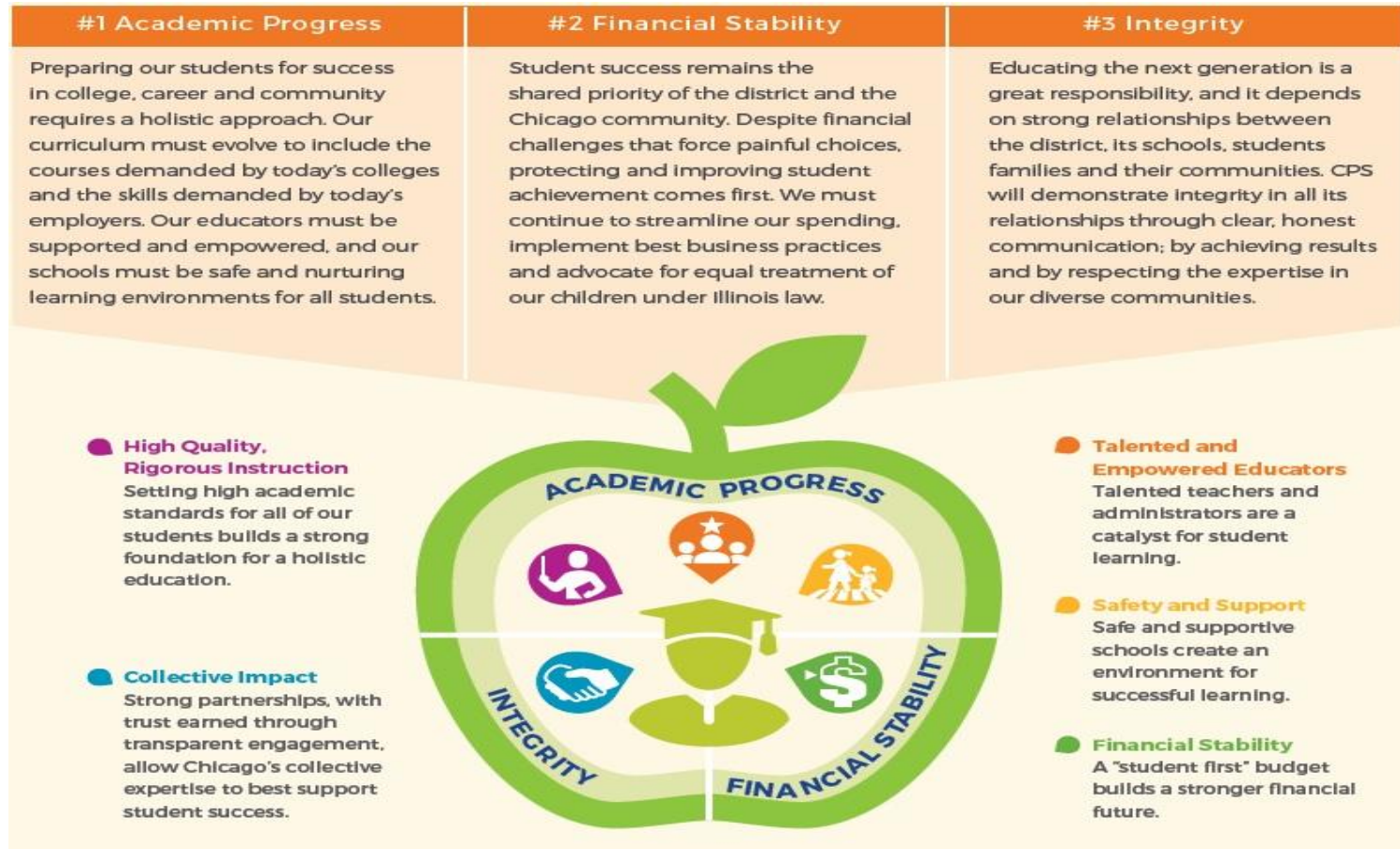


# New Field State of Schools

School Year 2018-2019



# District Vision



# New Field Mission & Vision

**We challenge our students to achieve their highest potential.**

**We teach our students to communicate their learning in a variety of ways.**

**We commit to being respectful, responsible and collaborative.**

**We develop independent, lifelong learners and socially responsible citizens.**



# What is the SQRP?

- The **School Quality Rating Policy** (SQRP) is the Board of Education's policy for evaluating school performance.
- It establishes the indicators of school performance and growth and the benchmarks against which a school's success will be evaluated on an annual basis.
- Through this policy, each school will receive a **School Quality Rating** and an **Accountability Status**.

