

**A READER'S GUIDE for the
ISBE Every Student Succeeds Act (ESSA)
State Plan**

Draft #2

December 6, 2016

To Engage with this Reader's Guide and Submit
Feedback to ISBE, please go to EngageforSchools.org:



EngageforSchools.org

"As educators, families, community leaders, and activists, we must seize the opportunities within ESSA. We must engage in dialogue, continue to build trusting relationships with one another, and activate all public, private, and philanthropic resources available in order to interrupt those practices that have left far too many of Illinois' most vulnerable behind and without real access to opportunity."

—Superintendent Tony Smith, August 2016

Dear Illinois Education Stakeholder,



After several weeks of helpful feedback from education, youth, and community leaders on Draft #1 of ISBE's developing ESSA State Plan, the Illinois State Board of Education (ISBE) has released its Draft #2, on November 22, 2016. Draft #2 is intended to meet the requirements of the new Every Student Succeeds Act (ESSA), respond to and integrate several consistent themes from the first round of feedback (see ISBE's [Appendix A1 for Draft #1 Comments and Listening Tour Report](#)), and refine an accountability framework that fulfills the educational equity and excellence goals for all students in Illinois.

We've worked with the Superintendent's office and our Illinois partners to package the following set of materials that contain information to help guide your efforts as you:

- Reflect on the issue-specific prompts raised by ISBE throughout the ESSA State Plan Draft #2, found on the [ISBE ESSA website](#).
- Prepare to join the conversation at one of ISBE's upcoming Listening Tour, Round 3, November-December 2016. Find a location near you on the [ISBE ESSA website](#).
- Provide additional feedback to inform Draft #3.



NOTICE OF US ED FINAL REGULATION:

The transition between the presidential administrations carries particular significance for the implementation of the *Every Student Succeeds Act* (ESSA), the latest reauthorization of the *Elementary and Secondary Education Act* (ESEA). While ESSA was passed by Congress with bipartisan support, it appears the incoming administration may adopt a different approach than its predecessor with regard to its approach to regulations under the law. The final regulations on accountability under ESSA were final as of Monday, November 28, 2016, and further final regulations are pending as of the publication date of this guide.

While the incoming administration may choose to delay the implementation of these rules, and/or issue guidance saying they won't enforce part or all of the regulations, and/or set aside whatever ESSA regulations are in place and re-regulate entirely, it seems likely in any case they will adopt an approach that is more permissive, flexible, and subjects fewer state actions to rigorous federal oversight than current regulation defines. With that in mind, it is our opinion that the actions and goals set forth in this Reader's Guide are likely to pass muster even with a change in administration and even with a less robust formal role for the federal department of education.

[Learn more at ed.gov](#)



READER'S' GUIDE for STATE PLAN DRAFT #2: This resource is intended to support Illinois stakeholders to better understand ISBE's State Plan Draft #2, highlight changes from Draft #1, and be prepared to participate in the State Plan Draft #3 development process by:

- Summarizing requirements under ESSA along with the relevant sections of the State Plan Draft #2, including areas that have been refined from Draft #1.
- Identifying "Further Considerations" stakeholders may want to keep in mind when reviewing and providing feedback on ISBE's State Plan Draft #2
- Suggesting resources for additional context and research

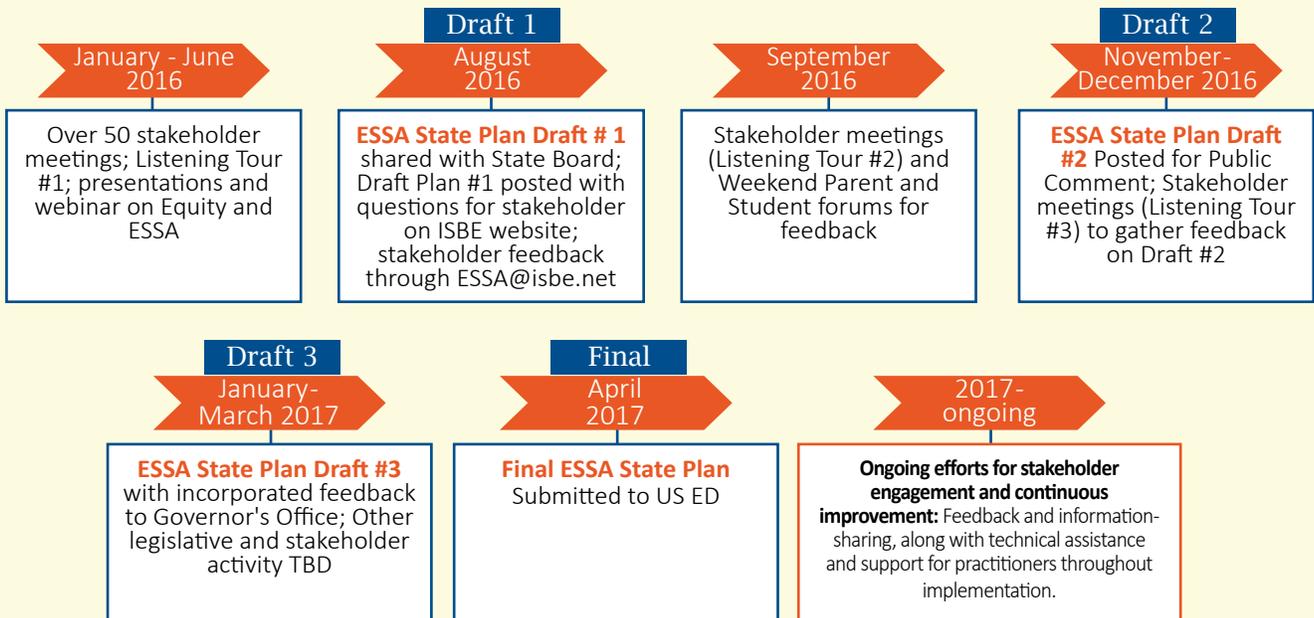


ENGAGEMENT TO DATE: To date, ISBE has held well over 90 meetings with individual and small groups, made several ESSA-specific presentations publically available, hosted two Listening Tour series in April/May and September/October across the state, and participated in a stakeholder-organized webinar in June on ESSA and Equity. The current ISBE ESSA State Plan Draft #2 includes stakeholder feedback on Draft #1, as well as ISBE's request for additional areas of feedback and clarification to inform Draft #3.

State Plans are due to the United States Department of Education (US ED) in either April 2017 or in September 2017, and these kinds of stakeholder engagement efforts are required under ESSA as part of the State Plan development process. While ISBE has elected to submit its plan in time for the earlier, April 2017 deadline, there is still ample time to continue the full and meaningful dialogue to advance equity under ESSA that has already begun.

UPCOMING ENGAGEMENT OPPORTUNITIES: Over the next few weeks, ISBE will offer a series of opportunities for continued collaborative discussion of - and inquiry into - the refinement of ISBE's State Plan (Note that ISBE plans to submit in April of 2017). We encourage all stakeholders to actively engage in the State Plan development process, and ensure equity is prioritized throughout Illinois' education policy landscape.

ISBE TIMELINE OF ESSA ENGAGEMENT EFFORTS - FALL 2016-2017



We believe robust and meaningful stakeholder engagement throughout the iterative draft development process strengthens and enriches the State Plan and helps build on ISBE's current efforts to advance equity.

We are excited to partner with ISBE In these efforts and will continue to track engagement opportunities and catalogue resource materials on the Illinois State Engagement Page on the Partners for website.

We are thankful for the combined efforts of Superintendent Smith and his staff, and the many partners and stakeholder organizations in Illinois who are working together to ensure schools in Illinois are offering all students an excellent education. Thank you for your continued engagement and your leadership.

—The Partners *for* Team and Network



This *Reader's Guide* is designed to support Illinois stakeholders as they provide feedback on the ISBE ESSA State Plan Draft #2, made public on November 18, 2016. We welcome your feedback at illinois@partnersforeachandeverychild.org as we continue to update and revise the materials in this Reader's Guide.

Partners *for* has developed a new platform to submit feedback on the ISBE Draft Plan.

Click on the icon below to Engage for Illinois Schools!

Additionally, we invite you to **email a comment or question to ESSA@isbe.net.**



A READER'S GUIDE for the ISBE ESSA State Plan Draft #2

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Section 1: Consultation and Coordination

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WHAT DOES ESSA SAY?

Beyond the substantive decision points in ESSA, the law presents an obligation for states and districts to consult with an array of stakeholders in designing education processes under the law. Some of these areas for consultation include: standards, assessment, accountability, supports, data reporting, educator quality, and state and local plans overall.

The law encourages states and districts to **establish structures for ongoing engagement** with stakeholders to ensure that state and local decisions are deeply and authentically informed by the many constituencies that will be impacted.



Final Regulation: Engagement

SEAs must consult with two additional stakeholder groups in developing its consolidated State plan: representatives of private school students and early childhood educators and leaders. The final rules also clarify that the stakeholder groups listed in the rules represent the minimum type/number of groups with which an SEA is expected to consult.

[Learn more at ed.gov](http://ed.gov)

For more on ESSA's stakeholder engagement provisions, including stakeholders to engage, see **Appendix B**.

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What's in the ISBE ESSA State Plan Draft #2?

Section 1: Consultation and Coordination [Draft 2 pages 5-9]

1.1 Timely and Meaningful Consultation

ISBE's vision for development of the Illinois ESSA State Plan includes engaging with stakeholders on substantial aspects of the law and, through a collaborative process, learning from their expertise.

Early in 2016, ISBE staff completed and shared with the field a bill summary and multiple presentations. ISBE held a series of "listening tour" meetings throughout 2016 to ensure that the Illinois state plan included ample opportunity for stakeholders to share their expertise. District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended these meetings.

Since the passage of ESSA in December 2015, ISBE has presented on and participated in more than 90 meetings, conferences, and listening tours, including 40 meetings in October and November, 2016, following Draft 1 of the State Plan (Draft 1).

NEW!

During its second listening tour, which took place in September 2016, ISBE received over 280 comments on Draft 1, including comments from 54 organizations, 70 students advocating to include the arts in ESSA, and 60 emails on behalf of librarians. There were 7 broad categories that stakeholders commented on (*see next page*):



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NEW!

- Health and Wellness
- Title II Funding
- Supports for English Learners
- Multi-Tiered System of Support
- Student success/school quality indicators (support for)
- Accountability
- College and Career Ready Indicator

ISBE is continuing to refine their process of plan development. ISBE is continuing to post resources, updates, and drafts of the state plan on isbe.net/essa. This information is also communicated through the Superintendent’s Weekly Message and social media.

ISBE has organized working groups and committees focused on key areas of ESSA, including the Accountability Workgroup, The Technical Steering Committee (data modeling), the Illinois Balanced Accountability Measure group, and the P-20 Council and its sub-committee on data, assessment and accountability.

Throughout this document, stakeholder input has been identified with the Engagement icon: 

1.2 Plan Coordination

Legislation (PA 97-0558) signed in 2011 directly addressed the duplications and redundancies within other government agencies, a model for ISBE to consider as it contemplates the most appropriate ways to braid funding. Illinois has been utilizing horizontal collaboration across state agencies (facilitated within the Illinois Children’s Cabinet¹ structure) as well as cross-divisional work within ISBE to identify duplicative approaches and/or barriers to implementation of effective and efficient programming for Illinois’ children and families.

As one way of supporting this comprehensive approach, ISBE’s multi-tiered system of support is IL-EMPOWER.

NEW!

What is IL-EMPOWER?

NEW!

IL-EMPOWER is based in part on the principles of a Multi-tiered System of Support, which has its roots in special education, and draws on best practices from the Illinois Statewide System of Support. IL-EMPOWER is grounded upon a framework for continuous improvement that is systemic, prevention-focused, and data-informed, thus providing a coherent continuum of supports responsive to meet the needs of all learners. 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. The system will:

- Provide technical assistance, professional development, and support to LEAs and schools in the development of their comprehensive and targeted improvement plans;
- Provide assistance or conduct needs assessments, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong comprehensive and targeted improvement plans;
- Contribute to, curate, annotate, and update a list of evidence-based strategies as defined in statute from the previous work done to support school improvement to create a statewide system of differentiated support

¹ The Children’s Cabinet will lead the State’s strategic vision for achieving child and family outcomes focused on cradle to career development. Learn more at: <https://www.illinois.gov/gov/children/Pages/default.aspx>

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QUESTIONS FOR FURTHER CONSIDERATION



Section 1: Consultation and Coordination

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

Consultation:

- What additional organizations should ISBE consult with and what additional data should be explored to better understand the needs of historically underrepresented groups?
- How might ISBE structure plans to engage stakeholders after state plan submission to inform amendments and refine implementation? How should ISBE guide local engagement efforts at the district and school levels?
- What existing equity initiatives might ISBE leverage to build capacity? What are legislative barriers to pursuing equity for all students? How might ISBE address these barriers?
- Has the state gathered information on the effectiveness of on-going engagement strategies to continuously improve?
- Is there a clear and consistent message from ISBE on why engagement matters?
- How might ISBE more effectively engage stakeholders that are typically not well-represented? What kinds of supports and targeted outreach efforts might be used to more effectively engage these groups now and moving forward into implementation?
- How might IL-EMPOWER be used as a tool to support stakeholder engagement around the development of comprehensive and targeted improvement plans?
- How might stakeholders contribute to the IL-EMPOWER system, for example by providing suggestions on evidence-based strategies? input for equity audits?

Coordination:

- Are you aware of examples (i.e., in other states, districts, etc. reliant on federal funds) where entities have successfully coordinated funding and administration between/among different federal programs? How was this done?

Questions

Section 1: Consultation and Coordination



[Click Here for ADDITIONAL TOOLS AND RESEARCH](#)

Section 2: Challenging State Academic Standards and Academic Assessments



WHAT DOES ESSA SAY?

Standards and Assessments

Standards

States must demonstrate that their challenging academic standards are aligned with entry-level course requirements in the state's public system of higher education and the state's career and technical education standards.

Note: The US Secretary of Education cannot mandate, direct, control, coerce, or exercise any direction or supervision over standards adopted or implemented by the state.

