



OCUSD Demographics and Student Performance

Executive Summary

We have pockets of excellence everywhere, but areas of concern, as well. The intent of this document is to provide a thorough overview of our areas of success so that we can use data to inform our decisions around programming, personnel, and improvement efforts.

Some overall takeaways that I think we should be very mindful of at this point in this data analysis:

- We are educating the most at-risk (if you combine the Rochelle Elementary and Rochelle High School enrollment together) population in the county with nearly the lowest expenditure amount per pupil and returning very uneven results.
- The 3rd through 8th grade state assessment taken is called IAR (Illinois Assessment of Readiness). We are absolutely trending in the right direction at OES and in the junior high levels in terms of attainment (scoring high).
 - ELA performance on IAR at the 3-8 level over the past four years is the second worst in the county. The projected meets and exceeds number for this year is higher than any four-year average for any school in the county.
 - This, however, is largely buoyed by 7th and 8th grade performance.
 - Math performance on IAR at the 3-8 level over the past four years is in the middle of the pack for the county and right at the state average. This year's projections are the highest in the last five years and would beat the four-year average of every other county district besides one.
- Grade level IAR data for ELA shows significant decreases in achievement at grades 5, 6, and, typically, 8 when we look at longitudinal data. The projected scores for this 8th grade year outperform the four year average before that by nearly 40%.
- Grade level IAR data for math show extreme performance issues for OCUSD between 5th and 8th grades in terms of math achievement. High school SAT math is also extremely low, which likely tracks back to the underperformance in 5th through 8th grades.
- IAR also measures growth. We are growing students faster than the state average in ELA and slower than the state average in math.
- Cohort (set of graduates) data in ELA indicates a positive trend, with some concerning dips in 5th and 6th grades, but then rebounding nicely in 7th and 8th grades.
- Cohort data indicates that in math only one of nine cohorts shows positive trajectory in their math performance over time.



- The assessment for the last six years at the high school level has been the SAT. Data from the high school is not yet available for this year, but in previous years the data was disappointing. It is also important to note that the state of Illinois has switched back to the ACT for the 2024-2025 school year so true comparative data will not be available moving forward.
 - Over the past five years our SAT performance is the worst or 2nd worst (by less than one percent) in the county for both English and math. Neither subject shows a positive trend of improvement at this point.
- Science data is measured by the Illinois Science Assessment (ISA) in three grades throughout a student's school experience. Overall data across the district shows OCUSD performing the second lowest in the county, but still better than the state average.
- Our graduation rate is the highest in the county over the past six years and better than the state average by over one percent.
- 9th grade students on track to graduate is another data point used by the state of Illinois. OCUSD has the second highest on track to graduate percentage over the past six years in the county and outperforms the state average by over seven percentage points.



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Low SES percentage

Low socioeconomic status (SES) is a significant measure of students being at-risk due to the numerous challenges and barriers it introduces to their academic and personal development. Students from low SES backgrounds often face inadequate access to educational resources, including books, technology, and extracurricular activities, which can impede their learning and academic achievement.

Additionally, low SES is frequently associated with higher levels of stress and instability in the home environment, which can negatively affect cognitive development and emotional well-being. These factors collectively contribute to higher dropout rates, lower academic performance, and diminished future opportunities for low SES students, thereby categorizing them as at-risk.

Studies by the American Psychological Association and the National Center for Education Statistics support these findings, emphasizing the critical need for targeted interventions to support low SES students and mitigate these risks.

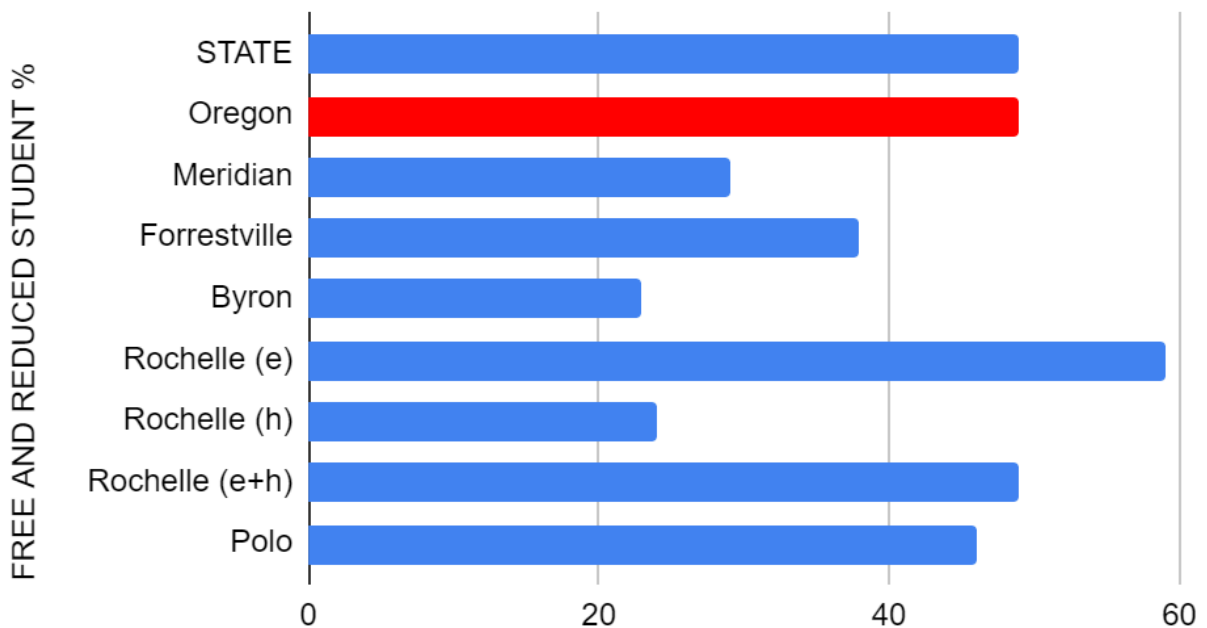
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH						
	2018	2019	2020	2021	2022	2023
STATE	49	49	49	48	47	49
Oregon	45	44	45	42	45	49
Meridian	27	26	24	23	23	29
Forrestville	32	34	31	31	32	38
Byron	21	25	22	21	20	23
Rochelle (E)	49	-	51	55	52	59
Rochelle (HS)	22	25	25	16	16	24
Rochelle (E+HS)						49
Polo	47	48	46	41	40	46



When the data is examined (combining the student population from Rochelle Elementary and Rochelle High School Districts) Oregon CUSD serves the most at-risk population in the county and a demographic pairing that accurately represents that of the state of Illinois from the standpoint of low SES students.

