personalism - Teachers connect with students in the classroom and support them in achieving academic goals.
 3. Safety - Students feel safe both in and around the school building, and while they travel to and from home.
 4. Student-Teacher Trust - Students and teachers share A high level of mutual trust and respect.
- In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:
 - students feel safe in and around the school,
 - they find teachers trust-worthy and responsive to their academic needs,
 - all students value hard work, and
 - teachers push all students toward high academic performance.

5 - Essentials

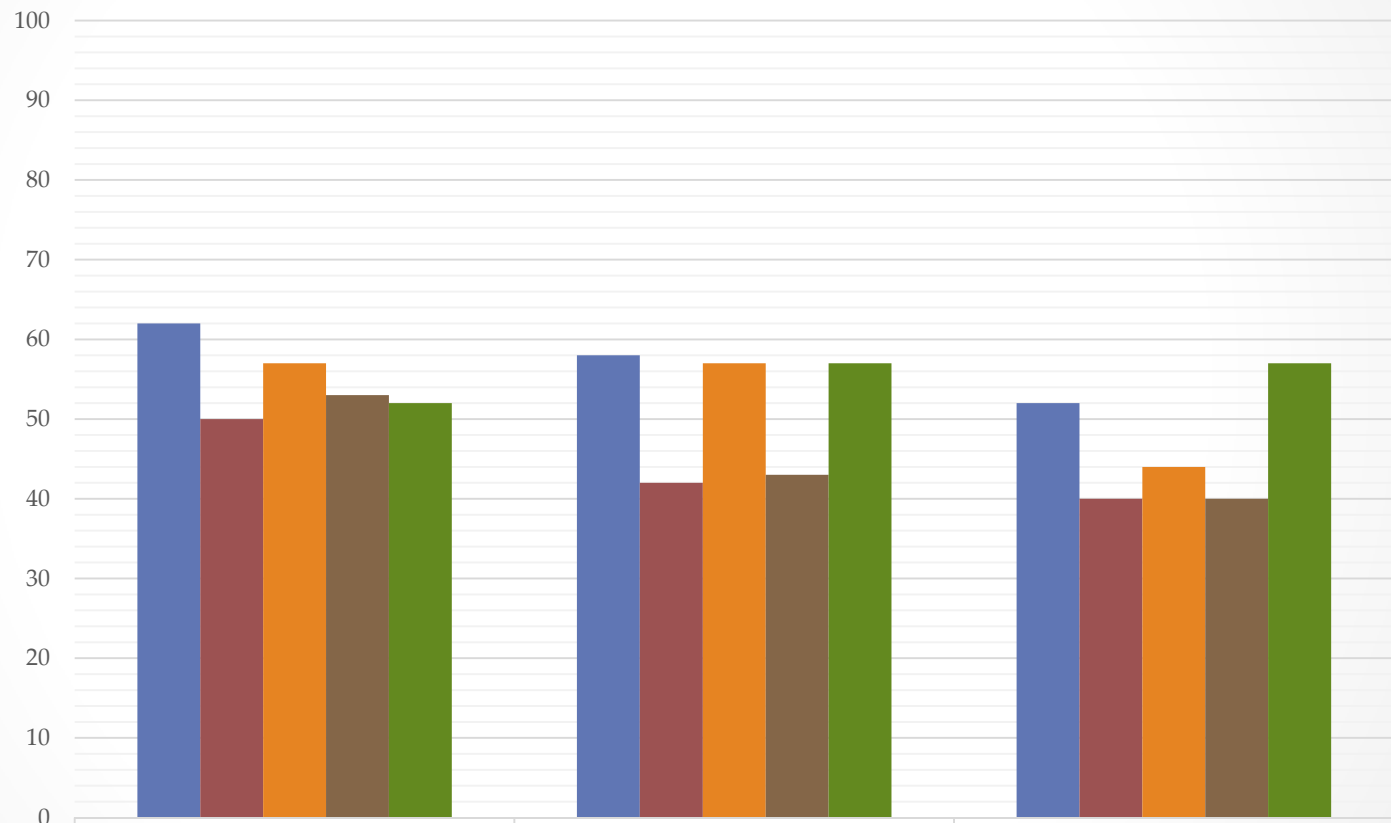
Supportive Environment



	Illinois	J. Giles	Leigh
Peer Support for Academic Work	50	58	52
Academic Personalism	57	61	22
Safety	50	51	53
Student-Teacher Trust	50	56	37

