IIRC Illinois Interactive Report Card

2012

IIRC Guide for School Board Members

Introduction

Welcome to the IIRC Users Guide for school board members. Prepared with assistance from the Illinois Association of School Boards (IASB), this manual will introduce you to features of the IIRC that are especially useful to policy-makers. Data can provide a solid foundation for governance decisions in all six areas of responsibility shared by all school boards:

- Clarification of district purpose
- Connections with the community
- Employment of a superintendent
- Delegation of authority
- Monitoring of performance
- Taking responsibility for the Board's effectiveness

The IIRC provides features to help you understand and use data, including colorful interactive graphics; longitudinal trends from 1999 to the present; advanced search and school comparison capabilities; and e-Plans for school improvement. Throughout this guide, you will find "Questions Board Members Should Ask." Developed with IASB, these questions are intended to help you use report card data to guide policy decisions in your district.

Accessing IIRC Data: Tips for Board Members

This guide is designed as a do-it-yourself manual. We suggest that you follow these steps to increase its usefulness in policy-making.

1. Point your browser to **http://iirc.niu.edu**, the Illinois Interactive Report Card site.
2. Click on the Help button at the top of the IIRC home page to find an updated edition of the Board Members Guide. You may work from the online version, download it, or print a copy.
3. For maximum benefit, we suggest that you view the guide at your computer, which will allow you to see the screens more clearly as well as view data for your schools.
4. Use the guide's instructions to select your school or district. Once you have located your schools, you are ready to begin.
5. Review the explanation of the guide's layout and tools on the next page.
6. Follow the instructions on each page to help you locate and understand data for making board decisions. As you move through the guide, navigate to the comparable IIRC screens for your own schools.
7. Explore the IIRC and you will find more features to use in your school board work.

Our Philosophy

Easy access to accurate, current, and useful information concerning schools, students' learning and test performance is now more essential than ever for policy-makers and educators. In the current climate of accountability, data-driven decision making is an important part of policy-making. IIRC's goal is to put data that you can use into your hands.

Our Sponsors

IIRC is located at Northern Illinois University and is funded by the Illinois State Board of Education.

The IIRC development team welcomes suggestions at iirc@niu.edu.

Harvey Smith, Ph.D.
Director, Interactive Illinois Report Card

How to use this Guide

The IIRC Users Guide for School Board Members contains cues to help you use both the IIRC and the Guide itself.

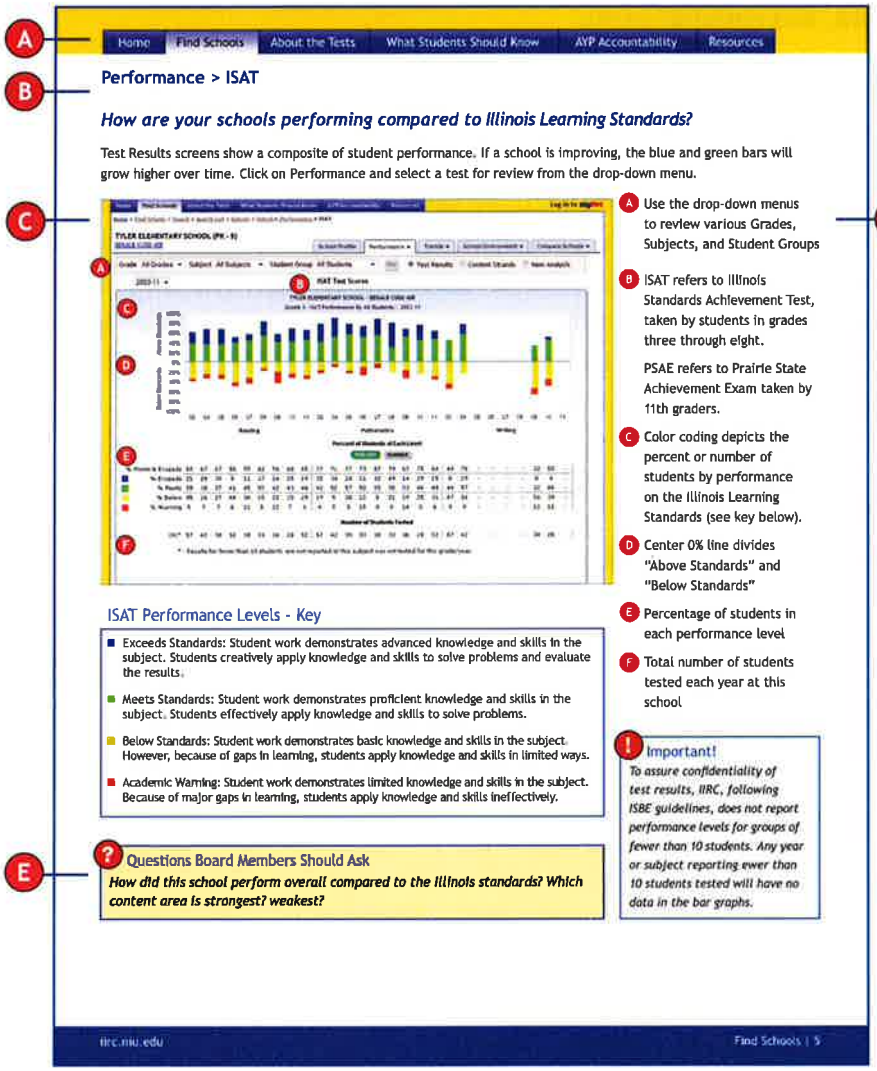
A Dark blue navigation bar at the top of every page provides access to schools and districts, general information about assessments and accountability in Illinois, and resources for more information. This bar also appears at the top of every IIRC page. The highlighted tab on the bar tells you which section of the IIRC is on your screen - in this case, Find Schools - just as it does on the IIRC.

B Headers just below the dark blue bar give you information about the content of each page in the Guide.

C Highlighted tabs such as the Performance tab show you where to click on each page to find the information you need.

D Letters in red circles connect explanations with details on the screens.

E Questions Board Members Should Ask provide policy-level questions board members should consider as they review their district's and schools' data.



my IRrc

Rising Star

link to Irrc

Credits

Marilyn McConachie Bellert, Associate Director of the P-20 Center at NIU, created the IIRC Guide for School Board Members. Bellert served more than 20 years as an elected and appointed education policy board member at local, state, and national levels.

Brian Walk, Assistant Director of Outreach Communications, designed the graphics for the Guide. As a former leader in school parent groups, Walk understands the role of data in making decisions.

Angela Peifer, Associate Executive Director; Sandra Kwasa, Director-School Board Development; and Nesa Brauer, Consultant-School Board Development, Illinois Association of School Boards, contributed guiding questions and other content throughout the development process. The IASB strongly supports the practice of data-based decision-making at the school board policy level and has been involved with the National School Boards Association in the development of training programs and materials to assist boards of education in the effective use of data for this purpose.

Resources

Understanding and Using Data

www.data-first.org

IASB Training

Please contact Sandra Kwasa at skwasa@iasb.com (630-629-3776, X1213) or Angela Peifer at apeifer@iasb.com (217-528-9688, X1124).

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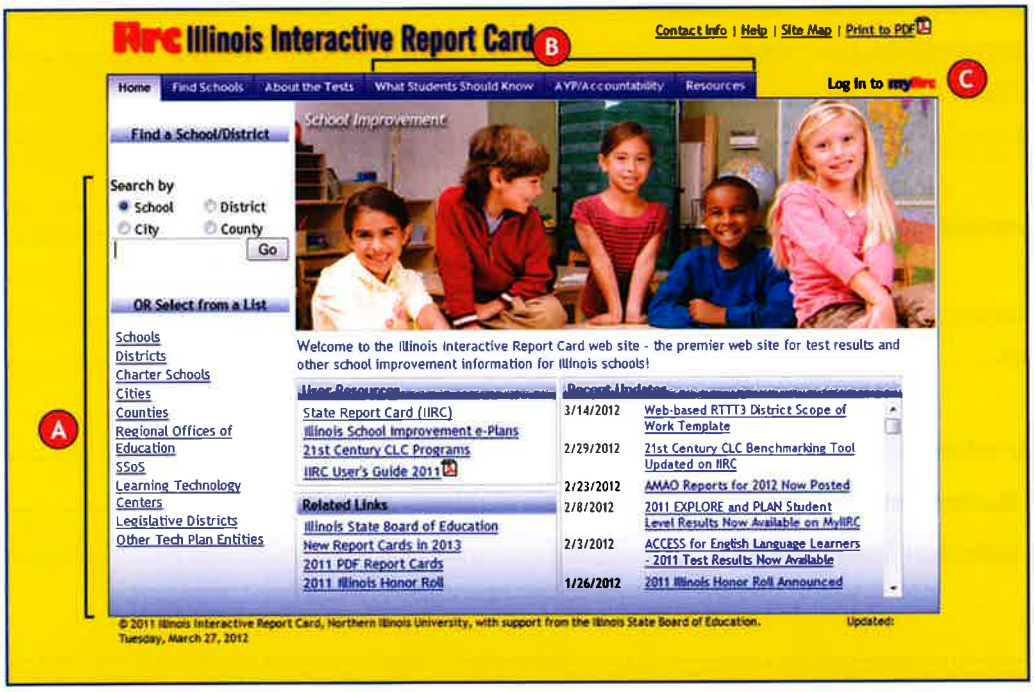
Home Page

IIRC's home page offers quick access to school and district information.

A **Search Features** are available from either Home or Find Schools in the dark blue navigation bar across the top of the page.

B **General Information** about assessments and accountability in Illinois can be found by using the tabs in the dark blue navigation bar across the top of the page.

C **myIIRC** contains confidential information about students and is only accessible for educators with passwords. Educators use MyIIRC to review individual student performance, design interventions, and manage e-Plans required by the Illinois State Board of Education. Board members should not have access to individual student information, but they should know how district staff members are using IIRC data and tools.

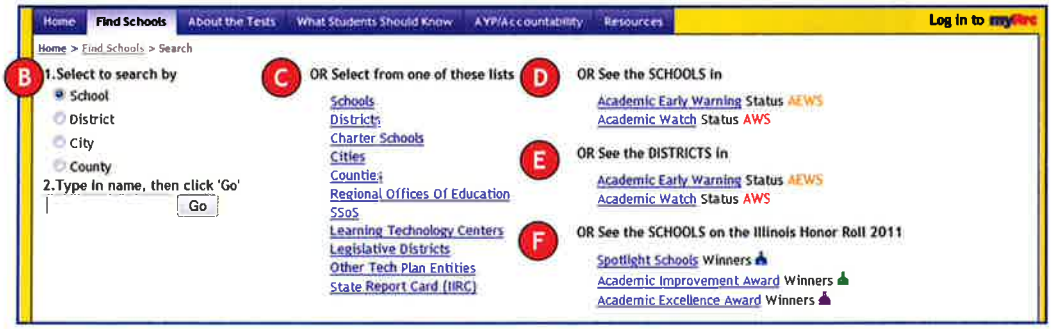


Find Schools > Search

A Search by Name

- Select a Search by option (School, District, City, County)
- Type in a name or select from options presented
- Click "Go" or press "Enter"

The Find Schools Search page provides more specialized search lists.



B Search by Name of School, District, City or County

C Search from list of categories

D Search *Schools* that are under Academic Early Warning or Academic Watch Status

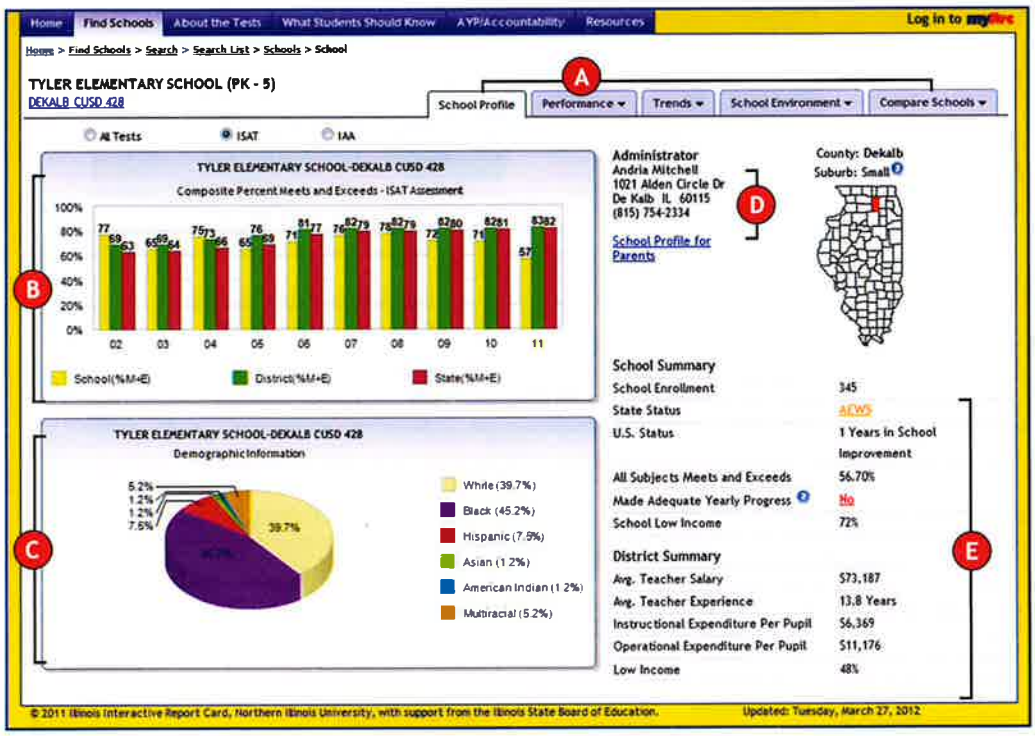
E Search *Districts* that are under Academic Early Warning or Academic Watch Status

F Search Schools that earned Illinois Honor Roll awards in the most recent award year

Find Schools > Search > Search List > School Profile

Once you have selected a school or district, you will see a profile similar to this illustration.

- **A** Drop-down menus for each tab link to reports about this school
- **B** Summary of test results
- **C** Student demographics
- **D** Contact information for school leader
- **E** Quick facts about the school and the district



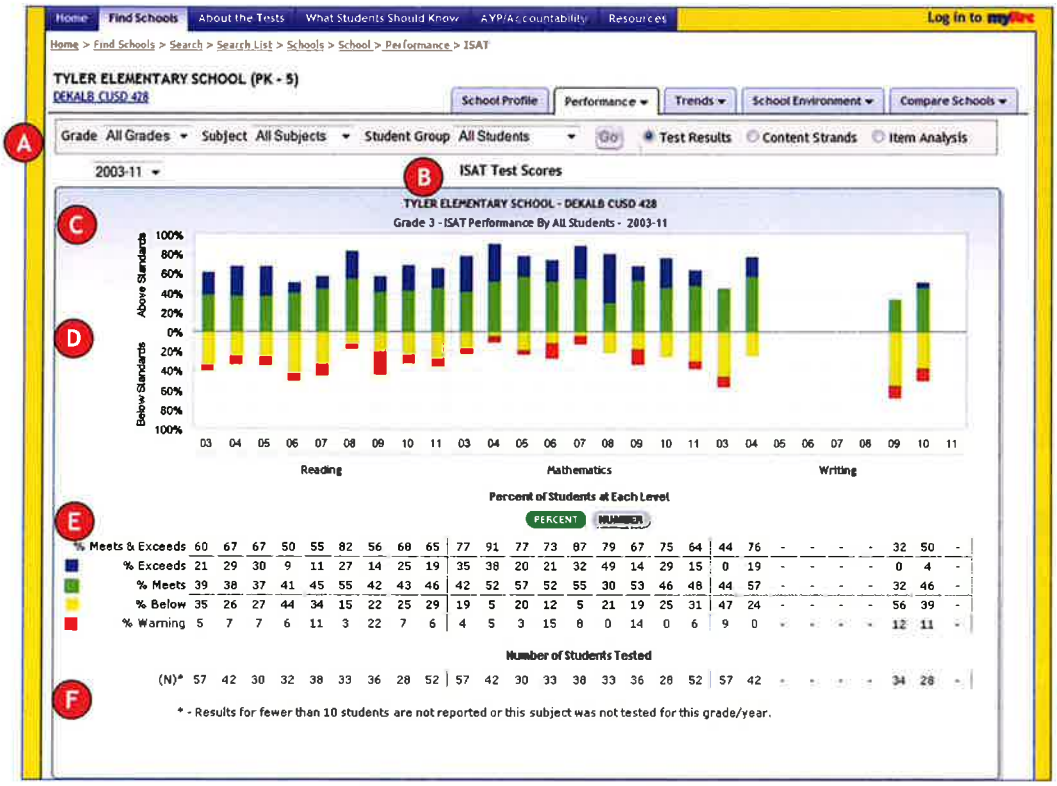
User Tip

To copy and paste these and other IIRC graphs, right click on the graph you wish to copy. Select "copy," then minimize the IIRC screen. Open your Word, Powerpoint, or other document; right click again; and select "Paste."

