This Student Growth webinar was developed in 2023 but is applicable to 2024 and 2025.

IGNORE SLIDES
Applicable Only to 2023

- 9

Applicable in 24/25
2023 Labeled/Focused

- 5-8
- 29
- 37-40

Applicable in 24/25
Year Agnostic

- 1-4
- 15-28
- 30-36
- 41-42

ILLINOIS STATE BOARD OF EDUCATION

Illinois State Board of Education

Understanding Student Growth

Illinois State Board of Education

August 30, 2023

Agenda

1) Audience check
2) 2023 Changes Summary
3) How does IL Measure Student Growth?
4) Cohort SGP vs Baseline SGP
5) Interpretation
6) Use
7) Helpful Resources
8) Questions

Audience Check – Rate Your Familiarity

1 = Expert | *I train others on using Student Growth Percentiles*

2 = Knowledgeable| *Know my stuff, but a refresher never hurts*

3 = Somewhat Knowledgeable | *Want to deepen my understanding*

4 = Limited | *Want to hear it all from the beginning*

5 = None | *This is the first I'm hearing of this*

How Much is ELA Growth Worth?

2023 Changes Summary

2023: Science Proficiency

- In 2023 the science indicator returns to being based on proficiency

5th Grade Science	All	White	Black or African American	Hispanic or Latino	Asian	Two or More Races	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Low Income	Child With a Disability (CWD)	English Learner	Former English Learner
2023	53.85	66.80	29.33	41.51	76.38	58.32	44.48	54.95	38.32	33.70	27.22	73.28
2024	57.47	69.12	35.39	46.36	77.74	61.49	49.04	58.46	43.49	39.33	33.50	74.95
2025	61.08	71.44	41.46	51.21	79.10	64.66	53.59	61.96	48.66	44.96	39.77	76.62
2026	64.70	73.76	47.53	56.06	80.46	67.82	58.14	65.47	53.83	50.59	46.05	78.29
2027	68.31	76.08	53.60	60.91	81.83	70.99	62.69	68.97	58.99	56.22	52.33	79.97
2028	71.93	78.40	59.66	65.75	83.19	74.16	67.24	72.48	64.16	61.85	58.61	81.64
2029	75.54	80.72	65.73	70.60	84.55	77.33	71.79	75.98	69.33	67.48	64.89	83.31
2030	79.16	83.04	71.80	75.45	85.91	80.50	76.35	79.49	74.50	73.11	71.17	84.98
2031	82.77	85.36	77.87	80.30	87.28	83.66	80.90	82.99	79.66	78.74	77.44	86.66
2032	86.39	87.68	83.93	85.15	88.64	86.83	85.45	86.50	84.83	84.37	83.72	88.33
2033	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00

Grade 5

11th Grade Science	All	White	Black or African American	Hispanic or Latino	Asian	Two or More Races	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Low Income	Child With a Disability (CWD)	English Learner	Former English Learner
2023	54.44	65.53	26.59	42.73	77.28	58.32	46.09	62.78	38.17	34.54	17.68	53.81
2024	57.99	67.97	32.93	47.46	78.55	61.49	50.48	65.50	43.35	40.09	24.91	57.43
2025	61.55	70.42	39.27	52.18	79.82	64.66	54.87	68.22	48.54	45.63	32.14	61.05
2026	65.11	72.87	45.61	56.91	81.10	67.82	59.26	70.94	53.72	51.18	39.37	64.67
2027	68.66	75.32	51.95	61.64	82.37	70.99	63.65	73.67	58.90	56.72	46.61	68.29
2028	72.22	77.76	58.29	66.37	83.64	74.16	68.04	76.39	64.09	62.27	53.84	71.91
2029	75.78	80.21	64.64	71.09	84.91	77.33	72.43	79.11	69.27	67.82	61.07	75.52
2030	79.33	82.66	70.98	75.82	86.18	80.50	76.83	81.83	74.45	73.36	68.30	79.14
2031	82.89	85.11	77.32	80.55	87.46	83.66	81.22	84.56	79.63	78.91	75.54	82.76
2032	86.44	87.55	83.66	85.27	88.73	86.83	85.61	87.28	84.82	84.45	82.77	86.38
2033	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00

Grade 11

Grade 8

8th Grade Science	All	White	Black or African American	Hispanic or Latino	Asian	Two or More Races	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Low Income	Child With a Disability (CWD)	English Learner	Former English Learner
2023	54.15	66.31	30.68	42.80	79.10	60.71	43.79	60.30	39.23	33.55	20.45	65.91
2024	57.74	68.68	36.61	47.52	80.19	63.64	48.41	63.27	44.31	39.20	27.40	68.32
2025	61.32	71.05	42.54	52.24	81.28	66.57	53.03	66.24	49.39	44.84	34.36	70.73
2026	64.91	73.41	48.48	56.96	82.37	69.50	57.66	69.21	54.46	50.49	41.31	73.14
2027	68.49	75.78	54.41	61.68	83.46	72.43	62.28	72.18	59.54	56.13	48.27	75.55
2028	72.08	78.15	60.34	66.40	84.55	75.36	66.90	75.15	64.62	61.78	55.22	77.96
2029	75.66	80.52	66.27	71.12	85.64	78.29	71.52	78.12	69.69	67.42	62.18	80.36
2030	79.25	82.89	72.20	75.84	86.73	81.21	76.14	81.09	74.77	73.07	69.13	82.77
2031	82.83	85.26	78.14	80.56	87.82	84.14	80.76	84.06	79.85	78.71	76.09	85.18
2032	86.42	87.63	84.07	85.28	88.91	87.07	85.38	87.03	84.92	84.36	83.04	87.59
2033	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00	90.00

Visit the Individual Indicators page at www.isbe.net/summative

2023: Chronic Absenteeism

- Chronic absenteeism indicator returns to a **single scoring band**
- **Definition: 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 hospitalized, but no other exceptions
    - Medically homebound are considered present
- **Scoring**: [(**Chronic Absenteeism Rate*** -2) + 100]
  - Inverted indicator (lower values are better)
  - Ceiling of 0%, floor of 50%

2023: English Learner Progress to Proficiency (ELPtP)

- Calculating score gain returns to **Current Year – Prior Year**
  - Current = **2023** ACCESS score
  - Prior = **2022** ACCESS score
- **Permanent change**: Students who were ELs in 2021 got an extra year to their timeline.
  - Remains in effect until student reaches the end of their timeline or proficiency

2023: Eligible for Early Exit

- Schools that were newly identified in 2022 (i.e. first time Targeted or Comprehensive) AND on the Eligible for Early Exit list will exit status early in 2023 if their…
  - Designation is **Exemplary or Commendable in 2023**
  - Assessment **2023 participation rates are ≥95%** in all subjects & for all relevant student groups
- Schools that exit status early keep the Year 1 Implementation grant they were allocated on July 1, 2023

2023: Cohort 18 Must Exit or Escalate

Schools that were first identified for **Comprehensive or Targeted Support in 2018** must either **exit** status or be **escalated** to a higher support level.

If Cohort 18 Targeted is…

Designation in 2023	Result
Exemplary or Commendable	**Exit** School Improvement Status
Comprehensive	**Comprehensive Support** level School Improvement Status
Targeted (1 or more groups same as in 2018)	**Comprehensive Support** level School Improvement Status
Targeted (group not identified in 2018)	**Targeted Support** level School Improvement Status

If Cohort 18 Comprehensive

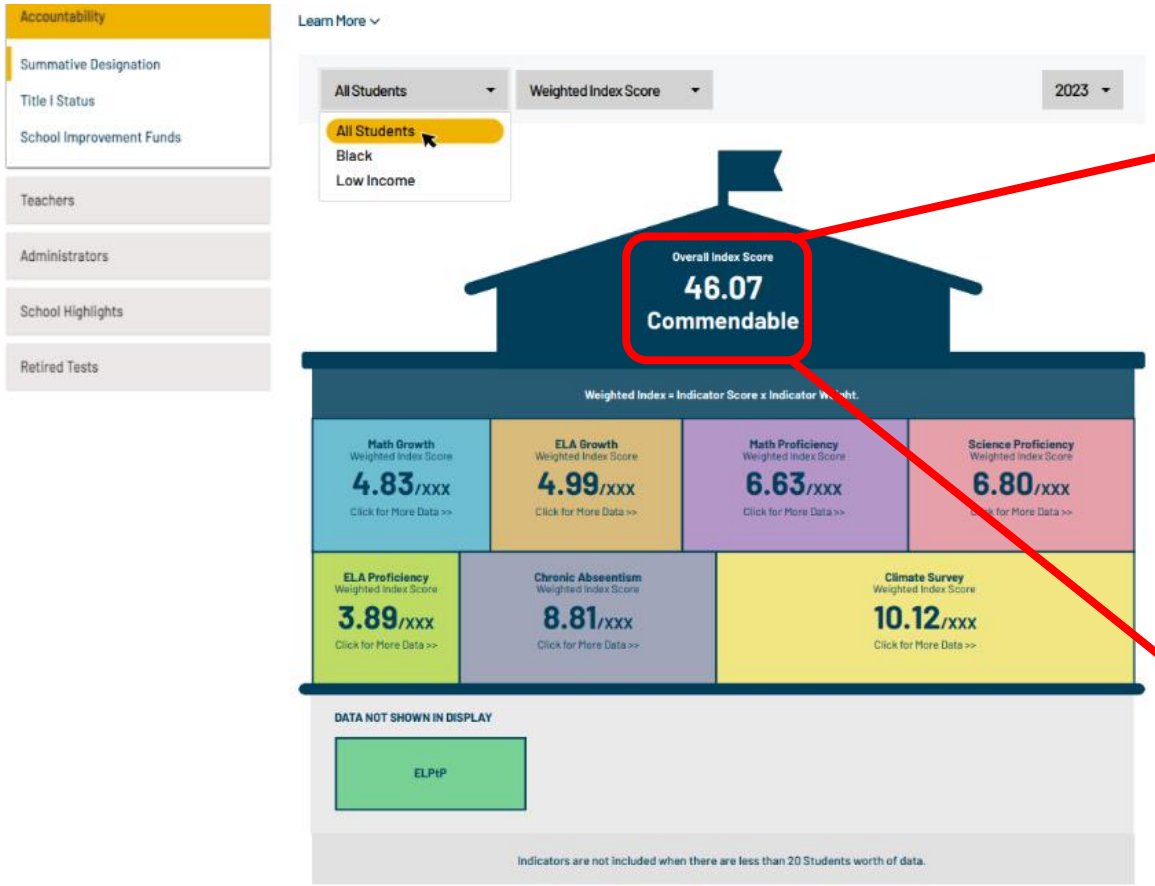
Designation in 2023	Result
Exemplary or Commendable	**Exit** School Improvement Status
Targeted (any group(s))	**Targeted Support** level School Improvement Status
Bottom 5% (comprehensive/ intensive)	**Intensive Support** level School Improvement Status

