



Data Presentation

Board of Education Meeting
December 18th, 2018



ANTIOCH SCHOOL DISTRICT 34

Inspiring a Passion for Personal Excellence

Strategic Plan 2015-2020

MISSION

To inspire a passion for learning that empowers all students to achieve **personal excellence**

VISION

Students will achieve **personal excellence** when everyone demonstrates:

- Commitment to continuous improvement
- High expectations for academic, social, emotional and behavioral growth
- Effective collaboration, communication, critical thinking and creativity
- Ownership, responsibility and accountability for growth and development



Antioch Elementary
Antioch Upper Grade
Hillcrest Elementary
Oakland Elementary
W.C. Petty Elementary

CORE VALUES/COMMITMENTS

We believe students learn in **different ways and at different rates**.

We believe it is our responsibility to guide students towards **self-sufficiency, ownership, responsibility and accountability for their own learning**.

We believe in providing a **safe and secure environment** in order to foster a community of collaborative learners.

We value **continuous improvement through teamwork, collaboration and shared leadership** at all levels.

We believe a **high quality staff** is essential to a high-achieving school system.

We believe that **corroborative partnerships and effective communication** among the community, home and school accelerates student success.

We believe the District must be a **good steward** of community resources.

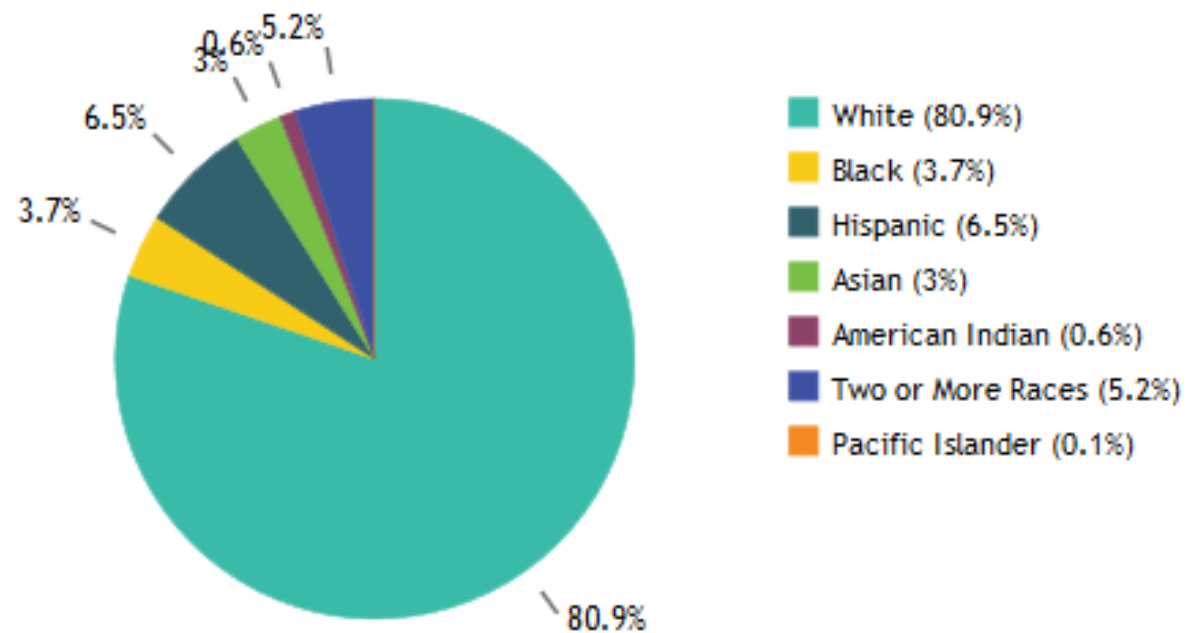
GOALS

- Continuous Student Growth & Achievement
- Supportive Learning Environment
- High Quality Workforce
- Family and Community Partnerships
- Efficient and Effective Use of Resources

2017-2018 Demographics (Illinois School Report Card)

