Downers Grove Grade
School District 58

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Curriculum Workshop

October 23, 2023

Tonight's Discussion Topics

- The District 58 Strategic Plan
- Review of year-end ECRA data for the 2022-23 school year
- Overview of Building SIP Plans
- Information regarding the upcoming release of the Illinois Report Card and Summative Designations
- Updates on District Curricular Committees

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Summary of the Proposed 2023-2028 Strategic Plan

Process & Timeline

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- **Brief Summary**
  - March of 2023
    - Board Outlined Five Key Areas of Focus (Goals)
  - May of 2023
    - Community Established Priorities for the Five Key Areas of Focus (Objectives)
  - Summer/Fall of 2023
    - Development Teams are Creating Action Plans
    - DLT Updates (September 11 and October 9)
      - 9/11 - Sharing DRAFT Action Plans
      - 10/9 - Finalizing the who, what, where, when, & how
    - Final Recommendation to the Board at the Curriculum Workshop on October 23 - Approval at the November 13 Board Meeting

Key Points

- **The Strategic Plan is our North Star**
- **This is a Collaborative Plan (Board, Admin., Staff, Students, Community)**
- **Focusing on High Priorities First (Typically Two to Three)**
- **Development Teams will Continue the Work Next Summer**
- **The DLT will Monitor Progress Quarterly**
- **Update on Year 1 will be by May 9th**
- **Hitting the Ground Running is Important**
- **Assistant Superintendents Continue to Step-Up - THANK YOU!**
- **This is a Five Year Plan**
- **Presentation Format (Priorities - Action Steps - Focus for SY 23-24)**

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- **Goal 1: Focusing on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.1: District 58 will set high expectations for all learners that are designed to meet their individual needs.**
    - Action 1.1a: Define high expectations and determine how expectations are developed for individual students.
    - Action 1.1b: Investigate structures for and opportunities to enhance intentional instructional planning, professional learning communities, and consistency. Continuous opportunity for learning how best to maintain high expectations for all learners.
    - Action 1.1c: Establish instructional framework that allows for staff to regularly review growth and performance, ensuring differentiation for all students while maintaining high expectations to meet individual student needs (e.g. flexible grouping, enrichment, interventions)

- **Goal 1: Focus on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.1: District 58 will set high expectations for all learners that are designed to meet their individual needs.**
    - **Implementation Plan for the 23-24 school year:**
      - The Curriculum Council will operate with detailed agendas that will include information needed to accomplish the above identified steps.
      - Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent of Technology and Learning and Assistant Superintendent for Special Services will be responsible for overseeing this objective and implementation plan.

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- **Goal 1: Focus on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.2: Ensure students' availability for learning by measuring and supporting their behavioral needs, while also supporting mental health.**
    - Action 1.2a: Identify local data sources that are appropriate indicators for monitoring student behavioral and mental health needs.
    - Action 1.2b: Implement and evaluate our process for collecting relevant student data at the building and district level to ensure equity and consistency. (e.g. behavior, mental health, attendance, SEL competencies, executive functioning skills)
    - Action 1.2c: Evaluate and enhance our professional learning plan for staff while consistently reviewing our process and offerings for supporting the whole child.(e.g. behavior, mental health, attendance, SEL competencies, executive functioning skills)

Development Teams/Potential Action Steps Based on Top 2 or 3 Community Priorities

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- **Goal 1: Focus on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.2: Ensure students' availability for learning by measuring and supporting their behavioral needs, while also supporting mental health.**
    - **Implementation Plan for the 23-24 school year:**
      - The PBSS/Attendance, Threat Assessment, SEL Curricular Audit, Differentiation and Assessment, and MTSS District Level Committees will operate with detailed agendas that will include information needed to accomplish the above identified steps.
      - Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for Special Services will be responsible for overseeing this objective and implementation plan.

- **Goal 1: Focus on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.3: District 58 will implement a systematic review of (multiple forms of) data to inform transparent instructional decision making.**
    - Action 1.3a: Evaluate existing systems of data collection to ensure that it best informs decision making for students.
    - Action 1.3b: Increase administrator and staff capacity in understanding District assessments and progress monitoring tools and how each fits into a student's learning path.
    - Action 1.3c: Review parent communication of student progress to ensure timely and consistent practices.

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- **Goal 1: Focus on Learning (Curriculum, Assessment, and Instruction)**

  - **Objective 1.3: District 58 will implement a systematic review of (multiple forms of) data to inform transparent instructional decision making.**
    - **Implementation Plan for the 23-24 school year:**
      - The Differentiation and Assessment and Gifted Committees will operate with detailed agendas that will include information needed to accomplish the above identified steps.
      - Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for Technology and Learning will be responsible for overseeing this objective and implementation plan.

Development Teams/Potential Action Steps Based on Top 2 or 3 Community Priorities

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- **Goal 2: Connecting with the Community (Communication)**

  - **Objective 2.1 - District 58 will build and enhance two-way communication that is equitable, inclusive, and culturally responsive.**
    - Action 2.1a: Ensure all families have access to District 58 Communications, inclusive of a wide variety of languages, abilities and access levels.
    - Action 2.1b: Ensure that all schools and offices of District 58 use consistent platforms and resources to engage and communicate with the community.
    - Action 2.1c: Provide modern and accessible communication channels that allow for two-way communication between families and the District, considering non-digital resources in specific situations.

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- **Goal 2: Connecting with the Community (Communication)**

  - **Objective 2.1 - District 58 will build and enhance two-way communication that is equitable, inclusive, and culturally responsive.**
    - **Implementation Plan for the 23-24 school year:**
      - Formation of a Connection and Communication Council including staff and families to meet regularly throughout the 2023-24 school year
      - The Connection and Communication Council will operate with detailed agendas that will include information needed to accomplish the above identified steps.
      - The Assistant Superintendent of Personnel & Staff Development and the Assistant Superintendent of Technology and Learning will be responsible for overseeing this objective and implementation plan.

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Goal 2: Connecting with the Community (Communication)

- **Objective 2.2: District 58 will foster strong relationships with all families and extended community.**
  - Action 2.2a: Create a consistent program to welcome and support new families to our schools, to include mentor families and access to specific supports and resources.
  - Action 2.2b: Develop a consistent plan to reach out to incoming District 58 families, including partnerships with hospitals, realtors and other groups to provide educational resources to new and future families.
  - Action 2.2c: Continue to establish trust by enhancing external communications by providing the community with timely and consistent information regarding District planning, decisions, improvement efforts and celebrations

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Goal 2: Connecting with the Community (Communication)

- **Objective 2.2: District 58 will foster strong relationships with all families and extended community.**
  - **Implementation Plan for the 23-24 school year:**
    - Formation of a Connection and Communication Council including staff and families to meet regularly throughout the 2023-24 school year
    - The Connection and Communication Council will operate with detailed agendas that will include information needed to accomplish the above identified steps.
    - Council leaders will be responsible for overseeing this objective and implementation plan.

- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.1: District 58 shall oversee & ensure referendum resources with an eye on timely and efficient project completion.**
    - Action 3.1a: All referendum projects are completed on time & within budget
      - Secure Vestibules & Offices
      - Overhaul and/or add HVAC Systems to Modern Standards
      - Create 6-8 Grade Middle Schools via Additions
      - Years 1-8 Maintenance Projects
        - Bathrooms
        - Electrical
        - Plumbing
        - Fire Alarm Systems
        - Etc.

- ## Goal 3: Securing the Future (Finance and Facilities)

  - **Objective 3.1: District 58 shall oversee & ensure referendum resources with an eye on timely and efficient project completion.**
    - **Implementation Plan for the 23-24 school year:**
      - The District shall meet weekly (every Thursday) with the construction team (architects, owner's representatives, construction managers, and appropriate admin. team) to ensure an efficient project completion.
      - The Board of Education will be provided with regular weekly updates on the various projects via the weekly update.
      - The Board of Education will approve all bids, intergovernmental agreements, and other key documents as appropriate prior to work taking place.
      - The Superintendent, CSBO, and Director of Buildings and Grounds will be responsible for overseeing this objective and implementation plan.

- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.2: District 58 shall continually plan to make sure resources are available to support district initiatives.**
    - Action 3.2a: Review use of resources in an effective and efficient manner
    - Action 3.2b: Define Process
      - Prioritize resources & communicate with community
      - Allocate resources to staff recruitment and retention

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- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.2: District 58 shall continually plan to make sure resources are available to support district initiatives.**
    - **Implementation plan for 2023-2024 School Year**
      - The District will use current enrollment, staffing levels, expenditure data and updated demographic studies to determine appropriate levels of resource allocation.
      - Effective use of grants
      - Revenue allocation
      - The Superintendent and Assistant Superintendents will be responsible

Development Teams/Potential Action Steps Based on Top 2 or 3 Community Priorities

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- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.3: District 58 shall maintain balanced budgets by complying with existing Board policies**
    - Action 3.3a: Maintain an adequate fund balance to meet needs per Board Policy
    - Action 3.3b: Expenditure must be based on needs
    - Action 3.3c: Protect assets and limit the liabilities
    - Action 3.3d: Continue to balance state requirements, best practices, and community expectations.

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- ## Goal 3: Securing the Future (Finance and Facilities)

  - **Objective 3.3: District 58 shall maintain balanced budgets by complying with existing Board policies**
    - **Implementation plan for 2023-2024 School Year**
      - The District will continue to maintain its monthly year to date (YTD) report submitted to the Board of Education and the Financial Advisory Committee (FAC) regarding revenue and expenditure compared to budget.
      - The District administration will review on a monthly and quarterly basis at a higher level of detail on an account basis to determine trending of expenditures to meet budget levels to maintain board policy (i.e. fund balance policy of 35%).
        - Adjustments will be made as needed to comply with fund balance policy.
        - The five-year budget planning will make adjustments in accordance with the fund balance policy to maintain board policy.

- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.4: District 58 shall create and implement a capital policy**
    - Action 3.4a: Explore the feasibility of a capital expense policy
    - Action 3.4b: How much money should be set aside for capital expenditures
    - Action 3.4c: Resource expenditure is based on needs
    - Action 3.4d: Use operating funds to bridge the gap between the referendum and the master facility plan
      - A rolling master facility plan
      - Create a process that reviews needs
    - Action 3.4d: Protect assets and limit the liabilities
      - Make sure funds are set aside so future expenditures are not liabilities
    - Action 3.4e: How do we update buildings within the framework?
      - How do we fund the necessary improvements as they come up?
      - How do we stay in line with that?

Development Teams/Potential Action Steps Based on Top 2 or 3 Community Priorities

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- **Goal 3: Securing the Future (Finance and Facilities)**

  - **Objective 3.4: District 58 shall create and implement a capital policy**
    - **Implementation plan for 2023-2024 School Year**
      - The Assistant Superintendent of Business and Director of Operations will develop as part of the five-year planning process a capital improvement plan to be scheduled after the referendum work is completed as part of the five year plan.
      - As part of the budgeting and planning process, administration will develop a framework to present to the FAC and Board of Education which includes an amount of at least $750,000 (amount still TBD) a year in transfer from Operating Funds to Capital Fund for long term capital work.
      - In connection with the five-year planning process, the administration will make a recommendation to the Board of Education a policy for an annual transfer of funds from Operating Funds to Capital Fund for future capital needs.
      - The administration will commission a demographic survey of the District to determine long term trends of student enrollment.
      - The CSBO will be responsible for overseeing this objective and implementation plan.

- **Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models)**

  - **Objective 4.1: District 58 will work to ensure smooth transitions to a 6-8 middle school model for all stakeholders, especially in the first year of transition.**
    - Action 4.1a: Create a steering committee to review components of various middle school philosophies and determine course of action for the district Middle Schools
    - Action 4.1b: Create sub committees from the steering committee focused on the following components:
      - Scheduling and needed staff
      - Student supports
      - Transition from 5th/6th to 6th/7th
      - Elementary School Liaisons
      - Middle School Liaisons
    - Action 4.1c: District 58 will identify areas of support and provide staff development for current and future middle school staff
    - Action 4.1d: District 58 communicate early and often about processes and transition occurrences and involve school PTAs in the messaging

- **Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models)**

  - **Objective 4.1: District 58 will work to ensure smooth transitions to a 6-8 middle school model for all stakeholders, especially in the first year of transition.**
    - **Implementation plan for the 2023-2024 school year**
      - Formation of a Middle School Steering Committee to including staff and families to meet regularly throughout the 2023-24 school year
      - The Middle School Steering Committee will operate with detailed agendas that will include information needed to accomplish the above identified steps
      - The Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent of Special Services will be responsible for overseeing this objective and implementation plan.

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- **Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models)**

  - **Objective 4.2: In order to ensure equitable access to curricular, programmatic, and instructional resources District 58 should examine school boundaries based on building utilization.**
    - Action 4.2a: District 58 will secure study of enrollment projections and demographics by building and analyze the direct effect of the 6th grade transition to the middle school on the elementary buildings
    - Action 4.2b: District 58 will employ a committee to study and discern elementary building utilization across the district, including current staffing numbers, enrollment, room assignments (both classroom and small spaces) and establish a model of equitable use
    - Action 4.2c: Based on the outcomes of action steps 1 and 2, District 58 will determine the need to examine the boundaries at the elementary level to ensure equity across the district.

- ## Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models)
  - **Objective 4.2: In order to ensure equitable access to curricular, programmatic, and instructional resources District 58 should examine school boundaries based on building utilization.**
    - **Implementation plan for the 2023-2024 school year**
      - The Superintendent and the CSBO will oversee the enrollment projections and demographics study and the Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for Special Services will be responsible for successful use of the information to support implementation of the stated objective
      - The Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Special Services and Assistant Superintendent for Personnel and Staff Development will convene a building principal working group to review data from the enrollment projections and demographics study, while using current practices to determine next steps and ensuring equity of building usage.

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- **Goal 5: Cultivating Talent (Maximizing the Potential of Students, Staff, and Families)**

  - **Objective 5.1: District 58 will analyze and explore our existing and potential staffing practices and structures in order to achieve more equitable experiences for all students.**
    - Action 5.1a: Analyze current practices for alignment with best practice
      - Review of current staffing practices
      - Review of current hiring processes
      - Criteria for determining building staffing needs
    - Action 5.1b: Ensure equitable instructional opportunities for all students
      - Increase transparency around staffing decisions
      - Articulate the clearly defined process for evaluating building needs and staff allocations
    - Action 5.1c: Determine the short- and long-term effectiveness of staffing practices
      - Establish and articulate criteria for success
      - Ensure commonality of role expectations for service providers/roles across the district

- **Goal 5: Cultivating Talent (Maximizing the Potential of Students, Staff, and Families)**

  - **Objective 5.1: District 58 will analyze and explore our existing and potential staffing practices and structures in order to achieve more equitable experiences for all students.**
    - **Implementation Plan for the 23-24 school year:**
      - Re-formation of the Resources Review Council, initially including staff to meet regularly throughout the 2023-24 school year
      - The Resources Review Council will operate with detailed agendas that include the information needed to accomplish the above identified steps
      - The Assistant Superintendent for Personnel & Staff Development will be responsible for overseeing this objective and implementation plan.

- **Goal 5: Cultivating Talent (Maximizing the Potential of Students, Staff, and Families)**

  - **Objective 5.2: District 58 will review, expand, and support equitable opportunities for students to explore and develop their individual talents.**
    - Action 5.2a: Enhance student access to current academic programming districtwide
      - Analyze current criteria for gifted, accelerated math and interventions through a lens of equity and representation of various student populations
      - Articulate findings of review in order to share information with stakeholders and create a plan to increase access, if necessary.
      - Determine process for review of student participation/access
    - Action 5.2b: Realign student access to extracurricular activities (i.e. athletics and clubs) to be in alignment with K-5 and 6-8 models.
      - Review current offerings for PreK-6 and 7-8 extracurriculars and which students are accessing and participating for equity and consistency.
      - Develop plans for offerings that are equitable across all buildings

- **Goal 5: Cultivating Talent (Maximizing the Potential of Students, Staff, and Families)**

  - **Objective 5.2: District 58 will review, expand, and support equitable opportunities for students to explore and develop their individual talents.**
    - Action 5.2c: Determine funding goals of outside organizations (i.e. PTA, Education Foundation)
      - Review current contributions of outside organizations
      - Create guidelines for funding according to student need, equity and consistency

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- **Goal 5: Cultivating Talent (Maximizing the Potential of Students, Staff, and Families)**

  - **Implementation Plan for the 23-24 school year:**
    - The District Equity Leadership Team will focus on Action 5.2a and Action 5.2b, collaborating and sharing findings and guidance with the appropriate curricular committees.
    - The Assistant Superintendent of Personnel will work collaboratively with leadership of outside organizations and work with a representative group to address the steps in Action 5.2c.
    - The Assistant Superintendent for Personnel & Staff Development will be responsible for overseeing this objective and implementation plan.

