

# Appendix E

Comparing Different Accountability System Recommendations from  
IBAMC, ISBE and the Governor's Office

## COMPARISON OF ACCOUNTABILITY RECOMMENDATIONS ON THE ESSA STATE PLAN FOR ILLINOIS

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The overarching purpose of the accountability system in ESSA is to provide parents, caregivers, and the general public insight into school performance as well as identify schools that require additional support. This insight is premised upon specific goals approved by the Illinois State Board of Education in September 2015: More specifically, the following serve as the long-term goals for the ESSA State Plan for Illinois:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

In draft #3, ISBE identified that a 15-year timeline will be used, with a three-year benchmark period, in order to establish interim goals. The Department of Education (ED) has indicated that both long-term and interim goals should be based upon the new accountability system a state is developing for the purposes of ESSA.

This document contains the recommendations of ISBE staff, the Illinois Balanced Accountability Measure workgroup (IBAM), and Governor Rauner. In particular, IBAM received recommendations from the P20 Council and the Technical Steering Committee in the development of their recommendations. ESSA also requires that the Governor receive a 30-day review period in which to develop recommendations. The recommendations of Governor Rauner as of February 21, 2017, are included.

The specific recommendations in this document focus in the following areas: 'n' size, overall weighting between academic indicators and school quality/student success indicators, weighting of the academic indicators, identification of a growth metric, identification of school quality/student success indicators, weighting of the school quality/student success indicators, and levels of student performance.

Table 1. Comparison of ISBE, IBAM and Governor’s Recommendations on Key Elements of the Accountability System

	ISBE Staff Recommendation	IBAM Recommendation	Governor’s Recommendation
<b>‘n’ size</b>	<b>20</b>	<b>30</b>	<b>10</b>
<b>Overall Weighting between academic indicators and school quality/ student success indicator</b>	<b>75% Academic Indicators 25% School Quality Indicators</b>	51% Academic Indicators 49% School Quality Indicators	80% Academic Indicators 20% School Quality Indicators
<b>Weighting of academic Indicators</b>	<b>P-8 (75%)</b> <ul style="list-style-type: none"> <li>Academic Attainment – 20%</li> <li>Academic Growth– 50%</li> <li>EL Proficiency<sup>1</sup> – 5%</li> </ul> <b>9-12 (75%)</b> <ul style="list-style-type: none"> <li>Academic Attainment – 20%</li> <li>Graduation Rate – 50%</li> <li>EL Proficiency – 5%</li> </ul>	<b>P-8 (51%<sup>5</sup>)</b> <ul style="list-style-type: none"> <li>Academic Attainment</li> <li>Academic Growth</li> <li>EL Proficiency – no more than 15%<sup>2</sup></li> </ul> <b>9-12 (51%)</b> <ul style="list-style-type: none"> <li>Academic Attainment</li> <li>Graduation Rate</li> <li>EL Proficiency – no more than 15%</li> </ul>	<b>K-8 (80%)</b> <ul style="list-style-type: none"> <li><b>Academic Attainment – 20%</b></li> <li><b>Academic Growth – 50%</b></li> <li><b>EL Proficiency – 5%</b></li> <li><b>[Science] – 5%</b></li> </ul> <b>9-12 (80%)</b> <ul style="list-style-type: none"> <li><b>Academic Attainment – 15%</b></li> <li><b>[Growth] – 50%</b></li> <li><b>Graduation Rate – 5%</b></li> <li><b>EL Proficiency – 5%</b></li> <li><b>[Science]<sup>3</sup> – 5%</b></li> </ul>
<b>Growth Metric</b>	Simple linear regression model (i.e., current test scores are regressed on lastyear’s test scores).	Regression model	<b>Student Growth Percentiles and Growth to Proficiency/Target</b>
<b>Identification of School Quality/School Success Indicators<sup>4</sup></b>	<b>P-8<sup>5</sup></b> <ul style="list-style-type: none"> <li><b>Chronic Absenteeism</b></li> <li><b>Climate Survey</b></li> <li><b>Fine Arts Participation</b></li> </ul>	<b>P-8<sup>9</sup></b> <ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>[8<sup>th</sup> Grade on Track]</li> </ul>	<b>K-8</b> <ul style="list-style-type: none"> <li>Chronic Absenteeism</li> <li>Climate Surveys</li> <li>[Broad-based]</li> </ul>

<sup>1</sup> As suggested by stakeholder and recommended by the Governor, ISBE will use a five-year timeline for proficiency, this timeline will begin no earlier than first grade (students can receive services in P and K settings), and proficiency will be calculated using a growth to proficiency metric. Also, ISBE will follow and report on former ELs through grade 12.

<sup>2</sup> The IBAM Report indicated that members were not able to reach a consensus on weighting. However, members did believe that the weight between the required academic indicators should be distributed and not equal among required indicators.

<sup>3</sup> ESSA does not require that growth is measured in grades 9-12. However, Illinois stakeholders have made it clear that a way of measuring growth is important and the P20 Council recommended that the administration of a high school assessment in multiple grades is the most accurate way to achieve this. Moreover, the Governor’s proposal places the greatest value on student growth. In order to measure this, the state must invest in a yearly high school assessment.

<sup>4</sup> The recommendations submitted by IBAM were developed through the work of the IBAM committee as well as that committee’s consideration of recommendations submitted to IBAM by the P20 Council.

<sup>5</sup> As recommended by the P20 Council, ISBE intends to capture the gap in resources allocation and its impact on student outcomes and opportunities in the school report card.

