CUSD 200 Dashboard and Illinois School Report Card

October 23, 2024

	IAR	FastBridge
Type of Test	Criterion Referenced	Norm Referenced
Reporting of Results	Proficiency Levels	National Percentiles
Frequency of Administration	One Time a Year	Three Times a Year
Availability of Results	6 or more weeks after administration	Within 24 hours
Types of Items	Multiple Choice and Open Ended	All Multiple Choice
Purpose of the Assessment	Measures the Mastery of Illinois Learning Standards	Serves as a Universal Screener and provides progress monitoring
Use of Data	Drives instructional and curriculum improvements	Supports the implementation of MTSS

District Demographics: Special Populations

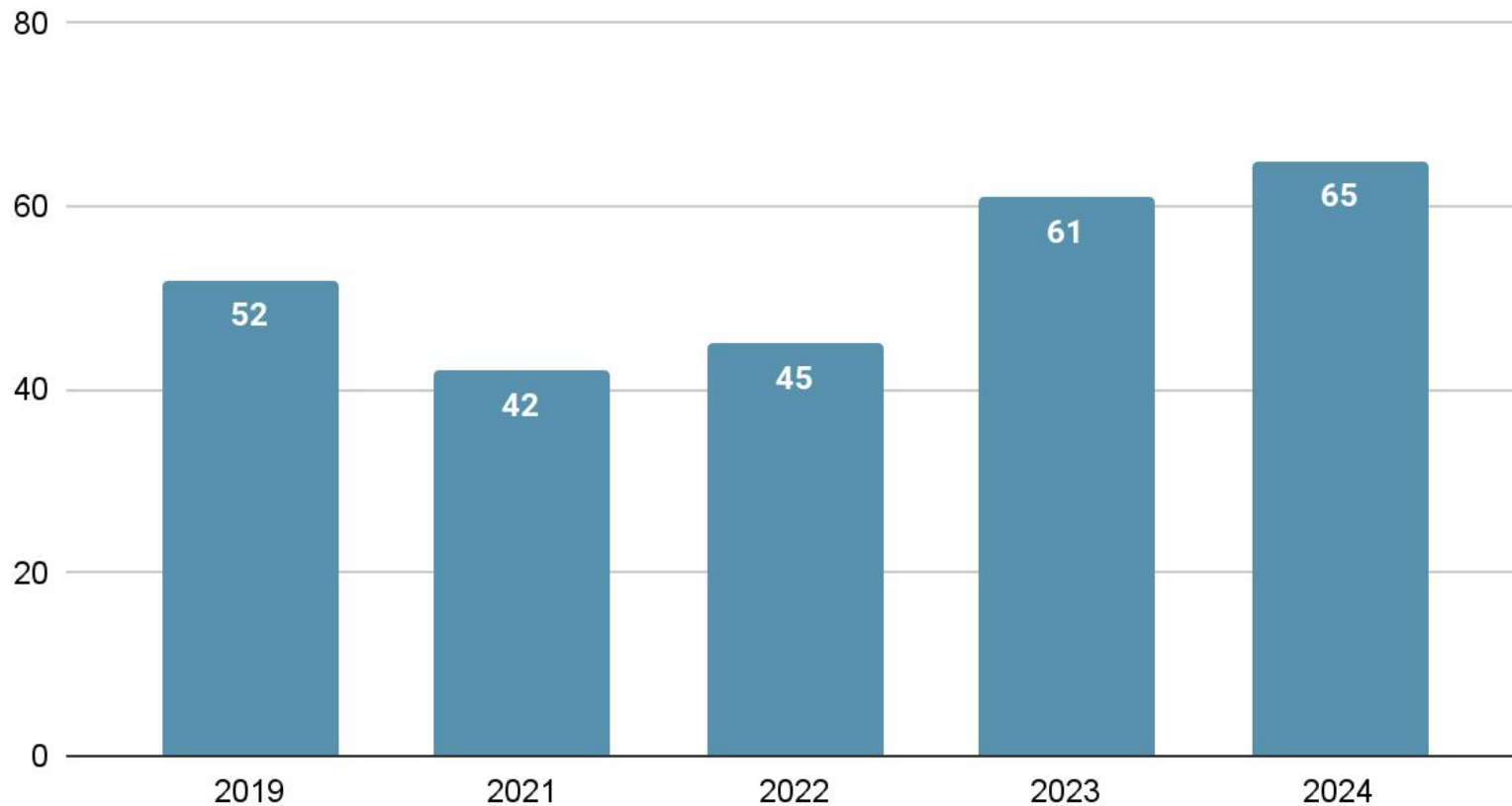|	**2019**	**2024**
Low Income	26.8	31
ML	10.4	12.5
IEP	16.2	14

Guiding Questions

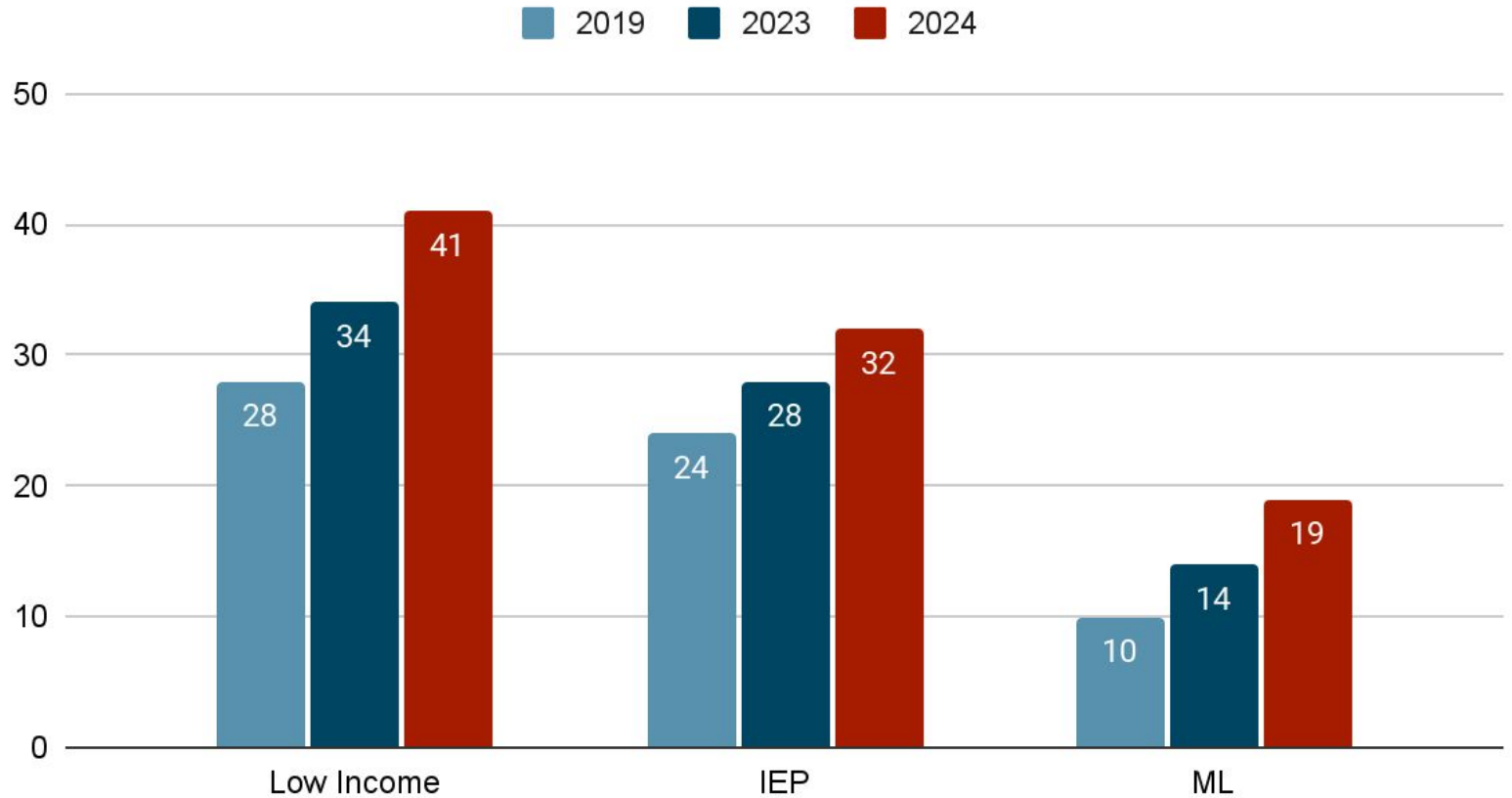| 1 | What insights can we gain from analyzing the 2024 ELA/Reading results? |

| 2 | What insights can we gain from analyzing the 2024 Math results? |

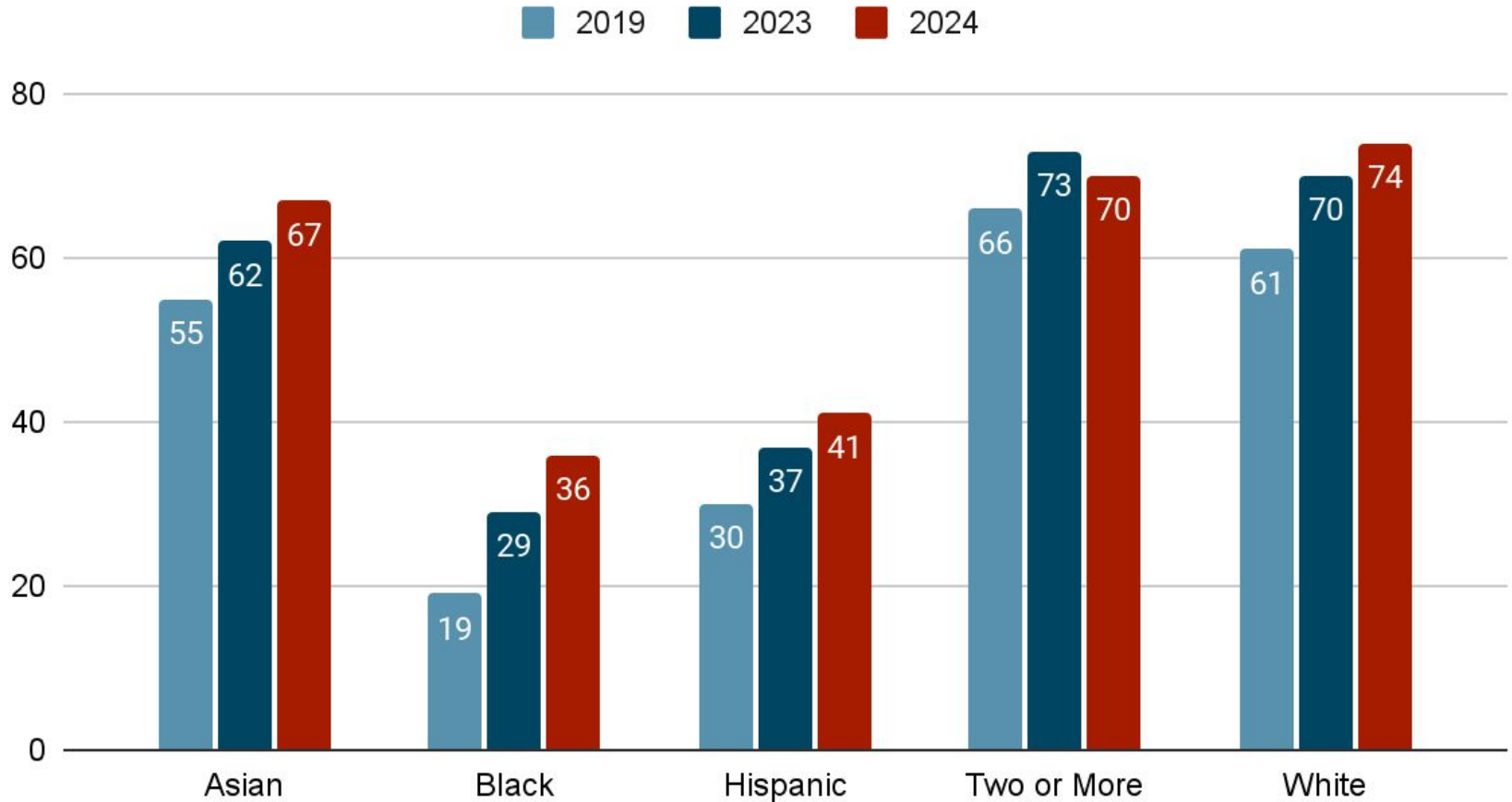| 3 | What insights can we gain from analyzing the high school outcomes presented on the Vision 2026 dashboard? |

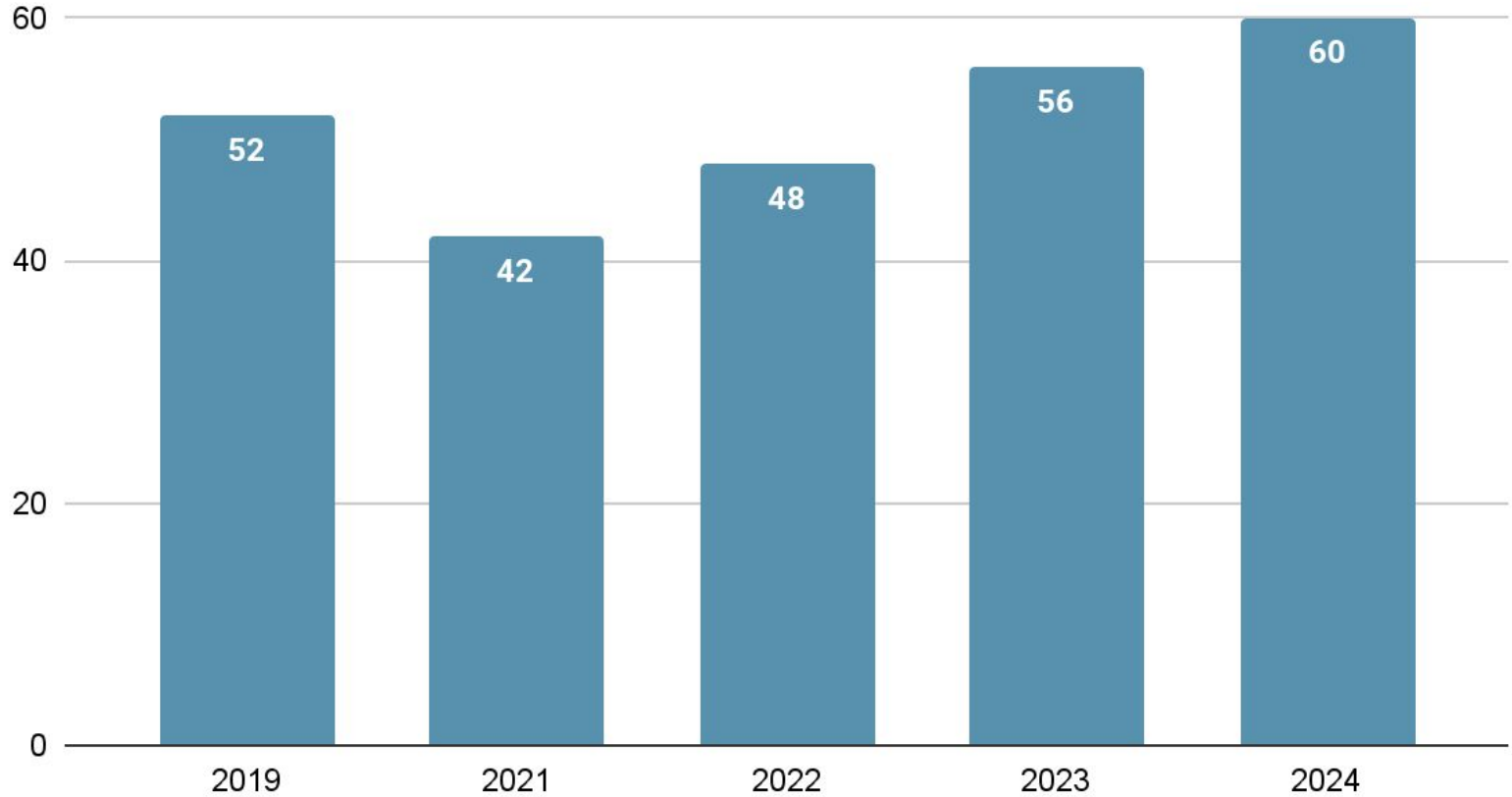# IAR ELA Meets/Exceeds in Grades 3-8
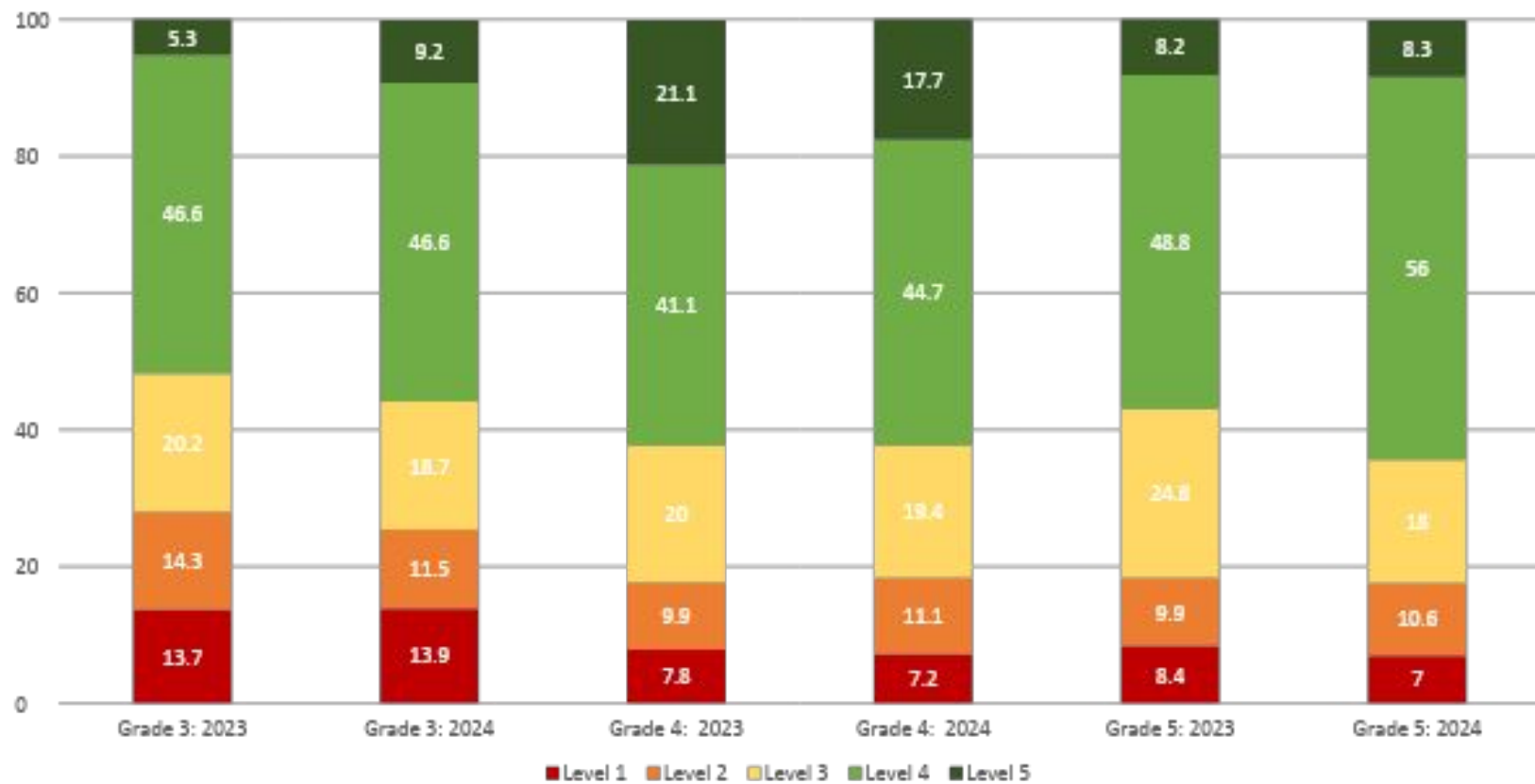
IAR ELA Meets/Exceeds: Subgroup

2019 ■ 2023 ■ 2024

Subgroup	2019	2023	2024
Low Income	28	34	41
IEP	24	28	32
ML	10	14	19

IAR ELA Meets/Exceeds: Subgroup

Legend: 2019, 2023, 2024

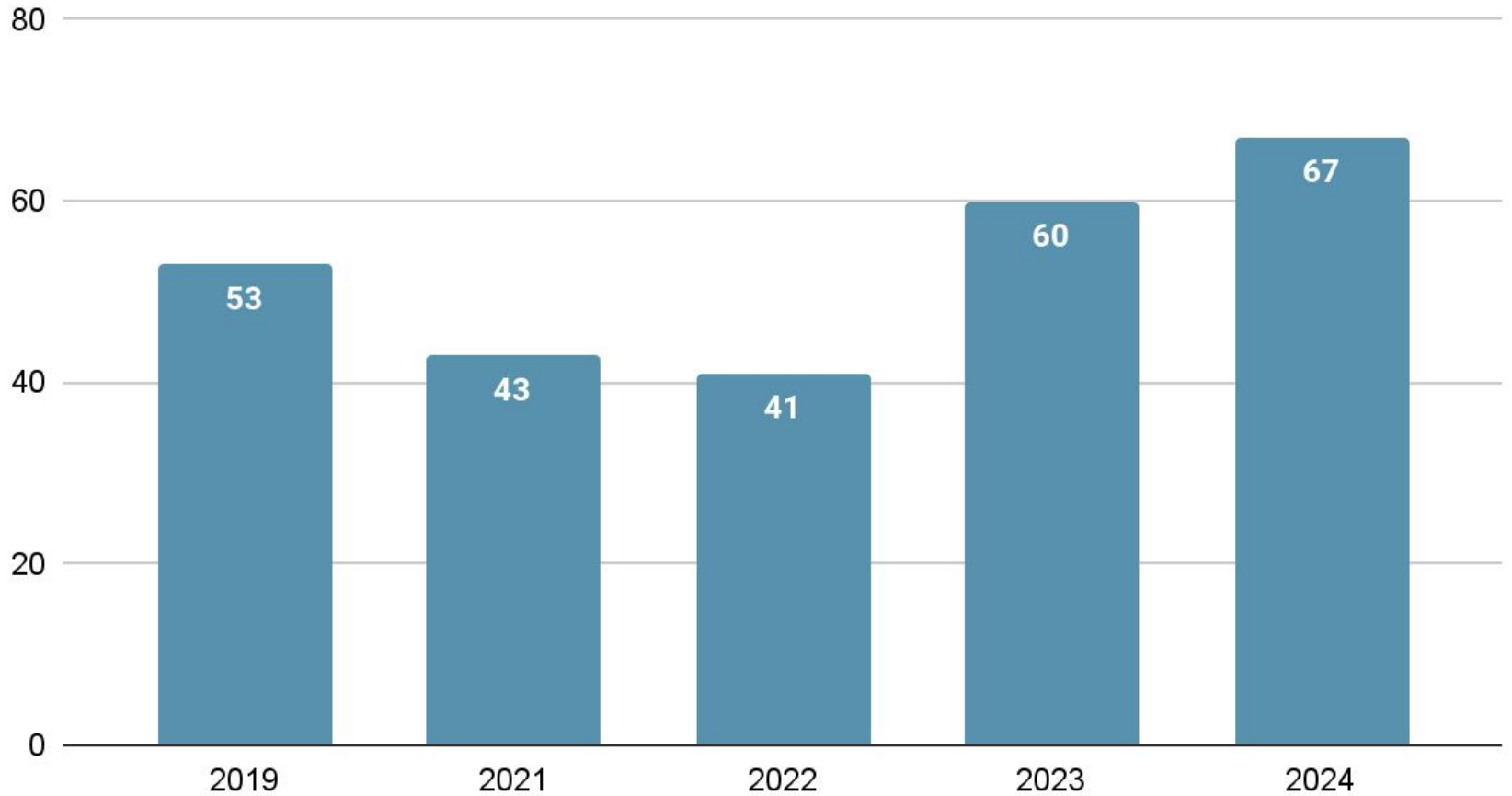| Subgroup	2019	2023	2024
Asian	55	62	67
Black	19	29	36
Hispanic	30	37	41
Two or More	66	73	70
White	61	70	74

