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& adaptive
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& productive
citizens



2022 School Report Card

Understanding Summative Designations



**ILLINOIS
REPORT CARD**

2021-2022

Background

- Summative Designations became a federal requirement in 2018.
- States developed their own calculation criteria and metrics.
- ISBE incorporated the Summative Designation process into the Illinois School Report Card.
- After a two-year hiatus, Summative Designations are back.

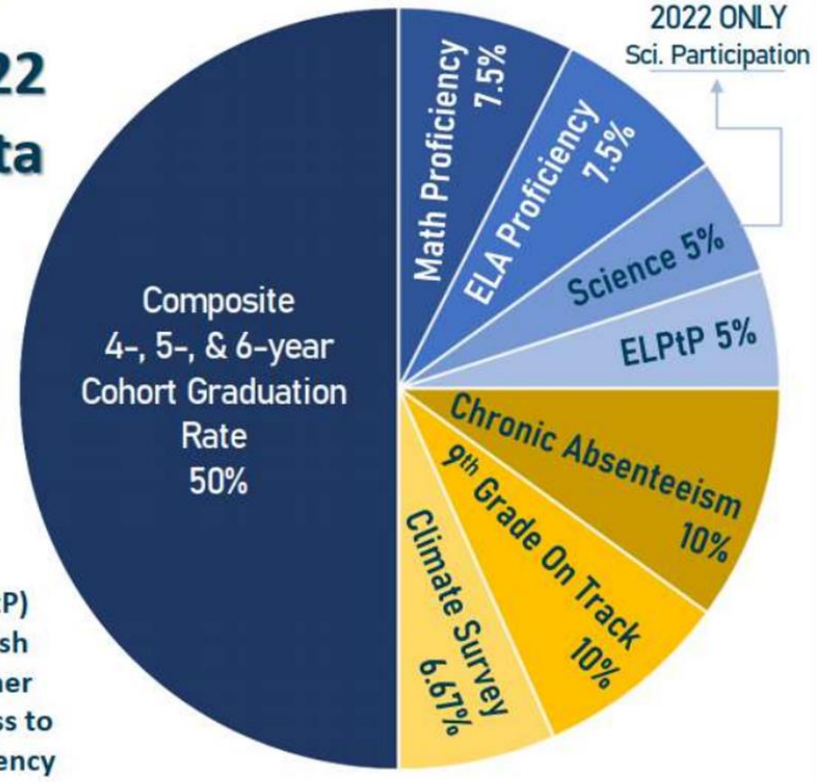
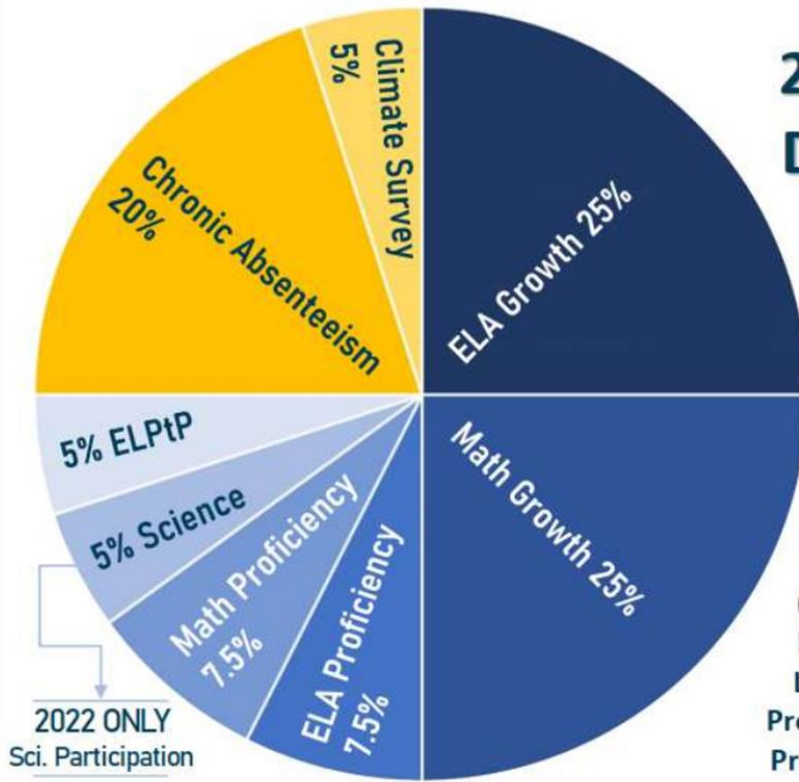
2022 Indicators and Weights

16

Elementary/Middle Band (ES)

High School Band (HS)

2022
Data



(ELPtP)
English
Learner
Progress to
Proficiency

Summative Designation Indicators and Weights

- Designations are calculated by weighting eight indicators and then comparing overall calculations of schools from across the state.
- Elementary and Middle Schools fall in one *Designation Band* while high schools have a different set of indicators and are evaluated separately.
- Some indicators are weighted much more heavily than others.
- Some indicators are straight-forward while others require complex calculations.

Understanding Key Indicators

Growth (Student Growth Percentiles) & Graduation Rate

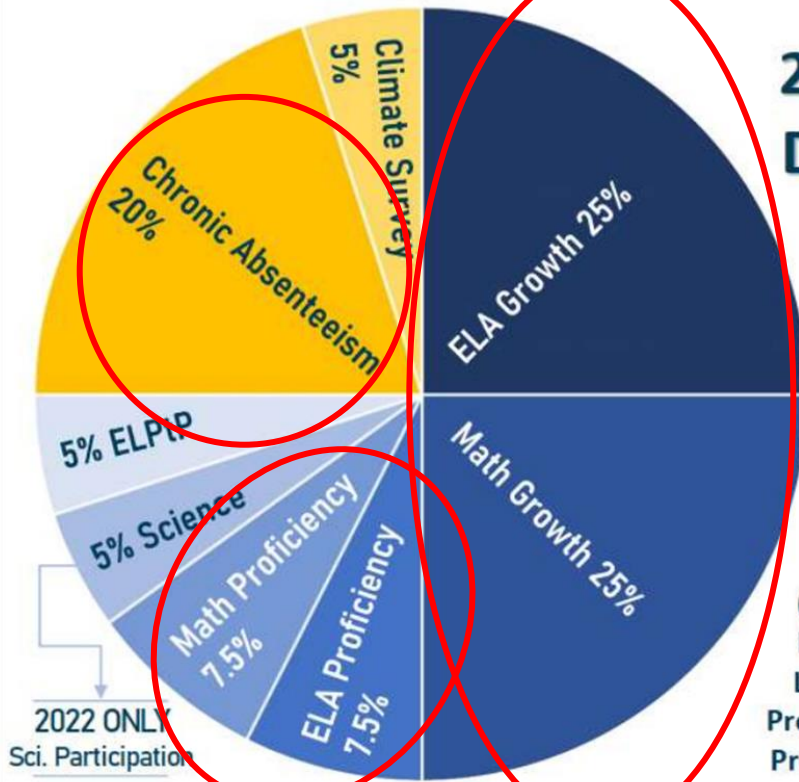
Proficiency

Chronic Absenteeism

2022 Indicators and Weights

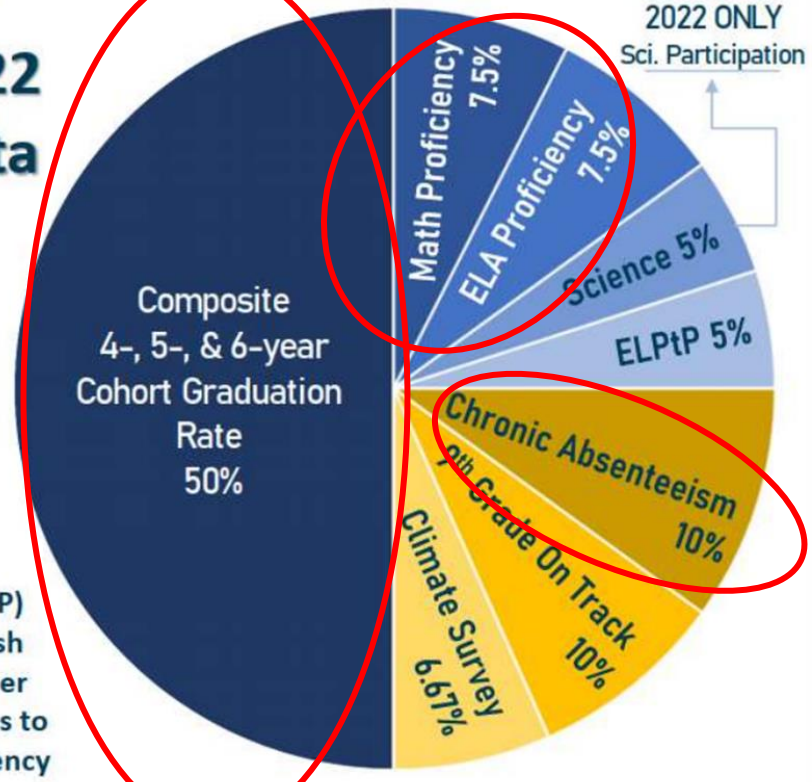
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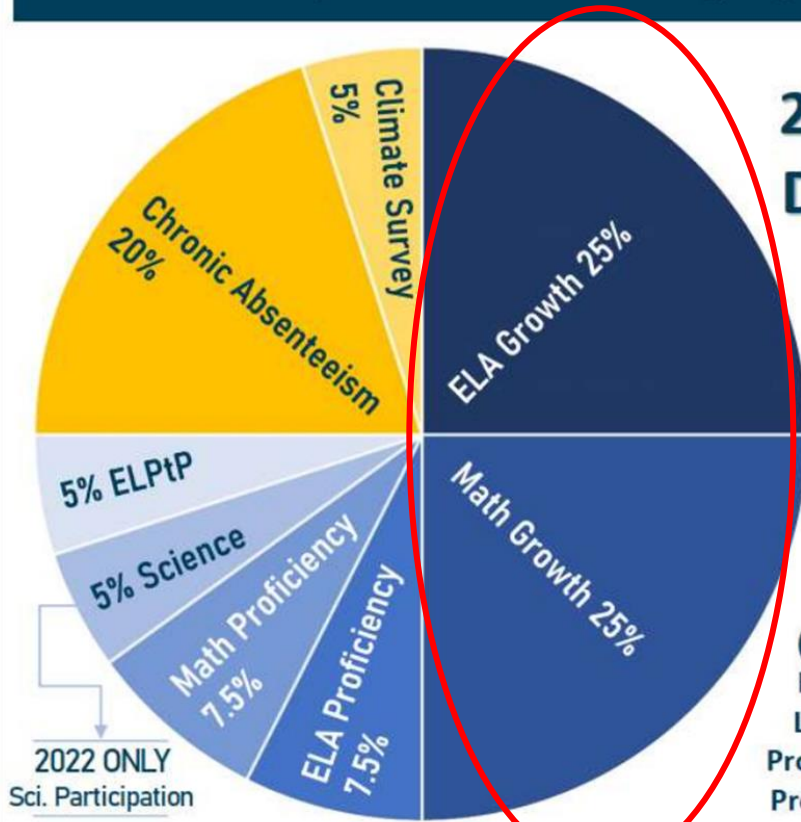


