

**ESSA AMENDMENT CHANGE SUMMARY**

<b>Page</b>	<b>Brief Summary of the Change</b>	<b>Rationale</b>
9	Update Mission, Vision and Goals with approved Board goals	This section describes the approach that guides the development and implementation of the ESSA plan and should therefore be updated with the approved Board goals. It is separate from long-term academic achievement goals, which remain unchanged.
13A	Struck the Vision section.	This section was redundant, with the vision updated on page 9.
13A	Update description of IL-EMPOWER in the System of Support section (including footnotes) to reflect current implementation and remove historical dates.	This section described the vision for implementation of IL-EMPOWER and is being updated to reflect actual implementation.
13B	Struck reference to 60 percent goal by 2025.	New Board goals that guide ESSA implementation have been approved. All long-term academic achievement goals remain and the interim measures of progress are as updated by the 2022 amendment.
14	Added “ <b>at high school</b> ” to the description of grades assessed.	Clarify implementation
15A	Added their location improvements.	Clarify implementation
15B	See 13B.	See 13B.
17	See 9.	See 9.
18A	Describes the approved Board student learning goal and explains that the ESSA long-term goals remain the same	See 9.
18B	Added a description of how the annual interim goals were adopted.	Updated to reflect current implementation.
18C	Updates description of the ambitious long-term goals and interim targets from three years to annual.	Updated to reflect current implementation.
18D	Changed grammar from future tense to past tense and changed the description to reflect actual implementation.	Updated to reflect current implementation.
19A	Continuation of 18C and D.	Rationale from 18C and D.
20	Struck based on updates on pages 18 and 19. Updated with a description of how baselines and interim targets will be created for the SY 2020-21 students, and for those who enter school in SY 2021-22 and after.	No longer needed because of changes made on pages 18 and 19. The Update description is necessary because actual interim target tables cannot be provided. Allowing schools the option to test in fall of 2021 has delayed the availability of the full data set until late January of 2022.
21-24	Struck old ELA and math proficiency targets.	These targets will be updated in 2023 using the methodology outlined on page 20.
27A	Added “ <b>spoken in the home as.</b> ”	Clarification
27B	Changed <i>for</i> and <i>must</i> to “ <b>eligible to receive language program services.</b> ”	Clarification
27C	Changed <i>proposes</i> to “ <b>implements.</b> ”	Grammar from future to present.
27D	Struck the hypothetical description of the progress to proficiency calculation and inserted the official English Learner Progress to Proficiency calculation business rules.	Updated to reflect current implementation.
28	Continued from 27D.	Rationale from 27D.
29A	Changed “will use” to “used.”	Grammar from future to past.

29B	Struck description of three-year composite average.	Updated to reflect current implementation.
29C	<b>Grammar change:</b> Changed <i>will fully implement</i> to <b>“began implementing.”</b>	Grammar from future to past.
29D	Changed <i>Progress in Achieving English Language Proficiency</i> to <b>“English Learner Progress to Proficiency.”</b>	Updated to reflect implementation.
29E	Changed <i>prior to the start of the 2018-2019 school year</i> to <b>“in the fall of 2018.”</b>	Updated to reflect implementation.
38A	<b>Global change:</b> Updated <i>division</i> to <b>“department.”</b>	Updated to reflect current usage (global change throughout the document).
38B	Changed number of districts to 852.	Updated to reflect current state.
38C	Changed <i>are developing</i> to <b>“developed.”</b>	See 29C.
38D	Changed <i>2017</i> to <b>“each year.”</b>	Updated to reflect implementation.
39A	Same as 38A.	See 38A.
39B	Changed <i>during the first half of 2017</i> to <b>“from 2017 to the current time.”</b>	Updated to reflect implementation.
39C	<b>Global change:</b> Changed references to <i>district Title I plan</i> to <b>“Consolidated District Plan.”</b>	Updated to reflect current usage (global change throughout the document).
39D	Updated footnote 37 to change tense from future to past and to update the text of the sample question with the current wording of the application.	Updated to reflect current usage.
40	See 38A and other tense changes.	See 29C and 38A.
41	Grammar/global changes as described in 29C, 38A, and 39C.	See 29C, 38A and 29C.
41B	Struck old vision, consistent with changes 9 and 13A.	See 9.
42	Updated the description of IL-EMPOWER from future vision to current implementation and term usage.	Updated to reflect implementation and current usage.
43A	42 continued.	42 continued.
43B	Added footnote 42 with a link to the approved waiver request that permits the additional year for cohorts 2018 and 2019.	Documenting approved changes consistent with current implementation.
44	42 continued.	42 continued.
45A	Changed <i>at the conclusion of Biology I in high school</i> to <b>“Grade 11.”</b>	Updated to reflect implementation.
45B	<b>Global change:</b> Removed references to <i>the PARCC assessment</i> and replaced them with the <b>“3-8 and high school ELA and mathematics assessments.”</b>	Updated to reflect implementation.
45C	Added footnote 45.	Updated to reflect implementation.
46	See 45B.	See 45B.
47	Struck reference to 2017 budget stalemate.	Updated to reflect implementation.
50A	Struck bullet 2.	Not needed given chart on page 49.
50B	Struck description of reimbursement for PSAT.	Updated to reflect implementation.
50C	Struck Grade for Growth in bullet 5 as <a href="#">approved by the Board on May 15, 2019</a> .	Updated to reflect implementation.
50D	Bullet 6 Same as 29D.	See 29D.
50E	Bullet 8 changed for the next four years to until such time as it has been validated for use in the accountability system.	Updated to reflect implementation post SY 2019-20 and SY 2020-21 data disruptions.
50F	Struck bullet 9.	Not needed given chart on page 49.
50G	Struck bullet 10.	Updated to reflect implementation.
51A	Struck bullet 2.	Not needed given chart on page 49.
51B	Struck portions of bullet 2.	Updated to reflect implementation.
51C	Added when sufficient valid data are available.	Updated to reflect implementation post SY 2019-20 and SY 2020-21 data disruptions.
51D	Part of 51B.	See 51B.