Grades 3-5 ELA IAR Meets/Exceeds

Grades 3-5 ELA IAR Performance by Proficiency Level
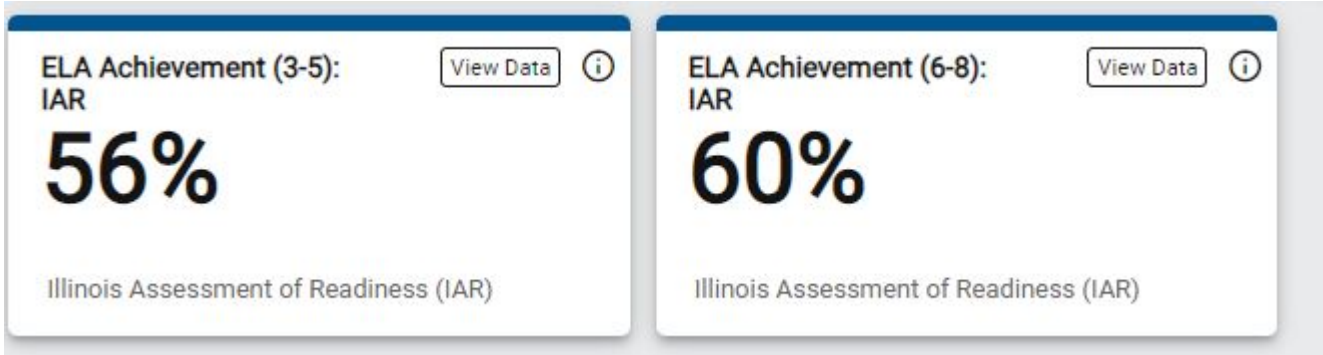
Grades 6-8 ELA IAR Meets/Exceeds

Year	Value
2019	53
2021	43
2022	41
2023	60
2024	67

Grades 6-8 ELA IAR Performance by Proficiency Level

Dashboard Metrics

2023 Results

ELA Achievement (3-5): IAR View Data ⓘ

56%

Illinois Assessment of Readiness (IAR)

ELA Achievement (6-8): IAR View Data ⓘ

60%

Illinois Assessment of Readiness (IAR)

2024 Results

ELA Achievement (3-5): IAR View Data ⓘ

60%

Illinois Assessment of Readiness (IAR)

ELA Achievement (6-8): IAR View Data ⓘ

67%

Illinois Assessment of Readiness (IAR)
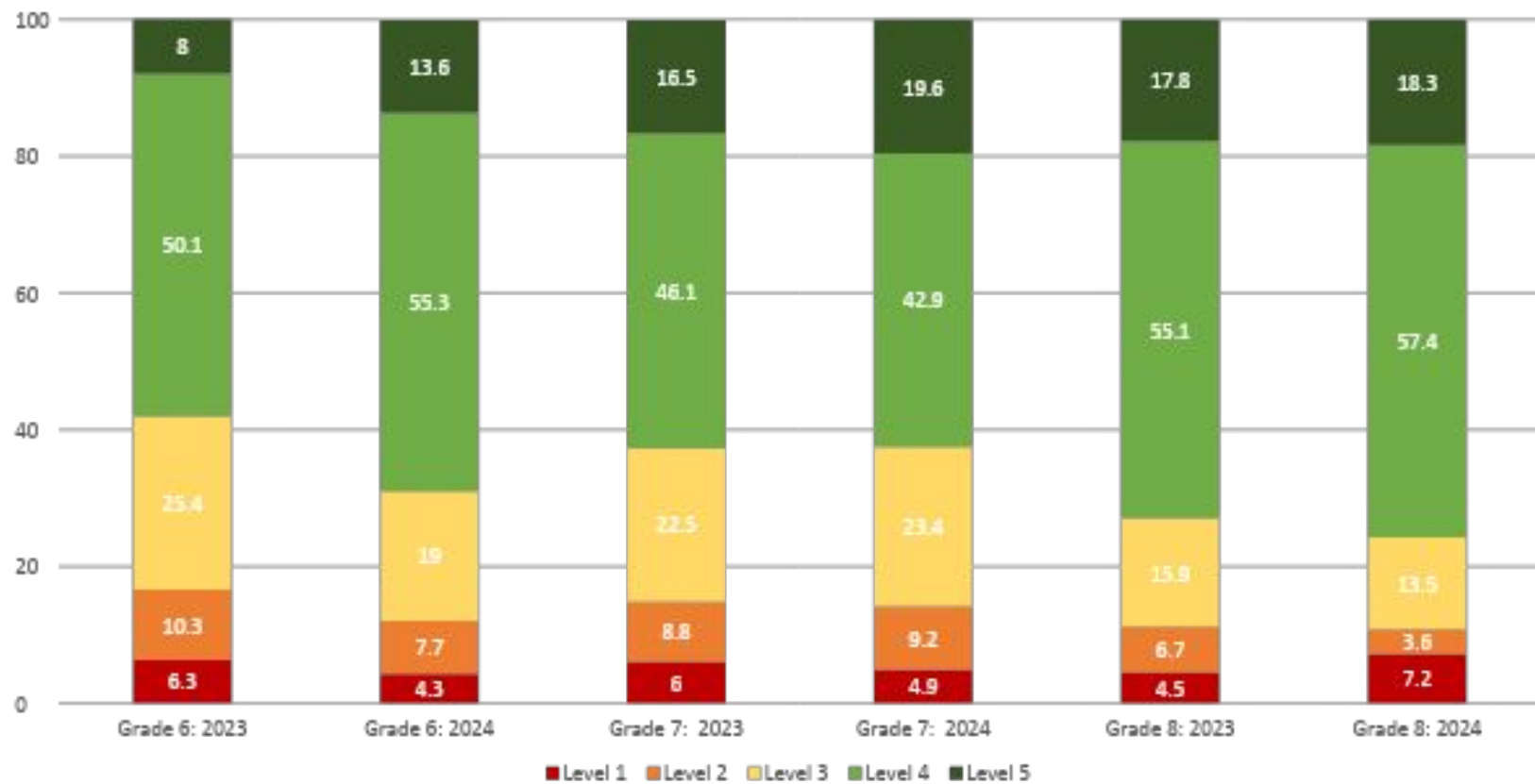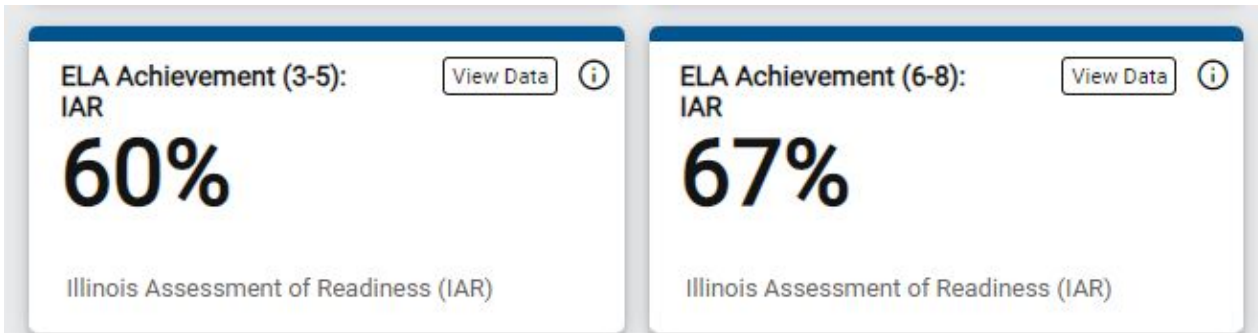
IAR Growth Percentile

Growth is measured by Mean Student Growth Percentile.

A student's progress is compared to peers who started out in the same place for the year prior.

CUSD 200 ELA IAR Growth Percentile

- 60 and above is excellent
- 54 to 59 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

2024 CUSD 200 ELA Growth Percentile:

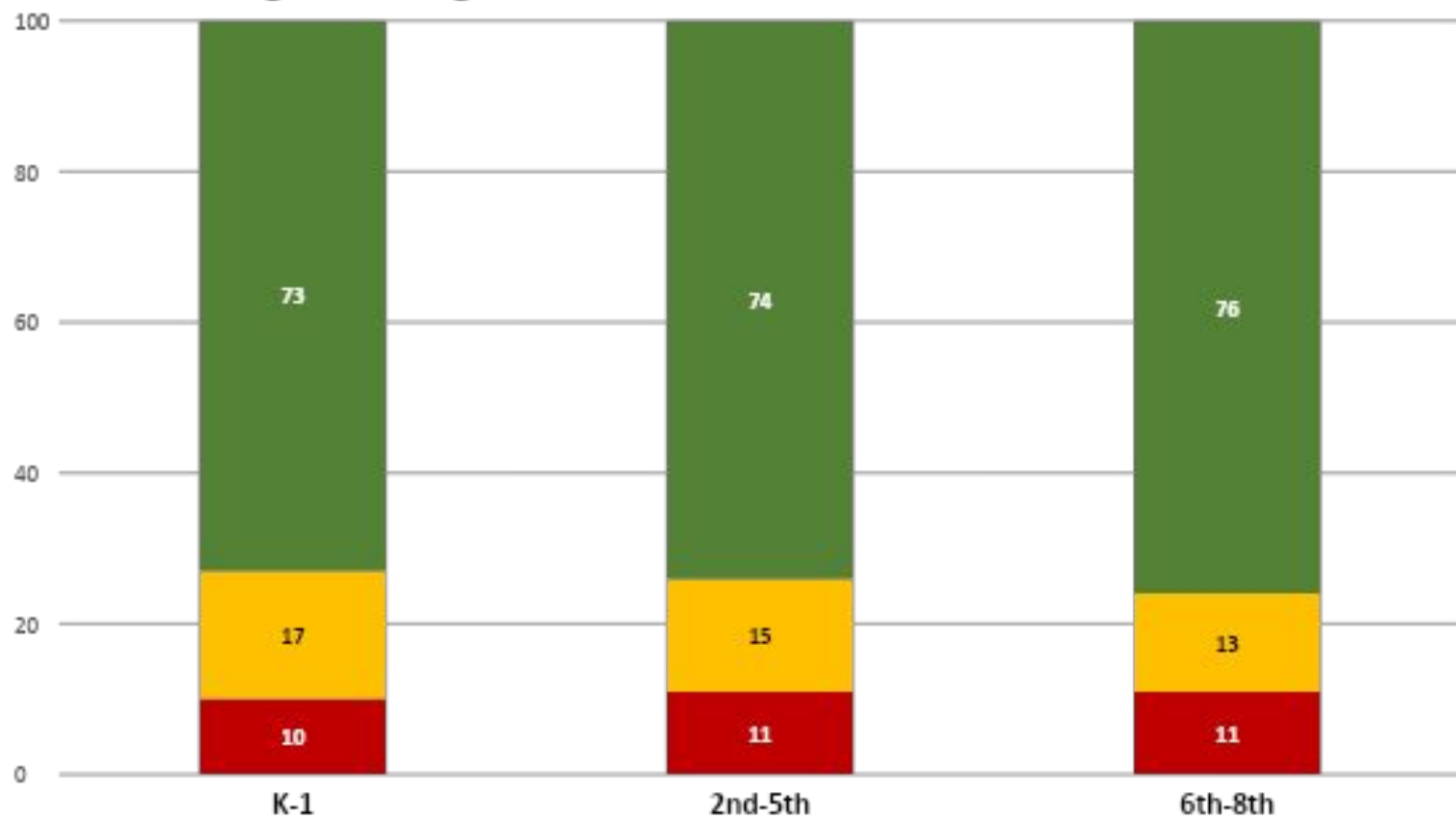55th Percentile

NEW: Dashboard Metric

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for school improvement. This framework guides and integrates daily practices to improve outcomes for all students through a continuum of academic, social emotional, and behavioral supports. MTSS includes three tiers of support.
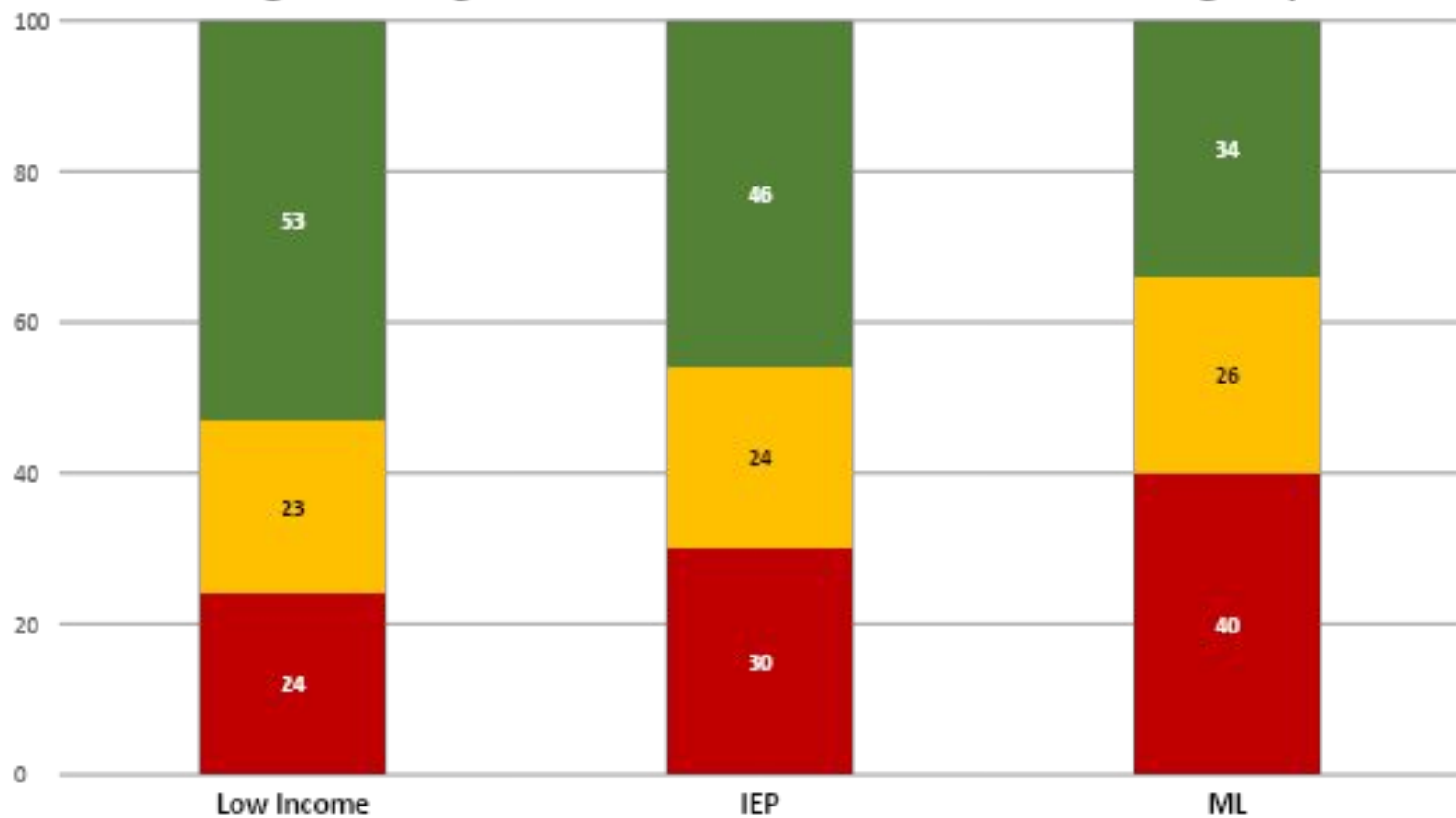
Tier 1	Generally serves 80% of students	30-99th percentile
Tier 2	Generally serves 5-15% of students	11-29th percentile
Tier 3	Generally serves 0-5% of students	0-10th percentile

FastBridge Reading Performance MTSS Visualization: All Students

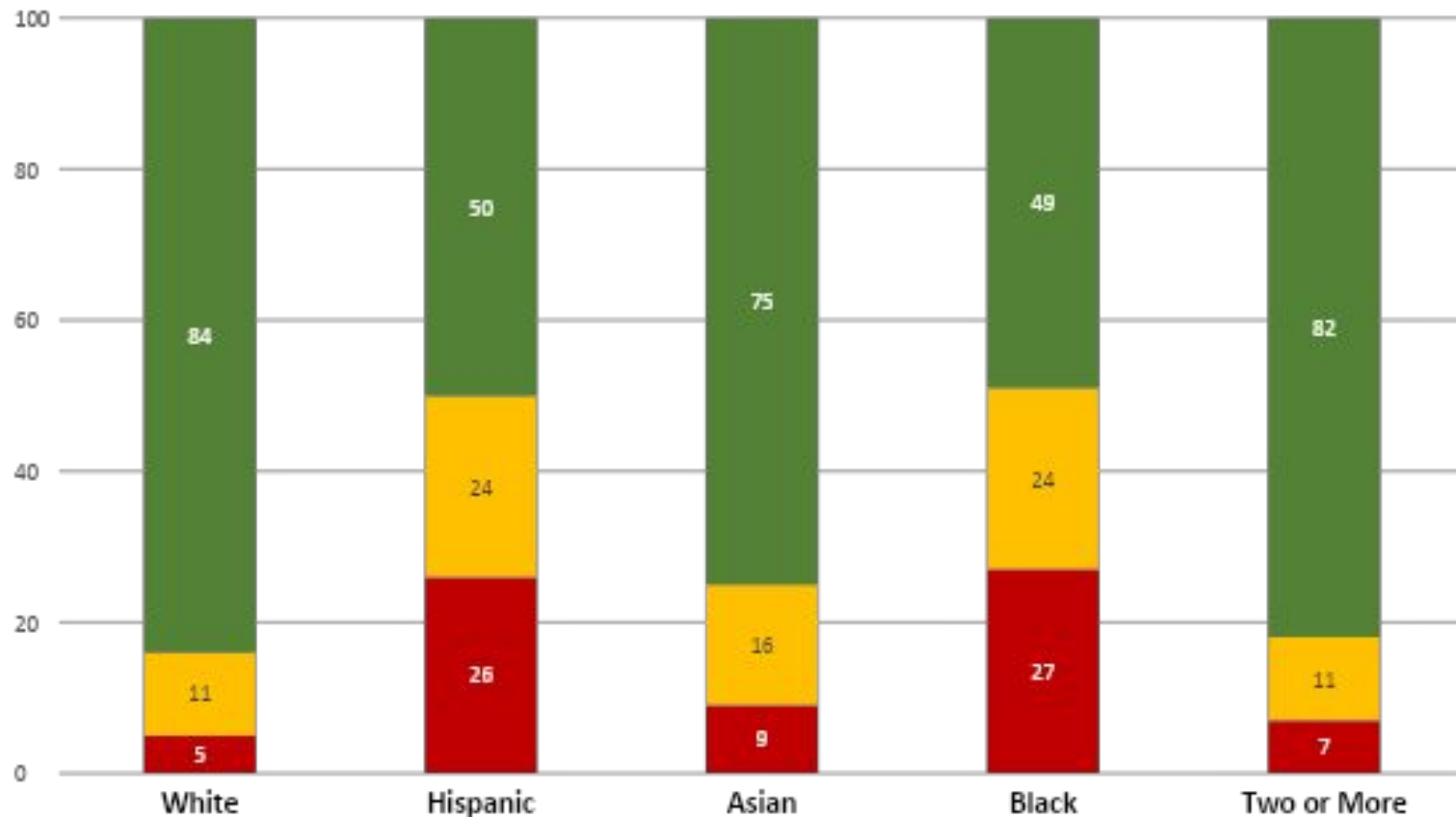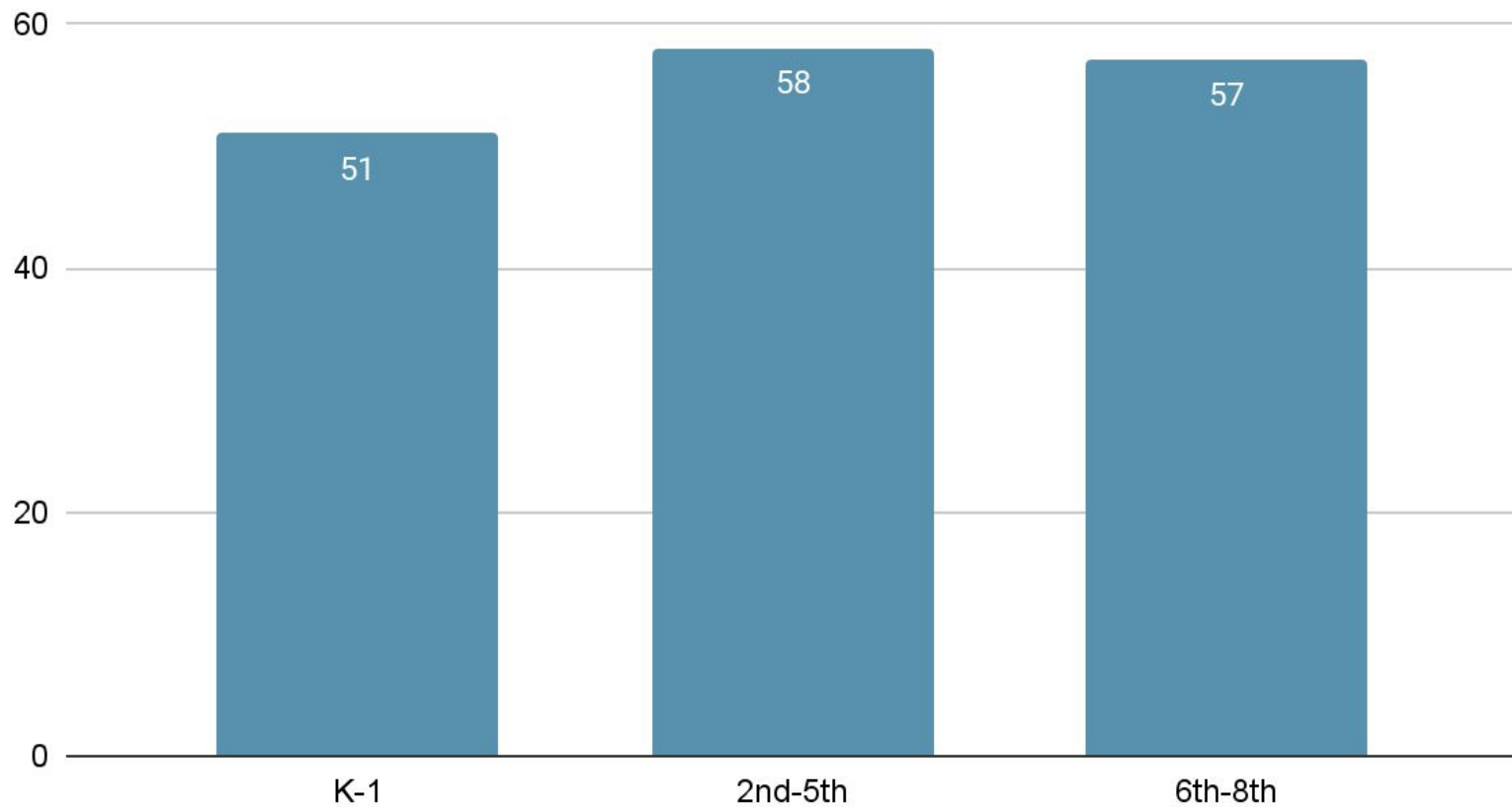|	K-1	2nd-5th	6th-8th
Green	73	74	76
Yellow	17	15	13
Red	10	11	11