(ELPTP)
English
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2022 Indicators and Weights

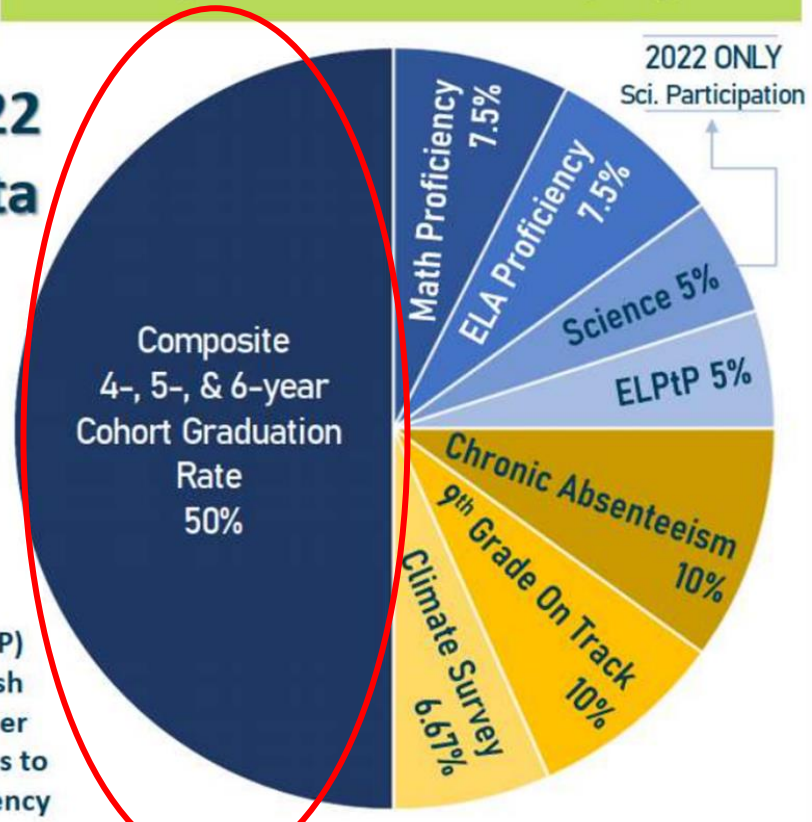
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High School Band (HS)

2022 Data



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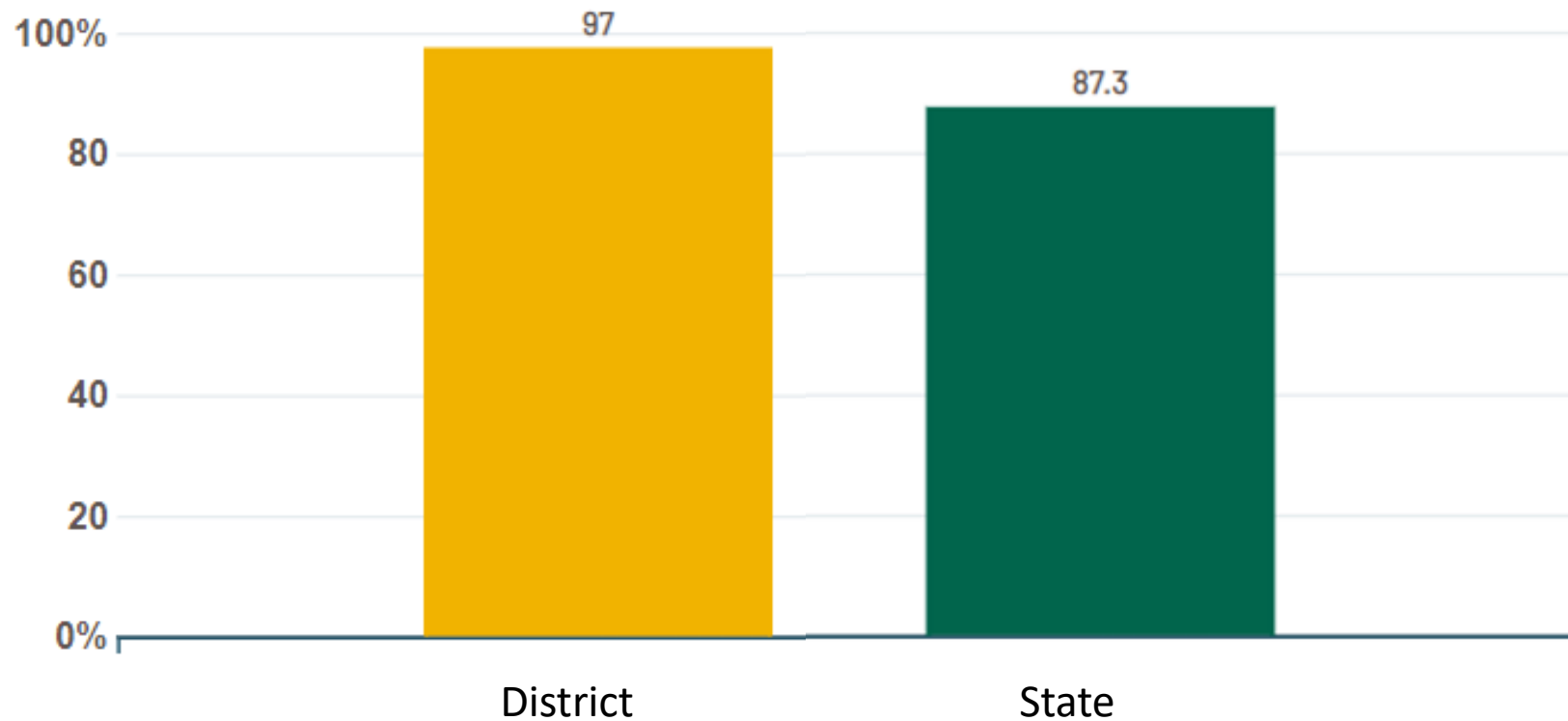
Graduation Rate

Growth

Calculations (SGP)

Geneva 304 Graduation Rate

Graduation Rate 4 Years (Students who entered 9th grade in SY2018-19)



Growth vs. Proficiency

- Proficiency ratings intend to tell us how students perform in relation to specific skills, requirements, or standards.
- Growth ratings intend to tell us how far a student has progressed from one point in time to another.
- The Illinois School Report Card has historically focused on proficiency.
- Evaluating based on growth is intended to contextualize achievement based on varied starting points.

Student Growth Percentiles (SGP)

- Percentiles are used to compare individual points to a broad population.
- We traditionally use percentiles to understand where an individual falls in comparison to peers.
- SGPs do this by comparing a student's test score to her/his peers who started at the same point.
- This approach does not align with our traditional understanding of percentiles.

Example: Height Percentile

Andy is 4'4" tall.

Andy is in the 30th %ile for height.

Adam is 5'2" tall.

Adam is in the 80th %ile for height.



Andy



Adam

Example: Height GROWTH Percentile

Andy was 4' tall last year.

Andy is 4'4" tall this year.

When compared to other boys who were 4' tall last year, Andy is in the 80th %ile for height growth.

Adam was 5' tall last year.

Adam is 5'2" this year.

When compared to other boys who were 5' tall last year, Adam is in the 30th %ile for height growth.



Andy



Adam

Example: Height GROWTH Percentile

Andy is in the 30th %ile for height.

