Illinois State Board of Education

Your 2018 State Report Card Data: Being Prepared for the Release

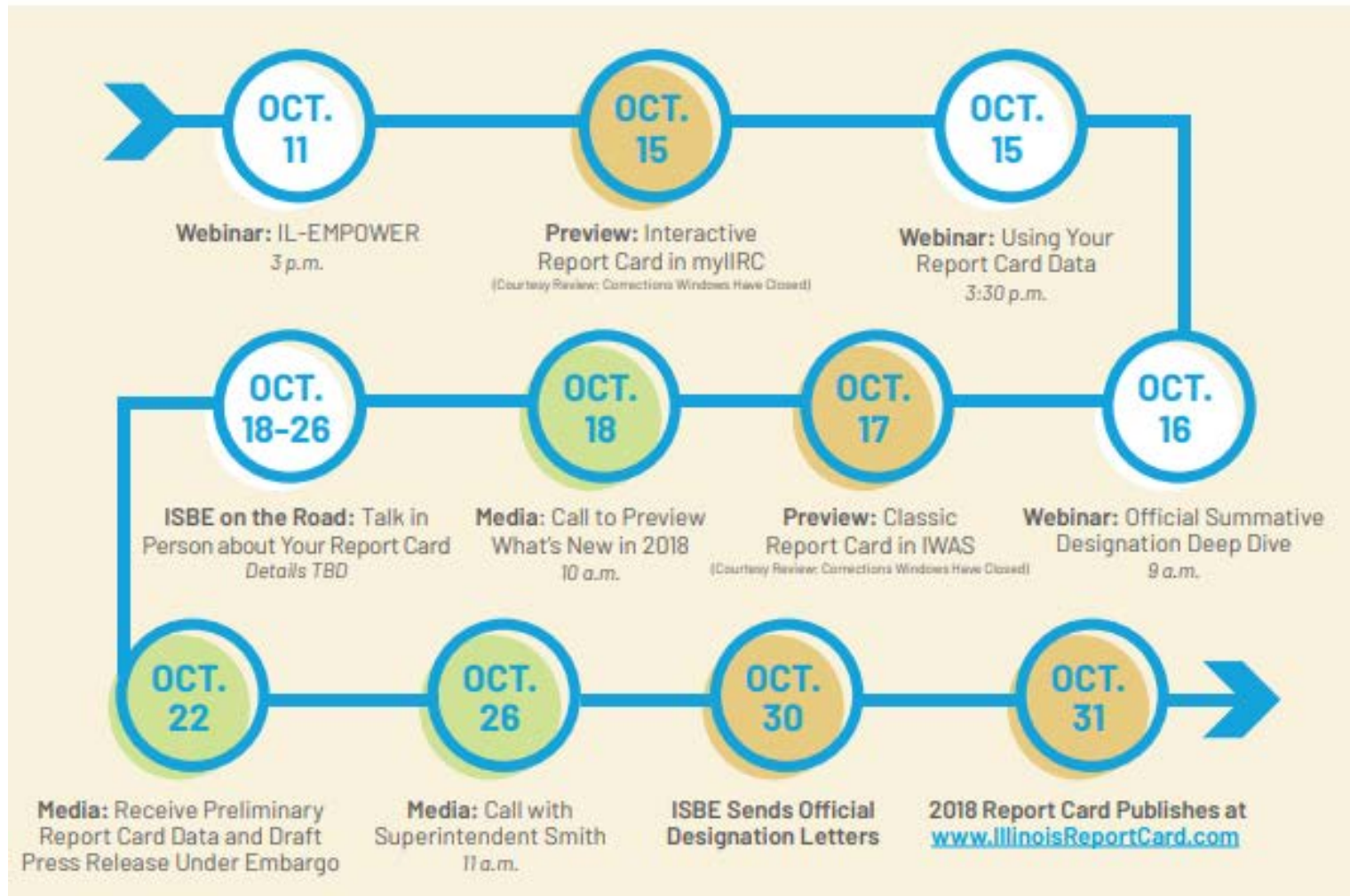**Whole Child • Whole School • Whole Community**

Welcome

- Introductions
- Purpose
- Agenda

Timeline: Know What to Expect

Illinois' award-winning Report Card requires tremendous collaboration among the state, schools, and districts. ISBE collects data year-round. The corrections windows have closed for the 2018 Report Card. Thank you for your extraordinary hard work! Here's what happens next.

OCT. 11
Webinar: IL-EMPOWER
3 p.m.

OCT. 15
Preview: Interactive Report Card in myIIRC
(Courtesy Review: Corrections Windows Have Closed)

OCT. 15
Webinar: Using Your Report Card Data
3:30 p.m.

OCT. 18–26
ISBE on the Road: Talk in Person about Your Report Card
Details TBD

OCT. 18
Media: Call to Preview What's New in 2018
10 a.m.

OCT. 17
Preview: Classic Report Card in IWAS
(Courtesy Review: Corrections Windows Have Closed)

OCT. 16
Webinar: Official Summative Designation Deep Dive
9 a.m.

