

Superintendent Report
January 2017 Board Meeting
January 12, 2017

For this month's meeting, the following pieces of information are reviewed and submitted:

1. Late State Payments
2. PSAT Results, Fall 2016
3. Substitute Teacher Recommendation for 2017-18
4. Leadership Team Progress Report
5. Every Student Succeeds Act Update



1. Late Categorical Payments from the State of Illinois

Once again, the State of Illinois has failed to live up to its obligations, primarily because of a junior high, "line in the sand", lack of diplomatic dialogue and continued posturing by a few elected leaders.

As you can see from the transportation reimbursement pages, that we are owed \$197,727.24 and \$43,257.45 from the last mandated payments for Regular and Special Transportation from June of 2016, which are payments that are accounted for in last fiscal year.

To date, you will notice that we have NOT received ANY transportation reimbursements for this year. It is highly unlikely we will receive more than 2 payments this year.

The grand total owed now for 3 scheduled payments, for Transportation, is \$728,015.78.

Should this unconscionable, disloyal and distrustful treatment of public schools continue, the District will again be forced to borrow money to comply with state mandates to provide transportation to our students.

2. PSAT Results, NMSQT, Fall 2016

In preparation for the State change to SAT as the state required test for 11th graders, the District administered the PSAT to freshmen this past fall, and the NMSQT test to sophomores and juniors. We are still learning how to best interpret the results and the scale scores are certainly different than the metrics for ACT.

So far the key analysis from the Benchmark Statistics is that our 9th grade average exceeded the benchmark in both the tested areas, ERW (Evidence-Based Reading and Writing) and the MATH portions. You can see that the sophomores and juniors did not perform to the benchmark in Math.

3. Substitute Teacher Pay Recommendation for 2017-18

We currently have roughly 50 total names of possible substitute teachers on a current roster who have indicated that they would sub in Geneseo District 228. Of those, 8 will sub at any location and any grade level. The rest have placed stipulations, such as only a certain building, only a certain grade level, perhaps not PE or Art, etc.

Attendance continues to be a struggle for the buildings and our sub calling ability with inconsistent teacher attendance, coupled with the needs to substitute for a period or two for special education meetings. When examining the costs for substitute teachers looking at Year to Date comparisons from December 2013 through December 2016, the ranges of sub costs for teachers has been as follows:

December 2013	\$60, 737.79
December 2014	\$67,343.47
December 2015	\$53,315.36
December 2016	\$58,545.25

Certainly, many factors contribute to the reasons teachers are absent, but our ability to fill classrooms on certain days has become increasingly difficult. When you start to look at our ability to free teachers from classroom duties for things like Learning Walks, or student council activities, etc, in addition to illnesses and personal leave time, the building administration has suggested examining the current substitute teacher pay. (Finding substitutes for classroom paraprofessional aides is an entirely different dilemma, and with the additional number of special needs classrooms and individual student aide needs, this is also a difficult challenge weekly.)

Submitted for your review is a well prepared study and recommendation from Mr. Kashner and Mr. Gronski on behalf of the rest of the administrative team. *I would ask that you review this and consider approving it sometime this Spring for the 2017-18 school year.*

4. Leadership Team Progress Report

Included in this packet you see progress reports submitted by all the leadership teams, plus one submitted by the Geneseo Education Association officers. You can see some key words present in these reports such as “transition”, “communication”, and many other themes related to improved teaching and learning.

5. *"Every Student Succeeds Act" Update*

The Illinois State Board of Education continues to "vet" its draft plan for implementation of this new federal education law that replaces "No Child Left Behind". Included in this report is a more condensed summary of the much lengthier draft of the State Plan that Illinois must submit to the Department of Education. I will endeavor to answer any questions you may have. There are still two more public review events in the pipeline for additional review and commentary. We are working in an appropriate manner to prepare ourselves for possible changes we will be required to implement in 2017-18, though we are hopeful that because of the late timing of potential approval by the Department of Education, there may be some delays in full implementation.

FRIS INQUIRY

ENTITY NAME: GENESEO CUSD 228
PROGRAM: Transportation - Regular and Vocational
PROJECT: 2017 - 3500 - 00 - 28037228026

Disbursement Detail

EFT	Voucher Date	State FY-Voucher Number	Grant Year	Actual Disbursed	Recovered Funds	Net Disbursed	Processed By Comptroller*
	09/28/2016	2017-00015791		\$191,387.58	\$0.00	\$191,387.58	
	12/27/2016	2017-00045845		\$189,274.89	\$0.00	\$189,274.89	
Total:				\$380,662.47	\$0.00	\$380,662.47	
						Total Net Disbursements: \$380,662.47	

* Released within the next 2 business days

ENTITY NAME: GENESEO CUSD 228
PROGRAM: Transportation - Special Education
PROJECT: 2017 - 3510 - 00 - 28037228026

Disbursement Detail

EFT	Voucher Date	State FY-Voucher Number	Grant Year	Actual Disbursed	Recovered Funds	Net Disbursed	Processed By Comptroller*
	09/28/2016	2017-00016613		\$53,574.83	\$0.00	\$53,574.83	
	12/27/2016	2017-00046680		\$52,793.79	\$0.00	\$52,793.79	
Total:				\$106,368.62	\$0.00	\$106,368.62	
						Total Net Disbursements: \$106,368.62	

* Released within the next 2 business days

State Comptroller's Web Site

ENTITY NAME: GENESEO CUSD 228
PROGRAM: Transportation - Regular and Vocational
PROJECT: 2016 - 3500 - 00 - 28037228026

Schedule Date	Amount(Net)	Status	Processed By Comptroller*
09/30/2015	\$197,186.49	Disbursed (09/28/2015)	12/23/2015
12/30/2015	\$197,727.25	Disbursed (12/23/2015)	02/24/2016
03/30/2016	\$197,727.25	Disbursed (03/28/2016)	04/27/2016
06/15/2016	\$197,727.24	Disbursed (06/15/2016)	
Schedule Amt: \$790,368.23			

* Released within the next 2 business days

ENTITY NAME: GENESEO CUSD 228
PROGRAM: Transportation - Special Education
PROJECT: 2016 - 3510 - 00 - 28037228026

Schedule Date	Amount(Net)	Status	Processed By Comptroller*
09/30/2015	\$43,172.78	Disbursed (09/28/2015)	12/22/2015
12/30/2015	\$42,631.99	Disbursed (12/23/2015)	02/19/2016
03/30/2016	\$43,273.76	Disbursed (03/28/2016)	04/27/2016
06/15/2016	\$43,257.45	Disbursed (06/15/2016)	
Schedule Amt: \$172,335.98			

* Released within the next 2 business days

GRAND TOTAL OWED
(TRANSPORTATION)

\$ 728,015.78

Summary of Performance by Mean Total Score

Your students' total score performance is highlighted below. For additional performance metrics, including additional score and demographic breakouts, as well as individual student and test question performance, see your online reports.

Grade 8 – Total Score Statistics Student-Reported Demographic Breakdown

Mean Total Score
680 | 240 to 1240
Standard Deviation (SD) = 57



2 Total test-takers
0 Enrollment¹
0% Participation by grade

Grade 9 – Total Score Statistics Student-Reported Demographic Breakdown

Mean Total Score
893 | 240 to 1240
Standard Deviation (SD) = 147



197 Total test-takers
0 Enrollment¹
0% Participation by grade

District	State	Total Group
680	879	817
Standard Deviation (SD) = 57	Standard Deviation (SD) = 157	Standard Deviation (SD) = 149

District	State	Total Group
893	857	873
Standard Deviation (SD) = 147	Standard Deviation (SD) = 153	Standard Deviation (SD) = 161

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	680	57		100%
Female	N/A	—		0%
No Response	N/A	—		0%

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	897	161		50%
Female	889	132		50%
No Response	N/A	—		0%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	N/A	—		0%
Asian	N/A	—		0%
Black or African American	N/A	—		0%
Hispanic/Latino	N/A	—		0%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	640	0		50%
Two or More Races	N/A	—		0%
Other	N/A	—		0%
No Response	N/A	—		0%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	810	106		2%
Asian	1310	0		1%
Black or African American	N/A	—		0%
Hispanic/Latino	817	167		7%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	903	145		83%
Two or More Races	887	6		2%
Other	N/A	—		0%
No Response	N/A	—		0%

An additional 1 students, not in grades 8 and 9, took the test.
Find out their performance in the online reporting portal.

