Curriculum Workshop
Monday, October 26, 2026 7:00 PM Central

Downers Grove Civic Center
850 Curtiss Street
Downers Grove, Illinois 60515

Nicole Bernard:	Present
Kirat Doshi:	Present
Melissa Ellis:	Present
Emily Hanus:	Present
Darren Hughes:	Present
Steve Olczyk:	Present
Katie Thomas:	Present

Present: 7.

1. **Opening Items**
   - 1.A. Call to Order and Roll Call
2. **Pledge of Allegiance**
3. **Curriculum Workshop**
   - 3.A. Strategic Plan Update
   - 3.B. 2025-26 Year-End Data and School Improvement
   - 3.C. Curricular Initiatives and Committee Updates
4. **Public Comment**
   - 4.A. Public Comment Guidelines
5. **Announcements**
   - 5.A. Upcoming Meetings & Events
6. **Adjournment**

Downers Grove Grade School District 58

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Curriculum Workshop

October 26, 2026

Tonight's Discussion Topics

- The District 58 Strategic Plan
- Review of year-end ECRA data for the 2025-26 school year and additional data sources
- Overview of Building SIP Plans
- Information regarding the upcoming release of the Illinois Report Card and Summative Designations
- Updates on District Committees and Initiatives

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2023-2028 Strategic Plan

SY 2026-2027 (Year 4)

Process & Timeline

- Brief Summary of Year 3
  - Fall of 2026
    - Outline Priorities for SY 2026-2027 (Year 4) for the Five Key Areas of Focus (Goals)
    - School Year 2025-2026 (Year 3)
      - Summarized Progress Made in the Five Key Areas of Focus (Goals) via the DLT
  - October 26, 2026 (Tonight)
    - Share the FINAL Presentation with the Board of Education
    - Collect Feedback from the Board of Education
    - Finalize Priorities and Continue the Work

Key Points

- The Strategic Plan is our North Star
- This is a Collaborative Plan (Board, Admin., Staff, Students, Community)
- Focusing on Priorities set by the Community Each Year (Typically Two to Three)
- All Priorities will be Addressed
- Work will Continue on all Priorities over the Five Year Period
- Development Teams will Continue the Work Throughout the Five Year Timeframe
- The DLT will Continue to Monitor Progress
- THANK YOU to the Board, DLT, Assistant Superintendents, Staff, Students, and Community Members!

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Goal 1: Priorities

Goal 1: Focus on Learning (Curriculum, Assessment, & Instruction)

Objective 1.1: District 58 will set high expectations for all learners that are designed to meet their individual needs.

Objective 1.2: Ensure students' availability for learning by measuring and supporting their behavioral needs, while also supporting mental health.

Objective 1.3: District 58 will implement a systematic review of (multiple forms of) data to inform transparent instructional decision making.

Objective 1.4: Support students in the intentional use of technology to build digital literacy and citizenship.

Objective 1.5: Commit to regularly evaluating and improving upon our curricular offerings to ensure that students have equitable access to broader areas of learning.

Goal 1 - Year Four Overview

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

Plan for SY 26-27

Objective 1.1

- Continue focused work on PLCs with staff and supporting student instruction.
- Implementation of MTSS aligned practices through our intervention supports.

Objective 1.2

- Support the behavioral and social emotional needs of all students, through established processes across the District. Review ISBEs communications regarding the upcoming mental health screener and implement according to their guidance.

Objective 1.3

- In alignment with the PLC process, use our current data systems, including ECRA, Forefront, CommonLit and Amplify to make informed instructional decisions.

Objective 1.4

- Continue to strengthen students' digital literacy and citizenship skills through intentional instruction across grade levels with age appropriate instruction.

Objective 1.5

- Review our curriculum review process and calendar to ensure we are using the best instructional tools available to our students.
- Review the middle school exploratory offerings and implement adjustments as needed.

Goal 2: Priorities

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.

Objective 2.2: District 58 will foster strong relationships with all families and extended community.

Objective 2.3: District 58 will provide families with opportunities for parent/guardian education and collaboration based on needs.

Objective 2.4: District 58 will provide and receive support from community partners to help with District 58 initiatives and resources.

