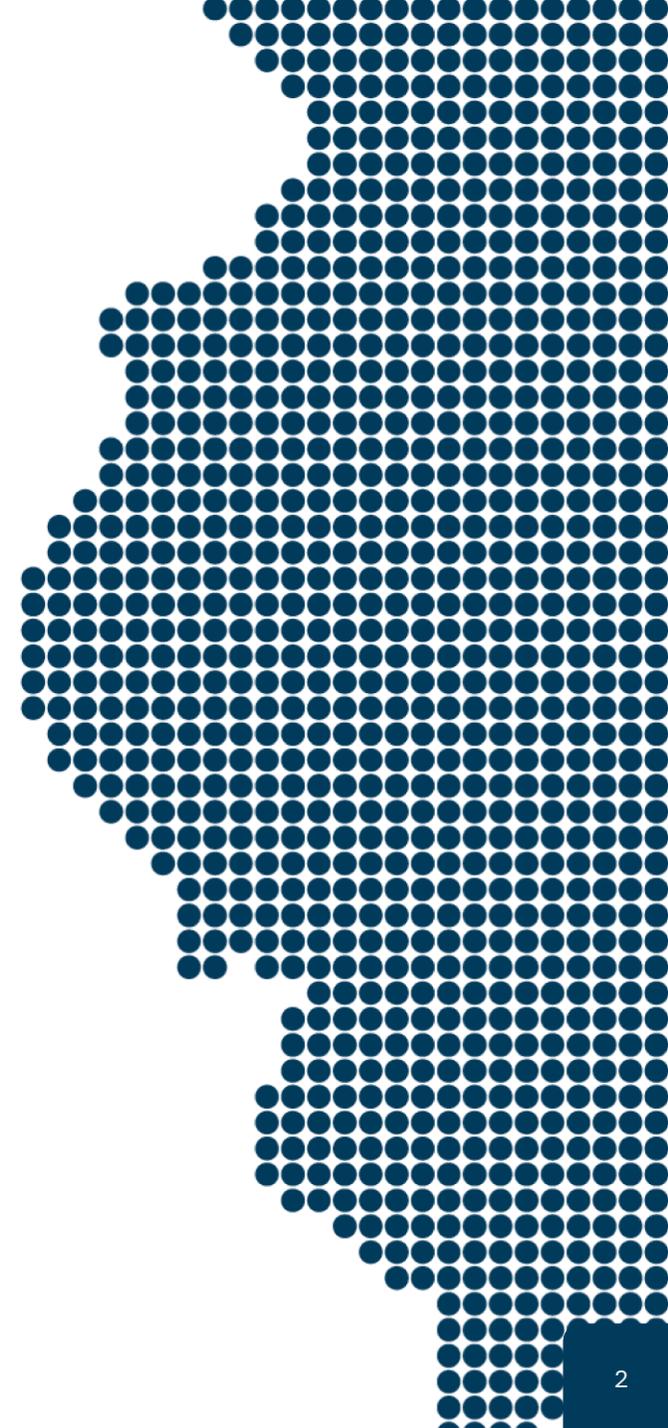


# **ESSA Amendment 5 Accountability Redesign**

**March 16, 2026**

# Our Redesign Guidelines

- Must comply with federal Every Student Succeeds Act (ESSA) requirements.
- Address issues identified in our current accountability system.
- Retain those features of the current system that are working.
- Continue to publish annual report card that provides much more data than the accountability system.



