

Report Card Information & Adequate Yearly Progress

Pooja K. Agarwal, Ph.D.
Division Administrator of Assessment

October 2011



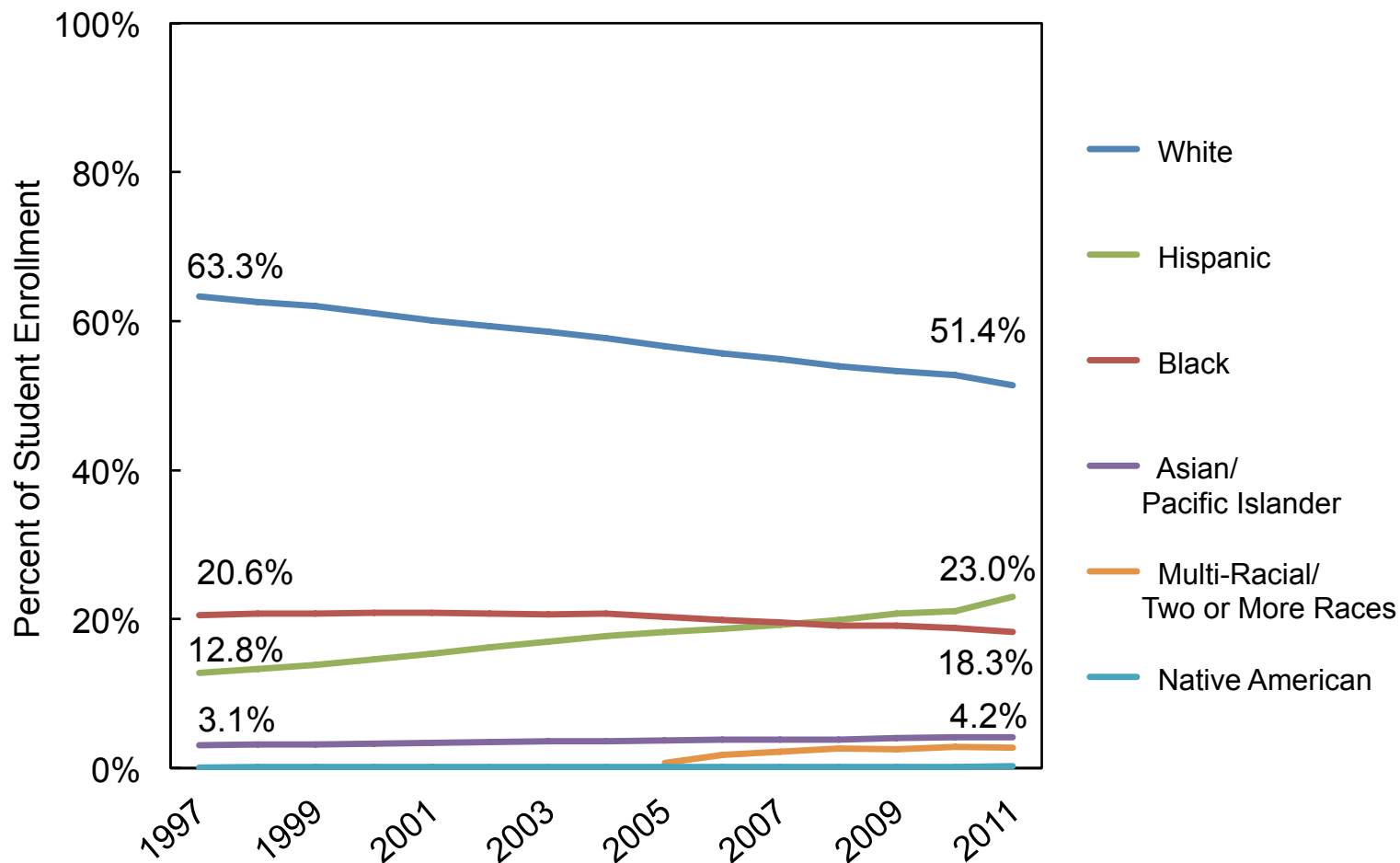
Summary of Findings

Student Demographics (1997-2011)

- Hispanic student enrollment is now greater than Black student enrollment
- Soon, more than 50% of students enrolled in Illinois's schools will be minority students



