



Data Presentation

Board of Education Meeting
November 28th, 2017



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.

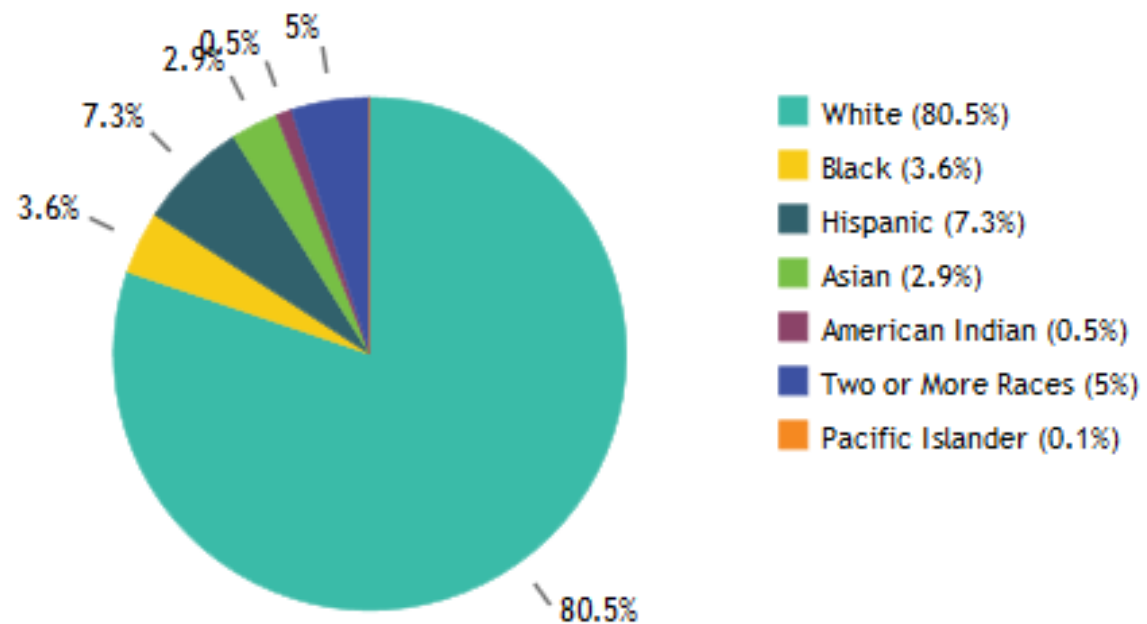
GOALS

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

2016-2017 Demographics (Illinois School Report Card)

Racial/Ethnic Diversity

Percentage of students belonging to a particular racial/ethnic group

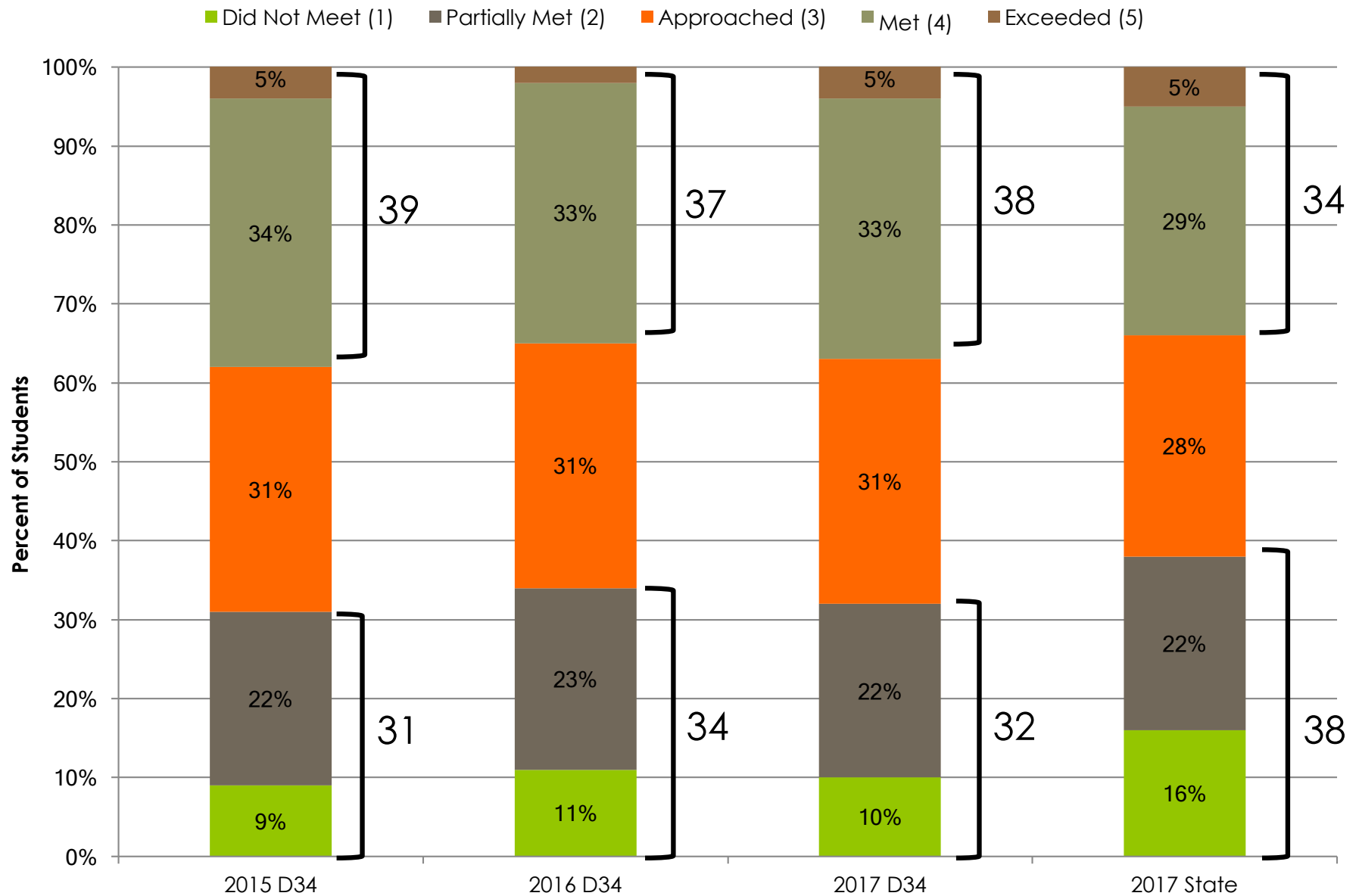




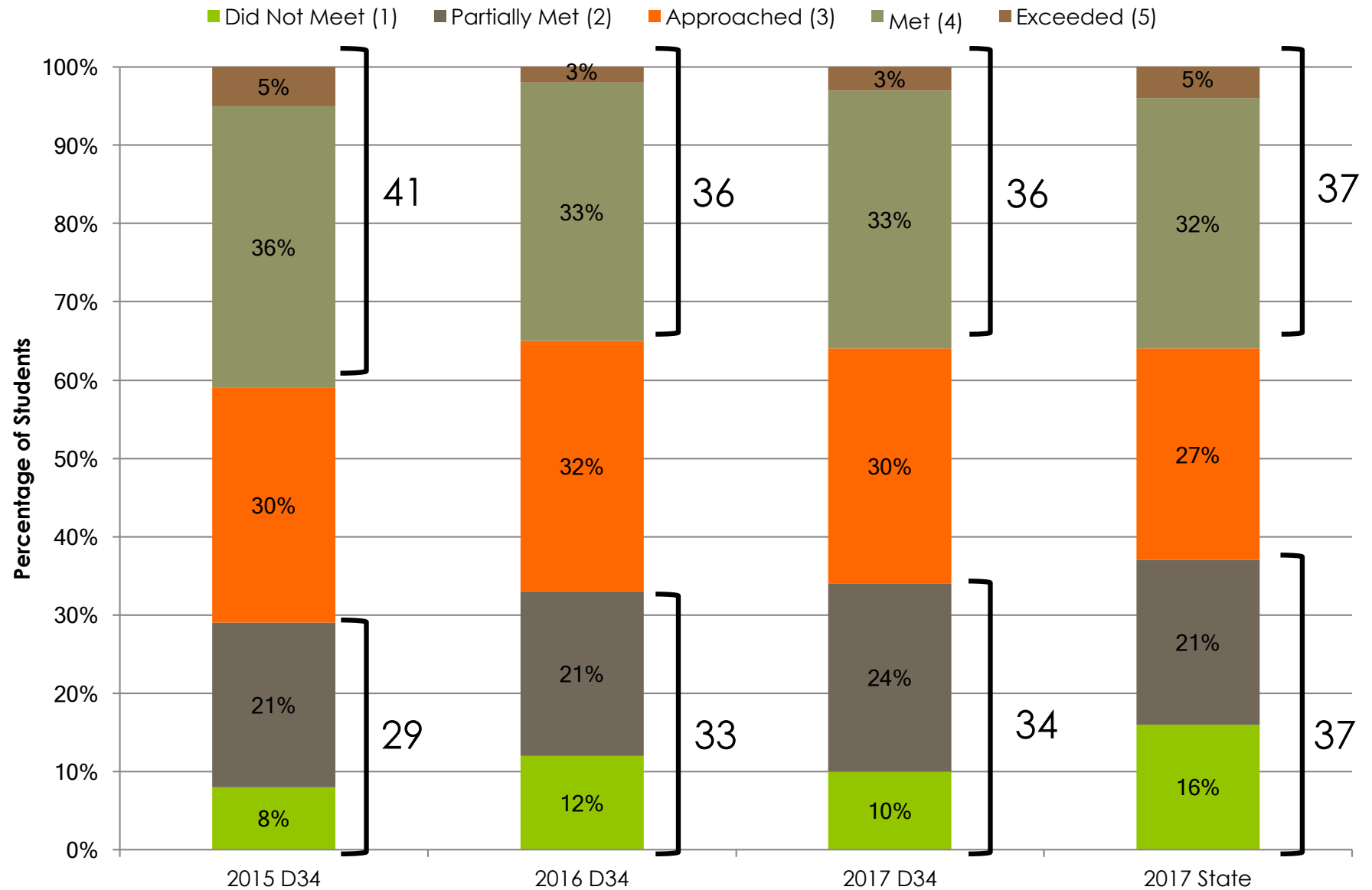
PARCC

Partnership for
Assessment of
Readiness for
College and
Careers

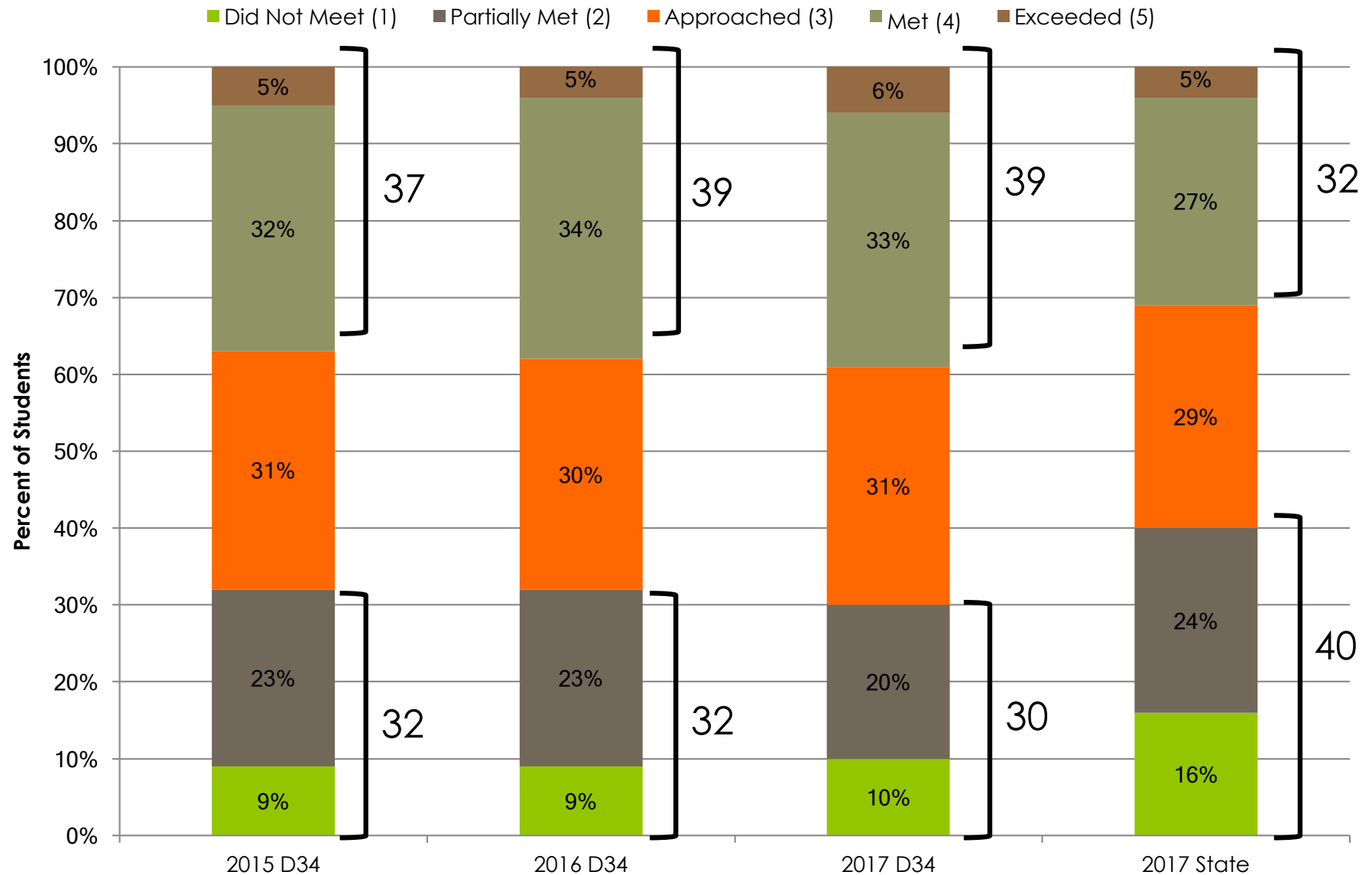
PARCC Composite Results



Antioch D34 PARCC - English Language Arts



Antioch D34 PARCC Math

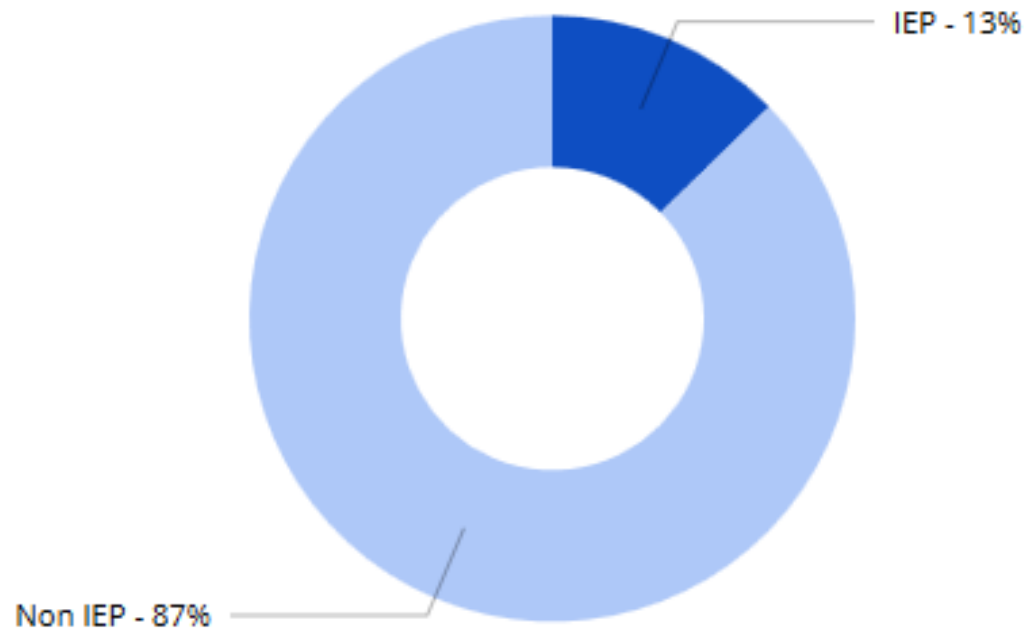


Three qualified subgroups

- 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)

