

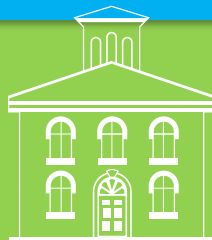
Illinois Report Card, 2023

District 90 Performance Report

Committee of the Whole Meeting
November 7, 2023



Administration Building
7776 Lake Street
River Forest, Illinois 60305



River Forest
Public Schools

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Report Card Presentation Topics

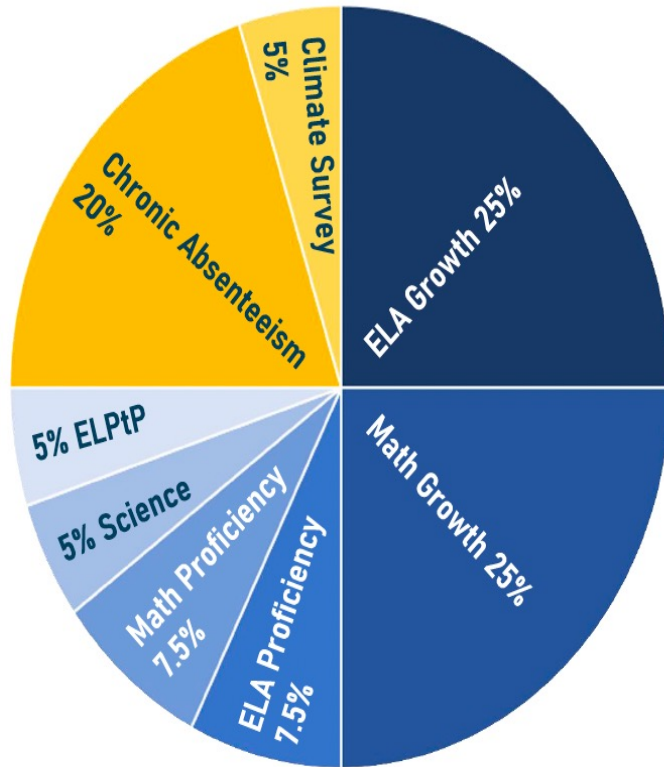
- Introduction/Overview
- ISBE “School Report Card” Foundational Elements/Concepts
 - Summative Designation Indicators and Weights
 - “Student Growth Percentile” Explained
 - ISBE Annual Proficiency Targets
 - Summative Designation Calculation
- District 90 Student Achievement – IAR and ISA (2019-23)
- District 90 Proficiency – IAR and ISA (2021-23)
- District 90 Growth Percentiles – IAR (2019-23)
- Chronic Absenteeism
- Equity Journey Continuum
- Individual D90 Summative School Designations
- Areas of Relative Strength
- Areas for Ongoing Improvement
- Conclusions
- Questions/Comments



2023 Indicators and Weights

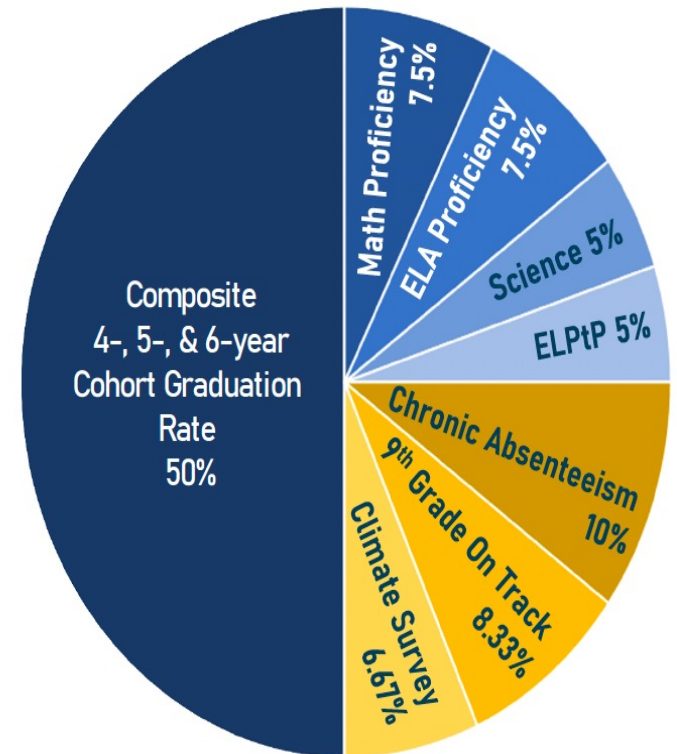
16

Elementary/Middle Band (ES)



High School Band (HS)

2023
Data



(ELPtP)
English
Learner
Progress to
Proficiency



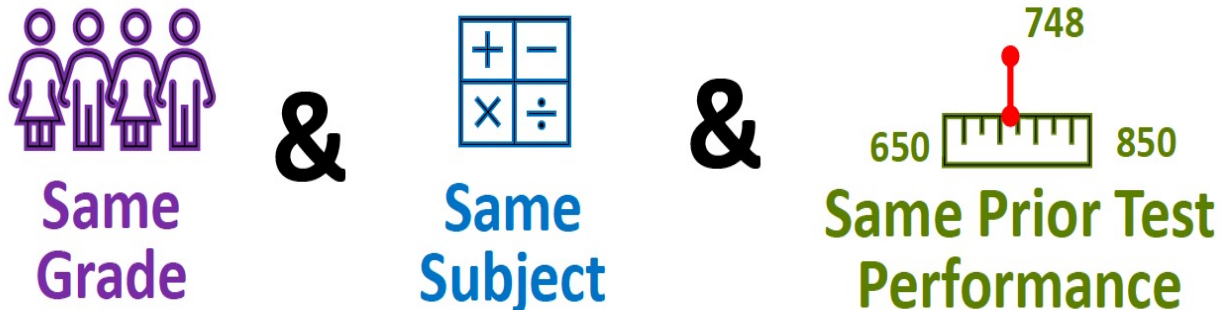
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Student Growth Percentile (SGP)

A measure of a student's progress from one year to the next



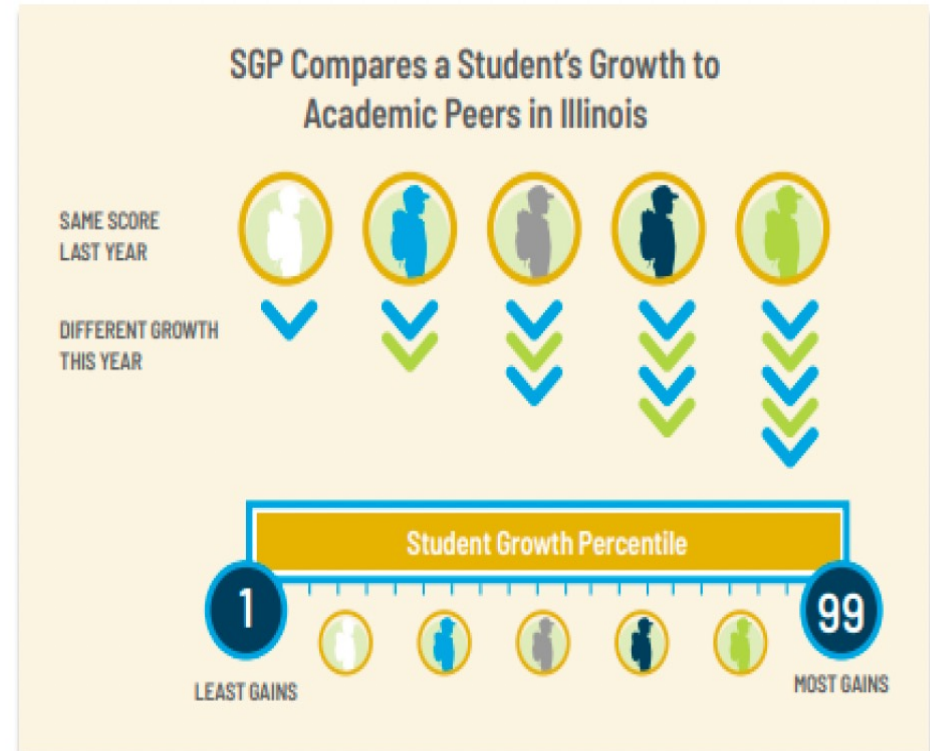
Compared to “academic peers” statewide



Student Growth Percentile

16

- Within that comparison group
 - Same grade
 - Same subject
 - Same test score in the previous year
- Students who make the most progress get an individual SGP of 99
- Students who make the least progress get an individual SGP of 1
- Students in the middle get an individual SGP of 50
- Everyone else gets a score based on where they fall in that distribution



