



ESSA and the School Report Card Presentation

November 18, 2024

[LINK](#) to D156 Report Card



What is ESSA?

- National Act of Education Law that Replaced NCLB in 2015
- States had until 2017 to develop State Plans
- Illinois established a plan emphasizing accountability and support
- No longer measured on one standardized test score - multiple measures
- Schools can “tell their story”
- The State of Illinois has established the following two goals for high schools.

90% of 9th grade students will remain “on-track” for graduation with their classmates

90% of all students will graduate college and career ready

[LINK](#) to ISBE ESSA webpage

[LINK](#) to “What is ESSA Document”



Multiple Measures of Success

High School

75%

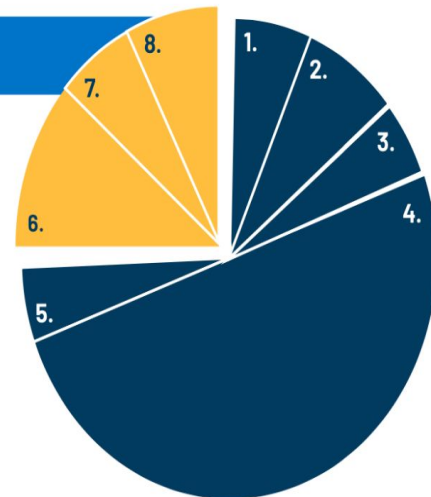
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*

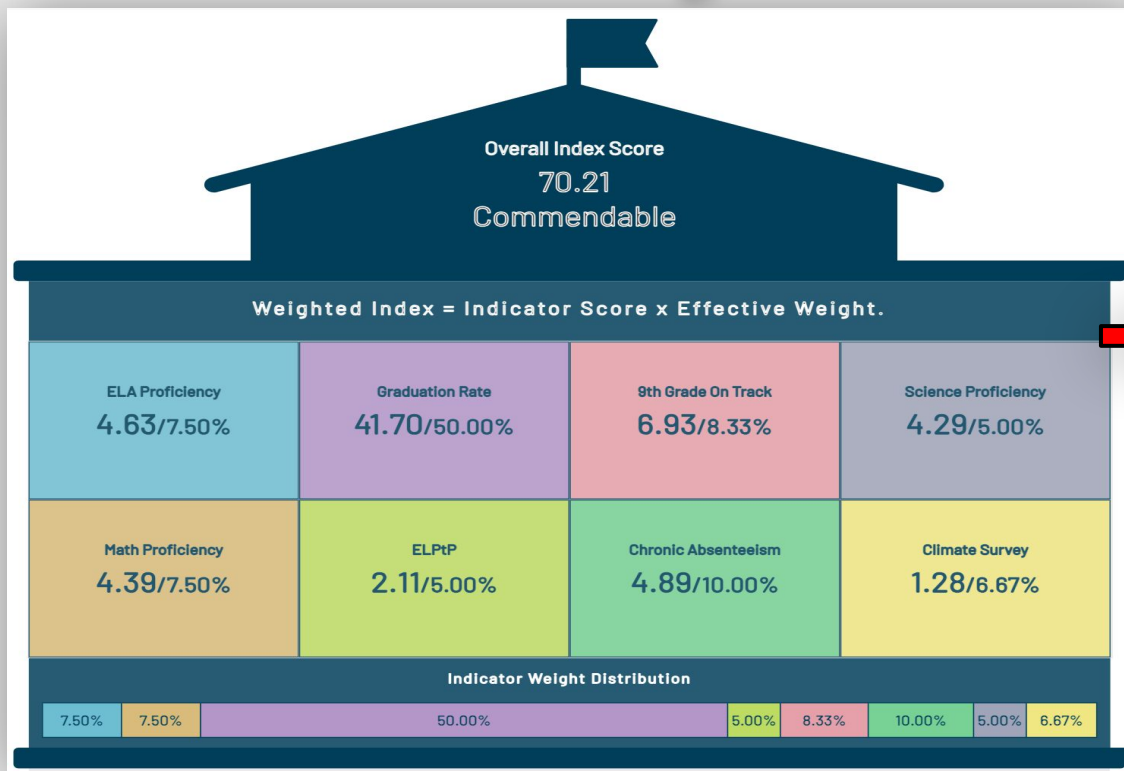


Eight Indicators for High School = 100%

[LINK To ISBE Resource Page](#)



