



Implementing a multi-year composite

IL Technical Advisory Committee Meeting

April 26, 2019

Background

- For small schools there are often few if any student groups with n-counts of 20 or greater
- Providing more information for more student groups is in keeping with the strong emphasis on equity in Illinois' ESSA accountability system
- However, it is also a priority to ensure accountability decisions are technically defensible and grounded in reliable data
- One way to find the balance may be to use multi-year composites to increase the number of student groups represented in smaller schools

Elementary/ Middle Schools

Number and percent
of schools with
sufficient n-size (20)
to include group
performance

	Number of Schools with Group	Percent of Schools with Group
All	3,098	-
EL	1,147	37.02%
Former EL	927	29.92%
IEP	1,812	58.49%
Low Income	2,742	88.51%
Hispanic	1,454	46.93%
Native American	5	0.16%
Asian	457	14.75%
Black	1,077	34.76%
Pacific Islander	2	0.06%
White	2,368	76.44%
MultiRacial	303	9.78%

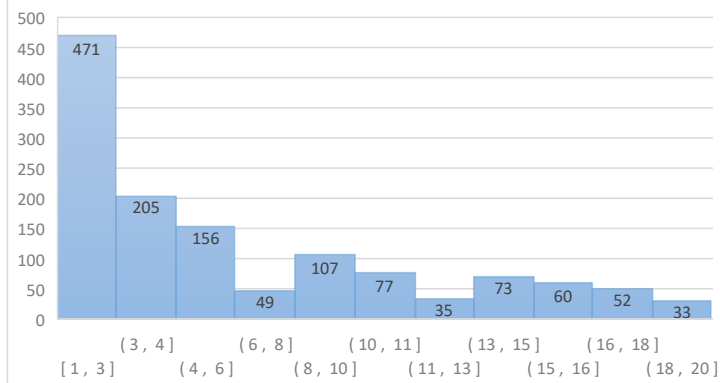
High Schools

Number and percent
of schools with
sufficient n-size (20)
to include group
performance

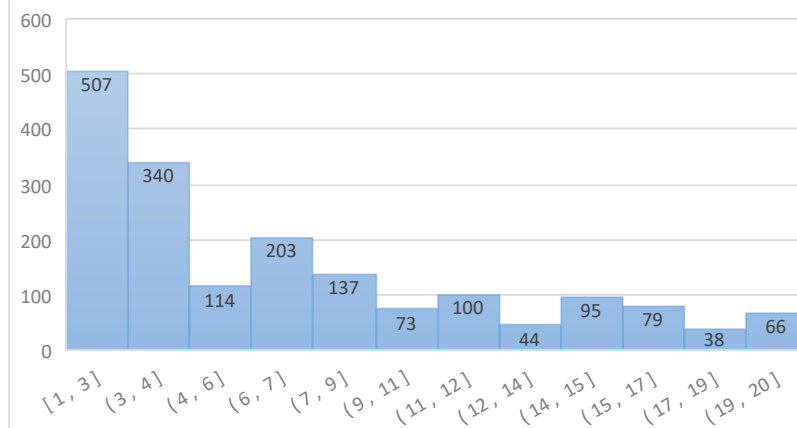
	Number of Schools with Group	Percent of Schools with Group
All	679	-
EL	109	16.05%
Former EL	210	30.93%
IEP	285	41.97%
Low Income	517	76.14%
Hispanic	274	40.35%
Native American	0	0.00%
Asian	92	13.55%
Black	239	35.20%
Pacific Islander	0	0.00%
White	517	76.14%
MultiRacial	56	8.25%

Student Group Enrollment – High Level View

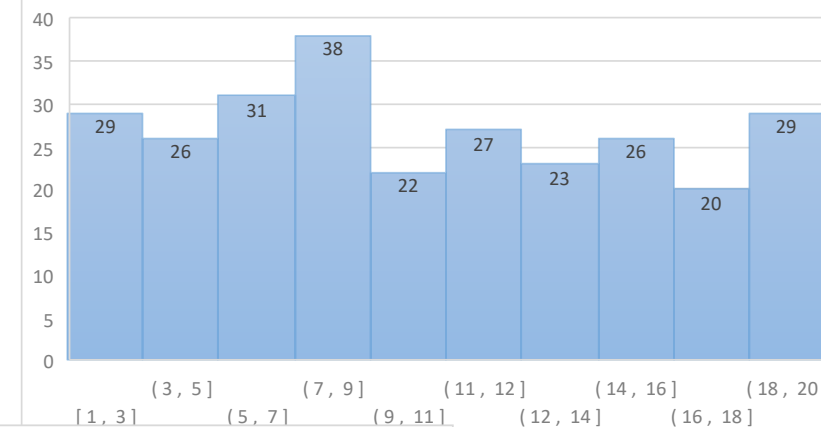
EL Enrollment



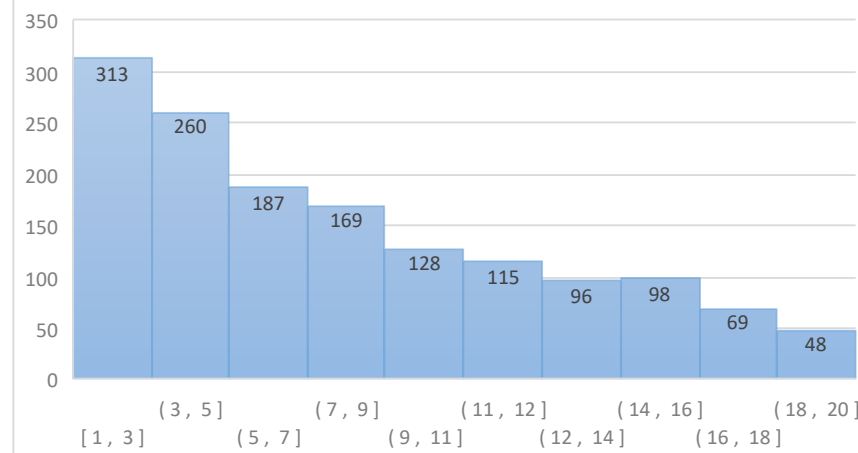
Black Enrollment



Low Income Enrollment



Hispanic Enrollment



- Distribution of schools with enrollment counts ≤ 20 from all public schools in the state.
- Horizontal axis: student enrollment. Number on bar: count of schools.
- Does not represent tested students or FAY.
- Counts are for individual groups and not mutually exclusive.

Potential Approaches

- Option 1: Produce 3 year average for all schools
 - Option 1B: Can use most recent (if sufficient) or multi-average, whichever is most favorable
- Option 2: Always use data from current year if sufficient; only use multi-year data if necessary
 - Option 2B: Multi-year aggregation can be drawn from 2 years if sufficient; then 3 years if needed
- Method of aggregation is typically at the student level (e.g. if there are 25 students across 3 years combine data from all 25 equally) but other approaches are possible

Discussion

- Does the TAC recommend pursuing multi-year composite?
- What approach and method of calculation is most appropriate? What is the rationale?
- What additional data may be necessary to further explore or evaluate approaches?