District Dashboard, Illinois School Report Card, and Learning Acceleration

October 26, 2022

Guiding Questions
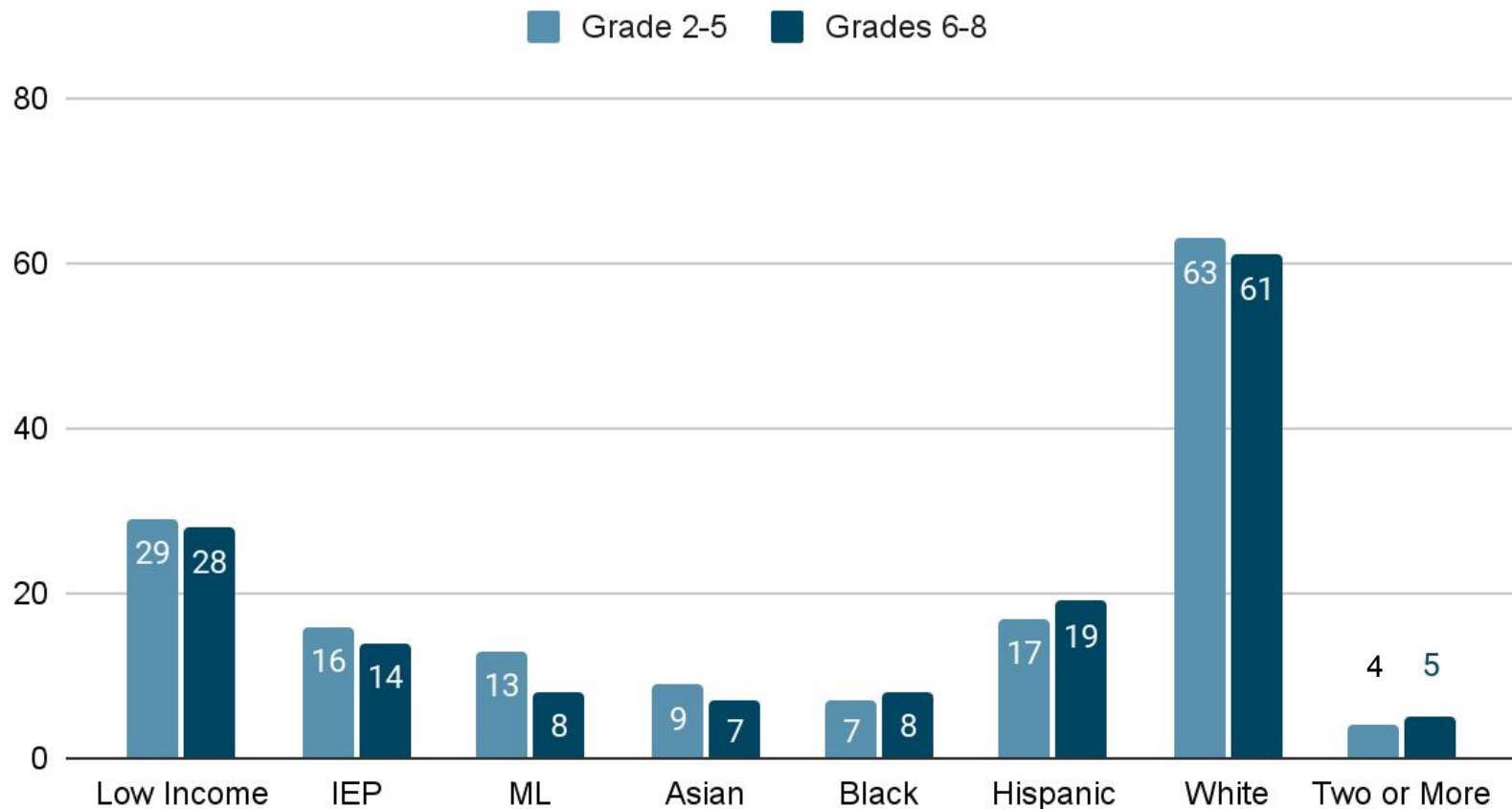
| 1 | What can we learn from an analysis of K-8 academic achievement? |

| 2 | What can we learn from an analysis of high school academic achievement? |

| 3 | What can we learn from analyzing the Illinois Report Card? |

| 4 | How do these results inform our 2022-23 work plan and school improvement plans? |

Grades 2-8 Demographic Makeup

■ Grade 2-5 ■ Grades 6-8

Dashboard Metrics: K-8 Math Achievement

- Early Math Achievement (K-1): FastBridge *October 2023*
- Math Achievement (2-5): FastBridge
- Math Achievement (6-8): FastBridge
- Students Meeting Targeted Growth (K-8): FastBridge *October 2023*
- Math Achievement (3-5): IAR*
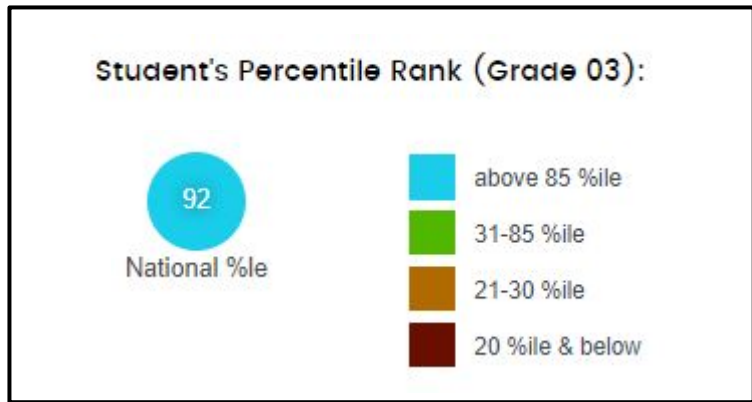- Math Achievement (6-8): IAR*

Important to note with IAR:
2019: IAR was first administered
2020 No state testing
2021: Only 78% of D200 students tested
2022: Changes were made to the IAR assessment

FastBridge Results

Student's Percentile Rank (Grade 03):

92
National %le

- above 85 %ile
- 31-85 %ile
- 21-30 %ile
- 20 %ile & below

FastBridge reports scores according to national percentiles. Percentiles are used to compare one student's performance to that of a larger group. Percentile means the student scored as well as or better than that percent of students taking the test in that grade.

According the FastBridge, students scoring at or above the 50th percentile are at or above grade level expectations. This is the metric used for the Vision 2026 dashboard.
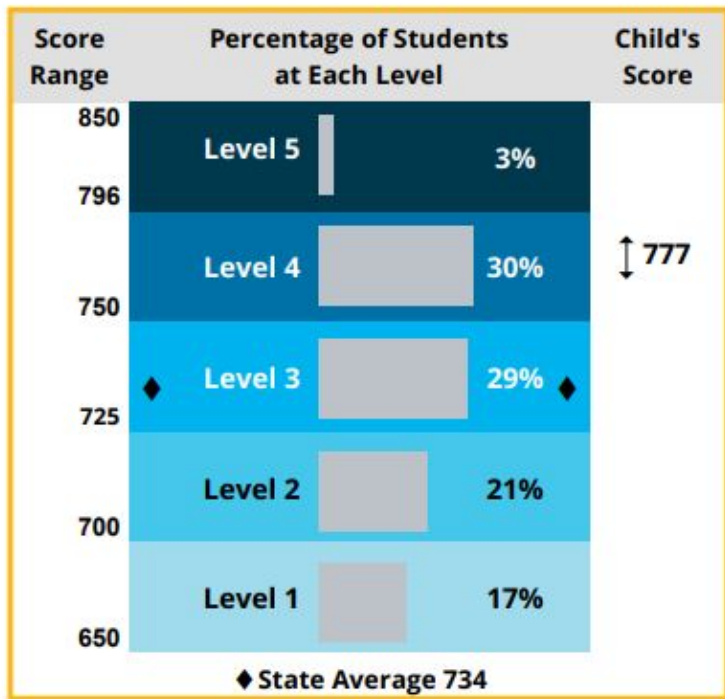
Percentiles do not indicate the percentage of questions that a student answered correctly. Rather, they describe how a student's final score compares to a group.

Percentile Example:

This student is in the 80th percentile for height. This means that the student is as tall as or taller than 80% of this group.

IAR Score Report

IAR divides scores into five proficiency levels.

Level 5: Exceeded expectations
Level 4: Met expectations
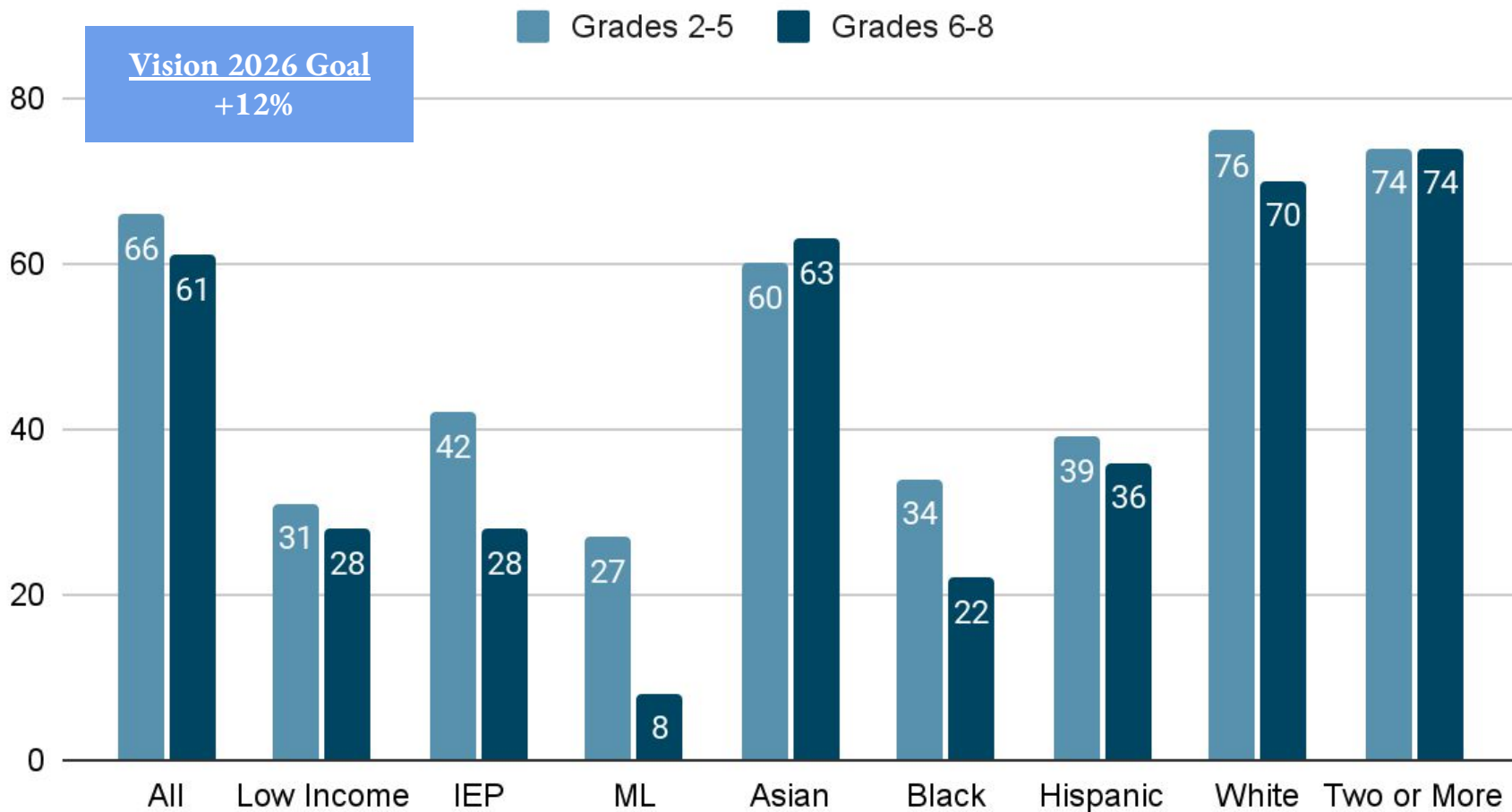Level 3: Approached expectations
Level 2: Partially met expectations
Level 1: Did not yet meet expectations

Note Taking Document
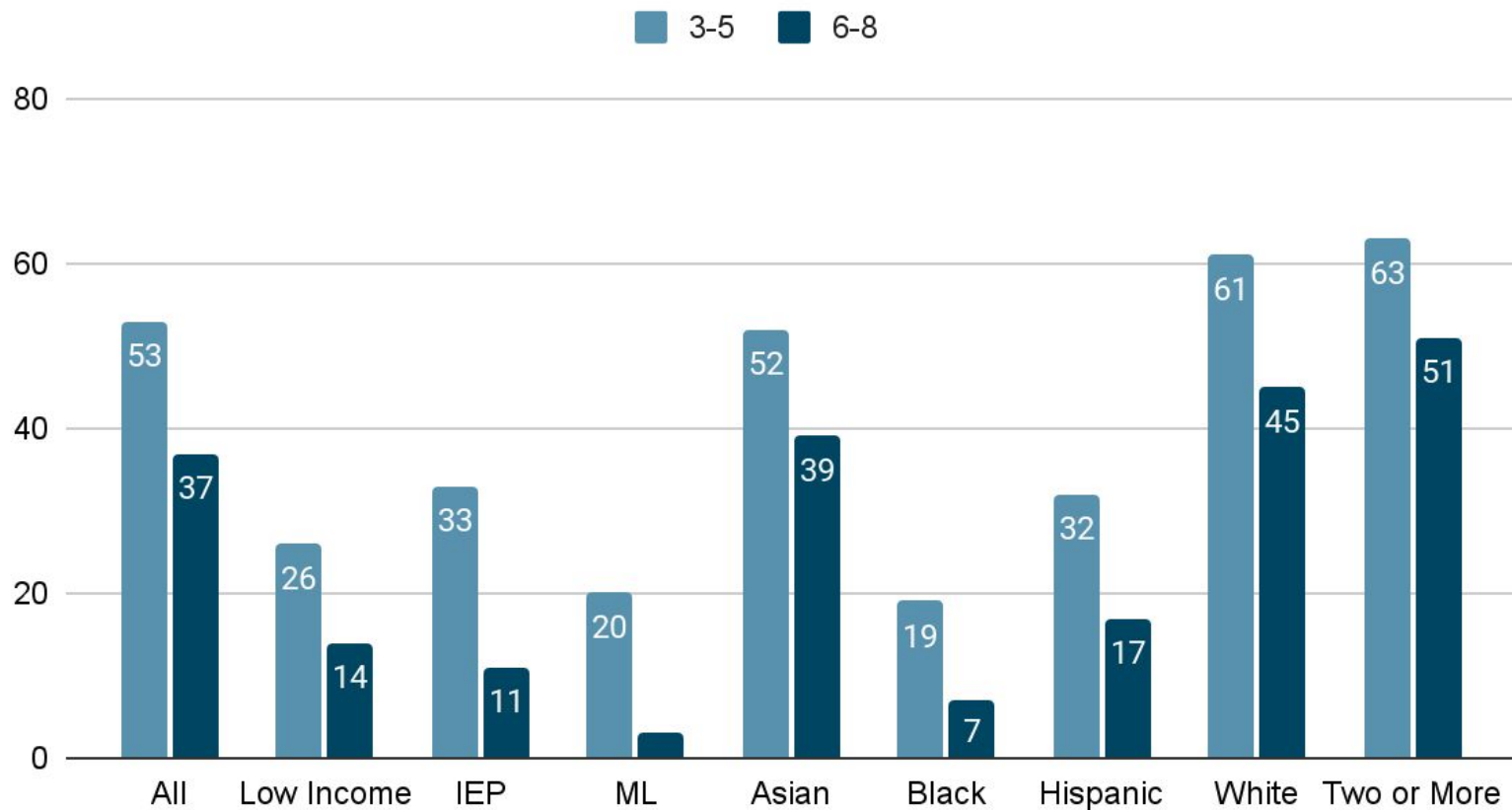
Metric	What do you notice?	What do you wonder?	Celebrations	Concerns
2-5 Math				
6-8 Math				
2-5 ELA/Reading				
6-8 ELA/Reading				

