

# State of the District

**FSD145 Board of Education**  
**Dr. Anna Alvarado, Superintendent**

**November 30, 2022**



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# Agenda

1. Introduction
  - a. Illinois School Report Card
    - i. Defining the Annual Summative Designation
    - ii. Indicators and Metrics
    - iii. What's New? What's Out?
2. District overview
  - a. Teacher data
  - b. Student Achievement data
3. Next Steps for Improvement and Growth

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# As per ISBE- Resist Comparing the 2022 Designation to the 2019

Resist comparing the 2022 designation to the 2019 designation

- Changes with varying degrees of impact to nearly every indicator
- Comparison assumes similar conditions and context between the years and in this case, they are mostly different.

# School Report Card Indicators and Metrics

# What is an Annual Summative Designation?

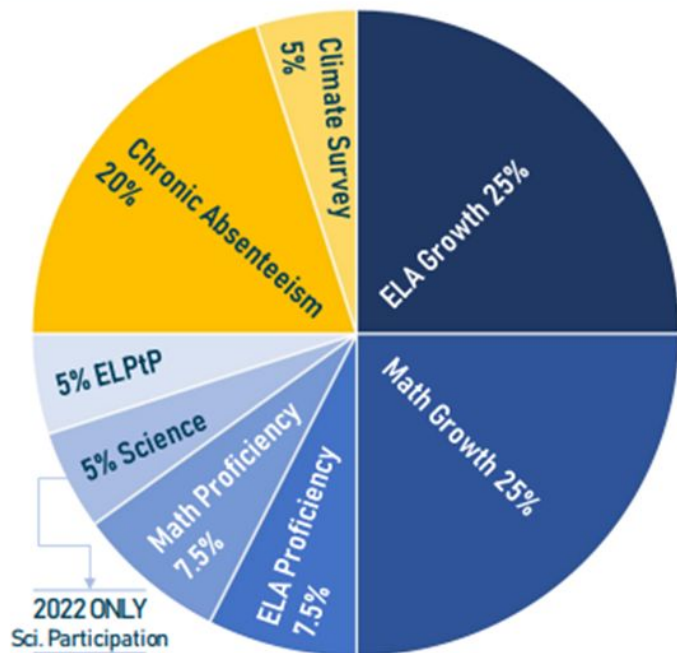
- **Multiple measures** index of academic achievement and student success
- Given **annually** \* and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**
  - Including schools with student groups needing support in otherwise reasonably performing schools
  - A school in school improvement status remains in status for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress

# Definitions for Summative Designations

<b>Exemplary</b>	Schools performing in the <b>top 10%</b> of schools statewide, with <b>no underperforming student groups</b>
<b>Commendable</b>	A school that has <b>no underperforming student groups</b> , a graduation rate greater than 67%, and whose performance is <b>not in the top 10%</b> of schools statewide
<b>Targeted</b>	A school in which <b>one or more student groups</b> is performing <b>at or below the level of the “all students” group</b> in the lowest performing 5% of all schools
<b>Comprehensive</b>	A school that is in the <b>lowest performing 5%</b> of Title 1 eligible schools in Illinois and <b>any high school with a graduation rate of 67% or less.</b>

# 2022 Indicators and Weights

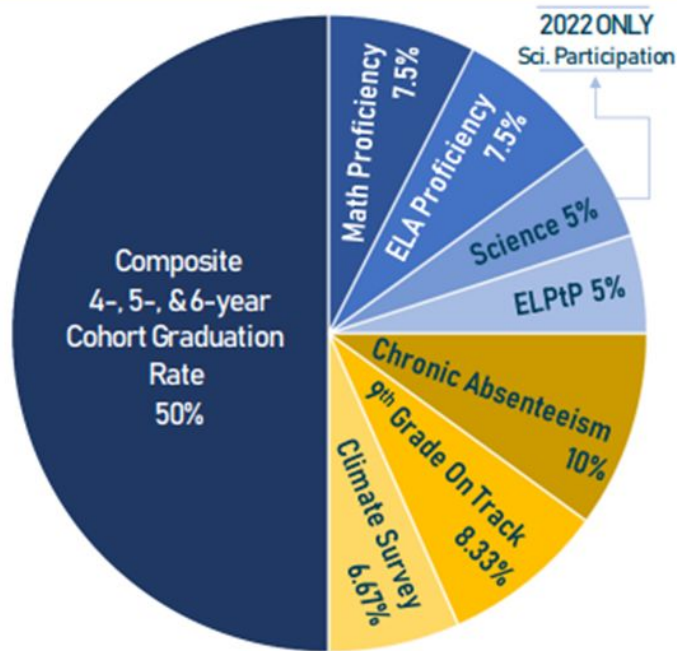
## Elementary/Middle Band (ES)



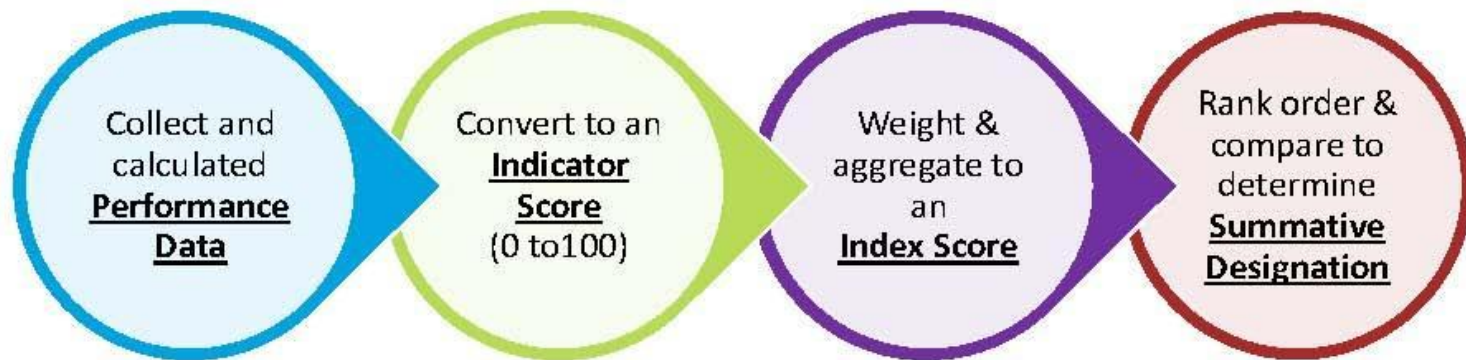
2022  
Data

(ELPtP)  
English  
Learner  
Progress to  
Proficiency

## High School Band (HS)



# How are Summative Designations Calculated?



- Percent Proficient
- Grad Rate
- Etc.

- Business rules unique to each indicator

- Weighted according to the plan

- Rank ordered by All Student Group
- K-8's in one list
- 9-12's in another



**FSD145**

Freeport School District



# Summative Scores Report

[Summative Designation Calculations](#)

## Notes:

- For complete information on the business rules associated with these calculation, please refer to <https://www.isbe.net/Pages/Report-Card-Metrics.aspx>
- Missing data is due to student group being less than 20 students.
- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

## Elementary School Summative Designation

## Indicators

## Groups

School RCDTS:

School Name:

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absentecism	Climate Survey	Summative Score
All	Raw Calculation	13.48	36.72	14.26	43.02	34.50	66.22	6.89	92.28	46.12
All	Indicator Score	29.03	19.37	22.83	23.28	23.12	69.22	69.22	72.93	46.12
All	Weighted Index	2.18	4.84	2.51	8.34	2.99	3.31	17.25	4.70	46.12
CWD	Raw Calculation	3.42	33.03	6.18	30.41	11.11	40.30	11.68	86.62	35.71
CWD	Indicator Score	14.78	11.18	25.95	25.35	42.27	40.10	76.64	81.48	35.71
CWD	Weighted Index	1.15	2.00	1.92	0.94	2.11	2.00	15.29	4.03	35.71
EL	Raw Calculation	5.06	32.17	10.11	38.10	13.46	66.22	6.67	79.03	39.30
EL	Indicator Score	30.36	0.56	16.78	15.44	44.33	66.55	88.45	64.45	39.30
EL	Weighted Index	1.52	2.31	2.76	5.61	3.22	3.31	17.33	3.23	39.30
Former EL	Raw Calculation	18.11	40.57	20.47	45.43	43.86		5.47	98.26	52.27
Former EL	Indicator Score	41.64	27.94	52.10	38.73	75.99		89.06	100.00	52.27
Former EL	Weighted Index	3.35	7.48	4.19	10.37	4.07		17.81	5.00	52.27
Hispanic or Latino	Raw Calculation	12.63	36.90	14.26	42.90	33.54	66.40	7.21	92.34	47.66
Hispanic or Latino	Indicator Score	33.98	19.78	42.39	33.12	71.40	66.40	85.57	94.09	47.66
Hispanic or Latino	Weighted Index	2.55	4.95	3.18	8.28	3.57	3.32	17.11	4.70	47.66
Low Income	Raw Calculation	12.75	36.64	13.56	42.88	34.13	66.76	7.03	92.49	48.21
Low Income	Indicator Score	36.76	19.20	43.63	33.07	77.32	66.76	85.95	94.42	48.21
Low Income	Weighted Index	2.76	4.80	3.27	8.27	3.87	3.34	17.19	4.72	48.21

# Example of Rank and Find Cuts

K-8 Schools	Rank	Score
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade School	311	97.845
Green Meadows Elementary	312	97.833
Oak Hill Charter School	313	97.827

**Top  
10%**

9-12 Schools	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfall High School	66	89.811
Big Pine High	67	89.754

Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

**Lowest  
5%**

Mane Coone High School	636	23.756
Boulevard Court High School	637	23.749
Mascot High School	638	23.022
Landmark High School	639	22.984
General High School	640	21.771

# School Summative Designations

[Summative Designation Calculations](#)

Schools		2021-2022 Designation	Underperforming Subgroups	Index Score	
FHS		Targeted	Black	9.4	(0.49)
FMS		Targeted	Children with Disabilities (CWD)	24.54	(7.01)
CSS		Commendable	None	All-43.02	
BH		Commendable	None	All- 61.79	
CEN		Commendable	None	All- 45.24	
EMP		Commendable	None	All-42.54	
JFIB		Targeted	Black	31.38	(0.17)
LD		Comprehensive	All	31.12	(0.43)

## 2022 Threshold for Summative Score

### Elementary/Middle

- Exemplary 82.28
- Comprehensive & Targeted 31.55

### High Schools

- Exemplary 90.93
- Comprehensive & Targeted 9.89

# 2022 IL Report Card: What's New?

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# Changes- What is new in 2022?

- Differentiated scoring bands for chronic absenteeism (for 2022 only)
- One scoring formula for composite 4-, 5-, & 6-year cohort graduation rate
  - A weighted composite graduation rate  $\geq 93$  receives 100 points and a weighted composite graduation rate  $\leq 66.667$  receives 0 points.
- New ELA & math proficiency targets [Annual Targets](#)
- Science proficiency replaced with participation rate. Participation rates of 95% or higher receive 100 points.
- Two student growth percentiles (SGP) calculations
- Giving all students identified as English learners in SY 2021 an additional year to their timeline (six years instead of five years, using the student's score from SY 2020 as the prior year score, and thus excluding from the calculation EL students newly identified SY 2021).

# Accountability Changes

**Table 1. Plot of the Waiver and Post-Waiver Cohorts of Students by Grade and School Year**

	SY (i.e., SY 2019-20 displayed as 20, SY 2020-21 displayed as 21, etc.)													
	20	21	22	23	24	25	26	27	28	29	30	31	32	33
K		W	PW											
1			W	PW										
2				W	PW									
3					W	PW								
4						W	PW							
5							W	PW						
6								W	PW					
7									W	PW				
8										W	PW			
9											W	PW		
10												W	PW	
11													W	PW

Annual  
Targets

The waiver cohort is shaded in green. In the post-waiver cohort is shaded in blue. Assessed grades and years are defined by darker shades of green or blue. All students assessed in SY 2022, SY 2023, and SY2024 would use the Waiver Cohort Interim Targets. Students in Grade 3 in SY 2025 would be evaluated against the Post-Waiver Cohort Interim Targets (to be developed using SY 2023 assessment results as the baseline).

