Intro to the New Illinois Report Card
putting purpose to public data

27 JAN 2014
report card: a history of compliance

• Previous report cards designed for compliance
• Not optimized to communicate information to the public in general
• Systemic change and student impact were a potential byproduct
So why is this a problem for the public?

The Differentiated Accountability classification for the school is: Comprehensive

If a school does make AYP in all student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.

In 2008, the Illinois State Board of Education was one of 6 states to be chosen by the US Department of Education to participate in the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status that do not make AYP.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school’s improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports versus more comprehensive interventions.
putting purpose to public data

What was missing?

A Theory of Action

No connection between the information, the user, and an intended outcome
theory of action

**WHO** our intended audience is

**WHAT** information must be imparted

**WHY** this information leads them to action

**HOW** this action will improve student outcomes
theory of action

**WHO** our intended audience is

- The average parent
- Teachers
- Community members
- Legislators
- Advocates
theory of action

**WHAT** information must be imparted

- Meaningful
- Accessible
- Contextual
theory of action

WHY this information leads them to action

Missing opportunities
Inequity
Accountability
theory of action

Increased parent involvement
Clearer expectations
Better aligned programs

HOW this action will improve student outcomes

More engaged and higher achieving kids
key changes

How do we make sure the new report card advances these goals?

Extensive Feedback

- Focus Groups
- Steering Committee
- Benchmarking Best Practices
key changes

How do we make sure the new report card advances these goals?

- Think like a parent
- Streamline – cut out less useful metrics
- Add predictors
- Make displays simple and intuitive
- Let principals tell their story
key changes

How do we make sure the new report card advances these goals?

Put it all into context

- What does this mean?
- Why does this matter?
key changes

How do we make sure the new report card advances these goals?

Product design 101

• Visuals and aesthetics
• Videos and content
• Easy web address
two versions

- At-a-Glance Report Card
- Online Report Card (illinoisreportcard.com)
ABC Elementary School
123 W. School Ave., Belleville, IL 62220
(773) 534-4000

Grades: K-8
District: ABC School District
Principal: John Doe
Superintendent: Jane Doe

How much academic growth do students show from one year to the next?
To measure the amount of academic growth a school’s students demonstrate, Illinois compares students’ performance on state assessments from one year to the next. Schools receive a score from 0 to 200, with higher scores indicating higher growth in achievement.

Math
2012-2013: 120
2011-2012: 120
Illinois Benchmark: 100

Reading
2012-2013: 120
2011-2012: 120

How do students perform on measures of academic success?
Percentage of students who meet or exceed state standards on the Illinois Standards Assessment Test (ISAT). In January 2013, Illinois raised the performance expectations for ISAT Reading and Mathematics. 2011-2012 scores are shown with both the old cut scores and new cut scores for easier comparison.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>IL Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAT Overall</td>
<td>70%</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72%</td>
<td>64%</td>
<td>53%</td>
</tr>
<tr>
<td>Reading</td>
<td>63%</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Science</td>
<td>70%</td>
<td>71%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Algebra I: Middle school students taking and passing Algebra I
High School Readiness: Middle school students ready for high school

How much money are the school and district spending per student?

<table>
<thead>
<tr>
<th>Category</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>IL Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Spending</td>
<td>$10,254</td>
<td>$10,577</td>
<td>$10,495</td>
</tr>
<tr>
<td>Operational Spending</td>
<td>$11,546</td>
<td>$11,573</td>
<td>$11,567</td>
</tr>
</tbody>
</table>

What are the demographics of students at this school?

- Asian 9%
- Black/Miscellaneous 18%
- Hispanic/Latino 18%
- Native American 18%
- Pacific Islander 18%
- White 28%
- Two or More Races 18%

Total Enrollment: 123
Low Income: 38%
English Language Learners: 12%
With Disabilities: 10%
Homeless: 5%

What does the SEssentials survey tell us about the school’s learning conditions?
This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the SEssentials Survey. The SEssentials Survey provided an opportunity for students in grades 6 through 12 and all teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.

Effective Leaders: Do principals and teachers implement a shared vision for success?
Collaborative Teachers: Do teachers collaborate to promote professional growth?
Supportive Environment: Is the school safe, demanding, and supportive?
Ambitious Instruction: Are classes challenging and engaging?
Involved Families: Does the entire staff build strong external relationships?

What do other measures tell us about the school’s learning conditions?

<table>
<thead>
<tr>
<th>Measure</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>IL Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Mobility: Percentage of students who transfer in or out of the school during the school year, not including graduates</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Chronic Truancy Rate: Percentage of students who have been absent without valid reasons for 5 percent or more of regular school days</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Student Attendance: Student attendance rate at this school</td>
<td>94%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>Average Class Size: Average number of students in each class</td>
<td>34</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td>Total School Days: Total number of days in which the school provides at least 5 hours of instruction to students</td>
<td>185</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Teacher Retention: Percentage of teachers who return to this school from year to year</td>
<td>Coming in 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Turnover: Number of different principals serving at this school over the past six years</td>
<td>Coming in 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Proficiency: Percentage of teachers rated excellent or proficient</td>
<td>Coming by 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ABC Elementary School

What courses, programs, and resources are offered at this school?

