

Summary of Overarching Goals and Priorities Represented in the State Vision

Goals and Design Priorities	Mechanism by which goal will be achieved
Equity	<p>Provide:</p> <ul style="list-style-type: none"> - fair and easy access to high quality educational opportunities for each and every child - equal access to highly effective educators - equal access to safe schools - a holistic, comprehensive system of supports to schools in need <p>Identify:</p> <ul style="list-style-type: none"> - equity gaps between subgroups that are/are not excelling
Academic Excellence – improve outcomes for all students	<ul style="list-style-type: none"> - Emphasize growth - Ensure a rigorous curriculum - Establish a universal culture of high expectations for all students - Attend to the <i>Whole Child</i> - Identify and provide appropriate supports for schools that are struggling
Honor Local Expertise and Context	<ul style="list-style-type: none"> - Acknowledge the role of school climate - Leverage high performing districts to support and share best practices - Prioritize stakeholder feedback related to design, implementation and required supports
Empower Districts and Support Local Improvement Efforts	<ul style="list-style-type: none"> - Provide districts and schools with the tools and resources required to support effective needs assessment and improvement planning/implementation activities. - Allow districts/schools to be an active participant in the statewide system of support (e.g., by selecting services/vendors aligned to their needs within IL EMPOWER) - Identify high performing districts so that they are empowered to support districts in need - Establish a non-punitive system that serves to educate, support and inform

Roles & Responsibilities

District/LEA	<ul style="list-style-type: none"> - serve as community hubs in supporting the <i>whole child</i> - support between district and school collaboration (e.g., establishing peer networks)
State	<ul style="list-style-type: none"> - Promote effective practices through provision of leadership and resources - Facilitate connections across districts to share best practices and build capacity - Engage a broad range of stakeholders in design, implementation and ongoing evaluation of state plan - Design and implementation of IL EMPOWER – system of support – and associated resources (e.g., need assessment tool) in a manner that empowers districts/schools to advocate for themselves and each other.

Overview of Key Elements of System

Summary Long Term & Interim Progress Goals: Long Term Goals defined in terms of 15 years; interim goals every 3 years. Note: The same Long Term Goals are defined for all students and each sub-group*.

- Academic Achievement: 90% of students meeting/exceeding expectations in 15 years *for all students and sub-groups*, including former English Learners and children formerly with a disability.
- 4-year Graduation Rate: 90% graduating college and career ready in 15 years for all students and sub-groups (Note: once the CCR indicator is defined it will be incorporated into the calculation of the base-year graduation rate).
 - 5 year graduation rate of 92 in 15 years
 - 6-year grad rate of 92.5 in 15 years
- ELL meeting ELP: 90% of ELL students making sufficient progress toward ELP in 15 years
 - Maximum of 5 years to achieve ELP
 - Proficiency is defined by a score of 4.8 on ACCESS
 - Individual goals are interpolated for students based on performance at entry and an end goal of 4.8.

Indicator Summary:

Academic	<ul style="list-style-type: none"> • Academic Achievement: PARCC (3-8), DLM, SAT (11): percentage of students meeting or exceeding standards • Academic Progress: In grades 3-8 based on linear regression (current year regressed on previous year.); potentially 9-12 in future in years based on PSAT/SAT performance. • Graduation Rate: Combined measure of the four year cohort data which accounts for 30% of the 50% weight associated with this indicator, the 5 year cohort data (15% of 50% weight) and the 6 year cohort data which account for the remaining 5% of the 50% weight associated with this indicator • ELP –ACCESS 2.0: EL proficiency will be a growth to target measure (e.g., reported as better than expected, expected ,or less than expected growth) • Science – Illinois state assessment in science in grades 3, 5 and once in HS (begin in 2019-2020)
Non-Academic	<ul style="list-style-type: none"> • Chronic Absenteeism (K-12): defined as 10% or more of excused and unexcused absences in the prior academic year • 9th grade on-track: identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school. • College and Career Ready Indicator (HS): Multiple measures of CCR under consideration (recommendations by Dec 31st) • School Climate: Student Voice portion of 5 Essentials Survey (Grades 6-12 only) • Fine Arts: participation of students enrolled in fine arts courses (under consideration) • P-2: To be determined (recommendations by Dec 31 for 2019-2020) • School Quality/Student Success for Elementary and Middle (recommendations by Dec 31 for 2019-2020)

