



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

August 2, 2022

The Honorable Carmen Ayala
Superintendent of Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001

Dear Superintendent Ayala:

I am writing in response to Illinois' request to the U.S. Department of Education (Department) on January 31, 2022, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Illinois' amended State plan. A summary of Illinois' amendment is enclosed. This letter, as well as Illinois' revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Illinois' ESEA consolidated State plan must be submitted to the Department for review and approval.

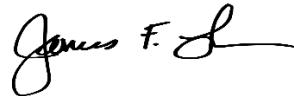
Please be aware that approval of this amendment to Illinois' consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Illinois' responsibility to comply with these civil rights requirements.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Thank you for all of the work that the Illinois State Board of Education (ISBE) has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact Fatimah Abdullahi in the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "James F. Lane". The signature is fluid and cursive, with a large initial "J" and "L".

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Rae Clementz, ISBE
Jason Helfer, ISBE

Amendment to the Illinois Consolidated State Plan

The following is a summary of the Illinois State Board of Education’s (ISBE’s) amendment request. Please refer to the U.S. Department of Education’s website

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Illinois’ complete consolidated State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Academic Standards and Assessments

- ISBE clarified that its science assessments are completed by students in grade 11, in addition to grade 5 and 8. ISBE also clarified that its assessments are the Illinois Assessment of Readiness for reading/language arts and mathematics.

Subgroups

- ISBE clarified that it considers to be an English learner a student “whose home language survey indicates that a language other than English is spoken at home or by the student and have not reached minimum English proficiency as established by the state superintendent.”
- ISBE also revised its statewide procedures for recently arrived English learners to implement the exception under ESEA 1111(b)(3)(A)(ii)). ISBE will assess and report the performance of recently arrived English learners on the reading/language arts and mathematics assessments but exclude their results from the State accountability system in the first year of the student’s schooling in the United States. In the second year, ISBE will include the student’s growth on these assessments. Beginning in the third year, ISBE will include both the student’s proficiency and the student’s growth on the assessments.

Minimum N-size

- ISBE clarified that its minimum n-size of 20 is applied to each indicator and that schools must meet the n-size for a majority of indicators to be included in the State’s accountability system.

Academic Achievement– Long Term Goals

- ISBE amended its baseline data and measurements of interim progress (MIPs). ISBE maintained its long-term goal of 90 percent proficiency by 2033. ISBE updated its baseline data to school year (SY) 2020-2021. ISBE utilized the same methodology used in its previously approved ESEA consolidated State plan to establish its MIPs, but is now setting annual, rather than three-year, MIPs. MIPs have also been set by grade span (*i.e.*, grades 3-4, 5-6, 7-8, and grade 11) rather than individual grade. Finally, ISBE indicated that it will set new long-term goals and MIPs for students that entered school after SY 2020-2021; ISBE will submit a subsequent amendment after SY 2022-2023 to establish baseline data, MIPs, and long-term goals for these students.

Academic Achievement Indicator

- ISBE updated the calculation of its Academic Achievement indicator. Specifically, each school will earn points by dividing the school’s percent proficient by the school’s annual measurement of interim progress and multiplying the score by 100. Schools can receive up to 100 points.

Other Academic Indicator for elementary and secondary schools that are not high school

- ISBE revised its methodology for calculating its Other Academic indicator for elementary and secondary schools that are not high schools. Specifically, ISBE will calculate student growth in two ways: a cohort-referenced student-growth percentile (SGP) and baseline-referenced SGP, using data from the 2018-2019 and 2021-2022 school years. The methodology that yields a higher score for the most students will be the growth model used for all schools in the State.

Progress in Achieving English Language Proficiency (ELP) Indicator

- For school year 2021-2022, ISBE revised its calculation of the Progress in Achieving ELP indicator for all English learners (ELs) to use a student's score from the 2019-2020 school year as the prior score to determine whether the EL made progress compared to school year 2021-2022.
- ISBE also updated its business rules and calculation of progress for its ELs to use the composite scale score on the ELP assessment. ISBE will evaluate a student's progress against the annual progress target as defined by the student's baseline ACCESS score or, for a student who misses their progress target, against a target that is revised annually based on individual student progress. Finally, ISBE will set progress targets for students who were identified as ELs in school year 2020-2021 based on a goal of achieving English language proficiency in six years rather than five years.

Graduation Rate Indicator:

- ISBE updated its formula for calculating its Graduation Rate indicator. A school with a composite adjusted cohort graduation rate (ACGR) (including the four-, five-, and six-year ACGR) above 93 will receive 100 points and a school with a composite ACGR below 66.667 will receive zero points. All other schools will receive a proportional number of points based on their composite ACGR.

