



Memo

To: Board of Education
Dr. Ben Collins, Superintendent

From: Dr. Samantha Alaimo, Assistant Superintendent for Student Learning

Date: November 16, 2023

Re: Presentation of the 2022-23 Illinois School Report Card

Background

This Student Achievement Update shares a snapshot of K-8 student performance that includes:

- Spring 2023 Illinois Assessment of Readiness results in Reading and Math for students in Grades 3-8
 - IAR Proficiency: Percentage of students meeting and/or exceeding standards
 - IAR Growth: Percentile based upon state norms
- Spring 2023 Illinois Science Assessment (ISA)
 - Given to Grades 5 & 8 every Spring
- Spring 2023 English Learners Progress to Proficiency Percentiles/Percentages
 - ACCESS Testing Grades 1-8
- Chronic Absenteeism Rates for the 22-23 School Year
- ISBE Equity Journey Continuum

Board Presentation/Report Objectives

- Give an informative glimpse into our Illinois Report Card ratings & student achievement for Spring 2023
- Highlight our accomplishments and discuss our areas for improvement
- Discuss factors impacting data and action plans for the future

Impactful Data Factors

- Grades K-5 were in a year one implementation of a new math curriculum during the 22-23 school year.
- Grades 6-8 piloted a new math curriculum during the 2022-23 school year and implemented this program at the start of the 2023-24 school year.
- Some factors on the Illinois Report Card are impacted by the pandemic, specifically for the 2020 and 2021 school years in terms of IAR Growth percentiles.
- While analyzing Chronic Absenteeism rates, keep in mind that the pandemic still affected our families last year, meaning a student could easily have been absent for 5 days due to illness.

- Our EL Progress to Proficiency rates were affected by the number of Year 1 & 2 Newcomers in their 1st or 2nd year in the United States entering into the program/district. Last year, the district served 35 Newcomers.

Student Achievement Targets

- IAR Proficiency: As reported by the state, the expected percentage is 50%. In District 64, we strive for 60% or more of students in Grades 3-8 to meet or exceed state standards.
- IAR Growth: As reported by the state, a percentile of 60 and above is excellent, 54 to 60 is above average, and 46-53 is average. Our district goals vary by school and grade level, but are between the 50th-60th percentile.
- ISA Proficiency: 75% or more of students report proficiency

Overview of the 2022-2023 Illinois School Report Card

The Illinois Report Card is published annually by the Illinois State Board of Education (ISBE) at www.illinoisreportcard.com. Report cards share a wide range of information about student achievement, school/district environment, finances, students, teachers, and administrators. As required by ISBE, our District and school report cards are published on the District 64 website [at this link](#).

Below is information related to our schools' ISBE Summative Designations and the report card components: Performance on the Illinois Assessment of Readiness (IAR), Performance on the Illinois Science Assessment (ISA), Progress to Proficiency (PtP) for our English Learner (EL) population, Chronic Absenteeism, Performance on the new ISBE Equity Journey Continuum, and Performance on the Illinois 5Essentials Survey. I have also included information on our students' performance as 9th graders in District 207.

Summative Designations

ISBE uses academic and student success data to calculate a "Summative Designation" for each public school and reports this on the Illinois Report Card. Academic indicators comprise 75% of a school's rating, while student success indicators comprise 25%.

The table below shows the indicators used to calculate each school's summative designation for the 2023 Illinois Report Card. Achievement targets for academic indicators increase annually. ISBE calculates scores for identified student subgroups of at least 20 students. ISBE-defined subgroups in District 64 include: *All Students, Asian, Children with Disabilities, Former English Learners, Limited English Proficiency, Hispanic or Latino, Low Income, and White*.

Academic Indicators (75% total weight)	Student Success Indicators (25% total weight)
<ul style="list-style-type: none"> ● ELA Growth (25%) ● Math Growth (25%) ● ELA Proficiency (7.5%) ● Math Proficiency (7.5%) ● Science Proficiency (5%) <i>Note: Participation used for 2022 only instead of proficiency</i> ● English Learner Progress to Proficiency (5%) <i>An English learner's progress toward attaining language proficiency within 5 years</i> 	<ul style="list-style-type: none"> ● Chronic Absenteeism (20%) Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences) ● Climate Survey (5%) Student participation levels in the annual <i>Illinois 5Essentials Survey</i>

A school's Summative Designation is one of four ratings:

- *Exemplary* schools have no underperforming subgroups and perform in the top 10% of schools statewide.
- *Commendable* schools have no underperforming subgroups but are not in the top 10% of schools statewide.
- *Underperforming* schools have one or more underperforming subgroups.
- *Lowest-Performing* schools perform in the lowest 5% of Title I schools in Illinois.

