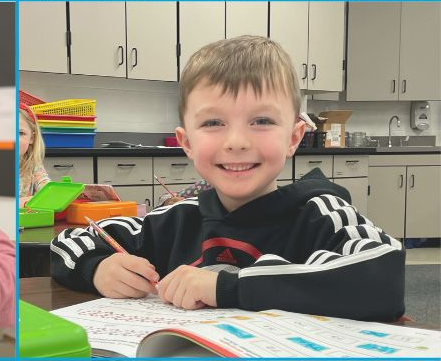




# Assessment Update

November 14, 2023

Dr. Becky FitzPatrick  
Mrs. Amanda Czerniuk





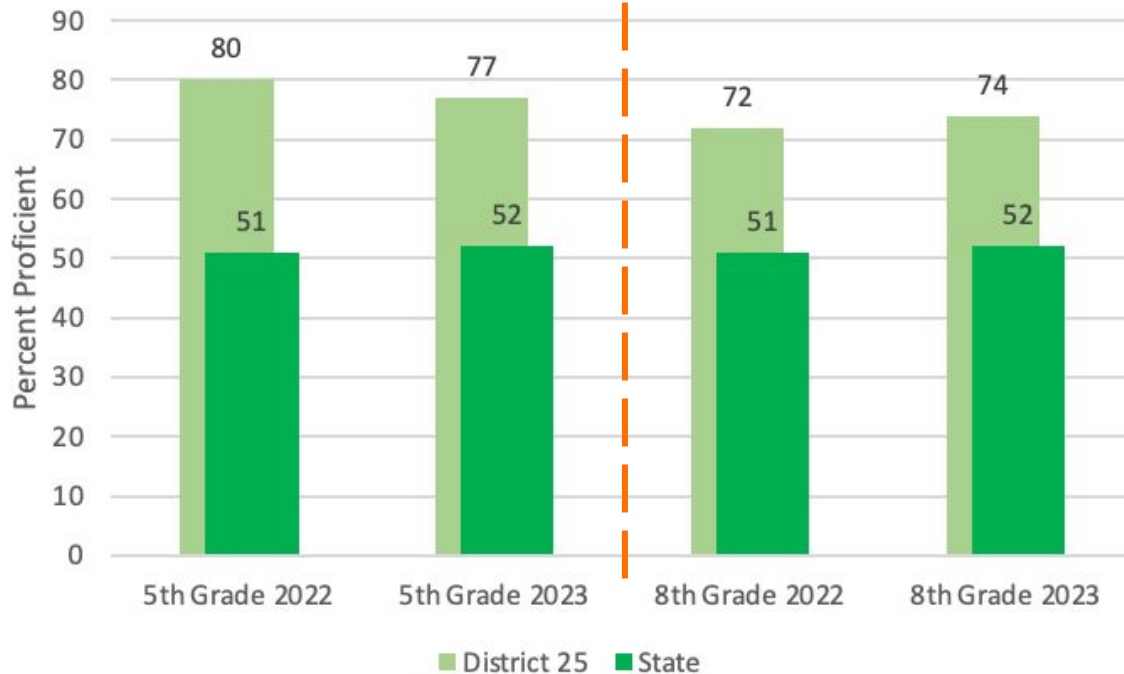
# Assessment Update

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1. 2023 Illinois Science Assessment (ISA)
2. 2023 Illinois Assessment of Readiness (IAR)



# ISA Proficiency | Spring 2022 & 2023

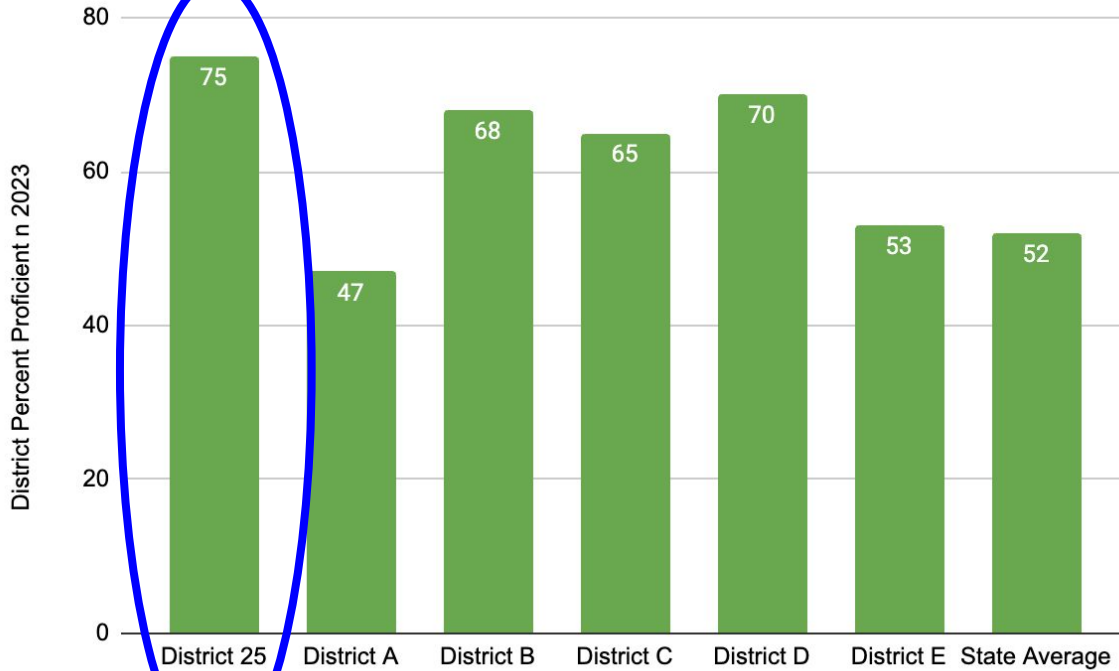


D25 proficiency rates in science continue to outperform the state

The elementary science program is in the monitor and review year in which implementation goals and evidence of student progress are reviewed

