



ESSA and Summative Ratings

November 20, 2019
Matt Andrews
Natalie Lanser

“

The goals of No Child Left Behind, the predecessor of this law, were the right ones: High standards. Accountability. Closing the achievement gap. Making sure that every child was learning, not just some.”

*-President of Barack Obama
Signing of ESSA on December 10, 2015*



Rationale

Explain ISBE's Summative Designation Process to give context to our district's ratings.



1.

**Elementary and
Middle School
Criteria**

DETERMINING **SUMMATIVE** RATINGS

Indicator	2019	2018
ELA Growth	25%	25%
Math Growth	25%	25%
Chronic Absenteeism	20%	20%
ELA Proficiency	7.5%	10%
Math Proficiency	7.5%	10%
English Learners Path to Proficiency	5%	5%
Climate Survey	5%	5%*
Science	5%	

2.

**High School
Criteria**

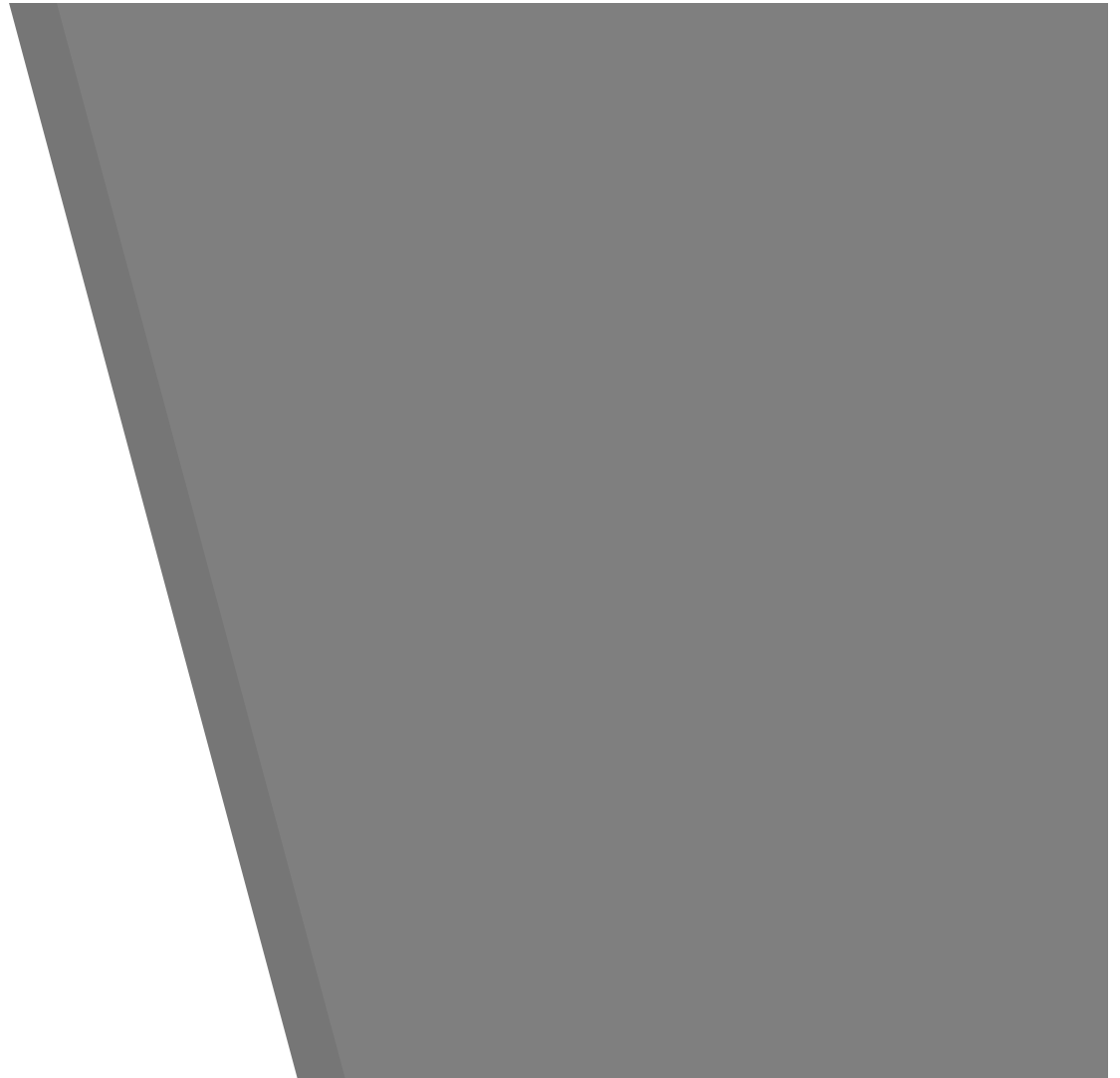


DETERMINING **SUMMATIVE** RATINGS

Indicator	2019	2018
4, 5, & 6-Year Composite Graduation Rate	50%	50%
Chronic Absenteeism	10%	7.5%
9th Grade OnTrack	8.33%	6.25%
ELA Proficiency	7.5%	10%
Math Proficiency	7.5%	10%
English Learners Path to Proficiency	5%	5%
Climate Survey	6.67%	5%*
Science	5%	
College & Career Readiness		6.25%*

3.

Summative Designations



FOUR-TIERED RATINGS

Exemplary	Commendable	Underperforming	Lowest Performing
<ul style="list-style-type: none">● No Underperforming subgroups● Graduation rate higher than 67 percent● Performance among top 10% of schools statewide	<ul style="list-style-type: none">● No Underperforming subgroups● Graduation rate higher than 67 percent● Performance <u>NOT</u> among top 10% of schools statewide	<ul style="list-style-type: none">● One or more underperforming subgroups at “all-students” level of lowest 5 percent of Title I schools	<ul style="list-style-type: none">● In the lowest-performing 5% of Title I schools in Illinois● HS Graduation rate less than 67% or less

