



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

2022-23 CCSD59

WINTER BENCHMARKING
PRESENTATION

BOARD OF EDUCATION
PRESENTATION - 2/13/2023



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59



2022-23 Winter Benchmarking 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
GOAL 1 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



READING & MATH PERFORMANCE TARGETS

Strategic Plan Goal 1 - Student Growth & Achievement
KPI: 80% or more of students across all demographic groups will be adequately supported by Tier 1 instruction, as evidenced by the Branching Minds Tier Level Report.

Why - 80% of students supported by Tier 1 (i.e. students scoring ≥ 25 th percentile) can be viewed as the “Critical Mass” where the core curriculum & instructional strategies are effective in meeting grade level learning for most students.

Practical Handbook of Multi-Tiered Systems of Support 2016
Rachel Brown-Chidsey and Rebekah Bickford

Reflections: Strengths & Positives

- A majority of students are on track to meet expected levels of Typical & Stretch Growth in math & reading
- Typical & Stretch Growth data indicates intervention structures & programs are positively impacting Tier 2 & Tier 3 students district-wide
- Overall achievement results compare as well or better to IL & national results
- Positive fall to winter KPI increases in math & reading for the district, most grade levels (13 of 18), schools (22 of 28), & demographic groups (31 of 34)

Reflections: Strengths & Positives

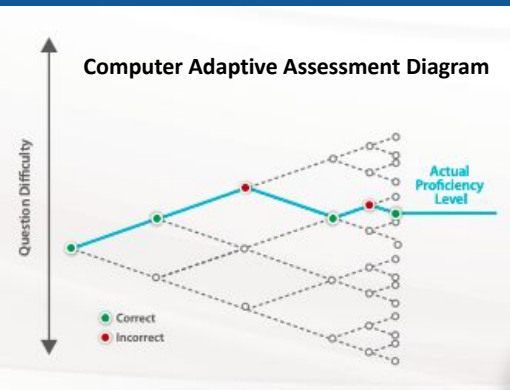
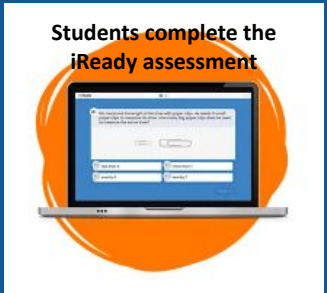
- ALL grade levels, schools, & demographics groups increased proficiency from fall to winter in math & reading, with a majority (82.5%) making double-digit increases
- Assessment of Spanish Reading (ASR) results showed positive growth with high levels of students meeting or partially meeting Spanish Reading expectations
- Ongoing deployment of Math (Illustrative Math) & ELA (Learning Targets / Scope & Sequence / Phonics Program / JH StudySync) curriculums indicates continued impact on student learning district-wide



WINTER BENCHMARKING TYPICAL & STRETCH GROWTH MATH & READING RESULTS



2022.23 Winter Benchmark Student Growth Report Sample



Diagnostic 2

iReady Student Math Winter Benchmark Report

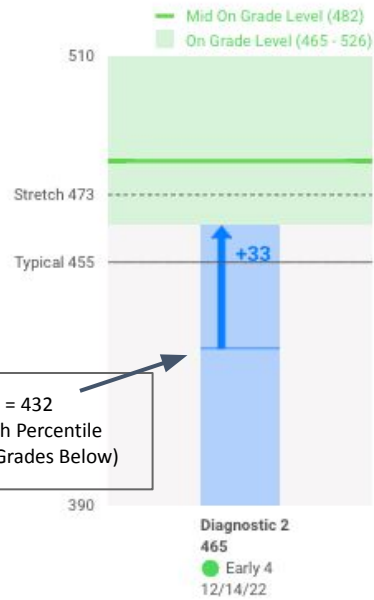
Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. [i](#)

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. [i](#)

Fall = 432
24th Percentile
(2 Grades Below)



Overall Math

● Early 4 (465)
Standard Error +/- 6

Domain	Placement i	Can Do & Next Steps
Number and Operations	● Mid 4	↓
Algebra and Algebraic Thinking	● Grade 3	↓
Measurement and Data	● Grade 3	↓
Geometry	● Mid 4	↓

Key

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

National Norm Performance and

National Norm:

50th Percentile [i](#)

Quantile® Measure:

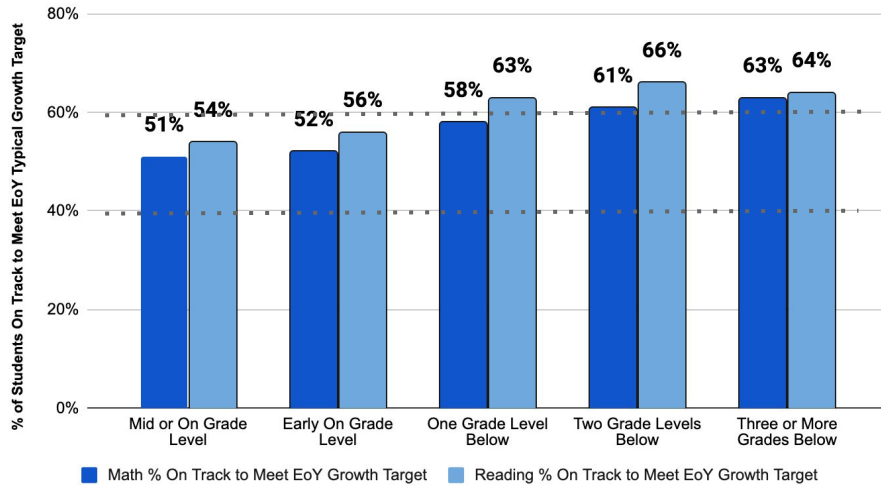
655Q

Annual Typical Growth i		Annual Stretch Growth® i	
Percent Progress v	Scale Score Progress	Percent Progress v	Scale Score Progress
143%	33/23	80%	33/41

2022.23 Winter Benchmark Typical Growth Results

% of Students On Track to Meet Typical Growth Target

2022.23 iReady Winter On Track to Meet End of Year Typical Growth %



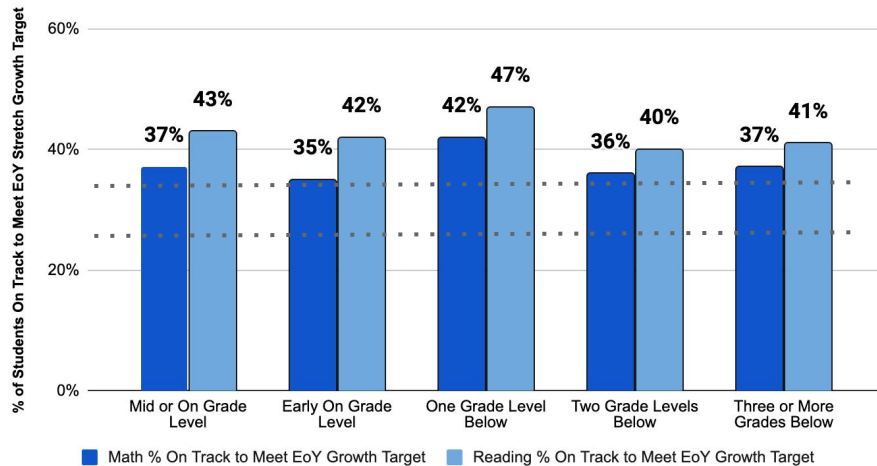
iReady defines Typical Growth as the average annual growth for a student at this grade & placement level on their baseline Diagnostic iReady research indicates having **40% - 60%** of all students meet/exceed End of Year (EoY = June 2023) **Typical Growth** goal is expected On Track to Meet Growth Target = Students who have made at least 50% progress towards EoY Typical goal