# What is the Purpose of the SQRP?

## The School Quality Rating and Accountability Status serve the following purposes:

- **Communicating** to parents and community members about the academic success of individual schools and the district as a whole;
- **Recognizing** high achieving and high growth schools and identifying best practices;
- Providing a framework for **goal-setting** for schools;
- Identifying schools in need of targeted or intensive **support**; and
- **Guiding** the Board's decision-making processes around school actions and turnarounds.

# How Are Ratings Assigned?

- Schools earn between 1 – 5 points for each metric.
- Points are weighted according to the tables on slide 6 and added together. The school's overall score is also between 1 – 5.
- Based on the overall score (or minimum attainment percentile – see below), the school receives a School Quality Rating and Accountability Status.

Overall Score		Minimum Attainment Percentile	School Quality Rating	Accountability Status
4.0 or more	OR	90th	Level 1+	Good Standing
Between 3.5 and 3.9		70th	Level 1	Good Standing
Between 3.0 and 3.4		50th	Level 2+	Good Standing
Between 2.0 and 2.9		40th	Level 2	Provisional Support
Less than 2.0		--	Level 3	Intensive Support

# What Does the School's Status Mean

## Good Standing Levels 1+ - 2+

These schools are meeting or exceeding the minimum performance expectations for CPS schools.

While these schools are still bound by federal and state law and CPS policies, they have some autonomy around school improvement planning and budgets. LSCs approve CIWPs in these schools.

## Provisional Support Level 2

These schools are in need of targeted support to keep them moving in the right direction. The CEO may require the following:

- Drafting a new CIWP
- Directing the implementation of the CIWP
- Providing additional training for the LSC
- Mediating disputes or other obstacles to improvement

If the CEO determines the problems are not able to be remediated by the above methods, the CEO may place the school in Intensive Support.

## Intensive Support Level 3

These schools are in need of intensive support to quickly improve the quality of education for students. In addition to the types of support provided under “Provisional Support”, the following actions may be taken\*:

- Replacing the principal
- School turnaround
- Ordering new LSC elections
- Closure

\*These actions are allowable under Illinois School Code, but will not necessarily happen in all “Intensive Support” schools. A hearing and a Board vote are required for these actions.