2023: Enhanced SIS Reporting Coming in September

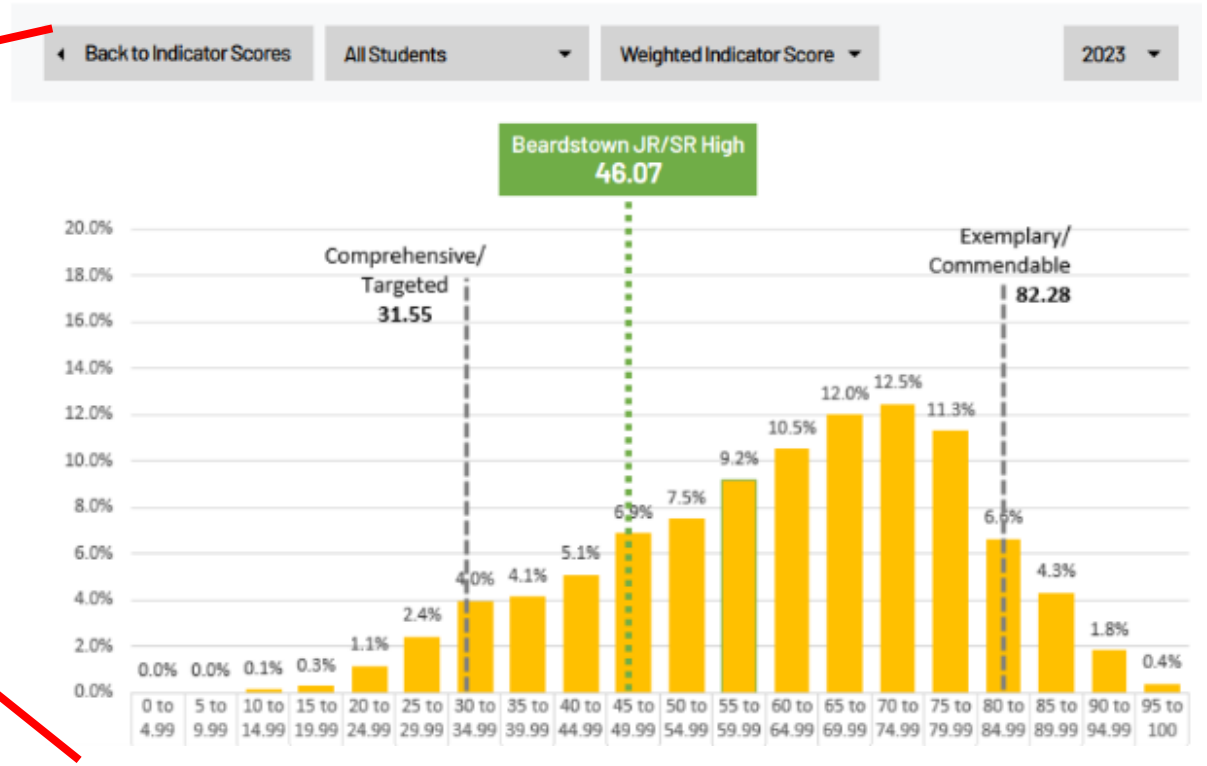
- **Elementary & High School Summative Designation Scores Report**
  - Effective Weight:
    New 4th row for each group
- **ELPtP Report**
  - All students who remain ELs will have a value in column N – Revised Target for Next Year
  - Students who are past their timeline will NOT have a value in column D – Timeline Target
- **IAR Scores Report**
  - Column for both Baseline and Cohort SGP values in Detail View
  - Reported values for both Baseline and Cohort SGP in Summary View
- **IAR Scores Grid Report (Summary)**
  - Will show mean Baseline and Cohort SGP

2023: Enhanced Data Visualization on Report Card

High Level (mockup)



Drill Down (mockup)



2023: Meta-indicator Components on Report Card

College & Career Readiness Indicator (CCRI)

- Percentage of
  - Students with 95% attendance in JR/SR year (average of the two years must be 95% or better)
  - Students who fall into each GPA category
  - Students who meet the IL SAT/ACT Composite Minimum requirement
  - Students who have at least 1 Academic ELA Indicator
  - Students who have at least 1 Academic Math Indicator
  - Students who have identified a Career Area of Interest by Sophomore Year
  - Students who have earned 1, 2, or 3+ career ready indicators
  - Students who have earned a College and Career Pathway Endorsement

Fine Arts Indicator

- Student Participation in Fine Arts
  - The non-duplicated count of all students who are enrolled in one or more fine arts courses in a year, divided by the total number of students at the school. Inclusive of all grades, including K.
- Teacher Qualifications
  - A school's total number of students enrolled in one or more arts courses taught by a qualified Illinois teacher divided by the school's total number of students enrolled in one or more arts courses.

How Does IL Measure Student Growth?

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Student Growth Percentile (SGP)

A measure of a student's progress from one year to the next

S

4th SY2020-21

2022 SGP

5th SY2021-22

2023 SGP

6th SY2022-23

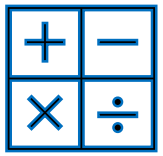
G

P

Compared to "academic peers" statewide

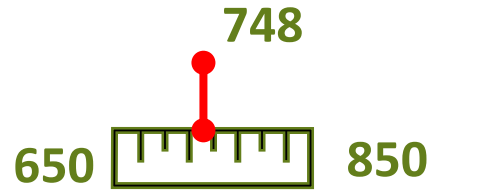
Same Grade

&



Same Subject

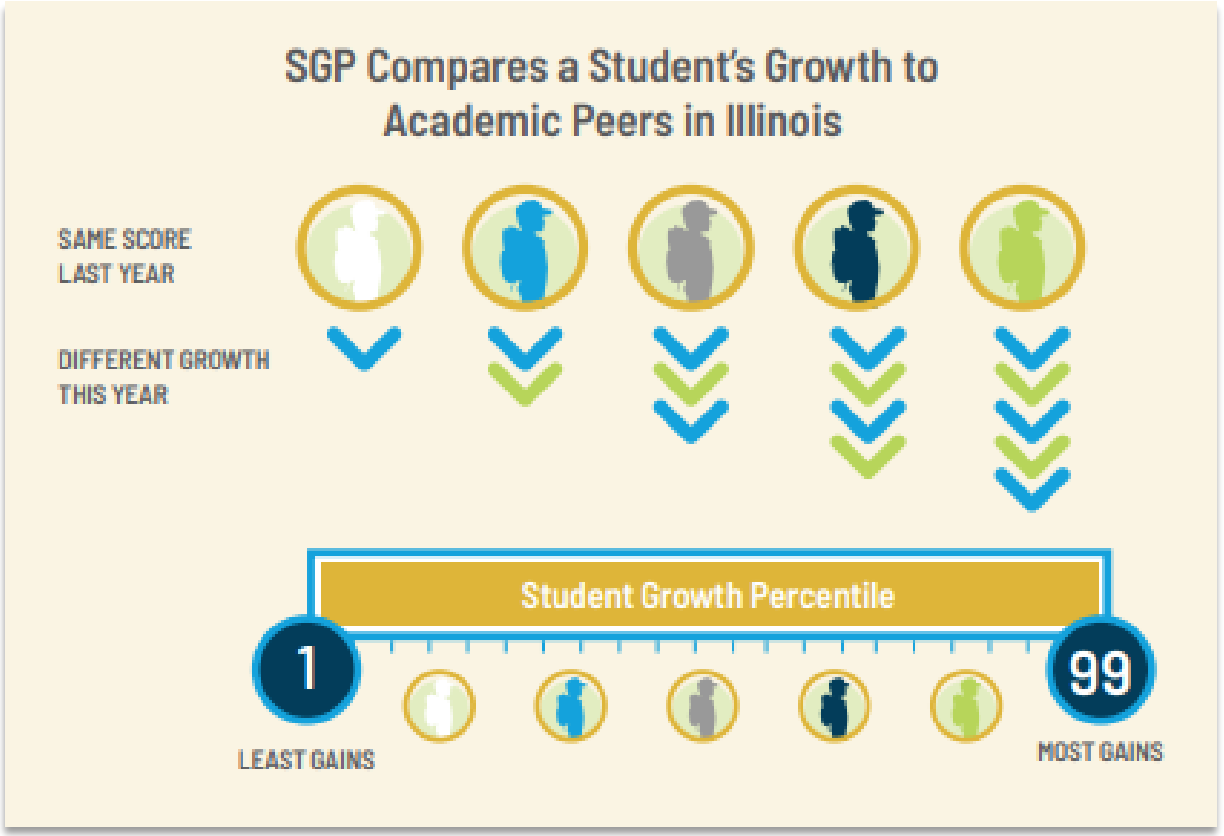
&



Same Prior Test Performance

Student Growth Percentile

- Within that comparison group
  - Same grade
  - Same subject
  - Same test score in the previous year
- Students who make the most progress get an individual SGP of 99
- Students who make the least progress get an individual SGP of 1
- Students in the middle get an individual SGP of 50
- Everyone else is gets a score based on where they fall in that distribution



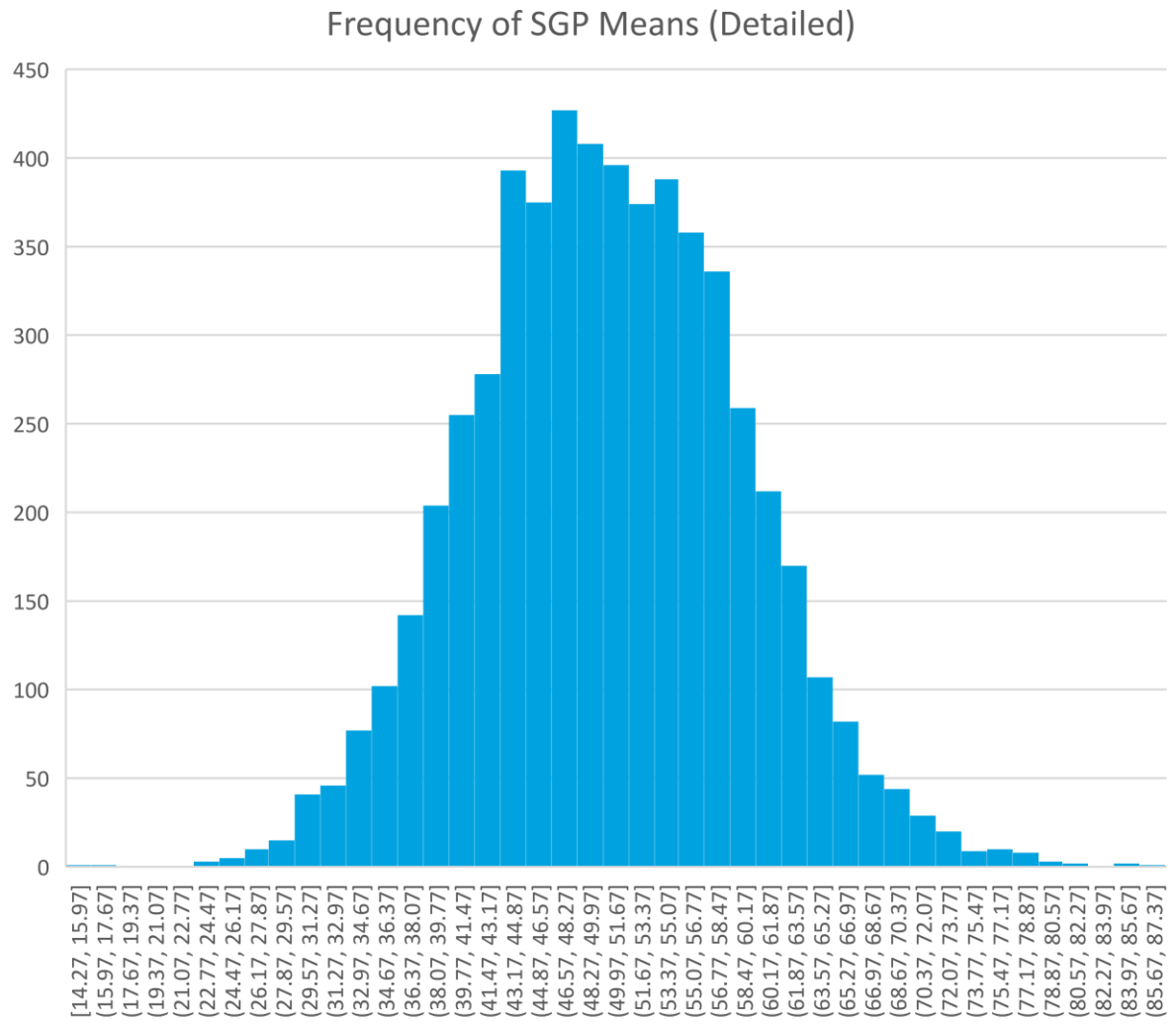
Why Use a Student Growth Percentile?

