



**Downers Grove Grade
School District 58**

We Envision. We Seek. We Believe

**Whittier School
Parent Forum**

November 10, 2022



Telling our story at Whittier through...

- Whittier Points of Pride
- Data from our school and our state
- Responding to Data through our School Improvement Planning
- The ways we support our students

Whittier Points of Pride



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Whittier Points of Pride



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WHITTIER 2022-2023



Whittier Vision Statement:

Whittier strives to develop lifelong learners within a caring, safe, and healthy learning environment. Our staff will be responsive to each student and collaborate with families and community. Our students will solve problems with perseverance, and develop a social conscience which enables them to contribute to their school, family, and community. Together we will be respectful of diversity and inclusivity, and we will positively impact the world.

Whittier Points of Pride



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- Continued Academic Achievement and Growth
- School/Community Involvement -
School Spirit and Community Service Projects
- Happiness Advantage/Positive Psychology
 - Choose Happy Orange Spirit Day
 - Traveling Morning Announcements
 - Laugh of the Day
 - Say “Hi”



**Downers Grove Grade
School District 58**

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Illinois Report Card and Summative Designations



- Released by the state every October to show how the state, district and each school are doing on a range of educational goals
- Three versions available online (and linked on our website as of the public release)
 - Static PDF
 - Illinois Interactive Report Card
 - At-A-Glance
- Includes data on achievement, growth, attendance and much more

What is a Summative Designation?



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- Stems from the Every Student Succeeds Act (ESSA), which is federal legislation that requires each state to create an accountability plan
- Began in the 2018-19 school year; has not been calculated since Fall 2019 due to the pandemic
- Is intended to be education and equitable, but not punitive
- **Designed to identify schools in the state that need support and then to provide that support**

What is a Summative Designation?



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Exemplary	<ul style="list-style-type: none">Overall performance in the top 10% of all schoolsMust have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schoolsHigh schools must have a graduation rate higher than 67%						
Commendable	<ul style="list-style-type: none">Overall performance not in the top 10% of all schoolsMust have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schoolsHigh schools must have a graduation rate higher than 67%						
Targeted Support	<ul style="list-style-type: none">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 <table border="0"><thead><tr><th data-bbox="542 536 722 554">STUDENT GROUPS</th><th data-bbox="1079 568 1180 587">Programs</th></tr></thead><tbody><tr><td data-bbox="542 568 691 587">Demographics</td><td data-bbox="1079 612 1483 721"><ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners</td></tr><tr><td data-bbox="542 612 981 809"><ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite</td><td></td></tr></tbody></table> <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>	STUDENT GROUPS	Programs	Demographics	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners	<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite	
STUDENT GROUPS	Programs						
Demographics	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners						
<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite							
Comprehensive Support	<ul style="list-style-type: none">Overall performance in the bottom 5 percent of Title I-eligible schools statewideAll 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>						

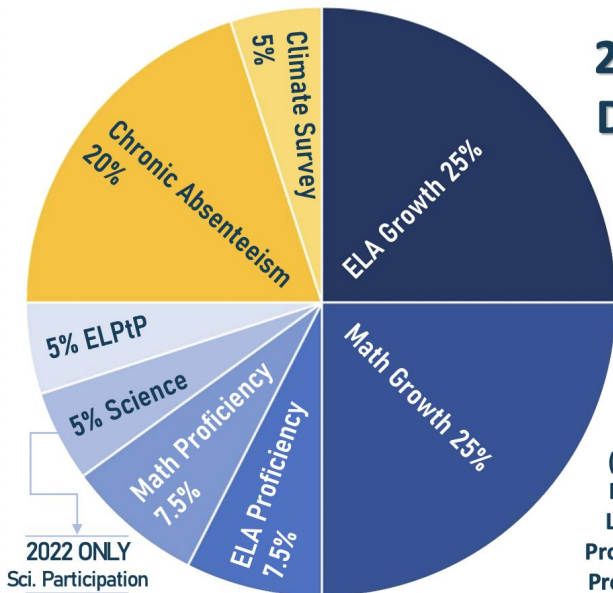
What is a Summative Designation?



2022 Indicators and Weights

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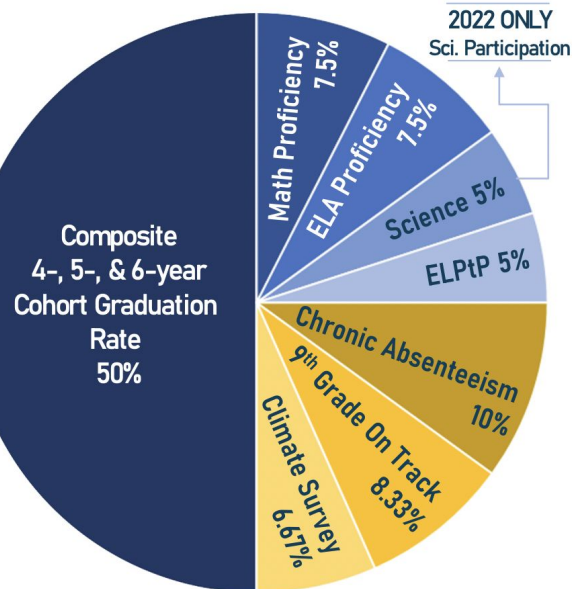
Elementary/Middle Band (ES)



High School Band (HS)

