



2021-2022

OFFICE OF TEACHING AND LEARNING END OF YEAR ACADEMIC REPORT

- Final 2021-2022 Academic Report
- Illinois Report Card

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Dr. Kara Coglianese, Superintendent

June 21, 2022

OVERVIEW

ILLINOIS REPORT CARD



- ISBE annually releases school report cards that show how each school, each district and the state is performing on a wide range of educational goals.
- The suspension of in-person instruction affected multiple Report Card metrics.
- For some metrics, ISBE collected no data. For other metrics ISBE collected data, but the suspension of in-person instruction likely impacted the results.

CRETE-MONEE 201-U

- Students are making progress, but are not growing at the rate consistent with pre-pandemic levels.
- Math continues to be a challenge for our students, a plan is developed to address the deficits.

TERMS

- **Calculated with Concerns** - Users of this report should note that this data may have possibly been affected by the suspension of in person instruction during the 2020-2021 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes from the suspension of in person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.
- **Caution Statewide Threshold** - Margin of Error
- **Unfinished Learning, Learning Loss, Unfinished Instruction**
These terms are used throughout different documents, websites and platforms. All terms identify a loss of work that was not finished as the combination of teaching and learning within an academic year that fails to provide students with an opportunity to demonstrate proficiency with grade-level texts and tasks. As we discuss the terms we are specifically referring to the effects caused by COVID-19.

ISBE ILLINOIS REPORT CARD 2021 KEY DATES

- March 28, 2022: Third Educator Preview Opens
- April 27, 2022: Third Report Card Release

WHAT'S IN?: THIRD RELEASE

- On April 27th, the following finalized data will be released to the Report Card for those who completed spring and/or fall assessment testing.
 - IAR
 - SAT
 - ACCESS
 - Dynamic Learning Maps Alternate Assessment (DLM-AA)
 - Participation Rates (IAR, SAT, and ISA)
- The metrics included in the Third Release will be reported at the school, district, and state levels.

WHAT'S IN?: THIRD RELEASE (CONTINUED)

- Additionally, the following metrics will also be updated in this release for school and district-level data:
 - Graduation Rate
 - Dropout Rate
 - Average Class Size
 - Change made: Calculation is now based off of “course ID” instead of “subject area” in the Student Information System (SIS).
 - Average Administrator Salary
 - Average Teacher Salary
 - All of these data will be published to the Illinois Report
- Card as final at the school, district, and state levels on April 27.

WHAT'S OUT?: THIRD RELEASE

The following metrics will not be reported on the SY 2021 Report Card. Additional information regarding the following metrics will be posted to ISBE's website as it becomes available.

- [Illinois Science Assessment Proficiency](#)
- [IAR - Growth Percentile](#)
- [Summative Designation](#)
- [Early Learning \(KIDS\)](#)
- [College and Career Ready](#)

Science Assessment Proficiency Data

Participation in the 2021 ISA was not sufficient for ISBE to conduct a valid standards setting. Therefore, Science Assessment Proficiency data will not be reported on the 2021 Report Card. Additional information about the ISA results, including Individual Student Reports, will be made available in the near future.

WHAT'S OUT?: THIRD RELEASE (CONTINUED)

College and Career Readiness Indicator Update

- College and Career Readiness Indicator data from 2021 will not be published on the Illinois Report Card. Schools and districts can continue to view their own data in Educator Preview. The COVID-19 pandemic affected this new, complex data collection.

ILLINOIS REPORT CARD VIEW

CRETE MONEE CUSD 201U

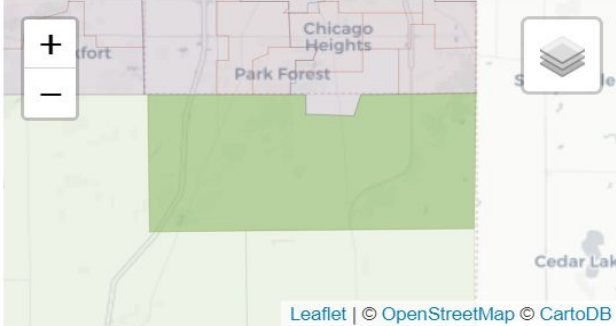
[View At-a-Glance PDF](#)

