



EVERY STUDENT SUCCEEDS ACT (ESSA)

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

***ESSA State Plan Draft #2
Accountability***



State Plan Initial Timeline

Timeline	Key Objectives
January - July	<ul style="list-style-type: none">• Phase 1: Listening tours & stakeholder meetings (40+ meetings)
July – September	<ul style="list-style-type: none">• Phase 2: Listening tour & stakeholders meetings• Incorporate comments and draft initial plan• State Plan Draft #1; post for comments
October - December	<ul style="list-style-type: none">• Phase 3: Listening tour & stakeholder meetings• Incorporate comments and continue to revise• State Plan Draft #2; post for comments
January – April 3, 2017	<ul style="list-style-type: none">• Incorporate comments and finalize plan• Governor review (30 days)• ISBE Board approval (March 15)• Submit plan to U.S. Department of Education (April 3)



www.isbe.net/essa

What's New? (11/23/16)

▶ ESSA Illinois State Plan Drafts

▶ ESSA State Plan Draft #2 (11/22/16) **Updated!!**

ISBE is pleased to share the second 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. Please submit comments to ISBE via ESSA@isbe.net. **Comments are due by December 27, 2016.**

▶ ESSA State Plan Draft #2 Highlights (11/18/16)

▶ Appendix A1: Draft #1 Comments and Listening Tour Report (11/18/16)

A compilation of all comments submitted to ISBE via ESSA@isbe.net and Listening Tour Rounds One and Two

▶ Appendix C1: Technical Appendix and Modeling (11/18/16)

▶ Reader's Guide to State Plan Draft #2 - *Coming Soon!*

▶ ESSA State Plan Draft #1 (9/15/16)

▶ Appendices to State Plan Draft #1 (8/25/16)

▶ Reader's Guide to State Plan Draft #1 (9/1/16)

▶ ESSA Comments on Draft #1 (10/24/16)

A compilation of all comments submitted to ISBE via ESSA@isbe.net.

▶ Illinois Statewide Listening Tour Round 3 - November - December 2016 **new**

The Illinois State Board of Education, with assistance from Regional Offices of Education, has scheduled a third listening tour to collect feedback on the Every Student Succeeds Act (ESSA).

A series of meetings will be held across the state to provide overview information on ESSA and allow participants to engage in a group discussion regarding the ESSA State Plan. The second draft of the plan has been released and is posted above. Comments may be sent to essa@isbe.net and are **due by December 27**.

▶ [Click here](#)  to download a detailed schedule and additional information.

▶ [Listening Tour PowerPoint Presentation](#)  - *Now Available!* **new**



From State Superintendent Tony Smith

- ESSA is a unique opportunity to do even better work on behalf of all our children.
- The result of our collective work and imagination is a vision that places schools as the centerpiece of growing healthy communities where the needs of the whole child are met.
- What follows is the second draft of Illinois' ESSA State Plan. Like the first draft, this is a work in progress. It contains a great deal more detail than the first draft, but there is still much work to do.
- This second draft ... provides another opportunity to offer feedback. It's a chance for us to come together as we create a plan that maximizes opportunities and outcomes for students in Illinois.



Accountability System

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



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
- Annual meaningful differentiation of all public schools



Accountability System: Indicators

Stakeholders have indicated continued interest in the following school quality indicators:

1. Chronic absenteeism
2. College and career readiness
3. 8th grade on track
4. 9th grade on track
5. School Climate Survey
6. Growth toward college and career readiness (as measured by 9th grade on track and graduation rate)



Please Provide Feedback

- *ISBE requests feedback on the school quality indicators.*



Illinois College and Career Readiness 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 Readiness 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)



College and Career Readiness Pathways

- An alternative college and career readiness pathway was presented for consideration at the November 18 Board meeting.
- Students may receive a distinguished scholar designation by meeting certain benchmarks, as well as and in addition to demonstrating college and career readiness through completion of one of four pathways.



