

ACADEMIC ACHIEVEMENT STATUS – CLASS OF 2009

October 7, 2008

Overview of Presentation

- Definition of Terms
- How the State sees District 228
- Class of 2009 EPAS Data
- District/School Improvement Initiatives to Increase Student Achievement

Definition of Terms

Adequate Yearly Progress (AYP) – determined by the State, it is the percentage required to meet/exceed standards. AYP 2008-09 = 70%; 2007-2008 = 62.5%; 2006-07 = 55%

Subgroup – a demographic group consisting of 45 or more individuals

Safe Harbor – allows a subgroup to meet minimum targets on achievement, so long as the subgroup has existed for two consecutive years. To make safe harbor, the group must decrease (by 10%) the percentage of those who did not meet standards last year. For example, if 73% of the students did not meet and 27% did, then the new AYP target for the subgroup is 34.3% based on the following example:

27% (met standards in prior year)
 ± 7.3 (10% of those that did not meet for prior year)
34.3% (new AYP target)

Confidence Interval - (a margin of error) is applied to all students and/or subgroups with less than 62.5% meeting/exceeding standards (as long as they meet all of the other requirements for PSAE – attendance, participation and graduation rates). For example, Bremen had 124 white students tested, and this group has a confidence interval of 7.1. Therefore, the performance target for this group is $62.5\% - 7.1 = 55.4\%$. This means that the state is 95% confident that all the PSAE scores fall between 55.4% and 62.5% (the margin of error). This subgroup achieved 56.5% in reading.

Educational Planning and Assessment System (EPAS) – designed by ACT, it is a system of regular assessments that assist in tracking student growth over time and provides opportunities for teachers to adjust instruction based upon student readiness. This system is comprised of the following assessments: EXPLORE, PLAN and ACT.

Prediction of ACT scores can be determined by monitoring growth on EXPLORE and PLAN. Two (2) points of growth is possible between EXPLORE and PLAN (equal to 12 months of instruction), and four (4) points of growth is possible between PLAN and ACT (equal to 18 months of instruction).

Summer Academies – a three- or six-week program at each of our buildings designed to improve student achievement in English and/or math through assessment monitoring and intensive curriculum design

Extended English and Math – opportunities at each building for students still in need of additional assistance in English and/or math by taking a course for 85 minutes a day instead of the traditional 55 minutes.

WorkKeys – a test of skills needed to be successful in the world of work. A component of the PSAE, WorkKeys is a series of tests that challenge students in the areas of reading for information and applied mathematics.

Adequate Yearly Progress Reports

How the State sees District 228

District Data

	Reading (62.5%)			Math (62.5%)		
	District %	Safe Harbor*	Met AYP	District %	Safe Harbor*	Met AYP
All	53.8		No	57.0		No
White	66.9		Yes	68.1		Yes
Black	35.4	43.3	No	39.3	38.9	Yes
Hispanic	35.6	49.2	No	41.4	50.0	No
Students with Disabilities	16.7	22.4	No	13.4	19.3	No
Economically Disadvantaged	42.9	39.0	Yes	41.5	43.1	Yes

Bremen High School

	Reading (62.5%)			Math (62.5%)		
	BR %	Safe Harbor*	Met AYP	BR %	Safe Harbor*	Met AYP
All	41.5		No	43.8		No
White	56.5		Yes**	54.0	57.8	Yes**
Black	26.5		No	28.0		No
Hispanic	20.4	40.5	No	31.5	43.8	No
Students with Disabilities						
Economically Disadvantaged	46.8	34.2	Yes	48.9	41.1	No

Tinley Park High School

	Reading (62.5%)			Math (62.5%)		
	TP %	Safe Harbor*	Met AYP	TP %	Safe Harbor*	Met AYP
All	60.7		Yes**	69.9		Yes
White	71.1		Yes	76.0		Yes
Black	***			***		
Hispanic	***			***		
Students with Disabilities	***			***		
Economically Disadvantaged	***			***		

Hillcrest High School

	Reading (62.5%)			Math (62.5%)		
	HC %	Safe Harbor*	Met AYP	HC %	Safe Harbor*	Met AYP
All	35.5		No	38.4		No
White						
Black	36.4	44.0	No	39.4	40.7	Yes**
Hispanic						
Students with Disabilities						
Economically Disadvantaged	36.7	35.1	Yes	33.3	39.5	No

Oak Forest High School

	Reading (62.5%)			Math (62.5%)		
	OF %	Safe Harbor*	Met AYP	OF %	Safe Harbor*	Met AYP
All	68.7		Yes	69.0		Yes
White	70.5		Yes	71.8		Yes
Black	***			***		
Hispanic	***			***		
Students with Disabilities	***			***		
Economically Disadvantaged	***			***		

