**RttT District Performance Metrics**

**Goals and Data**

**Spring 2013**

**DISTRICT PEFORMANCE MEASURES AND STUDENT OUTCOME GOALS**

**Basic Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | 2012-2013 | 2013-2014 | 2014-2015 |
| Number of High School Students | We will provide data |   |   |
| Number of 8th Grade Students |   |   |
| Number of Teachers (Headcount) |   |   |
| Number of Principals (Headcount) |   |   |
| Number of Underrepresented High School Students1 |   |   |
| Number of teachers evaluated this year |  |  |  |
| Number of 1st Year Teachers (ever) |   |   |   |
| Number of 2nd Year Teachers  |   |   |   |
| Number of 1st Year Principals (ever) |   |   |   |

1. "Underrepresented high school students" for purposes of this performance measure include low-income, English language-learners (ELLs), students with disabilities (SWDs), minorities, and female students.

**Rising Star Indicators**

**A(2):** **Building Strong Statewide Capacity to Implement, Scale-Up, and Sustain Proposed Plans**

Goals

1. Build strong leadership & dedicated teams to implement statewide reform.
2. Build the Capacity of LEAs for Successful Implementation of Reforms.

**Rising Star Indicators: CII2 and CII3**

| **Performance Measures** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
| What percent of mandatory Rising Star indicators has your district assessed, prioritized, and established plans for full implementation? **(See attachment below for mandatory Rising Star Indicators)** | **Goal** | 100% | 100% | 100% |
| **Actual** |  |  |  |

**Mandatory Rising Star Indicators**

|  |  |
| --- | --- |
| **Indicator Category** | **Indicator Number** |
| Smart Start | * IA07
* IA11
* IB01
 | * IB02
* IC05
* ID01
 |
| Smart Plan | * IA06
* IA08
* IA09
* IA10
* IA12
 | * IA14
* IA13
* IC01
* IC02
 | * IC06
* IC07
* IC08
* ID10
* D7
 |
| All Remaining RttT Indicators (See Abe Lincoln Document) | * IA01
* IA02
* IA03
* D9
 | * D11
* D13
* CII1
* CII2
 | * CII3
* RT3-1
* RT3-2
 |

**Curriculum and Common Core Measures**

| **Performance Measures (B)(3)****Rising Star: IC05** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
| **Aligning curriculum to CCSS** | Is your district implementing Common Core State Standards throughout all grade levels and applicable subject areas? **Yes/No** | **Goal** | N/A | Yes | Yes |
| **Actual** |  |  |  |
| **Implementing assessment systems**  | Are teachers:…providing ELA instruction …using non-summative assessments that measure student learning over the course of the school year ….through administration of the assessments multiple times per year ….that are aligned to the CCSS in ELA? **Yes/No** | **Goal** | N/A |  | Yes |
| **Actual** |  |  |  |
| Are teachers: ….providing Math instruction ….using non-summative assessments that measure student learning over the course of the school year ….through administration of the assessments multiple times per year….that are aligned to the CCSS in Math**Yes/No** | **Goal** | N/A |  | Yes |
| **Actual** |  |  |  |
|  | **Number of teachers** participating in workgroups that are contributing to the development of assessment frameworks and items for Type II and Type III assessments | **Goal** | N/A |  |  |
| **Actual** |  |  |  |

**Stem Program of Study and Individual Learning Plans**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measures (B)(3)** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| **Programs of Study & STEM Implementation** | Number high school students currently participating in a STEM Program of Study | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of ***underrepresented high school students1*** currently participating in STEM Program of Study | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of graduating high school seniors receiving ***WorkKeys National Career Readiness Certificate or other industry certification by graduation*** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of 8th graders completing an education and career plan (individual learning plan) | **Goal** | N/A |  | (All) |
| **Actual** |  |  |  |
| Number of students currently in ***a STEM Program of Study*** participating in ***work-based learning experiences*** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| 1 "Underrepresented high school students" for purposes of this performance measure include low-income, English language-learners (ELLs), students with disabilities (SWDs), minorities, and female students. |

