

**DATA**

Analysis

**PRAIRIE HILLS  
SCHOOL DISTRICT 144**

**Prepared By  
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05

**District Dashboard** is a quick snapshot of District data that will provide longitudinal information over time. The Dashboard compares student demographics and teacher data.





# INTRODUCTION DATA GUIDE

This guide is designed for SD 144 educators who are novice at data usage in their school improvement planning process. Because most educators are not trained in data-driven decision making and planning, it is necessary to begin with a foundation on which to build processes for data use. The plan builds foundational knowledge to assist the district in optimizing its performance, and to make more strategically-guided decisions.






# PRAIRIE HILLS **SD 144**

Prairie-Hills Elementary School District 144 is a public school district located in MARKHAM, IL. It has 2,621 students in grades PK, K-8 with a student-teacher ratio of 23 to 1. According to state test scores, 7% of students are at least proficient in math and 12% in reading.

Currently, Prairie-Hills Elementary School District 144 houses 8 schools. The District is 99.7 percent minority enrollment with 49% females and 51% males. Within the District, 95% of students are eligible for free and reduced lunch. Currently, 7.1 percent of the population are English Language Learners and 10% receives Special Education services.

The data guide will help the District in identifying and/or to refine a focus for improvement, including determining if current improvement efforts are having the desired effect on student learning outcomes.





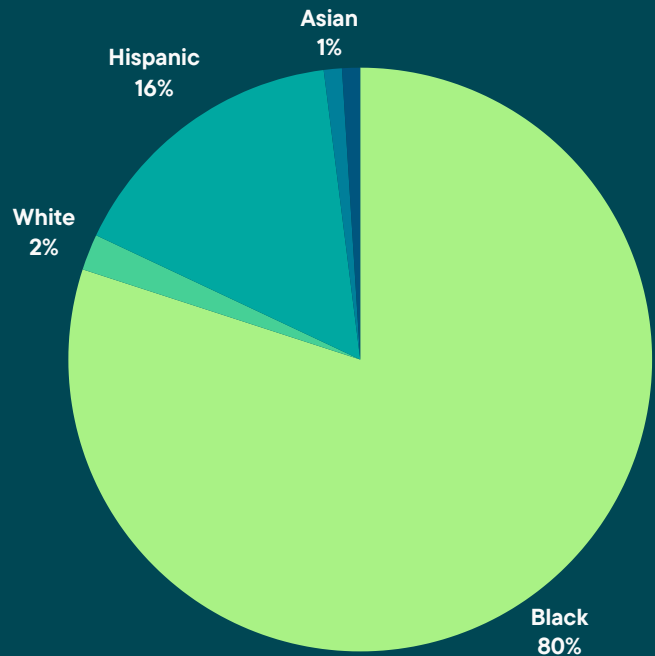
# Student Demographics

- Enrollment
- Attendance
- Chronic Absenteeism
- Mobility
- Discipline
- IEP Placement
- English Learners



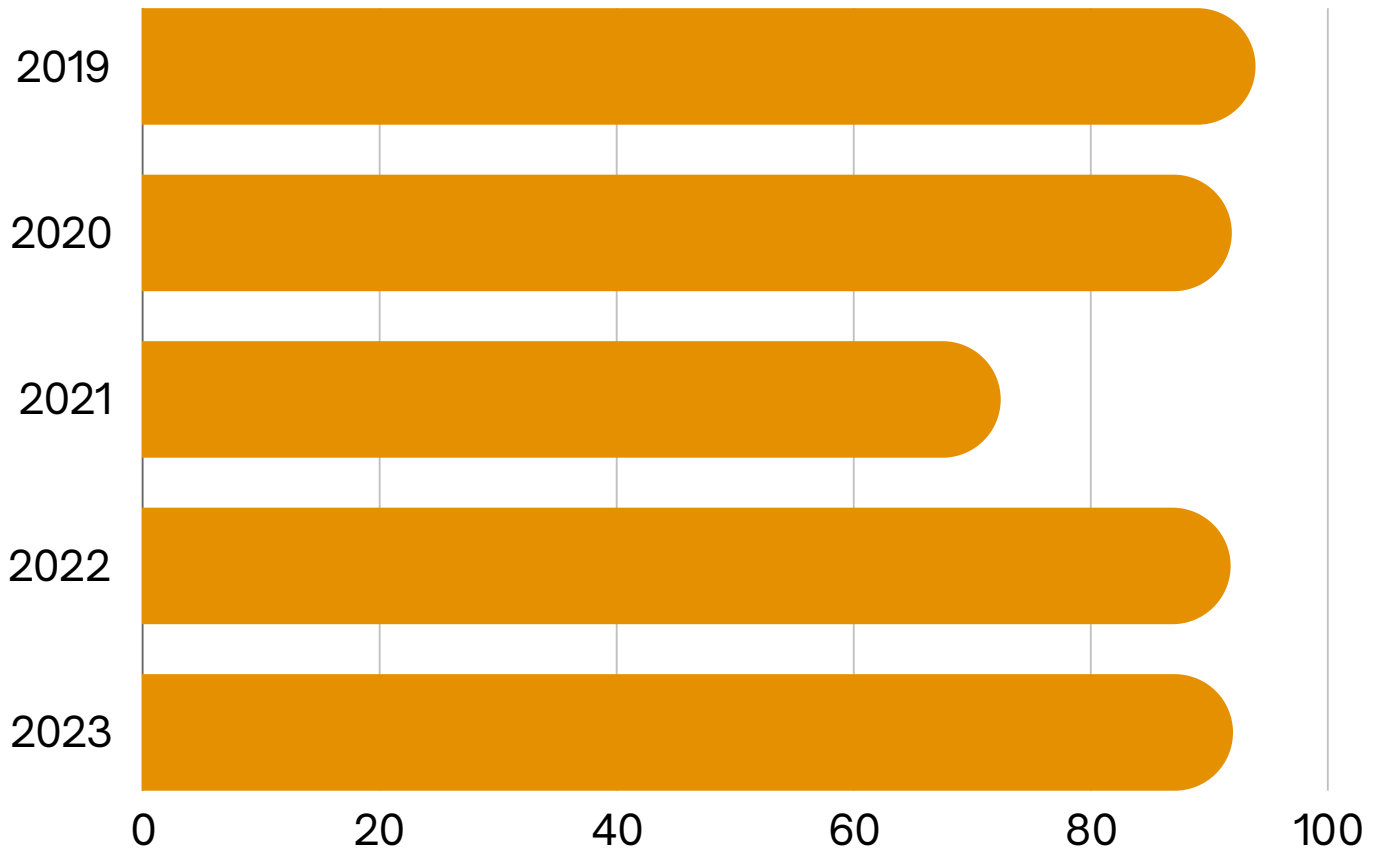
# Enrollment

Enrollment has been steadily decreasing since 2020. From 2020 through 2021, the district significantly dropped in enrollment. While Black enrollment decreased by 17%, hispanic enrollment has increased by nearly 25% since 2019.



| Year | Enrollment |
|------|------------|
| 2023 | 2482       |
| 2022 | 2582       |
| 2021 | 2599       |
| 2020 | 2869       |
| 2019 | 2391       |

# Student Attendance



**Attendance** is when students regularly attend school and participates in a range of educational activities that the school provides.

**Attendance** is falling below the 95% goal that has been set by the State. With the exception of 2021, attendance is falling in 92-93 percentage range.



# Chronic Absenteeism

**Chronic Absenteeism** is when students who are absent miss at least 10 percent (18 days) of the school year. These students are at serious risk of falling behind in school.

▲ 55.2  
2021

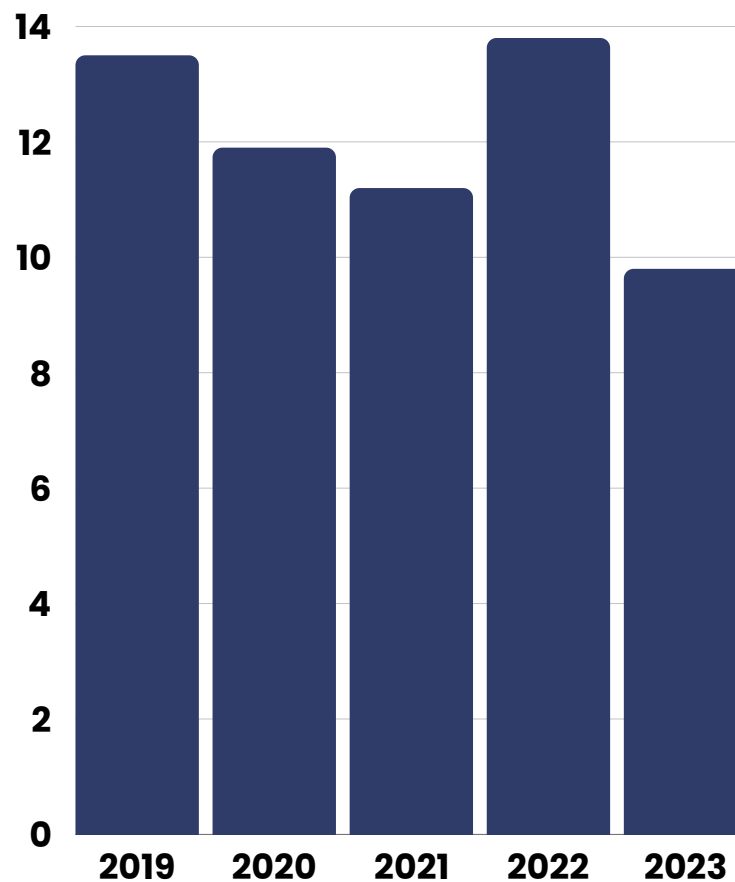
◆ 35.5  
2022

✕ 39.8  
2023



# ■ Mobility

Student mobility refers to students moving from one school to another within a school year. Student mobility can have a negative impact on educational achievement for students and schools.



**Student mobility for 2023 is at the normal range below 10 percent.**

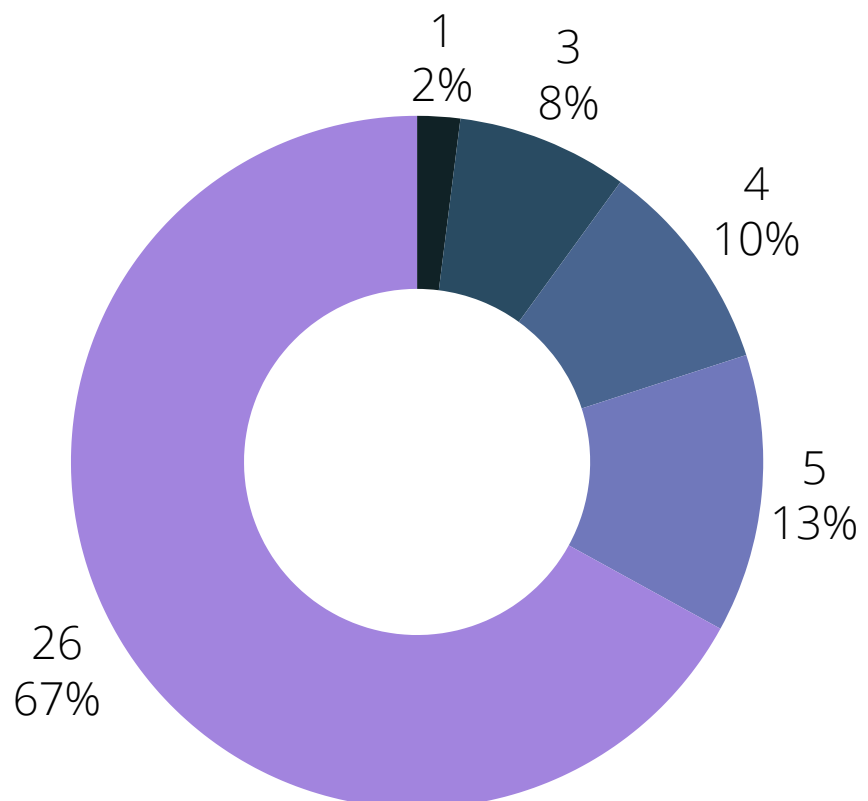
# Discipline Infractions

| Infractions             | Number    |
|-------------------------|-----------|
| Tobacco                 | 1         |
| Drugs                   | 3         |
| Weapons/Firearms        | 4         |
| Violent Physical Injury | 5         |
| Other                   | 26        |
| <b>Total</b>            | <b>39</b> |

**Disciplinary Infraction** means a violation of a school and district policies that imposes a serious risk of harm to persons; substantial damage to property; or breach of facility security.

To create safe environments schools must ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior.

