



2022 ILLINOIS REPORT CARD

TELL YOUR STORY ABOUT INVESTMENTS & STUDENT OUTCOMES

What's New on the 2022 Illinois Report Card?

The Illinois Report Card offers a snapshot of school performance in order to inform and empower educators, families, and communities as they support their students. Here's what's new in 2022.

New Metrics

1. Equity Journey Continuum: An informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. The tool analyzes data points that districts already collect and report to ISBE, through the lens of equity, to make that data more useful for improving outcomes for all students. Learn more at www.isbe.net/equity.

2. Annual Summative Designation: Returning for the first time since 2019. Each school will receive a designation of Exemplary, Commendable, Targeted Support, or Comprehensive Support based on multiple measures of school performance. Learn more at www.isbe.net/summative.

3. Career and Technical Education (CTE)

- **Perkins V Measures:** Includes four-year graduation rate, extended (six-year) graduation rate, academic proficiency rate in reading/language arts, academic proficiency rate in mathematics, academic proficiency rate in science, postsecondary placement rate, nontraditional program enrollment rate, program quality – attained postsecondary credits rate, and program quality – work-based learning rate. Learn more at www.isbe.net/perkins.
- **CTE Participant:** A grade 9 to 12 student who has enrolled in at least one Career and Technical Education (CTE) course during the school year and has a course outcome of Pass, Fail, or Incomplete.
- **CTE Concentrator:** A program concentrator in at least one Classification of Instructional Program in the CTE cluster during the student's high school career.

4. Assessment Data

- **Students Not Tested (No Participation Rate):** The number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.
- **Proficiency Rate Accountability:** Calculated, when relevant, for accountability using the 95% of Participation Rate denominator, using the various levels of performance each test and subject area.

5. Teacher Certification

- **National Board Certified Teachers:** Teachers who have achieved National Board Certification, the most respected professional certification available in education.
- **Teachers with Gifted Endorsement:** The total headcount of teachers who hold a gifted education endorsement.



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ACCOUNTABILITY SYSTEM: MULTIPLE INDICATORS 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. View details on page 2.

Elementary & Middle Schools

75%

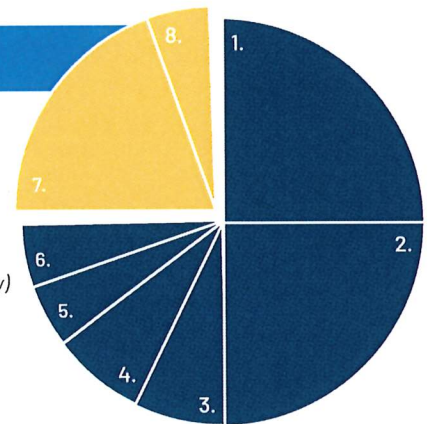
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% (*Note: Science Participation substituted for 2022 only*)
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



High School

75%

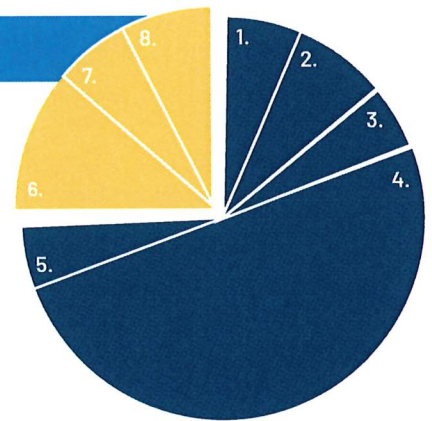
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*



*Not yet ready for implementation

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August 2022



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INDICATOR DEFINITIONS AND WEIGHTS

