Illinois State Board of Education

How to Interpret and Communicate Your 2022 Summative Designation

Illinois State Board of Education

October 3 & 4, 2022

Equity • Quality • Collaboration • Community

Agenda

- Brief Overview of Summative Designations
- Timeline to 2022
- Count Down to the Release
- Communication Fundamentals
- Practitioner Perspectives: Rockford Public Schools 205
- Practitioner Perspectives: Flora Schools CUSD 35
- Interpreting the 2022 Designation
- Changes to Accountability in 2022 (that would have impacted interpretation)
- Eligible for Early Exit
- Helpful Resources
  - Using Summative Data to Tell Your Story
  - Educator Preview & Report Card Narratives
  - www.isbe.net/summative

What is an Annual Summative Designation?

- **Multiple measures** index of academic achievement and student success
- Given **annually*** and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**
  - Including schools with student groups needing support in otherwise reasonably performing schools
  - A school **in school improvement status remains in status** for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress

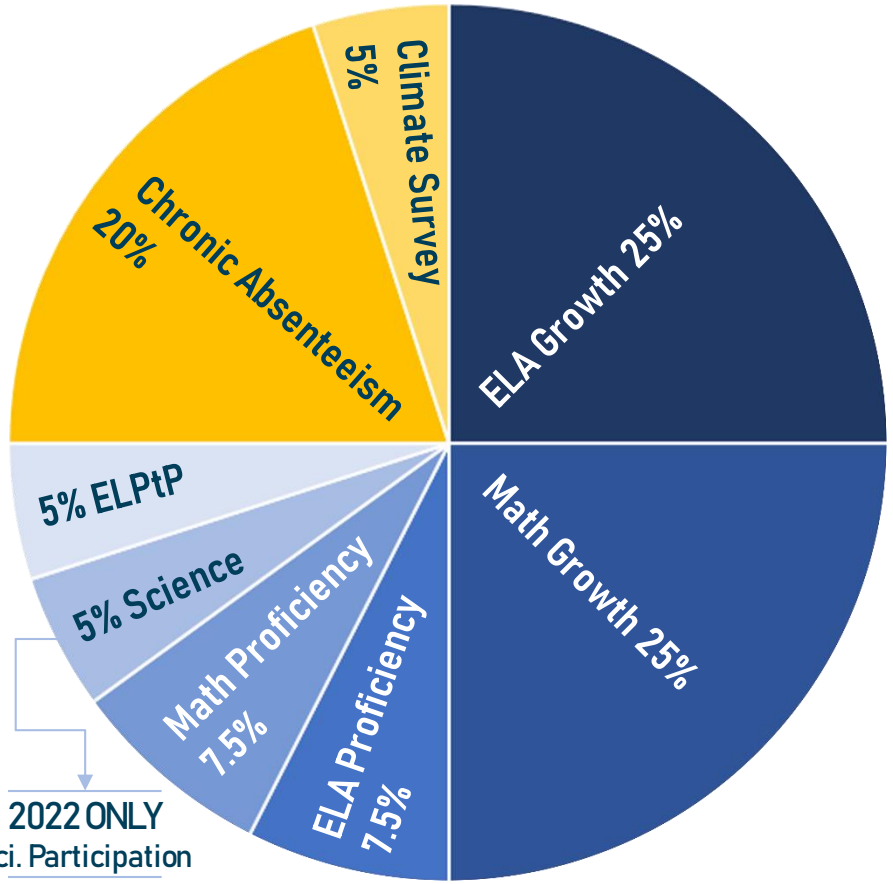
*Except in years with a federal waiver of accountability

Four Annual Summative Designations

Exemplary	▪ Overall performance in the top 10% of all schools ▪ Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools ▪ High schools must have a graduation rate higher than 67%
Commendable	▪ Overall performance not in the top 10% of all schools ▪ Must have no targeted student groups at or below the "all students" group of the lowest-performing 5% of schools ▪ High schools must have a graduation rate higher than 67%
Targeted Support	▪ One or more student groups performing at or below the "all students" group of the lowest performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic **STUDENT GROUPS** **Demographics** ▪ American Indian or Alaska Native ▪ Asian ▪ Black or African American ▪ Hispanic or Latino ▪ Native Hawaiian or Other Pacific Islander ▪ Two or More Races ▪ White **Programs** ▪ Children with disabilities ▪ Economically disadvantaged students ▪ English Learners ▪ Former English Learners **A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.**
Comprehensive Support	▪ Overall performance in the bottom 5 percent of Title I-eligible schools statewide ▪ All high schools with a graduation rate below 67 percent **A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.**

2022 Indicators and Weights

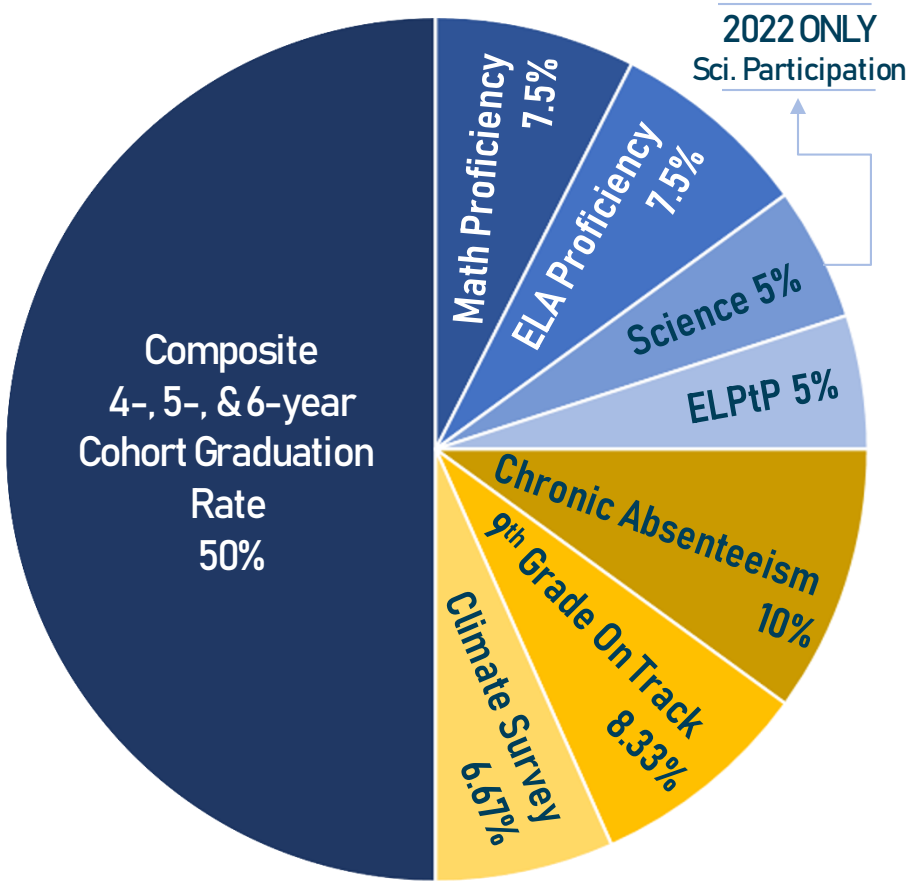
Elementary/Middle Band (ES)