5 - Essentials

ISBE 5-Essential Survey Results Spring 2015



- Ambitious Instruction
- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment

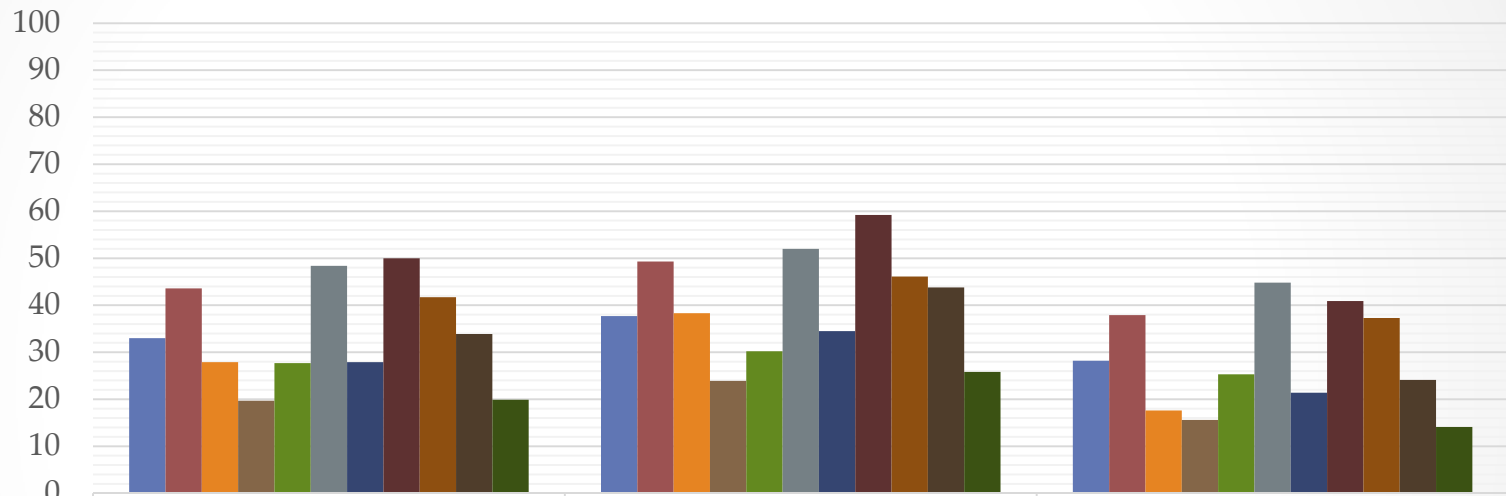
	Illinois	J. Giles	Leigh
Ambitious Instruction	62	58	52
Effective Leaders	50	42	40
Collaborative Teachers	57	57	44
Involved Families	53	43	40
Supportive Environment	52	57	57

