

December 10, 2015 Superintendent Report to the Board

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This month's report to the Board of Education contains the following items for your review:

- A. Spring 2015 PARCC Results & School Report Card Data
- B. AdvancED Review
- C. A review of Data comparing "Benchmark Districts"
- D. Progress of Joint Committee for Teacher Evaluation

PARCC and School Report Card Highlights

Recently the Illinois State Board of Education provided districts the results of the Spring 2015 PARCC State Testing administration. This was the first administration of the test for Illinois public schools. Please be reminded that initially 24 states were active participants in preparing for PARCC testing. Today only 5 states remain. The results of this administration are also included in the school report card data that is available online at the Illinois Interactive Report Card site (<http://illinoisreportcard.com/>). As you noticed last month, the new report card format is all digital and some of the filtering and comparative abilities available in 2014-15 no longer exist.

Here are a few items of note from the Assessment Summary Report for PARCC for our district:

A. Overall in the District we had nearly 25% of our students who were non-participants in the testing. We had 76.7% of our students testing in ELA overall and 76.1% of our students participated in the Math test district-wide.

B. Those students who were non-participants were excused by their parents and are given a 'Code 10' designation, which is different than those students who were absent. These students do not count against any expected participation levels for testing (currently 95%).

C. We tested Algebra I and English 9 (primarily freshmen at the HS level). This year we will test Geometry and English 10.

D. Our overall district proficiency levels were as follows: For ELA, 34.0% of our students earned a score of 4 or 5, which is considered proficient. For Math, 29.6% of our students who participated earned a score of 4 or 5.

E. As you follow through the College and Career Readiness Summary you will see that when evaluating college enrollment for the Class of 2013, which is the most recent class for which we have data, 72.5% of that class enrolled in a 2 or 4 year college program within 16 months of graduation. It is noteworthy, in my opinion, that nearly 66% of those students eligible for Free and/or Reduced Lunch from the Class of 2013 enrolled in postsecondary work.

F. 66.2% of the Class of 2013 who enrolled in a college program of some kind did so at an in-state college.

G. 95% of our 2014-15 Freshman Class passed at least 5 course credits without failing more than 0.5 course credits in the core subjects (208/219 students).

H. Our 2014-15 8th graders saw 84/202 students pass Algebra I (41.6%). I note this piece of data as you will recall a decade ago we only had one course of 28-30 Honors Math students out of 240 students pass Algebra I in 8th grade.

I. In reviewing the School Report Card data, I share the following highlights:

GHS— Attendance Rate= 95.8%
Graduation Rate (Class of '14) = 95.3%
Dropout Rate = 0.8%
Average Class Size = 19.2

GMS— Attendance Rate = 96.4%
6th Gr Class Size = 16.6
7th Gr Class Size = 18.8
8th Gr Class Size = 18.0

* * *

MIL — Attendance Rate = 96.9%
K Class Size = 23.0
5th Gr Class Size = 25.7

NS— Attendance Rate = 96.9%
K Class Size = 22
5th Gr Class Size = 30.5

SW— Attendance Rate = 96.3%
K Class Size = 20.3
5th Gr Class Size = 26.7

It should also be noted that all of our faculty are considered Highly Qualified based upon the credentials expected by the federal and state laws. We are also fortunate to have low mobility rates in comparison to much of the State of Illinois.

Benchmark District Data Comparison

Included with this packet is information from Forecast 5, which attempts to provide you with some comparative reports with other districts across Illinois. I am hopeful to be able to provide a quick, live demonstration at the meeting. Of particular interest to me is for members of the Board of Education to provide feedback to the list of possible “benchmark” comparing districts from Illinois. (As much as many of us would love to compare to Iowa schools, we cannot accurately compare ‘apples to apples’ through this software.)

For your review are the following:

1. A comparison by expense function in several Education Fund spending areas with the list of 20+ unit districts found in the chart.
2. The next two pages are a comparison of special education expenses per

pupil. This report shows all special education expenses in all funds where special education costs are expended.

3. The next page is a transportation expense and reimbursement comparison with the same benchmark group.

4. The next page is a report of changes in student population of eligible Free and/or Reduced Meal program students using the Henry Stark Counties Special Education District districts as a comparison group.

5. The last pages are the current thoughts we have generated from our office as relevant unit districts for comparison purposes.

This provides us with timely information, as well as the possibility of some districts with whom we can network to perhaps identify “best practices” in certain operational areas.

AdvancED Information

Over the past several weeks I have been researching and also sharing information with faculty, staff, administration and briefly with the Board of Education, related to the work of AdvancED. On the afternoon of Tuesday, December 1, 2015, Dr. Steve Epperson presented further information to the Leadership Team CoLeaders, two Geneseo school board members, and several representatives from area school districts.

I have included some information in this packet from the AdvancED website (www.advanc-ed.org), and I direct you most specifically to the five standards for quality that are outlined. These standards outline expectations for Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. While there is an external review component (which I believe would be helpful) to their system, the key component is the ability to be systematic through a sustainable and systemic approach to improvement. This does not pit schools against each other, but rather gives a structured approach to create dialogue around the indicators contained within the standards.

There are still some questions to resolve, but the consensus from the CoLeaders was to at least explore further as there appears to be benefits to the District. I have also included some of the CoLeader comments and questions. Thank you to Mrs. Olson and Mr. Ford for taking time out of their busy schedules to attend the presentation.

Joint Committee for Teacher Evaluation

I have asked Mrs. DePauw, GEA President to work with other teacher and administrator members of the Joint Committee for Teacher Evaluation to share with the Board of Education the progress made to date on a formal Performance Evaluation Review Act (PERA) Teacher Evaluation Plan. As a reminder this law goes into full effect for our district in August, 2016. We are working towards a Plan that is comprised of 70% teacher professional practice and 30% student growth to calculate a summative rating.

We anticipate that they will make a formal presentation to the Board of Education at the January 14, 2016 meeting.

Assessment Summary Report

The Assessment Summary Report includes state test participation rates and academic performance results. The state tests include PARCC and DLM-AA. To review the summary, please go to the e-Report Card in IWAS. The purpose of this summary is to confirm the accuracy of the data that will be used for the 2015 School Report Card, new accountability system, and Federal reports. Please carefully review the summary by **November 29**. Please make any necessary corrections through the Student Information System (SIS). If you need to need to update student demographic data, please contact the Assessment Division at 866-317-6034.