Andy is in the 80th %ile for height growth.

Adam is in the 80th %ile for height.

Adam is in the 30th %ile for height growth.

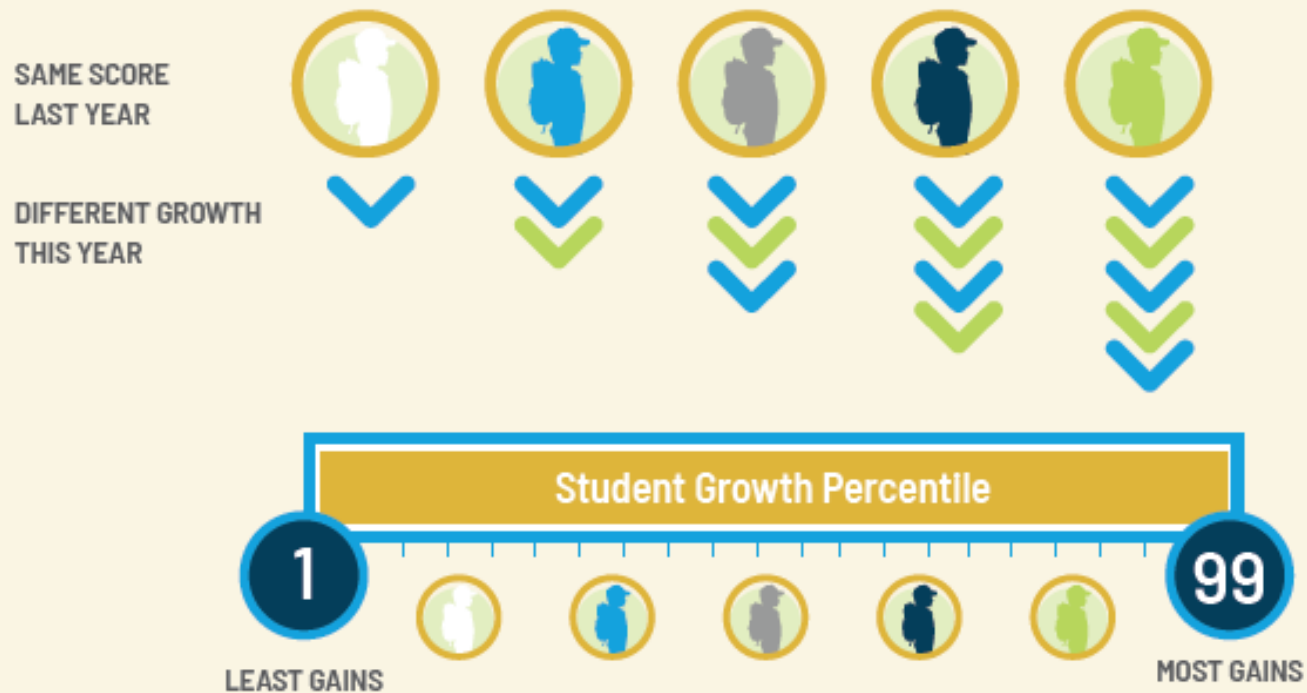


Andy

Adam

Illinois Student Growth Percentiles (SGPs)

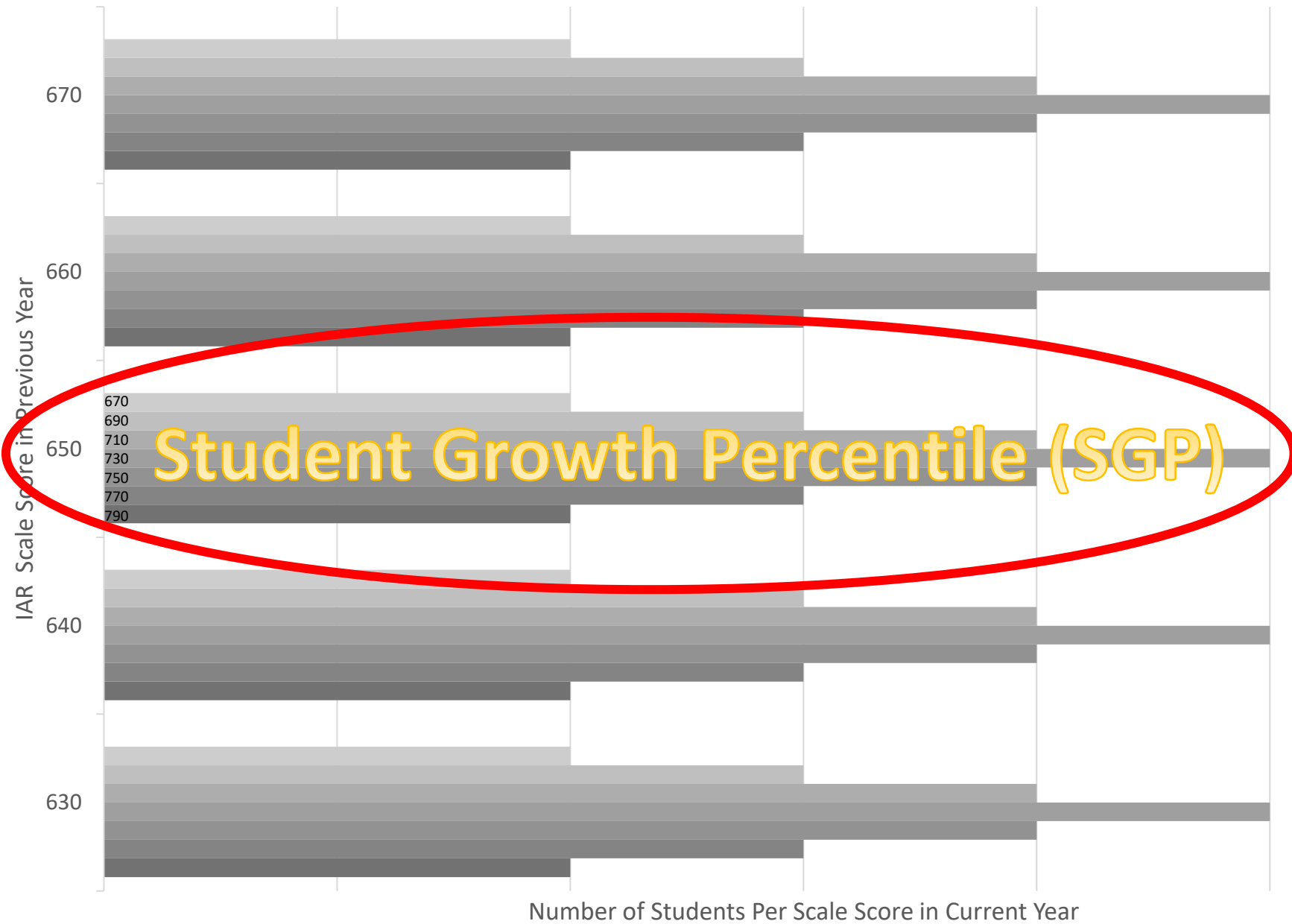
SGP Compares a Student's Growth to Academic Peers in Illinois