Racial/Ethnic Diversity

Percentage of students belonging to a particular racial/ethnic group

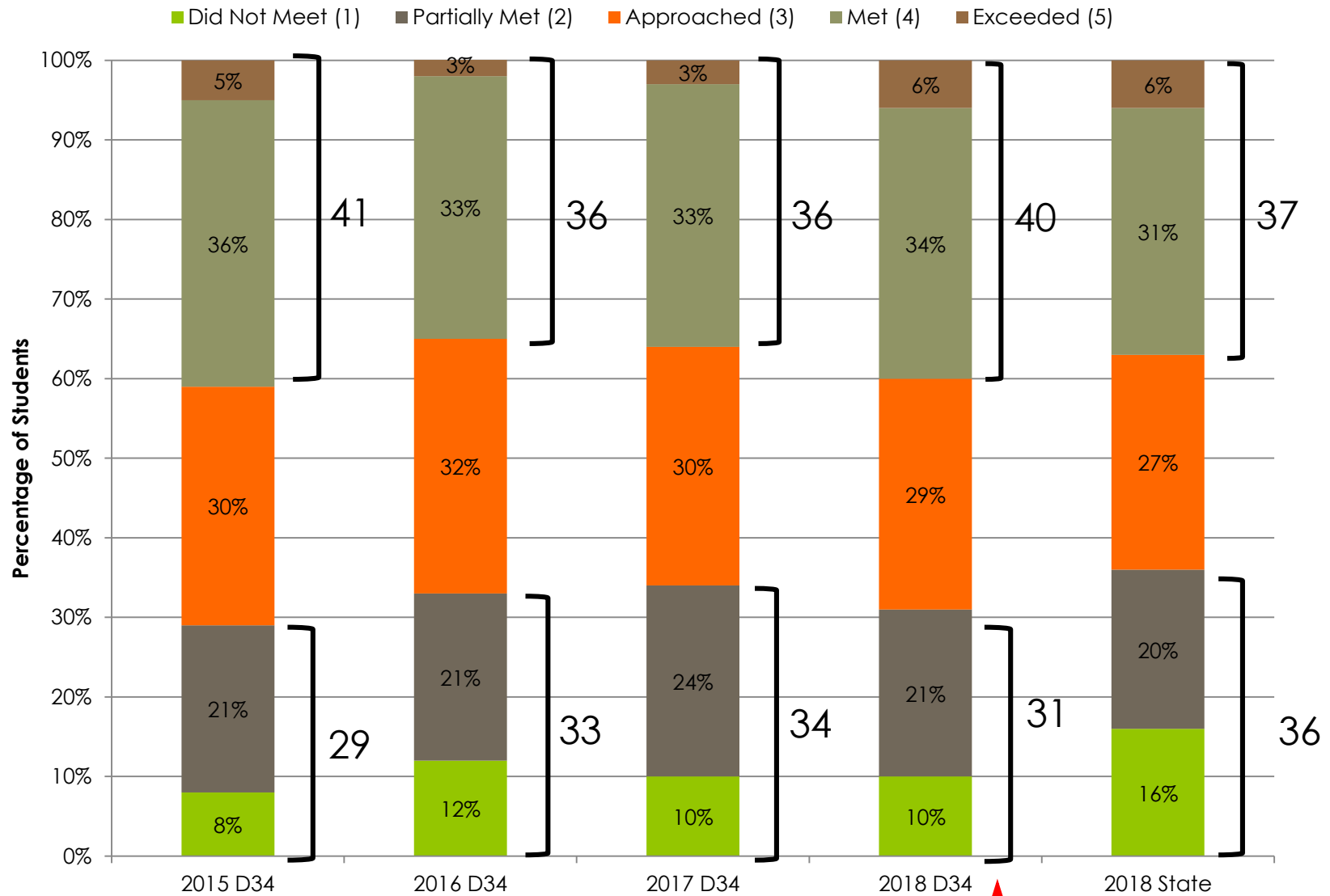




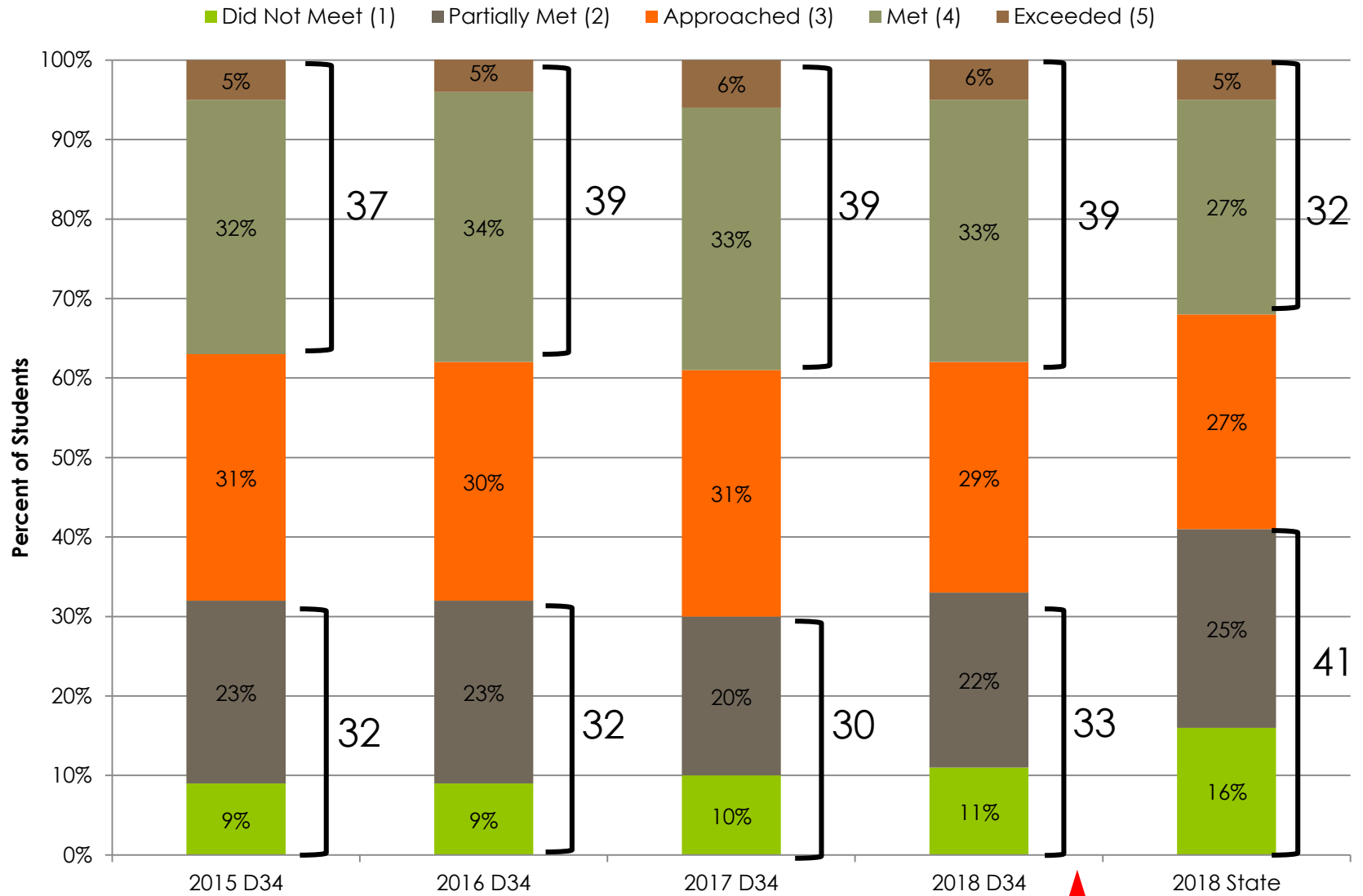
PARCC

Partnership for
Assessment of
Readiness for
College and
Careers

Antioch D34 PARCC - English Language Arts



Antioch D34 PARCC Math

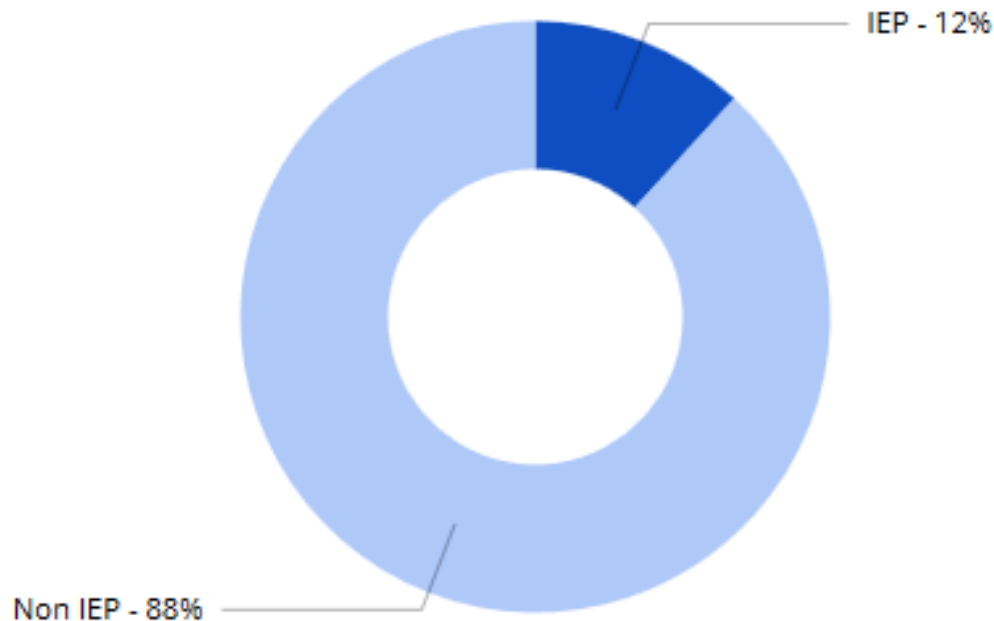


Three qualified subgroups

- Requirement for a subgroup is 10 or more students
 - Individualized Education Program (IEP)
 - Free and Reduced Lunch (FRL)
 - Limited English Proficiency (LEP) (3rd grade and 4th grade only)

