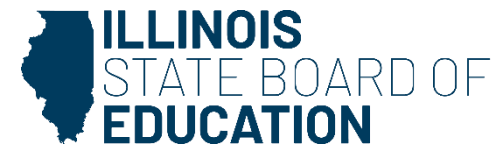


How to Communicate Your Summative Designation

Illinois State Board of Education

October 17, 2024



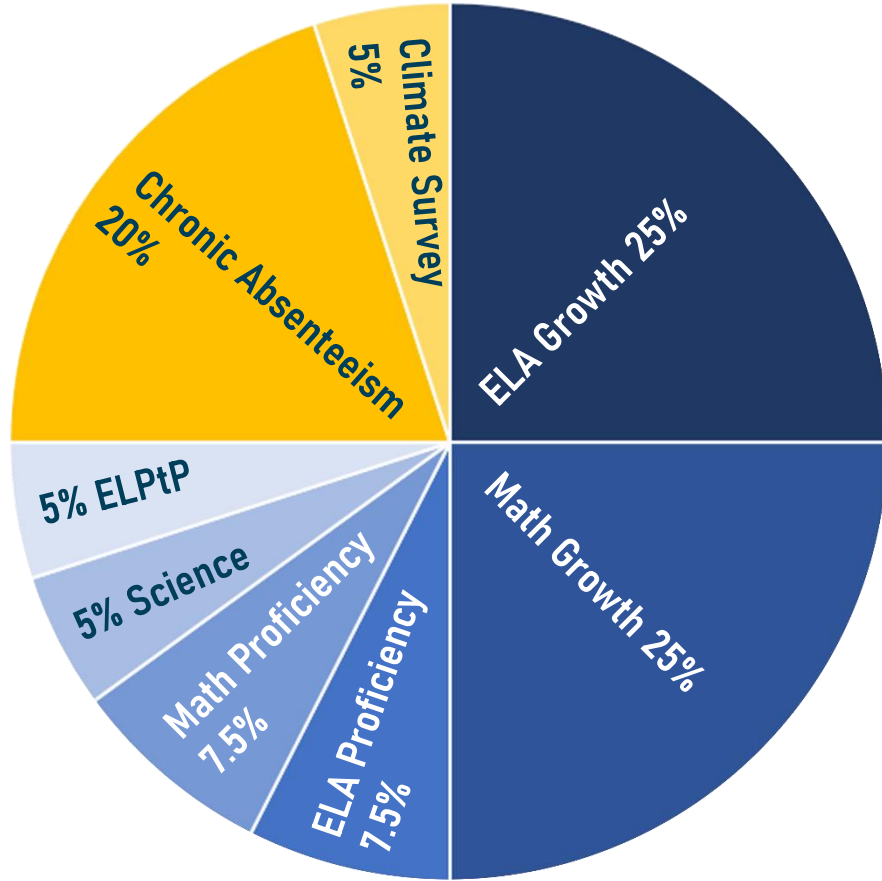
Agenda

- Brief Overview of Summative Designations
- Count Down to the Release
- Communication Fundamentals
- Consider Your Message
 - Examples of various designation scenarios and how you would use the data to support your communication message
- Considerations for Interpreting
- Helpful Resources
 - Using Summative Data to Tell Your Story
 - Educator Preview & Report Card Narratives
 - ISBE websites
- Q&A