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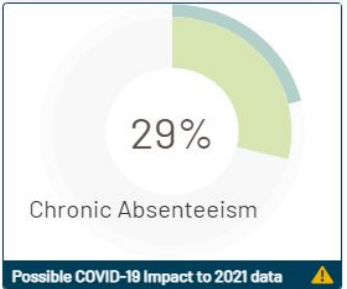
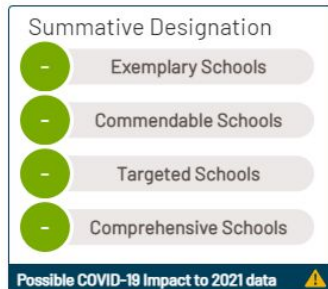
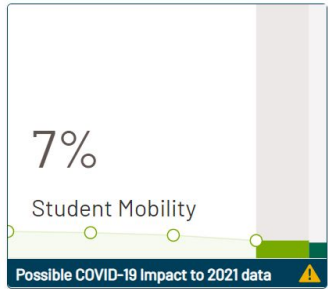
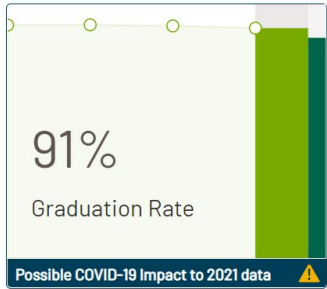
[ISBE Classic PDF Report Card](#)

[Visit District Website](#)



Leaflet | © OpenStreetMap © CartoDB

! Items possibly impacted by COVID-19 are highlighted below. View item for more specific information.



RELEASE OF DATA

| | | | |
|---|--|---|--|
| <p>First Public Release October 2021</p> | <p>What's In? Metrics that don't rely on assessment data.</p> | <ul style="list-style-type: none"> ● Chronic Absenteeism ● Chronic Truancy ● Dropout Rate ● 9th Grade on Track ● Graduation Rate (4,5,6 year) ● Number of School Days ● Student Attendance ● Student Mobility ● Teacher Attendance ● Teacher Evaluation ● Climate Survey | <ul style="list-style-type: none"> ● Advanced Academic Programs ● Gifted ● Early College Coursework–Advanced Placement Enrollment (9 to 12) ● Early College Coursework–Dual Credit Student Enrollment (9 to 12) ● Early College Coursework–IB Student Enrollment (9 to 12) ● Early College Coursework–Advanced Placement (AP) Courses ● Early College Coursework–IB Courses ● Early College Coursework–Dual Credit |
| <p>Second Release December 2021</p> | | <p>December 2, 2021 Preliminary</p> | <ul style="list-style-type: none"> ● Illinois Assessment of Readiness (IAR) ● SAT ● Participation Rates (IAR, SAT, and ISA) |
| <p>Third Release April 2022</p> | | <p>April 27, 2022 Finalized</p> | <ul style="list-style-type: none"> ● Illinois Assessment of Readiness (IAR) ● ACCESS ● DLM |



CURRENT DATA SPRING 2022

CRETE-MONEE 201-U ASSESSMENTS

The following assessments are taken by all students who qualify.

| GRADE | STANDARDIZED ASSESSMENT | SCHEDULE | REQUIRED BY | ESTIMATED TIME | PRIMARY USE |
|----------------|--------------------------|-------------------------------------|-------------|--------------------|----------------------------|
| Pre K | Teaching Strategies GOLD | Ongoing Progress Monitoring | District | Less than an Hour | Combination of Reasons |
| K | KIDS | First 40 Days of Student Attendance | State | Daily Observations | Developmental Readiness |
| K- 12 | ACCESS | January | State | 3 - 4 Hours | School Performance Ratings |
| K- 12 | FitnessGram | Fall/Spring | State | Less than an Hour | Student Instruction |
| K-12 | NWEA | 3 Times Per Year | District | Less than an Hour | Combination of Reasons |
| 2 | CogAT | March | District | 2 - 3 Hours | Course/Program Placement |
| 3-12 | SRI | 3 Times Per Year | District | Less than an Hour | Course/Program Placement |
| 3 - 8 | IAR | April | State | More than 8 Hours | Combination of Reasons |
| 3 - 8 and 11 | DLM | March | State | 5 - 6 Hours | School Performance Ratings |
| 5, 8 , Biology | ISA (Science) | April | State | Less than an Hour | School Performance Ratings |
| 8 | PSAT 8/9 | January | District | 2 - 3 Hours | Combination of Reasons |
| 8-12 | Aappl | May | District | 2 - 3 Hours | Course/Program Placement |
| 9 | PSAT 8/9 | April | District | 2 - 3 Hours | Combination of Reasons |
| 10 | PSAT 10 | October | District | 2 - 3 Hours | Combination of Reasons |
| 11 | PSAT NMSQT | October | District | 2 - 3 Hours | Combination of Reasons |
| 11 | SAT | April | State | 3 - 4 Hours | Combination of Reasons |
| 9 - 12 | AP | May | District | 2 - 3 Hours | Combination of Reasons |

