

Composite Proficiency

Accountability for Success: Measure by Measure

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

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

[‡] ISA: Illinois Science Assessment

[◇] Pre-ACT Secure for Grades 9 and 10

[‡] DLM: Dynamic Learning Maps

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

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

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

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

How the 1% Alternate Assessment Adjustment Works

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

School A

- 2 proficient DLM records
- $1\% \text{ of } 200 \text{ denominator} = 2$
- DLM maximum contribution = 2

No adjustment

School B

- 4 proficient DLM records
- $1\% \text{ of } 300 \text{ denominator} = 3$
- DLM maximum contribution = 3

Numerator contribution reduced

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 + RNVTA 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 $\times 0.95$
- Only include subjects with a denominator of at least 20

How the 95% Participation Adjustment Works

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

School A

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

Denominator contribution increased

- Proficiency before adjustment
 $(250 \div 271) \times 100 = 92.25\%$
- Proficiency after adjustment
 $(250 \div 285) \times 100 = 87.72\%$

School B

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

No adjustment

How Is Composite Proficiency Calculated?

$$\begin{aligned} &[(\text{ELA numerator} + \text{Math numerator} + \\ &\quad \text{Science numerator}) \\ &\quad \div \\ &(\text{ELA denominator} + \text{Math denominator} + \\ &\quad \text{Science denominator})] \\ &\quad \times 100 \end{aligned}$$

Include only subjects whose denominator is at least 20

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%

Composite Proficiency Performance Criteria

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

◀ **45.52%**

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

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.

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