College and Career Readiness Pathways

Distinguished Scholar Designation:

- 3.0 GPA, ***AND***
- Minimum SAT/ACT scores, ***AND***
- Two academic indicators, ***AND***
- Two career indicators



College and Career Readiness Pathways

Academic Indicators

- 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 ACT score
- Minimum SAT score

Career Indicators

- 90% attendance
- 25 hours of community service
- Workplace learning experience
- Industry credential
- Military service (including ROTC)
- Two or more organized co-curricular activities



College and Career Ready Pathways

Pathway A

- Minimum ACT *or* SAT Score
- ACT:
 - English: 18
 - Math: 22
 - Reading: 22
 - Science: 23
- SAT:
 - Evidenced-Based Reading and Writing: 480
 - Math 530

Pathway B

- Minimum 2.8/4.0 GPA
- One Academic Indicator
- Two Career Indicators

Pathway C

- Minimum 2.0 GPA
- Pass College Placement Exam
- Two Career Indicators

Pathway D

- 2.0-2.79 GPA
- Algebra II Proficiency (A, B, or C)
- One Additional Academic Indicator
- Two Career Indicators



Please Provide Feedback

- *ISBE requests feedback on the College and Career Readiness Framework approved at the September Board meeting **and** the College and Career Readiness Pathways presented at the November Board meeting.*

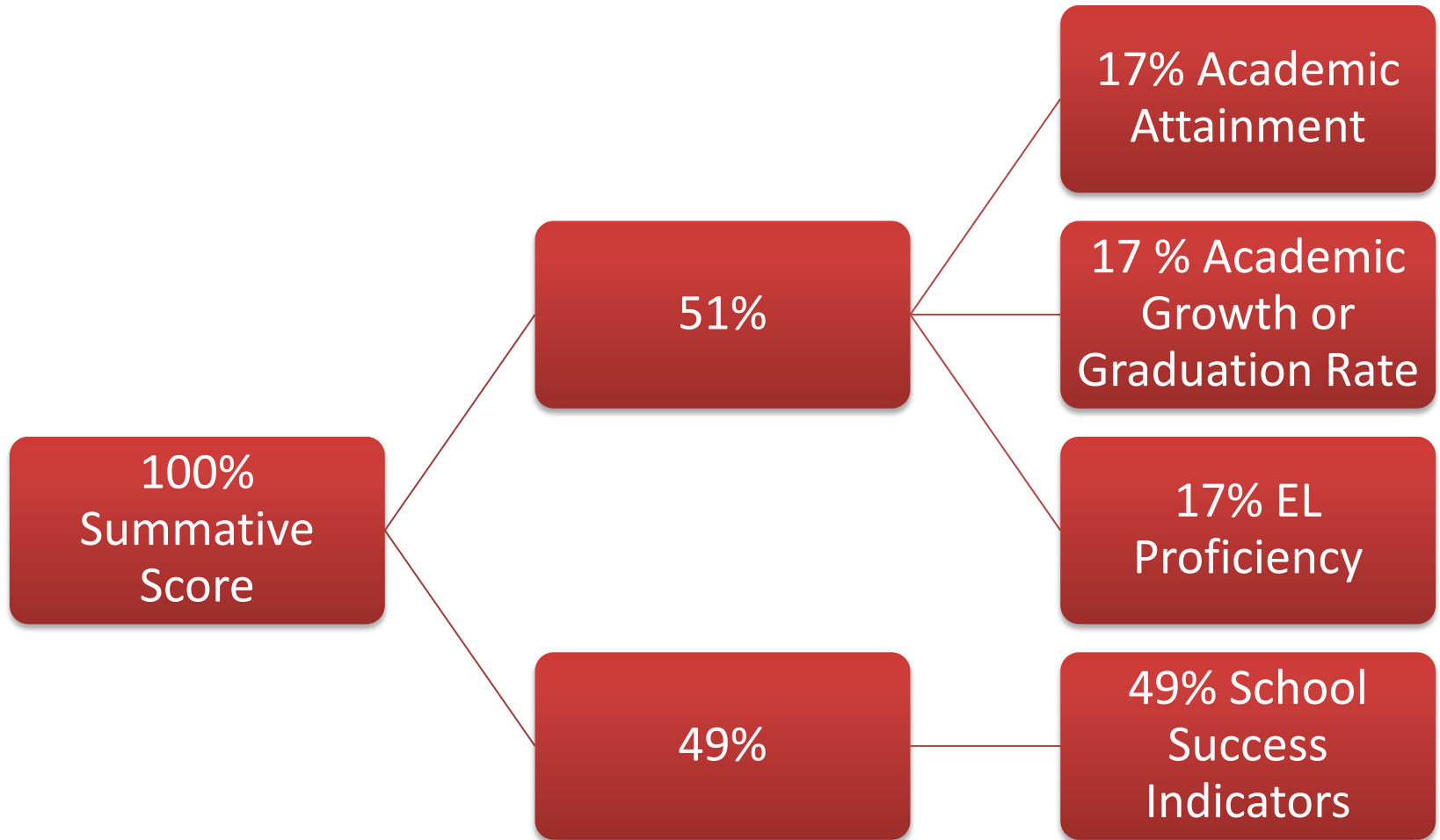


Weighting of Indicators

- The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator.
- ISBE is committed to a system that honors multiple measures, including both attainment and growth at equal weight.