School Designations



1
Schools



Summative Designation

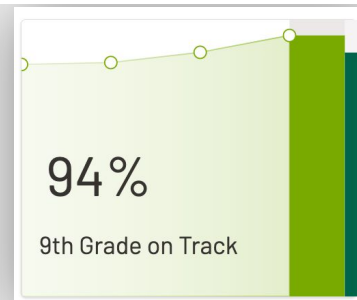
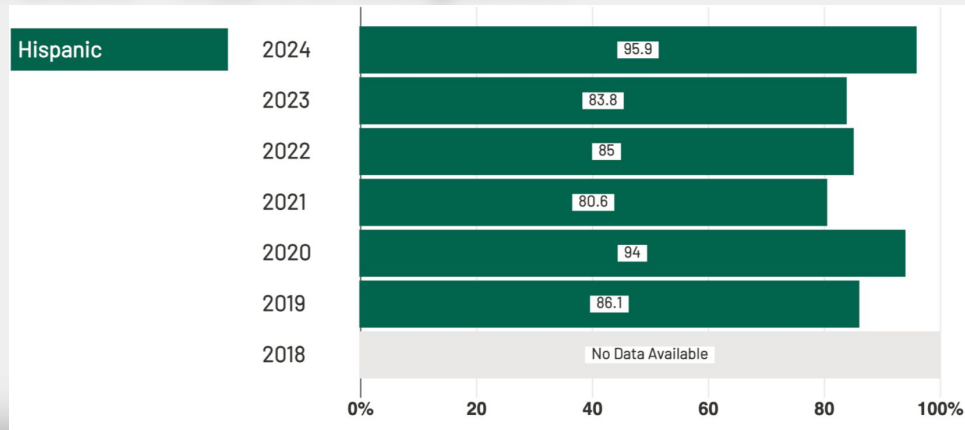
- Exemplary Schools
- 1 Commendable Schools
- Targeted Schools
- Comprehensive Schools

[LINK](#) to “Summative Designation”
Information Graphics



9th Grade On Track - 8.33% of Designation

- 5 Credits during Freshman Year
- And no more than 1 semester F in a core course
- Consistent Upward Trend for Freshman Campus



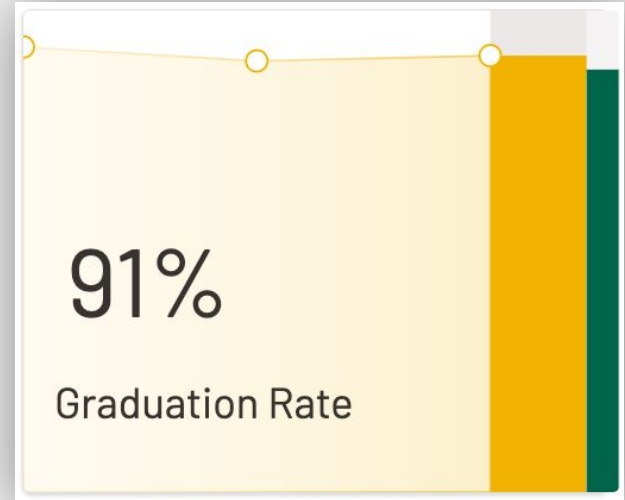
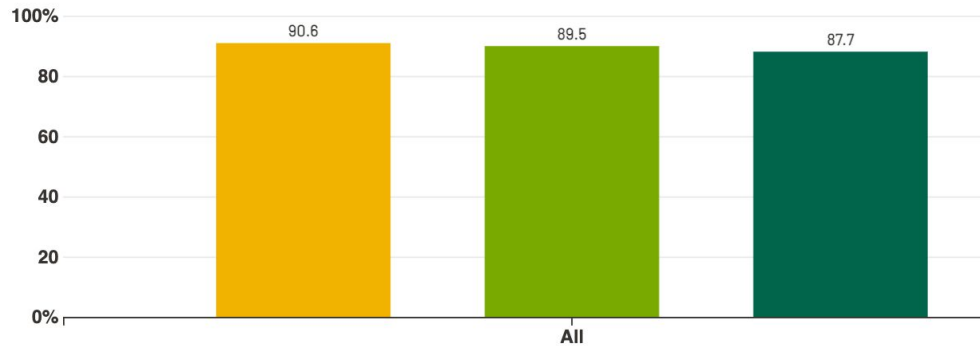
[LINK](#)

