

District 158 Assessment Report for 2011-2012 School Year

No Child Left Behind

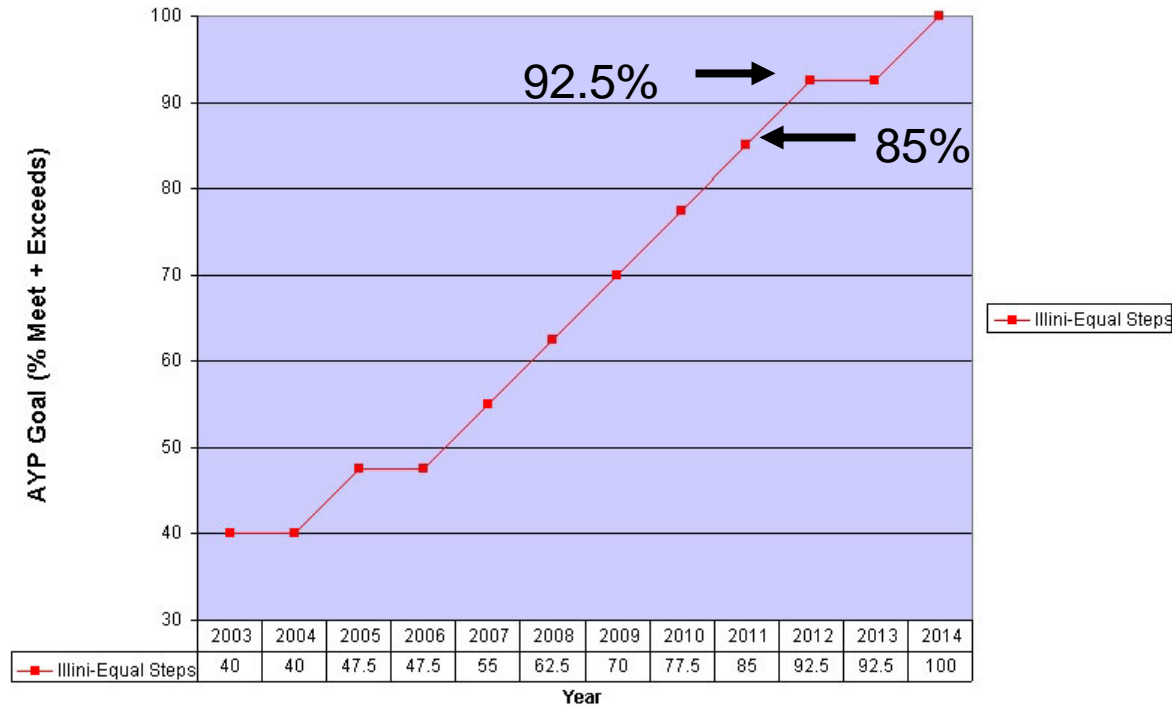
- NCLB Summary

NCLB is a Federal accountability system that must be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years.

Assessment results and State progress objectives must be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind.

NCLB Timeline

Equal Steps 7.5% Model



For the spring of 2011, 85% of the students must have scored in the meets and exceeds category in order for the district and school to have met AYP. For the spring of 2012, 92.5% of the students must score in these categories. These benchmarks, assigned to the years, were developed by politicians without educator input.

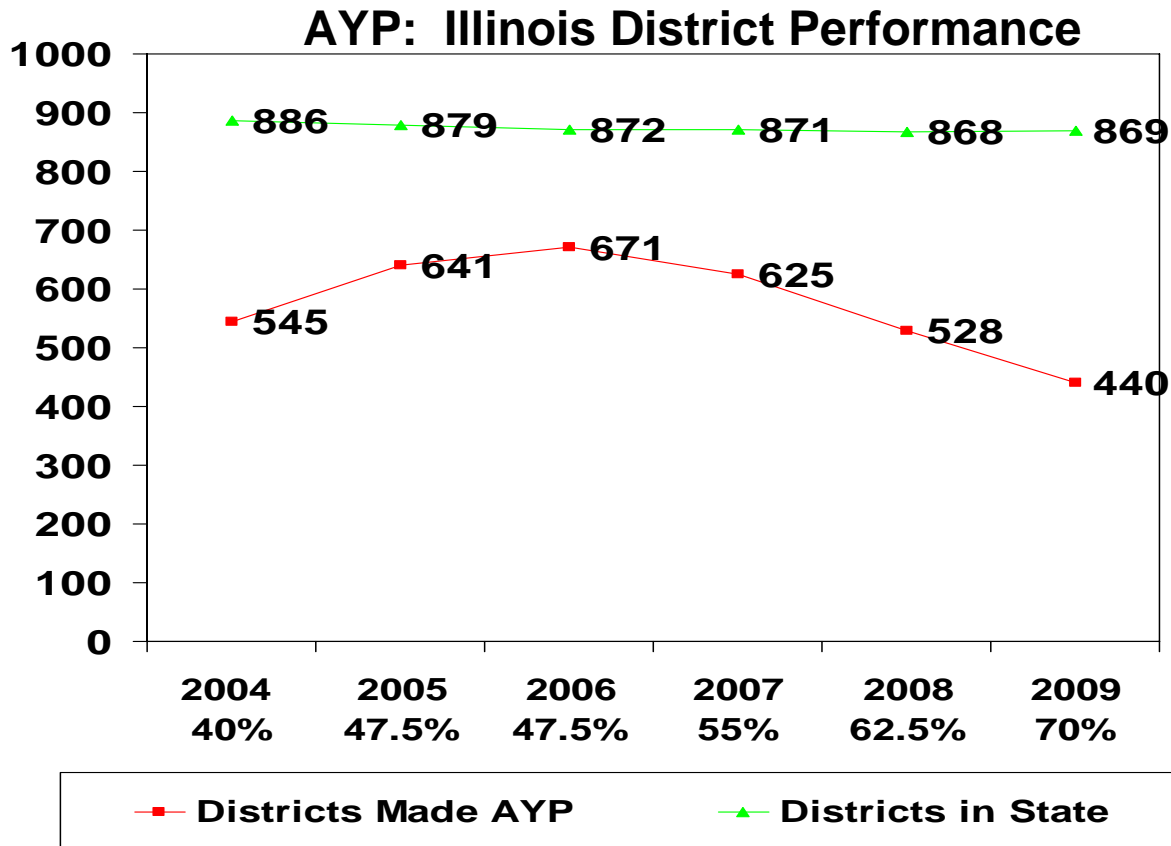
School Improvement Status According to Federal Law

No Child Left Behind: Section 1111 (b)

Title I School

- Choice
- Choice with Supplemental Educational Services (SES)
Requires that the district set aside 20% of its Title I Grant to provide these service from an outside company
- Choice / SES / Corrective Action
- Choice / SES / Restructuring Planning
- Choice / SES / Restructuring Implementation

The above levels represent the punitive sanctions to which school districts are subjected. Federal legislators recognize these sanctions to be problematic and are pushing for better accountability methods.



Source: ISBE 2009 Illinois State Report Card

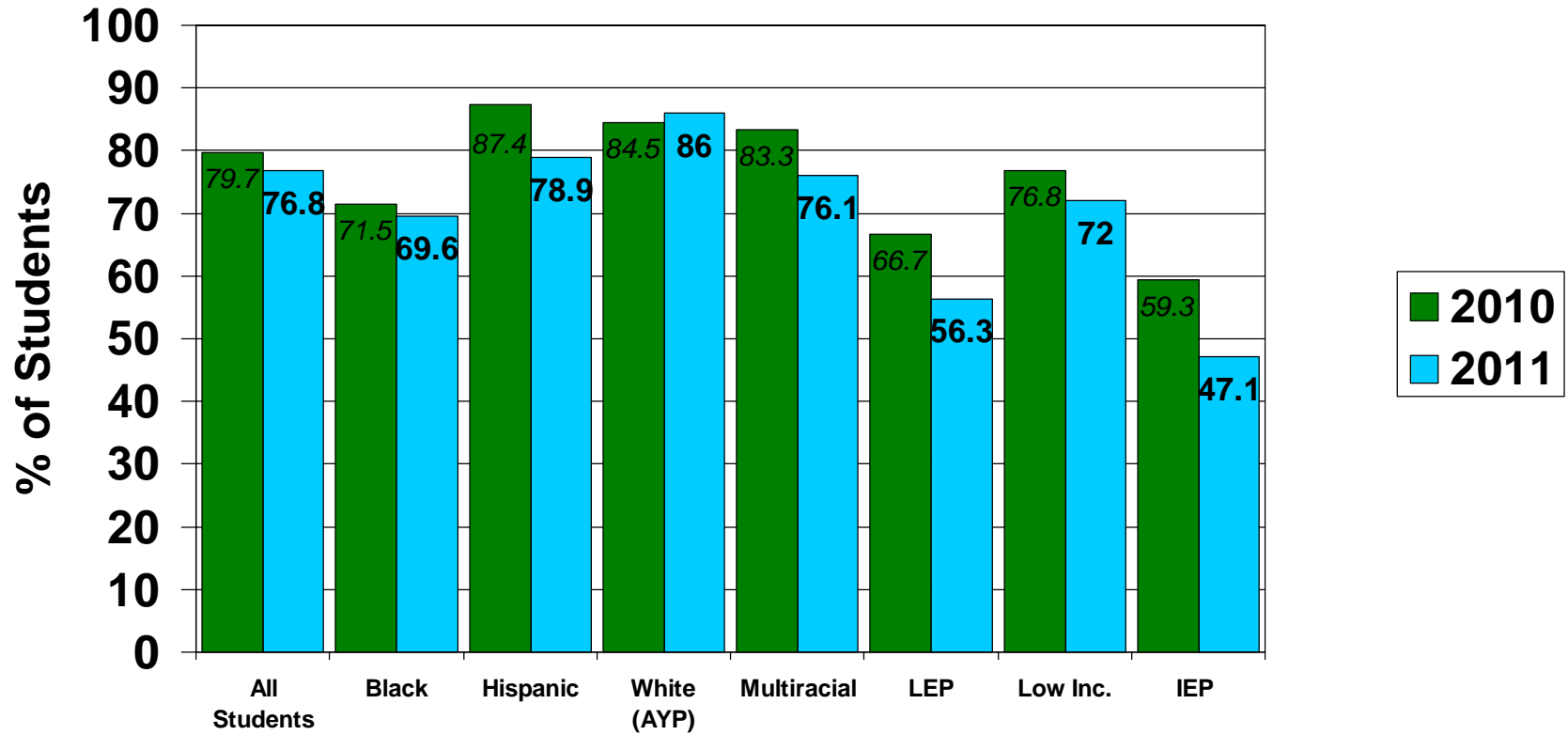
This data is no longer available from the state. Arne Duncan, Secretary of Education, stated 82% of the schools across the nation are considered failing by NCLB standards.