Performance > ISAT

How are your schools performing compared to Illinois Learning Standards?

Test Results screens show a composite of student performance. If a school is improving, the blue and green bars will grow higher over time. Click on Performance and select a test for review from the drop-down menu.



A Use the drop-down menus to review various Grades, Subjects, and Student Groups

B ISAT refers to Illinois Standards Achievement Test, taken by students in grades three through eight.

PSAE refers to Prairie State Achievement Exam taken by 11th graders.

C Color coding depicts the percent or number of students by performance level on the Illinois Learning Standards.

D Center 0% line divides "Above Standards" and "Below Standards"

E Percentage of students in each performance level

F Total number of students tested each year at this school

ISAT Performance Levels - Key

- Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
- Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Below Standards: Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Academic Warning: Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Questions Board Members Should Ask

How did our schools/district perform overall compared to the Illinois standards? Which content area is strongest? weakest?

Important!

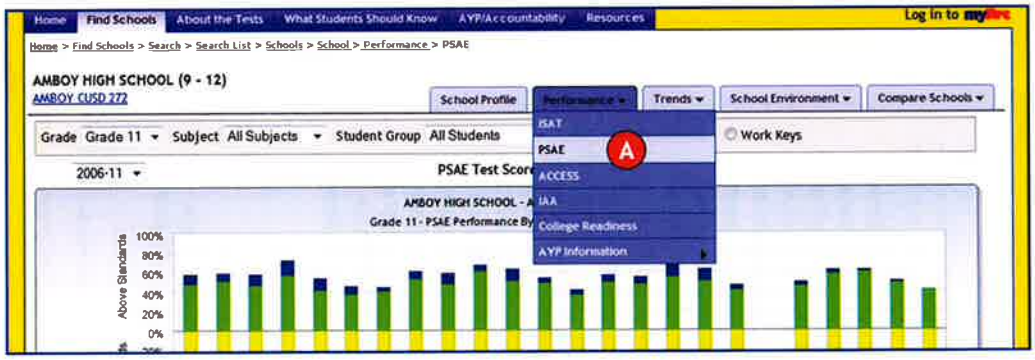
To assure confidentiality of test results, IIRC, following ISBE guidelines, does not report performance levels for groups of fewer than 10 students. Any year or subject reporting fewer than 10 students tested will have no data in the bar graphs.

Performance > PSAE

How are your high schools performing compared to Illinois Learning Standards?

PSAE results include performance on three components - the ACT College Readiness Benchmarks (CRB), Work Keys tests, and items generated by the Illinois State Board of Education. Combining these three components, the PSAE addresses many of the Illinois Learning Standards for high school. IIRC provides data on the PSAE as a whole, the College Readiness Benchmarks, and Work Keys.

A PSAE tab



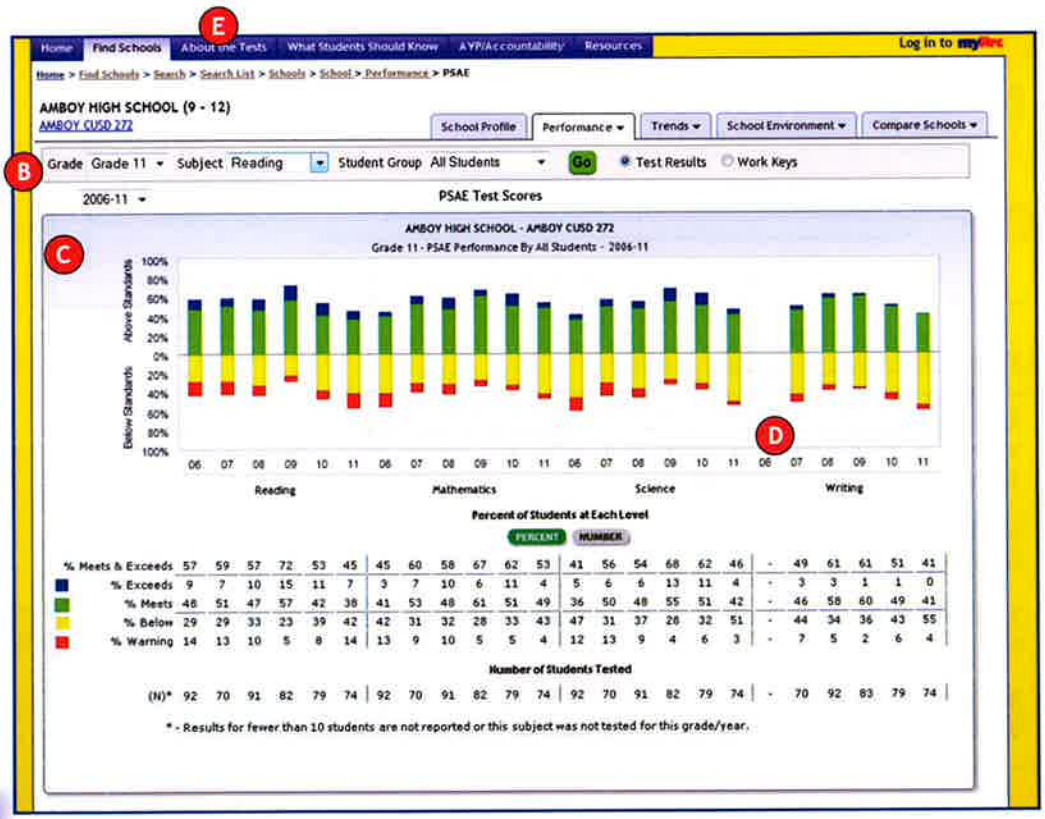
B Use dropdown menus to select criteria for display of Subject, Student Group data, and select Year(s), and click "Go"

C PSAE composite results starting in 2004

D ISBE did not test writing in 2005 or 2006

E Click on About the Tests for more information about the PSAE, including sample tests

NOTE: Navigate back to the School and PSAE pages by using the back button on your browser.



! About Student Subgroups

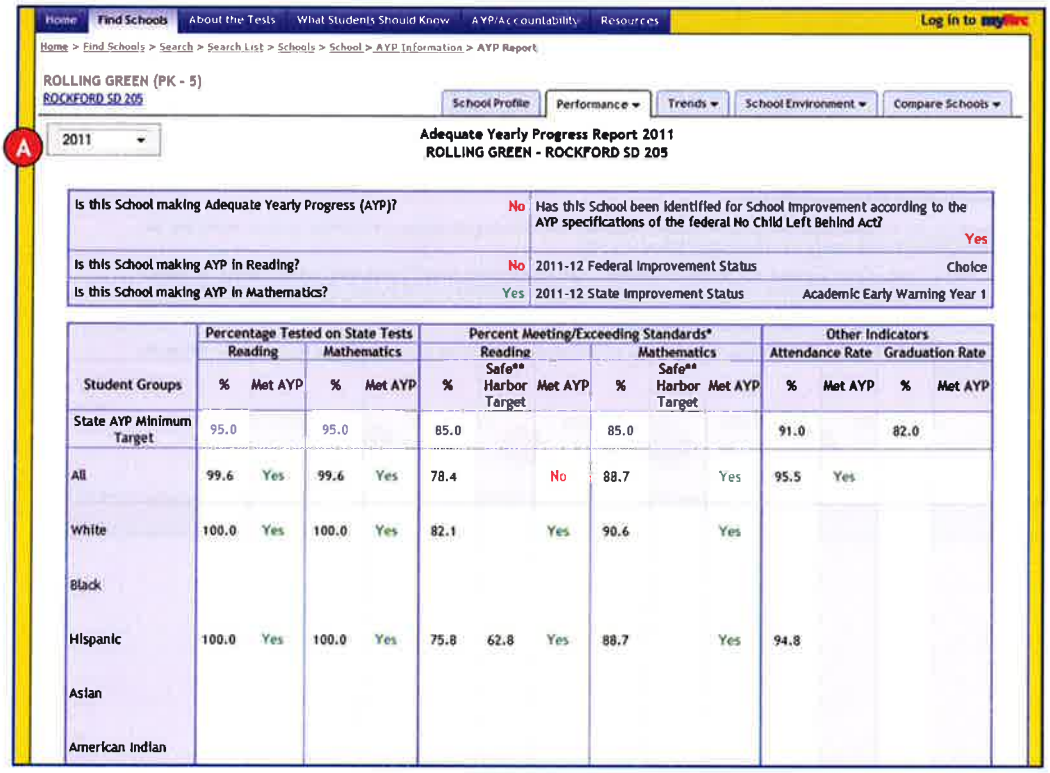
The tests results graphs display AYP subgroup results beginning in 2004. The AYP subgroups include All Students, White, Black, Hispanic, Asian, Native American, Multi-racial, Limited English Proficient, Low Income, and IEP (Special Ed).

AYP Accountability

How are your high schools performing compared to state and federal expectations?

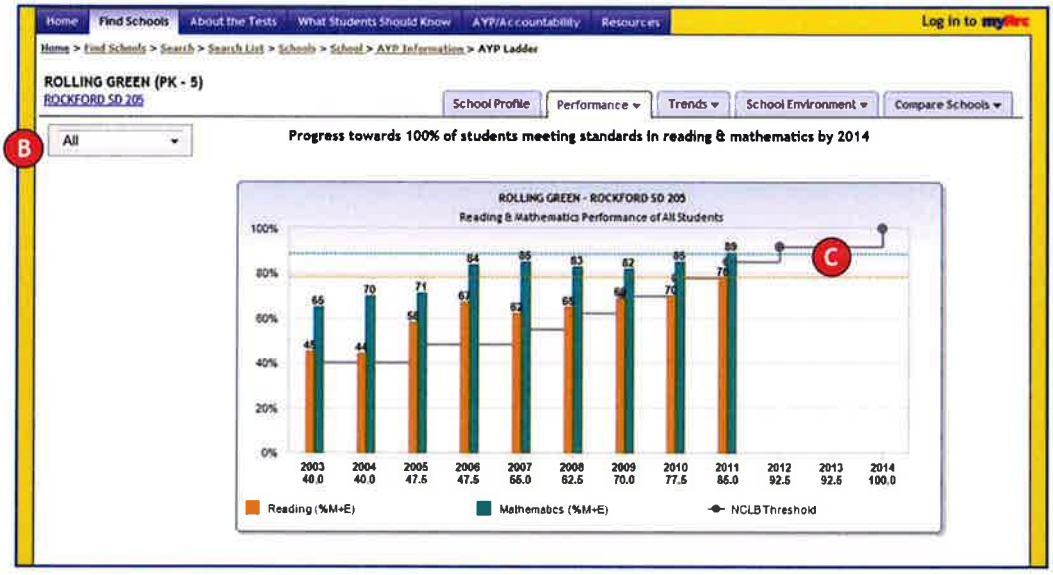
A school or district's performance in meeting the "Adequate Yearly Progress" (AYP) criteria of No Child Left Behind determines state and federal rewards and sanctions.

1. AYP Report - Shows how school/district is doing on each AYP criterion



A Click down arrow to select a year

2. AYP Ladder - Percent of students meeting or exceeding standards in reading and math on AYP annual scale



B Click down arrow to select student groups

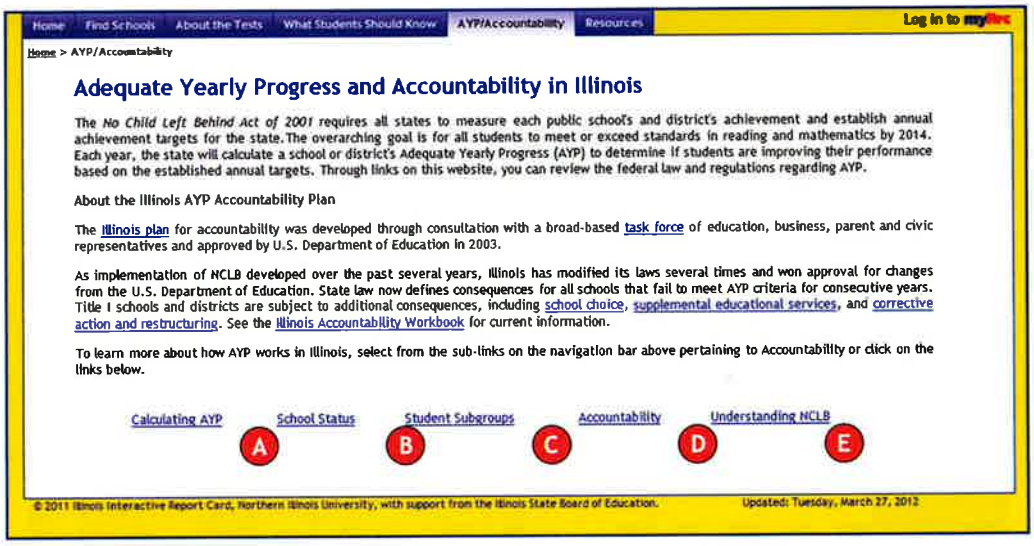
C No Child Left Behind threshold required to meet Annual Yearly Progress criteria

AYP Accountability

How are your schools performing compared to state and federal expectations?

The "Adequate Yearly Progress" (AYP) report computed for Illinois schools is a key measure of compliance with the federal No Child Left Behind legislation. Use the drop-down menu or the links at the bottom of the screen to learn more about how the accountability system works. See definitions in A-E below.

- **A** **Calculating AYP** - What is it and how is it calculated?
- **B** **School Status** - School and district status designations and what they mean
- **C** **Student Subgroups** - Ten groups that must each make AYP in both reading and math
- **D** **Accountability** - Sanctions schools and districts can face under NCLB
- **E** **Understanding NCLB** - Links to web resources for the No Child Left Behind law



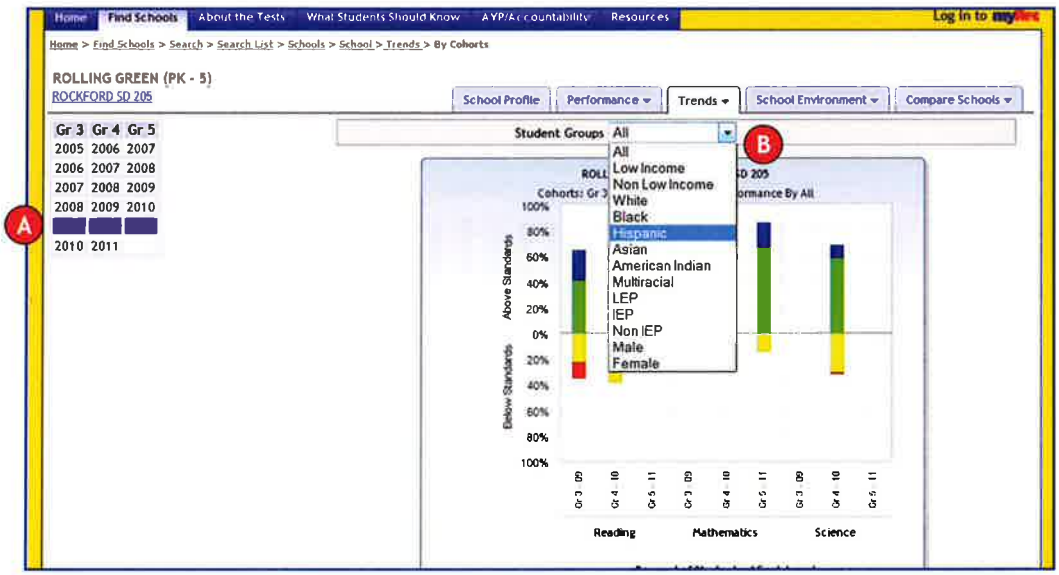
Trends > Cohorts, Subject

Are your students making sufficient progress over time?

Test result trends over time are displayed in three ways - by cohorts of students, by subject, and by comparison between the school, the district, and the state. The trends offer three ways to answer these questions - *"How are we doing compared to standards, to ourselves, and to others?"*

By Cohorts

Track the performance of one group of students as they move through the grades.