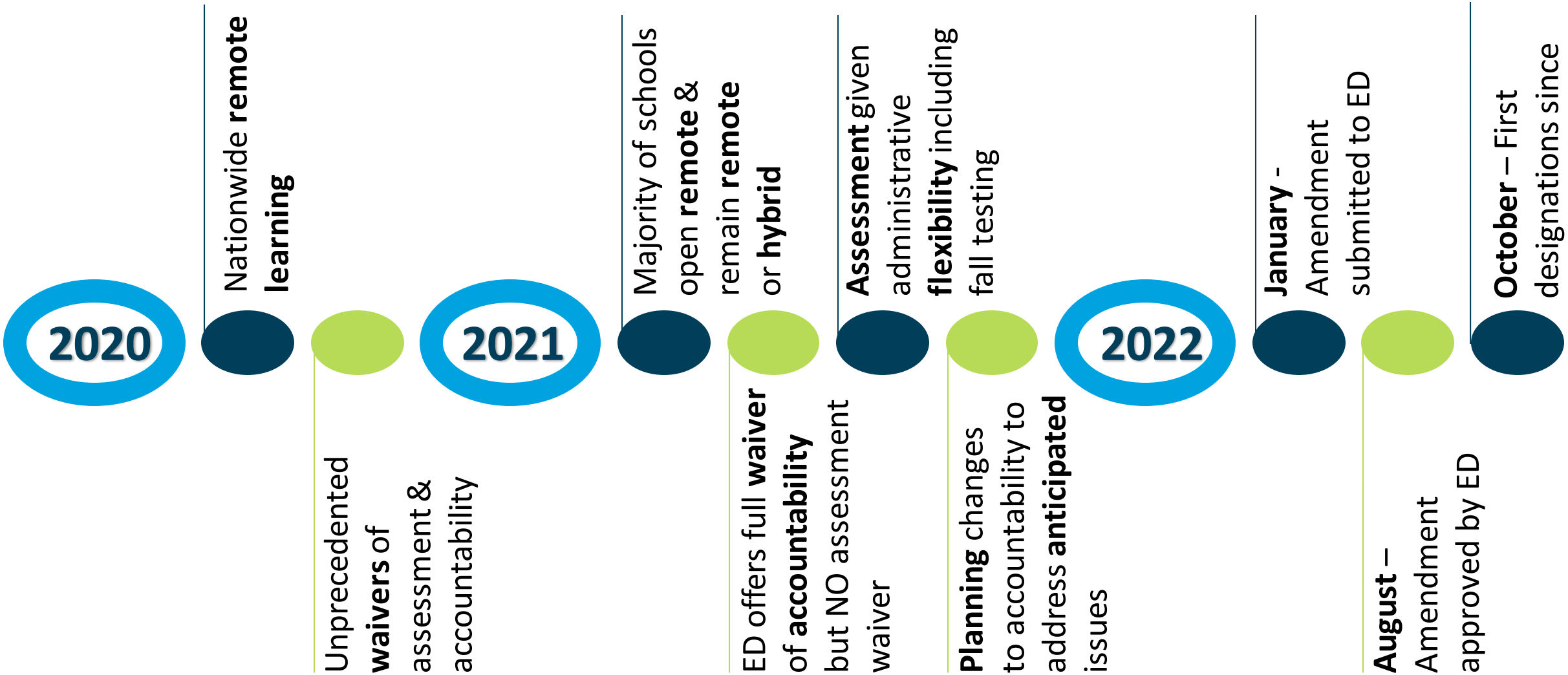
2022 Data

(ELPtP) English Learner Progress to Proficiency

High School Band (HS)



How Did We Get to 2022?



Count Down to the Release

https://www.isbe.net/Documents/2022ReportCard-Timeline.pdf

OCT 3

Educator Preview Opens

Preliminary Summative Designations Available

OCT 6

2022 Report Card Overview Webinar

Mid OCT

Official Summative Designation Notification Letters

~3 days later

2022 Grant Notification Letters to New Targeted & Comprehensive Schools

~1 week out

Public Data Set Available

Media Briefing Calls

Under Embargo

OCT 27

2022 Report Card Released

Six W's of Communication

What is the **most important** thing for people to know or understand?

Who needs to know?

When should the message be ready?

Where can information be found? Where will it be shared?

Why this designation? Why will the audience **care**?

What will we do **now**?

The hard part of initial communications

1. The original titles of the two lower performing designations
2. Technical Aspects
   a. Breadth of the summative score metrics
   b. Underperforming subgroups and the 5% line

Communicating with Various Groups

- School Leaders: Building-based(site specific and summative report) and District-level (chart of all designations with supports and tasks)
- Board of Education and the media (chart of designations, supports, and ISBE's documents)
- All of the above received links to ISBE resources including handouts and webinars
- Parents and Families showed little broad-based interest

Lessons Learned

- Schedule follow up sessions to understand materials and summative scores
- Pre-release communications were too dependent on independent work
- Thinking patterns were deeply ingrained from NCLB and the comprehensive nature of the ESSA accountability system was not yet prevalent
- The action steps to improve results should have been connected to the release of the designation information and less dependent on the IL Empower process

Communicating and 2022's Actions

- Highlighted and promoted ISBE-provided materials, including access to in-person sessions
- Chart of designations (funded and current) and supports is included with more topics covered for each school
- We're not assuming that anyone read anything – training will be more frequent and more personalized
- Focus on what the District is doing about the status rather than the mechanics of earning the designation
- Look for ways to humanize the messages at schools and the districts

Communication about state status

Amy Leonard, Principal Floyd Henson Jr. High

Jackie Kreitler, ELA Floyd Henson Jr. Hgh

Ashley Harrington, ELA Floyd Henson Jr. High

•Hardest part of communicating status•

First year of designation	No one really knew what was going on so communicating about the bottom 5% (now Comprehensive) was difficult because it was all new.
Embarrassment	We had become quite lackadaisical about the state testing and relevance or consequences. Admitting to the administration that level of apathy caused the staff to really face reality.
Not knowing	Because our designation was the first year, it was difficult to talk to staff, administration, and public about what was going to happen next.
Public not aware of changed	Parents have never been completely aware of what the state testing measures for the schools. Now that the state was assigning designations for each school, the parents didn't understand or care to understand.
Whispers among other buildings in the district	This kind of relates back to the embarrassment issue. Since the other 2 buildings in our district were commendable, there was pressure and "side eye"

For more info:
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For more info:
jkreitler@floraschools.com aharrington@floraschools.com

Who did we communicate with?

Staff-This is here to stay. We need to change.

Board of Education-Superintendent kept them informed in their briefings.

Superintendent-He was our go-between for all groups except students.

Students-We were very direct with the students to have them become active participants

Managing their reactions--strategies/lessons learned

Board of Education--supportive and willing to utilize the assistance

Staff--became more collaborative, encouraging, and focused in lessons (eliminated bell and whistles, fluff, entertainment)

Lesson learned--Don't beat yourself up. This was the best thing that has happened for our building, kids, and staff

Lesson learned--Get the kids involved as much as possible with local testing scores, grade goals, and lessons (ELA away from textbook)

Communication changes

**Need top down starting at the state...This is not easy. Be flexible as possible.

**Email local assessment scores to entire building 5 times throughout the year so all staff know where our students are scoring.

**Incorporated a common study hall period so all teachers work with students to improve ELA and Math

Questions For Colleagues

The Data ≠ The Answer

"The data don't tell you the answer.
The data just tell you where to start asking questions."

- Look for patterns and deviations from the patterns
- Look to multiple sources of data
- What story do the data tell about being a particular kind of student at your school?
- **When in doubt, schedule a data review – (217) 524-1817**

Resist Comparing the 2022 Designation to the 2019

- **Resist comparing** the 2022 designation to the 2019 designation
  - Changes with varying degrees of impact to nearly every indicator
  - Comparison assumes similar conditions & context between the years

- **Do not over interpret** the designation or the data – gauge comparability in context
  - Did you have high rates of assessment participation in BOTH 2021 and 2022?
  - Did you make changes to attendance tracking in either 2021 or 2022?
  - Did you make changes to instructional practices or graduation requirements?

The **more stable** your circumstances stayed across time, the **more comparable** your designations are. However, even if your circumstances stayed the same, other schools' circumstances did not, and the accountability system is to **some degree relational**.

If your designation changed, you should **carefully consider other sources of data**, particularly ones taken from the current academic year (SY2023) to determine whether you believe this change to be indicative of a **persistent trend**, or an **anomaly** related to conditions in 2021 or 2022.