Objective 2.5: District 58 will build consistent collaboration opportunities between neighborhood schools to celebrate successes and shared learnings.

Goal 2 - Year Four Overview

Goal 2: Connecting with the Community (Communication)

Plan for SY 26-27

Objective 2.1

- Continue the implementation of ParentSquare, with a focus on building out the communication tools that will support our multilingual students and families.
- Implementation of ParentSquare as a classroom level tool at the middle school while continuing our strong communication methods at the elementary level

Objective 2.2 *and* Objective 2.5

- Aligned with Goal 5.5, bring a vast group of community partners together in January of 2027, to cultivate relationships, explore opportunities for mutually beneficial support and develop an action plan to support current and future District 58 families.

Objective 2.3

- Collaboratively with the PTAs and community organizations, continue to identify, support, promote and provide parent education and involvement opportunities throughout the school year.

Objective 2.4

- In alignment with Goal 5.5, continue to enhance our efforts to celebrate and communicate student and staff successes in a variety of venues and spaces districtwide.

Goal 3: Priorities

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.

Objective 3.2: District 58 shall continually plan to make sure resources are available to support district initiatives.

Objective 3.3: District 58 shall maintain balanced budgets by complying with existing Board policies and implement a capital policy

Objective 3.4: District 58 shall explore possible sources and achieve savings.

Objective 3.5: District 58 shall preserve buildings long term with appropriate investment and and efficient utilization.

Goal 3 - Year Four Overview

Goal 3: Securing the Future (Finance and Facilities)

Plan for SY 26-27

Objective 3.1

- Construction is substantially complete on all phases and punchlist items are being methodically addressed
- Pierce Downer A/C will be in proper working order by spring/summer 2027

Objective 3.2

- June 30, 2027 fund balances are expected to be ~32%
- Depending on board action, working cash bond sale could augment fund balances (not pay for one-time or recurring costs) to comply with policy

Objective 3.3

- FY 2027 budget is operationally balanced
- Additional revenue or reduced expenditures is necessary to grow fund balances sufficiently to keep pace with policy

Objective 3.4

- “Pay-as-you-go” mindset for new expenditures
- Exploring efficiencies and unnecessary costs; pursuing additional revenue options

Objective 3.5

- $750,000 transfer to Capital Projects included in FY 2027 budget
- Recommendations for post-referendum projects for summer of 2027 by January

Goal 4: Priorities

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.

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.

Objective 4.3: The district will examine the use and implementation of resources that provide intervention and enrichment to the student experience (curricular and extra-curricular).

Objective 4.4: The pre-k/5 elementary structure will be examined in order to optimize opportunities and innovative experiences.

Objective 4.5: Middle school structure will be examined in order to optimize opportunities and innovative experiences

Goal 4 - Year Four Overview

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

Plan for SY 26-27

Objective 4.1

- Continue to provide support and resources to our middle school staff in the implementation of the new middle school model.
- Review implementation and ensure we are leveraging our resources to meet the needs of of all our learners.

Objective 4.2

- The District demographer' report was completed and consists of a data trend analysis through 2034. At this time, the Board can determine whether we want to look deeper into the forecasted trend data to determine next steps.

Objective 4.3

- The gifted committee will share a recommendation of newly established criteria for identification of gifted students for use in programming for the 2027-2028 school year.

Objective 4.4 and 4.5

- Support the continued work of providing curricular and extracurricular activities that are meaningful and engaging for the students we serve, including community partnerships.

Goal 5: Priorities

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.

Objective 5.2: District 58 will review, expand, and support equitable opportunities for students to explore and develop their individual talents.

Objective 5.3: District 58 will establish a culture that recognizes, celebrates, develops, and supports the talents that exist within the district to promote the retention of staff.

Objective 5.4: District 58 will recruit and attract high-quality staff that are representative of the larger community (for all positions).

Objective 5.5: District 58 will engage with the local community to enhance the student, staff, and school experience

Goal 5 - Year Four Overview

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

Plan for SY 26-27

Objective 5.1

- Continued annual review of staffing plans districtwide, with specific focus on the new 6-8 middle school model and student support districtwide amidst finite fiscal resources.

