

ANTIOCH CCSD 34

Academic Data Presentation

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AGENDA/TOPICS

- DATA
 - ILLINOIS STATE REPORT CARD
 - ILLINOIS ASSESSMENT OF READINESS (IAR)
SPRING 2021
 - NWEA FALL 2021
 - D117
- RESPONSE TO DATA
 - DISTRICT-WIDE
 - WC PETTY
 - OAKLAND
 - HILLCREST
 - AUGS

CURRENT DATA

INTRODUCTION TO DATA

- All slides can be found in Board Book. We are highlighting a few slides in each data set.
- Who looks at the data?
 - All levels of the system from Board of Education to Students
- What else is examined?
 - Disaggregation of Data by subgroups
- How is the data reviewed?
 - analyzed (norms, historical)
 - summarized for use
 - discussed in teams (data digs)
 - initiate further investigations
 - inform decisions (response to data)

ILLINOIS REPORT CARD

DISTRICT DEMOGRAPHICS | SPRING 2021

		2021	
Demographics		District	State
	White	70.9% / 1,821	46.7% / 880,891
	Black	4% / 102	16.6% / 312,609
	Hispanic	15.6% / 402	27% / 510,387
	Asian	2.8% / 71	5.4% / 102,407
	Am. Indian	- / 9	0.2% / 4,650
	Pacific Islander	- / 3	0.1% / 1,942
	Two or More	6.3% / 162	3.9% / 74,430

ILLINOIS REPORT CARD

DISTRICT DEMOGRAPHICS | SPRING 2021

		2021	
Demographics		District	State
	Low Income	26% / 667	48.1% / 908,417
	English Learners	6% / 153	12.9% / 243,308
	With IEPs	13.8% / 354	14.9% / 281,323
	With Disabilities	20.7% / 531	18.3% / 345,533
	Youth In Care	0.3% / 8	0.7% / 12,795
	Migrant	0% / -	0% / 326
	Military	0.1% / 3	0.7% / 12,743
	Homeless	0% / 1	1.7% / 32,284

		2021	
Demographics		District	State
	Male	51.2% / 1,316	51.3% / 969,086
	Female	48.8% / 1,254	48.7% / 918,230

ILLINOIS REPORT CARD

ADVANCED ACADEMIC PLACEMENT | SPRING 2021

		2021	
Demographics		District	State
	All	18.2% / 495	8% / 156,197
	White	21.1% / 408	7.7% / 69,509
	Black	- / -	5.4% / 17,793
	Hispanic	8.2% / 35	7.8% / 41,113
	Asian	33.8% / 25	20.3% / 21,376
	Am. Indian	- / -	7.7% / 385
	Pacific Islander	- / -	13% / 256
	Two or More	13.9% / 23	7.4% / 5,765

		2021	
Demographics		District	State
	Male	20.3% / 283	7.5% / 74,804
	Female	16% / 212	8.6% / 81,393
	Low Income	8% / 55	5.5% / 50,536
	English Learners	- / -	2.3% / 5,720
	With IEPs	7.5% / 29	1.9% / 5,501
	With Disabilities	10.2% / 58	4.3% / 15,015

ILLINOIS REPORT CARD

GIFTED | SPRING 2021

		2021	
Demographics		District	State
	White	67.5% / 1,304	10.5% / 95,102
	Black	64.6% / 73	6.1% / 19,993
	Hispanic	63.3% / 271	7.5% / 39,207
	Asian	78.4% / 58	23.1% / 24,303
	Am. Indian	- / -	10.7% / 533
	Pacific Islander	- / -	13.1% / 258
	Two or More	60.6% / 100	11.9% / 9,277