How to Interpret 2022 Without Comparing to 2019

- If my 2022 designation is not highly comparable to my 2019 designation, how can it be interpreted?
  - The designation is still a common measure of performance across the state on multiple measures of student success
  - Students in Exemplary and Commendable schools experience similar levels of success to their peers on the whole, regardless of demographics or program status
  - In Targeted schools, the performance of one or more student groups is substantively different from their peers
  - Comprehensive schools need support

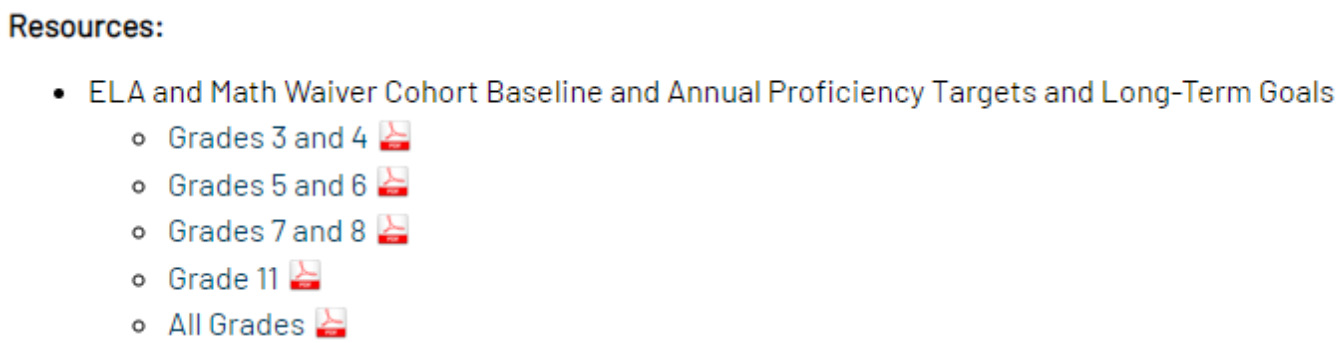
How to Interpret 2022 Without Comparing to 2019

- My designation changed positively, but my overall performance on key indicators is flat or has declined. How do I explain that?
  - Multiple changes were made to the accountability system to account for the impact to schools and students from COVID-19
  - The purpose of the accountability system is to identify the schools and students most urgently in need of support
  - A positive change to the designation with flat or declining performance on specific metrics reflects needs changing throughout the state

Changes in 2022 Summary

Changes in 2022 Summary – 1 of 5

- New ELA & math proficiency targets
  - Baseline of 2021 state average performance
  - Three **grade groups** at the 3-8 level – [3 & 4] [5 & 6] [7&8]
  - https://www.isbe.net/Pages/Accountability-Indicators.aspx


Resources:

- ELA and Math Waiver Cohort Baseline and Annual Proficiency Targets and Long-Term Goals
  - Grades 3 and 4
  - Grades 5 and 6
  - Grades 7 and 8
  - Grade 11
  - All Grades

- Science proficiency replaced with **participation rate <u>2022 ONLY</u>**

Changes in 2022 Summary – 2 of 5

- Two student growth percentiles (SGP) calculations, using the one with the higher statewide mean
  - Standard **cohort SGP** – compares students to their academic peers from the same grade & subject in the same academic year (i.e. 2022)
  - New **baseline SGP** – compares student to their academic peers from the same grade & subject in a prior baseline academic year (i.e. 2019)
  - Only interesting when they're different

- One scoring formula for composite 4-, 5-, & 6-year cohort graduation rate
  - [Composite weighted cohort graduation rate * 3.7975) – 253.16456]
  - A weighted composite graduation rate ≥ 93 is 100 points and a weighted composite graduation rate ≤ 66.667 is 0 points.

Changes in Summary – 3 of 5

- English learner progress to proficiency (ELPtP)
  - Every EL student in SY2020-21 gets **1 additional year** to their timeline (as a "partial year")
  - Using **2020 as the prior** score for scale score gain calculation
  - Functionally excludes students **newly identified as ELs in 2021**

- **Differentiated scoring bands** for chronic absenteeism
  - 2022 less than 2021 by more than 7.5 percentage points = 1.25 multiplier
  - 2022 less than 2021 between 5.01 – 7.5 = 1.2 multiplier
  - 2022 declined between 2.51 – 5 = 1.15 multiplier
  - 2022 declined between .01 – 2.5 = 1.1 multiplier
  - 2022 no more than 5 percentage points = 1.05 multiplier
  - All else = 1.0 multiplier

Changes in 2022 Summary – 4 of 5

- **Meta-indicator implementation delayed until 2025**
  - Includes college and career readiness, P-2, elementary/middle and fine arts indicators.
  - Will validate indicators using 2022, 2023 and 2024 data.

Changes in 2022 – Eligible for Early Exit – 5 of 5

- 2022 holds many uncertainties and changes from the norm
  - Are rates of chronic absenteeism a persistent trend?
  - How were growth calculations impacted by missing 2021 priors?
  - How will going back to 2020 for a prior score for ELPtP impact schools with this population?
- 2022 data simply wasn't available in time before amendment had to be submitted to ED
- To insulate schools from the effects of these uncertainties, groups of schools will be eligible for early exit from school improvement status in 2023.

Eligible for Early Exit Continued

- In order to be eligible for early exit in 2023 a school must:
  - Have a designation of **Commendable or Exemplary in 2023**
  - Have 2023 **assessment participation rates ≥95% in ALL SUBJECTS**
    - For the "all students" group and any Targeted student groups
  - Not already be in school improvement status (i.e. not identified as Targeted or Comprehensive on Report Card 2018 or 2019).
- Be in one of 3 eligibility groups
  - Schools missing ≥30% of 2021 data
  - Schools in the top 30% in the state by 2019 index score
  - Schools where a student group population has shifted by 30% since 2019 [i.e. ≥(2019 * 1.3) or ≤(2019*0.7)]
  - Check www.isbe.net/summative for a list of eligible schools*

* Eligible schools list will post on October 3

Eligible for Early Exit Continued – Missing Data Example

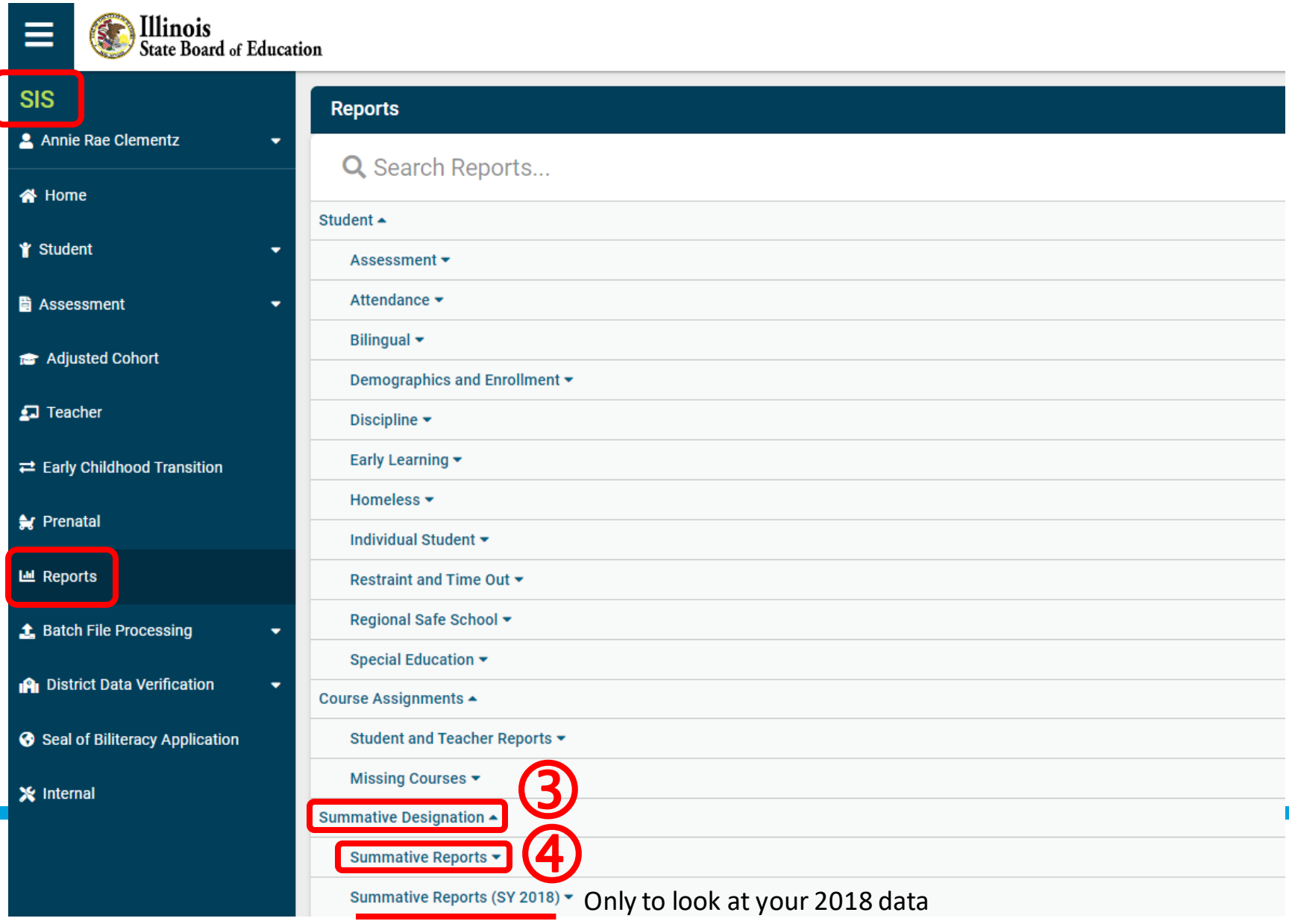
	School A	School B	School C	School D
2021	**All** Participation: 66.38% **Student Groups**: < 95%	**All** Participation: 45.82% **Student Groups**: < 95%	**All** Participation: 52.69% **Student Groups**: < 95%	**All** Participation: 75.76% **Student Groups**: < 95%
2022	**Targeted for CWD**	**Comprehensive**	**Targeted for ELs**	**Targeted for Low Income**
2023	**All** Participation: **95.15%** **Student Groups**: most >95%, **CWD <95%** **Targeted for CWD**	**All** Participation: **95.33%** **Student Groups**: most >95%, Low Income >95% **Targeted for White**	**All** Participation: **96.43%** **Student Groups**: **> 95%,** **Comprehensive**	**All** Participation: **98.27%** **Student Groups**: most > 95%, ELs<95% **Commendable**
Exiting?	**☒Not Exited**	**☒Not Exited**	**☒Not Exited**	**☑Exited from status**
Reason	2023 designation is **not** Commendable or Exemplary 2023 participation rate of the targeted group (CWD) was **not ≥ 95%** **Will remain in Targeted Support status**	2023 designation is **not** Commendable or Exemplary **Will remain in Comprehensive Support status**	2023 designation is **not** Commendable or Exemplary **Will escalate to Comprehensive Support status**	2023 designation was **Commendable** The 2023 participation rate of the **low income and "all" groups was ≥ 95%**