- There are many valid ways of measuring growth
- SGPs are well aligned to values for use in accountability
- Preliminary examination in 2017 showed:
  - SGPs give access to the full range of performance to all student groups, including high achieving students
  - Compared to other growth measures SGPs had slightly lower correlations with prior year achievement, percent EL, percent CWD, and percent low income

Responsive to Changes in Classroom Structures & Practices

From Students to Student Groups & Schools

- If individual students get an SGP between 1 and 99
- We average them to find the Mean Student Growth Percentile (MSGP) for a student group (demographic or programmatic) or school.
  - Must have 20 students **worth of data**
  - Meaning in grade 4 or higher
- Mean SGPs have a narrower range
  - Never groups of all 99, never groups of all 1



Cohort & Baseline SGPs

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Two Types of SGP

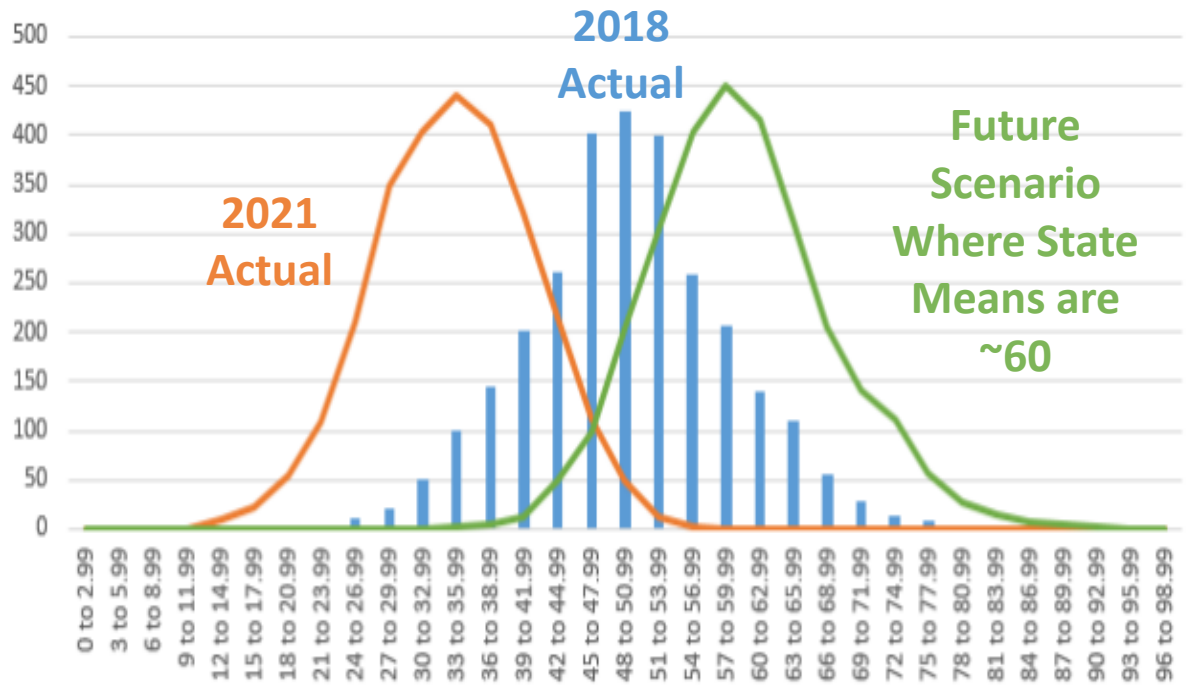
- An SGP compares a student's progress from one year to the next compared to his or her academic peers
  - Students in the same grade
  - Same subject
  - With the same prior test performance
- You can find those **peers in two ways**
  - Within the same **academic cohort**
    - Students who were 5th graders in 2023 are part of a cohort – the class of 2030
  - From a prior **baseline year**
    - 5th graders in 2023 to 5th graders in 2019 or class or 2030 to class of 2026

- These SGPs are usually the same (±2)
  - **Cohort SGPs** are better to answer questions when you are ***comparing the performance of two groups*** from the same time
  - **Baseline SGPs** are better at answering questions about ***the change over time*** for a particular student group or school
- When SGPs are used in an accountability system, Baseline SGPs are used to validate the Cohort SGP
  - Checking if the state mean has drifted over time

Why Complicate Things?

- Use of a cohort SGP assumes there have not been significant statewide disruptions (such as COVID)
- Baseline SGPs were introduced in 2022 because it was possible statewide learning acceleration efforts over the next several years may cause the distribution of the baseline-referenced SGP to shift above the midpoint of the cohort-referenced SGP of 50.
- The hypothesis has been correct so far. Baseline SGPs in 2022 and 2023 have been higher than in 2019.

Chart 1. Sample Frequency of School SGP Means Under Multiple Performance Scenarios



Cohort SGP remains the default score used, but when the state mean baseline SGP is above 50, the baseline SGP for each student is used instead.

Interpretation

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What is a "good" student growth percentile?

For Schools & Groups

- 60 and above is excellent
- 54 to 60 is above average
- 50 ± 3 is average
- 44 to 40 has room for improvement but is not immediately concerning
- Below 40 is cause for concern

A mean SGP is like your average mph. You might have been speeding & crawling or keeping a steady pace over time, but the average is the same.

For Students

- 85 and above is excellent
- 58 to 84 is above average
- 50 ± 8 is average
- 42 to 35 has room for improvement
- 34 and below is cause for concern
  - Interpretive ranges at the bottom are larger, because it's better to intervene sooner

Use

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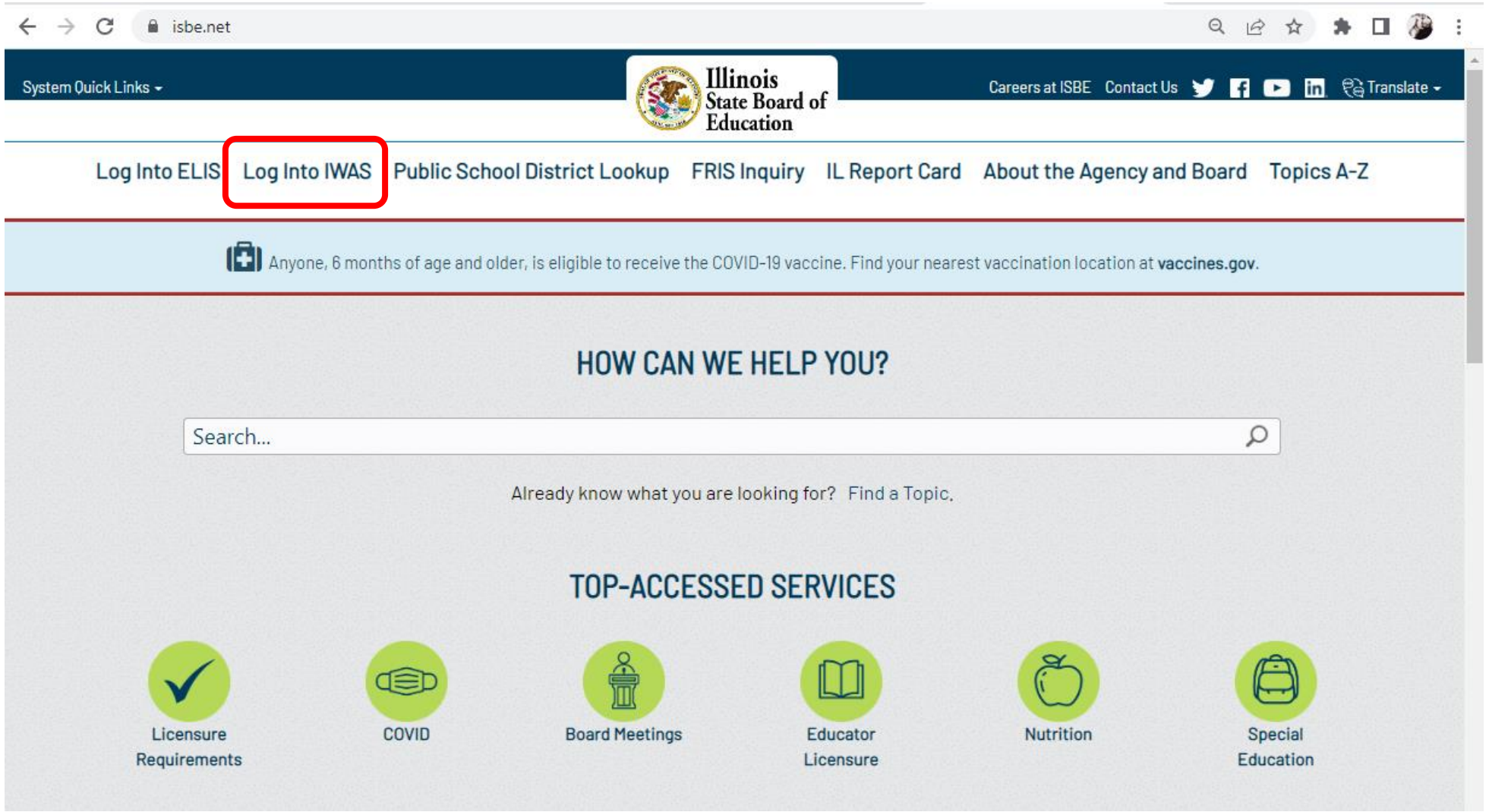
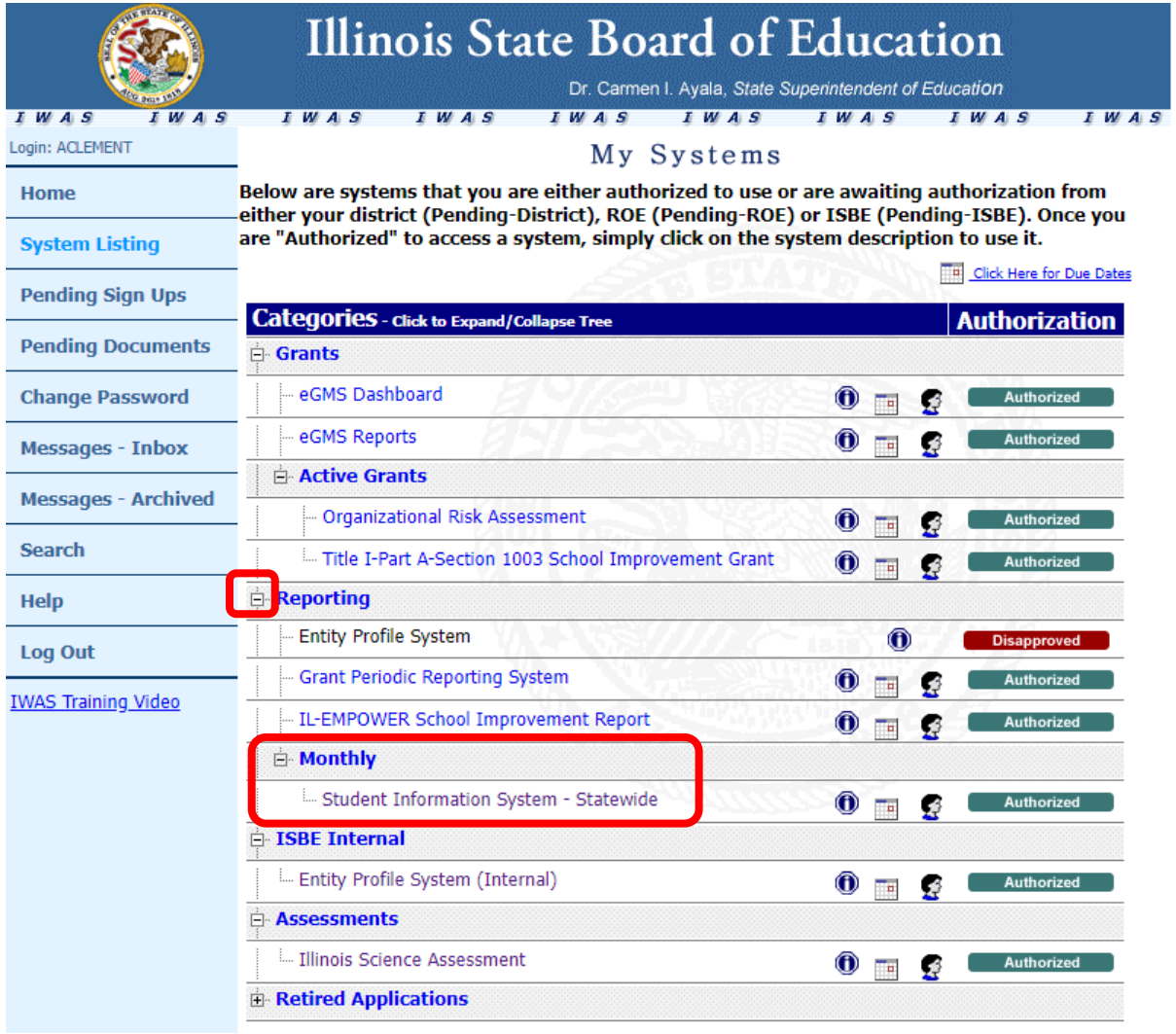
Navigate to IWAS