Student Demographics



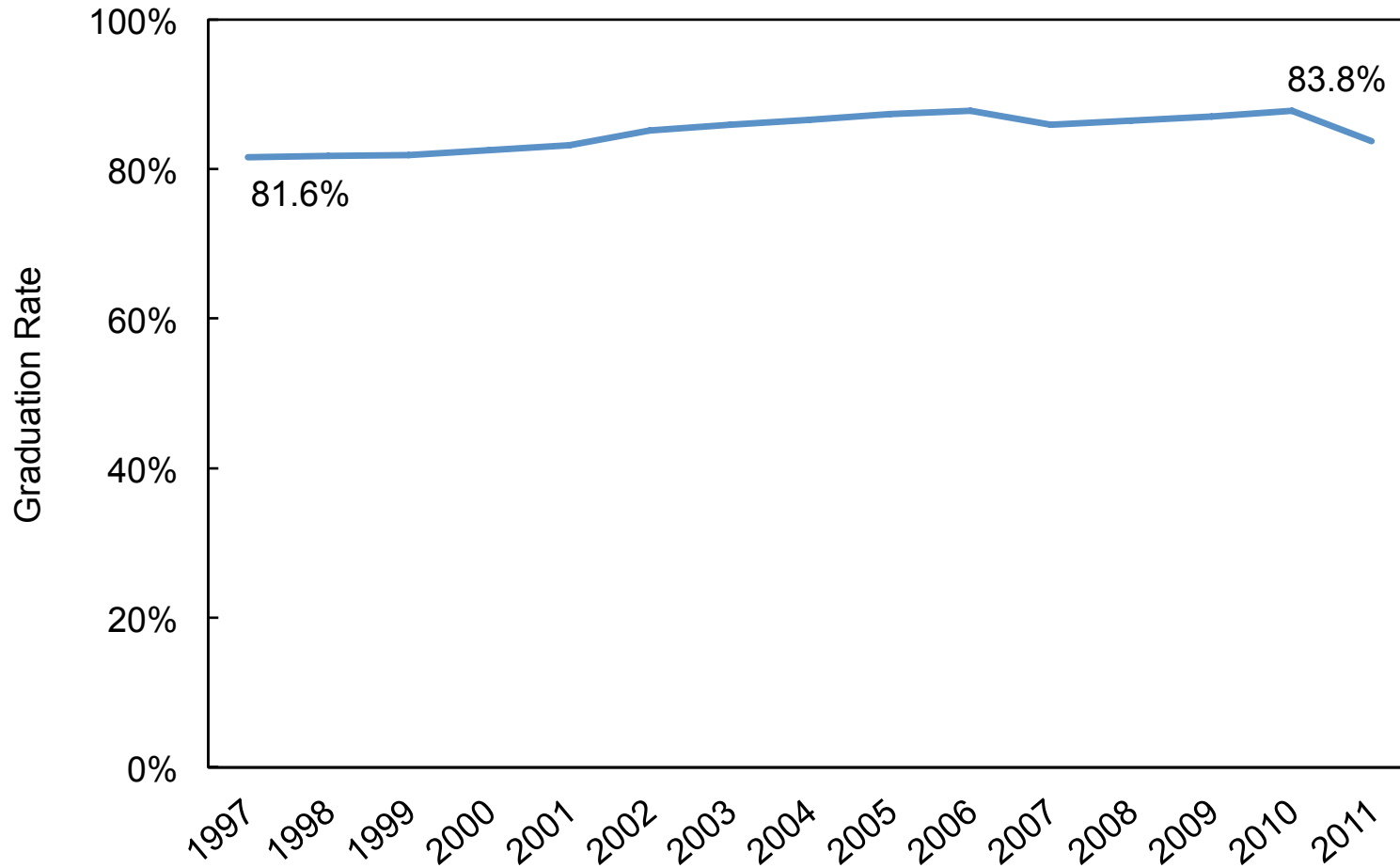
Summary of Findings

Graduation Rate (1997-2011)

- Illinois's graduation rate has increased over time
- Slight decrease in graduation rate in 2011 due to the new federal definition for graduation rate calculation



Graduation Rate



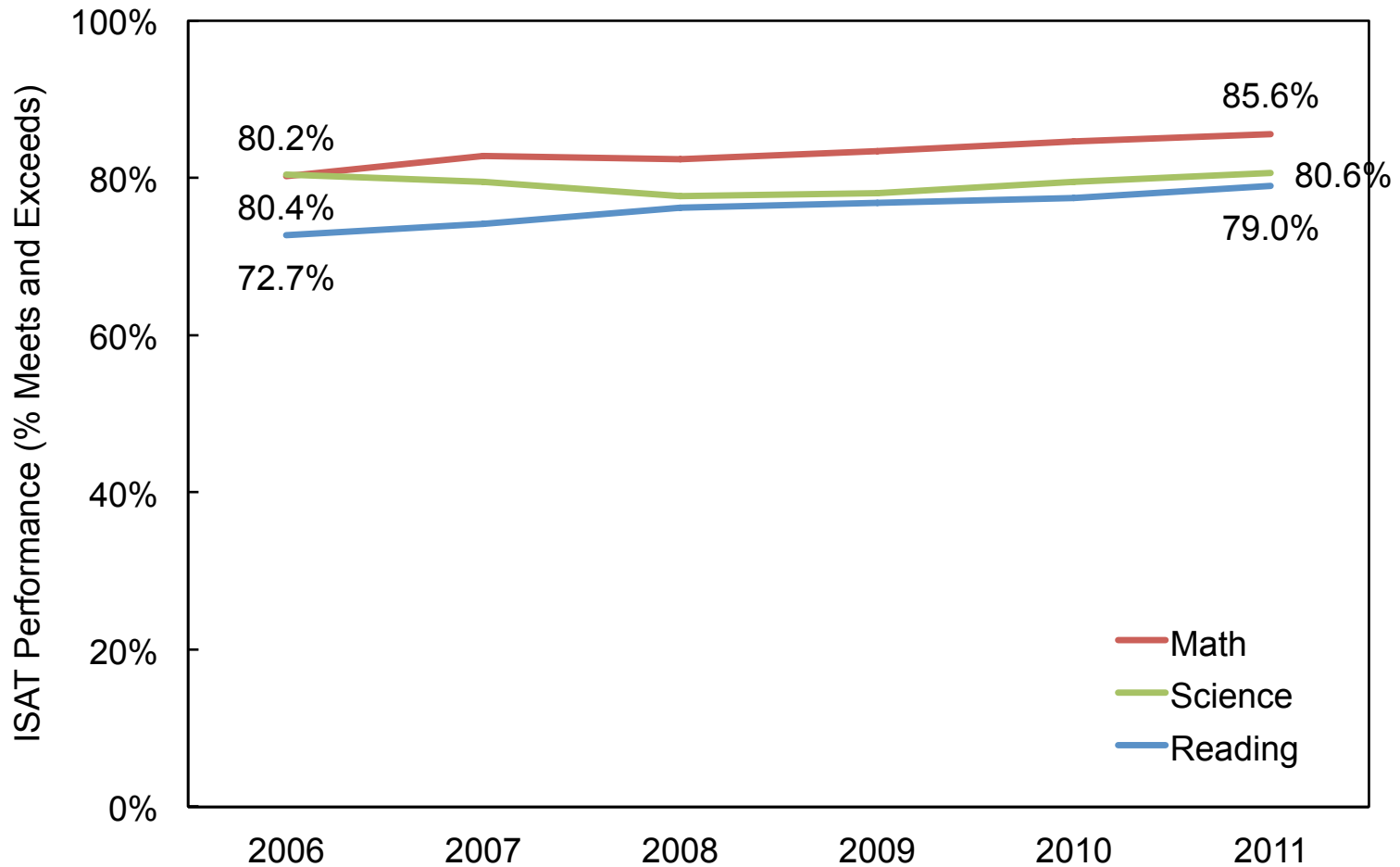
Summary of Findings

Student Performance (Various Years)

