

Welcome

Stakeholder
Advisory Group
Meeting

January 30, 2023

STAKEHOLDERS IN EDUCATION



Those who are directly involved

(such as parents, teachers, and administrators)

and those indirectly impacted

(such as school board members and community residents)

by the success or failure
of an educational system.



All members of a community are stakeholders in education.

ISBE ANNUAL SUMMATIVE DESIGNATIONS

The federal Every Student Succeeds Act [ESSA] requires all states to implement an accountability system that *annually differentiates* the performance of all public elementary and secondary schools across a range of academic and student success indicators.

Illinois Summative Designations



COMPREHENSIVE*

the lowest performing
5% of schools



TARGETED*

above the lowest 5% of schools
but have one or more individual
student groups whose
performance is on par
with lowest performing 5%
of school and/or substantially
different than peers



COMMENDABLE

all other schools



EXEMPLARY

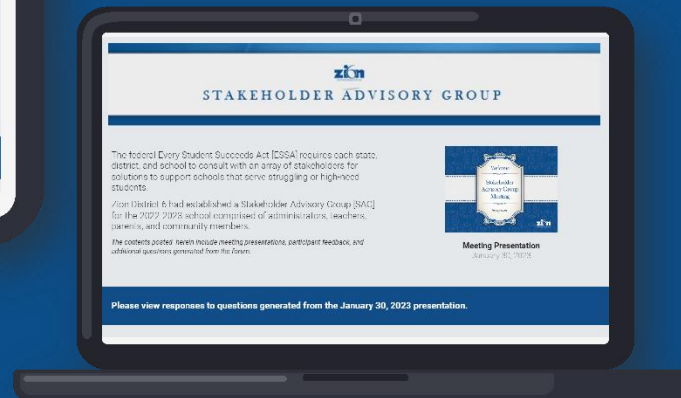
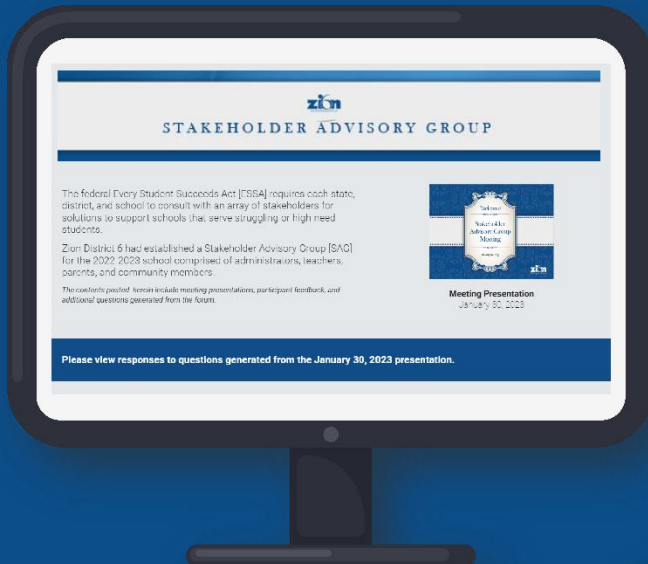
the highest performing
10% of schools

** Places a school into school improvement status, supported by IL-EMPOWER; 1 planning year, 3 yrs. School improvement, including implementation of SAG.*

4-yr cycle put in place to sustain positive trajectory.



Located on the District Information tab,
under Zion District 6 Illinois Report Card