Assessments

States must*:

- assess at least 95% of all students and include participation rates in the state accountability system;
- assess students annually in grades 3-8, and at least once in high school, in math and ELA, with science assessments required at least once in each grade span (3-5; 6-9; 10-12);
- not assess more than 1 percent of students using an **alternate assessment** for students with the most significant cognitive disabilities;
- make “every effort” to develop assessments in languages other than English that are present to a “significant extent” in its participating student population;
- use assessments that involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks;
- comply with civil rights laws to provide appropriate accommodations when necessary; and

States may:

- allow districts to use a locally-selected, nationally recognized high school assessment in place of the required statewide high school assessment;
- allow a nationally recognized entrance exam to substitute for the accountability assessment under the local choice option;
- apply to implement an **innovative assessment and accountability pilot**, which may include the use of competency- or performance-based assessments that may be used in place of the annual

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statewide assessments (flexibility will only be afforded to up to seven states, and a consortium not to exceed four states);

- use federal assessment funds to conduct audits of state and district assessment systems; and
- set a target limit on the aggregate amount of time that students spend taking assessments for each grade.

*ESSA maintains the federal requirement that 95% of students in a school participate in federally-required state assessments, but allows states to describe how that will factor into their accountability systems. The bill preserves the ability of states or locals to create their own laws governing parental decisions to opt their child out of participating in academic assessments. School districts are required to notify parents annually of the ability to receive any testing participation policy of the state or district.



Final Regulation:

Participation

States that develop their own strategies for addressing “opt-outs” may employ different “sufficiently rigorous” approaches for dealing with different degrees of the low-test participation.

Learn more at ed.gov

State Assessment and Standard Requirements: Peer Review Process

NEW!

Challenging Academic Content Standards, Aligned Academic Achievement Standards, and Alternate Academic Achievement Standards are submitted through peer review at the federal level. This peer review process has been outlined below.

The U.S. Department of Education (US ED) oversees the peer review process for state assessments. States must submit for peer review upon US ED’s request or in the year after the first administration of any new or significantly revised assessment. States must submit evidence of:

- Statewide systems of standards and assessments,
- Assessment system operations,
- Technical quality,
- Inclusion of all students, and
- Academic achievement standards and reporting.

Peer reviewers with expertise in the above areas will comment on the state assessment processes. US ED will review these comments and will direct states to provide additional evidence or adjust their current systems.

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What's in the ISBE ESSA State Plan Draft #2?

Section 2: Standards and Assessments [Draft 2 pages 10-17]

State Assessment and Standard Requirements: Peer Review Process

Illinois, the Partnership for Assessment of Readiness for College and Careers (PARCC), and the Dynamic Learning Maps-Alternate Assessment (DLM-AA) submitted ELA and math assessments for peer review in spring 2016, and are awaiting feedback.

2.1 Challenging State Academic Standards

ISBE will continue to use the Illinois Learning Standards (ILS).²

² See isbe.state.il.us/ils/ for more.

2.2 Academic Assessments

ISBE administers the following high quality student academic assessments:

- 1 PARCC exams in ELA and mathematics in grades 3-8.
- 2 Beginning with the 2016-17 school year, the SAT, including a writing component, will be taken by all public high school juniors.
- 3 The Illinois Science Assessment, first administered in spring of 2016 for students in grades 5 and 8, and in high school (corresponding to the content of Biology I).
- 4 Currently, middle schools are provided with the option, using PARCC high school course-based assessments, to assess advanced students in mathematics with the content best aligned to their current coursework (e.g., Algebra I when a student is in middle school).

NEW!

Dynamic Learning Maps-Alternate Assessment (DLM-AA)

In Illinois, the Dynamic Learning Maps-Alternate Assessment (DLM-AA) is the alternate assessment for students with the most significant cognitive disabilities. The DLM-AA system is aligned to the ILS using the Essential Elements,³ and uses items and tasks that are embedded in day-to-day instruction. These students will demonstrate knowledge of the ILS by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student.

The DLM-AA system is built on an evidence-based design, and gives educators options to incorporate items into their daily instruction through an instructionally embedded option. “Evidence-based design” means that standards to be assessed are identified first, and then the evidence necessary to demonstrate the standard is chosen. Last, tasks designed to elicit this evidence are created.

NEW!

Universal Design for Learning

The DLM-AA system uses the Universal Design for Learning Principles (UDL) to develop and administer the assessment, using technology. **UDL is a scientifically valid framework in education that provides for flexibility in engaging students with information, and that reduces barriers in instruction for all types of students, without sacrificing high achievement expectations.**

NEW!

English Learners (ELs)

Illinois has adopted EL-specific standards, policies, and supports. Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is of lower incidence, at least support in the native language, together with instruction in English as a second language. This is to ensure that ELs are able to access the high-level content of the new state standards and remain at grade level while also developing English academic language proficiency.



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³ See dynamiclearningmaps.org/about/model#essential-elements for more.

With respect to standards, Illinois has been a World-Class Instructional Design and Assessment (WIDA) consortium member since 2004. Illinois has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. ELP Standards were developed using the ILS and incorporate the current college- and career-ready goals. Illinois officially adopted ELP Standards in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.

Coming Up Next:

Before or upon submission of the Illinois State plan, ISBE will convene a stakeholder group to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency. The stakeholder group will submit its recommendations to ISBE no later than June 30, 2017.

Grants for State Assessments: Student Reading Skills Improvement Grants

ISBE's support for the design, development and implementation of high-quality assessments aligned to the Illinois Learning Standards (ILS) will be support for the design, development, and implementation of high-quality and **evidence-based assessments that are developmentally appropriate**, culturally and linguistically competent, in addition to being aligned to the ILS.

NEW!

Draft  2



QUESTIONS FOR FURTHER CONSIDERATION

Section 2: Standards and Assessments



Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- In addition to the federal peer review process for statewide standards and assessments, what additional state-level processes should ISBE consider in order to ensure that the needs of English learners and/or students with disabilities are met?
- In addition to consortia like WIDA, what other resources might help to inform EL proficiency assessment and data analysis? for students with disabilities?

Questions

Section 2: Standards and Assessments



Click Here for **ADDITIONAL TOOLS AND RESEARCH**

Section 3: Accountability, Support, and Improvement for Schools:

Indicators and N-Size



WHAT DOES ESSA SAY?

Indicators, N-Size, and State Goals

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. The required accountability indicators are:

For elementary, middle and high schools:

- Achievement in ELA and math as measured by proficiency on statewide assessments*
- English language proficiency rates*
- At least 1 additional indicator (see next page for more) of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism)

For elementary and middle schools:

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance*

For high schools:

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)*

** These indicators must carry “substantial” **weight** in the final accountability system. In the aggregate, these indicators must carry “much greater” weight than the indicator(s) of school quality or student success.*

Additional indicator(s):

For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism). Each additional indicator the State selects must meet the following criteria:

- Is valid, reliable, and comparable across all LEAs in the State;
- Is calculated the same for all schools across the State, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- Can be disaggregated for each subgroup of students;
- Includes a different measure than the State uses for any other indicator;
- Is supported by research finding that performance or progress on such measure is likely to

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increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and

- Aids in the meaningful differentiation among schools under proposed §200.18 by demonstrating varied results across all schools.

NOTE: States may include **more than one** additional indicator of school quality or success so long as each indicator is measured for all students and subgroups.

Additionally, charter schools must be included in the state's accountability system with respect to authorization standards, annual reporting, and equitable distribution of teachers. For more information on ESSA's requirements for Charter Schools, please see **Additional Equity-Focused Decision Points in ESSA** at the end of this document.

N-Size:

States must also set the minimum number of students from a subgroup needed for reporting and accountability purposes (N-size). The N-size must be the same for all subgroups and for all indicators.

Goals for Student Achievement & High School Graduation Rates

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator.

States **must** use this system to set long-term goals with measurements of interim progress for student achievement in English Language Arts (ELA) and math (as measured by proficiency), as well as at least two other distinct indicators of student performance, measured for all students and subgroups of students at each school.

States may set goals for extended-year high school graduation rates, but those goals must be higher than the 4-year graduation rate goal.

The goals and interim progress measures must take into account room for improvement to make significant progress in closing proficiency and graduation rate gaps.

When addressing the issue of student achievement and proficiency rates, and closing related gaps, states should consider the importance of prioritizing high quality early learning and early elementary experiences across the state, including by embedding these elements into the state's accountability system.

Additionally, dropout prevention and recovery initiatives help to support graduation rate closing among the state's highest need students.

NOTE: For more information about ESSA's Early Childhood Education requirements and resources available to support High Risk Students, please see **Additional Equity-Focused Decision Points in ESSA** at the end of this document.



Final Regulation:

School Quality

Indicators chosen to measure academic progress and school quality or student success must be supported by research that it helps increase student learning, such as grade point average, credit accumulation, or performance in advanced coursework, or for high schools, graduation rates, postsecondary enrollment, persistence, or completion, or career success.

Learn more at ed.gov



Final Regulation: *N-Size*

States can set any N-size of their choosing. If the N-size is greater than 30, these rules say states must show the impact of their N-size on the percentage of schools identified for improvement on the basis of subgroup performance compared to the percentage of schools that would have been identified for the same reasons using an N-size of less than 30.

Learn more at ed.gov

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Report Cards and Data Reporting

Annual state and district report cards are required under ESSA. The following are a subset of the information required for state and district report cards:

- Long-term goals, measures of interim progress for all students and student subgroups, for all accountability indicators;
- Minimum number of students for subgroups (N-size);
- A system for meaningfully differentiating among schools based on student performance (including all of the indicators), the specific weights applied to each indicator, the criteria used to determine how schools are identified for - and exited from - Comprehensive and Targeted Support & Improvement status, and a list of the schools so identified;
- Performance of all students and student subgroups on annual assessments (ELA, mathematics, and science) disaggregated by: economic disadvantage; each major racial and ethnic group; gender; disability; EL and migrant status; homeless; foster care; and military connection;
- High school graduation rates, including the 4-year adjusted cohort graduation rate and the extended-year rate;
- Educator equity: The professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools including the percentage of inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject;
- Measures of school quality, climate, and safety, which may include data reported as part of the U.S. Department of Education's Civil Rights Data Collection; and
- Early childhood data: percent of students enrolled in preschool programs.

States will need to ensure that report cards are presented in an understandable and uniform format that is developed in consultation with parent and family stakeholders, and in a language parents and families can understand.

English Learners and Accountability

Accountability for English Learners (ELs) is shifted from Title III to Title I, which increases funding opportunities and visibility for ELs. States must:

- include **English language proficiency** as an indicator in their accountability systems;
- ensure the appropriate **accommodations** for ELs to participate in assessments and have the opportunity to reap the same benefits as non-ELs;
- annually assess and report English language proficiency, and students who have not attained English proficiency within 5 years of identification as an EL; and
- clarify a standardized process for classifying ELs and re-designating students as English language proficient; and disaggregate ELs with a disability from ELs in general.



Final Regulation: ELs
States must develop a "research-based" maximum timeline for English language proficiency for ELs.

Learn more at ed.gov

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States have two options regarding timing for assessing ELs:

- Include test scores after they have been in the country 1 year (consistent with NCLB); OR
- Refrain from counting EL test scores in a school's rating in their first year, but require ELs to take both math and English Language Arts (ELA) assessments and publicly report the results.

In order to receive Title III funding to support EL programs, state and district plans must explicitly include parent, family, and community stakeholder engagement as part of their EL strategy, and develop implementation plans with all state stakeholders.

ESSA



What's in the *ISBE ESSA State Plan Draft #2?*

Section 3: Accountability, Support, and Improvement for Schools *[Draft 2 pages 19-40]*

3.1 Accountability System

Accountability Indicators

Illinois is considering using four indicators for the elementary/middle level and five indicators at the high school level. **In addition to indicators required under ESSA,⁴ members of the Accountability Workgroup repeatedly identified the following school quality indicators:**

- 8th/9th grade on track (K-12)
- Chronic absenteeism and/or attendance (k-12)
- HS curricular measure AP/IB/dual/CTE (9-12)
- PreK-2 indicator (2 groups) (may not be ready 2017-18)

Suggested additional indicators fell into the following categories:⁵

- Academic indicators (*e.g. grades, Spanish literacy, access to arts curricula, Kindergarten readiness*)
- School Climate indicators (*e.g. **Disciplinary Data: Suspensions and expulsions, referrals to law enforcement, and the use of aversive behavioral interventions; Safe environments, including incidences of violence, bullying, and harassment; nutrition, wrap-around support***) **NEW!**
- Engagement indicators (*e.g. parent-student-teacher*)
- Post-Secondary Readiness indicators (*e.g. College enrollment, College and Career Readiness**)
- Access to Advanced Coursework indicators (*e.g. AP/IB courses, dropout rates*)
- Non-academic indicators (*e.g. chronic absenteeism, mentorship, early childhood education*)

Stakeholder Input:

The Accountability Workgroup suggested various indicators. Since the release of Draft 1, multiple groups assisted in the refinement of the accountability ideas. The Data, Assessment, and Accountability subcommittee of the P20 Council is currently meeting to provide recommendations.

Stakeholders also offered several suggestions for indicators that could be reported, but that should not be used as part of the accountability system. ISBE, sensitive to the data reporting requirements for which schools and districts are responsible, is reviewing them to ensure that any additional data requirements would not be overly burdensome.

⁴ Illinois plans to include 4-, 5-, and 6-year graduation rates in the accountability system.

⁵ For a full list of the indicators being considered, see the Illinois State Plan Draft #2, page 17.



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Stakeholder Input:

Stakeholders have indicated continued interest in the following school quality indicators (noting grade span/school configuration):

- Chronic absenteeism
- College and career readiness
- 8th grade on track
- 9th grade on track
- School climate survey
- Growth toward college and career readiness (as measured by 9th grade on track and graduation rate)

Coming Up Next:

The Illinois Balanced Accountability Measure (IBAM) group, pursuant to PA 99-0193, will provide its recommendation to ISBE, to be included in Draft 3. Additional indicators that are reportable but not used for accountability will also be shared in Draft 3.

College and Career Readiness Indicator

As part of the College and Career Readiness indicator, Students would receive “College and Career Ready Designation” by completing one of the pathways below (*See next page*).

NEW!



Stakeholder Input:

At its November 18 meeting, ISBE presented a College and Career Ready Indicator, which it subdivided into five discrete areas that stakeholders commented on:

- *GPA 2.8 out of 4.0*: concern about different GPA systems across schools and “gaming the system”
- *Academic Benchmarks/Industry credentials* - across districts, time consuming to scale up
- *Behavior and experiential benchmarks* - will require additional staff, might disadvantage some students
- *inquiry-based skills; soft skills* – add intelligence, collaboration, and social skills; and arts readiness
- *Additional ideas* - 90% attendance may be problematic, requirement should be college or career readiness

Stakeholders also commented on (ISBE’s “Other” category): maintaining foundational services, supporting professional learning communities, and creating a gifted subgroup for the Report Card.

