



# Illinois State Board of Education

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

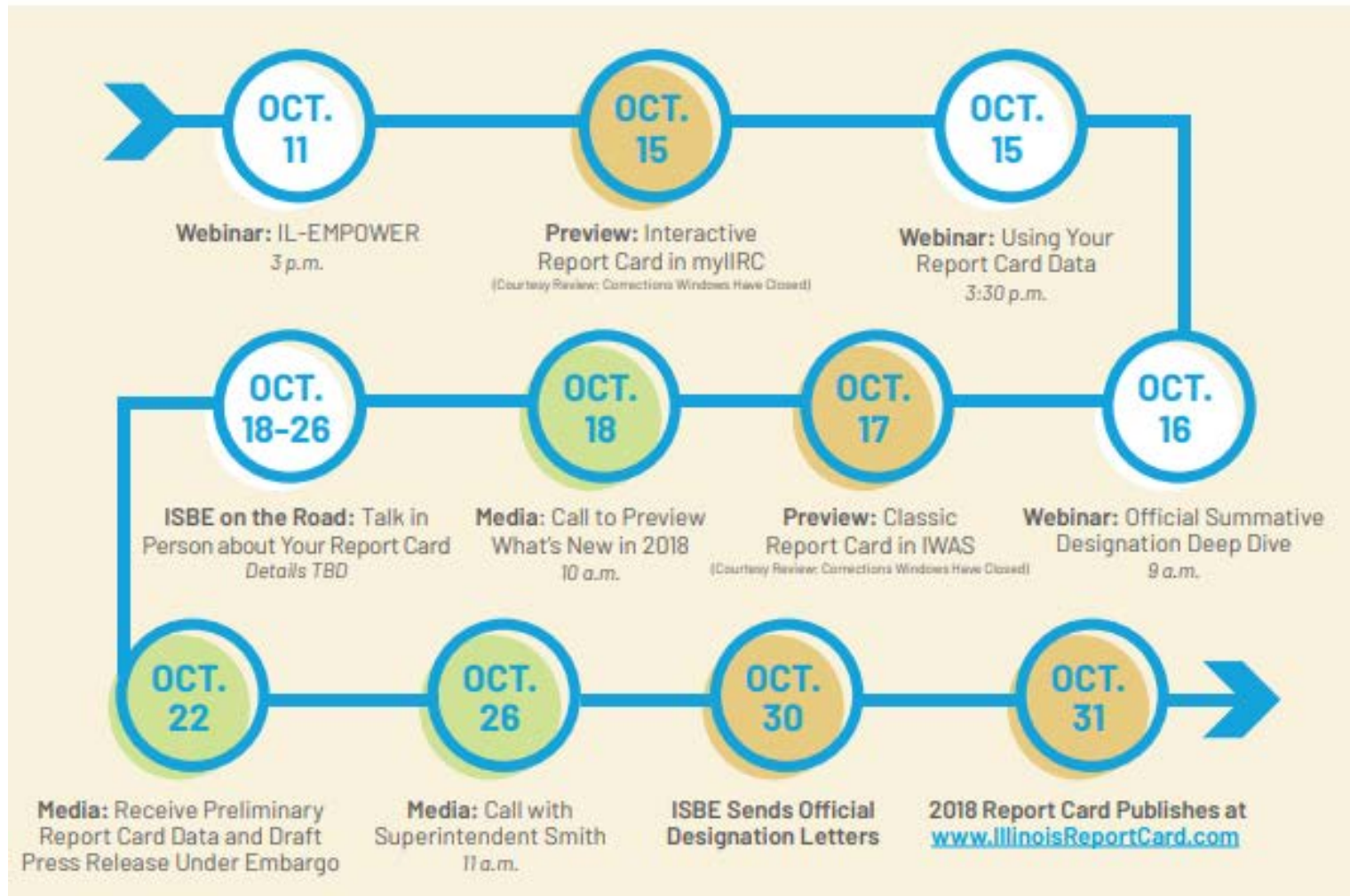
# Welcome

- 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.



