



# Illinois State Board of Education

## Accountability in 2021 Addendum, Timeline and Next Steps

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Equity • Quality • Collaboration • Community

# Purpose

1. How and why we are thinking about accountability for 2021
2. Review addendum and permissible adjustments
3. Outline proposed adjustments and rationale
4. Review process
5. Present a timeline for next steps

# How & Why – Accountability 2021

- Assessments and accountability requirements were waived in 2020
- The 2019 designations were reissued as the 2020 designations
- Assessment and accountability requirements **HAVE NOT** been waived for 2021
  - The US Department of ED has approved an addendum process: a streamlined process for states to request temporary, non-binding changes to their approved ESSA **accountability** systems
- Illinois has a strong commitment to stakeholder engagement. The addendum is the first step to ensure IL has access to all permissible flexibilities for the current year while engaging stakeholders around accountability after 2021.
- **Bottom line:** Secure all flexibilities possible and use as needed. Provide maximum context around 2021 designations and mitigate consequences.

# Permissible Adjustments

- Must include ELA & Math proficiency and graduation rate
  - May make modest changes to calculation rules
- For “other academic” and School Quality Student Success indicators
  - May use a different method to calculate
  - May substitute a new indicator consistent with requirements
  - May drop indicators that cannot be calculated and adjust the weight of remaining indicators

# Permissible Adjustments

- One-year changes to indicators (i.e. changes apply only to 2021 designations)
- Two permanent changes:
  1. Shifting forward timelines by one year for identifying schools and
  2. Shifting forward timelines by one year for meeting measurements of interim progress and long-term goals”
- “All other amendment requests must be made using the regular State plan amendment process.”

# Proposed Changes - Identification

Indicators	Proposed Change
Reporting Designations	<p><b>2021 Change:</b></p> <ol style="list-style-type: none"><li>Contextualize the 2021 designations by adding "<b>Trending Towards</b>" before the designation name and a trend signifier behind: "<b>Growing</b>" if improvement, "<b>Stable</b>" if no change, and "<b>Possible Risk</b>" if decline.<ul style="list-style-type: none"><li><b>Why?</b> To clearly articulate that these designations are calculated differently than prior designations, and that the school might receive a different designation under the traditional system.</li></ul></li></ol>
Identification for Support	<p><b>Permanent Change:</b></p> <ol style="list-style-type: none"><li>Shift timeline for identification of the next cohorts of Comprehensive and Targeted schools forward to 2022, then annually after.</li><li>Submit a waiver request to shift the timeline for identification of Chronically Underperforming schools forward to 2022, then annually after.<ul style="list-style-type: none"><li>Chronically underperforming schools are those with a student group that is consistently in the lowest 10% in the state or assessment participation rates below 95% for <u>three consecutive years</u>.</li></ul></li></ol>

# Proposed Changes - Designations

Indicators	Proposed Change
<b>ELA &amp; Math Proficiency – All grades</b>	<p><b>Permanent Change:</b></p> <ol style="list-style-type: none"><li>1. Extend timeline for long term goals to 2033</li><li>2. Slide interim targets forward so 2020 target becomes 2021 target<ul style="list-style-type: none"><li>• <b>Why?</b> To mitigate the potential impact of lost instructional time in spring 2020.</li></ul></li></ol> <p><b>2021 Change:</b></p> <ol style="list-style-type: none"><li>1. Calculate 2021 proficiency both alone and as a <u>composite average</u> of 2018, 2019, and 2021 and use the <u>higher of</u> the composite average or 2021 results<ul style="list-style-type: none"><li>• <b>Why?</b> To mitigate the potential impact of lower participation rates in 2021 and/or the impact of lost instructional time while giving credit to those schools that do show improvements in 2021.</li></ul></li></ol>