Log Into IWAS

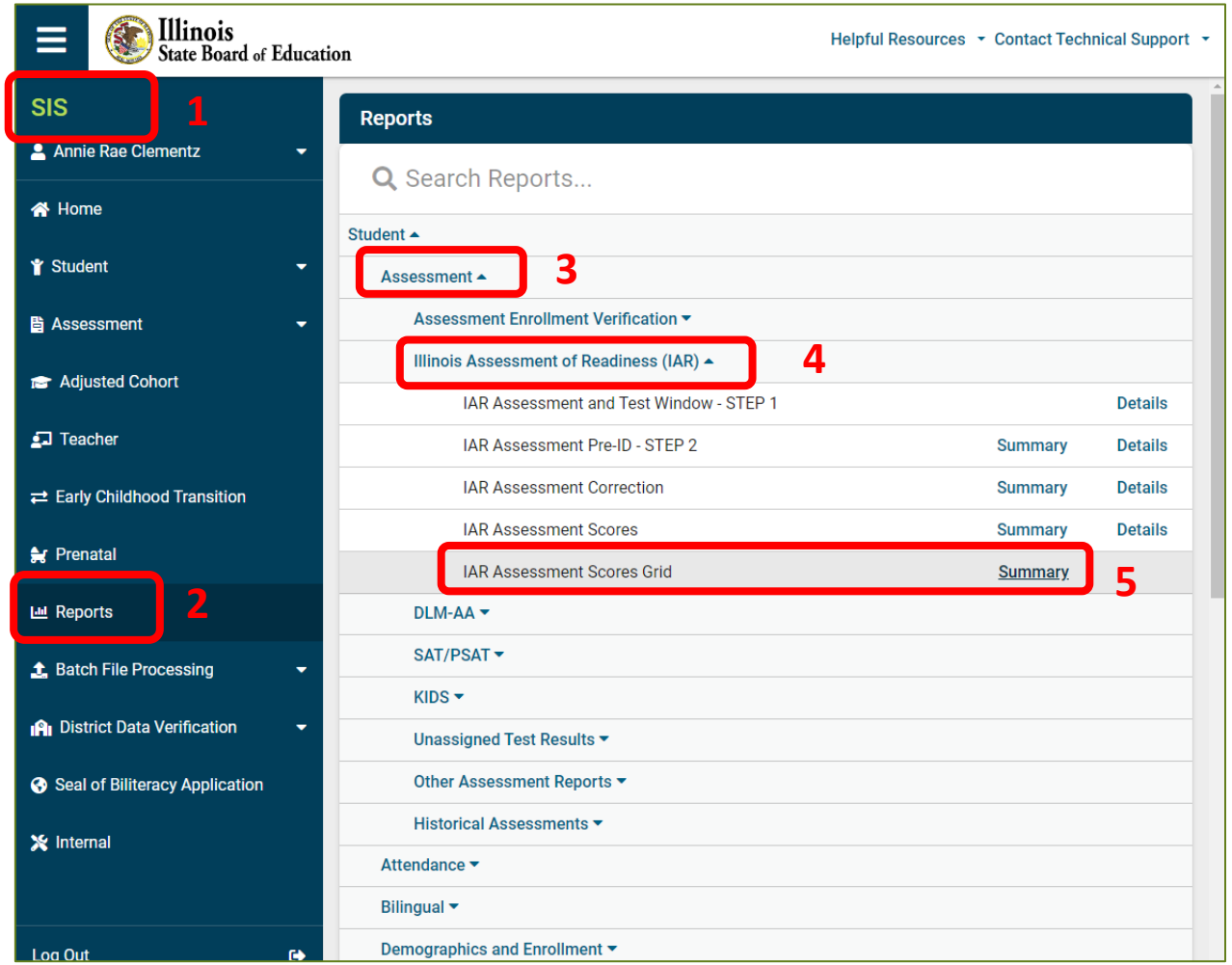
Systems Listings – Student Information System Statewide

