Systems of Support, Accountability & Assessment Redesign

Illinois State Board of Education

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Milton Leathers, Director of Accountability

Listening Tour, Chicago Heights, IL | February 3, 2025

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Vision

A STATEWIDE SYSTEM OF SUPPORT

in which *all districts & schools*

are engaged in cycles of

CONTINUOUS SCHOOL IMPROVEMENT

regardless of designation

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Three-Parts to School Improvement

Student Assessment

Tells us how well students are learning in schools

Accountability

Sorts and designates schools into categories based on student performance on assessments and other indicators

Statewide System of Support

Deploys supports and interventions to schools to help improve student learning

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The Challenge to School Improvement & Framing Student Success

1. **Restrictive cut scores mislabel students** who are on track for college or career as "not proficient."

2. Our accountability system for schools is **not criterion-based; it's normed or graded on a curve. That means the goal posts move every year.**

3. **Misleading data** (e.g., 70% of schools labeled "commendable") **prevents us from directing resources to where they are needed most.**

4. The system tells schools that there is a problem (it sorts) but does **not indicate what strategies or supports might be most helpful** in addressing the problem (informs).

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Three-Part Solution

Assessment

Right-Size Performance Levels & Proficiency Benchmarks

Accountability

Realign Designations to Provide Clearer Expectations of School Performance

Statewide System of Support

Deploy Continuous Improvement Model for All Schools through Regional Offices of Education

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Statewide System of Support

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Feedback

Support needed to improve student outcomes

- Coaching
- Attendance
- Social Emotional Learning

Different types of coaching

- Instructional Coaching
- Leadership Coaching

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Coaching Support

ISBE, in partnership with ROEs/ISCs, provides instructional coaches to schools in improvement status.

- All 38 ROEs/ISCs across the state

The Illinois Association of School Administrators (IASA), in partnership with ISBE, provides mentoring and support for new superintendents.

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Right-Sizing Proficiency

Performance Level Descriptors

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Assessment Problem of Practice

- **High cut scores mislabel students** who are on track for college or career as “not meeting” proficiency standards.

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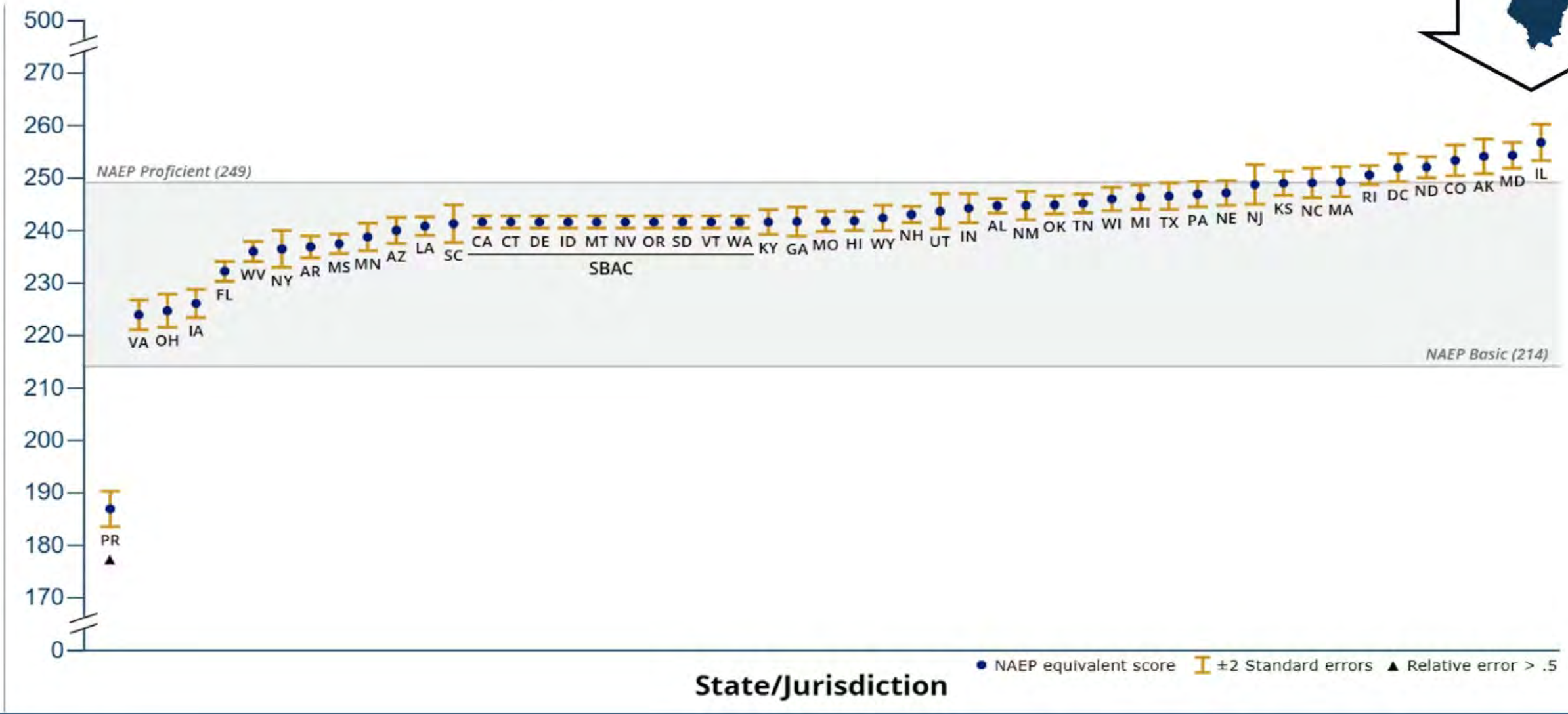
2022 NAEP Mapping- 4th grade math