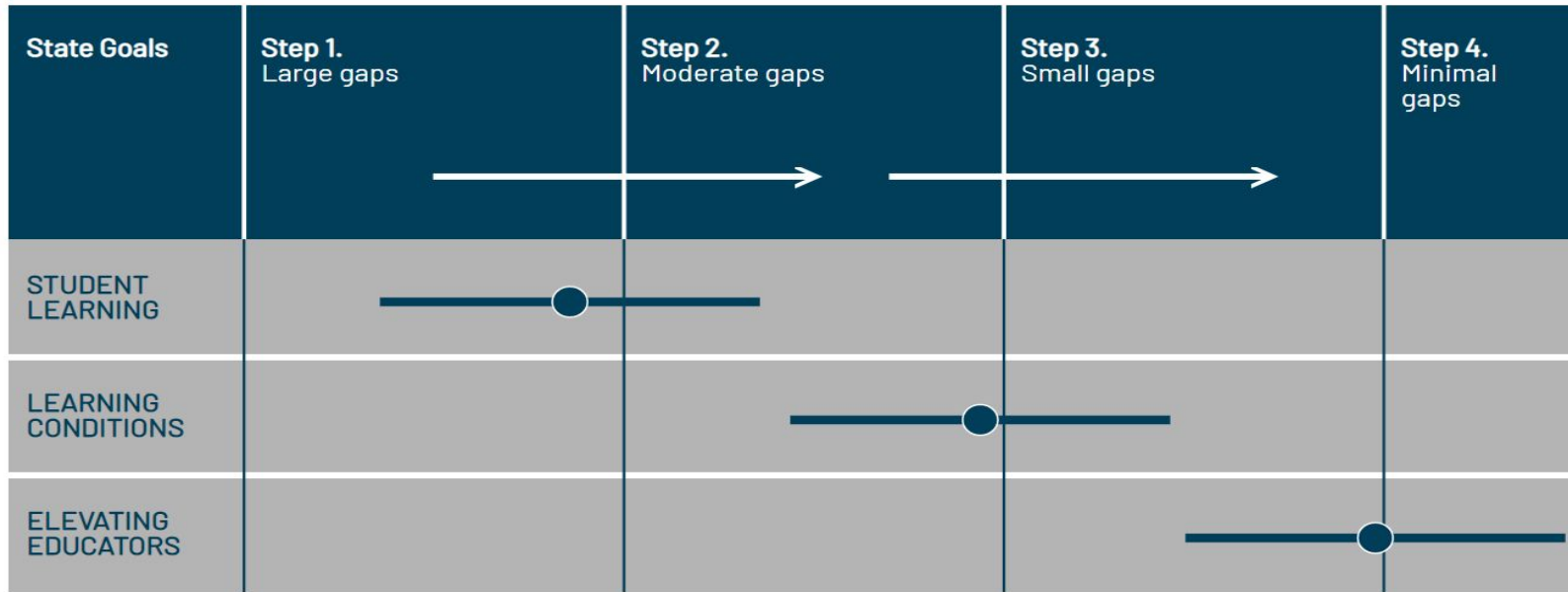
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# Equity Journey Continuum

- The 2022 Equity Journey Continuum uses data from the 2018-2019 school year as there were disruptions in data due to COVID-19 pandemic during the 2019-2020 and 2020-2021 school years.
- Defined as an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points, already collected and reported to ISBE, to make that data more useful for improving outcomes for all students.

# Equity Journey Continuum

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.





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- **Perkins Measures**

- Include four-year graduation rate, extended (six-year) graduation rate, academic proficiency rate in reading/language arts, academic proficiency rate in mathematics, academic proficiency rate in science, postsecondary placement rate, nontraditional program enrollment rate, program quality - attained postsecondary credits rate, and program quality-work-based learning rate.

- **Career and Technical Education Participant**

- Defined as a Grade 9 to 12 student who has enrolled in at least one Career and Technical Education (CTE) course during the school year and has a course outcome of Pass, Fail, or Incomplete.

- **Career and Technical Education Concentrator**

- Defined as a program concentrator in at least one Classification of Instructional Program in the CTE cluster during the student's high school.
-

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# Eligibility for Early Exit

- In order to be eligible for early exit in 2023, a school must:
  - Have a designation of **Commendable or Exemplary in 2023**
  - Have 2023 **assessment participation rates  $\geq 95\%$  in ALL SUBJECTS**
    - For the “all students” group and any Targeted student groups
  - Not already be in school improvement status (i.e. not identified or Targeted or Comprehensive on Report Card 2018 or 2019).
- Be in one of 3 eligibility groups
  - School missing  $\geq 30\%$  of 2021 data
  - Schools in the top 30% in the state by 2019 index score
  - Schools where a student group population has shifted by 30% since 2019 [i.e.  $\geq (2019 * 1.3)$  or  $\leq (2019 * 0.7)$ ]

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# What's Out?

## College & Career Ready (CCRI)

- This metric was ONLY be included in the DRVT (Data Reporting Verification Tool) application
- This metric is not available in the Educator Preview of the final Report Card

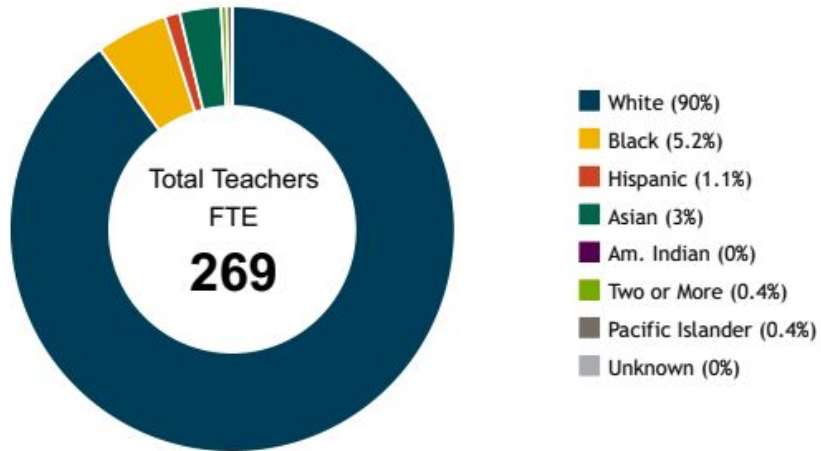
## Distinguished Scholar and College and Career Scholar

- These metrics is not be available within the DRVT , Educator Preview, or the final Report Card

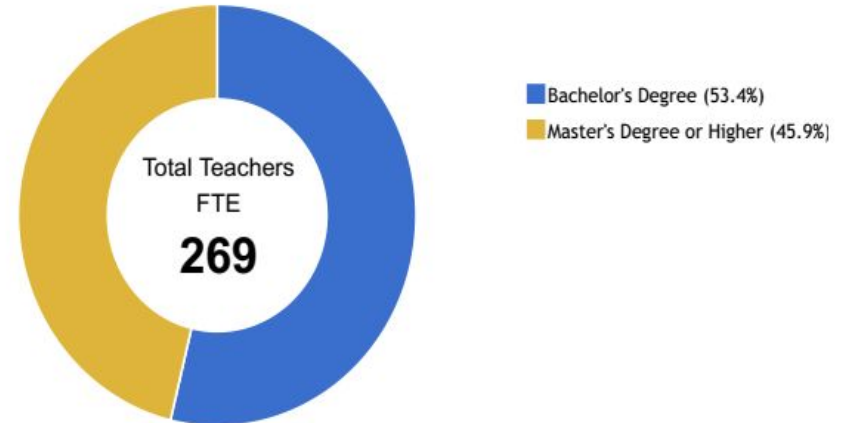
# TEACHER DATA

# Teacher Data

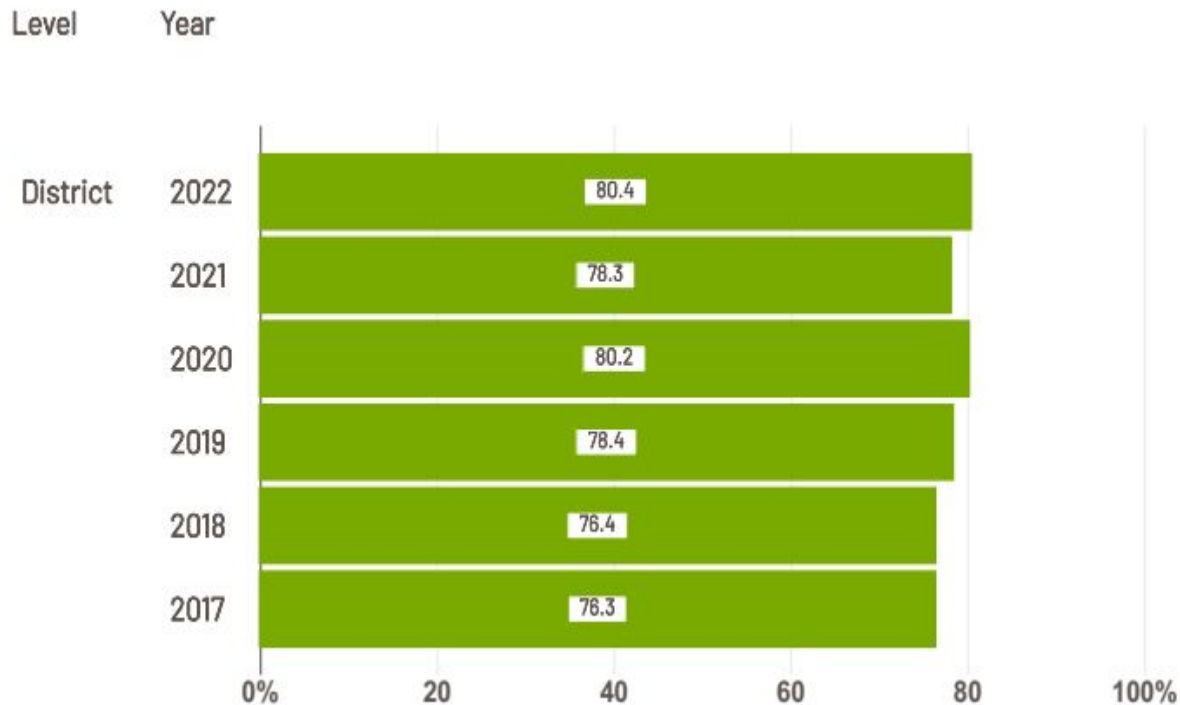
District Teacher Demographics By Ethnicity (2022)



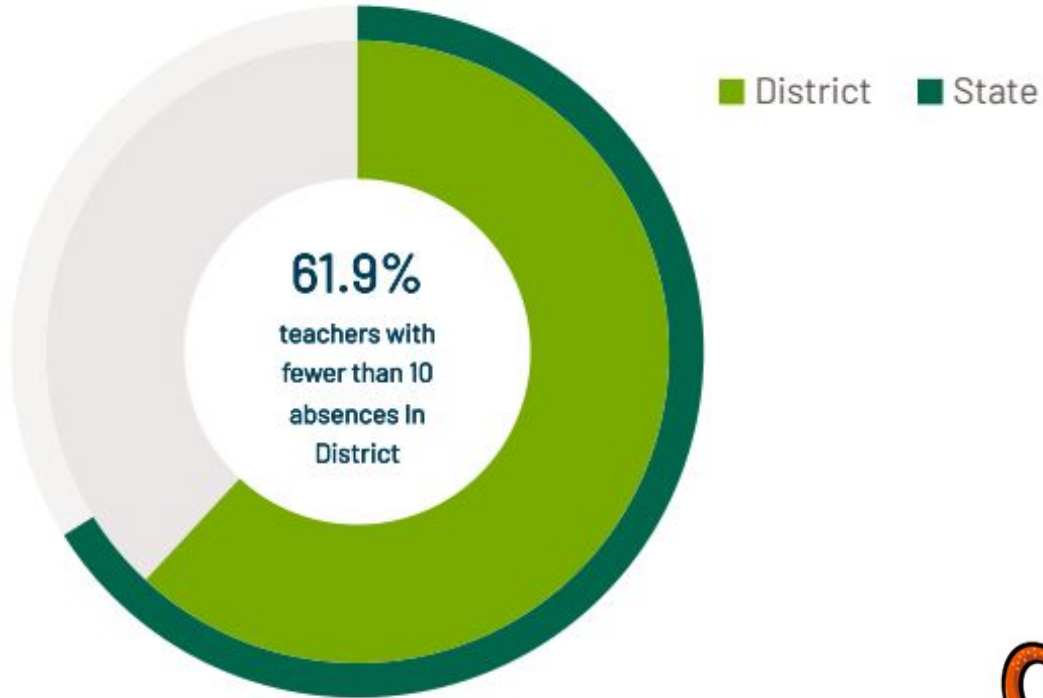
District Teacher Education (2022)



