Summary 2012 Assessment Fact Sheet (Embargoed until 12:01 a.m. Oct. 31, 2012)
Illinois State Board of Education
Oct. 24, 2012

AYP and NCLB/Outcomes to Date

The 2010 school year was the tipping point when 51 percent of Illinois Public Schools did not make Adequate Yearly Progress (AYP). In 2012, that trend continues with state data showing that 713 or 82 percent of Illinois districts, and 2,545 or 66 percent of schools, failed to make AYP under No Child Left Behind Act of 2001. This is a slight increase over last year; 65 percent of schools and 80 percent of districts did not make AYP. But note that benchmarks for AYP remained the same in 2012 as 2011.

Illinois’ NCLB waiver application remains under review with the U.S. Department of Education. The only sticking point remains disagreement over the implementation timeline for teacher evaluations. The U.S. Department of Education is for all districts to implement new evaluations in 2014-15, but Illinois law (PERA) http://www.isbe.net/PEAC/default.htm calls for a progressive phase in, with CPS and some other districts (School Improvement Grant districts on pilot) beginning to use the new evaluation system this year and all districts using them by 2016-17.

In the interim, the State Board requested and received a freeze to the Annual Measurable Objectives at the 2010-11 school year levels. The AMO freeze means the calculations for Adequate Yearly Progress targets for 2011-12 are based on the previous year’s levels, without increasing. For schools, this means:

1. Schools were expected to show 85 percent of students meeting or exceeding standards in 2012, same as last year.
2. Attendance rate targets for elementary and middle schools in 2012 remained the same as the previous year at 91 percent.
3. Graduation rate targets also remained the same at 82 percent.
4. This is a one-time freeze.

State Composite Scores

The state composite overall meets/exceeds score increased 0.2 to 76.7 in 2012.
- ISAT overall exceeds/meets increased from 82.0 in 2011 to 82.1 percent in 2012. That compares to 2002 when it was 62.7 of students met or exceeded standards.

- The achievement gap also shows signs of closing. There has been a 13-14 percent increase (13 percent in reading and 14 percent in math) for Black students at the elementary level between 2006 and 2012 and a 5-6 percent increase (6 percent in reading and 5 percent in math) for Hispanic students during that same time period. Those gaps, Black/White and White/Hispanic, stayed the same in 2012. We saw some narrowing of the gap among Limited English Proficient (LEP) students by 1-2 percent.

- PSAE Composite decreased from 53.0 in 2010 to 50.5 in 2011 and now increased back to 51.3 in 2012.

  The decline may be attributed to more PSAE test takers in 2011 and 2012, per 2011 state rules emphasizing that all 11th graders must take the exam, which includes the ACT. This means that students in Illinois can't be promoted to 12th grade until they take the PSAE. In the past, some took it as 12th graders and their scores were not used toward accountability under NCLB.

  On the 2012 PSAE:
  
  a. Reading decreased for the third year, down. 0.3 to 50.7
  b. Math increased 0.3 to 51.6
  c. Science increased 2.5 to 51.7

The PSAE scores continue to reflect the disconnect between the K-8 system and high school where standards, as well as the tests, are more rigorous. This is something we are hoping to soon resolve.

**Demographics**

There was yet another increase in 2012 in the percentage of minority students (non-White) and also students from low-income families. Forty-nine percent of students are from low-income families and 49 percent are minority students.

The increase is accounted for mainly by Hispanic students who have increased from 13.9 percent in 1999 to 23.6 percent in 2012.

Black students make up about 18 percent of the total statewide K-12 student population.
In 2012, student enrollment decreased by about 8,000 students. This total is not analogous to enrollment counts prior to 2011.

- Starting 2011, student enrollment is reported based on home school; as opposed to the so-called “serving school” where a student is being educated. Now enrollment is based on students for whom the school/district is their home school/district, the school they would ordinarily attend even though they may be placed out and attend another school in their home district or another district.

- This data reporting method was changed so that enrollments align with assessment data which are reported back to and count at the home school and district with AYP calculations.

The number of public schools in our state has decreased from 3,919 in 2003 to 3,873 in 2012. Districts declined from 891 in 2003 to 866 in 2012.

**Historicals**

Some prior changes may still be impacting current data and other initiatives might not yet be seen in data.

**Graduation Rate.** The graduation rate decreased last year from 87.8 percent to 83.8 percent, a drop that is likely due to implementing new federal rules, first implemented in 2011, that ensures states are more closely capturing those students who graduated in four years - so those students who started in 2007-08 and graduated in 2011, not those who took four or more years to graduate.

- This year, we saw another decrease – to 82.3.

- The new federal definition only includes students who graduate with a regular high school diploma in four years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started 9th grade. Illinois’ past formula counted kids who took more than four years, who might have graduated with an alternative diploma.

**Report Card**

Per legislation passed last year, ISBE and a group of education partners, are developing a new report card, set to debut in fall 2013, that will be packed with relevant new information and designed to be more readable and user-friendly.

Race to the Top funding is supporting the redesign called for under Public Act 097-0671. Mock-ups of the new report card are available but we’ll have better version by Spring 2013.

This new report card will include results from the Illinois 5Essentials Survey, also required by legislation (SB7) passed last year.
**Learning Conditions Survey**

Illinois will be using the 5Essentials Survey, developed by the University of Chicago, to help identify strengths and weaknesses in five essential areas: instruction, environment, leaders, teachers and families.

A version of this survey has been used for more than a decade in Chicago Public Schools and more recently in other districts across the nation.

On average, this anonymous survey takes 15 to 20 minutes for teachers and students to complete and incorporates researched-based survey practices.

The University of Chicago has found that schools strong on three or more of the five essentials are 10 times more likely to make substantial gains in math and reading.

Districts can administer the survey Feb. 1 through the end of March. Students in 6th through 12th grade will take the survey and all K-12 teachers. Districts can also give the survey to parents on a voluntary basis.

**Finances**

Raising student achievement requires using resources wisely. We’re currently hosting budget hearings around the state for the public to weigh in on education funding priorities. The fiscal crisis continues and will continue into the next fiscal year. We are implementing reforms with fewer funds.

1. Illinois has cut education by $861 million since Fiscal Year 2009.

2. The Board will make its annual education budget recommendation to the General Assembly in late January but that budget is ultimately set into law by legislators and the Governor.

3. Staff is also looking at a number of options to pursue in the short and long-term to provide for more equitable funding to districts as we do not see a very immediate end to the state – or global – economic troubles.

###