STRATEGIC

2020

VISION

Arlington
Heights
SCHOOL DISTRICT 25

STRATEGIC
2020
VISION

Arlington Heights SCHOOL DISTRICT 25

VISION
Embracing Today - Inspiring Tomorrow

MISSION
Arlington Heights School District 25 cultivates innovative learners within a nurturing and collaborative community to thrive in an ever changing world.

BROAD GOALS

STRATEGIC 2020 **VISION**

Arlington Heights SCHOOL DISTRICT 25

1. BROADEN BEST PRACTICES

2. EXPLORE PROGRAM EXPANSION

3. STRENGTHEN COMMUNITY RELATIONS

4. ENHANCE STAFF SUPPORT

5. MAINTAIN & ENHANCE HIGH QUALITY FACILITIES

What We Currently Offer

- Whole grade acceleration

- Advanced Math (Grades 4-8)

- Advanced Language Arts (Grades 6-8)

- Single subject acceleration

- Advanced Learning Facilitators

- Differentiated Instruction and Personalized Learning

Formation of the Committee

- 10 Teachers - MS and Elementary

- 4 Building Administrators - Principals & APs

- 3 Advanced Learning Facilitators

- 3 Curriculum Coordinators

- 2 Board Members

- 1 Social Worker

- Consultant: Chair of the Illinois Association of Gifted Children (IAGC)

Parent Survey Summary

- 10 question survey - 1,014 responses

- Sample question: *In your opinion, to what extent do your child's classes provide adequate challenge overall?*

- The answers fell into these categories:

  - Feedback about what is going well and what could be improved upon

  - Identification: gather information beyond standardized and/or summative tests to offer more opportunities for advanced learners

  - Future Ready: adequate preparedness for high school and beyond

  - Programming: more opportunities

  - Other: improved communication

Teacher Survey Summary

- 10 question survey - 217 responses

- Sample question: *In your opinion, to what extent does District 25 meet the individual learning needs of its students?*

- The answers fell into these categories:

  - Support, suggestions, part of the team
  - Consider teacher input
  - Appreciation for Advanced Learning Facilitator support
  - Seeking more opportunities for advanced learners to work with similar ability peers
  - Open to new models of instruction/philosophies (i.e. closer alignment between ALA and advanced math)
  - Glad this is being looked at

Assessment Data

- Ability

- Achievement

- Growth

- What it means

Arlington Heights SCHOOL DISTRICT 25

Broaden Best Practices

Assessment Data - CogAT Ability

5th Grade:

- Our Average (50%ile) is a 112. Nationally this is the 77%ile

- Our 84%ile is the national 96%ile

- Our 16%ile is the national 40%ile
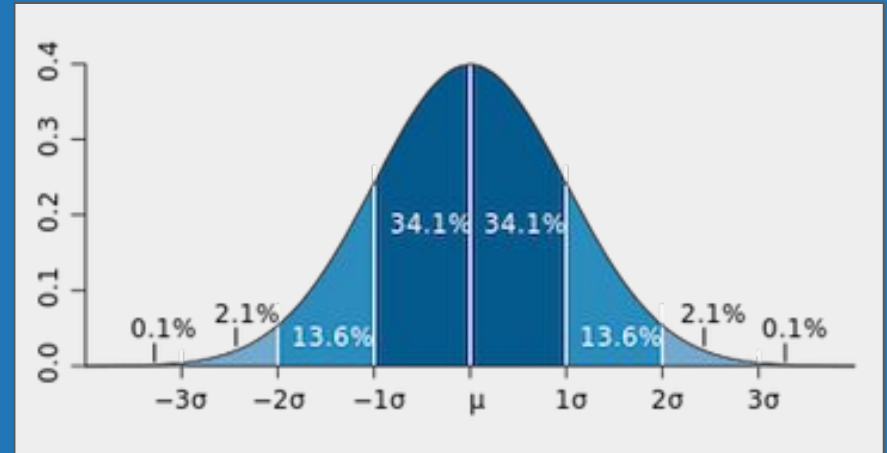
Assessment Data - Reading MAP Achievement