4.

Summative Designations



DUNLAP'S 2018 & 2019 BREAKDOWN

Building	2019	2018
Dunlap High School	Commendable	<i>Exemplary</i>
Dunlap Middle School	Commendable	<i>Commendable</i>
Dunlap Valley Middle School	Commendable	<i>Commendable</i>
Banner Elementary School	Exemplary	<i>Exemplary</i>
Dunlap Grade School	Commendable	<i>Commendable</i>
Hickory Grove Elementary School	Exemplary	<i>Exemplary</i>
Ridgeview Elementary School	Commendable	<i>Exemplary</i>
Wilder-Waite Elementary School	Exemplary	<i>Commendable</i>

DUNLAP'S 2018 to 2019 BREAKDOWN ANALYSIS: DUNLAP HIGH SCHOOL

Indicator	2019	2018
4, 5, & 6-Year Composite Graduation Rate	45.82	46.81
Chronic Absenteeism	7.79	7.52
9th Grade OnTrack	4.98	4.63
ELA Proficiency	8.04	10.6
Math Proficiency	8.04	10.6
English Learners Path to Proficiency		
Climate Survey	2.08	5*
Science Proficiency	5.36	
College & Career Readiness		6.25*
Summative Score	82.11	91.41
Exemplary Cut Score	85.77	87.81

DUNLAP'S 2018 to 2019 BREAKDOWN ANALYSIS: RIDGEVIEW ELEMENTARY SCHOOL

Indicator	2019	2018
ELA Growth	17.47	19.79
Math Growth	15.97	15.72
Chronic Absenteeism	17.93	16.95
ELA Proficiency	7.5	10
Math Proficiency	7.5	10
English Learners Path to Proficiency	4.06	4.48
Climate Survey	5	5*
Science Proficiency	5	
Summative Score	80.1	82.6
Exemplary Cut Score	80.12	80.94

DUNLAP'S 2018 to 2019 BREAKDOWN ANALYSIS: WILDER-WAITE GRADE SCHOOL

Indicator	2019	2018
ELA Growth	17.86	12.59
Math Growth	20.9	22.53
Chronic Absenteeism	18.08	18.31
ELA Proficiency	7.5	10.56
Math Proficiency	7.5	10.56
English Learners Path to Proficiency	4.81	N/A
Climate Survey	4.79	5*
Science Proficiency	5	
Summative Score	86.44	79.55
Exemplary Cut Score	80.12	80.94

5.