Academic Courses
- Broadcasting, Economics, Engineering, Genetics, Home Economics/Family and Consumer Science, Local History, Military History, Newspaper/Yearbook, Personal Finance, Psychology, Sociology

Career Development Courses and Programs
- ROTC, Local Small Business Internship Program, Dual Enrollment Computer Science 101

Athletics

School Awards
- Teacher of the Year, Science Pioneers Award, National Champions, Girls' Softball, Blue Ribbon School

Physical Education, Health and Wellness
- Spinning, Weight Lifting/Toning, Health Education Courses, Nutrition

Other Programs and Activities
- After School Care, Before School Care, Conflict Resolution, Mentoring Program, Parent Associations, Safe Passage, Art Club, Drafting Club, Ethnic Club, Debate Team, Environmental Club, Language Clubs, Learning Lab, Model U.N., Poetry Workshops, Science Club

Questions and Resources

Q: Where can I find more information?
A: In addition to this At-a-Glance report card, you can visit IllinoisReportCard.com to take a more detailed look at the data shown here. IllinoisReportCard.com shows more years of data, shows more of your school's programs, courses, and activities, and provides you with powerful tools that let you dig deeper into your school's data in the context of schools state-wide.

Q: I am not sure what one of the scores here means. Where can I find out?

Q: What is the origin of the data for the new School Report Card?
A: Most of the data reported on the School Report Card is collected by ISBE from school districts through data systems such as the state's Student Information System and its new Employment Information System. Some data, such as information on extracurricular activities, is entered directly by principals on IllinoisReportCard.com so that it can be kept up to date throughout the year.

Q: Why are ISAT scores in Science higher on average than ISAT scores in Math and Reading?
A: The ISAT's performance levels (or "cut scores") in Reading and Mathematics were raised in 2013 to better align with the more rigorous Common Core State Standards that are now being implemented. These higher expectations result in a downward shift of where students rank in meeting or exceeding Reading and Mathematics standards. Science standards, however, have not changed since 1997; therefore, Science cut scores were not raised in 2013. Illinois is currently reviewing the Next Generation Science Standards which are internationally benchmarked and were developed by educators in 26 states, and will reexamine the Science cut scores if new Science standards are adopted in the future.

Q: How is academic growth calculated?
A: To measure the amount of growth students are demonstrating in a given school or district, Illinois uses a Value Table model. The Value Table model compares students' achievement levels (based on state assessment scores) from one year to the next and then assigns a numerical value from 0 to 200 to that change. The student academic growth metric accounts for baseline student performance, allowing the School Report Card to display changes in student outcomes rather than simply showing absolute student performance benchmarks. For additional information on the Value Table model please visit IllinoisReportCard.com.

School Personnel Resources

Coming in 2014 – the At-a-Glance Report Card will list the resources that provide instruction and support at this school, such as teachers, coaches, counselors, and therapists.
Landing page

• Simple and aesthetically overhauled to be modern and public-friendly
• Search box front and center
• Video introduction
• State-level Fast Facts
Academic Progress

- Growth and test achievement
- Simplified data displays for first-level view
- Graph explanations, context, and links to additional resources
“Double-click Views”

- Deeper dive into data
- Provides multi-year trends and comparisons
illinoisreportcard.com

Highlights
- Courses, programs, awards
- Info provided and edited by principals to tell a more complete story
new metrics

2013/14
- Student Academic Growth
- Ready for College Coursework
- 5E Raw Survey Results, Response Rates
- Highlights (Courses, Programs, Awards)

2014/15
- Freshmen on Track
- Middle School Students Passing Algebra I
- High School Readiness*
- Career Readiness*
- Post-Secondary Enrollment
- College-level Remediation
- 5Essentials Scores
- Teacher Proficiency
- Teacher Attendance
- Teacher Retention
- Principal Turnover
- School Personnel Resources

* PARCC
2013/14: informing and benchmarking

How do we ensure this has an impact and we do it even better next year?

- Usage
- Accessibility
- Engagement
- Outcomes
2014/15: supporting engagement

How do we ensure the report card effectively supports family and community engagement?

• Changes & Improvements?
• Resources & Support?
2014/15: going from good to great

- Expanded school comparison functionality
- Achievement gap displays
- Additional visual & data display enhancements
- Additional support resources
- Additional metrics
- What else do we need?
The new report card is now online!

Visit illinoisreportcard.com

questions reportcard@isbe.net