

North Boone State Data Release

Board of Education Meeting
November 15, 2022



Accountability System - Elementary & Middle Schools

Elementary & Middle Schools

75%

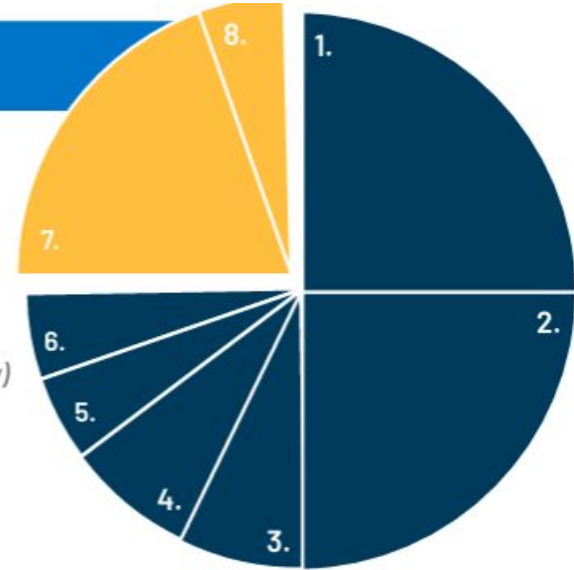
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% *(Note: Science Participation substituted for 2022 only)*
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



Accountability System - High Schools

High School

Academic Indicators

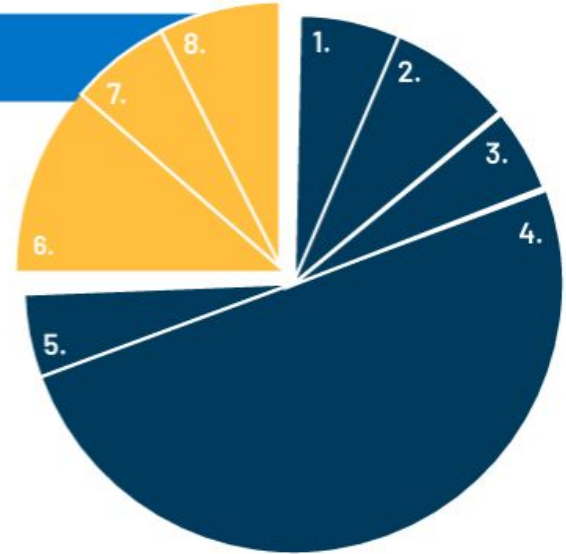
75%

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

School Quality & Student Success Indicators

25%

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness**
10. *Fine Arts**



Summative Designations

School Name	2022 Summative Designation
North Boone High School	Commendable
North Boone Middle School	Targeted
North Boone Upper Elementary	Commendable
Capron Elementary	Exemplary
Manchester Elementary	Commendable
Poplar Grove Elementary	Commendable



Overview of Assessments

Assessments in English Language Arts (ELA) and Mathematics:

- Illinois Assessment of Readiness (IAR): Grades 3-8
- SAT: Grade 11
- Dynamic Learning MAPS (DLM)

Assessments in Science:

- Illinois Science Assessment (ISA): Grades 5, 8, and 11
- Dynamic Learning MAPS (DLM)



2022 Math, ELA, and Science Achievement - District and State

All Students	North Boone Percent Meets/Exceeds	State Percent Meets/Exceeds
Math	18.9	25.8
ELA	23.9	29.9
Science	48	50

This data includes scores from IAR, SAT, ISA, and DLM.

- In 2022, North Boone had fewer than 10 students who took the DLM, so we do not have DLM data in our scores.



Illinois Assessment of Readiness (IAR) Grades 3-8



IAR Achievement



IAR: 2022 Math and ELA Achievement - District and State

All Students	North Boone Percent Meets/Exceeds	State Percent Meets/Exceeds
Math	19.4	25.5
ELA	24.9	30.1



IAR: Math Achievement with Proficiency Target

MATH	NB Spring 2022 Percent Meets/Exceeds	2022 Proficiency Target
3	40.2	21
4	30.2	21
5	11.7	17.18
6	14.8	17.18
7	15.2	18.01
8	9.9	18.01



IAR: ELA Achievement with Proficiency Target

ELA	NB Spring 2022 Percent Meets/Exceeds	2022 Proficiency Target
3	35	21.9
4	40.7	21.9
5	27	22.59
6	22.9	22.59
7	16.1	23.54
8	12.4	23.54



IAR: Math Achievement by Building

MATH	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
All	13.5	19.4
NBMS	15.3	12.5
NBUE	16.5	24.9
Capron	8.2	32
Manchester	27.1	30.6
PGE	17.3	41

*Data set is smaller due to number of students remote learning.



