Accountability Redesign Proposal

ILLINOIS STATE BOARD OF EDUCATION

Accountability Redesign Proposal

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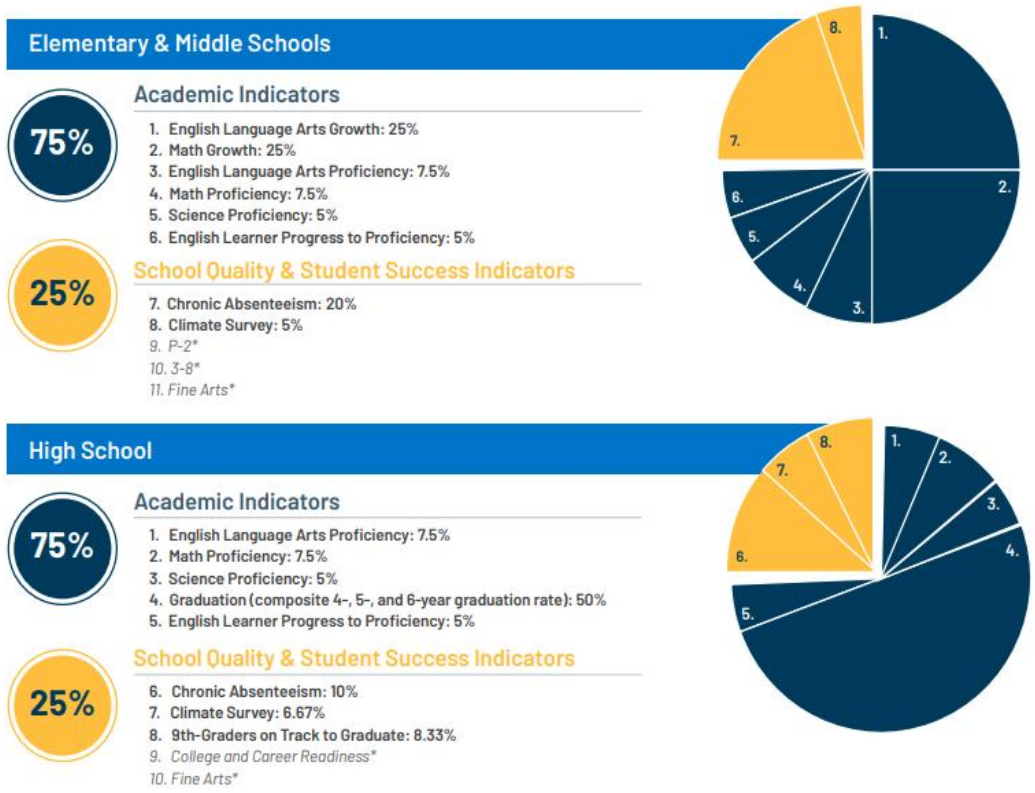
Part 1: Introduction

Current Accountability Model

A Weighted Index

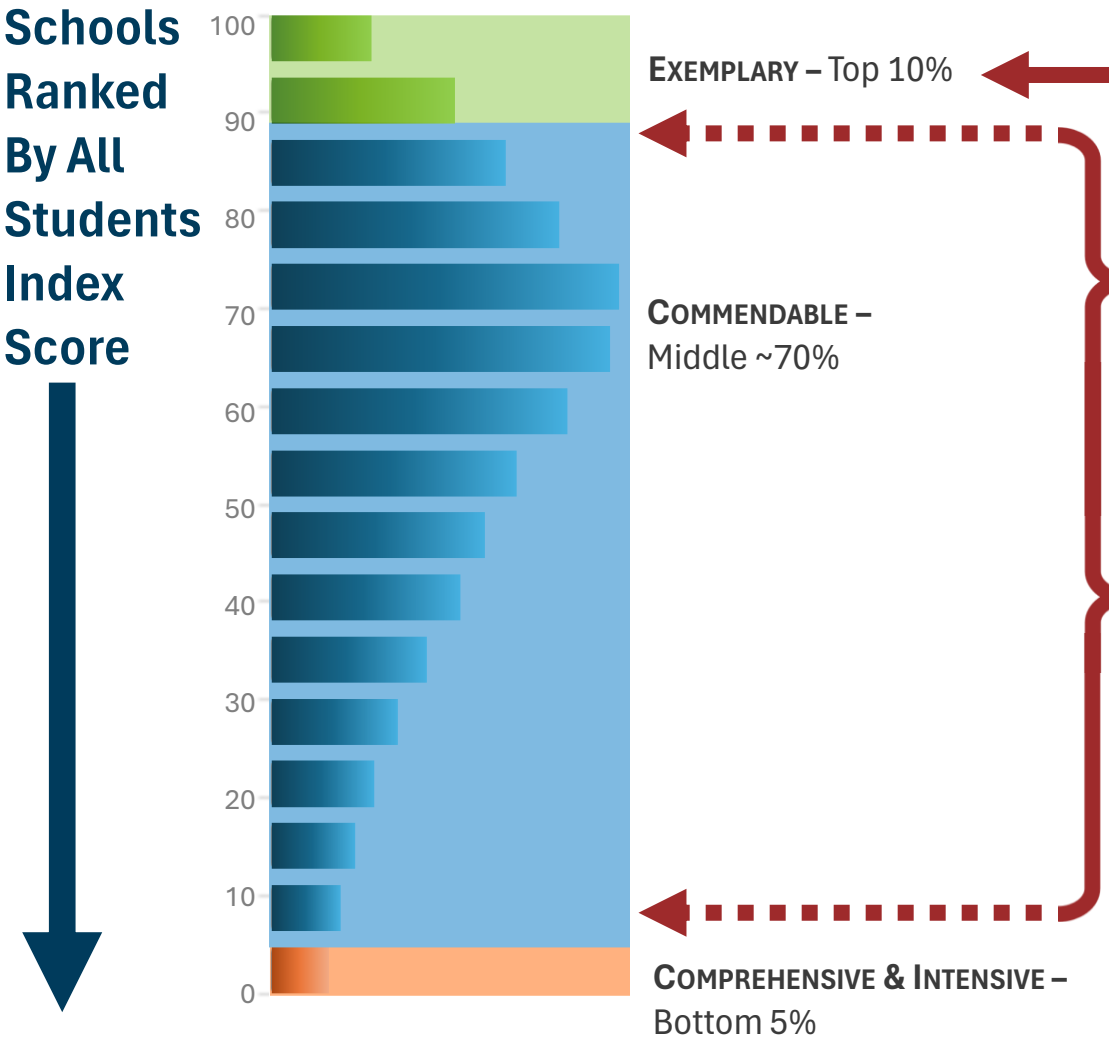


The current system independently weights indicators, with some carrying significantly more weight than others.

