**School Year 2022/23
Capacity Builders Series**

November 2022

Equity ● Quality ● Collaboration ● Community

Welcome

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Housekeeping:

- Please take a few minutes to register for this event by using this link:https://forms.office.com/r/W8EKKTBBEz

- Please pull up the slides, we will be working in them during the session: https://docs.google.com/presentation/d/1-9uKYy7bbAA06zvOi2Eg6KjefOAlBYYpykSMSY2wCDI/edit#slide=id.g151de6aa608_0_135

- All resources are archived on ROE 35 google site and ISBE's Standards and Courses webpage

  - Under the blue bar titled "School Year 2022/23 Capacity Builders Series"

- Please take a moment to change your name in zoom
  - Click "participants" at the bottom of the window
  - However over your name and click "more" then "rename"
  - Before your name, please write the number that corresponds to your ROE/ISC area 1-6
    - Example: 3 Caitlyn W

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Shared Norms

- Use the chat to provide feedback & interact (back channel)

- Unmute yourself to share during designated times

- Make your video available during small group break outs

- Be comfortable with feeling uncomfortable

- Use equity of voice

- Keep your mind & heart open

- Be future focused

Capacity Builders Project Timeline

Assess needs

Submit PD Plan

Implement Plan with Districts

Submit Reimbursement Forms

Angelique Hamilton

Riverton School District!

District Spotlight: Riverton SD

Riverton Elementary School:

- Analyzing IAR data with our 3 and 4 teachers, growing capacity to be assessment literate - improve instruction
- Success - enthusiasm and commitment of 3 and 4 grade teachers
- Biggest challenge - finding time to bring our teachers together to do this work within the hours of our school day
- Role of instructional coach - brings cohesiveness vertically PK-4 and keeps communication open between grade levels and with administration

District Spotlight: Riverton SD

Riverton Middle School:

- IAR Data Analysis:
  - Illinois Empower
    - Consultant deep dive, new curriculum
    - Reading, writing, discussion
      - Commendable
- Benchmarks:
  - Rubrics

Spotlight District: Riverton SD

Riverton High School:

- Starting with math team reviewing SAT/PSAT data looking for gaps in curriculum scope & sequence and standards covered.
- Performance assessments are teacher designed, looking at creating a rubric and building teacher capacity to design effective assessments that drive instruction and impact learning.

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Breakout 1

Introduction - include your area (1-6) in your Zoom name

What have been your successes and/challenges so far with implementation?

Share your successes and challenges here!

Room 1

Time and Capacity for people to take-on much more is a challenge

Standards work

Working with SS and Science teachers and facilitating conversations with fellow teachers- good thing.

Room 2

Participation/interest is a challenge
Leveraging pre-existing communities to bring in elements of CB work
Book studies that support curriculum
Utilize COP

Room 3

Doing work with area schools as a learning partner
Just getting started
Still trying to find time to provide teachers with PD during a sub shortage.

Room 4

Districts see it as one more thing they have to do. They aren't understanding the message. Be proactive! Work with interventionists and coaches. Where do you find the time to make plans?

Room 5

- Districts not picking up.
- Not as eager.

Room 6

- Some districts are using independent of ROE/ISC but opportunities to backwards plan with leaders has occured
- Couple of partnerships "in the works"
- Still at beginning stages of discussions

Room 7

+Building new district relationships
+Some participants but some are not connecting (ebbs + flows)
+Working on "buy in"
+Working on connecting districts with the "best fit" resources

Room 8

- + Data digging, looking at scope/sequence
- + Book study - Help for Billy
- + Networking groups
- + Through SEL HUB, TRSIA - systemic programming and action planning
- - Teachers are stressedt without guidance on SEL

Room 9

-

Capacity Builders Vocabulary

2022 Illinois Report Card Glossary of Terms

Summative Designations

Targeted and comprehensive designation letters sent in October from ISBE.

Targeted and comprehensive schools are eligible for additional title 1003(a) funding, but a school improvement plan is required that is aligned with ISBE expectations.

This is the first year for summative designations since 2019.

Elementary/Middle Schools

- Exemplary index score threshold: 81.91

- Comprehensive & Targeted index score threshold: 31.21

High Schools

- Exemplary index score threshold: 90.69

- Comprehensive & Targeted index score threshold: 9.89

Illinois State Board of Education

Annual Summative Designations

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	■ Overall performance in the top 10 percent of all schools ■ 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
Commendable	■ Overall performance not in the top 10 percent of all schools ■ 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	■ 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 **STUDENT GROUPS** **Demographics** • American Indian or Alaska Native • Asian • Black or African American • Hispanic or Latino • Native Hawaiian or Other Pacific Islander • Two or More Races • White **Programs** • Children with disabilities • Economically disadvantaged students • English Learners • Former English Learners **A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.**
Comprehensive Support	■ Overall performance in the bottom 5 percent of Title I-eligible schools statewide ■ All high schools with a graduation rate below 67 percent **A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.**

Summative Designations

Must have scores in 5 of the 8 indicator areas to receive a score.

Must have a group size of at least 20.

Points are redistributed proportionally across other indicators if not applicable.
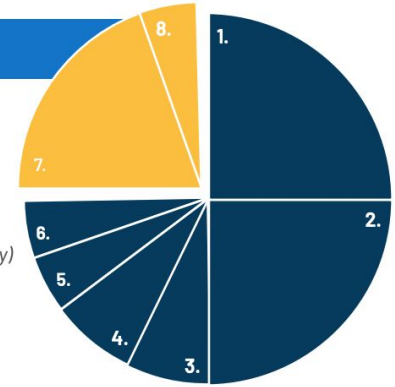
Elementary & Middle Schools

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**

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**
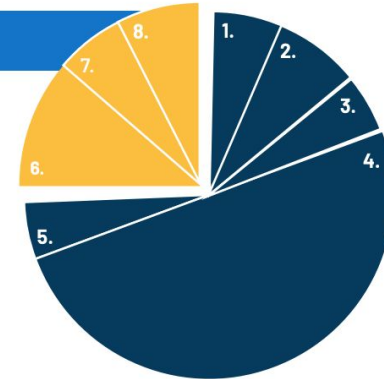
Who's Included?