52A	Added introduction to the description with a link to the published business rules.	Clarification and update.
52B	See 45B.	See 45B.
52C	Struck description of PARCC research and replaced with IAR research.	Update to reflect implementation.
52D	Part of 52B and 52C.	See 52B and 52C.
53	Updated description of growth to reflect implementation as <a href="#">approved by the Board on June 13, 2018</a> , and the incorporation of baseline-referenced SGPs, when, for a majority of students in the state, the baseline-referenced SGP is higher than the cohort-referenced SGP.	Update to reflect implementation.
54	See 45A.	See 45A.
55	54 continued.	54 continued.
56	Replaced text about recommendation from IBAM with citation of approved School Code, including footnote 77.	Update to reflect implementation.
57-59	Updated description of College and Career Readiness as <a href="#">approved by the Board on April 18, 2018</a> , and with the proposed incorporation of baseline referenced SGPs to ensure the highest degree of growth is being reflected and used for scoring of the indicator.	Update to reflect implementation & incorporate proposed change.
59	Changed Grade 6 to Grade 4 and added or “ <a href="#">an approved alternate survey</a> .”	Update to reflect implementation.
60	Updated description of Fine Arts Indicator as <a href="#">approved by the Board on March 18, 2020</a> .	Update to reflect implementation.
61A	60 continued.	See 60.
61B	Updated description of P-2 Indicator as <a href="#">approved by the Board on April 18, 2018</a> .	Update to reflect implementation.
62A	61B continued.	See 61B.
62B	Updated description of Elementary/Middle as <a href="#">approved by the Board on April 18, 2018</a> .	Update to reflect implementation.
63-64	62B continued.	See 62B.
65	Struck footnote 105.	Updated to reflect implementation.
66A	Added <a href="#">eligible</a> to Title I.	Clarification.
66B	Added “ <a href="#">These visualizations will be displayed on the state Report Card when they are available</a> .”	Clarification.
66C	Struck Data Visualization section.	This was a hypothetical description that Illinois chose to include. It is not a required element of the template. Because the description was anticipating the way the system would be calculated, it was inconsistent with how it is calculated in actuality.
67-69	66C continued.	See 66C.
72A	Clarified definition of English Learners by adding “ <a href="#">are students whose home language survey indicates that a language other than English is spoken at home or by the student, and have not reached minimum English proficiency as established by the state superintendent</a> .”	Update to reflect current usage.
72B	Clarified the option Illinois implements for newly arrived English Learners by adding the following description: <a href="#">Illinois implements the following exception, as permitted under Section 1111(b)(3) of ESSA: “(ii)(I) assess, and report the performance of, such an English Learner on the reading or language arts and mathematics assessments required under paragraph (2)(B)(v)(I) in each year of the student’s enrollment in such a school; and (II) for the purposes of the state-determined accountability system — (aa) for the first year of the student’s enrollment in such a school, exclude the results on the assessments described in subclause (I); (bb) include a measure of student growth on the assessments described in subclause (I) in the second year of the student’s enrollment in such a school; and (cc) include proficiency on the assessments described in subclause (I) in the third year of the student’s enrollment in such a school, and each</a>	Update to reflect implementation.