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

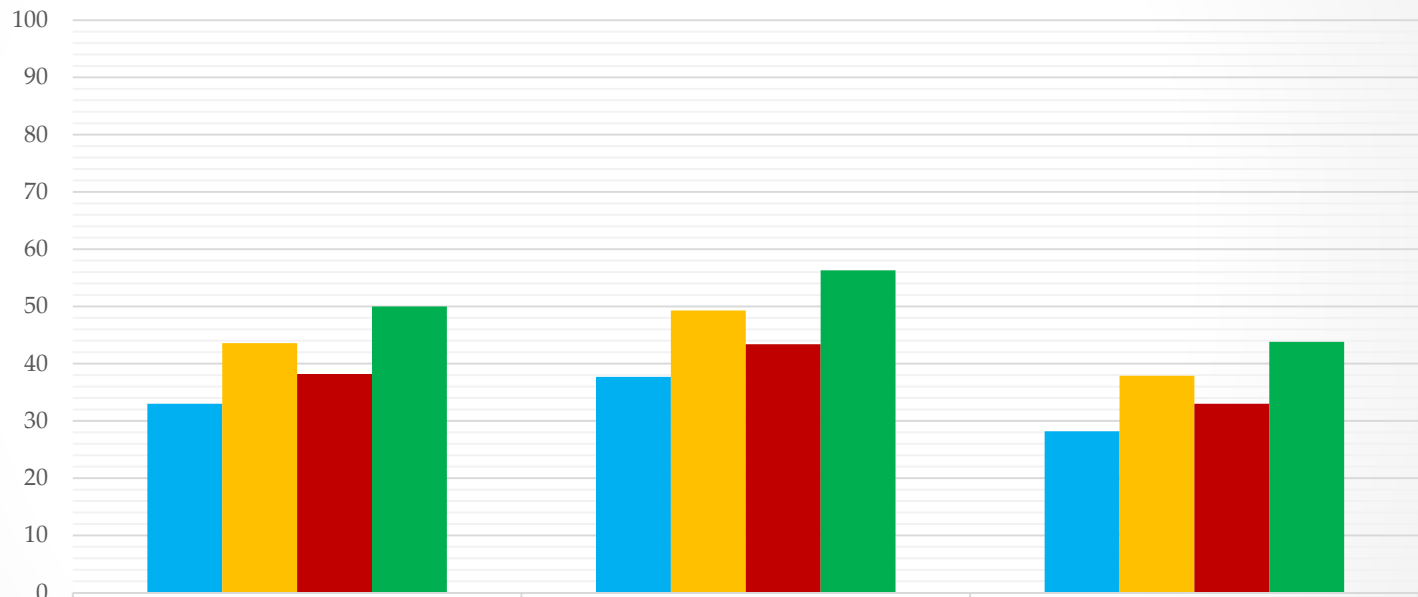
2015 PARCC Results Compared to Neighboring Districts



	Composite	ELA	Mathematics
■ State	33	37.7	28.2
■ NORRIDGE SD 80	43.6	49.3	37.9
■ RHODES SD 84-5	27.9	38.3	17.6
■ MANNHEIM SD 83	19.7	23.9	15.6
■ FRANKLIN PARK SD 84	27.7	30.2	25.3
■ ROSEMONT ESD 78	48.4	52	44.8
■ SCHILLER PARK SD 81	27.9	34.5	21.4
■ UNION RIDGE SD 86	50	59.2	40.9
■ PENNOYER SD 79	41.7	46.1	37.3
■ RIVER GROVE SD 85-5	33.9	43.8	24.1
■ BERKELEY SD 87	19.9	25.8	14.1

PARCC

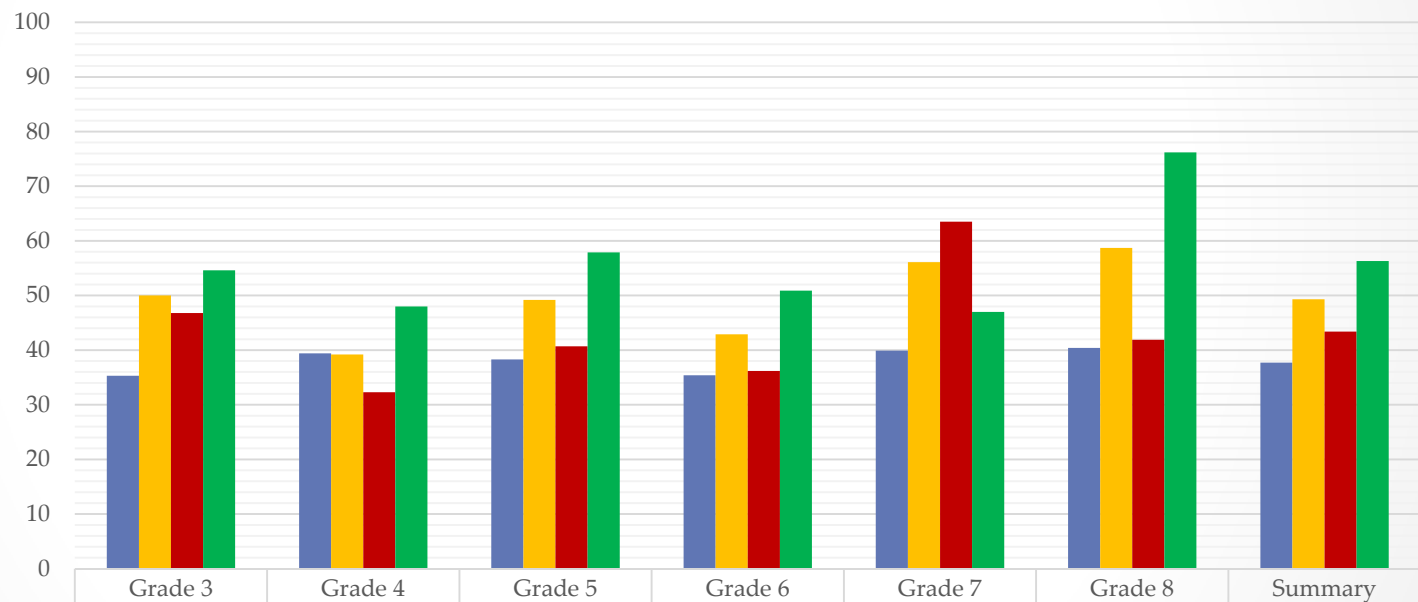
2015 PARCC Results Comparison to State, District, and School Composite Scores