- Students who have been at the school for "at least half the school year" Operationalized as 134 calendar days

- Groups with at least 20 students per indicator in at least 5 of 8 indicators, of which 1 must be a student success school quality indicator

- Students are assigned to their home school of longest enrollment, where that enrollment is greater than or equal to 134 calendar days. Enrollment can be non-consecutive.
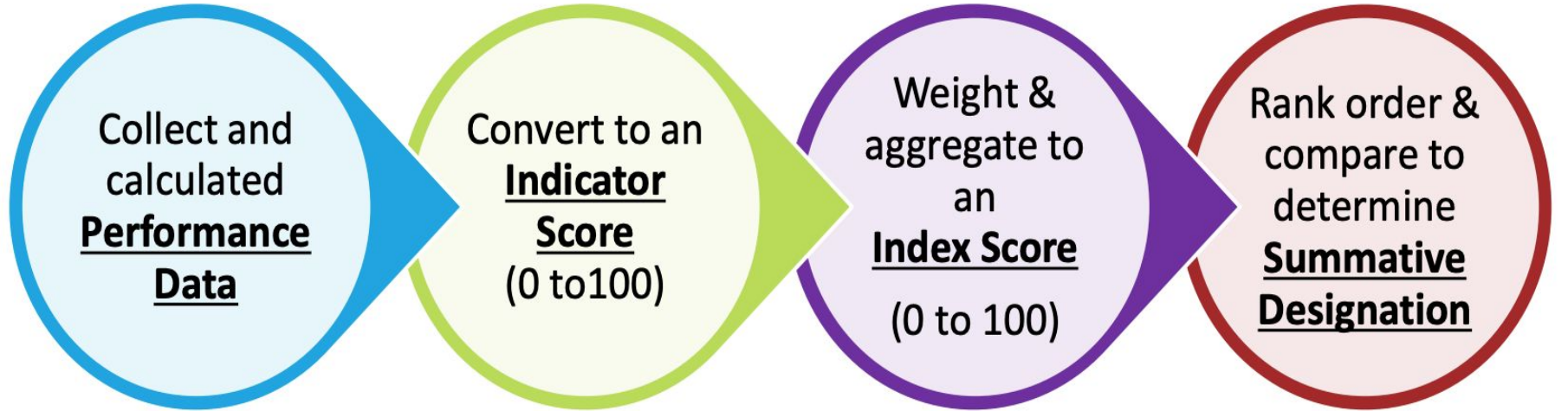
Your summative raw performance calculations will not always match your report card calculations.

- ESSA requires the inclusion of schools without assessed grades in the system
- Three federally approved methods to "back map" assessment data
  - Use a district aggregate
  - Attempt to create a 1-1 "feeder/matriculation" school relationship
  - **Find individual IDs of students who attended the school in prior years and move forward in time to the <u>current academic year data</u>**
  - Priority is on most current data, most current enrollments
- Science & climate survey participation are not back mapped

Highest Grade	Enrollments	Data From
Grade 3	2021 (growth)	**2022** 4th graders (growth)
Grade 2	2021 2nd graders (proficiency) 2020 2nd graders (growth)	**2022** 3rd graders (proficiency) **2022** 4th graders (growth)
Grade 1	2020 1st graders (proficiency) 2019 1st graders (growth)	**2022** 3rd graders (proficiency) **2022** 4th graders (growth)
Grade 9 or 10	**2022** indicators shared with matriculating school	
11 or 12 but missing 9 or 10	**2022** indicators shared with feeder school	

How are Scores Calculated?

Collect and calculated Performance Data

Convert to an Indicator Score (0 to100)

Weight & aggregate to an Index Score (0 to 100)

Rank order & compare to determine Summative Designation

- 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

Summative Designation Summary Report: k-8

Groups

Indicators

3b

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	**1** 13.48	36.72	14.26	43.02	34.50	66.22	6.89	92.28	46.12
All	Indicator Score	29.03	19.57	33.49	33.38	59.72	66.22	86.23	93.93	46.12
All	Weighted Index	2.18	4.84	2.51	8.34	2.99	3.31	17.25	4.70	46.12
CWD	Raw Calculation	3.57	33.03	6.19	39.41	11.11	40.10	11.68	86.67	35.71
CWD	Indicator Score	**2** 14.78	11.18	25.95	25.35	42.27	40.10	76.64	81.48	35.71
CWD	Weighted Index	1.11	2.80	1.95	6.34	2.11	2.00	15.33	4.07	35.71
EL	Raw Calculation	5.06	32.17	10.11	38.10	13.46	66.22	6.67	79.03	39.30
EL	Indicator Score	20.30	9.26	36.78	22.45	64.37	66.22	86.67	64.52	39.30
EL	Weighted Index	**3a** 1.52	2.31	2.76	5.61	3.22	3.31	17.33	3.23	39.30
Former EL	Raw Calculation	18.11	40.57	20.47	45.43	43.86		5.47	98.26	52.27
Former EL	Indicator Score	41.64	27.94	52.10	38.73	75.99		89.06	100.00	52.27
Former EL	Weighted Index	3.35	7.48	4.19	10.37	4.07		17.81	5.00	52.27
Hispanic or Latino	Raw Calculation	12.63	36.90	14.26	42.90	33.54	66.40	7.21	92.34	47.66
Hispanic or Latino	Indicator Score	33.98	19.78	42.39	33.12	71.40	66.40	85.57	94.09	47.66
Hispanic or Latino	Weighted Index	2.55	4.95	3.18	8.28	3.57	3.32	17.11	4.70	47.66
Low Income	Raw Calculation	12.75	36.64	13.56	42.88	34.13	66.76	7.03	92.49	48.21
Low Income	Indicator Score	36.76	19.20	43.63	33.07	77.32	66.76	85.95	94.42	48.21
Low Income	Weighted Index	2.76	4.80	3.27	8.27	3.87	3.34	17.19	4.72	48.21