Coming in Draft 3:

Various groups have submitted and will continue to provide feedback on the College and Career Readiness indicator, and their input will be incorporated into Draft #3. These groups include: (1) a technical steering workgroup that met regularly to make recommendations related to the modeling of student academic growth; (2) the Data, Assessment, and Accountability subcommittee of the P20 Council that is meeting to provide recommendations, and (3) the Illinois Balanced Accountability Measure group, pursuant to PA 99-0193, which will receive these recommendations and provide its recommendation to ISBE.

Draft 2

College and Career Readiness Designation Pathways

Pathway A	<ul style="list-style-type: none"> • Minimum ACT or SAT Score <ul style="list-style-type: none"> • ACT: <ul style="list-style-type: none"> • English: 18 • Math: 22 • Reading: 22 • Science: 23 	<ul style="list-style-type: none"> • SAT: <ul style="list-style-type: none"> • Evidenced-Based Reading & Writing: 480 • Math 530
Pathway B	<ul style="list-style-type: none"> • Minimum 2.8/4.0 GPA • One Academic Indicator 	<ul style="list-style-type: none"> • Two Career Indicators
Pathway C	<ul style="list-style-type: none"> • Minimum 2.0 GPA • Pass College Placement Exam 	<ul style="list-style-type: none"> • Two Career Indicators
Pathway D	<ul style="list-style-type: none"> • 2.0-2.79 GPA • Algebra II Proficiency (A, B, or C) 	<ul style="list-style-type: none"> • One Additional Academic Indicator • Two Career Indicators

Academic Indicators	Career Indicators
<ul style="list-style-type: none"> • Advanced Placement Exam score of 3 or above • Advance Placement course completion with a grade of A, B, or C • Dual Credit course completion with a grade of A, B, or C • Algebra II Proficiency demonstrated by a grade of A, B, or C • International Baccalaureate Exam score of 4 or above • College Developmental/Remedial English and/or Math course completion with the grade of A, B, or C • Minimum SAT score • Minimum ACT score 	<ul style="list-style-type: none"> • 90% Attendance • 25 hours of community service • Workplace learning experience • Industry credential • Military Service (including ROTC) • Two or More organized co-curricular activities

ISBE commits to equity by stating that the Illinois accountability system will support ISBE’s goals in an effort to ensure that each and every child receives a high quality education and that gives meaningful support to each school district.

The proposed college and career ready pathway also includes the opportunity for students to receive a “Distinguished Scholar Designation.” The Distinguished Scholar Designation includes ALL of the following:

- 3.0 GPA
- Minimum SAT/ACT Scores
- Two additional academic indicators
- Two career indicators



STUDENT ACADEMIC GROWTH MODELS

[See Draft 2 pages 23-32]

As part of the required indicators under ESSA, ISBE must determine how to measure and rate student academic growth. This section includes information on the process ISBE engaged in to develop models for student academic growth, the specific models used, and next steps for academic growth modeling. *Note that ISBE includes a significant amount of information on student growth measures and modeling in the Draft State Plan #2. Below is a summary of this information. Please see ISBE's Draft 2 for additional detail.*

In an effort to measure the effect education has a student's progress, growth measures seek to be comprehensive, including factors like:

- Student starting knowledge,
- Opportunities locally available to a child during her or his schooling (e.g., access to enrichment opportunities, AP course offerings),
- Student characteristics (e.g., gifted learner, low socio-economic status),
- Family resources, and
- Test characteristics (e.g., the difference between measured quantity and the 'real' or 'true' value of the thing being measured], how "new" a test is in implementation, alignment of what is being tested to what students might have learned)

Stakeholder Input:

A technical steering workgroup met regularly to guide and review potential models for student academic growth.



ISBE used four basic models for calculating growth. These four models were requested to determine the correlation between different approaches to academic growth, including PARCC student growth data, based on a proxy data set of 100 schools that reflect Illinois demographic and enrollment patterns.⁶

Model	Overview	Advantages	Disadvantages	Best Fit?
Linear Models/ Student Growth Percentiles (SGPs)	Compares student achievement data over time. E.g. "student X scored better than Y percent of students with identical/ similar scores on the prior year's exam."	<ul style="list-style-type: none"> • Easy to calculate and aggregate • Easily understood by field and public • With other measures, can provide multidimensional picture of school quality by looking at achievement and growth. 	High measurement error	Designed to answer very specific question – How much progress did a single student make from one year to the next? – so best to use in conjunction with other methods.
Value Tables	Compares student achievement data over time, but using a different formula than SGPs (not student rankings; rather, performance levels).	Same as SGPs above.	Even higher measurement error than SGPs.	Like SGPs, designed to answer specific questions – How has a student grown in terms of transitions through performance level categories over time? In which category will the student likely be in the future? – so best to use in conjunction with other methods.

Continued Next page

⁶ Using simulated data is inherently imperfect. Though school-level results do not reflect specific schools, overall trends are representative of the relationships between calculation treatments. Additionally, the small data size results in a measure that cannot capture all scores.

Model	Overview	Advantages	Disadvantages	Best Fit?
Growth-to-Proficiency	Measures whether each student is currently on a trajectory that will result in proficiency by a target grade (or the extent to which this is true).	<ul style="list-style-type: none"> Spans multiple years Allows school to receive "credit" for addressing the needs of the school's specific population Is easily understood by field and public Is flexible enough to integrate different concepts of growth 	High error, though lower than SGP. Best accuracy with large sample sizes.	Does not compare students' progress to others in similar score-bands or profiles, as it is only concerned with each student's trajectory relative to pre-set definitions of "proficiency."
Hybrid	Combines multiple approaches	<ul style="list-style-type: none"> Increases flexibility when looking at data, and may better represent the reality of growth 	Hard to balance use of growth measures More difficult to explain to the public	How to situate growth in a space between individual measures?

English Learners and Accountability (outlined in Section 5, C.i. of Draft 2)

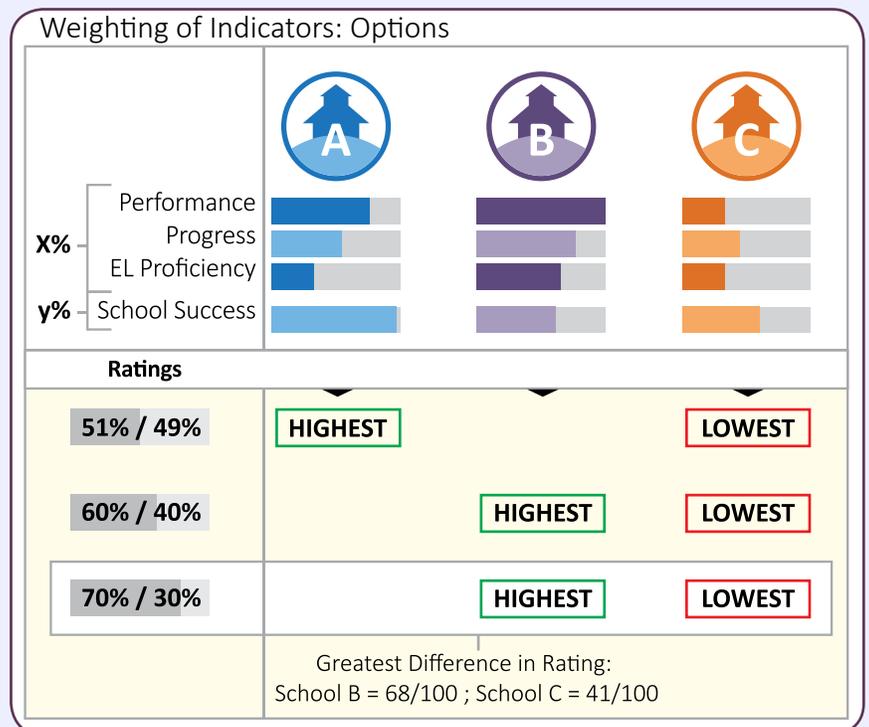
ELs are currently considered proficient in English when they achieve a score of 5.0 in the overall composite score and 4.2 in reading and 4.2 in writing. Students are exited from the program of bilingual education services after attaining the state-identified proficiency scores on the annual English language proficiency assessment. The same criteria will be used to include ELs in the EL subgroup for Title I reporting and accountability purposes.

Meaningfully Differentiating Schools

Note that ISBE includes a significant amount of information on models for weighting indicators in Draft 2. Below is a summary of this information. Please see ISBE's Draft 2 for additional detail.

ISBE presents three scenarios (see table, right) using proxy data that fall within the "substantial" weighting guidance of ESSA and are modeled generically for grades 3-HS for three example schools (A, B, and C). ISBE has not determined it will use a system with a scale of 100, nor decided anything about if or how ranges could be used in the meaningful differentiation of schools.

At this time, ISBE has not made any determination on the weights of indicators in the accountability system.



Draft 2



Final Regulation: *Summative Rating*

As of November 28, 2016, the final rules held:

Each state’s accountability system must provide a summative determination from among at least three distinct, clear, and understandable categories (these final designations can be consistent with ESSA's Comprehensive, Targeted, and other schools). This information may be provided in a “data dashboard” or another user-friendly format.

Learn more at ed.gov

Given final regulation, ISBE proposes that each accountability category (academic attainment, growth, EL proficiency, etc.) receive a level of school performance as “initial,” “growing,” “meeting,” and “exceeding”.

NEW!

Coming up Next:

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.

Stakeholder Input:

Accountability Workgroup participants expressed concern about schools that may not have one or more of the indicators (e.g., an EL subgroup subject to the EL proficiency indicator). ISBE is committed to an accountability system that honors multiple measures, including both attainment and growth at equal weight. Public comment has largely supported growth as the predominant measure, but it is important to strive toward ensuring that each child meets the Board-identified goals. So, too, setting expectations that recognize growth and attainment as equal allows ISBE to locate and provide the most appropriate support for each and every child.

Statewide Long-Term and Interim Goals

ISBE articulates seven statewide long-term goals, noting that it will use these statewide goals to create unique, ambitious, achievable goals for Illinois’ 4,000 schools. *ISBE’s long-term goal* is that every child deserves to attend a system in Illinois wherein:

NEW!

- All kindergartners are assessed for readiness.
- 90% or more of 3rd grade students are reading at or above grade level.
- 90% or more of 5th grade students meet or exceed expectations in mathematics.
- 90% or more of 9th grade students are on track to graduate with their cohort.
- 90% or more of students graduate from high school ready for college or career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Once a baseline has been established over 3 years (2017-18 – 2019-20) for each indicator (or set of indicators), interim goals will be determined as follows:

- *Academic Achievement:* The 90% target to 2032 will be back mapped with 3-year interim goals. Thereafter, a 12-year trajectory with 3-year interim goals will be used.
- *Graduation Rate (4-, 5-, and 6-year):* The 90% target to 2032 will be back mapped with 3-year interim goals.
- *Progress on English Language Proficiency:* (Once the baseline for ACCESS within each school has been established) The 90% target to 2032 will be back mapped with 3-year interim goals.
- *Student Success/School Quality Indicator:* The 90% target to 2032 will be back mapped with 3-year interim goals.

Draft 2

N-Size

Based upon stakeholder feedback, all subgroups will have an “n” of 20. EL subgroups, both the traditional subgroups and a newly created “former ELL subgroup,” will also have an “n” of 20.

NEW!

Data Reporting

Statewide efforts to collect data on schools, such as the 5Essentials Survey, and other data elements may be reported out using ISBE’s long-term goal to complement the accountability framework and help districts and schools to tell their story. Since Illinois may not have this data every year, using this data to supplement the story will allow more flexibility in sharing the information outside of the formal accountability structure.

NEW!

ISBE continues to 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.

ISBE notes in Draft 2 that it is working on the new data reporting requirement, including:

- reporting academics for homeless students
- status as a child in foster care
- status as a student with a parent who is a member of the Armed Forces.

Charter Implications

In accordance with state charter school law, the accountability provisions under ESSA are required for charter schools.

NEW!

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION

ISBE Action Item

Section 3: Accountability, Support, and Improvement for Schools

Feedback Requested on ISBE ESSA State Plan Draft #2:

ISBE requests feedback on the College and Career Readiness Framework approved at the September 2016 Board Meeting, and the College and Career Ready Pathways presented at the November Board Meeting.

ISBE requests feedback from the field on the following questions:

- Which approaches to student academic growth have appeal and which ones do not? Why or why not?
- Which student growth model makes the most sense as a part of Illinois’ accountability system?
- Which model of weighting makes the most sense in Illinois (51/49, 60/40, 70/30) and will best provide the information schools need to identify and obtain supports when necessary?
- Are there additional approaches to student academic growth that stakeholders would like to see explored? If so, what are the additional approaches?

Questions

ISBE also requests feedback on the proposed approach to interim goals and on the meaningful differentiation of schools.

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- What should the adoption by ISBE of a CCR framework mean for the broader accountability system?
- What should the relationship of the CCR framework to the accountability indicators currently listed in the ISBE State Plan Drafts #1 and #2 be?
- Which of the additional indicators of school quality or student success should be reportable but not used for purposes of accountability?
- Are the goals included in the Draft Plan those we want to set for all Illinois students? For student subgroups?
- What are examples of goals that are “aspirational” and goals that are “ambitious and achievable”? How should “aspirational” and “ambitious and achievable” standards inform the development of interim and long-term goals?
- What are appropriate timeframes for interim and long-term goals, and why?

Questions

Section 3: Accountability, Support and Improvement for Schools



Click Here for ADDITIONAL TOOLS AND RESEARCH

Section 3: Accountability, Support, and Improvement for Schools:

Identification of Struggling Schools

ESSA

WHAT DOES ESSA SAY?

Identification of Struggling Schools

States must establish a system of meaningfully differentiating among the performance of all public schools, and at a minimum must provide supports or interventions for schools identified as:

- **Comprehensive Support and Improvement Schools** — At least once every three years, states must identify the **lowest-performing 5%** of Title I schools and high schools with graduation rates at or below 67%;
- **Targeted Support and Improvement Schools** - any school with any student subgroup that is “**consistently under-performing**” based on all indicators in the state accountability system.
- **Additional Targeted Support Schools** - any school with a subgroup performing at the level of the lowest-performing 5% of all Title I schools, based on the state accountability system.

