

Accountability for Success:

— *Elevating Indicators* —

Measure by Measure

What You'll Learn

- What each elevating indicator measures
- Where the data come from and which records are included
- See illustrations of principal calculations
- Connect a calculated result to its performance level
- Begin with Consistent Attendance and Climate Survey before English Learner Progress

Consistent Attendance

Accountability for Success: Measure by Measure

Consistent Attendance Definition and Details

- **Definition**

- Consistent attendance is the percentage of students who are present more than 90% of the school year.
 - Excused and unexcused absences count as days absent.
 - Medically homebound days count as present.
 - Hospitalized and detention center days are excluded entirely.
 - A consistently attending student is one who is not chronically absent.

- **Records included**

- Students in Grades K–12
- Attendance combined across qualifying enrollments
- Enrollments with at least 10 attendance days
- All records assigned to the accountable school

Where Can Consistent Attendance Data Be Found?

- **Reports → Student → Attendance → Total Student Attendance → Details**
 - Select the applicable **School Year** and **School** and generate the Details Report
- Report provides the student-level data needed for most students

2026 Total Student Attendance (Detail)

SIS Home School:

Selection Criteria: Sorted By: Student ID

Columns	A	Grade Level	D	E-Learning	G	Absent - Unexcused	J	Mental Health										
	B	PDA	E	Remote Instruction	H	Medically Homebound	K	Detention Center										
	C	In Person Instruction	F	Absent - Excused	I	Hospitalized	L	Total Attendance/Absences										
Student ID	Student Name	Birth Date	Home RCDTS	Serving RCDTS	Start Date	End Date	A	B	C	D	E	F	G	H	I	J	K	L
					8/15/25	5/21/26	4	1.00	154.450	2.000		5.000	11.550					173.000
					8/15/25	5/21/26	4	1.00	160.433	2.000		6.567	4.000					173.000
					8/15/25	5/21/26	5	1.00	167.000	2.000		2.000	2.000					173.000
					8/15/25	10/24/25	5	1.00	46.000			1.000						47.000
					8/15/25	5/21/26	1	1.00	143.000	2.000		15.000	13.000					173.000

How Is Consistent Attendance Calculated?

Step 1: Is the student chronically absent?

No = consistently attending

Step 2: Consistent Attendance Percentage

$(\text{students consistently attending} \div \text{total students}) \times 100$

All schools and student groups with a profile have this indicator

Worked Example: Consistent Attendance

- Is the student chronically absent?

Days Absent	Days Present	% Absent	Consistent Status
5.5	90.5	6.1%	Yes
35.5	140.5	25.3%	No
23	153	15.0%	No
3	173	1.7%	Yes
7.5	168.5	4.5%	Yes

- What percentage of students are consistently attending?

- 200 total students
- 38 chronically absent
- 162 consistently attending

$$(162 \div 200) \times 100 = 81\%$$

Consistent Attendance Performance Criteria

Performance Level	ES Criteria	HS Criteria
Exemplary	≥ 88	≥ 85
Approaching Exemplary	$\geq 80 < 88$	$\geq 70 < 85$
Commendable	$\geq 65 < 80$	$\geq 55 < 70$
Developing	$\geq 50 < 60$	$\geq 40 < 55$
Comprehensive	< 50	< 40

◀ **81.00%**

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

Climate Survey

Accountability for Success: Measure by Measure

Climate Survey Definition and Details

- **Definition**

- The percentage of eligible **students** who participate in the school's annual climate survey
 - Considers **student participation only** — not survey responses
 - Uses 5Essentials or an approved alternate survey

- **Records included**

- Students rostered at a public serving school
- Grades 4–12
- Participating students count in the numerator
- All eligible students remain in the denominator
- Valid exclusions are removed from the calculation

Where Can Climate Survey Data Be Found?

