

# NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203



*To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.®*

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TO: Dr. Paul J. Sally, Superintendent  
Board of Education, New Trier Township High School

FROM: Peter W. Tragos, Assistant Superintendent for Curriculum and Instruction

RE: Illinois School Report Card

DATE: November 19, 2018

## **Introduction**

On October 31, the Illinois State Board of Education (ISBE) published report cards for every school and school district in Illinois, showing how the state, each school, and each school district are progressing on a wide range of educational goals. Illinois School Report Cards have a great deal of data and are available to view at [www.illinoisreportcard.com](http://www.illinoisreportcard.com). The report card includes information on the demographics of students and teachers, summaries of test scores, and highlights of district finances. The table on page 3 shows a number of metrics pulled from the report card data. The remainder of this memo offers further explanation and context for a few key metrics on the School Report Card.

The Illinois School Report Card no longer includes ACT test data, as the graduating class of 2017 was the last class to take a state-sponsored ACT, and now includes only SAT performance data. The graduating class of 2018 took the inaugural ISBE-sponsored SAT exam, which was reported for the first time on last year's school report card. SAT data for the graduating class of 2019 is included in the report for the second year. This assessment serves as a valuable resource to students as it provides a free college entrance exam. Additionally, Illinois is using this SAT for state and federal accountability metrics, which means the same exam has multiple purposes and therefore different meanings to students and the Illinois State Board of Education. I will explain these differences later in the memo.

For the first time, the 2018-2019 Illinois School Report Card includes a Summative Designation assigned to each school in the state. Illinois has four summative designations described in the table below:

Exemplary School, Commendable School, Underperforming School, and Lowest-Performing School.

The Winnetka Campus and Northfield Campus were both assigned an Exemplary designation.

Summative designations are intended to help families and communities understand how well their school is progressing on a wide range of educational goals, and to identify targeted supports for schools rated as Underperforming or Lowest-Performing. A more detailed explanation of the state's new accountability system is described in the last section of this memo.

<p style="text-align: center;"><b>Exemplary</b></p>	<ul style="list-style-type: none"> <li>❖ Performance in the top 10% of all schools</li> <li>❖ High schools with graduation rate higher than 67%</li> <li>❖ No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools</li> </ul> <p>📌 <i>Eligible to apply to serve as an IL-EMPOWER Learning Partner</i></p>
<p style="text-align: center;"><b>Commendable</b></p>	<ul style="list-style-type: none"> <li>❖ Performance not in the top 10% of all schools</li> <li>❖ High schools with graduation rate higher than 67%</li> <li>❖ No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools</li> </ul> <p>📌 <i>Eligible to apply to serve as an IL-EMPOWER Learning Partner</i></p>
<p style="text-align: center;"><b>Underperforming</b></p>	<ul style="list-style-type: none"> <li>❖ One or more student groups underperforming at or below the “all students” group in the lowest-performing 5% of all schools; groups must have at least 20 students per indicator</li> </ul> <p>📌 <i>Completes a Work Plan for School Improvement and may receive targeted support through IL-EMPOWER</i></p>
<p style="text-align: center;"><b>Lowest-Performing</b></p>	<ul style="list-style-type: none"> <li>❖ In the lowest-performing 5% of Title I eligible schools statewide</li> <li>❖ High schools with graduation rates at or below 67%</li> </ul> <p>📌 <i>Completes a Work Plan for School Improvement and may receive targeted support through IL-EMPOWER</i></p>

The table below compares New Trier’s data to the top 25 non-selective enrollment suburban high schools as determined by the percentage of students proficient in ELA and Math on the ISBE-sponsored SAT test taken in April of junior year. In addition to New Trier, those schools are: Barrington, Deerfield, Downers Grove North, Fremd, Glenbrook North, Glenbrook South, Hersey, Hinsdale Central, Lake Forest, Lake Zurich, Libertyville, Lyons, Maine South, Metea Valley, Naperville Central, Naperville North, Neuqua Valley, Prospect, Stevenson, Vernon Hills, and York.