Objective 5.2

- Review of activity/club structure and student participation in new instructional model to maximize student opportunities

Objective 5.3

- Aligned with Goal 2.2 and 2.5, bring a vast group of community partners together in January of 2027, to cultivate relationships, explore opportunities for mutually beneficial support and develop an action plan to support current and future District 58 families.

Objective 5.4

- Continued efforts to strengthen pipelines through job fairs, student teachers, etc. with a focus on diversifying our candidate pool; continued review of hiring practices and procedures

Objective 5.5

- In alignment with Goal 2.4, continue to enhance our efforts to celebrate and communicate student and staff successes in a variety of venues and spaces districtwide.

Next Steps

- Incorporate feedback
- Finalize the plan report for Year Four
- Seek Board approval on Nov. 9th
- Updates will be provided to the DLT and the Board at their respective meetings
- Questions?

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2025-26 Year End Data and School Improvement

Illinois School Report Card Timeline

2025-2026 Year-End Data

- IAR Proficiency and Growth Report
- IAR Proficiency Projections (2027)
- Overall 2025-2026 Growth Report (MAP & IAR)

2026 IAR Growth Summary - ELA

Subject:
ELA

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.46 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	121	87%	34%	56%	10%	+ 0.46
EL SIERRA ELEM SCHOOL	172	61%	20%	66%	13%	+ 0.14
FAIRMOUNT ELEM SCHOOL	188	83%	28%	60%	12%	+ 0.35
HENRY PUFFER SCHOOL	127	72%	27%	64%	9%	+ 0.36
HERRICK MIDDLE SCHOOL	615	85%	44%	50%	6%	+ 0.84
HIGHLAND ELEM SCHOOL	195	83%	24%	60%	16%	+ 0.26
HILLCREST ELEM SCHOOL	191	86%	23%	65%	12%	+ 0.22
INDIAN TRAIL ELEM SCHOOL	132	63%	20%	67%	14%	+ 0.06
KINGSLEY ELEM SCHOOL	198	65%	19%	63%	19%	+ 0.06
LESTER ELEM SCHOOL	293	83%	25%	63%	11%	+ 0.29
O NEILL MIDDLE SCHOOL	375	86%	45%	51%	4%	+ 0.91
PIERCE DOWNER ELEM SCHOOL	189	75%	20%	64%	16%	+ 0.17
WHITTIER ELEM SCHOOL	159	83%	31%	64%	5%	+ 0.56
ALL	2,955	80%	31%	59%	10%	+ 0.46
EXPECTED			16%	68%	16%	0.00

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	465	71%	20%	63%	17%	+ 0.09
04	499	78%	25%	61%	13%	+ 0.31
05	511	74%	25%	64%	11%	+ 0.28
06	490	85%	27%	63%	10%	+ 0.36
07	505	84%	37%	55%	7%	+ 0.68
08	485	87%	51%	45%	4%	+ 1.06
ALL	2,955	80%	31%	59%	10%	+ 0.46
EXPECTED			16%	68%	16%	0.00

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2026 IAR Growth Summary - Math

Subject:
Mathematics

Growth Year: **2025-2026**

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	121	80%	11%	74%	16%	- 0.19
EL SIERRA ELEM SCHOOL	172	53%	17%	69%	14%	- 0.01
FAIRMOUNT ELEM SCHOOL	188	74%	13%	66%	21%	- 0.20
HENRY PUFFER SCHOOL	127	60%	11%	69%	20%	- 0.11
HERRICK MIDDLE SCHOOL	616	67%	20%	68%	12%	+ 0.16
HIGHLAND ELEM SCHOOL	195	77%	11%	70%	19%	- 0.22
HILLCREST ELEM SCHOOL	191	80%	12%	71%	17%	- 0.08
INDIAN TRAIL ELEM SCHOOL	132	64%	14%	70%	16%	- 0.02
KINGSLEY ELEM SCHOOL	198	56%	8%	70%	22%	- 0.31
LESTER ELEM SCHOOL	293	71%	13%	63%	24%	- 0.16
O NEILL MIDDLE SCHOOL	375	58%	16%	72%	12%	+ 0.11
PIERCE DOWNER ELEM SCHOOL	189	79%	18%	71%	11%	+ 0.10
WHITTIER ELEM SCHOOL	159	69%	12%	73%	15%	- 0.02
ALL	2,956	68%	15%	69%	16%	- 0.03
EXPECTED			16%	68%	16%	0.00

