Agenda Topic: School Report Card

Materials: Sample of the downstate school report card
Sample of the school report card district profile
Sample of the school report card state profile

Staff Contact(s): Carmen Pfeiffer
Connie Wise

Purpose of Agenda Item

To update the Board on the status of changes to the School Report Card resulting from implementing new components of the state assessment system and from federal requirements related to Title I of the Elementary and Secondary Education Act.

Expected Outcome(s) of Agenda Item

Board awareness of the changes to the School Report Card.

Background Information

Early this year, information on the Illinois Measure of Annual Growth in English (IMAGE) and the Illinois Alternate Assessment (IAA) was discussed with the Board. At that time, several Board members were interested in seeing how the results of these assessments would be displayed in the School Report Card. In response to this request, staff will be sharing the sample copy of the 2001 School Report Card which includes the new assessment components. Additionally, the impact of changes to Title I of the Elementary and Secondary Education Act on the School Report card will also be discussed.

As part of the comprehensive accountability system, Illinois public schools, including charter schools, release school report cards to the public annually. In accordance with the Better Schools Accountability Section (10-17a) of the School Code, report cards include information on the performance of Illinois students and schools. The law specifies that the report card shall contain but not be limited to the following applicable indicators of attendance center, district, and statewide student performance:

- percent of students who exceed, meet, or do not meet standards;
• composite and subtest means on nationally normed achievement tests of college bound students;
• student attendance rates;
• chronic truancy rates;
• student mobility;
• dropout rates;
• graduation rates;
• average class size;
• amount of time devoted to mathematics, science, English, and social science at primary, middle, and junior high school grade levels;
• Prairie State Achievement Examination;
• pupil-teacher ratio;
• pupil-administrator ratio;
• operating expenditure per pupil;
• district expenditure by fund;
• average administrator salary;
• average teacher salary;
• applicable indicators of parental involvement in each attendance center (the law defines what is included in parental involvement);
• areas for planned improvement.

The State Board of Education is charged with preparing the school report card and providing each school district with camera ready-copies of the report cards for the schools in each district. School districts must disseminate the report cards by October 31. The report card is viewed as one way for the public to assess the progress of schools in achieving the Illinois Learning Standards.

A number of significant additions have been made to the school report cards due to revisions in the assessment and reporting requirements under federal Title I of the Elementary and Secondary Education Act. These requirements have increased the amount of information that must be presented on the school report cards. It is our intent to eventually be able to produce customized summaries.

Changes to the federal Title I Elementary and Secondary Education Act require that:

- Assessments be aligned with state content and performance standards and must provide information about student attainment of state standards in at least math and reading/language arts.

- If the state measures the performance of all children the same, assessments must be used to measure the performance of students served by Title I.

- The assessment system must provide for:
- Participation in the assessments of all students in the grades being assessed;
- Reasonable adaptations and appropriate accommodations for students with diverse needs;
- Inclusion of LEP students.

- Assessment results must be disaggregated within each school and district by gender, major racial and ethnic groups, English proficiency status, migrant status, students with disabilities as compared to students without disabilities, and economically disadvantaged students as compared to students who are not economically disadvantaged. The purpose of disaggregating assessment results is to ensure that the progress of ALL student populations is annually and systematically monitored and that students are meeting challenging standards.

- Disaggregated data must be included in annual school profiles that must be provided to the parents and the public. It is the position of USDE that parents and the public want this type of information.

In order to meet the intent of state and federal law, significant changes to the 2001 School Report Card have been made. We have included information from the new assessment components (Prairie State Achievement Exam [PSAE]), the Illinois Alternate Assessment (IAA), and the Illinois Measure of Annual Growth in English (IMAGE). Additionally, in compliance with federal requirements all performance data are disaggregated by the categories specified in the Title I, ESEA law.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Budget:**
Given the number of additional data bases involved in producing the school report card (ten now and seven previously), and the need to move various data tables in and out of the contents of the card depending on the population in a school, and the number of different types of reports that will have to be produced, there is a need to outsource the computer programming for this effort. It is estimated that the cost for this will be at a minimum $200,000.

**Communication:**
Since disaggregated performance data will be presented in the school report card for the first time in 2001, there is a need to develop a marketing plan and to produce documents whose purpose will be to communicate to school personnel and the public what these disaggregated data mean and how they can be used.

**Data Bank:**
The Illinois State Board of Education receives frequent requests to produce specialized reports from the School Report Card data file. In order to meet the needs of our various customers, the agency needs to pursue building a data bank that will allow for internal and external customers to produce data reports that will meet their needs.

**Superintendent’s Recommendation**

To endorse the direction that the staff is taking on this complex effort.

**Next Steps**

Staff will finalize the formats for the school report card in order to meet the required reporting timeline. The Board will be kept informed as to the progress and the final products.