

ESSA Amendment 5 – Accountability Redesign Change Guide

This document provides a page by page summary of the changes to Part 1 of the ESSA plan. Edits made as a part of an amendment to a state's ESSA plan are considered either substantive or non-substantive. All edits have been categorized accordingly. Changes to long term goals, measures of interim progress, assessments, or accountability are considered substantive. Changes related to the system of support or other programs are considered non-substantive, as are purely editorial changes related to substantive topics (e.g., changing the names of designations but changing nothing else about how the designations are measured, calculated or reported would be a non-substantive accountability change).

Categorization Legend		
Non-substantive	Update	A non-substantive update to reflect current practice. These changes might include updating program names or general descriptions, adding, removing, or replacing language that contextualizes more substantive elements, or other edits to reflect current practice that are considered non-substantive edits.
	Replace	A non-substantive change that fully replaces a section of text with an updated
	Grammar	A non-substantive change to maintain correct grammar.
Substantive	Addition	A substantive change that adds text or details not previously addressed in the plan.
	Revision	A substantive change that revises text or details previously included in the plan.
	Deletion	A substantive change that removes but does not replace text or details previously in the plan.

PART 1

Page(s)	Change Type	Brief Summary of Change
9, 16, 18, 19	Update	Changes name system of support to system of success.
12	Replace	Language about stakeholder engagement from 2017 with language around the values that drove the accountability system redesign.
14, 42-43	Update	A series of non-substantive changes regarding the statewide system of success to reflect current practice.
16	Addition	Adds explicit principles guiding accountability revisions.
17	Update	Estimated number of students in the state updated to reflect current enrollment.
18	Replace	Goal updated to reflect currently approved Board goals.
19-20	Revision	Updates baseline-setting narratives to reflect transition to unified academic achievement performance levels.
21	Revision	Replaces assessment benchmarks and measures of interim progress with those based on the newly adopted academic achievement performance levels & the addition of the Middle Eastern or North African (MENA) student group. Extends the target year to 2040.
22-24	Revision	Replaces 4-, 5-, and 6-year graduation benchmarks and measures of interim progress to reflect current progress towards long term goals & the addition of the MENA student group. Does not extend the target year.
25	Update	Updates the name of the ACCESS assessment to reflect current usage and details about the upcoming WIDA ACCESS standard setting.
26	Update	Updates the name of the indicator from English Learner Progress to Proficiency (ELPtP) to English Learner Progress (ELP). Adds the description

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		of an extant final step in the process of calculating ELP. Considered non-substantive, as this step is not a change to practice, but rather a clarification to the description of practice.
28-29	Replace	Replaces a long description of stakeholder engagement during the initial development of the plan with a link to the ISBE ESSA history timeline, which is a full archive of stakeholder engagement and amendments to the ESSA state plan.
30-37	Revision	Replaces large amounts of detailed description of stakeholder engagement around the initial development of the plan and replaces it with links to the www.isbe.net/essa history and detailed description of stakeholder engagement around the assessment standard setting and redesign of the accountability system.
38	Revision	Deletes the original date of Governor signature with a placeholder for signature by the current Governor.
40	Update	Minor updates to the program monitoring description to reflect current practice.
44	Revision	Updates the grades and names of accountability academic assessments to reflect current practice.
45	Update	Adds that grades 5 and 8 of science also have Spanish trans-adaptations.
46	Grammar	A grammatical change.

Field Code Changed

PART 2

Page(s)	Change Type	Brief Summary of Change
47-48	Revision	Replaces the description of the process for developing the former accountability system with a description of the process and guiding framework for the development of the current accountability system.
48-50	Revision	Deletes the prior weighting methodology and replaces it with a description of the profile of performance model, including the distinction between core and elevating indicators.
51-53	Revision	Updates the list of assessments, grades, and subjects that contribute to the academic achievement indicator. It adds grades 9 and 10 at high school for ELA and math using PreACT assessments from the applicable grades, and adds science as measured by the ISA at grade 5 and 8, and ACT at grade 11.
52	Revision	Replaces the indicator scoring formula with the new composite proficiency calculation.
52-53	Revision	Adds relevant research on the science assessment, and makes other minor updates for clarity to research, the role of the TAC, and available data.
53-54	Revision	Adds a description of growth calculations at high school, including the grades and assessments used, and timeline for calculation of cohort and baseline calculations. Revises the previous description of when cohort or baseline calculations are used for accountability and their different interpretations for clarity.
54		Replaces the indicator scoring formula with the new composite growth calculation.
54-55	Revision	Adds relevant research done on the validity of growth calculations at high school, the role of the TAC, and available data.