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Vision

- **We Envision** a school district that inspires children, sparks creative and innovative thinking, celebrates diversity, and builds visionaries.
- **We Seek** an education that excites, engages, challenges and prepares our children for life.
- **We Believe** every child should be empowered to achieve and grow in order to embrace the challenges of the future in a global environment.

Mission

The mission of District 58, in partnership with families and community, is to challenge and engage each child by providing quality educational programs and support services in a safe, nurturing and child-centered environment in order to prepare all students to be lifelong learners and contributing members of a global society.

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Guiding Principles

- Each student is capable of learning and deserves to be educated and challenged to reach their highest potential.
- Education is the foundation for success, both in academic achievement and social-emotional development.
- Within each child, we will cultivate the social awareness, self-management and responsible decision-making skills necessary to be a contributing member of society.
- Educators, students, families and community members should work together to support the healthy development of all students.
- The school environment should be engaging, with opportunities for creative, collaborative and meaningful learning experiences.
- The school environment should be safe, friendly and nurturing, where everyone comes to learn and grow.

Next Steps

- Feedback from the Board tonight
- Incorporate feedback
- Finalize the written plan/report
- Seek Board approval on Nov. 13th
- Updates will be provided to the DLT at its quarterly meetings, with a year-end review on May 9th.
- Questions?

2022-23 Year End Data and School Improvement

2022-23 Year-End Data

- Spring Growth Report - MAP
  - Previously shared in the June 2023 Spring Data Snapshot
- Spring Growth Report - IAR
  - Newly shared this evening
  - Final State IAR data is still preliminary
- Combined Spring Growth Report (MAP & IAR)
- IAR Proficiency Projection Results (2022-23)
- IAR Proficiency Projections (2023-24)

ECRA Thresholds for Effect Sizes and Growth Inference

Statistical Test	Aggregate Growth Threshold	Growth Inference	
Not Significant	Any	Expected	🟢
Significant	Growth is +0.30 or above	Higher than Expected	🔵
	Growth from -0.29 to + 0.29	Expected	🟢
	Growth from -0.30 to -0.59	Lower than Expected	🟡
	Growth is -0.60 or below	Unsatisfactory	🔴

ECRA Group
Education | Consulting | Research | Analytics

Spring Growth Summary- MAP

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Subject:
All Subjects

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.08 ⬤ Expected Growth

Student Growth by School

School:	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	219	67%	18%	65%	17%	0.00	⬤
EL SIERRA ELEM SCHOOL	259	39%	16%	66%	18%	- 0.08	⬤
FAIRMOUNT ELEM SCHOOL	290	62%	16%	65%	19%	- 0.06	⬤
HENRY PUFFER SCHOOL	239	50%	12%	62%	25%	- 0.28	⬤
HERRICK MIDDLE SCHOOL	620	53%	19%	62%	19%	- 0.03	⬤
HIGHLAND ELEM SCHOOL	354	61%	15%	65%	20%	- 0.14	⬤
HILLCREST ELEM SCHOOL	316	66%	19%	66%	16%	+ 0.05	⬤
INDIAN TRAIL ELEM SCHOOL	267	40%	16%	60%	24%	- 0.15	⬤
KINGSLEY ELEM SCHOOL	330	50%	15%	66%	20%	- 0.08	⬤
LESTER ELEM SCHOOL	491	59%	15%	65%	20%	- 0.11	⬤
O NEILL MIDDLE SCHOOL	397	42%	14%	62%	24%	- 0.19	⬤
PIERCE DOWNER ELEM SCHOOL	325	54%	21%	60%	19%	+ 0.03	⬤
WHITTIER ELEM SCHOOL	279	57%	16%	67%	17%	- 0.02	⬤
ALL	4,386	54%	16%	64%	20%	- 0.08	⬤
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary- MAP

Subject:

Reading

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth		
- 0.02	🟢	Expected Growth

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	217	62%	18%	68%	14%	+ 0.01	🟢
EL SIERRA ELEM SCHOOL	258	35%	16%	65%	19%	- 0.13	🟢
FAIRMOUNT ELEM SCHOOL	290	59%	15%	67%	18%	- 0.04	🟢
HENRY PUFFER SCHOOL	239	49%	10%	66%	24%	- 0.31	🟡
HERRICK MIDDLE SCHOOL	615	57%	18%	68%	14%	+ 0.08	🟢
HIGHLAND ELEM SCHOOL	354	60%	16%	66%	19%	- 0.09	🟢
HILLCREST ELEM SCHOOL	316	61%	17%	69%	14%	+ 0.01	🟢
INDIAN TRAIL ELEM SCHOOL	267	39%	16%	59%	25%	- 0.21	🟢
KINGSLEY ELEM SCHOOL	330	51%	19%	64%	17%	+ 0.05	🟢
LESTER ELEM SCHOOL	491	55%	17%	65%	18%	- 0.07	🟢
O NEILL MIDDLE SCHOOL	392	50%	20%	65%	15%	+ 0.13	🟢
PIERCE DOWNER ELEM SCHOOL	323	50%	24%	58%	18%	+ 0.10	🟢
WHITTIER ELEM SCHOOL	279	53%	16%	69%	15%	+ 0.03	🟢
ALL	4,371	53%	17%	65%	17%	- 0.02	🟢
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary- MAP

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.14 🟢 Expected Growth

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	210	72%	19%	61%	20%	+ 0.02	🟢
EL SIERRA ELEM SCHOOL	246	44%	15%	67%	18%	- 0.05	🟢
FAIRMOUNT ELEM SCHOOL	283	65%	17%	63%	20%	- 0.08	🟢
HENRY PUFFER SCHOOL	229	50%	15%	58%	28%	- 0.26	🟢
HERRICK MIDDLE SCHOOL	615	48%	19%	56%	25%	- 0.14	🟢
HIGHLAND ELEM SCHOOL	332	61%	14%	64%	22%	- 0.20	🟢
HILLCREST ELEM SCHOOL	296	69%	21%	61%	18%	+ 0.09	🟢
INDIAN TRAIL ELEM SCHOOL	256	40%	17%	62%	22%	- 0.07	🟢
KINGSLEY ELEM SCHOOL	322	49%	11%	67%	22%	- 0.21	🟢
LESTER ELEM SCHOOL	465	60%	13%	64%	23%	- 0.16	🟢
O NEILL MIDDLE SCHOOL	397	35%	8%	59%	32%	- 0.50	🟡
PIERCE DOWNER ELEM SCHOOL	310	57%	18%	61%	21%	- 0.04	🟢
WHITTIER ELEM SCHOOL	264	60%	18%	65%	18%	- 0.05	🟢
ALL	4,225	53%	16%	62%	23%	- 0.14	🟢
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Subject:
All Subjects

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.33 ● **Higher than Expected Growth**

Student Growth by School

School:	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	124	72%	23%	65%	13%	+ 0.27	●
EL SIERRA ELEM SCHOOL	131	40%	26%	64%	10%	+ 0.26	●
FAIRMOUNT ELEM SCHOOL	152	67%	24%	68%	8%	+ 0.30	●
HENRY PUFFER SCHOOL	148	54%	19%	65%	17%	+ 0.08	●
HERRICK MIDDLE SCHOOL	618	59%	40%	54%	6%	+ 0.69	●
HIGHLAND ELEM SCHOOL	208	66%	22%	68%	11%	+ 0.19	●
HILLCREST ELEM SCHOOL	179	67%	18%	66%	15%	+ 0.11	●
INDIAN TRAIL ELEM SCHOOL	150	44%	22%	61%	17%	+ 0.07	●
KINGSLEY ELEM SCHOOL	190	58%	24%	65%	11%	+ 0.25	●
LESTER ELEM SCHOOL	291	62%	17%	71%	12%	+ 0.09	●
O NEILL MIDDLE SCHOOL	399	49%	37%	57%	6%	+ 0.65	●
PIERCE DOWNER ELEM SCHOOL	186	52%	19%	66%	15%	+ 0.07	●
WHITTIER ELEM SCHOOL	159	55%	16%	68%	16%	+ 0.03	●
ALL	2,935	57%	27%	63%	11%	+ 0.33	●
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.44 ● **Higher than Expected Growth**