The middle school science program is in a research year in which best practices and additional resources are analyzed

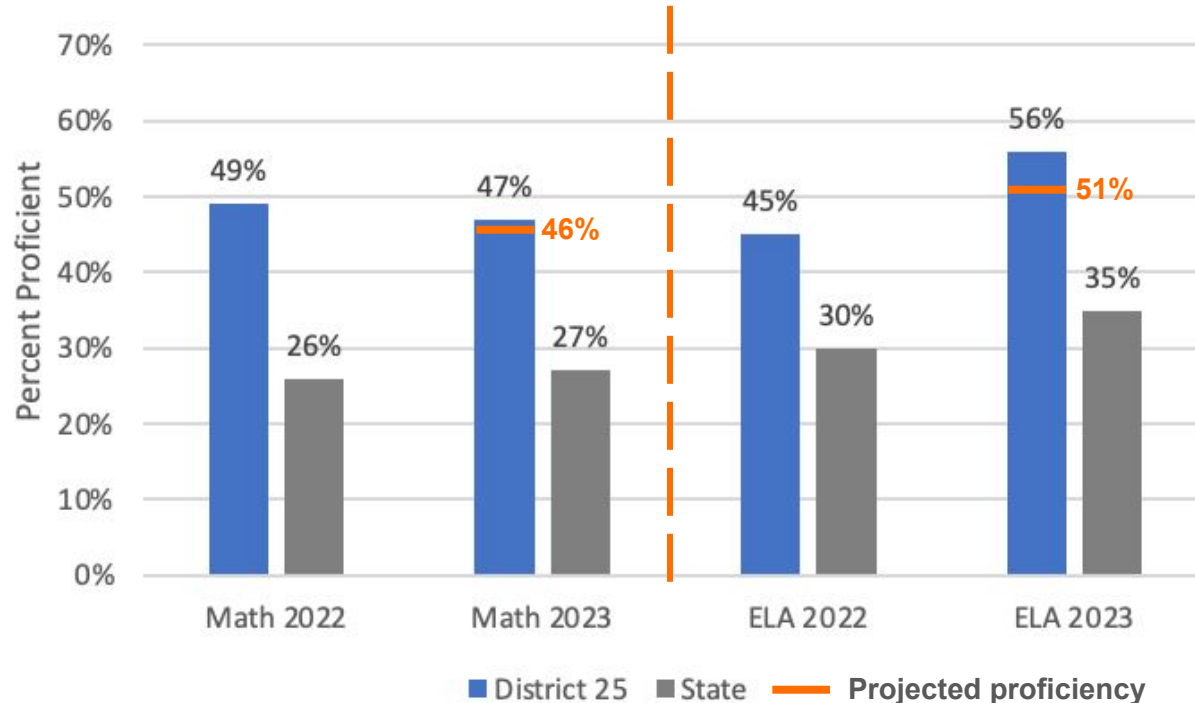
# ISA D214 Sender Districts' Overall Proficiency | 2023



D25 continues to outperform all other D214 sender districts on the ISA



# IAR Overall Math and ELA Proficiency | 2022 & 2023



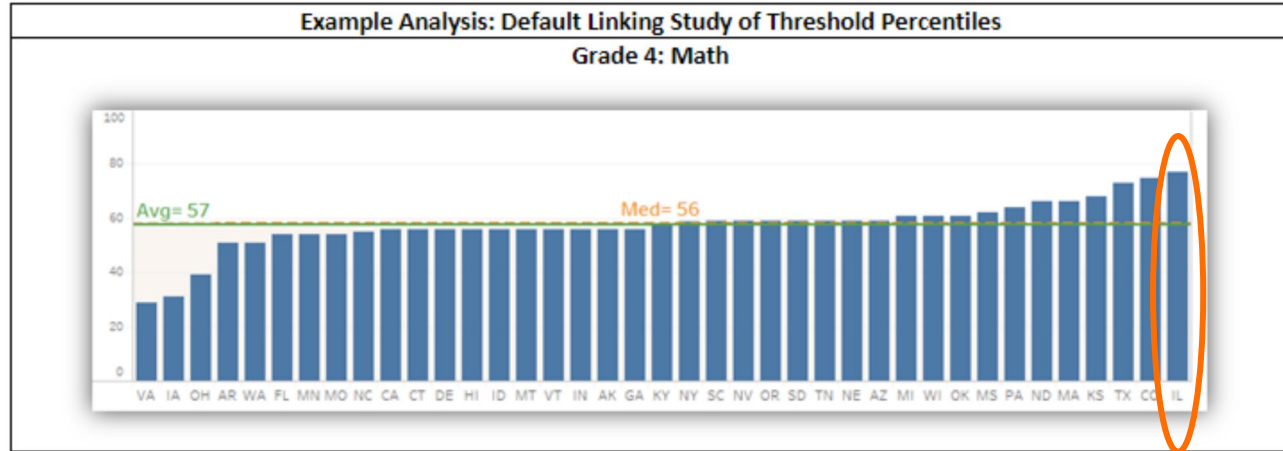
D25 proficiency rates in math and ELA continue to outperform the state

