



# 2023 School Report Card Update

November 6th

# U-46 Rising



Our moral imperative to change until all our systems measurably work for all children.

It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities.

Our focus must be on rigor, agency, and equity (and all systems must support).

We will become a choice district that inspires families to join us.

Our Challenge:

We need every student engaged in rigorous grade-level core instruction.

Our classroom learning environments will shift to Academic Teaming, where students develop and exercise agency by collaborating with peers on standards-aligned tasks using complex grade-level texts.

Our Collective Effort:

We will not locate deficits in our students, rather seek out deficits in our systems that generate our results.

Each of our systems must be measured and improved.

# 2022-2023 Priorities: Focus, Alignment and Execution

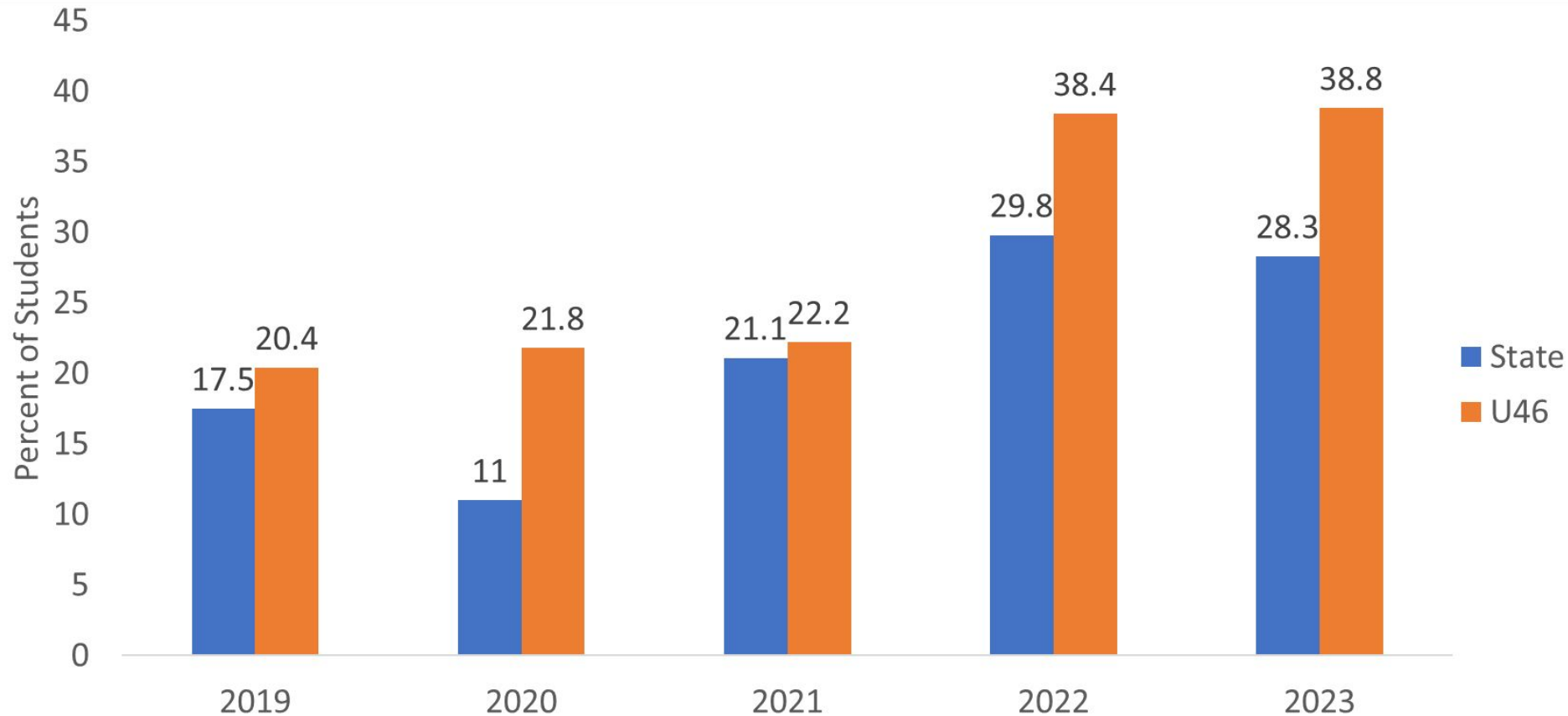


1. The task and student work are at the appropriate taxonomy level or higher and demonstrate the standard as it is intended.
2. Student teammates interact equally as they make connections between their learning and their teammates' learning.
3. We assess and provide feedback on what we value: deeper, authentic learning aligned to grade-level standards.
4. Our intervention and support systems align with core instruction and include early identification and exit based on real-time learning.

