

# EVERY STUDENT SUCCEEDS ACT (ESSA)



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August 13, 2018

# History

- Reauthorizes the Elementary and Secondary Education Act (ESEA)
- December 10, 2015 Every Student Succeeds Act (ESSA) was signed by President Obama
- March 15, 2017, Illinois State Board of Education adopted the ESSA State Plan for Illinois



# Illinois ESSA Plan:

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

- **ISBE goals**

- All kindergartners are assessed for readiness.
- 90% or more of 3<sup>rd</sup> grade students are reading at or above grade level.
- 90% or more of 5<sup>th</sup> grade students meet or exceed expectations in mathematics.
- 90% or more of 9<sup>th</sup> grade students are on track to graduate with their cohort.
- 90% or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.
- All English Learners achieve proficiency in English within 5 years of their identification as English Learners.

Illinois State Board of Education  
State Template for the  
Consolidated State Plan  
Under the Every Student Succeeds Act

15 year timeline to meet the 1<sup>st</sup> 4 bullets.



# Levels of Performance (School Designation)

**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. (Former Tier I)

**Commendable School:** A school that has no underperforming subgroups and a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide. (Former Tier II)

**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 5 percent of Title I schools. Schools that receive a Tier 3: Underperforming School designation will receive **targeted support**. (Former Tier III)

**Lowest-Performing School:** A Title I school that “all student” group is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools that receive a Tier: 4 Lowest-Performing School designation will receive **comprehensive support**. (Former Tier IV)

# P-8 Accountability System for 2017-18 (Phase II)

## Academic Indicators (75%)

PARCC & DLM Proficiency (ELA 10%, Math 10%)

Growth: PARCC & DLM Student Growth Percentiles (50%)

EL Proficiency: ACCESS (5%)

## School Quality/Student Success Indicators (25%)

Chronic Absenteeism (20%)

Climate Survey (5%)     *All schools receive full credit*

# P-8 Accountability System

## 2018-19 school year

### Academic Indicators (75%)

PARCC & DLM Proficiency (ELA 10%, Math 10%)

Growth: PARCC & DLM Student Growth Percentiles (50%)

EL Proficiency: ACCESS (5%)

### School Quality/Student Success Indicators (25%)

Chronic Absenteeism (20%)

Climate Survey (5%)

## 2019-20 school year

### Academic Indicators (75%)

PARCC & DLM Proficiency (ELA 7.5%, Math 7.5%)

Growth: PARCC & DLM Student Growth Percentiles (50%)

EL Proficiency: ACCESS (5%)

Science (5%)

### School Quality/Student Success Indicators (25%)

Chronic Absenteeism (5-10%) *depending on fine arts weighting*

Climate Survey (5%)

P-2 Indicator (5%)

Middle Grades Indicator (5%)

Fine Arts (2019 @ 0%, 2020 @ >0%)

# Index Score example for 2019-20

PARCC Growth 80 * 50%  40 pts	PARCC attainment 40 * 20%  8 pts	ACCESS 90 * 5%  4.5 pts	Chronic Abs 50 * 10%  5 pts	5Essentials 100 * 5%  5 pts	P-2 Indicator 100 * 5%  5 pts	Elem/MS Indicator 100 * 5%  5 pts
40 + 8 + 4.5 + 5 + 5 + 5 + 5 =						
72.5 Total Index Score						

Any fields without data (P-2 Indicator, Elem/MS Indicator etc.) are automatically awarded the full points.

Index scores are calculated for the school and then each subgroup

## P-2 Indicator (Delayed)

School Quality/Student Success  
Indicators (25%)

Indicator	Weight
Chronic Absenteeism	1.5%
Dual Language Programs	1.5%
Participation in Enrichment and Acceleration	0%
3 <sup>rd</sup> Grade literacy	2%

Initially 3<sup>rd</sup> grade ELA/Reading will be measured by grades....

- These new metrics will not be used to determine a summative designation until ISBE has 3 years of data and the Accountability Technical Advisory Committee studies its validity and reliability.
- Data collection for those metrics which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.



## 3-8 Indicator (Delayed)

School Quality/Student Success  
Indicators (25%)

Indicator	Weight
Participation in Enrichment and Acceleration	0%
5 <sup>th</sup> Grade Math	2%
Middle School Success	3%

Initially 5<sup>th</sup> grade Math will be measured by grades....

- These new metrics will not be used to determine a summative designation until ISBE has 3 years of data and the Accountability Technical Advisory Committee studies its validity and reliability.
- Data collection for those metrics which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.