	<p>succeeding year of such enrollment.” Colloquially, students are assessed in all years, even the year in which they are a newly arrived students; however, their results from that year are not used for accountability purposes. In the second year with a valid enrollment in an Illinois public school, their growth scores are used for accountability purposes. In their third year with a valid enrollment in an Illinois public school, their proficiency scores are included.</p>	
72C	<p>Replaced <i>subgroups</i> with “student demographic groups,” struck the callout of EL and former EL student groups and added a clarification of the minimum number of students for purposes of accountability by adding “It is worth noting that this represents 20 students’ worth of data per indicator, where a school must meet this threshold for a majority of the scored indicators in the system. This distinction is important, as some indicators are limited to a subset of grades, such as, but not limited to, science proficiency, ninth-graders on track, graduation rate, etc.</p>	<p>ISBE rejects the use of the term subgroup for groups of students, as no group of students is lesser than another. The note about ELs and the new former EL groups is outdated. The addition clarifies a frequently misunderstood aspect of implementation.</p>
72E	<p>Added “In the development of the plan.”</p>	<p>Grammar from present to past.</p>
73	<p>Added “ISBE ultimately selected the n-size of 20 to ensure as many schools and student groups were included in the accountability system as possible” to clarify the final decision.</p>	<p>Clarify implementation.</p>
74A	<p>Added “Once three years of valid, reliable data is available for a majority of indicators, Illinois will consider implementing a uniform procedure for averaging data. However, in 2018 and 2019, only one or two years of data were available per indicator for the majority of indicators in the system; therefore, no averaging was possible. “ And “The state will consult its TAC before implementing a shift from a single year of data to a three-year composite average before implementing such a change” to description of uniform procedure for averaging data to clarify actual implementation.</p>	<p>Clarify implementation.</p>
74B	<p>Changed <i>is</i> to “would be.”</p>	<p>Grammar from present to future.</p>
76-77	<p>Changed the description of how summative designation performance levels would be set to reflect the actual process for developing and updating scoring rules. Struck references to and examples of hypothetical performance levels and replaced with scoring rule descriptions.</p>	<p>Update to reflect implementation. This section was written when assessments were the only mechanism of accountability. The language reflected an archaic understanding and framework of accountability.</p>
79A	<p>See 66A.</p>	<p>See 66A.</p>
79B	<p>Replaced simulation of the accountability system with actual data from the 2019 implementation of the accountability system.</p>	<p>Update to reflect implementation.</p>
80-96	<p>79A continued.</p>	<p>See 79A.</p>
98	<p>Added “Currently, no averaging data across years is used in the system. “</p>	<p>Clarify implementation.</p>
99A	<p>Same as 98.</p>	<p>See 98.</p>
99B	<p>Added the rationale for using home school for purposes of accountability.</p>	<p>Clarify implementation.</p>
99C	<p>Replaced <i>All data for schools that do not have multiple years of data, consistent with Illinois uniform procedure for averaging data, will be publicly reported through the Illinois School Report Card, but will not be included for the purposes of accountability until such time as a stable baseline is available with</i> “Schools that are newly opened are rarely excluded from calculation for reasons related to failure to meet the minimum n-size or number of indicators for inclusion, or other reasons related to student inclusion in calculations. Schools are accountable for all students they have instructed for at least half a school year. School openings and closures are generally limited to the start of a new school year, so schools are typically accountable for the majority of their enrollments. All data for newly opened schools, including those who fail to meet the minimum n-size or number of indicators for inclusion, are publicly reported through the Illinois School Report Card.”</p>	<p>Update to reflect implementation.</p>
100A	<p>Replaced <i>on a three-year cycle</i> with “annually.”</p>	<p>Update to reflect implementation.</p>