2022.23 Winter Benchmark Stretch Growth

Results

% of Students On Track to Meet Stretch Growth Target

2022.23 iReady Winter On Track to Meet End of Year Stretch Growth %



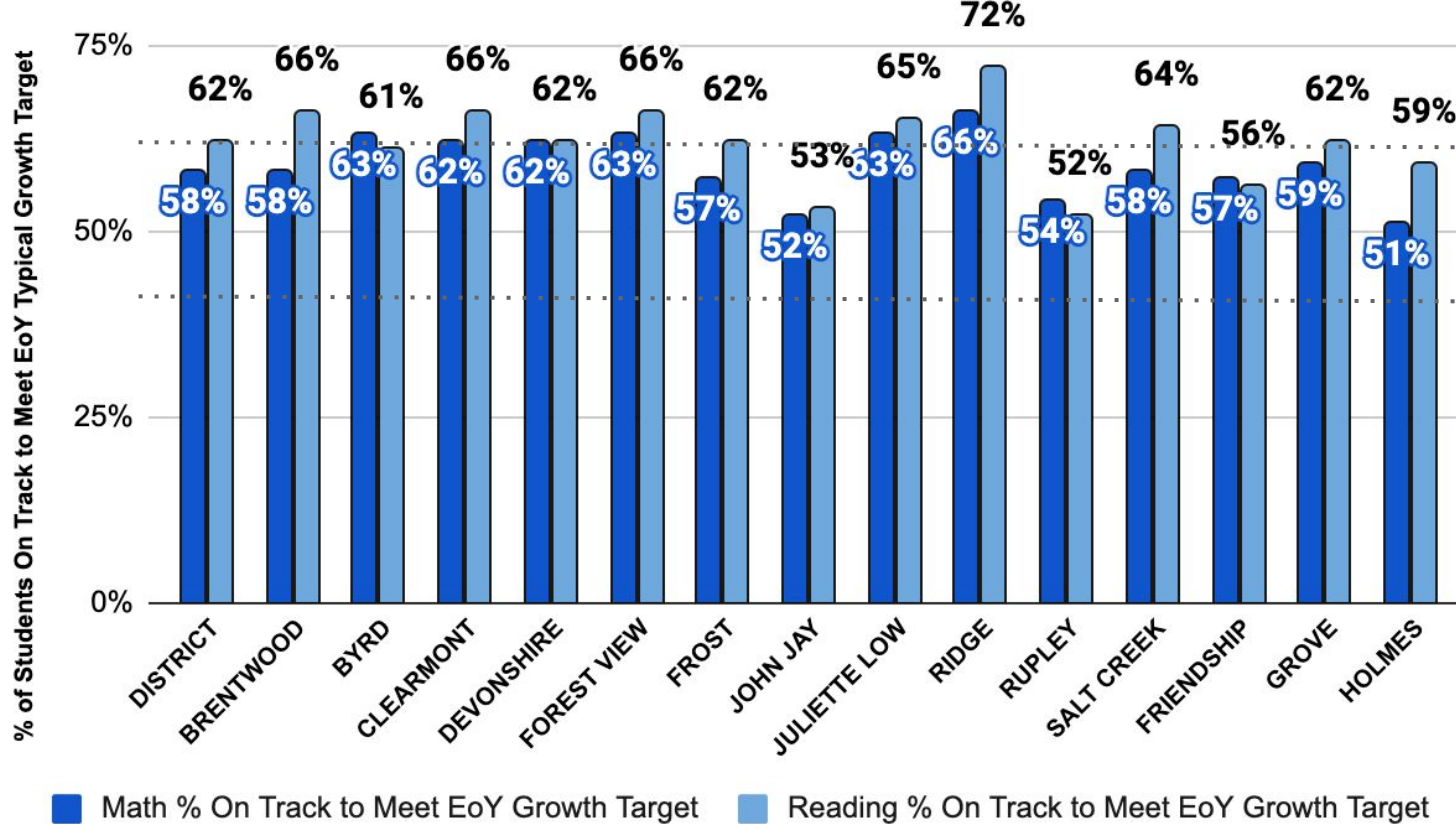
iReady defines Stretch Growth as an ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency

iReady research indicates having **25% - 35%** of all students meet/exceed End of Year (EoY = June 2023) **Stretch Growth** goal is expected

On Track to Meet Growth Target = Students who have made at least 50% progress towards EoY Stretch goal

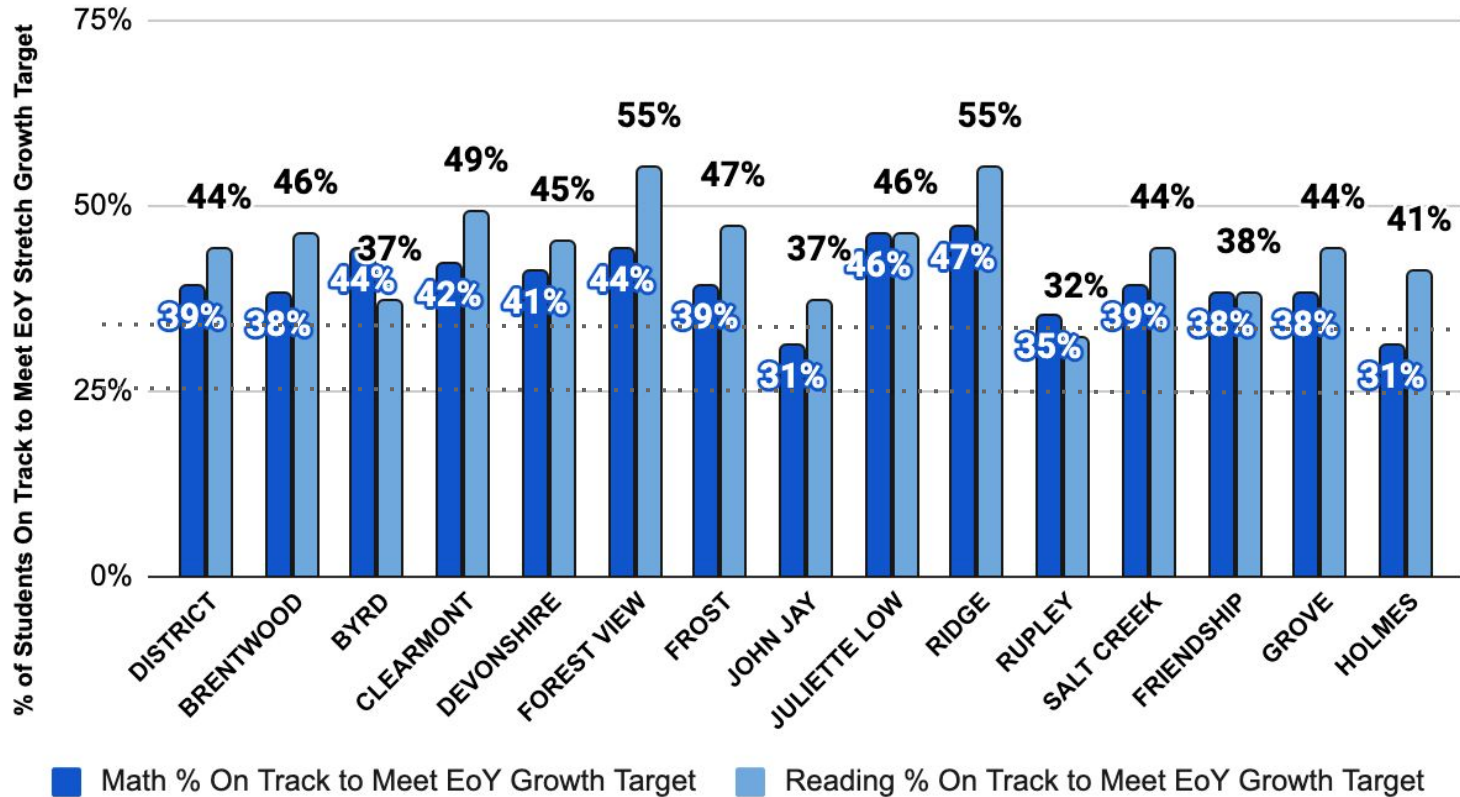
2022.23 Winter Benchmark Typical Growth Results

2022.23 iReady Winter On Track to Meet End of Year Typical Growth %



2022.23 Winter Benchmark Stretch Growth

2022.23 iReady Winter On Track to Meet End of Year Stretch Growth %





WINTER BENCHMARKING PROFICIENCY & 80% TIER 1 KPI RESULTS



2022.23 Winter Benchmark Overall Results: Math

2022.23 iReady Math Achievement Results

Timeframe	Fall 2022			Winter 2022			Historical National (2018.19)
Group / Performance Level	CCSD 59 (5,281)	IL (253,580)	National (7,911,560)	CCSD 59 (5,368)	IL (194,334)	National (5,914,597)	Winter
Mid or On Grade Level	7%	7%	6%	16% (+9)	14%	14%	21%
Early On Grade Level	12%	12%	11%	18% (+6)	17%	17%	21%
One Grade Level Below	47%	48%	47%	43% (-4)	46%	44%	41%
Two Grade Levels Below	18%	18%	18%	12% (-6)	12%	12%	8%
Three or More Grades Below	17%	14%	17%	12% (-5)	11%	13%	8%

