

ESSA Amendment: Accountability 2022

And Other Updates to Reflect
Current Practice



Illinois State Board of Education

CCRI Revisions Recap Meeting 1 – Identifying the Issue(s)

- **Indicator intent** – a measure that demonstrates that more students graduate high school and go on to post-secondary success than are proficient on the state’s accountability assessment
- **Indicator performance** in 2021 - data could not be published because the results showed half as many kids “ready” as proficient on the state test
- **Is this a measure of schools or students?**
 - Measure of schools’ capacity to engage students in a range of academics & experiences that have been correlated to post-secondary success.
 - Menu of options
 - Options that students don’t engage with aren’t impactful
 - Designation can’t be calculated till after students graduate, so not motivating to individual students
- **Should this be a measure that every student can achieve?** Two facts in tension:
 1. More (and different) students graduate high school and have post-secondary success than are being identified by current assessments.
 2. Concerning numbers of students who graduate aren’t ready for non-remedial post-secondary education.
- **Potential sources of the issue:**
 - From the **data**:
 - ELA Academic & 3 Career Ready Experiences
 - From the **field**:
 - Burden of data collection & inconsistency in reporting across districts
 - From **circumstances**:
 - Impact of COVID on 2021 data



CCRI Revisions Recap Meeting 2 – Deep Into the Data

- Requirements fewer than half met
 - 3 Career Ready (20% met, 80% not)
 - 1 ELA Indicator (40% met, 60% not)
 - Career Area of Interest by Soph. Year (49% met, 51% not)
 - SAT/ACT Composite Min. (18% met, 88% not) for Distinguished Scholar only
- Requirements more than half met
 - Attendance (71% met, 29% not)
 - GPA ≥ 2.8 (63% met, 37% not)
 - 1 Math Indicator (67% met, 33% not)
- Largest deviance from state averages by race/ethnicity and program status
- Is the goal for each option to be equally accessible to all students, or for there to be enough options that the broader status of “ready” is accessible to all students?
 - **Consensus:** Enough options the broader “ready” status is accessible



CCRI Revisions Recap Meetings 3 & 4 – Additional ELA and Career Ready Options

- Additional ELA Options
 - **Align to College Board's subject score readiness cuts**
 - An ELA equivalent to Algebra II
 - Writing intensive courses
 - Transitional English
 - Other college placement exams
- Additional Career Ready Options
 - Most suggestions were already options



Why Suggest a Revised Structure for the CCRI Indicator?

- Conversation to date has focused on modest changes to address critical barriers to indicator functionality
- Proposed solutions will not address the following issues:
 - Having two scholar types creates the appearance of valuing college over career
 - Differences between the two scholar types are minimal
 - Current design values ELA and math to the exclusion of other academic subjects
 - Current design values academics over career experiences
 - Requirements of each scholar type are confusing and burdensome
 - Design doesn't motivate or incentivize students or districts/schools
 - Design becomes unachievable for students who get "off track" early in their high school career



Why Suggest a Revised Structure for the CCRI Indicator?

Issue	Solution
<ul style="list-style-type: none">• Having two scholar types creates the appearance of valuing college over career• Differences between the two scholar types are minimal	Collapse the two scholar types into one

Issue	Solution
<ul style="list-style-type: none">• Current design values ELA and math to the exclusion other academic subjects• Current design values academics over career experiences	Include rigorous experiences in other subjects as menu options

Why Suggest a Revised Structure for the CCRI Indicator?

Issue	Solution(s)
<ul style="list-style-type: none">• Requirements of each scholar type are confusing and burdensome<ul style="list-style-type: none">• Which elements must all students fulfill?• Which are menu options or applicable to only one type of scholar?• Lots of data collection & potential for inconsistent reporting by districts• Why is the school tracking all this data on my child & what purpose does it serve?	<ul style="list-style-type: none">• Create a single set of common requirements• Create a broader menu of options• Add menu options from extant data sources



Why Suggest a Revised Structure for the CCRI Indicator?

