U46
ACADEMIC
SUCCESS
FOR ALL

Purpose

- Summary of ISBE report card with focus on academic results
- Strategic Plan history and rationale
- How do we develop "Measures that Matter"?

- 6:00 - 6:45 Review of state report cards
- 6:45 - 7:00 Revisit Prior Strategic Planning work
- 7:00 - 7:45 Small Group activity
  - Student Success
    - Academic Proficiency
    - Student Growth
    - Culture Index
    - Secondary Outcomes
  - Effective and Engaged Staff
  - Community Engagement
  - Efficiency, Excellence, and Accountability
- 7:45 - 8:00 Discuss Timeline

U-46 2019 School Report Card

Laura Hill, Director of Assessment and Accountability

Lisa Jackson, Coordinator of Assessment and Accountability

Brian Lindholm, Coordinator of Strategic Initiatives

Matt Raimondi, Coordinator of Assessment and Accountability

District Snapshot

District ■ **State** ■

53 Schools

83% Graduation Rate

8% Student Mobility

Summative Designation

- **2** Exemplary Schools
- **46** Commendable Schools
- **5** Underperforming Schools
- **0** Lowest Performing Schools

51% ELA

50% Math

Growth IAR

FY 2019 School Finances

$12k District Per-Pupil Expenditures

FY 2019 Evidence-Based Funding

$550M Adequacy Target

$310M EBF Final Resources

This district is at 56% financial capacity to meet expectations
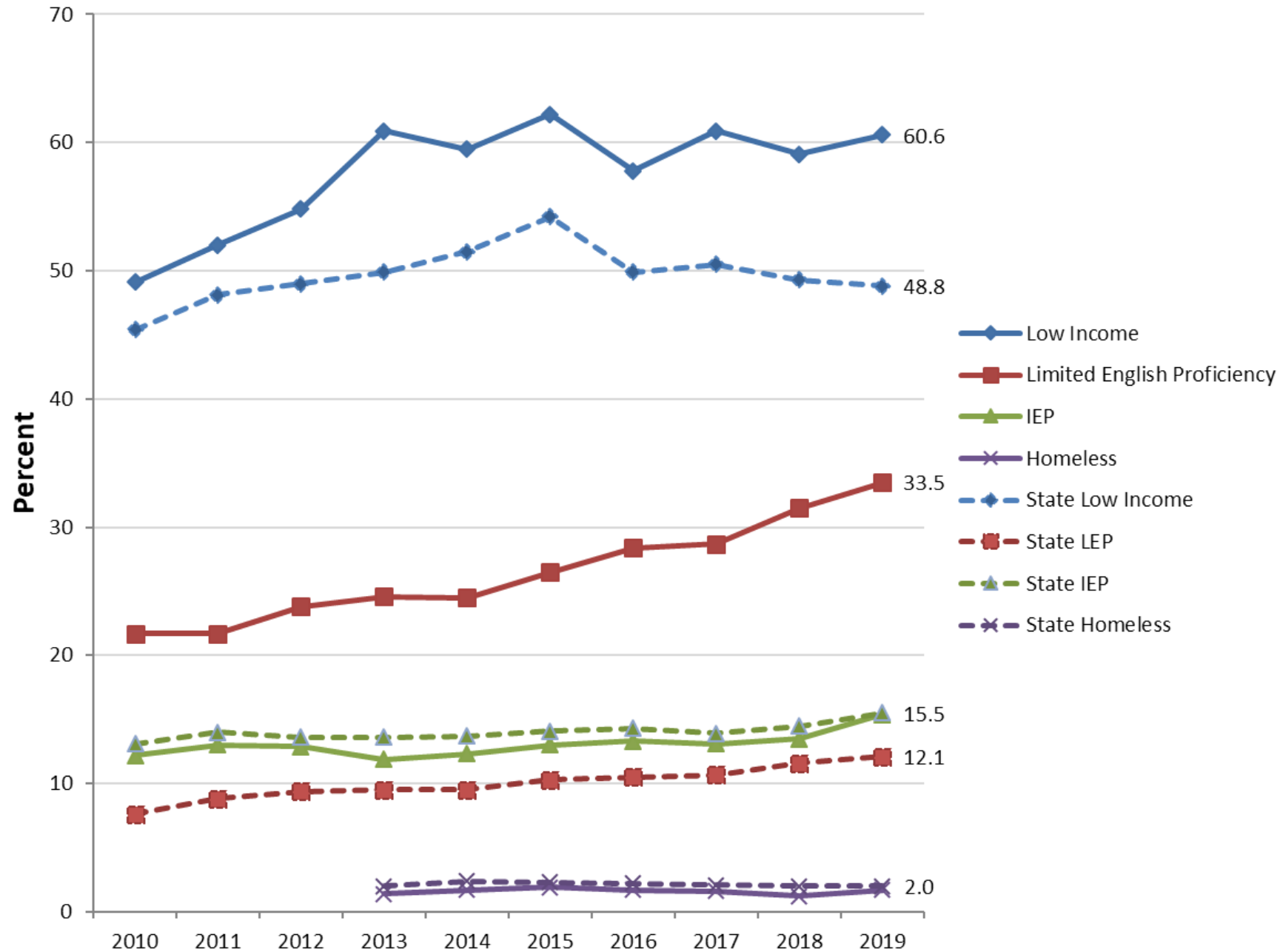
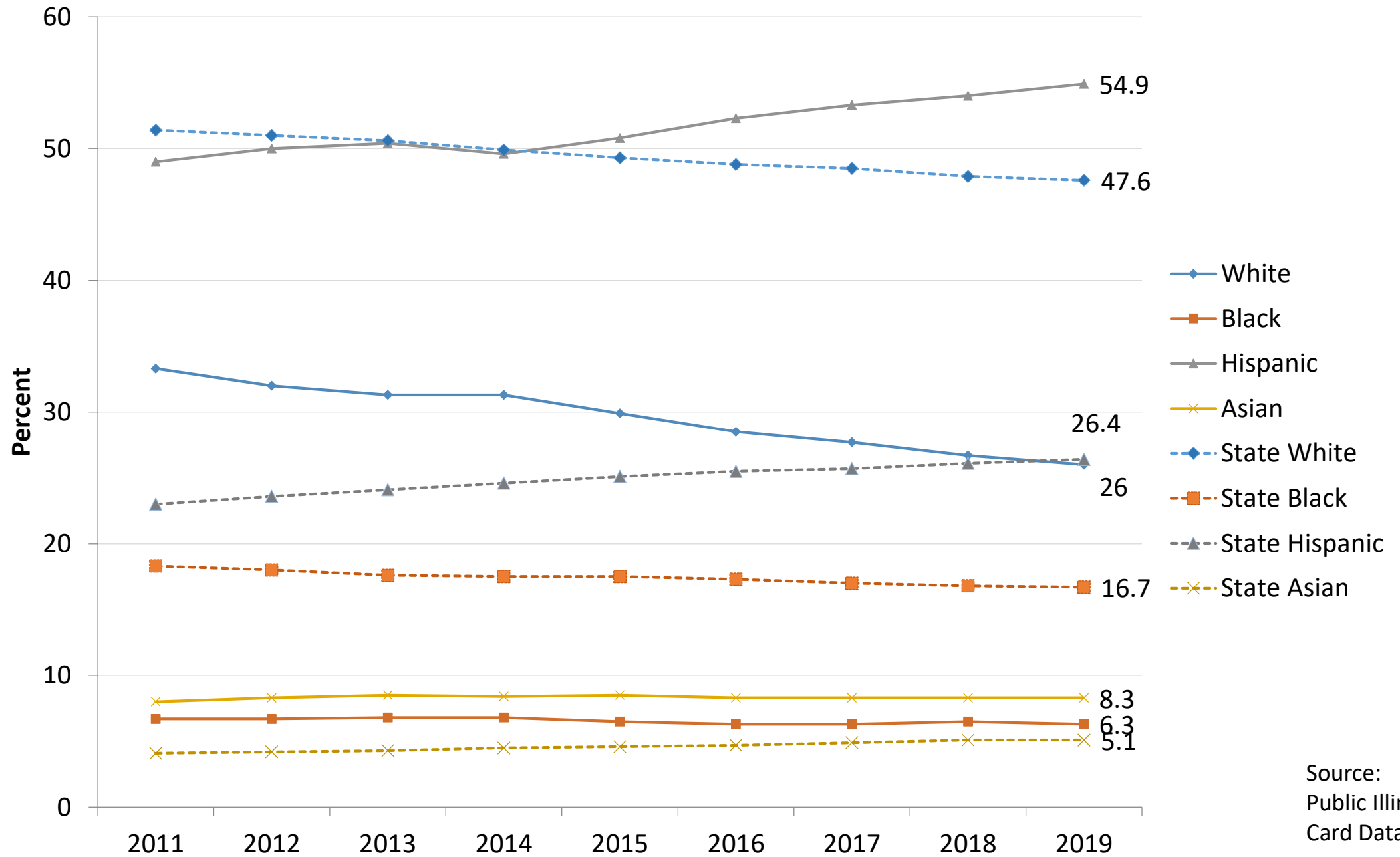**20%** Chronic Absenteeism

85% Teacher Retention

Illinois Interactive Report Card

ILLINOIS REPORT CARD

U-46 Demographics with State Comparison

Source:
Public Illinois Report
Card Data file 2019

U-46 Ethnicity Profile with State Comparison

Legend:
- White
- Black
- Hispanic
- Asian
- State White
- State Black
- State Hispanic
- State Asian

Data labels: 54.9, 47.6, 26.4, 26, 16.7, 8.3, 6.3, 5.1

Source:
Public Illinois Report
Card Data file 2019

Illinois State Board of Education

MISSION

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.
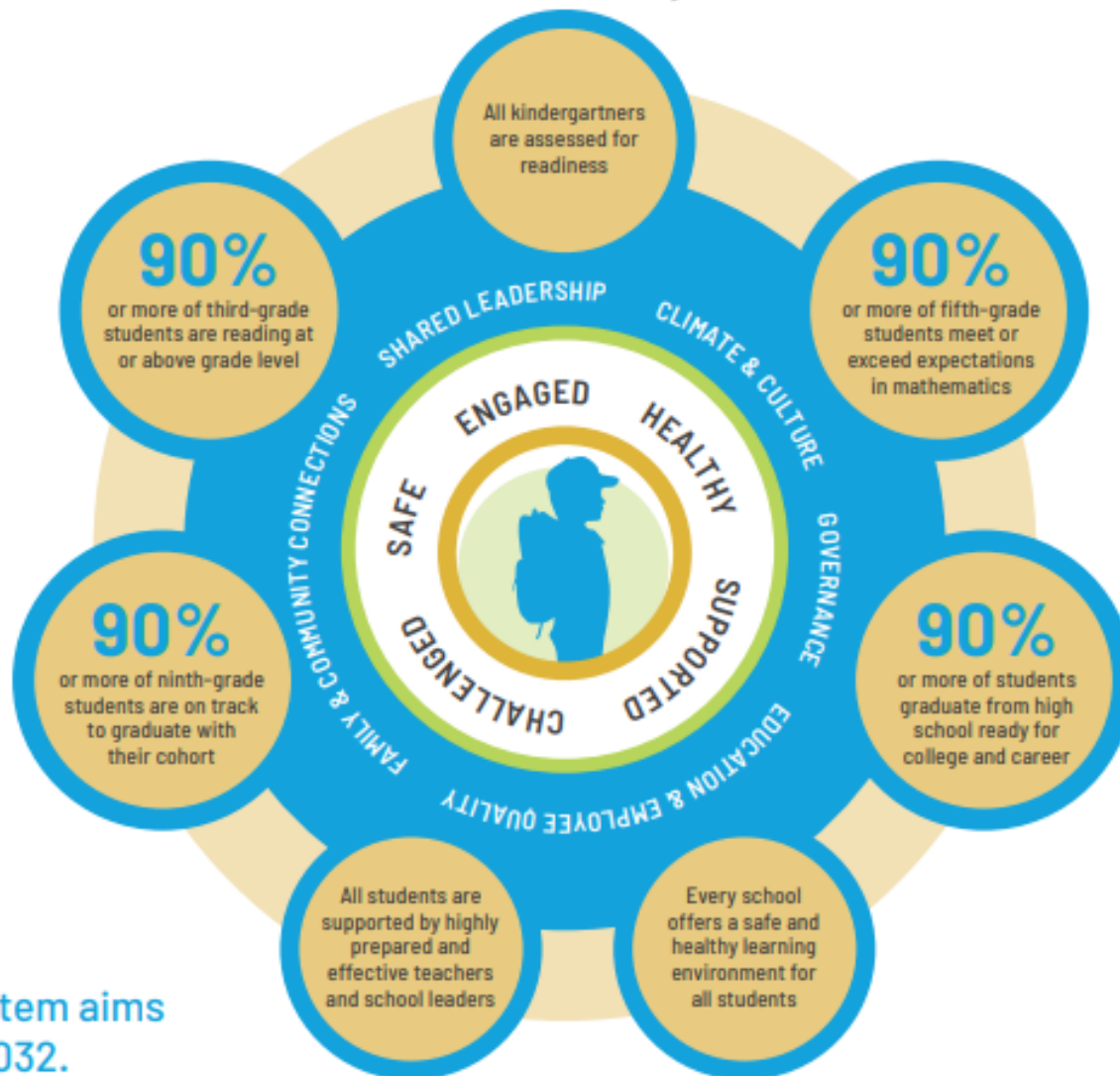
VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Our Support & Accountability system aims to meet our goals statewide by 2032.

RESEARCH-BASED GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...
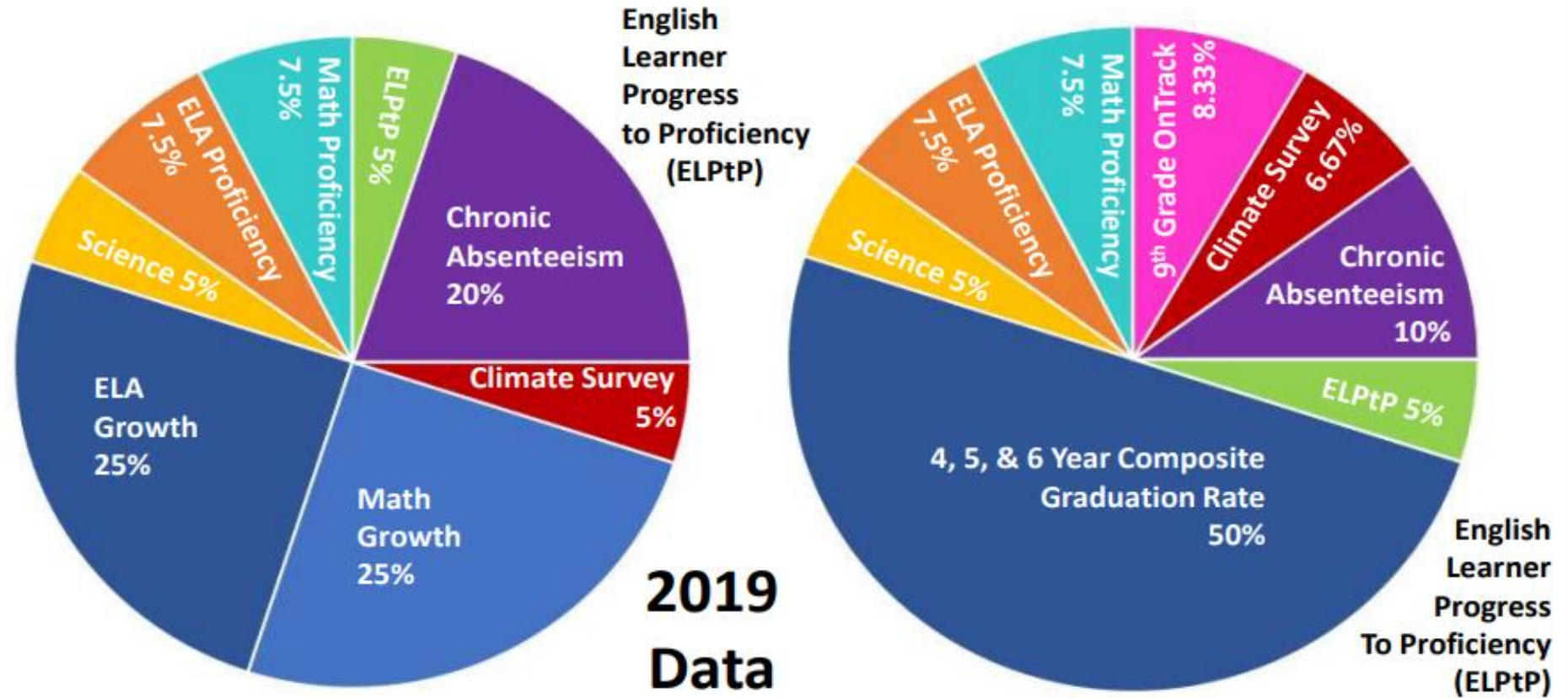
All kindergartners are assessed for readiness

90% or more of third-grade students are reading at or above grade level

90% or more of fifth-grade students meet or exceed expectations in mathematics

90% or more of ninth-grade students are on track to graduate with their cohort

90% or more of students graduate from high school ready for college and career

All students are supported by highly prepared and effective teachers and school leaders

Every school offers a safe and healthy learning environment for all students

SHARED LEADERSHIP

CLIMATE & CULTURE

GOVERNANCE

EDUCATION & EMPLOYEE QUALITY

FAMILY & COMMUNITY CONNECTIONS

ENGAGED · HEALTHY · SUPPORTED · CHALLENGED · SAFE

UNDERSTANDING ESSA U46

2019 Official Designation Indicators

K-8 Band

9-12 Band

2019 Data

Source: Illinois State Board of Education

Illinois State Board of Education

Whole Child • Whole School • Whole Community

Who Counts?

