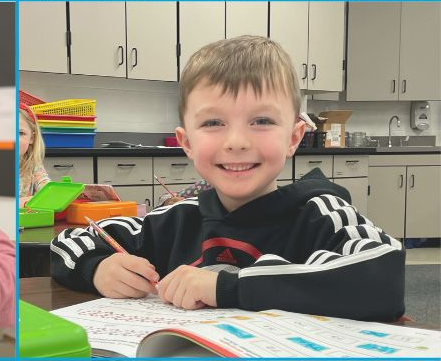




Assessment and Illinois Report Card

November 12, 2024

Dr. Becky FitzPatrick
Mrs. Amanda Czerniuk
Dr. Brian Kaye



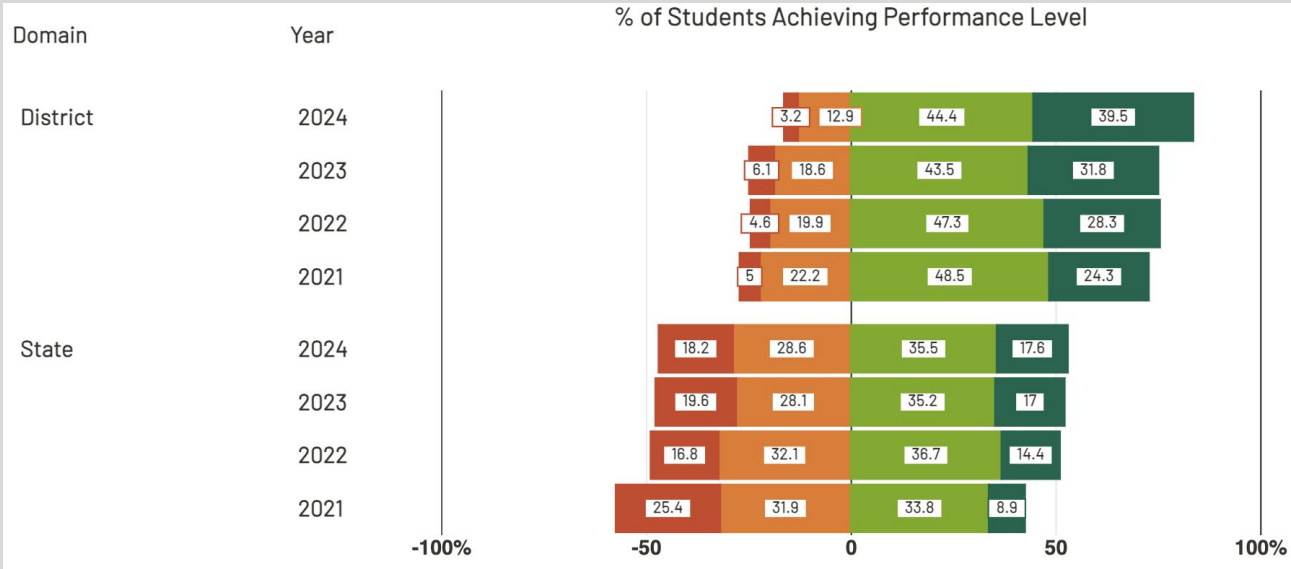
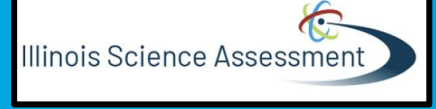


-
1. Illinois Science Assessment (ISA)
 2. Illinois Assessment of Readiness (IAR)
 3. Spring NWEA MAP
 4. Illinois Report Card



Illinois Science Assessment (ISA)

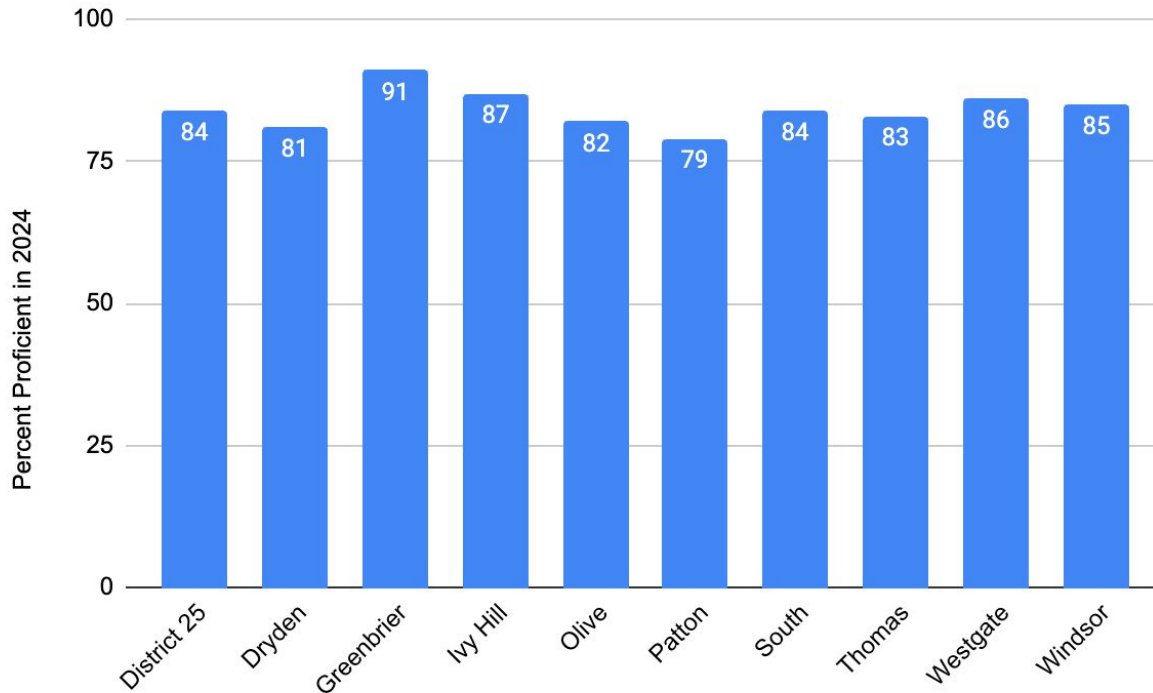
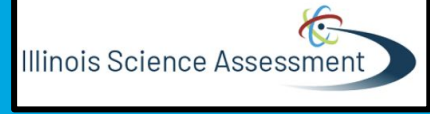
ISA Percent Meeting/Exceeding | District and State



D25 proficiency in science continues to outperform the state. Proficiency is the percent of students who meet the achievement benchmark set by the State of Illinois.

Overall science proficiency increased nine percentage points over last year.