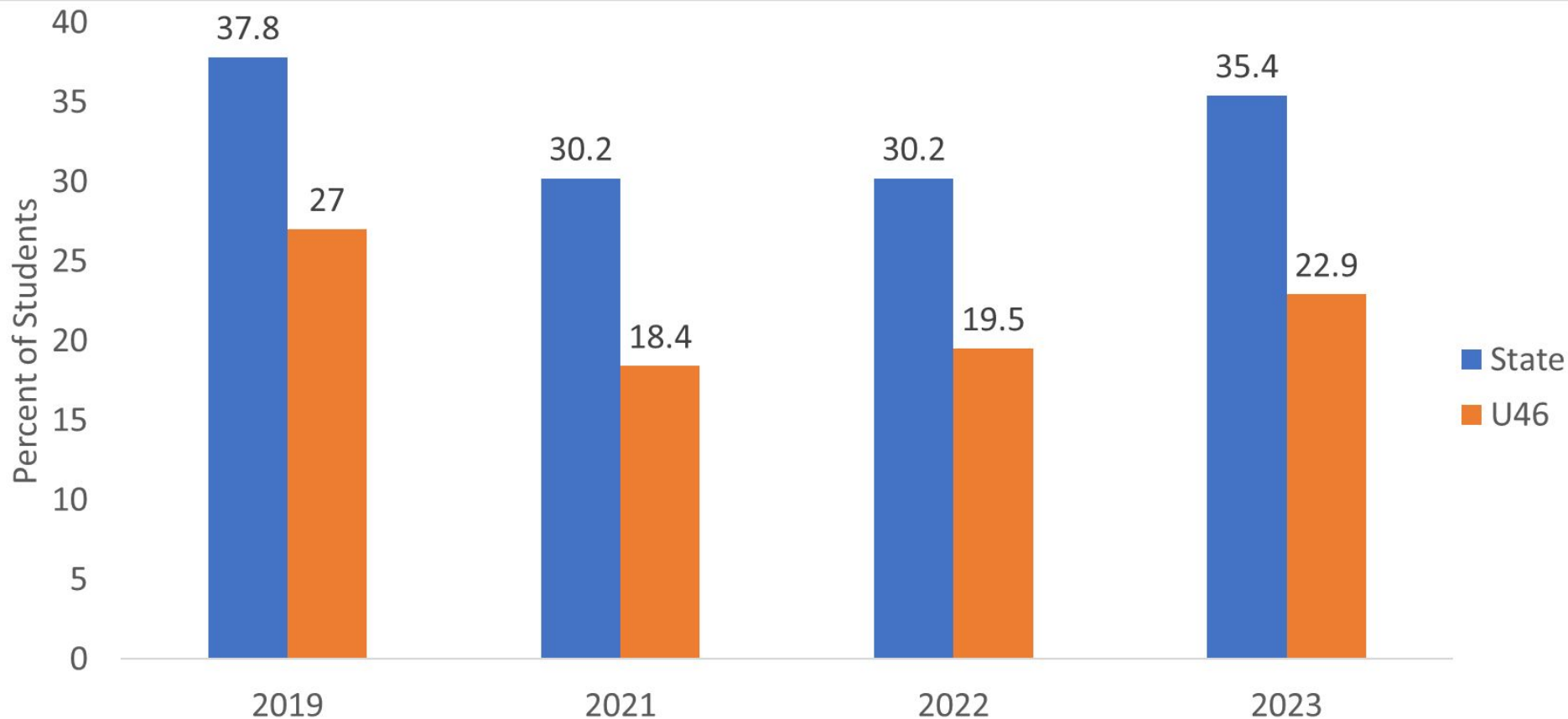
# 2023 State Report Card Data



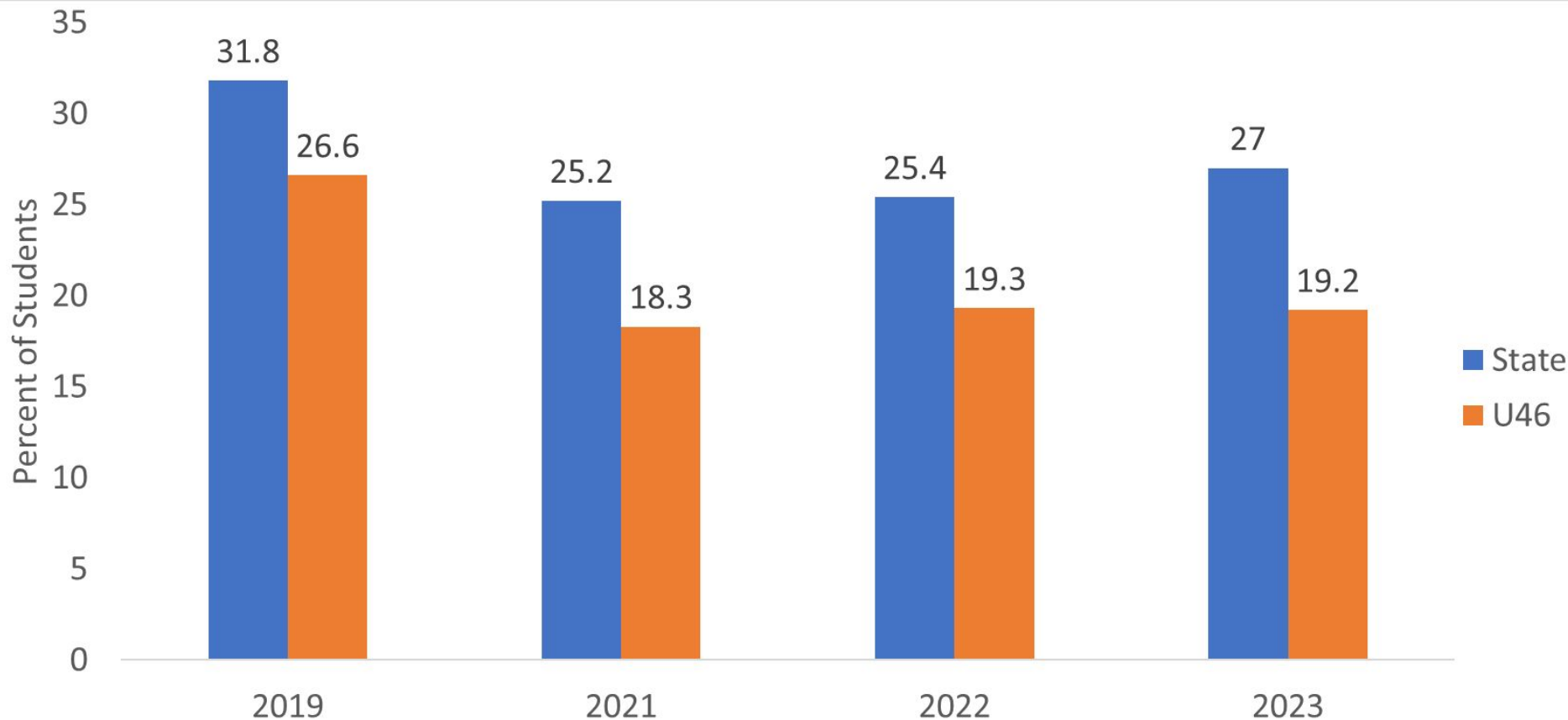
# Student Chronic Absenteeism - Absent for at least 10% of the year



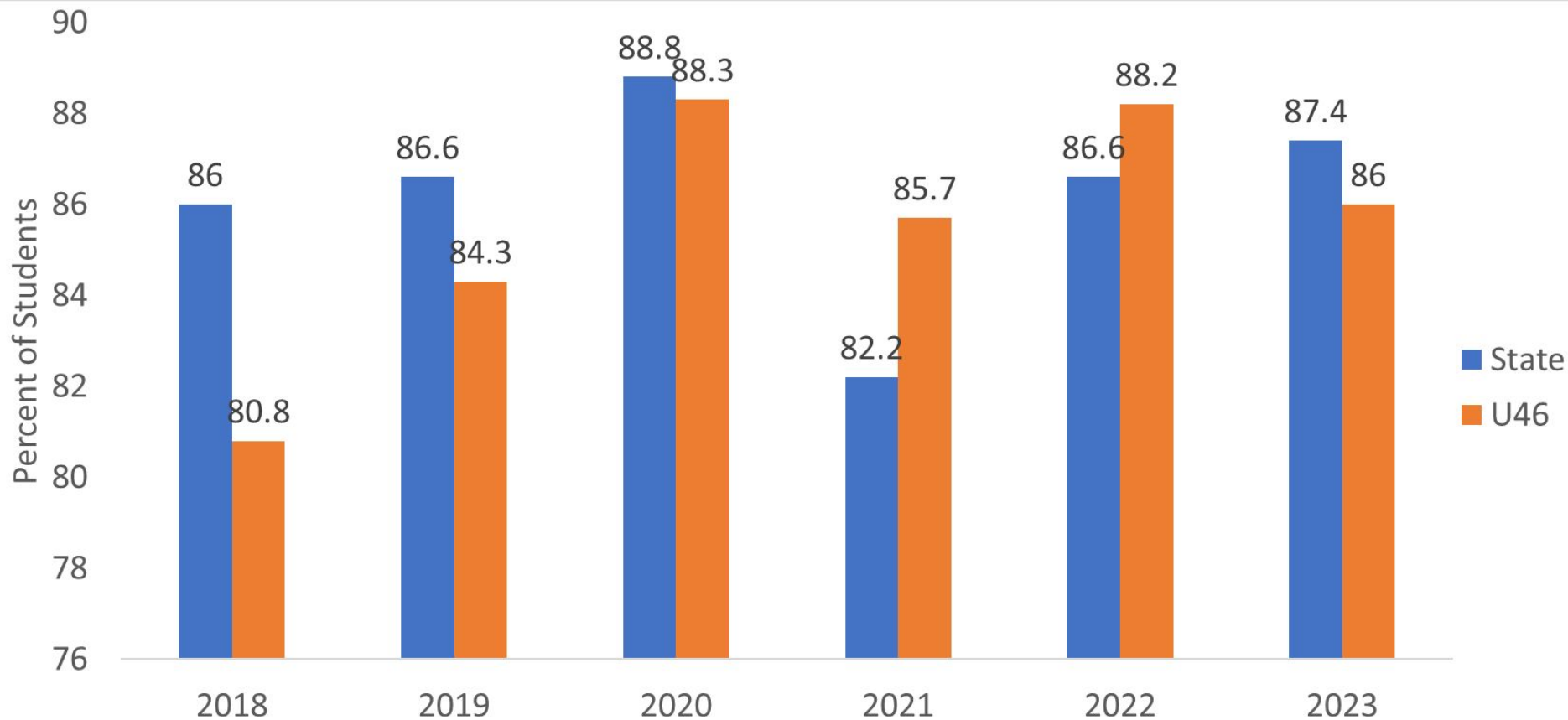
# IAR ELA - Percent Meeting State Standards