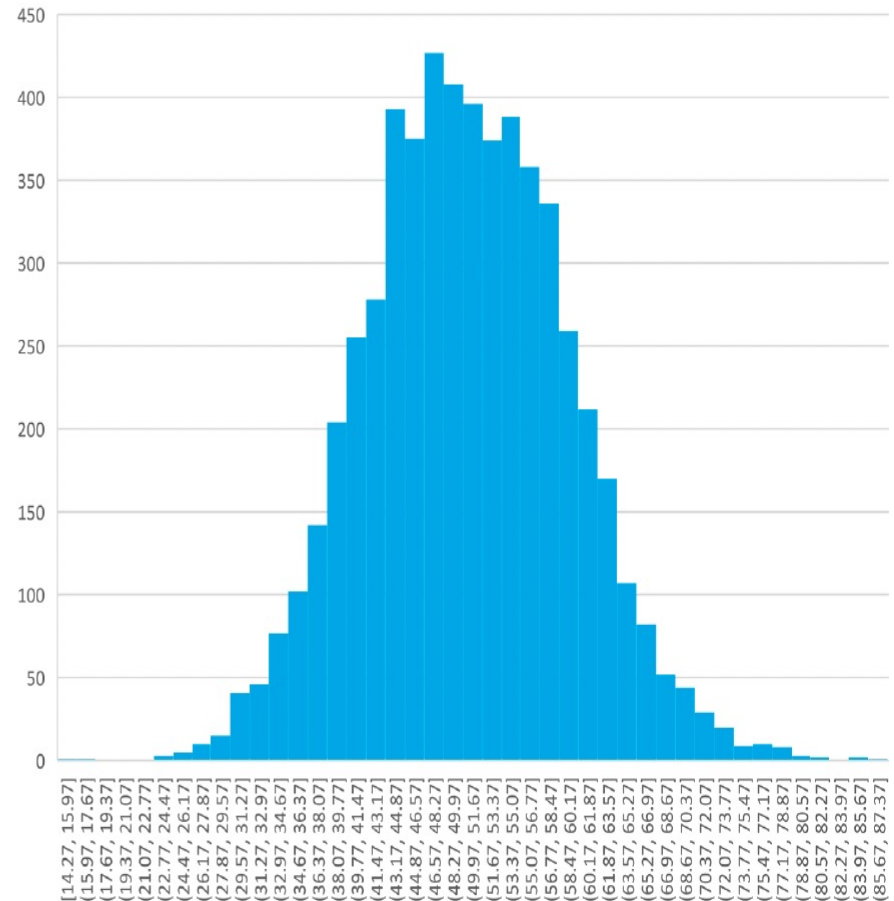
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From Students to Student Groups & Schools

18

- If individual students get an SGP between 1 and 99
- We average them to find the Mean Student Growth Percentile (MSGP) for a student group (demographic or programmatic) or school.
 - Must have 20 students **worth of data**
 - Meaning in grade 4 or higher
- Mean SGPs have a narrower range
 - Never groups of all 99, never groups of all 1

Frequency of SGP Means (Detailed)



What is a “good” student growth percentile?

23

For Schools & Groups

- 60 and above is excellent
- 54 to 60 is above average
- 50 ± 3 is average
- 44 to 40 has room for improvement but is not immediately concerning
- Below 40 is cause for concern

A mean SGP is like your average mph. You might have been speeding & crawling or keeping a steady pace over time, but the average is the same.

For Students

- 85 and above is excellent
- 58 to 84 is above average
- 50 ± 8 is average
- 42 to 35 has room for improvement
- 34 and below is cause for concern
 - Interpretive ranges at the bottom are larger, because it's better to intervene sooner



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Annual ELA Proficiency Targets 7th & 8th Grade

7 th & 8 th 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	23.54	34.01	8.16	12.46	41.14	23.85	14.64	25.22	11.41	8.41	2.12	22.97
2023	29.58	39.10	15.60	19.51	45.58	29.86	21.49	31.11	18.56	15.83	10.11	29.06
2024	35.62	44.19	23.04	26.56	50.02	35.88	28.34	37.00	25.70	23.25	18.10	35.15
2025	41.67	49.28	30.48	33.61	54.46	41.89	35.19	42.89	32.85	30.66	26.09	41.25
2026	47.71	54.37	37.92	40.66	58.90	47.90	42.04	48.78	39.99	38.08	34.08	47.34
2027	53.75	59.46	45.36	47.71	63.35	53.92	48.90	54.67	47.13	45.50	42.07	53.44
2028	59.79	64.55	52.80	54.75	67.79	59.93	55.75	60.56	54.28	52.91	50.06	59.53
2029	65.83	69.64	60.24	61.80	72.23	65.95	62.60	66.44	61.42	60.33	58.04	65.62
2030	71.87	74.73	67.68	68.85	76.67	71.96	69.45	72.33	68.57	67.75	66.03	71.72
2031	77.92	79.82	75.12	75.90	81.12	77.97	76.30	78.22	75.71	75.17	74.02	77.81
2032	83.96	84.91	82.56	82.95	85.56	83.99	83.15	84.11	82.86	82.58	82.01	83.91
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



Annual Math Proficiency Targets 7th & 8th Grade

7 th & 8 th 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

Grade 8 Science Targets

8th Grade Science	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
2023	54.15	66.31	30.68	42.80	79.10	60.71	43.79	60.30	39.23	33.55	20.45	65.91
2024	57.74	68.68	36.61	47.52	80.19	63.64	48.41	63.27	44.31	39.20	27.40	68.32
2025	61.32	71.05	42.54	52.24	81.28	66.57	53.03	66.24	49.39	44.84	34.36	70.73
2026	64.91	73.41	48.48	56.96	82.37	69.50	57.66	69.21	54.46	50.49	41.31	73.14
2027	68.49	75.78	54.41	61.68	83.46	72.43	62.28	72.18	59.54	56.13	48.27	75.55
2028	72.08	78.15	60.34	66.40	84.55	75.36	66.90	75.15	64.62	61.78	55.22	77.96
2029	75.66	80.52	66.27	71.12	85.64	78.29	71.52	78.12	69.69	67.42	62.18	80.36
2030	79.25	82.89	72.20	75.84	86.73	81.21	76.14	81.09	74.77	73.07	69.13	82.77
2031	82.83	85.26	78.14	80.56	87.82	84.14	80.76	84.06	79.85	78.71	76.09	85.18
2032	86.42	87.63	84.07	85.28	88.91	87.07	85.38	87.03	84.92	84.36	83.04	87.59
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