Overall, ELA proficiency increased by over 10 percentage points compared to last year

# Illinois vs Other State Proficiency Cut Scores



## A Note about Illinois



Illinois has the highest proficiency cut scores in the nation



# IAR State Percentile Report



Indicator	State Value*	2022	District Percentile	State Value*	2023	District Percentile	Change 2022 to 2023	
		District Value			District Value		District Value	District Percentile
ELA Proficiency	28.5%	44.7%	82	33.8%	55.3%	88	+10.6%	+6
Math Proficiency	22.9%	48.1%	92	23.8%	46.9%	90	-1.2%	-2

District 25 performs in the top 10% for math and the top 12% for ELA compared to districts across Illinois

The logo features a large, light gray circle. Inside the circle is a stylized building with a blue roof and light blue walls. The building has a white rectangular base. The text "IAR" is written in bold black letters above the building, and "MATHEMATICS" is written in bold black letters below the building. The number "25" is written in white inside the building's base.

# **IAR MATHEMATICS**

# How to Interpret Growth



**Higher than  
Expected Growth**

Growth is  $+0.30$  or  
above



**Expected Growth**

Growth from  $-0.29$   
to  $+0.29$



**Lower than  
Expected Growth**

Growth from  $-0.30$   
to  $-0.59$



**Unsatisfactory  
Growth**

Growth is  $-0.60$  or  
below

# IAR Math Growth by Grade | 2023



Subject:

**Mathematics**

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**








Term: **Spring**

**Overall Growth**

**+ 0.16**  **Expected Growth**

In math, all grades grew as expected except 7th grade, which experienced higher than expected growth

**Student Growth by Grade**

Grade	Student Count <sup>^</sup>	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	504	54%	14%	69%	18%	- 0.06 
04	555	52%	20%	65%	15%	+ 0.15 
05	554	47%	16%	66%	18%	- 0.02 
06	536	45%	26%	61%	13%	+ 0.22 
07	563	50%	27%	65%	8%	+ 0.39 
08	547	41%	27%	59%	14%	+ 0.25 
<b>ALL</b>	<b>3,259</b>	<b>48%</b>	<b>22%</b>	<b>64%</b>	<b>14%</b>	<b>+ 0.16</b> 
<b>EXPECTED</b>			<b>16%</b>	<b>68%</b>	<b>16%</b>	<b>0.00</b>

\* Dot color is green for all growth scores that are not statistically significant

<sup>^</sup> Student count only includes students with at least 2 predictors

\*\*Percentages may not add to 100 due to rounding

\*\*\*Results not reported for groups with fewer than 5 students

All grade levels continue to apply math instructional strategies from *Building Thinking Classrooms in Mathematics* by Peter Liljedahl

 <b>Higher than Expected Growth</b> Growth is +0.30 or above	 <b>Expected Growth</b> Growth from -0.29 to +0.29	 <b>Lower than Expected Growth</b> Growth from -0.30 to -0.59	 <b>Unsatisfactory Growth</b> Growth is -0.60 or below
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# IAR Math Growth by Student Groups | 2023



**Growth by Student Group**

Group	Student Group	Student Count <sup>^</sup>	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	191	14%	22%	58%	20%	+ 0.05
ELL	Not ELL	3,068	50%	22%	65%	14%	+ 0.17
Ethnicity	Asian	376	71%	22%	67%	10%	+ 0.26
Ethnicity	Black	37	24%	24%	59%	16%	+ 0.18
Ethnicity	Hispanic	264	29%	18%	67%	15%	+ 0.04
Ethnicity	Other	31	45%	26%	65%	10%	+ 0.3*
Ethnicity	White	2,551	47%	22%	64%	15%	+ 0.16
Gender	Female	1,562	44%	21%	66%	13%	+ 0.18
Gender	Male	1,697	52%	22%	62%	15%	+ 0.14
IEP	IEP	346	8%	18%	61%	21%	- 0.01
IEP	No IEP	2,913	53%	22%	65%	13%	+ 0.18
Income	Low Income	387	28%	24%	61%	15%	+ 0.18
Income	Not Low Income	2,872	51%	21%	65%	14%	+ 0.16
EXPECTED				16%	68%	16%	0.00

\* Dot color is green for all growth scores that are not statistically significant

<sup>^</sup> Student count only includes students with at least 2 predictors

\*\*Percentages may not add to 100 due to rounding

\*\*\*Results not reported for groups with fewer than 5 students

In math, all student groups grew as expected

The Department of Student Learning (DSL) has been collaborating with the Department of Student Services and the Director of Equity and Multilingual Program to regularly review data to inform resources and instructional practices