Identified in 2022 But Hope to Exit in 2023

- Two main activities of newly identified schools are:
  1. Conduct a comprehensive **school-level needs assessment**
  2. Develop a **continuous school improvement plan**
- A thorough needs assessment will always find areas for improvement, even if only students still recovering from 2020 and 2021 challenges
- A continuous school improvement plan is a good thing to have and good practice regardless of support status
- Many improvement strategies that will be in the final plan can be implemented immediately and with limited cost
  - These can contribute to any gains needed to ensure Commendable or Exemplary status in 2023.
- Engaging your teachers, families and the community early and often will ensure good news is credible

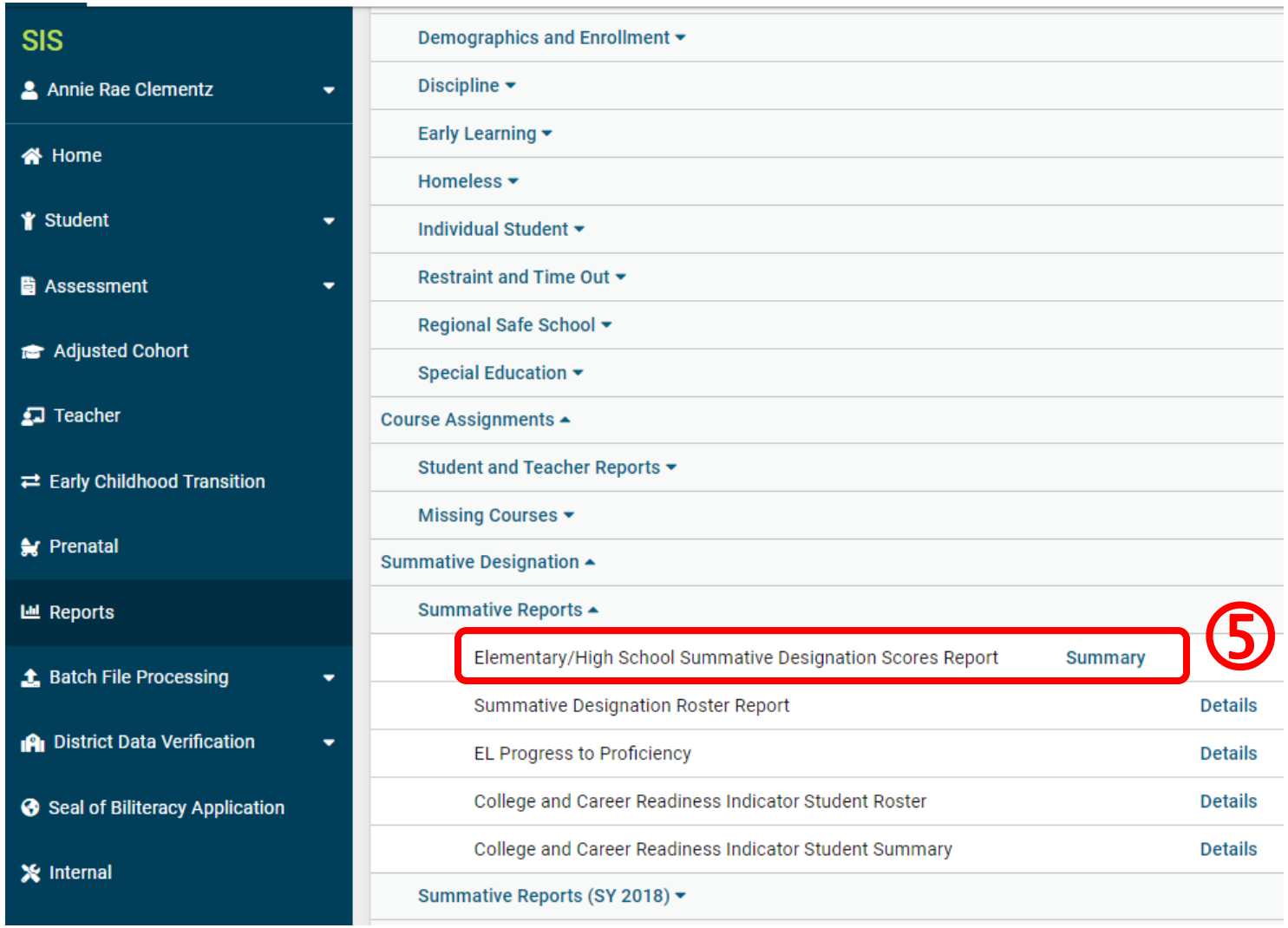
Helpful Resources

Summative Reports In SIS



Only to look at your 2018 data

Summative Reports in SIS



Telling Your Story Using the Summative Scores Report

Notes:
- For complete information on the business rules associated with these calculation, please refer to https://www.isbe.net/Pages/Report-Card-Metrics.aspx
- Missing data is due to student group being less than 20 students.
- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

Elementary School Summative Designation

School RCDTS:
School Name:

Groups

Indicators

3b

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
All	Raw Calculation	13.48	36.72	14.26	43.02	34.50	66.22	6.89	92.28	46.12
All	Indicator Score									46.12
All	Weighted Index	2.18	4.84	2.51	8.34	2.99	3.31	17.25	4.70	46.12
CWD	Raw Calculation									35.71
CWD	Indicator Score	14.78	11.18	25.95	25.35	42.27	40.10	76.64	81.48	35.71
CWD	Weighted Index									35.71
EL	Raw Calculation	5.06	32.17	10.11	38.10	13.46	66.22	6.67	79.03	39.30
EL	Indicator Score									39.30
EL	Weighted Index	1.52	2.31	2.76	5.61	3.22	3.31	17.33	3.23	39.30
Former EL	Raw Calculation	18.11	40.57	20.47	45.43	43.86		5.47	98.26	52.27
Former EL	Indicator Score	41.64	27.94	52.10	38.73	75.99		89.06	100.00	52.27
Former EL	Weighted Index	3.35	7.48	4.19	10.37	4.07		17.81	5.00	52.27
Hispanic or Latino	Raw Calculation	12.63	36.90	14.26	42.90	33.54	66.40	7.21	92.34	47.66
Hispanic or Latino	Indicator Score	33.98	19.78	42.39	33.12	71.40	66.40	85.57	94.09	47.66
Hispanic or Latino	Weighted Index	2.55	4.95	3.18	8.28	3.57	3.32	17.11	4.70	47.66
Low Income	Raw Calculation	12.75	36.64	13.56	42.88	34.13	66.76	7.03	92.49	48.21
Low Income	Indicator Score	36.76	19.20	43.63	33.07	77.32	66.76	85.95	94.42	48.21
Low Income	Weighted Index	2.76	4.80	3.27	8.27	3.87	3.34	17.19	4.72	48.21

1

2

3a

Sample Data–Fazzoul Community Consolidated District #77

- Graduation Rate is calculated separately in SIS through the Adjusted Cohort.

NOTE: This report lists only those students included in Summative Designation calculations.

