



CRETE-MONEE 201-U ACADEMIC REPORT 2022

November 15, 2022

Ghantel Perkins

Assistant Superintendent, Teaching and Learning

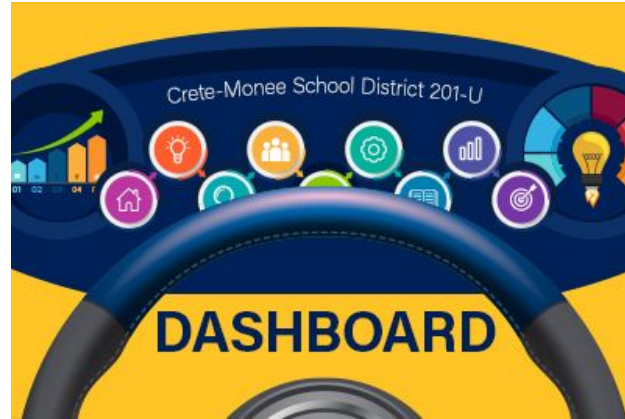
Dr. Kara Coglianese

Superintendent

STRATEGIC PLAN

Goal ONE	Goal TWO	Goal THREE	Goal FOUR	Goal FIVE	Goal SIX
Provide a challenging and equitable education for all students to promote a pathway for life success.	Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth and success.	Cultivate a high quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations & accountability.	Create sustainable partnership with family and community stakeholders to build a <i>unified</i> network of support for our students.	Provide our students with equitable, safe, and well-maintained facilities.	Prioritize our financial resources to meet our short and long-term goals.
For each of the six goals, the district will identify indicators, and measures to set improvement targets, monitor progress, and report performance					
Goal One Strategies	Goal Two Strategies	Goal Three Strategies	Goal Four Strategies	Goal Five Strategies	Goal Six Strategies
<p>Strategy A: Improve student academic performance for all students while closing achievement gaps.</p> <p>Strategy B: Deliver instruction using researched-based strategies and methods that are equitable and engage students in the application of learning.</p> <p>Strategy C: Utilize a balanced assessment system PK-12 to measure proficiency, growth, and readiness.</p> <p>Strategy D: Cultivate a growth mindset for both students and staff.</p> <p>Strategy E: Ensure a vertically aligned curriculum that reflects high academic standards.</p>	<p>Strategy F: Foster awareness and respect for individual and cultural differences to enhance relationships among and between students and staff.</p> <p>Strategy G: Address social, emotional, and other personal needs to help students achieve school and life success.</p> <p>Strategy H: Establish a system of academic and behavioral supports to meet the needs of all learners.</p> <p>Strategy I: Provide a safe and secure learning environment for all students and staff.</p>	<p>Strategy J: Attract and retain a workforce varying in experience, background, characteristics, and abilities.</p> <p>Strategy K: Provide meaningful professional development to align practices with expectations and initiatives, including follow-up and support to verify implementation with integrity and fidelity.</p> <p>Strategy L: Establish and communicate expectations through policies, procedures, and practices.</p> <p>Strategy M: Empower staff to make decisions and report performance through a user-friendly, accessible, and timely data management system.</p>	<p>Strategy N: Build partnerships with families to foster communication, collaboration, satisfaction and a support network for cultural differences.</p> <p>Strategy O: Build partnerships with the community to foster cohesiveness, unity, satisfaction and a support network for cultural differences.</p>	<p>Strategy P: Create or enhance facilities that are equitable, safe, and well-maintained to meet the educational needs of our students.</p>	<p>Strategy Q: Plan for financial stability, efficiency, effectiveness and sufficiency.</p>

CRETE-MONEE 201-U DASHBOARD



CM 201-U DASHBOARD

Monitors the degree to which Crete-Monee 201-U is executing our Strategic Plan strategies.

ILLINOIS REPORT CARD (IRC) WHAT'S NEW FOR 2022?

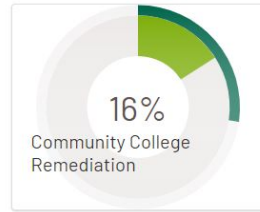
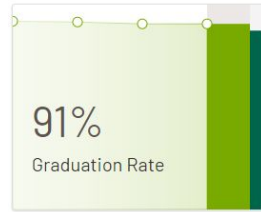
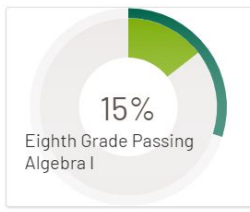
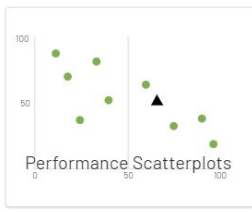
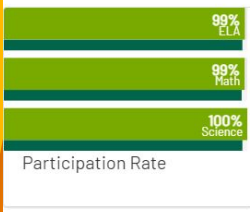
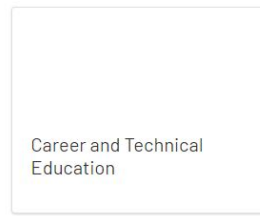
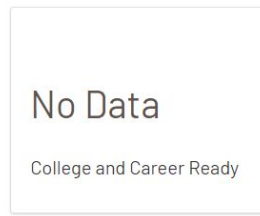
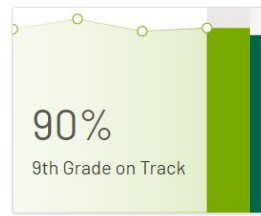
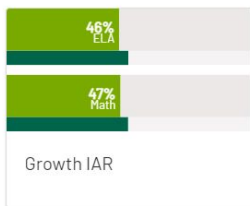
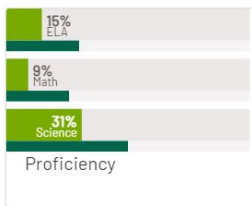
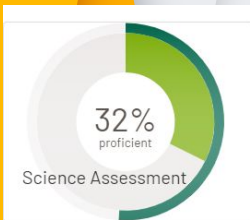
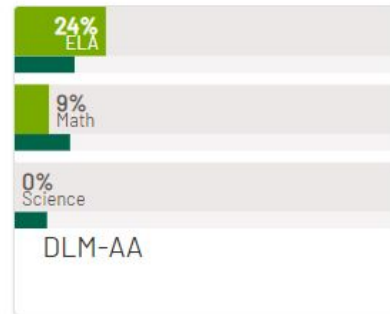
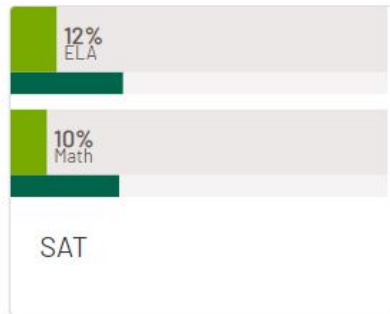
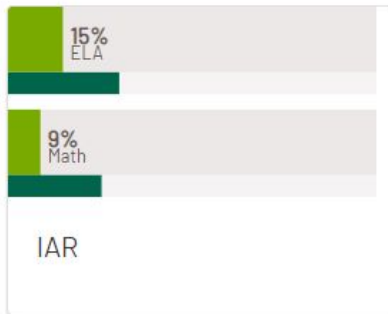
KEY CHANGES INCLUDE:

- New annual targets for English language arts and math proficiency indicators, now set for pairs of grades at the elementary level (third and fourth, fifth and sixth, seventh and eighth) and for Grade 11 at high school.
- All students identified as English learners in school year 2020-21 have an additional year to their timeline in the English learner progress to proficiency indicator.
- Substitution science participation rates for proficiency rates in 2022.
- Two types of student growth percentiles to use whichever better reflects student growth throughout the state.
- Condensing to a single scoring formula for the weighted adjusted cohort four-, five-, and six-year graduation rate indicator.
- Creating tiered scoring bands to incentivize improvements or stable rates of chronic absenteeism.

ILLINOIS REPORT CARD DASHBOARD www.illinoisreportcard.com

Academic Progress

■ District ■ State



SUMMATIVE DESIGNATION OVERVIEW

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.

EXEMPLARY	<ul style="list-style-type: none"> Overall performance in the top 10 percent of all schools. 			
COMMENDABLE	<ul style="list-style-type: none"> Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools. High schools must have a graduation rate higher than 67 percent. 			
TARGETED SUPPORT	<p>One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic.</p>	<p style="text-align: center;">STUDENT GROUPS</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="954 568 1495 893"> <p>Demographics</p> <ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White </td> <td data-bbox="1495 568 1883 893"> <p>Programs</p> <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners </td> </tr> </table>	<p>Demographics</p> <ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White 	<p>Programs</p> <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners
<p>Demographics</p> <ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White 	<p>Programs</p> <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners 			
COMPREHENSIVE SUPPORT	<ul style="list-style-type: none"> Overall performance in the bottom 5 percent of Title I-eligible schools statewide. All high schools with a graduation rate below 67 percent. <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>			

SUMMATIVE DESIGNATION

COMMENDABLE

Exemplary and Commendable schools experience similar levels of success to their peers on the whole regardless of demographics or program status.

- Balmoral Elementary
- Coretta Scott King Magnet School
- Crete Elementary
- Monee Elementary
- Talala Elementary
- Crete-Monee Middle School
- Crete-Monee High School

All seven (7) schools are **COMMENDABLE** since summative designations were added to accountability.