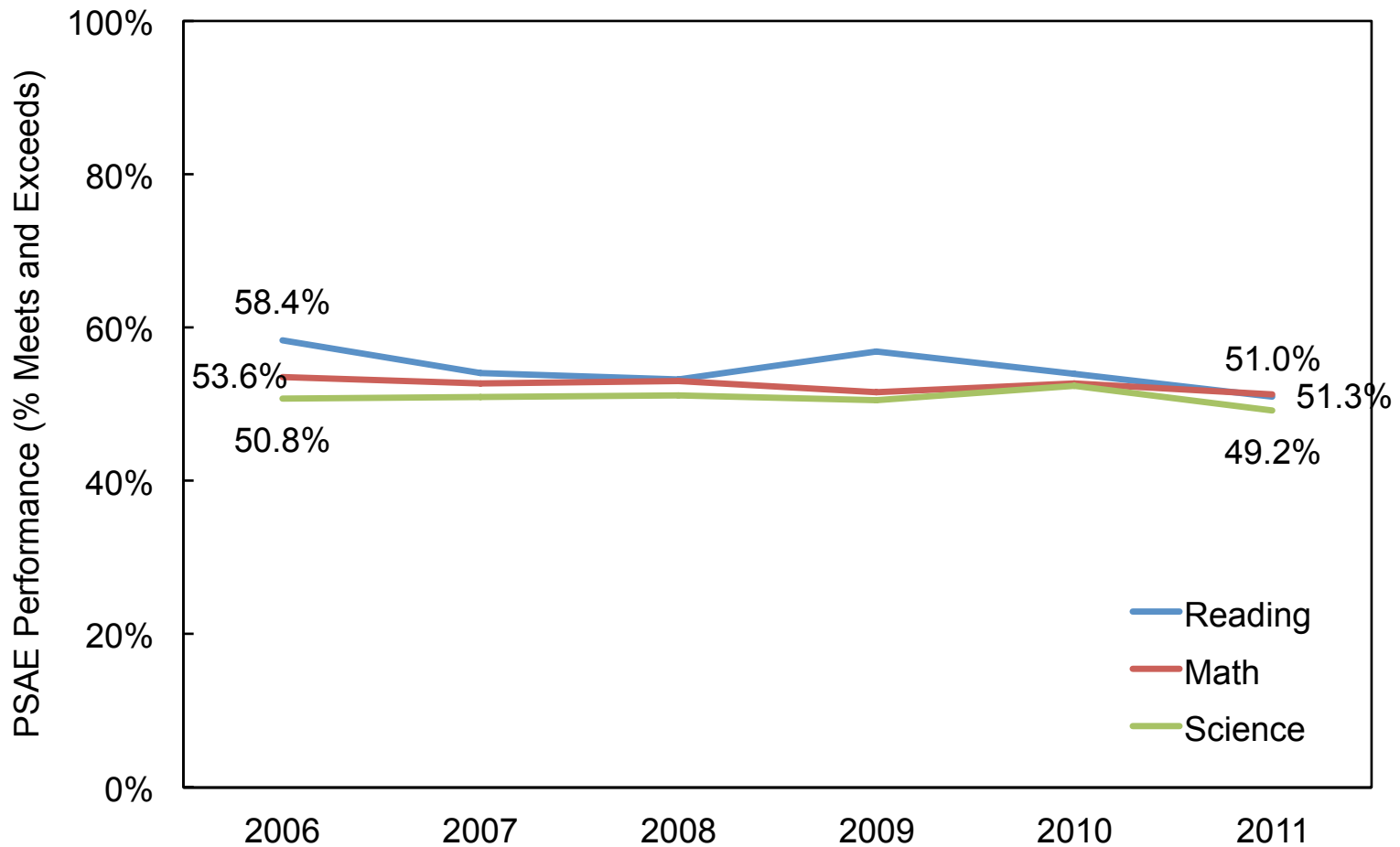
- 2006-2011: Overall increase in ISAT performance
- 2006-2011: Overall decrease in PSAE performance
- 2008-2011: Overall increase in IAA Science and Math performance
- 2008-2011: Overall decrease in IAA Reading performance



