

Section 3: ACHIEVEMENT LEVELS OF ELL/LEP STUDENTS ON THE ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

IMAGE is the state assessment for students identified as LEP and who are not eligible for the Illinois Alternative Assessment and/or ELL students who have been in TBE programs//TPIs for more than five years. In 2007, IMAGE was administered to ELL/LEP students in grades 3-8 and 11 in the reading and mathematics. Information on some exceptions to taking IMAGE can be found in the IMAGE coordination manuals at <http://www.isbe.net/assessment/image.htm>.

IMAGE Performance Levels–Reading

Exceeds Standards (E): Readers at this level understand familiar words and consistently understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; consistently apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can consistently make inferences and identify main ideas, depending on the content and the language complexity; consistently connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; consistently understand the author’s point of view based upon their background and experience; and can create meaning from knowledge of text.

Meets Standards (M): Readers at this level understand familiar words and usually understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; usually apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can usually make inferences and identify main ideas, depending on the content and the language complexity; usually connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; usually understand the author’s point of view based upon their background and experience; and can create meaning from knowledge of text.

Below Standards (B): Readers at this level understand familiar words and occasionally understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; occasionally apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can occasionally make inferences and identify main ideas, depending on the content and the language complexity; occasionally connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; and occasionally understand the author’s point of view based upon their background and experience.

Academic Warning (W): Readers at this level understand familiar words and seldom understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; seldom apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can seldom make inferences and identify main ideas, depending on the content and the language complexity; seldom connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; and seldom understand the author’s point of view based upon their background and experience.

IMAGE Performance Levels–Mathematics

Exceeds Standards (E): 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 (M): Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards (B): Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Performance of ELL/LEP Students on IMAGE, by Grade Level

Table 16. ELL/LEP Student Performance on IMAGE–Reading, by Grade Level and Number and Percentage of Students: FY07

Grade Level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct.
	Number	Pct.	Number	Pct.					
3	1,347	8.4	4,640	28.8	6,843	3,301	16,131	10,144	62.9
4	1,165	8.1	3,296	22.9	6,738	3,181	14,380	9,919	69.0
5	437	4.3	1,827	17.9	4,301	3,616	10,181	7,917	77.8
6	441	9.7	935	20.5	1,895	1,294	4,565	3,189	69.9
7	602	15.8	1,026	27.0	1,602	577	3,807	2,179	57.2
8	704	20.8	935	27.6	1,089	664	3,392	1,753	51.7
11	263	11.6	577	25.5	846	578	2,264	1,424	62.9

Table 17 ELL/LEP Student Performance on IMAGE–Mathematics, by Grade Level and Number and Percentage of Students: FY07

Grade Level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct.
	Number	Pct.	Number	Pct.					
3	1,016	6.2	3,982	24.2	8,664	2,812	16,474	11,476	69.7
4	481	3.3	3,971	27.2	9,025	1,119	14,596	10,144	69.5
5	162	1.6	4,644	44.9	5,267	268	10,341	5,535	53.5
6	230	4.9	2,078	44.4	2,150	223	4,681	2,373	50.7
7	224	5.7	1,504	38.5	1,938	237	3,903	2,175	55.7
8	287	8.2	1,504	43.1	1,447	248	3,486	1,695	48.6
11	266	11.7	1,352	59.5	587	67	2,272	654	28.8

Performance of ELL/LEP Students on IMAGE, by Years in the Program

As shown in Charts 3-10, most ELL/LEP students performed at their peak during their third year in a bilingual education program, especially lower grade students (grades 3 and 4). There were some instances, however, in which ELL/LEP students at middle (grades 6-8) and higher grade levels (grade 11) performed at their peak in reading during their fifth year in a bilingual education program. The performance of these students in mathematics, however, is the opposite, as performance appears low in mathematics for ELL/LEP students in grades 7, 8, and 11 who are in their fifth program year. In terms of years in the program, the more years in the program benefits ELL/LEP students in grades 6-8 and 11 in reading, but not necessarily in mathematics.