**Illinois**  
State Board of  
Education

# 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



# 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



- District Snapshot
- Academic Progress
- District Environment
- Students
- Teachers
- Administrators
- Schools In District
- Retired Tests

District Snapshot

District Superintendent

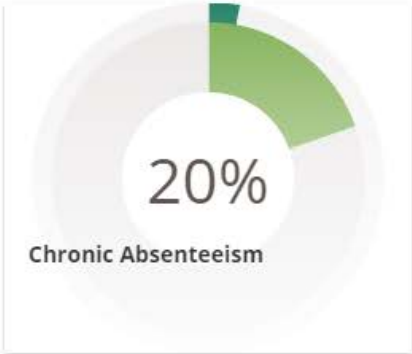
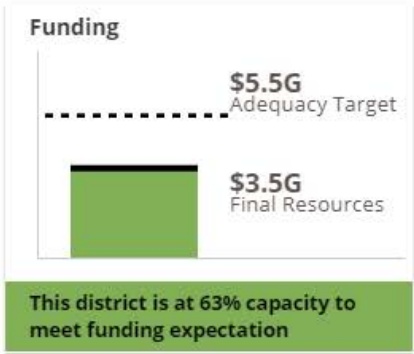
District Superintendent Tenure  
Years

Address

[ISBE Report Card](#)  
[District Website](#)



■ District ■ State





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

## School Snapshot

Principal  
[Redacted]

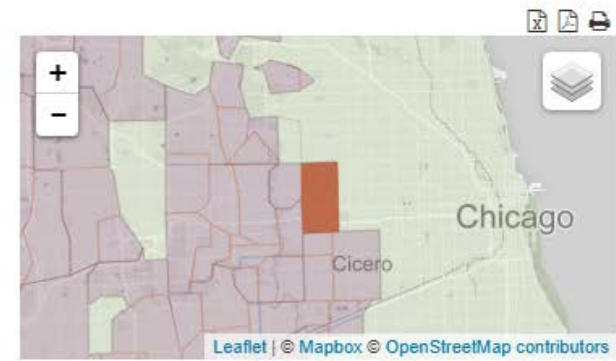
Principal Tenure  
6 Years

District Superintendent  
[Redacted]

District Superintendent Tenure  
4 Years

Address  
[Redacted]

[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



This district is at 78% capacity to meet funding expectation

7%

Chronic Absenteeism

85%

Retention

# Identify

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    - **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.





# Contextualize

- Know the broad trends, then disaggregate & find trends there as well.
- Triangulate within & among other data sources.
- What historical events impacted results?
  - School closure or expansion?
  - Population patterns?
  - Leadership changes?
  - Programs or initiatives?
  - Teacher turnover?
  - Community trauma or fortune?

# Explain

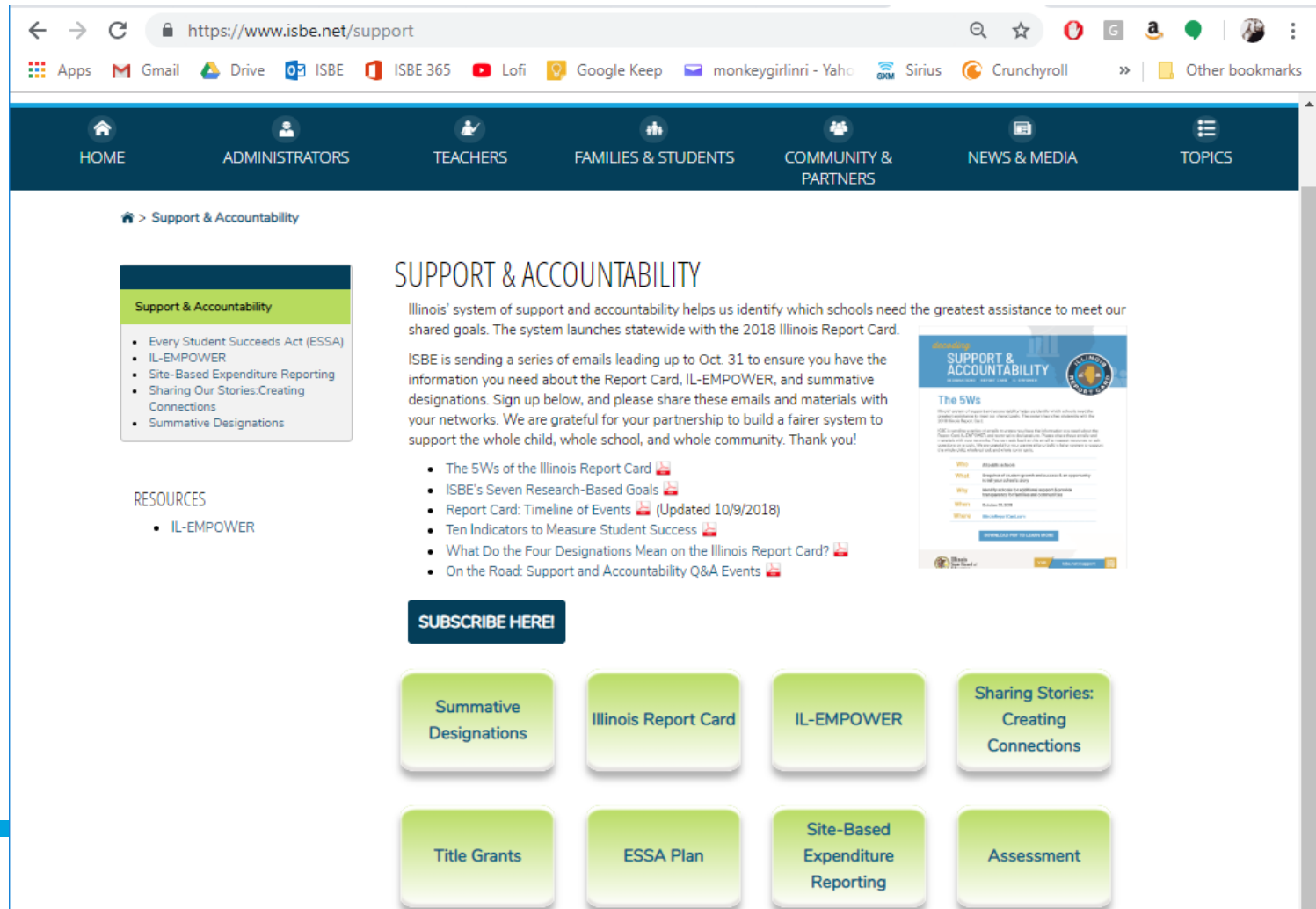
## So what?

