

District 228

Progress on Common Core Standards Transition
English/Language Arts Achievement Progress
Math Achievement Progress
Academic Concerns

Mini-Reports to the Board of Education

February 9, 2012

Highlights of Common Core for 2nd and 3rd Grade Millikin School

Work with Common Core Standards began last school year with familiarizing teachers with the standards. This past summer, teachers reported enjoying the opportunity to work with colleagues as they identified the Power Standards that were most important for the students in our district. From there, grade levels collaborated to begin writing assessments and units of instruction. Teachers, also, felt it was motivating to create clear quarter-by-quarter objectives to ensure these standards, creating a clear picture of what the students will need and where they will be at the end of the year. Learning will grow as information is added each year in a scaffolding approach. Both 2nd and 3rd grade math assessments are written and being reviewed. Writing units of instruction has begun at both grade levels. EasyCBM, Discovery Education, and Scott Foresman are the main resources for writing assessments.

Northside School Common Core Progress

4th and 5th grade teachers current preparation for the Common Core Curriculum in English/Language Arts:

- *4th grade has completed and agreed upon 4 quarterly assessments covering the basic Language Arts skills (i.e., sentence structure, parts of speech, conventions, etc.).
- *4th grade also has 4 Reading assessments written, but have not had an opportunity to meet and discuss these particular tests.
- *4th grade has not yet begun to write our units of instruction beyond the initial work we did by putting in the power standards and objectives.

- *5th grade has used Discovery Education to complete 2 quarterly assessments.
- *5th grade is currently working on the next two quarters.
- *5th grade has not yet begun to work on units of instruction linking power standards and objectives to instructional activities.

Southwest School Highlights Of Common Core Standards Preparation

1 Clear, Understandable, and Consistent Standards Developed For Our Students

- A- Standards that were chosen by Kindergarten and 1st grade teachers were trimmed down, and now are specific, clear, and rigorous based upon Geneseo Standards of Mastery.
- B- Teachers like that student expectations will now be clear to parents, teachers, and the general public.

2 Collaboration Between Staff and In Grade Levels

- A- When the Kindergarten and 1st Grade teachers across the district are using the same standards and common language, collaboration becomes more meaningful. When teachers share and develop best practices, students benefit.

Geneseo Middle School Common Core Standards Preparation for English Language Arts (ELA)

Power standards and instructional objectives were created last summer. During this time, GMS ELA teachers worked together to align the power standards and instructional objectives across the grade levels to create continuity between grades. Furthermore, work was done with 5th and 9th grade teachers to gain alignment with grades above and below GMS. All staff members were updated on this summer work.

ELA teachers are working on developing common assessments from the power standards. This work includes all teachers from the department and has been a monthly department discussion.

We have learned that there will be “shifts” in what is currently taught at the various grade levels in ELA. Items once considered part of the 8th grade curriculum would now be taught at the 7th grade level. Several department members are noticing and voicing that they cannot teach the way they have in the past to meet these new standards.

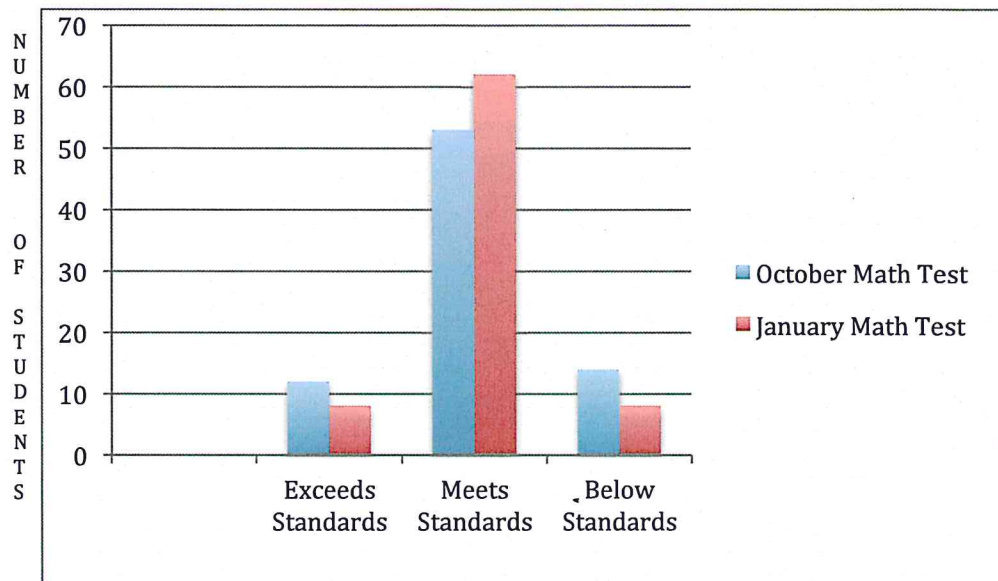
HS Math Tweet

Highlights of CC Standards:

- Common quarterly and semester exams in Algebra 1A, Algebra 1B, Algebra, and Geometry. Item analysis was done after each exam to evaluate the assessment itself and evaluate the curriculum changes that took place over the summer.
- The GHS math teachers are using common unit quizzes and tests prior to the common quarterly & semester exams.
- The math teachers have used the 2:00 pm dismissal time to develop common lessons, quizzes, and tests. The math teachers have got together on their own time to plan and share ideas, lesson plans, and assessments.
- What's next: Algebra II and Pre-Calculus common core curriculum review and creation of common assessments.