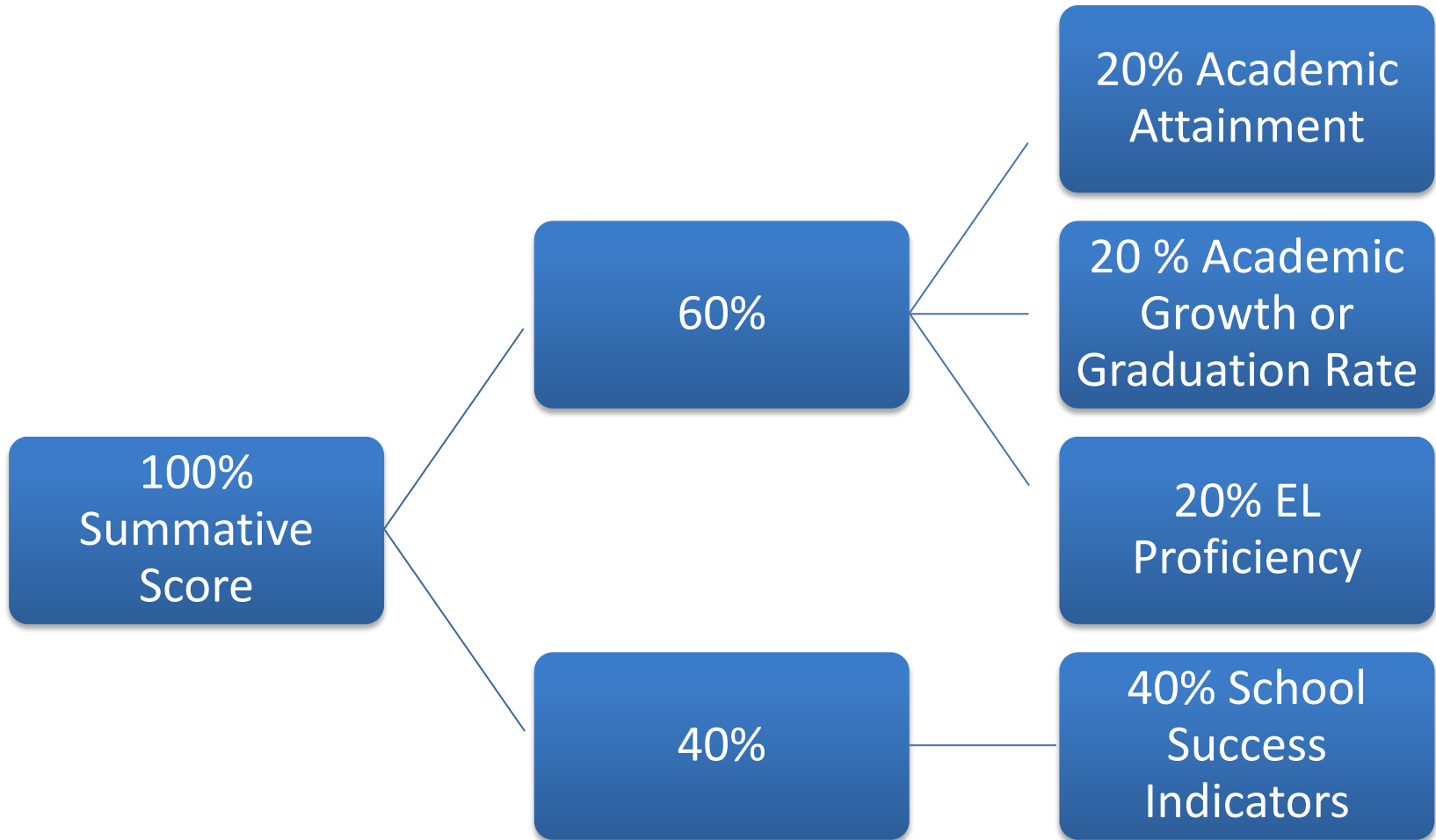


Weighting of Indicators 51/49



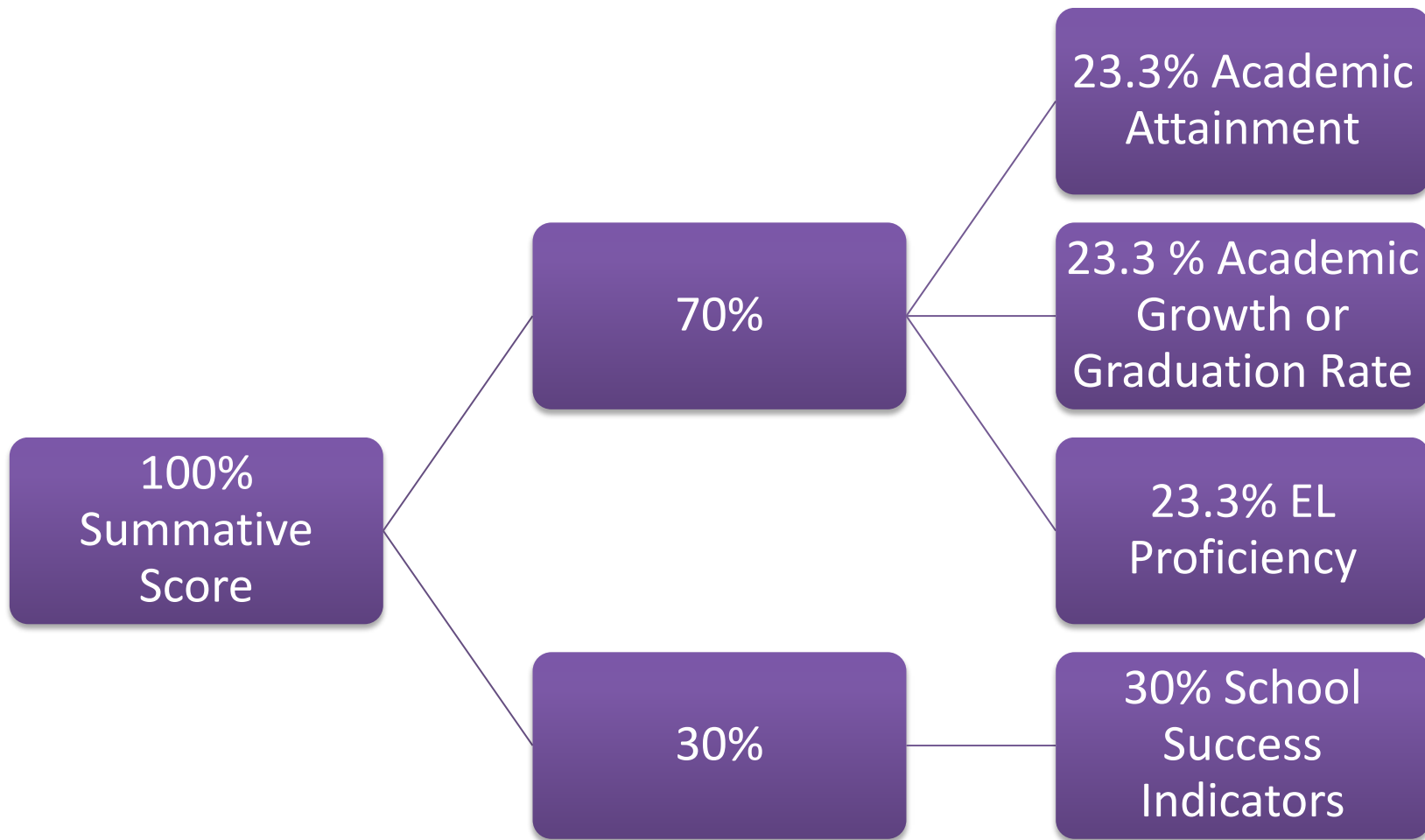


Weighting of Indicators 60/40





Weighting of Indicators 70/30





Please Provide Feedback

- *ISBE requests feedback on the weighting of the indicators.*



Growth Models

- A student academic growth model is designed to measure the effect of the education system on student growth – a more comprehensive way to understand students' progress than just how they perform on a test.
- However, since we want growth measures that are more comprehensive, we want them to take into account several factors that contribute to student growth, such as:
 - 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., measurement error [the difference between measured quantity and the “real” or “true” value of the thing being measured], how “new” a test is in implementation, and the accuracy of the alignment of the test to what students might have learned throughout the year).



LINEAR MODELS (e.g., Student Growth Percentiles)

Advantages

- Student Growth Percentiles (SGPs) are relatively simple and easy to calculate and aggregate.
- They are easily understood by the field and the public.
- When used in conjunction with other measures, they can provide a multidimensional picture of school quality by looking at both achievement and growth.