Grades 2-8 Math Achievement: FastBridge

Grades 3-8 Math Achievement: IAR 2022

■ 3-5 ■ 6-8

Category	3-5	6-8
All	53	37
Low Income	26	14
IEP	33	11
ML	20	
Asian	52	39
Black	19	7
Hispanic	32	17
White	61	45
Two or More	63	51

Grades 3-5 Math Achievement: IAR

Legend: ■ 2019 ■ 2021 ■ 2022

Category	2019	2021	2022
All	53	51	53
Low Income	29	25	26
IEP	31	29	33
ML	16	15	20
Asian	58	39	52
Black	15	22	19
Hispanic	31	28	32
White	63	60	61
Two or More	66	59	63
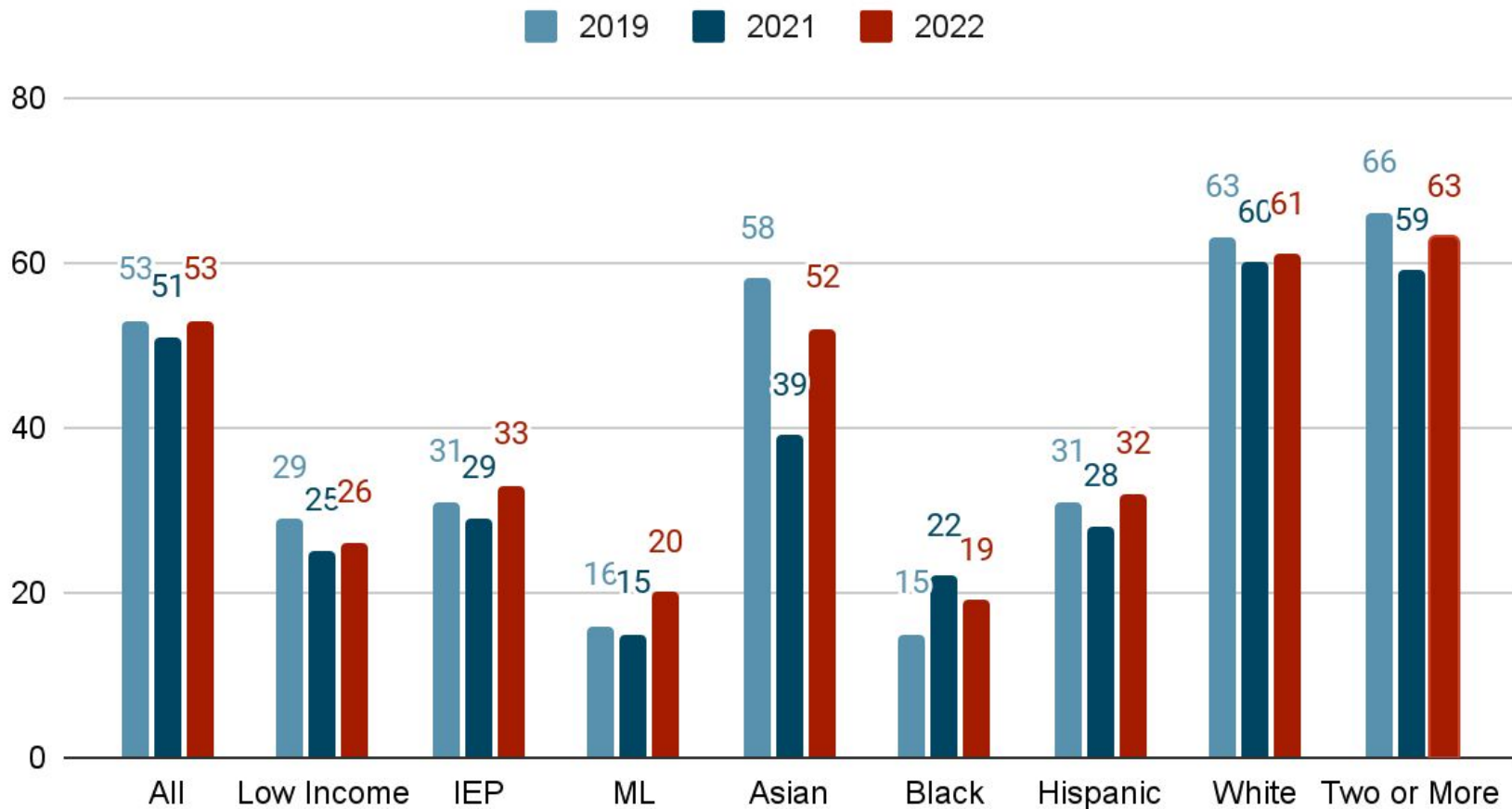
Grades 3-5 Math Performance by Proficiency Level: IAR

Legend: ■ Level 5 ■ Level 4 ■ Level 3 ■ Level 2 ■ Level 1

Proficiency Level	Grade 3: 2019	Grade 3: 2022	Grade 4: 2019	Grade 4: 2022	Grade 5: 2019	Grade 5: 2022
Level 5	11.3	17.9	5.6	8.1	8.1	9.3
Level 4	48.3	45	48.3	42.4	41.1	38.1
Level 3	20.7	21.8	26	28.3	25.8	28.3
Level 2	10.9	9.6	13.1	14.4	17.9	14.4
Level 1	8.8	5.7	7	6.8	7.2	10
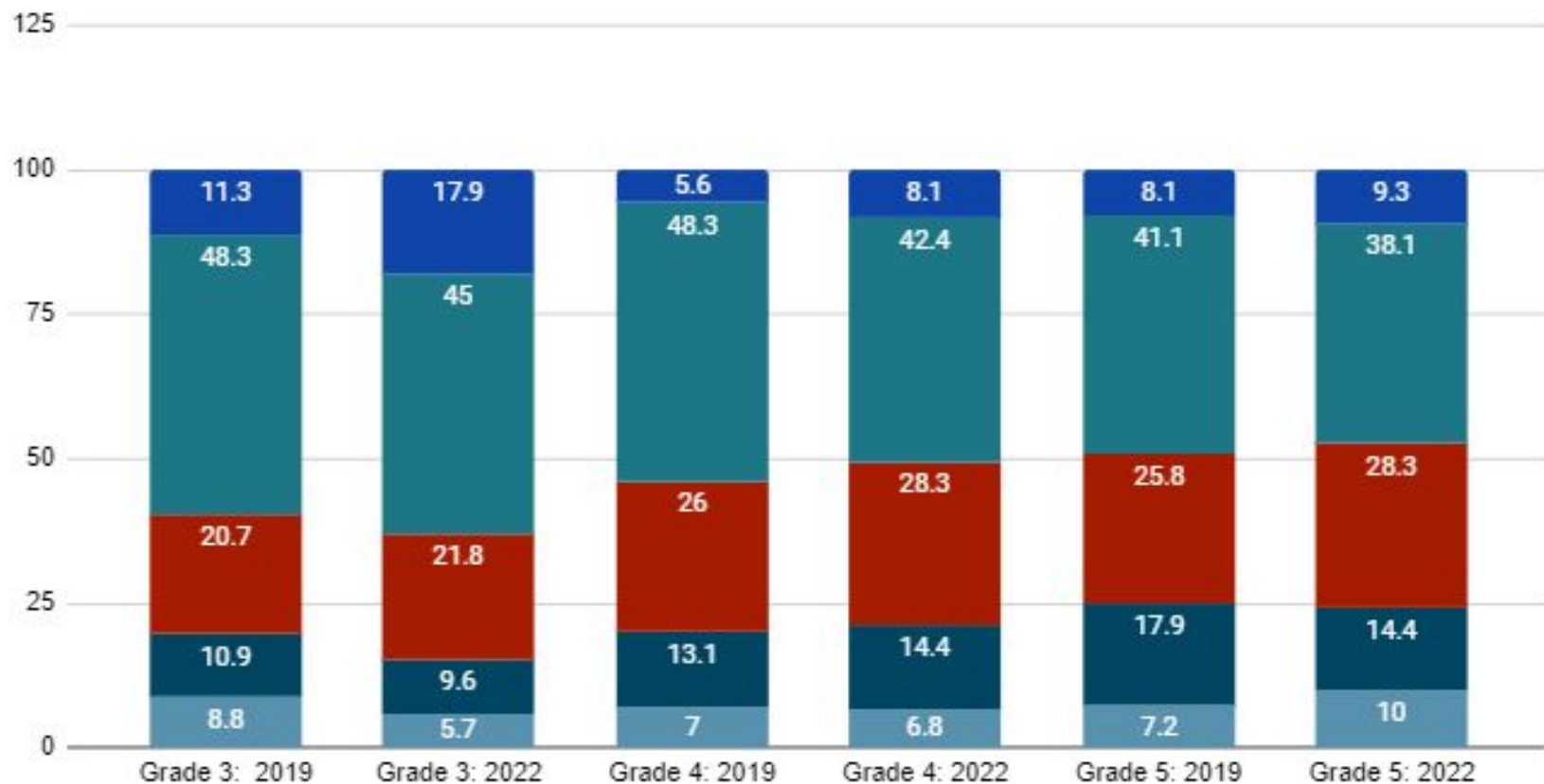
Grades 6-8 Math Achievement: IAR

Legend: 2019, 2021, 2022

Category	2019	2021	2022
All	43	33	37
Low Income	18	16	14
IEP	17	11	11
ML	2	8	3
Asian	49	39	39
Black	10	7	7
Hispanic	21	17	17
White	51	38	45
Two or More	53	40	51
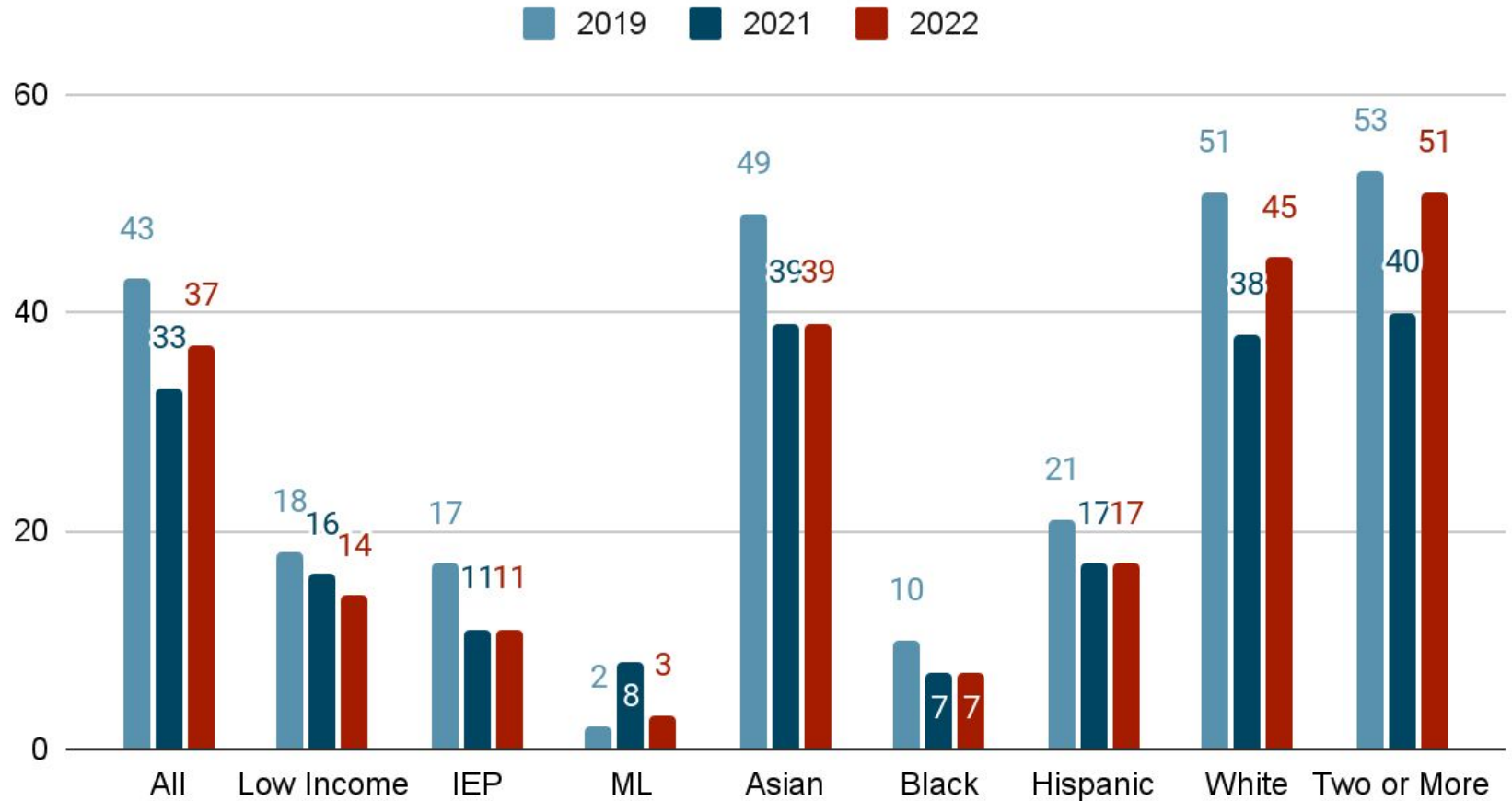
Grades 6-8 Math Proficiency by Performance Level: IAR

Legend: Level 5, Level 4, Level 3, Level 2, Level 1

	Grade 6: 2019	Grade 6: 2022	Grade 7: 2019	Grade 7: 2022	Grade 8: 2019	Grade 8: 2022
Level 5	5.9	3.5	6.9	4.1	5.1	4.8
Level 4	32.2	33.6	37.5	35.3	41.9	28.8
Level 3	33.8	32	31.5	32.5	23.3	25.4
Level 2	20.6	21.7	18.1	19.8	17.6	23.5
Level 1	7.5	9.3	6.2	8.2	12.1	17.6
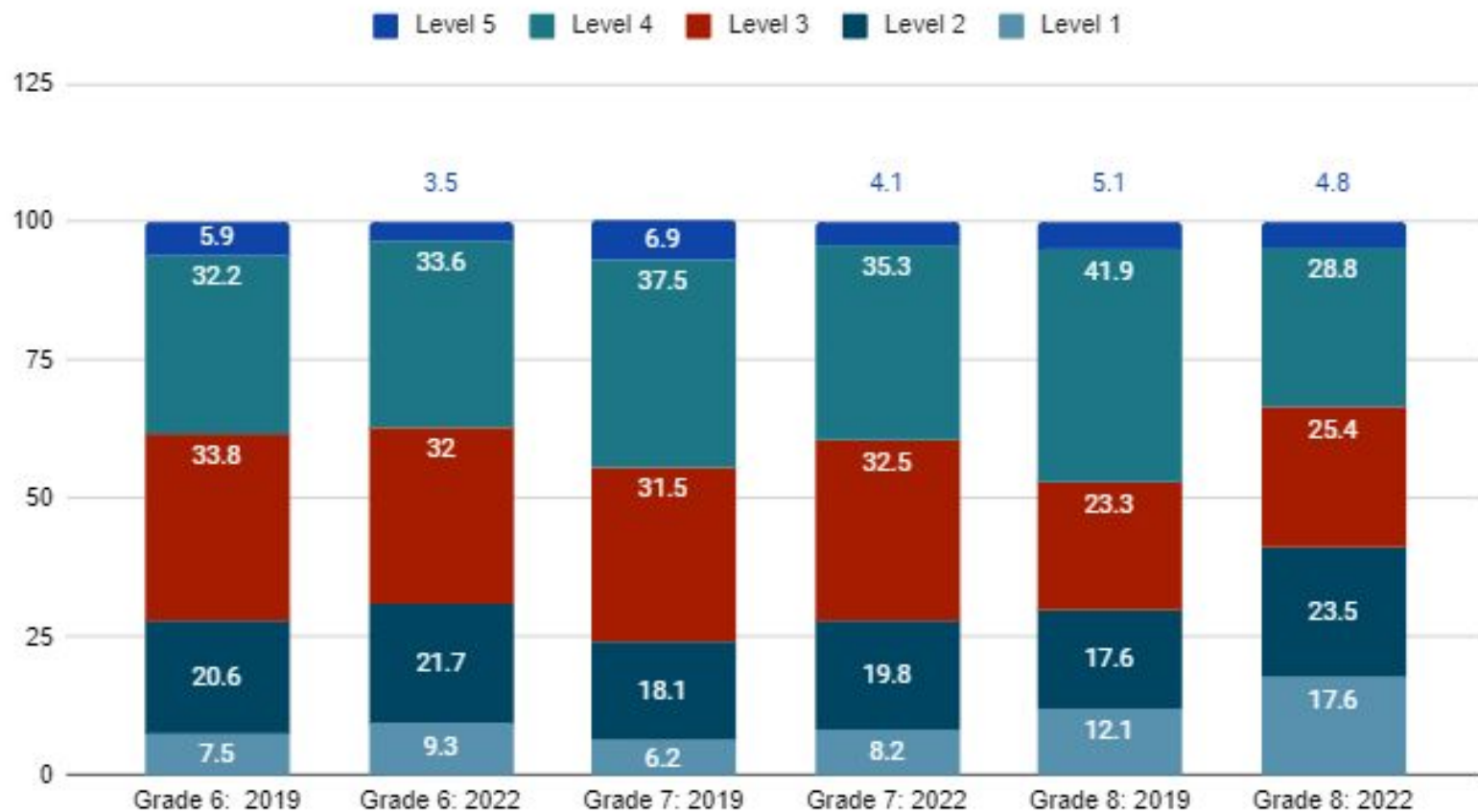
Dashboard Metrics: K-8 Reading/ELA Achievement