Class of 2009

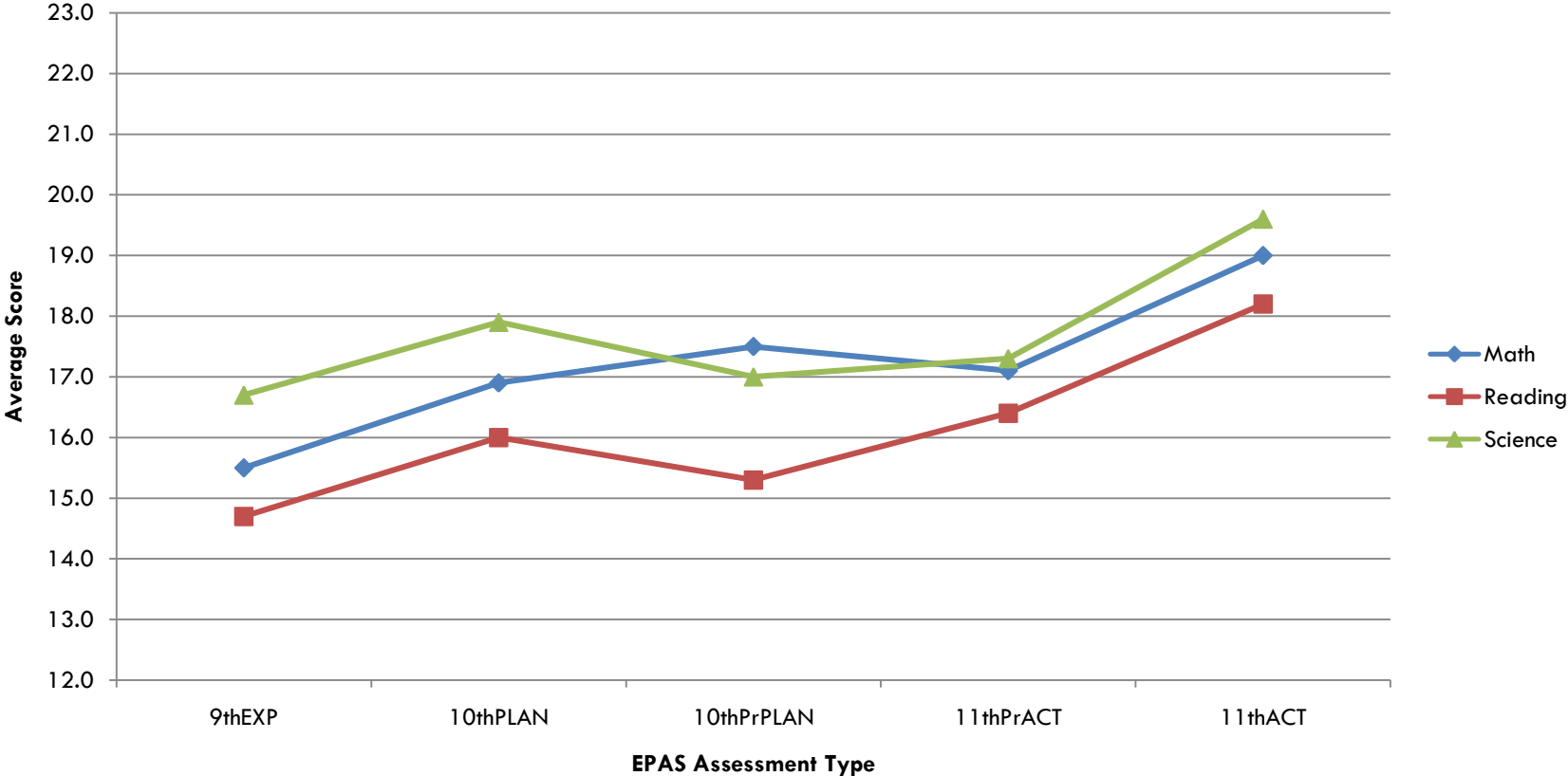
EPAS Data from 9th through 11th grade

Bremen Data

	9 th EXPLORE (Fall)	10 th PLAN (Fall)	10 th Practice PLAN (Spring)	11 th Practice ACT (Fall)	11 th ACT (Spring)
Math	15.5	16.9	17.5	17.1	19.0
Reading	14.7	16.0	15.3	16.4	18.2
Science	16.7	17.9	17.0	17.3	19.6