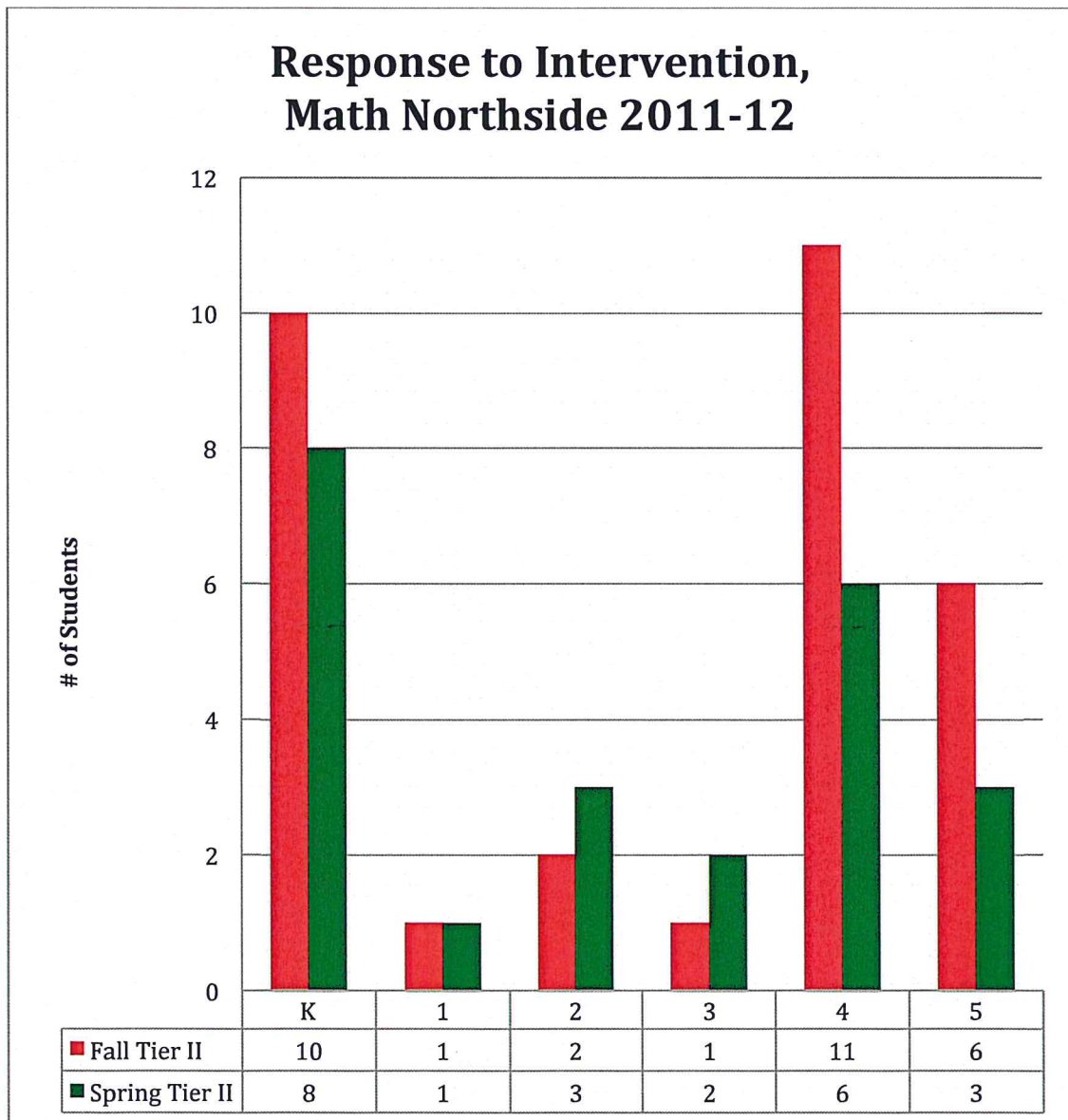
Millikin Elementary School
Results from 5th Grade Discovery Education Math Test

Below are the results from the 5th Grade Discovery Education Math Test. Six students improved their scores moving from Below Standards to Meets Standards. The Meets Standards increased by 11 students gaining the 6 from Below Standards and 4 falling from the Exceeds Standards category. The 11th student moved into the district after the October testing.



The goal of Response to Intervention is to provide targeted assistance to students. Instructional Aides (Tier II assistance) provide remediation of Math skills.

- The goal is to provide assistance for a number of weeks, test students and evaluate progress. When students meet their test target goal, teachers and administrators exit students
- Compared to numbers of Fall students, Spring student numbers show 8 fewer students receiving Tier II interventions in math.