# Issues Created by Current Accountability System

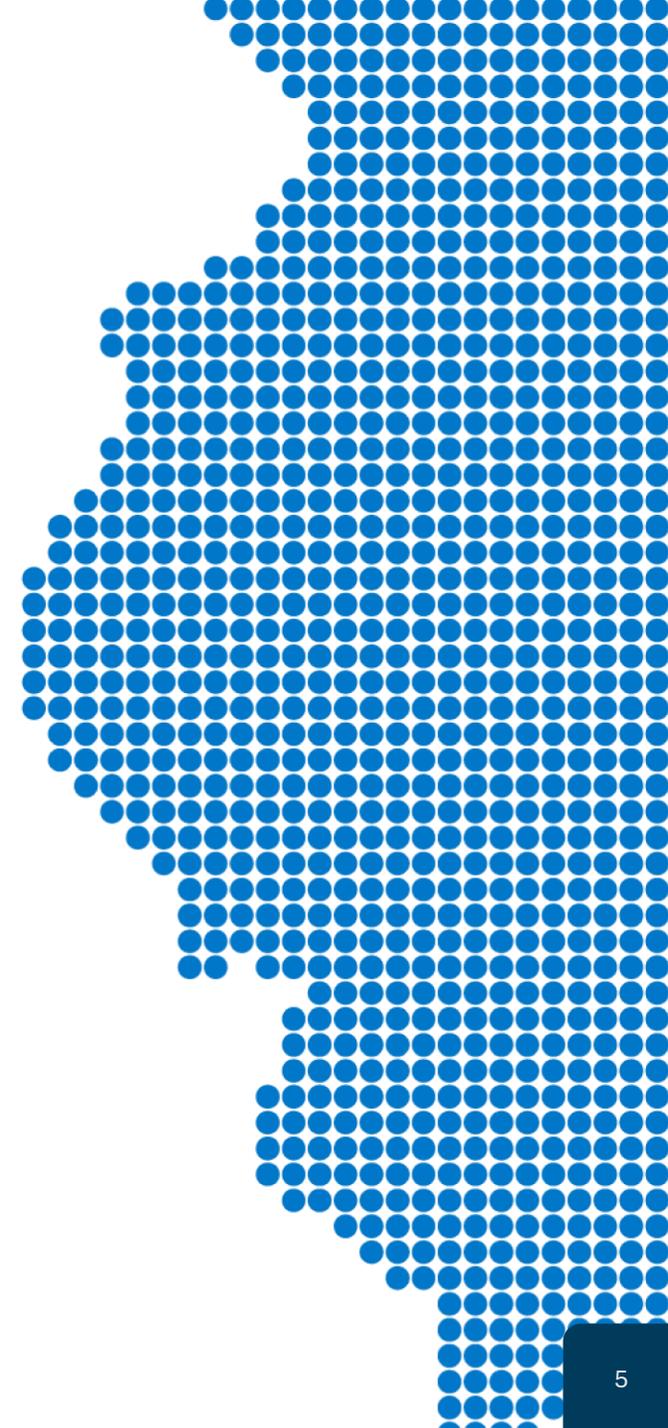
- Current system is **not criterion-based**; it's normed or graded on a curve. That means the goal posts move every year (and have since this system was implemented in 2017).
- Misleading data (e.g., **73% of schools labeled Commendable** and only 10% of schools can be Exemplary).
- The “rank and sort” system of accountability means we cannot be sure we are targeting precious state and federal resources to schools that need significant improvement, such as:
  - Federal supports like Title I, Part A School Improvement funds
  - Learning partners selected by the school
  - Coaching support for schools (state funded)

# ESSA Accountability System Requirements

- Every school must receive an annual designation. States must:
- Use **multiple measures**.  
Required metrics include:
  - **Academic Achievement** (Proficiency)
  - **Academic Progress** (Growth)
  - **Graduation Rate**
  - **English Learner Progress**
  - **School Quality or Student Success**  
(State selected)
- Apply metrics consistently for **all students and student groups**
- **Identify schools** needing extra support
- Report results **publicly**

# State-Selected Indicators Must...

- Be valid and reliable
- Be comparable and collected statewide
- Be measured annually for all students, disaggregated by student group
- Be consistent within a grade span (i.e., 3-5, 6-8, and 9-12)
- Allow for meaningful differentiation in school performance