FastBridge Reading Performance MTSS Visualization: Subgroups

FastBridge Reading Performance MTSS Visualization: Subgroups

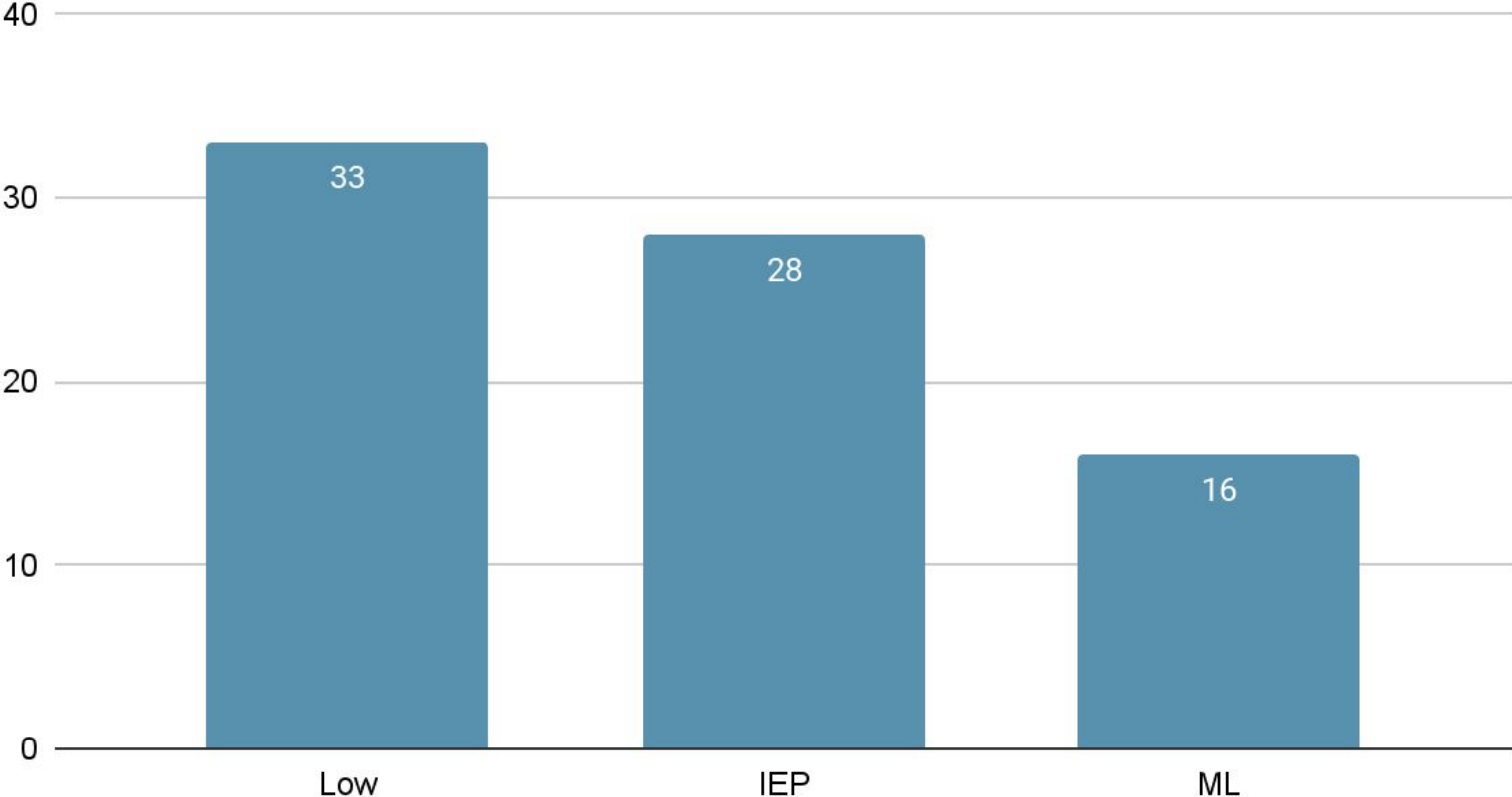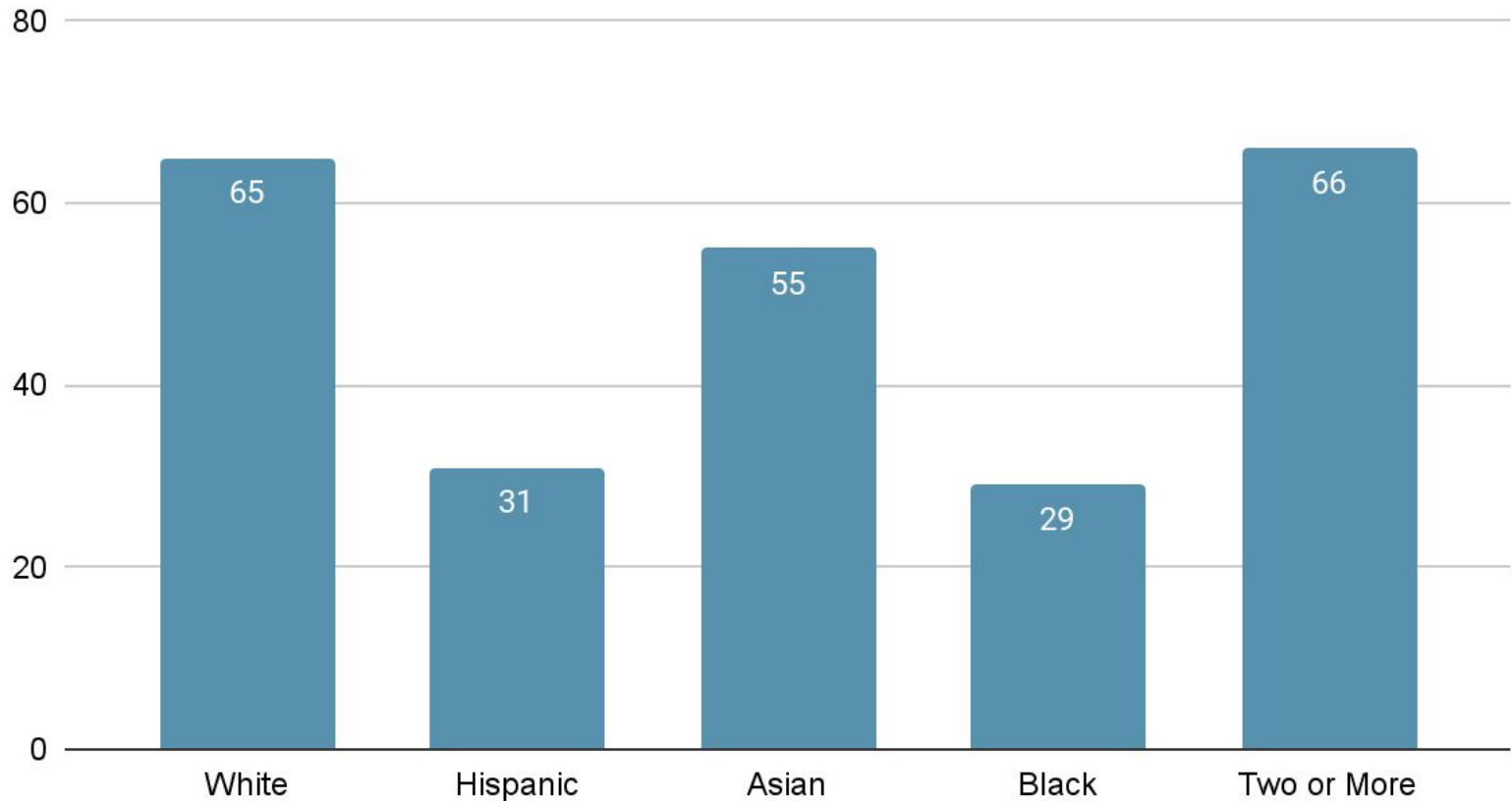# FastBridge Reading 50th Percentile: All Students

K-1	2nd-5th	6th-8th
51	58	57

FastBridge Reading 50th Percentile: Subgroups

FastBridge Reading 50th Percentile: Subgroups

Dashboard Metrics

2023 Results

⠿ Early Reading Achievement (K-1) ⋮	**⠿ Reading Achievement (2-5): FastBridge** ⋮	**⠿ Reading Achievement (6-8): FastBridge** ⋮
46%	**63%**	**64%**
FastBridge earlyReading Assessment	FastBridge Adaptive Reading Assessment	FastBridge Adaptive Reading Assessment

2024 Results

⠿ Early Reading Achievement (K-1) ⋮	**⠿ Reading Achievement (2-5): FastBridge** ⋮	**⠿ Reading Achievement (6-8): FastBridge** ⋮
51%	**58%**	**57%**
FastBridge earlyReading Assessment	FastBridge Adaptive Reading Assessment	FastBridge Adaptive Reading Assessment

FastBridge Growth

2023 Results

Students Meeting Targeted Reading Growth

View Data ⓘ

51%

FastBridge early reading (K-1) / Adaptive Reading (2-8) growth

2024 Results

Students Meeting Targeted Reading Growth

⋮

44%

FastBridge early reading (K-1) / Adaptive Reading (2-8) growth
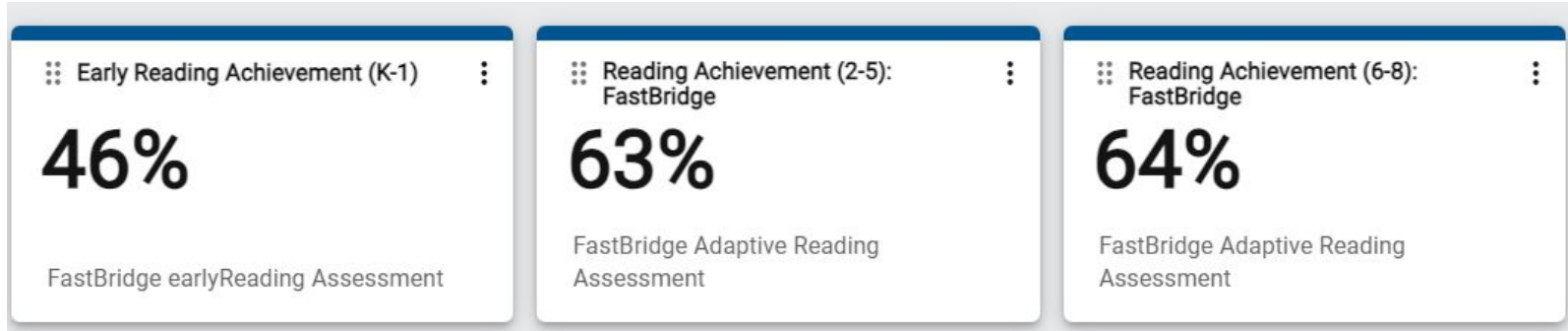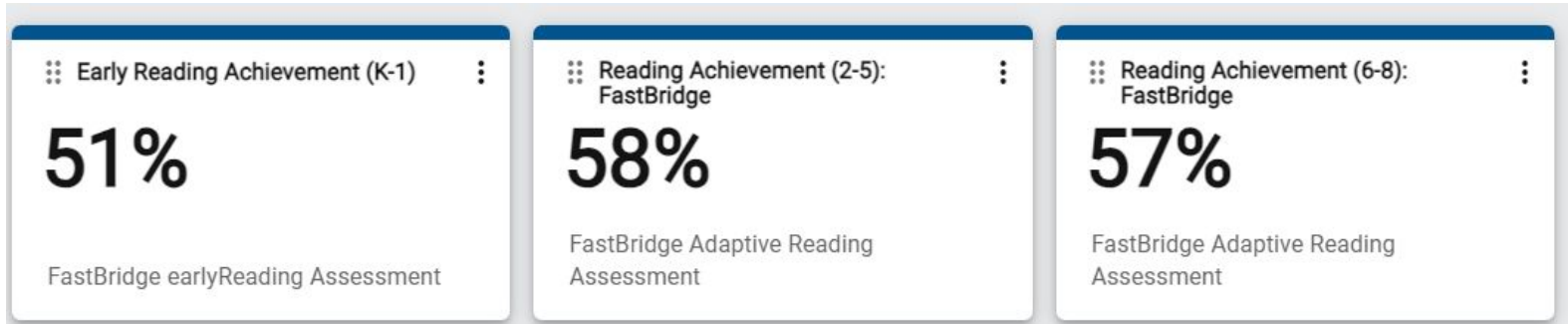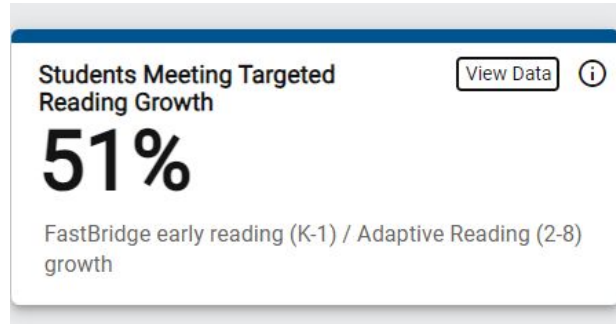
2024 Spring Testing Window

Test	Required Window	CUSD 200	Notes
IAR	March 4- April 19	April 3 - April 15 & dates for make ups	We select the latest window to allow for the most days for teaching math content.
FastBridge	April 1 - 30 or May 1 - 31	May 1 - 15	The last two weeks of school are avoided due to special activities.

The state Science test (ISA) was April 3-22

2025 Spring Testing Window

Test	Required Window	CUSD 200
IAR	March 3 - April 18	Scheduled for April 8 - 16 & dates for make ups, but considering adjustments
FastBridge	April 1 - 30 or May 1 - 31	May 1 - 15

The state Science test (ISA) is also April 22-25

ELA Celebrations and Areas of Focus

Celebrations

- IAR results are higher than pre pandemic outcomes
- K-1 earlyReading scores increased after one year of Bookworms implementation

Work Plan Focus

- Continue to support Tier 1 Bookworms implementation
- Support the implementation of Bookworms Intensive
- Begin review of elementary Resource and PISA programming
- Begin review of 6-8 Reading interventions
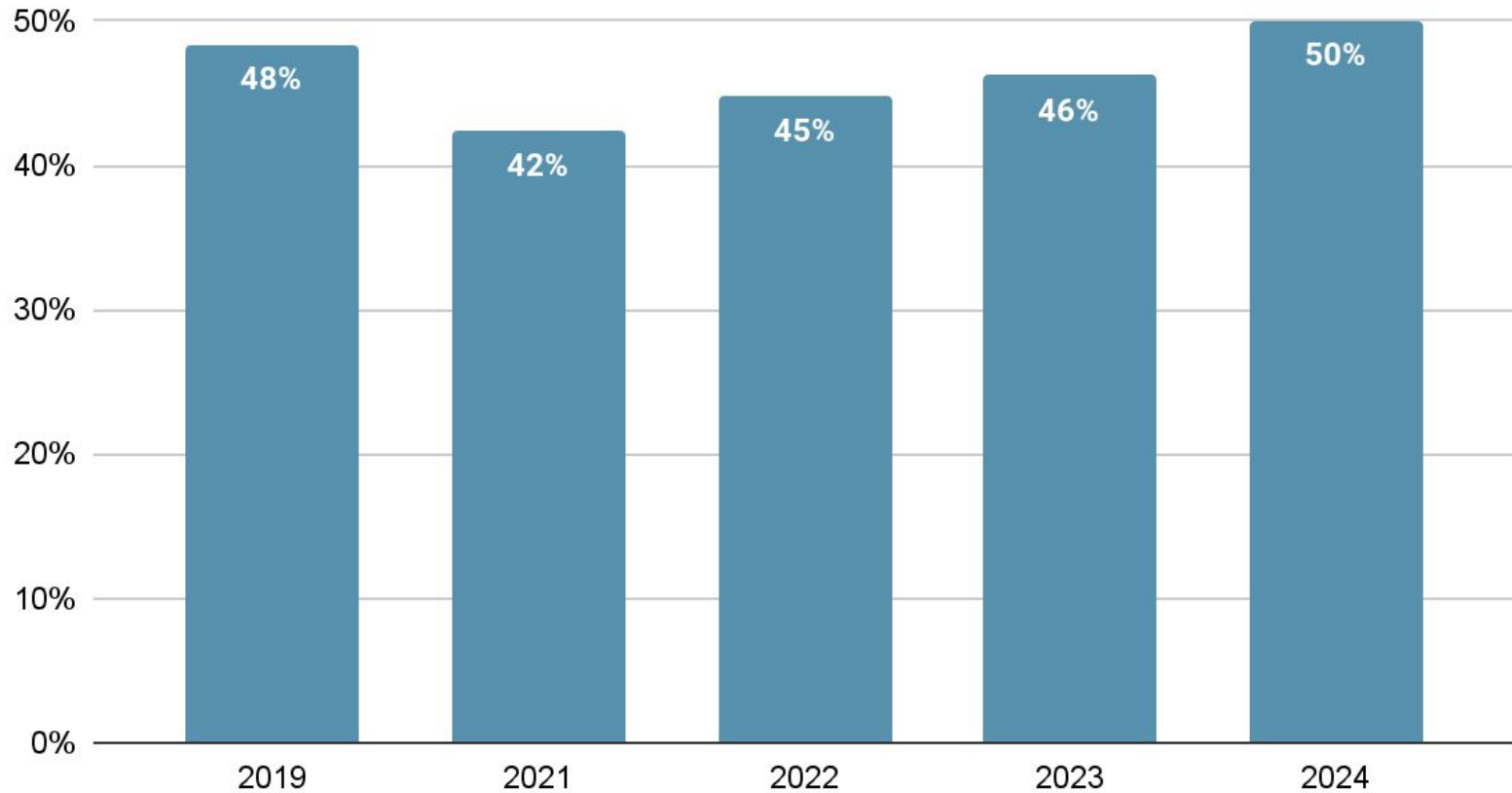- Pilot and select Tier 1 materials for grades 6-8 ELA

Guiding Questions

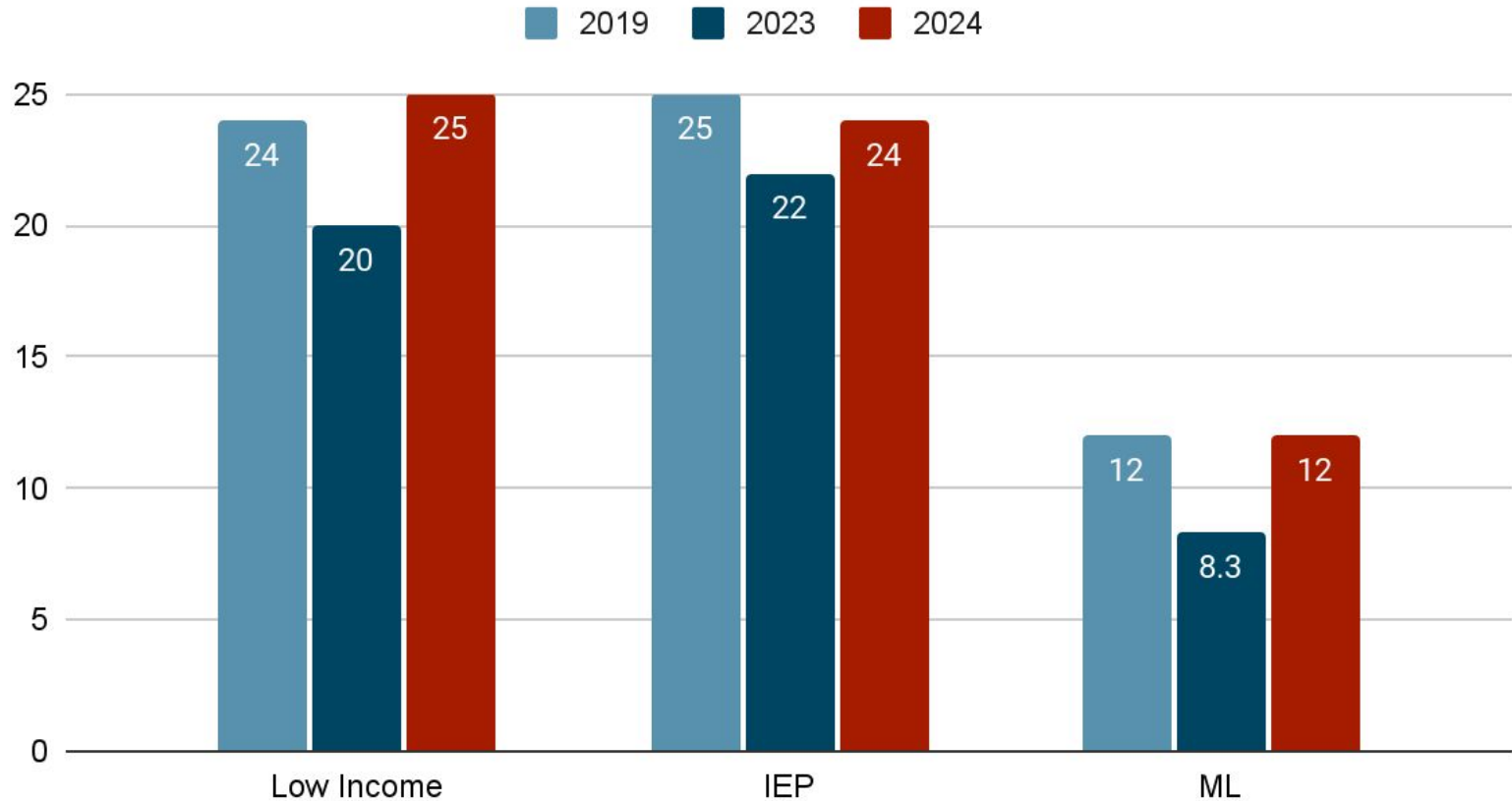| 1	What insights can we gain from analyzing the 2024 ELA/Reading results?