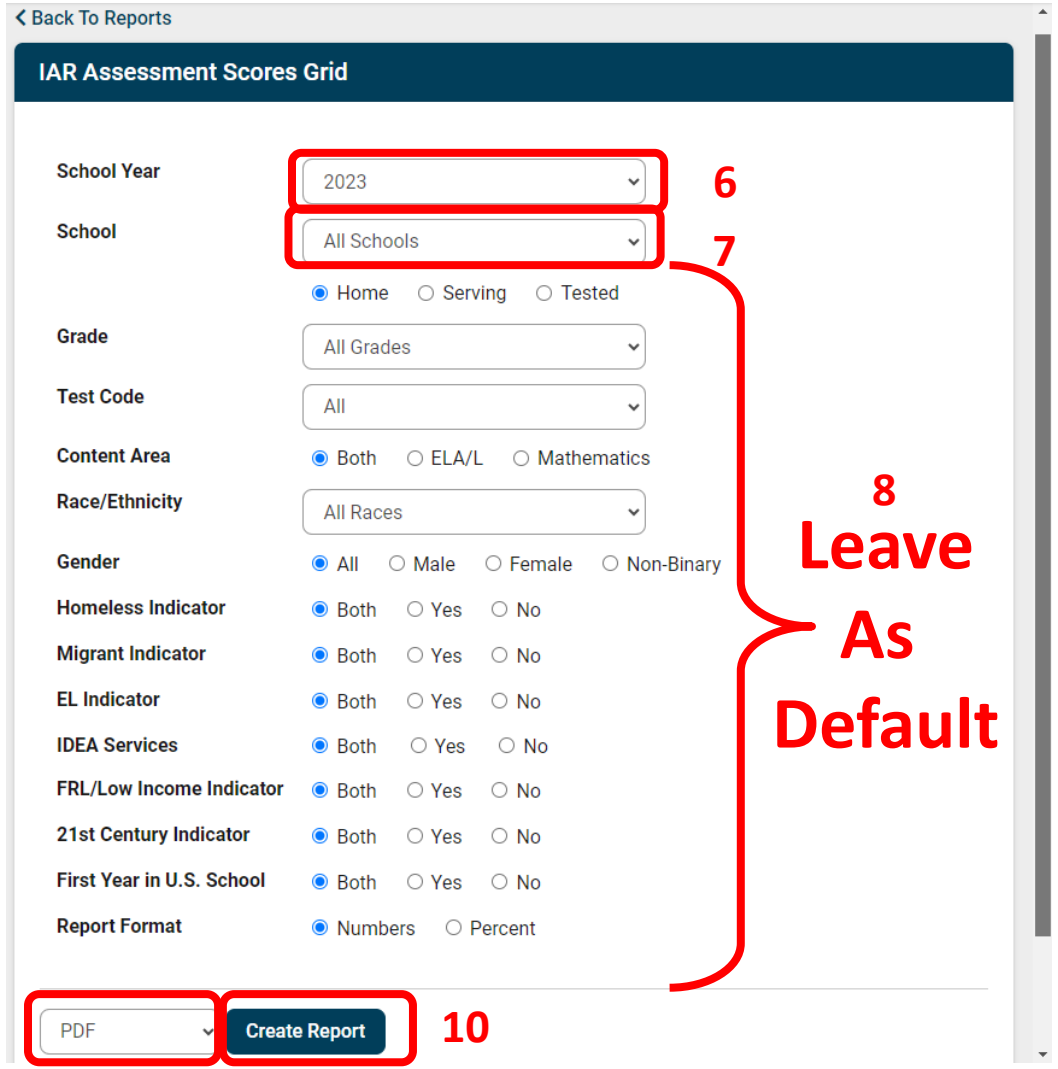


- Your **Systems Listings <u>will</u>** look different

1. Open **Reporting**
2. Open **Monthly**
3. Click **Student Information System**

Finding Mean SGP – IAR Scores Grid Report





IAR Scores Grid Report SGP Column

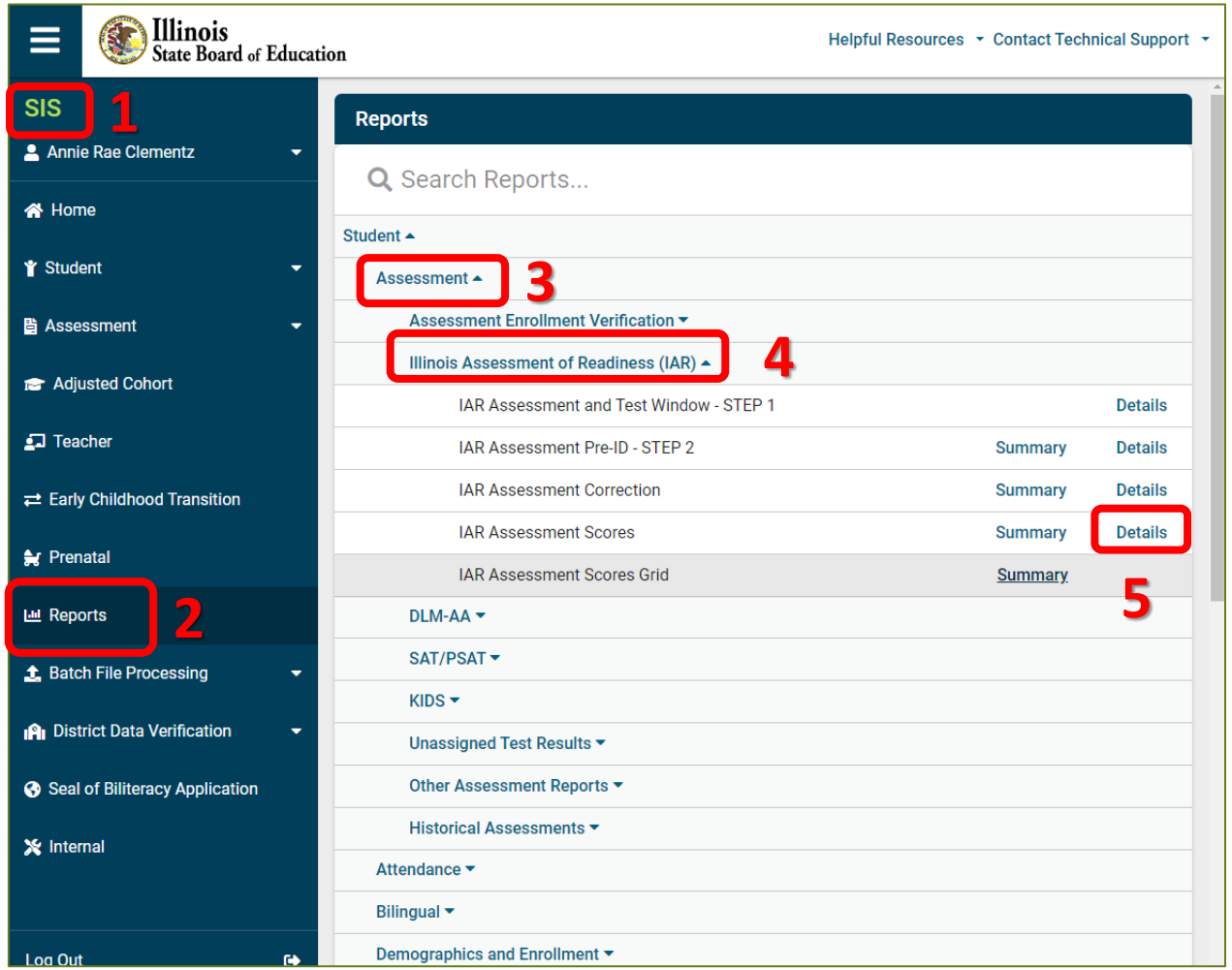
Coming for 2023
Baseline & Cohort SGP

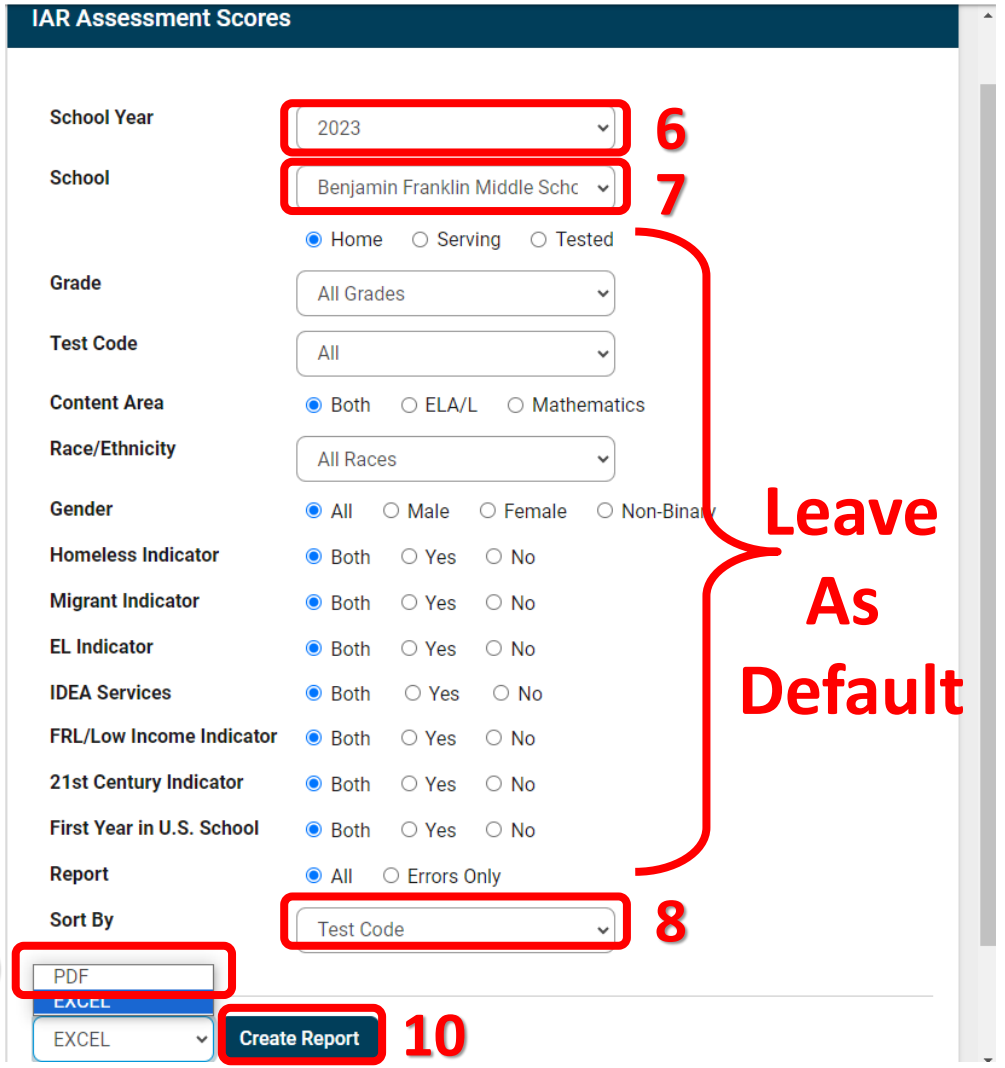
Assessment Home School:

Selection Criteria: None

Grade Level: All	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	SGP Percent	SGP Percent	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	SGP Percent	SGP Percent
Total Students	436	4	143	116	91	71	11	53.89	53.89	436	6	160	132	100	37	1	51.92	51.92
Total Student Growth Percentile (SGP)	251							53.89	53.89	234							51.92	51.92
Report Suppression: 01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Report Suppression: 05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Valid Scores	436	4	143	116	91	71	11	53.89	53.89	436	6	160	132	100	37	1	51.92	51.92
Test Format: Online	0	0	0	0	0	0	0	0.00	0.00	0	0	0	0	0	0	0	0.00	0.00
Test Format: Paper	0	0	0	0	0	0	0	0.00	0.00	0	0	0	0	0	0	0	0.00	0.00
Gender: Male	193	3	68	59	32	30	1	51.49	51.49	193	3	68	53	51	18	0	52.99	52.99
Gender: Female	243	1	75	57	59	41	10	56.24	56.24	243	3	92	79	49	19	1	50.85	50.85
Gender: Non-Binary	0	0	0	0	0	0	0	0.00	0.00	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA03	77	2	39	13	13	8	2	0.00	0.00	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA04	48	0	18	13	10	6	1	45.69	45.69	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA05	64	1	26	19	13	5	0	40.79	40.79	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA06	74	0	14	31	21	8	0	53.82	53.82	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA07	85	1	22	15	16	24	7	67.40	67.40	0	0	0	0	0	0	0	0.00	0.00
Test Code: ELA08	88	0	24	25	18	20	1	55.07	55.07	0	0	0	0	0	0	0	0.00	0.00
Test Code: MAT03	0	0	0	0	0	0	0	0.00	0.00	77	2	32	19	12	11	1	0.00	0.00
Test Code: MAT04	0	0	0	0	0	0	0	0.00	0.00	48	1	19	13	12	3	0	42.21	42.21
Test Code: MAT05	0	0	0	0	0	0	0	0.00	0.00	64	2	27	21	9	5	0	50.76	50.76
Test Code: MAT06	0	0	0	0	0	0	0	0.00	0.00	74	0	26	26	20	2	0	57.57	57.57
Test Code: MAT07	0	0	0	0	0	0	0	0.00	0.00	85	1	20	25	33	6	0	52.12	52.12
Test Code: MAT08	0	0	0	0	0	0	0	0.00	0.00	88	0	36	28	14	10	0	52.95	52.95
Race/Ethnicity: Asian (13)	2	0	0	0	0	2	0	96.00	96.00	2	0	0	0	1	1	0	99.00	99.00
Race/Ethnicity: Black or African American (14)	11	0	4	5	0	2	0	43.90	43.90	11	1	5	4	0	1	0	38.00	38.00
Race/Ethnicity: Hispanic or Latino (11)	410	4	133	108	89	65	11	54.67	54.67	410	5	149	123	98	34	1	52.60	52.60
Race/Ethnicity: Two or More Races (17)	4	0	1	1	1	1	0	68.00	68.00	4	0	1	2	1	0	0	65.00	65.00
Race/Ethnicity: White (16)	9	0	5	2	1	1	0	26.40	26.40	9	0	5	3	0	1	0	26.40	26.40
IDEA Services: Yes	68	3	51	11	3	0	0	36.00	36.00	68	3	51	9	5	0	0	34.49	34.49
EL Indicator: Yes	152	0	74	42	31	5	0	50.99	50.99	152	0	73	49	28	2	0	50.33	50.33
FRL/Low Income Indicator: Yes	410	4	138	110	86	66	6	52.97	52.97	410	6	152	126	97	28	1	51.76	51.76

IAR Scores Detail Report





IAR Scores Detail – Columns R & S

Selection Criteria: None Sorted By: Test Code, Student Name

Columns	* = Defined below				
A	Grade	G	Reading Scale Score (Range 10-90) OR Mathematics Subclaim: Major Content*	O	Total Number of Test Items
B	Content Area (E=ELA/L or M=Mathematics)	H	Reading Subclaim: Literary Text* OR Mathematics Subclaim: Expressing Mathematical Reasoning*	P	Reason for No Valid Test Attempt*
C	Test Taken/To Be Taken	I	Reading Subclaim: Informational Text* OR Mathematics Subclaim: Modeling & Application*	Q	Report Suppression Action*
D	Test Format Taken/To Be Taken (O=Online or P=Paper)	J	Reading Subclaim: Vocabulary* OR Mathematics Subclaim: Additional & Supporting Content*	R	Cohort SGP*
E	Overall Scale Score (Range 650 - 850)	K	Writing Scale Score (Range 10-60)	S	Baseline SGP*
F	Performance Level *	L	Writing Subclaim: Writing Expression*	T	Error Code*
		M	Writing Subclaim: Knowledge and Use of Language Conventions*		
		N	Number of Test Items Attempted		