IAR: ELA Achievement by Building

ELA	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
All	21	24.9
NBMS	24.5	14.2
NBUE	16.5	24.9
Capron	16.3	28.3
Manchester	23.7	40.3
PGE	24.4	42.3

*Data set is smaller due to number of students remote learning.



IAR: Math Achievement by Grade Level

MATH	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
All	13.5	19.4
3	25.5	40.2
4	11.1	30.2
5	5.5	11.7
6	9.9	14.8
7	12.5	15.2
8	17.9	9.9

*Data set is smaller due to number of students remote learning.



IAR: ELA Achievement by Grade Level

ELA	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
All	21	24.9
3	21	35
4	23.1	40.7
5	18.2	27
6	14.9	22.9
7	17.2	16.1
8	31	12.4

*Data set is smaller due to number of students remote learning.



IAR: Math Achievement by Cohort

MATH - Grade Spring 2022	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
4	25.5	30.2
5	11.1	11.7
6	5.5	14.8
7	9.9	15.2
8	12.5	9.9

*Data set is smaller due to number of students remote learning.

Color Coding: Green = Cohort Growth

Red = Cohort Decline



IAR: ELA Achievement by Cohort

ELA - Grade Spring 2022	Spring 2021* Percent Meets/Exceeds	Spring 2022 Percent Meets/Exceeds
4	21	40.7
5	23.1	27
6	18.2	22.9
7	14.9	16.1
8	17.2	12.4

*Data set is smaller due to number of students remote learning.

Color Coding: Green = Cohort Growth

Red = Cohort Decline



IAR Growth



IAR: Math Growth Percentile by Student Group

MATH - Student Group	North Boone	State
All	51	50
English Learners	42	46
With Disabilities	48	43
With IEPs	46	40
Low Income	47	47
Hispanic	48	49
White	53	51



IAR: Math Growth Percentile by Building

MATH - Building	North Boone	State
All	51	50
NBMS	43	
NBUE	56	
Capron	81	
Manchester	48	
PGE	55	



IAR: ELA Growth Percentile by Student Group

ELA - Student Group	North Boone	State
All	48	50
English Learners	45	45
With Disabilities	47	43
With IEPs	44	40
Low Income	47	47
Hispanic	51	48
White	47	51



IAR: ELA Growth Percentile by Building

ELA - Building	North Boone	State
All	48	50
NBMS	41	
NBUE	53	
Capron	69	
Manchester	49	
PGE	50	



SAT

Grade 11



SAT: 2022 Math and ELA Achievement - District and State

	North Boone Percent Meets/Exceeds	State Percent Meets/Exceeds
Math	17	29
ELA	19	30



SAT: 2021 and 2022 Math and ELA Achievement

	2021* Percent Meets/Exceeds	2022 Percent Meets/Exceeds
Math	16	17
ELA	21	19



SAT: Math and ELA Achievement with Proficiency Target

	2022 Percent Meets/Exceeds	2022 Proficiency Target
Math	17	28
ELA	19	32



Illinois Science Assessment (ISA) Grades 5, 8, and 11



IL Science Assessment: Proficiency and Participation

Grade Level	Proficiency	Participation
All	48%	100%
Grade 5	53.6%	100%
Grade 8	50%	100%
Grade 11	40.9%	100%

For 2022 only, participation rate was used in a school's summative designation instead of student proficiency.



High School Graduation Rate and 9th Grade on Track



High School Graduation Rate

	Year	District	State
4-Year	2022	89.2	87.3
	2021	82.3	86.8
5-Year	2022	82.6	88.8
	2021	92.2	89.5
6-Year	2022	92.2	90.1
	2021	90.4	89.1



9th Grade on Track

Year	District	State
2022	84.8	90.9
2021	78.5	87.3

Students identified as “on track” have earned at least 5 full-year credits and have earned no more than one semester “F” in a core course (English, math, science, or social studies).