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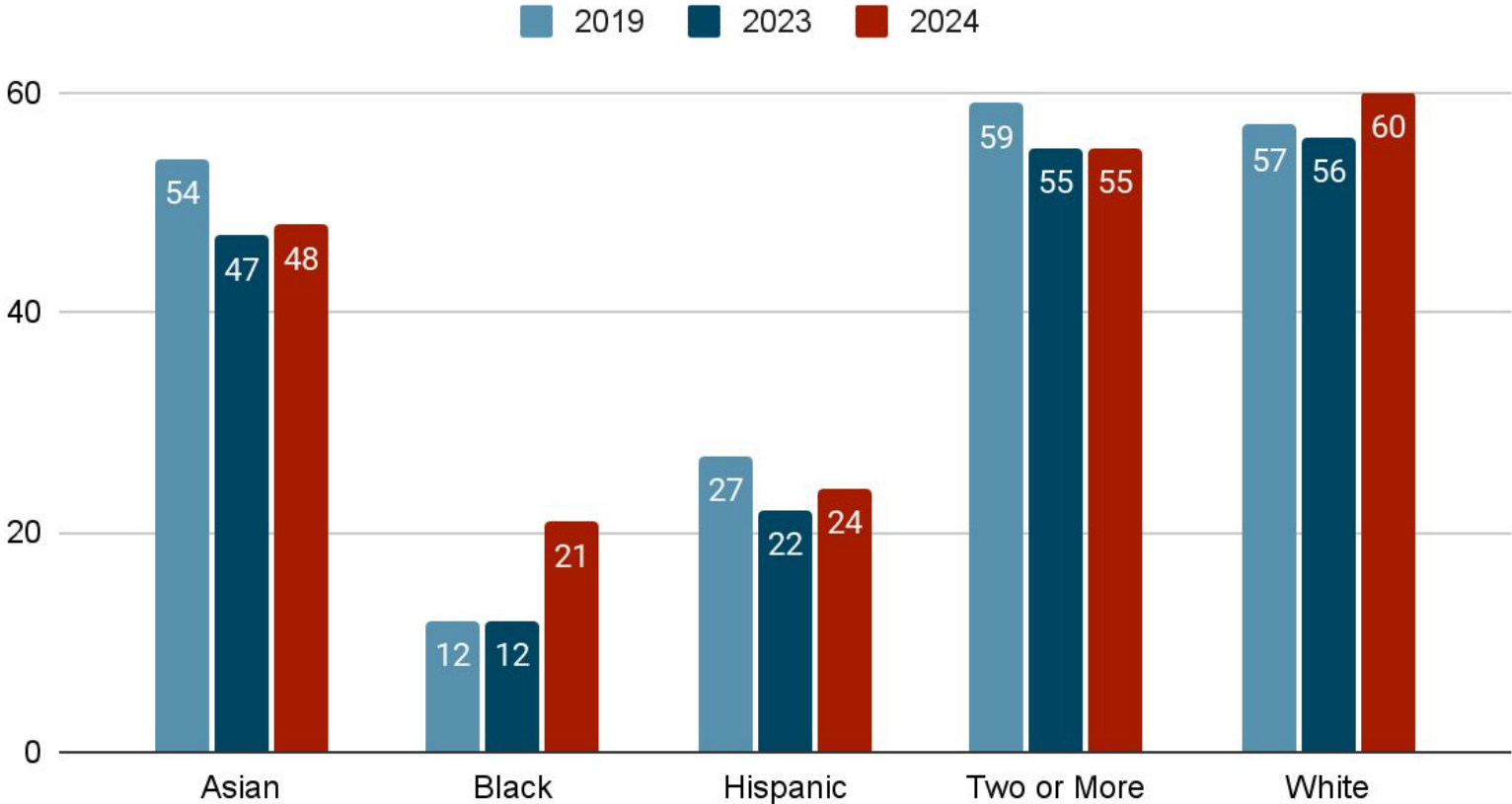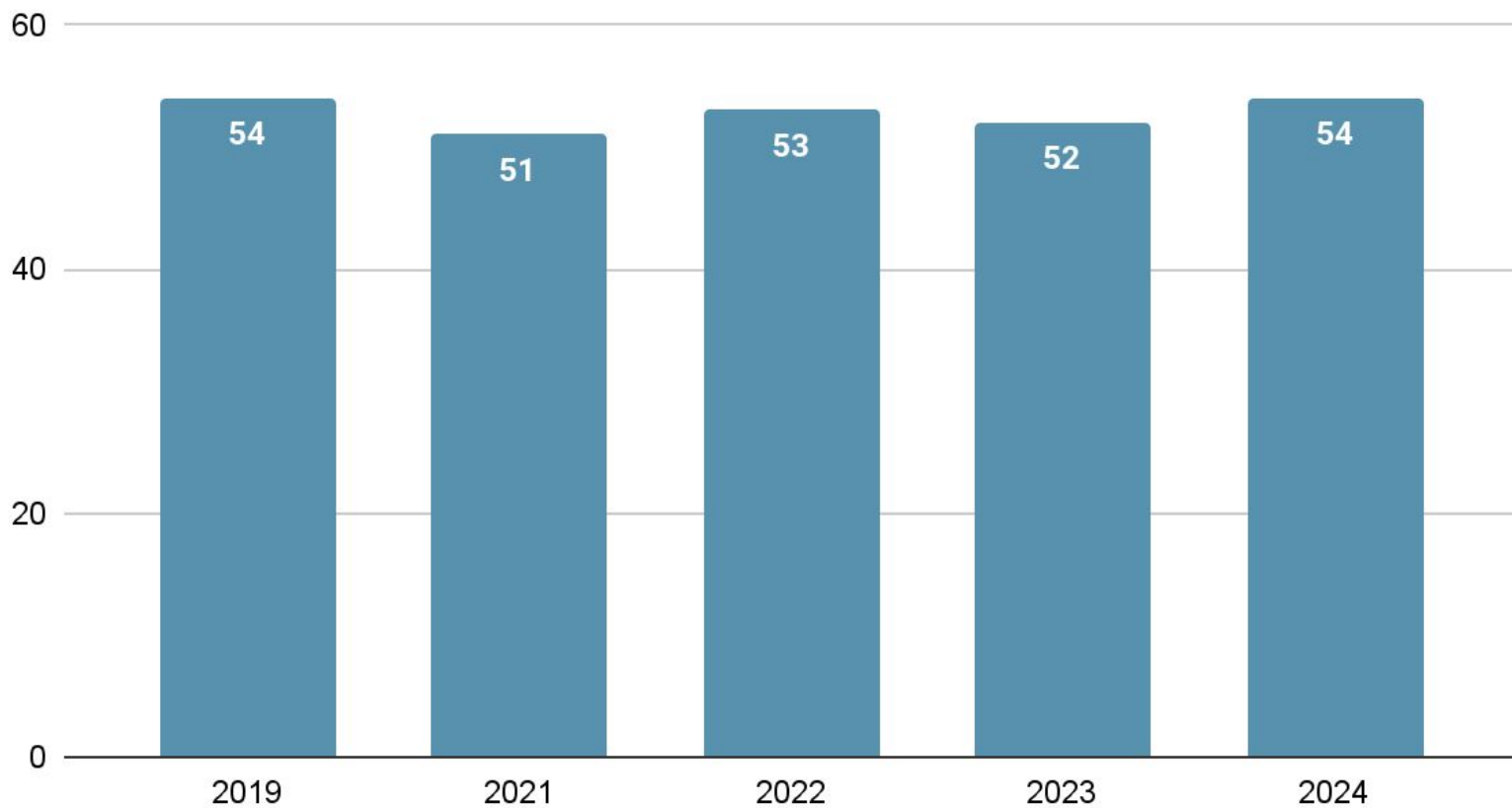| 3	What insights can we gain from analyzing the high school outcomes presented on the Vision 2026 dashboard?

Grades 3-8 Math IAR Meets/Exceeds

Year	Percentage
2019	48%
2021	42%
2022	45%
2023	46%
2024	50%

IAR Math Meets/Exceeds: Subgroup

IAR Math Meets/Exceeds by Subgroup

Legend: 2019 | 2023 | 2024

Subgroup	2019	2023	2024
Asian	54	47	48
Black	12	12	21
Hispanic	27	22	24
Two or More	59	55	55
White	57	56	60

Grades 3-5 Math IAR Meets/Exceeds

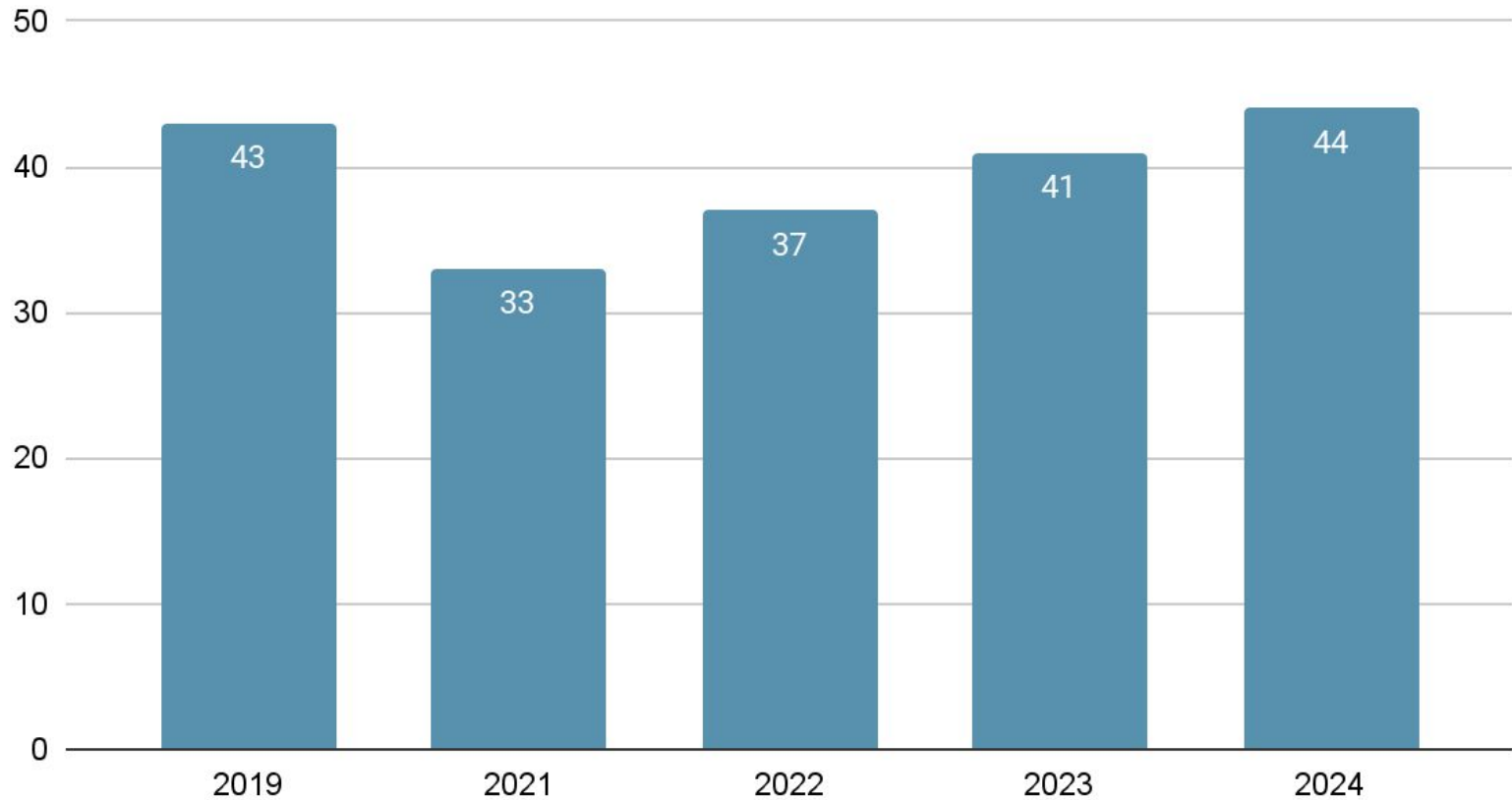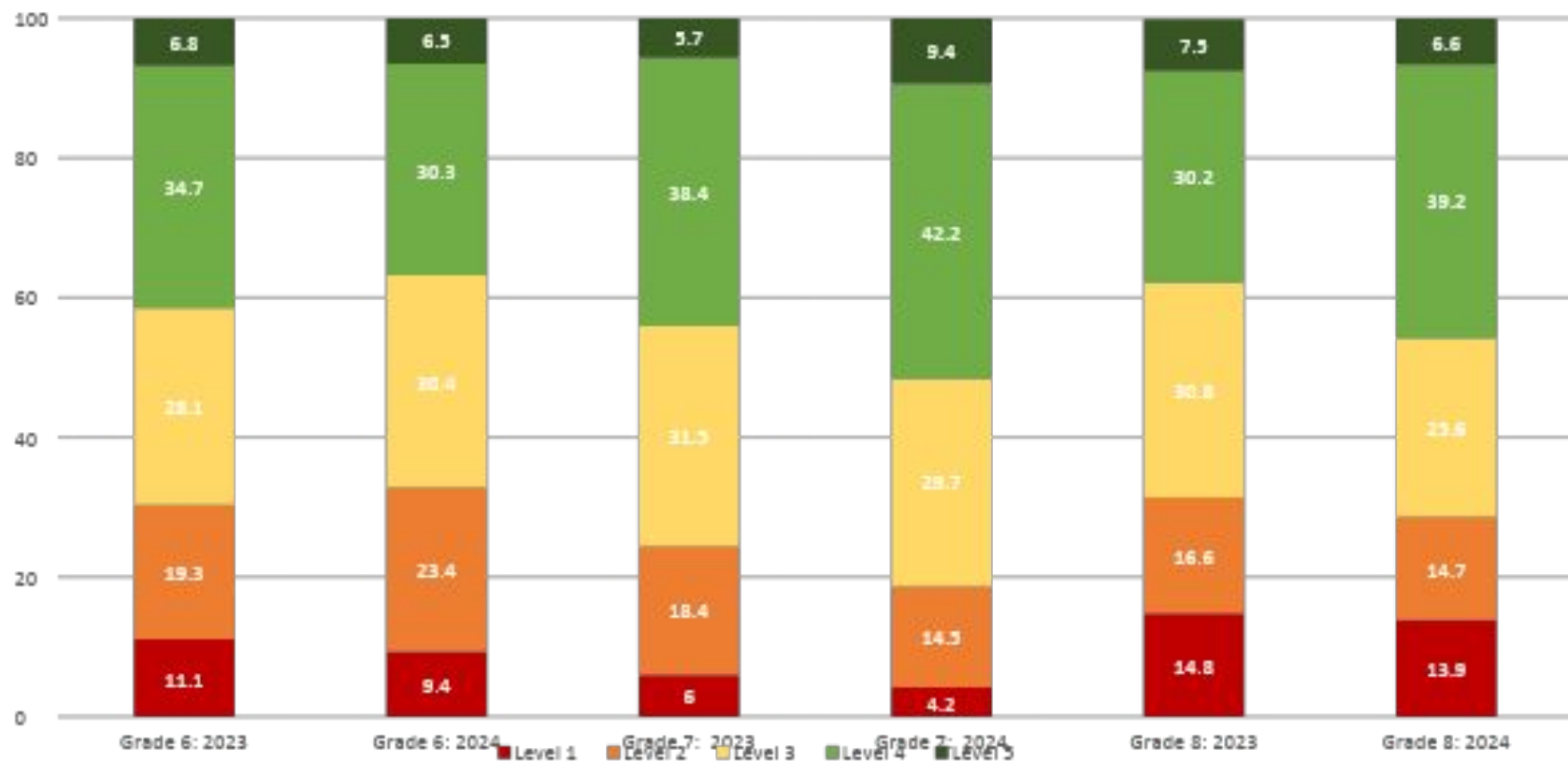| 2019	2021	2022	2023	2024
54	51	53	52	54

Grades 3-5 Math IAR Performance by Proficiency Level
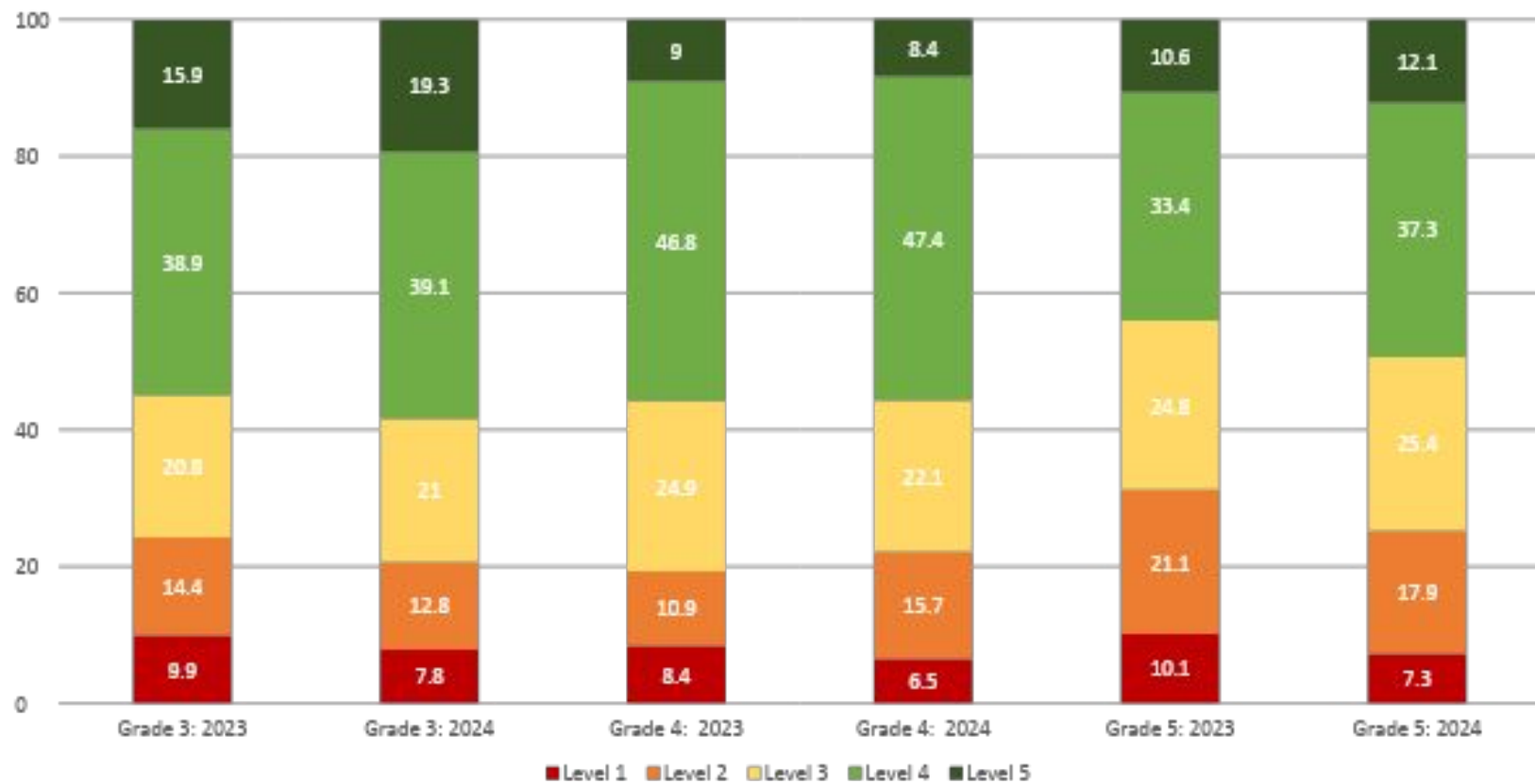
Grades 6-8 Math IAR Meets/Exceeds