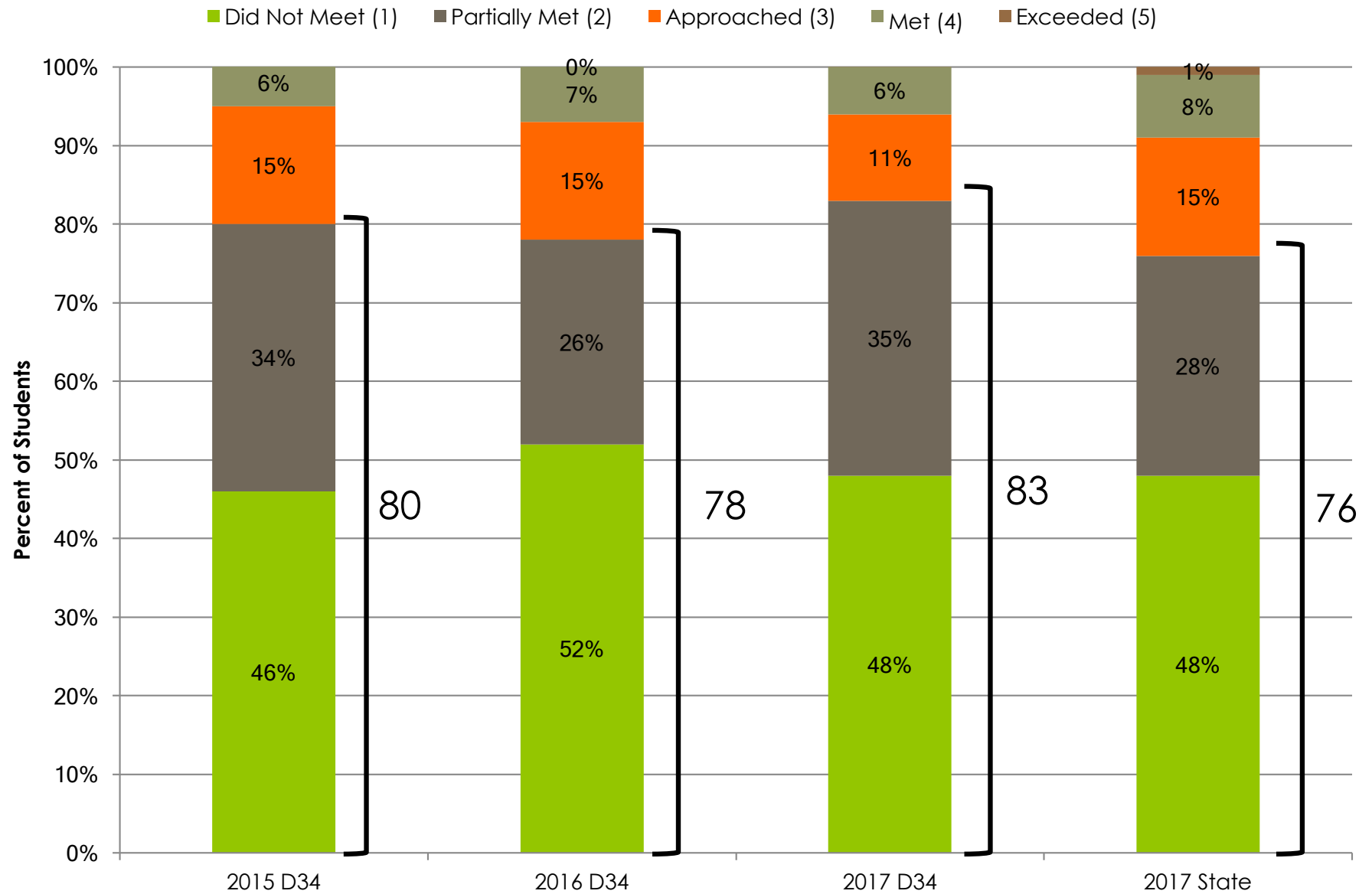
Students with IEPs

% Students with IEPs - 2017

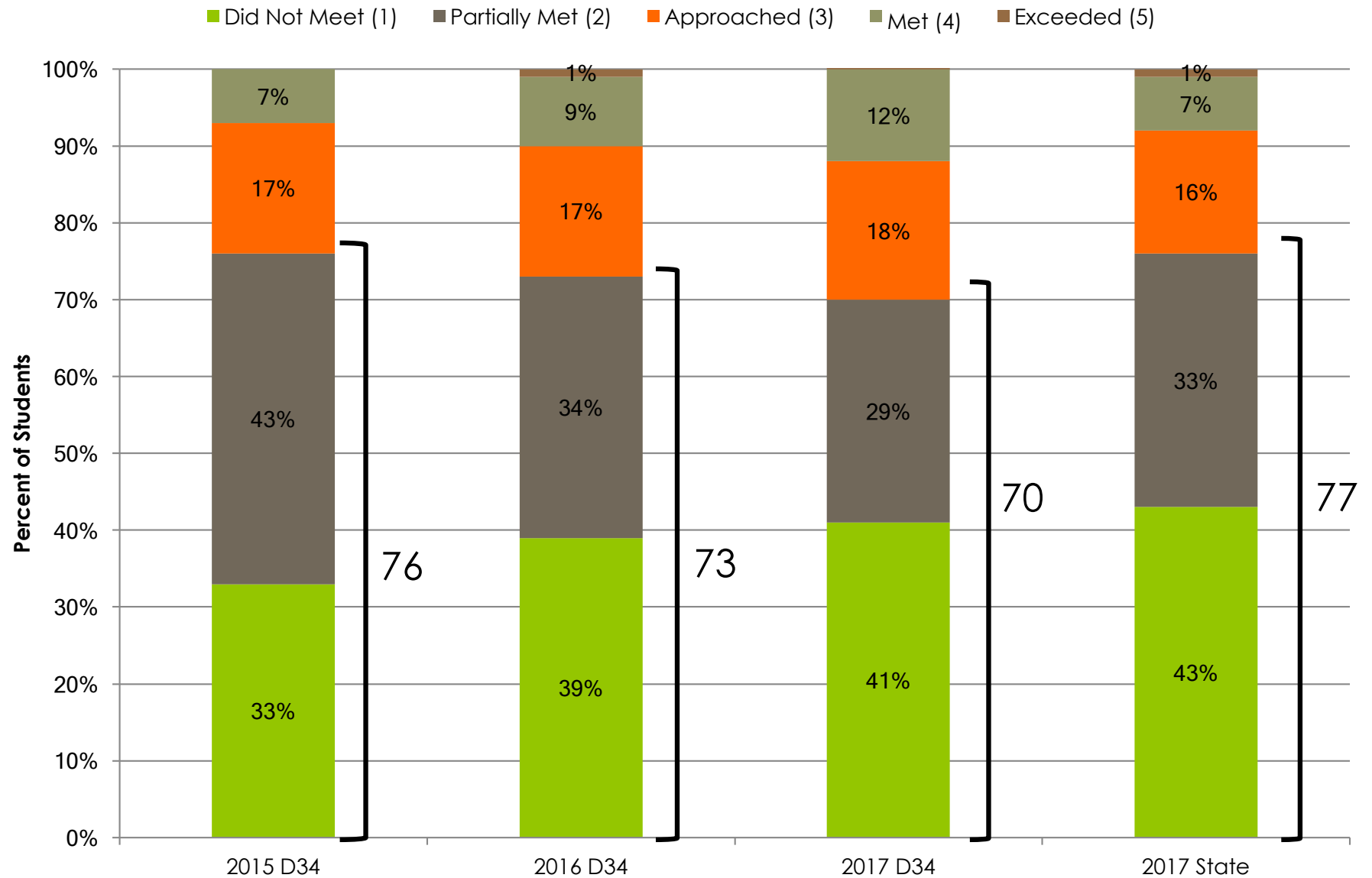


Compared to
12% in 2015-2016

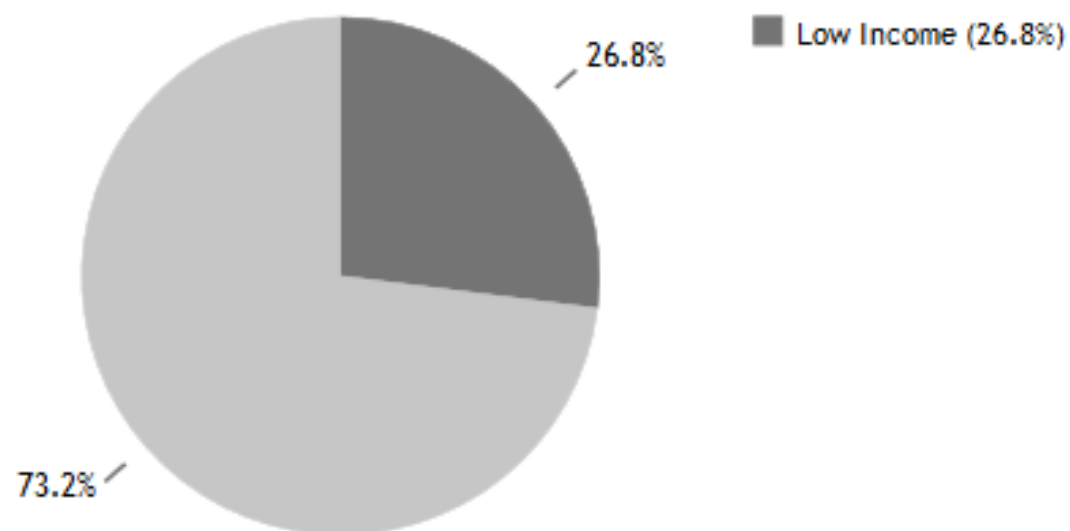
PARCC IEP Students - English Language Arts