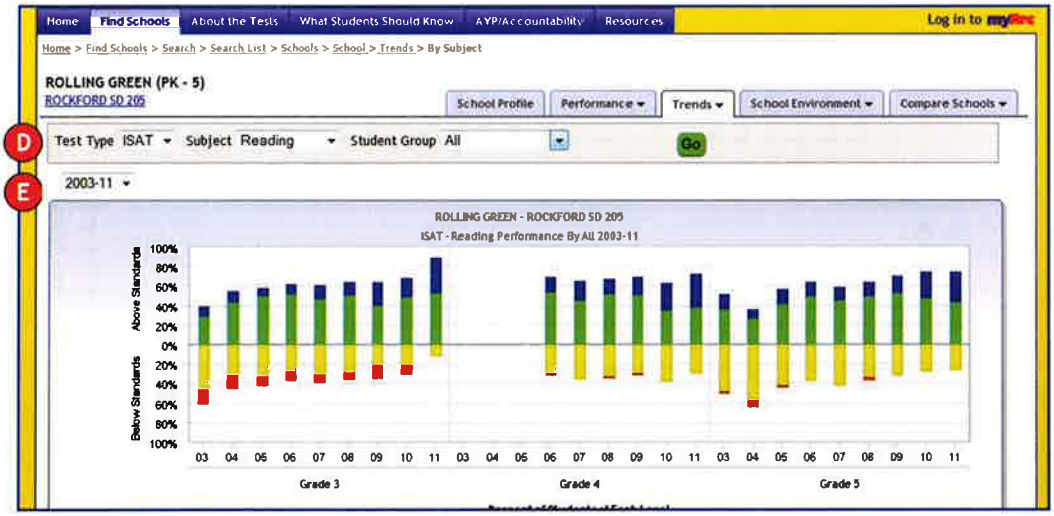


A Click on the year range to compare

B Use drop-down menu to select a Student Group

By Subject

Track performance trends in each subject area as students move through your school.



D Use drop-down menu to select Test Type, Subject, Grade, and/or Student Group. Click "Go" to refresh charts.

E Click here to look at data from a different span of years

Trends > School, District, State

Are your students making sufficient progress over time?

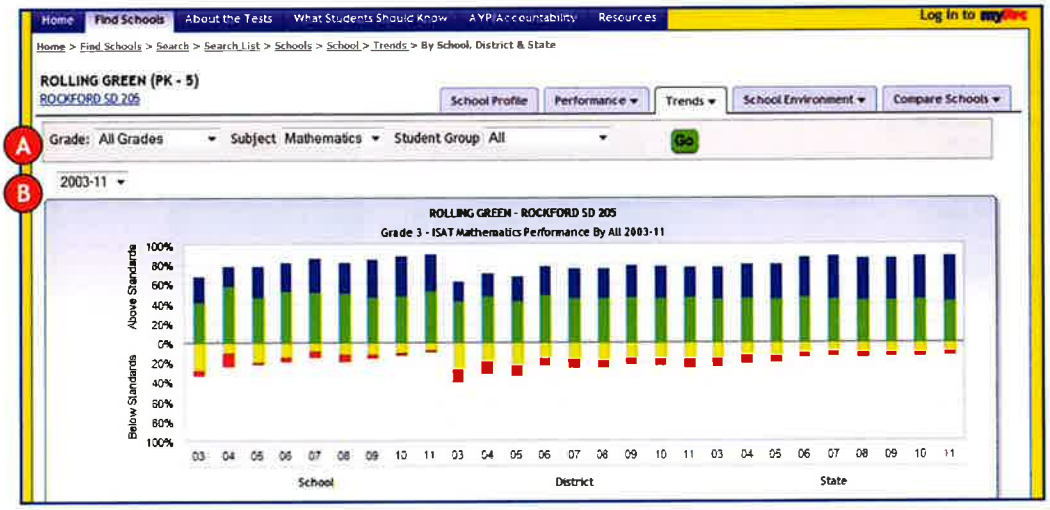
How does your school's performance compare to performance of your district as a whole? to performance of all Illinois students? Track and compare the trends by grade level, subject, and student group.

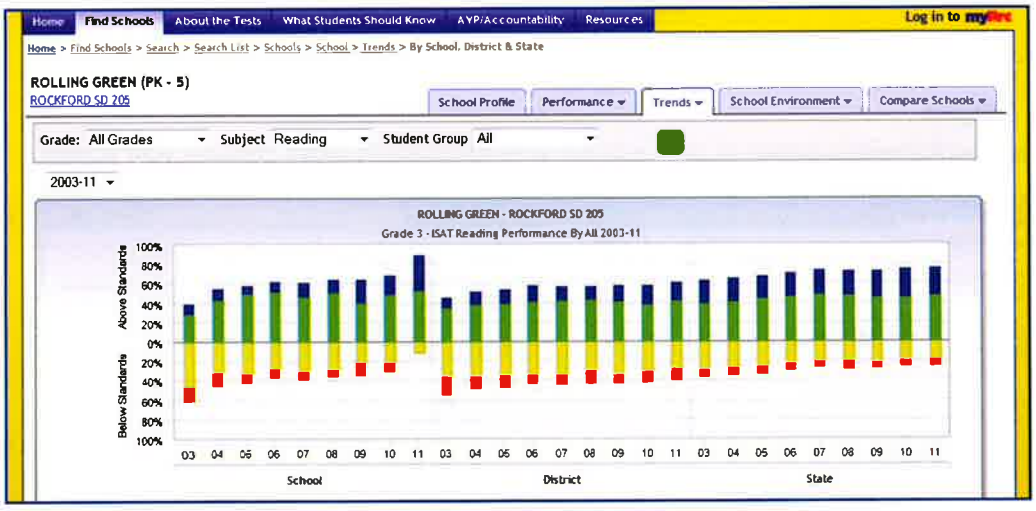
By School, District, and State

Track and compare trends in your school, district and state by grade, subject, or student group.

A Use drop-down menu to select Test Type, Subject, Grade, and/or Student Group. Click "Go" to refresh charts.

B Click here to look at data from a different span of years





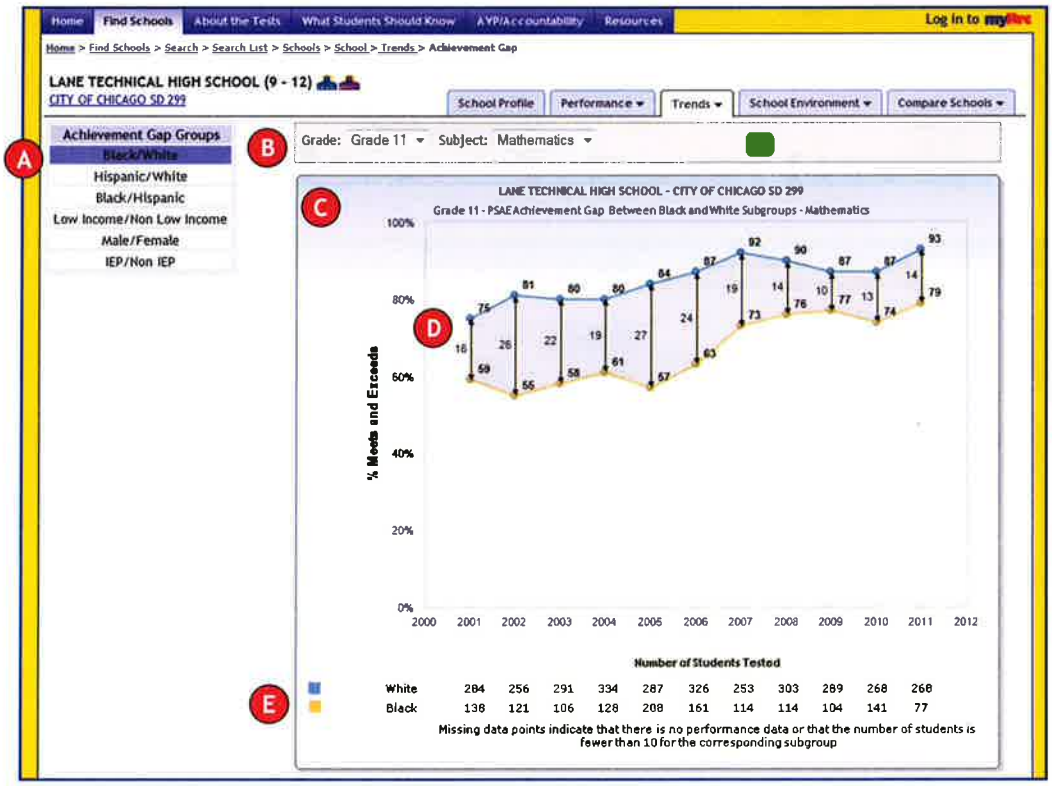
Questions Board Members Should Ask

Which subjects are strong at our schools compared to district and state trends? Which are weak? How does our district compare to state trends?

Trends > Achievement Gap

Are your students making sufficient progress over time?

The achievement gap screens displays line graphs that show differences between performances of selected sub-groups over time.



A Select the groups to compare here

B Use the drop-down menus to change the Grade or Subject. Click "Go" to refresh the chart.

Understanding the Achievement Gap Graph

C Percent of students in each sub-group that meets or exceeds standards

D Lines indicate selected sub-groups

E Number of students included in each sub-group

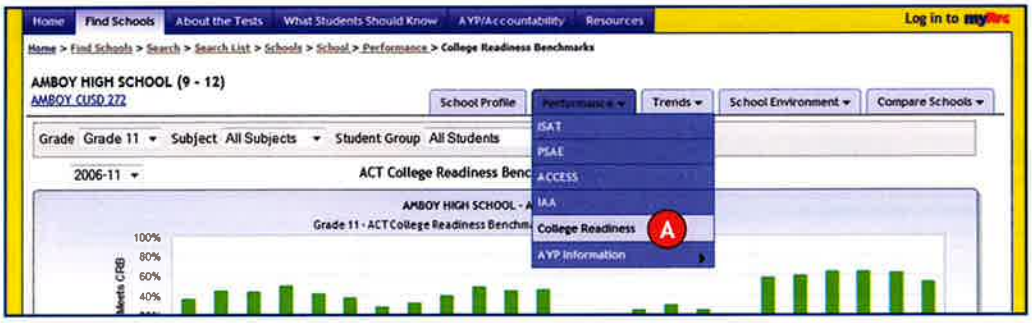
Questions Board Members Should Ask

Is our district improving, maintaining the status quo, or losing ground in closing the achievement gap?

Performance > College Readiness

Are your high school students on track to succeed in college?

A College Readiness tab



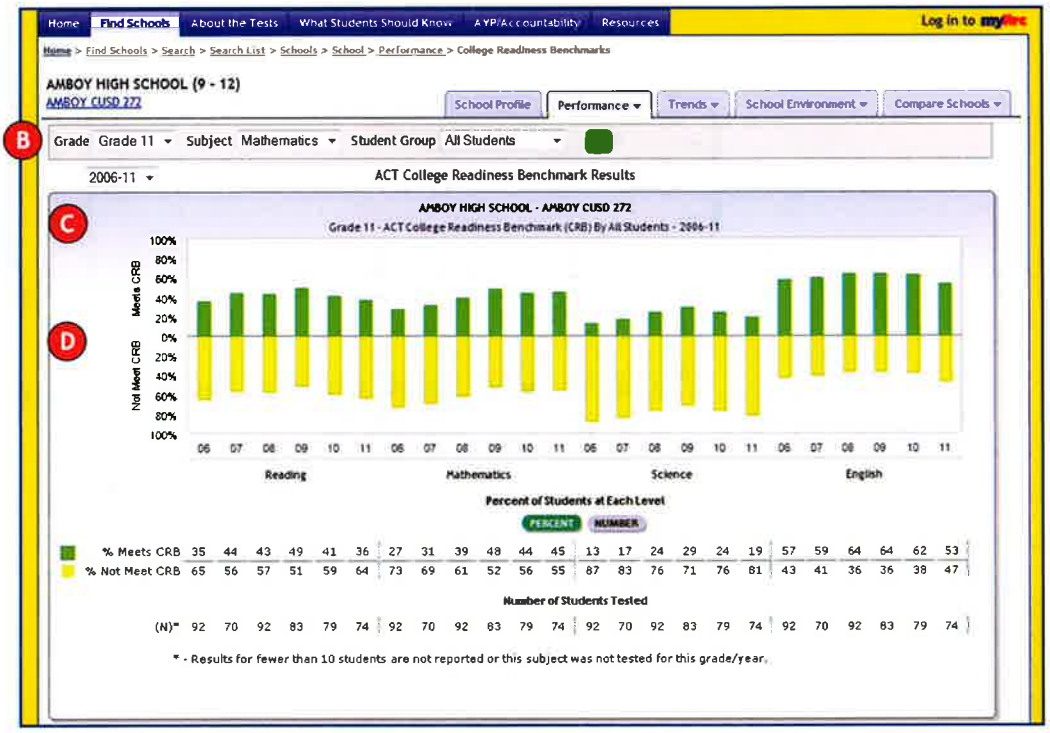
B Use dropdown menus to select criteria for display of Subject, Student Group data, select Year(s), and click "Go"

C ACT predicts % of students likely to succeed in freshmen courses in college

D ■ = % of students meeting College Readiness Benchmarks

□ = % of students not meeting College Readiness Benchmarks

If your school is improving, the green bars will rise over time



Questions Board Members Should Ask

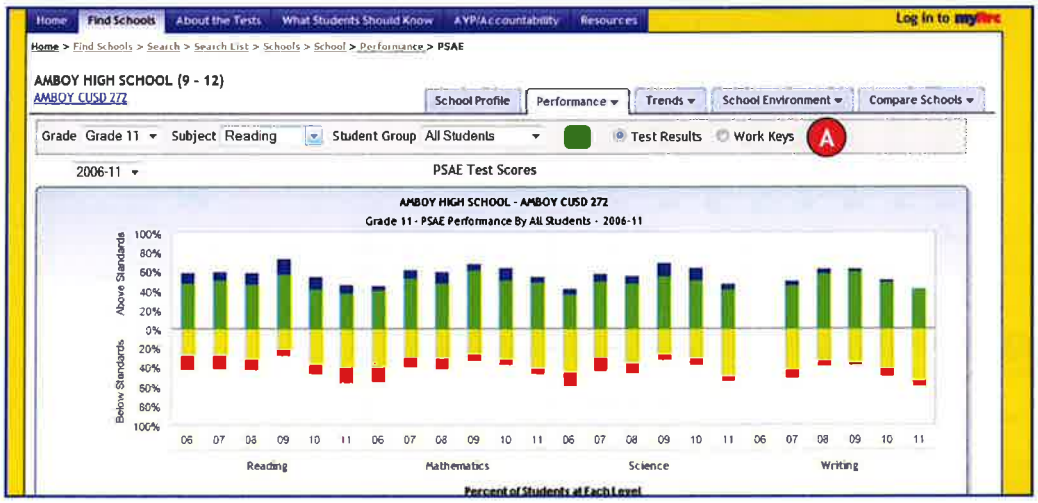
In which subject area are our students most likely to experience difficulty in college? Or show success in college?

Is there a clear trend over time? If so, what does the trend mean?

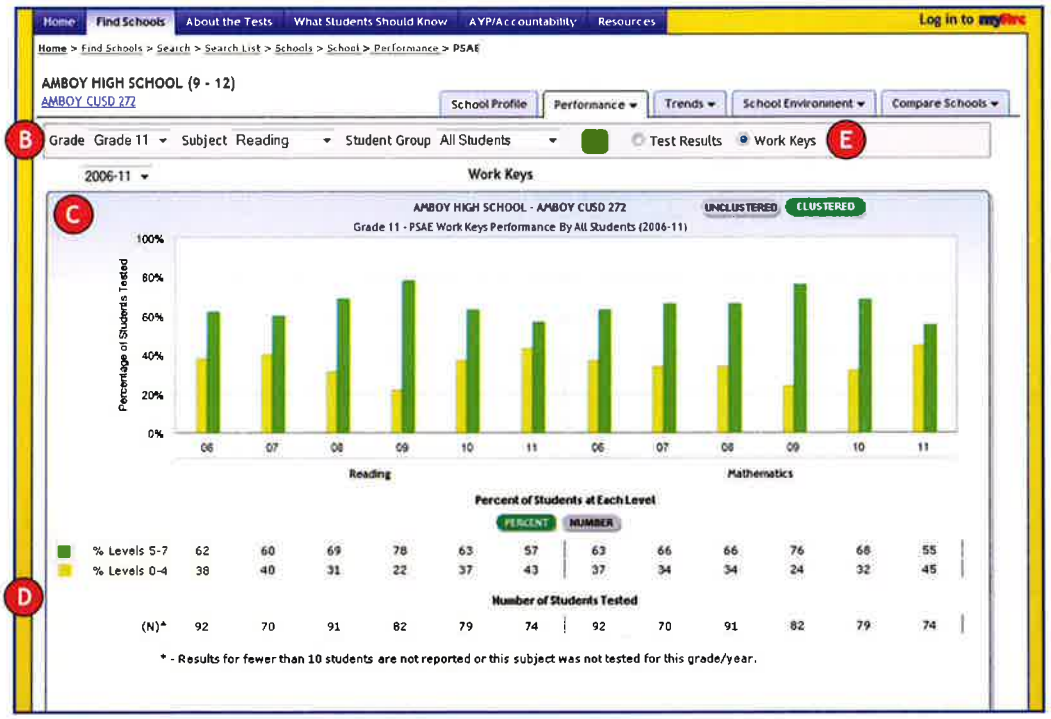
Performance > Work Keys

Are your high school students on track for career readiness?

