



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

---

# 2021-22 Illinois School Report Card Update

---

BOARD OF EDUCATION PRESENTATION

November 14, 2022



# 2021-22 Illinois School Report Card Update



## CCSD59 FIVE-YEAR STRATEGIC PLAN

GOALS/STRATEGIES	KEY PERFORMANCE INDICATORS	YEAR 1 STATUS	YEAR 2 STATUS	YEAR 3 STATUS	YEAR 4 STATUS	YEAR 5 STATUS
<b>GOAL 1</b> STUDENT GROWTH AND ACHIEVEMENT	80% or more of all students will demonstrate growth and have their learning needs met through the District's universal core curriculum as measured by placing at or above the 25th percentile on benchmark assessments.					
READINESS/ACHIEVEMENT/PROFICIENCY/GROWTH		In Progress	In Progress	In Progress	Implemented with Monitoring	Implemented with Monitoring
CURRICULUM CLARITY	*Priority Focus 2021-22: Math Implementation	In Progress	In Progress	In Progress	Implemented with Monitoring	Implemented with Monitoring
ALIGNED ASSESSMENT SYSTEM		Exploration	In Progress	Implemented with Monitoring	Implemented with Monitoring	Implemented with Monitoring
EARLY LEARNING		In Progress	In Progress	In Progress	In Progress	Implemented with Monitoring



# Illinois School Report Card

The Illinois Report Card is an report generated by the Illinois State Board of Education (ISBE) that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance on all of the defined accountability measures is published annually at the end of October.



# 2021-22 Illinois School Report Card Overview

- 2021.22 Report Card Updates
- Summative Designations
- Equity Journey Continuum (ELC)
- Student Attendance Information
- Illinois Assessment of Readiness (IAR) Results
- English Learner (EL) Results
- Illinois Science Assessment (ISA) Results
- Reflections



# 2021.22 Illinois School Report Card Information Updates

# 2021.22 Updated Illinois School Report Card Info

- **Summative Designations:** Summative Designations return for the first time since 2019 and include a path to exit school improvement status early for qualified schools (i.e. schools missing data, formerly performing in the top 30% of schools in the state, and/or schools that had a 30% or more enrollment change from 2019).
- **Equity Journey Continuum (EJC):** The Equity Journey Continuum is a newly added informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points to make that data more useful for improving outcomes for all students. The 2022 Equity Journey Continuum uses data from the 2018-19 school year (2020-21 school year data for site-based expenditures) as there were disruptions in data due to the COVID-19 pandemic during the 2019-20 and 2020-21 school years. This data is used to place districts along the steps of the continuum.
- **Chronic Absenteeism:** Tiered scoring bands were created to incentivize/reward improvements or stable rates of chronic absenteeism by awarding “bonus points” for schools showing a decline or remained relatively flat.
- **ELA and Math Proficiency:** Setting new annual targets for English language arts and math proficiency are now set for pairs of grades at the elementary level (third and fourth, fifth and sixth, seventh and eighth) and for Grade 11 at high school
- **Student Growth:** Student growth percentiles return to the report card with ISBE using the calculation method (either cohort or baseline referenced) that best reflects student growth throughout the state.
- **English Learner Progress to Proficiency:** Giving all students identified as English learners in School Year (SY) 2021 an additional year to their timeline (six years instead of five years, using the student’s score from SY 2020 as the prior year score, and thus excluding from the calculation EL students newly identified SY 2021).
- **Science Proficiency:** Science participation rates were substituted for proficiency rates from 2022 for accountability.



# 2021.22 Summative Designations

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



# 2021.22 Summative Designation Indicators

## Elementary & Middle Schools

75%

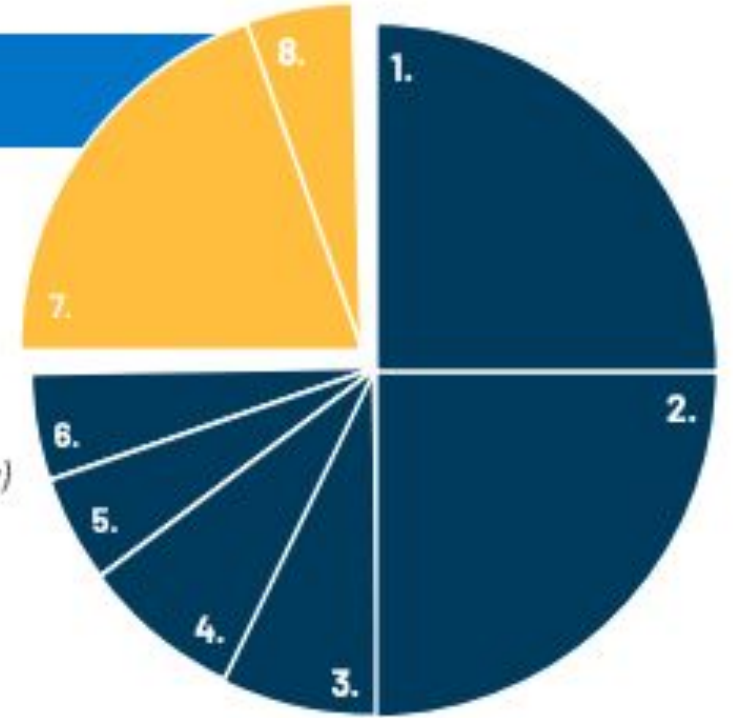
### Academic Indicators

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

25%

### School Quality & Student Success Indicators

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





# 2021.22 Summative Designation Categories

<p><b>Exemplary</b></p>	<ul style="list-style-type: none"> <li>Overall performance in the top 10 percent of all schools</li> <li>Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools</li> <li>High schools must have a graduation rate higher than 67 percent</li> </ul>		
<p><b>Commendable</b></p>	<ul style="list-style-type: none"> <li>Overall performance not in the top 10 percent of all schools</li> <li>Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools</li> <li>High schools must have a graduation rate higher than 67 percent</li> </ul>		
<p><b>Targeted Support</b></p>	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>STUDENT GROUPS</b></p> <table border="0"> <tr> <td data-bbox="1077 661 1696 972"> <p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Native Hawaiian or Other Pacific Islander</li> <li>Two or More Races</li> <li>White</li> </ul> </td> <td data-bbox="1735 661 2321 846"> <p><b>Programs</b></p> <ul style="list-style-type: none"> <li>Children with disabilities</li> <li>Economically disadvantaged students</li> <li>English Learners</li> <li>Former English Learners</li> </ul> </td> </tr> </table> <p><b>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</b></p>	<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Native Hawaiian or Other Pacific Islander</li> <li>Two or More Races</li> <li>White</li> </ul>	<p><b>Programs</b></p> <ul style="list-style-type: none"> <li>Children with disabilities</li> <li>Economically disadvantaged students</li> <li>English Learners</li> <li>Former English Learners</li> </ul>
<p><b>Demographics</b></p> <ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Black or African American</li> <li>Hispanic or Latino</li> <li>Native Hawaiian or Other Pacific Islander</li> <li>Two or More Races</li> <li>White</li> </ul>	<p><b>Programs</b></p> <ul style="list-style-type: none"> <li>Children with disabilities</li> <li>Economically disadvantaged students</li> <li>English Learners</li> <li>Former English Learners</li> </ul>		
<p><b>Comprehensive Support</b></p>	<ul style="list-style-type: none"> <li>Overall performance in the bottom 5 percent of Title I-eligible schools statewide</li> <li>All high schools with a graduation rate below 67 percent</li> </ul> <p><b>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</b></p>		