Math AYP by NCLB Groups

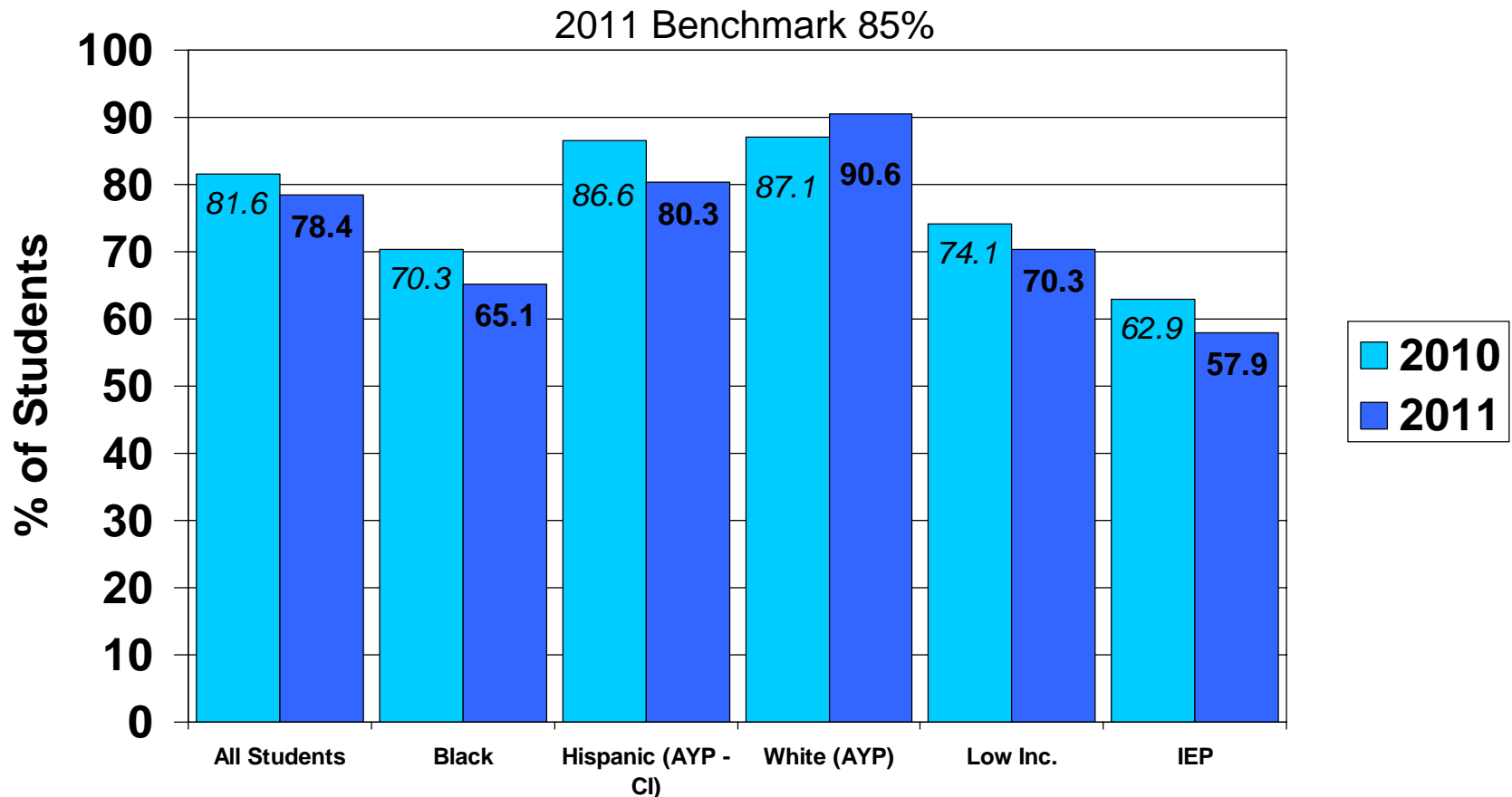
The following slides outline the ISAT scores for math broken out by the NCLB groups for which the district and each school is accountable.

District Math by NCLB Groups

2011 Benchmark 85%



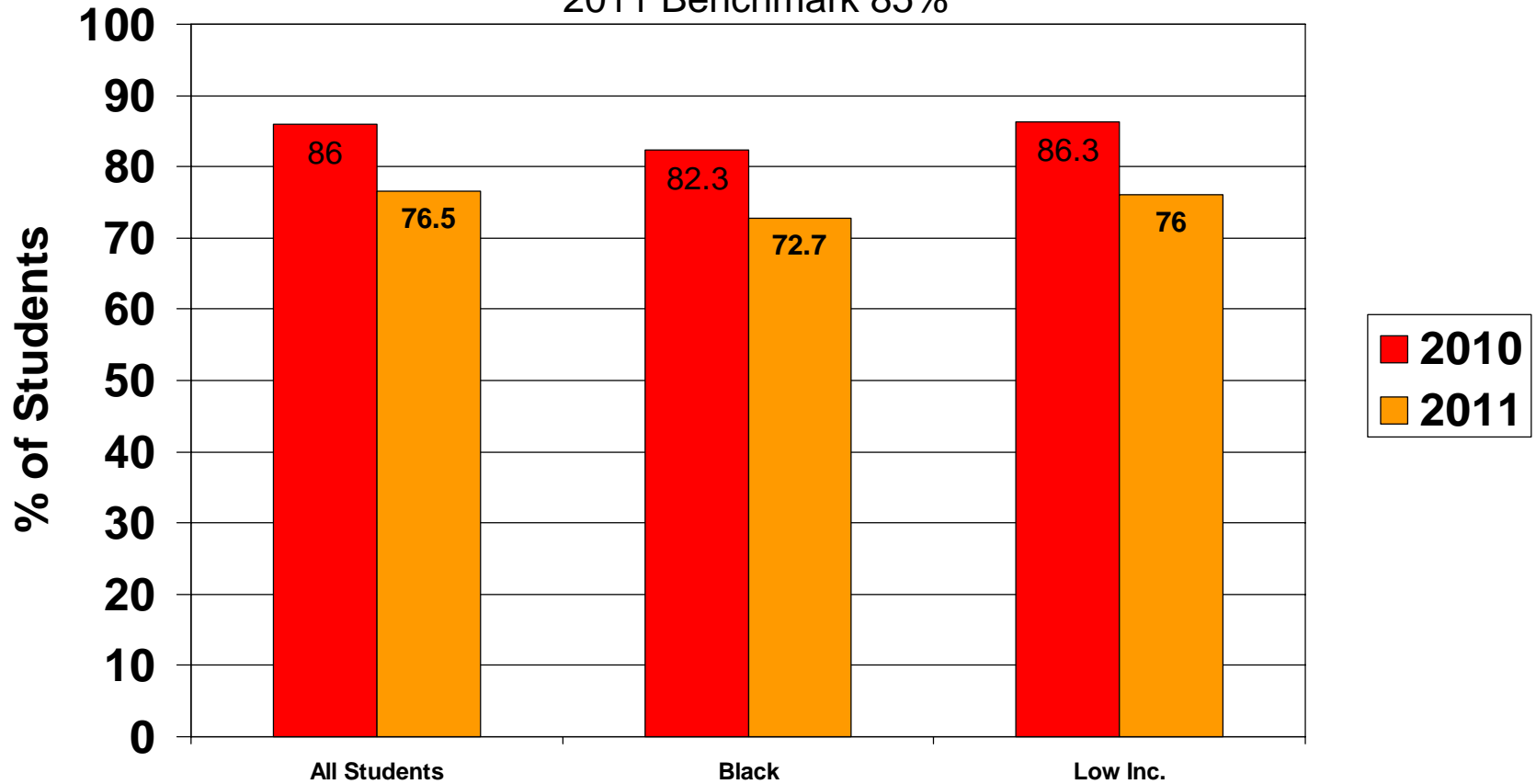
Coolidge Math by NCLB Groups



The state sets a “Safe Harbor” target goal for any group who did not make AYP in the previous year. A “Confidence Interval” (CI) is applied to scores by the state which can raise the scores enough to reach AYP. It is noted on each chart when a group made AYP by reaching its Safe Harbor target goal or through the use of a Confidence Interval.