INDICATOR WEIGHTING				
	2018-2019		2019-2020	
CATEGORY	ELEMENTARY	HIGH SCHOOL	ELEMENTARY	HIGH SCHOOL
Core Academic Indicators	ELA Proficiency – 10%	ELA Proficiency – 10%	ELA Proficiency – 7.5%	ELA Proficiency – 7.5%
	Math Proficiency - 10%	Math Proficiency - 10%	Math Proficiency – 7.5%	Math Proficiency – 7.5%
	ELA and Math Growth – 50% (simple linear regression)	Graduation (4, 5, 6 year) - 50% ⁴⁷	ELA and Math Growth – 50% (simple linear regression)	Graduation (4, 5, 6 year) - 50%
	English Learner Proficiency – 5% (growth to target treatment)	English Learner Proficiency – 5% (growth to target treatment)	English Learner Proficiency – 5% (growth to target treatment)	English Learner Proficiency – 5% (growth to target treatment)
	Science Proficiency – 0%	Science Proficiency – 0%	Science Proficiency – 5%	Science Proficiency – 5%
TOTAL WEIGHT	75% ACADEMIC	75% ACADEMIC	75% ACADEMIC	75% ACADEMIC
Student Success/School Quality Indicators	Chronic Absenteeism 20%	Chronic Absenteeism 7.5%	Chronic Absenteeism 5 - 10% (depending on fine arts weighting)	Chronic Absenteeism 0 - 7.5% (depending on fine arts weighting)
	Climate Surveys – 5%	Climate Surveys – 5%	Climate Surveys – 5%	Climate Surveys – 5%
	[Elementary/Middle Grade Indicator] – 0%	9 th Grade On-Track 6.25%	Elementary/Middle Grade Indicator – 5%	9 th Grade On-Track 6.25%
	[P-2 Indicator] – 0%	College and Career Readiness – 6.25%	P-2 Indicator – 5%	College and Career Readiness – 6.25%
	[Fine Arts Indicator] 0%	[Fine Arts Indicator] 0%	Fine Arts Indicator 0-5%	Fine Arts Indicator 0-5%
TOTAL WEIGHT	25% SSSQ	25% SSSQ	25% SSSQ	25% SSSQ

Figure 1. Proposed Indicator Weights (from pg.47 of IL State Plan)

Additional Information on Growth:

- Weighs over twice as much as proficiency in 3-8; and 50% of total accountability framework.
- Schools receive a growth designation starting in 2019-2020. A grade of A-F will be assigned based on a school’s performance relative to all comparable schools. *Note performance levels to be determined in consultation with the TAC

Procedures Associated with Identification of Schools for Support & Meaningful Differentiation

Identification Categories for Provision of Support (2 categories):

- **Comprehensive Support and Improvement** (Notification prior to 2018-2019 school year): Schools that are in the lowest-performing 5 percent of Title I schools statewide or a high school that has a graduation rate below 67 percent. These schools must use IL-EMPOWER and have a work plan with targets and timelines approved ISBE
- **Targeted Support and Improvement** - Schools in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools. These schools must develop a plan that is approved by its district and may access supports through IL-EMPOWER

Categories for Meaningful Differentiation:

- **Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- **Tier 2: Commendable School:** A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- **Tier 3: Underperforming School:** A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I schools. *Schools in Tier Three: Underperforming shall receive targeted services.⁸⁷*
- **Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of less than 67percent or less. *School in Tier 4: Lowest-Performing shall receive comprehensive services.⁸⁸*

N-counts: 20 for accountability and 10 for reporting

School Performance Level Designations: School performance on each indicator will be described and quantified in terms of progress toward the attainment of interim progress and long term goals (see Table below taken from page 70 of the IL State plan).

