

Every Student Succeeds Act (ESSA)

Changes to ESEA and how
They Affect Geneseo

A decorative graphic consisting of three parallel diagonal stripes in teal, light gray, and black, extending from the bottom left towards the top right of the slide.

ESSA Review

ESSA replaces No Child Left Behind (ESEA of 1965)

Quality Framework

IL-EMPOWER

Identification of Subgroups

Building level designations

Building level growth score

Illinois' ESSA Vision



NCLB to ESSA

By Susan Homes posted 03-01-2018 11:55

1 Like

History of Shared Ownership



Academic Goals

Long-Term Academic Goals by 2032

90% or more:

- 3rd grade students **reading** at/above grade level.
- 5th grade students meet or exceed expectations in **math**.
- 9th grade students are on track to **graduate** with cohort.
- Students graduate from HS **ready for college and career**.

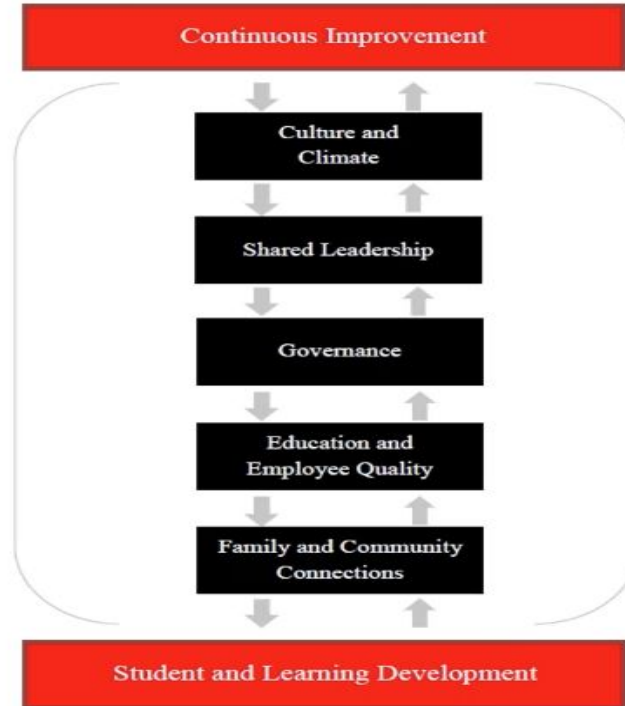


Illinois Quality Framework to Replace Rising Star

Based on
nationally
recognized best
practice

**7
STANDARDS**

The Illinois State Board of Education Quality Framework for Illinois School Districts