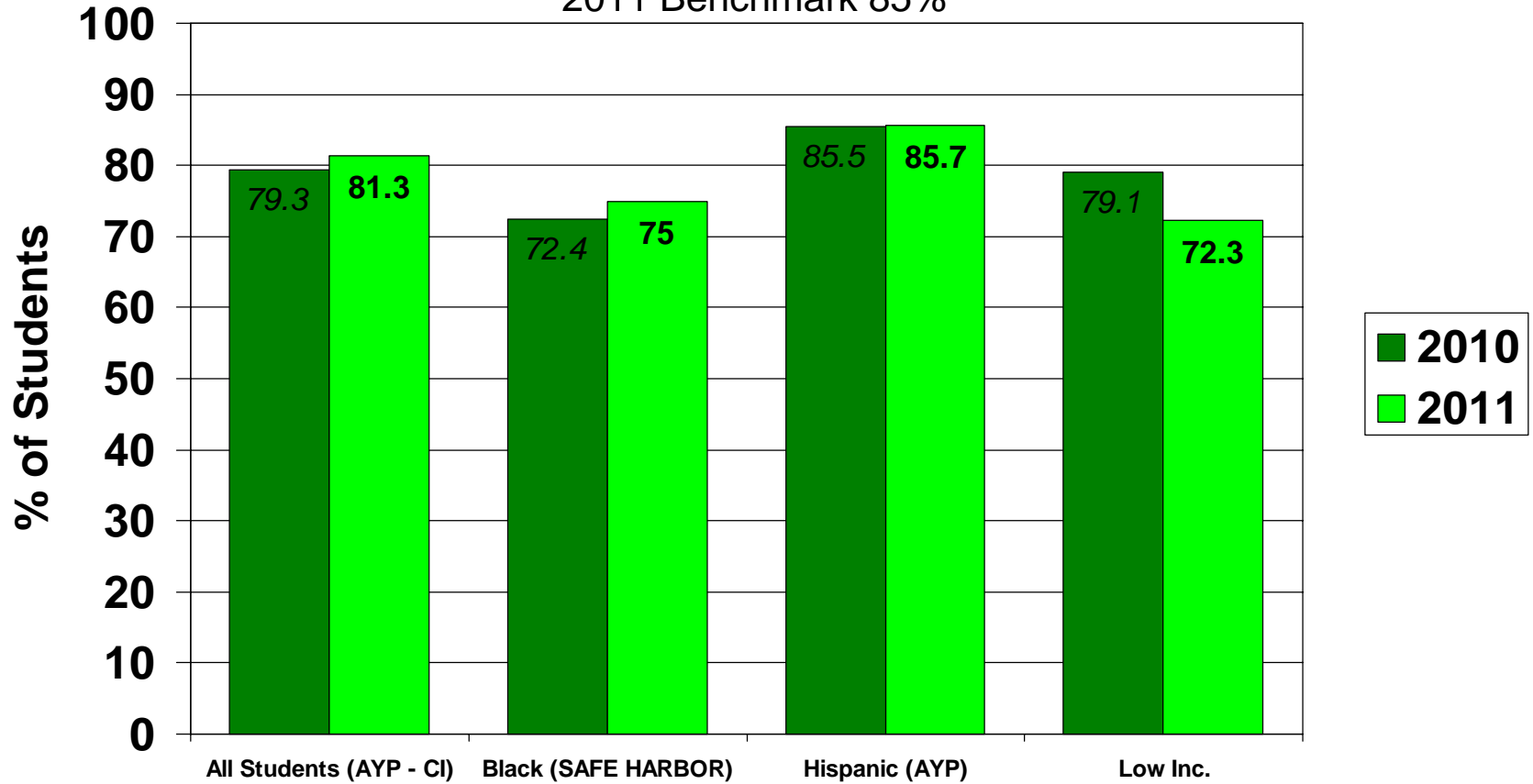
Reavis Math by NCLB Groups

2011 Benchmark 85%

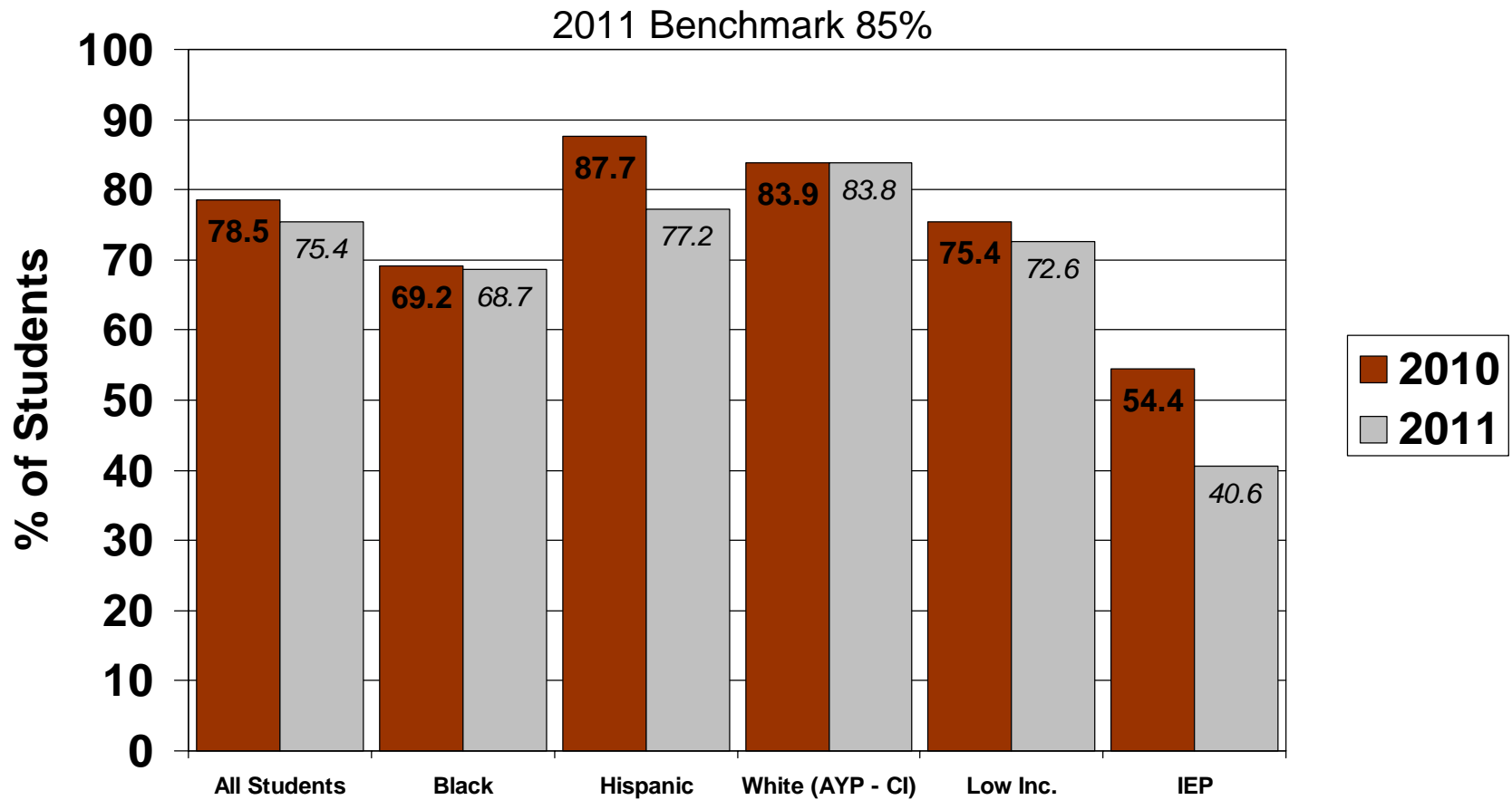


Oak Glen Math by NCLB Groups

2011 Benchmark 85%



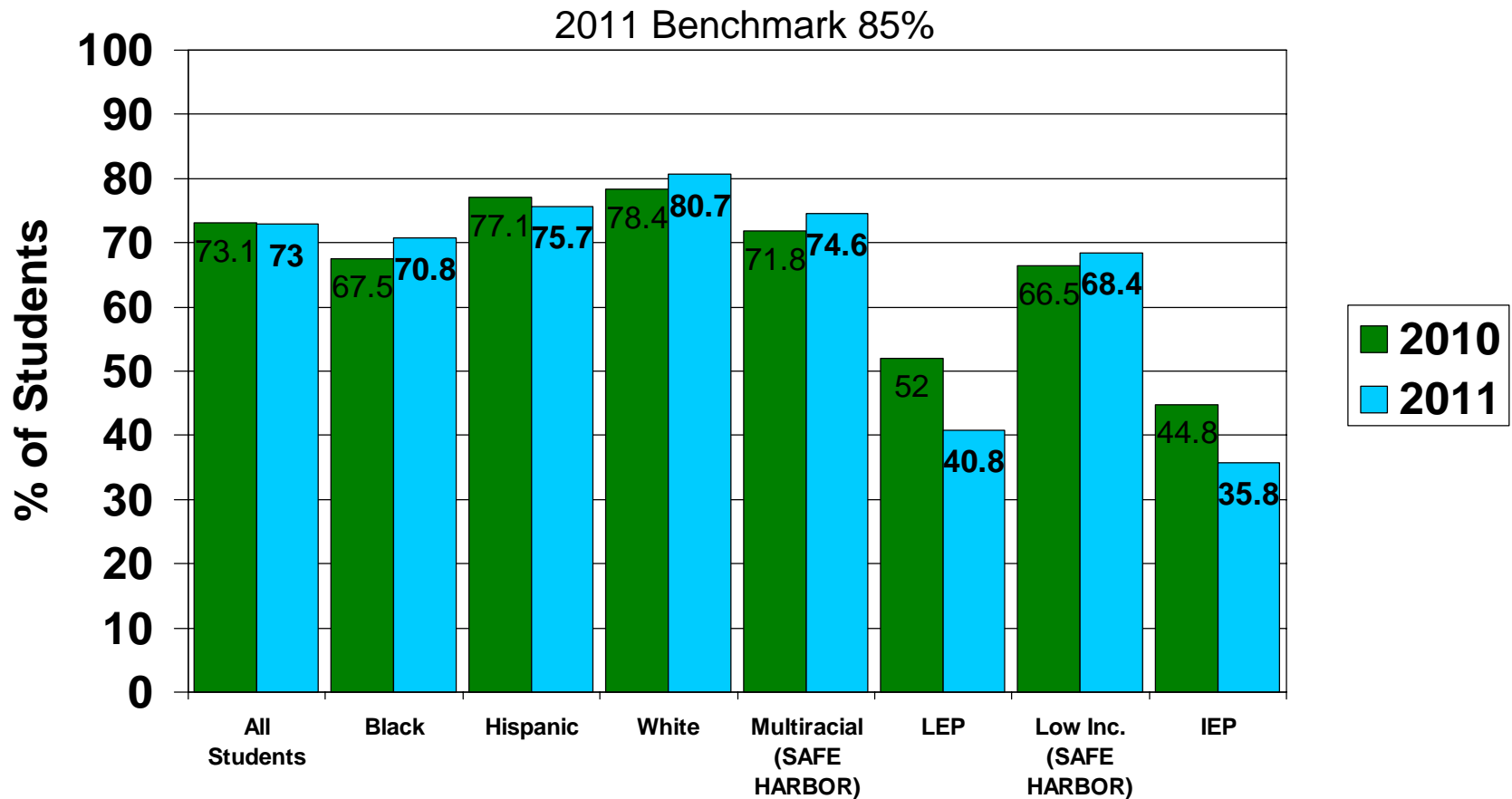
Memorial Math by NCLB Groups



Reading AYP by NCLB Groups

The following slides outline the ISAT scores for reading broken out by the NCLB groups for which the district and each school is accountable.

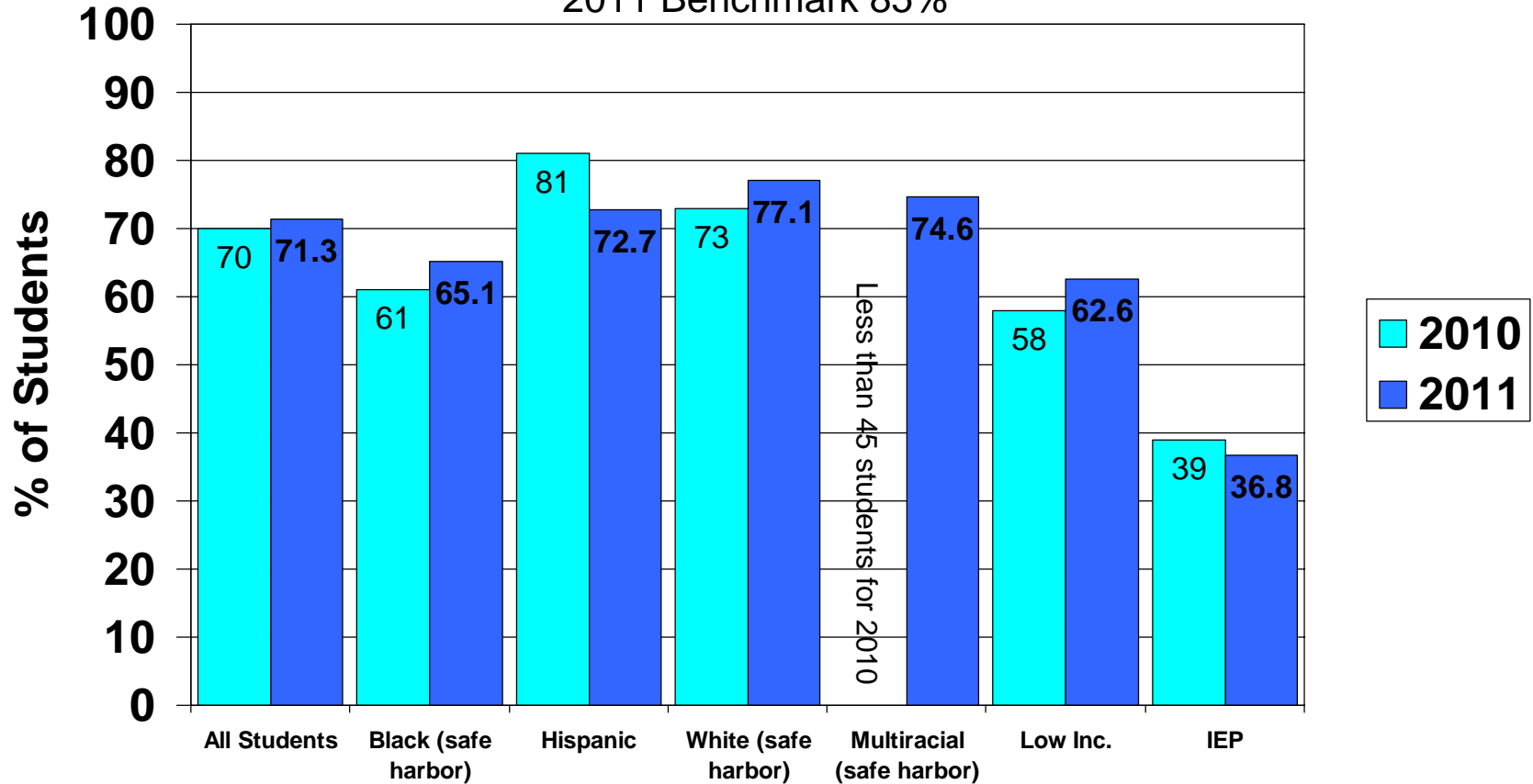
District Reading by NCLB Groups



As with the math ISAT, Safe Harbor target goals are set for reading and it is noted on each chart when a group made AYP by reaching its Safe Harbor target goal.