To protect student identities, the percentage of any student group with fewer than ten students is not reported.

The State Test Participation Rate

Who is considered a participant?

A participant is a student who:

- Completed the PARCC or DLM-AA and
- Was assigned a Performance Level

Who is considered a non-participant?

A non-participant is a student who:

- Did not complete the PARCC or DLM-AA,
- Did not receive a Performance Level, or
- Was assigned a Reason for No Valid Test Attempt as:
 - Absent from Testing (code=10)
 - Refusal (code=15) or
 - Other (code=19)

How is Tested Enrollment calculated?

Tested Enrollment is calculated by adding the number of participants to the number of non-participants.

How is the State Test Participation Rate calculated?

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment.

If there is no valid score or Reason for No Valid Test Attempt, the student record will be treated as Absent from Testing (code=10) and thus, a non-participant.

If any student record has a Report Suppression Action (code= 01 or code=05), the student record is considered not tested.

At least 95% of students should be tested in ELA and mathematics at any student group with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

Academic Performance

Who is considered Proficient?

A proficient student is who:

- Received a Performance Level of 4 or 5 on PARCC, or
- Received a Performance Level at 3 or 4 on DLM-AA.

How is the Percentage of Students Proficient calculated?

The percentage of Students Proficient is the number of proficient students divided by the total number of students with a valid score.

How is Full Academic Year defined?

Students who enrolled on or before May 1, 2014, are considered part of a full academic year.

LEP Students with the “First Year in U.S.” indicator

These students are not required to participate in the ELA assessment but are required to participate in the mathematics assessment. For the purpose of academic performance results:

- ELA results for these students are included in the “All Students” report but are excluded from the “For Full Academic Year Students Only” report.
- Mathematics results for these students are included in both the “All Students” report and the “For Full Academic Year Students Only” report.

If you have any question regarding the calculations, please contact Dr. Shuwan Chiu at 217-782-3950 or via e-mail at schiu@isbe.net <<mailto:schiu@isbe.net>>.

If you need guidance for how to correct SIS data, please call the SIS Helpdesk at 217-558-3600.

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	1,074	1,401	76.7	No	996	1,308	76.1	No
Male	554	711	77.9	No	513	661	77.6	No
Female	520	690	75.4	No	483	647	74.7	No
White	1,000	1,303	76.7	No	925	1,214	76.2	No
Black	1	2			1	2		
Hispanic	46	60	76.7	No	46	60	76.7	No
Asian	13	16	81.3	No	10	13	76.9	No
Native Hawaiian/ Pacific islander								
American Indian	1	4			1	2		
Two or More Races	13	16	81.3	No	13	17	76.5	No
LEP								
Migrant								
IEP	108	145	74.5	No	104	140	74.3	No
Low Income	282	366	77.0	No	277	357	77.6	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	365	1,074	34.0	295	996	29.6	336	989	34.0	271	913	29.7
Male	143	554	25.8	149	513	29.0	126	501	25.1	132	463	28.5
Female	222	520	42.7	146	483	30.2	210	488	43.0	139	450	30.9
White	341	1,000	34.1	277	925	29.9	316	921	34.3	256	850	30.1
Black		1			1			1			1	
Hispanic	11	46	23.9	7	46	15.2	11	44	25.0	7	42	16.7
Asian	6	13	46.2	4	10	40.0	5	12	41.7	4	9	
Native Hawaiian/ Pacific islander												
American Indian		1			1			1			1	
Two or More Races	7	13	53.8	7	13	53.8	4	10	40.0	4	10	40.0
LEP												
Migrant												
IEP	13	108	12.0	3	104	2.9	12	99	12.1	2	95	2.1
Low Income	61	282	21.6	49	277	17.7	55	249	22.1	44	242	18.2

DISTRICT: **Geneseo CUSD 228**
 SCHOOL: **Geneseo High School**

SCHOOL ID **280372280260001**

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	185	233	79.4	No	108	139	77.7	No
Male	88	114	77.2	No	48	63	76.2	No
Female	97	119	81.5	No	60	76	78.9	No
White	173	218	79.4	No	99	129	76.7	No
Black								
Hispanic	9	10	90.0	Yes	9	9		
Asian	3	3						
Native Hawaiian/ Pacific islander								
American Indian		2						
Two or More Races						1		
LEP								
Migrant								
IEP	13	22	59.1	No	9	16	56.3	No
Low Income	41	53	77.4	No	35	43	81.4	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	38	185	20.5	5	108	4.6	37	173	21.4	5	99	5.1
Male	10	88	11.4	2	48	4.2	10	82	12.2	2	46	4.3
Female	28	97	28.9	3	60	5.0	27	91	29.7	3	53	5.7
White	36	173	20.8	4	99	4.0	35	161	21.7	4	91	4.4
Black												
Hispanic		9		1	9			9		1	8	
Asian	2	3					2	3				
Native Hawaiian/ Pacific islander												
American Indian												
Two or More Races												
LEP												
Migrant												
IEP	3	13	23.1		9		3	11	27.3		8	
Low Income	5	41	12.2	2	35	5.7	5	38	13.2	2	31	6.5

DISTRICT: **Geneseo CUSD 228**
 SCHOOL: **Geneseo Middle School**

SCHOOL ID **280372280261002**

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	429	610	70.3	No	428	611	70.0	No
Male	229	314	72.9	No	228	315	72.4	No
Female	200	296	67.6	No	200	296	67.6	No
White	402	567	70.9	No	400	567	70.5	No
Black		1				1		
Hispanic	18	27	66.7	No	19	28	67.9	No
Asian	2	5			2	5		
Native Hawaiian/ Pacific islander								
American Indian		1				1		
Two or More Races	7	9			7	9		
LEP								
Migrant								
IEP	43	58	74.1	No	44	59	74.6	No
Low Income	108	159	67.9	No	109	160	68.1	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	137	429	31.9	112	428	26.2	123	393	31.3	100	391	25.6
Male	54	229	23.6	60	228	26.3	45	203	22.2	50	201	24.9
Female	83	200	41.5	52	200	26.0	78	190	41.1	50	190	26.3
White	126	402	31.3	104	400	26.0	113	367	30.8	92	365	25.2
Black												
Hispanic	6	18	33.3	4	19	21.1	6	18	33.3	4	18	22.2
Asian	2	2		1	2		1	1		1	1	
Native Hawaiian/ Pacific islander												
American Indian												
Two or More Races	3	7		3	7		3	7		3	7	
LEP												
Migrant												
IEP	2	43	4.7	0	44	0.0	2	39	5.1	0	39	0.0
Low Income	17	108	15.7	14	109	12.8	14	94	14.9	12	94	12.8