Category	Range of the 25 schools*	New Trier	New Trier's Ranking
SAT composite score	1130 – 1257	1236	2 <sup>nd</sup>
% of students who met or exceeded Illinois SAT performance levels in ELA (class of 2019)	60.5% - 79.7%	79.7%	1 <sup>st</sup>
% of students who met or exceeded Illinois SAT performance levels in math (class of 2019)	59.2% - 81.1%	76.2%	2 <sup>nd</sup>
% of students who enrolled in college 16 months after graduation (Class of 2016)	71.0% - 91.5%	89.0%	10 <sup>th</sup> (see explanation below)
Graduation rate	89.7% - 98.5%	98.3%	2 <sup>nd</sup>
Freshman on Track	84.5% – 99.0%	96.8%	15 <sup>th</sup> (see explanation below)
AP Test Passing Rate	78.2% - 94.8%	94.8%	1 <sup>st</sup>
Average class size	16.0 - 29.0	22	12 <sup>th</sup> (ranked smallest to largest)
Average teacher salary	\$65,080 - \$114,773	\$114,323	2 <sup>nd</sup>
% of teachers with Master's degrees or higher	64.9% - 94.8%	94.8%	1 <sup>st</sup>
Teacher Retention	88.9%-96.6%	92.9%	22 <sup>nd</sup>
Operating expenditure per pupil	\$11,847 - \$25,665	\$25,665	1 <sup>st</sup>
Tax Rate per \$100	1.41 - 6.47	2.38	4 <sup>th</sup> (ranked lowest to highest)

\*The data in this table is extracted from ISBE's public data file, and may have slight variances compared to the final data published in the School Report Card. For example, the percentage of New Trier students reported proficient in ELA is 79.7%, according to the public data file, but the School Report Card reports that 79.9% of students were proficient.

### **Freshmen-On-Track**

According to the state of Illinois, students “on track” have earned at least five full-year course credits and have earned no more than one semester “F” in a core course (English, math, science, or social science). Freshmen-on-track is a key predictor of high school success, especially as it relates to high school graduation. While the state is rightly concerned about graduation rates, our students who are identified on this list are not necessarily at risk of failing to graduate within four years, as our very high graduation rates will attest.

We have 34 students who are reported as not on-track because they did not earn 5.0 credits freshman year. The chart below summarizes these students’ situations. Of the 34 students, 16 students fell short of meeting the necessary requirement (5.0 credits) to be considered on-track because elective credit courses and KW are currently awarded one-half credit. Under the new 1-course, 1-credit system, beginning with class of 2022, these students would not be on this list, and our on-track percentage would increase and be more accurate. Three other students are on-track, but since they took classes at the Winnetka campus, they were not counted by ISBE in this measure. With these 19 students, our Freshmen-on-Track percentage is 98.6%, which would move New Trier to 2<sup>nd</sup> on this measure.

The students listed below are well-known and appropriately supported, and I’m confident will be on pace to graduate with their peers. We will continue to monitor them and provide support services as needed.

<b>Category</b>	<b># of Students</b>	<b>Notes</b>
Credits	16	These students may have taken an appropriately lighter academic load to ease their transition to high school, and are on-track to graduate with their peers. Given our current system that awards .50 credit to Kinetic Wellness and electives, these students were counted as <i>not</i> “on-track” in this report. Under the new 1-course, 1-credit system, beginning with the class of 2022, these students would be considered “on-track.”
Too few courses and withdrew	5	These students each have unique circumstances and received support during freshman year, and in some cases missed a significant number of school days, and consequently did not earn enough credits to be on-track. Each of the five students has since transferred out of New Trier.
Too few courses	4	These students each have unique circumstances and received interventions and support freshman year. All are taking a typical academic load this year and continue to be monitored and supported.
English Language Learners	3	These students are English Language Learners and took their ELL classes at the Winnetka Campus. According to the state, the Winnetka Campus is a different school and courses are therefore not counted by ISBE when calculating this measure. All three students are on-track to graduate with their peers.
Failed more than one semester of a core academic course	3	Each of these students are receiving interventions and support services.
Outplaced	3	These students started freshman year at the Northfield Campus and either failed a core classes or had too few courses, and at some point during freshman year these students were placed in individualized programs at a private facility to meet their learning needs.

### **Post-Secondary Enrollment**

ISBE collects the post-secondary enrollment data from the National Student Clearinghouse (NSC). While that database is the best information available for tracking post-secondary enrollments, it has significant shortcomings, especially when used in this context. Specifically, since there is no universal student ID, students are matched based on name and birthdate. A difference in name reported by the high school and the college is a common cause of not matching a valid post-secondary enrollment. A second common cause of missing data is that some colleges and universities are not as diligent in reporting their student data to the NSC.

ISBE reported an 89.0% post-secondary enrollment rate for New Trier. The NSC data listed 98 students who were not matched to a college out of 991 students, and worked with the Post-High School Counseling Department to verify the enrollments of the unmatched students. The chart below summarizes the status of the unmatched NSC students based on our research.

