There is clearly an upward trend in the mathematics achievement of Illinois students. The percent meeting and exceeding state standards increased consistently at each grade level since 1999. Grade 8 improved by nearly 10 percentage points over the four assessment periods.

There is also an upward trend in the science achievement of Illinois students. The increase in the percent meeting and exceeding state standards, though not equal in magnitude to the achievement in mathematics, is nonetheless consistent across all grades since 2000.
Achievement in reading, social science and writing has remained relatively stable since ISAT was first administered.

**1999-2002 Reading ISAT Trends in Percent Meets+Exceeds By Grade**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 5</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.3</td>
<td>60.3</td>
<td>72.2</td>
</tr>
<tr>
<td>62.2</td>
<td>58.8</td>
<td>71.9</td>
</tr>
<tr>
<td>62.4</td>
<td>58.7</td>
<td>65.6</td>
</tr>
<tr>
<td>62.2</td>
<td>59.2</td>
<td>68.0</td>
</tr>
</tbody>
</table>

**2000-2002 Social Science ISAT Trends in Percent Meets+Exceeds By Grade**

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.1</td>
<td>60.2</td>
</tr>
<tr>
<td>60.6</td>
<td>58.3</td>
</tr>
<tr>
<td>59.8</td>
<td>60.2</td>
</tr>
<tr>
<td></td>
<td>53.6</td>
</tr>
</tbody>
</table>
In Grade 5 writing, however, there was a decline in the percent meeting and exceeding state standards since 1999. This trend, coupled with the unusual drop of eleven percentage points in 2002, calls for further analysis and a thorough investigation.
ISAT – Achievement Gaps

- Substantial gaps are evident in achievement for low-income students compared to non-low-income students. Gaps are also evident between minority groups and white students. There is a consistent pattern of the gaps across all subjects and grades.

- In 2002, minority and low-income students improved their scores in most subjects and grades tested, though wide gaps are still evident. But in Grade 5 writing, the scores fell in 2002 for all student groups which, as mentioned earlier, calls for further investigation.
Overall, Illinois has a long way to go to meet the 12-year target of 100% of students in all groups meeting or exceeding standards in reading and mathematics.
ISAT – Illinois Compared to the Nation

• Comparison is done in terms of “national quarters.” If Illinois mirrored the nation, 50% of the scores would fall into the combined third (25%) and fourth quarters (25%). (Note: first quarter = lowest, fourth quarter = highest.)

• Compared to the nation as a whole, Illinois is performing better in both reading and mathematics. As shown in the two graphs below, the Illinois distribution in the third and fourth quarters for both reading and mathematics exceed 50%. In reading, there were at least 54% in the third and fourth quarters in the last two years. In mathematics, there were at least 63% in the third and fourth quarters in the last two years. These percentages compare favorably with 50% for the nation.

2001-2002 Reading ISAT Trends in National Quarters
By Grade (Percent in Upper Two Quarters)

2001-2002 Mathematics ISAT Trends in National Quarters
By Grade (Percent in Upper Two Quarters)
PSAE – Illinois Data 2001 to 2002

- Performance on the PSAE has remained stable for all subject areas (reading, mathematics, writing, and social science) except science, which improved by 2.5 percentage points in the combined meets and exceeds categories.

- Differences in performance in areas other than science are due to random statistical "bounce."

2001-2002 PSAE Statewide Results
Percent Meets and Exceeds

<table>
<thead>
<tr>
<th>Subject</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>57.5</td>
<td>50.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>53.9</td>
<td>53.6</td>
</tr>
<tr>
<td>Writing</td>
<td>59.0</td>
<td>59.4</td>
</tr>
<tr>
<td>Science</td>
<td>50.2</td>
<td>52.7</td>
</tr>
<tr>
<td>Social Science</td>
<td>57.8</td>
<td>56.8</td>
</tr>
</tbody>
</table>
PSAE Achievement Gaps

- Data disaggregated by various student groups further show that PSAE performance remained fairly stable in four of the five subject areas (reading, mathematics, writing, and social science), and performance in science improved in all student groups.

- Significant gaps remain between white and minority student groups, as well as between low-income and not-low-income student groups.
Charge to the Task Force:

- To develop short- and long-term recommendations for improving Illinois’ student achievement assessment system;
- To develop recommendations for aligning state and federal educational accountability systems; and
- To develop understanding and support for the recommendations among the general public and with the members of specific groups, such as legislators, educators, parents, and the business community.

Phase I (August-September)

*Task Force members develop common understanding of task force charge*
- Members develop a common core of information about current assessment/accountability practices, the national scene and key issues
- Members develop a vision about the needs and possibilities for the future
- Members define goals/principles for the product of their work
- Members establish procedures and timelines for their work

Phase II (October)

*Members acquire information to inform their recommendations*
- Focus group meetings with educators and others
- Technical/expert committees
- Relevant readings/research
- Expert presentations

Phase III (November)

*Task Force develops preliminary recommendations*
*Task Force tests recommendations*
- Public hearings
- Consultation with experts

*Task Force advises ISBE on public engagement planning*

Phase IV (December-January)

*Task Force completes final recommendations*
*Task Force presents recommendations to the State Board*
*Report to Governor and Legislature vis à vis Executive Order*