Elementary School Summative Designation

School RCDTS:

School Name:

Notes about the Indicators

1. **ELA & Math Proficiency:** Targets are banded by grade band and then summatively calculated. See ELA & Math Proficiency Report
2. **Science:** PARTICIPATION rate ONLY for this reporting year.
3. **ELPtP:** English Language Acquisition. Allow all ELs from 2020-21 one extra year to their timeline.Calculate the ELPtP score for each student using their 2020 score as a prior.
4. **Chronic Absenteeism:** Different from truancy. Chronic Absenteeism: Students who have missed 10% or more of school days (excused or unexcused). Hospitalization is the only exception. For 2022 ONLY, there are differentiated scoring bands for absenteeism.
5. **Chronic Absenteeism** is an inverted indicator, which means that lower numbers are better.
6. **Climate Survey:** Students Who Participated ÷ Total Students. Full points if rate is 95% or above. Zero points if under 50% participation.

Student Growth

Student Growth

Student Growth Percentile (SGP) slowed significantly during the pandemic. But the 2022 baseline SGP shows that students' growth has rebounded and even slightly outperformed pre-pandemic levels, thanks to statewide investments of federal pandemic relief funds in academic and social-emotional interventions.
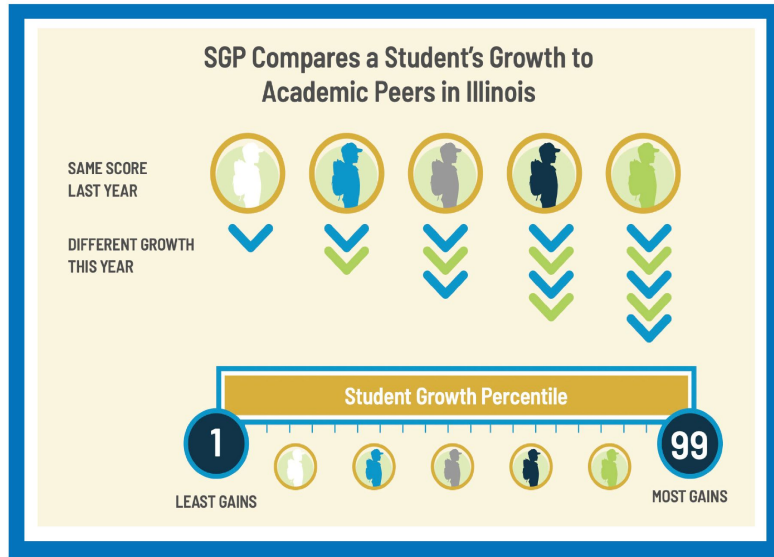
Cohort

The cohort SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score last year. The state mean will always be 50 in a cohort SGP calculation.

Baseline SGP

The baseline SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score in a specified previous baseline year. A state mean above 50 in a baseline SGP calculation means students overall grew more this year than in the prior baseline year.

SGP Compares a Student's Growth to Academic Peers in Illinois

SAME SCORE LAST YEAR

DIFFERENT GROWTH THIS YEAR

Student Growth Percentile

1 — LEAST GAINS

99 — MOST GAINS

Summative Designation Summary Report 9-12

High School Summative Designation

School RCDTS:

School Name:

Group	Data Type	ELA Proficiency	Math Proficiency	Science Proficiency	Composite Graduation Rate	Freshman on Track	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
All	Raw Calculation	26.89	37.12	40.36	81.71	81.93	48.45	18.43	89.29	56.53
All	Indicator Score	57.86	85.65	96.30	45.15	45.80	48.45	63.15	87.30	56.53
All	Weighted Index	4.34	6.42	4.81	22.57	3.82	2.42	6.31	5.82	56.53
CWD	Raw Calculation	3.01	3.01	6.38	62.70	65.22	49.96	34.19	76.13	33.62
CWD	Indicator Score	14.39	16.85	40.91	39.40	0.00	49.96	31.61	58.07	33.62
CWD	Weighted Index	1.08	1.26	2.05	19.70	0.00	2.50	3.16	3.87	33.62
EL	Raw Calculation	2.70	0.00	0.00	71.43	64.71	48.45	27.91	79.19	19.74
EL	Indicator Score	18.89	0.00	0.00	14.31	0.00	48.45	44.19	64.87	19.74
EL	Weighted Index	1.42	0.00	0.00	7.16	0.00	2.42	4.42	4.33	19.74
Former EL	Raw Calculation	35.51	49.28	52.31	85.10	82.09		15.08	92.20	68.16
Former EL	Indicator Score	100.00	100.00	100.00	55.32	46.29		69.84	93.78	68.16
Former EL	Weighted Index	8.04	8.04	5.36	29.64	3.86		6.98	6.26	68.16
Hispanic or Latino	Raw Calculation	27.09	37.85	41.44	81.87	82.11	48.45	17.93	89.42	60.02
Hispanic or Latino	Indicator Score	82.22	100.00	100.00	45.63	46.35	48.45	64.13	87.60	60.02
Hispanic or Latino	Weighted Index	6.17	7.50	5.00	22.82	3.86	2.42	6.41	5.84	60.02
Low Income	Raw Calculation	26.56	37.34	40.02	82.30	80.77	47.05	18.79	89.52	60.50
Low Income	Indicator Score	87.45	100.00	100.00	46.92	42.33	47.05	62.41	87.82	60.50
Low Income	Weighted Index	6.56	7.50	5.00	23.46	3.53	2.35	6.24	5.86	60.50

Notes about the Indicators

1. **All notes from k-8 applicable here.**

2. Graduation: Adjusted Cohort Graduation Rate per Report Card.

   a. Weighted Graduation Rate: (4_Year x .6) + (5_Year * .3) + (6_Year * .1)

   b. A weighted composite graduation rate ≥ 93 is 100 points. A weighted composite graduation rate ≤ 66.667 is 0 points.