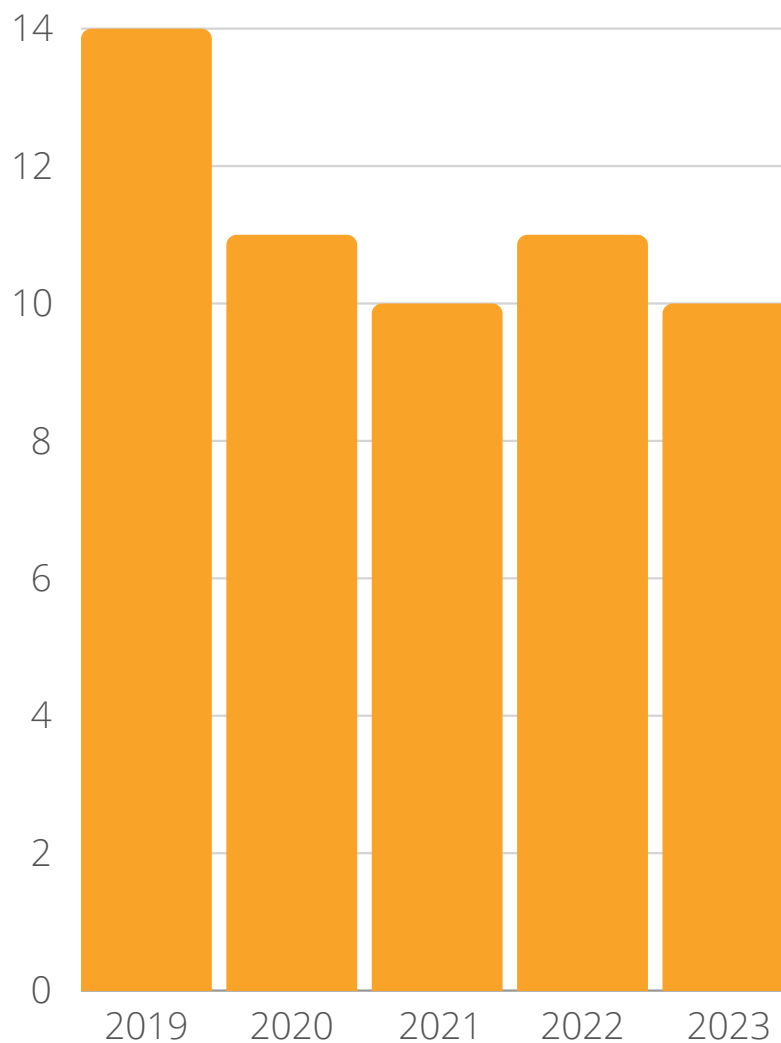
**\*Based on the District's enrollment numbers, the number of disciplinary infractions are extremely low.**





# Individual Education Program (IEP) Placement

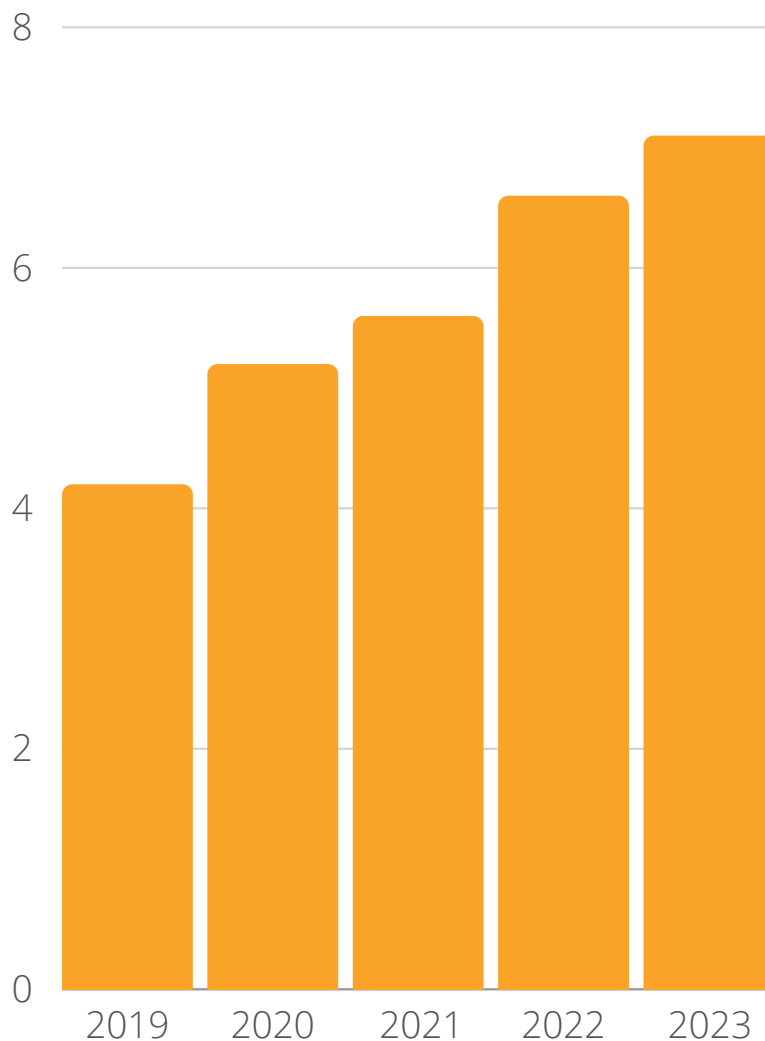
**Students with Disabilities have a disability and are in need of specialized instruction. A comprehensive evaluation, conducted by a team from the school, evaluates and identifies these students. For every student who needs special education services, the team develops an Individualized Education Program (IEP).**



**Students with Disabilities continue to hover around the 10 to 11 percent range. This suggest that SWD population is neither increasing nor decreasing. However, an estounding 80% of SWD are African Americans.**

# English Learners EL

Students whose primary language is not English and receive English language instruction that targets their individual learning needs.



**The percentage of students who are English learners (ELs) is steadily rising each year. From 2019 through 2023, EL enrollment nearly doubled.**

**\*\*\*Nationally, English learners are one of the fastest-growing student populations.**

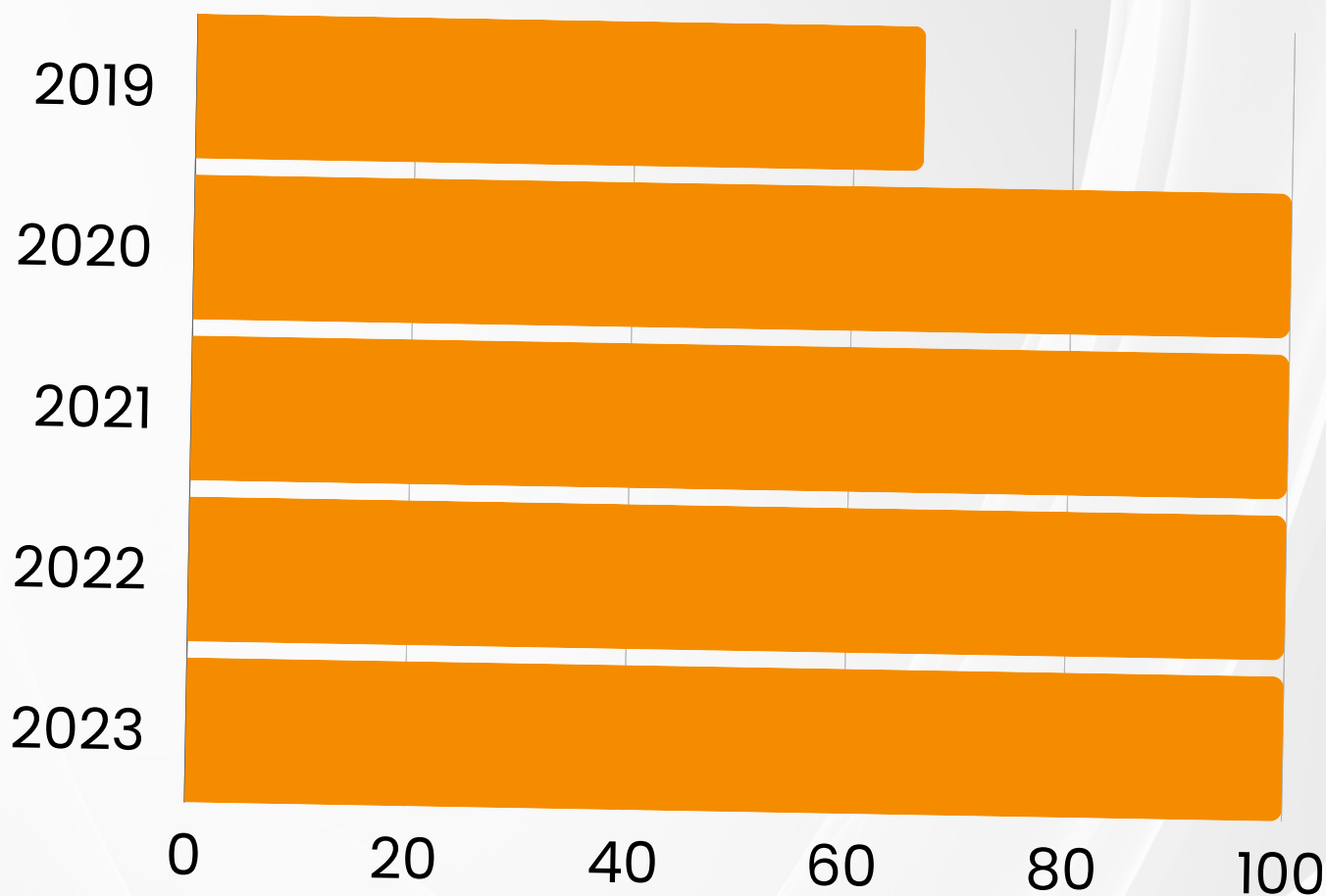
# Teacher Demographics

- Teacher Attendance
- Student-Teacher Ratio
- Full Time Admin vs Staff





# ● Teacher Attendance



**Teacher Attendance** is one of the most important school-based factors in student academic outcomes. Research shows that **teacher absences can result in significant learning loss**, as well as, have negative impacts on non-academic and behavioral outcomes.

The above chart displays the percentage of teachers with fewer than 10 absences in a school year.

# Student – Teacher Ratio

The **Student-Teacher Ratio** is obtained by dividing the number of full-time equivalent pupils at a given level of education by the number of full-time equivalent teachers at that level.

It has been proven that students learn faster and perform better in smaller classes. A class size of fewer than 20 students often results in more individual attention, increased participation, and better communication between the instructor and students.

Student-Teacher ratio is averaging around 23:1 each year.



2019

23



2020

23



2021

21



2022

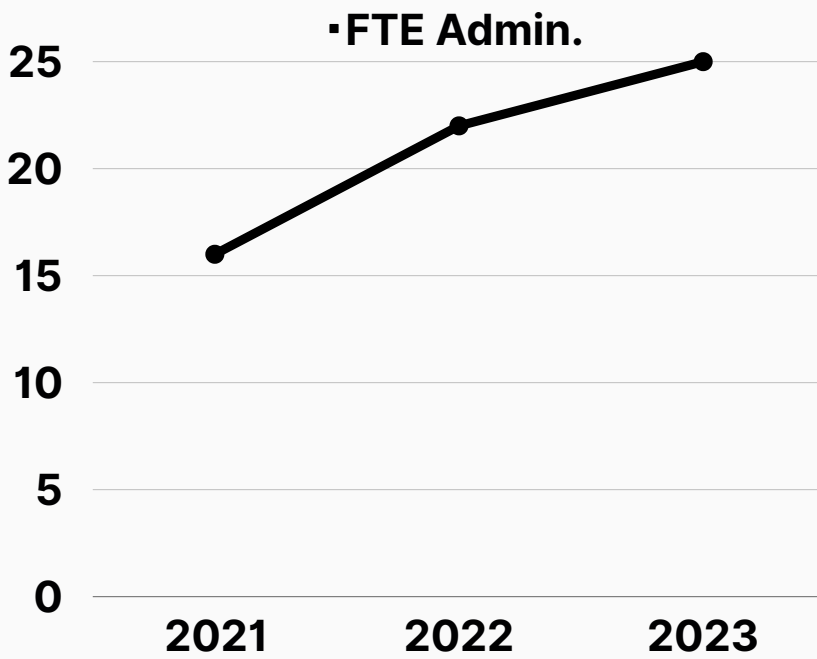
23



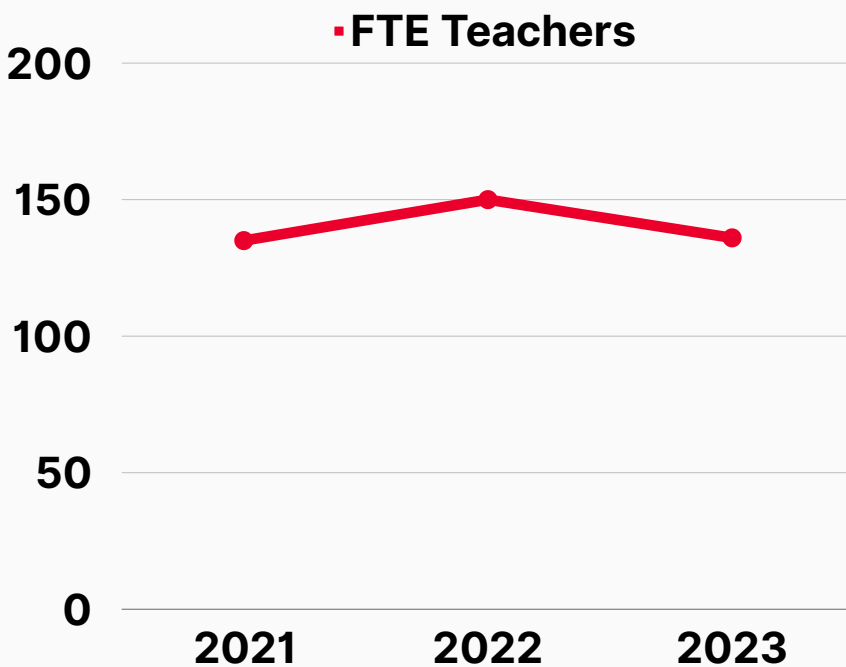
2023

23

# FTE Administrators vs FTE Teacher Growth



Full-time administrative positions have substantially increased and full time staff positions have decreased over 3 years.