**Higher than Expected Growth**  
Growth is +0.30 or above



**Expected Growth**  
Growth from -0.29 to +0.29

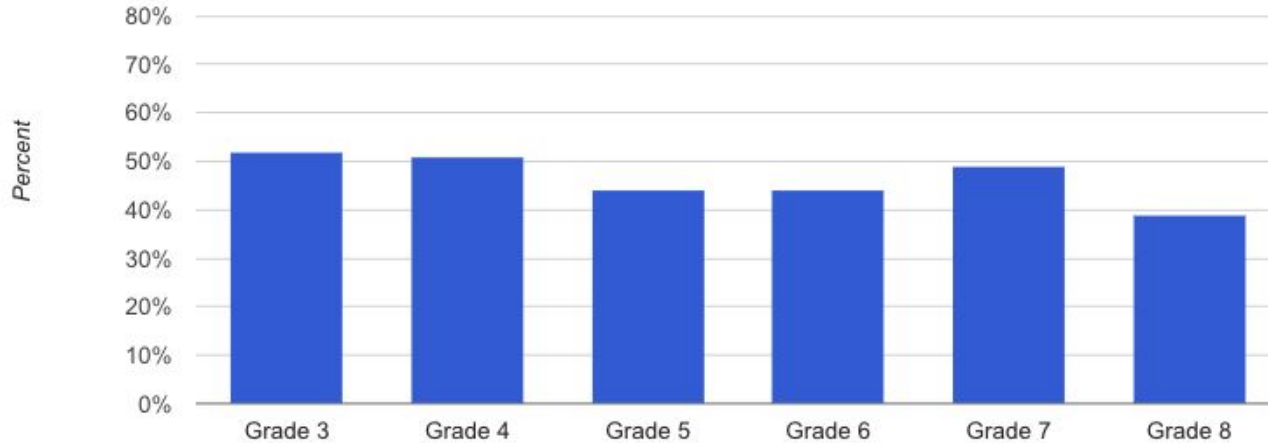


**Lower than Expected Growth**  
Growth from -0.30 to -0.59



**Unsatisfactory Growth**  
Growth is -0.60 or below

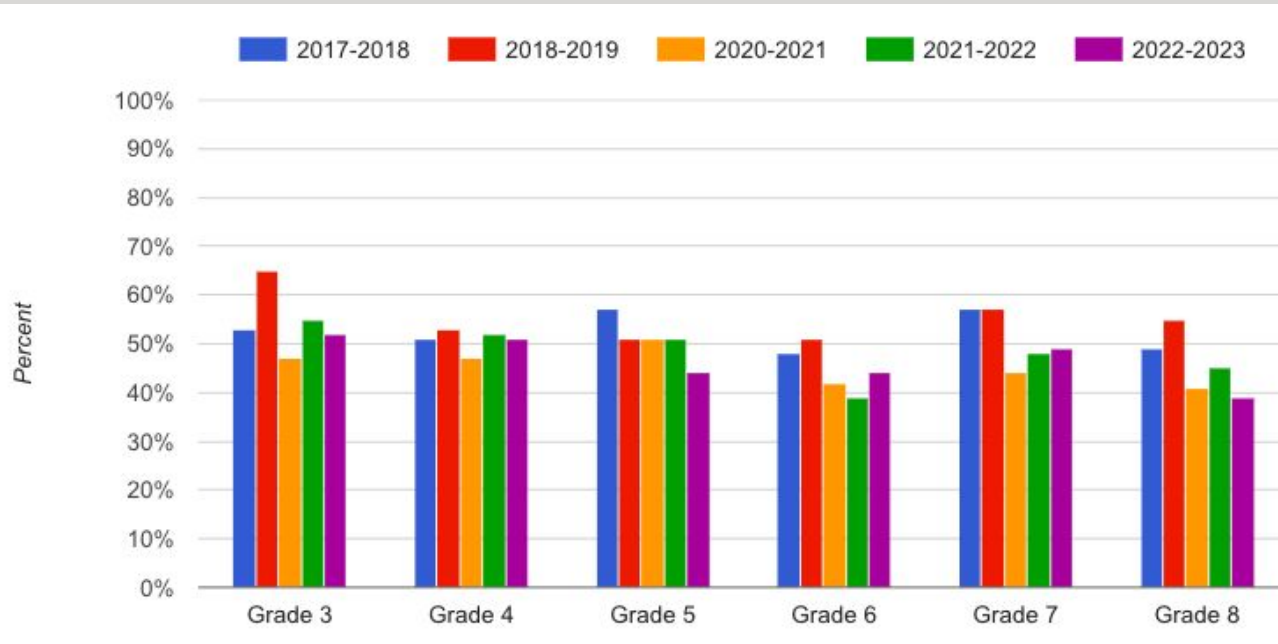
# IAR Math Percent Meeting/Exceeding | 2023



Proficiency levels varied across grade levels

Elementary teachers began implementing the updated *Math In Focus 2020* curriculum this fall with professional learning about instructional practices embedded throughout the school year

