Accountability for Success:

— Core Indicators —

Measure by Measure

ILLINOIS STATE BOARD OF EDUCATION

What You'll Learn

- Explain what each core indicator measures
- Describe where the data come from and which records are included
- Reproduce the principal calculations using available SIS reports
- Connect a calculated result to its performance level

ILLINOIS STATE BOARD OF EDUCATION

Composite Proficiency

Accountability for Success: Measure by Measure

ILLINOIS STATE BOARD OF EDUCATION

Composite Proficiency Definition

- The percentage of students meeting or exceeding the state proficiency standards on either the general or alternate state assessment
- ELA, mathematics, and science are combined into one result
- Measures achievement relative to grade-level expectations
  - What students know and can do with their knowledge

ILLINOIS STATE BOARD OF EDUCATION

Where Does Proficiency Data Come From?

Elementary/Middle Grade Band (ES)

Subjects	Grades	Assessments
ELA	3-8	IAR† and DLM‡
Math	3-8	IAR and DLM
Science	5 & 8	ISA⊩ and DLM

High School Grade Band (HS)

Subjects	Grades	Assessments
ELA	9, 10, 11*	Pre-ACT⟐, ACT, and DLM
Math	9, 10, 11*	Pre-ACT, ACT, and DLM
Science	11*	ACT and DLM

† IAR: Illinois Assessment of Readiness

⟐ Pre-ACT Secure for Grades 9 and 10

⊩ ISA: Illinois Science Assessment

‡ DLM: Dynamic Learning Maps

** Grade 11 includes a small number of students who test in Grade 12*

ILLINOIS STATE BOARD OF EDUCATION

Where Can Proficiency Data Be Found in SIS?

- **Most accurate – Summative Roster Reports**
  - Schools that borrow data or use a three-year average due to size also need the Summative Designation Supplemental Roster Report
  - Columns A + B + C identify proficiency: 1 = proficient
- **Quick and easy – Assessment Scores Grid**
  - Each assessment has its own grid report
  - Elementary/middle schools need IAR, ISA, and DLM grid reports
  - High schools need ACT and DLM grid reports
  - ACT must use the grade-specific pages, not the summary page

ILLINOIS STATE BOARD OF EDUCATION

Which Assessment Records Are Included?

Include

- Valid general and alternate assessment records (scores and RNVTA* codes)
- Subjects with a denominator of **at least 20**
- Records assigned to the accountable school

Exclude

- Students who are “first year in US” in the current or prior year
- Subjects with a denominator **less than 20**
- Invalid or otherwise ineligible records

*RNVTA: Reason for No Valid Test Attempt

ILLINOIS STATE BOARD OF EDUCATION

Building the Proficiency Numerator

- For each subject within the grade band:
  - Sum assessment records at performance levels 3 and 4 from both the applicable general and alternate assessments
  - Determine if the responsible district exceeds the 1% limit on alternate assessment:
    - If no, DLM contributes **number proficient** to the numerator
    - If yes, DLM contributes to the numerator **the smaller of**: **number proficient** OR **subject denominator × 0.01**

ILLINOIS STATE BOARD OF EDUCATION

How the 1% Alternate Assessment Adjustment Works

- District check on percent of population assessed with the alternate assessment (DLM)
  - 6 DLM students ÷ 500 students = 1.2% alternate assessment use
  - 1.2% > 1%: District-level usage activates the school-level adjustment

School A

- 2 proficient DLM records
- 1% of 200 denominator = 2
- DLM maximum contribution = 2

No adjustment

School B

- 4 proficient DLM records
- 1% of 300 denominator = 3
- DLM maximum contribution = 3

Numerator contribution reduced

ILLINOIS STATE BOARD OF EDUCATION

Building the Proficiency Denominator

- For each subject within the grade band:
  - Determine the ***participation*** numerator and denominator
    - Numerator = count of valid scores
    - Denominator = count of valid scores + RNVTAs 10, 15, 19, 25, and 53
  - When participation is at least 95% the proficiency denominator = participation numerator
  - When participation is less than 95%, the proficiency denominator = participation denominator × 0.95
- Only include subjects with a denominator of at least 20

ILLINOIS STATE BOARD OF EDUCATION

How the 95% Participation Adjustment Works

- School-, subject-, and group-level check on participation rate

School A

- 271 of 300 (90.33%) tested
- 271 < (300 × 0.95 = 285)
- Participation threshold not met

Denominator contribution increased

- Proficiency before adjustment
  (250 ÷ 271) × 100 = 92.25%
- Proficiency after adjustment
  (250 ÷ 285) × 100 = 87.72%

School B

- 291 of 300 (97%) tested
- 291 > (300 × 0.95 = 285)
- Participation threshold met

No adjustment

ILLINOIS STATE BOARD OF EDUCATION

How Is Composite Proficiency Calculated?