# STATE DESIGNATIONS

The federal Every Student Succeeds Act requires states to provide every school a summative designation. Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary, Commendable, Targeted Support for Underperforming Group(s), and Comprehensive Support for Lowest-Performing Schools. Schools that receive a designation of Underperforming or Lowest-Performing receive additional funding and support to build local capacity and improve student outcomes.



**EXEMPLARY**



**COMMENDABLE**



**TARGETED**



**COMPREHENSIVE**

# Summative Designation Comparison

2022-2023

| School           | 2022                 | 2023          |
|------------------|----------------------|---------------|
| Chateaux         | Commendable          | Commendable   |
| Field Crest      | Commendable          | Commendable   |
| Highlands        | Commendable          | Comprehensive |
| Nob Hills        | Commendable          | Comprehensive |
| Mae Jemison      | Commendable          | Comprehensive |
| Markham Park     | Commendable          | Commendable   |
| Prairie Hills JH | Lowest<br>Performing | Comprehensive |
| Prairie Hills ST |                      |               |

*Newly Opened Schools that opened during the current academic year cannot be considered accountable for the academic achievement of their enrolled students until they have two years of data outcomes.*

A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

# STATE DESIGNATIONS

- 1. Exemplary:** A school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- 2. Commendable:** A school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- 3. Targeted:** A school in which one or more subgroup(s) is/are performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools.
- 4. Comprehensive:** A school that is in the lowest-performing 5 percent Title I-eligible schools in Illinois and those high schools that have a graduation rate of less than 67 percent or less.
- 5. Intensive:** A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle.

## 2022 to 2023 Weighted Index Comparison

School: Prairie Hill Junior High School

|                     | Weighted Index 2022 | Weighted Index 2023        | Difference +/- |
|---------------------|---------------------|----------------------------|----------------|
| ELA Proficiency     | 2.84                | 3.83                       | +0.99          |
| Math Proficiency    | 1.67                | 11.60                      | +9.93          |
| ELA Growth          | 7.24                | 1.43                       | -5.81          |
| Math Growth         | 9.18                | 7.29                       | -2.52          |
| Science Proficiency | 5.00                | 1.47                       | -3.53          |
| EL Proficiency      | 0.97                | 0.86                       | -0.11          |
| Chronic Absenteeism | 10.49               | 12.65                      | +2.16          |
| Climate Survey      | 0.89                | 2.67                       | +1.78          |
| Summative Score     | 38.38<br>Targeted   | 41.78<br>Comprehensive TSI | +3.4           |

### PHJH - Sub Groups

|                  | Weighted Index 2022 | Weighted Index 2023 | Difference +/- |
|------------------|---------------------|---------------------|----------------|
| African American | 45.70               | 45.62               | -0.08          |
| CWD              | 28.95**             | 32.48*              | +3.53          |
| EL               | 35.50               | 52.44               | +16.94         |
| Former EL        | 55.17               | 48.39               | -6.78          |
| Hispanic         | 53.72               | 54.70               | +0.98          |
| Low Income       | 45.98               | 45.69               | -0.26          |

CWD is scoring in the range of comprehensive for two consecutive years

## 2022 to 2023 Weighted Index Comparison

School: Fieldcrest

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| ELA Proficiency     | 7.50                   | 7.50                   | 0              |
| Math Proficiency    | 6.97                   | 5.16                   | -1.81          |
| ELA Growth          | 19.72                  | 18.40                  | -1.32          |
| Math Growth         | 12.31                  | 12.31                  | 0              |
| Science Proficiency | 5.0                    | 3.28                   | -1.72          |
| EL Proficiency      | 4.43                   | 4.06                   | -0.37          |
| Chronic Absenteeism | 4.66                   | 5.43                   | +0.77          |
| Climate Survey      | 4.07                   | 3.10                   | -0.97          |
| Summative Score     | 64.67<br>Commendable   | 59.24<br>Commendable   |                |

## Fieldcrest – Sub Group

|            | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|------------|------------------------|------------------------|----------------|
| All        | 64.67                  | 59.24                  | -5.43          |
| EL         |                        | 58.34                  |                |
| Hispanic   | 68.88                  | 62.27                  | -6.68          |
| Low Income |                        | 64.50                  |                |



## 2022 to 2023 Weighted Index Comparison

### School: Highlands

|                        | Weighted Index<br>2022      | Weighted Index<br>2023        | Difference +/- |
|------------------------|-----------------------------|-------------------------------|----------------|
| ELA Proficiency        | 6.65                        | 3.55                          | -3.1           |
| Math Proficiency       | 4.44                        | 1.54                          | -2.9           |
| ELA Growth             | 23.82                       | 10.95                         | -12.87         |
| Math Growth            | 19.31                       | 6.54                          | -12.77         |
| Science<br>Proficiency | 5.36                        | 1.77                          | -3.59          |
| EL Proficiency         |                             |                               |                |
| Chronic<br>Absenteeism | 12.64                       | 5.36                          | -7.28          |
| Climate Survey         | 3.09                        | 1.61                          | -1.48          |
| Summative Score        | <b>75.30</b><br>Commendable | <b>31.33</b><br>Comprehensive | -43.97         |

### Highlands– Sub Group

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| All                 | 75.30                  | 31.33                  | -43.97         |
| African<br>American | 80.19                  | 34.05                  | -46.14         |
| Low Income          | 82.27                  | 32.91                  | -49.36         |



## 2022 to 2023 Weighted Index Comparison

### School: Markham Park

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| ELA Proficiency     | 7.15                   | 5.43                   | -1.72          |
| Math Proficiency    | 4.55                   | 1.93                   | -2.62          |
| ELA Growth          | 15.99                  | 10.59                  | -5.4           |
| Math Growth         | 11.27                  | 4.20                   | -7.07          |
| Science Proficiency | 5.36                   | 2.24                   | -3.12          |
| EL Proficiency      |                        | 3.43                   |                |
| Chronic Absenteeism | 14.30                  | 10.81                  | -3.49          |
| Climate Survey      | 3.29                   | 5.00                   | +1.71          |
| Summative Score     | 61.90<br>Commendable   | 43.62<br>Commendable   | -18.28         |

### Markham Park – Sub Group

|                  | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|------------------|------------------------|------------------------|----------------|
| All              | 61.90                  | 43.62                  | -18.28         |
| African American | 64.32                  | 48.29                  | -16.03         |
| Hispanic         | 81.64                  | 49.31                  | -32.33         |
| Low Income       | 75.19                  | 49.57                  | -25.62         |

## 2022 to 2023 Weighted Index Comparison

School: Nob Hill

|                        | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|------------------------|------------------------|------------------------|----------------|
| ELA Proficiency        | 7.01                   | 3.51                   | -3.5           |
| Math Proficiency       | 1.83                   | 1.04                   | -0.79          |
| ELA Growth             | 17.67                  | 11.84                  | -5.84          |
| Math Growth            | 8.38                   | 8.38                   | -3.11          |
| Science<br>Proficiency | 5.36                   | 1.66                   | -3.7           |
| EL Proficiency         |                        |                        |                |
| Chronic<br>Absenteeism | 6.07                   | 2.75                   | 3.57           |
| Climate Survey         | 4.25                   | 4.98                   | -0.73          |
| Summative Score        | 53.66<br>Commendable   | 34.15<br>Comprehensive | -19.51         |

## Nob Hill – Sub Group

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| All                 | 53.66                  | 34.15                  | -19.51         |
| African<br>American | 62.41                  | 40.61                  | -21.80         |
| Low Income          |                        | 38.63                  |                |

## 2022 to 2023 Weighted Index Comparison

School: Chateaux

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| ELA Proficiency     | 4.86                   | 3.63                   | -1.23          |
| Math Proficiency    | 2.94                   | 2.82                   | -0.12          |
| ELA Growth          | 17.70                  | 15.42                  | -2.28          |
| Math Growth         | 14.24                  | 7.90                   | -6.34          |
| Science Proficiency | 5.36                   | 2.21                   | -3.15          |
| EL Proficiency      |                        |                        |                |
| Chronic Absenteeism | 8.67                   | 6.30                   | -2.37          |
| Climate Survey      | 3.13                   | 5.00                   | +1.87          |
| Summative Score     | 56.89<br>Commendable   | 43.29<br>Commendable   | -13.60         |

## Chateaux – Sub Group

|                  | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|------------------|------------------------|------------------------|----------------|
| All              | 56.89                  | 43.29                  | -13.60         |
| African American | 65.82                  | 53.18                  | -12.64         |
| Low Income       |                        | 49.96                  |                |

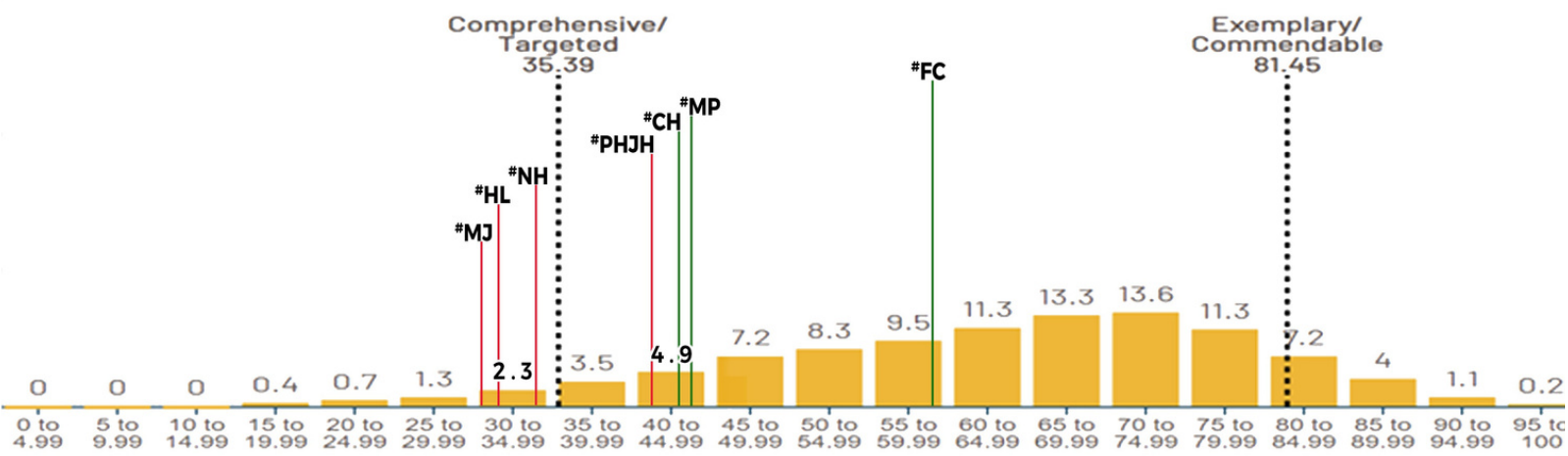
## 2022 to 2023 Weighted Index Comparison

School: Mae Jemison

|                        | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|------------------------|------------------------|------------------------|----------------|
| ELA Proficiency        | 5.23                   | 2.05                   | -3.18          |
| Math Proficiency       | 4.17                   | 0.68                   | -3.49          |
| ELA Growth             | 11.66                  | 9.92                   | -1.74          |
| Math Growth            | 13.33                  | 2.44                   | -10.89         |
| Science<br>Proficiency | 5.36                   | 1.84                   | -3.52          |
| EL Proficiency         |                        |                        |                |
| Chronic<br>Absenteeism | 11.39                  | 9.09                   | -2.27          |
| Climate Survey         | 5.00                   | 4.27                   | -0.73          |
| Summative Score        | 56.13<br>Commendable   | 30.29<br>Comprehensive | -25.84         |

|                     | Weighted Index<br>2022 | Weighted Index<br>2023 | Difference +/- |
|---------------------|------------------------|------------------------|----------------|
| All                 | 56.13                  | 30.29                  | -25.84         |
| African<br>American | 64.57                  | 34.54                  | -30.03         |
| Low Income          |                        | 33.43                  |                |

PRAIRIE HILLS SD 144 OVERALL INDEX SCORE



WEIGHTED SUMMATIVE SCORES

PRAIRIE HILLS JUNIOR HIGH (#PHJH) - 41.75 • FIELDCREST (#FC) - 59.24 • NOB HILLS (#NH)- 34.15  
CHATEAUX (#CH) - 43.29 • MAE JEMISON (#MJ) - 30.29 • HIGHLAND (#HL) - 31.33 • MARKHAM PARK (#MP) - 43.62

# Achievement Data

- Overall - IAR (State Assessment) Proficiency Data
- NWEA (Bench Mark Assessment) by Grades
- IAR Proficiency vs Growth

The following information about student learning will inform instructional decisions in classrooms, schools, and the district. The following outcomes will assist teachers and staff in making classroom/curriculum based decisions. These assessments were analyzed to help teachers/staff decide what comes next within lessons, measure how students are progressing, and decide when to reteach topics or provide enrichment.

This set of information is also a way to engage in collaborations, to celebrate strengths, identify trends, and reflect on ways to better support teaching and learning in the classroom.





# IAR DATA

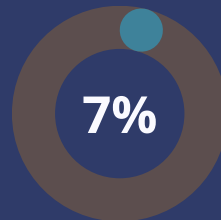
**Student achievement data will be the most important type of data the guide will focus on. Educators will understand that achievement data comes in forms other than standardized test data. Assessments will effectively measure what a student has learned and monitor student progress towards academic readiness.**

**Prairie Hills administers different types of assessments over the course of the school year to provide a comprehensive picture of student progress. Assessments guide improvements in ongoing instruction and enable schools to offer appropriate supports to address individual student needs. IAR will be one of many forms of data used in improving student outcomes**



## **IAR 21 - ELA**

The 2019 Data indicated **88%** of students were not meeting proficiency in ELA.