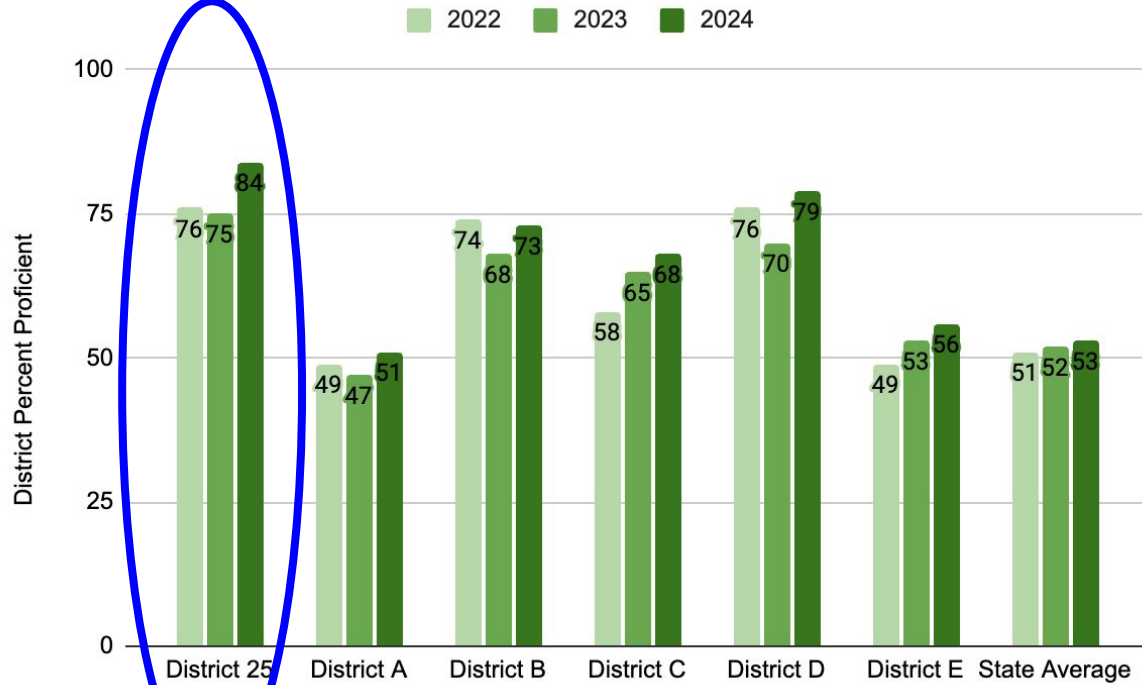
ISA Percent Meeting/Exceeding by School



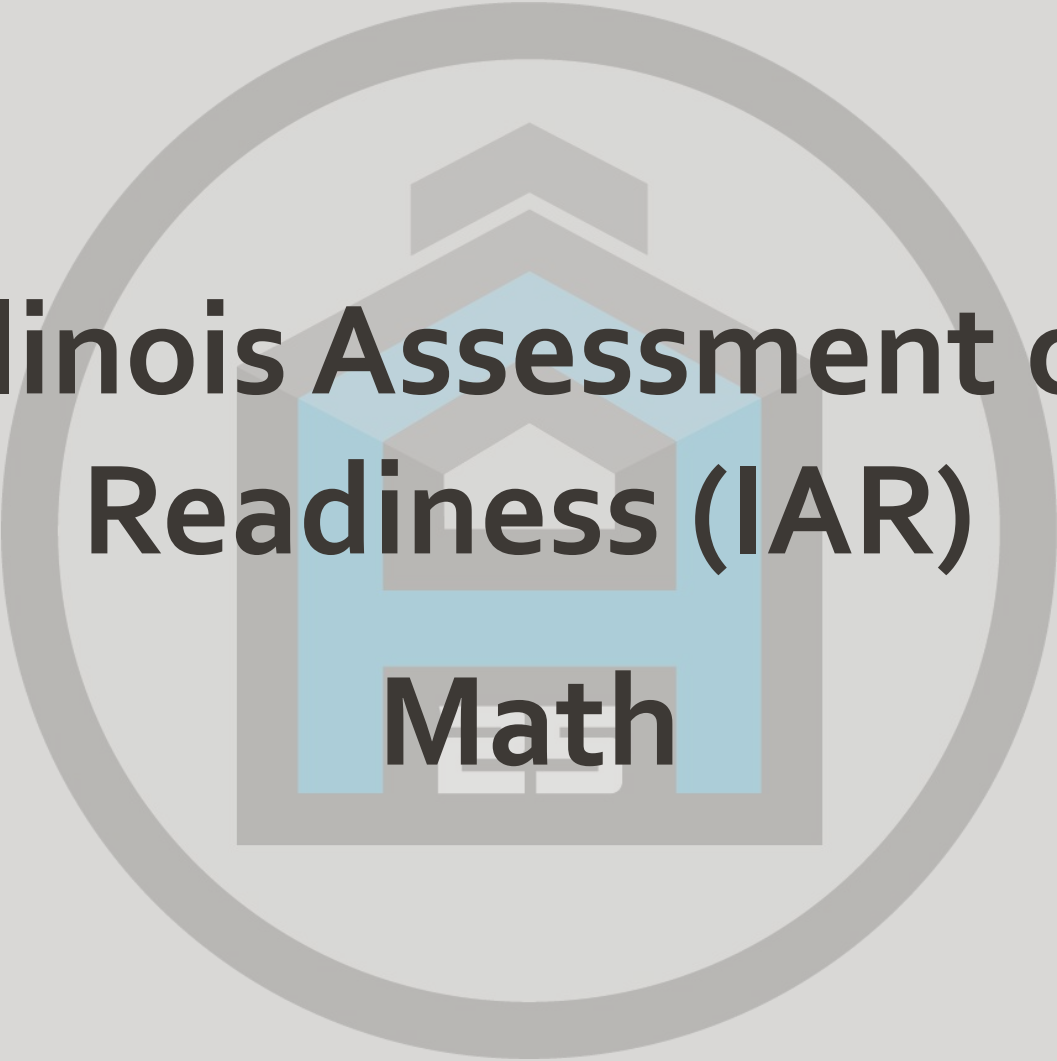
All D25 schools demonstrated greater than 75% overall proficiency in science last spring.

Middle school science teachers are in the action planning year of the program review process in which they develop belief statements, review data, and evaluate resources.

ISA D214 Sender Districts' Overall Proficiency



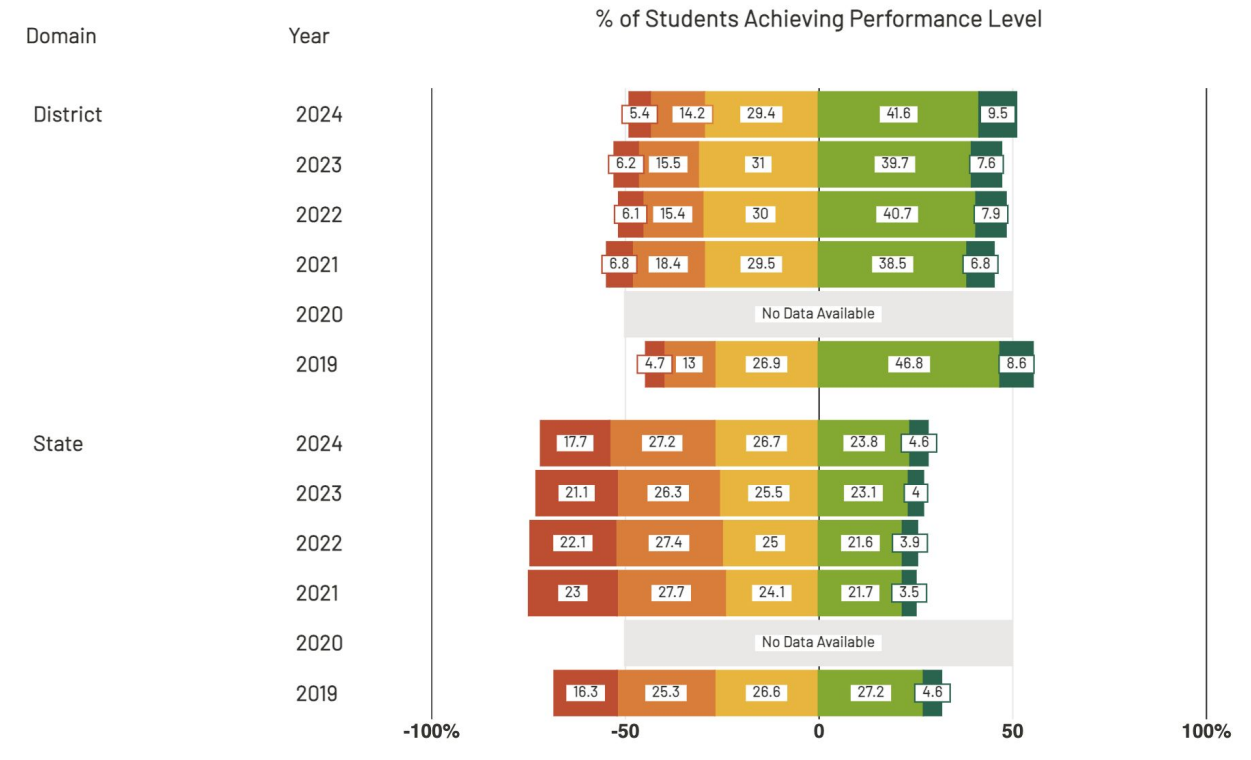
D25 continues to outperform D214 sender districts on the ISA.