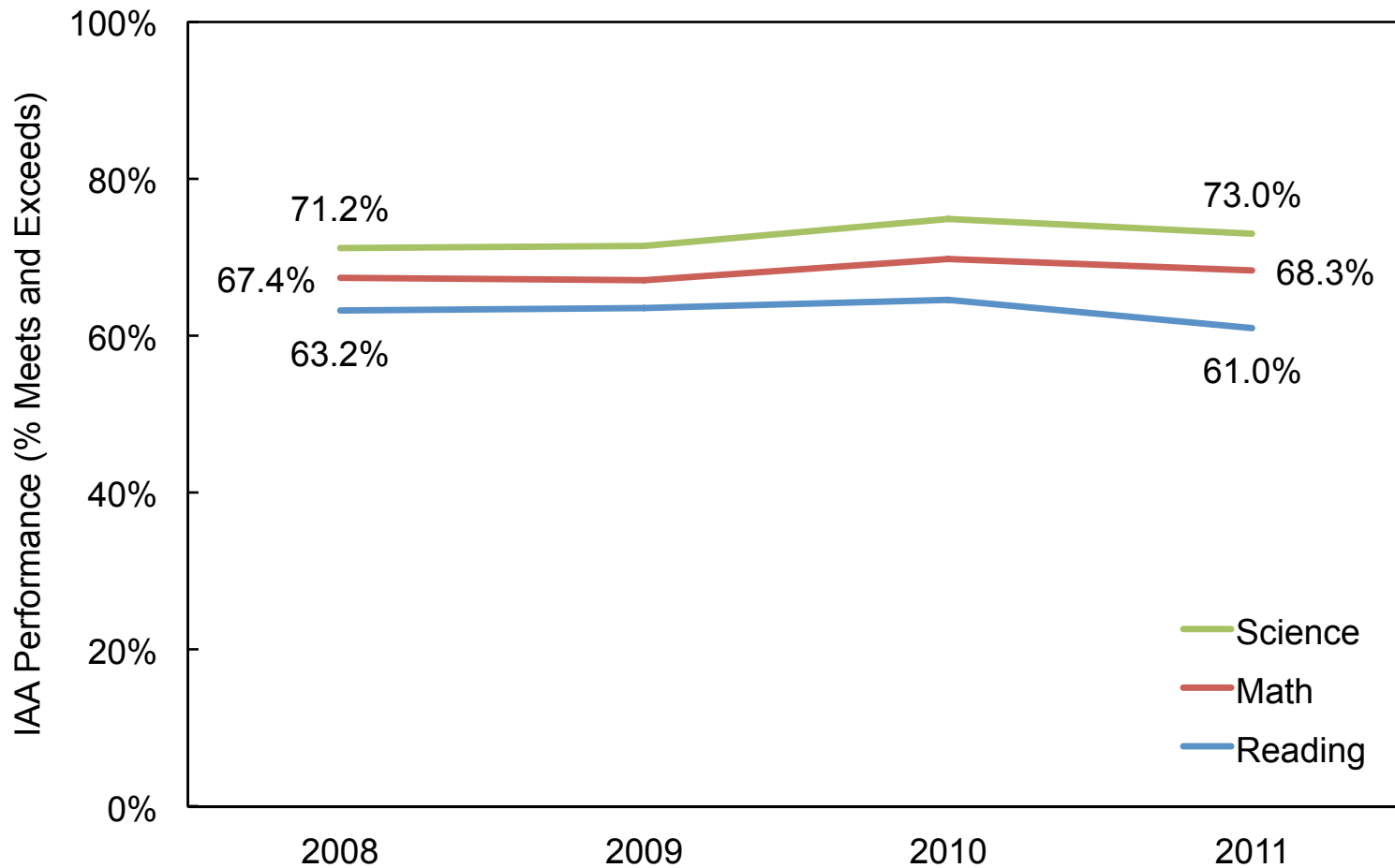
ISAT Performance By Content Area



PSAE Performance By Content Area



IAA Performance By Content Area



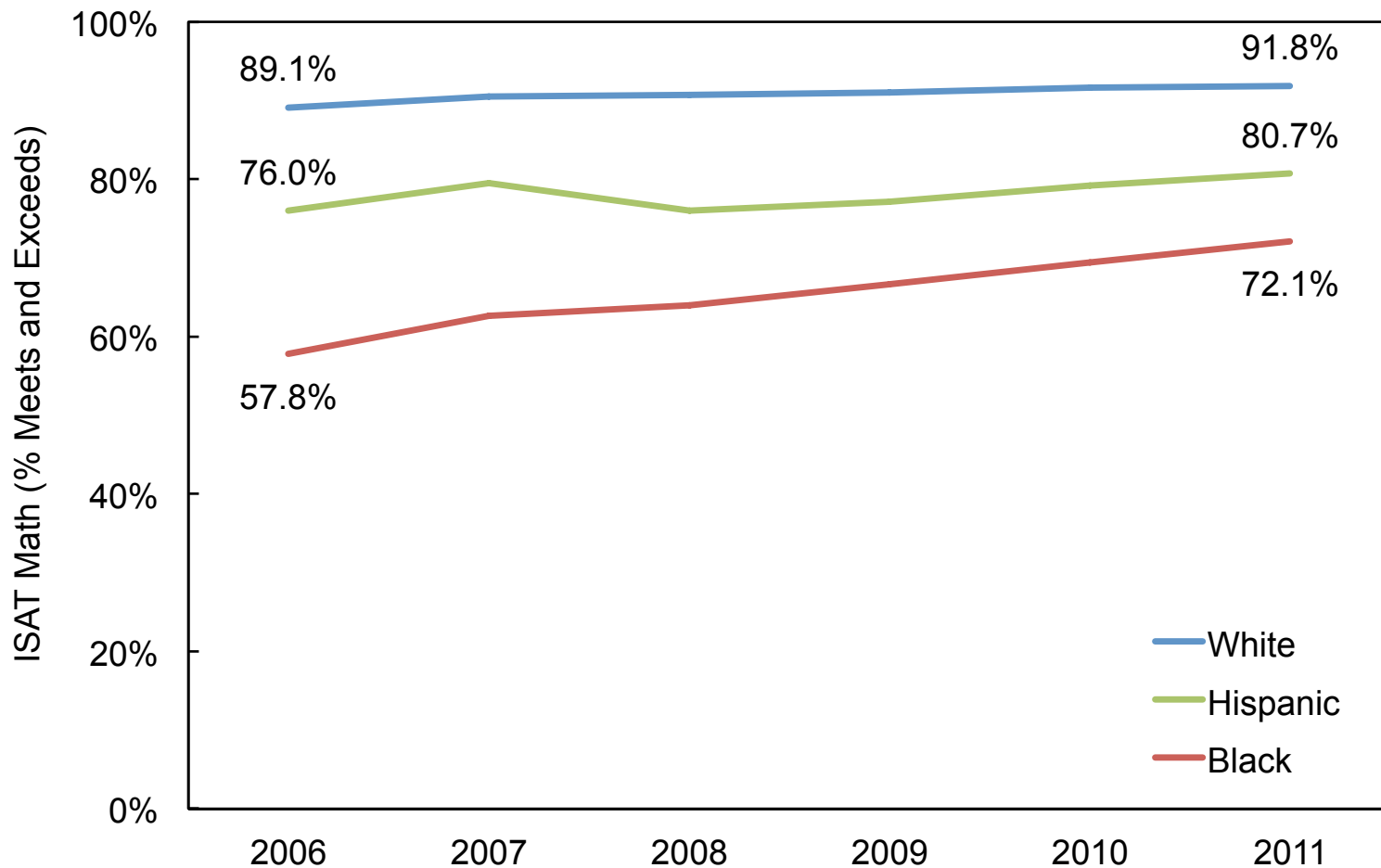
Summary of Findings

Racial/Ethnic Achievement Gaps (2006-2011)

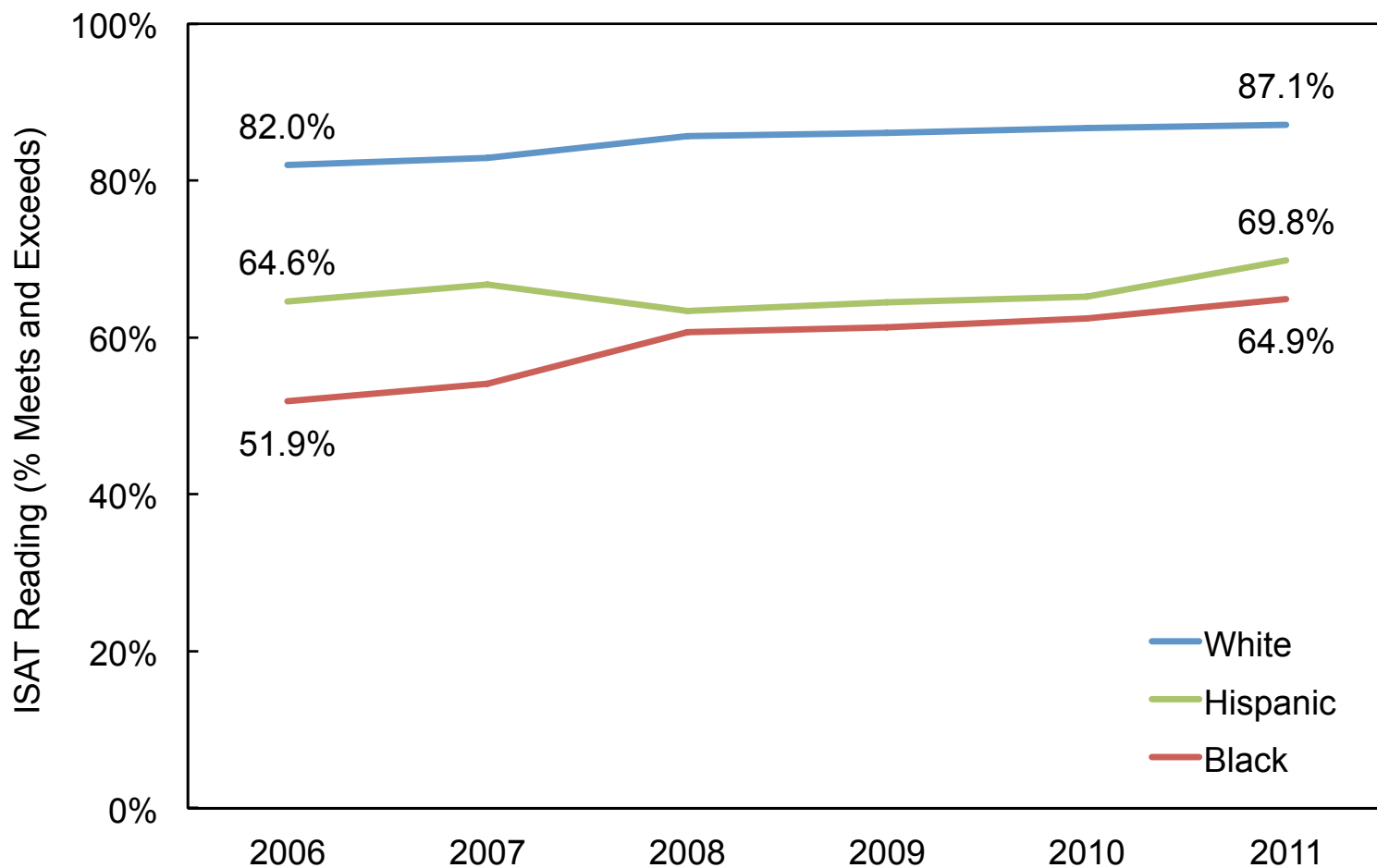
- Illinois is closing the racial/ethnicity achievement gap
- 14.3% increase in ISAT Math performance for Black students
- 13.0% increase in ISAT Reading performance for Black students