Graduation Rate - 50% of Designation



■ School ■ District ■ State

Graduation Rate 4 Years (Students who entered 9th grade in SY2020-21)



District

SAT Performance - Mathematics - 7.5% of Designation



ISBE CCR Benchmark is Based on **540**

College Board Benchmark is Based on 75% chance to earn a
"C" in College Courses - **530**

2024 - Class of 2025

23%

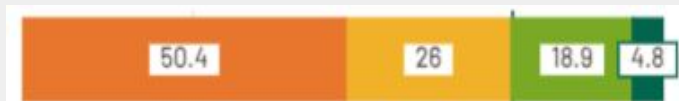


2024 - Class of 2025

	# of Testers	Performance Levels		
District	537	26%	3%	71%

2023 - Class of 2024

24%



2023 - Class of 2024

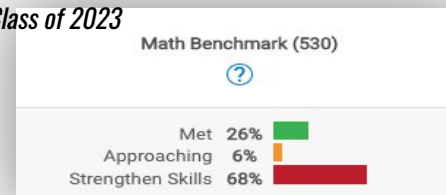
	# of Testers	Performance Levels		
District	516	28%	7%	64%

2022 - Class of 2023

24%



2022 - Class of 2023



District

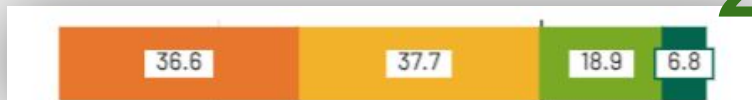


Designation

ISBE CCR Benchmark is Based on **540**

College Board Benchmark is Based on 75% chance to earn a "C" in College Courses - **480**

2024 - Class of 2025



26%

2023 - Class of 2024



29%

2022 - Class of 2023



23.7%

District

2024 - Class of 2025

	# of Testers	Performance Levels		
District	537	50%	4%	46%

2023 - Class of 2024

	# of Testers	Performance Levels		
District	516	48%	8%	44%

2022 - Class of 2023

ERW Benchmark (480)		
?		
Met	46%	
Approaching	8%	
Strengthen Skills	46%	

Science Proficiency -5% of Designation

Illinois Science Assessment (11th Grade)



Emerging Developing Proficient Exemplary



2024 = 49.9%

State Average = 53.1%

2023 = 52.3%

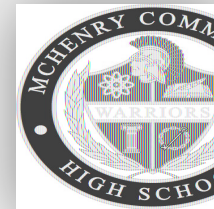
State Average = 52.2%

- Elimination of Illinois Science Assessment
- Sole purpose was to make-up for the SAT not having a Science Test

District

An Early ACT Benchmark Tidbit

ACT % Benchmark numbers are more rigorous



	Math	Science	STEM	English	Reading
ACT	22	23	26	18	22
Fall 11	20	21	24	16	21
Spring 10	19	20	24	15	20
Fall 10	19	20	23	14	19
Spring 9	18	19	22	13	18
Fall 9	17	19	21	12	17

ACT vs. SAT

22 = 1100

23 = 1130

District



Four Designations for School Ratings



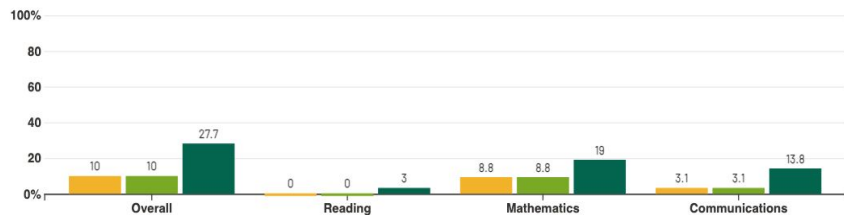
Exemplary	• Overall performance in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Commendable	• Overall performance not in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Targeted Support	• One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.
Comprehensive Support	• Overall performance in the bottom 5 percent of Title I-eligible schools statewide • All high schools with a graduation rate of 67 percent or below • Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.
Intensive Support	• A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.