OCT. 22
Media: Receive Preliminary Report Card Data and Draft Press Release Under Embargo

OCT. 26
Media: Call with Superintendent Smith
11 a.m.

OCT. 30
ISBE Sends Official Designation Letters

OCT. 31
2018 Report Card Publishes at www.IllinoisReportCard.com

Report Card Release Checklist

- ❑ **IDENTIFY**
  - ❑ Know what's there
  - ❑ Who's the expert on each data point?
  - ❑ Gather all documents
- ❑ **CONTEXTUALIZE**
  - ❑ Know the trends
  - ❑ Triangulate with other sources
  - ❑ What events impacted results?
- ❑ **EXPLAIN**
  - ❑ Answer so what does it mean?
  - ❑ Answer now what do we do?
- ❑ **COMMUNICATE**
  - ❑ Prepare talking points
  - ❑ Prepare press release
  - ❑ Share internally
  - ❑ Communicate to your Board & stakeholders

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Identify

1. Get clear what's in the Report Card
   - New Features of the Report Card include:
     - A **summary dashboard** for every school,
     - Each school's **summative designation**
     - Each district's **distance to adequate funding**.
     - **Other new data points**, including:
       - Academic growth, chronic absenteeism, long-term English Learners, ACCESS scores, feeder school relationships, new entities, educator qualifications, educators with emergency credentials, and principal and superintendent tenure

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District Snapshot

District Superintendent

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

District Superintendent Tenure

Years

Address

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

ISBE Report Card
District Website

Leaflet | © Mapbox © OpenStreetMap contributors

■ District ■ State

654
Schools

74%
Graduation Rate

11%
Student Mobility

Designation

- 19   Exemplary Schools
- 462   Commendable Schools
- 63   Underperforming Schools
- -999   Lowest Performing Schools

Funding

$5.5G
Adequacy Target

$3.5G
Final Resources

This district is at 63% capacity to meet funding expectation

20%
Chronic Absenteeism
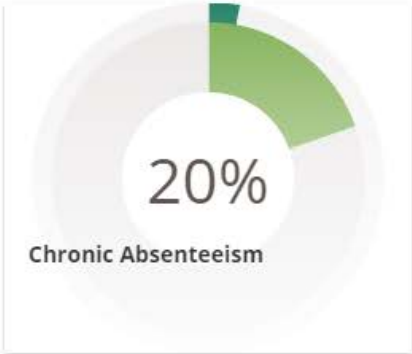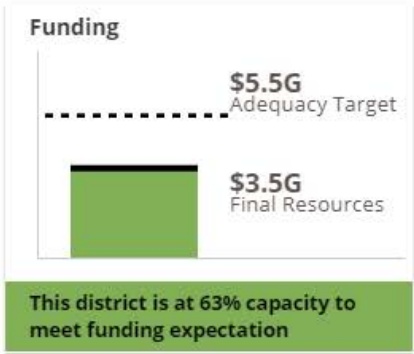
School Snapshot

- School Snapshot
- Academic Progress
- School Environment
- Students
- Teachers
- Administrators
- School Highlights
- Feeder Schools
- Retired Tests

School Snapshot

Principal

Principal Tenure
6 Years

District Superintendent

District Superintendent Tenure
4 Years

Address

[ISBE Report Card](#)
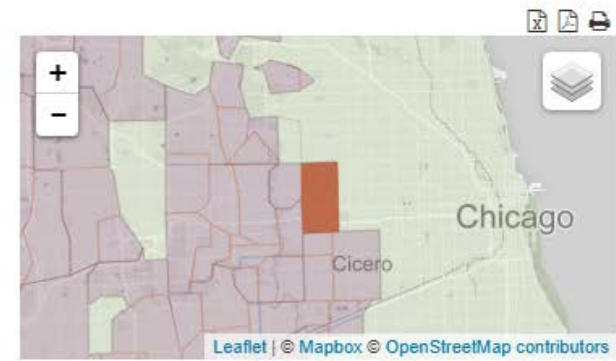
■ School ■ District ■ State

Designation

Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

5%
Student Mobility

Feeder Schools

- -999 Exemplary Schools
- -999 Commendable Schools
- -999 Underperforming Schools
- -999 Lowest Performing Schools

Funding

$68M
Adequacy Target

$53M
Final Resources

This district is at 78% capacity to meet funding expectation

7%
Chronic Absenteeism

85%
Retention

Leaflet | © Mapbox © OpenStreetMap contributors

Identify

1. Get clear what's in the Report Card
   - New Features of the Report Card include:
     - A **summary dashboard** for every school,
     - Each school's **summative designation**
     - Each district's **distance to adequate funding**.
     - **Other new data points**, including:
       - Academic growth, chronic absenteeism, long-term English Learners, ACCESS scores, feeder school relationships, new entities, educator qualifications,   educators with emergency credentials, and principal and superintendent tenure
2. Identify your local experts on each data point.
3. Gather supporting documents all in one place & call a meeting.