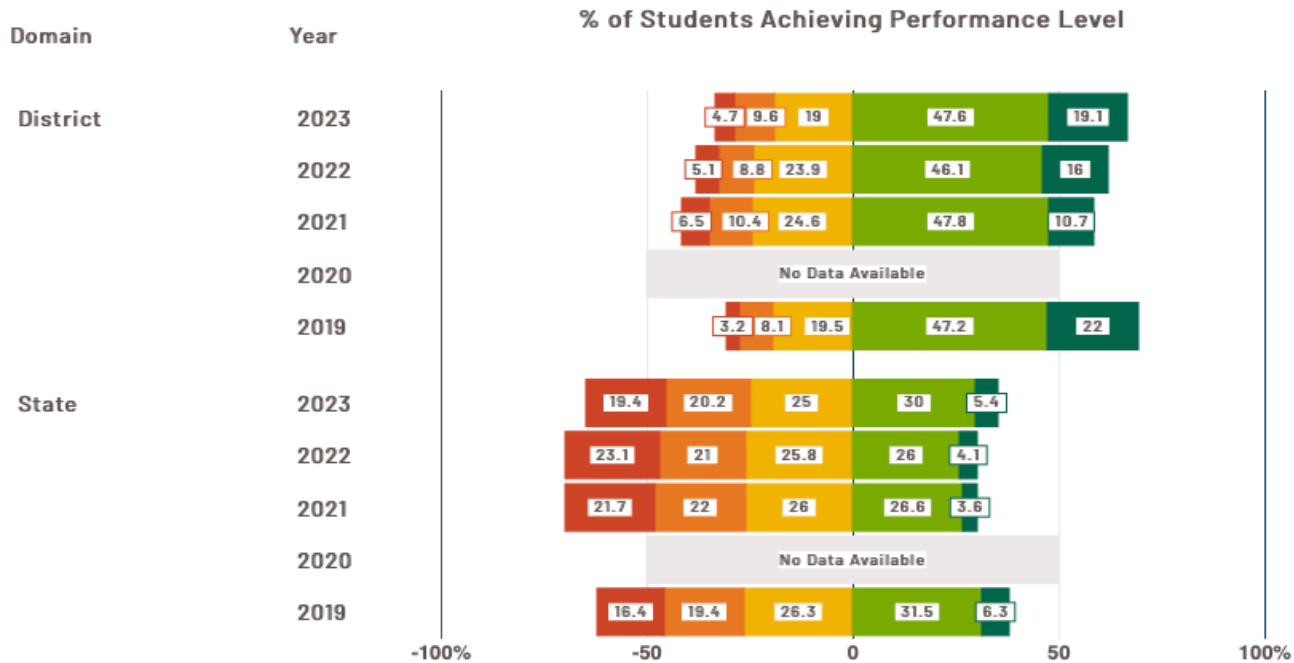
IAR: Overall

The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR). Note: If a student group has fewer than 10 students, no information is displayed. [Learn More](#)

ELA Mathematics

Sort by Year

Did Not Meet Partially Met Approached Met Exceeded



IAR: Overall ▼



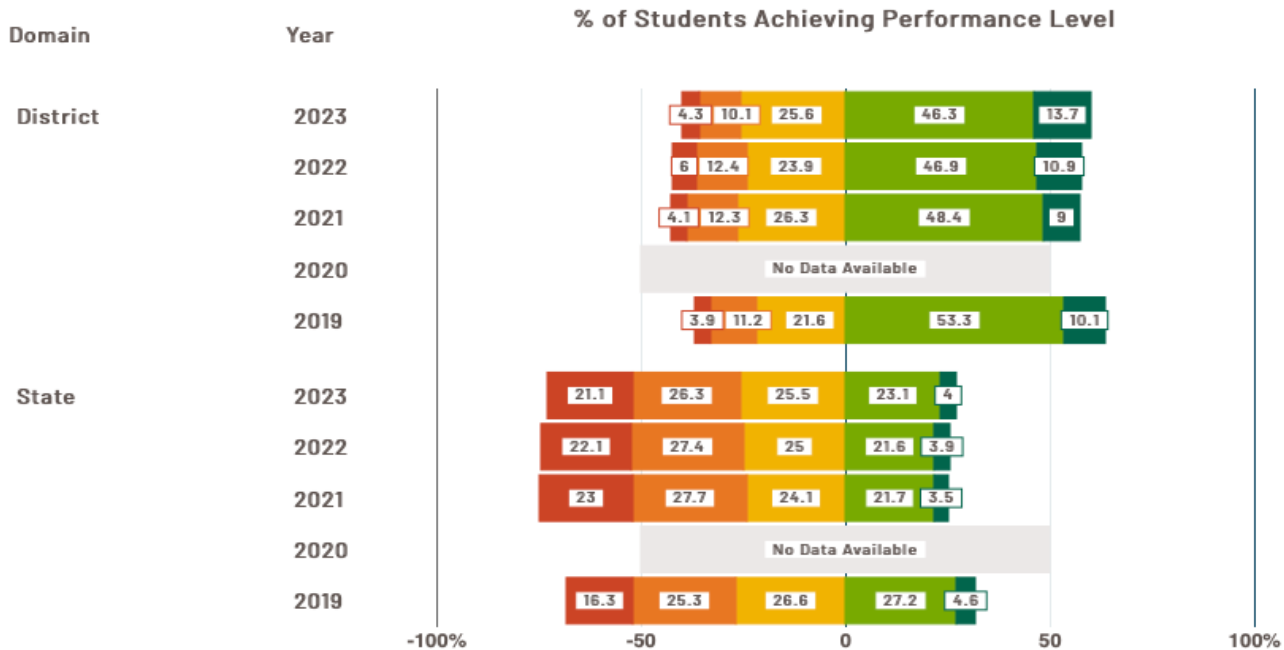
1 of 3

The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR). Note: If a student group has fewer than 10 students, no information is displayed. [Learn More](#) ▼

ELA **Mathematics**

Sort by Year

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded



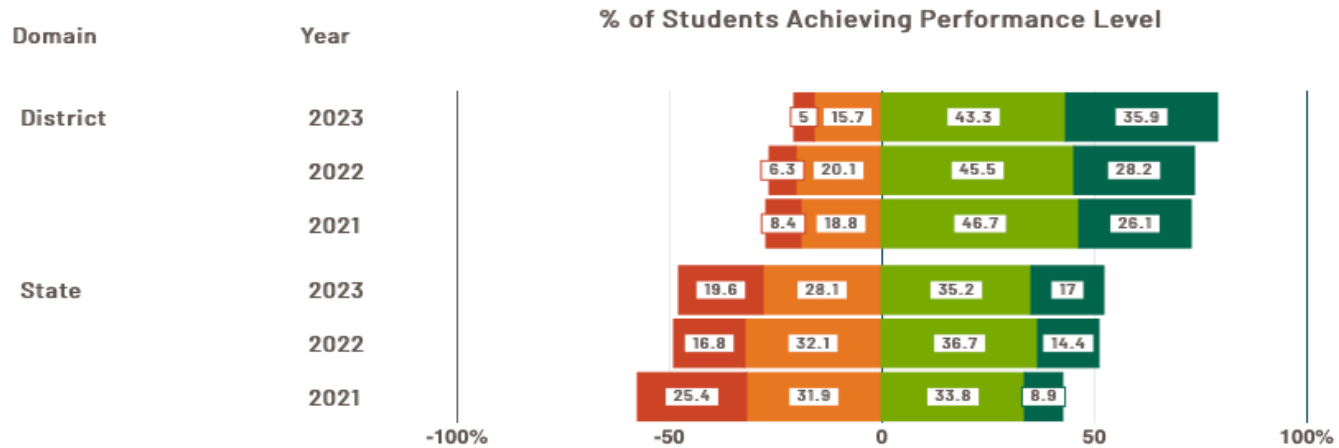
Science Assessment: Overall



The graph displays the percentage of students who fall into four levels: emerging, developing, proficient, and exemplary on the Illinois Science Assessment. Note: If a student group has fewer than 10 students, no information is displayed. [Learn More](#)

