



Executive Summary: Amendment to the Illinois Every Student Succeeds Act Plan

Illinois is amending its State Plan to incorporate changes to its accountability system, some of which are permanent changes and others of which are not.

Accountability Changes

	Change	Duration																																																																																																																																																																																																																																
ELA and Math Proficiency	<p>All students will be grouped in to two cohorts:</p> <ul style="list-style-type: none"> • Waiver Cohort: All students enrolled in any grade during or before SY 2020-21. • Post-Waiver Cohort: All students beginning school after SY 2020-21. <p>Use the SY 2020-21 (2021) data to set new targets by grade span (i.e., 3-4, 5-6, 7-8, 11) for all students enrolled in any grade during or before SY 2020-21.</p> <p>Use SY 2022-23 (2023) data to set new targets for all students who began school after SY 2020-21.</p> <p>Table 1. Plot of the Waiver and Post-Waiver Cohorts of Students by Grade and School Year</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="14">SY (i.e., SY 2019-20 displayed as 20, SY 2020-21 displayed as 21, etc.)</th> </tr> <tr> <th></th> <th></th> <th>20</th> <th>21</th> <th>22</th> <th>23</th> <th>24</th> <th>25</th> <th>26</th> <th>27</th> <th>28</th> <th>29</th> <th>30</th> <th>31</th> <th>32</th> <th>33</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>W</td> <td>PW</td> </tr> </tbody> </table> <p>The waiver cohort is shaded in green. In the post-waiver cohort is shaded in blue. Assessed grades and years are defined by darker shades of green or blue. All students assessed in SY 2022, SY 2023, and SY2024 would use the Waiver Cohort Interim Targets. Students in Grade 3 in SY 2025 would be evaluated against the Post-Waiver Cohort Interim Targets (to be developed using SY 2023 assessment results as the baseline).]</p>			SY (i.e., SY 2019-20 displayed as 20, SY 2020-21 displayed as 21, etc.)																20	21	22	23	24	25	26	27	28	29	30	31	32	33	K			W	PW												1				W	PW											2					W	PW										3						W	PW									4							W	PW								5								W	PW							6									W	PW						7										W	PW					8											W	PW				9												W	PW			10													W	PW		11														W	PW	Until 2033
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Science Proficiency	<p>Replace science proficiency rates with science participation. Participation rates of 95% or higher receive 100 points. Participation rates below 75% receive 0 points. The remaining 100 points are distributed proportionally between 95% and 75%.</p>	2022 only																																																																																																																																																																																																																																

<p>English Learner Progress to Proficiency (ELPTP)</p>	<ul style="list-style-type: none"> • Allow all ELs from 2020-21 another year to their timeline. • Calculate the ELPTP score for each student using their 2020 score as a prior. • Exclude all students who do not have a 2020 prior score. 	<p>Permanent</p> <p>2022 only</p> <p>2022 only</p>
<p>Student Growth</p>	<p>Calculate both a cohort-referenced student growth percentile (SGP) (default and historical calculation methodology) and a baseline-referenced SGP (baselined off 2019) for the entire state. The cohort-referenced SGP will remain the default calculation and scored value for this indicator.</p> <p>The possibility is anticipated over the next several years that, as a result of statewide learning acceleration efforts, the distribution of the baseline-referenced SGP may shift above the midpoint of the cohort-referenced SGP of 50. In years where this occurs -- the baseline-referenced SGP is the higher SGP score for a majority of students in the state -- this indicator will be scored using the baseline-referenced SGP for all students in the state.</p> <p>Table 2. Sample Frequency of SGP School SGP Means Under Multiple Performance Scenarios</p> <p>Note: The blue bars represent the frequency distribution of schools' 2018 mean SGP, a standard cohort-referenced SGP. The solid orange and green lines are simulated baseline-referenced mean SGP frequency distributions. The orange is a simulation of mean baseline-referenced SGP frequency distributions where the state average has dropped from approximately 50 to 30 (such as occurred in 2021). In such circumstances, the cohort-referenced SGP would be used. The green line simulates mean baseline-referenced SGP frequency distributions where the state average has risen to 60. In such circumstances, the baseline-referenced SGP would be used.</p>	<p>Permanent</p>

