

Oak Park
Elementary School
District 97

2012-2013 Growth Update



ECRA Group, Inc.

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District 97 2012-2013 Growth Update

Executive Summary

Purpose

The purpose of this report is to examine kindergarten through eighth grade student growth in District 97 during the 2012-2013 school year. Growth for all students in District 97 was compared with previous years' growth among historical students.

Summary of Findings

Based on the analysis of student ISAT, MAP, and DIBELS data presented in this report, results suggest that:

- *District Level Growth* – Overall student growth across schools was as expected across district grades and schools with the exception of students at Mann Elementary School who had lower than expected growth in math.
- *District Subgroup Growth* – Student growth was consistent across student subgroups, suggesting that district students had similar growth regardless of ethnicity, income, gender, IEP, or LEP status.
- *Beye Elementary School Growth* – Students achieved expected growth at Beye Elementary School with some exceptions. Third grade students had higher than expected growth in Math on both ISAT and MAP while fourth grade students had lower than expected growth in math on both assessments. Kindergarteners had higher than expected growth in reading on the LNF and NWF-CLS, while fourth grade students had lower than expected growth on MAP and ORF. Student growth by subgroup was relatively consistent; though students whose race was identified as “other” had lower than expected growth in math.
- *Hatch Elementary School Growth* – Students achieved expected growth at Hatch Elementary School with some exceptions. Fifth grade students had higher than expected growth in math on both MAP and ISAT, as well as higher than expected reading growth on ORF. Kindergarten students also had higher than expected growth in reading on LNF, NWF-CLS and NWF-WRC. On the other hand, first grade students had lower than expected reading growth on NWF-CLS and ORF and fourth grade students had lower than expected reading growth on MAP. Student growth by subgroup was relatively consistent; though students whose race was identified as “other” had higher than expected growth in math.
- *Holmes Elementary School Growth* – Students at Holmes Elementary School achieved expected growth with a couple of exceptions. Second graders had higher than expected

growth in math on MAP and kindergarteners had higher than expected growth in reading on NWF-CLS and NWF-WRC. Student growth by subgroup was relatively consistent with the exception of Asian and LEP students who had higher than expected mathematics growth.

- *Irving Elementary School* – As Irving students took DIBELS Next during the 2012-2013 school year, only ISAT and MAP growth was examined. Students achieved expected growth at Irving Elementary School with some exceptions. Fourth grade students had higher than expected growth on MAP in both math and reading, while fifth grade students had lower than expected reading growth on both ISAT and MAP. Student growth by subgroup was relatively consistent with the exception of low income, Black, and IEP students who had lower than expected growth in reading.
- *Lincoln Elementary School* - Students at Lincoln Elementary School achieved expected growth with some exceptions. Students in third grade had lower than expected growth in math on both ISAT and MAP as well as lower than expected reading growth on ISAT. In addition, kindergarten students had lower than expected growth in reading on NWF-CLS, and first grade students had lower than expected growth on NWF-CLS and NWF-WRC. Student growth by subgroup was relatively consistent, with the exception of Black students who had lower than expected growth in both math and reading and Hispanic students who had lower than expected growth in math.
- *Longfellow Elementary School* - Students at Longfellow Elementary School achieved expected growth across grades, subjects and student subgroups with one exception. Kindergarten students had higher than expected reading growth in NWF-CLS.
- *Mann Elementary School* - Students at Mann Elementary School achieved expected growth in reading and lower than expected growth in math. The lower than expected math growth was concentrated in fifth grade, where students had lower than expected growth on both ISAT and MAP. Fifth grade students also had lower than expected reading growth on MAP. In addition, second grade students had lower than expected reading growth on MAP, while first grade students had higher than expected reading growth on NWF-WRC. Growth was relatively consistent across student subgroups with the exception of Black students who had lower than expected growth in reading and Asian and male students who had typical growth in math.
- *Wittier Elementary School* - Students at Wittier Elementary School achieved expected growth in reading and math with some exceptions. Students in fourth and fifth grade had higher than expected growth in math on ISAT. On the other hand, students in some grades had lower than expected growth in reading on various assessments. Kindergarten students had lower than expected reading growth on NWF-CLS. First grade students had

lower than expected growth on NWF-CLS, NWF-WRC, and ORF, and fifth grade students had lower than expected growth in ORF. Student growth was consistent across subgroups with some exceptions. Non-IEP students had higher than expected growth in math while low income, black and IEP students had lower than expected growth in reading.

- *Brooks Middle School* - Students at Brooks Middle School achieved expected growth in both reading and math with the exception of sixth grade students who had lower than expected growth in math on ISAT and MAP. Student growth by subgroup was consistent with the exception of low income and Black students who had lower than expected growth in math.
- *Julian Middle School* - Students at Julian Middle School achieved expected growth across grades, subjects, and student subgroups.

Methods

District 97's growth model was built using ISAT, MAP, and DIBELS data from District 97 between 2010 and 2013. The model was built to reflect typical student growth in the District. With this model each District 97 student with data from the 2011-2012 school year was assigned a propensity score based on his or her historical DIBELS, MAP, and/or ISAT scores. The propensity score indicates the expected achievement for that student during the current evaluation year. To evaluate student growth, students' actual 2013 Spring test scores were compared to the expected values provided by the prediction models.