2022
Data

(ELPtP)
English
Learner
Progress to
Proficiency





Math and ELA Proficiency (15 %)

- Based upon distance from State targets
 - At or above state target = 100% of points possible
 - Below target = lower percentage of points possible
- Targets are defined for all student groups and each demographic group
- New this year, there are grade-band targets (gr 3-4; gr 5-6; gr 7-8)



Math and ELA Growth (50%)

- State Calculation against 2019 Baseline for student w/same score
- Different calculation than ECRA; ECRA takes into account more individualized targets and localized information
- Based upon each student's performance in Spring 2022 vs. students with same scores in 2019



Science (5%)

- In 2022 only, Science is based on participation and not proficiency
- Above 95% = 100% of points possible
- Between 75=95% = adjusted percentage
- Below 75% = 0% of points possible

EL Progress to Proficiency (5%)

- Only calculated when 20 or more students in the building in grades 2-6/7-8
- When not calculated, that 5% is divided across the remaining academic categories



Chronic Absenteeism (20%)

- Percentage of students who are absent more than 10% of the school year for any reason
- Bonus points in 2022 based upon the percentage of decline between 2019 and 2022
 - For example, if declined by more than 7.5%, a 25% bonus is awarded

Climate Survey (5%)

- Student Participation Rate in 5Essentials Survey

Student Demographic Groups

23

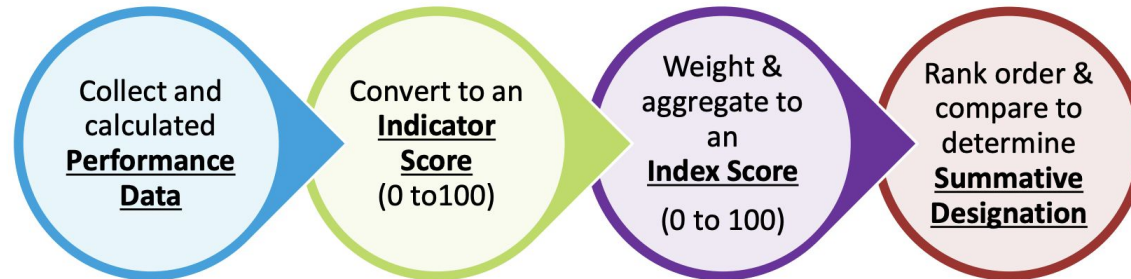
- “All Student” group
- Major racial & ethnic groups
- English Learners
- Former English Learners
 - Those who have reached proficiency
- Economically disadvantaged students
- Children with disabilities
 - IEP or 504
- ~~Students formerly with disabilities~~
- Groups of 20 students or more per indicator
- All students are in at least 2 groups, some may be in more



Calculating Annual Summative Designations

25

4 Step Process



- Percent Proficient
- Grad Rate
- Etc.

- Business rules unique to each indicator

- Weighted according to the plan

- Rank ordered by “All Student” Group
- ES in one list
- HS in another



Process in Action – Indicator Scores

26

Performance Data – Step 1			Becomes	Indicator Score – Step 2		
SCHOOL	All Students	Low Income		SCHOOL	All Students	Low Income
ELA Proficiency	45.3%	20.8%	Becomes	ELA Proficiency	100	81
Math Proficiency	38.7%	23.9%	Becomes	Math Proficiency	97.7	100
Graduation Rate	88% - 4yr 89% - 5yr 93% - 6yr	84% - 4yr 89% - 5yr 89% - 6yr	Becomes	Graduation Rate	66.4	58
Chronic Absenteeism	32.1%	46.5%	Becomes	Chronic Absenteeism	56.88	34.08
Climate Survey	92.92%	80.44%	Becomes	Climate Survey	95.38	67.65



Process in Action – Index Scores

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- Indicator scores multiplied by their weights & added become **Index Scores**

SCHOOL	Weight	All Students		Low Income		Multi-Racial	
ELA Proficiency	0.075	100	7.50	81.00	6.08	56.20	4.22
Math Proficiency	0.075	97.70	7.33	100.00	7.50	67.70	5.08
Science Proficiency	0.05	75.50	3.78	47.50	2.38	72.90	3.65
Graduation Rate	0.5	66.40	33.20	58.00	29.00	65.80	32.90
EL Progress to Proficiency	0.05	79.30	3.97	75.20	3.76	80.90	4.05
Chronic Absenteeism	0.1	56.88	5.69	34.08	3.41	57.02	5.70
9 th Grade On Track	0.0833	67.10	5.59	59.70	4.97	66.40	5.53
Climate Survey	0.0667	85.20	5.68	74.10	4.94	95.10	6.34
Index Score		72.73		62.03		67.46	

Step 3



Process in Action – Rank & Find Thresholds

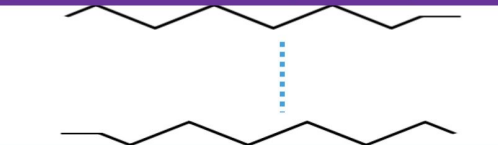
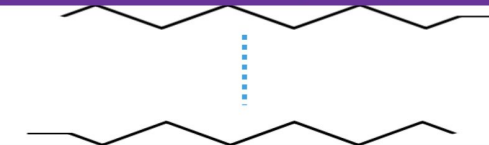
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Step 4a

K-8 Schools	Rank	Index
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade School	311	97.845
Green Meadows Elementary	312	97.833
Oak Hill Charter School	313	97.827