Chart 3. Percentage of ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Grade Level and Subject: FY07

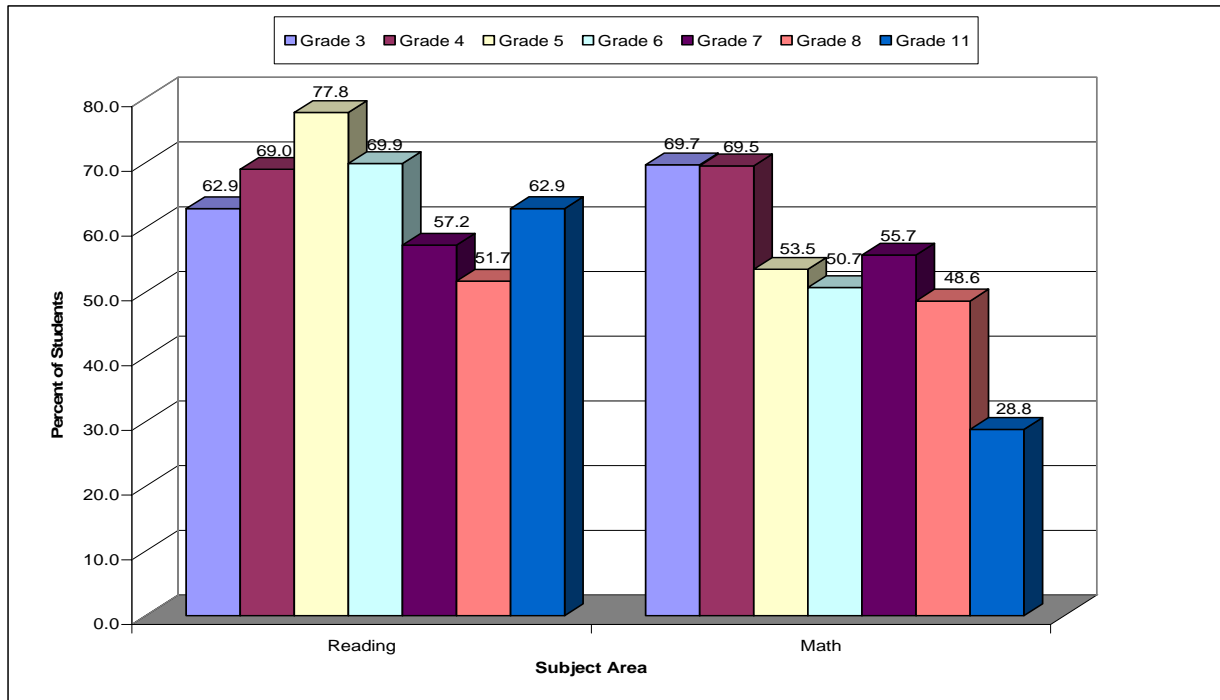


Chart 4. Percentage of Grade 3 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