1. Participation is based on enrollment as reported by NCES data as of

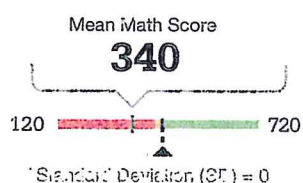
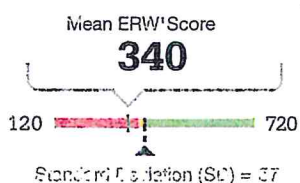
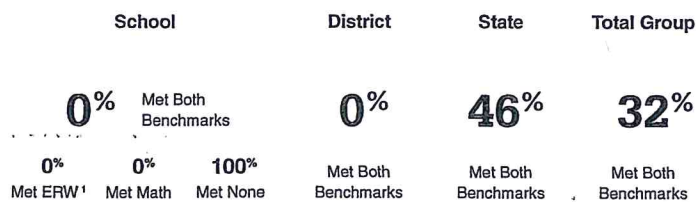
Summary of Performance by Benchmark

The College and Career Readiness Benchmark

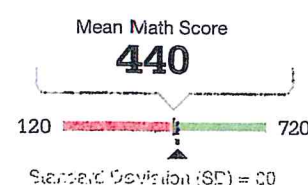
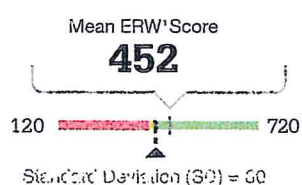
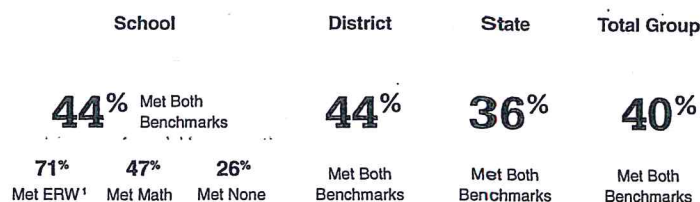
Students reaching their grade-level Benchmarks means they are likely on track to be ready for select first-year, credit-bearing college courses.



Grade 8 – Benchmark Statistics – Demographic Breakdown



Grade 9 – Benchmark Statistics – Demographic Breakdown



Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	0%	0%	0%	100%
Female	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	48%	68%	51%	30%
Female	40%	73%	44%	22%
No Response	N/A	N/A	N/A	N/A

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
White	0%	0%	0%	100%
Two or More Races	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	33%	67%	33%	33%
Asian	100%	100%	100%	0%
Black or African American	N/A	N/A	N/A	N/A
Hispanic/Latino	29%	57%	29%	43%
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A
White	48%	73%	51%	24%
Two or More Races	33%	100%	33%	0%
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

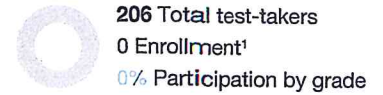
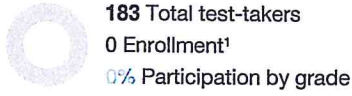
1. ERW = Evidence-Based Reading and Writing, which is 10 times the sum of the Reading Test and the Writing and Language Test scores.

Summary of Performance by Mean Total Score

Your students' total score performance is highlighted below. For additional performance metrics, including additional score and demographic breakouts, as well as individual student and test question performance, see your online reports.

Grade 10 – Total Score Statistics Student-Reported Demographic Breakdown

Grade 11 – Total Score Statistics Student-Reported Demographic Breakdown



District	State	Total Group
927	933	938
Standard Deviation (SD) = 175	Standard Deviation (SD) = 175	Standard Deviation (SD) = 173

District	State	Total Group
982	1002	1020
Standard Deviation (SD) = 165	Standard Deviation (SD) = 193	Standard Deviation (SD) = 166

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	903	195		50%
Female	950	150		50%
No Response	N/A	—		0%

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	973	176		49%
Female	993	155		50%
No Response	885	134		1%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	750	0		1%
Asian	N/A	—		0%
Black or African American	N/A	—		0%
Hispanic/Latino	910	0		1%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	766	92		3%
Two or More Races	N/A	—		0%
Other	N/A	—		0%
No Response	N/A	—		0%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	1095	7		1%
Asian	1090	156		1%
Black or African American	1060	0		0%
Hispanic/Latino	943	120		4%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	980	170		85%
Two or More Races	1023	101		1%
Other	N/A	—		0%
No Response	N/A	—		0%

An additional 8 students, not in grades 10 and 11, took the test.
Find out their performance in the online reporting portal.

1. Participation is based on enrollment as reported by NCES data as of

Summary of Performance by Benchmark

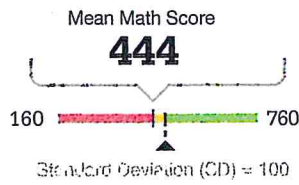
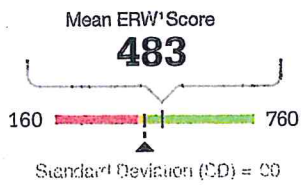
The College and Career Readiness Benchmark

Students reaching their grade-level Benchmarks means they are likely on track to be ready for select first-year, credit-bearing college courses.

█ Need to strengthen skills
 █ Approaching Benchmark
 █ Meet or exceed Benchmark
 █ Benchmark

Grade 10 – Benchmark Statistics – Demographic Breakdown

School	District	State	Total Group
38% Met Both Benchmarks	38%	40%	41%
72% Met ERW ¹ 40% Met Math 26% Met None	Met Both Benchmarks	Met Both Benchmarks	Met Both Benchmarks

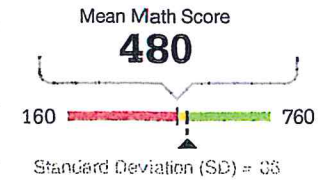
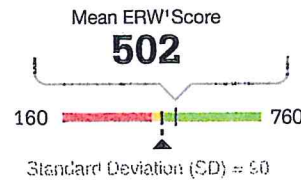


Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	40%	60%	44%	35%
Female	37%	84%	37%	16%
No Response	N/A	N/A	N/A	N/A

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	0%	0%	0%	100%
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic/Latino	0%	100%	0%	0%
Native Hawaiian/ Other Pacific Islander	N/A	N/A	N/A	N/A
White	0%	40%	0%	60%
Two or More Races	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

Grade 11 – Benchmark Statistics – Demographic Breakdown

School	District	State	Total Group
42% Met Both Benchmarks	42%	43%	46%
69% Met ERW ¹ 44% Met Math 30% Met None	Met Both Benchmarks	Met Both Benchmarks	Met Both Benchmarks



Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	45%	59%	48%	38%
Female	40%	79%	40%	21%
No Response	0%	50%	0%	50%

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	100%	100%	100%	0%
Asian	67%	100%	67%	0%
Black or African American	0%	100%	0%	0%
Hispanic/Latino	33%	78%	33%	22%
Native Hawaiian/ Other Pacific Islander	N/A	N/A	N/A	N/A
White	42%	67%	44%	31%
Two or More Races	33%	100%	33%	0%
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

1. ERW = Evidence-Based Reading and Writing, which is 10 times the sum of the Reading Test and the Writing and Language Test scores.