STUDENTS ASSESSED FOR GIFTEDNESS
IDENTIFIED AS GIFTED

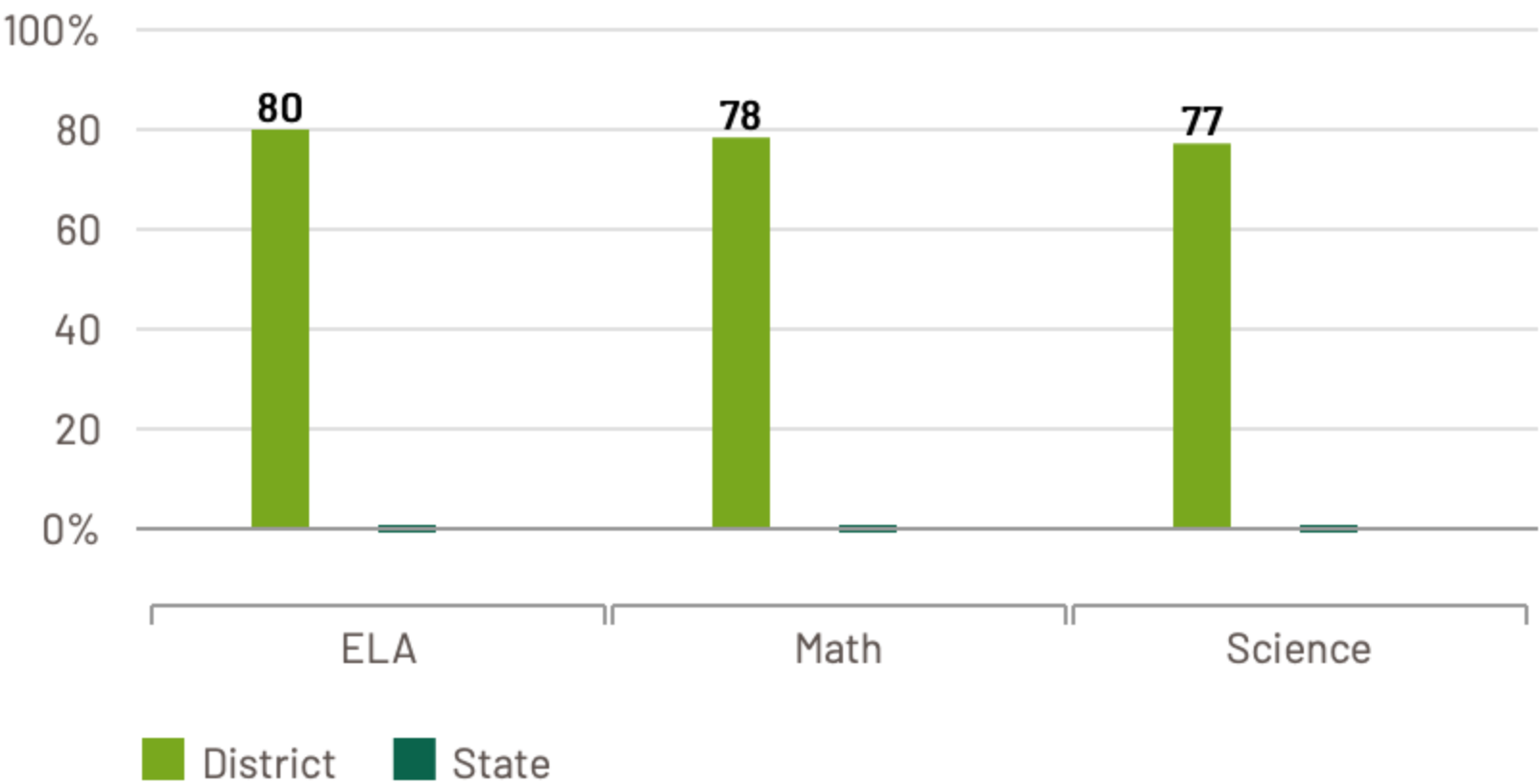
		2021	
Demographics		District	State
	White	2.4% / 46	3.4% / 30,346
	Black	- / -	2% / 6,537
	Hispanic	- / -	2.2% / 11,680
	Asian	- / -	12.7% / 13,394
	Am. Indian	- / -	3.2% / 158
	Pacific Islander	- / -	6.7% / 133
	Two or More	- / -	4.1% / 3,228

STUDENTS

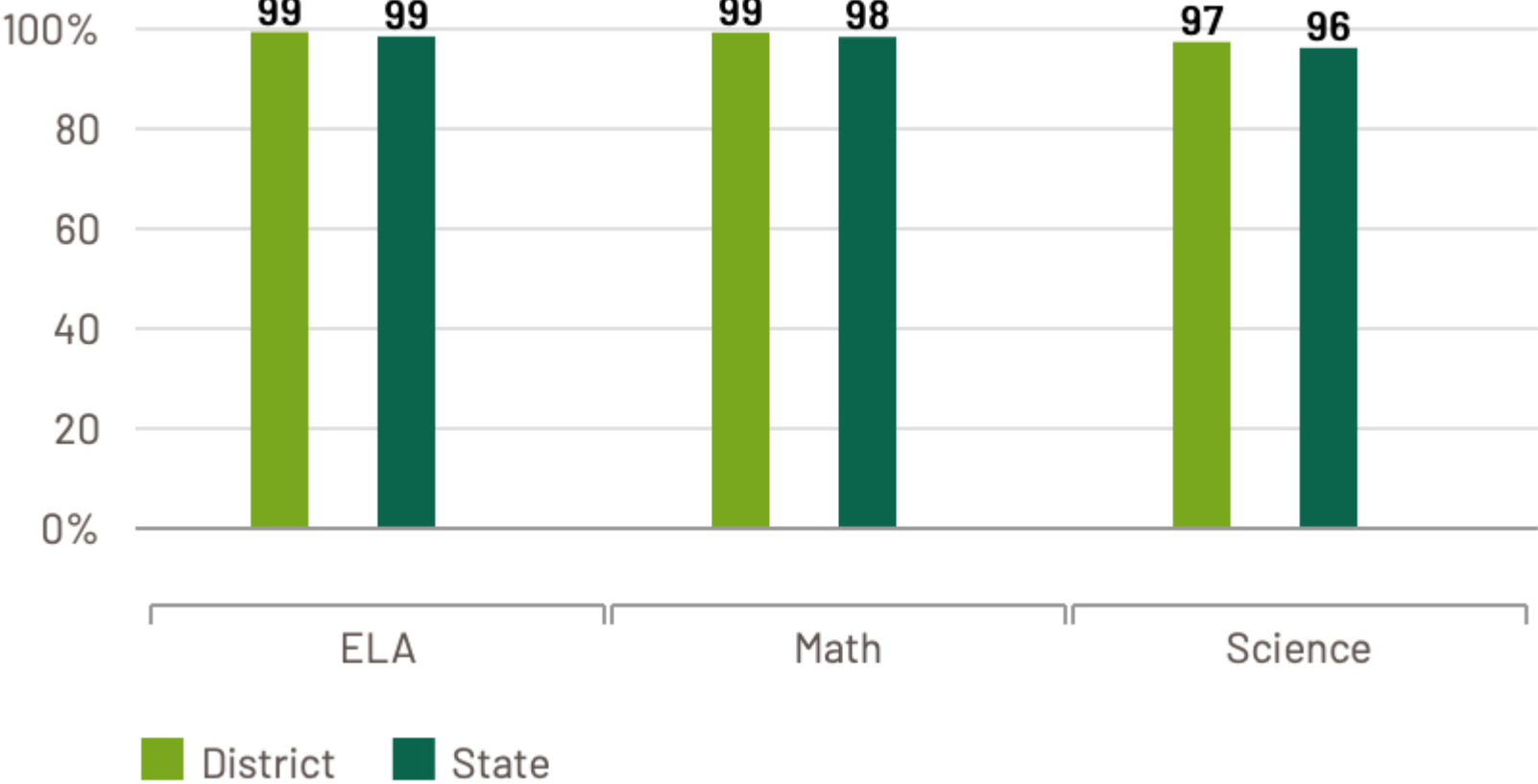
ILLINOIS ASSESSMENT OF READINESS (IAR)

