

Consolidated State Application Contents

Part I. ESEA Goals, ESEA Indicators, State Performance Targets

In the June 2002 submission, write a statement indicating that the state has adopted the five goals, the corresponding indicators and has agreed to submit targets and baseline data related to the goals and indicators identified in the application. States may submit any additional state goals and indicators that the state has identified as overall goals for improving student achievement. In the May 2003 submission, provide performance targets for each indicator and baseline data for the targets, unless previously submitted.

USDE has identified five performance goals that are central to the programmatic purposes specified in *NCLB*, with at least one performance indicator associated with each performance goal. Illinois has adopted this set of five performance goals and the corresponding performance indicators, and has developed state performance measures and targets for each indicator. Baseline data will be supplied as required in May 2003.

Illinois has a number of databases from which to extract the information necessary to assess the extent to which performance targets are met, and therefore, the attainment of performance goals. The databases that will be used are broadly categorized as student assessment; student demographics; teacher characteristics, school information, and other information. Under each category are descriptions of the category and specifics as to performance measures and targets associated with each performance indicator and goal.

Student Assessment

Illinois has a great deal of data regarding student performance. In reading and mathematics, the ISAT is administered in grades 3, 5 and 8. These tests assess the degree to which students in these grades are meeting the *Illinois Learning Standards*. Title I schools housing grades kindergarten through two (i.e., no third grade to assess) received a special reading assessment in 2002. Reading and mathematics assessments will be developed for grades 4, 6, and 7 in accord with *NCLB* as described in Part II.

High school students are required to participate in the PSAE. This assessment is a combination of the ACT, ACT *Work Keys*, and Illinois-developed assessments. The results for reading and mathematics will be used to supply the information needed for the reporting requirements specified under *No Child Left Behind*.

Illinois has two additional assessment databases from which to extract information to describe student performance. The IMAGE is administered to limited English proficient students currently enrolled in bilingual education programs and provides a measure of proficiency in English for these students. Mathematics was added in 2001. This assessment will provide data as to whether English language learning students, whose participation in ISAT would be inappropriate, are meeting or exceeding Illinois Learning Standards.

The final assessment database is generated by administering the IAA. This assessment is administered to students with disabilities whose IEP indicates participation in another assessment

would not be appropriate. Data from this assessment will indicate the extent to which *Illinois Learning Standards* are met by students with disabilities.

Student Demographics

Illinois has substantial databases that produce information for a number of student demographic variables. Illinois tabulates the number of students eligible to participate in state bilingual programs and the number actually enrolled in such programs. These data will be used for Performance Indicator 2.1.

The School Report Card data collection instrument is used to report, on an annual basis, a school graduation rate for every public high school in Illinois. The graduation rate used in Illinois is derived using the cohort method (i.e., the percentage of ninth grade students remaining until graduation). The School Report Card data collection effort has been modified to allow for the disaggregation of graduation rate by the major racial/ethnic categories, and by English language learning, low-income, students with disabilities, and migrant classifications. This information will be used for general reporting purposes as well as in calculating AYP under the "safe harbor" provisions of *NCLB*, and to fulfill the vital requirement of public reporting.

Additionally, Illinois collects specific dropout information on its end-of-the-year report. Currently, data are collected to allow the disaggregation of dropout information by grade level, gender, and racial/ethnic categories. This data collection effort will be modified to also allow for reporting the number of dropouts categorized as low income, limited English proficient students, students with disabilities, or migrant. Statistics will be calculated for each of the disaggregated categories relative to the specific category of students (e.g., low income) and to all Illinois public school students. This data collection has been modified to collect suspension and expulsion data as required under *NCLB*.

Teacher Characteristics

Recently, Illinois instituted mandatory professional development for inservice teachers to maintain Standard and Master teaching certificates held. Providers of professional development for recertification are required to be state approved. Within this system, data are collected regarding the nature and amounts of recertification credit teachers are completing. From these data, Illinois will be able to ascertain the number of teachers receiving high quality professional development.

The data collection instrument will be used, in part, to generate the Illinois School Report Card. It will also provide specific information required under *NCLB*. Specifically, the current School Report Card data collection instrument has been modified also to collect the number of classes taught by teachers and the number of classes taught by highly qualified teachers. This information will be used in concert with other teacher databases to determine the number of highly qualified teachers currently instructing public school students in Illinois.

School Information

From other databases, Illinois will identify high-poverty schools, based on free and reduced lunch counts. Once a school has been so identified, a variety of other statistics associated with the school can be merged into a single file. This file will contain the school enrollment and the percentage of low-income students, which is the Illinois measure of poverty. This information will be used to identify high-poverty schools.

Other Information

Illinois currently collects data on most, but not all, of the indicators specified in *NCLB*; data collection efforts specifically designed to collect the information required for certain performance indicators do not exist. For example, Illinois does not currently collect information on the qualifications of paraprofessionals or persistently dangerous schools. Illinois will analyze existing databases for information on missing variables and will develop a data collection effort to collect the needed data.