For a more graphic look at this data, here is a graphic comparing county-wide schools' low SES percentage based on the most recently published data from the Illinois State Board of Education.

Low SES Percentage by District and State

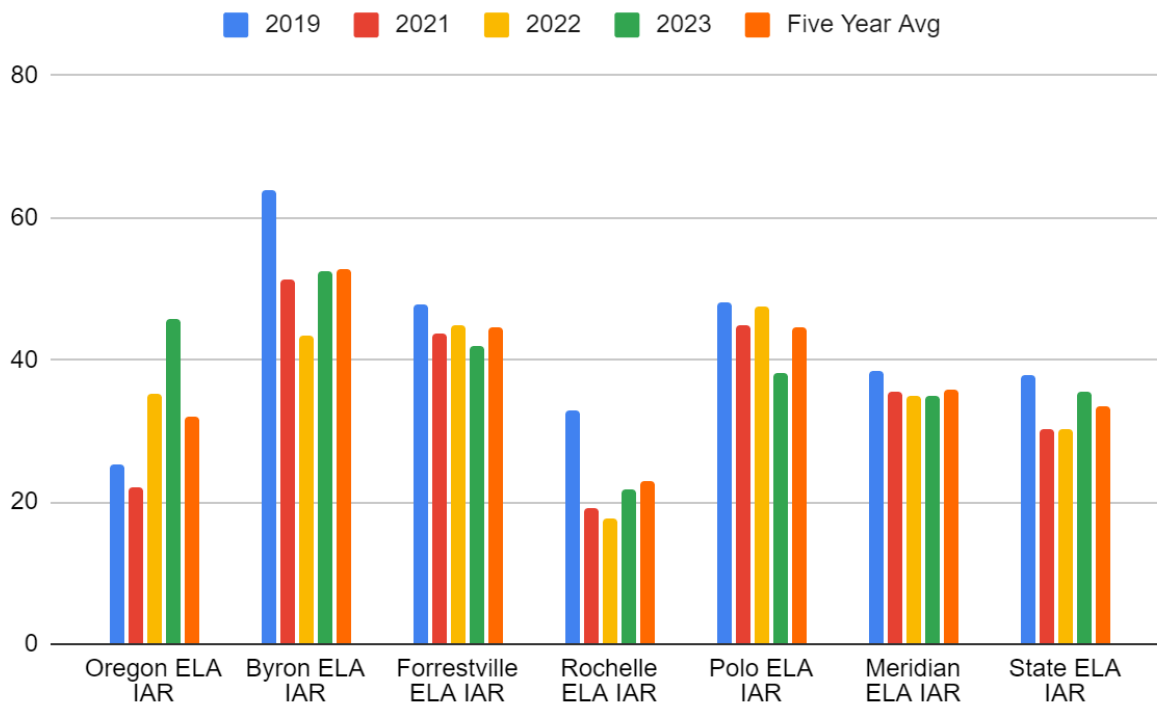




District Wide IAR Performance Over Time

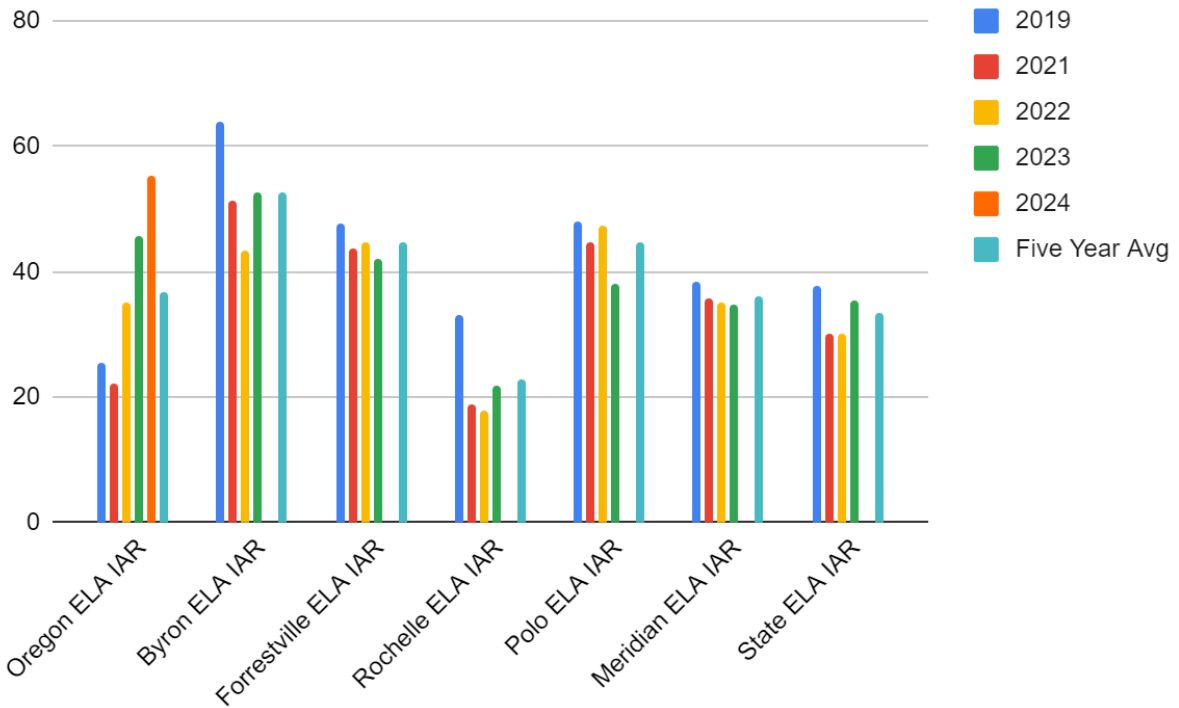
IAR ELA

As you can see from the visual below, district-wide IAR performance data for ELA has increased over time and is trending in the right direction, particularly when compared to our peer districts in the county.



