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| --- | --- | --- | --- |
| **COHORT**  **3 - FY 2013 - FY 2015**  **4 - FY 2014 - FY 2016**  **5 - FY 2015 - FY-2017** | **Illinois State Board of Education**  System of Support and District Intervention Division  100 North First Street, N-242  Springfield, Illinois 62777-0001 | |  |
| **FY2016 SCHOOL IMPROVEMENT GRANT 1003(g)**  **INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS**  **QUARTERLY REPORTING FORM** | | | |
| DISTRICT NAME AND NUMBER | | REGION, COUNTY, DISTRICT, TYPE CODE | |
| NAME OF SUPERINTENDENT | | NAME OF SCHOOL | |
| SCHOOL ADDRESS (Street, City, State, Zip Code) | | CONTACT PERSON | |
| TELEPHONE (Include Area Code) | FAX (Include Area Code) | TELEPHONE (Include Area Code) | FAX (Include Area Code) |
| DISTRICT E-MAIL | | CONTACT E-MAIL | |
|  | | | |
| **QUARTER** | **PERSON(S) WHO**  **GENERATED THIS REPORT** | **TITLE** | **DATE** |
| 1. 07/01/2015–09/30/2015  Due: 10/25/2015 |  |  |  |
|  |  |  |
|  |  |  |
| 2. 10/01/2015–12/31/2015  Due: 01/15/2016 |  |  |  |
|  |  |  |
|  |  |  |
| 3. 01/01/2016–03/31/2016  Due: 04/14/2016 |  |  |  |
|  |  |  |
|  |  |  |
| 4. 04/01/2016–06/30/2016  Due: 07/28/16 |  |  |  |
|  |  |  |
|  |  |  |

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

**The Metrics on the following pages are federally required.**

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| --- |
| **Student Behavioral/Climate Analysis**. Analyze data pertaining to student attendance, disciplinary incidents, chronic absenteeism, and dropout rates against previous years’ and/or quarters’ performance.   * + What positive and/or negative patterns are emerging over time?   + Which groups of students are demonstrating improvement and which are not?   + What strategies and/or interventions were used to improve in these areas?   + To what extent did they result in positive improvements?   + What modifications to existing strategies will be made in response to this analysis?   + What new strategies will be implemented?   + What strategies will not be continued? |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**QTR I**

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**QTR 2**

**FY 2016**

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**QTR 3**

**FY 2016**

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**QTR 4**

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**Parent/Community Engagement**. Describe activities and interventions used during this quarter that support family and community engagement. Analyze data associated with these to determine the extent to which they resulted in positive improvements.

**QTR 1**

**FY 2016**

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**QTR 3**

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**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**High Quality, Job-Embedded Professional Development**.Describe major topics that were covered during this quarter (e.g. data literacy, differentiated instruction, leadership), the mode of delivery (e.g. coaching, peer-to-peer), and the entity providing the professional development (e.g. lead partner, district). Also, describe activities that occurred during collaboration time for teachers and/or other staff and administration. Analyze data associated with these to determine the extent to which they resulted in positive improvements for students and/or staff.

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**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**Student Outcomes and Advanced Course Placement.** Describe those strategies and interventions that were implemented to improve the high school graduation and college enrollment rates during this quarter. This may also include summer transition programs, and enrollment in AP or IB courses, and advanced math courses, such as trigonometry, analytic geometry, math analysis, probability and statistics, pre-calculus, and calculus and classes in a postsecondary institution or dual enrollment.

* + What positive or negative patterns are emerging over time?
  + Which groups of students are demonstrating improvement and which are not?
  + What strategies and/or interventions were used to improve in these areas?
  + To what extent did they result in positive improvements?
  + What modifications to existing strategies will be made in response to this analysis?
  + What new strategies will be implemented?
  + Which strategies will not be continued?

**QTR 1**

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**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

**The Metrics on the following pages are federally required.**

**Achievement in Reading: Interim, Formative Assessment, and Summative Assessments (EPAS, PARCC).** Analyze data pertaining to the students’ performance in reading. This analysis should include trend and growth analysis.