<b>Category</b>	<b># of Students</b>	<b>Notes</b>
Verified Enrolled	71	Verification through student directories, phone calls, email, and social media.
Verified Not-Enrolled	6	These students are working, playing junior hockey, or taking a gap year.
Life Skills	3	These students graduated from New Trier's Transition program.
Unverified	18	We were unable to verify the status of these students, despite our efforts to find identifying information.

Based on these numbers, I can confidently report that we have at least 97% of our students from the class of 2017 enrolled in post-secondary institutions.

### **SAT**

The class of 2019 is the second group of students to take the mandated ISBE SAT exam. Unlike last year, the state did not report composite SAT scores on the School Report Card because there is a greater emphasis on proficiency in each of the discrete areas in ELA and Math. To that end, ELA and Math proficiency are the key metrics that factor into a school's Summative Designation, and schools across the state will start to align resources and instruction to meet the state's proficiency targets in order to maintain or improve their annual Summative Designation. The SAT serves more than one purpose, however, and therefore the scores have different meanings in different contexts. Its first purpose serves as a college entrance exam for all students in Illinois. As a college entrance exam, the College Board set College and Career Readiness Benchmarks at three performance levels – Green, Yellow, and Red – with an ELA readiness benchmark at 480 and a Math readiness benchmark at 530. Meeting benchmarks predicts a 75% likelihood that a student will earn a C or better in a first-semester, credit-bearing college course. The College Board's benchmarks are intended to tell admission offices how likely a student is to perform during the first year of college.

On the other hand, Illinois is also using the SAT exam for state and federal accountability metrics. To that end, Illinois set ELA and Math proficiency standards higher than the College Board's SAT college readiness benchmarks. Setting rigorous standards for mastery of the Illinois Learning Standards, the state is using four performance levels – (1) partially meets standards, (2) approaching standards, (3) meets standards, and (4) exceeds standards – with an ELA and Math proficiency standard at 540. Illinois' rigorous SAT performance levels are intended to tell schools and stakeholders about their student's mastery of the standards.

Interestingly, a student taking the ISBE-sponsored SAT could meet the College Board Benchmarks (CBB) in ELA and Math but fail to meet Illinois' Proficiency Standards (IPS) in ELA and Math. This conundrum has raised questions about the efficacy of the Illinois proficiency standards. We have some students in this situation, as the following table indicates:

	IPS	% meeting or exceeding Illinois SAT Proficiency Standards	% meeting or exceeding both	CBB	% meeting or exceeding SAT College Board Benchmarks	% meeting or exceeding both
ELA	540	80.4%	71.3%	480	91.2%	80.4%
Math	540	77.0%		530	81.9%	

The following matrices provide a perspective on our students' performance, using the two different proficiency standards explained above. Each of these proficiency standards was designed for different purposes, and therefore the meaning of each score communicates something different to students, parents, and school districts. Included with the following tables is a brief explanation of the meaning of each metric.

**Illinois SAT Proficiency Standards.** The Illinois SAT performance levels measure student mastery of the Illinois Learning Standards to demonstrate college and career readiness. They were designed to reduce the likelihood that students would need to take remedial coursework during their first year of college.

		MATH $\geq$ 540	
		N	Y
ELA $\geq$ 540	N	13.8%	5.8%
	Y	9.2%	71.3%

**SAT College Board Benchmarks.** The SAT College Readiness Benchmarks represent a 75% likelihood of a student achieving at least a C or better in a first-semester, credit-bearing college course in a related subject.

		MATH $\geq$ 530	
		N	Y
ELA $\geq$ 480	N	7.4%	1.5%
	Y	10.7%	80.4%

### **State Report Card Summary and Next Steps**

New Trier's performance on the metrics of the school report card are consistent and impressive. Despite such strong performance across a variety of measures, we still have areas of growth and continually seek ways to improve. Using the School Report Card data, the ACT Analysis Report plus other important data points, we are trying to better understand the experience of students who do not meet these types of standardized metrics. Additionally, now that the state has committed to the College Board's Suite of Assessments for its accountability metrics, we are preparing to make the shift as well. In doing so, we will prepare to track student growth over three years, using the PSAT-9, PSAT-10, and SAT, and also communicate with parents and students about the changes in mandated standardized testing.