3. Freshmen on Track: Per Report Card calculation rules, except by accountable school

Additional Reports

	ELA			Math		
	3 & 4	5 & 6	7 & 8	3 & 4	5 & 6	7 & 8
All	**(A) 642**			**641**		
Number Proficient	(B) 114	66	34	88	54	21
Denominator	212.80	202.35	194.75	212.80	202.35	193.80 (C)
Raw (Percent Proficient)	(D) 53.57%	32.62%	17.46%	41.35%	26.69%	10.84%
Annual Interim Target	21.90%	22.59%	23.54%	21.00%	17.18%	18.01% (E)
Grade Group (GG) Weight	(F) 34.89%	33.18%	31.93%	34.95%	33.23%	31.83%
Preliminary GG Indicator Score	153.54	98.31	54.67	118.34	80.31	34.05 (G)
Indicator Score	(H)	100.00			78.88	
Low Income	**367**			**367**		
Number Proficient	32	26	11	22	22	7
Denominator	101.65	125.4	121.6	101.65	125.4	121.6
Raw (Percent Proficient)	31.48%	20.73%	9.05%	21.64%	17.54%	5.76%
Annual Interim Target	8.95%	9.69%	11.41%	7.12%	5.41%	6.76%
Grade Group (GG) Weight	29.16%	35.97%	34.88%	29.16%	35.97%	34.88%
Preliminary GG Indicator Score	107.98	57.65	25.94	74.23	48.78	16.51
Indicator Score		61.26			44.94	
White	**173**			**173**		
Number Proficient	57	29	14	52	27	9
Denominator	74.1	54.15	36.1	74.1	54.15	36.1
Raw (Percent Proficient)	76.92%	53.55%	38.78%	70.18%	49.86%	24.93%
Annual Interim Target	32.84%	33.19%	34.01%	32.43%	26.16%	26.90%
Grade Group (GG) Weight	45.09%	33.15%	21.97%	45.09%	32.95%	21.97%
Preliminary GG Indicator Score	170.61	161.54	176.56	155.65	151.33	113.50
Indicator Score		100.00			100.00	

A. Total students in group, a.k.a. to be tested

B. Number proficient

C. Denominator – if a decimal, likely <95%. Check by:
(A) * 0.95 * (F) = (C)

D. (B) ÷ (C) = (D)
(displayed as percent)

E. Static value, increases annually

F. Number to be tested in grade group ÷ (A) = (F)
(displayed as percent)

G. (D) ÷ (E) * 100 = (G)

H. (3&4 (G) * 3&4 (F))
+ (5&6 (G) * 5&6 (F))
+ (7&8 (G) * 7&8 (F))
————————————
(H)

Illinois

SIS Home District

Selection Criteria: Currently Enrolled Students Only   Sorted By: Student Name

Columns: * = Defined below

A	GPA (Only for grades 11 and 12)	H	Industry Credential
B	Identify a Career Area of Interest by the End of the Sophomore Year	I	Military Service or an ASVAB Score of 31 or Higher
C	One Academic Indicator ELA	J	Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
D	One Academic Indicator Math	K	Consistent Summer Employment
E	Minimum ACT or SAT Subject Scores - English, Reading, Writing	L	25 Hours of Community Service
F	Minimum ACT or SAT Subject Scores - Math	M	Two or More Organized Co-curricular Activities
G	Career Development Experience		

GPA
01 - 3.75 and Above
02 - 2.8 - 3.74
03 - Below 2.8
00 - None

Industry Credential
01 - Agriculture, Food and National Resources
02 - Arts and Communications
03 - Finance and Business Services
04 - Human and Public Services
05 - Information Technology
06 - Manufacturing, Engineering, Technology and Trades
07 - Health Sciences and Technology
00 - None

Student ID	Name	Date of Birth	Grade	A	B	C	D	E	F	G	H	I	J	K	L	M
		04/01/2005	11	00	N	N	N	N	N	N	00	N	N	N	N	N
		12/30/2003	12	01	N	Y	Y	Y	Y	N	00	N	N	N	N	N
		02/08/2006	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		05/14/2006	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		08/24/2004	12	02	N	Y	N	Y	Y	N	00	N	N	N	N	N
		10/31/2006	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		06/06/2007	9													
		06/06/2007	9													
		06/06/2007	9													
		01/20/2007	9													
		12/29/2005	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		03/08/2006	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		11/06/2006	9													
		05/14/2006	10	00	N	N	N	N	N	N	00	N	N	N	N	N
		08/28/2004	11	00	N	N	N	N	N	N	00	N	N	N	N	N
		06/10/2007	9													
		12/10/2003	12	02	N	Y	Y	Y	Y	N	00	N	N	N	N	N
		11/23/2005	10	00	N	N	N	N	N	N	00	N	N	N	N	N

SIS School:

Selection Criteria: None   Sorted By: RCDTS, Student Name

Columns: * = Defined below			
A	In Calculation	**J** Met ACT-SAT English	**T** Cocurricular Activities
B	CCRI Status	**K** Met ACT-SAT Math	**U** College and Career Pathway Endorsement
C	Average Attendance Rate	**L** Met ELA Exam	**V** Community Service 25Hrs
D	GPA Range Id	**M** Met Math Exam	**W** Completion of a Program of Study
E	Dual Credit English Course	**N** Transitional English	**X** Consistent Employment
F	ELA AP Course	**O** Algebra II	**Y** Dual Credit Career Pathway Course
G	Math AP Course	**P** Dual Credit Math Course	**Z** Military Service
H	ELA IB Course	**Q** Transitional Math	**AA** Summer Employment
I	Math IB Course	**R** Career Area Interest	**BB** Industry Credential
		S Career Development Exp	

GPA		Industry Credential	CCRI Status
00	None	**01** - Agriculture, Food and National Resources	**05** - Information Technology	**0** - None
01	3.75 or Above	**02** - Arts and Communications	**06** - Manufacturing, Engineering, Technology and Trades	**1** - College & Career Ready Scholar
02	2.8 - 3.74	**03** - Finance and Business Services	**07** - Health Sciences and Technology	**2** - Distinguished scholar
03	Below 2.8	**04** - Human and Public Services	**00** - None	

Note that columns E, F, G, J, K, L, M, N, and Q are the total number of credits completed. If blank, no course credits were found.

Home School:

Student ID	Name	Grade	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB
		09	0	0	99.1	00						N	N	N	N					N	N	N	N	N	N	N	N	N	N	0
		11	0	0	100.0	03						N	N	N	N					N	N	N	N	N	N	N	N	N	N	0
		09	0	0	99.9	00						N	N	N	N		1.0			N	N	N	N	N	N	N	N	N	N	0
		10	0	0	98.5	00						N	N	N	N		1.0			N	N	N	N	N	N	N	N	N	N	0
		09	0	0	99.9	00						N	N	N	N		1.0			N	N	N	N	N	N	N	N	N	N	0
		10	0	0	95.9	00						N	N	N						N	N	N	N	N	Y	N	Y	N	N	0
		12	1	0	100.0	01						N	N	N						N	N	N	N	N	Y	N	Y	N	N	0
		12	1	0	99.6	02		1.0				Y	Y	Y	Y		1.0			N	N	N	N	N	Y	N	Y	N	N	0
		10	0	0	96.1	00						N	N	N						N	N	N	N	N	Y	N	Y	N	N	0
		09	0	0	98.6	00						N	N	N						N	N	N	N	N	N	N	N	N	N	0
		12	1	0	99.1	01		2.0	2.0			Y	Y	Y	Y		1.0			N	N	N	N	N	Y	N	Y	N	N	0
		09	0	0	99.2	00						N	N	N						N	N	N	N	N	Y	N	Y	N	N	0
		11	0	0	95.9	02						Y	Y	Y	Y		1.0			N	N	N	N	N	N	N	N	N	N	0
		11	0	0	94.0	01						Y	Y	Y	Y		1.0			N	N	N	N	N	Y	N	Y	N	N	0
		10	0	0	99.6	00						N	N	N			1.0			N	N	N	N	N	N	N	N	N	N	0
		10	0	0	93.1	00						N	N	N						N	N	N	N	N	N	N	N	N	N	0
		11	0	0	96.6	02						Y	Y	Y	Y		1.0			N	N	N	N	N	Y	N	Y	N	N	0
		12	1	0	91.4	01			1.5			Y	Y	Y	Y		1.0			N	N	N	N	N	Y	N	Y	N	N	0
		11	0	0	93.2	01						Y	Y	Y	Y		1.0													

└ **Illinois Assessment of Readiness (IAR)**

— IAR Assessment Test Format (Online or Paper) and Test Window - STEP 1 — Detail

— IAR Assessment Pre-ID - STEP 2 — Summary Detail

— IAR Assessment Correction — Summary Detail

— IAR Assessment Scores — Summary Detail

— IAR Assessment Scores Grid — Summary

DLM-AA

— DLM-AA Assessment Pre-ID — Summary Detail

— DLM-AA Correction and Score (all students) — Summary Detail

— DLM-AA Assessment Scores Grid — Summary

— DLM-AA Dynamic Learning Maps — Summary

SAT/PSAT

— SAT/PSAT Assessment Pre-ID — Summary Detail

— SAT/PSAT Assessment Correction — Summary Detail

— SAT/PSAT Assessment Scores — Summary Detail

— SAT/PSAT Assessment Scores Grid — Summary

Unassigned Test Results (IAR, DLM-AA, SAT, PSAT) — Detail

Other Assessment Reports

— Assessment Score History — Detail

— Teacher/Student Assessment Score History — Detail

— National Career Readiness Certificate (NCRC) Level — Summary Detail

— National Career Readiness Certificate (NCRC) 2-Page Certificate — Detail

Historical Assessments

└ **PARCC**

— PARCC Assessment Correction (SY 2016 - 2018) — Summary Detail

— PARCC Assessment Scores (SY 2016 - 2018) — Summary Detail

— PARCC Assessment Scores Grid (SY 2016 - 2018) — Summary

— PARCC Assessment Course Mapping (Grades 9-12) - (SY 2015 and SY 2016) — Detail

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2019 IAR Assessment Scores (Summary Grid)   8/15/2019   8:04 am