This drives attention, both good and bad, to the indicators with the greatest weight.

Focus should be on the areas of opportunity unique to the school.

Problems With the Current Accountability Model



1. **Exemplary is arbitrarily capped at 10%.**

2. **Expectations are a moving target.**
Designations are based on rank not on objective performance criteria.

3. **Commendable hides important differences in performance.**
Schools in the middle and lower ends need different supports to ensure student success.

Objective

Illinois is redesigning its accountability system to recognize strengths and support improvement in every school.

School improvement is for everyone.

The most effective schools never stop reflecting, learning, and improving.

The right work, at the right time.

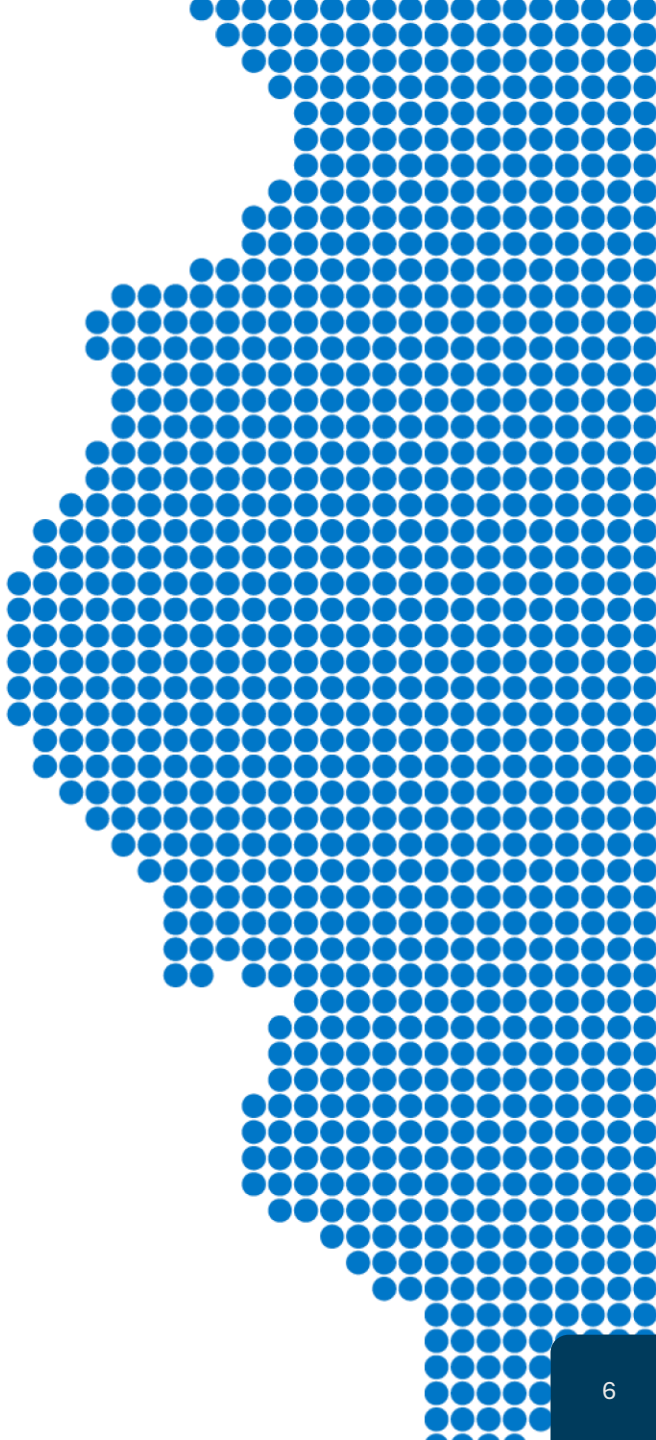
Equity means every school—no matter its designation—has access to the tools, data, and support it needs to keep every student moving forward.

Schools improve and students benefit.

When schools continuously improve, they expand opportunities and outcomes for students.

Clear, consistent criteria make progress visible.

A fair, transparent system helps all schools show progress and be recognized as they improve outcomes.



Benefits of the Redesign

Paints a Picture

A profile of performance shows strengths and areas for growth side by side, providing a richer picture of how schools serve their students.

Exemplary Unlocked

All schools that meet the performance criteria are recognized as Exemplary.

Clear and Simple

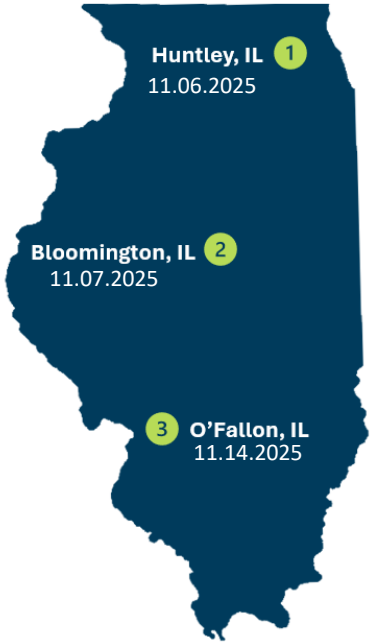
Profiles use categories that make performance easier for educators, families, and communities to understand.

Supports School Improvement

Defined performance ranges guide schools in setting goals, tracking progress, and strategic alignment of resources and effort.

Timeline

1 November 2025
- **Listening Tour**
- **Public Comment**
- **Board Presentation**



Public Virtual Sessions
- 11.19.2025
- 11.24.2025
- 12.01.2025

Stakeholder Organization Virtual Session
- 11.25.2025

Chicago Public Schools Virtual Session
- 12.08.2025

3 in-person sessions
3 public virtual sessions
2 tailored virtual sessions

2 December 2025
- **Publish Statewide Modeling Dataset –** December 5
- **Extend Initial Public Comment to** January 7, 2026

3 January 2026
- **ESSA Plan First Draft –** January 12, 2026
- **Public Comment Draft 1 –** Jan. 12 – Feb. 25, 2026
- **Virtual Listening Sessions –**
  - January 15, 4-6 p.m.
  - January 21, 4-6 p.m.

4 February 2026
- **Virtual Listening Session –** February 11, 4-6 p.m.

5 March 2026
- **ESSA Plan Final Draft –** March 3
- **Public Comment Final Draft –** March 3 – April 3
- **Board Discussion –** March 11
- **Virtual Listening Session –** March 16, 4-6 p.m.