**EARLY LEARNING CENTER
TEACHING STRATEGIES GOLD RESULTS
2021-2022 SCHOOL YEAR**

| AREA/DIMENSION | | MEETS AND EXCEEDS FALL | MEETS AND EXCEEDS FALL | OVERALL | MEETS AND EXCEEDS SPRING | MEETS AND EXCEEDS SPRING | OVERALL | GROWTH |
|-------------------------|---------------------------------|------------------------|------------------------|---------------|--------------------------|--------------------------|-----------------|-----------------|
| SOCIAL-EMOTIONAL | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 1A | Manages Feelings | 73% | 86% | 79.5% | 86% | 72% | 79% | Decrease .5% |
| 1B | Follows Limits and Expectations | 90% | 86% | 88% | 97% | 95% | 96% | Increased 8% |
| 1C | Takes Care of Own Needs | 66% | 57% | 61.5% | 76% | 90% | 83% | Increased 21.5% |
| 2C | Interacts with Peers | 83% | 71% | 73% | 90% | 90% | 90% | Increased 17% |
| 2D | Makes Friends | 78% | 44% | 61% | 80% | 72% | 76% | Increased 15% |
| 3B | Solves Social Problems | 76% | 32% | 54% | 89% | 66% | 77.5% | Increased 23.5% |
| PHYSICAL | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 4 | Traveling Skills | 94% | 94% | 94% | 93.33% | 93.34% | 93.33% | Decreased .6% |
| 5 | Balancing Skills | 76% | 76% | 76% | 80% | 100% | 90% | Increased 14% |
| 6 | Gross Motor Manipulatives | 72% | 79% | 75.5% | 93% | 96% | 94.5% | Increased 19% |
| 7A | Use Fingers and Hands | 76% | 79% | 77.5% | 89% | 90% | 89.5% | Increased 12% |
| 7B | Writing and Drawing Tools | 98% | 73% | 85.5% | 96% | 92% | 94% | Increased 8.5% |

**EARLY LEARNING CENTER
TEACHING STRATEGIES GOLD RESULTS
2021-2022 SCHOOL YEAR**

| AREA/DIMENSION | | MEETS AND EXCEEDS FALL | MEETS AND EXCEEDS FALL | OVERALL | MEETS AND EXCEEDS SPRING | MEETS AND EXCEEDS SPRING | OVERALL | GROWTH |
|----------------|----------------------------|------------------------|------------------------|---------|--------------------------|--------------------------|----------|------------------|
| LANGUAGE | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 8A | Comprehends Language | 77.97% | 71.43% | 74.7% | 86.89% | 96.61% | 91.75% | Increased 17.05% |
| 8B | Follows Directions | 81.34% | 73.02% | 77.18% | 96.73% | 96.67% | 96.7% | Increased 19.52% |
| 9B | Speaks Clearly | 88.46% | 77.08% | 82.77% | 87.76% | 96.42% | 92.09% | Increased 9.32% |
| 10A | Engages in Conversation | 71.18% | 63.48% | 67.33% | 72.14% | 87.93% | 80.04% | Increased 12.71% |
| COGNITIVE | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 11A | Attends and Engages | 85% | 60% | 72.5% | 93% | 90% | 91.5% | Increased 19% |
| 11C | Solves Problems | 66% | 52% | 59% | 69% | 80% | 74.5% | Increased 15.5% |
| 13 | Uses Classification Skills | 80% | 71% | 75.5% | 84% | 91% | 87.5% | Increased 12% |
| 14B | Sociodramatic Play | 86% | 80% | 83% | 96% | 98% | 97% | Increased 14% |

