AREAS FOR GROWTH

areasGrowth

Data collected from the school for this report included the following:

* **Principal interview and leadership survey**, which asked the school principal for feedback on all indicators. schoolName completed prinInterview and included prinSurveyResponse.
* **Staff survey**, which asked all instructional staff for feedback on indicators. schoolName had surveyResp survey respondents.
* **Classroom observations** using the CLASS protocol, with scores based on the nationally normed Classroom Assessment Scoring System developed by Teachstone® and the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia. CLASS uses distinct tools for Grades K-3, upper elementary (grades 4-6), and secondary (grades 7-12) levels. When conducting a visit to a classroom, the observer rates each dimension on a scale of 1 to 7.
* **The University of Chicago's 5Essentials Survey** According to the 2024 Illinois Report Card data, schoolName had a student response rate of 5eStudRespRate% and a teacher response rate of 5eTeachRespRate% to the survey. (for more information, see their website <https://uchicagoimpact.org/our-offerings/5essentials>) and Illinois Report Card data (for more information, see their website <https://www.illinoisreportcard.com/>
* **Teacher focus group**, or an in-person discussion with a sample of instructional staff on the focus indicators for each school.
* studentfocusgroup**Student focus group**, or an in-person discussion with a sample of students in select schools (Grades 6 and above only).

**Illinois Equity Journey Continuum**

The data in this needs assessment report will also provide deeper insights and school-level data related to the Equity Journey Continuum (EJC). The EJC analyzes quantitative data that is already collected and reported by districts in three areas that are aligned to the ISBE Strategic Plan: Student Learning, Learning Conditions, and Elevating Educators. The EJC is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points to make that data more useful for improving outcomes for all students. Your district's EJC information is publicly available in the [Illinois District Report Card](https://www.illinoisreportcard.com/). . ISBE defines the three EJC concepts as follows:

* **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
* **Learning Conditions:** All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

**Elevating Educators:** Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Combined, the Needs Assessment and EJC can assist districts, schools, and their communities to make informed decisions about their district's equity strengths, opportunities for growth, access, and supports, and help prioritize equity efforts and resources to ensure students from all backgrounds can achieve high standards.