		INDICATOR	DEFINITION	2022 UPDATES	WEIGHT (% OUT OF 100)	
Academic	Visit isbe.net/indicators for a more detailed definition of each indicator.				P-8	9-12
	ELA Growth	Average of individual students' growth percentiles in English language arts (ELA)	Measuring growth against current academic peers and against a 2019 baseline to use whichever best reflects progress.	25%	–	
	Math Growth	Average of individual students' growth percentiles in math		25%	–	
	ELA Proficiency	Percentage of students proficient in ELA	New interim proficiency targets for ELA and math based on state average performance in 2021.	7.5%		
	Math Proficiency	Percentage of students proficient in math		7.5%		
	Science Proficiency	Percentage of students proficient in science	Participation used instead of proficiency for 2022 ONLY.	5%		
	English Learner (EL) Progress to Proficiency	An ELs progress attaining language proficiency within five years of identification	Students who were EL in SY 2020-21 get one extra year to their timeline.	5%		
	Graduation	Four-year graduation rate		A single scoring formula for all student groups.	–	30%
		Five-year graduation rate			–	15%
		Six-year graduation rate			–	5%
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences)	Differentiated scoring bands that incentivize steady or improving rates of chronic absenteeism.	20%	10%	
	Climate Survey	Percentage of students who participated in the climate survey	No changes.	5%	6.67%	
	9th-Graders on Track	Percentage of ninth-grade students with five full-year course credits (or 10 semester) with no more than one semester F in a core subject	No changes.	–	8.33%	
	Fine Arts*	A combination of measures of student participation and teacher qualifications in the fine arts.	Implementation delayed until 2025.	–	–	
	P-2*	Measures of attendance, literacy, and participation in enrichment and acceleration.		–	–	
	3-8*	A combination of measures of mathematic proficiency, middle school success, and participation in enrichment and acceleration.		–	–	
	College and Career Readiness*	Percentage of students meeting academic and career readiness requirements.		–	–	

*Not yet ready for implementation

SUPPORT & ACCOUNTABILITY

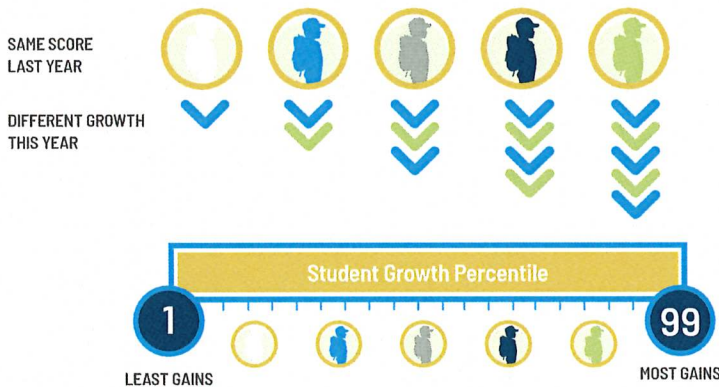
DESIGNATIONS / REPORT CARD / IL-EMPOWER



Student Growth

Weighting growth at 50 percent of a P-8 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 statutes 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

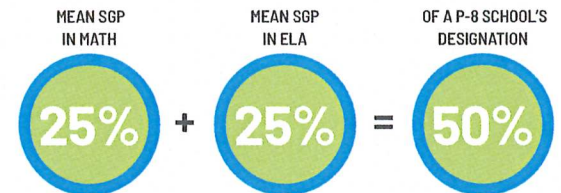
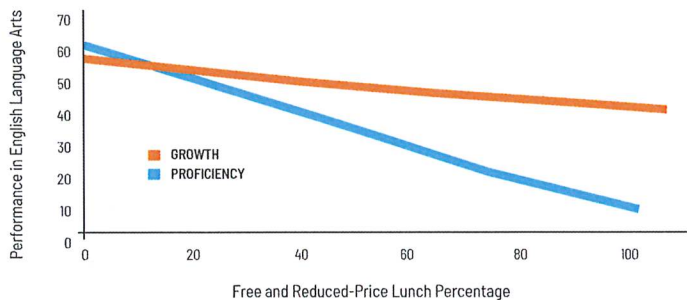


Imagine a fifth-grade student who had a scale score of 650 in math last year. SGP compares that student's math score this year to all other Illinois students in the same grade, in same subject, and who had the same scale score last year. SGP then orders the students on a scale of 1 to 99 by how much 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.