	Composite	ELA	Mathematics
■ State	33	37.7	28.2
■ NORRIDGE SD 80	43.6	49.3	37.9
■ J GILES ELEM SCHOOL	38.2	43.4	33
■ J LEIGH ELEM SCHOOL	50	56.3	43.8

PARCC

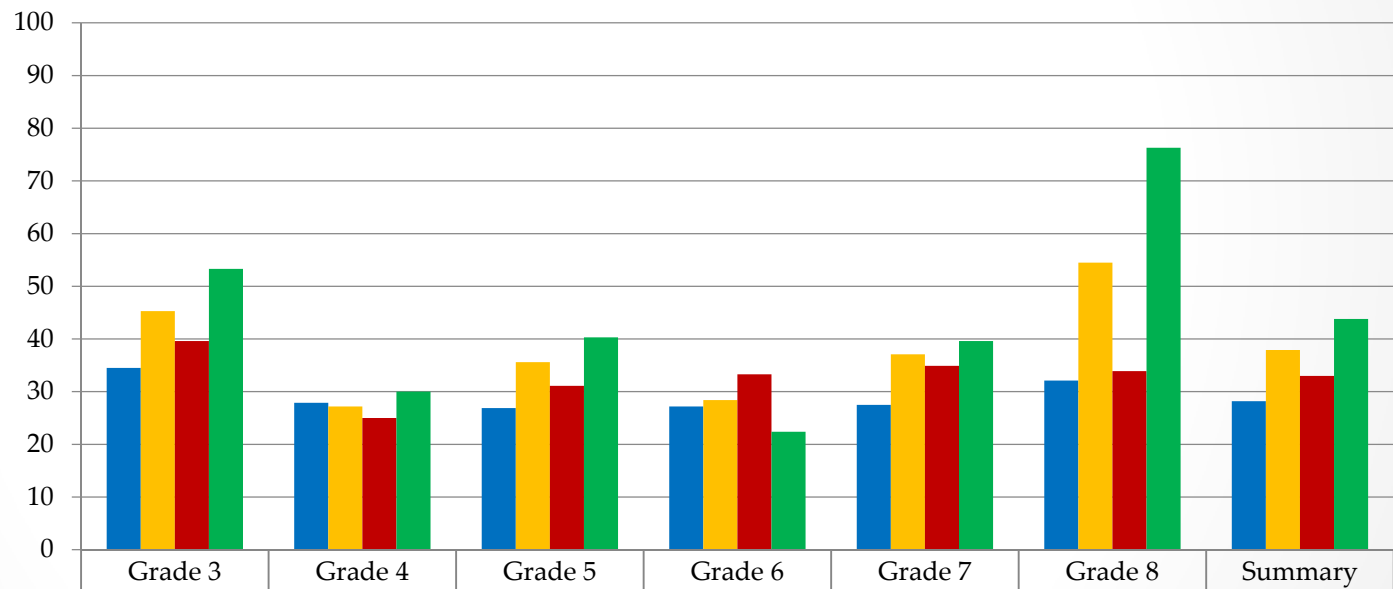
2015 PARCC Results by Grade Level ELA



■ State	35.3	39.4	38.3	35.4	39.9	40.4	37.7
■ NORRIDGE SD 80	50	39.2	49.2	42.9	56.1	58.7	49.3
■ J GILES ELEM SCHOOL	46.8	32.3	40.7	36.2	63.5	41.9	43.4
■ J LEIGH ELEM SCHOOL	54.6	48	57.9	50.9	47	76.2	56.3