- Early Reading Achievement (K-1): FastBridge *Coming in October 2023*
- Reading Achievement (2-5): FastBridge
- Reading Achievement (6-8): FastBridge
- Students Meeting Targeted Growth (K-8): FastBridge *Coming in October 2023*
- ELA Achievement (3-5): IAR
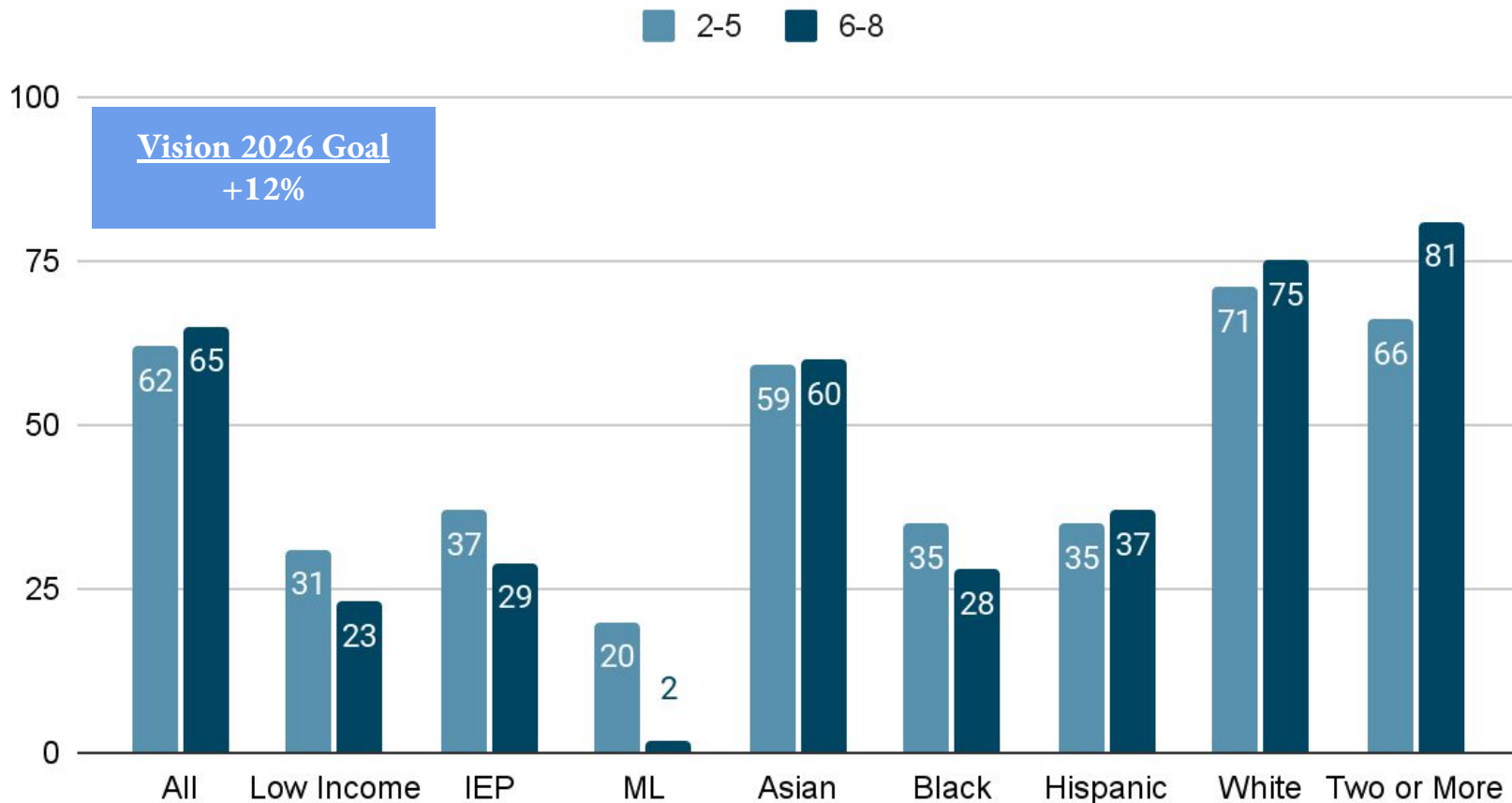- ELA Achievement (6-8): IAR

Important to note with IAR:

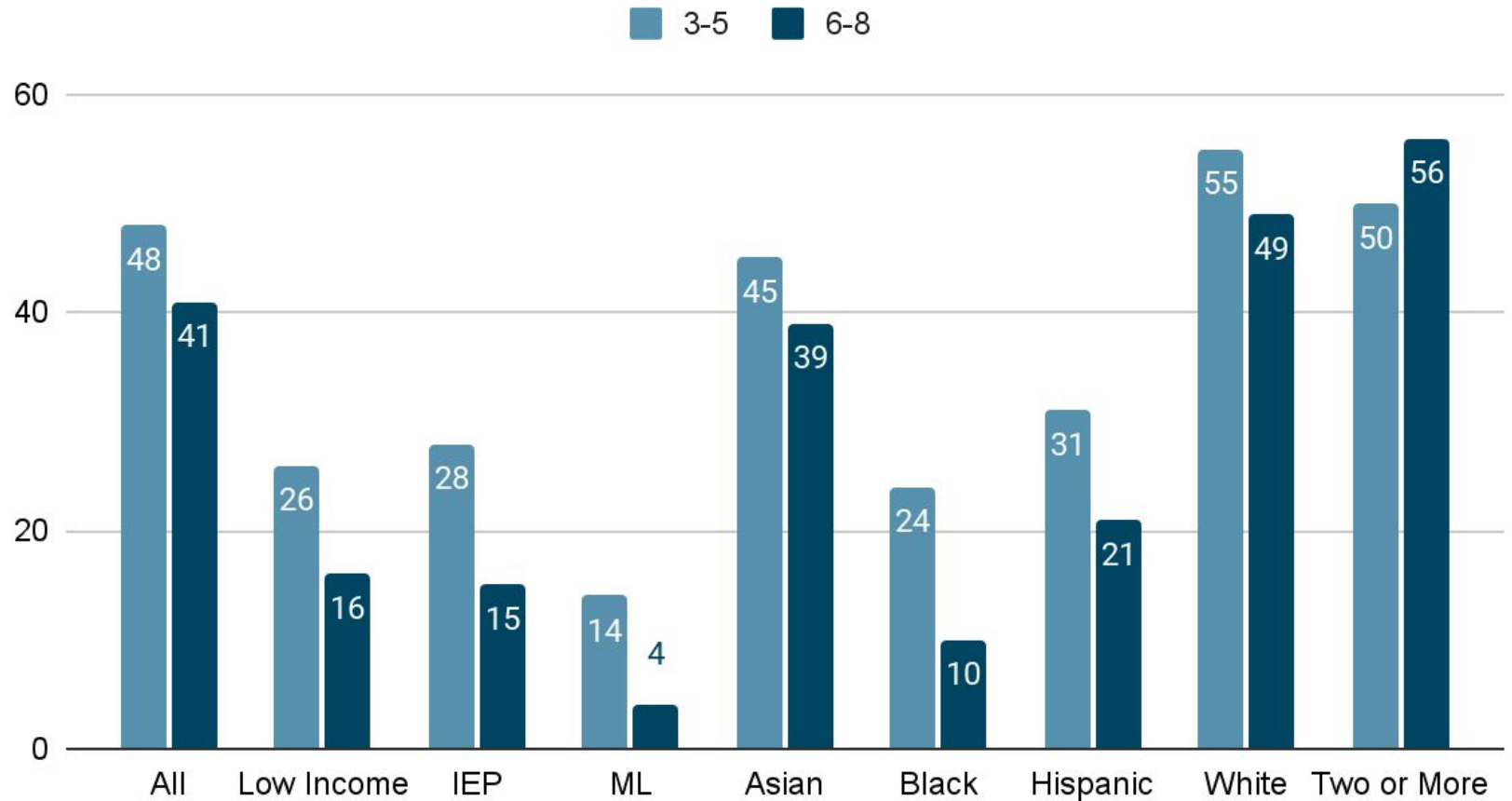*2019: IAR was first administered*

2020 No state testing

2021: Only 78% of D200 students tested
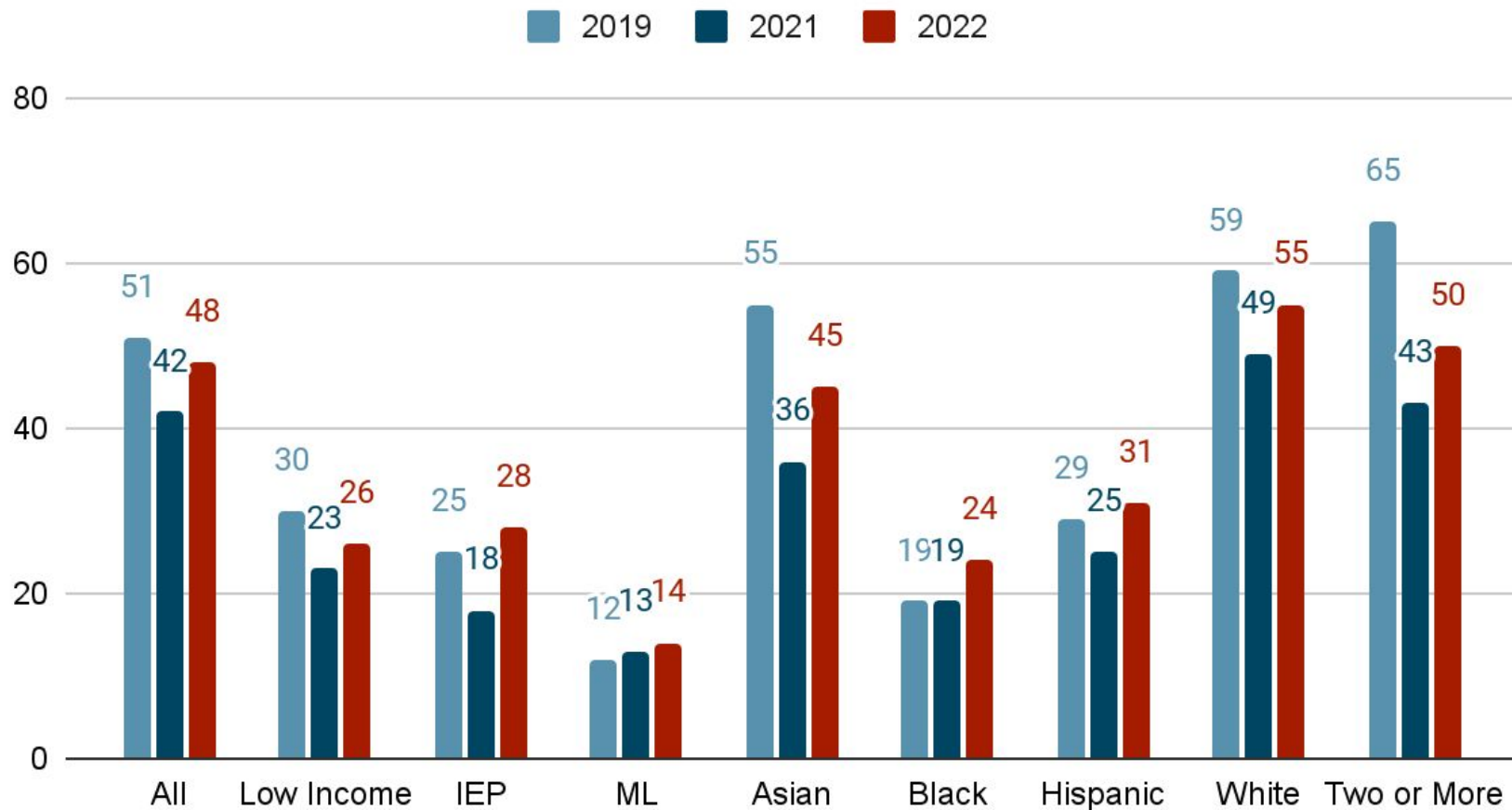
2022: Changes were made to the IAR assessment
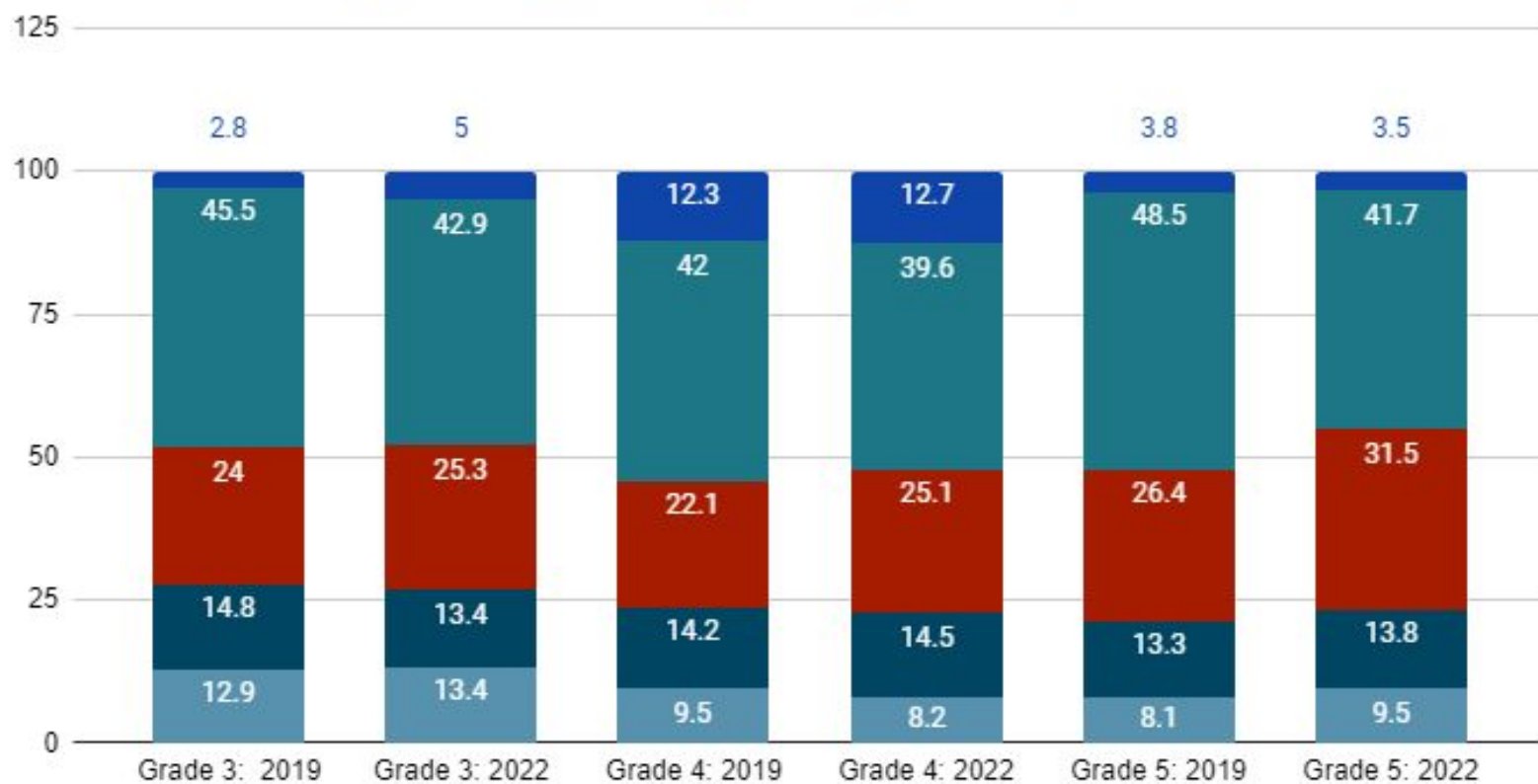
Grades 2-8 Reading Achievement: FastBridge