Illinois Assessment of Readiness (IAR)

Math

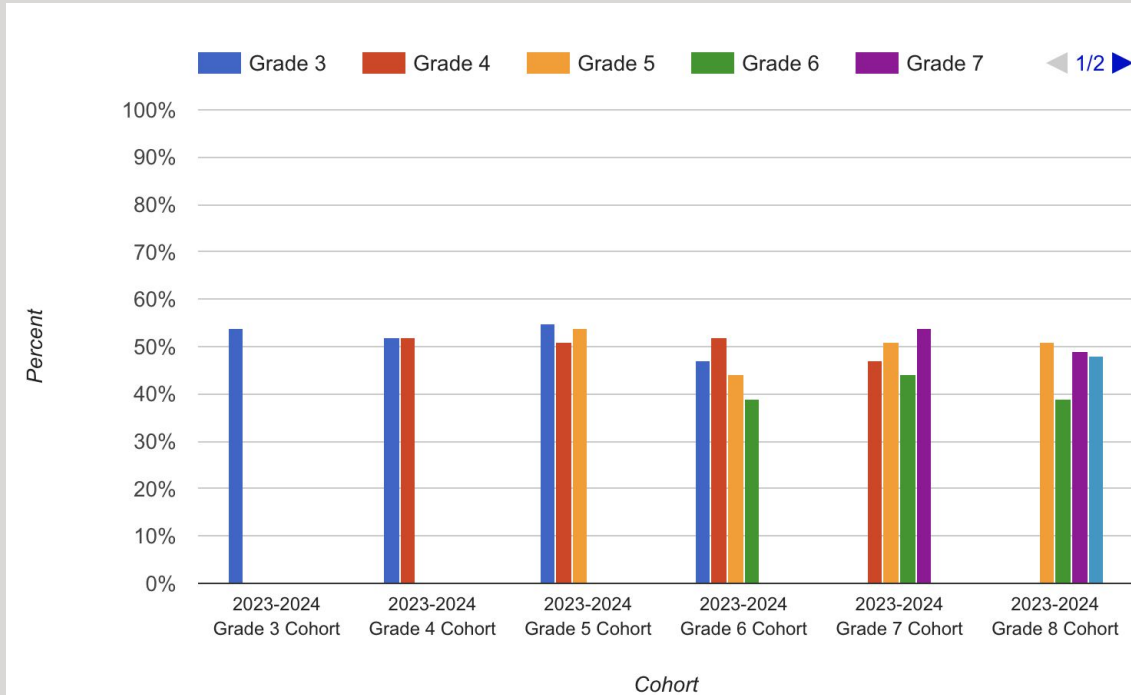
IAR Math Percent Meeting/Exceeding | District and State



D25 proficiency in math continues to outperform the state.

Math proficiency increased by four percentage points over last year.

IAR Math Percent Meeting/Exceeding by Cohort

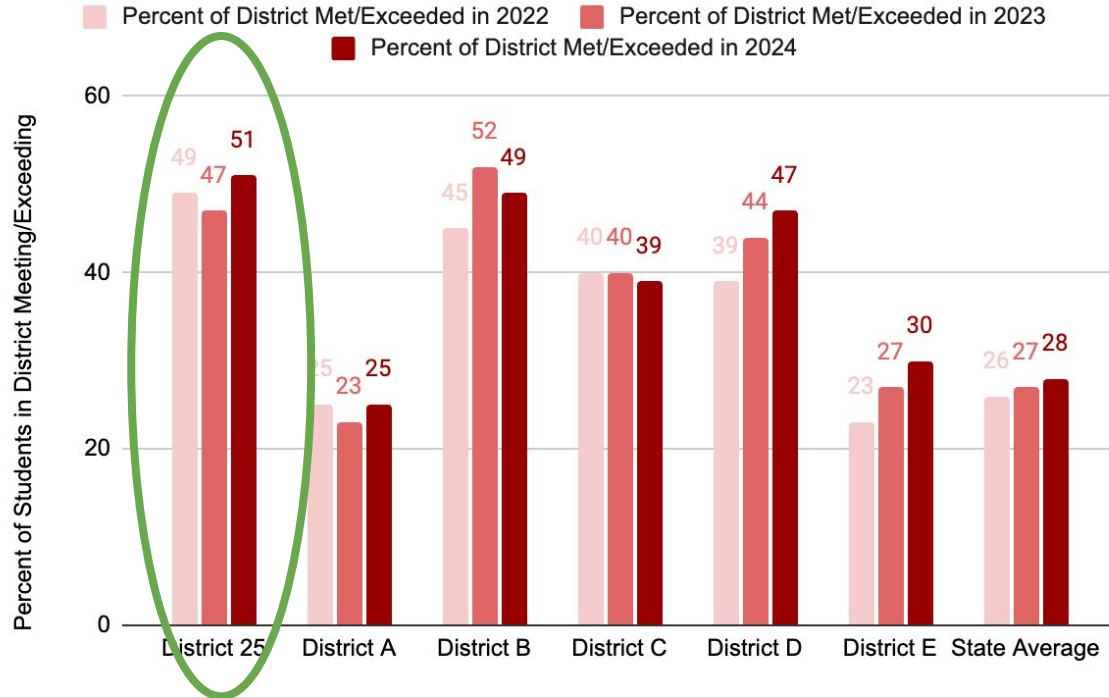


Cohort performance over time continues to be inconsistent in math.

Our 6th graders shift from 60 instructional minutes of math in 5th grade to 40 minutes in 6th grade. The current 6th grade math curriculum provides less visual representations and conceptual instruction than the 5th grade resource.

Our middle school math teachers are in the action planning phase of the program review process in which they will pilot new curricula this winter.

IAR Math D214 Sender Districts



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

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 School



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	246	46%	14%	66%	20%	- 0.10
GREENBRIER ELEMENTARY	142	58%	31%	63%	6%	+ 0.57
IVY HILL ELEMENTARY	234	59%	42%	53%	4%	+ 0.73
OLIVE-MARY STITT SCHOOL	306	51%	18%	71%	11%	+ 0.08
PATTON ELEMENTARY	193	67%	16%	69%	15%	+ 0.06
SOUTH MIDDLE SCHOOL	761	48%	28%	63%	9%	+ 0.40
THOMAS MIDDLE SCHOOL	930	48%	23%	65%	12%	+ 0.23
WESTGATE ELEMENTARY	306	49%	22%	64%	14%	+ 0.21
WINDSOR ELEMENTARY	217	57%	24%	62%	14%	+ 0.17
ALL	3,335	51%	24%	64%	11%	+ 0.27
EXPECTED			16%	68%	16%	0.00



In math, all D25 schools grew as expected except Greenbrier, Ivy Hill, and South, which experienced higher than expected growth.

IAR Math Growth by Student Groups

Growth by Student Group

Group	Student Group	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	224	20%	28%	65%	7%	+ 0.50
ELL	Not ELL	3,111	54%	24%	64%	12%	+ 0.25
Ethnicity	Asian	393	70%	31%	59%	10%	+ 0.46
Ethnicity	Black	35	26%	17%	63%	20%	+ 0.07
Ethnicity	Hispanic	301	35%	23%	68%	10%	+ 0.22
Ethnicity	Other	27	48%	26%	59%	15%	+ 0.23
Ethnicity	White	2,579	51%	23%	65%	12%	+ 0.24
Gender	Female	1,607	47%	25%	64%	11%	+ 0.29
Gender	Male	1,728	55%	23%	64%	12%	+ 0.24
Homeless	Homeless	6	0%	17%	83%	0%	+ 0.18
Homeless	Not Homeless	3,329	51%	24%	64%	11%	+ 0.27
IEP	IEP	377	11%	20%	65%	16%	+ 0.07
IEP	No IEP	2,958	56%	25%	64%	11%	+ 0.29
Income	Low Income	450	29%	22%	67%	11%	+ 0.27
Income	Not Low Income	2,885	55%	25%	64%	12%	+ 0.26
EXPECTED				16%	68%	16%	0.00



Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



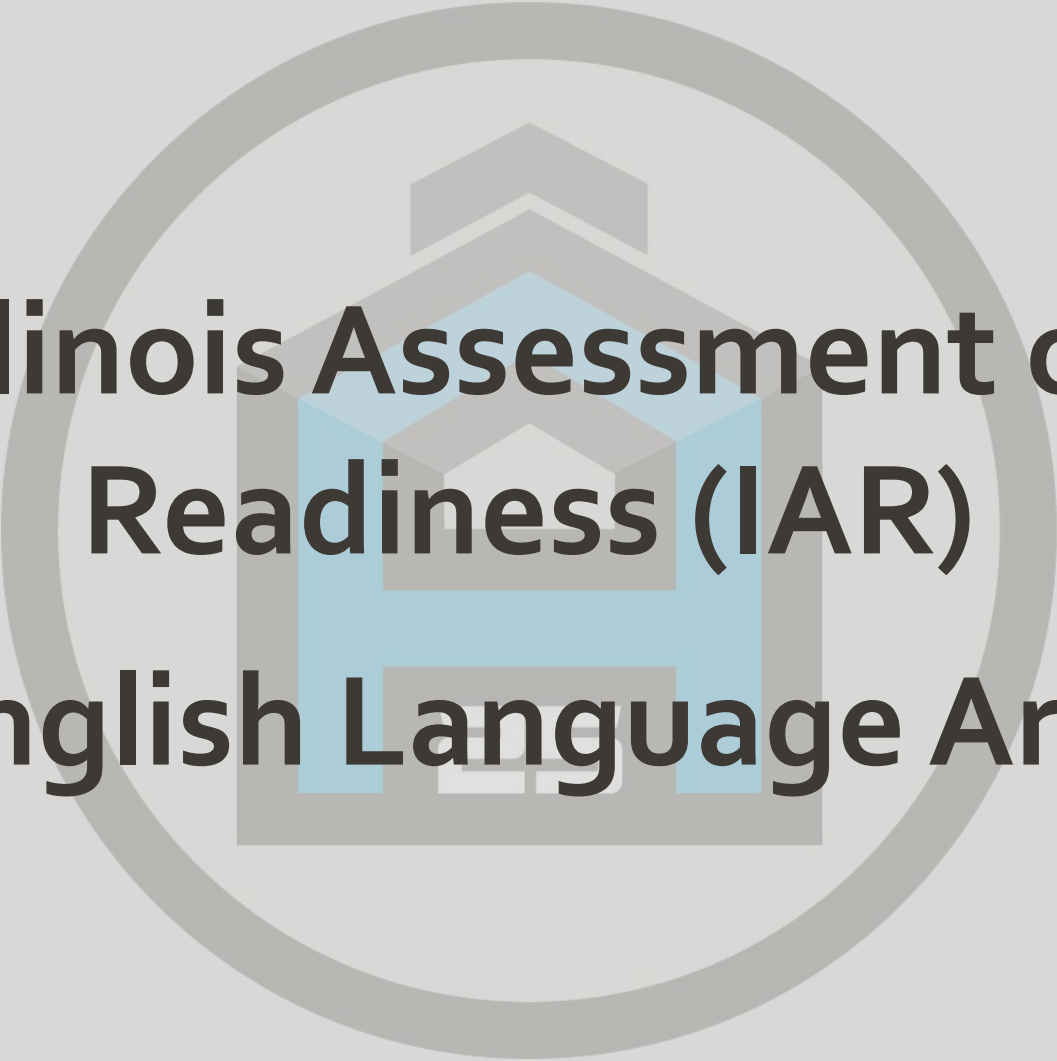
Lower than Expected Growth
Growth from -0.30 to -0.59



Unsatisfactory Growth
Growth is -0.60 or below

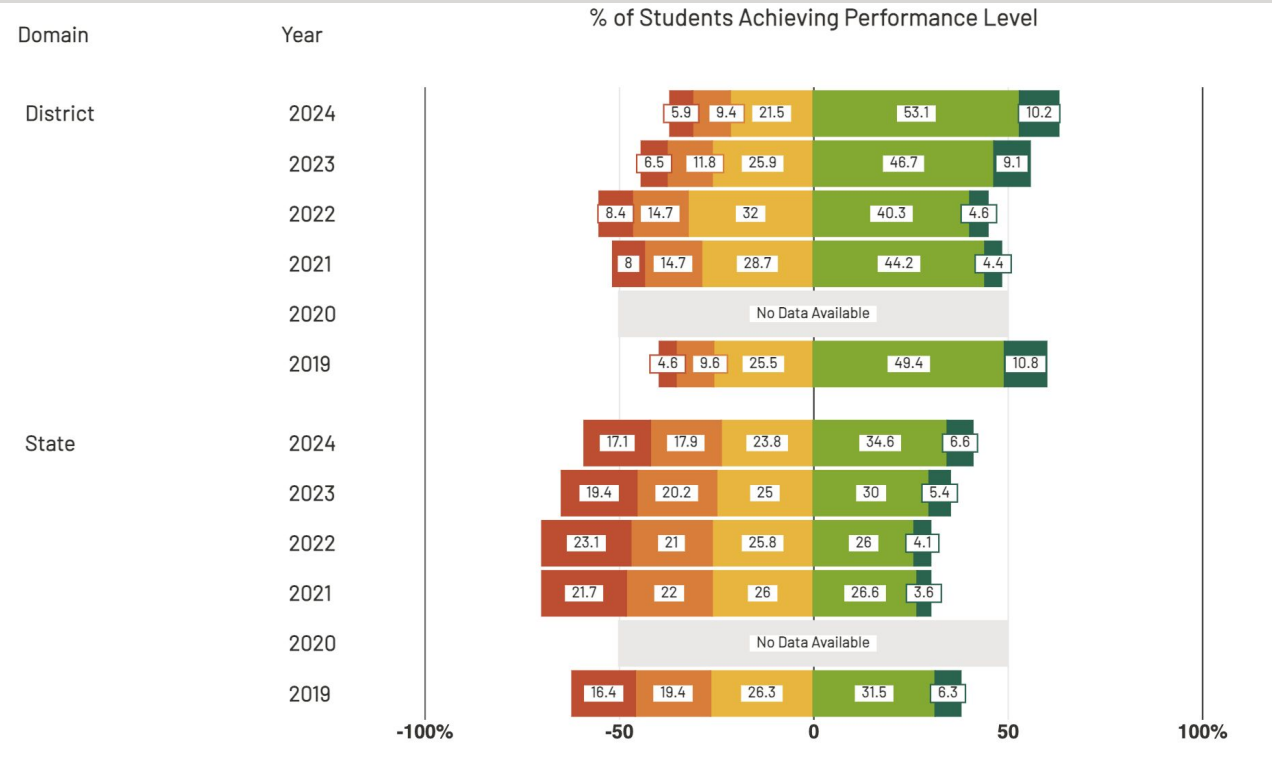
In math, all student groups grew as expected with our ML students demonstrating higher than expected growth.

New to D25 this year, each school has an Instructional Coach to support teachers with a focus on data-driven instructional strategies aligned with best practices and our curriculum.



Illinois Assessment of Readiness (IAR) English Language Arts

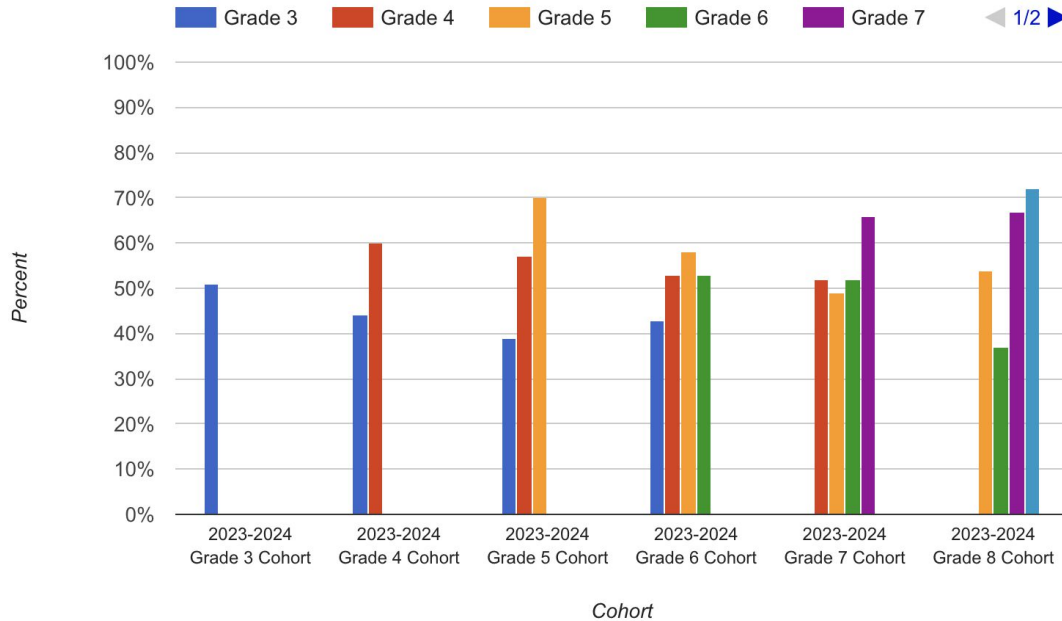
IAR ELA Percent Meeting/Exceeding | District and State



D25 proficiency in ELA continues to outperform the state.

