

Daniel Burnham Elementary School
Cicero, Illinois

The analysis of state assessment data demonstrates a trend of continuous growth at Burnham School from the years 2015 to 2021 excluding the dip in data at the end of the pandemic. The data shows an increase of 15% in ELA and 13% in Math for Met and Exceed from 2015 to 2019. Students were not tested in the year 2020 due to the pandemic and scores fell upon our hybrid return to school. The academic setback was difficult to see, but Burnham is proud of the social and emotional support provided during those years. The trend is even more significant when comparing the sum of the two lowest categories as displayed in figures 1.2 and 1.3. Burnham has identified the struggling students in the lowest categories and reduced those categories from 65% in 2015 to 42% in 2019 for Reading and from 71% in 2015 to 48% in 2019 for Math. Using the four essential questions of PLC has empowered teachers to constantly assess their effectiveness with individual students and to act when instruction is not effective. Once the struggling students were identified, it was possible to adjust or supplement their instruction to meet their instructional needs.

Figure 1.1

State Assessment Data for Daniel Burnham Elementary School					
Illinois PARCC/IAR English and Language Arts Assessment Data from 2014 through 2021					
	Did Not Meet	Partially Met	Approached	Met	Exceeded
2014-2015	33%	32%	23%	12%	0%
2015-2016	29%	33%	23%	15%	1%
2016-2017	27%	31%	25%	16%	0%
2017-2018	25%	29%	26%	19%	1%
2018-2019	21%	21%	31%	25%	2%
2019-2020	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19
2020-2021	49%	29%	14%	8%	0%
Illinois PARCC Mathematics Assessment Data from 2014 through 2021					

	Did Not Meet	Partially Met	Approached	Met	Exceeded
2014-2015	28%	43%	23%	7%	0%
2015-2016	27%	33%	29%	10%	1%
2016-2017	23%	31%	35%	11%	0%
2017-2018	22%	28%	32%	17%	1%
2018-2019	15%	33%	32%	18%	2%
2019-2020	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19
2020-2021	58%	25%	13%	4%	0%

Source: <https://www.illinoisreportcard.com/School.aspx?source=trends&source2=parcc.details&Schoolid=060160990022001>

Figure 1.2

Analysis of Performance Level Trends in School Assessment Data

Combined "Did Not Meet" and "Partially Met" Categories in Reading

	Did Not Meet	Partially Met	Combined Did Not Meet and Partially Met
2014-2015	33%	32%	65%
2015-2016	29%	33%	62%
2016-2017	27%	31%	58%
2017-2018	25%	29%	54%
2018-2019	21%	21%	42%
2019-2020	COVID-19	COVID-19	COVID-19
2020-2021	49%	29%	78%

Source: Local analysis of ISBE data.

Figure 1.3

Analysis of Performance Level Trends in School Assessment Data

Combined "Did Not Meet" and "Partially Met" Categories in Math

	Did Not Meet	Partially Met	Combined Did Not Meet and Partially Met
2014-2015	28%	43%	71%
2015-2016	27%	33%	60%
2016-2017	23%	31%	54%
2017-2018	22%	28%	50%
2018-2019	15%	33%	48%
2019-2020	COVID-19	COVID-19	COVID-19
2020-2021	58%	25%	83%

Source: Local analysis of ISBE data.