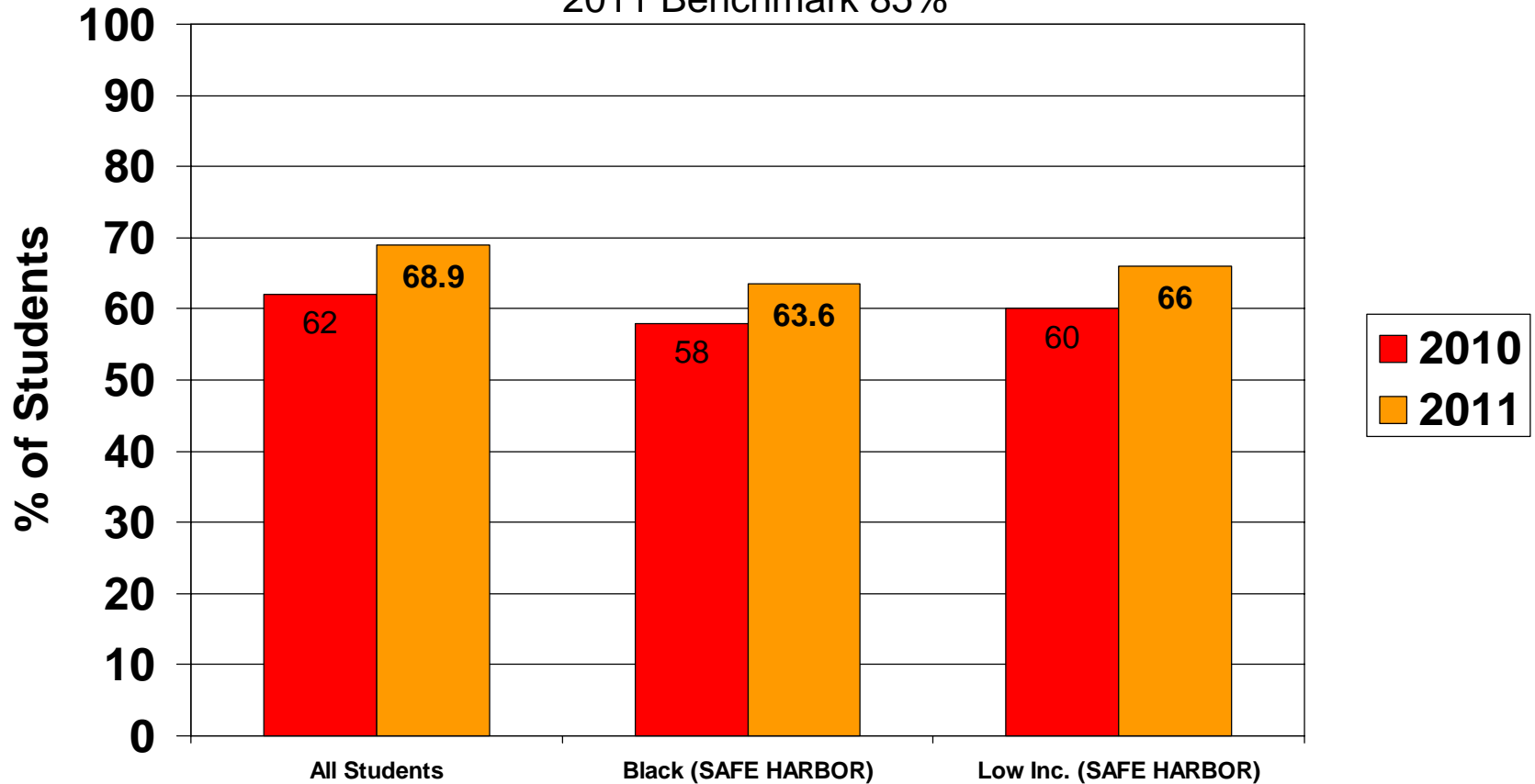
Coolidge Reading by NCLB Groups

2011 Benchmark 85%



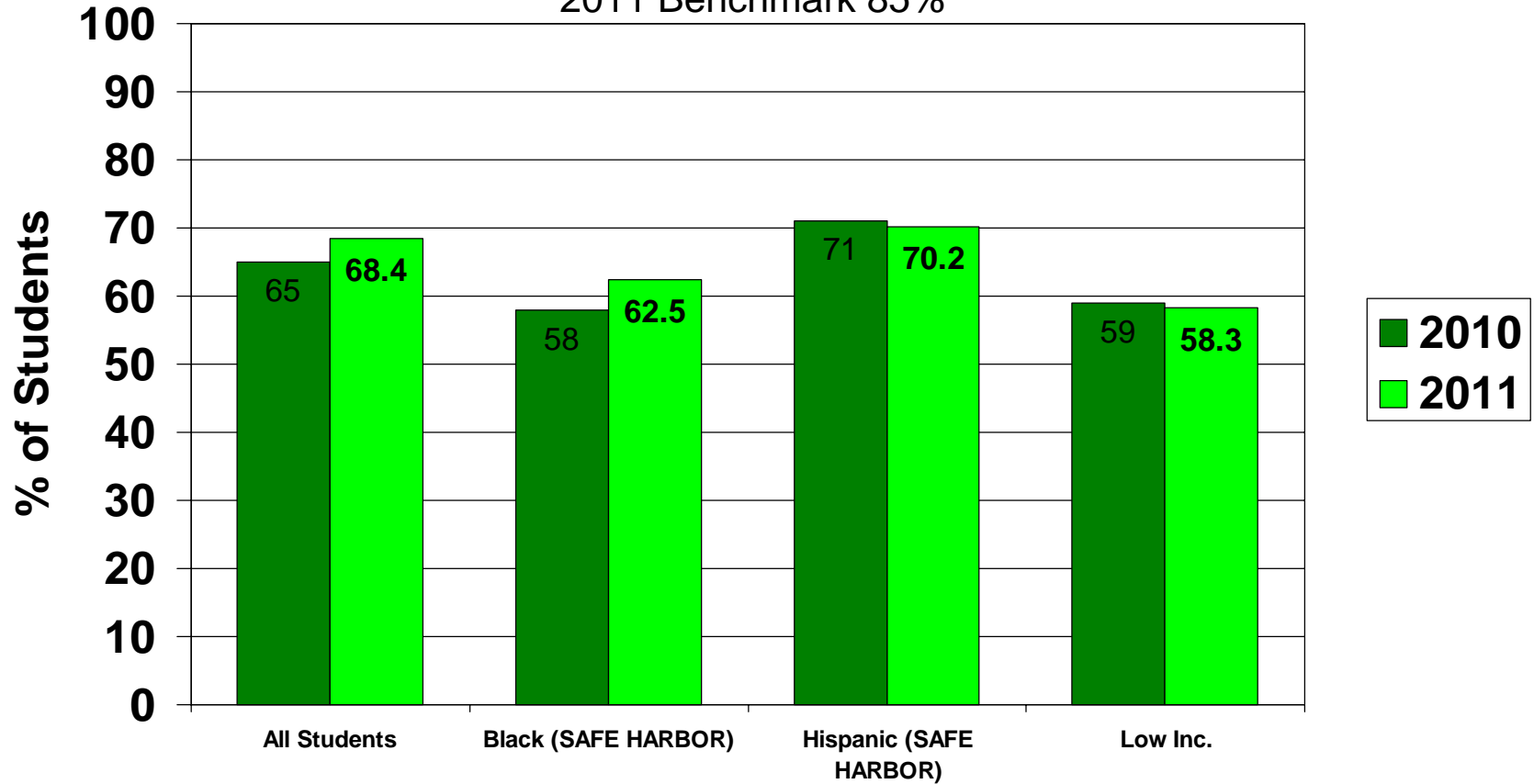
Reavis Reading by NCLB Groups

2011 Benchmark 85%

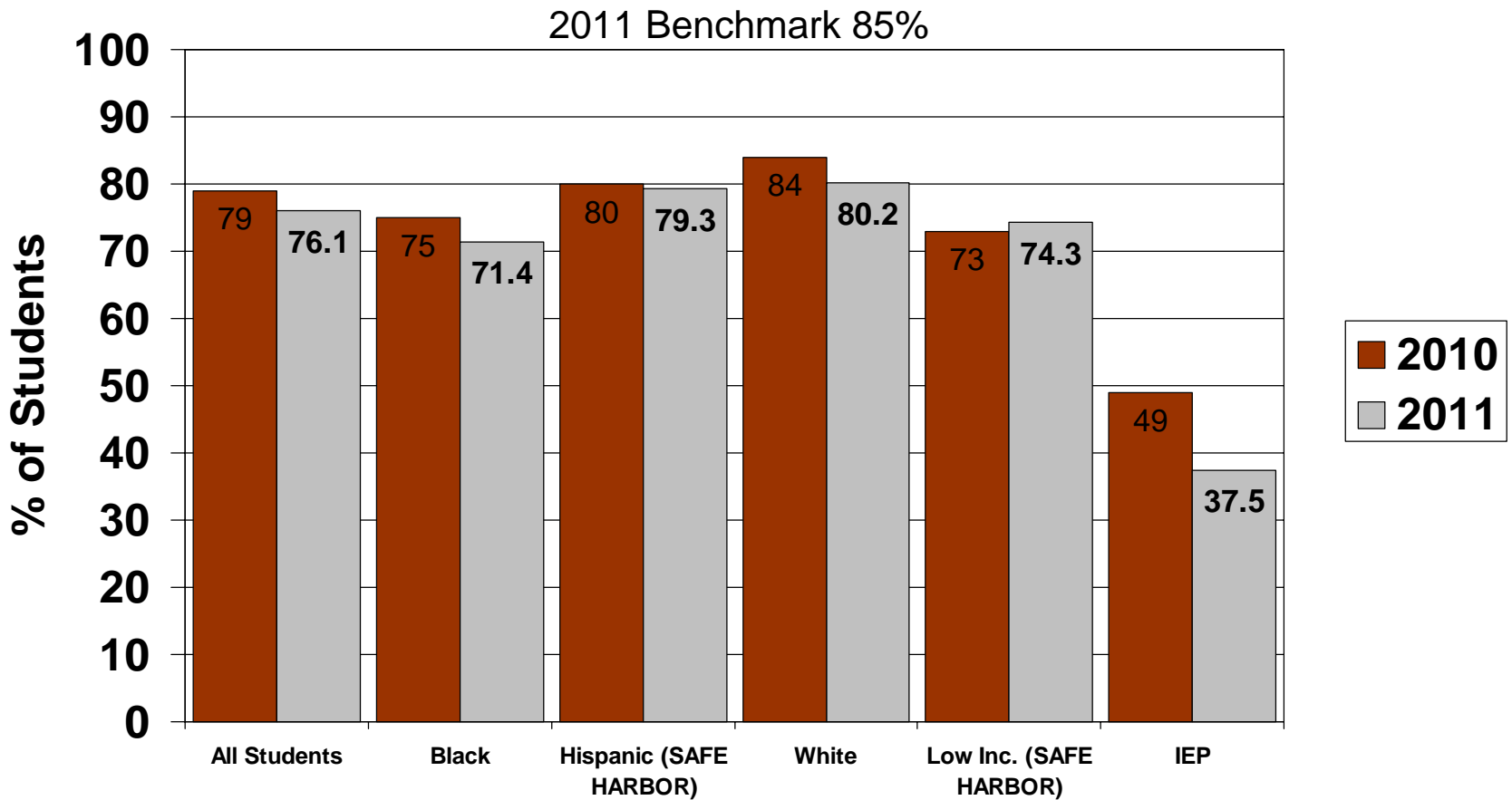


Oak Glen Reading by NCLB Groups

2011 Benchmark 85%



Memorial Reading by NCLB Groups



What AYP Calculations Do Not Show

The following are a few examples of successes which reflect the hard work of our teachers and students. These successes are not reflected in the AYP sheets.