ELA proficiency increased by seven percentage points over last year.

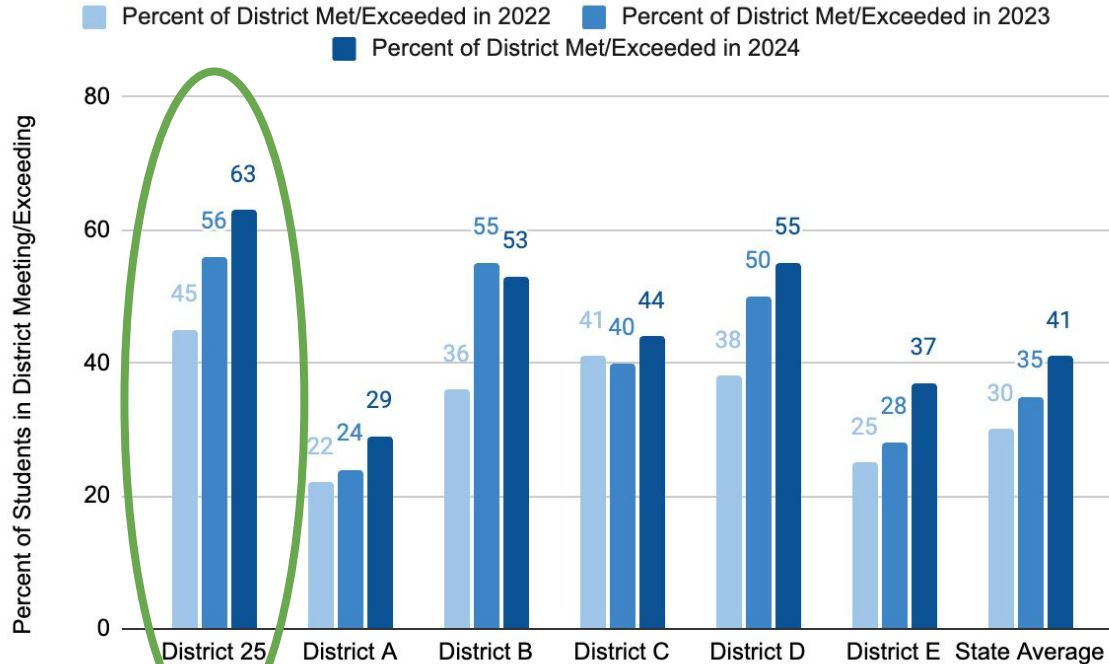
IAR ELA Percent Meeting/Exceeding by Cohort



Overall, ELA proficiency by cohort grew over the year prior except for our 6th graders.

Last spring's 4th graders' written expression proficiency grew from approximately 32% in 3rd grade to approximately 68% in 4th grade.

IAR ELA D214 Sender Districts



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

IAR ELA Growth by School



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	246	65%	28%	63%	9%	+ 0.37
GREENBRIER ELEMENTARY	142	68%	32%	64%	4%	+ 0.60
IVY HILL ELEMENTARY	234	64%	42%	52%	6%	+ 0.72
OLIVE-MARY STITT SCHOOL	306	57%	17%	69%	14%	+ 0.07
PATTON ELEMENTARY	193	69%	26%	68%	6%	+ 0.42
SOUTH MIDDLE SCHOOL	766	73%	29%	62%	8%	+ 0.44
THOMAS MIDDLE SCHOOL	931	59%	17%	69%	14%	+ 0.05
WESTGATE ELEMENTARY	307	58%	26%	63%	11%	+ 0.29
WINDSOR ELEMENTARY	217	57%	17%	68%	15%	0.00
ALL	3,342	63%	24%	65%	11%	+ 0.27
EXPECTED			16%	68%	16%	0.00



In ELA, more than half of our schools experienced higher than expected growth.

IAR ELA Growth by Student Groups



Growth by Student Group

Group	Student Group	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	224	19%	28%	60%	12%	+ 0.32
ELL	Not ELL	3,118	67%	24%	65%	11%	+ 0.27
Ethnicity	Asian	393	72%	24%	66%	10%	+ 0.31
Ethnicity	Black	35	37%	26%	60%	14%	+ 0.18
Ethnicity	Hispanic	302	50%	24%	68%	8%	+ 0.36
Ethnicity	Other	27	63%	30%	67%	4%	+ 0.43
Ethnicity	White	2,585	64%	24%	65%	11%	+ 0.26
Gender	Female	1,612	70%	30%	62%	8%	+ 0.45
Gender	Male	1,730	58%	19%	68%	13%	+ 0.11
Homeless	Homeless	6	0%	17%	67%	17%	- 0.13
Homeless	Not Homeless	3,336	64%	24%	65%	11%	+ 0.27
IEP	IEP	382	15%	21%	63%	16%	+ 0.11
IEP	No IEP	2,960	70%	25%	65%	10%	+ 0.30
Income	Low Income	450	43%	24%	66%	11%	+ 0.27
Income	Not Low Income	2,892	67%	24%	65%	11%	+ 0.28
EXPECTED				16%	68%	16%	0.00



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

In ELA, many student groups grew higher than expected including our ML students.

Focus is needed to accelerate growth for our students with IEPs.

The logo features a large, light gray circle in the background. Inside the circle is a stylized house shape. The house has a light blue roof and a light blue body. The number '25' is written in white at the bottom of the house. The text 'NWEA MAP' is written in bold, black, sans-serif font across the middle of the house.

NWEA MAP

Math

25

MAP Math Growth by School | Spring



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	446	48%	20%	67%	13%	+ 0.11
GREENBRIER ELEMENTARY	240	47%	19%	68%	13%	+ 0.12
IVY HILL ELEMENTARY	458	53%	30%	62%	8%	+ 0.43
OLIVE-MARY STITT SCHOOL	574	53%	20%	62%	18%	+ 0.05
PATTON ELEMENTARY	374	68%	28%	63%	9%	+ 0.34
SOUTH MIDDLE SCHOOL	766	40%	20%	62%	18%	+ 0.06
THOMAS MIDDLE SCHOOL	935	45%	22%	62%	17%	+ 0.09
WESTGATE ELEMENTARY	594	51%	22%	64%	14%	+ 0.18
WINDSOR ELEMENTARY	433	50%	16%	63%	21%	- 0.11
ALL	4,820	49%	22%	63%	15%	+ 0.13
EXPECTED			16%	68%	16%	0.00



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

In math, all schools grew as expected except Ivy Hill and Patton, which experienced higher than expected growth.

MAP Math Growth by Student Groups | Spring



Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	436	24%	25%	62%	13%	+ 0.26
ELL	Not ELL	4,384	51%	21%	63%	15%	+ 0.12
Ethnicity	Asian	598	63%	27%	61%	12%	+ 0.32
Ethnicity	Black	50	28%	12%	72%	16%	- 0.21
Ethnicity	Hispanic	443	33%	19%	64%	16%	+ 0.01
Ethnicity	Other	32	43%	13%	69%	19%	- 0.19
Ethnicity	White	3,697	49%	22%	63%	15%	+ 0.12
Gender	Female	2,311	44%	18%	67%	15%	+ 0.05
Gender	Male	2,509	54%	25%	60%	15%	+ 0.20
Homeless	Homeless	10	11%	10%	90%	0%	+ 0.12
Homeless	Not Homeless	4,810	49%	22%	63%	15%	+ 0.13
IEP	IEP	539	13%	18%	64%	19%	- 0.03
IEP	No IEP	4,281	54%	22%	63%	15%	+ 0.15
Income	Low Income	649	26%	20%	67%	14%	+ 0.10
Income	Not Low Income	4,171	53%	22%	63%	15%	+ 0.13
EXPECTED				16%	68%	16%	0.00

