

# Official 2018 Summative Designations



Illinois State Board of Education  
October 16, 2018



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# Order of Operations

- ❑ Summative designation overview
- ❑ Process for determining summative designations
- ❑ Indicators – definitions and scoring rules
- ❑ Pulling it all together
- ❑ Where to find your data
- ❑ Questions

# Summative Designation Overview

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# What is a Summative Designation?

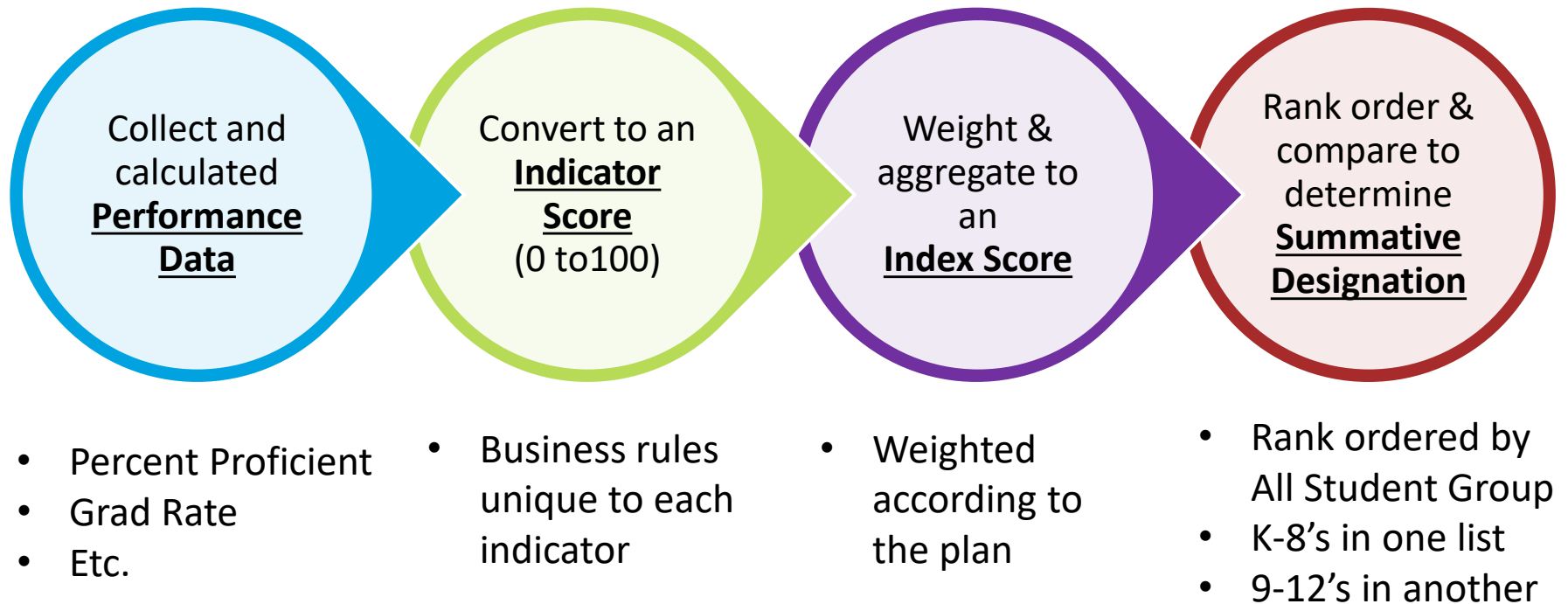
- Primary mechanism for school accountability under ESSA
- Multiple measures Index of academic achievement and student success
- Developed in deep collaboration with stakeholders throughout the state
- Designed to **identify schools for supports and improvement**
  - Including schools with subgroups needing support in otherwise high performing schools

# What are the designation?

<b>Exemplary</b>	A school that has <b>no underperforming student demographic groups</b> at or below the “all students” group of the lowest 5 percent of Title 1 schools, a graduation rate of greater than 67 percent, and whose performance is in the <b>top 10 percent</b> of schools statewide. May apply to <b>serve</b> in the IL-EMPOWER network of partners.
<b>Commendable</b>	A school that has <b>no underperforming student demographic groups</b> at or below the “all students” group of the lowest 5 percent of all Title 1 schools, a graduation rate greater than 67 percent, and whose performance is <b>not in the top 10 percent</b> of schools statewide. May apply to <b>serve</b> in the IL-EMPOWER network of partners.
<b>Underperforming</b>	A school in which <b>one or more student demographic groups is performing at or below the “all students” group</b> of the lowest 5 percent of all Title 1 schools. Schools that receive an Underperforming School designation <b>will receive Targeted Support</b> .
<b>Lowest Performing</b>	A school that is in the <b>lowest-performing 5 percent</b> of Title I schools in Illinois and <b>any high schools that have a graduation rate of 67 percent or less</b> . Schools that receive a Lowest Performing School designation <b>will receive Comprehensive Support</b> through IL-EMPOWER.



# 4 Step Process



# Process In Action – Indicator Scores

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## Performance Data

Becomes

## Indicator Score

SCHOOL	All Students	Low Income
ELA Proficiency	45.3%	20.8%
Math Proficiency	38.7%	23.9%
Graduation Rate	88% - 4yr 89% - 5yr 93% - 6yr	84% - 4yr 89% - 5yr 89% - 6yr
Chronic Absenteeism	32.1%	46.5%

Becomes

Becomes

Becomes

Becomes

SCHOOL	All Students	Low Income
ELA Proficiency	100	81
Math Proficiency	97.7	100
Graduation Rate	66.4	58
Chronic Absenteeism	56.88	34.08



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# Process In Action – Index Scores

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- Indicator scores multiplied by their weights & added become **Index Scores**

SCHOOL	Weight	All Students	Low Income	Multi-Racial
ELA Proficiency	.10	100	81	56.2
Math Proficiency	.10	97.7	100	67.7
Graduation Rate	.50	66.4	58	65.8
EL Progress to Proficiency	.05	79.3	75.2	80.9
Chronic Absenteeism	.075	56.88	34.08	57.02
9 <sup>th</sup> Grade On Track	.0625	67.1	59.7	66.4
College & Career Readiness	.0625	75.5	47.5	72.9
Climate Survey	.05	85.2	74.1	95.1
<b>Index Score</b>		<b>74.23</b>	<b>63.82</b>	<b>67.07</b>



# Process In Action – Rank & Find Cuts

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K-8 Schools	Rank	Score
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade School	311	97.845
Green Meadows Elementary	312	97.833
Oak Hill Charter School	313	97.827

**Top  
10%**

Grades 9-12	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfalls High School	66	89.811
Big Pine High	67	89.754

Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

**Lowest  
5%**

Mane Coone High School	636	26.901
Boulevard Court High School	637	26.448
Mascot High School	638	26.256
Landmark High School	639	26.237
General High School	640	26.144

# Process In Action – Compare & Designate

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Grades 9-12	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfalls High School	66	89.811
Big Pine High	67	89.754

Mane Coone High School	636	26.901
Boulevard Court High School	637	26.448
Mascot High School	638	26.256
Landmark High School	639	26.237
General High School	640	26.144

Rank	All	EL	Former EL	IEP	Low Income	Hispanic	Native American	Asian	Black	Pacific Islander	White	Multi Racial
459	63.21	0	0	0	0	0	0	0	0	0	61.45	0
460	63.14	46.71	52.83	33.31	61.67	68.97	0	0	0	0	0	0
461	63.1	0	0	51.45	0	0	0	0	54.43	0	65.94	58.23
462	63.02	0	0	0	0	0	0	0	0	0	59.47	0
463	63.02	0	72.14	46.98	42.99	58.78	0	0	49.82	0	65.82	0
464	63.01	0	0	46.91	60.17	69.19	0	0	74.72	0	0	0
465	63.01	0	71.5	22.73	59.27	73.12	0	0	61.54	0	64.9	0
466	62.93	0	0	0	0	0	0	0	0	0	59.7	0
467	62.88	0	0	0	0	0	0	0	0	0	58.56	0
468	62.86	0	0	0	0	0	0	0	0	0	58.26	0
469	62.82	0	66.33	87.2	0	71.7	0	0	0	0	0	0
470	62.8	0	70.82	20.23	62.48	70.05	0	0	0	0	69.34	0
471	62.7	0	71.37	45.57	64.29	71	0	0	69.27	0	0	0
471	62.7	0	71.37	45.57	64.29	71	0	0	69.27	0	0	0
473	62.51	26.56	33.32	0	66.75	64.81	0	0	0	0	0	0
474	62.22	0	0	0	0	0	0	0	0	0	56.53	0
475	62.08	0	0	0	0	0	0	0	71.06	0	0	0
476	62.04	0	0	0	0	0	0	0	0	0	59.03	0
477	61.9	0	0	43.77	0	0	0	0	45.9	0	63.7	0
478	61.87	0	0	0	0	0	0	0	0	0	59.28	0
479	61.66	0	0	42.46	54.16	22.45	0	0	65.34	0	71.73	0
480	61.61	0	0	0	0	0	0	0	0	0	58.95	0
481	61.6	0	0	41.49	0	0	0	0	0	0	58.15	0
482	61.6	0	0	0	0	0	0	0	64.48	0	0	0
483	61.55	0	0	0	0	0	0	0	0	0	61.13	0
484	61.52	0	0	0	0	0	0	0	0	0	57.71	0
485	61.44	0	0	0	0	0	0	0	0	0	61.44	0
486	61.4	0	0	0	59.24	73.2	0	0	68.64	0	0	0
487	61.34	0	0	0	0	0	0	0	0	0	59	0
488	61.25	0	0	0	0	0	0	0	0	0	60.08	0

# Process In Action - FAQ

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- Do you draw the lines for the top 10% and lowest 5% at the same time?
  - Yes. Only after drawing those lines do we compare.
- If a school in the top 10% has an underperforming subgroup, do they drop down to commendable, or to underperforming?
  - Underperforming. The underperforming designation overwrites the exemplary designation.
- Will I get a new summative designation every year?
  - Yes. How that will impact supports has yet to be determined.