[(ELA numerator + Math numerator + Science numerator)

÷

(ELA denominator + Math denominator + Science denominator)]

× 100

Include only subjects whose denominator is at least 20

ILLINOIS STATE BOARD OF EDUCATION

Worked Example: Building One Proficiency Result

Subject	ELA	+	Math	+	Science	=	Composite
Numerator	631	+	361	+	19	=	**1,011**
Denominator	1,000	+	1,001	+	219.9	=	**2,220.9**
Percentage	63.1%		36.1%		8.6%		**45.52%**

ILLINOIS STATE BOARD OF EDUCATION

Composite Proficiency Performance Criteria

Performance level	Criteria
Exemplary	≥ 75
Approaching Exemplary	≥ 52 < 75
Commendable	≥ 48 < 52
Developing	≥ 35 < 48
Comprehensive	< 35
Automatic Comprehensive*	< 13.75

◀ **45.52%**

*Note: This slide is animated. Positioning reflects starting point and ends at Developing.

ILLINOIS STATE BOARD OF EDUCATION

Subject Percentages Are Not Averaged

Incorrect ⊘

- Do not average the ELA, mathematics, and science percentages.
- Doing so gives every subject equal weight regardless of record count.
- Science is not assessed in all grades.

Correct ✓

- Add eligible proficient counts and denominators first.
- This weights each subject according to the records included.
- Science contributes to the composite as appropriate to the grades served.

ILLINOIS STATE BOARD OF EDUCATION

Composite Proficiency: Essential Takeaways

- Combines eligible ELA, mathematics, and science records
- Pools counts rather than averaging subject percentages
- Uses participation-adjusted subject denominators
- Requires at least 20 records in a subject before that subject enters the composite
- Maps the final percentage directly to a performance level

Composite Growth

Accountability for Success: Measure by Measure

ILLINOIS STATE BOARD OF EDUCATION

Composite Growth Definition

- Growth is measured using a Student Growth Percentile (SGP)
  - Measures progress from one year to the next compared to **academically similar students** statewide
  - Combines eligible ELA and math SGPs into one result
  - Describes the relative rate of progress (faster or slower than expected)
- SGP has two major advantages when used for accountability
  - Students in all performance levels can show high growth
  - Growth can be calculated across tests (e.g., from 8th to 9th grade)

ILLINOIS STATE BOARD OF EDUCATION

Academically Similar Students

- Academically similar students (i.e., the reference population) have:
  - The same grade, subject, and assessment pathway
  - Similar prior-year(s) assessment performance
    - To further differentiate the comparison groups, SGP calculations can use up to two prior years of assessment data.
- Academic peers are identified statewide based on **where students start academically** – not by:
  - School or district
  - Classroom or course
  - Demographic characteristics