**Top
10%**

9-12 Schools	Rank	Index
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfall High School	66	89.811
Big Pine High	67	89.754



Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

**Lowest
5%**

Mane Coone High School	636	23.756
Boulevard Court High School	637	23.749
Mascot High School	638	23.022
Landmark High School	639	22.984
General High School	640	21.771

Designation Process



Process in Action - Compare & Designate

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K-8 Schools	Rank	Score
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade	311	97.845
Green Meadows	312	97.833
Oak Hill Charter School	313	97.827

Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

Rank	All	EL	Former EL	IEP	Low Income	Hispanic	Native American	Asian	Black	Pacific Islander	White	Multi Racial
462	63.02	0	0	0	0	0	0	0	0	0	61.45	0
463	63.02	0	72.14	46.98	42.99	58.78	0	0	0	0	65.94	58.23
464	63.01	0	0	86.91	60.17	69.15	0	0	54.43	0	65.94	58.23
465	63.01	0	71.5	22.73	59.27	73.12	0	0	0	0	59.47	0
466	62.93	0	0	0	0	0	0	0	0	0	65.82	0
467	62.88	0	0	0	0	0	0	0	0	0	65.82	0
468	62.86	0	0	0	0	0	0	0	0	0	65.82	0
469	62.82	0	66.33	87.2	0	71.7	0	0	0	0	65.82	0
470	62.8	0	70.82	20.23	62.48	70.05	0	0	0	0	65.82	0
471	62.7	0	71.37	45.57	64.29	71	0	0	0	0	65.82	0
471	62.7	0	71.37	45.57	64.29	71	0	0	69.27	0	65.82	0
473	62.51	26.56	33.32	0	66.75	64.81	0	0	0	0	65.82	0
474	62.23	0	0	0	0	0	0	0	0	0	56.53	0
475	62.08	0	0	0	0	0	0	0	0	0	65.82	0
476	62.04	0	0	0	0	0	0	0	0	0	65.82	0
477	61.9	0	0	43.77	0	0	0	0	0	0	65.82	0
478	61.87	0	0	0	0	0	0	0	0	0	65.82	0
479	61.66	0	0	42.46	54.26	22.45	0	0	0	0	65.82	0
480	61.61	0	0	0	0	0	0	0	0	0	65.82	0
481	61.6	0	0	41.49	0	0	0	0	0	0	65.82	0
482	61.6	0	0	0	0	0	0	0	0	0	65.82	0
483	61.55	0	0	0	0	0	0	0	0	0	65.82	0
484	61.52	0	0	0	0	0	0	0	0	0	65.82	0
485	61.44	0	0	0	0	0	0	0	0	0	65.82	0
486	61.4	0	0	0	59.24	73.2	0	0	68.64	0	65.82	0
487	61.24	0	0	0	0	0	0	0	0	0	59	0
488	61.24	0	0	0	0	0	0	0	0	0	60.08	0

Top 10% = Exemplary

Middle + no Targeted student groups = Commendable

Any student group index score lower than the "all group" of lowest 5% = Targeted Support

Lowest 5% = Comprehensive Support



2022 Index Score Thresholds:

- Exemplary index: 82.28 or above
 - Schools whose “All Students” group is at or above this threshold are designated as Exemplary
- Comprehensive and Targeted index: 31.55 or below
 - Schools with any group at or below this threshold are targeted for support

Summary of What's New



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New from the state:

- ELA and Math proficiency targets adjusted and placed in grade-level bands.
- Science proficiency - based on participation rates only in 2022
- Student Growth - against 2019 cohort
- Chronic Absenteeism - “bonus points”

Guidance from the State:

- Resist comparisons from 2019, and don't over-interpret any one data set



Resist Comparing the 2022 Designation to the 2019

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- ❑ **Resist comparing** the 2022 designation to the 2019 designation
 - ❑ Changes with varying degrees of impact to nearly every indicator
 - ❑ Comparison assumes similar conditions & context between the years
- ❑ **Do not over interpret** the designation or the data – gauge comparability in context
 - ❑ Did you have high rates of assessment participation in BOTH 2021 and 2022?
 - ❑ Did you make changes to attendance tracking in either 2021 or 2022?
 - ❑ Did you make changes to instructional practices or graduation requirements?

*Source:
ISBE
Summative
Designation
Webinar Oct.
3 2022*

The **more stable** your circumstances stayed across time, the **more comparable** your designations are. However, even if your circumstances stayed the same, other schools' circumstances did not, and the accountability system is to **some degree relational**.

If your designation changed, you should **carefully consider other sources of data**, particularly ones taken from the current academic year (SY2023) to determine whether you believe this change to be indicative of a **persistent trend**, or an **anomaly** related to conditions in 2021 or 2022.