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Contextualize

o Know the broad trends, then disaggregate & find trends there as well.

o Triangulate within & among other data sources.

o What historical events impacted results?

- School closure or expansion?

- Population patterns?

- Leadership changes?

- Programs or initiatives?

- Teacher turnover?

- Community trauma or fortune?

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Explain
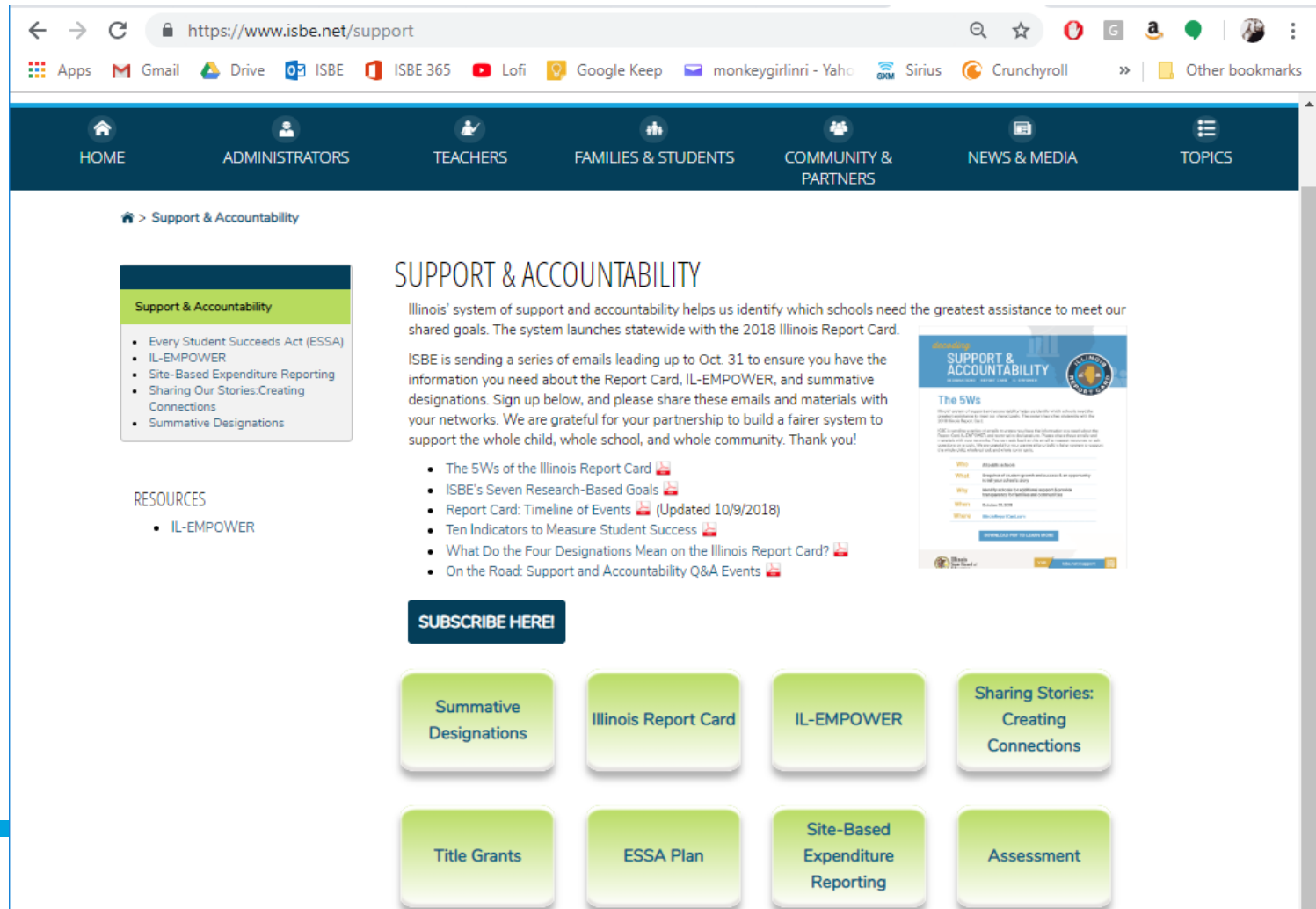
So what?

- What does this new Summative Designation mean?
- What does the data mean (good, bad, or mixed)?
- From whose perspective?

Now what?