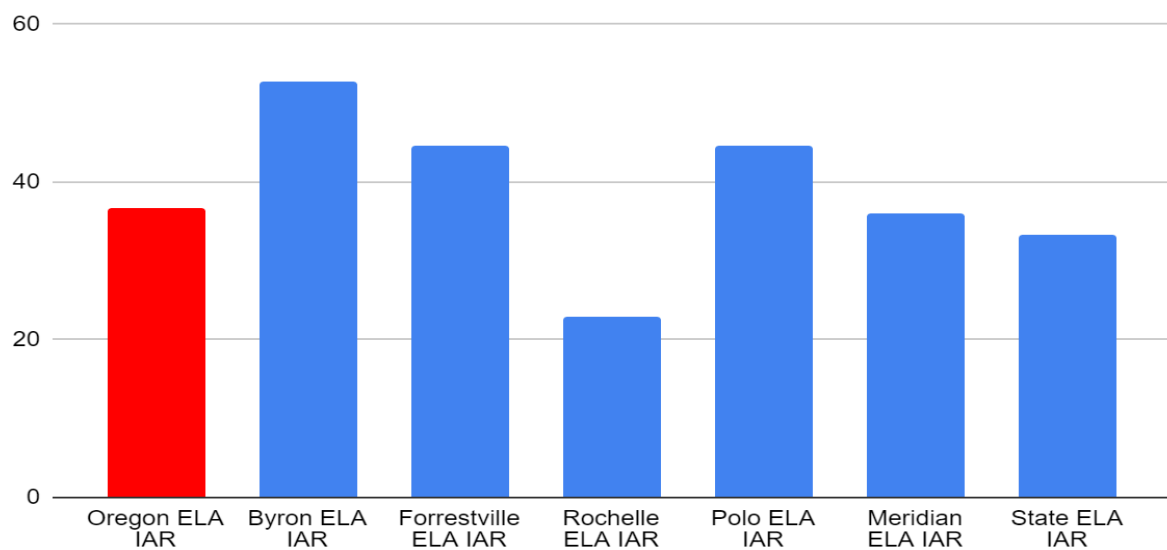
While we only have preliminary data for 2024 data, and only have it for our district, the change in trajectory is striking when it is added to that chart. It is also clear that this year's projection of the OCUSD ELA IAR data is not only the best in our local history, but is one of the best scores ever in our county.

While there have been overall improvements, this large jump in score is largely due to incredible performance at the 7th and 8th grade levels. Once again, this proves that our kids are capable of great things.



For a cleaner view of five year averages (with the caveat that we are adding in our 2024 data when we do not have other districts), here is a quick look at that information.

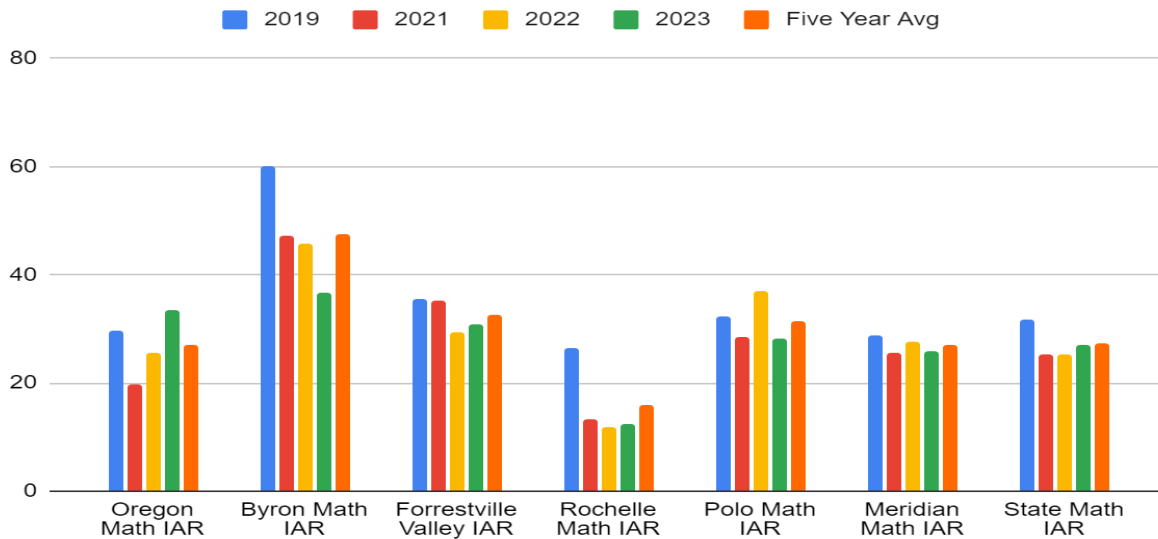
Five Year IAR ELA Average Meets and Exceeds



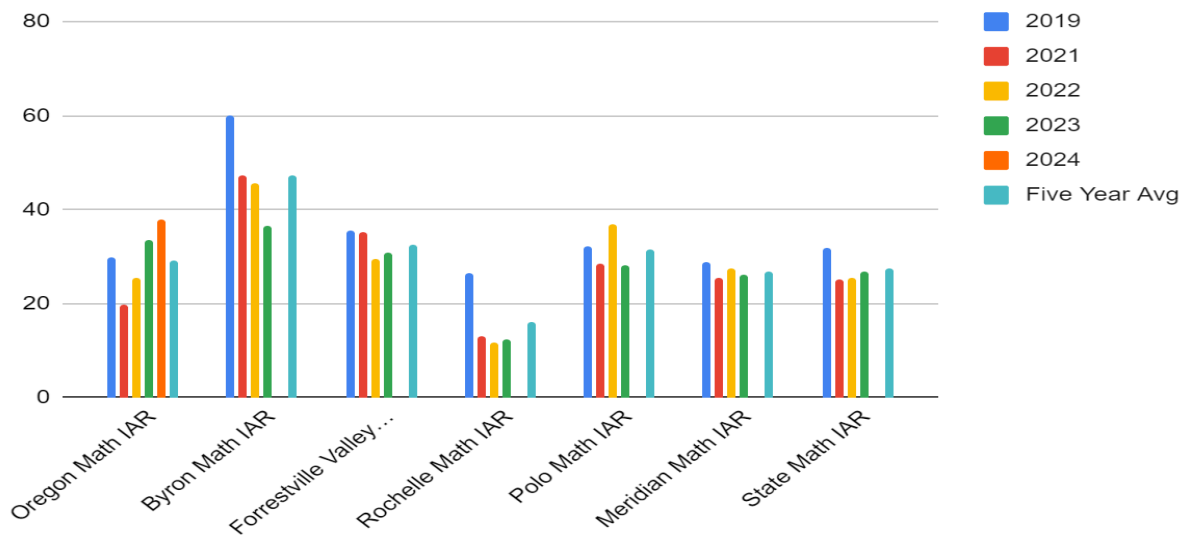


IAR Math

The Math data is not quite as encouraging, but it is trending in the correct direction. In both 2023, and what is projected to be the scores in 2024, we achieved our local best in performance. Still, our performance is below the county-wide and state-wide averages.



