



Illinois State Board of Education

Understanding Student Growth

Illinois State Board of Education
August 30, 2023



Agenda

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- 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

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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?

4





2023 Changes Summary



2023: Science Proficiency

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

5 th 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

11 th 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 8

Grade 11

8 th 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

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- 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)

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- 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

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- 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 $\geq 95\%$** 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

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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

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- **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

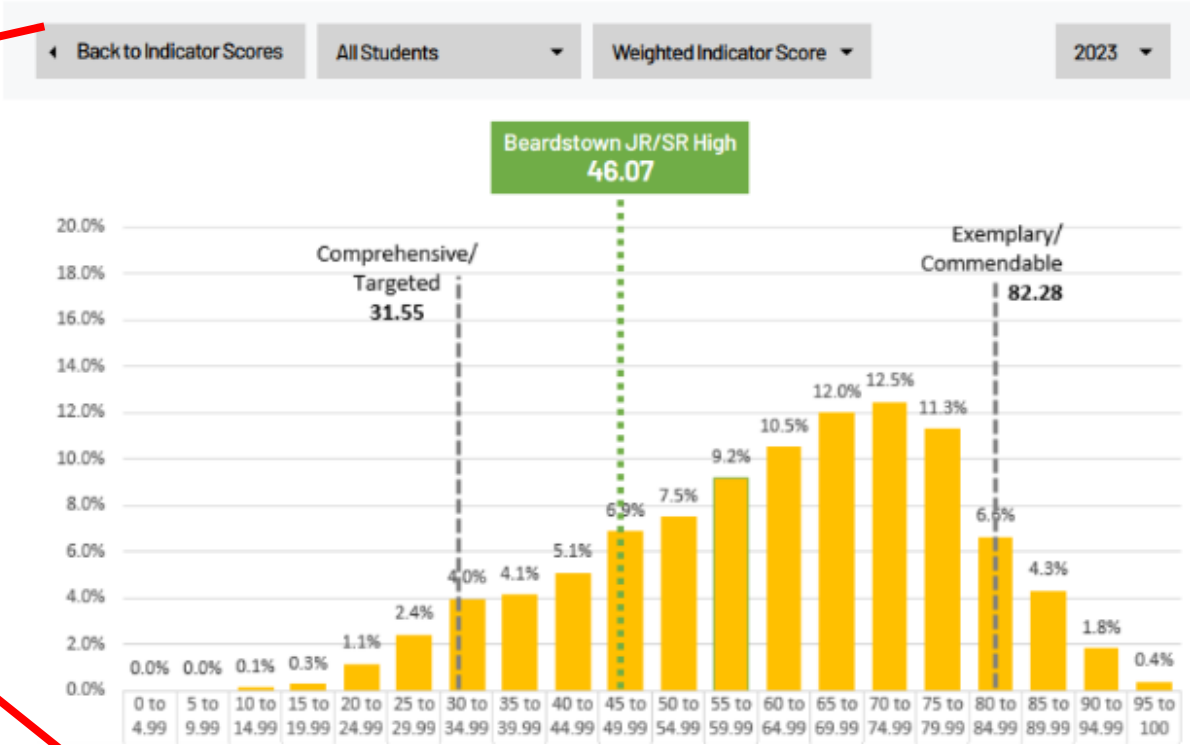
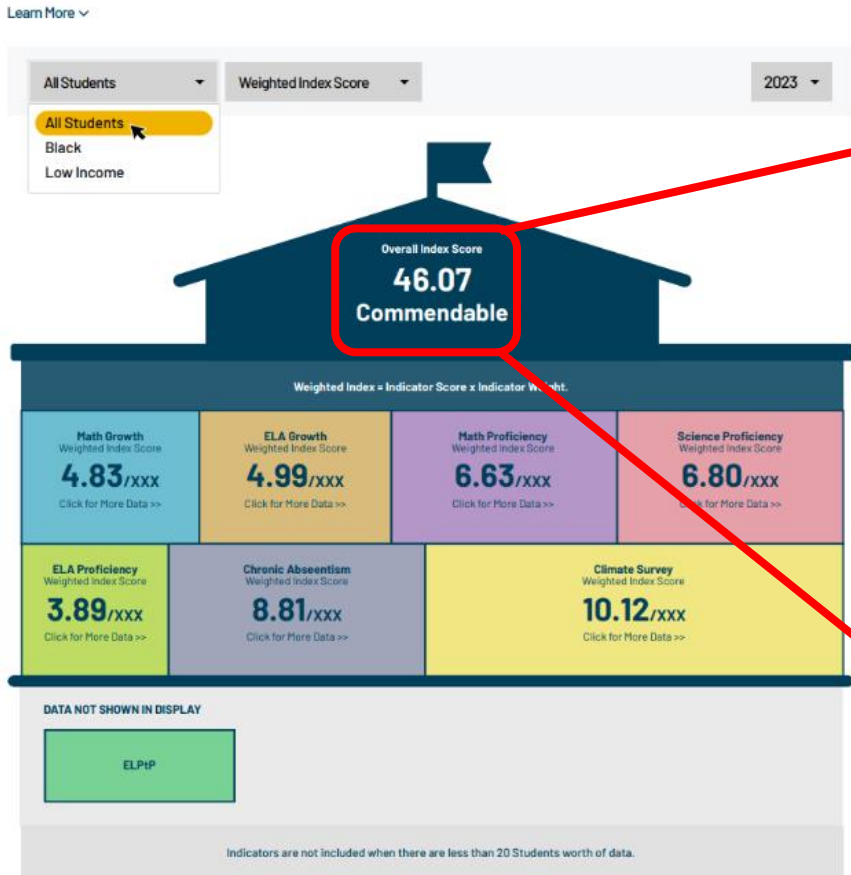


