# 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

## March 3, 2026, Final Draft Edits

| Page(s) | Change Type | Brief Summary of Change |
|---|---|---|
| 1-47 | Replace | Replaces the date from January 12, 2026, to March 3, 2026. |
| 35 | Update | Addition dates for Illinois Balanced Accountability Measures Committee meeting. |
| 36 | Update | Addition dates for the Assessment & Accountability Listening Tour Phase III and IV |
| 36 | Update | Removal of footnote 35 |
| 37-38 | **Addition** | Adds more details and dates of the socialization of the Assessment & Accountability Redesign process. |
| 39 | **Addition** | Include dates ISBE met with the Governor's office. |

## January 12, 2026, First Draft Edits

| 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. |

| Page(s) | Change Type | Brief Summary of Change |
|---------|-------------|-------------------------|
| 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 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. |

**March 3, 2026, Redline edits**

| Page(s) | Change Type | Brief Summary of Change |
|---|---|---|
| 48-96 | Replace | Replaces the date from January 12, 2026, to March 3, 2026. |
| 48 | Grammar | Two non-substantive grammar changes. |
| 48 | Update | Removes "to Proficiency" from English Learner Progress to Proficiency. |
| 49-50 | Update | Included a footnote indicating ELA, math and science as a composite for Proficiency. |
| 54 | Grammar | A non-substantive grammar change. |
| 60-69 | Update | Removes a footnote on IBAM's Quality Framework: Assessment Tool for Support and Continuous Improvement recommendation |
| 71 | Update | Two non-substantive grammar inserts. Added plus sign to indication connection of steps. |
| 71 | Update | A non-substantive additional language regarding the statewide system of support. |
| 72 | **Revision** | When a school's Proficiency or Growth metrics fall below 'Approaching Exemplary,' an 'Exemplary' Graduation Rate will be credited as 'Approaching Exemplary' for the core performance determination, rather than being excluded from consideration. |
| 72 | Update | An update to include indicators for which a school has its own data as Automatic Comprehensive will applicable. |
| 73 | Update | A non-substantial update that identifies Comprehensive and Developing as the performance profile for a student group. |
| 84 | Update | A series of non-substantive grammar inserts to indicate "core" performance. |
| 84-85 | Update | Inclusion of a footnote that says a school with only one elevating indicator can elevate with only one high performing elevating indicator. |
| 85 | Update | Non-substantive change to describe Appendix 5. |
| 86 | Update | Non-substantive edit to include all schools and not just Title 1 eligible schools. |
| 87 | Update | Non-substantive edit that identifies the number of different school configurations in Illinois. |
| 87 | **Addition** | Adds language that excludes schools using back-mapped data from students two or more grades distant from the highest grade served in the school from automatic comprehensive thresholds for the specific indicator. |
| 87 | Update | A non-substantive edit for clarity that schools that serve variant grade configurations will receive two designations and that both will be reported. |
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**January 12, 2026, First Draft Edits**

| 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. |

| Page(s) | Change Type | Brief Summary of Change |
|---------|-------------|-------------------------|
| 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. |
| 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. |
| 6**0** | **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. |

| Page(s) | Change Type | Brief Summary of 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. |
| 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. |

| Page(s) | Change Type | Brief Summary of Change |
|---|---|---|
| 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 changes 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. |
| 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. |

**March 3, 2026, Final Draft Edits**

| Page(s) | Change Type | Brief Summary of Change |
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| 97-143 | Replace | Replaces the date from January 12, 2026, to March 3, 2026. |

**January 12, 2026, First Draft Edits**

| 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. |
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