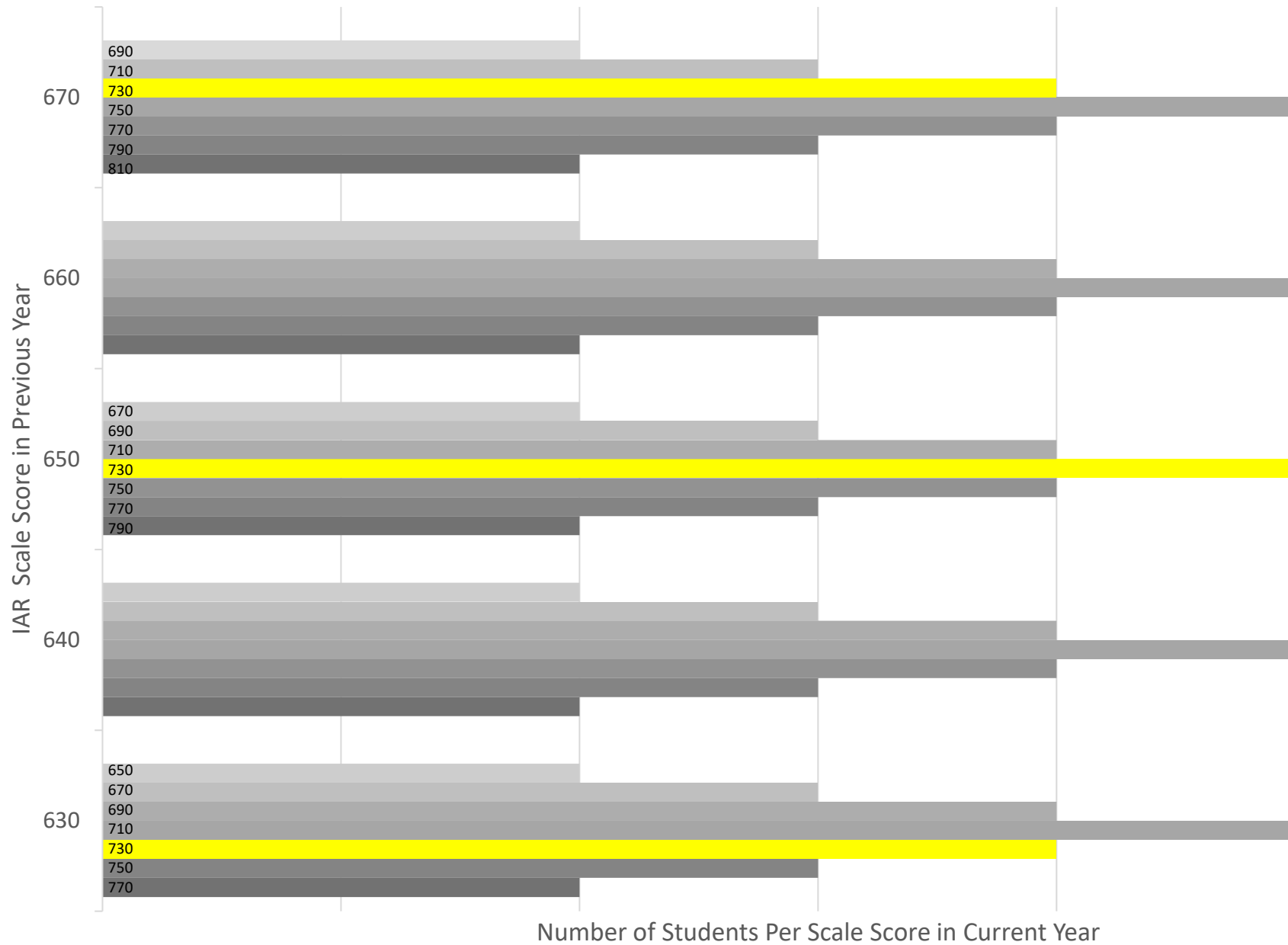


Imagine a fifth-grade student who had a scale score of 650 in math last year. SGP compares that student's math score this year to all other Illinois students in the same grade, in same subject, and who had the same scale score last year. SGP then orders the students on a scale of 1 to 99 by how much their scores grew. The student who made the greatest gains receives a math SGP of 99. The student who made the least gains receives a math SGP of 1.

A student's growth percentile means the student grew the same or more than that percent of their peers in Illinois who started at the same baseline.

SGP also looks at students' scores the year before last, for up to three years of data, which allows us to identify a true growth trend. Illinois' support and accountability system uses a school's mean SGP, which is the average of its individual students' SGP.





Student A:

4th Grade Score: 670

5th Grade Score: 730

SGP: 30%ile for Growth

Student B:

4th Grade Score: 650

5th Grade Score: 730

SGP: 50%ile for Growth

Student C:

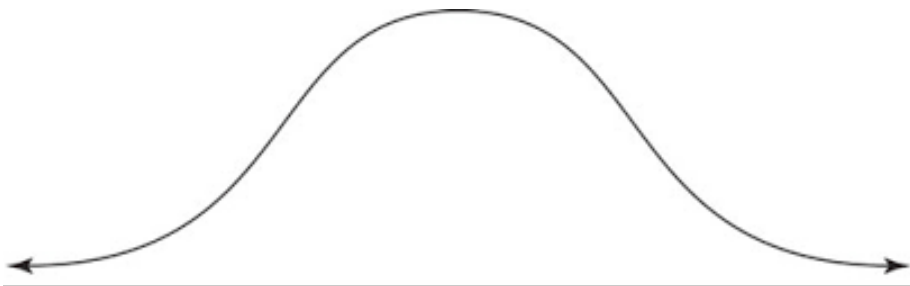
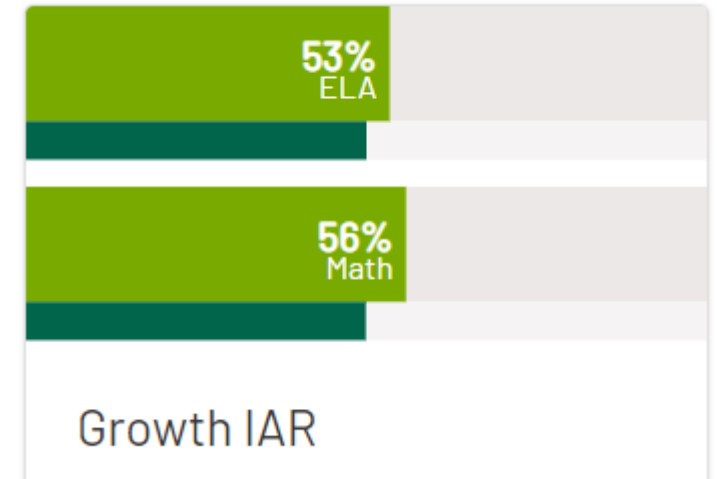
4th Grade Score: 630

5th Grade Score: 730

SGP: 70%ile for Growth

Geneva 304 Overall SGP

- An SGP at the 50%ile represents typical growth.
- SGPs fall along a percentile curve. A majority of students are clustered around the 50%ile mean.
- According to ISBE, less than 5% of schools are 'in the tails'.



Understanding Proficiency

Elementary, Middle, and High School

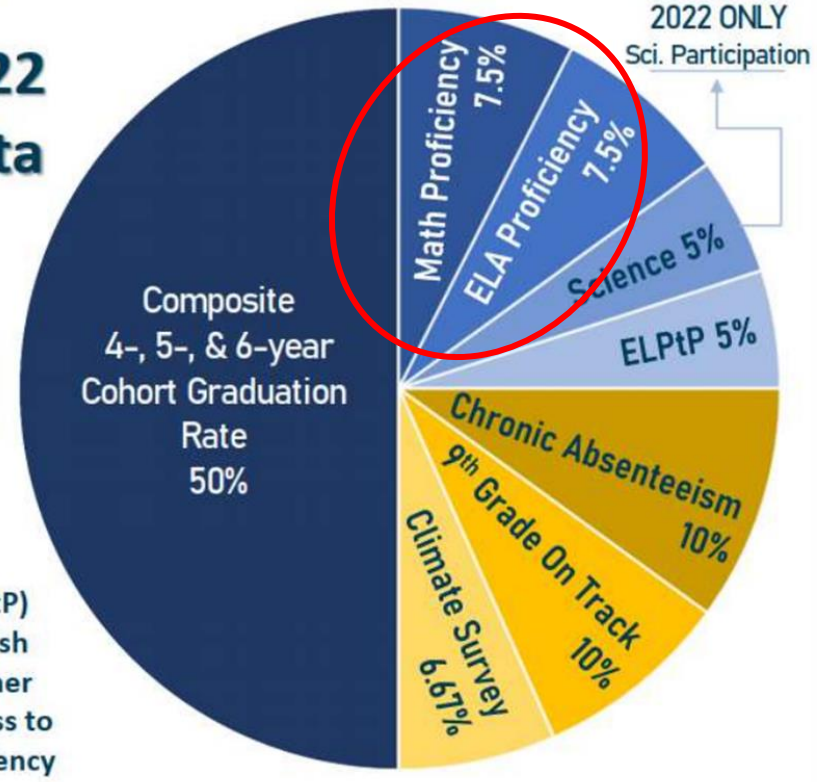
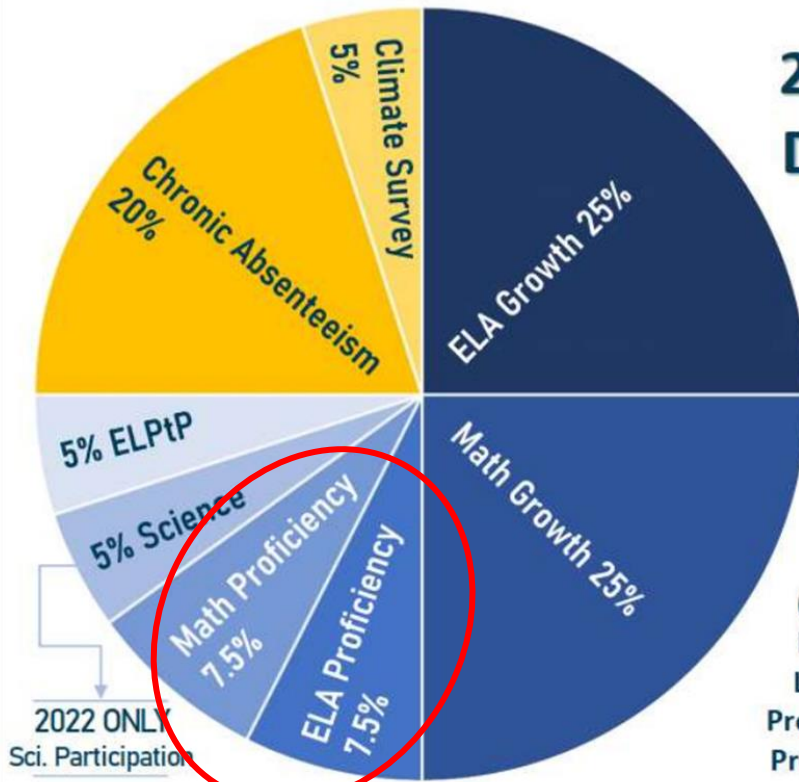
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(ELPtP)
English
Learner
Progress to
Proficiency

Proficiency Bands and Assessments

Elementary/Middle

- 5 Score Bands
- Top Two *Meet* Standards
- IL Assessment / Readiness (IAR)
 - 3RD – 8TH Grades
- State-Specific Benchmarks on Illinois-Only Test