- Students who have been enrolled in the "**Home School** for at least half of the school year"

  - Operationalized as 134 calendar days

  - Why 134 calendar days?

    - Average length of every school calendar in the state divided in half

- Groups with at least 20 students in the school

Student Demographic Groups

- **"All Student" group**
- Major racial & ethnic groups
- English Learners
- Former English Learners
  - Those who have reached proficiency
- Economically disadvantaged students
- Children with disabilities
  - IEP or 504
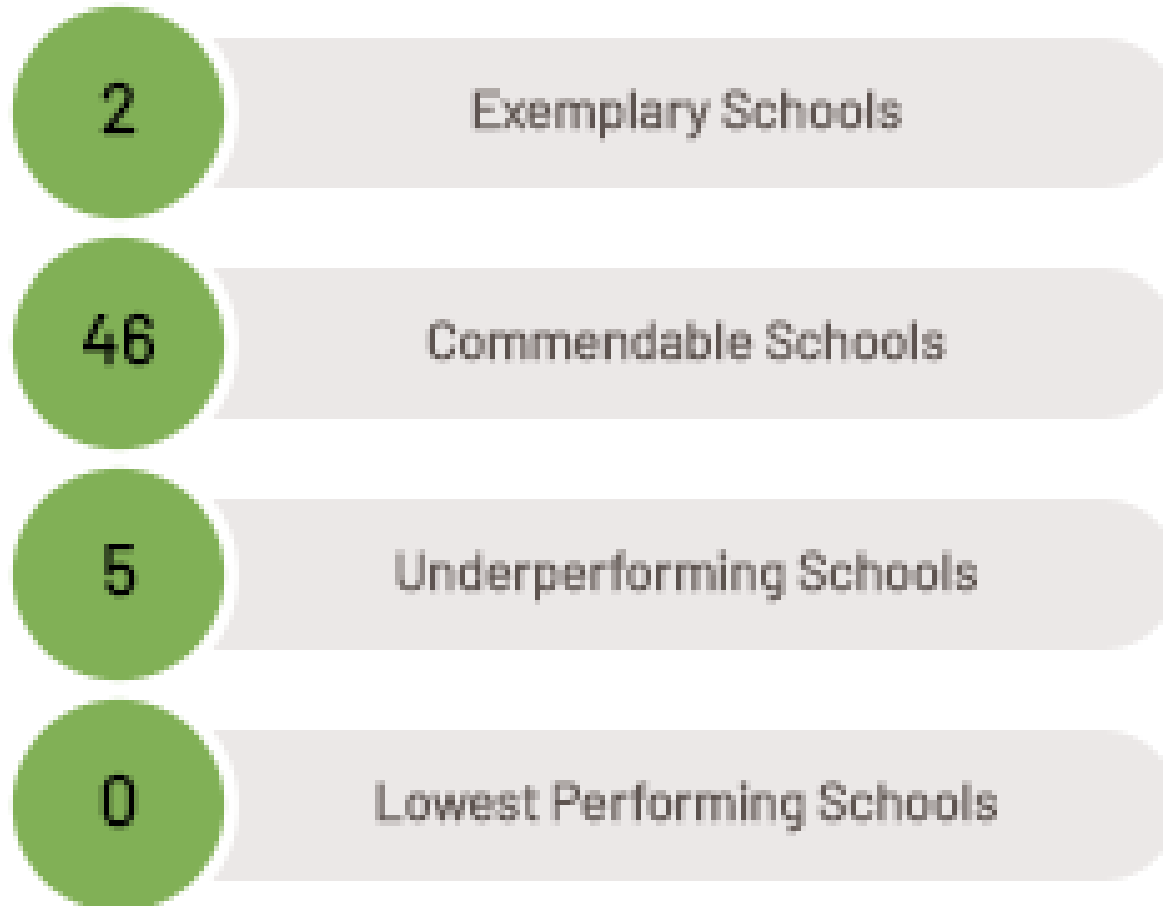
NEW CWD

- Groups of 20 students or more per indicator

Designations

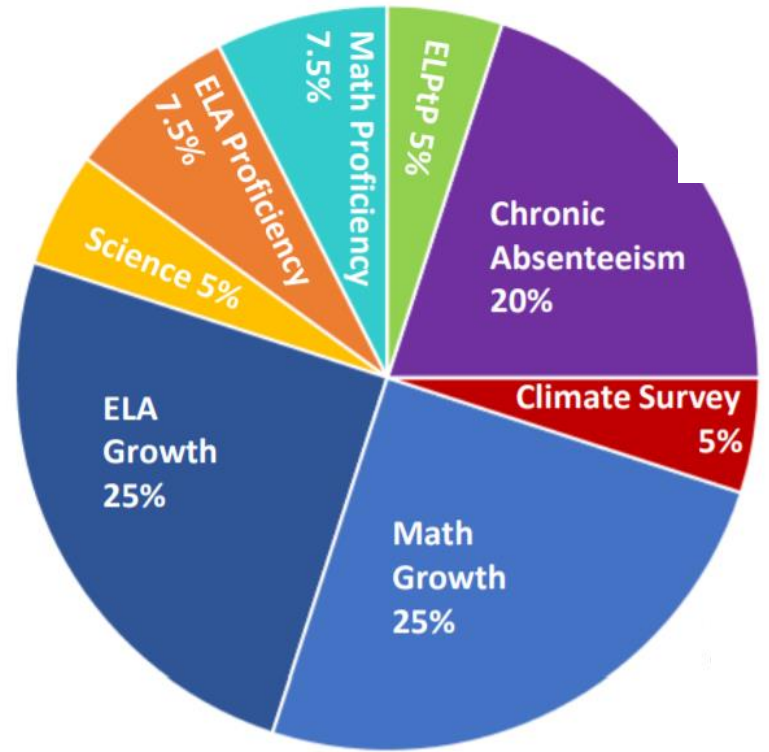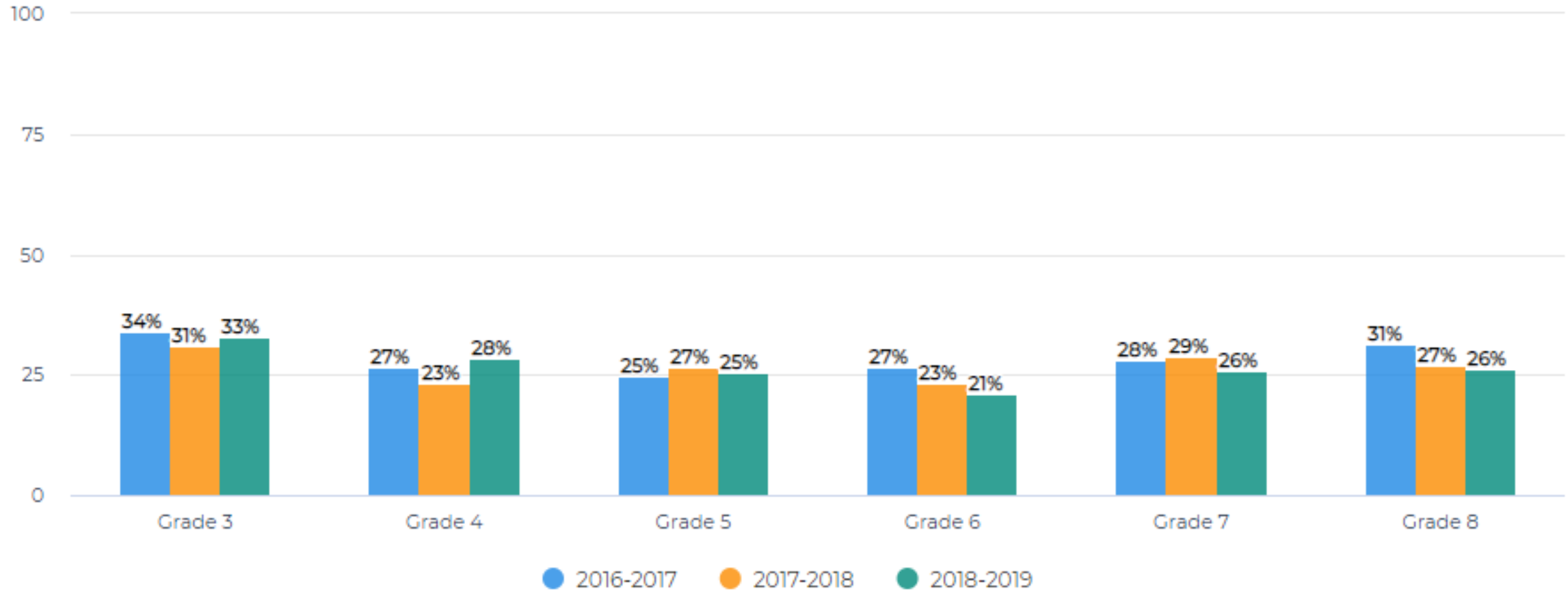|	
Exemplary	Schools performing in the **top 10 percent** of schools statewide, with **no underperforming student groups**.
Commendable	A school that has **no underperforming student groups**, a graduation rate greater than 67 percent, and whose performance is **not in the top 10 percent** of schools statewide.
Underperforming	A school in which **one or more student groups** is **performing at or below the level of the "all students" group in the lowest performing 5 percent of schools**.
Lowest Performing	A school that is in the **lowest-performing 5 percent** of schools in Illinois and **any high school with a graduation rate of 67 percent or less**.

SD U-46 Designations 2019

Summative Designation

2	Exemplary Schools
46	Commendable Schools
5	Underperforming Schools
0	Lowest Performing Schools

UNDERSTANDING
ESSA U46

IAR Proficiency
Elementary and Middle Schools

Pie chart:
- Math Proficiency 7.5%
- ELPtP 5%
- Chronic Absenteeism 20%
- Climate Survey 5%
- Math Growth 25%
- ELA Growth 25%
- Science 5%
- ELA Proficiency 7.5%

UNDERSTANDING
ESSA U46

IAR Proficiency – Math

% Students at Meets or Exceeds on IAR Math

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2016-2017	34%	27%	25%	27%	28%	31%
2017-2018	31%	23%	27%	23%	29%	27%
2018-2019	33%	28%	25%	21%	26%	26%

UNDERSTANDING
ESSA U46

2019 Percent Meets and Exceeds on IAR Mathematics
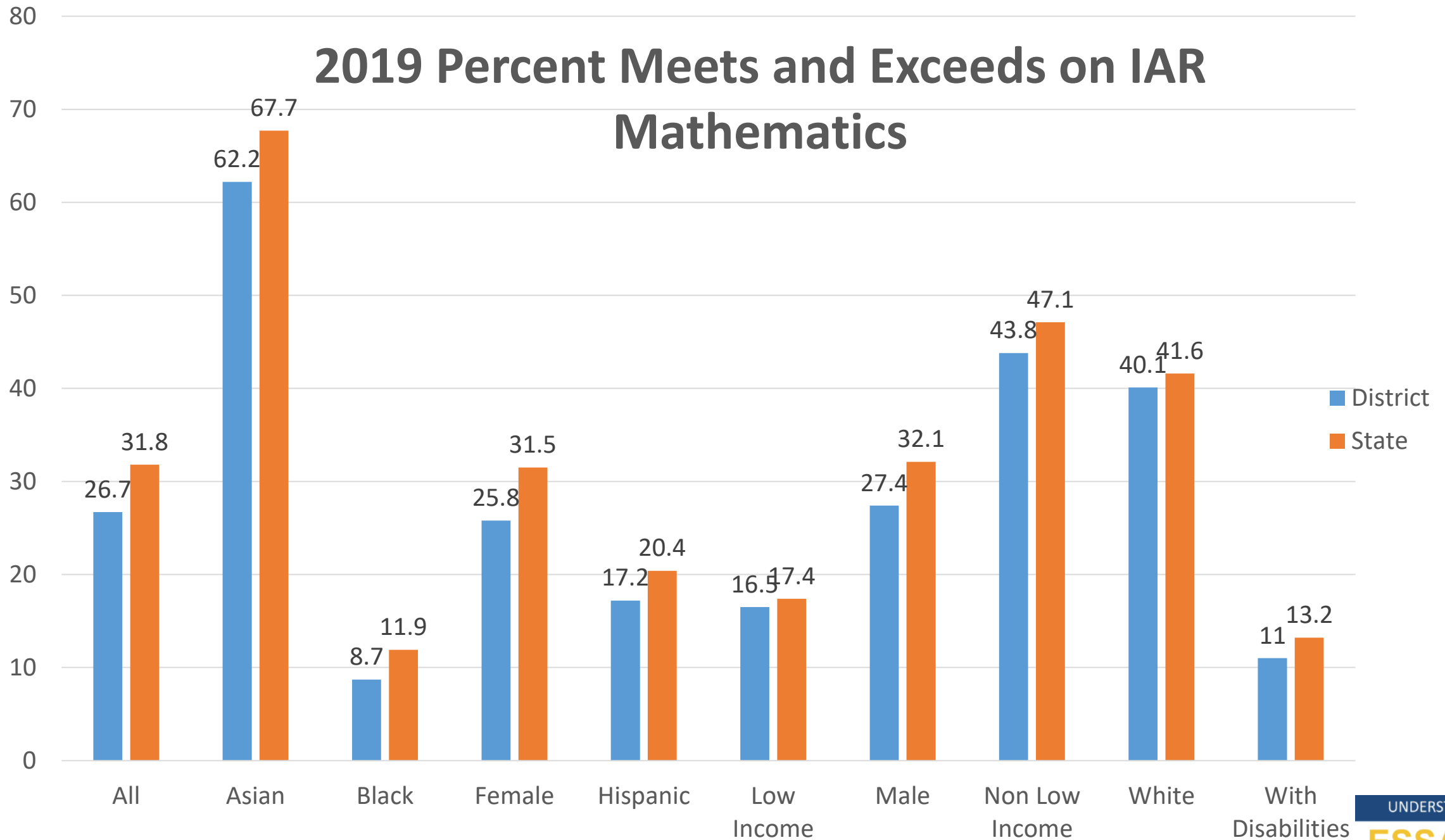
IL Schools Low Income & IAR MATH- 2019

Centennial,62.6%
Prairieview,58.5%
Wayne,53.5%
SpringTrail,52.9%
Eastview,48.6%
Liberty,48.9%
NatureRidge,44.8%
TimberTrails,41.1%
Hilltop,36.5%
State Average of 32%
Glenbrook,35%
Sunnydale,30.3%
Lincoln,32.5%
Canton,30.4%
LaurelHill,23.7%
Ontarioville,23.1%
RidgeCircle,26.7%
LordsPark,21.2%
ChanningMemorial,20.6%
Larsen,20.6%
Washington,16.9%
Abbott,18.8%
Parkwood,19.7%
Coleman,17.9%
Huff,16.2%
Ellis,16.2%
McKinley,16.5%