2023: Enhanced Data Visualization on Report Card

High Level (mockup)

Drill Down (mockup)

- Accountability
- Summative Designation
- Title I Status
- School Improvement Funds
- Teachers
- Administrators
- School Highlights
- Retired Tests



2023: Meta-indicator Components on Report Card

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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?

Student Growth Percentile (SGP)

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



G

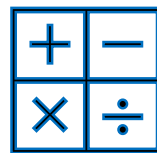
Compared to “academic peers” statewide

P



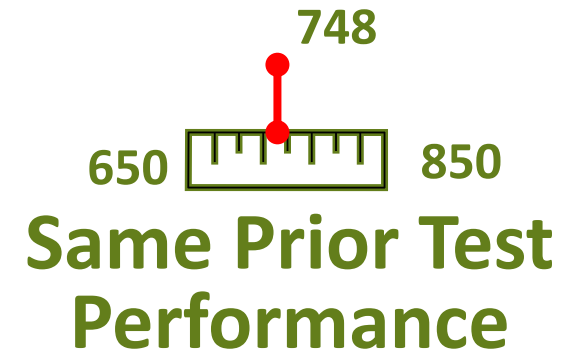
Same
Grade

&



Same
Subject

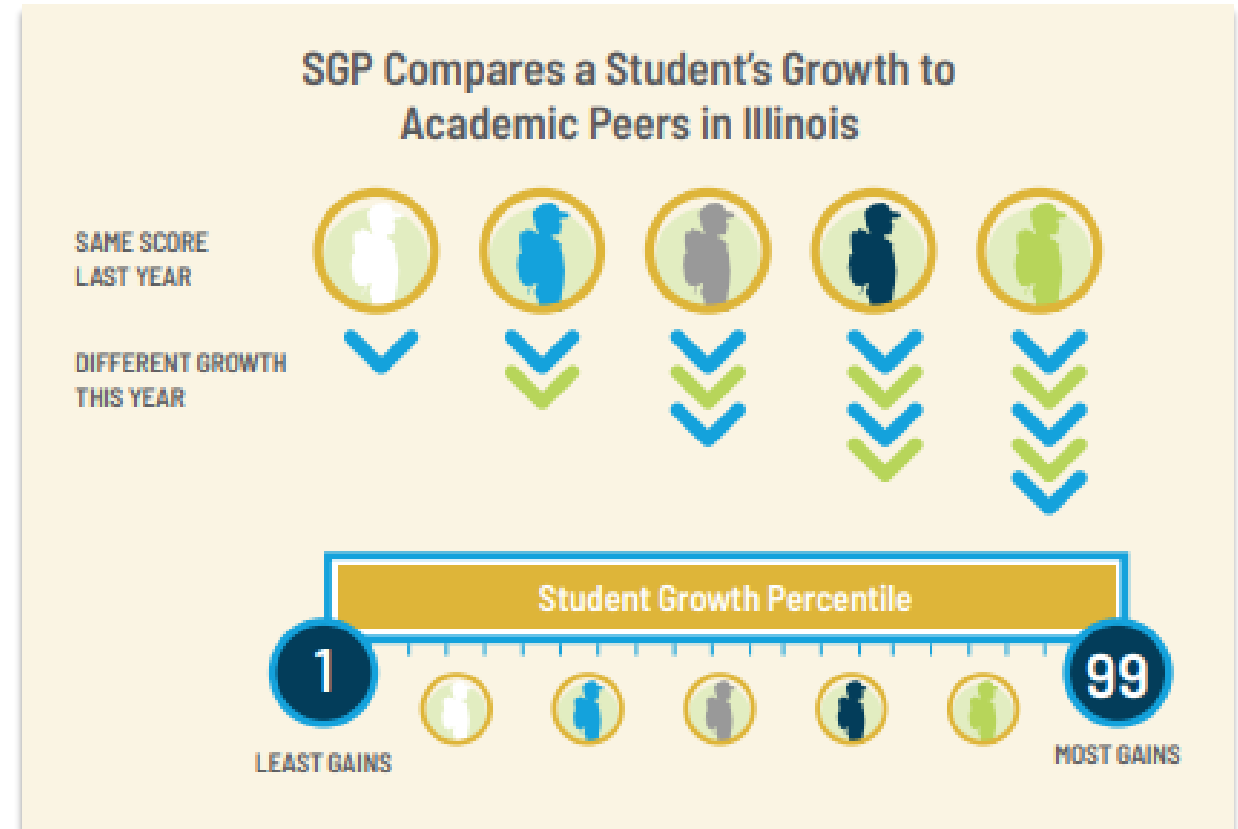
&



Student Growth Percentile

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- 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?