# IAR Math - Percent Meeting State Standards

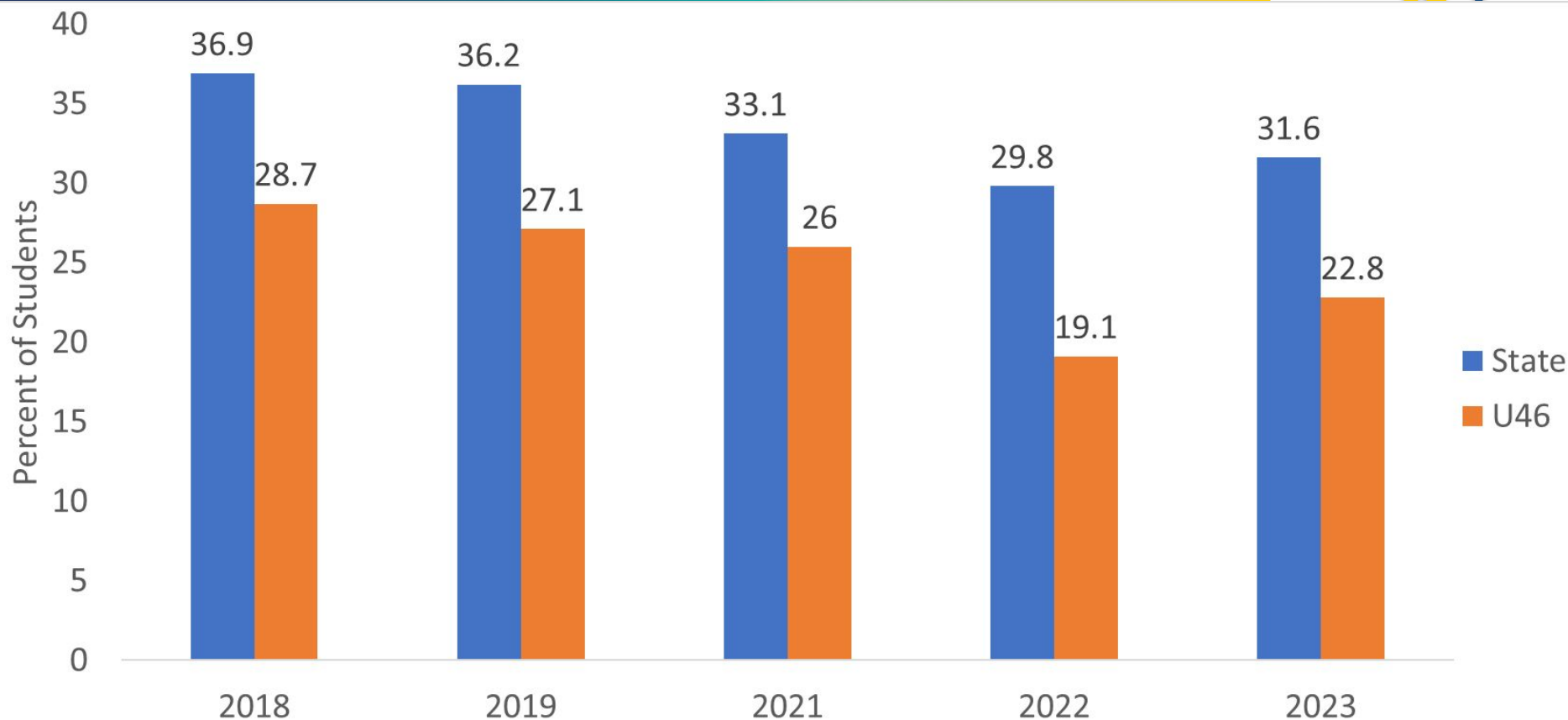


# 9th Grade on Track

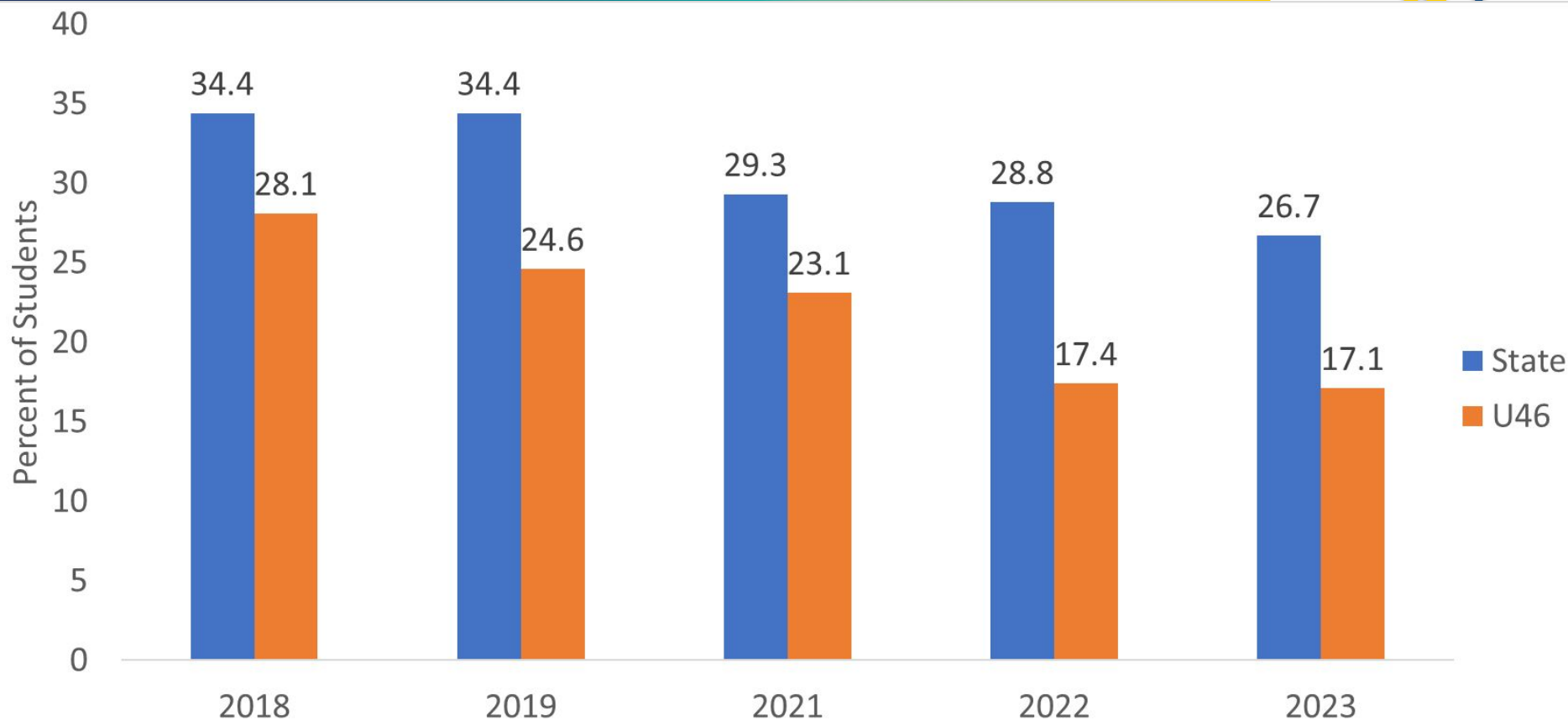




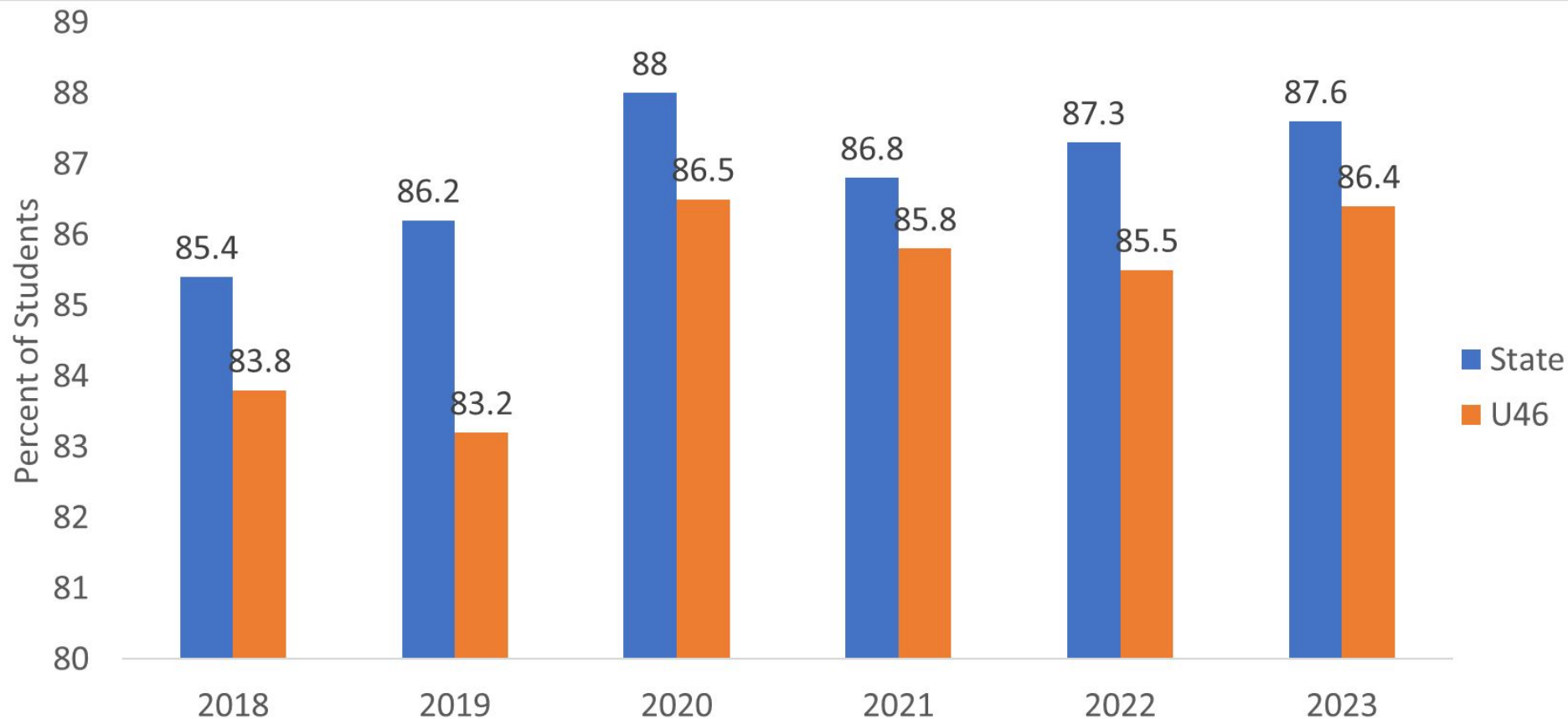
# SAT EBRW - Percent at 540 or above



# SAT Math - Percent at 540 or above



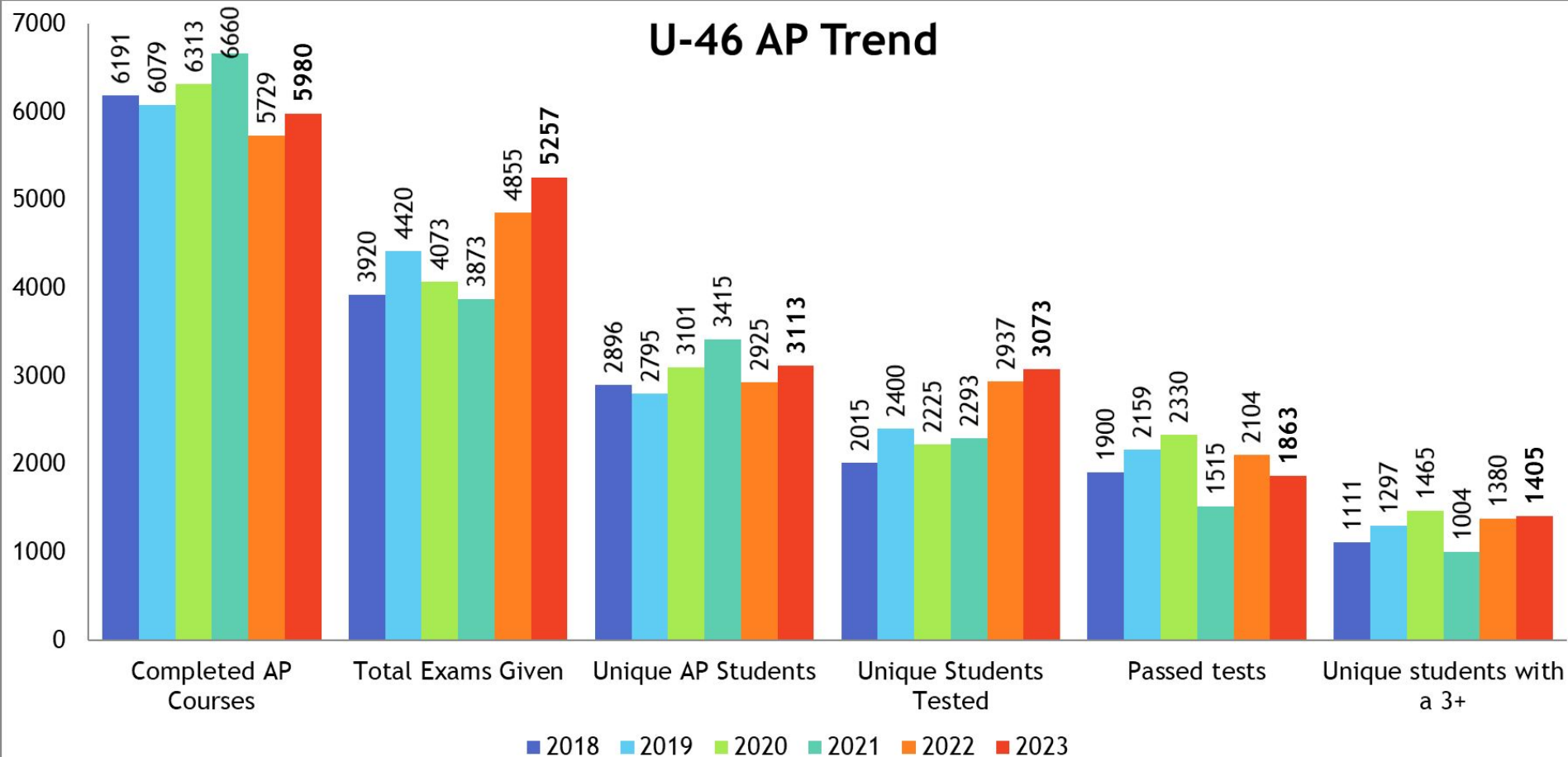
# 4-Year Graduation Rate



# Other Student Outcome Measures



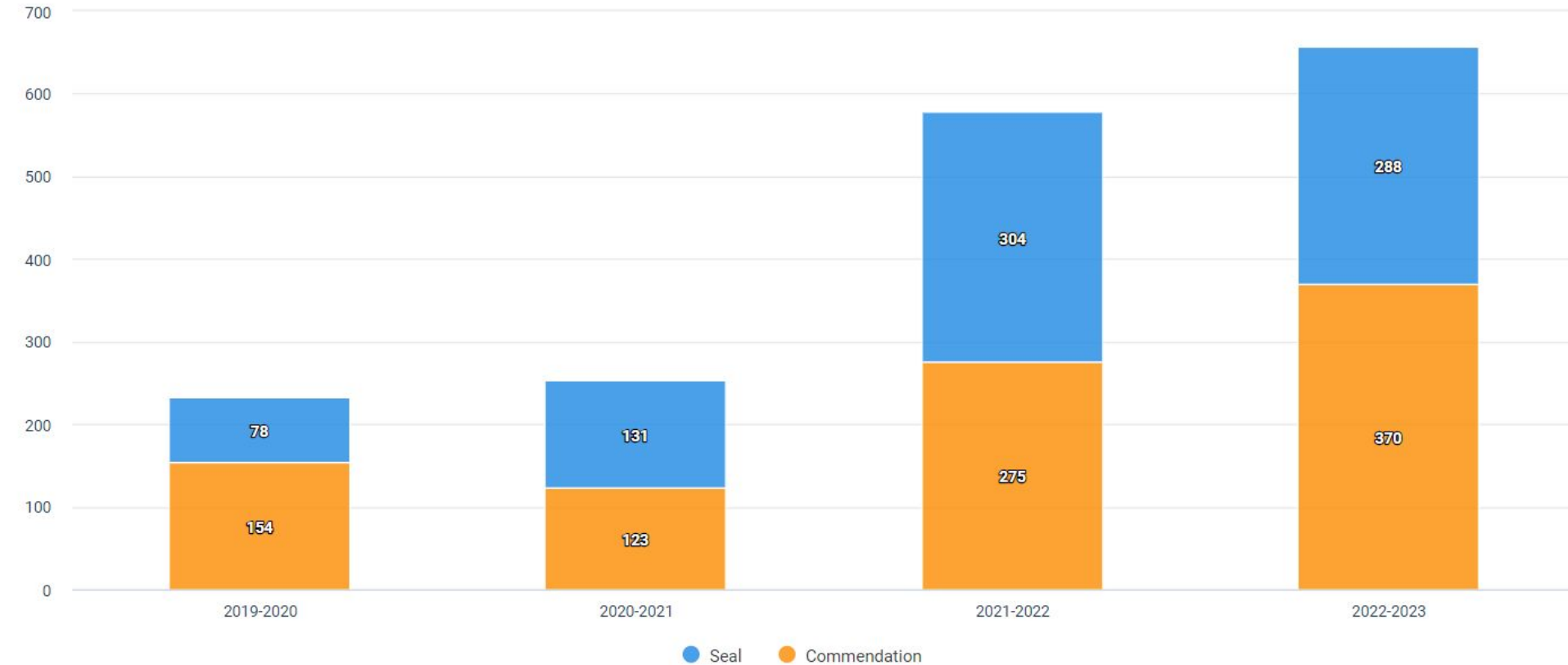
## U-46 AP Trend



# Seals of Biliteracy

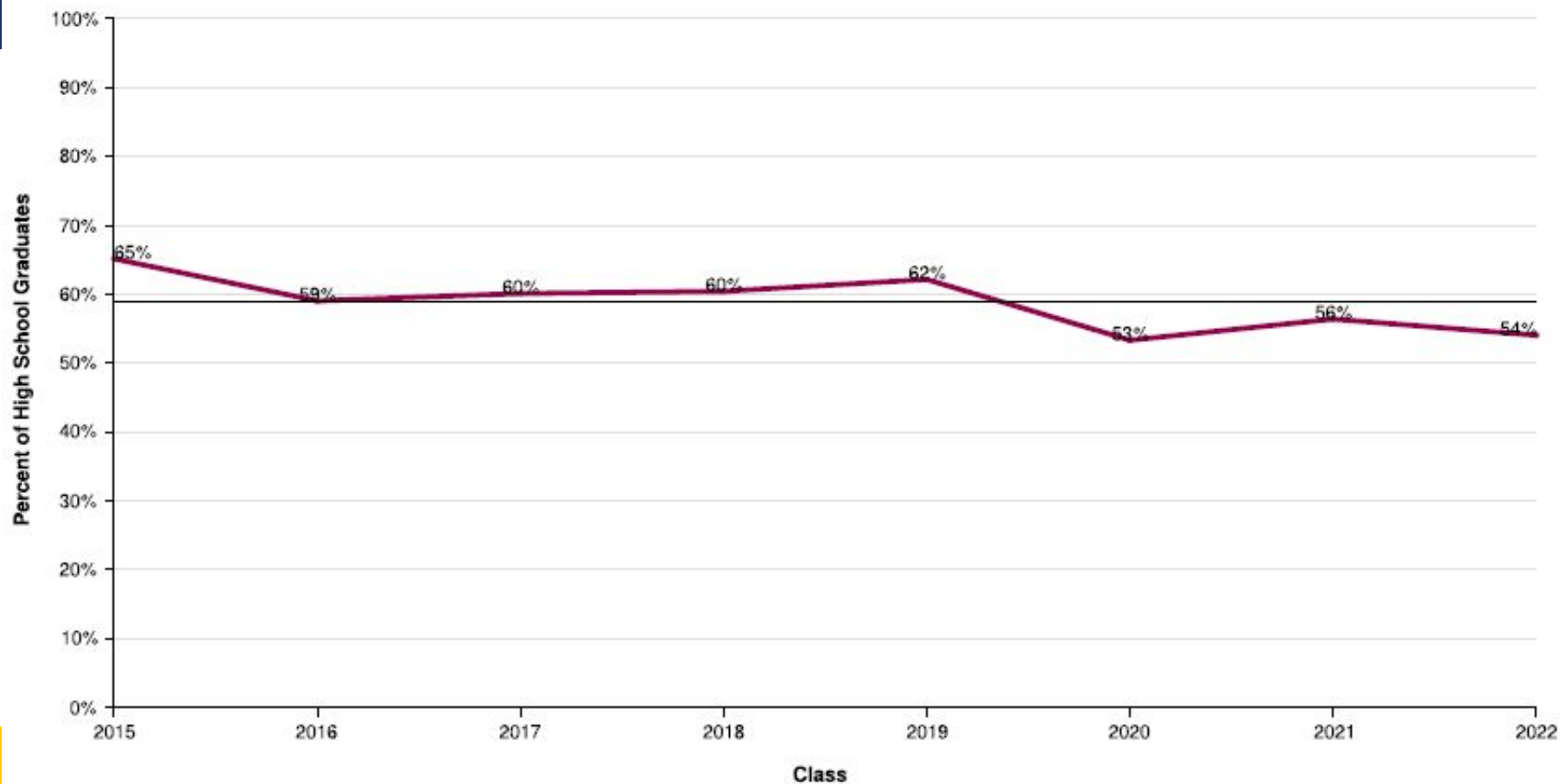


Total Awards Earned per Year

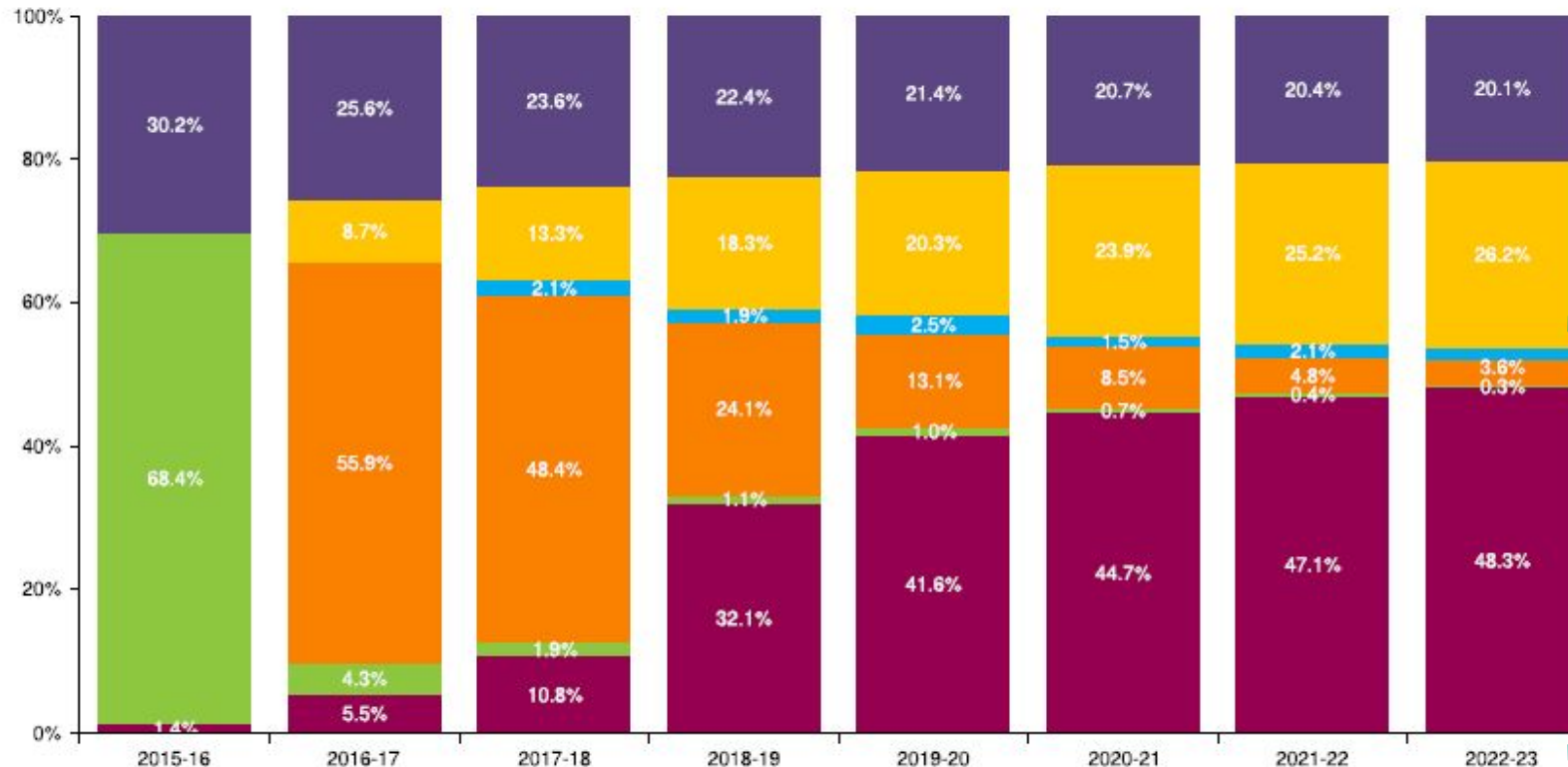


# Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = August 17, 2023



## Class of 2015 Postsecondary Enrollment and Progress



53.7% of students earned a degree or are still actively working towards one

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



# Summative Designations

2023



# What is an Annual Summative Designation?

16

- **Multiples measure** index of academic achievement and student success
- Given **annually** and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**
  - Including schools with student groups needing support in otherwise reasonably performing schools
  - A school **in school improvement status remains in status** for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress



# Five Annual Summative Designations

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## Exemplary

- Overall performance in the top 10% of all schools
- Must have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schools
- High schools must have a graduation rate higher than 67%

## Commendable

- Overall performance not in the top 10% of all schools
- Must have no targeted student groups at or below the “all students” group of the lowest-performing 5% of schools