Proficiency and Growth: Correlation with Income



The aligned assessments in grades 9, 10, and 11 that begin in spring 2019 will allow Illinois to potentially include growth as an support and accountability indicator for high schools.



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TELL YOUR STORY ABOUT INVESTMENTS & STUDENT OUTCOMES



Narrative Opportunities

Tell your district's story behind the data in your own words

ISBE has added three new opportunities in 2022 for districts to tell their story behind the numbers in their own words. Administrators can submit their narratives by logging into MyIRC.

1. District Provided Statement

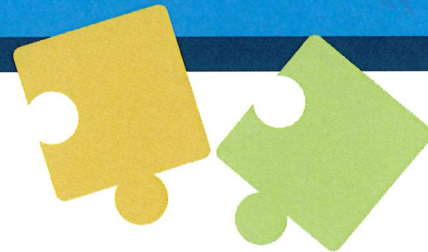
Appears on the District Snapshot page and allows each district to highlight what makes their schools great. Consider describing special programs like dual language, agricultural education, internships, or coding and pointing users to data points that are improving.

2. Equity Journey Continuum

Appears on the District Equity Journey Continuum page and allows each district to share what's not captured by the continuum. The 2022 Continuum uses data from the 2018-19 school year due to the pandemic, so consider describing how the district's equity journey has changed. Review your district's underlying data in the Data Review and Verification Tool and share about which metrics represent strengths and which represent growth opportunities. Find more suggestions for crafting your equity journey narrative at www.isbe.net/equity.

3. Summative Designation

Appears on the School Summative Designation page and allows each school to provide context for their 2022 Summative Designation. The pandemic may have affected schools' data, so ISBE amended the accountability plan to create a path for early exit from



school improvement supports for eligible schools. Learn more about those changes at www.isbe.net/reportcard. Consider sharing about any significant changes in your data, such as attendance or assessment participation rates, during the pandemic.

The FY 2022 reporting window for site-based expenditures has closed. Districts that added a narrative will find it on the District Environment - School Finances page. The narrative allows each district to frame the dialogue around school spending, including how equity drives investments and why schools might be funded the same or differently, based on students' needs and the school's local context. Find suggestions for crafting next year's site-based expenditure narrative at www.isbe.net/site-based.



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INTRODUCING THE

EQUITY

JOURNEY CONTINUUM



WHAT The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.

WHO **All public school districts**
Each district's data will place it along an equity continuum – from Step 1 (large gaps) to Step 4 (minimal gaps) – in the three areas of ISBE's strategic plan: student learning, learning conditions, and elevating educators.

WHEN **October 2022**
The Equity Journey Continuum is part of ISBE's strategic plan which was adopted in November 2020. ISBE developed the tool and conducted a pilot with diverse school districts from across the state in the summer of 2021. All districts will begin to preview their Equity Journey Continuum data in January 2022.

WHERE **Illinois Report Card**
The 2022 Illinois Report Card will include the Equity Journey Continuum. The District's Report Card will display the district's step level on each of the three broad categories of continuum. Only school districts will have full access to their full data behind the continuum.

WHY **Equity**
In Illinois, our public school system shows persistent and significant gaps in achievement between student groups. The Equity Journey Continuum will serve as a beacon to illuminate areas where a district may need to alter systems, increase access, add resources, or seek supports to ensure students from all backgrounds can achieve the same high standards.



EQUITY

JOURNEY CONTINUUM

DATA ELEMENTS



The Equity Journey Continuum analyzes data in three areas that are aligned to the ISBE Strategic Plan: Student Learning, Learning Conditions, and Elevating Educators. Each area includes a suite of data elements that, together, describe students' access to opportunities, resources, and supports.