PARTICIPATION RATE | SPRING 2021

All Students - 2021



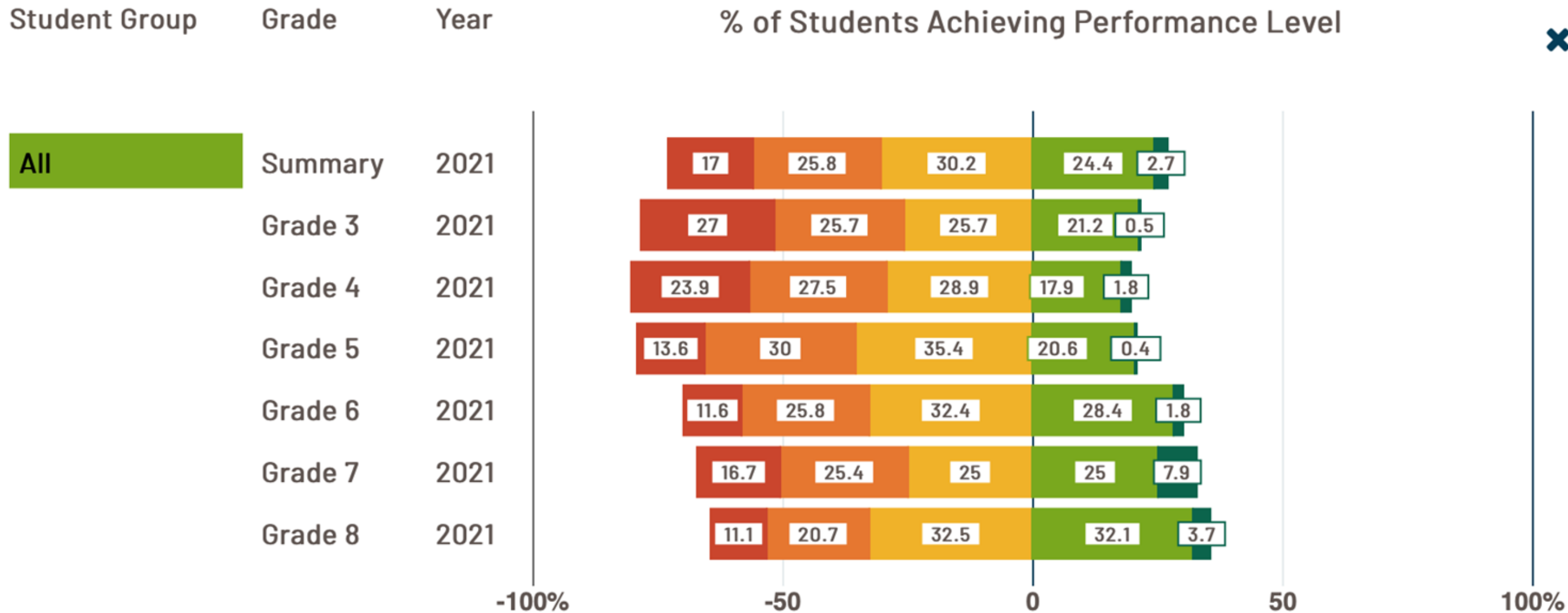
All Students - 2019



ILLINOIS ASSESSMENT OF READINESS (IAR)