In summary, Illinois will provide the data required by *NCLB* regarding performance of various groups within the state's education system. A comprehensive and integrated information system is being developed, able to provide all of the data needs stemming from *NCLB*.

How will each indicator be measured and against what target? The specifics associated with each performance indicator (i.e., performance measures and targets) are presented in Table 1. Also shown are the data source and the resulting data and formulas for calculating results. In some cases, Illinois has added indicators or placed indicators on a common scale. Targets are also listed.

Table 1. Specific Calculations and Targets by Performance Goal and Indicator

<p>Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	
<p>1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.</p>	
<p>1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.</p>	
<p>Data Source: State Assessment Systems</p>	
<p>State Performance Measure: <i>Number of students meeting/exceeding state standards in the subject area as measured by ISAT/PSAE, IMAGE, and IAA</i></p>	
<p>X 100</p>	
<p><i>Number of test takers in subject area for ISAT/PSAE, IMAGE, and IAA</i></p>	
<p>Targets:</p> <ul style="list-style-type: none"> ▪ 100% of all students (in aggregate and by subgroup) meeting or exceeding state subject area standards by 2013-2014. ▪ Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined using the 2001-2002 administration of state assessments. According to state simulations, this will be approximately five percentage points for each of the 12 years. 	
<p>1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.</p>	
<p>Data Source: State Assessment Systems</p>	

State Performance Measure:

Determination of whether the annual targets specified in 1.1 and 1.2 have actually been achieved by Title 1 schools. To avoid sanctions at anytime during the twelve-year period from 2001-02 to 2013-14, all schools need to make progress toward all students (in aggregate and for eight subgroups) meeting or exceeding state standards in reading and mathematics. Thus, it is conceivable that schools will need to make different amounts of improvement to reach the 100% meeting and exceeding goal to avoid any type of sanction. A school will only receive a Title 1 designation (i.e., in need of improvement), and the concomitant sanctions, if and when it fails to meet the state standard for performance or fails to achieve "safe harbor."

Target: All schools will make adequate yearly progress for each year as required under *NCLB*.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1. Performance indicator: The percentage of children identified as limited English proficient, determined by cohort, who have attained English proficiency by the end of the school year.

Data Source: State Assessment Systems

State Performance Measures:

<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for one year or less as measured by IMAGE</i>	X 100
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<i>Number of bilingual students participating in bilingual programs for one year or less</i>	
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<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for between one and two years as measured by IMAGE</i>	X 100
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<i>Number of bilingual students participating in bilingual programs for between one and two years</i>	
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<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for between two and three years as measured by IMAGE</i>	X 100
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<i>Number of bilingual students participating in bilingual programs for between two and three years</i>	
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<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for more than three years as measured by IMAGE</i>	X 100
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<i>Number of bilingual students participating in bilingual programs for more than three years</i>	
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Target: 100% of all ELL students achieving English proficiency by the end of three years of participating in bilingual programs.

2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Data Source: State Assessment Systems

State Performance Measure:

Number of LEP test takers in subject area for ISAT/PSAE, IMAGE, and IAA

Targets:

- 100% of all LEP students meeting or exceeding state subject area standards by 2013-2014.
- Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined using the 2001-2002 administration of state assessments. According to state simulations, this will be approximately five percentage points for each of the 12 years.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools.

Data Sources: School Report Card data collection and state teacher databases

State Performance Measures:

<i>Number of classes taught by highly qualified teachers (in aggregate)</i>	X 100
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Total number of classes (in aggregate)

<i>Number of classes taught by highly qualified teachers (in "high-poverty" schools)</i>	X 100
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Total number of classes (in "high-poverty" schools)

Target: 100% of all classes taught by highly qualified teachers by 2005-06, in aggregate and in high-poverty schools.

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.

Data Sources: Recertification and state teacher databases

State Performance Measure:

<i>Total number of teachers receiving high quality professional development</i>	
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Total number of teachers X 100

Target: 100% of all teachers receiving quality professional development by 2005-06.

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

Data Source: To be developed

State Performance Measure:

<i>Total number of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified</i>	
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Total number of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants). X 100

Targets:

- 100% of all paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) are qualified.
- Annually achieve 25% of the difference between 100% and the actual starting point to be determined.

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.4 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Data Source: End-of-the-Year Report and specific data collections regarding the number of individual students who are victims of violent criminal offenses as defined by Illinois statute.

