



## **Executive Summary: Amendment to the Illinois Every Student Succeeds Act Plan**

Illinois is amending its State Plan to operationalize its accountability exit criteria and to update its more rigorous state-determined actions. It is accepting public comment on the proposed changes December 16 through January 15, 2023. Please submit comments to [essa@isbe.net](mailto:essa@isbe.net).

Illinois' approved State Plan contained three exit criteria. Two of these exit criteria are being removed because they cannot be meaningfully implemented. The remaining criteria is being further defined to include measurable improvement from identification to exiting status on indicators with weight equal to or greater than 50 percent in the system.

### **Exit Criteria**

- That a school no longer meets the eligibility criteria for Comprehensive Support and Improvement, including demonstrated measurable improvement in indicators with a majority of weight in the system (i.e., the sum of the weights of the indicators showing measurable improvement must be greater than or equal to 50 percent).

Additionally, Illinois is adding a fifth designation, **Intensive Support**, to reflect the needs of and supports provided to schools that have completed a full cycle of Comprehensive Support, but whose performance remains in the lowest 5 percent in the state. These schools will be subject to the amended more rigorous state-determined actions identified below. Intensive supports were developed and will be further elaborated in collaboration with stakeholders, and remain consistent with the values that guided the development of the original Illinois plan -- that accountability must be educative, equitable, and non-punitive; that identification is for the purpose of support for schools and creating opportunities for children; and that the expertise in local contexts should be recognized and valued.

The theory of action for Targeted and Comprehensive Support is that if schools and districts are given data that illustrates where school improvement is needed, those situated closest to the work are best equipped to determine and implement the necessary changes. Targeted Support serves as an opportunity for districts to intervene in areas of need early, with limited intervention and monitoring by the state. Comprehensive Support escalates state support to schools through their districts and through regular state monitoring. This theory of action is now taken to its next logical conclusion, increasing the intensity of supports, reporting, and building local capacity to engage in intensive continuous school improvement.

### **Intensive Support Including More Rigorous State-Determined Actions**

- Districts will complete a more rigorous needs assessment that will be fully articulated in 2023 by the Illinois State Board of Education, in consultation with the Illinois Balanced Accountability Measure Committee.
- Districts will follow a standard protocol of progress monitoring and regular reporting to their boards of education, to the public, and to ISBE about progress on leading performance indicators. Monitoring and reporting protocols will be fully articulated in 2024 by the Illinois State Board of Education, in consultation with the Illinois Balanced Accountability Measure Committee. Reporting will occur three times per year:
  - Beginning of the school year (on or before September 30)
  - Middle of the school year (on or before January 30)
  - End of the school year (on or before May 30)

This timeline will also enable ISBE to present publicly to its Board annually prior to the release of annual summative designations in October.

- Board members of districts with schools that do not exit status will complete training provided by the Illinois Association of School Boards and ISBE on effectively supporting school improvement.