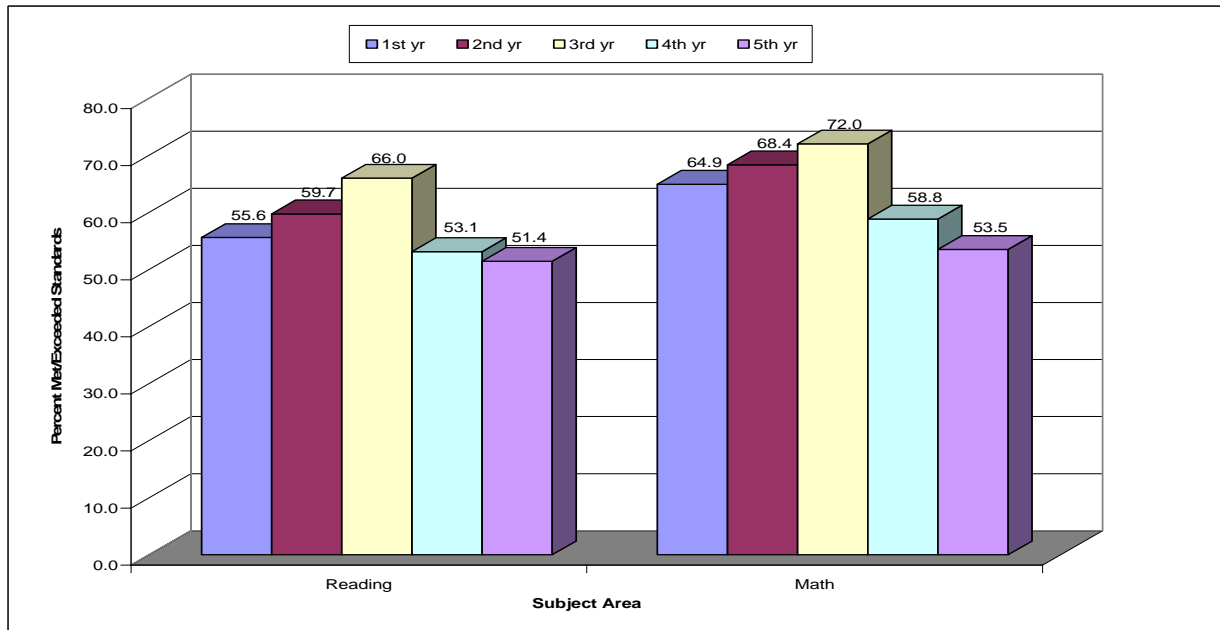


Chart 5 Percentage of Grade 4 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

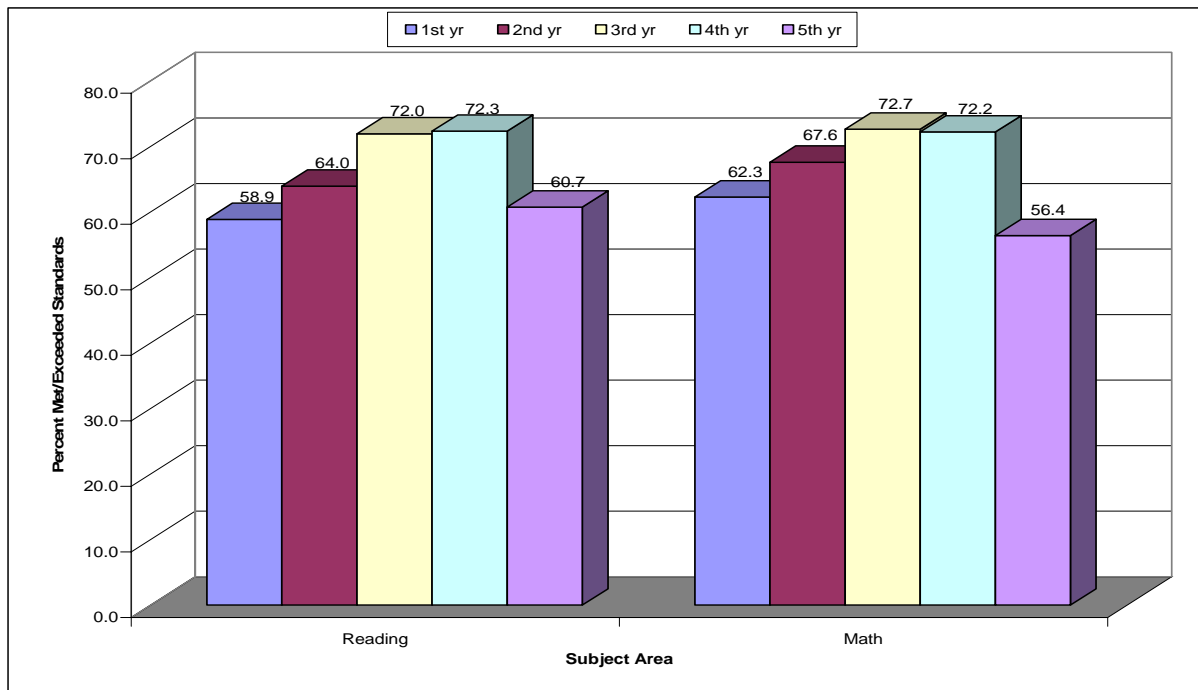


Chart 6 Percentage of Grade 5 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

