

ESSA

**BROADENING THE DEFINITION
OF STUDENT SUCCESS**

SUPT. ADVISORY: BOARD GOALS 1&2

NOVEMBER 27, 2018

Overall Structure

- **State & Federal: Every Student Succeeds Act (ESSA)**
- **Local: Summit Hill District 161**
 - Board Goals**
 - District Goals**
 - School Goals**

Tonight's advisory will feature a quick overview of ESSA followed by the district's local goal structure.

Major Educational Policy Shifts

- **NCLB's focus:** assessment proficiency
- **Race to the Top:** assessment proficiency + some growth
- **ESSA:** whole child and student growth as paramount metrics

Our new accountability landscape

25% assessment proficiency
50% student growth
25% other indicators



Whole child, whole community, whole state

The new accountability landscape has shifted to heavily focus on student growth in learning. District 161 has in place several supports that will be detailed in the slides to come.

Long-Term Academic Goals by 2032

90% or more

3rd grade students reading at/above grade level

5th grade students meet or exceed expectations in math



ILLINOIS ASSOCIATION of **IASA** SCHOOL ADMINISTRATORS

ESSA's long-term academic goals focus on ELA and math expectations. These goals are reflected in each school's improvement plan. Progress is communicated to the school community after the fall, winter, and spring benchmarks are administered. The fall progress reports are available by clicking on the public Board book for the Nov. 12 Board meeting under Supt. and Staff report.

Academic Growth (50%)

- ISBE will conduct an annual comparison of all schools' growth to proficiency using "Student Growth Percentiles"

Student growth model explanation:

<https://ecragroup.com/2018/05/17/isbe-student-growth/>

- Elementary schools will annually receive a growth designation on the IL Report Card starting in 2019-2020

A grade **A-F** will be assigned based on a school's performance relative to all comparable schools (based on evidence-based funding tiers)



This year all Illinois schools began receiving annual growth designations per school. Frankfort Square School received exemplary status and all other district schools received commendable status.

Academic Achievement

Grades 3-8

PARCC
DLM-AA

2018-19	10% Math 10% ELA
2019-20	7.5% Math 7.5% ELA



In terms of proficiency on the annual IL state assessment, the weight factor was reduced to 10% for both math and ELA proficiency.

Accountability System: Subgroups

N-size = 20 (ESSA plan, p. 67 ¶13)

Subgroups include:

- Students from each major racial and ethnic group
- Economically disadvantaged students
- Students with disabilities: IEP
- Students formerly with disabilities: IEP **NEW**
- English Learners
- Former English Learners: dismissed from services **NEW**

The accountability system focuses on subgroups of 20 students per school. New subgroups have been added to the accountability formula.

DESIGNATIONS

by school



Exemplary



Commendable



Under Performing



Lowest Performing

¼ of 4,000 schools
have been
designated as
underperforming

Student growth designations range from exemplary to lowest performing. This year one quarter of the 4,000 schools in Illinois have been designated as underperforming.