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	124	70%	19%	65%	17%	+ 0.17	●
EL SIERRA ELEM SCHOOL	131	43%	27%	64%	9%	+ 0.26	●
FAIRMOUNT ELEM SCHOOL	152	66%	22%	71%	7%	+ 0.27	●
HENRY PUFFER SCHOOL	148	57%	17%	69%	14%	+ 0.15	●
HERRICK MIDDLE SCHOOL	616	66%	48%	50%	2%	+ 0.95	●
HIGHLAND ELEM SCHOOL	208	68%	24%	67%	9%	+ 0.27	●
HILLCREST ELEM SCHOOL	179	66%	18%	65%	16%	+ 0.12	●
INDIAN TRAIL ELEM SCHOOL	150	44%	22%	67%	11%	+ 0.18	●
KINGSLEY ELEM SCHOOL	190	59%	28%	64%	8%	+ 0.36	●
LESTER ELEM SCHOOL	291	62%	16%	72%	11%	+ 0.12	●
O NEILL MIDDLE SCHOOL	399	59%	53%	45%	2%	+ 1.01	●
PIERCE DOWNER ELEM SCHOOL	186	44%	16%	65%	20%	- 0.13	●
WHITTIER ELEM SCHOOL	157	50%	16%	68%	16%	0.00	●
ALL	2,931	60%	31%	61%	9%	+ 0.44	●
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.22 ⬤ Expected Growth

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	124	73%	27%	65%	8%	+ 0.37	🔵
EL SIERRA ELEM SCHOOL	131	37%	25%	64%	11%	+ 0.26	🟢
FAIRMOUNT ELEM SCHOOL	152	68%	26%	64%	9%	+ 0.34	🔵
HENRY PUFFER SCHOOL	147	52%	20%	61%	18%	+ 0.01	🟢
HERRICK MIDDLE SCHOOL	616	52%	32%	59%	9%	+ 0.42	🔵
HIGHLAND ELEM SCHOOL	207	64%	19%	68%	13%	+ 0.10	🟢
HILLCREST ELEM SCHOOL	179	68%	18%	68%	14%	+ 0.11	🟢
INDIAN TRAIL ELEM SCHOOL	150	45%	21%	56%	23%	- 0.04	🟢
KINGSLEY ELEM SCHOOL	190	57%	20%	66%	14%	+ 0.15	🟢
LESTER ELEM SCHOOL	291	62%	18%	69%	13%	+ 0.07	🟢
O NEILL MIDDLE SCHOOL	398	39%	21%	68%	11%	+ 0.29	🟢
PIERCE DOWNER ELEM SCHOOL	186	61%	23%	67%	11%	+ 0.26	🟢
WHITTIER ELEM SCHOOL	159	60%	16%	69%	16%	+ 0.06	🟢
ALL	2,930	55%	23%	65%	12%	+ 0.22	🟢
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.44 **Higher than Expected Growth**

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
03	473	56%	21%	71%	8%	+ 0.24	🟢
04	497	63%	22%	63%	15%	+ 0.13	🟢
05	469	54%	19%	70%	12%	+ 0.17	🟢
06	477	58%	20%	65%	15%	+ 0.10	🟢
07	510	65%	51%	47%	2%	+ 0.95	🔵
08	505	61%	49%	50%	2%	+ 1.00	🔵
ALL	2,931	60%	31%	61%	9%	+ 0.44	🔵
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.22 🟢 **Expected Growth**

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
03	473	66%	34%	60%	6%	+ 0.54	🔵
04	497	62%	17%	67%	16%	+ 0.04	🟢
05	469	56%	16%	68%	16%	- 0.05	🟢
06	477	54%	17%	68%	16%	+ 0.05	🟢
07	509	52%	31%	59%	10%	+ 0.41	🔵
08	505	42%	25%	66%	10%	+ 0.33	🔵
ALL	2,930	55%	23%	65%	12%	+ 0.22	🟢
EXPECTED			16%	68%	16%	0.00	

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	122	17%	25%	62%	13%	+ 0.22
ELL	Not ELL	2,809	62%	31%	61%	9%	+ 0.45
Ethnicity	Asian	143	76%	35%	56%	9%	+ 0.52
Ethnicity	Black	94	24%	32%	59%	10%	+ 0.50
Ethnicity	Hispanic	298	44%	26%	67%	7%	+ 0.37
Ethnicity	Other	145	64%	29%	59%	12%	+ 0.38
Ethnicity	White	2,251	62%	31%	60%	9%	+ 0.45
Gender	Female	1,427	66%	34%	58%	9%	+ 0.53
Gender	Male	1,504	54%	28%	63%	9%	+ 0.36
Homeless	Homeless	24	8%	21%	71%	8%	+ 0.33*
Homeless	Not Homeless	2,907	60%	31%	61%	9%	+ 0.44
IEP	IEP	431	30%	27%	60%	13%	+ 0.28
IEP	No IEP	2,500	65%	31%	61%	8%	+ 0.47
Income	Low Income	466	32%	31%	61%	8%	+ 0.43
Income	Not Low Income	2,465	65%	30%	61%	9%	+ 0.44
EXPECTED				16%	68%	16%	0.00

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

Spring Growth Summary - IAR

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	121	18%	21%	63%	16%	+ 0.16
ELL	Not ELL	2,809	57%	23%	65%	12%	+ 0.22
Ethnicity	Asian	142	77%	24%	67%	9%	+ 0.41
Ethnicity	Black	94	10%	22%	66%	12%	+ 0.21
Ethnicity	Hispanic	297	37%	21%	66%	13%	+ 0.17
Ethnicity	Other	144	63%	21%	65%	15%	+ 0.15
Ethnicity	White	2,253	58%	24%	64%	12%	+ 0.22
Gender	Female	1,425	52%	23%	66%	11%	+ 0.24
Gender	Male	1,505	58%	24%	63%	14%	+ 0.21
Homeless	Homeless	24	4%	25%	67%	8%	+ 0.33*
Homeless	Not Homeless	2,906	56%	23%	65%	12%	+ 0.22
IEP	IEP	431	31%	20%	63%	16%	+ 0.07
IEP	No IEP	2,499	59%	24%	65%	12%	+ 0.25
Income	Low Income	465	24%	23%	63%	14%	+ 0.20
Income	Not Low Income	2,465	61%	23%	65%	12%	+ 0.23
EXPECTED				16%	68%	16%	0.00

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

Spring Growth - Combined

Subject:
All Subjects

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

\+ 0.11 ⬤ **Expected Growth**

Student Growth by School

School:	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	219	69%	21%	64%	15%	+ 0.12	⬤
EL SIERRA ELEM SCHOOL	262	41%	18%	66%	16%	+ 0.01	⬤
FAIRMOUNT ELEM SCHOOL	292	64%	18%	67%	15%	+ 0.07	⬤
HENRY PUFFER SCHOOL	240	54%	15%	65%	21%	- 0.14	⬤
HERRICK MIDDLE SCHOOL	623	58%	30%	58%	11%	+ 0.39	🔵
HIGHLAND ELEM SCHOOL	357	63%	19%	66%	16%	+ 0.03	⬤
HILLCREST ELEM SCHOOL	317	66%	20%	65%	15%	+ 0.09	⬤
INDIAN TRAIL ELEM SCHOOL	267	42%	18%	62%	20%	- 0.04	⬤
KINGSLEY ELEM SCHOOL	330	54%	19%	65%	16%	+ 0.06	⬤
LESTER ELEM SCHOOL	491	61%	17%	67%	16%	+ 0.02	⬤
O NEILL MIDDLE SCHOOL	403	48%	29%	58%	13%	+ 0.33	🔵
PIERCE DOWNER ELEM SCHOOL	327	53%	20%	61%	19%	+ 0.03	⬤
WHITTIER ELEM SCHOOL	280	58%	18%	68%	14%	+ 0.07	⬤
ALL	4,408	56%	21%	64%	15%	+ 0.11	⬤
EXPECTED			16%	68%	16%	0.00	

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.44 — **Higher than Expected Growth**