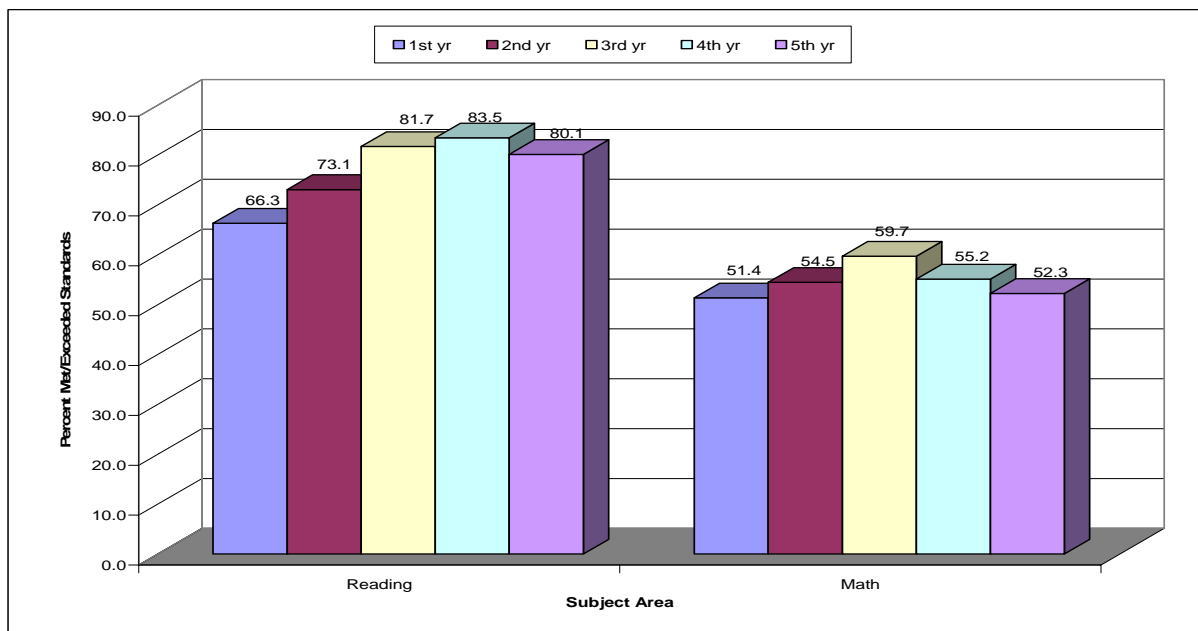


Chart 7 Percentage of Grade 6 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