# Brain Break – Questions?

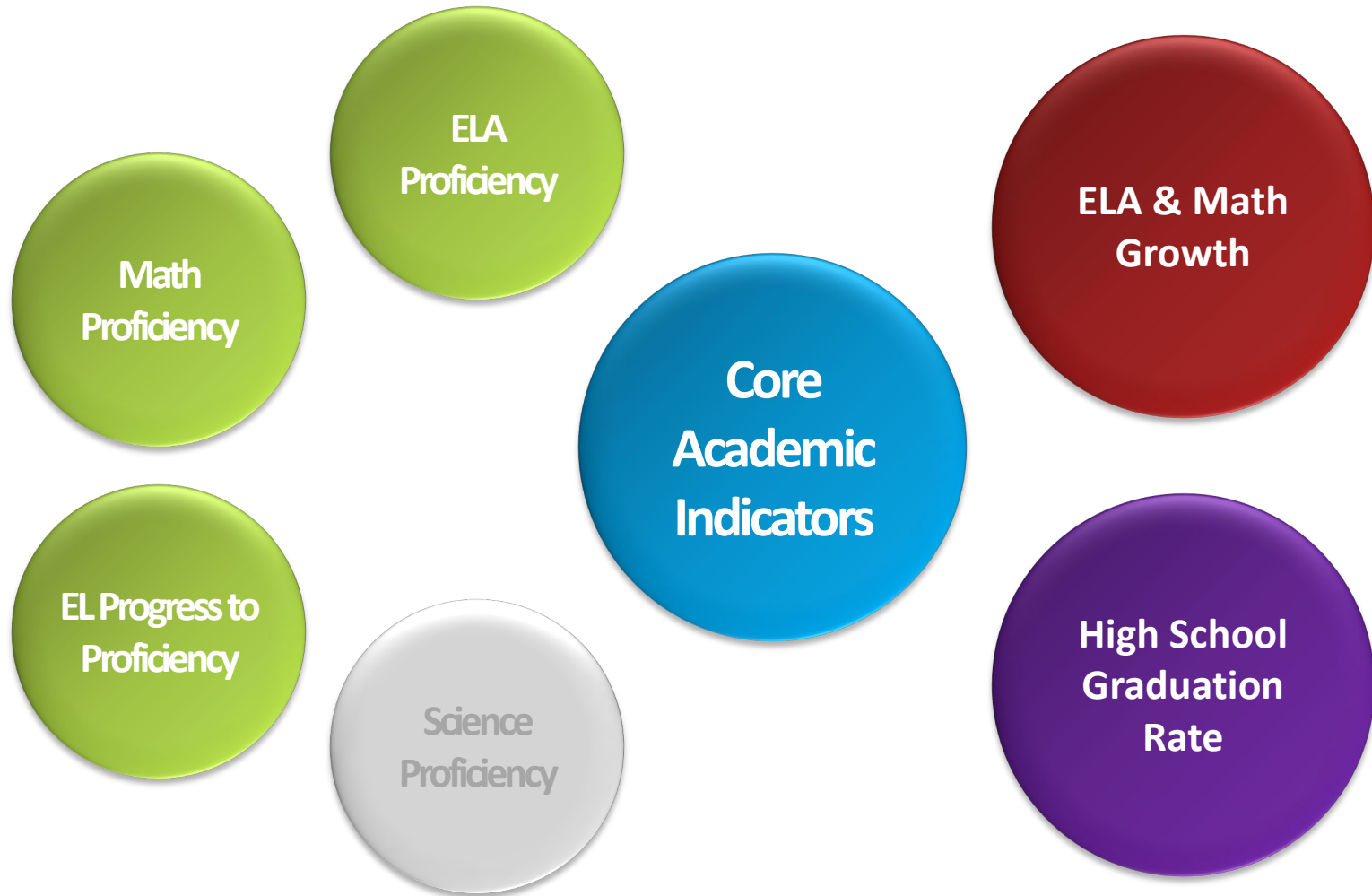
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# Official Core Academic Indicators

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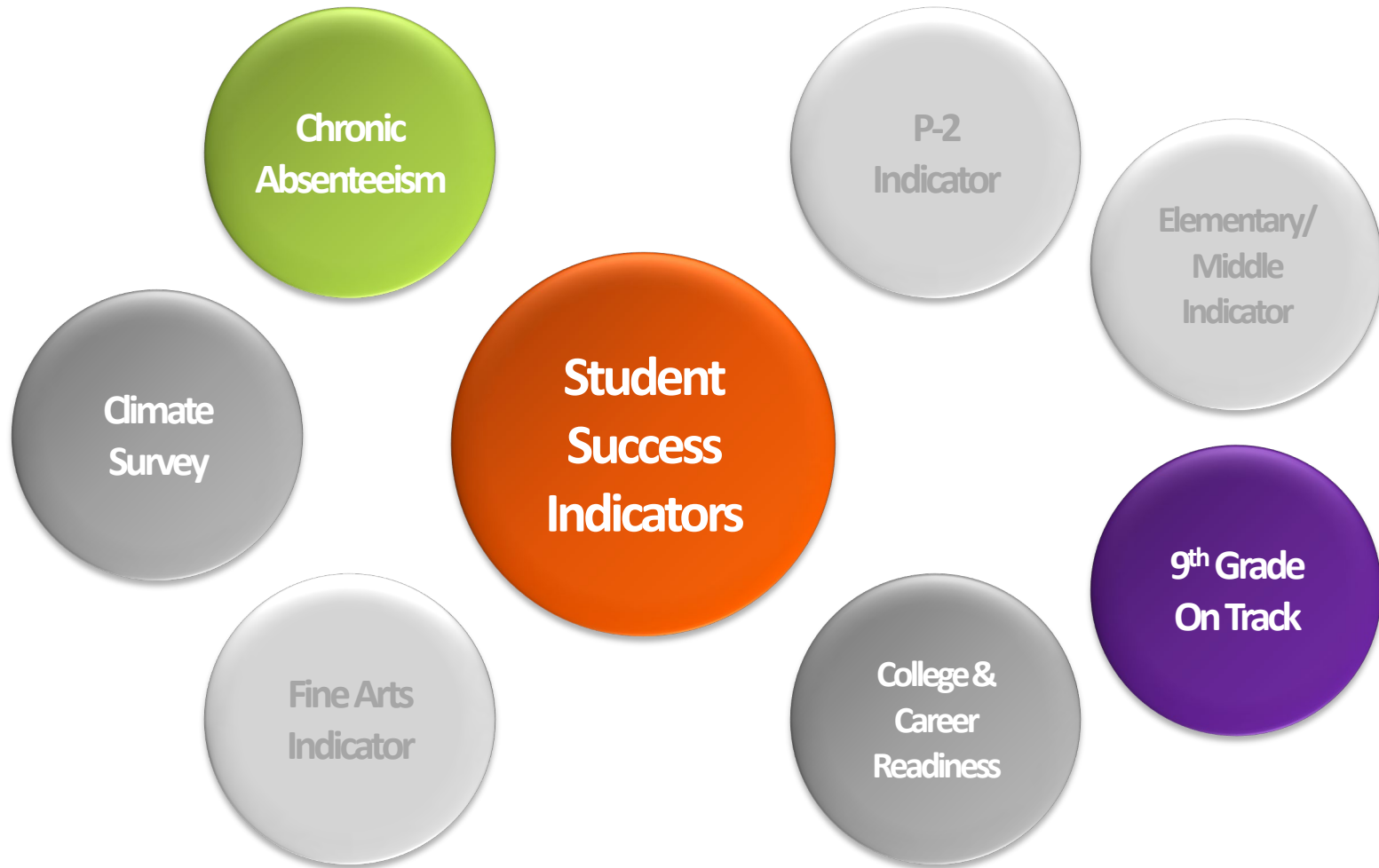


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# Official School Quality Indicators