SUMMATIVE DESIGNATIONS INDICATORS

academic and student success

a c a d e m i c

ELA
PARCC /
IAR

MATH
PARCC /
IAR

SCIENCE

**ENGLISH
LEARNER**
Progress To
Proficiency

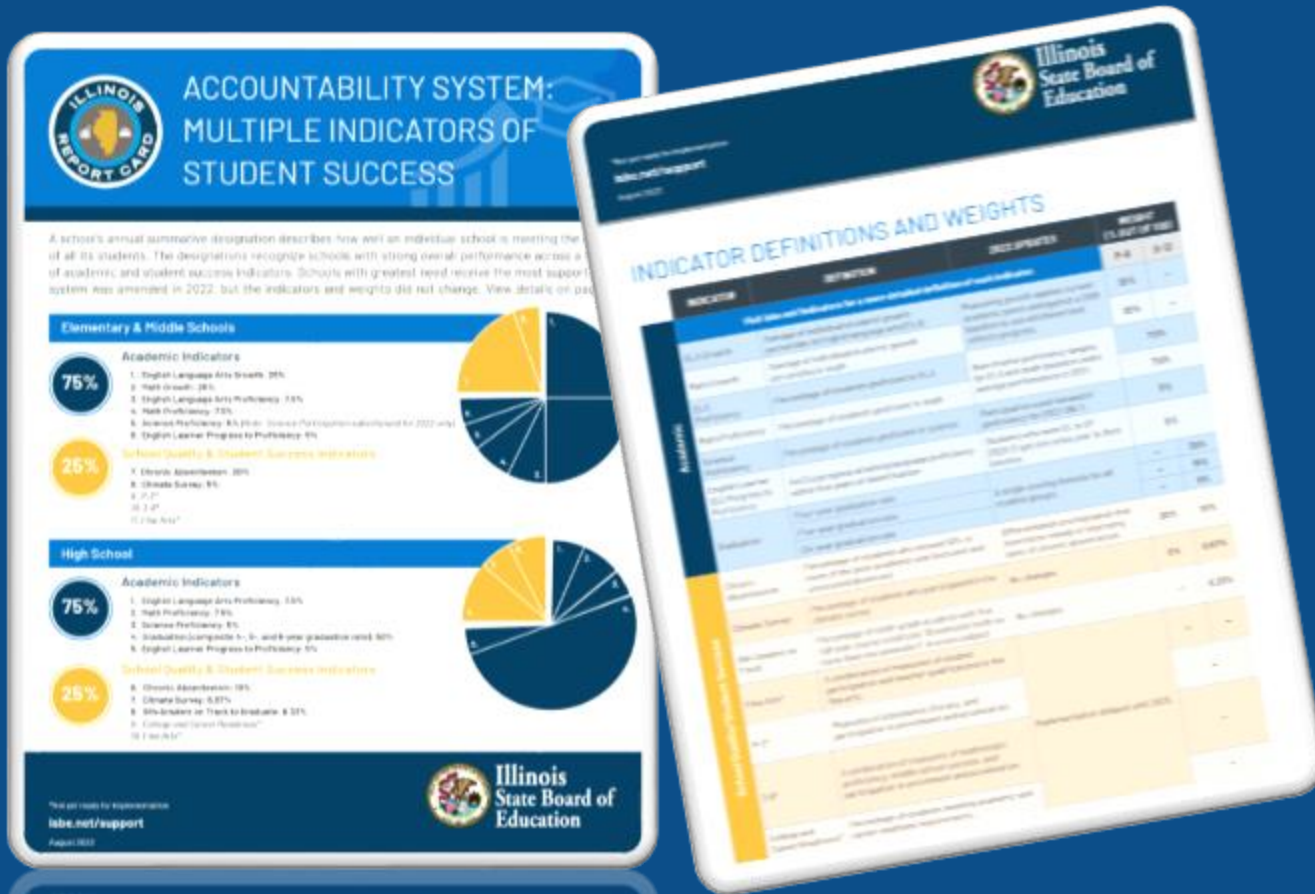
s t u d e n t s u c c e s s

CHRONIC
Absenteeism

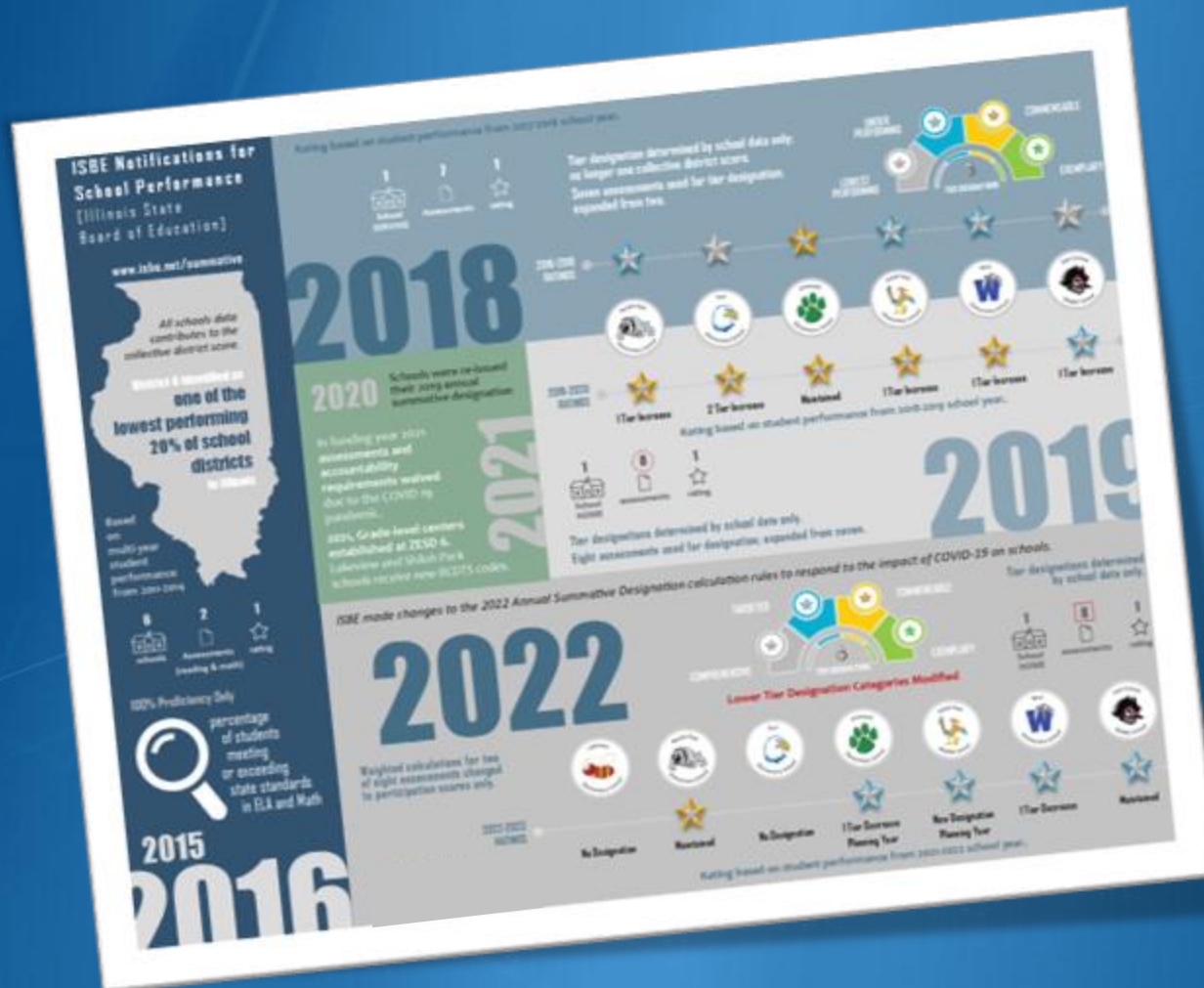
Illinois
5Essentials survey
Organizing Schools for Improvement
CLIMATE
Survey

SUMMATIVE DESIGNATIONS INDICATORS

academic and student success



DESIGNATIONS OVER TIME



DESIGNATIONS OVER TIME

CANNOT

compare individual school designations over time



CAN

compare individual school designations to other schools for the current year only

DESIGNATION CALCULATIONS

ISBE Notifications for School Performance

[Illinois State
Board of Education]

www.isbe.net/summative

*All schools data
contributes to the
collective district score.*

District 6 identified as
**one of the
lowest performing
20% of school
districts
in Illinois**

Based
on
multi-year
student
performance
from 2011-2014

6 2 1
  
schools Assessments rating
(reading & math)

100% Proficiency Only

 percentage
of students
meeting
or exceeding
state standards
in ELA and Math

2015

2016



Changed state assessments from PARCC to
IAR [Illinois Assessment of Readiness]



All schools performance combined to calculate
ONE district rating

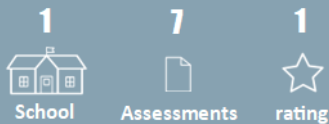
Indicators:

ELA Proficiency	50%
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Math Proficiency	50%
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AREAS OF CHANGE

Rating based on student performance from 2017-2018 school year.



Tier designation determined by school data only;
no longer one collective district score.
Seven assessments used for tier designation;
expanded from two.