Students with IEPs

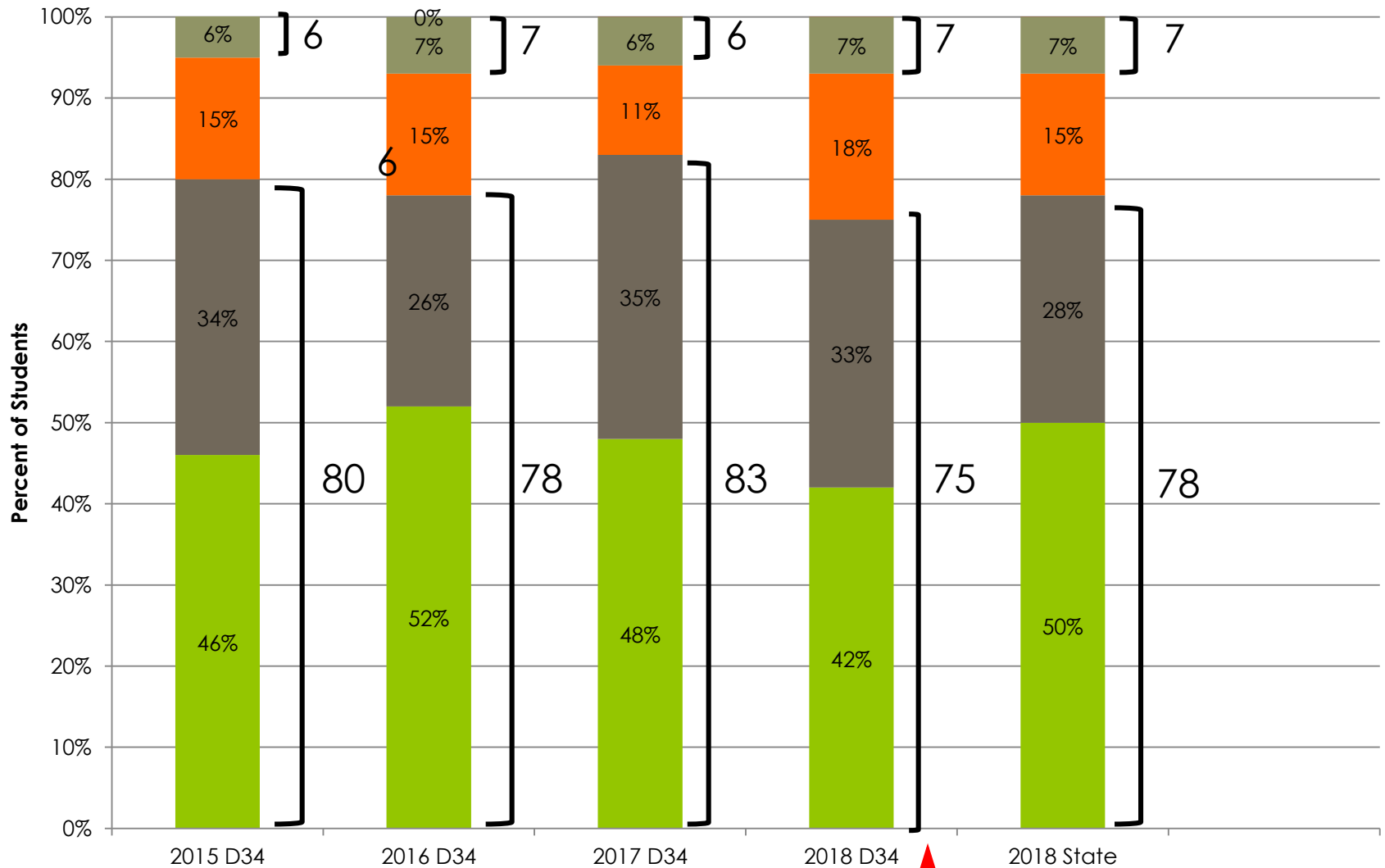
% Students with IEPs - 2018



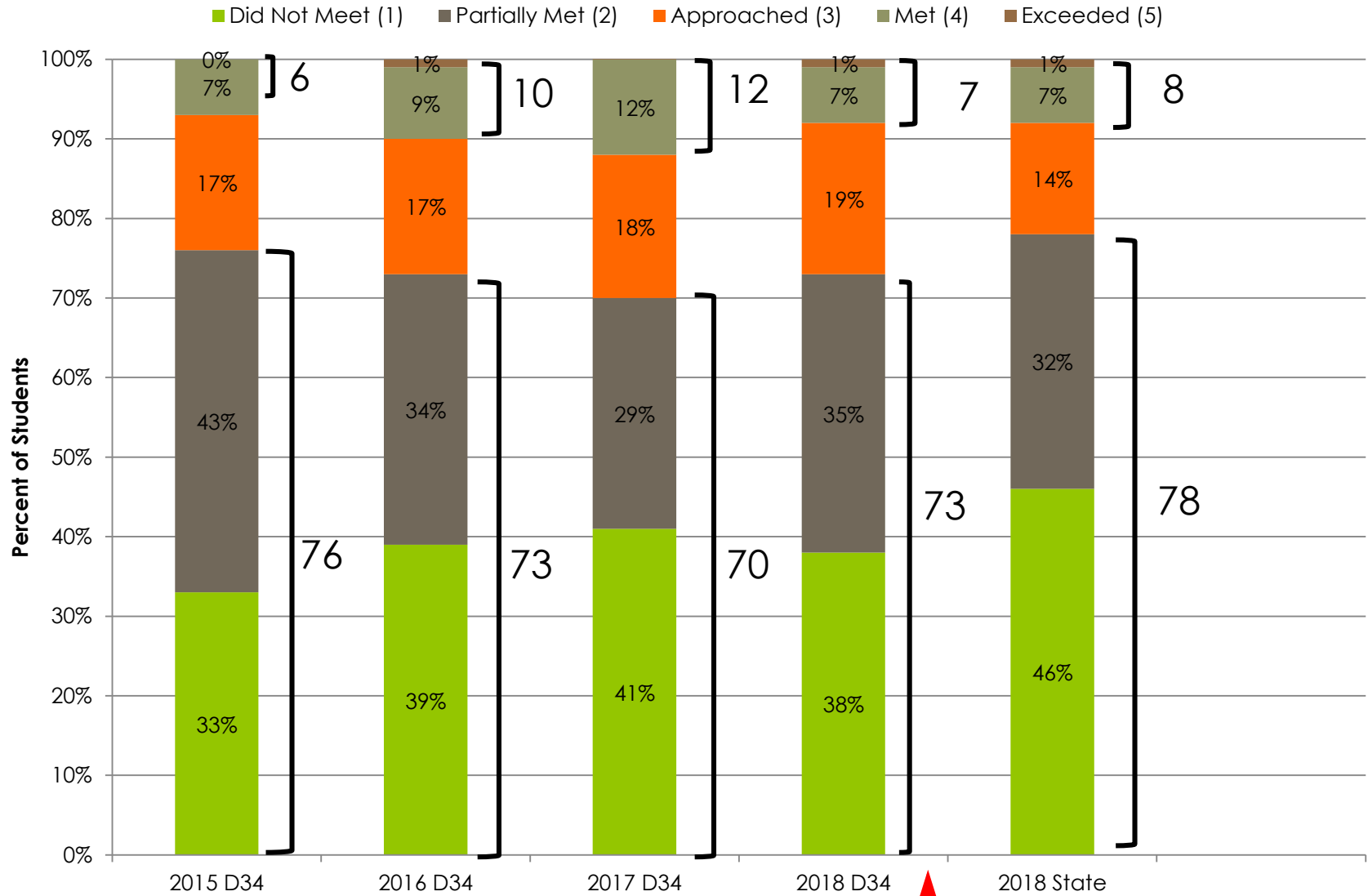
Compared to
13% in 2016-2017

PARCC IEP Students - English Language Arts

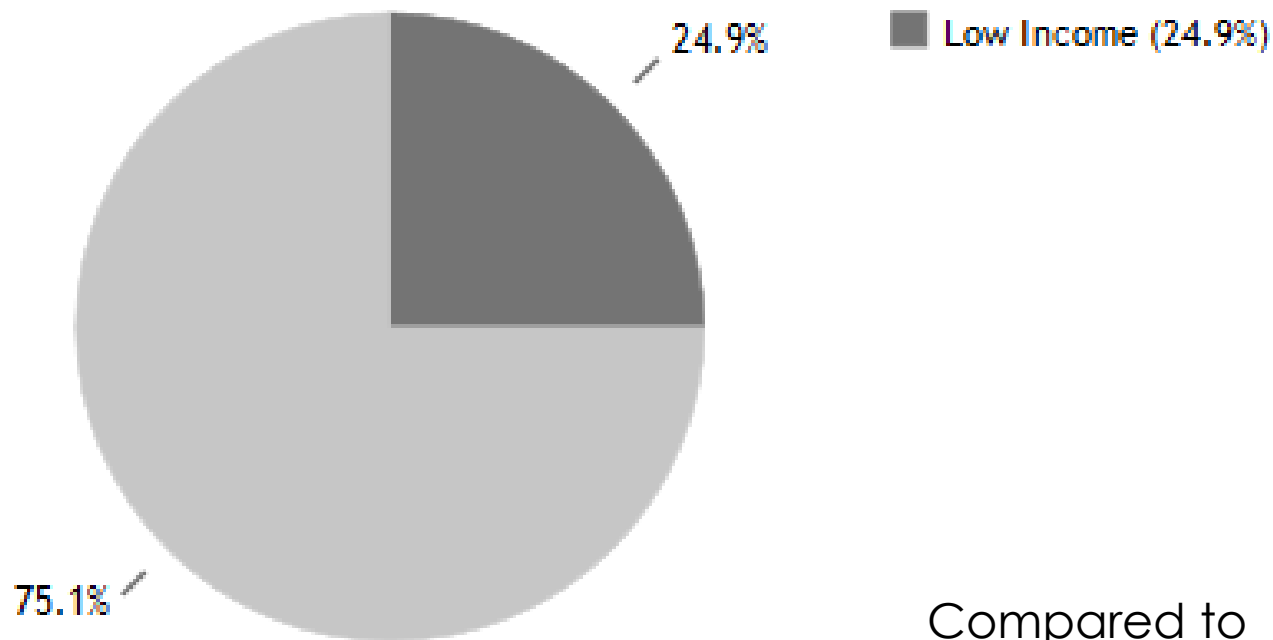
■ Did Not Meet (1) ■ Partially Met (2) ■ Approached (3) ■ Met (4) ■ Exceeded (5)



