



Illinois State Board of Education

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Fact Sheet: New Growth Model Using Value Tables

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Students, families, educators and policymakers need assessment data that matters. These data points must include metrics showing school and district progress over time to help inform student learning, instruction, educational policy and, ultimately, better ensure students are prepared for college and careers. As the Illinois State Board of Education (ISBE) implements assessments that provide a close alignment with college and career readiness to monitor student progress, it is also implementing a metric to gauge school and district growth over time.

Currently, Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB) determines whether a school or district hits a given performance target. AYP only reflects how schools and districts perform at one point in time and does not reflect the change in student achievement.

A growth model instead tracks students' progress over two years. Education experts believe this is a more nuanced approach that will improve our understanding of school progress by showcasing growth rather than just achievement at one point in time.

In May 2010, ISBE created a Growth Model Working Group comprised of district superintendents, technical advisers and representatives from more than 10 education organizations and groups to research and recommend a growth model for Illinois.

This working group studied three models:

- Student Growth Percentile Rankings
- Value Added Models, and
- Value Table Models.

In January 2012, the working group recommended the Value Table Model, which the State Board of Education endorsed.

The Value Table Model uses individual student growth metrics to assign a value to the amount of growth that is the same for all students in the state.

The Value Table Model establishes performance categories and awards points to individual students based on their growth between performance categories on statewide achievement tests over two years. Student performance from year to year is analyzed and movement from a lower proficiency level to a higher level is considered growth. Each student is assigned a growth metric based on the relationship between last year's performance level and the current year's performance level. These individual student metrics are averaged over all the metrics for a school or for a district to obtain a growth score. Improving and faster-paced progress earns higher scores (for example, moving from the Meets Standards performance category to the Exceeds Standards performance

category). Worsening or slower-paced progress receives lower scores (for example, scoring in the Below Standards category for two consecutive years).

ISBE collaborated with statewide education experts, including teachers, principals and superintendents, to set growth scores so that more points are awarded to those students who maintain or increase achievement at the meets or exceeds levels. By doing so, the state acknowledges those schools where students consistently perform at the upper level of achievement and awards additional points to those who meet the challenge of maintaining excellence. This model also provides educators with another metric to use when setting learning and achievement goals.

Below is the generic Value Table for the state. This table has four performance levels:

- Academic Warning
- Below Standards
- Meets Standards
- Exceeds Standards.

Each performance level is divided into two subcategories to more precisely show growth. Rows 1A and 1B represent student performance in the Academic Warning category. Similarly, rows 2A and 2B represent student performance in the Below Standards category and so on. Rows and columns intersect on the table to show student growth scores in individual cells.

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceeds Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

The color coding on the chart interprets student growth. Grey cells indicate a student has maintained the same performance level in both the first and second years (e.g., 1B in year 1 and 1B in year 2 is a score of 85). Green cells indicate a student has achieved a higher level of proficiency between the first and second years (e.g., 3A in year 1 and 3B in year 2 is a score of 130). Red cells indicate a student has dropped proficiency levels (e.g., 2B in year 1 and 2A in year 2 is a score of 70).

ISBE will use the Value Table to determine a growth score for each district and school by calculating a growth metric for each individual student and averaging these individual growth metrics to obtain a school or district score. A district with 1,000 students will have 1,000 student growth metrics. These metrics are added together and then divided by 1,000 to get the average growth score. This average growth score would be the growth score for the district. For example, if the sum of all of the students' growth scores equaled 122,500, then the growth measure for the district of 1,000 students would be 122.5. A school's growth measure will be calculated in the same way based on the average of its students' composite growth metrics. Individual student growth metrics are only used to calculate a school or district growth score and so are not meaningful information for students.

The growth score simply indicates the average amount of growth for students in a district or school and adds more context to the AYP measure. It provides another way for schools and communities to measure the effectiveness of academic programs at the school and district level and can be incorporated into school goals and plans each year.

The Value Table Growth Model is part of a new comprehensive accountability system that will use multiple measures to evaluate the state's nearly 4,000 public schools. This accountability system is part of ISBE's comprehensive waiver application to replace the one-size-fits-all approach of NCLB. The Value Table Model score of each school and district will be reported on the 2013 Report Card to reflect student growth in grades 3 through 8, based on performance on the 2012 and 2013 Illinois Standards Achievement Test (ISAT). As Illinois has not yet received a waiver to NCLB, ISBE is sharing the growth score for informational or advisory purposes – with no federal or state sanctions attached. The Illinois Growth Model is not designed to be used with smaller numbers of students, such as a classroom.

The state has already implemented several key initiatives to strengthen our education system. Illinois adopted the more rigorous Common Core State Standards for college and career readiness in 2010. Teachers are implementing new lesson plans to meet these higher standards, which emphasize not just mastering or acquiring knowledge, but applying it. These higher standards bring higher expectations. ISBE raised performance levels on the ISAT in 2013 in order to better assess how well students are meeting these expectations aligned with college and career readiness benchmarks.

Illinois is moving toward replacement of the ISAT in Math and English language arts with a new assessment in the 2014-2015 school year. The new assessment will align to the Common Core State Standards and its results will better indicate how well students are mastering the appropriate skills and content benchmarks for college and careers. The Value Table Growth Model will work in conjunction with the new assessment just as it currently works with the ISAT.

Along with higher standards and a greater emphasis on student progress, ISBE's new, simplified and more consumer-friendly School Report Card will debut this fall. The updated Report Card will paint a more robust picture of schools with details on extracurricular activities, awards and recognitions, special programs, advanced courses and community partnerships. The Report Card will also include summary information from the 5Essentials, the first statewide educator and student survey about each school's learning conditions and climate.

Additional fact sheets provided by the ISBE Division of Public Information will be released throughout 2013.