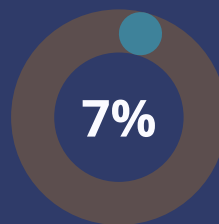
## **IAR 21- MATH**

The 2019 Data indicated **93%** of students were not meeting proficiency in Math.



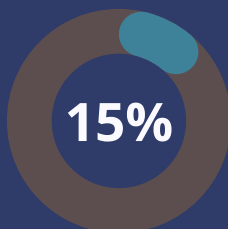
## **IAR 22 - ELA**

The 2021 Data indicated **87%** of students were not meeting proficiency in ELA.



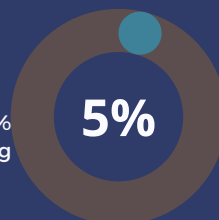
## **IAR 22 - MATH**

The 2021 Data indicated **93%** of students were not meeting proficiency in Math.



## **IAR 23' - ELA**

The 2022 Data indicated **85%** of students were not meeting proficiency in ELA.



## **IAR 23 - MATH**

The 2022 Data indicated **95%** of students were not meeting proficiency in Math.

# ELA AND MATH

## PROFICIENCY DATA

Overall District proficiency over time as compared to overall State proficiency.

### 2021 ELA and Math State Comparison



### 2022 ELA and Math State Comparison



### 2023 ELA and Math State Comparison

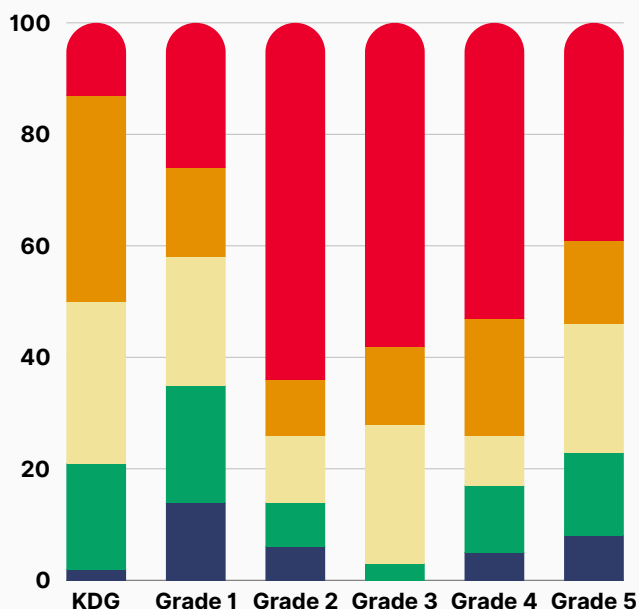


# Chateaux

NWEA - Fall 2023

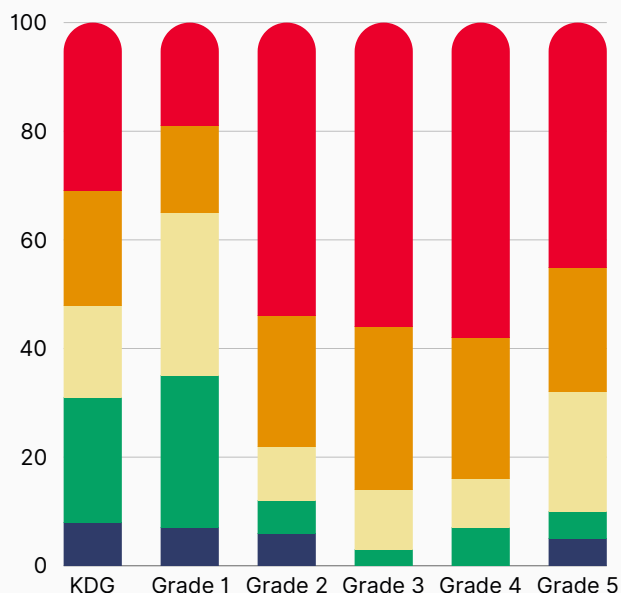
**NWEA Fall data** serves as an universal screener to identify students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. **This data demonstrates that more than 75% or more of students at all grades (except Grade 1) are at risk of failing without the proper supports.**

## ELA



| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 52         | 29% (15 Students) | 50% (26 Students) |
| GRADE 1 | 43         | 23% (10 Students) | 42% (18 Students) |
| GRADE 2 | 50         | 12% (6 Students)  | 74% (37 Students) |
| GRADE 3 | 36         | 25% (9 Students)  | 72% (26 Students) |
| GRADE 4 | 43         | 9% (4 Students)   | 74% (32 Students) |
| GRADE 5 | 39         | 23% (9 Students)  | 55% (21 Students) |

## MATH

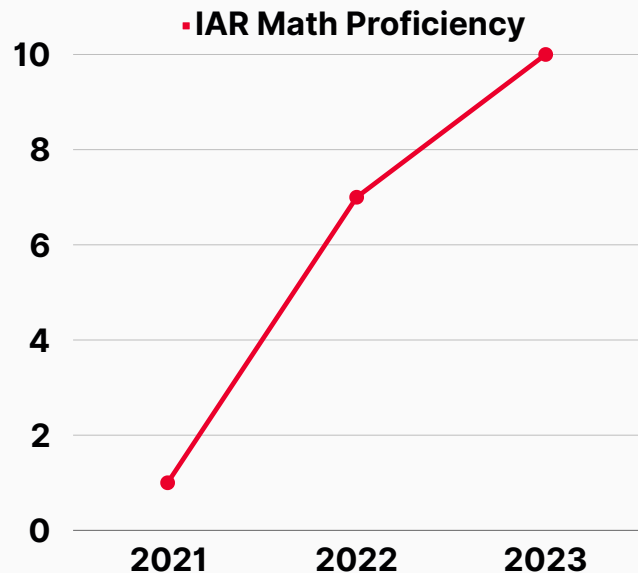
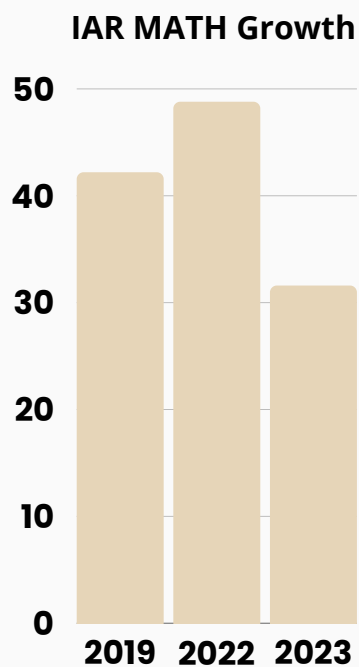
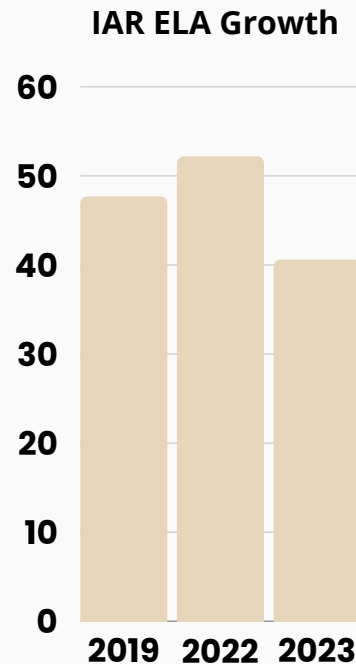
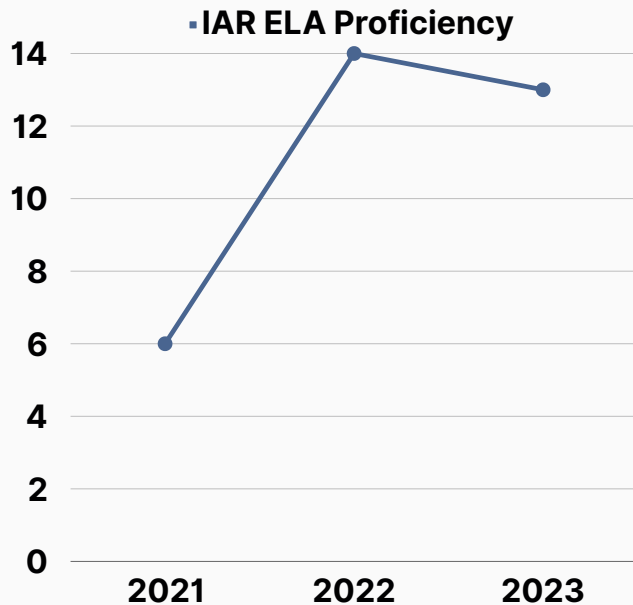


| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 52         | 17% (9 Students)  | 50% (26 Students) |
| GRADE 1 | 43         | 30% (13 Students) | 35% (15 Students) |
| GRADE 2 | 50         | 10% (5 Students)  | 78% (39 Students) |
| GRADE 3 | 36         | 11% (4 Students)  | 86% (31 Students) |
| GRADE 4 | 43         | 9% (4 Students)   | 84% (36 Students) |
| GRADE 5 | 39         | 22% (9 Students)  | 68% (27 Students) |

# Chateaux

## IAR Proficiency and Growth

Chateaux IAR demonstrates that while ELA proficiency and growth has decreased, math proficiency has increased 3 percentage points. However, math growth decreased nearly 20 percentage points from 2022 to 2023 SY.

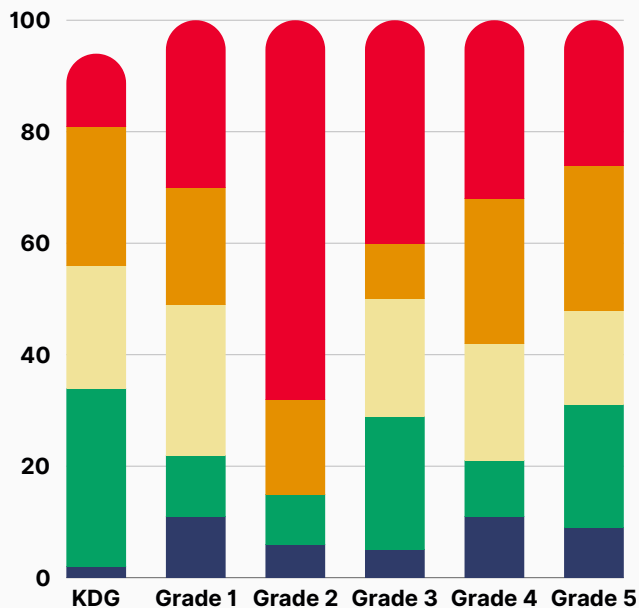


# Field Crest

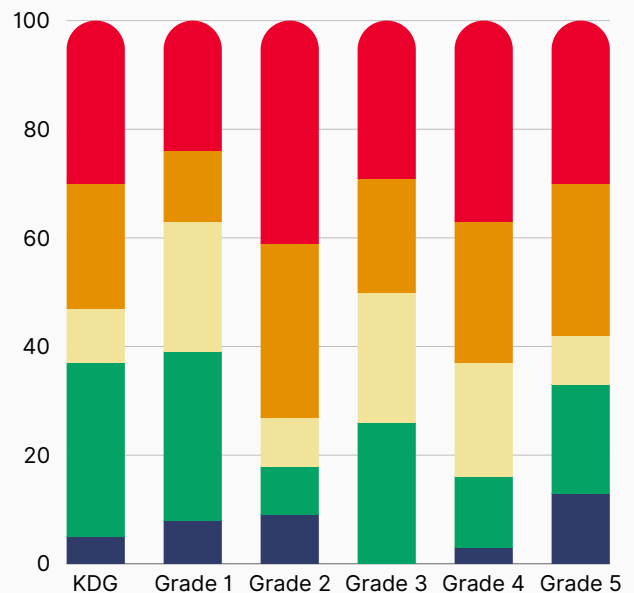
NWEA - Fall 2023

NWEA Fall data serves as an universal screener to identifying students at risk for academic difficulty. This data suggest that a great number of students require **multi-tiered** support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk. **The data demonstrates that 75% or more of the students in grades 3-5 are at risk of failing without the proper supports.**

## ELA



## MATH



| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 38         | 22% (9 Students)  | 38% (15 Students) |
| GRADE 1 | 37         | 27% (10 Students) | 51% (19 Students) |
| GRADE 2 | 34         | 0% (0 Students)   | 85% (29 Students) |
| GRADE 3 | 42         | 21% (9 Students)  | 50% (21 Students) |
| GRADE 4 | 38         | 21% (8 Students)  | 58% (22 Students) |
| GRADE 5 | 46         | 17% (8 Students)  | 52% (24 Students) |

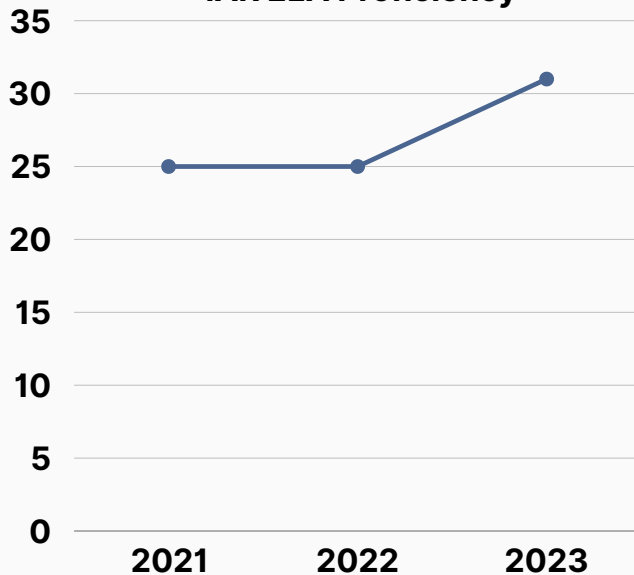
| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 38         | 10% (4 Student)   | 53% (21 Students) |
| GRADE 1 | 37         | 24% (9 Students)  | 37% (14 Students) |
| GRADE 2 | 34         | 9% (3 Students)   | 73% (25 Students) |
| GRADE 3 | 42         | 24% (10 Students) | 50% (21 Students) |
| GRADE 4 | 38         | 21% (8 Students)  | 63% (24 Students) |
| GRADE 5 | 46         | 9% (4 Students)   | 58% (27 Students) |

# Field Crest

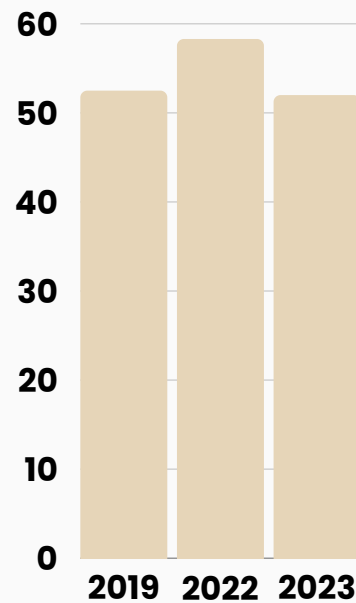
## IAR Proficiency and Growth

**Field Crest IAR** demonstrates that while ELA proficiency is slightly up, growth has decreased. Math proficiency has flatlined over three years and growth is gradually decreasing each year.