PARCC IEP Students - Math

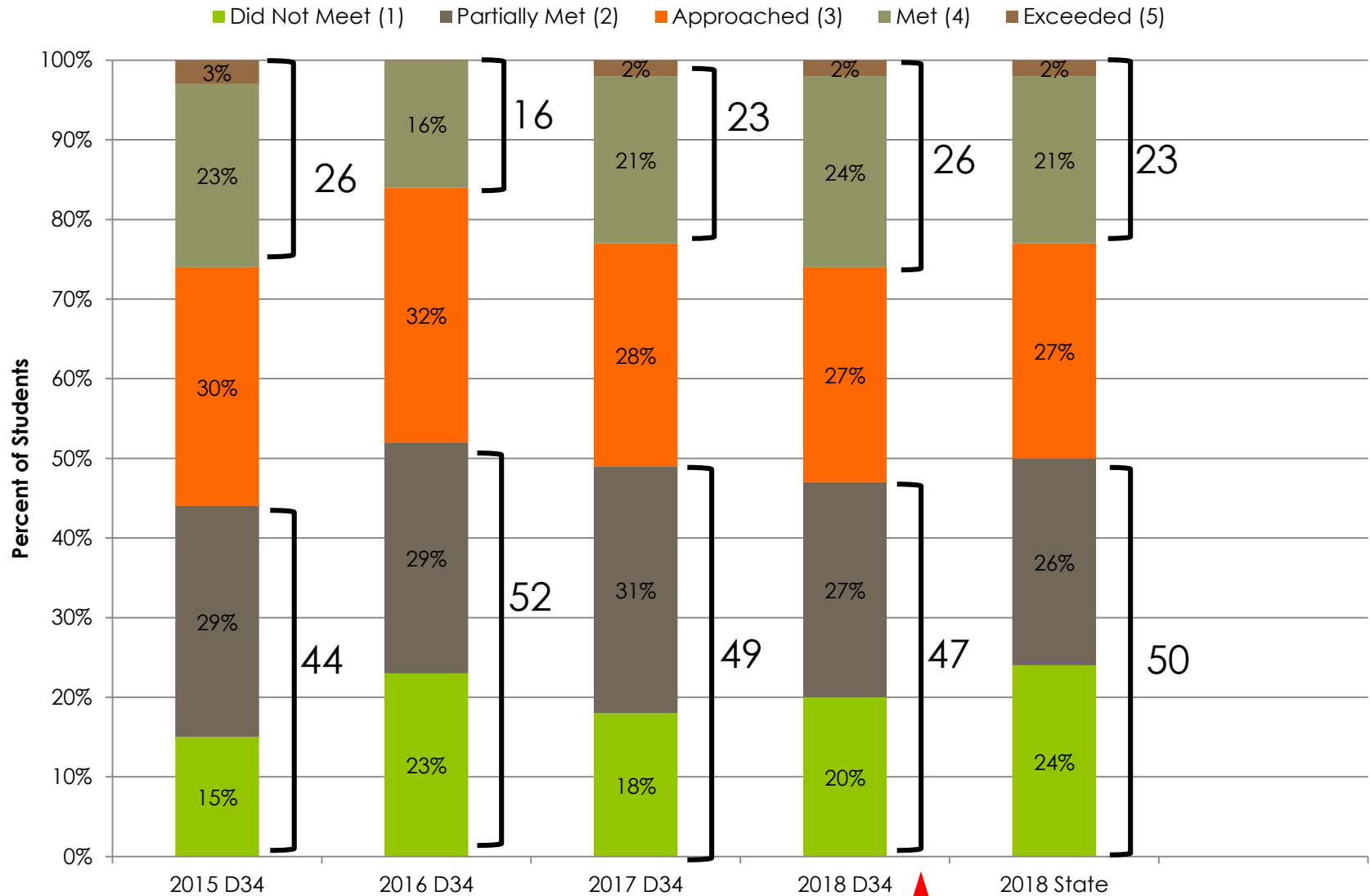


Students on Free/Reduced Lunch

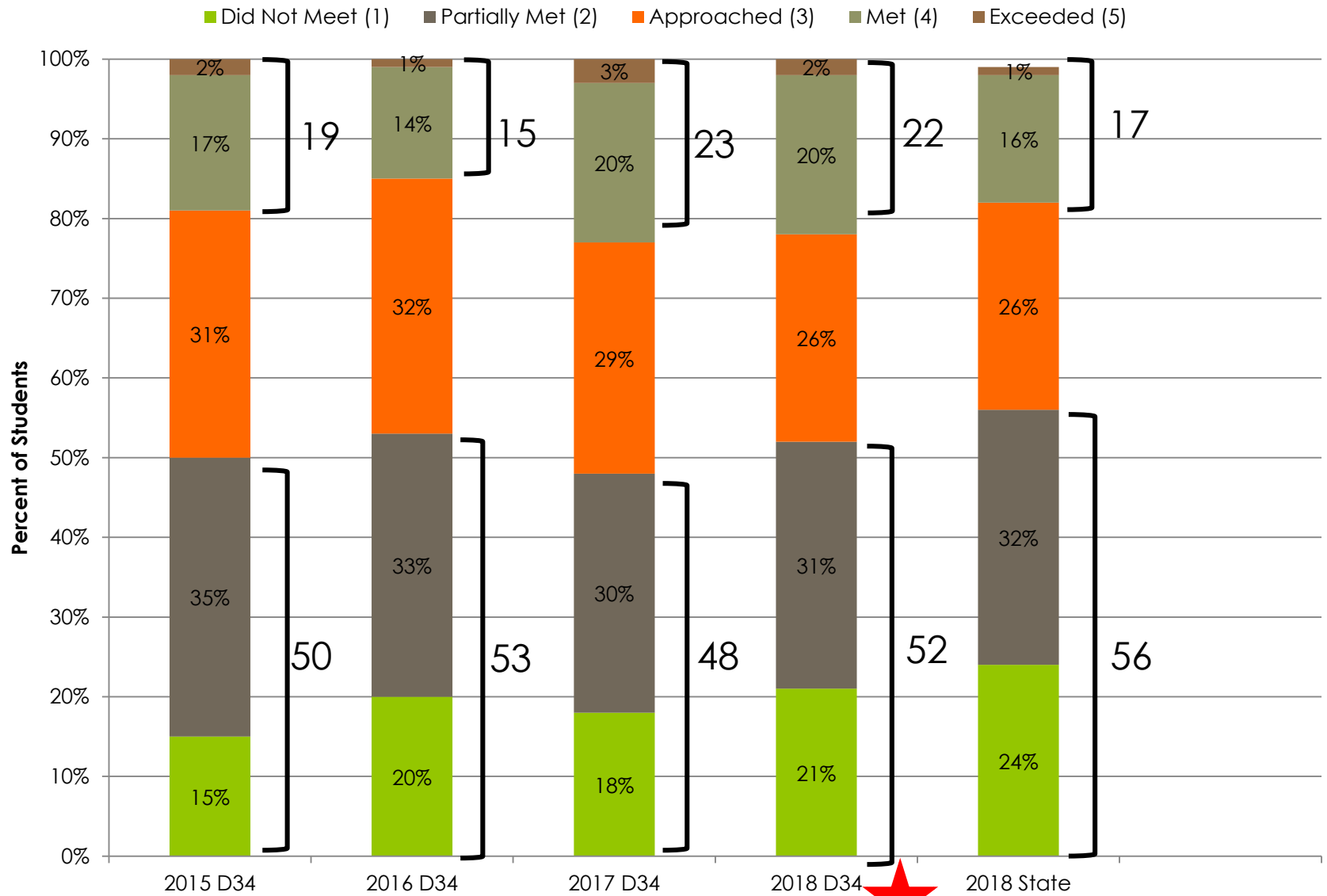


Compared to
28.8% in 2016-2017

PARCC Free & Reduced Lunch - English Language Arts

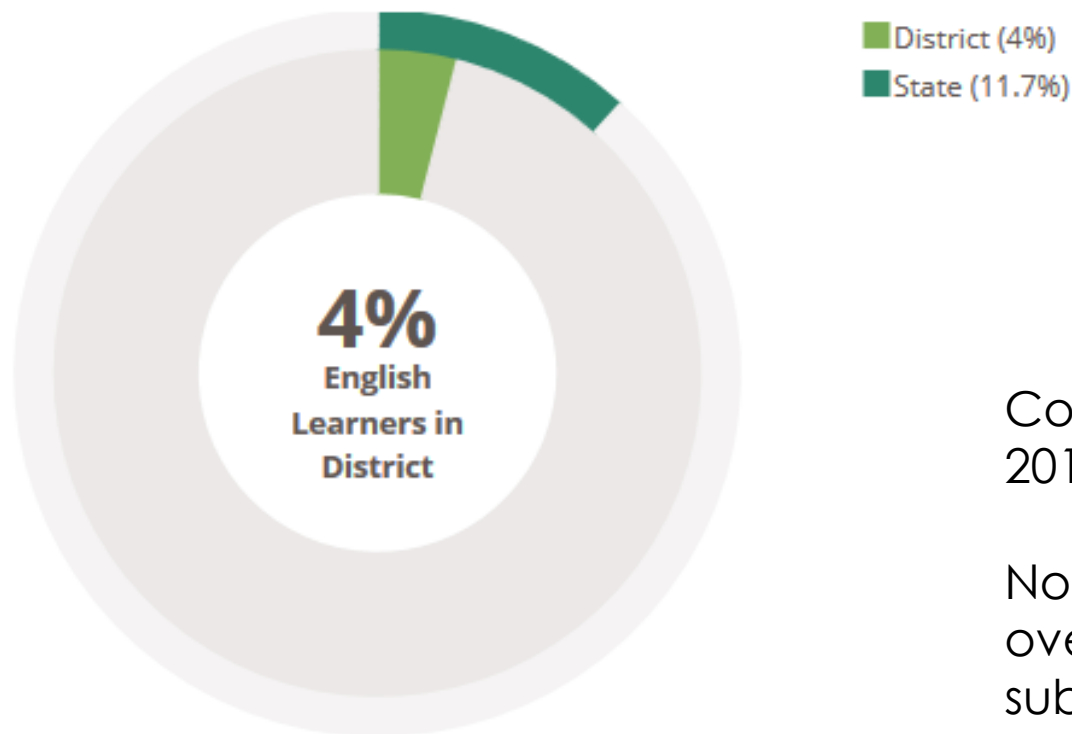


PARCC Free & Reduced Lunch - Math



Limited English Proficiency (LEP)

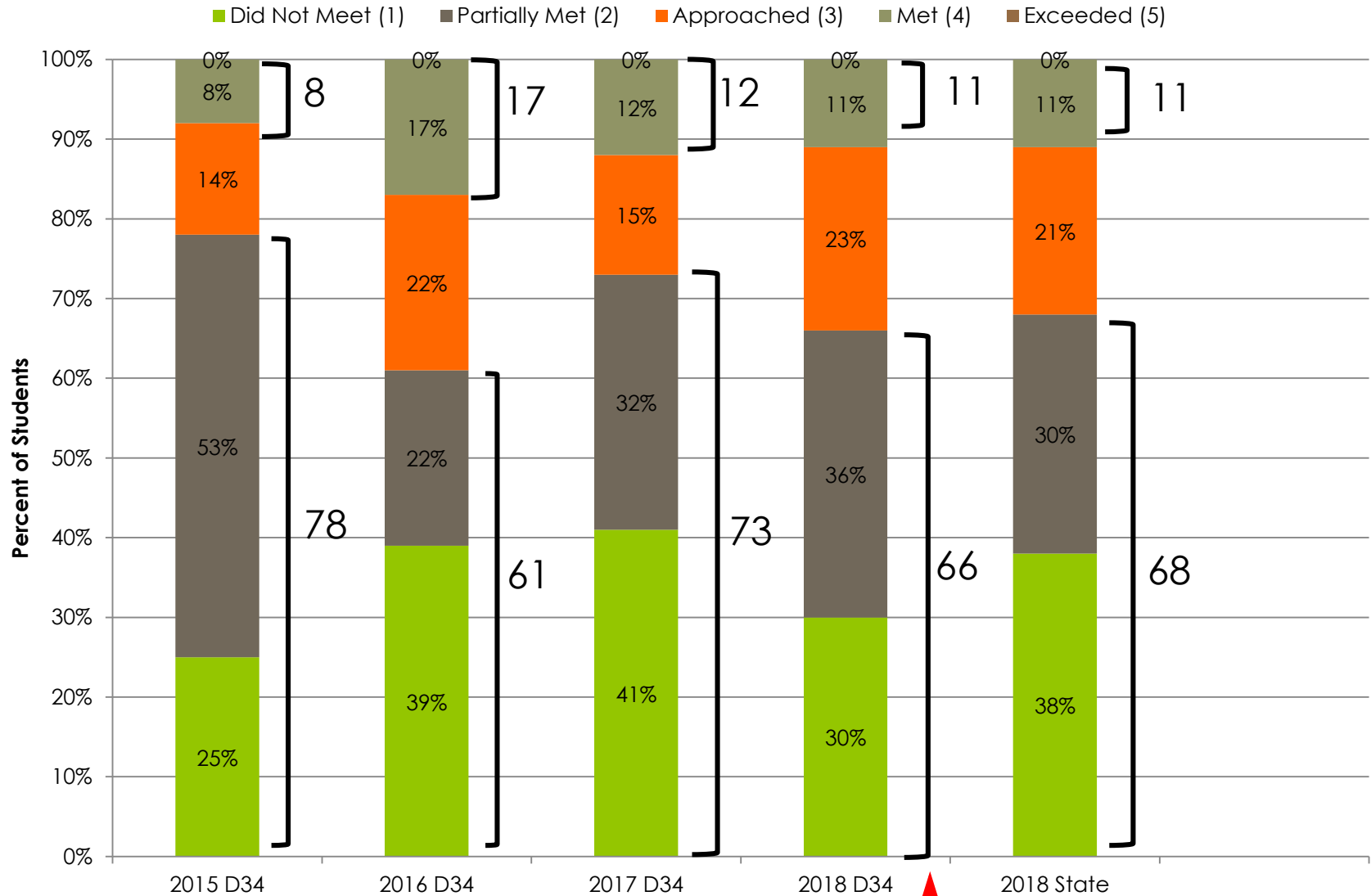
Students whose primary language is not English.