## 3-8 Indicator: Middle School Success (Delayed)

School Quality/Student Success  
Indicators (25%)

*Grade 6,7,and 8*

- grades in core courses...ELA, math, science and social studies (% of students with at least 1 A or B and no D or F)
- Suspension and expulsion data

- These new metrics will not be used to determine a summative designation until ISBE has 3 years of data and the Accountability Technical Advisory Committee studies its validity and reliability.
- Data collection for those metrics which ISBE does not have data will commence in 2018-19 and will conclude with data submitted for the 2020-21 school year.

# Grades on Growth

- Elementary and middle schools will receive 2 growth designations on the Illinois Report Card 2019-20
  - Grade of A-F will be assigned relative to all schools in state
  - Grade of A-F will be assigned relative to **comparable** schools.
- 20% of state will receive each letter grade

2 Growth Scores will be earned by each school

## ILLINOIS

**Summary:** Given top marks in most categories, this report card was particularly noted for being easy to understand and for its use of graphics. Also praised: Links allowing readers to "drill down" to learn more.

*"I really like the overview on the first page with the snapshot and basic graphs. It made the basic information very easy to understand and to digest. I also liked how the graphics were interactive."*

### CANTON HIGH SCHOOL

1001 N MAIN ST CANTON, IL 61520 1118  
308 647-1820

Grades: 9-12  
District: CANTON UNION SD 66

Principal: Mrs. Robin Tonkin  
Superintendent: Roy Webb

#### Are students ready for college and careers?

	2012-2013	2011-2012	IL Average
<b>Graduation Rate, 4-Year:</b> Percentage of students who graduated within 4 years	87%	79%	83%
<b>Graduation Rate, 5-Year:</b> Percentage of students who graduated within 5 years	81%	82%	87%
<b>Ready for College Coursework:</b> Percentage of students meeting or exceeding college readiness benchmarks on the ACT	35%	38%	46%
<b>Post-Secondary Enrollment:</b> Percentage of graduates who enroll at colleges and universities	Coming in 2014		

#### How do students perform on measures of academic success?

	2012-2013	2011-2012	IL Average
Percentage of students who meet or exceed state standards on the Prairie State Achievement Examination (PSAE)			
PSAE Overall	48%	48%	53%
Mathematics	43%	48%	52%
Reading	46%	47%	55%
Science	45%	53%	49%

#### What does the 5Essentials survey tell us about the school's learning conditions?

This year, for the first time, Illinois schools piloted an anonymous statewide survey of learning conditions, the 5Essentials Survey. The 5Essentials Survey provided an opportunity for students in grades 6 through 12 and all teachers to share their perspectives on essential conditions for learning. Next year, results from the 2014 survey will appear on the report card in the format below. A detailed report for all schools and districts will also be made available in 2014.



For more information, visit [IllinoisReportCard.com](http://IllinoisReportCard.com)

# High School Accountability System for 2017-18 (Phase II)

## Academic Indicators (75%)

SAT Proficiency (ELA 10%, Math 10%)

Graduation: 4, 5, and 6 year rate (50%)

EL Proficiency: ACCESS (5%)

## School Quality/Student Success Indicators (25%)

Chronic Absenteeism (7.5%)

9<sup>th</sup> grade on track (6.25%)

Climate Survey (5%)

College and Career Readiness (6.25%)

# High School Accountability System

2018-19 school year

## Academic Indicators (75%)

SAT Proficiency (ELA 10%, Math 10%)  
Graduation: 4, 5, and 6 year rate (50%)  
EL Proficiency: ACCESS (5%)

## School Quality/Student Success Indicators (25%)

Chronic Absenteeism (7.5%)  
9<sup>th</sup> grade on track (6.25%)  
Climate Survey (5%)  
College and Career Ready Indicator (6.25%) delayed

2019-20 school year



## Academic Indicators (75%)

SAT Proficiency (ELA 7.5%, Math 7.5%)  
Graduation: 4, 5, and 6 year rate (50%)  
EL Proficiency: ACCESS (5%)  
Science (5%)

## School Quality/Student Success Indicators (25%)

Chronic Absenteeism (0-7.5%) *depending on fine arts weighting*  
9<sup>th</sup> grade on track (6.25%)  
Climate Survey (5%)  
Fine Arts (2019 @ 0%, 2020 @ >0%)  
College and Career Ready Indicator (6.25%) delayed