U46
○ Other IL Schools
● U-46

Percent Proficient in MATH

Percent Low Income, U-46 is in red

UNDERSTANDING
ESSA U46

Source:
Public Illinois Report
Card Data file 2019

IAR Proficiency– English Language Arts

% Students at Meets or Exceeds on IAR English Language Arts

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2016-2017	23%	25%	26%	30%	30%	31%
2017-2018	20%	25%	23%	26%	32%	28%
2018-2019	18%	26%	29%	28%	29%	32%

● 2016-2017   ● 2017-2018   ● 2018-2019

Source: U-46 Data Warehouse, 2019
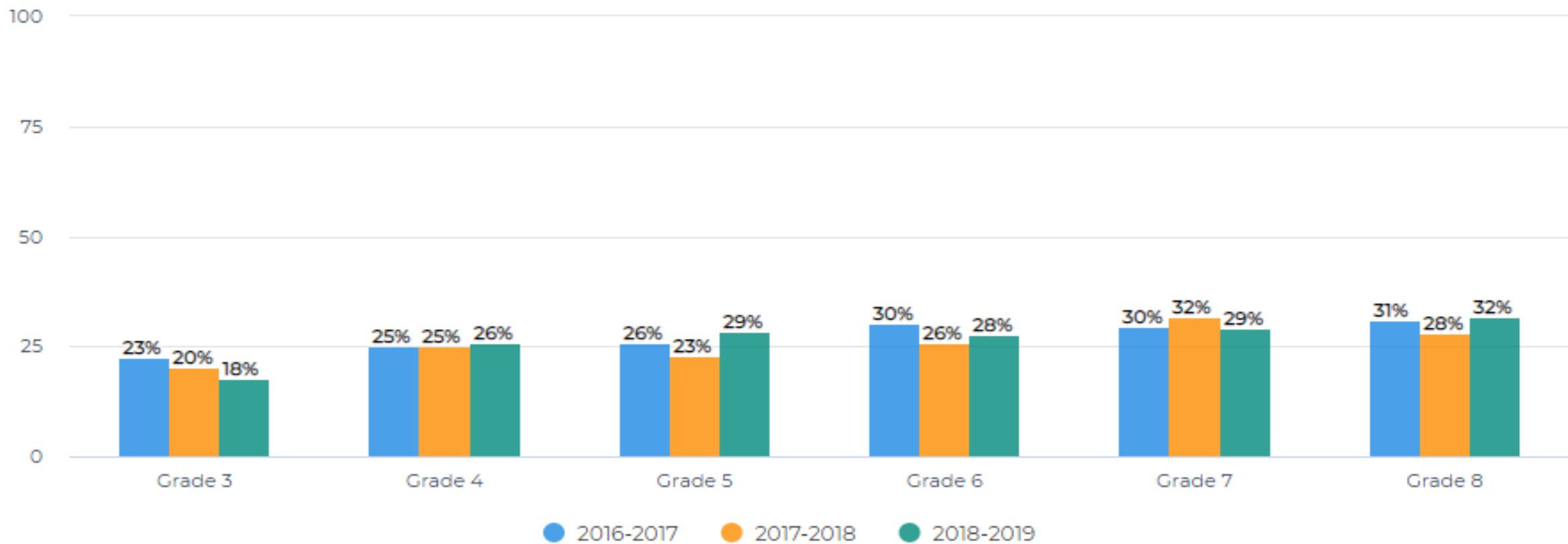
2019 Percent Meets and Exceeds on IAR
ELA
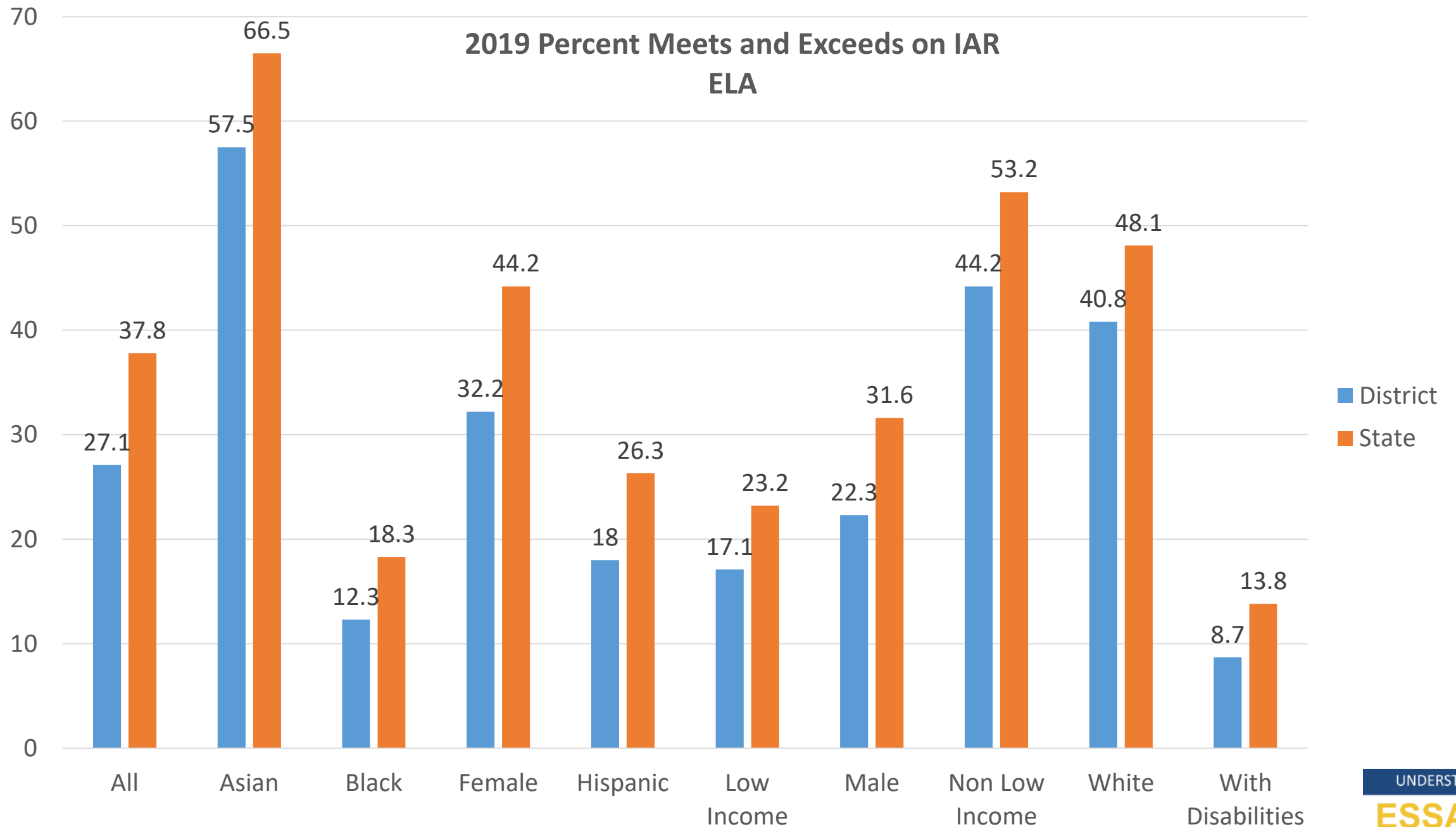
IL Schools Low Income & IAR ELA- 2019

Percent Proficient in ELA

Eastview,55.3%
SpringTrail,47.1%
Bartlett,46.2%
Liberty,42.5%
NatureRidge,39.9% Hilltop,38.5%
Lincoln,40.5%
State Average of 38%
TimberTrails,37%
Larsen,28.8%
Oakhill,27.2%
Ontarioville,20.1%

U46
Other IL Schools
U-46

Percent Low Income, U-46 is in red

Source:
Public Illinois Report
Card Data file 2019

UNDERSTANDING
ESSA U46
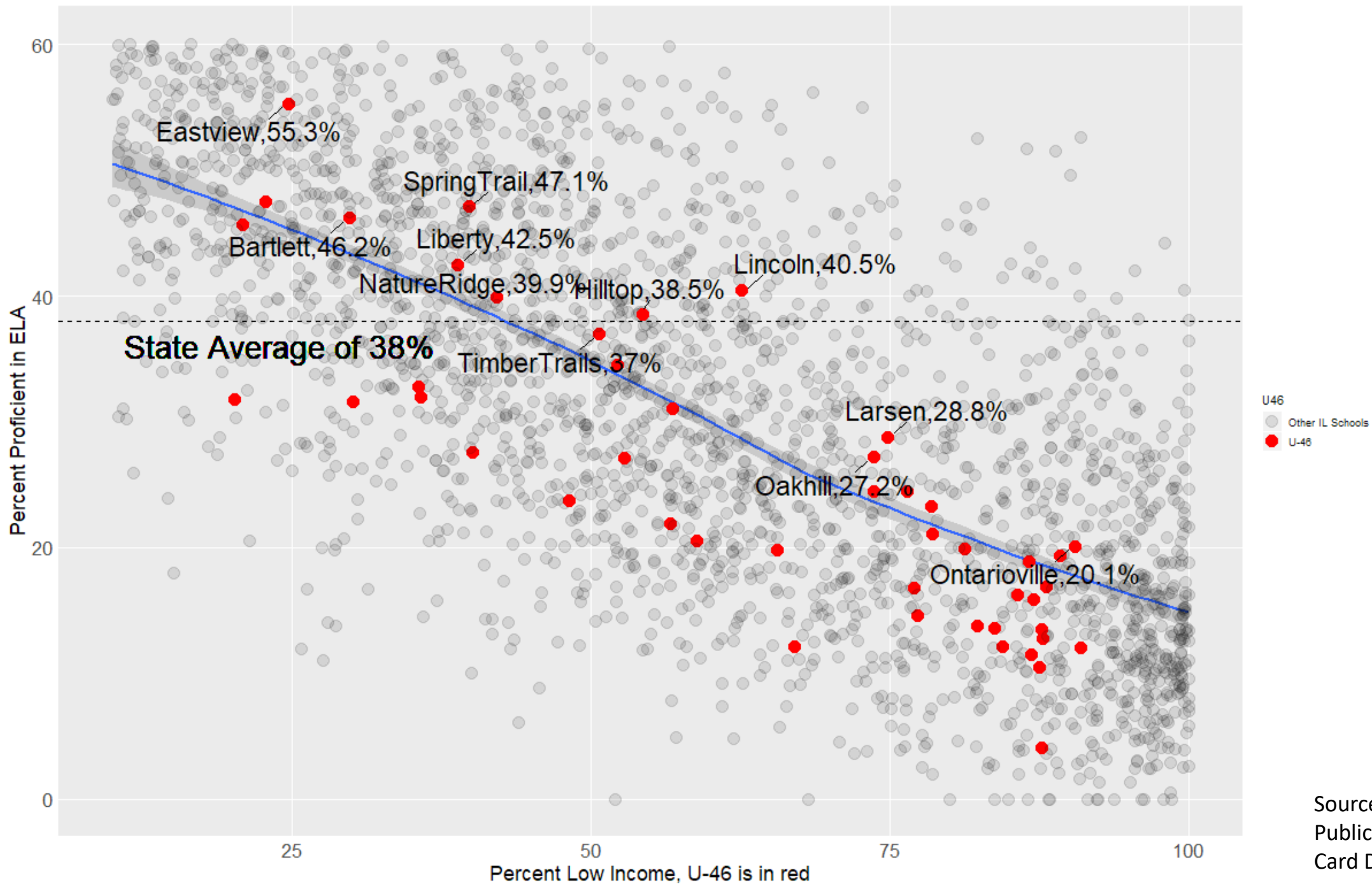
IAR Growth
Elementary and Middle Schools
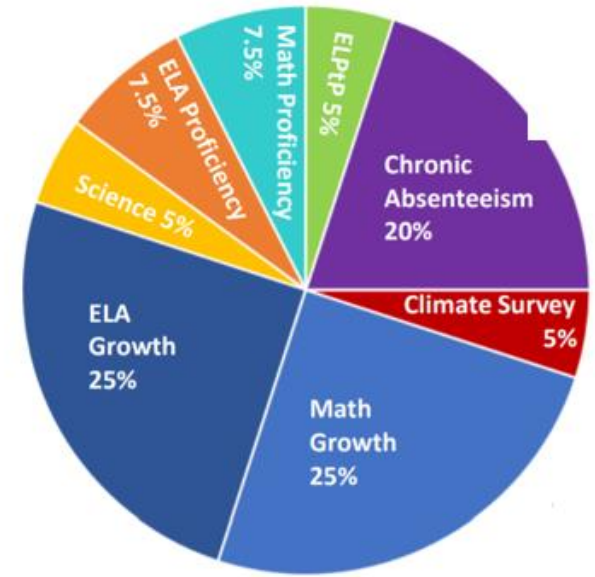
UNDERSTANDING
ESSA U46

Student Growth Percentiles (SGP)

- Every student with at least 2 years of PARCC/IAR data received a Student Growth Percentile for Reading and Math
- SGP's are calculated comparing the growth to other students in Illinois who had similar historical scores
- Calculation includes multiple years of data
- Student range is 1-99

- For school accountability, student SGP's are averaged
- Averages are generally between 40-60

Student Growth Percentile Example

Student A's scores
- Grade 3 Math 700
- Grade 4 Math 710, SGP 38
- Grade 5 Math 740, SGP 72

Student B's scores
- Grade 3 Math 650
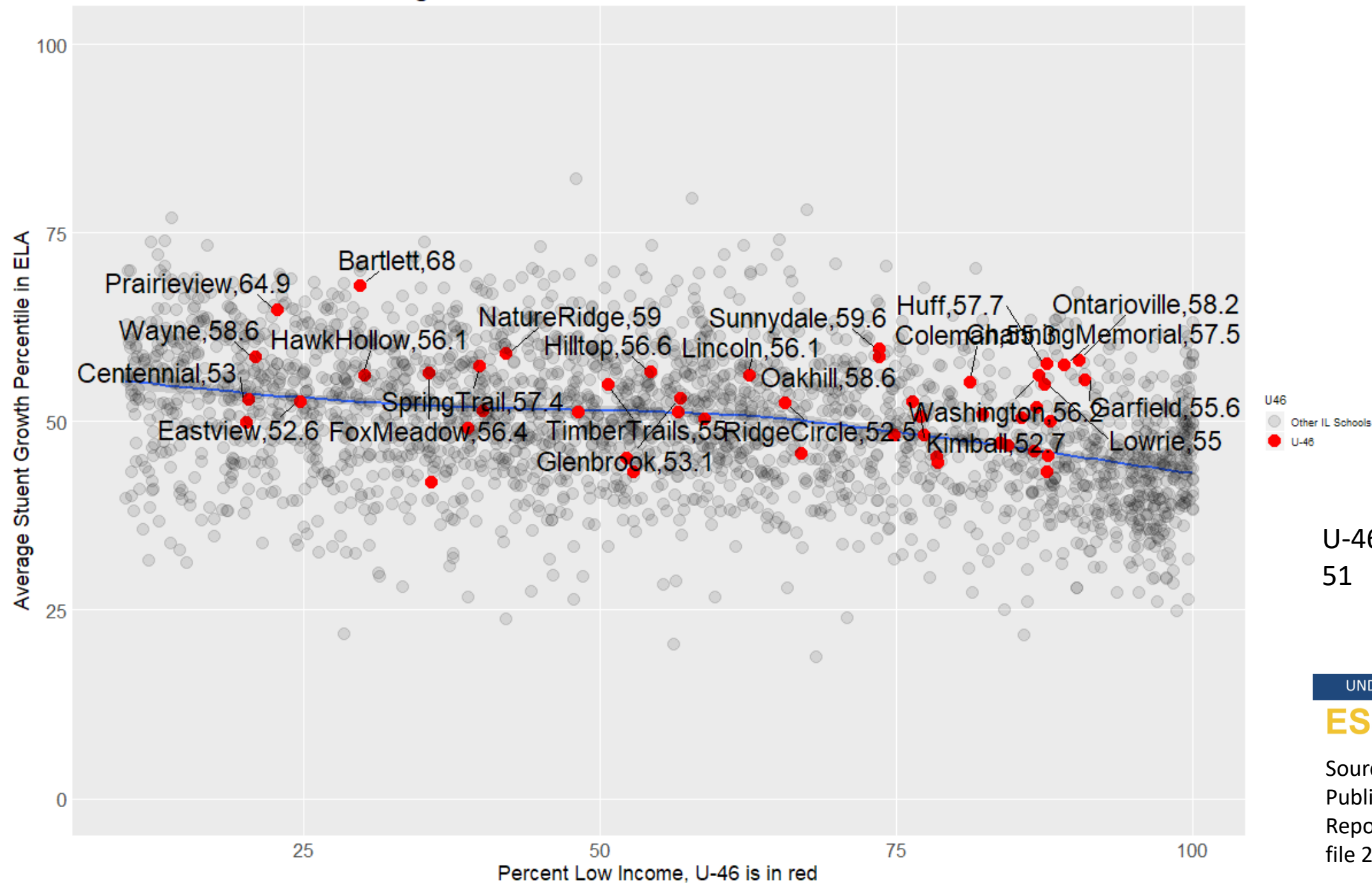- Grade 4 Math 710, SGP 80
- Grade 5 Math 740, SGP 90