Disadvantages

- SGPs carry extremely high measurement error (e.g., the difference between measured quantity and the 'real' or 'true' value of the thing being measured).



Value Tables

Advantages

- Like SGPs, Value Tables are relatively simple and easy to calculate and aggregate.
- They are easily understood by the field and the public.
- When used in conjunction with other measures, they also offer a multidimensional picture of school quality by looking at both achievement and growth.

Disadvantages

- Value Tables are highly imprecise, perhaps even more so than SGPs. Some students can go up by 20 or more points on an exam and not impact the aggregate level for their school, while other students can “drop” 2 points but have that result in a highly negative impact on his/her school’s scoring



Growth-to-Proficiency Model

Advantages

- Growth-to-Proficiency (GTP) models can work with a variety of assessments and can be used to span multiple years.
- They also allow a school to receive “credit” for appropriately addressing the needs of the specific population they serve.
- GTP models are relatively simple to explain to a lay audience.

Disadvantages

- There are many different Growth-to-Proficiency models and most of them have relatively high error, though generally lower than that of SGP.



Hybrid Modeling

Advantages

- Hybrid models allow for increased flexibility in looking at data.
- Based on the fact that two measures of growth may capture different aspects of growth, a hybrid model may better represent the reality of growth.

Disadvantages

- It is difficult to balance the use of multiple growth measures when using a hybrid model.
- Use of such a model increases the complexity overall and may be more difficult to communicate to stakeholders.



Please Provide Feedback

- *ISBE wants to consider a variety of models of student growth that may be appropriate to include in an accountability system; therefore we are requesting feedback from the field on the following:*
 - *Which approaches to student academic growth have appeal and which ones do not? Why or why not?*
 - *Are there additional approaches to student academic growth that stakeholders would like to see explored? If so, what are the additional approaches?*
- *ISBE requests feedback on which student growth models may make the most sense to include as part of the accountability system in Illinois.*



Goals

- An accountability system should be able to show continuous improvement in schools and systems, lead to improved equity, and outcomes for students, and be non-punitive.
- There should be a framework in terms of achievable interim goals and ambitious long-term goals.
- All goals – and the system as a whole – need to be balanced with the right equity and resources.



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

All kindergartners are assessed for readiness.

90 percent or more of third-grade students are reading at or above grade level.

90 percent or more of fifth-grade students meet or exceed expectations in mathematics.

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

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



Goals

- The baseline will be established over three years (2017-18 – 2019-20) for each subgroup and subject within each school.
- Then the target to 2032 will be back mapped with three-year interim goals.
- Schools identified for comprehensive and targeted support will receive support upon identification.



Please Provide Feedback

- *ISBE requests feedback on the proposed approach to interim goals.*



Meaningfully Differentiating Schools

- ESSA requires meaningful differentiation of schools.
- ISBE will pursue the use of data dashboards that can accurately reflect the overlay of any two metrics/indicators for all students and by demographic group.
- Should the proposed rules on performance levels and a single summative score become final, ISBE proposes that each accountability category (academic attainment, growth, EL proficiency, etc.) will receive a level of school performance as "initial," "growing," "meeting," and "exceeding."



Please Provide Feedback

- *ISBE requests feedback on the meaningful differentiation of schools.*



Other Matters Regarding Accountability

- All subgroups will have an 'n' size of 20.
- A "former ELL subgroup" will be created.
- Stakeholders will be recommending ACCESS composite score by June 2017.
- ESSA requires that ISBE track the implementation of the accountability system (and the entire state plan) to ensure fidelity with the vision for this work and, if and when appropriate, revise the system and plan.
- In accordance with state charter school law, the accountability provisions under ESSA are required for charter schools.



Reporting

- New data requirements include:
 - Reporting academics for homeless students,
 - Reporting on status of children in foster care, and
 - Reporting on status of students who have parents who are members of the Armed Forces.
- More elements may be collected and reported to further tell the context of schools within the state.
- ISBE is sensitive to the data reporting requirements for which schools and districts are responsible. ISBE is reviewing those requirements to ensure that any additional data requirements is not overly burdensome.



State Plan: What Happens Next?

- Updates will continue to be posted at www.isbe.net/essa.
- Continue collecting feedback on state plan via posting for comments via essa@isbe.net, meeting with stakeholders, and meeting in public forums.
- Comments due Tuesday, December 27.
- Continue refining the state plan; release at least one more draft for public comment.
- Submit plan to Governor for 30-day review in February.
- Submit state plan to ISBE Board on March 15.
- Submit state plan to U.S. Department of Education for approval on April 3, 2017.





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.