# Engagement and Iteration: Year 1

1

## CONFERENCE TOUR

SEPTEMBER – DECEMBER 2024

Socializing the Idea via Existing Conferences or Convenings

- IARSS
- IASA
- IPA
- Joint Annual (IASA, IASB, IASBO)
- Title I Directors
- Bilingual Program Directors
- IAASE
- ESSA

2

## STATEWIDE LISTENING TOUR 1

FEBRUARY – MAY 2025

Accountability Model Type, Desired Features, & Outcomes

- Feb. 3: Chicago Heights
- March 10: Champaign
- March 21: Atkinson
- April 1: Vandalia
- April 7: Carterville
- APR 21: East Moline
- May 5: Peoria
- May 9: Crete-Monee
- May 22: Chicago
- June: Virtual



# Engagement and Iteration: Year 2

1

- October 2025
- **Redesign Proposal Posted** – October 28

2

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



**Public Virtual Sessions**

- 11.19.2025
- 11.24.2025
- 12.01.2025

**Community Partners 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

3

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

4

- January 2026
- **ESSA Plan First Draft & Data Set** – January 12
  - **Public Comment Draft 1** – January 12–February 25
  - **Virtual Listening Sessions** –
    - January 15, 4-6 p.m.
    - January 21, 4-6 p.m.

5

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

6

- 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.

7

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

8

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

9

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

## Role of Core Indicators

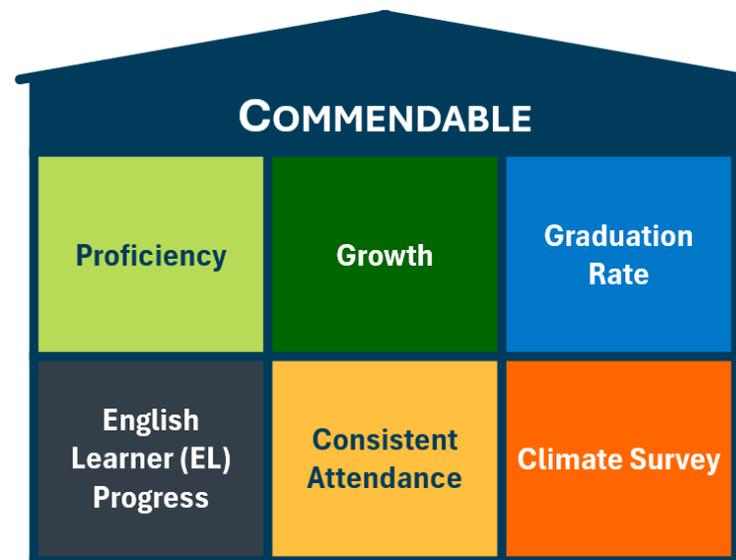
- Measure what matters the most – student growth & proficiency in all grades & graduation rate at HS.
- Serve as key drivers of a school’s designation.

## Role of Elevating Indicators

- Metrics that meet ESSA requirements and that support student outcomes.
- Elevating indicators can help to raise a school’s designation but never lower it.

# Profile of Performance Model

- Benefits:
  - No ranking or sorting
  - Streamlined, simpler indicators
  - Growth indicator for all schools
  - Clear, easy to understand thresholds
  - Strengths-based (half the indicators can elevate but not lower a designation)