Cohort Baseline

N	O	P	Q	R	S	T
0	0	16				
20	20			70.0	71.0	
20	20			59.0	61.0	
20	20			45.0	46.0	
20	20			35.0	39.0	
20	20			54.0	54.0	
20	20			94.0	94.0	
20	20			23.0	28.0	
20	20			81.0	85.0	
20	20			2.0	3.0	
20	20			78.0	79.0	
20	20			50.0	51.0	
20	20			78.0	82.0	
20	20			97.0	98.0	
20	20			64.0	66.0	
20	20			81.0	84.0	
20	20			9.0	9.0	
20	20			20.0	21.0	
20	20			29.0	32.0	
20	20			19.0	20.0	

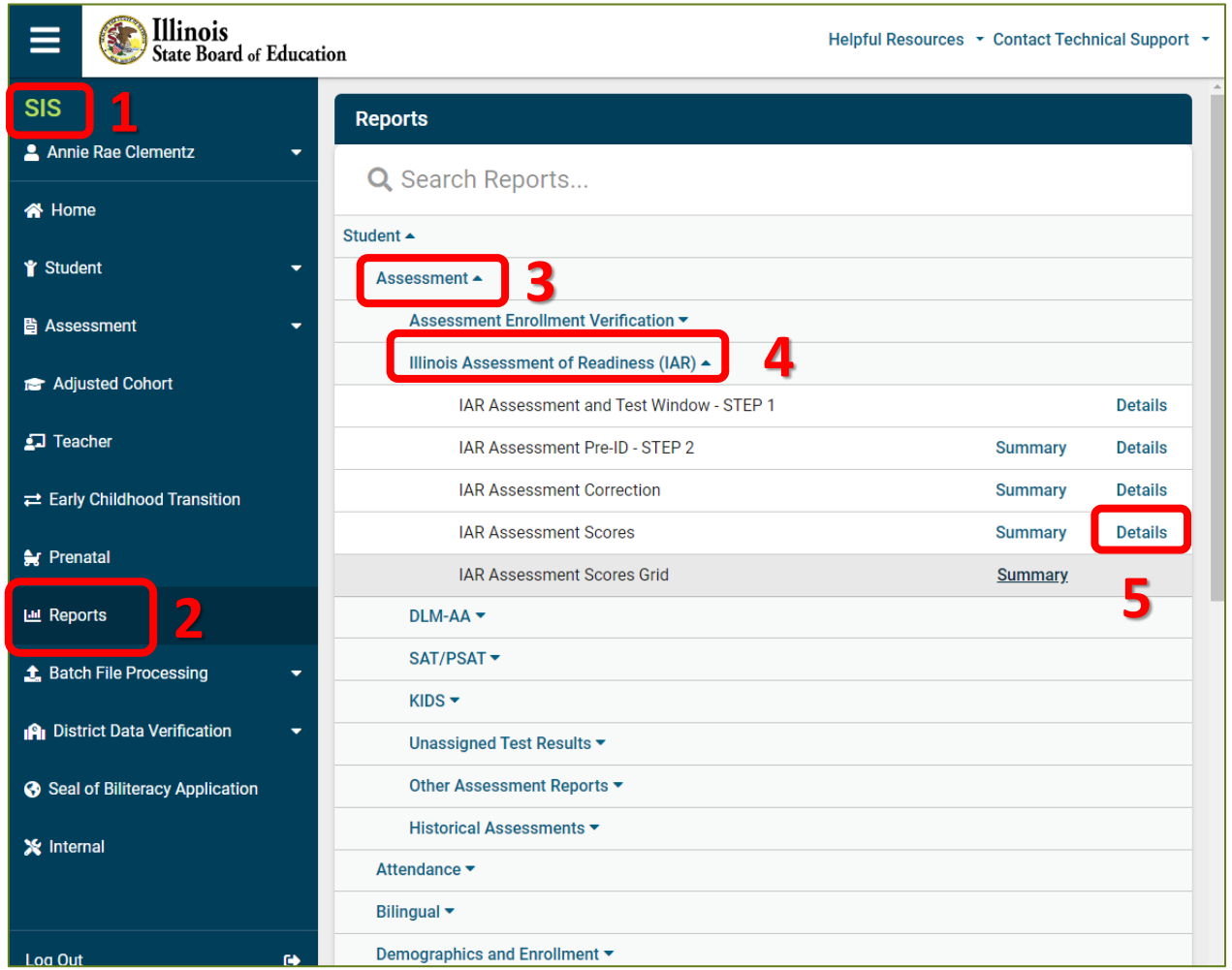
6	E	ELA06	O	729	3	40	3	1	2	33	2	1	20	20			
6	E	ELA06	O	740	3	49	1	1	2	30	2	2	20	20			
6	E	ELA06	O	731	3	47	2	2	1	23	3	2	20	20			
6	E	ELA06	O	727	3	41	2	2	2	30	2	2	20	20			
6	E	ELA06	O	755	4	53	1	2	2	36	2	1	20	20			
6	E	ELA06	O	759	4	50	1	2	2	39	1	1	20	20			
6	E	ELA06	O	801	5	69	1	1	1	46	1	1	20	20			
6	E	ELA06	O	720	2	29	3	3	3	35	2	2	20	20			
6	E	ELA06	O	781	4	57	1	1	1	44	1	1	20	20			
6	E	ELA06	O	734	3	40	3	2	2	35	2	2	20	20			
6	E	ELA06	O	751	4	49	1	2	1	36	1	2	20	20			
6	E	ELA06	O	781	4	65	1	1	1	40	1	1	20	20			
6	E	ELA06	O	715	2	35	3	3	3	30	3	3	20	20			
6	E	ELA06	O	776	4	53	2	1	1	45	1	1	20	20			
6	E	ELA06	O	713	2	33	3	3	2	30	3	3	20	20			
6	E	ELA06	O	686	1	27	3	3	3	10	3	3	20	20			
6	E	ELA06	O	780	4	60	1	1	1	42	1	1	20	20			
6	E	ELA06	O	679	1	23	3	3	3	10	3	3	20	20			