Student C's scores
- Grade 3 Math 700
- Grade 4 Math 750, SGP 80
- Grade 5 Math 740, SGP 25

IL Schools Low Income & IAR Average Growth Percentile MATH- 2019
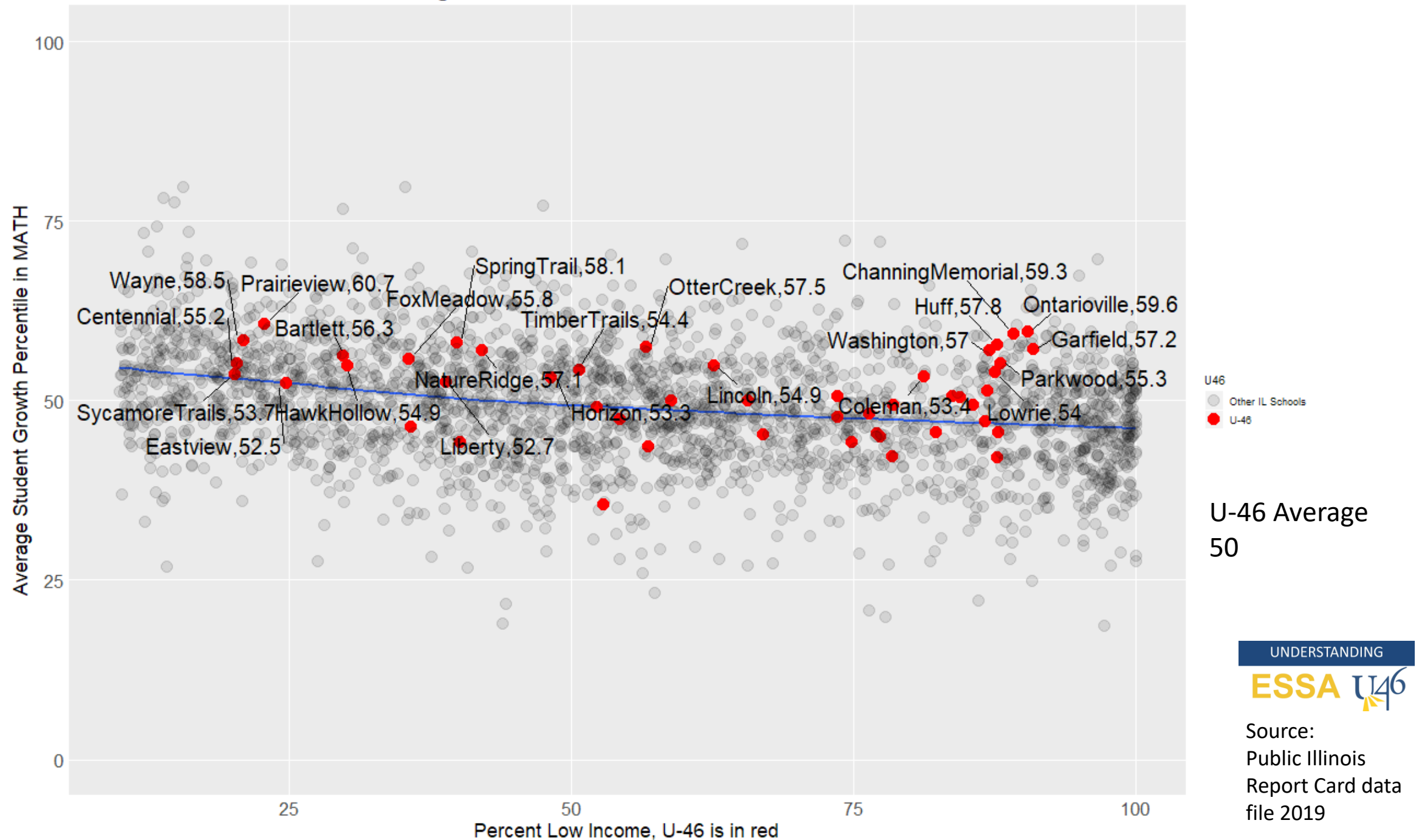
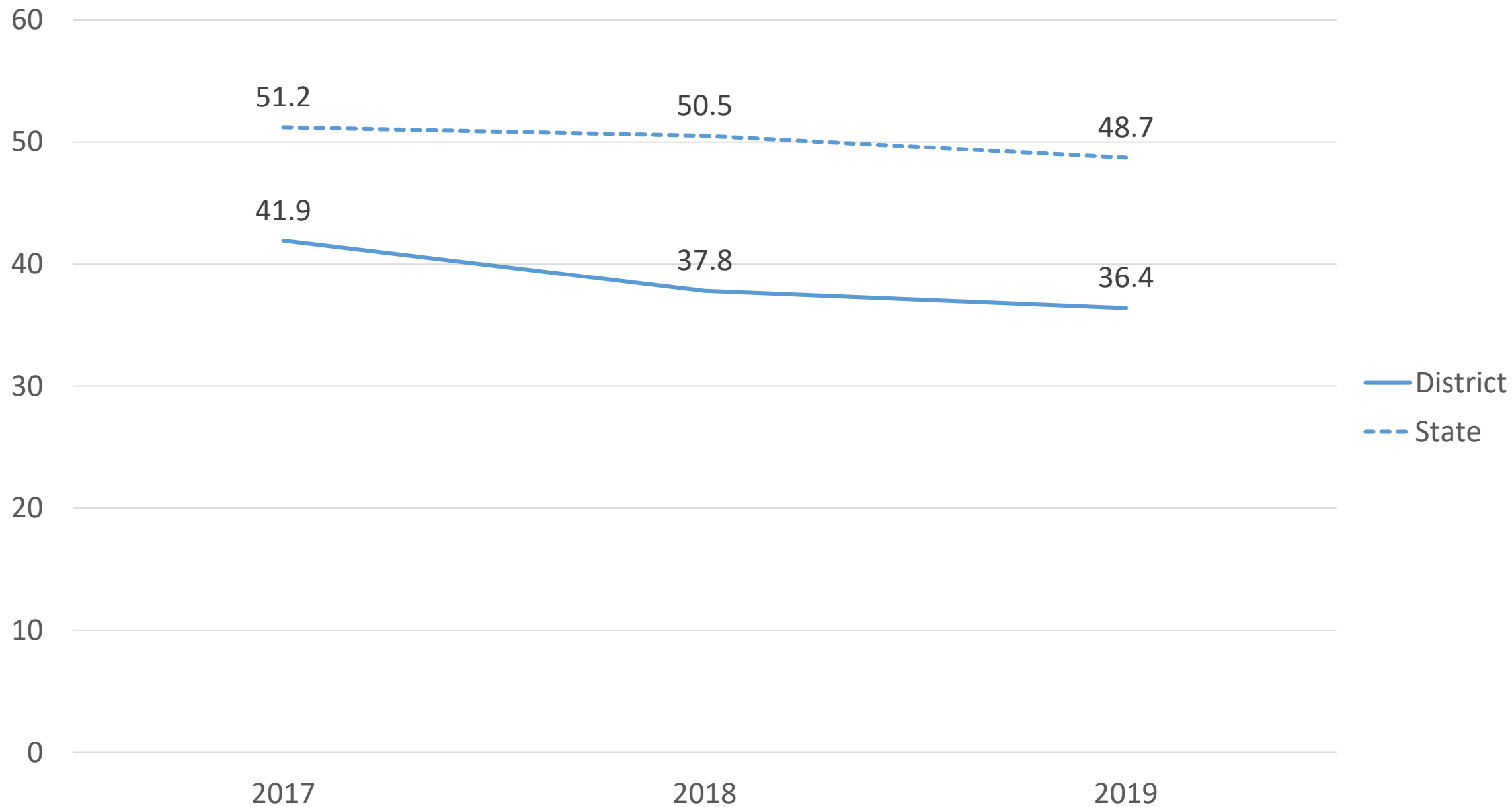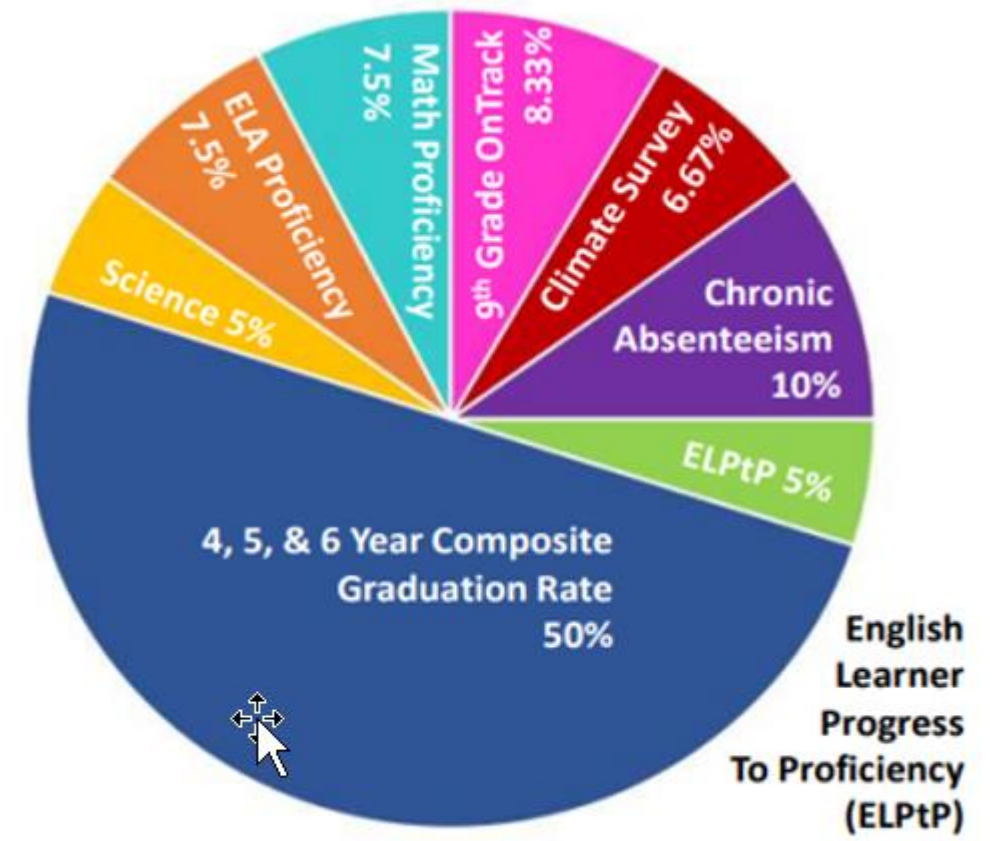IL Schools Low Income & Average Growth Percentile IAR ELA- 2019

U-46 Average 51

Source: Public Illinois Report Card data file 2019

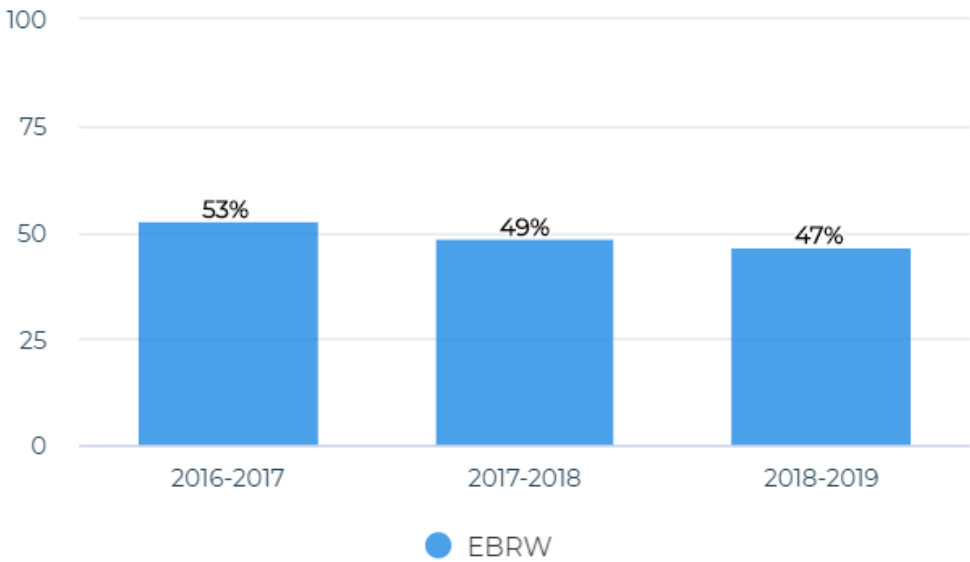# Percent Proficienct on Illinois Science Assessment

District ——
State - - -

SAT Proficiency

# SAT Percent of Students Meeting College Board* Readiness Standards

SAT Performance in Evidence Based Reading and Writing

These results are for the district-administered SAT given to juniors in the Spring

Year	EBRW
2016-2017	53%
2017-2018	49%
2018-2019	47%

● EBRW

SAT Performance in Mathematics

These results are for the district-administered SAT given to juniors in the Spring

Year	Math
2016-2017	31%
2017-2018	31%
2018-2019	29%

● Math
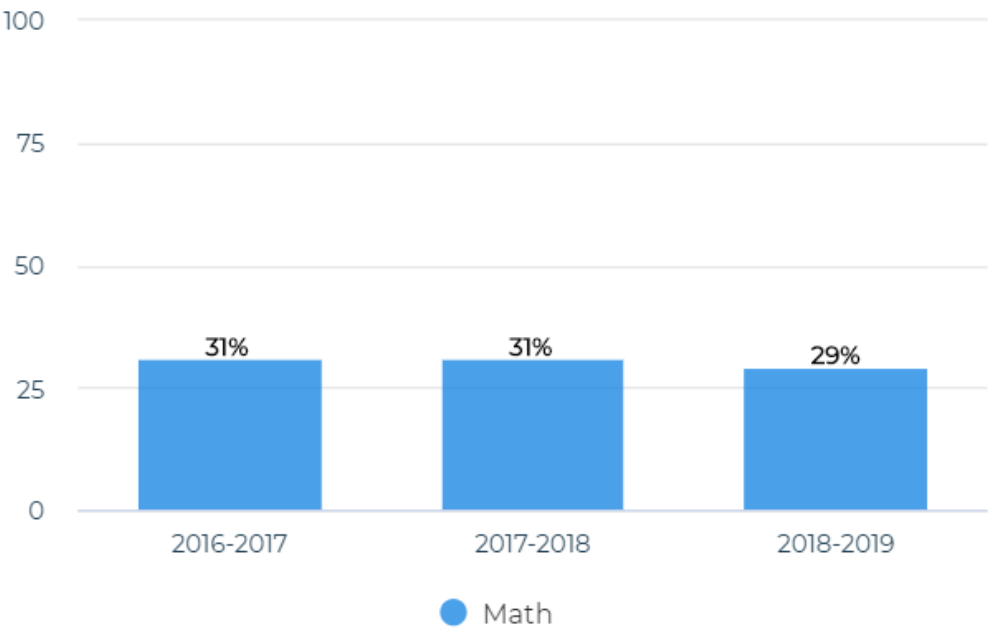
*The benchmarks displayed are based on College Board's benchmarks, not ISBE benchmarks. College Board developed their benchmarks based on a 75% likelihood of obtaining a C or better in a credit bearing course in college.