**EARLY LEARNING CENTER
TEACHING STRATEGIES GOLD RESULTS
2021-2022 SCHOOL YEAR**

| AREA/DIMENSION | | MEETS AND EXCEEDS FALL | MEETS AND EXCEEDS FALL | OVERALL | MEETS AND EXCEEDS SPRING | MEETS AND EXCEEDS SPRING | OVERALL | GROWTH |
|----------------|--|------------------------|------------------------|---------|--------------------------|--------------------------|----------|-----------------|
| LITERACY | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 16A | ID and Names Letters | 47% | 75% | 61% | 71% | 89% | 80% | Increased 19% |
| 16B | Letter Sounds | 100% | 22% | 61% | 100% | 65% | 82.5% | Increased 21.5% |
| 17A | Uses Books Appropriately | 93% | 83% | 88% | 85% | 99% | 92% | Increased 4% |
| 18A | Interacts During Reading | 75% | 64% | 69.5% | 90% | 88.33% | 89% | Increased 20% |
| 19A | Writes Name | 78% | 80% | 79% | 73% | 95% | 84% | Increased 5% |
| 19B | Writes to Convey Ideas and Information | 70% | 38% | 54% | 67% | 71% | 69% | Increased 15% |
| MATH | | 3 Year Olds | 4 Year Olds | Fall % | 3 Year Olds | 4 Year Olds | Spring % | Results |
| 20A | Counts | 80% | 53% | 66.5% | 75% | 88% | 81.5% | Increased 15% |
| 20C | Connects Numerals | 75% | 61% | 68% | 75% | 79% | 77% | Increase 9% |
| 21B | Shapes | 87% | 32% | 59.5% | 97% | 58% | 77.5% | Increased 18% |
| 23 | Patterns | 79% | 67% | 73% | 82% | 89% | 85.5% | Increased 12.5% |

| GR | SUBJECT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT |
|----|---|----------|----------------------------------|----------|----------------------------------|----------|----------------------------------|----------|----------------------------------|----------|----------------------------------|
| K | MATH <i>National Mean 157.11</i> | 156.1 | 69% - 48 of 70 Students | 159.6 | 84% - 37 of 44 Students | 152 | 61% - 37 of 61 Students | 154.8 | 61% - 39 of 64 Students | 149.9 | 41% - 19 of 46 Students |
| | READING <i>National Mean 153.09</i> | 150.4 | 44% - 31 of 70 Students | 154 | 57% - 25 of 44 Students | 148.1 | 38% - 23 of 61 Students | 149.6 | 45% - 29 of 64 Students | 143.2 | 20% - 9 of 46 Students |
| 1 | MATH <i>National Mean 176.40</i> | 168.9 | 40% - 31 of 78 Students | 177.7 | 68% - 23 of 34 Students | 166.9 | 35% - 25 of 72 Students | 169.7 | 51% - 32 of 63 Students | 161.5 | 20% - 10 of 50 Students |
| | READING <i>National Mean 171.40</i> | 162.3 | 37% - 28 of 76 Students | 170.9 | 62% - 21 of 34 Students | 162.3 | 34% - 24 of 71 Students | 161.7 | 32% - 20 of 62 Students | 156.5 | 22% - 11 of 50 Students |
| 2 | MATH <i>National Mean 189.42</i> | 178.7 | 35% - 25 of 71 Students | 183.6 | 56% - 22 of 39 Students | 185.1 | 60% - 38 of 63 Students | 181.7 | 39% - 24 of 61 Students | 170.3 | 21% - 10 of 48 Students |
| | READING <i>National Mean 185.57</i> | 173.8 | 25% 18 of 71 Students | 183 | 46% - 18 of 39 Students | 178.9 | 41% - 26 of 63 Students | 181.7 | 47% - 28 of 60 Students | 169.6 | 23% - 11 of 48 Students |
| 3 | MATH <i>National Mean 201.08</i> | 189.2 | 26% - 16 of 61 Students | 202.9 | 75% - 21 of 28 Students | 190.3 | 28% - 16 of 58 Students | 192.5 | 40% - 27 of 68 Students | 182.6 | 16% - 8 of 49 Students |
| | READING <i>National Mean 197.12</i> | 186.7 | 30% - 18 of 61 Students | 194.8 | 54% - 15 of 28 Students | 187.9 | 29% - 17 of 58 Students | 188.4 | 37% - 25 of 68 Students | 177.4 | 18% - 9 of 49 Students |
| 4 | MATH <i>National Mean 210.51</i> | 198.6 | 35% - 25 of 72 Students | 208.3 | 57% - 27 of 47 Students | 198.4 | 32% - 24 of 76 Students | 197.4 | 34% - 24 of 71 Students | 187.7 | 5% - 2 of 42 Students |
| | READING <i>National Mean 204.83</i> | 196.3 | 44% - 32 of 72 Students | 205.4 | 61% - 14 of 23 Students | 199.5 | 51% - 39 of 76 students | 197.4 | 46% - 33 of 71 Students | 184.8 | 17% - 7 of 41 Students |
| 5 | MATH <i>National Mean 218.75</i> | 202.2 | 18% - 14 of 78 Students | 216.7 | 61% - 25 of 41 Students | 204.3 | 22% - 14 of 63 Students | 203.4 | 29% - 23 of 79 Students | 202.8 | 30% - 16 of 54 Students |
| | READING <i>National Mean 210.98</i> | 201.7 | 44% - 34 of 78 Students | 212.8 | 71% - 29 of 41 students | 205.5 | 48% - 30 of 63 Students | 200.8 | 42% - 33 of 79 Students | 196.6 | 24% - 13 of 54 Students |