- 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](http://www.isbe.net/support)

# Resources - www.isbe.net/support



The screenshot shows the ISBE Support & Accountability website. The browser address bar displays <https://www.isbe.net/support>. The navigation bar includes links for HOME, ADMINISTRATORS, TEACHERS, FAMILIES & STUDENTS, COMMUNITY & PARTNERS, NEWS & MEDIA, and TOPICS. The main content area is titled "Support & Accountability" and features a sidebar with a list of resources: Every Student Succeeds Act (ESSA), IL-EMPOWER, Site-Based Expenditure Reporting, Sharing Our Stories: Creating Connections, and Summative Designations. The main text explains that Illinois' system of support and accountability helps identify schools needing assistance for the 2018 Illinois Report Card. It mentions a series of emails leading up to Oct. 31 for signing up for the Report Card, IL-EMPOWER, and summative designations. A "SUBSCRIBE HERE!" button is prominently displayed. Below this, there are eight green buttons arranged in two rows: Summative Designations, Illinois Report Card, IL-EMPOWER, Sharing Stories: Creating Connections, Title Grants, ESSA Plan, Site-Based Expenditure Reporting, and Assessment. On the right side, there is a graphic titled "Support & Accountability" with the subtitle "The 5Ws" and a list of five key areas: Who, What, Why, When, and Where.

← → ↻ <https://www.isbe.net/support> 🔍 ☆ 🔴 G 🍎 🟢 | 🖱️ ⋮

📱 Apps 📧 Gmail 📁 Drive 🖨️ ISBE 📄 ISBE 365 📺 Lofi 💡 Google Keep 📧 monkeygirlinri - Yahoo 📶 Sirius 🎵 Crunchyroll » 📌 Other bookmarks

🏠 HOME 👤 ADMINISTRATORS 👤 TEACHERS 👤 FAMILIES & STUDENTS 👤 COMMUNITY & PARTNERS 📰 NEWS & MEDIA ☰ TOPICS

🏠 > Support & Accountability

## SUPPORT & ACCOUNTABILITY

Illinois' system of support and accountability helps us identify which schools need the greatest assistance to meet our shared goals. The system launches statewide with the 2018 Illinois Report Card.

ISBE is sending a series of emails leading up to Oct. 31 to ensure you have the information you need about the Report Card, IL-EMPOWER, and summative designations. Sign up below, and please share these emails and materials with your networks. We are grateful for your partnership to build a fairer system to support the whole child, whole school, and whole community. Thank you!

- The 5Ws of the Illinois Report Card 📄
- ISBE's Seven Research-Based Goals 📄
- Report Card: Timeline of Events 📄 (Updated 10/9/2018)
- Ten Indicators to Measure Student Success 📄
- What Do the Four Designations Mean on the Illinois Report Card? 📄
- On the Road: Support and Accountability Q&A Events 📄

**SUBSCRIBE HERE!**

Summative Designations Illinois Report Card IL-EMPOWER Sharing Stories: Creating Connections

Title Grants ESSA Plan Site-Based Expenditure Reporting Assessment

**Support & Accountability**  
The 5Ws

- Who** Illinois schools
- What** Designation of student growth achievement & an opportunity for school improvement
- Why** Identify schools for additional support & provide encouragement for continued improvement
- When** October 10, 2018
- Where** Illinois State Board of Education