ISBE benchmarks were developed by teachers to align with the Illinois Learning Standards.   Source: U-46 Data Warehouse, 2019

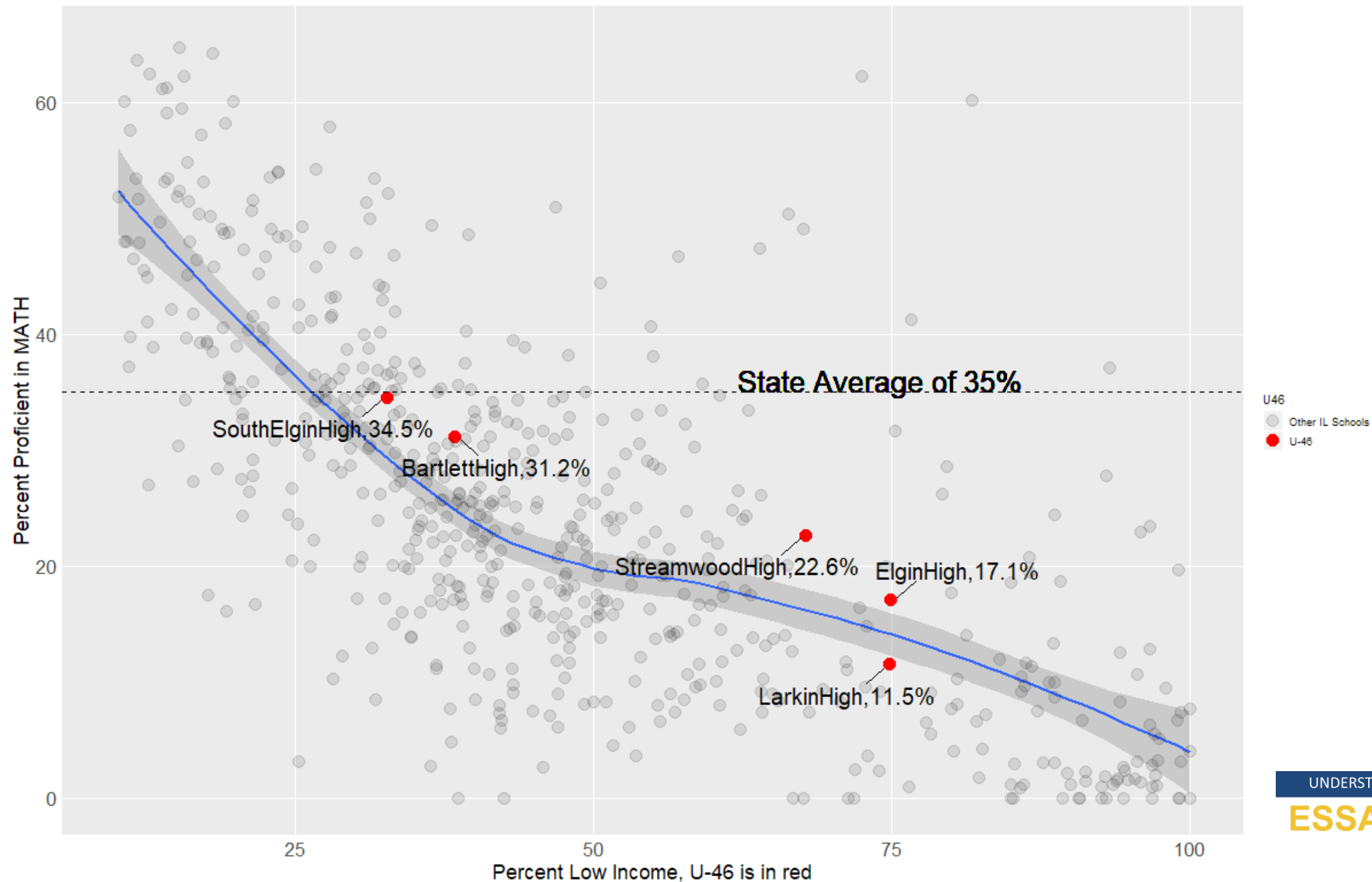# U-46 SAT Percent Meets and Exceeds According to ISBE Benchmarks
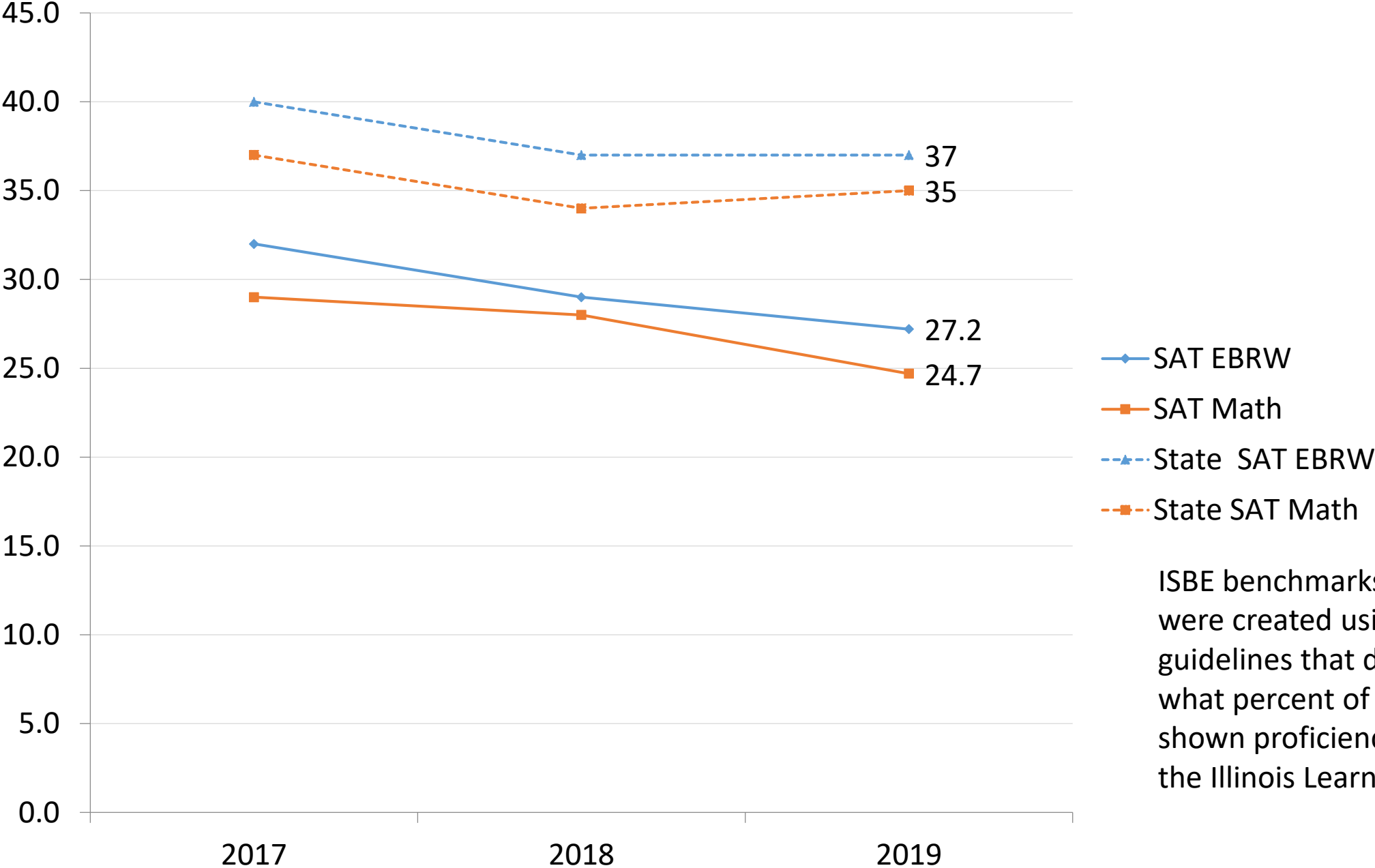
ISBE benchmarks for the SAT were created using federal guidelines that demonstrate what percent of students have shown proficiency according to the Illinois Learning Standards

SAT Math Demographics

Demographics	Grade	Year	% of Students Achieving Performance Level
All Students	Grade 11	2019	42% 34% 20% 5%
White	Grade 11	2019	23% 37% 33% 8%
Black	Grade 11	2019	68% 26% 1% 1%
Hispanic	Grade 11	2019	54% 33% 12% 1%
Asian	Grade 11	2019	15% 31% 32% 22%
Two or More	Grade 11	2019	30% 37% 28% 5%

IL Schools Low Income & SAT MATH- 2019

Percent Proficient in MATH

State Average of 35%

SouthElginHigh,34.5%

BartlettHigh,31.2%

StreamwoodHigh,22.6%   ElginHigh,17.1%

LarkinHigh,11.5%

U46
Other IL Schools
U-46

Percent Low Income, U-46 is in red

UNDERSTANDING
ESSA U46

SAT ERBW Demographics

Demographics	Grade	Year	% of Students Achieving Performance Level
All Students	Grade 11	2019	36% / 37% / 21% / 6%
White	Grade 11	2019	17% / 40% / 32% / 11%
Black	Grade 11	2019	59% / 31% / 5% / 1%
Hispanic	Grade 11	2019	47% / 38% / 12% / 2%
Asian	Grade 11	2019	12% / 31% / 41% / 16%
Two or More	Grade 11	2019	26% / 33% / 33% / 9%

IL Schools Low Income & SAT ELA- 2019

SouthElginHigh,37%

BartlettHigh,36%

State Average of 37%

U46
Other IL Schools
U-46

StreamwoodHigh,26%

ElginHigh,18.1%

LarkinHigh,13.9%

Percent Proficient in ELA

Percent Low Income, U-46 is in red

UNDERSTANDING
ESSA U46
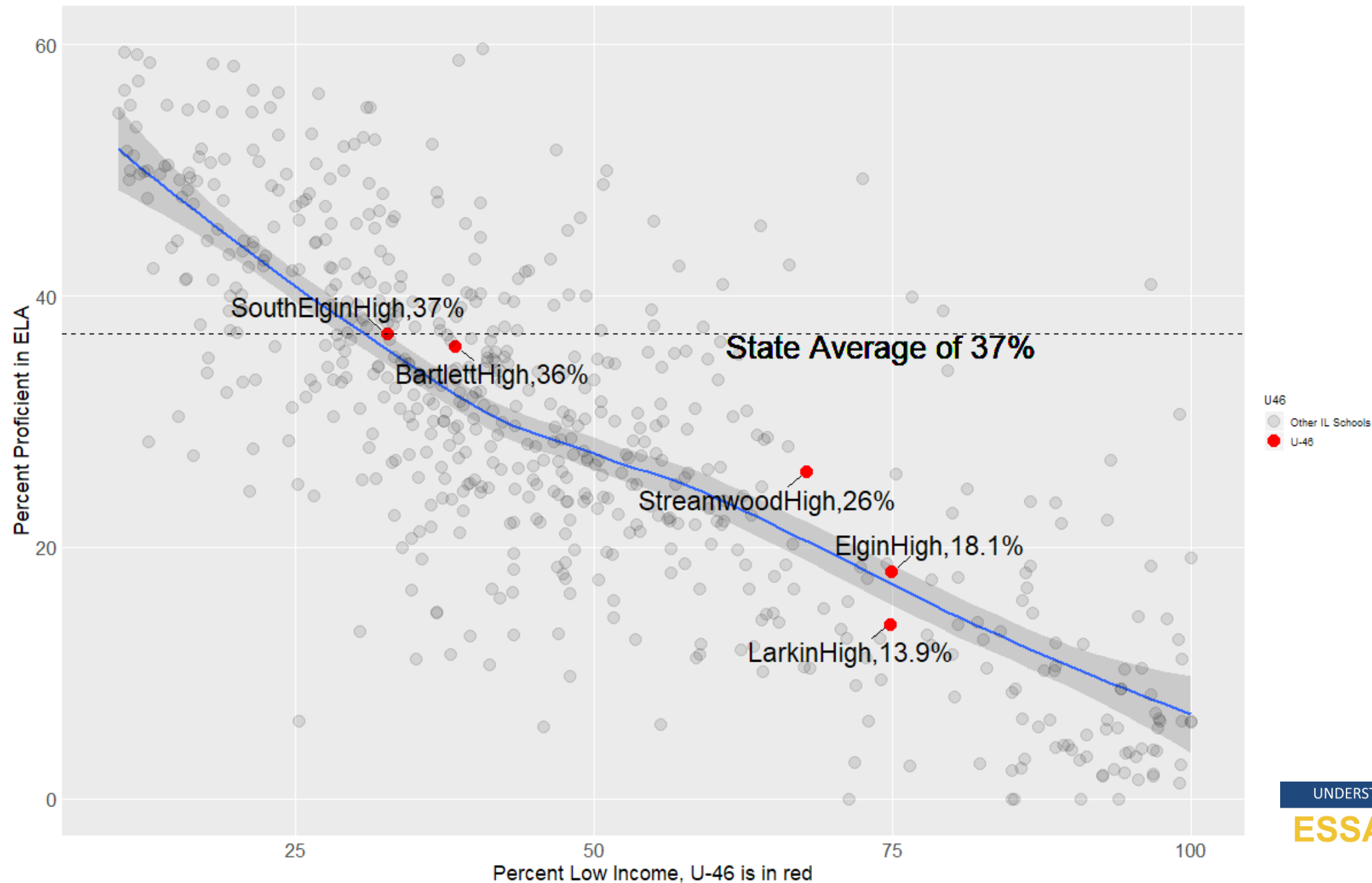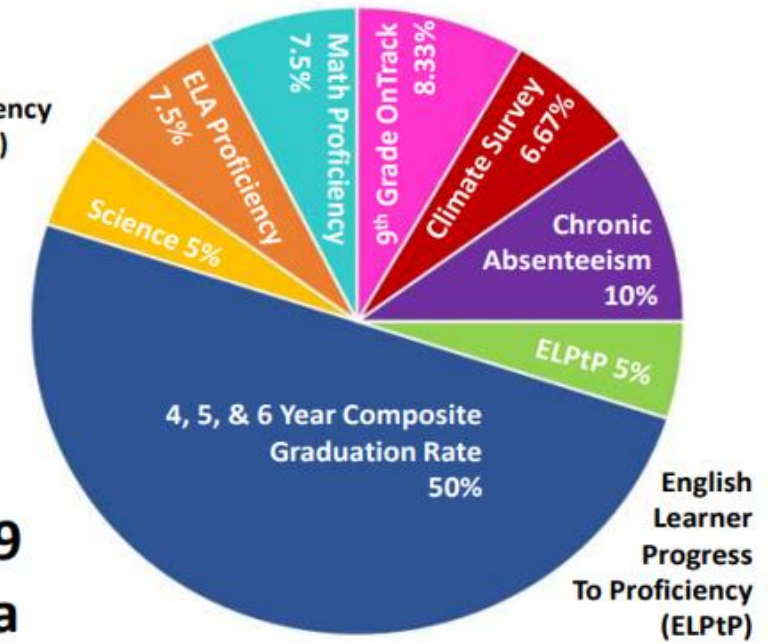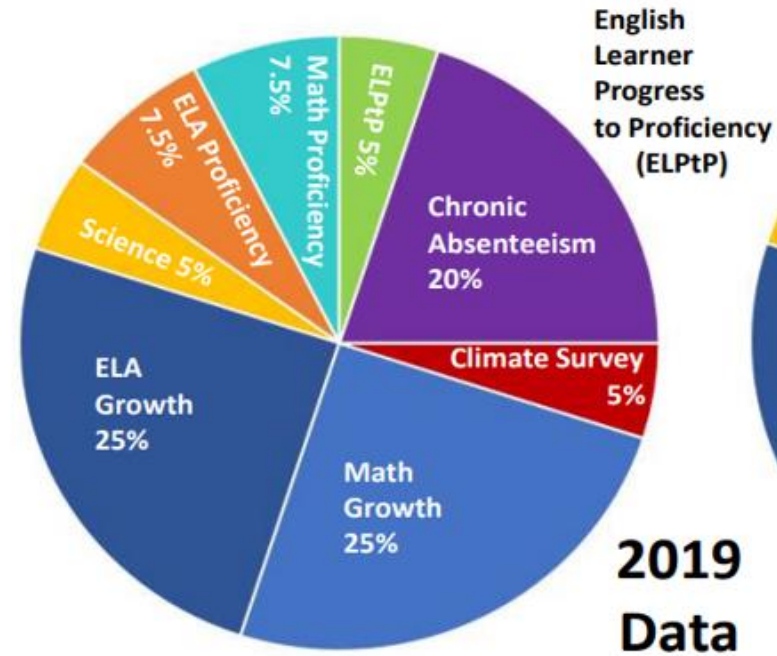
Chronic Absenteeism