Two Work Keys tests, Applied Mathematics and Reading for Information, are part of the Prairie State Achievement Exam. Supplied by ACT, these components measure readiness for the workplace in mathematics and reading. The scores are added into each student's PSAE results and also displayed separately in the IIRC graphs. The Work Keys scores offer students an additional credential to present to employers.



A Click on Work Keys button.



B Choose Subject, select Student Group, and click "Go"

C View graphs with two bars per year (green and yellow) that cluster performance levels to show above (green) and below (yellow) standards.

D Work Keys measures performance by levels 5-7 (above standards and more likely to be career-ready) and 0-4 (performance at various levels below standards)

E Return to PSAE scores by clicking "Test Results"

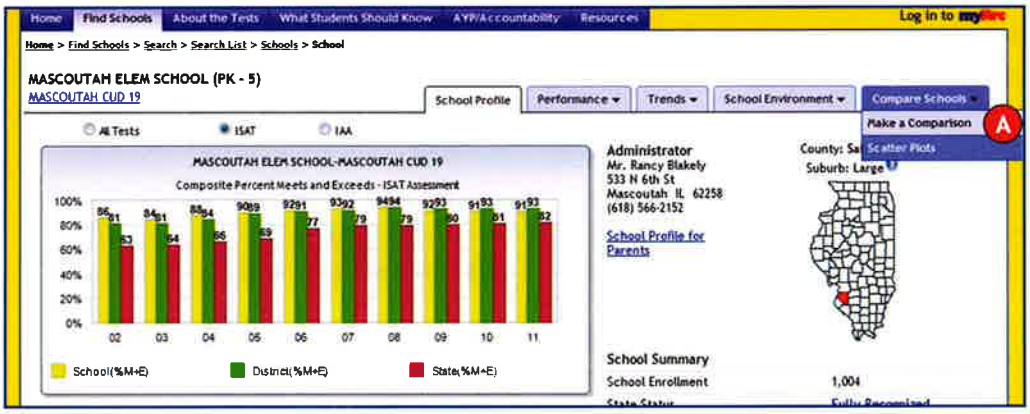
Questions Board Members Should Ask

What do the graphs tell us about our students' career readiness this year compared to last? Is there a trend over time?

Compare Schools > Make a Comparison

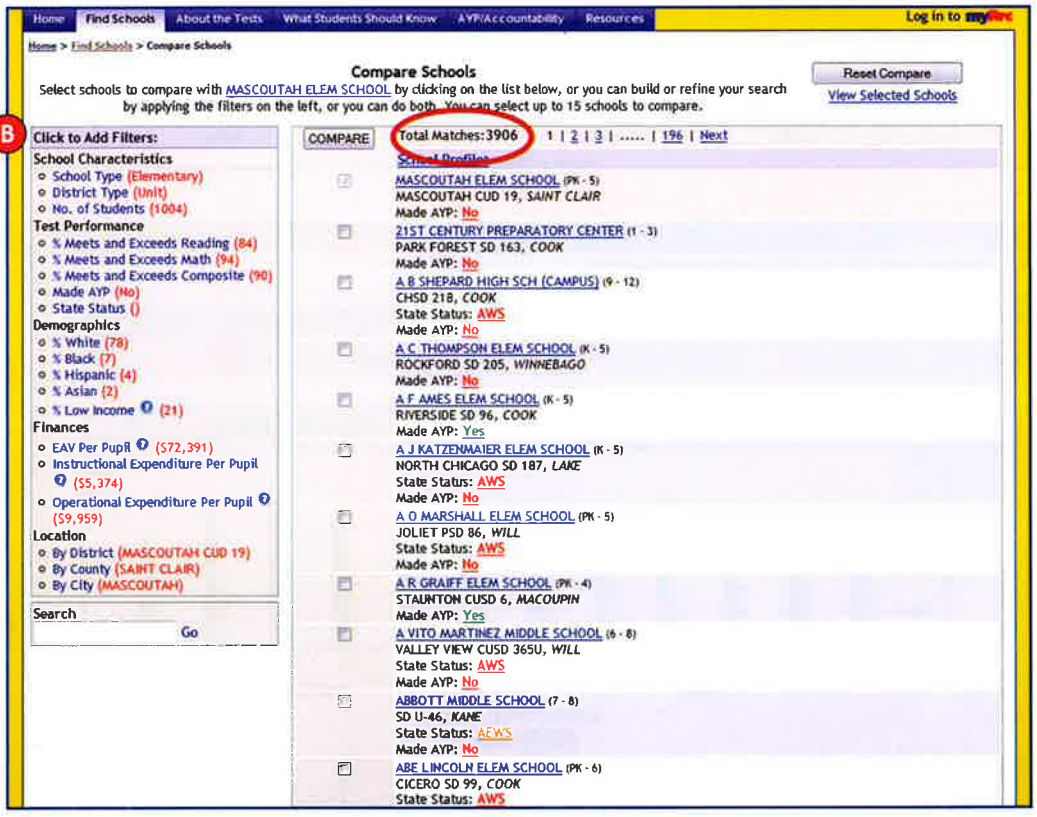
Are your students making sufficient progress compared to other schools?

A Select Make a Comparison.



B Select filters to provide bases for comparison.

Note: Total number of schools that participated in state assessments appears when no filters have been selected and decreases as filters are added.



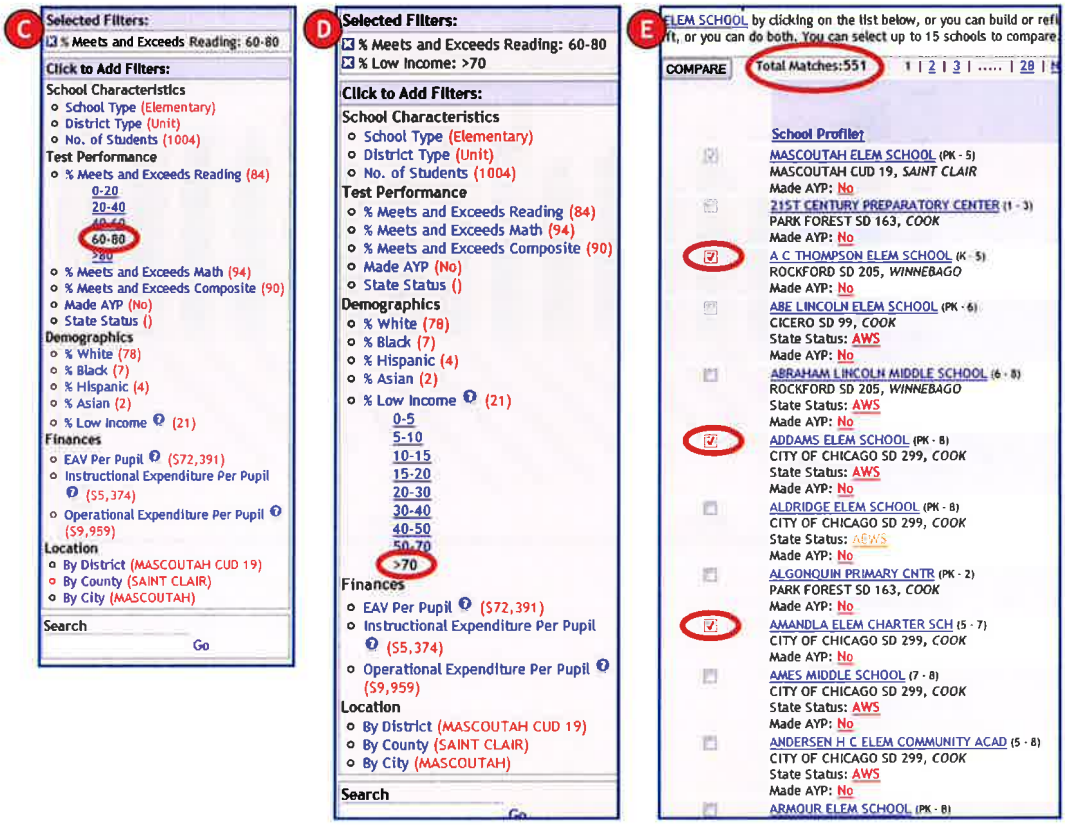
Compare Schools > Make a Comparison, Guided Activity

Are your students making sufficient progress compared to other schools?

Guided Exercise

Use this guided activity on pages 15 and 16 to walk through some of the ways that you might choose to compare your school(s) or district with others.

Sample comparison shown



Sample exercise

C Start with **Test Performance** and click % Meets and Exceeds Reading.

Some filters offer additional choices. Click on 60-80.

D Add filters to customize comparisons or delete filters by clicking on the "x" box.

Under **Demographics** click % Low Income, then >70.

E Each filter added reduces the total number of schools.

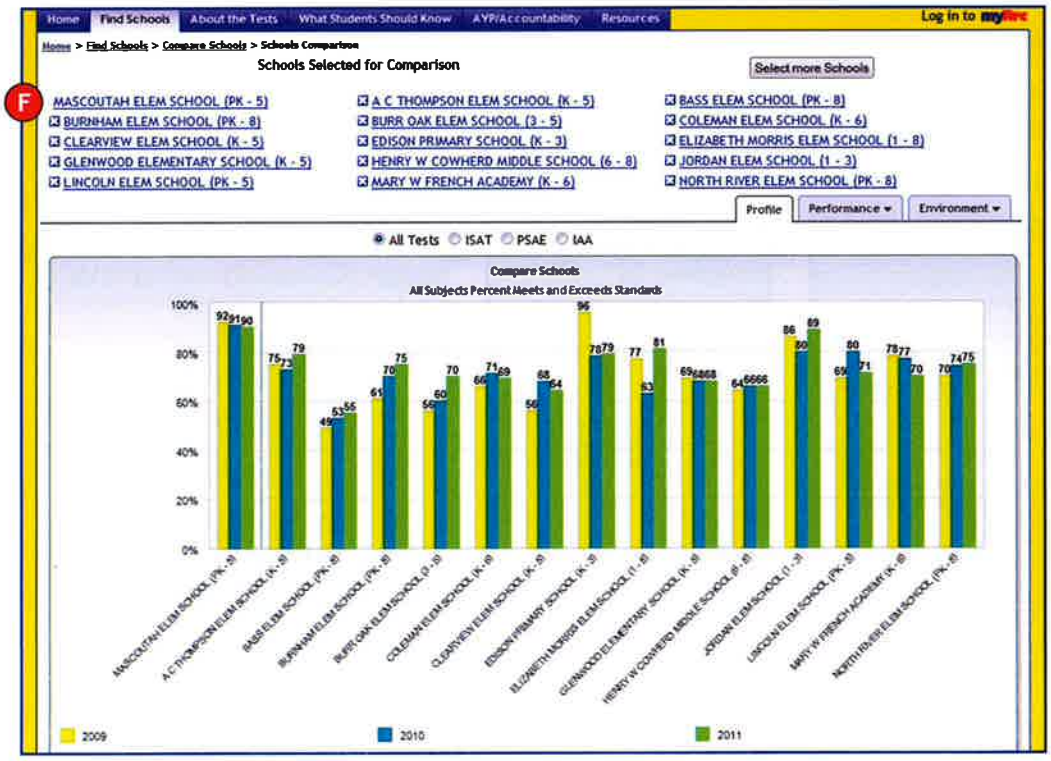
Select up to **15** schools for comparison by clicking the boxes and then click **Compare**.

Compare Schools > Make a Comparison, Guided Activity

Are your students making sufficient progress compared to other schools?

Compare selected schools using the same IIRC tools available for a single school.

F Click on any school to go directly to that school's profile for more information



Compare Schools > Make a Comparison, Guided Activity

Are your students making sufficient progress compared to other schools?

G Go to Performance and select a test to view a comparison

H You can add additional filters here as well (ISAT + Low Income shown here)

Use browser's Back arrow to return to your comparison

Questions Board Members Should Ask

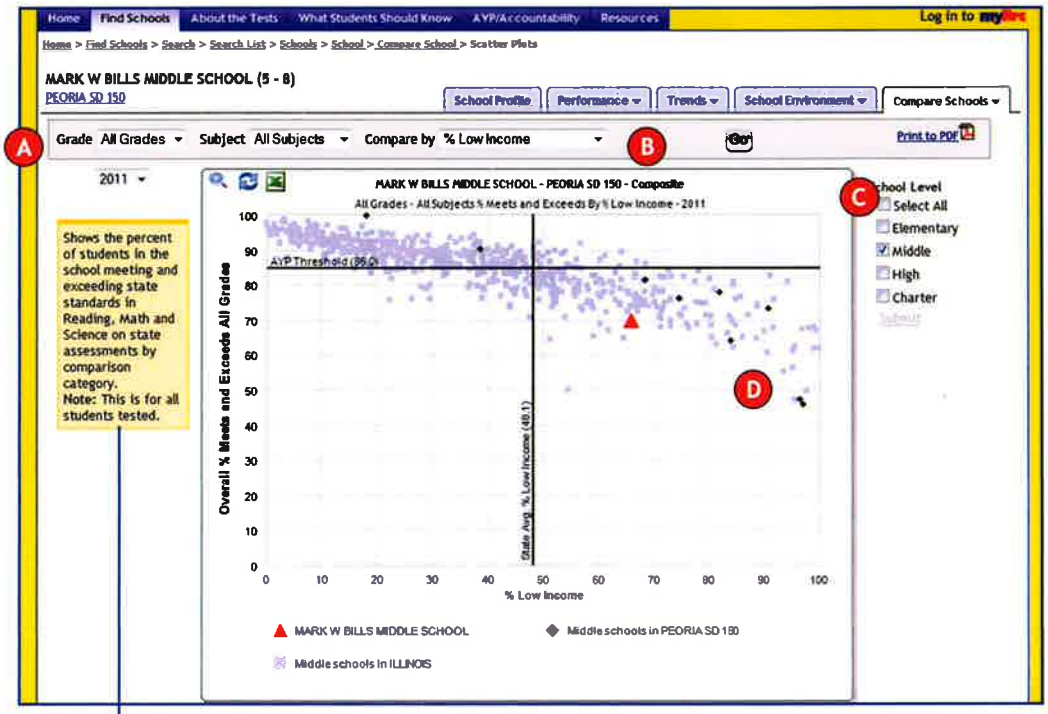
How is our school doing compared to the selected schools on the selected criteria? Is that acceptable?

Compare Schools > Scatterplots

Are your students making sufficient progress compared to other schools?

These screens use one dot for each school to array the performance of students in a school compared to other schools in the district and across the state. The default screens show the performance of all schools in all subjects (represented by percent meets and exceeds) in relation to percentage of low-income students.