Grades 6-8 Math IAR Performance by Proficiency Level

	Grade 6: 2023	Grade 6: 2024	Grade 7: 2023	Grade 7: 2024	Grade 8: 2023	Grade 8: 2024
Level 5	6.8	6.5	5.7	9.4	7.5	6.6
Level 4	34.7	30.3	38.4	42.2	30.2	39.2
Level 3	28.1	30.4	31.5	28.7	30.8	25.6
Level 2	19.3	23.4	18.4	14.5	16.6	14.7
Level 1	11.1	9.4	6	4.2	14.8	13.9

Dashboard Metrics

2023 Results

Math Achievement (3-5): IAR View Data ⓘ

52%

Illinois Assessment of Readiness (IAR)

Math Achievement (6-8): IAR View Data ⓘ

41%

Illinois Assessment of Readiness (IAR)

2024 Results

Math Achievement (3-5): IAR View Data ⓘ

54%

Illinois Assessment of Readiness (IAR)

Math Achievement (6-8): IAR View Data ⓘ

44%

Illinois Assessment of Readiness (IAR)

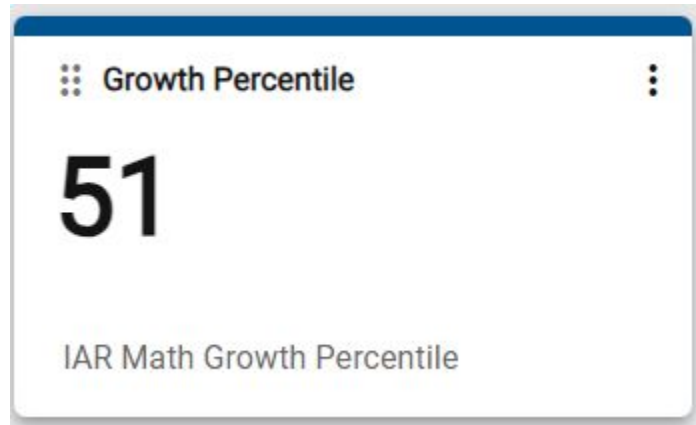# CUSD 200 Math IAR Growth Percentile

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- 54 to 59 is above average
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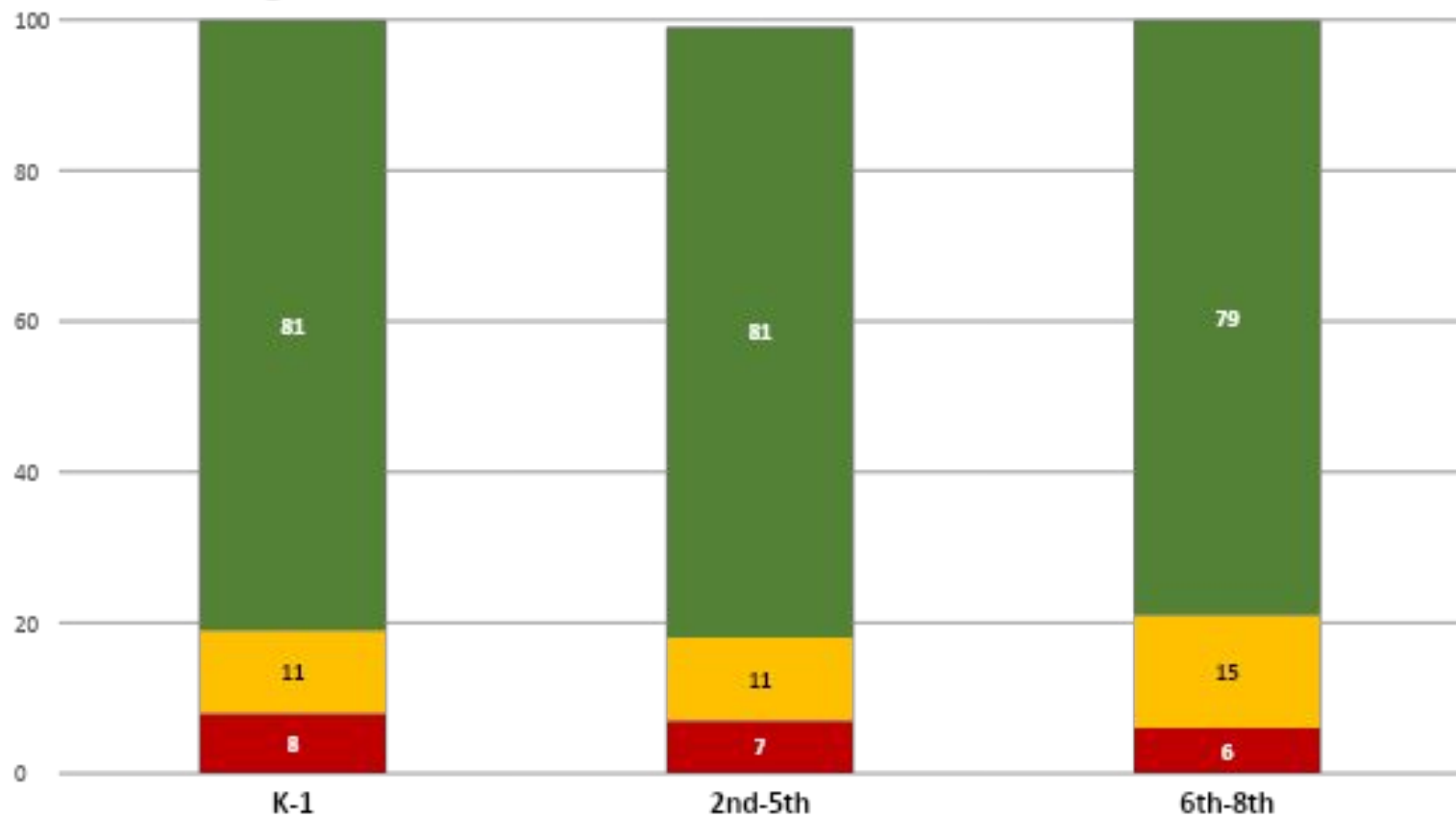- Below 40 is cause for concern

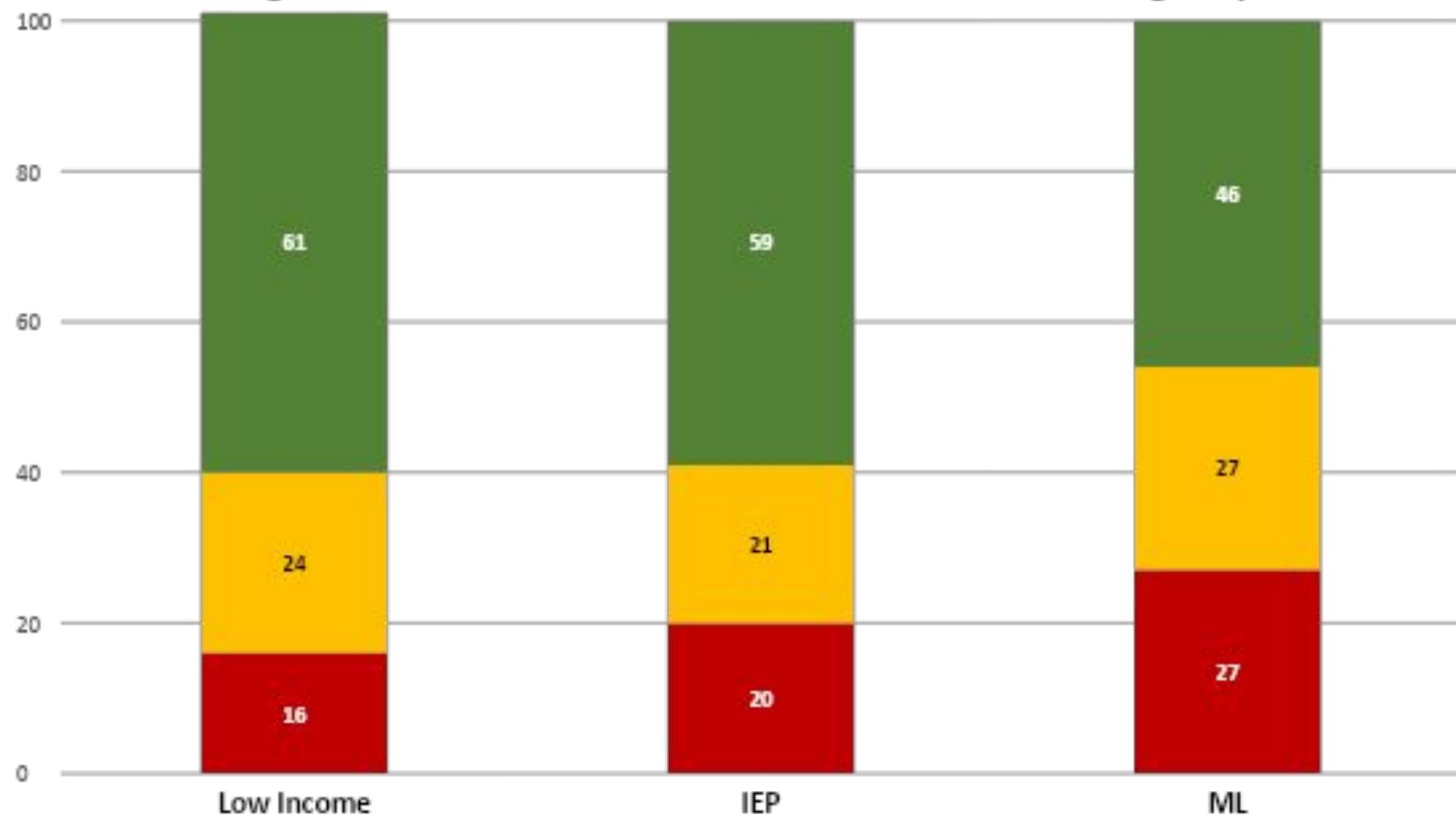**2024 CUSD 200 Math Growth Percentile:**

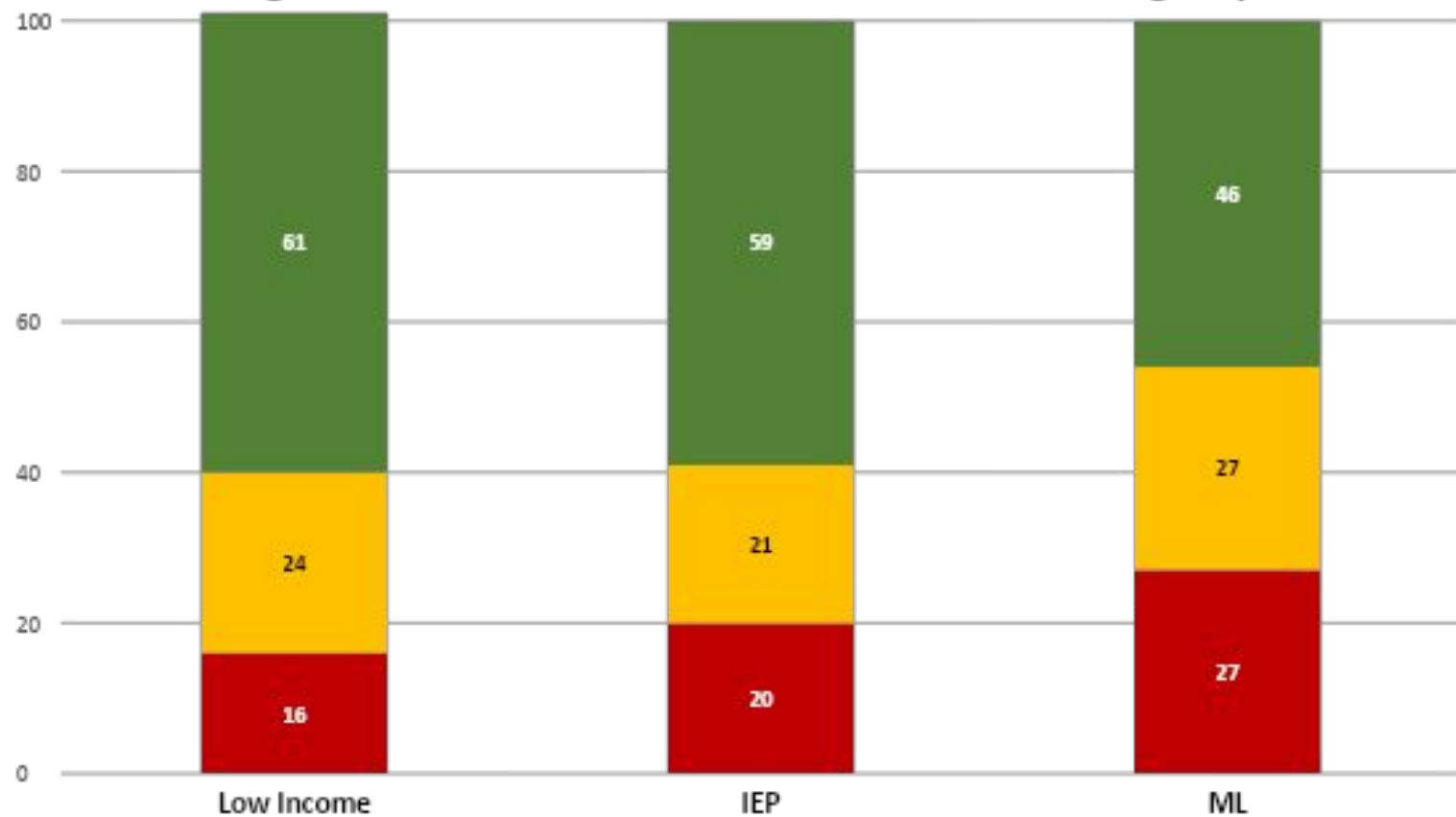51st Percentile

NEW: Dashboard Metric

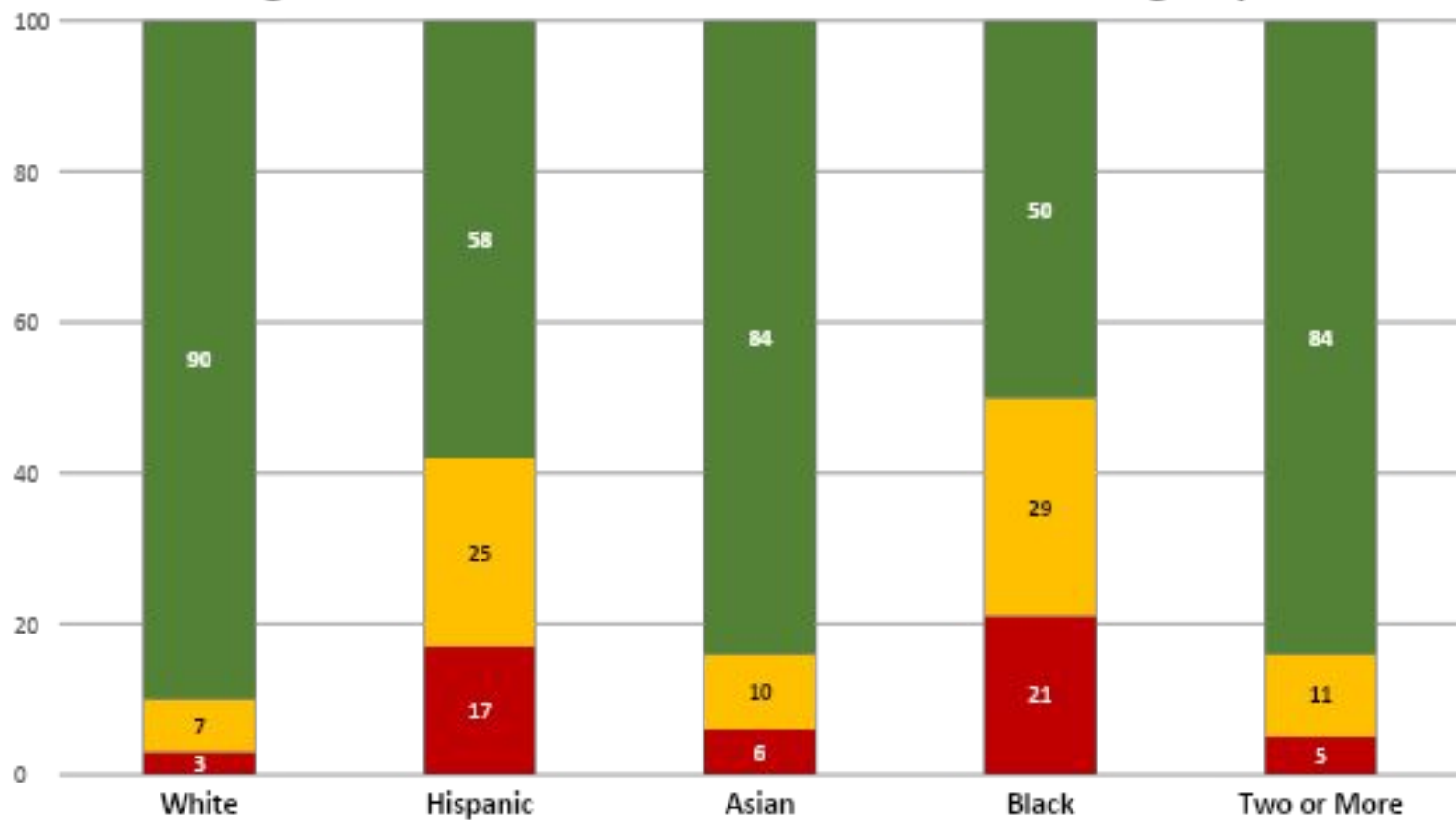FastBridge Math Performance MTSS Visualization: All Students

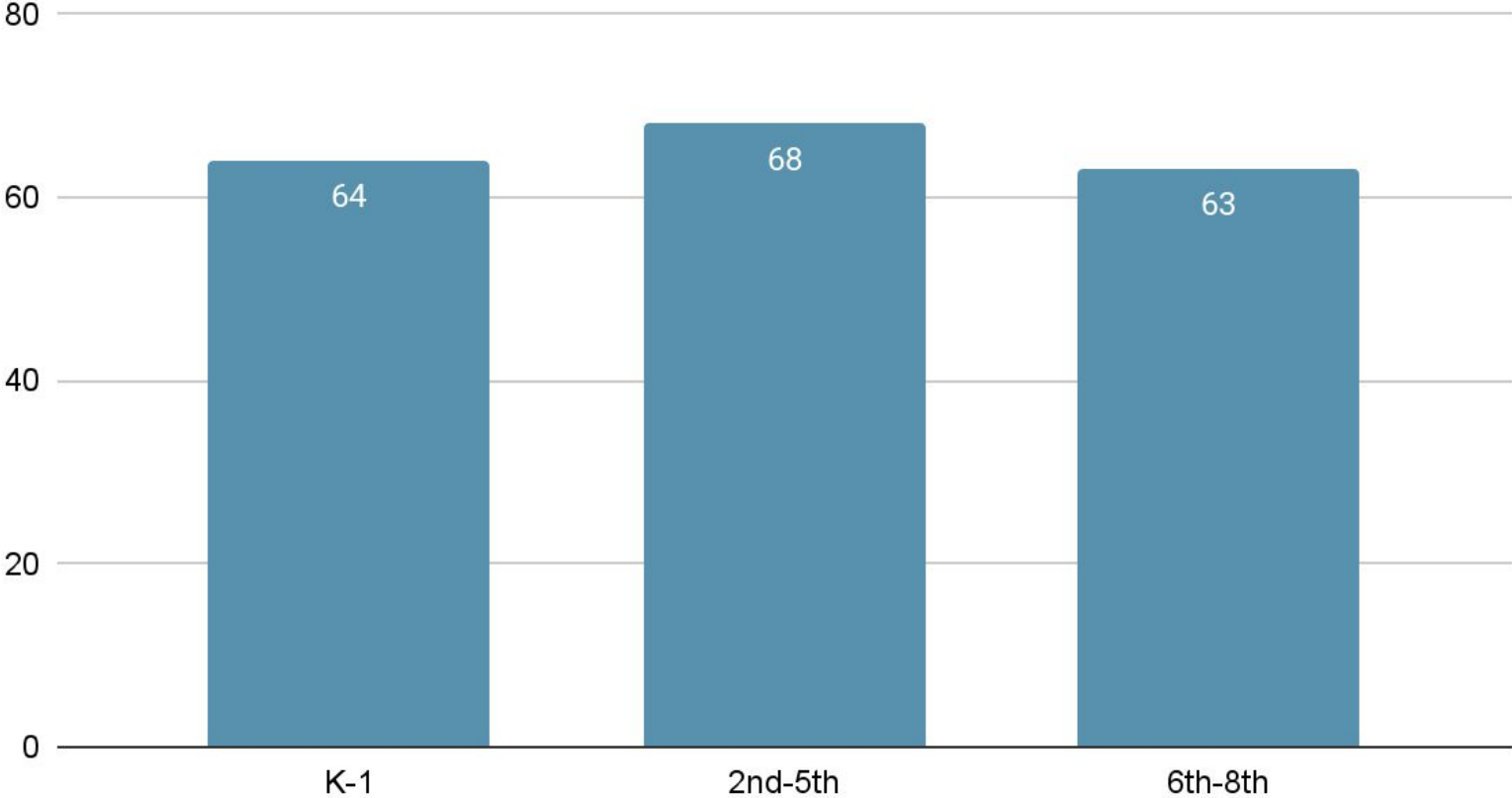FastBridge Math Performance MTSS Visualization: Subgroups