# Proposed Changes - Designations

Indicators	Proposed Change
<b>ELA &amp; Math Growth – Grades 4-8</b>	<p><b>2021 Change</b></p> <p><b>Plan A</b> (<i>if method deemed valid and reliable by our Technical Advisory Committee upon review of 2021 data</i>):</p> <ol style="list-style-type: none"><li>1. Calculate 2021 individual Student Growth Percentiles using 2019 (and 2018 if available) as the priors for students in grades 5-8.</li><li>2. Calculate 2021 school-level Mean Student Growth Percentiles both alone and as a <u>composite average</u> of 2018, 2019, and 2021 and use the <u>higher of the composite average or the 2021 MSGP</u><ul style="list-style-type: none"><li>• <b>Why?</b> To mitigate the missing 2020 data while giving credit to schools that show improvement in 2021.</li></ul></li></ol> <p><b>Plan B</b> (<i>if Plan A deemed not feasible for validating methodology assumptions</i>):</p> <ol style="list-style-type: none"><li>1. Use a school's 2019 Mean Student Growth Percentile in calculating the 2021 designations<ul style="list-style-type: none"><li>• <b>Why?</b> Using prior performance will produce more consistent results than dropping growth if the skip-year method is not valid.</li></ul></li></ol>





# Proposed Changes - Designations

Indicators	Proposed Change
<b>English Learner (EL) Progress to Proficiency – All grades</b>	<p><b>2021 Change:</b></p> <ol style="list-style-type: none"><li>1. Give all students 1 additional year to their timeline.</li><li>2. Change scoring rules to replace missing data with the most recent prior score. In cases where there are no prior scores, follow current rules and replace with a score of 100.<ul style="list-style-type: none"><li>• <b>Why?</b><ul style="list-style-type: none"><li>• To mitigate the impact of reduced instructional time and/or effectiveness in 2020 and 2021</li><li>• Districts are already having challenges properly screening all EL students, and are expecting to have lower rates of participation as parents refuse to allow their students to come to campus to test</li><li>• Remote instruction is anticipated to impact the learning of English Learners disproportionately</li></ul></li></ul></li></ol>



# Proposed Changes - Designations

Indicators	Proposed Change
4-, 5- and 6-year Graduation Rate	<p><b>Plan A:</b> No changes, if supported by the 2021 performance distribution</p> <p><b>Plan B:</b> <i>(if there is a significant shift* in the distribution of performance)</i></p> <ol style="list-style-type: none"><li>1. Adjust scoring range based on the 2021 results to maintain score distribution. Currently 100% = 100 points and 67% = 0 points.</li><li>2. Done only if the midpoint of the distribution decreases by a significant margin</li></ol> <p><i>*as defined by Technical Advisory Committee before the end of SY2021.</i></p> <ul style="list-style-type: none"><li>• <b>Why?</b> It is unknown if COVID-19 and its associated impacts to education practice and policy will have an impact on 2021 rates of graduation, but no negative impacts were recorded for 2020.</li></ul>

# Proposed Changes - Designations

Indicators	Proposed Change
Science Proficiency – All grades	<p><b>2021 Change:</b></p> <ol style="list-style-type: none"><li>1. Substitute participation rate for proficiency rate<ul style="list-style-type: none"><li>• <b>Why?</b><ul style="list-style-type: none"><li>• There was a new science test in 2020 that was cancelled by COVID-19. It will be given in 2021.</li><li>• ISBE must do a standard setting before 2021 results can be released. A fully representative sample is necessary for a valid standard setting.</li><li>• <b><i>Substituting participation rate incentivizes schools to test as many students as possible without creating pressure for specific achievement results.</i></b></li></ul></li></ul></li></ol>

# Proposed Changes - Designations

Indicators	Proposed Change
Chronic Absenteeism	<p><b>2021 Change</b> (if there is a significant shift* in the distribution of performance):</p> <ol style="list-style-type: none"><li>1. Adjust the scoring range to maintain score distribution. Currently 0% = 100 points and 50% = 0 points.</li><li>2. Set the scoring range separately for the K-8 band and the high school band. *as defined by Technical Advisory Committee before end of SY2021<ul style="list-style-type: none"><li>• <b>Why?</b> An increase in chronic absenteeism is anticipated. Changed needed to mitigate effects, which differ by the grade spans.</li></ul></li></ol>
Climate Survey - Student Participation	<p><b>No Proposed Changes</b></p> <ul style="list-style-type: none"><li>• <b>Why?</b><ul style="list-style-type: none"><li>• Climate surveys are administered remotely and the administration window has shifted to winter 2021</li><li>• There is no reason why <b>student participation rates</b> should be lower than prior years</li><li>• There are new COVID-19 related questions on the 5Essentials survey that will provide useful data to schools.</li></ul></li></ul>



