



SEPTEMBER 23, 2016
AMENDMENT TO:

A READER'S GUIDE for the
ISBE Every Student Succeeds Act (ESSA)

State Plan Draft #1

THIS IS SUPPLEMENTAL MATERIAL.

**Amended to reflect a change to the ISBE ESSA State
Plan Draft #1 first posted August 25, 2016.**

Changes are to Section 3.1

(NEW: ISBE's College and Career-Ready Framework)

- Pages 3-4 of this document,
- Pages 15-17 of the 'Readers Guide' and
- Pages 13-21 ISBE ESSA State Plan Draft #1

Section 3: Accountability, Support, and Improvement for Schools



WHAT DOES ESSA SAY?

Indicators and N-Size

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. The required accountability indicators are:

For elementary, middle and high schools:

- Achievement in ELA and math as measured by proficiency on statewide assessments*
- English language proficiency rates*
- At least 1 additional indicator (see next page for more) of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism)

For elementary and middle schools:

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance*

For high schools:

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)*

** These indicators must carry “substantial” **weight** in the final accountability system. In the aggregate, these indicators must carry “much greater” weight than the indicator(s) of school quality or student success.*

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Additional indicator(s):

For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism).

Each additional indicator the State selects must meet the following criteria:

- Is valid, reliable, and comparable across all LEAs in the State;
- Is calculated the same for all schools across the State, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- Can be disaggregated for each subgroup of students;
- Includes a different measure than the State uses for any other indicator;
- Is supported by research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and
- Aids in the meaningful differentiation among schools under proposed §200.18 by demonstrating varied results across all schools.

NOTE: States may include **more than one** additional indicator of school quality or success so long as each indicator is measured for all students and subgroups.

N-Size:

States must also set the minimum number of students from a subgroup needed for reporting and accountability purposes (N-size). The N-size must be the same for all subgroups and for all indicators.



WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]

3.1 Accountability System - **AMENDED TO REFLECT SEPTEMBER 16 CHANGES**

Accountability Indicators:

As of August 25, 2016, ISBE has hosted three accountability work sessions, with a diverse group of stakeholders, to gather feedback and insight into the development of an accountability system that is both equitable and educative for schools, districts, and stakeholders. The meetings resulted in a collection of student success and school quality indicators requiring further investigation. **In addition to these student success and school quality indicators, on September 16, 2016, ISBE adopted a College and Career Readiness (CCR) framework. This framework could become its own CCR indicator and/or portions of the framework could be absorbed into the broader multiple indicator system of accountability.** Note that ISBE also wants to consider indicators that should be reported vs. what is included in the accountability system and wants to consider items that are within the schools' nexus of control.



Suggested indicators fell into the following categories:

- Academic indicators
- School Climate indicators
- Engagement indicators
- Post-Secondary Readiness indicators
- Access to Advanced Coursework indicators
- Non-academic indicators

After further consideration, members of the Accountability Workgroup repeatedly identified the following school quality indicators:

- 8th/9th grade on track (K-12 indicator)
- Chronic absenteeism and/or attendance (k-12 indicator)
- HS curricular measure AP/IB/dual/CTE (9-12 indicator)
- PreK-2 indicator (2 groups) (may not be ready 2017-18)

The CCR framework established student readiness based on the following academic and standardized testing benchmarks:

- **GPA 2.8 out of 4.0**
- **Readiness college entrance score on the SAT**

AND two or more of the following academic benchmarks or industry credential:

- **Industry Credential**
- **Dual Credit Career Pathway Course**
- **Advanced Placement Exam (3+)**
- **Advanced Placement Course (A, B or C)**
- **Dual Credit College English and/or Math (A, B or C)**
- **College Developmental/Remedial English and/or Math (A, B or C)**
- **Algebra II (A, B or C)**
- **International Baccalaureate Exam (4+)**

AND two or more from the following behavioral and experiential benchmarks:

- **90% Attendance**
- **25 hours of Community Service (or military service)**
- **Workplace Learning Experience**
- **Two or more organized Co-Curricular Activities (including language and fine arts)**

Accountability weights:

Illinois is considering using four indicators for the elementary/middle level and five indicators at the high school level. The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator. Participants in the Accountability Workgroup expressed concern about schools that may not have one or more of the indicators; for example, an EL subgroup subject to the EL proficiency indicator. The group concluded that more research is needed on the English language proficiency indicators.