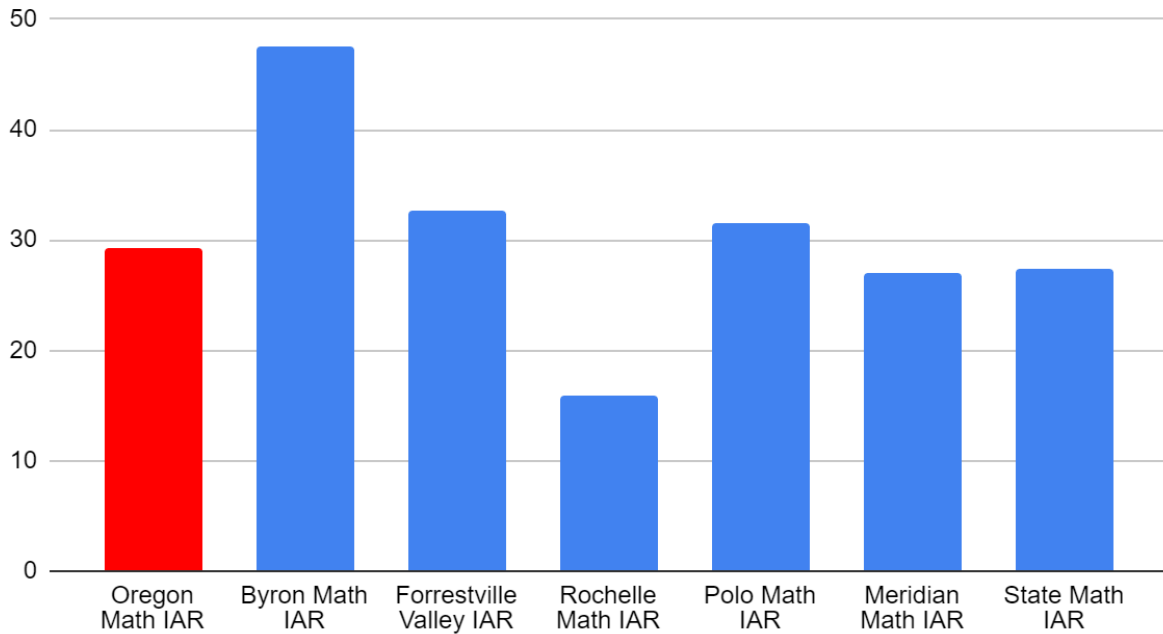
Similar to the ELA data, when the projected data for math is added in, we see a large jump in our overall performance, comparatively and on average. The growth is to be commended, but we still have progress to make.





For a cleaner view of five year averages (with the caveat that we are adding in our 2024 data when we do not have other districts), here is a quick look at that information.

Five Year IAR Math Meets and Exceeds Average

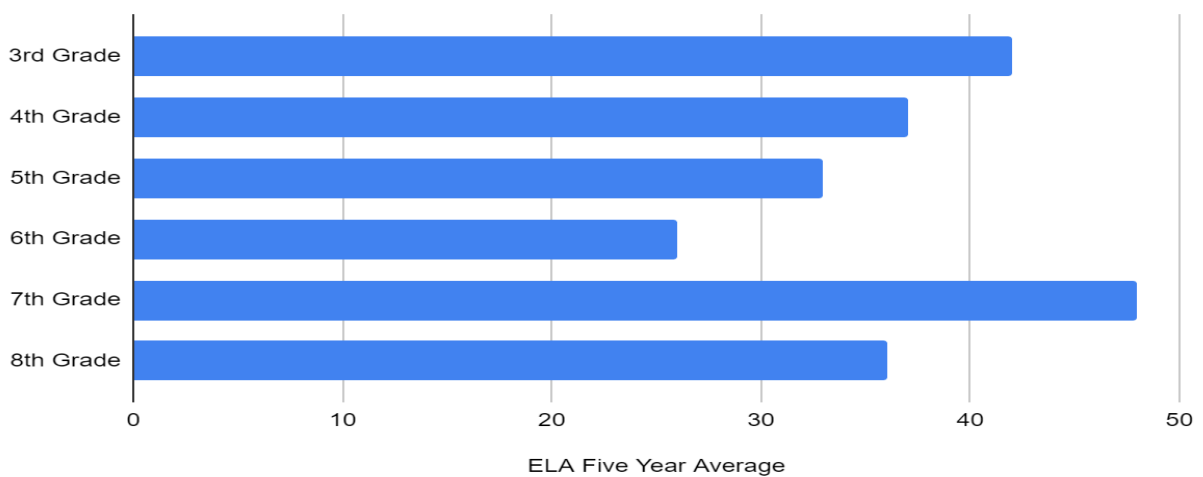




IAR by Grade Level

Examining IAR performance over five years per grade level allow us to determine trends in our performance and where we can work to most systematically improve our performance. We have included our preliminary data IAR data in these graphs and that is not yet available for other districts.

IAR ELA Five Year Average M+E per Grade Level

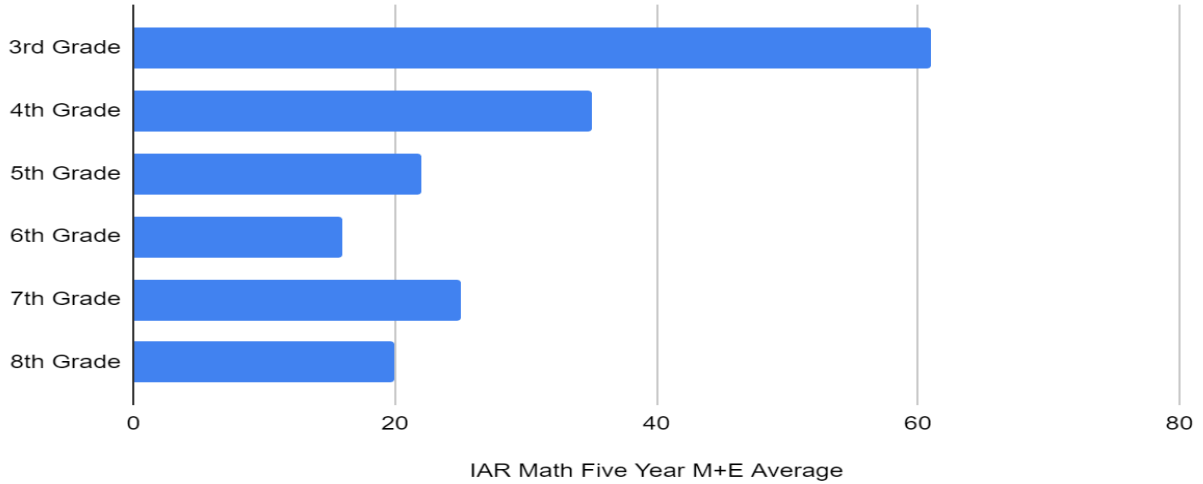


This graphic allows you to clearly see the impact of a singular teacher's effort at the 7th grade level in changing the trajectory of our ELA scores.