# Teacher Retention



# Teacher Absences



# Student/Teacher Ratio

Elementary School Students per Teacher

District

14:1



State

17:1



High School Students per Teacher

District

16:1



State

18:1

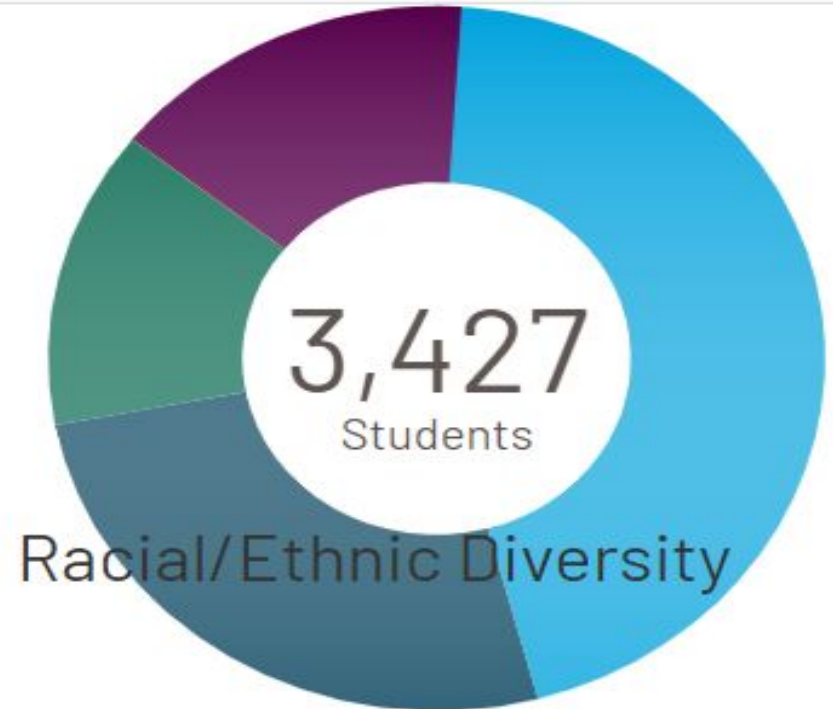




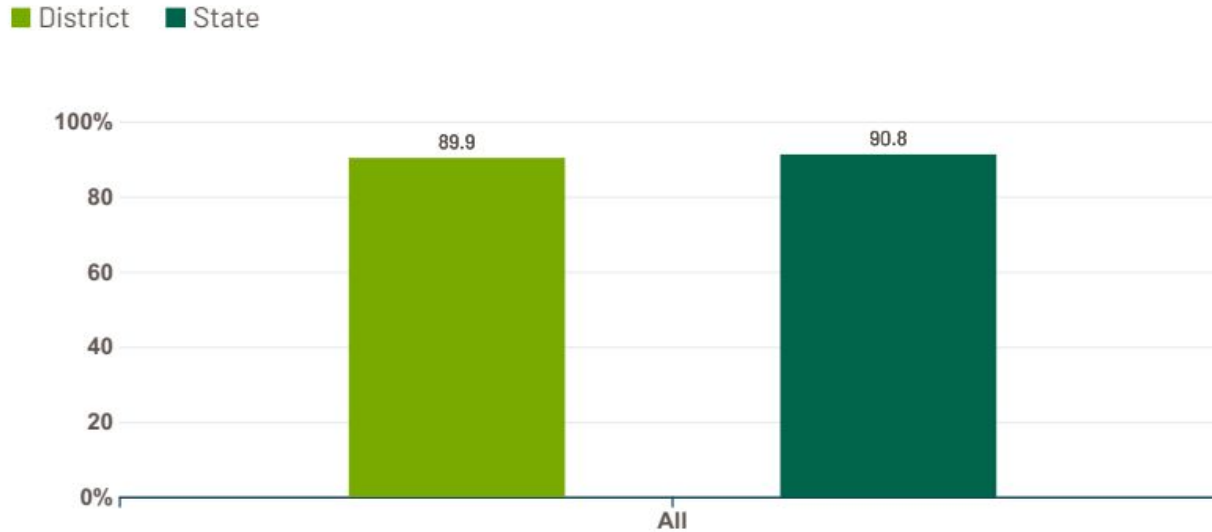
# STUDENT DATA

# Enrollment and Demographics

<b>White</b>	<b>44.8%</b>
<b>Black</b>	<b>25.6%</b>
<b>Multiracial</b>	<b>15%</b>
<b>Hispanic</b>	<b>13.4%</b>
<b>Asian</b>	<b>1%</b>
<b>Native American</b>	<b>&lt;.5%</b>
<b>Pacific Islander</b>	<b>&lt;.5%</b>



# Student Attendance 2021-2022 School Year



*Research shows that regular school attendance is critical in ensuring excellent student performance.*

[Current attendance heat map tracker](#)

# Student Mobility Rate

A school's student mobility rate is **the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year, not including graduates.**



Demographic

Year

All

2022

14.6

2021

14.3

2020

14.3

2019

14.6

2018

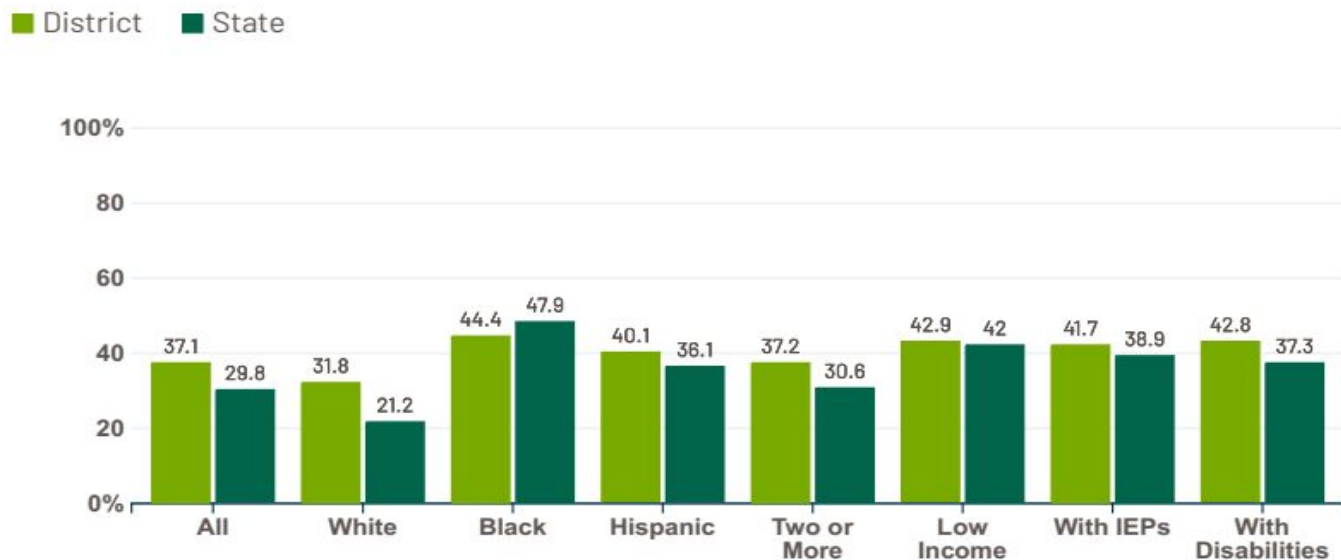
14.3

0%

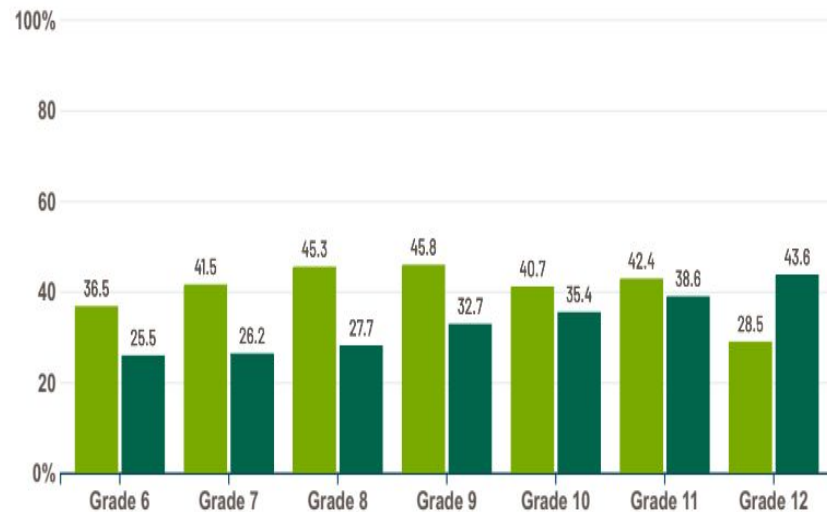
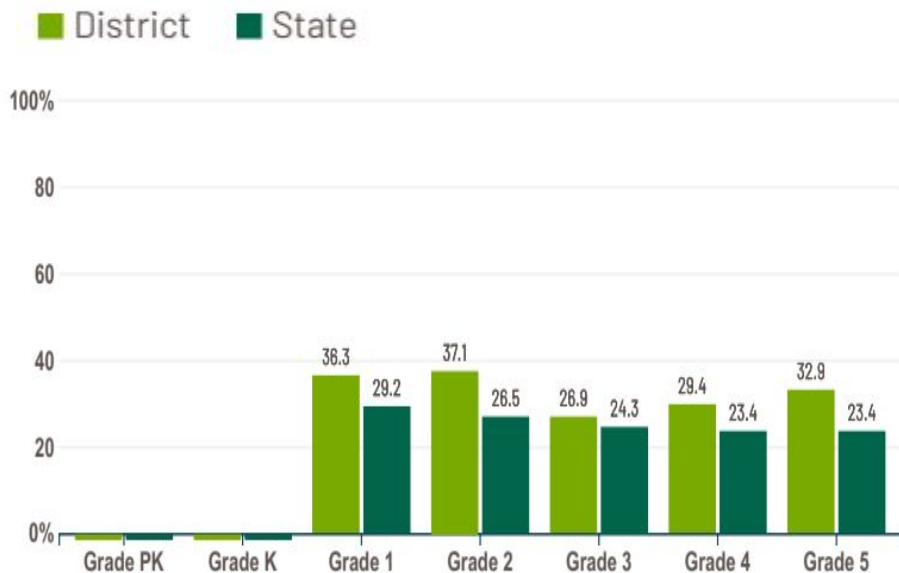
20

# Chronic Absenteeism

The percentage of students who miss 10% or more of school days per year either with or without a valid excuse

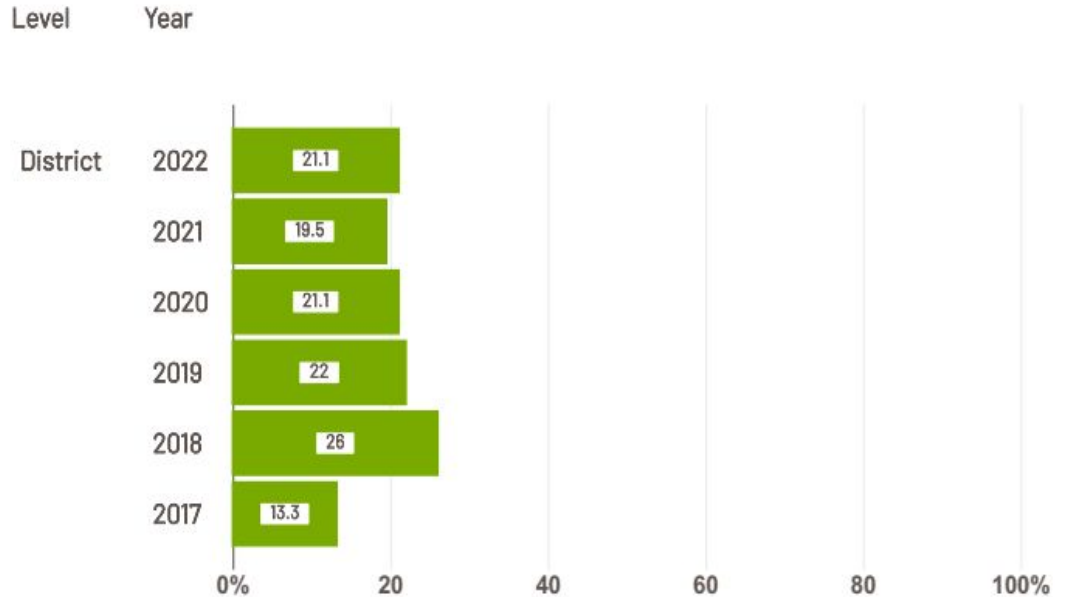
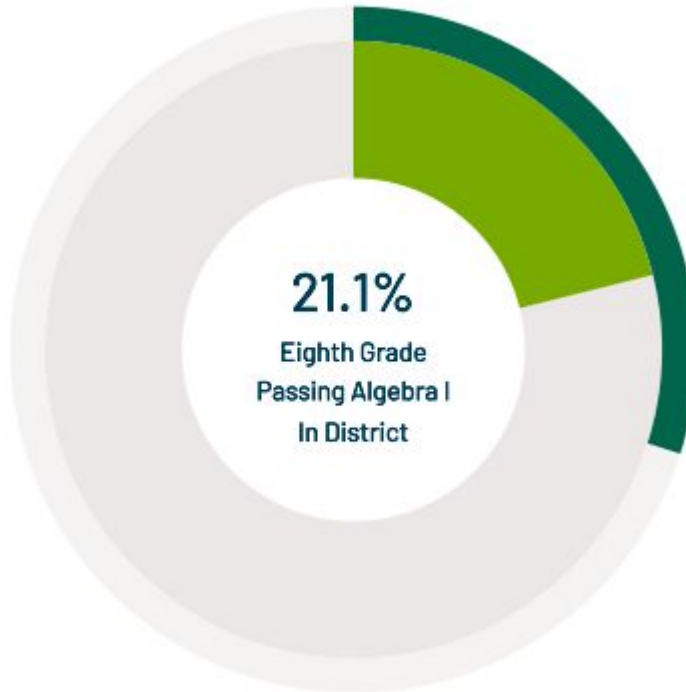


# Chronic Absenteeism



# Eighth Graders Passing Algebra

■ District ■ State



# 9th Grade on Track

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation.