ELA | SPRING 2021

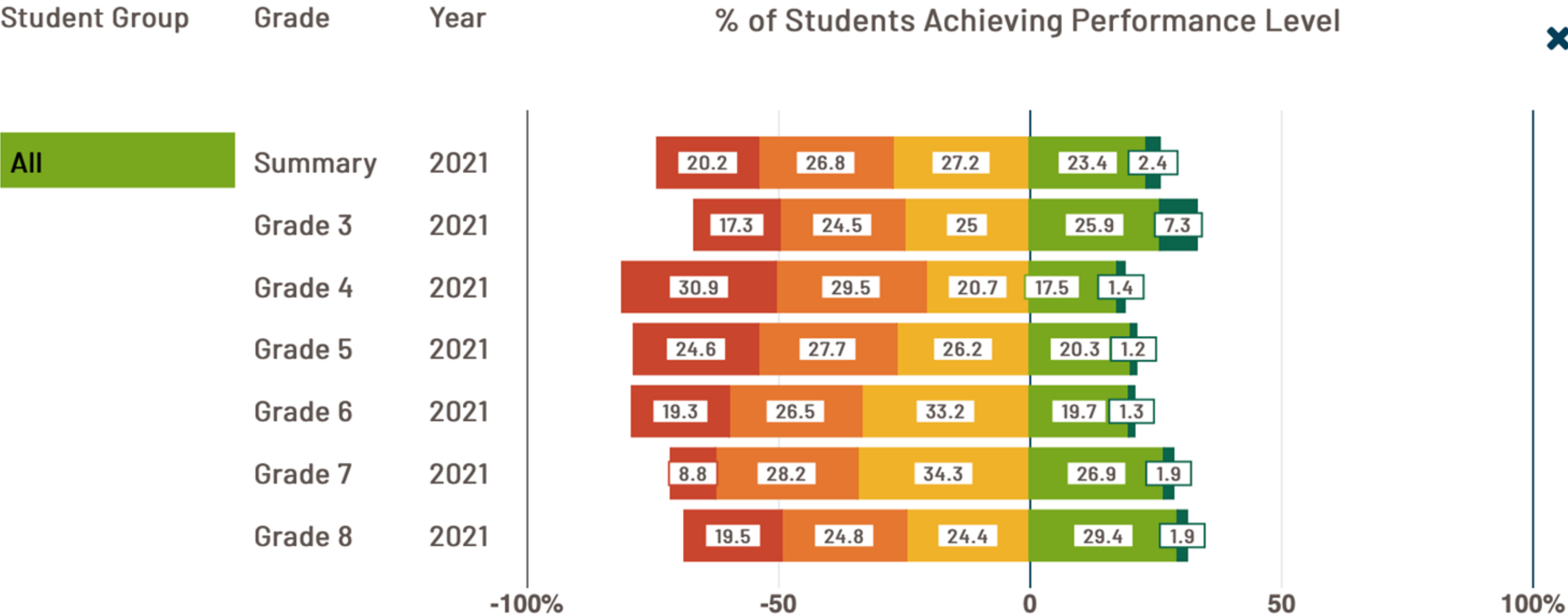
Did Not Meet Partially Met Approached Met Exceeded



ILLINOIS ASSESSMENT OF READINESS (IAR)

MATH | SPRING 2021

Did Not Meet Partially Met Approached Met Exceeded



ILLINOIS ASSESSMENT OF READINESS (IAR)

SUMMARY

FACTS	AREAS OF FOCUS
There is a significant decrease in student participation compared to past year due to the COVID-19 pandemic.	Increasing Antioch CCSD 34 stakeholder analysis of the assessment data.
State data isn't available, as some districts elected to administer the assessment in the Fall of this year, rather than last Spring.	Comparison and analysis of ELA scores comparing scores pre and post ELA Curriculum Adoption.
Districts receive the receive the assessment results in the Fall of the following school year.	Deeper understanding of what the test questions are asking and alignment to instruction.
Teaching and Learning works with the Regional Office of Education to review data.	