- **A** Select Grade and Subject
- **B** Select from 13 comparison criteria and click "Go"
- **C** Select one or more school levels and click "Go"
- **D** To learn about another school, hover your mouse and click on the dot.
- ▲ School you are currently viewing
- ◆ Other schools in the district
- ■ All schools at the selected level

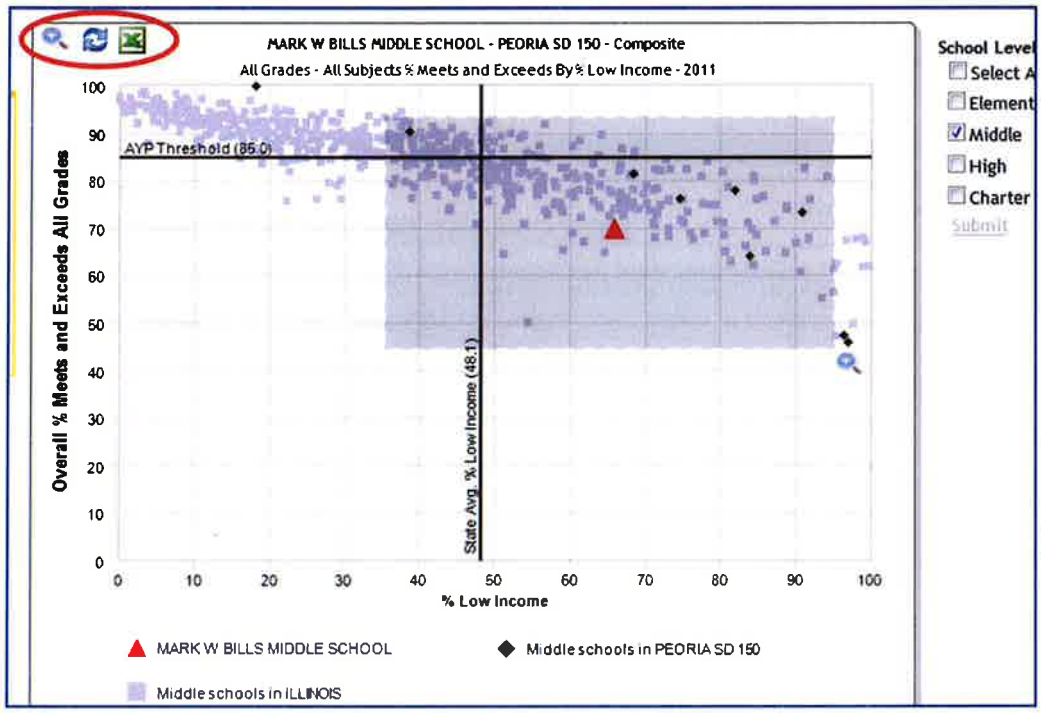


User Tip

Look here for more information on the scatter plot data

Compare Schools > Scatterplots

Are your students making sufficient progress compared to other schools?



Toolbar - upper left corner of scatterplot

To zoom in, select the magnifying glass from tool bar. Hold down mouse button, drag the cursor over the area you want to zoom in on. A gray box will appear as shown. Release the mouse button. (See inset gray box)

Click here to reset your scatter plot

Click here to download this information into an Excel spreadsheet

Questions Board Members Should Ask

How are the schools in our district (black diamonds and red triangle) doing compared to schools of similar socio-economic status?

Are we satisfied with this performance?

Why or why not?

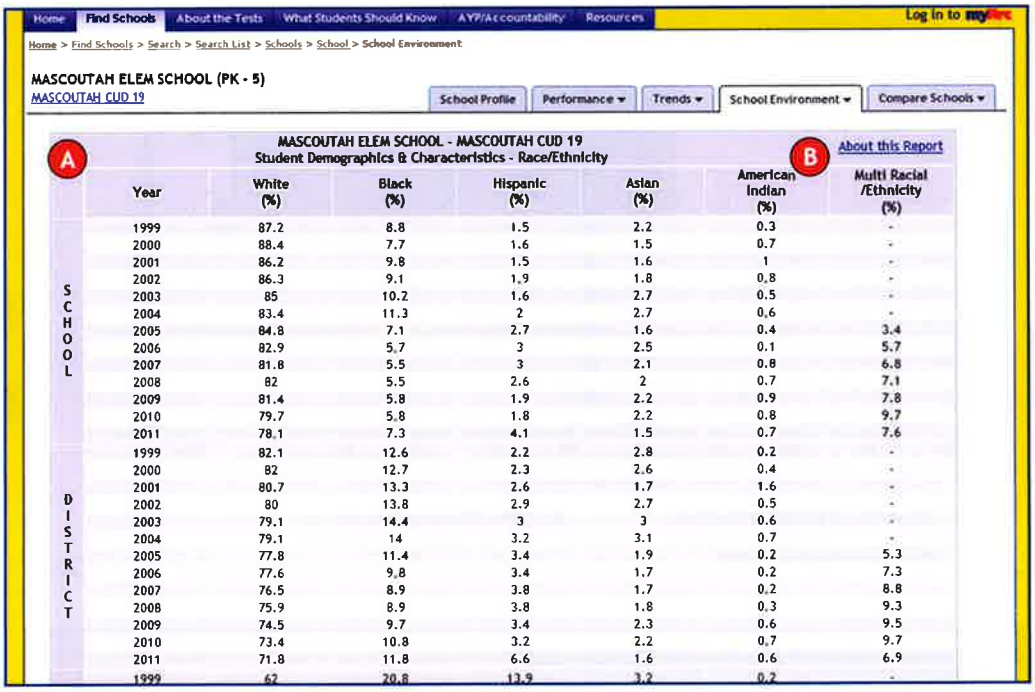
School Environment > About Students

What is the school environment?

At this time, IIRC contains annual data from 1999 to the present that provides longitudinal information about students, educators, and administrators. This data helps describe components of the learning environment. **About Students** features detailed information on the students in the School, District and State.

A **Race/ethnicity:** Displays race and ethnicity of the student population for school, district, and state

B **About this Report:** Click to learn more about table



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

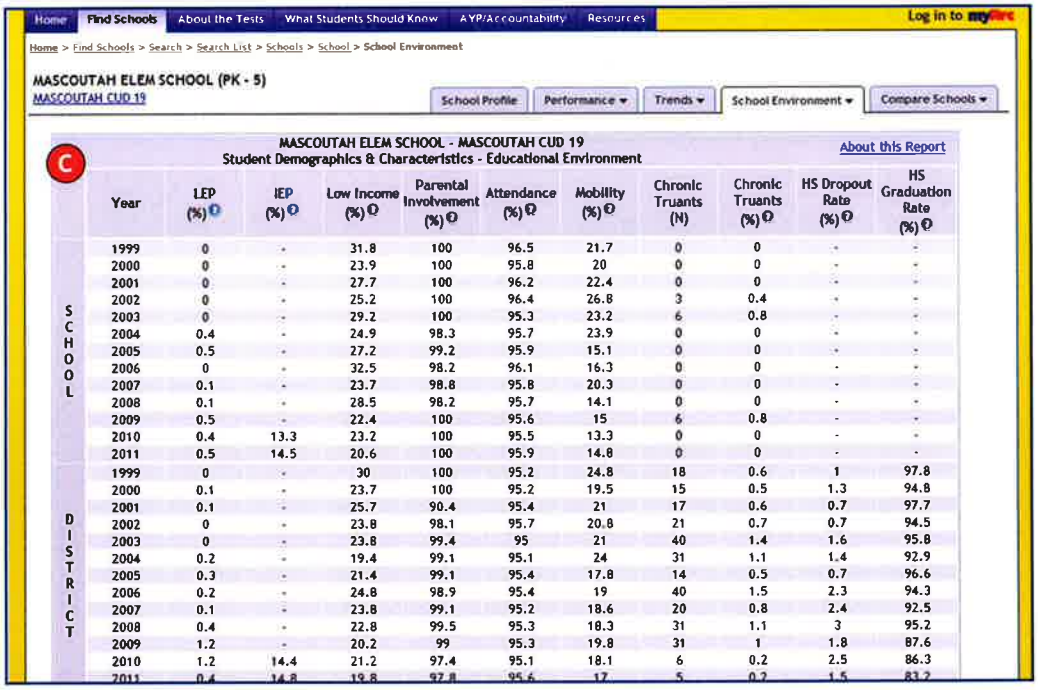
A — MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
Student Demographics & Characteristics - Race/Ethnicity

B — About this Report

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Multi Racial /Ethnicity (%)
SCHOOL	1999	87.2	8.8	1.5	2.2	0.3	-
	2000	88.4	7.7	1.6	1.5	0.7	-
	2001	86.2	9.8	1.5	1.6	1	-
	2002	86.3	9.1	1.9	1.8	0.8	-
	2003	85	10.2	1.6	2.7	0.5	-
	2004	83.4	11.3	2	2.7	0.6	-
	2005	84.8	7.1	2.7	1.6	0.4	3.4
	2006	82.9	5.7	3	2.5	0.1	5.7
	2007	81.8	5.5	3	2.1	0.8	6.8
	2008	82	5.5	2.6	2	0.7	7.1
	2009	81.4	5.8	1.9	2.2	0.9	7.8
	2010	79.7	5.8	1.8	2.2	0.8	9.7
	2011	78.1	7.3	4.1	1.5	0.7	7.6
DISTRICT	1999	82.1	12.6	2.2	2.8	0.2	-
	2000	82	12.7	2.3	2.6	0.4	-
	2001	80.7	13.3	2.6	1.7	1.6	-
	2002	80	13.8	2.9	2.7	0.5	-
	2003	79.1	14.4	3	3	0.6	-
	2004	79.1	14	3.2	3.1	0.7	-
	2005	77.8	11.4	3.4	1.9	0.2	5.3
	2006	77.6	9.8	3.4	1.7	0.2	7.3
	2007	76.5	8.9	3.8	1.7	0.2	8.8
	2008	75.9	8.9	3.8	1.8	0.3	9.3
	2009	74.5	9.7	3.4	2.3	0.6	9.5
	2010	73.4	10.8	3.2	2.2	0.7	9.7
	2011	71.8	11.8	6.6	1.6	0.6	6.9
	1999	62	20.8	13.9	3.2	0.2	-

C **Student Characteristics** Information on characteristics of the students in a school or district

? **Definitions.** Click on a question mark to learn more about a characteristic



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

C — MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
Student Demographics & Characteristics - Educational Environment

About this Report

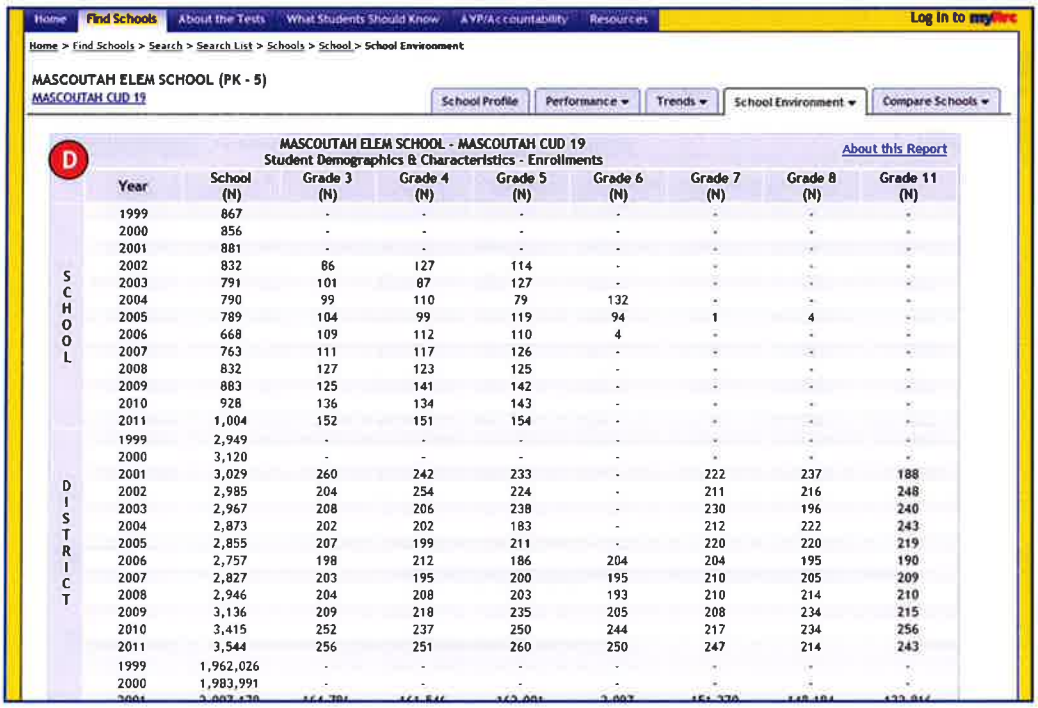
	Year	LEP (%)	IEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
SCHOOL	1999	0	-	31.8	100	96.5	21.7	0	0	-	-
	2000	0	-	23.9	100	95.8	20	0	0	-	-
	2001	0	-	27.7	100	96.2	22.4	0	0	-	-
	2002	0	-	25.2	100	96.4	26.8	3	0.4	-	-
	2003	0	-	29.2	100	95.3	23.2	6	0.8	-	-
	2004	0.4	-	24.9	98.3	95.7	23.9	0	0	-	-
	2005	0.5	-	27.2	99.2	95.9	15.1	0	0	-	-
	2006	0	-	32.5	98.2	96.1	16.3	0	0	-	-
	2007	0.1	-	23.7	98.8	95.8	20.3	0	0	-	-
	2008	0.1	-	28.5	98.2	95.7	14.1	0	0	-	-
	2009	0.5	-	22.4	100	95.6	15	6	0.8	-	-
	2010	0.4	13.3	23.2	100	95.5	13.3	0	0	-	-
	2011	0.5	14.5	20.6	100	95.9	14.8	0	0	-	-
DISTRICT	1999	0	-	30	100	95.2	24.8	18	0.6	1	97.8
	2000	0.1	-	23.7	100	95.2	19.5	15	0.5	1.3	94.8
	2001	0.1	-	25.7	90.4	95.4	21	17	0.6	0.7	97.7
	2002	0	-	23.8	98.1	95.7	20.8	21	0.7	0.7	94.5
	2003	0	-	23.8	99.4	95	21	40	1.4	1.6	95.8
	2004	0.2	-	19.4	99.1	95.1	24	31	1.1	1.4	92.9
	2005	0.3	-	21.4	99.1	95.4	17.8	14	0.5	0.7	96.6
	2006	0.2	-	24.8	98.9	95.4	19	40	1.5	2.3	94.3
	2007	0.1	-	23.8	99.1	95.2	18.6	20	0.8	2.4	92.5
	2008	0.4	-	22.8	99.5	95.3	18.3	31	1.1	3	95.2
	2009	1.2	-	20.2	99	95.3	19.8	31	1	1.8	87.6
	2010	1.2	14.4	21.2	97.4	95.1	18.1	6	0.2	2.5	86.3
	2011	0.4	14.8	19.8	97.8	95.6	17	5	0.2	1.5	83.2

? **Questions Board Members Should Ask**

Is our student population changing by ethnicity, by characteristics? If so, what implications does this have for instructional needs? Resource alignment?

School Environment >About Students, continued

What is the school environment?