PARCC IEP Students - Math



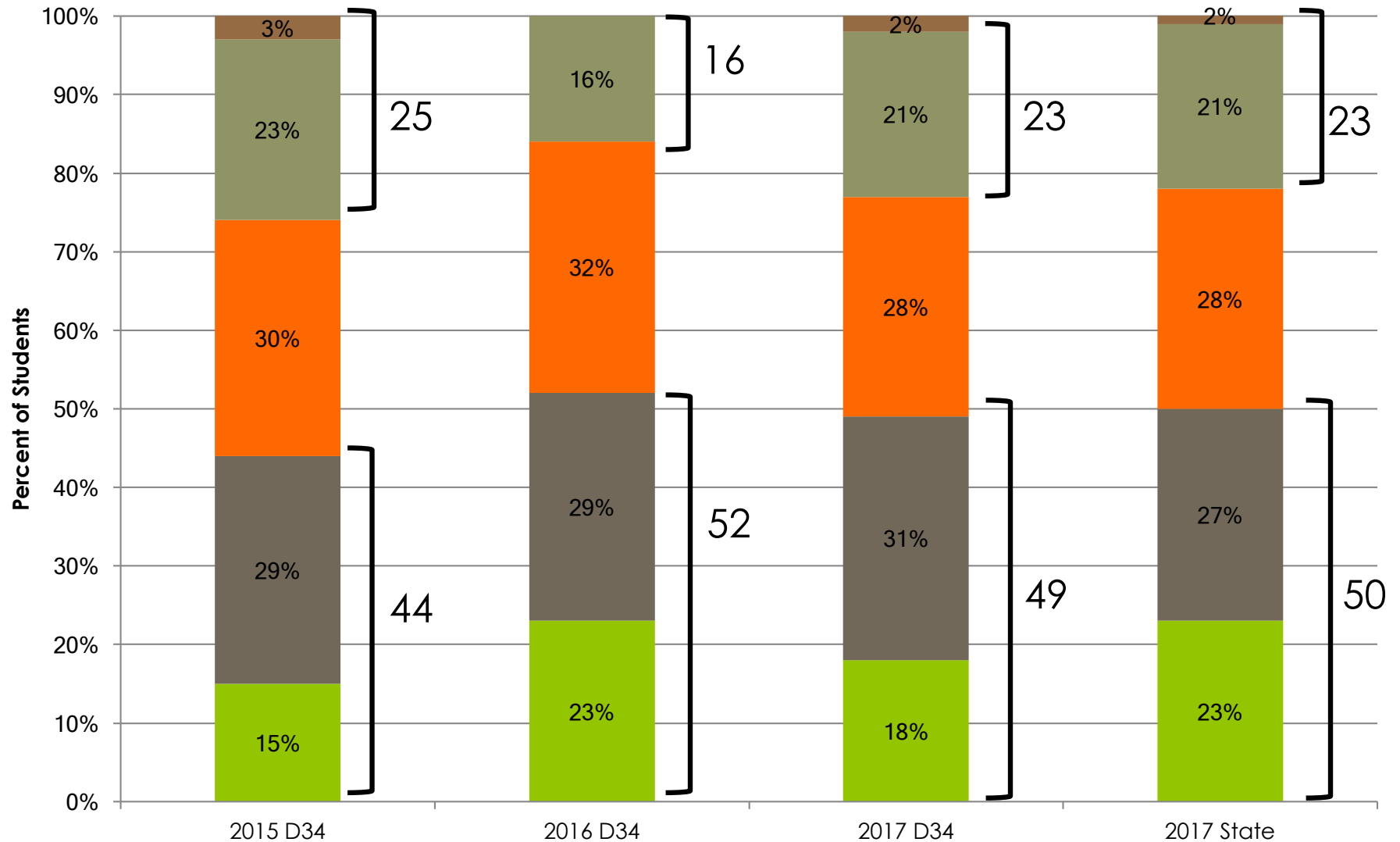
Students on Free/Reduced Lunch



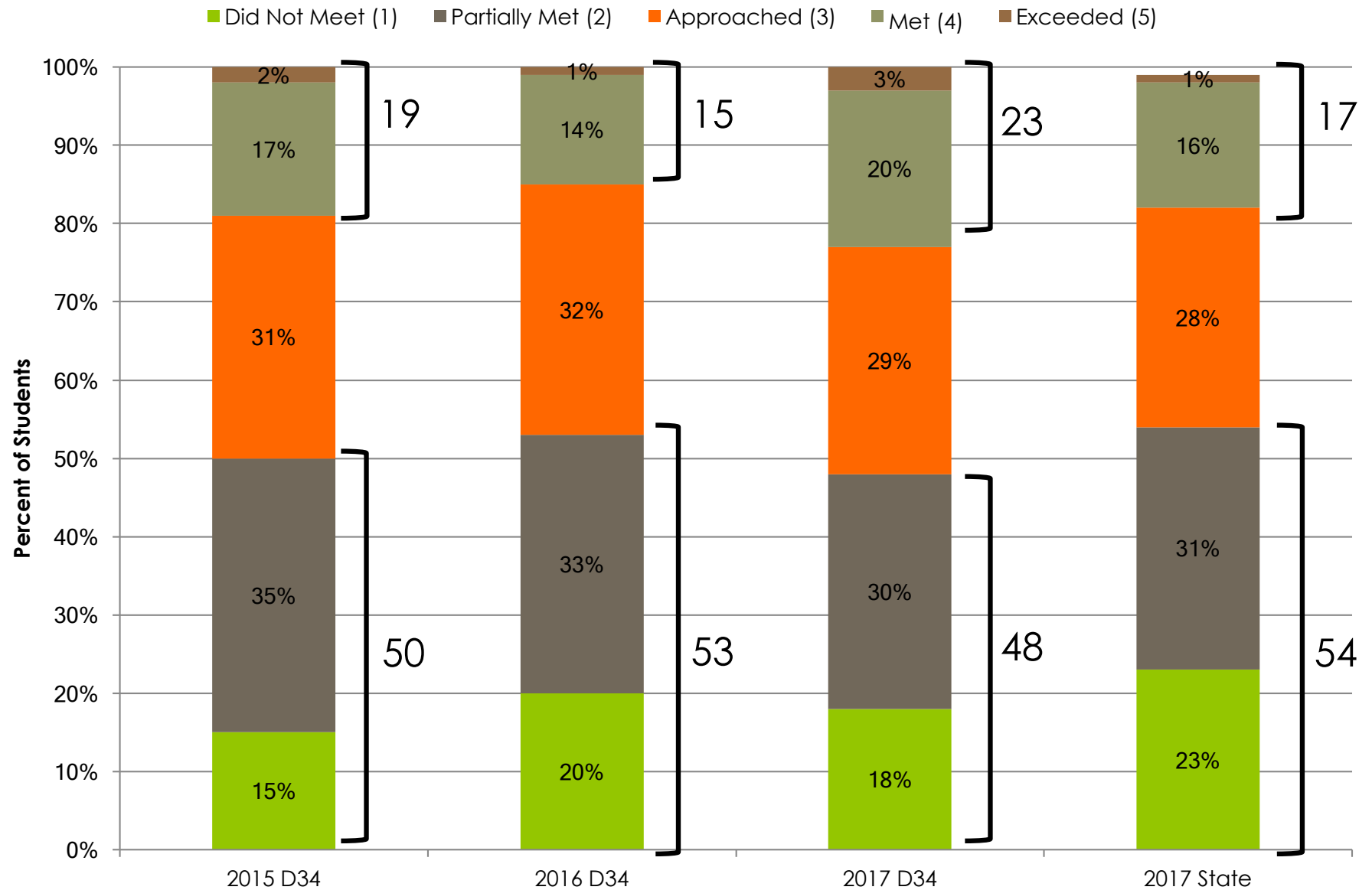
Compared to
27% in 2015-2016

PARCC Free & Reduced Lunch - English Language Arts

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



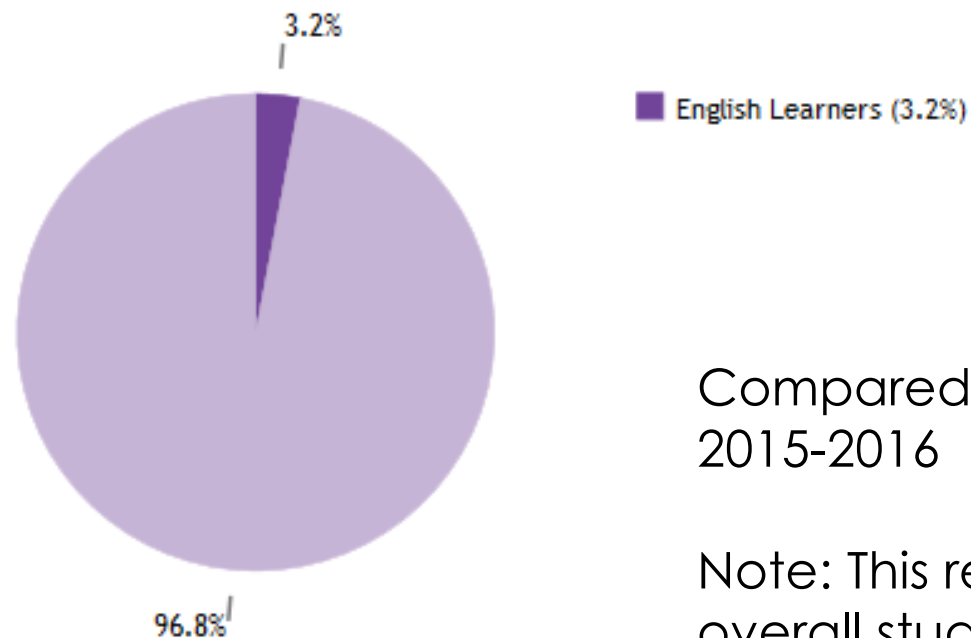
PARCC Free & Reduced Lunch - Math



Limited English Proficiency (LEP)

English Learners

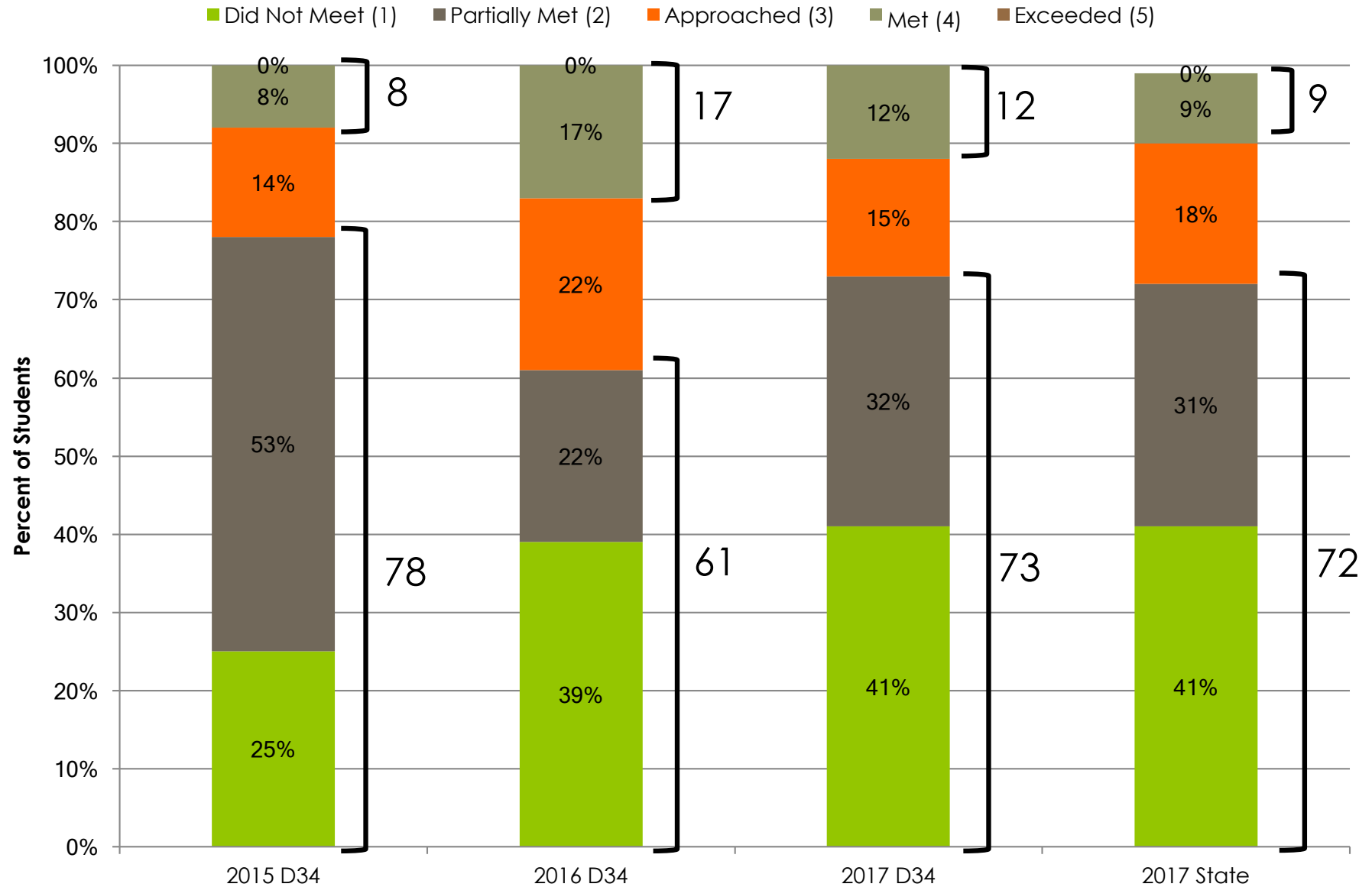
Students whose primary language is not English.



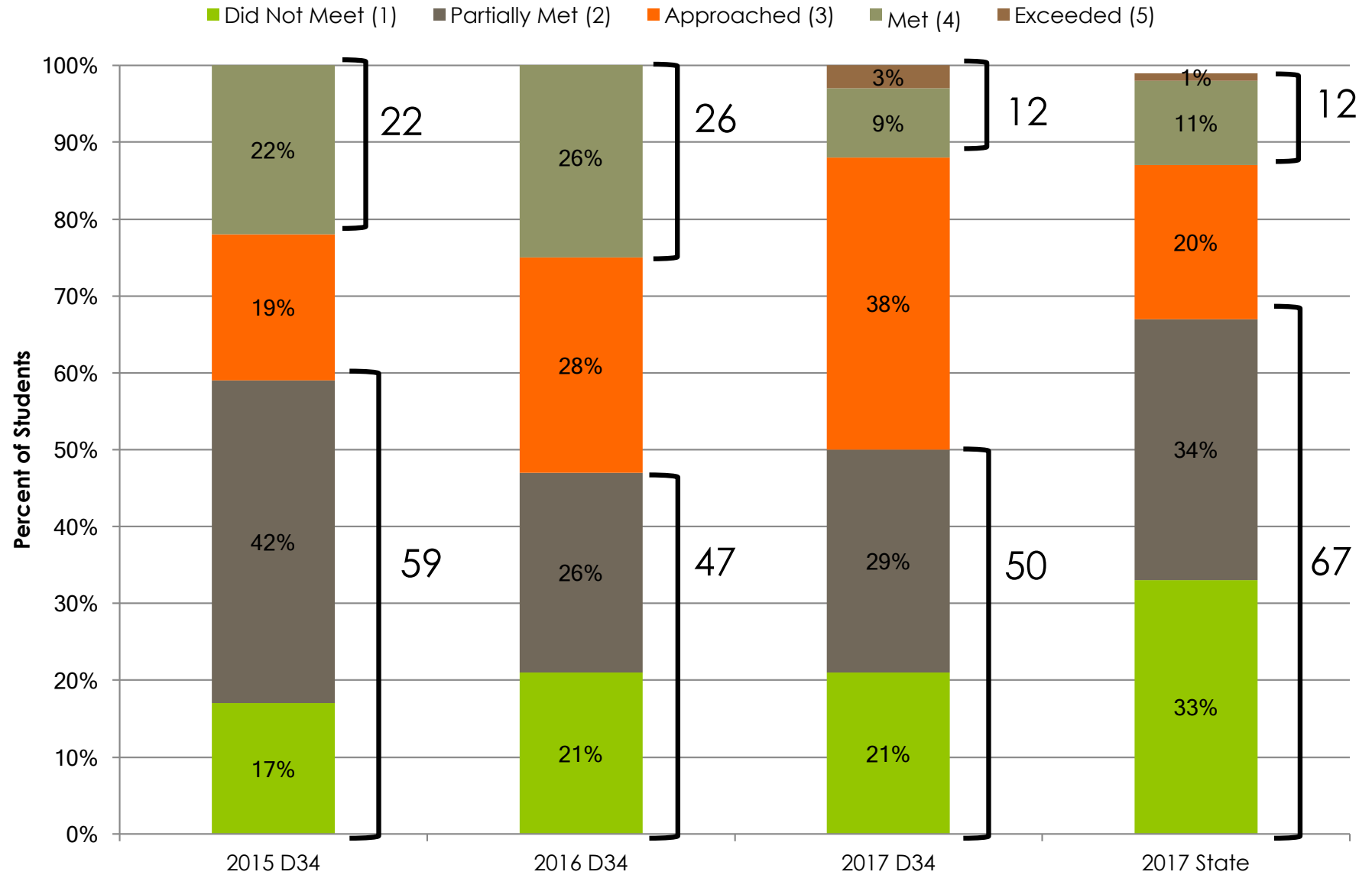
Compared to 3.3% in 2015-2016

Note: This represents overall student, not subgroups

PARCC Limited English Proficiency - English Language Arts



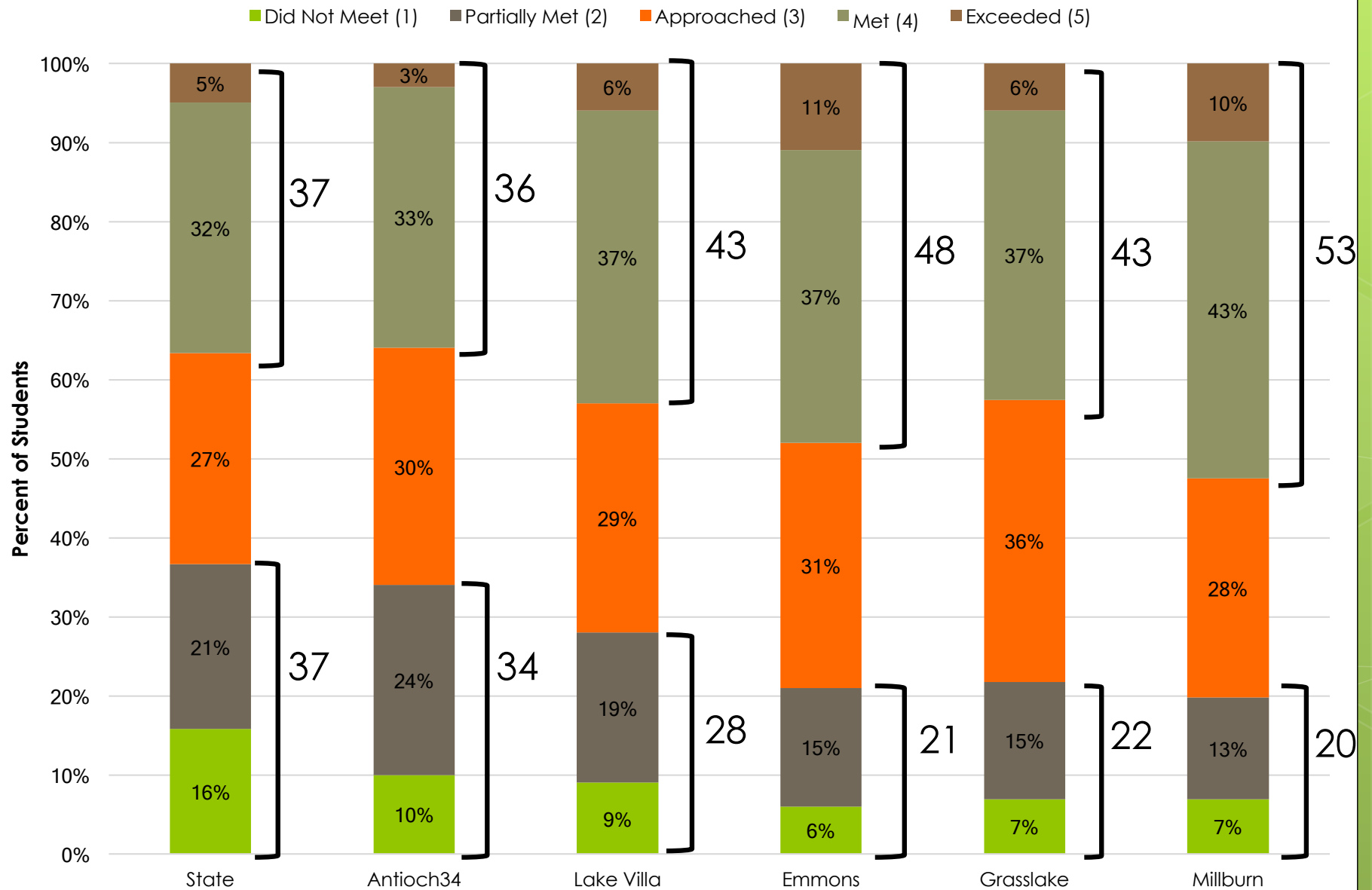
PARCC Limited English Proficiency - Math



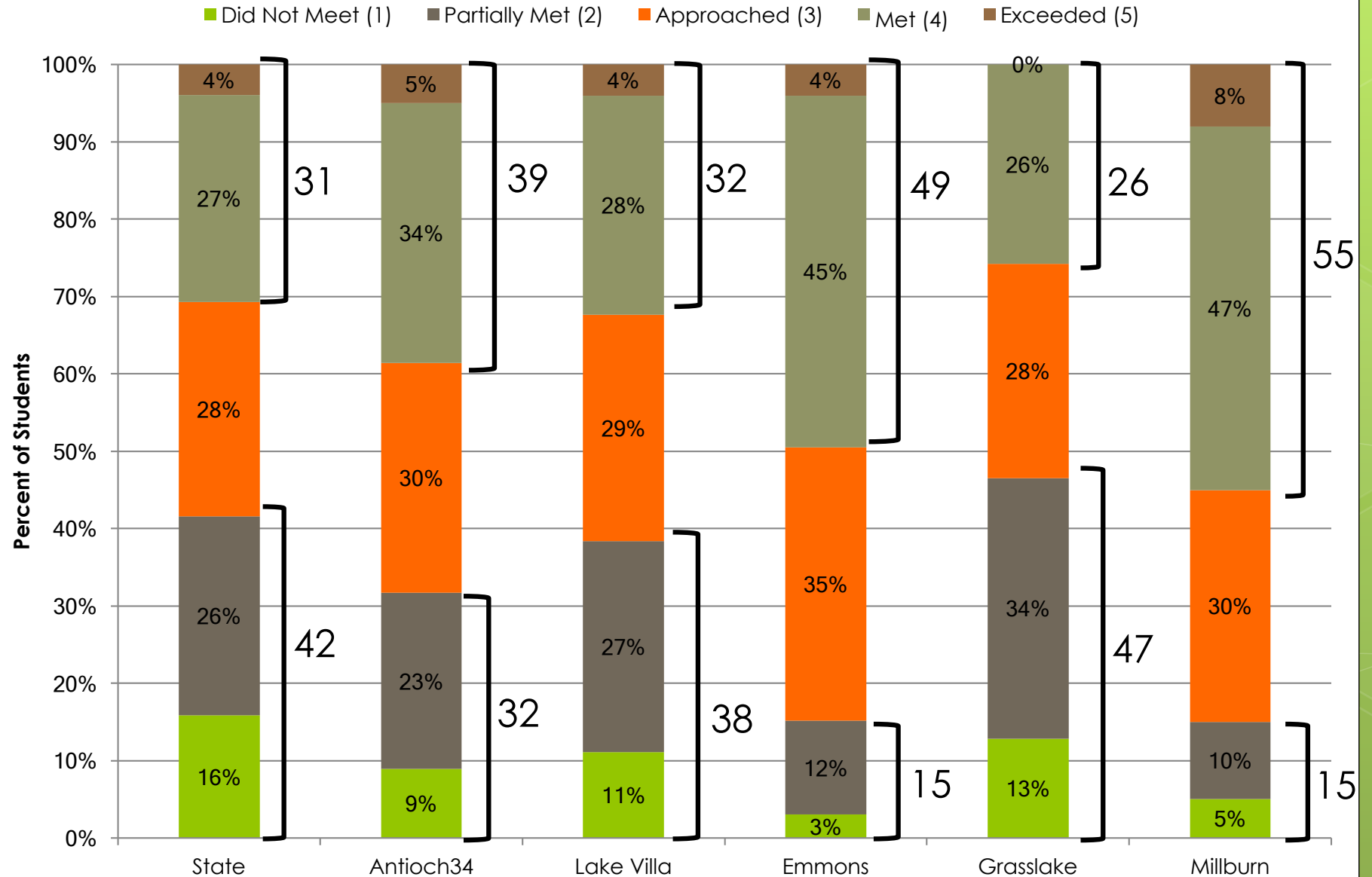
D117 Feeder Schools 2015-2016 Enrollment