**ISLE**

**C(3):** **Using Data to Improve Instruction**

Goals

1. Ensure that all Participating LEAs can implement local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measures (C)(3)** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| **IL Shared Learning Environment (ISLE)** | Has your district integrated local data with ISLE?  | **Goal** | Yes | Yes | Yes |
| **Actual** | We will collect and enter data.  |
| Number of **teachers** accessing instructional applications hosted on ISLE *at least once per week* during the school year | **Goal** | N/A |  |  |
| **Actual** | N/A | We will collect and enter data.  | We will collect and enter data.  |
| Number of **principals** accessing performance dashboard applications hosted on ISLE *at least once per week* during the school year | **Goal** | N/A |  |  |
| **Actual** | N/A | We will collect and enter data.  | We will collect and enter data.  |
| Number of **high school students** accessing instructional or college/career planning applications on ISLE *at least once per week* during the school year | **Goal** | N/A |  |  |
| **Actual** | N/A | We will collect and enter data.  | We will collect and enter data.  |

**Student Growth**

**D(2):** Improving Teacher and Principal Effectiveness Based on Performance

Goal

1. Build robust teacher and principal evaluation systems that focus on both effective practice and student growth.

**Rising Star Indicator: D7**

| **Performance Measures: D(2)** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
| **Student Growth** | Does your district measure student growth in **ALL** grades and subject areas for which we have state standards?1**Yes or No** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Does your district have a system in place to measure student growth in **ALL** *tested* subject areas? **Yes or No** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Does your district have a system in place to measure student growth in **ALL** *non-tested* subject areas?1**Yes or No** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Provide any additional detail about your progress towards developing systems to measure student growth. (Optional)  |

1. Note, goals for growth measures should be aligned with the timeline for which the district is required to fully implement the teacher evaluation system.

**Educator Evaluations**

Some, but not all, of the below are required with the full implementation of PERA.

