

2018 Summative Designations

The new version of the Illinois State
Report Card
November 13, 2018

Steps to the designation



Indicators

- **ELA Proficiency:** % of students proficient in ELA on SAT or DLM-AA
- **Math Proficiency:** % of students proficient in math on SAT or DLM-AA
- **ELA Growth:** Average individual student growth percentiles (SGP) in ELA
- **Math Growth:** Average individual student growth percentiles (SGP) in Math
- **English Language Progress toward Proficiency:** % of English Learners on track to attain language proficiency within 5 years of identification.
- **Chronic Absenteeism:** % of students missing 10% or more of the prior academic year (excused or unexcused absences)



- Step 1: Performance is determined on each indicator presented on the previous slide
- Step 2: Performance on each indicator is scored.
 - This step uses the data from step 1 and converts it to an indicator score. Scores range from 0 - 100.
- Step 3: Multiply your indicator score by the weights of the indicators



Indicator	Weight (if all indicators present)
ELA Proficiency	10%
Math Proficiency	10%
ELA Growth	25%
Math Growth	25%
English Language Progress to Proficiency	5%
Chronic Absenteeism	20%

Example with one subgroup

Step 1-red arrows on report card

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	36.61	26.92	40.18	41.36	46.48	5.84

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ACADEMIC PERFORMANCE

	All										Total or State	Students with English Learners	English Learners	Low Income
	Students	Male	Female	White	Black	Hispanic	Asian	Hispanic Pacific	American Indian	Native Hawaiian				
School	174	81	93	124	12	22	17	-	-	-	3	17	1	38
District	345	141	202	276	15	48	34	-	-	-	10	30	10	84
State	30,926	14,676	16,250	21,756	1,746	28,996	18,676	-	-	-	14,010	12,920	11,664	113,108
	36.7%	30.8%	32.8%	40.4%	17.4%	24.8%	35.6%	44.7%	29.2%	40.0%	6.9%	10.9%	22.1%	

MATH PROFICIENCY

	All										Total or State	Students with English Learners	English Learners	Low Income
	Students	Male	Female	White	Black	Hispanic	Asian	Hispanic Pacific	American Indian	Native Hawaiian				
School	174	79	95	84	8	14	18	-	-	-	4	13	3	26
District	373	167	206	242	11	33	24	-	-	-	13	21	7	41
State	31,021	14,519	16,502	20,662	1,564	28,012	18,204	462	682	11,267	12,210	10,476	88,476	
	27.1%	30.2%	24.2%	33.5%	11.0%	17.7%	34.2%	-	-	-	23.9%	21.7%	7.7%	14.1%

Example with one subgroup

- Step 1-red arrows on report card

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	36.61	26.92	40.18	41.36	46.48	5.84

- Step 2-maximum scores of 100 (36.61 /43.03=.85*100)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	85.07	69.16	27.08	29.68	46.48	88.33

Proficiency Targets By Year: K-8 ELA

Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	39.67	48.44	22.63	29.03	67.45	51.40	32.68	42.42	14.04	30.25	17.20	26.19
2018	43.03	51.21	27.12	33.09	68.96	53.97	36.51	45.60	19.10	34.23	22.05	30.44
2019	46.38	53.98	31.61	37.16	70.46	56.54	40.33	48.77	24.17	38.21	26.91	34.70
2020	49.74	56.75	36.10	41.22	71.96	59.12	44.15	51.94	29.23	42.20	31.76	38.95
2021	53.09	59.52	40.59	45.29	73.47	61.69	47.97	55.11	34.29	46.18	36.61	43.20

Proficiency Targets By Year: K-8 Math

Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
2017	35.28	43.71	17.42	24.96	67.71	45.85	28.20	37.02	13.70	36.20	17.21	22.02
2018	38.93	46.80	22.26	29.30	69.19	48.79	32.32	40.55	18.78	39.79	22.07	26.56
2019	42.58	49.88	27.10	33.63	70.68	51.74	36.44	44.09	23.87	43.37	26.92	31.09
2020	46.23	52.97	31.94	37.97	72.16	54.68	40.56	47.62	28.96	46.96	31.77	35.62
2021	49.87	56.06	36.78	42.30	73.65	57.62	44.68	51.15	34.04	50.55	36.62	40.15

Scoring Rules- Growth

- Growth is measured by Mean Student Growth Percentile (Mean SGP)
 - Average of individual student growth percentiles (SPGs)
- Key criteria for selecting a growth measure was that different student groups have full access to the range of growth scores
 - Works because students' progress is compared to students who started out in the same place the year prior



STUDENT GROWTH

Weighting growth at 50 percent of a P-B school's designation represents Illinois' commitment to fairness and equity. Proficiency shows whether or not students have mastered a common, high standard; whereas growth recognizes progress toward and beyond the standard, no matter where each student started. Demographics do not predict growth. Data show that students of all races, income levels, languages, and disability statuses demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room at the top to measure the growth of even Illinois' highest achievers. Illinois uses student growth percentiles (SGP) to calculate growth.

SGP Compares a Student's Growth to Academic Peers in Illinois

Imagine a fifth-grade student who had a scale score of 850 in math last year. SGP compares that student's math score this year to all other Illinois students in the same grade, in same subject, and who had the same scale score last year. SGP then orders the students on a scale of 1 to 99 by how much their scores grew. The student who made the greatest gains receives a math SGP of 99. The student who made the least gains receives a math SGP of 1.