For math, the visual is more confounding because it is easy to see the regression, as mentioned in the Executive Summary.



IAR Math Five Year M+E Average Per Grade Level.



IAR Five Year Average Performance Compared to County-Wide Districts

Grade	ELA rank out of 6	Math rank out of 6
3rd	2nd	2nd
4th	4th	2nd
5th	4th	4th
6th	6th	5th
7th	4th	5th
8th	5th	5th

IAR Most Recent Year of Data Performance Compared to County-Wide Districts



Grade	ELA rank out of 6	Math rank out of 6
3rd	4th	1st
4th	1st	1st
5th	4th	5th
6th	3rd	3rd
7th	2nd	3rd
8th	2nd	3rd



IAR Cohort Data - ELA

Cohort data allows us to track the same group of students over time, which is different from previous methods where we compared different grade levels each year to find trends among specific grades or teachers. By examining cohort data, we aim to see if these student groups are improving or declining in their performance relative to state standards.

Notes:

1. The black boxes indicate that IAR was not the standardized assessment given by the state of Illinois at that time.
2. The green boxes indicate the COVID year in which there were no standardized assessments given by the state of Illinois.

ELA COHORT DATA IAR MEETS and EXCEEDS PERCENTAGE						
	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Class of 2025				13.6		18
Class of 2026			21.4		19.8	28.2
Class of 2027		24.3		12.8	52.1	41.8
Class of 2028	39.3		20.7	25.5	62.3	68
Class of 2029		23	25.5	42.7	70	
Class of 2030	44.6	35.3	41	36		
Class of 2031	45.5	55.7	57			
Class of 2032	30.1	49				
Class of 2033	51.7					

This ELA data indicates that largely we are seeing positive trend data in how our students are progressing against standard over time.



IAR Cohort Data - Math

Unfortunately, the math data below shows the opposite trend for our cohorts of students. Our students start off scoring exceptionally well and regress over time. As a reminder, the black boxes indicate that IAR was not the standardized assessment given by the state of Illinois at that time, and the green boxes indicate the COVID year in which there were no standardized assessments given by the state of Illinois.

MATH COHORT DATA IAR MEETS and EXCEEDS PERCENTAGE						
	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
Class of 2025				19		9.8
Class of 2026			30.4		22.6	14.6
Class of 2027		32		13	22.4	21.4
Class of 2028	57.3		11.9	9.9	30.6	32
Class of 2029		13.2	12.8	18	26	
Class of 2030	56	33	19.3	18		
Class of 2031	66	48.8	38			
Class of 2032	61.3	48				
Class of 2033	66					



IAR Growth Data

The Illinois State Board of Education (ISBE) employs the Illinois Assessment of Readiness (IAR) growth metric in addition to the IAR attainment method to provide a more comprehensive evaluation of student progress and school performance.

The attainment method measures whether students meet state standards at a specific point in time, offering a snapshot of student performance. However, this approach does not account for individual student progress over time, which can be influenced by various factors including starting proficiency levels, socio-economic background, and access to educational resources.

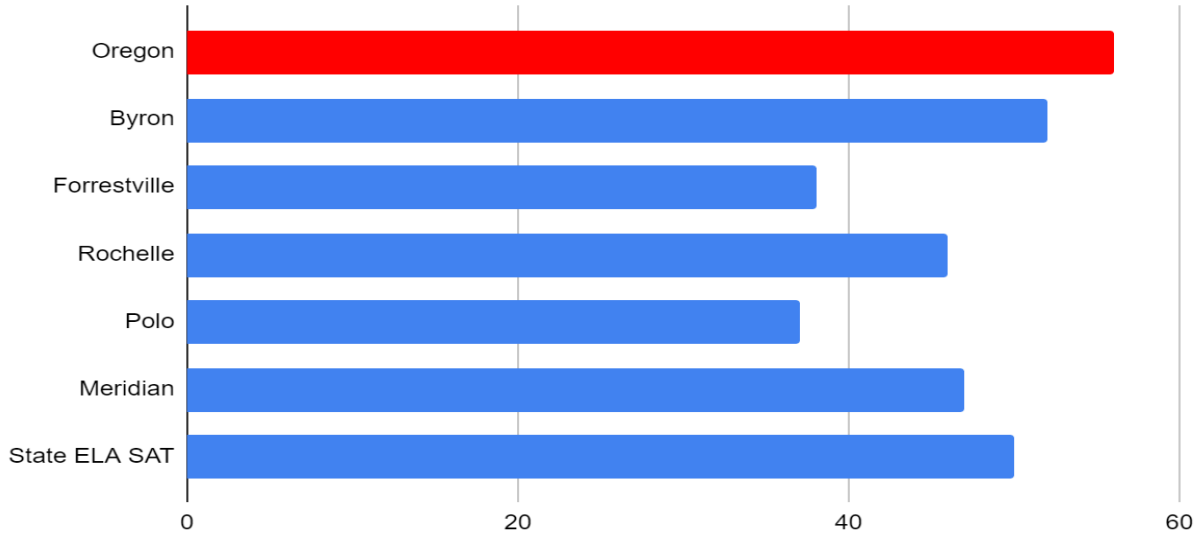
The growth metric, on the other hand, tracks the progress of the same students from year to year, allowing educators to see how much individual students are improving, regardless of where they started. This helps identify whether students are making appropriate academic gains and can highlight the effectiveness of instructional strategies and interventions aimed at promoting student growth. Schools serving a higher proportion of low-performing or disadvantaged students might not show high attainment levels but could demonstrate significant growth, reflecting the effectiveness of their teaching practices and interventions.

Given that this is a comparative metric, the state average will always be 50% on this measure. So, any district growing kids higher than 50% is a positive indicator and lower than 50% means that the performance is below that of the average in the state.

Our most recent data on this measure is currently from 2023.