### CORE INDICATORS

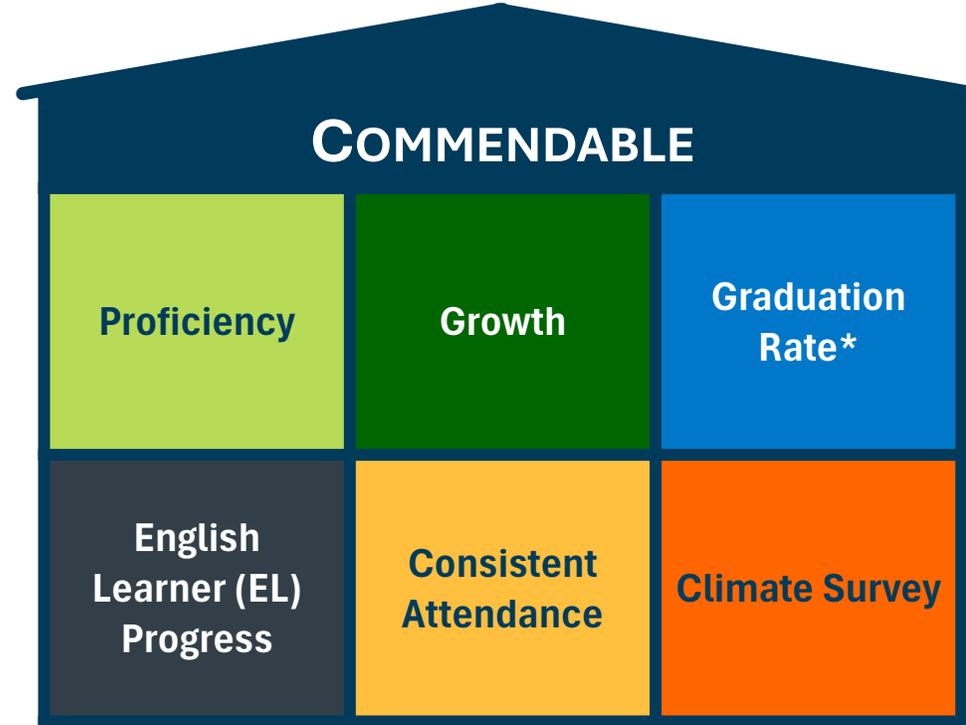
Core indicators recognize school strengths on critical student outcomes.

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### ELEVATING INDICATORS

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

# Indicators Simplified



## 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.

## GROWTH

**Redesigned:** A composite of ELA and math.  
**Replaces:** 9<sup>th</sup> 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.

## GRADUATION RATE

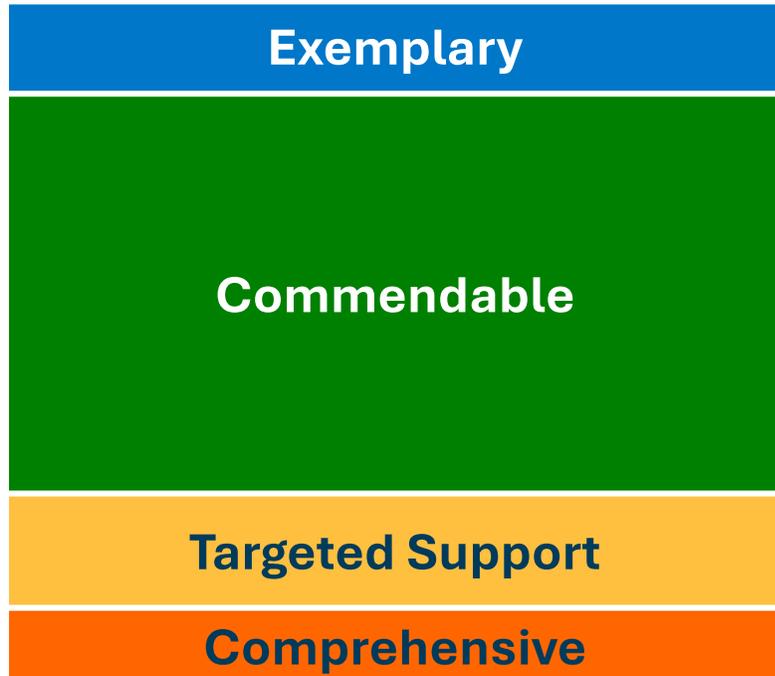
**Redesigned:** Keeps a composite 4-, 5-, & 6-year adjusted cohort graduation rate.  
**Replaces:** Not applicable. Federally required indicator.  
\*High schools only

## CLIMATE SURVEY

**Redesigned:** Student participation on the climate survey.  
**Replaces:** Not applicable. Indicator remains.

# Designations From Old to New

## Old Model (2017-present)



## New Model



← Targeted is NOT  
Equivalent to  
Developing →

A Targeted student group is a student group with a Comprehensive profile in the new system.