Since Franklin School demonstrated exceptional IAR growth percentiles, they ranked in the top 10% of schools and earned an *exemplary* rating. The remaining five schools earned a *commendable* rating. Field and Lincoln were within 3-4 points of earning an *exemplary* rating.

Performance on the Illinois Assessment of Readiness (IAR)

Students in grades 3-8 take the online IAR each spring in English Language Arts and Math. The ELA sections also consist of writing assessments within each test. Note that the IAR is a rigorous assessment, and only 35% of students across Illinois met or exceeded standards in ELA, and only 27% met or exceeded standards in Math in 2023. The IAR was not administered in 2020 due to school closures.

Background

The IAR is given once per year (March/April) to students in Grades 3-8 in the content areas of English Language Arts (ELA) and Mathematics. The full test consists of 3-6 separate test sessions, depending on the school year & ISBE guidelines. The IAR typically takes 3-5 days of testing,

depending on the schedule set. Our data is reported preliminarily in late May or early June, and published reports are released in August/September. It is important to note that this data is the main student achievement reporting source for our Illinois Report Card as it makes up ~65% of our data, depending on a school's demographic. Students are given one of the final ratings in each category: Did Not Yet Meet, Partially Met, Approached, Met, Exceeded Expectations. A breakdown of each grade level can be found below, and a breakdown of each school's data can be found in the presentation.

ELA Proficiency

Our district target for each grade level is to have 60% of students Meet or Exceed Expectations on the IAR. The goal set by the state is 50%, as this is average. Percentages higher than 50% indicate greater than average performance. *As you can see in the table below, we met this goal for Grades 4, 5, and 8, but percentages are close for Grades 3, 6, and 7. All grade levels show proficiency above the state standard goal.*

Math Proficiency

Our district target for each grade level is to have 60% of students Meet or Exceed Expectations on the IAR. The goal set by the state is 50%, as this is average. Percentages higher than 50% indicate greater than average performance. *As you can see in the table below, we met this goal for Grade 3. All other grade levels are at or near the 50% state goal.*

2023 IAR Data (Meets & Exceeds)

Grade	Math	ELA
3	61%	56%
4	47%	69%
5	50%	65%
6	44%	54%
7	45%	52%
8	47%	60%

IAR Historical Trend Data (Meets & Exceeds)

Grade	Math			ELA		
	2021	2022	2023	2021	2022	2023
3	52%	63%	61%	52%	63%	56%
4	42%	53%	47%	52%	66%	69%
5	32%	48%	50%	48%	60%	65%

6	35%	44%	44%	44%	52%	54%
7	43%	49%	45%	48%	56%	52%
8	46%	43%	47%	58%	45%	60%

IAR Student Growth Percentile (SGP)

IAR Growth is reported as a student growth percentile (SGP). An SGP compares a student’s progress from one year to the next compared to his or her academic peers. This compares students in the same grade, within the same subject, and with the same prior test performance. Students who make the most progress get an individual SGP of 99. Students who make the least progress get an individual SGP of 1. Students in the middle get an individual SGP of 50. Everyone else gets a score based on where they fall in that distribution throughout the state of Illinois. For the report card, the state calculates an average to find the Mean Student Growth Percentile (MSGP) for a student group or school.

ELA & Math Student Growth Percentiles

As reported by the state, a SGP of 60 and above is excellent; 54 to 60 is above average; and 46-53 is average. Our district goals vary by school and grade level, but are between the 50th and 60th percentile. Specific data for each District 64 elementary and middle school building can be found in the corresponding presentation.

2023 IAR District SGP Data

<u>District</u>	<u>Math</u>		<u>ELA</u>	
	2022	2023	2022	2023
Grades 4-8	58	51	57	47
Grades 4-8 (Students with IEPs)	54	43	52	43

IAR SGP Grade Level Data

<u>Grade</u>	<u>Math</u>		<u>ELA</u>	
	2022	2023	2022	2023
4	58	46	63	56

5	54	49	56	49
6	66	55	57	43
7	60	50	57	40
8	50	54	52	46

Performance on the Illinois Science Assessment (ISA)

The ISA is a statewide online assessment that aligns to the Illinois Learning Standards for Science. District 64 students take the ISA once per year, over 2 school days, in the Spring of fifth and eighth grade. The test includes items aligned to Physical Science, Life Science, Earth/Space Science, and Engineering. In 2023, District 64 5th graders exceeded pre-pandemic performance. 8th grade performance is returning to pre-pandemic percentages. The ISA was not administered in 2020 due to school closures.