Brief Overview of Summative Designations

2024 Indicators and Weights

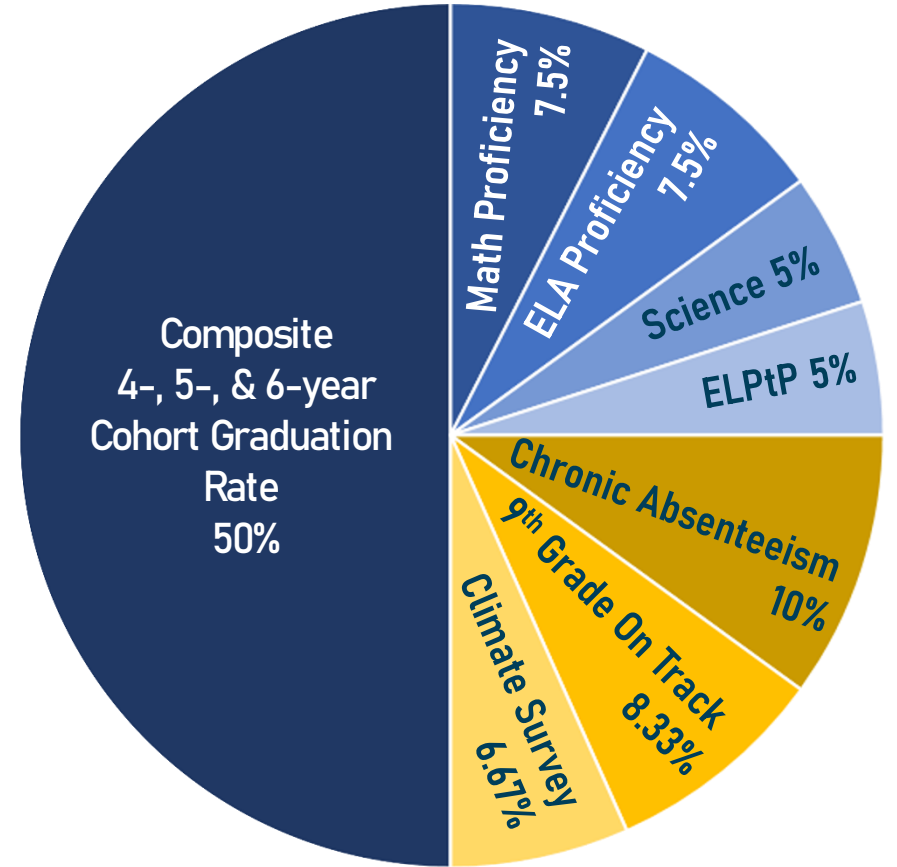
Elementary/Middle Band (ES)



2024 Data

(ELPTP)
English
Learner
Progress to
Proficiency

High School Band (HS)



Five Annual Summative Designations

<h2>Exemplary</h2>	<ul style="list-style-type: none"> Overall performance in the top 10% of all schools Must have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schools High schools must have a graduation rate higher than 67% 				
<h2>Commendable</h2>	<ul style="list-style-type: none"> Overall performance not in the top 10% of all schools Must have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schools High schools must have a graduation rate higher than 67% 				
<h2>Targeted Support</h2>	<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" data-bbox="713 571 1809 885"> <tr> <td colspan="2" style="text-align: center;">STUDENT GROUPS</td> </tr> <tr> <td style="vertical-align: top;"> Demographics <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 style="vertical-align: top;"> Programs <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners </td> </tr> </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		Demographics <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 	Programs <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners
STUDENT GROUPS					
Demographics <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 	Programs <ul style="list-style-type: none"> Children with disabilities Economically disadvantaged students English Learners Former English Learners 				
<h2>Comprehensive Support</h2>	<ul style="list-style-type: none"> Overall performance in the bottom 5 percent of Title I-eligible schools statewide AND All high schools with a graduation rate below 67 percent AND All schools that have completed a full four-year Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the “all students” group in the lowest-performing 5 percent of Title I eligible schools at the end of the cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>				
<h2>Intensive Support</h2>	<ul style="list-style-type: none"> A school that has completed a full four-year Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent Title I eligible schools in Illinois or is a high school that has a graduation rate of less than 67 percent or less at the end of the four-year improvement cycle. <p>An Intensive Support designation initiates Intensive school improvement status and the school is subject to more rigorous state-determined action.</p>				

Count Down to the Release

Count Down to the Release

 **We Are Here!**

**OCT.
1**

Educator Preview opens.

All districts receive access to preview 2024 Illinois Report Card data, including preliminary summative designations, in the Educator Preview portal of MyIRC.

**OCT.
3**

Webinar 10 a.m.

Report Card Overview – [Watch](#)

**OCT.
17**

Webinar 10 a.m.

Report Card Overview – [Watch](#)

Webinar 3:30 p.m.

Communicating Your Summative Designation

**OCT.
30**

Official Release - 9 a.m.

ISBE publishes 2024 Illinois Report Card at www.IllinoisReportCard.com. Embargo lifts.

**OCT.
28**

Notification Letters

All districts receive an official letter listing 2024 Annual Summative Designation for each school. Schools designated as Targeted, Comprehensive, or Intensive receive a letter with information about school improvement status and the statewide system of support.

**OCT.
24**

Media Briefing 10 a.m. – [Register here.](#)

Media and all districts receive preliminary 2024 Illinois Report Card data under embargo (cannot be shared publicly) until 9 a.m. Oct 30. State Superintendent of Education discusses state level data under embargo.