Sort by Year

Emerging Developing Proficient Exemplary



← Grade & Demographics -Thru 2020

Grade & Demographics →

Proficiency

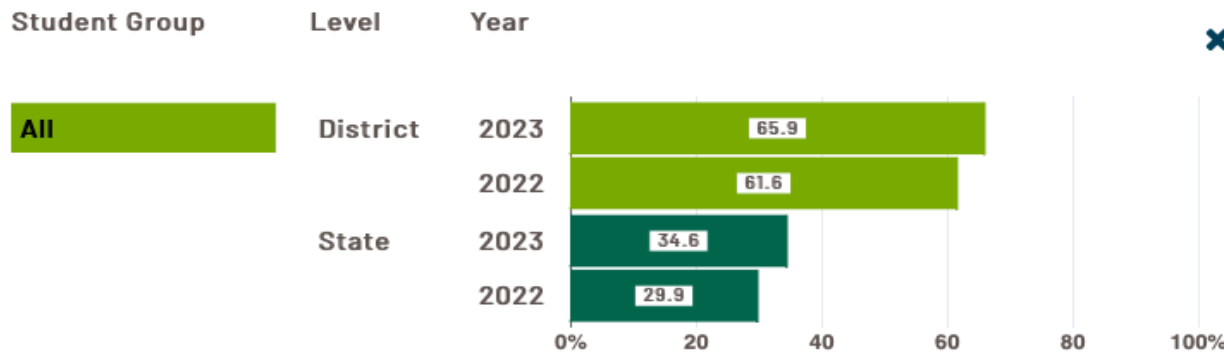
The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. States have the option of calculating and reporting proficiency as one way to report on student performance. [Learn More](#) ▾

ELA
Mathematics
Science

Years ▾
Demographics ▾

Show Data Table
 Sort by Year

■ District
 ■ State



Proficiency

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ELA

Mathematics

Science

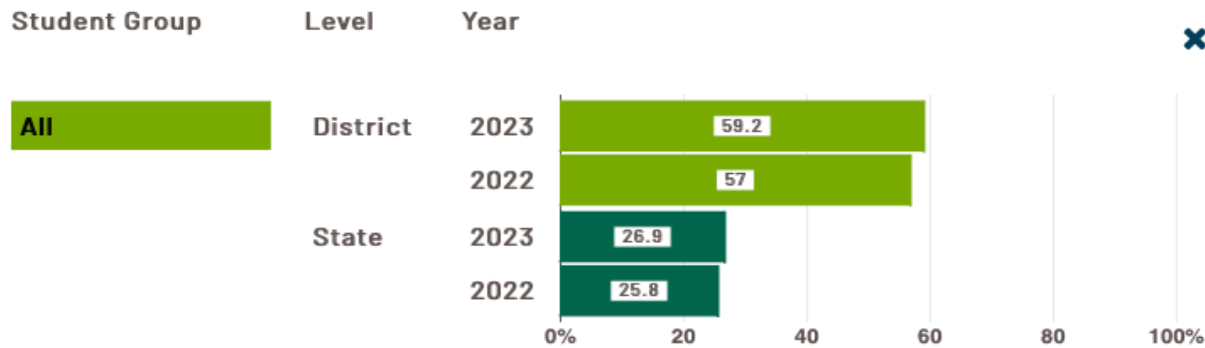
Years ▾

Demographics ▾

Show Data Table

Sort by Year

■ District ■ State



Proficiency

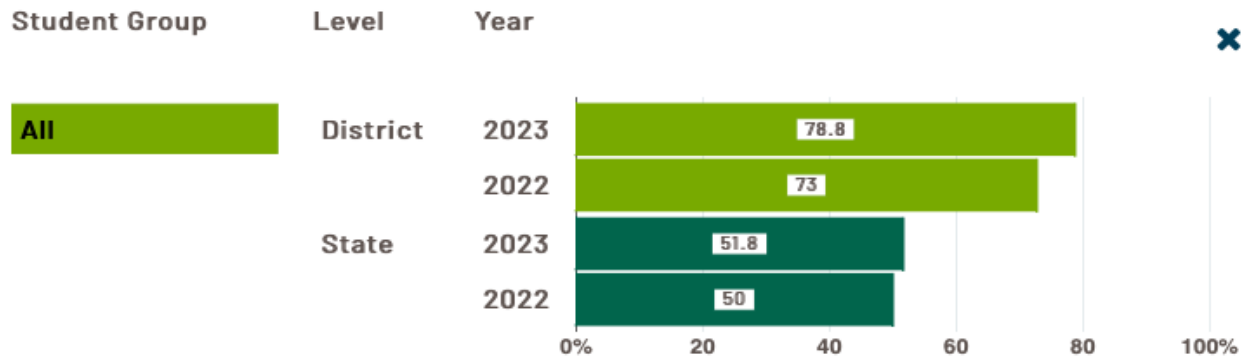
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ELA
Mathematics
Science

Years ▾
Demographics ▾

Show Data Table
 Sort by Year

■ District
 ■ State



Growth Percentile – IAR

This display shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). [Learn More](#) ▾

ELA

Mathematics

Years ▾

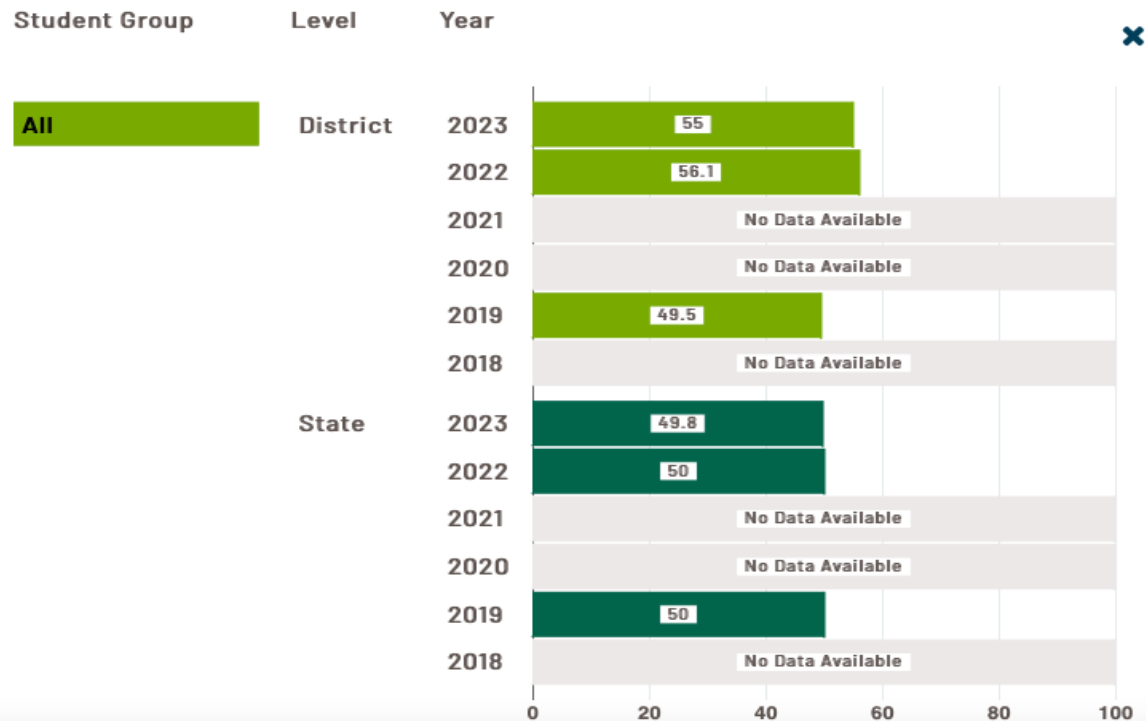
Demographics ▾

Show Data Table

View Baseline Growth Percentile

Sort by Year

■ District ■ State



Growth Percentile – IAR

This display shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). [Learn More](#) ▾