Every data element in the continuum is measurable; valid and reliable; statewide; within the district's control; and already collected, verified, and reported to ISBE. The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity.

DATA ELEMENTS



Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I



Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings



Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Principal 6-Year Turnover
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics



EQUITY

JOURNEY CONTINUUM

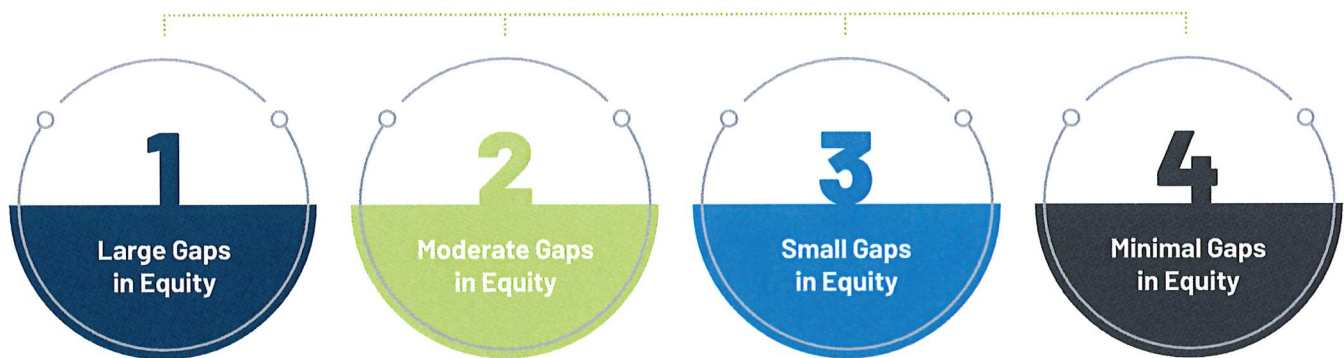
.....THE FOUR STEPS.....



The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. The tool analyzes data in three areas: Student Learning, Learning Conditions, and Elevating Educators. Ultimately, this data will help districts identify gaps in students' access to opportunities, resources, and supports.

The tool uses the data to place districts in one of the steps along the continuum – from Step 1 (large gaps in equity) to Step 4 (minimal gaps in equity).

STEPS ALONG THE CONTINUUM



Beginning January 2022, districts will have access to a detailed view and be able to see their current step for each of the specific data elements in the Data Review and Verification Tool, which is not available to the public. Districts will have the opportunity to include a narrative of their journey that may include equity actions, policies, and practices that may not be apparent in the rubric.

Beginning October 2022, the **public-facing graphic** on the Illinois Report Card will show only a snapshot of a district's current step in each of the three main data areas. The district's narrative will be included.

Ultimately, the purpose of this tool is to support districts in using this data to inform a process of system- and culture-level change and to connect them to resources to provide a more equitable system of opportunities, resources, and supports for all students.

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(December 2021)



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EQUITY

JOURNEY CONTINUUM

HOW TO USE



The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity in order to identify gaps in students' access to opportunities, resources, and supports. The tool analyzes data in three areas – Student Learning, Learning Conditions, and Elevating Educators – and uses the data to place districts along the continuum. Beginning January 2022, districts will have access to a detailed view for each of the 25 district-specific data metrics.

Ultimately, the purpose of this tool is to help districts identify gaps in students' access to opportunities, resources, and supports and to connect them to resources that will help inform a process of system- and culture-level change for all students.

SAMPLE DISTRICT SCENARIOS

SCHOOL DISTRICT A



Student Learning
Step 2

(moderate gaps in equity)



Learning Conditions
Step 3

(small gaps in equity)



Elevating Educators
Step 4

(minimal gaps in equity)

Within the **Student Learning data area**, School District A is currently in Step 2, showing moderate gaps in equity. When the district takes a closer look, the tool shows large gaps in Access to Advanced Academic Programs, which is one of seven data metrics that comprise Student Learning. A district may choose to create an action plan.