CRETE-MONEE HIGH SCHOOL

ACADEMIC PROGRESS – MULTIPLE MEASURES OF SUCCESS

2022 ISBE HIGH SCHOOL INDICATORS AND WEIGHTS

ACADEMIC INDICATORS

- MATH AND ELA PROFICIENCY
- SCIENCE PROFICIENCY (2022 PARTICIPATION ONLY)
- ENGLISH LEARNER PROGRESS
- GRADUATION RATE

SCHOOL QUALITY AND STUDENT SUCCESS INDICATORS

- CHRONIC ABSENTEEISM
- CLIMATE SURVEY
- 9TH GRADE ON TRACK

ACADEMIC PROGRESS – MULTIPLE MEASURES OF SUCCESS

2022 ISBE INDICATORS AND WEIGHTS

High School

75%

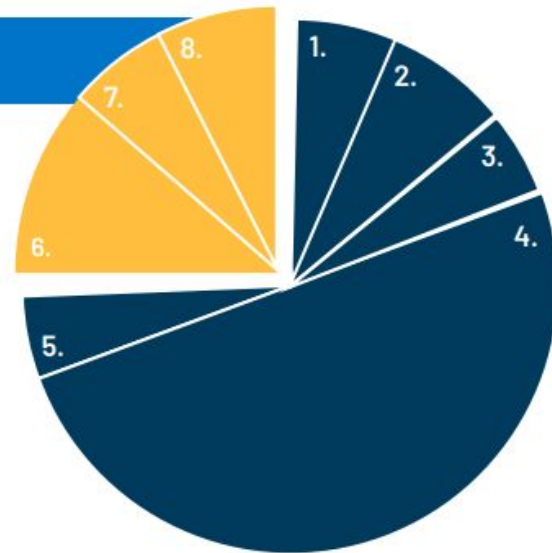
Academic Indicators

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%

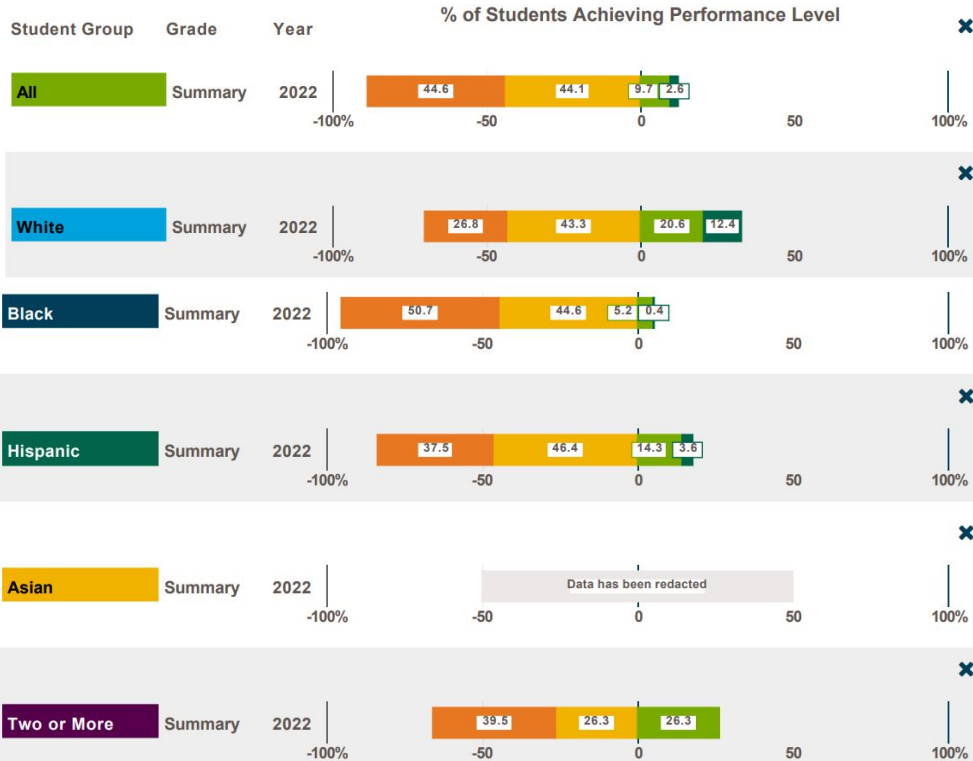
School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness* *Not yet ready for implementation
10. Fine Arts*