<sup>9</sup> Additional indicators recommended by P20 school quality indicators include: science/STEM, early warning, surveys, secondary to post-secondary transitions.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
	<ul style="list-style-type: none"> <li>• [Elementary/Middle School Indicator]</li> <li>• [P-2 Indicator]<sup>6</sup></li> </ul> <b>9-12</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism<sup>7</sup></li> <li>• College and Career Readiness<sup>8</sup></li> <li>• 9<sup>th</sup> Grade On track</li> <li>• Climate Survey</li> <li>• Fine Arts Participation</li> </ul>	<b>9-12</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism<sup>10</sup></li> <li>• 9<sup>th</sup> Grade On Track</li> <li>• [College and Career Readiness]</li> </ul>	curriculumindicator] <ul style="list-style-type: none"> <li>• [K-2 indicator]</li> </ul> <b>9-12</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• Climate Survey</li> <li>• 9<sup>th</sup> Grade on Track</li> <li>• [College and Career Readiness]</li> <li>• [Broad-based curriculum indicatorby 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, andscience or social studies]</li> </ul>
<b>Weighting of school quality/student success indicator</b>	<b>P-8 (25%)</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism – 10%</li> <li>• Climate Survey – 5%</li> <li>• Fine Arts Participation – 0%</li> <li>• [Elementary/Middle Indicator]<sup>11</sup> – 5%</li> <li>• [P-2 Indicator] – 5%</li> </ul> <b>9-12 (25%)</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism – 7.5%</li> <li>• College and Career Readiness –6.25%</li> </ul>	No Recommendation Provided	<b>K-8 (20%)</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism – 5%</li> <li>• Climate Surveys – 5%</li> <li>• [Broad-based curriculumindicator] – 5%</li> <li>• [K-2 indicator] – 5%</li> </ul> <b>9-12 (20%)</b> <ul style="list-style-type: none"> <li>• Chronic Absenteeism – 4%</li> <li>• Climate Survey – 4%</li> <li>• 9<sup>th</sup> Grade on Track – 4%</li> </ul>

<sup>6</sup> P20 recommended an early grades indicator be developed to serve as a school quality/student success indicator.

<sup>7</sup> P20 recommended Chronic Absenteeism as a school quality/student success indicator.

<sup>8</sup> P20 recommended a multi-faceted measure of college and career readiness as a school quality/student success indicator. The Governor's Office is currently working with employers and faculty from higher education to refine the framework shared in draft #2 of the ESSA State Plan for Illinois. The inclusion of the post-secondary faculty aligns with the recommendation received from the Illinois Board of Higher education (IBHE).

<sup>10</sup> The report submitted by IBAM also indicated that the IBAM Quality Framework should, at this time, be used as a "gateway to services" for school support. P20 recommended that the IBAM Quality Framework should be used to conduct a needs assessment for schools identified for services through the ESSA accountability system. ISBE is using the IBAM Quality Framework for this purpose through IL-EMPOWER.

<sup>11</sup> Depending upon school configuration and until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade On track – 6.25%</li> <li>• Climate Survey – 5%</li> <li>• Fine Arts Participation – 0%</li> </ul>		<ul style="list-style-type: none"> <li>• [College and Career Readiness] –4%</li> <li>• [Broad-based curriculum indicatorby 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, andscience or social studies] – 4%</li> </ul>
<b>Levels of School Performance</b>	<p>4 levels of performance<sup>12</sup> based upon the accountability system. Schools receiving a Commendable or Exemplary summative rating are eligible to offer peer to peer support services to schools that have been identified to receive either comprehensive(Tier 4) or targeted services (Tier 3).<sup>13</sup></p> <p><b>Comprehensive</b> – Schools eligible for Comprehensive Services  <b>Targeted</b> – Schools eligible for Targeted Services  <b>Commendable</b> – Schools not identified as underperforming or lowest-performing but also not in the top 10% of schools as identified through the accountability system.  <b>Exemplary</b> – The top 10% of schools identified through the accountability system.</p> <p>Schools that have one or more low</p>	<p>5 levels and a recommendation that ISBE think about descriptors rather than cutscores.</p>	<p>A 100-point scale that emphasizes growth over attainment, has a greater weight for core academic measures, and measures the extent to which every district in the state is closing the achievement gap.</p> <p><b>Rating System</b>  <b>A:</b> Exceeds 85 or above [cannot be a Targeted school or have less than 95% participation in assessments]  <b>B:</b> Above 75-84  <b>C:</b> Meet 65-74  <b>D:</b> Approaching 55-64  <b>F:</b> Below – Below a score of 55</p> <p>An overall performance score results from a combination of the score out of 100(.75)of the accountability system added to an equity score 100(.25) derived from “closing the gap” metrics each with an individual weight. Each</p>

<sup>12</sup> The ISBE staff recommendation for levels of school performance reflects feedback from the field on draft #3.

<sup>13</sup> In addition to highlighting the expertise that exists in Illinois schools, this approach aligns with a recommendation from the College and Career Readiness subcommittee of the P20 Council.

	<b>ISBE Staff Recommendation</b>	<b>IBAM Recommendation</b>	<b>Governor's Recommendation</b>
	performing subgroups will not be able to receive an commendable or exemplary designation.		indicator in the accountability system has its respective "closing the gap" metric and weight (e.g., closing the gap between ELA and Math attainment high needs students and other students and/or closing the chronic absenteeism gap between high needs students and other students).