ILLINOIS STATE BOARD OF EDUCATION

Different Reference Populations Create Different SGPs

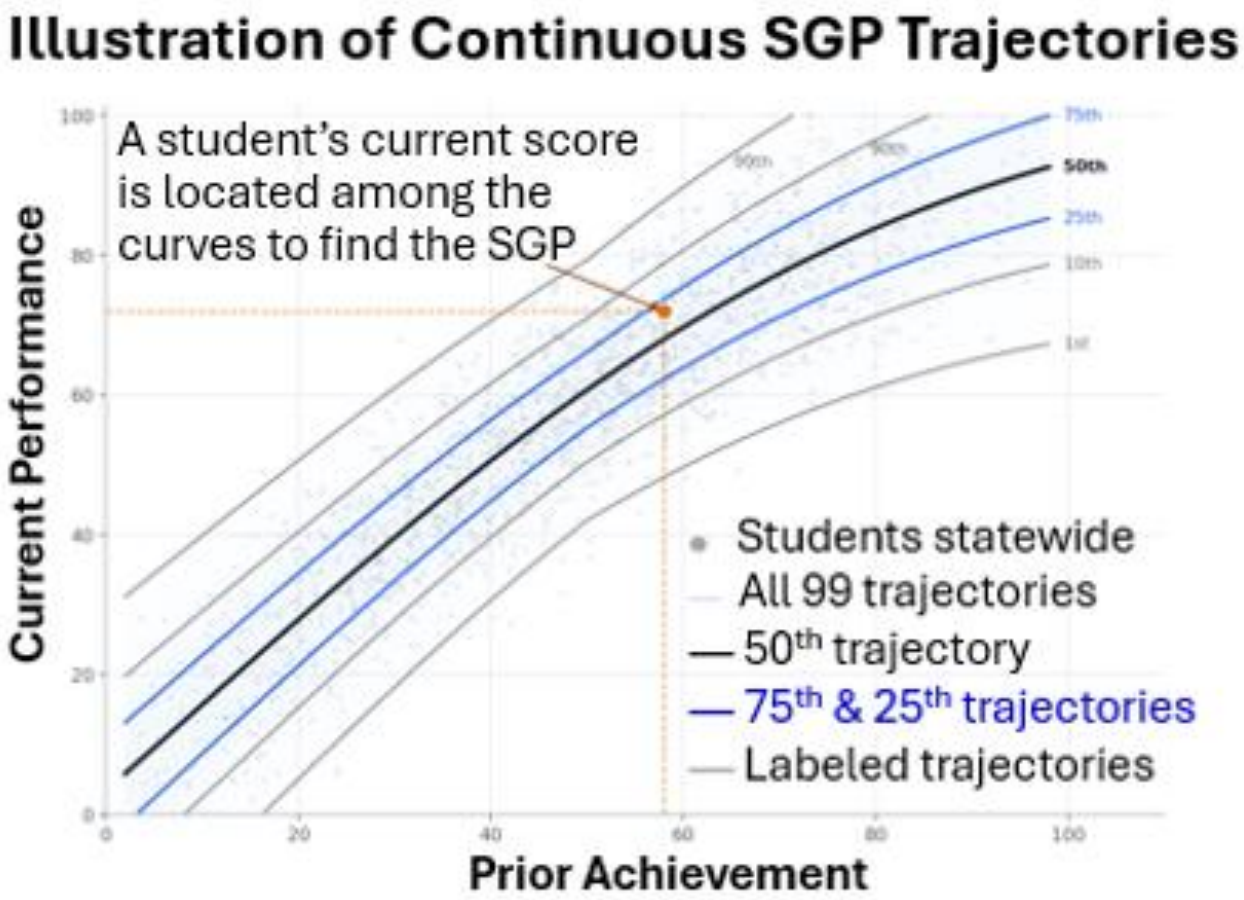
The calculation is the same. The reference population changes.

Cohort-referenced SGP	Baseline-referenced SGP
Academic peers from the current testing period (e.g., SY 2025-26)	Academic peers from a fixed baseline population (e.g., SY 2018-19)
Comparison distribution is rebuilt each year	Comparison distribution remains static over time
Statewide results always centered at 50	Statewide results may move above or below 50
Which students or groups are learning faster or slower than peers now?	Which students or groups are learning faster than peers in the past?

ILLINOIS STATE BOARD OF EDUCATION

Calculating an Individual SGP

- Treats prior achievement as continuous vs. discrete
- Estimates 99 percentile lines using statewide data
- Creates customized percentile reference points for each student
- Uses nearest percentile curve to assign the SGP (1–99)
- Districts can use the results to:
  - Examine relationships between growth and proficiency for groups or individual students
  - Reproduce composite growth using reported student SGPs



ILLINOIS STATE BOARD OF EDUCATION

Interpreting an SGP

- **Individual SGP**
  - Range from 1 to 99
  - Describes a student's percentile position among academic peers
- **Composite Growth**
  - Is the mean of eligible student SGP records
  - The range of mean SGPs is narrower because high and low SGPs balance
  - Use different performance criteria for cohort and baseline SGPs

Performance Level	Cohort SGP	Baseline SGP
Exemplary	≥ 60	≥ 67.5
Approaching Exemplary	≥ 52.5 < 60	≥ 60 < 67.5
Commendable	≥ 43 < 52.5	≥ 45 < 60
Developing	≥ 32.5 < 43	≥ 35 < 45
Comprehensive	< 32.5	< 35

ILLINOIS STATE BOARD OF EDUCATION

Which SGP Becomes Composite Growth?

- Cohort SGP is the default calculation
  - Compare the statewide cohort and baseline mean SGPs within the applicable grade band
    - Use cohort SGPs when the statewide cohort mean is equal to or greater than the baseline mean
    - Use baseline SGPs only when the statewide baseline mean is greater
    - Do not mix cohort and baseline SGPs
    - High schools currently have cohort SGPs only

Where Does Growth Data Come From?

