

Measuring Up

JANUARY 20, 2010

- Schools had to have 77.5% meet or exceed in each category to meet AYP. Statewide, 54% of 11th graders met or exceeded in reading and 52.7% met or exceeded in math.
- In 2010, 50% of IWHS juniors met or exceeded in Reading.
- Only 2 students who did not meet in reading were at the ACT college readiness level.
- In 2010, 48% of IWHS juniors met or exceeded in Math.
- All but 5 students who met/exceeded in math had taken Algebra II. Only 9 students who had taken Algebra II did not meet.

How is Annual Yearly Progress Determined at the

High School Level?

Each spring, all 11th graders are required to take the Prairie State Achievement Exam. The PSAE is a two-day test that consists of: the ACT college entrance exam covering English, math, reading, and science; the ACT WorkKeys Applied Math and Reading for Information, and; a multiple choice science test developed by the Illinois State Board of Education and Illinois teachers.

The PSAE is intended to measure individual progress in meeting Illinois Learning Standards. Schools must have a specified percentage of their students

meet the cut-off score.

The ACT exam is designed to predict success in college. ACT benchmark scores indicate a 50% chance of achieving a B or higher or a 75% chance of a grade of C or higher in entry-level college classes. These benchmarks are based on the actual performance of college students who have taken ACT's assessments over

the past few decades.

An ACT score reflects how many questions a student answered correctly for each subject area. The questions are not, however, broken down by Illinois Learning Standard.

Because the ACT and WorkKeys assessments are very loosely tied to Illinois Learning Standards, the school does not receive feedback from the state on specific learning standards that are not being addressed by the curriculum.



How is Annual Yearly Progress Determined at the

Elementary/Junior High Level?

Students in grades 3-8 are assessed by the ISAT. This test is comprised of grade-level appropriate questions composed by the Illinois State Board of Education and Illinois teachers as well as questions from the Stanford Achievement Test version 10.

Students performance is based upon the number of questions

correctly answered for each grade level learning standard. Each question can be tied to a specific learning standard/skill.

Elementary schools receive a detailed report on their students' performance and each learning standard. Schools can easily identify weaknesses in their curriculum and make necessary

adjustments in order to improve student performance.

Students can score in the 30th percentile (with Lexile scores that reflect 7th grade readers) on their 8th grade ISAT and still meet Illinois Learning Standards.



K-8 Performance is Crucial to High School Success

ACT research (The Forgotten Middle, 2008) found that “the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.”

ACT research demonstrates that it is necessary to intervene with students who are not on target for college and

career readiness—not only during high school but before high school, in the upper elementary grades and in middle school. Even improving the rigor of high school courses may not be successful unless we first increase the number of entering high school students who are prepared to benefit from such rigorous courses.

Students who are significantly off target for college and

career readiness in 8th grade are far less likely to become ready for college-level work during high school.

Illini West is collecting student performance data to share with the elementary districts so that we can work together to see that students are equipped for success when they enter high school. If you would like to see this information on your child, please contact the high school office.

Students who meet the ACT College Readiness Benchmark for Reading are substantially more likely to meet the College Readiness Benchmarks for English, Math, and Science.

Helping Students Increase Reading Proficiency

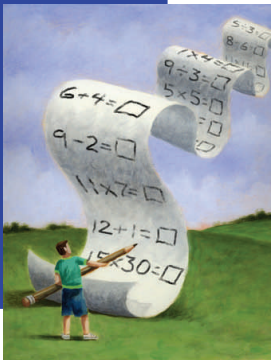
Reading proficiency forms the foundation of success in school and life. Students with weak reading skills have difficulty reading college textbooks and work-related manuals. The reading proficiency bar has been set very high for high school students.

In order to help more students meet the college readiness benchmark, IWHS plans

to implement a mandatory reading program. Students who are not at the college readiness level in 9th, 10th, and 11th grades will be required to complete a reading class in addition to English. Freshmen may proficiency out of the requirement by earning a score of 15 or higher on the Explore exam. Sophomores who receive a score of 17 or

higher on the Plan reading will be exempt from the course. As a Junior, students must obtain a score of 21 or higher on the practice ACT in order to proficiency out of reading second semester. In order to accommodate the additional course requirements, we will be increasing the total number of credits required to graduate from 22 to 25.

More Really Is Better!



When it comes to math, more really is better. The ACT math exam is a measure of readiness for entry level college math. Students must complete Algebra I, Geometry, and Algebra II in order to be

prepared for a college math class.

In the past, students could graduate from IWHS without taking Algebra II. In order to better prepare our students for success on the PSAE and college classes, we are implementing a math class that will expose students in the lower

level math class to Algebra II concepts but in a manner that is conducive to multiple learning styles.

Students who take the two year Algebra I math sequence will be required to take PSAE Math their Junior year in addition to Basic Geometry.