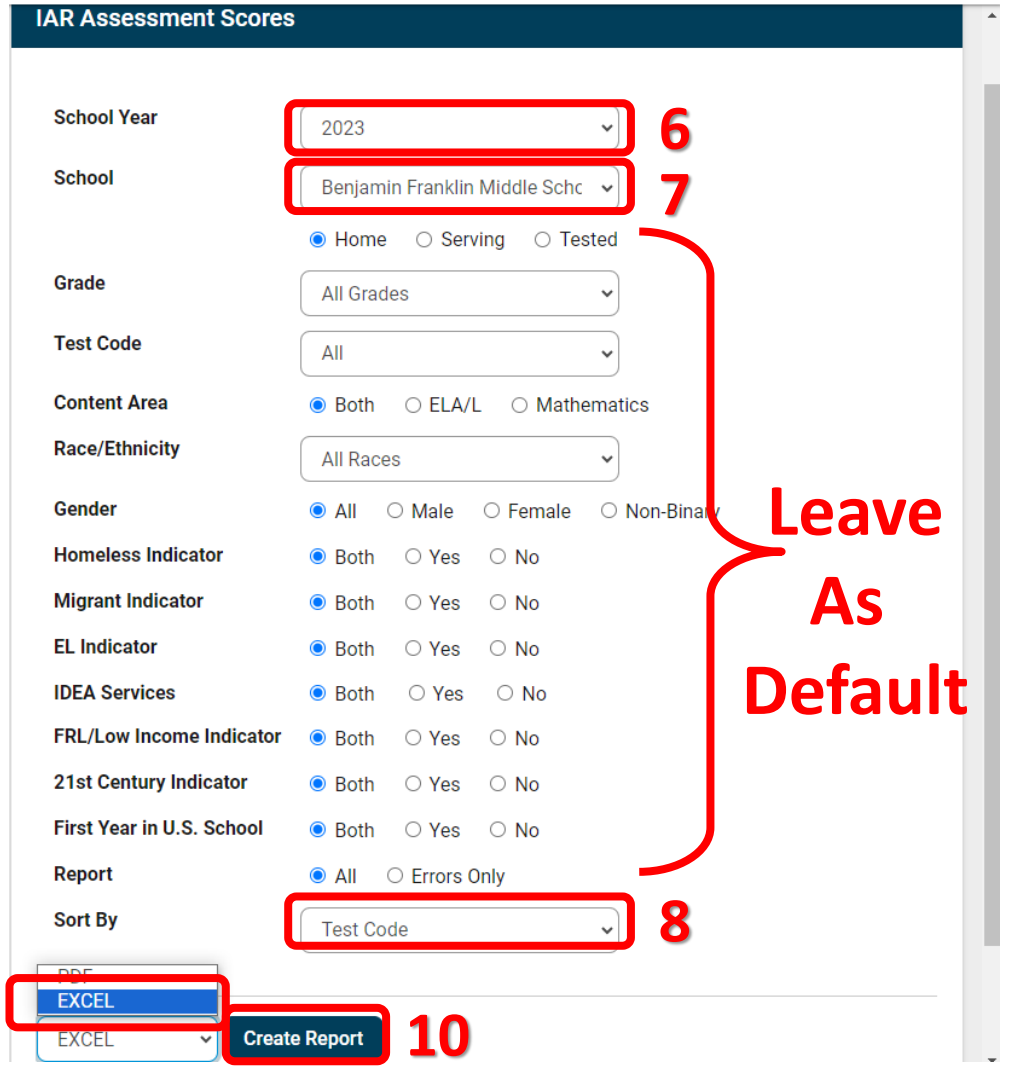
Take a screenshot for your spreadsheet

Windows + Shift + S for PC

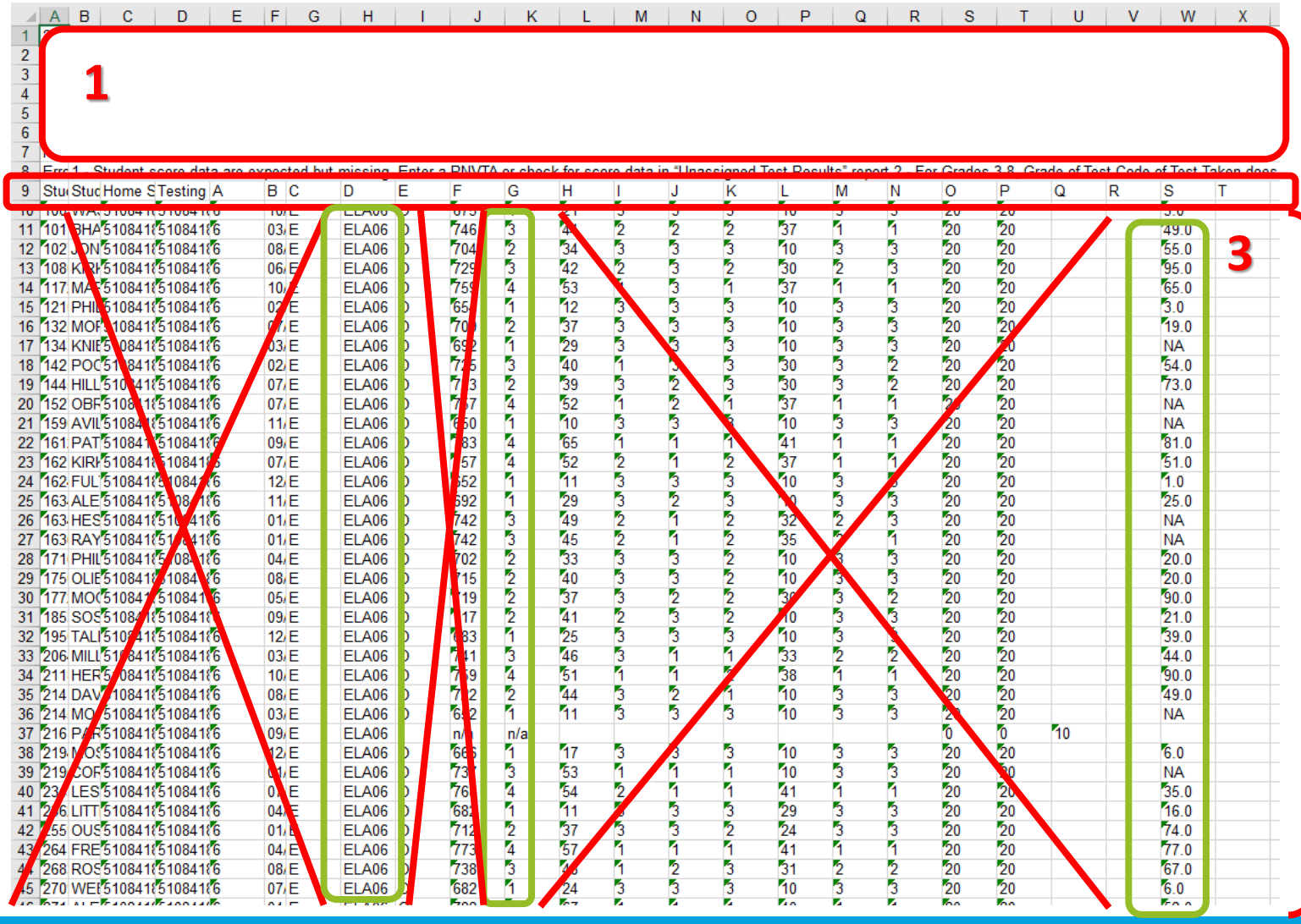
Command + Shift + 4 for Mac

IAR Scores Detail Report





IAR Scores Detail Report – Preparing the Data



1. Delete rows 1-8

2. Label Key Columns

3. Convert text to numbers

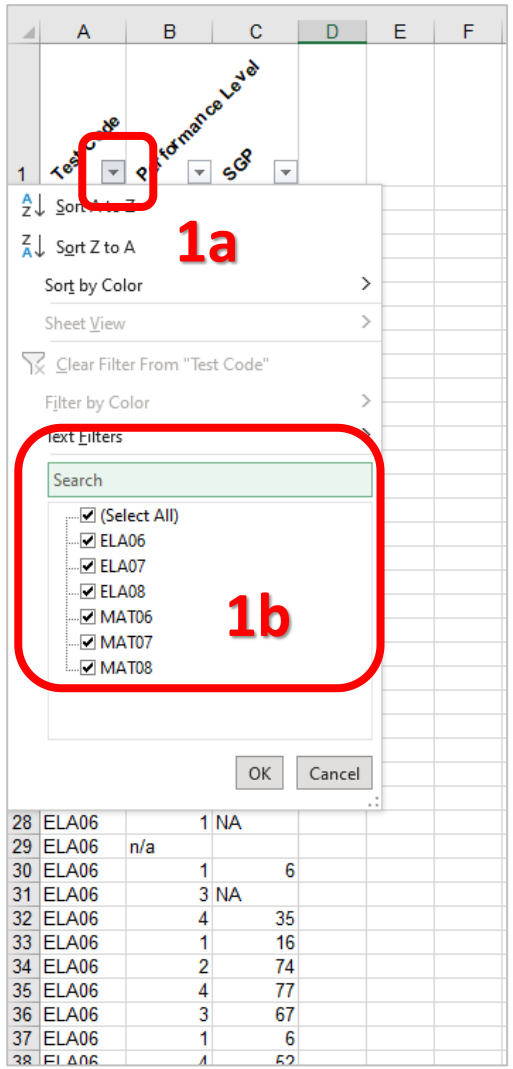
4. Delete unnecessary columns

Keep C: Test Code
Keep F: Performance Level
Keep: Either R or S

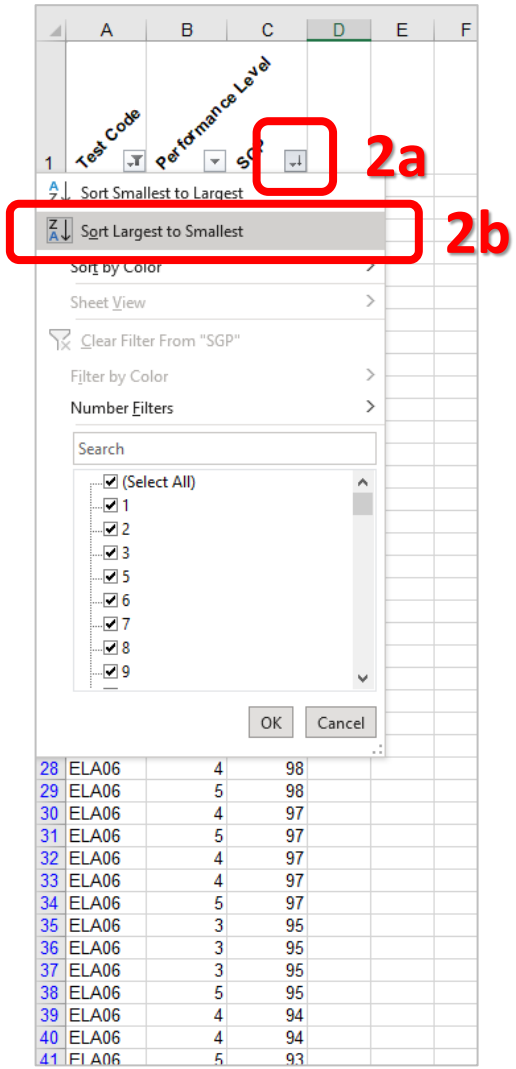
Note: When doing this as part of a PLC or teacher in-service, keeping student names may be helpful

*Screenshots of 2022 data (data real, names & SIDs fake)

Plotting Proficiency and Growth – Steps 1 and 2



1. **Filter** Test Code to a single subject and grade. **Leave only one Test Code checked.**



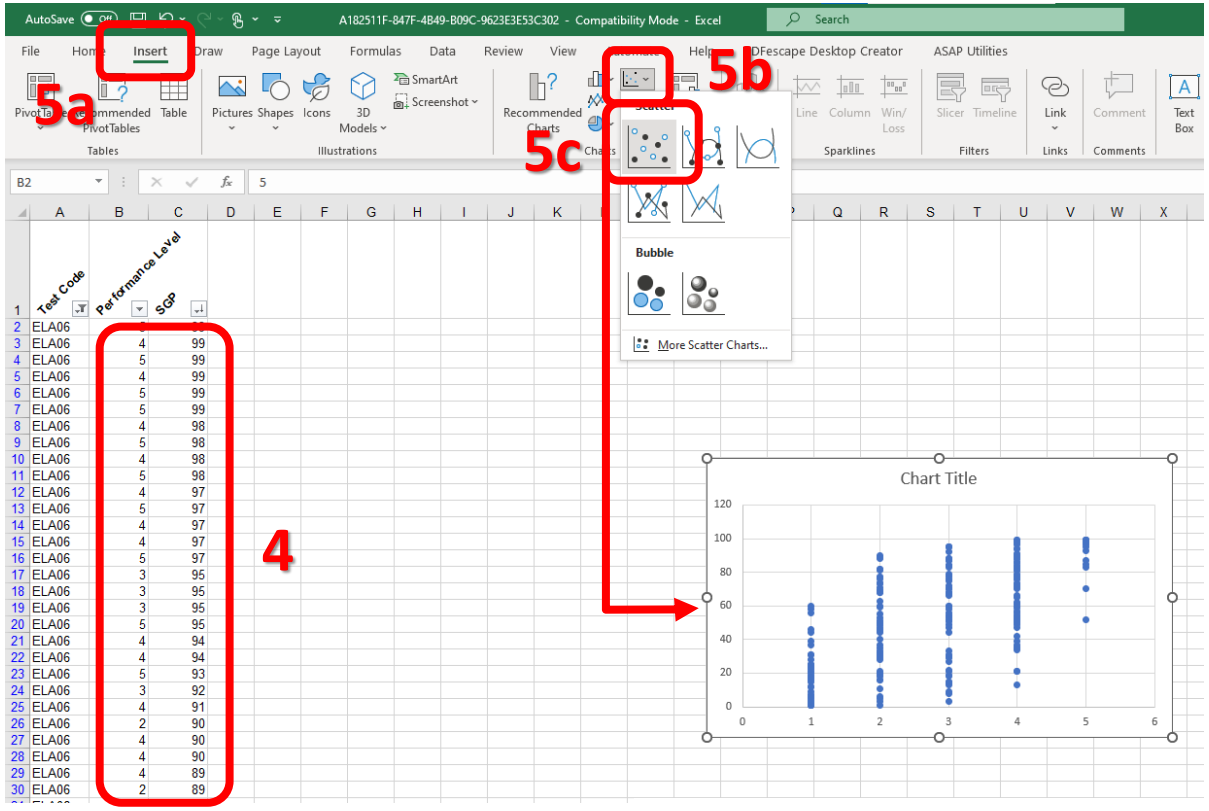
2. **Sort** SGP from **Largest to Smallest.** This will put any NAs on top

Plotting Proficiency and Growth – Steps 3, 4 & 5

3

	A	B	C
1	Test Code	Performance Level	SGP
2	ELA06	1	NA
3	ELA06	4	NA
4	ELA06	1	NA
5	ELA06	3	NA
6	ELA06	3	NA
7	ELA06	1	NA
8	ELA06	3	NA
9	ELA06	1	NA
10	ELA06	3	NA
11	ELA06	5	NA
12	ELA06	1	NA
13	ELA06	5	NA
14	ELA06	3	NA
15	ELA06	3	NA
16	ELA06	3	NA
17	ELA06	1	NA
18	ELA06	2	NA
19	ELA06	3	NA
20	ELA06	5	99
21	ELA06	4	99
22	ELA06	5	99
23	ELA06	4	99