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	124	70%	19%	65%	17%	+ 0.17	●
EL SIERRA ELEM SCHOOL	131	43%	27%	64%	9%	+ 0.26	●
FAIRMOUNT ELEM SCHOOL	152	66%	22%	71%	7%	+ 0.27	●
HENRY PUFFER SCHOOL	148	57%	17%	69%	14%	+ 0.15	●
HERRICK MIDDLE SCHOOL	616	66%	48%	50%	2%	+ 0.95	●
HIGHLAND ELEM SCHOOL	208	68%	24%	67%	9%	+ 0.27	●
HILLCREST ELEM SCHOOL	179	66%	18%	65%	16%	+ 0.12	●
INDIAN TRAIL ELEM SCHOOL	150	44%	22%	67%	11%	+ 0.18	●
KINGSLEY ELEM SCHOOL	190	59%	28%	64%	8%	+ 0.36	●
LESTER ELEM SCHOOL	291	62%	16%	72%	11%	+ 0.12	●
O NEILL MIDDLE SCHOOL	399	59%	53%	45%	2%	+ 1.01	●
PIERCE DOWNER ELEM SCHOOL	186	44%	16%	65%	20%	- 0.13	●
WHITTIER ELEM SCHOOL	157	50%	16%	68%	16%	0.00	●
ALL	2,931	60%	31%	61%	9%	+ 0.44	●
EXPECTED			16%	68%	16%	0.00	

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.03 ⬤ Expected Growth

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
BELLE AIRE ELEM SCHOOL	219	75%	23%	62%	15%	+ 0.18	⬤
EL SIERRA ELEM SCHOOL	252	45%	17%	67%	15%	+ 0.05	⬤
FAIRMOUNT ELEM SCHOOL	292	67%	20%	65%	16%	+ 0.07	⬤
HENRY PUFFER SCHOOL	240	55%	17%	60%	22%	- 0.12	⬤
HERRICK MIDDLE SCHOOL	622	50%	25%	57%	17%	+ 0.14	⬤
HIGHLAND ELEM SCHOOL	355	64%	17%	65%	17%	- 0.03	⬤
HILLCREST ELEM SCHOOL	317	70%	21%	63%	15%	+ 0.13	⬤
INDIAN TRAIL ELEM SCHOOL	267	44%	19%	61%	20%	+ 0.01	⬤
KINGSLEY ELEM SCHOOL	330	54%	14%	67%	19%	- 0.07	⬤
LESTER ELEM SCHOOL	491	64%	16%	66%	18%	- 0.01	⬤
O NEILL MIDDLE SCHOOL	401	37%	14%	64%	22%	- 0.11	⬤
PIERCE DOWNER ELEM SCHOOL	327	60%	20%	63%	18%	+ 0.06	⬤
WHITTIER ELEM SCHOOL	279	64%	18%	67%	15%	+ 0.06	⬤
ALL	4,392	56%	19%	63%	18%	+ 0.03	⬤
EXPECTED			16%	68%	16%	0.00	

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.44 **Higher than Expected Growth**

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
03	473	56%	21%	71%	8%	+ 0.24	🟢
04	497	63%	22%	63%	15%	+ 0.13	🟢
05	469	54%	19%	70%	12%	+ 0.17	🟢
06	477	58%	20%	65%	15%	+ 0.10	🟢
07	510	65%	51%	47%	2%	+ 0.95	🔵
08	505	61%	49%	50%	2%	+ 1.00	🔵
ALL	2,931	60%	31%	61%	9%	+ 0.44	🔵
EXPECTED			16%	68%	16%	0.00	

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.03 **Expected Growth**

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size	
K	475	N/A	20%	65%	14%	+ 0.15	●
01	461	73%	21%	69%	9%	+ 0.24	●
02	509	63%	21%	63%	16%	+ 0.09	●
03	474	66%	30%	62%	8%	+ 0.45	●
04	500	57%	12%	63%	26%	- 0.29	●
05	470	51%	12%	64%	24%	- 0.28	●
06	480	53%	13%	65%	23%	- 0.17	●
07	513	47%	23%	58%	19%	+ 0.05	●
08	510	43%	19%	62%	19%	+ 0.03	●
ALL	4,392	56%	19%	63%	18%	+ 0.03	●
EXPECTED			16%	68%	16%	0.00	

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Subject:
ELA

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	122	17%	25%	62%	13%	+ 0.22
ELL	Not ELL	2,809	62%	31%	61%	9%	+ 0.45
Ethnicity	Asian	143	76%	35%	56%	9%	+ 0.52
Ethnicity	Black	94	24%	32%	59%	10%	+ 0.50
Ethnicity	Hispanic	298	44%	26%	67%	7%	+ 0.37
Ethnicity	Other	145	64%	29%	59%	12%	+ 0.38
Ethnicity	White	2,251	62%	31%	60%	9%	+ 0.45
Gender	Female	1,427	66%	34%	58%	9%	+ 0.53
Gender	Male	1,504	54%	28%	63%	9%	+ 0.36
Homeless	Homeless	24	8%	21%	71%	8%	+ 0.33*
Homeless	Not Homeless	2,907	60%	31%	61%	9%	+ 0.44
IEP	IEP	431	30%	27%	60%	13%	+ 0.28
IEP	No IEP	2,500	65%	31%	61%	8%	+ 0.47
Income	Low Income	466	32%	31%	61%	8%	+ 0.43
Income	Not Low Income	2,465	65%	30%	61%	9%	+ 0.44
EXPECTED				16%	68%	16%	0.00

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Spring Growth - Combined

Subject:
Mathematics

Growth Year: **2022-2023**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	204	18%	16%	67%	17%	+ 0.05
ELL	Not ELL	4,188	58%	19%	63%	18%	+ 0.03
Ethnicity	Asian	217	73%	18%	69%	13%	+ 0.16
Ethnicity	Black	134	12%	14%	64%	22%	- 0.13
Ethnicity	Hispanic	409	36%	15%	65%	20%	- 0.06
Ethnicity	Other	237	61%	20%	60%	20%	0.00
Ethnicity	White	3,395	59%	20%	63%	17%	+ 0.04
Gender	Female	2,126	53%	15%	65%	20%	- 0.09
Gender	Male	2,266	60%	22%	62%	16%	+ 0.14
Homeless	Homeless	36	11%	15%	60%	25%	- 0.15
Homeless	Not Homeless	4,356	57%	19%	63%	18%	+ 0.03
IEP	IEP	638	35%	18%	62%	20%	- 0.05
IEP	No IEP	3,754	60%	19%	64%	17%	+ 0.04
Income	Low Income	671	25%	17%	62%	21%	- 0.05
Income	Not Low Income	3,721	62%	19%	64%	17%	+ 0.04
EXPECTED				16%	68%	16%	0.00

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

**Percentages may not add to 100 due to rounding
***Results not reported for groups with fewer than 5 students

Proficiency Projection Results

Spring 2023 Grade-Level
IAR Proficiency Projection Results

Subject:
ELA

School Year: **2022-2023**

Term: **Spring**

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	473	45% - **47%** - 49%	**56%**
04	497	58% - **60%** - 62%	**63%**
05	469	49% - **51%** - 53%	**54%**
06	477	51% - **53%** - 55%	**58%**
07	510	39% - **41%** - 43%	**65%**
08	505	34% - **36%** - 38%	**61%**
ALL	2,931	47% - **48 %** - 49%	**60%**

*Results not reported for groups with fewer than 5 students

Proficiency Projection Results

Spring 2023 Grade-Level
IAR Proficiency Projection Results

Subject:
Mathematics

School Year: **2022-2023**

Term: **Spring**

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	473	53% - **55%** - 57%	**66%**
04	497	57% - **59%** - 61%	**62%**
05	469	52% - **54%** - 56%	**56%**
06	477	50% - **52%** - 54%	**54%**
07	509	42% - **44%** - 46%	**52%**
08	505	36% - **38%** - 40%	**42%**
ALL	2,930	49% - **50 %** - 51%	**55%**

*Results not reported for groups with fewer than 5 students

Grade Level Proficiency Projections (Sp24)

Downers Grove Grade School District 58
We Envision. We Seek. We Believe

Spring 2024 Grade-Level
IAR Proficiency Projections

Subject:
ELA

School Year: **2023-2024**

Term: **Spring**

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	508	43% - **45%** - 47%	N/A
04	482	60% - **62%** - 64%	N/A
05	507	57% - **59%** - 61%	N/A
06	476	52% - **54%** - 56%	N/A
07	485	46% - **48%** - 50%	N/A
08	528	46% - **48%** - 50%	N/A
ALL	2,986	52% - **53 %** - 54%	N/A

*Results not reported for groups with fewer than 5 students

Grade Level Proficiency Projections (Sp24)

DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Spring 2024 Grade-Level
IAR Proficiency Projections

Subject:
Mathematics

School Year: **2023-2024**

Term: **Spring**

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	508	53% - **55%** - 57%	N/A
04	482	56% - **58%** - 60%	N/A
05	507	55% - **57%** - 59%	N/A
06	476	48% - **50%** - 52%	N/A
07	485	50% - **52%** - 54%	N/A
08	528	44% - **46%** - 48%	N/A
ALL	2,986	52% - **53 %** - 54%	N/A

*Results not reported for groups with fewer than 5 students

Connection to KPI's (looking ahead)

Key Performance Indicator #1 - Academic Proficiency

The academic proficiency indicator measures the percentage of students that have demonstrated grade-level proficiency in reading and math as measured by objective assessments. Academic proficiency is reported in grades 3-8 via the Illinois Assessment of Readiness (IAR) and grades K-8 via NWEA MAP assessments.