- At Reavis, in the 5th grade 21 more students in math and 24 more students in reading scored in the meets and exceeds categories. In 4th grade, 20 more students scored in the meets and exceeds categories.
- At Oak Glen in the 5th grade 16 more students in math and 25 more students in reading scored in the meets and exceeds categories. In 4th grade, 12 more students scored in the meets and exceeds categories.
- At Coolidge 31 more students in reading scored in the meets and exceeds categories.
- At Memorial in the 8th grade 34 more students in math and 32 more in reading scored in the meets and exceeds categories while 21 more 7th grade students did the same in math and 37 more in reading.

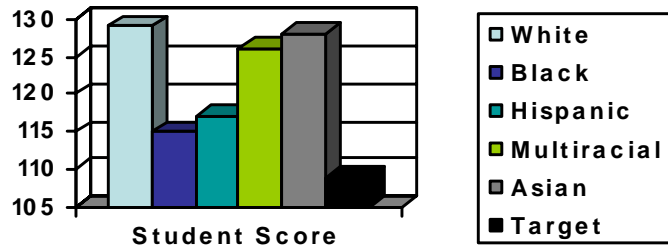
Local Assessments

The first four slides represent our local AIMSweb assessment broken out by NCLB groups showing how these scores compare to the target score. This information indicate that students are achieving the target score in many cases especially in the critical early years. The last two slides represent four years of positive reading achievement.