2018

2018-2019
RATINGS



Data collected from previous year
student performance



Yearly designation cycles begin



5 additional assessment indicators added



ELA/Math proficiency percentages reduced to
accommodate for inclusion of additional indicators

ELA Proficiency	10%
Math Proficiency	10%
ELA Growth	25%
Math Growth	25%
Chronic Absenteeism	20%
Progress Towards Proficiency	5%
School Climate (student participation)	5%



2019-2020 RATINGS



Commendable



Commendable



Commendable



Commendable



Commendable



Under Performing

Rating based on student performance from 2018-2019 school year.



School

8



assessments

1



rating

Tier designations determined by school data only.

Eight assessments used for designation; expanded from seven.

2019



8 total assessment indicators;
science proficiency added



ELA/Math proficiency percentages reduced
to allow for Science Proficiency addition

ELA Proficiency 7.5%

Math Proficiency 7.5%

ELA Growth 25%

Math Growth 25%

Science Proficiency 5%

Chronic Absenteeism 20%

Progress Towards Proficiency 5%

School Climate (student participation) 5%

School year 2019-2020,
students moved to
remote learning in Spring
due to COVID-19;
state assessments
not completed

School year 2020-2021;
designations waived from
lack of assessment data

District 6 established
grade-level centers;
students participated in
bricks or clicks instruction.
Only partial participation
in state assessments.

2020

Schools were
re-issued their 2019
annual summative
designation

In funding year 2021
**assessments and
accountability
requirements waived**
due to the COVID 19
pandemic.

**Grade-level centers
established at ZESD 6.**

2021

ISBE made changes to the 2022 Annual Summative Designation calculation rules to respond to the impact of COVID-19 on schools.

2022

Science assessment indicator changed from proficiency to participation scores only.

2022-2023
RATINGS



No Designation
New RCTDS



No Designation



Planning Year

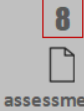


Planning Year
New RCTDS



Lower Tier Designation Categories Modified

Tier designations determined by school data only.



Rating based on student performance from 2021-2022 school year.



Science assessment changed to participation only



Lower tier designation categories names changed
Lowest ▶ Comprehensive
Underperforming ▶ Targeted

ELA Proficiency 7.5%

Math Proficiency 7.5%

ELA Growth 25%

Math Growth 25%

Science Participation 5%

Chronic Absenteeism 20%

Progress Towards Proficiency 5%

School Climate (student participation) 5%

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2022

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2022-2023
RATINGS



No Designation
New RCTDS



No Designation

Planning Year

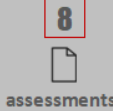


Planning Year
New RCTDS



Lower Tier Designation Categories Modified

Tier designations determined by school data only.



Rating based on student performance from 2021-2022 school year.

ELA Proficiency	Gr. 3-8
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Math Proficiency	Gr. 3-8
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ELA Growth	Gr. 3-8
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Math Growth	Gr. 3-8
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Science Participation	Gr. 5 & 8 only
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Chronic Absenteeism	All grades
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Progress Towards Proficiency	Gr. 3-8
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School Climate (student participation)	Grades 4-8
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Data required for 20 or more students in an assessment to generate an indicator score



Data required for 5 of 8 assessment indicators to generate a summative score

INDICATOR CHANGES OVERVIEW



Assessment Indicators

ELA Growth, Math Growth, and Chronic Absenteeism weighted scores have remained the same since 2018!

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	Progress To Proficiency	Chronic Absenteeism	Climate Survey	Science Proficiency	Science Participation
2016	50	50							
2018	10	10	25	25	5	20	5		
2019	7.5	7.5	25	25	5	20	5	5	
2022	7.5	7.5	25	25	5	20	5		5

INDIVIDUAL SCHOOL SCORES TOWARDS DESIGNATION

Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
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Total Possible	7.5	25	7.5	25	5	5	20	5	
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Overall School
Summative Score

Scores are also calculated for student populations.

Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Economically Disadvantaged
English Learners
Former English Learners

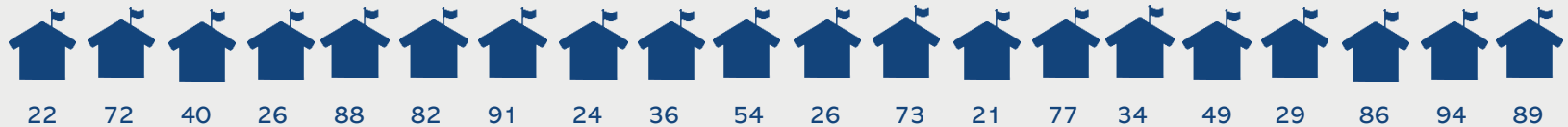


Reviewed to provide additional support and funding for school with student groups that are lowest performing