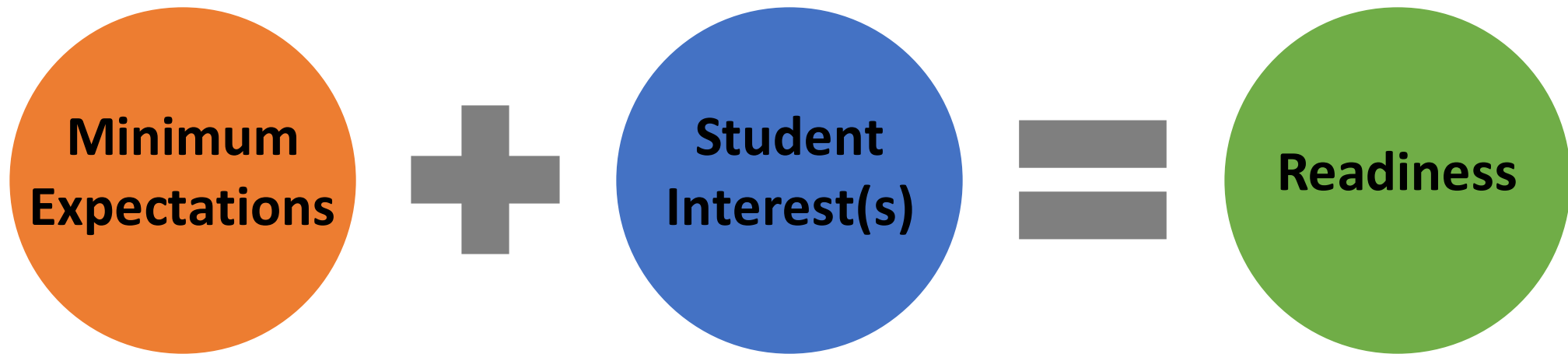
Issue	Solution
<ul style="list-style-type: none">Designation doesn't motivate or incentivize students or districts/schools	<ul style="list-style-type: none">Make progress on the indicator easier to track & design

Issue	Solution
<ul style="list-style-type: none">Design becomes unachievable for students who get "off track" early in their high school career	<ul style="list-style-type: none">Provide a path to readiness that is rigorous but not dependent on attendance or GPA



College and Career Readiness Indicator

- **Reality:** More students graduate high school and are successful in careers and college than are proficient on the state's accountability assessments.
- **Purpose:** Measure the degree to which students access a range of academics and experiences that will potentially prepare them for post-secondary success.
- **Value:** The measure should be one that all students can potentially achieve, even if all currently do not.