6 April 2026
- **Board Approval –** April 14
- **Submit to ED –** April 17

7 Summer 2026
- **ED Review & Approval**

8 October 2026
- **Implemented on State Report Card**

Part 2: Accountability Redesigned

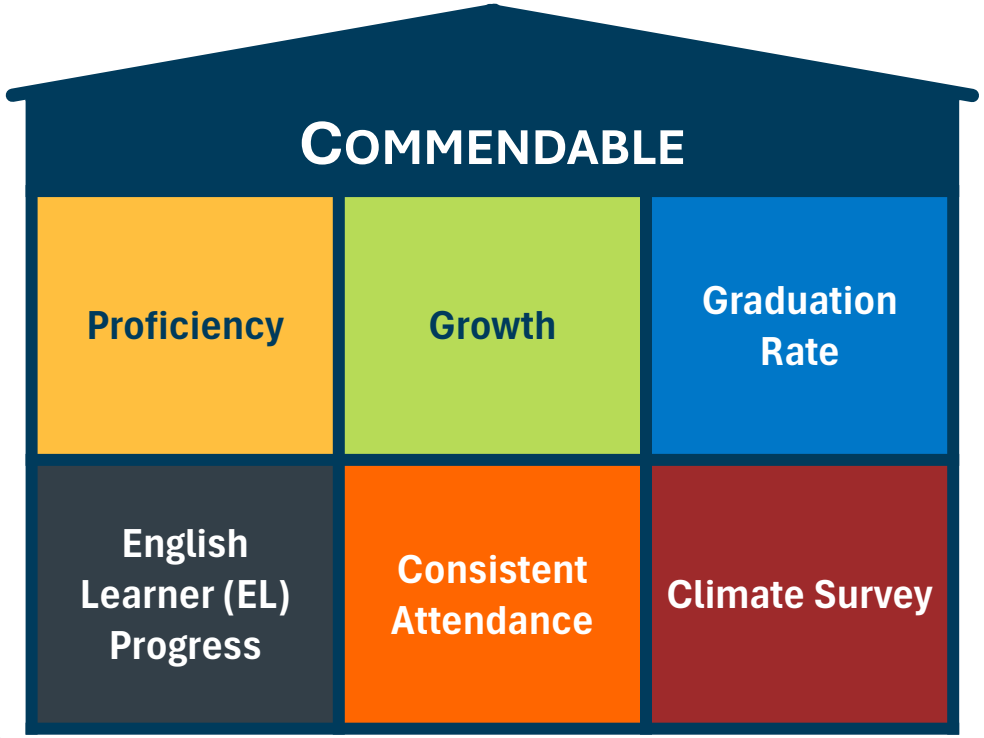
Profiles of Performance:

A new way of looking at accountability

Model Redesigned

Patterns of performance make the designation.

A profile of performance considers the relationship between core indicators like proficiency, growth, and graduation rate and displays those with other indicators to paint a picture of school performance. The accountability house is a type of performance profile.



CORE INDICATORS

Core indicators recognize school strengths on critical student outcomes.

ELEVATING INDICATORS

Strong performance on elevating indicators can raise a school's designation, not lower it.

Indicators Redesigned

PROFICIENCY

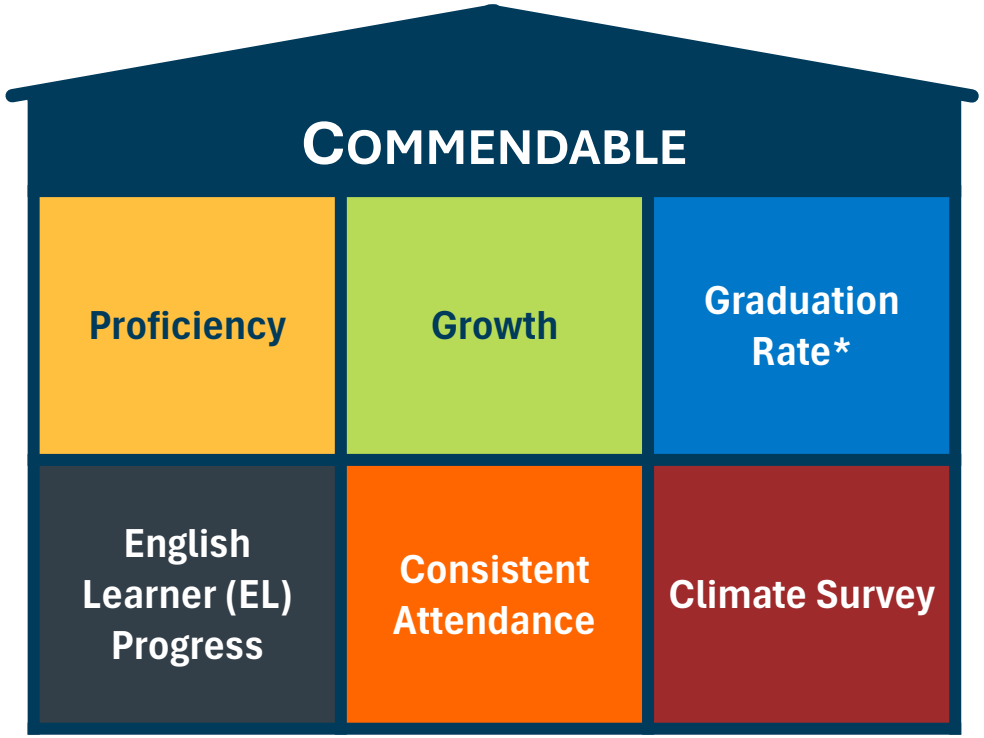
Redesigned: A composite of ELA, math, and science.

Replaces: Three separate indicators – one for each subject.

EL PROGRESS

Redesigned: Different performance expectations for elementary and high schools.

Replaces: Not applicable. Indicator and calculation remain.



GRADUATION RATE

Redesigned: Keeps a composite 4-, 5- & 6-year adjusted cohort graduation rate.

Replaces: Not applicable. Federally required indicator.

*High schools only

CLIMATE SURVEY

Redesigned: Student participation on the climate survey.

Replaces: Not applicable. Indicator remains.

GROWTH

Redesigned: A composite of ELA and math.

Replaces: 9th Grade On Track for high schools & separate ELA and math growth indicators.

CONSISTENT ATTENDANCE

Redesigned: The percent of students who have been present for 90% or more of the school year.

Replaces: Chronic absenteeism.

Five Performance Levels Per Indicator

WHY FIVE PERFORMANCE LEVELS?

- **Exemplary** and **Comprehensive** performance are defined by policy.
- The **former Commendable** range is best **divided into three** designations.
  - Three designations provide structure and prioritization for district and school continuous improvement work.
  - They correspond to common patterns in the data that suggest different school improvement strategies.