ELA **Mathematics**

Years ▾

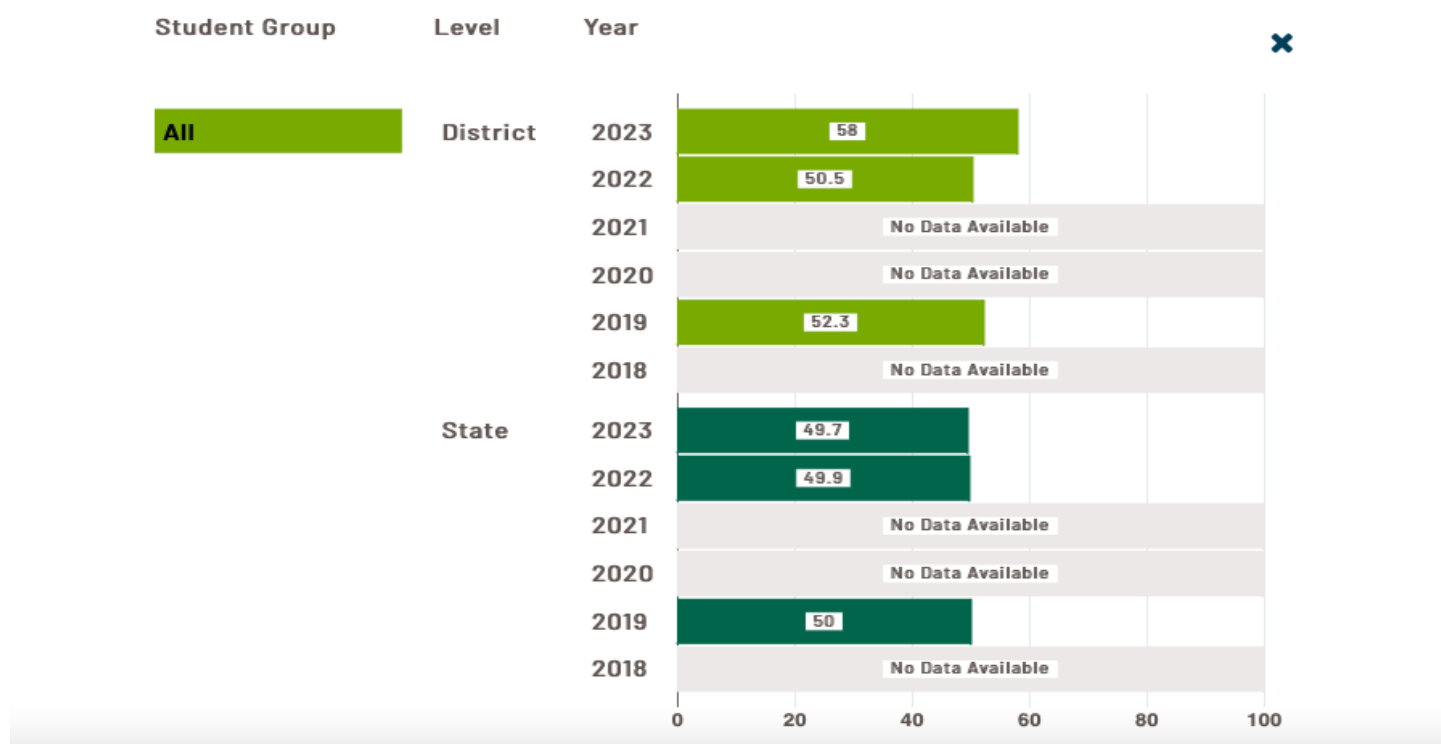
Demographics ▾

Show Data Table

View Baseline Growth Percentile

Sort by Year

■ District ■ State



2023: Chronic Absenteeism

7

- Chronic absenteeism indicator returns to a **single scoring band**
- **Definition: Students Chronically Absent ÷ Total Students**
 - **Chronic Absenteeism:** Students who have missed 10% or more of school days (excused or unexcused).
 - **Defined in statute - (105 ILCS 5/26-18)**
 - Excludes students who are hospitalized, but no other exceptions
 - Medically homebound are considered present
- **Scoring: [(Chronic Absenteeism Rate* -2) + 100]**
 - Inverted indicator (lower values are better)
 - Ceiling of 0%, floor of 50%



Chronic Absenteeism: By Demographics ▾



1 of 2

This graph shows the percentage of students who miss 10% percent or more of school days per year either with or without a valid excuse. [Learn More](#) ▾

2023 ▾

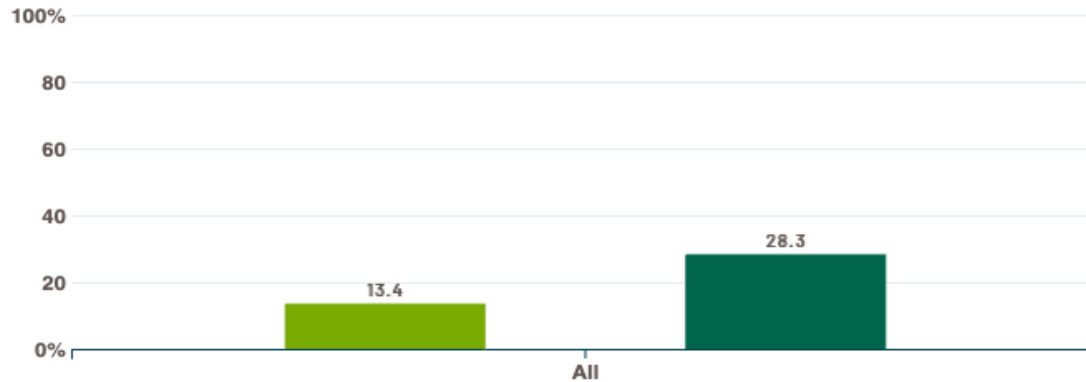
Snapshot

Trends

Demographics ▾

Show Data Table

■ District ■ State



Equity Journey Continuum

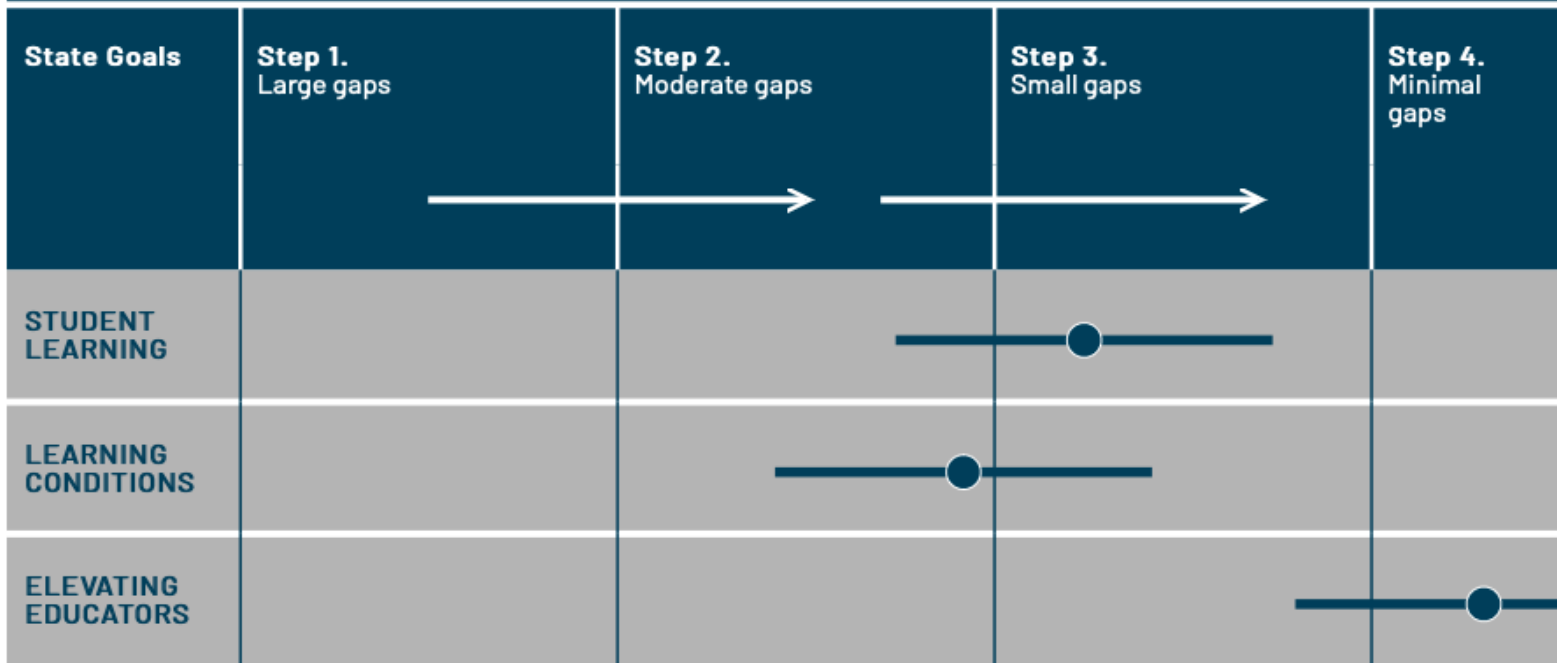
Equity means having high expectations for every learner and providing supports and resources so each learner can meet those expectations. In practice, this may look like “a parity among student groups in terms of educational outcomes or access to a resource. A fit between resources and student needs. Adequate effort to lessen the effects of structural disadvantages that disproportionately affect different student groups.” [Learn More](#) ▼