FastBridge Math Performance MTSS Visualization: Subgroups

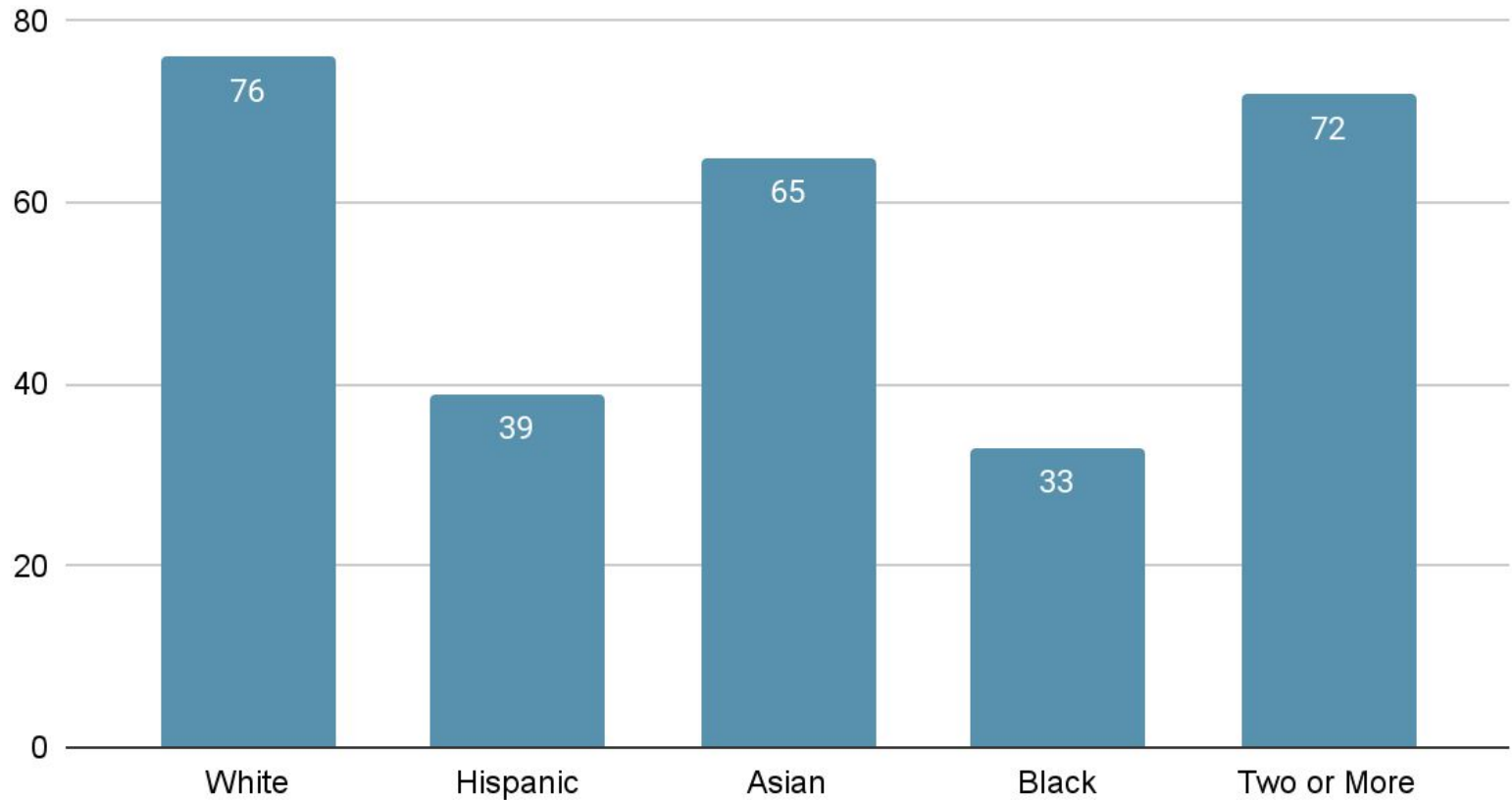FastBridge Math Performance MTSS Visualization: Subgroups

FastBridge Math 50th Percentile: All Students

FastBridge Math 50th Percentile: Subgroups

FastBridge Math 50th Percentile: Subgroups

Dashboard Metrics

2023 Results

Early Math Achievement (K-1) — View Data ⓘ
65%
FastBridge earlyMath assessment

Math Achievement (2-5): FastBridge — View Data ⓘ
67%
FastBridge Adaptive Math Assessment

Math Achievement (6-8): FastBridge — View Data ⓘ
64%
FastBridge Adaptive Math Assessment

2024 Results

⠿ **Early Math Achievement (K-1)** ⋮
64%
FastBridge earlyMath assessment

⠿ **Math Achievement (2-5): FastBridge** ⋮
68%
FastBridge Adaptive Math Assessment

⠿ **Math Achievement (6-8): FastBridge** ⋮
63%
FastBridge Adaptive Math Assessment
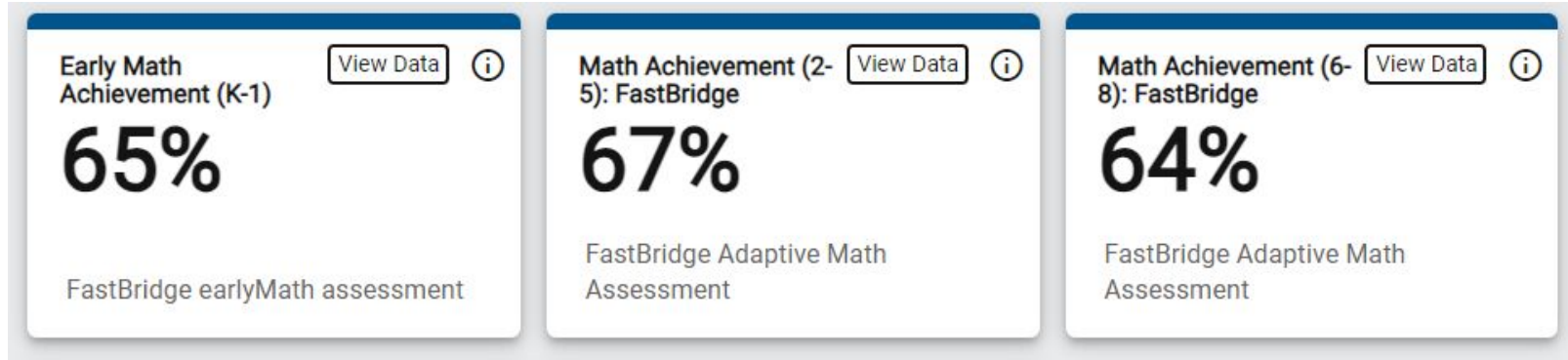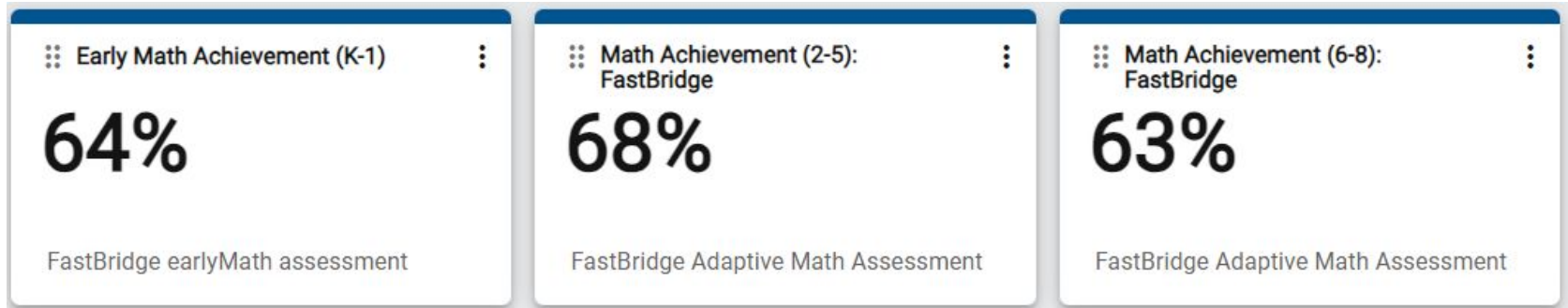
FastBridge Growth

2023 Results

Students Meeting Targeted Math Growth
52%
FastBridge Early Math (K-1) / Adaptive Math (2-8) growth

2024 Results

Students Meeting Targeted Math Growth
53%
FastBridge Early Math (K-1) / Adaptive Math (2-8) growth

Math Celebrations and Areas of Focus

Celebrations

IAR results are higher than pre pandemic outcomes

Work Plan Focus

- Utilize the CUSD 200 Meaningful Assessment Practices framework and enhance Collective Teacher Efficacy to address achievement gaps
- Pilot and recommend Tier 2 math materials to the Board for K-5

Guiding Questions

1	What insights can we gain from analyzing the 2024 ELA/Reading results?

2	What insights can we gain from analyzing the 2024 Math results?

| 3	What insights can we gain from analyzing the high school outcomes presented on the Vision 2026 dashboard?

Freshmen on Track

Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track.

State Metric Description
This metric is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects (English, math, science, or social studies).

Freshmen On Track

Year	Value
2019	96.7
2020	97.1
2021	90.1
2022	97.5
2023	97.1
2024	96.6
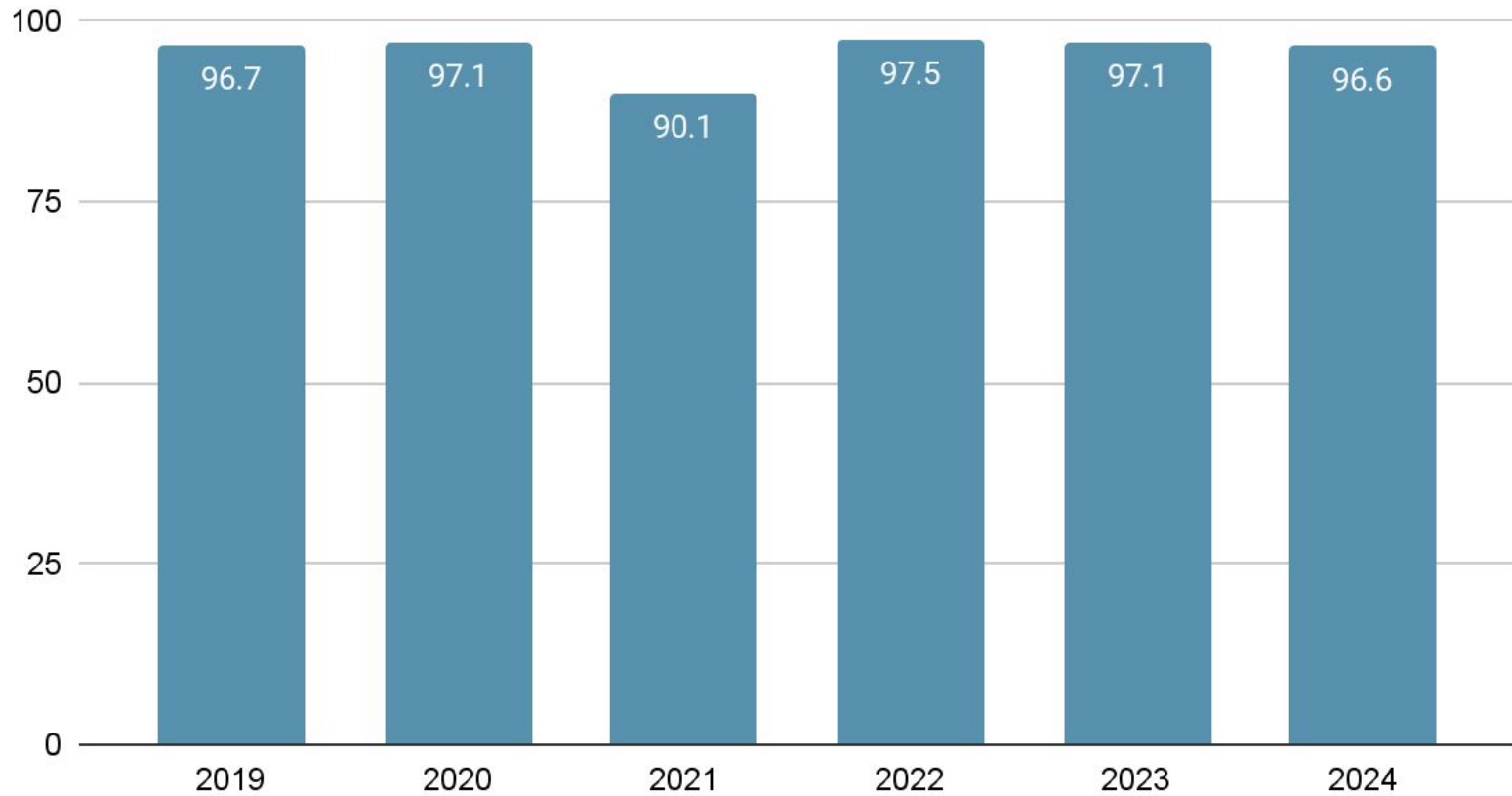
Advanced Coursework

This metric includes graduates that earn a "C" or higher in advanced coursework and/or earn an Industry-Recognized Credential.

Advanced Placement (AP)
- We currently offer 22 AP courses
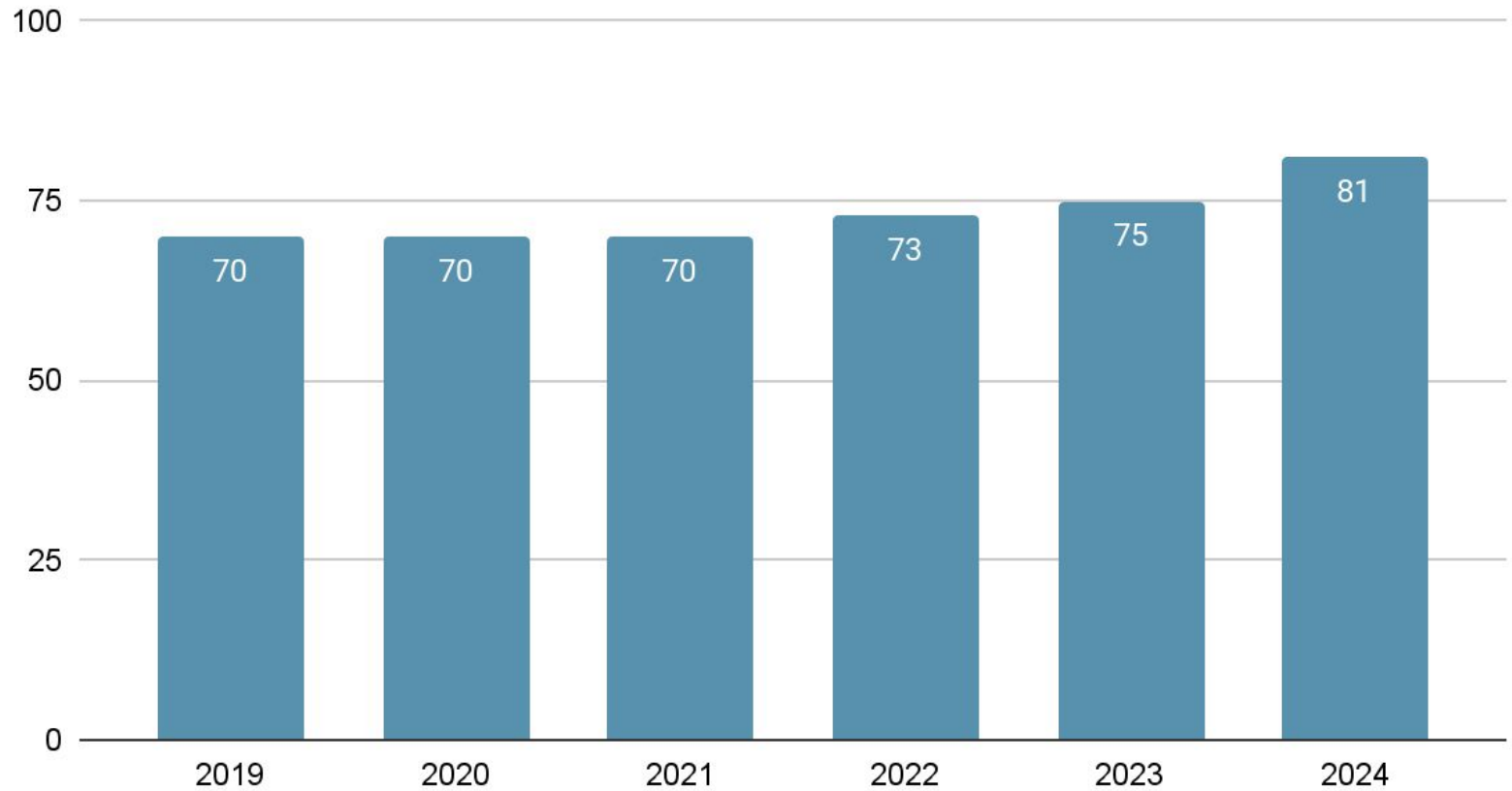- AP Inspiring Excellence program has focused on recruiting efforts and summer bridge programming

Dual Credit
- Dual Credit courses allow high school students to enroll in college-level coursework and secure credit at both the high school and college level simultaneously. Courses are taught by high school instructors who are approved by the college
- We current have 16 Dual Credit courses
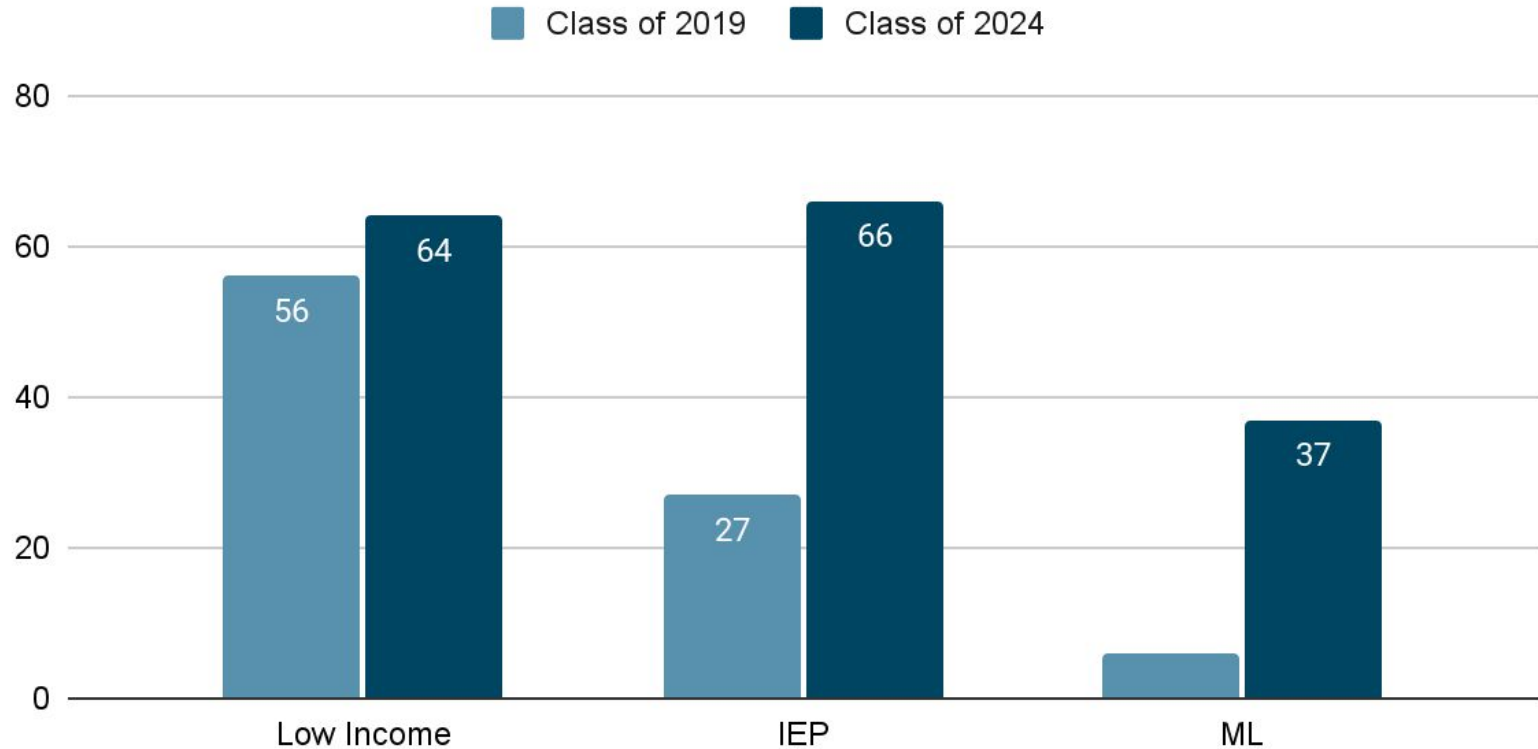- Many of the TCD courses also offer Dual Credit

Industry Recognized Credentials
- Credentials are valuable to employers, allowing them to determine the skill or education level of job applicants without having to perform an assessment for each one
- Currently, our students can earn Industry Recognized Credentials through TCD