Assessment Home School

Selection Criteria: None

Grade Level: All	English Language Arts/Literacy								Mathematics							
	Total Records	No Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	SGP Percent	Total Records	No Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	SGP Percent
Total Students	122	5	29	35	32	21	0	0.00	122	5	19	44	28	23	3	0.00
Total Student Growth Percentile (SGP)	0							0.00	0							0.00
Report Suppression: 01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Report Suppression: 05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Valid Scores	122	5	29	35	32	21	0	0.00	122	5	19	44	28	23	3	0.00
Test Format: Online	122	5	29	35	32	21	0	0.00	122	5	19	44	28	23	3	0.00
Test Format: Paper	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.00
Gender: Male	61	2	12	22	17	8	0	0.00	61	2	10	22	14	11	2	0.00
Gender: Female	61	3	17	13	15	13	0	0.00	61	3	9	22	14	12	1	0.00
Test Code: ELA03	34	3	10	10	6	5	0	0.00	0	0	0	0	0	0	0	0.00
Test Code: ELA04	44	1	10	15	12	6	0	0.00	0	0	0	0	0	0	0	0.00
Test Code: ELA05	44	1	9	10	14	10	0	0.00	0	0	0	0	0	0	0	0.00
Test Code: MAT03	0	0	0	0	0	0	0	0.00	34	3	6	7	11	5	2	0.00
Test Code: MAT04	0	0	0	0	0	0	0	0.00	44	1	5	17	8	12	1	0.00
Test Code: MAT05	0	0	0	0	0	0	0	0.00	44	1	8	20	9	6	0	0.00
Race/Ethnicity: Asian (13)	1	0	0	0	0	1	0	0.00	1	0	0	0	0	0	1	0.00
Race/Ethnicity: Black or African American (14)	81	2	25	22	20	12	0	0.00	81	2	15	30	24	10	0	0.00
Race/Ethnicity: Hispanic or Latino (11)	6	1	1	2	1	1	0	0.00	6	1	1	2	1	1	0	0.00
Race/Ethnicity: Two or More Races (17)	4	0	1	1	2	0	0	0.00	4	0	2	1	1	0	0	0.00
Race/Ethnicity: White (16)	30	2	2	10	9	7	0	0.00	30	2	1	11	2	12	2	0.00
IDEA Services: Yes	21	1	6	9	3	2	0	0.00	21	1	7	6	2	5	0	0.00
EL Indicator: Yes	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.00
FRL/Low Income Indicator: Yes	100	4	26	29	25	16	0	0.00	100	4	17	37	21	18	3	0.00
Migrant Indicator: Yes	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.00
Homeless Indicator: Yes	2	2	0	0	0	0	0	0.00	2	2	0	0	0	0	0	0.00
21st Century Indicator: Yes	1	0	1	0	0	0	0	0.00	1	0	1	0	0	0	0	0.00
First Year in U.S.: Yes	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.00
Reason for No Valid Test Attempt Indicator																
07 Transferred Out Prior to Testing	1	1	0	0	0	0	0	n/a	1	1	0	0	0	0	0	n/a
Error Code 1: No Score Data	4	4	0	0	0	0	0	n/a	4	4	0	0	0	0	0	n/a
Error Code 2: Grades 3-8 Test Mismatch	0	0	0	0	0	0	0	n/a	0	0	0	0	0	0	0	n/a

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Templates to Help Teams Walk-Thru Data
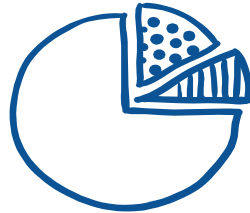
Grades K-8	Grades 9-12

Data Analysis Protocol

DATA TALKS

Part 1	Part 3:
What catches your attention?	Good News to Celebrate
Part 2:	Part 4:
What do the data tell us that should be cause for concern?	Feedback? Recommendations?

Breakout 2

How might you use these tools? How similar are they to tools you already use? What do you like about them? How might you adapt them?

Briefly: How might you use these tools?

Room 1
- How does a school's benchmarking data predict (or not predict) IAR data?
- Look at subgroups on both IAR and benchmarking
- Notice and wonder
- Celebrations
- Be aware
- ABCD - Attention, Be aware, Celebrate, Do now

Room 2
Going to Contact Rae or bring someone in to help with the data.

Room 3
+Trend data over time (grade level) template
+Bringing multiple school improvement teams to support several districts at at time

Room 4
Focus on Science
Networking Groups
Bringing cohort groups together
Funding questions
Look into grants and services offered
How to meet the needs of all stakeholders.

Room 5
- Help with conversations about continuous improvement and letting staff 'see' the information

Room 6
- How are districts using data at standards level that IAR assesses?
- Crosswalk between IAR evidence statements, priority standards, standards based grading standards
- How do we get type I, II, III assessments to "talk to one another"

Room 7
Evidence tables used
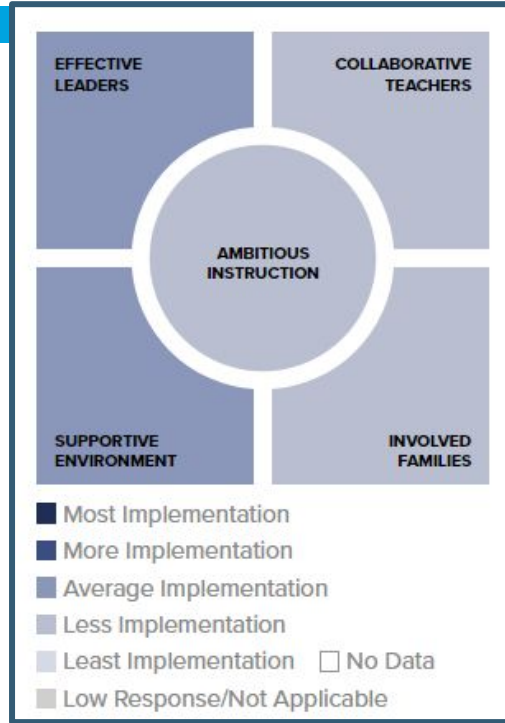How can we use the targeted groups to help with school improvement efforts?