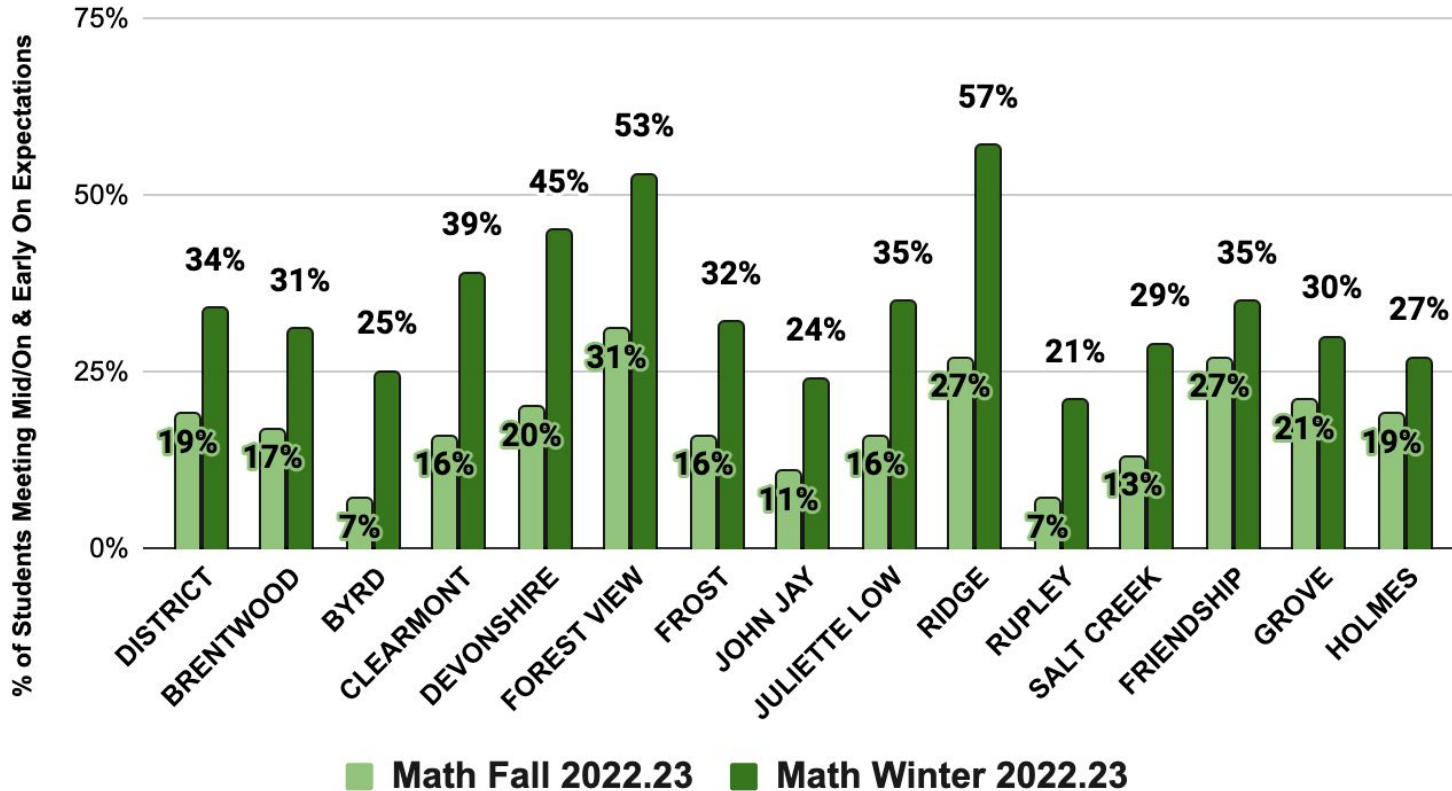
D59 Branching Minds Math Tier Levels	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
	65.2%	19.1%	15.6%	66.4% (+1.2)	19.6% (+0.5)	14.0% (-1.6)

Key Performance Indicator (KPI) = 80% of Students @ Tier 1

2021.22 Winter Tier 1 = 64.4%

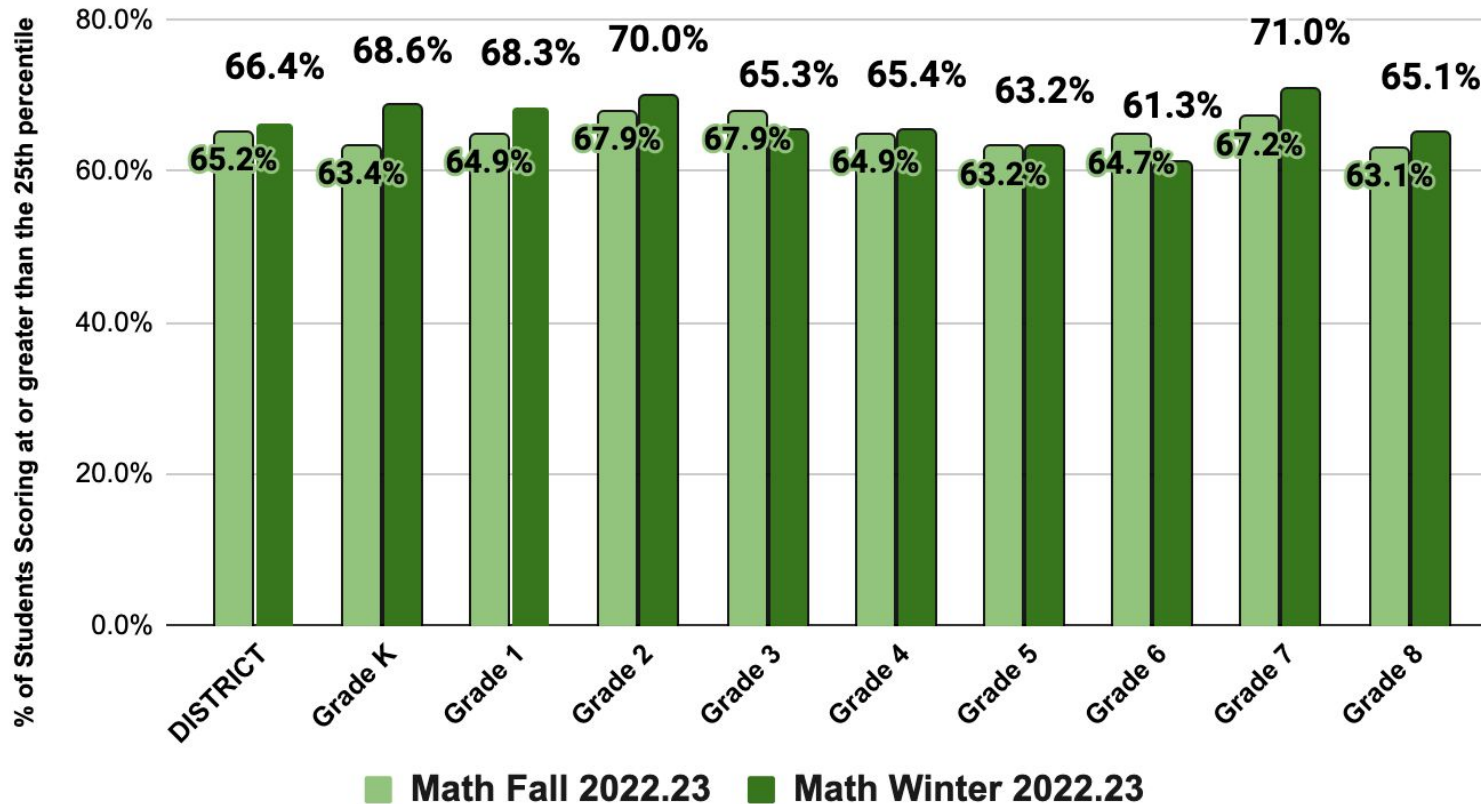
2022.23 Winter Benchmark Fall to Winter Math School Proficiency Growth

2022.23 iReady Math Fall to Winter Achievement Proficiency Growth %



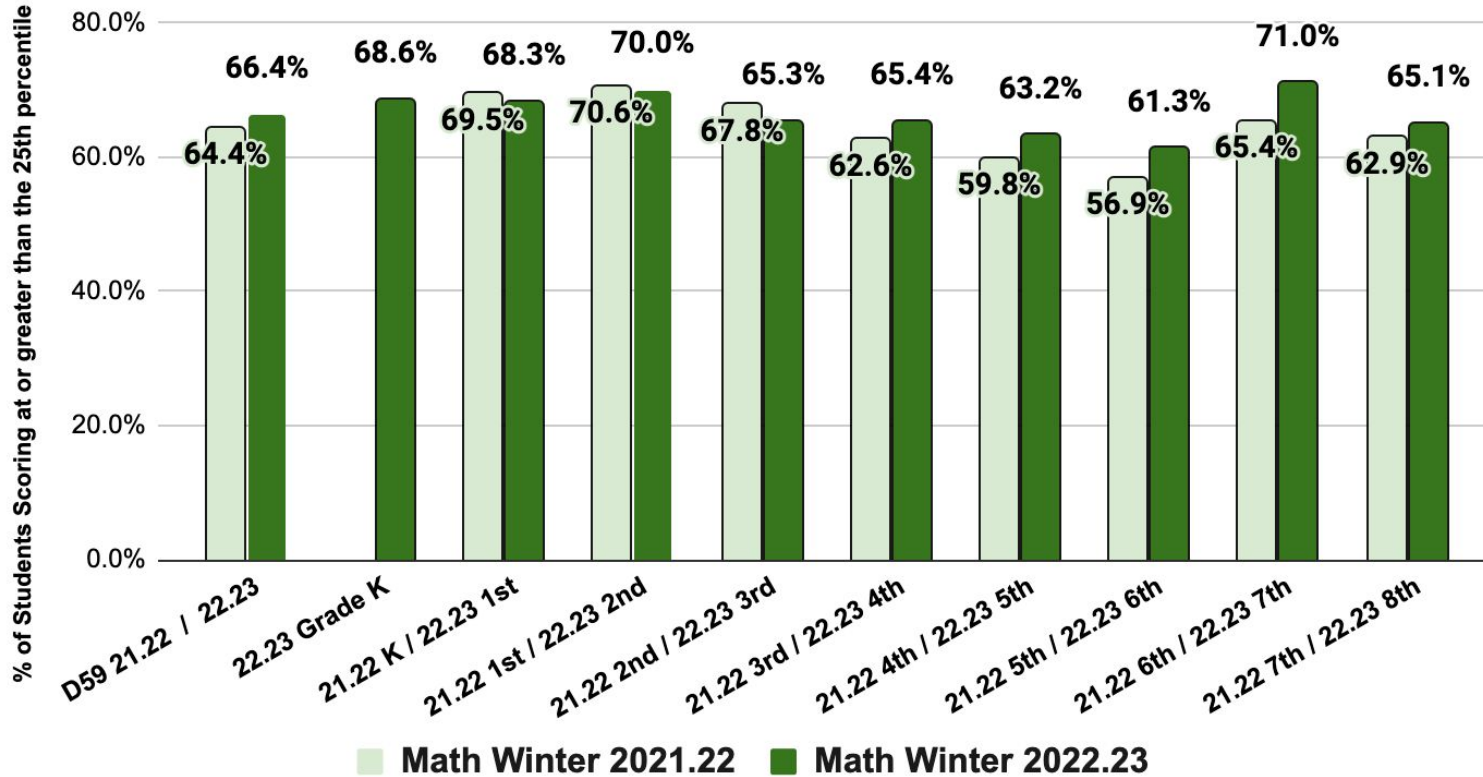
2022.23 Winter Benchmark KPI Fall to Winter Math Grade Level Results