# D59 2021.22 Summative Designation School Student Groups

School / Category	CWD	EL	FEL	LI	AI/AN	A	B/AA	H/L	NH/PI	T/M	W	Total	Designation
Brentwood	X	X		X		X		X			X	6	Commendable
Byrd		X		X				X			X	4	Commendable
Clearmont		X	X	X							X	4	Commendable
Devonshire		X		X				X			X	4	Exemplary
Forest View		X		X							X	3	Commendable
Frost		X		X				X			X	4	Commendable
John Jay		X		X				X				3	Commendable
Juliette Low	X	X		X				X			X	5	Commendable
Ridge											X	1	Commendable
Rupley	X	X		X				X			X	5	Targeted
Salt Creek	X	X		X				X			X	5	Commendable
Friendship	X	X	X	X		X		X			X	7	Commendable
Grove	X	X	X	X				X			X	6	Commendable
Holmes	X	X	X	X		X		X			X	7	Commendable

Any group with 20 or more students participating in testing is included in the summative designation calculation process.



CWD = Children with Disabilities  
 EL = English Learners  
 FEL = Former English Learners  
 LI = Low Income

AI/AN = American Indian or Alaskan Native  
 A = Asian  
 BAA = Black or African American  
 H/L = Hispanic or Latino

NH/PI = Native Hawaiian or Pacific Islander  
 T/M = Two or More Race  
 W = White

# 2021.22 Summative Designation Results Sample

Summative Score Thresholds: Exemplary = 82.28

Commendable = 31.56 - 82.27

Targeted Threshold = 31.55

Comprehensive = All group > 31.55

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
ALL	Raw Calculation	29.47	50.75	26.32	58.78	99.55	39.08	21.85	95.69	67.95
ALL	Indicator Score	100.00	50.56	100.00	68.40	100.00	39.08	56.30	100.00	67.95
ALL	Weighted Index	7.50	12.64	7.50	17.10	5.00	1.95	11.26	5.00	67.95
ASIAN	Raw Calculation	60.00	51.98	51.43	59.40	100.00	64.21	16.98	98.11	72.19
ASIAN	Indicator Score	100.00	53.30	100.00	69.79	100.00	64.21	66.04	100.00	72.19
ASIAN	Weighted Index	7.50	13.32	7.50	17.45	5.00	3.21	13.21	5.00	72.19
CWD	Raw Calculation	6.82	39.70	9.09	50.48	97.50	34.03	27.56	88.19	55.71
CWD	Indicator Score	100.00	25.99	100.00	49.96	100.00	34.03	53.86	84.87	55.71
CWD	Weighted Index	7.50	6.50	7.50	12.49	5.00	1.70	10.77	4.24	55.71
EL	Raw Calculation	1.52	38.23	4.55	49.96	100.00	39.08	27.84	93.30	55.29
EL	Indicator Score	100.00	22.73	100.00	48.80	100.00	39.08	53.20	96.22	55.29
EL	Weighted Index	7.50	5.68	7.50	12.20	5.00	1.95	10.64	4.81	55.29
FORMER EL	Raw Calculation	44.23	57.50	46.15	64.50	100.00		19.10	96.63	78.07
FORMER EL	Indicator Score	100.00	65.55	100.00	81.12	100.00		61.80	100.00	78.07
FORMER EL	Weighted Index	8.04	17.56	8.04	21.73	5.36		12.36	5.00	78.07
HISPANIC OR LATINO	Raw Calculation	16.39	43.93	11.48	52.78	100.00	32.18	32.87	92.59	55.81
HISPANIC OR LATINO	Indicator Score	100.00	35.39	100.00	55.06	100.00	32.18	34.26	94.65	55.81
HISPANIC OR LATINO	Weighted Index	7.50	8.85	7.50	13.76	5.00	1.61	6.85	4.73	55.81
LOW INCOME	Raw Calculation	21.65	46.98	18.56	56.39	100.00	35.74	27.90	94.93	62.82
LOW INCOME	Indicator Score	100.00	42.17	100.00	63.08	100.00	35.74	48.62	99.84	62.82
LOW INCOME	Weighted Index	7.50	10.54	7.50	15.77	5.00	1.79	9.72	4.99	62.82
WHITE	Raw Calculation	28.21	55.59	28.21	62.20	98.80	44.79	13.20	98.40	76.29
WHITE	Indicator Score	100.00	61.30	100.00	76.00	100.00	44.79	73.60	100.00	76.29
WHITE	Weighted Index	7.50	15.33	7.50	19.00	5.00	2.24	14.72	5.00	76.29

Summative Score Total Available "Points:" 7.50 25.00 7.50 25.00 5.00 5.00 20.00 5.00 = 100.00



# 2021.22 IL Summative Designation Data

**Table 1. Number of Schools by Designation and Grade Band**

2022	Designation				Total	Index Score Threshold	
	Exemplary	Commendable	Targeted	Comprehensive		Comprehensive/Targeted	Exemplary/Commendable
ES	305	2293	300	154	3052	31.55	82.28
HS	67	538	18	43	666	9.89	90.93
Total	372	2831	318	197	3718		

**Note:** The Elementary/Middle School band (ES) and high school band (HS) have different indicators with different weights.

These tables provide an overview of the number and percentage of schools assigned to each summative designation category.

**Table 2. Percent of Schools by Designation and Grade Band**

2022	Designation			
	Exemplary	Commendable	Targeted	Comprehensive
ES	10%	75%	10%	5%
HS	10%	81%	3%	6%
Total	10%	76%	9%	5%

**Note:** The Comprehensive designation at high school includes the lowest performing 5% and all high schools who fail to graduate at least 2/3rds of their students, and thus may exceed 5%.