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

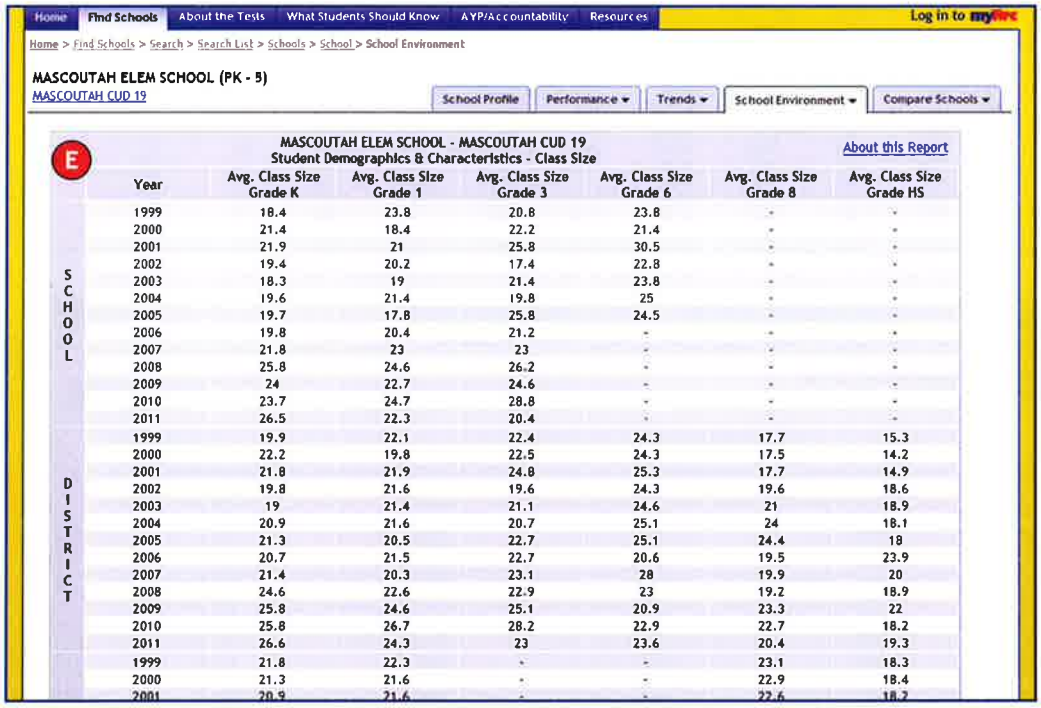
D

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
Student Demographics & Characteristics - Enrollments

About this Report

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 6 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
SCHOOL	1999	867	-	-	-	-	-	-	-
	2000	856	-	-	-	-	-	-	-
	2001	881	-	-	-	-	-	-	-
	2002	832	86	127	114	-	-	-	-
	2003	791	101	87	127	-	-	-	-
	2004	790	99	110	79	132	-	-	-
	2005	789	104	99	119	94	1	4	-
	2006	668	109	112	110	4	-	-	-
	2007	763	111	117	126	-	-	-	-
	2008	832	127	123	125	-	-	-	-
	2009	883	125	141	142	-	-	-	-
	2010	928	136	134	143	-	-	-	-
	2011	1,004	152	151	154	-	-	-	-
DISTRICT	1999	2,949	-	-	-	-	-	-	-
	2000	3,120	-	-	-	-	-	-	-
	2001	3,029	260	242	233	-	222	237	188
	2002	2,985	204	254	224	-	211	216	248
	2003	2,967	208	206	238	-	230	196	240
	2004	2,873	202	202	183	-	212	222	243
	2005	2,855	207	199	211	-	220	220	219
	2006	2,757	198	212	186	204	204	195	190
	2007	2,827	203	195	200	195	210	205	209
	2008	2,946	204	208	203	193	210	214	210
	2009	3,136	209	218	235	205	208	234	215
	2010	3,415	252	237	250	244	217	234	256
	2011	3,544	256	251	260	250	247	214	243
	1999	1,962,026	-	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-	-

D Enrollments



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

E

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
Student Demographics & Characteristics - Class Size

About this Report

	Year	Avg. Class Size Grade K	Avg. Class Size Grade 1	Avg. Class Size Grade 3	Avg. Class Size Grade 6	Avg. Class Size Grade 8	Avg. Class Size Grade HS
SCHOOL	1999	18.4	23.8	20.8	23.8	-	-
	2000	21.4	18.4	22.2	21.4	-	-
	2001	21.9	21	25.8	30.5	-	-
	2002	19.4	20.2	17.4	22.8	-	-
	2003	18.3	19	21.4	23.8	-	-
	2004	19.6	21.4	19.8	25	-	-
	2005	19.7	17.8	25.8	24.5	-	-
	2006	19.8	20.4	21.2	-	-	-
	2007	21.8	23	23	-	-	-
	2008	25.8	24.6	26.2	-	-	-
	2009	24	22.7	24.6	-	-	-
	2010	23.7	24.7	28.8	-	-	-
	2011	26.5	22.3	20.4	-	-	-
DISTRICT	1999	19.9	22.1	22.4	24.3	17.7	15.3
	2000	22.2	19.8	22.5	24.3	17.5	14.2
	2001	21.8	21.9	24.8	25.3	17.7	14.9
	2002	19.8	21.6	19.6	24.3	19.6	18.6
	2003	19	21.4	21.1	24.6	21	18.9
	2004	20.9	21.6	20.7	25.1	24	18.1
	2005	21.3	20.5	22.7	25.1	24.4	18
	2006	20.7	21.5	22.7	20.6	19.5	23.9
	2007	21.4	20.3	23.1	28	19.9	20
	2008	24.6	22.6	22.9	23	19.2	18.9
	2009	25.8	24.6	25.1	20.9	23.3	22
	2010	25.8	26.7	28.2	22.9	22.7	18.2
	2011	26.6	24.3	23	23.6	20.4	19.3
	1999	21.8	22.3	-	-	23.1	18.3
	2000	21.3	21.6	-	-	22.9	18.4
	2001	20.9	21.6	-	-	22.6	18.2

E Class Size

? Questions Board Members Should Ask

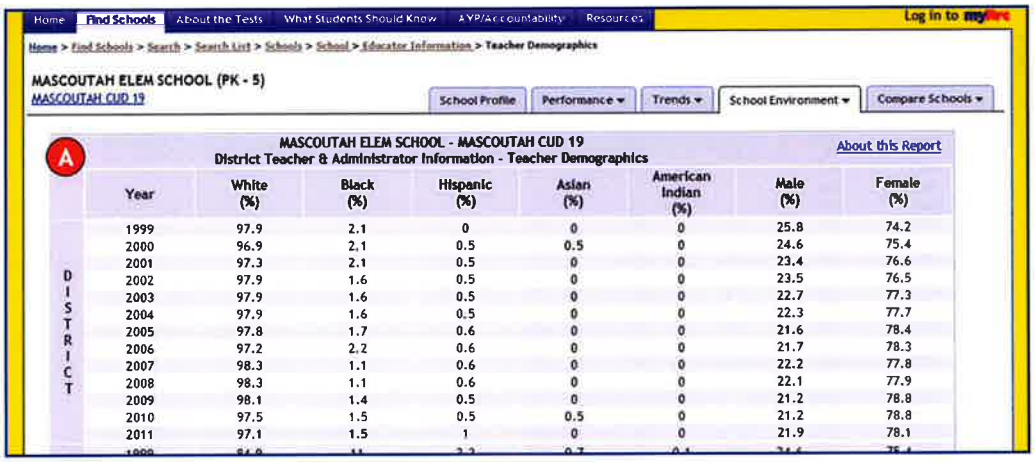
Are there trends in enrollment or class size that we should consider?

School Environment > Educator Information

What is the school environment?

The following screens show only district level data.

A Teacher Demographics



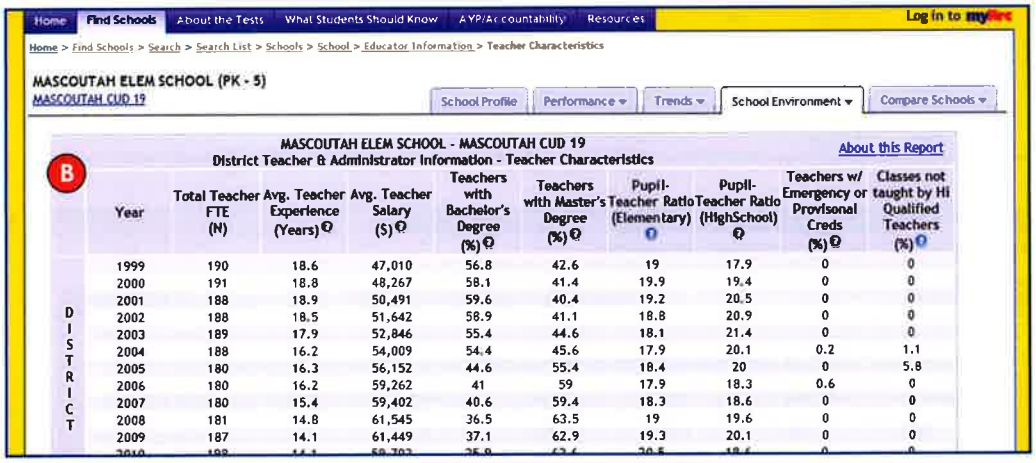
MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Teacher & Administrator Information - Teacher Demographics

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian (%)	Male (%)	Female (%)
DISTRICT	1999	97.9	2.1	0	0	0	25.8	74.2
	2000	96.9	2.1	0.5	0.5	0	24.6	75.4
	2001	97.3	2.1	0.5	0	0	23.4	76.6
	2002	97.9	1.6	0.5	0	0	23.5	76.5
	2003	97.9	1.6	0.5	0	0	22.7	77.3
	2004	97.9	1.6	0.5	0	0	22.3	77.7
	2005	97.8	1.7	0.6	0	0	21.6	78.4
	2006	97.2	2.2	0.6	0	0	21.7	78.3
	2007	98.3	1.1	0.6	0	0	22.2	77.8
	2008	98.3	1.1	0.6	0	0	22.1	77.9
	2009	98.1	1.4	0.5	0	0	21.2	78.8
	2010	97.5	1.5	0.5	0.5	0	21.2	78.8
	2011	97.1	1.5	1	0	0	21.9	78.1

B Teacher Characteristics

Definitions. Click on a question mark to learn more about a characteristic



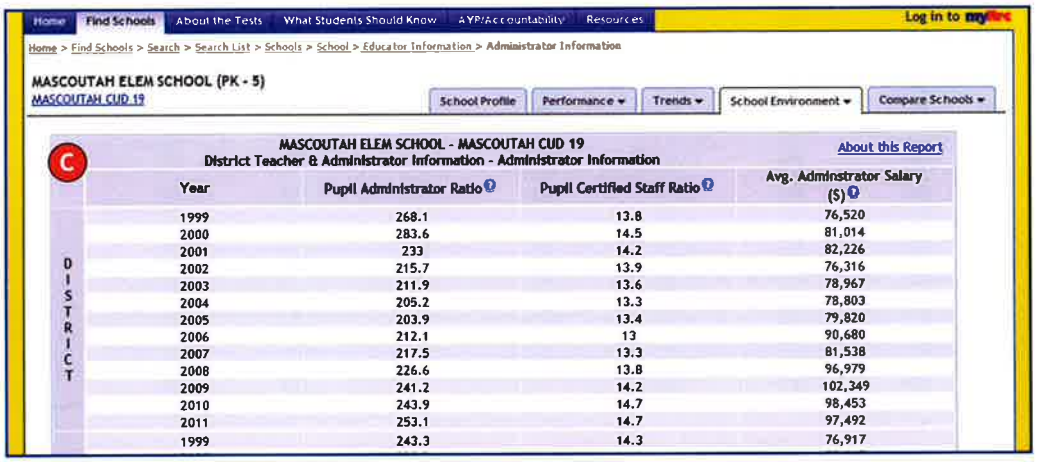
MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Teacher & Administrator Information - Teacher Characteristics

	Year	Total Teacher FTE (N)	Avg. Teacher Experience (Years)	Avg. Teacher Salary ($)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency or Provisonal Creds (%)	Classes not taught by Hi Qualified Teachers (%)
DISTRICT	1999	190	18.6	47,010	56.8	42.6	19	17.9	0	0
	2000	191	18.8	48,267	58.1	41.4	19.9	19.4	0	0
	2001	188	18.9	50,491	59.6	40.4	19.2	20.5	0	0
	2002	188	18.5	51,642	58.9	41.1	18.8	20.9	0	0
	2003	189	17.9	52,846	55.4	44.6	18.1	21.4	0	0
	2004	188	16.2	54,009	54.4	45.6	17.9	20.1	0.2	1.1
	2005	180	16.3	56,152	44.6	55.4	18.4	20	0	5.8
	2006	180	16.2	59,262	41	59	17.9	18.3	0.6	0
	2007	180	15.4	59,402	40.6	59.4	18.3	18.6	0	0
	2008	181	14.8	61,545	36.5	63.5	19	19.6	0	0
	2009	187	14.1	61,449	37.1	62.9	19.3	20.1	0	0

C Administrator Information

Definitions. Click on a question mark to learn more about a characteristic



MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Teacher & Administrator Information - Administrator Information

	Year	Pupil Administrator Ratio	Pupil Certified Staff Ratio	Avg. Administrator Salary ($)
DISTRICT	1999	268.1	13.8	76,520
	2000	283.6	14.5	81,014
	2001	233	14.2	82,226
	2002	215.7	13.9	76,316
	2003	211.9	13.6	78,967
	2004	205.2	13.3	78,803
	2005	203.9	13.4	79,820
	2006	212.1	13	90,680
	2007	217.5	13.3	81,538
	2008	226.6	13.8	96,979
	2009	241.2	14.2	102,349
	2010	243.9	14.7	98,453
	2011	253.1	14.7	97,492
	1999	243.3	14.3	76,917

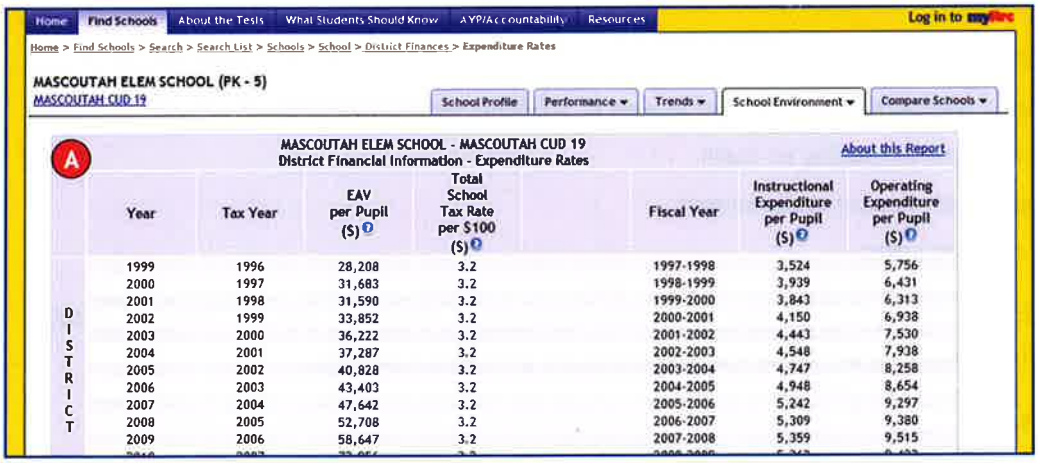
Questions Board Members Should Ask

What implications do our teacher and administrator demographics have for student learning in our school(s)/district?

School Environment > Financial Information

What is the school environment?

Longitudinal data tracks district finances over time. For definitions of terms, click on question marks in the tables or on About this Report. Three of the five finance tables in the IIRC are illustrated below.



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

A

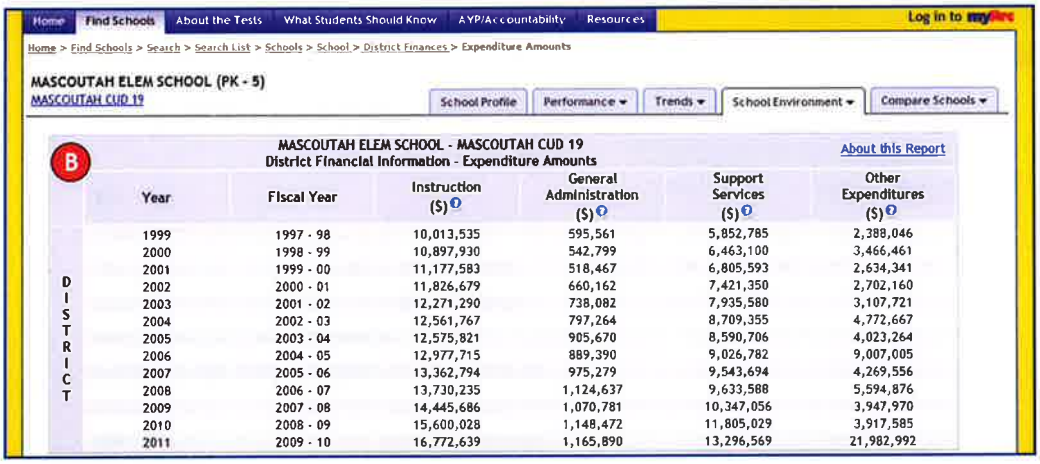
MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Financial Information - Expenditure Rates

About this Report

	Year	Tax Year	EAV per Pupil ($)	Total School Tax Rate per $100 ($)	Fiscal Year	Instructional Expenditure per Pupil ($)	Operating Expenditure per Pupil ($)
DISTRICT	1999	1996	28,208	3.2	1997-1998	3,524	5,756
	2000	1997	31,683	3.2	1998-1999	3,939	6,431
	2001	1998	31,590	3.2	1999-2000	3,843	6,313
	2002	1999	33,852	3.2	2000-2001	4,150	6,938
	2003	2000	36,222	3.2	2001-2002	4,443	7,530
	2004	2001	37,287	3.2	2002-2003	4,548	7,938
	2005	2002	40,828	3.2	2003-2004	4,747	8,258
	2006	2003	43,403	3.2	2004-2005	4,948	8,654
	2007	2004	47,642	3.2	2005-2006	5,242	9,297
	2008	2005	52,708	3.2	2006-2007	5,309	9,380
	2009	2006	58,647	3.2	2007-2008	5,359	9,515