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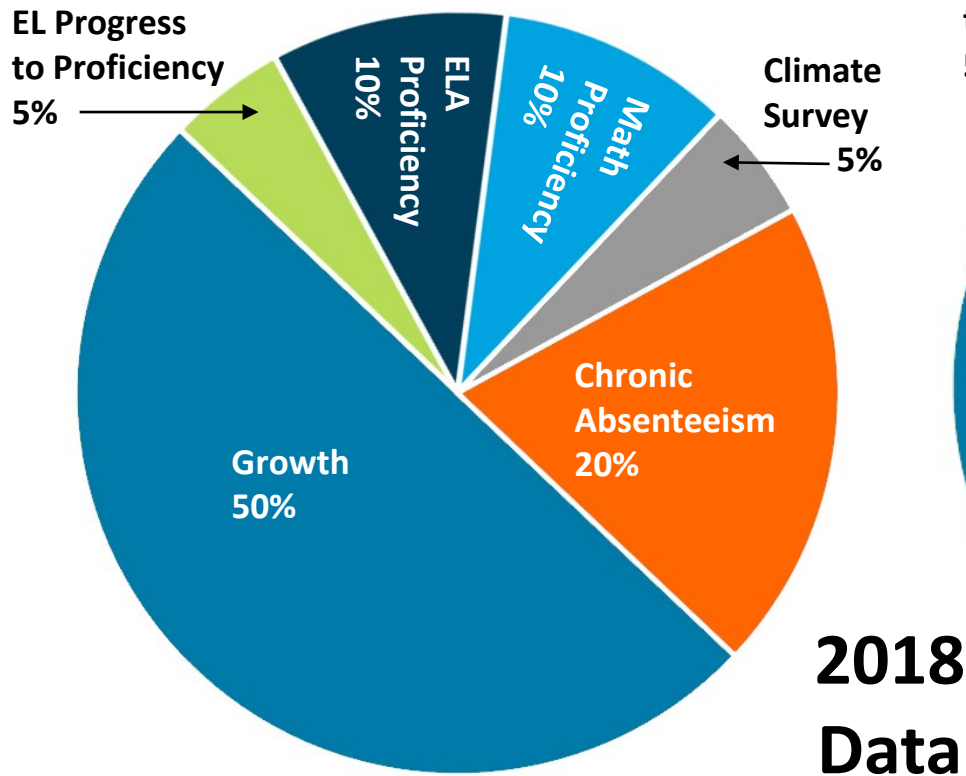
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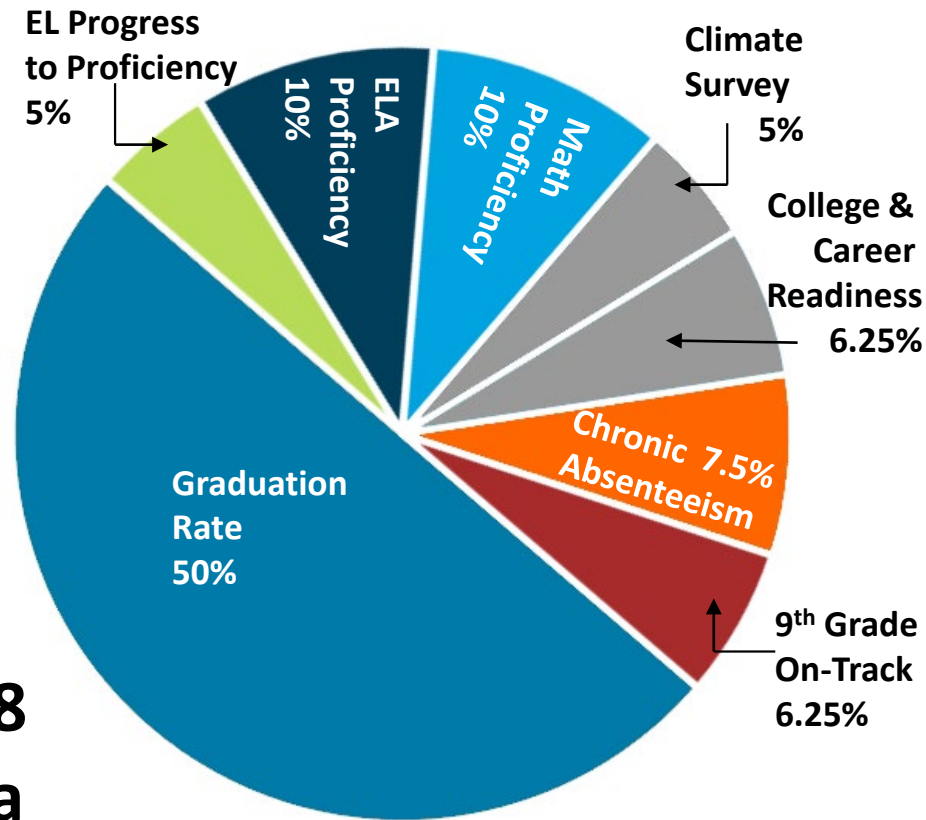
# Official Designation Indicators

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## K-8 Band



## 9-12 Band



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# Official Summative Designation

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- Will appear on the Report Card
- Will list the student group(s) that contributed to the designation
- Will NOT be a grade for growth on the Report Card
  - Does not come into effect till 2019-2020 school year
  - Method for assigning grade for growth has not been determined
  - Definition of “like school” has not been determined
- Screen shot of report card here





# Who Counts?

- Students who have been at the school for “at least half the school year”
  - Operationalized as 134 calendar days
  - Why 134 calendar days?
    - Average length of every school calendar in the state divided in half
- Groups with at least 20 students in the school



# Counts Where?

- Students are assigned to the school of their longest enrollment that is greater than or equal to 134 calendar days.

Home & Serving Are	Service Provider	Accountable
Same	None listed	Serving
Different	None listed	Serving
Same	Any	Home
Different	Same as Home	Home
Different	Any	Home
Different	Same as Serving	Serving

- Except for Graduation Rate, where the “Last Enrollment” rule applies.

# Where did you get my data?

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- Schools without measured grades we “back map”
  - Find individual IDs of students who attended the school in prior years and move forward in time to the first available data point.
  - Priority is on most current data, most current enrollments

Highest Grade	Enrollments From	Data From
Grade 2	2016 2 <sup>nd</sup> graders	2017 3 <sup>rd</sup> graders
Grade 1	2015 1 <sup>st</sup> graders	2017 3 <sup>rd</sup> graders
Grade 10	2016 10 <sup>th</sup> graders	2017 11 <sup>th</sup> graders
Grade 9	2015 9 <sup>th</sup> graders	2017 11 <sup>th</sup> graders



# Student Demographic Groups

- **“All Student” group**
- Major racial & ethnic groups
- English Learners
- Former English Learners
  - Those who have reached proficiency
- Economically disadvantaged students
- Students with disabilities
  - IEP or 504
- Students formerly with disabilities
- Groups of 20 students or more per indicator



# Brain Break – Questions?

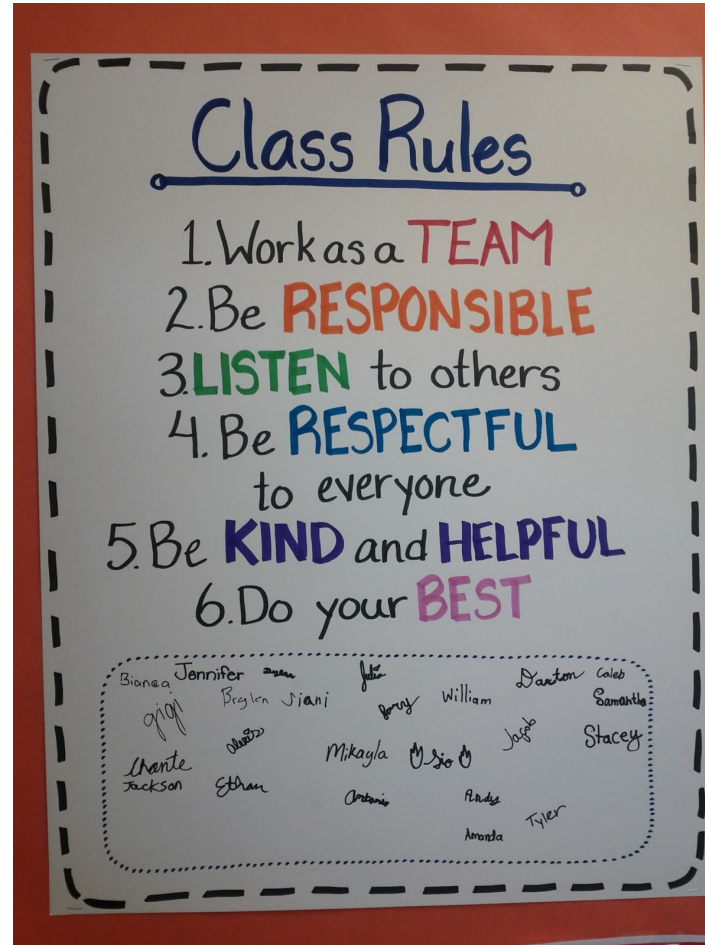
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# Business Rules for Scoring Indicators

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- **Percent Proficient ÷ Interim Target**
  - If Percent Proficient ÷ Interim Target  $\geq 1 \Rightarrow$  100 points
  - If Percent Proficient ÷ Interim Target  $< 1 \Rightarrow$  Ratio \* 100 points
- **Percent Proficient** = Students proficient on all tests ÷ Students Tested (or 95% of those who should have)
  - K-8: Levels 4 & 5 on PARCC and 3 & 4 on DLM
  - 9-12: Levels 3 & 4 on SAT and DLM
- **Interim Targets**
  - Vary by student group
  - Were smoothed out to 1 year increments
  - Smoothed target tables will follow examples

# Proficiency Targets By Year: K-8 ELA

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Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	39.67	48.44	22.63	29.03	67.45	51.40	32.68	42.42	14.04	30.25	17.20	26.19
2018	43.03	51.21	27.12	33.09	68.96	53.97	36.51	45.60	19.10	34.23	22.05	30.44
2019	46.38	53.98	31.61	37.16	70.46	56.54	40.33	48.77	24.17	38.21	26.91	34.70
2020	49.74	56.75	36.10	41.22	71.96	59.12	44.15	51.94	29.23	42.20	31.76	38.95
2021	53.09	59.52	40.59	45.29	73.47	61.69	47.97	55.11	34.29	46.18	36.61	43.20
2022	56.45	62.29	45.09	49.35	74.97	64.26	51.79	58.28	39.36	50.16	41.47	47.46
2023	59.80	65.06	49.58	53.42	76.47	66.84	55.61	61.45	44.42	54.15	46.32	51.71
2024	63.16	67.83	54.07	57.48	77.98	69.41	59.43	64.63	49.49	58.13	51.17	55.97
2025	66.51	70.61	58.56	61.55	79.48	71.98	63.25	67.80	54.55	62.11	56.03	60.22
2026	69.87	73.38	63.05	65.61	80.98	74.56	67.07	70.97	59.61	66.10	60.88	64.48
2027	73.22	76.15	67.54	69.68	82.48	77.13	70.89	74.14	64.68	70.08	65.73	68.73
2028	76.58	78.92	72.03	73.74	83.99	79.71	74.72	77.31	69.74	74.07	70.59	72.98
2029	79.93	81.69	76.53	77.81	85.49	82.28	78.54	80.48	74.81	78.05	75.44	77.24
2030	83.29	84.46	81.02	81.87	86.99	84.85	82.36	83.66	79.87	82.03	80.29	81.49
2031	86.64	87.23	85.51	85.94	88.50	87.43	86.18	86.83	84.94	86.02	85.15	85.75
2032	90	90	90	90	90	90	90	90	90	90	90	90