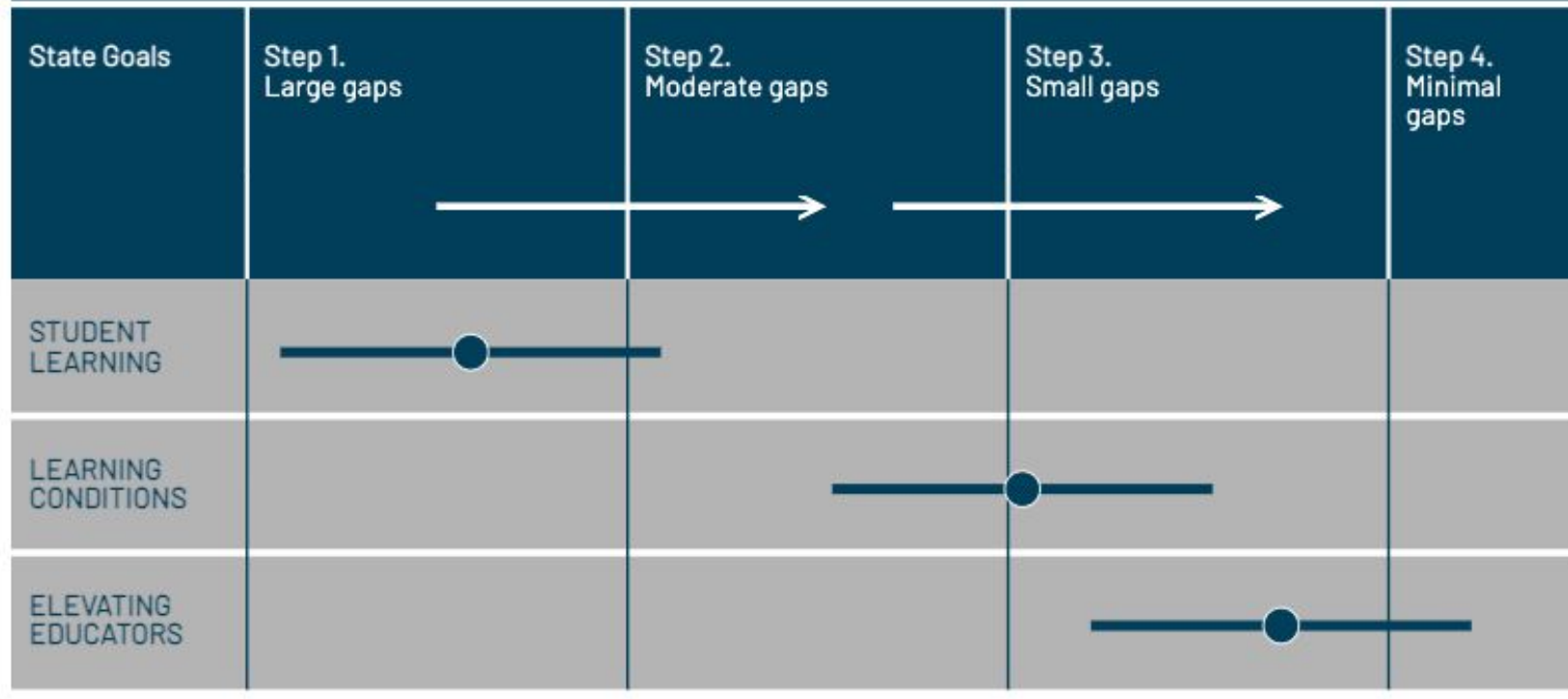
# ISBE Equity Journey Continuum (EJC)

The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points to make that data more useful for improving outcomes for all students. All of the data used in the Equity Journey Continuum is already collected and reported by school districts; the tool does not collect or report any new data.



# ISBE Equity Journey Continuum (EJC)

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.



## Equity Elements for Each State Goal Category

Participation in High-quality Pre-K Programs  
Addressing Student Performance Gaps  
Equitable Access to High-Quality & Rigorous Curricula

Non-exclusionary Discipline Practices  
Strategic Resource Allocation  
Safe and Healthy Learning Environments  
Meaningful Parent/Family and Student Engagement

Educator Demographics  
Administration and Leadership Demographics  
Access to Effective Teaching / Teacher Effectiveness

## UNDERSTANDING THE STATE GOALS

**Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

**Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.



# 2021.22 Student Attendance Information

Illinois tracks multiple attendance related data points as regular attendance is critical in ensuring positive student learning.



# 2021.22 Student Attendance Information

Category	Attendance Rate (Average Daily Attendance)		Chronic Absenteeism		Chronic Truants		Mobility	
	IL	D59	IL	D59	IL	D59	IL	D59
<b>2021.22</b>	<b>90.8%</b>	<b>92.1%</b>	<b>29.8%</b>	<b>27.1%</b>	<b>22.1%</b>	<b>14.2%</b>	<b>7.6%</b>	<b>7.9%</b>
2020.21	92.5%	94.6%	21.1%	14.4%	22.8%	17.7%	6.1%	4.8%
2019.20	95.4%	96.6%	11.0%	6.2%	N/A	N/A	6.2%	6.2%
2018.19	94.0%	94.6%	17.5%	14.3%	N/A	N/A	7.1%	7.3%

- Chronic Absenteeism is the percentage of students who miss 10% percent or more of school days per year either with or without a valid excuse.
- Chronic truants is the percentage of students who miss 5% percent or more of school days per year without a valid excuse.
- Mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the school year, not including graduates.

# 2021.22 Illinois Assessment of Readiness Results

The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the New Illinois Learning Standards Incorporating the Common Core and is administered in English language arts and mathematics to all students in grades 3-8.



# 2021.22 CCSD59 & IL Student Enrollment Information

# 2021.22 CCSD59 & IL Student Information

## Overall Race / Ethnicity Percentages & Counts

Group	American Indian / Native Alaskan		Asian		Black / African American		Hispanic		Native Hawaiian / Pacific Islander		White		2 or More Races	
	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL
2021.22	1.8%	0.3%	11.5%	5.4%	4.0%	16.6%	42.1%	27.2%	-	0.1%	37.7%	46.4%	2.7%	4.1%
Student Count	103	4,756	667	100k	234	310k	2,446	508k	-	1851	2,190	866k	159	76k
2020.21	1.7%	0.2%	12.2%	5.4%	3.2%	16.6%	42.0%	27.0%	-	0.1%	38.2%	46.7%	2.5%	3.9%
2019.20	1.6%	0.3%	12.1%	5.2%	3.4%	16.6%	42.3%	26.6%	0.2%	0.1%	38.3%	47.5%	2.2%	3.8%
2018.19	1.4%	0.3%	11.8%	5.1%	3.3%	16.7%	42.6%	26.4%	0.2%	0.1%	38.7%	47.6%	2.0%	3.8%

## Demographic Percentages & Counts

Group	Low Income		English Learners		With Disabilities		With IEPs		Homeless		Female		Male	
	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL	D59	IL
2021.22	52.8%	46.5%	45.8%	13.7%	19.5%	20.3%	14.6%	16.5%	1.2%	2.0%	48.9%	48.6%	51.1%	51.4%
Student Count	3,064	869k	2,659	255k	1,135	378k	848	307k	70	36k	2,842	869k	2,695	90k
2020.21	58.0%	48.1%	44.1%	12.9%	18.0%	18.3%	13.2%	14.9%	1.7%	1.7%	49.2%	48.7%	50.8%	51.3%
2019.20	55.5%	48.5%	43.7%	12.55	19.1%	17.8%	14.0%	14.8%	1.3%	2.0%	48.8%	48.6%	51.2%	51.4%
2018.19	56.4%	48.8%	41.8%	12.1%	20.4%	18.4%	15.7%	15.5%	1.4%	2.0%	48.1%	48.6%	51.9%	51.4%

