Prepared by Dr. Jeffrey Alstadt
ISBE State Report Cards

Purpose
To present an overview of the recent Illinois State Board of Education school report cards and summative designations for Streator Elementary School District 44 while addressing structural limitations within the state accountability framework.

Background and Information
The Illinois State Board of Education evaluates public schools annually under a summative designation framework that assigns performance levels based on academic achievement, student growth, English Learner progress, and school quality indicators.

District 44 schools received the following designations during the recent reporting cycle:

- Centennial Elementary School earned a Commendable designation.
- Kimes Elementary School received a Developing designation.
- Northlawn Junior High School received a Developing designation.

Systemic Challenges in State Accountability
Using the state accountability system to drive meaningful local school improvement efforts is exceptionally difficult due to frequent methodological changes and shifting expectations imposed by the state.

- ISBE modifies business rules, calculation mechanisms, and scoring models on a regular basis.
- Performance thresholds required to achieve specific ratings change annually based on statewide data patterns rather than fixed educational standards.
- Frequent redesigns of core metrics prevent districts from establishing stable multi-year longitudinal tracking.
- Indicators such as consistent attendance and climate survey participation can fluctuate due to external community variables rather than internal instructional quality.
- Constant rule adjustments force administrative leadership to spend excessive time deciphering state formulas rather than focusing entirely on classroom instruction and curriculum support.

Next Steps
Despite the administrative friction and moving targets created by the state accountability system, District 44 remains firmly committed to student success.

- The administration will maintain focus on local assessment benchmarks and targeted academic interventions.
- District and building leadership will continue monitoring foundational student growth internally across all grade levels.
- Staff will prioritize instructional quality and student support over reactive compliance with volatile state ranking metrics.

Administrative Recommendation
This report is presented to the Board of Education as an informational item.