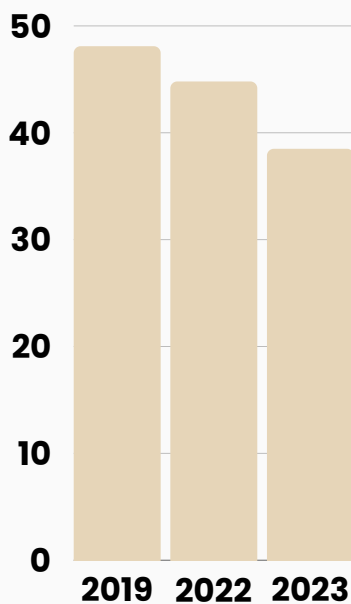
■ IAR ELA Proficiency



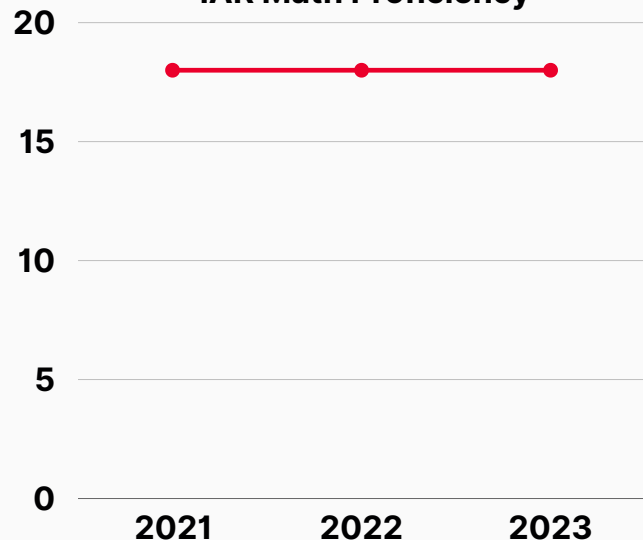
IAR ELA Growth



IAR MATH Growth



■ IAR Math Proficiency





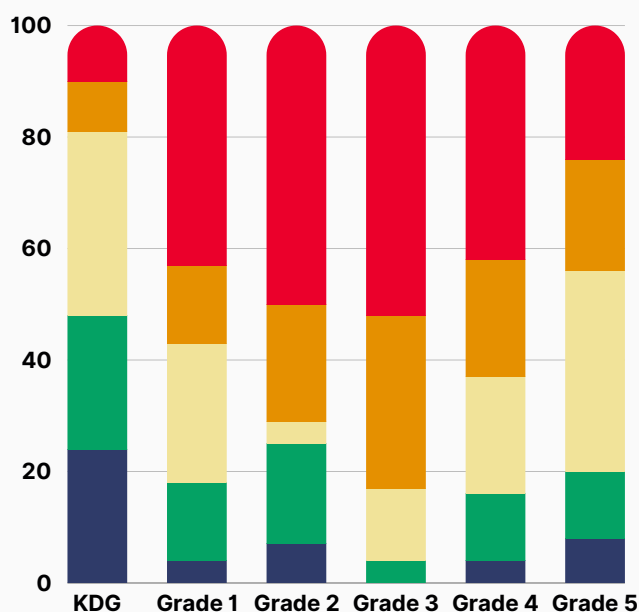
# Nob Hill

NWEA - Fall 2023

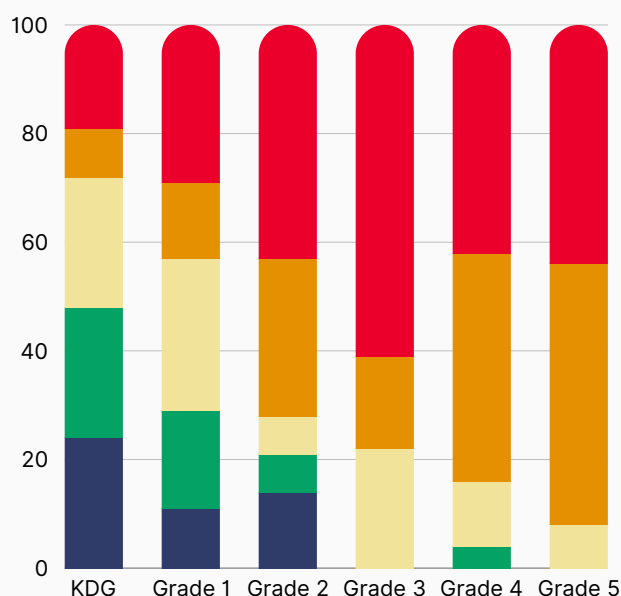
NWEA Fall data serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk.

**The data demonstrates that 80% or more of the students at most grades are at risk of failing without the proper supports in ELA. Grade 3 shows 96% failing rate in ELA. In math, Grade 4 shows over 96% failure rate and grade 3 and 5 shows 100% failing rate in math.**

## ELA



## MATH



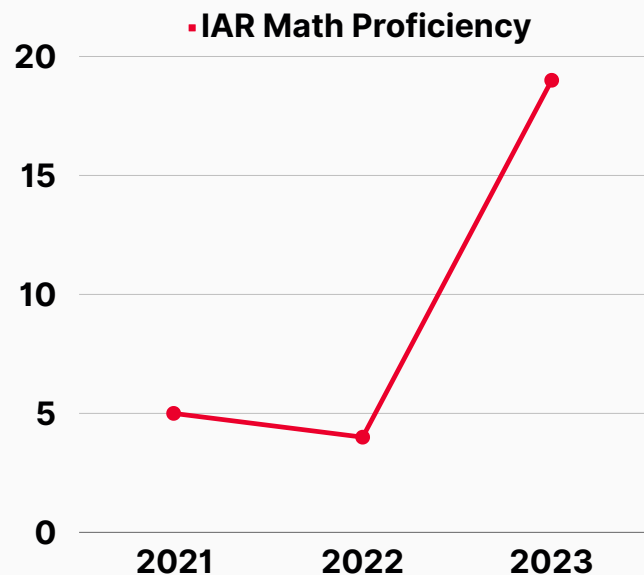
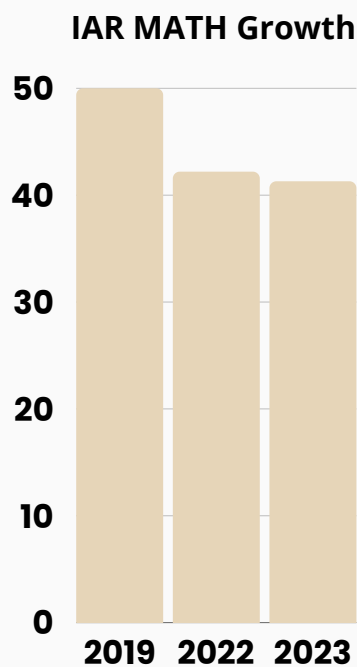
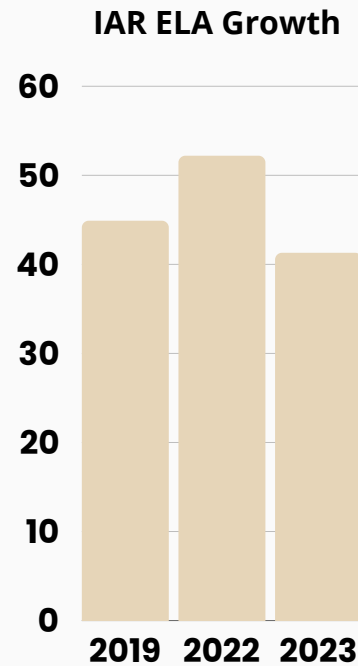
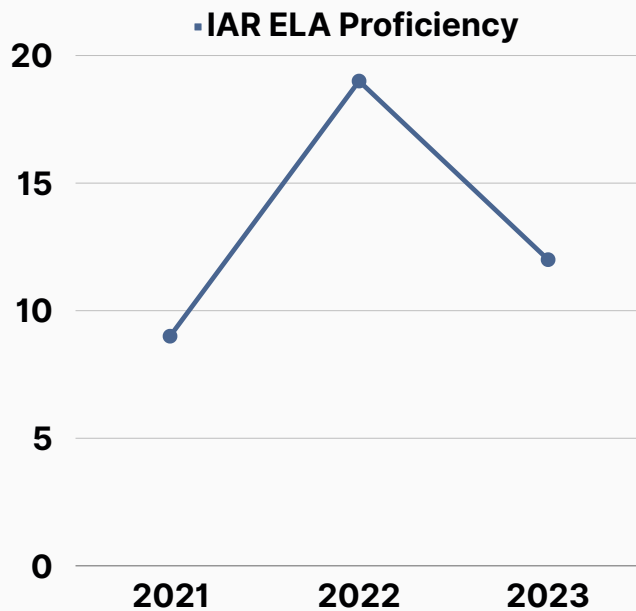
| Grade   | # of Stud. | % At-Risk        | % Failing         |
|---------|------------|------------------|-------------------|
| KDG     | 21         | 33% (7 Students) | 19% (4 Students)  |
| GRADE 1 | 28         | 25% (7 Students) | 57% (16 Students) |
| GRADE 2 | 28         | 4% (1 Students)  | 71% (20 Students) |
| GRADE 3 | 23         | 13% (3 Students) | 83% (19 Students) |
| GRADE 4 | 24         | 21% (5 Students) | 63% (15 Students) |
| GRADE 5 | 25         | 36% (9 Students) | 44% (11 Students) |

| Grade   | # of Stud. | % At-Risk        | % Failing         |
|---------|------------|------------------|-------------------|
| KDG     | 21         | 24% (5 Student)  | 28% (6 Students)  |
| GRADE 1 | 28         | 28% (8 Students) | 43% (12 Students) |
| GRADE 2 | 28         | 7% (2 Students)  | 72% (20 Students) |
| GRADE 3 | 23         | 22% (5 Students) | 78% (18 Students) |
| GRADE 4 | 24         | 12% (3 Students) | 84% (20 Students) |
| GRADE 5 | 25         | 8% (2 Students)  | 92% (23 Students) |

# Nob Hill

## IAR Proficiency and Growth

**Nob Hill IAR** demonstrates that ELA proficiency and math decreased from SY22 to SY23. Math proficiency greatly increased but growth is remaining stagnant.



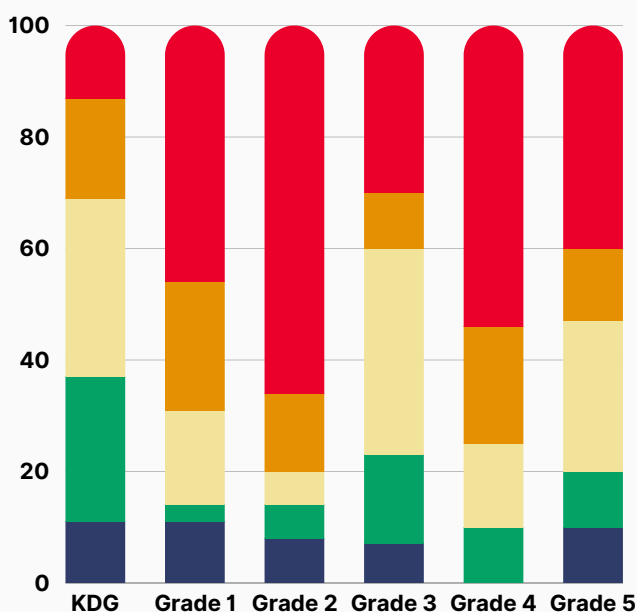
# Highlands

NWEA - Fall 2023

NWEA Fall data serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk.

