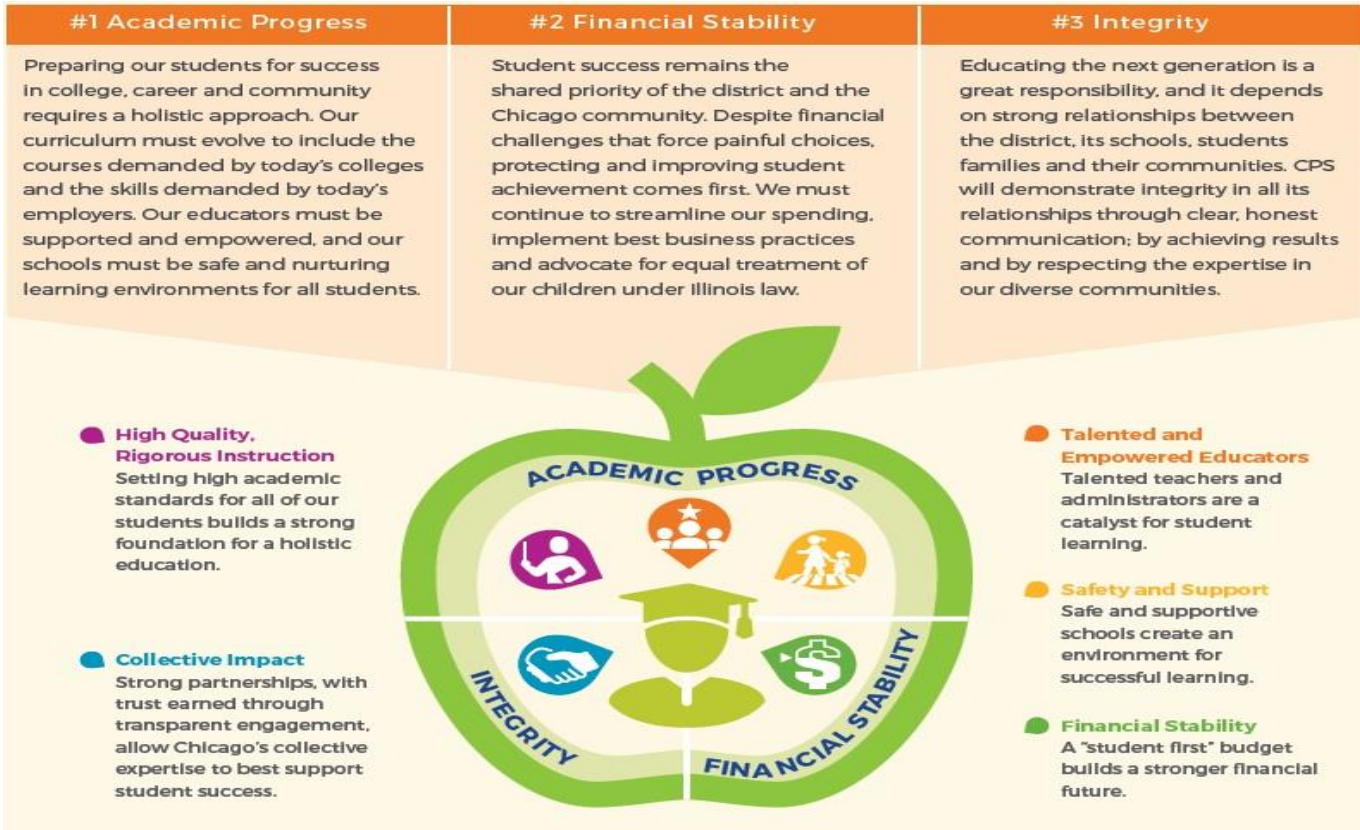


Peirce State of Schools

School Year 2018-2019



District Vision



School Mission & Vision

Our mission is to guide students to take ownership of their learning through experiential engagement and reflective thinking. We provide a balanced curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

Through our rigorous Primary Years and Middle Years Programmes and a differentiated instructional approach:

- We challenge our students to become critical thinkers while meeting their individual academic needs.
- We cultivate a learning environment that fosters intellectual, social, and emotional growth.
- We aspire to develop parental and community partnerships in order to nurture a holistic learning environment and create life-long student achievement that will prepare our students for real-world experiences and higher education.