[LINK](#) to "MCHS Designation"

Other - College Remediation



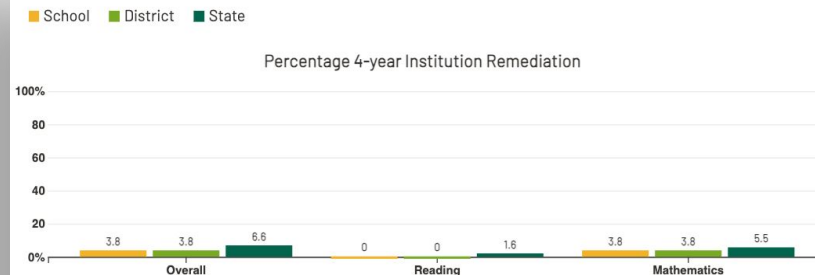
Percentage Community College Remediation



Graduating Class of 2022

Level	Graduating Class of 2022			
	Overall	Reading	Mathematics	Communications
School	10%	0%	8.8%	3.1%
District	10%	0%	8.8%	3.1%
State	27.7%	3%	19%	13.8%

Percentage 4-year Institution Remediation



Graduating Class of 2022

Level	Graduating Class of 2022		
	Overall	Reading	Mathematics
School	3.8%	0%	3.8%
District	3.8%	0%	3.8%
State	6.6%	1.6%	5.5%

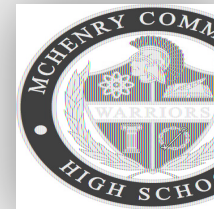
Class of 2021

District

- Steep decline in MCHS students requiring remediation at Community College
- **Class of 2018 = 32%