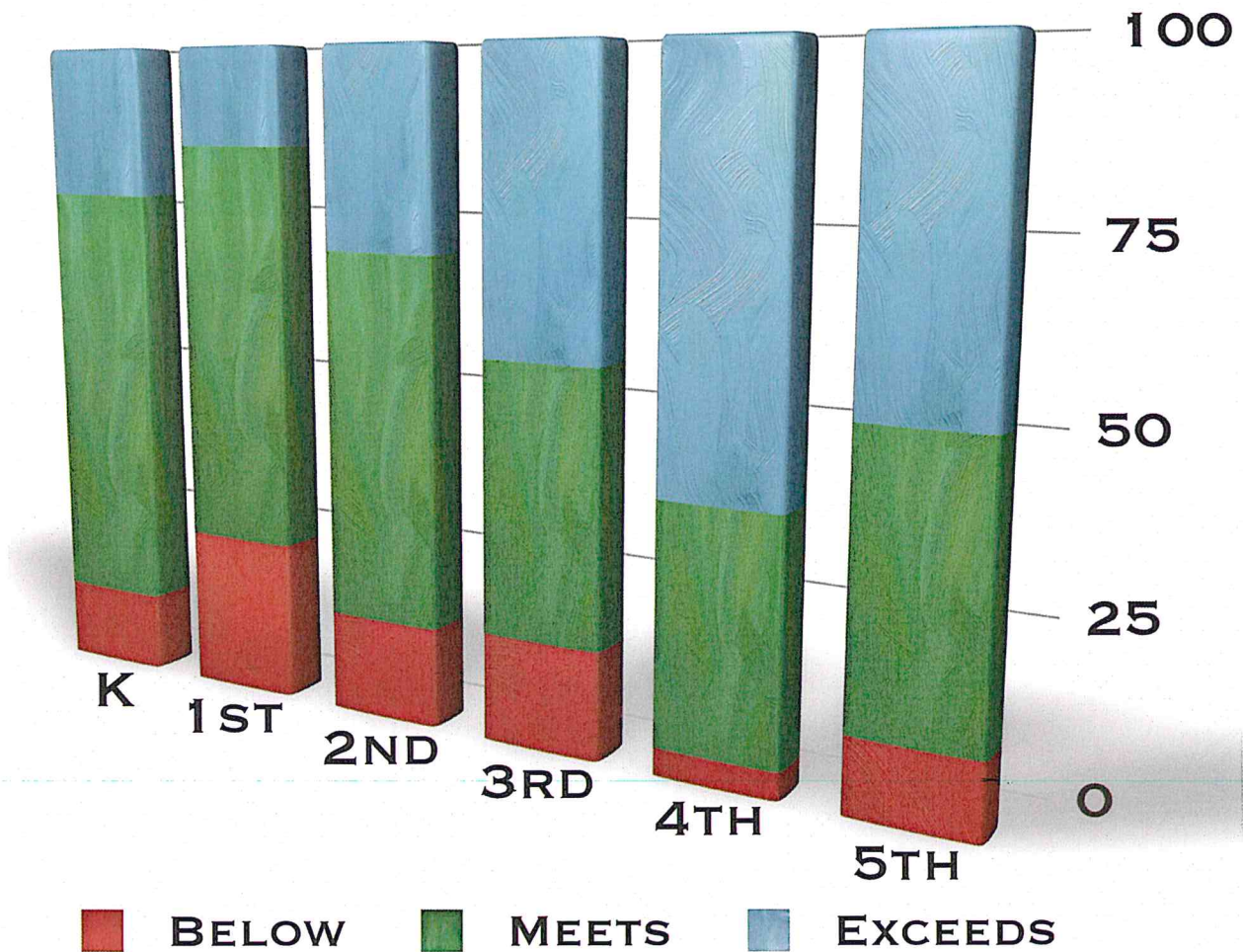


SW-MATH ACHIEVEMENT

PERCENTAGE OF STUDENTS EXCEEDING, MEETING AND BELOW GRADE LEVEL EXPECTATIONS FOR MID-YEAR
BASED UPON DISCOVERY TEST

Percent Overall Meeting and Exceeding

K-84% 1st Grade- 83% 2nd Grade-94% 3rd Grade-100%
4th-100% 5th Grade- 95%



Geneseo Middle School Common Core Standards Assessment Results
January 2012 – Discovery Education

Reading/Language Arts

	% Correct	Median State %ile	Avg. Scale Score	Level 4		Level 3		Level 2		Level 1		Totals	
				#	%	#	%	#	%	#	%	#	%
Test 2 Results US Common Core Reading Grade 6 (ABCD)													
<u>Grade 6</u>	66.2	n/a	1610	61	29.0	76	36.2	62	29.5	11	5.2	210	100
Test 2 Results US Common Core Reading Grade 7 (ABCD)													
<u>Grade 7</u>	67.5	n/a	1629	57	29.5	84	43.5	37	19.2	15	7.8	193	100
Test 2 Results US Common Core Reading Grade 8 (ABCD)													
<u>Grade 8</u>	68.9	n/a	1641	69	31.5	80	36.5	47	21.5	23	10.5	219	100

Mathematics

	% Correct	Median State %ile	Avg. Scale Score	Level 4		Level 3		Level 2		Level 1		Totals	
				#	%	#	%	#	%	#	%	#	%
Test 2 Results US Common Core Math Grade 6 (ABCD)													
<u>Grade 6</u>	47.8	n/a	1558	18	8.6	88	41.9	71	33.8	33	15.7	210	100
Test 2 Results US Common Core Math Grade 7 (ABCD)													
<u>Grade 7</u>	42.3	n/a	1605	38	21.2	68	38.0	49	27.4	24	13.4	179	100
Test 2 Results US Common Core Math Grade 8 (ABCD)													
<u>Grade 8</u>	48.3	n/a	1648	53	24.9	46	21.6	63	29.6	51	23.9	213	100

Narrative:

The above scores are Geneseo Middle School students who took the first Discovery Education assessment under the Common Core benchmarks. The various levels equate to percentages correct. Levels 3 and 4 are students answering enough questions to be considered either meeting or exceeding standards. Level 2 may have students in that group being considered as meeting standards, but there is currently no cut score for meeting standards.