Rationale for Study: Similar to most school districts throughout our area, Geneseo School District is having difficulty finding substitute teachers in terms of total number of substitutes and being able to fill substitute positions on a daily basis. A study was conducted to determine how Geneseo’s substitute pay rate and procedures are in comparison to other Regional Office of Education School Districts.

Substitute Pay Comparables: The 24 school districts in the Regional Office of Education 28 boundaries consisting of Bureau, Henry, & Stark Counties were surveyed in regards to their daily substitute pay rate, long term substitute rate under 20 days and their long term substitute rate for 20+ days.

Substitute Pay (AVG)	Daily	Long Term-Sub Rate 10-19 Days	Long Term-Sub Rate 20+ Days
Geneseo CUSD #228	\$77.00	\$125.00	\$165.72
ROE BH&S Counties	\$87.00	\$133.45	\$153.50

Analysis: There is a wide gap of base substitute pay in the schools surveyed with the minimum being \$70.41 and the maximum being \$105.00. Geneseo’s daily substitute pay rate of \$77.00 is \$10.00 lower than the average daily rate of ROE BH&S county school districts. Geneseo ranks 14th of the 24 school districts surveyed based on their base daily substitute pay. Geneseo’s long-term substitute rate is slightly above \$9.00 which is under the average for the area, but \$12.00 above the average for long term substitute rate of 20 days and above.

Rate of pay is only one consideration of cost, as the amount of money it takes to qualify for your substitute certification needs to be factored into our situation as well. The upfront cost of obtaining substitute certification is over \$100.00 when factoring in license payment and fingerprinting.

Recommendation: While substitute teachers are incredibly valuable and needed, there is no substitute for the regular classroom teacher. Numerous studies have shown that student achievement declines each day the regular classroom teacher is absent. Therefore we recommend that the bargaining team review the number of sick days given and bargains to reduce that number.

The number of sick days notwithstanding, it is our recommendation that the district addresses the substitute pay rate. With our budget situation, it is not economically feasible to increase substitute pay rates to the average for the area, but steps can be taken to lessen the gap that currently exists.

Our committee recommends the following:

1 - Bargaining team studies and attempts to bargain the number of sick days permitted down from the current 18 allowed.

2 - Continue to promote and increase wellness initiatives and opportunities within the school district for all staff.

3 - Increase the daily substitute pay rate by \$3.00 for a total of \$80.00. Based on the number of substitutes utilized by the school district this would tentatively cost the district an additional \$5,620.00.

4 - To incentivize individuals to pursue their substitute certification we recommend the district provide a \$100.00 one-time payment after a new substitute has worked 10 days in the school district as a substitute. This payment would offset the cost of the certification the individual paid up front. Based on the number of new substitutes that usually apply this would tentatively cost the district an additional \$1,000.00 for new substitutes.

5 - To assist in emergency situations, it is strongly encouraged that individual buildings within the school district identify para-professionals that could be eligible for their substitute certification. Those buildings would be encouraged to utilize building funds to pay for those para-professional certifications and use them only in emergency situations.

GENESEO COMMUNITY UNIT SCHOOL DIST # 228
EXPENSE FYTD REPORT (Date: 12/2016)

FDTLOC	FUNC	OBJ	SJ	SOURCE	FUNC	LOC	OBJ	2016-17	2016-17	2015-16	2014-15	2013-14
								Original Budget	FYTD Activity	FYTD Activity	FYTD Activity	FYTD Activity
10E000	1100	1110	00	000000	REGULAR DIST	GENERAL	SUBSTIT	0.00	859.32	0.00	0.00	0.00
10E000	1125	1110	00	112500	Pre-K	GENERAL	SUBSTIT	939.00	38.50	115.50	616.00	38.50
10E000	1250	1110	00	120000	REMDIAL	GENERAL	SUBSTIT	150.00	0.00	107.80	0.00	0.00
10E000	1515	1110	00	000000	ACTIVITIES SUBS	GENERAL	SUBSTIT	891.00	608.20	173.20	363.70	0.00
10E000	1---	----	--	-----	*PROJECT	GENERAL		1,980.00	1,506.02	396.50	979.70	38.50
10E055	2990	1110	00	000000	LDRSHIP WRK	TEACHLEARN	SUBSTIT	1,000.00	38.50	0.00	0.00	0.00
10E055	2---	----	--	-----	*	TEACHLEARN		1,000.00	38.50	0.00	0.00	0.00
10E057	2990	1110	00	000000	LDRSHIP WRK	A3	SUBSTIT	1,000.00	0.00	0.00	0.00	0.00
10E057	2---	----	--	-----	*	A3		1,000.00	0.00	0.00	0.00	0.00
10E058	2990	1110	00	000000	LDRSHIP WRK	DRT	SUBSTIT	1,000.00	0.00	0.00	0.00	0.00
10E058	2---	----	--	-----	*	DRT		1,000.00	0.00	0.00	0.00	0.00
10E110	1110	1110	00	000000	ELEMENT	ATKINSO	SUBSTIT	100.00	0.00	30.80	0.00	0.00
10E110	1---	----	--	-----	*PROJECT	ATKINSO		100.00	0.00	30.80	0.00	0.00
10E120	1110	1110	00	000000	ELEMENT	MILLIKI	SUBSTIT	19,475.00	10,226.64	5,415.40	9,896.28	9,788.79
10E120	1205	1110	00	000000	LRN DIS	MILLIKI	SUBSTIT	672.00	102.00	192.40	154.90	115.50
10E120	1---	----	--	-----	*PROJECT	MILLIKI		20,147.00	10,328.64	5,607.80	10,051.18	9,904.29
10E120	2210	1110	00	000000	CURRICU	MILLIKI	SUBSTIT	3,000.00	679.50	808.50	169.40	484.50
10E120	2990	1110	00	000000	LDRSHIP WRK	MILLIKI	SUBSTIT	1,000.00	179.00	423.50	0.00	0.00
10E120	2---	----	--	-----	*	MILLIKI		4,000.00	858.50	1,232.00	169.40	484.50
10E130	1110	1110	00	000000	ELEMENT	NORTHSI	SUBSTIT	13,633.00	9,876.59	4,367.50	3,521.50	13,287.20
10E130	1205	1110	00	000000	LRN DIS	NORTHSI	SUBSTIT	1,078.00	63.50	25.00	551.50	770.00
10E130	1---	----	--	-----	*PROJECT	NORTHSI		14,711.00	9,940.09	4,392.50	4,073.00	14,057.20
10E130	2210	1110	00	000000	CURRICU	NORTHSI	SUBSTIT	2,000.00	385.00	962.50	256.00	215.00
10E130	2990	1110	00	000000	LDRSHIP WRK	NORTHSI	SUBSTIT	1,000.00	231.00	77.00	0.00	0.00
10E130	2---	----	--	-----	*	NORTHSI		3,000.00	616.00	1,039.50	256.00	215.00
10E140	1110	1110	00	000000	ELEMENT	SOUTHWE	SUBSTIT	30,000.00	4,642.00	5,919.34	4,330.60	2,541.00
10E140	1205	1110	00	000000	LRN DIS	SOUTHWE	SUBSTIT	406.00	63.50	74.10	154.00	616.00
10E140	1---	----	--	-----	*PROJECT	SOUTHWE		30,406.00	4,705.50	5,993.44	4,484.60	3,157.00
10E140	2210	1110	00	000000	CURRICU	SOUTHWE	SUBSTIT	1,300.00	731.50	641.00	346.50	1,078.00
10E140	2990	1110	00	000000	LDRSHIP WRK	SOUTHWE	SUBSTIT	1,000.00	654.50	192.50	0.00	0.00
10E140	2---	----	--	-----	*	SOUTHWE		2,300.00	1,386.00	833.50	346.50	1,078.00
10E200	1120	1110	00	000000	MIDDLE SCHOOL	M.S.	SUBSTIT	41,598.00	9,117.90	13,770.62	22,690.16	11,215.79
10E200	1120	1110	00	950000	MIDDLE SCHOOL	M.S.	SUBSTIT	25.00	0.00	25.00	0.00	0.00
10E200	1205	1110	00	000000	LRN DIS	M.S.	SUBSTIT	1,887.00	370.30	380.80	651.30	971.85
10E200	1510	1110	00	000000	ATHLETI	M.S.	SUBSTIT	1,276.00	175.00	742.40	538.60	546.00
10E200	1---	----	--	-----	*PROJECT	M.S.		44,786.00	9,663.20	14,918.82	23,880.06	12,733.64
10E200	2210	1110	00	000000	CURRICU	M.S.	SUBSTIT	1,173.00	1,084.50	691.00	416.70	1,692.20
10E200	2990	1110	00	000000	LDRSHIP WRK	M.S.	SUBSTIT	209.00	716.10	0.00	197.30	0.00
10E200	2---	----	--	-----	*	M.S.		1,382.00	1,800.60	691.00	614.00	1,692.20
10E300	1130	1110	00	000000	HIGH SC	HIGH SC	SUBSTIT	39,881.00	14,857.30	13,695.90	17,381.83	12,574.11