PARCC

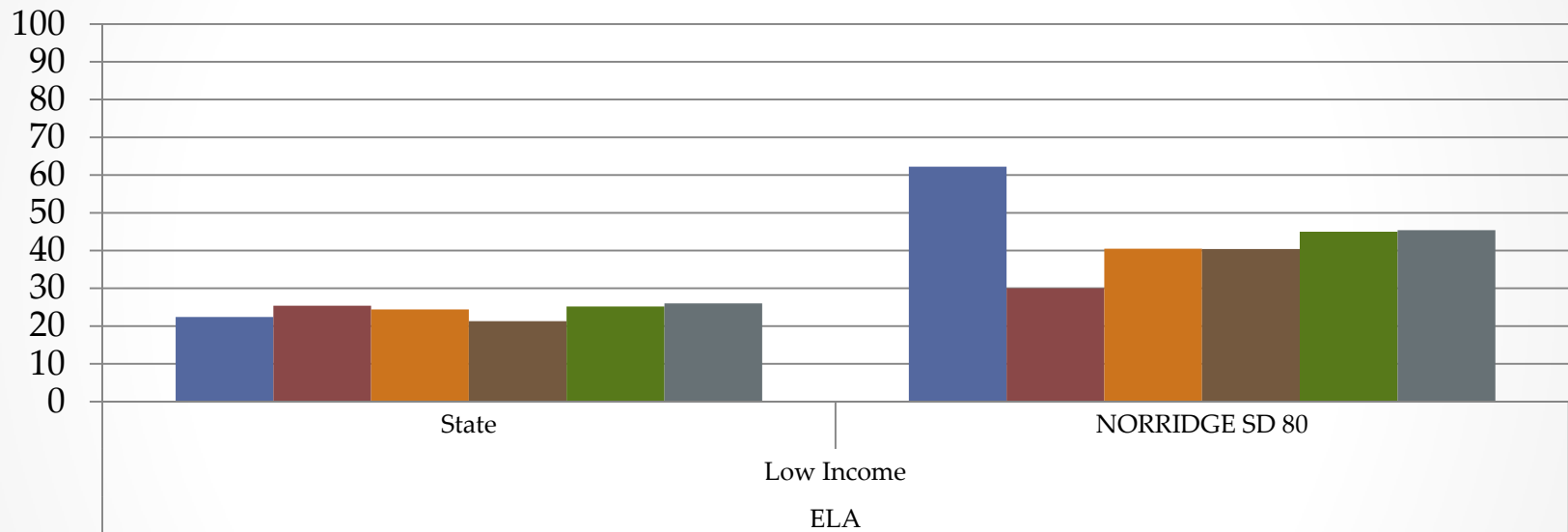
2015 PARCC Results by Grade Level Math



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Summary
State	34.5	27.9	26.9	27.2	27.5	32.1	28.2
NORRIDGE SD 80	45.3	27.2	35.6	28.4	37.1	54.5	37.9
J GILES ELEM SCHOOL	39.6	25	31.1	33.3	34.9	33.9	33
J LEIGH ELEM SCHOOL	53.3	30	40.3	22.4	39.6	76.3	43.8