Identification: Comprehensive Support and Improvement Schools

At least once every three years, states must identify the lowest-performing 5% of Title I schools, and high schools with graduation rates at or below 67%, for comprehensive, locally-determined, **evidence-based intervention**. These schools have up to four years to meet state-set criteria that would allow them to exit Comprehensive Support and Improvement status. If the schools do not meet these criteria, they must implement more rigorous state-determined interventions.

Identification: Targeted Support & Improvement Schools:

Annually, states must identify any school with any student subgroup that is “consistently underperforming” based on all indicators in the state accountability system. Those schools must receive targeted, locally-determined, evidence-based intervention. If implementation of targeted interventions is unsuccessful in improving student outcomes based on the indicators in the state accountability system, additional action may be taken after a number of years to be determined by the district.

NOTE: Targeted Support & Improvement schools (see below) that are consistently underperforming over a period of time, and that fail to achieve state determined “exit criteria,” must be reclassified by the state as Comprehensive Support & Improvement schools.



Final Regulation: Years of “Underperformance”

states may base their definition of “underperformance” on more than two years’ worth of data, provided they explain how using a longer time frame will support the provision of supports for the identified subgroup.

Learn more at ed.gov

ESSA

Identification and Intervention: Additional Targeted Support & Improvement Schools:

States must also identify schools where the performance of any subgroup of students is at or below the level used to identify Title I schools for the bottom 5% in the state for Additional Targeted Support & Improvement.

ESSA



What's in the ISBE ESSA State Plan Draft #2?

Section 3: Accountability, Support, and Improvement for Schools [Draft 2 pages 40-44]

3.2 Identification of Schools

Illinois proposes to develop and implement a statewide multi-tiered system of support (MTSS), **called IL-EMPOWER**. The MTSS will provide comprehensive and differentiated supports and services to eligible schools. ISBE will utilize its MTSS for training, coaching, and technical assistance in order to build districts' capacity to deliver MTSS within all of its schools. In doing so, districts will be able to address the holistic needs of students through evidence-based practices that have been demonstrated to improve outcomes for all students. The following is a breakdown of identification and notification by category of school:

NEW!

Comprehensive Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and every three years thereafter

Targeted Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and every three years thereafter

Additional Targeted Support Schools

- identified in the second round of identification, in School Year (SY) 2020-21.

Comprehensive Support and Improvement Schools: Methodology to Identify Eligible Schools

NEW!

Schools eligible to receive comprehensive supports and services will be identified using the following methodology:

1 First, the lowest-performing 5% of schools, as determined by the state accountability system, will be identified. ISBE will concentrate greater resources to those schools.

2 Next, high schools with a 4-year graduation rate of less than 67% that have not already been identified as being within the lowest-performing 5% of schools will be identified.

3 Finally, schools with one or more student groups whose performance remains on par or is lower than the performance of the "all students" group in the lowest-performing 5% of schools after a school improvement plan has been implemented for 4 years (e.g., in 2020-21) will be identified.



Final Regulation:

Identification Timeline

States must now identify schools for comprehensive support and improvement beginning in **SY 2018-19**, and schools for targeted support and improvement in the **SY 2019-20**. A state may implement earlier if they propose to do so in their approved state plan.

[Learn more at ed.gov](#)

Draft 2

Schools in these categories will be first identified and notified in 2017-2018, using, at minimum, the required ESSA accountability indicators. ISBE would prefer to use:

- The most current student performance data,
- A 3-year span of data for improved reliability, and
- The full range of the ESSA accountability system.

Exit Criteria: Comprehensive Support and Improvement

ISBE proposes the following criteria:

NEW!

- School no longer meets eligibility criteria for comprehensive support and improvement, AND
- School has a growth trajectory for students, including those at highest and lowest attainment levels, and a strong plan for sustainable progress with a theory of action, measureable goals, aligned strategies, and a progress monitoring plan.

Stakeholder Input:

Stakeholders suggested that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require comprehensive or targeted support, and suggested that targeted support and intervention for one or more of its student groups may be necessary.



Targeted Support and Improvement Schools: Methodology

As with schools identified for comprehensive services, ISBE proposes schools should be provided at least 4 years to plan and implement their school improvement plans.

NEW!

ISBE proposes the following methodology for identifying additional schools for targeted support and improvement:

- 1 Using, at minimum, the required metrics in the ESSA accountability system, identify the statewide average performance levels for the “all students group” and each relevant student demographic group.
- 2 Identify the largest gap in achievement between the statewide “all students group” and the statewide average performance of each identified student demographic group.
- 3 Identify for targeted support and improvement any school that has a student demographic group whose schoolwide achievement gap is 1.5 times as large as the greatest average state achievement gap.

In writing and reviewing LEA Plans, the school and district will also have access to differentiated supports from IL-EMPOWER.

Stakeholder Input:

There are legitimate concerns that 1) a 2-year cycle doesn't provide schools identified for targeted supports and improvement sufficient time to make measurable gains, and 2) even though a school may have a targeted student group, their interventions will often need to be schoolwide, as these students are part of the larger schoolwide system. Therefore, ISBE proposed using the same 4-year timeline for improvement and identification that is applied to schools that need comprehensive support and improvement.



Provide Feedback or Ask a Question

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Exit Criteria Targeted Support and Improvement

NEW!

ISBE proposes the following criteria:

- That a school no longer meets the eligibility criteria for targeted support and improvement, AND
- That a school has established a growth trajectory for the identified student demographic group to bring its performance into alignment with the state's long-term goals, AND
- That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan.

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION



Section 3: Accountability, Support and Improvement for Schools

Feedback Requested on ISBE ESSA State Plan Draft #2:

ISBE requests feedback on its plan to identify schools for *comprehensive* services and exit criteria.

ISBE requests feedback on its plan to identify schools for *targeted* services and exit criteria.

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- How do districts and schools in Illinois plan to meaningfully engage stakeholders throughout the support and intervention process? How will districts and schools make information about the effectiveness of these efforts easily accessible to stakeholders?
- What are the “exit criteria” proposed for each improvement category? How and when will schools be reclassified? In what ways does the reclassification process allow for thorough, holistic, public review of school performance, and/or the consideration of additional exit criteria? How will the reclassification of schools impact the state’s progress towards long-term goals and affect measures of interim progress?
- Does Illinois identify Comprehensive Support & Improvement schools at higher rates than are required within the law (e.g. bottom 10% of Title I schools; graduation rates below 75%)? What are the pros and cons of Illinois’ current identification system? How does it impact how districts and states ensure equitable outcomes for student subgroups?

Questions

Section 3: Accountability, Support and Improvement for Schools



[Click Here for ADDITIONAL TOOLS AND RESEARCH](#)

Section 3: Accountability, Support, and Improvement for Schools:

Interventions in Struggling Schools

ESSA

WHAT DOES ESSA SAY?

Interventions in Struggling Schools

Intervention: Comprehensive Support and Improvement Schools

Districts have the responsibility of developing improvement plans for identified schools. They must be developed in consultation with local stakeholders, and must:

- be informed by all of the accountability indicators;
- be evidence-based;
- be based on a school-level needs assessment;
- be approved by the school, district, and state;
- be monitored and periodically reviewed by the state; and
- articulate strategies to remedy all identified resource inequities.

Comprehensive Support and Improvement schools have 4 years to meet state-set criteria that allow them to exit the Comprehensive intervention status. If they do not meet these criteria, they must implement more rigorous **state-determined interventions**, which may include school-level operations.

Intervention: Targeted Support & Improvement Schools

Schools have the responsibility of developing improvement plans. They must be developed in consultation with local stakeholders, and must:

- be informed by accountability indicators;
- be evidence-based;
- be approved and monitored by the district; and
- result in additional action for underperformance over a period of time determined by the district

Intervention: Additional Targeted Support & Improvement Schools

These schools, in addition to meeting the requirements described above, must identify resource inequities - including, but not limited to, resources such as school textbooks and condition of buildings and facilities - and address how those inequities will be addressed through the implementation of its improvement plan. Such schools will be identified for Comprehensive Support & Improvement if they do not meet state-set **exit criteria** by a state-set time period.

ESSA includes grant funding that increases resources for student enrichment and supports. For more information about Meeting the Needs of Students In High-Poverty Communities, please see **Additional Equity-Focused Decision Points in ESSA** at the end of this document.

ESSA



What's in the *ISBE ESSA State Plan Draft #2?* *Section 3: Accountability, Support, and Improvement for Schools [Draft 2 pages 45-50]*

3.3 State Support and Improvement for Low Performing Schools

Allocation of School Improvement Resources

NEW!

It is expected that ISBE will reserve \$48,665,646 for school improvement activities in 2017-18. This is the sum of the amount the state reserved for school improvement for fiscal year 2016, plus the amount received for FY 2016 under School Improvement Grants 1003(g), and after which it will reserve no less than 7 percent of funds for school improvement activities. Illinois proposes to use no more than 5 percent of the amount reserved for school improvement activities 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 or targeted supports;
- Design and implement a rigorous review and approval process for external providers that will become part of a statewide multi-tiered system of support;
- Monitor and evaluate the use of funds by LEAs receiving an allotment of these funds; and
- Create networked sets of educators from peer schools and districts who will offer support and meaningful stakeholder engagement in the school improvement process.

To ensure the formula will distribute funds both equitably and effectively, and to ensure compliance with ESSA,⁷ ISBE plans to incorporate the following elements:

- Status as a comprehensive or targeted improvement school, with schools requiring comprehensive improvement receiving a larger allotment of funds and/or services and supports than targeted,
- The number of staff and students in the school,
- The phase of the implementation timeline the school is in (e.g., year 1, year 2, or year 3),
- The number of schools in the LEA identified as comprehensive and the number identified as targeted,
- The concentration (i.e., percentage of schools in the LEA) identified as comprehensive and the concentration identified as targeted,
- The level of “need” of the school and district, and
- quality of the plan itself and readiness of the schools and districts to implement the plan effectively.



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⁷ ESSA requires that ISBE prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.”

Draft 2

Through the braiding of the *Individuals with Disabilities in Education Act (IDEA)* Parts B and D funds⁸, ISBE is creating a statewide system of differentiated support, IL-EMPOWER, that would arrange for the direct provision of technical assistance, professional development, and support to schools and LEAs whose plans do not meet minimal quality. These schools will receive far more intensive support, monitoring, and feedback from the support liaisons; other state partners, including districts; and agencies when they develop their revised comprehensive and targeted improvement plans.

NEW!

Stakeholder Input:

Stakeholders suggested the elements to include in the formula used to equitably and effectively distribute funds.

Stakeholders emphasized that there should be a minimum level of quality to the improvement plans, and felt that external evaluation of plan quality by networked sets of educators from peer schools and districts, in conjunction with IL-EMPOWER that provided diagnostic services and supports during the planning year, was appropriate.



ISBE retains its commitment to make base-equitable awards of 1 year for planning purposes, and then to make awards of 3 years on a formula basis to serve implementation of purposes. Additionally, ISBE expanded the time that it may make a subgrant: Either in the year of identification or following a planning year, ISBE will make subgrants of varying amounts to schools that submit acceptable comprehensive or targeted improvement plans on a formula basis for a period of not more than 3 years.



Stakeholder Input:

Stakeholders made the following suggestions regarding definitions:

Term	Definition
Greatest Need	Defined as being in the lowest 5% of schools in terms of student growth and achievement.
Readiness to Implement	The definition of readiness to implement should be informed by evidence from practice and research on organizational change (e.g., implementation of organizational, leadership, and capacity building drivers within a multi-tiered support framework) as well as from former School Improvement Grant 1003(g), such as the following: <ul style="list-style-type: none"> • Two to four clear areas of focus for improvement with defined benchmarks for measuring success. • The strength of the research-based approaches and interventions within the plan. These approaches should be researched in settings similar to the schools in which they will be implemented. • Clear budget for allocation of proposed funding, including rationale for why funding is broken down as it is. • Clear backup plans for intervention if the initial plan does not succeed to indicate that the district has accounted for all eventualities
Strongest Commitment to Implement	Commitment must be evaluated at the individual school level, as well as in conjunction with the willingness of the broader district system, school board, and teachers union to support the planned strategies.

8 IDEA Parts A (General Provisions) and B (Assistance for Education of All Children with Disabilities) allocate funding for supporting students and personnel with disabilities.

Evidence-Based Interventions

ISBE proposes that schools requiring comprehensive or targeted supports and services begin a planning year after they have been identified, unless there is strong evidence of existing readiness, including a recent and comprehensive needs assessment and/or equity audit, identified evidence-based strategies, and a strong plan for monitoring of implementation. In a planning year, Illinois will use 95% of these funds which create a statewide system of differentiated support (IL-EMPOWER).

Periodic Resource Allocation Review

Gaps in the provision of all technical assistance, professional development, and other support and services will be provided by IL-EMPOWER.

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION

Section 3: Accountability, Support and Improvement for Schools

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- Beyond differences in funding levels, how will districts and schools in Illinois identify, and take steps to remedy, inequities in resources (for example, course offerings, books and learning materials physical condition of buildings) among schools and among districts? How, if at all, are resource inequities among schools and districts already being calculated and/or tracked?
- How might ISBE best incorporate a measure of the quality of an LEA plan as a part of the formula for distributing funding?
- ISBE is collecting an exhaustive list of resources that it will share with the field in Spring 2017 to help support districts and schools in their selection of “evidence-based practices.” What might those resources include?
- While some ESSA programs allow the use of all four levels of evidence- 1. Strong 2. Moderate 3. Promising 4. Research-based rationale- Section 1003 of ESSA requires that schools identified as comprehensive and targeted use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising). Given the possible dearth of interventions that meet one of these evidence levels, how might Illinois best meet the “evidence-based” requirement?

Questions

Section 3: Accountability, Support and Improvement for Schools



Click Here for **ADDITIONAL TOOLS AND RESEARCH**

Section 4: Supporting Excellent Educators



WHAT DOES ESSA SAY?

Supporting Excellent Educators

ESSA provisions under Title II

ESSA provisions under Title II impact the funding formula of grants to states, as well as state uses of funds, subgrants to Local Education Agencies (LEAs), and LEA uses of funds.