# Illinois Assessment of Readiness (IAR) Overall & Grade Level Results

# 2021.22 Illinois Assessment of Readiness (IAR) Grade-Level Results

## 2021.22 Illinois Assessment of Readiness (IAR) MATH Results

Grade / Performance Level	CCSD59	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeded Expectations	3.0%	7.5%	2.3%	2.3%	2.5%	2.0%	2.0%
Met Expectations	20.4%	24.8%	20.9%	19.6%	18.9%	19.7%	19.1%
Approached Expectations	24.1%	21.9%	22.5%	25.9%	26.9%	29.0%	18.8%
Partially Met Expectations	28.9%	22.2%	28.3%	30.8%	30.9%	32.5%	28.5%
Did Not Meet Expectations	23.6%	23.6%	26.0%	21.4%	20.8%	16.8%	31.7%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	<b>25.5%</b> (+0.2)	<b>33.9%</b> (+3.3)	<b>26.2%</b> (+3.0)	<b>23.9%</b> (+0.2)	<b>20.4%</b> (-1.1)	<b>25.8%</b> (-0.3)	<b>23.1%</b> (-2.9)
<b>2021.22 D59 Proficiency</b> (+/- compared to D59 2020.21)	<b>23.4%</b> (+6.3)	<b>32.3%</b> (+15.6)	<b>23.2%</b> (+9.5)	<b>21.9%</b> (+0.9)	<b>21.4%</b> (+8.6)	<b>21.7%</b> (-1.3)	<b>21.1%</b> (+5.1)
2020.21 D59 Proficiency	17.1%	16.7%	13.7%	21.0%	12.8%	23.0%	16.0%
2018.19 D59 Proficiency	20.7%	24.6%	17.9%	21.7%	16.4%	21.0%	23.1%

# 2021.22 Illinois Assessment of Readiness (IAR) Grade-Level Results

## 2021.22 Illinois Assessment of Readiness (IAR) READING Results

Grade / Performance Level	CCSD 59	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeded Expectations	2.5%	1.5%	2.5%	1.1%	1.4%	4.9%	3.3%
Met Expectations	22.4%	20.9%	22.1%	24.4%	21.6%	20.3%	24.5%
Approached Expectations	23.4%	20.4%	22.9%	23.8%	29.0%	24.9%	19.9%
Partially Met Expectations	21.8%	20.2%	21.7%	23.3%	26.2%	21.2%	18.8%
Did Not Meet Expectations	30.0%	37%	30.8%	27.4%	21.8%	28.7%	33.3%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	<b>30.1%</b> (+0.1)	<b>27.5%</b> (-0.5)	<b>32.6%</b> (+4.9)	<b>30.1%</b> (+0.2)	<b>28.4%</b> (-1.4)	<b>32.0%</b> (-0.8)	<b>30.3%</b> (-3.8)
<b>2021.22 D59 Proficiency</b> (+/- compared to D59 2020.21)	<b>24.9%</b> (+3.5)	<b>22.4%</b> (+7.8)	<b>24.5%</b> (+8.3)	<b>25.5%</b> (-0.2)	<b>23.0%</b> (+0.6)	<b>25.2%</b> (+3.2)	<b>27.9%</b> (-0.6)
2020.21 D59 Proficiency	21.4%	14.6%	16.2%	25.7%	22.4%	22.0%	28.5%
2018.19 D59 Proficiency	30.4%	24.9%	29.0%	33.1%	27.2%	33.4%	34.2%



# 2021.22 IAR) Grade-Level Cohort Results

## Illinois Assessment of Readiness (IAR) Grade Level Cohort Results

MATH					READING				
Grade Level	2020.21 Proficiency	Grade Level	2021.22 Proficiency	+/-	Grade Level	2020.21 Proficiency	Grade Level	2021.22 Proficiency	+/-
Grade 3	16.8%	Grade 4	23.2%	+6.4	Grade 3	14.6%	Grade 4	24.5%	+9.9
Grade 4	13.7%	Grade 5	21.9%	+8.2	Grade 4	16.2%	Grade 5	25.5%	+9.3
Grade 5	21.0%	Grade 6	21.4%	+0.4	Grade 5	25.9%	Grade 6	23.0%	-2.9
Grade 6	12.8%	Grade 7	21.7%	+8.9	Grade 6	22.4%	Grade 7	25.2%	+2.8
Grade 7	23.0%	Grade 8	21.1%	-1.9	Grade 7	22.0%	Grade 8	27.9%	+5.9

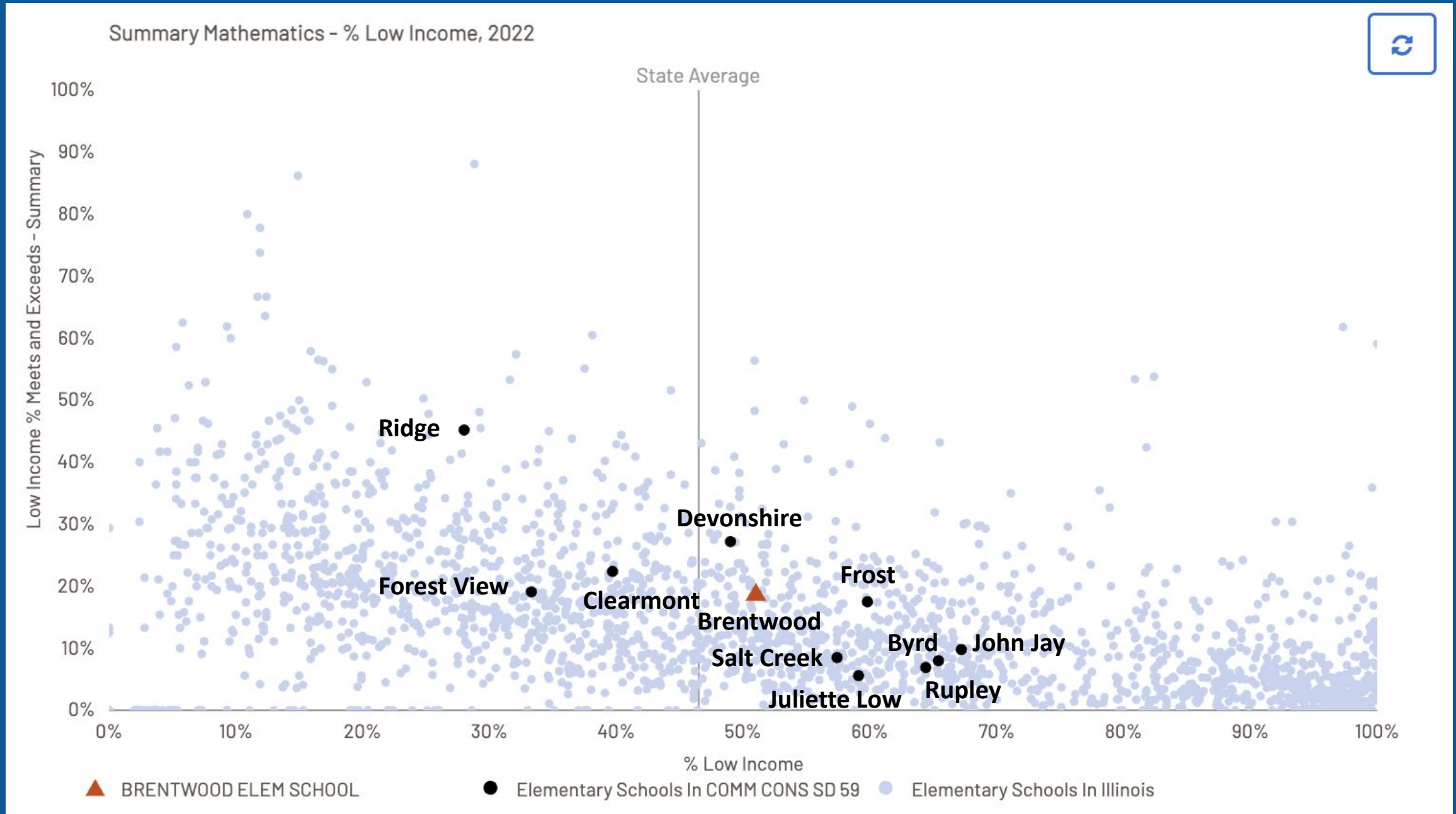
Grade Level Cohort = Student group moving up to the next grade level