A significant and somewhat predictable piece of data from this chart is the lower amount of students with correct answers in math compared to reading. This lower achievement in math can be attributed to a deeper “shift” of material (i.e. a concept taught in 7th grade would now be taught in 6th grade).

This test has allowed Geneseo Middle School to initially scan for sequencing issues between the current curriculums versus the future Common Core curriculums. For example, seventh grade mathematics found that the current Common Core test assessed geometry, which is a concept covered during third quarter.

Geneseo High School Math Data

The chart below is the test item analysis done by teachers from the first semester math exams. The chart lists the math classes, the average test score, the number of questions from the first quarter and second quarter included on the semester exam, what percentage of the questions were basic, what percentage of the questions were intermediate or medium in difficulty, and what percentage of questions were higher level or advanced type questions. The semester test accounts for 20% of the final student grade.

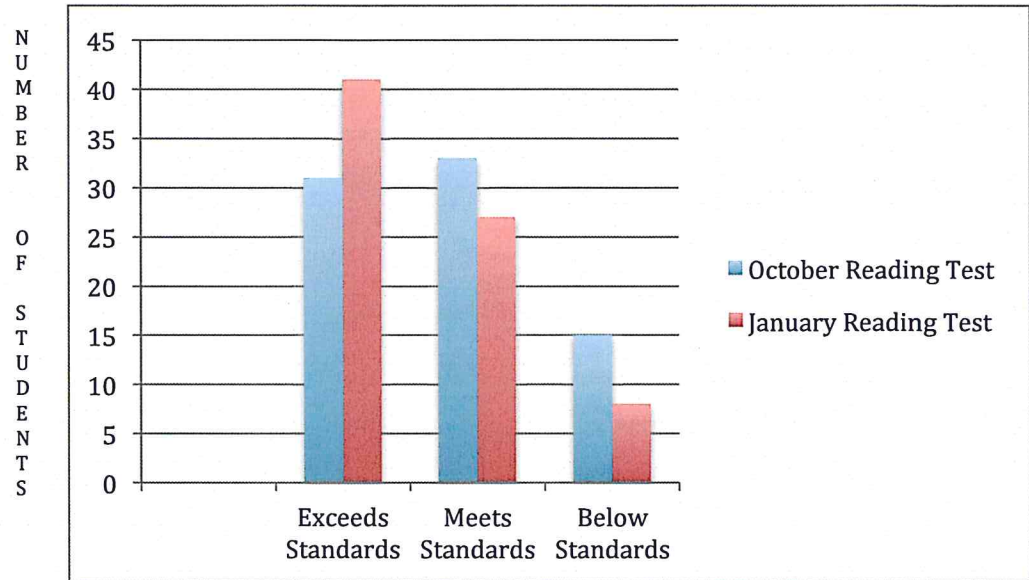
Course	Avg. score	Quarter 1	Quarter 2	Basic	Medium	Advanced
Alg1 pt1	77%	25	25	40%	40%	20%
Algebra1	83%	20	30	33%	50%	17%
Geometry	81%	28	22	28%	50%	22%
Algebra2	70%	18	32	58%	28%	14%
Trig	84%	20	30	33%	51%	16%

Listed below are the math classes taken by each class and the number of failures during the first semester. The number of failures tells us how well we are preparing our math students to be able to demonstrate or use their math skills on a high stakes exam. The test we pay most attention to is Algebra I. Failure of Algebra I is the leading indicator of high school dropouts.

CLASS of 2012	# of F's	Class of 2013	# of F's
Calculus AB	0	Alg I part 2	1
Algebra II	0	Algebra II	0
Trans Alg.	0	Informal Geometry	2
Math Analysis/Trig.	2	Geometry	1
Class of 2014	# of F's	Class of 2015	# of F's
Informal Geometry	0	Algebra 1 part 1	0
Algebra 1 part 2	7	Algebra 1	0
Algebra II	0	Geometry	0

Millikin Elementary School
Results from 5th Grade Discovery Education Reading Test