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- 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**

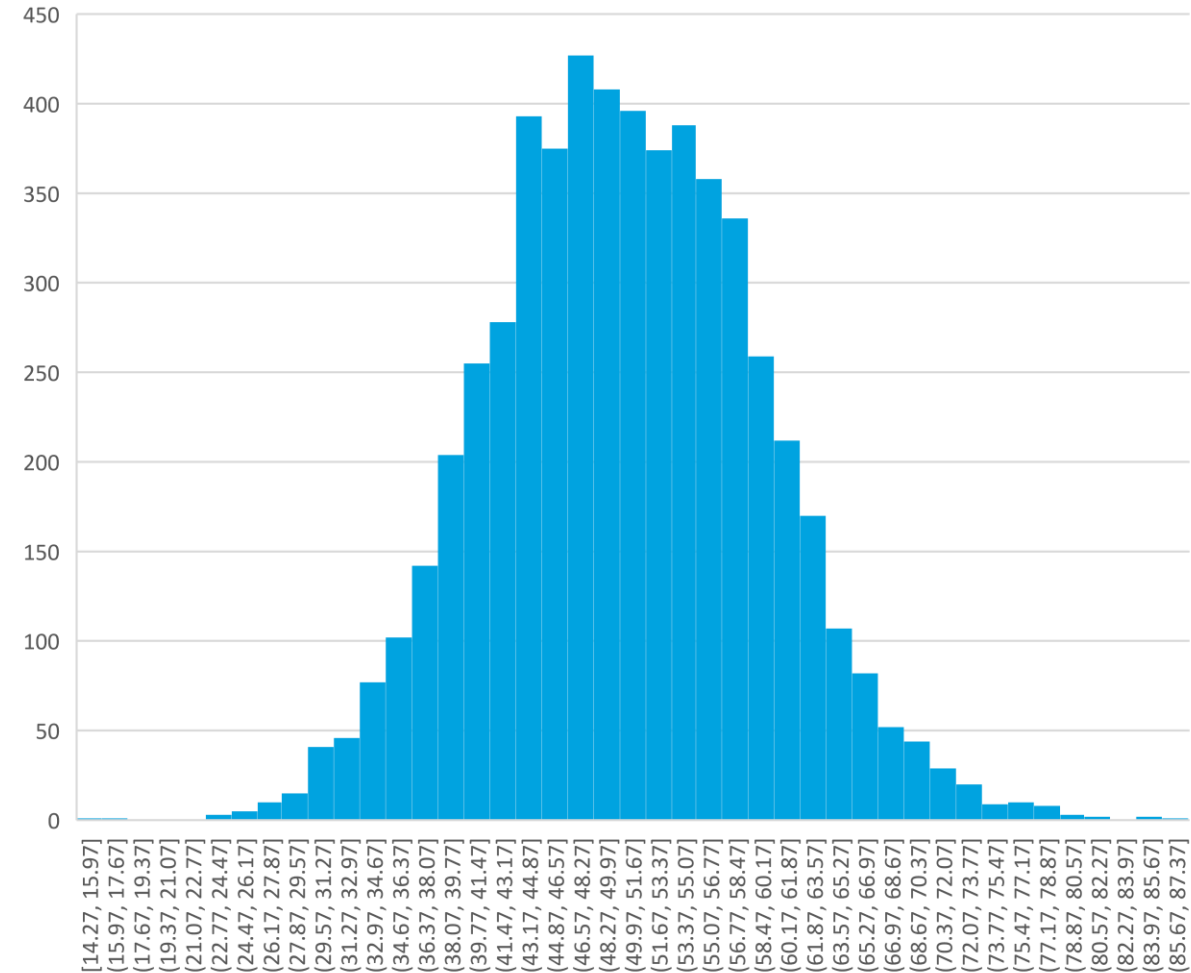


From Students to Student Groups & Schools

18

- 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

Frequency of SGP Means (Detailed)





Cohort & Baseline SGPs

Two Types of SGP

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- 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 of 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