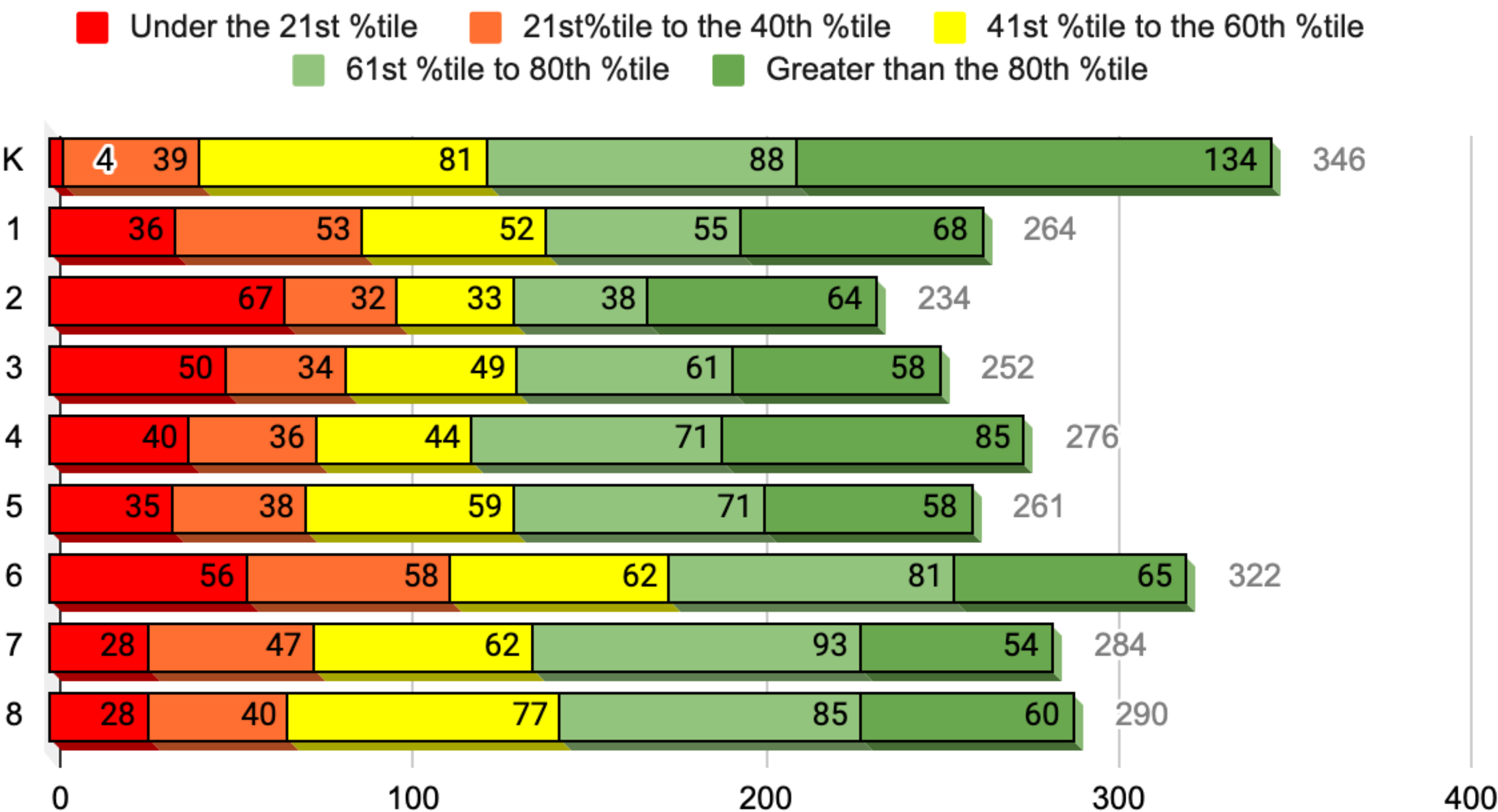
NWEA READING MAP ASSESSMENT

DISTRICT | FALL 2021

Grade	Student Count	Mean RIT Fall 19	Mean RIT Fall 21	Achievement Norms	Mean RIT Fall 19 compared to Mean RIT 21	Our Data Compared to Norms
K	257	141.4	139.2	136.65	-2.2	+2.55
1	255	164.1	157.5	155.93	-6.6	+1.57
2	234	176.1	171.2	172.35	-4.9	-1.15
3	252	187.6	186.4	186.62	-1.2	-0.22
4	276	199.8	199.4	196.67	-0.4	+2.73
5	259	208.5	206.2	204.48	-2.3	+1.72
6	322	213.5	209.7	210.17	-3.8	-0.47
7	284	218.6	216.3	214.20	-2.3	+2.10
8	290	223.6	221.4	218.01	-2.2	+3.39

