WE'RE ALL IN.

IAR/ISA and ACCESS 2025

2024-2025 School Year

DISTRICT 33

WEST CHICAGO ELEMENTARY SCHOOLS
DISTRICT 33
Together for Excellence ★ ¡Juntos por la Excelencia!

2026 ACHIEVE

Inspire.
Empower.
Achieve.

District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 Core Values

- Collaboration
- Equity
- High expectations
- High levels of engagement
- Partnerships
- Student voice & choice
- Support for the whole child
- Trusting relationships

Portrait of a Graduate

- Clear communicator
- Collaborator
- Critical thinker & problem-solver
- Empathetic
- Culturally aware
- Resilient
- Technologically adaptable
- Advocate for self & others

BOARD MEMBERS

Rita Balgeman *President*	Felicia Gills *Vice President*	Tom Doyle *Secretary*
Phebe Balzer	Morgan Banasiak	Sandra Garcia	Chad McLean

SUPERINTENDENT

Kristina Davis, Ed.S

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA

GOAL #1
STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.

GOAL #2
LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.

GOAL #3
PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.

GOAL #4
FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.

GOAL #5
EFFECTIVE & INNOVATIVE USE OF RESOURCES

Meet the evolving needs of our students by leveraging all available resources to provide high-quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

GOAL #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

GOAL #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

GOAL #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

D33 Strategic Plan

GOAL #1
STUDENT GROWTH & ACHIEVEMENT
Ensure all students meet challenging academic, physical, and social-emotional standards.

GOAL #2
LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY
Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.

Goal 1.2 - Students will meet or exceed English Language Arts standards as measured by the IAR

Goal 1.3 - Students will meet or exceed Math standards as measured by the IAR

Goal 2.2 - Students will exit Limited English Proficient (LEP) status as measured by the ACCESS assessment within five years

ISBE Summative Designations

Summative Designation Score

    ELA Growth - IAR

    ELA Proficiency - IAR

    Math Growth - IAR

    Math Proficiency - IAR

    Science Proficiency - ISA

    EL Progress to Proficiency - ACCESS

Indicator
Summative Designation
ELA Growth - 25%
Math Growth - 25%
ELA Proficiency - 7.5%
Math Proficiency - 7.5%
Science Proficiency - 5%
Chronic Absenteeism - 20%
EL PtP (Progress to Proficiency) - 5%
Climate Survey - 5%

IAR
Spring 2025 Updates

IAR (Illinois Assessment of Readiness)

- IAR assesses the Illinois Learning Standards incorporating the Common Core and will be administered in English language arts and mathematics
- The state takes growth from year to year as well as meeting proficiency benchmarks on the IAR test as part of the summative designation.
- Students in grades 3-8 take the assessment.
- It is a timed assessment
- Small group of students take DLM (Dynamic Learning Maps) - need to qualify to take this state assessment instead of the IAR

ILLINOIS
STATE BOARD OF
EDUCATION

ISA (Illinois Science Assessment)

- The assessment will be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards(NGSS), which were adopted in 2014.
- The state takes meeting proficiency benchmarks on the ISA test as part of the summative designation.
- Students take ISA in grades 5 and 8
- It is a timed assessment
- Small group of students take DLM (Dynamic Learning Maps) - need to qualify to take this state assessment instead of the ISA