Responding to
the Data: SIPs



SCHOOL IMPROVEMENT GOALS: DUNLAP HIGH SCHOOL

Goals are founded on multiple data points

- ▶ PSAT, SAT Performance
- ▶ STAR Performance
- ▶ Local Assessment Performance
- ▶ Climate Survey Results
- ▶ AP College Board Reports

Response to Low Indicator Scores

- ▶ Utilize Student Roster Feature in 5 Essentials Portal
- ▶ Monitor student absences and support students as needed
 - ▶ Ensure absences are reported appropriately to ISBE

School Improvement Goals

- ▶ DHS will implement PD for restorative justice practices to improve relationships in the building and increase student engagement.

SCHOOL IMPROVEMENT GOALS: RIDGEVIEW ELEMENTARY SCHOOL

Goals are founded on multiple data points:

- ▶ IAR Proficiency & Growth
- ▶ STAR Proficiency & Growth
- ▶ Local Assessment Performance

GOAL 1: Students will develop into passionate, voracious lifelong authors and readers.

Strategies and Actions:

- Develop strategies to increase vocabulary exposure for students below grade level
- Improve quality and diversity of guided reading materials for K-2 classrooms
- Implement writing intervention programs (IEW, Grammar) for students who need them
- Participate in One District, One Book initiative
- Increase dedicated instructional time for writing
- Plan engagement activities that promote a love of reading
- Connect students with authentic sources of writing and literature

Measures:

- STAR Reading, STAR Early Literacy
- Illinois Assessment of Readiness
- Decoding: TOWRE, PASI, PSI, CCSS, EZ-CBM (for intervention planning)
- Fountas & Pinnell running records (K-2)
- Student and Parent surveys
- Classroom performance

Professional Development:

- Close Reading strategies
- Increase knowledge of literacy interventions by general education teachers

SCHOOL IMPROVEMENT GOALS: WILDER-WAITE GRADE SCHOOL

Goals are founded on multiple data points:

- ▶ IAR Proficiency & Growth
- ▶ STAR Proficiency & Growth
- ▶ Local Assessment Performance

GOAL TWO:

From fall to spring, Wilder-Waite students will achieve an average SGP (Student Growth Percentile) of 66 as measured by the STAR Growth Proficiency Chart in math.

- WW teachers will promote student engagement through differentiated instruction and lessons which challenge students to be creative, empowered, problem solvers within their classroom community.
- WW teachers will present curriculum with integrity and fidelity including differentiated strategies to meet students' individual needs.
- WW teachers will collect STAR data and collaboratively review data during PLC work, SIP data days, staff meetings, ILT meetings, Rtl team meetings, etc. to plan instruction.
- WW teachers will focus PLC time on student growth and success and will collaborate with interventionists to establish interventions, WINN groups, etc. Instruction will be differentiated to support students at their zone of proximal development.
- WW staff will seek out a variety of resources (ex. technology resources, professional development, etc.) to provide relevant, updated instruction which support the Common Core State Standards and student learning.
- Differentiation for each student will be considered in planning small group, whole group, and individual instruction to best support the needs of each learner.



TIME TO EXPLORE

A link to the recently updated IIRC Interactive Report Card can be found [here](#).

The screenshot shows the top navigation bar of the ISBE Data Library website with links for "ISBE Data Library", "Take the Survey", "Español", "Help", and "Login". Below the navigation bar, the main heading reads "YOUR SCHOOL" followed by the subtitle "a snapshot of every Illinois public school." There are two empty input fields for search or selection. A dark blue button with the text "Search" is visible. Below the button, there is a dropdown menu with the text "or Select from list". The bottom right of the screenshot features a blue promotional banner with the text "GAIN A DEEPER UNDERSTANDING OF THE PUBLIC SCHOOLS IN THE STATE OF ILLINOIS" and a "State Snapshot" button. A photograph of a young girl in a library setting is partially visible on the left side of the banner.