Metric: Percentage of students meeting or exceeding state proficiency benchmark

Benchmark: State 75th percentile for Reading; State 85th percentile for Math

Annual Targets: Established each year based upon projections for that school year

- This ranking is available after the public release of the School Report Card; it will likely be late November each year before we can assess the prior year's performance on this KPI

Connection to KPIs

Key Performance Indicator #2 - Academic Growth

The academic growth indicator measures the degree to which students are demonstrating personal growth on objective assessments. It reports the degree to which students scored above or below their personalized projection in reading and math. Personalized projections are set using a student's prior assessment history to project his/her most probable score on an assessment. Assessment growth is reported in grades 3-8 via the Illinois Assessment of Readiness (IAR) and grades 1 through 8 for NWEA MAP assessments.

Metric: Percentage of students demonstrating expected or higher than expected growth
Benchmark: 85%
Annual Targets: Established each year based upon projections for that school year

Actual Overall Growth Measures - 2022-2023

85% in all subjects, 91% in ELA, and 82% in math

School Response to Data

- Review of Fall data in connection to Spring data.
- Fall data is collected to review any potential summer slide, determine adjustments to intervention groups, and collect a benchmark for any new students to DG58
- NWEA MAP Spring Math and Fall Math - similar grade level data
- Intentional student grouping, consistent review of curricular pacing
- Incorporation of specific interventions
- Curricular support from the curriculum department

School Improvement Planning

- Using Spring data, each building's Instructional Leadership Team met several times to apply the Cycles of Inquiry process.
- Each building established one or two goals based upon this analysis for implementation this school year.
- District 58 added a PBSS goal for each school that states the tenets of Be Responsible, Be Respectful and Be Safe will be implemented throughout the school.
- District 58 also added a curricular implementation goal for the Elementary Schools in respect to our Schoolwide Writing adoption.

School Improvement Planning

- Each building's School Improvement Plan has been shared with building staff, and will be shared with the PTA as well.
- Each building's School Improvement Plan will be posted on the building's website.
- Principal's who are scheduled for "Spotlight on our Schools" will highlight their School Improvement Plan process and goals as part of the monthly Board of Education meeting .
- While review is ongoing by the Instructional Leadership Teams, each team will analyze the effects of the SIP goals in June of 2023.

Board Questions on 2022-23 Year End Data and School Improvement?

Illinois Report Card and Summative Designations

Illinois Report Card

- Released by the state every October to show how the state, district and each school are doing on a range of educational goals
- Three versions available online (and linked on our website as of the public release)
  - Static PDF
  - Illinois Interactive Report Card
  - At-A-Glance
- All Report Card Data is embargoed until October 29
- Full discussion at November 13 Board of Education Meeting

What is a Summative Designation?

- Stems from the Every Student Succeeds Act (ESSA), which is federal legislation that requires each state to create an accountability plan
- Began in the 2018-19 school year and is returning to is initial calculations, while following some parameters set after the pandemic
- Is intended to be educational and equitable, but not punitive
- Designed to identify schools in the state that need support and then to provide that support

What is a Summative Designation?

Exemplary	▪ Overall performance in the top 10% of all schools ▪ Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools ▪ High schools must have a graduation rate higher than 67%
Commendable	▪ Overall performance not in the top 10% of all schools ▪ Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools ▪ High schools must have a graduation rate higher than 67%
Targeted Support	▪ One or more student groups performing at or below the "all students" group of the lowest performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic **STUDENT GROUPS** **Demographics** ▪ American Indian or Alaska Native ▪ Asian ▪ Black or African American ▪ Hispanic or Latino ▪ Native Hawaiian or Other Pacific Islander ▪ Two or More Races ▪ White **Programs** ▪ Children with disabilities ▪ Economically disadvantaged students ▪ English Learners ▪ Former English Learners **A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.**
Comprehensive Support	▪ Overall performance in the bottom 5 percent of Title I-eligible schools statewide ▪ All high schools with a graduation rate below 67 percent **A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.**

What is a Summative Designation?

Elementary/Middle Band (ES)

2023 Data

- ELA Growth 25%
- Math Growth 25%
- ELA Proficiency 7.5%
- Math Proficiency 7.5%
- 5% Science
- 5% ELPtP
- Chronic Absenteeism 20%
- Climate Survey 5%
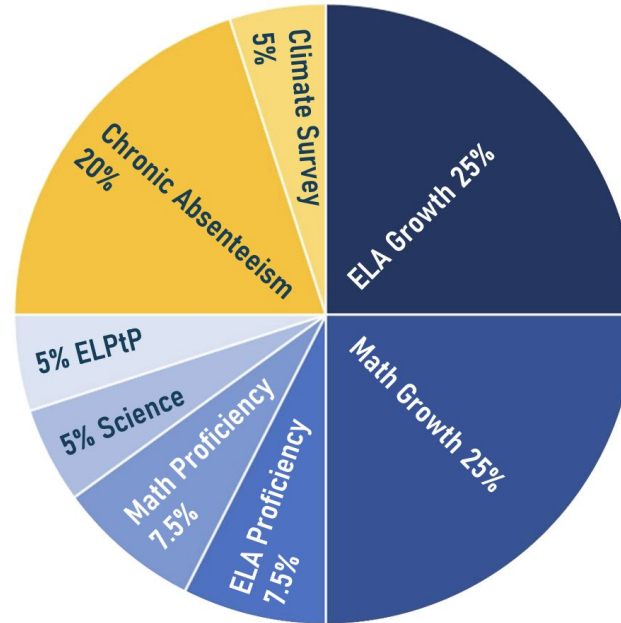
(ELPtP) English Learner Progress to Proficiency

Summative Designation Data

Math and ELA Proficiency (15 %)

- Based upon distance from State targets
  - At or above state target = 100% of points possible
  - Below target = lower percentage of points possible

- Targets are defined for all student groups, grade level bands and each demographic group

Summative Designation Data

Annual ELA Proficiency Targets 3rd & 4th Grade

3rd & 4th Grade ELA	All	White	Black or African American	Hispanic or Latino	Asian	Two or More Races	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Low Income	Child With a Disability (CWD)	English Learner	Former English Learner
2022	21.90	32.84	6.06	9.59	37.16	23.67	15.56	22.74	8.95	8.94	5.37	30.00
2023	28.09	38.04	13.69	16.90	41.97	29.70	22.32	28.85	16.32	16.31	13.06	35.45
2024	34.28	43.24	21.32	24.21	46.77	35.73	29.09	34.97	23.69	23.68	20.76	40.91
2025	40.47	48.43	28.95	31.52	51.57	41.76	35.86	41.08	31.05	31.05	28.45	46.36
2026	46.66	53.63	36.58	38.83	56.38	47.79	42.63	47.20	38.42	38.41	36.14	51.82
2027	52.85	58.82	44.21	46.14	61.18	53.82	49.39	53.31	45.79	45.78	43.84	57.27
2028	59.04	64.02	51.84	53.45	65.98	59.85	56.16	59.43	53.16	53.15	51.53	62.73
2029	65.23	69.22	59.48	60.76	70.79	65.88	62.93	65.54	60.53	60.52	59.23	68.18
2030	71.43	74.41	67.11	68.07	75.59	71.91	69.70	71.66	67.90	67.89	66.92	73.64
2031	77.62	79.61	74.74	75.38	80.39	77.94	76.46	77.77	75.26	75.26	74.61	79.09
2032	83.81	84.80	82.37	82.69	85.20	83.97	83.23	83.89	82.63	82.63	82.31	84.55
2033	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00