ILLINOIS STATE BOARD OF EDUCATION

IAR/ISA 2025 Cut Score Changes

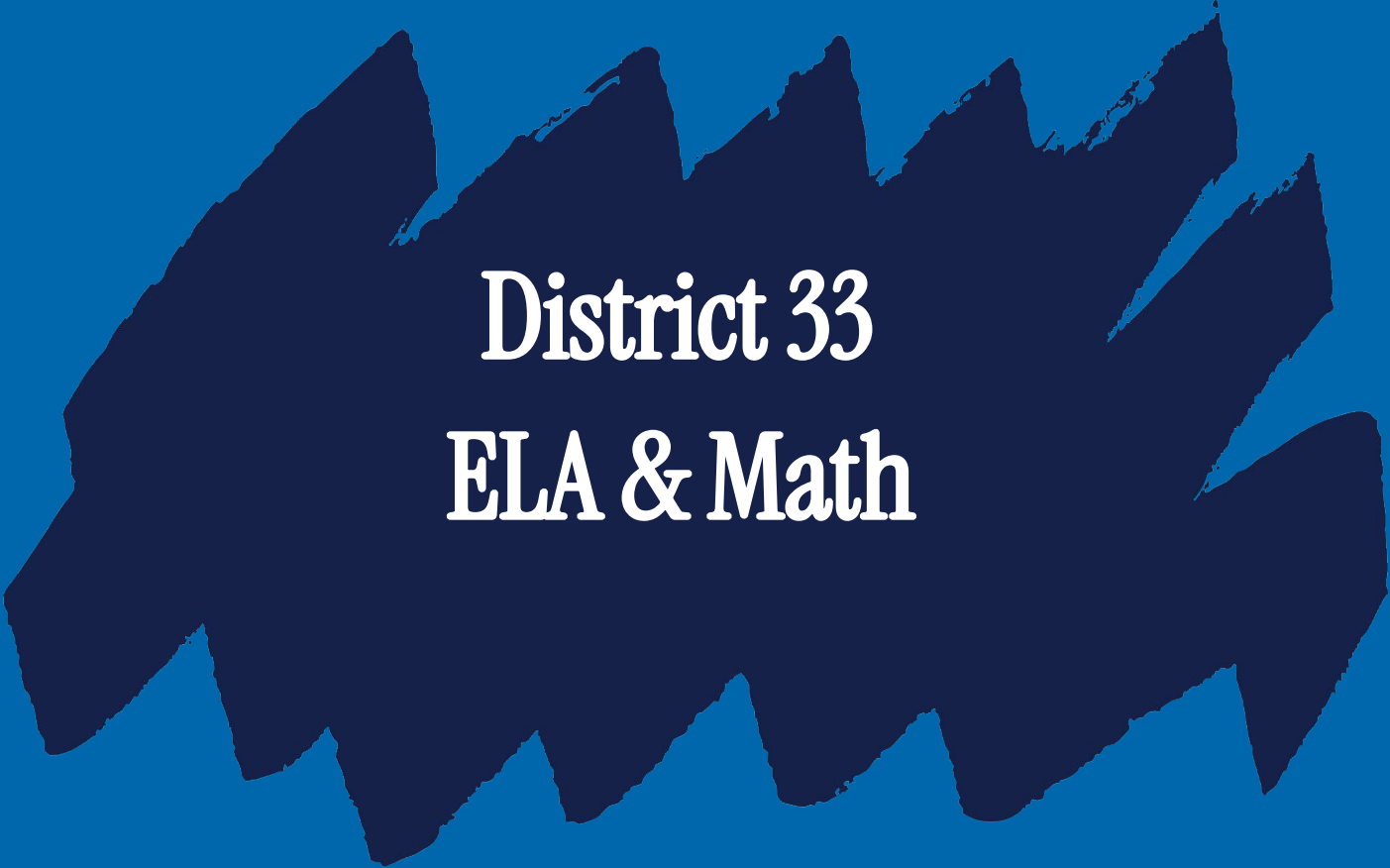| |
|---|
| **Level 5**
Exceeded Expectations |
| **Level 4**
Met Expectations |
| **Level 3**
Approached Expectations |
| **Level 2**
Partially Met Expectations |
| **Level 1**
Did not Yet Meet Expectations |

Level 4 Above Proficient
Level 3 Proficient
Level 2 Approaching Proficient
Level 1 Below Proficient

Reasons for the Cut Score Change

- Proficiency rates on state assessments did not match up to realities in the classroom and did not align to real college and career readiness expectations.
- The performance levels did not match how well students were doing in class and on other trusted indicators of student success. Illinois' previous performance levels did not align to national standards, to any other state assessments, or to any other student success data.
- Each test had a different number of performance levels with different names.
- Families, students, and teachers got mixed messages about student performance and whether students were college and career ready.

Source: New Proficiency Benchmarks: What Families Need to Know (isbe.net)

District 33
ELA & Math

District 33 Scores – ELA

Grade 3		
Below Proficient	83	24.41%
Approaching Proficient	140	41.18%
Proficient	94	27.65%
Above Proficient	23	6.76%
Total	340	100.00%
Grade 4		
Below Proficient	72	26.87%
Approaching Proficient	141	52.61%
Proficient	51	19.03%
Above Proficient	4	1.49%
Total	268	100.00%
Grade 5		
Below Proficient	73	23.47%
Approaching Proficient	108	34.73%
Proficient	104	33.44%
Above Proficient	26	8.36%
Total	311	100.00%

Grade 6		
Below Proficient	88	28.21%
Approaching Proficient	118	37.82%
Proficient	93	29.81%
Above Proficient	13	4.17%
Total	312	100.00%
Grade 7		
Below Proficient	95	26.91%
Approaching Proficient	123	34.84%
Proficient	124	35.13%
Above Proficient	11	3.12%
Total	353	100.00%
Grade 8		
Below Proficient	80	22.54%
Approaching Proficient	112	31.55%
Proficient	150	42.25%
Above Proficient	13	3.66%
Total	355	100.00%

District 33
*Proficient &
Above Proficient*

706 students/
1,939 students

36.41%

District 33 Scores – Math

Grade 3		
Below Proficient	103	30.03%
Approaching Proficient	105	30.61%
Proficient	120	34.99%
Above Proficient	15	4.37%
Total	343	100.00%
Grade 4		
Below Proficient	107	37.28%
Approaching Proficient	114	39.72%
Proficient	62	21.60%
Above Proficient	4	1.39%
Total	287	100.00%
Grade 5		
Below Proficient	130	41.80%
Approaching Proficient	109	35.05%
Proficient	56	18.01%
Above Proficient	16	5.14%
Total	311	100.00%