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+	Provisional Support Level 2	Intensive Support Level 3
<p>These schools are meeting or exceeding the minimum performance expectations for CPS schools.</p> <p>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.</p>	<p>These schools are in need of targeted support to keep them moving in the right direction. The CEO may require the following:</p> <ul style="list-style-type: none">• Drafting a new CIWP• Directing the implementation of the CIWP• Providing additional training for the LSC• Mediating disputes or other obstacles to improvement <p>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.</p>	<p>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*:</p> <ul style="list-style-type: none">• Replacing the principal• School turnaround• Ordering new LSC elections• Closure <p>*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.</p>

What Does SQRP Measure?

ATTENDANCE

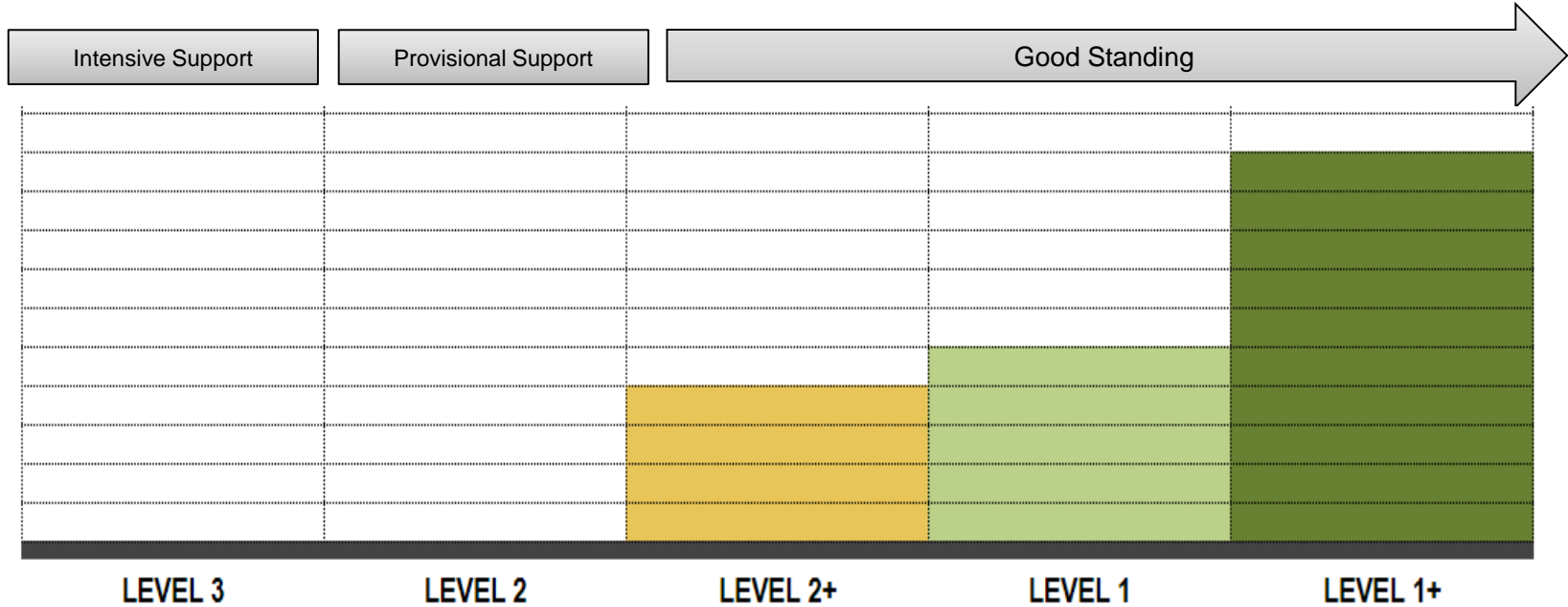
DATA QUALITY

GROWTH

SCHOOL CLIMATE

ATTAINMENT

SY18 SQRP Elementary Schools



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

School Profile

Increase in student enrollment, Level 1+

Demographics				
	African American	Hispanic	EL	DL
Count	113	455	189	116
Percentage	10.81%	43.54%	18.09%	11.10%
Total Population	1,045			