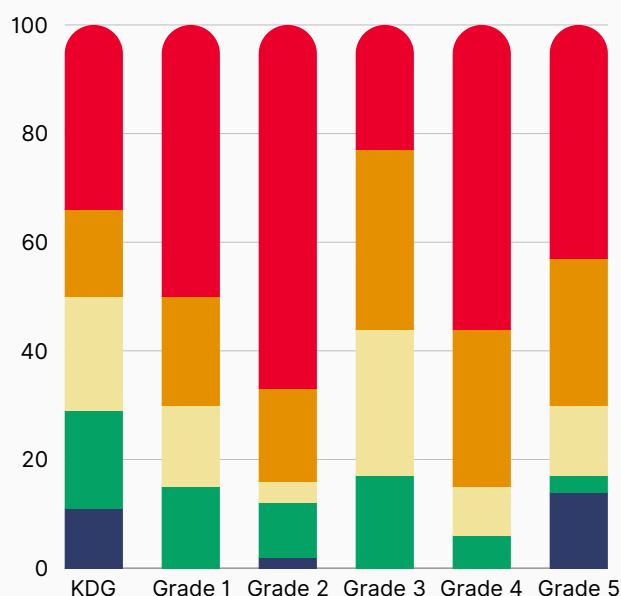
**The data demonstrates that more that 75% of students (with the exception of kindergarten) are at risk of failing in both ELA and math.**

## ELA



| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 38         | 32% (12 Student)  | 31% (12 Students) |
| GRADE 1 | 35         | 17% (6 Students)  | 69% (24 Students) |
| GRADE 2 | 53         | 6% (3 Students)   | 80% (41 Students) |
| GRADE 3 | 30         | 37% (11 Students) | 40% (12 Students) |
| GRADE 4 | 52         | 15% (8 Students)  | 75% (39 Students) |
| GRADE 5 | 30         | 27% (8 Students)  | 53% (16 Students) |

## MATH



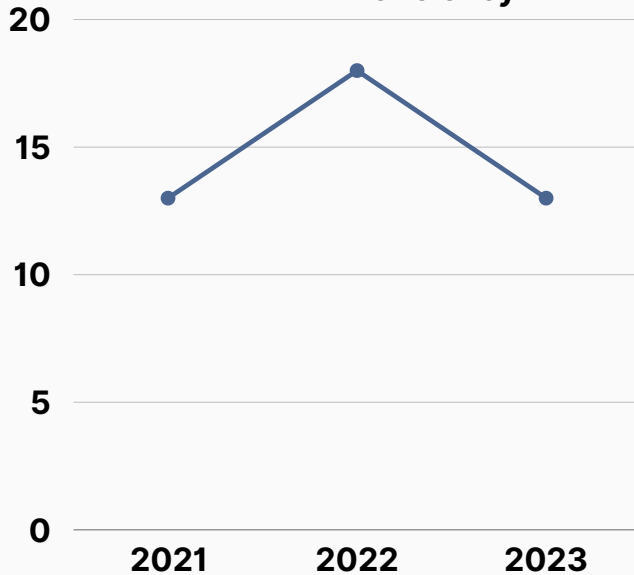
| Grade   | # of Stud. | % At-Risk        | % Failing         |
|---------|------------|------------------|-------------------|
| KDG     | 38         | 21% (8 Students) | 50% (19 Students) |
| GRADE 1 | 35         | 15% (5 Students) | 70% (24 Students) |
| GRADE 2 | 53         | 4% (2 Students)  | 84% (44 Students) |
| GRADE 3 | 30         | 27% (8 Students) | 55% (17 Students) |
| GRADE 4 | 52         | 9% (5 Students)  | 85% (44 Students) |
| GRADE 5 | 30         | 13% (4 Students) | 70% (21 Students) |

# Highlands

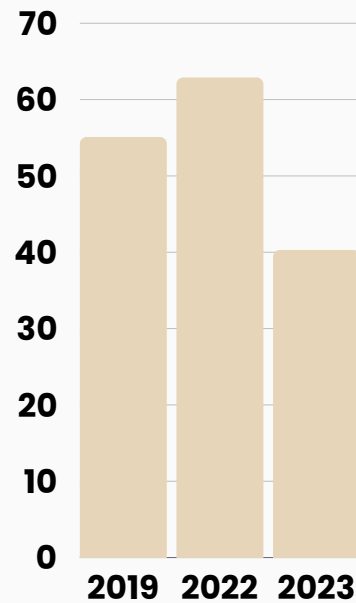
## IAR Proficiency and Growth

**Highlands IAR** demonstrates that ELA proficiency and math growth decreased in proficiency and growth from SY22 to SY23.

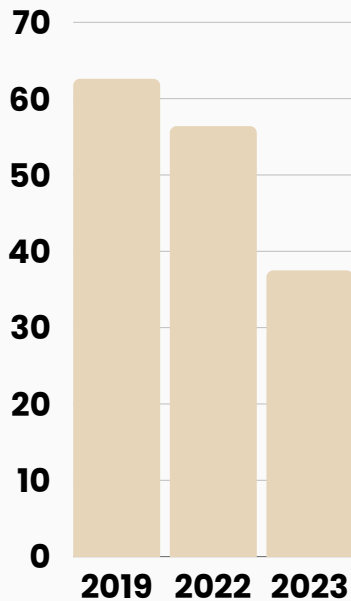
■ IAR ELA Proficiency



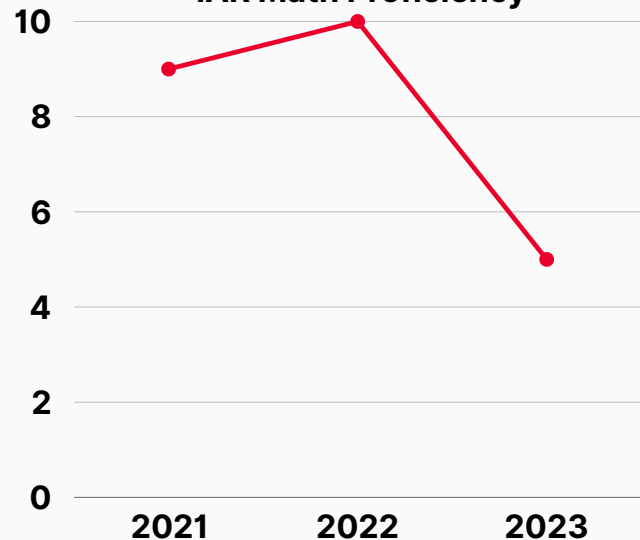
IAR ELA Growth



IAR MATH Growth



■ IAR Math Proficiency

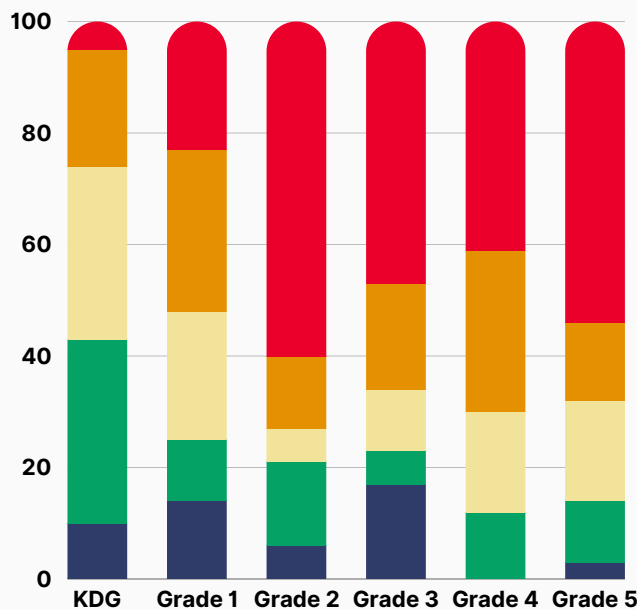


# Mae Jemison

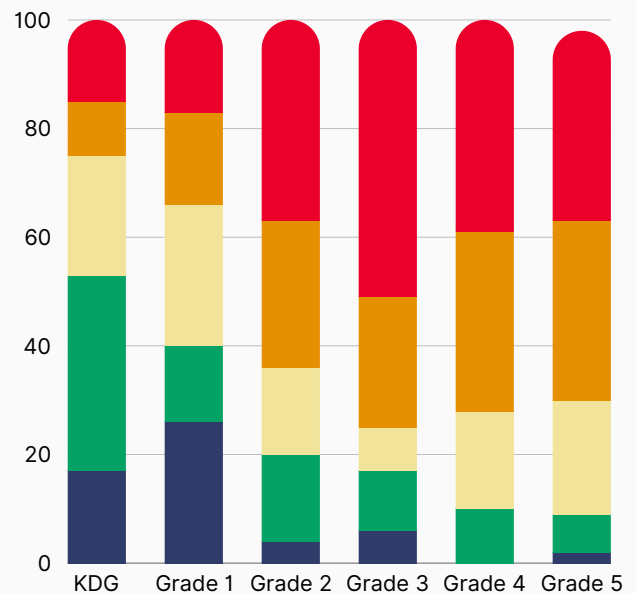
NWEA - Fall 2023

NWEA Fall data serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk. **The data demonstrates that 75% or more of the students in grades 2-5 are at risk of failing without the proper supports. NWEA results align with IAR data for single digit proficiency.**

## ELA



## MATH



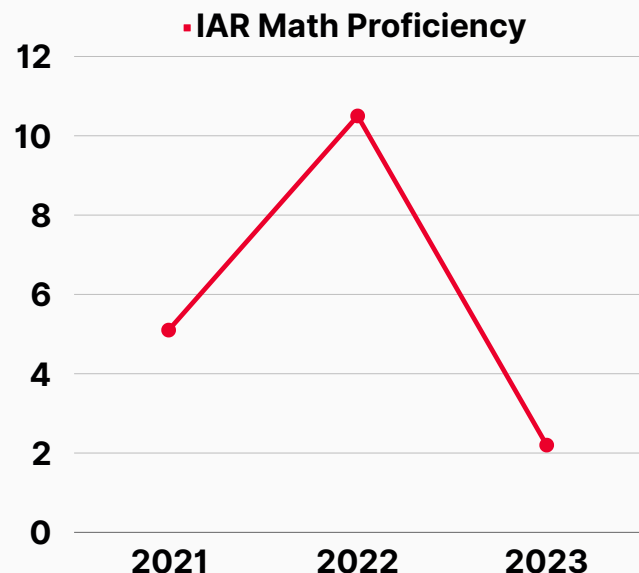
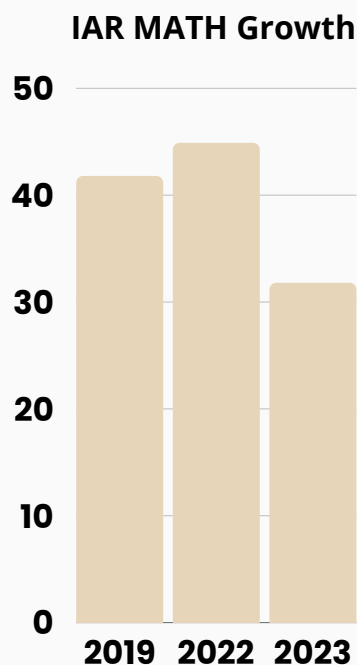
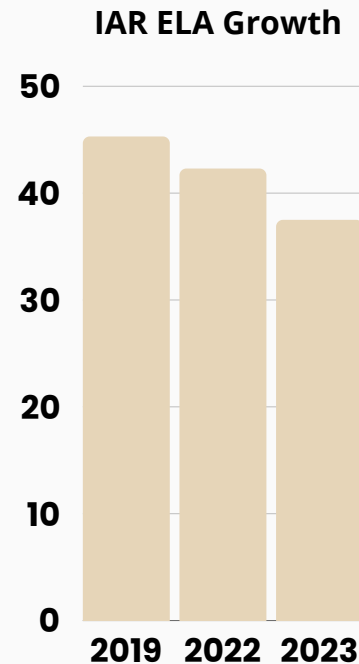
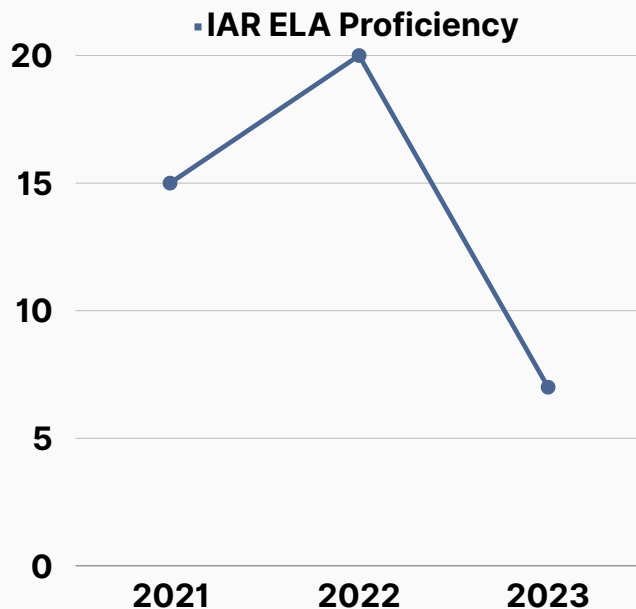
| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 42         | 31% (13 Students) | 26% (11 Students) |
| GRADE 1 | 33         | 23% (8 Students)  | 52% (18 Students) |
| GRADE 2 | 52         | 6% (3 Students)   | 73% (38 Students) |
| GRADE 3 | 53         | 11% (6 Students)  | 66% (35 Students) |
| GRADE 4 | 51         | 18% (9 Students)  | 70% (36 Students) |
| GRADE 5 | 57         | 18% (10 Students) | 68% (39 Students) |

| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 42         | 22% (9 Student)   | 25% (10 Students) |
| GRADE 1 | 33         | 26% (9 Students)  | 34% (12 Students) |
| GRADE 2 | 52         | 16% (8 Students)  | 64% (33 Students) |
| GRADE 3 | 53         | 8% (4 Students)   | 75% (40 Students) |
| GRADE 4 | 51         | 18% (9 Students)  | 72% (37 Students) |
| GRADE 5 | 57         | 21% (12 Students) | 68% (39 Students) |

# Mae Jemison

## IAR Proficiency and Growth

**Mae Jemison IAR** demonstrates that ELA and math decreased drastically in both proficiency and growth from SY22 to SY23. Both ELA and Math proficiency are in single digits.