Race	Gender	Former					A	B	C	D	E	F	G	H
		FI	EL	IDEA	FRL	Grade								
11	M	N	N	N	Y	3	1	2			N			
16	M	N	N	N	N	2					N			
14	M	N	Y	N	Y	2					N			
14	F	Y	N	N	Y	3	1	2			N			
14	F	N	Y	N	Y	8	1	2	2	13.16	N	1	69	94
17	F	N	N	N	N	7	1	2			N	1	80	56
17	F	N	N	N	N	7	1	1			N	1	7	60
11	F	Y	N	Y	Y	8	2	2	2		N	1	40	82
11	F	N	N	N	N	2					N			
11	F	N	N	Y	N	5	2	2	2		N	3	89	21
16	F	N	N	N	N	4	2	2			N	1	7	19
11	F	N	Y	N	N	7	1	2		53.57	N	1	44	69
11	F	N	Y	Y	Y	1					Y			
11	F	Y	N	Y	Y	K					N			
11	M	N	Y	Y	Y	8	2	2	2	38.96	Y	1	99	74
11	F	Y	N	N	Y	6	1	1			N	1	77	56
11	M	N	Y	N	Y	5	1	1	1	100.00	N	1	93	96
16	M	N	N	N	N	4	1	1			N	2	37	8
16	M	N	N	N	N	7	1	1			N	1	43	34

- Summative Designation Roster Reports
 - 1 = participated
 - 2 = did not participate
 - 3 = excluded

How Is Climate Survey Calculated?

$$\begin{array}{c} \text{Participating Students} \\ \div \\ \text{Valid Rostered Students} \\ \times 100 \end{array}$$

Measures student participation, not survey results

Worked Example: Climate Survey

- **What percentage of eligible students participated?**
 - 205 students rostered
 - 5 valid exclusions
 - 200 eligible
 - 188 participated

$$\begin{aligned} & (188 \div 200) \\ & \times 100 \\ & = 94\% \end{aligned}$$

Climate Survey Performance Criteria

Performance Level	Criteria
Exemplary	≥ 95
Approaching Exemplary	$\geq 90 < 95$
Commendable	$\geq 85 < 90$
Developing	$\geq 65 < 85$
Comprehensive	< 65

◀ **94.00%**

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

English Learner Progress

Accountability for Success: Measure by Measure

What Does the ELP Indicator Measure?

- English learner progress (ELP) measures the extent to which a student is on track to reach proficiency within five years.
- Each eligible student receives an individual progress score.
 - A score of 100 means the target was met.
 - A score below 100 represents the percentage of the student's gain target that was achieved.
- School and group results are the average of those individual scores.

Do Not Use 2026 ACCESS Scores in ELP

2026 Composite ACCESS Scores CANNOT be used in the ELP calculation.

- The 2026 ACCESS scores currently available in SIS and through the DRC portal are on a **new scale (still 100–600)**.
- Illinois will use a file provided by WIDA that offers students' 2026 performance on the 2025 scale.
- It will appear in the summative designation EL Progress Report in SIS (Column A).

How Individual Student ELP Scores Are Calculated

- Broadly:

Growth this year

÷ Growth target

= Student progress score

- If the ratio is 1.0 or higher →
score = 100 points
- If the ratio is < 1.0 →
score = ratio × 100

From Student Records to a Performance Level

- 1 Compile all the necessary student records
- 2 Build each student's proficiency timeline and scale score target(s)
- 3 Compare annual gain with the applicable target to assign 0–100 points to each student
- 4 Average individual student ELP scores to a mean school or group ELP score
- 5 Determine indicator performance level using the applicable grade band performance criteria

Who Is Included in the ELP Calculation?

- Current EL students with at least a current and a prior year composite scale score on ACCESS
 - Alt-ACCESS has scores on a different scale and are not included
 - Prior scores must be from Grade 1 or higher
 - Baseline score must be from a year earlier than the current summative year
 - Typically included students are Grade 2 or higher, but a student in Grade 1 who is repeating Grade 1 may be eligible with sufficient data
- At least 20 student ELP records to calculate a mean value

Compiling the Necessary Data Elements

- **Year First EL**
 - School year of a student's first EL record*
- **Grade in First Year EL**
 - The grade associated with a student's first EL record*
- **Initial Scale Score**
 - Student's composite ACCESS scale score associated with the student's first EL record*
- *In Grade 1 or higher
- **Current Scale Score**
 - Student's composite ACCESS scale score from the current summative year
- **Prior Scale Score**
 - Student's composite ACCESS scale score from the year prior to the current summative year
- **Partial Years**
 - Count of years between Year First EL and the current summative year in which enrollments sum to ≤ 134 calendar days