# What Does SQRP Measure?

**ATTENDANCE**

DATA QUALITY

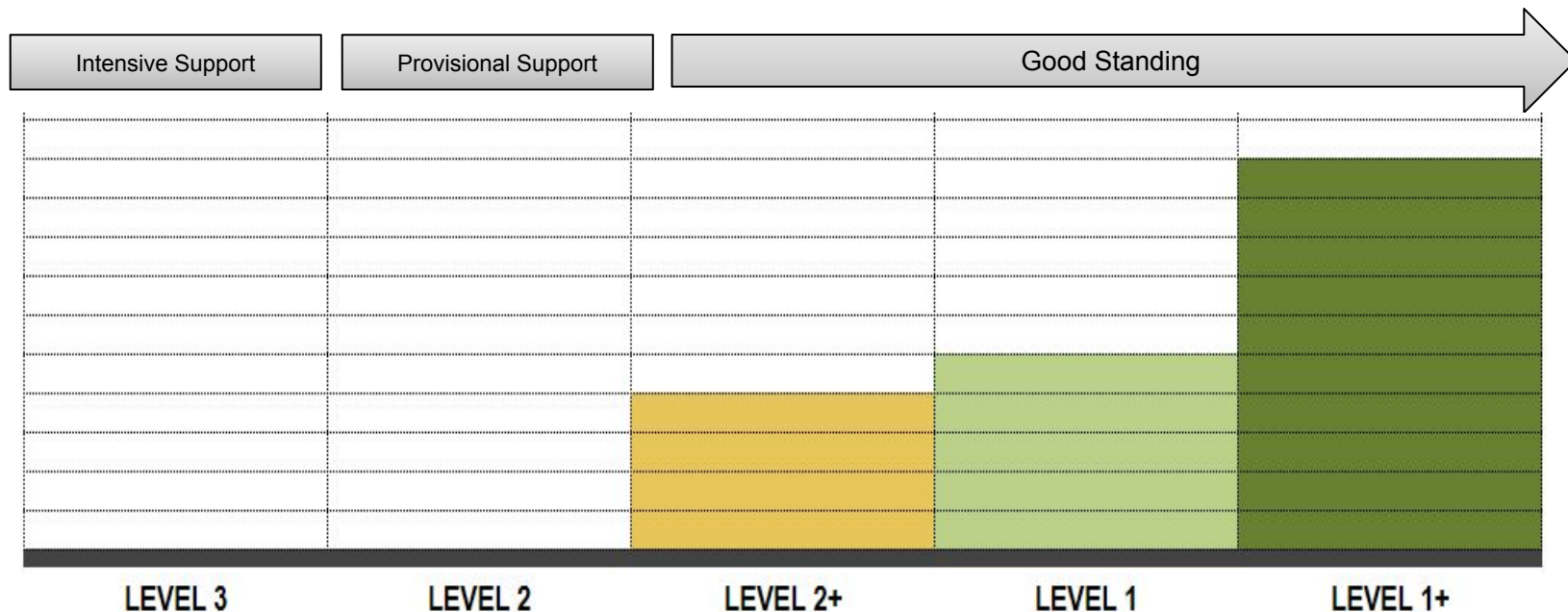
**GROWTH**

SCHOOL CLIMATE

**ATTAINMENT**



# SY18 SQRP Elementary Schools



**Network 2**  
*Distribution of SQRP Levels*  
 excludes 'Inability to Rate'

# New Field 2018 Profile

- *2019 SQRP is the highest achievement level in over four years!*
- *Includes many subgroup categories that were previously “masked” prior to addition of fourth grade*
- *Must ensure continual, stable and incremental growth*

Demographics				
	African American	Hispanic	EL	DL
Count	203	290	337	103
Percentage	30.21%	43.15%	50.15%	15.33%
Total Population	672			

SQRP Data					
Year	School Year	2015	2016	2017	2018
	SQRP Year	2016	2017	2018	2019
Overall	SQRP Rating	Level 1+	Level 1	Level 2	Level 1+
	Total Points	4.3	3.9	2.7	4.4
	Accountability Status	Good Standing	Good Standing	Provisional Support	Good Standing

# New Field SQRP Over Time

		Metric	SY15	SY16	SY17	SY18	2018-2019 CIWP Goal	2019-2020 CIWP Goal	SQRP CUTOFFS				
									1pt	2pts	3pts	4pts	5pts
READING	Growth Percentile	All Students	94	72	27	73	40	45	<10	10	40	70	90
		African-American			46	75	48	50	<10	10	30	50	70
		Hispanic		74	3	81	30	30	<10	10	30	50	70
		English Learners			15	93	30	30	<10	10	30	50	70
		Diverse Learners					45	50	<10	10	30	50	70
	Attainment Percentile	Reading: 2nd Grade	65	66	54	54	62	70	<10	10	40	70	90
		Reading: 3rd-8th Grades	44	52	54	49	62	70	<10	10	40	70	90
MATH	Growth Percentile	All Students	99	87	22	93	40	45	<10	10	40	70	90
		African-American			31	94	41	50	<10	10	30	50	70
		Hispanic		86	8	91	30	30	<10	10	30	50	70
		English Learners			50	95	60	70	<10	10	30	50	70
		Diverse Learners					84	85	<10	10	30	50	70
	Attainment Percentile	Math: 2nd Grade	73	54	27	46	40	40	<10	10	40	70	90
		Math: 3rd-8th Grades	80	56	43	54	56.5	70	<10	10	40	70	90
ALL	NWEA Growth	Percent Making National Average Growth	79	59.8	45.2	62.8	50	55	<25	25	35	45	55
	Aid Rate	Average Daily Attendance Rate	96.1	96.2	95.8	96.2	96	96	<92	92	94	95	96
	MSWV	My Voice, My School 5 Essentials Survey	Not Yet Organized	Partially Organized	Partially Organized	Well Organized			Not Yet Organized	Partially Organized	Moderately Organized	Organized	Well Organized
	DOI	Data Quality Index	99.7	99.9	99.9	99.8			<85	85	90	95	99
	ACCESS	% of Students Making Sufficient Annual Progress on ACCESS	44.7	31.1					<25	25	35	45	55

