



**2019-20 Back to School Webinar for District & ROE
Administrators Aug. 13, 2019
Frequently Asked Questions**

Q: What is the result of the feedback gathered regarding the ESSA Amendment? Will there be a change in designation? Percentages?

A: An updated fact sheet with all of the indicator weights and definitions will be part of the pre-Report Card communications campaign beginning in September. The amendment will address:

- Overall weighting of academic vs. student success indicators
- Weighting of individual indicators
- School quality/student success indicators
- Assessment policy for newly arrived English Learners
- Designations (number of designations, names of designations, criteria for Exemplary designation)

We will continue to keep you updated as we move forward with the amendment process.

Q: When will we have more information in regards to E-Learning? Who will approve the E-Learning district proposal?

A: Proposals will need to be adopted by the district's school board and verified by the district's ROE/ISC. We are currently working on E-Learning Guidance for districts and ROEs. We will send that out via email and post it on the website as soon as it is available.

Q: Is there anything new for CBE schools as we move forward? Will there be any funding? Will there be any new parameters? Will things stay the same?

A: The learning communities engaged in the competency pilot are encouraged to continue to plan and implement competency-based education systems that meet the needs of their students. There are currently no dedicated appropriations for the competency pilot. ISBE staff will continue to facilitate and support a shared culture of innovation to promote equity for all students.

Q: Will ISBE provide guidance for teachers and other educators on how to teach LGBTQ curriculum?

A: The Inclusive Schools Task Force will be helping to inform the way we produce content, best-practices, and provide guidance. The State Board of Education is working with partners to create a model Transgender Student guidance policy for public school district use. Curricular resources are currently being identified for non-mandated, supplemental use across grade-levels and for specific communities.

Q: Can you provide more information on the FY 2020 EBF Spending Plans?

A:

- The Evidence-Based Funding law requires districts to report to ISBE, by Sept. 30, a spending plan identifying the intended utilization of resources received from EBF and the intended utilization of all resources for low-income students, English learners, and special education. The plan shall also describe how districts expect to achieve student growth and achieve State education goals.

- Put simply: If EBF gives new funds and new opportunities to spend money for children’s benefit, then the EBF annual spending plan allows districts to show how they intend to spend money (both from EBF and from other sources) for their kids and specifically for low-income students, English learners, and special education.
- An IWAS portal will open around Sept. 3 for districts to submit their annual spending plan between then and Sept. 30.
- In order to support work in districts to connect where and why you choose to direct dollars to student outcomes, ISBE has released an optional EBF Spending Plan tab in your FY20 budget. The questions in the new template are designed to prompt thinking related to the upcoming EBF Spending Plan that will be submitted through IWAS. This spending plan tab is not required for submission of your FY20 budget, nor does use of the template count as an official “EBF Spending Plan submission. It is simply a planning tool for districts to use in anticipation of the official submission through IWAS in September.
- This is a refinement year, in which ISBE will be actively learning from districts this year in order to build a better, even more student-centered, and less onerous system for the future. This learning process begins with a feedback survey attached to the budget template as well as the IWAS application, so please share your thoughts.
- ISBE looks forward to enabling districts to better show connections between the money budgeted, the children it is intended to benefit, and the intended impact of the investment.
- For questions regarding the EBF spending plan, contact EBFspendingplan@isbe.net.

Q: After data is certified, will we see our Summative Designations prior to release to the public?

A: Superintendents that certify their data by Sept. 9 will receive early access to their Summative Designations and Report Card educator preview of the IIRC on Oct. 1. Districts that do not certify their data by Sept. 9, will not receive preview access until Oct. 15.

Q: Will districts have an opportunity to review their growth data prior to the release of their summative designation data?

A: Yes, growth data will be loaded into SIS no later than the week of August 23.

Q: When can we expect to be able to access Evidence Statement Analysis reports from the Spring IAR testing?

A: We’re anticipating the reports will be available the week of August 23.

Q: We noticed a large drop in fourth and sixth grade IAR math scores, along with other local districts as well. Has this been reviewed?

A: We have carefully reviewed all IAR data for patterns or trends that might be anomalous. Shifts in performance are to be expected from year to year, and may be larger this year than seen previously because the IAR is a shorter test. Shorter tests by their nature have a bit less measurement precision. We will also be presenting information in the future about a known trend associated with schools who are transitioning grades from paper to online.

Q: Regarding Assessments, when will the Illinois Assessment of Readiness (IAR) window be set?

A: ISBE is currently working to secure the contract for the administration of the 2019-20 IAR. Once the

contract is final, the testing window will be set. We will continue to keep you updated.

Q: Our state benchmarks are higher than the College Board benchmarks to better compare to previous PARCC scores. This year we witnessed a great difference between College Board benchmark and State benchmarks, making our district look not nearly as well. Any thoughts of reviewing this?

A: ISBE is engaging in an assessment evaluation to determine how to proceed with State benchmarks. It is important to note that the ISBE benchmarks are aligned to mastery of the Illinois Learning Standards, while the College Board benchmarks correspond to a 75% chance of a student achieving a C or better in certain first semester credit bearing college courses.