Summary of Performance Levels

Performance Level Descriptor	Points
School Meets or Exceeds Long-Term Goal	100
An appropriate range of on-track to interim goal performance levels... <ul style="list-style-type: none"> • School is on track to meet interim goal or within -X% • School is on track to meet interim goal or within -Y% • School is on track to meet interim goal or within -Z%... 	Scale distributed proportionately to number of levels
School Performance Declines	0

Different levels will be established to represent different degrees of progress. The number of performance levels associated with each indicator will differ as needed to account for the degree of variability observed across schools.

- A process must be defined to determine the number of performance levels associated with each indicator, the cut scores defining each level on the indicator scale and the number of points associated with performance in each level (anywhere from 0 to 100 points will be associated with each level).
- The assignment of points through performance levels is the means through which standardization across indicators will be achieved. (A school’s performance on each indicator will receive a score from 0 to 100).

Weighting of Indicators and Procedures for Meaningful Differentiation

- After standardization, a summative score will be calculated for each school using the weighting scheme represented in Figure 1. The summative score will be calculated for all students and for each sub-group.
- **The final summative score is the average of the summative score for all students and each sub-group within a school.**
- The final summative score will be used to rank order schools for the purposes of identifying schools for CSI and TSI and also assigning schools to tiers for meaningful differentiation.

Criteria for Identification as a “Chronically Underperforming” Sub-Group School:

- TSI Schools -- If, after three years, the performance of the same subgroups that resulted in TSI identification remains on par with that of the lowest performing 5% of all schools, the school would then be identified for comprehensive supports and services
- Schools that fall within the bottom 10 percent of all schools on the state accountability system receiving Title I funds for three years in a row.
- Fail to test at least 95 percent of their student population, including relevant student demographic groups, for three years in a row

Criteria for Identification as a Comprehensive Support or Targeted Support and Improvement (TSI) School

Comprehensive Support and Improvement	Targeted Support and Improvement
<p>1. The lowest-performing 5 percent of Title I schools, as determined by the state accountability system (i.e., the final summative score)</p> <p>2. High schools with a four-year graduation rate of less than 67 percent, including those high schools that are not Title I eligible, that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.</p> <p>3. Schools with chronically low-performing student demographic groups that have implemented targeted support and improvement plans, where, for more than three years, those same demographic groups that</p>	<p>1. Consistently Underperforming Sub-Group (Notification begins in 2018-2019 and occurs annually after)</p> <ul style="list-style-type: none"> • Schools with one or more student demographic groups that fall within the lowest 10 percent of performance for three or more consecutive years, regardless of the schools summative rating, will be identified as eligible for Targeted support and improvement. • Fail to meet the 95% participation threshold. <p>2. Additional Targeted Support: (notification begins in 2018-2019 and occurs every 3 years after).</p> <ul style="list-style-type: none"> • Schools, that have not already been identified as

<p>resulted in identification remain in the bottom 5 percent of performance compared of the all students subgroup for comprehensive schools.</p> <p>(Notification prior to 2018-2019 school year and occurs every 3 years)</p>	<p>eligible for Comprehensive support and improvement that have one or more student demographic groups whose performance is on par with the performance of the “all students ” group identified for CSI will be notified they are eligible for additional targeted supports and services and should implement targeted improvement plans.</p>
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Exit from CSI/ATSI: (Must meet these criteria within 4 years: 1 year of planning, 3 years of implementation of plan)

1. That a school no longer meets the eligibility criteria for comprehensive support and improvement (or ATSI).
2. That a school, in addition to no longer meeting the eligibility criteria for comprehensive support and improvement (or ATSI), has established a growth trajectory for students, including those at the highest and lowest levels of attainment.
3. 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