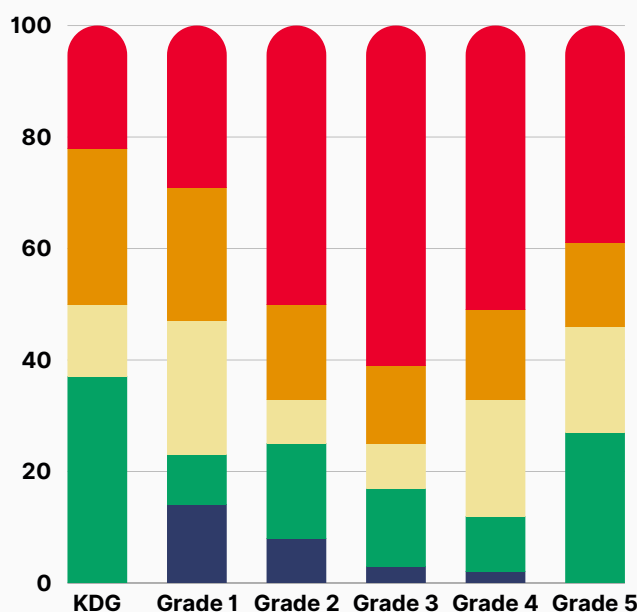


# Markham Park

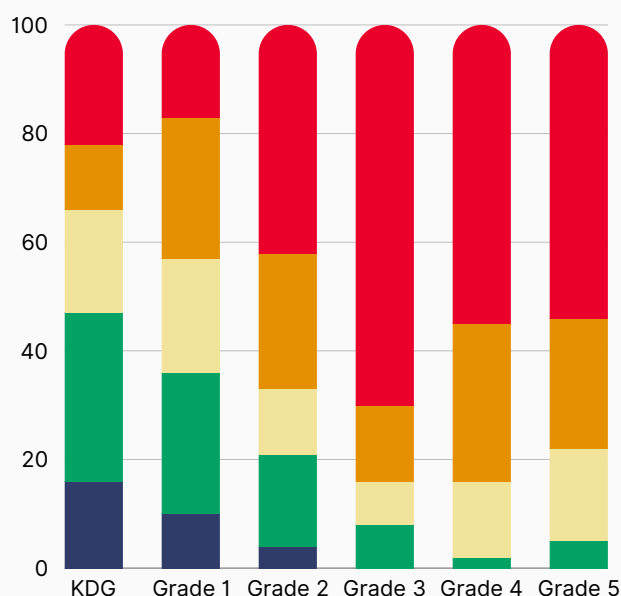
NWEA - Fall 2023

NWEA Fall data serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk. **The data demonstrates that 75% or more of the students at most grades are at risk of failing without the proper supports. Grades 3, 4, and 5 are under 10 percentage in proficiency rate.**

## ELA



## MATH



| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 32         | 13% (4 Students)  | 50% (16 Students) |
| GRADE 1 | 42         | 24% (10 Students) | 53% (22 Students) |
| GRADE 2 | 24         | 8% (2 Students)   | 67% (16 Students) |
| GRADE 3 | 36         | 8% (3 Students)   | 75% (27 Students) |
| GRADE 4 | 49         | 21% (10 Students) | 67% (33 Students) |
| GRADE 5 | 41         | 19% (8 Students)  | 54% (22 Students) |

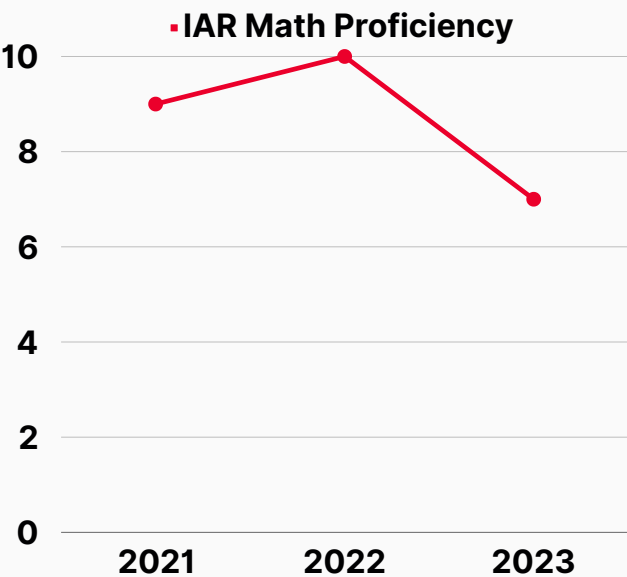
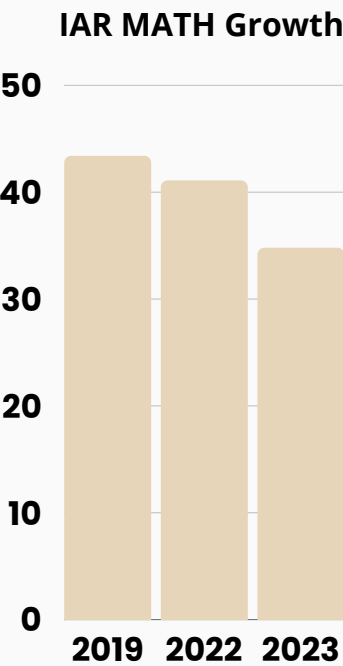
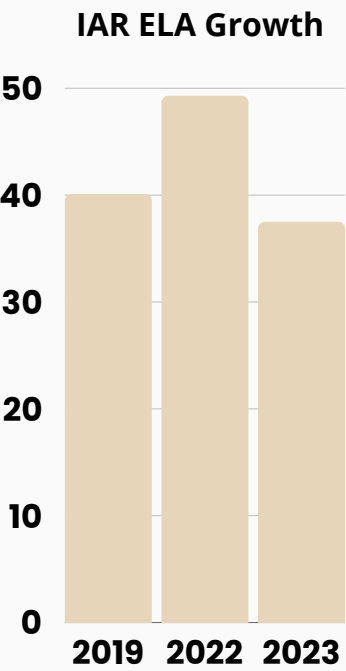
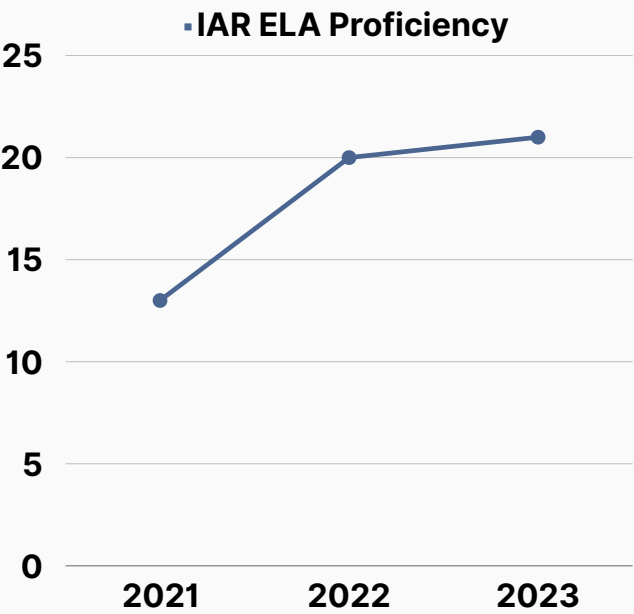
| Grade   | # of Stud. | % At-Risk        | % Failing         |
|---------|------------|------------------|-------------------|
| KDG     | 32         | 19% (6 Student)  | 34% (11 Students) |
| GRADE 1 | 42         | 21% (9 Students) | 43% (18 Students) |
| GRADE 2 | 24         | 12% (3 Students) | 67% (16 Students) |
| GRADE 3 | 36         | 8% (3 Students)  | 84% (30 Students) |
| GRADE 4 | 49         | 14% (7 Students) | 84% (41 Students) |
| GRADE 5 | 41         | 17% (7 Students) | 78% (33 Students) |



# Markham Park

## IAR Proficiency and Growth

**Markham Park IAR** demonstrates that ELA only increased 1 percentage and math proficiency decreased by 3 percentage points. Both ELA and math growth decreased drastically from SY22 to SY23.

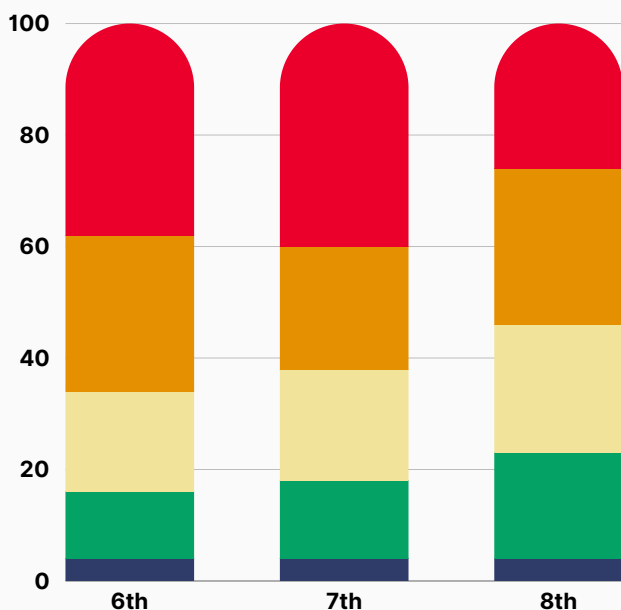


# Prairie Hills JH

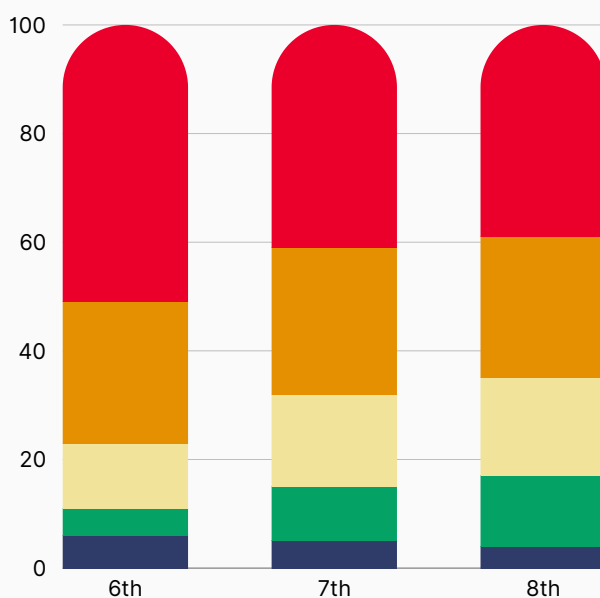
NWEA - Fall 2023

**NWEA Fall data** serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require **multi-tiered** support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk. **The data demonstrates that 80% or more of students are at-risk of failing in both reading and math.**