ESSA expands and updates the list of LEA activities that can be funded with Title II dollars, to support professional development/learning and leadership opportunities, including educator career pathways that invest in recruitment, induction, mentoring, and leadership opportunities, as developed in consultation with stakeholders. Title II allowable class-size reduction and professional learning strategies must be “evidence based.”

In developing and implementing these strategies, LEAs can subgrant or partner with for-profits, non-profits, institutes of higher education, or tribal organization.

Title II-B activities and grants includes Teacher and School Leader Incentive Program; Literacy Education for All, Result for the Nation; American History and Civic Education, Supporting Effective Educator Development subgrants; School Leader Recruitment and Support subgrants; Technical Assistance and National Evaluation subgrants; STEM Master Teacher Corps subgrants.

**It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress’s Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).

Teacher and Leader Evaluation Systems

States are not required to have teacher and leader evaluation systems. States may use federal professional development funds and Teacher and School Leader Incentive Fund competitive grants to implement teacher and leader evaluation systems based on student achievement, growth, and multiple measures of performance, and to inform professional development. Following is an overview of the resources to support educators under ESSA Title II:

A. In General

- ESSA shifts the Title II, Part A formula to have a more significant weight on poverty (from 65% to 80% of the formula by 2020)
- Districts applying for funds must describe how funding for schools identified for comprehensive and targeted improvement and support will be prioritized

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- ESSA removes caps on direct administrative costs for Title II, Part A

B. Teacher and Principal Evaluation and Support

- Allowable use of funds are included for “teacher, principal, and other school leaders evaluation and support systems that are based in part on evidence of student academic achievement.”
- If funds used, must include multiple measures of educator performance with “timely and useful feedback” provided to teachers, principals and other school leaders.
- States may also develop or assist districts in developing career advancement opportunities, differential pay, or other incentives to recruit/retain teachers, principals, and other school leaders in low income schools/districts, and teachers in high-need subjects.

C. Other Allowable Uses

ESSA generally includes other allowable uses of Title II funds including:

- Funds to support induction, mentoring, professional learning, preparation programs, and alternative certification routes
- Improving equitable access to effective teachers
- Efforts to support principals, teachers, early childhood educators, and program administrators to develop solutions for school transitions and school readiness

D. Principal Quality

- ESSA provides an optional 3 percent set-aside for activities supporting principals and other school leaders. States may reserve these funds even if reservation would reduce funding to any school district.

E. National Activities

- ESSA authorizes a \$469 million fund (up to \$489 by 2020) for National Activities through which USED will administer several programs:
 - The Teacher and School Leader Incentive Fund- states/districts to support human capital systems [49% of the fund; 47% in 2020]
 - The Literacy Education for All, Results for the Nation (LEARN) program- support comprehensive literacy instruction in early childhood education through grade 12 [34% of the fund; 36.8% in 2020]
 - The American History and Civics Education Program- institutions of higher education, nonprofits, consortia to support quality instruction in these areas [1.4% of the fund]
 - Programs of National Significance: Supporting Effective Educator Development (SEED); The School Leader Recruitment and Support program; Technical Assistance and National Evaluation (center on literacy for students with disabilities and STEM Master Teacher Corps) [15.4% of the fund; 14.8% in 2020]

Educator Equity

States no longer need to define and track High-Quality Teachers (HQTs), but states must develop, report and share plans describing how they will identify and address educator equity disparities that result in poor

ESSA

and minority students being taught by inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject at higher rates than other students.

States must collect and publicly report data on these disparities and describe the metrics used to determine the disparities. States must also report on, where available, the annual retention rates of effective and ineffective teachers, principals, and other school leaders.

States may use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

Districts must describe how they will identify and address educator equity, and must have mechanisms to notify parents regarding the professional qualifications of their child's teacher.

Title II funding allocations, specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, require state and local districts to work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high-quality teachers and school leaders.

ESSA



What's in the ISBE ESSA State Plan Draft #2?

Section 4: Supporting Excellent Educators [Draft 2 pages 50-57]

4.1 Systems of Educator Development, Retention, and Advancement

ISBE's plan includes existing efforts around preparation and placement of new educators (teacher certification and licensing) based on state and national content standards and clarifies professional development definitions to support, track, and evaluate local professional development (PD) efforts. The plan includes limited new structural shifts or investments aside from an annual professional development audit, to begin Fall 2016.

Stakeholder Input:

Feedback from commenters on Draft 1 focused on the following: job-embedded professional learning led by instructional leaders (e.g., principals and teacher leaders), teacher residency programs, and professional learning communities.



Illinois proposes to implement a statewide, multi-tiered system of differentiated support for schools, IL-EMPOWER, which will include systems for education development and support. Illinois LEAs and schools will receive differentiated resources and access to increase the implementation of scaling up of innovative and effective evidence-based strategies.

NEW!

4.2 Support for Educators

Resources to Support State-level Strategies

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

NEW!



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engagement; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches.

- Training for teacher and principal evaluators.
- Development of resources, such as units and lessons for mathematics, English language arts, science, social studies, fine arts, and social-emotional curricula, that 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, implementation of Universal Design for Learning, 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 after-school activities will also be offered to demonstrate a model of quality after-school programs. *From Draft 1: Such supports will be implemented through systematic professional learning, training, technical assistance, and coaching allows for consistency of services to LEAs through Multi-Tiered System of Support (MTSS), improved data systems (e.g. Illinois Data First, Ed360), and online professional learning tools (e.g. Illinois Virtual School, Online Impact).*
- Tools and resources to equip school leaders, both teachers 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.

Similar to the ongoing work in the development of recommendations for an accountability system, the Teacher and Leader Subcommittee of the P-20 Council is also developing recommendations on the use of Title II funds to share with ISBE.

Coming up Next:

ISBE will 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 focus upon recruitment, support, and extensive and extended clinical experiences.

4.3 Educator Equity

Definitions

The proposed definition of an *ineffective teacher* is a teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement.”

The proposed definition of an *inexperienced teacher* is a teacher with less than four years of teaching experience.



QUESTIONS FOR FURTHER CONSIDERATION

Section 4: Supporting Excellent Educators

Feedback Requested on ISBE ESSA State Plan Draft #2:

IL-EMPOWER, P. 51.

ISBE requests feedback on its statewide system of support for all schools.

Title II Funds, p. 52-53.

ISBE requests feedback on its proposed use of Title II funds.

Questions to consider as you go through the ISBE ESSA State Plan Draft #2:

- How should Illinois prioritize the use of Title II funds to support IL-EMPOWER if the availability of Title II funds is reduced by Congress and the United States Department of Education?
- How should Illinois ensure that state and local districts work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high quality teachers and school leaders?
- How should students with disabilities and English learners be included in state efforts to increase student access to well-prepared and effective teachers? What additional or different supports are needed and how will they be funded and staffed?
- In what ways should Illinois use school, teacher, and student data to assess the working conditions within each school, identify areas of improvement, and implement responsive improvement strategies? How should improvement strategies be funded and assessed?
- How might Illinois ensure the fidelity and efficacy of LEA Title II applications? How can ISBE collect information on best practices and strategies without placing an undue burden on districts?

Questions

Section 4: Supporting Excellent Educators



Click Here for ADDITIONAL TOOLS AND RESEARCH

Section 5: Supporting All Students

ESSA

WHAT DOES ESSA SAY?

Supporting All Students-Funding and Resource Allocation

In General

ESSA continues to push states to maintain their investment in education, especially for the highest need students, schools, and districts.⁹ In the interest of improving educational opportunities and reducing unnecessary fiscal and accounting requirements, ESSA includes a series of funding authorizations and also reporting requirements on fiscal efficiency. The funding authorizations are detailed below, and increase modestly beginning in fiscal year 2017 and continue through fiscal year 2020. As for fiscal efficiency, ESSA requires State Educational Agencies to include information in their state plans about how they will modify or eliminate state fiscal and accounting barriers to enable schools to more easily consolidate funds from federal, state and local sources.

States must comply with the following provisions of ESSA in order to receive federal funds under the Elementary and Secondary Schools ACT (ESEA):

A. Maintenance of Effort

States cannot reduce their investment in education by more than 10 percent from year to year. A district may receive a grace period of one year if it has otherwise maintained fiscal effort in the preceding five years.

B. Supplement not Supplant

Districts must demonstrate that schools received all the state and local funds they would have gotten if there were no federal dollars on the table. However, under Title I states and districts are only required to show compliance every two years instead of annually. In addition, states and school districts will not have to show that individual costs related to Title I activities are supplemental.

C. Comparability

Districts must demonstrate that schools that receive Title I funds received at least as much state and local funding as schools that do not receive Title I dollars.

Title I

A. School Improvement Activities¹⁰

- Required State Set-Aside for School Improvement: School Improvement Grants (SIG) are removed from ESSA and replaced with a required 7% state-level set-aside of Title I funds for school improvement and

⁹ The term "districts" as used in this document refers to traditional public school districts and charter schools

¹⁰ It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress's Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).

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support OR an amount equal to what the state received for school improvement funding in 2015-16 (whichever is greater).

- At least 95% of funds must pass through districts by formula or competition. “Districts” may include educational services agencies, consortia of districts, or statewide school districts.
- Awards are for up to four years (can include a planning year). States must prioritize school districts that: serve high numbers of elementary and secondary schools identified for Comprehensive or Targeted Support ; demonstrate the greatest need as determined by the state; demonstrate the strongest commitment to using funds to improve student achievement and outcomes in the lowest performing schools.

B. Direct Student Services

- Optional- Reservation for Direct Student Services: States have the option to reserve an additional 3 percent of their overall Title I funds for grants to districts serving the highest percentages of comprehensive or targeted support and improvement schools.
- Funds must be used for direct student services that may include: credit recovery, AP/IB or dual credit courses, career and technical education courses, personalized learning, tutoring, and transportation for transfer to higher performing schools.
- Services can be awarded through providers or directly from the district.

C. School-Wide Waivers

- Under ESSA, schools that have more than 40 percent of students coming from low-income families may operate a school-wide (vs. targeted) Title I program. Schools that have less than 40 percent of students coming from low income families may be granted a waiver by the state to allow the operation of a school-wide program. The state will consider the relationship of the program to improving academic achievement.

Title IV

A. New Block Grant: Student Support and Enrichment Grants

- ESSA consolidates a number of programs into a new block grant. Funding is distributed by formula to each state. Not less than 95% is then distributed to school districts with the remainder available for state activities and administrative costs.

Requirements for school districts under Student Support and Enrichment Grants:

- Spend not less than 20% of funds on activities to support “well rounded” educational opportunities for students (i.e., college and career guidance counseling, music and arts programs, STEM programs, accelerated learning programs, etc.);
- Spend not less than 20% on activities to support safe and healthy students; and
- Use a portion of the funds to support the effective use of technology

B. Continued Authorizations

ESSA

- 21st Century Community Learning Centers (CCLC) program
- Promise Neighborhoods
- Full Service Community Schools
- Education Innovation and Research grants

ESSA



What's in the *ISBE ESSA State Plan Draft #2?*

Section 5: Supporting All Students [Draft 2 pages 57-108]

5.1 Well-Rounded and Supportive Education for Students

A. Preschool - Grade 12 [Draft 2 p. 57-60]

Illinois has adopted the Birth to 5 Program Standards,¹¹ to further support transition into early childhood education, and provides grants to support programs and services for families and children birth to age 5. Recipients of grants must be committed to establishing programs, providing services, and demonstrating accountability in compliance with all aspects of the requirements as stated in the Illinois School Code and the Administrative Rules for the Early Childhood Block Grant (23 Illinois Administrative Code 235, Subchapter f, Part 235). The standards and quality indicators are the basis for the development, implementation, and evaluation of high-quality birth to 5 programs.

Illinois has also adopted the Illinois Early Learning and Development Standards (IELDS),¹² which:

- Provide teachers with developmentally appropriate expectations for children's development in the preschool years,
- Are organized to parallel content in the Illinois State Goals for Learning,¹³
- Include Preschool Benchmarks and Performance Descriptors, and
- Are directly aligned with the K-12 Illinois Learning Standards in order to promote a smooth transition from early childhood education into elementary education.

Illinois was the first state in the country to ensure a portion of early childhood education dollars went directly to programs for infants and toddlers. This past year, ISBE's legislative team helped craft and pass Public Act 99-589, a law which over time will grow the share of Early Childhood Block Grant (ECBG) funding directed toward 0-3 programs by allocating 25% of any ECBG increased appropriation to the Prevention Initiative.¹⁴

NEW!

Secondary students are offered a variety of academic, career, and technical content in the public setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the districts. Illinois supports these pathways by providing funding and other program improvement-related resources



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¹¹ isbe.net/earlychi/pdf/0-5-program-stds.pdf

¹² isbe.net/earlychi/pdf/early_learning_standards.pdf

¹³ See 23 Illinois Administrative Code 1 Appendix D found at isbe.net/rules/archive/pdfs/23ark.pdf

¹⁴ The Illinois Prevention Initiative is based on the Illinois Birth to Five Program Standards and Quality Indicators. Find more information at <http://www.isbe.net/earlychi/pdf/prevention-intiative/manual-complete.pdf>

Draft 2

to local districts through federal Carl D. Perkins Act of 2006 and state Career and Technical Education Improvement funds for approvable programs as defined by the state’s program standards.¹⁵ It is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

B. Equitable access to a well-rounded education [Draft 2 p. 60-62]

ISBE both expands its definition of the conditions for learning in schools that are necessary to improve educational outcomes for all students, and addresses the barriers to those conditions. The section also speaks to how ISBE will support LEAs’ implementation of a well-rounded education through application of the IL-EMPOWER framework for continuous improvement.

NEW!

Improving the educational outcomes for all students requires that schools promote the necessary conditions for learning, which include:

- A safe, caring, participatory, and responsive school/classroom climate;
- The development of academic, social, emotional, behavioral, and physical competencies;
- Effective and inclusive leaders;
- Ambitious instruction;
- Collaborative teachers;
- Supportive environment; and
- Involved families

Barriers to learning and teaching *must be addressed*, such as inadequate access to the general education curriculum, poverty, trauma, homelessness or instability in a living situation, disengagement, absenteeism, bullying, behavioral health issues, lack of or insufficient number of behavioral health supports in the school environment (counselors or social workers).