# Proficiency Targets By Year: K-8 Math

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Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	35.28	43.71	17.42	24.96	67.71	45.85	28.20	37.02	13.70	36.20	17.21	22.02
2018	38.93	46.80	22.26	29.30	69.19	48.79	32.32	40.55	18.78	39.79	22.07	26.56
2019	42.58	49.88	27.10	33.63	70.68	51.74	36.44	44.09	23.87	43.37	26.92	31.09
2020	46.23	52.97	31.94	37.97	72.16	54.68	40.56	47.62	28.96	46.96	31.77	35.62
2021	49.87	56.06	36.78	42.30	73.65	57.62	44.68	51.15	34.04	50.55	36.62	40.15
2022	53.52	59.14	41.62	46.64	75.14	60.57	48.80	54.68	39.13	54.13	41.48	44.68
2023	57.17	62.23	46.45	50.98	76.62	63.51	52.92	58.21	44.22	57.72	46.33	49.21
2024	60.82	65.31	51.29	55.31	78.11	66.45	57.04	61.75	49.30	61.31	51.18	53.75
2025	64.47	68.40	56.13	59.65	79.60	69.40	61.16	65.28	54.39	64.89	56.03	58.28
2026	68.11	71.48	60.97	63.98	81.08	72.34	65.28	68.81	59.48	68.48	60.89	62.81
2027	71.76	74.57	65.81	68.32	82.57	75.28	69.40	72.34	64.57	72.07	65.74	67.34
2028	75.41	77.66	70.65	72.66	84.05	78.23	73.52	75.87	69.65	75.65	70.59	71.87
2029	79.06	80.74	75.48	76.99	85.54	81.17	77.64	79.40	74.74	79.24	75.44	76.40
2030	82.70	83.83	80.32	81.33	87.03	84.11	81.76	82.94	79.83	82.83	80.30	80.94
2031	86.35	86.91	85.16	85.66	88.51	87.06	85.88	86.47	84.91	86.41	85.15	85.47
2032	90	90	90	90	90	90	90	90	90	90	90	90



# Proficiency Targets By Year: 9-12 ELA

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Year	All	White	Black	Hispanic	Asian	Hawaiian Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
2017	39.79	50.91	16.97	24.17	65.09	43.88	29.81	45.14	10.27	2.64	24.41	21.19
2018	43.14	53.52	21.83	28.56	66.75	46.96	33.82	48.13	15.59	8.46	28.78	25.78
2019	46.48	56.12	26.70	32.95	68.41	50.03	37.84	51.13	20.90	14.29	33.15	30.37
2020	49.83	58.73	31.57	37.34	70.07	53.11	41.85	54.12	26.22	20.11	37.53	34.96
2021	53.18	61.34	36.44	41.73	71.73	56.18	45.86	57.11	31.53	25.93	41.90	39.54
2022	56.53	63.94	41.31	46.12	73.39	59.26	49.87	60.10	36.85	31.76	46.27	44.13
2023	59.87	66.55	46.18	50.50	75.05	62.33	53.89	63.09	42.16	37.58	50.64	48.72
2024	63.22	69.15	51.05	54.89	76.71	65.41	57.90	66.08	47.48	43.41	55.02	53.30
2025	66.57	71.76	55.92	59.28	78.37	68.48	61.91	69.07	52.79	49.23	59.39	57.89
2026	69.92	74.37	60.79	63.67	80.04	71.55	65.92	72.06	58.11	55.05	63.76	62.48
2027	73.26	76.97	65.66	68.06	81.70	74.63	69.94	75.05	63.42	60.88	68.14	67.06
2028	76.61	79.58	70.52	72.45	83.36	77.70	73.95	78.04	68.74	66.70	72.51	71.65
2029	79.96	82.18	75.39	76.83	85.02	80.78	77.96	81.03	74.05	72.53	76.88	76.24
2030	83.31	84.79	80.26	81.22	86.68	83.85	81.97	84.02	79.37	78.35	81.25	80.83
2031	86.65	87.39	85.13	85.61	88.34	86.93	85.99	87.01	84.68	84.18	85.63	85.41
2032	90	90	90	90	90	90	90	90	90	90	90	90



# Proficiency Targets By Year: 9-12 Math

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Year	All	White	Black	Hispanic	Asian	Hawaiian Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
2017	36.16	46.88	11.64	21.57	66.72	43.88	29.27	40.13	6.75	3.44	24.96	18.22
2018	39.75	49.76	16.86	26.14	68.27	46.96	33.32	43.46	12.30	9.21	29.29	23.00
2019	43.34	52.63	22.08	30.70	69.82	50.03	37.37	46.78	17.85	14.98	33.63	27.79
2020	46.93	55.51	27.31	35.26	71.37	53.11	41.41	50.10	23.40	20.75	37.97	32.57
2021	50.52	58.38	32.53	39.82	72.93	56.18	45.46	53.43	28.95	26.52	42.30	37.36
2022	54.11	61.26	37.76	44.38	74.48	59.26	49.51	56.75	34.50	32.29	46.64	42.14
2023	57.70	64.13	42.98	48.94	76.03	62.33	53.56	60.08	40.05	38.07	50.97	46.93
2024	61.29	67.00	48.21	53.51	77.58	65.41	57.61	63.40	45.60	43.84	55.31	51.72
2025	64.88	69.88	53.43	58.07	79.13	68.48	61.66	66.73	51.15	49.61	59.65	56.50
2026	68.47	72.75	58.65	62.63	80.69	71.55	65.71	70.05	56.70	55.38	63.98	61.29
2027	72.05	75.63	63.88	67.19	82.24	74.63	69.76	73.38	62.25	61.15	68.32	66.07
2028	75.64	78.50	69.10	71.75	83.79	77.70	73.80	76.70	67.80	66.92	72.66	70.86
2029	79.23	81.38	74.33	76.31	85.34	80.78	77.85	80.03	73.35	72.69	76.99	75.64
2030	82.82	84.25	79.55	80.88	86.90	83.85	81.90	83.35	78.90	78.46	81.33	80.43
2031	86.41	87.13	84.78	85.44	88.45	86.93	85.95	86.68	84.45	84.23	85.66	85.21
2032	90	90	90	90	90	90	90	90	90	90	90	90



# Example Scoring: Waterfalls High

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Group	ELA % Prof.	Interim Target	Points	Math % Prof	Interim Target	Points
All	43.14	43.13	100	36.07	39.75	99.75
White	44.8	53.52	89.26	42.83	49.76	91.36
Black	25.19	21.83	100	23.91	16.86	100
Hispanic	38.76	28.56	100	13.40	26.14	62.12
Asian	-	66.75	-	-	68.27	-
Pacific Islander	-	46.96	-	-	46.96	-
Native American	-	33.82	-	-	33.32	-
Multi-racial	41.54	48.13	92.02	32.79	43.46	81.71
EL	18.3	8.46	100	19.74	9.21	100
Former EL	39.74	28.78	100	34.66	29.29	100
IEP	8.78	15.59	85.49	0	12.30	0
Low Income	29.61	25.78	100	15.55	23.00	85.36



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# Scoring Rules: English Learner Progress to Proficiency (ELPtP)

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- **Scale Score Gain ÷ Gain Target**
  - If Scale Score Gain ÷ Gain Target  $\geq 1 \Rightarrow$  100 points
  - If Scale Score Gain ÷ Gain Target  $< 1 \Rightarrow$  Ratio \* 100 points
- **Calculating Gain Targets**
  1. Identify expected year of proficiency (Baseline year + 5)
  2. Find Composite Scale Score equal to 4.8 Proficiency Level
  - **Timeline Target:** Proficiency Scale Score – Initial Score / 5
    - Does not change for 5 years
  - **Revised Target:** Proficiency Scale Score – Current Score / # of years left
    - Updated yearly starting in year 2
  - Always use the smaller of **Revised** or **Timeline** Target as Gain Target
  - Targets **after timeline:**  
Current Grade Proficiency Scale Score – Previous Score

# ELPtP Example: Millie

30

- **Millie:** 5<sup>th</sup> grader first identified in K.
- Proficiency scale score **Grade 6 = 393**
- **Timeline target:**  $(393 - 269) / 5 = 24.8 \Rightarrow 25$
- **Revised targets:**
  - $(393 - 281) / 4 = 28$  (for Grade 3)
  - $(393 - 321) / 3 = 24$  (for Grade 4)
  - $(393 - 314) / 2 = 39.5 \Rightarrow 40$  (for Grade 5)
  - $(393 - 316) / 1 = 77$  (for Grade 6)
- Scoring for 2018:  
 **$(316 - 314) / 25 = .08 * 100 = 8$  points**

## Targets

Grade	ELP SS
<b>6</b>	<b>393</b>
7	400
8	406
9	412
10	418
11	423
12	428

## History

Grade	ELP SS
K	130
1	269
2	281
3	321
4	314
5	316



# ELPtP Example: Bernard

31

- **Bernard:** 5<sup>th</sup> grader first identified in 3.
- Proficiency scale score **Grade 8 = 406**
- **Timeline target:**  $(406 - 276) / 5 = 26$
- **Revised targets:**
  - $(406 - 356) / 4 = 12.5 \Rightarrow 13$  (for Grade 5)
  - $(406 - 378) / 3 = 9.33 \Rightarrow 10$  (for Grade 6)
- Scoring for 2018:  
 **$(378 - 356) / 13 = 1.69 \Rightarrow 100$  points**

## Targets

Grade	ELP SS
6	393
7	400
8	406
9	412
10	418
11	423
12	428

## History

Grade	ELP SS
3	276
4	356
5	378

# ELPtP Example: Yaxuan

32

- **Yaxuan:** 8<sup>th</sup> grader first identified in K.
- Proficiency scale score **Grade 8 = 406**
- **Timeline target:** Not applicable
- **Revised target:**  $406 - 380 = 26$
- Scoring for 2018:  
 $(401 - 380) / 26 = .808 * 100 = 80.8$  points

## Targets

Grade	ELP SS
<b>6</b>	<b>393</b>
7	400
8	406
9	412
10	418
11	423
12	428

## History

Grade	ELP SS
K	194
1	254
2	293
3	327
4	347
5	365
6	356
7	380
8	401





# ELPtP Example: Mae

33

- **Mae:** 10<sup>th</sup> grader first identified in 4.
- Proficiency scale score **Grade 10 = 418**
- **Timeline target:** Not applicable
- **Revised target:**  $418 - 387 = 31$
- Scoring for 2018:  
 $(405 - 387) / 31 = .581 * 100 = 58.1$  points