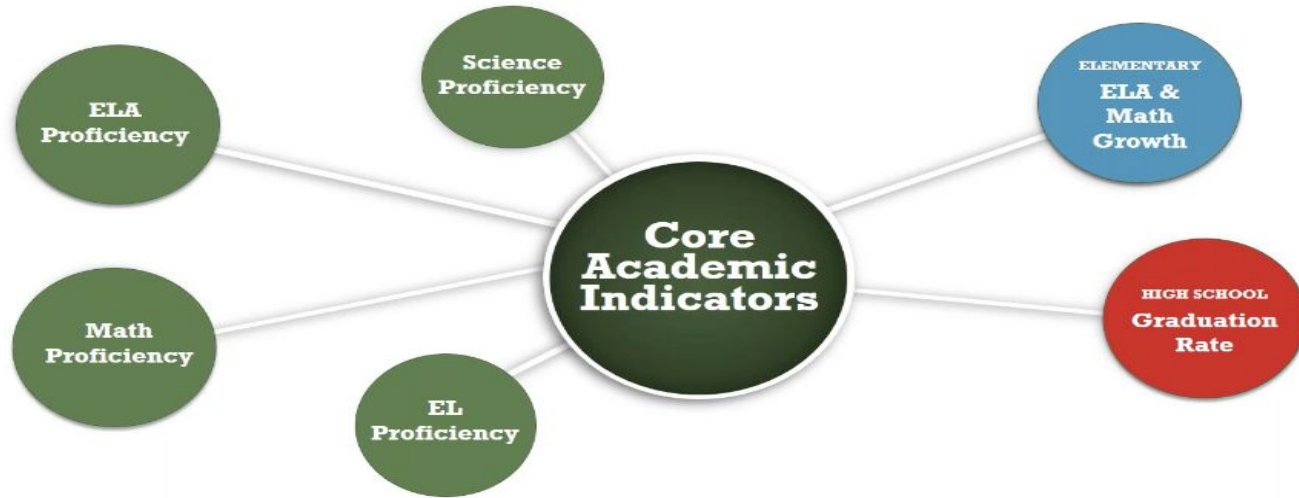


Accountability

Accountability System - Baseline Information

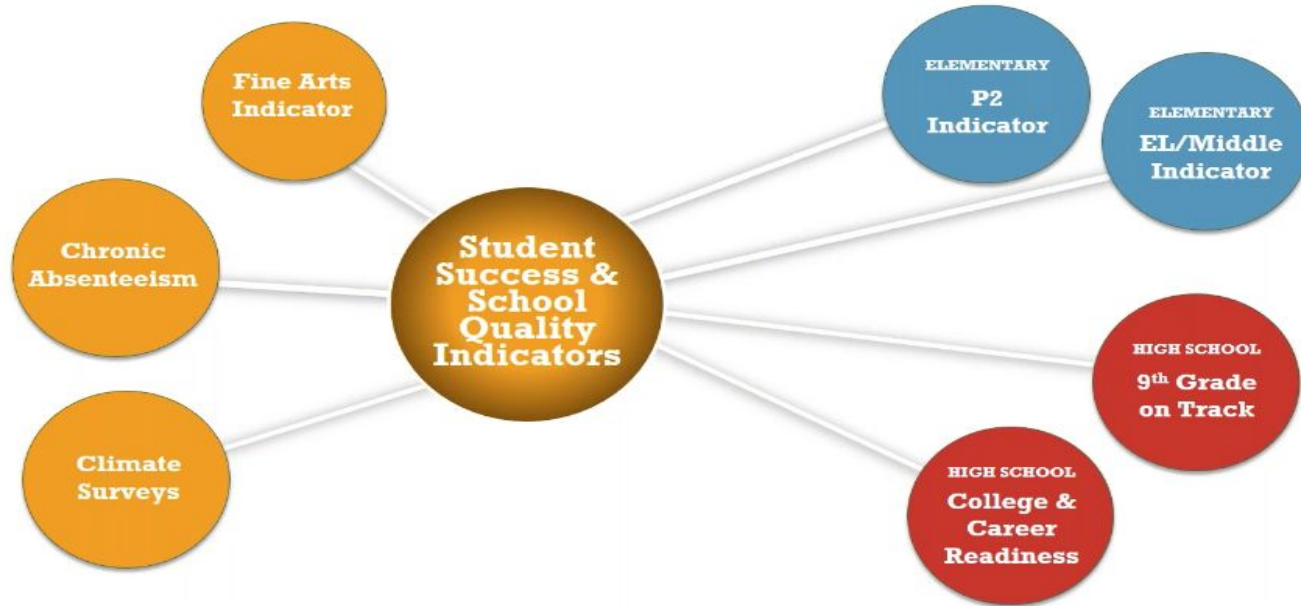
- **N-size = 20** (ESSA plan, p. 67 ¶13)
- **Subgroups include:**
 - Students from each major racial and ethnic group
 - Economically disadvantaged students
 - Students with disabilities: IEP or 504 students **NEW**
 - Students formerly with disabilities: IEP or 504 **NEW**
 - English Learners
 - Former English Learners: dismissed from services **NEW**

Indicators: Academic 75%



Core Academic Indicators – 75%

Indicators: Quality 25%



Student Success/School Quality Indicators – 25%

Grading Begins 2019-20

Academic Growth – Elementary

- ISBE also will conduct an annual comparison of all schools' growth to proficiency using linear regression.
- IBSE will provide each school with an **A-F** growth designation on the Illinois Report Card beginning in the 2019-2020 school year