Legend: 2-5, 6-8

Vision 2026 Goal
+12%

Category	2-5	6-8
All	62	65
Low Income	31	23
IEP	37	29
ML	20	2
Asian	59	60
Black	35	28
Hispanic	35	37
White	71	75
Two or More	66	81

Grades 3-8 ELA Achievement: IAR

Grades 3-5 ELA Achievement: IAR

Legend: ■ 2019 ■ 2021 ■ 2022

Group	2019	2021	2022
All	51	42	48
Low Income	30	23	26
IEP	25	18	28
ML	12	13	14
Asian	55	36	45
Black	19	19	24
Hispanic	29	25	31
White	59	49	55
Two or More	65	43	50

Grades 3-5 ELA Performance by Proficiency Level: IAR

Grades 6-8 ELA Achievement: IAR

Legend: ■ 2019 ■ 2021 ■ 2022

Category	2019	2021	2022
All	52	43	41
Low Income	26	19	16
IEP	20	14	15
ML	5	2	4
Asian	56	39	39
Black	18	16	10
Hispanic	31	26	21
White	61	48	49
Two or More	66	55	56
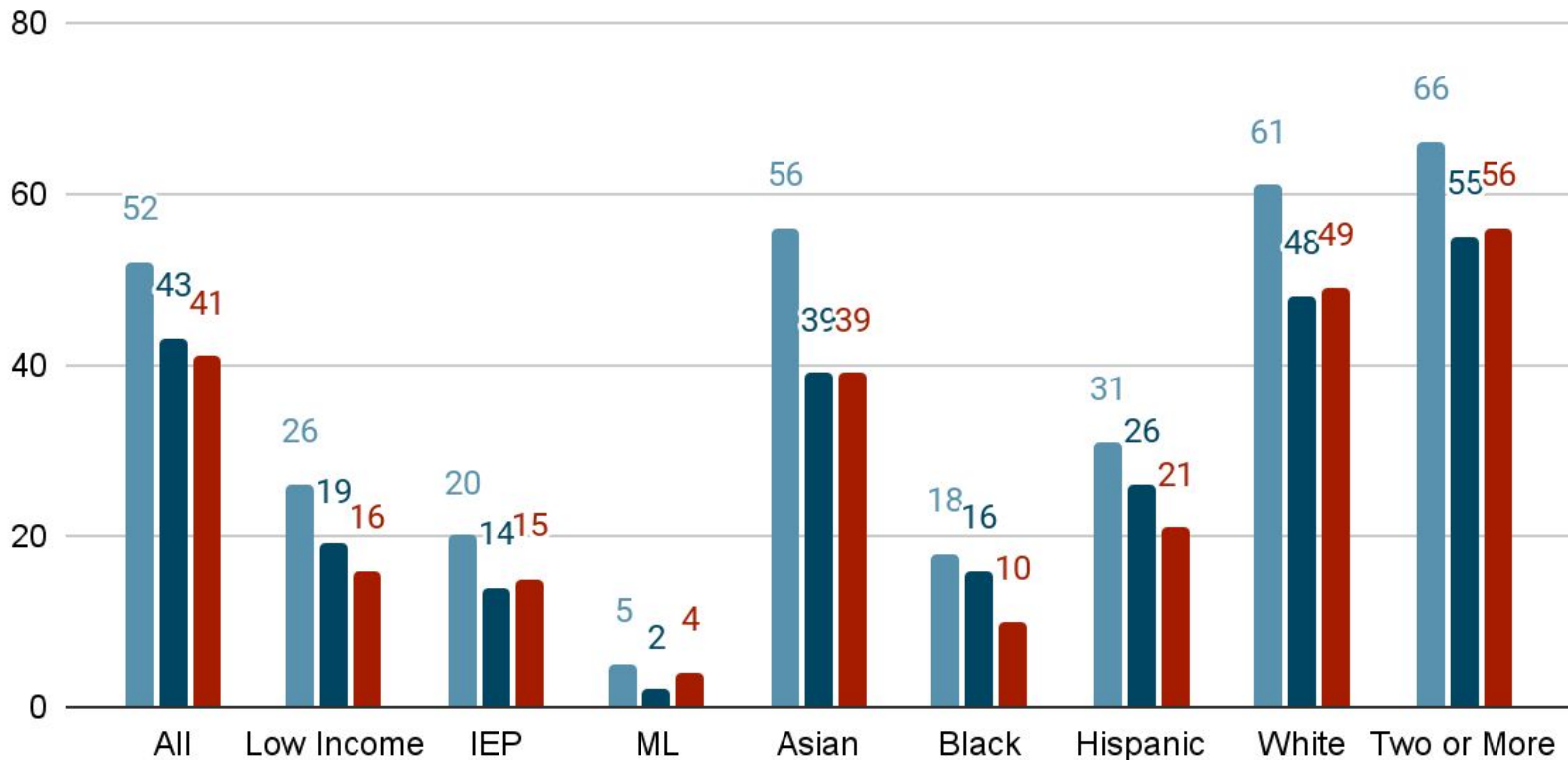
Grades 6-8 ELA Performance by Proficiency Level: IAR

Legend: Level 5, Level 4, Level 3, Level 2, Level 1

	Grade 6: 2019	Grade 6: 2022	Grade 7: 2019	Grade 7: 2022	Grade 8: 2019	Grade 8: 2022
Level 5	2.7	2.1	14.2	8.7	12.8	3.6
Level 4	40.1	34.9	40.5	33.9	48.9	39.5
Level 3	33.1	37.9	26	27.7	23.4	30.2
Level 2	15.8	17.8	12.2	17.8	9.3	16.6
Level 1	8.2	7.3	7.2	11.9	5.5	10.1
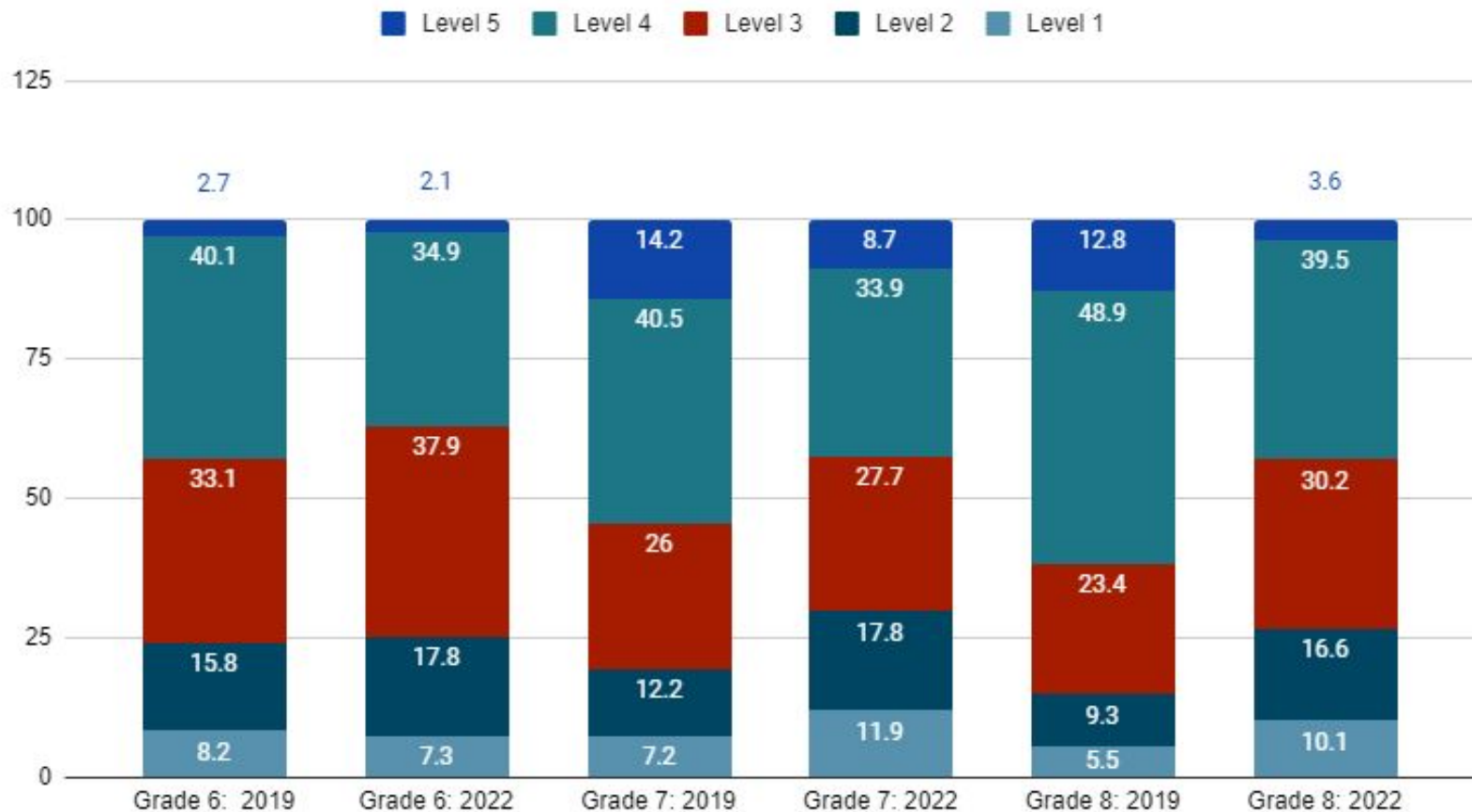
Middle School IAR Percentage Meets/Exceeds by ELA Component

Grade	Reading: Literary	Reading: Informational	Reading: Vocabulary	Written Expression	Writing Conventions
6	53%	45%	45%	25%	25%
7	51%	48%	53%	24%	28%
8	48%	52%	48%	31%	34%

Guiding Questions

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High School Metrics

Grade 9	Grade 10	Grade 11	Grade 12
Incoming PSAT Score from grade 8* PSAT 8/9* Freshmen on Track	PSAT 10 Score*	PSAT to SAT Growth finalized	Graduation Rate Advanced Coursework Math Proficiency English Proficiency

*PSAT 8/9 and PSAT 10 are not included on the dashboard, but are used to assess progress toward the growth metric
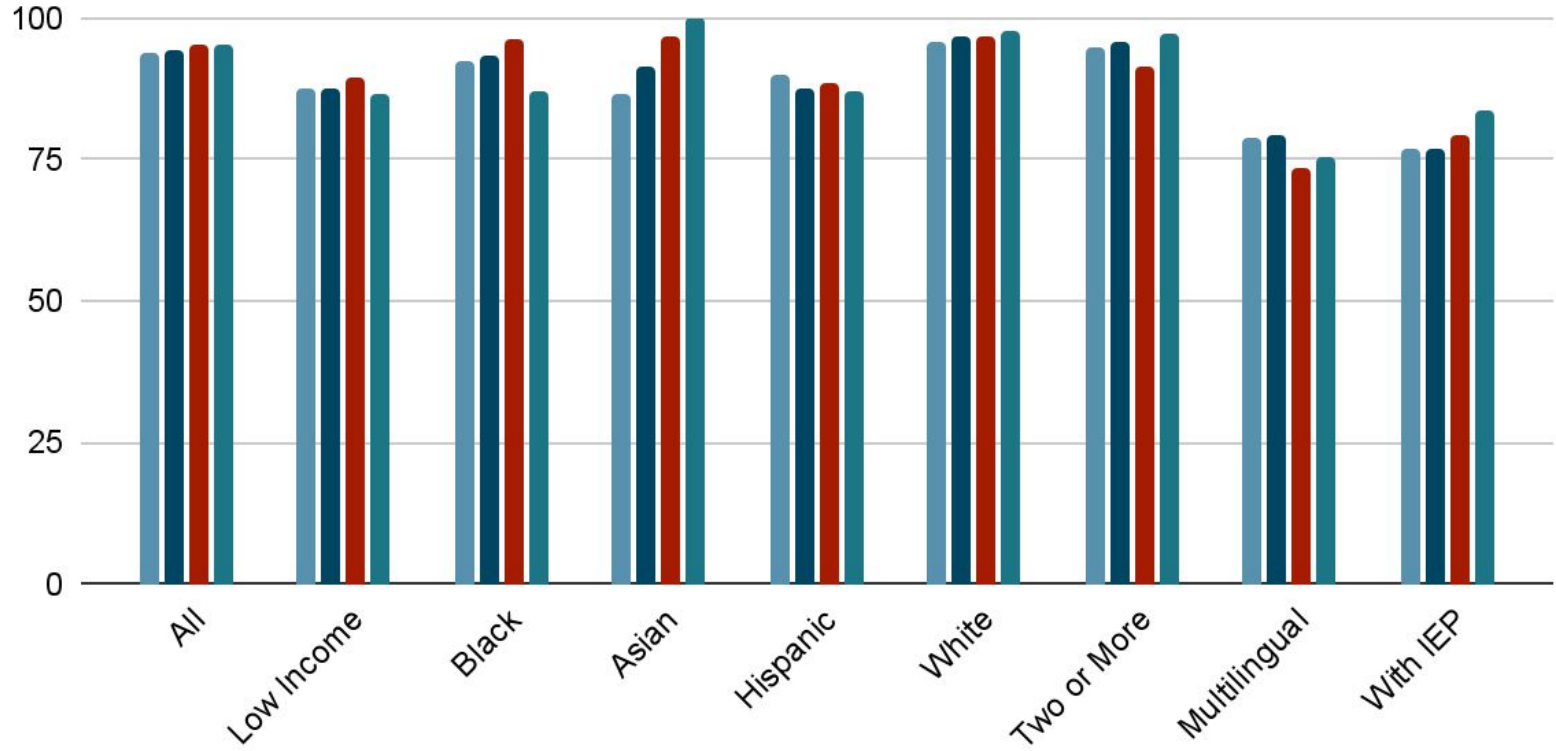
High School Demographic Makeup