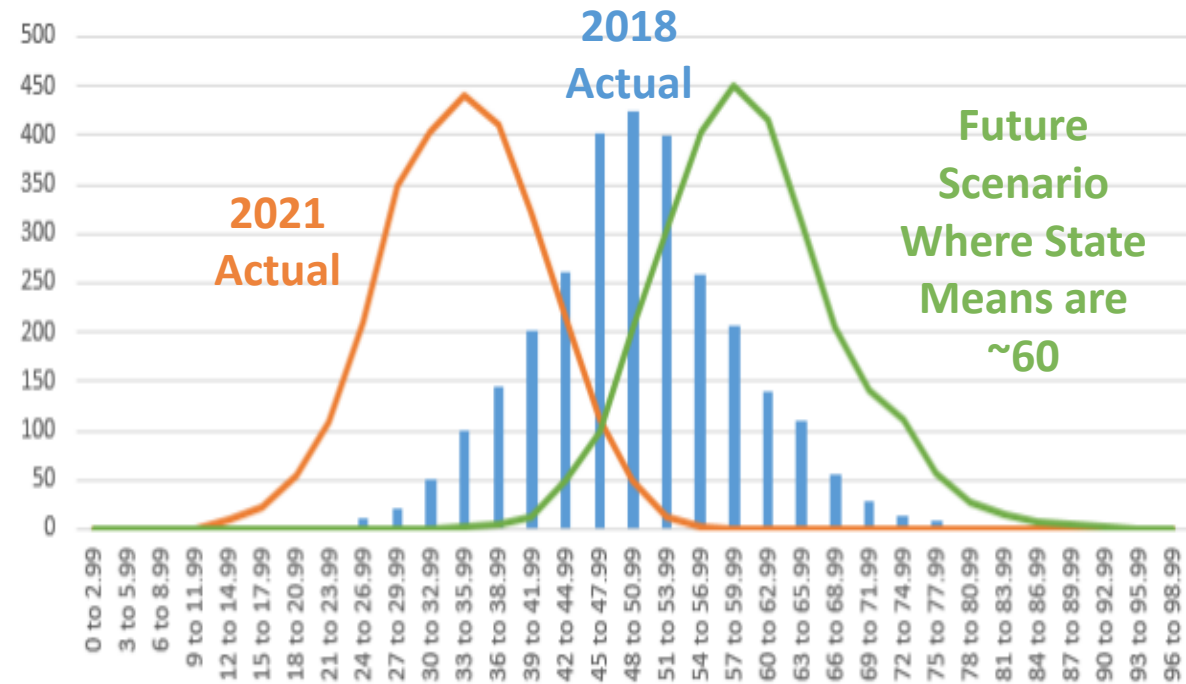


Why Complicate Things?

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- 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



What is a “good” student growth percentile?

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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



Navigate to IWAS

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The screenshot shows the Illinois State Board of Education website. At the top, there is a dark blue navigation bar with the ISBE logo and name, and links for 'Careers at ISBE', 'Contact Us', and social media icons. Below this is a white navigation bar with several links: 'Log Into ELIS', 'Log Into IWAS' (highlighted with a red box), 'Public School District Lookup', 'FRIS Inquiry', 'IL Report Card', 'About the Agency and Board', and 'Topics A-Z'. A light blue banner below the navigation bar contains a COVID-19 vaccine information link. The main content area has a heading 'HOW CAN WE HELP YOU?' followed by a search bar and the text 'Already know what you are looking for? Find a Topic.'. Below this is a section titled 'TOP-ACCESSED SERVICES' with six icons representing different services: Licensure Requirements, COVID, Board Meetings, Educator Licensure, Nutrition, and Special Education.



← → ↻ 🔒 sec.isbe.net/iwas/asp/login.asp?js=true

 **Illinois State Board of Education**
Dr. Carmen I. Ayala, *State Superintendent of Education*

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

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- ELIS Login
- Home
- Sign Up Now
- Get Password
- Contact Us
- Help
- [IWAS User Guide](#)
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Systems Listings – Student Information System Statewide

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Illinois State Board of Education
Dr. Carmen I. Ayala, State Superintendent of Education

Login: ACLEMENT

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Dashboard	Authorized
eGMS Reports	Authorized
Active Grants	
Organizational Risk Assessment	Authorized
Title I-Part A-Section 1003 School Improvement Grant	Authorized
Reporting	
Entity Profile System	Disapproved
Grant Periodic Reporting System	Authorized
IL-EMPOWER School Improvement Report	Authorized
Monthly	
Student Information System - Statewide	Authorized
ISBE Internal	
Entity Profile System (Internal)	Authorized
Assessments	
Illinois Science Assessment	Authorized
Retired Applications	

❑ Your **Systems Listings** will look different

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



Finding Mean SGP – IAR Scores Grid Report

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Illinois State Board of Education

SIS 1

Reports 2

Assessment 3

Illinois Assessment of Readiness (IAR) 4

IAR Assessment Scores Grid 5

IAR Assessment Scores Grid

School Year 2023 6

School All Schools 7

Grade All Grades

Test Code All

Content Area Both

Race/Ethnicity All Races

Gender All

Homeless Indicator Both

Migrant Indicator Both

EL Indicator Both

IDEA Services Both

FRL/Low Income Indicator Both

21st Century Indicator Both

First Year in U.S. School Both

Report Format Numbers

8 Leave As Default

PDF 9

Create Report 10

IAR Scores Grid Report SGP Column

Assessment Home School:

Selection Criteria: None

Coming for 2023
Baseline & Cohort SGP

	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
Grade Level: All																		
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

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The screenshot shows the Illinois State Board of Education website. The navigation menu on the left has 'SIS' highlighted with a red box and the number '1'. Below it, 'Reports' is also highlighted with a red box and the number '2'. In the main content area, under the 'Reports' section, 'Assessment' is highlighted with a red box and the number '3'. Under 'Assessment Enrollment Verification', 'Illinois Assessment of Readiness (IAR)' is highlighted with a red box and the number '4'. In the table below, the 'Details' link for 'IAR Assessment Scores' is highlighted with a red box and the number '5'. The table lists various reports with 'Summary' and 'Details' links.

