

# Dawes

School Year 2018-2019

It's going to be a great year!



# District Vision

## High Quality, Rigorous Instruction

Setting high academic standards for all of our students builds a strong foundation for a holistic education.

## Collective Impact

Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



## Talented and Empowered Educators

Talented teachers and administrators are a catalyst for student learning.

## Safety and Support

Safe and supportive schools create an environment for successful learning.

## Financial Stability

A "student first" budget builds a stronger financial future.

# School Mission & Vision

EDUCATION IS EVERYONE'S RESPONSIBILITY AT DAWES SCHOOL. Our mission is to implement a rigorous curriculum aligned with the common core state standards, supported by professional development, high quality instruction, and balanced assessment. Students, staff, families and community members will work together to ensure that all students are prepared emotionally, physically and academically for college and careers.

# 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"><li>• Drafting a new CIWP</li><li>• Directing the implementation of the CIWP</li><li>• Providing additional training for the LSC</li><li>• Mediating disputes or other obstacles to improvement</li></ul> <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"><li>• Replacing the principal</li><li>• School turnaround</li><li>• Ordering new LSC elections</li><li>• Closure</li></ul> <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



LEVEL 3	LEVEL 2	LEVEL 2+	LEVEL 1	LEVEL 1+
			BARNARD	
			CARROLL	
			DORE	
			HALE	DAWES
		HAMPTON	HURLEY	ESMOND
		BYRNE	MCKAY	GRIMES
		CLISSOLD	OWEN	KELLOGG
	HEARST	FAIRFIELD	STEVENSON	KELLER
	MORRILL	VANDERPOEL	TWAIN	SUTHERLAND
	CLAREMONT	RICHARDSON	ASHBURN	DURKIN PARK

## Network 10

### Distribution of SQRP Levels

*excludes 'Inability to Rate'*

# School Profile

Demographics				
	African American	Hispanic	EL	DL
Count	142	814	250	157
Percentage	14.62%	83.83%	25.75%	16.17%
Total Population	971			

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	4.3	4.4	3.9	4.6
	Accountability Status	Good Standing	Good Standing	Good Standing	Good Standing

# Take-Aways: Continue to provide equity in education

Continue to implement Balanced Literacy. It's working! Check out our 2<sup>nd</sup> Grade Literacy Gains.

Continue to implement Guided Math.

Continue to improve attendance (Parents we need your help!).

If Selected, Implement Fine and Performing Arts RFP.

Continue to train teachers to use additional strategies.

Continue to seek out and write grants with community partners.

Continue to train parents to help students at home.

Continue to recruit parent volunteers to help students at school.