PARCC

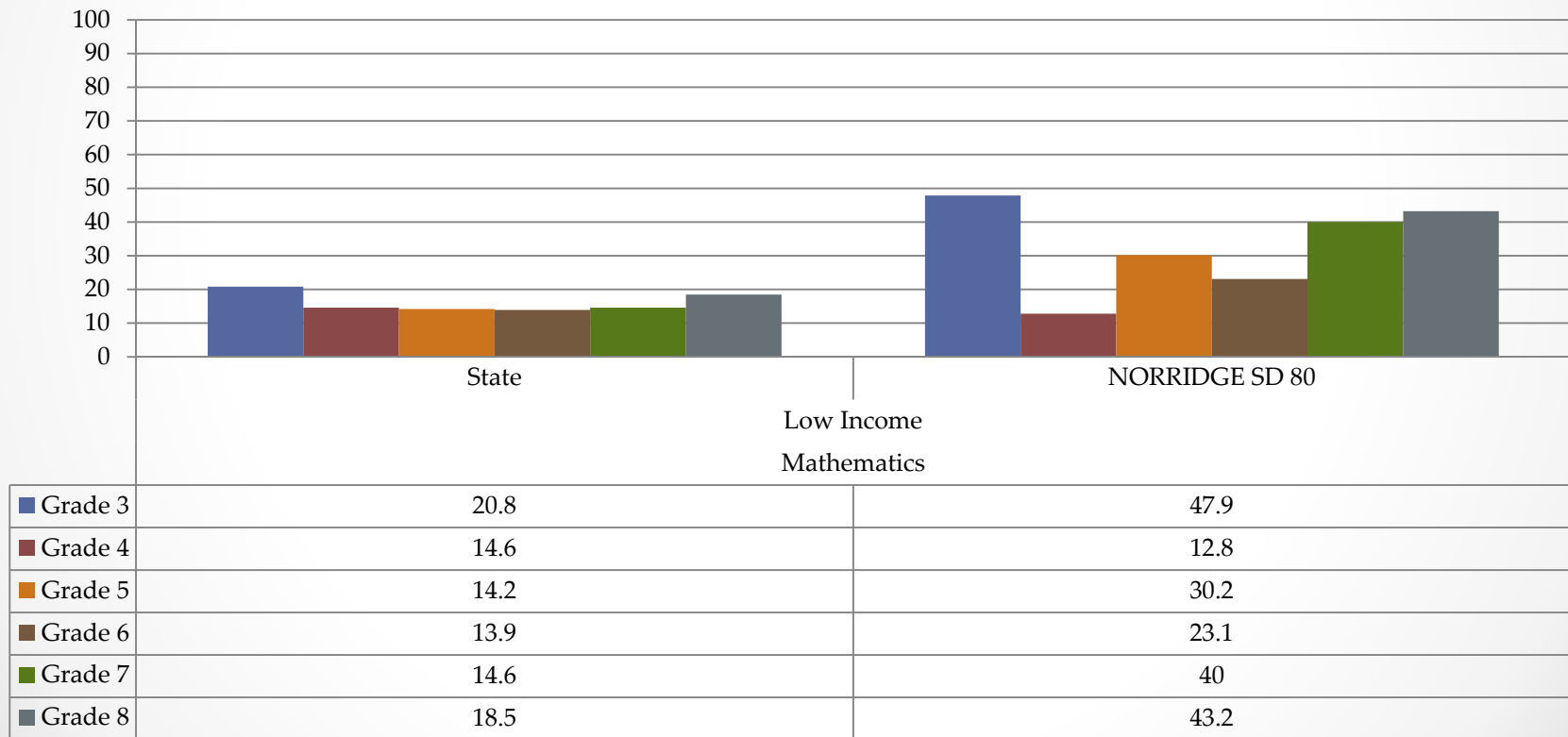
2015 PARCC Results State Comparison by Low Income by Grade Level ELA



■ Grade 3	22.4	62.2
■ Grade 4	25.4	30
■ Grade 5	24.4	40.5
■ Grade 6	21.3	40.4
■ Grade 7	25.2	45
■ Grade 8	26	45.4