Report Name	Summary	Details
IAR Assessment and Test Window - STEP 1		Details
IAR Assessment Pre-ID - STEP 2	Summary	Details
IAR Assessment Correction	Summary	Details
IAR Assessment Scores	Summary	Details
IAR Assessment Scores Grid	Summary	

The screenshot shows the 'IAR Assessment Scores' configuration page. The 'School Year' dropdown is set to '2023' (6). The 'School' dropdown is set to 'Benjamin Franklin Middle Schc' (7). The 'Grade' dropdown is set to 'All Grades'. The 'Test Code' dropdown is set to 'All'. The 'Content Area' radio buttons are set to 'Both'. The 'Race/Ethnicity' dropdown is set to 'All Races'. The 'Gender' radio buttons are set to 'All'. The 'Homeless Indicator' radio buttons are set to 'Both'. The 'Migrant Indicator' radio buttons are set to 'Both'. The 'EL Indicator' radio buttons are set to 'Both'. The 'IDEA Services' radio buttons are set to 'Both'. The 'FRL/Low Income Indicator' radio buttons are set to 'Both'. The '21st Century Indicator' radio buttons are set to 'Both'. The 'First Year in U.S. School' radio buttons are set to 'Both'. The 'Report' radio buttons are set to 'All'. The 'Sort By' dropdown is set to 'Test Code' (8). The 'PDF' option is selected in the output format dropdown (9). The 'Create Report' button is highlighted with a red box and the number '10'. A large red bracket on the right side of the page encompasses the radio button options and is labeled 'Leave As Default'.

IAR Scores Detail – Columns R & S

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

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

Cohort Baseline
↓ ↓



Take a screenshot for your spreadsheet

Windows + Shift + S for PC

Command + Shift + 4 for Mac

	N	O	P	Q	R	S	T
	0	0	16				
20	20				70.0	71.0	
6 E ELA06 O	729	3	40	3	1	2	33
6 E ELA06 O	740	3	49	1	1	2	30
6 E ELA06 O	731	3	47	2	2	1	23
6 E ELA06 O	727	3	41	2	2	2	30
6 E ELA06 O	755	4	53	1	2	2	36
6 E ELA06 O	759	4	50	1	2	2	39
6 E ELA06 O	801	5	69	1	1	1	46
6 E ELA06 O	720	2	29	3	3	3	35
6 E ELA06 O	781	4	57	1	1	1	44
6 E ELA06 O	734	3	40	3	2	2	35
6 E ELA06 O	751	4	49	1	2	1	36
6 E ELA06 O	781	4	65	1	1	1	40
6 E ELA06 O	715	2	35	3	3	3	30
6 E ELA06 O	776	4	53	2	1	1	45
6 E ELA06 O	713	2	33	3	3	2	30
6 E ELA06 O	686	1	27	3	3	3	10
6 E ELA06 O	780	4	60	1	1	1	42
6 E ELA06 O	679	1	23	3	3	3	10

IAR Scores Detail Report

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The screenshot shows the Illinois State Board of Education website. The navigation menu on the left includes 'SIS' (1), 'Home', 'Student', 'Assessment', 'Adjusted Cohort', 'Teacher', 'Early Childhood Transition', 'Prenatal', 'Reports' (2), 'Batch File Processing', 'District Data Verification', 'Seal of Biliiteracy Application', 'Internal', and 'Log Out'. The 'Reports' section is expanded, showing a search bar and a list of reports. The 'Assessment' dropdown (3) is selected, and 'Illinois Assessment of Readiness (IAR)' (4) is highlighted. The 'IAR Assessment Scores' report has a 'Details' link (5) circled in red.

The screenshot shows the 'IAR Assessment Scores' configuration page. The 'School Year' is set to 2023 (6). The 'School' is Benjamin Franklin Middle Schc (7). The 'Grade' is set to 'All Grades'. The 'Test Code' is set to 'All'. The 'Content Area' is set to 'Both'. The 'Race/Ethnicity' is set to 'All Races'. The 'Gender' is set to 'All'. The 'Homeless Indicator' is set to 'Both'. The 'Migrant Indicator' is set to 'Both'. The 'EL Indicator' is set to 'Both'. The 'IDEA Services' is set to 'Both'. The 'FRL/Low Income Indicator' is set to 'Both'. The '21st Century Indicator' is set to 'Both'. The 'First Year in U.S. School' is set to 'Both'. The 'Report' is set to 'All'. The 'Sort By' is set to 'Test Code' (8). The 'Create Report' button is highlighted in red (10). A red bracket on the right side of the page indicates that the 'Homeless Indicator', 'Migrant Indicator', 'EL Indicator', 'IDEA Services', 'FRL/Low Income Indicator', '21st Century Indicator', and 'First Year in U.S. School' options should be left as default (9).