There are three levels of care and instruction (promotion, prevention, intervention) districts and schools should provide as they develop a safe, caring, (re-)engaging, and participatory environment. These require that districts and schools:

- Foster the well-being of all students through universal schoolwide approaches (core standards-aligned academic curriculum and instruction and practices that promote healthy development and prevent issues);
- Provide early intervention and identification strategies and supports to reduce the possibility of escalating issues (and evidence-based practices for content areas and social, emotional, behavioral and physical supports), such as the use of early childhood mental health consultation, family support, and inclusion specialists; and
- Provide intensive, individualized supports for those students demonstrating complex, multi-faceted needs, including developmental screenings that could lead to additional supportive services.

ISBE reinforces that the work to improve conditions for learning *must be done in an integrated manner* throughout the school and should include health centers, the community, and ISBE in these efforts.

¹⁵ The technical assistance, professional learning, funding, and other supports associated with IL-EMPOWER will also include supports for school leadership and job-embedded professional learning. All technical assistance, professional learning, and supports should be evidence-based, align with the Learning Forward definition of professional learning, and result in improved practice and student outcomes.

Draft 2

C. School conditions for student learning [Draft 2 p. 62-63]

In this section, ISBE describes the possible uses of Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs).

ISBE will support local districts receiving assistance to improve school conditions for student learning by providing professional learning opportunities to work directly with these districts on the implementation of specific evidence-based practices for improved academic, social, emotional, behavioral, and physical student outcomes. In addition, ISBE works in collaboration with learning supports and content specialists from Foundational Services¹⁶ to develop resources specifically meant to build the capacity of classroom educators. Some examples of grade level-specific tools and resources developed can be found at ilclassroomsinaction.org/.

ISBE will support local school districts in addressing issues of racism, implicit bias, and micro-aggressions, and will provide guidance on collecting and analyzing data around school discipline, particularly in assessing for disproportionalities.

NEW!

Illinois also enacted Public Act 99-0456, which addresses district and school policies that contribute to inequitable discipline practices and that contribute to students dropping out or being pushed out. The Act prohibits automatic suspensions and expulsions without considering context, as well as fines, fees, or cumulative discipline points systems that would escalate minor behavior into suspensions or expulsions.

Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs) can be used to coordinate with LEAs to:

- Reduce exclusionary discipline
- Implement evidence-based behavioral health awareness training programs
- Expand access for school-based counseling and behavioral health programs
- Improve outcomes of children living in the most distressed communities through a community-based continuum of high-quality services

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.

Title VII funds (Impact Aid) will also be used to support positive school climates and address childhood exposure to violence and the effects of trauma.

16 <http://iarss.org/foundational-services/>

Parent, family, and community engagement:



ISBE continues to build internal capacity and a number of supports for LEAs and communities around parent, family, and community engagement. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework, designed for districts and schools, provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. ISBE will also continue to update and develop family engagement professional development workshops and multi-tiered supports that are available statewide to schools and districts through Foundational Services.

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000. 90% of those set-aside funds must be distributed to schools, with a priority for high-need schools. Principal consultants will verify compliance with specific statutes regarding allowable use of funds during their review of the grant. This information will be shared through a webinar.

F. The identification of English learners and children with disabilities [Draft 2 p. 67]

Illinois wants to ensure that, within the standard process for the identification of ELs in our state, there is a priority to identify students with disabilities, who may require dual services to meet their language-related and disability-related needs. Every evaluation of a child identified as an English Learner will include assessments both in English and in the native language of the student that is consistent with the Illinois Administrative Code. Assessments will determine if the child's lack of English language proficiency is or is not the cause of the learning difficulty. Training may be needed for related service personnel, as well as general education staff, on distinguishing language acquisition characteristics exhibited by ELs from disability-related behaviors demonstrated in the classroom setting. Every Individualized Education Program (IEP) team will include a qualified bilingual specialist/dual language teacher able to address the child's language or cultural factors as they relate to ELs' needs AND an interpreter (for parents who are limited English proficient) who is competent and knowledgeable in both languages and key specialized terms and concepts.

NEW!

G. Other state-identified strategies [Draft 2 p. 67-68]

ISBE is expected to receive more than \$1 billion in Title I, Part A; Title II; and Title IV, Part A funds to distribute to its 852 districts.

The 852 districts in Illinois must each submit a consolidated LEA plan for approval that is consistent with ESSA and developed in consultation with stakeholders. Many elements of the required ESSA District Plan were contained in the previous law. The following components are new (*See Draft 2 page 67 for the full list*):

NEW!

- 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, ISBE has added:

- How the LEA will identify and address disparities in library resources.

Draft 2

- How the LEA will support efforts to encourage and support the arts.

NEW!

To facilitate this process, the Title Grants Administration Division within ISBE is in the process of updating its consolidated application to house Title I Part A; Title II; and Title IV, Part A programs. This will allow districts to use one portal to provide programmatic and fiscal information related to these grants in order to ensure that the academic and non-academic needs of all students, including each unique subgroup, are considered.

H. Each SEA must describe how it will use Title IV, Part A and Part B and other federal funds [Draft 2 p. 68-69]

This section describes how ISBE will coordinate with LEAs to use Title IV, Part A funds (Student Support and Academic Enrichment Grants), and includes examples of programs that might be implemented with funds from this part.

NEW!

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 Literacy¹⁷ Grants available to districts.

State Use of Funds

ISBE shall use funds under this part to provide technical assistance and capacity building to districts to meet the goals of this program. ISBE will work to support districts in providing programs and activities that (1) offer well-rounded educational experiences to all students; (2) foster safe, healthy, supportive environments **with adequate school resources (such as enough counselors, social workers, special education personnel) to address high level needs such as deep poverty, homelessness, community violence, and trauma**, and drug-free environments that support student academic achievement; and (3) increase access to personalized, rigorous learning experiences supported by technology.

NEW!

With respect to maximizing the effective use of Title IV, Part A, ISBE is investigating supporting the priorities under this part through various initiatives including, but not limited to, supporting district/ fine arts organizations partnerships, promoting healthy choices in schools, and ensuring equitable access to AP/IB and CTE coursework.

NEW!

Title IV, Part B: 21st Century Community Learning Centers [Draft 2 p. 69-70]

2% of the funds under Title IV, Part B will be used for state administration. This includes using funds to pay for administration and peer reviewers of the sub grant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities. These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board. 5% of the funds will be used for state activities. The remaining 93% of funds will be awarded to eligible applicants through competitive subgrants using a peer review process. A financial and programmatic risk assessment will need to be completed in order to receive the funds. **ISBE has also added counseling programs, including trauma-based responses to the list of ways the Community Learning Center program helps students.**

NEW!

17 <http://www2.ed.gov/programs/innovapproaches-literacy/index.html>

Draft 2

5.2 Program-specific Requirements

Title I Part A [Draft 2 p. 70-71]

ISBE will use 20% poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. Further considerations will include the educational need for schoolwide status. The educational need may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider.

B. Title I, Part C: Education of Migratory Children [Draft 2 p. 71-81]

In this section, ISBE details the state system for identifying, processing, and supporting migratory children.

Illinois will establish key personnel responsible for the identification and recruitment of Migrant Education Program (MEP)-eligible students, such as state identification and recruitment coordinator, state recruiter, and local recruiters. Illinois has developed a comprehensive identification and recruitment manual that describes the responsibilities of each of them and ensures high-quality practices in the state.

B. i. The state identification and recruitment (ID&R) coordinator, in consultation with ISBE and local Illinois MEP operating agencies, develops, implements, and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The state ID&R coordinator works with a state recruiter as well as regional and local recruiters employed by local MEP projects to ensure that all MEP-eligible children and youth in the state are identified and recruited. Identification and recruitment training is required of qualified recruiters annually.

NEW!

Recruiters document specified eligibility information on the Certificate of Eligibility (COE) and maintain records relating to identification and recruitment. Information used for eligibility and enrollment is gathered from self-eligible youth, parents/guardians, spouses, employers, social service agencies and community members and organizations, documented on the COE, and entered into the migrant database, New Generation System (NGS). In addition, recruiters serve as a link among the MEP, schools, parents/guardians, employers, and community agencies. The coordinator oversees the state quality control efforts, which are designed to strengthen the accuracy of the ID&R processes through use of a variety of checks and balances. *For additional detail see the ISBE Draft Plan 2.*

B. ii. In 2015, Illinois developed a comprehensive needs assessment (CNA) as part of a continuous improvement process. The CNA will be updated periodically as necessary to respond to changes in the characteristics of the program and migrant population in Illinois. The CNA process will involve the collection and review of data on migrant student achievement and outcomes, the perceptions of migrant staff and parents related to migrant students' needs, and relevant demographic and evaluation data. A committee of stakeholders and experts will use the data to formulate a comprehensive understanding of the characteristics of the migrant student population in Illinois and describe and quantify their needs as well as solution strategies to guide the MEP. *For additional detail on screening, assessment, and enrollment see the ISBE Draft Plan 2.*

B. iii. A service delivery plan designed to address the needs identified in the CNA guides the implementation of the MEP. Each year, local projects provide services specified in the plan in communities where migrant families are living. Supplemental education and support services are provided to respond to the unique needs of migrant children and youth. These needs are not addressed through existing state, local,

Draft 2

and federal educational programs and the supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another. **NEW!**

B. iv. ISBE provides a list of center-based and home-based itinerant services migrant children receive over the summer, including:

- Preschool developmentally appropriate programs
- Grades K-12 integrated classroom instruction (now including English as a second language)
- Secondary school services
- **Outreach and instruction for youths who have dropped out of school**
- **Ancillary support services, including health, nutrition, and transportation, and**
- **Parent involvement activities.**

NEW!

And during the regular school year:

- In areas of high concentration, a migrant advocate works with schools and families to make sure their needs are addressed,
- An annual meeting with the migrant staff, high school counselor, and the student to review and update the student's graduation plan,
- **Outreach and assistance to enroll in regular school year programs, and**
- **Supplemental instructional tutorial support.**

NEW!

B. v. Local operating agency data entry specialists enter information for eligible migrant children and youth in NGS. Transmitted daily to Migrant Student Information Exchange (MSIX), NGS student records include demographics, enrollments, course history, health and immunization information, and assessment results. Illinois has established timelines for entry of information in line with the MSIX regulations. Local operating agencies use NGS and MSIX to gather information about newly arrived migrant children and youth to facilitate school placement and provision of appropriate services. **NEW!**

B. vi. - viii. These sections include descriptions of the unique educational needs of the state's migratory children, the current program objectives for the Illinois MEP program, and the Migrant Parent Advisory Group's work with parents and students. *See Draft 2 for further detail.*

B. ix. ISBE specifies that when a migrant child/youth is first identified, the recruiter collects information on the COE that relates to PFS. Local project staff gather relevant information from school records, migrant student data bases (including NGS and MSIX), and family interviews. Priority for Services (PFS) criteria data for each migrant child and youth is entered in NGS by data entry specialists following timelines that conform to MSIX regulations. NGS uses current data to make PFS determinations for each migrant child/youth and produces a PFS report that includes the criteria used to make the determination for each child. Local projects generate the PFS report and use the detail provided to tailor services to the particular needs of each child/youth. PFS children/youth receive the first services provided.

Local projects enter information in NGS in conformity with the timelines stipulated in MSIX regulations, and this information is used to determine whether a migratory child or youth is PFS for migratory children programs. The NGS PFS report may be printed at any time by the local project or by the state migrant program.

Draft 2

Coming in Draft 3:

ISBE will convene stakeholders to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency.

The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of non-English background. An appropriate Prescribed Screening Procedure is administered within 30 days of student’s enrollment the district to those students that identify a language other than English in the HLS. Students who score below the state-defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language support services.

C. i. Under federal obligations within Title I and consistent with the Illinois Administrative Code (228.25), all EL students are required to take the ACCESS 2.0 each year until they reach English proficiency, as defined by ISBE’s definition of English proficiency. ELs are currently considered proficient in English when they achieve a score of 5.0 in the overall composite score and 4.2 in reading and 4.2 in writing.

NEW!

Title V, Part B, Subpart 2: Rural and Low-Income School Program [Draft 2 p. 82-83]

ISBE will fund Rural and Low-Income School grants to LEAs to improve education outcomes based on new accountability metrics. ISBE will provide technical assistance to eligible LEAs through email, statewide bulletins, telephone support, and other available means to assist grantees.

E. McKinney-Vento Education for Homeless Children and Youth Program [Draft 2 p. 83-104]

E. i. ISBE provides the following activities and timeline related to gathering valid and reliable data on homeless students:

NEW!

Activities	Timelines
SEA will collect data on homeless student enrollment from all LEAs and federal- and state-funded Early Childhood Birth through Age 5 programs through the Student Information System.	Ongoing
SEA will conduct data pulls on homeless counts for all LEAs and for federal- and state-funded Early Childhood Birth through Age 5 programs on the 15 th of each month and at the end of the fiscal year.	Ongoing
SEA will annually post year-end McKinney-Vento Homeless counts on the ISBE Homeless webpage at the end of each fiscal year.	Annually

vii. This section asks ISBE to describe procedures used to ensure that homeless children and youths have access to public preschool programs, administered by the SEA or LEA.

ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth (EHCY) program requirements and share McKinney-Vento guidance provided by US ED. Illinois is a regionally designed state that has established procedures to ensure that homeless children and youths are afforded the same opportunities to be successful learners as all children and youths. The landscape for providing those opportunities is coordinated by Illinois’ State Coordinator for the Education of Homeless Children and Youth (State Coordinator). The State Coordinator oversees an Office of the Coordinator, and Lead Area Liaisons.

Draft 2

NEW!

ISBE will provide McKinney-Vento Homeless Program awareness to Early Intervention staff at state and local levels. (See <http://center.serve.org/nche/downloads/briefs/early-childhood.pdf>.)

In addition, the SEA collects data for LEA- and SEA-funded birth to 3 and preschool programs (e.g., Prevention Initiative, Preschool for All, Preschool Expansion Grant, and other district-funded programs) through the Student Information System (SIS). Data collected through SIS for kindergarten through grade 12 is significantly higher than birth to age 5 data. Based on research, there are more children between birth and age 5 that are in a homeless situation than any other age group. A focus will be placed on training all LEA- and SEA-funded Early Childhood programs personnel to collect and enter data on homeless children that they serve as they identify, enroll, and provide services for the children.