Demographic

Year

All

2022

62

2021

65.7

2020

72.1

2019

59.4

0%

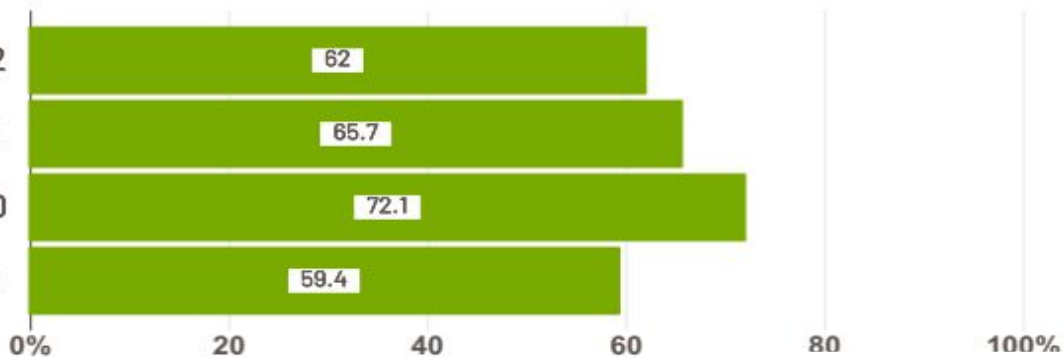
20

40

60

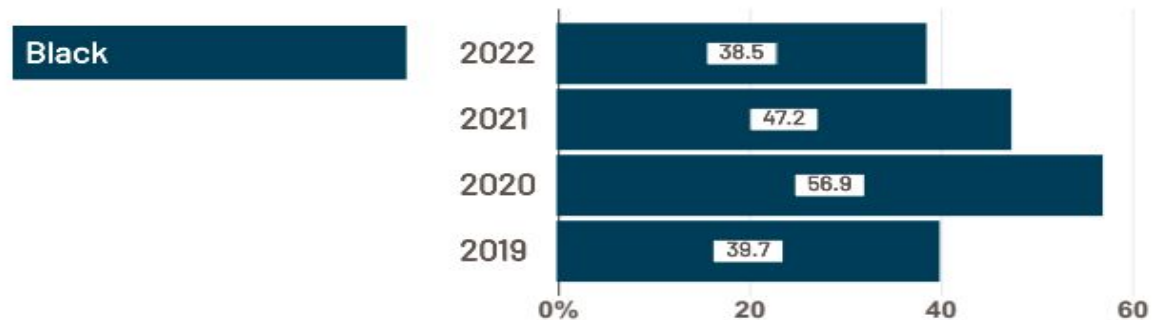
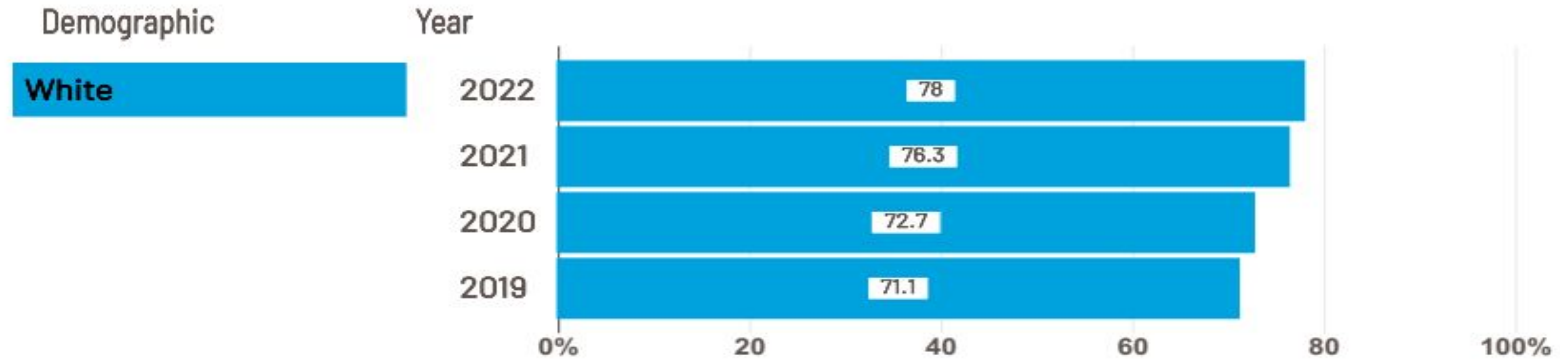
80

100%

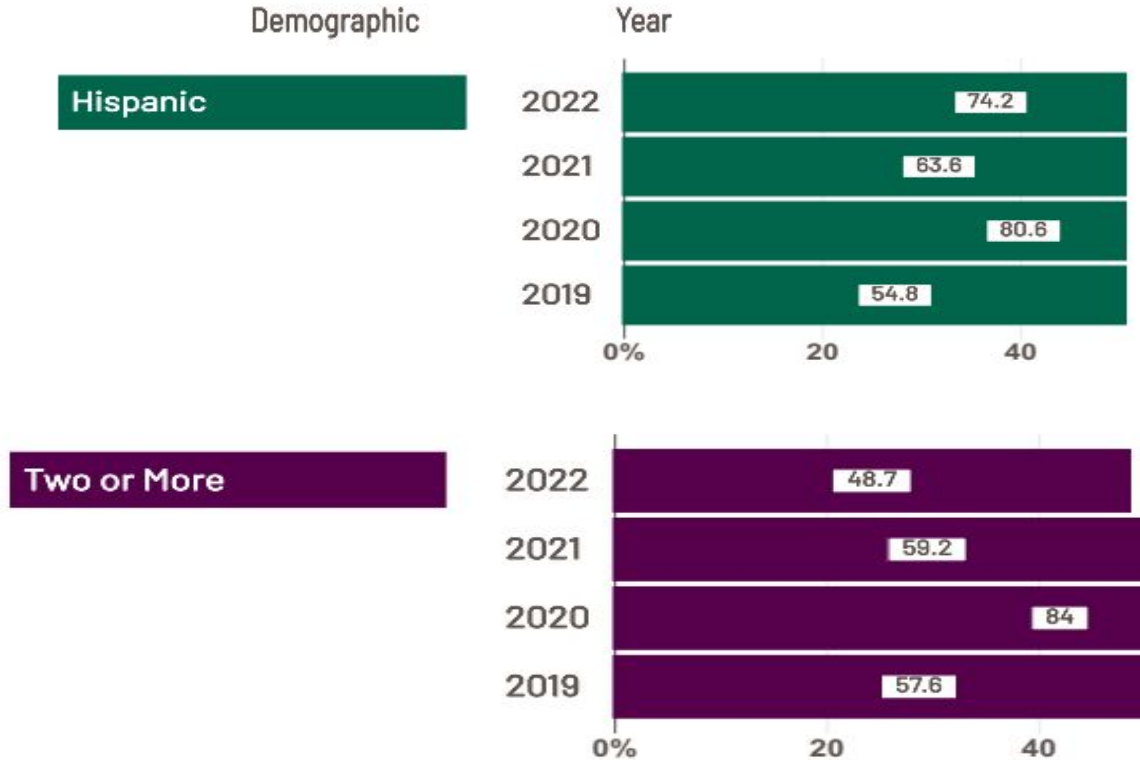




# 9th Grade on Track



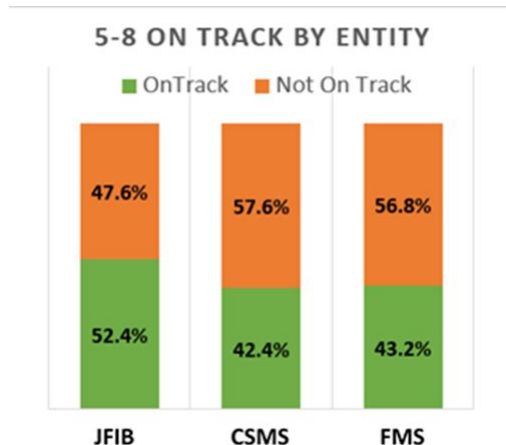
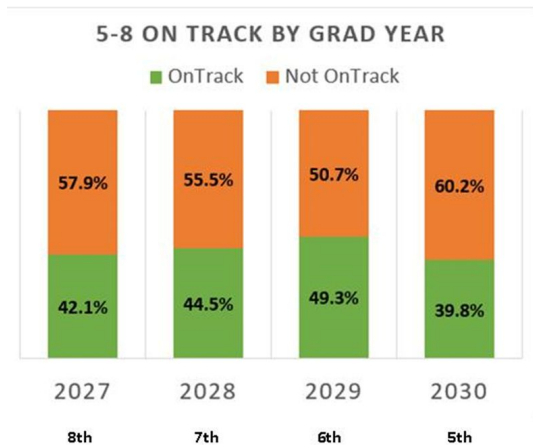
# 9th Grade on Track



# Current FSD On Track Rate for Middle School

Latest [Oct. 2022 research from the U of Chicago Consortium](#). "students in grades 3-8 in the On-Track category graduated high school at over twice the rate of students in the Intensive Support category " and "enrolled in college at over four times the rate of students in the Intensive Support category".

- Student GPA in core subject courses (Math, English, Science, and Social Studies)
- Average daily attendance -- calculated year-to-date
- On track designation if a student has a GPA  $\geq 3.0$  and an average daily attendance rate of  $\geq 90\%$



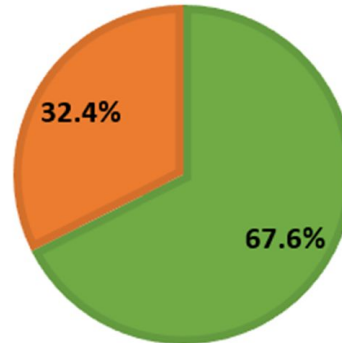
# Current FSD On Track Rate for FHS

ISBE's definition of On Track: Students identified as "on track" have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester "F" in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation.

We often see a decline in the on track percentage when we get into 2nd semester. The reason is that if a student has failed more than one core academic course in the 1st semester, there is no way for the student to get back on track. If a student fails one core academic course each semester, the student is also not on track. Overall, it is much easier for a student to fall off track during the 2nd semester.

## 9TH ON TRACK

■ OnTrack ■ Not OnTrack

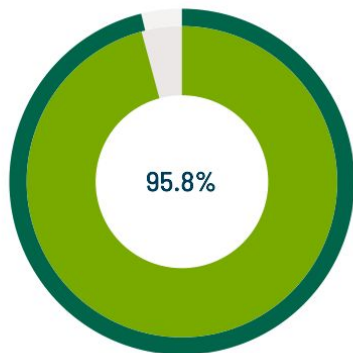


# Career and Technical Education

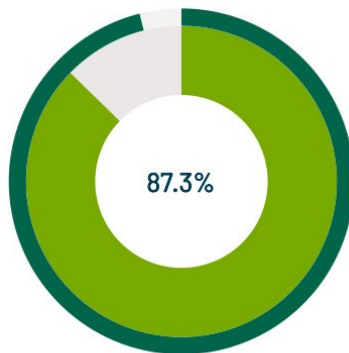
The number of students enrolled in one or more Career and Technical Education (CTE) courses is displayed.

■ District ■ State

**798** student(s) enrolled in at least one CTE course.



4 Year Graduation Rate  
for CTE Concentrators



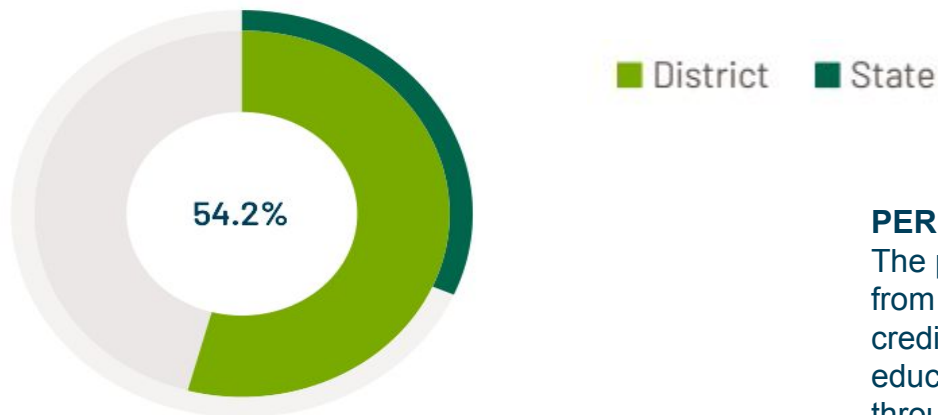
Extended Graduation  
Rate for CTE  
Concentrators

## PERKINS MEASURES - GRADUATION RATE

“Perkins Measures” have been selected by the state as representative of progress toward improving the secondary and postsecondary outcomes of students who are pursuing career and technical education.

# Career and Technical Education

The number of students enrolled in one or more Career and Technical Education (CTE) courses is displayed.