Possible actions

- Apply for [ISBE's AP Course Implementation Grant](#) to provide additional training for teachers and administrators and expand Advanced Placement (AP) course offerings.
- Partner with the nonprofit organization Equal Opportunity Schools to identify and eliminate barriers to enrolling more students from underrepresented groups in AP and supporting their success.

SCHOOL DISTRICT B



Student Learning
Step 3

(small gaps in equity)



Learning Conditions
Step 2

(moderate gaps in equity)



Elevating Educators
Step 3

(small gaps in equity)

Within the **Learning Conditions data area**, School District B is currently between Steps 2 and 3, showing moderate to small gaps in equity. When the district takes a closer look, the tool shows large gaps in Expulsion Rates, which is one of 13 data metrics that comprise Learning Conditions. A district may choose to create an action plan.

Possible actions

- Participate in ISBE's Illinois Partnership for Disciplinary Equity to provide training for teachers and administrators in Empathic Instruction, which includes a professional learning simulation, to better understand the long-term impacts of exclusionary discipline.
- Create a three-year plan to reduce exclusionary discipline overall and disproportionality.



EQUITY

JOURNEY CONTINUUM

..... How to Craft Your Equity Journey Narrative



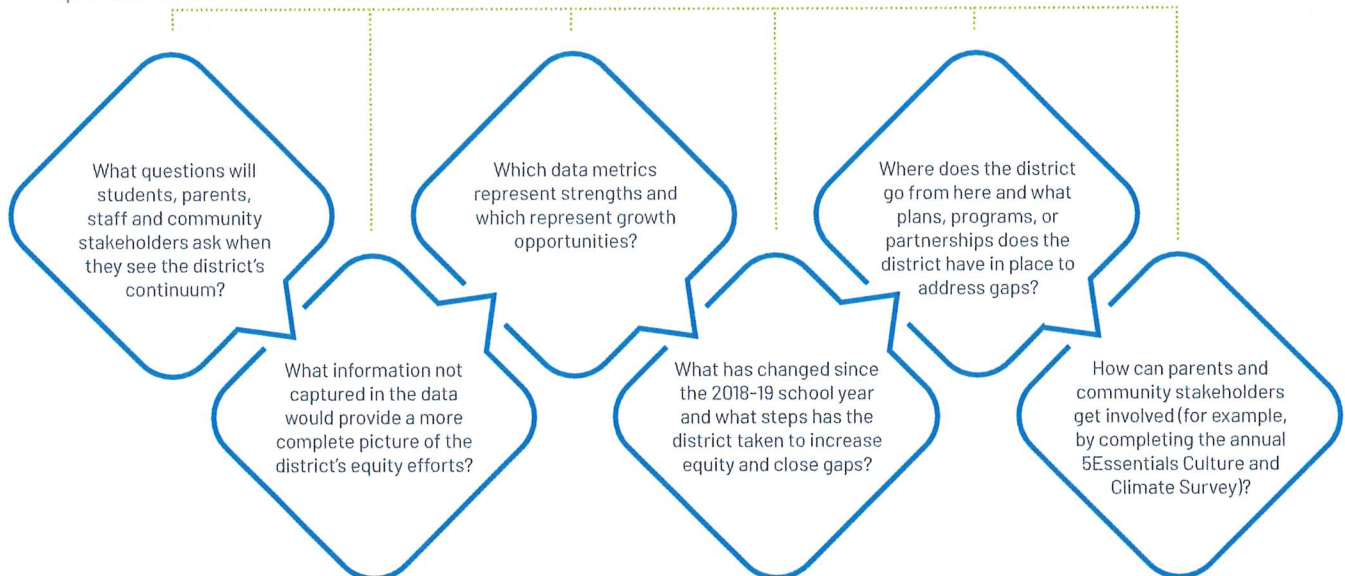
The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. The tool analyzes 25 district-specific data metrics to help districts identify gaps in students' access to opportunities, resources, and supports. While school districts will have access to all their underlying data metrics, the Illinois Report Card will display only the district's step along the continuum – from Step 1 (large gaps) to Step 4 (minimal gaps) – in three areas: Student Learning, Learning Conditions, and Elevating Educators.