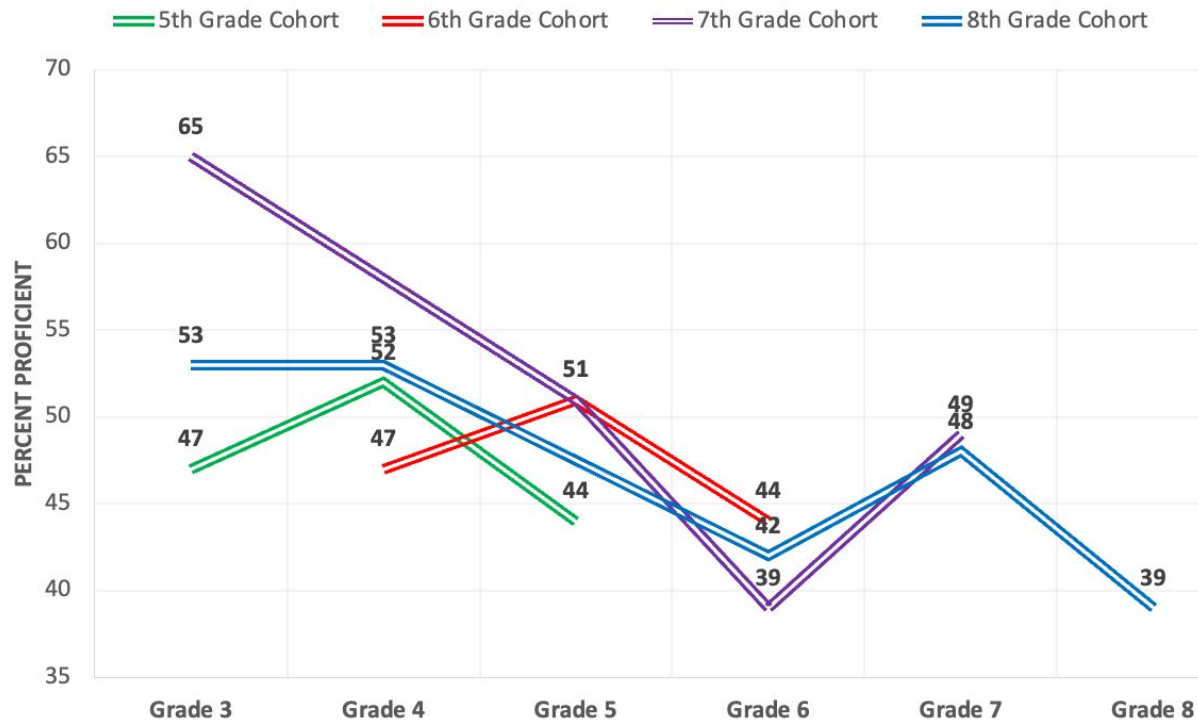
# IAR Math Percent Meeting/Exceeding by Grade



Math performance for 6th and 7th graders is trending higher than the two years prior

This year, DSL created the *DSL Hub* to help teachers more easily access and utilize instructional resources

# IAR Math Percent Meeting/Exceeding by Cohort



Cohort performance over time has been inconsistent in math

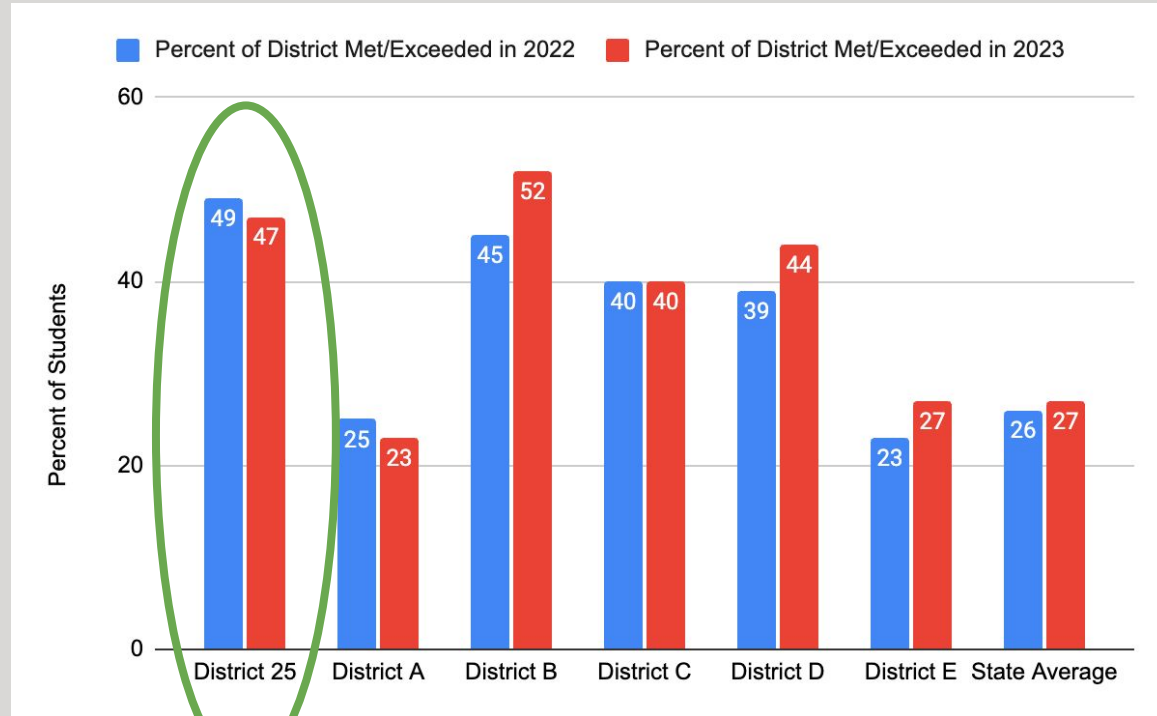
Data analysis revealed that math reasoning and modeling demonstrated the most room for growth. Elementary teachers are currently receiving targeted professional development in these areas. High-impact teaching strategies in these two areas are also part of the middle school math program review