ISAT Math Performance By Race



ISAT Reading Performance By Race



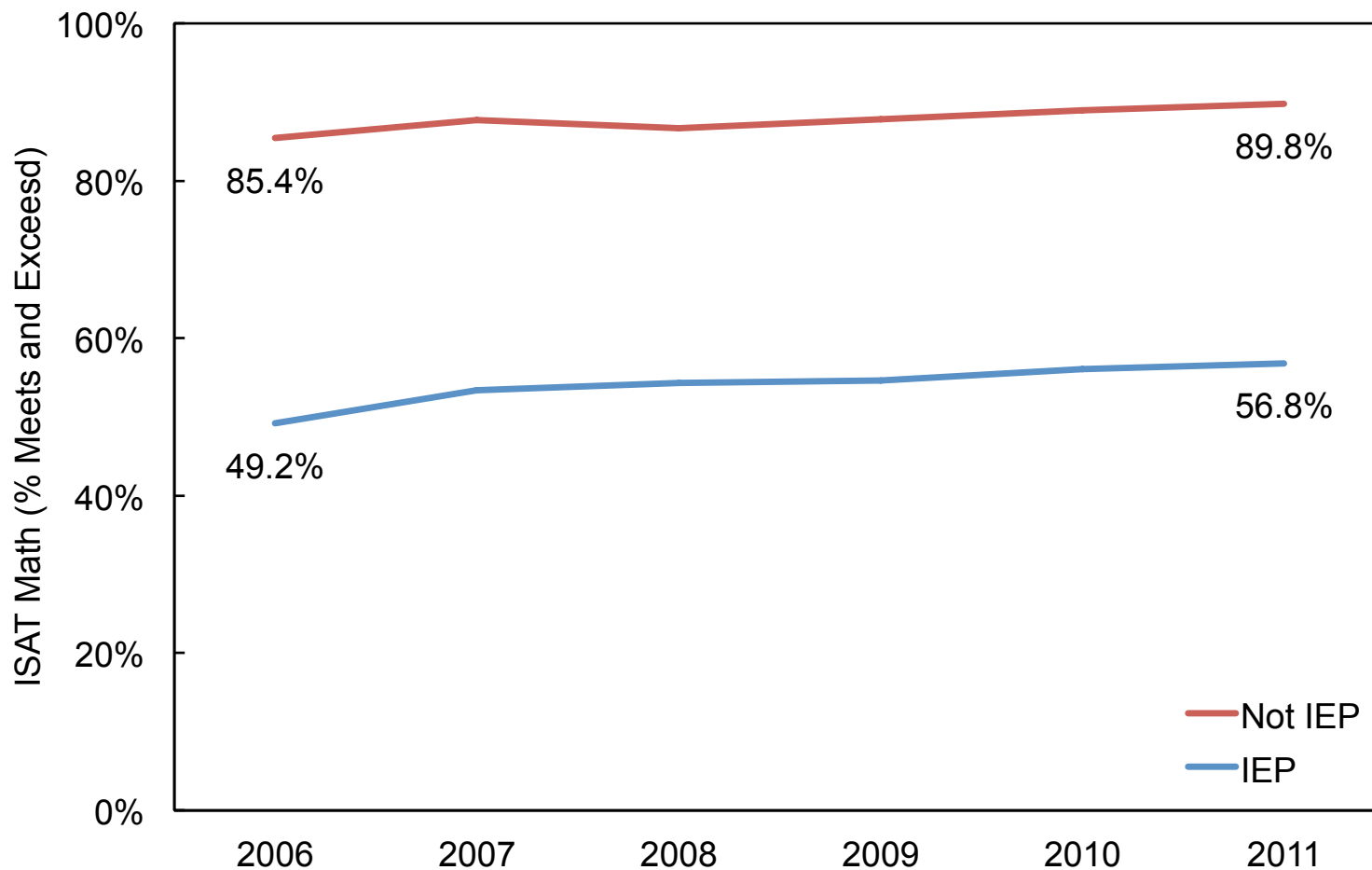
Summary of Findings

Special Education Achievement Gaps (2006-2011)