- Antioch D34 – 2,932 students
- Lake Villa – 2,633 students
- Millburn – 1,206 students
- Emmons – 320 students
- Grass Lake – 180 students

2017 D117 Feeder School Comparison PARCC - English Language Arts



D117 Feeder School Comparison PARCC - Math

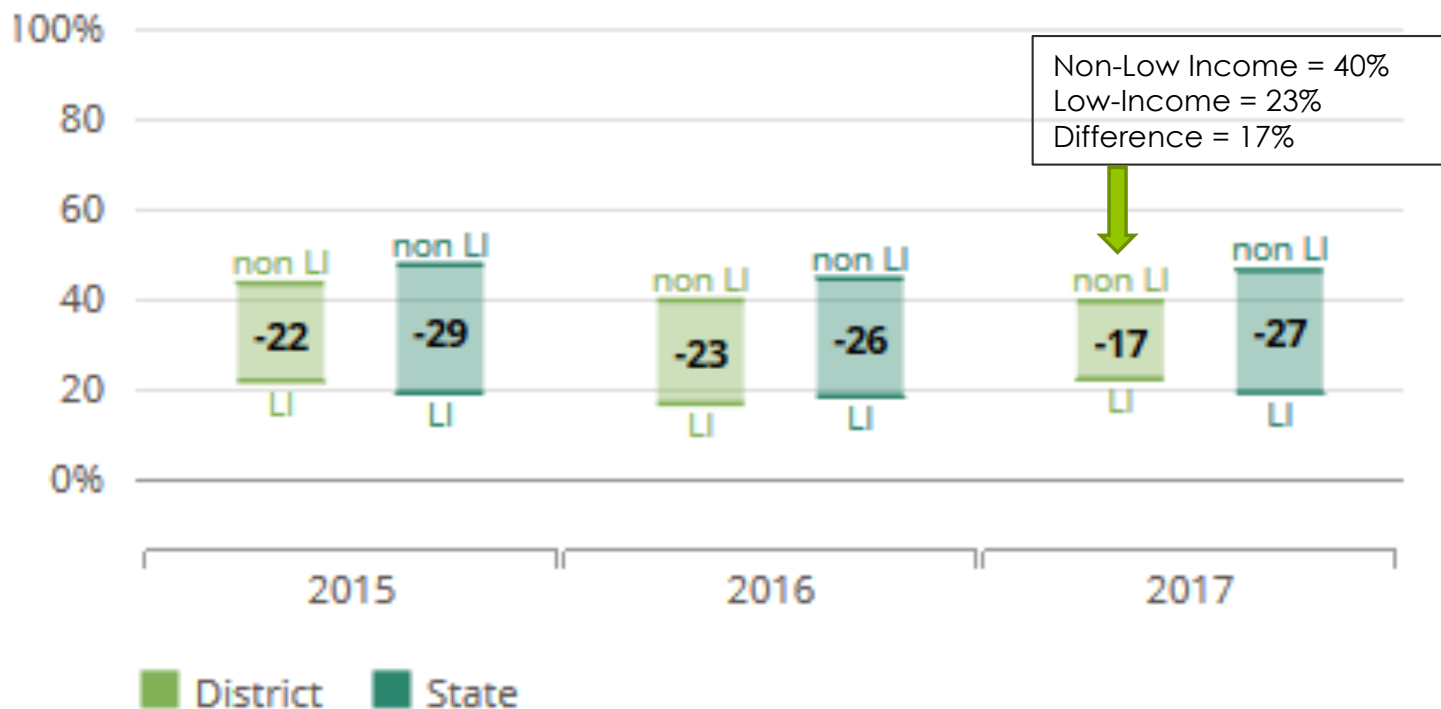




Achievement Gaps

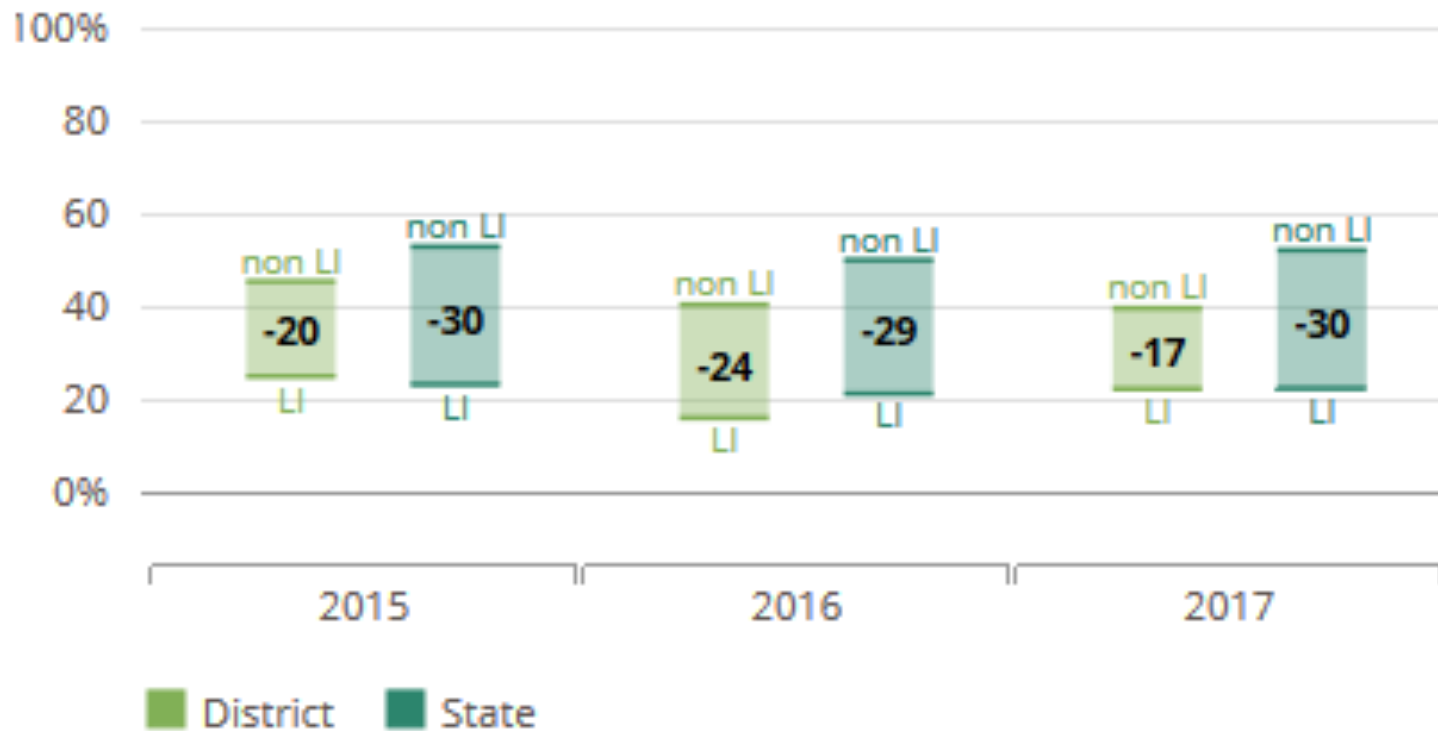
Achievement Gaps: Low-Income -- Composite

Summary - Composite - Low Income and Non Low Income



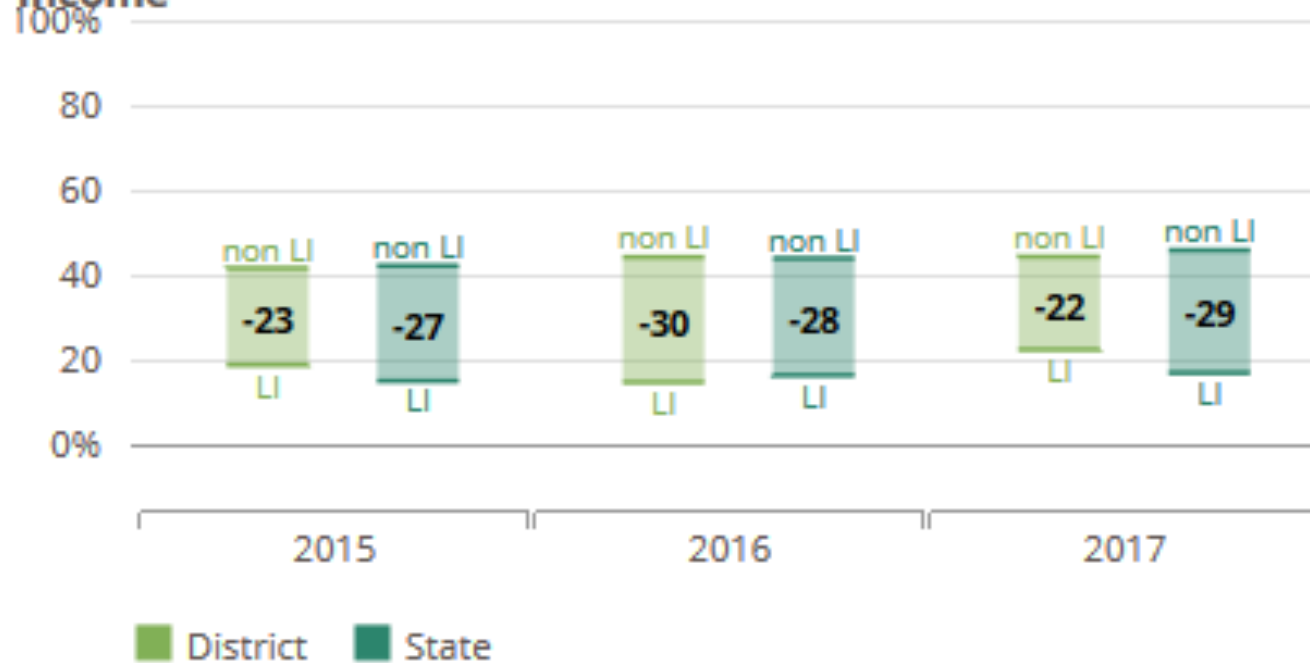
Achievement Gaps: Low-Income – English/Language Arts

Summary - ELA - Low Income and Non Low Income



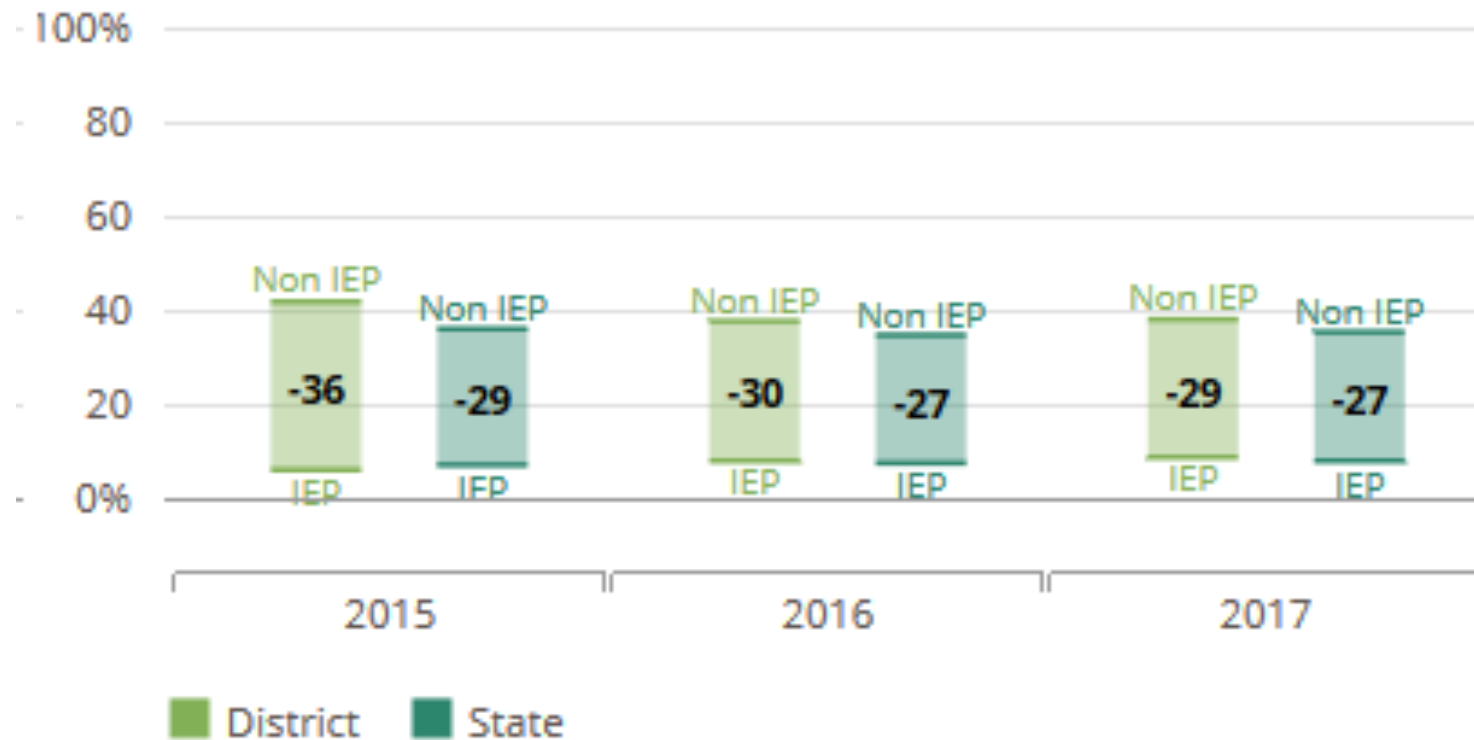
Achievement Gaps: Low-Income -- Mathematics