# SQRP Over Time

< Enter 2-3 Key Takeaways >

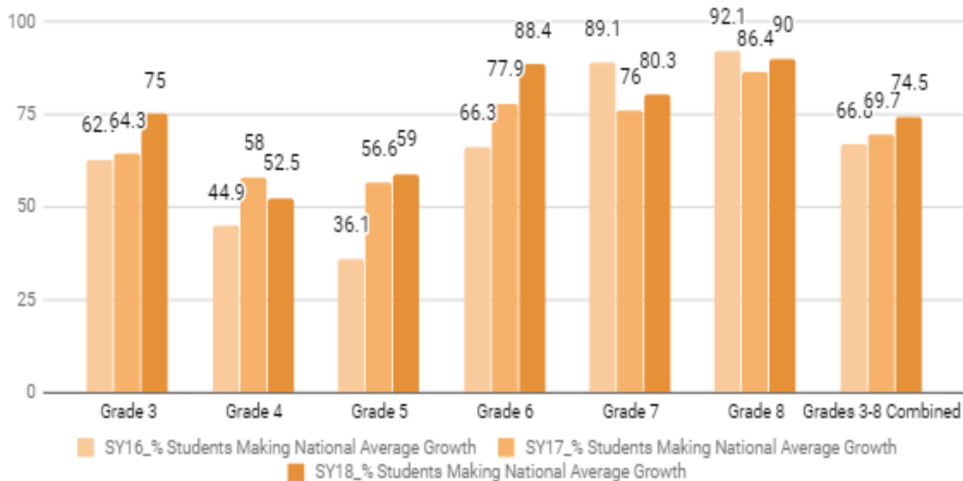
		Metric	SY15	SY16	SY17	SY18	2018-2019 CINF Goal	2019-2020 CINF Goal	SQRP CUTOFFS				
READING	Growth Percentile	All Students	75	90	68	78	75	80	<10	10	40	70	90
		African-American	64	87	25	83	58	60	<10	10	30	50	70
		Hispanic	77	91	75	76	79	82	<10	10	30	50	70
		English Learners	40	70	64	97	70	72	<10	10	30	50	70
		Diverse Learners	31	97	27	76	58	60	<10	10	30	50	70
	Attainment Percentile	Reading: 2nd Grade	41	33	47	64	70	75	<10	10	40	70	90
		Reading: 3rd-8th Grades	62	69	67	73	71	73	<10	10	40	70	90
MATH	Growth Percentile	All Students	88	88	89	96	91	92	<10	10	40	70	90
		African-American	85	89	66	93	72	74	<10	10	30	50	70
		Hispanic	90	88	93	96	94	94.5	<10	10	30	50	70
		English Learners	50	82	77	96	80	82	<10	10	30	50	70
		Diverse Learners	53	99	28	92	58	60	<10	10	30	50	70
	Attainment Percentile	Math: 2nd Grade	73	67	56	70	65	70	<10	10	40	70	90
		Math: 3rd-8th Grades	79	72	79	86	82	83	<10	10	40	70	90
ALL	NAEP Growth	Percent Making National Average Growth	63.2	67	65.4	69	68	72	<25	25	35	45	55
	And Rate	Average Daily Attendance Rate	96	96.2	95.9	96.2	96.2	96.4	<92	92	94	95	96
	VSMA	My Voice, My School 5 Essentials Survey	Well Organized	Well Organized	Well Organized	Well Organized			Not Yet Organized	Partially Organized	Moderately Organized	Organized	Well Organized
	DOI	Data Quality Index	99.1	99.8	100	99.9			<85	85	90	95	99
	ACCESS	% of Students Making Sufficient Annual Progress on ACCESS	53.5	29.3					<25	25	35	45	55

# Our Commitment to Equity

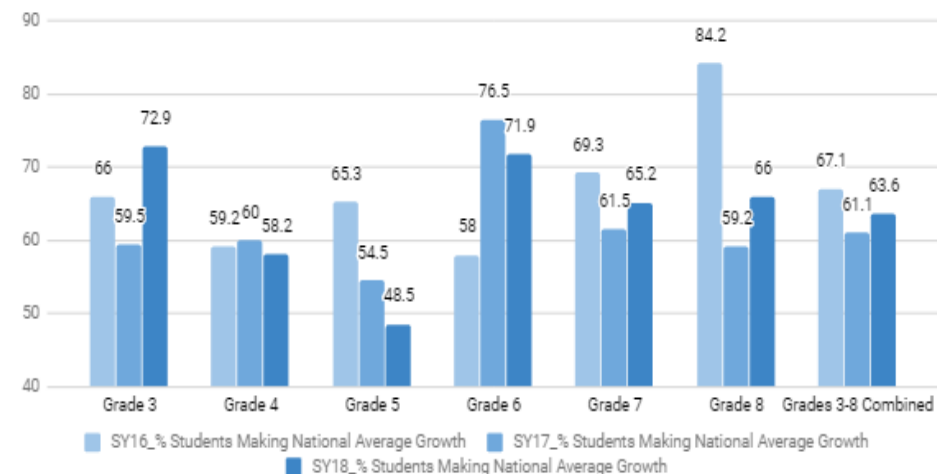
< Enter 2-3 sentences on how your school will commit to addressing equity - or how that commitment has already resulted in better outcomes for students in Priority Groups >

		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	75	90	68	78	75	80	<10	10	40	70	90
		African-American	64	87	25	83	58	60	<10	10	30	50	70
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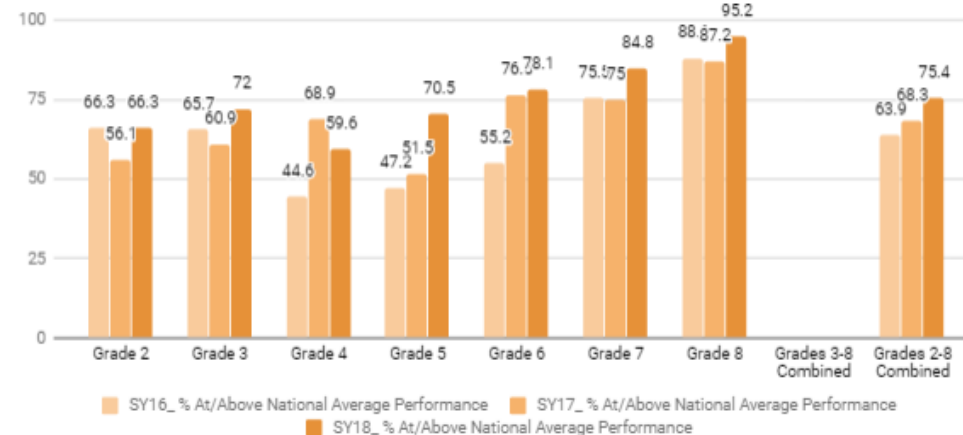
# MATH - Percent of Students Making Avg Growth