DISTRICT: Geneseo CUSD 228
 SCHOOL: Millikin Elem School

SCHOOL ID 280372280262003

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	180	214	84.1	No	179	214	83.6	No
Male	87	105	82.9	No	87	105	82.9	No
Female	93	109	85.3	No	92	109	84.4	No
White	165	196	84.2	No	165	196	84.2	No
Black	1	1			1	1		
Hispanic	7	10	70.0	No	6	10	60.0	No
Asian	4	4			4	4		
Native Hawaiian/ Pacific islander								
American Indian								
Two or More Races	3	3			3	3		
LEP								
Migrant								
IEP	12	16	75.0	No	11	16	68.8	No
Low Income	39	48	81.3	No	39	48	81.3	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	63	180	35.0	69	179	38.5	57	165	34.5	64	164	39.0
Male	24	87	27.6	33	87	37.9	20	78	25.6	30	78	38.5
Female	39	93	41.9	36	92	39.1	37	87	42.5	34	86	39.5
White	59	165	35.8	64	165	38.8	54	152	35.5	60	152	39.5
Black		1			1			1			1	
Hispanic	3	7		2	6		3	6		2	5	
Asian		4		1	4			4		1	4	
Native Hawaiian/ Pacific islander												
American Indian												
Two or More Races	1	3		2	3			2		1	2	
LEP												
Migrant												
IEP	0	12	0.0	0	11	0.0	0	11	0.0	0	10	0.0
Low Income	5	39	12.8	8	39	20.5	5	33	15.2	8	33	24.2

DISTRICT: **Geneseo CUSD 228**
 SCHOOL: **Northside Elem School**

SCHOOL ID **280372280262004**

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	107	142	75.4	No	108	142	76.1	No
Male	56	71	78.9	No	56	71	78.9	No
Female	51	71	71.8	No	52	71	73.2	No
White	102	136	75.0	No	103	136	75.7	No
Black								
Hispanic	3	4			3	4		
Asian	2	2			2	2		
Native Hawaiian/ Pacific islander								
American Indian								
Two or More Races								
LEP								
Migrant								
IEP	15	17	88.2	Yes	15	17	88.2	Yes
Low Income	44	49	89.8	No	44	49	89.8	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	45	107	42.1	38	108	35.2	43	102	42.2	37	103	35.9
Male	17	56	30.4	16	56	28.6	16	53	30.2	15	53	28.3
Female	28	51	54.9	22	52	42.3	27	49	55.1	22	50	44.0
White	43	102	42.2	38	103	36.9	41	97	42.3	37	98	37.8
Black												
Hispanic	1	3			3		1	3			3	
Asian	1	2			2		1	2			2	
Native Hawaiian/ Pacific islander												
American Indian												
Two or More Races												
LEP												
Migrant												
IEP	5	15	33.3	2	15	13.3	5	15	33.3	2	15	13.3
Low Income	19	44	43.2	12	44	27.3	18	42	42.9	12	42	28.6

DISTRICT: **Geneseo CUSD 228**
 SCHOOL: **Southwest Elem School**

SCHOOL ID **280372280262005**

State Test Participation Rate

	All Students							
	ELA				MATH			
	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target	# of Students Tested	Tested Enrollment	% of Students Tested	Met 95% Target
All Students	173	202	85.6	No	173	202	85.6	No
Male	94	107	87.9	No	94	107	87.9	No
Female	79	95	83.2	No	79	95	83.2	No
White	158	186	84.9	No	158	186	84.9	No
Black								
Hispanic	9	9			9	9		
Asian	2	2			2	2		
Native Hawaiian/ Pacific islander								
American Indian	1	1			1	1		
Two or More Races	3	4			3	4		
LEP								
Migrant								
IEP	25	32	78.1	No	25	32	78.1	No
Low Income	50	57	87.7	No	50	57	87.7	No

Academic Performance

	All Students						For Full Academic Year Students Only					
	ELA			Math			ELA			Math		
	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient	# of Students Proficient	# of Students with Vaild Scores	% of Students Proficient
All Students	82	173	47.4	71	173	41.0	76	156	48.7	65	156	41.7
Male	38	94	40.4	38	94	40.4	35	85	41.2	35	85	41.2
Female	44	79	55.7	33	79	41.8	41	71	57.7	30	71	42.3
White	77	158	48.7	67	158	42.4	73	144	50.7	63	144	43.8
Black												
Hispanic	1	9			9		1	8			8	
Asian	1	2		2	2		1	2		2	2	
Native Hawaiian/ Pacific islander												
American Indian		1			1			1			1	
Two or More Races	3	3		2	3		1	1			1	
LEP												
Migrant												
IEP	3	25	12.0	1	25	4.0	2	23	8.7	0	23	0.0
Low Income	15	50	30.0	13	50	26.0	13	42	31.0	10	42	23.8

College and Career Readiness Summary

College and Career Readiness Summary

The College and Career Readiness Summary includes High School Graduates Postsecondary Enrollment, Freshman on Track, and Percentage of 8th Graders Passing Algebra I. To review the Summary, please go to the e-Report Card in IWAS. The purpose of this summary is to confirm the accuracy of the data that will be used for the 2015 School Report Card and Federal reports. Please carefully review the summary and make any necessary corrections through the Student Information System (SIS) by **October 14, 2015**.

High School Graduates Postsecondary Enrollment

This report is for the students who graduated with a regular high school diploma from a public high school in Illinois in SY 2012-13 and enrolled in a U.S. college within 12 or 16 months. The datasets used are the National Student Clearinghouse (NSC) for higher education enrollment and ISBE's SIS for high school graduation.