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	464	78%	15%	65%	20%	- 0.13
04	500	73%	14%	66%	20%	- 0.10
05	511	60%	10%	71%	20%	- 0.22
06	490	68%	12%	74%	13%	- 0.02
07	506	66%	18%	71%	10%	+ 0.20
08	485	60%	19%	68%	13%	+ 0.09
ALL	2,956	68%	15%	69%	16%	- 0.03
EXPECTED			16%	68%	16%	0.00

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2026 IAR Growth Subgroups - ELA + Math

Subject:
ELA

Growth Year: **2025-2026**

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	144	37%	27%	62%	11%	+ 0.34
ELL	Not ELL	2,811	82%	31%	59%	10%	+ 0.47
Ethnicity	Asian	134	89%	40%	55%	4%	+ 0.66
Ethnicity	Black	72	44%	26%	57%	17%	+ 0.26
Ethnicity	Hispanic	294	61%	30%	61%	9%	+ 0.44
Ethnicity	Other	173	83%	33%	60%	7%	+ 0.53
Ethnicity	White	2,282	83%	30%	59%	11%	+ 0.46
Gender	Female	1,416	83%	36%	56%	8%	+ 0.64
Gender	Male	1,536	77%	26%	62%	12%	+ 0.30
Gender	Non-Binary	3	***	***	***	***	***
Homeless	Homeless	32	22%	28%	44%	28%	+ 0.07
Homeless	Not Homeless	2,923	80%	31%	59%	10%	+ 0.47
IEP	IEP	446	45%	22%	59%	19%	+ 0.06
IEP	No IEP	2,509	86%	33%	59%	9%	+ 0.53
Income	Low Income	394	56%	28%	59%	12%	+ 0.33
Income	Not Low Income	2,561	83%	31%	59%	10%	+ 0.48
EXPECTED				16%	68%	16%	0.00

Subject:
Mathematics

Growth Year: **2025-2026**

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	144	21%	21%	66%	13%	+ 0.16
ELL	Not ELL	2,812	70%	14%	69%	16%	- 0.04
Ethnicity	Asian	135	79%	19%	71%	10%	+ 0.20
Ethnicity	Black	72	24%	14%	69%	17%	- 0.06
Ethnicity	Hispanic	294	39%	13%	72%	15%	- 0.02
Ethnicity	Other	174	72%	12%	72%	16%	- 0.06
Ethnicity	White	2,281	72%	15%	68%	17%	- 0.04
Gender	Female	1,416	65%	16%	69%	15%	+ 0.01
Gender	Male	1,537	70%	14%	69%	17%	- 0.07
Gender	Non-Binary	3	***	***	***	***	***
Homeless	Homeless	32	9%	16%	59%	25%	- 0.32*
Homeless	Not Homeless	2,924	68%	15%	69%	16%	- 0.03
IEP	IEP	447	35%	14%	67%	19%	- 0.13
IEP	No IEP	2,509	73%	15%	70%	16%	- 0.01
Income	Low Income	394	35%	14%	72%	14%	+ 0.03
Income	Not Low Income	2,562	73%	15%	69%	16%	- 0.04
EXPECTED				16%	68%	16%	0.00

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IAR Proficiency Projection Results 2026

ELA

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	465	67% - **69%** - 71%	**71%**
04	499	74% - **76%** - 78%	**78%**
05	511	69% - **71%** - 73%	**74%**
06	490	79% - **81%** - 83%	**85%**
07	505	75% - **77%** - 79%	**84%**
08	485	76% - **78%** - 80%	**87%**
ALL	2,955	74% - **75%** - 76%	**80%**

MATH

Proficiency by Grade

Grade	Student Count *	% Projected to Meet Benchmark (+/- Std Err)	% Met Benchmark
03	464	75% - **77%** - 79%	**78%**
04	500	69% - **71%** - 73%	**73%**
05	511	62% - **64%** - 66%	**60%**
06	490	65% - **67%** - 69%	**68%**
07	506	58% - **60%** - 62%	**66%**
08	485	57% - **59%** - 61%	**60%**
ALL	2,956	65% - **66%** - 67%	**68%**