# IAR Math D214 Sender Districts | Spring 2022 & 2023



D25 continues to outperform the state and all but one of the other D214 sender districts in math





# IAR ENGLISH LANGUAGE ARTS

# IAR ELA Growth by Grade | 2023



Subject:

**ELA**

Growth Year: **2022-2023**








Growth Comparison Group: **Local District**

Term: **Spring**

**Overall Growth**

**+ 0.17**  **Expected Growth**

**Student Growth by Grade**

Grade	Student Count <sup>^</sup>	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	503	46%	12%	73%	15%	- 0.02 
04	555	58%	21%	65%	15%	+ 0.12 
05	555	61%	20%	69%	11%	+ 0.20 
06	538	53%	22%	65%	13%	+ 0.19 
07	564	68%	33%	59%	8%	+ 0.52 
08	550	51%	15%	70%	16%	+ 0.02 
<b>ALL</b>	<b>3,265</b>	<b>57%</b>	<b>21%</b>	<b>67%</b>	<b>13%</b>	<b>+ 0.17</b> 
<b>EXPECTED</b>			<b>16%</b>	<b>68%</b>	<b>16%</b>	<b>0.00</b>

\* Dot color is green for all growth scores that are not statistically significant

<sup>^</sup> Student count only includes students with at least 2 predictors

\*\*Percentages may not add to 100 due to rounding

\*\*\*Results not reported for groups with fewer than 5 students

In ELA, all grades grew as expected except 7th grade, which experienced higher than expected growth

DSL is visiting each school this fall to strengthen the implementation of the core curriculum

 <b>Higher than Expected Growth</b> Growth is +0.30 or above	 <b>Expected Growth</b> Growth from -0.29 to +0.29	 <b>Lower than Expected Growth</b> Growth from -0.30 to -0.59	 <b>Unsatisfactory Growth</b> Growth is -0.60 or below
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# IAR ELA Growth Student Groups | 2023



**Growth by Student Group**

Group	Student Group	Student Count <sup>^</sup>	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	190	16%	21%	62%	18%	+ 0.05
ELL	Not ELL	3,075	59%	21%	67%	12%	+ 0.18
Ethnicity	Asian	375	74%	24%	63%	13%	+ 0.24
Ethnicity	Black	37	41%	24%	68%	8%	+ 0.28
Ethnicity	Hispanic	265	42%	18%	69%	13%	+ 0.09
Ethnicity	Other	32	47%	16%	69%	16%	- 0.17
Ethnicity	White	2,556	56%	21%	67%	13%	+ 0.18
Gender	Female	1,567	64%	25%	65%	10%	+ 0.31
Gender	Male	1,698	49%	17%	68%	15%	+ 0.05
IEP	IEP	347	9%	13%	66%	20%	- 0.11
IEP	No IEP	2,918	62%	22%	67%	12%	+ 0.21
Income	Low Income	387	42%	24%	63%	14%	+ 0.19
Income	Not Low Income	2,878	58%	20%	67%	13%	+ 0.17
EXPECTED				16%	68%	16%	0.00

\* Dot color is green for all growth scores that are not statistically significant

<sup>^</sup> Student count only includes students with at least 2 predictors

\*\*Percentages may not add to 100 due to rounding

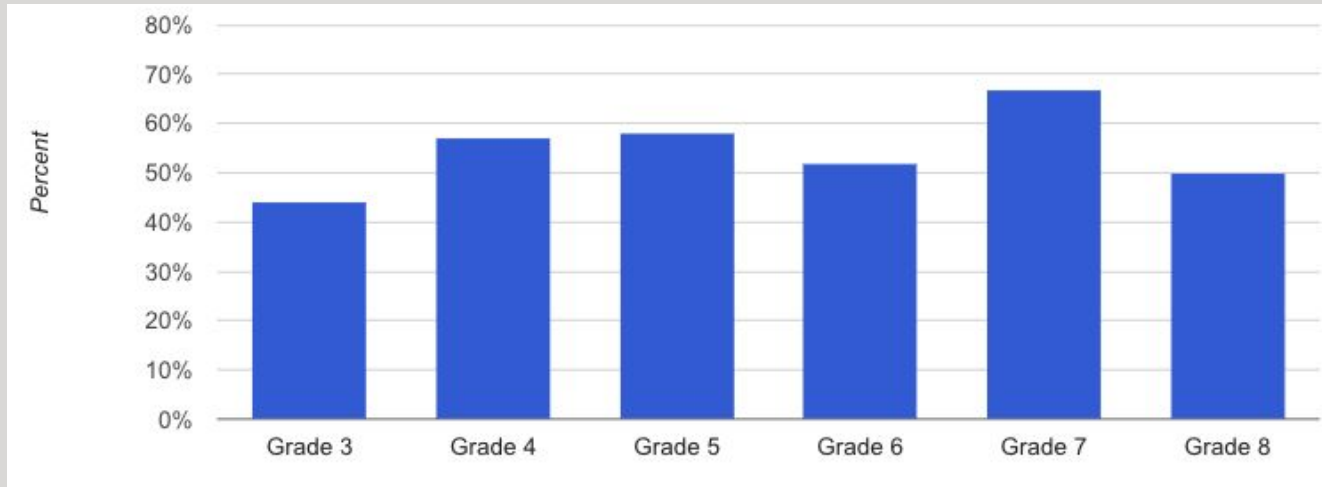
\*\*\*Results not reported for groups with fewer than 5 students