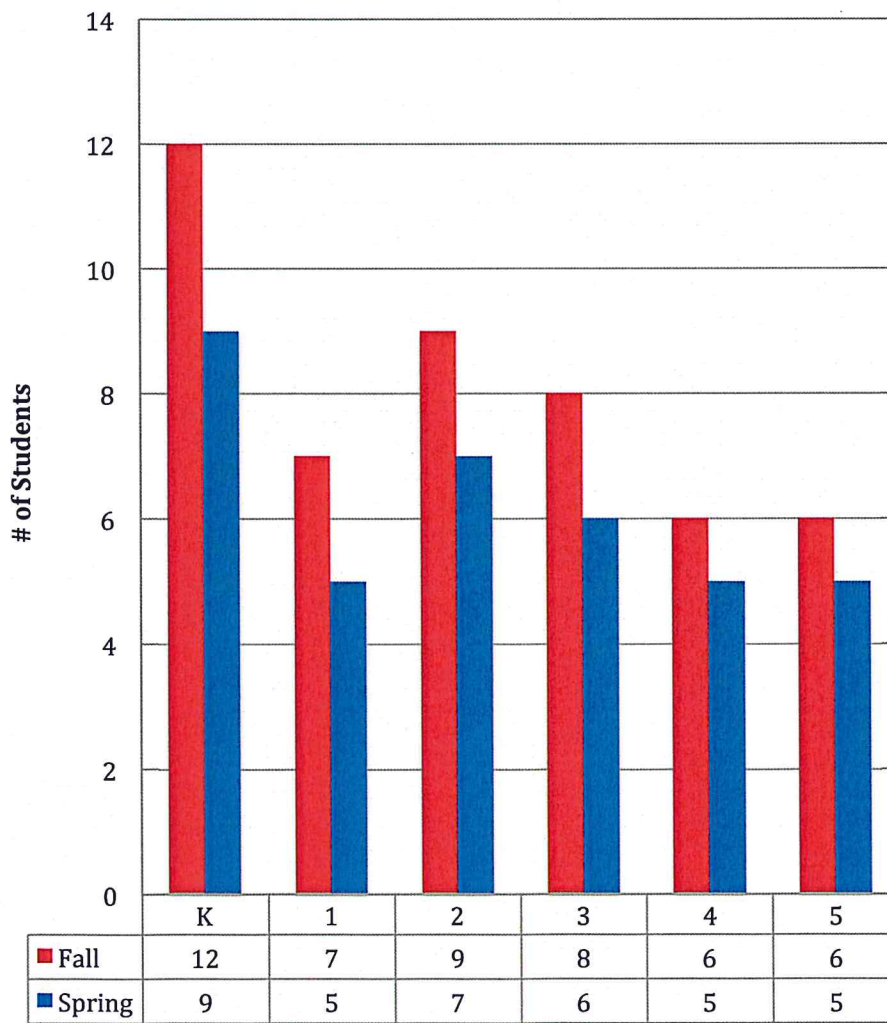
Below is a graph indicating a decrease of 4 students testing below standards from the October to the January test on Discovery Education along with an increase of 10 students moving into the Exceeds category. Discovery Education is one tool that can be used to show student growth. The test given used the Illinois State Standards.



The goal of Response to Intervention is to remediate skills, in this case Language Arts.

- Students are identified by teachers using classroom and outside testing sources.
- After assistance provided by Instructional Aides and Reading Specialists, students at Northside show decreases in students needing Response to Intervention assistance.
- More students are performing at the level of average students in their classrooms.
- No students were discontinued to Special Education services.