Communication Fundamentals

Who Needs to Know?

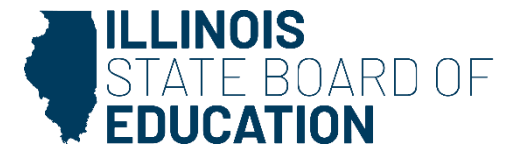
Identify your target audiences – the primary groups of people who influence the success of your school improvement efforts, such as:

AUDIENCES	
Teachers, principals, & school staff	Primary change agents for student success & key messengers to parents & families
School board members	Oversee personnel, budgets, and policies
Media	Provide information to the broader community
Parents and families	Partners in their children's education and in school improvement
Students	Empowered to own their learning
Community partners & businesses	Support school initiatives

What is Most Important for People to Know or Understand?

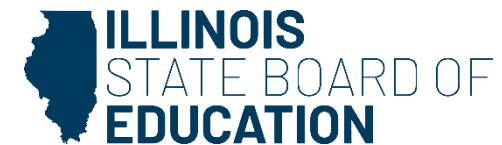
If each audience remembers only one thing,
what do we want them to remember?

AUDIENCES	
Teachers, principals, & school staff	What does our data say about our strengths, areas for growth & progress in learning recovery?
School board members	What have we invested in improving over the past year? How has this impacted our data?
Media	ONE MAIN IDEA – with 5 ± 2 supporting points
Parents and families	How are our students doing in 2023 compared to 2022? To 2019 (pre-pandemic)?
Students	What did the culture & climate survey say? How is the district using the information?
Community partners & businesses	What are we doing now, and how can you help?



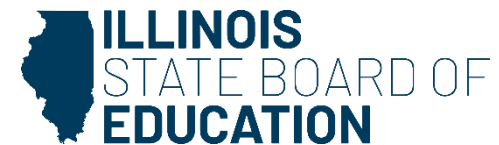
How Can We Share Information?

- Draft **talking points** for senior leaders
- Create a presentation for your **board members**
- Prepare **visuals** to share data and explanatory resources with target audiences
- Host a special **meeting with teachers** to celebrate gains and discuss potential opportunities and areas for improvement
- **Translate** important documents into all languages spoken by your school community
- Craft your **narrative** to appear alongside your designation on the Illinois Report Card website
- Share your highlights on **social media**
- Create **short videos** to share data
- Use the marquee or create signs/posters to **celebrate gains** inside and outside of the school building
- Issue a **press release**
- Host a media call to **share your highlights** with reporters and answer questions
- Host a town hall or Facebook Live for families and community partners; highlight a program that **aligns to your key messages**
- Send **surveys** to families, students, and teachers to gauge their understanding and solicit their feedback and ideas
- Publish a blog post, publish it on your school website and send the it home as a **letter to families and staff**
- Utilize **email and text messaging** to share information with families



When Should we Communicate?

- Build a timeline
 - Check your designation and explore your data in MyIRC Educator Preview throughout the month of October to start preparing messages and materials in advance. **Keep in mind that the designation is preliminary and not final until Oct. 30.**
 - ISBE will share the designations and other Report Card data with media under embargo Oct. 24.
 - Consider sharing a press release or pitching a media interview with local reporters under embargo at this time.
 - The designations and other Report Card data are published on the Illinois Report Card at 9 a.m. Oct. 30.
 - Prepare to send external-facing communications to your target audiences.

