Summary of 2000 Designation Task Force Recommendations

Recommendation #1 – Compliance Requirements

♦ Signed assurances by district officials that test security regulations are followed; investigation and public reporting of security violations
♦ Accounting for all students within the testing continuum
♦ Public reporting and follow-up monitoring for those schools testing fewer than 90% of eligible students in the regular state testing program (ISAT/PSAE)

Recommendation #2 – Composite Performance Ratings

♦ Use the combined percentage of scores that Meet or Exceed Standards on all state tests administered at the school. (Note: these are not averages, but rather actual percentages of scores that meet or exceed standards.)
♦ Establish SIX performance levels, three “above the line” and three “below the line”
♦ Set the bars and labels for the levels are follows:

<table>
<thead>
<tr>
<th>Performance Ratings</th>
<th>Range of Meets + Exceeds Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standards (***)</td>
<td>83-100%</td>
</tr>
<tr>
<td>Meets Standards at a High Level (***</td>
<td>67-82.9%</td>
</tr>
<tr>
<td>Meets Standards (**)</td>
<td>50-66.9%</td>
</tr>
<tr>
<td>Approaching Standards (*)</td>
<td>33-49.9%</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>17-32.9%</td>
</tr>
<tr>
<td>Academic Watch</td>
<td>0-16.9%</td>
</tr>
</tbody>
</table>

The Task Force recommends that the bars be set equally.

Recommendation #3 – Disaggregated Data Reporting and Defining “Mobile” Students

♦ Separate reports for each subject area (% Meets + Exceeds)
♦ Separate report for poverty student performance (% Meets + Exceeds)
♦ Separate report for mobile student performance (% Meets + Exceeds)

The Task Force further recommends that “mobile students” be defined as those students entering the district after January 1 and that while these students must be tested, their scores would be excluded from that year’s composite performance rating calculations. Instead, their scores would be reported only in the separate report described above for that year.
The Task Force recommends that students moving within a district not be defined as “mobile” for the purposes of this accountability system (and therefore would be included in determining a school’s composite rating).

**Recommendation #4 – High Performance and Annual Improvement Recognition Categories**

- Establish the following initial list of categories for which State recognition would be issued:

<table>
<thead>
<tr>
<th>High Performance</th>
<th>Annual Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading – Grades 3, 5, 8 and 11</td>
<td>Reading – Grades 3, 5, 8 and 11</td>
</tr>
<tr>
<td>Writing – Grades 3, 5, 8, and 11</td>
<td>Writing – Grades 3, 5, 8 and 11</td>
</tr>
<tr>
<td>Mathematics – Grades 3, 5, 8 and 11</td>
<td>Mathematics – Grades 3, 5, 8 and 11</td>
</tr>
<tr>
<td>Science – Grades 4, 7 and 11</td>
<td>Science – Grades 4, 7 and 11</td>
</tr>
<tr>
<td>Social Sciences – Grades 4, 7 and 11</td>
<td>Social Sciences – Grades 4, 7 and 11</td>
</tr>
<tr>
<td>Low Income Students – all students in school by subject</td>
<td>Low Income Students – all students in school by subject</td>
</tr>
</tbody>
</table>

**Recommendation #5 – Recognition Rewards**

- Public reporting to media
- Annual Report to the General Assembly, by legislative district
- Posting of recognition on ILSI website along with school data
- Relief from selected mandates (automatic waivers)
- Eligibility for discretionary grant funds

**Recommendation #6 – Special Endorsement Categories**

The Task Force recommends three initial categories:

- Enhanced Learning Opportunities
- High Performance and Improvement – Other Subjects and Grade Levels
- Program Success

The State Board would set the minimum criteria and documentation requirements needed to determine eligibility for endorsements.

**Recommendation #7 – Endorsement Rewards**

- Public reporting to media
- Annual Report to the General Assembly, by legislative district
- Posting of recognition on ILSI website along with school data
- Relief from selected mandates (automatic waivers)
- Eligibility for discretionary grant funds
Recommendation #8 – School Profile Report for “at a glance” information

♦ Staff mock up of school profile report showing the results of the four-component analysis

Recommendation #9 – Continuum of incentives, interventions and sanctions

Recommendation #10 – Annual Testing

♦ ISAT annually in grades 3 through 10
♦ Prairie State Achievement Examination annually in grade 11

Recommendation #11 – Establish a Student Record System

♦ to maintain data on achievement gains over time
♦ to allow test scores to follow mobile students
♦ to allow student data to be disaggregated with accuracy to determine actual progress over time

Recommendation #12 – Test Quality

ISBE shall continue to improve:
♦ quality of the state tests
♦ alignment to Illinois Learning Standards
♦ timeliness and quality of the data that is returned to schools, parents and students

Recommendation #13 – Special Education Eligibility in Relation to Composite Performance Rating

♦ Further study the issues around IEP guidance and the appropriate use of aggregated test scores to determine the Composite Performance Rating for a school, in order to make an appropriate recommendation to the State Superintendent

Recommendation #14 – Timeline and Transition Period

♦ New system be implemented no earlier than fall of 2002
♦ State Board maintain the current system for 2000 and 2001, including placement of schools on the Academic Early Warning List and Watch List, and providing intervention and support according to the current plan