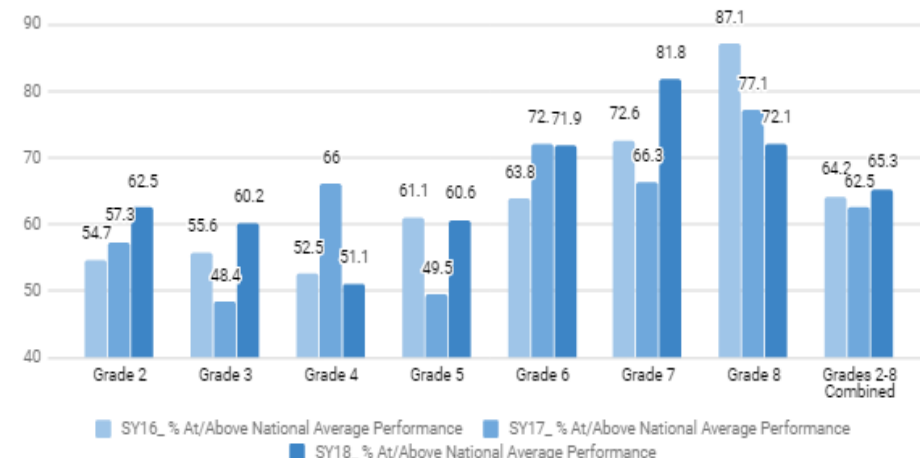
# READING - Percent of Students Making Avg Growth



# MATH - Percent of Students at Grade Level



# READING - Percent of Students at Grade Level



# Amazing Algebra Scores! 31 Students Passed!!!!



$$\begin{aligned}\frac{x^2-4}{6} \cdot \frac{3y}{2x+4} &= \frac{(x+2)(x-2)}{6} \cdot \frac{3y}{2(x+2)} \\ &= \frac{\overset{1}{\cancel{(x+2)}}(x-2)}{\underset{2}{\cancel{6}}} \cdot \frac{\overset{1}{\cancel{3}}y}{2\underset{1}{\cancel{(x+2)}}} \\ &= \frac{(x-2)y}{4}\end{aligned}$$

# Primary Lit EOY BAS Scores

**Florida's Progress**

**INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING**

	Beginning of Year (Aug. 1997)	1st Interval of Year (Nov. 1997)	2nd Interval of Year (Feb. 1998)	End of Year (May 1998)
<b>Grade K</b>	E+	D+	D+	D+
<b>Grade 1</b>	E+	D+	D+	D+
<b>Grade 2</b>	E+	D+	D+	D+
<b>Grade 3</b>	E+	D+	D+	D+
<b>Grade 4</b>	E+	D+	D+	D+
<b>Grade 5</b>	E+	D+	D+	D+
<b>Grade 6</b>	E+	D+	D+	D+
<b>Grade 7</b>	E+	D+	D+	D+
<b>Grade 8</b>	E+	D+	D+	D+

**KEY**

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Needs More Support

The Instructional Level Expectations for Reading (LERS) are intended to provide general guidelines for grade level goals, which should be adjusted based on individual student requirements and professional teacher judgment.

**Harcourt**

**Text Gradient**

Level	Grade
A	Kindergarten
B	Kindergarten
C	Kindergarten
D	Kindergarten
E	Grade One
F	Grade One
G	Grade One
H	Grade One
I	Grade Two
J	Grade Two
K	Grade Two
L	Grade Two
M	Grade Three
N	Grade Three
O	Grade Three
P	Grade Three
Q	Grade Four
R	Grade Four
S	Grade Four
T	Grade Four
U	Grade Five
V	Grade Five
W	Grade Five
X	Grade Six
Y	Grade Six
Z	Grades Seven and Eight