Elementary/Middle Grade Band (ES)

Subjects	Grades	Assessments
ELA	4–8	IAR†
Math	4–8	IAR
Science	—	Not included

† IAR: Illinois Assessment of Readiness

High School Grade Band (HS)

Subjects	Grades	Assessments
ELA	9, 10, 11	Pre-ACT◇ & ACT
Math	9, 10, 11	Pre-ACT & ACT
Science	—	Not included

◇ Pre-ACT Secure for grades 9 and 10

ILLINOIS STATE BOARD OF EDUCATION

Where Can Growth Data Be Found in SIS?

- **Most accurate – Summative Roster Reports**
  - Schools that borrow data or use a 3-year average due to size also need the Summative Designation Supplemental Roster Report.
  - Columns G and H contain each student's SGP.
- **Quick and easy – Assessment Scores Grid**
  - Elementary/middle school use the IAR grid report and decide between baseline or cohort growth.
  - High schools use the ACT grid report and only have cohort growth through SY 2026-27.
  - ACT must use the grade-specific pages, not the summary page.

ILLINOIS STATE BOARD OF EDUCATION

How is Composite Growth Calculated?

[(Sum of ELA SGPs + Sum of Math SGPs)

÷

(Count of ELA SGPs + Count of Math SGPs)]

Include only subjects whose count of records is at least 20

ILLINOIS STATE BOARD OF EDUCATION

Worked Example: Building One Growth Result

Subject	ELA	+	Math	=	Composite
Scores	39, 53, 18, 91, 67, 15, 80, 28, 62, 97, 10, 74, 24, 99, 33, 47, 94, 58, 71, 45, 73, 96, 30, 40	+	82, 15, 4, 95, 36, 32, 29, 18, 85, 14, 87, 75, 70, 12, 76, 55, 5, 4, 12, 28, 62, 8, 45	=	**All SGPs**
Sum	1,344	+	949	=	**2,293**
Count	24	+	23	=	**47**
SGP	56		41.26		**48.79**

ILLINOIS STATE BOARD OF EDUCATION

Composite Growth Performance Criteria

Performance level	Criteria
Exemplary	≥ 60
Approaching Exemplary	≥ 52.5 < 60
Commendable	≥ 43 < 52.5
Developing	≥ 32.5 < 43
Comprehensive	< 32.5
Automatic Comprehensive*	< 30

◀ **48.79**

*Note: This slide is animated. Positioning reflects starting point and ends at Commendable.

ILLINOIS STATE BOARD OF EDUCATION

Composite Growth: Essential Takeaways

- Measures relative progress, not proficiency
- Uses statewide dataset to calculate individual SGPs
- Pools eligible ELA and mathematics SGP records
- Requires at least 20 records within a subject
- Uses the performance criteria for the selected SGP type

Graduation Rate (Composite)