Freshman on Track

This metric is the percentage of the first-time 9th grade students who have earned at least 5 course credits without failing more than .5 course credits in their core subjects. The first-time 9th graders are students enrolled at any Illinois public school on or before 9/30/2014 and on or after 5/1/2015 who were not previously enrolled in Grade 9. Please note that course credits from summer session are NOT included in this calculation. A student is assigned to the last district enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data.

To calculate the Freshman on Track rate, please use the formula listed below:

$$\left(\frac{\text{The number of students within the district that pass courses totaling 5 or more course credits without failing more than .5 course credits in core courses}}{\text{The total number of freshmen students meeting the qualifications outlined in the cohort definition}} \right) * 100$$

Core Subjects include Reading, Math, Science, and Social Science.

Percentage of 8th Graders Passing Algebra I

This metric is the percentage of the students who have passed Algebra I by 8th grade. Please note that courses taken during any summer session are NOT included in this calculation. A student enrolled at any Illinois public school on or before 9/30/2014 and on or after 5/1/2015 is assigned to the last district enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data. Students who took any of the following courses are considered passing Algebra I.

State Course ID	State Course Title
02056A000	Algebra II
02072A000	Geometry

02103A000	Trigonometry
02105A000	Trigonometry/Math Analysis
02106A000	Trigonometry/Algebra
02107A000	Trigonometry/Analytic Geometry
02108A000	Math Analysis/Analytic Geometry
02109A000	Elementary Functions
02110A000	Pre-Calculus
02302A000	High School Math 2
02303A000	High School Math 3
52072A000	Geometry

Algebra I classes include:

State Course ID	State Course Title
02052A000	Algebra I
02054A000	Algebra I/Part 2
02055A000	Transition Algebra
02301A000	High School Math 1
52038A000	Mathematics (grade 8) with Course Level as "Enriched" or "Honors"
52052A000	Algebra I
52061A000	Integrated Math / Multiyear Equivalent
52069A000	Algebra/ Other

The course letter grades listed below are considered passing:

Course Letter Grade	Grade Description
A+	Student received course term credit.
A	Student received course term credit.
A-	Student received course term credit.
B+	Student received course term credit.

B	Student received course term credit.
B-	Student received course term credit.
C+	Student received course term credit.
C	Student received course term credit.
C-	Student received course term credit.
D+	Student received course term credit.
D	Student received course term credit.
D-	Student received course term credit.
S	Satisfactory or Pass. Student received course term credit.
Above Average	Students performance exceeds standards. (Grades K-8 only)
Average	Students performance meets expectations. (Grades K-8 only)
P	Student was promoted at end of term. (Grades K-8 only))
Exceptional	(Exceeds Expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.
Meets Standard	(Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.

Note: Since Freshman on Track and Percentage of 8th Graders Passing Algebra I depend on the accuracy of the course credits (Freshman on Track only), course grade results, and academic terms, please carefully review those data from the SIS Student Course Assignment. If your school district has not submitted the Student Course Assignment Data, please do so as soon as possible.

If you have any question regarding the calculations, please contact Dr. Shuwan Chiu at 217-782-3950 or e-mail Shuwan to schiu@isbe.net <mailto:schiu@isbe.net>. If you need guidance for how to correct SIS data, please call 217-528-3600 and ask for SIS Helpdesk.

DISTRICT:

Geneseo CUSD 228

SCHOOL:

Geneseo High School

SCHOOL ID 280372280260001

2013 College Postsecondary Enrollment
 (for students who graduated by 08/30/2013 and
 enrolled in a US college within 16 months)

Post Secondary Action	Total	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Other Pacific Islander	American Indian	Two or More	IEP	LEP	Low Income
Enroll in College within 16 Mos	148	73	75	143	0	3	1	0	1	0	6	0	29
Not Enroll	56	37	19	53	0	1	1	0	1	0	9	0	15
Total	204	110	94	196	0	4	2	0	2	0	15	0	44
Percentage	72.5	66.4	79.8	73.0							40.0		65.9

College Type	Total	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Other Pacific Islander	American Indian	Two or More	IEP	LEP	Low Income
Count													
In State	93	48	45	91	0	2	0	0	0	0	4	0	22
Out of State	42	17	25	39	0	1	1	0	1	0	0	0	5
Both	3	1	2	3	0	0	0	0	0	0	0	0	0
Percentage													
In State	67.4	72.7	62.5	68.4									81.5
Out of State	30.4	25.8	34.7	29.3									18.5
Both	2.2	1.5	2.8	2.3									0.0

Freshman on Track

Number of the First-Time 9th Grade Students Who Have Earned at least 5 Course Credits without Failing more than 0.5 Course Credits in Core Subjects	208
Number of the First-Time 9th Grade Students	219
Percent of the First-Time 9th Grade Students on Track	95.0

DISTRICT:

Geneseo CUSD 228

SCHOOL:

Geneseo Middle School

SCHOOL ID **280372280261002**

Percentage of 8th Graders Passing Algebra I	
Number of Students Who Have Passed Algebra I by 8th Grade	84
Number of 8th Grade Students	202
Percentage of 8th Grade Students Who have Passed Algebra I	41.6

Report Card Data Collection Form (ISBE 86-43) Summary (2014) for Geneseo High School

Student Attendance and Absence Days														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Price Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian / Alaskan Nat.	Two or More Races				
Attendance	134340	72540	61800	123561	0	6315	674	0	718	3073	0	0	11542	23324
Absence	5819	2876	2943	5313	0	318	23	0	22	143	0	0	915	1642
Attendance rate (%)	95.8	96.2	95.5	95.9		95.2	96.7		97.0	95.6			92.7	93.4

Chronic Truancy		Parental Involvement		Mobility Rate	
Chronic truants	0	Percent Involvement	100.0%	Transfers in	16
Chronic truancy rate	0.0%	Instruction Days		Transfers out	25
		Days in school year	174	Mobility rate	5.1%

High School Graduate Demographics														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian	Two or More Races				
2010 Freshmen	238	131	107	228	0	7	1	0	1	1	0	0	30	46
2014 Graduates	225	123	102	214	0	7	1	0	1	2	0	0	25	42
Transfers Out/Died	18	8	10	18	0	0	0	0	0	0	0	0	4	6
Transfers In	16	7	9	14	0	0	0	0	0	2	0	0	2	8
Graduation Rate (%)	95.3	94.6	96.2	95.5		100.0	100.0		100.0	66.7			89.3	87.5