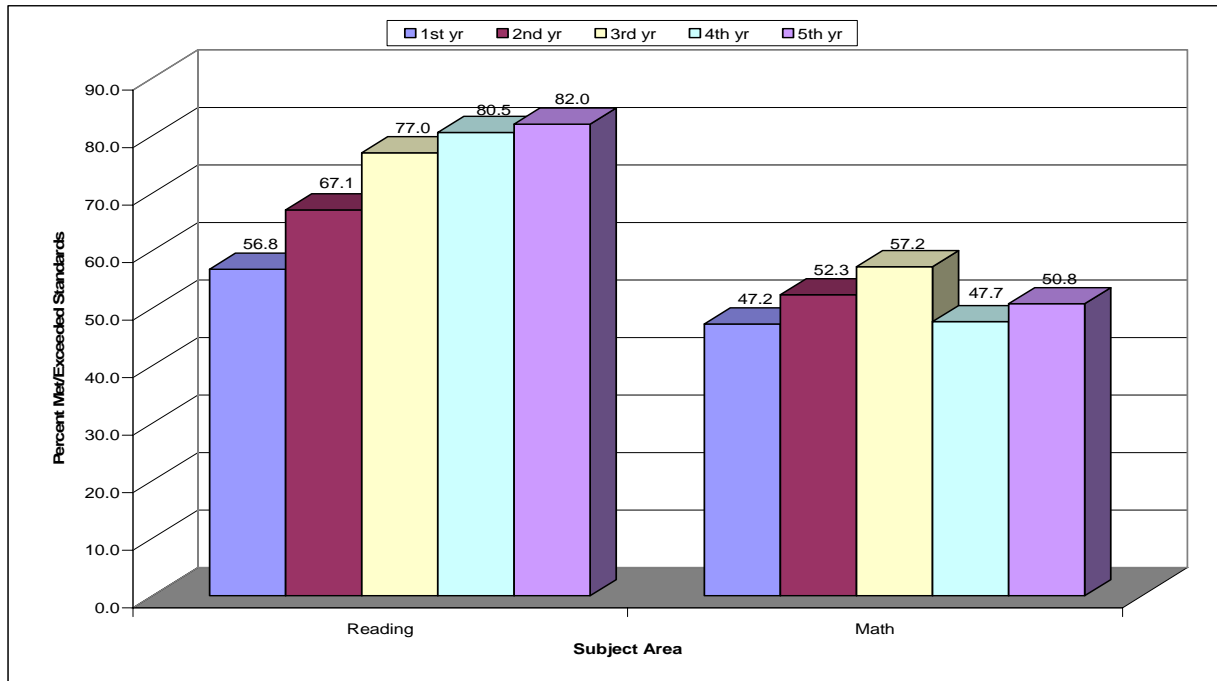


Chart 8 Percentage of Grade 7 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

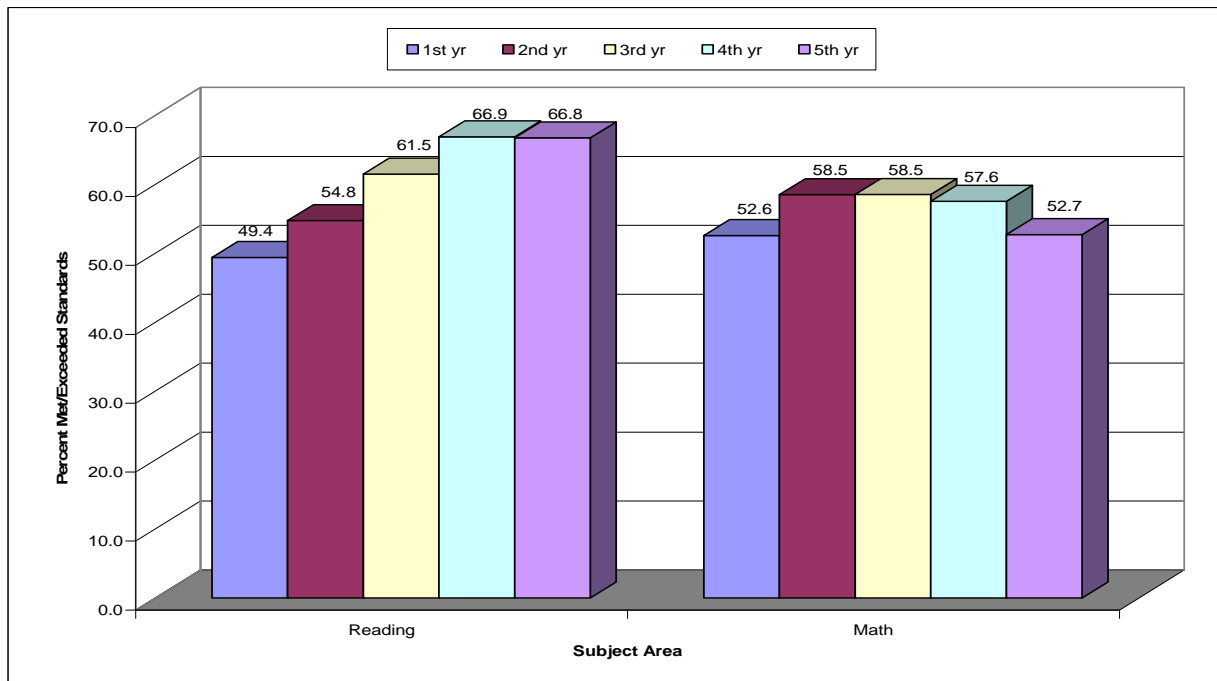


Chart 9 Percentage of Grade 8 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