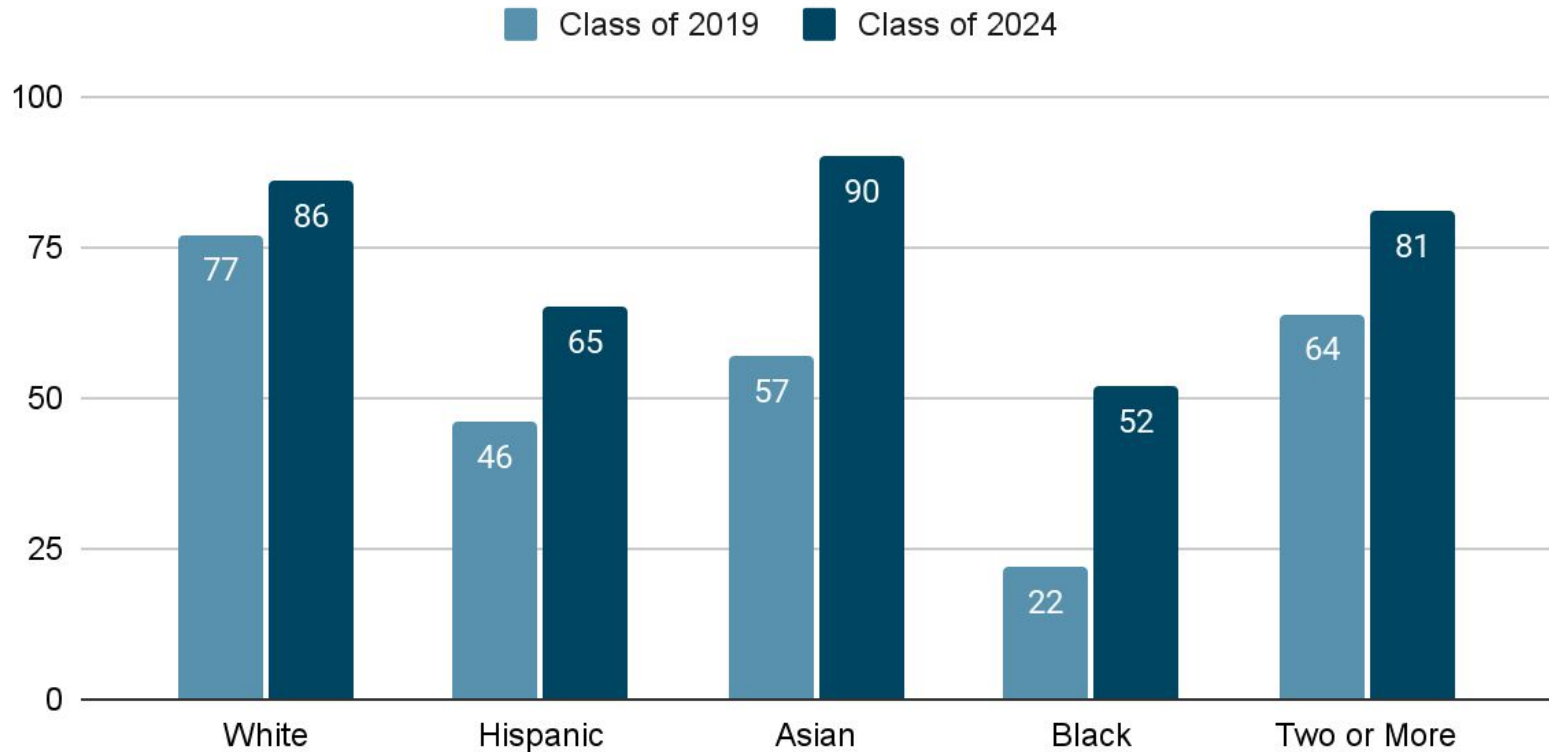# Percentage of Seniors Passing an Advanced Course

Percentage of Seniors Earning a "C" or Better in an Advanced Course: Subgroups

Class of 2019 Class of 2024

Subgroup	Class of 2019	Class of 2024
Low Income	56	64
IEP	27	66
ML	6	37

Percentage of Seniors Earning a "C" or Better in an Advanced Course: Subgroups

Math and English Proficiency

The College and Career Readiness Indicator measures the percentage of seniors that meet proficiency targets for English and Math. Students meet proficiency through an exam score or course grade. Students only need to meet one of the criteria listed for each subject area.
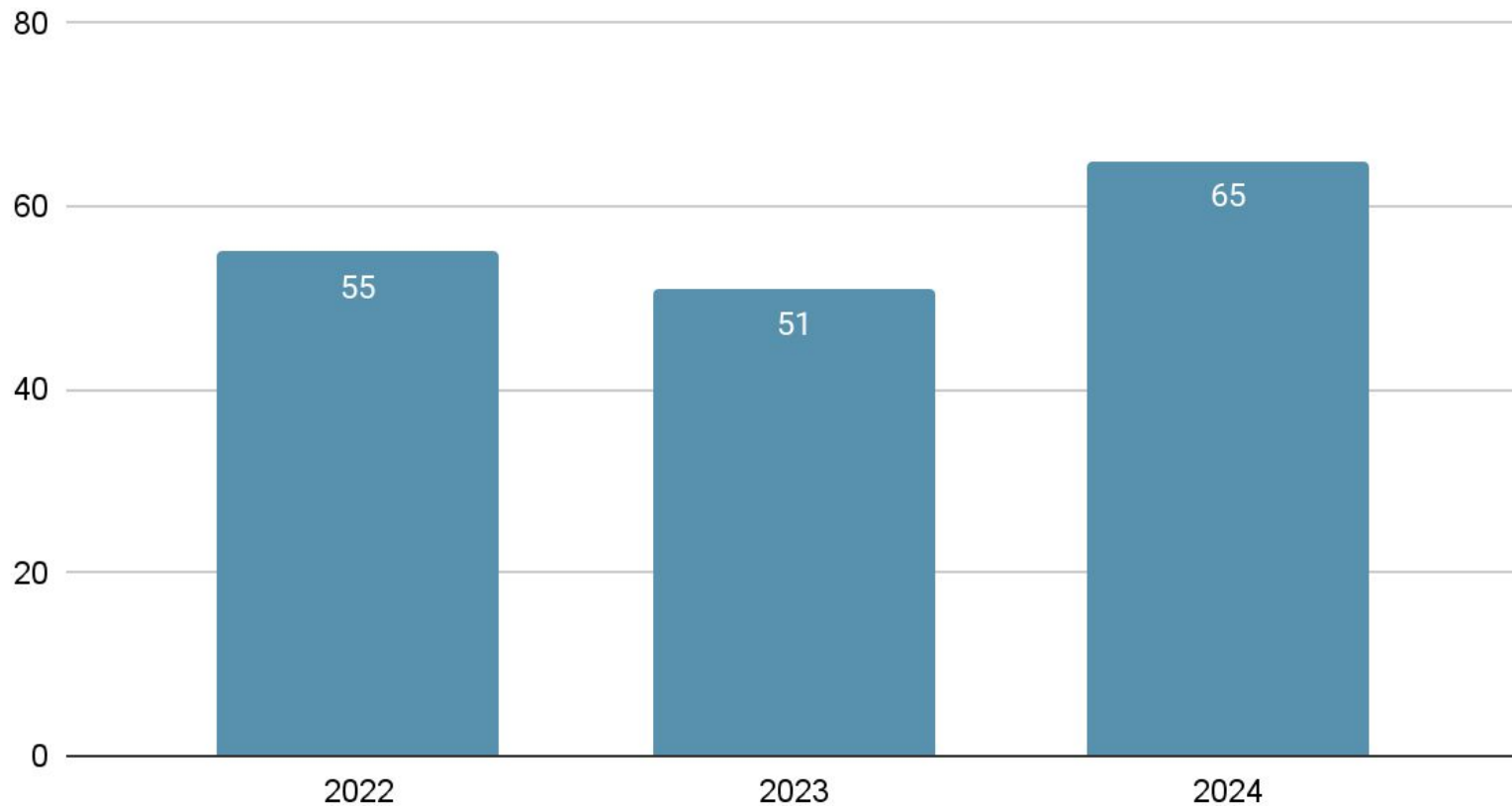
Course Options (C or Higher):
- AP
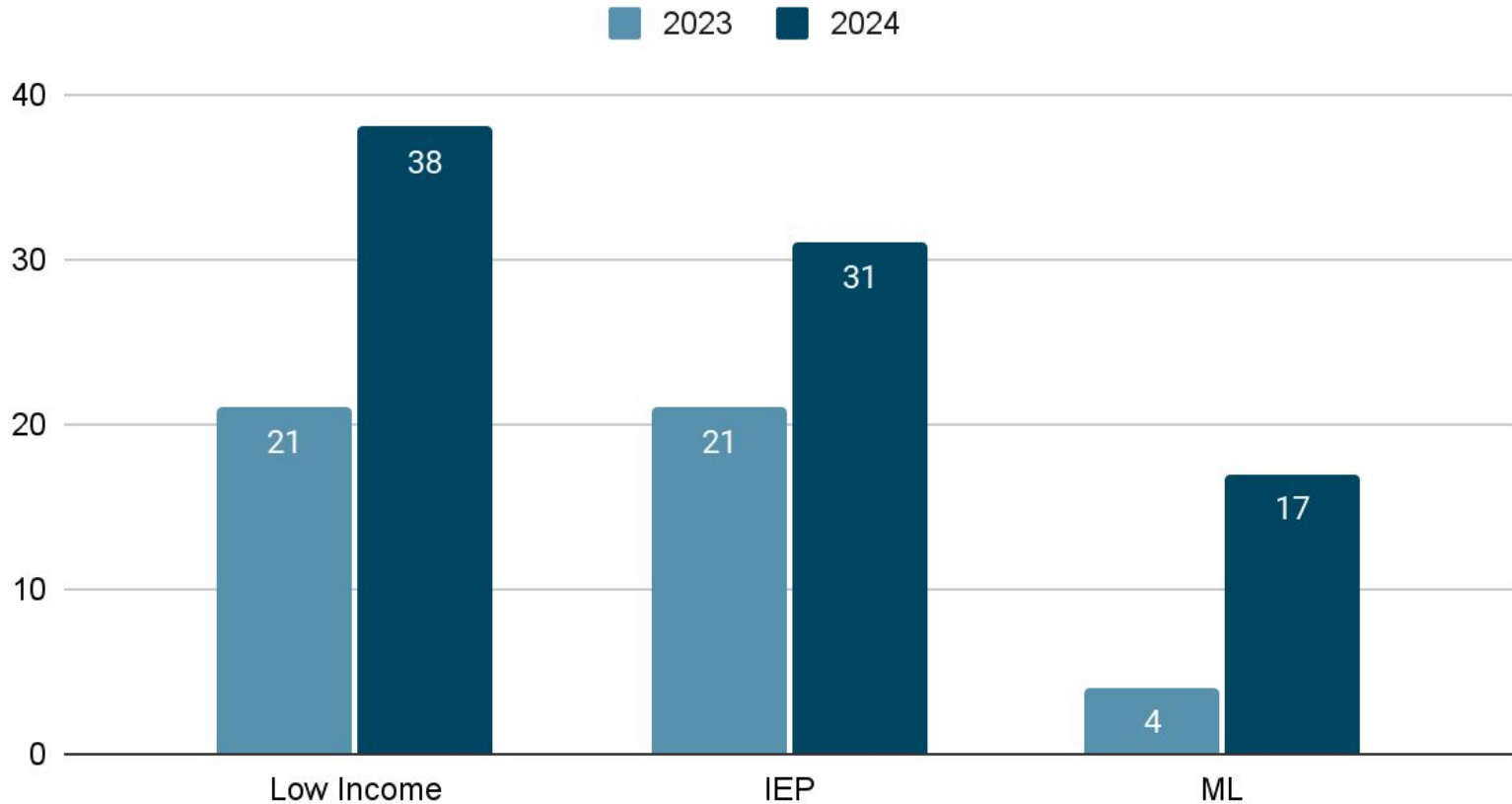- Dual Credit
- Transitional
- Algebra II

Exam Options :
- ACT: minimum score of 18 in English and 22 in Reading/22 in Math + a 4th year course
- SAT: 540 in Evidence-Based Reading and Writing/540 in Math + a 4th year course
- AP: 3 or Higher

ELA Proficiency Class of 2024: All Students

ELA Proficiency Class of 2024: Subgroups

ELA Proficiency Class of 2024: Subgroups

2023   2024

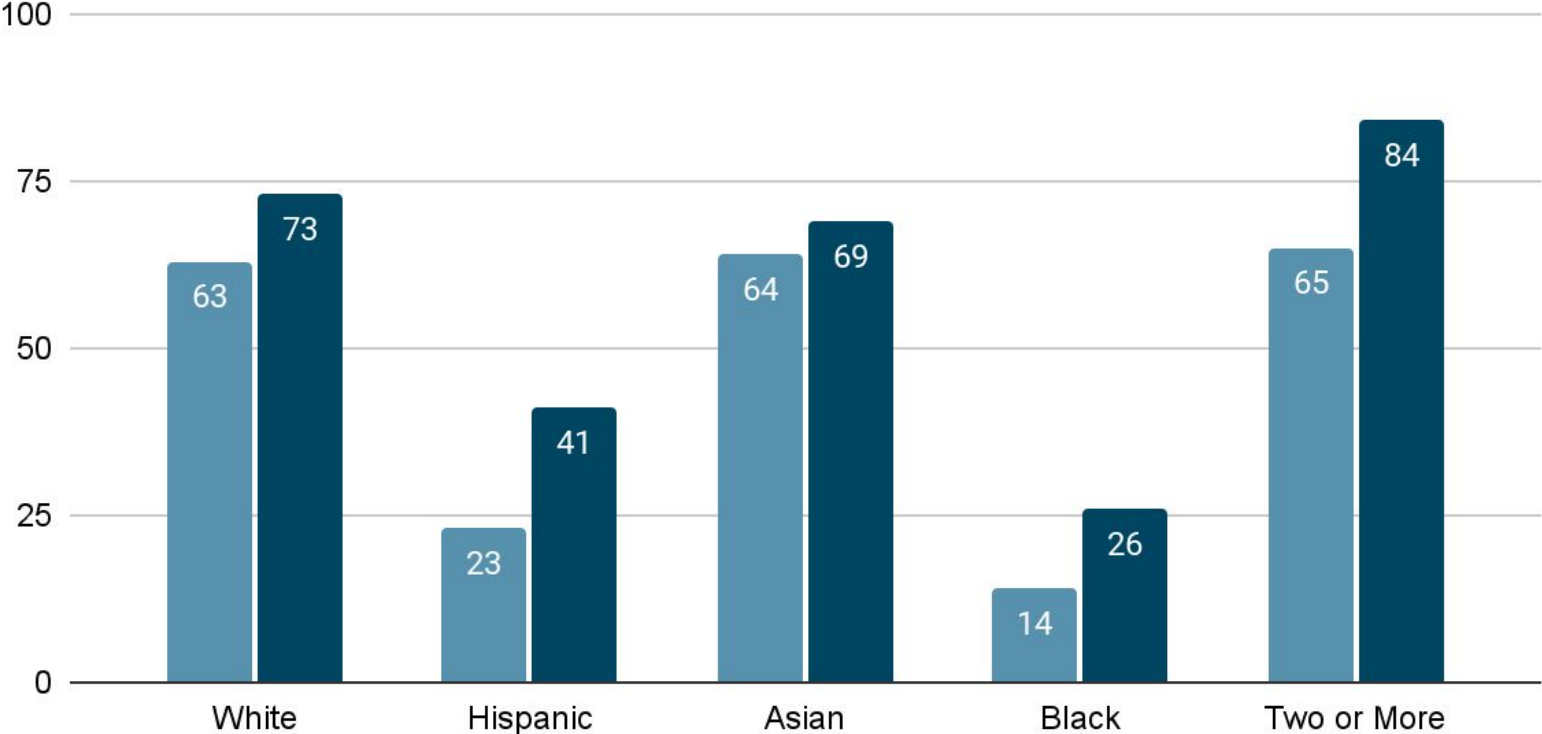|	White	Hispanic	Asian	Black	Two or More
2023	63	23	64	14	65
2024	73	41	69	26	84

Math Proficiency Class of 2024: All Students
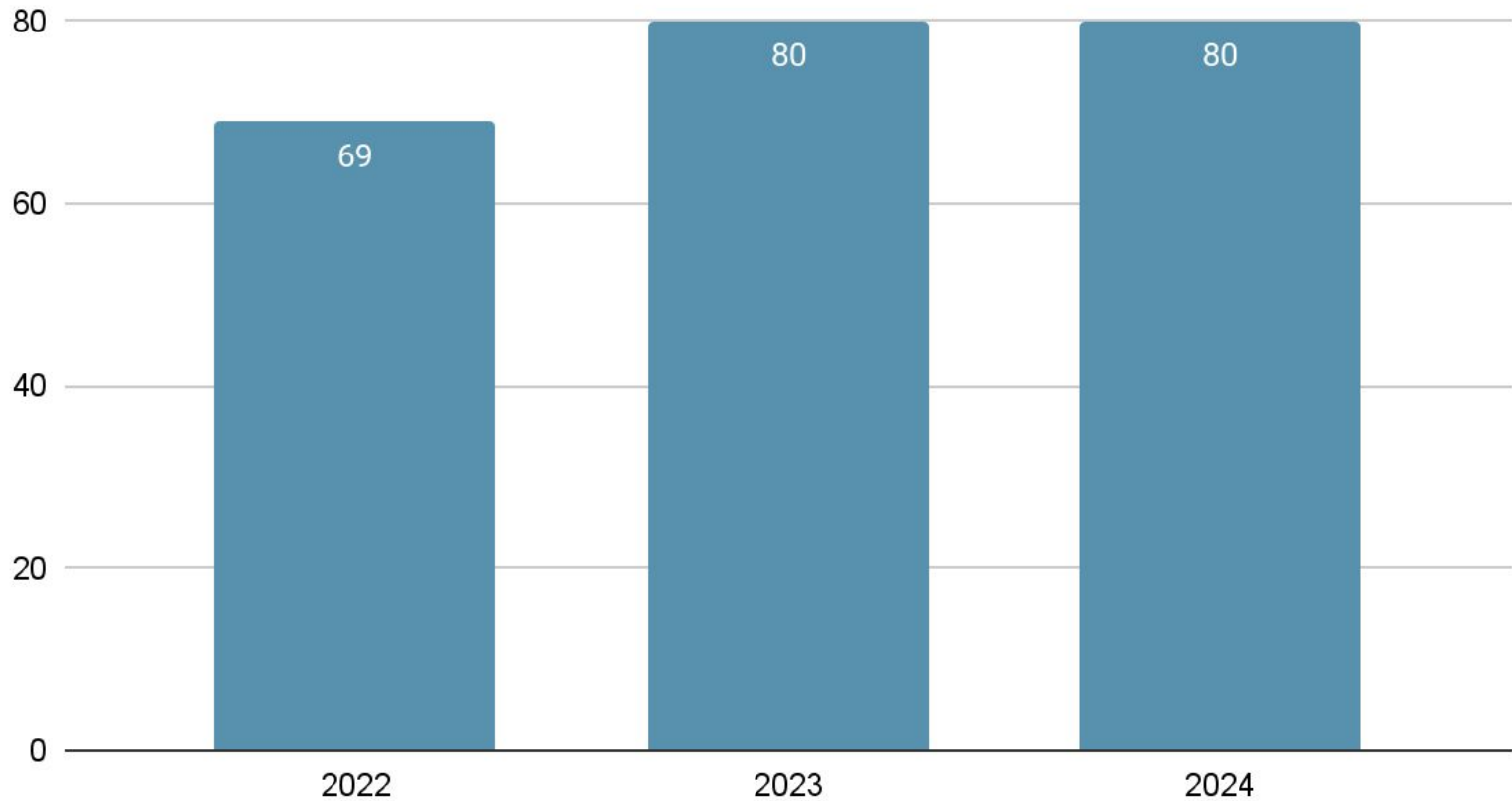
Math Proficiency Class of 2024: Subgroups
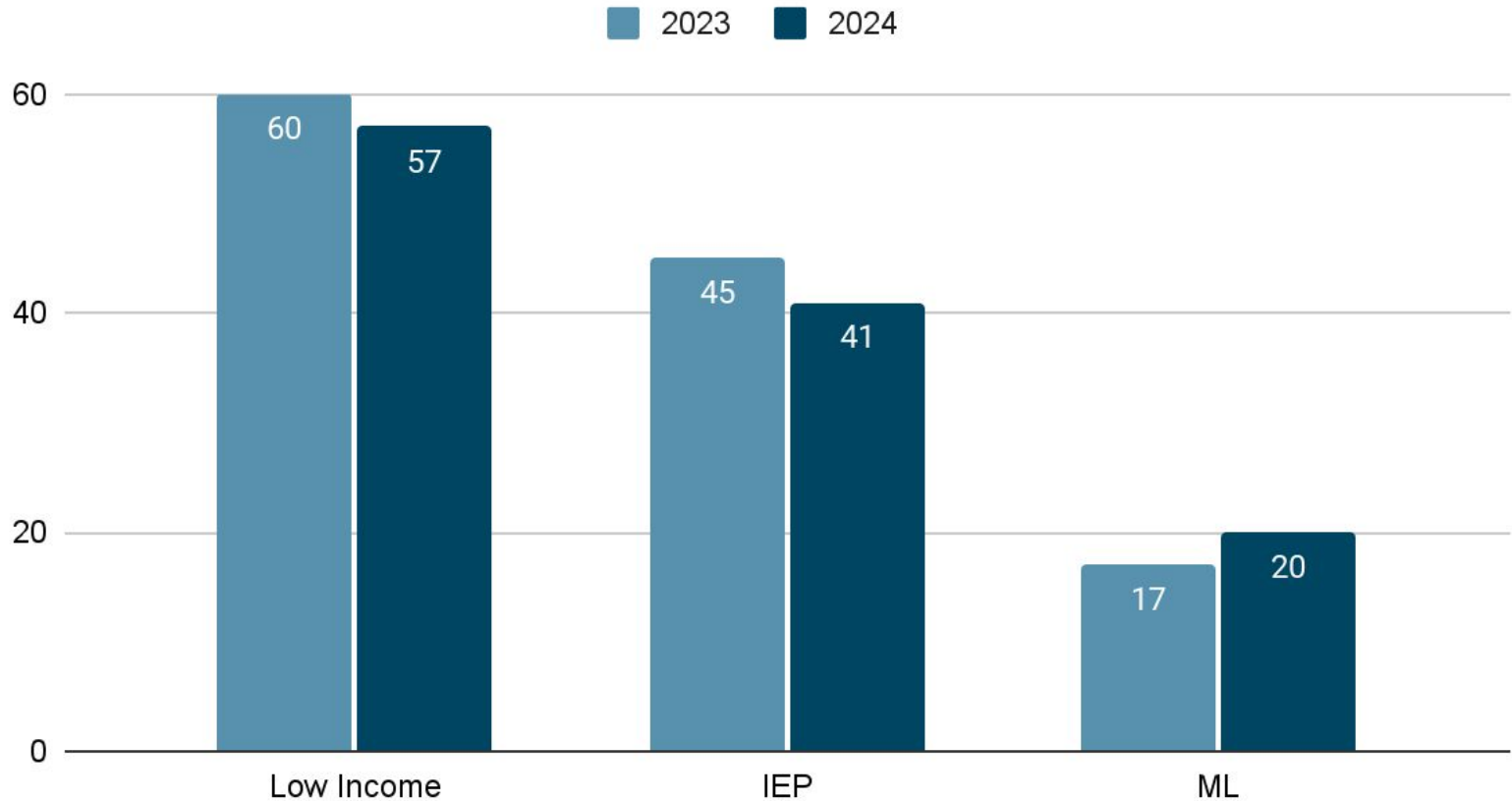
Math Proficiency Class of 2024: Subgroups

Legend: 2023, 2024

Subgroup	2023	2024
White	86	88
Hispanic	60	58
Asian	90	83
Black	52	45
Two or More	87	78