A Expenditure Rates

? Definitions. Click on a question mark to learn more about a characteristic



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

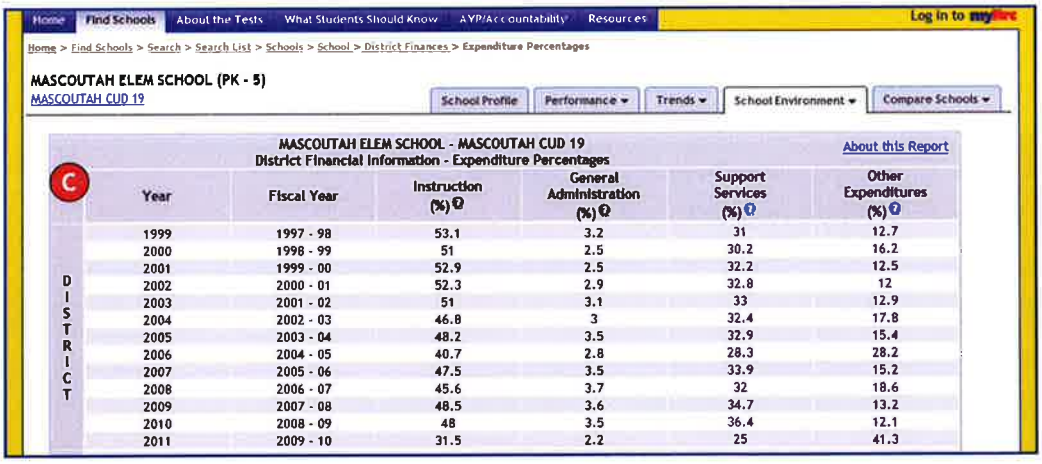
B

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Financial Information - Expenditure Amounts

About this Report

	Year	Fiscal Year	Instruction ($)	General Administration ($)	Support Services ($)	Other Expenditures ($)
DISTRICT	1999	1997 - 98	10,013,535	595,561	5,852,785	2,388,046
	2000	1998 - 99	10,897,930	542,799	6,463,100	3,466,461
	2001	1999 - 00	11,177,583	518,467	6,805,593	2,634,341
	2002	2000 - 01	11,826,679	660,162	7,421,350	2,702,160
	2003	2001 - 02	12,271,290	738,082	7,935,580	3,107,721
	2004	2002 - 03	12,561,767	797,264	8,709,355	4,772,667
	2005	2003 - 04	12,575,821	905,670	8,590,706	4,023,264
	2006	2004 - 05	12,977,715	889,390	9,026,782	9,007,005
	2007	2005 - 06	13,362,794	975,279	9,543,694	4,269,556
	2008	2006 - 07	13,730,235	1,124,637	9,633,588	5,594,876
	2009	2007 - 08	14,445,686	1,070,781	10,347,056	3,947,970
	2010	2008 - 09	15,600,028	1,148,472	11,805,029	3,917,585
	2011	2009 - 10	16,772,639	1,165,890	13,296,569	21,982,992

B Expenditure Amounts



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MASCOUTAH ELEM SCHOOL (PK - 5)
MASCOUTAH CUD 19

School Profile | Performance | Trends | School Environment | Compare Schools

C

MASCOUTAH ELEM SCHOOL - MASCOUTAH CUD 19
District Financial Information - Expenditure Percentages

About this Report

	Year	Fiscal Year	Instruction (%)	General Administration (%)	Support Services (%)	Other Expenditures (%)
DISTRICT	1999	1997 - 98	53.1	3.2	31	12.7
	2000	1998 - 99	51	2.5	30.2	16.2
	2001	1999 - 00	52.9	2.5	32.2	12.5
	2002	2000 - 01	52.3	2.9	32.8	12
	2003	2001 - 02	51	3.1	33	12.9
	2004	2002 - 03	46.8	3	32.4	17.8
	2005	2003 - 04	48.2	3.5	32.9	15.4
	2006	2004 - 05	40.7	2.8	28.3	28.2
	2007	2005 - 06	47.5	3.5	33.9	15.2
	2008	2006 - 07	45.6	3.7	32	18.6
	2009	2007 - 08	48.5	3.6	34.7	13.2
	2010	2008 - 09	48	3.5	36.4	12.1
	2011	2009 - 10	31.5	2.2	25	41.3

C Expenditure Percentages

? Questions Board Members Should Ask

Are there any trends impacting our financial ability to support student learning?

MyIIRC data tools for educators

Are educators in your district using the data tools available through MyIIRC? In addition to the public report card, IIRC maintains a confidential, password-protected service called MyIIRC, containing individual student scores on state tests.

Local superintendents and principals control access to this rich source of data through distribution of passwords. Board members do not have access to individual student data in MyIIRC due to confidentiality guarantees in state and federal law. They should, however, know how MyIIRC data is being used to improve learning.

School data teams and individual teachers use MyIIRC in many ways:

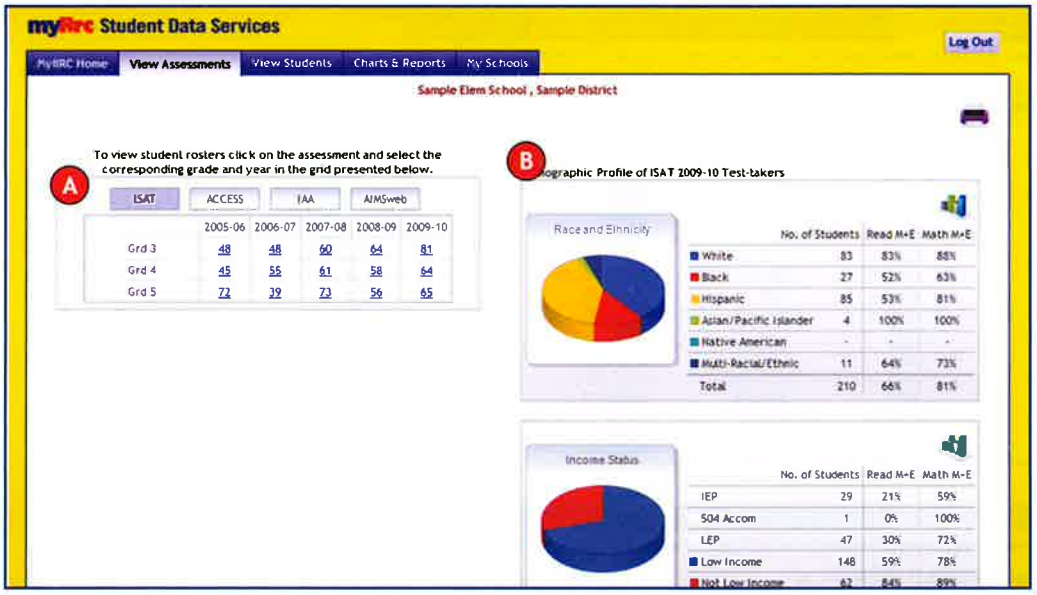
- Analysis of strengths and weaknesses of individual students and groups of students over time
- Measuring effectiveness of special programs in reading or math
- Collaboration on instructional changes that improve achievement
- Monitoring improvement in specific content areas

Ask administrators to show you how they are using individual student data through a demonstration with Sample School, a composite of real schools that uses numbers instead of names to protect the privacy of students.

Sample School in MyIIRC Student Data Services

A Select a test, grade, and year

B (AimsWeb) Sample School sends data on AimsWeb, a commercial test used by the district, for posting in myIIRC



Questions Board Members Should Ask

How is our staff using the MyIIRC tools?

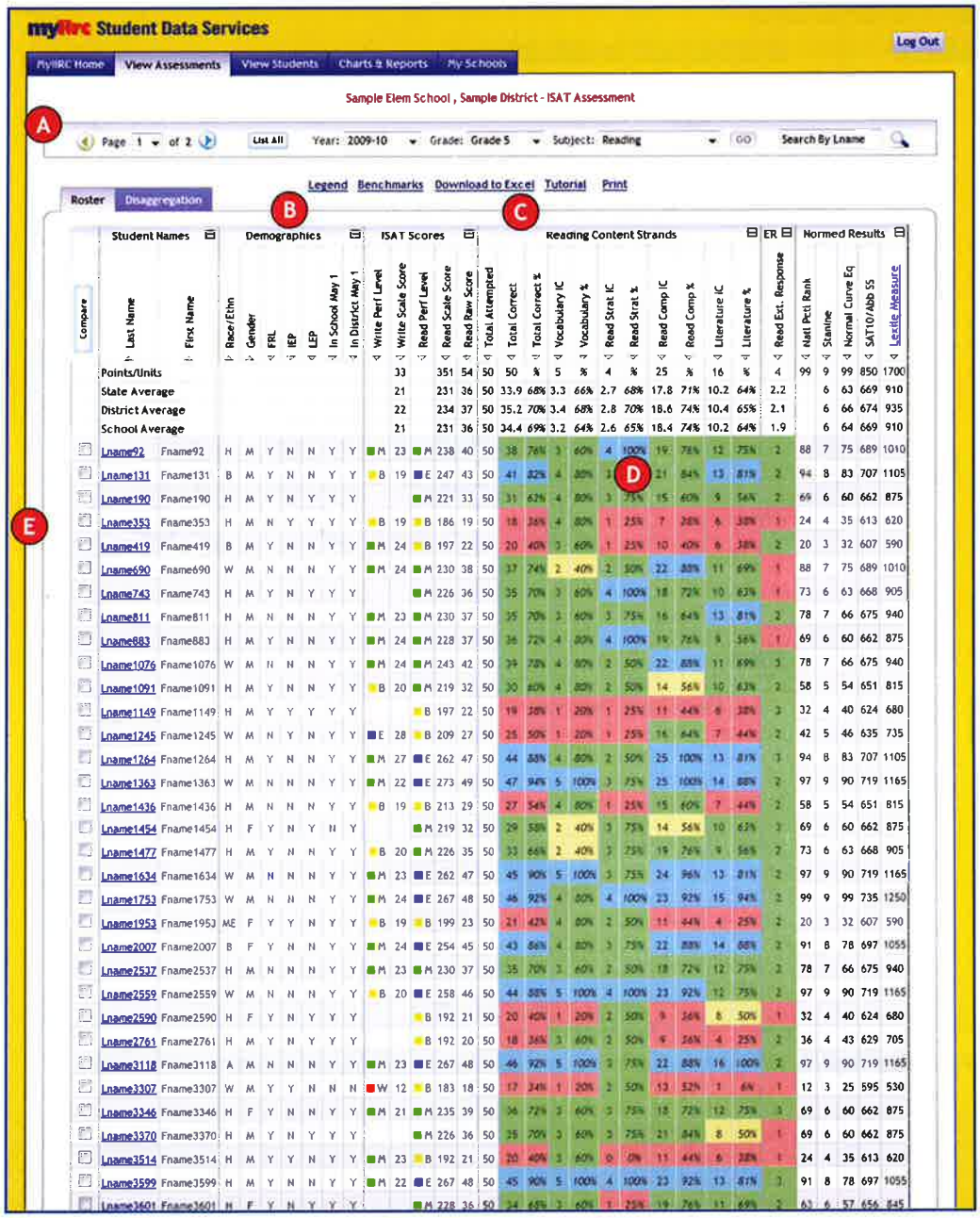
Are they being used to analyze the strengths and weaknesses of individual students or groups of students?

Are they being used to measure program effectiveness?

Are they being used for collaboration to improve instruction?

Are they being used to monitor improvement?

Sample School Student Roster



A Select Year, Grade, and Subject with down arrows

B Sort table by demographic factors to see performance of student groups on specific content

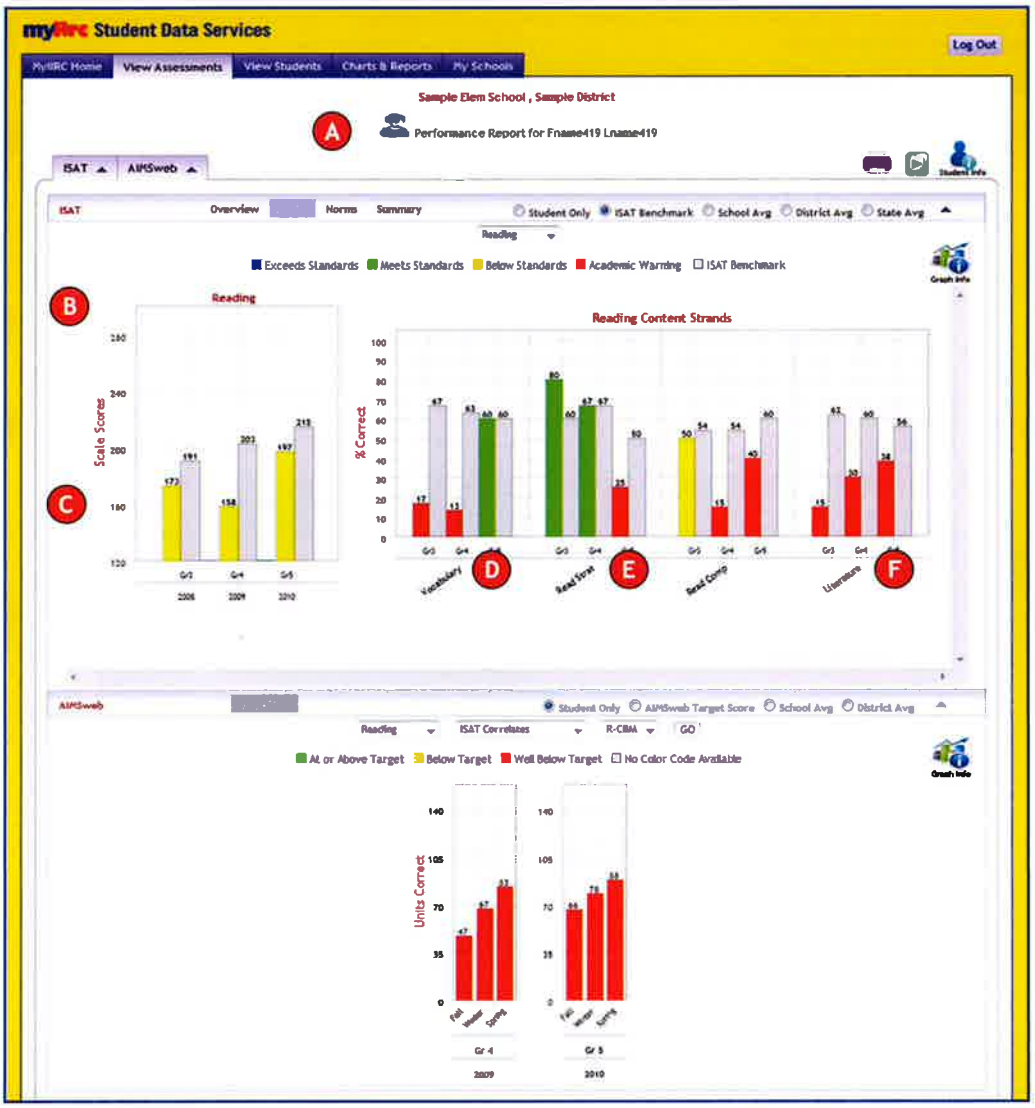
C See performance information on specific content areas.

D Review student performance with stronger content areas in blue and green and weaker areas in pink and yellow.

E Click on "Lname 419" to see individual performance graphs

Sample School Report for an Individual Student, Lname 419

- **A** Teachers can review these individual achievement charts with students and parents
- **B** ISAT reading scores of Lname 419 in grades 3, 4, 5
- **C** Lname 419's overall scores were Below Standards
- **D** Lname 419's vocabulary performance was strong in grade 5
- **E** What happened to Lname 419 in Reading Strategies in grade 5?
- **F** In Reading Comprehension and Literature, Lname 419's scores are improving but still at the Warning level.