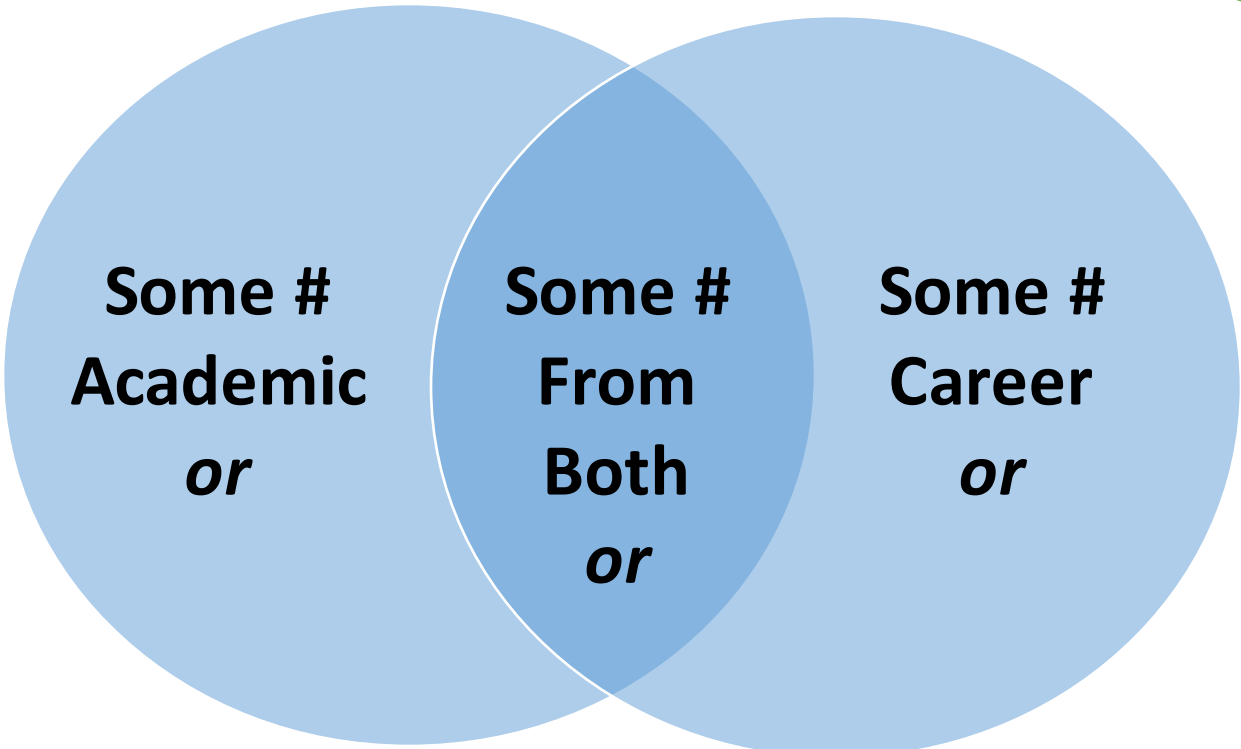
Proposed Revisions

All Students Earning a College and Career Pathway Endorsement
regardless of GPA or attendance



Students Who Have

- GPA of 2.8 or higher
- An average of 95% attendance in Jr. and Sr. Year
- Identify a Career Interest by Soph. Yr.
- 1 ELA Achievement
- 1 Math Achievement
- 1 Career Ready Achievement



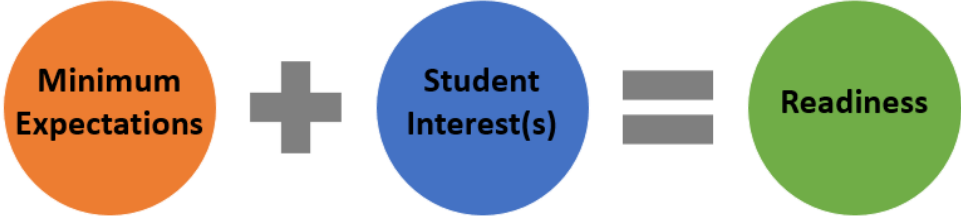
Unpacking Academic, Career and Either Options

Academic	Either	Career
Algebra II	<p>??STEM AP, IB, & Dual Credit Courses?? ??CTE AP, IB & Dual Credit Courses?? ??Social Sciences and History AP, IB & Dual Credit Courses?? ??Other Options??</p>	Career Development Experience
**An ELA equivalent of Algebra II		Industry Credential
ELA or Math AP Exam (3 or higher)		Military Service or ASVAB Score 31+
ELA or Math AP Course (A, B, or C)		Completion of Program of Study
Dual Credit ELA or Math Course (A, B, or C)		Dual Credit Career Pathway Course (College Credit Earned)
ELA or Math IB Exam (4 or higher)		Consistent 12+ month employment
ELA or Math IB Course (A, B, or C)		Consecutive Summer Employment
Transitional English or Math		25 Hours of Community Service
Minimum SAT/ACT Subject Scores		2+ Co-Curricular Activities



Does the Revision Address Broader Issues?

- It is simple for diverse audiences to communicate and understand
- It creates a path to readiness that doesn't require GPA or attendance AND incentivizes a key policy



All Students Earning a College and Career Pathway Endorsement
regardless of GPA or attendance

- It expands the number of options students have to demonstrate their post-secondary interests while honoring the original indicator components.
 - Does not address over-emphasis of academic experiences.

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Three Questions to Determine Next Steps

1. Is this group willing to put forward suggestions that are more than just modest tweaks to the existing indicator?
 - ➔ If no, the next few meetings will focus on coming to final consensus around a few specific modifications for public consideration.
2. If yes, does the design presented seem worth articulating in greater detail (i.e. are we on the right track)?
 - If yes, the next 4-5 meetings would focus on that work.
3. If no, is there an alternate plan or modification to the existing plan that can/should be considered?
 - If no, see next steps associated with question 1.



Three Questions to Determine Next Steps

