



ISBE Assessment Update

Performance &
Proficiency Levels

Why the change?

Assessment Problem of Practice

- **High cut scores mislabel students** who are on track for college or career as “not meeting” proficiency standards.

Next slide

Why the change?

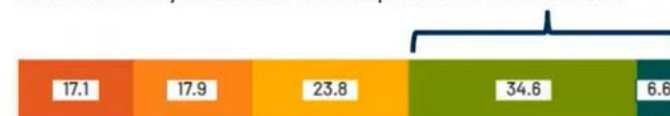
Proficiency: Apples to Oranges



A student who is proficient in CT or FL might not be proficient in Illinois.

To be "proficient" in grade four...	Illinois Expects	Connecticut Expects	Florida Expects
Score on its state test equivalent to NAEP score of:			
Reading	236	224 (-12)	220 (-16)
Math	253	242 (-11)	236 (-17)

Illinois (top of NAEP scale) reports a proficiency rate of **39%** but only includes the top two of five levels.



CT (middle of NAEP scale) reports an "achievement index of **63.9%**" using scale scores rather than performance levels.



Florida (bottom of NAEP scale) reports "**56%** achievement" in ELA, including their top three of five performance levels.



The Problem

Levels had no alignment between tests, grade levels, or college and career expectations.

IAR	Does Not Meet	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations
ISA	Emerging	Developing	Proficient	Exemplary	
SAT*	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations	

The solution

Three-Part Solution

ASSESSMENT

Right-Size
Performance Levels
& Proficiency
Benchmarks

ACCOUNTABILITY

Realign Designations
to Provide Clearer
Expectations of School
Performance

STATEWIDE SYSTEM OF SUPPORT

Deploy Continuous
Improvement Model for
All Schools through
Regional Offices of
Education

Key Definitions:

Performance Levels

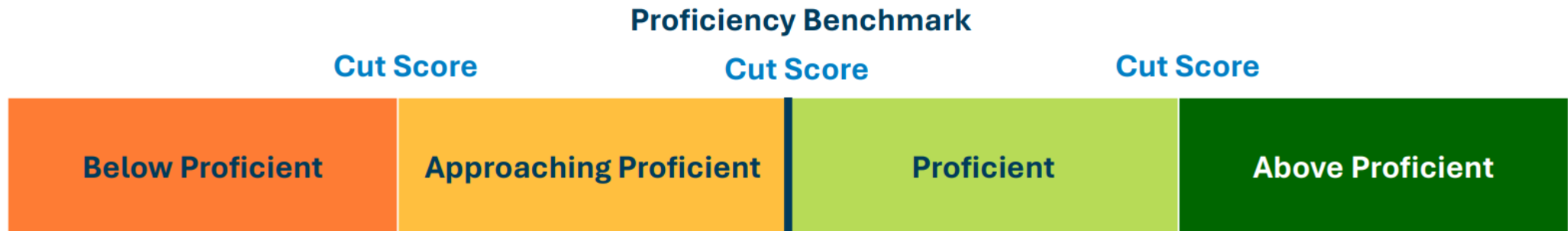
Are the score ranges that divide the full spectrum of performance on the state assessment into categories.

The State decides how many levels there are, the **cut scores** that divide each level, and which levels qualify as “proficient.”

Proficiency

Being proficient means that a student is on track in their learning.

The proficiency benchmark is the score a student needs to reach on a state assessment to be considered on track for their grade level.



The Solution

What We're Doing: Realigning Performance Levels – All Tests

Performance levels are **score ranges** that divide the full spectrum of performance on the state assessment into categories.

Now: Different Levels for Every Test					Next: Unified Across Assessments					
IAR	Does Not Meet	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations	Below Proficient	Approaching Proficient	Proficient	Above Proficient	IAR
SAT	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations		Below Proficient	Approaching Proficient	Proficient	Above Proficient	ACT
ISA	Emerging	Developing	Proficient	Exemplary		Below Proficient	Approaching Proficient	Proficient	Above Proficient	ISA