2022.23 iReady Fall to Winter Math Tier 1 KPI Results



2022.23 Winter Benchmark KPI Winter Math Cohort Grade Level Results

2022.23 iReady Winter Math Tier 1 KPI Grade Level Cohort Results



2022.23 Winter Benchmark Overall Results: Reading

2022.23 iReady Reading Achievement Results

Timeframe	Fall 2022			Winter 2022			Historical National (2018.19)
Group / Performance Level	CCSD 59 (5,251)	IL (194,829)	National (6,895,687)	CCSD 59 (5,355)	IL (150,402)	National (5,375,658)	Winter
Mid or On Grade Level	12%	16%	14%	21% (+9)	23%	22%	27%
Early On Grade Level	15%	16%	15%	20% (+5)	20%	19%	20%
One Grade Level Below	36%	39%	36%	32% (-4)	33%	32%	31%
Two Grade Levels Below	17%	15%	16%	12% (-5)	12%	12%	11%
Three or More Grades Below	19%	14%	19%	15% (-4)	13%	15%	12%

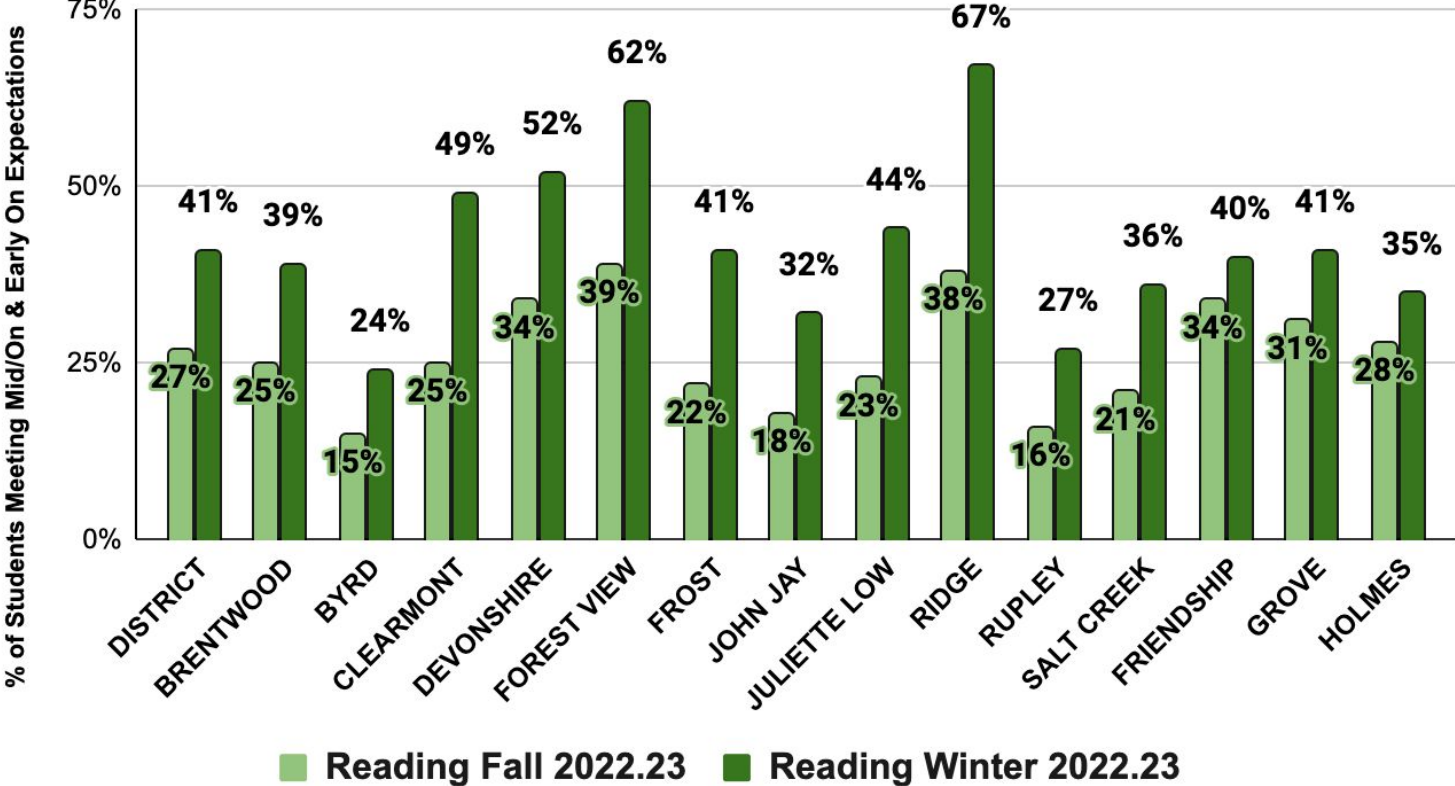
D59 Branching Minds Reading Tier Levels	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
	66.4%	17.6%	16.0%	68.3% (+1.9)	17.4% (-0.2)	14.3% (-1.7)

Key Performance Indicator (KPI) = 80% of Students @ Tier 1

2021.22 Winter Tier 1 = 66.9%

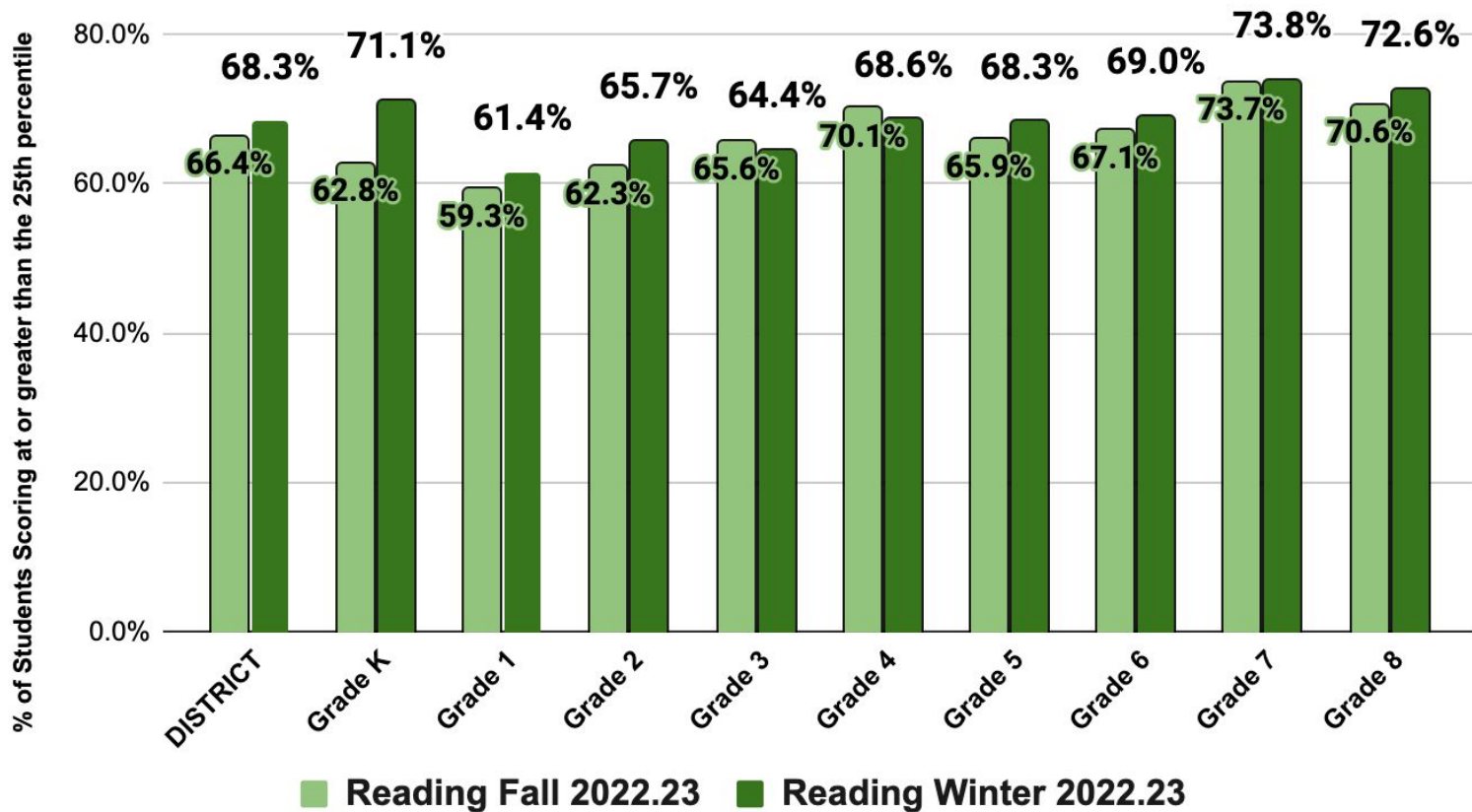
2022.23 Winter Benchmark Fall to Winter Reading School Proficiency Growth