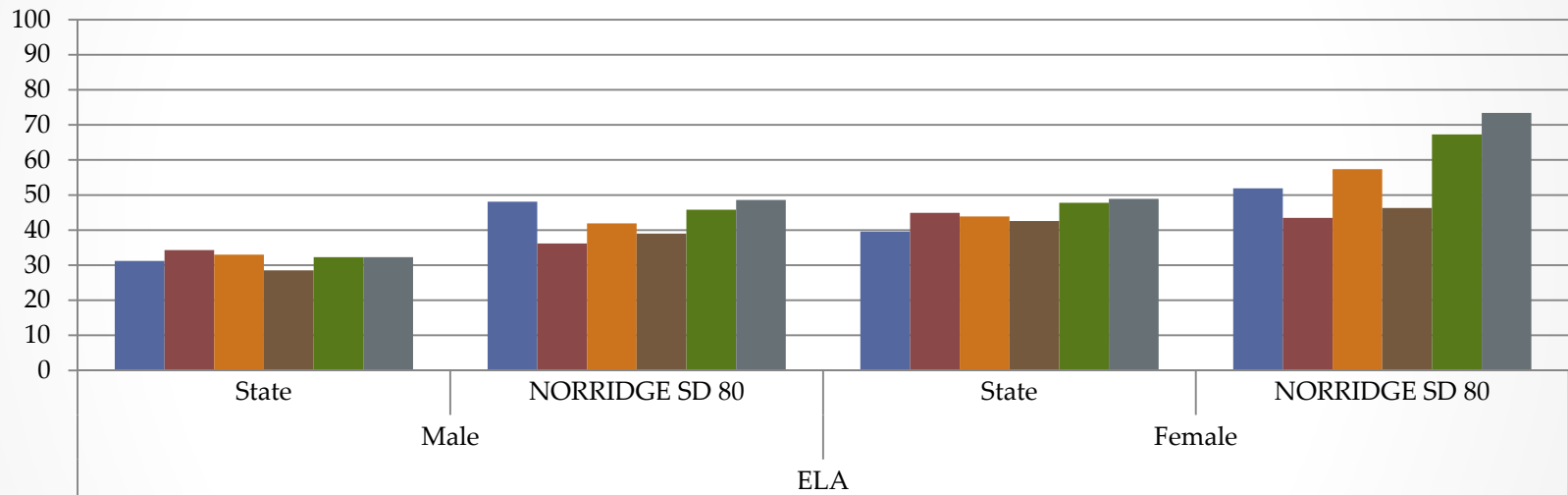
PARCC District

2015 PARCC Results State Comparison by Low Income by Grade Level Math



PARCC

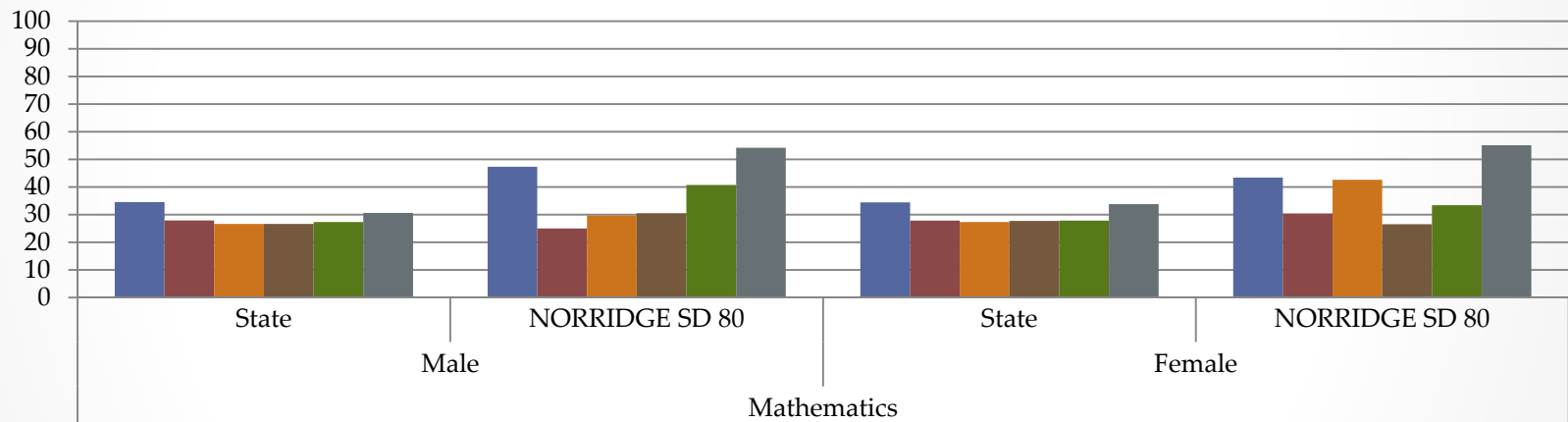
2015 PARCC Results State Comparison by Male/Female by Grade Level
ELA



	Male		Female	
	State	NORRIDGE SD 80	State	NORRIDGE SD 80
Grade 3	31.2	48.1	39.6	51.9
Grade 4	34.3	36.2	44.9	43.5
Grade 5	33	41.9	43.9	57.4
Grade 6	28.5	39	42.6	46.3
Grade 7	32.3	45.8	47.8	67.3
Grade 8	32.3	48.6	48.9	73.4