# New Field SQRP Over Time

- Exceeded our two year 2020 CIWP in nearly every metric!
- Achieved near maximum gains in key subgroup areas:  
Hispanic, EL, African American students'  
growth/attainment
- Attainment in reading remained relatively flat, or slightly decreased - yet growth percentiles increased.
- Significantly increased our percent of students meeting/exceeding the national average for growth

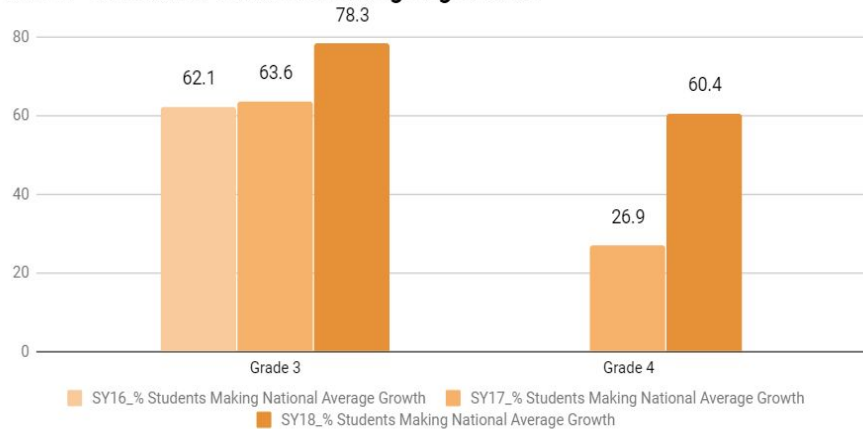


# Our Commitment to Equity

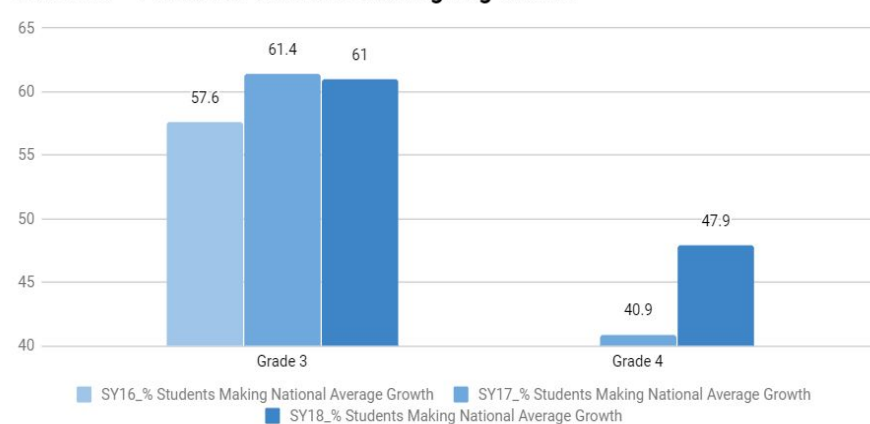
- **EL Committee** (TBE Spanish and TPI teachers) working to develop vertical alignment in transition to English and amount of English layered into instruction. Changing our lesson planning practices - building off work of SY18 and integrating specific strategies to support EL learners based on proficiency levels
- **Diverse Learners** (students with IEPs) growth remains significantly behind their peers. We've made gains, but growth is in the 30th percentile. Increased collaboration time and "in-house" PD geared towards co-planning.
- **Ensuring all students** have access to equitable, high quality, targeted instruction through MTSS block. Identifying students based on data, primarily quantitative, to remove some bias from process.
- **Ensuring all staff** have expertise needed to support our priority groups. Most specifically EL learners that represent 50% of population