2022.23 iReady Reading Fall to Winter Achievement Proficiency Growth %



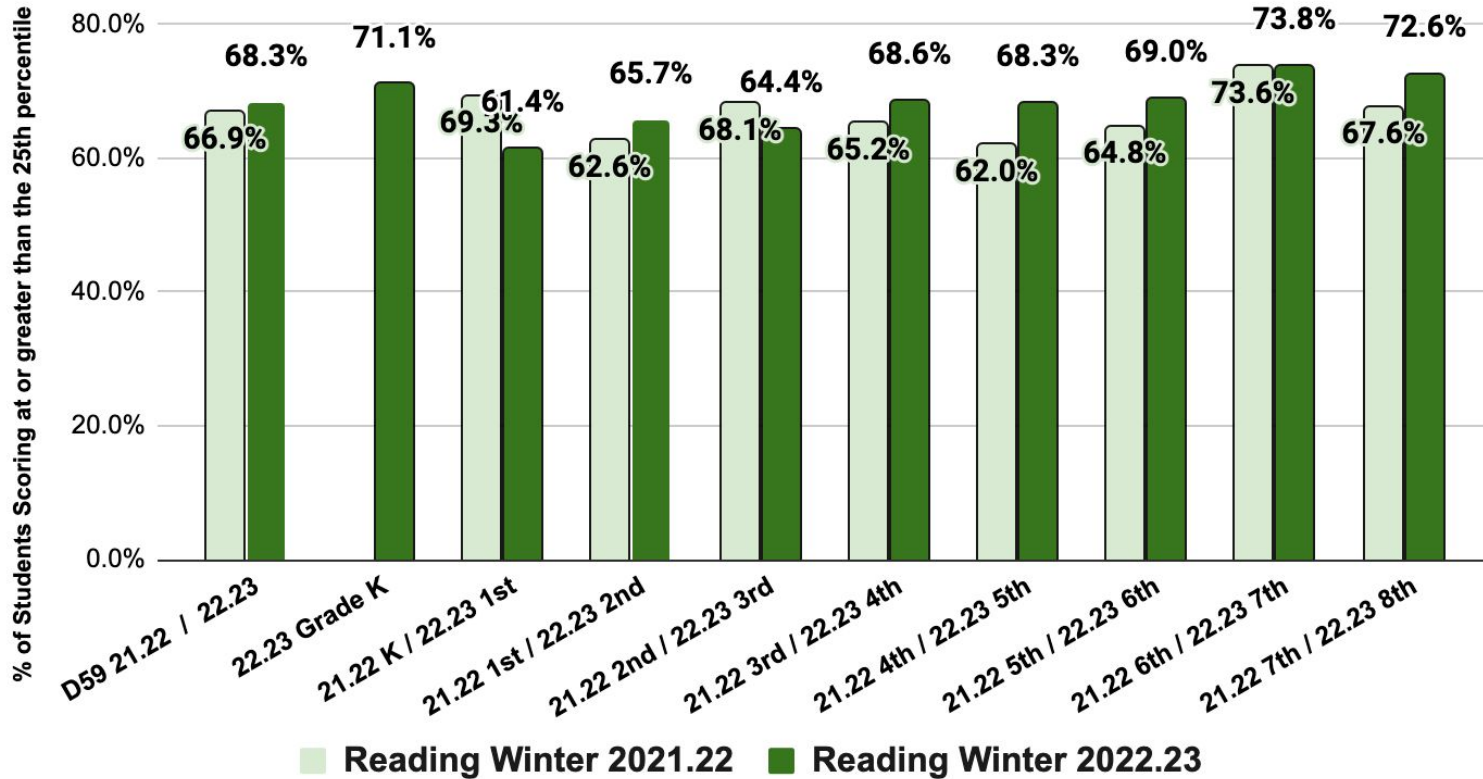
2022.23 Winter Benchmark KPI Fall to Winter Reading Grade Level Results

2022.23 iReady Fall to Winter Reading Tier 1 KPI Results



2022.23 Winter Benchmark KPI Winter Reading Cohort Grade Level Results

2022.23 iReady Winter Reading Tier 1 KPI Grade Level Cohort Results



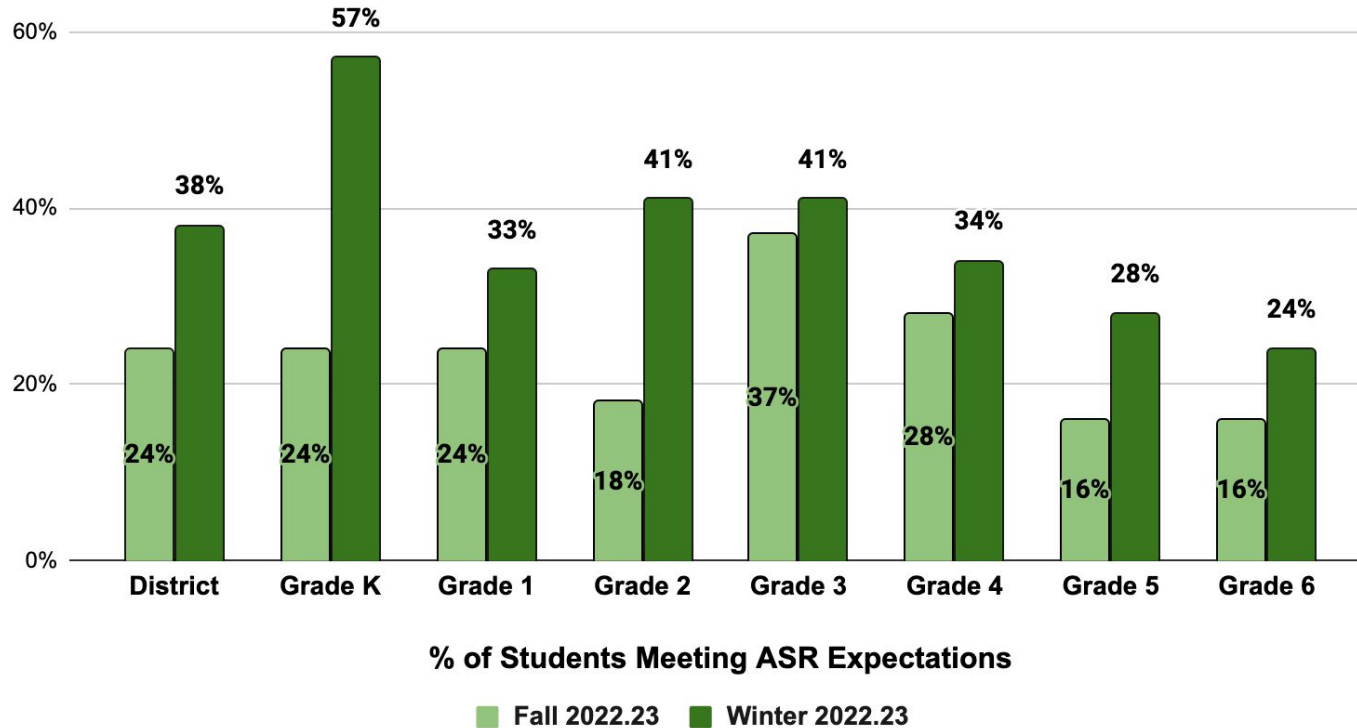


WINTER BENCHMARKING ASSESSMENT OF SPANISH READING (ASR) RESULTS



2022.23 Winter Benchmark Fall to Winter Assessment of Spanish Reading (ASR) Grade Level Proficiency Growth

2022.23 iReady Assessment of Spanish Reading (ASR) Fall to Winter Achievement Proficiency %