ISA Grade 5 & 8 Data

	District 64					
	2017	2018	2019	2021	2022	2023
Grade 5	78%	76%	73%	67%	80%	77%
Grade 8	73%	71%	78%	69%	68%	72%

Performance on the ISBE Equity Journey Continuum

ISBE has developed a tool to help districts track their progress toward closing gaps in student achievement, opportunities, and supports. Districts are assigned a rating of Step 1 (large gaps exist), Step 2 (moderate gaps exist), Step 3 (small gaps exist), or Step 4 (minimal gaps exist).

The 2023 Illinois Report Card includes information about District 64’s progress in three broad areas of the continuum. These areas are aligned with the following Illinois State Board of Education goals:

- **Student Learning:** *Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.*
 - *Metric Examples:* 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:** *All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.*
 - *Metric Examples:* 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:** *Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.*
 - *Metric Examples:* 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

District 64 has small to minimal gaps in all of the ISBE Equity Journey Continuum areas. In fact, all three areas show improvement between the categorized steps as compared to 2019. District 64 should celebrate this achievement as it means we are closing gaps related to student learning, learning conditions, and staffing. As the Board of Education knows, one focus of our administration is to analyze our data, especially those of certain sub-groups, to provide an equitable education for all students and a healthy environment for all stakeholders.

As shown in the chart below, our 2023 Student Learning metric was rated as Small to Moderate gaps. This is a great improvement from 2019, in which it was reported as Moderate to Large gaps. This area was positively impacted by readiness reports for incoming kindergarteners to District 64, student participation in Algebra 1 in grade 8, progress for English Language students, and IAR sub-group growth and proficiency.

Note that, due to data disruptions in recent years, the Equity Journey Continuum reported last year uses data from the 2018-19 school year and is not reflective of the 2021-22 school year.

Equity Journey Continuum Rating SY 2022-2023

			STEP 1: Large gaps	STEP 2: Moderate gaps	STEP 3: Small gaps	STEP 4: Minimal gaps	N/A Reason noted below
STUDENT LEARNING	Equity Elements	Data Elements	1.85	2.76			
LEARNING CONDITIONS	Equity Elements	Data Elements		3.01	3.40		
ELEVATING EDUCATORS	Equity Elements	Data Elements				4.08	4.15

Illinois 5Essentials Survey Results

The *Illinois 5Essentials* is an annual statewide survey of individual schools’ learning conditions and environment completed by all 4th-8th grade students and all PreK-8th grade teachers. Parents/guardians of students at all grade levels also are invited to participate.

The *Illinois 5Essentials Survey* measures five dimensions of school organizational culture: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research shows that schools ranked strongly on three or more of these dimensions are ten times more likely to improve student learning.

The table below provides a general overview of District 64’s performance as a whole; the strengths and opportunities listed are a composite and are not reflective of all eight schools. Individual school reports can be found at <https://www.5-essentials.org/illinois/5e/2022/>.

Strengths	Opportunities for Growth
<ul style="list-style-type: none"> ● Mentoring and support for new teachers ● Student-teacher trust ● Teacher-parent trust ● Academic engagement ● Academic personalism ● Peer support for academic work ● Rigorous study habits 	<ul style="list-style-type: none"> ● Trying new ideas to support improvement ● Increased teacher-to-teacher dialogue about student learning or peer observation

District 64 Student Performance in High School

Each year, District 64 tracks our students’ 9th grade participation in accelerated classes in District 207. Participation in accelerated classes remains strong, with nearly half of

students pursuing this challenging coursework each fall. Please note, District 207 no longer offers an Accelerated pathway for English Language Arts.

9th Grade Placement in D207 Courses

Course	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
World Language	50%	53%	51%	47%	50%
English Language Arts (Accelerated)	55%	45%	54%	47%	N/A
Math - (Math II Pathway)	51%	54%	49%	50%	50%
Science - (Accelerated Biology or Accelerated Chemistry)	47%	40%	46%	44%	48%

Next Steps

District 64 continues to provide a rigorous educational experience for students. Our efforts to accelerate growth through differentiated, small group instruction are positively impacting achievement. As discussed at our September Board meeting, we have further expanded these efforts this year by implementing teacher planning with administrators and through the addition of interventionists to support struggling students. The Illinois Report Card reflects our significant growth toward closing learning gaps that resulted from school disruptions in recent years.