Summary - Mathematics - Low Income and Non Low Income



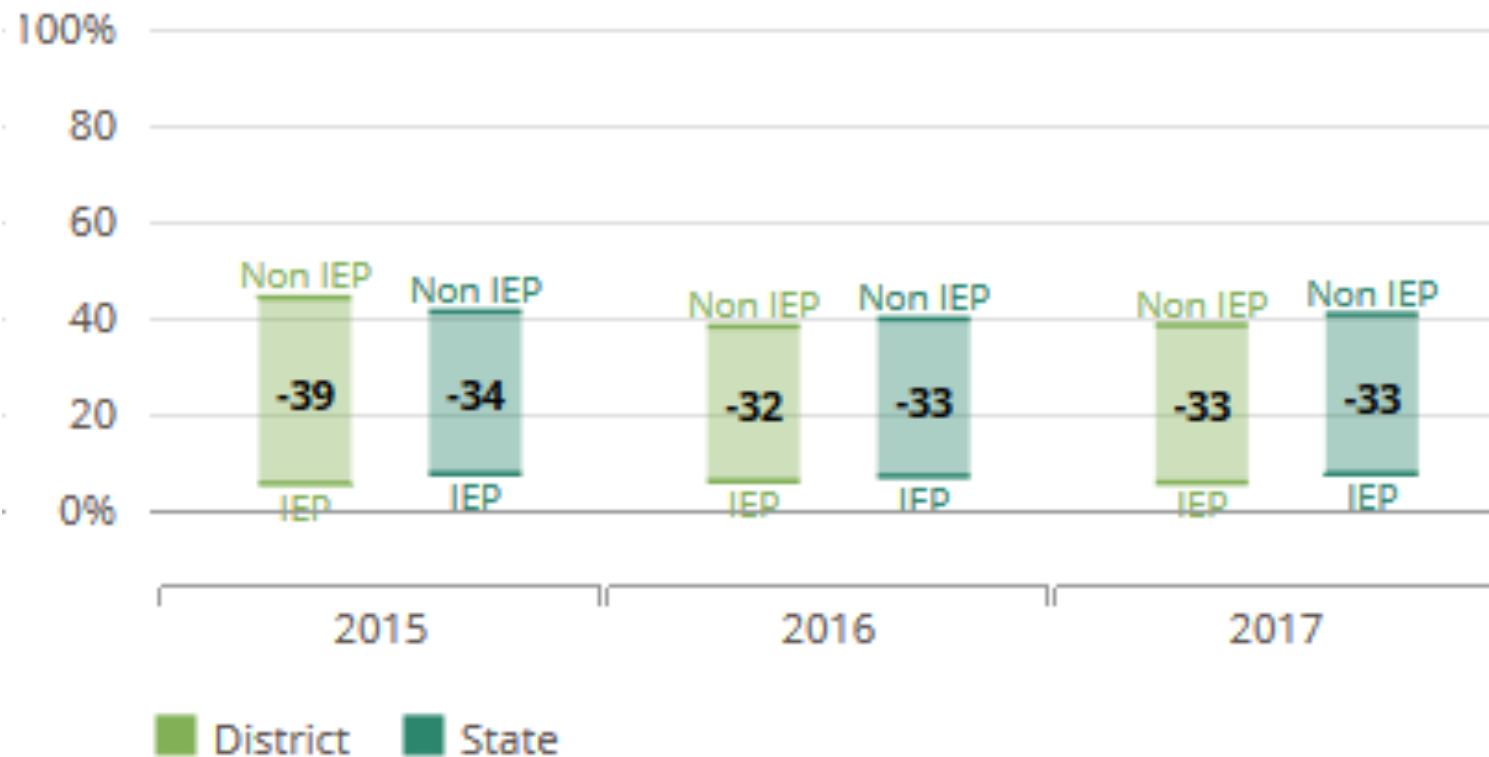
Achievement Gaps: IEP -- Composite

Summary - Composite - IEP and Non IEP



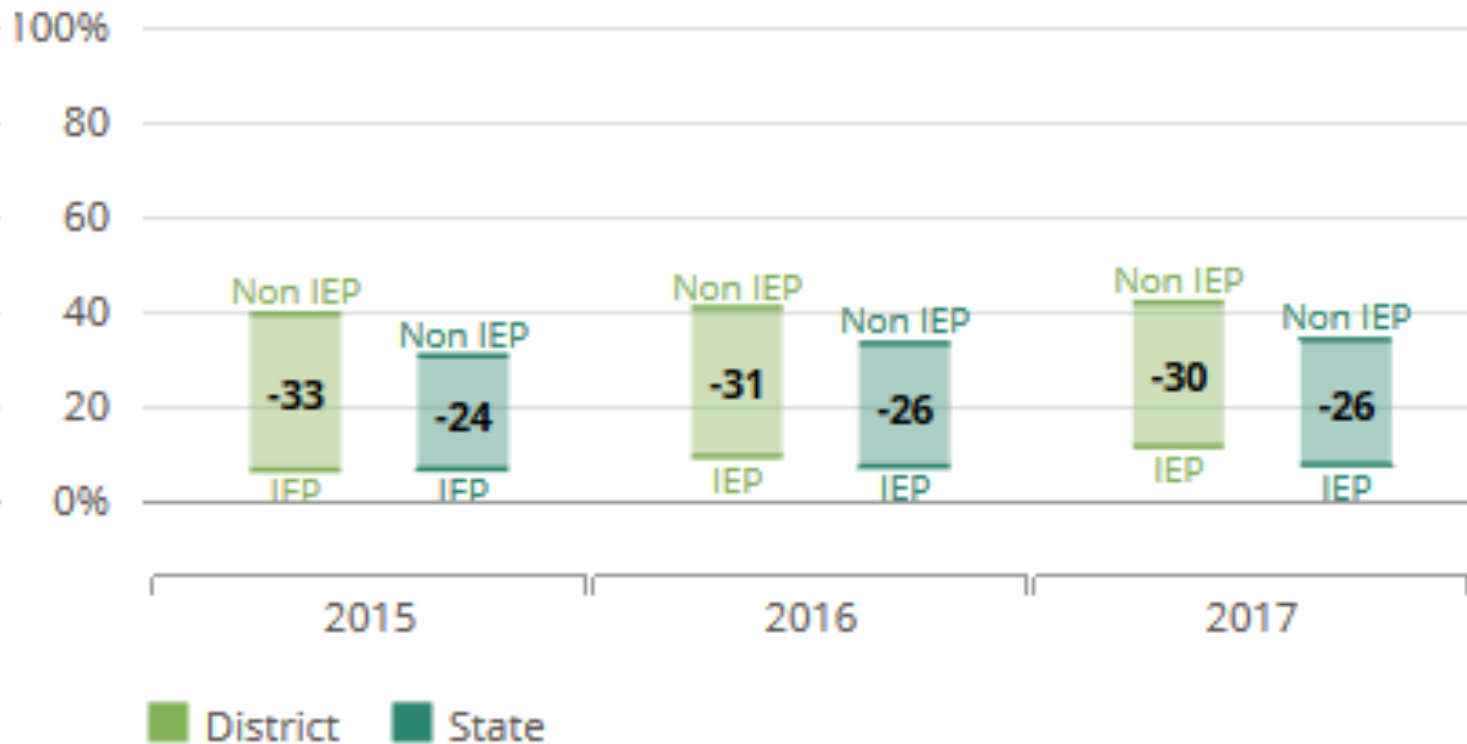
Achievement Gaps: IEP – English/Language Arts

Summary - ELA - IEP and Non IEP



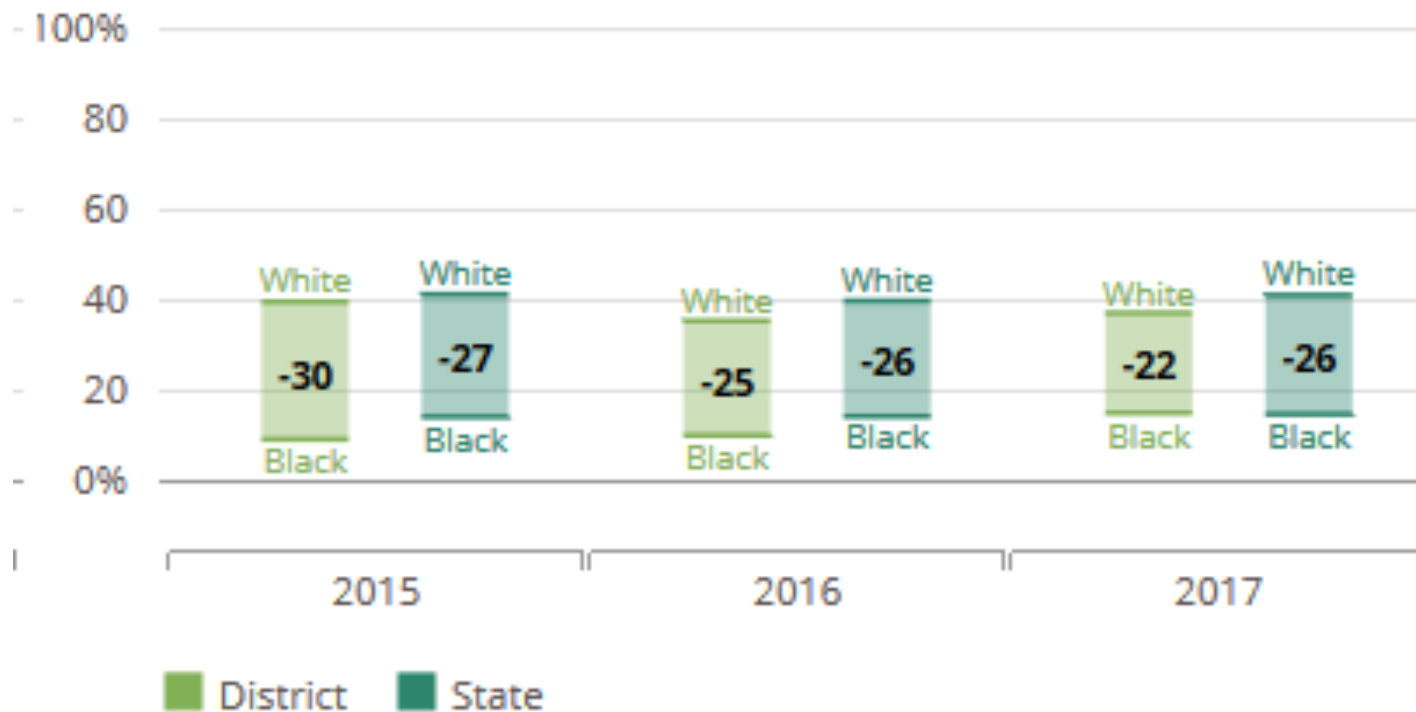
Achievement Gaps: IEP -- Mathematics

Summary - Mathematics - IEP and Non IEP



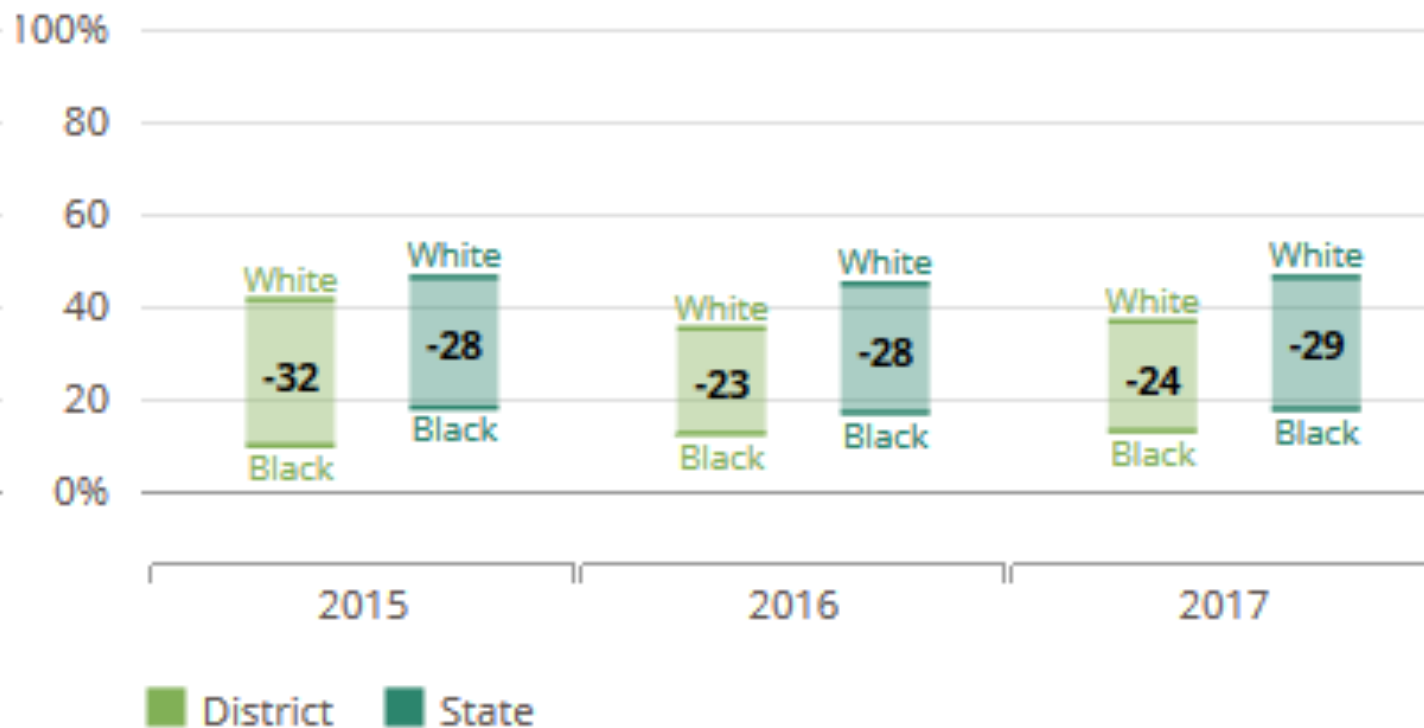
Achievement Gaps: Black – Composite

Summary - Composite - Black and White



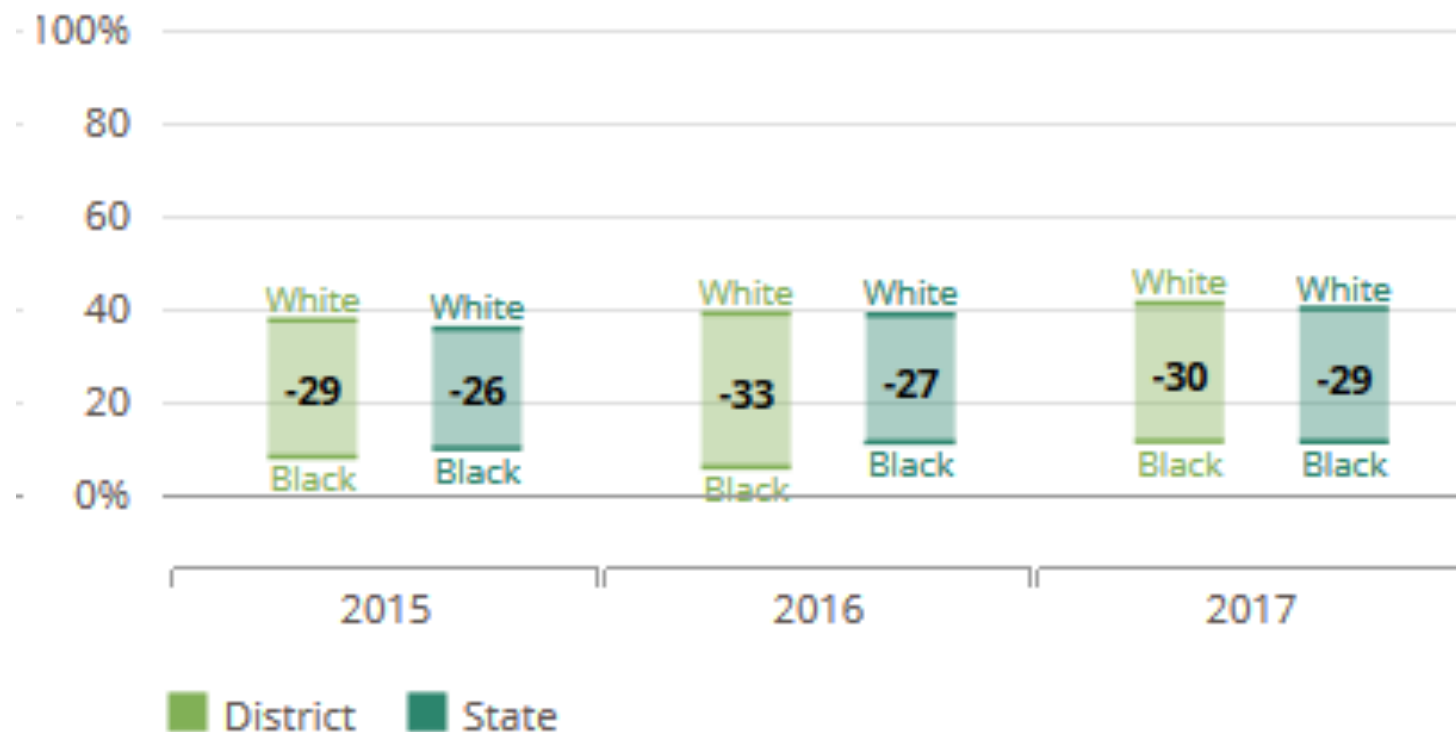
Achievement Gaps: Black – English/Language Arts