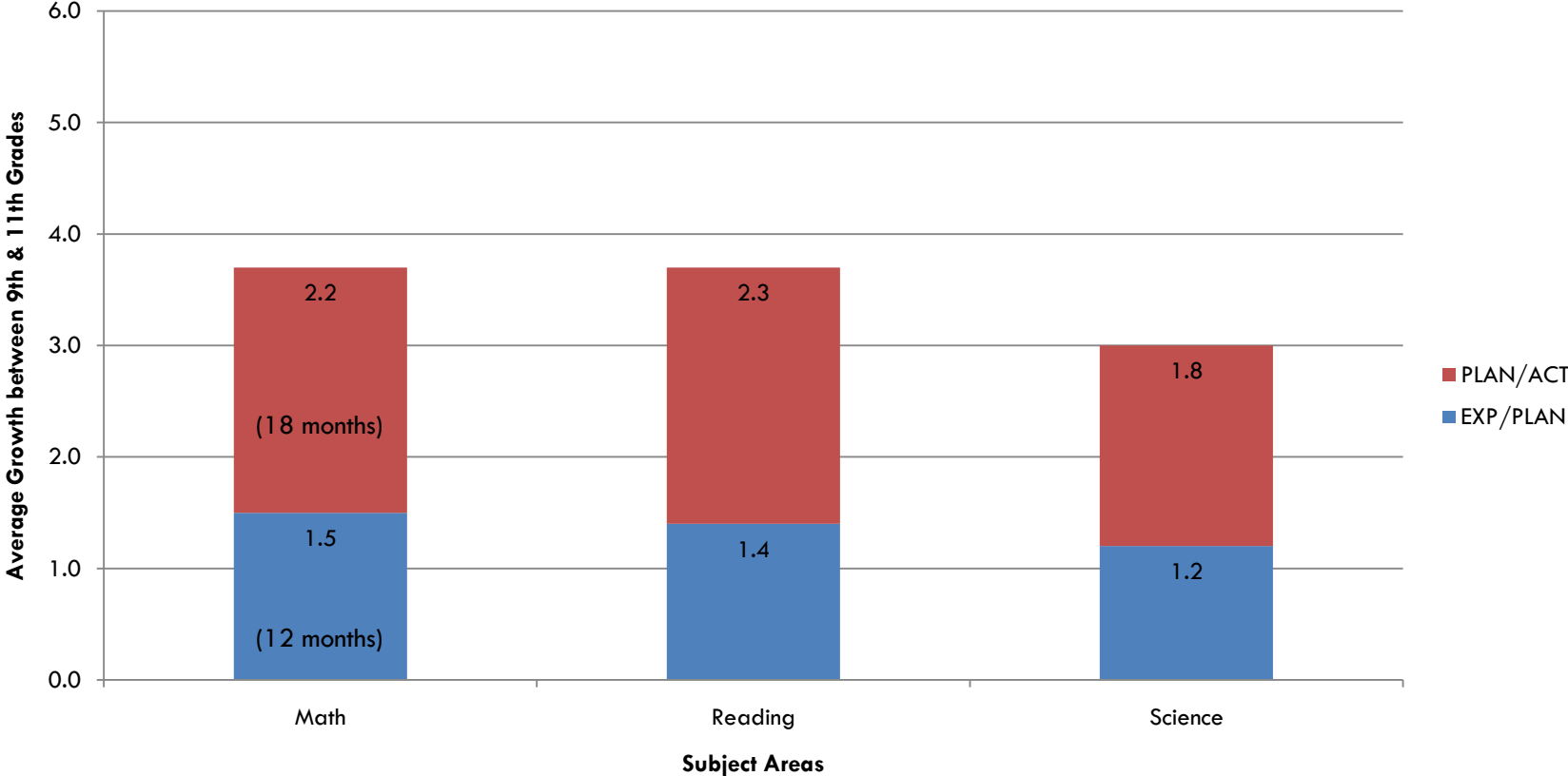
Bremen High School

Bremen EPAS Data for the Class of 2009



Bremen Student Growth

Student Growth from EXPLORE to ACT '09

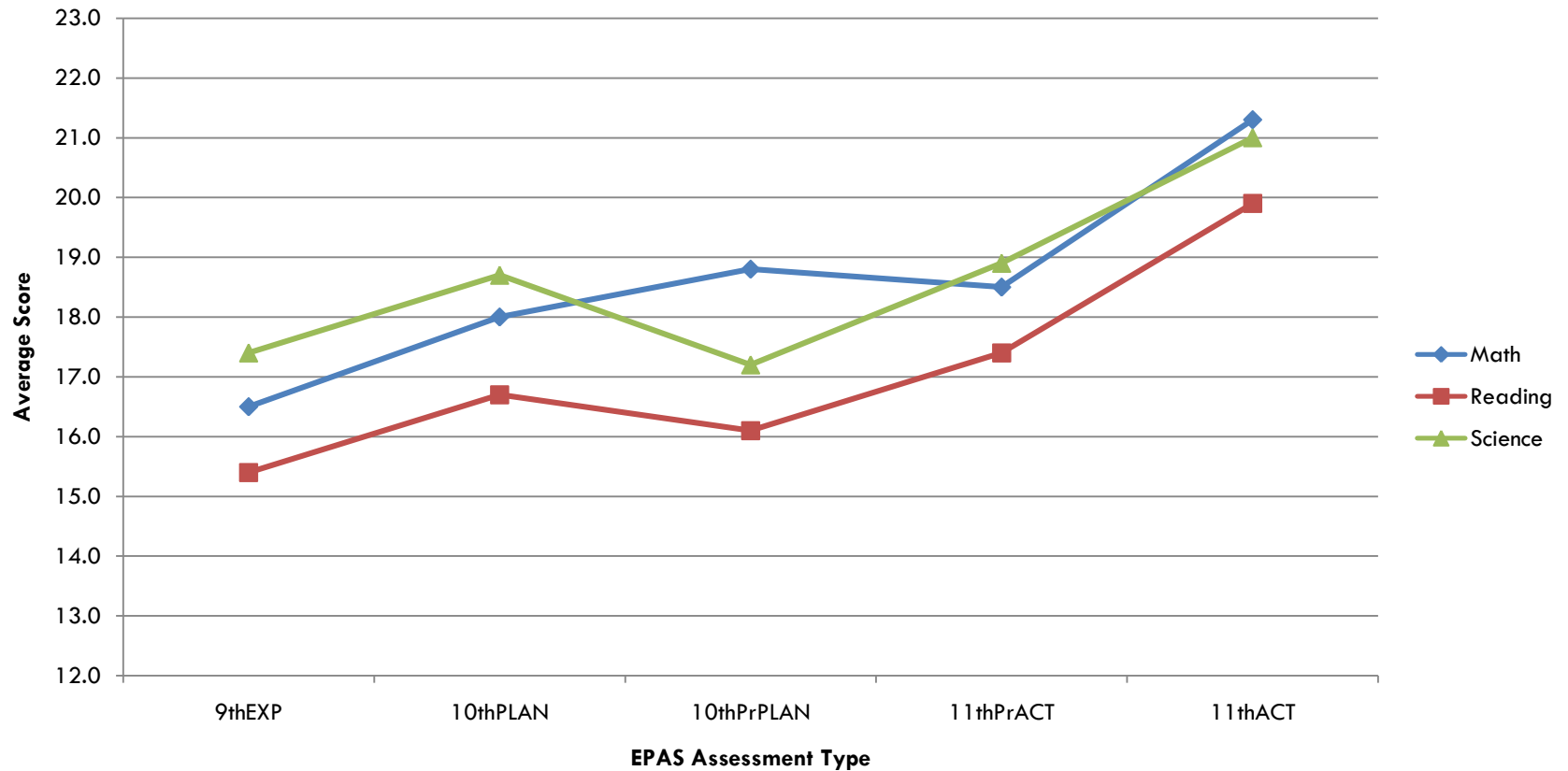


Tinley Park Data

	9 th EXPLORE (Fall)	10 th PLAN (Fall)	10 th Practice PLAN (Spring)	11 th Practice ACT (Fall)	11 th ACT (Spring)
Math	16.5	18.0	18.8	18.5	21.3
Reading	15.4	16.7	16.1	17.4	19.9
Science	17.4	18.7	17.2	18.9	21.0