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Reviewing SCHOOL's Data from the 2021-22 School Year

Standardized Data



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ESSA

Every Student Succeeds Act



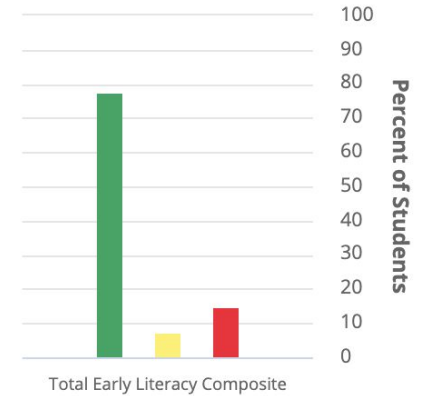
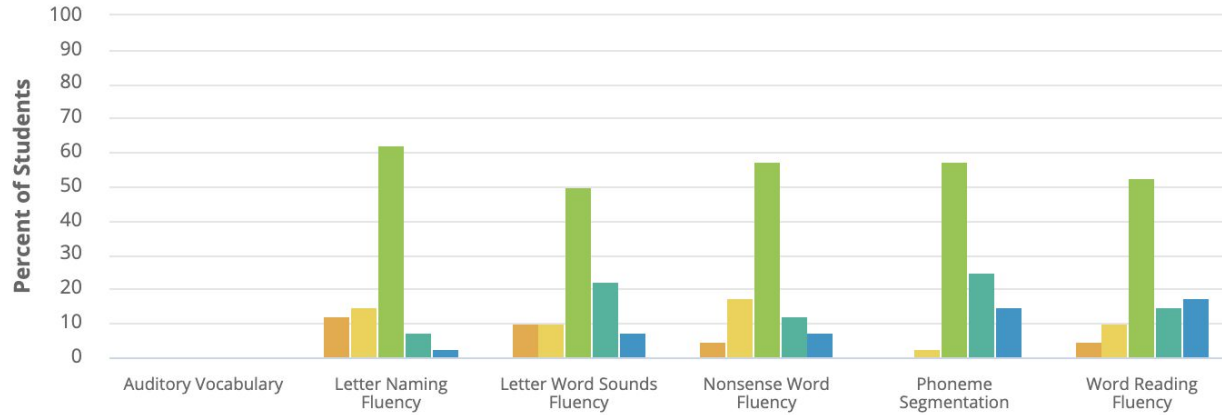
Kindergarten Literacy Spring 22



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Early Literacy Summary

Account (30 %ile)



Level	Auditory Vocabulary		Letter Naming Fluency		Letter Word Sounds Fluency		Nonsense Word Fluency		Phoneme Segmentation		Word Reading Fluency	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	5	12.5%	4	10%	2	5%	0	0%	2	5%
Below Average	0	%	6	15%	4	10%	7	17.5%	1	2.5%	4	10%
Average	0	%	25	62.5%	20	50%	23	57.5%	23	57.5%	21	52.5%
Above Average	0	%	3	7.5%	9	22.5%	5	12.5%	10	25%	6	15%
Well Above Average	0	%	1	2.5%	3	7.5%	3	7.5%	6	15%	7	17.5%
School Median Percentile	0		41		54		48		70		60	

Total Early Literacy Composite		
# of Students	% of Students	Risk
31	77.5%	Low
3	7.5%	Moderate
6	15%	High
47		School Median %ile

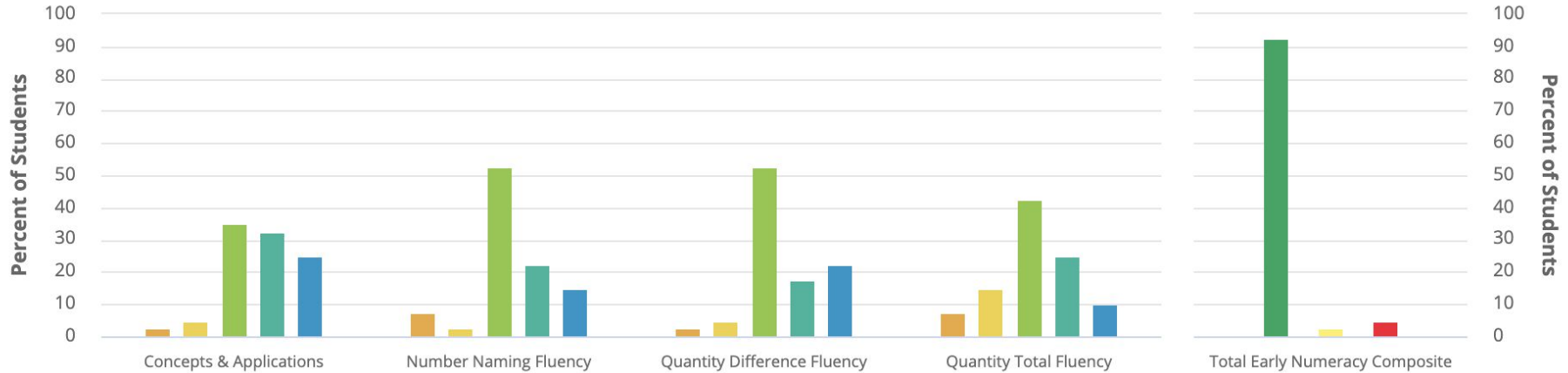
Kindergarten Numeracy Spring 22



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Early Numeracy Summary

Account (30 %ile)



	Concepts & Applications		Number Naming Fluency		Quantity Difference Fluency		Quantity Total Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	1	2.5%	3	7.5%	1	2.5%	3	7.5%
Below Average	2	5%	1	2.5%	2	5%	6	15%
Average	14	35%	21	52.5%	21	52.5%	17	42.5%
Above Average	13	32.5%	9	22.5%	7	17.5%	10	25%
Well Above Average	10	25%	6	15%	9	22.5%	4	10%
School Median Percentile	83		65		58		49	

Total Early Numeracy Composite		
# of Students	% of Students	Risk
37	92.5%	Low
1	2.5%	Moderate
2	5%	High
72		School Median %ile