Summary - ELA - Black and White



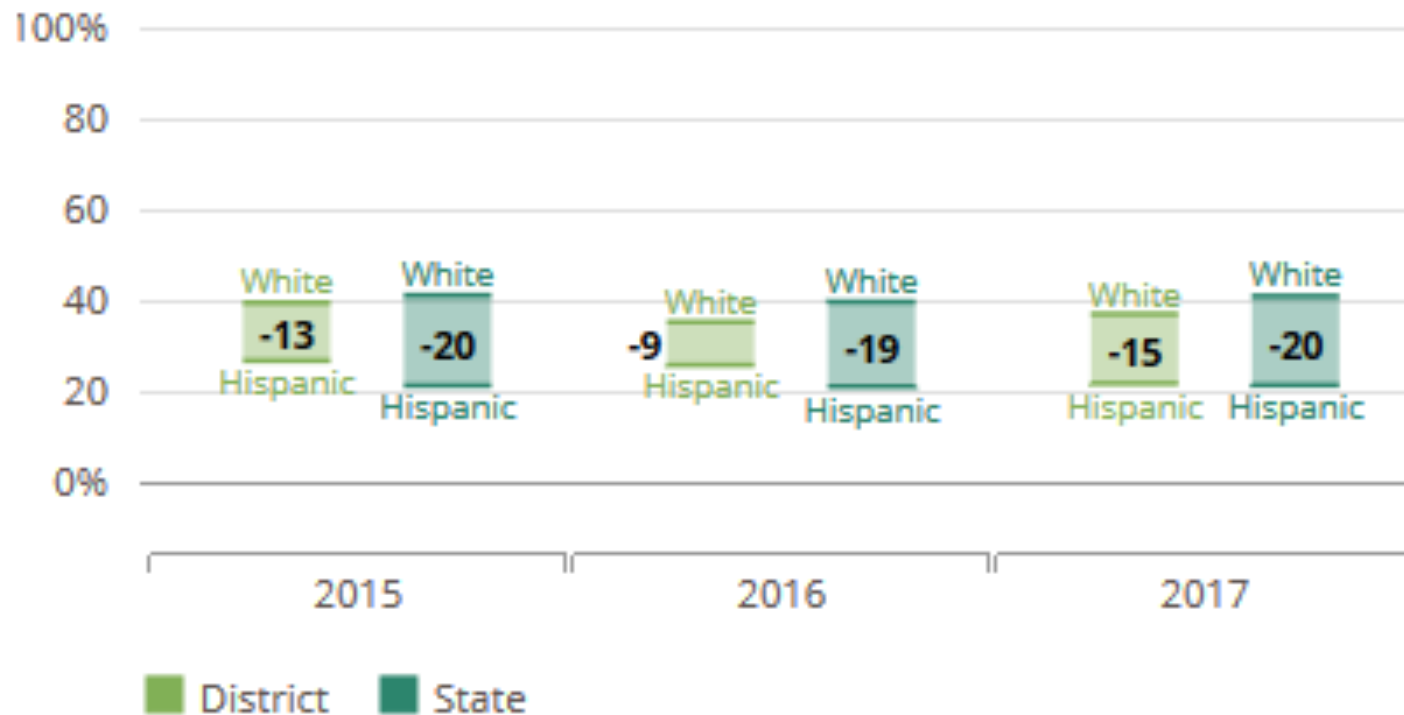
Achievement Gaps: Black -- Mathematics

Summary - Mathematics - Black and White



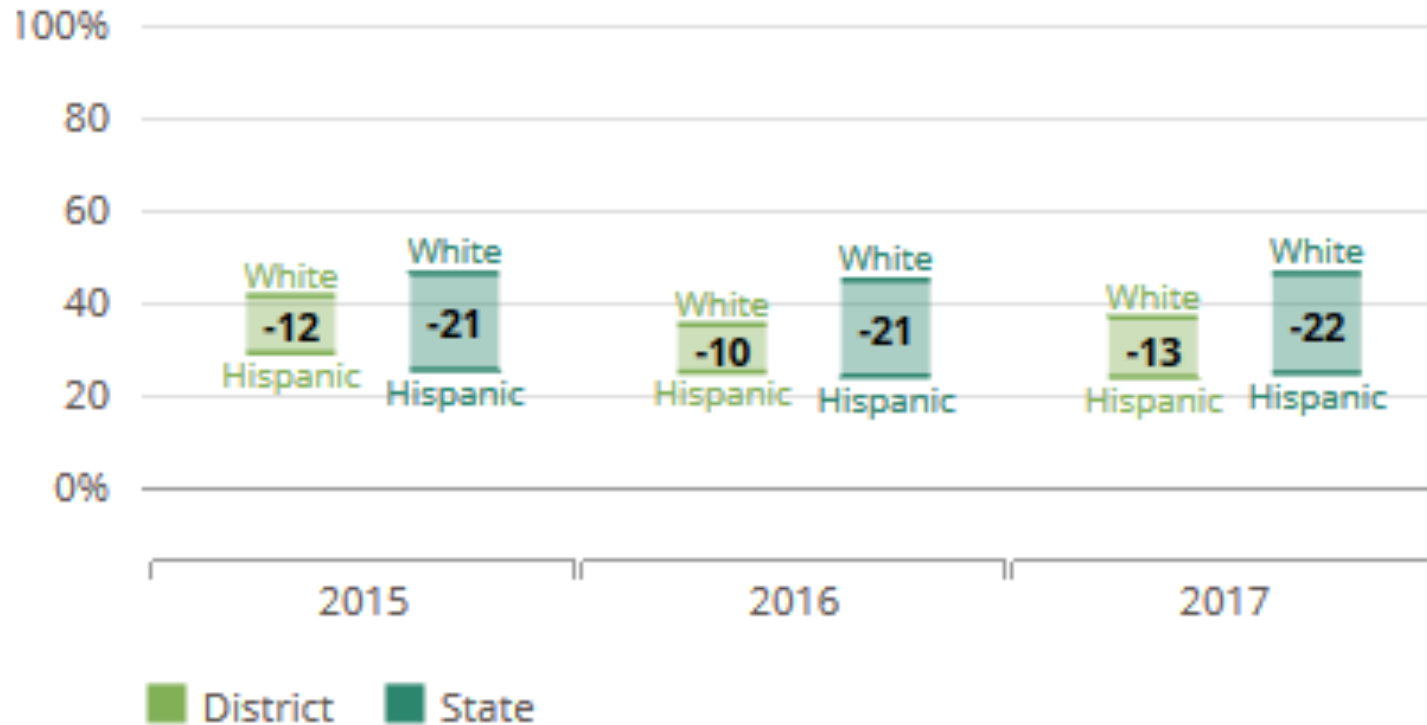
Achievement Gaps: Hispanic– Composite

Summary - Composite - Hispanic and White



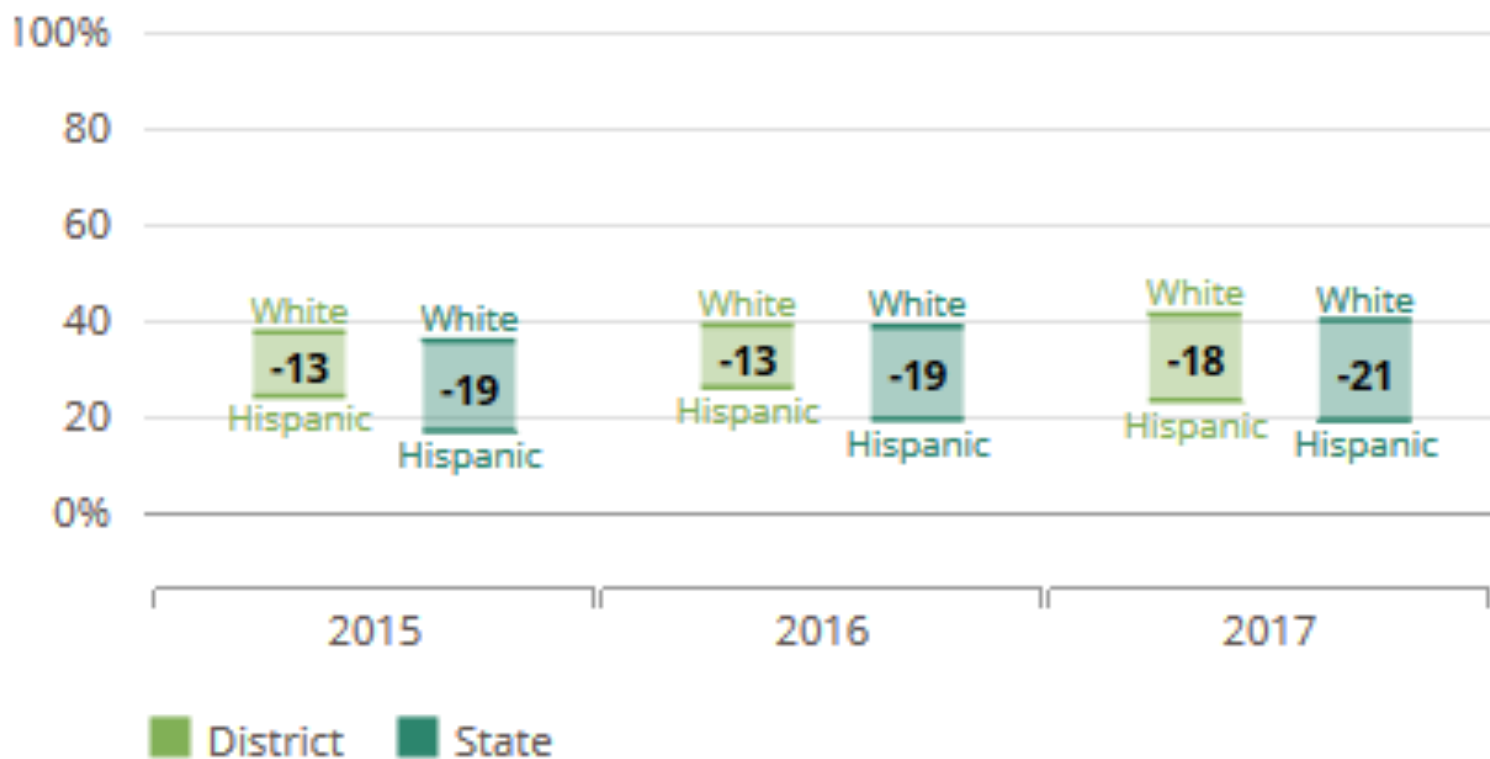
Achievement Gaps: Hispanic – English/Language Arts

Summary - ELA - Hispanic and White



Achievement Gaps: Hispanic -- Mathematics

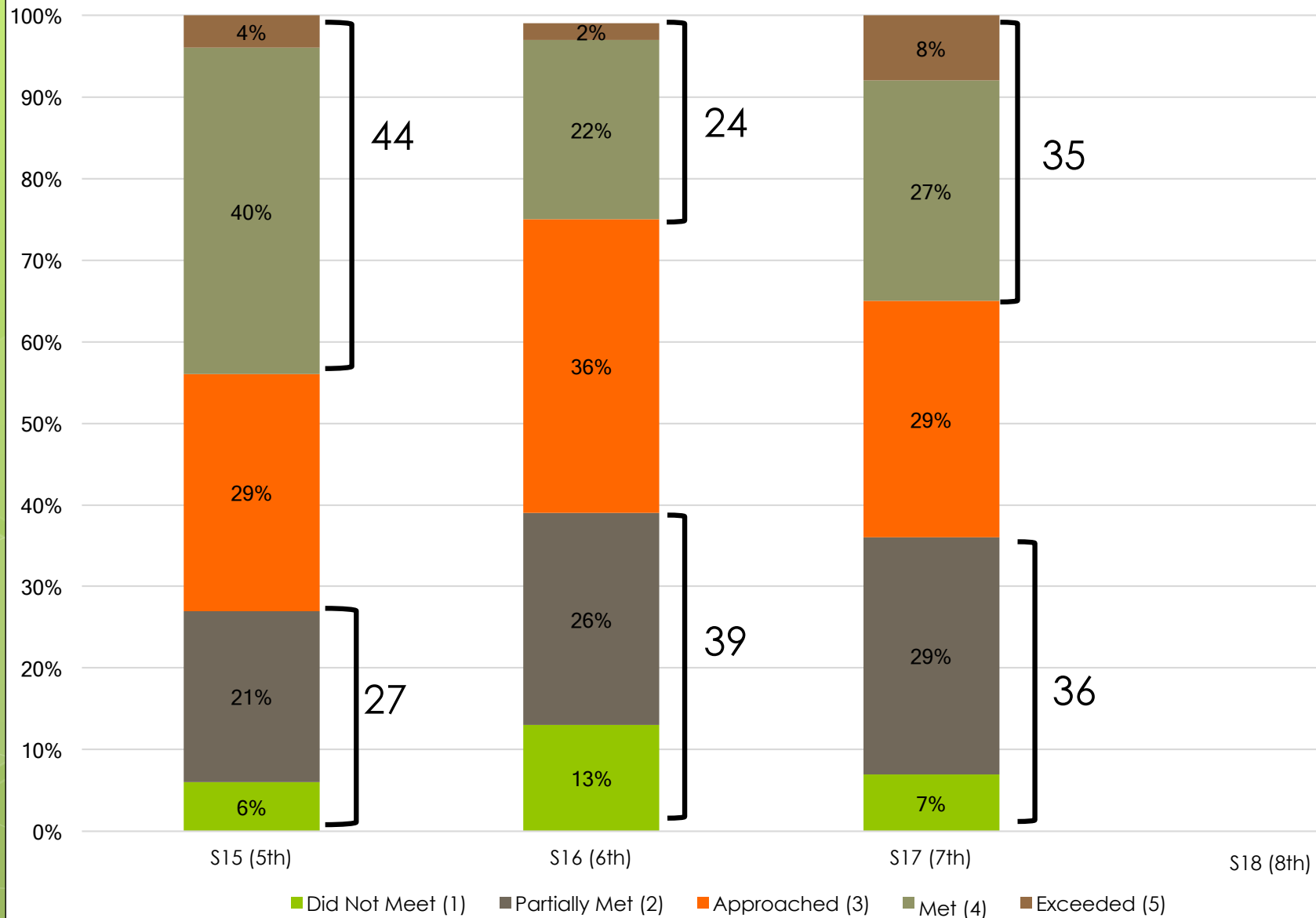
Summary - Mathematics - Hispanic and White



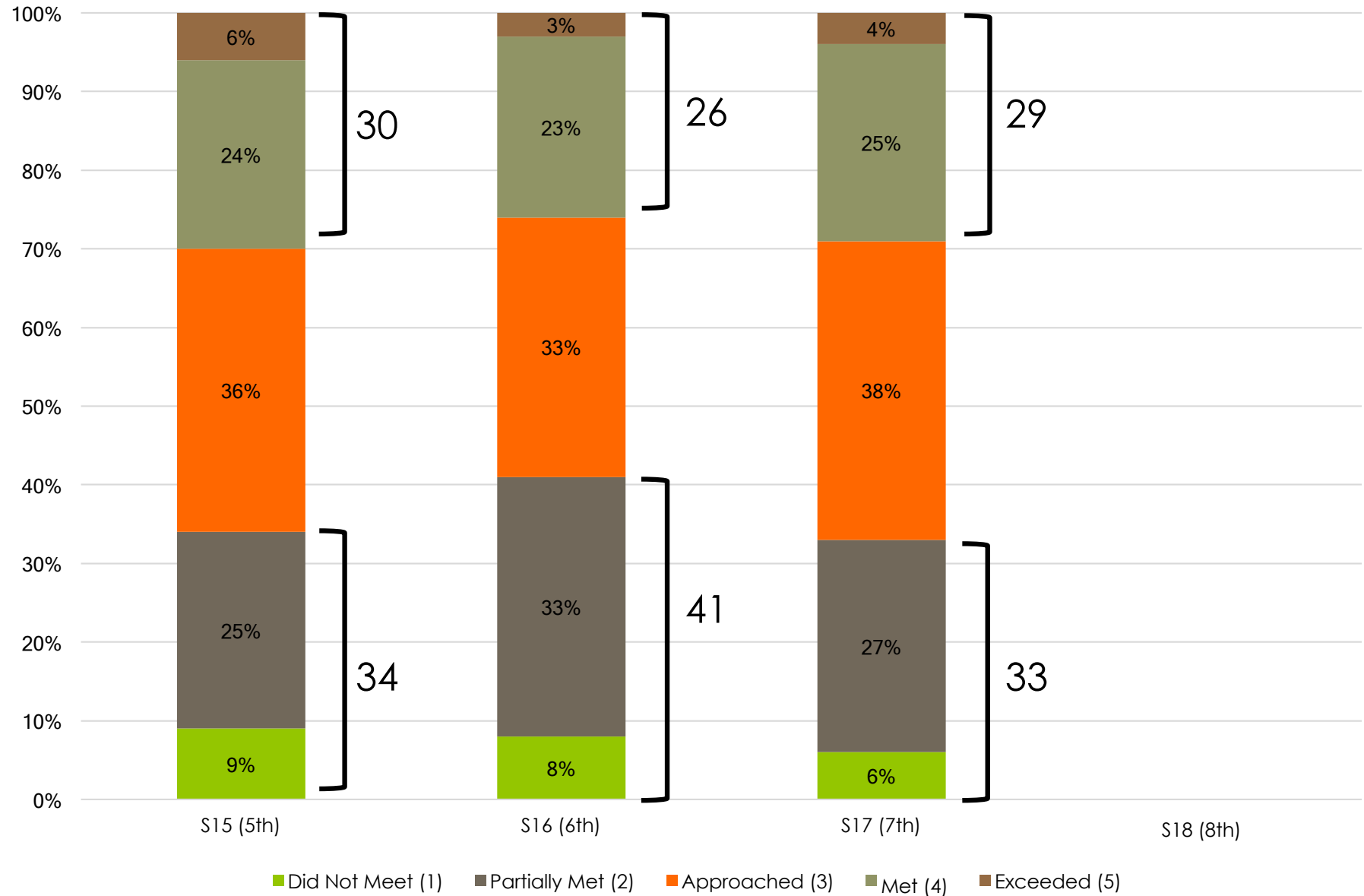


How about the
Cohort data?