IAR Scores Detail Report – Preparing the Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8	Err:1 - Student score data are expected but missing. Enter a BN/TA or check for score data in "Unassigned Test Results" report. For Grades 3-8, Grade of Test Code of Test Taken does																								
9	Stu	Stu	Home	S	Testing	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
10	100	WAX	510841	510841	03	E	ELA06	073	3	4	2	2	2	2	2	3	10	3	3	20	20			5.0	
11	101	BHA	510841	510841	03	E	ELA06	746	3	4	2	2	2	2	2	3	10	3	1	20	20			49.0	
12	102	DN	510841	510841	08	E	ELA06	704	2	34	3	3	3	3	3	3	10	3	3	20	20			55.0	
13	108	KR	510841	510841	06	E	ELA06	729	3	42	2	3	2	3	2	30	2	3	3	20	20			95.0	
14	117	MA	510841	510841	10	E	ELA06	759	4	53	1	3	1	3	1	37	1	1	20	20				65.0	
15	121	PHIL	510841	510841	02	E	ELA06	65	1	12	3	3	3	3	3	10	3	3	3	20	20			3.0	
16	132	MOP	510841	510841	07	E	ELA06	70	2	37	3	3	3	3	3	10	3	3	3	20	20			19.0	
17	134	KNIE	510841	510841	03	E	ELA06	692	1	29	3	3	3	3	3	10	3	3	3	20	20			NA	
18	142	POC	510841	510841	02	E	ELA06	775	3	40	1	3	3	3	3	30	3	2	2	20	20			54.0	
19	144	HILL	510841	510841	07	E	ELA06	713	2	39	3	2	3	3	30	3	2	2	2	20	20			73.0	
20	152	OBR	510841	510841	07	E	ELA06	757	4	52	1	2	1	2	37	1	1	1	2	20	20			NA	
21	159	AVIL	510841	510841	11	E	ELA06	650	1	10	3	3	3	3	10	3	3	3	3	20	20			NA	
22	161	PAT	510841	510841	09	E	ELA06	783	4	65	1	1	1	1	41	1	1	1	1	20	20			81.0	
23	162	KIR	510841	510841	07	E	ELA06	657	4	52	2	1	2	2	37	1	1	1	1	20	20			51.0	
24	162	FUL	510841	510841	12	E	ELA06	652	1	11	3	3	3	3	10	3	3	3	3	20	20			1.0	
25	163	ALE	510841	510841	11	E	ELA06	692	1	29	3	2	3	3	10	3	3	3	3	20	20			25.0	
26	163	HES	510841	510841	01	E	ELA06	742	3	49	2	1	2	2	32	2	3	3	3	20	20			NA	
27	163	RAY	510841	510841	01	E	ELA06	742	3	45	2	1	2	2	35	2	1	1	1	20	20			NA	
28	171	PHIL	510841	510841	04	E	ELA06	702	2	33	3	2	1	2	10	3	3	3	3	20	20			20.0	
29	175	OLIE	510841	510841	08	E	ELA06	715	2	40	3	3	2	2	10	3	3	3	3	20	20			20.0	
30	177	MOC	510841	510841	05	E	ELA06	719	2	37	3	2	2	2	3	3	3	2	2	20	20			90.0	
31	185	SOS	510841	510841	09	E	ELA06	717	2	41	2	3	2	2	10	3	3	3	3	20	20			21.0	
32	195	TALL	510841	510841	12	E	ELA06	683	1	25	3	3	3	3	10	3	3	3	3	20	20			39.0	
33	206	MILL	510841	510841	03	E	ELA06	741	3	46	3	1	1	1	33	2	2	2	2	20	20			44.0	
34	211	HER	510841	510841	10	E	ELA06	719	4	51	1	1	1	1	38	1	1	1	1	20	20			90.0	
35	214	DAV	510841	510841	08	E	ELA06	712	2	44	3	2	1	1	10	3	3	3	3	20	20			49.0	
36	214	MOC	510841	510841	03	E	ELA06	682	1	11	3	3	3	3	10	3	3	3	3	20	20			NA	
37	216	PAR	510841	510841	09	E	ELA06	na	na											0	0	10			
38	219	MOC	510841	510841	12	E	ELA06	665	1	17	3	3	3	3	10	3	3	3	3	20	20			6.0	
39	219	COP	510841	510841	01	E	ELA06	731	3	53	1	1	1	1	10	3	3	3	3	20	20			NA	
40	23	LES	510841	510841	0	E	ELA06	76	4	64	2	1	1	1	41	1	1	1	1	20	20			35.0	
41	236	LITT	510841	510841	04	E	ELA06	68	1	11	3	3	3	3	29	3	3	3	3	20	20			16.0	
42	255	OUS	510841	510841	01	E	ELA06	712	2	37	3	3	2	2	24	3	3	3	3	20	20			74.0	
43	264	FRE	510841	510841	04	E	ELA06	773	4	57	1	1	1	1	41	1	1	1	1	20	20			77.0	
44	268	ROS	510841	510841	08	E	ELA06	738	3	43	1	2	3	3	31	2	2	2	2	20	20			67.0	
45	270	WEI	510841	510841	07	E	ELA06	682	1	24	3	3	3	3	10	3	3	3	3	20	20			6.0	