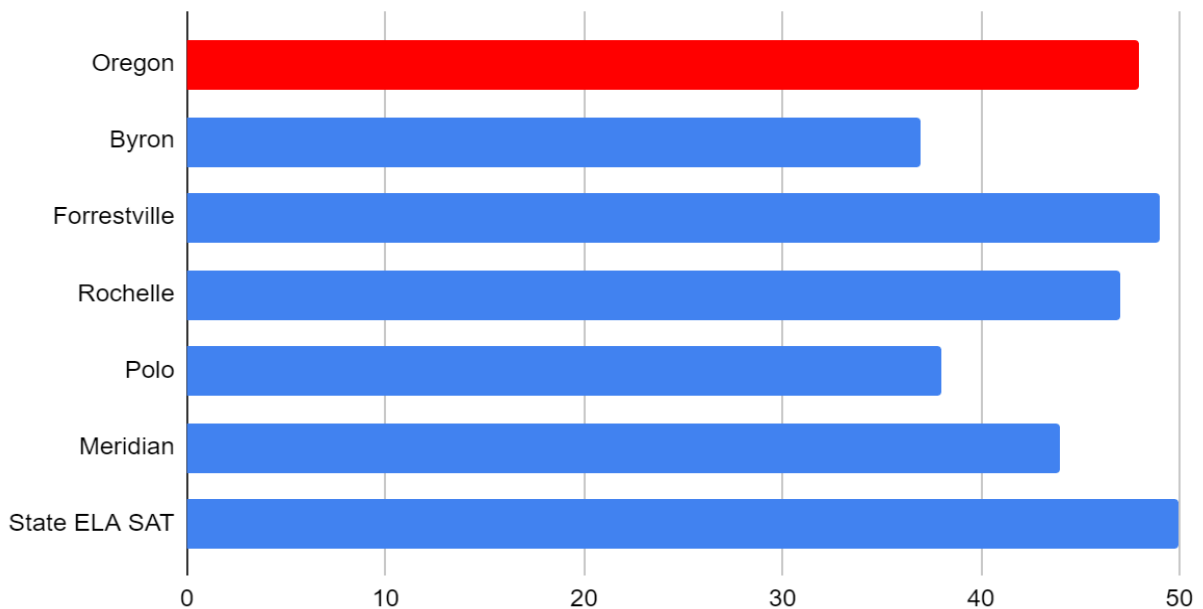


2023 IAR District Growth - ELA



This data shows that our students on average (in 2023) made more growth in ELA in grades 3-8 than the rest of the districts in the county and better than the statewide average.

District IAR Growth - Math



The math data is not quite as strong. Our students are not growing at the rate that the rest of the state is growing and is behind other county districts, as well.



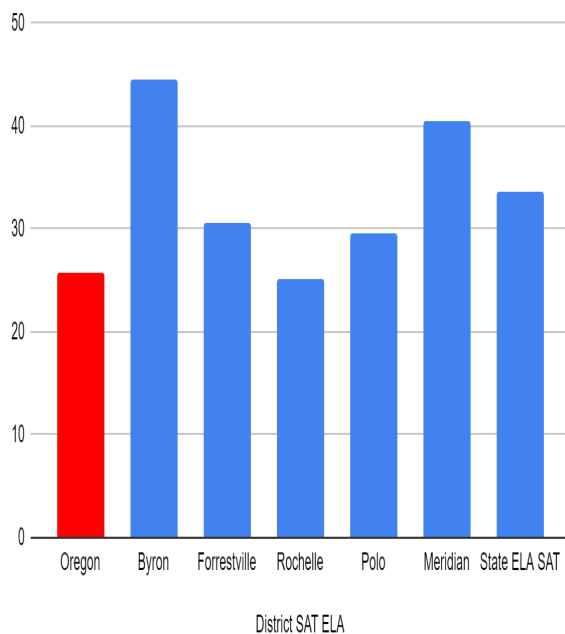
OSJHS SAT Performance Over Time

The SAT, administered by the College Board, measures a student's readiness for college by assessing their skills in critical reading, mathematics, and writing. It aims to predict a student's ability to succeed in college-level work by evaluating their reasoning and problem-solving abilities.

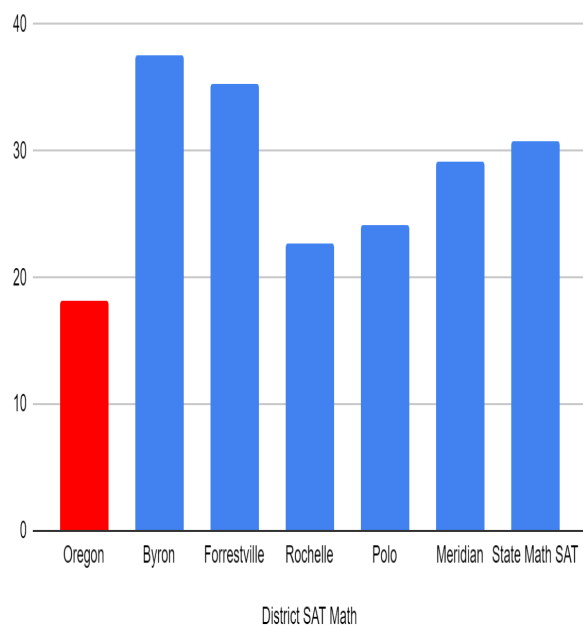
The Illinois State Board of Education (ISBE), however, uses a different metric to determine who meets state standards. While the SAT benchmarks focus on college readiness, ISBE's standards are aligned with the Illinois Learning Standards, which are designed to ensure students are prepared for both college and career paths.

This means that ISBE has more rigorous cut-off scores and criteria for proficiency, emphasizing mastery of state-specific educational goals over the SAT's more general college readiness benchmarks.