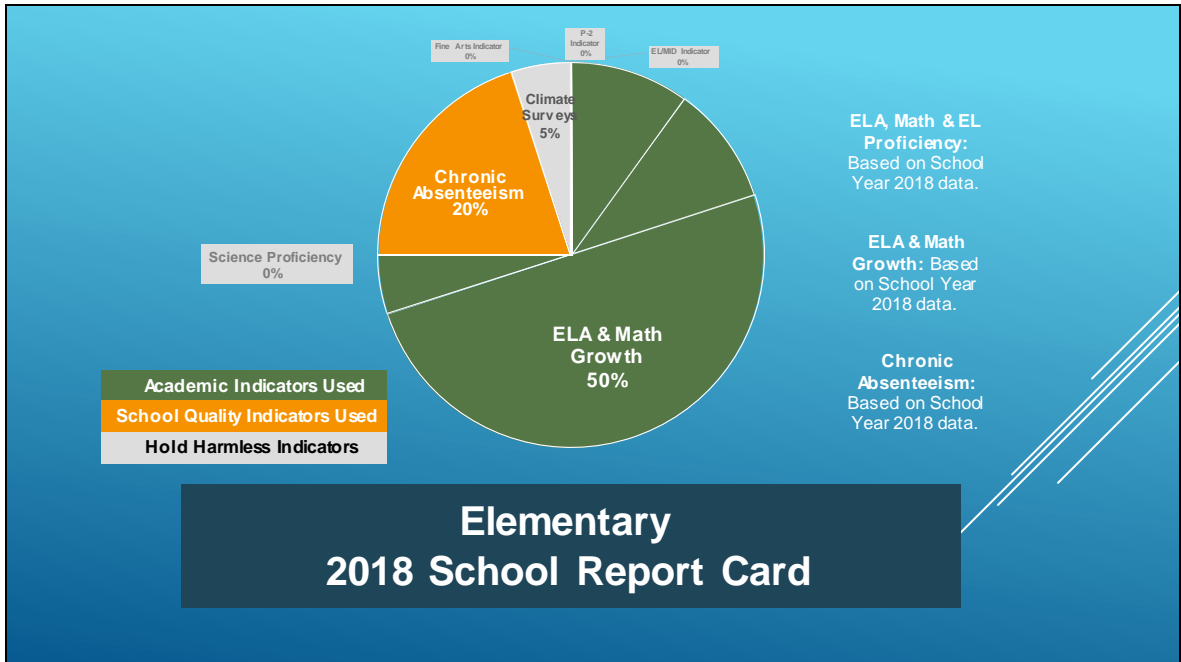
SUMMATIVE SCHOOL DESIGNATIONS

Underperforming *does not mean the whole school is underperforming*— just that one or more subgroups’ performance is on par with students who attend the lowest performing 5% of schools

Exemplary School	A school that has no underperforming subgroups whose performance is in the top 10% of schools statewide.
Commendable School	A school that has no underperforming subgroups whose performance is not in the top 10% of schools statewide.
Underperforming School	A school in which one or more student subgroups is performing at/below the level of the “all students” group in the lowest performing 5% of schools.
Lowest Performing School	A Title 1 school that is in the lowest-performing 5% of schools in Illinois.

Commendable schools do not have underperforming subgroups. The difference between exemplary and commendable is that the subgroups’ performance is not in the top 10 percent of schools statewide.

Underperforming does not mean the whole school is underperforming – just that one or more subgroups’ performance is on par with students who attend the lowest performing five percent of schools.

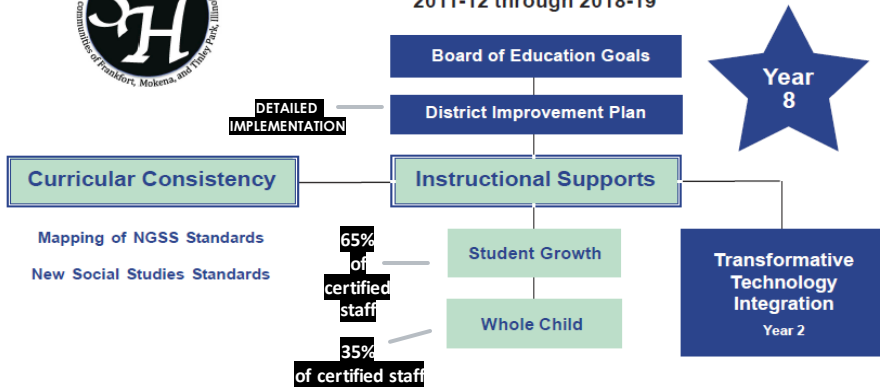


Green areas are academic indicators. Orange areas are school quality indicators. As we move forward in years to come, the gray hold harmless indicators will increase in percentages.



Plan for Student Achievement

2011-12 through 2018-19



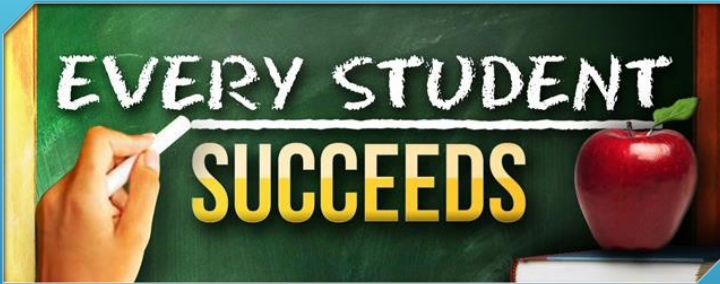
Year 8 of the District 161 Plan for Student Achievement focuses on instructional supports for instructional practices. 35 percent of certified staff are in support roles for whole child development. 65 percent of certified staff members are in support roles for student growth and achievement.