2023 ▼

DISTRICT EQUITY NARRATIVE

The Illinois State Board of Education “Equity Journey Continuum” provides a snapshot about school district progress toward equity within the school community. District 90 has been actively engaged in efforts to ensure equitable access to opportunity and improve learning conditions and outcomes for all members of the school community since 2015. In a healthy school community, all students, staff, families and community members feel and experience belongingness in our schools, are provided with the resources and opportunities to achieve success, and are celebrated for their contributions and accomplishments. The District 90 Strategic Plan memorializes our commitment to equity, access, and inclusiveness. These commitments are reflected in school and District goals related to instruction, social emotional health and wellness, efforts to build and strengthen community, and foster individual growth and development.

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.



RIVER FOREST SD 90

[Custom Report Card
Builder](#)

Schools In District

The following list of schools in this district allows you to click to navigate directly to the school. The grade levels served by each school are listed. [Learn More](#) ▼

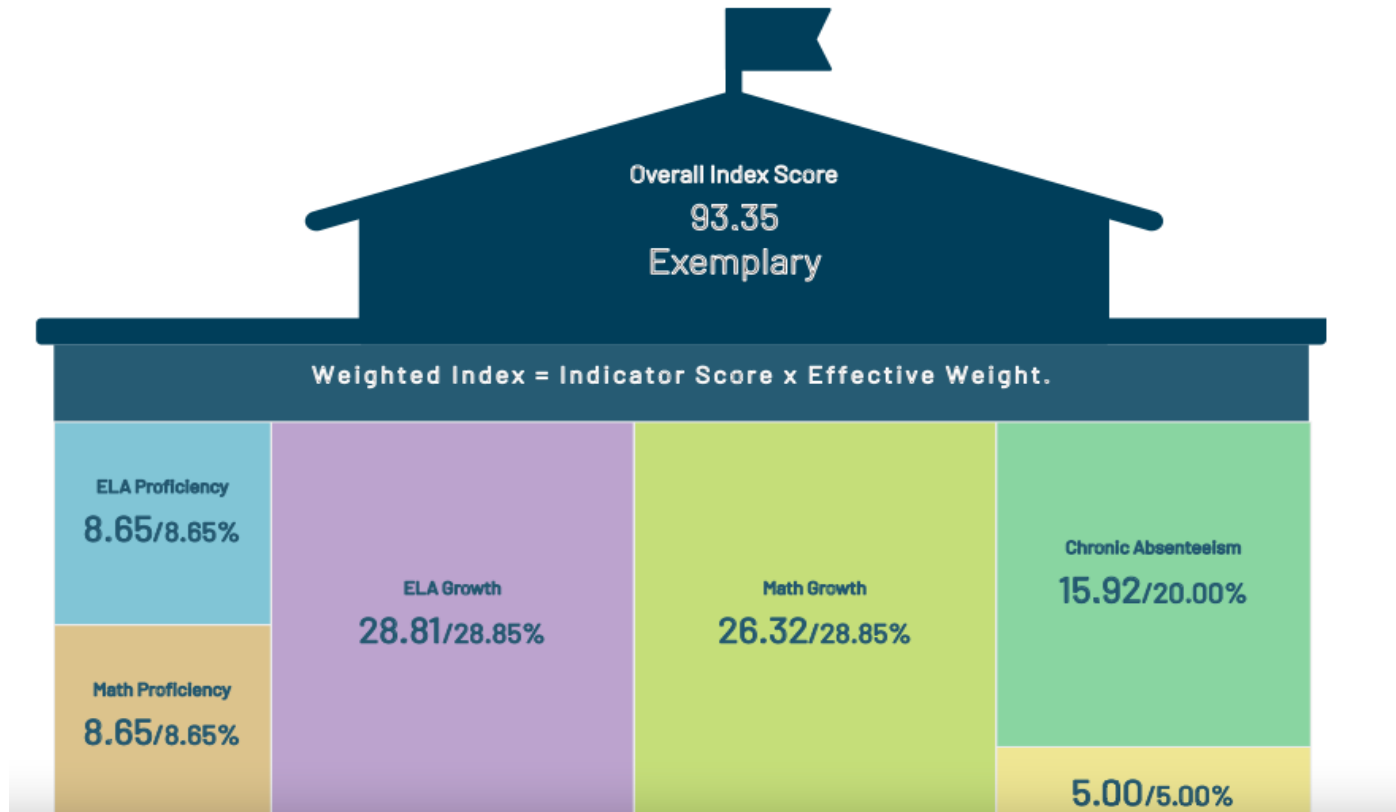
School Name	Grades	Annual Summative Designation	School Improvement Status
ROOSEVELT SCHOOL	5 - 8	Commendable	
LINCOLN ELEM SCHOOL	K - 4	Exemplary	
WILLARD ELEM SCHOOL	PK - 4	Exemplary	

Summative Designation

Beginning in 2018, each Illinois school is receiving a Summative Designation, a measure of progress in academic performance and student success. This school has received the Summative Designation stated on the screen. Reasons for the Summative Designation are indicated on the following screen. Multiple measures determine which one of five Summative Designations is appropriate for this school.