📄 Download Report Card



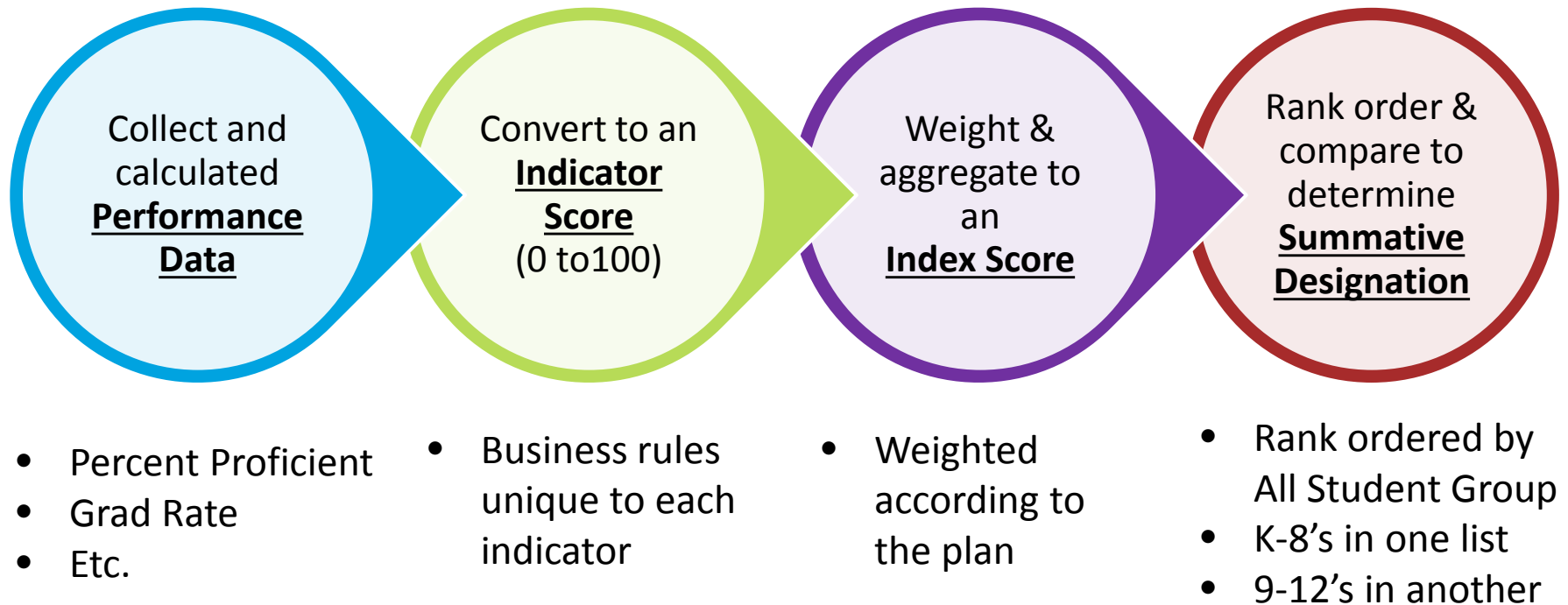
# What are the designation?