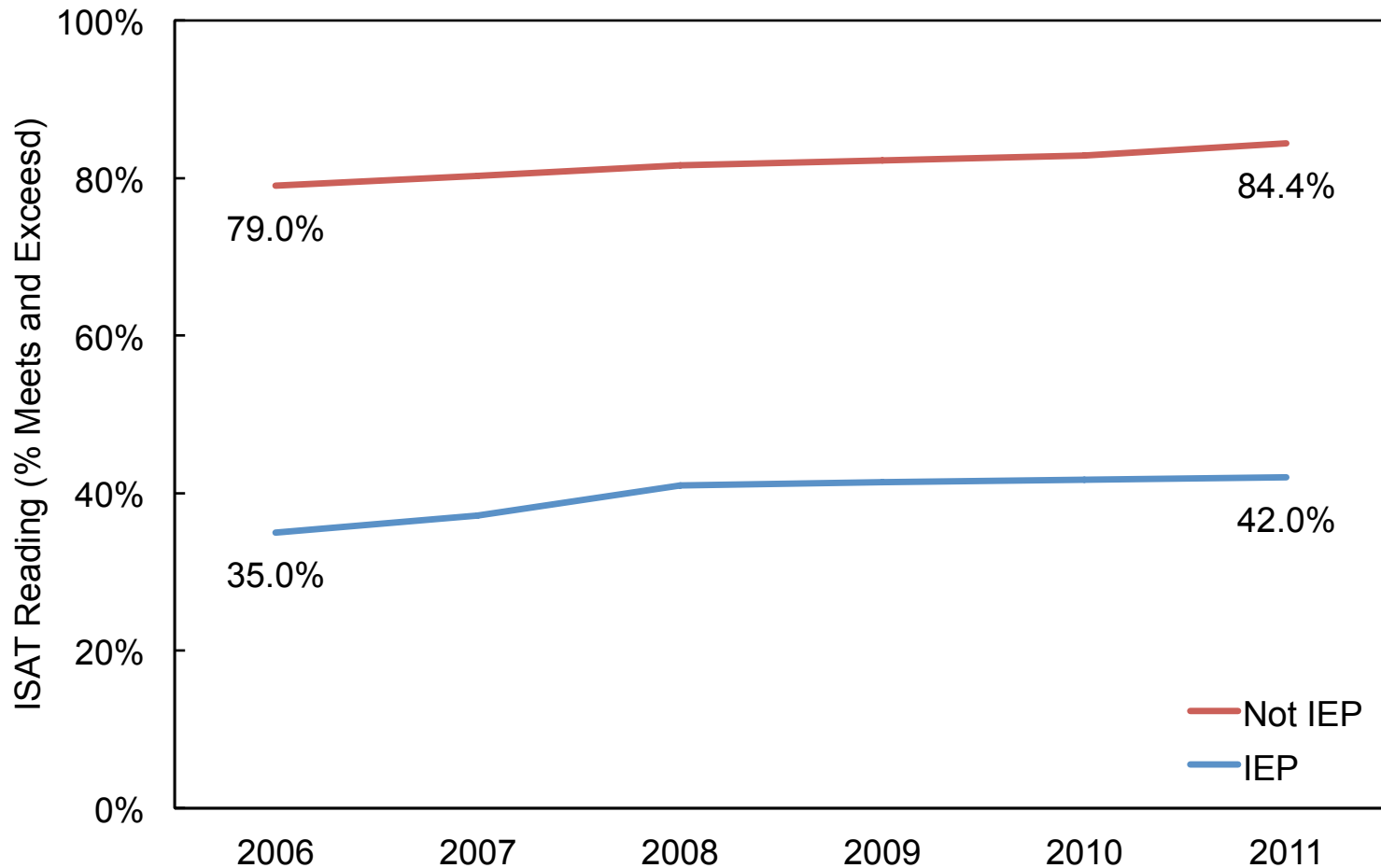
- Illinois is closing the special education achievement gap
- 7.6% increase in ISAT Math performance for IEP students
- 7.0% increase in ISAT Reading performance for IEP students



ISAT Math Performance By IEP Status



ISAT Reading Performance By IEP Status



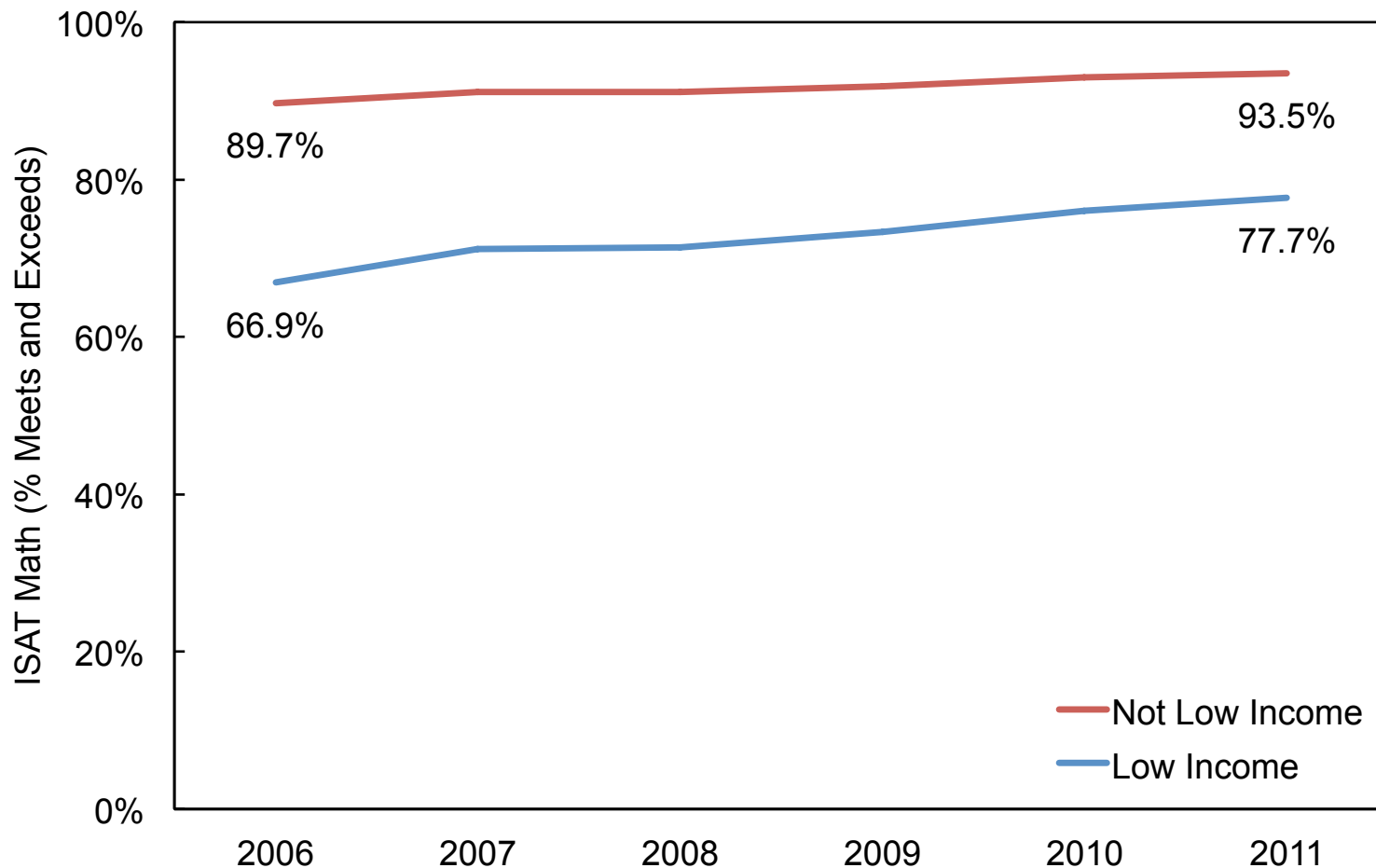
Summary of Findings

Income Achievement Gaps (2006-2011)