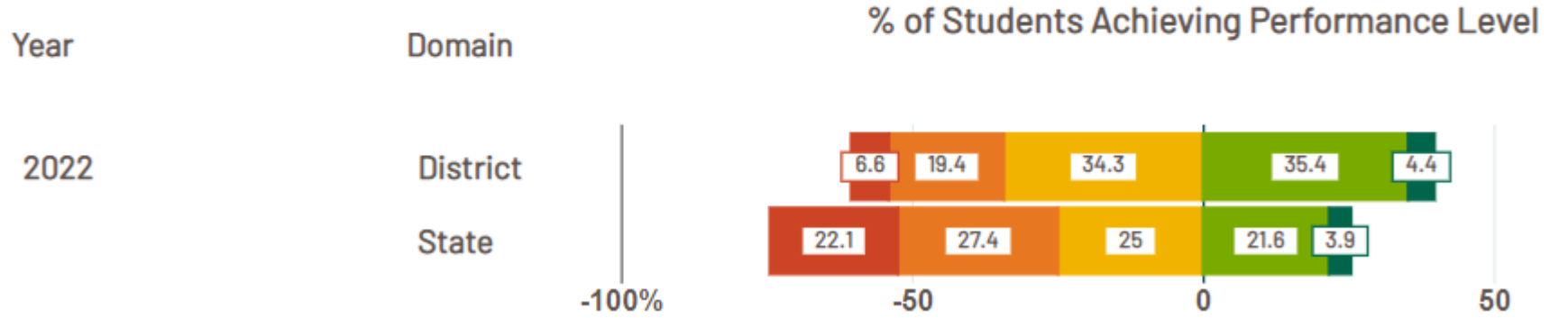
High School

- 4 Score Bands
- Top Two *Meet* Standards
- SAT
 - 11th Grade
- State-Specific Benchmarks on Nationally-Administered Test

Elementary and Middle Schools

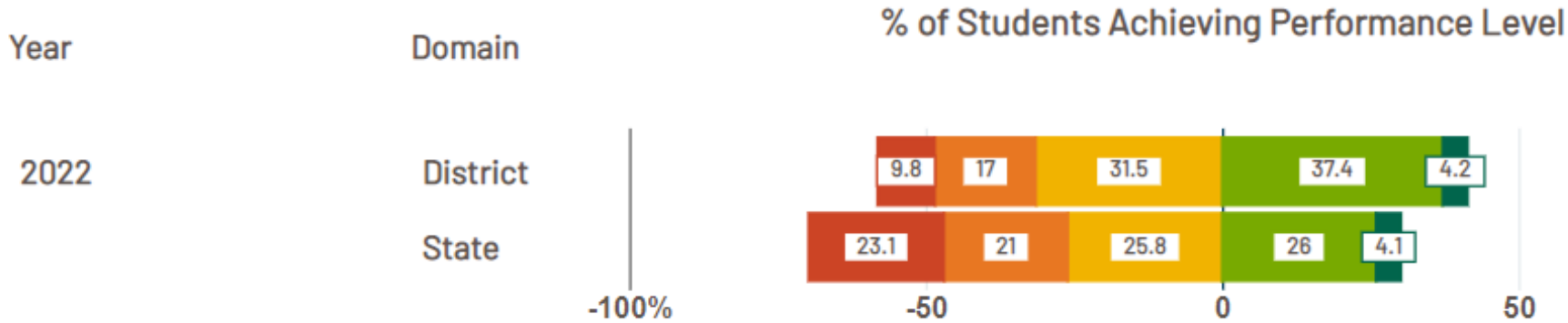
English Language Arts

Did Not Meet Partially Met Approached Met Exceeded



Math

Did Not Meet Partially Met Approached Met Exceeded



High School

English Language Arts

Partially Meets Approaching Meets Exceeds

Year

Domain

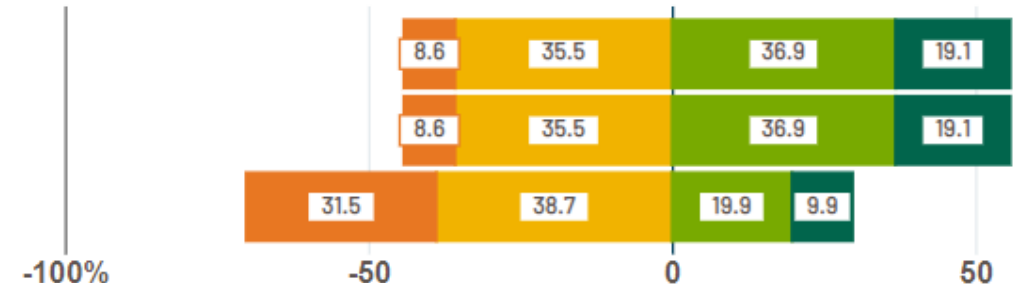
% of Students Achieving Performance Level

2022

School

District

State



Math

Partially Meets Approaching Meets Exceeds

Year

Domain

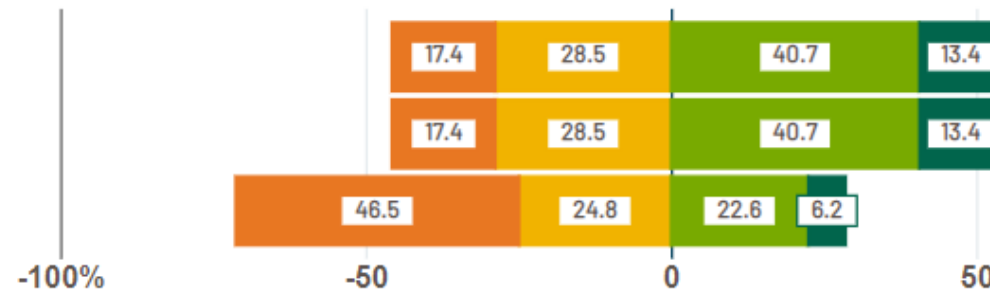
% of Students Achieving Performance Level

2022

School

District

State



Proficiency Critical Understandings

- Challenges of the Pandemic
- Importance of comparison with other data
- State-Specific Benchmarks
- Inconsistency between EL/MS and HS Designation Bands
- Finding areas for growth

Understanding Chronic Absenteeism

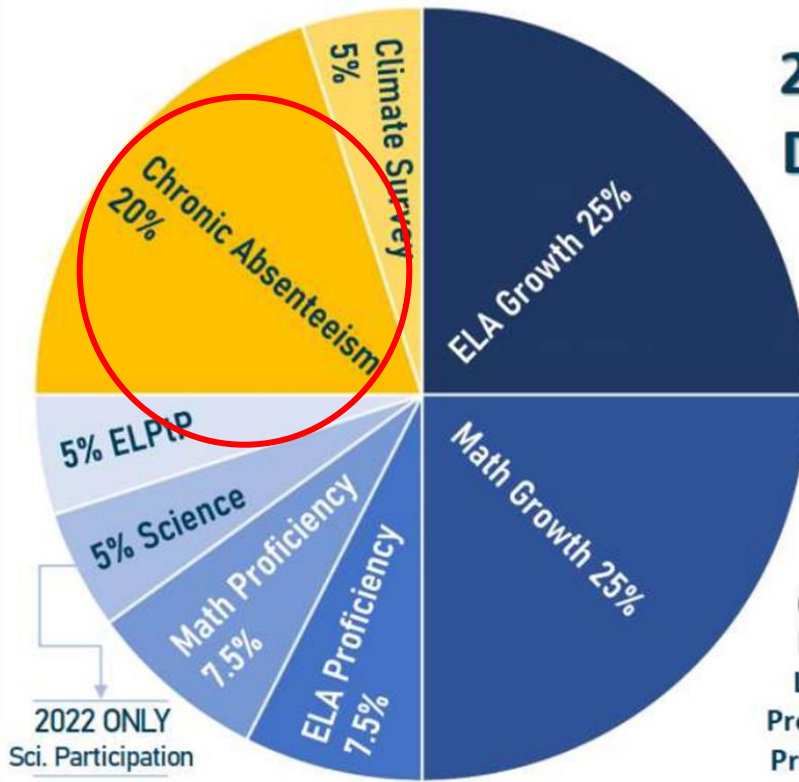
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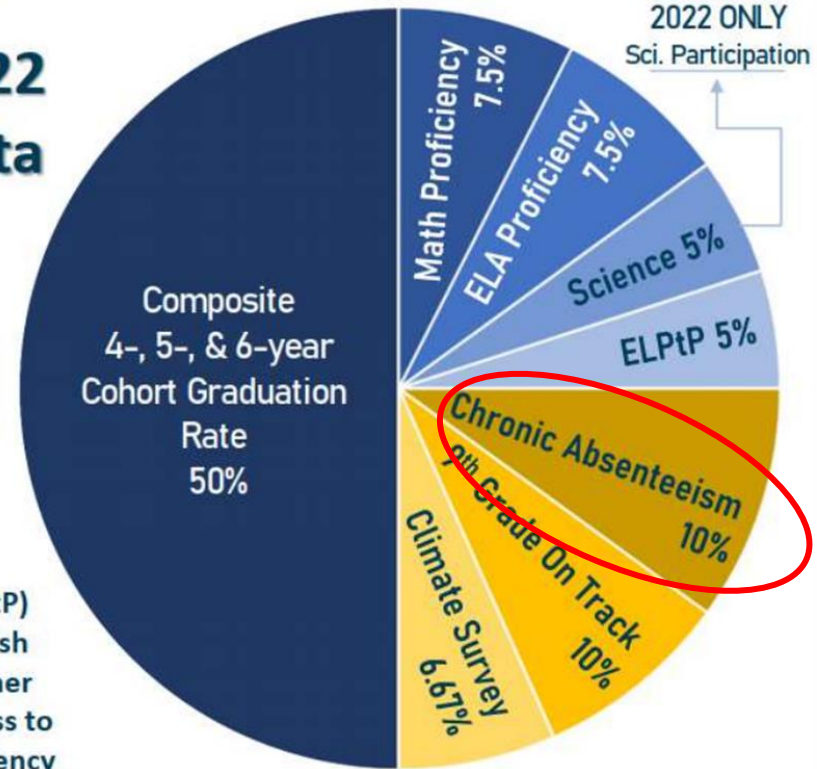
Elementary/Middle Band (ES)

