

Consolidated State Application Baseline Data/Targets/Standards



**Illinois State Board of Education
May 1, 2003
As revised October 2, 2003**

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3

Grade 3 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	74.2
African American/Black	45.4
American Indian/Native Alaskan	77.1
Asian/Pacific Islander	92.7
Hispanic	75.7
White	87.7
Other	--
Students with Disabilities	51.7
Students without Disabilities	77.5
Limited English Proficient	75.7
Economically Disadvantaged	54.4
Non-Economically Disadvantaged	85.3
Migrant	60.5
Male	74.1
Female	74.1

Grade 3 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	62.2
African American/Black	34.1
American Indian/Native Alaskan	65.7
Asian/Pacific Islander	81.7
Hispanic	48.1
White	76.2
Other	--
Students with Disabilities	31
Students without Disabilities	66.8
Limited English Proficient	61
Economically Disadvantaged	40.3
Non-Economically Disadvantaged	74.5
Migrant	38
Male	59
Female	65.7

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4

Grade 4 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

Grade 4 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5

Grade 5 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	62.8
African American/Black	32.2
American Indian/Native Alaskan	63.9
Asian/Pacific Islander	85.3
Hispanic	46.3
White	77.3
Other	--
Students with Disabilities	31.3
Students without Disabilities	68.1
Limited English Proficient	40.3
Economically Disadvantaged	40.7
Non-Economically Disadvantaged	75.4
Migrant	22.3
Male	62.2
Female	63.7

Grade 5 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	59.1
African American/Black	33.4
American Indian/Native Alaskan	62.3
Asian/Pacific Islander	75.5
Hispanic	40.5
White	72.6
Other	--
Students with Disabilities	24.3
Students without Disabilities	64.9
Limited English Proficient	37.0
Economically Disadvantaged	37.5
Non-Economically Disadvantaged	71.3
Migrant	13.5
Male	57.0
Female	62.5

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6

Grade 6 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

Grade 6 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7

Grade 7 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

Grade 7 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	-0-
African American/Black	-0-
American Indian/Native Alaskan	-0-
Asian/Pacific Islander	-0-
Hispanic	-0-
White	-0-
Other	-0-
Students with Disabilities	-0-
Students without Disabilities	-0-
Limited English Proficient	-0-
Economically Disadvantaged	-0-
Non-Economically Disadvantaged	-0-
Migrant	-0-
Male	-0-
Female	-0-

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8

Grade 8 Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	52.5
African American/Black	22.1
American Indian/Native Alaskan	44.2
Asian/Pacific Islander	77.6
Hispanic	33.3
White	64.8
Other	--
Students with Disabilities	13.0
Students without Disabilities	58.9
Limited English Proficient	37.5
Economically Disadvantaged	28.9
Non-Economically Disadvantaged	62.1
Migrant	18.7
Male	51.7
Female	53.6

Grade 8 Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	68.0
African American/Black	48.7
American Indian/Native Alaskan	62.4
Asian/Pacific Islander	82.8
Hispanic	50.9
White	76.8
Other	--
Students with Disabilities	25.3
Students without Disabilities	74.7
Limited English Proficient	42.8
Economically Disadvantaged	50.0
Non-Economically Disadvantaged	75.2
Migrant	24.6
Male	67.1
Female	69.0

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

High School Math	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	53.6
African American/Black	19.4
American Indian/Native Alaskan	52.2
Asian/Pacific Islander	72.8
Hispanic	28.8
White	62.8
Other	--
Students with Disabilities	13.8
Students without Disabilities	57.5
Limited English Proficient	30.9
Economically Disadvantaged	24.0
Non-Economically Disadvantaged	60.0
Migrant	28.6
Male	56.0
Female	51.3

High School Reading/Language Arts	Percent of Students at Proficient or Advanced
Student Group	01-02 Baseline
All Students	58.2
African American/Black	32.0
American Indian/Native Alaskan	57.2
Asian/Pacific Islander	65.7
Hispanic	35.9
White	66.1
Other	--
Students with Disabilities	17.1
Students without Disabilities	62.2
Limited English Proficient	35.5
Economically Disadvantaged	32.8
Non-Economically Disadvantaged	63.7
Migrant	23.8
Male	55.3
Female	60.9

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

The following plan, dubbed the Illini Plan, is reflected in the Accountability Workbook of January 31, 2003, and the Response to the Peer Review of March 27, 2003. It reflects the annual measurable objectives for Illinois.