# Clear Criteria – Indicator Performance Bands

	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 schools	K-8 schools	High schools	All schools
<b>Exemplary</b>	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥ 85	≥ 95
<b>Approaching Exemplary</b>	≥ 52 < 75	≥ 60 < 67.5	≥ 52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥ 70 < 85	≥ 90 < 95
<b>Commendable</b>	≥ 48 < 52	≥ 45 < 60	≥ 43 < 52.5	≥ 80 < 88	≥ 32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
<b>Developing</b>	≥ 35 < 48	≥ 35 < 45	≥ 32.5 < 43	≥ 67 < 80	≥ 15 < 32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
<b>Comprehensive</b>	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
<b>Automatic Comprehensive</b>	< 13.75 OR < 30		< 30 OR < 66.67*						

Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state.

\*Graduation rate is the only Automatic Comprehensive indicator for high schools.

# Designations Act as Signals

## SCHOOL PERFORMANCE

## STUDENT GROUP PERFORMANCE

### Exemplary

Strong performance across many indicators.

Student group performance high but may vary. No group has the lowest overall profile.

### Approaching Exemplary

Strong performance across many indicators. What differs is the degree of strengths to build from.

Student group performance may vary. No group has the lowest overall profile.

### Commendable

Mixed patterns. May be strengths alongside clear opportunities for growth or overall, average performance.

May be more visible gaps between student group performance than in higher performing schools.

### Developing

Performance challenges across core and elevating indicators. Schools may be eligible for school improvement grants.

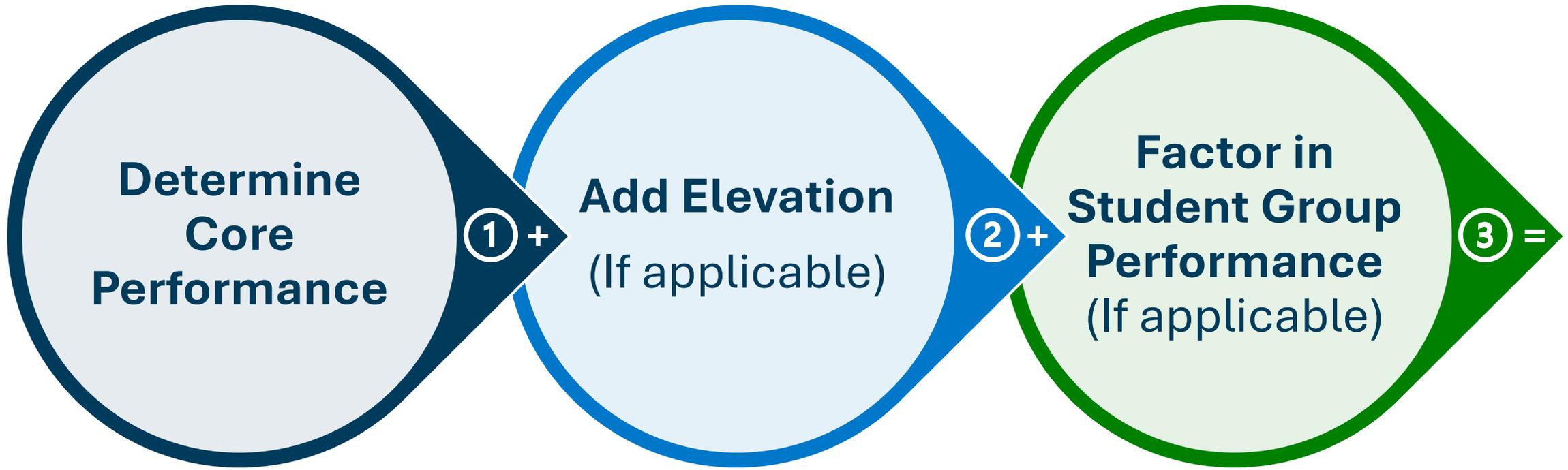
Gaps may be an early warning of larger patterns of concerning performance.