Newly Adopted Cut Scores

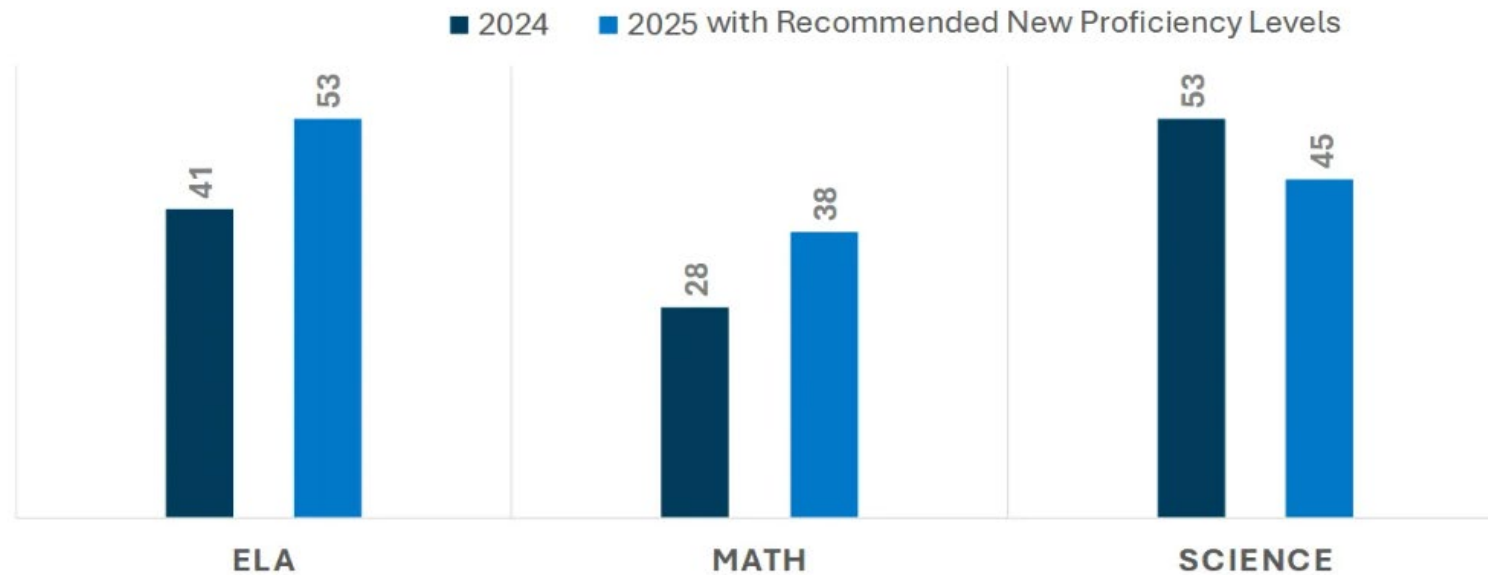
Previous and New Proficiency Benchmarks by Subject and Grade

		ELA		Math		Science	
		Old	New	Old	New	Old	New
IAR & ISA	Grade 3	750	735	750	732		
	Grade 4	750	737	750	740		
	Grade 5	750	739	750	740	799	812
	Grade 6	750	741	750	742		
	Grade 7	750	743	750	745		
	Grade 8	750	745	750	745	799	812
ACT	Grade 9*	N/A	14	N/A	17	N/A	14
	Grade 10*	N/A	15	N/A	18	N/A	16
	Grade 11*	N/A	18	N/A	19	N/A	19

Impact of Change

A Truer Picture of Student Performance

RATES OF PROFICIENCY BY SUBJECT IN 2024 VS 2025 WITH THE
RECOMMENDED NEW PROFICIENCY LEVELS



*Data is preliminary and will not match report card calculations.

What didn't change



2025 ILLINOIS REPORT CARD

SCHOOL IMPROVEMENT & ACCOUNTABILITY



Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

Exemplary	<ul style="list-style-type: none">• Overall performance in the top 10 percent of all schools• Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Commendable	<ul style="list-style-type: none">• Overall performance not in the top 10 percent of all schools• Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools• High schools must have a graduation rate higher than 67 percent
Targeted Support	<ul style="list-style-type: none">• One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>
Comprehensive Support	<ul style="list-style-type: none">• Overall performance in the bottom 5 percent of Title I-eligible schools statewide• All high schools with a graduation rate of 67 percent or below• Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>
Intensive Support	<ul style="list-style-type: none">• A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p>

STUDENT GROUPS
Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Middle Eastern and Northern African (MENA)
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White
- English Learners
- Former English Learners

Programs

- Children with disabilities
- Economically disadvantaged students

Multiple Indicators of Student Success

Elementary & Middle Schools



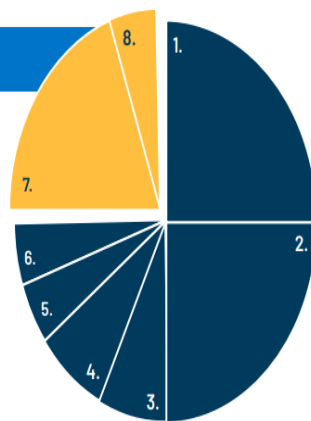
Academic Indicators

- 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%
- 6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

- 7. Chronic Absenteeism: 20%
- 8. Climate Survey: 5%



High School



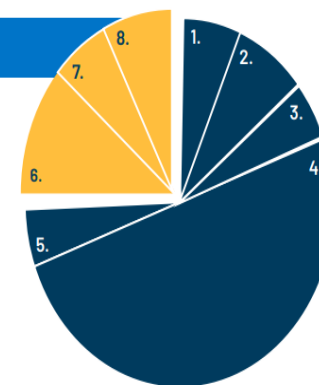
Academic Indicators

- 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%



School Quality & Student Success Indicators

- 6. Chronic Absenteeism: 10%
- 7. Climate Survey: 6.67%
- 8. 9th-Graders on Track to Graduate: 8.33%



Indicator Definitions and Weights

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 proficiency benchmarks based on unified standard setting	7.5%	
	Math Proficiency	Percentage of students proficient in math		7.5%	
	Science Proficiency	Percentage of students proficient in science		5%	
	English Learner (EL) Progress to Proficiency	An EL's 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)	20%	10%
	Climate Survey	Percentage of students who participated in the climate survey	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	—	8.33%
	Fine Arts	A combination of measures of student participation and teacher qualifications in the fine arts	—	—
	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	—	
	Available on the Report Card			

Questions

Thank you