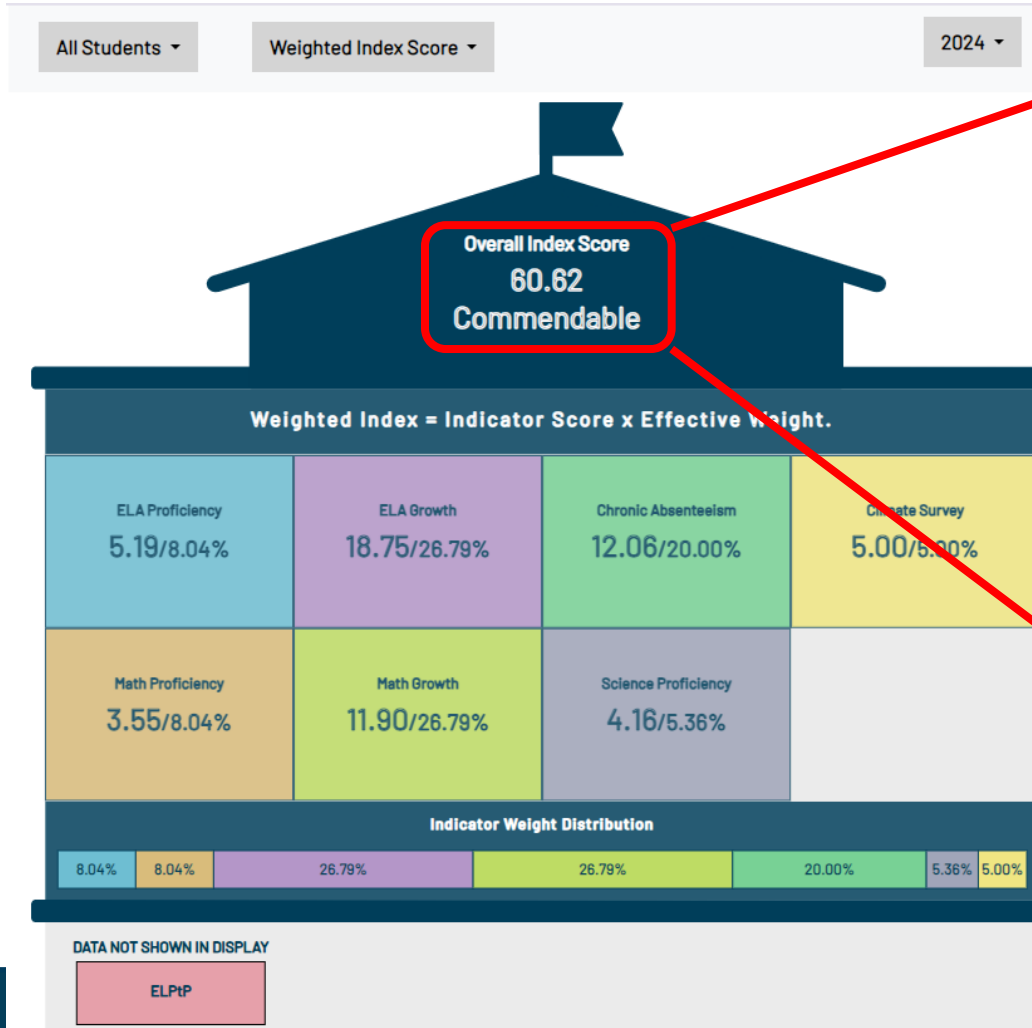


Consider Your Message

The School House Rocks

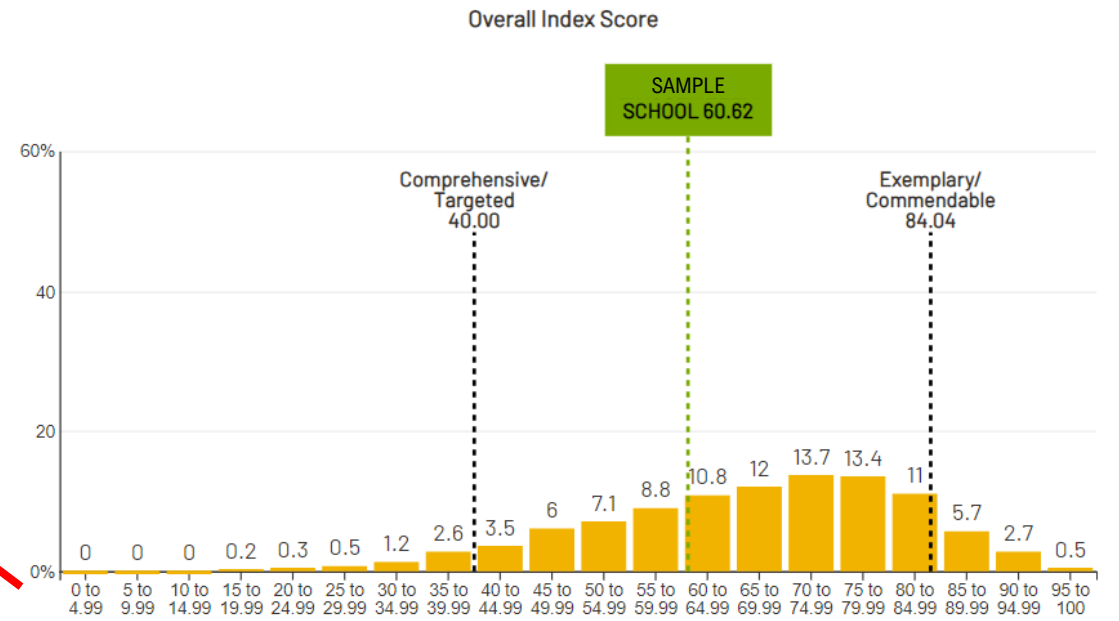
High Level

Drill Down



All Students | **Toggle me!** | 2024

Back to Main Display



Consider: Targeted to Comprehensive

Possible Messaging

- Our school improvement efforts did not produce the results we were hoping for in the prescribed timeline, but we have so much to be proud of.
- The new designation gives us more funding and learning opportunities and expands our ability to take a more holistic approach.

Supporting Data

Group	Data Type	ELA Proficiency (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)
ALL	Raw Calculation		60.34		50.00
ALL	Indicator Score	97.92	71.86	34.34	48.89
ALL	Weighted Index	7.34	17.97	2.58	12.22
ALL	Effective Weight	7.50	25.00	7.50	25.00
BLACK OR AFRICAN AMERIC					
BLACK OR AFRICAN AMERIC	Raw Calculation		59.73		47.98
BLACK OR AFRICAN AMERIC	Indicator Score	100.00	70.51	41.66	44.39
BLACK OR AFRICAN AMERIC	Weighted Index	8.04	18.89	3.35	11.89
BLACK OR AFRICAN AMERIC	Effective Weight	8.04	26.79	8.04	26.79
CWD					
CWD	Raw Calculation		46.76		41.02
CWD	Indicator Score	23.04	41.66	12.53	28.93
CWD	Weighted Index	1.85	11.16	1.01	7.75
CWD	Effective Weight	8.04	26.79	8.04	26.79
EL					
EL	Raw Calculation		59.88		49.23
EL	Indicator Score	100.00	70.85	55.70	47.17
EL	Weighted Index	7.50	17.71	4.18	11.79
EL	Effective Weight	7.50	25.00	7.50	25.00
FORMER EL					
FORMER EL	Raw Calculation		64.90		53.17
FORMER EL	Indicator Score	100.00	81.99	67.99	55.94
FORMER EL	Weighted Index	8.65	23.65	5.88	16.14
FORMER EL	Effective Weight	8.65	28.85	8.65	28.85

SisSummativeDesignationScore.rpt (ILDS)