NWEA READING MAP ASSESSMENT

NWEA Reading Fall 2021



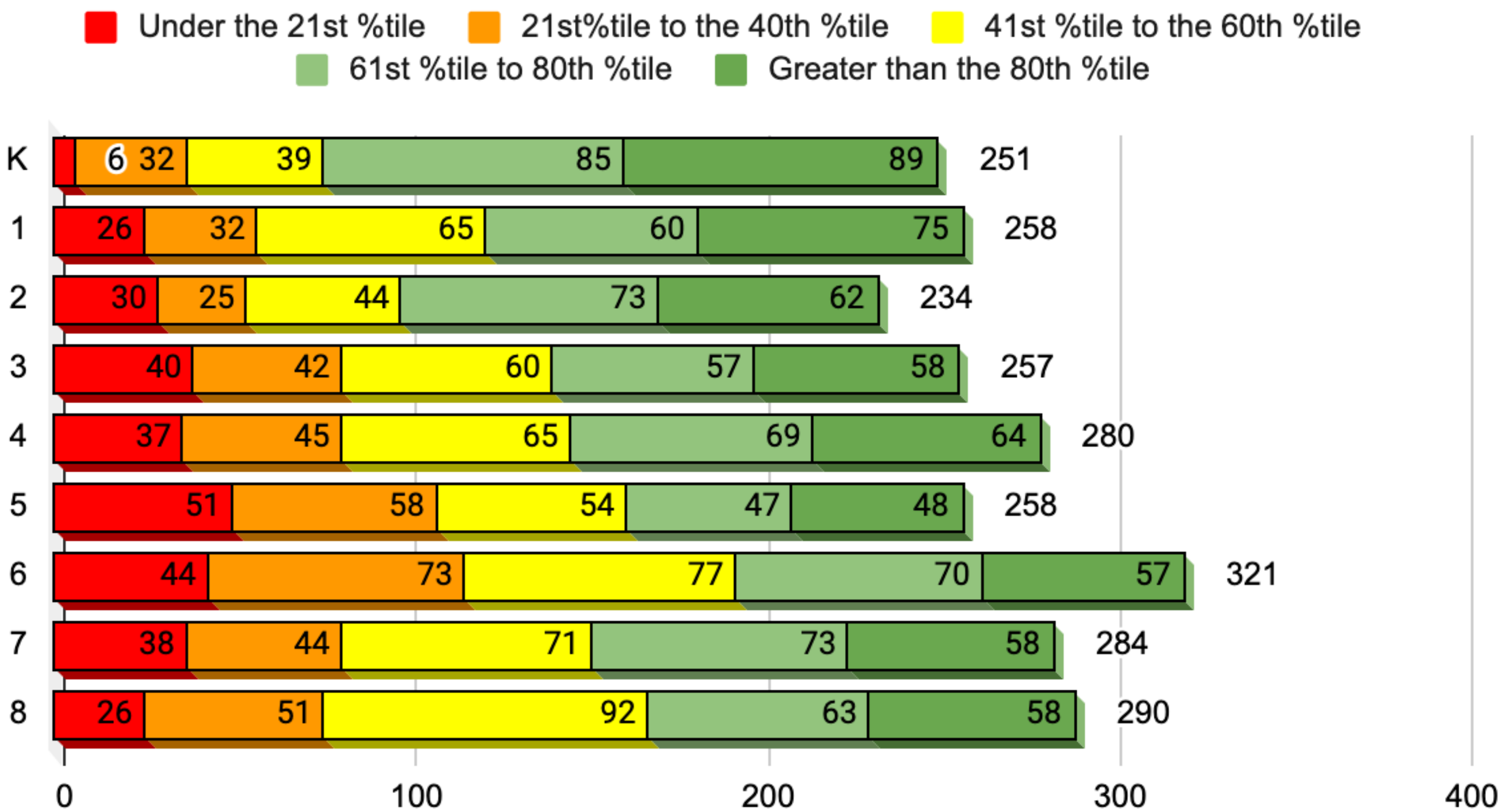
NWEA MATH MAP ASSESSMENT

DISTRICT | FALL 2021

Grade	Student Count	Mean RIT Fall 19	Mean RIT Fall 21	Achievement Norms	Difference between Fall 19 and Fall 21	Our Data Compared to Norms
K	251	141.6	145.2	139.56	+3.6	+8.64
1	258	166.9	162.1	160.05	-4.8	+2.05
2	230	180.6	177.1	175.04	-3.5	+2.06
3	257	193.6	188.5	188.48	-5.1	+0.02
4	280	204.7	200.6	199.55	-4.1	+1.05
5	258	216.1	207.2	209.13	-8.9	-1.93
6	321	219.4	214.3	214.75	-5.1	-0.45
7	284	225.7	222.5	220.21	-3.2	+2.29
8	290	233.8	227.9	224.92	-5.9	+2.98

NWEA MATH MAP ASSESSMENT

NWEA Math Fall 2021



NWEA Summary

|FALL 2021

CELEBRATIONS	AREAS OF FOCUS
When looking at grade level data compared to the national norms, District 34 is mostly above average	Need for more articulation to discuss the data amongst buildings
NWEA Math data is continuously increasing	Increased communication regarding data from teacher to teacher during our team times
When looking at NWEA data, learning loss isn't as drastic as some have thought	Increase in professional development regarding understanding the scores and how to best utilize them for individual goal setting
	Desegregating data in greater detail for NWEA data

D117 | ACHS FRESHMAN GPA

2020-2021 SCHOOL YEAR

	AVERAGE OF UNWEIGHTED GPA		AVERAGE OF WEIGHTED GPA		NUMBER OF STUDENTS	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
AUGS	2.623	2.682	2.814	2.871	237	235
EMMONS	2.824	2.956	2.973	3.104	26	26
FAITH EVANGELICAL					2	2
GRASS LAKE	2.170	2.157	2.322	2.290	15	15
OTHER	2.755	2.539	2.892	2.670	19	20
PALOMBI					1	1
PRINCE OF PEACE					4	4
ST. BEDES					5	5
ST. PATRICKS					1	1
ALL ACHS FRESHMAN	2.636	2.685	2.818	2.865	310	309

D117 | LAKES FRESHMAN GPA

2020-2021 SCHOOL YEAR

	AVERAGE OF UNWEIGHTED GPA		AVERAGE OF WEIGHTED GPA		NUMBER OF STUDENTS	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
AUGS	2.815	2.829	3.036	3.045	98	98
FAITH EVANGELICAL					1	1
MILLBURN	3.154	3.065	3.439	3.347	76	76
OTHER	2.458	2.844	2.628	3.012	18	21
PALOMBI	2.586	2.676	2.722	2.812	112	110
PRINCE OF PEACE					8	8
ST. PATRICKS					4	4
ALL LAKES FRESHMAN	2.830	2.829	3.036	3.070	317	318

D117 Summary

Facts	Areas of Focus
Continued relationship with D117.	Continued collaborations between D117 feeder schools to discuss curriculum and strategies.
At ACHS, 76% of the freshman class comes from Antioch Upper Grade School.	Work to compare more than just Freshman and see the progression of these students.
At ACHS, when compared to like feeder schools, our students are performing within .01 of the average GPA of all freshman.	Work to compare the same cohort of students and their progress with GPA as well as testing scores.
At Lakes, when compared to like feeder schools, our students are performing within .015 of the average GPA of all freshman.	
Last year's 8th graders did not take the PSAT	

USE OF AND RESPONSE TO DATA

RETURN ON INVESTMENT (ROI)

CONCEPT OF ROI

Academic return on investment (ROI) is an analytic approach grounded in the concept that there is an intended return on investment
It is a strategic process, focused on reflection
When implementing ideas, you need to ask, “Will/does this action have a positive impact on student growth?”