## Targets

Grade	ELP SS
6	393
7	400
8	406
9	412
<b>10</b>	<b>418</b>
11	423
12	428

## History

Grade	ELP SS
4	315
5	355
6	371
7	380
8	395
9	387
10	405



# ELPtP Example: Elembwe

34

- **Elembwe:** 12<sup>th</sup> grader first identified in 9.
- Proficiency scale score **Grade 12 = 428**
- **Timeline target:**  $(428 - 314) / 5 = 22.8 \Rightarrow 23$
- **Revised targets:**
  - $(428 - 332) / 4 = 24$  (for Grade 9 repeated)
  - $(428 - 343) / 3 = 28.3 \Rightarrow 29$  (for Grade 11)
  - $(428 - 378) / 2 = 25$  (for Grade 12)
- Scoring for 2018:  
 **$(378 - 343) / 23 = 1.52 \Rightarrow 100$  points**

## Targets

Grade	ELP SS
6	393
7	400
8	406
9	412
10	418
11	423
<b>12</b>	<b>428</b>

## History

Grade	ELP SS
9	314
9	332
11	343
12	378

# ELPtP: School Aggregation

35

- Average the individual scores to get the “all student” group score, or a demographic group’s score

Name	Score
Millie	8
Bernard	100
Yaxuan	80.8
<b>School</b>	<b>62.933</b>

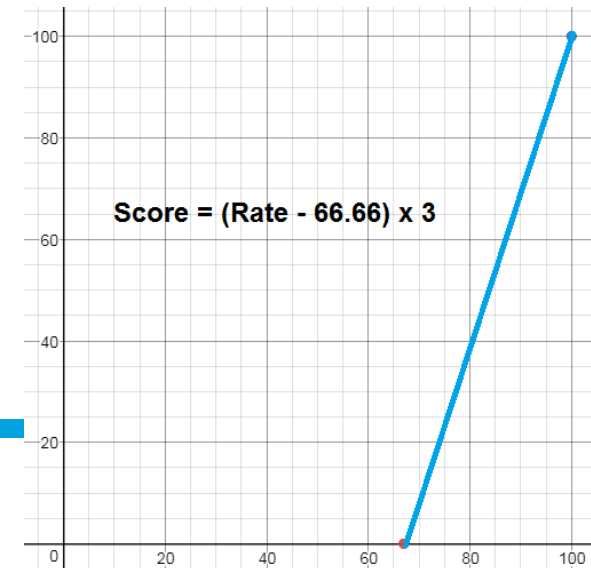
Name	Score
Mae	58.1
Elembwe	100
<b>School</b>	<b>79.05</b>

- The “all” and EL group indicator scores will be the same, but other groups’ scores may differ.

# Scoring Rules - Graduation Rate

36

- **Adjusted Cohort Graduation Rate** per Report Card
- **Weighted Graduation Rate:**  
 $(4\_Year \times .6) + (5\_Year * .3) + (6\_Year * .1)$
- **Score:**
  - $[(\text{Weighted Graduation Rate} - 66.66) * 3]$  – All but IEP
  - $[(\text{Weighted Graduation Rate} * 2) - 86]$  - IEP
    - Negative values are rounded to 0
    - Maximum score of 100
- Pro-rate score by the slope of the line



# Graduation Rate Example: Hawk High

37

Group	4-Year	5-Year	6-Year	Composite	Points
All	94.4	94.3	94.3	94.36	83.08
White	94.4	94	95.2	94.36	83.08
Black	92.7	95.3	94.7	93.68	81.04
Hispanic	96.3	96.6	89.7	95.73	87.19
Asian	100	89.5	100	96.85	90.55
Pacific Islander	-	-	-	-	-
Native American	-	-	-	-	-
Multi-racial	95.5	94.3	89.2	94.51	83.53
EL	-	-	-	-	-
Former EL	-	-	-	-	-
IEP	79.2	85.3	83.5	81.46	76.92
Low Income	87.2	89.7	83.7	87.6	62.8



# Graduation Rate Example: Florence High

38

Group	4-Year	5-Year	6-Year	Composite	Points
All	85.1	90.6	91.1	87.35	62.05
White	90	92.2	90.4	90.7	72.1
Black	66.7	72.7	-	68.70	6.10
Hispanic	81.7	89.2	91.4	84.92	54.76
Asian	-	-	-		
Pacific Islander	-	-	-		
Native American	-	-	-		
Multi-racial	-	-	-		
EL	83.3	84.6	87.5	84.11	52.33
Former EL	85.7	90.2	91	87.58	62.74
IEP	78.3	87.9	97.1	83.06	80.12
Low Income	77.1	89.2	94	82.42	47.26

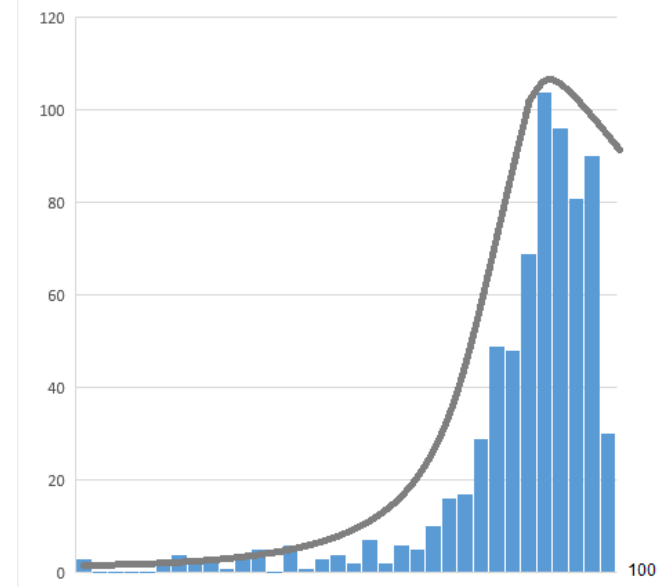


# Scoring Rules – 9<sup>th</sup> Grade On-Track

39

- **9<sup>th</sup> Grade On-Track Rate** per Report Card but by accountable school
- **Score:**  $[(\text{On-Track Rate} - 66.66) * 3]$ 
  - Negative values are rounded to 0
  - Maximum score of 100
- Same floor and slope of the line as graduation rate because same distribution of data.
- Same for all student groups

Frequency Distribution of 9<sup>th</sup> Grade On-Track Rate



# Scoring Rules- Growth

40

- Growth is measured by Mean Student Growth Percentile (Mean SGP)
  - Average of individual student growth percentiles (SPGs)
- Key criteria for selecting a growth measure was that different student groups have full access to the range of growth scores
  - Works because students' progress is compared to students who started out in the same place the year prior
- SGP calculation includes multiple years of data



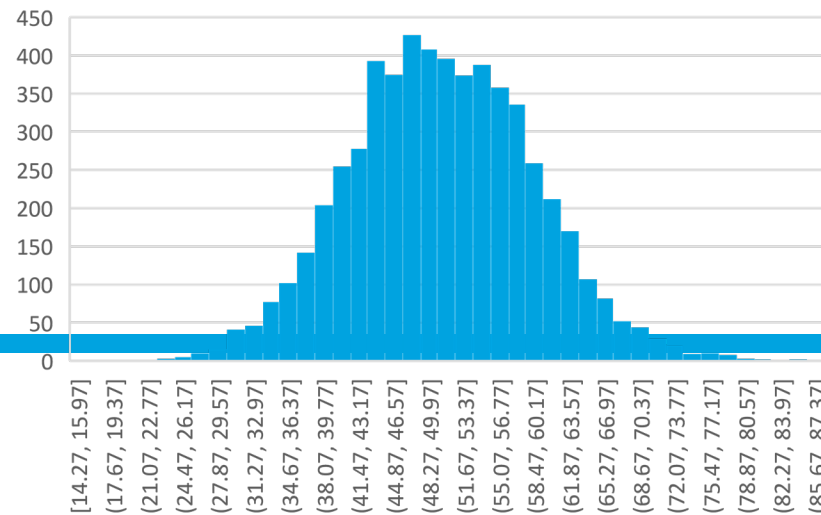
# Scoring Rules- Growth

41

- ELA Growth: Average of individual SGPs
- Score:
  - $[(\text{ELA\_MSGP} * 20/9)) - 62.2222222221]$
  - $[(\text{Math\_MSGP} * 20/9)) - 62.2222222221]$ 
    - Ceiling of 73, Floor of ~~23~~ **28**
  - Distribution same for all student groups

Note that in the webinar this was stated incorrectly as 23.  
**The Floor is 28.**

Frequency of SGP Means (Detailed)



# Growth Example: President Middle

42

Group	ELA MSGP	Points	Math MSGP	Points
All	58.44	<b>67.64</b>	46.89	<b>41.98</b>
White	58.52	<b>67.82</b>	47.00	<b>42.22</b>
Black	41.89	<b>30.87</b>	39.84	<b>26.31</b>
Hispanic	54.15	<b>58.11</b>	45.53	<b>38.96</b>
Asian	63.01	<b>77.80</b>	49.50	<b>47.78</b>
Pacific Islander	--	--	--	--
Native American	--	--	--	--
Multi-racial	63.31	<b>78.47</b>	46.10	<b>40.22</b>
EL	52.52	<b>54.49</b>	39.55	<b>25.67</b>
Former EL	48.57	<b>45.71</b>	41.29	<b>29.53</b>
IEP	57.25	<b>65.00</b>	46.45	<b>41.00</b>
Low Income	51.40	<b>52.00</b>	43.86	<b>35.24</b>



# Scoring Rules – Chronic Absenteeism

43

- **Students Chronically Absent ÷ Total Students**
  - **Chronic Absenteeism:** Students who have missed 10% or more of school days (excused or unexcused).
  - Defined in statute - (105 ILCS 5/26-18)
  - Excludes students who are medically homebound or hospitalized, but no other exceptions
  - Students are considered absent if they miss 50% or more of the school day
- **Scoring:**  $[(\text{Chronic Absenteeism Rate}^* - 2) + 100]$

# Chronic Absenteeism Example:

44

Group	Chronic Absenteeism Rate	Points
All	7.8%	<b>84.4</b>
White	6.45%	<b>87.1</b>
Black	18.77%	<b>62.46</b>
Hispanic	9.16%	<b>81.68</b>
Asian	4.21%	<b>91.58</b>
Pacific Islander	--	--
Native American	--	--
Multi-racial	8.25%	<b>83.5</b>
EL	8.46%	<b>83.08</b>
Former EL	7.18%	<b>85.64</b>
IEP	4.05%	<b>91.9</b>
Low Income	12.9%	<b>74.2</b>