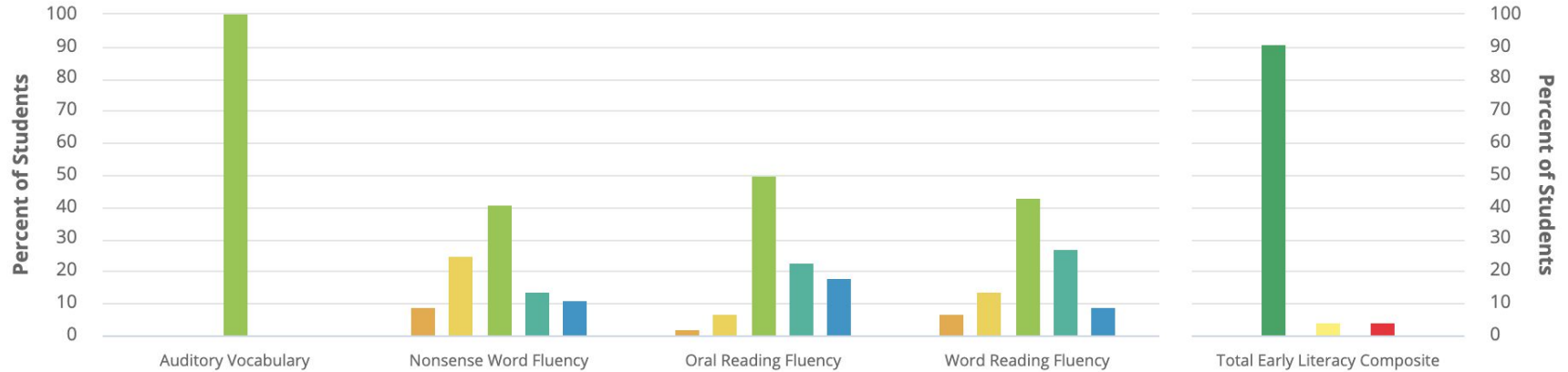
Grade 1 Literacy Spring 22



Downers Grove Grade School District 58
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Early Literacy Summary

Account (30 %ile)



Level	Auditory Vocabulary		Nonsense Word Fluency		Oral Reading Fluency		Word Reading Fluency	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	0%	4	9.1%	1	2.3%	3	6.8%
Below Average	0	0%	11	25%	3	6.8%	6	13.6%
Average	1	100%	18	40.9%	22	50%	19	43.2%
Above Average	0	0%	6	13.6%	10	22.7%	12	27.3%
Well Above Average	0	0%	5	11.4%	8	18.2%	4	9.1%
School Median Percentile	36		51		65		58	

Total Early Literacy Composite		
# of Students	% of Students	Risk
40	90.9%	Low
2	4.5%	Moderate
2	4.5%	High
65		School Median %ile

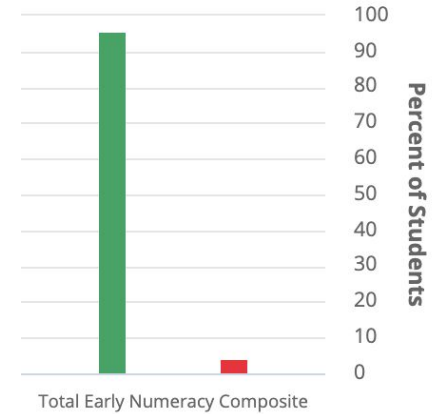
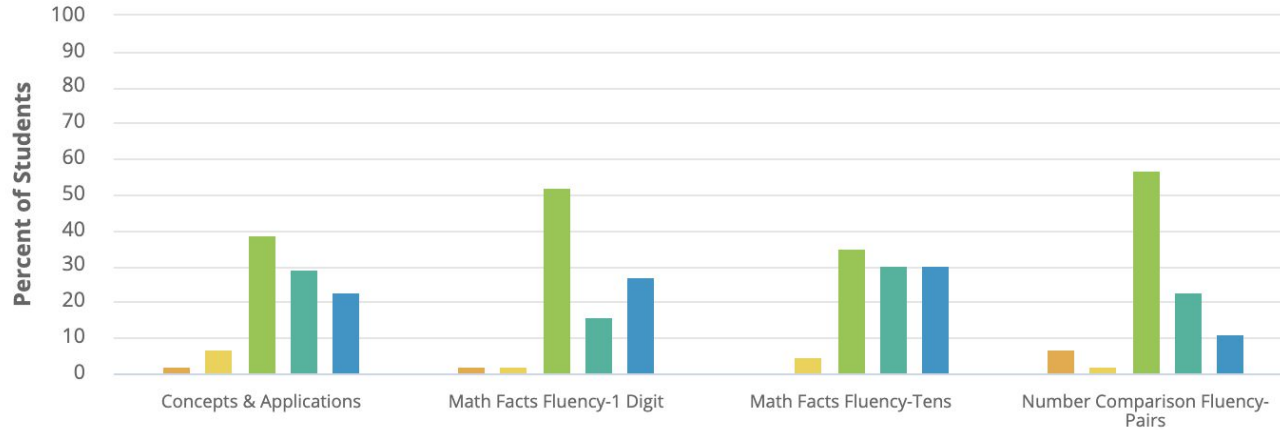
Grade 1 Numeracy Spring 22