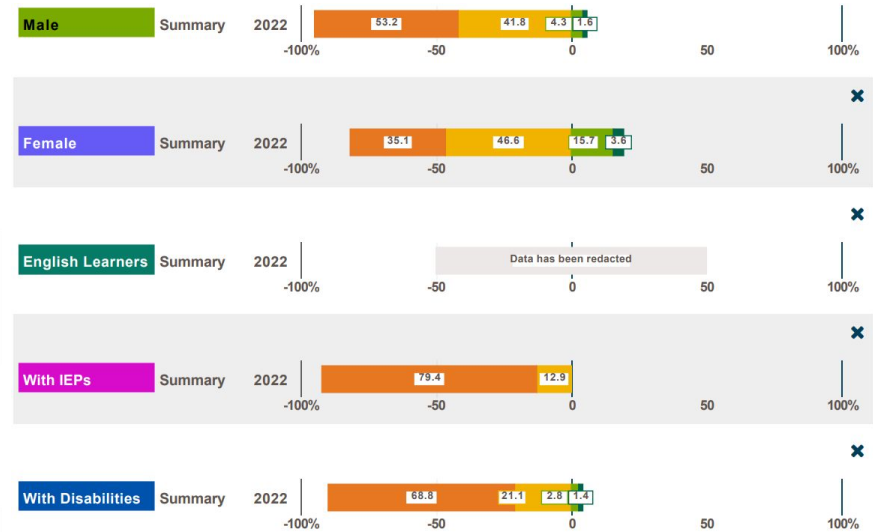


ACADEMIC INDICATOR SAT ELA

■ Partially Meets
 ■ Approaching
 ■ Meets
 ■ Exceeds

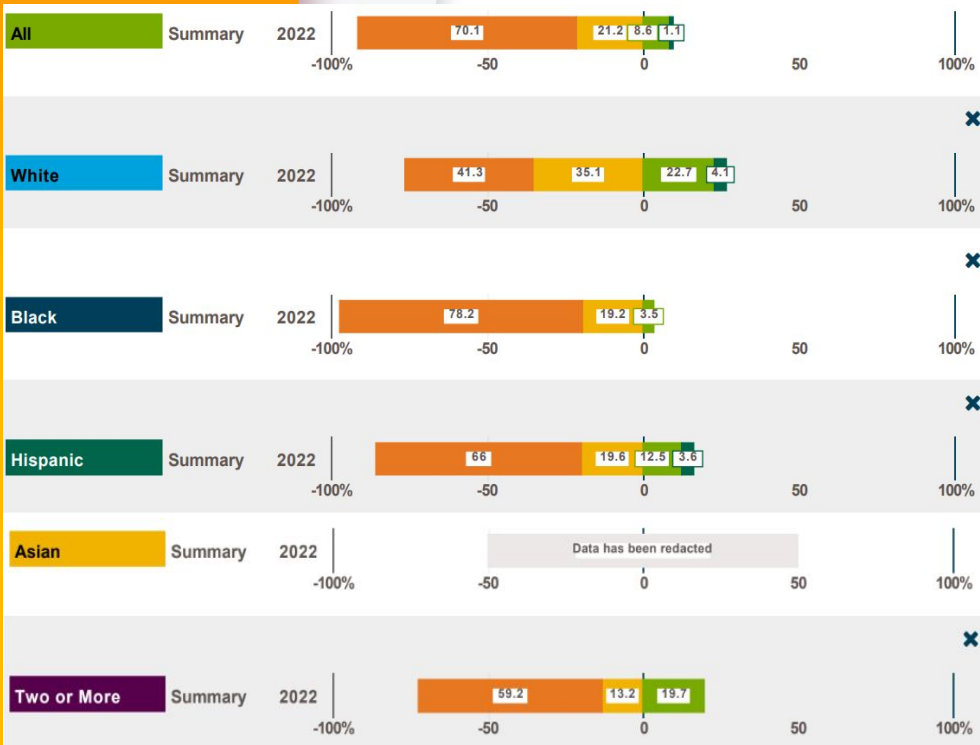


Evidence-Based Reading and Writing Section Performance Level Below State

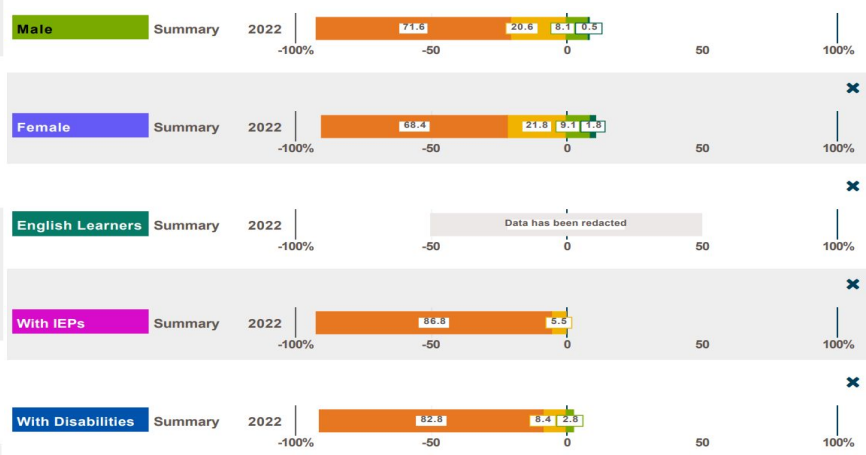


ACADEMIC INDICATOR SAT MATH

Partially Meets Approaching Meets Exceeds



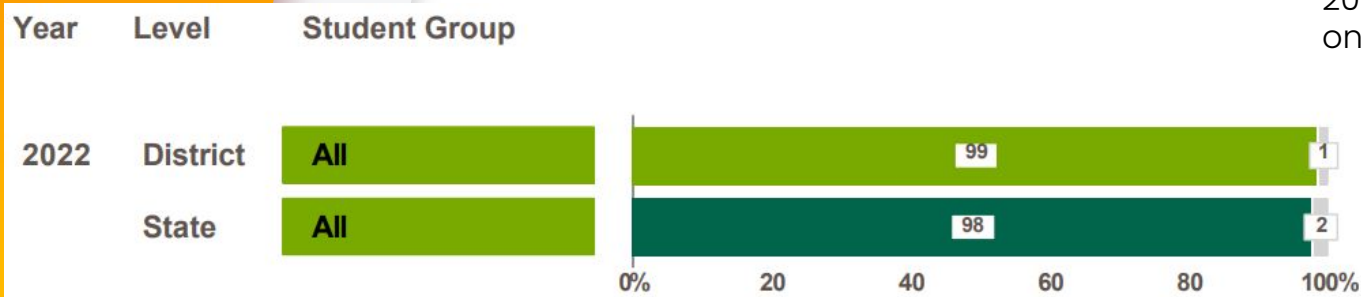
Math Performance Level Below State



ACADEMIC INDICATOR SCIENCE PARTICIPATION

■ District ■ State

2022 Participation Rate
only above state

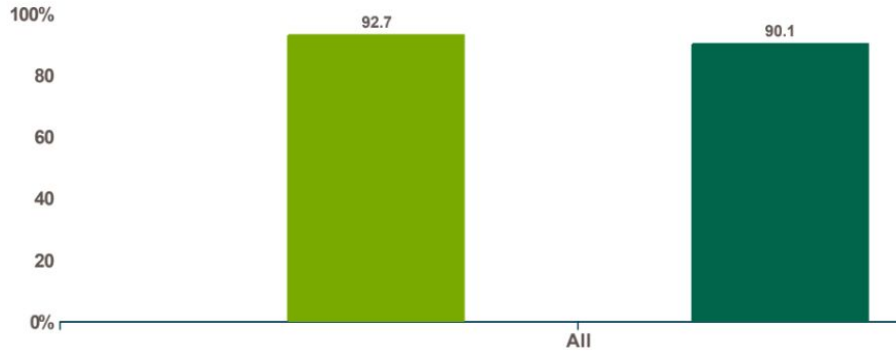


Student Group	Type	District	State
		2022	2022
All	Participation	99	98
	Non-Participation	1	2

ACADEMIC INDICATOR GRADUATION RATE

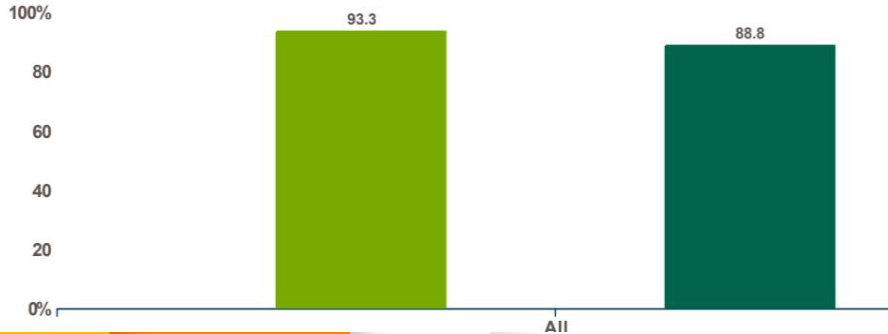
■ District ■ State

Graduation Rate 6 Years (Students who entered 9th grade in SY2016-17)

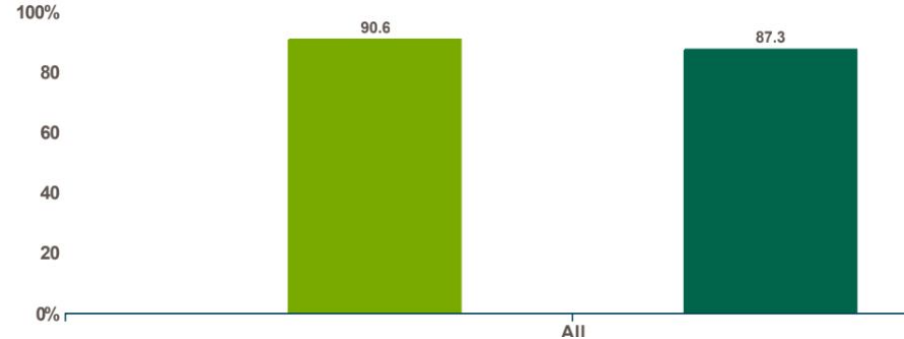


Percentage of graduating students who entered 9th grade for the first time four, five or six years prior to the year being reported.

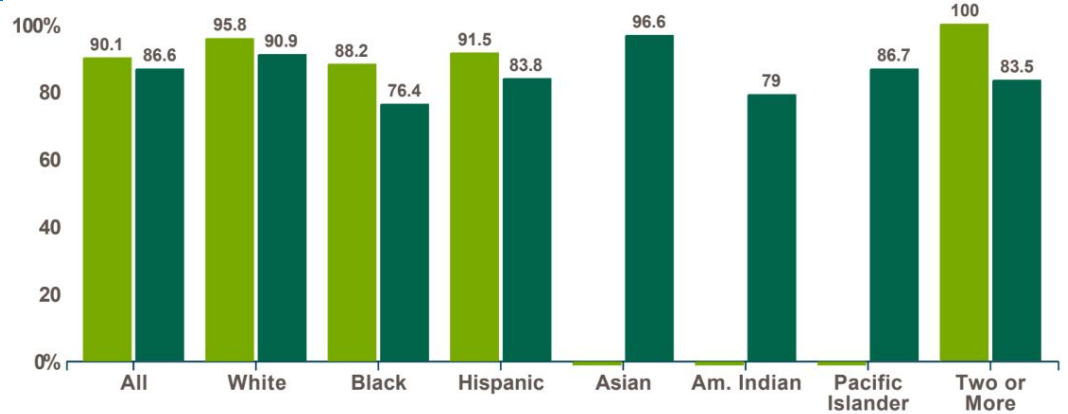
Graduation Rate 5 Years (Students who entered 9th grade in SY2017-18)



Graduation Rate 4 Years (Students who entered 9th grade in SY2018-19)



9TH GRADE ON TRACK



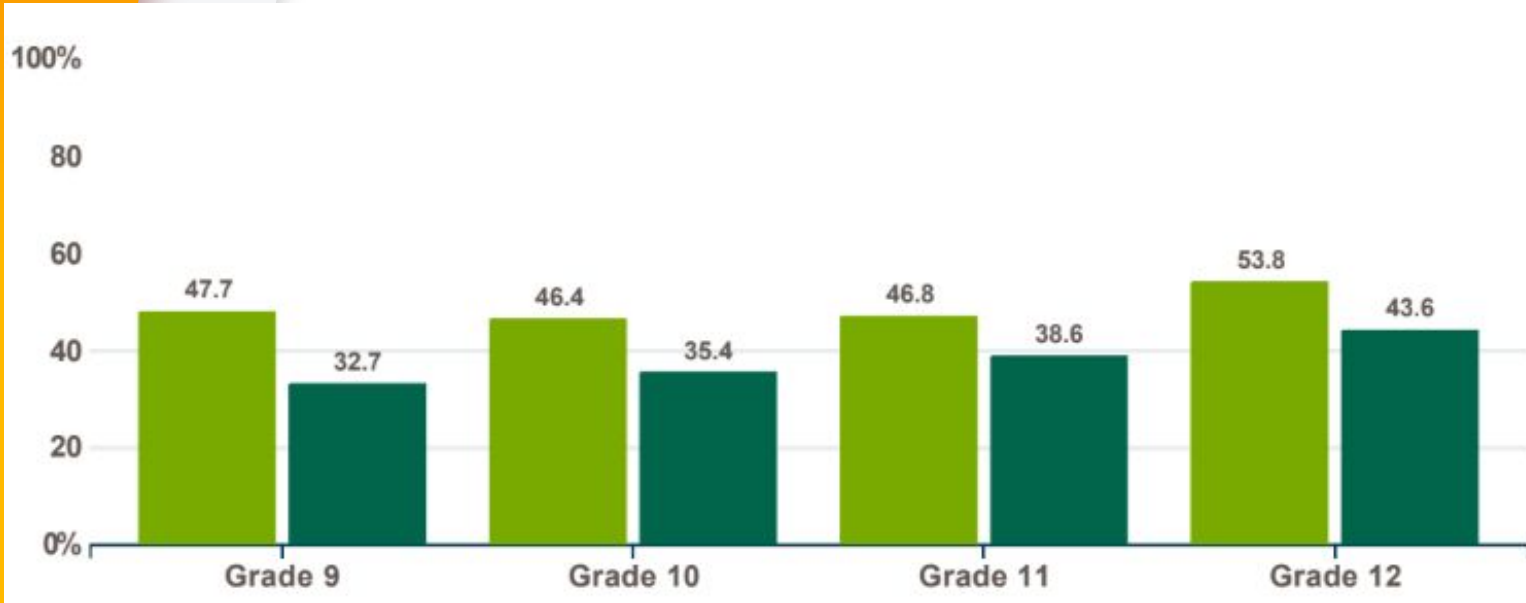
■ District
 ■ State

2022

Demographics	District	State
All	90.1%	86.6%
White	95.8%	90.9%
Black	88.2%	76.4%
Hispanic	91.5%	83.8%
Asian	Redacted	96.6%
Am. Indian	Redacted	79%
Pacific Islander	No Data	86.7%
Two or More	100%	83.5%