# Brain Break – Questions?

45



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Education

# From Beginning to End – Waterfall High

46

- A school has performance data for each indicator for each subgroup

Indicator	All	White	Black	Hispanic	Asian	Hawaiian/ P. Islander	N. American	Multi-racial	IEP	EL	Former EL	Low Income
ELA Prof.	35.4	44.8	25.2	38.8	-	-	-	41.5	8.78	18.3	39.7	29.6
Math Prof.	31.5	42.8	23.9	13.4	-	-	-	32.8	0	19.7	34.7	15.6
ELPtP	See student level data											
Graduation Rate	88.9	90.1	87.5	88.4	-	-	-	87.9	68.6	82.4	88.9	86.3
9 <sup>th</sup> Grade On-Track	89.2	91.7	86.1	88.4				88.0	79.4	80.8	89.6	87.3
Chronic Absenteeism	7.8	6.45	18.77	9.16	-	-	-	8.25	4.05	8.46	7.18	12.9
Climate Survey	-	-	-	-	-	-	-	-	-	-	-	-
College & Career Readiness	-	-	-	-	-	-	-	-	-	-	-	-

# From Beginning to End – Waterfall High

47

- Which is converted to an indicator score through rules specific to each indicator

Indicator	All	White	Black	Hispanic	Asian	Hawaiian/ P. Islander	N. American	Multi-racial	IEP	EL	Former EL	Low Income
ELA Prof.	88.9	89.26	100	100	-	-	-	92.02	100	100	85.49	100
Math Prof.	87.42	91.36	100	62.12	-	-	-	81.71	100	100	0	85.36
ELPtP	68.2	64.2	78.1	72.1	-	-	-	-	34.9	74.3	-	62.5
Graduation Rate	66.7	72.3	64.5	67.2	-	-	-	65.7	7.8	49.2	68.7	60.9
9 <sup>th</sup> Grade On-Track	67.62	77.1	60.3	67.2	-	-	-	66	40.2	44.4	70.8	63.9
Chronic Absenteeism	84.4	87.1	62.46	81.68	-	-	-	83.5	91.9	83.08	85.64	74.2
Climate Survey	100	100	100	100	-	-	-	100	100	100	100	100
College & Career Readiness	100	100	100	100	-	-	-	100	100	100	100	100

# From Beginning to End – Waterfall High

48

- Which is multiplied by the weight it has in the system & summed into an index score.

Indicator	Weight	All	White	Black	Hispanic	Asian	Hawaiian/ P. Islander	N. American	Multi-racial	IEP	EL	Former EL	Low Income
ELA Prof.	10%	8.89	8.93	10	10	-	-	-	9.20	10	10	8.55	10
Math Prof.	10%	8.74	9.14	10	6.21	-	-	-	8.17	10	10	0	8.54
ELPtP	5%	3.41	3.21	3.91	3.61	-	-	-	-	1.75	3.71	-	3.13
Graduation Rate	50%	44.45	45.05	43.75	44.2	-	-	-	43.95	34.3	41.2	44.45	43.15
9 <sup>th</sup> Grade On-Track	6.25%	5.57	5.73	5.38	5.53	-	-	-	5.5	4.96	5.05	5.6	5.46
Chronic Absenteeism	7.5%	6.33	6.53	4.68	6.13	-	-	-	6.26	6.89	6.23	6.42	5.57
Climate Survey	5%	5	5	5	5	-	-	-	5	5	5	5	5
College & Career Readiness	6.25%	6.25	6.25	6.25	6.25	-	-	-	6.25	6.25	6.25	6.25	6.25
INDEX	100%	88.64	89.84	88.97	86.93	-	-	-	84.33	79.15	87.44	76.27	87.10





# From Beginning to End – Waterfall High

49

- Schools are rank ordered by their “all student” group index score to find the bottom 5% and top 10%.
- Lowest performing designations are assigned

**Top  
10%**

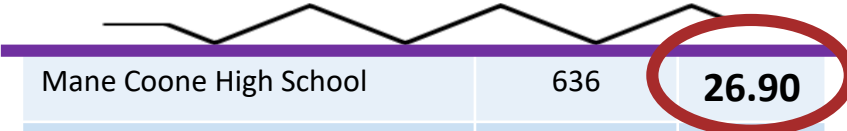
Grades 9-12	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfalls High School	66	88.64
Big Pine High	67	88.48

Mane Coone High School	636	26.90
Boulevard Court High School	637	26.44
Mascot High School	638	26.25
Landmark High School	639	26.23
General High School	640	26.14

# From Beginning to End – Waterfall High

50

- The index scores of the subgroups are compared to the “all student” group index score of the school just below the lowest 5% threshold.
- If there are underperforming subgroups, the underperforming designation is applied.



Mane Coone High School	636	<b>26.90</b>
Boulevard Court High School	637	26.44
Mascot High School	638	26.25
Landmark High School	639	26.23
General High School	640	26.14

↓

Indicator	All	White	Black	Hispanic	Asian	Hawaiian/ P. Islander	N. American	Multi-racial	IEP	EL	Former EL	Low Income
INDEX	88.64	89.84	88.97	86.93	-	-	-	84.33	79.15	87.44	76.27	87.10



# From Beginning to End – Waterfall High

51

Indicator	All	White	Black	Hispanic	Asian	Hawaiian/ P. Islander	N. American	Multi-racial	IEP	EL	Former EL	Low Income
INDEX	88.64	89.84	88.97	86.93	-	-	-	84.33	79.15	87.44	76.27	87.10

- Waterfall High has no underperforming subgroups and is in the top 10% of 9-12 schools statewide.
- It receives a designation of Exemplary



# Brain Break – Questions?

52



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District Snapshot
Academic Progress
District Environment
Students
Teachers
Administrators
Schools In District
Retired Tests

District Snapshot

District Superintendent

Dr. Janice Jackson

District Superintendent Tenure

Years

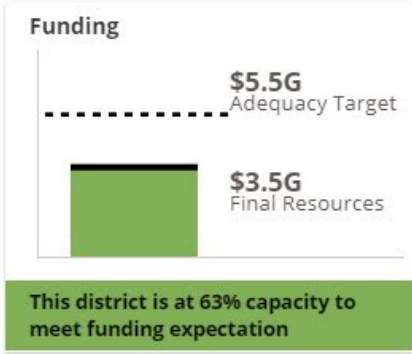
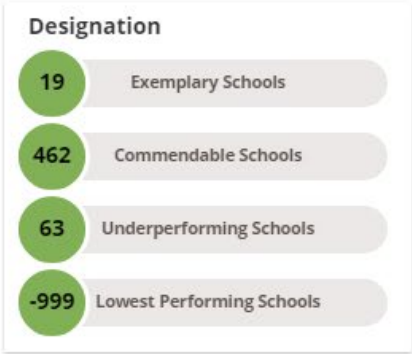
Address

42 W MADISON ST 2ND FLR  
CHICAGO IL 60602  
(773)553-2747

[ISBE Report Card](#)  
[District Website](#)



District State



# LONGFELLOW ELEM SCHOOL (PK - 5) - OAK PARK ESD 97

## School Snapshot

### Academic Progress

### School Environment

### Students

### Teachers

### Administrators

### School Highlights

### Feeder Schools

### Retired Tests

## School Snapshot

### Principal

Angela Dolezal

### Principal Tenure

6 Years

### District Superintendent

Dr. Carol Kelley

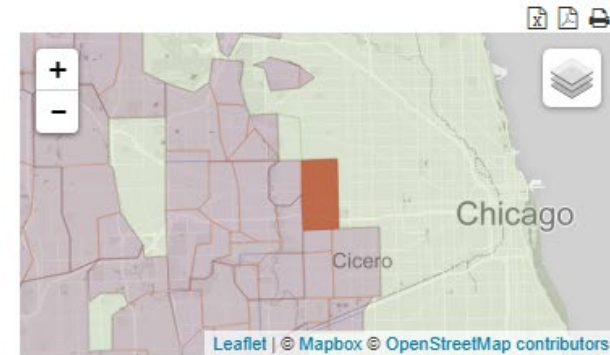
### District Superintendent Tenure

4 Years

### Address

715 HIGHLAND AVE  
OAK PARK IL 60304  
(708)524-3060

[ISBE Report Card](#)



■ School ■ District ■ State

### Designation

## Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

5%

Student Mobility

### Feeder Schools

-999 Exemplary Schools

-999 Commendable Schools

-999 Underperforming Schools

-999 Lowest Performing Schools

### Funding



This district is at 78% capacity to meet funding expectation

7%


Chronic Absenteeism

85%

Retention

# Useful Reports in SIS

55

**Illinois State Board of Education**  
Login: ISBEADMZZZ

**Student In**

[Home](#)  
[Student](#)  
[Search SID](#)  
[Request New SID](#)  
[Exit Enrollment](#)  
[Assessment Pre-ID](#)  
[Assessment Correction](#)  
[Assessment Unassigned](#)  
[Adjusted Cohorts](#)  
[Prenatal](#)  
[Early Childhood Transition](#)  
[PA 100 - 105](#)  
[Teacher](#)  
[Batch Files](#)  
[Reports](#)  
[Help](#)  
[ISBE Internal](#)  
[Log Out](#)

**Student**

- Assessments (Pre-Id, Assessment Correction, Scores PARCC, DLM-AA, SAT)
- Bilingual (EL Screener, EL, ACCESS)
- Demographics and Enrollment (Demographics, Enrollment, Current vs. Previous Enrollment)
- Discipline
- Early Learning (Birth to 3, Early Childhood, Early Childhood Outcomes, Pre-K Follow-Up)
- Homeless
- Individual Student
- Regional Safe School
- Special Education

**Course Assignments**

- Student and Teacher Reports (Course Assignments, Outside Courses, College Courses)
- Missing Courses

**State Reporting**

- Assessment Summative Reports**
  - Elementary/Middle School Summative Designation Raw Scores Report [Summary](#)
  - Elementary/Middle School Summative Designation Indicator Scores Report [Summary](#)
  - Elementary/Middle School Summative Designation Index Scores Report [Summary](#)
  - High School Summative Designation Raw Scores Report [Summary](#)
  - High School Summative Designation Indicator Scores Report [Summary](#)
  - High School Summative Designation Index Scores Report [Summary](#)
- Fall Enrollment Counts [Summary](#)
- Spring Enrollment Counts [Summary](#)
- Homeless Counts [Summary](#)
- End of Year Reports



# Indicator Raw Performance

56

## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Raw Performance Calculation)

The first step in calculating your summative designation is to determine your performance on each indicator. These calculations will differ slightly from the summary reports in SIS, which are sorted by home or serving school, and from the calculations displayed on the Report Card. Different rules govern where and when kids are reported for Report Cards and for purposes of calculating summative ratings. The following rules were used to assign a student to an "accountable school" for purposes of calculating a summative rating:

1. If any student has **Private School Indicator Yes**, drop the record from the data set.
2. Use the RCDTS code and category of the school of record listed as Home, Serving, and Service provider to determine the **Accountable School**.