Grade 6		
Below Proficient	112	36.01%
Approaching Proficient	128	41.16%
Proficient	58	18.65%
Above Proficient	13	4.18%
Total	311	100.00%
Grade 7		
Below Proficient	121	34.28%
Approaching Proficient	133	37.68%
Proficient	84	23.80%
Above Proficient	15	4.25%
Total	353	100.00%
Grade 8		
Below Proficient	148	42.05%
Approaching Proficient	141	40.06%
Proficient	49	13.92%
Above Proficient	14	3.98%
Total	352	100.00%

District 33
*Proficient &
Above Proficient*

506 students/
1,957 students

25.86%

District 33 Scores – Science ⭐

Grade 5		
Below Proficient	71	22.98%
Approaching Proficient	162	52.43%
Proficient	66	21.36%
Above Proficient	10	3.24%
Total	309	100.00%
Grade 8		
Below Proficient	68	19.21%
Approaching Proficient	186	52.54%
Proficient	90	25.42%
Above Proficient	10	2.82%
Total	354	100.00%

District 33
*Proficient &
Above Proficient*

76 students/
663 students

24.61%

WIDA ACCESS

ACCESS is an assessment tool for monitoring and reporting English Learner's' progress toward English language proficiency. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.

- Kindergarten ACCESS is a paper-based test individually administered to kindergarten students in a game-like, interactive format
- Grades 1-8 take the ACCESS Online Test.

WIDA
UNIVERSITY OF WISCONSIN–MADISON

WIDA ACCESS

- The ACCESS test helps us as we prepare our students to gain the Seal of Biliteracy once they are in high school.
- ACCESS is one of the assessments that can be used to demonstrate English proficiency. This meets half of the requirements towards the Seal of Biliteracy.
- District 33 also assess our dual language students using the AAPPL assessment that can be used to demonstrate Spanish proficiency towards the Seal of Biliteracy as the other requirement towards the Seal of Biliteracy.

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

ACCESS Levels of Proficiency

- The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels:
- The proficiency level score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level.
- Proficiency levels are domain specific.
- Proficiency level scores should not be compared across grades.

Levels
Reaching - Level 6 6.0
Bridging - Level 5 5.0 - 5.9
Expanding - Level 4 4.0-4.9
Developing - Level 3 3.0-3.9
Emerging - Level 2 2.0-2.9
Entering - Level 1 1.0-1.9

WIDA ACCESS

- Students need an overall composite score of 4.8 to exit EL services in the state of Illinois.
  - Each domain has a highest possible proficiency score/level of 6.0
- Kindergarten students have different proficiency levels for ACCESS.

Highest possible proficiency levels on Kindergarten ACCESS for ELLs:

Listening: 6.0   Reading: 5.0   Speaking: 6.0   Writing: 4.5

ACCESS Scores (24-25 School Year)

Grade	2024				2025		
	Total # of Students	Total # of Exited Students	Percent		Total # of Students	Total # of Exited Students	Percent
K	177	2	1%		180	7	4%
1	197	5	2%		189	1	1%
2	226	5	2%		214	9	4%
3	211	16	8%		226	18	8%
4	225	63	28%		203	51	25%
5	200	57	28%		161	28	17%
6	195	4	2%		143	4	3%
7	207	10	5%		194	9	5%
8	194	15	8%		194	20	10%
Total	**1832**	177	9.5%		1704	147	8.7%

State Average 7.1%

ACCESS Exit Rate (Past Year Trends)

Grade	2020	2021	2022	2023	2024	2025
K	1%	2%	0.5%	1%	1%	4%
1	0%	0.45%	0.46%	1%	2%	1%
2	2%	1%	2%	1%	2%	4%
3	3%	2%	2%	4%	8%	8%
4	16%	7%	10%	15%	28%	25%
5	12%	10%	16%	21%	28%	17%
6	2%	0.5%	0.5%	0%	2%	3%
7	3%	0.5%	1%	1%	5%	5%
8	3%	0.5%	6%	2%	8%	10%
Total	5%	3%	5%	6%	9.5%	8.7%

Percentage Exit by Building

	D33	Currier	Gary	Indian Knoll	Turner	Wegner	Leman Middle
2022	4.9%	4%	11%	3%	6%	4%	3%
2023	6.4%	7%	11%	4%	10%	3%	1%
2024	9.5%	10%	24%	9%	8%	7%	5%
2025	8.6%	6%	27%	10%	7%	4%	6%

Next Steps

1. Strategic Plan Monitoring
2. Building and District Action Plans - especially a specific goal on exiting students on ACCESS
3. Professional development for staff as they continue to be "All In" for the 2025-2026 school year

WE'RE ALL IN.

All of us. *All for them.*

DISTRICT 33