CMHS CHRONIC ABSENTEEISM 2022

■ District ■ State



CMHS NARRATIVE: DATA SUMMARY

- CMHS continues to outperform the State average on Graduation Rate.
- Freshman Success/9th Grade on Track data continues to outperform the State in all Subgroups.
- CMHS Math and EBRW SAT scores continue to be below State performance levels. Prioritization of Math and ELA standards and implementation of Common Formative Assessments are in process. New baseline data will be taken in Fall 2023.

CMHS SUMMATIVE DESIGNATION



COMMENDABLE

Exemplary and Commendable schools experience similar levels of success to their peers on the whole regardless of demographics or program status.

There are no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools.

High schools must have a graduation rate higher than 67 percent.



ELEMENTARY SCHOOLS AND MIDDLE SCHOOL

ACADEMIC PROGRESS – MULTIPLE MEASURES OF SUCCESS

2022 ISBE ELEMENTARY AND MIDDLE INDICATORS AND WEIGHTS

ACADEMIC INDICATORS

- MATH AND ELA GROWTH
- MATH AND ELA PROFICIENCY
- SCIENCE PROFICIENCY (2022 PARTICIPATION ONLY)
- ENGLISH LEARNER PROGRESS

SCHOOL QUALITY AND STUDENT SUCCESS INDICATORS

- CHRONIC ABSENTEEISM
- CLIMATE SURVEY

ACADEMIC PROGRESS – MULTIPLE MEASURES OF SUCCESS

2022 ISBE INDICATORS AND WEIGHTS

Elementary & Middle Schools

75%

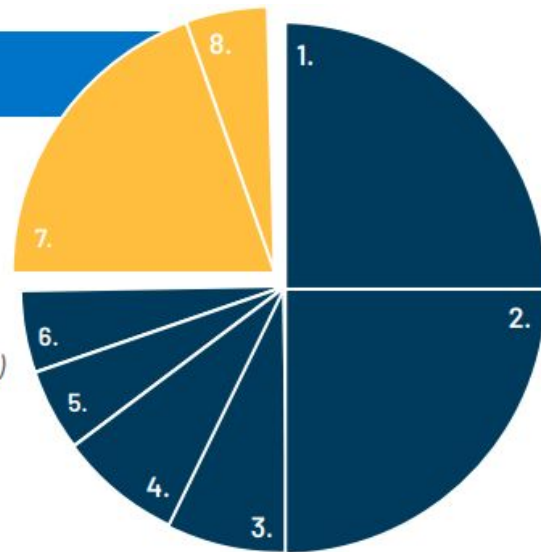
Academic Indicators

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 substituted 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* **Not yet ready for implementation*
11. Fine Arts*



ACADEMIC INDICATOR 2022 CHANGES AND GROWTH

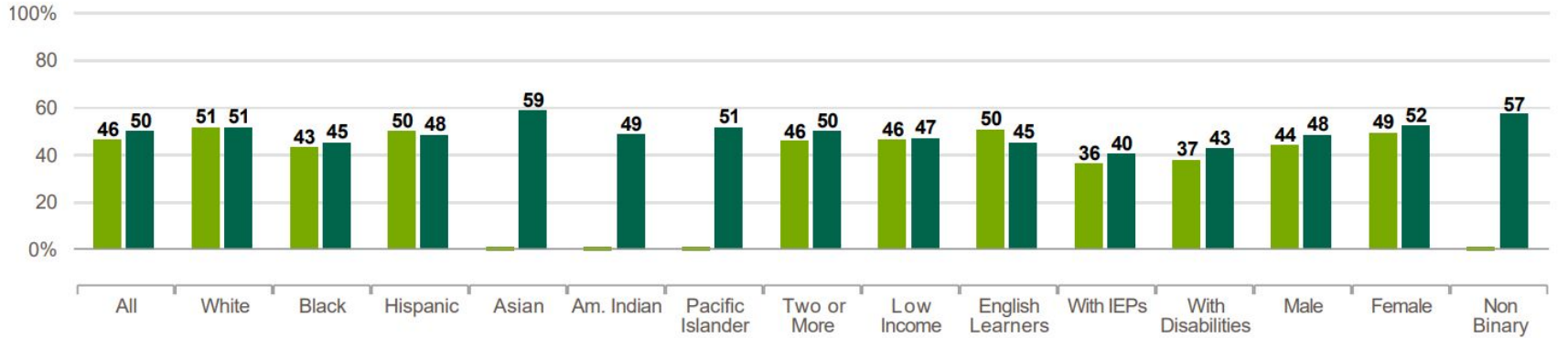
- Compares how much a student grew compared to their academic peers who started at the same level.
- A student in the 46th percentile grew much more than 46 percent of their peers; a student in the 1st percentile grew much less.
- New ELA and Math proficiency targets.

ILLINOIS ASSESSMENT OF READINESS (IAR) – ELA AND MATH GROWTH

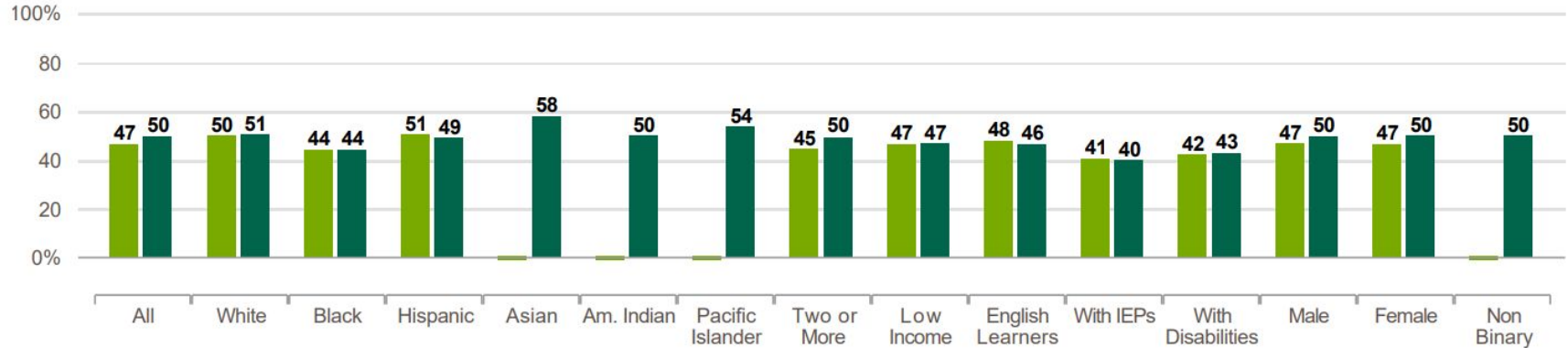
■ District ■ State

Compares how much a student grew compared to their academic peers who started at the same level.

ELA - 2022



Math - 2022



CRETE-MONEE 201-U GROWTH

District's growth means students on average grew more than that percentage of other students in the state.

ACADEMIC INDICATOR ELA IAR PROFICIENCY

■ District
 ■ State

District proficiency is below State performance standards in ELA.

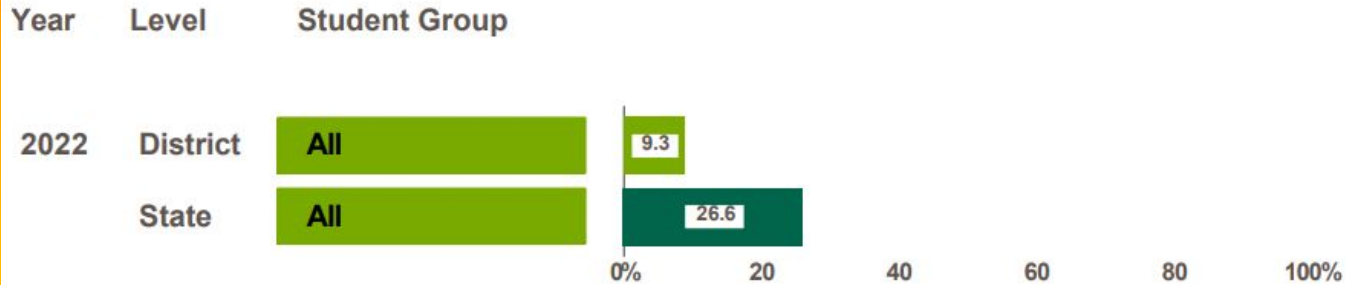


		District	State
Student Group	Type	2022	2022
All	Proficiency	15.2	30.9

ACADEMIC INDICATOR MATH IAR PROFICIENCY

■ District ■ State

District proficiency is below State performance standards in Math.