Learn More ▾

All Students ▾
Weighted Index Score ▾
2023 ▾



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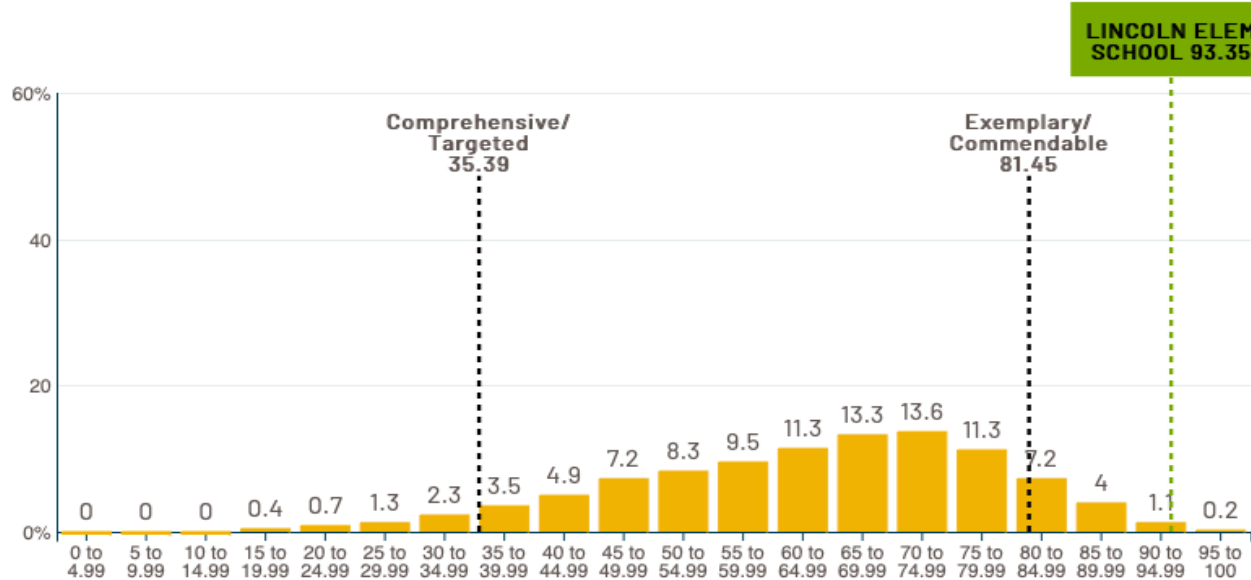
Learn More ▾

All Students ▾

2023 ▾

◀ Back to Main Display

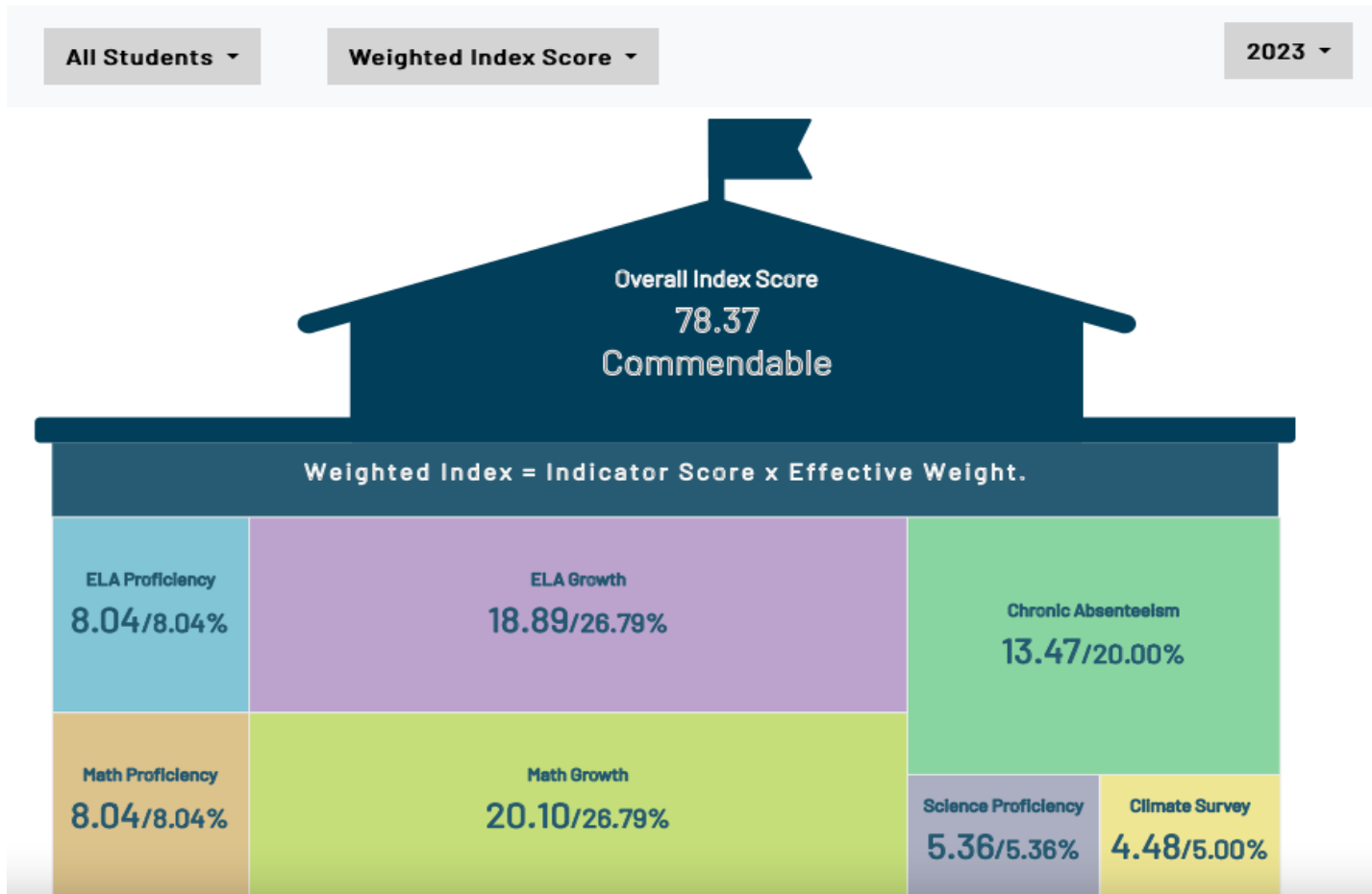
Overall Index Score



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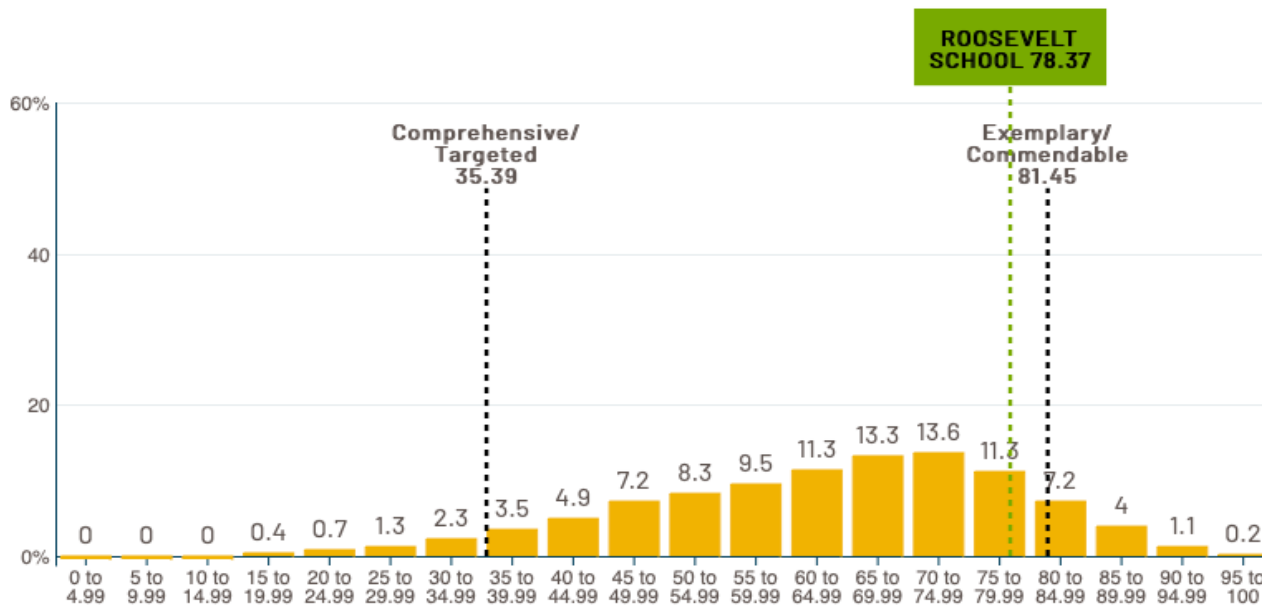
[Learn More](#) ▾

All Students ▾

2023 ▾

◀ [Back to Main Display](#)