Beginning January 25, school districts will be able to review their data in the Data Review and Verification Tool. Every district will have the opportunity to include a narrative of its journey on the Report Card that may include equity actions, policies, and practices that may not be apparent in the rubric.

The 2022 Equity Journey Continuum:

- Protects students' privacy by omitting data of student groups with fewer than 10 members.
- Uses school year 2018-19 data (school year 2020-21 data for site-based expenditures) due to the impact of the pandemic on school years 2019-20 and 2020-21.

QUESTIONS TO CONSIDER AS YOU REVIEW YOUR DISTRICT'S CONTINUUM



The Illinois State Board of Education's "Equity Journey Continuum" provides a snapshot of school district progress toward equity within the school community. District 90 has been actively engaged in efforts to ensure equitable access to opportunity and improve learning conditions and outcomes for all members of the school community since 2015. In a healthy school community, such as District 90, all students, staff, families, and community members feel and experience belongingness in our schools, are provided with the resources and opportunities to succeed, and are celebrated for their contributions and accomplishments. The District 90 Strategic Plan memorializes our commitment to equity, access, and inclusiveness. These commitments are reflected in school and District goals related to instruction, social-emotional health and wellness, efforts to build and strengthen community, and foster individual growth and development.

Core beliefs pertaining to equity in District 90 are reflected in the D90 Vision for Equity:

"To ensure that every student feels empowered to achieve to their potential, we commit to provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate we value diversity."

The following listing includes strategic actions that District 90 has undertaken to promote equity across our school community:

Districtwide Initiatives

- Formed District 90 Board of Education Equity Committee to oversee efforts and ensure accountability
- Created District 90 Inclusiveness Advisory Board (IAB)
- Established and built a collaborative partnership with the National Equity Project
- Reviewed and refined hiring practices to improve the diversity of faculty and staff
- Supported the formation of several equity-focused groups within the District 90 community, including the staff DEI committee and PTO-based organizations
- Fostered administrative capacity for equity-based leadership and decision-making through targeted professional development
- Instituted plans to involve students as members of established Board of Education Committees to elevate student voices in critical decision-making forums
- Administered inclusiveness surveys to students, staff, and families on a biennial basis, using data as a key driver to direct foundational changes in practice
- Partnered with a professional statistician to investigate student achievement rates across student groups and improve understanding of performance discrepancies

Classroom and Instructional Initiatives

- Supported use of instructional frameworks and teaching methodologies that have predictive success for narrowing performance gaps (Universal Design for Learning, Co-Teaching, Project-Based Learning)

- Launched targeted programming efforts with a community-based partner (West Cook YMCA) to address summer learning loss and comprehensive-needs programming for qualifying students
- Partnered with the Easter Seals organization to evaluate and address identified improvements in educational services for students with IEPs
- Implemented professional development for staff focused on identifying implicit bias and stereotype threat, with emphasis on leveraging relationship-building classroom strategies
- Piloted the "Co-Pilot/Elevate" program from Stanford University (PERTS), which is focused on garnering student feedback to improve relationships for students and staff
- Partnered with the Center for Applied Linguistics (CAL) to evaluate and address identified improvements in English Learner programming

Community Initiatives

- Instituted initiatives to engage the school community, organizational partners, and community "at large" ("One District, One Book" events, community learning forums, online speaker engagements)
- Coordinated with affiliated school districts (Oak Park District 97 and Oak Park and River Forest High School District 200) to identify and collaborate across areas of intersection, when possible