Graduation Rate	<p>Consolidate to a single composite weighted Adjusted Cohort Graduation Rate (ACGR) scoring formula for all student groups.</p> <p>Composite weighted ACGR: $(4\text{-year_ACGR} * 0.6) + (5\text{-year_ACGR} * 0.3) + (6\text{-year_ACGR} * 0.1)$</p> <p>Indicator Points: $[\text{Composite weighted adjusted cohort graduation rate} * 3.7975] - 253.16456$</p> <p>A weighted composite graduation rate ≥ 93 is 100 points and a weighted composite graduation rate ≤ 66.667 is 0 points.</p>	Permanent
Chronic Absenteeism	<p>Create differentiated scoring bands that incentivize improvement to chronic absenteeism.</p> <ul style="list-style-type: none"> • If the 2022 rate declined from 2021 by more than 7.5%, apply a score multiplier of 1.25, not to exceed 100 possible points. • If 2022 declined from 2021 between 5.01% and 7.5%, apply a score multiplier of 1.20, not to exceed 100 possible points. • If 2022 declined from 2021 between 2.51% and 5%, apply a score multiplier of 1.15, not to exceed 100 possible points. • If 2022 declined from 2021 between .01% to 2.5%, apply a score multiplier of 1.10, not to exceed 100 possible points. • If the 2022 rate of chronic absenteeism did not decline from 2021, consider its proximity to the rate of chronic absenteeism in 2019. If 2022 is no more than 5% greater than the rate in 2019, apply a score multiplier of 1.05, not to exceed 100 possible points. 	2022 only
Meta-Indicators	<p>Delay implementation of all meta-indicators until 2025 (validating on data from 2022, 2023, and 2024).</p>	Until 2025
Create an option to exit status early for schools identified in 2022	<p>Schools eligible for early exit include:</p> <ul style="list-style-type: none"> • Schools with assessment rates for all or one or more student demographic groups below 70% in 2021. <ul style="list-style-type: none"> ○ Exited if 2023 rates of participation are $\geq 95\%$ and the 2023 designation is commendable or exemplary. • Newly identified schools whose 2019 index score was ≥ 70.5 if an elementary school, ≥ 74.5 if a high school (e.g., schools in the top 30% of the state). <ul style="list-style-type: none"> ○ Exited if 2023 designation is commendable or exemplary, else they remain in status based on their 2023 designation. • Schools that had a 30% or more change to the enrollments of the all student or one or more student demographic groups from 2019 (e.g., $2019 \text{ enrollment} \pm 2019 \text{ enrollment} * .3$). <ul style="list-style-type: none"> ○ Exited if changes to enrollments from 2022-23 are within the 30% margin and the 2023 designation is commendable or exemplary, else they remain in status based on their 2023 designation. 	Until 2023 (at which time eligible schools would be reclassified)

Other Changes

Additionally, this opportunity was used to make other updates to the State Plan that are needed to bring the plan into alignment with current practice. All changes, except for the two listed below, are non-substantive changes. A full page-by-page guide to these changes is included as an attachment.

- Adding the recently approved Spanish Language Arts Standards to the list of challenging academic standards in Section 6: Supporting All Students, subsection 6.1 Well-Rounded and Supportive Education for Students.
- Including a link to the Culturally Responsive Teaching and Leading Standards in Section 5: Supporting Excellent Educators, subsection 5.2 Support for Educators.

If you have any questions about this amendment or its impact on school summative designations, please contact Rae Clementz, director of Assessment and Accountability, at (217) 524-1817 or email aclement@isbe.net.