Chronic Absenteeism



Chronic Absenteeism: District and State

Year	District	State
2022	30.9	29.8
2021	17.6	21.1



Chronic Absenteeism: Building and Year

Building	2021	2022
NBHS	12.7	30.9
NBMS	28.8	35.4
NBUE	23.5	33.5
Capron	17.4	23.5
Manchester	9.6	19
PGE	12.8	33.7



District and School Improvement Goals



District Improvement Goal

Implemented by All Buildings:

- Greatest Area of Need: Creating shared understanding of the purpose and impact of a guaranteed and viable Tier 1 curriculum in a Multi-Tiered System of Support.
- SMART Goal: Over the course of the 2022-2023 school year, 100% of North Boone Tier 1 Teams will complete 2 PLC cycles during Late Starts.
 - Strategy: Implement a common process for the PLC cycle: determine priority standards, unpack the priority standards, create and administer common assessments, and use student data to make instructional decisions.



School Improvement Goals

Capron:

- Greatest Area of Need: Math - number sense, number operations
- SMART Goal: 80% of all students will achieve their math MAPs growth goals set by NWEA MAPs by the end of the 2022-2023 school year.
 - Strategy: Number talks 3 times a week focused on number sense and operations using data from the NWEA MAPs Learning Continuum



School Improvement Goals

Manchester: Goal 1

- Greatest Area of Need: Writing
- SMART Goal: By the end of SY 2023, Manchester students will increase their writing proficiency across the curriculum as measured by meeting or exceeding the state performance average on IAR ELA-Writing Assessment.
 - Strategy: Implement a common writing rubric



School Improvement Goals

Manchester: Goal 2

- Greatest Area of Need: Math
- SMART Goal: By the end of SY 2025, Manchester students will achieve a mean score of 10 points above grade level norm on the Spring MAP test by focusing on a targeted area as determined by the grade level team (GLT).
 - Strategy: Using collaborative teams to increase math achievement



School Improvement Goals

Poplar Grove:

- Greatest Area of Need: Math
- SMART Goal: By the end of the 22-23 school year, each grade level will achieve a Conditional Growth Index of .5 or above on the Math MAP assessment from Fall to Spring.
 - Strategy: We will supplement our current math curriculum with math journals and number corner.



School Improvement Goals

Upper Elementary:

- Greatest Area of Need: Math
- SMART Goal: Increase the percentage of students who meet growth projections from Fall to Spring MAPs math assessment to 50% by the end of the 25-26 school year.
 - Strategy: Students will receive individualized additional math practice for 40 minutes each week using IXL Skill Plans.



School Improvement Goals

Middle School: Goal 1

- Greatest Area of Need: Higher-level thinking, discussion, and explaining/reasoning skills.
- SMART Goal: By the end of the 22-23 school year, 80% of all NBMS students will produce clear and coherent writing as measured by our common writing rubric that integrates literacy standards in all courses of instruction.
 - Strategy: Improved instruction targeting higher-level thinking, discussion, and explaining/reasoning skills.



School Improvement Goals

Middle School: Goal 2

- Greatest Area of Need: Special Education and LEP students are not meeting state standards
- SMART Goal: By the end of the 2023 school year, all students will receive core instruction in the general education setting.
 - Strategy: Staff will utilize strategies to provide all students core education in the general education setting.



School Improvement Goals

High School:

- Greatest Area of Need: Math
- SMART Goal: By the end of the 22-23 school year, 15% of students will move up at least one level between PSAT 8-9 and PSAT 10 and between PSAT 10 and SAT in mathematics.
 - Strategy: Once a month, in our department collaborative teams, we will define strategies to implement math skills into pre-existing curriculum.



Next Steps

1. School Leadership Teams meet at least once a month to review progress on their school improvement plans.
2. Teachers meet in building-level collaborative teams at least once a week.
3. The District Leadership Team meets with each SLT three times a year to hear about progress on the school's plan.
4. Tier 1 Teams meet during each Late Start and will give their first common assessment between the November and December Late Starts.



Thank You