Room 8
- Definitely! Selecting a couple of reports might be key.
- Person mentoring the principal just explored some data from report cards – templates would have been nice
- Looking for the opportunity or opening to connect with principals and share some of this information/resources
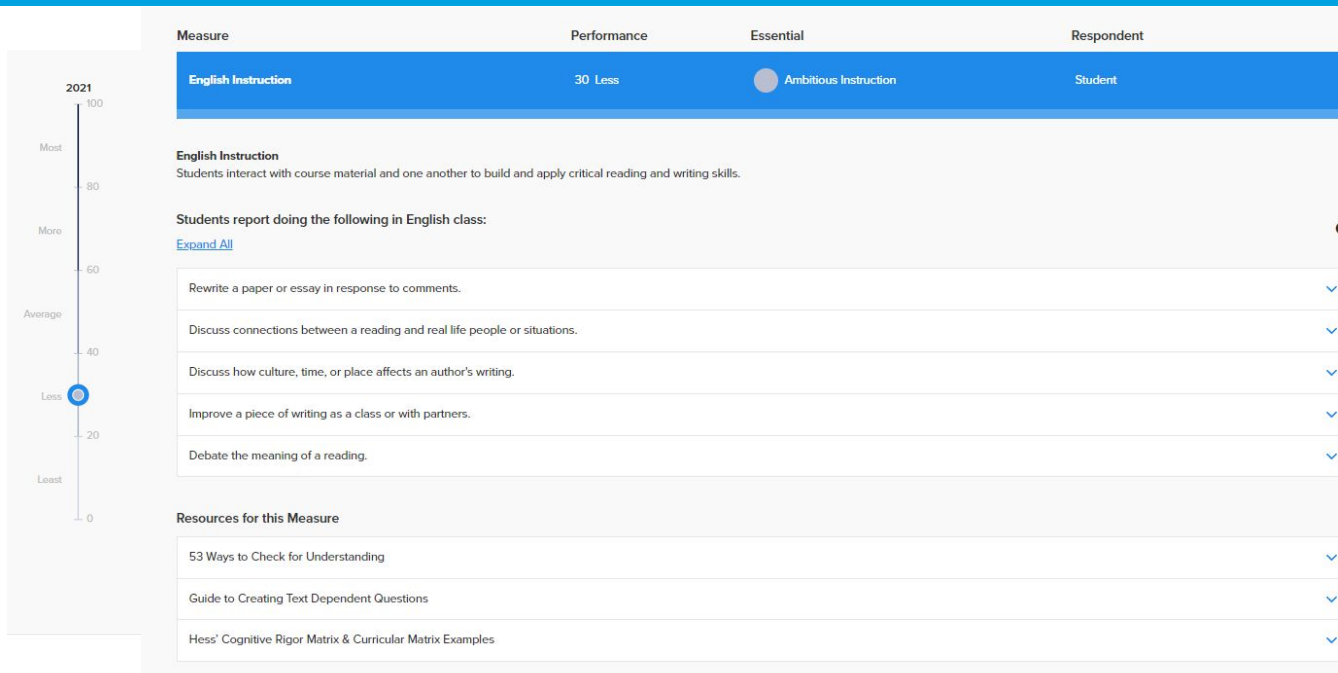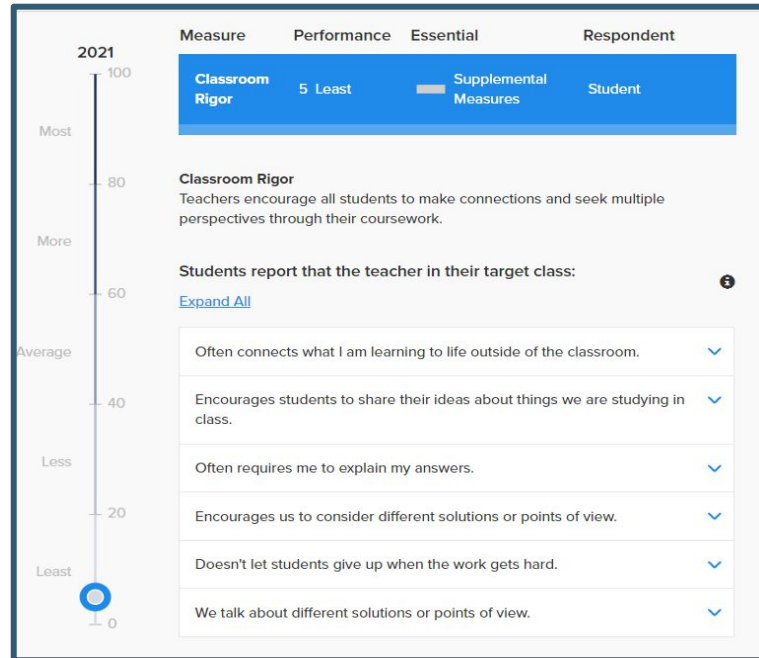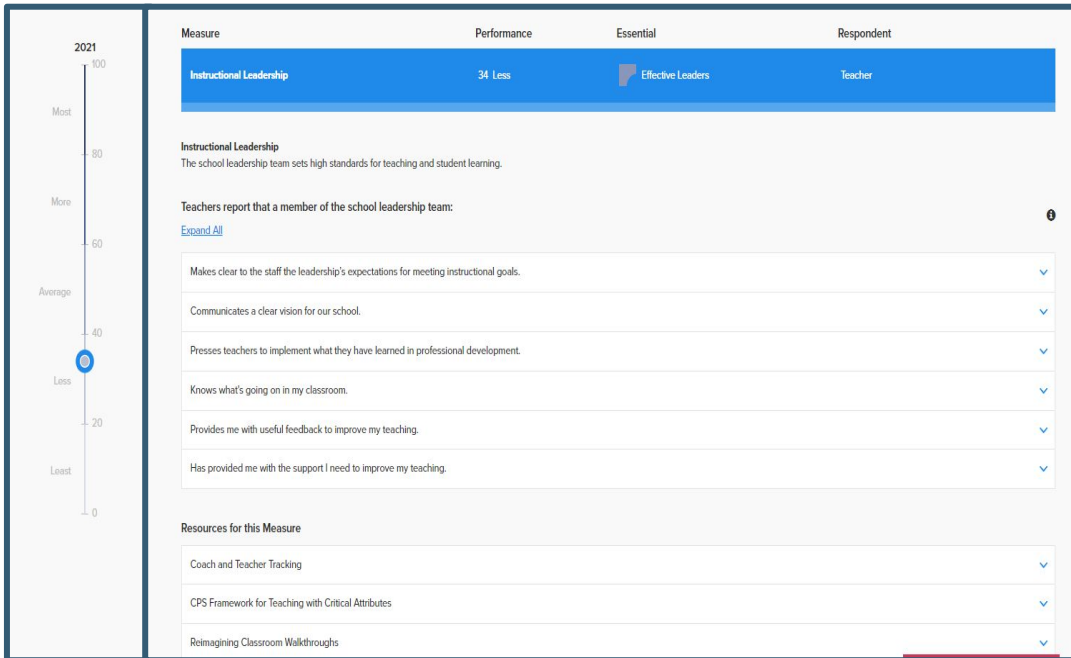
Room 9