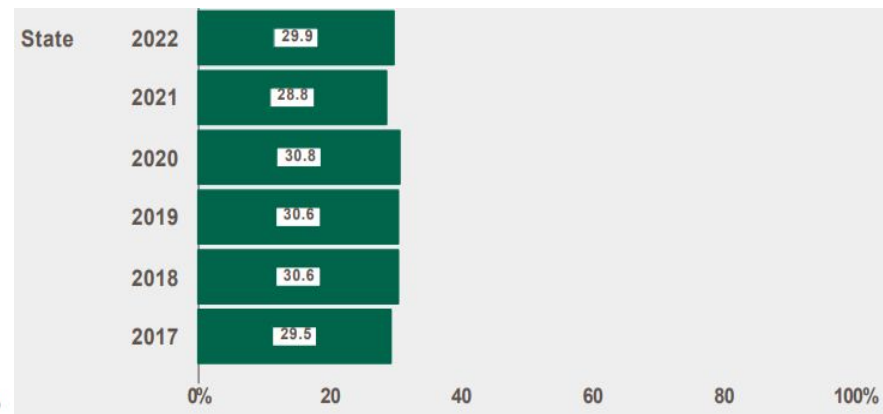
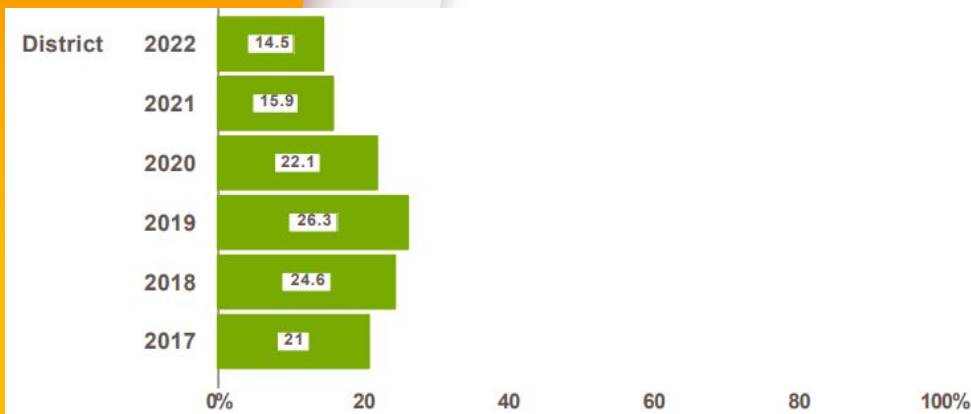


Student Group	Type	District	State
		2022	2022
All	Proficiency	9.3	26.6

8TH GRADERS PASSING ALGEBRA 1

■ District ■ State

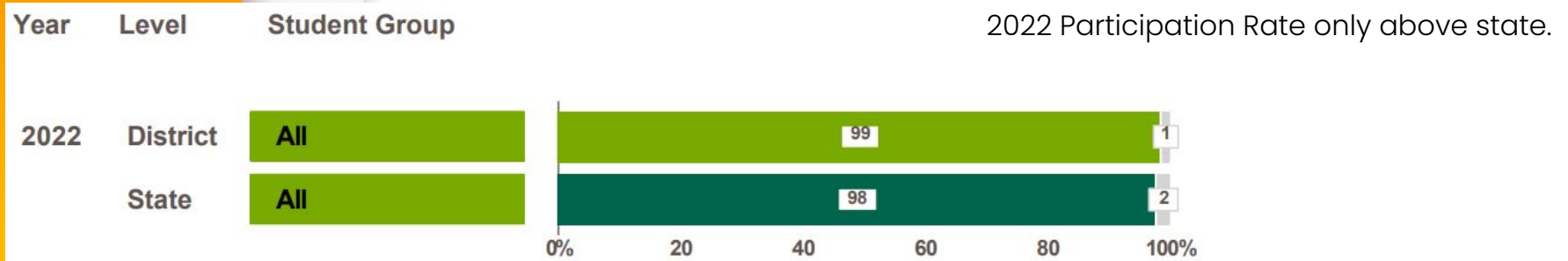
Performance below state.



Level	2022	2021	2020	2019	2018	2017
District	14.5	15.9	22.1	26.3	24.6	21
State	29.9	28.8	30.8	30.6	30.6	29.5

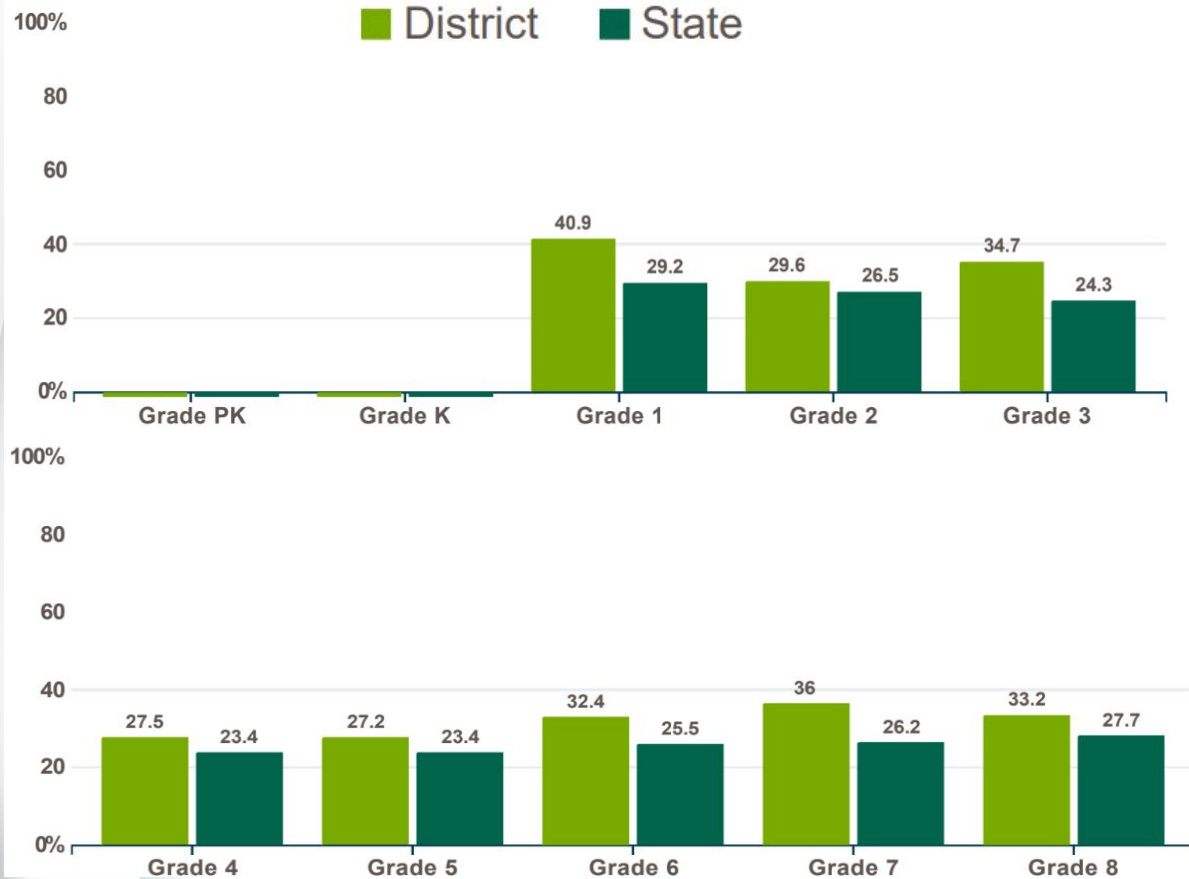
ACADEMIC INDICATOR SCIENCE PARTICIPATION

■ District ■ State



Student Group	Type	District	State
		2022	2022
All	Participation	99	98
	Non-Participation	1	2

ELEMENTARY AND MIDDLE SCHOOL CHRONIC ABSENTEEISM



SUMMATIVE DESIGNATION

COMMENDABLE

Exemplary and Commendable schools experience similar levels of success to their peers on the whole regardless of demographics or program status.

- Balmoral Elementary
- Coretta Scott King Magnet School
- Crete Elementary
- Monee Elementary
- Talala Elementary
- Crete-Monee Middle School



CMMS AND ELEMENTARY NARRATIVE: DATA SUMMARY

- IAR Math Proficiency is lower than the State Average: The District has implemented Envision, a unified math platform with a built-in progress monitoring tool, for Grades K-5 in order to standardize math instruction across all elementary grade levels.
- IAR ELA Proficiency is lower than the State Average: OTL retired a 15-year old basal approach to ELA and implemented *HMH: Into Reading*, a growth measure learning program which drives student achievement.
- Student Growth shows CM students outperformed 45% of their like peers across the State.



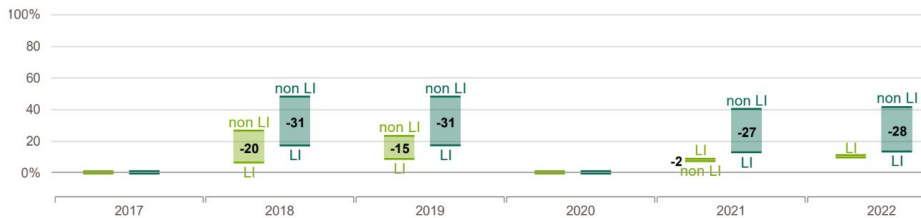
ACHIEVEMENT GAP

Achievement gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities.