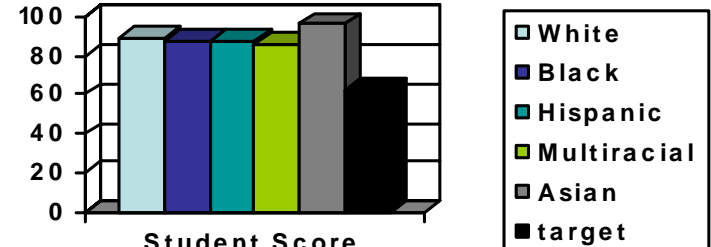
AIMSweb Summary

2010-2011 Kindergarten

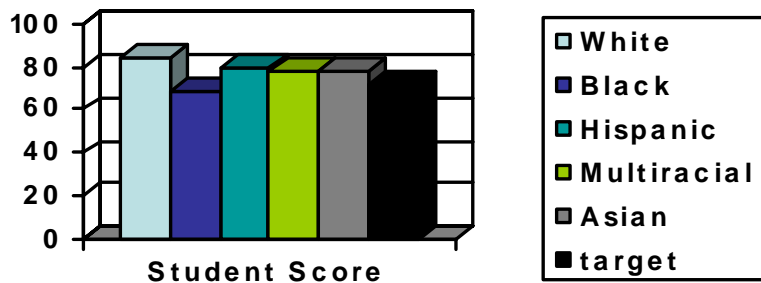
Letter Naming Fluency



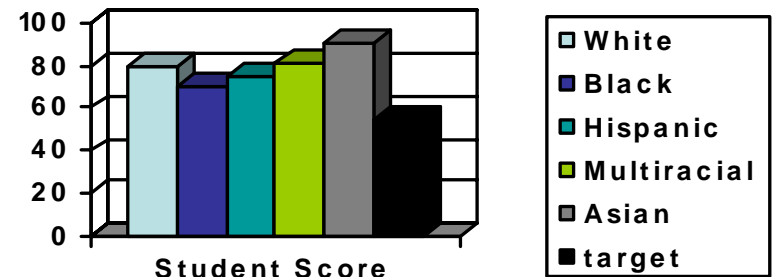
Letter Sound Fluency



Phoneme Segmentation



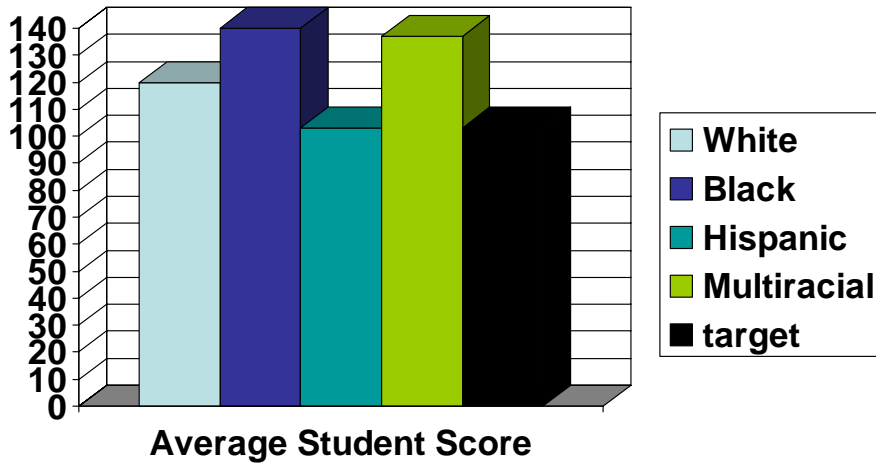
Nonsense Word Fluency



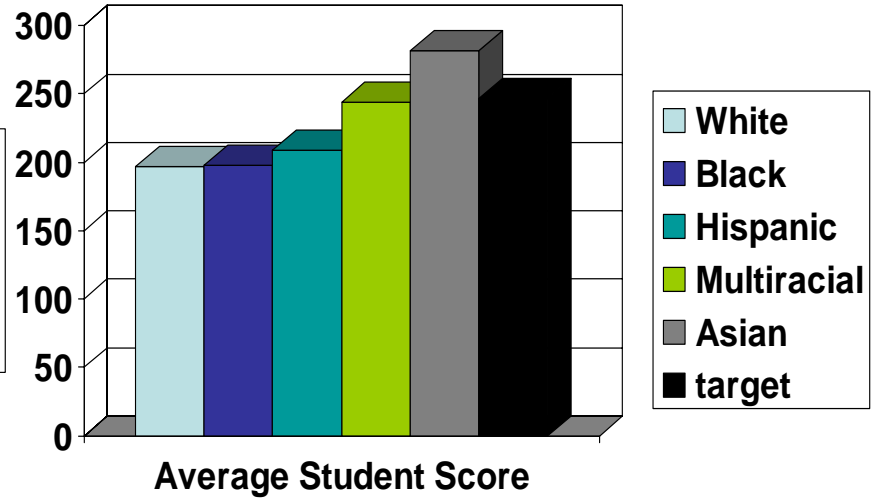
AIMSweb Summary

2010-2011 First and Second Grade

First Grade



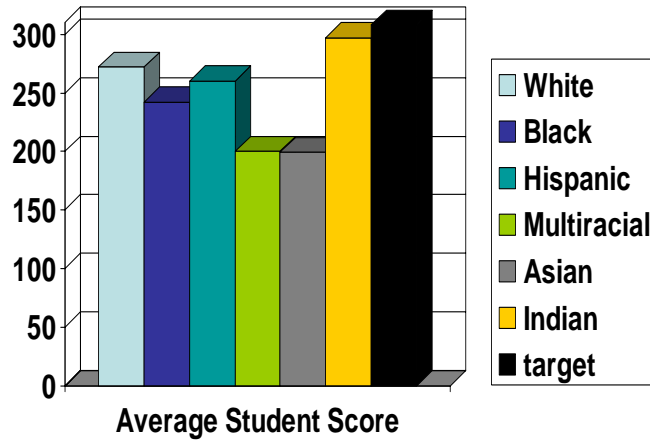
Second Grade



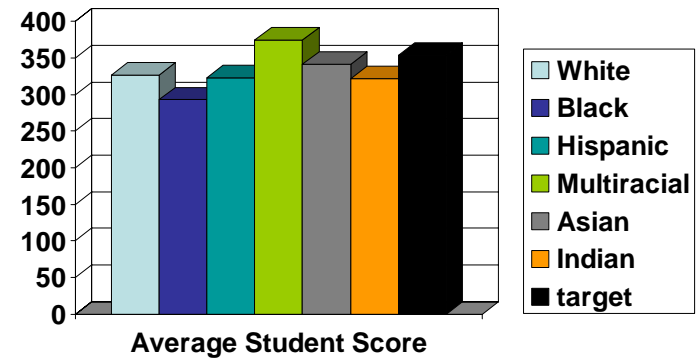
AIMSweb Summary

2010-2011 Third, Fourth and Fifth Grade

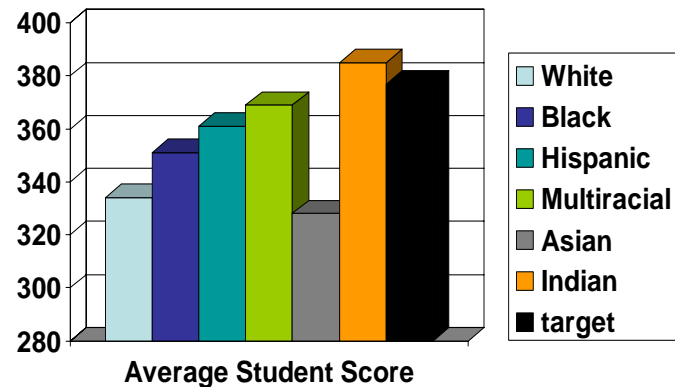
Third Grade



Fourth Grade

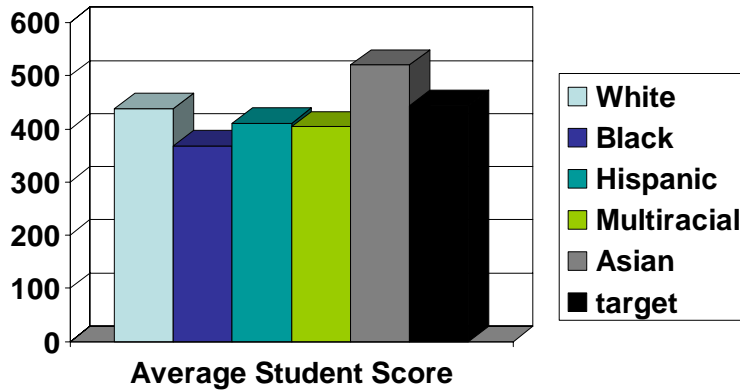


Fifth Grade

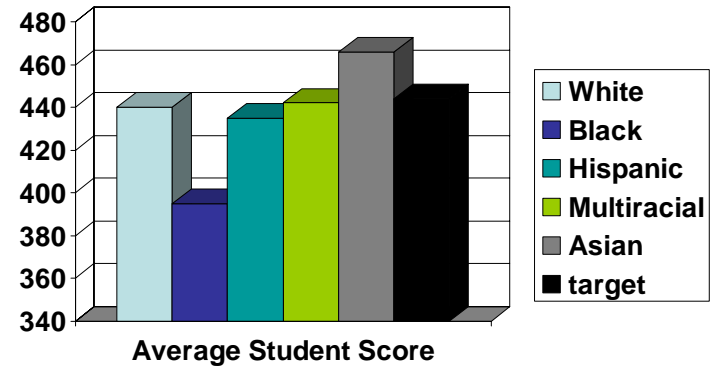


AIMSweb Summary 2010-2011 Middle School

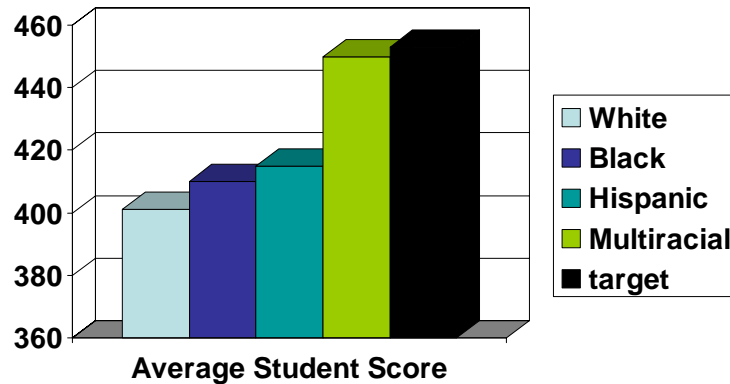
Sixth Grade



Seventh Grade

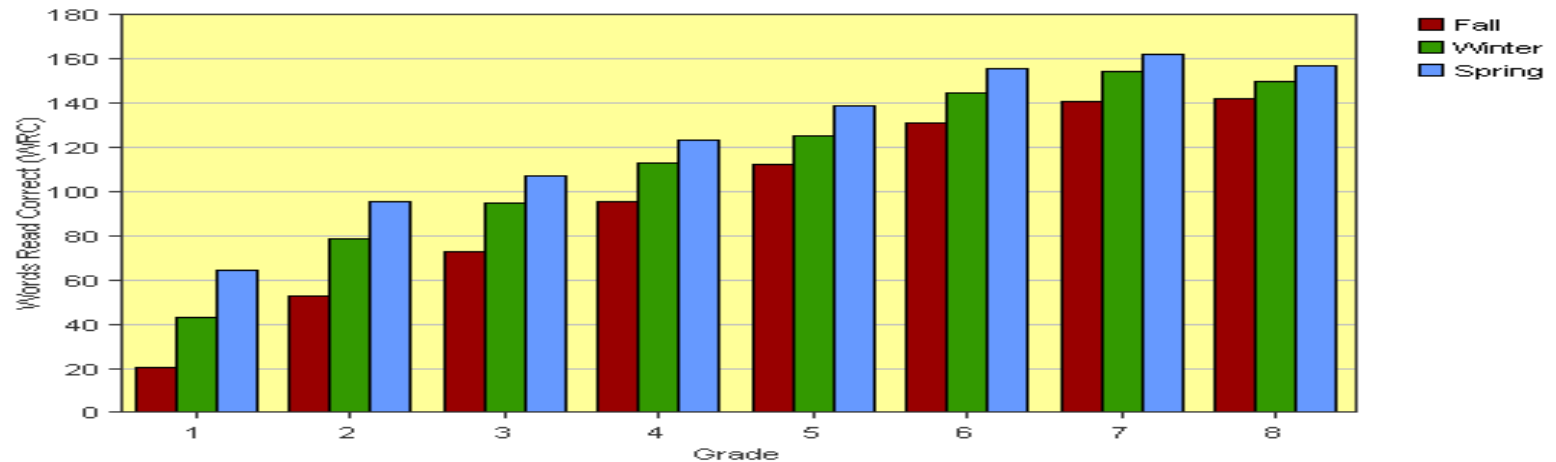


Eighth Grade



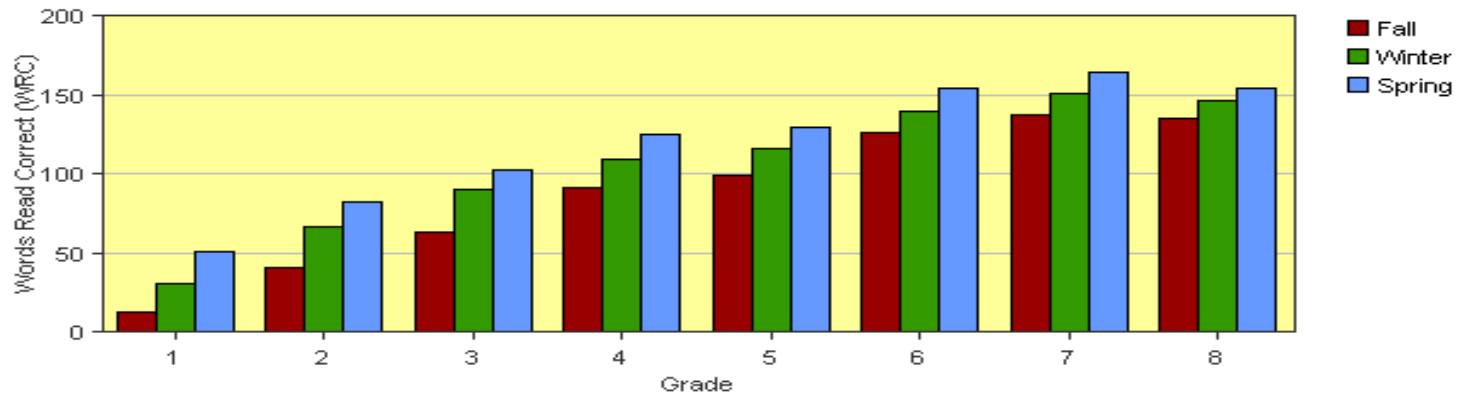
AIMSweb

Lansing School District 158
2010-2011 School Year
Reading - Curriculum Based Measurement



Copyright © 2011 NCS Pearson, Inc. All Rights Reserved. Patent No. 7,311,524

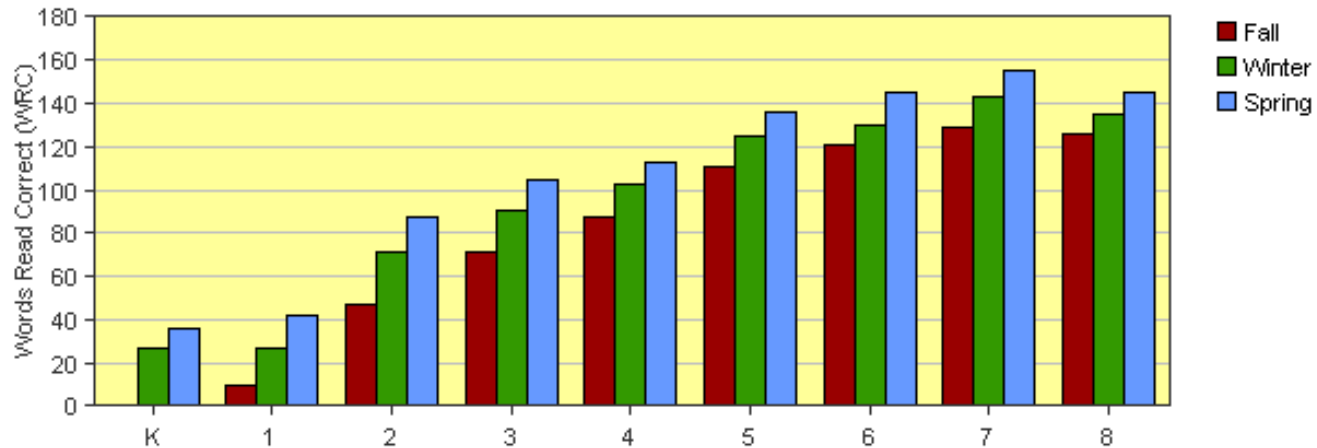
Lansing School District 158
2009-2010 School Year
Reading - Curriculum Based Measurement



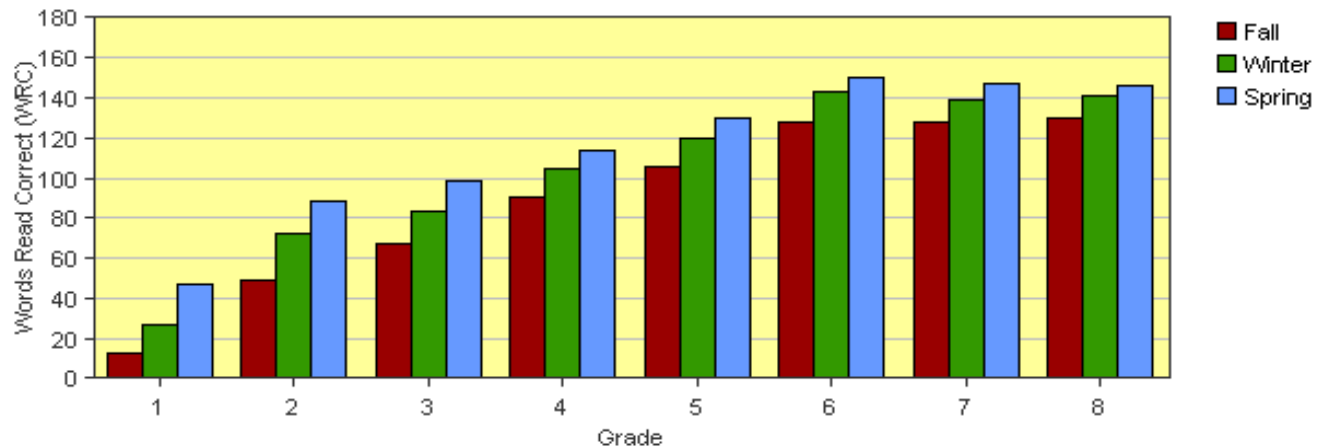
Copyright © 2010 NCS Pearson, Inc. All Rights Reserved. Patent No. 7,311,524

AIMSweb

Lansing School District 158
2008-2009 School Year
Reading - Curriculum Based Measurement



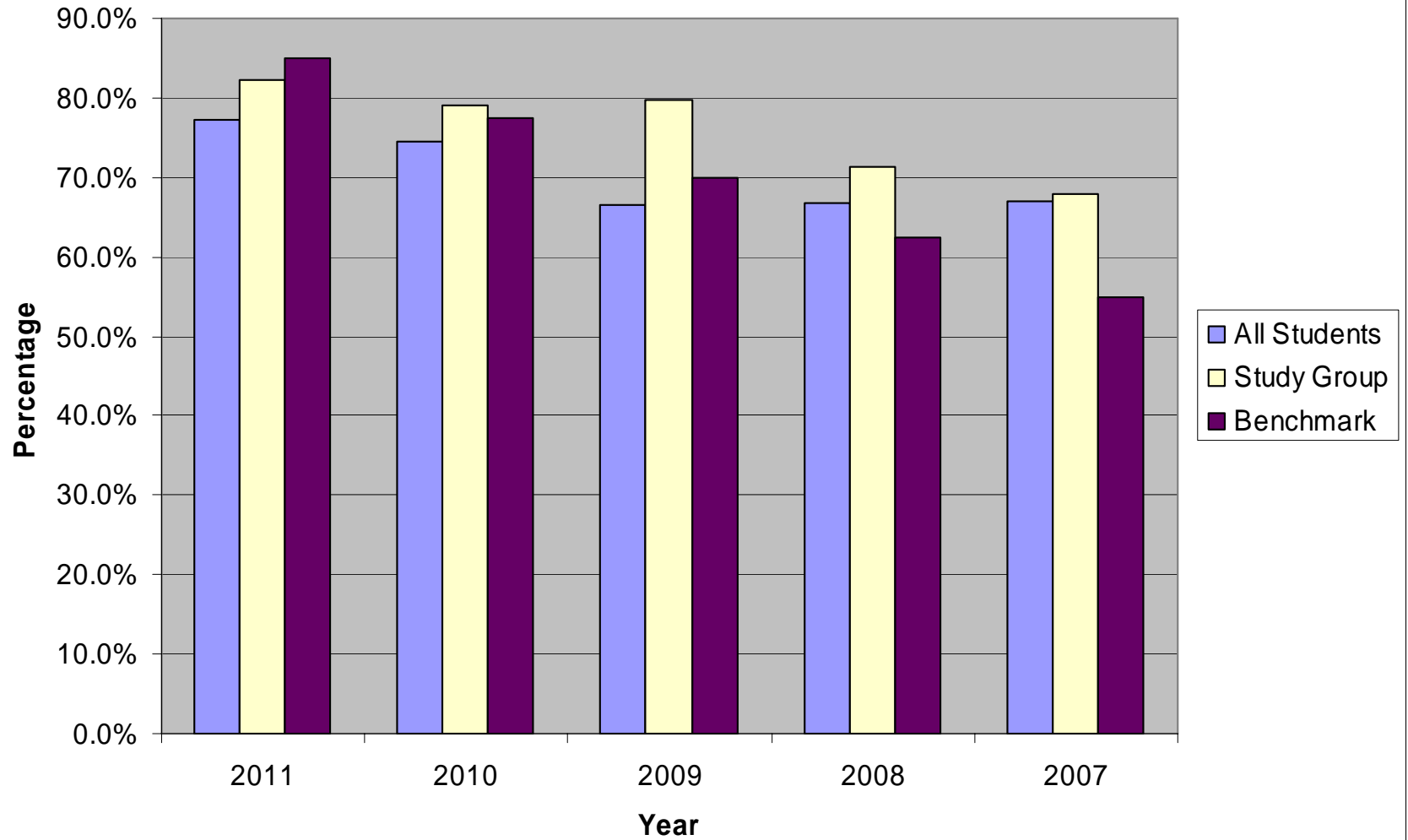
Lansing School District 158
2007-2008 School Year
Reading - Curriculum Based Measurement