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Early Numeracy Summary

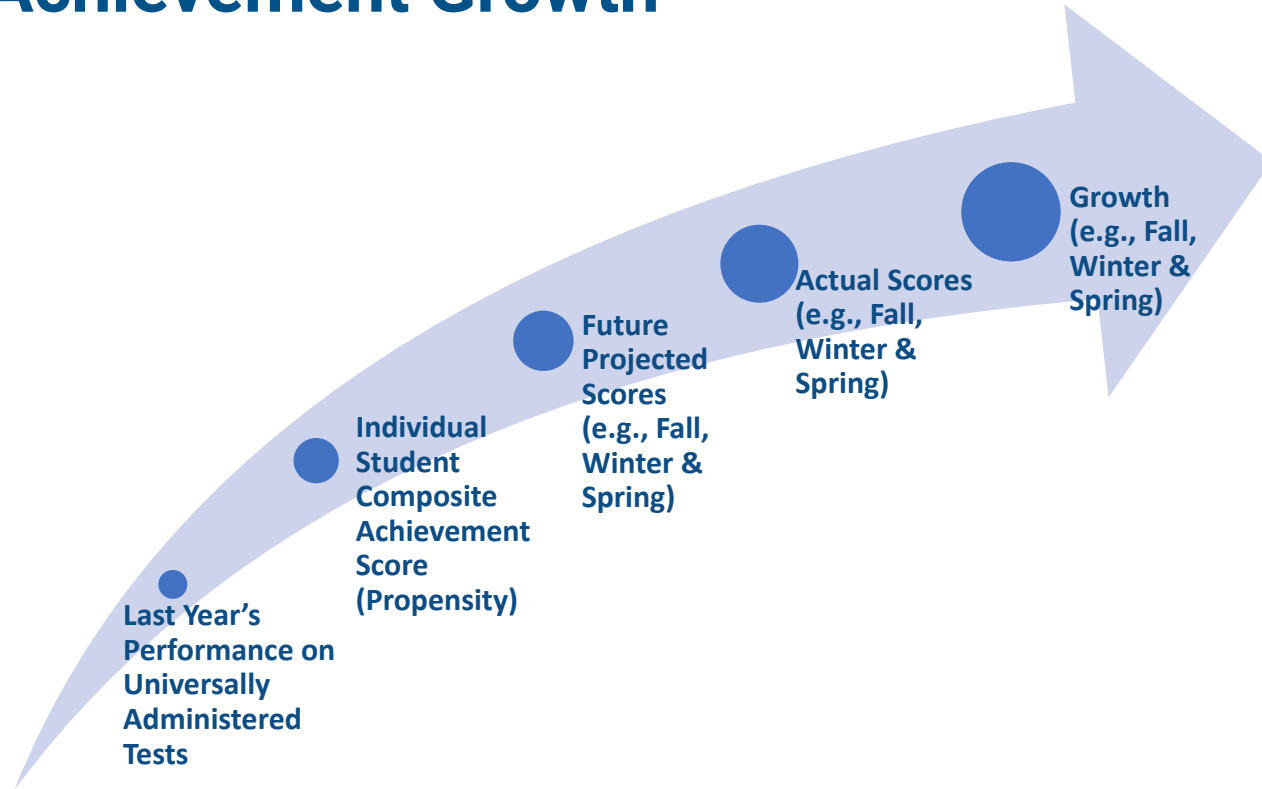
Account (30 %ile)



	Concepts & Applications		Math Facts Fluency-1 Digit		Math Facts Fluency-Tens		Number Comparison Fluency-Pairs	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	1	2.3%	1	2.3%	0	0%	3	6.8%
Below Average	3	6.8%	1	2.3%	2	4.7%	1	2.3%
Average	17	38.6%	23	52.3%	15	34.9%	25	56.8%
Above Average	13	29.5%	7	15.9%	13	30.2%	10	22.7%
Well Above Average	10	22.7%	12	27.3%	13	30.2%	5	11.4%
School Median Percentile	81		70		81		66	

Total Early Numeracy Composite		
# of Students	% of Students	Risk
42	95.5%	Low
0	0%	Moderate
2	4.5%	High
75		School Median %ile

Student Achievement Growth








Growth Scores and Effect Size

Growth scores represent the magnitude of the difference between actual and expected achievement. Each deviation from zero indicates more (or less) than expected growth observed in the District based on historical data. A negative growth score does not indicate a student is losing knowledge, but rather that the student did not learn as much throughout the school year as his or her peers with the same historical achievement.

For groups of students, the following two conditions must be met in order for a growth score to be deemed statistically and educationally significant:

- The difference between projected and actual achievement is statistically significant.
- The magnitude of the growth statistic is greater than or equal to the absolute value of 0.3, which is established as an educationally relevant effect size by the research community.