### Comprehensive

Performance at lowest levels in the state (must be  $\geq 5\%$ ). Schools receive school improvement grants.

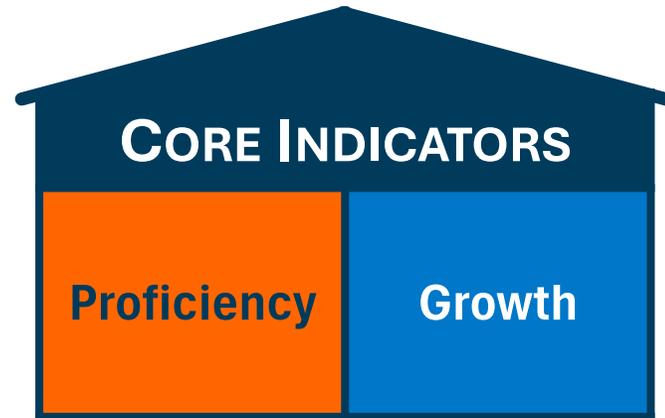
All student groups have low performance. Immediate interventions and supports needed.

# From Performance to Profile in Three Steps



**A school's profile of performance**

# Core Requirements for Elementary/Middle Schools

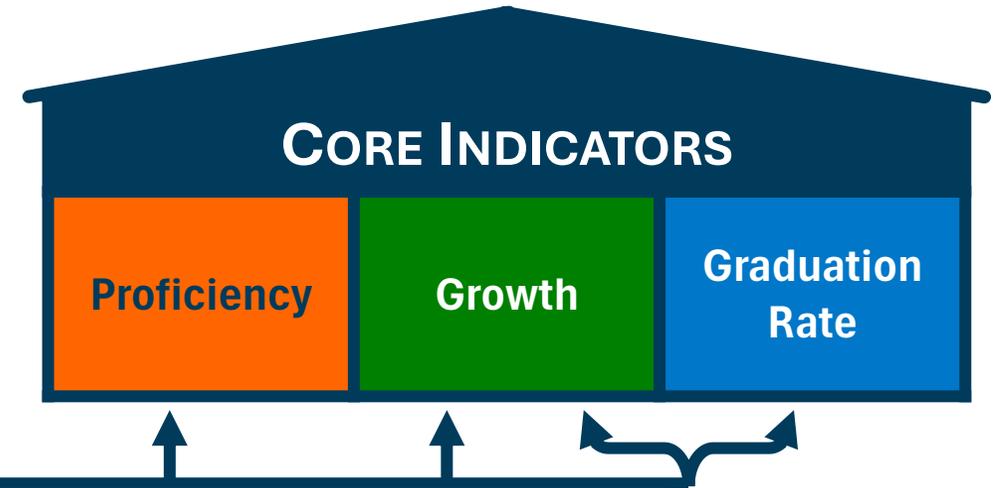


- The **strongest core indicator** defines core performance.
- However, if any **core indicator is Comprehensive**, then core performance is set at **one level below** the strongest core indicator.

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

# Core Requirement for High Schools

- **Exemplary** core performance requires:
  - Exemplary **Proficiency** or **Growth** OR
  - Exemplary **Graduation** paired with Approaching Exemplary Proficiency or Growth



- Otherwise, core performance is defined by the **strongest core indicator**.
- However, if any **core indicator is Comprehensive**, then core performance is set at **one level below** the strongest core indicator.