PARCC

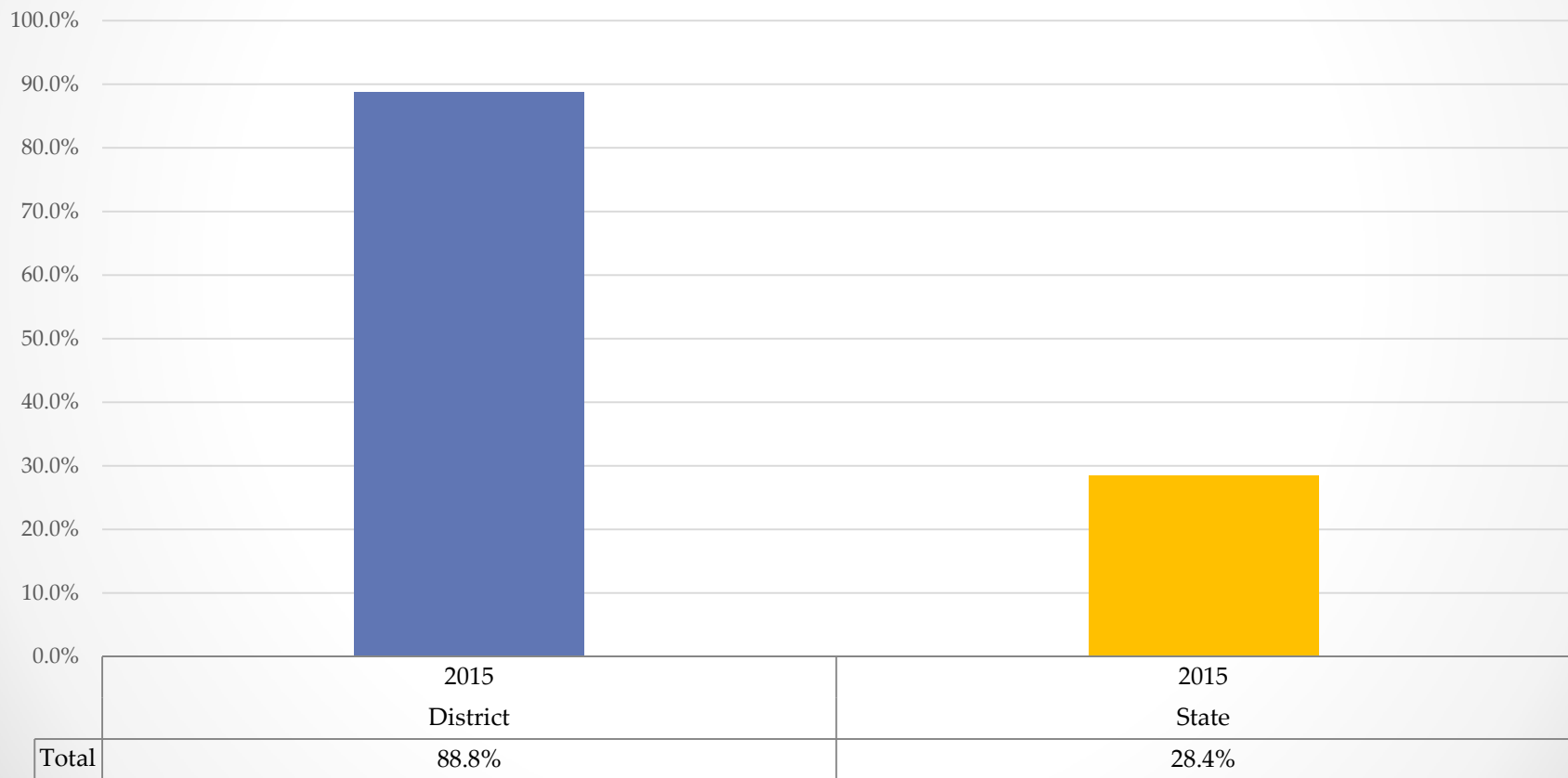
2015 PARCC Results State Comparison by Male/Female by Grade Level Math



	Male		Female	
	State	NORRIDGE SD 80	State	NORRIDGE SD 80
Grade 3	34.5	47.3	34.4	43.4
Grade 4	27.9	25	27.8	30.4
Grade 5	26.6	29.7	27.3	42.6
Grade 6	26.6	30.5	27.7	26.5
Grade 7	27.3	40.7	27.8	33.4
Grade 8	30.6	54.2	33.8	55.1

8th Grade Algebra I

Percentage of 8th Graders Passing Algebra I



NEXT STEPS

PLC GUIDING QUESTIONS

- 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