		Metric	SY15	SY16	SY17	SY18	2018-2019 CIWP Goal	2019-2020 CIWP Goal	SQR CUTOFFS				
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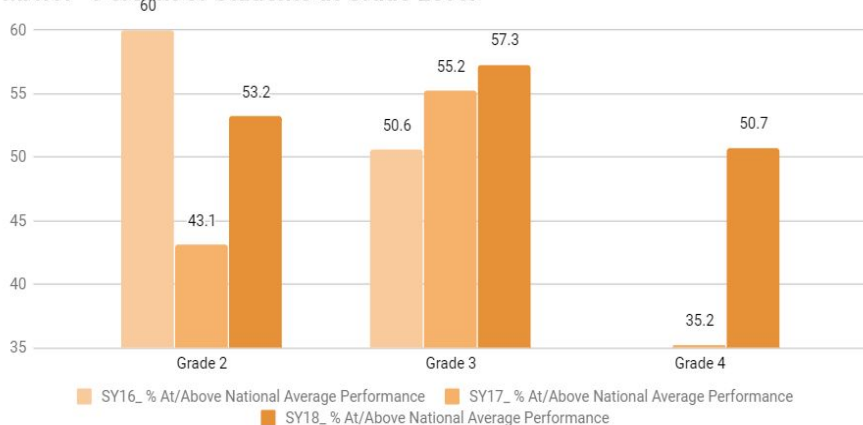
### MATH - Percent of Students Making Avg Growth



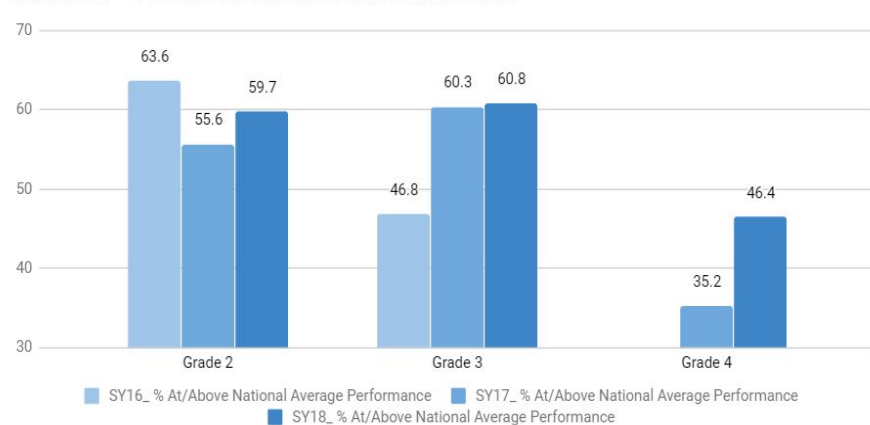
### READING - Percent of Students Making Avg Growth