Legend: Class of 2022 (light blue), All High School (dark blue)

Category	Class of 2022	All High School
Low Income	22	26
IEP	13	12
ML	5	6
Asian	7	8
Black	7	6
Hispanic	17	19
White	65	62
Two or More	4	5
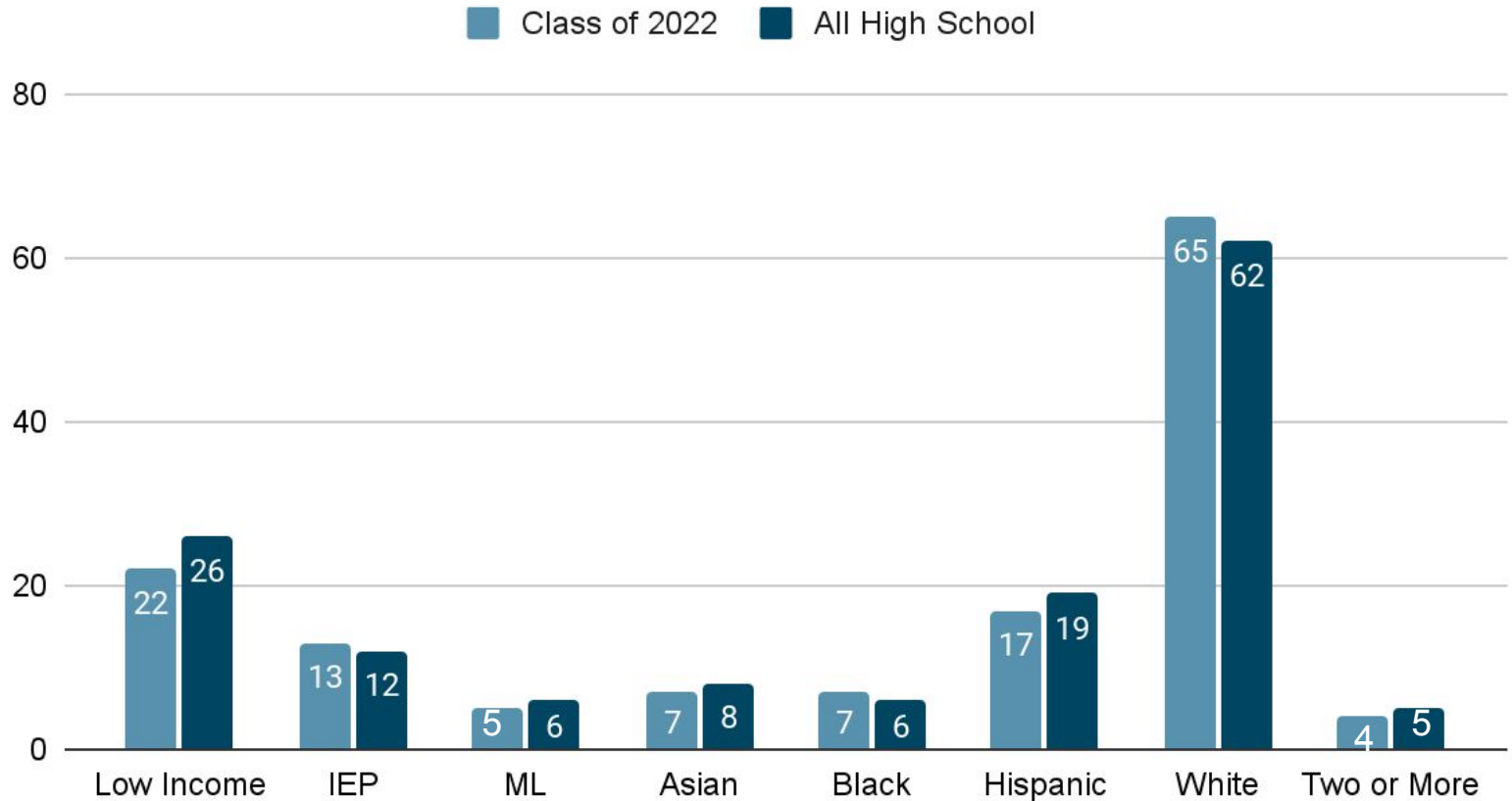
Graduation Rate
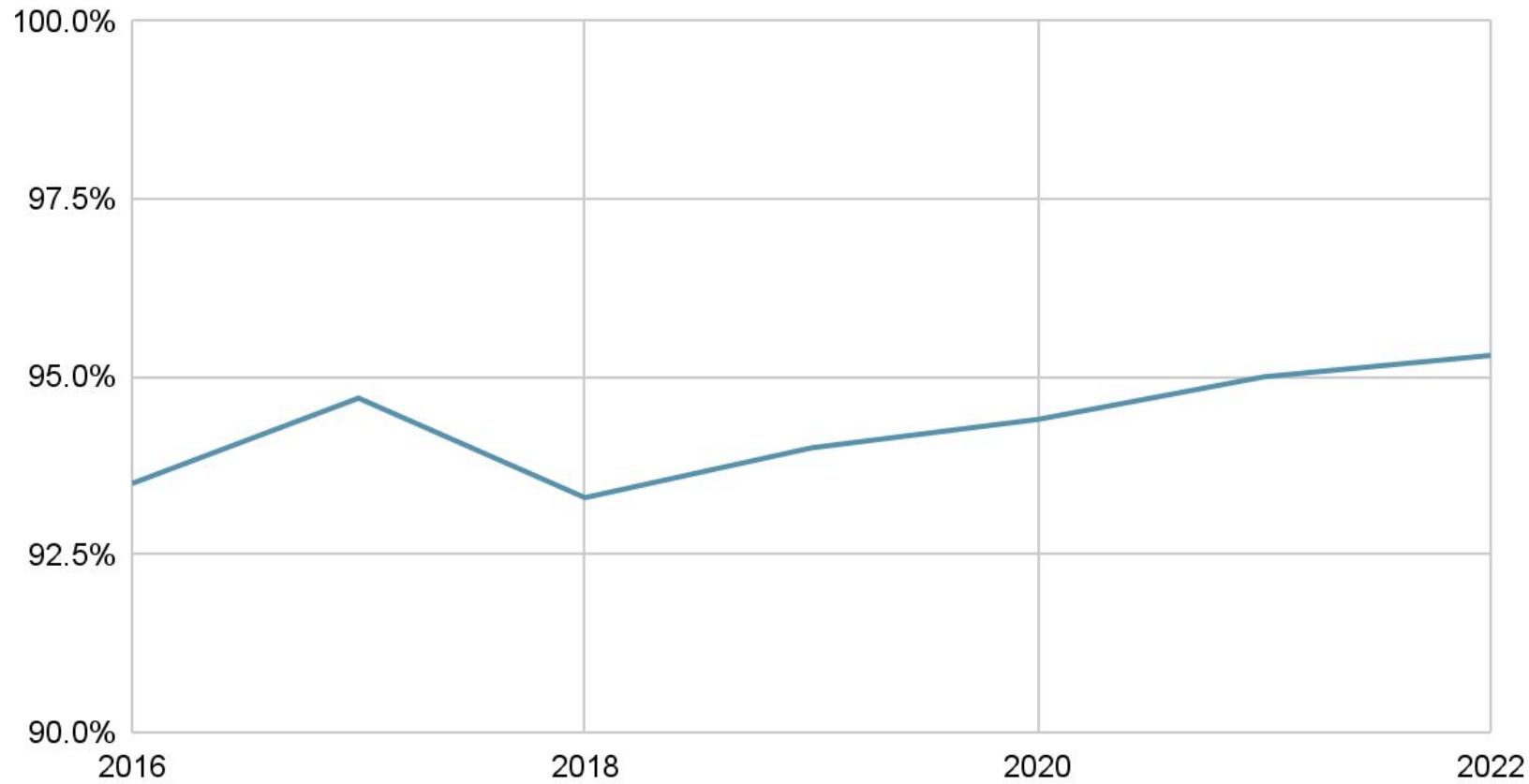
Graduation Rate

Legend: 2018 - 2019, 2019-2020, 2020-2021, 2021-2022

Categories: All, Low Income, Black, Asian, Hispanic, White, Two or More, Multilingual, With IEP

Advanced Coursework

This metric includes graduates that earn a "C" or higher in advanced coursework and/or earn an Industry-Recognized Credential.

Advanced Placement (AP)
- We currently offer 22 AP courses (2 courses have been added this year: AP Art History and AP Spanish Literature)
- AP Inspiring Excellence program has focused on recruiting efforts and summer bridge programming

Dual Credit
- Dual Credit courses allow high school students to enroll in college-level coursework and secure credit at both the high school and college level simultaneously. Courses are taught by high school instructors who are approved by the college
- We current have 9 Dual Credit courses (5 courses have been added this year: Intro to Teaching I and II, Self Defense, British Literature and Latine Literature)
- Many of the TCD courses also offer Dual Credit

Industry Recognized Credentials (*New This Year*)
- Credentials are valuable to employers, allowing them to determine the skill or education level of job applicants without having to perform an assessment for each one
- Currently, our can students earn Industry Recognized Credentials through TCD

Class of 2022: Advanced Coursework

Vision 2026 Goal
+8%

Category	Value
All	73
Low Income	59
IEP	35
ML	23
Asian	71
Black	42
Hispanic	59
White	80
Two or More	80
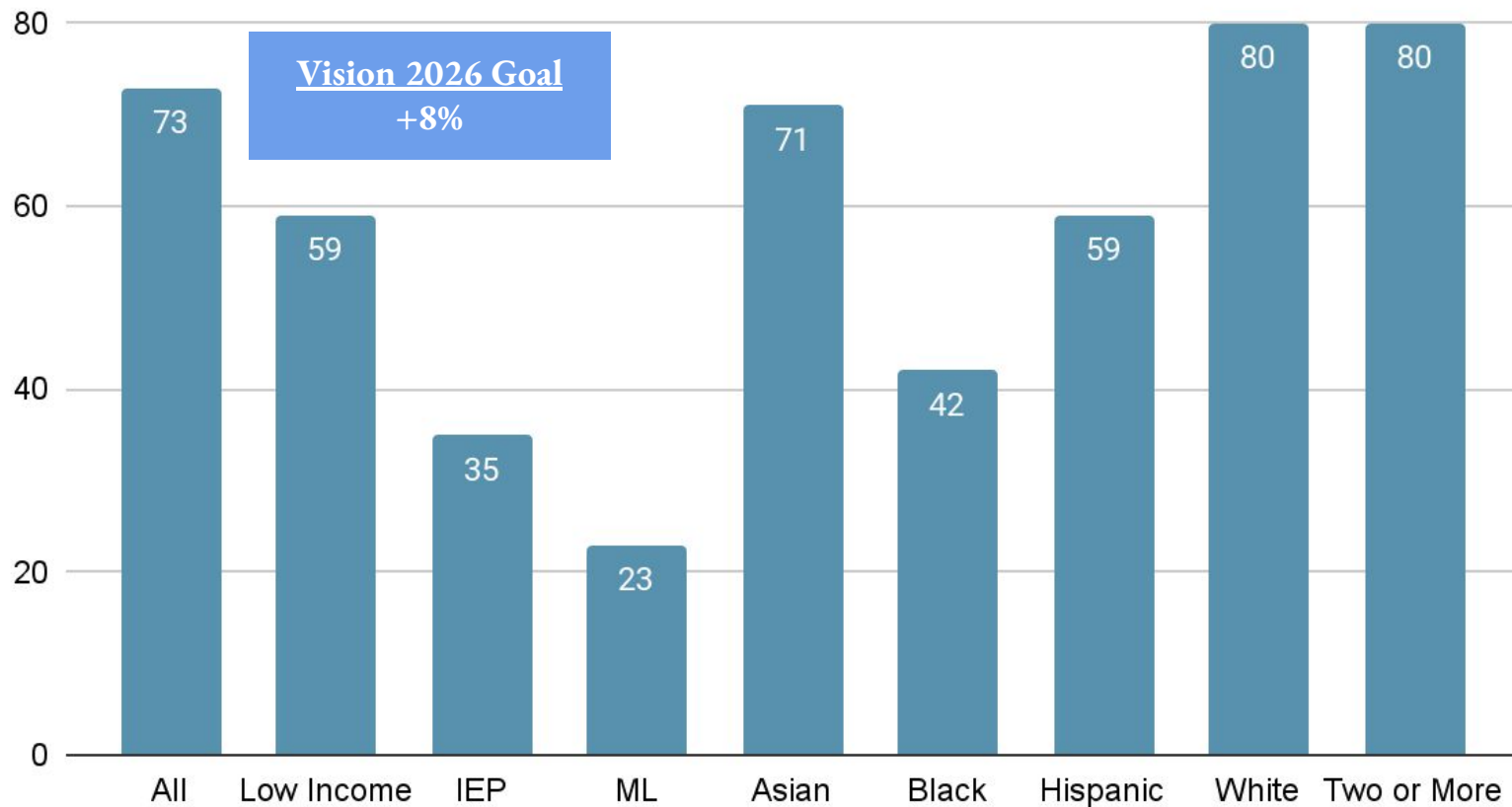
Math and English Proficiency

The College and Career Readiness Indicator measures the percentage of seniors that meet proficiency targets for English and Math. Students meet proficiency through an exam score or course grade. Students only need to meet one of the criteria listed for each subject area.

<u>Course Options (C or Higher):</u>
- AP
- Dual Credit
- Transitional
- Algebra II

<u>Exam Options :</u>
- ACT: minimum score of 18 in English and 22 in Reading/22 in Math + a 4th year course
- SAT: 540 in Evidence-Based Reading and Writing/540 in Math + a 4th year course
- AP: 3 or Higher

