



EVERY STUDENT SUCCEEDS ACT (ESSA)

*a reauthorization of the Elementary and
Secondary Education Act (ESEA)*

***ESSA State Plan Draft #1
Listening Tour***



State Plan Tentative Timeline

Timeline	Key Objectives
January - July	<ul style="list-style-type: none">• Listening tours & stakeholder meetings (40+ meetings)
July – September	<ul style="list-style-type: none">• Continue engaging with stakeholders & public• Draft #1 State Plan; post for comments• 2nd listening tour
September - December	<ul style="list-style-type: none">• Continue engaging with stakeholders & public• Incorporate comments and continue to revise• Draft #2 State Plan; post for comments
January – March 6, 2017	<ul style="list-style-type: none">• Incorporate comments and finalize plan• Governor Review• ISBE Board Approval• Submit plan to US Department of Education



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Illinois State Board of Education

James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education



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- ISBE Home
- Site Map
- Funding Opps
- IWAS
- ELIS
- FRIS Inquiry
- Programs

Search ISBE:

- Administrator Info
- Board
- Calendar
- [Contact ISBE](#)
- [Division Descriptions](#)
- [Division Links](#)
- Education Vacancies
- Employment at ISBE
- Forms
- Glossary
- [ISBE Info](#)
- [Learning Standards](#)
- Press Releases
- [Programs](#)
- School Info
- Send ISBE a file
- Student & Parent Info
- Teacher Info

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on Dec. 10, 2015.

This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years and ongoing efforts to improve educational opportunities for all students in Illinois.

The majority of the law does not take effect until 2017-18, with implementation occurring over the next year and a half. ISBE staff continue to review the nuances of the 1,000-page law and will engage in deliberate stakeholder involvement throughout this process.

This page will be updated as additional resources become available.

The information below is organized into individual documents. All documents are in PDF format unless otherwise noted.

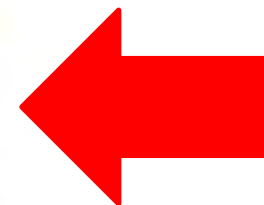
What's New? (9/1/16)

- [ESSA Illinois State Plan Draft #1](#) (8/25/16) ISBE is pleased to share the first draft of its ESSA State Plan. Throughout the document, ISBE has highlighted those areas where it requires feedback. However, please feel free to comment on any area within the draft.
When submitting comments, please include name of individual and/or organization, section number, and page number. All comments should be submitted to essa@isbe.net no later September 30, 2016.
 - [Appendices to State Plan Draft #1](#) (8/25/16)
 - [Reader's Guide to State Plan Draft #1](#) (9/1/16)
- [Illinois Statewide Listening Tour Round Two - September/October 2016](#) (Rev. 9/1/16)
The Illinois State Board of Education, with assistance from the Regional Office of Education, is hosting

Quick Links

ISBE Links

- [Title Grant Administration](#)
- US Department of Education Links
- [ESSA Policy Page](#)
- [ESSA Laws & Guidance](#)





Every child in each public school in the state of Illinois deserves to attend a system wherein...

All Kindergarteners are assessed for readiness.

90 percent or more 3rd grade students are reading at or above grade level.

90 percent or more 5th grade students meet or exceed expectations in mathematics.

90 percent or more students are on track to graduate with their cohort at the end of 9th grade.

90 percent or more students graduate from high school ready for college and career.



From State Superintendent Tony Smith

- ESSA is a unique opportunity to do even better work on behalf of all our children.
- ESSA provides the opportunity to contemplate what is meant by “the whole child.”
- ESSA allows states to design supports for students that consider the unique contexts where they live, grow, and learn.
- This draft plan is a work in progress. Many sections are not complete.
- Please view the plan’s current incompleteness as an opportunity – one where we share our various ideas and rationales, and, in the end, come together to create a state plan that maximizes opportunities and outcomes for students in Illinois.



3.1 ACCOUNTABILITY SYSTEM.

- In its state plan, ISBE must describe its accountability, support, and improvement system.
- The accountability system must be based on the challenging state academic standards for English/language arts and mathematics.