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IAR Proficiency Projections - 2027

ELA

Grade	Student Count *	Projected Proficiency
03	474	69%
04	480	75%
05	518	72%
06	511	80%
07	501	80%
08	522	79%
ALL	3,006	76%

MATH

Grade	Student Count *	Projected Proficiency
03	474	74%
04	480	70%
05	518	67%
06	511	60%
07	501	60%
08	522	57%
ALL	3,006	65%

2025-26 Overall Growth Summary - ELA

Subject:
ELA

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.15 Expected Growth

Student Growth by School

School	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	76%	19%	65%	17%	+ 0.07
EL SIERRA ELEM SCHOOL	317	62%	16%	69%	15%	+ 0.04
FAIRMOUNT ELEM SCHOOL	304	77%	21%	63%	16%	+ 0.11
HENRY PUFFER SCHOOL	222	75%	20%	66%	15%	+ 0.09
HERRICK MIDDLE SCHOOL	620	80%	29%	56%	14%	+ 0.33
HIGHLAND ELEM SCHOOL	305	81%	23%	61%	16%	+ 0.17
HILLCREST ELEM SCHOOL	356	83%	22%	64%	14%	+ 0.14
INDIAN TRAIL ELEM SCHOOL	247	61%	16%	66%	18%	- 0.07
KINGSLEY ELEM SCHOOL	344	66%	20%	64%	16%	+ 0.06
LESTER ELEM SCHOOL	470	80%	18%	68%	14%	+ 0.05
O NEILL MIDDLE SCHOOL	380	81%	31%	59%	10%	+ 0.46
PIERCE DOWNER ELEM SCHOOL	331	78%	17%	65%	18%	+ 0.01
WHITTIER ELEM SCHOOL	269	79%	22%	70%	9%	+ 0.27
ALL	4,396	76%	22%	64%	15%	+ 0.15
EXPECTED			16%	68%	16%	0.00

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	69%	17%	66%	17%	- 0.02
01	450	74%	16%	69%	15%	- 0.02
02	472	74%	23%	60%	17%	+ 0.08
03	469	72%	18%	65%	17%	+ 0.06
04	503	78%	22%	65%	13%	+ 0.20
05	513	75%	19%	68%	13%	+ 0.13
06	492	81%	21%	65%	14%	+ 0.17
07	509	79%	24%	59%	17%	+ 0.20
08	491	82%	36%	55%	9%	+ 0.57
ALL	4,396	76%	22%	64%	15%	+ 0.15
EXPECTED			16%	68%	16%	0.00

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2025-26 Overall Growth Summary - Math

Subject:
Mathematics

Growth Year: **2025-2026**

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	231	76%	15%	67%	18%	- 0.12
EL SIERRA ELEM SCHOOL	317	58%	17%	67%	16%	+ 0.01
FAIRMOUNT ELEM SCHOOL	304	74%	15%	64%	21%	- 0.08
HENRY PUFFER SCHOOL	222	65%	16%	62%	23%	- 0.09
HERRICK MIDDLE SCHOOL	620	64%	15%	67%	19%	- 0.09
HIGHLAND ELEM SCHOOL	305	77%	16%	67%	16%	- 0.01
HILLCREST ELEM SCHOOL	356	81%	15%	66%	18%	- 0.07
INDIAN TRAIL ELEM SCHOOL	247	60%	11%	67%	22%	- 0.23
KINGSLEY ELEM SCHOOL	345	62%	11%	67%	22%	- 0.23
LESTER ELEM SCHOOL	470	76%	14%	63%	22%	- 0.17
O NEILL MIDDLE SCHOOL	379	59%	15%	68%	17%	- 0.05
PIERCE DOWNER ELEM SCHOOL	331	79%	21%	63%	16%	+ 0.08
WHITTIER ELEM SCHOOL	269	74%	19%	68%	13%	+ 0.13
ALL	4,396	69%	15%	66%	19%	- 0.08
EXPECTED			16%	68%	16%	0.00