**Rising Star Indicator: RT3-1**

| **Performance Measures D(2)** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
| **Use of Teacher and Principal Evaluations** | **Is your district’s performance evaluation system used for: (Y/N)** |
| **Developing** | Teachers1 | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Principals2 | **Goal** | Yes | Yes | Yes |
| **Actual** |  |  |  |
| **Compensating** | Teachers | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Principals | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| **Promoting** | Teachers3 | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Principals | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| **Retaining** | Teachers rated as proficient or excellent4 | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Principals rated as proficient or excellent | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| **Granting tenure and/or full certification (where applicable)** | Teachers5 | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Principals | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| **Removing ineffective tenured and untenured** | Teachers6 | **Goal** | N.A |  |  |
| **Actual** |  |  |  |
| Principals7 | **Goal** | N/A |  |  |
| **Actual** |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
| NOTES: 1. Teachers: Districts with a qualifying evaluation (implemented according to the implementation timeline) are required to develop professional development plans for **teachers** receiving a rating of Needs Improvement or Unsatisfactory.
* Section 24A-5(h) of the School Code states that, within 30 school days after assigning a tenured teacher a “Needs Improvement” rating, a school district, in consultation with the teacher and taking into account the teacher’s on-going professional responsibilities (including his or her regular teacher assignments) must develop for that teacher a “professional development plan” directed to the areas that need improvement and that includes any supports the district will provide to address the areas that need improvement.
* Section 24A-5(i) of the School Code states that, within 30 school days after assigning a tenured teacher an “Unsatisfactory” rating, a school district is required to develop and commence a 90 school day remediation plan (unless a shorter remediation period is provided for in a collective bargaining agreement) designed to correct cited deficiencies.
1. Principals and Evaluators: Beginning September 1, 2012: On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.
2. We are interpreting promotion to be in consideration of “filling new or vacant positions”. A school district's selection of a candidate for a new or vacant teaching position not otherwise required to be filled pursuant to Section 24-12 of this Code must be based upon the consideration of factors that include without limitation certifications, qualifications, merit and ability (including performance evaluations, if available), and relevant experience, provided that the length of continuing service with the school district must not be considered as a factor, unless all other factors are determined by the school district to be equal. (105 ILCS 5/24-1.5 new); however, if a collective bargaining agreement was in place at that time that conflicts with Section 24-1.5, that collective bargaining agreement governs (i.e., it is “grandfathered”) until its expiration date. This does not apply to Chicago Public Schools. Further, legislation does not require districts to consider only those factors (evaluations, ability, etc.). They can consider other factors in addition to those enumerated.
3. Senate Bill 7 allows for retention decisions for teachers to be made based upon performance instead of on traditional “last in/first out” policies. **This does not apply to Chicago**. In essence, this takes effect “immediately” except in certain instances where districts/contracts are grandfathered until June 2013. (105 ILCS 5/24-11) (from Ch. 122, par. 24-11). Section 24-12 states that each school district must, in consultation with its union, establish a Sequence of Honorable Dismissal List categorized by positions and Groups. Copies of this list must be distributed to the union at least 75 calendar days prior to the end of the school term. A teacher must receive written notice of being the subject of a reduction in force at least 45 calendar days before the end of the school year.
4. Prior to SB 7, an employee’s probationary period was four years. (See Section 24-11 of the School Code; and Section 34-84 of the School Code for Chicago). School districts had the authority to not renew a contract of a probationary teacher at the end of each of the four probationary years with 45 days written notice, and had to provide a specific, written reason for the not renewing the contract only to those whose contracts were not renewed after the fourth probationary year. A school district was not required to take performance evaluations into account when making decisions to renew or not renew contracts of probationary teachers or to ultimately grant tenure to teachers.  SB 7 now requires that, *beginning with a school district’s “PERA Implementation Date,”* the acquisition of tenure will be based on performance evaluations. (See Section 24-11 of the School Code, and Section 34-84 of the School Code for Chicago).
5. The tenured teacher dismissal system is used in those situations where a school district is seeking to terminate the employment of a tenured teacher, either for poor performance or misconduct (or a combination of the two). The law allows that, in such an instance, a tenured teacher has the right to timely request a due process hearing before a hearing officer.  SB 7 established a new section of the School Code, Section 24-16.5, that allows (in all school districts, including the Chicago Public Schools) for an even more streamlined hearing procedure for the dismissal of tenured teachers related to performance. A school district may only utilize the OAED process on or after the school district’s PERA Implementation Date and only after several other statutory requirements are met.  For example, a dismissal under this process can only proceed following an unsatisfactory PERA evaluation that leads to a remediation plan and the teacher’s subsequent failure to complete the remediation plan with a rating equal to or better than proficient.
6. Districts are not required in any way to make employment decisions based upon principal performance. However, recently passed legislation allows the State Board of Education to revoke a principal’s certification if he receives more than two unsatisfactory ratings, if they fall within the course of a seven year period (after due process). (105 ILCS 5/21-23) (from Ch. 122, par. 21-23).
 |

**Educator Evaluations**

**Rising Star Indicator: RT3-1**

For this section, you are not required to enter goals. Please enter the actual number of teachers and principals.

| **Performance Measures D(2)** | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- |
| Number of **teachers** who were evaluated as **Proficient** or better. |  |  |  |
| Number of **principals** who were evaluated as **Proficient** or better. |  |  |  |
| Number of **teachers** who were evaluated as **Unsatisfactory**. |  |  |  |
| Number of **principals** who were evaluated as **Unsatisfactory**. |  |  |  |
| Number of **teachers** whose evaluations were used to inform **compensation** decisions.  |  |  |  |
| Number of **principals** whose evaluations were used to inform **compensation** decisions.  |  |  |  |
| Number of **teachers** who were evaluated as **Proficient** or better and were **retained**. |  |  |  |
| Number of **principals** who were evaluated as effective or better and were **retained**. |  |  |  |
| Number of **teachers** who were **eligible for** **tenure**. |  |  |  |
| Number of **teachers** whose evaluations were **used to inform tenure** decisions.  |  |  |  |
| Number of **teachers** who were **removed** for being rated **Unsatisfactory**.  |  |  |  |
| Number of **principals** who were **removed** for being rated **Unsatisfactory**.  |  |  |  |