SQRP Data					
Year	School Year	2015	2016	2017	2018
	SQRP Year	2016	2017	2018	2019
Overall	SQRP Rating	Level 1	Level 1+	Level 1	Level 1+
	Total Points	3.8	4.1	3.6	4.1
	Accountability Status	Good Standing	Good Standing	Good Standing	Good Standing

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	64	89	66	71	72	74	<10	10	40	70	90
		African-American	55	73	75	29	78	81	<10	10	30	50	70
		Hispanic	45	94	62	81	70	75	<10	10	30	50	70
		English Learners	.	.	.	46	75	80	<10	10	30	50	70
		Diverse Learners	1	99	58	75	70	75	<10	10	30	50	70
	Attainment Percentile	Reading: 2nd Grade	95	64	78	80	88	90	<10	10	40	70	90
		Reading: 3rd-8th Grades	75	78	79	82	86	89	<10	10	40	70	90
MATH	Growth Percentile	All Students	61	78	65	69	72	74	<10	10	40	70	90
		African-American	53	76	50	66	65	70	<10	10	30	50	70
		Hispanic	47	76	55	58	65	70	<10	10	30	50	70
		English Learners	.	.	.	50	70	75	<10	10	30	50	70
		Diverse Learners	1	58	32	65	50	60	<10	10	30	50	70
	Attainment Percentile	Math: 2nd Grade	77	49	59	52	70	75	<10	10	40	70	90
		Math: 3rd-8th Grades	70	61	65	73	75	80	<10	10	40	70	90
ALL	NWEA Growth	Percent Making National Average Growth	52.6	64.6	58.9	61.7	68	71	<25	25	35	45	55
	Ad Rate	Average Daily Attendance Rate	96.3	96.4	95.9	96.1	96.2	96.4	<92	92	94	95	96
	MSMV	My Voice, My School 5 Essentials Survey	Organized	Organized	Organized	Organized			Not Yet Organized	Partially Organized	Moderately Organized	Organized	Well Organized
	DOI	Data Quality Index	98.7	100	100	99.8			<85	85	90	95	99
	ACCESS	% of Students Making Sufficient Annual Progress on ACCESS	60.7	30.2	.	.			<25	25	35	45	55

Our Commitment to Equity

READING	Growth Percentile	All Students	64	89	66	71	72	74	<10	10	40	70	90
		African-American	55	73	75	29	78	81	<10	10	30	50	70
		Hispanic	45	94	62	81	70	75	<10	10	30	50	70
		English Learners	-	-	-	46	75	80	<10	10	30	50	70
		Diverse Learners	1	99	58	75	70	75	<10	10	30	50	70
MATH	Growth Percentile	All Students	61	78	65	69	72	74	<10	10	40	70	90
		African-American	53	76	50	66	65	70	<10	10	30	50	70
		Hispanic	47	76	55	58	65	70	<10	10	30	50	70
		English Learners	-	-	-	50	70	75	<10	10	30	50	70
		Diverse Learners	1	58	32	65	50	60	<10	10	30	50	70

Reading Growth 3rd-8th

	SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018	Change 17-18
All Students	82nd	64th	89th	66th	71st	+5
African American	43rd	55th	73rd	75th	29th	-46
Hispanic	77th	45th	94th	62nd	81st	+19
Diverse Learners	NA	1st	99th	58th	75th	+17

Math Growth 3rd-8th

	SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018	Change 17-18
All Students	73rd	61st	78th	65th	69th	+4
African American	24th	53rd	76th	50th	66th	+16
Hispanic	69th	47th	76th	55th	58th	+3
Diverse Learners	NA	1st	58th	32nd	65th	+33

Percent Making National Average Growth

SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018	Change 17-18
59.3%	52.6%	64.6%	58.9%	61.7%	+2.8%

Attainment on Reading

	SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018	Change 17-18
2nd Grade	90th	95th	64th	78th	80th	+2
3rd-8th Grade	70th	75th	78th	79th	82nd	+3