In ELA, all student groups grew as expected except females, who experienced higher than expected growth

DSL has been integrating data review cycles for district and building administrators to improve data literacy and instructional decision-making



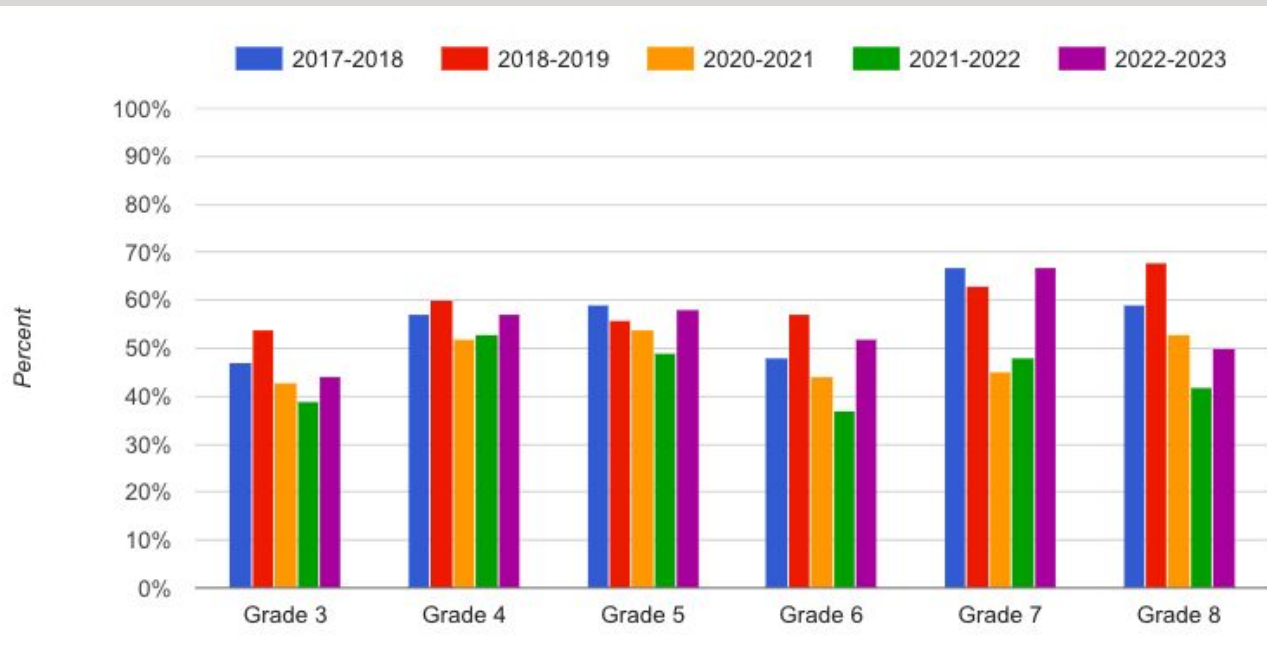
# IAR ELA Percent Meeting/Exceeding | 2023



Proficiency levels varied across grade levels

As part of the action plan phase of the program review process, the Elementary Literacy Committee is engaging in professional learning with a literacy consultant who has expertise in curriculum and IL State Board of Education policy