Grade	Nat. Mean RIT - 50%ile	AH25 Mean RIT	AH25 Achievement %ile
2	188.7	196.4	87%ile
3	198.6	206.9	89%ile
4	205.9	215.5	93%ile
5	211.8	221.7	94%ile
6	215.8	224.9	92%ile
7	218.2	229.0	95%ile
8	220.1	232.0	94%ile
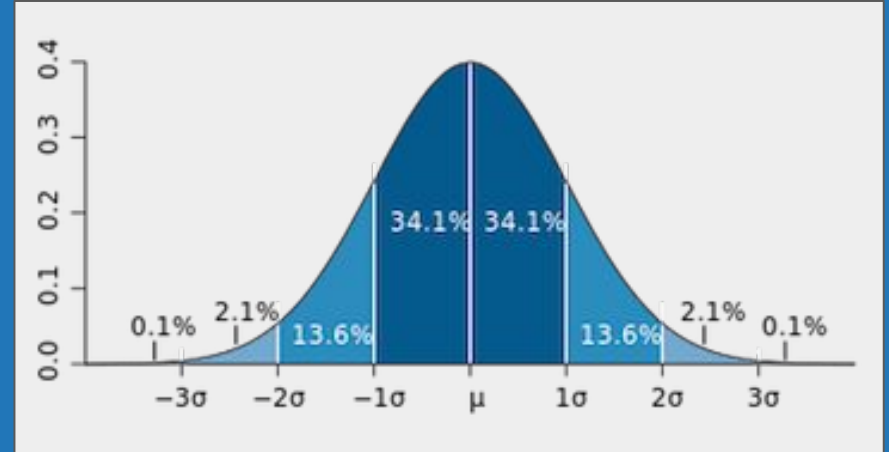
Assessment Data - Math MAP Achievement

Grade	Nat. Mean RIT - (50%ile)	AH25 Mean RIT	AH25 Achievement %ile
2	192.1	198.94	86%ile
3	203.4	211.01	89%ile
4	213.5	223.85	93%ile
5	221.4	234.13	95%ile
6	225.3	237.02	93%ile
7	228.6	243.33	96%ile
8	230.9	247.29	96%ile
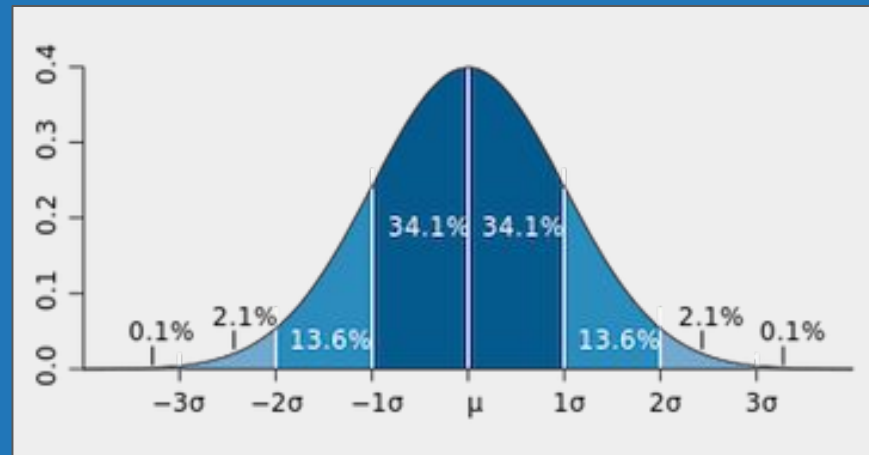
Assessment Data - Reading MAP Growth

Grade	% Met Growth	Mean Growth %ile (CGI)	Top 16% Mean Growth (CGI)	Top 2% Mean Growth (CGI)
2	58%	55%ile	75%ile	85%ile
3	53%	48%ile	81%ile	91%ile
4	57%	54%ile	77%ile	88%ile
5	60%	53%ile	78%ile	90%ile
6	57%	54%ile	80%ile	92%ile
7	54%	51%ile	70%ile	86%ile
8	55%	55%ile	78%ile	92%ile