Attainment on Math

	SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018	Change 17-18
2nd Grade	41st	77th	49th	59th	52nd	-7
3rd-8th Grade	63rd	70th	61st	65th	73rd	+8

Reading Growth & Attainment by Grade Level

	Growth S17	Growth S18		Attainment S17	Attainment S18
2nd				78th	80th
3rd	97th	70th		86th	85th
4th	80th	50th		84th	79th
5th	8th	11th		65th	72nd
6th	75th	88th		80th	80th
7th	54th	94th		75th	90th
8th	74th	88th		77th	85th
ALL	66th	71st		79th	82nd

Math Growth & Attainment by Grade Level

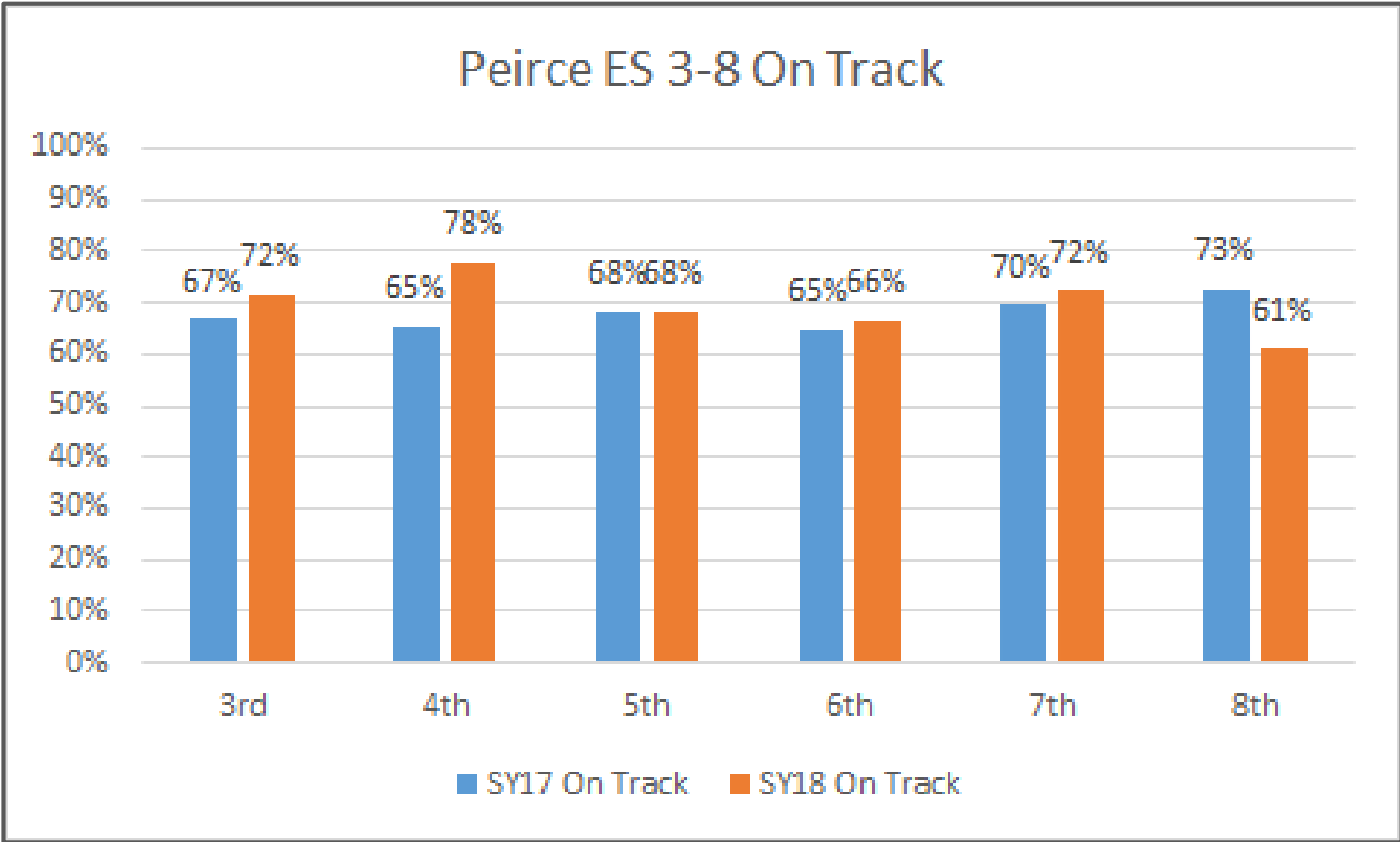
	Growth S17	Growth S18		Attainment S17	Attainment S18
2nd				59th	52nd
3rd	89th	89th		72nd	82nd
4th	88th	87th		78th	77th
5th	22nd	25th		62nd	65th
6th	60th	36th		67th	62nd
7th	64th	84th		50th	78th
8th	53rd	96th		60th	78th
ALL	65th	69th		64th	70th

