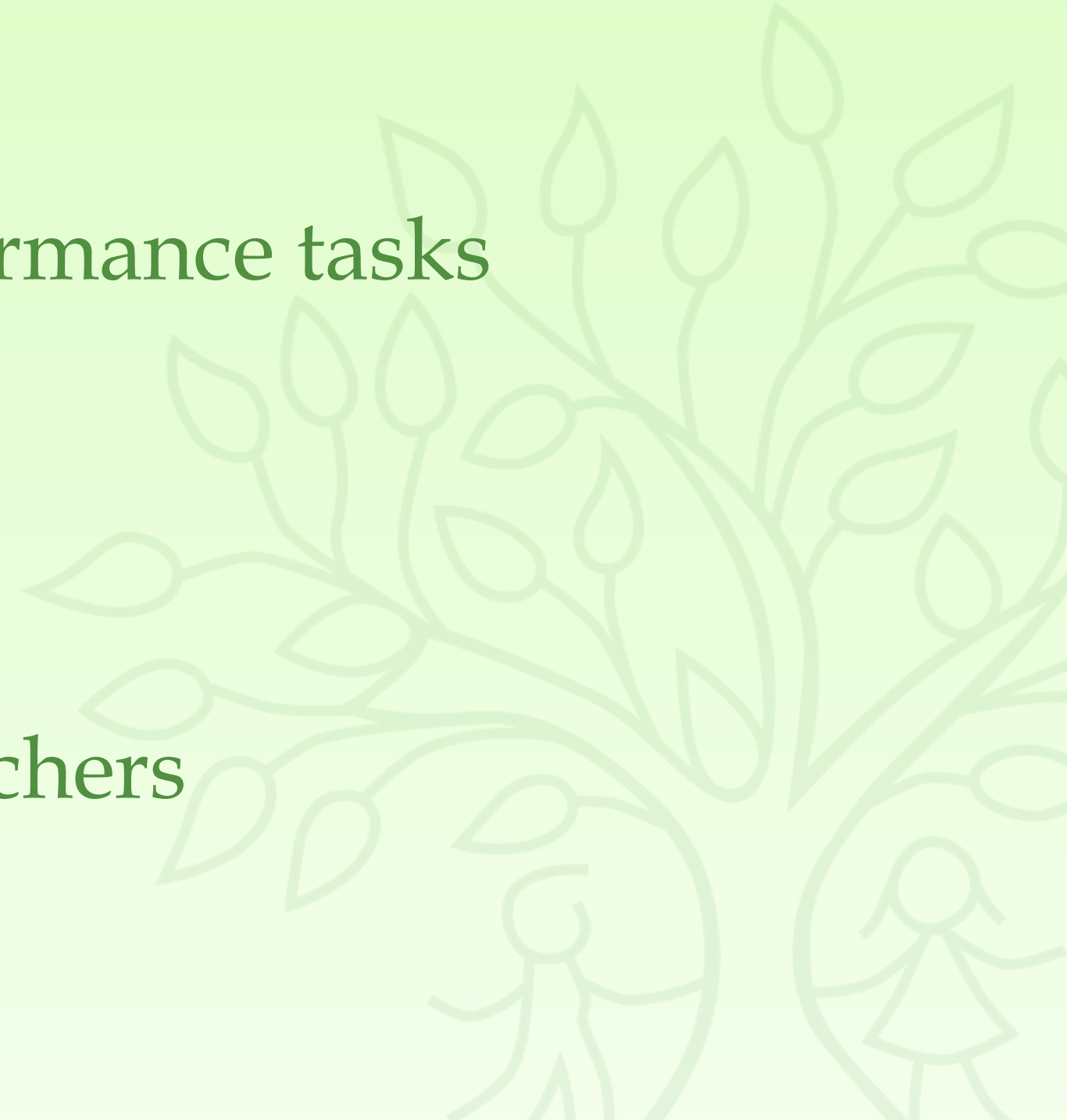




2015 ERB Results

January 26, 2016

Data Points Used to Assess Growth and Achievement

- ▶ Classroom assessments
 - ▶ Student products/performance tasks
 - ▶ Student self-assessment
 - ▶ Standardized tests
 - ▶ Input from parents
 - ▶ Input from previous teachers
- 

What is the ERB?