# IAR School Results

## 2021.22 Illinois Assessment of Readiness (IAR) MATH Results

Grade / Performance Level	2020.21 Proficiency (Exceeds + Meets)	2021.22 Proficiency (Exceeds + Meets)	Exceeded Expectations	Met Expectations	Approached Expectations	Partially Met Expectations	Did Not Meet Expectations	Student Growth Percentile
Brentwood	20.6%	30.2% (+9.6)	4.1%	26.1%	23.0%	26.1%	20.7%	62nd
Byrd	12.9%	14.7% (+1.8)	0.6%	14.1%	18.8%	35.3%	31.2%	56th
Clearmont	20.7%	34.4% (+13.7)	4.8%	29.6%	28.6%	23.8%	13.2%	64th
Devonshire	20.1%	32.4% (+12.3)	3.7%	28.7%	22.3%	28.7%	17.0%	63rd
Forest View	33.3%	40.6% (+7.3)	10.5%	30.1%	22.6%	18.8%	18.0%	63rd
Frost	12.8%	26.2% (+13.4)	4.8%	21.4%	23.4%	24.8%	25.5%	48th
John Jay	9.8%	18.2% (+8.4)	2.1%	16.1%	23.8%	30.8%	27.3%	59th
Juliette Low	4.5%	15.1% (+10.6)	3.3%	11.8%	25.0%	29.6%	30.3%	55th
Ridge	34.3%	42.5% (+8.2)	8.0%	34.5%	34.5%	16.8%	6.2%	48th
Rupley	5.7%	10.4% (+4.7)	1.4%	9.0%	18.1%	32.6%	38.9%	44th
Salt Creek	10.8%	20.4% (+9.6)	2.8%	17.5%	21.3%	28.4%	29.9%	54th
Friendship	25.2%	28.6% (+3.4)	3.8%	24.8%	26.7%	25.0%	19.7%	51st
Grove	10.5%	15.9% (+5.4)	1.5%	14.4%	24.2%	34.4%	25.6%	50th
Holmes	18.1%	21.7% (+3.6)	0.9%	20.8%	22.6%	31.0%	24.8%	55th

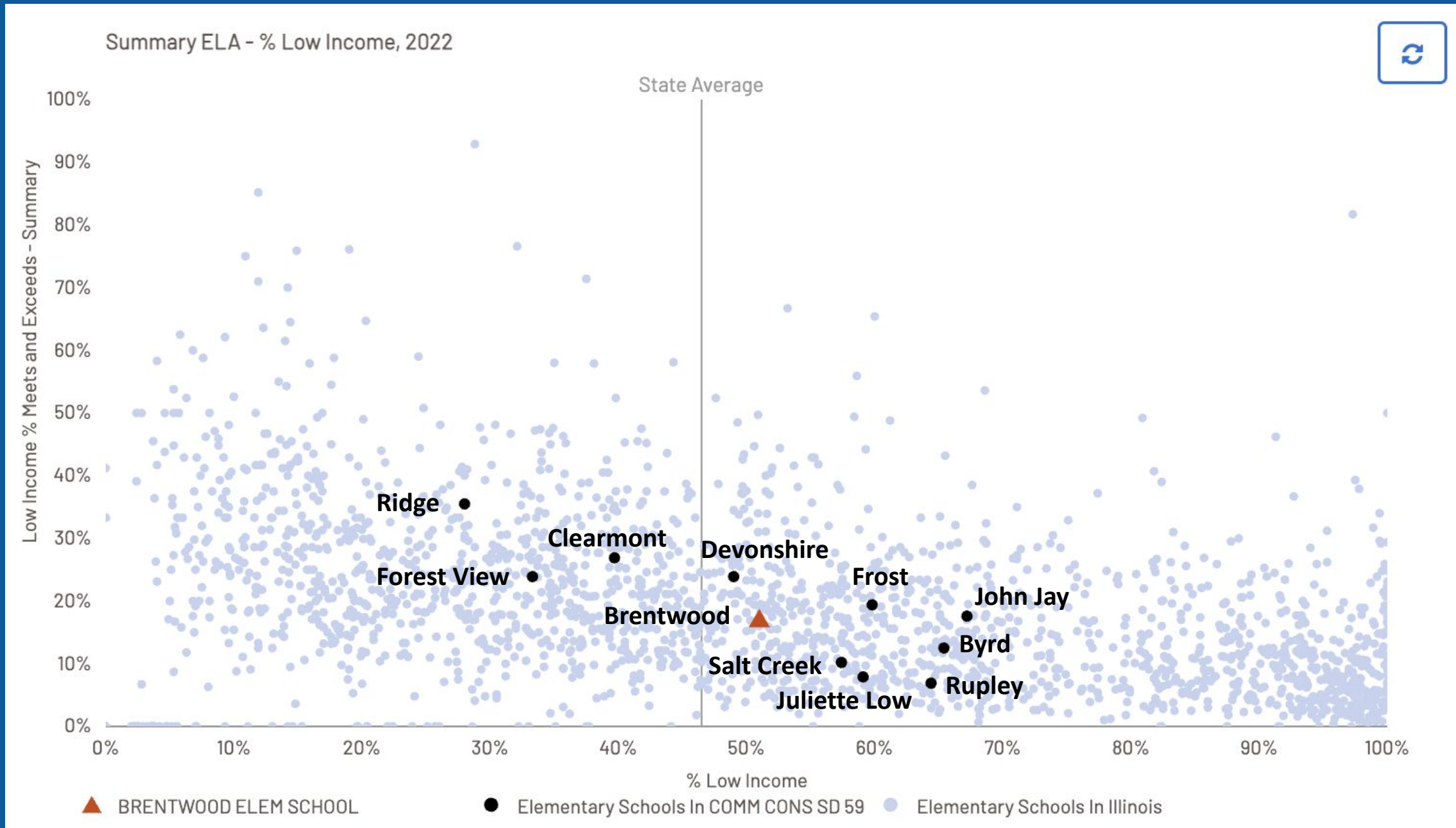
# 2021.22 IAR School Results: Low Income % & Math Low Income Proficiency %