Strong ELA growth, even for the CWD group (still targeted after 4 years) which is approaching average growth.

Consider: Comprehensive to Intensive

Possible Messaging

- Our school improvement efforts did not produce the results we were hoping for in the prescribed timeline, but we have so much to be proud of.
- The new designation does not instigate any radical changes. It allows us to build on our successes and build momentum toward what's working with some additional supports from the state.
- Your partnership, feedback, and ideas are more important than ever.

Supporting Data

ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
49.05		41.33	9.17	38.80	41.52	97.61	33.44
46.77	8.18	29.62	16.94	38.80	16.97	100.00	33.44
11.69	0.61	7.41	0.85	1.94	3.39	5.00	33.44
25.00	7.50	25.00	5.00	5.00	20.00	5.00	33.44
45.35		42.63	8.77		45.88	97.10	32.80
38.56	10.96	32.52	28.59		8.24	100.00	32.80
10.33	0.88	8.71	1.53		1.65	5.00	32.80
26.79	8.04	26.79	5.36		20.00	5.00	32.80
42.09		32.20			46.81	96.55	19.31
31.30	0.00	9.33			6.38	100.00	19.31
9.03	0.00	2.69			1.28	5.00	19.31
28.85	8.65	28.85			20.00	5.00	19.31
55.59		42.09	0.00	38.80	36.45	96.91	36.30
61.31	0.00	31.32	0.00	38.80	27.10	100.00	36.30
15.33	0.00	7.83	0.00	1.94	5.42	5.00	36.30
25.00	7.50	25.00	5.00	5.00	20.00	5.00	36.30
47.02		35.24	17.39		34.62	98.04	34.80
42.27	8.41	16.10	26.39		30.77	100.00	34.80
11.32	0.68	4.31	1.41		6.15	5.00	34.80
26.79	8.04	26.79	5.36		20.00	5.00	34.80

Page 1 of 2

We are listening carefully to our students to understand their needs.

We've significantly accelerated growth since 2021, up 11 percentile points, 22 percentile points for our English Learners.