Elementary School Summative Designation

School RCDTS: 123456879102002
School Name: Astronaut Academy

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey	Summative Score
All	Raw Calculation	46.10	58.76	40.09	60.40	75.16	81.32	4.43	92.33	81.60
All	Indicator Score	99.39	68.35	94.15	71.99	100.00	81.32	91.13	94.08	81.60
All	Weighted Index	7.45	17.09	7.06	18.00	5.00	4.07	18.23	4.70	81.60
Asian	Raw Calculation	68.57	64.05	68.57	66.10			5.56	100.00	87.13
Asian	Indicator Score	97.32	80.11	97.02	84.67			88.89	100.00	87.13
Asian	Weighted Index	8.42	23.11	8.40	24.42			17.78	5.00	87.13
Black	Raw Calculation	30.61	52.91	12.24	52.22	47.62		6.38	88.89	67.79
Black	Indicator Score	96.84	55.37	45.18	53.83	100.00		87.23	86.42	67.79
Black	Weighted Index	7.78	14.83	3.63	14.42	5.36		17.45	4.32	67.79
CWD	Raw Calculation	31.25	61.51	28.13	65.00	60.00		4.84	86.05	85.47
CWD	Indicator Score	100.00	74.48	100.00	82.22	100.00		90.32	80.10	85.47
CWD	Weighted Index	8.04	19.95	8.04	22.02	5.36		18.06	4.01	85.47
EL	Raw Calculation	23.53	60.68	22.06	60.49		81.32	4.29	90.48	79.97
EL	Indicator Score	94.48	72.61	80.23	72.19		81.32	91.43	89.95	79.97
EL	Weighted Index	7.59	19.45	6.45	19.34		4.36	18.29	4.50	79.97
Hispanic or Latino	Raw Calculation	25.53	60.87	27.66	59.87	62.07	71.79	4.30	88.33	78.42

One of theses things is not like the others

Drill In – Where Are the Differences Coming From?

Group	Data Type	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey
All	Raw Calculation	46.10	58.76	40.09	60.40	75.16	81.32	4.43	92.33
All	Indicator Score	99.39	68.35	94.15	71.99	100.00	81.32	91.13	94.08
All	Weighted Index	7.45	17.09	7.06	18.00	5.00	4.07	18.23	4.70
Asian	Raw Calculation	68.57	64.05	68.57	66.10			5.56	100.00
Asian	Indicator Score	97.32	80.11	97.02	84.67			88.89	100.00
Asian	Weighted Index	8.42	23.11	8.40	24.42			17.78	5.00
Black	Raw Calculation	30.61	52.91	12.24	52.22	47.62		6.38	88.89
Black	Indicator Score	96.84	55.37	45.18	53.83	100.00		87.23	86.42
Black	Weighted Index	7.78	14.83	3.63	14.42	5.36		17.45	4.32

Raw Asks: Is 30.6% raw proficiency ok?
Indicator Score Answers: It's on par with state average performance for this group.

But something is very different about math for this student group. **What is it?**

What about growth?

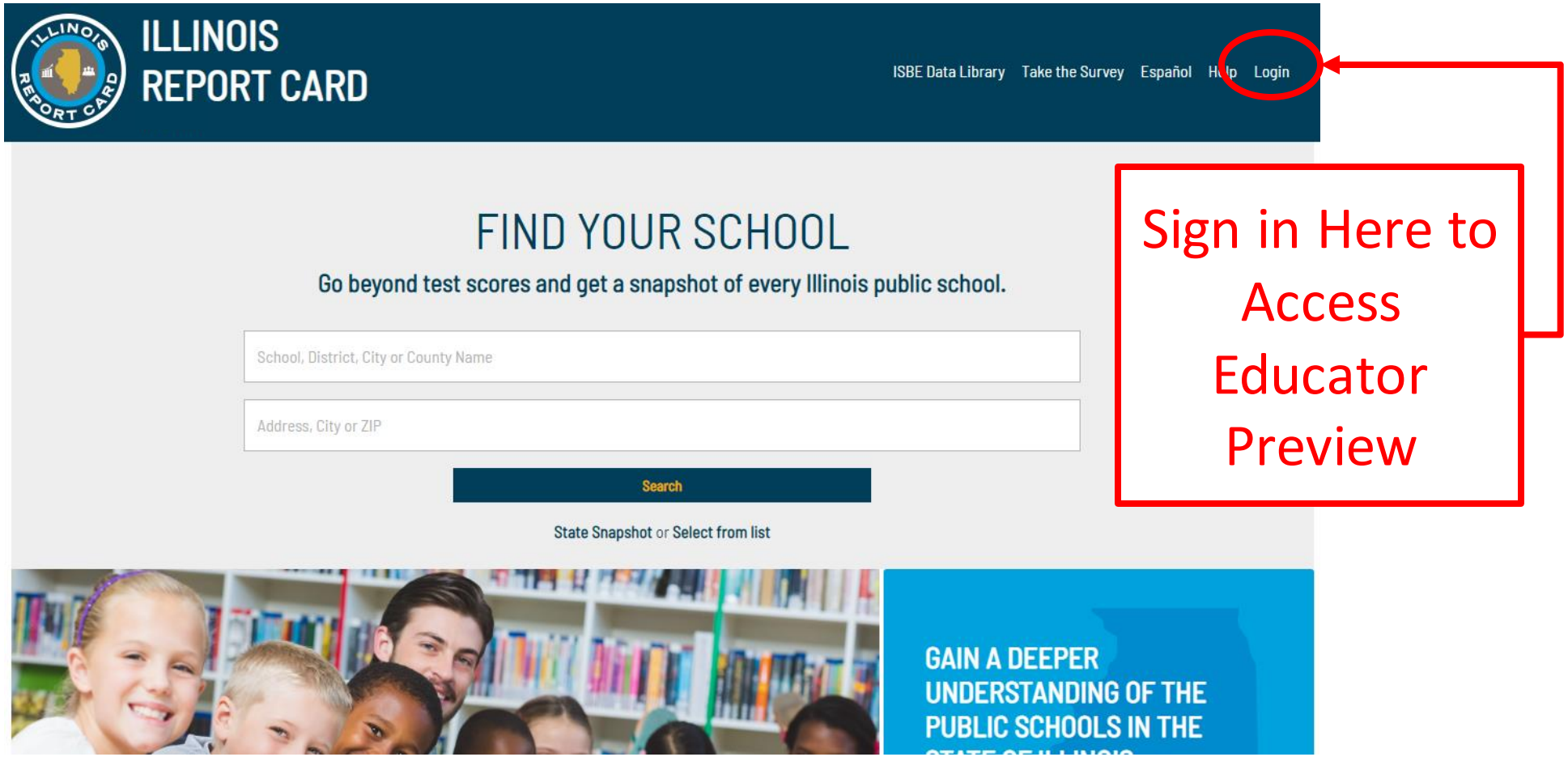
- >50 = outperforming the state average, on average.
- 80% of the state between 40 and 60.

What is a good rate of chronic absenteeism? Contextual. Goal is for it to be similar to other groups

Why are these students not participating at the same rates as their peers?

Where Can I Find My Preliminary Summative Designation?