# College and Career Ready Indicator (Delayed)

☐ GPA: 2.8/4.0

☐ 95% attendance in high school junior and senior year

AND Either

☐ College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act

OR ALL of the following:

☐ Identify a career area of interest by the end of the sophomore year

☐ One academic indicator in each ELA and Math during the Junior/Senior year (or Algebra II at any time)

☐ 3 career ready indicators during the Junior/Senior year



# College and Career Ready Indicator (Delayed)

ELA	Math
ELA AP Exam with a score of 3+	Math AP Exam with a score of 3+
ELA Advanced Placement Course with a grade of A,B, or C	Math Advanced Placement Course with a grade of A,B, or C
Dual Credit English Course with a grade of A,B, or C	Dual Credit Math Course with a grade of A, B, or C
IB ELA Course with a grade of A, B, or C	IB Math Course with a grade of A,B, or C
IB Exam with a score of 4+	IB Exam with a score of 4+
Transitional English with a grade of A, B, or C	Transitional Math with a grade of A, B, or C
	Algebra II with a grade of A, B, or C
Minimum ACT Subject Score of English 18, Reading 22	Minimum ACT Subject Score of Math 22 and Math in Senior Year
Minimum SAT Subject Score of Evidence Based Reading and Writing of 540	Minimum SAT Subject Score of Math 540 and Math in Senior Year

# College and Career Ready Indicator (Delayed)

- ☐ Career Development Experience
- ☐ Industry Credential
- ☐ Military Service or and ASVAB score of 31 or higher
- ☐ Dual Credit Career Pathway Course: college credit earned
- ☐ 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
- ☐ 2 or more organized co-curricular activities





# Interim and Long-term Goals



- Each indicator must have disaggregated ambitious interim and long-term goals
- ISBE has identified a 15 year timeline (2032) with 3 year interim goals
- PARCC score will be 3 year composite averages. ISBE will revisit the baseline data once 3 years of data is available. (2016, 2017, 2018)
- SAT goals ? (2017, 2018)
- Graduation Rate:
- EL Proficiency:
  - Goal is for 90%
  - Sufficient annual progress toward maximum of 5 years to achieve English Language Proficiency
  - ACCESS score of 4.8
  - Individual goals are interpolated based of performance at entry and an end of 4.8
  - ISBE still needs 3 years of data

# Goal Determination



**Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8**

ELA		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
<b>2016</b>	Grade3-8	36.5	30.0	43.2	45.9	18.1	25.0	66.4	49.3	29.0	39.4	9.7	39.1	6.7	7.9	40.8	21.9	51.7
<b>2019</b>	Grade3-8	46.5	41.3	52.0	54.2	31.6	37.2	70.8	56.9	40.4	48.9	24.8	48.6	22.3	23.3	50.0	34.7	58.9
<b>2022</b>	Grade3-8	56.6	52.5	60.8	62.4	45.1	49.4	75.3	64.6	51.9	58.4	39.8	58.2	37.9	38.7	59.3	47.4	66.1
<b>2025</b>	Grade3-8	66.6	63.8	69.5	70.7	58.5	61.6	79.7	72.2	63.3	67.9	54.9	67.7	53.6	54.1	68.5	60.2	73.2
<b>2028</b>	Grade3-8	76.6	75.0	78.3	79.0	72.0	73.8	84.1	79.8	74.8	77.4	69.9	77.3	69.2	69.5	77.7	73.0	80.4
<b>2031</b>	Grade3-8	86.7	86.3	87.1	87.2	85.5	85.9	88.5	87.5	86.2	86.8	85.0	86.8	84.8	84.9	86.9	85.7	87.6
<b>2032</b>	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
<b>2016</b>	Grade 3	35.5	31.3	39.8	44.8	19.9	23.9	65.0	55.3	29.4	39.1	18.7	39.8	3.2	11.0	39.2	22.1	51.0
<b>2019</b>	Grade 3	45.7	42.3	49.2	53.3	33.0	36.3	69.7	61.8	40.8	48.6	32.1	49.2	19.5	25.8	48.7	34.8	58.3
<b>2022</b>	Grade 3	55.9	53.3	58.6	61.8	46.2	48.7	74.4	68.3	52.1	58.2	45.4	58.6	35.8	40.6	58.3	47.6	65.6
<b>2025</b>	Grade 3	66.2	64.3	68.0	70.2	59.3	61.1	79.1	74.8	63.5	67.7	58.8	68.0	52.0	55.4	67.8	60.3	72.9
<b>2028</b>	Grade 3	76.4	75.3	77.5	78.7	72.5	73.5	83.8	81.3	74.9	77.3	72.2	77.5	68.3	70.3	77.3	73.0	80.3
<b>2031</b>	Grade 3	86.6	86.3	86.9	87.2	85.6	85.9	88.4	87.8	86.2	86.8	85.5	86.9	84.6	85.1	86.8	85.8	87.6

Chart based on 2016 baseline PARCC results. 3 year composite average TBD.