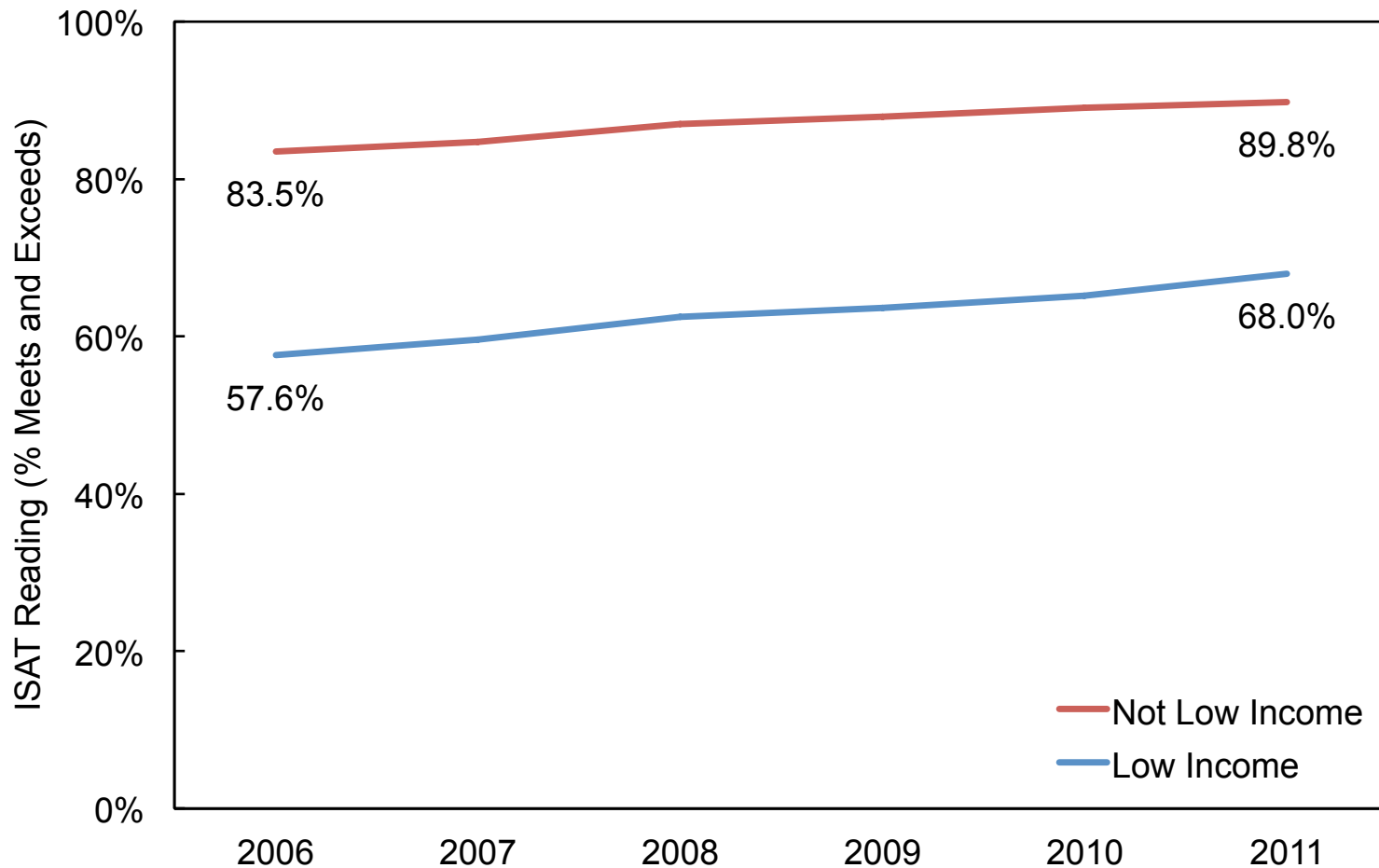
- Illinois is closing the income achievement gap
- 10.8% increase in ISAT Math performance for Low Income students
- 10.4% increase in ISAT Reading performance for Low Income students