### MATH - Percent of Students at Grade Level

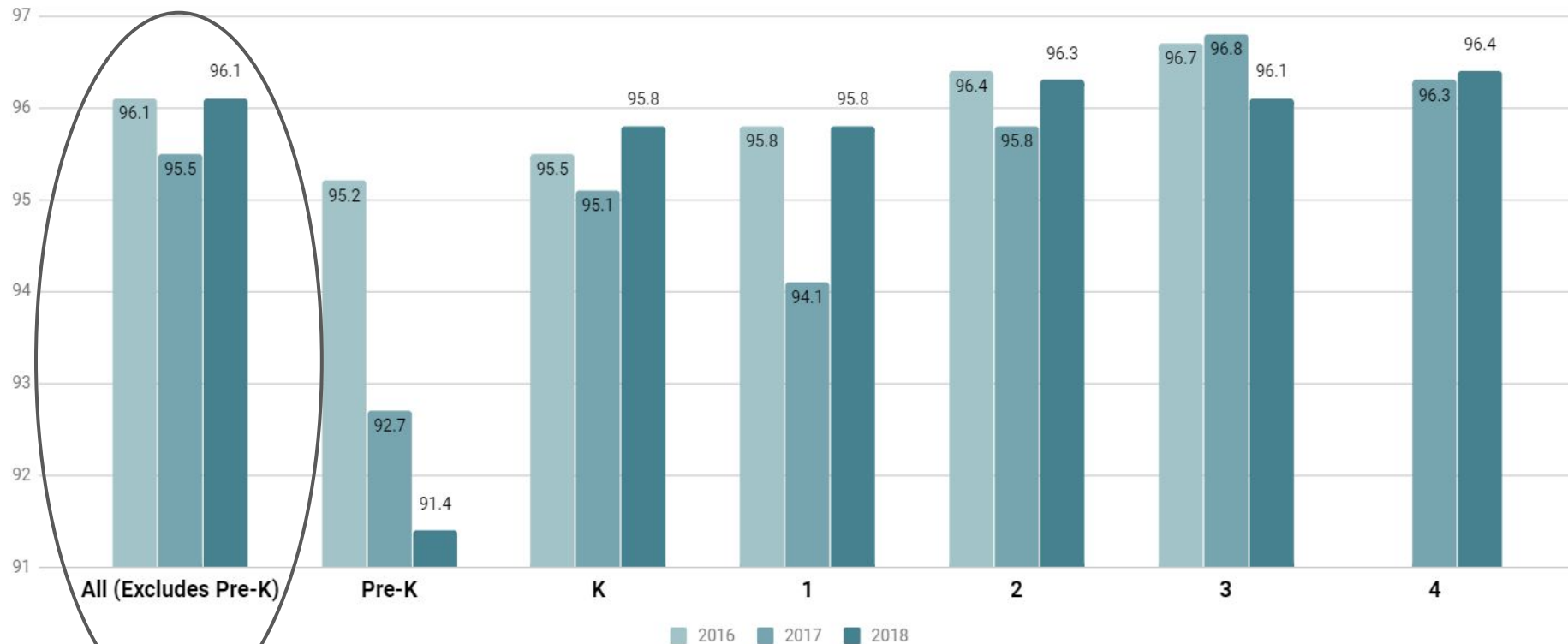


### READING - Percent of Students at Grade Level



# Attendance, EOY SY18

PK-8 Attendance by Grade



# New SQRP Metrics

CPS will begin using on-track data on SQRP 2020. This will count as 10% of the SQRP. Attendance will decrease from 20 to 10% of calculation