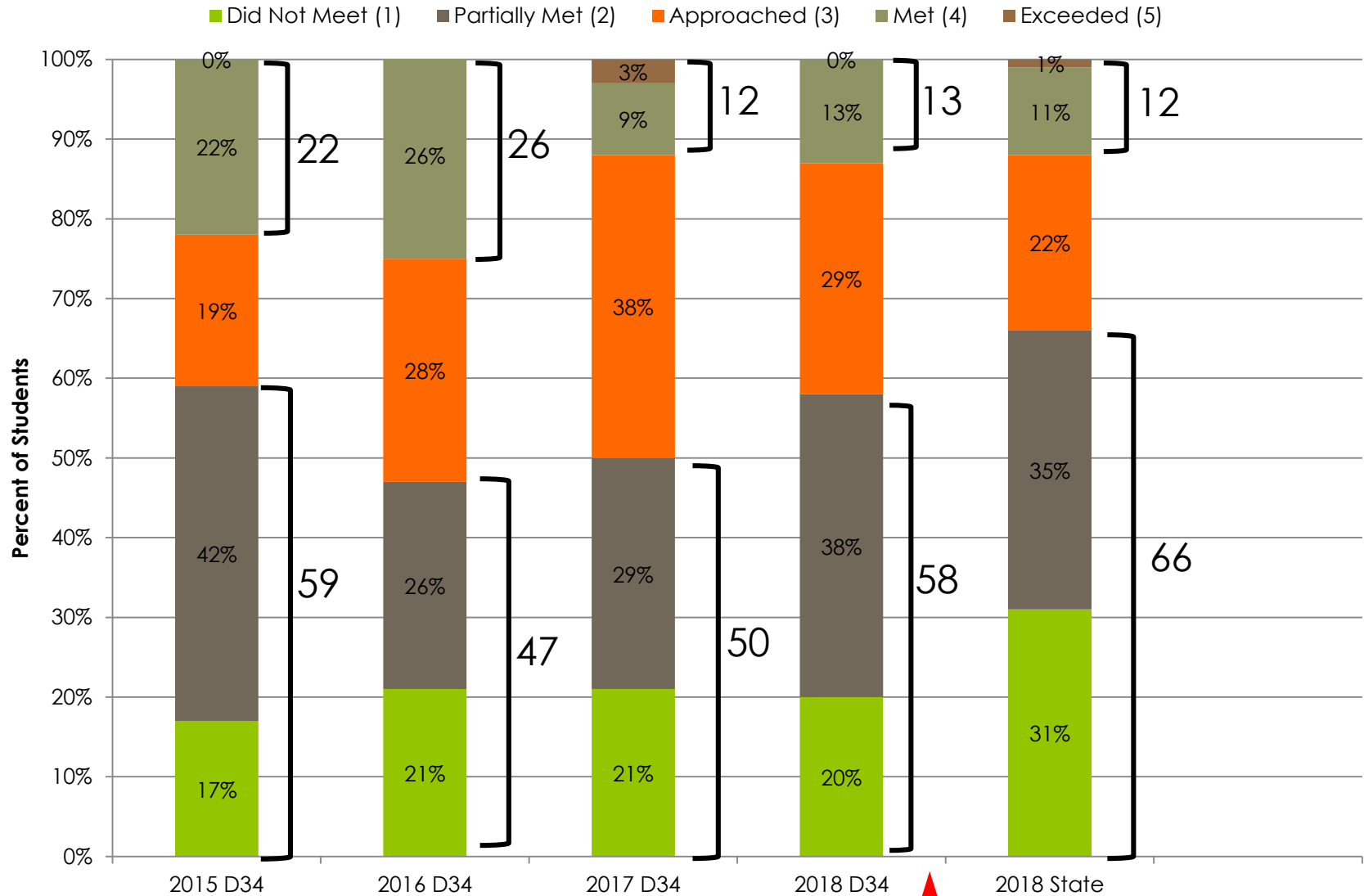
Compared to 3.2% in 2016-2017

Note: This represents overall student, not subgroups

PARCC Limited English Proficiency - English Language Arts



PARCC Limited English Proficiency - Math

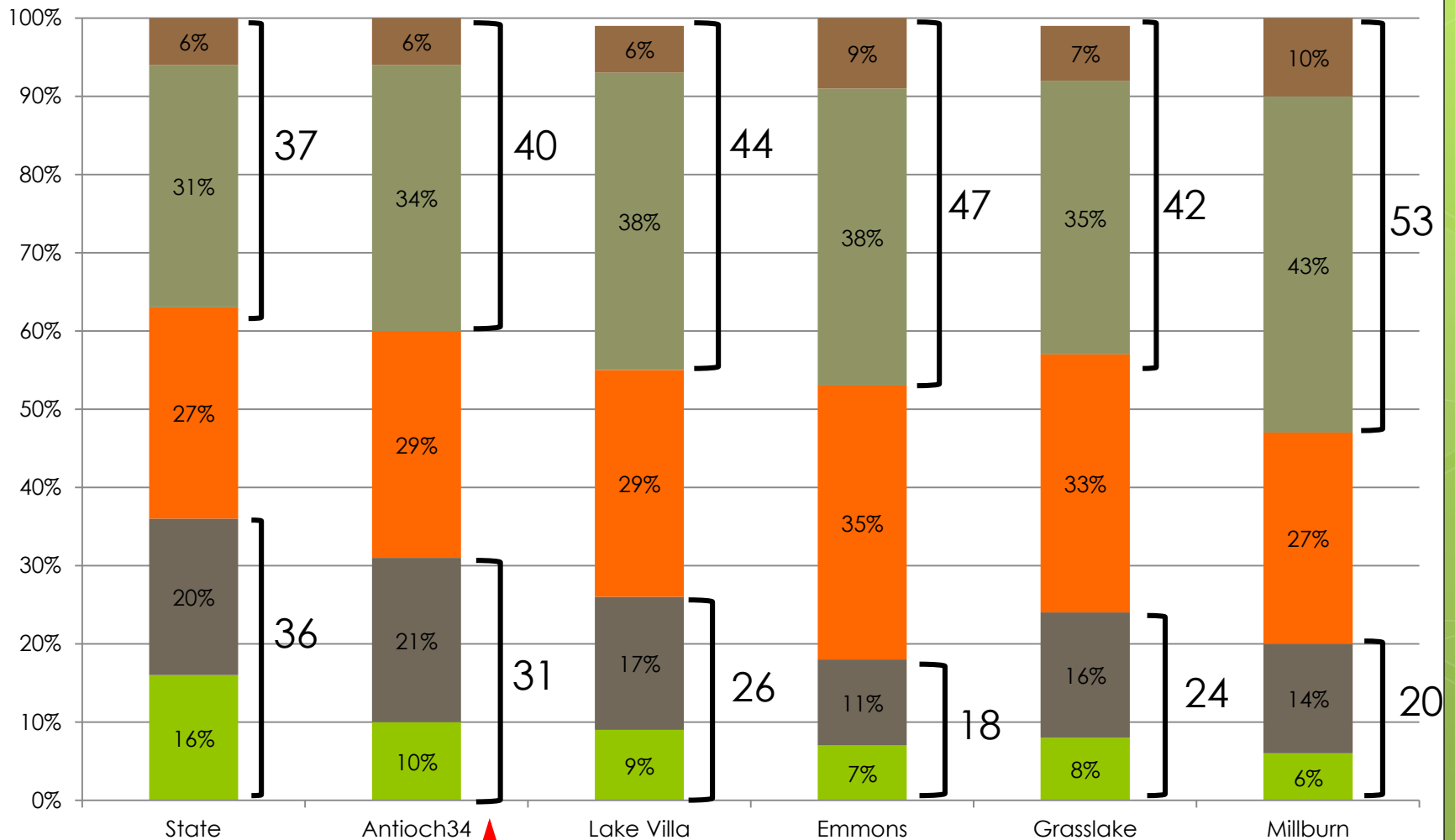


D117 Feeder Schools 2016-2017 Enrollment

- Antioch D34 – 2,842 students
- Lake Villa – 2,614 students
- Millburn – 1,194 students
- Emmons – 304 students
- Grass Lake – 191 students

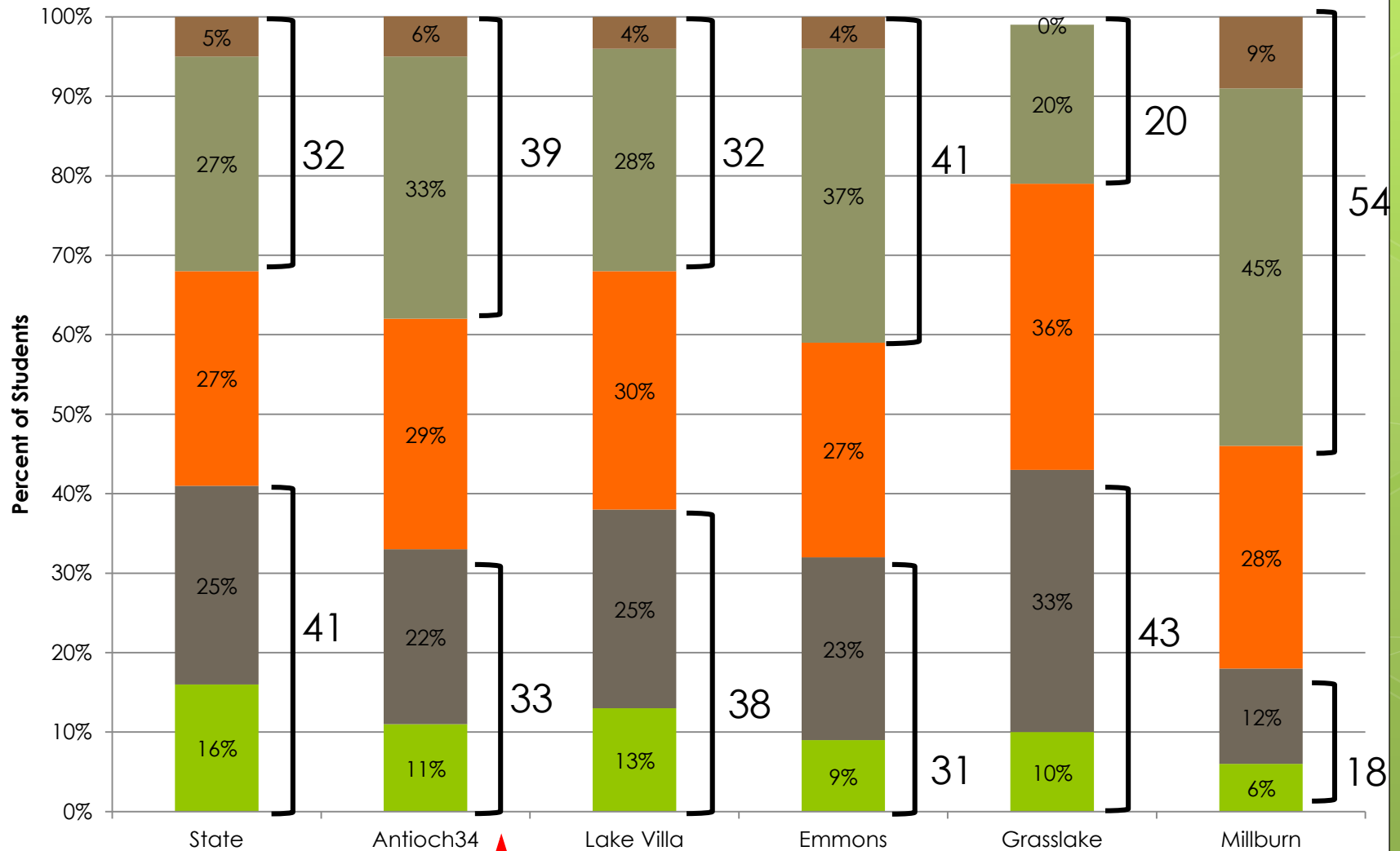
D117 Feeder School Comparison PARCC - English Language Arts