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	78%	15%	68%	18%	- 0.07
01	450	72%	14%	67%	18%	- 0.07
02	472	75%	15%	59%	26%	- 0.22
03	469	79%	18%	65%	17%	+ 0.02
04	504	73%	18%	64%	17%	+ 0.02
05	513	59%	12%	68%	20%	- 0.19
06	492	65%	16%	67%	17%	- 0.02
07	509	65%	15%	69%	17%	- 0.05
08	490	59%	15%	66%	19%	- 0.11
ALL	4,396	69%	15%	66%	19%	- 0.08
EXPECTED			16%	68%	16%	0.00

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2025-26 Overall Growth Subgroups

Subject:
ELA

Growth Year: **2025-2026**

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	230	29%	18%	62%	20%	0.00
ELL	Not ELL	4,166	79%	22%	64%	14%	+ 0.16
Ethnicity	Asian	191	82%	24%	62%	13%	+ 0.22
Ethnicity	Black	120	41%	14%	68%	18%	- 0.02
Ethnicity	Hispanic	470	58%	19%	64%	17%	+ 0.05
Ethnicity	Other	253	78%	23%	63%	15%	+ 0.15
Ethnicity	White	3,362	80%	22%	64%	14%	+ 0.17
Gender	Female	2,126	79%	24%	64%	12%	+ 0.26
Gender	Male	2,267	74%	19%	64%	17%	+ 0.05
Gender	Non-Binary	3	***	***	***	***	***
Homeless	Homeless	52	29%	20%	59%	21%	- 0.02
Homeless	Not Homeless	4,344	77%	22%	64%	15%	+ 0.15
IEP	IEP	673	48%	18%	61%	21%	- 0.08
IEP	No IEP	3,723	81%	22%	64%	13%	+ 0.19
Income	Low Income	574	49%	20%	63%	17%	+ 0.05
Income	Not Low Income	3,822	80%	22%	64%	14%	+ 0.17
EXPECTED				16%	68%	16%	0.00

Subject:
Mathematics

Growth Year: **2025-2026**

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	230	26%	20%	61%	19%	+ 0.02
ELL	Not ELL	4,166	72%	15%	66%	19%	- 0.08
Ethnicity	Asian	192	78%	20%	64%	16%	+ 0.07
Ethnicity	Black	120	28%	15%	65%	20%	- 0.17
Ethnicity	Hispanic	470	46%	14%	66%	20%	- 0.15
Ethnicity	Other	254	70%	16%	62%	21%	- 0.13
Ethnicity	White	3,360	74%	15%	66%	18%	- 0.07
Gender	Female	2,126	66%	14%	66%	20%	- 0.14
Gender	Male	2,267	72%	17%	66%	17%	- 0.02
Gender	Non-Binary	3	***	***	***	***	***
Homeless	Homeless	52	14%	16%	54%	30%	- 0.33
Homeless	Not Homeless	4,344	70%	15%	66%	19%	- 0.07
IEP	IEP	672	43%	15%	61%	24%	- 0.19
IEP	No IEP	3,724	74%	15%	67%	18%	- 0.06
Income	Low Income	573	37%	15%	65%	20%	- 0.10
Income	Not Low Income	3,823	74%	15%	66%	19%	- 0.07
EXPECTED				16%	68%	16%	0.00

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Connection to KPIs (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 and will be shared at the November Board of Education Meeting

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 - 2025-2026

84% in all subjects, 86% in ELA, and 81% in Math

School Improvement Planning

- Our schools engage in the Cycles of Inquiry and review their end of year data to determine appropriate goals for their School Improvement Plans.
- School was given two goals which are uniform across the District. Those include PLC implementation and continued focus on our MTSS process.
- Each school has an individual goal with topics ranging from writing instruction to student agency.
- SIP plans are posted on the District website and principals will continue to provide updates during their School Spotlights.