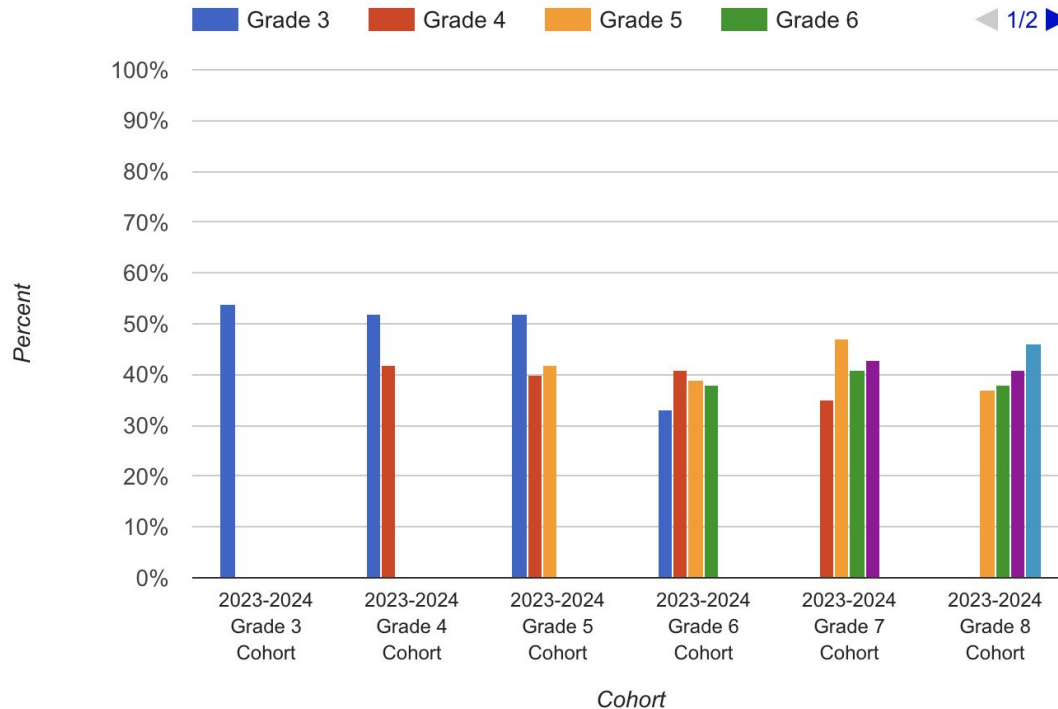
In math, all student groups grew as expected.

2023-2024 was the implementation year of *Math In Focus 2020*.

Teachers learned the curriculum's routines, structures, and pacing last year, and will be more skilled at delivering content this year.



MAP Math Percent Meeting/Exceeding by Cohort



Cohort performance over time has been inconsistent in math.

As part of the program review, over the next two years, middle school math teachers will participate in professional focused on high-impact teaching strategies. They will also analyze resources to complement student understanding.

The logo features a large, light gray circle. Inside the circle is a stylized house shape. The house has a light blue roof and a light blue body. The number '25' is written in white at the bottom of the house. The text 'NWEA MAP' is written in bold, black, sans-serif font across the middle of the house.

NWEA MAP

Reading

MAP Reading Growth by School | Spring



Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
DRYDEN ELEMENTARY	444	51%	19%	67%	14%	+ 0.08
GREENBRIER ELEMENTARY	240	45%	20%	69%	12%	+ 0.20
IVY HILL ELEMENTARY	458	50%	22%	67%	11%	+ 0.25
OLIVE-MARY STITT SCHOOL	574	55%	20%	68%	12%	+ 0.15
PATTON ELEMENTARY	374	60%	21%	68%	10%	+ 0.22
SOUTH MIDDLE SCHOOL	765	49%	14%	66%	20%	- 0.12
THOMAS MIDDLE SCHOOL	936	49%	16%	64%	19%	- 0.08
WESTGATE ELEMENTARY	594	49%	22%	65%	13%	+ 0.17
WINDSOR ELEMENTARY	432	51%	18%	65%	17%	+ 0.03
ALL	4,817	51%	19%	66%	15%	+ 0.06
EXPECTED			16%	68%	16%	0.00



In reading, all schools grew as expected.

Elementary teachers are in the professional learning year of the program review process for literacy in which they receive training on our new comprehensive literacy curriculum *Into Reading* that will be implemented district-wide next year.

MAP Reading Growth by Student Groups | Spring



Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	435	18%	19%	64%	16%	+ 0.07
ELL	Not ELL	4,382	54%	18%	66%	15%	+ 0.06
Ethnicity	Asian	595	60%	17%	68%	14%	+ 0.07
Ethnicity	Black	50	34%	18%	70%	12%	+ 0.17
Ethnicity	Hispanic	442	37%	16%	70%	14%	+ 0.04
Ethnicity	Other	33	58%	18%	61%	21%	+ 0.08
Ethnicity	White	3,697	51%	19%	65%	15%	+ 0.06
Gender	Female	2,309	54%	20%	68%	12%	+ 0.16
Gender	Male	2,508	48%	17%	65%	18%	- 0.02
Homeless	Homeless	10	22%	20%	60%	20%	- 0.13
Homeless	Not Homeless	4,807	51%	19%	66%	15%	+ 0.06
IEP	IEP	532	14%	17%	64%	19%	- 0.08
IEP	No IEP	4,285	55%	19%	66%	15%	+ 0.08
Income	Low Income	648	28%	16%	67%	17%	- 0.05
Income	Not Low Income	4,169	54%	19%	66%	15%	+ 0.08
EXPECTED				16%	68%	16%	0.00



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

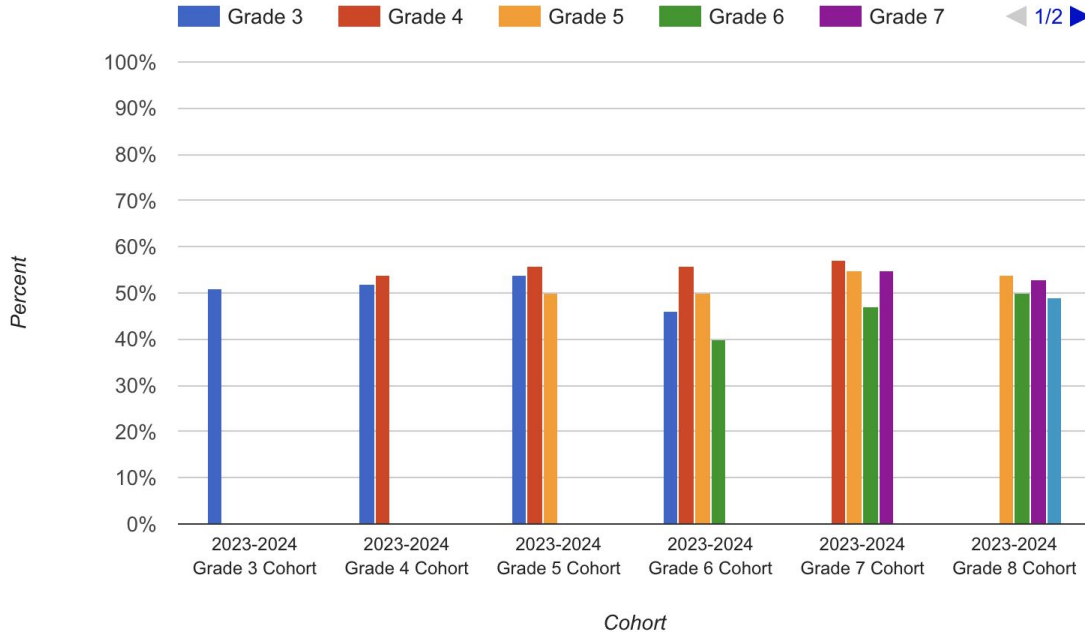


Unsatisfactory Growth
Growth is -0.60 or below

In reading, all student groups grew as expected.

Elementary teachers are engaging in a book study and professional learning using the foundational text *Teaching Reading Across the Day* to implement research-based reading structures for all readers.

MAP Reading Percent Meeting/Exceeding by Cohort



Cohort performance over time has been inconsistent in reading.

The new elementary literacy curriculum *Into Reading* will spiral foundational skills and concepts throughout the school years and offer a richer variety of texts to support reading comprehension.

Summary



- District 25's overall proficiency in science, math, and ELA increased over the last school year and exceeds those of the state and neighboring districts.
- District 25 students are growing as expected or achieving higher than expected growth.
- Proficiency gaps exist between student groups. However, proficiency gaps for our ML Learners narrowed this year. To close gaps, lower-performing groups, like students with IEPs, must grow at higher rates.
- The Department of Student Learning continues to analyze student assessment data internally, with building leaders, and together with program review committees to identify areas for celebration and growth.
- District 25 buildings continue to use MAP assessment data to determine which students need intervention and enrichment within and outside of the classroom.