Class of 2022: Math Proficiency
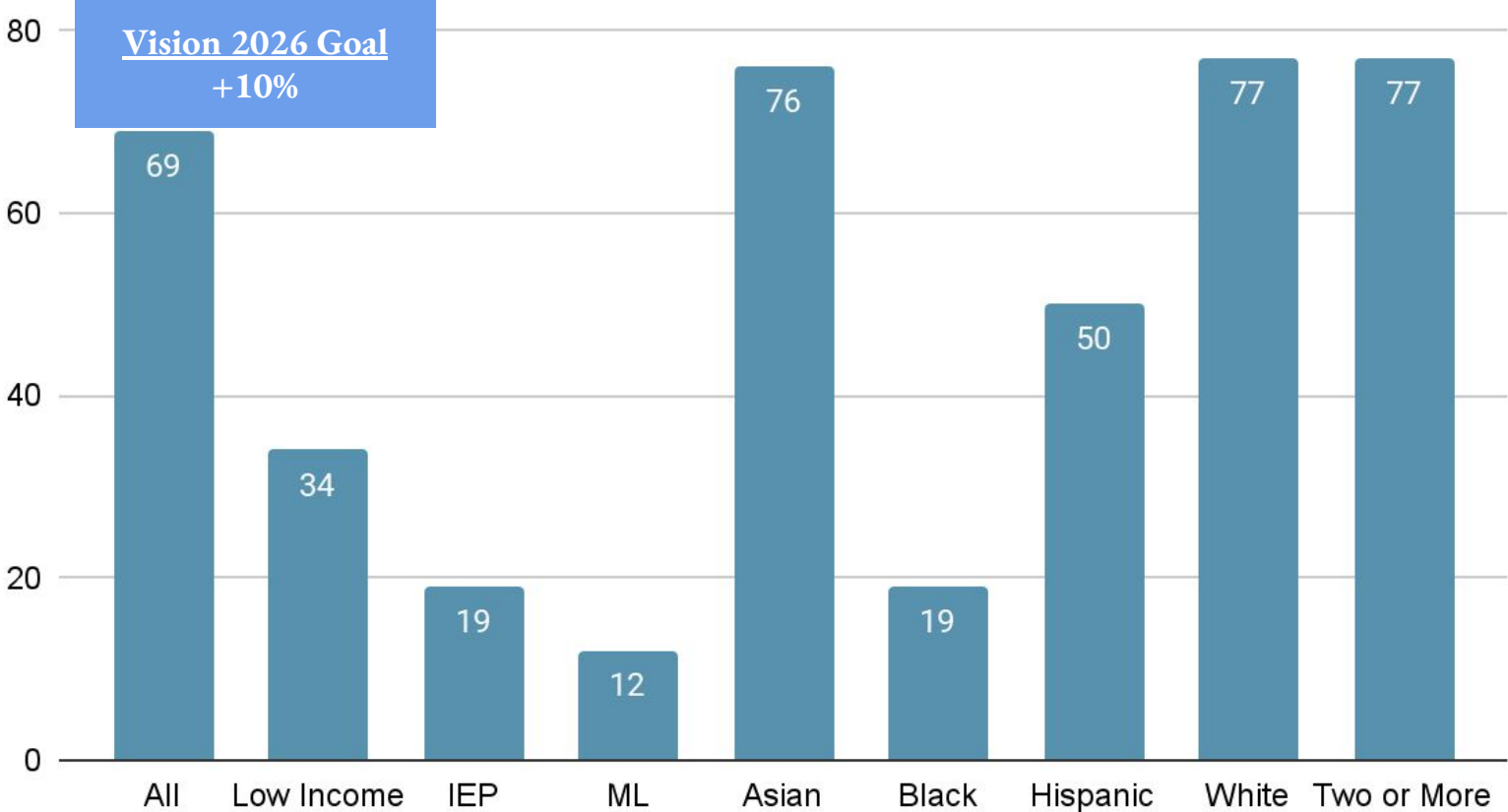
Class of 2022: English Proficiency
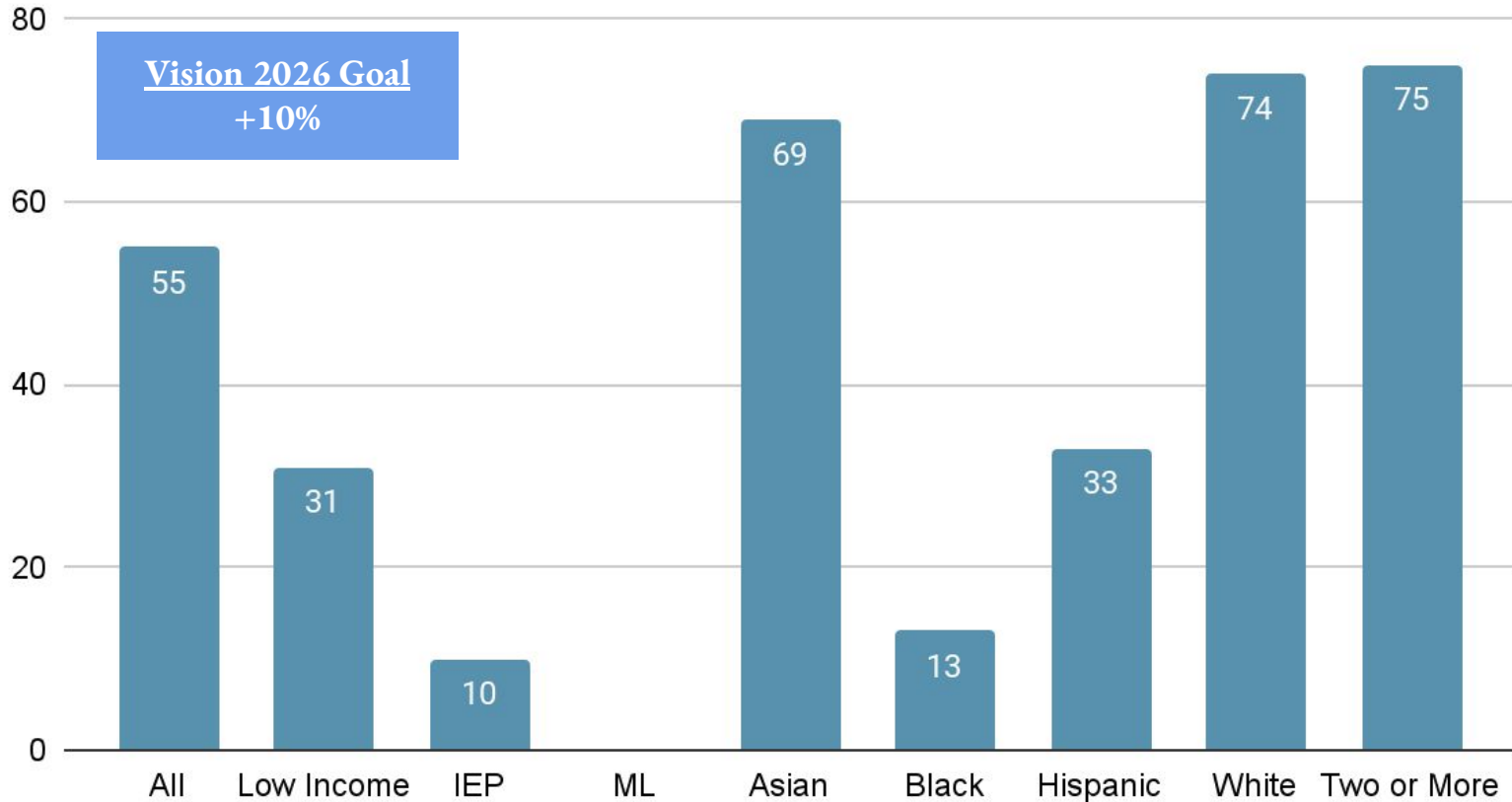
PSAT to SAT Growth

Students take the PSAT 8/9 twice, followed by PSAT 10 and SAT. Growth over time on this suite of assessments can assist in tracking academic progress and preparation for postsecondary opportunities.

Although this metric was included on the Vision 2022 dashboard, this is the first year we have growth from a cohort due to disrupted trend data.

For growth data, the College Board gives students and parents a projected range of possible scores on the next test. They do not provide growth norms for the the full 8th to 11th grade span. The district analyzed growth data, along with course enrollment and GPA, to ensure that our in-house growth targets are rigorous enough to meet the needs of our students.

PSAT to SAT Growth
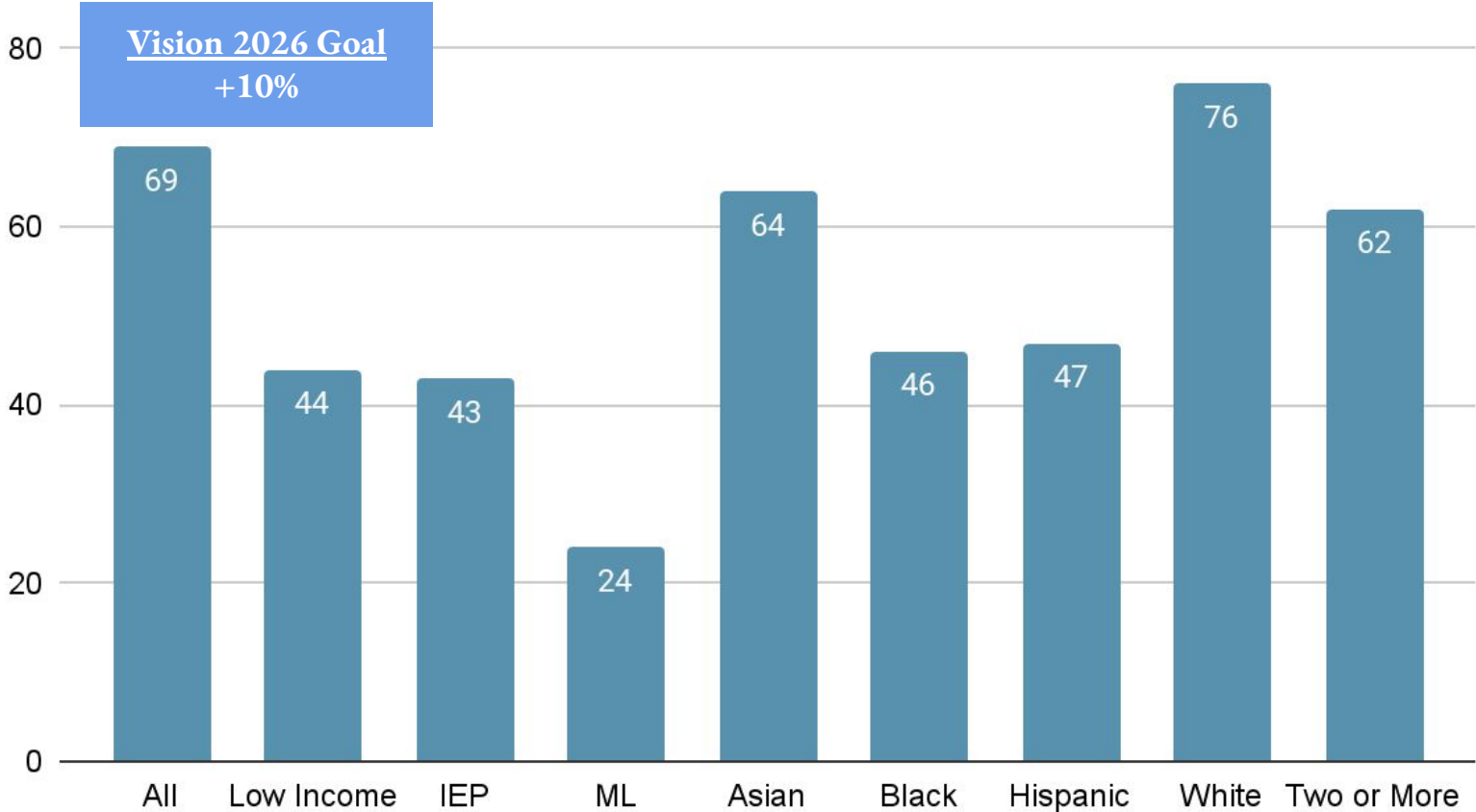
Freshmen on Track

Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track.
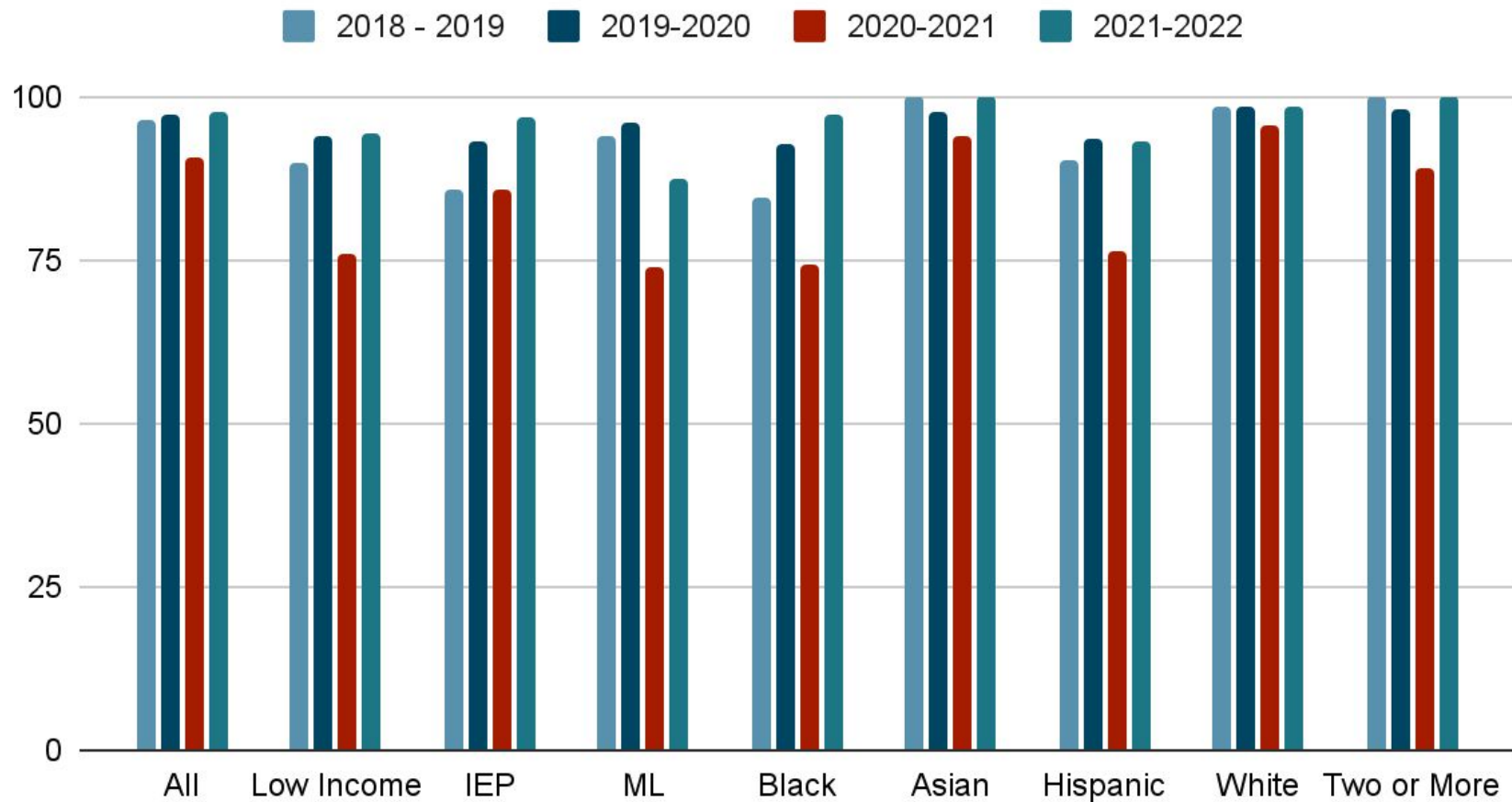
State Metric Description
This metric is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects (English, math, science, or social studies).