Deriving the Remaining Data Elements

- **Proficiency Target Year**
 - Year First EL + 5 + Partial Years
- **Proficiency Target Grade**
 - Grade in Year First EL + 5 + Partial Years (or current grade if larger)
- **Proficiency Target Scale Score**
 - The composite scale score equivalent to a 4.8 performance level in the proficiency target grade
- **Years to Grow**
 - Proficiency Target Year – Current Summative year
- **Timeline Target**
 - $(\text{Proficiency Target Scale Score} - \text{Initial Scale Score}) \div 5$
- **Revised Target**
 - $(\text{Proficiency Target Scale Score} - \text{Prior Scale Score}) \div \text{Years to Grow}^*$
 - *When Years to Grow ≤ 0 , don't divide by Years to Grow
- **Scale Score Gain**
 - Current Scale Score – Prior Scale Score

Find All ELP Data Elements in One Place

Column A will contain the converted score

	Current Scale Score	Prior Scale Score	Scale Score Gain	Timeline Target	Revised Target	Year First EL	Grade in Year First EL	Partial Years	Initial Scale Score	Proficiency Target Grade	Proficiency Target Year	Years Left to Grow	Proficiency Target Scale Score	Near Year's Revised Target	Student ELP Score
Grade	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
11	407	396	11		27.00	2018	4	1	367	10	2024	-1	423	21.00	40.74
10	394	366	28	26.67	57.00	2020	5	1	263	11	2026	1	423	29.00	100.00
8	338	341	-3		65.00	2018	1	1	243	7	2024	-1	406	74.00	0.00
12	400	400	0		28.00	2014	1	1	276	7	2020	-5	428	28.00	0.00
12	411	420	-9	26.50	8.00	2014	1	7	269	12	2026	1	428	17.00	0.00
12	342	351	-9		77.00	2017	4	1	254	10	2023	-2	428	86.00	0.00
5	350	366	-16	23.50	17.00	2021	1	1	259	7	2027	2	400	50.00	0.00
9	374	374	0		38.00	2017	1	1	202	7	2023	-2	412	44.00	0.00
9	370	354	16	35.83	58.00	2017	1	3	197	9	2025	0	412	48.00	44.65
11	429	368	61	10.17	30.00	2021	7	1	367	12	2027	2	428	-1.00	100.00
8	402	377	25		29.00	2018	1	1	264	7	2024	-1	406	10.00	86.21
10	394	364	30		54.00	2016	1	1	300	7	2022	-3	418	29.00	55.56
12	387	374	13		54.00	2014	1	1	248	7	2020	-5	428	41.00	24.07
12	344	353	-9	19.20	25.00	2023	10	0	332	12	2028	3	428	42.00	0.00
9	359	291	68	25.50	66.00	2021	5	1	270	11	2027	2	423	64.00	100.00
11	366	362	4	15.83	33.00	2021	7	1	333	12	2027	2	428	62.00	25.26
12	393	368	25	22.50	30.00	2021	8	1	293	12	2027	2	428	35.00	100.00
11	401	386	15	17.83	21.00	2021	7	1	321	12	2027	2	428	27.00	84.11
5	406	375	31	17.00	12.50	2021	1	1	298	7	2027	2	400	-6.00	100.00

ELP Calculations

- ▶ $(A - B) = C$
- ▶ $(M - I) \div 5 \text{ or } 6$
- ▶ E changes yearly
- ▶ **When $L > 0$**
 $O = (C \div \text{smaller of D or E}) \times 100$
 $N = (M - A) \div (L - 1)$
- ▶ **When $L \leq 0$**
 $O = C \div (M - B)$
- ▶ **Only N applies to the upcoming academic year**

Picking the Right Target

- **Within Timeline (Years to Grow ≥ 0)**
 - Choose the **smaller** of the **Timeline Target** or the **Revised Target**
- **Past Timeline (Years to Grow < 0)**
 - **Revised Target** – now just the gain the student needs to make to be proficient in the target