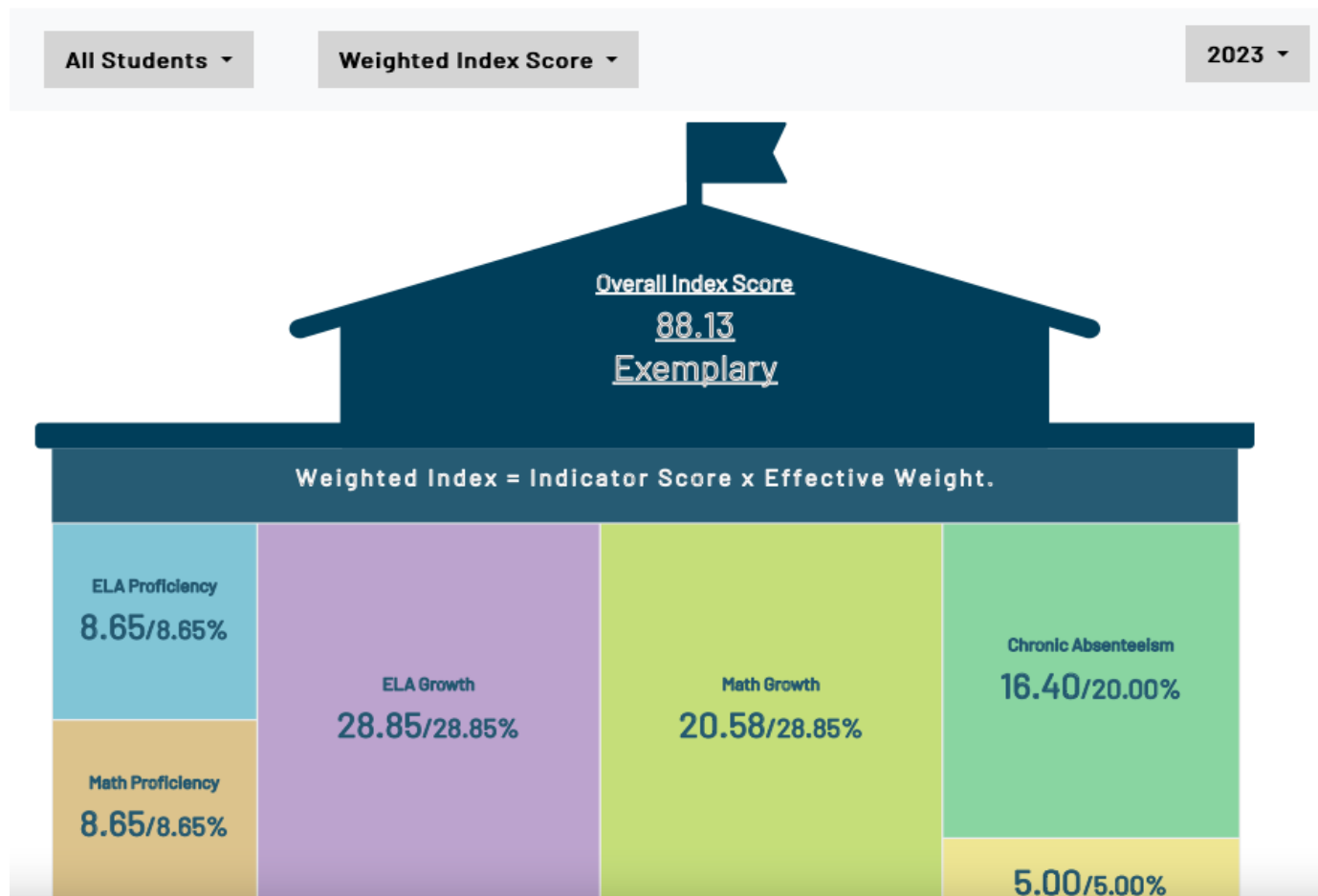
Overall Index Score



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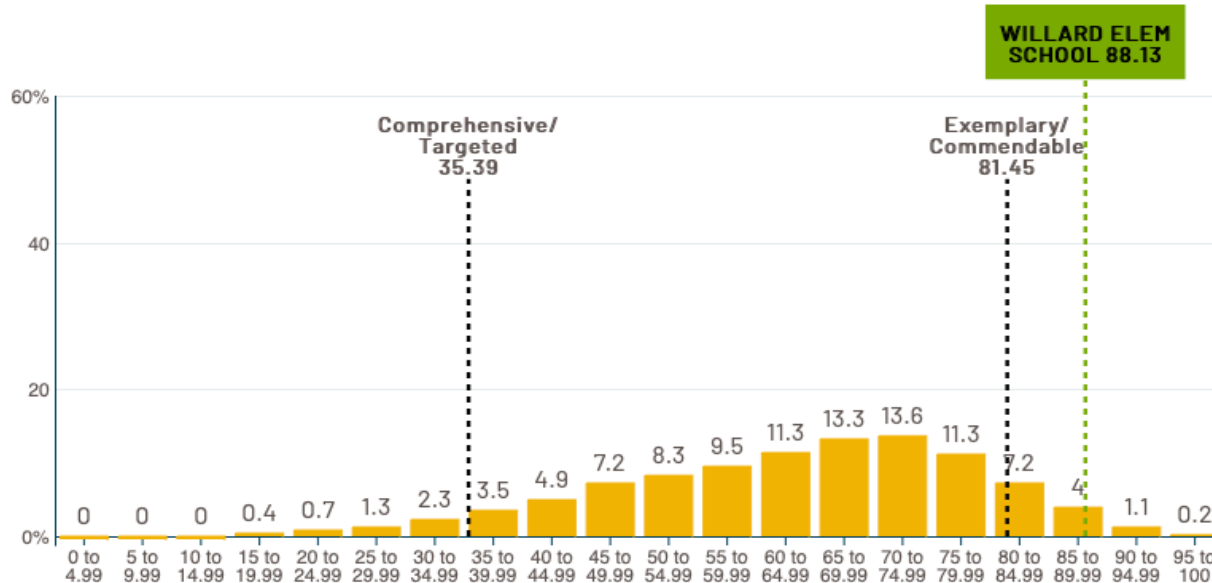
[Learn More](#) ▾

All Students ▾

2023 ▾

◀ [Back to Main Display](#)

Overall Index Score



Areas of Relative Strength

- Improved Summative Designation Index Scores for all D90 schools
- Overall Student Growth Percentile (SGP) performance –
English Language Arts: 55th percentile
Math: 58th percentile
- Continuing increases in overall student achievement in both English Language Arts and Math nearing pre-pandemic rates (2019)
- Exceptional achievement on Illinois Science Assessment: 79%
- Decreased overall achievement gap between white/black students
English Language Arts Gap: 28% (2022) → 18% (2023)
Math Gap: 24% (2022) → 23% (2023)
- Decreased overall achievement gap between females and males
English Language Arts Gap: 17% (2022) → 14% (2023)
- Decreased overall achievement gap between males and females
Math Gap: 6% (2022) → 1% (2023)



Areas for Ongoing Improvement

- Though numbers are decreasing, many students are not yet meeting expectations as defined by ISBE pass rates on IAR
- Chronic absenteeism remains an ongoing concern, requiring focused attention and problem-solving
- Increased overall achievement gap between white/Hispanic students
English Language Arts: 11% (2022) → 20% (2023)
Math: 23% (2022) → 29% (2023)
- Increased overall achievement gap between Low Income students and Non-Low Income students
English Language Arts: 28% (2022) → 48% (2023)
Math: 40% (2022) → 44% (2023)
- Increased overall achievement gap between students with IEP's and without IEP's in English Language Arts: 51% (2022) → 57% (2023)



Conclusion



“ Inspire,
Empower,
Achieve ”



River Forest
Public Schools

River Forest Public Schools

Thank you!

Questions?

“
Inspire,
Empower,
Achieve
”



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