Freshmen on Track
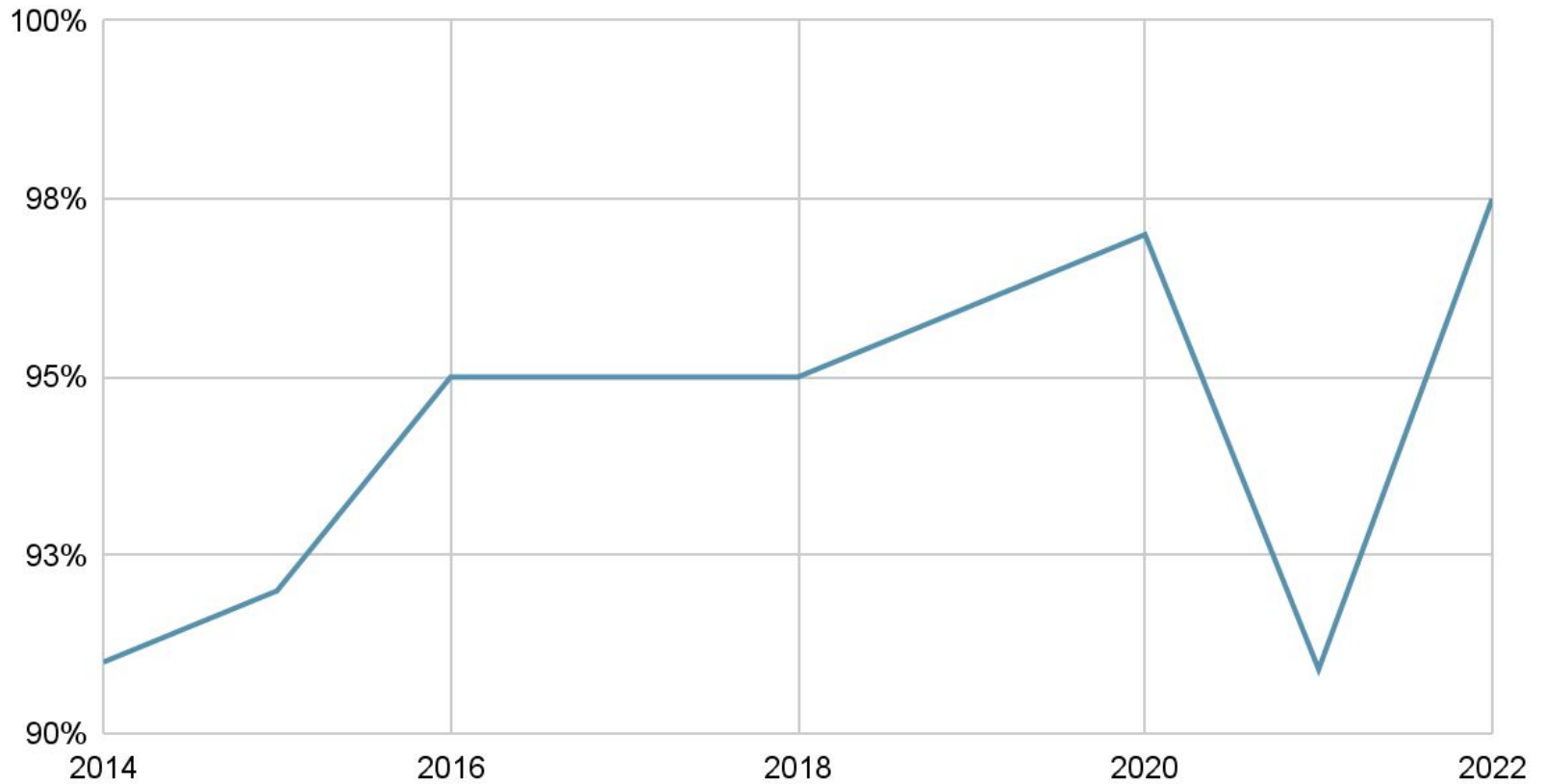
Freshmen on Track

Guiding Questions

1	What can we learn from an analysis of K-8 academic achievement?

2	What can we learn from an analysis of high school academic achievement?

3	What can we learn from analyzing the Illinois Report Card?

4	How do these results inform our 2022-23 work plan and school improvement plans?

Annual Summative Designation

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

A school in school improvement status remains in status for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress.

This is the first time schools are receiving a summative designation since 2019.

Summative Designations

Exemplary	Highest-performing 10 percent of schools
Commendable	All other schools that are not Exemplary, Comprehensive, or Targeted
Targeted	Would be Commendable or Exemplary based on overall performance, but has one or more student groups on par with the lowest-performing 5 percent of schools Identifies the school for additional funding and support for school improvement
Comprehensive	Lowest-performing 5 percent of schools Identifies the school for additional funding and support for school improvement

Elementary & Middle Schools
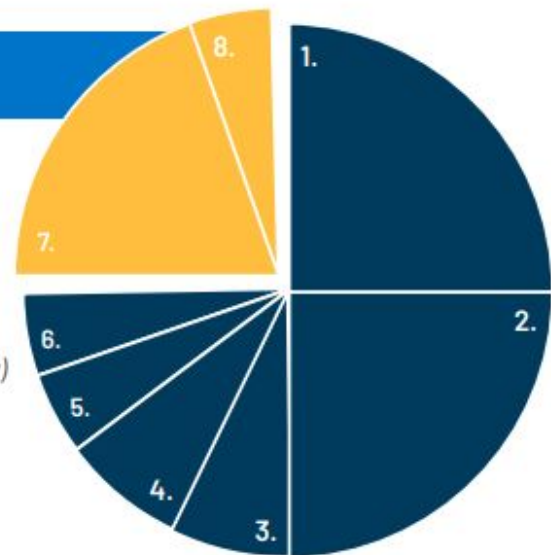
75%

Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% *(Note: Science Participation substitutued for 2022 only)*
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. *P-2**
10. *3-8**
11. *Fine Arts**

*Implementation delayed until 2025

High School

Academic Indicators

75%

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

School Quality & Student Success Indicators

25%

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*
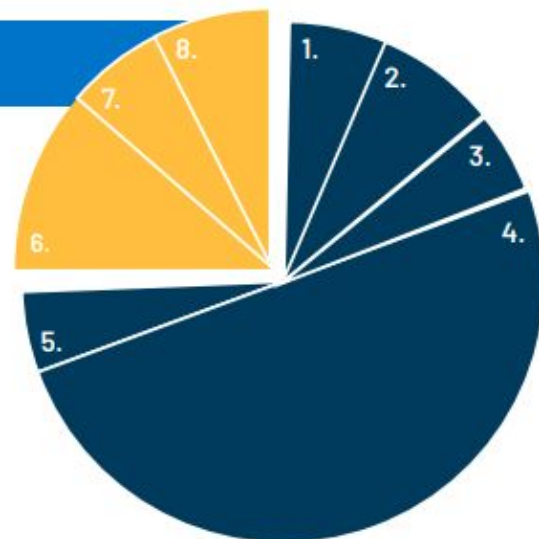
*Implementation delayed until 2025

CUSD 200 Summative Designations for 2022-23

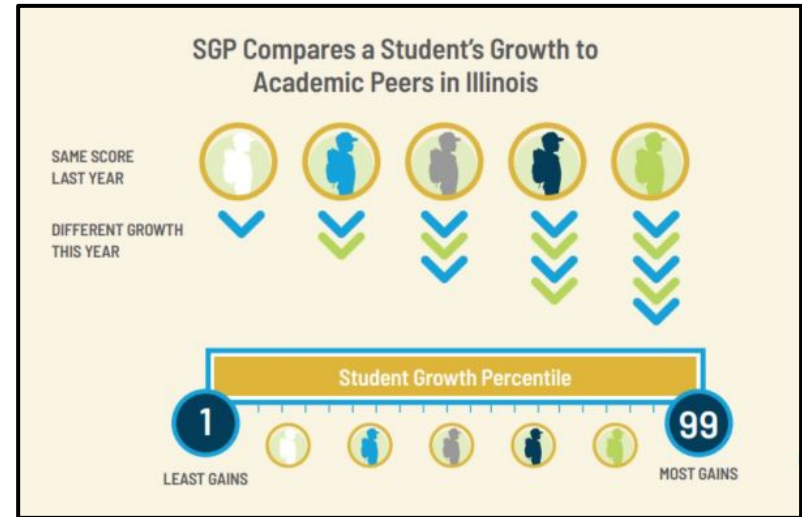| Exemplary	Wheaton North Hawthorne	
Commendable	Wheaton Warrenville South Edison Franklin Hubble Monroe Bower Emerson Johnson Lincoln	Longfellow Lowell Madison Pleasant Hill Sandburg Washington Whittier Wiesbrook
Targeted Support	No CUSD 200 Schools	
Comprehensive Support	No CUSD 200 Schools	

IAR Growth

Growth is measured by Mean Student Growth Percentile (Mean SGP).

A student's progress is compared to peers who started out in the same place the year prior.
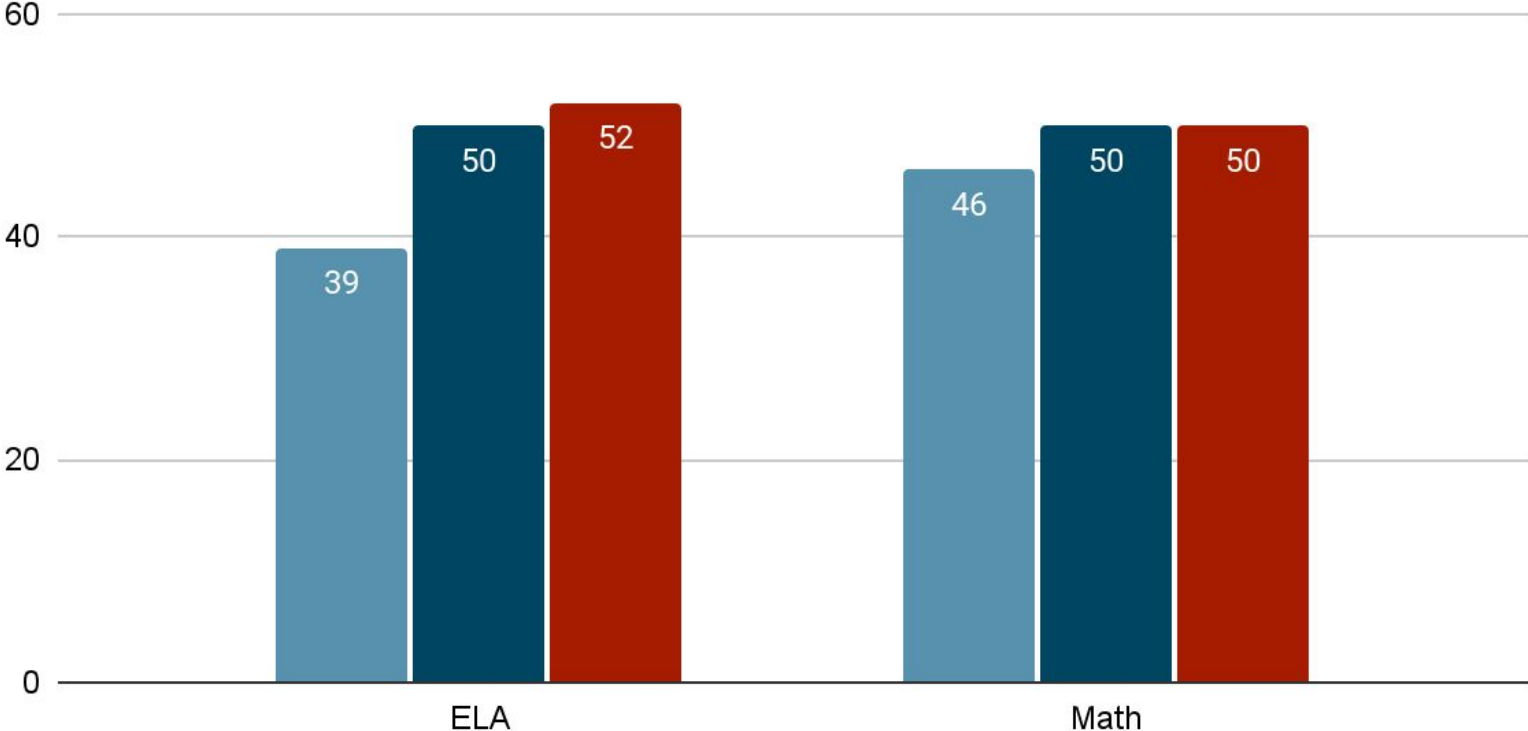
The state mean is always 50.

Growth percentiles above 50 indicate greater-than-average progress. Growth percentiles below 50 indicated less-than-average progress.

SGP Compares a Student's Growth to Academic Peers in Illinois

SAME SCORE LAST YEAR

DIFFERENT GROWTH THIS YEAR

Student Growth Percentile

1 — LEAST GAINS

99 — MOST GAINS

Growth Percentile: IAR

Legend: ■ D200: 2019   ■ State Mean   ■ D200: 2022
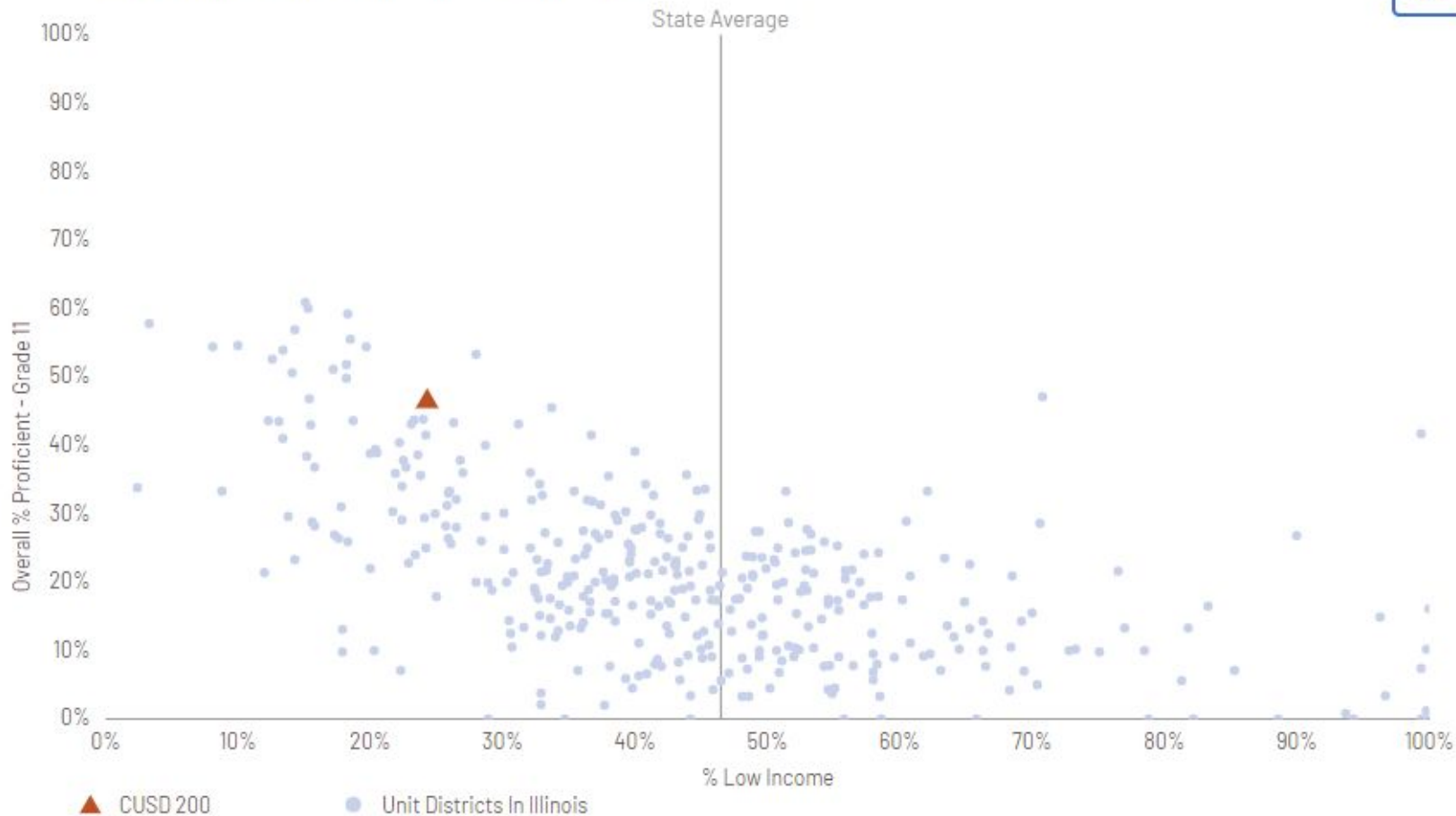
ELA: 39, 50, 52

Math: 46, 50, 50

Performance Scatterplots

Scatterplots provide tools to compare your school or district to other schools or districts in Illinois. Many educators and policy makers use this information to start conversations with administrators at other schools and districts that have similar student populations, but are showing higher performance levels.

The scatterplot can be used to compare performance for all demographic groups.