Student Calculations In Action — Ephram

Data Element	Value
First Year EL	2024
Grade in Year First EL	7
Partial Years	0
Proficiency Target Year	2029
Proficiency Target Grade	12
Current Grade	8
Proficiency Target Score	428
Initial Scale Score	271
Current Scale Score	275
Prior Scale Score	271

- **Years to Grow**
 - $2029 - 2025 = 4$ (In Timeline)
- **Timeline Target**
 - $(428 - 271) \div 5 = 31.40$
- **Revised Target**
 - $(428 - 271) \div 4 = 39.25$
- **Scale Score Gain**
 - $275 - 271 = 4$
- **ELP Score**
 - $(4 \div 31.4) \times 100 = 12.74$

Student Calculations In Action — Leopold

Data Element	Value
First Year EL	2021*
Grade in Year First EL	8
Partial Years	1
Proficiency Target Year	2027
Proficiency Target Grade	12
Current Grade	12
Proficiency Target Score	428
Initial Scale Score	293
Current Scale Score	393
Prior Scale Score	368

- **Years to Grow**
 - $2027 - 2025 = 2$ (In Timeline)
- **Timeline Target**
 - $(428 - 293) \div 6^* = 22.5$
- **Revised Target**
 - $(428 - 368) \div 2 = 30$
- **Scale Score Gain**
 - $393 - 368 = 25$
- **ELP Score**
 - $(24 \div 22.5) \times 100 = 106.7 \rightarrow 100$

*Special COVID allowance

Student Calculations In Action — Correa

Data Element	Value
First Year EL	2016
Grade in Year First EL	1
Partial Years	2
Proficiency Target Year	2023
Proficiency Target Grade	8
Current Grade	10
Proficiency Target Score	418
Initial Scale Score	228
Current Scale Score	415
Prior Scale Score	373

- **Years to Grow**
 - $2023 - 2025 = -2$ (Past Timeline)
- **Timeline Target**
 - Not applicable
- **Revised Target**
 - $418 - 373 = 45$
- **Scale Score Gain**
 - $415 - 373 = 42$
- **ELP Score**
 - $(42 \div 45) \times 100 = 93.33$

How Is a School or Group ELP Score Calculated?

$$\begin{array}{c} \text{Sum of ELP Scores} \\ \div \\ \text{Count of ELP Scores} \\ \times 100 \end{array}$$

Must have at least 20 student ELP scores to calculate

Worked Example: Building a School or Group ELP Result

Level	Students		School
Scores	12.74, 100, 93.3, 84.11, 100, 100, 0.0, 12, 15.38, 44.65, 100, 86.21, 55.56, 24.07, 0, 100, 25.26, 100, 11.11, 17.14, 47.62	=	1,129.15
Count	21	÷	21
ELP		=	53.77

English Learner Progress Performance Criteria

Performance Level	ES Criteria	HS Criteria
Exemplary	≥ 75	≥ 50
Approaching Exemplary	$\geq 50 < 75$	$\geq 40 < 50$
Commendable	$\geq 32.5 < 50$	$\geq 25 < 40$
Developing	$\geq 15 < 32.5$	$\geq 15 < 25$
Comprehensive	< 15	< 15

◀ **53.77%**

Note: This slide is animated. Positioning reflects starting point and ends at Exemplary if a high school and Approaching Exemplary if an elementary or middle school.

Elevating Indicators in Summary

Elevating Indicators Answer Different Questions

- **Consistent Attendance**
 - Are students regularly attending school?
- **Climate Survey**
 - How well do the climate survey data represent the full student population?
- **English Learner Progress**
 - How close are EL students to being on track to reach proficiency within five years?
- Each indicator begins with determining eligible student records and ends by mapping directly to performance criteria.
- Strong performance on elevating indicators can raise the level of a profile. Lower levels of performance do not lower the profile.

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: Core Indicators***, you'll learn the specifics of the:
 - Composite proficiency calculation
 - Composite growth calculation
 - Graduation rate (composite) 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



In Conclusion...

Thank you for joining us.

Any questions?