We are of course pleased with our Exemplary ratings at both the Northfield Campus and Winnetka Campus, while at the same time recognize that measuring school success and the quality of the student experience transcends the metrics of a school report card. In addition to standardized metrics we value the importance of a positive school climate, student engagement in academics and extracurricular activities, interpersonal relationships among students and teachers, the development of citizenship skills, critical thinking, social and emotional health, and other factors that we know add value to the holistic development of students. Of course, we want each student to be academically ready for college and career, but equally important for us is to develop in each student the skills and dispositions that enable them to find success in college, career, and all their life endeavors.

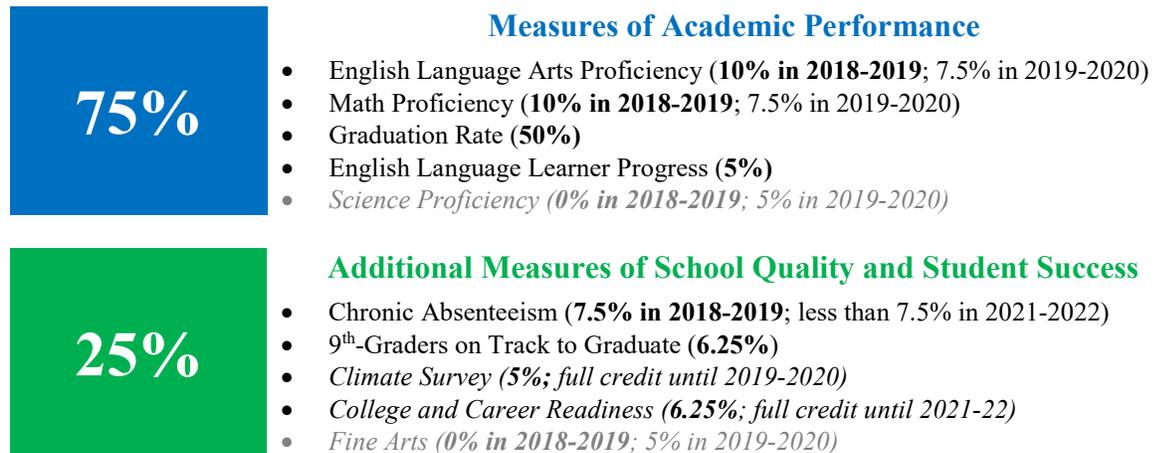
Tim Hayes and I will present the Profile of the Class of 2018 at the December Board meeting which will give a fuller picture of the curricular, extracurricular, and post-high school experiences our students have had at New Trier.

## Every Student Succeeds Act Overview

This year's Illinois Report Card includes changes to the way schools are measured new statewide support and accountability system. The measure, the *Every Student Succeeds Act*, or ESSA, includes multiple indicators of student success and a summative designation – a descriptor of how well the school is meeting the needs of all students.

ESSA was signed into law by President Barack Obama on December 10, 2015. It replaces the federal *No Child Left Behind* that served as the school accountability benchmark since 2002. ESSA tasked each state to create a plan to ensure every child is learning and on a path to college and career readiness. Illinois created an ambitious 15-year plan that sets ELA and Math proficiency targets at 90% for all students, including all student sub-groups, and 90% or more of ninth-grade students on track to graduate with their cohort, as well 90% of all students to prepared to meet college and career benchmark indicators. To track progress toward the 2032 targets, the state's ESSA plan sets graduated benchmarks in each area, and will annually assign one of four summative designations, as described in the table above, to communicate with stakeholders and to identify schools for support. For schools that are designated Underperforming or Lowest-Performing, the state has established a new system of support, IL-EMPOWER, to provide comprehensive financial support and professional development targeted at improving growth areas. Schools that are designated Exemplary or Commendable can apply to partner with schools in the IL-EMPOWER network to help them build capacity and improve student outcomes.

Summative designations are based on the school's overall data for all the accountability indicators listed in the table below:



ISBE collects and calculates the raw performance data for all students in each category and converts it to an index score in order to determine the designation for each school, according to the criteria described in the summative designation table on page two. Of the 623 public high schools assigned a summative designation this year, 67 were rated Exemplary, 514 Commendable, 10 underperforming, and 32 were designated Lowest-Performing.

While we are pleased with our Exemplary designation, we recognize the changing landscape in school accountability will challenge schools to meet the annual benchmarks in ELA and Math, leading up to 2032 when at least 90% of students in each school should meet proficiency targets. We, too, will aim to meet those targets by continuing to provide a rich and rigorous educational experience, within a safe and respectful learning environment, for each and every student.