# Proposed Changes - Designations

Indicators	Proposed Change
Freshman OnTrack	<p><b>Plan A:</b> No changes, if supported by the 2021 performance distribution</p> <p><b>Plan B:</b> <i>(if there is a significant shift* in the distribution of performance)</i></p> <ol style="list-style-type: none"><li>1. Adjust scoring range <b><i>if needed</i></b> based on the 2021 results to maintain score distribution. Currently 100% = 100 points and 67% = 0 points.</li><li>2. Done only if the midpoint of the distribution decreases by a significant margin (<i>*as defined by Technical Advisory Committee before end of SY2021</i>).<ul style="list-style-type: none"><li>• <b>Why?</b> It is unknown if COVID-19 and its associated impacts to education practice and policy will have an impact on 2021 rates of Freshman on Track.</li></ul></li></ol>

# Addendum Process

A state must submit the following:

1. “A COVID-19 **State Plan Addendum**, using this template...that reflects all proposed changes due to COVID-19;
  2. The **signature of the chief State school officer** or authorized representative; and
  3. A description of how the State provided the public **a reasonable opportunity to comment on the plan.**”
- If taking the two permanent changes, it must also submit an updated State plan that incorporates those changes.
  - The addendum **must be submitted by February 1, 2021**

# Timeline for Next Steps

## November 2020

SU	MO	TU	WE	TH	FR	SA
22	23	24	25	26	27	28
29	30					

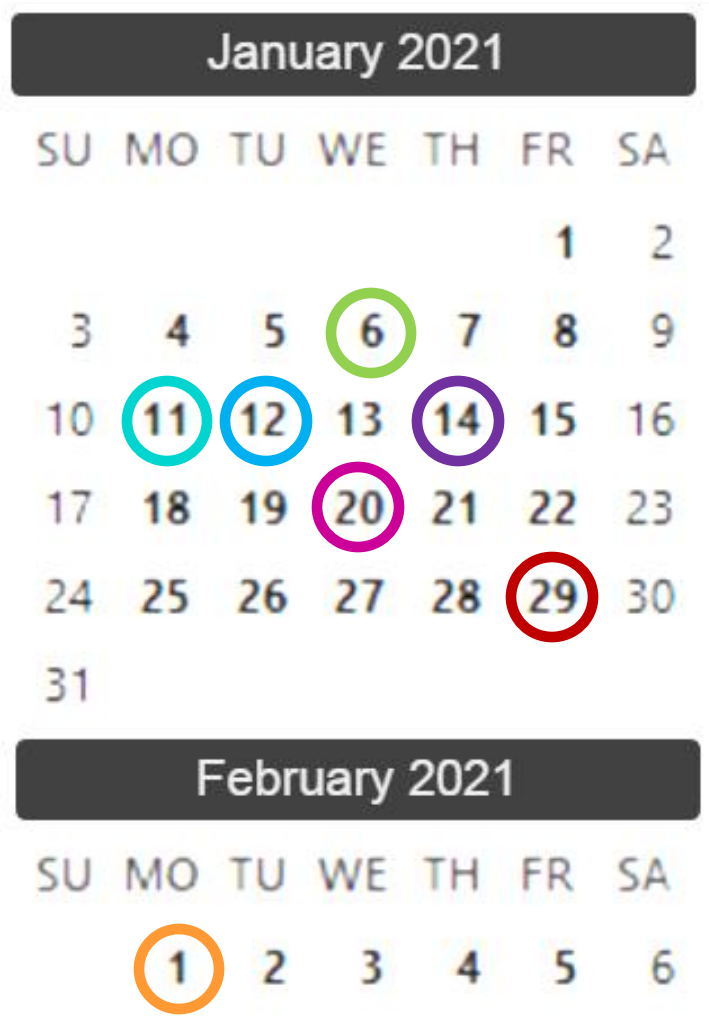
## December 2020

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Internal Draft of Addendum
- Present to IBAM
- Present to Education Policy Planning (EPP) Committee
- Announce Opportunities to Comment via Weekly Message
- Post Draft of Addendum & Homepage Tile
- Hold 1<sup>st</sup> Live Informational Webinar
- Present to Board for Discussion
- Hold 2<sup>nd</sup> Live Informational Webinar
- Post FAQ from Webinars



# Timeline for Next Steps Continued



- Close Public Comment
- Integrate Public Comments into Board Memo/Addendum
- Present Comments to EPP
- Consult with Governor
- Present to Board for Approval
- Superintendent's Signature
- Submit Addendum to ED







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