A student's growth percentile means the student grew the same or more than that percent of their peers in Illinois who started at the same baseline.

SGP also looks at students' scores the year before last, for up to three years of data, which allows us to identify a true growth trend. Illinois' support and accountability system uses a school's mean SGP, which is the average of its individual students' SGP.

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Scoring Rules: English Learner Progress to Proficiency (ELPtP)

- **Scale Score Gain ÷ Gain Target**
 - If Scale Score Gain ÷ Gain Target $\geq 1 \Rightarrow$ 100 points
 - If Scale Score Gain ÷ Gain Target $< 1 \Rightarrow$ Ratio * 100 points
- **Calculating Gain Targets**
 1. Identify expected year of proficiency (Baseline year + 5)
 2. Find Composite Scale Score equal to 4.8 Proficiency Level
 - **Timeline Target:** Proficiency Scale Score – Initial Score / 5
 - Does not change for 5 years
 - **Revised Target:** Proficiency Scale Score – Current Score / # of years left
 - Updated yearly starting in year 2
 - Always use the smaller of **Revised** or **Timeline** Target as Gain Target
 - **Targets after timeline:**
Current Grade Proficiency Scale Score – Previous Score

ELPtP: School Aggregation

- Average the individual scores to get the “all student” group score, or a demographic group’s score

Name	Score
Millie	8
Bernard	100
Yaxuan	80.8
School	62.933

- The “all” and EL group indicator scores will be the same, but other groups’ scores may differ.

Example with one subgroup

- Step 1-red arrows on report card

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	36.61	26.92	40.18	41.36	46.48	5.84

- Step 2-maximum score of 100

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	85.07	69.16	27.08	29.68	46.48	88.33

- Step 3-multiply step 2 by weight %

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	8.51	6.92	6.77	7.42	2.32	17.67





- Schools are rank ordered by their "all students" group index score to find the bottom 5% and top 10% (54.61 from Step 3)

Grades 9-12	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfalls High School	66	88.64
Big Pine High	67	88.48

- Index scores of the subgroups are compared to the "all student" group index score of the school just below the lowest 5% threshold

Mane Coome High School	636	26.90
Boulevard Court High School	637	26.44
Mascot High School	638	26.25
Landmark High School	639	26.23
General High School	640	26.14

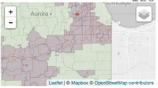
Interactive Report Card

- District Snapshot
- Academic Progress
- District Environment
- Students
- Teachers
- Administrators
- Schools in District
- Retired Tests

District Snapshot
 District Superintendent
 Dr. Robert Carlo

Address
 7414 S CASI AVE
 DAVENIA, IL 60064
 (830) 869-5700

ISBE Report Card
 District Website



3 Schools

5% Student Mobility

Funding: \$19M Proficiency Target, \$19M FTE Resources

6% Chronic Absenteeism

87% Retention

Summative Designation:
 1 Exemplary Schools
 2 Commendable Schools
 1 Underperforming Schools
 0 Lowest Performing Schools

EJH Index Score Calculations

EJH	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent	TOTAL	5 points added to total score for Climate Survey
All	8.51	6.92	6.77	7.42	2.32	17.67	54.61	
White	9.26	7.52	7.90	8.11		18.86	56.65	
Black or African American	6.10	5.08	3.81	6.47		17.82	44.28	
Hispanic or Latino	8.88	6.39	7.77	9.32		20.04	57.40	
Asian	6.85	5.09	8.73	6.90		16.99	49.56	
IEP	10.56	10.56	10.44	9.97		15.53	62.06	
EL	0.77	1.75	15.99	11.03	2.32	19.05	55.91	
Former-EL	10.56	10.56	7.50	9.69		20.53	63.84	
Low Income	6.32	5.18	7.01	6.82	2.09	15.75	48.17	

Lace Index Score Calculations

LACE	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent	TOTAL	5 points added to total score for Climate Survey
All	9.69	9.19	9.15	14.93	3.55	18.38	69.89	
White	10.35	10.38	10.14	16.19		19.85	71.91	
Black or African American	8.34	5.93	2.35	9.57		17.27	48.46	
Hispanic or Latino	8.16	6.83	11.08	16.84	3.29	19.18	70.38	
IEP	10.56	10.12	6.43	13.14		18.89	64.14	
EL	3.59	3.35	11.97	13.58	3.55	17.95	58.99	
Low Income	8.68	8.72	8.61	16.06	3.48	17.63	68.18	

Mark Delay Index Score Calculations

MARK DELAY	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent	TOTAL	5 points added to total score for Climate Survey
All	7.96	7.92	6.98	12.54	4.41	18.13	62.94	
White	7.79	7.70	6.95	12.78		19.82	60.04	
Hispanic or Latino	8.62	7.79	8.19	17.51		20.51	67.62	
EL	5.48	4.71	6.73	14.32	4.41	17.92	58.57	
Low Income	7.58	7.24	5.77	13.84	4.73	17.68	61.84	

Second grade enrollments from the prior year (2016), tied to unique student ID numbers, are used to map to current year third grade achievement scores (2017 PARCC). Schools are only held accountable for students who were actually taught at their schools in years prior, but who are now old enough to have indicator data.