- High schools must have a graduation rate higher than 67%

## Targeted Support

- One or more student groups performing at or below the “all students” group of the lowest performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic

### STUDENT GROUPS

#### Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

#### Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

**A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.**

## Comprehensive Support

- Overall performance in the bottom 5 percent of Title I-eligible schools statewide AND
- All high schools with a graduation rate below 67 percent AND
- All schools that have completed a full four-year Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the “all students” group in the lowest-performing 5 percent of Title I eligible schools at the end of the cycle

**A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.**

## Intensive Support

- A school that has completed a full four-year Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent Title I eligible schools in Illinois or is a high school that has a graduation rate of less than 67 percent or less at the end of the four-year improvement cycle.

**An Intensive Support designation initiates Intensive school improvement status and the school is subject to more rigorous state-determined action.**

# 5 Summative Designations



**Exemplary** - Overall performance in the top 10% of all schools

Must have no targeted student groups or below the "all students" group of the lowest-performing 5% of schools  
High schools must have a graduation rate higher than 67%

**Commendable** - Overall performance not in the top 10% of all schools

Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools  
High schools must have a graduation rate higher than 67%

**Targeted** - One or more student groups performing at or below the "all students" group of the lowest performing 5 percent of schools

Student Groups -Racial/Ethnic Groups, Children with disabilities, Economically disadvantaged students, English Learners, Former English Learners

**Comprehensive** - School overall in the bottom 5% of Title 1-eligible schools

All high schools with a graduation rate below 67 percent AND  
All schools that have completed a full four-year Targeted Support school improvement cycle, where the same student group was reidentified for Targeted support at the end of the cycle

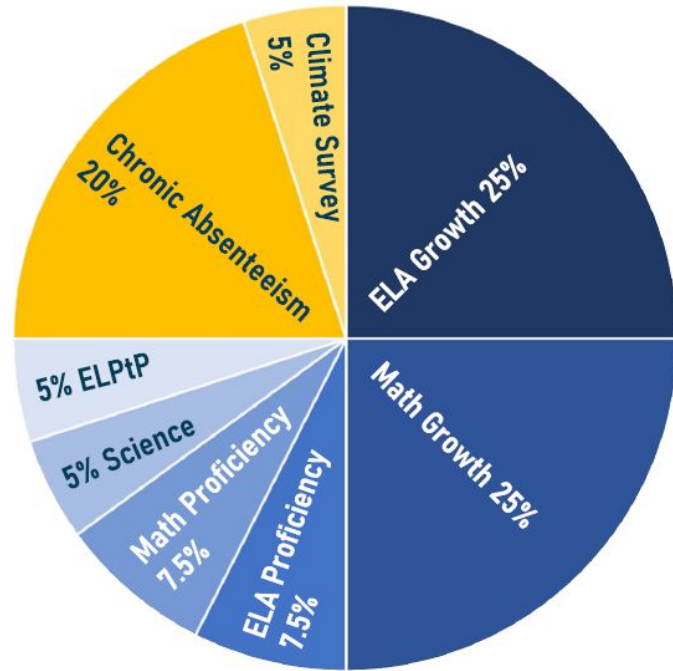
**Intensive** - School reidentified for Comprehensive support at the end of a 4-year improvement cycle

An Intensive Support designation initiates Intensive school improvement status and the school is subject to more rigorous state-determined action.

# 2023 Indicators and Weights

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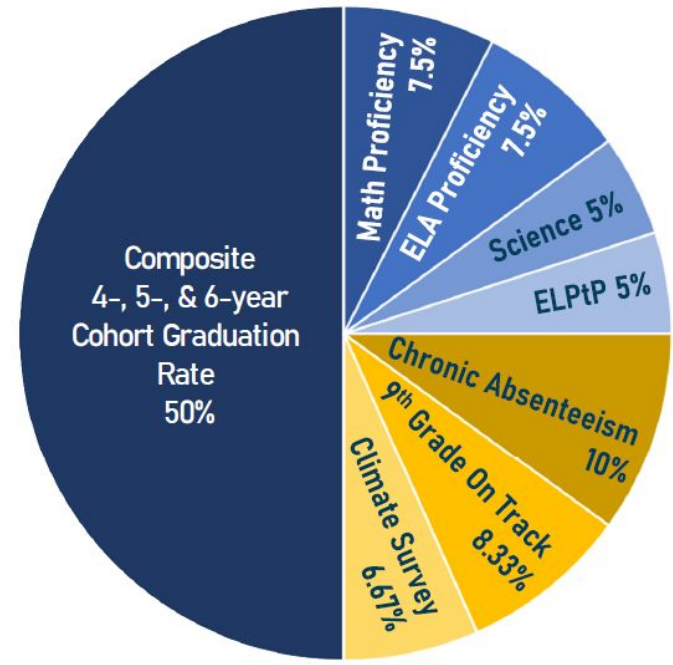
## Elementary/Middle Band (ES)



2023  
Data

(ELPtP)  
English  
Learner  
Progress to  
Proficiency

## High School Band (HS)







# 2023 ILLINOIS REPORT CARD

## UNDERSTANDING STUDENT GROWTH



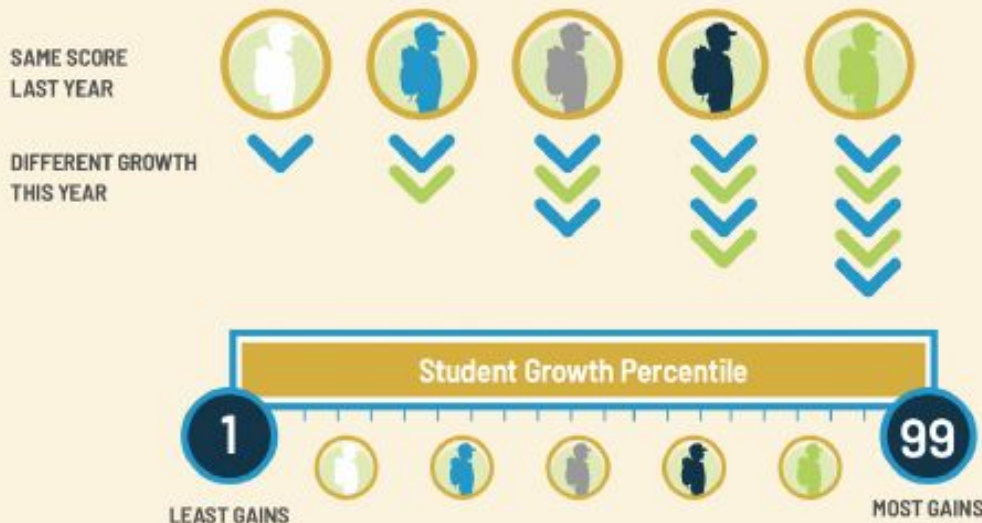
Illinois  
State Board of  
Education

### What is the Student Growth Percentile (SGP)?

The Student Growth Percentile (SGP) describes how much a student grew compared to their academic peers who started at the same level. An academic peer is a student in the same grade and the same subject with the same test score in the previous year.

Growth is responsive to changes in classroom structures and practices.