- ▶ One of four factors that New Trier considers when making placement decisions
- ▶ A comprehensive testing program written by the Education Records Bureau (ERB) to assess reasoning and achievement
- ▶ Over 2,000 public and private schools use this challenging assessment to differentiate students at the highest level

Areas Measured by ERB

- ▶ Verbal Reasoning
- ▶ Reading Comprehension
- ▶ Quantitative Reasoning
- ▶ Mathematics



Norm Groups

- ▶ National Norm – Compares CWS students' performance with students across the nation, regardless of school type
- ▶ Suburban Public Norm – Created using public “like-member” schools, *i.e. New Trier (IL); New Canaan, Darien, Wilton Schools (CT)*
- ▶ Independent School Norm – Created using independent member schools, *i.e. Chicago Lab School, Francis Parker, Latin School, LFC*

Washburne Students at the 75th Percentile

Test Area	National percentile	Suburban percentile	Independent percentile
Verbal Reasoning	92	69	60
Reading Comprehension	91	75	76
Quantitative Reasoning	97	69	68
Mathematics 1 & 2	97	70	74

Washburne Students at the 50th Percentile

Test Area	National percentile	Suburban percentile	Independent percentile
Verbal Reasoning	85	50	41
Reading Comprehension	81	53	53
Quantitative Reasoning	92	53	50
Mathematics 1 & 2	91	49	52

Washburne Students at the 25th Percentile

Test Area	National percentile	Suburban percentile	Independent percentile
Verbal Reasoning	69	24	17
Reading Comprehension	64	25	25
Quantitative Reasoning	80	30	25
Mathematics 1 & 2	78	29	30

Three 8th Grade Classes (75th Percentile)

2013-2014

2014-2015

2015-2016

Test	N%	S%	I%		N%	S%	I%		N%	S%	I%
Verbal Reasoning	92	70	58		92	69	59		92	69	60
Reading Comp.	91	78	74		89	69	67		91	75	76
Quantitative Reasoning	98	79	75		98	77	75		97	69	68
Math 1 & 2	98	79	79		98	78	81		97	70	74

Percent of Content Mastery

	Verbal Reasoning	Reading Comprehension	Qualitative Reasoning	Math 1 & 2
CWS	69	75	62	63
NT	70	76	66	66

Average Scale Scores

	Verbal Reasoning	Reading Comprehension	Qualitative Reasoning	Math 1 & 2
CWS	360	365	363	356
NT	363	366	369	361

“Big Picture” Perspective

- ▶ In 2015 in math, the percentage of students in stanines 1-3 has stayed fairly consistent with previous years
- ▶ In 2015 in math, some students have shifted from stanines 7-9 to stanines 4-6
- ▶ Compared to suburban and independent schools, more CWS students are performing at an average level rather than above average in math
- ▶ We anticipate, due to this, more students may be placed in level 3 courses at NT

What We Know

- ▶ This Cohort:
 - ▶ has consistently performed at an average level on standardized tests while scoring lower than the previous 5 years of classes
 - ▶ has 5% fewer students in One Year Math than typical
 - ▶ has not experienced major changes in materials
 - ▶ was introduced to the revised math curriculum in grade 6

What Have We Done

- ▶ CWS Principal discussed results with NT freshman campus Principal
- ▶ Math Department reviewed data including:
 - ▶ individual student performance
 - ▶ overall sub-category performance
- ▶ CWS Assistant Principal and Math Department Chair met with NT administration for feedback