Longevity Study

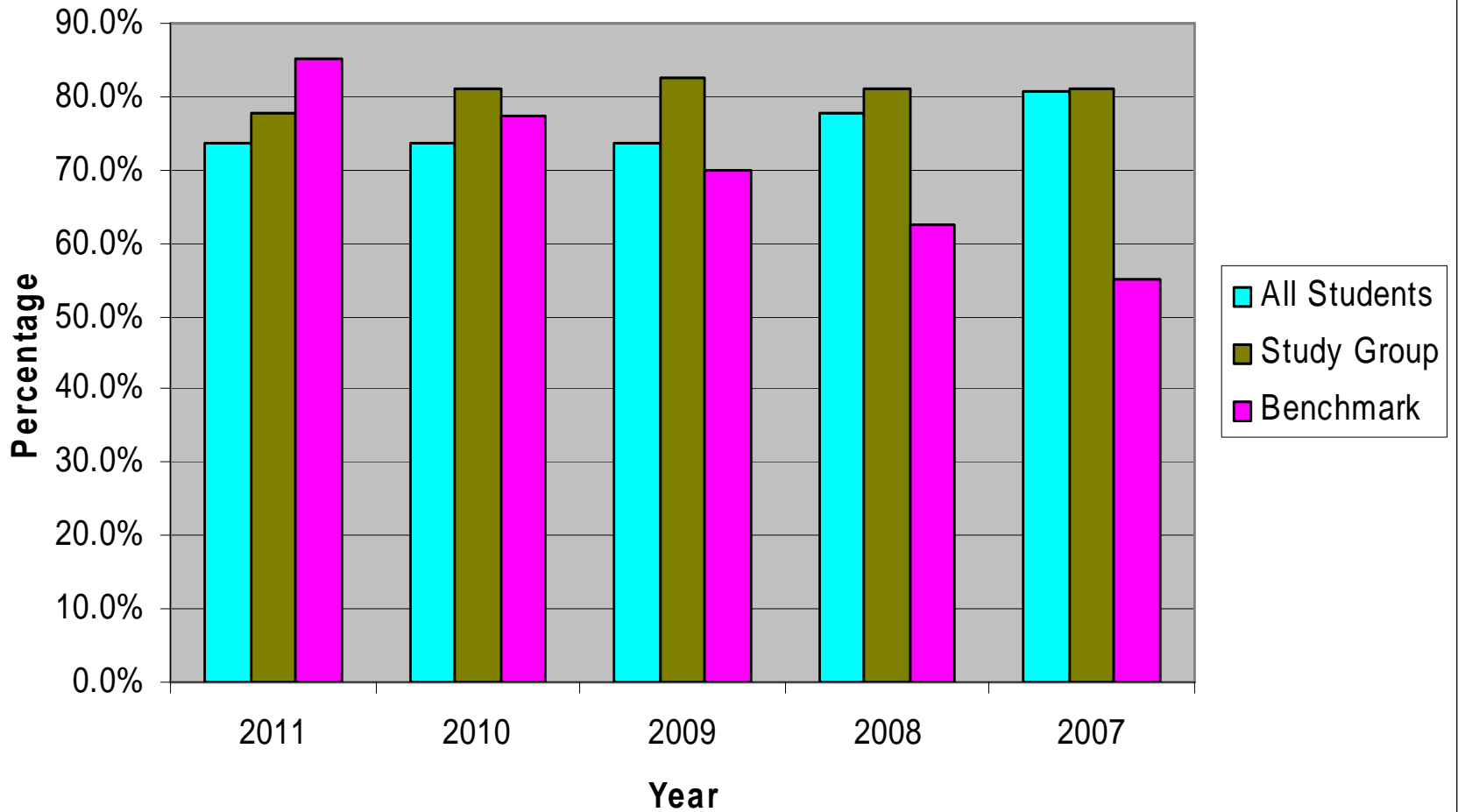
The following slides show that students who are with us over time and are taught with our curriculum score better on the ISAT than their peers who have not been with the district as long. The study group is made up of the recently graduated 8th grade students and studies their scores back to the 4th grade in reading and math.

Longitudinal ISAT Reading Assessment Study



Source: ISAT 2007 -
2011

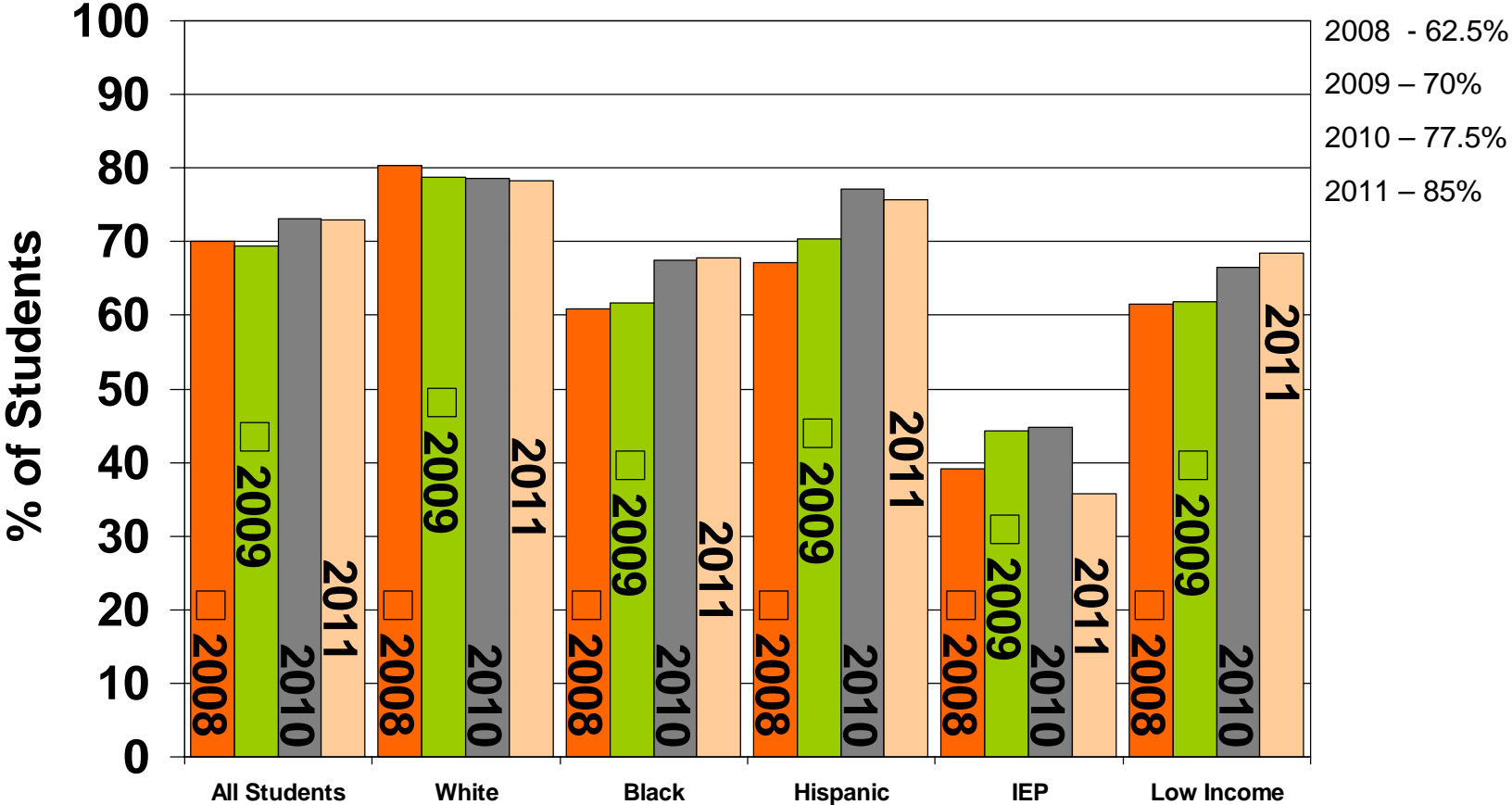
Longitudinal ISAT Math Assessment Study



Source: ISAT 2007 -
2011

ISAT Reading AYP 2008-2011

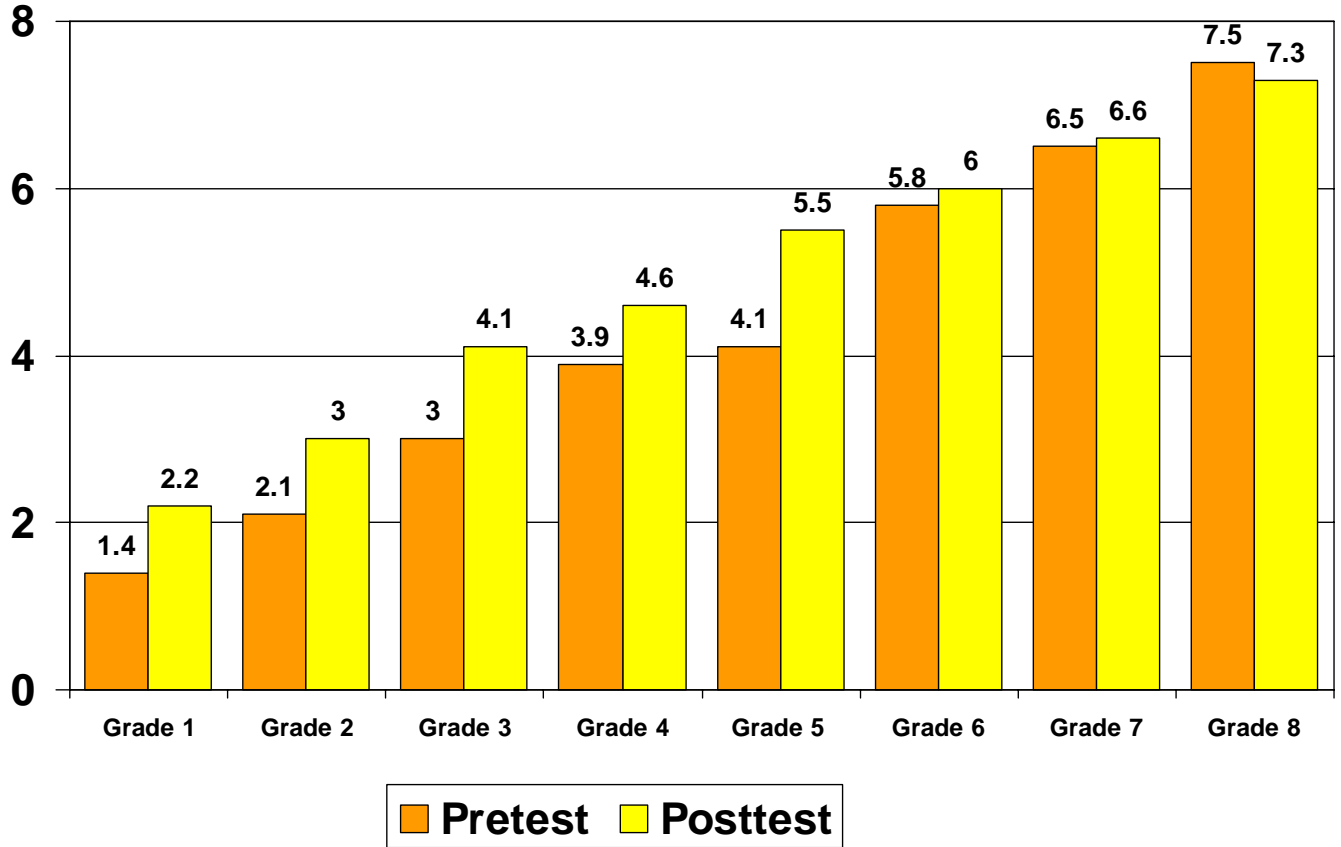
**NCLB
Benchmarks
for AYP**



We are narrowing the achievement gap in reading with every group using the ISAT as a measurement.