Grade 11 Mathematics - % Proficient % Low Income, 2022

Grade 11 ELA – % Proficient % Low Income, 2022

State Average

Overall % Proficient – Grade 11

% Low Income

▲ CUSD 200   ● Unit Districts In Illinois
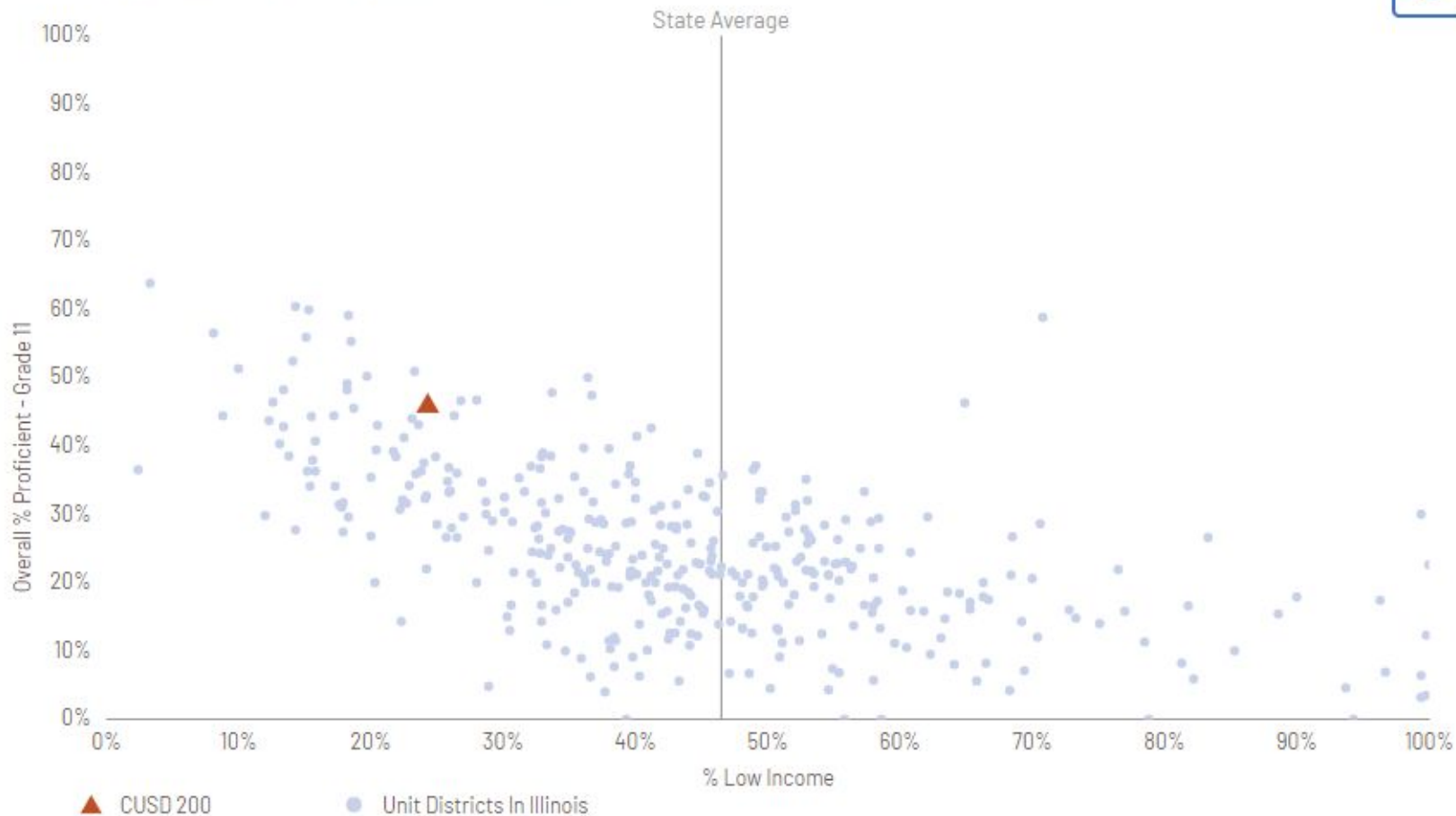
Eighth Grade Students Enrolled in Algebra I

Algebra I is described as a gateway course because students typically need to pass Algebra I before moving on to high level math and science courses. A typical math course sequence would start with Algebra I and continue with Geometry, Algebra II, Pre-Calculus, and Calculus. Students who pass Algebra I in 8th grade will likely have the opportunity to take Calculus before they graduate – a prerequisite for college STEM majors and careers. Passing Algebra is defined as earning a C or above.

Percentage of Eighth Grade Students Enrolled in Algebra I
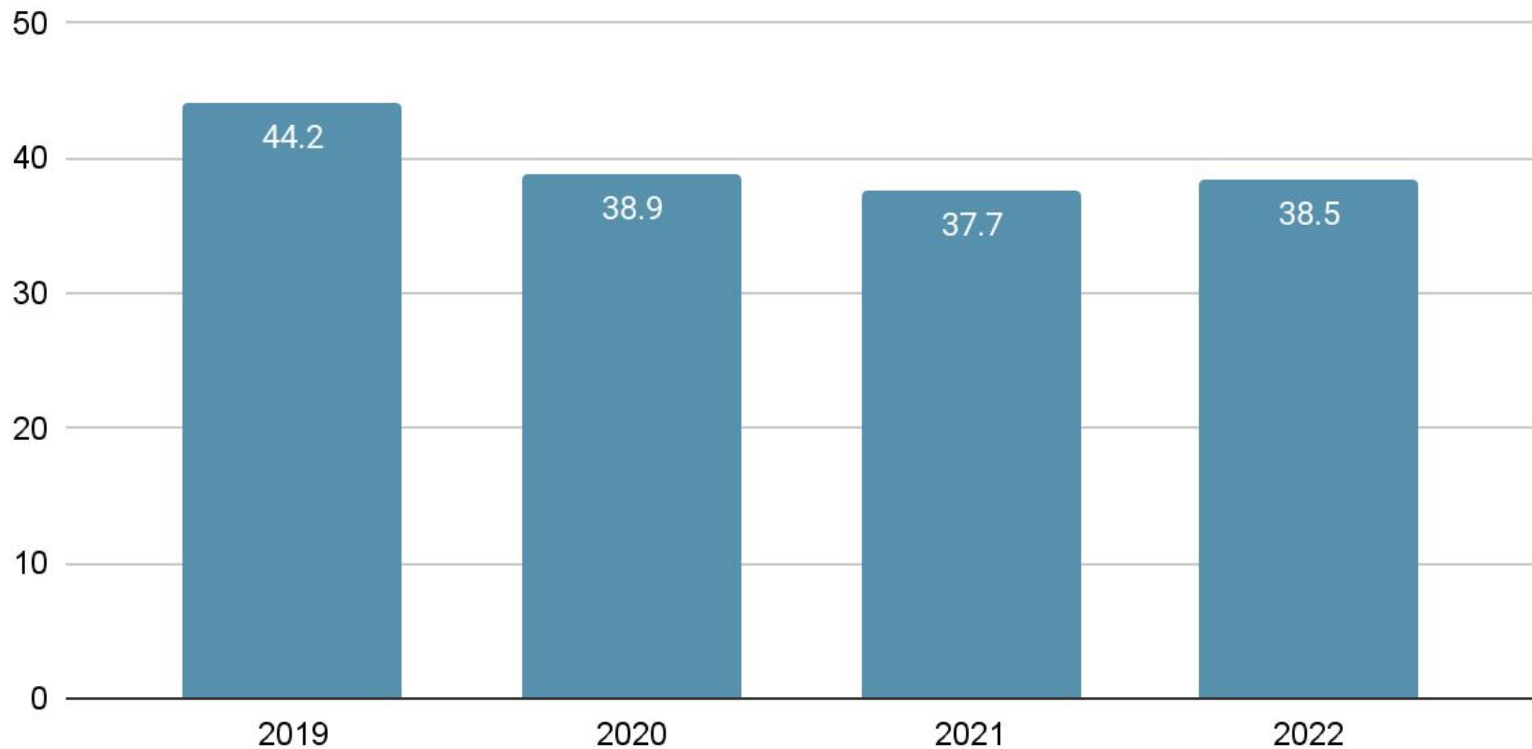
Equity Journey Continuum

The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.   The Student Learning portion of the Equity Journey Continuum is based on data from the 2018-2019 school year.

STEPS ALONG THE CONTINUUM

1 Large Gaps in Equity

2 Moderate Gaps in Equity

3 Small Gaps in Equity

4 Minimal Gaps in Equity

DATA ELEMENTS

Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.				
STUDENT LEARNING	●————			
LEARNING CONDITIONS			●	
ELEVATING EDUCATORS				●

Student Learning Component	1: Large Gaps	2: Moderate Gaps	3: Small Gaps	4: Minimal Gaps
Participation in High-Quality Pre-K: KIDS Assessment Data	1.0			
Student Performance: IAR, SAT, & DLM		2.8		
EL student progress to proficiency ACCESS & Former EL student performance in ELA coursework				4.5
On-Time Graduation Rates		2.6		
Equitable Access to High-Quality & Rigorous Curricula 8th Enrollment in Algebra I and Passing Algebra I	1.3			
Advanced Academic Programs AP, Dual Credit	1.5			
Overall Rate for Student Learning	1.87			

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Vision 2026

**C**ollege and career readiness

Accelerating learning

Balanced assessment

Vision 2026

Learning acceleration is the strategy used to address needs based on data. Learning acceleration is about going forward and preparing students for success in the present with a focus on current grade-level standards. Tier I (grade level learning) is the primary lever to accelerate learning. Additional supports provided to students (Tier II and III) need to be contextualized within their subject, grade level, and curriculum. **A balanced assessment system** allows the district to effectively monitor students achievement and growth.

Collective and Focused School Improvement
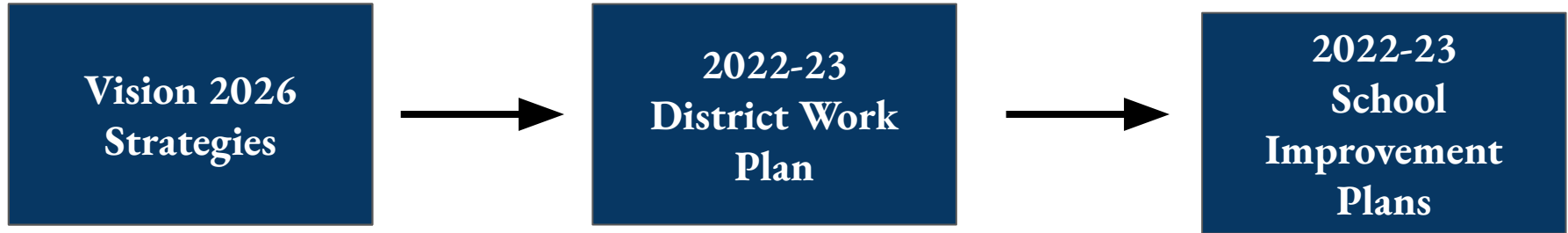
K-5 Learning Acceleration

- Implement Illustrative Math in grades K-5
- Pilot and adopt high-quality ELA curriculum in grades K-5

Additionally, school improvement plans include:
- Non-pilot teachers begin exploring the ELA shifts of: Foundational Skills, Text Complexity, Evidence-Based Reading and Writing, Knowledge Building
- Ensure Tier II interventions have instructional coherence to IM
- Address foundational skills gaps for identified students utilizing the resource, *How to Plan Differentiated Reading Instruction*

6-8 Learning Acceleration

- Pilot and adopt a high-quality math curriculum
- Engage in collaborative research to being the curriculum work in ELA and Social Studies

Additionally, school improvement plans include:
- Focus professional learning, assessments, and instruction on Evidence Based Reading and Writing

College and Career Readiness

- Expand dual credit course offerings to support Career Pathways and other early college coursework opportunities
- Expand the number of students taking a fourth year of math with a focus on Transitional Math
- Support students enrolled at TCD in earning industry-recognized credentials

Additionally, school improvement plans include:
- A focus on supporting students who need additional support in Algebra II
- PLC work on assessment of and instruction for skills that make the most significant difference for students on the SAT

Balanced Assessment

- Implement FastBridge in grades K-8
- Select and implement a district analytic tool
- Develop a district framework for meaningful classroom assessment practices

Additionally, school improvement plans include:
- Focus on the use of IM assessments (K-5) and assessments from pilot resources (6-8) to prioritize learning needs

2022-23 Federal Relief Funding

There have been four different grant opportunities made possible through different legislation.

ESSER I	ESSER II	ARP ESSER III	IDEA ARP
March 13, 2020 - September 30, 2022	March 13, 2020 - September 30, 2023	March 13, 2022 - September 30, 2024	July 1, 2021 - September 30, 2023

District 200 developed six priorities for grant dollars.
- Priority 1: Activities to Allow for the Full-Time Return to School
- Priority 2: Learning Acceleration Programming
- Priority 3: Social Emotional Learning Supports
- Priority 4: Technology
- Priority 5: Curriculum Materials
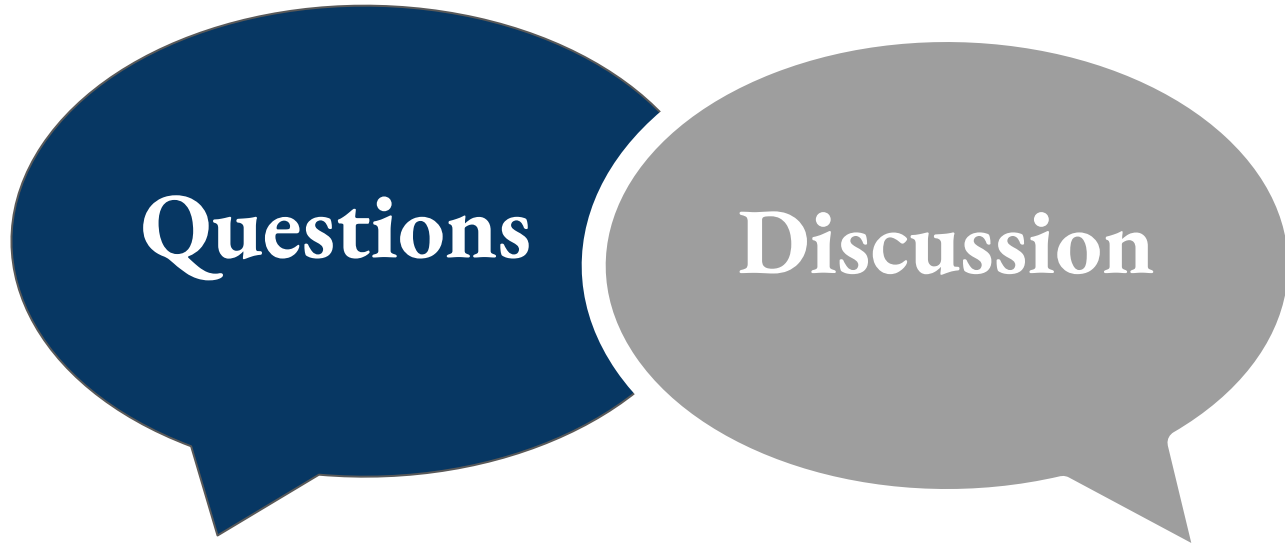- Priority 6: Facilities

2022-23 ESSER II

Priority Area	Item	Budget
Learning Acceleration	Salaries and benefits for 1.5 substitute teachers to support students in remote learning	$67,304
Learning Acceleration	Stipends and benefits for summer programming to address learning acceleration	$1,513
Learning Acceleration/Curriculum Materials	Materials for Illustrative Math adoption in K-5	$56,505
Learning Acceleration	Subscriptions to credit recovery software	$27,740

2022-23 ARP ESSER III

Priority Area	Item	Budget
Learning Acceleration	Salary and Benefits for: Elementary Math Interventionists, Middle School Coaches, High School Academic Interventionists, Middle School Director, Tech and Innovation Coordinator, WN Math Overload, Summer Learning Stipends	$1,570,767
Learning Acceleration/Curriculum Materials	Middle School Math, Math manipulatives, Elementary ELA	$951,081

2022-23 IDEA ARP

Priority Area	Item	Budget
Learning Acceleration	Stipends for IM planning, IM training, Co-teaching training, Professional Development, Special Education teachers, RBT, Executive Functioning Interventions, Jefferson Tuition Scholarships	$508,554