Where Home School / Serving School RCDTS Are...	Service Provider	Accountable
Same – both regular public schools (excluding 3000 types)	None	Serving*
Different – both regular public schools (excluding 3000 types)	None	Serving*
Different – serving is a 3000 type school	None	Home*
Same – both regular public schools (excluding 3000 types)	Any	Serving*
Different – both regular public schools (excluding 3000 types)	Home School	Home*
Different – both regular public schools (excluding 3000 types)	Serving School	Serving*
Different – both regular public schools (excluding 3000 types)	Anything other than a regular public school	Home*
Different – serving is anything other than a regular public school	Any	Home*
Different – serving is a category 8 (misc) entity	Any	Serving*

\* Where the student has been enrolled for "at least a half of a school year" (non-consecutive enrollment).

"At least half of a school year" is defined as 134 or more calendar days (non-consecutive) of total enrollment (based on mean enrollment length). It includes days of suspension, but excludes expulsion. It was determined by taking the difference between the start date and end date of all school and district calendars in the state, averaging their length, and dividing the average in half.

- In cases where a student has two enrollments greater than 134 calendar days, the student's record falls to the school with the greater days of enrollment.
- In cases where a student has two enrollments of exactly the same value, both at or above 134, the student's record falls to the school with the enrollment at the time of testing.
- If there is no accountable school that the student has been enrolled "at least a half of a school year" (non-consecutive enrollment), the student is dropped from the data set.
- If a student has multiple, consecutive part-time enrollments, the accountable school is the accountable school with a part-time enrollment that is = or >50%.

Page 33 of the Every Student Succeed Act, Sec. 1111.(c).(4).(F).(i) states that students who have "not attended the same school within a local educational agency for at least half of a school year" **may not be used** for accountability purposes, and **must be used** for reporting on the State and local educational agency report cards. These business rules assign students who are served at entities who may or may not have report cards, or who are included at district levels on report card, to ensure they are included in the system of accountability.

### Indicators:

**ELA Proficiency:** Percent of students proficient in ELA on SA

**Math Proficiency:** Percent of students proficient in math on S

**ELA Growth:** Average of individual student growth percentiles

**Math Growth:** Average of individual student growth percentile

**English Learner Progress to Proficiency:** Percent of English

**Chronic Absenteeism:** Percent of students missing 10% or n

## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Raw Performance Calculation)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	7.44	3.26	52.57	48.41	78.95	27.07
EL	6.32	2.11	56.64	53.02	78.95	15.53
IEP	0.00	0.00	29.95	42.86	83.89	30.91
Low Income	7.61	3.26	50.94	46.89	81.58	26.87
Hispanic or Latino	10.24	3.94	57.01	52.45	79.18	17.65
Black or African American	1.52	0.00	44.57	38.43		40.57
White						45.45



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# Indicator Scores

57

## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Indicator Score Calculations)

The second step in calculating your summative designation is to score your performance on each indicator. These calculations use your performance data calculated previously and convert it into an indicator score. Scores range from 0 to 100. Scores are truncated for reporting to 2 decimals. Infinite decimals are used in all calculations.

For full information on the business rules associated with these calculations, please see <https://www.isbe.net/Documents/Summative-Designation-Business-Rules.pdf>

Indicators:

**ELA Proficiency Scoring:**  $(\text{Percent Proficient} \div \text{ELA Interim Target for demographic group for year}) \times 100$  | Max score of 100

Year	All	White	Black	Hispanic	Asian	Hawaiian Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2018	43.03	51.21	27.12	33.09	68.96	53.97	36.51	45.60	19.10	34.23	22.05	30.44

**Math Proficiency:**  $(\text{Percent Proficient} \div \text{Math Interim Target for demographic group for year}) \times 100$  | Max score of 100

Year	All	White	Black	Hispanic	Asian	Hawaiian Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2018	38.93	46.80	22.26	29.30	69.19	48.79	32.32	40.55	18.78	39.79	22.07	26.56

**English Learner Progress to Proficiency:**  $[(\text{Current Scale Score} - \text{Prior Scale Score}) \div \text{the smaller of Timeline Target or Revised Target}]$

**Expected Grade of Proficiency:**  $(\text{Grade of identification} + 5)$  | Starting in Grade 1

**Timeline Target:**  $[(\text{Proficiency Scale Score} - \text{Initial Score}) \div 5]$  | Does not change for 5 years

**Revised Target:**  $[(\text{Proficiency Scale Score} - \text{Current Score}) \div \text{\# of years left}]$  | Updated yearly starting in year 2

**Targets after timeline:**  $(\text{Current Grade Proficiency Scale Score} - \text{Prior Achieved Scale Score})$  | Denominator after student is past expected grade of proficiency

**Proficiency Scale Scores:**

Expected Grade of Proficiency	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Scale Score Equivalent to 4.8 Proficiency Level	393	400	406	412	418	423	428

**ELA Growth:**  $[(\text{ELA\_Mean\_SGP} \times (20/9)) - 62.222222221]$

**Math Growth:**  $[(\text{Math\_Mean\_SGP} \times (20/9)) - 62.222222221]$

**Chronic Absenteeism:**  $[(\text{Chronic Absenteeism Rate} \times -2) +$

## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Indicator Score Calculations)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	17.29	8.36	54.61	45.37	78.95	45.87
Black or African American	5.59	0.00	55.71	48.04		18.87
EL	18.45	5.29	70.80	66.27	78.95	68.94
Hispanic or Latino	30.93	13.44	71.27	65.56	79.18	64.71
IEP	0.00	0.00	37.44	53.57	83.89	38.18
Low Income	24.99	12.28	63.68	58.61	81.58	46.27



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# Index Points

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## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Index Score Calculations)

The third step in calculating your summative designation is to multiply your indicator scores by the weights those indicators have in the system, and sum them into an index score. If indicators are missing for a particular student group, the weight of the missing indicators is distributed proportionately across the other scored indicators.

For full information on the business rules associated with these calculations, please see <https://www.isbe.net/Documents/Summative-Designation-Business-Rules.pdf>

### Indicator Weights:

Indicator	Weight (if all indicators present)
ELA Proficiency	10%
Math Proficiency	10%
ELA Growth	25%
Math Growth	25%
English Learner Progress to Proficiency	5%
Chronic Absenteeism	20%

\* Climate Survey is also included in the summative designation and is worth 5%. All schools receive full credit for this indicator until statewide data is available and can be disaggregated by student group. This indicator adds 5 points to the final index score. Weight from missing indicators is not distributed to this indicator.

To determine the weights of the scored indicators if one or more indicator is missing use the following formula:

$$\text{GroupElaPro} * (.1 + R_1) + \text{GroupMathPro} * (.1 + R_2) + \text{GroupELPtP} * (.05 + R_3) + \text{ELAGrowth} * (.25 + R_4) + \text{MathGrowth} * (.25 + R_5) + \text{ChronicAbsent} * (.2 + R_6) + 5_{\text{ClimateSurvey}}$$

$R_n$  is the relative weight that needs to be added to each of the remaining variables if one or more of the variables are missing.

$W_n$  is the original respective weight of the given indicator.

For each school:

- Sum up the weights of the indicators that are missing or null
- Sum up the weights of the indicators that have scores
- Use relative weight formula for each indicator
- Input missing indicator scores as 0's, which will eliminate them from the formula.
- Add relative weights to the above formula and calculate.

$$R_n = W_n * \frac{\Sigma(\text{missing weights})}{\Sigma(\text{remaining weights})}$$

## 2018 Elementary/Middle School Summative Designation Indicator Scores Report (Index Score Calculations)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	1.73	0.84	13.65	11.34	3.95	9.17
Black or African American	0.59	0.00	14.70	12.68		3.98
EL	1.85	0.53	17.70	16.57	3.95	13.79
Hispanic or Latino	3.09	1.34	17.82	16.39	3.96	12.94
IEP	0.00	0.00	9.36	13.39	4.19	7.64
Low Income	2.50	1.23	15.92	14.65	4.08	9.25



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# Reading Across All Three

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2018 Elementary/Middle School Summative Designation Indicator Scores Report (Raw Performance Calculation)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	7.44	3.26	52.57	48.41	78.95	27.07
EL	6.32	2.11	56.64	53.02	78.95	15.53
IEP	0.00	0.00	29.95	42.86	83.89	30.91
Low Income	7.61	3.26	50.94	46.89	81.58	26.87
Hispanic or Latino	10.24	3.94	57.01	52.45	79.18	17.65
Black or African American	1.52	0.00	44.57	38.43		40.57
White						45.45

2018 Elementary/Middle School Summative Designation Indicator Scores Report (Indicator Score Calculations)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	17.29	8.36	54.61	45.37	78.95	45.87
Black or African American	5.59	0.00	55.71	48.04		18.87
EL	18.45	5.29	70.80	66.27	78.95	68.94
Hispanic or Latino	30.93	13.44	71.27	65.56	79.18	64.71
IEP	0.00	0.00	37.44	53.57	83.89	38.18
Low Income	24.99	12.28	63.68	58.61	81.58	46.27