Accountability for Success: Measure by Measure

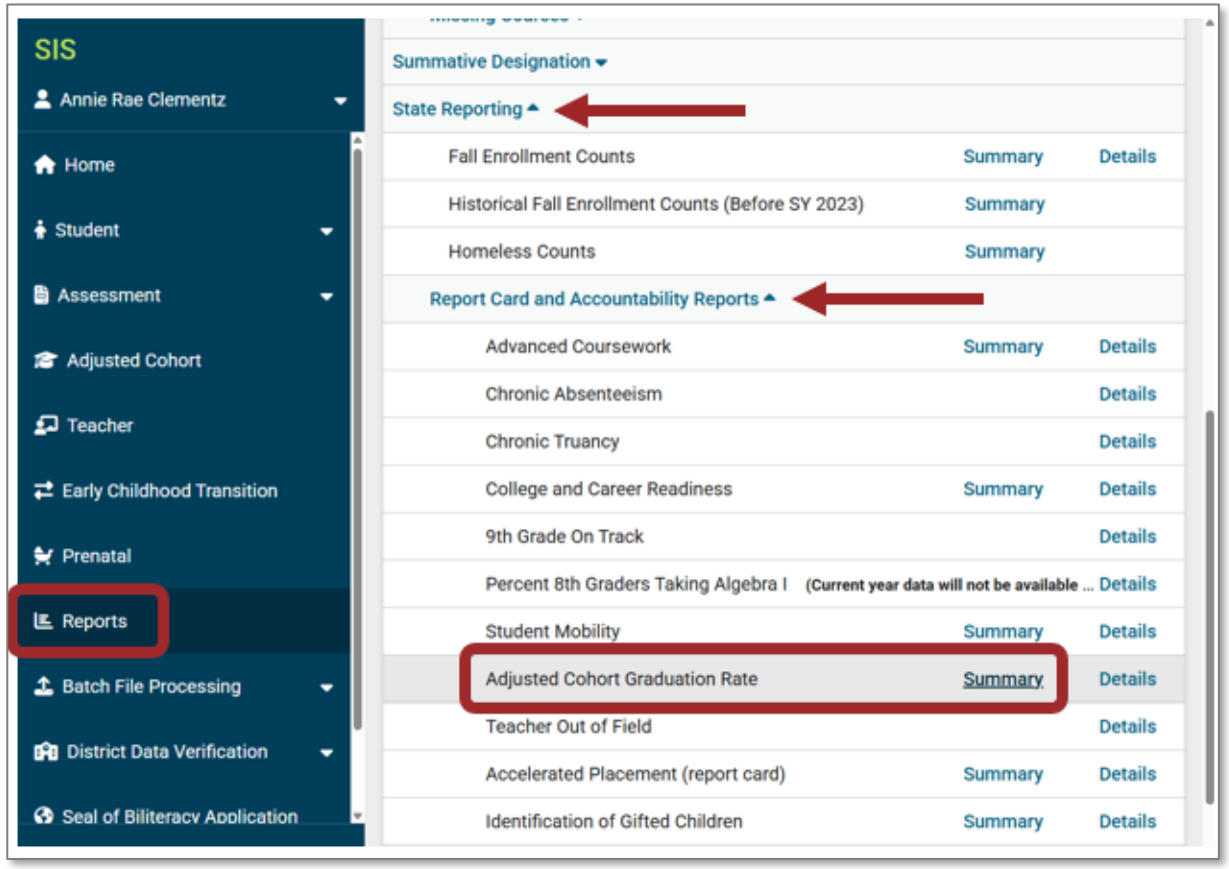
ILLINOIS STATE BOARD OF EDUCATION

Graduation Rate Definition

- Measures the percentage of an adjusted cohort earning a regular high school diploma
- Uses four-, five-, and six-year adjusted cohort graduation rates
- Combines three cohort rates into one weighted result
- Applies only to the high school accountability band

Finding Graduation Rate Data in SIS

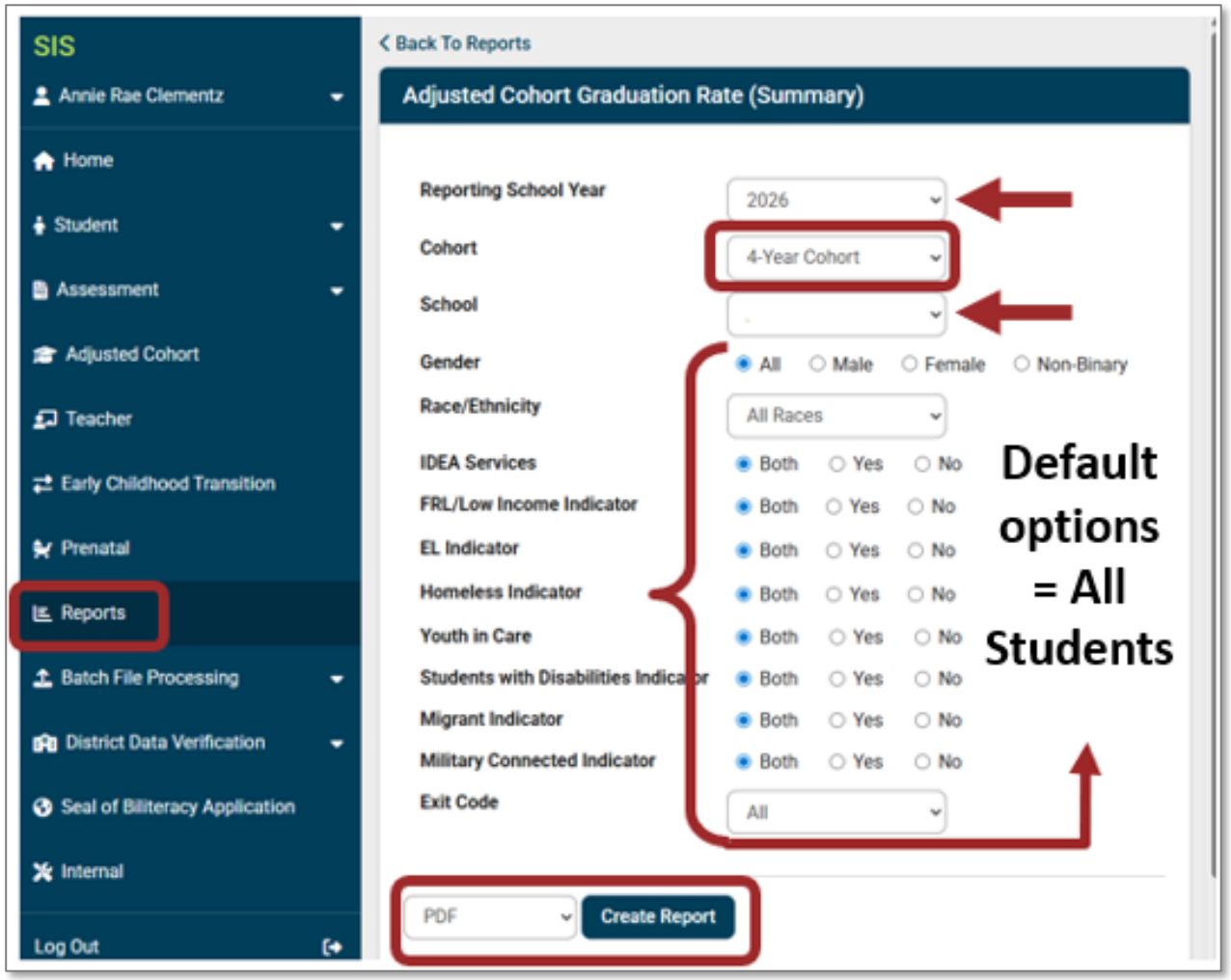
- Select **Reports** from the left navigation bar
- Open **State Reporting**, then the **Report Card and Accountability Reports** subheading
- Use the **Adjusted Cohort Graduation Rate Summary report** to find applicable 4-year, 5-year, and 6-year graduation rates