50% meeting growth target is considered "typical" or "good"

Broaden Best Practices

Assessment Data - Math MAP Growth

Grade	% Met Growth	Mean Growth %ile (CGI)	Top 16% Mean Growth (CGI)	Top 2% Mean Growth (CGI)
2	47%	47%ile	66%ile	91%ile
3	51%	47%ile	83%ile	86%ile
4	57%	53%ile	85%ile	86%ile
5	59%	57%ile	82%ile	90%ile
6	55%	52%ile	64%ile	71%ile
7	55%	53%ile	65%ile	66%ile
8	52%	50%ile	64%ile	65%ile

50% meeting growth target is considered "typical" or "good"

Broaden Best Practices

Assessment Data - Summary

- Many districts can say they are either high achieving or high growth

- Arlington Heights 25 is both a high achieving *and* high growth district

- This is especially true among our high ability students

Assessment Data - What the data means

- A typical Arlington Heights 25 classroom

Broaden Best Practices

5th Grade	Start of Year Reading
234	
231	
228	
226	
226	
224	Class 84 %ile
224	NAT 11 GR end of year AVG
222	
221	
216	AH25 AVG
214	Class AVG/NAT 7th GR. AVG
212	
209	
209	
207	
205	NAT 5th GR AVG
205	Class 16 %ile
203	
202	
198	
189	NAT 3rd Gr AVG

Students in A Typical Class - 5th Grade Reading MAP
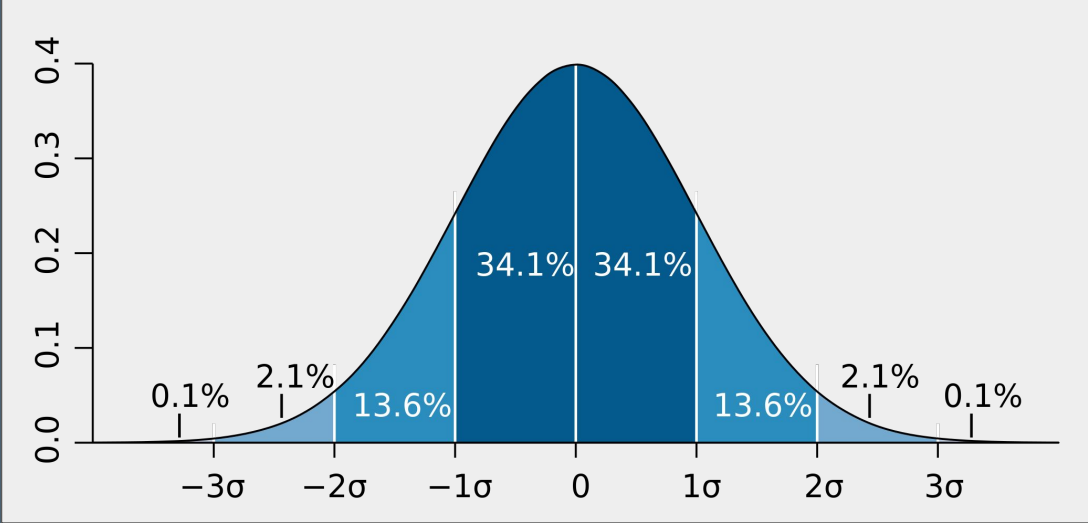
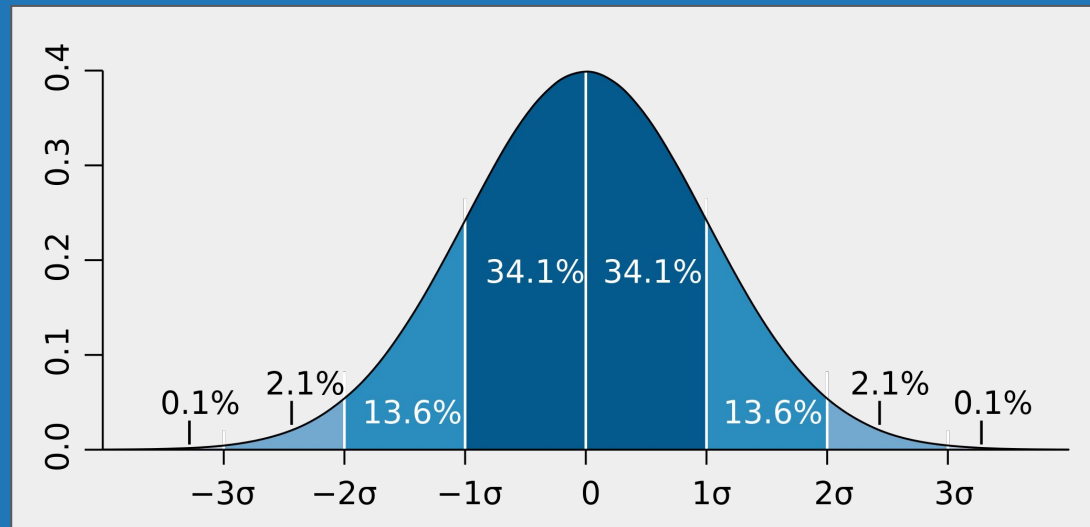| 3rd Grade	Start of Year Math
215	NAT 6th Grade AVG
211	NAT 5th Grade AVG
208	
207	
207	
207	Class 84 %ile
203	
200	
198	AH25 AVG
198	Class AVG/Nat. 4th Grade
196	
195	
194	
194	
194	
190	NAT. 3rd Grade AVG
189	
189	Class 16 %ile
185	NAT 2nd Mid-Year AVG