## 2021.22 Illinois Assessment of Readiness (IAR) READING Results

Grade / Performance Level	2020.21 Proficiency (Exceeds + Meets)	2021.22 Proficiency (Exceeds + Meets)	Exceeded Expectations	Met Expectations	Approached Expectations	Partially Met Expectations	Did Not Meet Expectations	Student Growth Percentile
Brentwood	20.9%	29.7% (+8.8)	3.2%	26.6%	23.9%	17.6%	28.8%	53th
Byrd	12.8%	14.1% (+1.3)	0.6%	13.5%	21.8%	21.8%	42.4%	48th
Clearmont	27.9%	30.7% (+2.8)	1.0%	29.7%	31.3%	19.8%	18.2%	48th
Devonshire	17.7%	28.7% (+11.0)	1.1%	27.7%	21.8%	24.5%	25.0%	54th
Forest View	28.8%	39.7% (+10.9)	7.6%	32.1%	22.9%	17.6%	19.8%	58th
Frost	14.0%	24.8% (+14.8)	1.4%	23.4%	20.7%	20.0%	34.5%	48th
John Jay	9.8%	22.4% (+12.6)	2.1%	20.3%	19.6%	19.6%	38.5%	52nd
Juliette Low	16.5%	19.7% (+3.2)	0.7%	19.1%	16.4%	27.0%	36.8%	50th
Ridge	37.3%	36.3% (-1.0)	1.8%	34.5%	36.3%	19.5%	8.0%	47th
Rupley	6.5%	9.0% (+2.5)	0.0%	9.0%	16.7%	22.9%	51.4%	45th
Salt Creek	12.0%	15.0% (+3.0)	0.5%	14.5%	17.3%	27.6%	40.2%	48th
Friendship	26.7%	33.4% (+6.7)	5.9%	27.5%	23.2%	19.7%	23.7%	55th
Grove	19.0%	18.0% (-1.0)	1.6%	16.3%	24.8%	23.1%	34.1%	41st
Holmes	31.8%	29.0% (-2.8)	2.7%	26.3%	24.8%	22.1%	24.1%	49th

# 2021.22 IAR School Results: Low Income % & Reading Low Income Proficiency %







# IAR Race / Ethnicity Results



# 2021.22 Illinois Assessment of Readiness (IAR) Race / Ethnicity Info

## 2021.22 Illinois Assessment of Readiness (IAR) MATH Results

Group / Performance Level	American Indian / Native Alaskan	Asian	Black / African American	Hispanic	Native Hawaiian / Pacific Islander	White	2 or More Races
Exceeded Expectations	1.4%	9.8%	1.9%	0.4%	-	4.1%	7.1%
Met Expectations	16.4%	40.9%	10.3%	8.6%	-	29.2%	27.1%
Approached Expectations	24.7%	26.6%	24.5%	17.7%	-	30.5%	22.4%
Partially Met Expectations	27.4%	15.8%	32.9%	36.9%	-	23.5%	24.7%
Did Not Meet Expectations	30.1%	7.0%	30.3%	36.5%	-	12.8%	18.8%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	<b>19.2%</b> (+0.1)	<b>59.8%</b> (+0.4)	<b>6.4%</b> (+0.8)	<b>13.1%</b> (+1.1)	<b>30.7%</b> (+3.0)	<b>35.2%</b> (+3.1)	<b>28.2%</b> (+2.7)
<b>2021.22 D59 Proficiency</b> (+/- compared to D59 2020.21)	<b>17.8%</b> (+11.1)	<b>50.7%</b> (+12.8)	<b>12.2%</b> (+4.6)	<b>9.0%</b> (+4.2)	-	<b>33.3%</b> (+8.3)	<b>34.2%</b> (+8.7)
2020.21 D59 Proficiency	6.7%	37.9%	7.6%	4.8%	-	25.0%	25.5%
2018.19 D59 Proficiency	12.7%	44.2%	13.6%	7.6%	25.0%	30.3%	27.4%

# 2021.22 Illinois Assessment of Readiness (IAR) Race / Ethnicity Info

## 2021.22 Illinois Assessment of Readiness (IAR) READING Results

Group / Performance Level	American Indian / Native Alaskan	Asian	Black / African American	Hispanic	Native Hawaiian / Pacific Islander	White	2 or More Races
Exceeded Expectations	2.7%	5.8%	2.6%	0.6%	-	3.5%	7.0%
Met Expectations	17.8%	45.0%	18.1%	9.8%	-	30.3%	34.9%
Approached Expectations	17.8%	25.9%	25.8%	18.1%	-	28.8%	19.8%
Partially Met Expectations	26.0%	12.1%	25.2%	25.4%	-	20.2%	16.3%
Did Not Meet Expectations	35.6%	13.3%	28.4%	46.2%	-	17.1%	22.1%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	<b>24.4%</b> (+0.2)	<b>58.9%</b> (+2.5)	<b>12.5%</b> (+1.3)	<b>18.9%</b> (+0.7)	<b>37.3%</b> (+1.7)	<b>39.4%</b> (+2.0)	<b>33.7%</b> (+2.6)
<b>2021.22 D59 Proficiency</b> (+/- compared to D59 2020.21)	<b>20.5%</b> (+13.8)	<b>50.8%</b> (+10.9)	<b>20.7%</b> (+1.3)	<b>10.4%</b> (+1.7)	-	<b>33.8%</b> (+3.4)	<b>41.9%</b> (+20.7)
2020.21 D59 Proficiency	6.7%	39.9%	19.4%	8.7%	-	30.4%	21.2%
2018.19 D59 Proficiency	20.6%	49.5%	25.8%	16.3%	33.3%	41.9%	43.8%

# IAR Demographic Results

# 2021.22 Illinois Assessment of Readiness (IAR) Demographic Results

## 2021.22 Illinois Assessment of Readiness (IAR) MATH Results

Group / Performance Level	Low Income	English Learners	Homeless	With Disabilities	With IEPs	Non IEPs	Female	Male
Exceeded Expectations	1.5%	0.7%	0%	0.8%	0%	3.4%	2.3%	3.7%
Met Expectations	12.3%	8.3%	3.4%	8.9%	3.2%	22.6%	19.3%	21.5%
Approached Expectations	20.7%	15.0%	12.1%	16.8%	7.5%	26.1%	24.8%	23.3%
Partially Met Expectations	33.6%	36.6%	39.7%	26.9%	25.7%	29.3%	30.5%	27.4%
Did Not Meet Expectations	32.0%	39.5%	44.8%	46.6%	63.6%	18.6%	23.0%	24.1%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	11.1% (+1.3)	7.0% (+1.6)	5.5% (+0.3)	11.4% (+0.7)	6.9% (+0.1)	28.5% (+0.4)	23.8% (0.0)	27.0% (+0.6)
<b>2021.22 D59 Proficiency</b> (+/- compared to D59 2020.21)	13.8% (+4.8)	9.0% (+5.1)	3.4% (-1.1)	9.6% (+2.2)	3.2% (+1.2)	26.0% (+6.8)	21.6% (+5.5)	25.2% (+7.0)
2020.21 D59 Proficiency	9.0%	3.9%	4.5%	7.4%	2.0%	19.2%	16.1%	18.2%
2018.19 D59 Proficiency	11.1%	5.2%	8.3%	9.8%	4.2%	22.8%	20.1%	21.3%