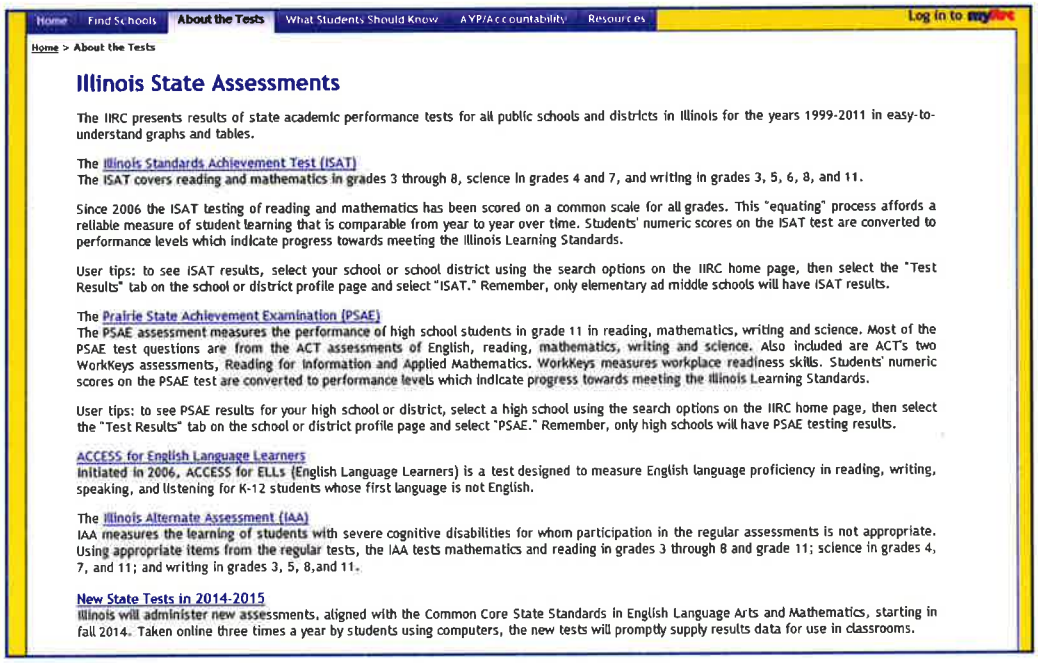


Longitudinal reports for individual students are suitable for sharing with parents and students.

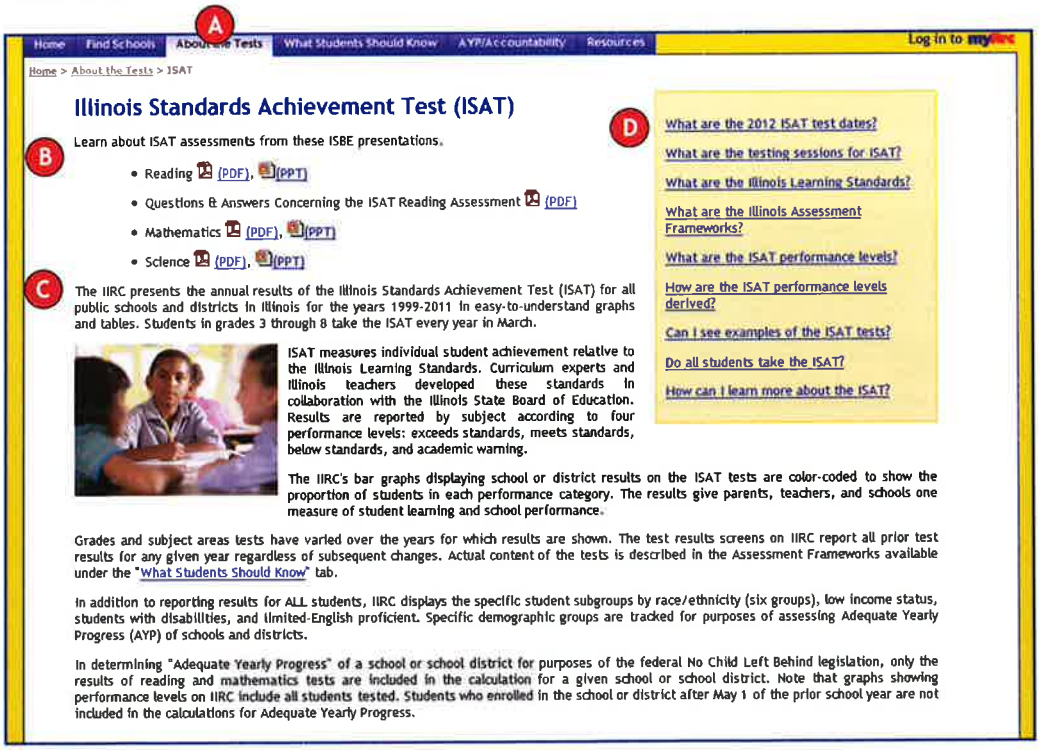
About the Tests

State Standards and Curriculum Materials

About the Tests gives comprehensive, current information about each of the state assessments — the ISAT, PSAE, ACCESS, and IAA. Illinois will continue to administer these tests through spring 2014. New tests aligned to the new standards will begin in fall 2014.



Click on an assessment (ISAT shown) to see an information page similar to the one below.

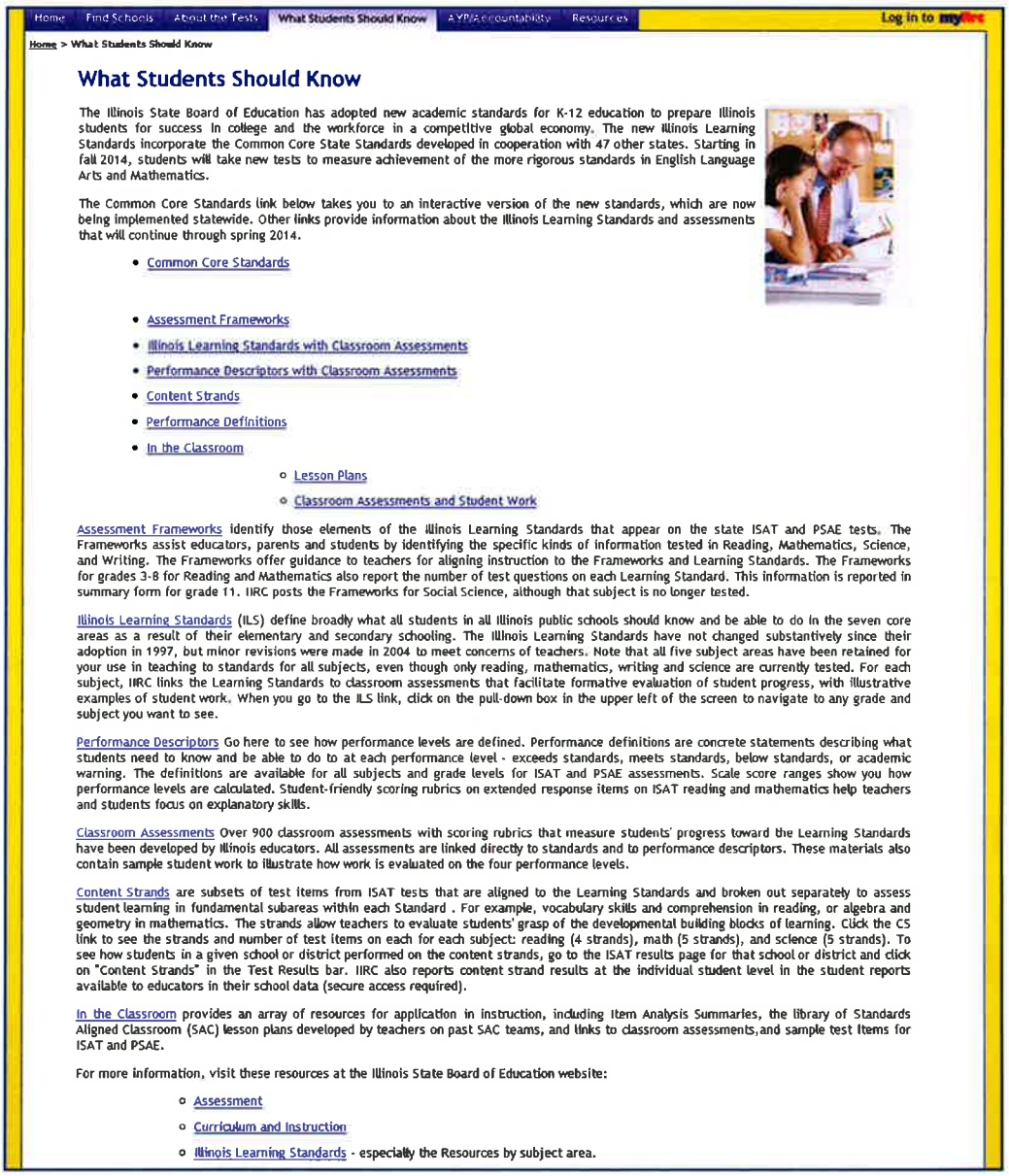


- **A** Navigate for information on assessments
- **B** Specific information about each subject area on the tests
- **C** General description of the test
- **D** Click on the questions to get more information

What Students Should Know

State standards and curriculum materials

Extensive instructional materials are available on the What Students Should Know tab on the top navigation bar. Developed by ISBE working with Illinois teachers, these materials can help students, parents, and educators better understand instructional goals and assessments. The new Common Core Standards, now being implemented in Illinois schools, are available here in an easy-to-use, interactive format.



Home | Find Schools | About the Tests | What Students Should Know | AYP Accountability | Resources | Log in to myIIRC

Home > What Students Should Know

What Students Should Know

The Illinois State Board of Education has adopted new academic standards for K-12 education to prepare Illinois students for success in college and the workforce in a competitive global economy. The new Illinois Learning Standards incorporate the Common Core State Standards developed in cooperation with 47 other states. Starting in fall 2014, students will take new tests to measure achievement of the more rigorous standards in English Language Arts and Mathematics.

The Common Core Standards link below takes you to an interactive version of the new standards, which are now being implemented statewide. Other links provide information about the Illinois Learning Standards and assessments that will continue through spring 2014.

- Common Core Standards
- Assessment Frameworks
- Illinois Learning Standards with Classroom Assessments
- Performance Descriptors with Classroom Assessments
- Content Strands
- Performance Definitions
- In the Classroom
  - Lesson Plans
  - Classroom Assessments and Student Work

Assessment Frameworks identify those elements of the Illinois Learning Standards that appear on the state ISAT and PSAE tests. The Frameworks assist educators, parents and students by identifying the specific kinds of information tested in Reading, Mathematics, Science, and Writing. The Frameworks offer guidance to teachers for aligning instruction to the Frameworks and Learning Standards. The Frameworks for grades 3-8 for Reading and Mathematics also report the number of test questions on each Learning Standard. This information is reported in summary form for grade 11. IIRC posts the Frameworks for Social Science, although that subject is no longer tested.

Illinois Learning Standards (ILS) define broadly what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. The Illinois Learning Standards have not changed substantively since their adoption in 1997, but minor revisions were made in 2004 to meet concerns of teachers. Note that all five subject areas have been retained for your use in teaching to standards for all subjects, even though only reading, mathematics, writing and science are currently tested. For each subject, IIRC links the Learning Standards to classroom assessments that facilitate formative evaluation of student progress, with illustrative examples of student work. When you go to the ILS link, click on the pull-down box in the upper left of the screen to navigate to any grade and subject you want to see.

Performance Descriptors Go here to see how performance levels are defined. Performance definitions are concrete statements describing what students need to know and be able to do to at each performance level - exceeds standards, meets standards, below standards, or academic warning. The definitions are available for all subjects and grade levels for ISAT and PSAE assessments. Scale score ranges show you how performance levels are calculated. Student-friendly scoring rubrics on extended response items on ISAT reading and mathematics help teachers and students focus on explanatory skills.

Classroom Assessments Over 900 classroom assessments with scoring rubrics that measure students' progress toward the Learning Standards have been developed by Illinois educators. All assessments are linked directly to standards and to performance descriptors. These materials also contain sample student work to illustrate how work is evaluated on the four performance levels.

Content Strands are subsets of test items from ISAT tests that are aligned to the Learning Standards and broken out separately to assess student learning in fundamental subareas within each Standard . For example, vocabulary skills and comprehension in reading, or algebra and geometry in mathematics. The strands allow teachers to evaluate students' grasp of the developmental building blocks of learning. Click the CS link to see the strands and number of test items on each for each subject: reading (4 strands), math (5 strands), and science (5 strands). To see how students in a given school or district performed on the content strands, go to the ISAT results page for that school or district and click on "Content Strands" in the Test Results bar. IIRC also reports content strand results at the individual student level in the student reports available to educators in their school data (secure access required).

In the Classroom provides an array of resources for application in instruction, including Item Analysis Summaries, the library of Standards Aligned Classroom (SAC) lesson plans developed by teachers on past SAC teams, and links to classroom assessments,and sample test items for ISAT and PSAE.

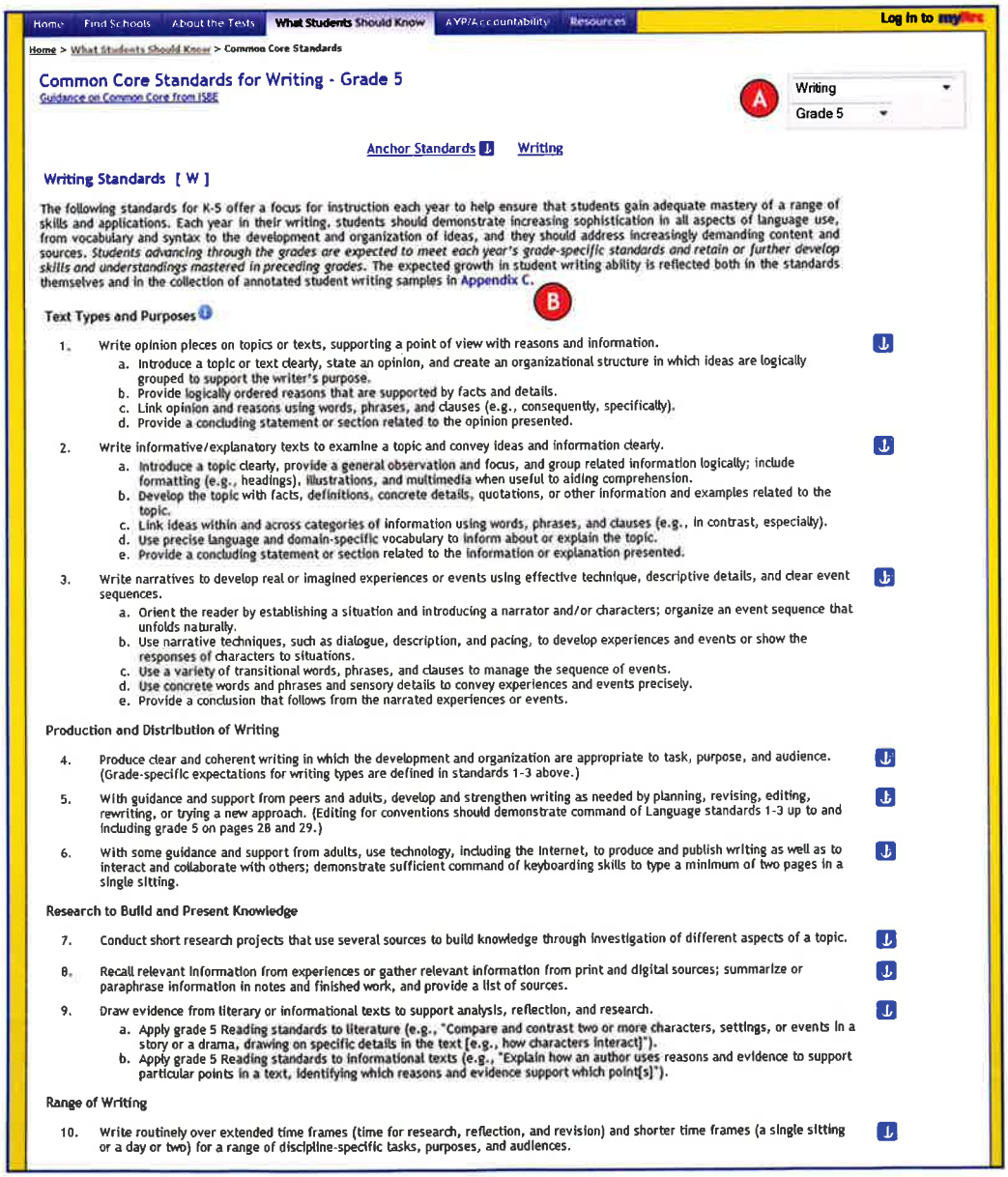
For more information, visit these resources at the Illinois State Board of Education website:

- Assessment
- Curriculum and Instruction
- Illinois Learning Standards - especially the Resources by subject area.

What Students Should Know > Common Core Standards

State standards and curriculum materials

The new Common Core standards adopted in 2010 are being implemented in Illinois schools. These standards are more rigorous than the Illinois Learning Standards in effect since 1997. New state tests linked to the new standards will begin in fall 2014. Information for parents and extensive materials for educators are available at http://www.isbe.net/common_core/default.htm.



A Select subject and grade

B Click on the appendix to see samples of student work with notes related to meeting standards

More information about this standard

Anchor standards - students are expected to make progress toward this general standard as they move through the grades

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