- What have you done or will do in response to the data?
- Resources available at www.isbe.net/support

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Whole Child • Whole School • Whole Community
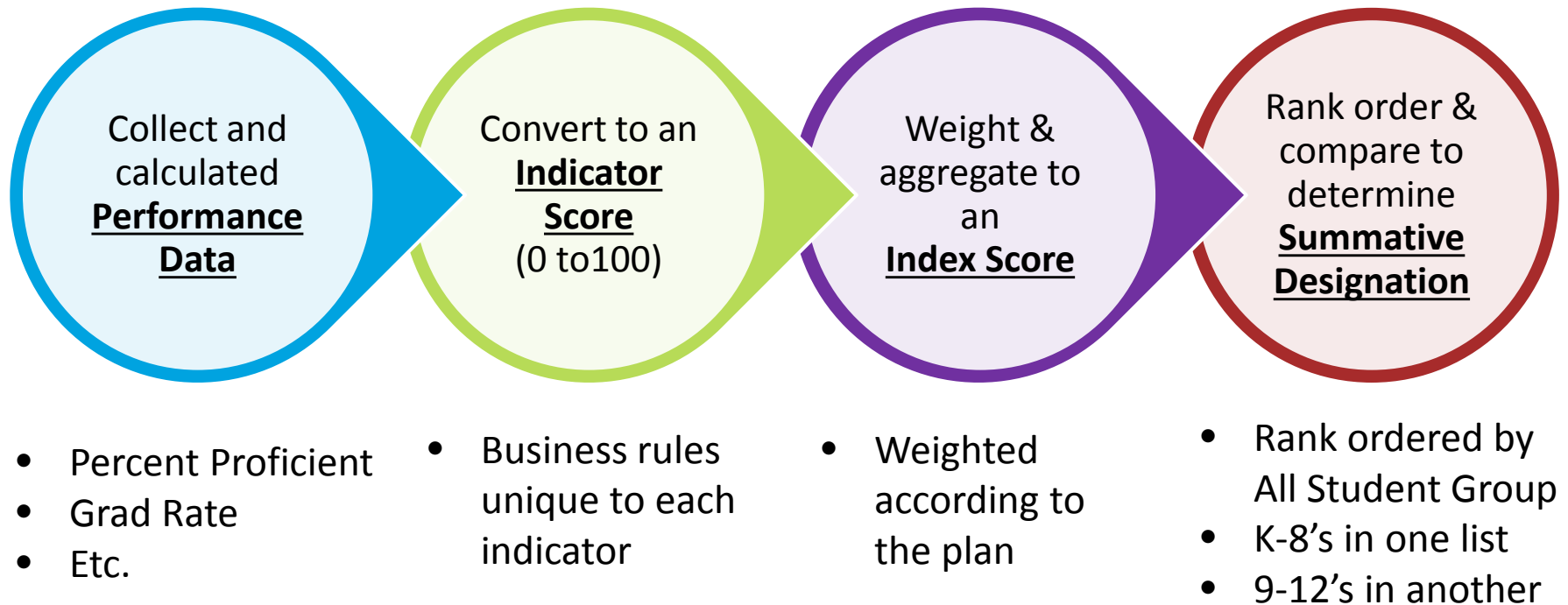
Resources - www.isbe.net/support

What are the designation?