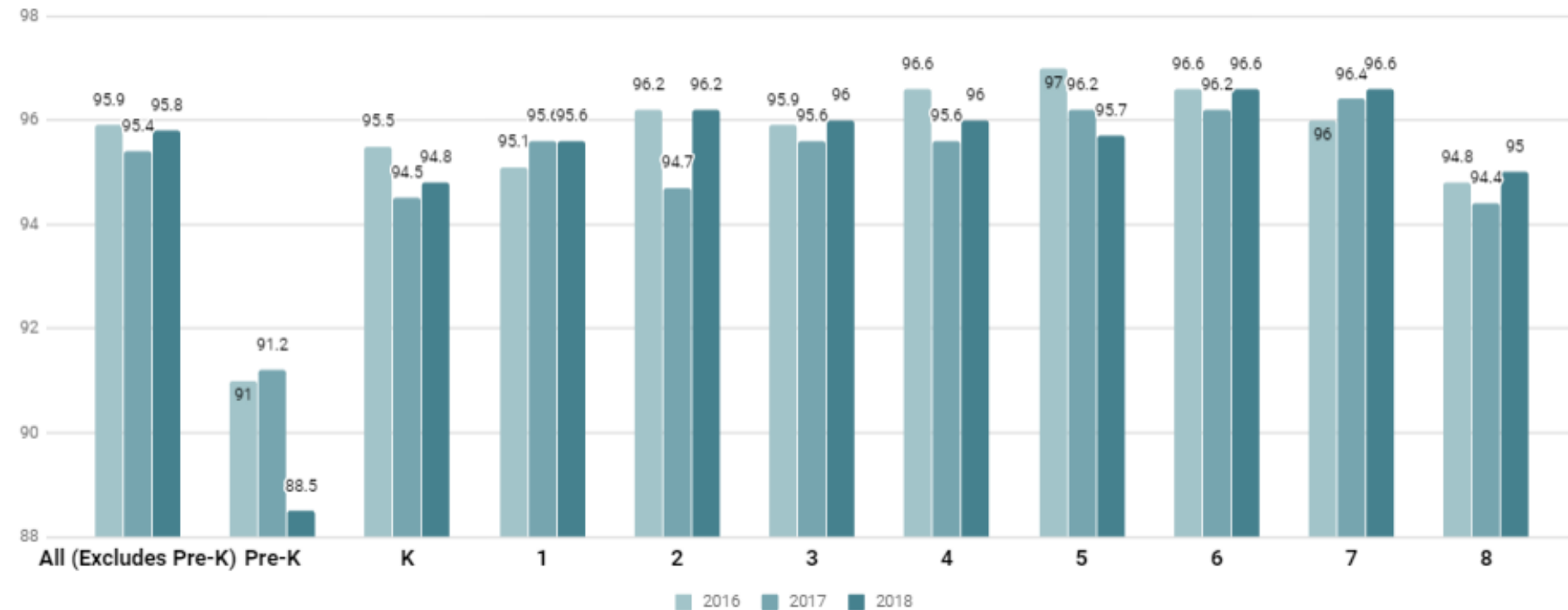
**Kindergarten** 63% at or above grade level