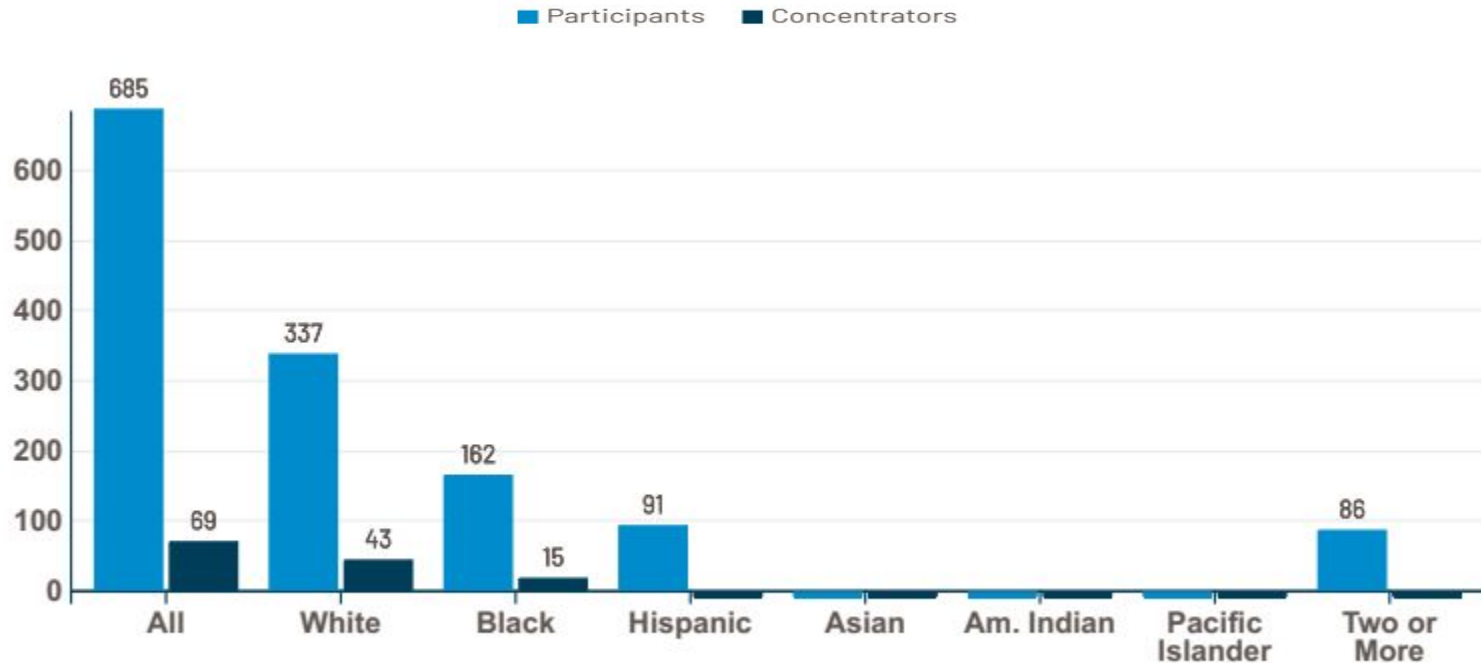


Percentage of  
Graduating CTE  
Concentrators with  
Postsecondary Credits

## PERKINS MEASURES - PROGRAM QUALITY

The percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

# Career and Technical Education - Participation



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## Graduation Rate in 2022

The state's grad rate for FHS is being adjusted, but ISBE was not able to make the corrections prior to release of the Report Card.

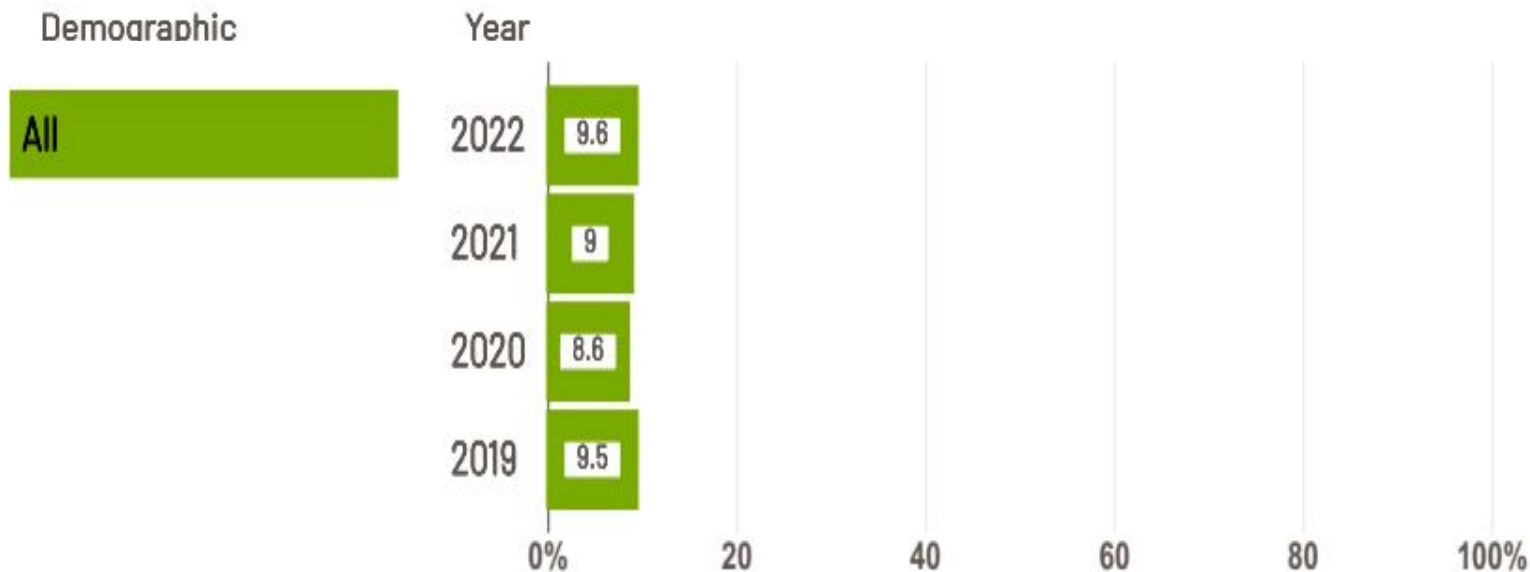
After the state makes the adjustment, we expect to see an increase from 69% to 74%.



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# Dropout Rate by Demographics

The percentage of students who are removed from the local enrollment roster before the end of a school term.



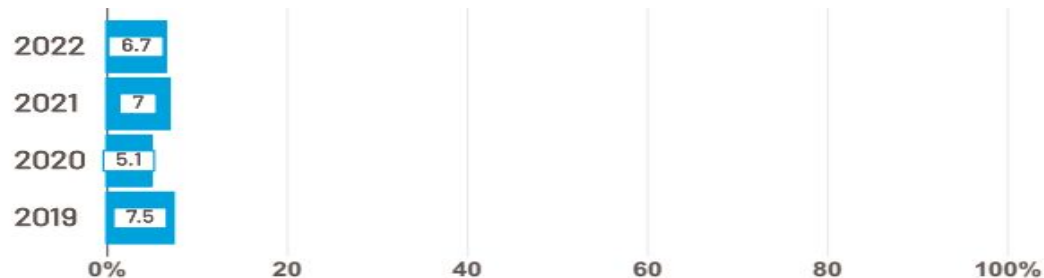
# Dropout Rate by Demographics

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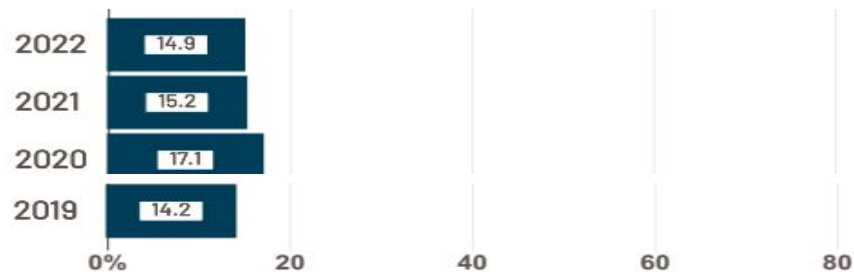
Demographic

Year

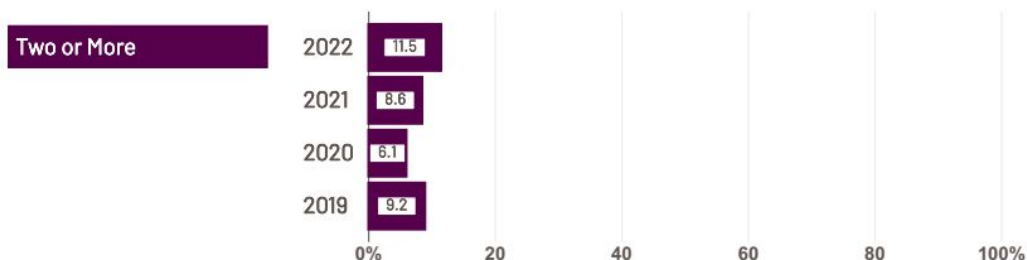
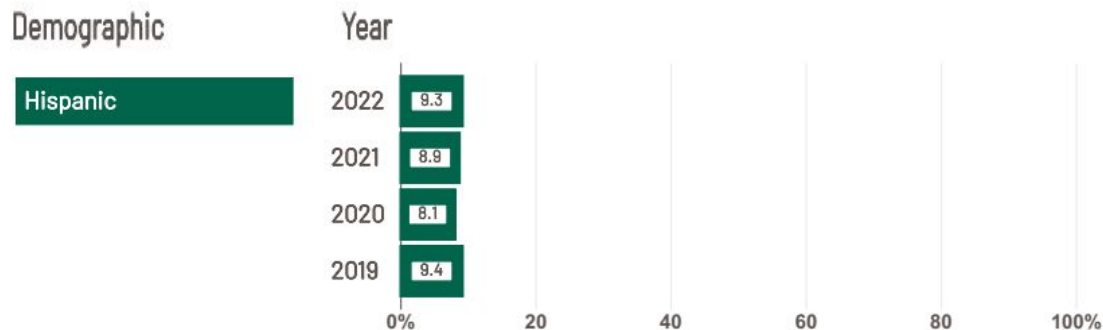
White



Black

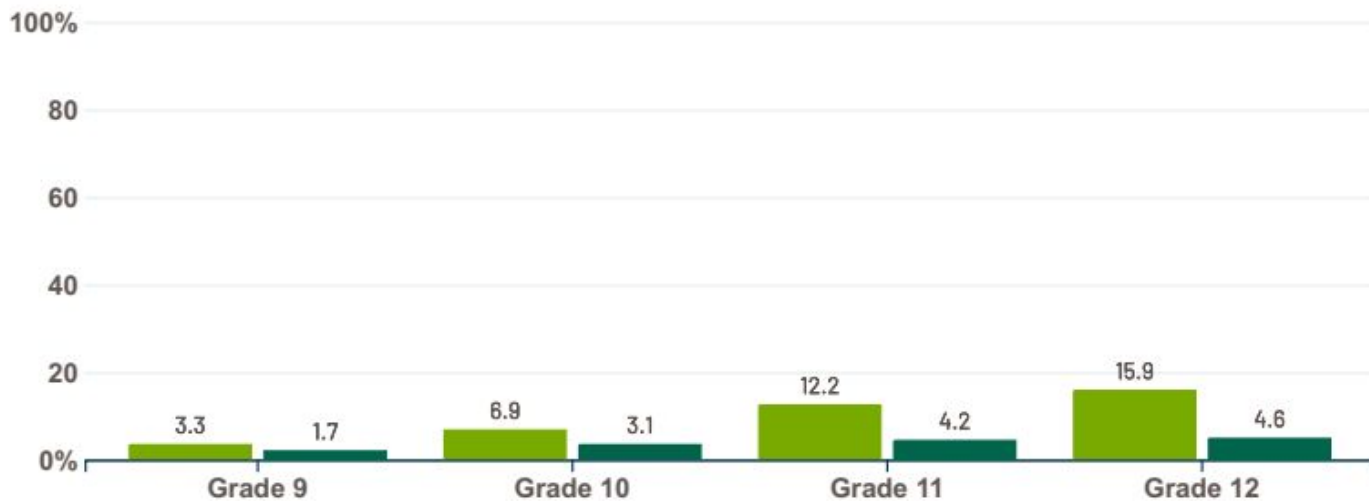


# Dropout Rate by Demographics



# Dropout Rate by Grade

■ District ■ State

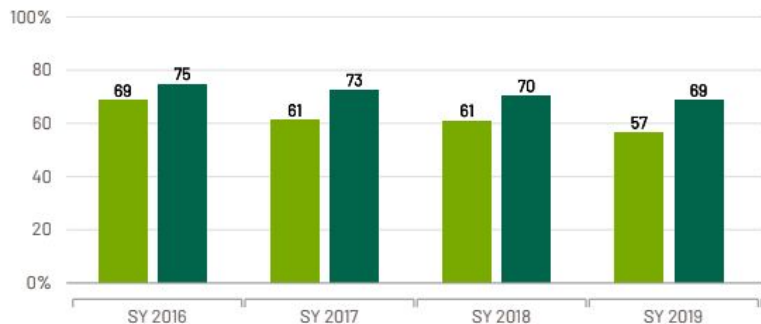


# Post Secondary Enrollment

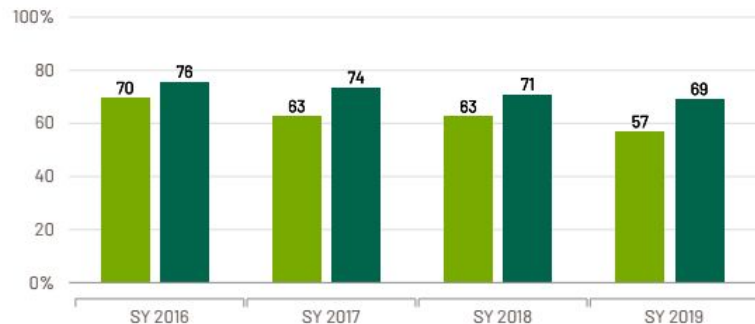
This report displays the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the U.S. within 12 or 16 months.