Go to www.illinoisreportcard.com

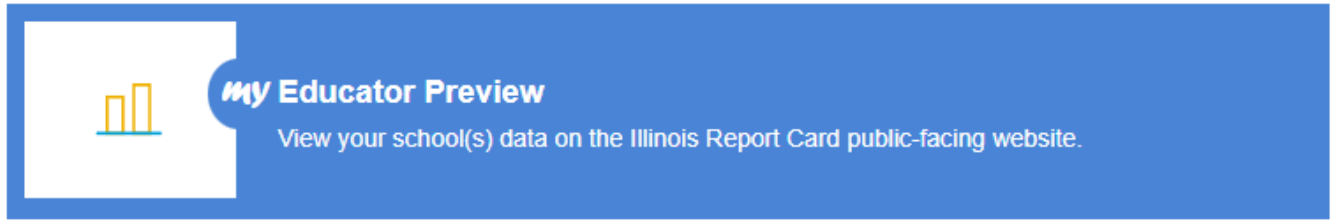


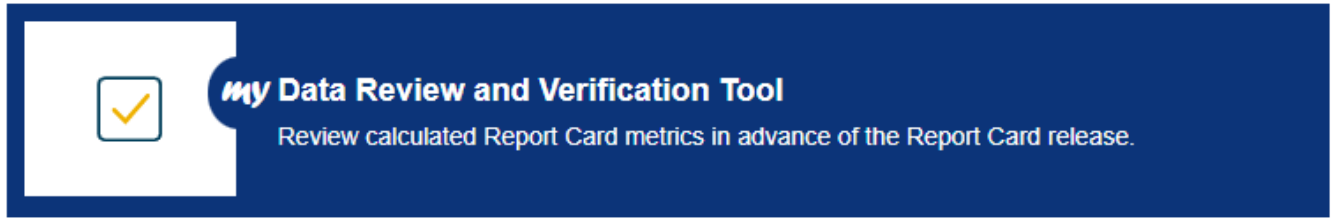
myIRC

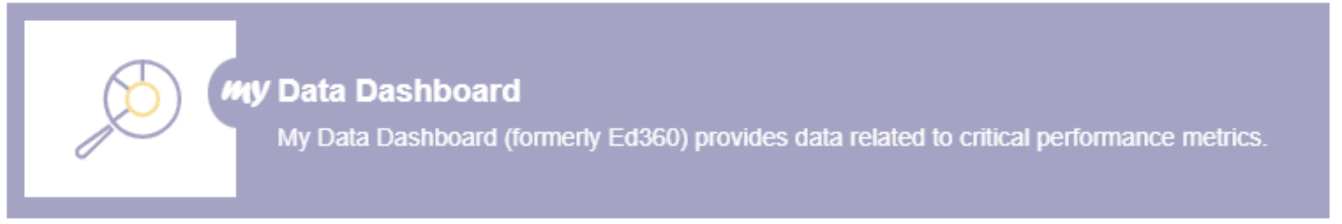
1. Data Review and Verification Tool (DRVT)

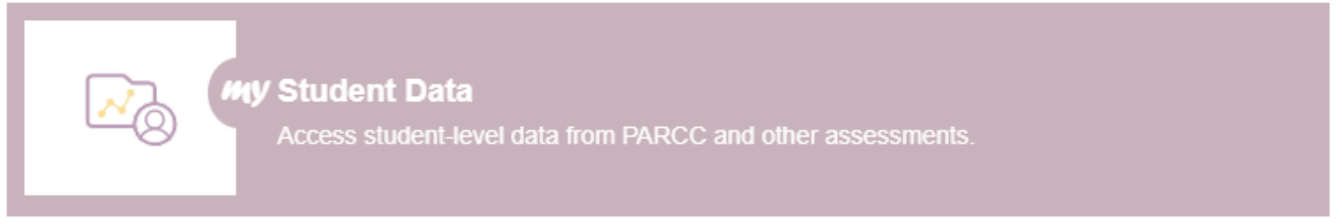
2. Educator Preview
   - Look here to find your preliminary summative designation

3. Principal Entry Form
   - Tell your story here









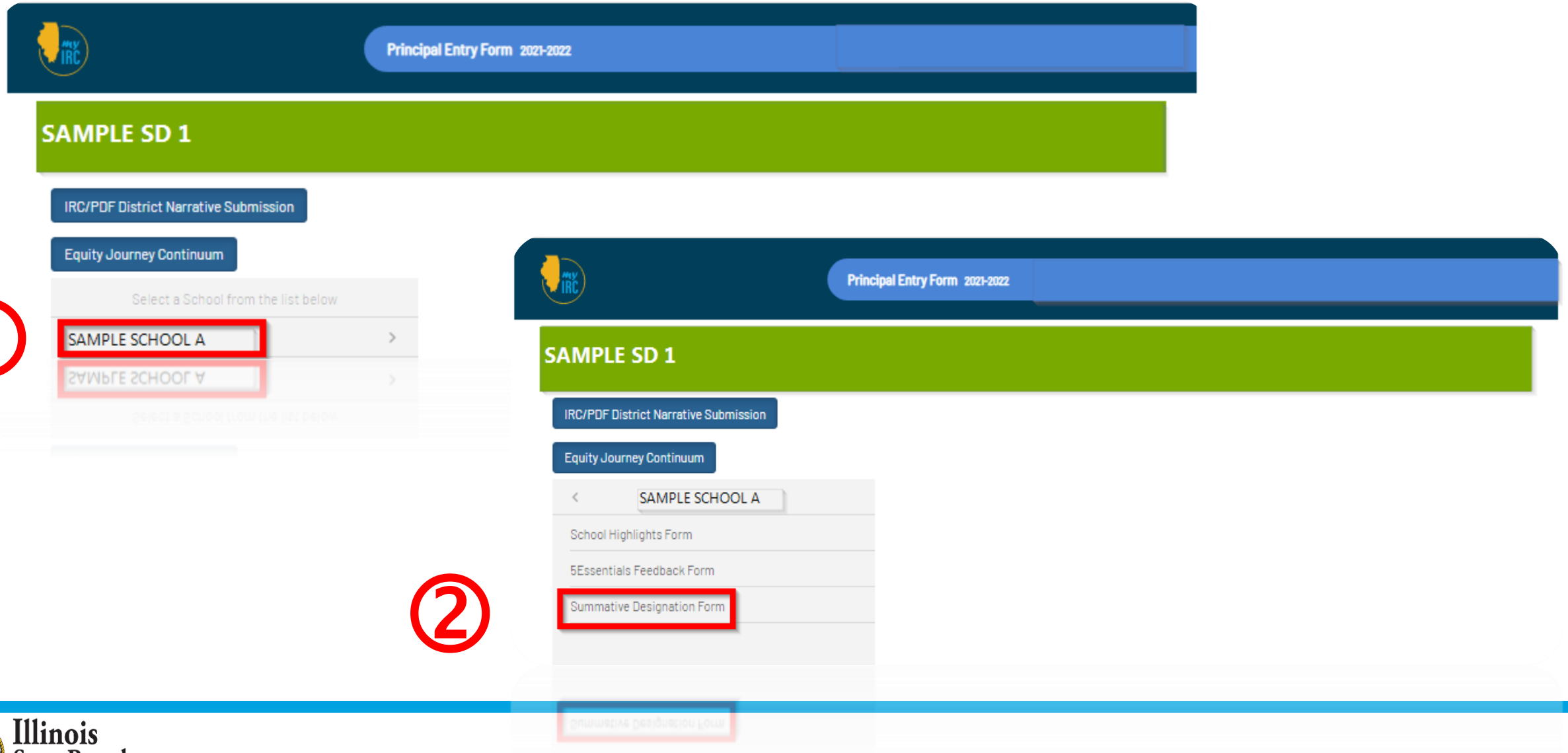
Illinois State Board of Education

New Tools to Tell Your Story

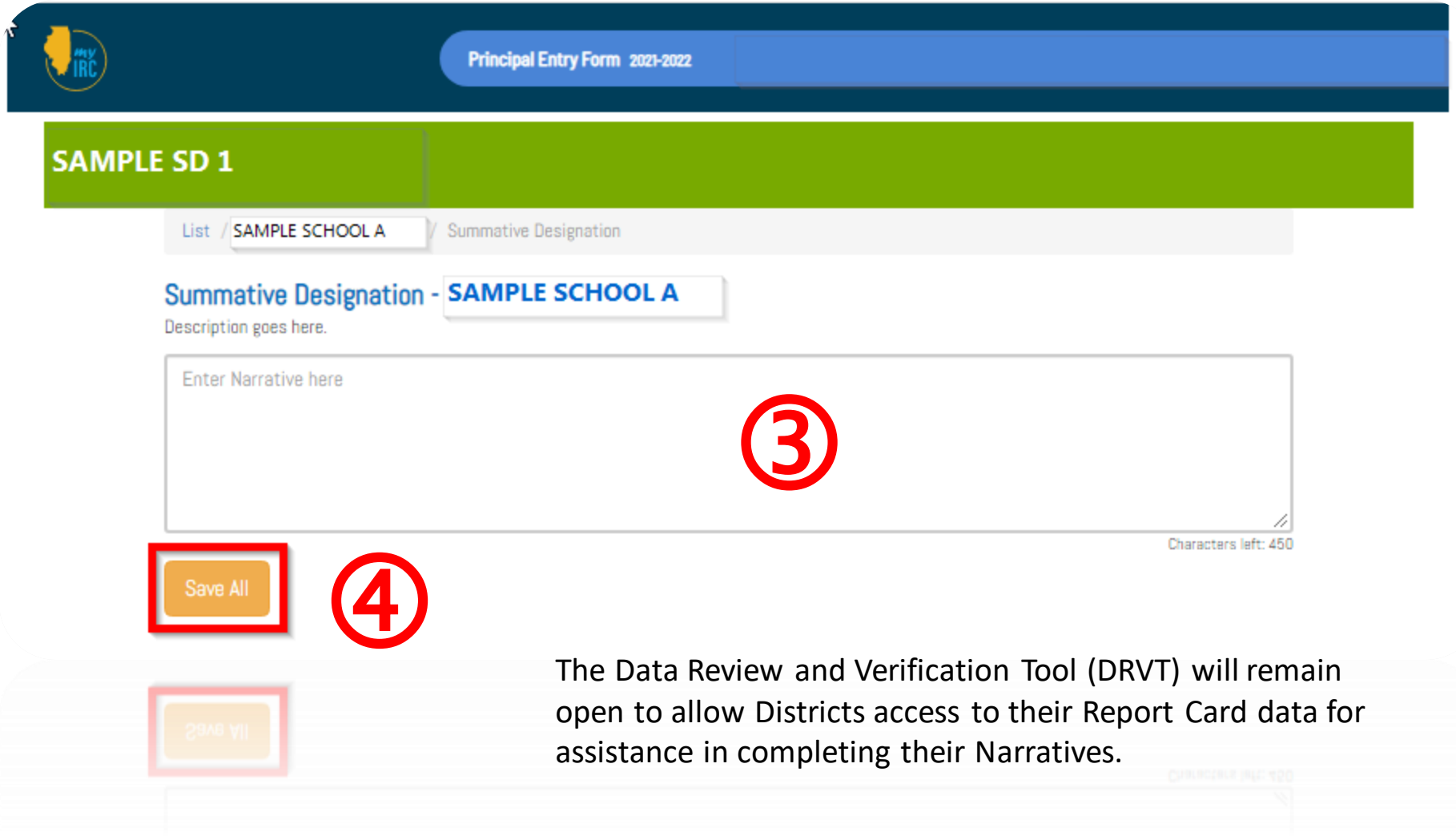
- The Narratives can be accessed through your MyIRC account using the myPrincipal Entry Form tool.
- Character Counts
  - School Highlights: 350 characters
  - District Narratives: 450 characters
  - Summative Narrative: 4,000 characters
  - Equity Narrative: 4,000 characters