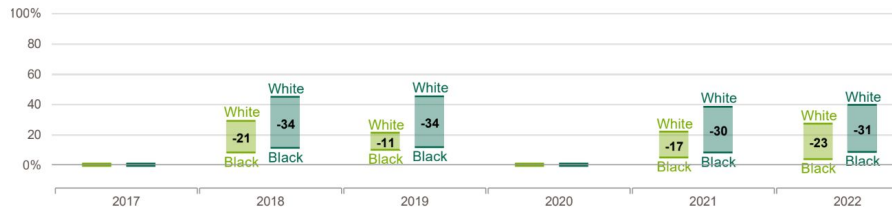
CMHS SAT – ACHIEVEMENT GAP MATH

■ District ■ State

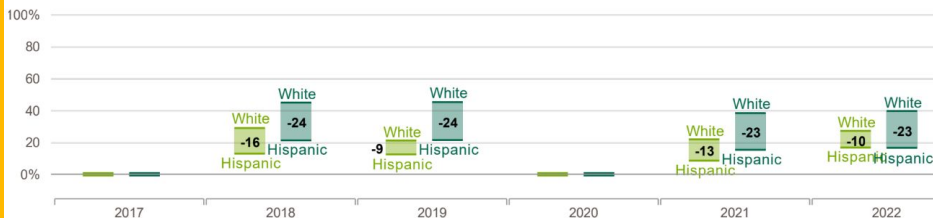
Grade 11 - Mathematics - Low Income and Non Low Income



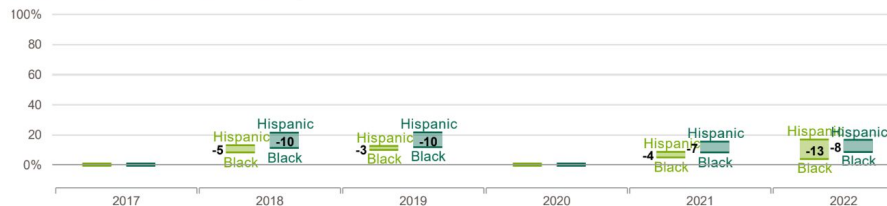
Grade 11 - Mathematics - Black and White



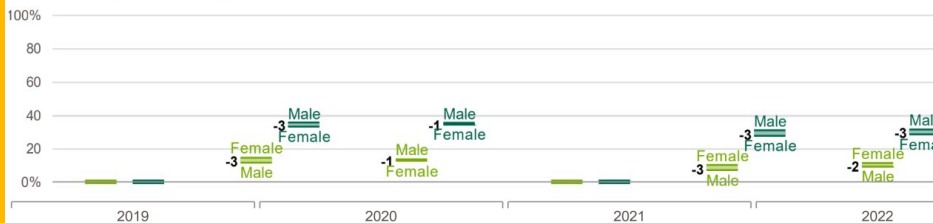
Grade 11 - Mathematics - Hispanic and White



Grade 11 - Mathematics - Black and Hispanic



Grade 11 - Mathematics - Male and Female



Grade 11 - Mathematics - With IEPs and Non IEP



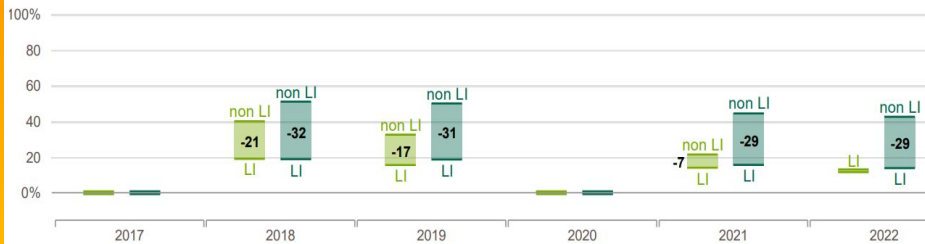
CMHS – SAT ACHIEVEMENT GAP MATH

	DISTRICT	STATE	
Black and White	-23	-31	Closing Gap Higher than State
White and Hispanic	-10	-23	Closing Gap Higher than State
Black and Hispanic	-13	-8	Closing Gap Lower than State
Female and Male	-2	-3	Closing Gap Higher than State
IEP vs. Non IEP	-12	-28	Closing Gap Higher than State

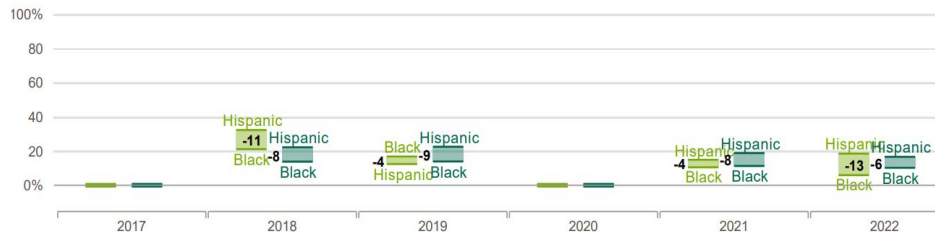
CMHS SAT – ACHIEVEMENT GAP EBRW

■ District ■ State

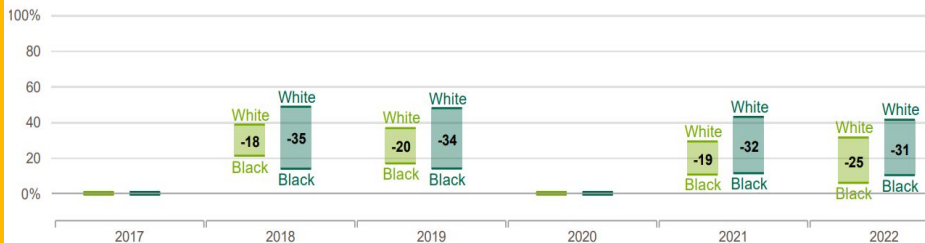
Grade 11 - ELA - Low Income and Non Low Income



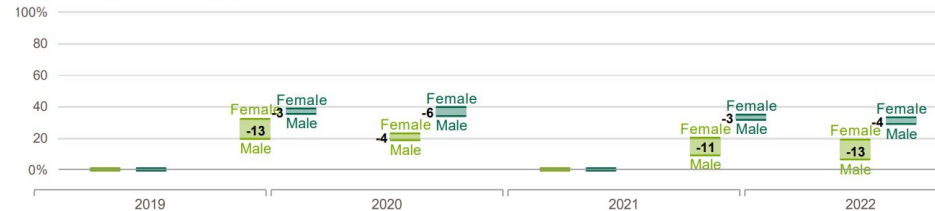
Grade 11 - ELA - Black and Hispanic



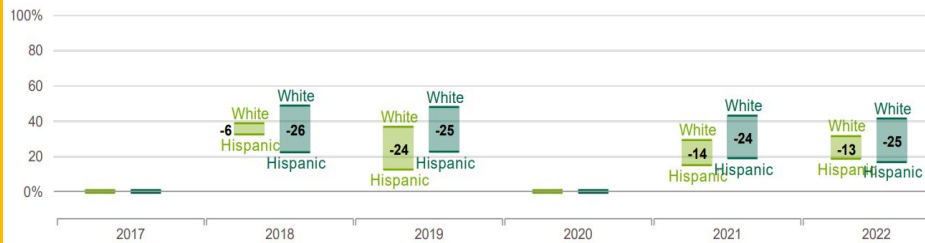
Grade 11 - ELA - Black and White



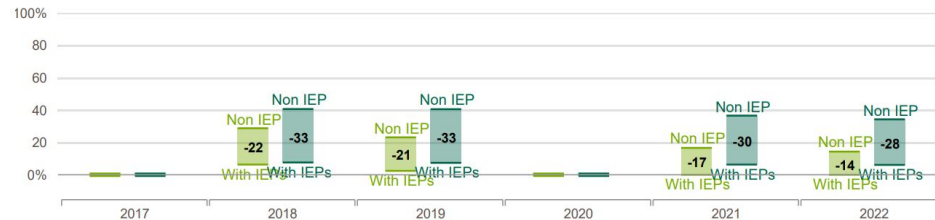
Grade 11 - ELA - Male and Female



Grade 11 - ELA - Hispanic and White



Grade 11 - ELA - With IEPs and Non IEP



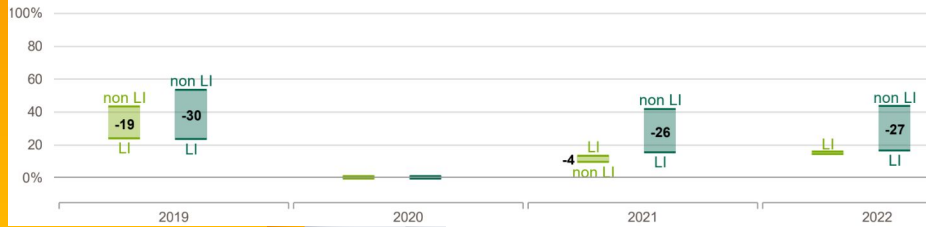
CMHS – SAT ACHIEVEMENT GAP SAT EBRW

	DISTRICT	STATE	
Black and White	-25	-31	Closing Gap Higher than State
White and Hispanic	-13	-25	Closing Gap Higher than State
Black and Hispanic	-13	-6	Closing Gap Lower than State
Female and Male	-13	-4	Closing Gap Lower than State
IEP vs. Non IEP	-14	-28	Closing Gap Higher than State