A large, light gray circular frame contains a stylized house graphic. The house is composed of several nested, semi-transparent shapes. The outermost layer is a light gray circle. Inside it is a light blue house shape with a white roof. The house has a white chimney on the left side. The number '25' is displayed in white inside the house's body. The text 'Illinois Report Card' is overlaid in the center of the image.

Illinois Report Card



District Snapshot

■ District ■ State

9

Schools

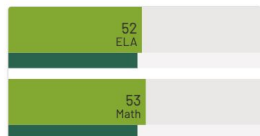
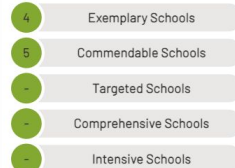


4%

Student Mobility



Summative Designation



Growth IAR Cohort

FY24 School Finances

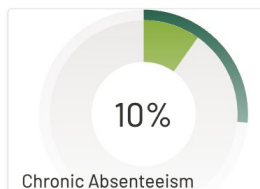
\$17k District Avg Spending Per Student

Total District Expenditures: \$133,577,353

FY24 Evidence-Based Funding



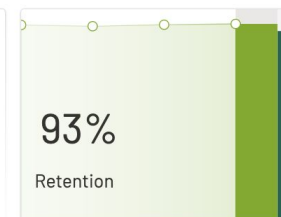
This district is at 106% of adequacy



Chronic Absenteeism

93%

Retention

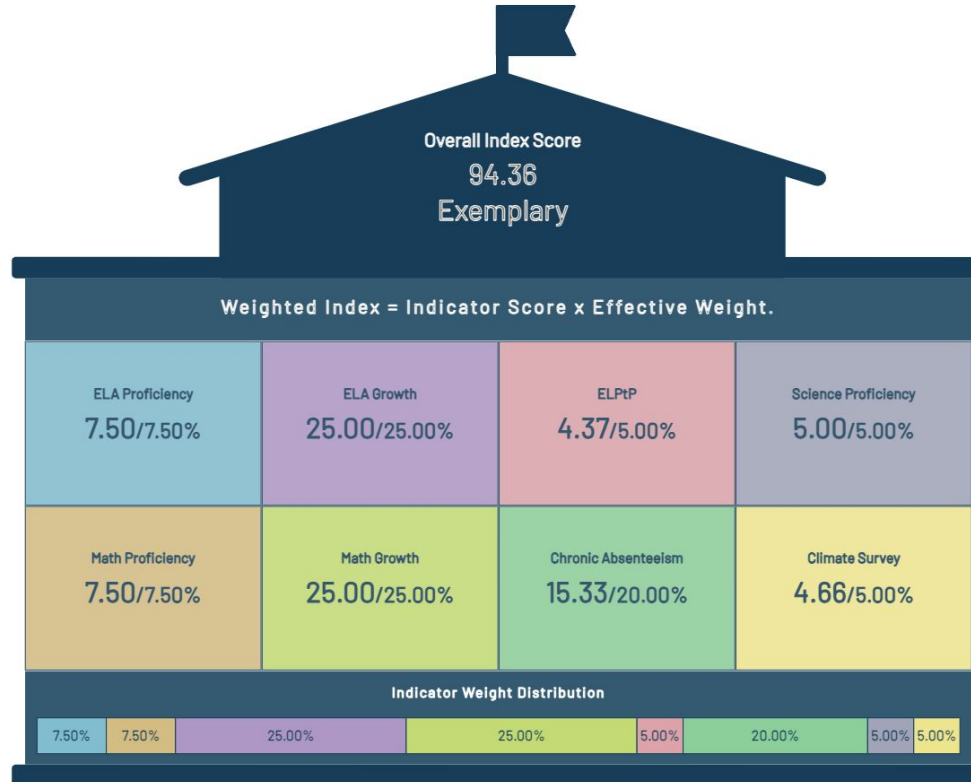


Summative Designations

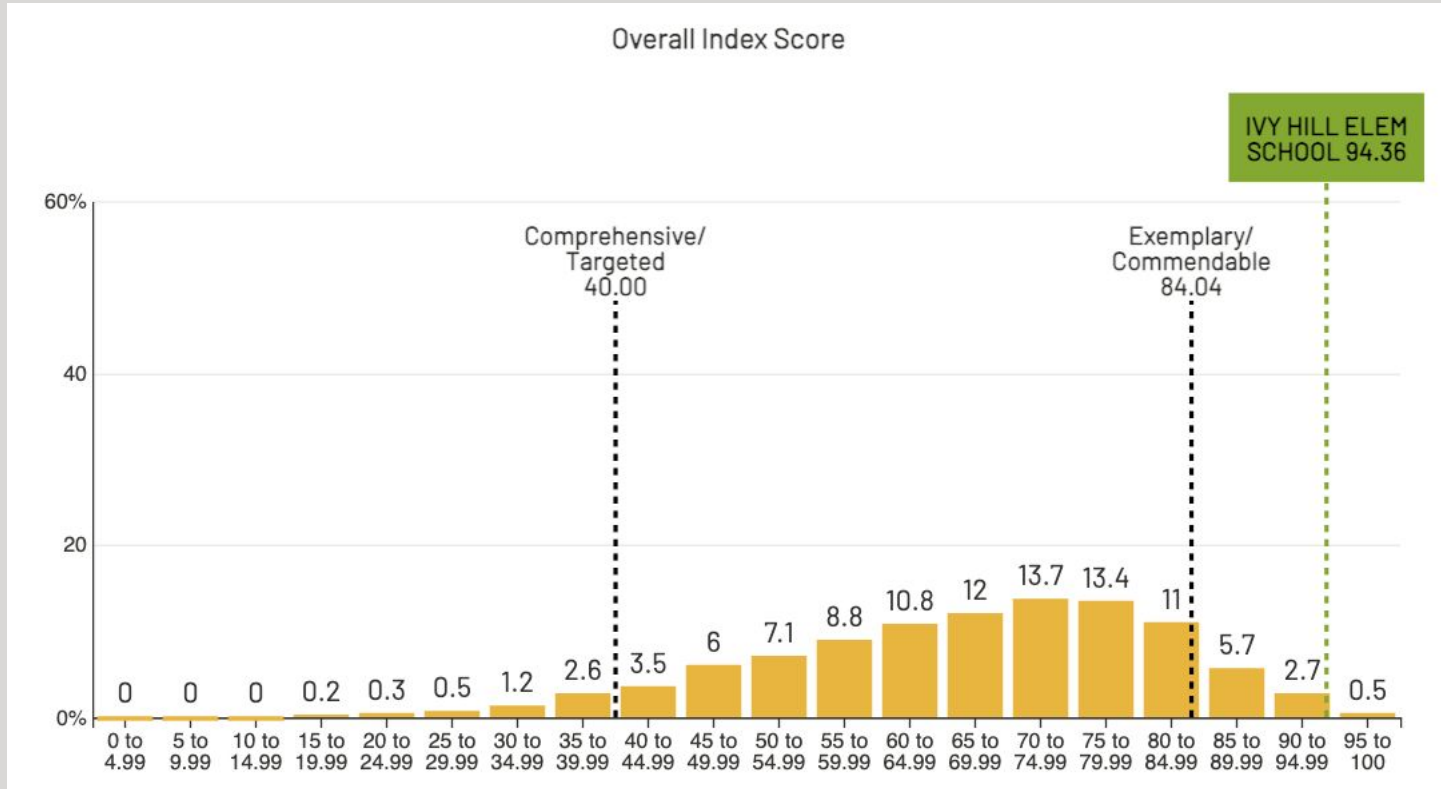


School Name	Grades	Annual Summative Designation
DRYDEN ELEM SCHOOL	K - 5	Commendable
GREENBRIER ELEM SCHOOL	PK - 5	Exemplary
IVY HILL ELEM SCHOOL	PK - 5	Exemplary
OLIVE-MARY STITT SCHOOL	K - 5	Commendable
PATTON ELEM SCHOOL	K - 5	Exemplary
SOUTH MIDDLE SCHOOL	6 - 8	Commendable
THOMAS MIDDLE SCHOOL	6 - 8	Commendable
WESTGATE ELEM SCHOOL	K - 5	Exemplary
WINDSOR ELEMENTARY SCHOOL	K - 5	Commendable