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

# Elevating Indicators

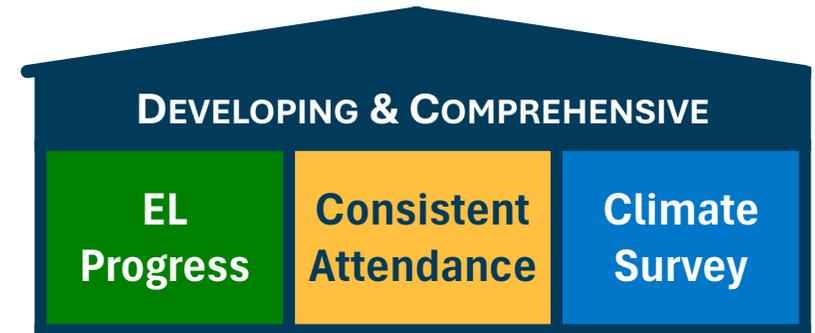
Elevating indicators allow strong performance on key indicators to “lift” the designation of a school (but not lower a designation).

This ensures schools receiving higher designations truly have strong performance across a range of indicators.

**Two Exemplary**  
elevating indicators  
to elevate from...

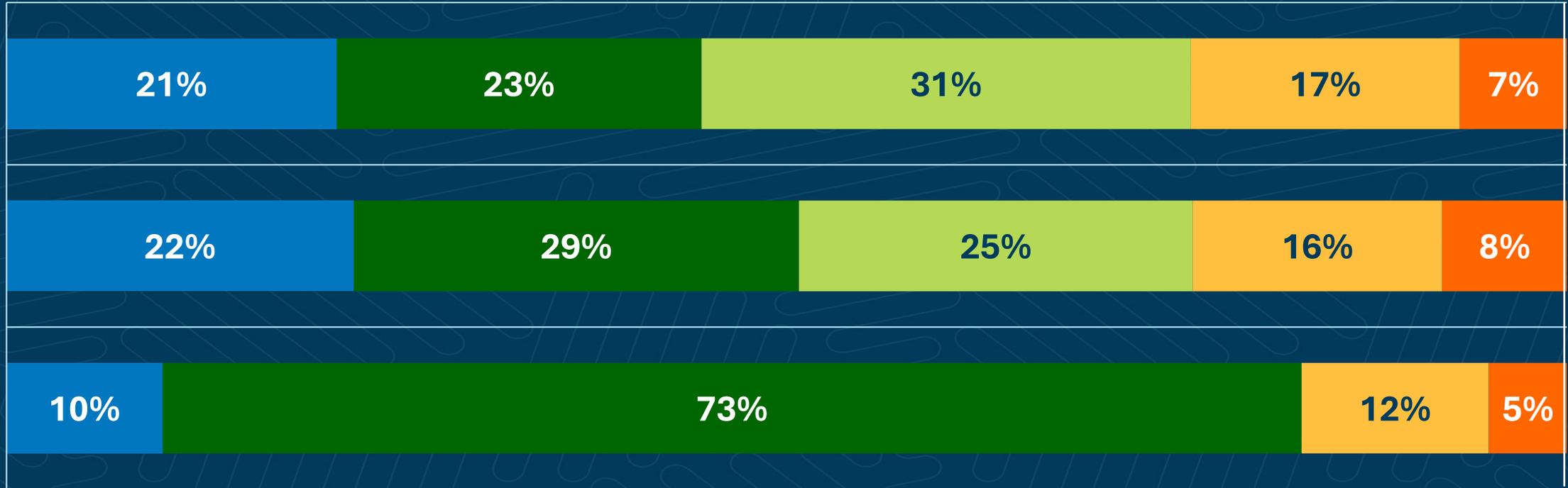


**One Exemplary & One Approaching Exemplary**  
elevating indicator to  
elevate from...



# Approximate Percentage of Schools in Designations Using 2025 Data

## DISTRIBUTION OF SCHOOLS BY DESIGNATION COMPARING NEW AND OLD SYSTEM DISTRIBUTIONS



NEW SYSTEM ■ EXEMPLARY ■ APPROACHING EXEMPLARY ■ COMMENDABLE ■ DEVELOPING ■ COMPREHENSIVE

CURRENT 2025 ■ EXEMPLARY ■ COMMENDABLE ■ TARGETED ■ COMPREHENSIVE

# Explaining Our Constraints

*Feedback matters, even when  
outcomes stay the same.*

# 9<sup>th</sup> Grade on Track

- Stakeholders emphasized the importance of 9<sup>th</sup> Grade on Track as a foundation for long-term success and graduation.
- 9<sup>th</sup> Grade on Track performance is nearly identical to the required graduation rate indicator, raising concerns about redundancy if retained.