ACTION STEPS TAKEN THIS FALL TO LOOK AT DISTRICT SYSTEMS

Evaluate Current State: Building, District, Systems
Research on Data Warehouse: Matrix vs Branching Minds and ECRA
Increase Productivity of Current Systems (e.g., Identifying and tracking the progress of more students at Tier 1, disaggregated data in NWEA)

LONG RANGE PLANNING/NEXT STEPS

Development of Culture: Intentional Impact
Data Warehouse Usage: Adoption of Branching Minds and ECRA
Professional Development: Building Understanding of Data and Instructional Tools, Use of Best Practices

GENERAL PRACTICES ACROSS BUILDINGS

What is being done to support student growth and address student Academic needs?
What is being done to identify COVID related gaps and remediate those gaps?

PAST PRACTICE	CONTINUOUS GROWTH/BEST PRACTICES
● Teach from curricular pacing guides only	● Adjust pacing and skills based on Data
● Teach everything	● Pre-assessments in Tier 1 to target each students needs ● Use of Illinois Priority Standards
● Pull-out, isolate students	● Provide scaffolds to create bridges for learning in Tier 1
● Teaching skills to master within a unit	● Spiral concepts, teach for master at the end of the year, providing students more time
● Whole class instruction only within Tier 1	● Use of small groups/centers and conferencing at Tier 1, Tier 2, and Tier 3
● Limited use of data	● Use of formative and current data ● Student owned data ● Use foundational skills and scaffolds

GENERAL PRACTICES ACROSS BUILDINGS

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">● MTSS Tier 1 Differentiation<ul style="list-style-type: none">○ Compacting, Front Loading, Small Groups, Pre-Assessments	<ul style="list-style-type: none">● Adjusting to meet individual and group needs
<ul style="list-style-type: none">● Strategic Use of Data<ul style="list-style-type: none">○ Pacing Surveys from last year○ Local Universal Screeners - NWEA, FastBridge Learning○ Curricular Tool Data	<ul style="list-style-type: none">● Use data to identify the grade levels and subjects with the greatest area of need.● Provide additional support and professional development for those grade levels and subjects
<ul style="list-style-type: none">● MTSS Tier 2 & 3 Academic Intervention<ul style="list-style-type: none">○ Pushed into classrooms as opposed to pulling out	<ul style="list-style-type: none">● Met greater number of students
<ul style="list-style-type: none">● Staff Input<ul style="list-style-type: none">○ Collaboration: Thought Exchange, Google Forms, Meetings○ Teamwork: Building/District Based & Student Learning Teams	<ul style="list-style-type: none">● Sharing ideas to more effectively meet student needs
<ul style="list-style-type: none">● Grant (ESSER & TITLE) Funds Use<ul style="list-style-type: none">○ Added Oakland, Social Emotional Learning, increased time & number of students○ Extended Learning After-School and Summer Opportunities	<ul style="list-style-type: none">● Use short term funds to make positive impact on learners
<ul style="list-style-type: none">● Staff Development<ul style="list-style-type: none">○ Tid-bits in Principal Newsletters○ Coaching Opportunities based on SLT and staff needs	<ul style="list-style-type: none">● Lifelong Learning to respond to current needs● Keeping best practices learned during last year and half

AUGS

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">• AUGS SMART goal and action plan, (ELA).	<ul style="list-style-type: none">• By May 2022, 50% of students will show proficiency on a written response using the IAR rubric.
<ul style="list-style-type: none">• TOSA provided PD on reading comprehension skills and strategies to ELA teachers	<ul style="list-style-type: none">• Increase student engagement, improve independent thinking, improve quality of student-led discussions, and ultimately improve the quality of literary response writing skills.
<ul style="list-style-type: none">• Increased the amount of independent reading time with all students	<ul style="list-style-type: none">• Build stamina and improve independent reading comprehension and thinking skills
<ul style="list-style-type: none">• Made improvements to the revision process for writing	<ul style="list-style-type: none">• Improve timely feedback, reflection and revision of students' written work
<ul style="list-style-type: none">• AUGS SMART goal and action plan, (Math).	<ul style="list-style-type: none">• By May 2022, 55% of students will meet or exceed their personal growth target on NWEA Math Assessment.
<ul style="list-style-type: none">• Planning math specific professional development with the ROE based on NWEA and IAR data.	<ul style="list-style-type: none">• Increase knowledge of best practices in teaching math and address the student achievement

AUGS

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">AUGS SMART goal and action plan, (SEL).	<ul style="list-style-type: none">By May 2022, Antioch Upper Grade School students will be at or above state average for a supportive environment based on the 5-Essential Survey and/or another Social Emotional Survey given in the winter of 2021.
<ul style="list-style-type: none">Students are engaged in weekly Advisory and Second Step lessons	<ul style="list-style-type: none">Provide social emotional learning during the school day that supports a positive learning community for students
<ul style="list-style-type: none">Utilize funds from the 1003A grant towards targeted group	<ul style="list-style-type: none">Address equity in the learning environment
<ul style="list-style-type: none">Utilize Title I grant funds.	<ul style="list-style-type: none">Support classroom libraries, furniture for collaborative spaces, fund content specific curriculum nights, fund a new after school club, and renovate existing sensory room.