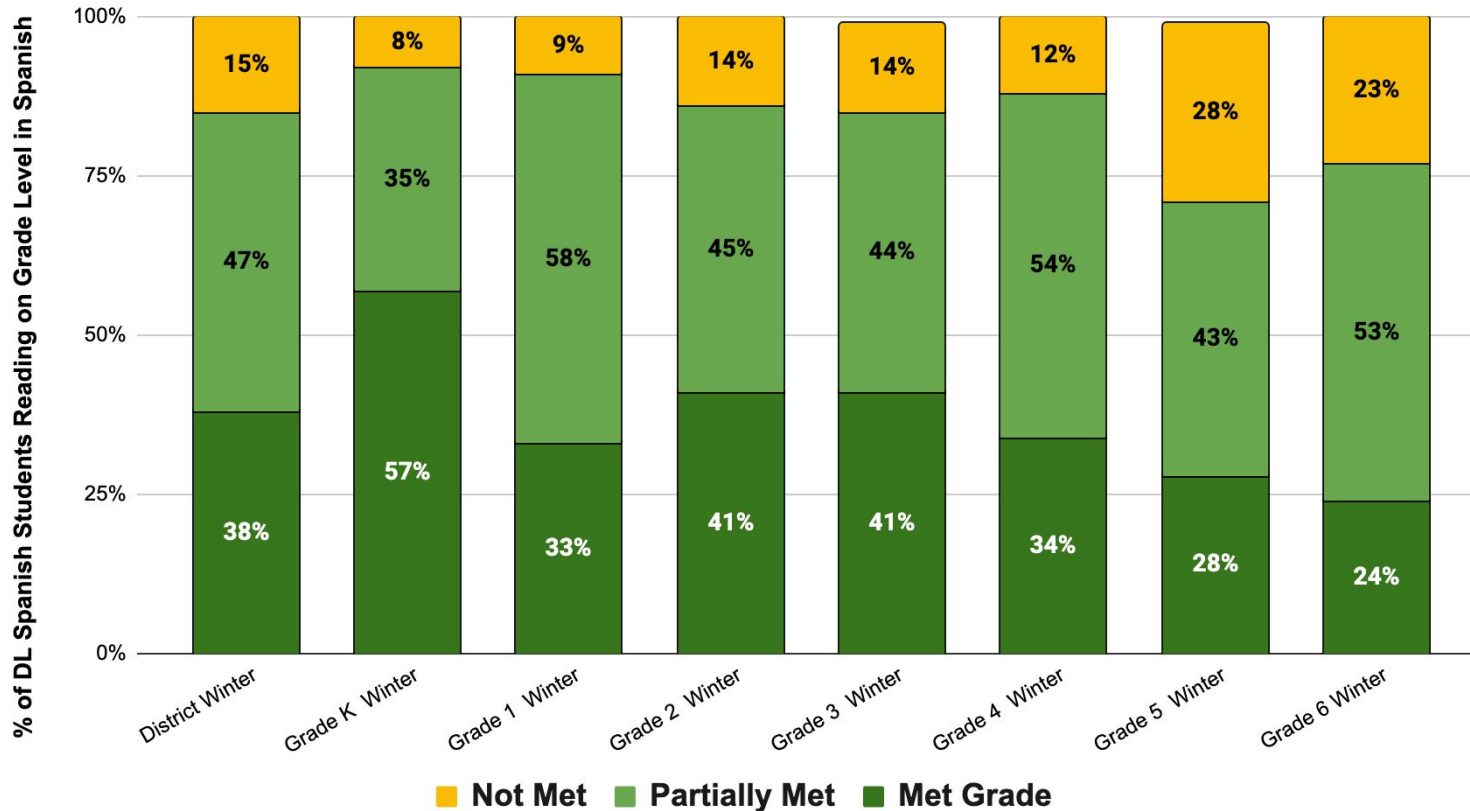


The Assessment of Spanish Reading is a K-6 Spanish language assessment built to help determine whether students are reading on grade level in Spanish.

The ASR is taken by DL-Spanish Students in Grades K-6 who receive reading instruction in Spanish and is not yet nationally normed or adaptive like the other iReady reading & math assessments

2022.23 Winter Benchmark Fall to Winter ASR Grade Level Results

2022.23 iReady Assessment of Spanish Reading (ASR) Winter Results %



Reflections: Opportunities for Growth

- While students 2 or more grades below grade level are outpacing other students in Typical Growth, their Stretch Growth remains in alignment or below other student groups
- The overall district, all grade levels, and most demographics & schools results continue to fall below our 80% Tier 1 KPI target
- Results continue to show achievement gaps, with some quite significant, across schools & demographic groups

Reflections: Opportunities for Growth

- While the % of students 2 & 3 or more grade levels below aligns with the IL and National data, the volume and % varies greatly amongst our schools
- Continue to enhance the utilization of available data to support the resource allocation process, especially in terms of intervention structures
- Maintain growth knowing the available instructional time in the spring semester is impacted by required state testing (ACCESS, ISA, & IAR)



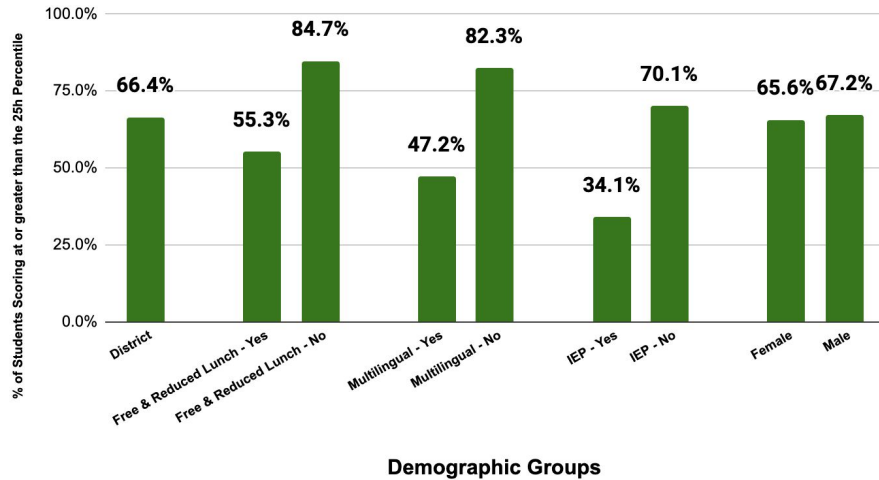
WINTER BENCHMARKING 80% TIER 1 KPI & PROFICIENCY RESULTS



2022.23 Winter Benchmark Demographic KPI Results

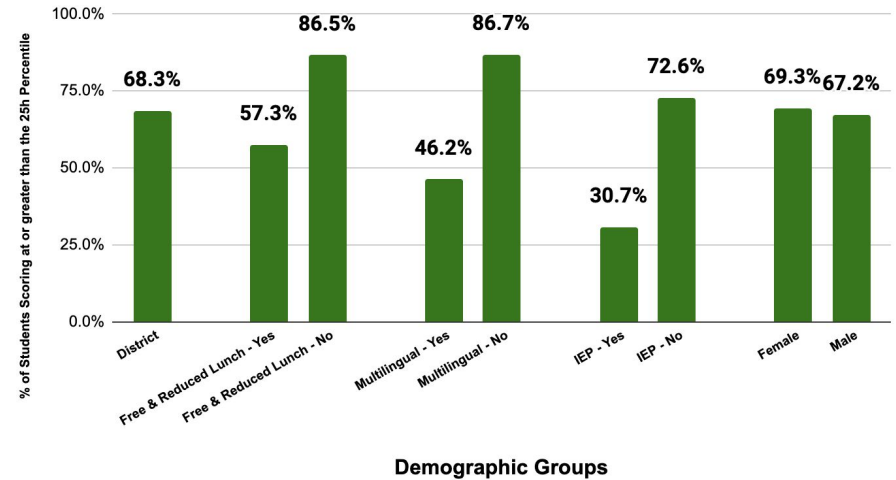
Math Tier 1 KPI Demographic Results

2022.23 Winter Benchmark Math Demographic Tier 1 KPI Results



Reading Tier 1 KPI Demographic Results

2022.23 Winter Benchmark Reading Demographic Tier 1 KPI Results



District 59 Demographic % / Tested Count:

Free & Reduced Lunch = 56.1% / 3,343

Multilingual = 55.7% / 2,459

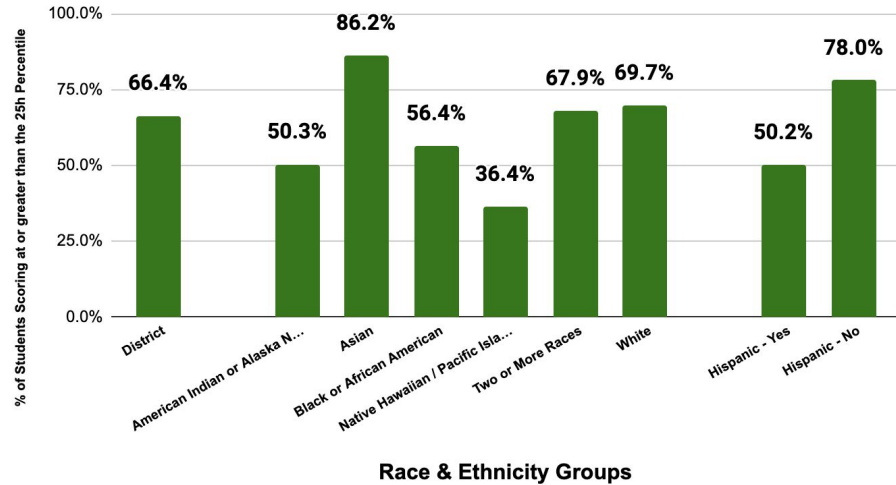
IEP = 11.5% / 620

Female = 49.5% / 2,659 & Male = 50.5% / 2,709

2022.23 Winter Benchmark Race & Ethnicity KPI Results

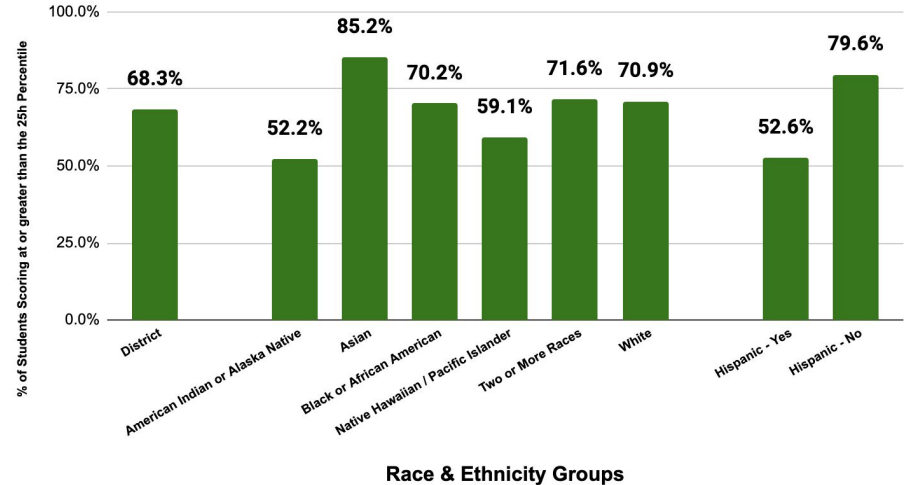
Math Tier 1 KPI Race & Ethnicity Results

2022.23 Winter Benchmark Math Race & Ethnicity Tier 1 KPI Results



Reading Tier 1 KPI Race & Ethnicity Results

2022.23 Winter Benchmark Reading Race & Ethnicity Tier 1 KPI Results



District 59 Race & Ethnicity % / Tested Count:

American Indian or Alaskan Native = 1.4% / 1,179

Asian = 10.8% / 588

African-American & Black = 4.7% / 267

Native Hawaiian or Pacific Islander = 0.4% / 23

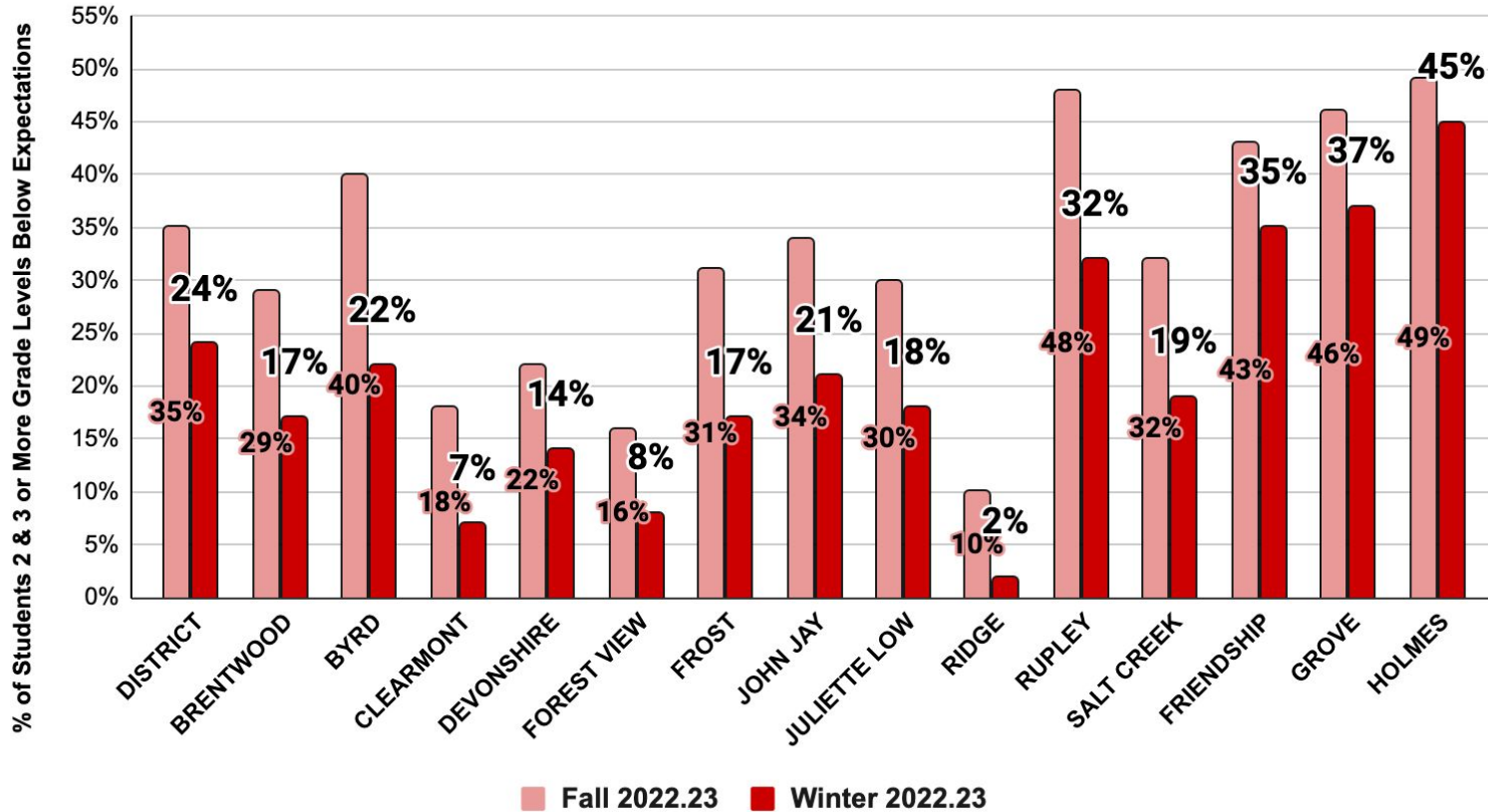
Two or More Races = 3.2% / 211

White = 39.0% / 3100

Hispanic = 40.8% / 2,249

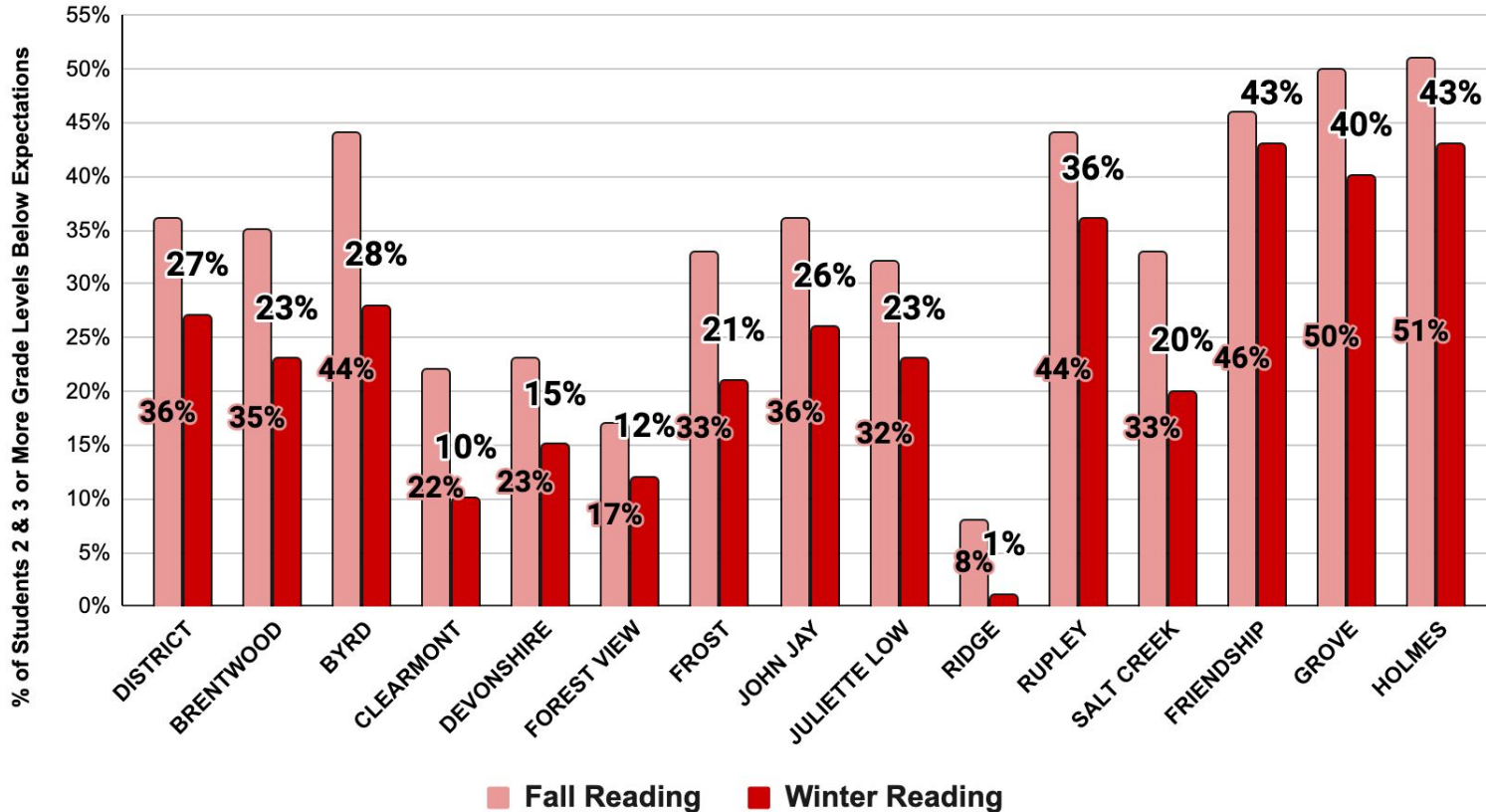
2022.23 Winter Benchmark School Below Grade Level Proficiency %