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

Plotting Proficiency and Growth – Steps 1 and 2

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1a

1b

	A	B	C	D	E	F
28	ELA06		1	NA		
29	ELA06	n/a				
30	ELA06		1	6		
31	ELA06		3	NA		
32	ELA06		4	35		
33	ELA06		1	16		
34	ELA06		2	74		
35	ELA06		4	77		
36	ELA06		3	67		
37	ELA06		1	6		
38	ELA06		4	52		

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

2a

2b

	A	B	C	D	E	F
28	ELA06		4	98		
29	ELA06		5	98		
30	ELA06		4	97		
31	ELA06		5	97		
32	ELA06		4	97		
33	ELA06		4	97		
34	ELA06		5	97		
35	ELA06		3	95		
36	ELA06		3	95		
37	ELA06		3	95		
38	ELA06		5	95		
39	ELA06		4	94		
40	ELA06		4	94		
41	ELA06		5	93		

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



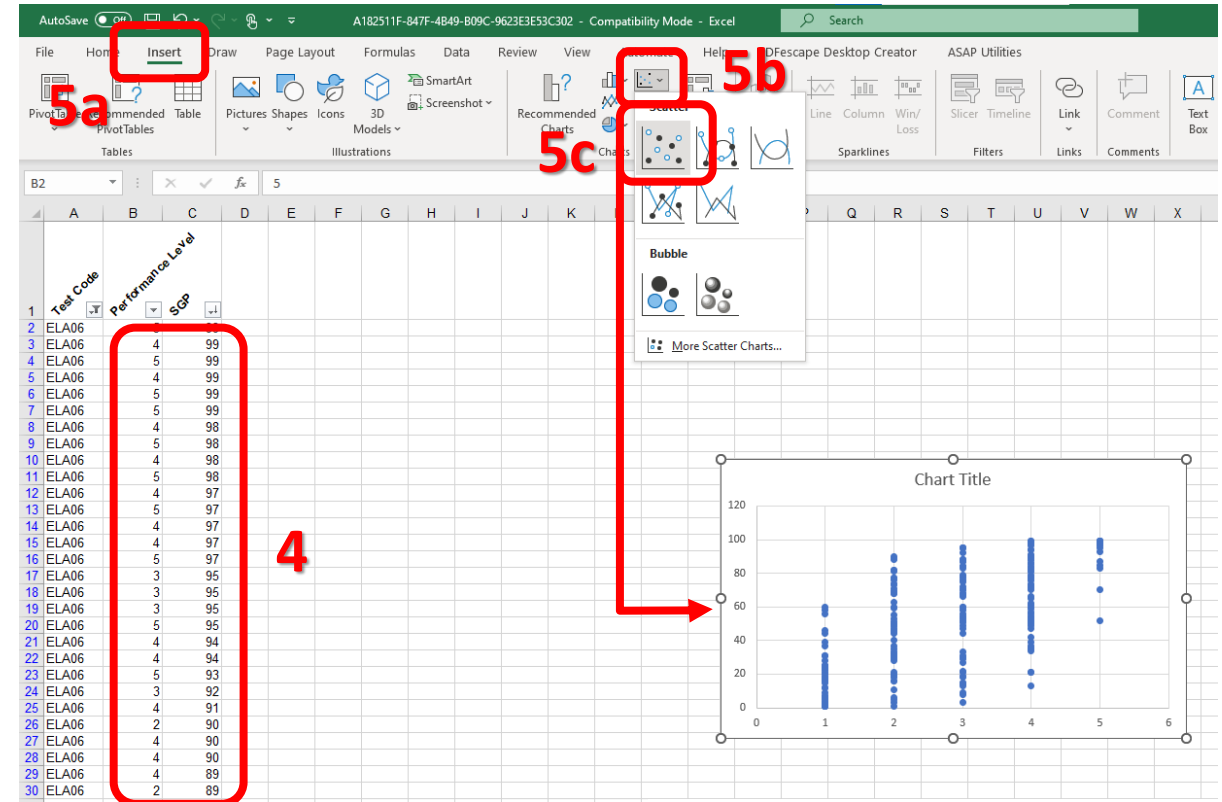
Plotting Proficiency and Growth – Steps 3, 4 & 5