# Goal Determination

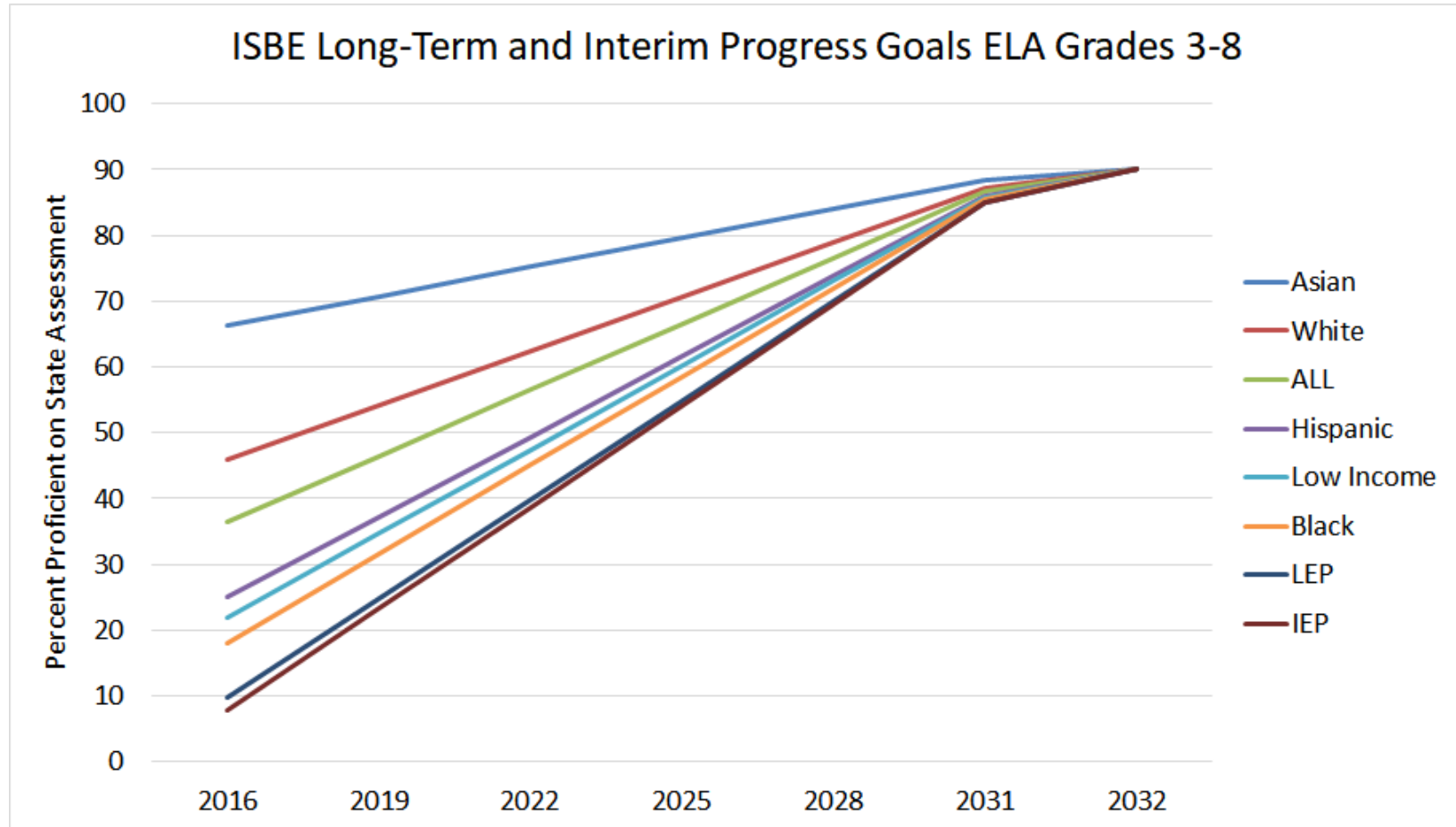


Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate											
5-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	85.5	91.4	79.2	84.2	95.5	88.4	82.4	87.3	77.8	75.1	81.8
2019	88.1	90.0	81.2	85.3	90.0	88.7	83.8	87.8	80.1	77.9	83.3
2022	88.6	90.0	83.3	86.4	90.0	89.0	85.3	88.3	82.4	80.7	84.9
2025	89.0	90.0	85.3	87.5	90.0	89.3	86.7	88.8	84.7	83.5	86.4
2028	89.4	90.0	87.3	88.6	90.0	89.6	88.1	89.3	87.0	86.3	88.0
2031	89.9	90.0	89.3	89.6	90.0	89.9	89.5	89.8	89.2	89.1	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate											
6-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	87.7	91.6	79.9	85.0	95.9	84.5	90.6	88.3	78.8	76.5	82.2
2019	88.5	90.0	81.8	85.9	90.0	85.5	90.0	88.6	80.9	79.0	83.7
2022	88.9	90.0	83.7	86.9	90.0	86.6	90.0	88.9	83.0	81.6	85.1
2025	89.2	90.0	85.6	87.8	90.0	87.6	90.0	89.3	85.1	84.1	86.6

At conclusion of 2017-18, school year graduation rates will be determined except for former EL and disability subgroup.

Goal Determination will be calculated for each indicator



# Student Classification and Enrollment

- N size 20 students

Former EL subgroup counts  
2018  
Former IEP not a subgroup  
2018  
504's not yet apart of IEP

## Subgroups

Economically disadvantaged students
Students with disabilities
Students formerly with a disability
English Learners
Former English Learners
Hispanic
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or More Races

- 134 calendar day enrollment at that school
  - Can be non consecutive

# Levels of Performance (School Designation)

**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.

**Commendable School:** A school that has no underperforming subgroups and a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

**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 5 percent of Title I schools. Schools that receive a Tier 3: Underperforming School designation will receive **targeted support**.

**Lowest-Performing School:** A Title I school that “all student” group is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools that receive a Tier: 4 Lowest-Performing School designation will receive **comprehensive support**.

# Identification

- Targeted Schools will be identified annually
- Comprehensive Schools will be identified every 3 years
- Elementary and Middle School Growth Rating will be annually

# 2018-19 Identification of Schools

- Phase I (June 2018)