FDTLOC	FUNC	OBJ	SJ	SOURCE	FUNC	LOC	OBJ	2016-17	2016-17	2015-16	2014-15	2013-14
								Original Budget	FYTD Activity	FYTD Activity	FYTD Activity	FYTD Activity
10E300	1205	1110	00	000000	LRN DIS	HIGH SC	SUBSTIT	2,595.00	370.30	581.00	794.40	861.00
10E300	1400	1110	01	000000	VOCATIO	HIGH SC	SUBSTIT	147.00	0.00	0.00	138.60	184.80
10E300	1400	1110	03	000000	VOCATIO	HIGH SC	SUBSTIT	0.00	0.00	0.00	0.00	154.00
10E300	1400	1110	09	000000	VOCATIO	HIGH SC	SUBSTIT	150.00	0.00	92.40	77.00	22.50
10E300	1400	1110	10	000000	VOCATIO	HIGH SC	SUBSTIT	53.00	0.00	77.00	0.00	322.20
10E300	1510	1110	00	000000	ATHLETI	HIGH SC	SUBSTIT	6,402.00	1,395.90	2,505.20	2,161.00	1,111.55
10E300	1---	----	--	-----	*PROJECT	HIGH SC		49,228.00	16,623.50	16,951.50	20,552.83	15,230.16
10E300	2210	1110	00	000000	CURRICU	HIGH SC	SUBSTIT	3,400.00	1,078.70	1,228.00	1,936.20	1,427.30
10E300	2990	1110	00	000000	LDRSHIP WRK	HIGH SC	SUBSTIT	1,000.00	0.00	0.00	0.00	720.00
10E300	2---	----	--	-----	*	HIGH SC		4,400.00	1,078.70	1,228.00	1,936.20	2,147.30
1-----	----	----	--	-----	*EDUCATI			179,440.00	58,545.25	53,315.36	67,343.47	60,737.79

Number of Accounts: 35

***** End of report *****

TEAM	What are the three most satisfying accomplishments for your team in this first semester?	What are the two biggest challenges your team faces in the second semester?	What is the single, most exciting initiative you will be tackling second semester?
Teaching & Learning Team	TLT's most satisfying accomplishments for this first semester are: *creating the staff development inventory. *using teacher input and teachers' personal development plans to aid in designing focused inservice days based on needs. *reading, surveys and visits on 21st Century tech skills, spaces and mindset.	Two of TLT's biggest challenges for second semester are: *with only a February institute being all we have left as a platform to engage with the full staff, we are not sure how we are going to implement the rest of our goals for the remainder of the school year. *planning 21st Century skills and learning space professional development opportunities without a complete, clear district vision regarding 1) 21st Century/technology curriculum/aligned standards, 2) 21st Century labs versus non-21st Century classroom spaces, and 3) different types of one-to-one technology provided at different grade levels.	The single most exciting initiative we will be tackling second semester is providing development that will provide and encourage creative thinking about using our new spaces and teaching 21st Century Skills.
Data Driven Decisions	Our three most satisfying accomplishments for D3 this semester are as follows: the merger between members from DRT and A3, the D3 goal breakdown and designated project leaders, and the report on Appendix B stipends.	The two biggest challenges our team faces for second semester are as follows: further clarity in D3's role with assisting TLT on Individual Growth Plan data and limited data on Measured Progress assessments.	Our most exciting initiative for second semester will be tackling time lost in instruction and its impact on scheduling at both GMS and GHS.
GHS BLT	1. Growing as a team. We really think more as a collective unit now than ever before. 2. Having individual goals for each member has helped each individual member lead the team with a different topic and develop their own managing and leadership skills. 3. Because we all have individual teachers that we are assigned to, it has helped us stay close to our large staff and solve problems and answer questions as they come up. We think that we have a very positive school climate and culture, and we are always working towards maintaining and improving it.	Transitioning to a new principal, and round two of arena scheduling.	Project Leaf - in the long run, it is going to be awesome, and it is exciting to think of the potential and impact this project will have on our students, teachers, and all other stakeholders in D228. In the short-term, it creates many inconveniences.
Millikin BLT	1. Surviving another transition of principals. This transition has been seamless. 2. We have successfully navigated and implemented procedures/changes due to construction. 3. Cohesiveness within the building and morale is a positive. There is good collaboration among the building and among grade level team members.	1. The Rtl process is still something we want to continue to improve for 2nd semester. How can we continue to improve the system and supports and clarify things? 2. How will we use the new Learning Lab area? What will this look like? How will it be used and how can we navigate sign-up logistics?	1. Learning Lab! How exciting to have this new space to teach and learn! We cannot wait to get students into this space and have them help us to better define it.
GMS BLT	1. Getting a pilot group of learning walks completed and going from 1 PLC to now having 5 PLC's that are ongoing (SAMRi, Teacher Tech Tools, Peer Observation and 2 new ones that are instructional tool focused). 2. The science team meeting with Amy Sandgren to learn about the full implementation of NGSS. 3. The social studies department meeting with Dara Carr about the full implementation of SS standards.	1. Encouraging more teachers to participate in learning walks and the PLC's not only in our building but district wide. 2. Keeping a positive climate in the building with open communication since negotiations will be upon us.	Review of academic programs and the development of a technology plan involving grades 5-9. This will include working with the TLT and the GHS BLT.
NS BLT	1. Safe dismissal procedures, 2. responding to staff needs, 3. keeping goals at the forefront	Keeping all the meeting dates straight and with a purpose/focus, plan for construction and end of year (and plan for the beginning of the year)	Construction plan and planning for collaboration room
SW BLT	1. Expansion of Learning Walks to other buildings - we've received positive feedback from staff so far. 2. Staff input on Project LEAF/communication with other buildings for suggestions and ideas. 3. Communication between BLT and staff has been a two way street. New note taking method and consistent sharing of notes has initiated conversation on our leadership team initiatives.	1. Preparation for Project LEAF. 2. Next Steps with Science Curriculum	Project LEAF
GEA Officers	MS and HS teams meeting to collaborate TLT planning and PLCs growing ELT starting to get all 3 elem. on the same page	MS and HS Scheduling in the midst of bargaining Coordination of PLCs	Bargaining a contract that meets the needs of BOE and GEA Respectfully submitted...JDP Merry Christmas to all!