We will achieve our goal

through continuous, structured teacher collaboration to analyze data and prioritize needs, set goals, select common instructional strategies, and monitor and evaluate results (adjusting when necessary) to increase growth in student learning.

“Best practices don’t pay off until they have been implemented and fine-tuned in closely studied cycles.”

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. ASCD.



HOW IS DISTRICT 161 SUPPORTING
THE NEEDS OF ESSA?



GOAL 1 ACADEMIC SUPPORTS

District 161 has incorporated the following academic supports as outlined in the next section.

ADDITIONAL STAFFING

Two Coordinators of Instructional Support

- ▶ Instructional strategies
- ▶ Individual coaching cycles and goal setting
 - ▶ Math focus (5th-8th)
- ▶ Data review / MTSS
- ▶ Curriculum committees
- ▶ Mentoring



INSTRUCTIONAL COACHING PROGRAM PHILOSOPHY: Instructional coaching is ongoing, classroom based and personalized for each teacher. Instructional coaching should provide consistent support to teachers as they work to improve practice based on collaboration, inquiry and consultative feedback from the coach. It represents sound, job-embedded professional development to positively impact student growth. Educators are continually learning and growing. Building trust and gathering feedback from teachers is essential to the instructional coaching program.

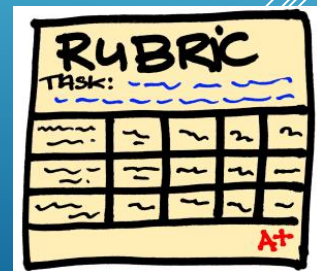
The goal of the coaching program is the continuous improvement of instructional practices and increased student growth.

INSTRUCTIONAL COACHING OBJECTIVES

- Promote a knowledge base of best practices and effective strategies
- Assist teachers by demonstration and modeling
- Provide actionable feedback to support reflection
- Plan with teachers
- Facilitate job embedded professional development
- Promote data driven decision making
- Advance the achievement of all students

ALIGNED ASSESSMENT & GRADING PRACTICES

- ▶ Completed first quarter implementation
- ▶ Ongoing meetings with A&G Team to review
- ▶ Possible revisions at end of second quarter
- ▶ Standards-based grading training



The Assessment & Grading Committee established guidelines centered around five main areas:

- Belief Statements
- Formative & Summative Assessments
- Standards Mindset
- Summative Reassessments
- A-F Equal Interval Grading Scale

Change Takes Time: We are modifying teaching practices that some of our parents & teachers have had in place for decades. The new A&G practices have only been in place for a few months. The committee will need to see the practices in place for at least one semester to collect sufficient input, determine patterns and identify unintended consequences.

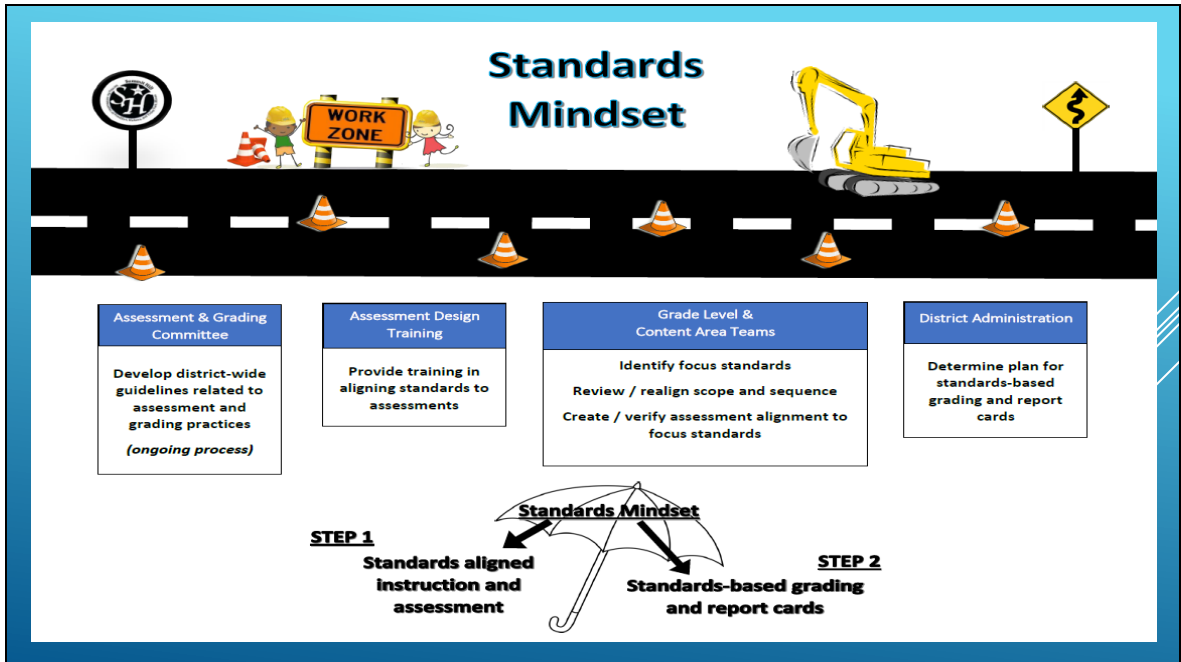
We believe learning about a particular topic extends beyond the due date or test date. To promote an ongoing learning process, reassessments will be made available.

