





Federal and Illinois Accountability
Fun for All...



ESSA
The Next Chapter

+ **ESSA – Requirements**

- Standards
- Assessment
- Accountability



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ESSA
Standards

+ ESSA - Standards

■ Standards Required

- Challenging Academic Content Standards and Aligned Academic Achievement Standards
- Alternative Academic Achievement Standards
- English Language Proficiency Standards



ESSA

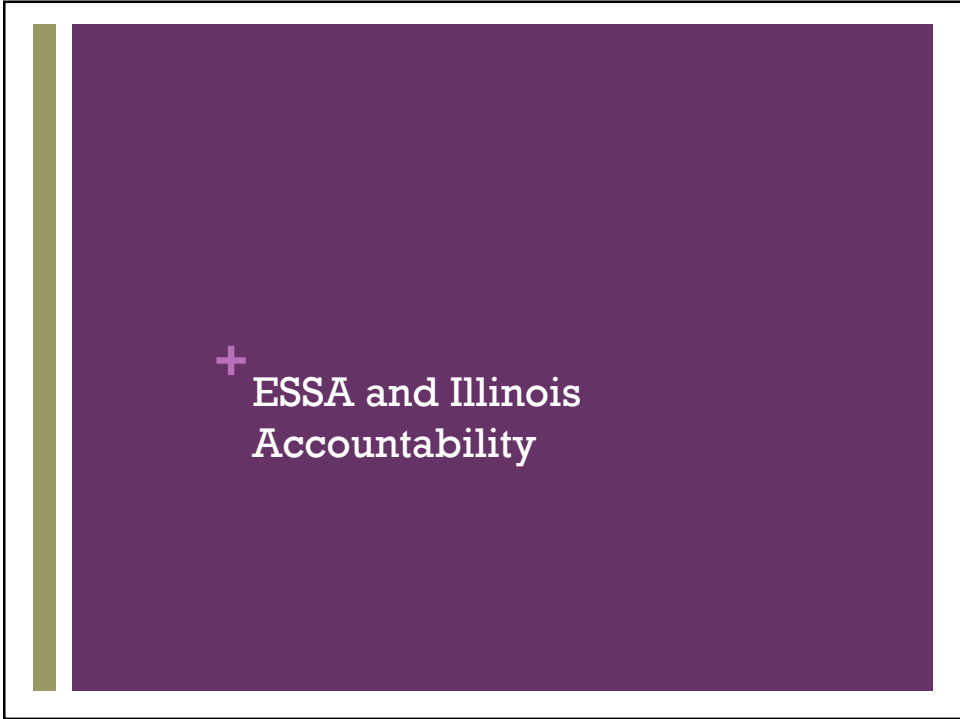
Assessments

+ ESSA - Assessments

- High Quality Academic Assessments in Math, Reading or Language Arts and Science
 - K-8: PARCC
 - High School: SAT
- Any Assessments used under the exception for Advanced Middle School Math
 - K-8: PARCC
- Alternative Assessments
 - DLM-AA
- English Language Proficiency
 - ACCESS
 - Cut Score Consideration to raise from current levels of Overall 5.0, Reading 4.2 and Writing 4.2

+ ESSA - Assessments

- Requirements:
 - State Wide Administration
 - 95% participation remained
 - Aligned to the Standards
- Concerns



+ ESSA and Illinois
Accountability



+ Where Have We Been?

- NCLBA
- Waiver - RTTT
- HB 2683
- ESSA

+ HB 2683

- Signed into law (Fall 2015)
- IBAC work/regulations in 2017
- IBAC Components
 - Component 1 – Academic/Workforce Ready
 - Component 2 - District Practice
- Law Dictates Delay to 2017-2018
- Re-write may be necessary
- IBAC Work
 - Standards
 - Protocols/Procedures
 - Resources/Implementation

+ HB 2683

- IBAC Components
 - Component 1 – Waiver (30%)
 - Assessment (10%)
 - Gaps (10%)
 - AMO (10%)
 - Component 2 - District Practice (70%)
 - ROE Compliance (10%)
 - Quality Framework (30%)
 - Contextual Goals (30%)

+ ESSA – Accountability

- States must develop a system that will “meaningfully differentiate” schools using:
 - Academic proficiency on state assessments
 - Graduation rates for high school
 - English Language Proficiency
 - Growth or another statewide academic indicator for K-8 schools
 - At least one other state-set indicator of school quality or student success

+ ESSA – Statutory Indicators

- | | |
|-----------------------------------|-----------------------------------|
| ■ K-8 Requirements | ■ High School Requirements |
| ■ Proficiency on State Assessment | ■ Proficiency on State Assessment |
| ■ Growth on State Assessment | ■ Graduation Rates |
| ■ English Language Proficiency | ■ English Language Proficiency |

+ ESSA – “Other” Indicator

- K-8 Possible Other Indicators
 - Chronic Absenteeism
 - IBAM Component 2
 - 8th Grade On Track
 - Other?
 - Examples
- High School Possible Other Indicators
 - Chronic Absenteeism
 - IBAM Component 2
 - 9th Grade on Track
 - College and Career Readiness
 - Other?
 - Examples

+ ESSA – Weight of System

- Statutory required indicators must be given “greater weight” than “other” indicator
- What does this mean?
- How do we get there?
- Recommendations

+ ESSA – Long/Interim Goals

A state must establish long-term goals and interim measures of progress for all students and each subgroup of students for:

- Academic achievement as measured by proficiency on state assessments.
 - High school graduation rates, including the 4-year adjusted cohort rate and any extended-year rates. Goal and measures for extended-year rates must be more rigorous.
 - Increases in the percentage of ELs making progress in achieving English language proficiency.
 - Goals and interim measures must be designed to enable subgroups who are behind on achievement and graduation rate to make significant progress in closing the gap.
- *ISBE ESSA Powerpoint

+ ESSA – Meaningful Differentiation

- Summative Rating (Pros/Cons)
- Statutory Language vs. Federal Regulations vs. HB 2683



+ ISBE Draft State Plan

- <http://www.isbe.state.il.us/ESSA/pdf/ESSA-Illinois-State-Plan-draft-1.pdf>
- Round 2 - November
- Round 3 – TBD
- Final Plan Submission: March 2017