3. **Delete rows** where the **SGP is NA**

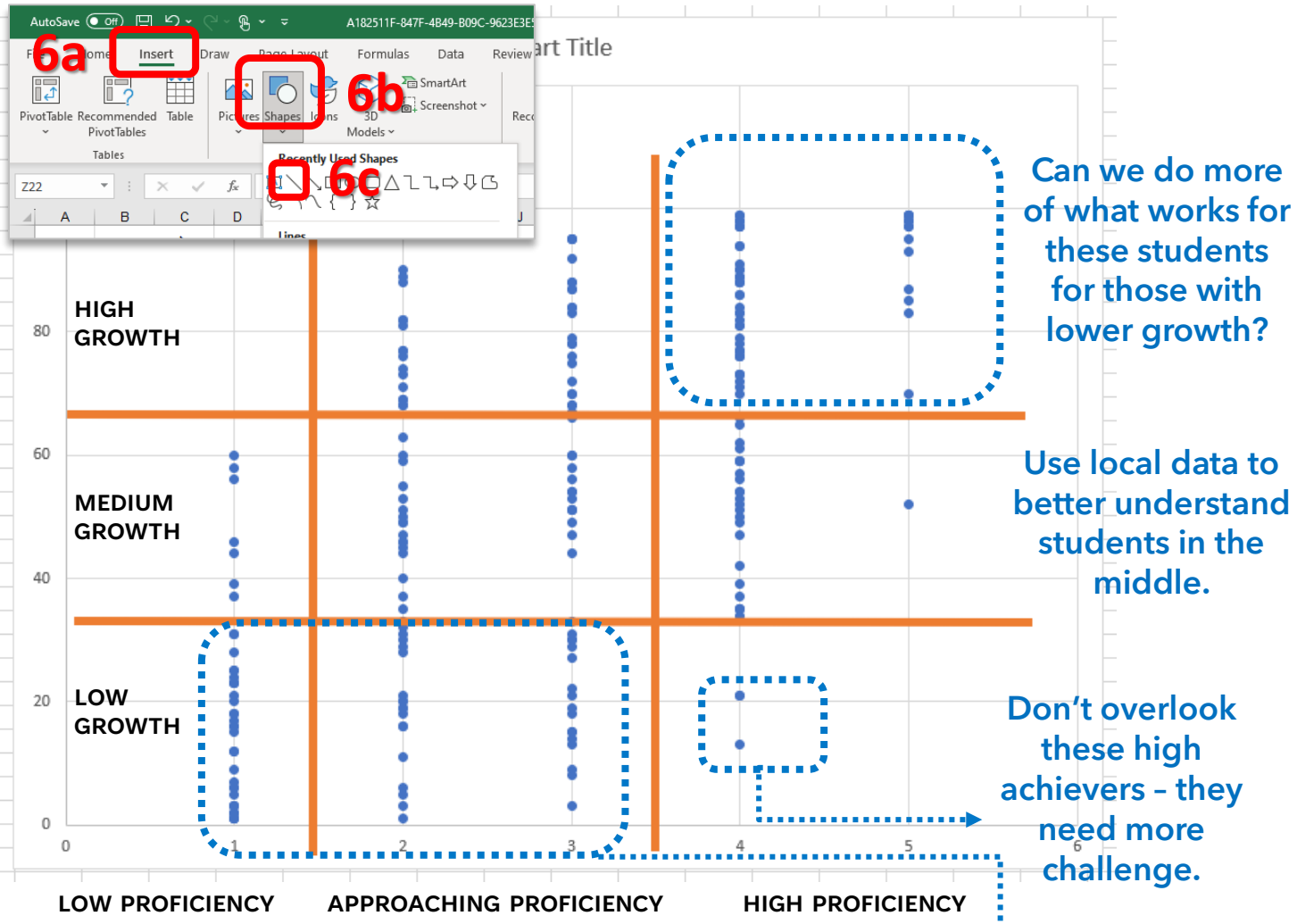


4. **Select** only the **Performance Level** & **SGP Data**

5. From the **Insert Ribbon**, Add a **Scatterplot** from the **Scatter button**.

Illinois State Board of Education

Plotting Proficiency and Growth – Step 6



1. From the **Insert ribbon**, open the **Shapes menu** to insert **lines**.
2. **Create four (2x2), six (2x3 or 3x2) or nine (3x3) groups**, whichever best fits the data.
   An SGP of 50 is considered typical growth so for 2 SGP groups High=99–50 & Low=49–1. For 3 SGP groups High=99–66, Medium=65–36 & Low=35–1. Adjust to your data if needed.
3. **Consider**: What commonalities in learning style, classroom engagement, etc. do students in each group have?
4. **Consider:** Are there natural groupings in your own data or is it evenly spread? How might your students explain the differences, if asked?

Helpful Resources

Illinois State Board of Education

Summative Designation Resources

Data & Accountability > System of Accountability & Annual Summative Designations

DATA & ACCOUNTABILITY

SYSTEM OF ACCOUNTABILITY & ANNUAL SUMMATIVE DESIGNATIONS

ISBE's statewide school accountability system that utilizes multiple measures of school and student performance. The multiple measures includes both academic and Student Success and School Quality (SSSQ) indicators. These measures help create a holistic index score that is used to identify a school's annual summative designation.

Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations within the statewide school accountability system: Exemplary, Commendable, Targeted, Comprehensive & Intensive. Targeted, Comprehensive, and Intensive schools receive additional funding and supports to build local capacity and improve student outcomes. The federal Every Student Succeeds Act has required states to provide a summative designation to each school with the required indicators since 2018. ISBE includes school designations annually in the Illinois Report Card.

The Illinois Balanced Accountability Measure Committee and the Technical Advisory Committee help ISBE develop, implement, and monitor the state's school accountability system, including summative designations. More information on summative designation resources and processes can be found on the Individual Indicators page, or under Resources, Presentations & Webinars below.

Individual Indicators

Accountability Data

Technical Advisory Committee

IL Balanced Accountability Measure Committee

Resources for Family & Community

Upcoming Webinars

08/24/2023: Webinar 2: Summative Designation Deep Dive

This session will provide a deep dive into everything you could ever need to know about how annual summative designations are calculated. The

- **Redesigned site now available!**
- Individual Indicators
- Family explainer videos coming!
- Resources, presentations & webinars remain on the main page
- Accountability data & statistics by year
- Links to other critical resources

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

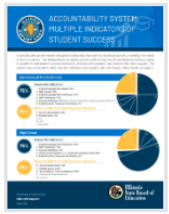
SCHOOL IMPROVEMENT & ACCOUNTABILITY

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.



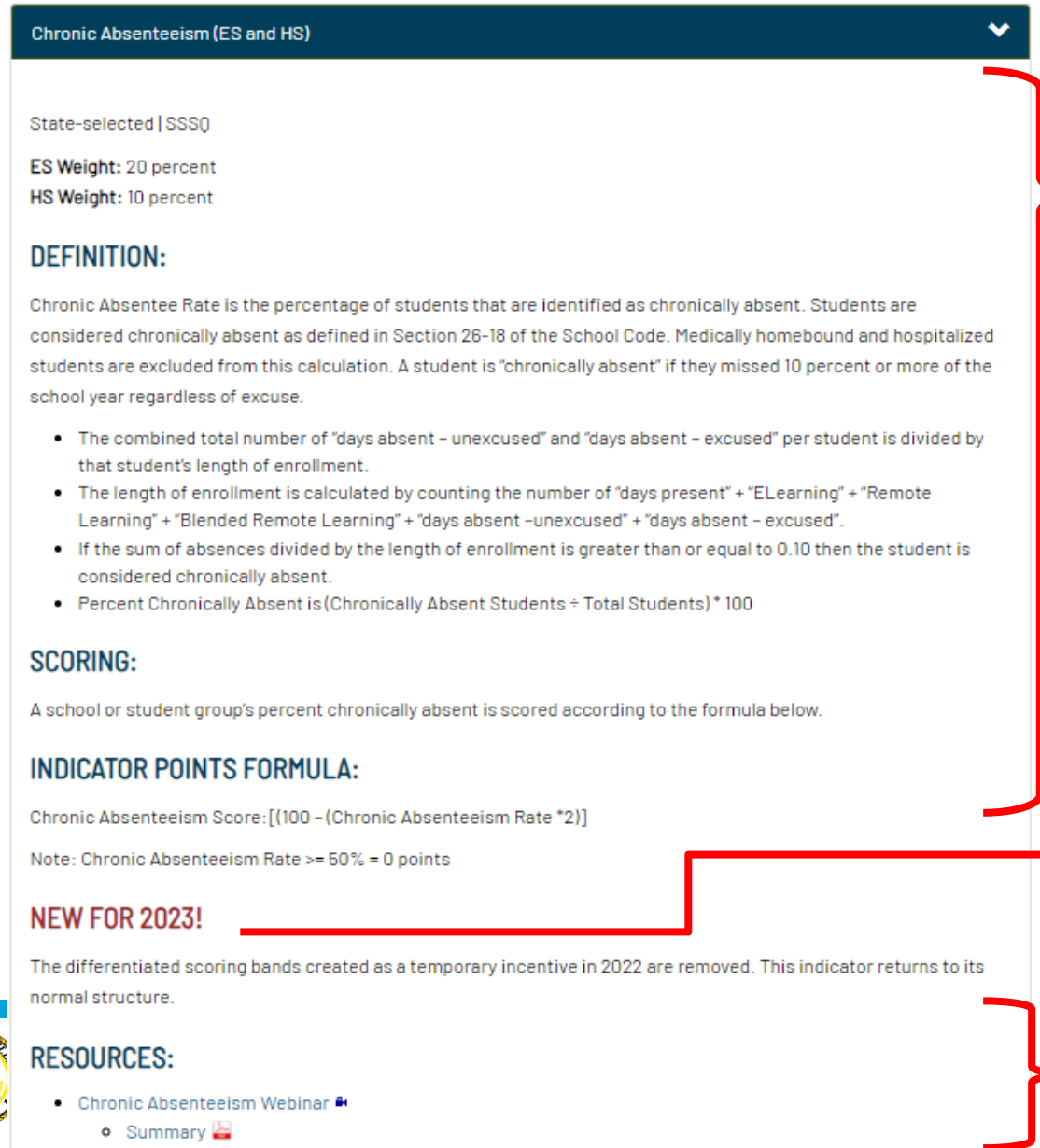
ACCOUNTABILITY SYSTEM: MULTIPLES MEASURES OF STUDENT SUCCESS

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



Chronic Absenteeism (ES and HS)

State-selected | SSSQ

ES Weight: 20 percent
HS Weight: 10 percent

DEFINITION:

Chronic Absentee Rate is the percentage of students that are identified as chronically absent. Students are considered chronically absent as defined in Section 26-18 of the School Code. Medically homebound and hospitalized students are excluded from this calculation. A student is "chronically absent" if they missed 10 percent or more of the school year regardless of excuse.

- The combined total number of "days absent – unexcused" and "days absent – excused" per student is divided by that student's length of enrollment.
- The length of enrollment is calculated by counting the number of "days present" + "ELearning" + "Remote Learning" + "Blended Remote Learning" + "days absent –unexcused" + "days absent – excused".
- If the sum of absences divided by the length of enrollment is greater than or equal to 0.10 then the student is considered chronically absent.
- Percent Chronically Absent is (Chronically Absent Students ÷ Total Students) * 100

SCORING:

A school or student group's percent chronically absent is scored according to the formula below.

INDICATOR POINTS FORMULA:

Chronic Absenteeism Score: [(100 – (Chronic Absenteeism Rate *2)]

Note: Chronic Absenteeism Rate >= 50% = 0 points

NEW FOR 2023!

The differentiated scoring bands created as a temporary incentive in 2022 are removed. This indicator returns to its normal structure.

RESOURCES:

- Chronic Absenteeism Webinar
  - Summary

- Common information about each indicator
  - Federally required or state selected
  - Weight in each band
  - Definition
  - Scoring description
  - Indicator points formula
- New for 2023 (if applicable)
- Indicator specific resources such as interim ELA & Math proficiency targets, & indicator specific webinars

Illinois State Board of Education

For questions about summative designations or these reports contact Rae!

Email to schedule a time

A. Rae Clementz
aclement@isbe.net

Questions