# 2021.22 Illinois Assessment of Readiness (IAR) Demographic Results

## 2021.22 Illinois Assessment of Readiness (IAR) READING Results

Group / Performance Level	Low Income	English Learners	Homeless	With Disabilities	With IEPs	Non IEPs	Female	Male
Exceeded Expectations	1.5%	0.3%	1.7%	0.6%	0%	2.8%	3.4%	1.6%
Met Expectations	14.7%	6.0%	8.6%	8.5%	1.4%	25.0%	27.0%	18.0%
Approached Expectations	20.7%	16.6%	10.3%	14.4%	7.7%	25.5%	23.7%	23.0%
Partially Met Expectations	23.4%	25.8%	25.9%	21.2%	17.1%	22.4%	21.0%	22.5%
Did Not Meet Expectations	39.7%	51.4%	53.4%	55.3%	73.7%	24.5%	24.8%	34.9%

<b>2021.22 IL Proficiency</b> (+/- compared to IL 2020.21)	<b>16.3%</b> (+1.1)	<b>7.2%</b> (+1.9)	<b>9.8%</b> (-1.1)	<b>11.9%</b> (+1.0)	<b>6.4%</b> (+0.1)	<b>34.1%</b> (+0.1)	<b>35.3%</b> (+0.5)	<b>25.2%</b> (+0.3)
<b>2021.22 D59 Proficiency</b> (+/- compared to 2020.21)	<b>16.2%</b> (+4.9)	<b>6.2%</b> (+2.3)	<b>10.3%</b> (+6.6)	<b>9.2%</b> (+0.6)	<b>1.4%</b> (-0.9)	<b>27.8%</b> (+4.0)	<b>30.4%</b> (+4.6)	<b>19.6%</b> (+2.3)
2020.21 D59 Proficiency	11.3%	3.9%	3.7%	8.6%	2.3%	23.8%	25.8%	17.3%
2018.19 D59 Proficiency	19.5%	6.0%	16.4%	13.4%	4.6%	33.7%	37.4%	23.8%



# Student Growth Percentile (SGP)

Illinois uses student growth percentiles (SGP) to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas growth recognizes progress toward and beyond the standard, no matter where each student started.

The data displayed shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s).

# 2021.22 IAR Student Growth Percentiles (SGPs) Demographics: Math

## 2021.22 (IAR) Student Growth Percentiles Race & Ethnicity: MATH

Group / SPG	American Indian / Native Alaskan	Asian	Black / African American	Hispanic	Native Hawaiian / Pacific Islander	White	2 or More Races
<b>CCSD59</b>	<b>48th</b>	<b>63rd</b>	<b>54th</b>	<b>48th</b>	-	<b>59th</b>	<b>52nd</b>
Illinois	50th	58th	44th	49th	54th	51st	50th

<b>2021.22 IAR</b>	
Overall	SPG
<b>CCSD59</b>	<b>54th</b>
Illinois	50th

## 2021.22 (IAR) Student Growth Percentiles Demographics: MATH

Group / SPG	Low Income	English Learners	With Disabilities	With IEPs	Female	Male
<b>CCSD59</b>	<b>51st</b>	<b>47th</b>	<b>44th</b>	<b>38th</b>	<b>54th</b>	<b>54th</b>
Illinois	47th	46th	43rd	40th	50th	50th

The Student Growth Percentile describes the percentage of students who perform as well or better than the number outlined. For example, D59 female students perform as well or better than 54% of like performing female students in Illinois.



# 2021.22 IAR Student Growth Percentiles (SGPs) Demographics: Math

2021.22 IAR	
Overall	SPG
CCSD59	48th
Illinois	50th

2021.22 (IAR) Student Growth Percentiles: READING							
Group / SPG	American Indian / Native Alaskan	Asian	Black / African American	Hispanic	Native Hawaiian / Pacific Islander	White	2 or More Races
CCSD59	54th	56th	47th	42nd	-	52nd	43rd
Illinois	49th	59th	45th	48th	51st	51st	50th

2021.22 (IAR) Student Growth Percentiles: READING						
Group / SPG	Low Income	English Learners	With Disabilities	With IEPs	Female	Male
CCSD59	45th	41st	40th	37th	50th	45th
Illinois	47th	45th	43rd	40th	52nd	48th

The Student Growth Percentile describes the percentage of students who perform as well or better than the number outlined. For example, D59 female students perform as well or better than 50% of like performing female students in Illinois.



# IAR Achievement Gaps

Illinois highlights the academic performance between different ethnic and racial groups, income levels, gender, and special student groups on the School Report Card. The data outlined here shows CCSD59's internal achievement gaps as compared to Illinois for the available comparative groups.

# 2021.22 IAR Student Achievement Gaps

## 2021.22 IAR Student Achievement Gaps MATH

Group / Performance Level	Low Income to Non Low Income	Black / African American to White	Hispanic to White	Black / African American to Hispanic	With IEPs to Non IEPs	Male to Female
2021.22 IL +/- Comparison	-28	-29	-22	-7	-22	-3
2021.22 D59 +/- Comparison	-22	-21	-24	-3	-23	-4
2020.21 D59 +/- Comparison	-16	-17	-20	-3	-17	-2
2018.19 D59 +/- Comparison	-23	-17	-23	-6	-19	-1

The data above provides a comparison of IAR proficiency results between the identified demographic groups.

# 2021.22 IAR Student Achievement Gaps

## 2021.22 IAR Student Achievement Gaps READING

Group / Performance Level	Low Income to Non Low Income	Black / African American to White	Hispanic to White	Black / African American to Hispanic	With IEPs to Non IEPs	Male to Female
2021.22 IL +/- Comparison	-27	-27	-21	-6	-28	-10
2021.22 D59 +/- Comparison	-19	-13	-24	-10	-26	-11
2020.21 D59 +/- Comparison	-19	-11	-22	-11	-22	-9
2018.19 D59 +/- Comparison	-26	-16	-26	-9	-29	-14

The data above provides a comparison of IAR proficiency results between the identified demographic groups.



# 2021.22 ENGLISH LEARNERS RESULTS

**ACCESS** (Assessing Comprehension and Communication in English State-to-State) is an English language proficiency assessment for Grades K–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners.

**ELPtP** (English Learner Progress to Proficiency) is the measure of the extent to which a multilingual student is on track to reach proficiency within six years.