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support, and Improvement for Schools



Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 17-18):

- A. ISBE requests ideas from individuals or groups regarding both additional school quality indicators and other ideas as they relate to additional school quality indicators.*
- B. ISBE requests feedback on the structure and substance of the CCR framework and indicators.*
- C. ISBE requests feedback on the two examples of weighting provided in the State Plan.*

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

AMENDED TO REFLECT SEPTEMBER 16 CHANGES: Questions about the College and Career Readiness (CCR) framework

- **What should the adoption by ISBE of a CCR framework mean for the broader accountability system?**
 - **What should the relationship of the CCR framework to the accountability indicators currently listed in the ISBE State Plan Draft #1 be?**
 - **Should a certain subset of indicators be included as one indicator of CCR for Illinois students and, if so, which indicators should this be?**
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- What weight should each indicator hold in the accountability system? Which indicators are most important to ensure that schools and districts are held accountable for student performance, and which are most important to gain a better picture of school quality and student success? Are these weighted appropriately in the Draft Plan?
 - What are some good examples or models of educational accountability systems with these kinds of weighted indicators?
 - How is Illinois (ISBE) ensuring ongoing attention to the fidelity and usefulness of the indicators chosen? How will these measures inform continuous improvement efforts?
 - Keeping in mind how subgroup performance data may support effective interventions and supports for struggling schools, what “N-size” will enable accurate and responsive data on the academic performance of student subgroups?
 - Should Illinois consider an N size of 20 to better align with ILSC Article 14C on Bilingual Education?
 - How are schools and districts expected to measure and report on English language proficiency?
 - What other “additional indicator(s)” have been included? Are there other indicators that should be included? How reliably do these indicators measure school quality?
 - What weights have been given to each additional indicator? How might these support effective interventions in struggling schools? In what ways do these additional indicators contribute to a more accurate picture of school performance?
 - What kinds of indicators might be well suited for public reporting, but are not as well suited for inclusion in the accountability system?



ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools

Illinois State Board of Education

[ISBE letter to US ED re: State Plans and Accountability](#) | August 1, 2016

The Alliance for Excellent Education

[Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability](#) | June 8, 2016

[Side-by-side chart comparing accountability provisions in NCLB, NCLB waivers, and ESSA](#) | January, 2016

[ESSA One-Page Fact Sheet: Accountability](#) | January, 2016

[ESSA One-Page Fact Sheet: Personalized Learning](#) | April 21, 2016

[Data Dashboards: Accounting for What Matters](#) | January 29, 2015

[VIDEO: Federal Flash: A Deep Dive on Accountability Provisions Within ESSA](#) | December 10, 2015

Education Week Webinar

[ESSA and K-12 Policy: State and District Perspectives](#) | June 15, 2016

Council of Chief State School Officers (CCSSO)

[Critical Area Outline on Accountability](#) | March 29, 2016

[Summary of Accountability Considerations in ESSA](#) | December 14, 2015

[Memo on State Report Card Requirements](#) | January 26, 2016

Leadership Conference on Civil and Human Rights

[Accountability Provisions in the ESSA](#) | April 20, 2016

Learning Policy Institute

[Pathways to New Accountability Through ESSA](#) | April 20, 2016

[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016

The American Federation of Teachers (AFT)

[Accountability Fact Sheet](#) | 2016

[AFT Position on ESSA](#) | 2016

The National Education Association (NEA)

[Opportunity Dashboard Indicator](#) | 2016

Education Trust

[Students Can't Wait; Indicators: What to Include in School Ratings](#) | July, 2016

[Students Can't Wait; New School Accountability Systems in the States: Both Opportunities and Peril](#) | July, 2016

[What's in ESSA? – Accountability](#) | January 13, 2016

Center for American Progress

[ESSA Resources Page](#) | 2016

[Report: Implementing the Every Student Succeeds Act](#) | January, 2016

US ED

[Transitioning to ESSA - Frequently Asked Questions](#) | February 26, 2016

Education Reform Now

[ESSA Implementation: Interactive Graphic, by State](#) | 2016