Chronic Absenteeism

- Students who have missed 10% or more of school days

- Absences include excused or unexcused

- Only absences that are excluded are medically homebound or hospitalized

- Students are considered absent if they miss 50% or more of the school day

- Defined in Illinois statute

Chronic Absenteeism

	2018	2019
Chronic Absenteeism	19	20.4
State Chronic Absenteeism	16.8	17.5

UNDERSTANDING
ESSA U46
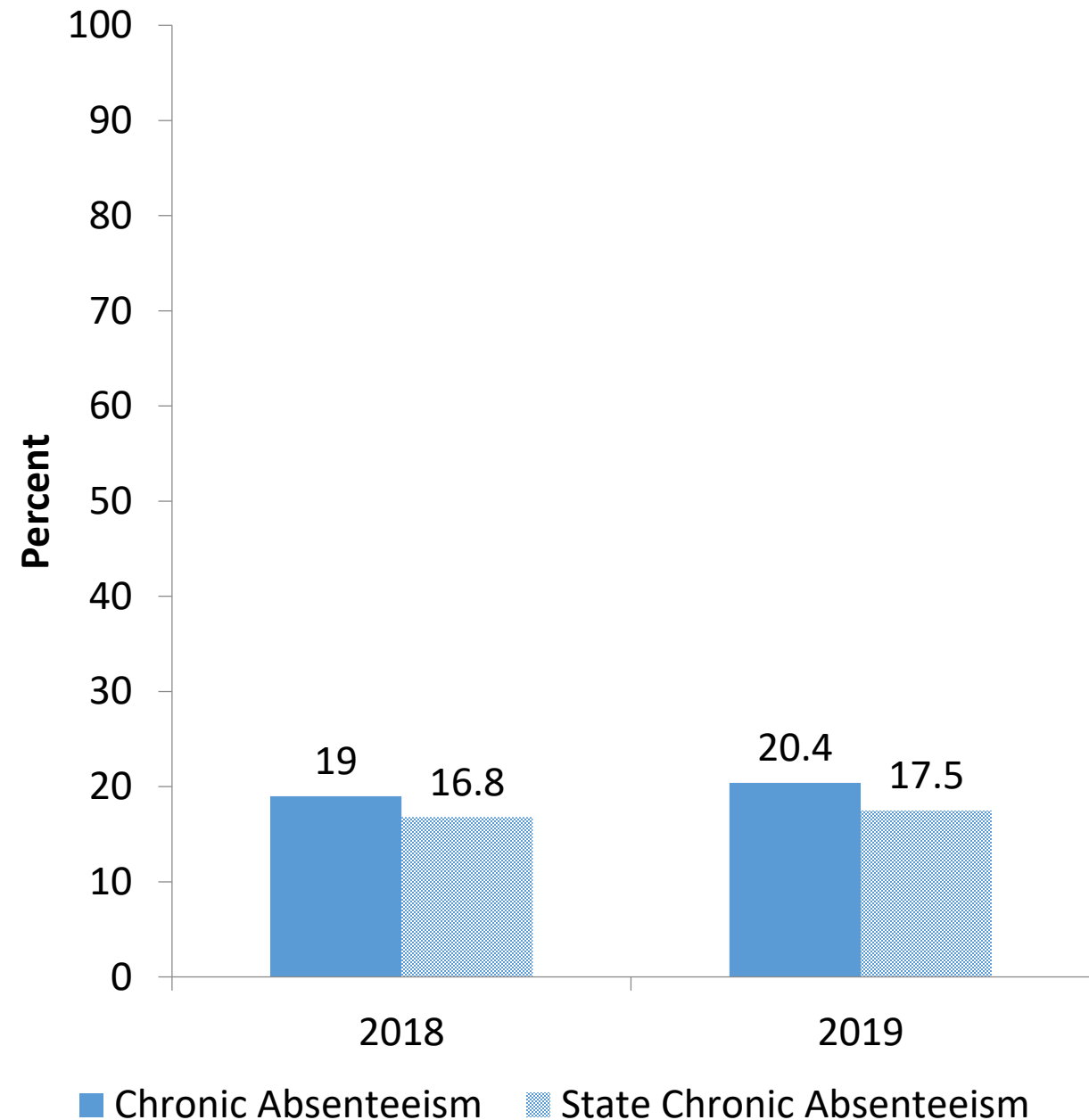
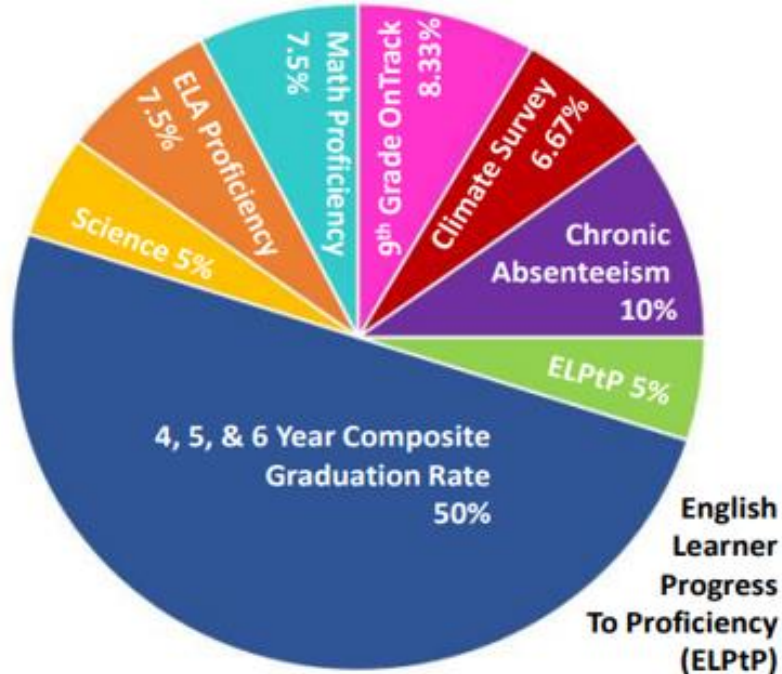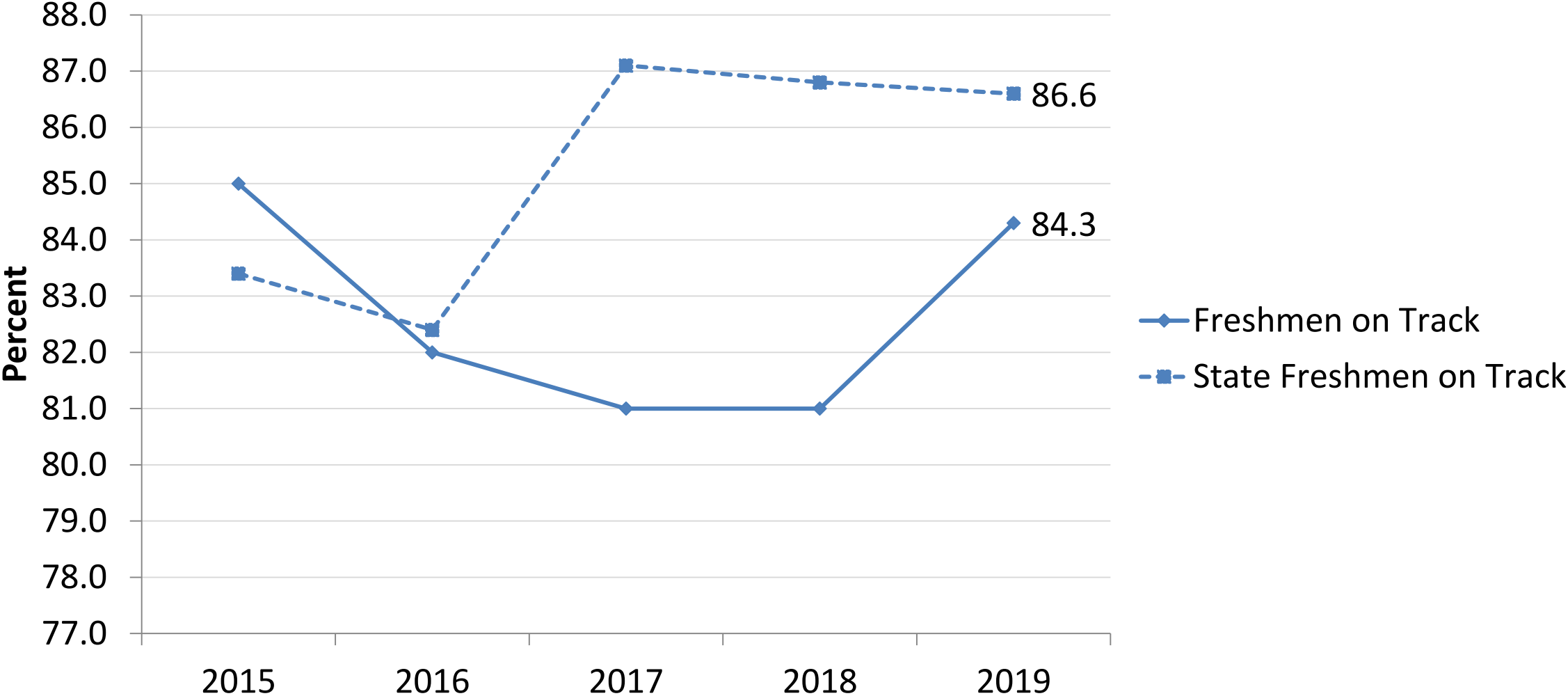# Graduation Rate & Freshmen on Track
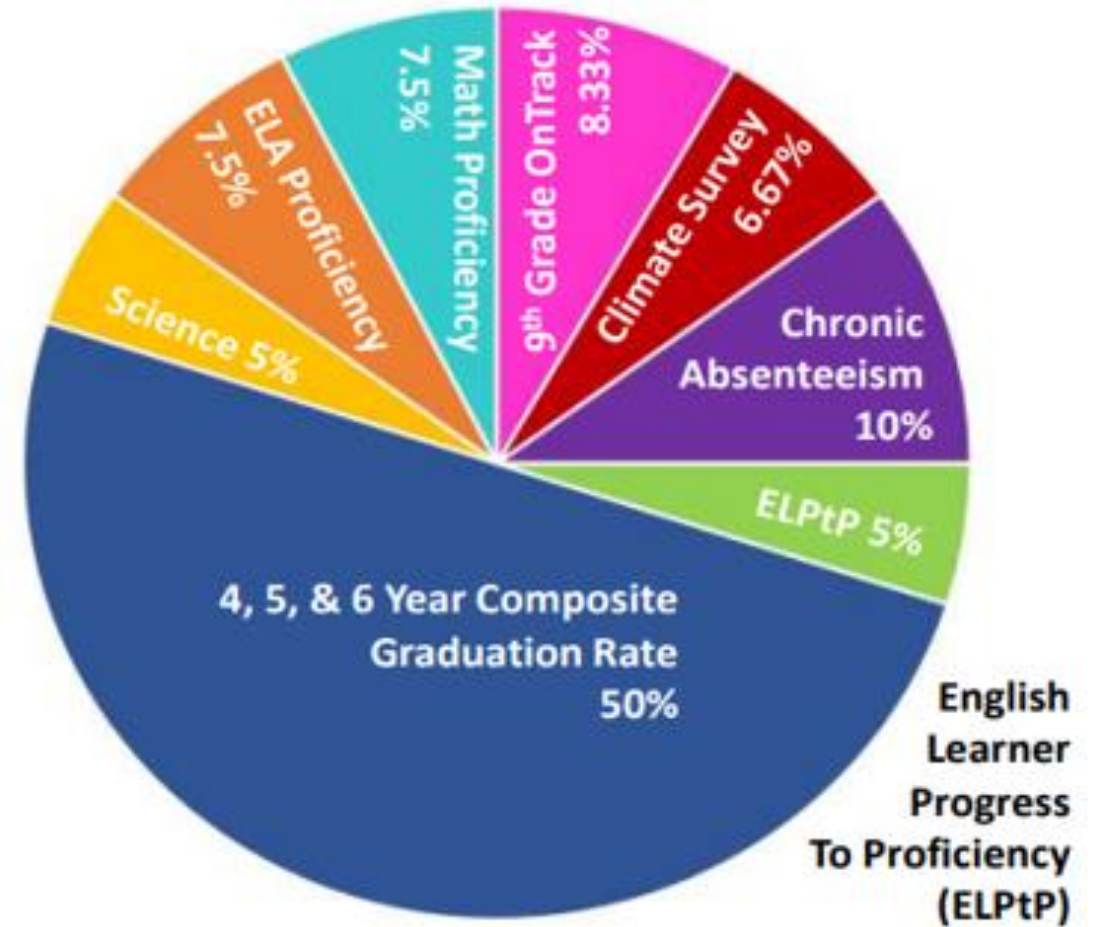
9th grade On-Track

- "On-Track" students have earned at least 5 full year course credits and have earned no more than 1 semester "F" in a core course
- Core courses include English, math, science or social studies