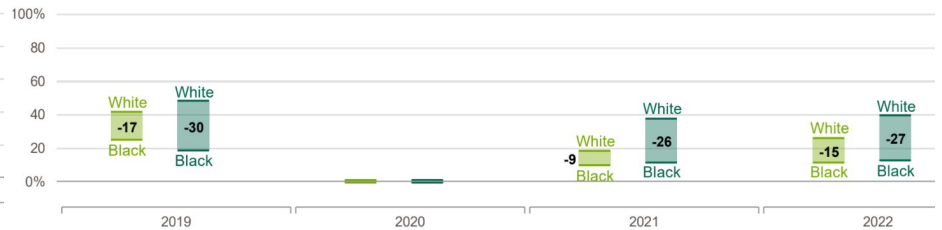
IAR – ACHIEVEMENT GAP ELA

■ District ■ State

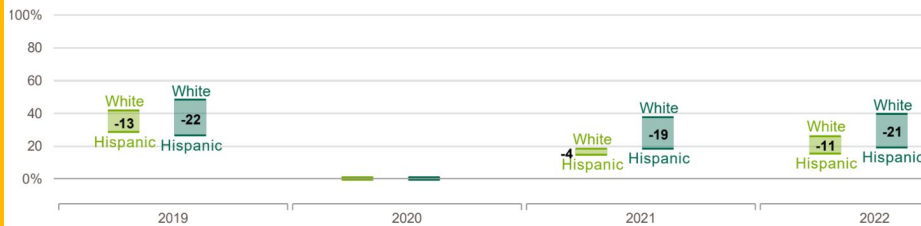
Summary - ELA - Low Income and Non Low Income



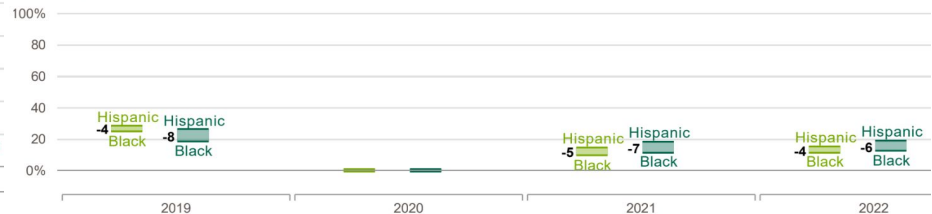
Summary - ELA - Black and White



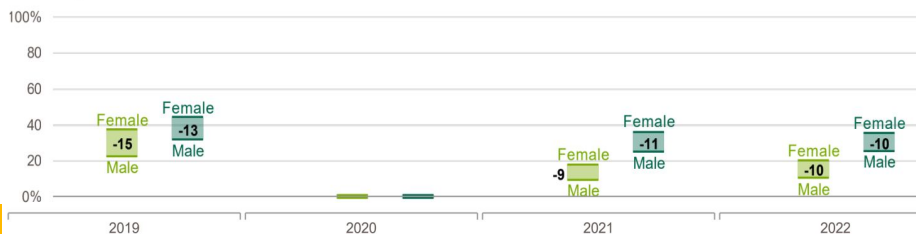
Summary - ELA - Hispanic and White



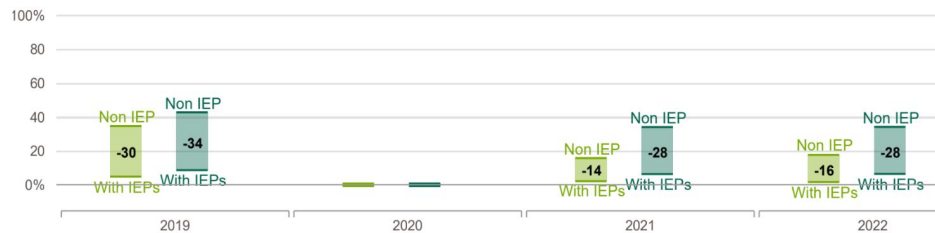
Summary - ELA - Black and Hispanic



Summary - ELA - Male and Female



Summary - ELA - With IEPs and Non IEP



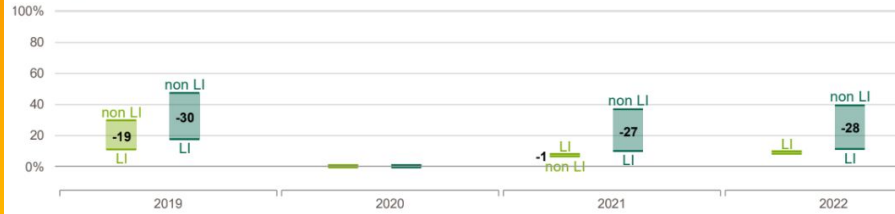
IAR ELA – ACHIEVEMENT GAP 2022

	DISTRICT	STATE	
Black and White	-15	-27	Closing Gap Higher than State
White and Hispanic	-11	-21	Closing Gap Higher than State
Black and Hispanic	-4	-6	Closing Gap Higher than State
Female and Male	-10	-10	No Target with State
IEP vs. Non IEP	-16	-28	Closing Gap Higher than State

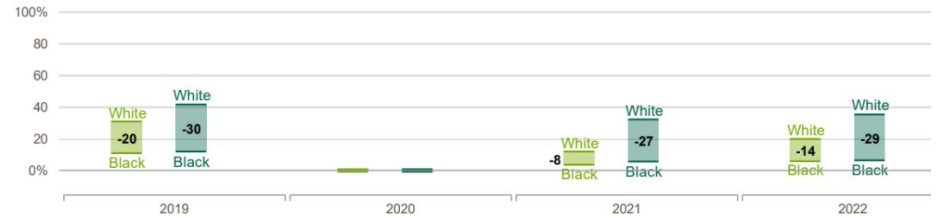
IAR – ACHIEVEMENT GAP MATH

■ District ■ State

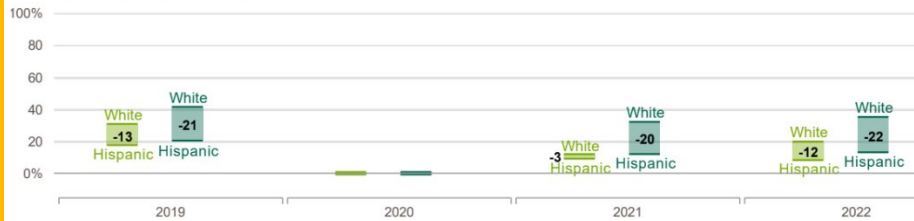
Summary - Mathematics - Low Income and Non Low Income



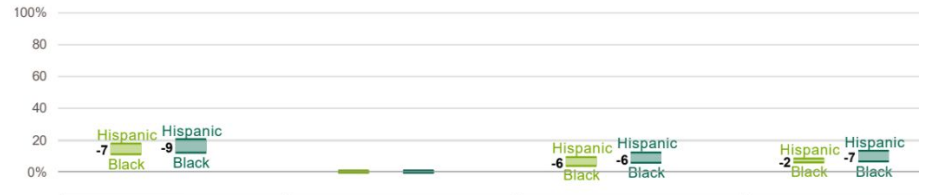
Summary - Mathematics - Black and White



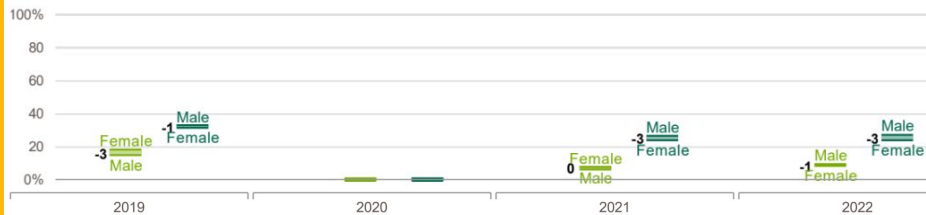
Summary - Mathematics - Hispanic and White



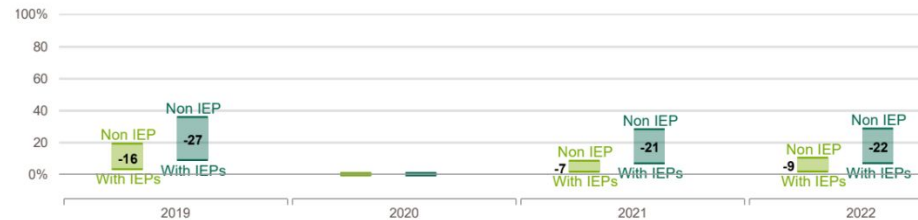
Summary - Mathematics - Black and Hispanic