Performance Criteria For Each Indicator and Grade Band

- Any type of performance can be divided into performance levels so long as there are clear performance criteria that divide the levels.
  - For assessments, these are cut scores.
  - For accountability, these are performance criteria that are specific to the indicator and the grade band.

Exemplary	Commendable	Approaching	Developing	Comprehensive
Highest levels of performance	Above average performance	Typical performance, inclusive of average performance	Below average performance	Performance in urgent need of improvement

Clear Criteria Define Each Performance Level

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High school	K-8 schools	High school	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥85	≥ 95
Commendable	≥ 50 < 75	≥ 55 < 67.5	≥ 52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥70 < 85	≥90 < 95
Approaching	≥ 32.5 < 50	≥ 45 < 55	≥ 43 < 52.5	≥80 < 88	≥ 32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 15 < 32.5	≥ 35 < 45	≥ 32.5 < 43	≥67 < 80	≥ 15 < 32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 15	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	<10 OR <30		<30 OR <66.67*						

*Graduation rate is the only automatic comprehensive indicator for high schools.

Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state, and apply to school-level profiles, not student group profiles.

Five Designations Based on All Students

Exemplary
performance profile
+ no Comprehensive groups

Commendable
performance profile
+ no Comprehensive groups

Approaching
performance profile - may be Comprehensive groups

Developing
performance profile – may be Comprehensive groups

Comprehensive
performance profile for all students

To be Exemplary or Commendable all student groups must have a performance profile Developing or higher.

Approaching is the highest designation a school can earn if one or more student groups has a Comprehensive profile.

From Profile to Designation

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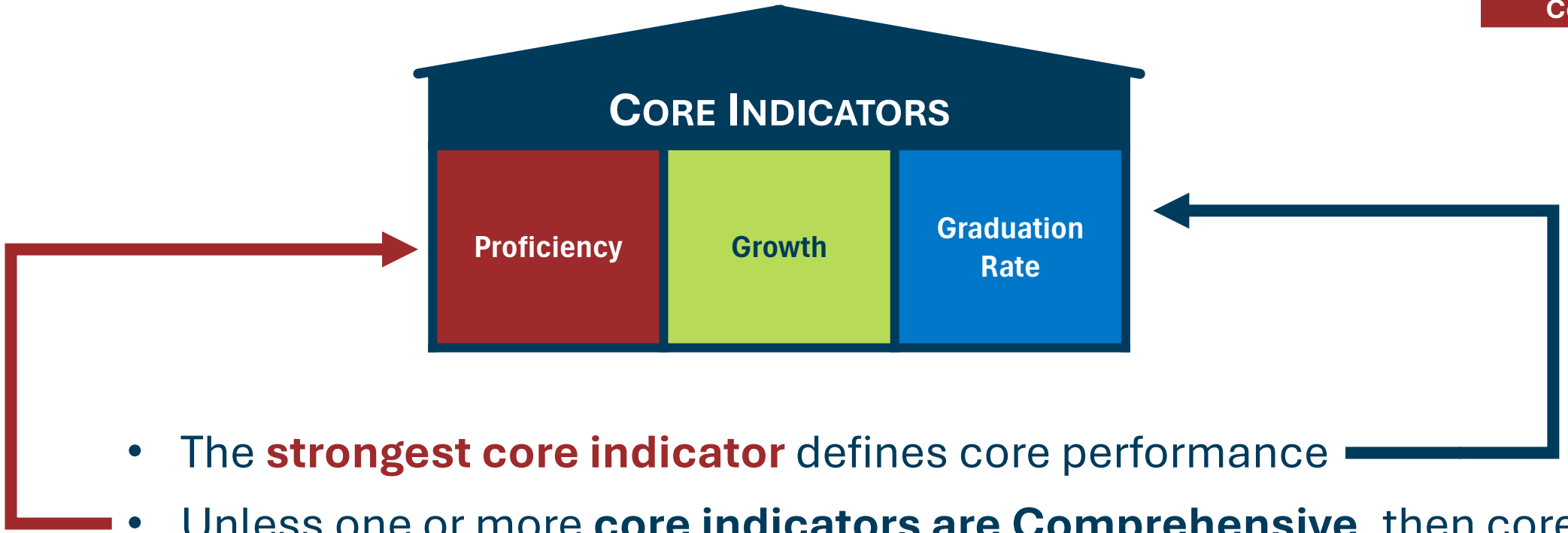
Define Core Strengths

Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive



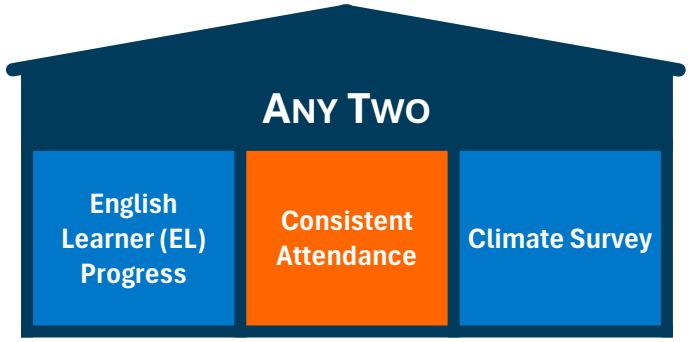
- The **strongest core indicator** defines core performance
- Unless one or more **core indicators are Comprehensive**, then core performance is **one level below** the strongest core indicator.

If a core indicator is in the **Automatic Comprehensive** range,
the designation is Comprehensive

Elevate Excellence

Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive

Two Exemplary
Elevating Indicators

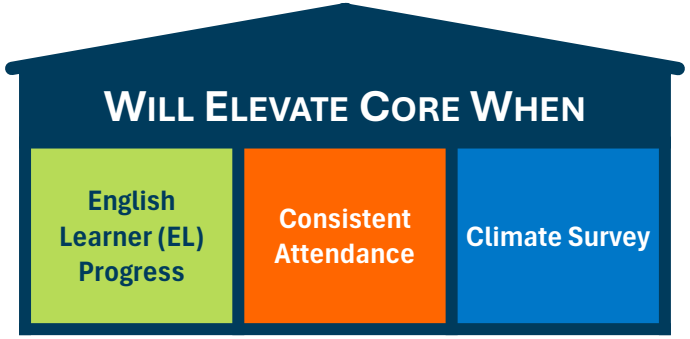


...Elevates performance when...

...Core Performance Is...

- Commendable
- Approaching
- Developing
- Comprehensive

One Exemplary & One Commendable
Elevating Indicator



...Elevates performance when...

...Core Performance Is...