DESIGNATION ASSIGNMENTS

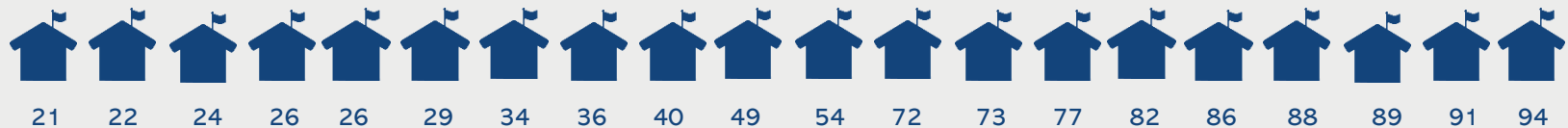
1

Collect all summative scores



2

Order all summative scores



Identify Top 10%

$$20 \times 10\% = 2$$

Identify Bottom 5%

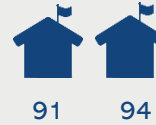
$$20 \times 5\% = 1$$

Identify schools with lowest
5% student groups scores

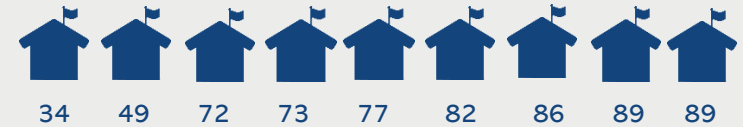
*

Remaining school
are commendable

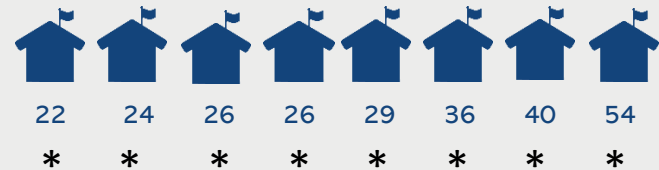
EXEMPLARY



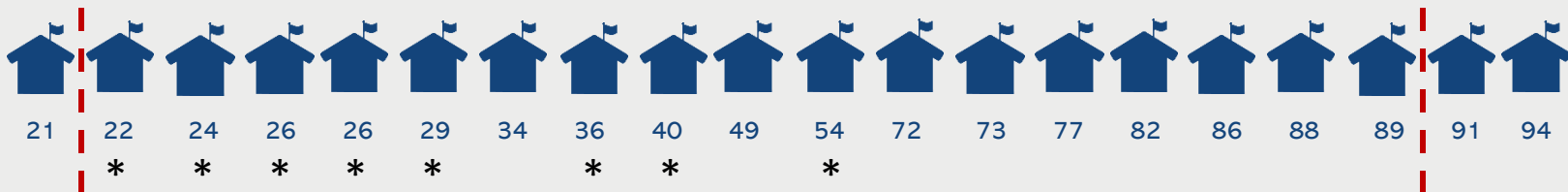
COMMENDABLE



TARGETED



COMPREHENSIVE



SUMMATIVE DESIGNATIONS INDICATORS

academic and student success

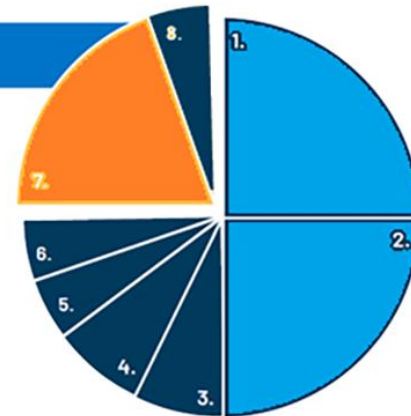
Elementary & Middle Schools

Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% (Note: Science Participation substituted for 2022 only)
6. English Learner Progress to Proficiency: 5%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%



20% of School Designation

Weighted high due to importance

ELA & Math Growth

(greatest weight in overall designation calculations)

Chronic Absenteeism

(2nd greatest weight in overall designation calculations)

ABSENTEEISM

The incremental effect of missed school days renders a young person ill-equipped to compete or contribute.

Chronic rates of absence and truancy warn prospects of an eventual erosion of choices, possibilities, and hope.