■ Did Not Meet (1)
 ■ Partially Met (2)
 ■ Approached (3)
 ■ Met (4)
 ■ Exceeded (5)



D117 Feeder School Comparison PARCC - Math

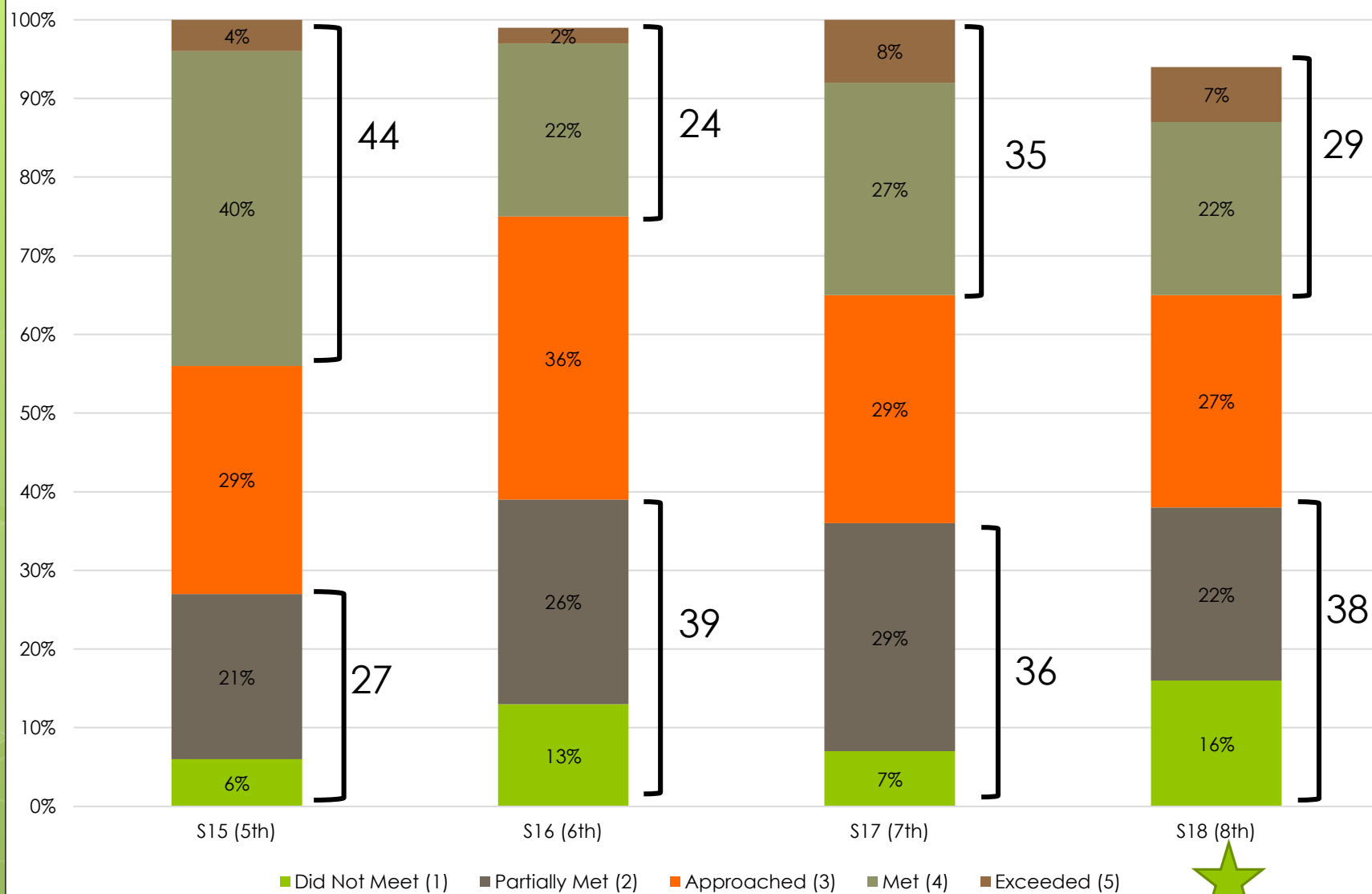
■ Did Not Meet (1)
 ■ Partially Met (2)
 ■ Approached (3)
 ■ Met (4)
 ■ Exceeded (5)



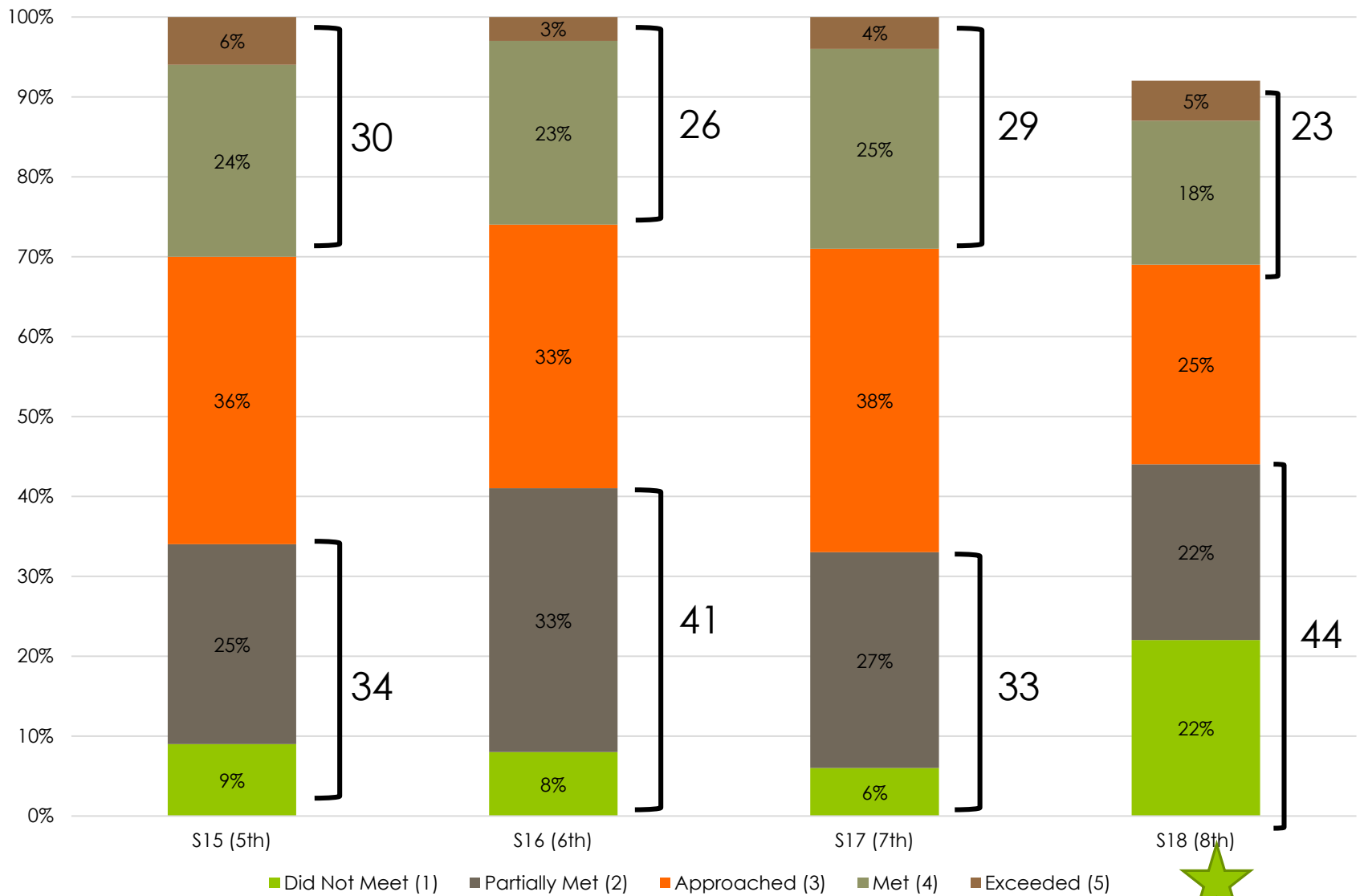


How about the
Cohort data?