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Additional ways to review data

ECRA Data Charts for ELA

ECRA - Percent of students who were in expected or higher than expected growth - ELA

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Belle Aire	72	84	85	81	90
El Sierra	92	91	83	92	86
Fairmount	74	93	92	95	88
Henry Puffer	83	86	88	85	91
Herrick	82	98	94	97	96
Highland	83	91	93	89	84
Hillcrest	74	83	90	86	88
Indian Trail	74	89	85	93	87
Kingsley	81	92	89	86	82
Lester	82	88	89	85	88
O'Neill	88	98	95	98	96
Pierce Downer	69	81	81	84	84
Whittier	81	84	91	91	95

ECRA - Percent of students who were in expected or higher than expected growth - ELA

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	76	74	84	85	83
Grade 3	84	92	91	90	83
Grade 4	75	85	84	81	86
Grade 5	78	89	83	88	89
Grade 6	78	85	95	93	90
Grade 7	85	98	95	98	92
Grade 8	84	99	94	97	96

Downers Grove Grade School District 58

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ECRA Data Charts for Math

ECRA - Percent of students who were in expected or higher than expected growth - Math

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Belle Aire	90	85	82	81	72
El Sierra	84	84	84	86	84
Fairmount	86	85	84	84	79
Henry Puffer	82	77	82	76	79
Herrick	80	82	75	77	82
Highland	82	87	89	81	83
Hillcrest	86	84	86	84	81
Indian Trail	78	80	81	81	78
Kingsley	86	81	83	78	78
Lester	90	82	82	81	77
O'Neill	78	78	73	72	83
Pierce Downer	84	83	87	81	84
Whittier	91	85	84	82	87

ECRA - Percent of students who were in expected or higher than expected growth - Math

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	85	84	84	84	74
Grade 3	91	92	88	85	83
Grade 4	89	75	81	74	82
Grade 5	85	76	77	68	80
Grade 6	82	78	83	86	83
Grade 7	76	81	74	72	84
Grade 8	83	81	74	78	81

Downers Grove Grade School District 58

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Subgroup Data Over Time - ELA

* Redacted data not identifiable in the submitted data set.

ECRA - Percent of students who were in expected or higher than expected growth - ELA

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Female	86	92	92	94	92
Male	76	91	88	88	88
Asian	86	91	91	92	95
Black	76	91	85	91	83
Hispanic	87	93	90	91	91
White	80	91	90	91	89
Other	87	88	95	93	93
ELL	80	87	93	92	89
Homeless	Redacted	92	86	97	72
IEP	76	87	88	87	81
Low Income	83	92	89	91	87

ECRA - Percent of students who were meeting benchmark - ELA

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Female	56	66	68	82	83
Male	40	54	58	73	77
Asian	65	76	81	83	89
Black	24	24	25	39	44
Hispanic	35	44	45	59	61
White	49	62	65	80	83
Other	58	64	70	85	83
ELL	5	17	23	31	37
Homeless	Redacted	8	7	31	22
IEP	18	30	31	39	45
Low Income	25	32	32	48	56

Subgroup Data Over Time - Math

* Redacted data not identifiable in the submitted data set.

ECRA - Percent of students who were in expected or higher than expected growth - Math

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Female	83	80	80	80	80
Male	85	84	83	80	83
Asian	86	87	84	83	84
Black	73	78	79	79	80
Hispanic	84	80	80	81	80
White	84	83	82	80	81
Other	86	80	83	78	78
ELL	86	83	84	79	81
Homeless	Redacted	75	80	71	70
IEP	81	80	81	78	82
Low Income	79	79	81	79	80

ECRA - Percent of students who were meeting benchmark - Math

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Female	50	53	53	63	66
Male	58	60	62	70	72
Asian	71	73	71	77	78
Black	8	12	15	24	28
Hispanic	34	36	36	46	46
White	57	59	61	70	74
Other	62	61	62	72	70
ELL	17	18	22	24	26
Homeless	Redacted	11	8	10	14
IEP	25	35	35	43	43
Low Income	22	25	24	31	37

NWEA MAP Growth Data

Reading MAP Achievement Data - Percentile of the Median RIT

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	75	71	73	68	78
Grade 3	71	73	69	71	75
Grade 4	72	72	69	67	73
Grade 5	70	70	67	69	69
Grade 6	64	69	66	68	72
Grade 7	69	71	68	67	71
Grade 8	69	67	67	68	76