State Performance Measure:

Number of violence-related expulsions

<i>Total number of students housed at school where there were violence-related expulsions</i>	X 100
<i>Number of expulsions for bringing a gun or other weapon to school as defined in 18 USC 921</i>	
<i>Total number of students housed at school where expulsions for bringing a gun or other weapon to school as defined in 18 USC 921 occurred</i>	X 100
<i>Number of students exercising the unsafe school choice option as a victim of a violent criminal offense as defined in Illinois statute</i>	X 100
<i>Total number of students housed at school where individual students exercise the unsafe school choice option</i>	
<p>Target: No schools having more than 3% of its enrollment expelled due to violence-related expulsions, one or more expulsions for bringing a gun or other weapon to school, or having 3% or more of the student enrollment exercising the unsafe school choice option (in accord with Illinois draft statement on persistently dangerous schools) by 2013-14.</p>	

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who complete high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Data Source: School Report Card data collection

State Performance Measures:

<i>Total number of students who graduate from high school with a regular diploma</i>	
<i>Total number of students</i>	X 100
<i>Total number of white, non-Hispanic students who graduate from high school with a regular diploma</i>	X 100
<i>Total number of white, non-Hispanic students</i>	
<i>Total number of black, non-Hispanic students who graduate from high school with a regular diploma</i>	X 100
<i>Total number of black, non-Hispanic students</i>	

<i>Total number of Hispanic students who graduate from high school with a regular diploma</i>	
<i>Total number of Hispanic students</i>	X 100
<i>Total number of Asian students who graduate from high school with a regular diploma</i>	
<i>Total number of Asian students</i>	X 100
<i>Total number of Native American students who graduate from high school with a regular diploma</i>	
<i>Total number of Native American students</i>	X 100
<i>Total number of male students who graduate from high school with a regular diploma</i>	
<i>Total number of male students</i>	X 100
<i>Total number of female students who graduate from high school with a regular diploma</i>	
<i>Total number of female students</i>	X 100
<i>Total number of students with disabilities who graduate from high school with a regular diploma</i>	
<i>Total number of students with disabilities</i>	X 100
<i>Total number of migrant students who graduate from high school with a regular diploma</i>	
<i>Total number of migrant students</i>	X 100
<i>Total number of Limited English Proficient who graduate from high school with a regular diploma</i>	
<i>Total number of Limited English Proficient students</i>	X 100
<i>Total number of economically disadvantaged students who graduate from high school with a regular diploma</i>	
<i>Total number of economically disadvantaged students</i>	X 100
<p>Targets:</p> <ul style="list-style-type: none"> ▪ 100% of all students (in aggregate and by subgroup) who graduate from high school with a regular diploma by 2013-14. ▪ Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined. <p>5.2 Performance indicator: The number of students who drop out of school after entering grades 7 through 12, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</p> <p>Data Source: End-of-the-Year Report</p> <p>State Performance Measures:</p>	
<i>Total number of dropouts in grades 7-12</i>	
<i>Total number of students in grades 7-12</i>	X 100

<i>Total number of white, non-Hispanic dropouts in grades 7-12</i>	
<i>Total number of white, non-Hispanic students in grades 7-12</i>	X 100
<i>Total number of black, non-Hispanic dropouts in grades 7-12</i>	
<i>Total number of black, non-Hispanic students in grades 7-12</i>	X 100
<i>Total number of Hispanic dropouts in grades 7-12</i>	
<i>Total number of Hispanic students in grades 7-12</i>	X 100
<i>Total number of Asian dropouts in grades 7-12</i>	
<i>Total number of Asian students in grades 7-12</i>	X 100
<i>Total number of Native American dropouts in grades 7-12</i>	
<i>Total number of Native American students in grades 7-12</i>	X 100
<i>Total number of male dropouts in grades 7-12</i>	
<i>Total number of male students in grades 7-12</i>	X 100
<i>Total number of female dropouts in grades 7-12</i>	
<i>Total number of female students in grades 7-12</i>	X 100
<i>Total number of students with disabilities dropouts in grades 7-12</i>	
<i>Total number of students with disabilities students in grades 7-12</i>	X 100
<i>Total number of migrant dropouts in grades 7-12</i>	
<i>Total number of migrant students in grades 7-12 in grades 7-12</i>	X 100
<i>Total number of Limited English Proficient dropouts in grades 7-12</i>	
<i>Total number of Limited English Proficient students in grades 7-12</i>	X 100
<i>Total number of economically disadvantaged dropouts in grades 7-12</i>	
<i>Total number of economically disadvantaged students in grades 7-12</i>	X 100
Targets:	
<ul style="list-style-type: none"> ▪ 0% of all students (in aggregate and by subgroup) dropping out in grades 7-12 by 2013-14. ▪ Annually achieve 1/12 of the difference between 0% and the actual starting point to be determined. 	

In April 2002, the State Board of Education adopted the following motion: "*The State Board of Education hereby adopts the federal performance goals and indicators and sets targets as recommended by the State Superintendent. The State Board further directs staff to pilot the use of these indicators and targets using existing data and to connect the language of the federal law with language currently used in Illinois.*"