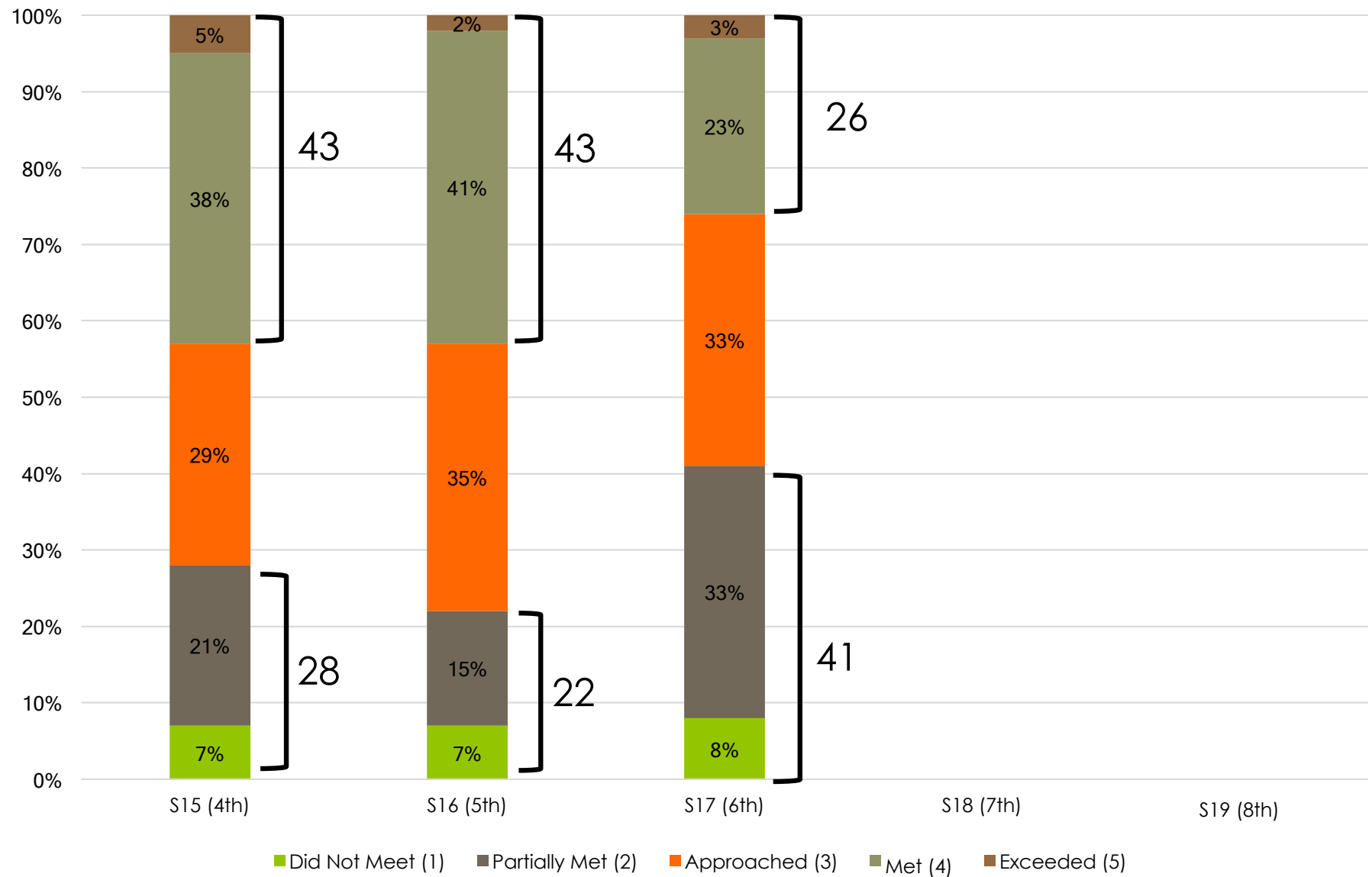
Class of 2018 (Current 8th Graders) - PARCC ELA



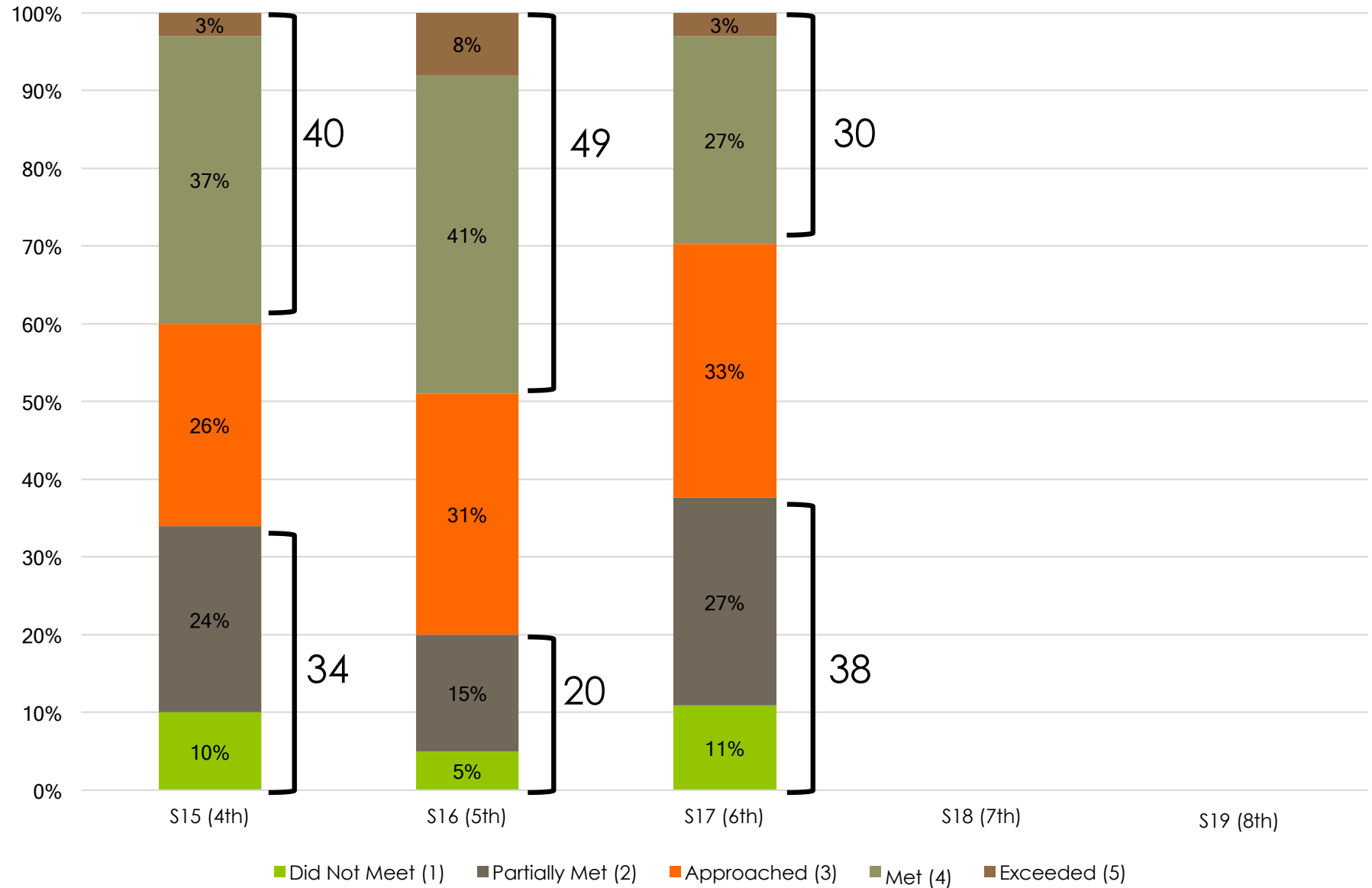
Class of 2018 (Current 8th Graders) - PARCC Math



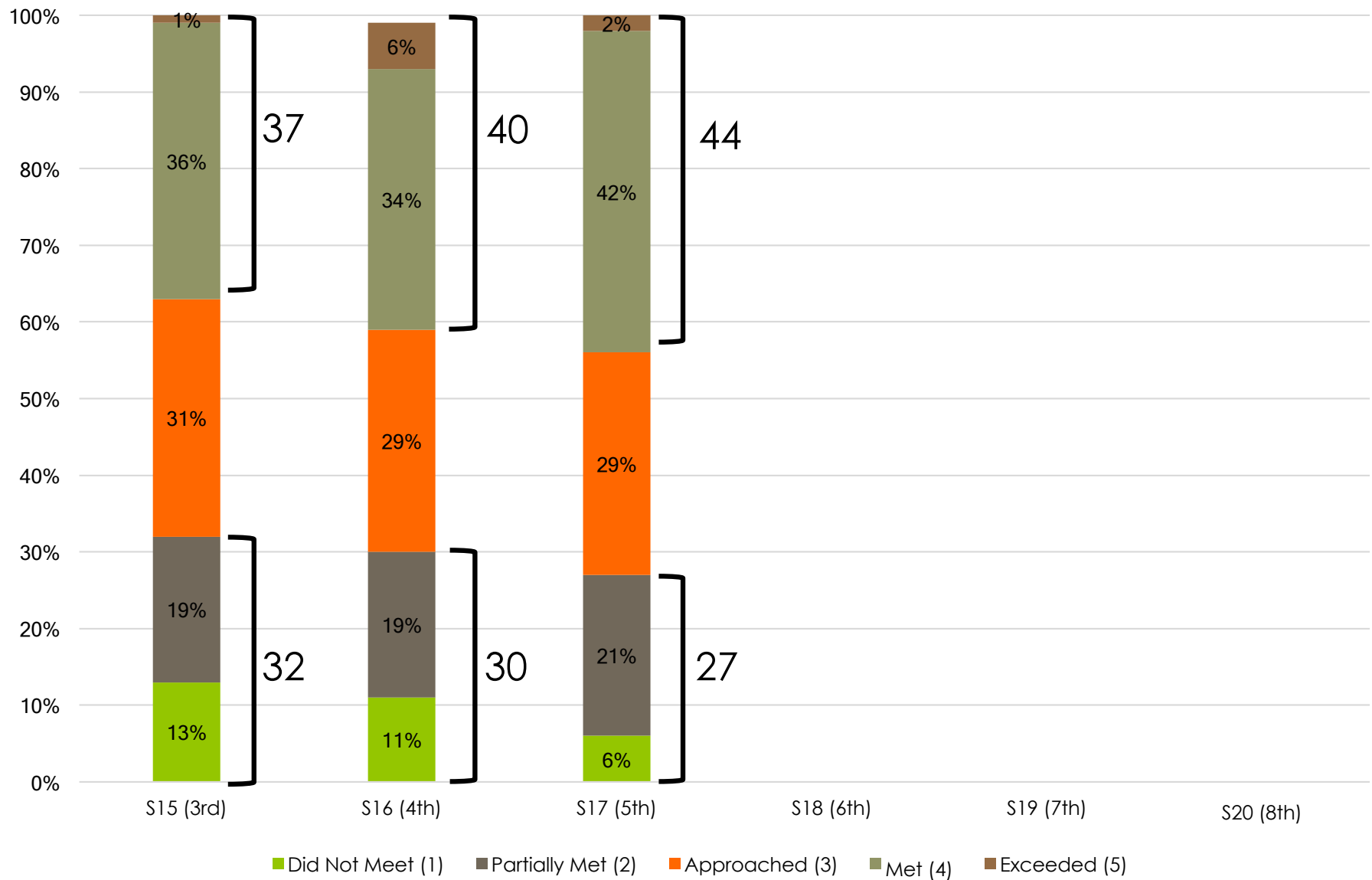
Class of 2019 (Current 7th Graders) - PARCC ELA



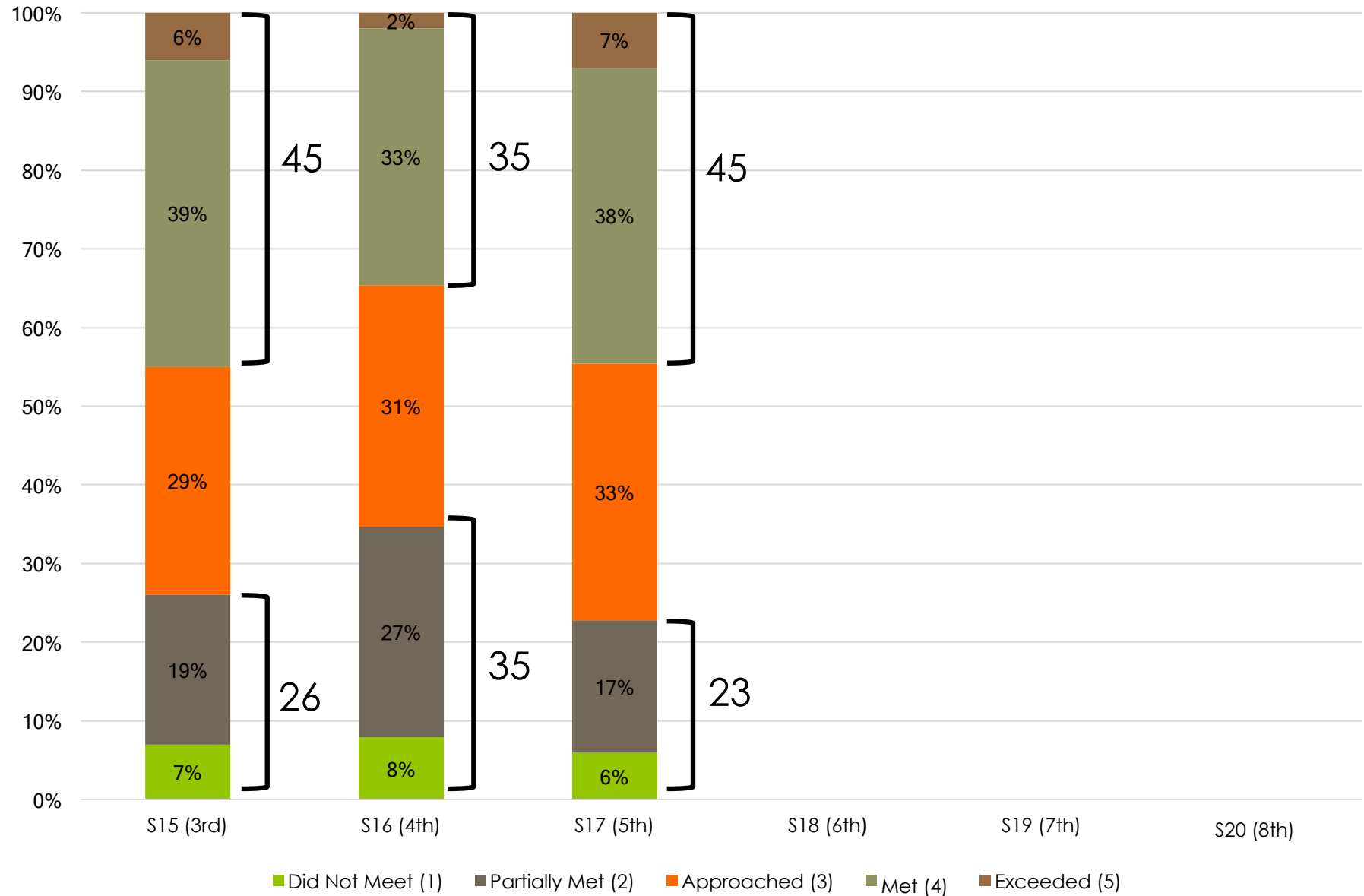
Class of 2019 (Current 7th Graders) - PARCC Math