ISAT Math Performance By Income Status



ISAT Reading Performance By Income Status



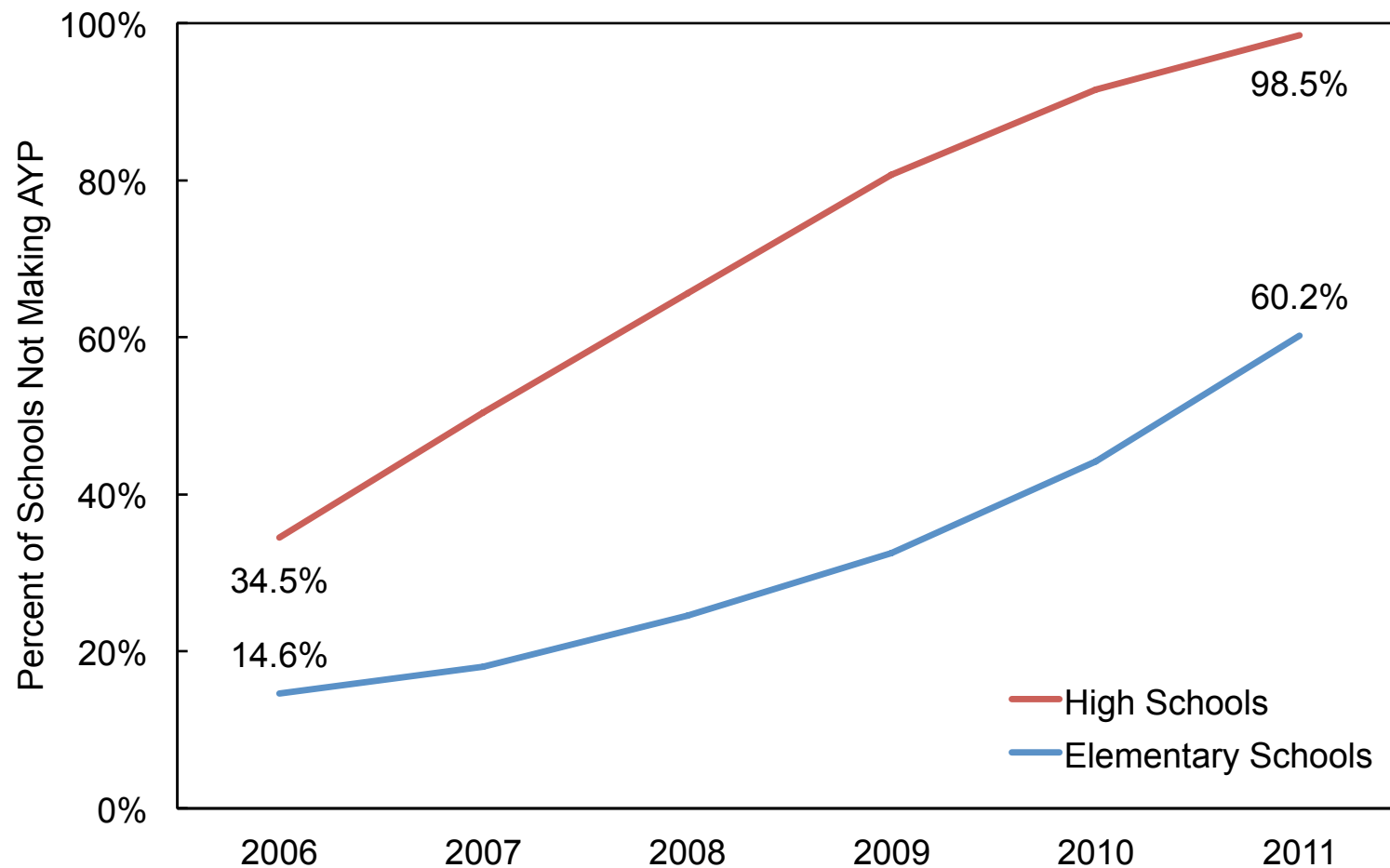
Summary of Findings

Adequate Yearly Progress (2006-2011)

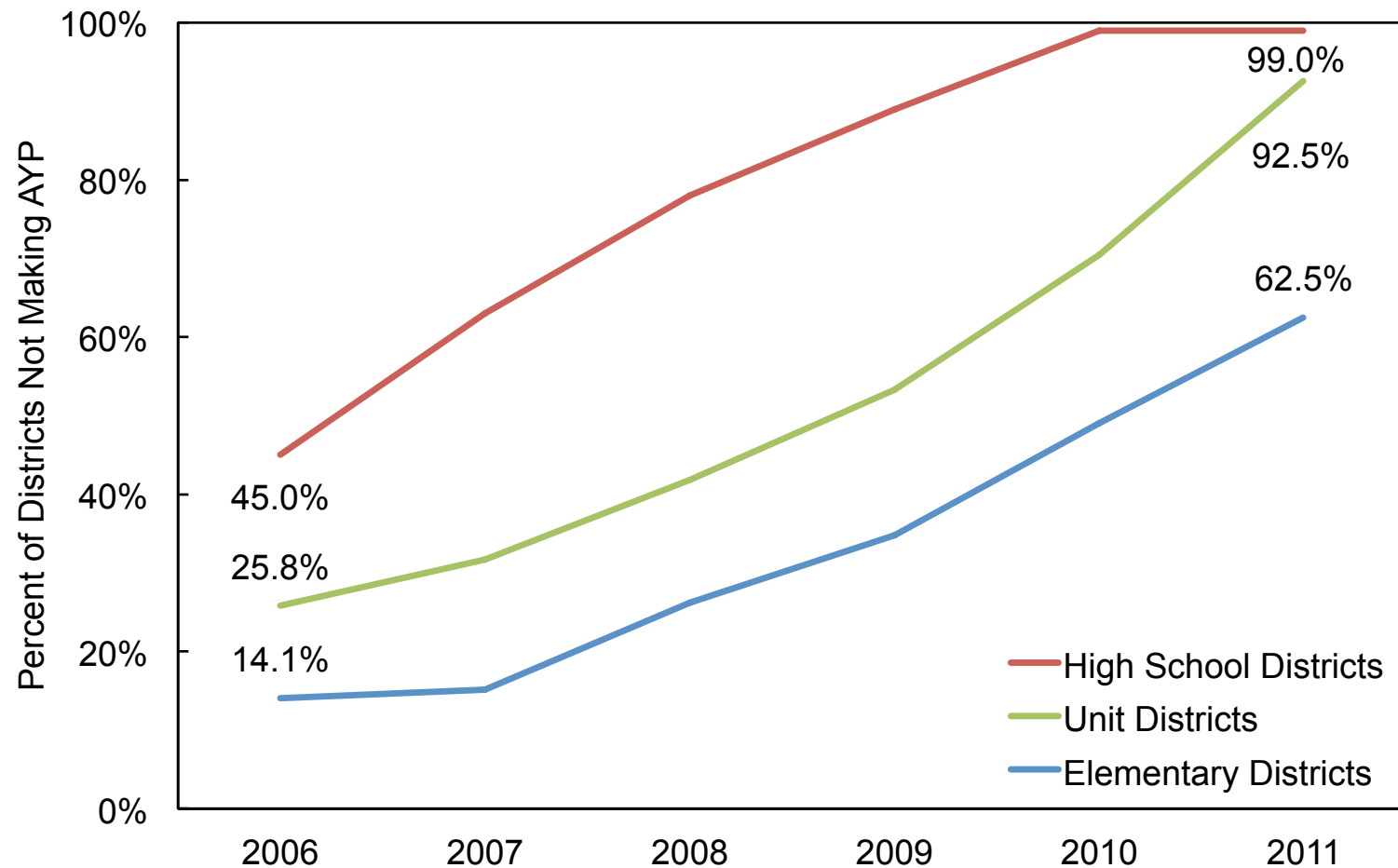
- Percent of schools and districts not making Adequate Yearly Progress (AYP) continues to increase as NCLB targets increase
- Illinois needs a flexible accountability system based on growth and other indicators



Adequate Yearly Progress By Schools



Adequate Yearly Progress By Districts



Definitions

- **IEP** stands for Individualized Education Program, which is a written plan for a student with a disability who is eligible for special education services under the Individuals with Disabilities Education Act (IDEA).
- **Not IEP** refers to students who do not have an IEP.
- **Low Income** refers to students from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.
- **Not Low Income** refers to students who are not from low-income families.



Questions?

Pooja K. Agarwal, Ph.D.

Division Administrator of Assessment

Email: pagarwal@isbe.net

Phone: (217) 782-4823

Web: <http://www.isbe.net/assessment>