3.1 ACCOUNTABILITY SYSTEM

- Student performance, measured for all students and separately for each subgroup of students, for each school in the following:
 - Academic Indicators:
 - Academic achievement (K-12)
 - English language proficiency (K-12)
 - Student growth or another valid and reliable statewide academic (K-8)
 - Graduation rate (high school)
 - One or more school quality or student success indicator
- Long-term goals and measurements of interim progress and
- Annual meaningful differentiation of all public schools



3.1 ACCOUNTABILITY SYSTEM: INDICATORS

- The Accountability Workgroup suggested 40 student success and school quality indicators requiring further investigation
- The following were repeatedly identified:
 - 8th/9th grade on track (K-12 indicator)
 - Chronic absenteeism and/or attendance (K-12 indicator)
 - HS curricular measure AP/IB/dual/CTE (9-12 indicator)
 - PreK-2 indicator (may not be ready 2017-18)



Illinois College and Career Ready Indicator Framework

- **GPA 2.8 out of 4.0**
- **Readiness college entrance score on the SAT**
- **AND** two or more academic benchmarks or industry credential
- **AND** two or more behavioral and experiential benchmarks



Illinois College and Career Ready Indicator Framework

Academic Benchmarks Or Industry Credential:

- Industry Credential
- Dual Credit Career Pathway Course
- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

Behavioral And Experiential Benchmarks:

- 90% Attendance
- 25 hours of Community Service (or military service)
- Workplace Learning Experience
- Two or more organized Co-Curricular Activities (including language and fine arts)



Illinois College and Career Ready Indicator Framework

Question:

The Illinois State Board adopted this college and career framework at its September 2016 meeting. ISBE requests feedback on the structure and substance of the framework and its indicators.



3.1 ACCOUNTABILITY SYSTEM: EXAMPLE ONE

Elementary

Academic indicators:

- Academic achievement - 20 points (10 ELA/10 Math)
- Elementary/middle growth - 30 points
- EL proficiency – 20 points

subtotal = 70 academic points

Student Success/School Quality Indicators:

- 8th/9th grade on track – 10 points
- Chronic absenteeism and/or attendance – 10 points
- PreK-2 indicator (may not be ready 2017-18) – 10 points

subtotal – 30 points (assuming a PreK indicator)



3.1 ACCOUNTABILITY SYSTEM: EXAMPLE ONE

High Schools

Academic Indicators:

- Academic achievement - 20 points (10 ELA/10 Math)
- High school adjusted grad / HS extended grad rate – 25 points
- EL proficiency – 15 points

subtotal = 60 academic points

Student Success/School Quality Indicators:

- 8th/9th grade on track – 10 points
- Chronic absenteeism and/or attendance – 10 points
- HS curricular measure AP/IB/dual/CTE – 10 points

subtotal = 30 points



3.1 ACCOUNTABILITY SYSTEM: EXAMPLE TWO

Elementary

Academic Indicator:

- Academic achievement - 25 points (12.5 ELA/12.5 Math)
- Elementary/middle growth - 25 points
- EL proficiency – 10 points

subtotal = 60 academic points

Student Success/School Quality Indicators:

- Teacher Quality – 10 points
- Chronic absenteeism and/or attendance – 10 points
- Social Emotional Learning – 10 points
- PreK-2 indicator (may not be ready 2017-18)

subtotal = 40 points (assuming PreK indicators)



3.1 ACCOUNTABILITY SYSTEM: EXAMPLE TWO

High School

Academic Indicator:

- Academic achievement - 25 points (12.5 ELA/12.5 Math)
- High school adjusted grad / HS extended grad rate – 25 points
- EL proficiency – 5 points

subtotal = 55 academic points

Student Success/School Quality:

- Course Access – 10 points
- 9th grade on track – 10 points
- College readiness – 5 points
- Career readiness – 5 points
- Social Emotional Learning – 5 points
- Teacher Quality – 5 points
- Chronic absenteeism and/or attendance – 5 points

subtotal = 45 points



3.1 ACCOUNTABILITY SYSTEM: WEIGHTING

Question:

When considering the previous examples, what comments, questions, or other ideas could assist ISBE in the development of its accountability system (e.g., different possibilities of indicators and/or weighting).