Response to Intervention, Language Arts Northside 2011-12

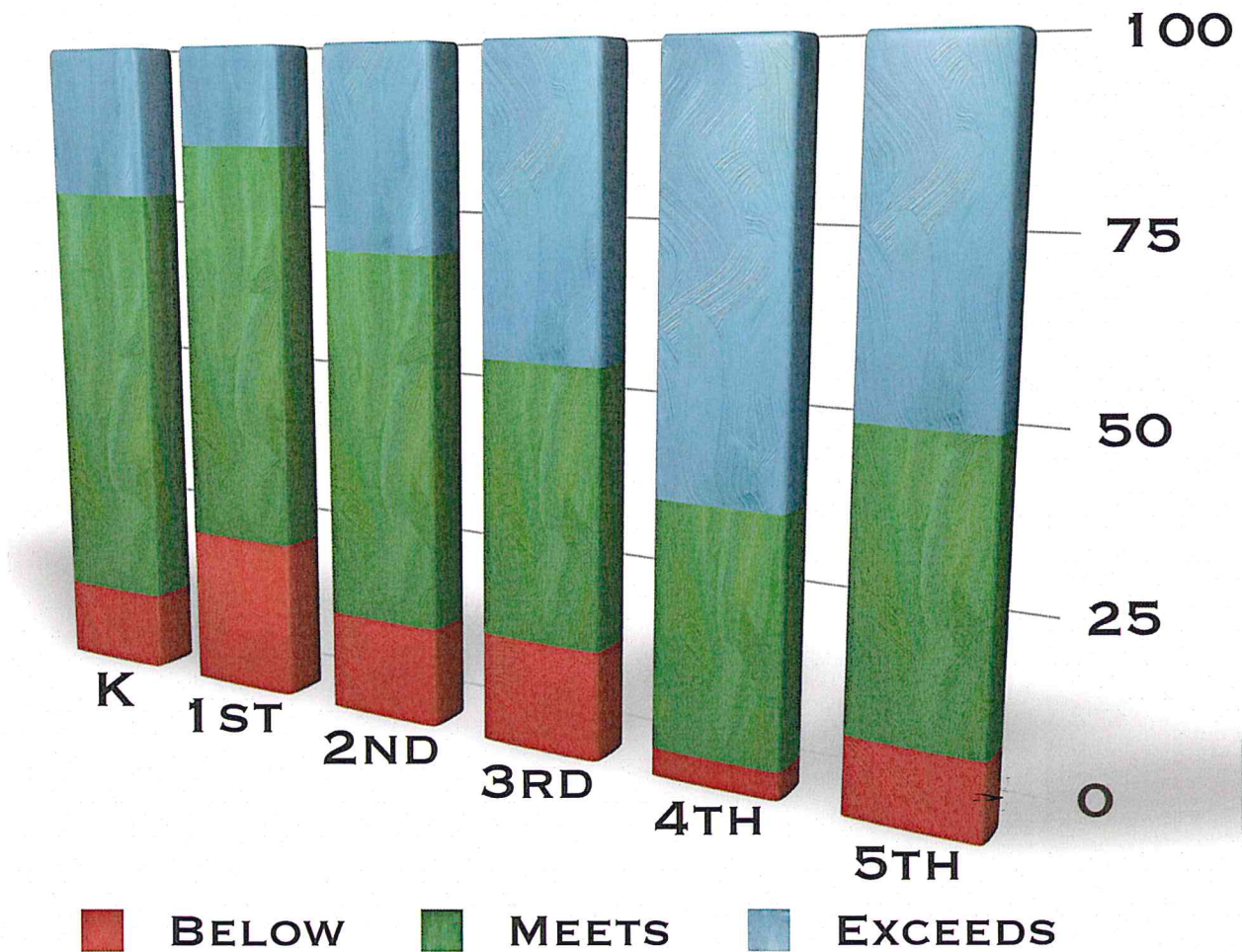


SW-READING ACHIEVEMENT

PERCENTAGE OF STUDENTS EXCEEDING, MEETING AND BELOW GRADE LEVEL EXPECTATIONS FOR MID-YEAR
BASED UPON DISCOVERY TEST

Percent Overall Meeting and Exceeding

K- 88% 1st Grade- 77% 2nd Grade-85% 3rd Grade-84%
4th-97% 5th Grade- 89%



Geneseo High School English/Language Arts Achievement data

	Semester grade
CLASS of 2012	# of F's
Language Arts IV	1
English 101	0
AP Language	0
CLASS of 2013	# of F's
Language Arts III	16
AP Literature	0
CLASS of 2014 (241)	# of F's
Language Arts II	9
Public speaking	3
CLASS of 2015	# of F's
Language Arts I	5

English 101 Black Hawk College final exam:

- There were 46 GHS students who took the final English exam for dual credit. 43 or 93% passed the mandatory BHC proficiency exam on the first try. The three students who failed on the first attempt all passed on the second test.

Freshman reading achievement data:

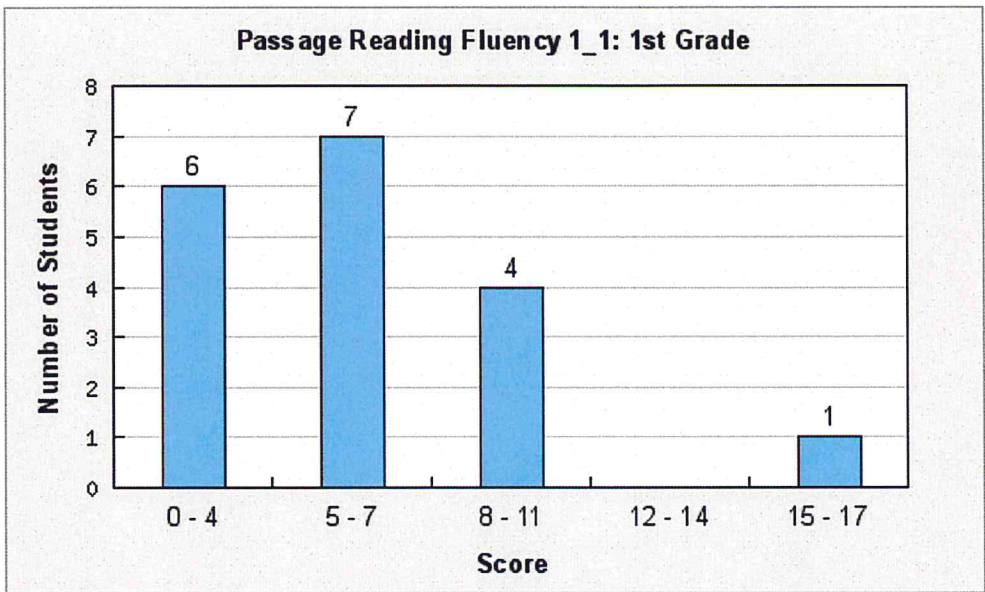
In the last 8 weeks of Mrs. Schneden freshman English classes, the students all set goals for reading books and keeping track of total pages read. Mrs. Schneden does a read-a-loud for 12-15 minutes, then the students have reading time; around 35 minutes. In her four English classes, her students read 15, 317 pages, 758 books, and over half her students reached their total books read goal.