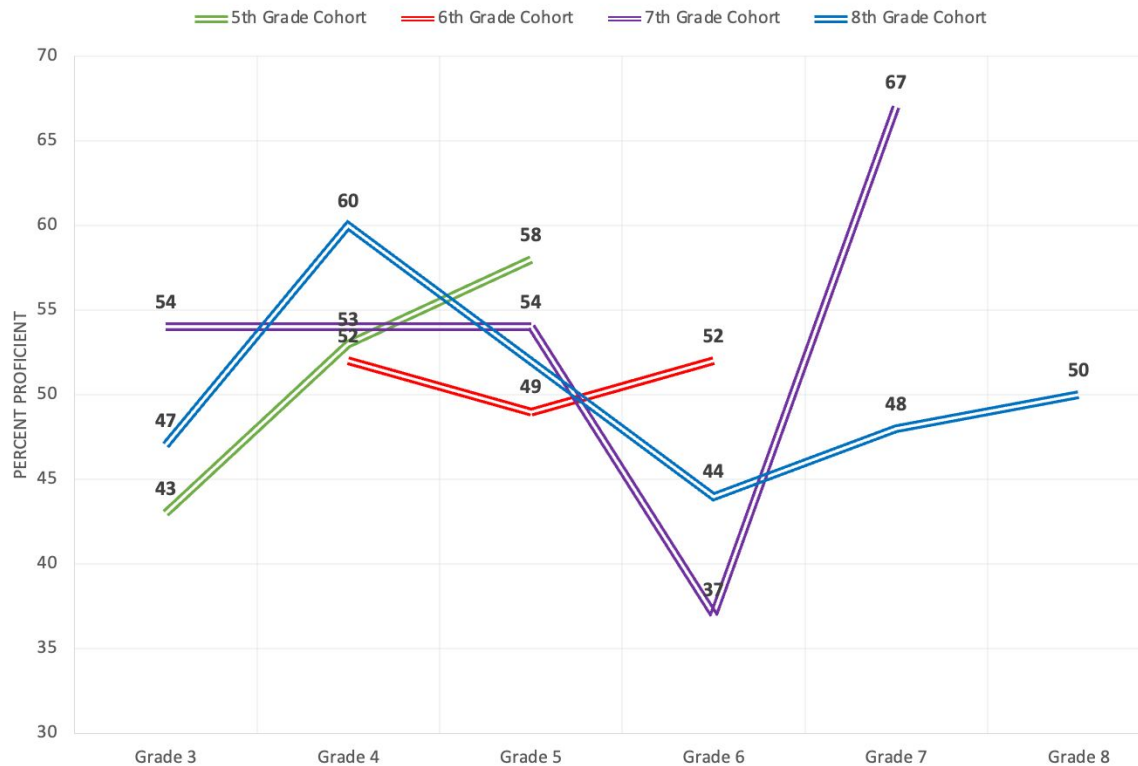
# IAR ELA Percent Meeting/Exceeding by Grade



ELA performance is trending higher than last year across all grade levels

All elementary staff will engage in professional learning focused on best practices in literacy instruction during the 2024-25 school year

# IAR ELA Percent Meeting/Exceeding by Cohort



Overall, ELA proficiency grew over the year prior

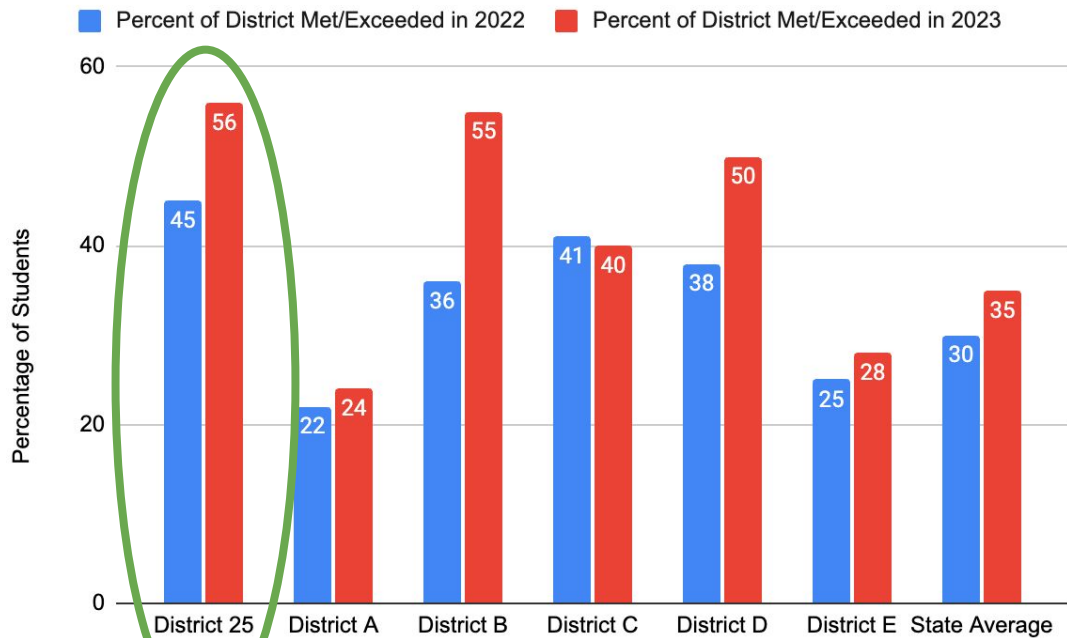
Last spring's 7th graders' writing subtest proficiency grew from approximately 25% in 6th grade to approximately 70% in 7th grade

Testing procedures were revisited with students last spring to ensure they fully participated in the IAR, especially the writing portion

# IAR ELA D214 Sender Districts | Spring 2022 & 2023



D25 continues to outperform the state and all other D214 sender districts in ELA





# Summary



- District 25 performs in the top 10% for math and the top 12% for ELA compared to districts across Illinois.
- Overall, District 25 students are growing as expected.
- 7th grade growth in math and ELA is higher than expected.
- Proficiency gaps exist between student groups. However, all student groups are growing at similar rates. To close gaps, lower-performing groups must grow at higher rates.
- District 25 administrators continue to analyze student assessment data to identify areas for further growth and additional instructional support for teachers.



**QUESTIONS?**