KEY POINTS

- State Board has just completed and transmitted Draft 2 of the Every Student Succeeds Act Plan for public review.
- In January and February Draft #3 should be available.
- The final Illinois Plan must be submitted to the federal Department of Education by April 1.
- The expectations are that schools make implementation a reality by August 2017.
- There are 5 different sections to the Every Student Succeeds Act:
 - Coordination and Consultation
 - Challenging State Academic Standards and Assessments
 - Accountability, Improvement and Support for Schools
 - Supporting Excellent Educators
 - Supporting ALL Students
- SAT Introduced in 2016-17 (Note that we in District 228 will have already administered the PSAT to 9th graders to begin the sequence of that suite for Geneseo High School students)
- PARCC will still be administered for students grades 3-8 (note that in Geneseo we will be administering the Measured Progress assessment in Reading and Math in the same grades. This is an SAT aligned assessment for Spring, Winter and Fall. We will first use in Spring, 2017)
- For *accountability*, you will note that student achievement rates on state assessments, plus English Language Proficiency, **plus 1 more** additional indicator must be used for accountability in Elem, MS, and HS buildings. Items such as discipline, chronic absenteeism, etc.
- You can also see in the Draft Plan Reader Guide that 8th/9th grade students on track to graduate on time is an important indicator across the state.
- A significant change could also be the different designated pathways for a diploma “marker” such as College Prep Pathway, or Career Prep Pathway. Those pathways are on p 18 of the Reader’s Guide provided. Please note that there are Career Indicators provided that Geneseo High School currently offers and with minimal impact, may continue, but others that may be Area Career Center discussions for future board meetings.
- It is helpful that both ACT and SAT scores are listed for academic indicators as we will have students who may access either or both tests.
- We remain diligent in keeping current with changes in the Draft language and it will definitely be a challenge to put full implementation in place for 2017-18 in light of the ongoing construction and personnel challenges we have been facing in D228 this past year.

Section 2: Challenging State Academic Standards and Academic Assessments

ESSA

WHAT DOES ESSA SAY?

Standards and Assessments Standards

States must demonstrate that their challenging academic standards are aligned with entry-level course requirements in the state's public system of higher education and the state's career and technical education standards.

Note: The US Secretary of Education cannot mandate, direct, control, coerce, or exercise any direction or supervision over standards adopted or implemented by the state.

Assessments

States must*:

- assess at least 95% of all students and include participation rates in the state accountability system;
- assess students annually in grades 3-8, and at least once in high school, in math and ELA, with science assessments required at least once in each grade span (3-5; 6-9; 10-12);
- not assess more than 1 percent of students using an **alternate assessment** for students with the most significant cognitive disabilities;
- make "every effort" to develop assessments in languages other than English that are present to a "significant extent" in its participating student population;
- use assessments that involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks;
- comply with civil rights laws to provide appropriate accommodations when necessary; and

States may:

- allow districts to use a locally-selected, nationally recognized high school assessment in place of the required statewide high school assessment;
- allow a nationally recognized entrance exam to substitute for the accountability assessment under the local choice option;
- apply to implement an **innovative assessment and accountability pilot**, which may include the use of competency- or performance-based assessments that may be used in place of the annual

ESSA

statewide assessments (flexibility will only be afforded to up to seven states, and a consortium not to exceed four states);

- use federal assessment funds to conduct audits of state and district assessment systems; and
- set a target limit on the aggregate amount of time that students spend taking assessments for each grade.

*ESSA maintains the federal requirement that 95% of students in a school participate in federally-required state assessments, but allows states to describe how that will factor into their accountability systems. The bill preserves the ability of states or locals to create their own laws governing parental decisions to opt their child out of participating in academic assessments. School districts are required to notify parents annually of the ability to receive any testing participation policy of the state or district.



Final Regulation: *Participation*

States that develop their own strategies for addressing “opt-outs” may employ different “sufficiently rigorous” approaches for dealing with different degrees of the low-test participation.

Learn more at ed.gov

State Assessment and Standard Requirements: Peer Review Process

NEW!

Challenging Academic Content Standards, Aligned Academic Achievement Standards, and Alternate Academic Achievement Standards are submitted through peer review at the federal level. This peer review process has been outlined below.

The U.S. Department of Education (US ED) oversees the peer review process for state assessments. States must submit for peer review upon US ED’s request or in the year after the first administration of any new or significantly revised assessment. States must submit evidence of:

- Statewide systems of standards and assessments,
- Assessment system operations,
- Technical quality,
- Inclusion of all students, and
- Academic achievement standards and reporting.

Peer reviewers with expertise in the above areas will comment on the state assessment processes. US ED will review these comments and will direct states to provide additional evidence or adjust their current systems.

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What's in the ISBE ESSA State Plan Draft #2?

Section 2: Standards and Assessments [Draft 2 pages 10-17]

State Assessment and Standard Requirements: Peer Review Process

Illinois, the Partnership for Assessment of Readiness for College and Careers (PARCC), and the Dynamic Learning Maps-Alternate Assessment (DLM-AA) submitted ELA and math assessments for peer review in spring 2016, and are awaiting feedback.

2.1 Challenging State Academic Standards

ISBE will continue to use the Illinois Learning Standards (ILS).²

² See isbe.state.il.us/ils/ for more.

2.2 Academic Assessments

ISBE administers the following high quality student academic assessments:

- 1 PARCC exams in ELA and mathematics in grades 3-8.
- 2 Beginning with the 2016-17 school year, the SAT, including a writing component, will be taken by all public high school juniors.
- 3 The Illinois Science Assessment, first administered in spring of 2016 for students in grades 5 and 8, and in high school (corresponding to the content of Biology I).
- 4 Currently, middle schools are provided with the option, using PARCC high school course-based assessments, to assess advanced students in mathematics with the content best aligned to their current coursework (e.g., Algebra I when a student is in middle school).

NEW!

Dynamic Learning Maps-Alternate Assessment (DLM-AA)

In Illinois, the Dynamic Learning Maps-Alternate Assessment (DLM-AA) is the alternate assessment for students with the most significant cognitive disabilities. The DLM-AA system is aligned to the ILS using the Essential Elements,³ and uses items and tasks that are embedded in day-to-day instruction. These students will demonstrate knowledge of the ILS by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student.

The DLM-AA system is built on an evidence-based design, and gives educators options to incorporate items into their daily instruction through an instructionally embedded option. “Evidence-based design” means that standards to be assessed are identified first, and then the evidence necessary to demonstrate the standard is chosen. Last, tasks designed to elicit this evidence are created.

NEW!

Universal Design for Learning

The DLM-AA system uses the Universal Design for Learning Principles (UDL) to develop and administer the assessment, using technology. **UDL is a scientifically valid framework in education that provides for flexibility in engaging students with information, and that reduces barriers in instruction for all types of students, without sacrificing high achievement expectations.**

NEW!

English Learners (ELs)

Illinois has adopted EL-specific standards, policies, and supports. Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is of lower incidence, at least support in the native language, together with instruction in English as a second language. This is to ensure that ELs are able to access the high-level content of the new state standards and remain at grade level while also developing English academic language proficiency.

³ See dynamiclearningmaps.org/about/model#essential-elements for more.

Stakeholder Input:

Stakeholders considered consistency in data a priority and recommended that requiring a single high school assessment was the best option so long as Illinois continues to use a nationally recognized college entrance exam – currently the SAT with the essay portion for state accountability in ELA and math – as the ISBE-identified accountability assessment.

Stakeholders believe it is “essential that all students have the supports necessary to access and represent their understandings of content.” Stakeholders also suggested that content assessments be made available in languages other than English when 30% or more of ELs in a school speak the same language.



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Draft 2

With respect to standards, Illinois has been a World-Class Instructional Design and Assessment (WIDA) consortium member since 2004. Illinois has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. ELP Standards were developed using the ILS and incorporate the current college- and career-ready goals. Illinois officially adopted ELP Standards in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.

Coming Up Next:

Before or upon submission of the Illinois State plan, ISBE will convene a stakeholder group to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency. The stakeholder group will submit its recommendations to ISBE no later than June 30, 2017.