■ District ■ State

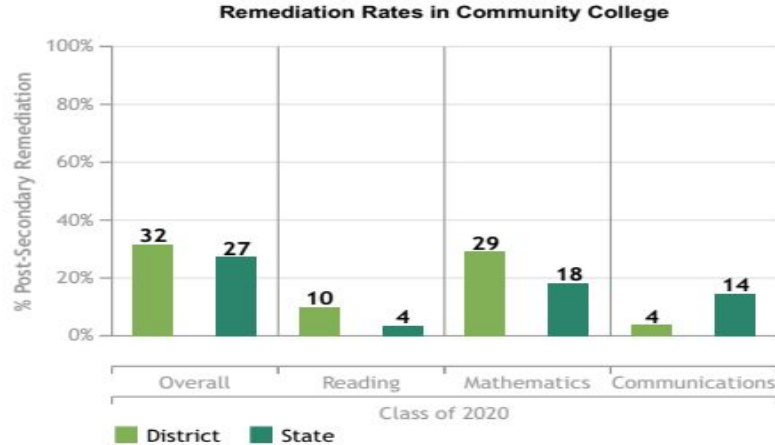
Percent of Students Enrolling in College Within 12 Months - By Graduating Class



Percent of Students Enrolling in College Within 16 Months - By Graduating Class



# Community College Remediation



The graphs display the percentage of graduates from this high school who are taking remedial courses (in any area, and then by subject) at Illinois community colleges.

## Class of 2020

	District	State
Graduates (N)	255	138,276
Attending Illinois Community Colleges (N)	79	36,517
Attending Illinois Community Colleges (%)	31.0%	26.4%
Enrolled in Remedial Courses (N)	25	9,955
Enrolled in Remedial Courses (%)	31.6%	27.3%

# Proficiency Rates by Demographic Group

## MATH

% Change from 2019 to 2022

- White: -14.6%
- Black: -42.4%
- Hispanic: -33.8%
- Asian : -10.4%
- Native American: -23.0%
- Pacific Islander: -17.9%
- Two or More Races: -15.2%

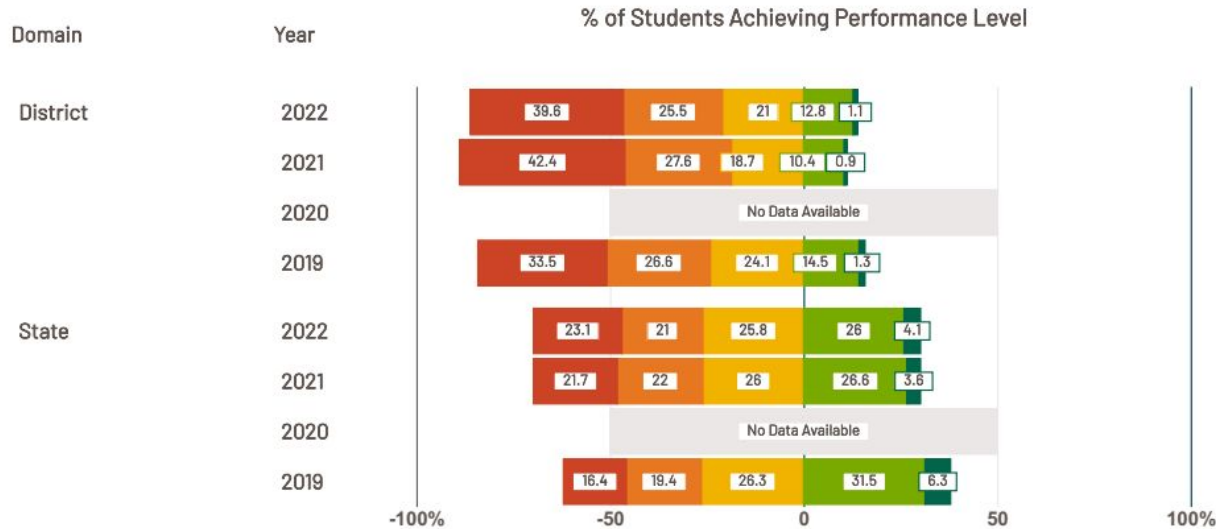
## ELA

% Change from 2019 to 2022

- White: -17.4%
- Black: -31.6%
- Hispanic: - 28.1%
- Asian : -10.3%
- Native American: -23.0%
- Pacific Islander: -15.5%
- Two or More Races: -16.4%

# IAR Proficiency - ELA

■ Did Not Meet 
 ■ Partially Met 
 ■ Approached 
 ■ Met 
 ■ Exceeded

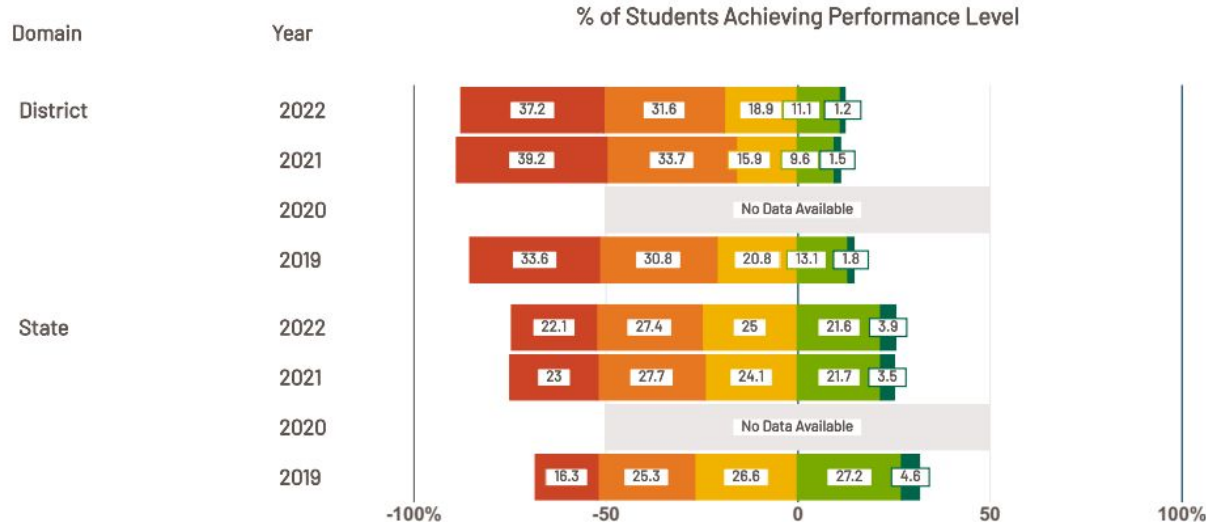


The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR)



# IAR Proficiency - Math

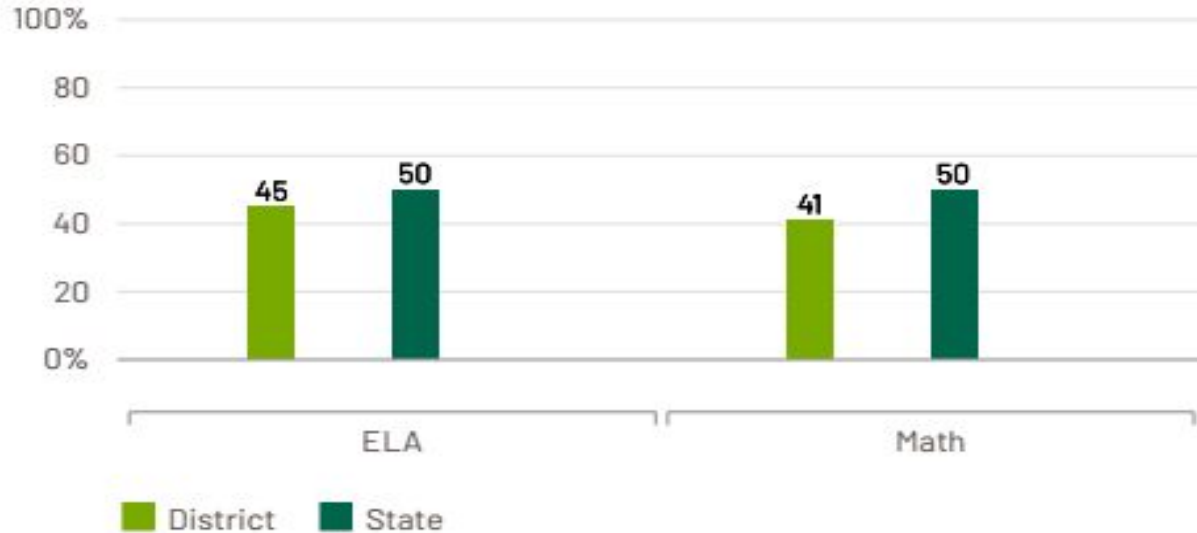
■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded



The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR)