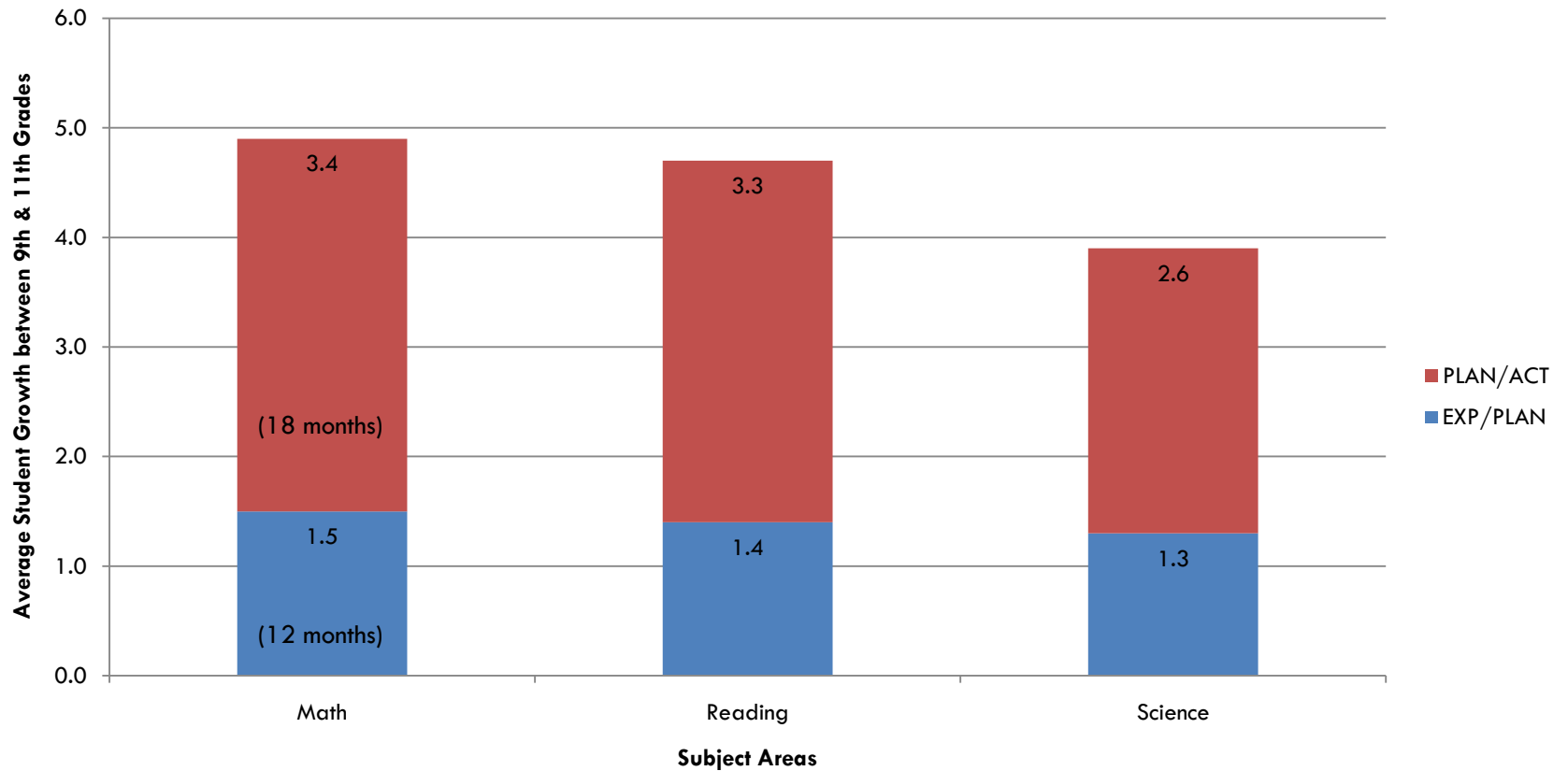
Tinley Park High School

Tinley Park EPAS Data for Class of 2009



Tinley Park Student Growth

Student Growth from EXPLORE to ACT '09

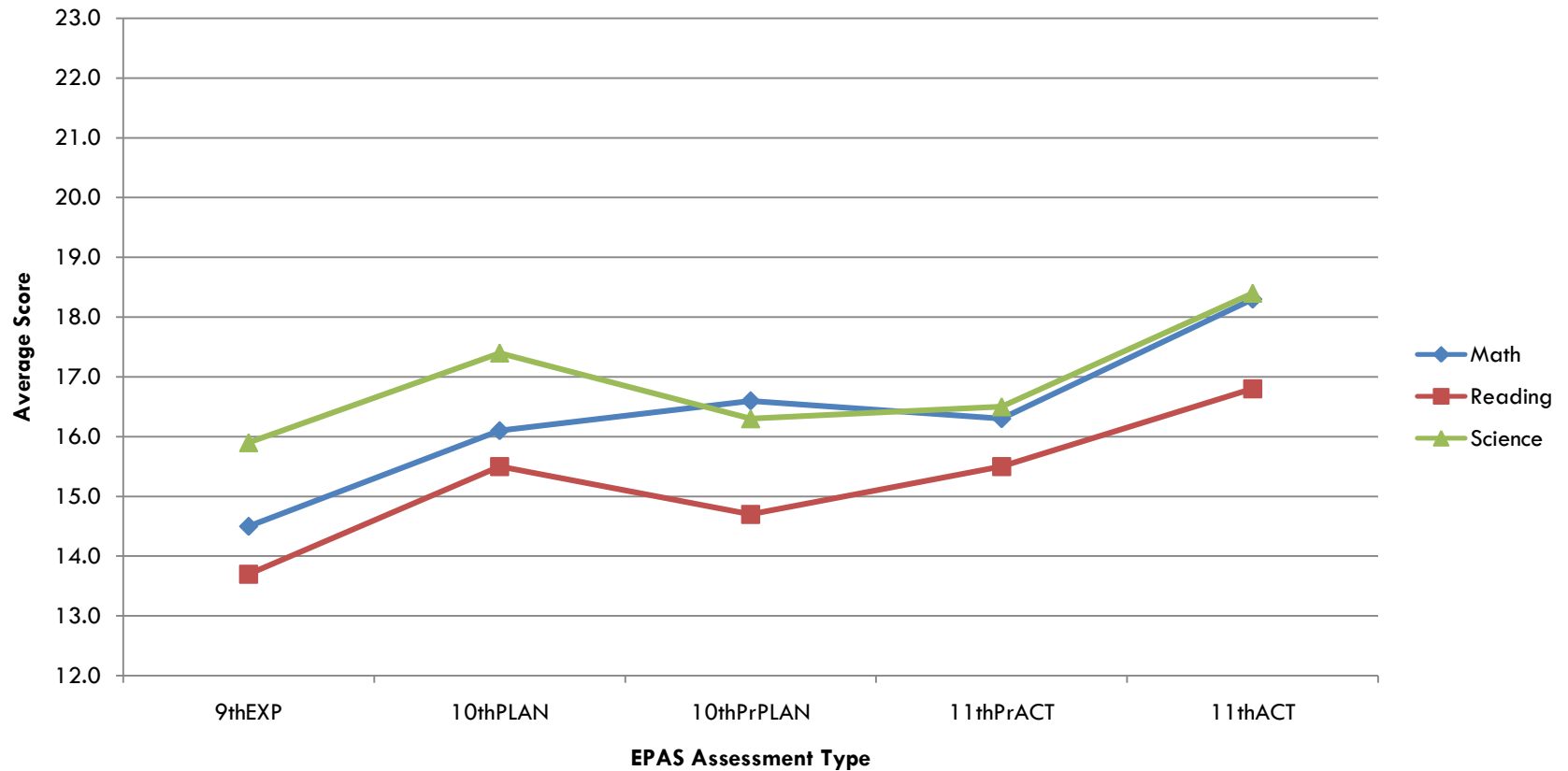


Hillcrest Data

	9 th EXPLORE (Fall)	10 th PLAN (Fall)	10 th Practice PLAN (Spring)	11 th Practice ACT (Fall)	11 th ACT (Spring)
Math	14.5	16.1	16.6	16.3	18.3
Reading	13.7	15.5	14.7	15.5	16.8
Science	15.9	17.4	16.3	16.5	18.4

