

[Southwestern Community Unit School District Report Card Link](#)

**The above link will allow each visitor to review the 2016 Southwestern CUSD #9 District Report Card as well as each individual building's report card. Below is a snapshot of student standardized test scores and initiatives that have been put in place to improve student achievement.**

Overall student performance on the 2016 PARCC Assessment showed 39% of 3<sup>rd</sup> – 8<sup>th</sup> grade students, high school geometry students and 10<sup>th</sup> grade English students met or exceeded the Illinois Learning Standards compared to the State average of 34% in math and English/Language Arts. The spring of 2017 will be the second time students will be administered the PARCC Assessment in grades 3<sup>rd</sup> – 8<sup>th</sup>. High school students will be administered the SAT for the first time this spring as the state has transitioned away from the ACT.

43% of Southwestern students met or exceeded on the 2016 PARCC English and Language Arts Assessment compared to the state average of 36%. 36% of Southwestern Students met or exceeded on the 2016 PARCC Math Assessment compared the state average of 31%. District wide, Southwestern students scored better than the state average on the PARCC English and Language Arts and Math Assessments and are performing as well or better than school districts in our area. A breakdown by building is listed below:

<u>Assessment Area</u>	<u>Building</u>	<u>State</u>
HS ELA	60	36
HS Math	44	31
MS ELA	29	36
MS Math	34	31
5-6 ELA	48	36
5-6 Math	33	31
3-4 ELA	45	36
3-4 Math	37	31

\*Met or Exceeded percentages dropped state wide with introduction of the PARCC Assessment that increased rigor and contains higher expectations.

The following reflects how 2016 Southwestern High School Graduates performed on the ACT when compared to the State of Illinois Average Score:

<u>Area</u>	<u>District</u>	<u>State</u>
English	19.5	20.5
Math	20.3	20.6
Reading	20.3	21.0
Science	20.0	20.6
Composite	20.2	20.8

The following information details plans for improvement for the 2017 School Year:

In grades kindergarten through sixth grade ongoing data analysis is taking place as students engage in benchmark assessments for their respective grade level, progress monitoring of identified deficit areas and level

mastery in the classroom. Supplementary focused interventions (e.g. Reading A to Z, Leveled Literacy Intervention) are in place to support learning in both reading and writing skills for at-risk and special education students.

In grades 7 through 11, ongoing assessment and data analysis is taking place. This information is being utilized by teachers to identify skill deficits present and provide additional instruction in these areas as needed.

Teachers in grades 3<sup>rd</sup> – 8<sup>th</sup> grade and high school review PARCC Assessment Data which details our students' areas of strength and areas that need improvement from data collected in the previous year's state assessment. This information allows our teachers the opportunity to adjust curriculum and lesson plans in order to improve student skills.

In grades 7 through 11, students are placed, based on ability, in the appropriate language arts and math classes. This information is also utilized when creating or adapting lesson plans to help meet the needs of students on a daily basis.

Common Assessments in math and ELA are being utilized by teachers in kindergarten through 12<sup>th</sup> grade to determine student growth from the start of the school year through the conclusion of 1<sup>st</sup> semester. This data helps teachers determine the effectiveness of the lessons, curriculum and whether students are retaining the information and skills.

The high school Support for Academic Success (SAS) and middle school advisory classes have been moved to the end of the day to help better meet the needs of students. Students who demonstrated areas that need improvement in English or math were placed with an English or math teacher during SAS or advisory time. This allows English and math teachers to work with students individually at the end of the day.

The high school Freshman Academy, is a curriculum being led by upper class mentors and facilitated by Freshman Academy teachers. The annual program provides students the opportunity to improve study skills, time management, career exploration, organization, and an overall better understanding of the high school culture.

PBIS (Positive Behavior Interventions and Supports) Tier 1 and Tier 2 continues to produce positive results. Student behavior data, which is collected monthly and reviewed, indicates behavior has and continues to improve. School-wide acknowledgements are occurring and are constantly reviewed to make sure positive behaviors are being encouraged.

2<sup>nd</sup> – 6<sup>th</sup> grade math students are placed in math classes based on achievement levels and students' placements changes throughout the school year as their math skills evolve to ensure their individual math needs are being met.

Attendance, behavior and academic goals are established annually in each building. The goals provide a solid focus with attainable outcomes for students, faculty and staff.

Nine (9) two o'clock dismissals have been scheduled during the school year to allow teachers to develop student growth exams, align/update curriculum, collaborate and establish open lines of communication across grade levels and within departments.

Co-teaching has been increased at the middle school for the FY 17 school year to better serve at-risk students.

Faculty are currently evaluating a new curriculum for English and Language Arts in grades K-6 and 9-12.

Faculty are currently reviewing various progress monitoring instruments to replace Discovery Education for the 2017-2018 school year.