SAT Five Year Average Meets and Exceeds - ELA



SAT Five Year Meets and Exceeds - Math

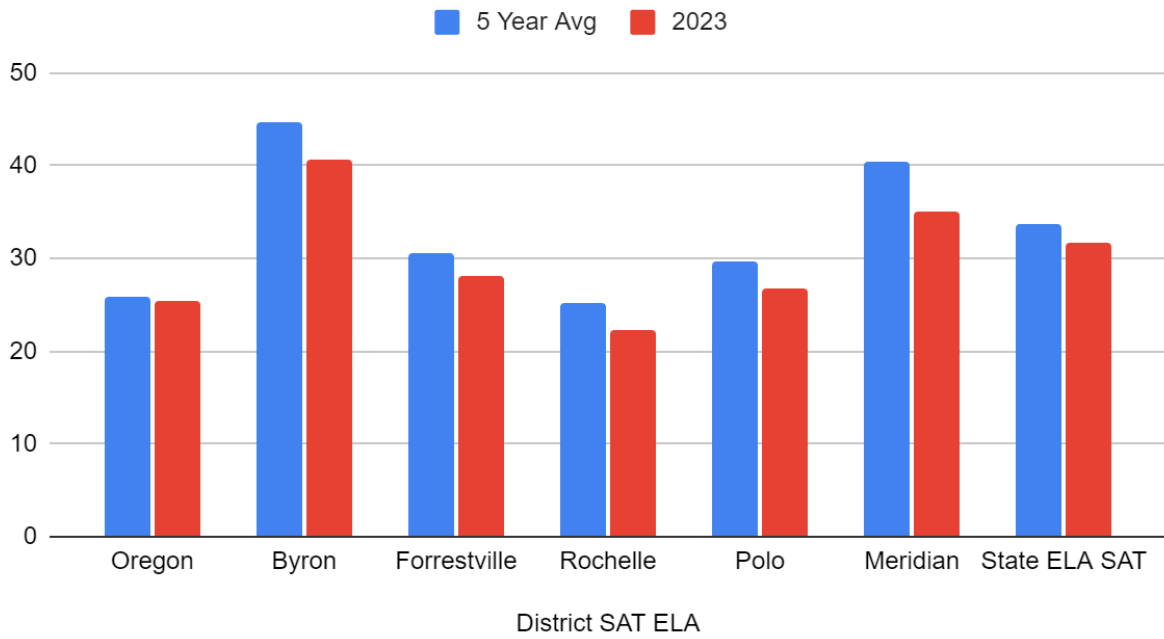


As you can see in these two graphs, our trend data at the HS level does not compare well against other districts in our region, or to the state average.



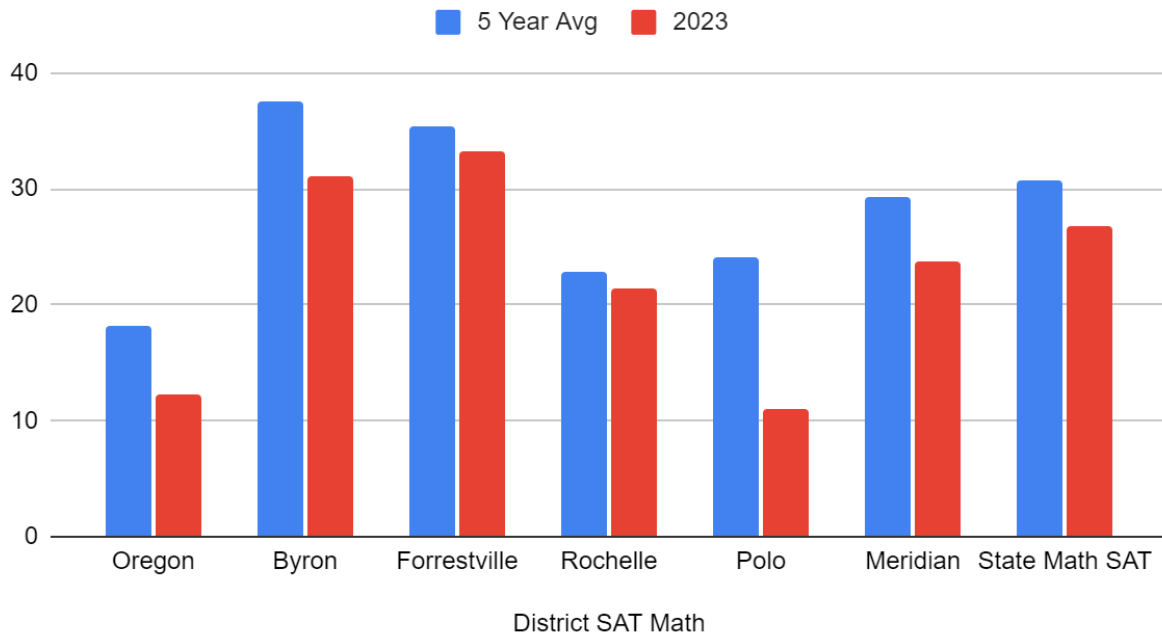
Another view of the data would be to look at the most recent data instead of the trend data and that is shown below. Unfortunately, it does not shed any more positive light on the overall data.

SAT Five Year Average Meets and Exceeds - ELA





SAT Five Year Meets and Exceeds - Math



Illinois Science Assessment District-Wide Data

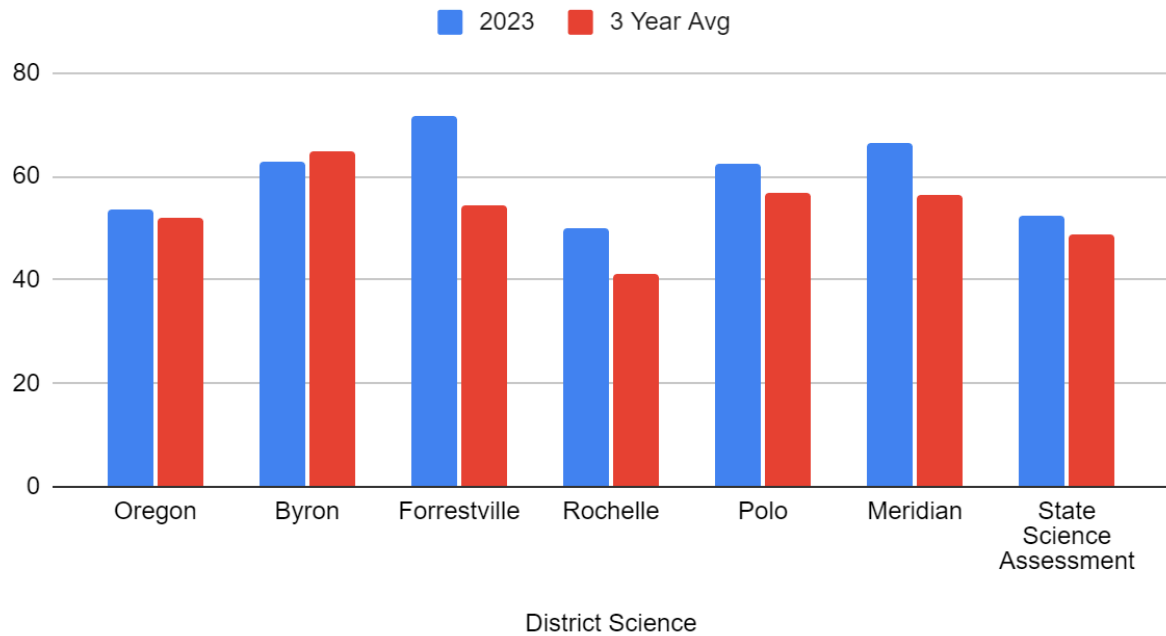
The Illinois Science Assessment (ISA) is administered by the Illinois State Board of Education (ISBE) to evaluate students' understanding of the Next Generation Science Standards (NGSS).

The ISA is given annually to students in fifth and eighth grades, as well as those enrolled in their first high school biology course. Its primary purpose is to measure how well students grasp key scientific concepts and processes, as outlined in the NGSS, which emphasize critical thinking, problem-solving, and the application of scientific principles.