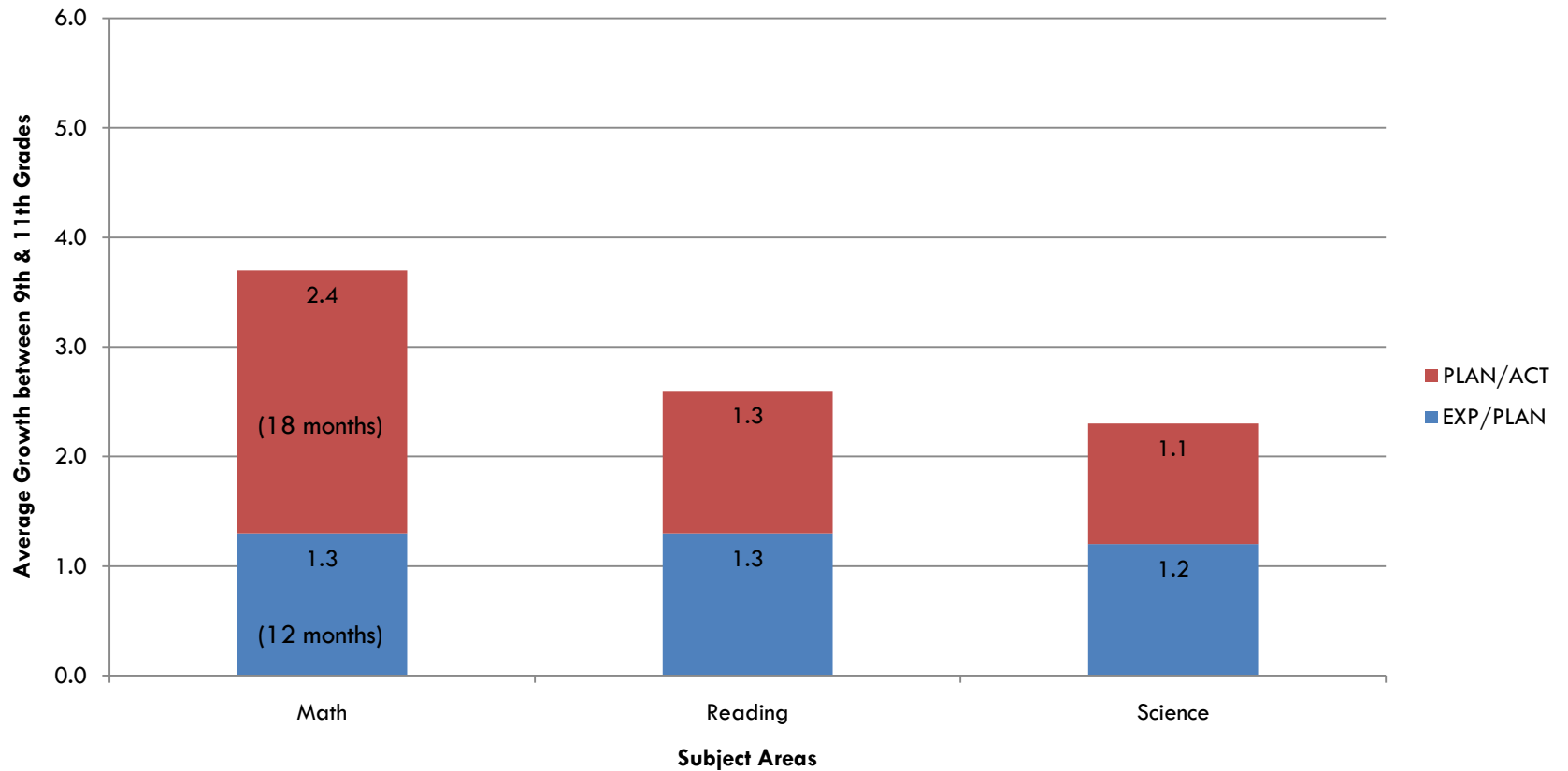
Hillcrest High School

Hillcrest EPAS Data for Class of 2009



Hillcrest Student Growth

Student Growth from EXPLORE to ACT '09

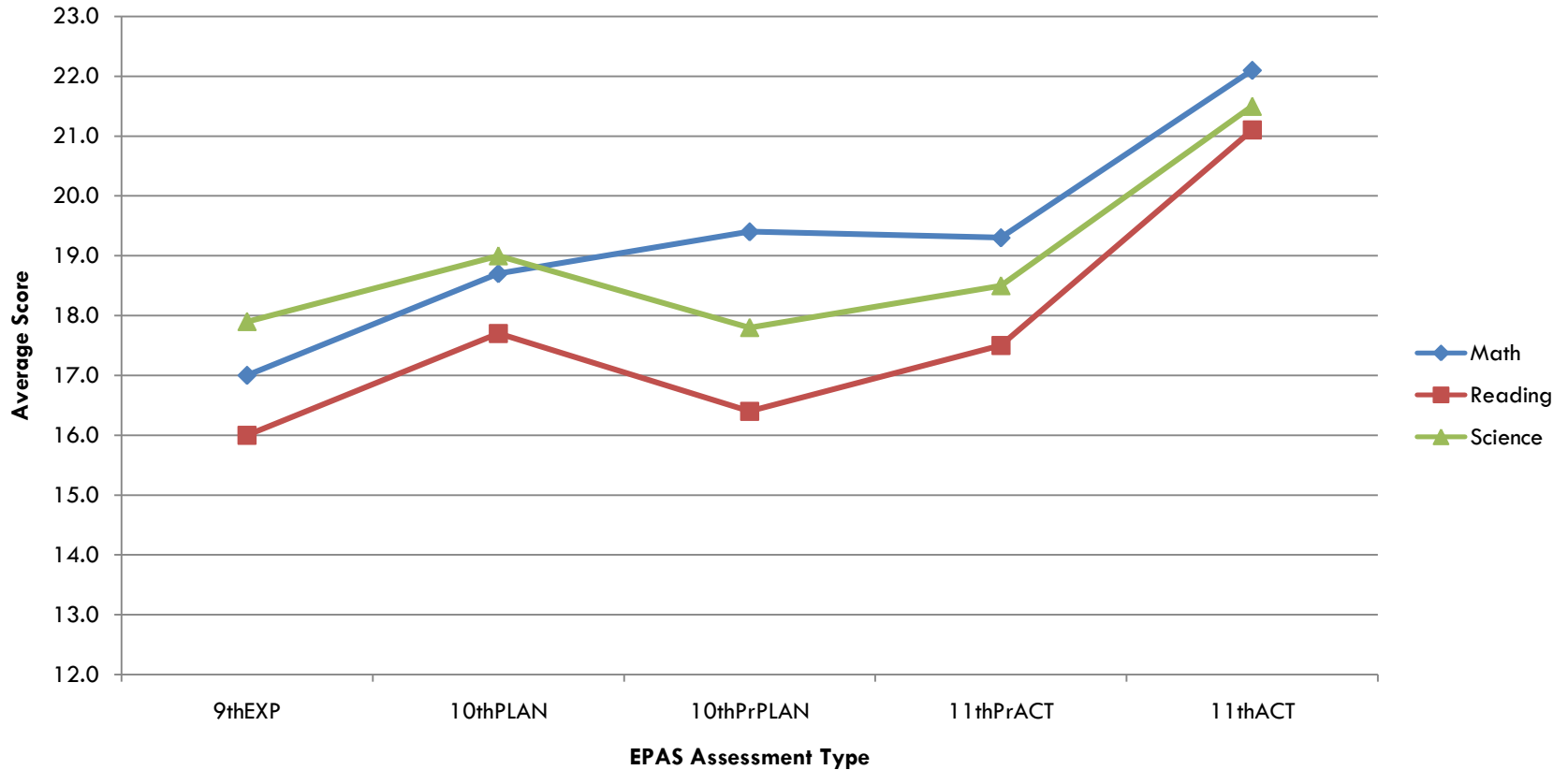


Oak Forest Data

	9 th EXPLORE (Fall)	10 th PLAN (Fall)	10 th Practice PLAN (Spring)	11 th Practice ACT (Fall)	11 th ACT (Spring)
Math	17.0	18.7	19.4	19.3	22.1
Reading	16.0	17.7	16.4	17.5	21.1
Science	17.9	19.0	17.8	18.5	21.5