ECRA Thresholds for Effect Sizes and Growth Inference

Statistical Test	Aggregate Growth Threshold	Growth Inference	
Not Significant	Any	Expected	
	Growth is +0.30 or above	Higher than Expected	
Significant	Growth from -0.29 to + 0.29	Expected	
	Growth from -0.30 to -0.59	Lower than Expected	
	Growth is -0.60 or below	Unsatisfactory	



DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Overall Growth Summary (2021-2022)

School:

WHITTIER ELEM SCHOOL

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**



Student Growth by Subject

Subject	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
Mathematics	197	57%	26%	63%	10%	+ 0.32
Reading	197	51%	12%	58%	29%	- 0.34
ALL	197	54%	19%	61%	20%	- 0.01
EXPECTED			16%	68%	16%	0.00

^{*} Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 2 predictors

^{**} Percentages may not add to 100 due to rounding

^{***} Results not reported for groups with fewer than 5 students



DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Grade-Level Growth Summary (2021-2022)

School:
WHITTIER ELEM SCHOOL

Subject:
Mathematics

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.32 **Higher than Expected Growth**

Student Growth by Grade

Grade	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
02	34	50%	29%	59%	12%	+ 0.39
03	44	64%	34%	52%	14%	+ 0.48
04	44	55%	25%	66%	9%	+ 0.37
05	37	62%	16%	76%	8%	+ 0.12
06	38	55%	26%	66%	8%	+ 0.22
ALL	197	57%	26%	63%	10%	+ 0.32
EXPECTED			16%	68%	16%	0.00

^{*} Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 2 predictors

^{**}Percentages may not add to 100 due to rounding

^{***}Results not reported for groups with fewer than 5 students



DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Grade-Level Growth Summary (2021-2022)

School:
WHITTIER ELEM SCHOOL

Subject:
Reading

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.34 **Lower than Expected Growth**

Student Growth by Grade

Grade	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
02	34	50%	12%	65%	24%	- 0.20
03	44	43%	11%	45%	43%	- 0.67
04	44	41%	5%	64%	32%	- 0.49
05	37	51%	11%	49%	41%	- 0.60
06	38	71%	24%	71%	5%	+ 0.37
ALL	197	51%	12%	58%	29%	- 0.34
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

**Percentages may not add to 100 due to rounding

[^] Student count only includes students with at least 2 predictors

***Results not reported for groups with fewer than 5 students

IAR Spring 2022 (ECRA view)



Downers Grove Grade School District 58
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DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Overall Growth Summary (2021-2022)

School:

WHITTIER ELEM SCHOOL

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**



Student Growth by Subject

Subject	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELA	163	55%	15%	66%	20%	- 0.15
Mathematics	163	58%	35%	58%	7%	+ 0.65
ALL	163	56%	25%	62%	13%	+ 0.25
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

IAR Spring 2022 (ECRA view)



**Downers Grove Grade
School District 58**
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DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Grade-Level Growth Summary (2021-2022)

School:
WHITTIER ELEM SCHOOL

Subject:
ELA

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**



Student Growth by Grade

Grade	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	44	48%	9%	66%	25%	- 0.29
04	44	59%	18%	70%	11%	+ 0.07
05	37	38%	8%	54%	38%	- 0.71
06	38	76%	24%	71%	5%	+ 0.33
ALL	163	55%	15%	66%	20%	- 0.15
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

IAR Spring 2022 (ECRA view)



Downers Grove Grade School District 58
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DOWNERS GROVE GRADE SCHOOL DISTRICT 58

Grade-Level Growth Summary (2021-2022)

School:
WHITTIER ELEM SCHOOL

Subject:
Mathematics

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.65 **Higher than Expected Growth**

Student Growth by Grade

Grade	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	44	66%	34%	55%	11%	+ 0.91
04	44	48%	43%	55%	2%	+ 0.61
05	37	57%	19%	68%	14%	+ 0.16
06	38	61%	42%	55%	3%	+ 0.85
ALL	163	58%	35%	58%	7%	+ 0.65
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

^A Student count only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

Illinois School Report Card



Downers Grove Grade School District 58
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WHITTIER ELEM SCHOOL (PK - 6)
 DOWNERS GROVE GSD 58

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[Custom Report Card Builder](#)

Principal
Mr. Michael Krugman

District Superintendent
Dr. Kevin Russell

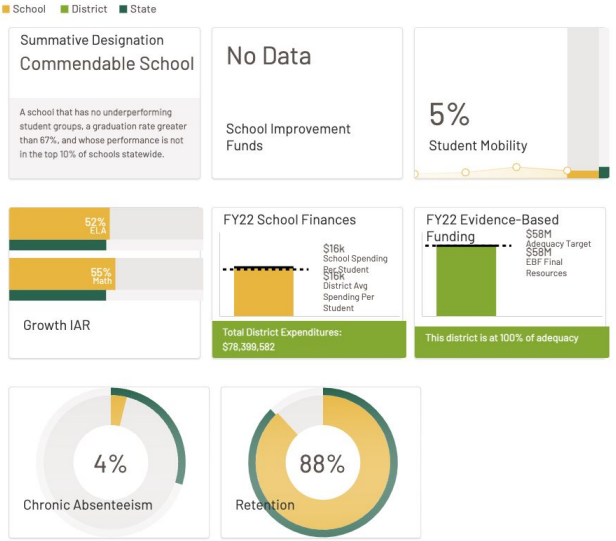
Address
536 HILL ST
DOWNERS GROVE IL 60515
(630) 719-5865

District Provided Statement
 District 58's Strategic Plan calls for continued analysis of student growth and achievement, with Key Performance Indicators established in both areas. Annual analysis of the data contained in this report card informs our district goal-setting and school improvement planning process. Additional information can be found at www.dg58.org.