  - 25 schools were identified as Targeted Schools (SD U-46)
  - 1 year of planning and 3 years of implementation to meet the statewide exit criteria (SD U-46)
- Phase II (October 2018)
  - Schools identified based on accountability metrics
  - Schools identified for all Tiers



# State Requirements

- Targeted Schools
  - District approved targeted support and improvement plan
  - IBAM Quality Framework completed (equity audit and needs assessment)
- Comprehensive Schools
  - State approved targeted support and improvement plan
  - IBAM Quality Framework completed (equity audit and needs assessment)
  - Partner with approved provider: IL-EMPOWER



## Exit Criteria

Must meet these criteria within 4 years:

- School no longer meets the eligibility criteria for Tier III of Tier IV
- Has established a growth trajectory for students, including those at the highest and lowest levels of attainment
- 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**

## Failure to Meet Exit Criteria

- Schools identified for support that do not meet the state-determined exit criteria will be supported in selecting contextually appropriate, **evidence-based practices** that have **more rigorous levels of evidence supporting their effectiveness**.
- The school district will be supported in establishing a strong program **monitoring system** to ensure that the selected **practices** are implemented with **high levels of fidelity**.
- Schools that fail to meet the state's exit criteria will be required to **partner with an ISBE-approved IL-EMPOWER** Provider Partner and use their 1003 funding for **intensive professional learning, technical assistance, coaching, and mentoring**.

# Next Steps:

## 2018-19 U-46 Planning Year

### ➤ **School Improvement Plan**

- Targeted subgroup identification (if applicable)
- Clear goals and action plan in relation to core instruction
- Peer Review

### ➤ **AdvancEd accreditation for all schools by 2022 this year**

- 2018-19 middle school emphasis

### ➤ **Data Dialog content and outcome revisions**

- Attendance with required grouping of schools

### ➤ **Annual Data Review Meetings with Cabinet**

### ➤ **Coaching models for teachers**

### ➤ **Coaching models for administrators**

### ➤ **Instructional Interventions**

# Communication Plan

- Board of Education ESSA Update August 13
- CAC ESSA Update September 13
- Board of Education 2018 Report Card end of October