# 2021.22 English Learners (EL) ACCESS Results

English Learners (EL) Enrollment %				
Year	2018.19	2019.20	2020.21	2021.22
D59	41.8%	43.7%	44.1%	45.8%
IL	12.1%	12.5%	12.9%	13.7%

English Learners (EL) Exit Rate (%)				
Year	2018.19	2019.20	2020.21	2021.22
D59	7.6%	8.1%	4.9%	7.9%
IL	8.6%	7.9%	6.5%	6.1%

English Learners (EL) Long Term Students Count & %								
Year	2018.19		2019.20		2020.21		2021.22	
D59	82	3.2%	*5	0.2%	148	9.0%	197	7.9%
IL	28,216	13.0%	*20,127	9.0%	38,907	27.8%	47,572	20.8%

\*While reported on the 2019.20 IL school report card in this manner, we believe there is some inaccuracies to what is reported for D59 and IL

# 2021.22 English Learners ACCESS Exit Targets

2021.22 Exceeded and/or Met Exit Target % on ACCESS (Grades K-8)		
School / Grade	2020.21 % E+M Exit Target	2021.22 % E+M Exit Target
Brentwood	2.7%	7.0% (+4.3)
Byrd	3.4%	11.3% (+7.9)
Clearmont	11.0%	16.1% (+5.1)
Devonshire	9.2%	8.9% (-0.3)
Forest View	8.2%	27.4% (+19.2)
Frost	3.4%	9.9% (+6.5)
John Jay	2.8%	3.8% (+1.0)
Juliette Low	5.0%	6.3% (+1.3)
Ridge	17.7%	16.2% (-1.5)
Rupley	0.8%	3.3% (+2.5)
Salt Creek	4.9%	8.6% (+3.7)
Friendship	0.0%	4.8% (+4.8)
Grove	0.7%	1.7% (+1.0)
Holmes	2.0%	2.4% (+0.4)
<b>Grand Total</b>	<b>4.9%</b>	<b>7.9% (+3.0)</b>



# 2021.22 English Learners (EL) Progress to Proficiency (ELPtP) Results

Exceeded and/or Met ELPtP Growth Target % (Grades 2-8)				
School / Year	2018.19	2019.20	2020.21	*2021.22
Brentwood	61.0%	54.3%	51.4%	86.7%
Byrd	50.0%	63.0%	37.3%	90.6%
Clearmont	69.8%	73.1%	66.7%	97.4%
Devonshire	58.2%	54.7%	52.5%	92.3%
Forest View	68.7%	75.0%	44.8%	93.9%
Frost	67.3%	72.5%	50.7%	87.3%
John Jay	51.9%	65.4%	41.3%	87.5%
Juliette Low	57.3%	52.9%	54.9%	83.5%
Ridge	63.3%	72.1%	69.2%	96.3%
Rupley	61.4%	62.2%	29.9%	82.1%
Salt Creek	57.7%	66.4%	40.0%	82.1%
Friendship	16.1%	9.1%	8.6%	19.0%
Grove	8.8%	11.7%	1.5%	10.4%
Holmes	9.1%	6.9%	4.0%	7.7%
<b>D59</b>	<b>47.6%</b>	<b>47.1%</b>	<b>36.8%</b>	<b>57.3%</b>

\***English Learner Progress to Proficiency:** Giving all students identified as English learners in School Year (SY) 2021 an additional year to their timeline (six years instead of five years, using the student's score from SY 2020 as the prior year score, and thus excluding from the calculation EL students newly identified SY 2021).

# 2021.22 Illinois Science Assessment

The Illinois Science Assessment (ISA) is the state science assessment and accountability measure for Illinois students enrolled in a public school district. ISA is a general science assessment focused on life, physical, and earth space sciences. The ISA is administered to 5th and 8th grade students on three untimed tests. This is year two the development and use of the current version of the ISA and the 2021.22 accountability results are based on student participation, not achievement.

# 2021.22 Illinois Science Assessment (ISA) Results

## 2021.22 Illinois Science Assessment (ISA)

Grade / Performance Level	IL	CCSD59	IL 5th Grade	D59 5th Grade	IL 8th Grade	D59 8th Grade
Exemplary	14.4%	12.7%	14.1%	10.8%	15.3%	14.4%
Proficient	36.7%	36.1%	36.6%	36.5%	35.6%	35.8%
Developing	32.1%	34.6%	34.2%	37.3%	31.8%	32.2%
Emerging	16.8%	16.6%	15.1%	15.4%	14.0%	17.6%
<b>2021.22 Proficiency (+/- compared to 2020.21)</b>	<b>51.1%</b>	<b>48.8%</b>	<b>50.7%</b>	<b>47.3%</b>	<b>50.9%</b>	<b>50.2%</b>

ISBE has advised school districts that the 2020.21 & 2021.22 ISA results are NOT comparable and therefore we are not reporting and comparing 2020.21 results to 2021.22 on this slide.

## 2021.22 Illinois Science Assessment (ISA) School Results

Performance Level / School	Proficiency	Exemplary	Proficient	Developing	Emerging
Brentwood	<b>41.9%</b>	11.4%	40.5%	35.4%	12.7%
Byrd	<b>37.9%</b>	8.6%	29.3%	43.1%	19.0%
Clearmont	<b>74.5%</b>	11.8%	62.7%	21.6%	3.9%
Devonshire	<b>44.9%</b>	7.2%	37.7%	44.9%	10.1%
Forest View	<b>57.8%</b>	15.6%	42.2%	31.1%	11.1%
Frost	<b>34.0%</b>	4.5%	29.5%	45.5%	20.5%
John Jay	<b>41.2%</b>	5.9%	35.3%	37.3%	21.6%
Juliette Low	<b>32.4%</b>	10.3%	22.1%	47.1%	20.6%
Ridge	<b>86.1%</b>	27.8%	58.3%	11.1%	2.8%
Rupley	<b>29.7%</b>	9.3%	20.4%	42.6%	27.8%
Salt Creek	<b>46.7%</b>	12.0%	34.7%	37.3%	16.0%
Friendship	<b>59.9%</b>	20.3%	39.6%	31.5%	8.6%
Grove	<b>42.0%</b>	11.0%	31.0%	34.0%	23.9%
Holmes	<b>53.2%</b>	13.3%	39.9%	29.5%	17.3%



# REFLECTIONS

# 2021.22 School Report Card / Accountability Reflections

## Strengths / Positives

- Math IAR analysis at the grade and cohort levels show positive increases in achievement in most grade levels and in many cases outperforming pre-COVID proficiency levels.
- Reading grade level cohort analysis shows positive increases in most grade levels & proficiency growth in demographics outpacing the state in 11/14 categories.
- Student Growth Percentiles (SPGs) were higher than IL in Math in 9/12 categories.
- English Learners ACCESS Exit Rate increased while elementary students met their ELPtP targets at a high percentage.
- Science (ISA) compared well to IL overall and at the IL 5th and 8th grade level.

## Opportunities / Areas of Study

- Reading results show proficiency growth at a lower rate than math
- Math & Reading results continue to show achievement gaps and and proficiency results that lag behind many IL demographic proficiency levels.
- Student growth percentiles (SPGs) were comparatively lower than IL in Reading.
- We have identified areas where student performance on the 2021.22 IAR align closely with our 2022.23 iReady Fall Benchmarking Data.
- Long-Term English Learners increased from the previous year.
- Science (ISA) proficiency levels fall below the state averages.



# OVERALL QUESTIONS, COMMENTS, & FOLLOW-UP