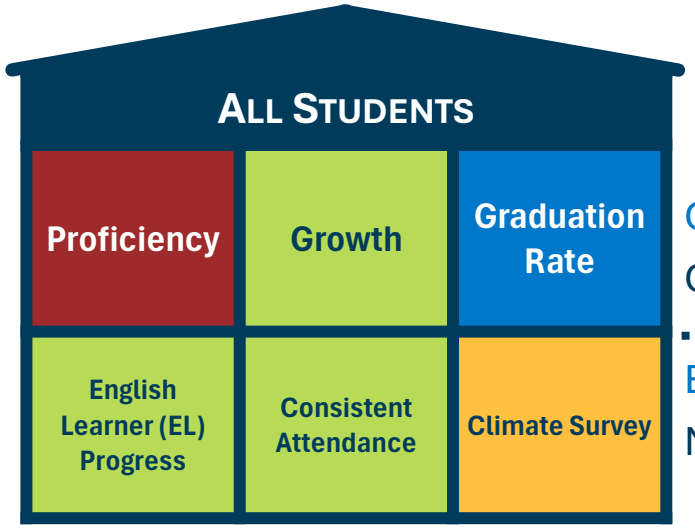
- Approaching
- Developing
- Comprehensive

*Automatic Comprehensive cannot be elevated

Considering All Student Groups

Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive

COMMENDABLE

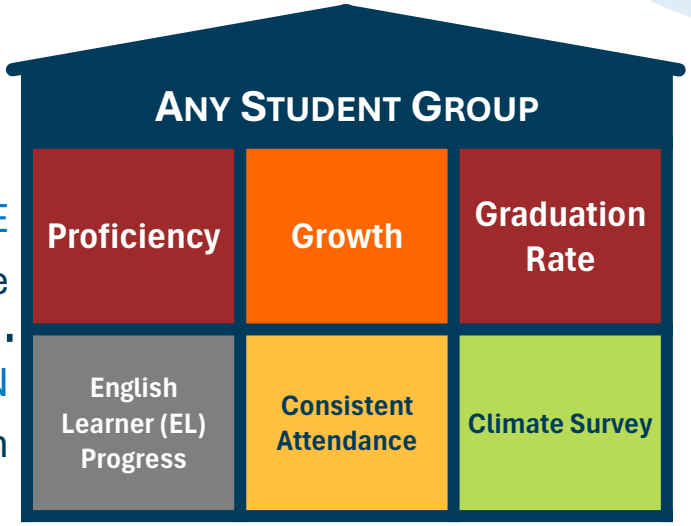


CORE PERFORMANCE
Commendable

ELEVATION
No elevation

Approaching

COMPREHENSIVE



CORE PERFORMANCE
Comprehensive

ELEVATION
No elevation

- → Graduation is Exemplary
- → But Proficiency is Comprehensive
- → So core performance is one level below Exemplary
- → There are no Exemplary elevating indicator so no elevation

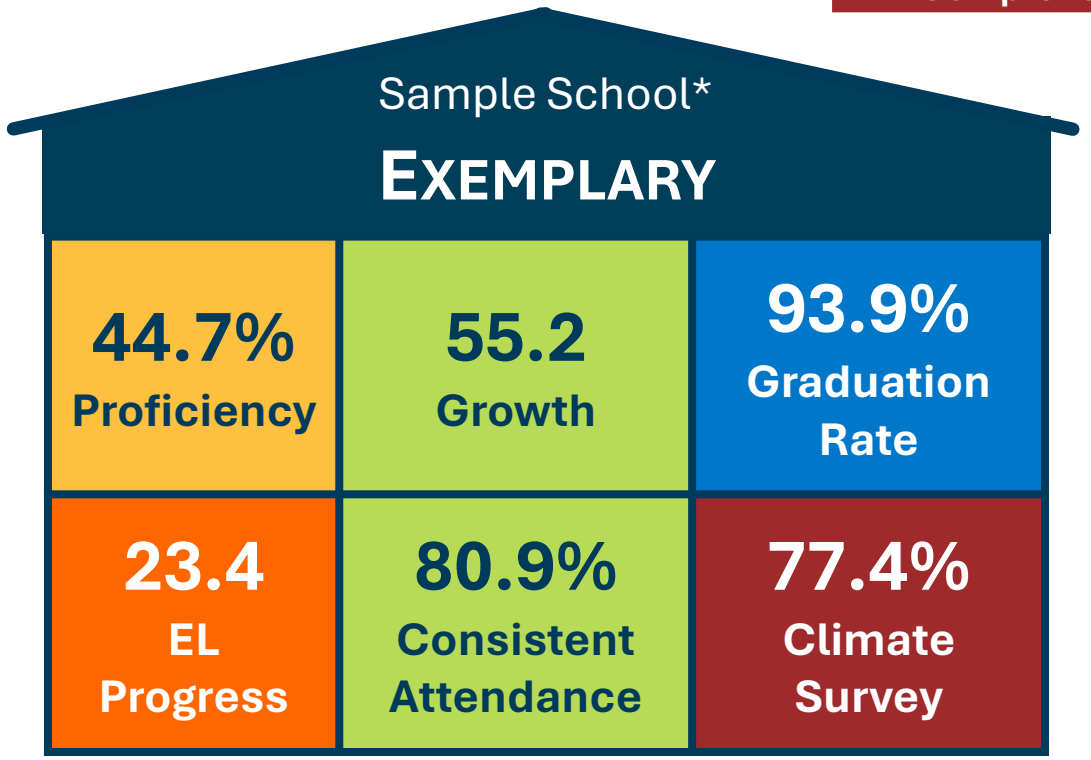
Exemplary and Commendable schools cannot have student groups with a Comprehensive profile. ←

They become Approaching. ←

Building the Profile Picture

Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive

- Core Indicators
  - Proficiency is Approaching
  - Growth is Commendable
  - Graduation Rate is Exemplary
    - **Core performance is Exemplary**
- Elevating Indicators
  - EL Progress is Developing
  - Consistent Attendance is Commendable
  - Climate Survey is Comprehensive
- Student Groups
  - This school has no Comprehensive student groups
- **Overall Profile = Core + Elevation + Groups**



Growth and English Learner Progress aren't missing percent signs. These indicators use mean values instead of percentages.

*** Real 2024 & 2025 data was used to create a sample school.**

Calculating Performance

- The foundations of calculating performance remain the same:
  - State assessments measure proficiency.
  - Student growth percentiles are calculated from those assessments.
  - Graduation rate is based on receipt of a regular high school diploma.
  - English Learner Progress is measured with the ACCESS assessment.
  - Consistent attendance is based on days present.
  - Climate Survey is based on student climate survey participation.