Page(s)	Change Type	Brief Summary of Change
55-56	Revision	Replaces the indicator scoring formula with the composite graduation rate formula.
56	Revision	Minor updates regarding the role of the TAC and available data.
56-57	Updates	Updates the name of the assessment and indicator to reflect current usage. This is a purely non-substantive name change.
57	Updates	Non-substantive updates to names or description language in the indicator formula description to further clarify the existing information. No changes to calculations are being made to the ELP indicator at this time, although further edits are being contemplated.
58	Revision	Minor updates regarding the role of the TAC and available data.
58-59	Deletion	Removes science as a stand-alone indicator. Science has been incorporated into the Academic Achievement indicator.
59-60	Revision	Replaces Chronic Absenteeism with its inverse, Consistent Attendance.
60	Revision	Updates the definition to reflect the shift from a focus on missing 10 percent or more attendance days to being present for 90 percent of attendance days. Replaces the Indicator points formula with the formula for Percent Consistent Attendance.
60	Revision	Minor updates regarding the role of the TAC and available data.
60-61	Deletion	Removes Ninth Grade on Track. Ninth Grade on Track is replaced by Growth for high schools, as it measures a more distinct construct. Ninth Grade on Track will continue to be reported on the state report card and will be included in the custom School Profile Report for high schools.
61-63	Deletion	Removes the College and Career Readiness indicator, as it did not meet validity requirements for a state-selected indicator. All components of the indicator will remain on the state report card, and many will be included in the custom School Profile Report for high schools.
64	Revision	Replaces the indicator points formula with the percent participation formula and associated footnote.
64	Grammar	A non-substantive grammar change.
65	Grammar	A series of non-substantive grammar changes.
65	Revision	Minor updates regarding the availability of data.
65	Deletion	Removes the Fine Arts indicator, as it did not meet the requirement for state-selected indicators to contribute to meaningful differentiation due to remarkably high levels of performance statewide. The Fine Arts indicator will continue to be reported on the state report card and will be included in the custom School Profile Report for all schools.
65-66	Deletion	Removes the P-2 indicator, as it did not meet the requirement for state-selected indicators to contribute to meaningful differentiation, as it is only an overweighting of chronic absenteeism in particular grades.
67-68	Deletion	Removes the Elementary/Middle indicator, as it was functionally unimplementable due to high student matriculation between schools between grades 5 and 6.
68-69	Addition	Provides an explanation regarding the indicators being removed.
69-70	Revision	Revises the previous rationale connecting the accountability system to its function as the means by which schools are identified for school improvement status to reflect the new system's guiding principle that school improvement is for all schools, regardless of designation, while continuing to meet federal requirements to identify schools for school improvement status.
70	Revision	Revises the name of the five designations.

Page(s)	Change Type	Brief Summary of Change
70-72	Revision	Replaces the short definitions of the old designations with a longer description of how the school performance profiles are generated.
74	Addition	Adds the Middle Eastern or North African student group as a tracked group for purposes of accountability.
75	Update	A non-substantive update to the description of minimum number of students. The minimum number of students remains 20, however references to indicators were adjusted to those present in both the old and new systems and national context was provided regarding the range of acceptable group size choices.
77	Revision	Revises the description of the state's uniform procedure for averaging data to reflect its final implementation.
78	Addition	Data is provided on the number and percentage of students whose student groups are excluded from accountability due to n-size limitation.
80	Addition	The specific indicator thresholds associated with the new system are provided.
81-82	Revision	The description of the previous system of differentiation is replaced by a description of the new system of differentiation and how the thresholds were set.
83-84	Revision	Deletes the discussion of how the prior weighting methodology was determined and replaces it with a description of the profile of performance model, including the distinction between core and elevating indicators.
84-85	Revision	Revises detailed descriptions of the previous summative designations and replaces them with the new summative designations. Data can be found in the associated modeling data set.
86	Revision	The previous description was revised to reflect how the redesigned system ensures that schools with low performance on core indicators will be identified for school improvement status.
86	Revision	Removes the rule that schools that fail to assess 95% of their students cannot be Exemplary and provides a justification for the removal.
87	Revision	Updates the description to reference profile of performance instead of index score. Another non-substantive change to clarify the process is made but does not represent a change in the actual methodology.
87	Update	Non-substantive edits for the sake of clarity.
87	Revision	Updates the description to specify that schools that serve variant grade configurations will receive two designations and that both will be reported.
89	Revision	Revises the definition of schools that will be identified for comprehensive support and improvement to reflect that in the new system, the Comprehensive designation is not capped at five percent. All other details remain the same.
89	Revision	Exit criteria are updated to reflect the core indicator structure, rather than majority weight.
90-91	Revision	Revises the definition of schools that will be identified for targeted support and improvement and additional targeted support and improvement to reflect that in the new system, the Comprehensive designation is not capped at five percent. All other details remain the same.
91	Grammar & Update	Non-substantive grammar change and updates to the name of the system of support.
91	Revision	Exit criteria are updated to reflect the core indicator structure, rather than majority weight.
92	Update	Non-substantive edits to indicate funds are no longer used to approve learning partners, and other preferential wording changes.

Page(s)	Change Type	Brief Summary of Change
93-94	Update	A series of non-substantive changes regarding the statewide system of success to reflect current practice.
95	Update	An update to clarify that schools that have completed a full four-year comprehensive school improvement cycle as well as another four-year intensive school improvement cycle will receive further differentiated support and oversight from the School/ District improvement department.

PART 3

Page(s)	Change Type	Brief Summary of Change
97	Replace	Goal updated to reflect currently approved Board goals.
98	Grammar	A minor grammatical change.
99	Grammar	Minor grammatical and preferential wording changes.
100	Update	A non-substantive update to reflect current practice.
101-103	Update	A series of non-substantive edits to reflect current practice.
105	Update	A non-substantive update to reflect current practice.
108, 109, 112, 117, 118, 119, 137	Update	An additional footnote or inline statement to describe organizational shifts related to early childhood.
111	Update	A series of non-substantive name changes and other minor edits to reflect current practice.
115	Grammar	Non-substantive grammatical changes.
116-119	Update	A series of non-substantive name changes and other minor edits to reflect current practice.
121-124	Replace	Replaces the prior migratory goals with the current migratory goals.
125-132	Update	A series of non-substantive name changes and other minor edits to reflect current practice.
133	Update	Adds a reference to state statute regarding homeless and youth in care liaison requirements for higher education institutions.
137	Grammar	A series of minor grammatical or preferential language shifts.
138	Deletion	Removes the previous description of Preschool Programs, as these fall under a new state agency.
142	Update	Adds a reference to state statute regarding McKinney-Vento youth entitles.