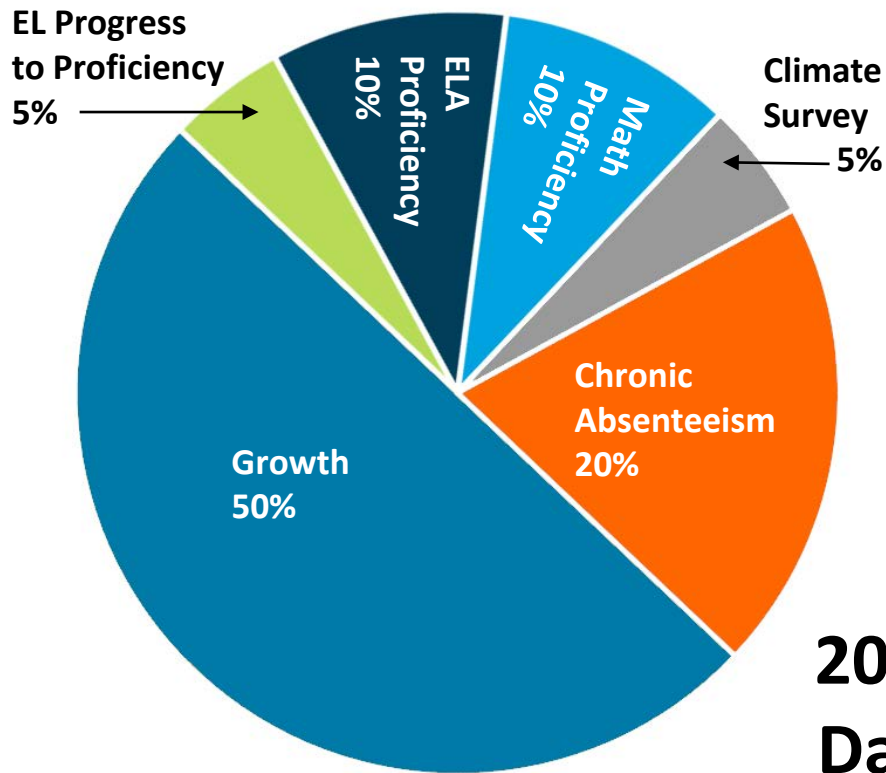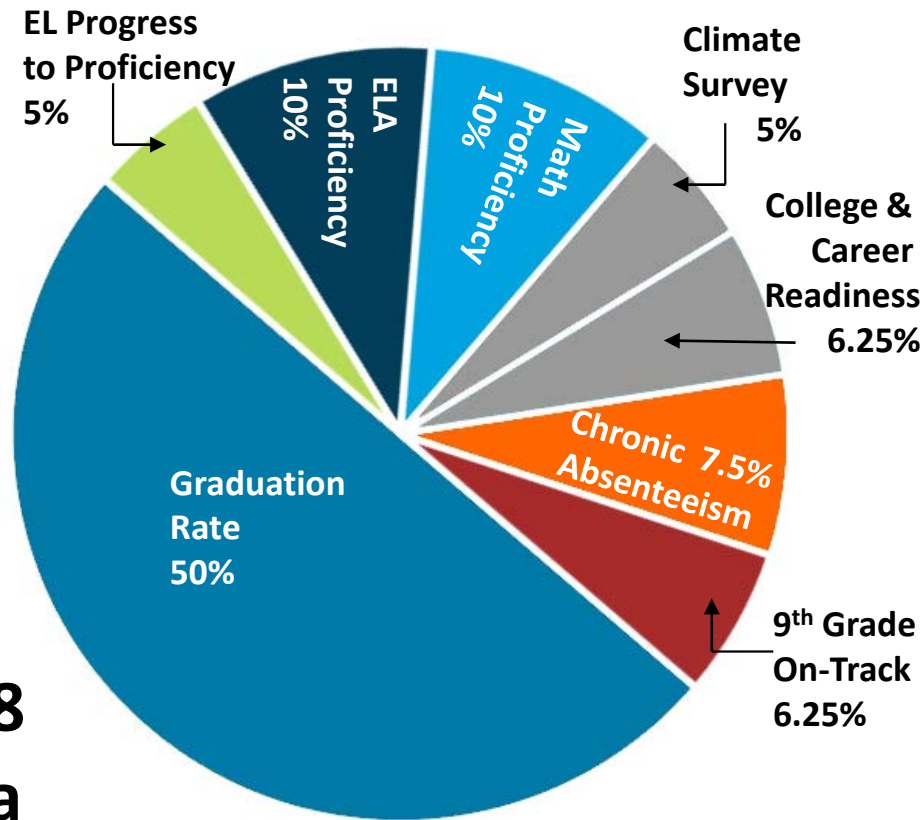| Exemplary	A school that has **no underperforming student demographic groups** at or below the "all students" group of the lowest 5 percent of Title 1 schools, a graduation rate of greater than 67 percent, and whose performance is in the **top 10 perc**ent of schools statewide. May apply to **serve** in the IL-EMPOWER network of partners.
Commendable	A school that has **no underperforming student demographic groups** at or below the "all students" group of the lowest 5 percent of all Title 1 schools, a graduation rate greater than 67 percent, and whose performance is **not in the top 10 percent** of schools statewide. May apply to **serve** in the IL-EMPOWER network of partners.
Underperforming	A school in which **one or more student demographic groups is performing at or below the "all students" group** of the lowest 5 percent of all Title 1 schools. Schools that receive an Underperforming School designation **will receive Targeted Support**.
Lowest Performing	A school that is in the **lowest-performing 5 percent** of Title I schools in Illinois and **any high schools that have a graduation rate of 67 percent or less**. Schools that receive a Lowest Performing School designation **will receive Comprehensive Support** through IL-EMPOWER.

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4 Step Process

Collect and calculated Performance Data

Convert to an Indicator Score (0 to100)

Weight & aggregate to an Index Score

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
- K-8's in one list
- 9-12's in another

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Official 2018 Designation Indicators

K-8 Band

- EL Progress to Proficiency 5%
- ELA Proficiency 10%
- Math Proficiency 10%
- Climate Survey 5%
- Chronic Absenteeism 20%
- Growth 50%

9-12 Band

- EL Progress to Proficiency 5%
- ELA Proficiency 10%
- Math Proficiency 10%
- Climate Survey 5%
- College & Career Readiness 6.25%
- Chronic Absenteeism 7.5%
- 9th Grade On-Track 6.25%
- Graduation Rate 50%

2018 Data

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For More Information

Communicate

- Use the checklist and make a plan
- Prepare talking points or FAQ (multiple sets)
- Breathe life into your data
- Prepare a press release (if needed)
- Share these documents internally
- Reinforce consistency of language
- Stay on message
- Communicate to your Board & other stakeholders

Families & Community

- Consider the entire audience

- Consider how you will communicate to families about students who are on all levels of performance

- Give parents a specific take-away with your messaging

- **Resource**: Families and Schools for Student Success webpage

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Promising Practice

Kathy Hulcher,

Principal of Matheny-Withrow Elementary

Matheny-Withrow Elementary School

Caring.Learning.Excellence.

DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS

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Using Data to Lead Our Work

Structure:

- Data Centrally Located

  - Principal Data Wall Hub-teacher goals for instructional practice connected with class data

  - Electronic Data Tool- PLCs meet weekly with purpose of analyzing data, update Data Tool, action planning

Cycle:

- Data Used to Determine Students to Drive by and Celebrate (Monthly)

- Data Used to Monitored Growth and Achievement--Common Formative Assessments, action plan

- Data Shared with Families (Academic Parent-Teacher Teams)

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Frequency of Action Planning using Data Analysis in PLCs

Action Plan with ELA or Math Data

When Required
2.0%
Monthly
8.0%

Bi-Weekly
11.0%

Weekly
79.0%
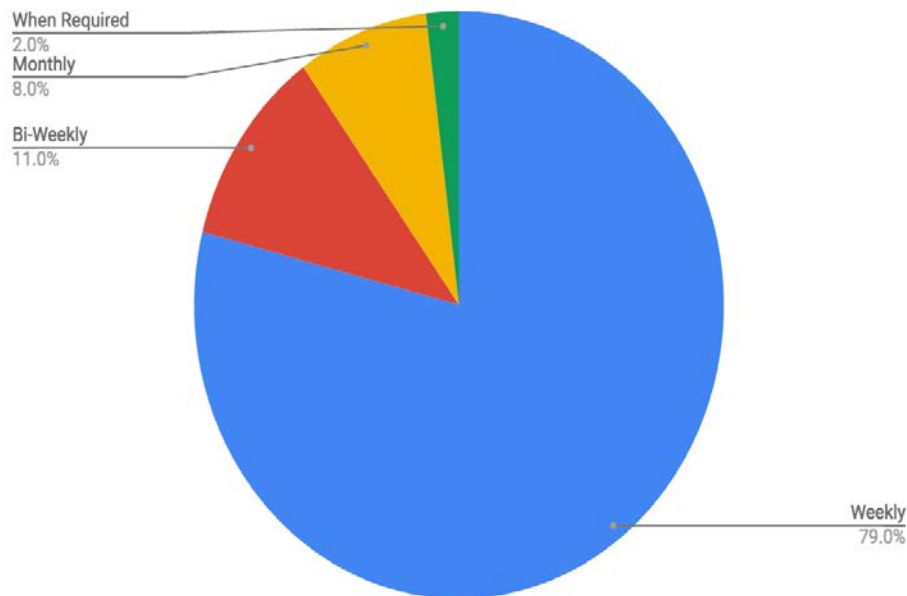
Action Plan with SEL Data

When Required
3.0%
Monthly
11.0%

Weekly
21.0%

Bi-Weekly
55.0%
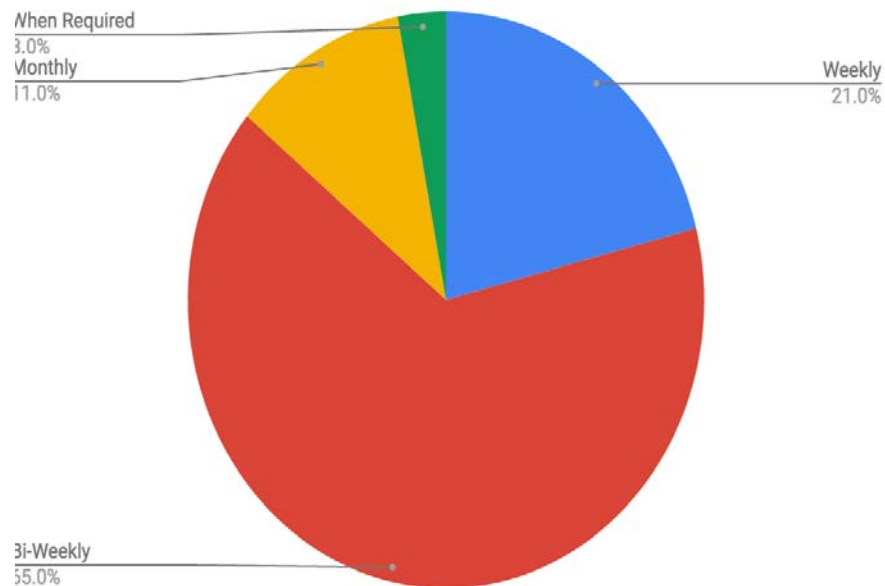
<u>Action Plan</u> - Intentionally apply a new or modified intervention or change an instructional practice to obtain optimum student results. Monitoring the impact of the action is included in each plan.