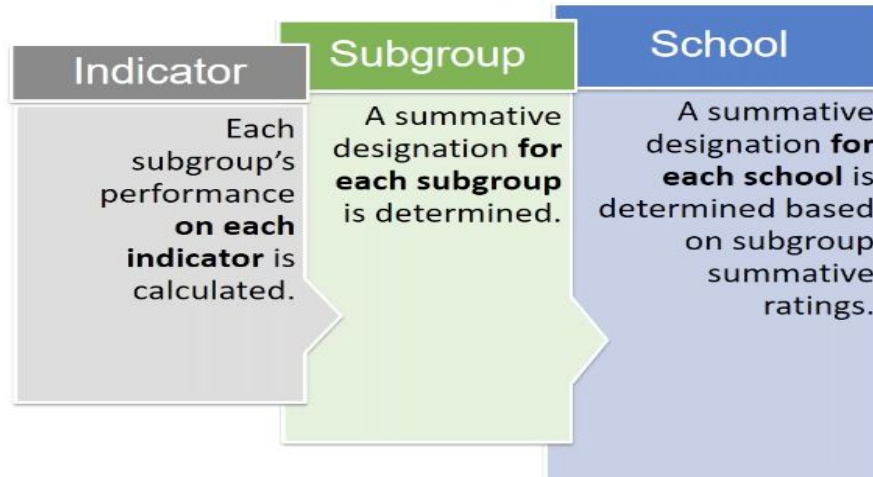
2018-19	50%
2019-20	50%



School Designations Calculation

Data Visualization

ISBE working on an meaningful demonstration of a **single summative designation for a school**.
Details start on page 60 of the Illinois ESSA plan.



Tier Designations

SUMMATIVE SCHOOL DESIGNATIONS

Tier 1 Exemplary School	A school that has no underperforming subgroups at or below the level of the “all students” group in the lowest 5 percent of Title 1 schools, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
Tier 2 Commendable School	A school that has no underperforming subgroups at or below the level of the “all students” group in the lowest 5 percent of Title 1 schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.
Tier 3 Underperforming School	A school in which one or more subgroups is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.
Tier 4 Lowest Performing School	A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

95%
participation
rate

TIER 3 – TARGETED

Definition:

Schools in which **one or more subgroup** is performing at or below the level of the *all students* group in the lowest 5% of Title 1 schools. **(3-year composite average beginning with 2016 as the baseline data year.)**

School will also be in Tier 3 if it has failed to meet a 95% assessment threshold in any subgroup for three straight years.

TIER 4 – COMPREHENSIVE

Definition:

Schools that are in the lowest-performing 5% of Title 1 schools statewide OR a high school that has a graduation rate below 67% . **(3-year composite average beginning with 2016 as the baseline data year.)**

IL-EMPOWER

IL-EMPOWER provides **ALL SCHOOLS** with access to Illinois' new statewide system of support to help them build capacity, leadership and resources to improve student outcomes.

Core Values:

- **Whole Child** - Holistic and Strength Based
- **Whole School** - Comprehensive and Systemic
- **Whole Community** - Engagement, Partners and Resources
- **Equity** - Greatest Support for Greatest Need

Potential Timeline That Districts Should be Aware of

October, 2018: Designation of each school building is listed in each school report card.

October, 2019: Letter grade for student growth for each school building is listed in each school report card.

Comprehensive or Targeted Schools (2018):

Will begin a three year (or four year) period where comprehensive improvement plans are written, implemented and progress evaluated.

Strategic Dashboard vs. Illinois Report Card

Twenty of our most important data points (quantifiable data) is listed for public view on the Strategic Dashboard located at

<https://ecriss.ecragroup.com/strategy/Home/Index?Dashboard=DIS228>

The Dashboard paints an accurate picture of our district's academic success and strengths.

The Illinois Report Card gives factual data, but not always in context. For example with our 8th grade students who have passed Algebra I, it records a 47% passing rate because it divides by the total number of students in 8th grade versus how many actually took the course. Our pass rate was actually 100%.

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SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



Vision, Mission & Goals

ISBE engaged local stakeholders and communities to create a support & accountability system grounded in our ambitious long-term goals, vision for the state, and mission of supporting all students. These foundations guide our decision-making and serve as our North Star.