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3

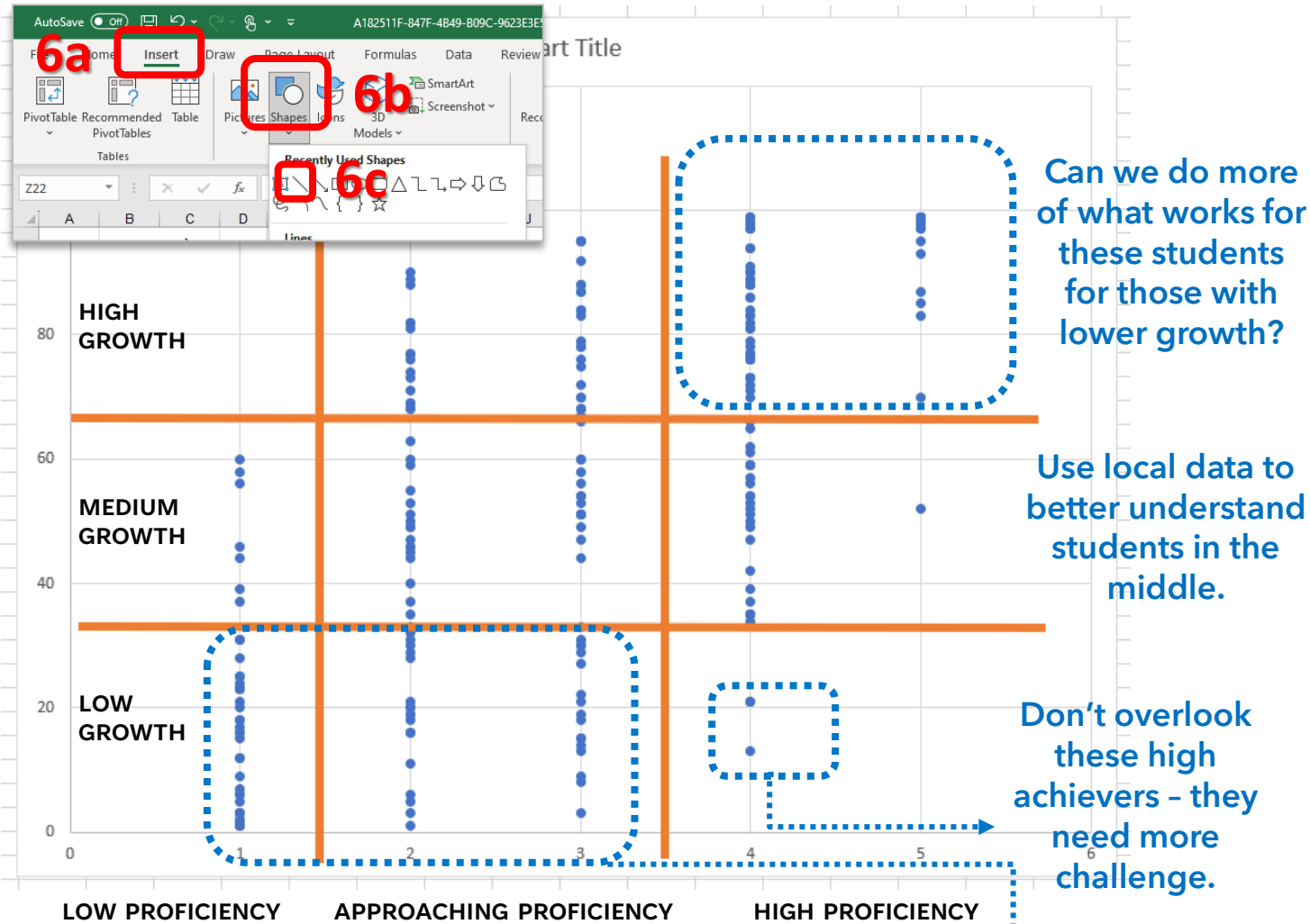
Test Code	Performance Level	SGP
ELA06	1	NA
ELA06	4	NA
ELA06	1	NA
ELA06	3	NA
ELA06	3	NA
ELA06	1	NA
ELA06	3	NA
ELA06	1	NA
ELA06	2	NA
ELA06	3	NA
ELA06	1	NA
ELA06	5	NA
ELA06	3	NA
ELA06	3	NA
ELA06	1	NA
ELA06	2	NA
ELA06	3	NA
ELA06	5	99
ELA06	4	99
ELA06	5	99
ELA06	4	99

3. Delete rows where the SGP is NA



Plotting Proficiency and Growth – Step 6

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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?



Illinois
State Board of
Education

The needs of these students are not being met by our current practices.
What can we do differently?



Helpful Resources



Summative Designation Resources

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Home > 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

Home > School Improvement & Accountability > Summative Designations > Individual Indicators

SCHOOL IMPROVEMENT & ACCOUNTABILITY

Summative Designations

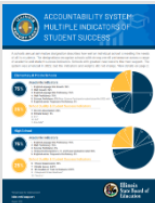
Individual Indicators

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 (SSQ) 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

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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 $(\text{Chronically Absent Students} \div \text{Total Students}) * 100$

SCORING:

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

INDICATOR POINTS FORMULA:

Chronic Absenteeism Score: $[(100 - (\text{Chronic Absenteeism Rate} * 2))$

Note: Chronic Absenteeism Rate $\geq 50\%$ = 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