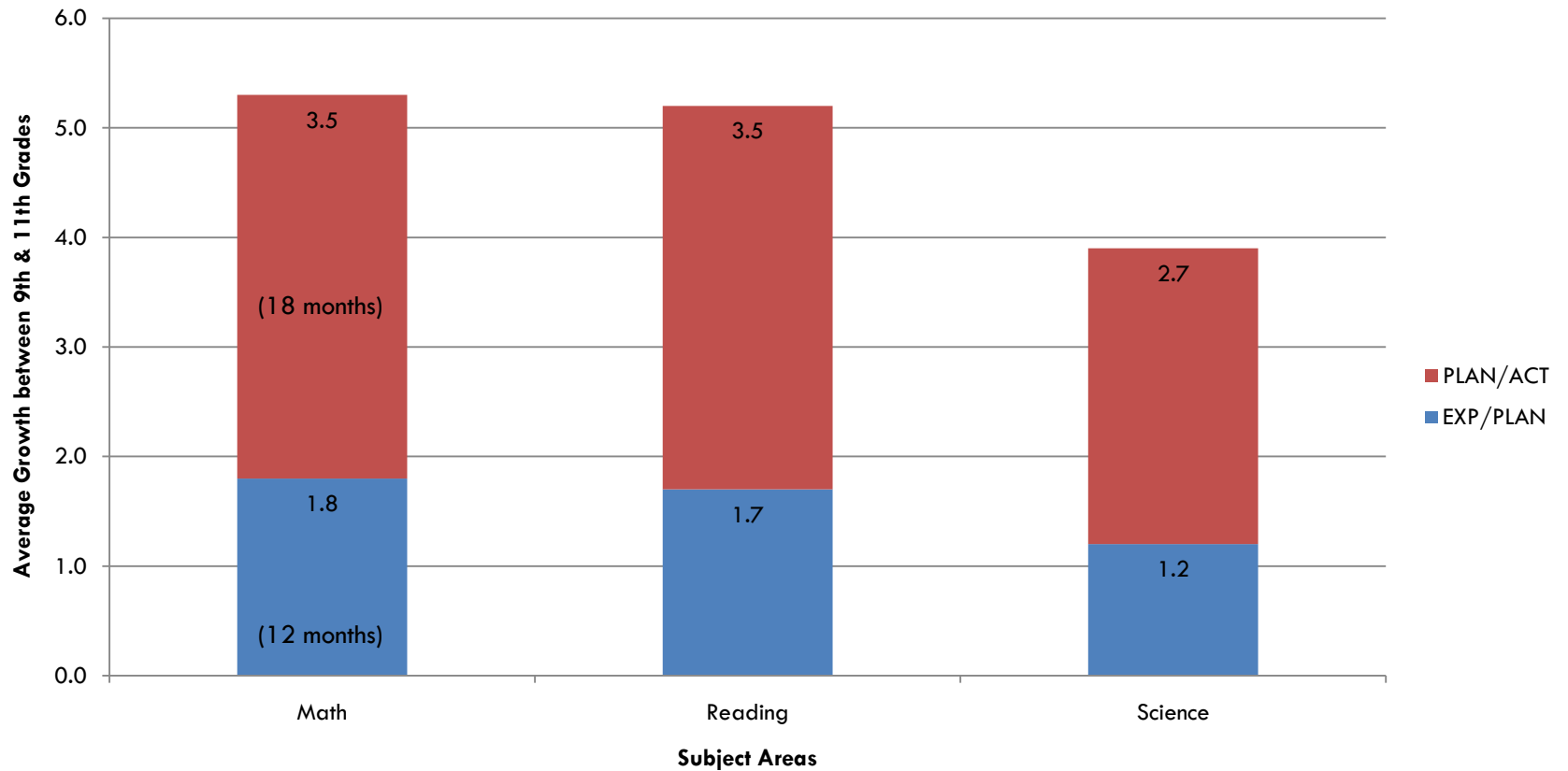
Oak Forest High School

Oak Forest EPAS Data for Class of 2009



Oak Forest Student Growth

Student Growth from EXPLORE to ACT '09

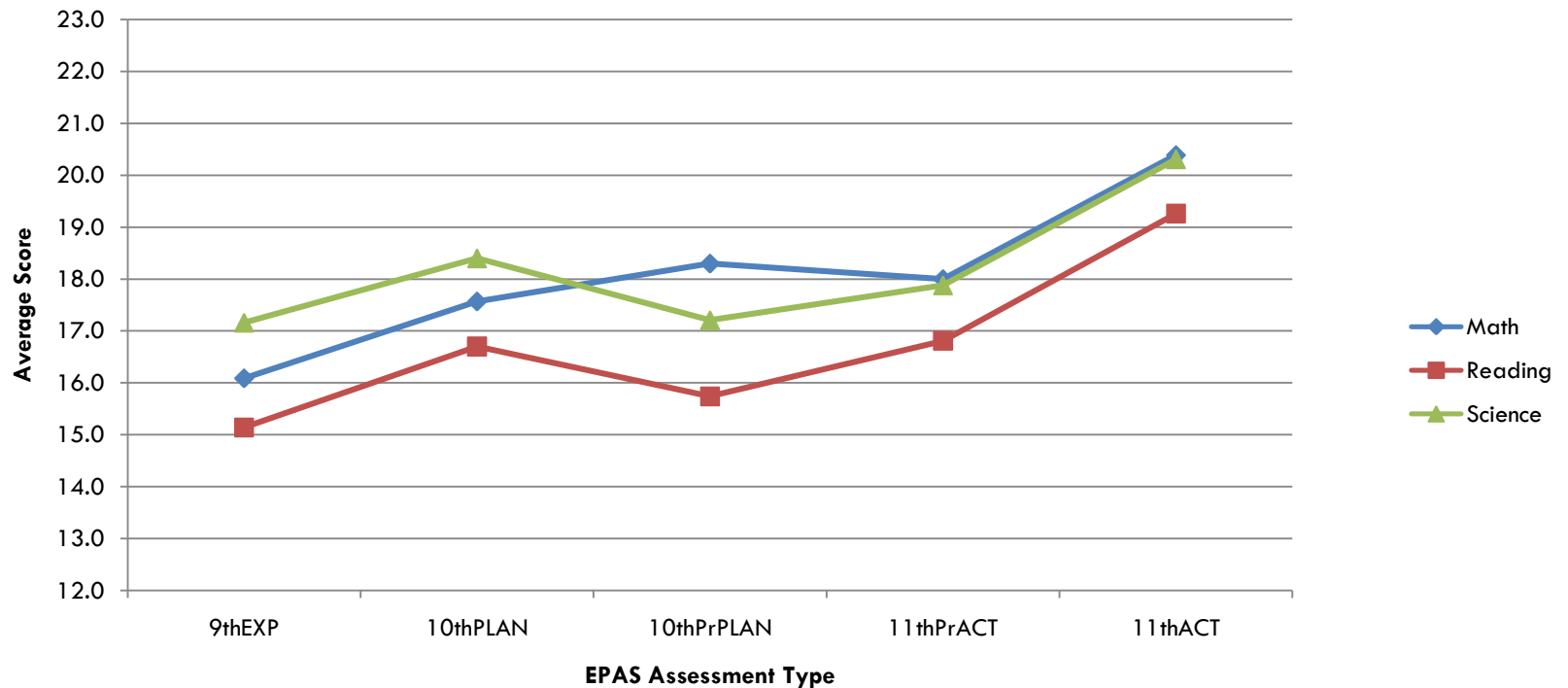


District Data

	9 th EXPLORE (Fall)	10 th PLAN (Fall)	10 th Practice PLAN (Spring)	11 th Practice ACT (Fall)	11 th ACT (Spring)
Math	16.1	17.6	18.3	18.0	20.4
Reading	15.1	16.7	15.7	16.8	19.3
Science	17.2	18.4	17.2	17.9	20.3

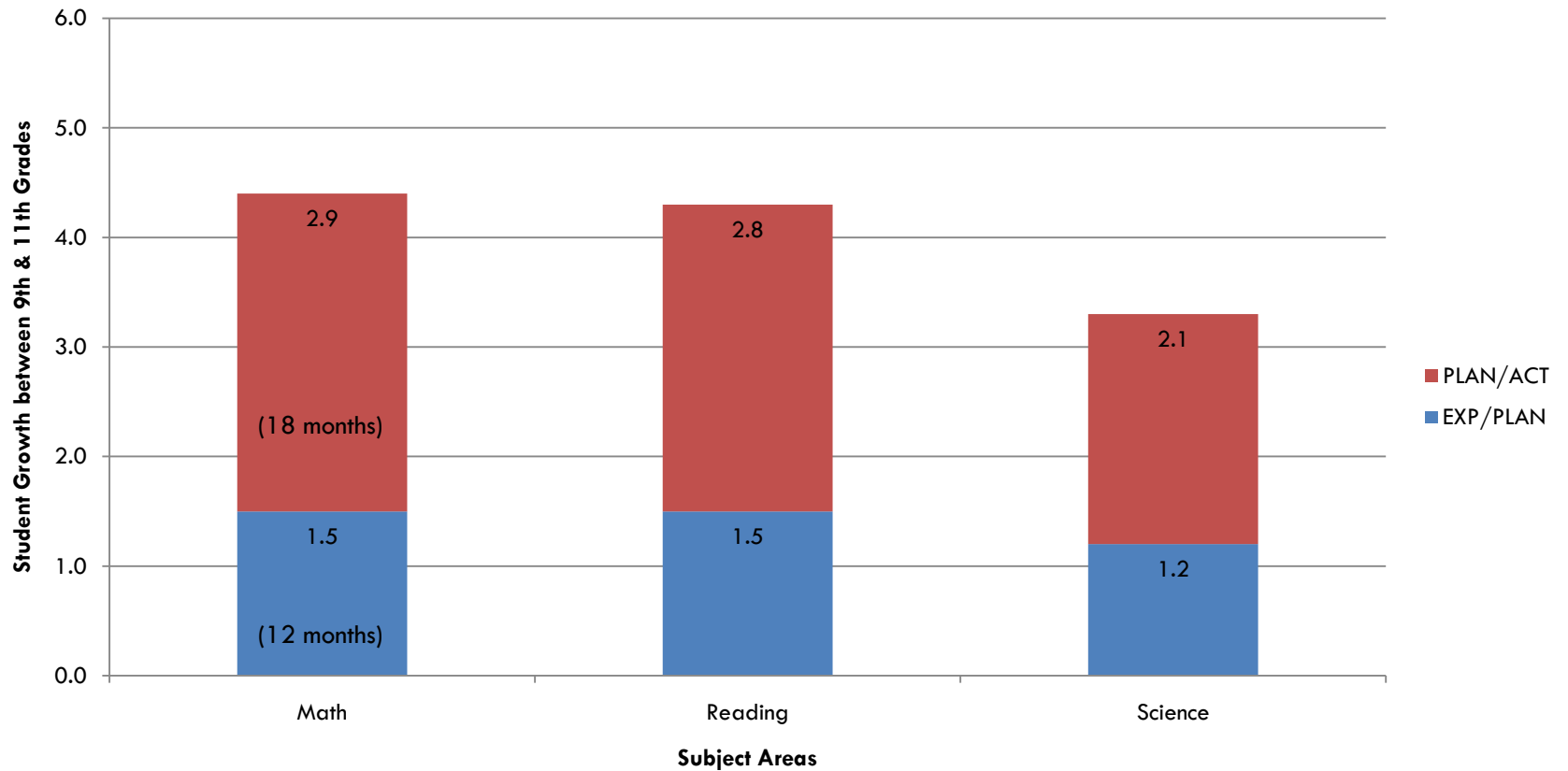
District 228

District 228 EPAS Data for Class of 2009



District Student Growth

Student Growth from EXPLORE to ACT '09



District/School Improvement Plans

Initiatives to Improve Student Academic
Achievement

District/School Initiatives

- Summer Academies in English and math
- Extended English and math courses
- Math and English “doctors” to tutor students
- Common assessments in English and math
- Analysis of EPAS data at the teacher level
- WorkKeys facilitators