Summary - Mathematics - Male and Female

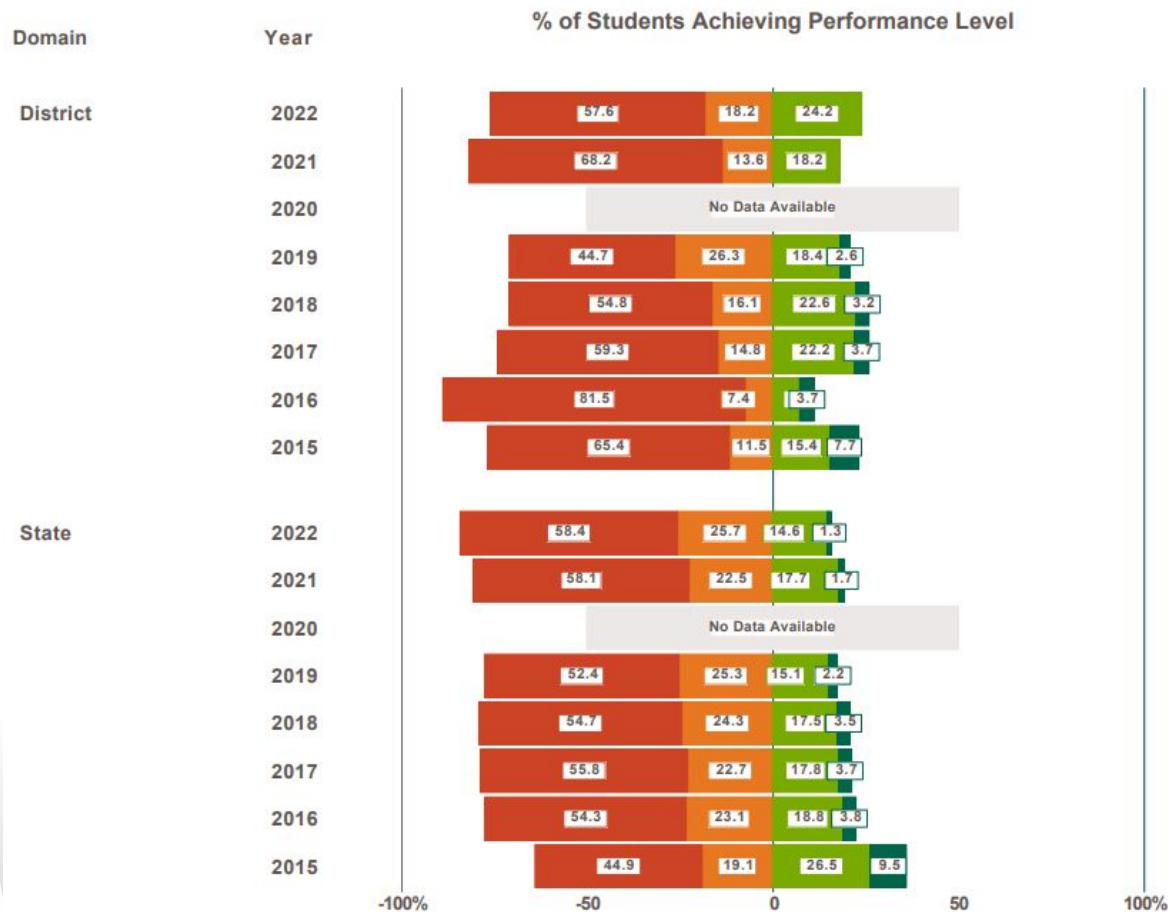


Summary - Mathematics - With IEPs and Non IEP



IAR – ACHIEVEMENT GAP MATH 2022

	DISTRICT	STATE	
Black and White	-14	-29	Closing Gap Higher than State
White and Hispanic	-12	-22	Closing Gap Higher than State
Black and Hispanic	-2	-7	Closing Gap Higher than State
Female and Male	-1	-3	Closing Gap Higher than State
IEP vs. Non IEP	-9	-22	Closing Gap Higher than State



DYNAMIC LEARNING MAPS 2022

	DISTRICT	STATE	
2022	-15	15.9	DLM higher than state average
2021	-11	19.4	DLM higher than state average
2020	No Data		
2019	21	17.3	DLM higher than state average

Dynamic Learning Maps assessment for students with cognitive disabilities.



ADDITIONAL INFORMATION

EQUITY CONTINUUM

The Equity Journey Continuum assists districts and their communities to make informed decisions about their district's equity strengths, opportunities for growth, access and supports, and to speak effectively about where to invest their equity efforts and resources to ensure students from all backgrounds can achieve high standards as districts move forward in their unique equity journey. There are no mandates or requirements associated with the Equity Journey Continuum.

- Student Learning
- Learning Conditions
- Elevating Educators

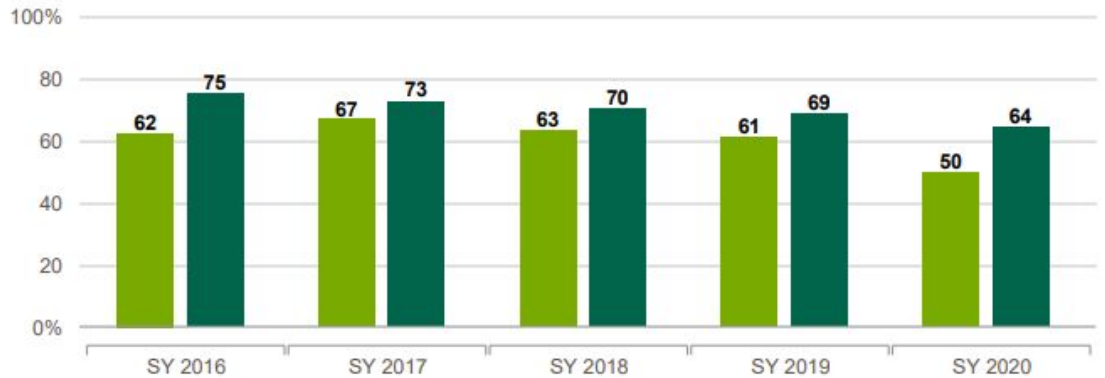
ADDITIONAL HIGH SCHOOL DATA AND REPORTS

■ District ■ State

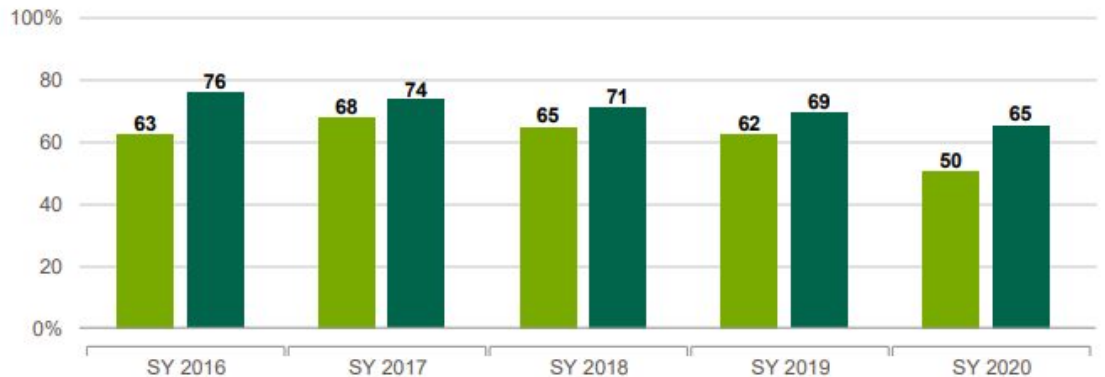
COLLEGE ENROLLMENT

- High School Reports
- [Link to Early College Coursework Report](#)
- [Link to Advanced Placement Report](#)

Percent of Students Enrolling in College Within 12 Months - By Graduating Class



Percent of Students Enrolling in College Within 16 Months - By Graduating Class



RESEARCHED BEST PRACTICES FOR SCHOOL IMPROVEMENT

FRAMEWORK	CM 201- U ACTIONS	PRACTICE
Strategic Plan	Goals and vision	Measure Implementation
<ul style="list-style-type: none"> • District Plan • School Improvement Plan • PLC Plan 	Continuous Improvement	Create data reviews
Collaborative Leadership	Building shared knowledge, leadership: mission, vision, values, goals, strategies	Appropriate decisions through high-performing, collaborative teams. Develop effective leadership teams, build capacity.
Cultural Competency	Build and implement equity plans to increase cultural competence	Equity Planning
Focus on Learning	<ul style="list-style-type: none"> • Curriculum • Assessments • Instruction 	<ul style="list-style-type: none"> • Curriculum: Guaranteed, Viable, Vertically aligned and prioritized standards. • Assessments: Aligned assessments • Instruction: differentiation, intervention, enrichment.
Extend Learning Opportunities	Opportunities for summer and after school programs	Build programming
Job Embedded Professional Development	Professional Development	Coaching cycles

NEW ACCOUNTABILITY MEASURES COMING

ELEMENTARY AND MIDDLE SCHOOL

- Climate Survey: 5%
- Fine Arts

HIGH SCHOOL

- College and Career Readiness
- Fine Arts

SOMETHING TO CELEBRATE

COMMENDABLE

Exemplary and Commendable schools experience similar levels of success to their peers on the whole regardless of demographics or program status.

- Balmoral Elementary
- Coretta Scott King Magnet School
- Crete Elementary
- Monee Elementary
- Talala Elementary
- Crete-Monee Middle School
- Crete-Monee High School

All seven (7) schools are **COMMENDABLE** since summative designations were added to accountability.



ILLINOIS REPORT CARD LINK

**CM 201-U ILLINOIS REPORT CARD CUSTOM
REPORT LINK**



QUESTIONS ?