High School Band (HS)

2022
Data



Composite
4-, 5-, & 6-year
Cohort Graduation
Rate
50%



Chronic Absenteeism

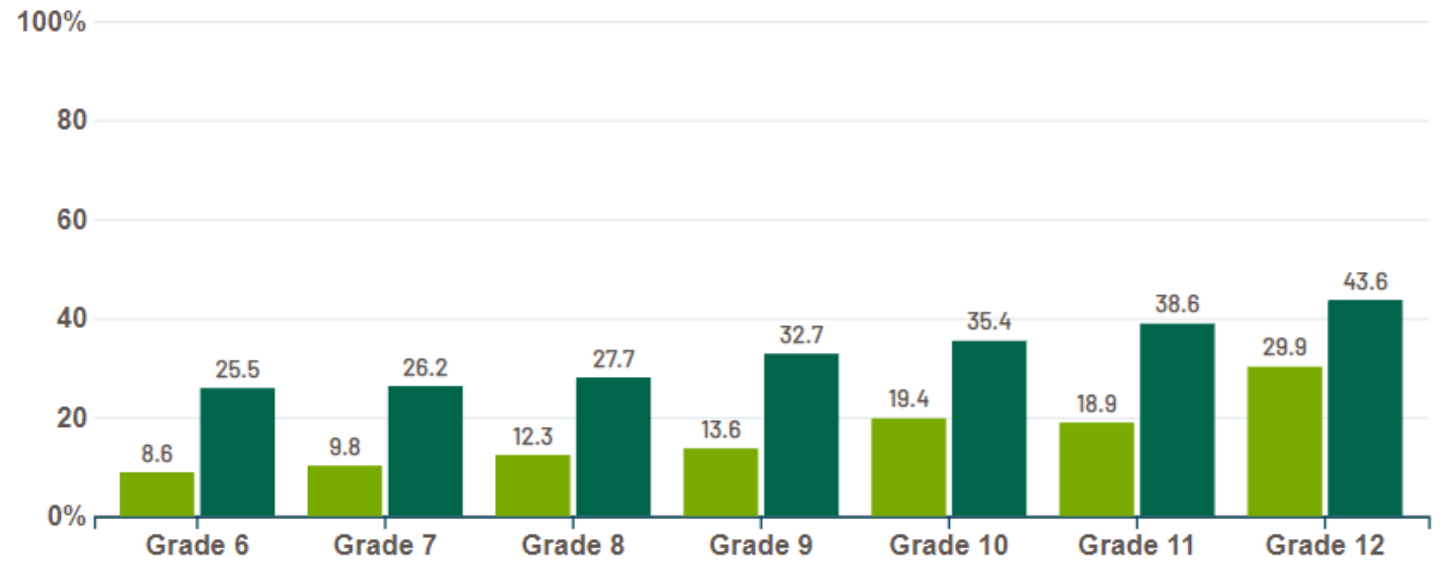
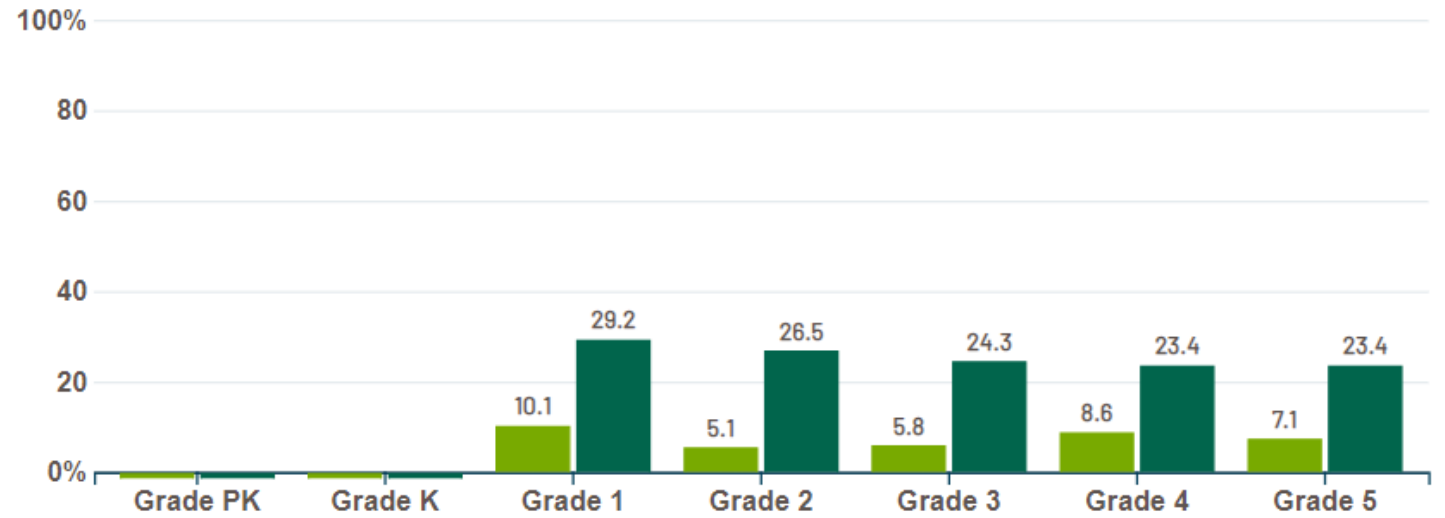
Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

Considerations:

- Illness
- Mental Health Days
- Family Decisions/Choices

Geneva 304 – Chronic Absenteeism

■ District ■ State





How are Summative
Designations Calculated?

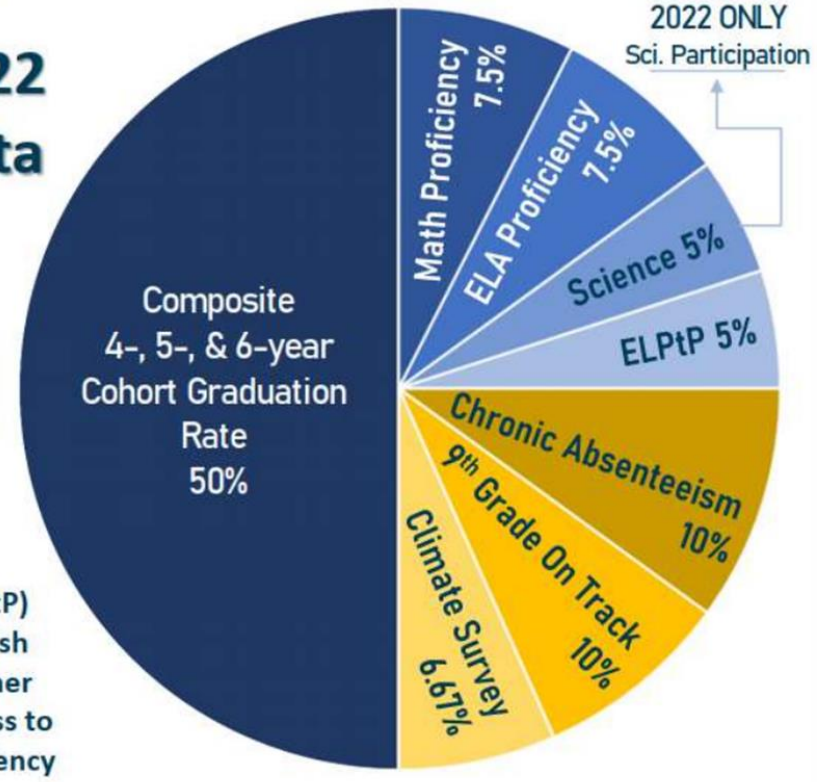
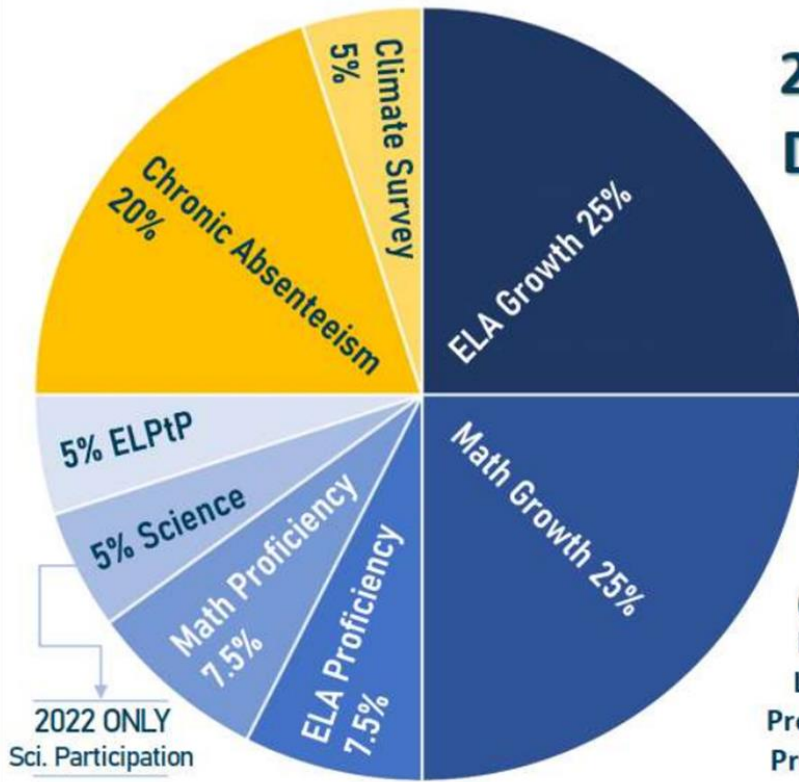
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Four Possible Summative Designations