Academic Progress
ELA Achievement Profiles
ELA Growth
Math Achievement Profiles
Math Growth
Science Achievement Profiles
NAEP
Eighth Graders Passing Algebra I
<b>9th Grade on Track</b>
Career and Technical Education
Graduation Rate

9th Grade on Track remains a prominent academic progress metric on the **Report Card** and will be included in the **School Profile Report**.



# Minimum Student Group Size

- Stakeholders have raised questions about how student group size (n-size) affects whether a group is included in a school's profile of performance.
- States are required to set a minimum group size that balances broad inclusion of student groups with statistical reliability.
- No state has received federal approval for a minimum group size above 30.

There are:

- 22 states using an n-size **less than 20**
- 18 states using an n-size **of 20**, including Illinois
- 10 states using an n-size **between 25 and 30**

Illinois will continue to use a minimum group size of **20 students' worth of data** in at least two core indicators and one elevating indicator.

# English Learner Progress Differentiation

- Stakeholders have expressed a desire to see greater differentiation of English Learner Progress thresholds by:
  - Home language type and fluency
  - Serving grades (i.e., K-5, 6-8, and 9-12)
- ESSA does not allow states to set different expectations for student performance based on home language.
- A student's fluency in English when they start is factored into the calculation of the indicator.
- High diversity in school grade configuration and the lack of a discrete definition of a middle school prevented ISBE from developing a viable response to the request for differentiation by serving grades.

# Incorporating the Performance of Developing Student Groups

- Six groups jointly advocated to expand the influence of individual student groups on a school's final designation by excluding schools with a Developing student group from Exemplary.
- Exploratory modeling showed the following impact:
  - K-8 = 91 schools affected primarily due to children with disabilities
  - 9 -12 = 43 schools affected primarily due to English learners
- Adopting the proposed rule **feeds the narrative that the system is unfair** to schools that serve more diverse and historically disadvantaged groups.

# Examples of High Schools Impacted by the Proposal

## Libertyville High School CHSD 128

Proficiency (E)	Growth (AE)	Graduation Rate (E)
EL Progress (E) !	Consistent Attendance (AE)	Climate Survey (E)

## Huntley High School Huntley CUSD

Proficiency (AE)	Growth (AE)	Graduation Rate (E)
EL Progress (E) !	Consistent Attendance (AE)	Climate Survey (C)

# Examples of K-8 Schools Impacted by the Proposal

## Blaine Elementary Chicago Public Schools 299

Proficiency (E)		Growth (AE)	
EL Progress (AE)	Consistent Attendance (E)	Climate Survey (E)	

## Liberty Intermediate School Bourbonnais SD 53

Proficiency (AE)		Growth (E)	
EL Progress (E)	Consistent Attendance (AE)	Climate Survey (E)	

# Next Steps

- Once approved, ISBE will submit the amendment to the U.S. Department of Education (ED).
- ED will complete their review between May & August.
- During that time ISBE will develop:
  - General webinars and informational resources.
  - A **data template** schools and districts can use to anticipate their designation using their preliminary data.
  - **Communication toolkits** for district and school leaders.
  - Webinars and other resources tailored to core audiences **in partnership** with IPA, IASA, IFT and IEA, IASB and IARSS.
  - The new custom **profile report** each school will receive in November, meant to inform school improvement.
  - Other resources identified through the final round of public comment.

# Q&A