Grants for State Assessments: Student Reading Skills Improvement Grants

ISBE's support for the design, development and implementation of high-quality assessments aligned to the Illinois Learning Standards (ILS) will be support for the design, development, and implementation of high-quality and **evidence-based assessments that are developmentally appropriate**, culturally and linguistically competent, in addition to being aligned to the ILS.

NEW!

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION



Section 2: Standards and Assessments

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- In addition to the federal peer review process for statewide standards and assessments, what additional state-level processes should ISBE consider in order to ensure that the needs of English learners and/or students with disabilities are met?
- In addition to consortia like WIDA, what other resources might help to inform EL proficiency assessment and data analysis? for students with disabilities?

Questions

Section 2: Standards and Assessments



Click Here for ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools: Indicators and N-Size



WHAT DOES ESSA SAY?

Indicators, N-Size, and State Goals

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. The required accountability indicators are:

For elementary, middle and high schools:

- Achievement in ELA and math as measured by proficiency on statewide assessments*
- English language proficiency rates*
- At least 1 additional indicator (see next page for more) of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism)

For elementary and middle schools:

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance*

For high schools:

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)*

** These indicators must carry “substantial” **weight** in the final accountability system. In the aggregate, these indicators must carry “much greater” weight than the indicator(s) of school quality or student success.*

Additional indicator(s):

For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism). Each additional indicator the State selects must meet the following criteria:

- Is valid, reliable, and comparable across all LEAs in the State;
- Is calculated the same for all schools across the State, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- Can be disaggregated for each subgroup of students;
- Includes a different measure than the State uses for any other indicator;
- Is supported by research finding that performance or progress on such measure is likely to

ESSA

increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and

- Aids in the meaningful differentiation among schools under proposed §200.18 by demonstrating varied results across all schools.

NOTE: States may include **more than one** additional indicator of school quality or success so long as each indicator is measured for all students and subgroups.

Additionally, charter schools must be included in the state's accountability system with respect to authorization standards, annual reporting, and equitable distribution of teachers. For more information on ESSA's requirements for Charter Schools, please see **Additional Equity-Focused Decision Points in ESSA** at the end of this document.

N-Size:

States must also set the minimum number of students from a subgroup needed for reporting and accountability purposes (N-size). The N-size must be the same for all subgroups and for all indicators.

Goals for Student Achievement & High School Graduation Rates

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator.

States **must** use this system to set long-term goals with measurements of interim progress for student achievement in English Language Arts (ELA) and math (as measured by proficiency), as well as at least two other distinct indicators of student performance, measured for all students and subgroups of students at each school.

States may set goals for extended-year high school graduation rates, but those goals must be higher than the 4-year graduation rate goal. The goals and interim progress measures must take into account room for improvement to make significant progress in closing proficiency and graduation rate gaps.

When addressing the issue of student achievement and proficiency rates, and closing related gaps, states should consider the importance of prioritizing high quality early learning and early elementary experiences across the state, including by embedding these elements into the state's accountability system.

Additionally, dropout prevention and recovery initiatives help to support graduation rate closing among the state's highest need students.

NOTE: For more information about ESSA's Early Childhood Education requirements and resources available to support High Risk Students, please see **Additional Equity-Focused Decision Points in ESSA** at the end of this document.



Final Regulation:

School Quality

Indicators chosen to measure academic progress and school quality or student success must be supported by research that it helps increase student learning, such as grade point average, credit accumulation, or performance in advanced coursework, or for high schools, graduation rates, postsecondary enrollment, persistence, or completion, or career success.

Learn more at ed.gov



Final Regulation: N-Size

States can set any N-size of their choosing. If the N-size is greater than 30, these rules say states must show the impact of their N-size on the percentage of schools identified for improvement on the basis of subgroup performance compared to the percentage of schools that would have been identified for the same reasons using an N-size of less than 30.

Learn more at ed.gov

ESSA

Report Cards and Data Reporting

Annual state and district report cards are required under ESSA. The following are a subset of the information required for state and district report cards:

- Long-term goals, measures of interim progress for all students and student subgroups, for all accountability indicators;
- Minimum number of students for subgroups (N-size);
- A system for meaningfully differentiating among schools based on student performance (including all of the indicators), the specific weights applied to each indicator, the criteria used to determine how schools are identified for - and exited from - Comprehensive and Targeted Support & Improvement status, and a list of the schools so identified;
- Performance of all students and student subgroups on annual assessments (ELA, mathematics, and science) disaggregated by: economic disadvantage; each major racial and ethnic group; gender; disability; EL and migrant status; homeless; foster care; and military connection;
- High school graduation rates, including the 4-year adjusted cohort graduation rate and the extended-year rate;
- Educator equity: The professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools including the percentage of inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject;
- Measures of school quality, climate, and safety, which may include data reported as part of the U.S. Department of Education's Civil Rights Data Collection; and
- Early childhood data: percent of students enrolled in preschool programs:

States will need to ensure that report cards are presented in an understandable and uniform format that is developed in consultation with parent and family stakeholders, and in a language parents and families can understand.

English Learners and Accountability

Accountability for English Learners (ELs) is shifted from Title III to Title I, which increases funding opportunities and visibility for ELs. States must:

- include **English language proficiency** as an indicator in their accountability systems;
- ensure the appropriate **accommodations** for ELs to participate in assessments and have the opportunity to reap the same benefits as non-ELs;
- annually assess and report English language proficiency, and students who have not attained English proficiency within 5 years of identification as an EL; and
- clarify a standardized process for classifying ELs and re-designating students as English language proficient; and disaggregate ELs with a disability from ELs in general.



Final Regulation: *ELs*
States must develop a "research-based" maximum timeline for English language proficiency for ELs.
Learn more at ed.gov

ESSA

States have two options regarding timing for assessing ELs:

- Include test scores after they have been in the country 1 year (consistent with NCLB); OR
- Refrain from counting EL test scores in a school's rating in their first year, but require ELs to take both math and English Language Arts (ELA) assessments and publicly report the results.

In order to receive Title III funding to support EL programs, state and district plans must explicitly include parent, family, and community stakeholder engagement as part of their EL strategy, and develop implementation plans with all state stakeholders.

ESSA



What's in the ISBE ESSA State Plan Draft #2?

Section 3: Accountability, Support, and Improvement for Schools [Draft 2 pages 19-40]

3.1 Accountability System

Accountability Indicators

Illinois is considering using four indicators for the elementary/middle level and five indicators at the high school level. **In addition to indicators required under ESSA,⁴ members of the Accountability Workgroup repeatedly identified the following school quality indicators:**

- 8th/9th grade on track (K-12)
- Chronic absenteeism and/or attendance (k-12)
- HS curricular measure AP/IB/dual/CTE (9-12)
- PreK-2 indicator (2 groups) (may not be ready 2017-18)

Suggested additional indicators fell into the following categories:⁵

- Academic indicators (*e.g. grades, Spanish literacy, access to arts curricula, Kindergarten readiness*)
- School Climate indicators (*e.g. Disciplinary Data: Suspensions and expulsions, referrals to law enforcement, and the use of aversive behavioral interventions; Safe environments, including incidences of violence, bullying, and harassment; nutrition, wrap-around support*) **NEW!**
- Engagement indicators (*e.g. parent-student-teacher*)
- Post-Secondary Readiness indicators (*e.g. College enrollment, College and Career Readiness**)
- Access to Advanced Coursework indicators (*e.g. AP/IB courses, dropout rates*)
- Non-academic indicators (*e.g. chronic absenteeism, mentorship, early childhood education*)

Stakeholder Input:

The Accountability Workgroup suggested various indicators. Since the release of Draft 1, multiple groups assisted in the refinement of the accountability ideas. The Data, Assessment, and Accountability subcommittee of the P20 Council is currently meeting to provide recommendations.