Four Year Graduation Rate

Year	Rate
2019	94
2020	94.4
2021	95
2022	95
2023	95
2024	94.3
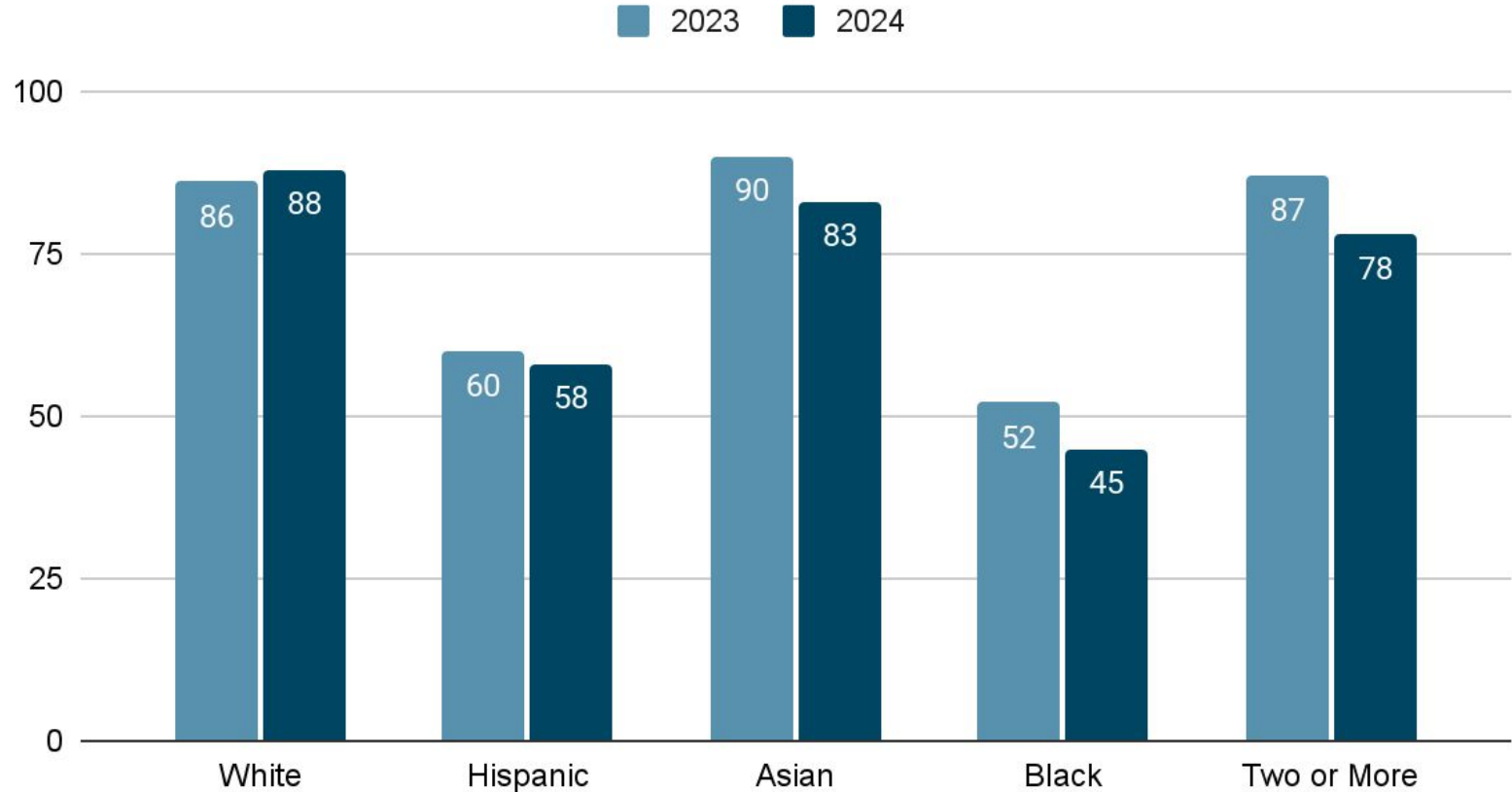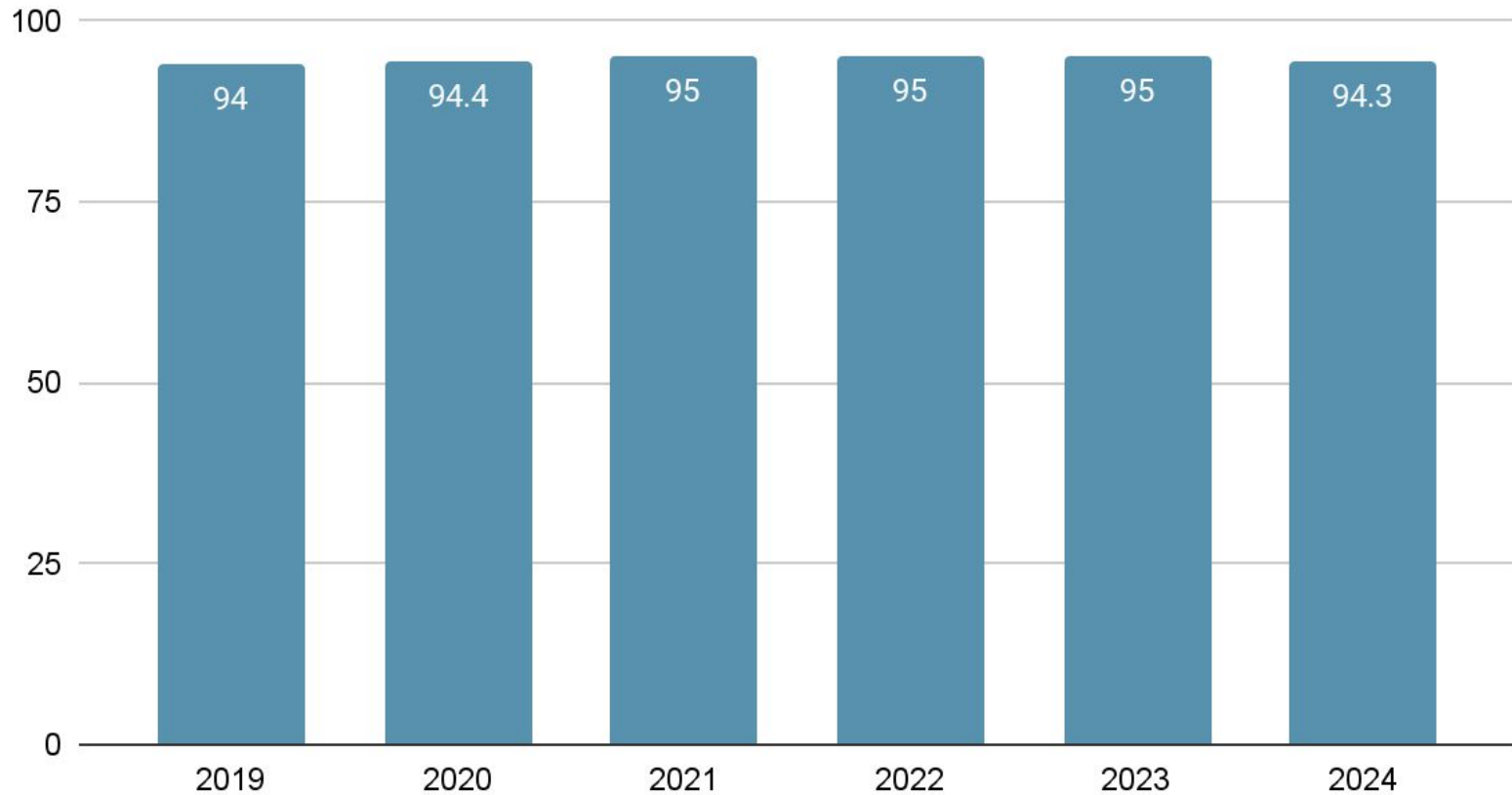
Dashboard Metrics

2023 Results

Graduation Rate	View Data ⓘ
95%	
ISBE Metric	

Freshmen on Track	View Data ⓘ
97.1%	
ISBE Metric	

Students Completing Advanced Coursework	View Data ⓘ
75%	
AP, Dual Credit, and Industry-Recognized Credentials	

High School ELA Proficiency	View Data ⓘ
51%	
ISBE College and Career Readiness Indicators	

High School Math Proficiency	View Data ⓘ
80%	
ISBE College and Career Readiness Indicators	

2024 Results

Graduation Rate	View Data ⓘ
94.3%	
ISBE Metric	

Freshmen on Track	View Data ⓘ
96.7%	
ISBE Metric	

Students Completing Advanced Coursework	View Data ⓘ
81%	
AP, Dual Credit, and Industry-Recognized Credentials	

High School ELA Proficiency	View Data ⓘ
65%	
ISBE College and Career Readiness Indicators	

High School Math Proficiency	View Data ⓘ
80%	
ISBE College and Career Readiness Indicators	

Dashboard Metric: New
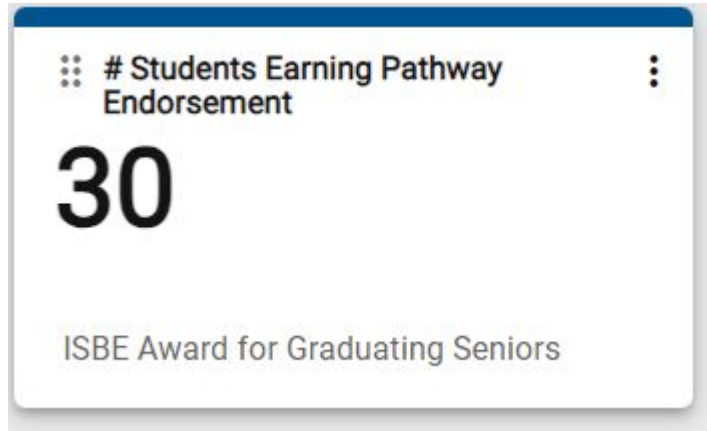
College and Career Pathway Endorsement: To earn an endorsement on a high school diploma/transcript, a student must complete an individualized learning plan, engage in a career-focused instructional sequence (including early college credit), participate in work-based learning, and demonstrate readiness for college-level reading and math. For FY24, 2422 graduating seniors earned the endorsement across the state of Illinois. In CUSD 200, 30 students earned this endorsement.

High School Celebrations and Areas of Focus

Celebrations

Metrics that have improved from 2023 to 2024:

- Students Completing Advanced Coursework
- High School ELA Proficiency
- Career Pathways Endorsement Earned

Metrics that are stable:

- Graduation Rate
- Freshmen on Track
- High School Math Proficiency

Work Plan Focus

- Utilize the CUSD 200 Meaningful Assessment Practices framework and enhance Collective Teacher Efficacy to address achievement gaps
- Implement Transitional English course

Other Report Card Metrics

Annual Summative Designation

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.

A school in school improvement status remains in status for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress.

Summative Designations

|	
Exemplary	Highest-performing 10 percent of schools
Commendable	All other schools that are not Exemplary, Comprehensive, or Targeted
Targeted Support	Would be Commendable or Exemplary based on overall performance, but has one or more student groups on par with the lowest-performing 5 percent of schools Identifies the school for additional funding and support for school improvement
Comprehensive Support	Lowest-performing 5 percent of schools Identifies the school for additional funding and support for school improvement
Intensive Support	A school that completed comprehensive support, but performance still remains in the lowest-performing 5 percent of Title I eligible schools or has a graduation rate of 67 percent or below

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 substitutued 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**
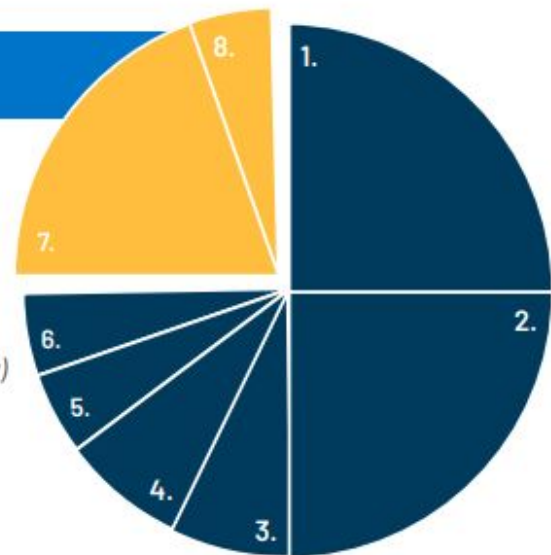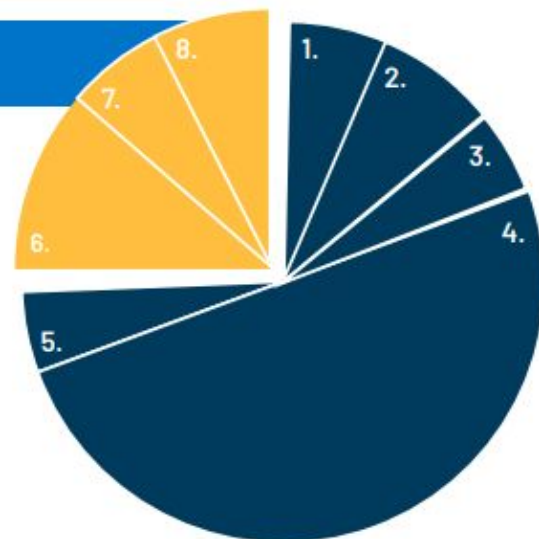
*Implementation delayed until 2025

High School

75%

Academic Indicators

1. **English Language Arts Proficiency: 7.5%**
2. **Math Proficiency: 7.5%**
3. **Science Proficiency: 5%**
4. **Graduation (composite 4-, 5-, and 6-year graduation rate): 50%**
5. **English Learner Progress to Proficiency: 5%**

25%

School Quality & Student Success Indicators

6. **Chronic Absenteeism: 10%**
7. **Climate Survey: 6.67%**
8. **9th-Graders on Track to Graduate: 8.33%**
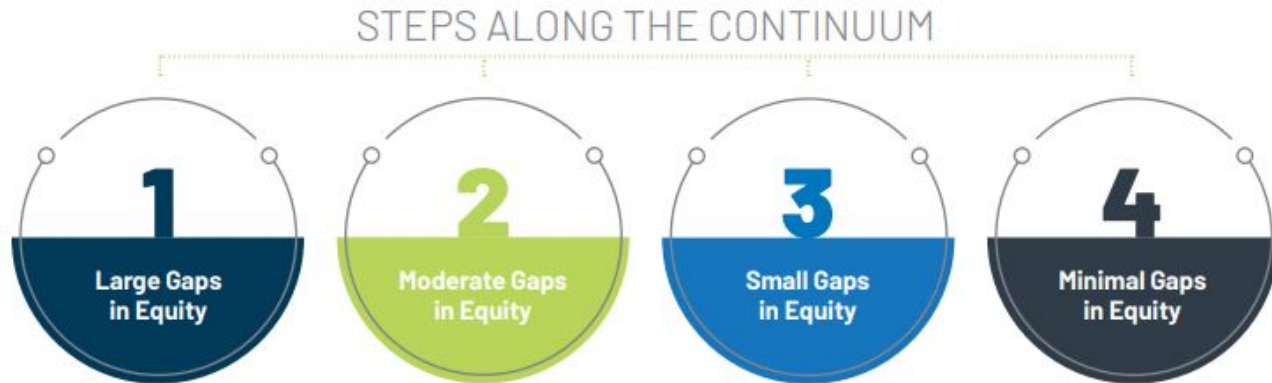9. *College and Career Readiness**
10. *Fine Arts**

*Implementation delayed until 2025

CUSD 200 Summative Designations for 2024-25

Exemplary	Wheaton North Wheaton Warrenville South	Washington Wiesbrook Whittier Lowell
Commendable	Edison Franklin Hubble Monroe Bower Emerson Johnson	Hawthorne Lincoln Longfellow Madison Pleasant Hill Sandburg
Targeted Support	No CUSD 200 Schools	
Comprehensive Support	No CUSD 200 Schools	
Intensive Support	No CUSD 200 Schools	

Equity Journey Continuum

The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.   The Student Learning portion of the Equity Journey Continuum is based on data from the 2018-2019 school year.

STEPS ALONG THE CONTINUUM

1 Large Gaps in Equity

2 Moderate Gaps in Equity

3 Small Gaps in Equity

4 Minimal Gaps in Equity

DATA ELEMENTS

Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I
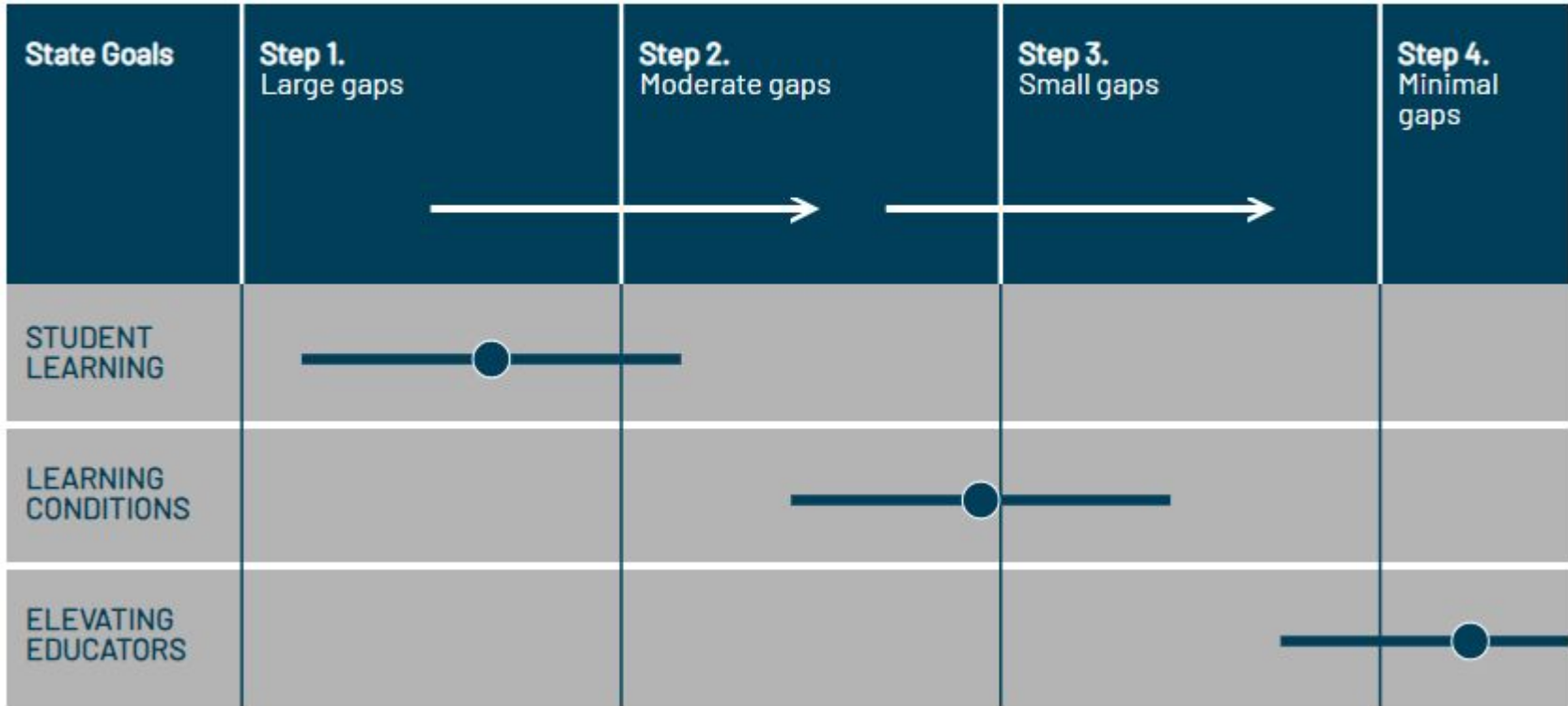
Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
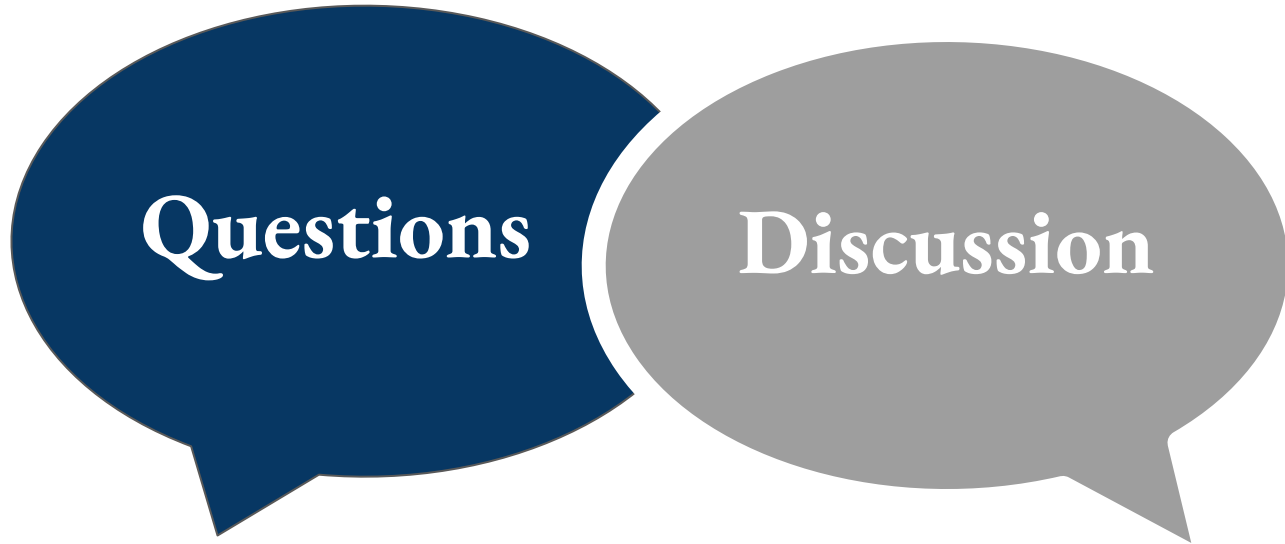- Climate Survey: Teacher-Parent Trust Ratings

Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

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.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING	●			
LEARNING CONDITIONS		●		
ELEVATING EDUCATORS				●

The data on the report card is from 2023, not 2024