Reading MAP Achievement Percentiles

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	89	85	86	86	94
Grade 3	83	86	82	81	88
Grade 4	84	83	85	79	89
Grade 5	85	80	77	80	84
Grade 6	76	82	77	80	89
Grade 7	81	86	85	80	88
Grade 8	83	80	77	81	91

Math MAP Achievement Data - Percentile of the Median RIT

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	75	75	74	74	76
Grade 3	81	79	74	78	82
Grade 4	79	75	77	71	83
Grade 5	75	61	71	71	74
Grade 6	68	74	72	74	82
Grade 7	66	70	74	74	78
Grade 8	74	65	69	74	80

Math MAP Achievement Percentiles

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Grade 2	88	89	92	89	93
Grade 3	95	93	91	94	97
Grade 4	93	88	91	86	96
Grade 5	91	82	81	86	90
Grade 6	80	87	85	86	94
Grade 7	76	83	88	86	93
Grade 8	83	80	84	90	95

Downers Grove Grade School District 58

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Impact of Mobility

Time in District / Reading Fall 26 Percentile			
Grade_Level	More than half	Less than half	**Grand total**
1	69.65	45.27	**68.55**
2	63.72	59.47	**63.54**
3	68.7	48	**66.92**
4	65.4	53.66	**64.51**
5	67.11	50.32	**65.02**
6	63.89	55.22	**63.07**
7	68.29	54.24	**66.22**
8	68.08	49.67	**66.1**
Grand total	**66.86**	**51.96**	**65.49**

Time in District / Math Fall 26 Percentile			
Grade_Level	More than half	Less than half	**Grand total**
1	70.75	54.39	**70.02**
2	66.52	59.14	**66.17**
3	71.68	50.43	**69.86**
4	73.66	51.45	**71.97**
5	72.59	52.3	**70.07**
6	69.1	52.43	**67.51**
7	75.81	54.59	**72.68**
8	72.87	49.19	**70.28**
Grand total	**71.62**	**52.54**	**69.85**

Downers Grove Grade School District 58

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Board Questions on 2025-26 Year End Data and School Improvement?

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Curricular Initiatives and Committee Updates

District Equity Leadership Team (DELT)

Recruitment & Hiring Review

- Application Audit: Streaming questions across all roles to reduce candidate barriers
- Bias Reduction: Re-evaluating required prompts or questions for all positions
- Focus: Creating targeted workflows to diversify the applicant pool.

Job Fairs & University pipelines

- Outreach: Expanding presence at university job fairs, educational organization job fairs & more
- Student Teaching: Strengthening higher-ed partnerships to increase practicum students.

Student Voice & Club Equity

- Interest Survey: Completed student feedback forms across elementary & middle schools
- Club Balance: Analyzing data to ensure balanced extracurricular offerings across buildings
- Choice: Expanding equitable access to student choice for club opportunities and athletic opportunities.

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MTSS Intervention Subcommittee

- Elementary
  - Continued implementation of the intervention guidance document
  - Reading intervention materials
- Middle School
  - Implementation of the MS intervention guidance document

Middle School Math Committee

- Implementation of Amplify Desmos
- Ongoing professional learning
- Building our knowledge of the Illinois Comprehensive Numeracy Plan
- Committee Goals:
  - Curriculum review process
  - Feedback from our teachers
  - Parent education for district website

Elementary Math Committee

- New Committee
  - 32 members, representation from all elementary schools
- Goal:
  - Complete steps 1 & 2 of the curriculum review process
    - Ensure collective understanding of our Illinois Learning Standards
    - Unpack the Illinois Comprehensive Numeracy Plan
    - Gain a clear perspective of current implementation
    - Review student achievement & growth data across the years of implementation
    - Evaluate Bridges using our Curriculum Evaluation Tool

Science Committee

- Pilot of Elementary Open Sci Ed resource
  - 2 full day training sessions
  - Material accessibility
  - Implementation review after the pilot
- Anticipated recommendation for future Science resources at the February curriculum workshop

Gifted Committee

- Reconvened the larger gifted committee after 3 years of curriculum work and program development
- Extensive review of our current model and practices, including our criteria for identifying students for our program
- Establishment of our committee values and what our program is meant to contribute for our students.
- Initial brainstorming of future criteria for identification purposes.

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Board Questions on Curriculum and Committee Work?