UNDERSTANDING
ESSA U46

Freshman on Track with State Comparison

Graduation Rate with State Comparison

87.5
86.5
85.9
83.2

Legend:
- U-46 4 Year
- U-46 5 Year
- State 4 Year
- State 5 Year

UNDERSTANDING
ESSA U46
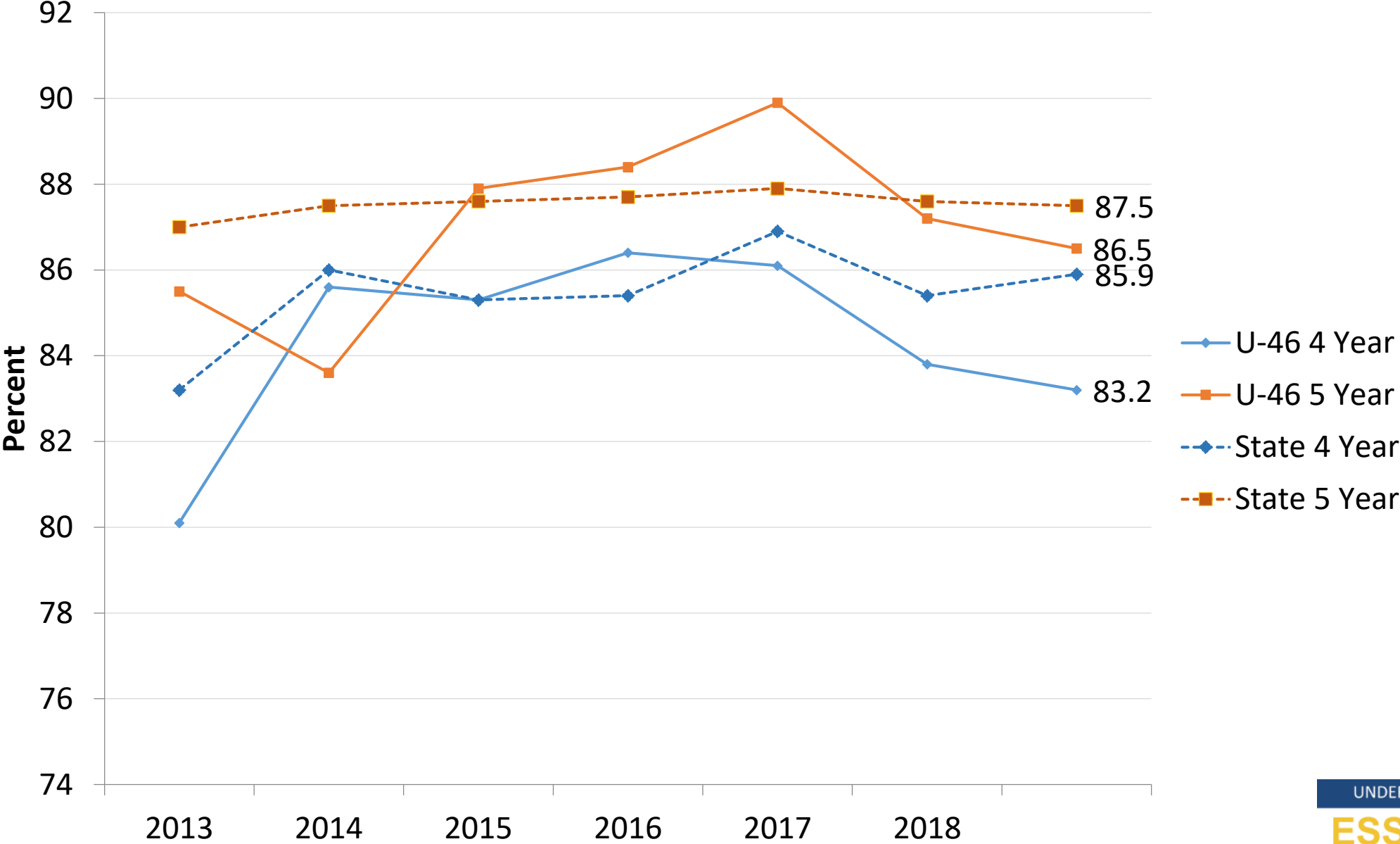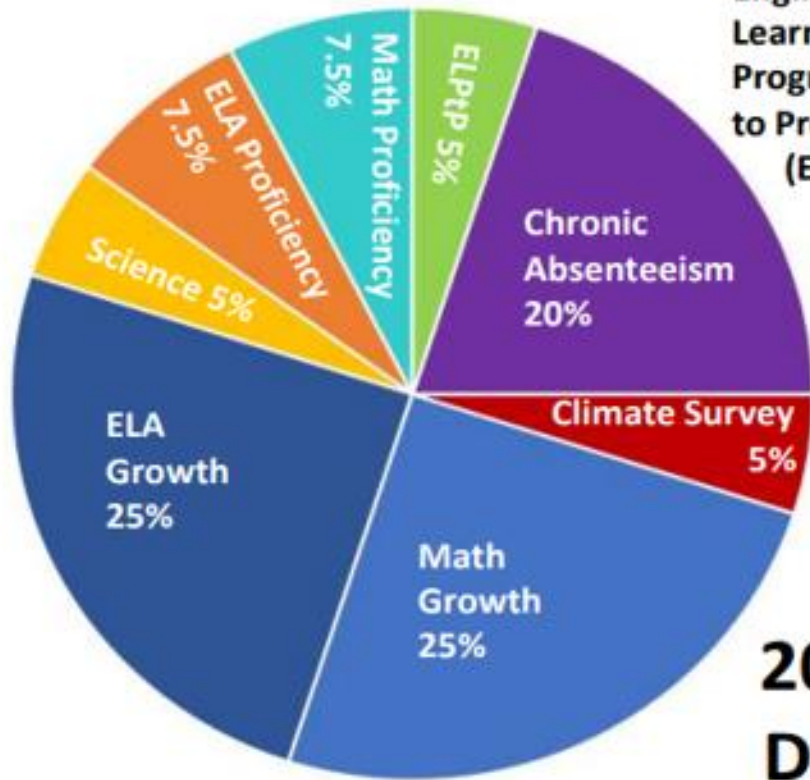
Climate Survey and English Learner Progress to Proficiency available at school level

Advanced Placement Results

U-46 AP Trend

	Completed AP Courses	Total Exams Given	Unique AP Students	Unique Students Tested	Passed tests	Unique students with a 3+
2014	5710	3052	2636	1645	1659	977
2015	5762	3396	2667	1928	1696	1078
2016	6073	3515	2826	1981	1715	1074
2017	6362	3725	2905	1931	1860	1100
2018	6191	3920	2895	2015	1900	1111
2019	5565	4420	2787	2400	2159	1297

Source: U-46 Data Warehouse, 2019
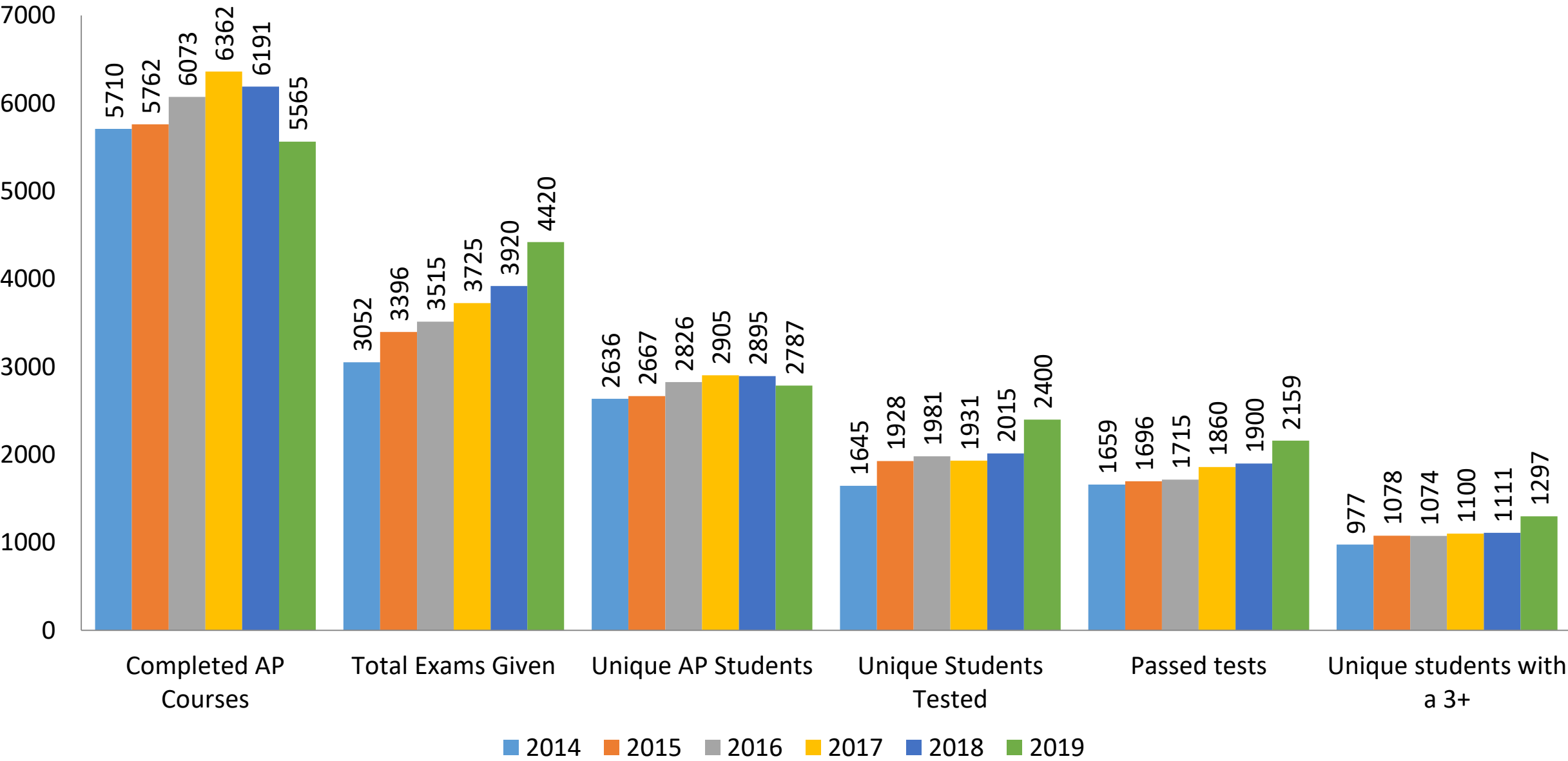
- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams

- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams

- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams

- **National AP Scholar:** Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams

U-46 AP Scholars

Source: College Board
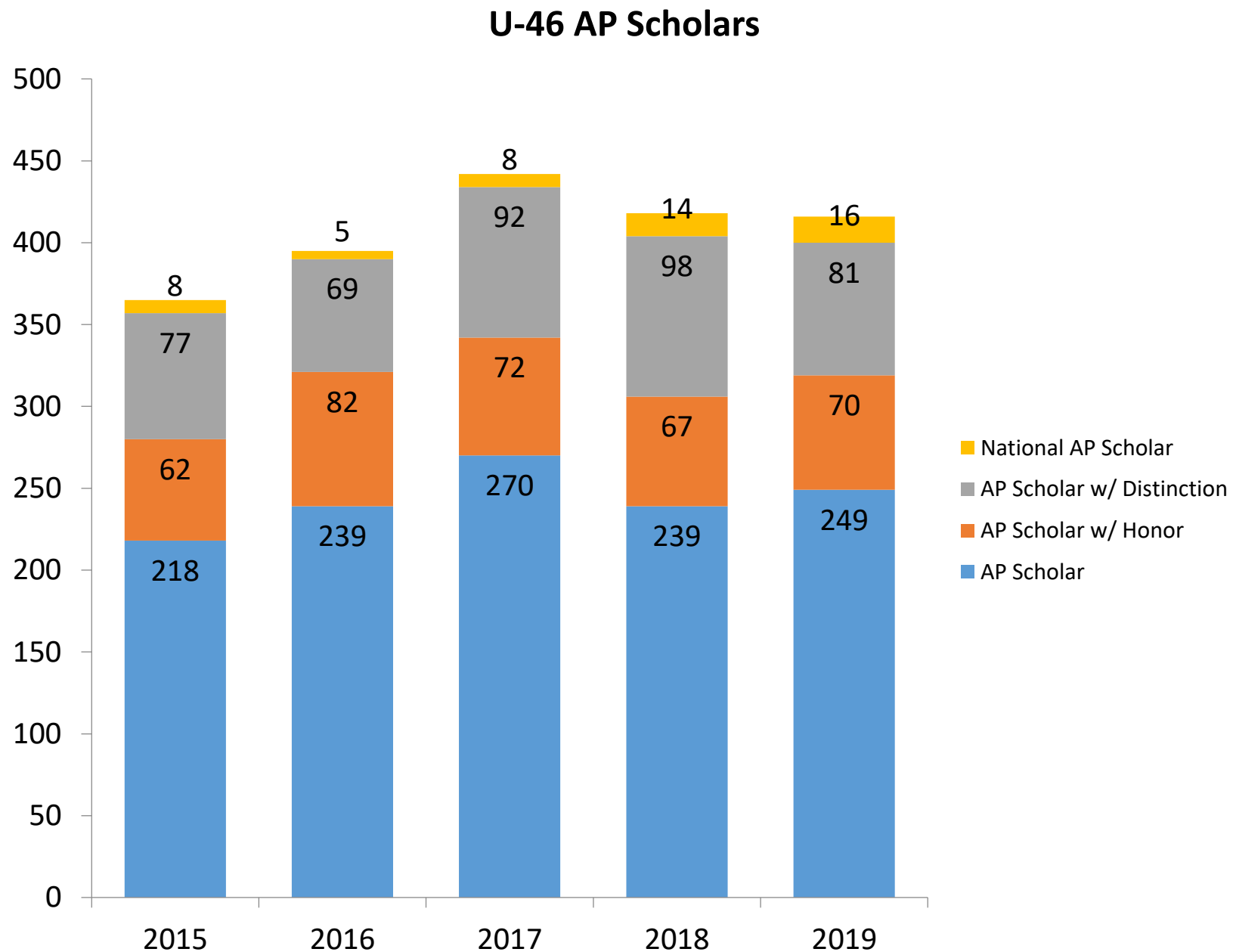
U-46 Graduates

Class of 2011 Postsecondary Enrollment and Progress
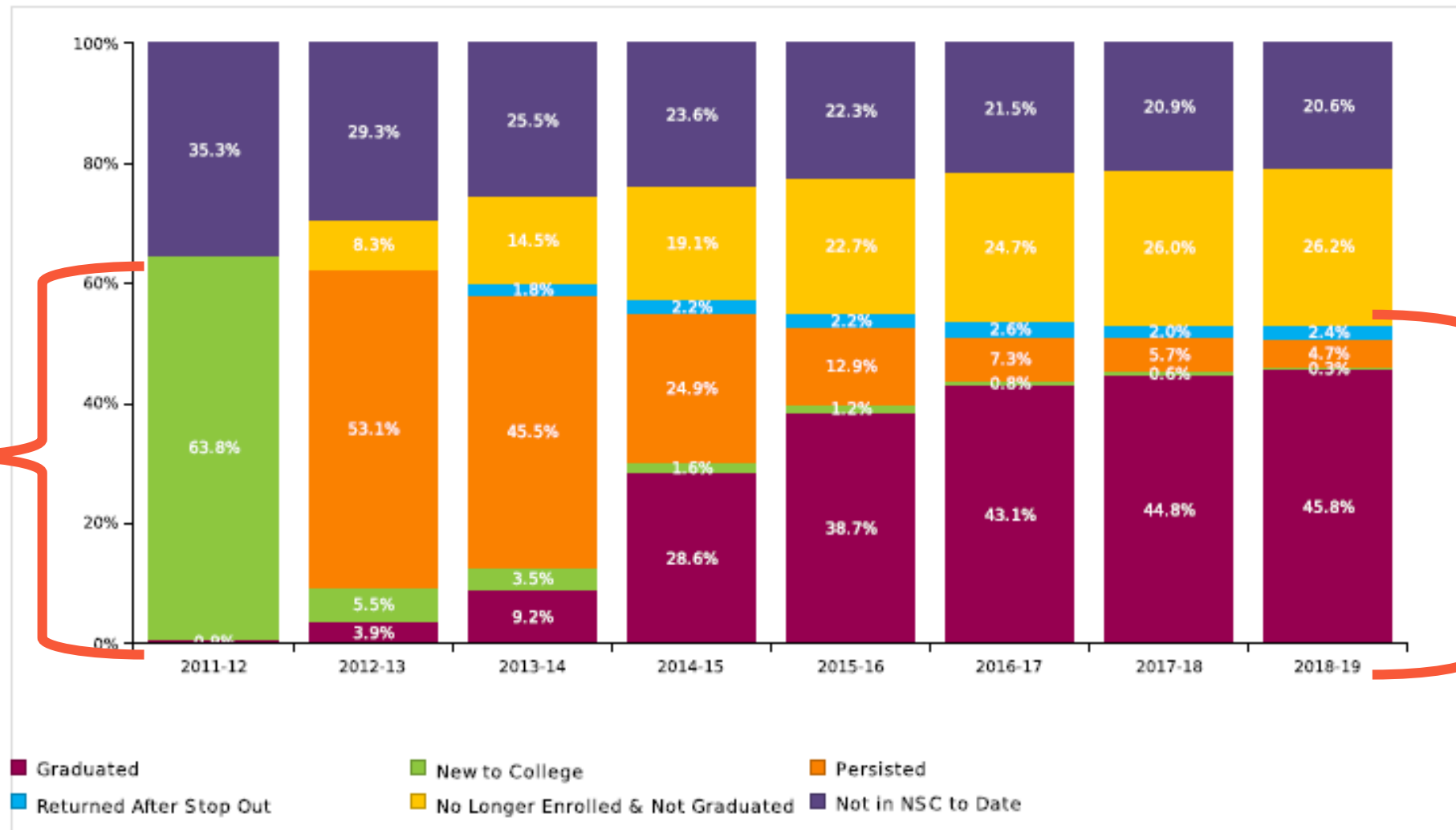
63.8% of the graduating class of 2011 enrolled in a post-secondary institution the first year after graduating from U-46.
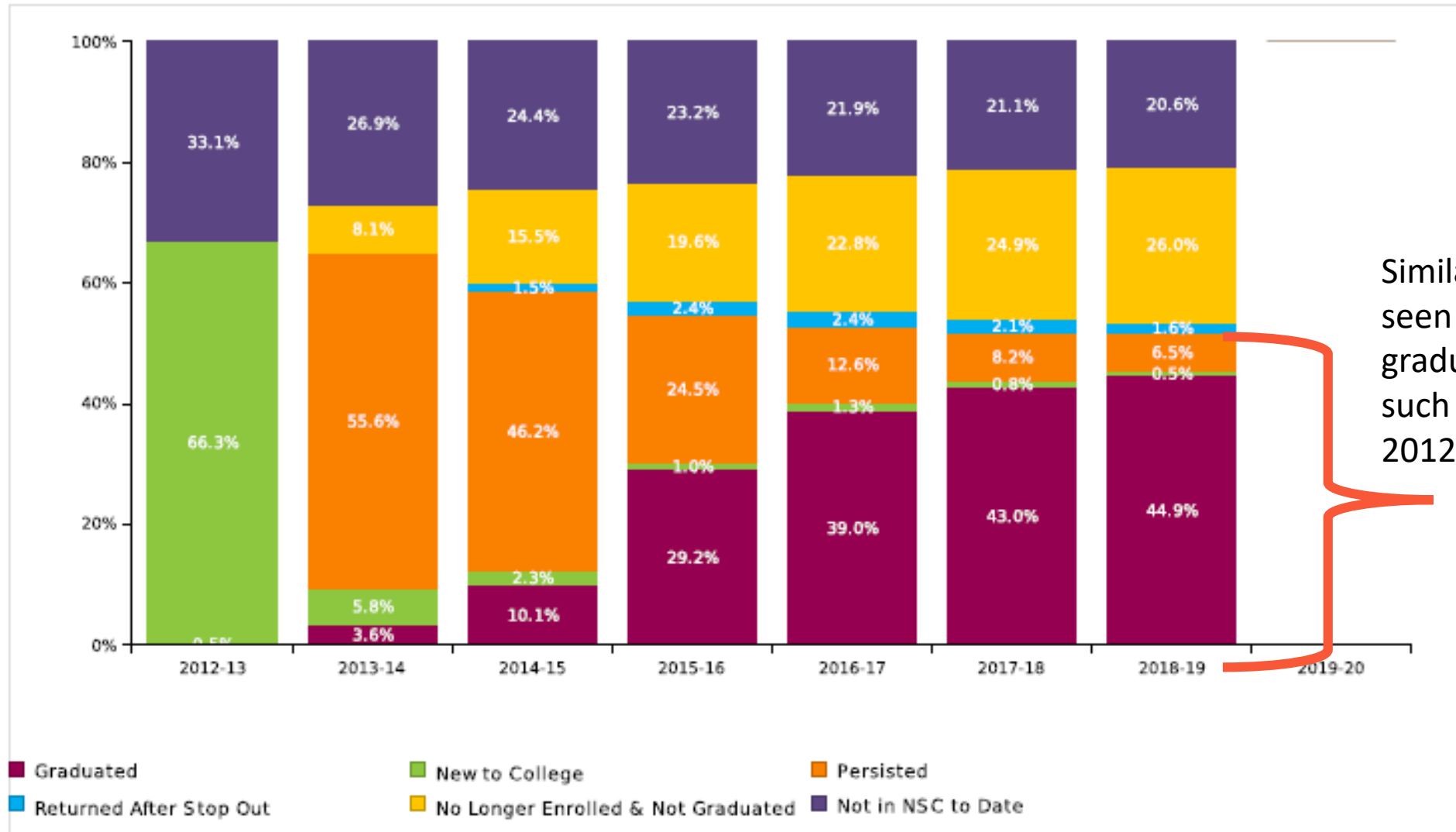
At least 53.2% of the graduating class of 2010 earned a post-secondary degree or are still enrolled.