RESEARCH-BASED GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

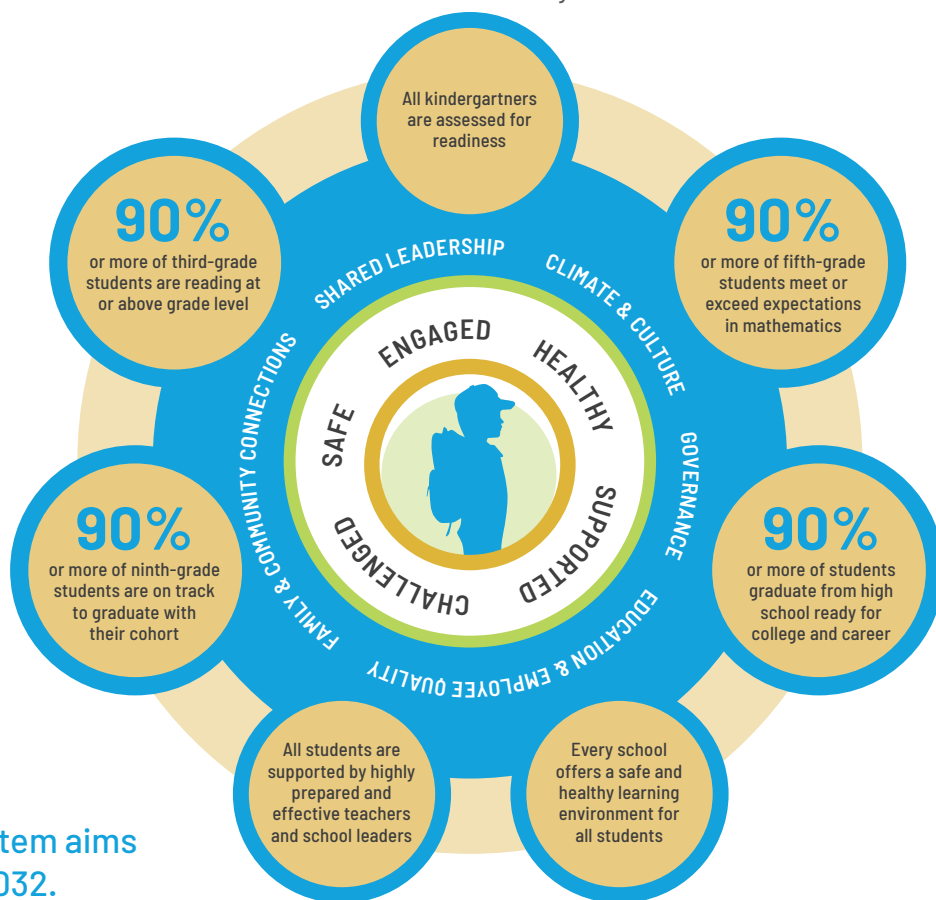
MISSION

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.



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Research-Based Goals Defined

Research tells us what all students need to thrive from pre-K through high school and onto purposeful lives. Every child in each public school system in the State of Illinois deserves to attend a system wherein...

90%

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

Students in third grade shift from "learning to read" to "reading to learn." A student who does not meet grade-level expectations for reading by third grade is four times less likely to graduate by age 19.²

All kindergartners are assessed for readiness

Children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults.¹

90%

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

Early math skills have the greatest predictive power for later success. Students far off track in mathematics in fourth grade have only a 10 percent chance of reaching college readiness benchmarks in eighth grade.³

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

Teacher effectiveness is linked to students' college attendance, lifetime earnings, and retirement savings. Highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year.⁷

90%

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

The first year of high school poses a critical transition period for students. Students who finish the ninth grade on track are almost four times as likely to graduate from high school in four years as those students who do not.⁴

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

Student achievement is correlated with school safety and students' having trusting relationships with caring adults.⁶

90%

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

By 2020, an estimated two-thirds of job openings will require postsecondary education or training.⁵

See citations on next page.



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Our Goals: Sources

1. Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., & Duckworth, K. (2007). School readiness and later achievement. *Developmental Psychology*.
2. Hernandez, D. J. (2011). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Anne E. Casey Foundation.
3. Dougherty, C., & Fleming, S. (2012). *Getting students on track to college and career readiness: How many catch up from far behind?* ACT.
4. Allensworth, E. & Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. UChicago Consortium on School Research.
5. Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown Public Policy Institute Center on Education and the Workforce.
6. Steinberg, M.P., Allensworth, E., & Johnson, D.W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. UChicago Consortium on School Research.
- 7a. Chetty, R., Friedman, J.N., & Rockoff, J.E. (2011). *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood*. National Bureau of Economic Research.
- 7b. Branch, G.F., Hanushek, E.A. & Rivkin, S.G. (2013). *School Leaders Matter: Measuring the impact of effective principals*. EducationNext.