Stakeholders also offered several suggestions for indicators that could be reported, but that should not be used as part of the accountability system. ISBE, sensitive to the data reporting requirements for which schools and districts are responsible, is reviewing them to ensure that any additional data requirements would not be overly burdensome.



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4 Illinois plans to include 4-, 5-, and 6-year graduation rates in the accountability system.

5 For a full list of the indicators being considered, see the Illinois State Plan Draft #2, page 17.

Draft 2



Stakeholder Input:

Stakeholders have indicated continued interest in the following school quality indicators (noting grade span/school configuration):

- Chronic absenteeism
- College and career readiness
- 8th grade on track
- 9th grade on track
- School climate survey
- Growth toward college and career readiness (as measured by 9th grade on track and graduation rate)

Coming Up Next:

The Illinois Balanced Accountability Measure (IBAM) group, pursuant to PA 99-0193, will provide its recommendation to ISBE, to be included in Draft 3. Additional indicators that are reportable but not used for accountability will also be shared in Draft 3.

College and Career Readiness Indicator

As part of the College and Career Readiness indicator, Students would receive “College and Career Ready Designation” by completing one of the pathways below (*See next page*).

NEW!



Stakeholder Input:

At its November 18 meeting, ISBE presented a College and Career Ready Indicator, which it subdivided into five discrete areas that stakeholders commented on:

- *GPA 2.8 out of 4.0*: concern about different GPA systems across schools and “gaming the system”
- *Academic Benchmarks/Industry credentials* - across districts, time consuming to scale up
- *Behavior and experiential benchmarks* - will require additional staff, might disadvantage some students
- *inquiry-based skills; soft skills* – add intelligence, collaboration, and social skills; and arts readiness
- *Additional ideas* - 90% attendance may be problematic, requirement should be college or career readiness

Stakeholders also commented on (ISBE’s “Other” category): maintaining foundational services, supporting professional learning communities, and creating a gifted subgroup for the Report Card.

Coming in Draft 3:

Various groups have submitted and will continue to provide feedback on the College and Career Readiness indicator, and their input will be incorporated into Draft #3. These groups include: (1) a technical steering workgroup that met regularly to make recommendations related to the modeling of student academic growth; (2) the Data, Assessment, and Accountability subcommittee of the P20 Council that is meeting to provide recommendations, and (3) the Illinois Balanced Accountability Measure group, pursuant to PA 99-0193, which will receive these recommendations and provide its recommendation to ISBE.

Draft 2

College and Career Readiness Designation Pathways

Pathway A	<ul style="list-style-type: none"> • Minimum ACT or SAT Score <ul style="list-style-type: none"> • ACT: <ul style="list-style-type: none"> • English: 18 • Math: 22 • Reading: 22 • Science: 23 	<ul style="list-style-type: none"> • SAT: <ul style="list-style-type: none"> • Evidenced-Based Reading & Writing: 480 • Math 530
Pathway B	<ul style="list-style-type: none"> • Minimum 2.8/4.0 GPA • One Academic Indicator 	<ul style="list-style-type: none"> • Two Career Indicators
Pathway C	<ul style="list-style-type: none"> • Minimum 2.0 GPA • Pass College Placement Exam 	<ul style="list-style-type: none"> • Two Career Indicators
Pathway D	<ul style="list-style-type: none"> • 2.0-2.79 GPA • Algebra II Proficiency (A, B, or C) 	<ul style="list-style-type: none"> • One Additional Academic Indicator • Two Career Indicators

Academic Indicators	Career Indicators
<ul style="list-style-type: none"> • Advanced Placement Exam score of 3 or above • Advance Placement course completion with a grade of A, B, or C • Dual Credit course completion with a grade of A, B, or C • Algebra II Proficiency demonstrated by a grade of A, B, or C • International Baccalaureate Exam score of 4 or above • College Developmental/Remedial English and/or Math course completion with the grade of A, B, or C • Minimum SAT score • Minimum ACT score 	<ul style="list-style-type: none"> • 90% Attendance • 25 hours of community service • Workplace learning experience • Industry credential • Military Service (including ROTC) • Two or More organized co-curricular activities

ISBE commits to equity by stating that the Illinois accountability system will support ISBE’s goals in an effort to ensure that each and every child receives a high quality education and that gives meaningful support to each school district.

The proposed college and career ready pathway also includes the opportunity for students to receive a “Distinguished Scholar Designation.” The Distinguished Scholar Designation includes ALL of the following:

- 3.0 GPA
- Minimum SAT/ACT Scores
- Two additional academic indicators
- Two career indicators

STUDENT ACADEMIC GROWTH MODELS

[See Draft 2 pages 23-32]

As part of the required indicators under ESSA, ISBE must determine how to measure and rate student academic growth. This section includes information on the process ISBE engaged in to develop models for student academic growth, the specific models used, and next steps for academic growth modeling. *Note that ISBE includes a significant amount of information on student growth measures and modeling in the Draft State Plan #2. Below is a summary of this information. Please see ISBE's Draft 2 for additional detail.*

In an effort to measure the effect education has a student's progress, growth measures seek to be comprehensive, including factors like:

- Student starting knowledge,
- Opportunities locally available to a child during her or his schooling (e.g., access to enrichment opportunities, AP course offerings),
- Student characteristics (e.g., gifted learner, low socio-economic status),
- Family resources, and
- Test characteristics (e.g., the difference between measured quantity and the 'real' or 'true' value of the thing being measured], how "new" a test is in implementation, alignment of what is being tested to what students might have learned)

Stakeholder Input:

A technical steering workgroup met regularly to guide and review potential models for student academic growth.



ISBE used four basic models for calculating growth. These four models were requested to determine the correlation between different approaches to academic growth, including PARCC student growth data, based on a proxy data set of 100 schools that reflect Illinois demographic and enrollment patterns.⁶

Model	Overview	Advantages	Disadvantages	Best Fit?
Linear Models/ Student Growth Percentiles (SGPs)	Compares student achievement data over time. E.g. "student X scored better than Y percent of students with identical/ similar scores on the prior year's exam."	<ul style="list-style-type: none"> • Easy to calculate and aggregate • Easily understood by field and public • With other measures, can provide multidimensional picture of school quality by looking at achievement and growth. 	High measurement error	Designed to answer very specific question – How much progress did a single student make from one year to the next? – so best to use in conjunction with other methods.
Value Tables	Compares student achievement data over time, but using a different formula than SGPs (not student rankings; rather, performance levels).	Same as SGPs above.	Even higher measurement error than SGPs.	Like SGPs, designed to answer specific questions – How has a student grown in terms of transitions through performance level categories over time? In which category will the student likely be in the future? – so best to use in conjunction with other methods.

Continued Next page

⁶ Using simulated data is inherently imperfect. Though school-level results do not reflect specific schools, overall trends are representative of the relationships between calculation treatments. Additionally, the small data size results in a measure that cannot capture all scores.

Model	Overview	Advantages	Disadvantages	Best Fit?
Growth-to-Proficiency	Measures whether each student is currently on a trajectory that will result in proficiency by a target grade (or the extent to which this is true).	<ul style="list-style-type: none"> Spans multiple years Allows school to receive "credit" for addressing the needs of the school's specific population Is easily understood by field and public Is flexible enough to integrate different concepts of growth 	High error, though lower than SGP. Best accuracy with large sample sizes.	Does not compare students' progress to others in similar score-bands or profiles, as it is only concerned with each student's trajectory relative to pre-set definitions of "proficiency."
Hybrid	Combines multiple approaches	<ul style="list-style-type: none"> Increases flexibility when looking at data, and may better represent the reality of growth 	Hard to balance use of growth measures. More difficult to explain to the public	How to situate growth in a space between individual measures?