Charlie Brown Elementary School

EFFECTIVE LEADERS

COLLABORATIVE TEACHERS

AMBITIOUS INSTRUCTION

SUPPORTIVE ENVIRONMENT

INVOLVED FAMILIES

Most Implementation
More Implementation
Average Implementation
Less Implementation
Least Implementation   No Data
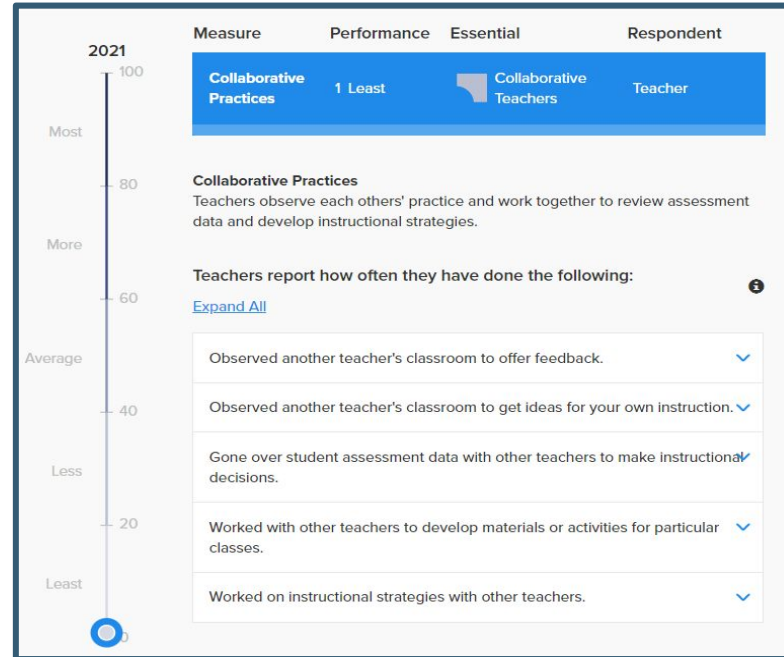Low Response/Not Applicable

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Alignment To Learning Standards

Alignment To CET

Creating a CoP

Data Case Study

Marigold School

What does the data tell you?
What would your next steps be with this school?

Marigold School

	3-4 ELA Performance	2022 State 3-4 ELA Proficiency Targets	Met Target?	5-6 ELA Performance	2022 State 5-6 ELA Proficiency Targets	Met Target?	7-8 ELA Performance	2022 State 7-8 ELA Proficiency Targets	Met Target?
Academic Achievement — ELA Proficiency = 7.5% of overall designation									
All	53.57	21.90	Y	32.62	22.59	Y	17.46	23.45	N
White	76.92	32.84	Y	53.55	33.15	Y	38.78	34.01	Y
Black		6.06			6.41			8.16	
Hispanic		9.59			11.00			12.46	
Asian		37.16			41.11			41.14	
OPI		22.74			25.66			25.22	
AI/AN		15.56			16.22			14.64	
2 or more races		23.67			24.42			23.85	
EL		5.37			1.94			2.12	
Former EL		30.00			24.81			22.97	
CWD	3.83	8.94	N	13.40	8.24	Y	12.53	8.41	Y
Low Income	31.48	8.95	Y	20.73	9.69	Y	9.05	11.41	N

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Breakout 3:

Review either the data provided here or pull up designation/5essentials data and engage in a data analysis protocol. What do you notice? What do you wonder?

*Be Prepared to have one person from each breakout room share their insights.

Homework

- How can you help schools you work with or plan to work with?

Feedback/Suggestions

https://forms.gle/39gNvkpgxndtMqDEA

Meeting Dates & Times

Upcoming Zoom Meetings

December 5

January 9

February 6

March 6

May 1

June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!

Reimbursement

- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing PLC's
  - Wages for ROE/ISC staff participating in/ facilitating communities of practice
    - **Set up a meeting with Krissy to discuss this process
  - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
  - Virtual Platforms
  - Technology needed for offering virtual communities of practice (webcams, mics, etc)
  - Substitute pay for teachers participating
  - Books for book studies
  - Stipends for participating educators
  - Costs associated with travel

- Each ROE/ISC Region is eligible to put in for reimbursements up to $11,200

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Reimbursement Process

1. Send and collect needs assessment data from local education agencies in your region
2. Complete the PD Plan and submit to Krissy (kdarm@roe35.org) for team review and approval
   a. If you are struggling with the PD plan completion, consider using these guiding questions when answering
3. Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
4. Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
5. Complete the Expense Reporting file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.

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Thank You!

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