Exemplary

Commendable

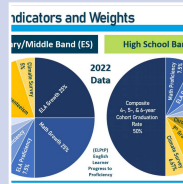
Targeted
Support

Comprehensive
Support



Two Rating Bands

Elementary/Middle
High School



Eight Indicators/Band

Differentiated by
Band



Compares all public schools in that
band from across the state

4 Possible Designations

Exemplary

Overall Performance in the top 10% of schools

Commendable

Overall Performance not in the top 10%

No *student groups* performing at the **Comprehensive** level

Targeted Support

One or more *student group* performing at the **Comprehensive** Level

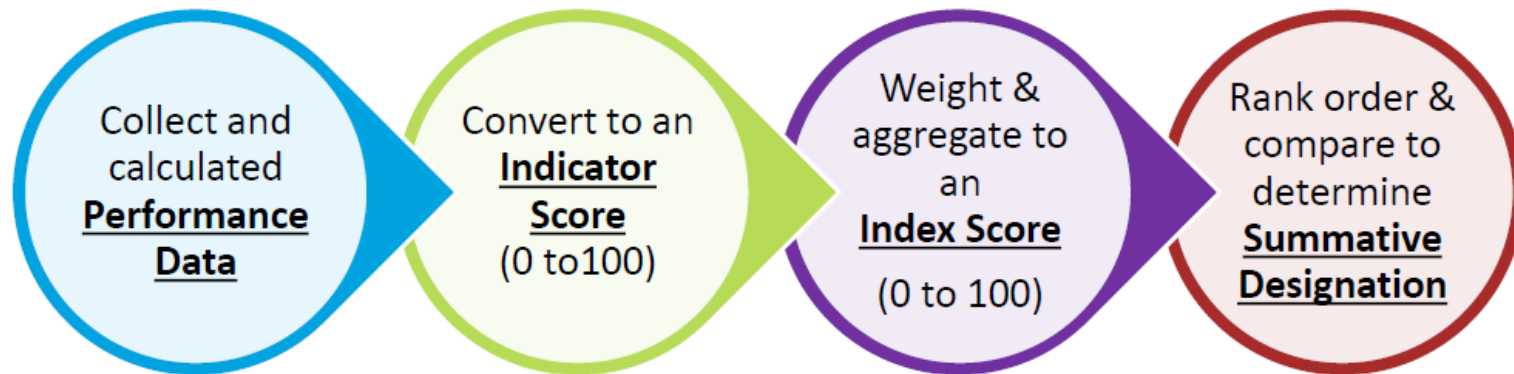
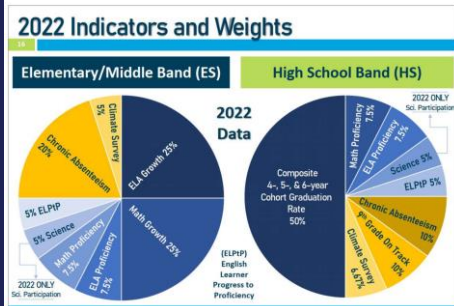
Comprehensive Support

Overall Performance in the bottom 5%

All high schools with a graduation rate below 67%

Calculating Annual Summative Designations

4 Step Process



- Percent Proficient
- Grad Rate
- Etc.
- Business rules unique to each indicator
- Weighted according to the plan
- Rank ordered by “All Student” Group
- ES in one list
- HS in another

Summative Designations for all Schools

- The differentiation between commendable and targeted is not based on overall performance of a school.
- Rather, an otherwise Commendable school falls into the Targeted Designation category if one or more student groups is performing in the comprehensive category.

