

Future SQSS Indicators: College Career Ready Index, P-2, and 3-8

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ESSA Requirements for School Quality/Student Success Indicator

1. The indicator(s) allows for meaningful differentiation in school performance.
2. The indicator(s) must be valid and reliable.
3. The same indicator(s) must be used within each grade span.
4. The indicator(s) must be comparable and applicable statewide.
5. The indicator(s) must be measured and reported annually for all students and disaggregated by sub-group .

IL Accountability Indicators

INDICATOR WEIGHTING				
CATEGORY	2018-2019		2019-2020	
	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
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

College Career Ready Indicator

- CCRI proposal is outlined in IL's ESSA submission
- The indicator “identifies those areas of college and career readiness which research suggests are important to postsecondary success” (pg. 55)
- Identifies two CCRI classifications differentiated by a student's level and degree of attainment across a variety of academic and career-ready indicators, including:
 - GPA
 - ACT/SAT Performance
 - Attendance
 - Performance in dual credit, Advanced Placement and/or IB courses
 - Attainment of Career Pathway Endorsements, Credentials and Industry certifications
 - Completion of a Program of Study or community service
 - Military service and employment

College and Career Ready Index Report

- Drafted by Education Systems Center – Northern Illinois University
- Summarizes key definitions and provides recommendations for academic and career readiness indicators based upon:
 - **Research:** analyzed common definitions and indicators of academic and career readiness utilized across states
 - **Stakeholder feedback:** several statewide committees were convened to review draft definitions and implementation guidance
- Highlights key considerations related to data collection and reporting, including the need for:
 - platforms that support local data collection efforts
 - training and communication around CCRI definitions and data
 - technical assistance
 - ongoing validation and improvement initiatives

College Career Ready Indicator

Distinguished Scholar	College Career Ready
<ul style="list-style-type: none">• GPA 3.75/4.0• SAT 1400• At least one academic indicator in ELA and Math during the Junior/Senior Year (Algebra II at any time)• 3 career-ready indicators in Junior/Senior Year• 95% attendance in Junior and Senior year	<ul style="list-style-type: none">• GPA 2.8/4.0 & CCR• 95% attendance Jr./Sr. year <p>AND</p> <p><u>Option 1:</u></p> <ul style="list-style-type: none">• College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act <p>OR</p> <p><u>Option 2:</u></p> <ul style="list-style-type: none">• One academic indicator in ELA and Math;• Identify a career area of interest by end of Sophomore year• 3 career-ready indicators in Jr./Sr. Year

Proposed Academic Indicators

- Recommendations to remove IB, and ACT since these scores are no longer provided to ISBE at the student level.
- Change remedial to transitional
- Use CCRI thresholds provided by College Board

Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+
College Remedial Transitional English (A, B, or C)	College Remedial Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading 22	Minimum ACT Subject Score of Math 22, + Math in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

Proposed Career-Ready Indicators

- Definitional criteria and implementation guidance are provided for each indicator

Career Ready Indicators [Minimum of 3]

- ~~Workplace-Learning Career Development~~ Experience
- Industry Credential
- Military Service ~~(including ROTC)~~
- Dual Credit Career Pathway Course ~~(college credit earned A or B grade)~~
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Use of the CCRI for School Accountability

- Students will be scored as either demonstrating (1) or not demonstrating (0) CCR based on the provided definitions.
- Schools will earn a score on this indicator based on the percentage of students in the school who demonstrated CCR.
- This score will be weighted by a factor of 6.25 in the overall summative index.

Questions

- Do you have any initial comments or recommendations related to how the CCRI is articulated?
- What, if any, concerns do you have related to the use of this indicator within the accountability system as currently defined?

P-2 Indicator

- “ISBE agrees with stakeholders that early learning is critical to long-term success and including an indicator as part of the accountability system will ensure recognition of its importance.”
- The P-2 Indicator Working Group consisted of district and school administrators, teacher leaders, support personnel, and members from Illinois education research, policy, and advocacy groups

Components of P-2 Indicator Report

- Summary of ESSA Technical Criteria
- Principles/beliefs guiding recommendations (jointly identified with 3-8 group)
 - Reflect a coherent/consistent definition of high quality across grades in the accountability system
 - Social emotional development measures may not be appropriate for accountability
 - Allow for continuous improvement of measures
 - Focus on key K-2 indicators that incent desired performance in third grade.
- 17 critical values in P-2 education (Appendix B)
 - Focus discussion around what measures were appropriate to include in the system

Recommended P-2 Indicators

Proposed Indicators	Comments
Student Participation in Acceleration and/or Enrichment , with at least 5% of children K-2 participating in either acceleration or enrichment.	Include with no weight. Revisit after 2019-2020 to see if it should be a weighted measure.
Provision of required services to Dual Language Learners	3% of the overall weight in districts and schools with an adequate <i>n</i> size of DLLs
K-2 Chronic Absenteeism - using definition of CA outlined in the state's ESSA plan. <ul style="list-style-type: none">• Already in state ESSA plan with 20% weight in 2018-2019• Weight to go to 5-10% in 2019-2022, due to addition of other indicators	Additional 5% weight for schools without a significant DLL population in K-2; 2% in schools where the DLL is indicator is in use

3-8 Indicator Report

- Same format and structure as P-2
 - Common principles
- 25 critical values in 3-8 education (Appendix B)
 - Focus discussion around what measures were appropriate to include in the system

Proposed Indicators	Comments
3-8 Chronic Absenteeism - using definition of CA provided in the state's ESSA plan.	5% weight beginning in 2019-2020
Student Participation in Acceleration and/or Enrichment	Include with no weight. Revisit after 2019-2020 to see if it should be a weighted measure.

Use of the P-2 Indicator in State Accountability

- No weight assigned to these indicators in 2018-2019; in 2019-2020 each indicator (P-2, 3-8) will contribute 5% to the summative index for elementary schools.

Questions:

- Do you have any initial comments or recommendations related to how the P-2 or 3-8 indicators are articulated?
- What, if any, concerns do you have related to the use of these indicators within the accountability system as currently defined?