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)
GRADES: 3-8 AND GRADE 11 (FOR ALL GRADES TESTED)**

Math	Percent of Students at Proficient or Advanced
2002-2003 Target	40
2003-2004 Target	42
2004-2005 Target	45
2005-2006 Target	50
2006-2007 Target	56
2007-2008 Target	63
2008-2009 Target	70
2009-2010 Target	77
2010-2011 Target	84
2011-2012 Target	90
2012-2013 Target	95
2013-2014 Target	100

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	40
2003-2004 Target	42
2004-2005 Target	45
2005-2006 Target	50
2006-2007 Target	56
2007-2008 Target	63
2008-2009 Target	70
2009-2010 Target	77
2010-2011 Target	84
2011-2012 Target	90
2012-2013 Target	95
2013-2014 Target	100

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

Baseline Data and Targets	Percentage of Title I Schools Making Adequate Yearly Progress
2001-2002 Baseline	40
2002-2003 Target	40
2003-2004 Target	42
2004-2005 Target	45
2005-2006 Target	50
2006-2007 Target	56
2007-2008 Target	63
2008-2009 Target	70
2009-2010 Target	77
2010-2011 Target	84
2011-2012 Target	90
2012-2013 Target	95
2013-2014 Target	100

B. Baseline data and performance targets for any State identified goals and indicators

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS

No separate state goals and indicators were included in the Consolidated State Application for *NCLB* in June 2002.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1) or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to districts and schools if the State's academic content standards cover more than one grade level.

STATE RESPONSE

- *Illinois Learning Standards* were adopted in 1997 in reading/language arts and mathematics for all grade levels.
- Performance Descriptors were developed by Illinois educators in 2000 and provide grade level expectations for grades 1-12 in reading/language arts and mathematics. These are posted on the ISBE website (www.isbe.net) and are available in hard copy upon request.
- Performance Assessments were developed by Illinois educators in 2001 and provide sample assessments aligned to the Performance Descriptors for reading/language arts and mathematics for grades 1-12. These are available on the ISBE website at www.isbe.net.

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

- *Illinois Learning Standards* were adopted in 1997 in reading/language arts and mathematics for all grade levels.
- Performance Descriptors were developed by Illinois educators in 2000 and provide grade level expectations for grades 1-12 in reading/language arts and mathematics. These are posted on the ISBE website (www.isbe.net) and are available in hard copy upon request.
- Performance Assessments were developed by Illinois educators in 2001 and provide sample assessments aligned to the Performance Descriptors for reading/language arts and mathematics for grades 1-12. These are available on the ISBE website at www.isbe.net.

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

STATE RESPONSE

Timeline	Major Milestones
1998 to present	Testing in place in the following grades/subjects: <ul style="list-style-type: none"> • Reading grades 3, 5, 8, 11 • Mathematics grades 3, 5, 8, 11 • Science grades 4, 7, 11
August 2002 to April 2003	Superintendent's Assessment & Accountability Task Force recommends testing and accountability alignment components to State Board for the elementary/middle grades. State Board approval
May 2003	Release RFP for state test contracts, to include additional tests in the following grades/subjects: <ul style="list-style-type: none"> • Reading grades 4, 6, 7 • Mathematics grades 4, 6, 7
July through August 2003	Contract awarded for tests, with complete schedule of development
Spring 2003-Spring 2005	Continue current testing schedule
Spring 2006	Administer full battery of tests in compliance with <i>NCLB</i> requirements

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

The *Illinois Learning Standards* are in place. As needed, they will be enhanced. No plans are underway to so at this time.