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



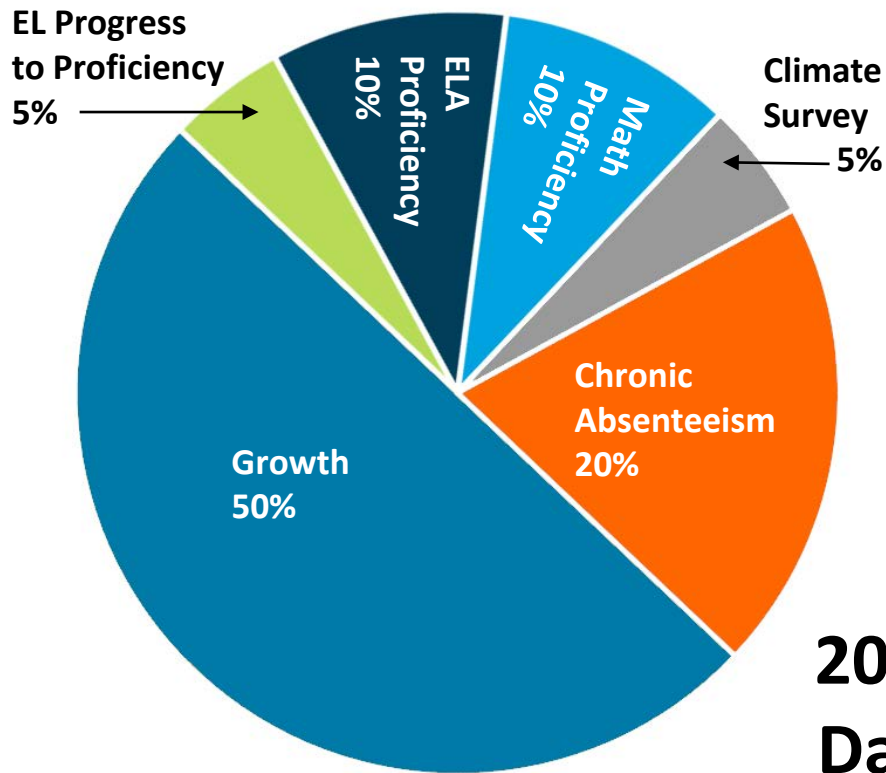
# 4 Step Process

13

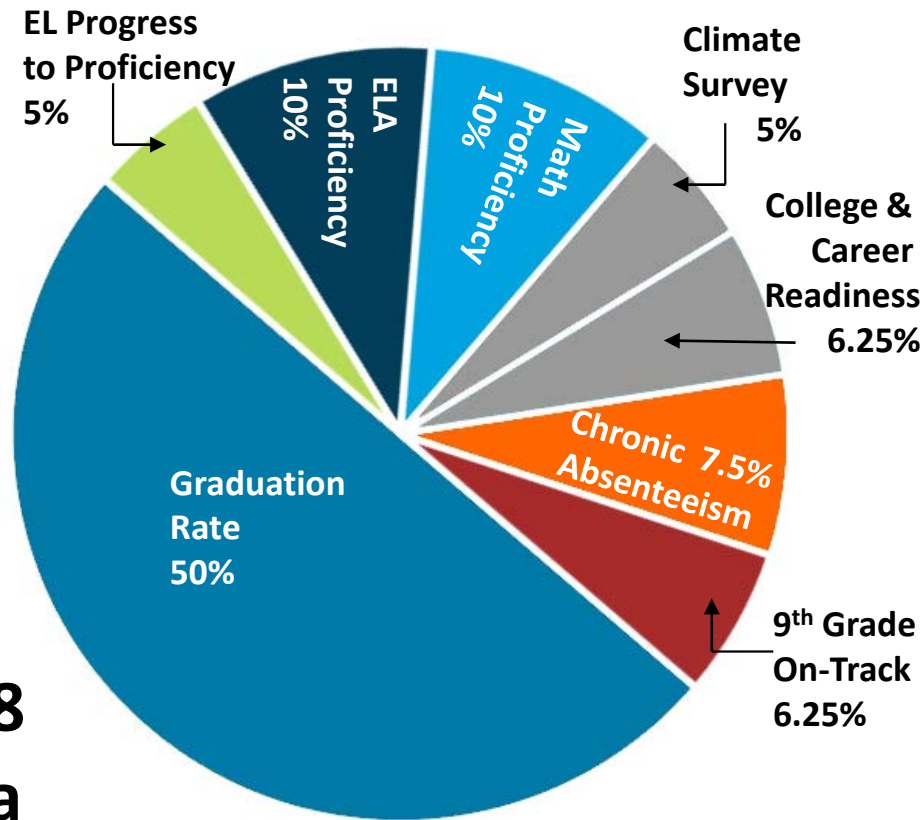


# Official 2018 Designation Indicators

## K-8 Band



## 9-12 Band



**2018  
Data**



# For More Information

## Join Us In Person

### ISBE On the Road Support and Accountability Q&A Events

Join experienced ISBE staff members at one or more of these events for a brief update and to ask questions regarding the support and accountability system. Illinois' new support and accountability system launches with the 2018 Illinois Report Card on Oct. 31.

<b>OCTOBER 18</b> <b>SENIOR CAFETERIA</b> <b>BLOOMINGTON HIGH SCHOOL</b> 1202 E. Locust St. Bloomington, IL 5-7 p.m.	<b>OCTOBER 22</b> <b>CAFETERIA</b> <b>MARION HIGH SCHOOL</b> 1700 Wildcat Rd. Marion, IL 5-7 p.m.	<b>OCTOBER 23</b> <b>MEDIA ROOM, O'FALLON</b> <b>TOWNSHIP HIGH SCHOOL</b> Smiley Campus 600 S. Smiley St. O'Fallon, IL 5-7 p.m.
<b>OCTOBER 24</b> <b>GARDEN LEVEL, CHICAGO</b> <b>PUBLIC SCHOOLS</b> <b>CENTRAL OFFICE</b> 42 W. Madison St. Chicago, IL 5-7 p.m.	<b>WE ARE HERE TO HELP</b> Join us at one or more of these events to ask us questions about the support and accountability system	<b>OCTOBER 25</b> <b>DISTRICT 89</b> <b>ADMINISTRATIVE BUILDING</b> 906 Walton St. Melrose Park, IL 5-7 p.m.