Source: AYP Reports 2008 - 2011

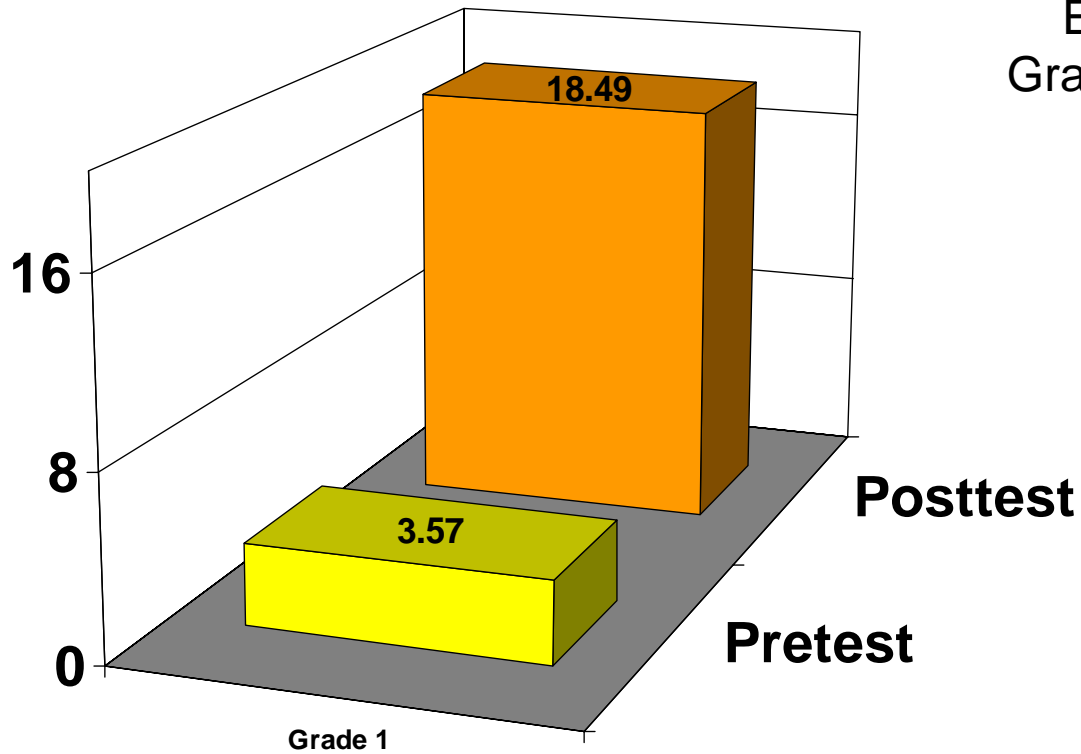
2011 STAR Assessment



This data represents growth in our students' independent reading level.

2011 FIRST GRADE RUNNING RECORD ASSESSMENT

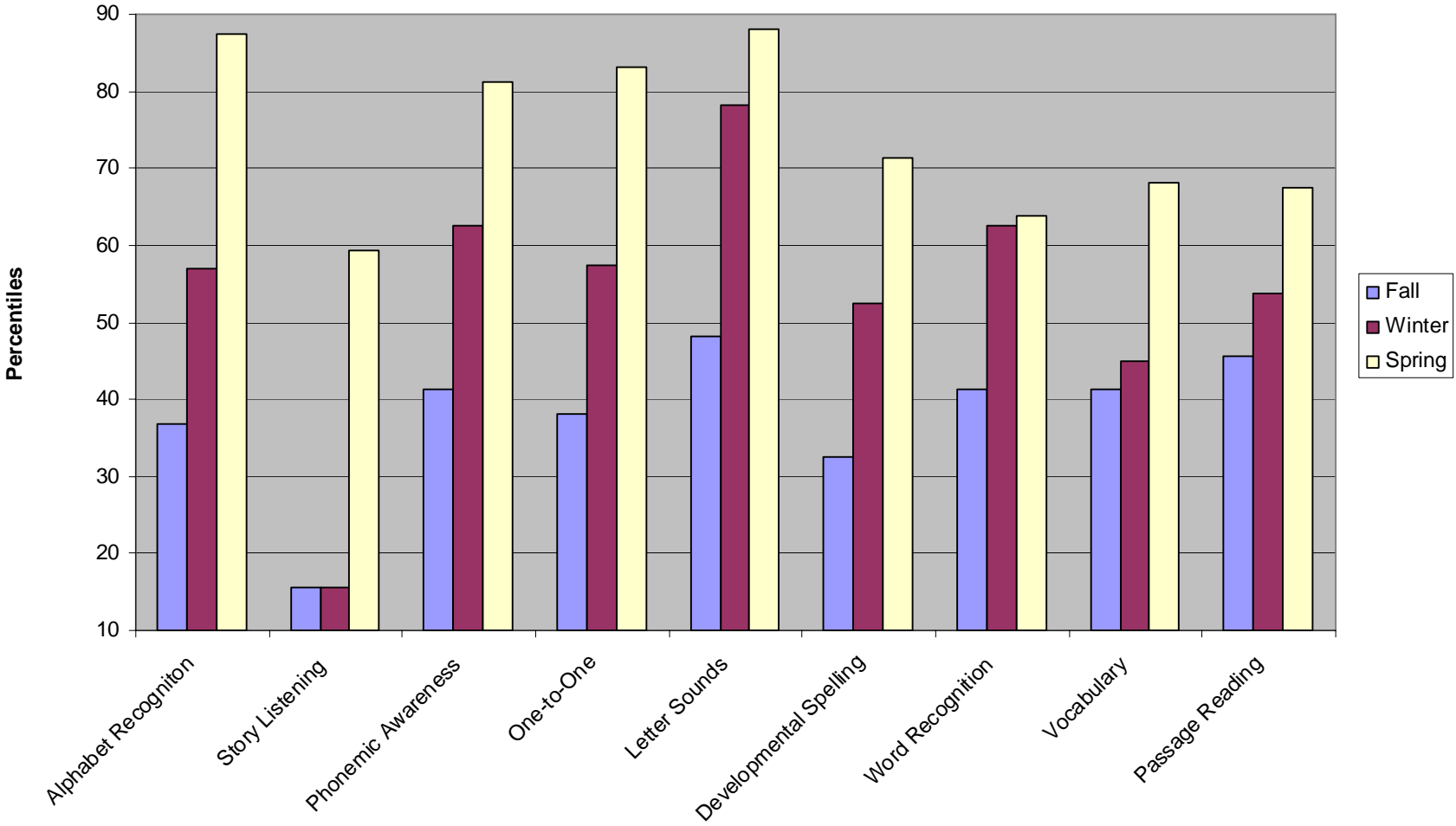
End of First
Grade Level = 18



■ Pretest ■ Posttest

This data represents growth made by students who received reading support services in first grade.

Transitional Kindergarten ISEL Scores 2010-11



Source: 2011 ISEL ASSESSMENT

This assessment shows the progress of students in the reading areas for our at-risk students enrolled in the District's Transitional Kindergarten Program

The 2011 - 2012 Challenge

At all schools, the reading and math scores for all subgroups must be raised to meet the 2012 benchmark of 92.5%.

Continuing To Meet the Challenge

District #158 has:

1. **Maintained the increased number of elementary reading teachers and Rtl Coaches from four to nine and also increased the number of elementary instructional reading paraprofessionals from four to eleven.**
 - **This increased staff provides additional service to more students enabling them to receive special help in acquiring reading skills. The concentration of service in the early grades increases the chances of these students succeeding as they continue through the grades, thus reducing the need for further interventions.**
2. **Continuing the new core reading program in grades K-5.**
 - **The Reading Street Program is a balanced literacy program designed to teach the Illinois Learning Standards in each lesson and provide ISAT preparation starting in Kindergarten so that our students can best be prepared for this assessment.**
3. **Provided scientific research based interventions.**
 - **Interventions, such as Jolly Phonics, Rewards and Wilson Reading are proven resources for student success that help students achieve. We have added the My Sidewalks Program as a companion intervention to the Reading Street Program, Study Island and Vmath.**
4. **Fully implemented the Positive Behaviors Interventions and Supports (PBIS) at all schools.**
 - **PBIS is a proven program that reduces the amount of time spent on discipline thus giving teachers and students more time for learning.**

Continuing To Meet the Challenge

5. **Continuing an extended school day program for identified students at all elementary schools.**
 - **The Title I funded extended day program is for students who have been identified as needing support to reach grade level achievement. The success of the program which runs from October to March will be determined by the pre and post testing conducted by teachers. The program curriculum is designed to improve the students' attainment of the State Learning Standards.**
6. **Continuing to examine the curriculum and identified gaps in instruction**
 - **The multifaceted curriculum audit project is ongoing with our staff and continues to result in improving the sequencing of skill mastery and the efficiency of our instruction. Assessment alignment is a part of this project and progresses throughout the school year.**
7. **Continuing to implement the strategies of Ruby Payne's Understanding the Framework for Poverty.**
 - **This powerful research provides our teachers with the skills needed to reach students experiencing poverty, but all students in classrooms where these skills are employed have a better opportunity to relate to each other and take advantage of their education.**

In addition to the efforts our District is making to improve the achievement of specific NCLB subgroups and to provide a quality education, District #158 is:

- **Enhancing the balance literacy reading instruction by providing Accelerated Reader Program available in Kindergarten through 8th grade.**
- **Continuing the in-depth research based K- 5 Everyday Mathematics Program (U.C.S.M.P.).**
- **Continuing the Algebra based instruction for students in grades 6, 7 and 8.**
- **Continuing instruction in the fine arts and adding the Spotlight on Music curriculum this year.**

- **Reducing class sizes to stay at or below the recommended guidelines.**
- **Expanding the ESL Program to include English instruction for parents to help them work with us in meeting the needs of our English Language Learners.**
- **Implementing a new core reading/language art curriculum, Pearson-Prentice Hall Literature, Language and Literacy, in grades 6, 7 and 8 to provide engaging activities and instruction in strategies incorporating higher level thinking skills for all students.**
- **Reimplemented Spanish at Memorial to enrich student achievement and provide a basis for their high school foreign language studies.**
- **Continuing the District Wellness Plan to positively impact the health of all students and staff.**

Our data supports these facts...

We are making growth.

We are showing progress while we identify areas for improvement.

Our curriculum is effective.

Our interventions are making a difference.

Parents are vital to our schools' success.

We believe in accountability and will continue to strive to meet the challenges of NCLB!