### SGP Compares a Student's Growth to Academic Peers in Illinois

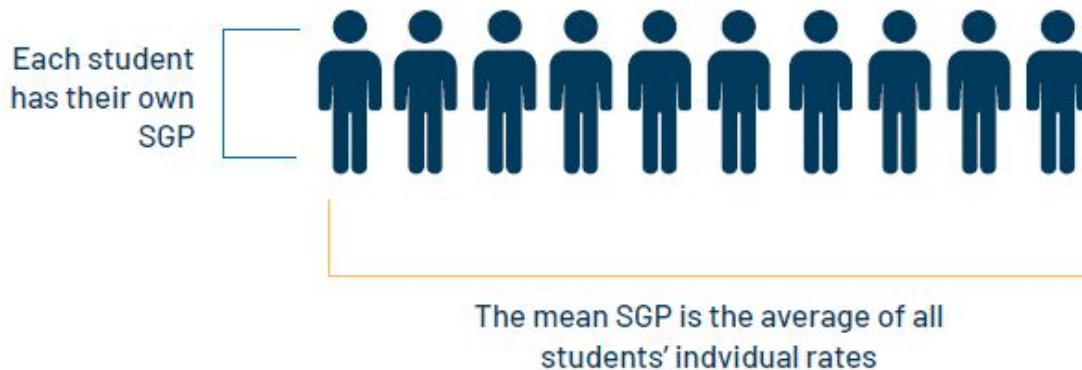


# Student Growth



## What is Mean SGP?

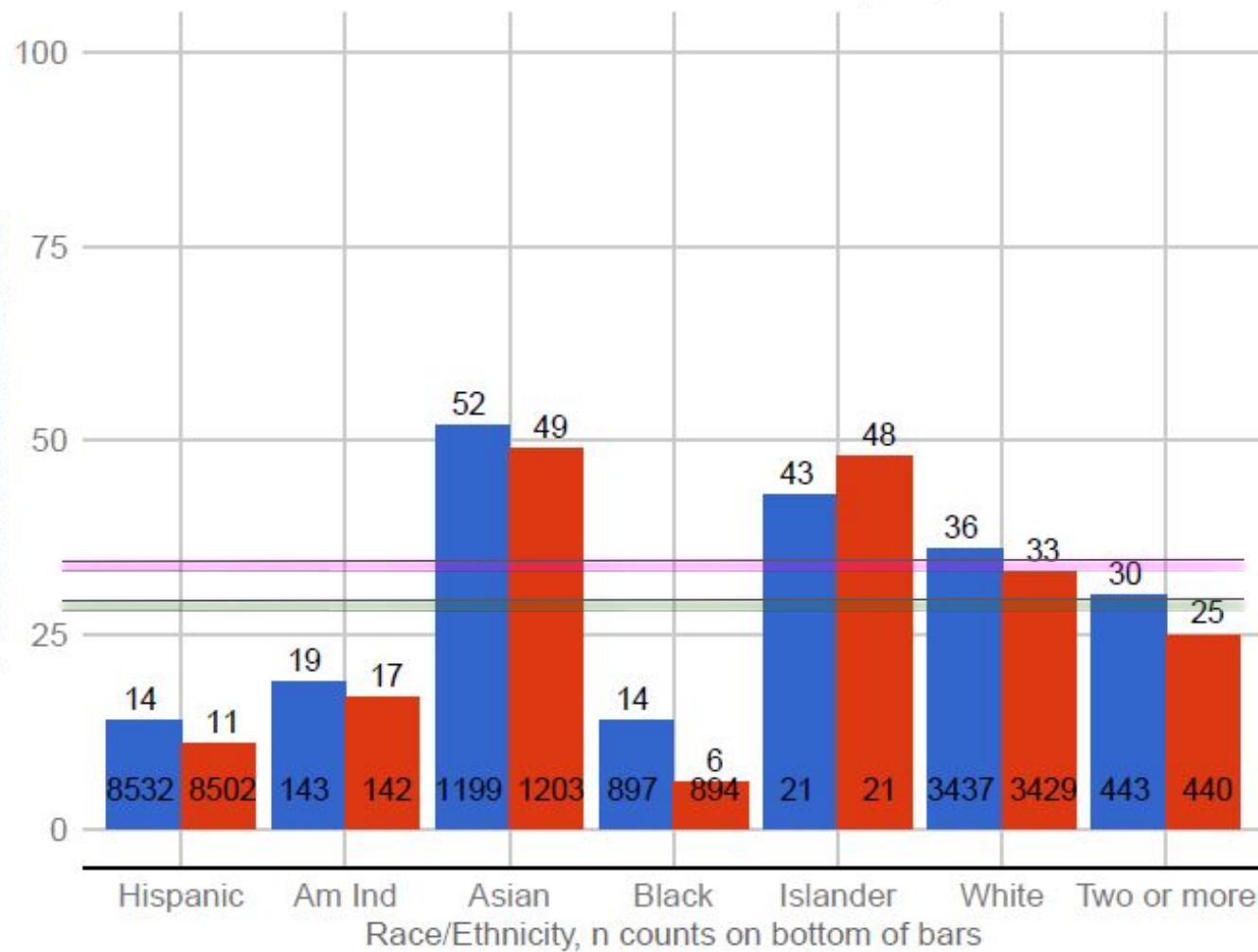
A school's mean SGP is the average of its individual students' SGPs. If 100 cars drive from Springfield to Chicago, each car's "SGP" would be its average rate of speed across the entire journey. The "mean SGP" would be the average of all 100 cars' individual rates. The mean SGP accounts for 50 percent of a P-8 school's annual summative designation.