The results from the ISA were intended to provide valuable data for schools and educators to improve science instruction, but oftentimes, these data have been shared up to eight months later, and therefore, have been relatively useless in making instructional decisions.



ISA District-Wide Proficiency



This data indicates that we are performing better than the state average, but not at the level of county-wide peer districts.



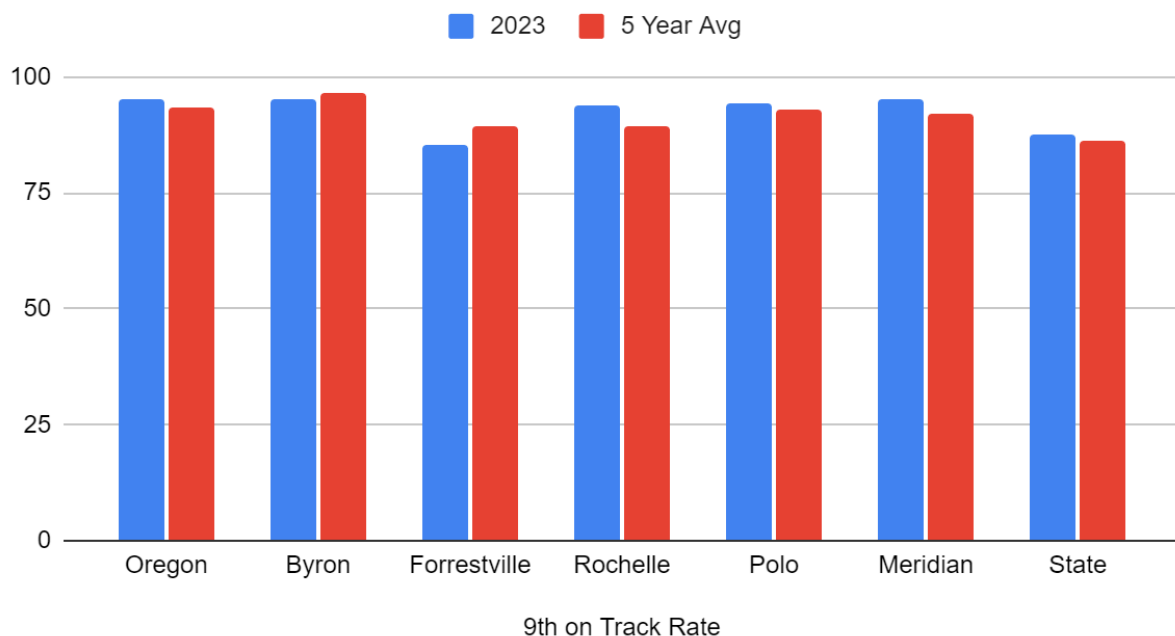
Ninth Grade on Track to Graduate

The Illinois State Board of Education (ISBE) uses the "Ninth Grade On Track to Graduate" metric to evaluate and rate schools, focusing on students' likelihood of successfully completing high school on time. This metric is defined by students earning at least five full-year course credits and receiving no more than one F in a core subject (English, math, science, or social studies) during their freshman year.

Research indicates that students meeting these criteria are significantly more likely to graduate high school in four years compared to their peers who do not. This metric is crucial because it serves as an early indicator of a student's future academic success and helps schools identify and support at-risk students early in their high school careers.

Much of our success in this area can be attributed to our award-winning Hawks Take Flight Intervention protocol to ensure students entering ninth grade who may be at-risk of struggling are provided the appropriate interventions.

9th Grade on Track to Graduate Percentage



The data from this shows that we are consistently above the state and county-wide average and performed even better than typical during the last year (2023 data collection).



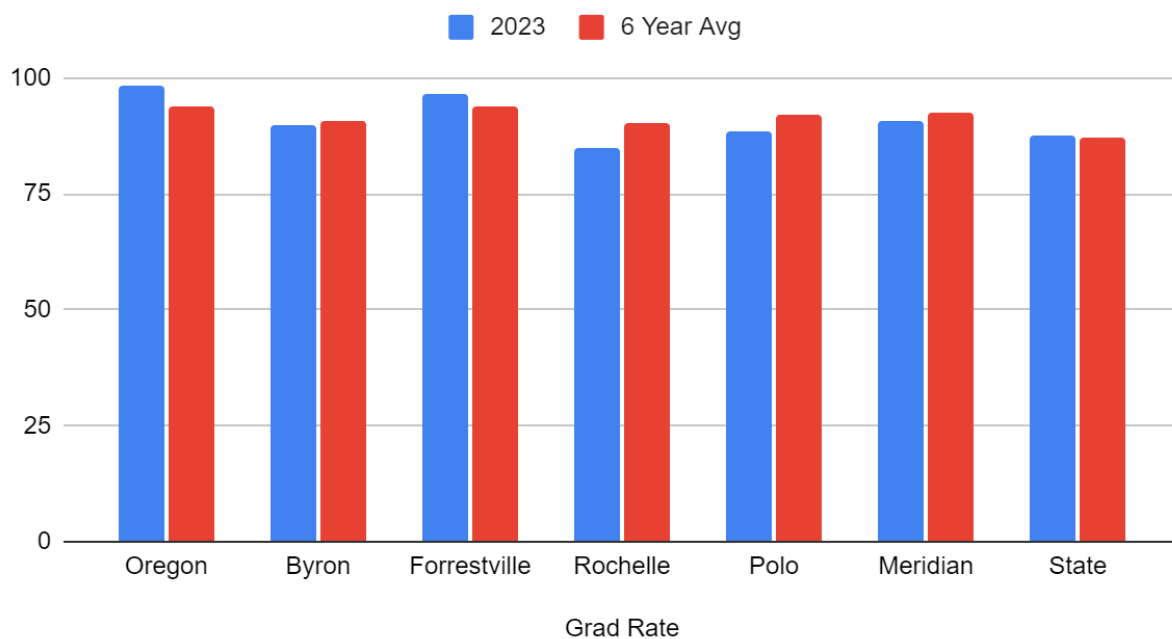
Graduation Rate

The Illinois State Board of Education (ISBE) uses the graduation rate metric as a key indicator to rate schools. ISBE calculates the four, five, or six year graduation rates of students entering ninth grade.

Nationally, high school graduation rates have seen significant improvement over the past few decades. In the early 2000s, the national graduation rate was approximately 71%. By the 2018-2019 school year, this rate had increased to 85%, reflecting substantial progress in educational attainment across the country.

The data below focuses only on the four-year graduation rate, but the five and six year rates are also available for review.

4-year Graduation Rate



This is another positive data point for OCUSD. Both our six year average and our most recent data are extremely positive compared to the state average and that of our county-wide peer districts.