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Student Growth Aligned to Teacher Goals

SWOOP Group	Tier III Intervention	BOY IRLA 9/7/17	IRLA Level 10/20/17 (Red- Y-1R Yellow- 2R-Wt Green- Bk)	IRLA Level 02/07/18 (Red- Y-1R Yellow- 2R-WT Green- Bk)	MAP (Sep) *conditonal formatting entered	MAP (Jan 18) Y: 200-208 G: 209-216 B: >= 217	MAP (May18) Y: 203-210 G: 211-218 B: >= 219	MAP growth (Jan-May)	Grade 4 Unit 1 pre-test RUos 9/1/17	Grade 4 Unit 1 Post Test RUo 10/26/17
Berberet/ CBM-R	Berberet/ CBM-R	Wt	Bk	Bk	200	206	195	down 1 band (-11)	3/6	4/6
Frank		OR	Or	Or	212	209	210	down 1 band (+1)	3/6	5/6
Baker	Respond in writing comprehension	2R	Wt	Wt	194	197	207	grew 1 band (+10)	2/6	3/6
Berberet/ CBM-R		Wt	Wt	Wt	188	189	196	grew 1 band (+7)	2/6	3/6
Wilburn		1R	1R	1R	165	176	182	stayed same (+6)	2/6	2/6

Student Growth

Teacher Goals

| Name	Leadership	Culture, Health and Wellness	Literacy	Math	Whole Child	Family & Community
	Be vulnerable and share observable evidence during PLCs following norms	Continue to use the phrase, "How can I help?" and smile more	Focus on student growth by monitoring students literacy skills weekly	Use data to differentiate each lesson	Focus on consistent use of 1 redirect-take action	Always present and willing to participate in FACE events
Evidence of forward movement will look like:	Providing PLCs feedback to increase communication and open conversations	Increased staff participation in social events, earier arrivals and after school social conversations	Increased growth on MAP, formative assessments	Increased growth and performance on Reflex, EOY Envision, EOY Basic facts	Stronger class community, integrated SEL skills in Math	Build relationships not only with families of my students, but relationships with school community