# District 3-8 2023 IAR Proficiency by Race/Ethnicity



Percent of Meets and Exceeds



Content Area

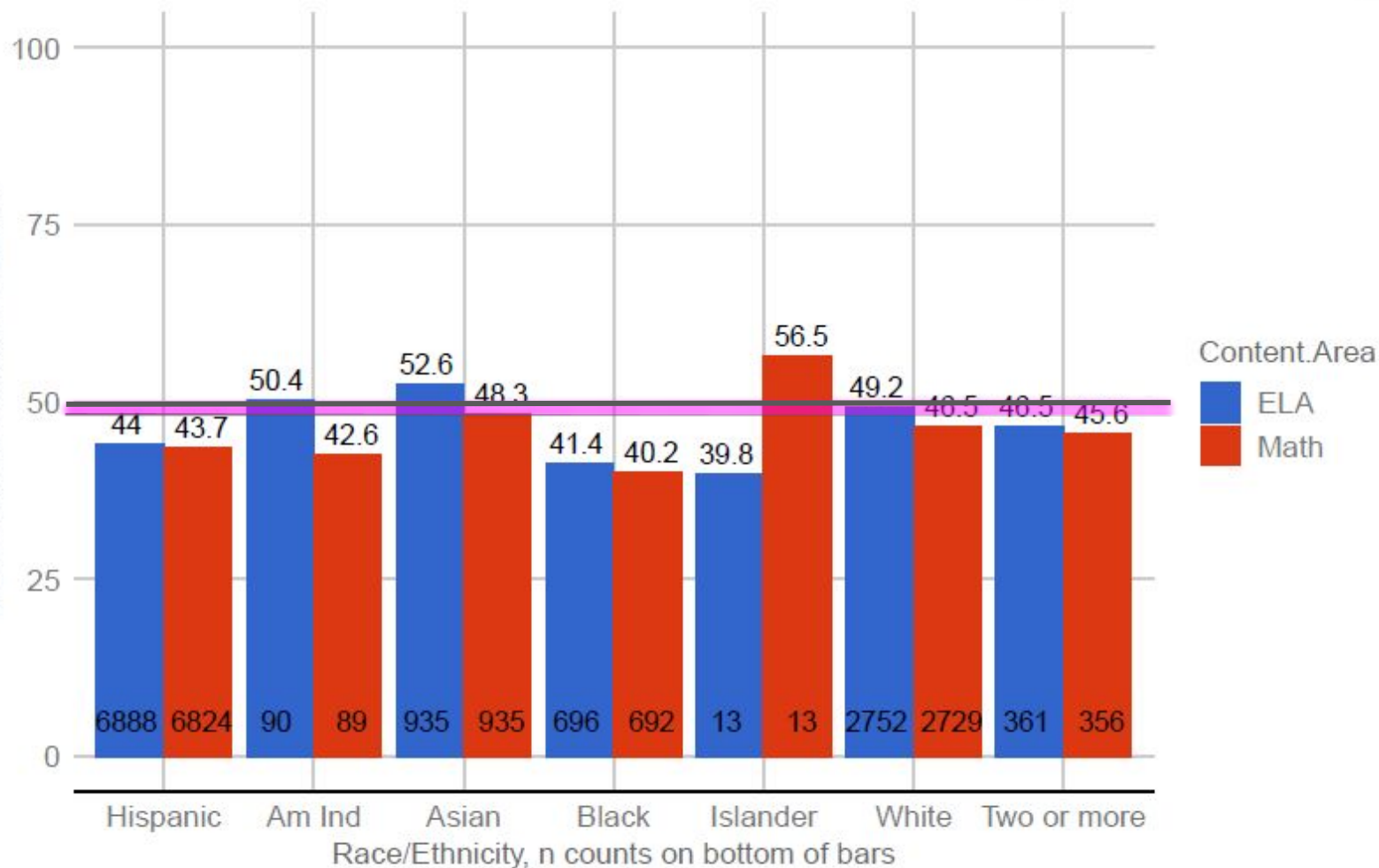
■ ELA  
■ Math



# District 4-8 2023 IAR Growth Percentiles by Race/Ethnicity



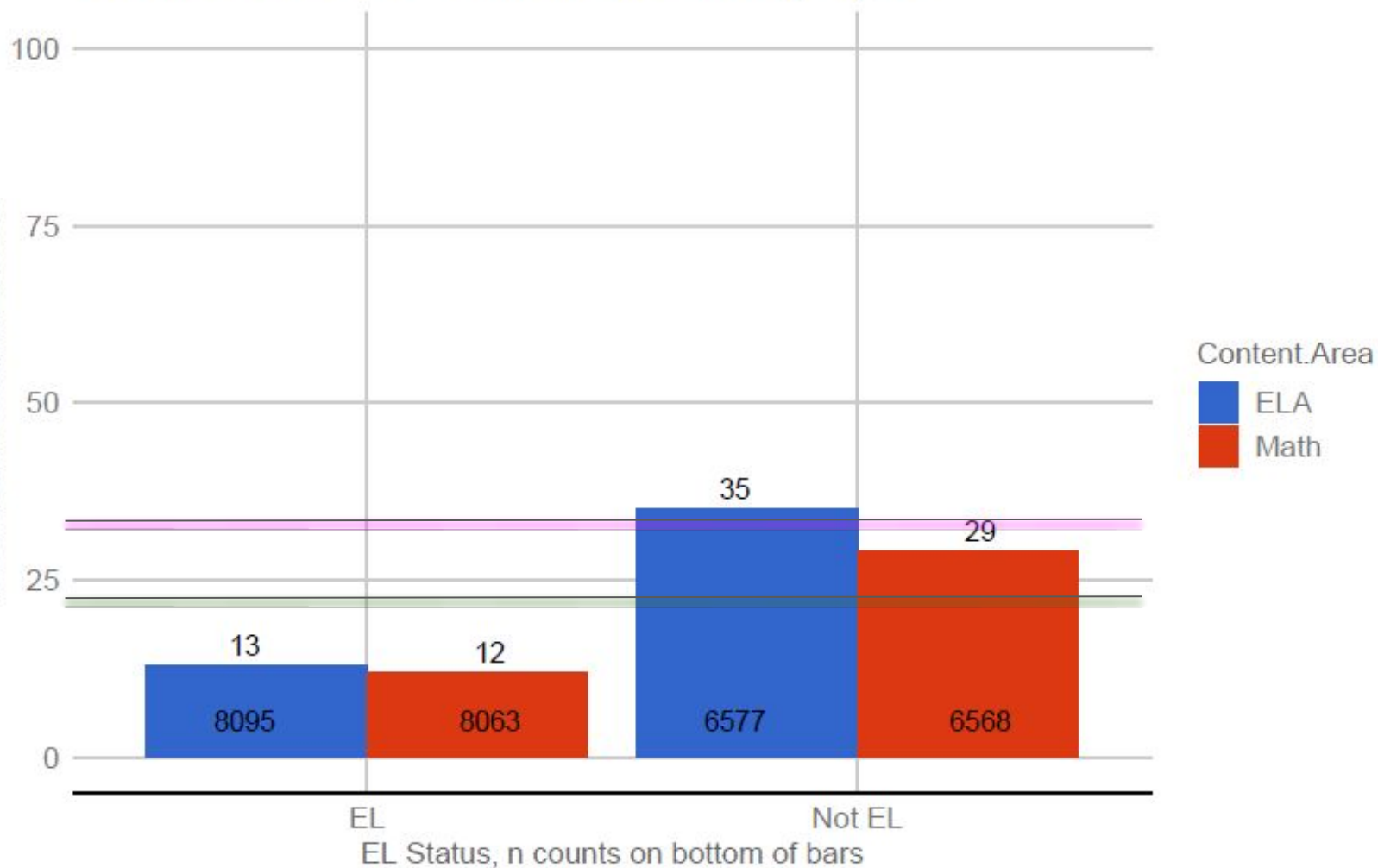
Mean Student Growth Percentile



# District 3-8 2023 IAR Proficiency by EL



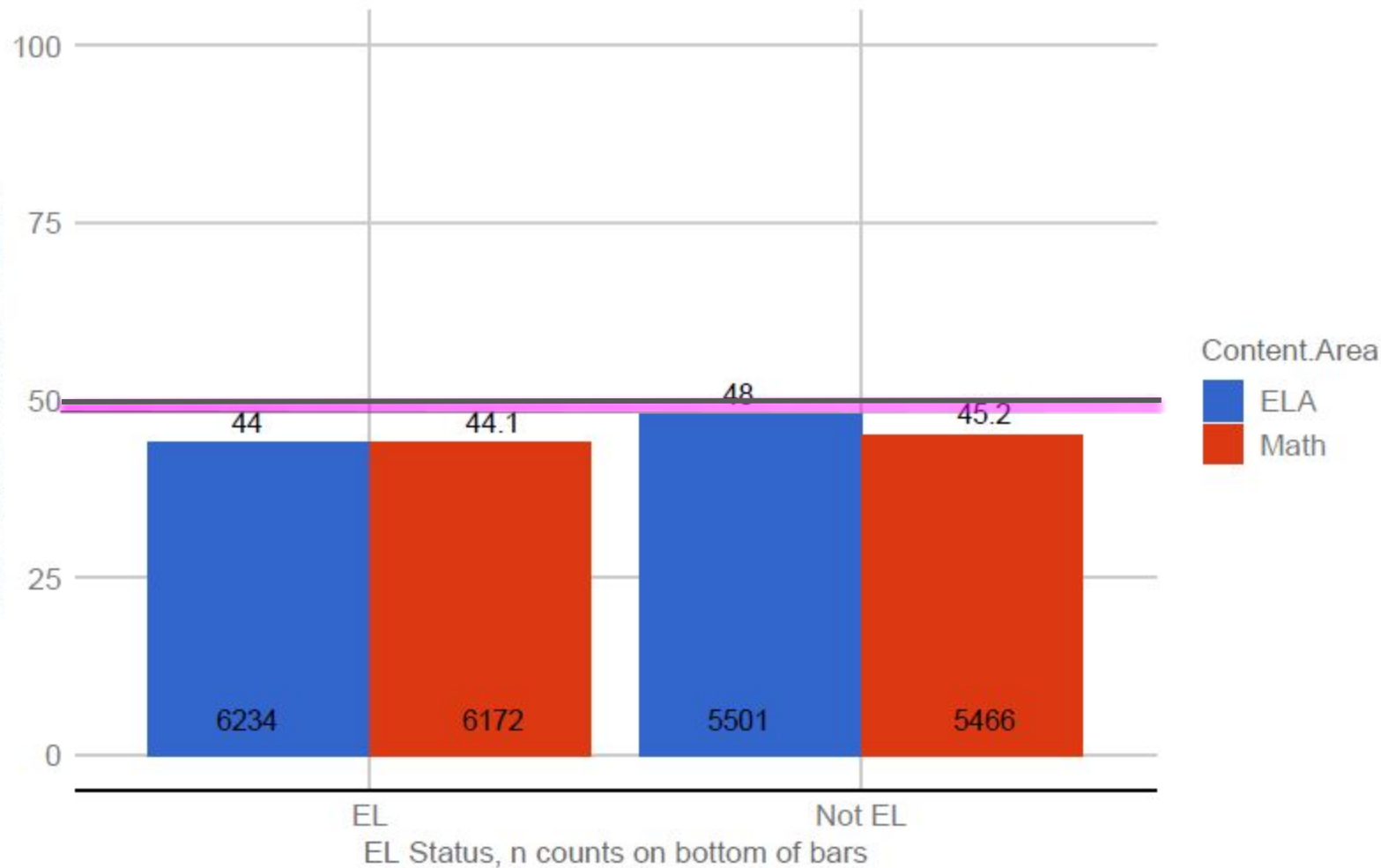
Percent of Meets and Exceeds



# District 4-8 2023 IAR Growth Percentiles by EL



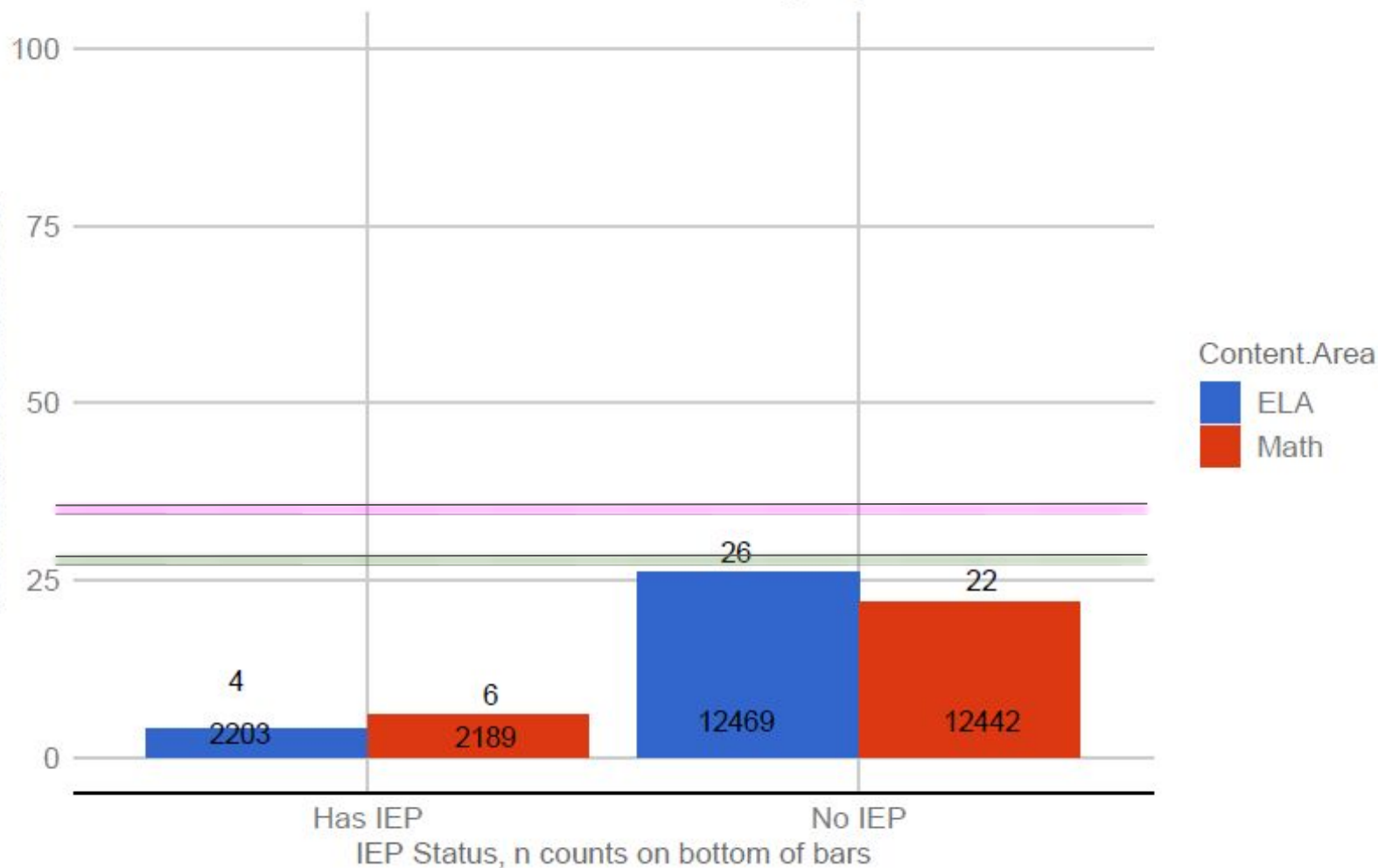
Mean Student Growth Percentile



# District 3-8 2023 IAR Proficiency by IEP



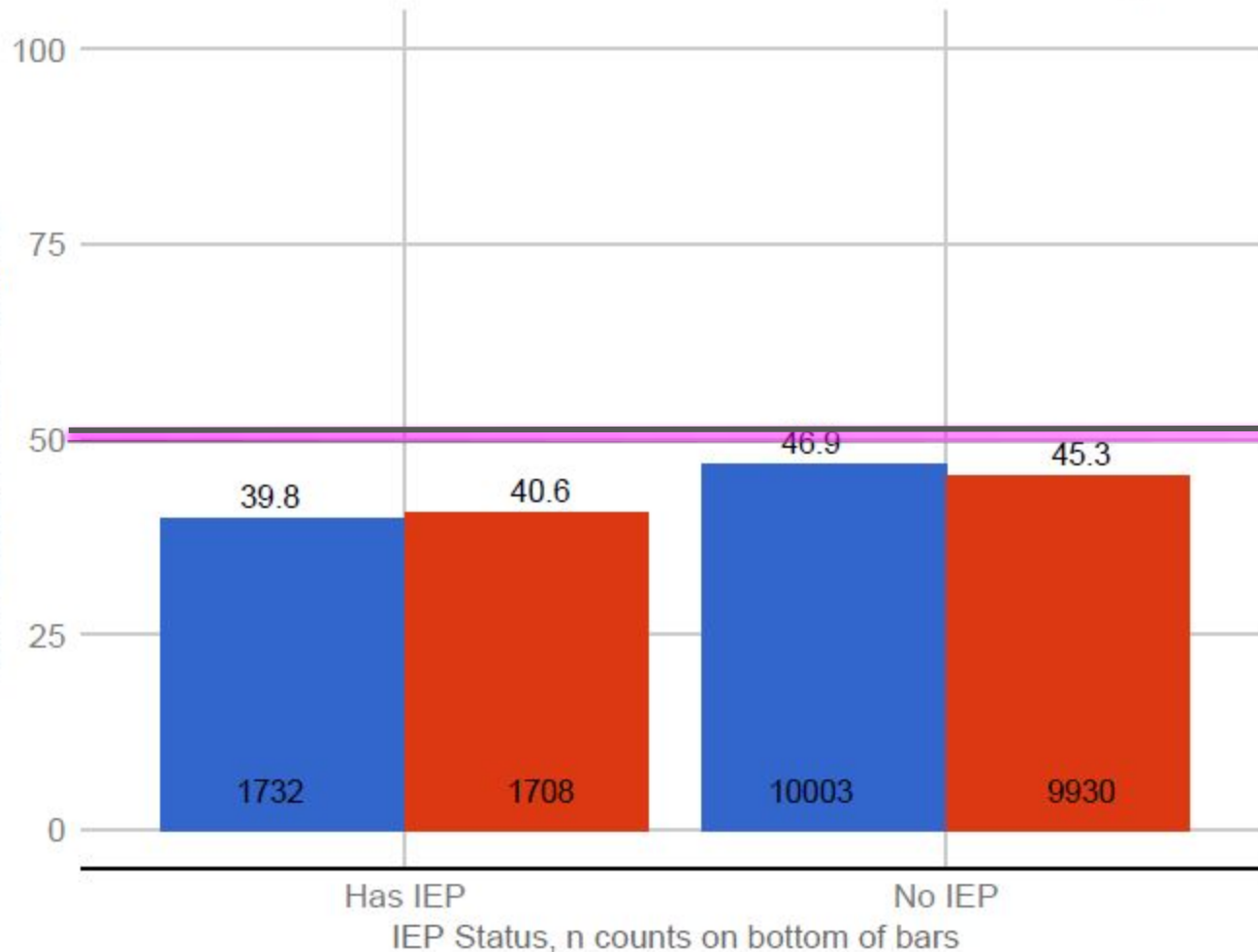
Percent of Meets and Exceeds



# District 4-8 2023 IAR Growth Percentiles by IEP



Mean Student Growth Percentile



Content.Area

■ ELA  
■ Math

# 5 Summative Designations



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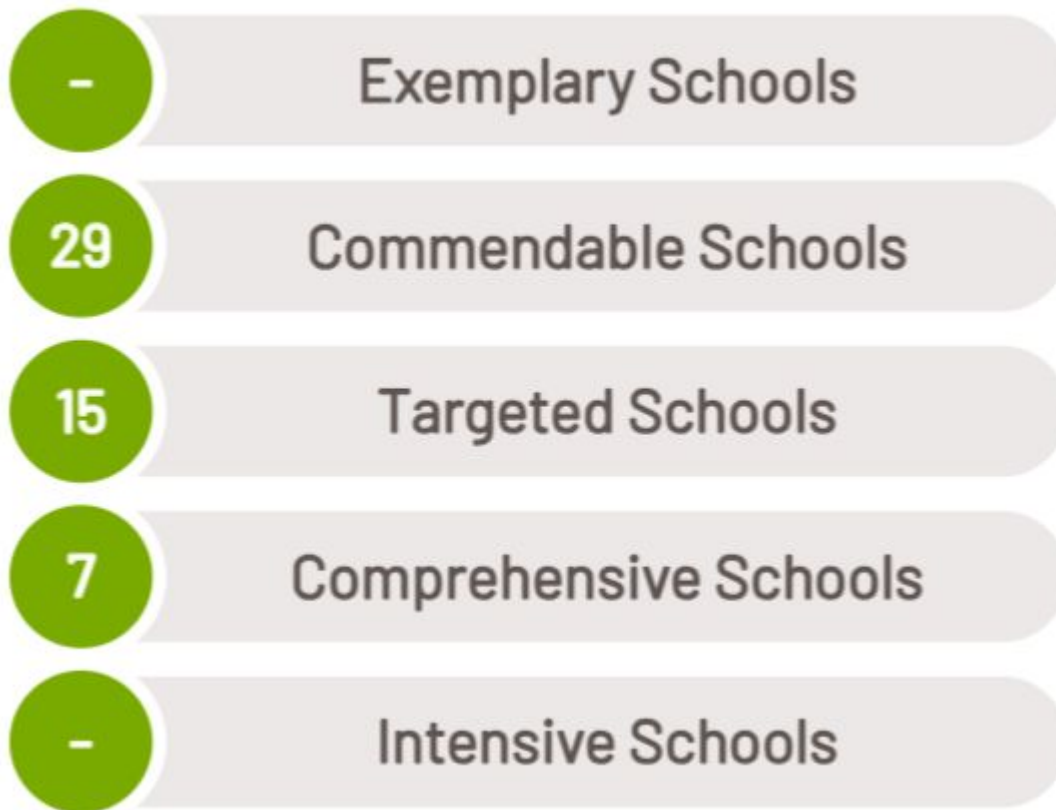
**Comprehensive** - School overall in the bottom 5% of Title 1-eligible schools

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# Annual Designations



# Commendable Schools



**Bartlett High**

**Bartlett Elementary**

**Laurel Hill**

**Ridge Circle**

**Elgin High**

**Centennial**

**Liberty**

**Spring Trail**

**Larkin**

**Fox Meadow**

**Lincoln**

**Sunnydale**

**South Elgin**

**Glenbrook**

**Nature Ridge**