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Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on 10 indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

Preschool through 8th Grade

75%

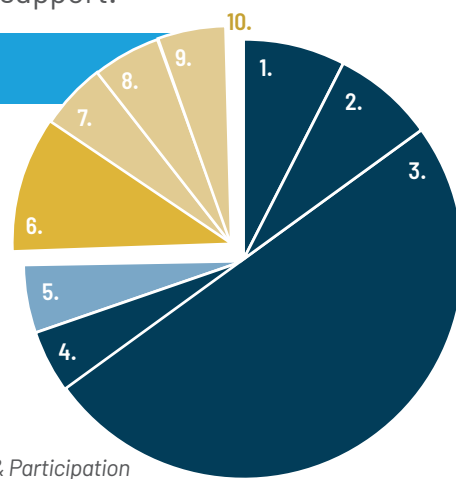
Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)
8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



High School

75%

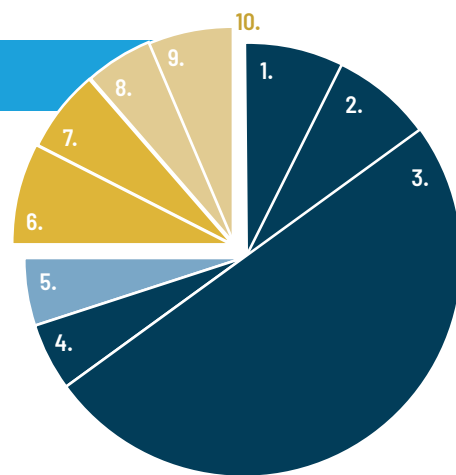
Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Graduation (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (7.5% in 2018-19; less than 7.5% in 2021-22)
7. 9th-Graders on Track to Graduate (6.25%)
8. Climate Survey (5%; full credit until 2019-20)
9. College and Career Readiness (6.25%; full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



See definitions of all indicators on next page.



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Definitions of Indicators

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)	
			P-8	9-12
Academic	Academic Growth	Average of the individual student growth percentiles in English language arts and math	50%	—
	English Language Arts Proficiency	Percent of students meeting grade-level expectations in English language arts	10% in 2018-19; 7.5% in 2019-20	
	Math Proficiency	Percent of students meeting grade-level expectations in math	10% in 2018-19; 7.5% in 2019-20	
	English Learner Progress	Percent of English Learners on track to attain language proficiency within five years of identification	5%	
	Graduation	Four-year graduation rate	—	30%
		Five-year graduation rate	—	15%
		Six-year graduation rate	—	5%
	Science Proficiency	Percent of students meeting grade-level expectations in science	0% in 2018-19; 5% in 2019-20	
School Quality/Student Success	P-2	Chronic Absenteeism	0% in 2018-19; 1.5% in 2021-22	—
		Dual Language Programs	0% in 2018-19; 1.5% in 2021-22	—
		Third-Grade Literacy: Measured by grades or standards-based grading	0% in 2018-19; 2% in 2021-22	—
		Participation in Enrichment and Acceleration	0%	—
	3-8	Fifth-Grade Math: Measured by grades or standards-based grading	0% in 2018-19; 2% in 2021-2	—
		Middle School Success: Percent of students with an A/B and no D/F or commensurate standards-based grading and who have not experienced a suspension or expulsion	0% in 2018-19; 3% in 2021-22	—
		Participation in Enrichment and Acceleration	0%	—
	9th-Graders on Track to Graduate	Percent of ninth-grade students having earned five full-year course credits or 10 semester credits and no more than one semester F in a core subject	—	6.25%
	College and Career Readiness	Percent of students meeting the requirements for the College and Career Ready or Distinguished Scholar pathways	—	6.25%; full credit until 2021-22
	Chronic Absenteeism	Students missing 10 percent or more of the prior academic year (excused or unexcused absences)	20% in 2018-19; less than 10% in 2021-22	7.5%
	Climate Survey	Percent of students participating in the climate survey	5%; full credit until 2019-20	
	Fine Arts	Not yet defined: Working group submitting recommendations by Dec. 31, 2018	0% in 2018-19; more than 0% in 2021-22	

0% = not included in the system; % and full credit = included and all schools receive full points; regular % = included and schools receive points based on individual performance