Summative Designation Data

Annual Math Proficiency Targets 7th & 8th Grade

7th & 8th Grade Math	All	White	Black or African American	Hispanic or Latino	Asian	Two or More Races	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Low Income	Child With a Disability (CWD)	English Learner	Former English Learner
2022	18.01	26.90	3.89	7.89	40.70	17.61	10.26	20.85	6.76	6.90	1.55	17.61
2023	24.55	32.64	11.72	15.36	45.18	24.19	17.51	27.14	14.33	14.45	9.59	24.19
2024	31.10	38.37	19.54	22.82	49.66	30.77	24.76	33.42	21.89	22.01	17.63	30.77
2025	37.64	44.11	27.37	30.29	54.14	37.35	32.01	39.71	29.46	29.56	25.67	37.35
2026	44.19	49.85	35.20	37.75	58.62	43.93	39.26	46.00	37.03	37.12	33.71	43.93
2027	50.73	55.58	43.03	45.22	63.11	50.51	46.51	52.28	44.60	44.67	41.75	50.51
2028	57.28	61.32	50.86	52.68	67.59	57.09	53.76	58.57	52.16	52.23	49.79	57.09
2029	63.82	67.05	58.69	60.14	72.07	63.67	61.00	64.85	59.73	59.78	57.84	63.67
2030	70.37	72.79	66.51	67.61	76.55	70.26	68.25	71.14	67.30	67.34	65.88	70.26
2031	76.91	78.53	74.34	75.07	81.04	76.84	75.50	77.43	74.87	74.89	73.92	76.84
2032	83.46	84.26	82.17	82.54	85.52	83.42	82.75	83.71	82.43	82.45	81.96	83.42
2033	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00

Math and ELA Growth (50%)

- State Calculation based upon each student's performance in Spring 2023 vs. students with same scores in 2019 (baseline)

- Different calculation than ECRA; ECRA takes into account more individualized targets and localized information

Summative Designation Data

Science (5%)

- Percentage of students proficient in Science, with proficiency targets based on state average performance in 2021

EL Progress to Proficiency (5%)

- Only calculated when 20 or more students in the building in grades 2-6/7-8
  - In District 58 - O'Neill, El Sierra and Indian Trail
- When not calculated, that 5% is divided across the remaining academic categories

Chronic Absenteeism (20%)

- Percentage of students who are absent more than 10% of the school year for <u>any</u> reason
- Scoring bands that incentivize steady or improving rates

Climate Survey (5%)

- Student Participation Rate in 5Essentials Survey
  - 95% or above participation gives full allocation of points

Defining student groups

- Student groups are reported when 20 or more students are represented

- Student groups include:

Race

Ethnicity

<u>Programs</u>

children with disabilities

economically disadvantaged

English learners

former English learners

Designation Process

Calculating Annual Summative Designations

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4 Step Process

Collect and calculated **Performance Data**

Convert to an **Indicator Score** (0 to100)

Weight & aggregate to an **Index Score** (0 to 100)

Rank order & compare to determine **Summative Designation**
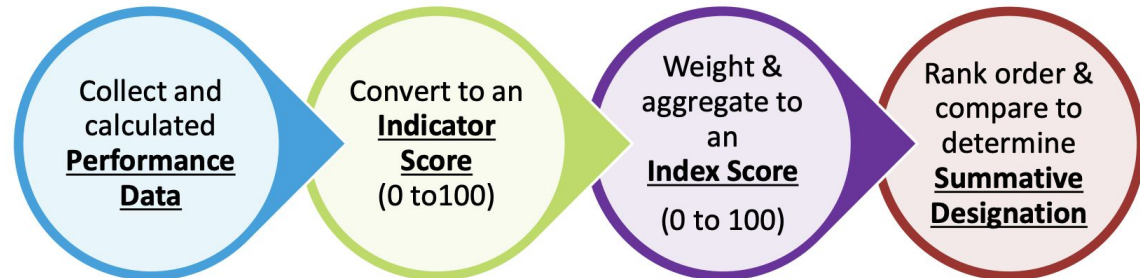
- Percent Proficient
- Grad Rate
- Etc.

- Business rules unique to each indicator

- Weighted according to the plan

- Rank ordered by "All Student" Group
- ES in one list
- HS in another

Designation Process

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Process in Action – Indicator Scores

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Performance Data – Step 1			Becomes	Indicator Score – Step 2		
SCHOOL	All Students	Low Income		SCHOOL	All Students	Low Income
ELA Proficiency	45.3%	20.8%	Becomes	ELA Proficiency	100	81
Math Proficiency	38.7%	23.9%	Becomes	Math Proficiency	97.7	100
Graduation Rate	88% - 4yr 89% - 5yr 93% - 6yr	84% - 4yr 89% - 5yr 89% - 6yr	Becomes	Graduation Rate	66.4	58
Chronic Absenteeism	32.1%	46.5%	Becomes	Chronic Absenteeism	56.88	34.08
Climate Survey	92.92%	80.44%	Becomes	Climate Survey	95.38	67.65

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Process in Action – Index Scores

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- Indicator scores multiplied by their weights & added become **Index Scores**

SCHOOL	Weight	All Students		Low Income		Multi-Racial	
ELA Proficiency	0.075	100	7.50	81.00	6.08	56.20	4.22
Math Proficiency	0.075	97.70	7.33	100.00	7.50	67.70	5.08
Science Proficiency	0.05	75.50	3.78	47.50	2.38	72.90	3.65
Graduation Rate	0.5	66.40	33.20	58.00	29.00	65.80	32.90
EL Progress to Proficiency	0.05	79.30	3.97	75.20	3.76	80.90	4.05
Chronic Absenteeism	0.1	56.88	5.69	34.08	3.41	57.02	5.70
9th Grade On Track	0.0833	67.10	5.59	59.70	4.97	66.40	5.53
Climate Survey	0.0667	85.20	5.68	74.10	4.94	95.10	6.34
Index Score		72.73		62.03		67.46	

Step 3

Designation Process

Process in Action – Rank & Find Thresholds

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Step 4a

K-8 Schools	Rank	Index
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade School	311	97.845
Green Meadows Elementary	312	97.833
Oak Hill Charter School	313	97.827

Top 10%

9-12 Schools	Rank	Index
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfall High School	66	89.811
Big Pine High	67	89.754

K-8 Schools	Rank	Index
Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

Lowest 5%
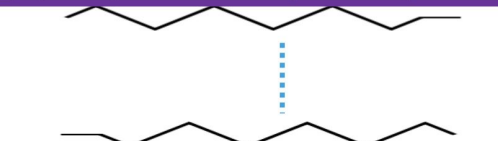
9-12 Schools	Rank	Index
Mane Coone High School	636	23.756
Boulevard Court High School	637	23.749
Mascot High School	638	23.022
Landmark High School	639	22.984
General High School	640	21.771

Illinois State Board of Education

Designation Process

Process in Action – Compare & Designate

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K-8 Schools	Rank	Score
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade	311	97.845
Green Meadows	312	97.833
Oak Hill Charter School	313	97.827

Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

Top 10% = **Exemplary**

Middle + no Targeted student groups = **Commendable**

Any student group index score lower than the "all group" of lowest 5% = **Targeted Support**

Lowest 5% = **Comprehensive Support**

Rank	All	EL	Former EL	IEP	Low Income	Hispanic	Native American	Asian	Black	Pacific Islander	White	Multi Racial
						68.97	0	0	0	0	61.45	0
							0	0	54.43	0	65.94	58.23
462	63.02					59.47	0	0	0	0	59.47	
463	63.02	0	72.14	46.98	42.99	58.78	0	0	49.82	0	65.82	0
464	63.01	0	0	46.91	60.17	69.13	0	0	74.72	0	0	0
465	63.01	0	71.5	22.73	59.27	73.12						
466	62.93	0	0	0	0	0						
467	62.88	0	0	0	0	0						
468	62.86	0	0	0	0	0						
469	62.82	0	66.33	67.02	0	71.7						
470	62.8	0	70.82	20.23	62.48	70.05						
471	62.7	0	71.37	45.57	64.29	71						
471	62.7	0	71.37	45.57	64.29	71	0	0	69.27	0	0	0
473	62.51	26.56	33.32	0	66.75	64.81	0	0	0	0	0	0
474	62.21	0	0	0	0	0	0	0	0	0	56.53	0
475	62.08	0	0	0	0	0						
476	62.04	0	0	0	0	0						
477	61.9	0	0	43.77	0	0						
478	61.87	0	0	0	0	0						
479	61.66	0	0	42.46	54.16	22.45						
480	61.61	0	0	0	0	0						
481	61.6	0	0	41.49	0	0						
482	61.6	0	0	0	0	0						
483	61.55	0	0	0	0	0						
484	61.52	0	0	0	0	0						
485	61.44	0	0	0	0	0						
486	61.4	0	0	0	59.24	73.2	0	0	68.64	0	0	0
487	61.34										59	0
								0	0	60.08	0	

Illinois State Board of Education

Designation Thresholds

2023 Preliminary Index Score Thresholds:

- Exemplary index: 81.33 or above
- Comprehensive and Targeted index: 34.35 or below
- Sample school in previous slide would be Commendable
  - 72.73 for All Students
  - All subgroups above 34.35

Communicating

Monday, October 30 - Public Release, 9 am

- Report Card data will be posted on our website with links to all versions of the report card
- We will share communication of our Summative Designations in a upcoming Communicate 58
- We will support community understanding of our Summative Designations through small group discussions and forums as needed

November 13

- Spotlight at Board of Education meeting - Illinois School Report Card

Board Questions on Illinois Report Card and Summative Designations?