**High/Low Poverty and High/Low Minority**

**D(3):** Ensuring Equitable Distribution of Effective Teachers and Principals

Goal

1. Create a pipeline of highly effective principals and teachers to serve the State's neediest schools.

**Rising Star Indicator: IA14**

***We will provide information on which of your schools were high-poverty and high-minority last fiscal year to assist with goal setting.***

| **Performance Measures for (D)(3)(i)\*** |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
| **TEACHERS** |
| Number of **teachers** in schools that are high-poverty and/or high-minority who are rated as **excellent**.  | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **teachers** in schools that are low-poverty and/or low-minority who are rated as **excellent**. | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **teachers** in schools that are high-poverty and/or high-minority who are rated as **unsatisfactory**. | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **teachers** in schools that are low-poverty and/or low-minority who are rated as **unsatisfactory**. | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| **PRINCIPALS** |
| Number of **principals** leading schools that are high-poverty and/or high-minority who are rated as **excellent**.  | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **principals** leading schools that are low-poverty and/or low-minority who are rated as **excellen**t.  | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **principals** leading schools that are high-poverty and/or high-minority who are rated as **unsatisfactory.**  | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **principals** leading schools that are low-poverty and/or low-minority who are rated as **unsatisfactory.**  | **Goal** | N/A |  |  |
| **Actual** |  |  |  |

**Mentoring and Induction**

**D(5):** **Providing Effective Support to Teachers and Principals**

Goal: All Beginning Teachers and Principals Are Supported Through High Quality Induction and Mentoring Programs.

**Rising Star Indicator: RT3-2**

| **Performance Measures (D(5)**. |  | **End of SY 2012-2013** | **End of SY 2013-2014** | **End of SY 2014-2015** |
| --- | --- | --- | --- | --- |
|  | **Teachers: Mentoring and Induction**  |
| **Mentoring and Induction** | Number of **2nd year teachers** who completed a 2-year induction and mentoring program  | **Goal** | N/A |  | (All) |
| **Actual** |  |  |  |
| % of **2nd year teachers** completing a 2-year induction and mentoring program | **Goal** | N/A |  | 100% |
| **Actual** |  |  |  |
| Number of **beginning teachers completing a 2-year induction and mentoring** program that, for the final school year of the program, achieve an overall summative performance evaluation rating of either **proficient or excellent** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| % of **beginning teachers completing a 2-year induction and mentoring** program that, for the final school year of the program, achieve an overall summative performance evaluation rating of either **proficient or excellent** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **first year teachers rated "needs improvement"** in their first year of teaching who, **after completing a 2-year induction and mentoring program**, achieve an overall summative performance evaluation rating of **proficient or excellent** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| % of **first year teachers rated "needs improvement"** in their first year of teaching who, **after completing a 2-year induction and mentoring program**, achieve an overall summative performance evaluation rating of **proficient or excellent** | **Goal** | N/A |  |  |
|  | **Actual** |  |  |  |
| **Principals: Mentoring and Induction** |
| Number of **1st year principals** completing a mentoring and induction program | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| % of **1st year principals** completing a mentoring and induction program | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| Number of **1st year** **principals** participating in a one-year mentoring program that achieve an overall summative performance evaluation rating of either **proficient or excellent for the school year in which they participated in the program** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
| % of **1st year principals** participating in a one-year mentoring program that achieve an overall summative performance evaluation rating of either **proficient or excellent for the school year in which they participated in the program** | **Goal** | N/A |  |  |
| **Actual** |  |  |  |
|
| 1 Districts are not required to establish a new teacher induction and mentoring program until the end of the 2012-13 school year. |