CHRONIC ABSENTEEISM

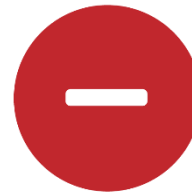
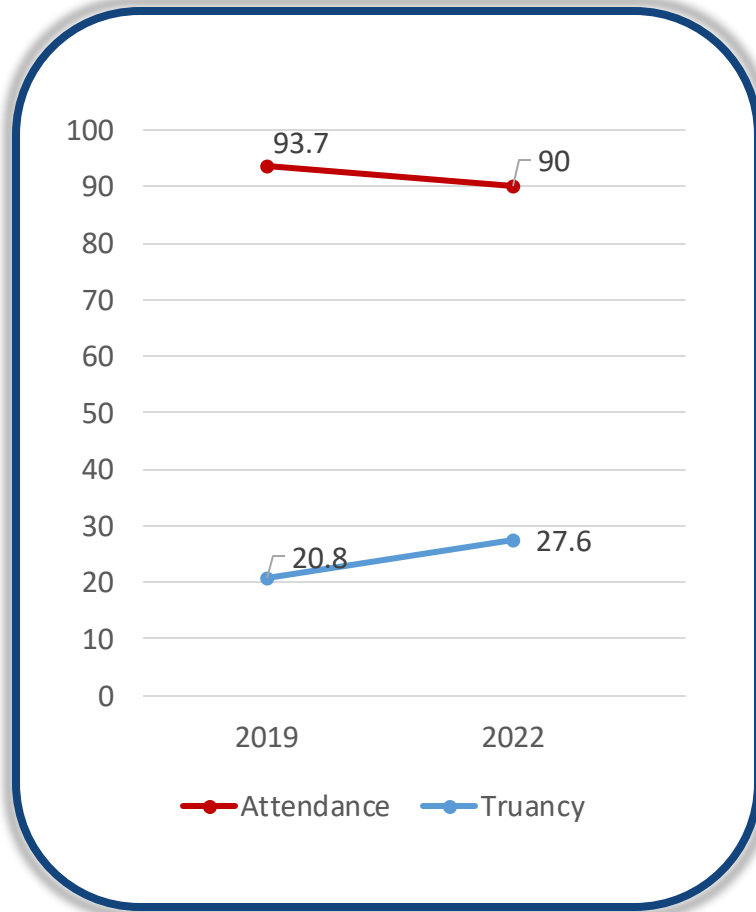
"Chronic absence"
means ALL absences that
total 10% or more of school
days of the most recent
academic school year

Including excused and
unexcused (no valid cause)
absences

TRUANCY

"Chronic or habitual truant"
shall be defined as a child who
is absent without valid cause
for 5% or more of the previous
180 regular attendance days

ABSENTEEISM & TRUANCY TRENDS



2019-2022

-3.7% Decrease in Attendance



2019-2022

6.8% Increase in Truancy

missing 2

DAYS A MONTH

ATTENDANCE MATTERS

missed days add up



4 missing

DAYS A MONTH

miss 20 miss 30
DAYS A YEAR HOURS OF MATH
OVER THE YEAR

miss 60 miss over 1yr
HOURS OF READING/WRITING
OVER THE YEAR OF SCHOOL BY
GRADUATION

miss 40 miss 60
DAYS A YEAR HOURS OF MATH
OVER THE YEAR

miss 120 miss over 2yrs
HOURS OF READING/WRITING
OVER THE YEAR OF SCHOOL BY
GRADUATION



School
Improvement Goals



School
Action Plans

30 min.



SCHOOL SMALL GROUP DISCUSSIONS



Absenteeism
Barriers



Absenteeism
Suggestions



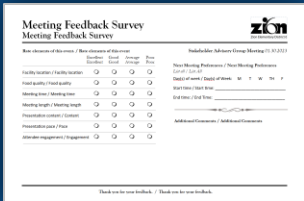
School
Strengths



School
Areas of Improvement

Staff recorder for each group.

CLOSING ACTIONS



Meeting Feedback Survey
Meeting Feedback Survey

How do you feel about the meeting? / How do you feel about the meeting?

Strongly Dislike	Dislike	Neutral	Like	Strongly Like
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Additional Comments / Additional Comments

Thank you for your feedback / Thank you for your feedback

Meeting Feedback Survey
(on table center)

Parking Lot Posters
(share your post-it notes)



Thank You

for your participation and feedback!

