



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SEP 10 2019

The Honorable Carmen I. Ayala, Ph.D.  
State Superintendent of Education  
Illinois State Board of Education  
100 N. 1st Street  
Springfield, IL 62777

Dear Superintendent Ayala:

I am writing in response to Illinois' request to the U.S. Department of Education (Department) on May 29, 2019 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Illinois' amended State plan. A summary of Illinois' amendment is enclosed. This letter, as well as Illinois' revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Illinois' ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Illinois' consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Illinois' responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Illinois State Board of Education has put into its consolidated State plan under the ESEA. If you need any assistance regarding the

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<http://www.ed.gov/>

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

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implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov)

Sincerely,

A handwritten signature in black ink, appearing to read "Frank T. Brogan". The signature is fluid and cursive, with a large initial "F" and "B".

Frank T. Brogan  
Assistant Secretary for  
Elementary and Secondary Education

Enclosure

cc: A. Rae Clementz, Director of Assessment and Accountability

### **Amendment to the Illinois Consolidated State Plan**

The following is a summary of Illinois' amendment request. Please refer to the U.S. Department of Education's website <https://www2.ed.gov/admins/lead/account/stateplan17/map/il.html> for Illinois' complete consolidated State plan.

#### *Weighting of Indicators:*

Illinois amended the weighting of indicators in the statewide accountability system.

- For elementary and middle schools, Illinois State Board of Education (ISBE) added a science proficiency measure (5% weight) and reduced the weight of the academic achievement indicator from 20% to 15% (specifically, ISBE reduced the reading/language arts and mathematics measures within the indicator from 10% to 7.5% each). For the purposes of Federal accountability, the science proficiency measure is considered an other academic indicator for elementary and middle schools that are not high schools.
- For high schools, ISBE added a science proficiency measure (5% weight) and reduced the weight of the academic achievement indicator from 20% to 15% (specifically, ISBE reduced the weight of the reading/language arts and mathematics measures within the indicator from 10% to 7.5% each). For the purposes of Federal accountability, the science proficiency measure is considered a school quality or student success (SQSS) indicator for high schools. Additionally, the State made changes to the other SQSS indicators by eliminating the college and career readiness indicator (previously included at 6.25%) and increasing the weight of the three remaining SQSS indicators: chronic absenteeism (from 7.5% to 10%), climate surveys (from 5% to 6.67%) and 9th grade on-track (from 6.25% to 8.33%).