CRETE-MONEE MIDDLE SCHOOL

| GR | SUBJECT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT |
|----|---|----------|----------------------------------|
| 6 | MATH <i>National Mean 222.88</i> | 209.8 | 27% - 84 of 297 Students |
| | READING <i>National Mean 215.36</i> | 209 | 54% - 157 of 292 Students |
| 7 | MATH <i>National Mean 226.73</i> | 216.8 | 36% - 109 of 300 Students |
| | READING <i>National Mean 218.36</i> | 213.2 | 55% - 164 of 299 Students |
| 8 | MATH <i>National Mean 230.30</i> | 216.5 | 25% - 87 of 346 Students |
| | READING <i>National Mean 221.66</i> | 213.4 | 41% - 136 of 330 Students |

CRETE-MONEE HIGH SCHOOL

| GR | SUBJECT | MEAN RIT | AT OR ABOVE GRADE LEVEL MEAN RIT |
|----|---|----------|----------------------------------|
| 9 | MATH <i>National Mean 230.03</i> | 215.4 | 17% - 40 of 239 Students |
| | READING <i>National Mean 221.40</i> | 210.8 | 38% - 97 of 253 Students |
| 10 | MATH <i>National Mean 232.42</i> | 223.9 | 35% - 89 of 251 Students |
| | READING <i>National Mean 223.51</i> | 215.4 | 44% - 103 of 233 Students |
| 11 | MATH <i>National Mean 234.25</i> | 222.7 | 32% - 77 of 240 Students |
| | READING <i>National Mean 224.71</i> | 212.6 | 36% - 84 of 234 Students |
| 12 | MATH <i>National Mean 234.19</i> | 215.3 | 23% - 5 of 22 Students |
| | READING <i>National Mean 224.33</i> | 202.2 | 14% - 3 of 21 Students |

CRETE-MONEE 201-U GROWTH RECOVERY PLAN

Mission Statement: Empower each student to positively impact the world for a bright new future.

Strategic Plan

Tutoring: PAPER 24/7, Extended Year Planning

Staffing

Student Advocate, Culture, GSU Teacher Interns

School Improvement Plans

Identifying and addressing learning loss, providing social-emotional support to students and families, implementing significant changes and improvements to district curriculum and programming, and implementing effective learning interventions to support accelerated skill mastery, growth, and academic achievement.

Monitor Personalized Academic Growth for Individual Students

Professional Development

School Climate and Culture Surveys

ON THE HORIZON

Planning for Family
Development and Support

Science

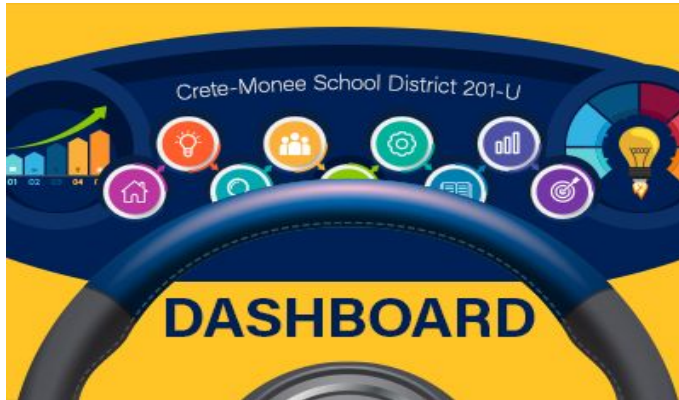
Task Force Teams

Equity



SPRING 2022

DASHBOARD STRATEGIES ACTION PLANS



SPRING 2022

DASHBOARD INDICATORS



UPCOMING

- 2022-2023 Illinois Report Card Changes
- 2022-2023 Professional Development Needs Assessment
- Special Education Audit



QUESTIONS