If your tile is greyed out, contact the MyIRC offices to resolve the issue.

Select a School and Select a Narrative to Edit



Enter a Narrative and Save All

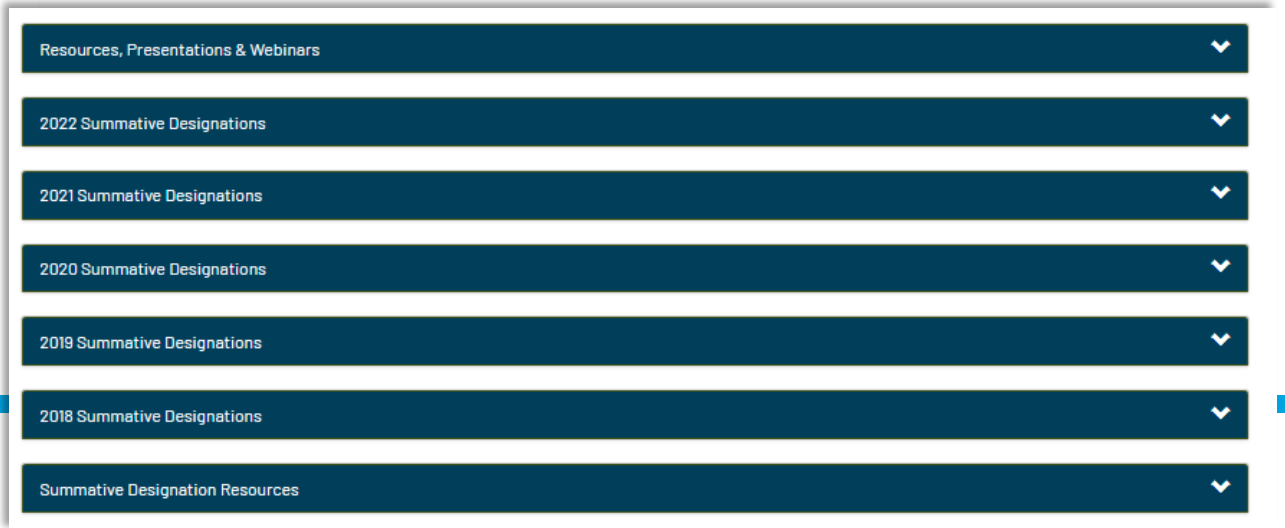


The Data Review and Verification Tool (DRVT) will remain open to allow Districts access to their Report Card data for assistance in completing their Narratives.

- The narrative you enter will not be displayed until Educator Preview opens on **October 3**.
- In addition, the narrative you enter will not be displayed to the public until the Illinois Report Card is released on **October 27**.

Summative Designation Resources

- Redesigned site
- Individual Indicators button
- Want to stay up on coming attractions? Check out the IBAM & TAC pages!
- General Resources under the first blue bar.
- Year specific resources organized chronologically



Individual Indicators Page

Illinois State Board of Education

Log Into ELIS | Log Into IWAS | Public School District Lookup | FRIS Inquiry | IL Report Card | About the Agency and Board | Topics A-Z

> School Improvement & Accountability > Summative Designations > **Individual Indicators**

SCHOOL IMPROVEMENT & ACCOUNTABILITY
Summative Designations
Individual Indicators

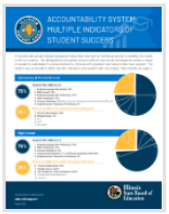
SCHOOL IMPROVEMENT & ACCOUNTABILITY

INDIVIDUAL INDICATORS

ISBE has a multi-measures accountability system that considers school and student group performance on multiple Academic and Student Success and School Quality (SSSQ) indicators to create a holistic index score that is used to issue one of four annual summative designations - Exemplary, Commendable, Targeted Support, and Comprehensive Support. Each indicator is scored between 0 and 100. The indicator score is multiplied by the indicator weight (5 to 50 percent) to determine the indicator points and added to create an index score for the school as the whole as well as specific student groups within each school.

Schools fall into two grade spans, the elementary school (ES) band, which includes Grades 1-8, and the high school (HS), band which includes Grades 9-12. Schools that serve grades in both the ES and HS spans receive two designations. The specific indicators are a mix of federally required metrics (such as English language arts [ELA] and math proficiency) and high school graduation rate, along with state-selected indicators (such as student growth chronic absenteeism). In addition, ISBE proposed four innovative meta-indicators, which are indicators made up of multiple data points that together convey more meaning than they do individually about a particular area.

This page presents information and resources specific to the individual indicators.



ACCOUNTABILITY SYSTEM: MULTIPLES MEASURES OF STUDENT SUCCESS

A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support. The system was amended in 2022, but the indicators and weights did not change.

ELA and Math Proficiency (ES and HS)

Science Proficiency (ES and HS)

ELA and Math Proficiency (ES and HS)

Science Proficiency (ES and HS)

English Learner Progress to Proficiency (ES and HS)

4-, 5-, and 6-year Composite High School Graduation Rate (HS Only)

ELA and Math Growth (ES Only)

Chronic Absenteeism (ES and HS)

Climate Survey Participation (ES and HS)

9th Grade on Track (HS Only)