Mrs. Anton book challenge data:

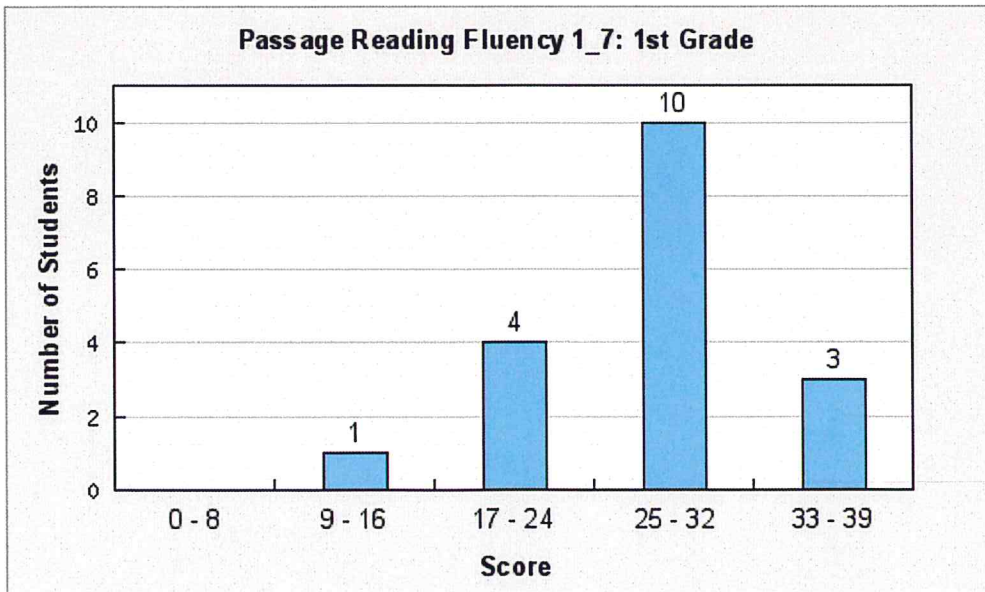
Class period	# of students	# of books	Books per student
1	20	177	8.85
2	20	157	7.85
3	20	147	7.35
4	10	107	10.7
5	20	205	10.25
TOTALS	90	793	8.81

Academic Concern at Millikin

The first chart shows 18 students identified at the first grade level for RtI interventions. This number represents 24.65% of the first grade class. In September 2011, 6 students were able to read up to 4 words per minute, 7 students 7 words and so forth. By January 2012, students significantly increased their word per minute as shown by Chart 2. *Words per minute is an overall indication of general reading ability.* Many of these students have been dismissed from interventions entirely. There has been an over identification of students for RtI through so many forms of data. The concern is using the data for instruction and deciding what data should be used for identification to enter and exit RtI. Half of the 1st grade RtI students were dismissed at the end of January using a combination of EasyCBM, Discovery Education data and teacher recommendations.



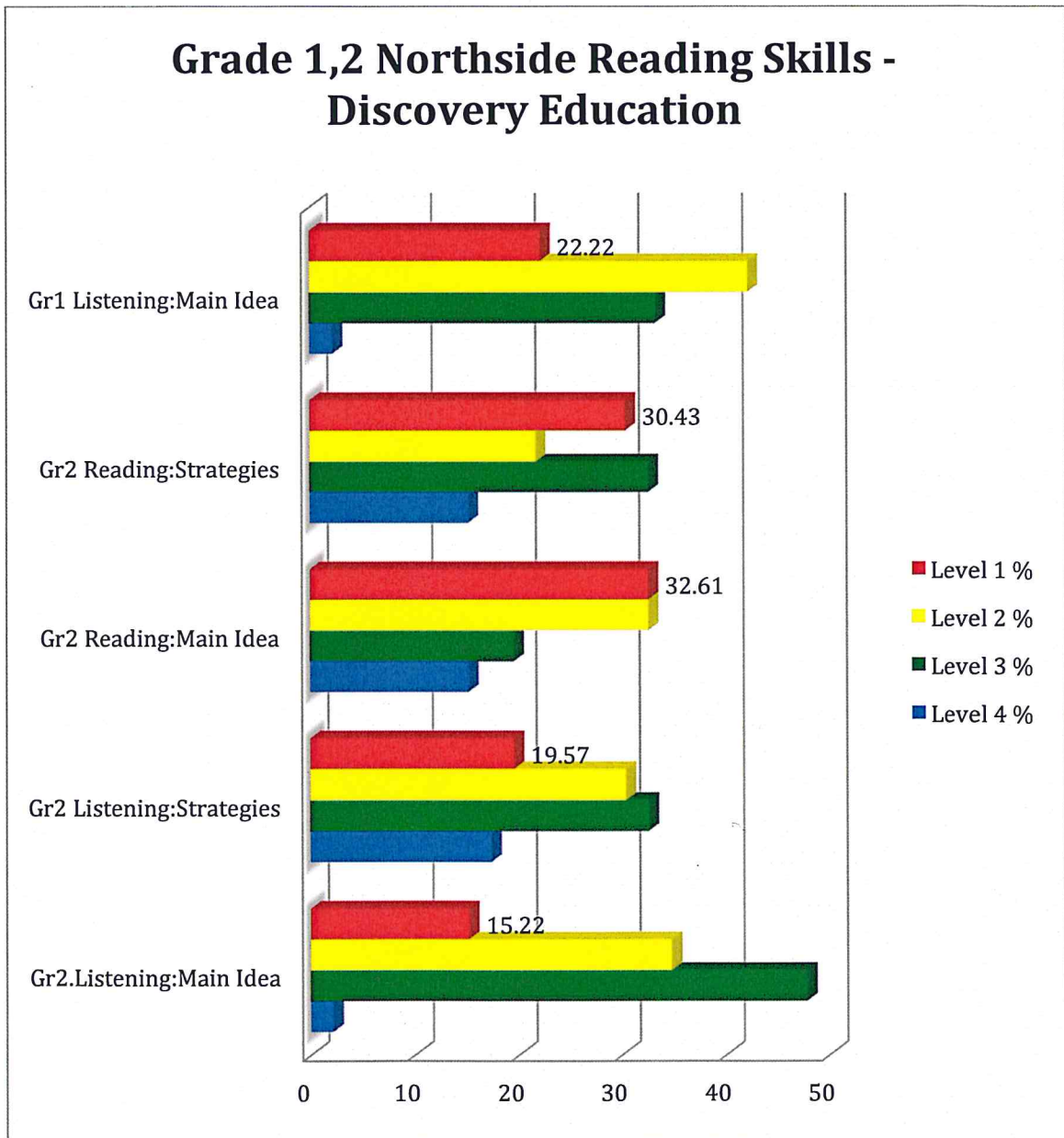
Students Completed: 18 Min Score: 2.0 Avg Score: 6.5
 Students in Group: 18 Max Score: 17.0 Std Deviation: 3.8