High School Dropouts	
Number of student dropouts	7
Dropout rate	0.8%

Class Size and Teacher Quality		
	2nd	5th
Total number of core classes/sections	30	31
# of core classes taught by HQ teachers	30	31
# of core classes not taught by HQ teachers	0	0
Total enrollment in these core classes/sections	580	591
High school average class size	19.2	
Percent of core classes not taught by HQ teachers	0.0%	

Report Card Data Collection Form (ISBE 86-43) Summary (2014) for Geneseo Middle School

Student Attendance and Absence Days														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Price Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian / Alaskan Nat.	Two or More Races				
Attendance	100544	51210	49334	92919	338	5116	1196	0	512	464	0	0	8655	23545
Absence	3730	1937	1793	3413	11	215	23	0	10	58	0	0	547	1162
Attendance rate (%)	96.4	96.4	96.5	96.5	96.8	96.0	98.1		98.1	88.9			94.1	95.3

Chronic Truancy		Parental Involvement		Mobility Rate	
Chronic truants	0	Percent Involvement	96.6%	Transfers in	8
Chronic truancy rate	0.0%	Instruction Days		Transfers out	9
		Days in school year	174	Mobility rate	2.8%

Elementary Class Size and Teacher Quality												
	K	1	2	3	4	5	6	7	8			
Classes							4	13	11	10	11	13
Enrollment							103	179	197	197	216	216
Class Size							16.6	18.8			18.0	
Values from first regular school day in May												
Total number of core classes/sections in school									143			
Number of core classes taught by highly-qualified (HQ) teachers												
Taught by HQ: 143					Not taught by HQ: 0							
% of core classes not taught by HQ teachers									0.0%			

Amount of Time Devoted to Core Subjects				
Per week:	Math	Science	English	Social Sci.
Grade 3				
Grade 6	225	225	600	225
Grade 8	240	240	240	240
Per Day:	Math	Science	English	Social Sci.
Grade 3				
Grade 6	45	45	120	45
Grade 8	48	48	48	48

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Report Card Data Collection Form (ISBE 86-43) Summary (2014) for Millikin Elem School

Student Attendance and Absence Days														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Price Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian / Alaskan Nat.	Two or More Races				
Attendance	70345	35847	34498	64554	408	3180	1016	0	0	1187	0	0	4137	14723
Absence	2219	1221	998	2043	18	99	28	0	0	31	0	0	139	674
Attendance rate (%)	96.9	96.7	97.2	96.9	95.8	97.0	97.3			97.5			96.7	95.6

Chronic Truancy		Parental Involvement		Mobility Rate	
Chronic truants	0	Percent Involvement	100.0%	Transfers in	17
Chronic truancy rate	0.0%	Instruction Days		Transfers out	10
		Days in school year	174	Mobility rate	6.5%

Elementary Class Size and Teacher Quality									
	K	1	2	3	4	5	6	7	8
Classes	3	3	3	3	3	3			
Enrollment	69	68	63	73	70	77			
Class Size	23.0	22.7	21.0	24.3	23.3	25.7			
Values from first regular school day in May									
Total number of core classes/sections in school							18		
Number of core classes taught by highly-qualified (HQ) teachers									
Taught by HQ: 18					Not taught by HQ: 0				
% of core classes not taught by HQ teachers							0.0%		

Amount of Time Devoted to Core Subjects				
Per week:	Math	Science	English	Social Sci.
Grade 3	250	175	750	175
Grade 6				
Grade 8				
Per Day:	Math	Science	English	Social Sci.
Grade 3	50	35	150	35
Grade 6				
Grade 8				

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Report Card Data Collection Form (ISBE 86-43) Summary (2014) for Northside Elem School

Student Attendance and Absence Days														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Price Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian / Alaskan Nat.	Two or More Races				
Attendance	50566	24929	25637	48723	10	1240	300	0	0	295	0	0	7825	15025
Absence	1623	915	708	1495	4	57	15	0	0	54	0	0	378	625
Attendance rate (%)	96.9	96.5	97.3	97.0	71.4	95.6	95.2			84.5			95.4	96.0

Chronic Truancy		Parental Involvement		Mobility Rate	
Chronic truants	0	Percent Involvement	100.0%	Transfers in	8
Chronic truancy rate	0.0%	Instruction Days		Transfers out	12
		Days in school year	174	Mobility rate	6.7%

Elementary Class Size and Teacher Quality									
	K	1	2	3	4	5	6	7	8
Classes	2	2	2	2	2	2			
Enrollment	44	50	43	51	49	61			
Class Size	22.0	25.0	21.5	25.5	24.5	30.5			
Values from first regular school day in May									
Total number of core classes/sections in school						12			
Number of core classes taught by highly-qualified (HQ) teachers									
Taught by HQ: 12					Not taught by HQ: 0				
% of core classes not taught by HQ teachers						0.0%			

Amount of Time Devoted to Core Subjects				
Per week:	Math	Science	English	Social Sci.
Grade 3	250	175	750	175
Grade 6				
Grade 8				
Per Day:	Math	Science	English	Social Sci.
Grade 3	50	35	150	35
Grade 6				
Grade 8				

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Report Card Data Collection Form (ISBE 86-43) Summary (2014) for Southwest Elem School

Student Attendance and Absence Days														
	All	Gender		Race / Ethnicity							LEP	Migrant	Students with IEPs	Free / Reduced Price Lunch
		Male	Female	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Am. Indian / Alaskan Nat.	Two or More Races				
Attendance	67429	34560	32869	62402	0	3528	687	0	161	651	0	0	9331	16712
Absence	2624	1349	1275	2239	0	317	10	0	13	45	0	0	623	952
Attendance rate (%)	96.3	96.2	96.3	96.5		91.8	98.6		92.5	93.5			93.7	94.6

Chronic Truancy		Parental Involvement		Mobility Rate	
Chronic truants	0	Percent Involvement	100.0%	Transfers in	13
Chronic truancy rate	0.0%	Instruction Days		Transfers out	10
		Days in school year	174	Mobility rate	5.7%