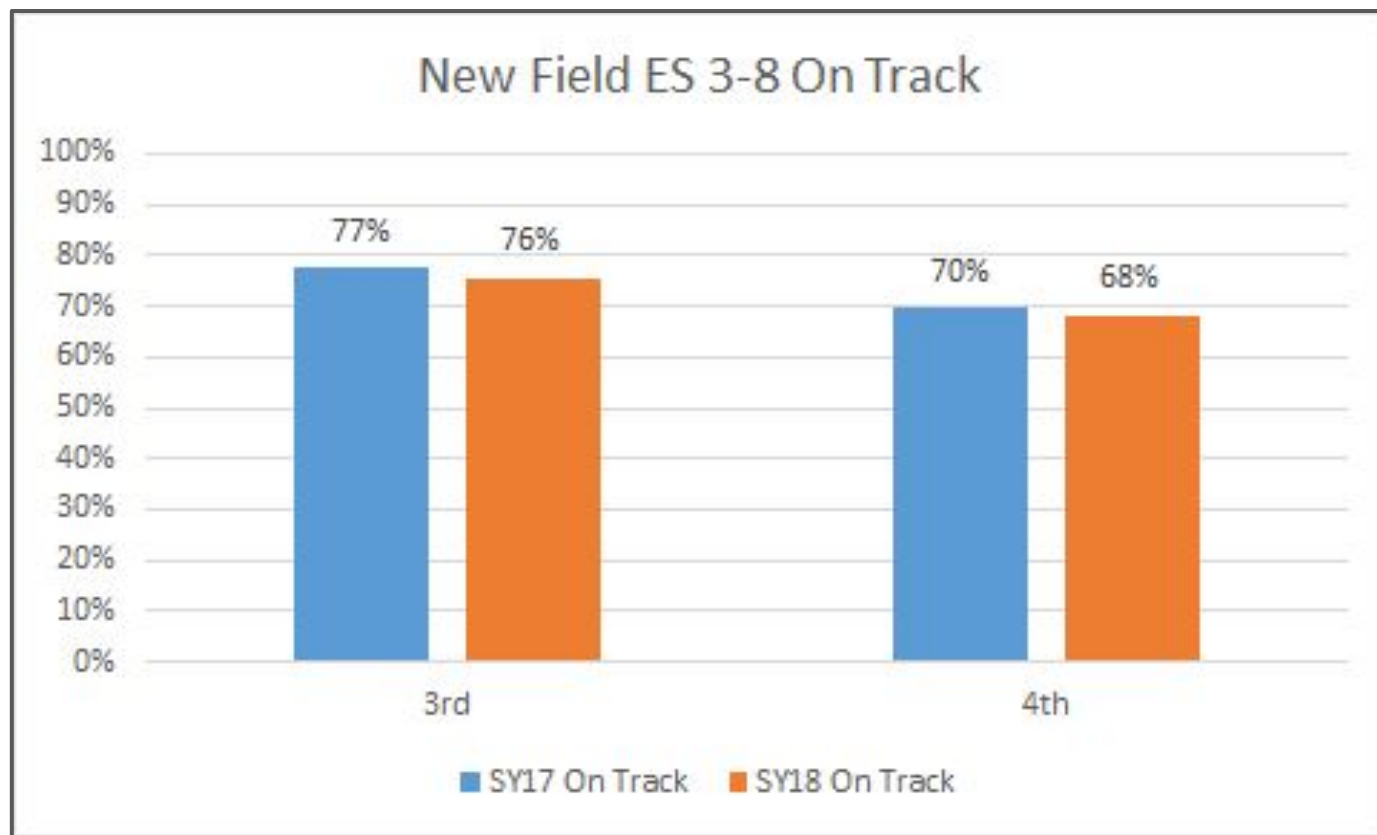
**On Track (currently defined) as third & fourth graders that have:**

- Above 95% attendance rate
- As & Bs in Reading & Math
- Less than three misconduct referrals across a school year
- 

*Note: On-track metrics will change for SQRP (95% attendance or 3.8 GPA, average of all subject areas)*



# Elementary On Track, by Grade



# New Field CIWP Priorities

Strategy #1: Curriculum	Strategy #2: Instruction	Strategy #3: MTSS
<p>If we vertically aligned reading writing and math scope and sequence that integrates SEL standards and SEL curricula</p> <p>Then we see students receiving consistent standards -aligned tier 1 content</p> <p>Which leads to our 3rd and 4th grade students meeting/exceeding the 45th growth percentile on Reading and Math NWEA and a decrease in Group 2 and 3 Dashboard misconduct reports by 30%.</p>	<p>If we integrate opportunities for students discussions with critical thinking questions across content areas</p> <p>Then we see students engaging in peer-to-peer discussion at higher level</p> <p>Which leads to our 3rd and 4th grade students meeting/exceeding the 45th growth percentile on Reading and Math NWEA and our 3rd and 4th grade students in EL and Hispanic subgroups meeting/exceeding the 30th growth percentile on Reading and Math NWEA.</p>	<p>If we develop clear and consistent Tier 2 interventions for reading, math, and social emotional needs</p> <p>Then we will see all students' academic and social emotional needs supported across the school</p> <p>Which leads to 2nd, 3rd &amp; 4th grade students reaching the 70th percentile on attainment for Reading NWEA; of 3rd &amp; 4th grade students reaching the 70th percentile on attainment on Math NWEA, and 2nd grade students reaching the 40th percentile for attainment on Math NWEA</p>

# New Field CIWP - We need parents to reach our goal!

- Volunteering (direct and indirect)
- Involvement in various school committees
- Friends of the Fields non-profit
- Feedback surveys
- Staying up-to-date on New Field news:
  - Attending various events at New Field
  - Reading monthly newsletters
  - Checking parent portal
  - Communicating with teachers