ISBE provides the following activities and timelines related to training of all LEA- and SEA-funded Early Childhood program personnel:

NEW! Activities	Timelines
1. Train Lead Area Liaisons and LEA homeless education liaisons on the importance of preschool and Early Intervention services for young homeless children and families .	Ongoing
2. Collaborate with state-level early childhood staff.	Ongoing
3. Collaborate with Head Start staff on McKinney-Vento Homeless Education at regional and statewide conferences annually or at their request.	Annually
4. Provide early childhood resources to all homeless education liaisons in cooperation with the ISBE Early Childhood Education Program.	Ongoing
5. LALs provide training to Early Childhood program grant participants on McKinney-Vento Homeless Program with emphasis on identification, immediate enrollment procedures, rights to return to the “school of origin,” transportation , and Student Information System data reporting through conference presentations and workshops.	Ongoing
6. Provide trainings on McKinney-Vento Homeless Education for child care, Head Start, and Early Intervention staff.	Ongoing
7. Collaborate with Early Intervention staff on identifying and providing services to homeless children and families.	Ongoing

F. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk [Draft 2 p. 104-108]

NEW!

This final section outlines ISBE’s plan for meeting the educational needs of children who are neglected or delinquent and for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Neglected and delinquent youth are chronically behind in their education, and nearly two thirds of students who return to the LEAs drop out. New provisions in ESSA will help ISBE support some of the state’s most educationally disadvantaged students and improve their access to educational programs and services outside of correctional facilities. Transitional services will also be a focus for all neglected and delinquent agencies in order to support the goal of helping students earn high school diplomas and have the same opportunity to meet Illinois’ academic standards.

ISBE will provide technical assistance and federal funding to local and state institutions for developing and offering educational services for neglected, delinquent, or at-risk children and youth. Funds

Draft 2

NEW!

are distributed in two parts. ISBE distributes funds through Subpart 1 to state education agencies (e.g., the Illinois Department of Juvenile Justice [IDJJ]) by formula to serve neglected or delinquent children or youth ISBE awards funds through Subpart 2 to LEAs in the state with high numbers of children and youth in locally operated juvenile correctional facilities or to agencies serving neglected youth or children.

Students are provided programs that follow an enriched curriculum, aligned with the Illinois Learning Standards, which emphasizes the importance of literacy and the responsibilities of citizenship. Neglected or delinquent Illinois students are served by an educational delivery system that focuses on student outcomes not only during the stay in an institution, but when in another LEA. Teachers of these students are licensed in the appropriate content area for assignment and have integrated computer technology into the curriculum to maintain operational efficiency. Illinois also provides coordinated health, dental, and social services to neglected or delinquent students in all local and state institutions. *For additional detail see pages 103-106 of ISBE Draft Plan 2.*

Draft 2



QUESTIONS FOR FURTHER CONSIDERATION



Section 5: Supporting All Students

Questions to consider as you go through ISBE ESSA State Plan Draft #2:

- What kinds of fiscal and accounting barriers have prevented districts in Illinois from using federal funds to support innovative student support programs?
- How can Title II be leveraged to increase teacher capacity to serve high need groups like English learners (ELs) and others?
- Considering the reality that the state funding formula must be addressed to ensure equity, how can Illinois ensure equitable distribution of resources?
- How should ISBE prioritize the distribution of these funds if Congress and the United States Department of Education make less federal funding available to support these programs and/or combines funding for these programs into a block-grant?
- What should ISBE do if Congress strikes down or reverses the United States Department of Education's proposed rules on "supplement not supplant?"

Questions

Section 5: Supporting All Students



[Click Here for ADDITIONAL TOOLS AND RESEARCH](#)



ADDITIONAL TOOLS AND RESEARCH

Section 1: Consultation and Coordination

Illinois State Board of Education

[Illinois State Board of Education 6103 06/16 Findings From the Illinois State Board of Education Listening Tours for Local Perspectives on the Every Student Succeeds Act](#) | June, 2016

Partners for Each and Every Child

[A Handbook for Meaningful Stakeholder Engagement: A Tool to Support State Education Agencies in Planning and Implementation of ESSA](#) | June, 2016

Widmeyer Communications

[Incorporating Authentic Parent and Family Engagement in State Plans under ESSA](#) | June 15, 2016

Council of Chief State School Officers (CCSSO)

[Let's Get This Conversation Started : Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans](#) | June, 2016

PIE Network

[Advocating on ESSA: Promising Practices for State Planning and Implementation](#) | June 24, 2016

EducationCounsel

[Timeline for Implementation of ESSA](#) | June 3, 2016

National Black Child Development Institute

[Parent Power Bootcamp ESSA Toolkit](#) | May, 2016

Coalition for Community Schools

[Stakeholder Engagement in the Every Student Succeeds Act \(ESSA\): "People Support What They Help Create"](#) | February, 2016

Leadership Conference on Civil and Human Rights

[Parent and Family Engagement Provisions in the ESSA](#) | January 19, 2016

Center on Great Teachers and Leaders at American Institutes for Research

[Incorporating Stakeholder Feedback](#) | December, 2014

Section 2: Standards and Assessments

Fordham Institute

[Testing flexibility under ESSA: A primer on the pros and cons](#) | July 25, 2016

Alliance for Excellent Education

[ESSA One-Page Fact Sheet: Assessments](#) | January 2016

[VIDEO: Federal Flash: A Deep Dive on Assessment Provisions Within ESSA](#) | December 10, 2015

CCSSO

[Critical Area Outline on Assessment](#) | March 29, 2016
[Standards and Assessment Considerations in ESSA](#) | December 14, 2015

AFT

[ESSA One-Page Fact Sheet: Assessments](#) | 2016

English Learners

National Association of State Boards of Education

[Policy Update: ESSA and English Language Learners](#) | August, 2016

Latino Policy Forum

[Foundations of Academic Success for Latinos and English Learners](#) | August, 2016

[ELs in Illinois: Investing in Growth, Assets and Opportunity](#) | September, 2015

[Shaping Our Future: Building a Collective Latino K-12 Education Agenda](#) | June, 2012

Education Trust

[Students Can't Wait; English Learners in ESSA](#) | July, 2016

Council for Chief State School Officers

[Critical Area Outline on English Learners](#) | March 29, 2016

[English Learners Considerations in ESSA](#) | December 14, 2015

[VIDEO: Major Provisions of ESSA related to the Education of English Learners](#) | March 2016

[Webinar PowerPoint](#) | March 3, 2016

National Council of La Raza (NCLR)

[Article & Webinar: What the Every Student Succeeds Act means for the Latino Community](#) | February 10, 2016

American Federation of Teachers

[ELL Fact Sheet](#) | 2016

Section 3: Accountability, Support, and Improvement

Illinois State Board of Education

[ISBE letter to US ED re: State Plans and Accountability](#) | August 1, 2016

The Alliance for Excellent Education

[Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability](#) | June 8, 2016

[Side-by-side chart comparing accountability provisions in NCLB, NCLB waivers, and ESSA](#) | January, 2016

[ESSA One-Page Fact Sheet: Accountability](#) | January, 2016

[ESSA One-Page Fact Sheet: Personalized Learning](#) | April 21, 2016

[Data Dashboards: Accounting for What Matters](#) | January 29, 2015

[VIDEO: Federal Flash: A Deep Dive on Accountability Provisions Within ESSA](#) | December 10, 2015

Education Week Webinar

[ESSA and K-12 Policy: State and District Perspectives](#) | June 15, 2016

Council of Chief State School Officers (CCSSO)

[Critical Area Outline on Accountability](#) | March 29, 2016

[Summary of Accountability Considerations in ESSA](#) | December 14, 2015

[Memo on State Report Card Requirements](#) | January 26, 2016

Leadership Conference on Civil and Human Rights
[Accountability Provisions in the ESSA](#) | April 20, 2016

Learning Policy Institute
[Pathways to New Accountability Through ESSA](#) | April 20, 2016
[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016

The American Federation of Teachers (AFT)
[Accountability Fact Sheet](#) | 2016
[AFT Position on ESSA](#) | 2016

The National Education Association (NEA)
[Opportunity Dashboard Indicator](#) | 2016

Education Trust
[Students Can't Wait; Indicators: What to Include in School Ratings](#) | July, 2016
[Students Can't Wait; New School Accountability Systems in the States: Both Opportunities and Peril](#) | July, 2016
[What's in ESSA? – Accountability](#) | January 13, 2016

Center for American Progress
[ESSA Resources Page](#) | 2016
[Report: Implementing the Every Student Succeeds Act](#) | January, 2016

US ED
[Transitioning to ESSA- Frequently Asked Questions](#) | February 26, 2016

Education Reform Now
[ESSA Implementation: Interactive Graphic, by State](#) | 2016

The New Teacher Project
[Accountability Under ESSA: How States Can Design Systems That Advance Equity and Opportunity](#) | July 27, 2016

CCSSO
[Critical Area Outline on School Improvement Supports](#) | March 29, 2016
[Summary of School Intervention Considerations](#) | March 29, 2016
[Summary of "Evidence Based" under ESSA](#) | March 11, 2016

Learning Policy Institute
[Evidence-Based Interventions: A Guide for States](#) | March 2016

Center for American Progress
[Strategies to Improve Low-Performing Schools Under the Every Student Succeeds Act How 3 Districts Found Success Using Evidence-Based Practices](#) | March 2016

Section 4: Supporting Excellent Educators

Alliance
[Every Student Succeeds Act Primer: Teacher Preparation](#) | June, 2016
[ESSA One-Page Fact Sheet: Teachers and School Leaders](#) | January, 2015
[VIDEO: Federal Flash: Teacher and School Leader Provisions Within ESSA](#) | December 10, 2015

American Institutes for Research (AIR)
[Teacher Shortage: What Policymakers Should Know and Do](#) | June 30, 2016

CCSSO

[Critical Area Outline on Teacher and Leader Quality](#) | April 3, 2015

[Teacher Preparation Considerations in ESSA](#) | December 14, 2015

[Teacher Evaluation and Equity Considerations in ESSA](#) | December 14, 2015

[Principles for Teacher Support and Evaluation Systems](#) | March 1, 2016

AFT

[Title II Fact Sheet](#) | 2016

[Report: Moving Beyond Compliance: Lessons Learned from Teacher Development and Evaluation](#) | September 30, 2015

NEA

[ESSA and Teacher Evaluation](#) | 2016

[ESSA Practice Guide Resources](#) | 2015-2016

Section 5: Supporting All Students

General

Education Counsel

[Summary Analysis of the Every Student Succeeds Act](#) | December 10, 2015

The Education Trust

[What's in the Every Student Succeeds Act?-Funding](#) | May 10, 2016

Education Week July

[Where We Stand as New Draft ESSA Funding Rules Approach](#) | July 18, 2016

Title I

National Education Association

[Pilot Program for Weighted Student-funding Formulas](#) | 2016

Thomas B. Fordham Institute

[Follow the money: ESSA's weighted student funding pilots](#) | May 10, 2016

Title II

AFT

[Title II Fact Sheet](#) | 2016

NBPTS

[Using Title II under ESSA to Support Accomplished Teaching in States](#) | 2016

ASCD

[ESSA Title II and Support for Educators, FAQ](#) | 2016

CCSSO

[Summary of Significant Spending and Fiscal Rules in ESSA](#) | 2016

Title IV

NASP

[ESSA Title IV Funding Opportunities](#) | 2016

Additional Equity-Focused Decision Points in ESSA

ESSA Requirements on Early Childhood Education

ESSA's provisions aim to promote:

- early learning coordination within communities;
- greater alignment with the early elementary grades; and
- early childhood education focused on capacity building for teachers, leaders, and other staff serving young children.

The new legislation includes a birth to 12th grade literacy initiative, and also includes early childhood metrics and accountability for Native American and Alaskan Native students, dual language learners, and children experiencing homelessness.

A new authorization has been created under ESSA for a Preschool Development Grant (PDG) program: Authorized at \$250M for FYs 2017-20. The PDG is jointly administered by the Department of Health and Human Services (HHS) and US ED. Funds can be used to develop, update, or implement a plan to increase collaboration or coordination among existing early childhood programs and participation of children from low-income families in high-quality early childhood programs. The Secretaries of HHS and US ED are restricted from prescribing early learning development guidelines, standards, specific assessments, and specific measures or indicators of quality early learning and care.

In addition to the stakeholder engagement required in the development and implementation of PDGs, school districts will need to determine whether they plan to use Title I funds for early childhood education more broadly. If so, their plans must describe the district strategy to support participating students' transition to local elementary schools. These decisions should be made with engagement of stakeholders, especially local early childhood and childcare experts.

Many of the titles in the new ESSA explicitly authorize the use of funds on early learning and provide examples of how that money might be spent. A critical piece of work for states is to provide guidance for each title on how that should best be done.

Moving forward:

- IL will need to determine if they will use Title I funds for early childhood education. If so, their plans must further develop and describe the district's existing and/or new strategy to support participating students' transition to local elementary schools. In addition, currently only 40% of Latino children statewide attend early childhood education programs. Equitable access to these programs must be considered. These decision should be made with engagement of IL stakeholders, especially local early childhood and childcare experts.

Resources and Tools: Early Childhood Education

Ounce of Prevention Fund

[Essential Supports for Improving Early Education](#) | August 11, 2016

US Department of Education

FACT SHEET: [Expanding Access to High-Quality Early Learning](#) | August 1, 2016

Center for American Progress

[Early Learning in the US - State by State Analysis](#) | July 19, 2016

Learning Policy Institute

[The Road to High-Quality Early Learning: Lessons from the States](#) | June 30, 2016

US ED and US Health and Human Services

[Joint Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs](#) | June 2, 2016

Council of Chief State School Officers

[Equity Starts Early: How Chiefs Will Build High-Quality Early Education](#) | March, 2016

First Five Years Fund

[Resources and Information on Early Childhood and ESSA](#) | January 18, 2016

California Early Learning Advocates

[ESSA State Plan Letter to Board of Education](#) | May 6, 2016

American Federation of Teachers

[Early Childhood Fact Sheet](#) | 2016

ESSA Requirements for Rural Schools

Spending flexibility provisions within ESSA allow eligible rural districts to maximize rural grant programs such as the Small Rural School Achievement Program (SRSA) and Rural and Low Income School (RLIS), both of which are expanded to best meet the needs of underperforming students and schools. These funds can be used to support teacher recruitment and retention, teacher professional development, increasing access to educational technology, family engagement, EL support, as well as partnerships that increase access to student enrichment, during and after the school day.