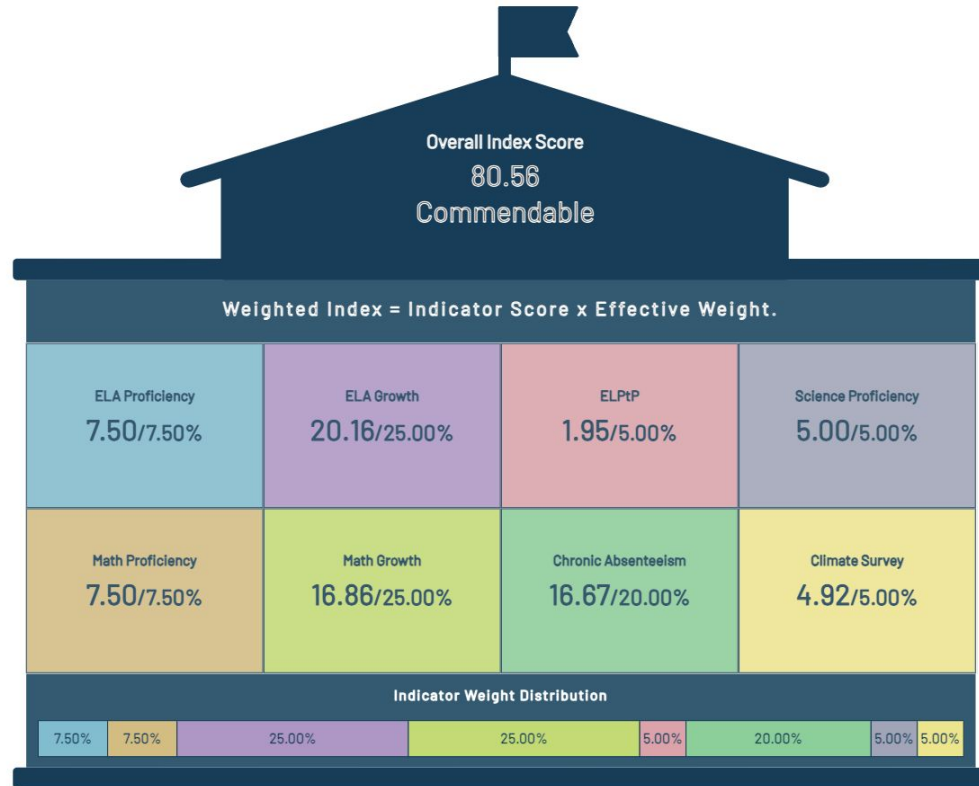
Summative Designation - Ivy Hill Snapshot



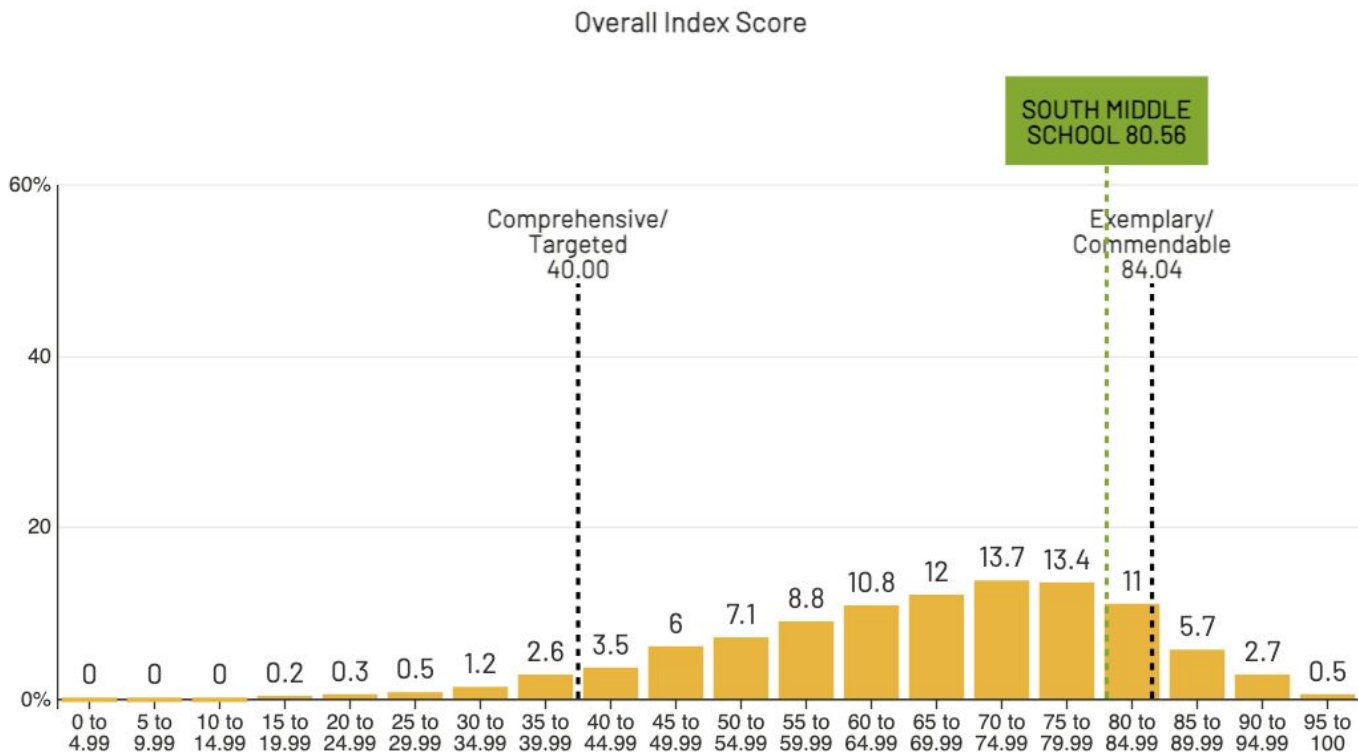
Summative Designation - Ivy Hill Overall Index Score



Summative Designation - South Snapshot



Summative Designation - South Overall Index Score



Achievement Gap Focus



Summary - ELA - w/ IEPs and Non IEP

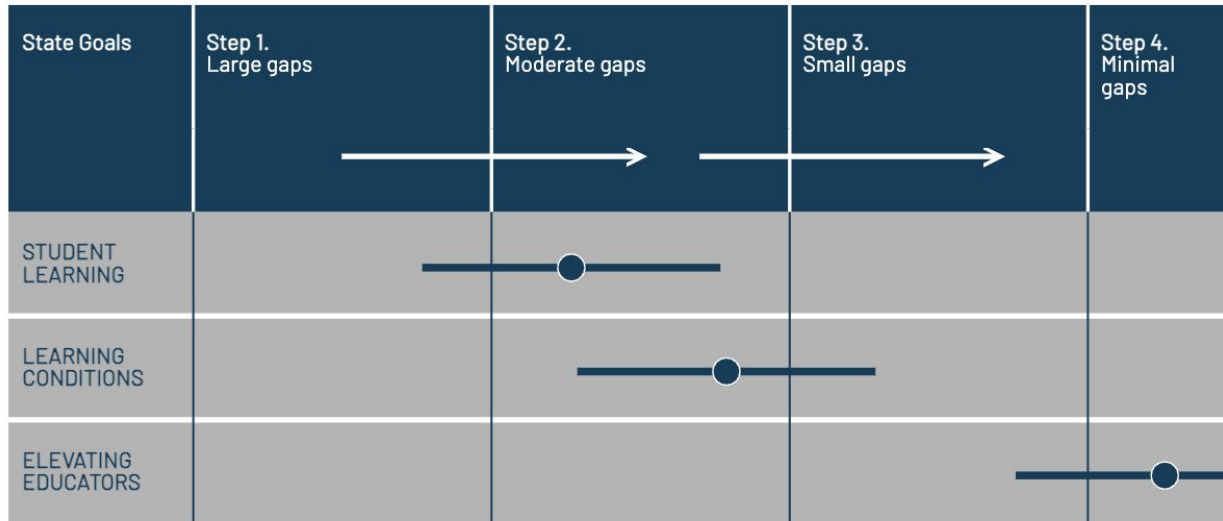


D25 Equity Journey Continuum



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.

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.



A large, faint, light gray circular logo is centered on the slide. Inside the circle is a stylized house shape. The house has a light blue roof and walls, with a white chimney on the left side. The number '25' is written in white on the front of the house. The word 'Questions?' is written in a bold, black, sans-serif font across the middle of the house.

Questions?