Chronic Absenteeism - 10% of Designation

10% or more with or w/o Valid Excuse



Demographic

Year

All

2024

2023

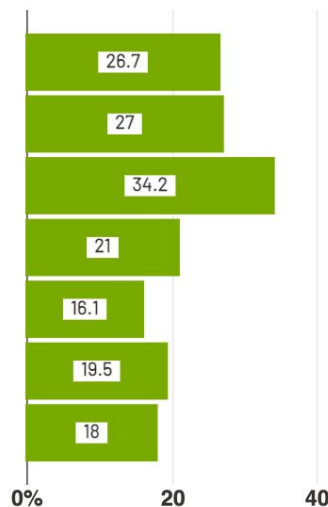
2022

2021

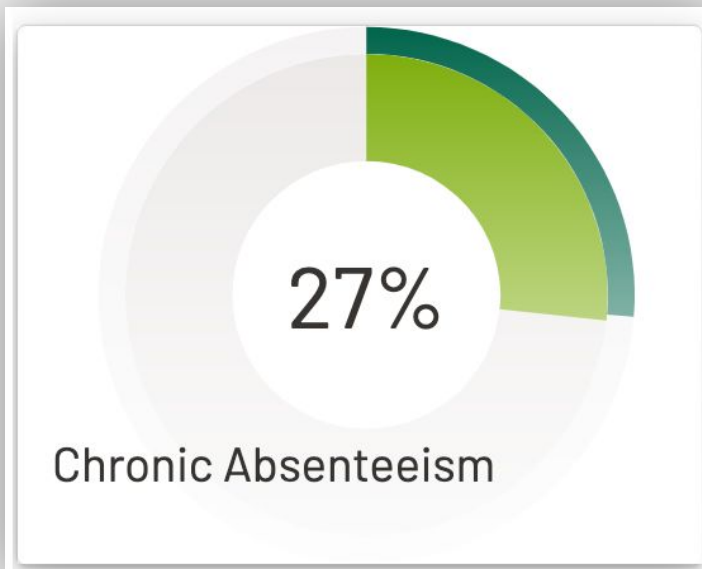
2020

2019

2018



2024



District



Other - Chronic Truancy

5% or more w/o Valid Excuse

2024

Demographic

Year

All

2024

20.1

2023

16.5

2022

25.9

2021

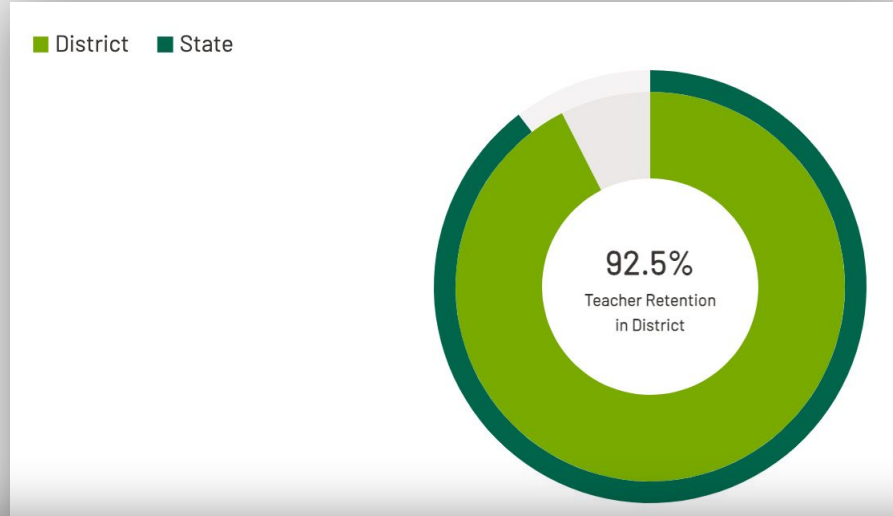
32

20%

Chronic Truancy Rate

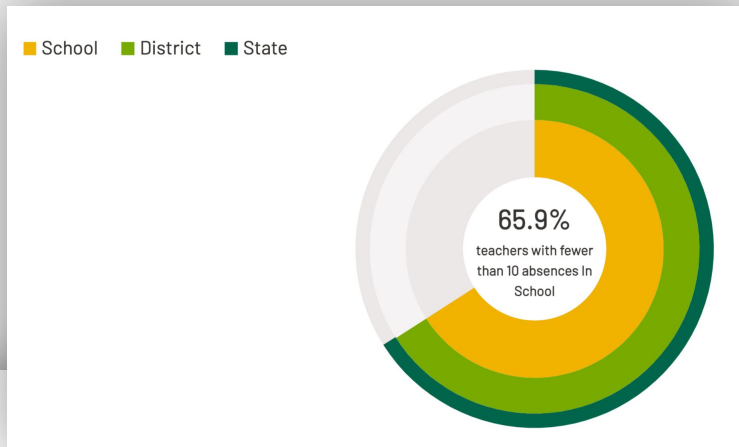
District

Teacher Retention Remains High



[Staff Retention Link](#)

Staff Attendance - Chronic Absenteeism



Level	Year
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School	2024	65.9
	2023	51.3

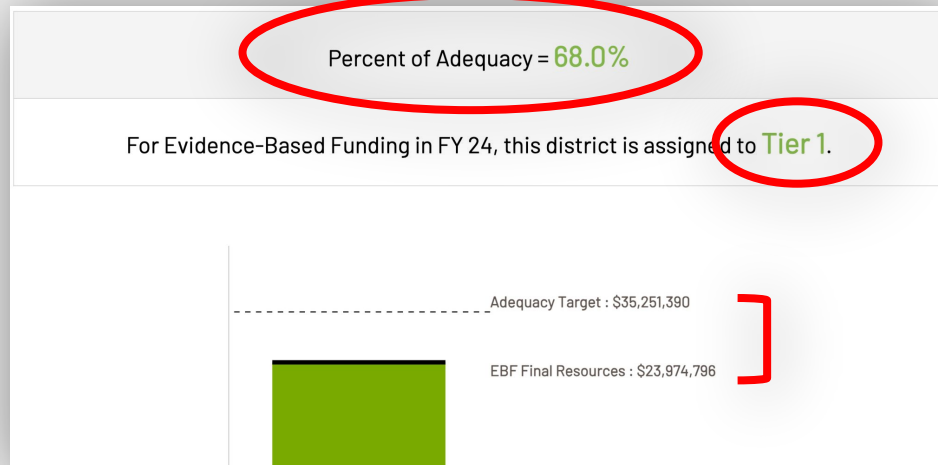
[District Staff Link](#)

- 51.3% in 2021
- 50.9% in 2022
- Leading indicator of student achievement.
- 10+ days of absence and student achievement decreases significantly
- Strains on system with subs
- Reduces student sense of belonging



Evidence Based School Funding Formula

2024



- More reliant on local sources
- Tier 1 - Lowest level of state funding
- 2023= 66%
- 2022= 67%
- 2021= 68%

[LINK](#) to “EBF - District Finances”



Areas of Continued Focus

- Student Attendance - Absenteeism
- 9th grade On-Track Efforts
- Graduation Rate- summer school, intervention, and remediation
- **Staff** Sense of Belonging - **Improve Attendance**
- PLC Practices and Processes
- Equity and Underrepresented groups (F/R, ML, SPED) - **AVID!**
- ACT Skills, strategies, and curriculum alignment
- Post-secondary enrollment - College and Career Readiness Indicators

*Strategic Plan has been derived
from our most important areas!*