English Learners and Accountability (outlined in Section 5, C.i. of Draft 2)

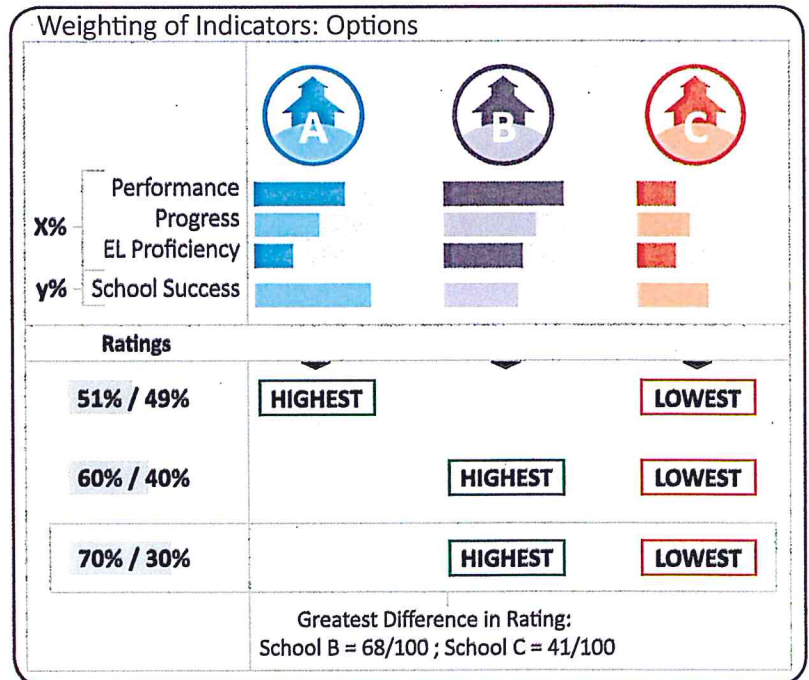
ELs are currently considered proficient in English when they achieve a score of 5.0 in the overall composite score and 4.2 in reading and 4.2 in writing. Students are exited from the program of bilingual education services after attaining the state-identified proficiency scores on the annual English language proficiency assessment. The same criteria will be used to include ELs in the EL subgroup for Title I reporting and accountability purposes.

Meaningfully Differentiating Schools

Note that ISBE includes a significant amount of information on models for weighting indicators in Draft 2. Below is a summary of this information. Please see ISBE's Draft 2 for additional detail.

ISBE presents three scenarios (see table, right) using proxy data that fall within the "substantial" weighting guidance of ESSA and are modeled generically for grades 3-HS for three example schools (A, B, and C). ISBE has *not* determined it will use a system with a scale of 100, nor decided anything about if or how ranges could be used in the meaningful differentiation of schools.

At this time, ISBE has not made any determination on the weights of indicators in the accountability system.



Draft 2



Final Regulation: Summative Rating

As of November 28, 2016, the final rules held:

Each state's accountability system must provide a summative determination from among at least three distinct, clear, and understandable categories (these final designations can be consistent with ESSA's Comprehensive, Targeted, and other schools). This information may be provided in a "data dashboard" or another user-friendly format.

[Learn more at ed.gov](#)

Given final regulation, ISBE proposes that each accountability category (academic attainment, growth, EL proficiency, etc.) receive a level of school performance as "initial," "growing," "meeting," and "exceeding".

NEW!

Coming up Next:

In order to support meaningful differentiation and to enable supportive connections between schools, ISBE will pursue the use of data dashboards that can accurately reflect the overlay of any two metrics/indicators for all students and by demographic group.

Stakeholder Input:

Accountability Workgroup participants expressed concern about schools that may not have one or more of the indicators (e.g., an EL subgroup subject to the EL proficiency indicator). ISBE is committed to an accountability system that honors multiple measures, including both attainment and growth at equal weight. Public comment has largely supported growth as the predominant measure, but it is important to strive toward ensuring that each child meets the Board-identified goals. So, too, setting expectations that recognize growth and attainment as equal allows ISBE to locate and provide the most appropriate support for each and every child.



Statewide Long-Term and Interim Goals

ISBE articulates seven statewide long-term goals, noting that it will use these statewide goals to create unique, ambitious, achievable goals for Illinois' 4,000 schools. *ISBE's long-term goal* is that every child deserves to attend a system in Illinois wherein:

NEW!

- All kindergartners are assessed for readiness.
- 90% or more of 3rd grade students are reading at or above grade level.
- 90% or more of 5th grade students meet or exceed expectations in mathematics.
- 90% or more of 9th grade students are on track to graduate with their cohort.
- 90% or more of students graduate from high school ready for college or 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.

Once a baseline has been established over 3 years (2017-18 – 2019-20) for each indicator (or set of indicators), interim goals will be determined as follows:

- *Academic Achievement:* The 90% target to 2032 will be back mapped with 3-year interim goals. Thereafter, a 12-year trajectory with 3-year interim goals will be used.
- *Graduation Rate (4-, 5-, and 6-year):* The 90% target to 2032 will be back mapped with 3-year interim goals.
- *Progress on English Language Proficiency:* (Once the baseline for ACCESS within each school has been established) The 90% target to 2032 will be back mapped with 3-year interim goals.
- *Student Success/School Quality Indicator:* The 90% target to 2032 will be back mapped with 3-year interim goals.

Draft 2

N-Size

Based upon stakeholder feedback, all subgroups will have an “n” of 20. EL subgroups, both the traditional subgroups and a newly created “former ELL subgroup,” will also have an “n” of 20.

NEW!

Data Reporting

Statewide efforts to collect data on schools, such as the 5Essentials Survey, and other data elements may be reported out using ISBE’s long-term goal to complement the accountability framework and help districts and schools to tell their story. Since Illinois may not have this data every year, using this data to supplement the story will allow more flexibility in sharing the information outside of the formal accountability structure.

NEW!

ISBE continues to work on the new data reporting requirement, including reporting academics for homeless students, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces. Further elements may be collected and reported in the future.

ISBE notes in Draft 2 that it is working on the new data reporting requirement, including:

- reporting academics for homeless students
- status as a child in foster care
- status as a student with a parent who is a member of the Armed Forces.

Charter Implications

In accordance with state charter school law, the accountability provisions under ESSA are required for charter schools.

NEW!

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support, and Improvement for Schools

Feedback Requested on ISBE ESSA State Plan Draft #2:

ISBE requests feedback on the College and Career Readiness Framework approved at the September 2016 Board Meeting, and the College and Career Ready Pathways presented at the November Board Meeting.

ISBE requests feedback from the field on the following questions:

- Which approaches to student academic growth have appeal and which ones do not? Why or why not?
- Which student growth model makes the most sense as a part of Illinois’ accountability system?
- Which model of weighting makes the most sense in Illinois (51/49, 60/40, 70/30) and will best provide the information schools need to identify and obtain supports when necessary?
- Are there additional approaches to student academic growth that stakeholders would like to see explored? If so, what are the additional approaches?

Questions

ISBE
Action
Item

ISBE also requests feedback **on the proposed approach to interim goals and on the meaningful differentiation of schools.**

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- What should the adoption by ISBE of a CCR framework mean for the broader accountability system?
- What should the relationship of the CCR framework to the accountability indicators currently listed in the ISBE State Plan Drafts #1 and #2 be?
- Which of the additional indicators of school quality or student success should be reportable but not used for purposes of accountability?
- Are the goals included in the Draft Plan those we want to set for all Illinois students? For student subgroups?
- What are examples of goals that are “aspirational” and goals that are “ambitious and achievable”? How should “aspirational” and “ambitious and achievable” standards inform the development of interim and long-term goals?
- What are appropriate timeframes for interim and long-term goals, and why?

Questions

Section 3: Accountability, Support and Improvement for Schools



Click Here for ADDITIONAL TOOLS AND RESEARCH