3.1 ACCOUNTABILITY SYSTEM: GOALS

The Accountability workgroup believes that an accountability system:

- Should be for continuous improvement of schools and systems that, most importantly, leads to improved equity and outcomes for students.
- Recognizes the importance of ambitious long-term goals, and that there should be a framework in terms of achievable interim goals.
- Is structured so that all goals – and the system as a whole – needs to be balanced with the right levers to achieve equity and access to resources.



3.1 ACCOUNTABILITY SYSTEM: GOALS

Question:

What should be the relationship between long-term goals that are ambitious and achievable and long-term goals that are aspirational?



3.1 ACCOUNTABILITY SYSTEM: TIMELINE

Questions:

- *Should the interim goal be two or three years?*
- *Length for long-term goals?*
 - *6-10 years, citing that long-term change in a school requires at least five years.*
 - *11-15 years, citing that this allows intervention to start with kindergarten through graduation and thus we need a minimum of 12 years.*



3.1 ACCOUNTABILITY SYSTEM: OTHER ISSUES

Questions:

- *How should Illinois define growth?*
- *What are other ways to define achievement?*
- *How might a system avoid the “bubble syndrome,” which focuses on students who are most likely to meet standards instead of those who need additional supports to meet standards or who are at the higher end of the spectrum?*



3.1 ACCOUNTABILITY SYSTEM: OTHER ISSUES

Questions:

- *What is necessary in order to create a system wherein students are able to be identified as part of multiple subgroups?*
- *What is necessary in order to develop a system that addresses disparities in funding and resources (state, local, federal)?*
- *What needs to occur in order to ensure that schools are able to provide an accurate story to the public?*



STATEWIDE GOALS TO COMPLEMENT ACCOUNTABILITY FRAMEWORK

Question:

What other data should be included in a reporting system, but not in the accountability system?



3.2 IDENTIFICATION OF SCHOOLS

- **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.



3.2 IDENTIFICATION OF SCHOOLS

Exit Criteria:

A state's exit criteria expect that at a minimum, schools

- Increase student outcomes, and
- No longer meet the eligibility criteria for identification



3.2 IDENTIFICATION OF SCHOOLS

Questions:

Identification of schools:

- *What is the most appropriate ways to identify schools for comprehensive or targeted support?*

Exit criteria:

- *What should be considered when exiting schools from comprehensive and targeted support?*



4.2 SUPPORT FOR EDUCATORS

- ISBE will improve the skills of teachers, principals, or other school leaders through:
 - Systematic professional learning
 - Training
 - Technical assistance
 - Coaching
- ISBE allows for consistency of services to LEAs through
 - Multi Tiered System of Support (MTSS)
 - Illinois Data First
 - Ed360
 - Illinois Virtual School
 - Online Impact



4.2 SUPPORT FOR EDUCATORS

Question:

What are additional ways Title II funds may be used in order to improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs?



5.1 WELL-ROUNDED AND SUPPORTIVE EDUCATION FOR STUDENTS

- School districts should evaluate the ways in which federal funds such as Title I, Title II, Title III, IDEA, and Perkins can work together to support their educational goals.
- ISBE shall use funds under Title IV, Part A to provide technical assistance and capacity building to districts to:
 - (1) offer well-rounded educational experiences to all students;
 - (2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and
 - (3) increase access to personalized, rigorous learning experiences supported by technology.



5.1 WELL-ROUNDED AND SUPPORTIVE EDUCATION FOR STUDENTS

Questions:

- *What constraints have prevented districts from using and/or braiding and blending federal funds to carry out innovative ways to support students?*
- *Additional suggestions for ways ISBE can use of Title IV, Part A funds?*



Join the conversation!

- Please only one testimony per organization.
- Please limit testimony to 3-5 minutes to allow as many people to testify as possible.
- Please provide written testimony to the note-taker at this meeting or email it to essa@isbe.net after the fact with the date and location of this meeting.
- If there is time after everyone has shared ideas, the remaining time will be used to consider respond and expand upon other questions of interest to participants.





Thank
You!



Disclaimer

This presentation contains general information only and does not constitute legal advice. It is an overview of ESSA and not a comprehensive description of the statute.