**STUDENT OUTCOME GOALS**

For the following student outcomes, **please set goals for:**

* Percent meets or exceeds for ISAT
* Percent meets or exceeds for PSAE

**NOTE: FOR ALL STUDENT OUTCOME DATA, ISBE WILL PROVIDE THE DATA**

| **ENTIRE DISTRICT** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Reading** | **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |

| **BLACK SUBGROUP** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds:**ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| Percent at meets and exceeds:**ISAT: Grades 3-8 Reading** | **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |

| **HISPANIC SUBGROUP** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |

| **LOW-INCOME SUBGROUP** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |

| **LEP SUBGROUP (ELL)** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |

| **IEP SUBGROUP** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds: **ISAT: Grades 3-8 Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Math** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| Percent at meets and exceeds:**PSAE: Reading** | **Goal** | N/A |  |  |  |
| **Actual** | We will collect and enter data. |
| **High School Graduation Rate** | **Goal** | N/A |  |  |  |
| **Actual** |  |

**College Attendance and Credits**

We have to report to USED on the following performance metric, but to date ISBE has no baseline data on this indicator. So, this will be a measure upon which we will ask for goal setting in the future. (For the entire district and by subgroup.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
| **Total College Enrollment (% of students who entered 9th grade)** | **Goal** |  |  |  |  |
| **Actual** | We will provide data |
| **Students Completing at Least One Year of College Credit Applicable to a Degree (% of students who entered 9th grade)** | **Goal** |  |  |  |  |
| **Actual** | We will provide data |

**ACHIEVEMENT GAP GOALS**

For the section below, please set goals for closing the achievement gap.

Please take into consideration the following definition.

* High performing subgroup: Includes White, Asian, multi-racial, and Hawaiian/Pacific Islander

|  |
| --- |
| **Reading****Grades 3-8** |
| **School Year** | **Grade Span** |  | **Black/ High Performing Subgroup** | **Hispanic/ High Performing Subgroup** | **LEP/ non-LEP** | **IEP/ non-IEP** | **Low/ not Low Income** |
| SY 2012-2013 | Grade 3-8 | Goal | N/A |  |  |  |  |
| Actual | We will collect and enter data. |
| SY 2013-2014 | Grade 3-8 | Goal | N/A |  |  |  |  |
| Actual | We will collect and enter data. |
| SY 2014-2015 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual | We will collect and enter data. |
| SY 2015-2016 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual | We will collect and enter data. |
| SY 2016-2017 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual | We will collect and enter data. |

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| **Math****Grades 3-8** |
| **School Year** | **Grade Span** |  | **Black/ High Performing Subgroup** | **Hispanic/ High Performing Subgroup** | **LEP/ non-LEP** | **IEP/ non-IEP** | **Low/ not Low Income** |
| SY 2012-2013 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2013-2014 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2014-2015 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2015-2016 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2016-2017 | Grade 3-8 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |

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| **Reading****Grade 11** |
| **School Year** | **Grade Span** |  | **Black/ High Performing Subgroup** | **Hispanic/ High Performing Subgroup** | **LEP/ non-LEP** | **IEP/ non-IEP** | **Low/ not Low Income** |
| SY 2012-2013 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2013-2014 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2014-2015 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2015-2016 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2016-2017 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |

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| **Math****Grade 11** |
| **School Year** | **Grade Span** |  | **Black/ High Performing Subgroup** | **Hispanic/ High Performing Subgroup** | **LEP/ non-LEP** | **IEP/ non-IEP** | **Low/ not Low Income** |
| SY 2012-2013 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2013-2014 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2014-2015 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2015-2016 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |
| SY 2016-2017 | Grade 11 | Goal |  |  |  |  |  |
| Actual |  |  |  |  |  |

**Supplemental Indicators**

We know that your district may have set supplemental performance metrics and goals for measuring the effectiveness of your work. We would like to provide you the opportunity to provide those metrics. By providing metrics, we can better understand how you are tracking your work, meeting your goals, and around which indicators you may wish to have support from ISBE.

| **EXAMPLE TABLE** |
| --- |
| **MEASURE** |  | **SY12-13** | **SY13-14** | **SY14-15** | **SY15-16** |
|  | **Goal** | N/A |  |  |  |
| **Actual** |  |  |  |  |
|  | **Goal** | N/A |  |  |  |
| **Actual** |  |  |  |  |
|  | **Goal** | N/A |  |  |  |
| **Actual** |  |  |  |  |
|  | **Goal** | N/A |  |  |  |
| **Actual** |  |  |  |  |