Elementary Class Size and Teacher Quality									
	K	1	2	3	4	5	6	7	8
Classes	3	3	3	3	3	3			
Enrollment	61	62	63	71	66	80			
Class Size	20.3	20.7	21.0	23.7	22.0	26.7			
Values from first regular school day in May									
Total number of core classes/sections in school							18		
Number of core classes taught by highly-qualified (HQ) teachers									
Taught by HQ: 18					Not taught by HQ: 0				
% of core classes not taught by HQ teachers							0.0%		

Amount of Time Devoted to Core Subjects				
Per week:	Math	Science	English	Social Sci.
Grade 3	300	150	750	150
Grade 6				
Grade 8				
Per Day:	Math	Science	English	Social Sci.
Grade 3	60	30	150	30
Grade 6				
Grade 8				

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SO

AdvancED®
Standards
for Quality



SCHOOL SYSTEMS



 AdvancED™



AdvancED®

Standards for Quality

STANDARDS FOR QUALITY SCHOOL SYSTEMS

Commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. We expect this commitment from the educational institutions we serve, and we expect it from ourselves. To that end, we are proud and excited to unveil the new AdvancED Standards for Quality School Systems.

The new AdvancED Standards for Quality School Systems not only provide the foundation for the AdvancED Accreditation Process, but also represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of student learning.

ANATOMY OF A STANDARD

The AdvancED Standards for Quality School Systems include the standard, indicator, and related performance level.

The **Standards** are research-based, comprehensive quality statements that describe conditions that are necessary for educational institutions and systems to achieve quality student performance and organizational effectiveness. These Standards support an education process that is truly visionary; characterizing how organizations should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students.

The **indicators and related performance levels** give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each standard.

The five Standards and accompanying indicators and performance levels focus on practices within the system and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization.

SCHOOL SYSTEMS

AdvancED Standards for Quality School Systems

Standard 1: Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Standard 3: Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Standard 4: Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

What are the benefits for students attending an accredited school?


Next to a parent, a teacher is one of the most influential figures in a student's life. So as parents, you want to know that teachers are working all the time to improve the learning opportunities for your child. An accredited school pays attention to providing teachers the resources and tools to succeed in the classroom. An accredited school is committed to offering students a rigorous, diverse and sound curriculum instructed by qualified teachers. Students also are eligible for special programs, grants and scholarships.

How can I find out more about AdvancED?

You can visit www.advanc-ed.org to learn more about the work we do as well as locate accredited schools and school systems in your community. If your school isn't accredited, encourage them to learn more and contact us today.

AdvancED
9115 Westside Parkway
Alpharetta, GA 30009

Toll Free: 888.41EDNOW (888.413.3669)
Global: +1 678.392.2285, ext. 5551
Fax: 770.346.9260

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Helping Parents
and the Community
Create a World of
Opportunities
for Every Learner



AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 schools and school systems – enrolling more than 20 million students – across the United States and 70 countries.

We are an innovative nonprofit organization dedicated to making sure education providers have access to tools and processes that help them be the best they can be. As a direct result of that support, education providers in turn deliver an ever-improving educational experience for their learners.



Our Mission...

Our mission is to lead and empower the education community to ensure that all learners realize their full potential. We achieve this mission by providing institutions with improvement tools and resources through accreditation. We recognize that everyone has a role in the success of students including you and other members of the community. We take pride in our role just like the pride you feel when your child is thriving, learning and succeeding. We are passionate advocates for all learners.

For over 100 years,

AdvancED's three U.S.-based regional accreditation agencies – the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) – have helped education providers of all types in their pursuit of excellence in serving students. Today, we're even more committed to this purpose. We're committed to creating a world of opportunities for every learner.



What we believe...

We believe every student should have access to high-quality instruction, learning materials and educational services that will help them thrive in and out of school.

We believe all institutions, whether public, nonpublic, charter, early learning or parochial—year-long, traditional or online, should strive to improve continually the instruction, resources and services they provide to the students of their community.

We believe educational providers are much more likely to improve or maintain a high level of performance with the benefit of an objective third-party evaluator such as AdvancED.

Why is accreditation important?

More than 100 years ago American universities needed to know which institutions provided quality programs for their graduates, so they began the accreditation system. Today, to demonstrate education quality, accreditation is used by a wide range of education providers, from traditional schools to distance learning providers to tutoring centers, serving all ages of students from toddlers to adults. Accreditation provides institutions with the tools and the know-how to ensure students are college- and career-ready.

How does a school earn accreditation?

If your child's preschool, school or local school system is accredited, they have gone through a rigorous evaluation process that involves internal and external review. The school has met a set of standards developed by AdvancED that offer education providers of all types a framework for school improvement. The school has agreed to regular self-reviews and reviews by outside evaluators to check their ongoing progress.

What does it mean to be accredited?

Do students have everything they need to optimize their learning? Are students prepared to succeed in college or their career? An AdvancED accredited institution has access to valuable resources and tools that provide answers to these questions and more. A school is equipped to better identify and implement strategies for improvement giving you peace of mind that your child is attending a school that cares about quality.

Q4 What was a question(s) you did not have a chance to get answered or comment(s) you would like to share now?

Answered: 8 Skipped: 0

#	Responses	Date
1	How many districts have continued this process over an extend period of time? Are there local districts or a list of districts we contact about their experience with AdvancEd? How is the review team selected?	12/2/2015 7:58 AM
2	Just looking for as many positives as possible from this experience to again get staff on board... How many IL schools are doing this or have done it? Iowa? Is there a list of accredited districts for public viewing? Thanks!	12/1/2015 6:53 PM
3	We would like to see how the indicators align with other things we do such as Danielson, learning walks, etc.	12/1/2015 4:56 PM
4	No question, but a general statement. We have been talking about feedback all year and this would give us an opportunity to receive feedback as a district and also network with other school districts.	12/1/2015 4:51 PM
5	Is the information made public for the District's benefit?	12/1/2015 4:50 PM
6	We would like to see more examples of what the end product looks like? We'd like to hear from other districts who have participated in this process.	12/1/2015 4:49 PM
7	None	12/1/2015 4:49 PM
8	none	12/1/2015 4:46 PM

Q2 What did you see an/or hear from the presentation that raises questions or objections? In other words, what may be a reason(s) we would not want to move forward.