STUDENT GROUPS

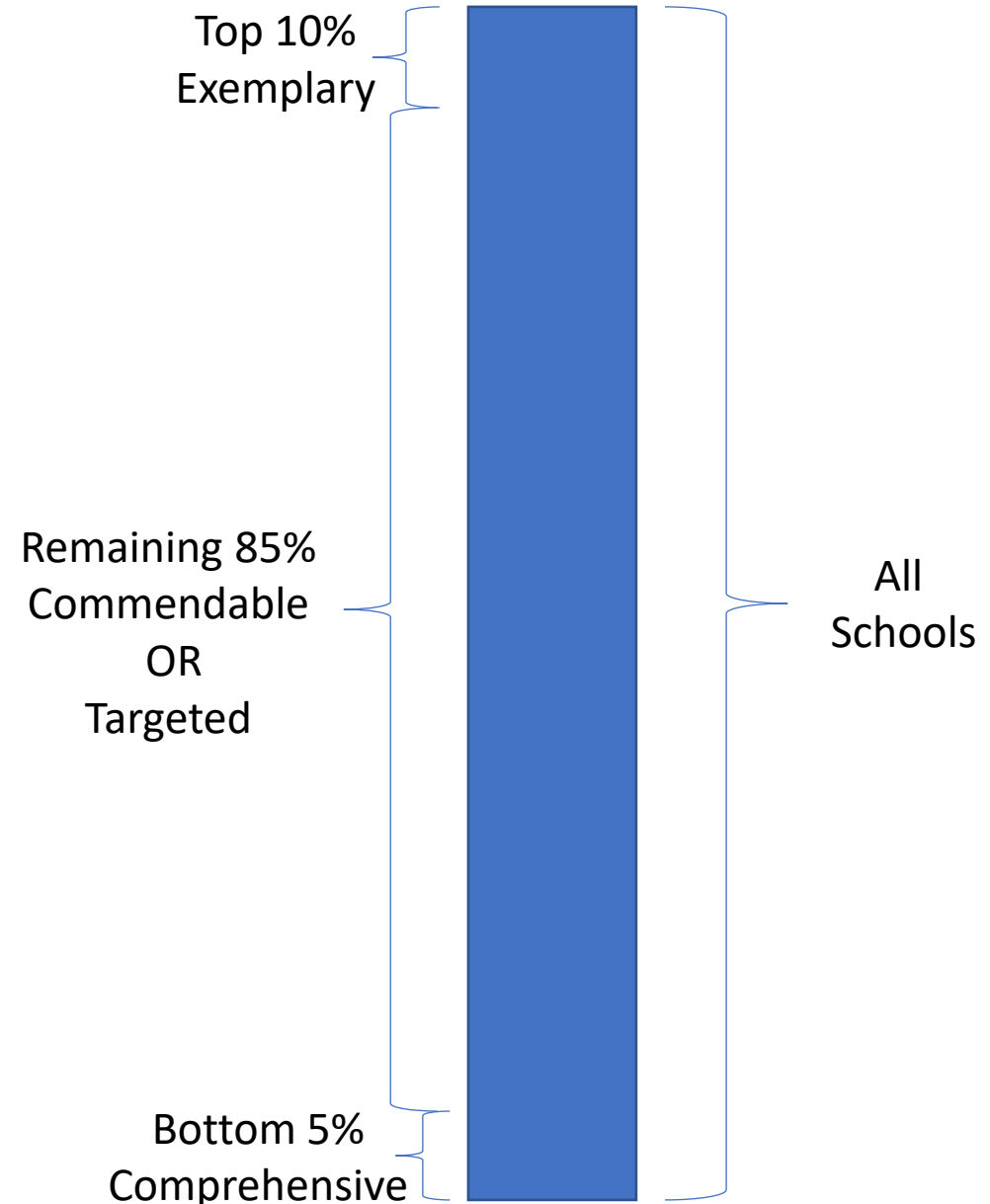
Demographics

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

Programs

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

groups must have at least 20 students in at least five of eight indicators,



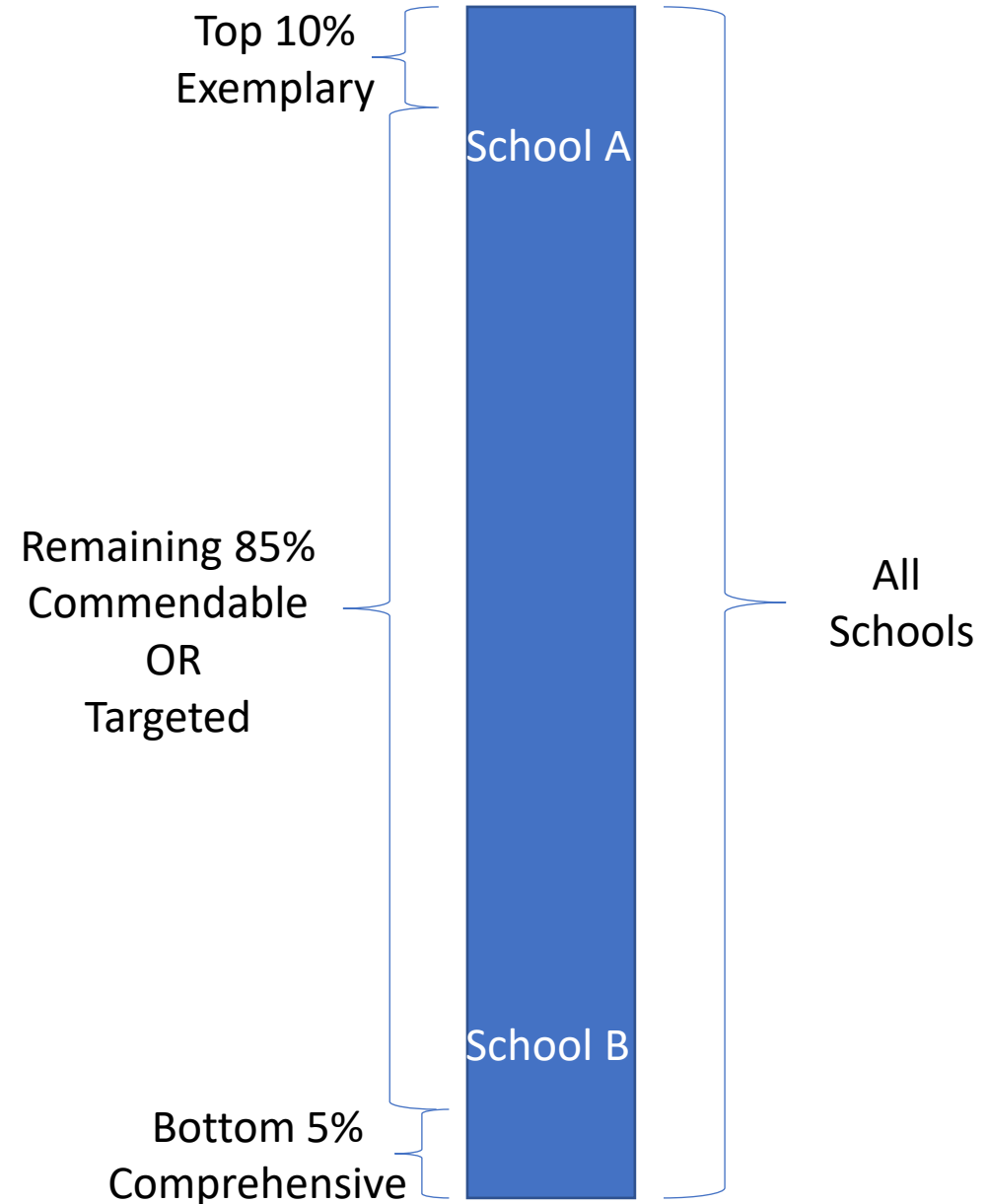
Summative Designation: an Example

School A:

- Overall comparative performance below the top 10% and above the bottom 5% (but close to the top).
- The economically disadvantaged student group is performing below the same level as the overall performance in the Comprehensive Support Schools.
- School A receives a designation of **Targeted Support**.

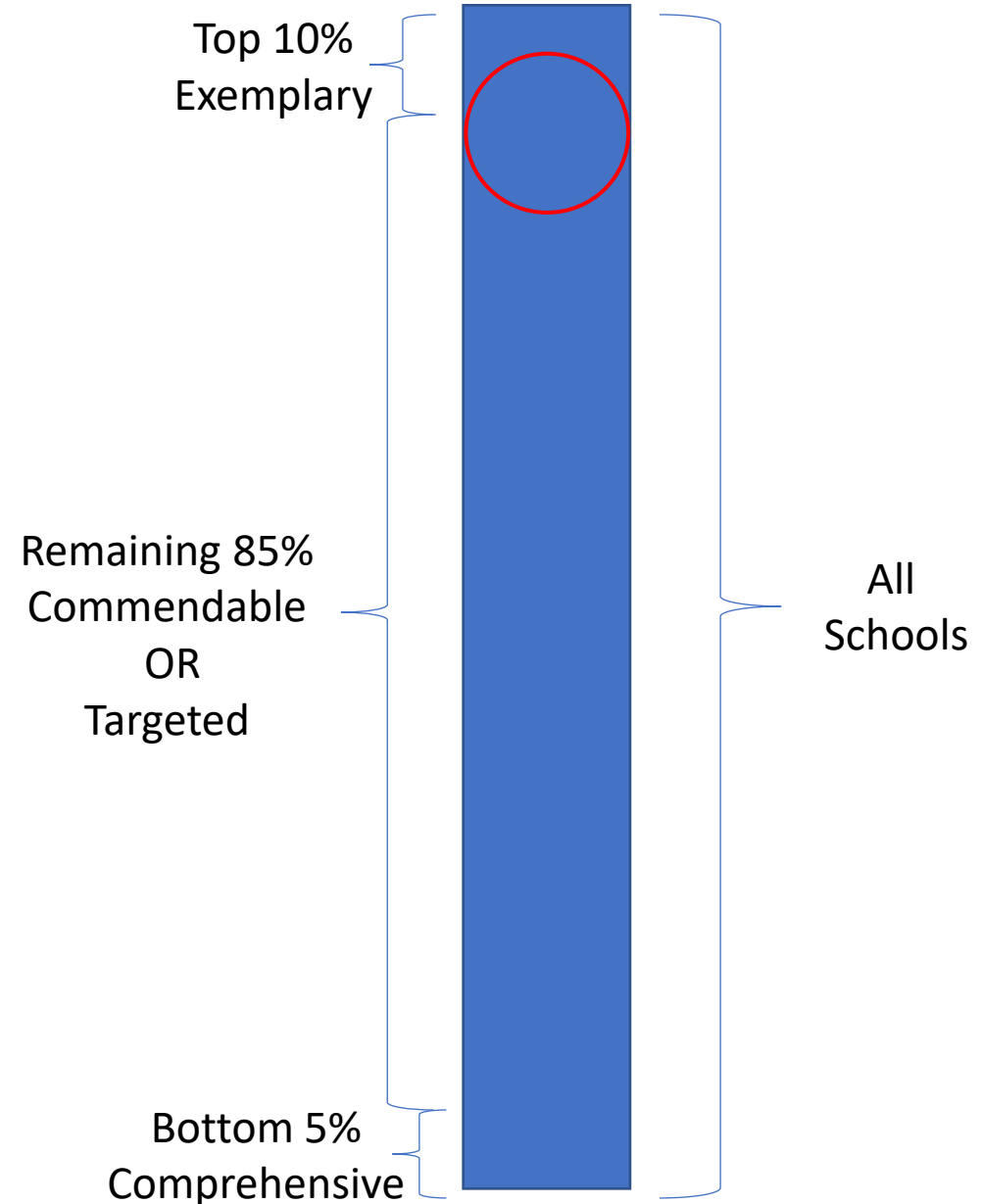
School B:

- Overall comparative performance below the top 10% and above the bottom 5% (but close to the bottom).
- No student groups at School B are performing at or below the same level as the overall performance in the Comprehensive Support Schools.
- School B receives a designation of **Commendable**.



Summative Designations

- ISBE publishes thresholds for Exemplary and Comprehensive designations.
- These thresholds will change every year.
- This year all Geneva schools are clustered around the Exemplary/Commendable Threshold.
- This year Geneva Schools do not have any student groups with summative calculations at or close to the Comprehensive Threshold.



Geneva Summative Designation

Summative Designation

5

Exemplary Schools

4

Commendable Schools

-

Targeted Schools

-

Comprehensive Schools

School Name

GENEVA COMMUNITY HIGH SCHOOL

GENEVA MIDDLE SCH NORTH

GENEVA MIDDLE SCH SOUTH

FABYAN ELEMENTARY SCHOOL

HARRISON STREET ELEM SCHOOL

HEARTLAND ELEMENTARY SCHOOL

MILL CREEK SCHOOL

WESTERN AVENUE ELEM SCHOOL

WILLIAMSBURG ELEM SCHOOL

GENEVA 304 EARLY LEARNING CENTER

Grades

9 - 12

6 - 8

6 - 8

K - 5

K - 5

K - 5

K - 5

K - 5

K - 5

PK - PK

Summative Designation

Exemplary

Commendable

Commendable

Exemplary

Commendable

Exemplary

Exemplary

Commendable

Exemplary

Final Thoughts

- Geneva Students are demonstrating solid growth.
- We are always reviewing additional data in the area of proficiency to seek specific areas for improvement.
- The 'relative' nature of the Summative Designation system means that a school's summative designations could move in the 'opposite' direction of its overall data in any given year.
- The Summative Designation System is largely about state and federal accountability.
- We will continue to use a wide variety of tools and data to help us to continue to grow and support students.



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