[Visit School Website](#)

[Download Historical School Report Cards](#)

School Snapshot



Illinois School Report Card



**Downers Grove Grade
School District 58**
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WHITTIER ELEM SCHOOL (PK - 6)

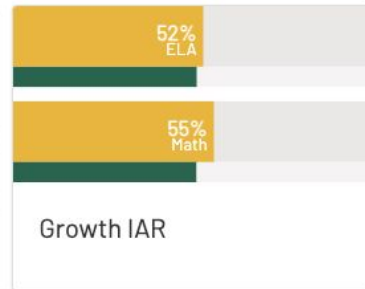
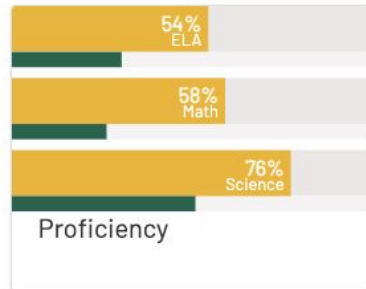
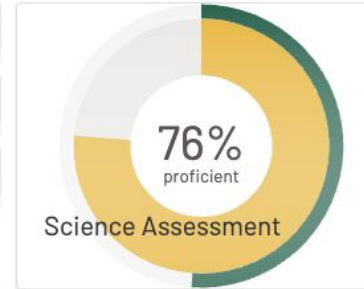
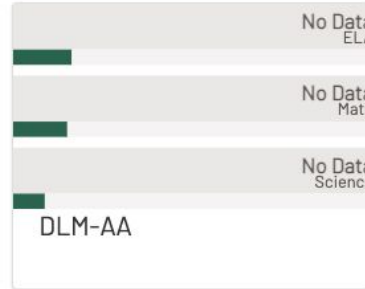
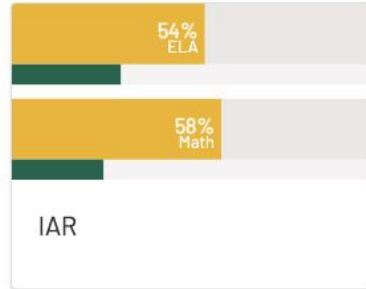
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Academic Progress

■ School ■ District ■ State



Whittier's Summative Rating



**Downers Grove Grade
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Elementary School Summative Designation

School RCDTS: 190220580022013

School Name: Whittier Elem School

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
ALL	Raw Calculation	50.53	56.79	56.84	59.21	100.00		3.14	97.54	81.83
ALL	Indicator Score	100.00	63.99	100.00	69.35	100.00		98.41	100.00	81.83
ALL	Weighted Index	8.04	17.14	8.04	18.58	5.36		19.68	5.00	81.83

Within the Weighted Index Row...

ELA Proficiency - 8.04 points possible

ELA Growth - 26.78 points possible

Science Proficiency - 5.36 points possible

Chronic Absenteeism - 20 points possible

Math proficiency - 8.04 points possible

Math Growth - 26.78 points possible

Climate Survey - 5 points possible

Exemplary Threshold: 82.28

Whittier All Student Group: 81.83

Subgroups at Whittier:

- Children with Disabilities: 66.09
- White Students: 82.13

Whittier 2022 Designation:

Commendable



SCHOOL IMPROVEMENT ELA GOAL

Statement of Goal

Over the course of the 2022-23 school year, the Whittier School team will continue to focus on the main idea, supporting details, and text evidence, in all instructional environments throughout the building, while the Instructional Leadership Team provides training, implementation support, and reflection opportunities to the staff.



Rationale for Goal

The Whittier Instructional Leadership Team continues to meet throughout the year. Data from the 2021-22 school year was collected, reviewed, and analyzed by the ILT. It was found that, while the data showed a slight improvement, there is still a continued need for supporting students in identifying a supporting detail for the main idea, along with identifying text evidence.



Implementation and Support of Goal

At Whittier, our ILT (Instructional Leadership Team), will support the staff throughout the school year. Throughout the school year, members of the ILT will provide staff with and in-service staff on developing ELA Practice activities to support main idea, supporting details, and identifying text evidence, which align with the Benchmark Reading Assessments and the IAR. The ILT implementation plan will include training, implementing, and reflecting.



Plans and Timelines to Measure Effectiveness

The effectiveness of this goal will depend on the implementation of the ELA Practice Activities. Throughout this implementation, data will be collected on the ELA Practice Activities, along with targeted Benchmark Assessments. The ILT will then support the staff through training, implementing, and reflecting. Data will be collected and analyzed throughout the school year to determine growth in identifying a supporting detail for the main idea, along with identifying text evidence, to determine next steps.

Supporting our Students



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- Small Group Instructional Model for reading and math at all grade levels
- Targeted Interventions for students below the 25th %ile in reading and math
- 2 Resource Teachers support students with Individualized Education Plans (IEPs) and Tier 3 students in reading, writing, and math
- 1 EL Teacher supports English Language Learners to better understand academic concepts and vocabulary across all academic subjects for thirty minutes every day

Supporting our Students



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- 1 Reading Specialist and .5 Interventionist supports students with reading deficits by providing targeted interventions in a small group setting, or while pushing in to the classroom to support students
- 1 Instructional Assistant supports students in reading and math through targeted interventions at identified grade levels
- 1 Social Worker supports all students with social and emotional needs and provides teachers with suggestions and supports for students who need more non-academic supports

Supporting our Students



**Downers Grove Grade
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- Classroom-based meetings focus on Social Emotional Learning and promote a safe place to work together on concerns, reinforce skills, and celebrate successes as a class
- Explicit instruction and review is presented, related to problem solving and character traits, through the Second Step program
- School-wide theme connects the Whittier community with one common goal - this year “Be the Dream”
- Continued development of schoolwide and classroom common expectations



Downers Grove Grade School District 58

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Questions?