* + Which groups of students are demonstrating improvement and which are not?
  + What strategies and/or interventions were used to improve in these areas?
  + To what extent did they result in positive improvements?
  + What modifications to existing strategies will be made in response to this analysis?
  + What new strategies will be implemented?
  + Which strategies will not be continued?

**QTR 1**

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

**The Metrics on the following pages are federally required.**

**Achievement in Math: Interim, Formative Assessment, and Summative Assessments (EPAS, PARCC).** Analyze data pertaining to the students’ performance in reading. This analysis should include trend and growth analysis.

* + Which groups of students are demonstrating improvement and which are not?
  + What strategies and/or interventions were used to improve in these areas?
  + To what extent did they result in positive improvements?
  + What modifications to existing strategies will be made in response to this analysis?
  + What new strategies will be implemented?
  + Which strategies will not be continued?

**QTR 1**

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**Instructional Reform.** Use data to describe the effectiveness of instructional reform strategies that were implemented during this quarter. Examples might include tiered academic interventions, double-dosing, or credit recovery.

* + To what extent did they result in positive improvements?
  + What modifications to existing strategies will be made in response to this analysis?
  + What new strategies will be implemented?
  + Which strategies will not be continued?

**QTR 1**

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**Teacher Talent.** Analyze data pertaining to teacher talent against previous year’s performance. This should include a discussion of the distribution of teacher’s performance level on the teacher evaluation system (excellent, proficient, needs improvement, unsatisfactory, and the number of teachers who were not evaluated) as well as teacher attendance rate.

* + What positive and/or negative patterns are emerging over time?
  + What strategies and/or interventions were used to improve in these areas?
  + To what extent did they result in positive improvements?
  + What modifications to existing strategies will be made in response to this analysis?
  + What new strategies will be implemented?
  + What strategies will not be continued?

**QTR 1**

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**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

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**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS BY QUARTER**

**The Metrics on the following pages are federally required.**

**Directions**:

1. Enter all available data for the current fiscal year. Refer to the definitions of the data collection requirements listed on the last two pages of this form.
2. Analyze the individual school’s progress data.
3. Upload this form using a filename of the form YYYY-MM-DD School Name.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL CONTEXT** | | | | **FY 2016** |
|  |  |  |  |  |
| 1. | Number of minutes that ALL students are required to be in school per school year1 | | | # |
| 1a. | The types of increased learning time provided. (Check all that apply.) | | |  |
|  | Longer school year | Longer school day | Before or after school |  |
|  | Summer School | Weekend School | Other |  |
|  |  |  |  |  |
| 2. | Distribution of teachers by performance level on LEA’s teacher evaluation system. Include the number of teachers who were not evaluated. | | |  |
|  |  |  | Excellent | # |
|  |  |  | Satisfactory | # |
|  |  |  | Needs Improvement | # |
|  |  |  | Unsatisfactory | # |
|  |  |  | Not Evaluated | # |
|  |  |  |  |  |
| 3. | Percent of Teacher Rate | | | # |
|  |  |  |  |  |
| 4. | Number of high school students who completed advanced coursework (such as Advanced Placement, International Baccalaureate classes or advanced mathematics) | | | # |
|  |  |  |  |  |
| 5. | Number of high school students who completed at least one dual enrollment course in a  post-secondary institution. | | | # |
|  |  |  |  |  |
| 6. | Number of high school students that have completed BOTH advanced coursework AND dual enrollment In a post-secondary institution. | | | # |
|  |  |  |  |  |
|  |  |  |  |  |

1 Refer to USDE Data Collection Requirements at the end of this document to determine how to compute the number of minutes.