2022.23 iReady Math Fall to Winter 2 & 3 Grades or More Below %



2022.23 Winter Benchmark School Below Grade Level Proficiency %

2022.23 iReady Reading Fall to Winter 2 & 3 Grades or More Below %



Reflections: Actions & Analysis

- School based analysis and planning from benchmark data have been and are occurring district-wide
- District MTSS Team facilitated an administrative team analysis & action planning session for students 2 or more years below grade level
- District MTSS Team completed a data analysis of student growth for each of the Tier 2 & 3 Interventions in use
- Facilitated an analysis of growth for students in interventions with Elementary intervention staff

Reflections: Actions & Analysis

- Completed a mid-year benchmark data & implementation review with our iReady support and implementation team
- District MTSS Team members are meeting with Jr. High intervention and grade level staff to analyze progress and plan for WIN next steps
- Deepening our understanding & impact of the Assessment of Spanish Reading

Reflections: Actions & Analysis

Instructional Leaders PLC: iReady Growth Discussion Protocols	
<p>Appropriate discussion protocol (6 Characteristics- Focus on Collective Inquiry (relentlessly question the status quo) & Results Orientation (assess efforts on the basis of tangible results):</p> <ol style="list-style-type: none"> 1. What are the similarities across your team's schools? 2. What are the differences across your team's schools? 3. What can we learn from each other based on these similarities & differences? 	
<p>What do we expect our students to know and be able to do?</p> <ul style="list-style-type: none"> - Demonstrate adequate growth from fall to winter by achieving at least 50% progress toward student growth goals (Progress Toward Proficiency) on iReady reading and math diagnostics. Adequate growth targets are set based on initial grade level placements and is defined as achieving: <ul style="list-style-type: none"> - Typical growth for students initially placed one or less grade levels below their current grade level on the fall diagnostic assessment (include one grade level below, on grade level, and above grade level placements) - Stretch growth for students initially placed two or more grade levels below 	
<p>How will we know if they are closing their opportunity gap?</p> <ul style="list-style-type: none"> - Student subgroup's median progress falls at 51% or higher for typical growth - Student subgroup's median progress falls at 50% or higher for stretch growth 	
<p>How will we respond if they aren't doing it?</p> <ul style="list-style-type: none"> - Collaborate with team members on their successes that differ from your building - Consult the "Take Action- Consider These Steps:" section of the quadrant worksheet in preparation for upcoming grade level collaboration sessions 	
<p>How will we respond for those who have already achieved it?</p> <ul style="list-style-type: none"> - Are all grade subgroups on track to hit their stretch goals? - Of those that are not, is the subgroup projected to exceed typical growth? - Is that consistent across all grade levels within that subgroup? - Collaborate with team members on their successes that differ from your building. - Consult the "Take Action- Consider These Steps:" in preparation for upcoming grade level collaboration sessions 	

Classroom Quadrant Analysis	
Content: _____	
Classroom Teacher: _____	
Date: _____	
iReady Resource	
<p>Higher Growth & Lower Performance</p> <p>Students:</p>	<p>Higher Growth & Higher Performance</p> <p>Students:</p>
<p>Lower Growth & Lower Performance</p> <p>Students:</p>	<p>Lower Growth & Higher Performance</p> <p>Students:</p>

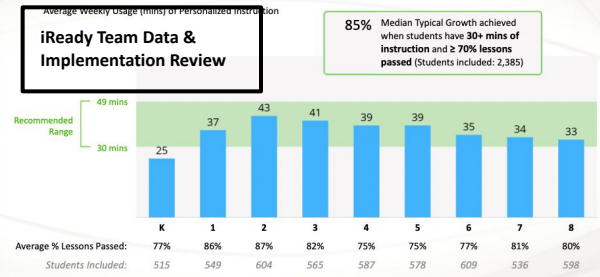
Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		Baseline Placement & Scale Score ⌵		Current Placement & Scale Score ⌵	
Percent Progress ⌵	Scale Score Progress	Percent Progress ⌵	Scale Score Progress				
390%	78/20	190%	78/41	Grade 2 (419)	Early 5 (497)		
0%	0/18	0%	0/31	Grade 4 (454)	Grade 3 (449)		
67%	12/18	39%	12/31	Grade 4 (460)	Grade 4 (472)		
144%	26/18	74%	26/35	Grade 3 (446)	Grade 4 (472)		
71%	10/14	50%	10/20	Mid 5 (501)	Mid 5 (511)		

Reflections: Actions & Analysis

District Level Summary

Intervention Program	District MTSS Intervention Program Analysis	Total Students	On Track to Exceed Typical	On Track to Make Stretch	Average Percentile Rank Increase
Curriculum Associates' Ready Toolbox Lessons		221	60.2%	41.2%	3
Wilson Foundations		130	70.0%	46.9%	7
System 44 (Jr High)		119	52.9%	37.0%	1
System 44 (Elem)		111	61.3%	40.5%	2
ENIL Foundational Reading Toolkit		98	52.0%	25.5%	0
From Phonics to Reading		89	71.9%	38.2%	6
Proactive Kindergarten Intervention		81	55.6%	39.5%	3
Read Naturally		54	63.0%	42.6%	2
Pre-A Guided Reading Protocol with Alphabet Tracing Procedure		51	49.0%	31.4%	0
Curriculum Associates': Phonics for Reading		46	82.6%	50.0%	6
SIPPS		44	56.8%	29.5%	3
iReady		19	78.9%	42.1%	5

How Long Are Students Spending on Personalized Instruction?



iReady Mid-Year Growth Review: Baseline Placement: 3 or more Grade Levels Below (Math)

Subgroup	0-10	11-20	21-30	31-49	50+
Grade Levels	Clearmont-3rd-5%-2	Jay- 5th-15%-11 Frost- 4th-19%-13 HJH- 6th-17%-46 7th-18%-41	FV-4th-29%-5 Low- 4th-30%-9 Jay- 4th-24%-10 Rupley- 4th-23%-17 HJH 8th-29%-76 District- 6th-29%-162	Devonshire- 3rd-31%-6 FV- 3rd-42%-6 Salt Creek- 4th-45%-13 3rd-60% Jay- 3rd-35%-6 Low- 6th-31%-16 3rd-38%-7 Byrd- 4&5-46%&47%-17/19 Brentwood- 3,4,5-35-47%-52 Rupley- 3rd-40%-11 Frost- 5th-34%-11 FJH- 6th-37%-62 7th-39%-43 8th-36%-74	Devonshire- 4th-52%-8 5th-108%-5 Ridge- 1st-58% 2nd-45% 3rd-60% Clearmont- 4th-63%-4 5th-58%-6 FV- 5th-67%-3 Salt Creek- 3rd-50%-4 Byrd- 3rd-56%-7 Rupley- 5th-51%-29 Frost- 3rd-60%-3
				GJH- 6th-33%-54 7th-39%-76 8th-39%-104 District- 3rd-43%-60 4th-32%-112 5th-41%-148 7th-36%-160 8th-35%-254	

Mid-Year Growth Review (Instructional Leaders- Math)



OVERALL QUESTIONS, COMMENTS, & FOLLOW-UP NEEDS