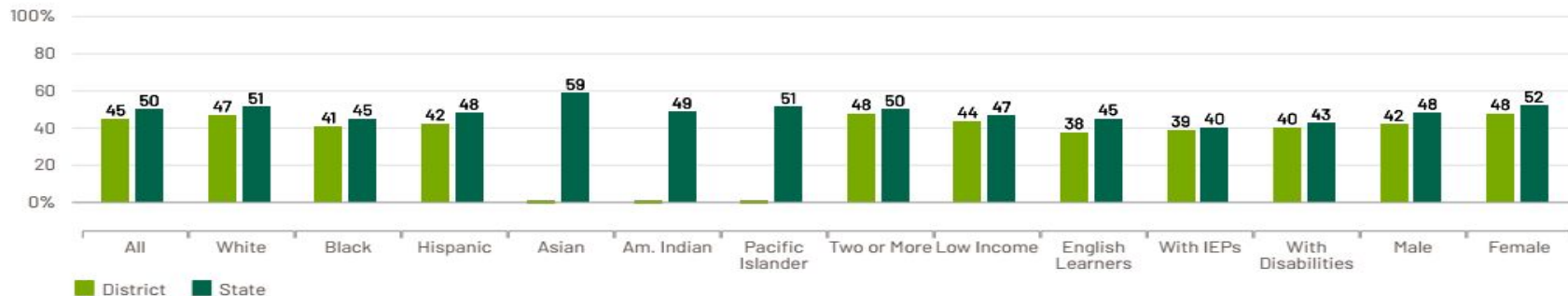
# Growth Percentile - IAR/All Students

All Students - 2022

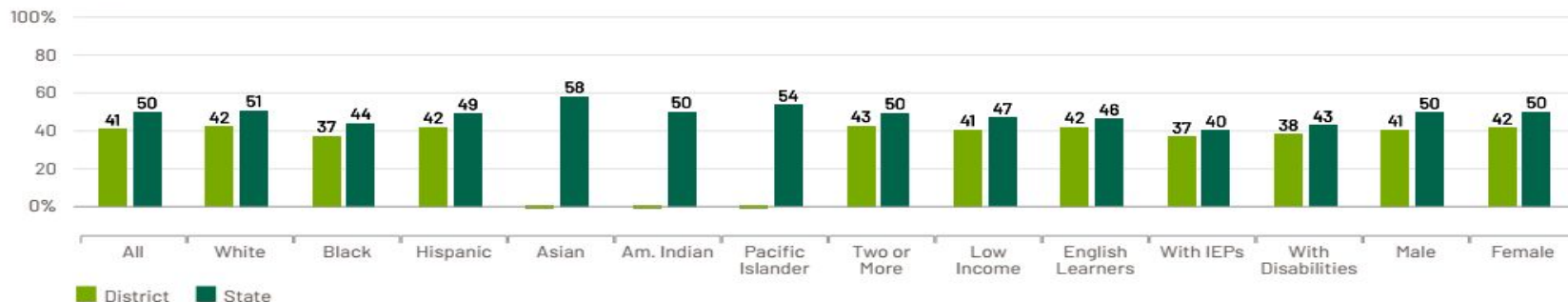


# Growth Percentile - IAR/By Demographics

ELA - 2022



Math - 2022



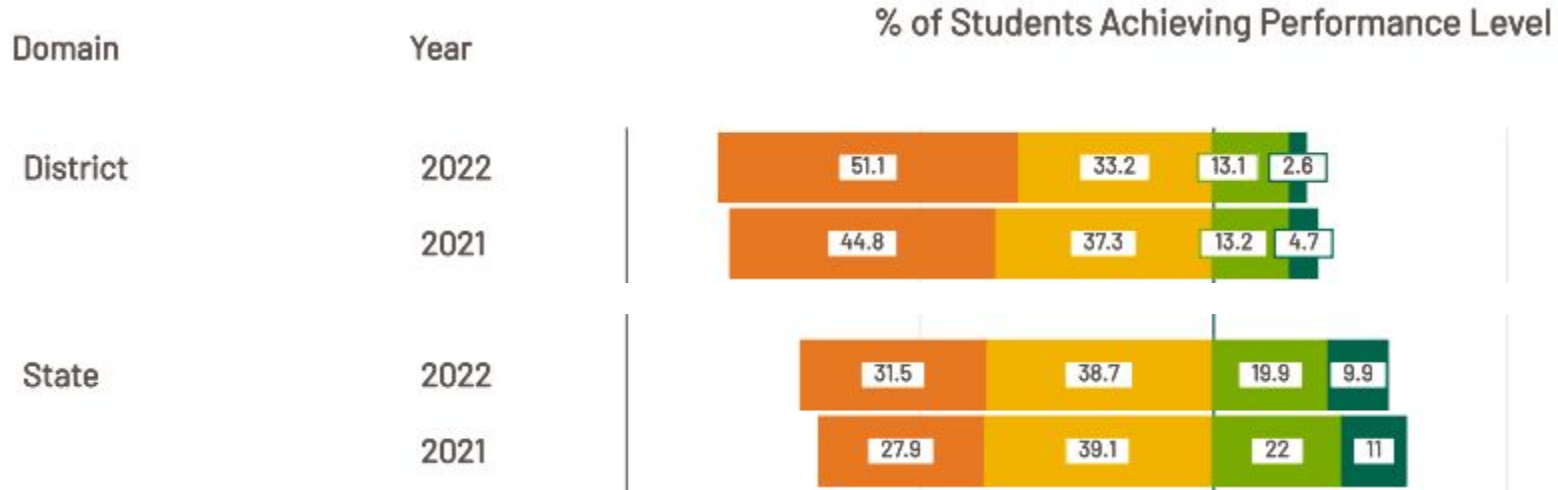
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# IAR Growth: Expected to be at 50%

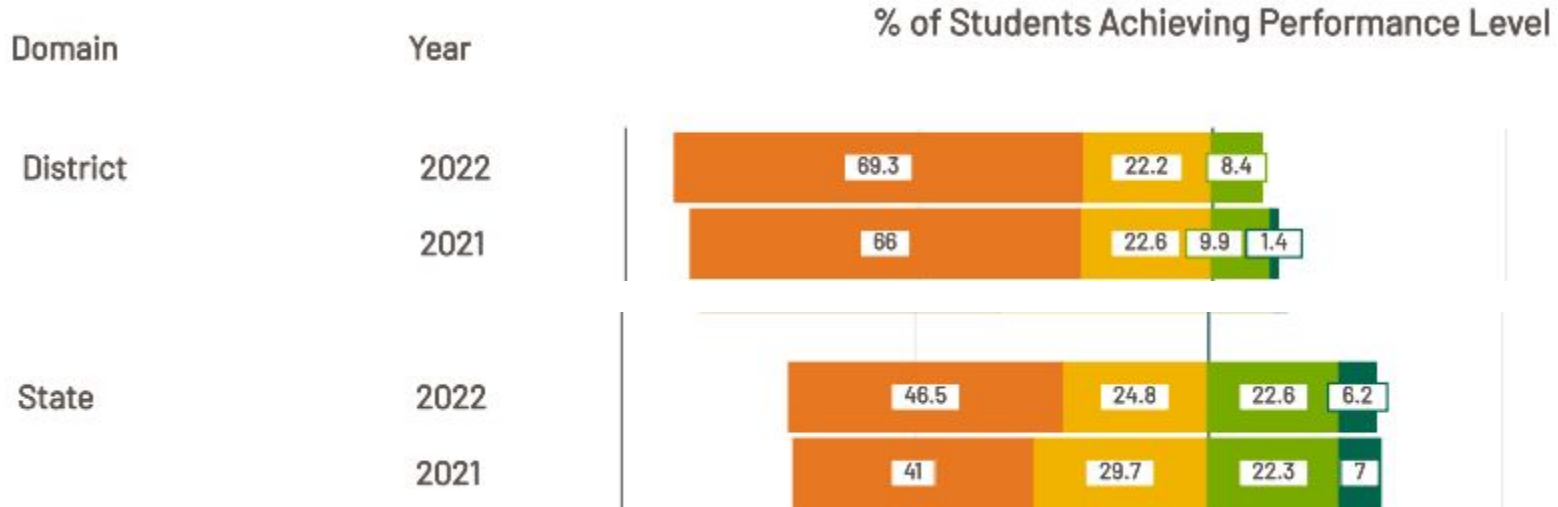
Schools	IAR Growth Math	IAR Reading
Blackhawk	57%	40%
Center	27%	46%
Empire	42%	45%
Carl Sandburg	38%	44%
LD	34%	36%
JF	42%	49%
FMS	44%	45%

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# SAT Proficiency-ELA

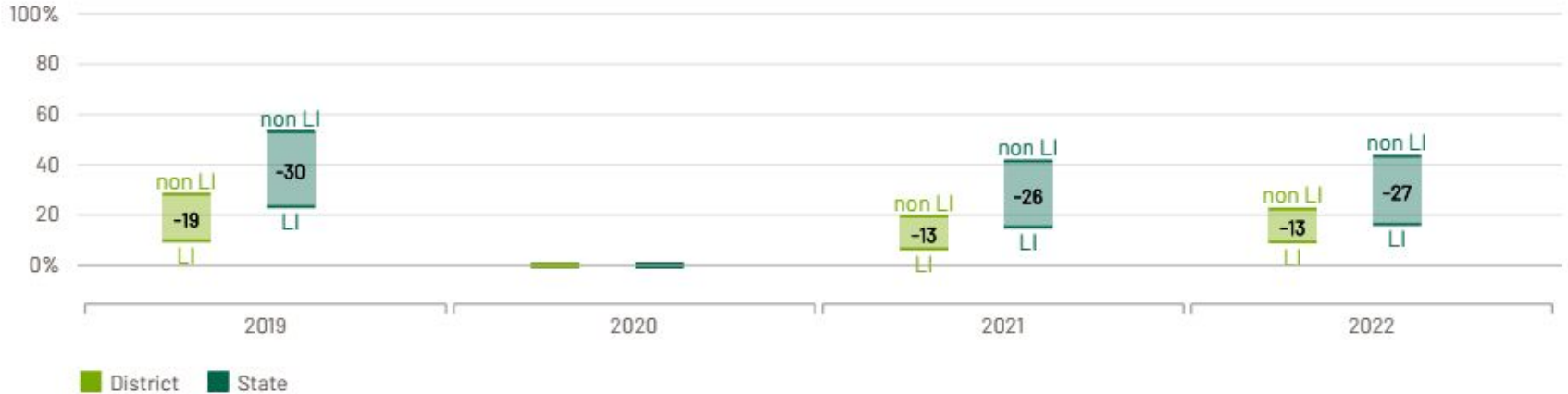


# SAT Proficiency-Math



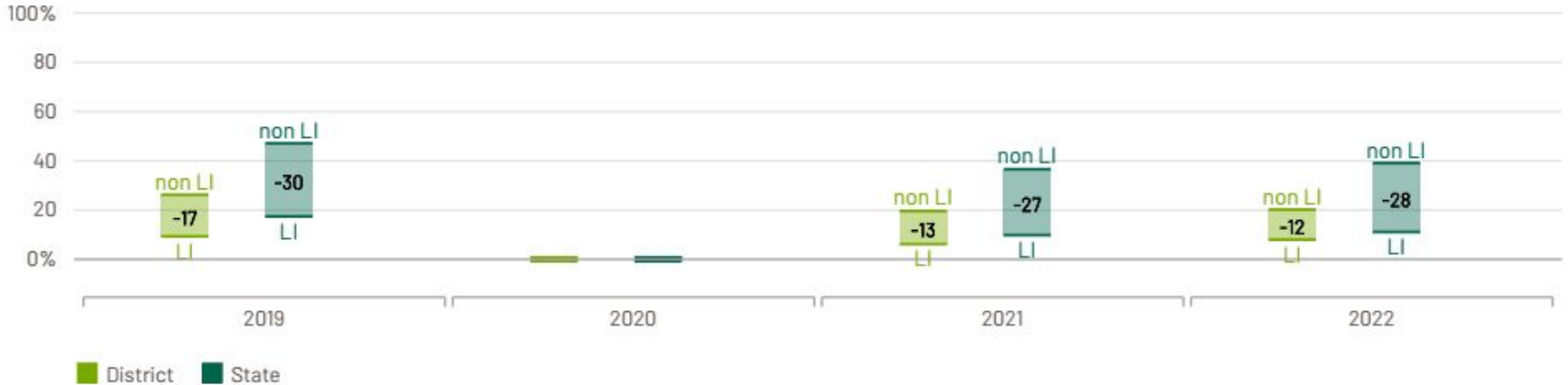
# Achievement Gap - IAR/ELA

Summary - ELA - Low Income and Non Low Income



# Achievement Gap - IAR/Math

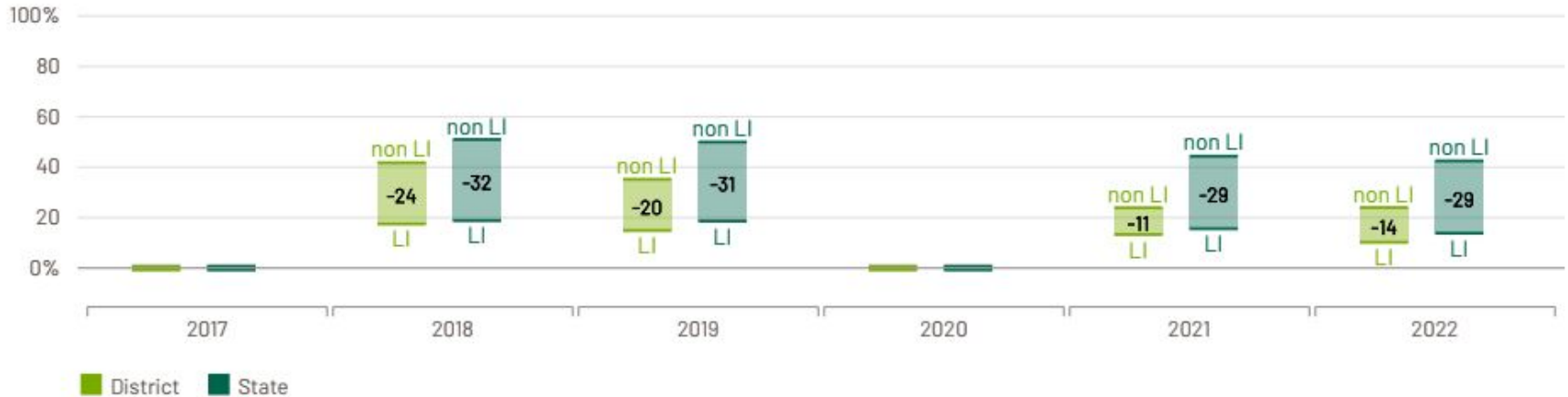
Summary - Mathematics - Low Income and Non Low Income





