Agenda Topic: School Profile for Designation System

Materials: Copy of latest School Profile

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Purpose of Agenda Item

To present information on the Excellence in Effort, Attendance, and Percent Tested for the School Profile of the Designation System.

Expected Outcome(s) of Agenda Item

Board approval of the school profile.

Background Information

The State Board approved the Designation System at the November board meeting. At that time, several questions were raised regarding the calculation of the Excellence in Effort accomplishment as well as the use of 90% tested and the relationship to attendance.

The purpose of the Excellence in Effort accomplishment is to recognize schools that have been successful in overcoming adversity in showing progress in meeting the Illinois Learning Standards. It is based on regression analysis, which is a statistical technique for explaining the variability of a dependent variable using information about one or more independent variables. It estimates the regression equation that best fits sets of observations of the dependent and independent variables in a scatter diagram. From the regression equation it is possible to forecast what the (unknown) dependent variable will be based on the values of the (known) independent variable(s). Differences in the forecasted and observed values of the dependent variable are called residuals. Residuals are due to both random factors and factors that are not accounted for by the independent variables.

For the ISBE analyses the dependent variable for schools is the percent of ISAT or PSAE scores that meet or exceed State standards across all grades and subject areas. Thirteen independent variables are used to estimate the relationship between these and the dependent variable.
• **Limited English Proficient** includes those students who have been found to be eligible for bilingual education. The percent of limited English proficient students is the count of limited English proficient students.

• **Low Income Rate** includes students eligible to receive free or reduced price lunches according to federal guidelines.

• **Mobility Rate** reflects any enrollment change between the first school day in October and the last day of the school year. It is the sum of the students who transferred out and the students who transferred in. Students are counted each time they transfer out or in during the reporting year. Thus, individual students may be counted more than once.

• **Attendance Rate** is the aggregate days of student attendance divided by the sum of the aggregate days of student attendance and aggregate days of student absence.

• **Average Teacher Salary** is the sum of the salaries for all classroom teachers divided by the number of full-time equivalent classroom teachers.

• **Average Teacher Experience** is the sum of the years of teaching experience for all classroom teachers in the district divided by the total number of classroom teachers.

• **Chronic Truancy Rate** is the number of chronic truants divided by the average daily enrollment. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 18 or more of the previous 180 regular attendance days.

• **Percent of Teachers with Master’s degrees and above** is the sum of all classroom teachers with Master’s degrees and above in the district.

• **Parental Involvement** is the percent of students whose parents had personal contact with students’ teachers. Teachers include all certified staff, such as student counselors and administrators. Count students only once; there should not be multiple counts. Exclude form letters or notices; parental letters/calls relating to student absences; regular notification of grades; student progress report cards; school report cards; attendance at school athletic, music drama events, and other co-curricular activities.

• **Pupil Teacher Ratio** is the fall enrollment for the school year divided by the number of full-time equivalent classroom teachers in the district. Excluded are teachers classified as special education teachers.

• **Average Class Size** is the sum of specified class enrollments in kindergarten and in grades 1, 3, 6, and 8 for schools having grades below grade nine and in all subject areas in high school divided by the number of classes. For high schools, and optionally for grades 6 and 8, an average for the 2nd and 5th class periods is used.
• **Operating Expenditure Per Pupil** is the gross operating cost of a school district (except summer school, adult education, bond principal retired and capital expenditures) divided by the Average Daily Attendance for the regular school term.

• **Dropout Rate** is the number of dropouts divided by the fall enrollment less post-graduates. Dropouts include students in grades 9 – 12 whose names have been removed from the district-housed roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another public/private school, or expulsion.

• **Graduation Rate** is the number of 1999-00 high school graduates divided by the first-time ninth grade 1996 fall enrollment less students transferred out plus students transferred in multiplied by 100.

Taken together, these variables explain about 77% of the variance in the ISAT or PSAE scores. Schools with observed “Percent Meets + Exceeds” values greater than the values determined by the regression equation have unknown factors which would account for the difference. It is likely that the unknown factors include curricular and instructional conditions that are not in the model. Therefore, these schools show evidence of “Excellence in Effort.” To eliminate the possible variation due to random error, the Excellence in Effort accomplishment will be reserved for those schools whose ISAT or PSAE scores are one standard error (approximately 9.5 points) above the score the regression equation predicts. Using 2001 test score data, 316 schools would have Excellence in Effort noted on the Designation Profile.

Turning to the other issues raised at the last meeting, the original Designation Task Force recommended that the minimum level of state assessment participation should be set at 90%. The rationale stems from the fact that certainly all students should be included, but there needs to be some cushion for attendance, particularly at the high school level. In reviewing the attendance and the test participation data, there seems to be evidence to support a higher percent minimum. The participation in state assessment includes all students taking part in any state test. This means that students taking IMAGE or Alternate Assessment are also included in the percent tested. The recommendation would be to increase the percent tested to a required 95% minimum.

The attendance and graduation rates will be reported by both quartiles and percentiles. Increases in both will be reported under the Accomplishments section of the School Profile.

**Superintendent’s Recommendation**

To endorse the School Designation Profile as presented.
Next Steps

• To develop rules and regulations for the Designation System
• To align the FAAS and Designation System