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Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary	<ul style="list-style-type: none">■ Performance in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Commendable	<ul style="list-style-type: none">■ Performance not in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Underperforming	<ul style="list-style-type: none">■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators <table><tr><th>STUDENT GROUPS</th><th>RACIAL AND ETHNIC GROUPS</th></tr><tr><td><ul style="list-style-type: none">— Economically disadvantaged students— Students with disabilities— <i>Students formerly with a disability (coming soon)</i>— English Learners— Former English Learners</td><td><ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races</td></tr></table> <p> Completes a Work Plan for School Improvement and may choose to receive targeted support through IL-EMPOWER process</p>	STUDENT GROUPS	RACIAL AND ETHNIC GROUPS	<ul style="list-style-type: none">— Economically disadvantaged students— Students with disabilities— <i>Students formerly with a disability (coming soon)</i>— English Learners— Former English Learners	<ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races
STUDENT GROUPS	RACIAL AND ETHNIC GROUPS				
<ul style="list-style-type: none">— Economically disadvantaged students— Students with disabilities— <i>Students formerly with a disability (coming soon)</i>— English Learners— Former English Learners	<ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races				
Lowest-Performing	<ul style="list-style-type: none">■ In the lowest-performing 5% of Title I eligible schools statewide■ High schools with graduation rate at or below 67% <p> Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process</p>				



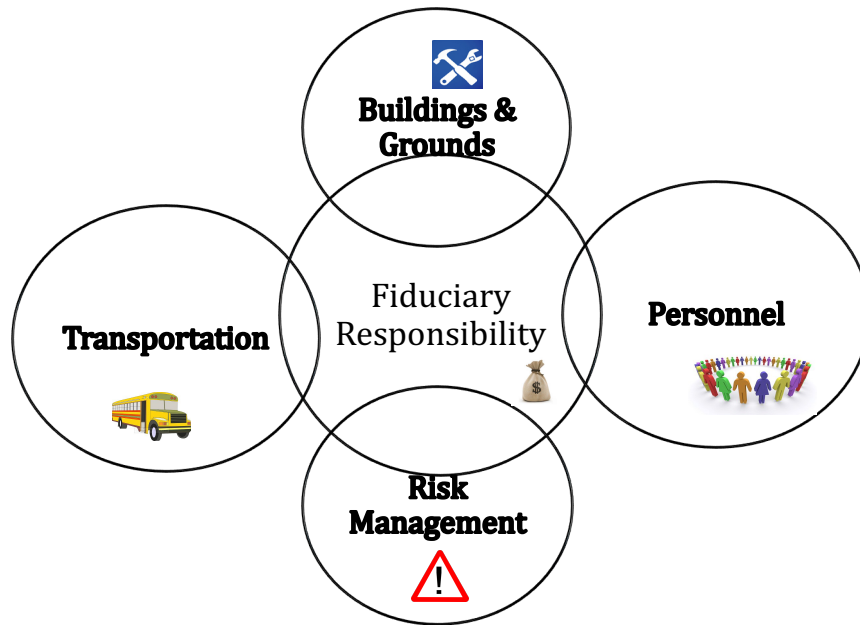
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**CSBO Update
October 2018**



County Sales Tax Revenues Historical and FYTD:

Sales Tax Revenue

	FY 15	FY 16	FY 17	FY 18	FY 19
July	\$75,669	\$72,660	\$82,824	\$71,936	\$74,987
August	\$78,339	\$78,312	\$76,691	\$78,778	\$99,687
September	\$87,977	\$83,634	\$82,544	\$85,508	\$81,368
October	\$85,377	\$83,718	\$83,451	\$85,204	
November	\$79,133	\$80,163	\$80,143	\$81,876	
December	\$81,146	\$78,882	\$80,001	\$81,758	
January	\$80,888	\$82,089	\$79,251	\$81,544	
February	\$82,888	\$81,088	\$77,618	\$83,919	
March	\$80,552	\$79,131	\$78,646	\$85,957	
April	\$84,144	\$86,295	\$89,126	\$94,502	
May	\$66,904	\$64,765	\$67,456	\$73,367	
June	\$68,349	\$63,908	\$63,360	\$82,165	
Total	<u>\$951,366</u>	<u>\$934,645</u>	<u>\$941,111</u>	<u>\$986,514</u>	<u>\$256,042</u>



Transportation. Bus Referrals.

August-September	# of Referrals
Current School Year	15
2017-18	24
2016-17	31
2015-16	14
2014-15	38



ROE Walkthrough Safety Inspection.

The annual ROE Safety Inspection took place September 19th & 25th. There were 16 total violations that were documented, all were minor infractions and have already been addressed by the maintenance staff.



Active Intruder Drills.

Schools are completing their mandated active intruder drills with law enforcement present. All schools are required to perform at least 1 drill per school year, we recommend each building do a drill in the fall and spring. The District as a whole continues to refine, teach, and create awareness to our students and staff on A.L.I.C.E protocols through the active intruder drills.