**ELA**



**MATH**



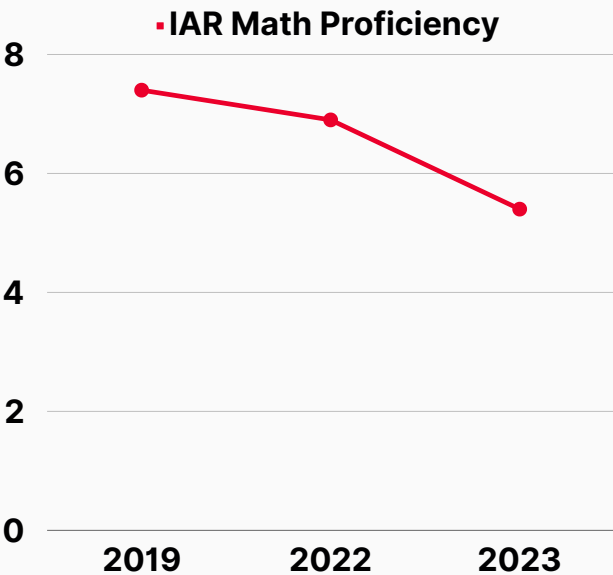
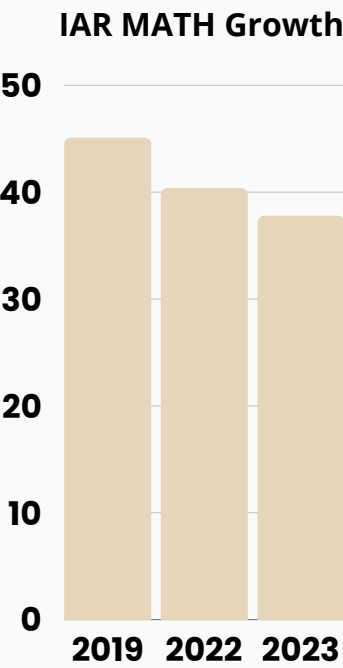
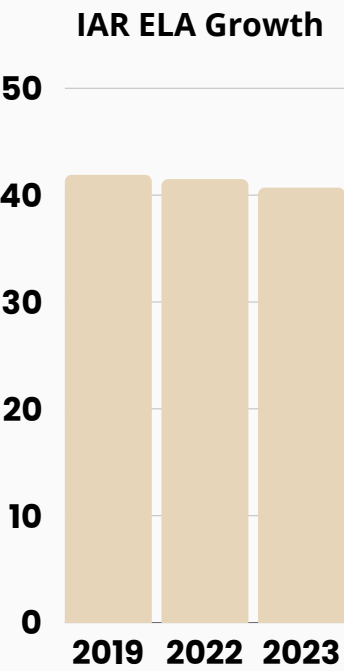
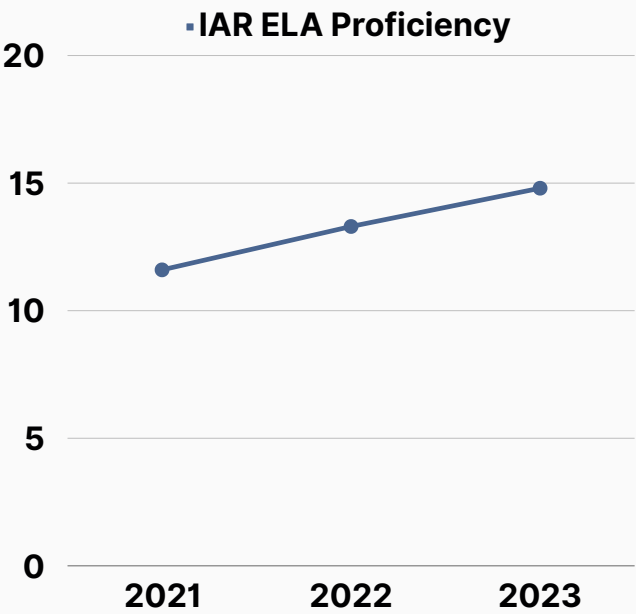
| Grade | # of Stud. | % At-Risk         | % Failing          |
|-------|------------|-------------------|--------------------|
| 6th   | 258        | 18% (47 Students) | 66% (170 Students) |
| 7th   | 279        | 20% (55 Students) | 62% (173 Students) |
| 8th   | 178        | 23% (53 Students) | 54% (129 Students) |

| Grade | # of Stud. | % At-Risk         | % Failing          |
|-------|------------|-------------------|--------------------|
| 6th   | 258        | 12% (33 Student)  | 77% (203 Students) |
| 7th   | 279        | 17% (47 Students) | 68% (192 Students) |
| 8th   | 178        | 18% (44 Students) | 65% (153 Students) |

# Prairie Hills JH

## IAR Proficiency and Growth

**Prairie Hills JH IAR** demonstrates that ELA only increased 1 percentage and math proficiency decreased by 3 percentage points from SY22 to SY23. Both ELA and math growth decreased drastically from SY22 to SY23.

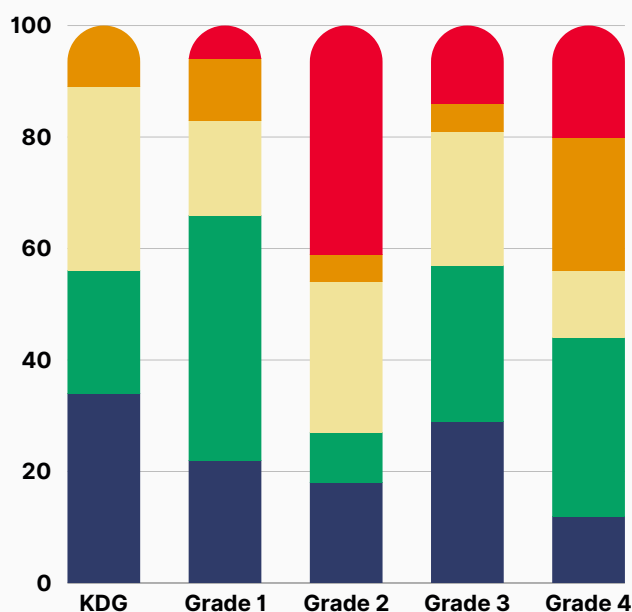


# Prairie Hills ST

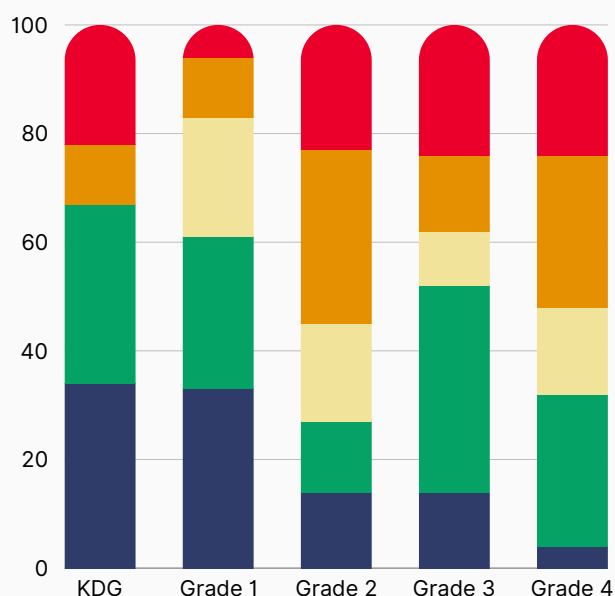
NWEA - Fall 2023

NWEA Fall data serves as an universal screener in identifying students at risk for academic difficulty. This data suggest that a great number of students require multi-tiered support based on the level of academic risk. The following tables provide percentages of current students in each grade level that is considered At-Risk. The data demonstrates that 2nd grade has only 27% proficiency in reading and math. Fourth grade has a 32% proficiency rate in Math. All other grades are performing above 50% in reading and math.

## ELA



## MATH



| Grade   | # of Stud. | % At-Risk         | % Failing         |
|---------|------------|-------------------|-------------------|
| KDG     | 9          | 33% (3 Students)  | 11% (1 Students)  |
| GRADE 1 | 18         | 13% (3 Students)  | 17% (3 Students)  |
| GRADE 2 | 22         | 27% (6 Students)  | 46% (10 Students) |
| GRADE 3 | 21         | 24% (5 Students)  | 19% (4 Students)  |
| GRADE 4 | 25         | 21% (10 Students) | 44% (11 Students) |

| Grade   | # of Stud. | % At-Risk        | % Failing         |
|---------|------------|------------------|-------------------|
| KDG     | 9          | 0% (0 Student)   | 33% (3 Students)  |
| GRADE 1 | 18         | 22% (4 Students) | 17% (3 Students)  |
| GRADE 2 | 22         | 18% (4 Students) | 55% (12 Students) |
| GRADE 3 | 21         | 10% (2 Students) | 38% (8 Students)  |
| GRADE 4 | 25         | 16% (4 Students) | 52% (13 Students) |

## Overall District Science Proficiency

**FY 22**  
**26**

**FY23**  
**10**

**Diff.**  
**-16**

## Science Proficiency by School

| School           | FY'22 | FY'23 | Change |
|------------------|-------|-------|--------|
| Prairie Hills JH | 24    | 16    | -8     |
| Field Crest      | 37    | 34    | -3     |
| Highland         | 34    | 18    | -16    |
| Markham Park     | 34    | 24    | -10    |
| Nob Hills        | 17    | 16    | -1     |
| Chateaux         | 25    | 22    | -3     |
| Mae Jemison      | 15    | 19    | +4     |

All school (except Mae Jemison) have a negative growth in science proficiency from the 2022 to 2023 school year.

# THE

## DATA GUIDE

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This Data Guide will allow educators to use data to support individual students and teachers and to guide the actions of district and school leaders in improving student outcomes. More specifically, this guide will be used to:

- 1. Identify individual student needs and place students in groups, interventions, programs, and classrooms.
- 2. Use student assessment data to monitor overall student progress, to customize learning opportunities for individual students, to place students in small learning groups or short-term intervention programs, to place students in classrooms or academic courses, and to assign them to or exit them from programs such as bilingual or special education programs and programs for gifted and talented students.
- 3. Modify curriculum and instruction. Data may be used to identify learning objectives that students didn't learn and that must therefore be retaught, to identify objectives students have mastered, to address gaps in students' prerequisite knowledge and skills, to modify the sequence of topics, to adjust the amount of time allocated to each topic, and to monitor whether the district's curriculum is being taught at the desired level of rigor.
- 4. Motivate students and educators. Data can be used to set goals for students, classrooms, and schools; to monitor whether these goals have been met; and to recognize individual and group success.
- 5. Coach and train teachers and other school personnel. Data may be used to guide discussions among educators, to inform educators of their strengths and assist them with their weaknesses, and to identify individuals for possible promotion or termination.
- 6. Adopt and evaluate programs. Data can be used to pilot new programs or evaluate old ones; to adjust school routines, procedures, and schedules by troubleshooting difficulties with student attendance or behavior; and to examine whether past decisions have had the desired consequences.
- 7. Communicate information to stakeholders and other audiences. Data can be used to communicate with parents when their children need additional academic interventions, and with parents and public audiences about school programs and performance.



# Recommendations

*We spend a lot of time and money on testing but not much time on what to do with the test results.*



## Recommendation #1 - MTSS

District must implement an effective MTSS program immediately. MTSS is designed to help schools identify struggling students early and intervene quickly. MTSS will support academic growth, but will also support behavioral and social and emotional needs.



## Recommendation #2 - Math Supports

Acknowledging diversity involves supporting the needs of all students in the general mathematics classrooms. Providing critical math interventions and guided math instructions will measure students progress regularly to improve upon learning outcomes.



## Recommendation #3 - Science PD

Professional Development programs for science teachers are essential to maintaining high-quality teaching in the classroom. Providing science development enables science teachers to keep up with a continuously evolving subject while gaining new educational skills and techniques to bring to the classroom.



## Recommendation #4 - Special Education Strategies

Provide teachers with excellent teaching strategies for students with **disabilities**. These strategies, along with an evidence-based SpEd curriculum, can be crucial in helping students thrive.



## Recommendation #5 - Attendance Plan

The District should build an effective Student Attendance Intervention Plan to reduce chronic absenteeism, and get students back in the classroom.

The Student Attendance Intervention Plan will review individual students who are chronically absent and ensure their needs are met using all available resources.



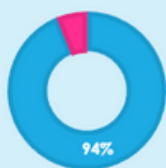
## Recommendation #6 - Teacher Recruitment Plan

The District must create a year-round, multi-stakeholder recruitment system. Recognizing that recruitment and selection is a **year-round job** that requires creativity to ensure that the best candidates are hired. This work can not be the sole responsibility of HR alone, building leaders and other key District staff should have roles.

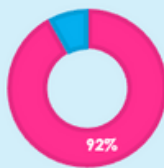


## PRAIRE-HILLS SCHOOL DISTRICT 144

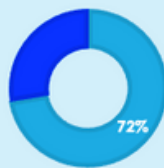
2019 ATTENDANCE



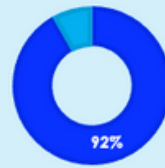
2020 ATTENDANCE



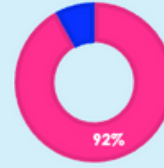
2021 ATTENDANCE



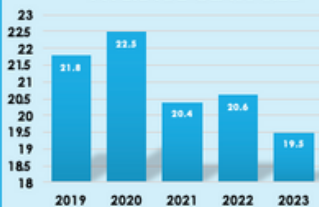
2022 ATTENDANCE



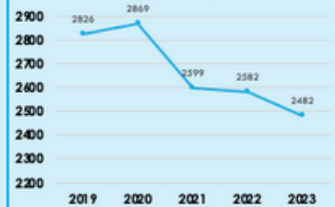
2023 ATTENDANCE



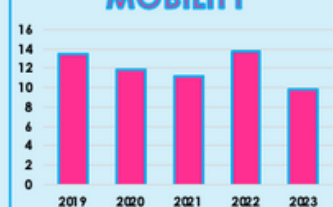
AVERAGE CLASS SIZE



ENROLLMENT



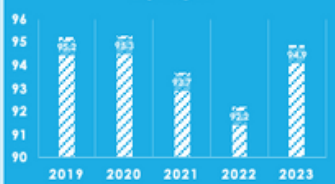
MOBILITY



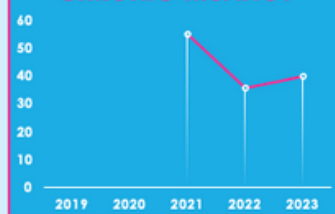
STUDENT-TEACHER RATIO



FREE AND REDUCED LUNCH



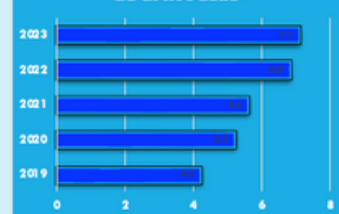
CHRONIC TRUANCY



IEP PLACEMENT PERCENTAGE



EL ENROLLED



FULL TIME ADMINISTRATORS



FULL TIME TEACHERS



### The District Dashboard

The Dashboard shows the quality of the District's schools and compares attendance rates, assessment scores, student-to-staff ratios, and more. The District will use the data to help make informed decisions to help each child reach full success.



# Thank You!



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