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS**

|  |  |
| --- | --- |
| **SIG 1003(g) USDE DATA COLLECTION REQUIREMENTS** | |
| The LEA will be required to report these data annually for each of the individual school’s SIG 1003(g) year.  It is also expected that the district and school are monitoring these data on a regular basis, including individual student progress monitoring and the implementation of the intervention model. | |
| **Data Group Name** | **Definition** |
| **SCHOOL DATA** | |
| Intervention Used | USDE Required: Turnaround, Restart, Closure, Transformation  (If Closure is the selected intervention – this is the only metric which must be provided for  Year 1.) |
| AYP status | Met/Did Not Meet |
| Which AYP targets the school met and missed |  |
| School improvement status | Federal Improvement Status |
| Number of minutes | The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.  Example:   * The regular school year for the school included 176 full school days and four half school days that all students were required to attend. * The school is in an LEA where a full day is 380 minutes and a half day is 195 minutes. * The school also provided 80 days of additional learning time for which all students had   the opportunity to participate.   * The additional learning time lasted 90 minutes per day. * The total minutes would be 76,620, calculated as follows:   + 176 days multiplied by 390 minutes = 68,640 minutes;   + 4 days multiplied by 195 minutes = 780 minutes;   + 80 days multiplied by 90 minutes = 7,200 minutes;   - Total = 76,620 minutes (68,640 + 780 + 7,200) |
| The types of increased learning time  provided | (Only for those implementing restart, transformation, or turnaround)   * Longer school year * Longer school day * Before or after school * Summer school * Weekend school * Other |
| **STUDENT/OUTCOME ACADEMIC PROGRESS DATA** | |
| Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student group |  |
| Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup |  |
| Average scale scores on state assessments in reading/language arts and in mathematics by grade, for the “all students” group, for each achievement quartile, and for each subgroup |  |
| Percentage of limited English proficient students who attain English language proficiency | Percentage of limited English proficiency students who attain English Language proficiency on the annual state English language proficiency assessment (ACCESS). |
| Graduation rate |  |
| Dropout rate |  |

**FY 2016**

**INDIVIDUAL SCHOOL CONTEXT AND LEADING/LAGGING INDICATORS ANALYSIS**

|  |  |
| --- | --- |
| **Data Group Name** | **Definition** |
| **STUDENT OUT/COME ACADEMIC PROGRESS DATA** | |
| Student attendance rate | The number of school days during the regular school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended during the regular school year. |
| Number and percentage of students completing advanced coursework (e.g., AP/ IB and/or dual enrollment classes (Includes three new data groups) | * The number of students who completed advanced coursework (such as Advanced Placement, International Baccalaureate classes, or advanced mathematics). (ID732) * [Percentage completing advanced coursework with numerator = # of students who completed advanced coursework and denominator = # of students in membership on October 1 in high school grades.] * The number of high school students who completed at least one class in a postsecondary institution. (ID:733) [Percentage completing dual enrollment coursework with numerator   = # of students who completed dual coursework and denominator = # of students in membership on October 1 in high school grades.]   * The number of students who completed advanced coursework AND completed at least one class in a postsecondary institution. (ID:734) * [Percentage completing advanced coursework and dual enrollment coursework with numerator = # of students who completed advanced coursework and dual coursework and denominator = # of students in membership on October 1 in high school grades.] |
|  | **Definitions**  **Advanced coursework** – student receives credit in accordance with state and local requirements.   * Advanced Mathematics: trigonometry, analytic geometry, math analysis, probability and statistics, pre-calculus, calculus. * Advanced Placement (AP): sponsored by the College Board and high school students earn college credit and advanced college placement. * International Baccalaureate: Sponsored by the International Baccalaureate Organization. IB Diploma Program includes prescribed coursework and is normally taught over two years.   **Dual Enrollment** – Coursework counts for high school and college credit. |
| College enrollment rates |  |
| **STUDENT COLLECTION AND SCHOOL CLIMATE** | |
| Discipline incidents |  |
| Chronic Absenteeism |  |
| **TALENT** | |
| Distribution of teachers by performance level on LEA’s teacher evaluation system |  |
| Teacher attendance rate | The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.  A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. |