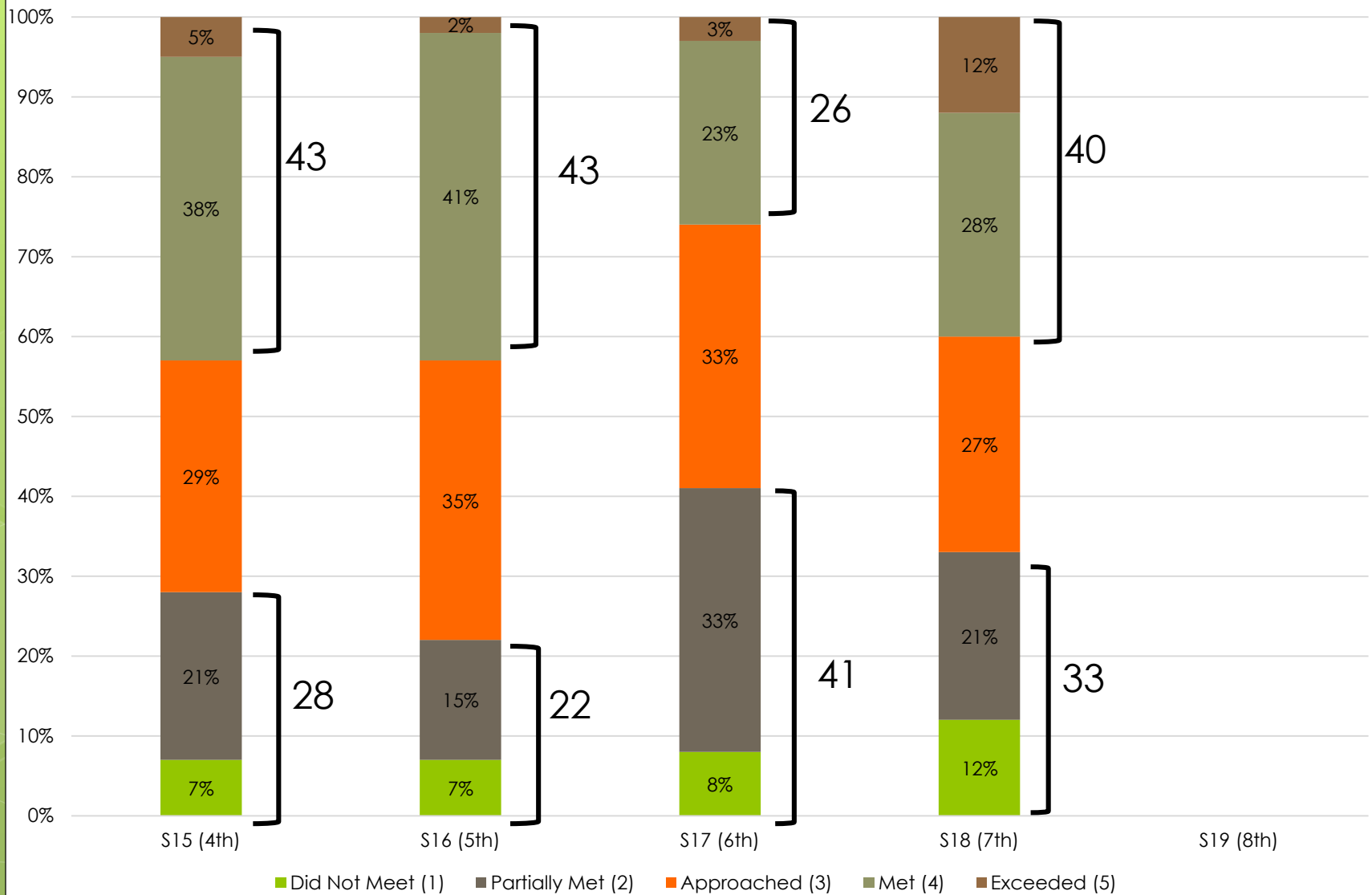
Class of 2018 (Last Year's 8th Graders) - PARCC ELA



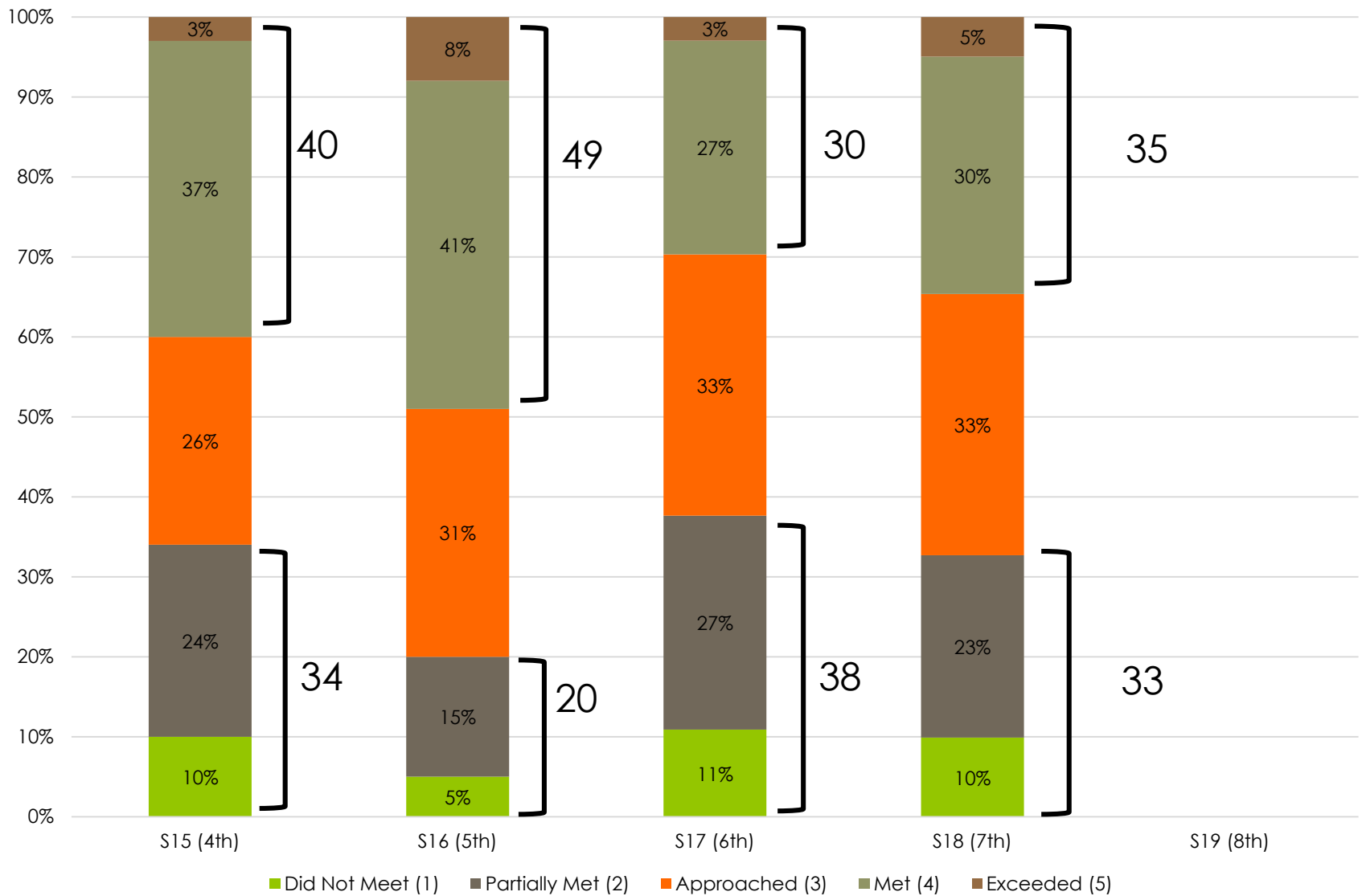
Class of 2018 (Last Year's 8th Graders) - PARCC Math



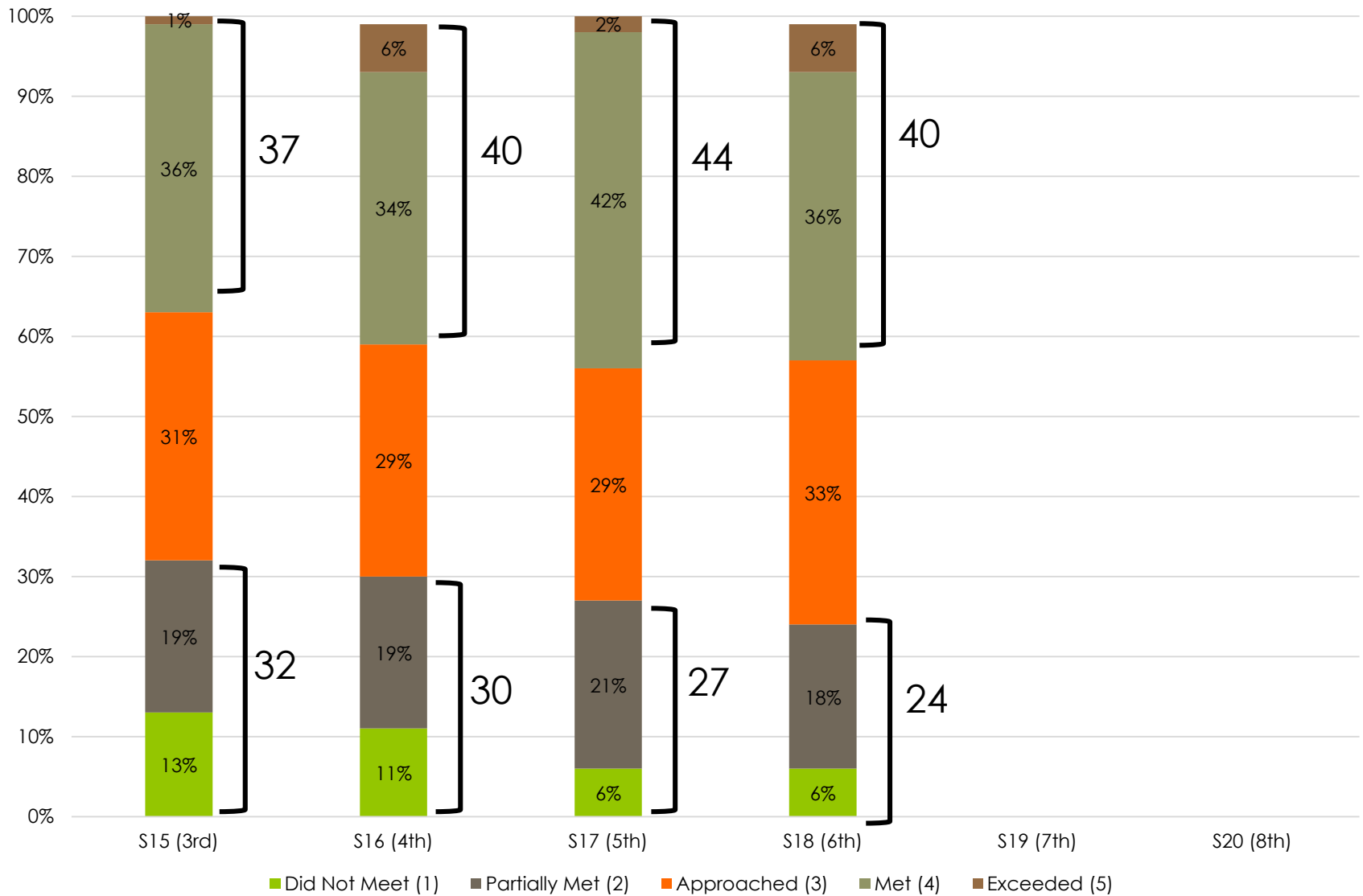
Class of 2019 (Current 8th Graders) - PARCC ELA