School Quality or Student Success (SQSS) indicators

- For the 2021-2022 school year only, ISBE will use as an SQSS indicator science assessment participation rates (rather than proficiency rates). The indicator remains weighted at 5 percent of the overall weighting in the accountability system. For this year, a school with a science participation rate of 95 percent or higher receives 100 points. A school with science participation rates below 75 percent receive zero points. Schools with participation rates between 75 and 95 percent receive a proportional number of points.
- Moving forward, ISBE will use Science proficiency and updated the formula it will use to calculate the indicator. Specifically, each school will earn points by dividing the school's percent proficient by the school's annual measurement of interim progress and multiplying the score by 100. Schools can receive up to 100 points.
- For the 2021-2022 school year only, ISBE revised its chronic absenteeism SQSS indicator to create differentiated scoring bands for how a school receives points for this indicator to incentivize a school to improve its chronic absenteeism rate compared to the prior year. First, ISBE will calculate the rate of chronic absenteeism for each school. Then, it will compare that rate to the prior year and, if it declined, ISBE will apply a multiplier (e.g., if the rate declined by more than 7.5 percent, ISBE will multiply the

school’s score by 1.25, not to exceed 100 possible points) to determine the number of points for a school.

- Moving forward, ISBE updated its formula for calculating its chronic absenteeism SQSS indicator beginning in the 2022-2023 school year. Specifically, ISBE will subtract a school’s chronic absenteeism rate from 100 and multiply the score by two. A chronic absenteeism rate below 50 percent earns zero points.
- ISBE updated its formula for its 9th Grade On-Track SQSS indicator. Any score below 66.6 percent will earn zero points. For all other schools, ISBE will subtract 66.6 from the percent on track and multiple the score by three to determine the number of points for a school.
- ISBE updated the description of its SQSS “meta-indicators” for college and career readiness, preschool through grade 2, and elementary and middle schools. The Department acknowledges these changes and notes that the State is not proposing to include them as indicators in the State’s system of annual meaningful differentiation at this time. Prior to using these indicators in its system of annual meaningful differentiation, the State must submit an amendment for Department approval.

Alternate Methodology:

- ISBE updated its alternate methodology for schools designed to serve special populations that are outside the oversight of ISBE such that these students are tied to their home school for purposes of annual meaningful differentiation.
- ISBE also clarified that newly opened schools are included in the system of annual meaningful differentiation as long as the school meets the minimum n-size.
- ISBE also clarified it will use up to three years of data, as available, for small schools that do not meet the minimum n-size.

Frequency of Identification

- ISBE changed its frequency of identification for its comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) schools from three years to annually.

TSI-Consistently Underperforming Subgroups:

- ISBE updated its methodology for identifying schools for targeted support and improvement due to consistently underperforming subgroups (TSI) to include schools with one or more student subgroups whose performance is on par with or below the summative score of the “all student” group of CSI schools.
- ISBE also clarified that it will monitor progress of its TSI schools through triennial reports rather than quarterly reports.

CSI Exit Criteria

- ISBE will not count school year 2019-2020 when determining if a CSI school has met the State-determined timeline to exit identification status.
- In addition, ISBE revised its exit criteria for a school identified as CSI in fall 2022. Such a school may exit CSI status in fall of 2023 if its participation rate is above 95 percent and the 2023 designation is “commendable” or “exemplary.” ISBE will also require all schools to demonstrate improvement to be exited early.

ATSI Exit Criteria

- ISBE will not count school year 2019-2020 when determining if an ATSI school has met exit criteria within the State-determine number of years. ISBE also updated its monitoring procedures for its ATSI schools to require submission of progress reports on a triennial, rather than quarterly, basis.

Other Continued Support

- ISBE updated its description of its statewide system of support for CSI schools to indicate that all CSI schools must partner with a vendor that is pre-qualified by ISBE following a school-level needs assessment.

Title I, Part C: Education of Migratory Children

Supporting Needs of Migratory Children

- ISBE updated the needs it identified for migratory children and adjusted the increases in proficiency on State assessments that are needed to close achievement gaps between migratory and non-migratory students. ISBE also revised its measurable program objective and outcomes (MPOs) for migratory children by adding a 5th MPO in the area of reading and mathematics; adjusting target percentages related to school readiness for migratory children ages 3-5; adjusting target percentages for the four MPOs related to high school graduation and services to secondary-aged youth (including out-of-school youth and those who have dropped out of school); and adding two new MPOs in the area of ancillary and support services.

Use of Funds

- ISBE replaced references to a specific database vendor, New Generation System (NGS) with the more neutral term “state database.” For consistency, we recommend that ISBE apply this change throughout (see remaining references to NGS in the Supporting Needs of Migratory Children section) when it returns a clean version of the approved ESEA consolidated State plan to the Department.

Title II, Part A: Supporting Effective Instruction

Improving Skills for Educators

- ISBE clarified that Title II, Part A funds will not be used to provide professional development for pre-service educators.
- ISBE provided additional specificity about the process by which LEAs choose vendors for professional development.
- ISBE clarified its process for vetting vendors for professional development, which enables LEAs to contract with them.

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title III Entrance and Exit Criteria

- ISBE clarified the domains of language assessed as part of its statewide entrance procedures. ISBE also specified the grades in which students are assessed for ELP, reading/language arts, mathematics, and science, and updated the composite score

necessary to achieve English language proficiency to align with the current State definition of ELP.

- ISBE clarified its monitoring process and criteria for oversight of the Title III program, including a requirement that local educational agencies consistently lagging in EL progress data be monitored to ensure practices conform to State-defined standards of evidence and to State and Federal laws.