Students Completed: 18 Min Score: 12.0 Avg Score: 26.4
 Students in Group: 18 Max Score: 39.0 Std Deviation: 5.8

Northside 1st and 2nd grade Discovery Education Reading Test Scores Results:

- Northside students need additional instruction in Identifying Main Idea and applying Reading Strategies when listening to and reading stories.
- Level 4 is the highest % correct on the test (80% -100%)
- Level 1 is the lowest % correct (40% and below).



Academic Concerns- Southwest Elementary

Mid-Year Skills and Standards K-2nd Grade Students Overall Struggled With

Ability To Find the Main Idea of a Passage

Ability To Sequence Events in a Story

Rules for Addition and Subtraction

Mid-Year Skills and Standards 3rd-4th grade Students Overall Struggled With

Ability to Read, Write, and Recognize Equivalent Fractions

Write a Numerical Expression Using Letters or Symbols To Represent an Unknown Quantity.

Ability To Find the Main Idea of a Reading Passage

Drawing Inferences, Conclusions, and Plot of Text Passages

Geneseo Middle School Concerns:

Consistently high ISAT results have been a source of pride for Geneseo Middle School and illustrate effective teaching efforts within the building. In a recent comparison between GMS's 8th grade class and six other middle schools across the state with similar demographics, we find areas for new growth. The chart below shows Geneseo Middle School's ISAT rank in math and reading for the past two years compared to other similar schools within the state. Although GMS is performing very well (mid ninety percentile in both math and reading), growth in the percentage of students "exceeding" standards can still be gained.

Recent efforts in reading instruction have been aimed at remediating and supporting struggling readers. This has shown building growth in reading achievement by a total of 3%. While we now have more students moving up to meeting standards, students exceeding standards have not grown.

Math has shown opposite results. Recent efforts in math have been to accelerate students to successfully complete algebra by the end of their 8th grade year. As a result, the building has a higher amount of students exceeding standards in math.

Math	Rank (out of 7 schools)	Reading	Rank (out of 7 schools)
09-10 Math Exceeds	3 rd	09-10 Reading Exceeds	4 th
10-11 Math Exceeds	2 nd	10-11 Reading Exceeds	4 th

The chart above only compares GMS to schools with similar demographics (number of students, poverty rate, and race)

GHS Academic Concern (this year)

The biggest academic concern we face at GHS is the practice of only gathering achievement data once a year. GHS students take the high stakes EPAS exams in late April, administration finds out the results in July, and then we try to make adjustments to curriculum, instruction, and assessments throughout the next school year to help students until the next high stakes exam in the following late April.

This year we finally have been able to shift our math and English teachers to thinking about skills that students need to possess in order to succeed on these high stakes tests; tests results that identify the skills the students all need to be college and career ready.

Listed is the percentage of GHS students from each class who **did not** hit the EPAS benchmark to be college and career ready in English, math, reading, and science when tested in April of 2011.

CLASS	English	math	reading	science
Class of 2012-ACT	34%	51%	51%	65%
Class of 2013-PLAN	15%	49%	29%	56%
Class of 2014-PLAN	17%	58%	38%	70%
Class of 2015-EXPLORE	17%	40%	34%	62%

GHS Academic Highlights (after 1st Semester)

- There were 94 Senior's (45% of the class) who earned Academic Letters for the first semester for having a 3.0 GPA for the semester and had no grade lower than a C- on the first quarter, second quarter, or semester exam. This is the second highest total of Academic Letters since we started to keep track four years ago.
- Honor roll data – There were 48 freshman (25%), 64 sophomores (27%), 59 juniors (27%), and 77 seniors (37%) who achieved 1st Honor Roll. (3.00-3.49)
- Honor roll data – There were 48 freshman (25%), 47 sophomores (20%), 26 juniors (12%), and 61 seniors (29%) who achieved 2nd Honor Roll. (3.50 – 4.00)