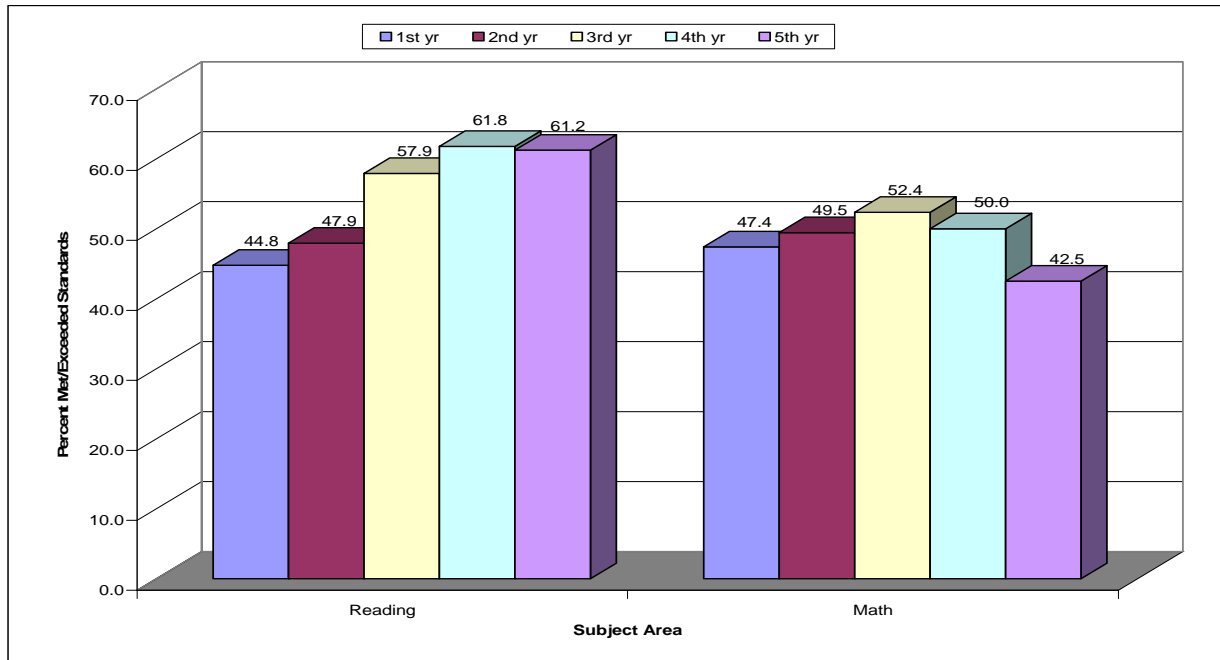
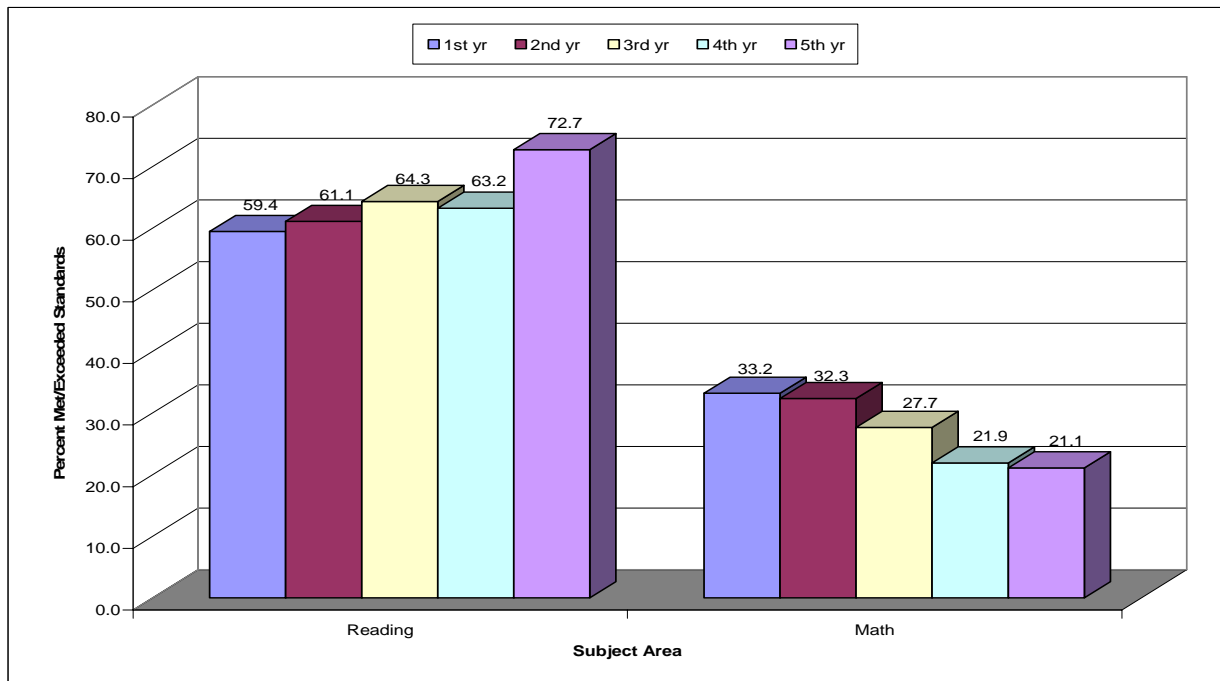