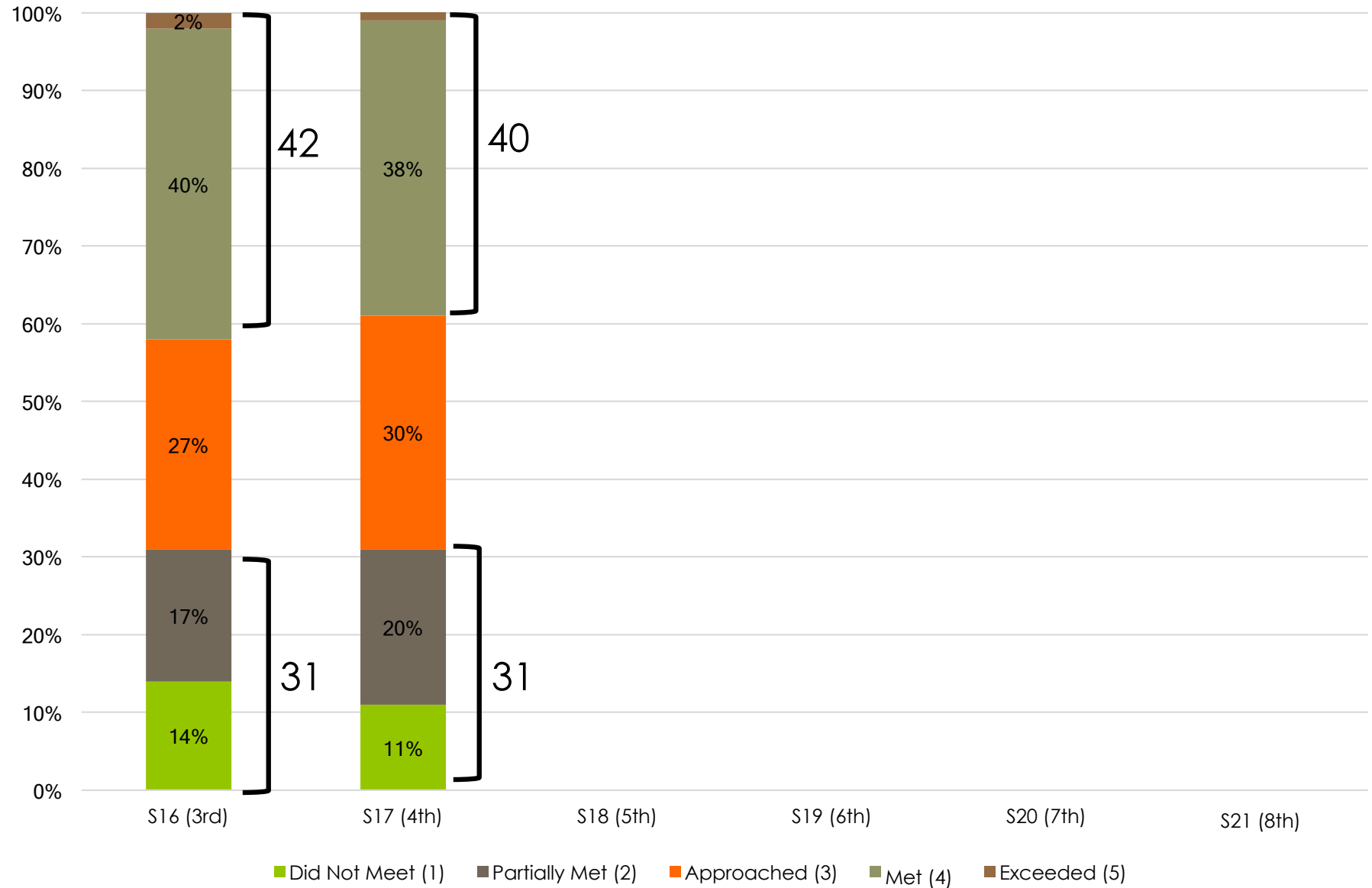
Class of 2020 (Current 6th Graders) - PARCC ELA



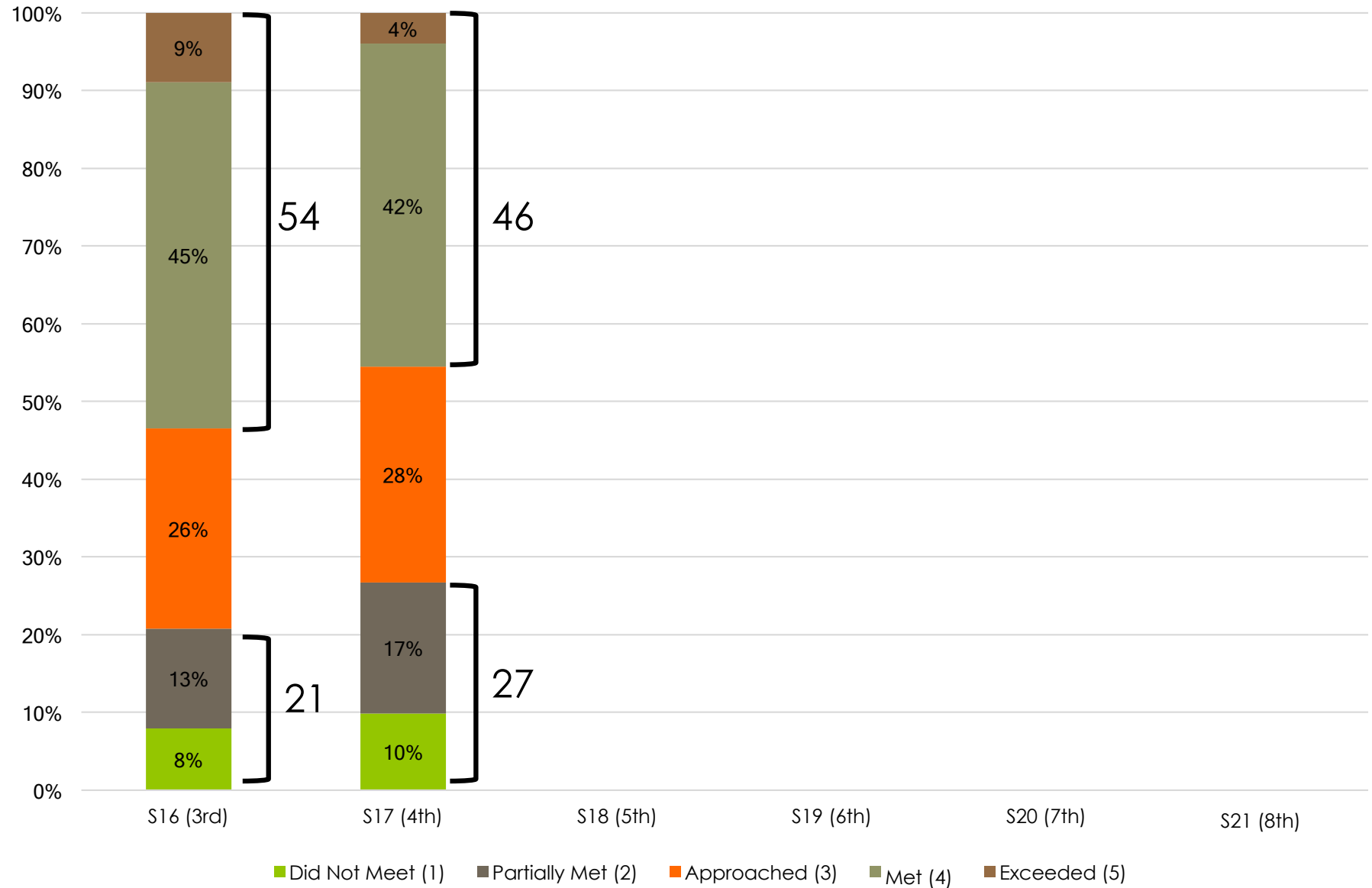
Class of 2020 (Current 6th Graders) - PARCC Math



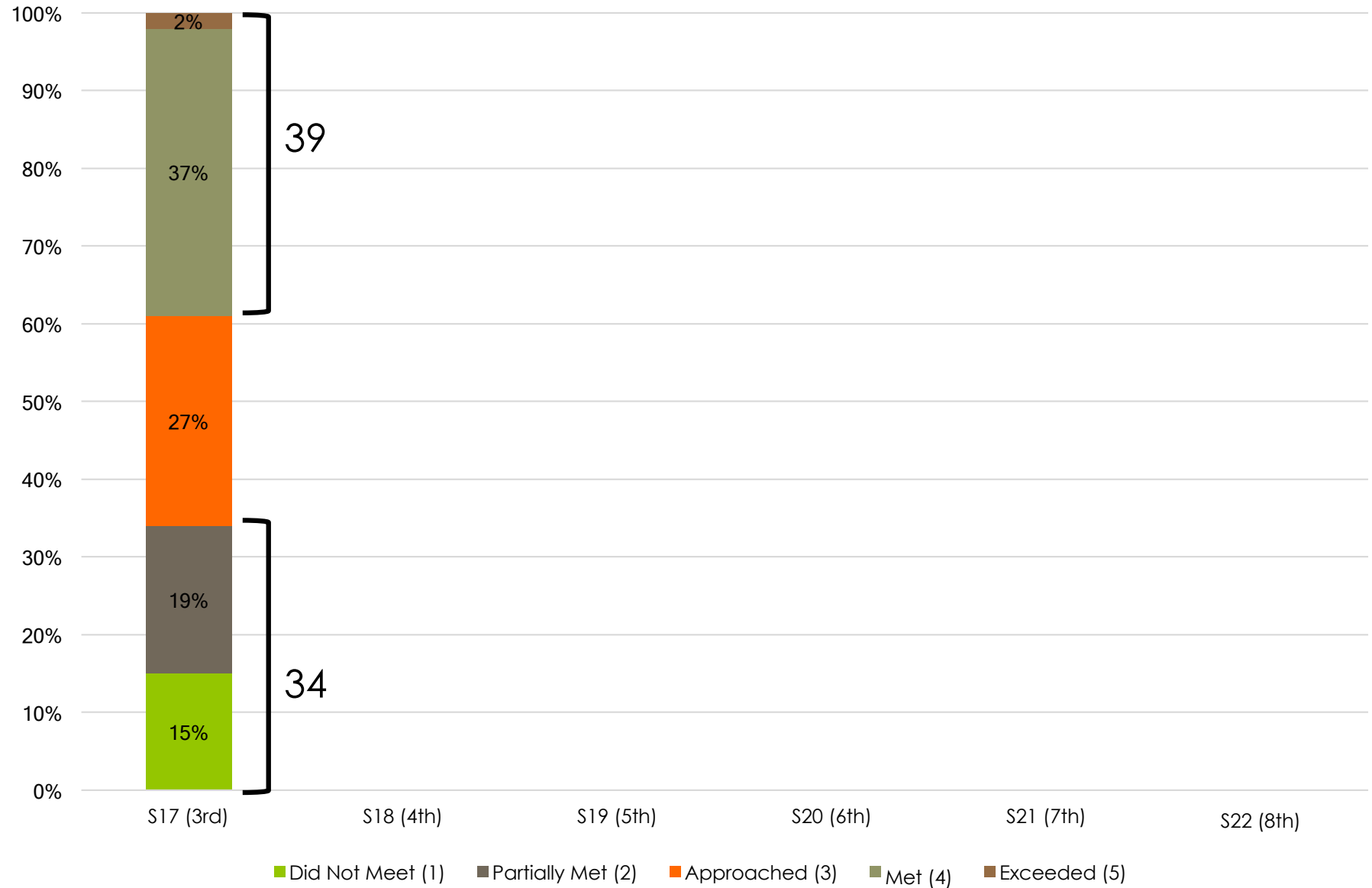
Class of 2021 (Current 5th Graders) - PARCC ELA



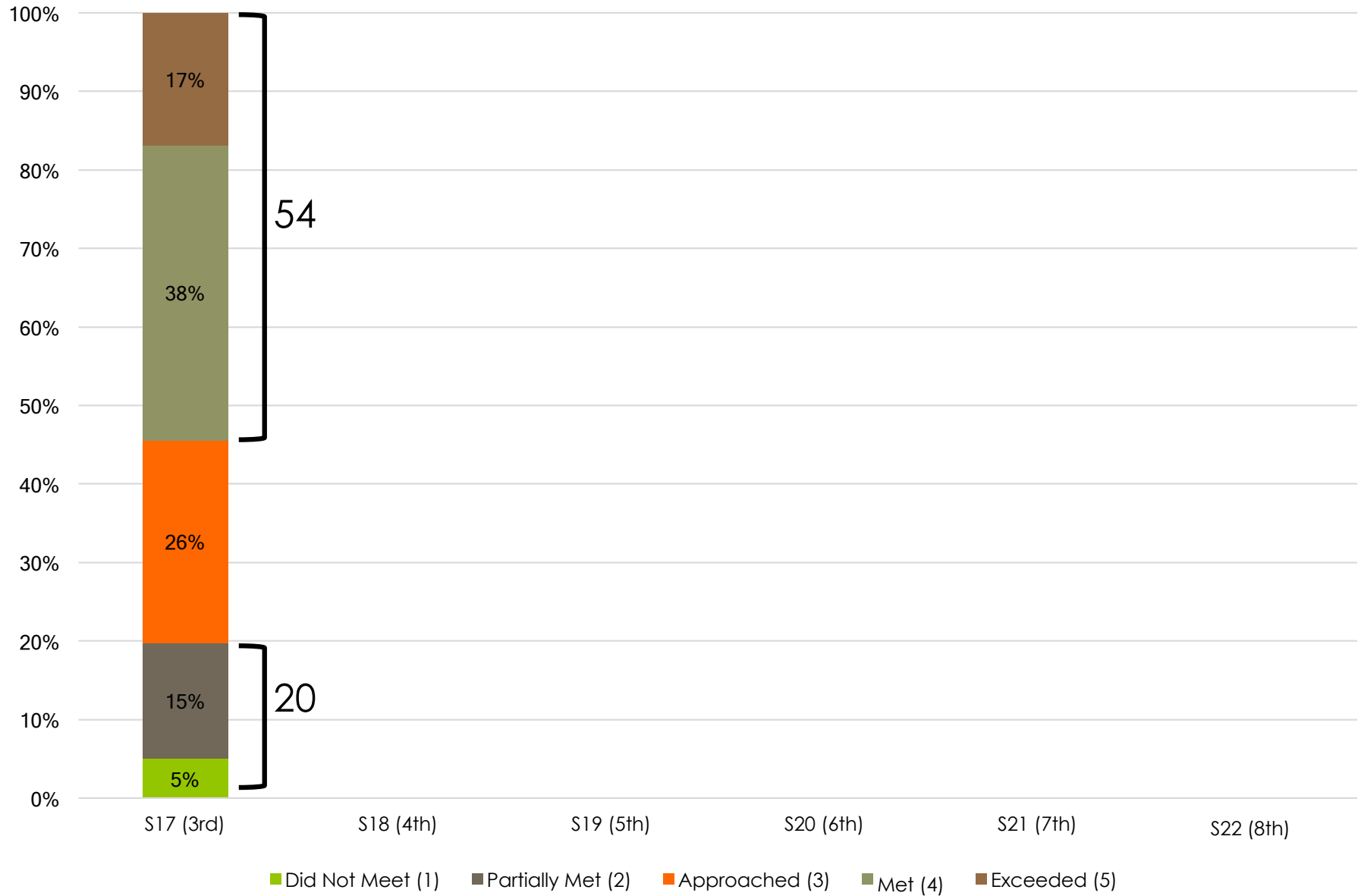
Class of 2021 (Current 5th Graders) - PARCC Math



Class of 2022 (Current 4th Graders) - PARCC ELA



Class of 2022 (Current 4th Graders) - PARCC Math



In the spirit of continuous improvement

- Results:
 - English/Language Arts - No change in meets/exceeds, decrease in students that did not meet.
 - Math - Increase in Exceeded, increase in Did Not Meet, decrease in Partially Met
 - Cohorts:
 - In Math, students scores decreased in 4th and 6th grade and increased in 5th and 7th grades.
 - In ELA, no trend in 4th grade, increased in 5th and 7th grades, decreased in 6th grade.
- Next Steps:
 - ROE is meeting with ELA and Math Coaches and Committees to identify greatest area of needs (GAN) based on item analysis and making revisions to instruction and curricular tools.
 - ROE is meeting with Principal group twice this school year to analyze PARCC cohort data and conduct an item analysis.

Thank you