## Join Us for a Live Webinar

Home > Support & Accountability > Summative Designations

SUPPORT & ACCOUNTABILITY

Summative Designations

SUPPORT & ACCOUNTABILITY

### SUMMATIVE DESIGNATIONS

Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Underperforming School, and Lowest-Performing School. Underperforming schools and Lowest-Performing schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's designation. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. ISBE will include school designations on the 2018 Illinois Report Card at [www.illinoisreportcard.com](http://www.illinoisreportcard.com).

#### Official Summative Designation Deep Dive

Join us for a webinar on Oct 16, 2018 at 9:00 AM CDT.

This webinar will revisit information from the previous Summative Designation Deep Dive webinar, but update that information to include all of the indicators in the official summative designations. We will also showcase where in SIS administrators can download the data.

After registering, you will receive a confirmation email containing information about joining the webinar.

[Register now!](#)

Preliminary Summative Designations

Presentations and Webinars



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# 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](#)

# Promising Practice

Kathy Hulcher,  
Principal of Matheny-Withrow Elementary



DISTRICT 186



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# Matheny-Withrow Elementary School

Caring.Learning.Excellence.



**DISTRICT 186**  
SPRINGFIELD PUBLIC SCHOOLS



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Education

# Using Data to Lead Our Work

## Structure:

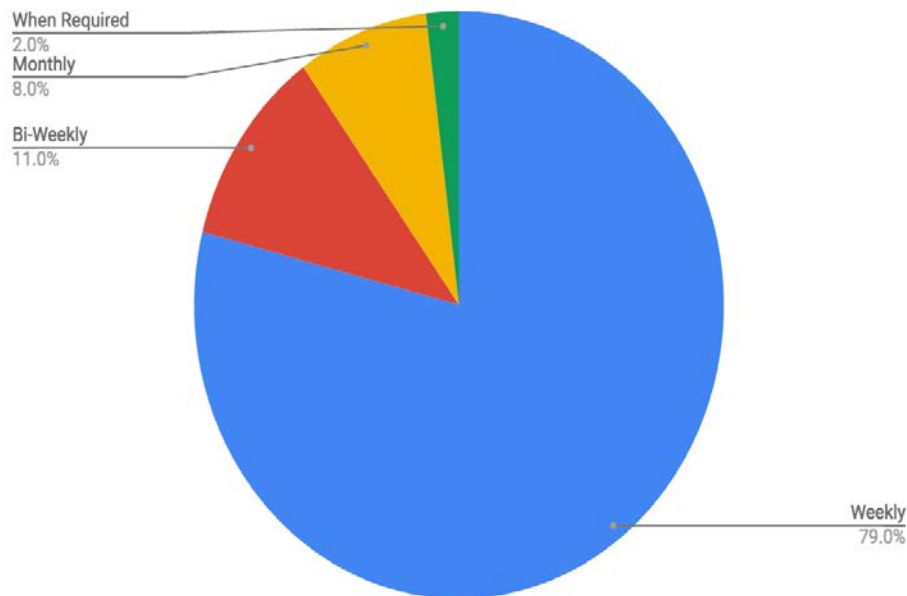
- Data Centrally Located
  - Principal Data Wall Hub-teacher goals for instructional practice connected with class data
  - Electronic Data Tool- PLCs meet weekly with purpose of analyzing data, update Data Tool, action planning

## Cycle:

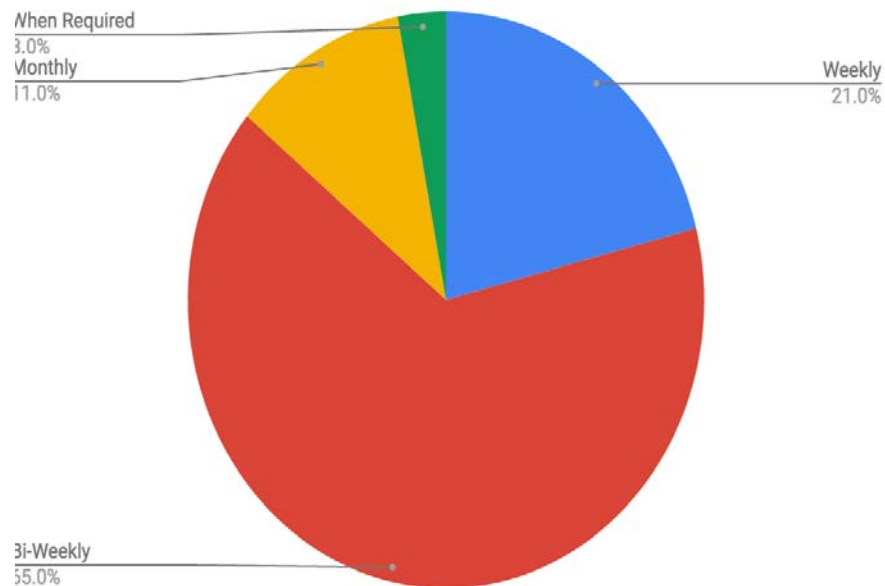
- Data Used to Determine Students to Drive by and Celebrate (Monthly)
- Data Used to Monitored Growth and Achievement--Common Formative Assessments, action plan
- Data Shared with Families (Academic Parent-Teacher Teams)