**Sycamore Trails**

**Streamwood**

**Harriet Gifford**

**Ontarioville**

**Timber Trails**

**Eastview**

**Hanover Countryside**

**Otter Creek**

**Wayne**

**Kenyon Woods**

**Hilltop**

**Prairieview**

**Willard**

**Horizon**



# Targeted Schools



CWD (Children with Disabilities)		Black/African American	Low Income	EL (English Learners)
Ellis Kimball Century Oaks Clinton Coleman Creekside Heritage Highland Hillcrest Huff	Lords Park Lowrie McKinley Oakhill Washington	Kimball Century Oaks Washington	Kimball Century Oaks	Kimball

# Comprehensive Schools



Scored in the bottom 5%	A targeted group was reidentified from 2018
Abbott Channing	Canton Larsen Tefft Parkwood Ronald O'Neal

# Next Steps & Support for Targeted and Comprehensive Schools



- School Instructional Leadership Teams will complete a needs assessment through ISBE called the Illinois Quality Framework (IQF) with the support of ESC administrators and Executive Directors
- The IQF will help the teams drill to the root causes of their designation and plan for implementation for the next 3 years
- Targeted and Comprehensive schools will each receive grant funding from Title 1003(a) to support their efforts
- The Office of Schools, in partnership with Teaching & Learning and Equity & Innovation, will provide ongoing guidance and support, as deemed necessary.