W.C. PETTY

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">Added more social/emotional interactions, lessons, and showcases. (Example: Implementing a 3-Family system for students to receive rewards and highlights on current SEL focus areas.)	<ul style="list-style-type: none">Students are learning how to interact appropriately with peers. They are showing improvements with problem solving.
<ul style="list-style-type: none">K-1 is using some Science & Social Science time to provide additional time for word work, phonemic awareness, and foundational skills.	<ul style="list-style-type: none">Students will make progress towards closing the gap on ELA/Reading assessments.
<ul style="list-style-type: none">Grades 3-5 is using some Science & Social Science time as extra I/E time.	<ul style="list-style-type: none">Teachers are providing more individualized and small group instruction based on specific, identified needs.
<ul style="list-style-type: none">All staff are co-teaching Second Step lessons each week. (Non-classroom teachers are joining classroom teachers.)	<ul style="list-style-type: none">Creating an all-in effect when it comes to social/emotional learning.
<ul style="list-style-type: none">Choices on reading apps (Lexia, Read Live)	<ul style="list-style-type: none">Keeping students engaged in practicing what they want to work on, while ultimately working with similar skills.
<ul style="list-style-type: none">Reading and Math interventionists are pulling students out less from the whole class instruction to allow for a more multi-tiered approach.	<ul style="list-style-type: none">Able to meet more groups as well as smaller groups each week.
<ul style="list-style-type: none">Gifted teacher is integrating more opportunities for Project Based and Self-Directed Learning with teacher assisting on the side.	<ul style="list-style-type: none">This is empowering for creative students with specific interests that guide their learning. Students are energized to challenge themselves to reach higher levels on Bloom’s Taxonomy to “Create Their Own.”

HILLCREST

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">Students are participating in our after school extended learning program where they are benefiting from targeted small group instruction; additional leveled and diverse books, digital resources, etc. purchased to help personalize and drive instruction in the classroom	<ul style="list-style-type: none">Utilize grant funds to purchase instructional supplies and resources to close learning gaps
<ul style="list-style-type: none">Students are building class community and SEL skills through Second Step and Circles using Hurricane Huddle time	<ul style="list-style-type: none">Focus on positive relationships to strengthen feelings of connection, safety and wellness in order facilitate learning
<ul style="list-style-type: none">Students' areas of need are identified at UDR Meetings/ IPST meetings and through SLT time where assessment data is reviewed; Behavioral and SEL supports are provided through PBIS tiers including CICO and SAIG	<ul style="list-style-type: none">Provide and monitor appropriate interventions
<ul style="list-style-type: none">Students are regrouped using Fastbridge Screening & progress monitoring, in addition to NWEA and Lexia data so instruction is targeted. Students build skills and stamina through programs like ST Math, Lexia, and Khan Academy.	<ul style="list-style-type: none">Track student progress, adjust intervention, meet student needs
<ul style="list-style-type: none">Students are experiencing differentiation and enrichment activities to meet their need; increased collaboration with our gifted specialist and interventionists; instructional technology and academic coaching	<ul style="list-style-type: none">Provide resources, coaching and support for staff to meet students' needs at various levels
<ul style="list-style-type: none">Staff are visiting other classrooms (Pineapple observations) to observe best-practices and connect with students; Ed Camp PD time offers staff meaningful self-directed learning opportunities	<ul style="list-style-type: none">Nurture culture/climate of collaboration to promote the sharing of best practices

OAKLAND

ACTION STEPS	INTENDED RESULTS
<ul style="list-style-type: none">• Student data is discussed and a plan of action is development at IPST Meetings, School data is reviewed at UDR meetings	<ul style="list-style-type: none">• Identify students and areas of need; provide and monitor appropriate interventions• Additional time within the classroom for small group instruction for students identified
<ul style="list-style-type: none">• Students receive reteaching and extension opportunities based on SLT collaboration & data review	<ul style="list-style-type: none">• Identify and target student learning gaps and needs• Small group instruction utilized as needed with teacher support• Students identified and recommended for extended learning opportunities after school
<ul style="list-style-type: none">• Student Growth Targets are identified along with Oakland Building Goals Targets	<ul style="list-style-type: none">• Use data trends to ensure goal targets are meet this year• Instructional strategies for students, including differentiated instruction in small group settings for targeted learning practice
<ul style="list-style-type: none">• Student’s needs and progress are identified in Fastbridge Screening & progress monitoring	<ul style="list-style-type: none">• Track student progress and adjust intervention and student groupings as necessary• Focus on student SEL needs through whole group instruction• Use of Each One Needs One mentoring groups, SAIG, and CICO for students needing additional support
<ul style="list-style-type: none">• Intentional time set aside in classroom meetings to focus on social-emotional needs of students, building community within the classroom, and working through problems that arise; use of the Second Step resource and similar resources to highlight social-emotional themes	<ul style="list-style-type: none">• Students have a safe space where they can talk through issues they are facing• Students build social and problem solving skills• Students are given knowledge and experience with social emotional themes

CHALLENGES

- Data
 - Decline in student participation
 - Disaggregated by groups
- User-friendly data warehouse
- New positions and employees
- Common understandings/goals
- Time

Thank You.