Legend:
- Graduated
- New to College
- Persisted
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

School Year	Graduated	New to College	Persisted	Returned After Stop Out	No Longer Enrolled & Not Graduated	Not in NSC to Date
2011-12	0.9%	63.8%				35.3%
2012-13	3.9%	5.5%	53.1%		8.3%	29.3%
2013-14	9.2%	3.5%	45.5%	1.8%	14.5%	25.5%
2014-15	28.6%	1.6%	24.9%	2.2%	19.1%	23.6%
2015-16	38.7%	1.2%	12.9%	2.2%	22.7%	22.3%
2016-17	43.1%	0.8%	7.3%	2.6%	24.7%	21.5%
2017-18	44.8%	0.6%	5.7%	2.0%	26.0%	20.9%
2018-19	45.8%	0.3%	4.7%	2.4%	26.2%	20.6%

ILLINOIS SCHOOL DISTRICT U-46

Report Run Date: 08/19/2019   03:19 PM

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Class of 2012 Postsecondary Enrollment and Progress

Similar results are seen for other graduating classes such as the class of 2012 with 53.5%

Legend:
- Graduated
- New to College
- Persisted
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

Class of 2018 Postsecondary Enrollment and Progress

Most U-46 graduates continue to enroll in post-secondary institutions. The most recent data show that at least 65.5% of the class of 2018 enrolled directly into a college or university the year after graduating from U-46.

Legend:
- Graduated
- New to College
- Persisted
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

- 6:00 - 6:45 Review of state report cards
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    - Secondary Outcomes
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  - Community Engagement
  - Efficiency, Excellence, and Accountability
- 7:45 - 8:00 Discuss Timeline

Strategic Plan History and Rationale

Thematic Category	Aspirations	Priorities
1 Student Achievement	**We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.**	1. We will implement and support a challenging, standards based curriculum across all content areas. 2. We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social, and emotional needs of each student.
2 Effective and Engaged Staff	**We will value, develop and recruit a forward-thinking, highly qualified, and diverse workforce.**	3. We will value our collective differences, and develop and recruit a high quality workforce that honors and reflects the diversity of our students. 4. We will encourage collaboration and provide differentiated support to all staff members to grow as professionals throughout their career.
3 Community Engagement	**We will engage in meaningful and effective relationships with all families and the greater community.**	5. We will partner with families and the greater community to foster shared ownership and aligned support for our priorities. 6. We will support and empower schools to be welcoming centers of family and community engagement.
4 Efficiency, Excellence and Accountability	**We will advocate for and utilize systems and resources that promote operational excellence, efficiency and accountability.**	7. We will allocate resources efficiently, equitably, and transparently to accomplish our priorities. 8. We will clearly and effectively communicate our use of resources to the greater community.

U-46's theory of action emphasizes equity in distribution of resources and a culture of innovation in order to prepare all students for success.
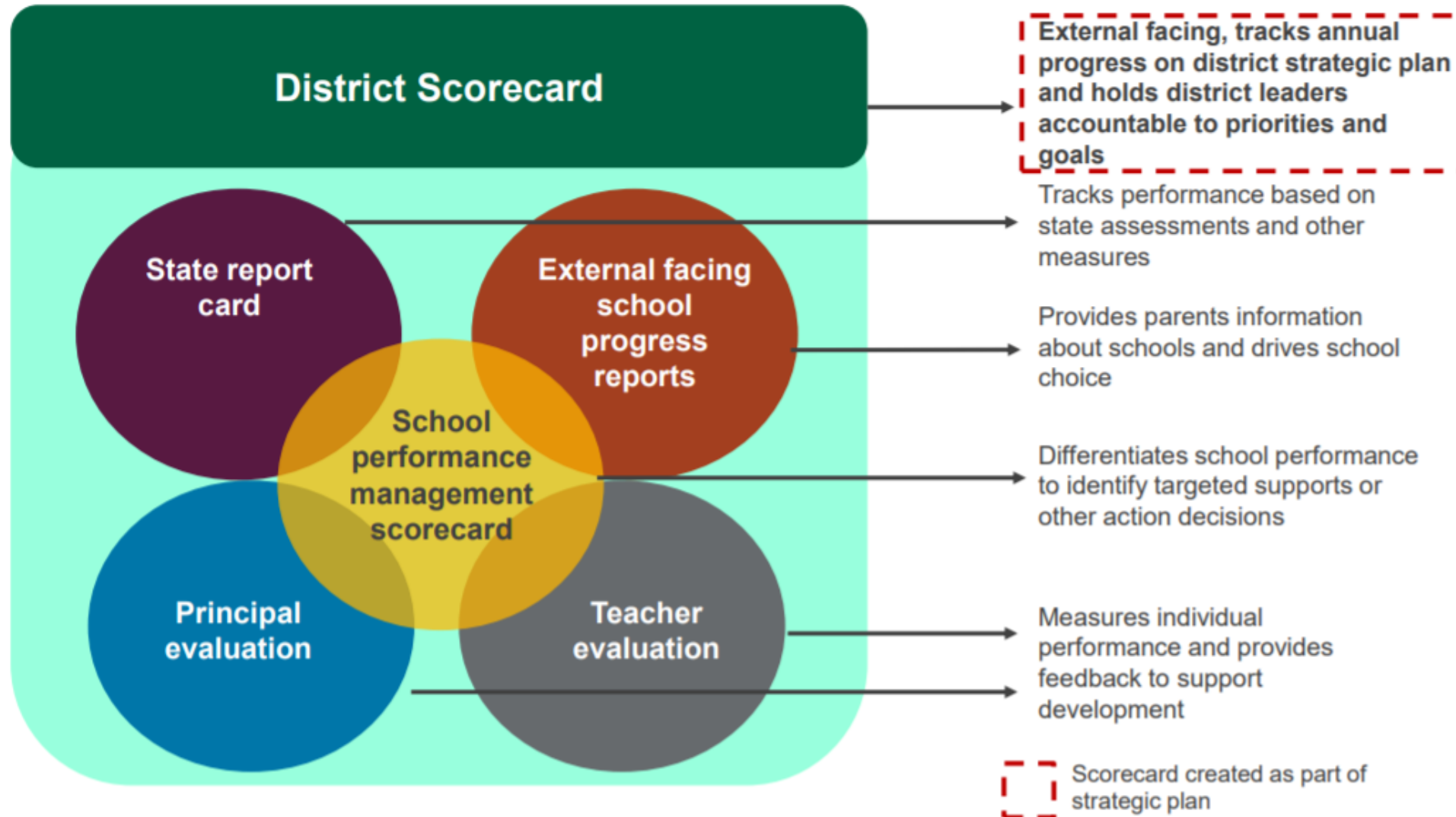
Theory of Action

IF WE…

- Hire, develop, and support team members at every level of the organization;

- Empower schools and school staff to use innovative techniques to meet the unique needs of their students and to engage parents and families;

- Promote a collaborative culture that results in increased flexibility at the school level and maintains accountability to high standards of performance;

- Ensure that district resources are distributed equitably and transparently;

THEN…

All students will have the experiences they need to graduate from U-46 and will be prepared with the skills necessary to compete and succeed in a global society.

The next phase involved the creation of a district scorecard (consisting of measurable goals) to measure progress.

Typical District Tools for Performance Measurement

District Scorecard
- External facing, tracks annual progress on district strategic plan and holds district leaders accountable to priorities and goals

State report card
- Tracks performance based on state assessments and other measures

External facing school progress reports
- Provides parents information about schools and drives school choice

School performance management scorecard
- Differentiates school performance to identify targeted supports or other action decisions

Principal evaluation / Teacher evaluation
- Measures individual performance and provides feedback to support development

Scorecard created as part of strategic plan

A number of work steps were involved in arriving at the current draft of external facing measurable goals.

Process Steps for Selection of Measurable Goals

Step 1:
Gather all potential metrics related to each priority
(70-100 metrics)

Step 2:
Refine metrics with steering committee based on relevance and applicability to U-46 *(~50 metrics)*

Step 3:
Further refine metrics with district leaders
(~30 metrics)

Step 4:
Final list
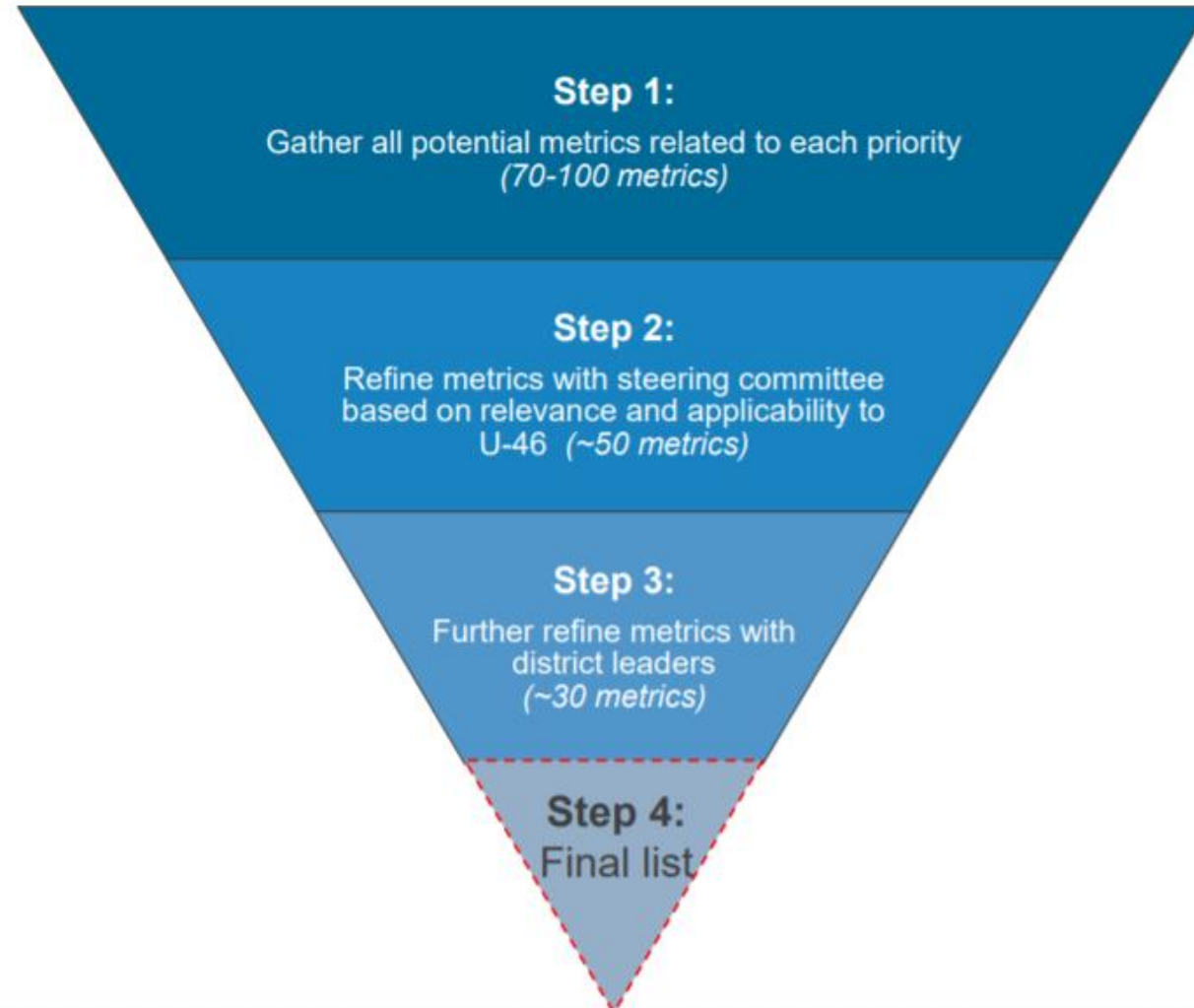
- Reduce by one half the percentage of students not proficient in meeting the kindergarten readiness benchmark for students enrolled in a district provided pre-K program as measured by letter identification.

- Reduce by one half the percentage of students not meeting the college readiness benchmark as measured by the spring administration of NWEA MAP for grades 5 and 7.
- Reduce by one half the percentage of 9th grade students who are not "on track" as measured by earning at least 10 semester credits in physical education/health, English, math, science or social studies with not more than 1 semester failure.
- Increase by 2% annually the number of elementary and middle school students meeting or exceeding annual typical growth targets measured by NWEA MAP for winter to winter term.
- Increase by 2% annually or attain 75% overall of students enrolled in a two or four-year college within 24 months of high school graduation.

- Increase unique high school students enrolled in AP/honors courses by 2% annually or attain 30% enrollment overall.*
- Increase high school students receiving industry credentials by 5% annually or attain 25% overall.*
- Reduce by one half the percent of students not graduating within 5 years.*

Increase the percentage of staff who rate principals as highly effective in creating a strong school culture.
- Increase annually the ratings of schools that communicate a clear vision as measured by 5Essentials survey.

Small Group Activity
How do we develop "Measures that Matter"?