Consider: Exiting School Improvement Status

Possible Messaging

- Our designation this year is cause for celebration.
- We are proud to have sustained learning gains and to exit School Improvement Status.
- Your partnership was invaluable every step of the way

Despite the pandemic, we're maintain strong growth for our students.
 We're especially proud of how we've supported our low income students.
 Parents trust us to keep their students safe and to provide a quality education.

Supporting Data

Group	Data Type	ELA Proficiency (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)
ALL	Raw Calculation		56.58		38.95
ALL	Indicator Score	100.00	63.51	100.00	24.33
ALL	Weighted Index	8.65	18.32	8.65	7.02
ALL	Effective Weight	8.65	28.85	8.65	28.85
LOW INCOME	Raw Calculation		58.48		51.43
LOW INCOME	Indicator Score	100.00	67.73	100.00	52.08
LOW INCOME	Weighted Index	8.65	19.54	8.65	15.02
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85
WHITE	Raw Calculation		56.96		38.25
WHITE	Indicator Score	77.32	64.36	100.00	22.78
WHITE	Weighted Index	6.69	18.57	8.65	6.57
WHITE	Effective Weight	8.65	28.85	8.65	28.85

Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
15.81	65.45	58.04
68.37	34.34	58.04
13.67	1.72	58.04
20.00	5.00	58.04
24.18	71.43	64.58
51.65	47.62	64.58
10.33	2.38	64.58
20.00	5.00	64.58
14.80	64.00	56.12
70.41	31.11	56.12
14.08	1.56	56.12
20.00	5.00	56.12

Consider: Exemplary to Commendable

Possible Messaging

- The change in our designation is not cause for concern. We have so much to proud of.
- The house display on the Illinois Report Card helps to explain the data behind the summative designation and shows just how close we were to the Exemplary category.
- The experience of a student in an exemplary school and our school are very similar. Our parents are proud their children are students at our school.

Supporting Data

ELA Proficiency (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
	60.70		62.74	74.19	93.63	14.35	92.97	81.19
100.00	72.67	100.00	77.20	100.00	93.63	71.30	95.50	81.19
7.50	18.17	7.50	19.30	5.00	4.68	14.26	4.77	81.19
7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	81.19
	50.43		58.87			10.91	86.96	71.22
100.00	49.86	100.00	68.60			78.18	82.13	71.22
8.65	14.38	8.65	19.79			15.64	4.11	71.22
8.65	28.85	8.65	28.85			20.00	5.00	71.22
	59.20		57.95	54.17		18.00	84.09	74.42
100.00	69.33	100.00	66.56	100.00		64.00	75.76	74.42
8.04	18.57	8.04	17.83	5.36		12.80	3.79	74.42
8.04	26.79	8.04	26.79	5.36		20.00	5.00	74.42

Growth rates in the 60's in both subjects

Amazing progress to proficiency for our English Learners

Chronic absenteeism holding steady

Consider: Commendable with Low Proficiency Rates

Possible Messaging

- The designation recognizes more than just proficiency rates.
- We excelled in [student growth/ chronic absenteeism/etc.].
- The house display on the Illinois Report Card helps to explain the data behind the summative designation.

Supporting Data

Group	Data Type	ELA Proficiency (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)
ALL	Raw Calculation		73.23		56.71
ALL	Indicator Score	35.37	100.00	53.43	63.80
ALL	Weighted Index	2.84	26.79	4.29	17.09
ALL	Effective Weight	8.04	26.79	8.04	26.79
CWD	Raw Calculation		67.67		56.21
CWD	Indicator Score	20.17	88.15	54.88	62.69
CWD	Weighted Index	1.75	25.43	4.75	18.08
CWD	Effective Weight	8.65	28.85	8.65	28.85
EL	Raw Calculation		69.95		52.17
EL	Indicator Score	0.00	93.22	16.64	53.71
EL	Weighted Index	0.00	24.97	1.34	14.39
EL	Effective Weight	8.04	26.79	8.04	26.79
HISPANIC OR LATINO	Raw Calculation		69.50		51.96
HISPANIC OR LATINO	Indicator Score	28.51	92.22	24.12	53.25
HISPANIC OR LATINO	Weighted Index	2.29	24.70	1.94	14.26
HISPANIC OR LATINO	Effective Weight	8.04	26.79	8.04	26.79

Our rates of growth are some of the highest in the state, even if only 10% of our students reached proficiency. With time, students will get there.