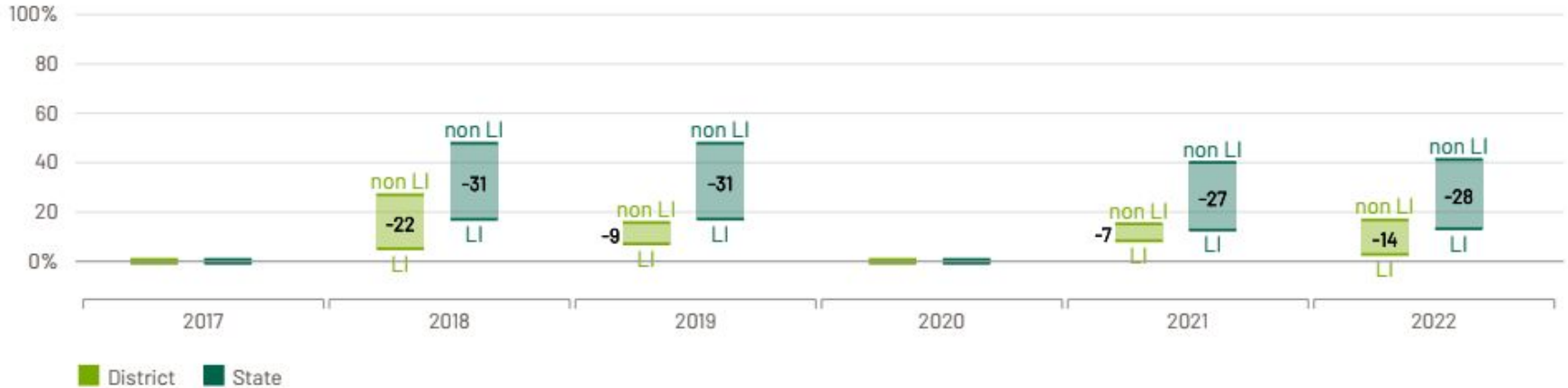
# Achievement Gap - SAT/ELA

Grade 11 - ELA - Low Income and Non Low Income



# Achievement Gap - SAT/Math

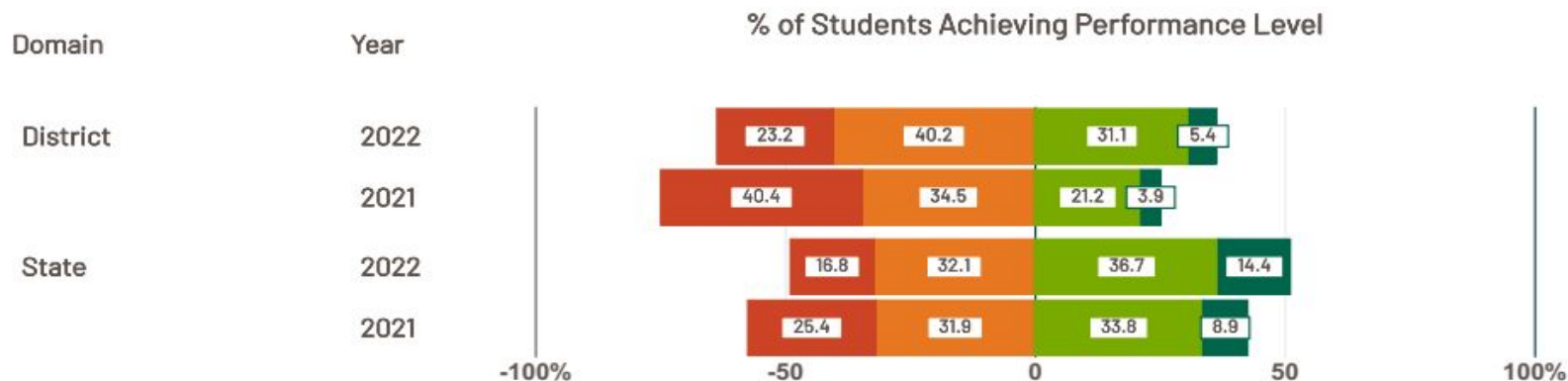
Grade 11 – Mathematics – Low Income and Non Low Income



# Science Assessment

The graph displays the percentage of students who fall into four levels: emerging, developing, proficient, and exemplary on the Illinois Science Assessment.

Emerging Developing Proficient Exemplary



# DLM -AA

The display shows the percentage of students scoring at each of the performance levels for the Dynamic Learning Maps assessment for students with cognitive disabilities.

Emerging Approaching Target At Target Advanced

Domain Year % of Students Achieving Performance Level

District

2022



2021



2020

No Data Available

2019



2018



2017



2016

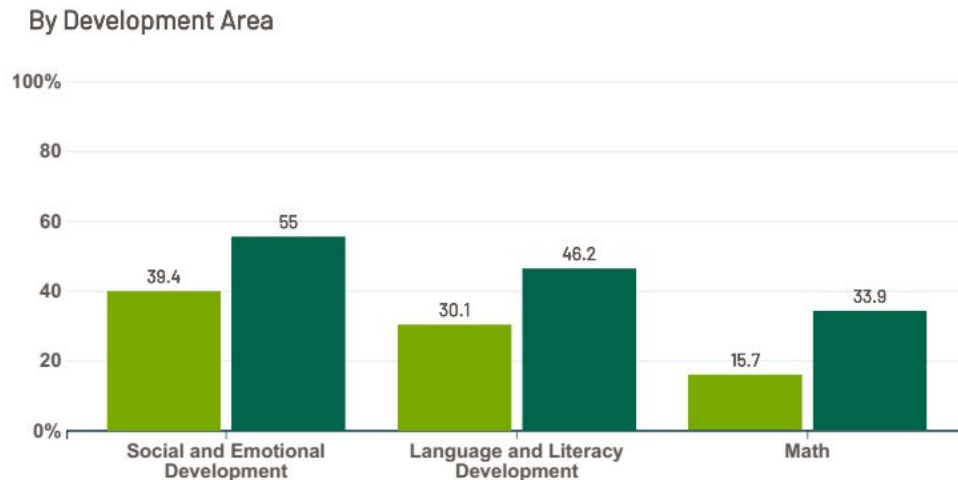
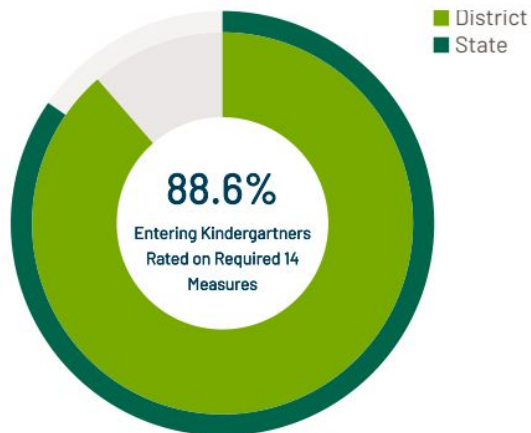


2015



# Early Learning

This display shows the percentage of entering kindergartners rated on their readiness.



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# Health and Wellness

This display shows the average number of days of Physical Education per week per student.

■ District ■ State



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## Of the 97 Large Unit Districts (LUDA) in Illinois, Freeport is:

- 55th in terms of total enrollment at 3,427
  - 1st was CPS at 327,338
  - 97th was Frankfort at 1,493
- 6th in percentage Homeless at 4.8%
  - 1st was Frankfort at 8.1%
  - 97th was Geneva at 0.2% (of districts where data was reported- a handful had no data in this category)
- 14th in Student Mobility Rate 14.6%
  - 1st was Cahokia at 23.1%
  - 97th was Elmhurst at 2.7%

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## Of the 97 Large, Unit Districts (LUDA) in Illinois, Freeport is

- 40th in % of English Learners
  - 21st in percent Low-Income at 58%
    - 1st was East St. Louis at 99.8%
    - 97th was Geneva at 2.5%
  - 17th in terms of Chronic Absenteeism rate at 32.8%
    - 1st was East St. Louis at 80.1%
    - 97th was Geneva at 0.6%
- 40th in percent ELL



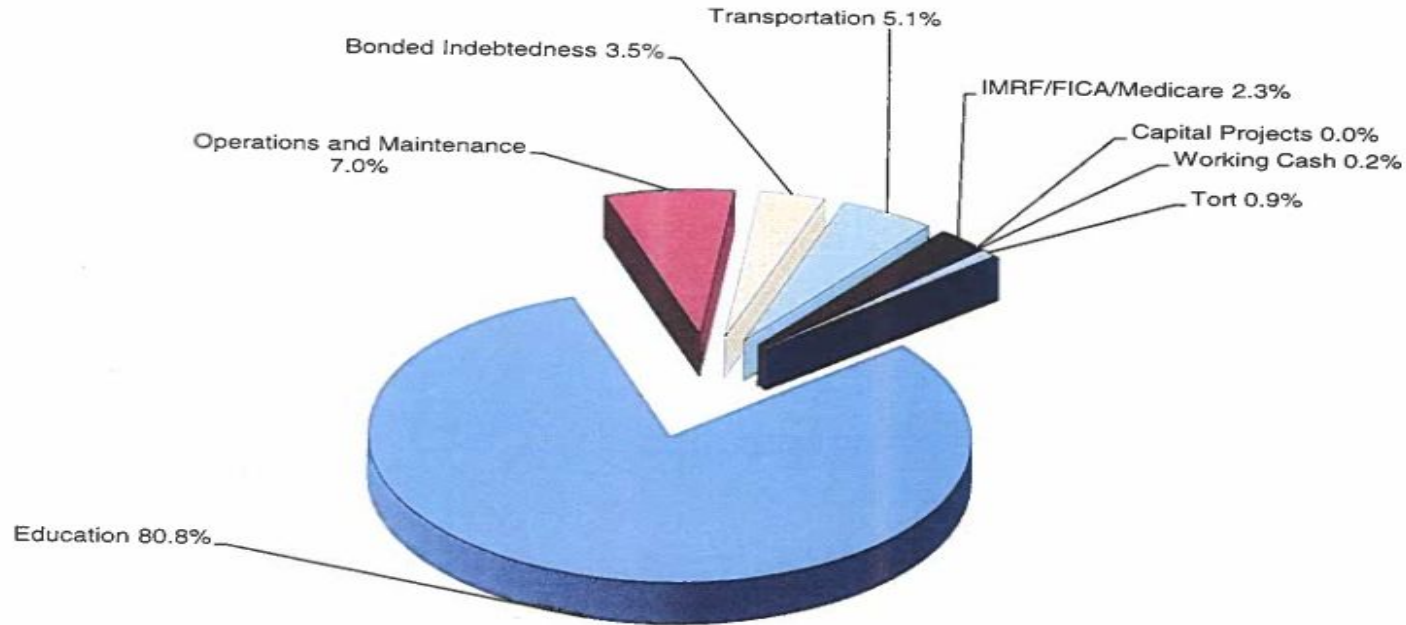
# School Finance

Average spending per student at each school in the district, as collected through the unaudited Every Student Succeeds Act (ESSA) Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and district-wide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

Percent of Adequacy = **66.00%**

District ▼	Spending Per Student	Enrollment	Low Income Students	English Learners	Students with IEPs
<u>Freeport SD 145</u>	\$17,734	3,490.75	58.00%	6.50%	16.60%
CHANGE FROM PREVIOUS YEAR	+14.66%	-1.13%	-6.75%	-1.52%	-0.60%

**Revenue By Fund  
2022-2023  
\$70,927,710**



# NEXT STEPS

1. Stay the course
2. Clear goals and indicators for success
3. Systems approach to measuring impact
4. Celebrate small wins

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# Our FSD 145 Mission Statement

In partnership with families, students, and the community, we commit to creating an **innovative, inclusive, and student-centered learning environment**

so that all students are equipped & empowered  
to choose their college, workplace & career path,  
and become engaged and productive members of their community.

Our Vision: **ALL in for ALL KIDS**

# Our Three COMMITMENTS to Achieve EQUITY

## Academic Excellence

### Standards align, rigorous instruction

Focus on instructional core	Manage our performance.
Increase & provide access to universal pre-K	Strengthen supports for English Learners
Comprehensive, district-wide approach to SpEd & Alt programs	Support student success in high school and beyond
Expand & deepen AVID system	Implement MTSS & academic interventions

### Reflective & empowered educators

Design PD that reflects District needs	Establish a culture of learning
Establish a culture of respect, rapport, communication	

### Highly competent & visionary school administrators

Job-embedded professional learning	Invest in school leadership pipeline
Support principals in creating a positive & equitable environment	

### Safe & healthy schools

Safe & supportive learning environments	MTSS/Behavior interventions
Teach students social, emotional, & cognitive skills and embed them into academic learning	

## Operational Efficiency

### Organizational Excellence

Continuous Improvement Process	Data-driven decision-making
Implement Performance Management strategies	Transparency to the community, FSD, & Board

### Resource Management

Create & follow a financial stability plan	Strengthen governance structures
Proactively engage end users	Mitigate risk
Create & follow a capital & facilities improvement plan	

### Invest in Our People

Provide wellness supports	Robust Evaluation System
Recruitment, Hiring, Retention	

## Collective Impact

### Family & Community Engagement

Deepen partnerships through engagement

### Communication Strategy & Transparency

Timely and transparent communication

### Career Pathways & Opportunities

Enhanced summer programs	Provide transformative extra-curricular activities
Comprehensive elective offerings, middle school to high school	



**FSD145**

Freeport School District

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# Road Map to Accelerate Academic Proficiency and Growth

[Illinois School Report Card Next Steps](#)

## EXPECTATIONS FOR EVERY BUILDING

1. **Routine data cycles** that include teams that monitor the effectiveness of attendance and discipline strategies/interventions weekly
2. **Monitor implementation of School Improvement Plan** using the Complimentary Plan for each priority
3. Teacher teams **review data that provides information on skill gaps and adjust instructional planning and implementation. Review student work** during grade level/department meetings regularly
4. **Use WIN Time to boost Tier One**, ongoing rigor for top tier, targeted support for students tiers 2 & 3 both in academics and behavior
5. To reduce recurring discipline concerns through the **implementation of behavior modification plans** that could include counseling opportunities, 2nd Step, PBIS strategies, **AVID, & parent engagement**

**Thank you**