Moving forward:

- IL should determine if SRSA and RLIS funding will be utilized, whether they will use these funds for increasing access to student enrichment, and/or to assist with the shortage of bilingual ECE teachers in the state, all opportunities for IL stakeholder engagement.

Resources and Tools: Rural Schools

Battelle for Kids

[Implementing ESSA in Rural Schools Demands Collaboration](#) | March 4, 2016

Alliance for Excellent Education

[Every Student Succeeds Act Primer: Rural Schools](#) | June 9, 2016

Education Northwest

[Transforming Rural Schools Under the Every Student Succeeds Act: Learning from the Past](#) | May 18, 2016

Rural Schools and Community Trust

[U.S. Department of Education Reminds Small, Rural School Achievement \(SRSA\) Grantees of Eligibility Requirements](#) | July 7, 2016

US Department of ED

[How to Serve Rural Schools: Listen](#) | July 29, 2016

ESSA Requirements for Charter Schools

All public schools are included in the state's accountability system, including charter schools. States must:

- establish [charter school authorization standards](#), which may include approving, monitoring and re-approving or revoking the authority of an [authorized public chartering agency](#) based on charter school performance in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations;
- ensure charter school annual reports include academic measures that are part of the state accountability system (4 academic, 1 additional indicator), as well as adjusted 4-year and extended cohort graduation rates, disaggregated by subgroups, including plans for intervention and supports; and
- provide assurance of equitable distribution of effective educators.

Charter applications must be developed in consultation with stakeholders.

Moving forward:

- IL will have to ensure annual reporting on indicators used for charter schools under the revised state accountability system, and ensure equitable distribution of teachers.

Resources and Tools: Charter Schools

National Education Policy Center

[Research-based Options for Education Policymaking: Regulating Charter Schools](#) | August, 2016

American Federation of Teachers

[Charter School Fact Sheet](#) | 2016

National Education Association

[Charter School Backgrounder](#) | 2016

ESSA Requirements for Meeting the Needs of Students in High-Poverty Communities

Funds include competitive grants for supportive programs, such as *Full-Service Community Schools*, *Promise Neighborhoods* and *21st Century Community Learning Centers (CCLCs)*, in recognition that high-poverty communities often have limited access to high quality educational enrichment programs and support services, such as after-school, summer learning, or social service supports.. These grants are intended to expand equitable access to comprehensive student enrichment and supports, including integrated community partnerships and professional development for educators to work effectively with families and communities.

Moving forward:

- IL's community school accomplishments have generally focused on the urban and suburban areas of Chicago. The lessons learned from these efforts could guide and support state-wide policy and funding efforts to expand strong and sustainable partnerships, particularly in more rural, less resourced areas of the state.

Resources and Tools: Meeting the Needs of Students in High Poverty Communities

Futures Without Violence

[ESSA Funding Opportunities: To Ensure All Students Are Safe, Healthy, and Ready to Succeed](#) | June 2016

Coalition for Community Schools

[Local Community Schools Resources and Stories](#) | 2016

Southern Education Foundation

[Community Schools: Transforming Struggling Schools into Thriving Schools](#) | 2016

Association for Supervision and Curriculum Development

[ESSA Title IV and School Health](#) | 2016

Forum for Youth Investment

[Out-of-School Time Policy Commentary #17 - The Common Core Standards: What do they Mean for Out-of-School Time?](#) | 2012

ESSA Requirements for High-Risk Students

NCLB had previously established the High School Graduation Initiative (HSGI) – the only program dedicated to dropout prevention and recovery. Under ESSA, the HSGI is eliminated but a new funding program, the Student Support and Academic Enrichment Grant, authorizes formula grants to states for three purposes: (1) provide students a well-rounded education; (2) improve school conditions; and (3) improve the use of technology to support digital literacy.

This grant also allows states to:

- set-aside 3% of Title I funds for direct student services, provided by districts or partnerships, that may include accelerated credit recovery, rigorous coursework including early college high schools, dual enrollment, AP/IB; and/or
- create an alternative school intervention and support process for “alternative” high schools in the bottom 5% of schools or in “dropout factories,” if the schools serve large portions of at-risk students and students who have dropped out.

Moving forward:

- IL now has the opportunity to take advantage of the Student Support and Academic Enrichment Grant program, and would need to determine which student supports to implement with this new funding. These decisions should be made in consultation with local IL stakeholders.

Resources and Tools: High-Risk Students

National Association of State Boards of Education

[ESSA and At-Risk Student Populations: A NASBE Policy Update Series](#) | August, 2016

American Youth Policy Forum

[What Do the ESSA Proposed Regulations Mean for At-Risk Students?](#) | June 6, 2016

Education Law Center

[Understanding ESSA and Its Potential Impact on At-Risk Students](#) | February 24, 2016

APPENDIX A: ESSA Key Terms

- **Weight** – In the context of an accountability system, the extent to which each accountability measure factors into an overall accountability determination or a set of accountability determinations for a school. ESSA requires certain measures of academic success to have more weight than other measures within the accountability system.
- **Multiple measures system** – An accountability system that includes several measures, including, for example, student achievement, academic progress, school quality, student success, or other measures/indicators beyond a single accountability metric such as student achievement on statewide academic assessments.
- **English language proficiency** - refers to the attainment of English language development according to grade level standards usually in areas of Listening, Speaking, Reading, and Writing. Students that are assessed as English Language Proficient are considered to be fluent and capable of academic English at their grade level.
- **Accommodations (for English Learners)** - Modifications or strategies that can be used to help EL students access instructional or assessment materials. These might include more time to complete assignments, using visual aids or materials to support verbal instruction, etc.
- **Interventions (in low-performing schools)** – Activities, strategies, or programs, or sets of programs/activities/strategies that are aimed at significantly improving student outcomes and other relevant outcomes and operations in low-performing schools.
- **Evidence-based intervention** – An intervention that is supported by a research or evidence base. In the context of an intervention in a low-performing school for the purposes of school improvement under Title I, ESSA states that such an intervention is one that:
 - “(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - “(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - “(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - “(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias;”In most other contexts across ESSA, an evidence-based intervention could be one that meets the above criteria OR:
 - “(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - “(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- **Lowest performing 5%** - The lowest performing 5% of all Title I schools in the state, as identified by the state’s established accountability system, are identified for comprehensive support and improvement. (Schools with the consistently lowest-performing subgroups and graduation rates below 67% are also identified for comprehensive support and improvement).

- **Consistently underperforming** – Under ESSA statute, states must identify schools with one or more “consistently underperforming” groups of students (“subgroups”); and the state is given the flexibility to define this term. The proposed (but not yet finalized) regulations for ESSA state plans clarify that states must define “consistently underperforming” and must describe their methodology for identifying these subgroups of students. The proposed regulation provides several proposed criteria for methods of identifying “consistently underperforming” subgroups of students and their schools. However, these regulations and criteria are yet not finalized as of August 2016.
- **Resource inequities** – Under ESSA, both comprehensive and targeted support and improvement plans for low-performing schools must address resource inequities, which refers to deficits in the allocation of resources (primarily budgetary, but may include other considerations such as equitable distribution of teachers, depending on the final regulations). Resource inequities can occur both between schools and within schools, where a specific subgroup may have less access to resources than other students.
- **Exit criteria** – In ESSA, under a state’s accountability system, in order for a school identified for comprehensive support and improvement or for additional targeted support to exit that status, it must meet certain improvement criteria or “exit criteria” that are defined by the state (or district, for targeted support and improvement). If a school does not meet the exit criteria within a state-determined number of years (not to exceed four years for schools identified for comprehensive support), then it will be identified for additional, potentially more intensive, improvement actions.
- **Alternate assessment** – A state assessment of academic achievement for students with the most significant cognitive disabilities, aligned with the challenging state academic standards and alternate academic achievement standards for these specific students. The state must ensure that the total number of students assessed using the alternate assessment in each subject does not exceed 1% of the total students assessed in the subject, or it must seek a waiver from the U.S. Department of Education for approval to assess more students.
- **Innovative assessment and accountability pilot** - ESSA provides new flexibility for states or consortia of states to pilot innovative approaches to assessments in a way that gives states time and space to try out and learn from implementing new testing approaches in some of their districts - eventually scaling the innovative assessment system statewide. States may propose a variety of new models, including: performance tasks and assessments; competency-based assessments; or multiple assessments that add up to an overall determination of grade-level achievement aligned to state standards.
- **Community Schools** - The community school strategy makes explicit that in order to significantly improve the academic and developmental outcomes of children, schools must work with community partners – e.g. families, community and faith-based organizations, local government, institutes of higher learning, public agencies, law enforcement, United Ways and others – to recognize and leverage the assets of communities and families, and to ensure that all students have access to high quality student support and enrichment programs.

APPENDIX B: ESSA Stakeholder Engagement Requirements

Title I, Section 1111 – State Plans

- **Development:** Requirement that to receive grant funds plan must be developed by SEA with timely and meaningful consultation with the Governor, members of the State legislature and the State board of education, LEAs, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents (Sec. 1111(a)(1)(A)).
- **Public Comment:** Requirement that each state shall make the State plan publicly available for comment for no less than 30 days. Must be available electronically in an easily accessible format. Must happen before submission of the plan to the Secretary. Assurances must be provided in the plan that this has taken place.
- **Determining ‘N’ size:** States must demonstrate how it determined N size, including how it collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining the minimum number (Sec. 1111(c)(3)(A)(ii)).
- **Comprehensive Support and Improvement Plans:** For each Comprehensive school identified by the state, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders) locally develop and implement a Comprehensive plan for the school to improve student outcomes (Sec. 1111(d)(1)(B)).
- **Targeted Support and Improvement Plans:** For each Targeted school identified by the district, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders), shall develop and implement school-level Targeted plans (Sec. 1111(d)(2)(B)).
- **Assurances – Parent/Family Engagement:** Each SEA plan shall include assurances that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those in the parent and family engagement policy under section 1116 (Sec. 1111(g) (2)(F)).
- **State Report Card:** Must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent practicable, in a language parents can understand (Sec. 1111(h)(1)(B)(ii)).

Title I, Section 1112 – LEA Plans

- **LEA subgrants:** May only be received by the LEA if it has on file with the SEA an SEA-approved plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and charter school leaders, administrators, other appropriate school personnel, and with parents of children in Title I schools (Sec. 1112(a)(1)(A)).

- **LEA plans:** In its plan, each LEA shall describe the strategy it will use to implement effective parent and family engagement under section 1116 ... and how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of Title I services (Sec. 1112 (b)(9)).

Title I, Section 1202 – State Option to Conduct Assessment System Audit

- **Application:** Applications for state assessment audit grants must include information on the stakeholder feedback the State will seek in designing the audit (Sec. 1202(d)(1)(B)).
- **State assessment system audit:** Each State assessment system audit shall include feedback on the system from stakeholders including, for example - how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction; the timing of release of assessment data; the extent to which assessment data is presented in an accessible and understandable format for all stakeholders (Sec. 1202(e)(3)(C)).

Title I, Section 1204 – Innovative Assessment and Accountability Demonstration Authority

- **Application:** Applications for innovative assessments must demonstrate that the innovative assessment system will be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the State (Sec. 1204(e)(2)(A)(v)). The application shall also include a description of how the SEA will inform parents about the system at the beginning of each year of implementation (Sec. 1204(e)(2)(B)(v)), and engage and support teachers in developing and scoring assessments that are part of the innovative assessment system (Sec. 1204(e)(2)(B)(v)).

Title I, Section 1501 – Flexibility for Equitable Per-Pupil Funding

- **Assurances:** LEAs interested in applying for the weighted student funding flexibility pilot shall include in the application an assurance that the LEA developed and will implement the pilot in collaboration with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders (Sec. 1501(d)(1)(G)).

Title II, Section 2101 – Formula Grants to States

- **Application:** Each SEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise, and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2101(d)(3)(A)).

Title II, Section 2102 – Subgrants to LEAs

- **Application:** In developing the application LEAs shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise and seek advice regarding how to best improve the State’s activities to meet the purpose of this title (Sec. 2102(b)(3)).

Title III, Section 3102 – English Language Acquisition, Language Enhancement, and Academic Achievement

- **Assurances:** SEA and specifically qualified agency plans must provide an assurance that the plan has been developed in consultation with LEAs, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders.

Title III, Section 3115 – Subgrants to Eligible Entities

- **Local Plans:** Local grants must describe how the eligible entity will promote parent, family, and community engagement in the education of English learners and contain assurances that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing the plan.

Title III, Section 3131 – National Professional Development Project

- **Grant use:** Grants awarded under this section may be used to support strategies that strengthen and increase parent, family and community member engagement in the education of English learners (Sec. 3131(3)).

Title IV, Section 4106 – LEA Applications

Applications: an LEA, or consortium of LEAs, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives (including law enforcement, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. The LEA or consortium shall engage in continued consultation with the entities described above (Sec. 4106(c)(1)).

Title IV, Section 4203 – State Application

- **Applications:** SEAs shall submit an assurance that the application was developed in consultation and coordination with appropriate State officials, including the Chief State school officer, and other State agencies administering before and after school programs and activities, heads of the State health and mental health agencies or their designees, statewide after-school networks and representatives of teachers, LEAs, and community based organizations and a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application if applicable (Sec. 4203(a)(13)).

Title IV, Section 4624 – Promise Neighborhoods

- **Application:** Eligible entities desiring a grant under this part must include in their application an analysis of the needs assets of the neighborhood identified including a description of the process through which the needs analysis was produced including a description of how parents, families, and community members were engaged (Sec. 4624(a)(4)(B)), and an explanation of the process the eligible entity will use to establish and maintain family and community engagement including how a representative of the members of such neighborhood will be involved in the planning and implementation of the activities of each award granted (Sec. 4624(a)(9)(A)).

Title IV, Section 4625 – Full Service Community Schools

- **Grant awards:** in awarding grants under this subpart, the Secretary shall prioritize eligible entities that are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness (Sec. 4625(b)(2)).

Title VI, Section 6111 – Programs for Indian, Native Hawaiian, and Alaska Native Students

- **Grant Applications:** the local educational agency will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents and family members of the children, and representatives of the area, to be served (Sec. 6114(f)(3)(8)). The Secretary may approve an application submitted by an eligible applicant under this subsection if the application, including any documentation submitted with the application demonstrates that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant (Sec. 6132(c)(3)(A)) and provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant (Sec. 6132(c)(3)(B))