Answered: 8 Skipped: 0

#	Responses	Date
1	We would like to see the end product or a final report first before we move forward. Seeing the end product will help staff buy in to this idea.	12/2/2015 7:58 AM
2	Rollout to elicit buy-in from as many staff as possible will be important.	12/1/2015 6:53 PM
3	How will this be funded? As we are losing funds is the cost worth the expense? Compare the overall cost to a teacher salary--is this equivalent to an FTE when FTEs are in danger? Some teachers might think it adds paper work, but we are thinking much of the load will be addressed by leadership teams. TLT thinks it might save time if we can focus our efforts on something that isn't going to change right away.	12/1/2015 4:56 PM
4	Cost could be an issue. What does the follow up look like	12/1/2015 4:51 PM
5	I'm curious about how this can be communicated to people outside of the district. I think this would be very beneficial to the district if teachers looking for jobs in the area and families looking to move to the area would have access to this information and be able to compare to other Districts.	12/1/2015 4:50 PM
6	How would this be shared with the public? How would teachers respond to this process? What kind of work would be required from teachers?	12/1/2015 4:49 PM
7	Does the benefits out way the monetary cost.	12/1/2015 4:49 PM
8	We would like to hear more about it being systematic and how we can use it on going. We would like to see the 33 + components and what are we getting out of it, will it be usable?	12/1/2015 4:46 PM

Q1 What did you see and/or hear that you believe would bring value to our district through a partnership with AdvancEd?

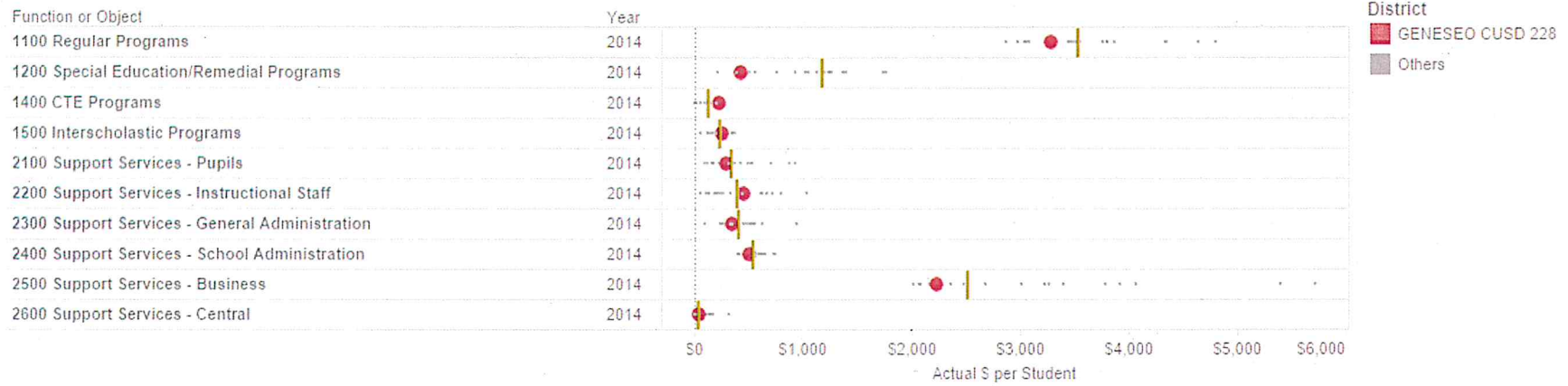
Answered: 8 Skipped: 0

#	Responses	Date
1	It's focused on process and not telling us what exactly we have to do. Having documents in place so if someone leaves they have documents to reference.	12/2/2015 7:58 AM
2	It's always good to reflect and get feedback from outside sources in a nonthreatening process.	12/1/2015 6:53 PM
3	It would really guide professional development planning. It would give us specific direction, based on gathered evidence, with multi-year goals.	12/1/2015 4:56 PM
4	It is process based versus people based. Having an outside source reduces bias and subjectivity.	12/1/2015 4:51 PM
5	The feedback is invaluable and goes hand in hand with our focus on feedback this year and as we move forward.	12/1/2015 4:50 PM
6	This could possibly replace ECRA as a student growth piece. The Stakeholder Feedback could be used instead of 5Essential Survey. Leadership teams could use the report to create leadership team goals.	12/1/2015 4:49 PM
7	This could provide long term focus on continual improvement that goes beyond a single person or team.	12/1/2015 4:49 PM
8	We like the internal review reports. We like the district wide approach.	12/1/2015 4:46 PM