# Frequency of Action Planning using Data Analysis in PLCs

**Action Plan with ELA or Math Data**



**Action Plan with SEL Data**



**Action Plan** - 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.

# Student Growth Aligned to Teacher Goals

			Red- Y-1R Yellow- 2R-Wt Green- Bk	Red- Y-1R Yellow- 2R-WT Green- Bk	*conditional formatting entered	Y: 200-208 G: 209-216 B: >= 217	Y: 203-210 G: 211-218 B: >= 219		9/1/17	10/26/17
SWOOP Group	Tier III Intervention	BOY IRLA 9/7/17	IRLA Level 10/20/17	IRLA Level 02/07/18	MAP (Sep)	MAP (Jan 18)	MAP (May18)	MAP growth (Jan-May)	Grade 4 Unit 1 pre-test RUOs	Grade 4 Unit 1 Post Test RUOs
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

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
<b>Evidence of forward movement will look like:</b>	Providing PLCs feedback to increase communication and open conversations	Increased staff participation in social events, earlier arrivals and after school social conversations	Increased growth on MAP, formative assessments	Increased growth and performance on Reflex, EOY	Stronger class community, integrated SEL skills in Math	Build relationships not only with families of my students, but relationships with school community

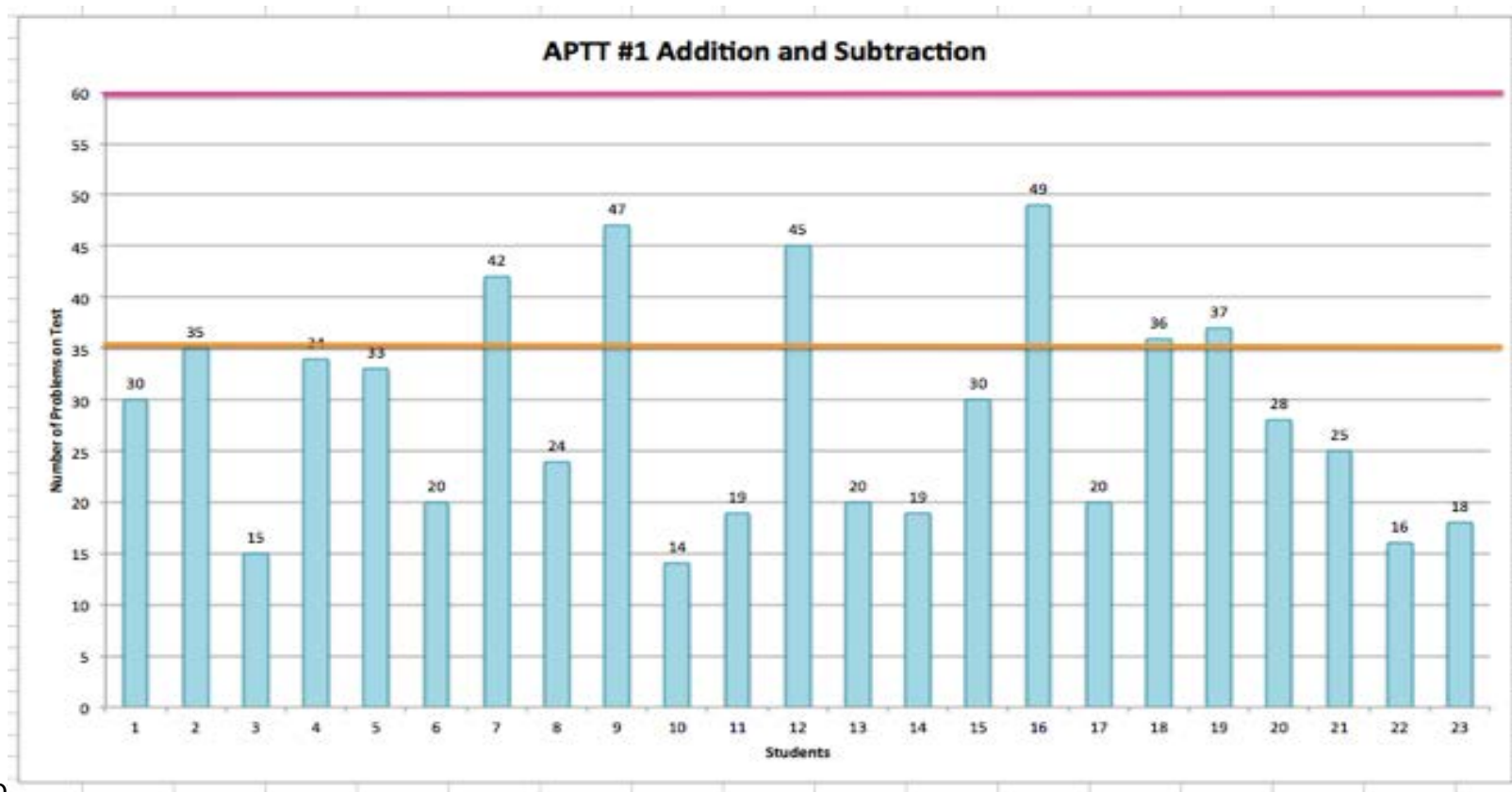
Teacher  
Goals



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# Data Shared with Families



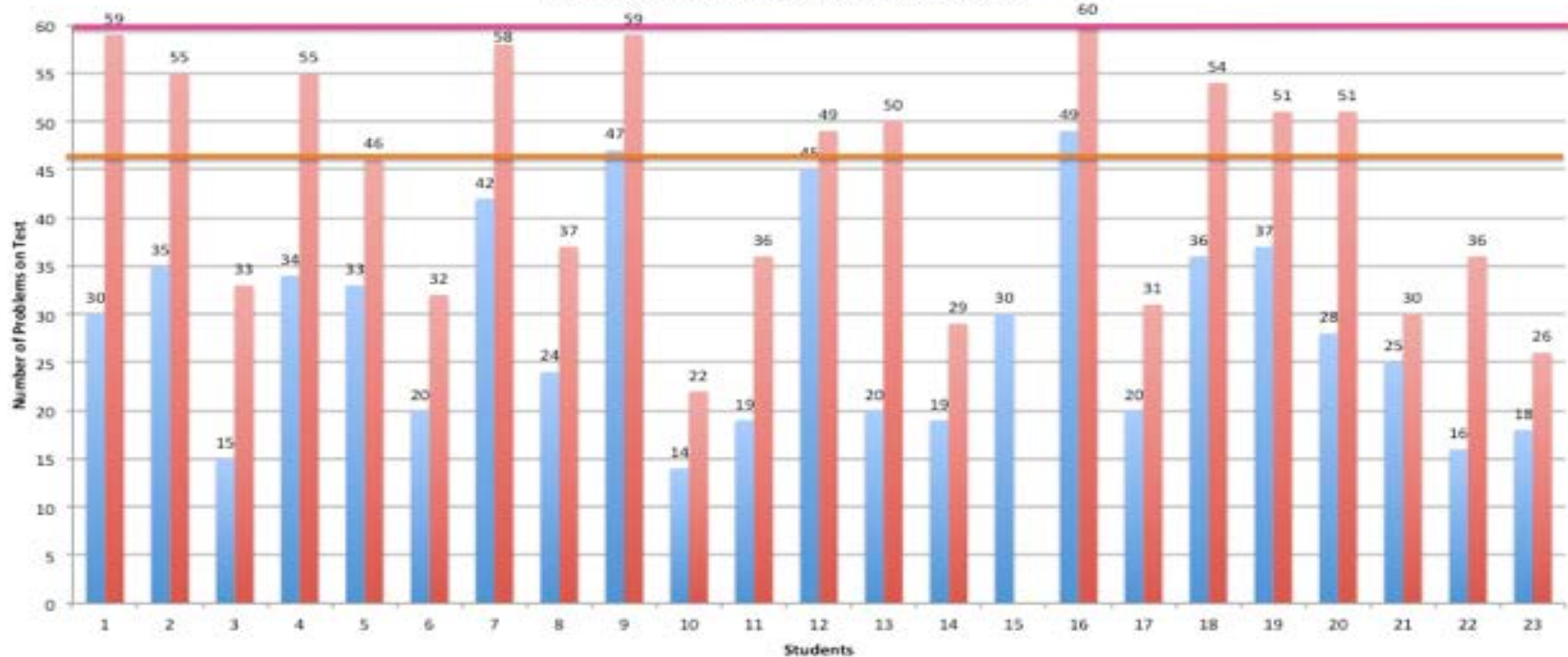
Bo

Top line (**PINK**) is the end of the year benchmark



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APTT #2 Addition and Subtraction



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 <i>can solve</i> _____ <i>multiplication facts accurately in five minutes</i> . By the April 20th meeting, I want my child to <i>solve</i> _____ <i>multiplication facts accurately in five minutes</i> .	
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



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