Chart 10 Percentage of Grade 11 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07



Comparison of CPS and Non-CPS ELL/LEP Student Performance on IMAGE

As shown in Charts 11 and 12, ELL/LEP students enrolled in school districts other than CPS performed significantly better than ELL/LEP students in CPS in both reading and mathematics on IMAGE. Specifically, 68.5 percent of non-CPS ELL/LEP students met/exceeded standards in reading, compared with 62.9 percent of CPS ELL/LEP students, and 62.7 percent of non-CPS ELL/LEP students met/exceeded standards in mathematics, compared with 57.0 percent of CPS ELL/LEP students.

Chart 11 Comparison of ELL/LEP Student Performance on IMAGE–Reading, by Percentage of Students and Location: FY07

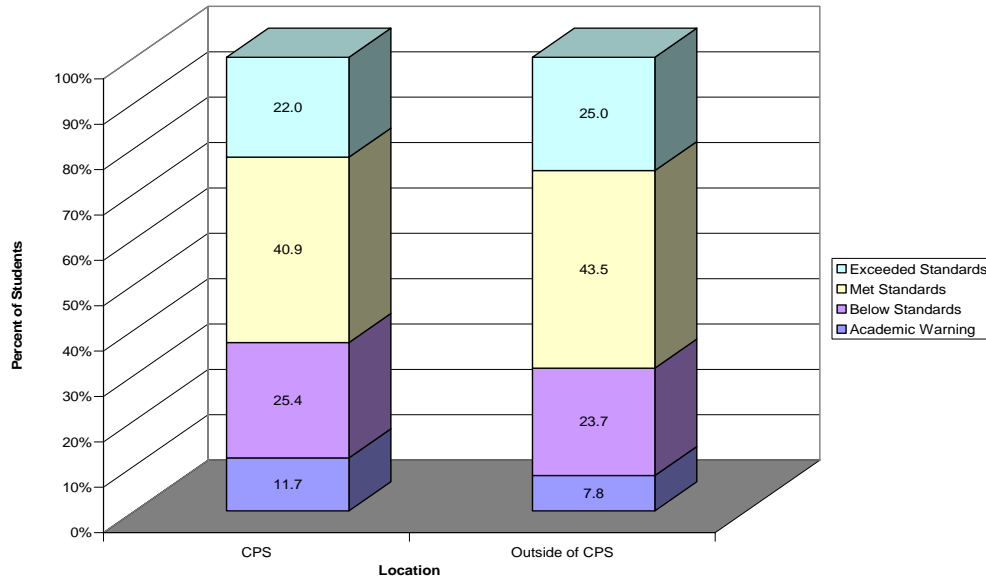


Chart 12 Comparison of ELL/LEP Student Performance on IMAGE–Mathematics, by Percentage of Students and Location: FY07