Student Groups

- Calculations are completed for the “all students” group and for each student demographic group.
- The student groups and their minimum size remain the same (n = 20 students worth of data).
  - Groups include:
    - Race/ethnicity groups
    - English Learners
    - Former English Learners
    - Low-income students
    - Children with disabilities (those with an IEP or 504 plan)

School Improvement Grants Will Work the Same

- **The Comprehensive profile will continue to identify schools for school improvement status.**
  - A Comprehensive “All students” profile will trigger Comprehensive Support and Improvement (CSI) status
  - A student group with a Comprehensive profile will trigger Targeted Support and Improvement (TSI) status
- **School in status receive school improvement grants.**
  - A 4-year school improvement grant is awarded – one planning year and three implementation years.
  - Schools are in cohorts based on the fiscal year their grant began (e.g. TSI 2023 or CSI 2022).
  - A school that has a TSI grant (i.e., TSI 2023) and is designated Comprehensive in subsequent grant year ends their TSI grant and enters a new 4-year Comprehensive cohort beginning that year (i.e., CSI 2025).
- The state **may explore a new grant allocation formula** based on lessons learned from past six years and federal fund availability.

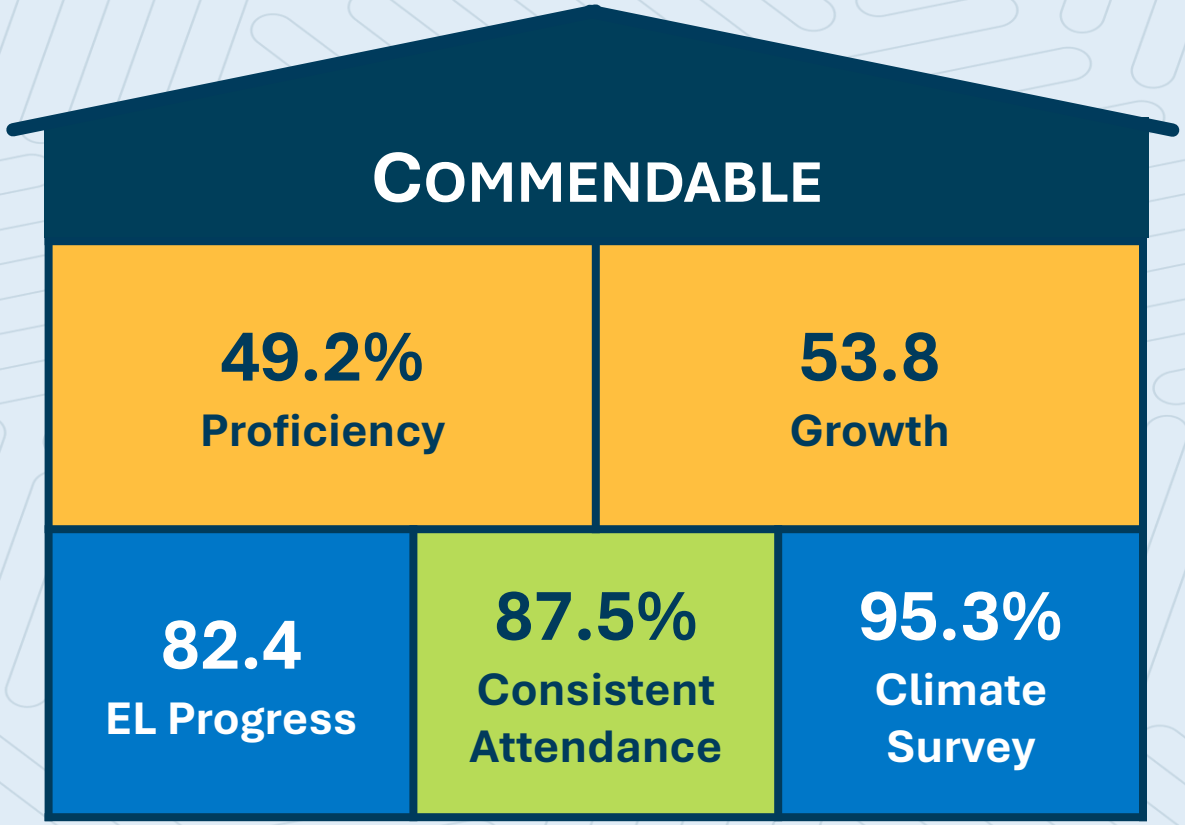
Part 3: Examples in Action

Real data were used to create these sample school profiles

Vance Middle School*

- **Core Performance:**
  - **Approaching** proficiency and growth define core performance
- **Elevating Performance:**
  - Two Exemplary elevating indicators – EL Progress and Climate Survey
  - Elevates core performance **one level**
- **Student Group Profiles**:
  - No Comprehensive

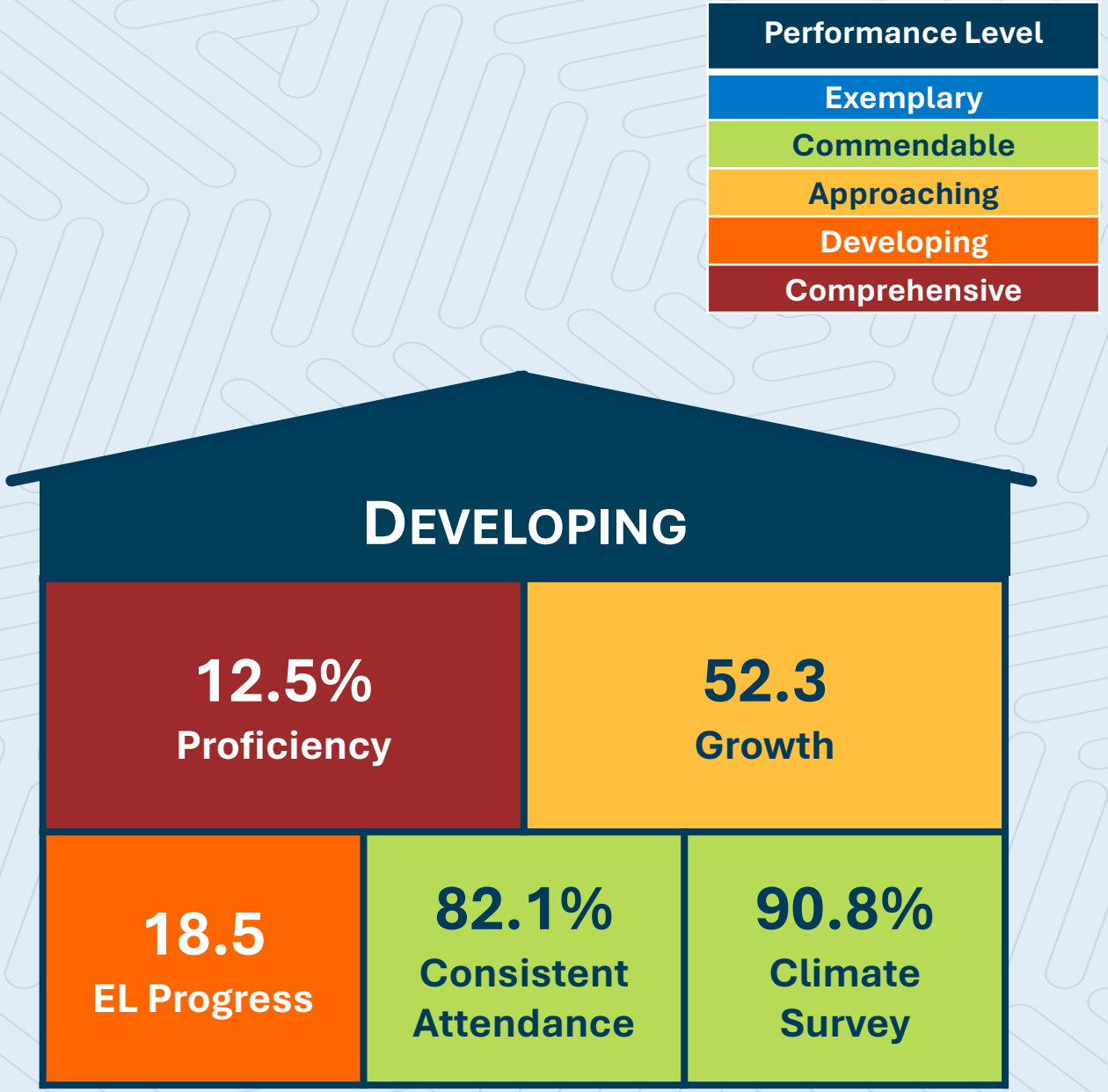
Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive



*** Real 2024 & 2025 data was used to create a sample school.**

Lee Elementary*

- **Core Performance**:
  - **Comprehensive** proficiency lowers **Approaching** growth to **Developing** core performance
- **Elevating Performance**:
  - Does not have an **Exemplary** elevating indicator
  - **No elevation** of core performance
- **Student Group Profiles**:
  - English Learners are **Comprehensive**

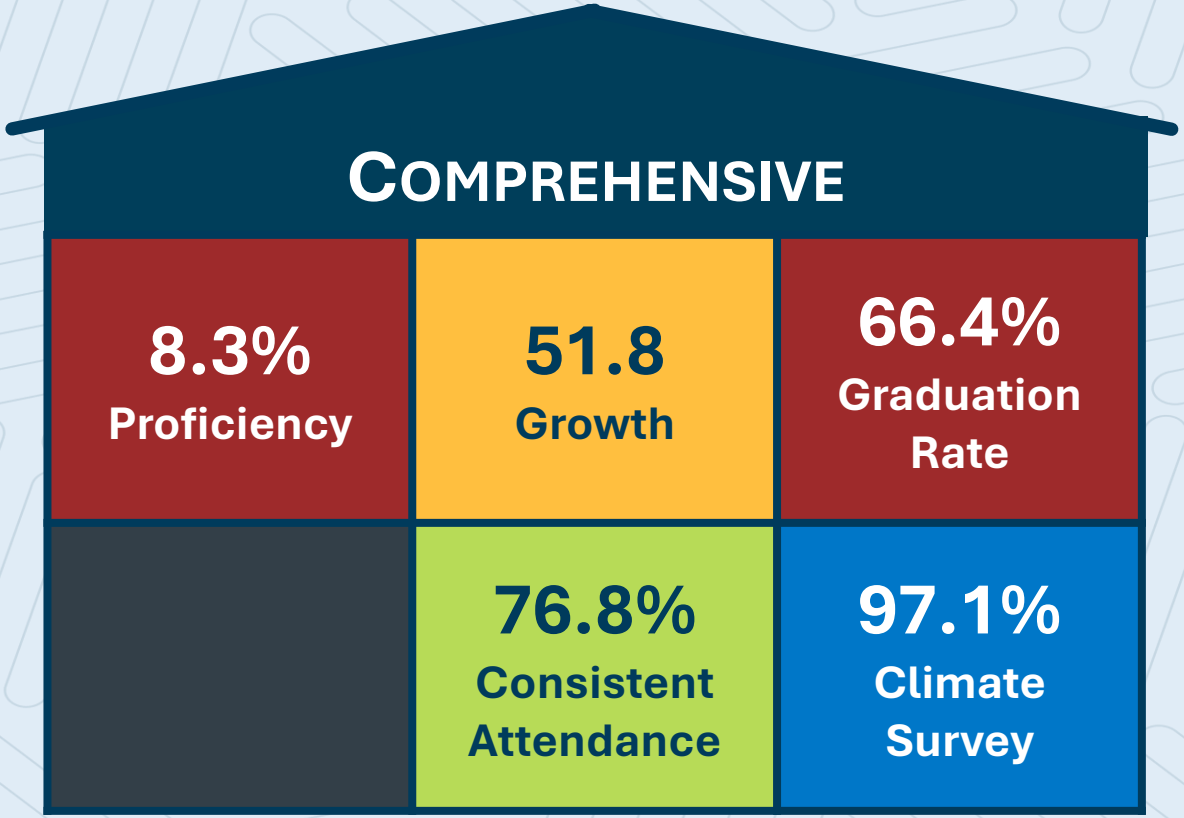


*** Real 2024 & 2025 data was used to create a sample school.**

LaVerne High School*

- **Core Performance:**
  - **Automatic Comprehensive** graduation rate means designation is **Comprehensive**
- **Elevating Performance:**
  - **Exemplary** climate survey and **Commendable** consistent attendance would elevate performance, except **Automatic Comprehensive** performance cannot be elevated.
- **Student Group Profiles:**
  - Low income group is **Comprehensive**

Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive

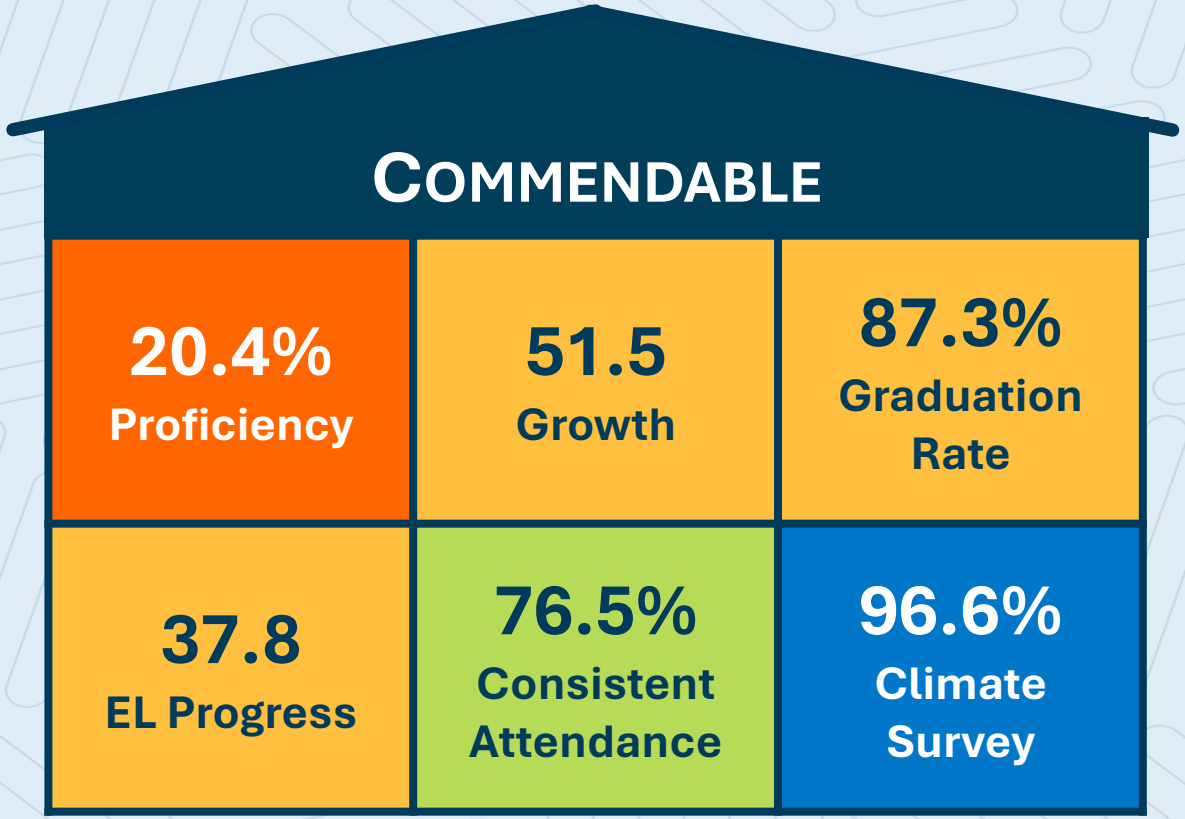


*** Real 2024 & 2025 data was used to create a sample school.**

Robbie High School*

- **Core Performance**:
  - **Approaching** growth and graduation rate define core performance.
- **Elevating Performance**:
  - **Exemplary** climate survey and **Commendable** consistent attendance elevate core performance.
- **Student Group Profiles**:
  - No Comprehensive groups

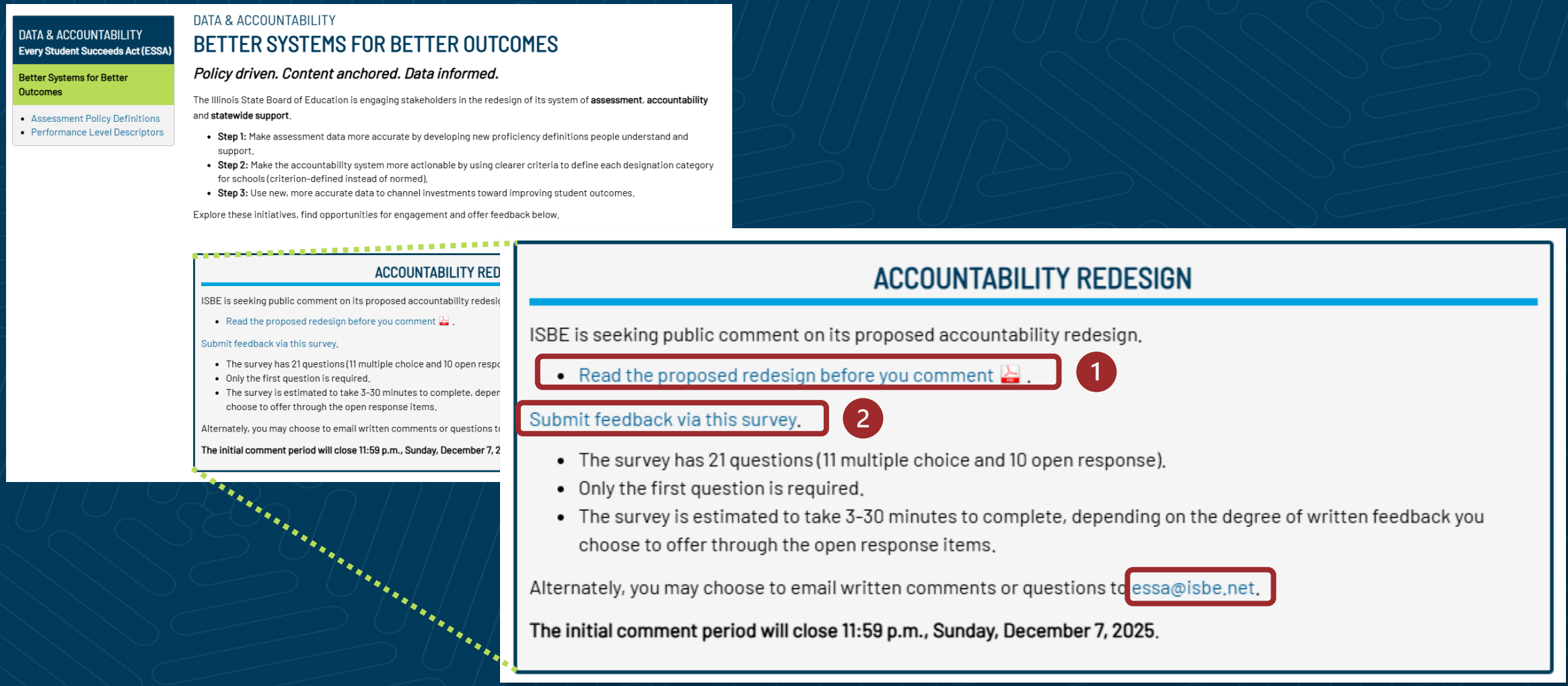
Performance Level
Exemplary
Commendable
Approaching
Developing
Comprehensive



*** Real 2024 & 2025 data was used to create a sample school.**

Approximate Percentage of Schools in Each Designation Category

	K-8 School	High Schools
Exemplary	~12%	~28%
Commendable	~26%	~27%
Approaching	~50%	~29%
Developing	~6%	~6%
Comprehensive	~6%	~10%

* Real 2024 & 2025 data was used to model potential impact of the redesign.

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