Grade Scale: District 161 has implemented a new reporting system that is in line with the Growth Mindset philosophy. This will reduce the negative impact of zeros on a student's grade by adjusting the grading scale so it is ethically justifiable. A 50% will be the lowest score possible. This simply equalizes the influence of each score in the overall grade. We are responding in a way that leads to learning by making failure recoverable. Adjusting zeros to 50% still means the student has failed—it is just using the upper, more constructive and recoverable end of the "F" range. Teachers use the comment box in PowerSchool to document the lower score. Teachers may still use the "late, missing, or incomplete" icon flags.

ASSESSMENT DESIGN TRAINING

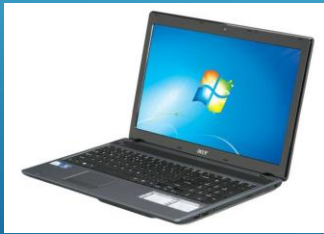
- ▶ Professional development related to assessment design
- ▶ Focus on standards
- ▶ Depth of Knowledge (DOK) - academic rigor

The intended outcomes of this ongoing training are provided: Teachers will learn the six-step process for designing standards-based, high-quality assessments aligned to the instructed targets or standards. The purpose of the training is to clarify what it means to build common assessments that are standards-based, improve inter-rater reliability in assessment scoring and feedback, and allow students and teachers to make adjustments to accelerate growth and proficiency.



We want our school community (parents, students & teachers) to be focused on the Illinois State Learning Standards. This process will take time. Our first step is to align our instructional practices and assessments to the standards, then we will determine a plan for standards-based grading and report cards.

TECHNOLOGY



- ▶ Office 365 – student accounts
- ▶ 1:1 Computers in grades 1-8
- ▶ 1,000 NEW devices approved to replace first-generation Asus student tablets

Our 5-year replacement plan was ambitious. We will now aim for a shorter replacement cycle (most likely 3 years).



GOAL 2
SOCIAL & EMOTIONAL SUPPORTS



Initiatives for 2018-2019

- New Universal Behavior Screener
- Revised At-risk protocols
- New Bullying protocols
- New Threat Assessments
- Implementation of Bullying Prevention Unit K-5
- Social Emotional Curriculum review
- Additional social emotional staff supports

An emphasis on student growth in the area of social and emotional learning was identified as our focus area for support in 2018-2019. It is recognized that social emotional learning is beneficial as it improves classrooms behavior, increases self-confidence, increased standardized test results, increases social and emotional coping skills, and improves student attitudes about school and interactions with others.

New initiatives this school year:

- New Universal Behavior Screener that focuses on both externalizing and internalizing behaviors
- Revised At-risk protocols (piloted last year) and revised this school year
- Bullying protocols: newly created and being implemented currently
- Threat Assessments utilized that are supported by the U.S. Dept. of Ed. and the U.S. Secret Service
- Bullying Prevention Units for K-5 from Second Step
- Review of social emotional learning curriculums used within the district
- Additional staff required to support all social emotional efforts district wide



Professional Development

- ▶ Social Emotional Awareness Day, February 2018
- ▶ Student Risk Screening Scale overview
- ▶ Focus on SEL topics at monthly faculty meetings
- ▶ Suicide Assessment Training
- ▶ Youth Mental Health Trainer in the district
- ▶ LGBTQ Awareness Workshop

To ensure our staff is being provided professional development opportunities, we are focusing our efforts on the various trainings:

- The district hosted a Social Emotional Awareness Day in February 2018 that included sessions on Suicide and Mental Illness, Childhood Trauma, and Mental Health 101.
- The district implemented a new universal behavior screener this school year in which the staff was provided training during a faculty meeting to ensure it was completed accordingly with students.
- Monthly, topics are provided to staff that focus on social emotional learning during faculty meetings.
- Select social workers and counselors along with our coordinator of student support services attended a Suicide Assessment Training to ensure our protocols fall within recommended practices.
- Our coordinator of student support services became an Illinois Youth Mental Health trainer recently and will begin trainings in our district in early 2019.
- Our social workers and counselors attended an LGBTQ Awareness workshop this school year to understand best practices in the school setting.

	Low: Externalizing Tier 1	Low Internalizing Tier 1	Moderate: Externalizing Tier 2	Moderate: Internalizing Tier 2	High Externalizing Tier 3	High: Internalizing Tier 3
Percent of Student Population	90%	89%	7%	6%	3%	5%

BENCHMARK ONE: DISTRICT-WIDE UNIVERSAL BEHAVIOR SCREENING DATA

The universal screener, the Student Risk Screening Scale (SRSS) was utilized this school year to screen students for externalizing and internalizing behaviors. It is completed three times per school year, October, January, and April, by a classroom teacher. Data is collected by the building social worker(s) and supports are implemented with students based on the results.

Data shown here concludes:

90% of our students fell within the Tier 1 for Low Externalizing Behaviors

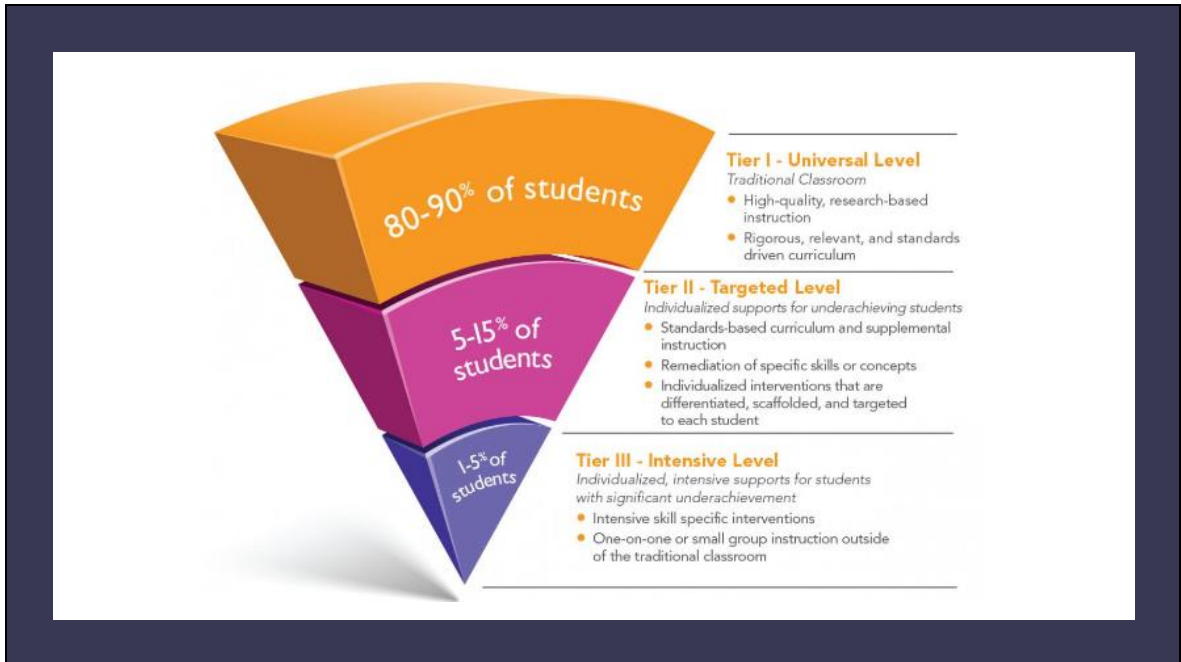
89% of our students fell within the Tier 1 for Low Internalizing Behaviors

7% of our students fell within the Tier 2 for Moderate Externalizing Behaviors

6% of our students fell within the Tier 2 for Moderate Internalizing Behaviors

3% of our students fell within the Tier 3 for High Externalizing Behaviors

5% of our students fell within the Tier 3 for High Internalizing Behaviors



To provide some perspective on the percentages shown on previous slide:

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom.