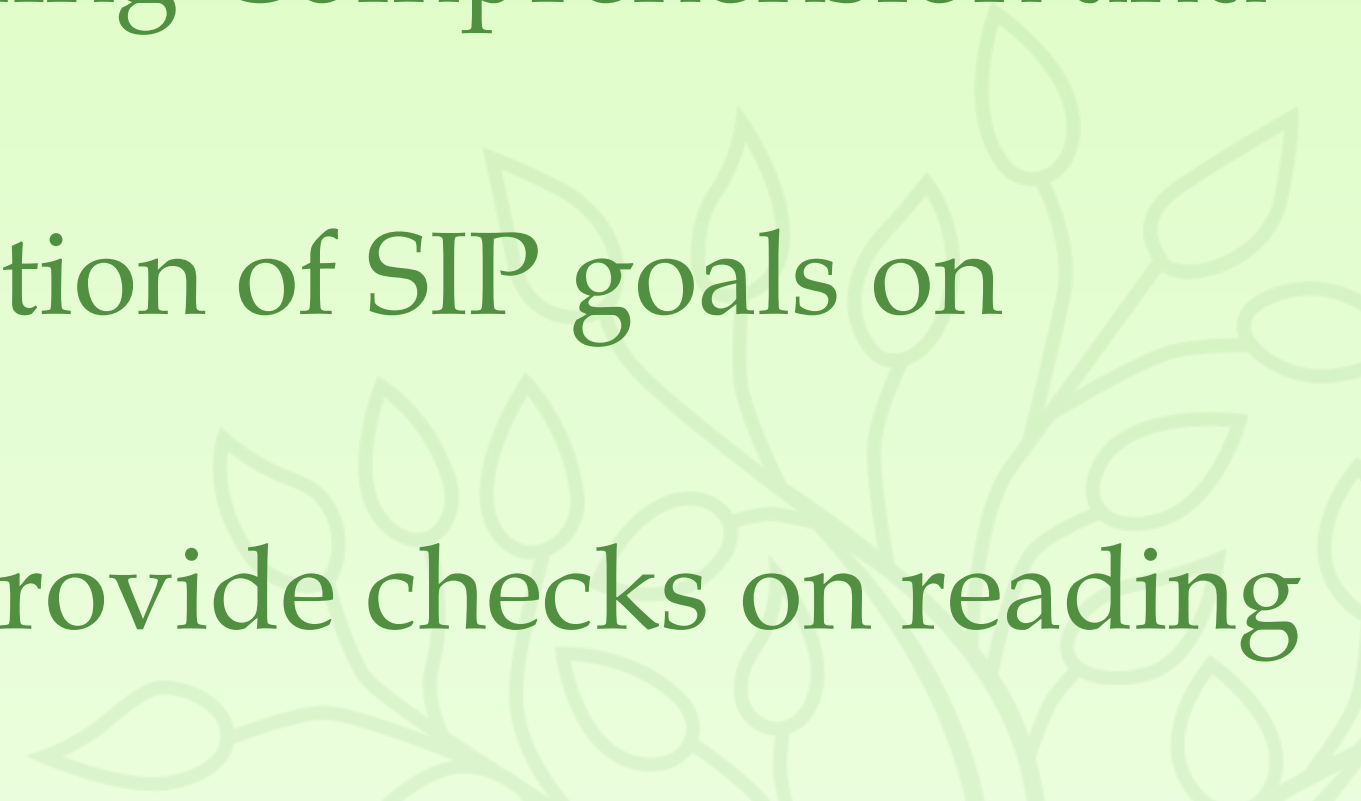
What Have We Learned

- ▶ Placement is made using various methods:
 - ▶ ERB data, teacher recommendations, student self-assessment, parent feedback
- ▶ CWS students are placed correctly at NT and rarely drop levels
- ▶ D36 curriculum prepares students for NT; CWS students' academic performance is in line with other freshmen at NT

Next Steps

- ▶ Complete deeper exploration of Math data
 - ▶ Analyze student performance by level
- ▶ Continue articulation with New Trier
- ▶ Participate in District Math Program evaluation (grades 1-8)
- ▶ Host Math Winnetka Parent Institute with Paul Sally, Associate Superintendent of New Trier, on February 10, 2016

Next Steps

- ▶ Maintain focus on Reading Comprehension and Verbal Reasoning
 - ▶ Continue implementation of SIP goals on reading
 - ▶ Select instrument to provide checks on reading progress
- 

Next Steps

- ▶ Work with ERB to have a more comprehensive understanding of the test and determine alignment to D36 curriculum
- ▶ Teachers will use upcoming conference period to help parents understand scores and/or placement
- ▶ Host Winnetka Parent Institute with Linda Yonke, Superintendent of New Trier, on February 18, 2016