ILLINOIS STATE BOARD OF EDUCATION

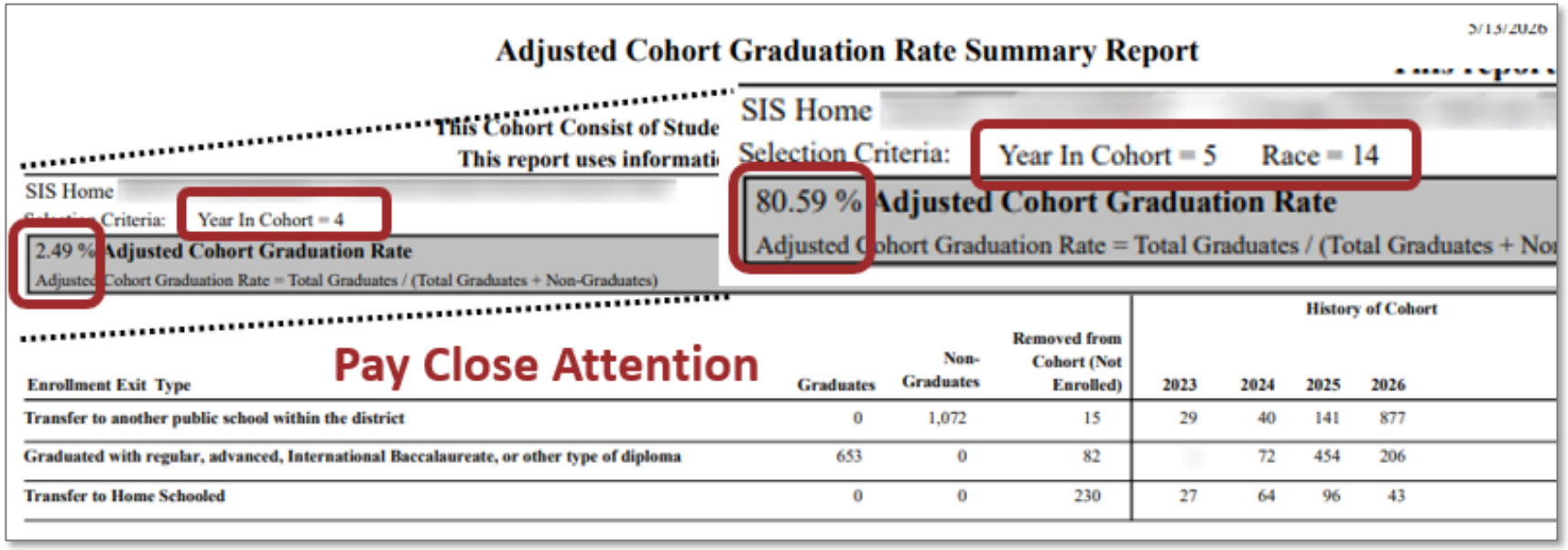
SIS Data Reports – Graduation Rate Settings