Students in A Typical Class - 3rd Grade Math MAP

Assessment Data - What the data means

- How Arlington Heights 25 students place into D214 schools

Broaden Best Practices

Data - Placement in District 214

ELA Results - 1st, 2nd, 3rd

Percentage of 9th Grade Advanced Placement in D214 by Feeder School					
School	2012	2013	2014	2015	2016
South	45%	51%	47%	45%	40%
Thomas	45%	48%	46%	47%	51%
School A	22%	20%	14%	10%	19%
School B	25%	33%	30%	27%	33%
School C	11%	13%	13%	13%	15%
School D	26%	22%	23%	26%	23%
School E	33%	44%	40%	48%	31%
School F	31%	39%	45%	44%	39%
School G	43%	48%	42%	42%	44%
School H	21%	29%	31%	30%	34%
School I	19%	34%	38%	29%	36%
School J	27%	26%	24%	24%	26%

Data - Placement in District 214

Math Results - 1st, 2nd, 3rd

Percentage of 9th Grade Advanced Placement in D214 by Feeder School					
School	2012	2013	2014	2015	2016
South	43%	48%	55%	51%	64%
Thomas	57%	59%	62%	62%	77%
School A	33%	21%	20%	19%	19%
School B	39%	42%	51%	41%	49%
School C	15%	23%	21%	17%	17%
School D	29%	30%	31%	27%	31%
School E	29%	41%	45%	45%	45%
School F	37%	36%	42%	36%	33%
School G	43%	47%	41%	46%	49%
School H	33%	41%	38%	41%	39%
School I	47%	56%	44%	37%	42%
School J	21%	16%	20%	22%	26%

Assessment Data - Summary

- Arlington Heights 25 students are doing well while in our schools

- They are also placing well into D214 schools

Who are Advanced Learners?

Response to Intervention

In Addition to Regular Work

Beyond Regular Work

Tier I: District Curriculum

Grade-level content +/- one grade level

"All" students experience differentiated lessons 80% of students?