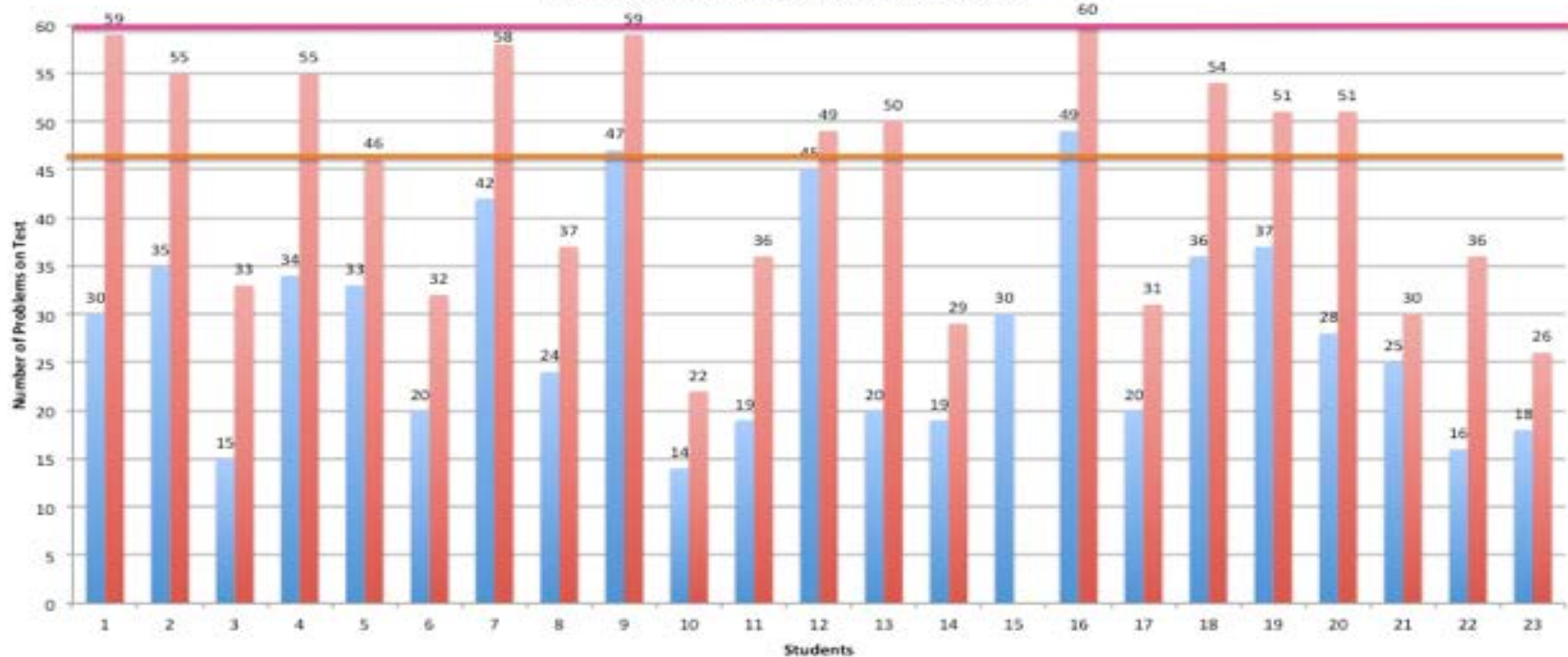Illinois State Board of Education

Data Shared with Families

Bo
Top line **(PINK)** is the end of the year benchmark
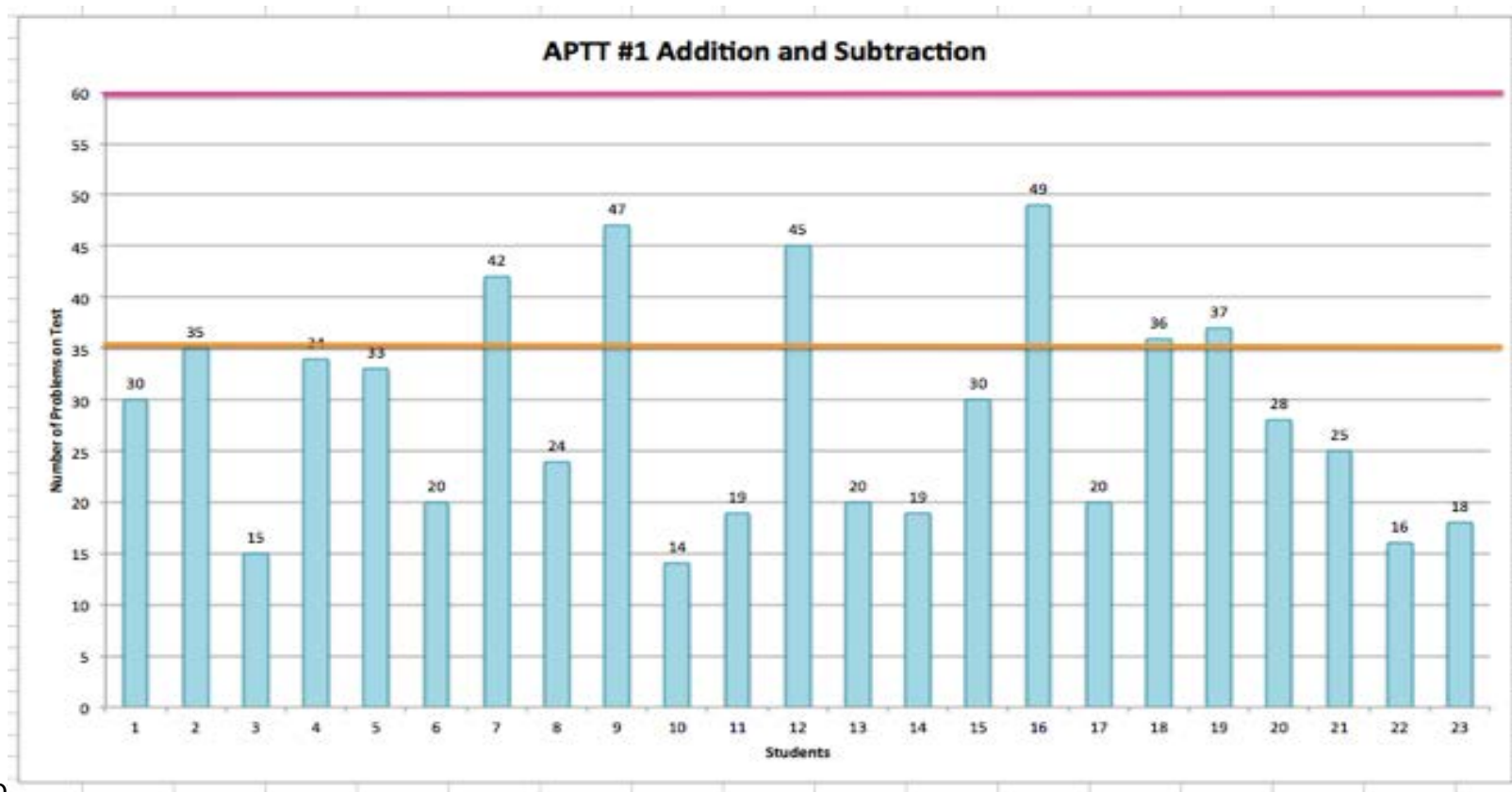
Bottom horizontal line (ORANGE) is the current benchmark
Top line (PINK) is the end of the year benchmark

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Family Establishes Goal for their Child

Family S.M.A.R.T. Goal Sheet
(Teacher Copy)

Child:	Date:
Skill:	

Today my child *can solve* _____ *multiplication facts accurately in five minutes* . By the April 20th
meeting, I want my child to *solve* _____ *multiplication facts accurately in five minutes.*

To help my child reach the goal _____ will practice with my child. (Who?)	
Number of days per week:	How long each day:

Specific Measurable Actionable Realistic Time-Bound

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Family Data Review Cycle

Promising Practice

Dr. Patrick Nolten,

Assistant Superintendent for Assessment and Accountability

Thank you for Participating