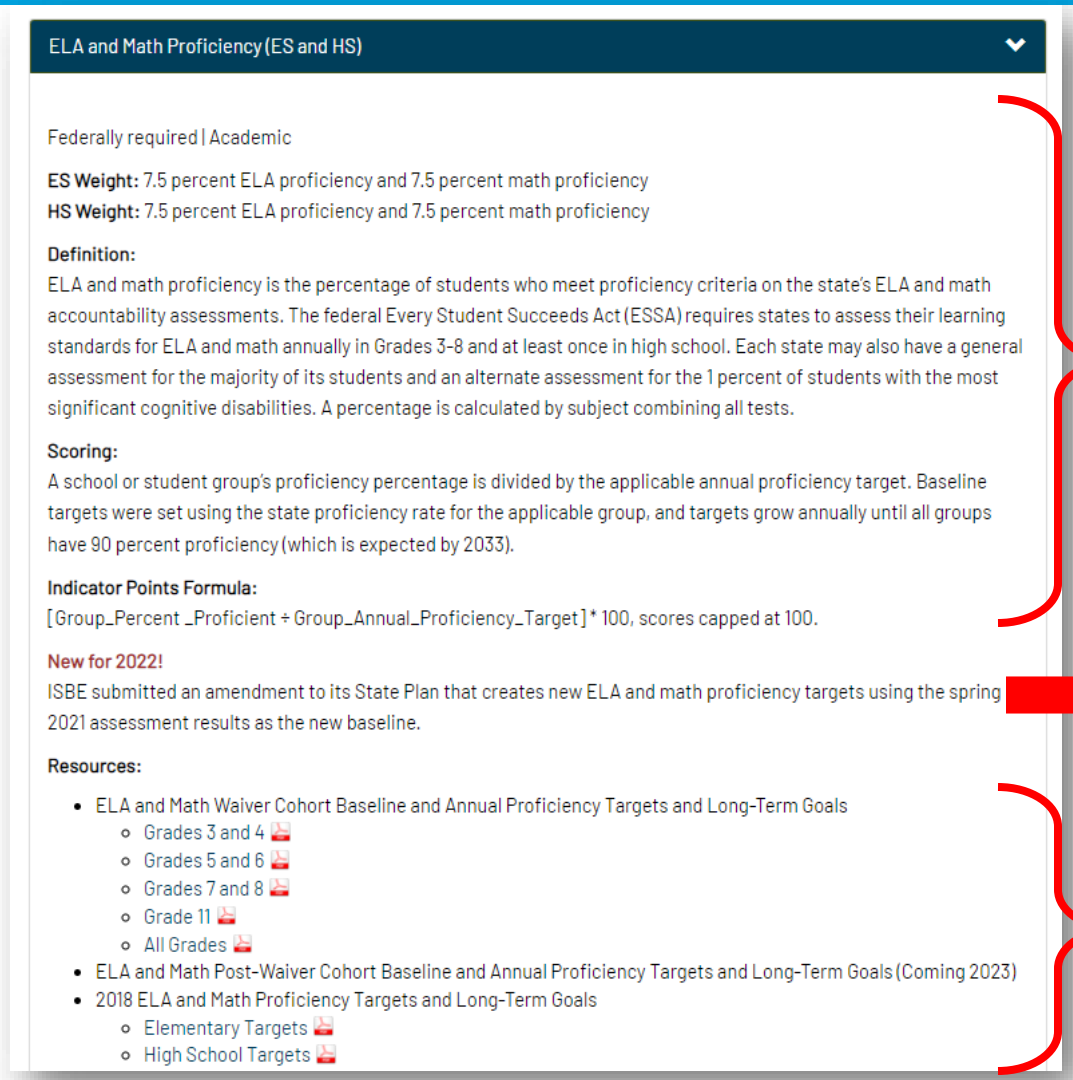
College and Career Readiness (CCRI) (HS Only)

P-2 Indicator (ES Only)

Elementary/Middle Indicator (ES Only)

Fine Arts Indicator (ES and HS)

Individual Indicators – Common Information



ELA and Math Proficiency (ES and HS)

Federally required | Academic

ES Weight: 7.5 percent ELA proficiency and 7.5 percent math proficiency
HS Weight: 7.5 percent ELA proficiency and 7.5 percent math proficiency

Definition:
ELA and math proficiency is the percentage of students who meet proficiency criteria on the state's ELA and math accountability assessments. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA and math annually in Grades 3-8 and at least once in high school. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. A percentage is calculated by subject combining all tests.

Scoring:
A school or student group's proficiency percentage is divided by the applicable annual proficiency target. Baseline targets were set using the state proficiency rate for the applicable group, and targets grow annually until all groups have 90 percent proficiency (which is expected by 2033).

Indicator Points Formula:
[Group_Percent _Proficient ÷ Group_Annual_Proficiency_Target] * 100, scores capped at 100.

New for 2022!
ISBE submitted an amendment to its State Plan that creates new ELA and math proficiency targets using the spring 2021 assessment results as the new baseline.

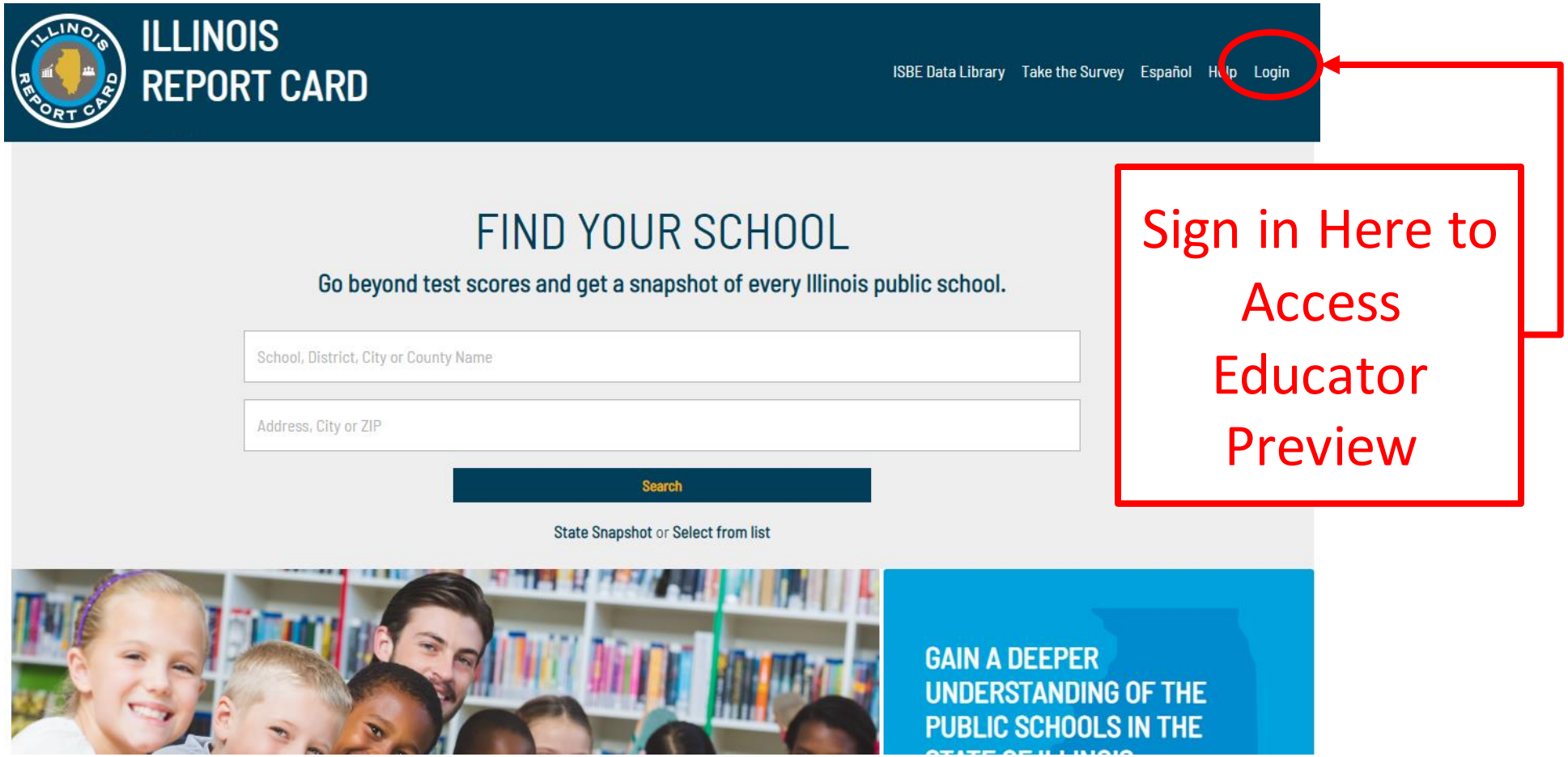
Resources:

- ELA and Math Waiver Cohort Baseline and Annual Proficiency Targets and Long-Term Goals
  - Grades 3 and 4
  - Grades 5 and 6
  - Grades 7 and 8
  - Grade 11
  - All Grades
- ELA and Math Post-Waiver Cohort Baseline and Annual Proficiency Targets and Long-Term Goals (Coming 2023)
- 2018 ELA and Math Proficiency Targets and Long-Term Goals
  - Elementary Targets
  - High School Targets

- ❑ Common information about each indicator
  - ❑ Federally required or state selected
  - ❑ Weight in each band
  - ❑ Definition
  - ❑ Scoring description
  - ❑ Indicator points formula
- ❑ New for 2022 (if applicable)
- ❑ Indicator specific resources such as interim ELA & Math proficiency targets, & indicator specific webinars

Where Can I Find My Preliminary Summative Designation?

Go to www.illinoisreportcard.com



Illinois State Board of Education

For questions about summative designations or these reports contact Rae

Email or call to schedule a time

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