





Federal and Illinois Accountability  
Fun for All...



ESSA  
The Next Chapter

**+** **ESSA – Requirements**

- Standards
- Assessment
- Accountability



**+**

**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
  - 8<sup>th</sup> Grade On Track
  - Other?
    - Examples
- High School Possible Other Indicators
  - Chronic Absenteeism
  - IBAM Component 2
  - 9<sup>th</sup> 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