This is true even for our students with disabilities. We support the growth of every child.

Consider: Commendable, Still in School Improvement Status

Possible Messaging

- We are proud of our designation this year and have much to celebrate.
- We will continue in School Improvement Status for a full four-year cycle.
- With your partnership, we can sustain these gains.

Supporting Data

Group	Data Type	ELA Proficiency (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 5%)	Science Proficiency (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation		57.24		51.52	21.14	36.36	30.00	99.20	50.20
ALL	Indicator Score	38.20	64.98	16.67	52.26	39.04	36.36	40.00	100.00	50.20
ALL	Weighted Index	2.86	16.25	1.25	13.06	1.95	1.82	8.00	5.00	50.20
ALL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	50.20
BLACK OR AFRICAN AMERIC	Raw Calculation		56.08		49.69	5.77		39.35	99.32	45.18
BLACK OR AFRICAN AMERIC	Indicator Score	59.70	62.40	6.14	48.20	18.81		21.29	100.00	45.18
BLACK OR AFRICAN AMERIC	Weighted Index	4.80	16.71	0.49	12.91	1.01		4.26	5.00	45.18
BLACK OR AFRICAN AMERIC	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	45.18
CWD	Raw Calculation		48.98		44.39	8.89	35.18	39.86	100.00	35.01
CWD	Indicator Score	28.16	46.63	0.00	36.42	26.49	35.18	20.28	100.00	35.01
CWD	Weighted Index	2.11	11.66	0.00	9.11	1.32	1.76	4.06	5.00	35.01
CWD	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	35.01
EL	Raw Calculation		53.67		48.20	16.22	36.36	23.08	100.00	50.56
EL	Indicator Score	27.47	57.04	19.57	44.88	79.31	36.36	53.85	100.00	50.56
EL	Weighted Index	2.06	14.26	1.47	11.22	3.97	1.82	10.77	5.00	50.56
EL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	50.56

We've increased rigor to accelerate student growth.

We're listening closely to our students and making them active partners in their learning.

Even if not every student is experiencing the same success as their peers.

The Data ≠ The Answer

*“The data don’t tell you the answer.
The data just tell you where to start asking questions.”*

- Look for patterns and deviations from the patterns
- Look to multiple sources of data
- What story do the data tell about being a particular kind of student at your school?
- **When in doubt, schedule a data review!**
(Office Hours Wednesday mornings, Thursday afternoons, and Fridays)

Important Considerations when Interpreting Data

Resist Over Interpreting the Designation

- **Resist assuming a lower designation or index score means lower performance in all areas**
 - ESPECIALLY when moving from Exemplary to Commendable – Your performance could be stable; others just improved
- **Do not over interpret** the designation or the data
 - Up or down by 1 to 3 percentile points? Could be noise.
 - What do other data points suggest?
 - Commendable? Don't get too excited.
 - Are you in the top 30%, bottom 30% or somewhere in the middle? Commendable doesn't mean there's no need to improve.

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**.



My Proficiency Rates are Better, but...

- ESSA represents a departure from the NCLB era when proficiency rates were the entirety of accountability.
- Stakeholders valued a system in which **growth carried greater weight than proficiency**, so that schools serving historically marginalized student groups could also be recognized as Exemplary.
- Additionally, full points for proficiency are given to all schools who are **at or above annual yearly proficiency targets**.
 - This means schools with both high and average rates of proficiency still earn full points in the early years.

Negative Designation Change – Improved Performance

- My designation changed negatively, but my overall performance on key indicators is stable or even improved in some places.

How do I explain that?

- Almost every school and district in the state implemented learning recovery or acceleration programs in SYs 2022 - 2024.
- A negative change to the designation with flat or improving performance on specific metrics reflects performance changing throughout the state.
- We improved, but others may have improved more. OR
- We improved, but not all student groups benefitted equally from that improvement.

Then What Does It Mean?

- Students in Exemplary and Commendable schools experience similar levels of success on the whole, regardless of demographics or program status.
 - But there are many ways to get the same index score.
 - Small differences in index score do not represent big differences in student experience (for better or worse).
- In Targeted schools, the performance of one or more student groups is substantively different from their peers.
- Comprehensive and Intensive schools need support.

For questions about summative designations or these reports visit www.isbe.net/summative or contact Rae

A. Rae Clementz
aclement@isbe.net

Thank you