Tier III: Intense Interventions

Tier II: Extra Help

Tier II: Extra Challenge

Tier III: Intense Interventions

IEP

DEP

Remediation

Advanced Academics
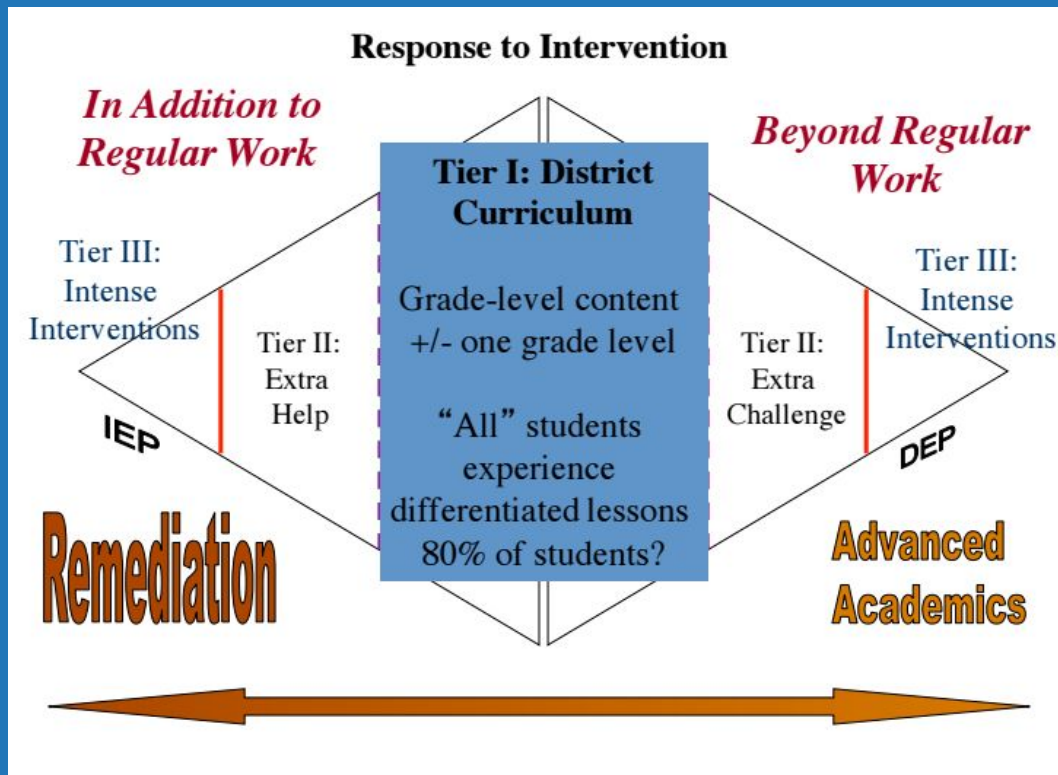
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What We Set Out to Do

- Maintain the great services and programs we currently provide

- Maintain student success in our advanced classes

- Allow more opportunities for students to receive services

- Include teacher input

What We Created

- Definition

- Mission

- Values

What We Updated - Programs and Support

- Whole grade acceleration (Iowa Scale) - new legislation

- Single Subject Acceleration

- Advanced Learning Facilitator as Case Manager

Arlington Heights SCHOOL DISTRICT 25

Broaden Best Practices

What We Updated - Advanced Academics

Part 1

- Advanced math grades 4-8

- Advanced reading and writing grades 6-8

What We Updated - *What* We Gather

- Placement Information to Consider:

  - MAP - achievement

  - CogAT - ability or potential

  - Renzulli - qualitative

  - District Placement Test - specific knowledge

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Broaden Best
Practices

Understanding Our Student Population

- Local vs. National Norms

- Definition of an outlier -

  - 1st and 2nd standard deviation above the mean

  - According to our local population
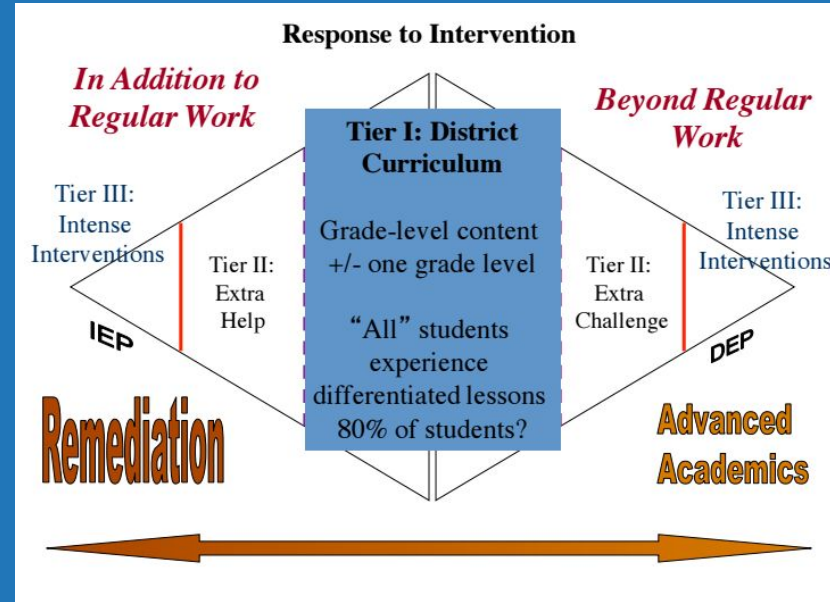
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What We Updated - the old math matrix

Evaluation Criteria				
NWEA's Spring and/or Winter Math MAP Score	99%ile = 3 points	98%ile = 2 points	97%ile = 1 point	below 97%ile = 0 points
District 25 Advanced Placement Test Score	90-100% Correct = 4 points	85-89% Correct = 3 points	80-84% Correct = 2 points	below 80% Correct = 0 points
Total:	4 points needed for placement			

Advanced Math Evaluation Criteria				
Math MAP	98 - 99%ile = 3 points	96 - 97%ile = 2 points	93 - 95%ile = 1 point	Below 93%ile = 0 points
CogAT Quantitative	143 or higher = 3 points	138 - 142 = 2 points	134 - 137 = 1 point	Below 134 = 0 points
Renzulli Scale			Meets Criteria = 1 point	Does Not Meet Criteria = 0 points
District 25 Advanced Placement Test	90 - 100% Correct = 6 points	85 - 89% Correct = 4 points	80 - 84% Correct = 2 points	Below 80% Correct = 0 points
Total:	6 points needed for placement			

What We Updated - the old ALA matrix

Evaluation Criteria				
CogAT Verbal Score	133 or higher = 7 points	125 - 132 = 6 points	121 - 124 = 5 points	below 124 = 0 points
NWEA Reading Winter or Spring MAP %ile	99%ile = 7 points	97 - 98%ile = 6 points	94 - 96%ile = 5 point	below 94%ile = 0 points
District 25 Writing Response Score	19 - 20 = 3 points	17 - 18 = 2 points	15 - 16 = 1 point	below 15 = 0 points
District 25 Reading Response Score	12 = 3 points	11 = 2 points	9 - 10 = 1 point	below 9 = 0 points
Total:				

15 points needed for placement

Advanced Reading and Writing Evaluation Criteria				
Reading MAP	98 - 99%ile = 4 points	96 - 97%ile = 3 points	93 - 95%ile = 2 points	Below 93%ile = 0 points
CogAT Verbal	143 or higher = 5 points	134 - 142 = 3 points	128 - 133 = 2 points	Below 128 = 0 points
Renzulli Scale			Meets Criteria = 1 point	Does Not Meet Criteria = 0 points
District 25 Advanced Placement Test	Top Score = 4 points	Middle Score = 3 points	Lowest Score = 2 point	Below Lowest Score = 0 points
Total:	6 points needed for placement			

What We Updated - *When* We Gather It

- Placement Information Timeline:

  - MAP - Winter and Spring (allowing most recent score to be considered)

  - CogAT - Winter of 3rd and 5th grade

  - Renzulli - Between CogAT and District Placement Test

  - District Placement Test - May

Arlington Heights SCHOOL DISTRICT 25

Broaden Best Practices

Summary

✓ Maintain the great services and programs we currently provide

✓ Maintain student success in our advanced classes

✓ Allow more opportunities for students to receive services

✓ Include teacher input

Next Steps

- Continued conversations regarding elementary students

- Want to develop specific training for teachers of advanced classes

- Explore other areas of advanced learners, including other subjects, as well as creativity and leadership