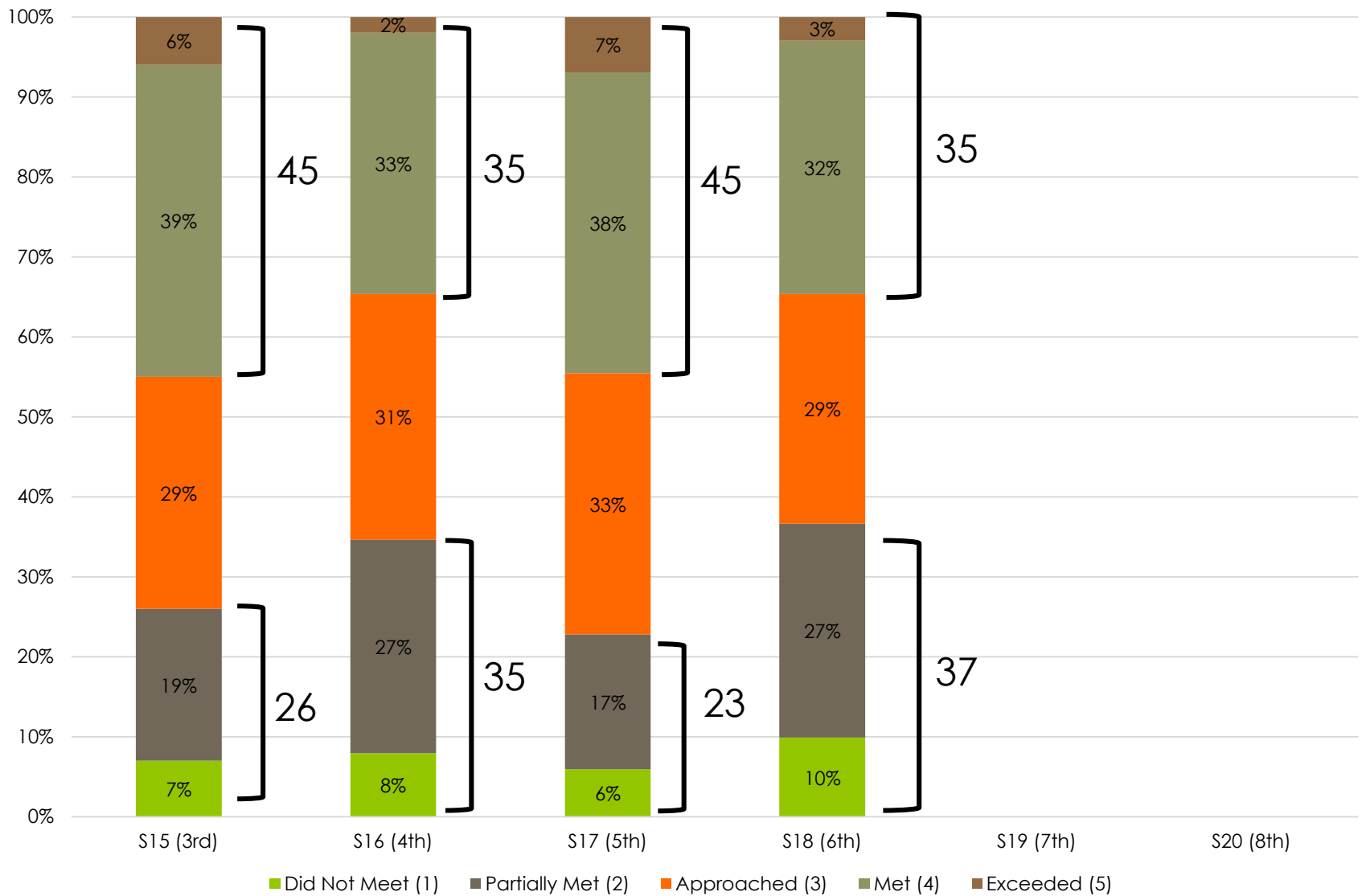
Class of 2019 (Current 8th Graders) - PARCC Math



Class of 2020 (Current 7th Graders) - PARCC ELA



Class of 2020 (Current 7th Graders) - PARCC Math



Student PARCC Refusal

- Rise in students refusing to take the PARCC assessment
 - 2017:
 - AUGS – 6
 - WCP - 1
 - 2018:
 - AUGS – 62 ←mostly 8th grade
 - AES – 2
 - OAK – 2
 - WCP - 2

In the spirit of continuous improvement

- Results:
 - English/Language Arts - 4% increase in Meets/Exceeds ELA scores across the district. Additionally, the district decreased its Did Not Meet & Partially Met by 3%.
 - Math – Remained the same in Meets/Exceeds as a district.
 - Cohorts:
 - In 6th grade ELA, students who scored meets/exceeds decreased by 4%, an improvement from past years (20% decrease in 2016 and 17% decrease in 2017)
 - In ELA, 5th improved by 12% and 7th improved by 14% for meets/exceeds.
- Next Steps:
 - The district has partnered with the ROE to analyze and identify greatest area of needs (GAN) based on item analysis. Principals will be bringing this information to their SLTs for action planning using their SLT Data Protocol.
 - ROE is meeting with Principal group at least three times this school year to analyze PARCC cohort data and conduct an item analysis.
 - Utilize data during curriculum review cycles

Sample Deep Dive



District Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 7

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2017–2018

ANTIOCH CCSD 34

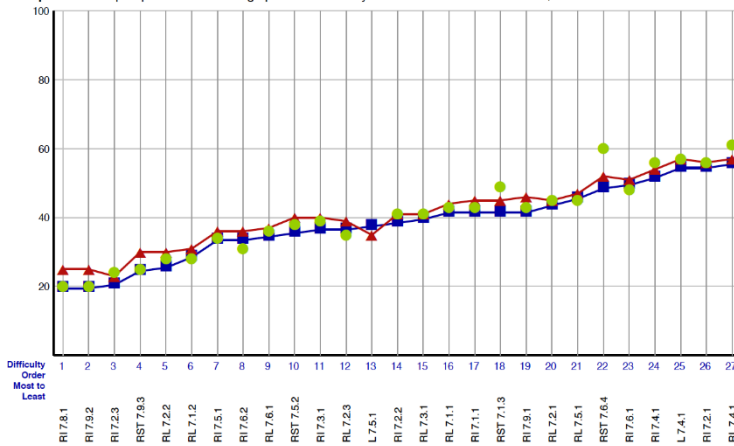
ILLINOIS

SPRING 2018

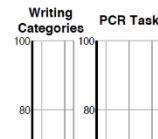
▲ Cross-State
■ State
● District

Students with Valid Scores (314)

Purpose: This report presents the average percent correct by Evidence Statement for district, state and Cross-State.



Difficulty level is determined at the State level for all reports.
Evidence Statements not tested in district or school are left blank.



District Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 7

ANTIOCH CCSD 34

ILLINOIS

SPRING 2018

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2017–2018

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	District Student Count
1	RI.7.8.1	RI.7.8	Reading: Informational Text	ELA-PCR	161
2	RI.7.9.2	RI.7.9	Reading: Informational Text	ELA-PCR	161
3	RI.7.2.3	RI.7.2	Reading: Informational Text	Reading-TECR	153
4	RST.7.9.3	RST.7.9	Reading: Science & Technical Subjects	ELA-PCR	153
5	RL.7.2.2	RL.7.2	Reading: Literature	ELA-PCR;Reading-TECR	314
6	RL.7.1.2	RL.7.1	Reading: Literature	Reading-EBSR	161
7	RI.7.5.1	RI.7.5	Reading: Informational Text	Reading-EBSR;Reading-TECR	314
8	RI.7.6.2	RI.7.6	Reading: Informational Text	Reading-EBSR;Reading-TECR	161
9	RL.7.6.1	RL.7.6	Reading: Literature	Reading-EBSR	314
10	RST.7.5.2	RST.7.5	Reading: Science & Technical Subjects	Reading-EBSR;Reading-TECR	153
11	RI.7.3.1	RI.7.3	Reading: Informational Text	ELA-PCR;Reading-EBSR	314
12	RL.7.2.3	RL.7.2	Reading: Literature	Reading-TECR	161
13	L.7.5.1	L.7.5	Language	Reading-EBSR	0
14	RI.7.2.2	RI.7.2	Reading: Informational Text	Reading-EBSR;Reading-TECR	314
15	RL.7.3.1	RL.7.3	Reading: Literature	Reading-EBSR;Reading-TECR	314

2019 Illinois State Testing

- Development and Administration of Illinois Assessment of Readiness for ELA and Math in Grades 3-8
 - Contract awarded to Data Recognition Corporation (DRC)
 - Computer Adaptive Assessment with results returned within 1 week of the end of the testing window – hand scored within 30 days
 - Built on the foundation of PARCC content
 - This year will maintain comparability to previous year's results
 - DRC hosts ACCESS 2.0, our EL proficiency assessment
 - More information to come based on formal protest of awarded bid

Thank you

