



Illinois State Board of Education

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EVERY STUDENT SUCCEEDS ACT (ESSA) STATE PLAN DRAFT #2 HIGHLIGHTS

Timely and Meaningful Consultation. (pg. 3-5)

- Since the passage of ESSA in December 2015, ISBE has presented on and participated in more than 90 meetings, conferences, and listening tours.
- Draft #1 was released for public comment on August 25th for six weeks of public comment.
- The second listening tour occurred in September 2016 and focused on key issues contained within Draft #1.
- ISBE received over 280 individual comments on Draft #1 via www.essa.net.
- The third listening tour, scheduled for late November and early December 2016, will further focus upon remaining critical items within Draft #2.

English Learners (pg. 10, 13, 16, 38, 82)

- ISBE will convene stakeholders to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency.
- This group shall submit its recommendations to ISBE no later than June 30, 2017.
- ISBE has received comments from stakeholders suggesting that content assessments are made available in languages other than English when 30% or more of the English Learners speak the same language.

Accountability System (pg. 17 – 36)

- Feedback on proposed CCR framework.
- Four Simulated Growth Models: Student Growth Percentiles, Value Tables, Growth to Proficiency, and Hybrid Models
- Weighting of Indicators: The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator. Three scenarios are given for consideration (51 Academic Indicators/49 School Quality Indicators; 60 Academic Indicators/40 School Quality Indicators; 70 Academic Indicators/ 30 School Quality Indicators)
- ISBE is committed to a system that honors multiple measures including, at equal weight, both attainment and growth.

Goals (pg. 36-38)

- Interim goals should occur every three years (2017-18 – 2019-20).
- As the first three years of the implementation of ESSA will be used for benchmarking of indicators within the accountability system *and* that the accountability system must be used to identify schools for comprehensive and targeted services, those schools identified for comprehensive or targeted support will begin receiving services upon identification.
- Long term goals will be the State Goals, thus the 90% target to 2032 will be back mapped with 3-year interim goals to create unique ambitious and achievable goals for schools.

Meaningfully Differentiating Schools (pg. 38-39)

- ESSA requires meaningful differentiation of schools. Proposed rules suggest that performance levels and a single summative rating, consistent with attainment of the long-term goals and measurement of interim progress, be applied to each school.
- In order to support meaningful differentiation and to enable supportive connections between schools, ISBE will pursue the use of data dashboards that can accurately reflect the overlay of any two metrics/indicators for all students, and by demographic group.
- Should the proposed rules on performance levels and a single summative score become final, ISBE proposes that each accountability category (academic attainment, growth, EL proficiency, etc.) will receive a level of school performance as "initial" "growing", "meeting" and "exceeding".

Other matters regarding accountability (pg. 39)

- All subgroups will have an 'n' size of 20
- The creation of a "former ELL subgroup"
- Work on the new data reporting requirement, including reporting academics for homeless students, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces.
- Further elements may be collected and reported in the future.
- In order to be sensitive to the data reporting requirements for which schools and districts are responsible, ISBE is reviewing required reporting elements for schools and districts to ensure that any additional data requirements would not be overly burdensome.

Identification of Schools (pg. 39 - 50)

- Illinois proposes to develop and implement a statewide, multi-tiered system of differentiated support for schools (IL-EMPOWER), designed to provide a holistic approach to meet the needs of each student.
- IL-EMPOWER will provide universal, targeted and comprehensive training, coaching, and technical assistance in order to build school and district capacity to improve student success.
- In doing so, districts and schools will be able to address the holistic needs of students through evidence-based, developmentally appropriate, and culturally and linguistically competent practices that have been demonstrated to improve outcomes for all students.
- Methodology to identify and exit schools for comprehensive and targeted supports first identified and notified in 2017-2018 is outlined
- Illinois proposes to
 - Identify schools that require comprehensive or targeted support and services and notify them of their eligibility, responsibilities, and available system of supports and services;
 - Develop the state formula for allotment of funds and services to LEAs that have schools identified for comprehensive and/or targeted supports;
 - Design and implement a rigorous review and approval process for external providers that will become part of the IL-EMPOWER network;
 - Monitor and evaluate the use of funds by LEAs receiving an allotment of these funds; and
 - Networked sets of educators from peer schools and districts who will offer support, and meaningful stakeholder engagement in the school improvement process.

Support for Educators (pg. 52 - 53)

- ISBE is proposing utilizing Title II funds for the following:
 - Professional learning for educators to build their content knowledge in the Illinois Learning Standards, gifted students, English Learners, family and community engagement, social and emotional issues, cultural, racial, and socio-economic competence, conflict management, students with disabilities, family and community engagement, trauma, behavioral health issues, restorative practices, cultural competence, anti-racism, recognizing implicit bias, and actualizing anti-bias approaches.
 - Training for teacher and principal evaluators.
 - Developing resources such as units and lessons for mathematics, English language arts, science, social studies, fine arts, and social-emotional curricula will be created and shared with all educators. Districts, especially those identified for comprehensive and targeted services, would be provided professional learning opportunities that include organizational, leadership and capacity-building strategies regarding reflective supervision, job-embedded professional development, learning communities, data literacy, resource allocation, instructional technology and data, information literacy, universal design for learning, implementation, and recruitment and retention of teachers in high-poverty and/or high-minority districts, family and community engagement, restorative practices, addressing issues related to school conditions and school climate, and the development of community partnerships. This professional learning will improve the quality and effectiveness of educators and improve student academic achievement. Trainings in afterschool activities will also be offered to demonstrate a model of quality afterschool programs.
 - Equip school leaders, both teacher and principals, to act as instructional leaders, particularly for teachers in the early grades. School leaders need knowledge of child development, pedagogical content knowledge, and knowledge of pedagogical practice and high-impact teacher-child interactions for young children. School leaders also need professional development to build their capacity as facilitators of continuous teacher learning and development.
 - ISBE shall provide guidance to districts on the type of professional learning that is most likely to be effective, aligned to adult learning best practice, is evidence-based, and has been demonstrated to be effective in developing knowledge and improving practice and/or outcomes for students. Grants for district/educator preparation program partnerships that focuses upon recruitment, support, and extensive and extended clinical experiences.

Other state-identified strategies (pg. 67)

- The 852 districts in Illinois must each submit a plan that was developed in consultation with stakeholders for approval in order to access their Title I dollars.
- Many elements of the required ESSA District Plan were contained in the previous law, but some components are new, such as
 - How the LEA will identify and address disparities in teacher distribution,
 - How the LEA will ensure that every child is taught by a highly effective teacher, and
 - How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting

schools with high rates of discipline, disaggregated by each of the subgroups of students.

- Additionally, based upon feedback from stakeholders, ISBE is going to add to the statutory required components the following:
 - How the LEA will identify and address disparities in library resources
 - How the LEA will support efforts to encourage and support the arts
- ISBE will use Title IV, Part A funds (Student Support and Academic Enrichment Grants) to coordinate with LEAs to reduce exclusionary discipline, implement evidence-based mental health awareness training programs, and expand access for school-based counseling and behavioral health programs.
- Programs can include school-based behavioral health services that are trauma-informed, prevent bullying and harassment, develop relationship-building skills, and train staff on trauma, classroom management, and child sexual abuse and prevention.
- ISBE also encourages LEAs to take advantage of the Approaches to Literacy Grants available to districts.