Curricular Committee Updates
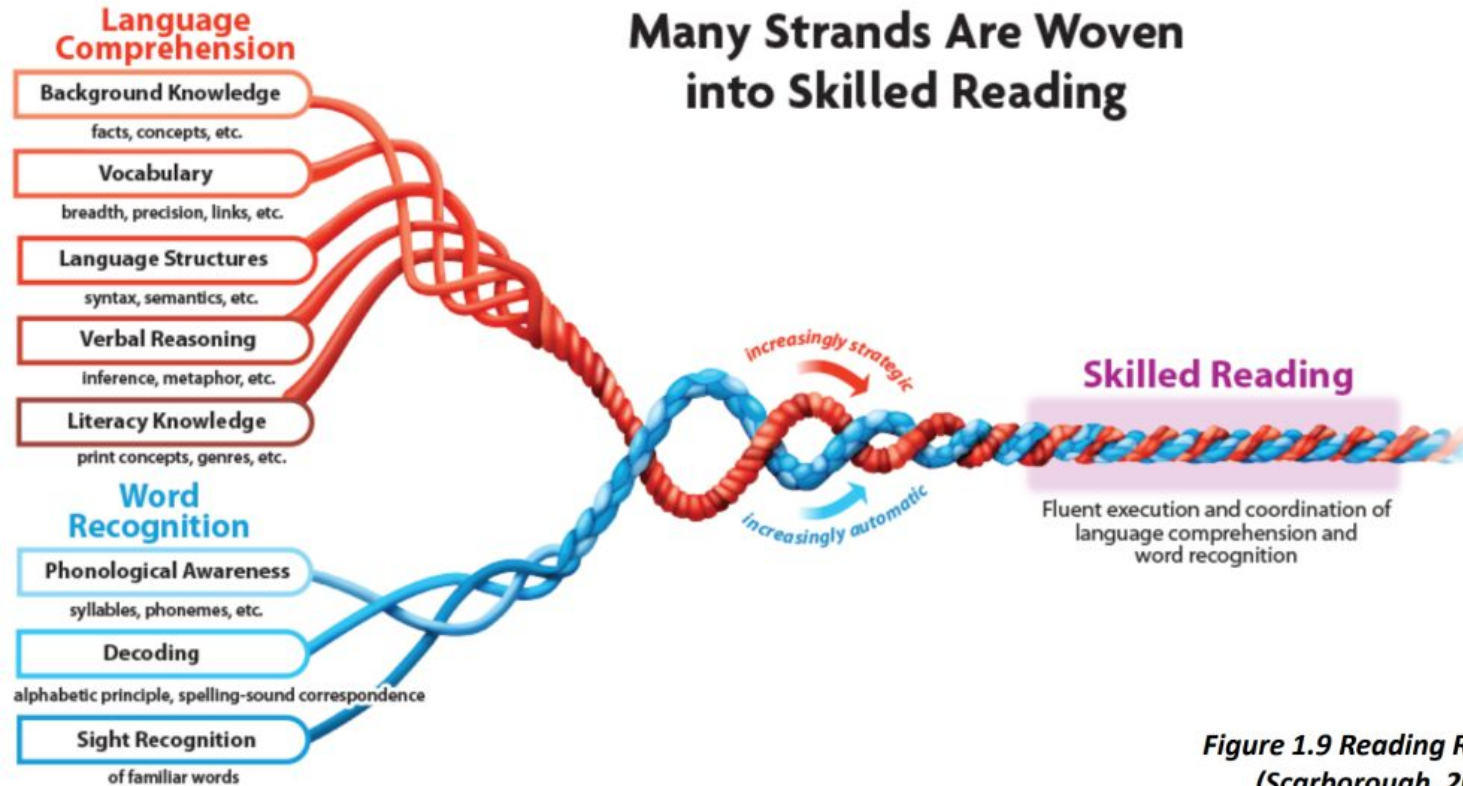
ELA Committee

- Continued work through the Curricular Review Process
  - Pilot of new potential resources for adoption

    - Committee goals K-5
      - Systematic and explicit foundational skills program
      - Consistent structure to ELA block
      - Guaranteed and viable curriculum in all grade levels

    - Committee goals 6-8
      - Guaranteed and viable curriculum in all grade levels
      - Engaging texts, activities, and application for middle school students
      - Explicit reading and writing skill instruction
      - Consistent professional learning on the core resource

ELA Committee

- Pilot Resources
  - K-2 Foundational Skills (25 classrooms)
    - UFLI Foundations
    - Bridge to Reading

  - K-5 Curriculum (47 classrooms)
    - Benchmark Advance 2022

  - 6-8 Curriculum (7- sixth grade classrooms and MS ELA)
    - Amplify ELA
    - CommonLit 360

ELA Instruction

Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

Image Source: International Dyslexia Association

ELA Committee

- Committee Goals:
    - Review of pilot process, feedback (teacher and 6th-8th grade students) and determination of any new core resources for full implementation in Fall 2024.
    - Consider alignment to intervention support, specialized programs, and district report card implications.
    - Plan for professional learning on resource(s) and pedagogical practices
    - Board Spotlight at Curriculum Workshop in February 2024

Writing Committee

- Schoolwide Writing Workshop Implementation
  - Kindergarten- 5th grade
  - Ongoing professional learning

Downers Grove Grade
School District 58
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- Committee Goals:

  - Next steps in our Curriculum Review Process
    - Consider parent communication and education on resource
    - Consider assessment usability and quality from grade level rubrics
    - Consider enrichment potential
    - Consider mechanisms for feedback from staff
    - Assess fidelity of implementation and next steps in professional development

Gifted Committee History

- Goal to review Gifted programming in District 58
  - Middle School and Elementary
- Stakeholder representation of gifted program teachers, general education teachers, and administrators
- Differentiation
- Criteria and Identification
- Curriculum
- Illinois Association for Gifted Children presenters
- Winter update and recommendation

MTSS Committee

- **Committee Goals and Objectives**
  - Build background in best practices in Multi-Tiered Support Systems (MTSS)
  - Develop consistent systems for implementation districtwide
  - Attendance
  - Dual Language
  - Strong Tier 1 practices
    - PBSST
    - Differentiation

Dual Language Program

Celebrations:

- Two-way Dual Program is growing
- BPAC attendance is growing
- Dual Language Training in effect
- Met last years goals
  - Promote program to community
  - DL staff training on Foundations of DL teaching
  - Address MTSS for DL students

Goals:

- MTSS for our Dual Language students
- Piloting Potential curriculum to support biliteracy
  - Currently piloting: Benchmark Advance/Adelante 2023
- Provide instructional support for teaching for biliteracy

Dual Language Program

que vienen de casas multiculturales que
tienen más de un idioma en sus casas.

- Curriculum Council
  - Will reconvene to support the implementation and completion of curricular goals within the District 58 Strategic Plan
- PBSST
  - Focus on District tenets of Be Respectful, Be Responsible, Be Safe
  - Creating system wide building structures to reinforce positive behavior across the buildings
- Differentiation and Assessment Committee
  - Work will be driven by the goals within the District 58 Strategic Plan
- District Equity Leadership Team
  - Review of the Equity Journey Continuum
  - Work will be driven by the goals within the District 58 Strategic Plan

Board Questions on Committee Work?