100B	Changed <i>may</i> to “ <b>must</b> ” take a planning year.	Update to reflect implementation.
100C	Added callout and updated timelines for cohort 2018 and cohort 2019 schools, which have an extra year to their improvement timeline as permitted in the 2021 accountability waiver.	Update to reflect implementation.
101	100C continued.	See 100C.
102A	Updated the timeline for identified of consistently underperforming student groups.	Update to reflect implementation post SY 2019-20 and SY 2020-21 data disruptions.
102B	See 100A.	See 100A.
102C	Added “ <b>and all years after must.</b> ”	Update to reflect implementation.
102D	Changed <i>quarterly</i> reports to “ <b>triennial.</b> ”	Update to reflect implementation.
103	See 100C.	See 100C.
104A	Changed <i>Provider Partners</i> to “ <b>learning partners.</b> ”	Update to reflect current usage.
104B	Replaced existing description of the Technical Assistance Regarding Evidence-Based Interventions with updated description of IL-EMPOWER from page 42-44. Both sections were the same in the original document.	See 42.
105-106	104B continued.	See 104B.
107A	See 102D.	See 102D.
107B	See 104A.	See 104A.
109A	Replaced old Board goals with current Board goals consistent with the update on page 9.	See 9.
109B	See 13B.	See 13B.
112	Added the Culturally Responsive Teaching and Leading Standards.	Update to reflect implementation.
113-114	Replaced existing description of the Technical Assistance Regarding Evidence-Based Interventions with updated description of IL-EMPOWER from page 42-44. Both sections were the same in the original document.	See 42.
115A	See 102D.	See 102D.
115B	Struck <i>before any renewal is approved.</i>	Update to reflect implementation.
115C	Updated description of Ed360 to reflect its retired status.	Update to reflect implementation.
116A	115C continued.	See 115C.
116B	Changed the name and description of the Illinois Virtual School to Illinois Virtual Course Catalog.	Update to reflect implementation.
116C	Struck description of Online Impact.	Update to reflect implementation.
116D	Updated broken hyperlink.	Update to reflect implementation.
122	Added Spanish Language Arts to the list of approved Illinois content standards.	Update to reflect implementation.
123	Change <i>English Language Learners Division</i> to “ <b>Multilingual Department.</b> ”	Update to reflect current usage.
128A	See 39C.	See 39C.
128B	See 116B.	See 166B.
128C	See 38B.	See 38B.
128D	Changed <i>intends</i> to “ <b>continues.</b> ”	Grammar from future to present.
129A	Updated number of schools eligible for the schoolwide waiver.	Update to current data implementation.
129B	See 38A.	See 38A.
129C	Changed <i>kids</i> to “ <b>students.</b> ”	
133-136	Updated targets from the CNA with current targets.	Update to reflect implementation.

137A	Struck including students who were enrolled in the test window but were absent, exempt, not tested, or not scored.	Overly constrictive. The bullet <i>Failed to meet state standards in state reading and/or math assessments</i> is inclusive of the business rules for calculating proficiency, which includes the ESSA requirement for 95 percent participation or higher.
137B	Replaced <i>NGS</i> with “state database.”	Update to reflect implementation.
139A	Replaced <i>school</i> with “district.”	The district is the legally responsible entity.
139B	Added “Preschool and first-semester kindergarten are tested in aural language (Listening and Speaking) while students in second-semester kindergarten to Grade 12 are.”	Clarify implementation.
139C	Added kindergarten to Grade 12.	Clarify implementation.
139D	Changed <i>developed in 2013</i> to “revised the state definition in 2017.”	Update to reflect implementation.
139E	Changed old ACCESS proficiency criteria to current ACCESS proficiency criteria.	Update to reflect implementation.
139F	Grammar tense changes from past to present	Grammar tense changes from past to present.
139G	Added “in Grades K-12” and “in Grades 3-8 and 11 and in science in Grades 5, 8 and 11” to the description of when English Learners are assessed.	Clarify implementation.
140A	Changed <i>in grades 3-12</i> to “in the identified grades.”	Clarify implementation.
140B	Updated the description of English Learner program monitoring to reflect current implementation.	Update to reflect implementation.
141	140B continued.	See 140B.
143A	Replaced <i>described in Accountability System. (See 4.1 starting on page 30.) Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school), (4.1, A.,i.)</i> with “described in multi-measures accountability system and annual summative designations.”	Clarify implementation.
143B	See 39C.	See 39C.
143C	Replaced <i>Academic Achievement indicators PARCC (3-8) and SAT (high school), will be used to drive the RLIS program</i> with “as defined in the state’s academic achievement indicators, to drive the program.”	Clarify implementation.
143D	Replaced <i>help them</i> with “assist.”	Grammar.