- Select the **Reporting School Year**
- Select the desired **cohort**
- Select the desired **school**
- **Adjust** the demographic filters to the desired **student group**
  - If all options are **left as default**, the group is the "All Students" group.
  - The options act as filters.
  - **Choose/change one option at a time** for accountability groups
- Choose the report output
  - **PDF** is best
- Click the **Create Report** button



ILLINOIS STATE BOARD OF EDUCATION

SIS Data Reports – Graduation Rate Data



Adjusted Cohort Graduation Rate Summary Report

SIS Home

Selection Criteria: Year In Cohort = 5 Race = 14

80.59 % Adjusted Cohort Graduation Rate

Adjusted Cohort Graduation Rate = Total Graduates / (Total Graduates + Non

This Cohort Consist of Stude

This report uses informati

SIS Home

Selection Criteria: Year In Cohort = 4

2.49 % Adjusted Cohort Graduation Rate

Adjusted Cohort Graduation Rate = Total Graduates / (Total Graduates + Non-Graduates)

Pay Close Attention

Enrollment Exit Type	Graduates	Non-Graduates	Removed from Cohort (Not Enrolled)	History of Cohort 2023	2024	2025	2026
Transfer to another public school within the district	0	1,072	15	29	40	141	877
Graduated with regular, advanced, International Baccalaureate, or other type of diploma	653	0	82		72	454	206
Transfer to Home Schooled	0	0	230	27	64	96	43

- All data needed is in the upper-left corner of the report.
- Pay close attention to the Selection Criteria.
  - Losing track of the displayed data is common as visual cues change little.
- Why is the 4-year graduation rate so low?
  - Enrollments have not yet been exited for SY 2026.

ILLINOIS STATE BOARD OF EDUCATION

SIS Graduation Rate (Details) Report Data

5/6/2024 7:46 am

Adjusted Cohort Graduation Rate Detail Report

School Year 2023

This Cohort Consist of Students Whose 1st Year in 9th Grade Was School Year 2020

SIS Home District:

Selection Criteria: Year In Cohort = 4 Sorted By: Student Name

All name, gender, and student ID data is fake

Graduated

Graduated with regular, advanced, International Baccalaureate, or other type of diploma

Student ID	Name	Gender	Race	1st School Year In 9th Grade	9th Grade Home RCDTS	EL	IDEA Services	FRL	Last Exited Enrollment in SIS: Grade	School Year	Home RCDTS	Serving RCDTS
859534306	ANDERSEN, LOREN	F	13	2020	123456789101234	0	0	0	12	2023	123456789101234	123456789101234
628252339	BALDWIN, KARIN	M	13	2020	123456789101236	1	1	0	12	2023	123456789101234	123456789101236
162446294	BISHOP, LUPE	F	16	2020	123456789101234	0	0	0	12	2023	123456789101234	123456789101234
937894221	BROCK, JAIME	F	16	2020	123456789101235	0	0	0	12	2023	123456789101234	123456789103001
597988954	COON, LOUIS	F	16	2020	123456789101236	0	0	0	12	2023	123456789101234	123456789101236
229214757	COPELAND, BUDDY	M	16	2020	123456789101234	0	0	0	12	2023	123456789101234	123456789101234
982014476	CUMMINS, TONY	M	16	2020	123456789101234	0	0	0	12	2023	123456789101234	123456789101234
[illegible]	[illegible]	M	16	2020		1	0	0	12	2023		

Graduation credit is assigned to the home school on the enrollment exited with code 06 (Graduated). The same assignment logic applies to other exit codes.

ILLINOIS STATE BOARD OF EDUCATION

How Is an Adjusted Graduation Cohort Built?

- Build the cohort:
  - Begin with all students entering Grade 9 for the first time in a given academic year
  - Add qualifying students who transfer into the cohort
  - Remove only qualifying transfers out and other documented cohort-removing exits
  - Divide the number of graduates by the adjusted cohort denominator, then multiply by 100
- **Note**: This indicator **does not** follow the 134 calendar-day rule.

ILLINOIS STATE BOARD OF EDUCATION

Exit Codes That Remove Students From Your Cohort

Code	Meaning
02	Transfer to another public school ***within the district***
03	Transfer to Home Schooled
04	Transfer to Private School
07	Death
18	Moved out of the United States
19	Transfer to a public school district out of Illinois
20	Transfer to another public school district in Illinois

These codes remove a student from your cohort, but they remain in the Adjusted Cohort Graduation Rate Details Report that was featured earlier.