Benchmark Comparison - Expenses

GENESEO CUSD 228

Source: 5 Year Budget and AFR

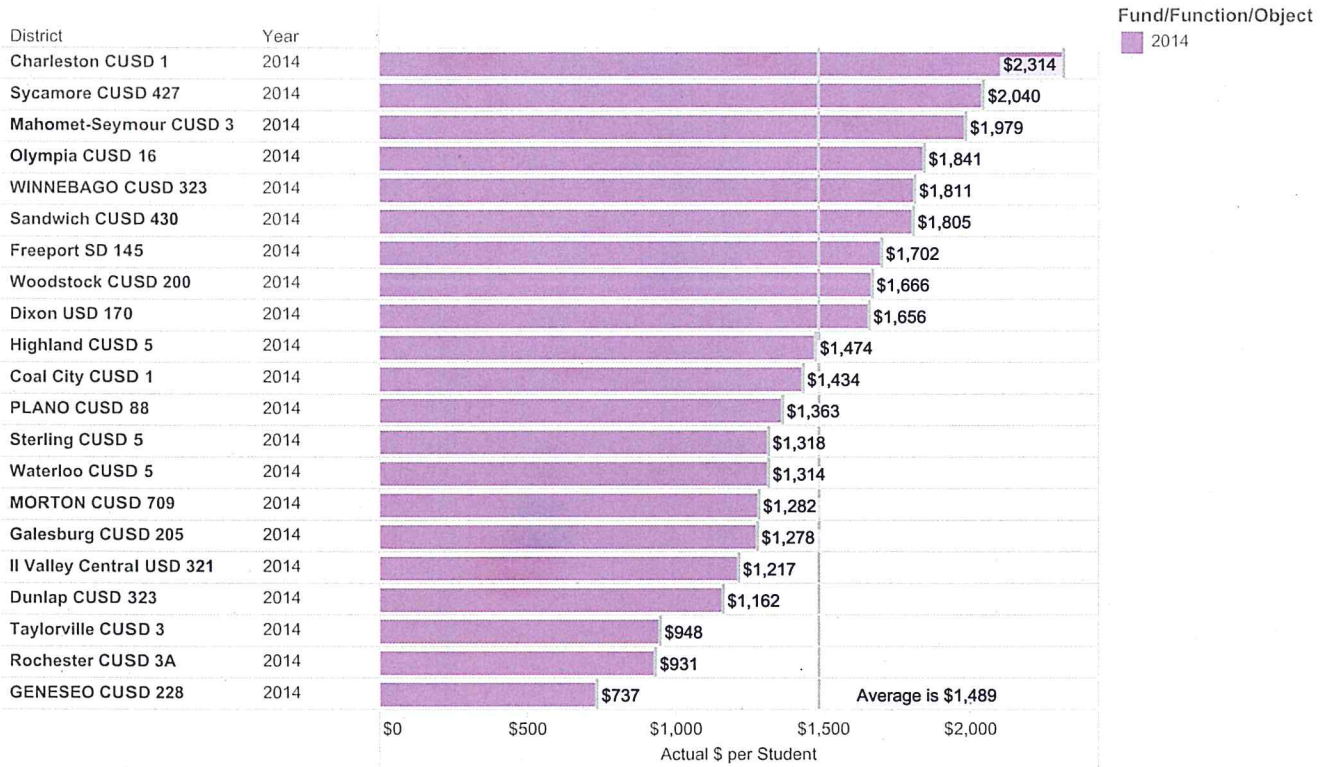


Area Spending Comparison

Specific Area: Special Ed

"Total Operating Expense" Includes Items from Funds 10,20, 40, 50, 70 & 80

Source: 5 Year Budget and AFR



Area Spending Comparison

Specific Area: Special Ed

"Total Operating Expense" Includes Items from Funds 10,20, 40, 50, 70 & 80

Source: 5 Year Budget and AFR



Transportation Expenditures and Reimbursement - All County
 Transportation Type: Regular

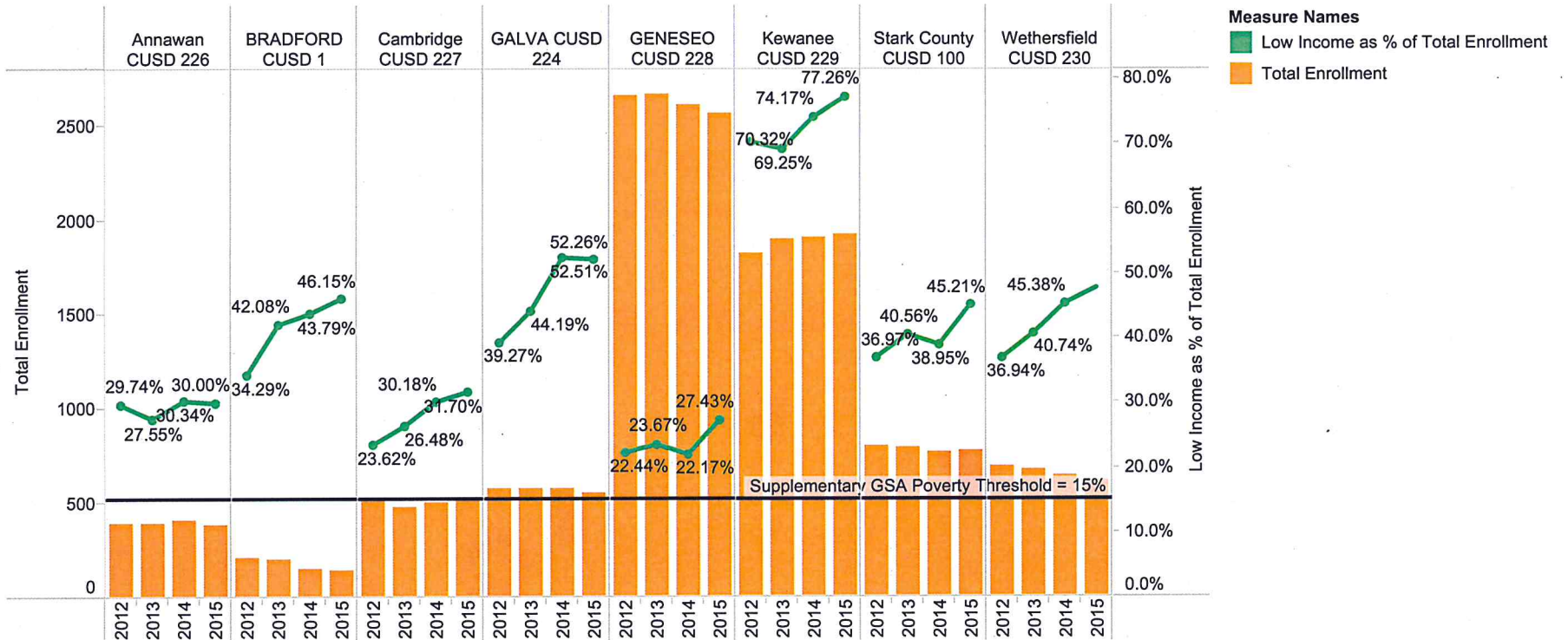
Source: Transportation Claim Form

Note: "Year" is the year of the State reimbursement, not the year of the expenses



All - Annawan CUSD 226, BRADFORD CUSD 1, Cambridge CUSD 227 and 5 more Low Income Enrollment

Source: ISBE Fall Housing Enrollment Data



District					
Bloomington SD #87					
Charleston CUSD #1					
Dixon USD #170					
Dunlap CUSD #323					
Freeport SD #145					
Galesburg CUSD #205					
Geneseo CUSD #228					
Highland CUSD #5					
Il Valley Central USD #321					
Macomb CUSD #185					
Mahomet-Seymour CUSD #3					
McLean County USD #5					
Morton CUSD #709					
Olympia CUSD #16					

Plano CUSD #88					
Rochester CUSD #3A					
Sandwich CUSD #430					
Sterling CUSD #5					
Sycamore CUSD #427					
Taylorville CUSD #3					
Waterloo CUSD #5					
Winnebago CUSD #323					
Woodstock CUSD #200					