**First Grade** 61% at or above grade level

**Second Grade** 70% at or above grade level

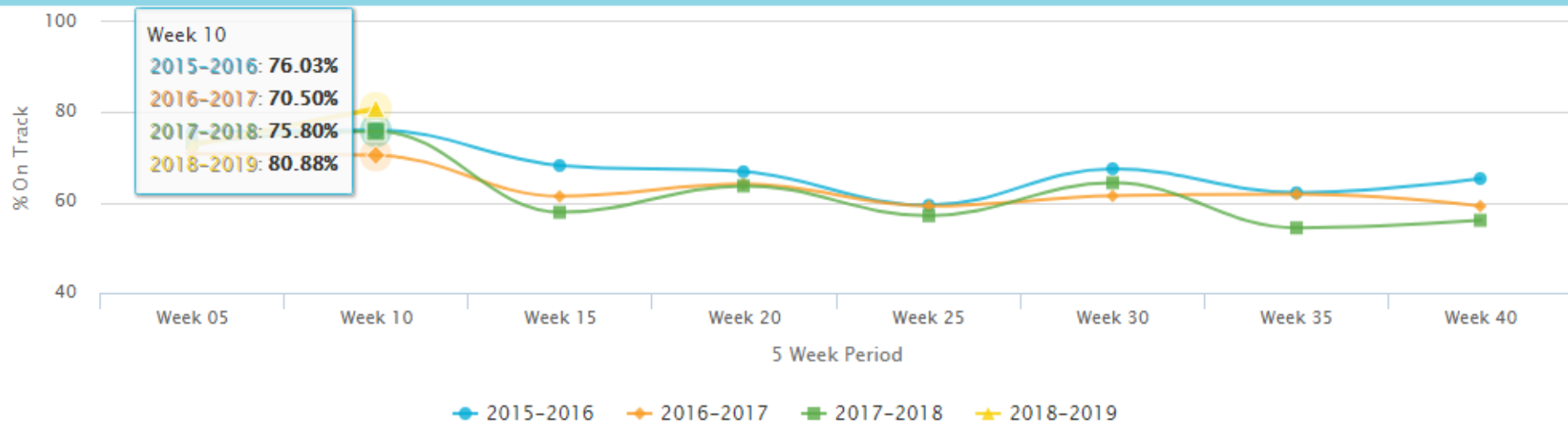
# Attendance, EOY SY18

## PK-8 Attendance by Grade



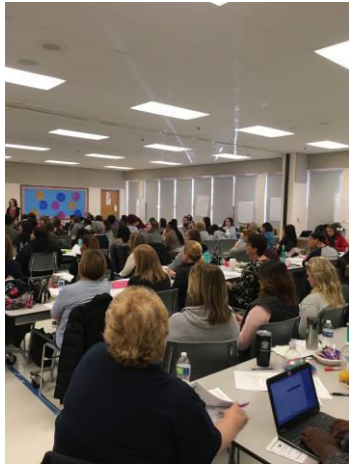
# Elementary On Track

Current On Track Rate



# School CIWP Priorities

- If we form Professional Learning Communities (PLCs) which are data-driven and results-oriented then we see professionals involved in a collaborative effort who plan together, follow through with the plans, hold each other accountable, and reflect upon results which leads to increased growth and attainment results in math and literacy as measured by BAS, NWEA, and ACCESS, that affect our students and facilitate systemic changes in a our school's processes and culture.



- If we provide a Multi-Tiered System of Supports framework for delivering high-quality, differentiated instruction and targeted support for all students' academic, social and emotional, and health/wellness needs in all school and classroom settings then we see staff and parents who are engaged in the Problem Solving Process (PSP) to plan effective, high quality first instruction and Social Emotional Learning (SEL) supports for ALL students (Tier I) and targeted students (Tier II & III) early and effectively. Students feel welcome, supported and respected in school by both peers and adults. Students who have the social and emotional skills, to manage frustration, build relationships and make responsible decisions. These skills allow students to persist with rigorous work, work collaboratively, and to set goals for college and career as measured by the number of students accepted to select enrollment high schools, number of students successfully receiving "pass and high pass" on the algebra exit exam, NWEA, ACCESS, BAS and 5Essentials survey.





- If we create a climate and culture that supports partnerships with parents and community organizations then we see engaged families who have the skills to support their children's learning, both at home and at school. Which leads to students with more positive attitudes toward school, increased attendance better grades, and enrollment in higher-level programs.



# School CIWP - We need parents to reach our goal!

← → ↻ 🔒 https://www.dawes.cps.edu






### ANNOUNCEMENTS

Select Language ▾


Powered by: Google Translate

- Nov 1-Jan31, 2018 Ford City Shop, Support, Score [click image](#)




Nov 1 Community Alert - Burglaries 8th District

- November 2018 Dawes



[click here](#)



### CALENDAR

dawes3810@gmail.com

Today ▾ Tuesday, November 13

Wednesday, November 14

NO SCHOOL

12:00pm CSI AFTER SCHOO

12:00pm REPORT CARD PIC

3:45pm Report Card Pick Up

Friday, November 16

Thanksgiving Basket Pick-Up

Tuesday, November 20

1:30pm 2nd Grade Assembly

Wednesday, November 21

NO SCHOOL

Thursday, November 22

HAPPY THANKSGIVING!! NO S


Friday, November 23

NO SCHOOL

Friday, November 30


\$1 Dress Down Day

[Google Calendar](#)



### TWITTER


Tweets by @dawes\_school



**Dawes School**  
@dawes\_school

Give Ms. Shippy a High Five! Anne Shippy won the Meemic Foundation for the Future of Education Book Grant for \$100. #dawesschoolttiger pride#waytogo!


Nov 5, 2018



**Dawes School**  
@dawes\_school

Give Mrs. Patton a high five! Her classroom project "Guitar Essentials for Future Rock Stars" was recently funded. #donorschoose #eiz2XhJBF5FBR via @donorschoose

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