ILLINOIS STATE BOARD OF EDUCATION

Exit Codes Where the Student Remains in the Cohort as a Nongraduate

Code	Meaning
05	Promotion
08	Expulsion
09	Dropped Out
10	Transfer to GED Program
11	Moved, not known to be continuing
12	Retained in same grade or demoted to a lower grade
14	Aged Out

Code	Meaning
15	Certificate of Completion
16	Victim of a Violent Crime
17	Change in Serving School or Percent of Day Attended (PDA)

ILLINOIS STATE BOARD OF EDUCATION

Graduate and Erroneous Exit Codes

Code	Meaning
06	**Graduated with regular, advanced, International Baccalaureate, or other type of diploma**
99	Erroneous enrollment

ONLY USE CODE 06 when a student truly has been **issued a regular high school diploma.**

This ends their eligibility for regular and special education services.

No further enrollments may be added.

ILLINOIS STATE BOARD OF EDUCATION

Frequently Asked Question

If a student with an IEP is continuing to a "transition" type program after they have completed four years of high school, how should this be coded in SIS and I-Star to ensure the coding demonstrates the student is continuing with programming?

- A student who continues to receive transition services after four years of high school has not yet graduated.
- The student should continue to be enrolled in SIS and coded as retained for each year that services continue.
- I-STAR does not have a separate Educational Environmental Code for transition programs.

ILLINOIS STATE BOARD OF EDUCATION

When Local and Adjusted Rates Differ

- Start with the denominator
  - Local calculations may exclude students who remain in the adjusted cohort
  - In rare cases, a student may be assigned to the wrong ninth-grade cohort
- Use the Adjusted Cohort Graduation Rate Details Report to review the students included and their status

Three Cohorts Feed the Graduation Composite

- Four-year rate
  - Most recent graduating cohort
- Five-year rate
  - Cohort immediately preceding the four-year cohort
- Six-year rate
  - Cohort immediately preceding the five-year cohort
- Each rate represents a different Grade 9-entry cohort

ILLINOIS STATE BOARD OF EDUCATION

Calculating the Composite Graduation Rate

(Four-year rate × 0.60)

+

(Five-year rate × 0.30)

+

(Six-year rate × 0.10)

Include only adjusted cohorts with at least 20 students

ILLINOIS STATE BOARD OF EDUCATION

Worked Example: Building One Graduation Rate Result

Cohort Year	Four-year	+	Five-year	+	Six-year	=	Composite
Rate	90.7%		99.0%		95.1%		
Weight	x60%		x30%		x10%		
Contribution	**54.42**	+	**29.7**	+	**9.51**	=	**93.63%**

ILLINOIS STATE BOARD OF EDUCATION

Graduation Rate (Composite) Performance Criteria

Performance level	Criteria
Exemplary	≥ 93
Approaching Exemplary	≥ 88 < 93
Commendable	≥ 80 < 88
Developing	≥ 67 < 80
Comprehensive	< 67
Automatic Comprehensive*	< 66.67

◀ **93.63%**

*Note: This slide is animated. Positioning reflects starting point and ends at Exemplary.

ILLINOIS STATE BOARD OF EDUCATION

Graduation Rate: Essential Takeaways

- Begins with adjusted graduation cohorts
- Uses documented exits to determine cohort membership and outcomes
  - This indicator does not follow the 134 calendar-day rule.
  - A student is credited to the home school from which they graduate.
- Combines rates from three different cohorts
- Weights four-, five-, and six-year rates at 60%–30%–10%
- Maps the composite directly to a performance level

ILLINOIS STATE BOARD OF EDUCATION

Core Indicators in Summary

Core Indicators Answer Different Questions

- **Composite Proficiency**
  - Are students meeting grade-level standards?
- **Composite Growth**
  - How quickly are students progressing relative to the applicable reference population?
- **Graduation Rate**
  - Are students earning regular diplomas within four, five, or six years?
- Each indicator begins with determining eligible student records and ends by mapping directly to performance criteria.

ILLINOIS STATE BOARD OF EDUCATION

What Comes Next?

- **This session covered:**
  - The specifics of core indicator calculations
- **Next we'll address:**
  - The specifics of elevating indicator calculations
- In ***Measure By Measure: Elevating Indicators***, you'll learn the specifics of the:
  - English learner progress calculation
  - Consistent attendance calculation
  - Climate survey calculation
- **Learn and Explore –** Continue learning with:
  - Additional webinars in the series
  - Downloadable guides and resources
  - Tools to support understanding and communication

Go to
www.isbe.net/accountability
Scroll to
Learn and Explore

ILLINOIS STATE BOARD OF EDUCATION

In Conclusion…

Thank you for joining us.

Any questions?

ILLINOIS STATE BOARD OF EDUCATION