Primary Literacy

School Name	BOY: SY18	EOY: Far Below Proficient	EOY: Below Proficient	EOY: Proficient	EOY: Above Proficient	Grand Total
Peirce	BOY: Far Below Proficient	63%	17%	9%	10%	100%
Peirce	BOY: Below Proficient	16%	23%	32%	29%	100%
Peirce	BOY: Proficient	0%	11%	49%	40%	100%
Peirce	BOY: Above Proficient	0%	0%	6%	94%	100%
Peirce Total		27%	13%	21%	39%	100%
Network 2 Total		19%	10%	21%	49%	100%
School Name	BOY: SY18	EOY: Far Below Proficient	EOY: Below Proficient	EOY: Proficient	EOY: Above Proficient	Grand Total
Peirce	BOY: Far Below Proficient	74	20	11	12	117
Peirce	BOY: Below Proficient	11	16	22	20	69
Peirce	BOY: Proficient		6	28	23	57
Peirce	BOY: Above Proficient			4	68	72
Peirce Total		85	42	65	123	315
Network 2 Total		589	324	670	1546	3129

40% of students in K-2 are Below or Far Below on TRC compared to Network 2 Schools at 29%

Elementary On Track, by Grade



	SQRP 2014	SQRP 2015	SQRP 2016	SQRP 2017	SQRP 2018
Attendance	96.6	96.3	96.4	95.9	96.1
MVMS	Moderately Organized	Organized (no staff data)	Organized	Organized	Organized
Data Quality	100%	98.7%	100%	100%	99.8%

My Voice My School - Ambitious Instruction

	2014	2015	2016	2017	2018
Ambitious Instruction	79	80	74	64	78

- English Instruction +31
- Math Instruction +23 (overall score of 99 - very strong)

My Voice My School - Supportive Environment

	2014	2015	2016	2017	2018
Supportive Environment	60	65	62	60	53

- Safety -16
- Student-Teacher Trust -11
- Peer Support for Academic Work -5
- Academic Personalism +3

My Voice My School - Collaborative Teachers

	2014	2015	2016	2017	2018
Collaborative Teachers	37	NA	42	34	54

- Collaborative Practices +43
- Quality PD +20
- Teacher-Teacher Trust +19

My Voice My School - Effective Leaders

	2014	2015	2016	2017	2018
Effective Leaders	18	NA	38	28	43

- Instructional Leadership +21
- Program Coherence +16
- Teacher Influence +12
- Teacher-Principal Trust +10

School CIWP Priorities

- Instruction

- Differentiated Teacher Growth Plans & PD Options (Professional Learning Communities, Lesson Study, Peer Observations, Committees)
- K-2 Balanced Literacy
- Create Common Math & Literacy Block Expectations
- Differentiated Instruction

School CIWP Priorities

- MTSS

- AIMS Web - Progress Monitoring Tool for Math in K-8 and Reading 3-8
- Training on Interventions & Progress Monitoring
- Review of student data, adjustment of interventions & recommendations for Sp.Ed. Evaluation

School CIWP Priorities

- Restorative Approaches to Discipline
 - Climate & Culture Survey
 - SEL Scope & Sequence
 - Alignment of Second Step, IB Learner Profile & Restorative Practices
 - Second Step Anti-Bullying Curriculum
 - Peace Room
 - SCC & Restorative Consequences Alignment