ADDITIONAL STAFFING

Coordinator of Student Support Services

MONTHLY SEL STAFF MEETING TOPICS

- SEPTEMBER: RELATIONSHIP BUILDING
- OCTOBER: SRSS REVIEW
- NOVEMBER: TRAUMA IN THE CLASSROOM

SRSS TRAINING FOR BUILDING SOCIAL WORKERS

SRSS DATA COLLECTION DISTRICT WIDE

MENTOR & SUPPORT 3 NEW SOCIAL WORKERS

ACTIVE GENERAL EDUCATION CONSULTATIONS

ATTENDANCE AT SOCIAL WORKER TEAM MEETINGS

SUPPORT TEAMS AT PROBLEM SOLVING MEETINGS



Newly Certified
as Illinois Youth
Mental Health
Trainer

Coordinator of Student Support Services

An additional coordinator was requested within the student services department to help support the social and emotional efforts district-wide.

Responsibilities include:

- Monitoring the implementation of district at-risk protocols, bullying protocols, and threat assessments
- Support social workers and guidance counselors district wide
- Provide social and emotional supports for general education students
- Provide support to the Social Emotional Resource program
- Be an active member of the District MTSS team to address social and emotional needs across the district
- Facilitate social and emotional professional development for all staff
- Illinois Youth Mental Health trainer for the district
- Support social emotional learning curriculum across the district
- Provide behavior consultations for all students

ADDITIONAL SOCIAL WORKER SUPPORT

One additional social worker at Hilda Walker

One additional social worker at Summit Hill
Junior High

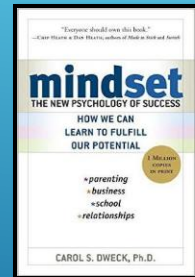
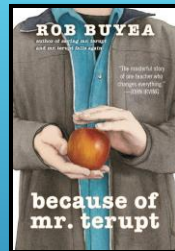
Transfer a .5 social worker to one elementary
building in addition to current social worker

The district was able to provide two additional social workers within the district to support general education students.

Hilda Walker and Summit Hill Junior High each have three social workers and one counselor within the building to help support students with social and emotional needs. These additional staff members provide the additional support to students in need after at-risk protocols, bullying protocols and threat assessments have been implemented. They support the safety plans and direct support that some students require after an incident has occurred.

BUILDING LEVEL SUPPORTS

- ▶ PBIS Celebrations
- ▶ CoolTool lessons
- ▶ Positive office referrals
- ▶ Bravo Board
- ▶ Focus on Acts of Kindness and Kindness lessons
- ▶ Mascot Tickets
- ▶ Second Step lessons
- ▶ Growth Mindset Philosophy - building-wide novel study for staff
- ▶ Building-wide novel



Each building will continue their efforts to focus and social emotional learning throughout the school year in support of the District's Goal 2: Ensure a safe, inspiring, and welcoming environment for students, staff, and community members. All activities may be unique to the individual buildings, but they all support the same common vision for our students.

Some of the building level efforts across the district:

- Bravo Boards: Building-wide recognition of stand-out staff or students who go out of their way to promote kindness
- Acts of kindness: lessons created to promote kindness and are unique to each building
- Mascot tickets: students receive tickets from staff members for going out of their way to be safe, responsible, and respectful
- Second Step lessons: district-wide curriculum for promoting social emotional learning implemented by classroom teachers and/or social workers
- Growth Mindset Philosophy: Philosophy that promotes abilities can be developed through hard work and dedication
- Building-wide novel: One building is reading a novel throughout the building that promotes wanting to do better

RESOURCES

- ▶ YouTube Videos
- ▶ Teacher Pages (websites)
- ▶ Detailed District and School Improvement Plans

Informational Videos: In an effort to promote increased communication, we have created a few videos. They have been uploaded to our very own YouTube page! There is an Assessment and Grading video located here, along with PowerSchool features and PowerSchool App videos.

<https://www.youtube.com/channel/UCLQhhiXdhG9FHxVb7GxQkNg>

FEEDBACK/SUGGESTIONS PLEASE

ON TONIGHT'S PRESENTATION OF ACADEMIC AND SOCIAL
EMOTIONAL SUPPORTS
FOR OUR STUDENTS

NEXT MEETING

February 19, 2019

THANKYOU
FOR
PARTICIPATING