2018 Elementary/Middle School Summative Designation Indicator Scores Report (Index Score Calculations)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	1.73	0.84	13.65	11.34	3.95	9.17
Black or African American	0.59	0.00	14.70	12.68		3.98
EL	1.85	0.53	17.70	16.57	3.95	13.79
Hispanic or Latino	3.09	1.34	17.82	16.39	3.96	12.94
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Low Income	2.50	1.23	15.92	14.65	4.08	9.25



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# Useful Reports in SIS

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<b>Assessments</b> (Pre-Id, Assessment Correction, Scores PARCC, DLM-AA, SAT)	
<b>Bilingual</b>	
EL Screener	<a href="#">Summary</a> <a href="#">Detail</a>
EL	<a href="#">Summary</a> <a href="#">Detail</a>
ACCESS WIDA DRC Site File and Testing Waiver	<a href="#">Detail</a>
ACCESS Pre-Id	<a href="#">Summary</a> <a href="#">Detail</a>
ACCESS Assessment Correction	<a href="#">Summary</a> <a href="#">Detail</a>
ACCESS Score	<a href="#">Summary</a> <a href="#">Detail</a>
Student EL History	<a href="#">Summary</a> <a href="#">Detail</a>
Former EL Students Report	<a href="#">Detail</a>
Student ACCESS Scores History	<a href="#">Detail</a>
Unassigned Test Results	<a href="#">Detail</a>
eGMS EL Program Placement and Services	<a href="#">Summary</a> <a href="#">Detail</a>
eGMS Ceiling Calculator Funding Allocations	<a href="#">Summary</a> <a href="#">Detail</a>
eGMS EL Attendance Center Enrollment	<a href="#">Summary</a> <a href="#">Detail</a>
eGMS Ceiling Calculator Funding (2017 and earlier)	<a href="#">Summary</a> <a href="#">Detail</a>

- Student Access Scores History
- Former EL Students Report

Student ID	Student Name:	Birth Date:	School Year	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
			2016	10		BC	BC	C	402	O	384	O	372	O	369	O	KB	381	393	371	377	4.6	4.6	3.2	3.2	3.9	4.6	3.2	3.6
			2017	11		BC	BC		438	O	350	O	408	O	374	O	KB	417	394	391	392	5.6	3.2	4.7	3.6	5.2	3.9	3.8	3.8
			2018	12		BC	BC		469	O	368	O	441	O	379	O	KB	449	419	410	413	6.0	3.4	6.0	3.6	6.0	4.4	4.2	4.3

Student ID	Student Name:	Birth Date:	School Year	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
			2012	06	A				325		320		311		354			315	323	333	330	2.9	2.4	1.9	3.8	2.4	2.7	2.9	2.9
			2013	07	B				372		358		349		299			356	365	324	336	4.2	4.0	3.0	1.9	3.5	4.1	2.3	2.8
			2014	08	C				404		329		356		343			370	367	350	355	5.2	2.5	2.9	2.9	3.8	3.9	2.9	3.2
			2015	09	B				350		384		345		388			347	367	367	367	2.9	4.9	2.3	3.9	2.6	3.7	3.3	3.4
			2016	10		A	BC	B	367	O	411	O	361	O	415	O	KB	363	389	388	388	3.3	5.9	2.7	4.8	2.9	4.4	3.9	4.1
			2017	11		BC	BC		372	O	373	O	379	O	391	O	KB	377	373	385	381	3.2	3.5	2.9	4.0	3.0	3.4	3.6	3.6
			2018	12		A	BC		386	O	324	O	377	O	367	O	KB	380	355	372	367	3.6	2.5	2.7	3.4	2.9	3.0	3.1	3.1



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# Useful Reports in SIS

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## ■ PARCC/DLM/SAT Scores Grid

Student	
Assessments	
PARCC Pre-ID	
PARCC Assessment Test Format (Online or Paper) and Test Window - STEP 1	<a href="#">Detail</a>
PARCC Assessment Pre-ID - STEP 2	<a href="#">Summary Detail</a>
PARCC Correction	
PARCC Assessment Correction	<a href="#">Summary Detail</a>
PARCC Assessment Scores	<a href="#">Summary Detail</a>
PARCC Assessment Scores Grid	<a href="#">Summary</a>
DLM-AA	
DLM-AA Assessment Pre-ID	<a href="#">Summary Detail</a>
DLM-AA Correction and Score (all students)	<a href="#">Summary Detail</a>
DLM-AA Assessment Scores Grid	<a href="#">Summary</a>
DLM-AA Dynamic Learning Maps	<a href="#">Summary</a>
SAT	
SAT Assessment Pre-ID	<a href="#">Summary Detail</a>
SAT Assessment Correction	<a href="#">Summary Detail</a>
SAT Assessment Scores	<a href="#">Summary Detail</a>
SAT Assessment Scores Grid	<a href="#">Summary</a>

### 2018 PARCC Assessment Scores (Summary)

9/20/2018 8:34 pm

Assessment Home School: [Redacted]  
 Selection Criteria: None

	English Language Arts/Literacy							Mathematics						
	Total Records	No Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations	Total Records	No Score	Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
Grade Level: All	630	3	203	176	157	80	11	630	2	180	199	145	97	7
Total Students (PARCC)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Report Suppression: 01	5	0	5	0	0	0	0	0	0	0	0	0	0	0
Report Suppression: 05	625	3	198	176	157	80	11	630	2	180	199	145	97	7
Total Valid Scores	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Administration: Fall	625	3	198	176	157	80	11	630	2	180	199	145	97	7
Administration: Spring	625	3	198	176	157	80	11	630	2	180	199	145	97	7
Test Format: Online	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Test Format: Paper	315	0	132	84	59	38	2	317	0	106	92	62	54	3
Gender: Male	310	3	66	92	98	42	9	313	2	74	107	83	43	4
Gender: Female	303	1	83	88	82	42	7	0	0	0	0	0	0	0
Test Code: ELA07	322	2	115	88	75	38	4	0	0	0	0	0	0	0
Test Code: ELA08	0	0	0	0	0	0	0	305	1	55	105	91	48	5
Test Code: MAT07	0	0	0	0	0	0	0	325	1	125	94	54	49	2
Test Code: MAT08	5	0	1	3	1	0	0	5	0	1	1	2	1	0
Race Ethnicity: American Indian or Alaska Native (12)	17	0	0	3	5	6	3	17	0	0	1	8	6	2
Race Ethnicity: Asian (13)	29	1	12	7	7	2	0	29	1	12	12	2	2	0
Race Ethnicity: Black or African American (14)	523	2	173	149	135	58	6	528	1	157	168	122	76	4
Race Ethnicity: Hispanic or Latino (11)	16	0	6	4	4	2	0	16	0	4	7	4	1	0
Race Ethnicity: Two or More Races (17)	35	0	6	10	5	12	2	35	0	6	10	7	11	1
Race Ethnicity: White (16)	67	0	53	8	5	1	0	69	0	41	24	2	2	0
IDEA Services: Yes	184	1	118	50	13	2	0	189	0	105	63	17	4	0
EL Indicator: Yes	533	3	180	149	132	64	5	538	2	158	178	117	80	3
FRL/Low Income Indicator: Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant Indicator: Yes	9	0	3	2	2	2	0	10	0	4	5	0	1	0
Homeless Indicator: Yes	33	0	14	12	7	0	0	33	0	12	12	7	2	0
21st Century Indicator: Yes	605	1	187	171	157	78	11	605	1	164	193	143	97	7
Enrolled in Home School On or Before May 1: Yes	611	1	191	173	157	78	11	611	1	169	194	143	97	7
Enrolled in Home District On or Before May 1: Yes	0	0	0	0	0	0	0	5	0	5	0	0	0	0
First Year in U.S.: Yes	1	1	0	0	0	0	0	1	1	0	0	0	0	0
Reason for No Valid Test Attempt Indicator	1	1	0	0	0	0	0	1	1	0	0	0	0	0
01 Medically Exempt	1	1	0	0	0	0	0	1	1	0	0	0	0	0
07 Transferred Out Prior to Testing	1	1	0	0	0	0	0	0	0	0	0	0	0	0
08 Transferred In After Test Administration	5	0	5	0	0	0	0	0	0	0	0	0	0	0
22 Reserved for Internal Use Only (Participation credit is NOT negatively impacted by this RNVIA)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Error Code 1: No Score Data	0	0	0	0	0	0	0	0	0	0	0	0	0	0

AssessParccScoresSummary1Grid.rpt



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# Join Us!

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## ISBE On the Road Support and Accountability Q&A Events

Join experienced ISBE staff members at one or more of these events for a brief update and to ask questions regarding the support and accountability system. Illinois' new support and accountability system launches with the 2018 Illinois Report Card on Oct. 31.



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# Assessment Update Webinar Schedule

Date	Scheduled Time
Friday, October 26, 2018	10 a.m. - 11 a.m.
Friday, November 09, 2018	10 a.m. - 11 a.m.
Friday, November 30, 2018	10 a.m. - 11 a.m.
Friday, December 14, 2018	10 a.m. - 11 a.m.





# Questions?



**PLEASE contact Rae Clementz with questions**

**Call 217-782-4823 to schedule a time**

Email questions to [aclement@isbe.net](mailto:aclement@isbe.net)



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# Contacts

## ISBE Assessment & Accountability Office

- 866-317-6034
- [www.isbe.net/Pages/Assessment.aspx](http://www.isbe.net/Pages/Assessment.aspx)
- [assessment@isbe.net](mailto:assessment@isbe.net)

## SIS Helpdesk

- 217-558-3600 (option 3)
- [www.isbe.net/Pages/Student-Information-System.aspx](http://www.isbe.net/Pages/Student-Information-System.aspx)

## Join our Listserv!

- Assessment Listserv: Send a blank email with “SUBSCRIBE” in the subject line to [assessment@isbe.net](mailto:assessment@isbe.net).

## Sign up for Report Card Emails!

- Go to [www.isbe.net/support](http://www.isbe.net/support) and click the **SUBSCRIBE HERE!** button