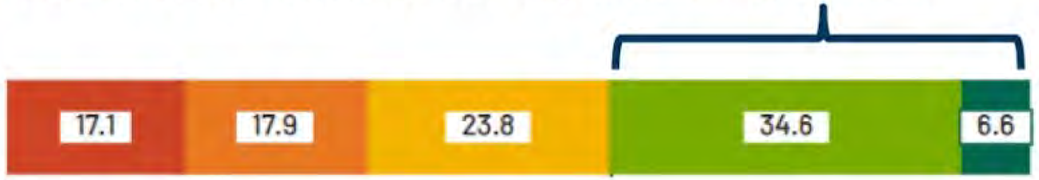


Proficiency: Apples to Oranges

A student who is proficient in CT or FL might not be proficient in Illinois.

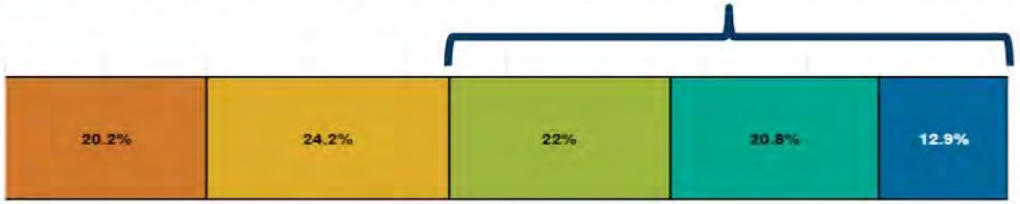
To be "proficient" in grade four…	Illinois Expects	Connecticut Expects	Florida Expects
Score on its state test equivalent to NAEP score of:			
Reading	**236**	**224 (-12)**	**220 (-16)**
Math	**253**	**242 (-11)**	**236 (-17)**

Illinois (top of NAEP scale) reports a proficiency rate of **39%** but only includes the top two of five levels.



CT (middle of NAEP scale) reports an "achievement index of **63.9%**" using scale scores rather than performance levels.

Florida (bottom of NAEP scale) reports "**56%** achievement" in ELA, including their top three of five performance levels.



Same High Standards, Right-Sizing Proficiency Benchmarks

2022 High School Graduate

Now enrolled at ISU, double-majoring in history and special education

- High School GPA: 3.666
- AP Courses (4) & Dual Credit Courses (7)
- Industry Certifications & Work-Based Learning (3)
- Swimming & Diving, DECA, Educators Rising
- **English language arts: 460 – mislabeled as NOT PROFICIENT**
- **Math: 440 – mislabeled as NOT PROFICIENT**

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You've Spoken - We've Heard

We don't know the (academic) standards. Give us examples of what our kids should be able to do.

State assessment expectations don't align with classroom expectations. The state assessments are much higher.

There is not a shared set of expectations for proficiency across our school.

We need to see examples of student work from diverse student populations aligned to a common rubric.

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What We're Doing: Realigning Performance Levels – All Tests

Performance levels are **score ranges** that divide the full spectrum of performance on the state assessment into categories.

Now: Different Levels for Every Test

IAR	Does Not Meet	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations
SAT	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations	
ISA	Emerging	Developing	Proficient	Exemplary	

Next: Unified Across Assessments

IAR	Below Proficient	Approaching Proficient	Proficient	Above Proficient	
ACT	Below Proficient	Approaching Proficient	Proficient	Above Proficient	
ISA	Below Proficient	Approaching Proficient	Proficient	Above Proficient	

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How? Standard Setting

- **Standard Setting** is the formal process to create performance levels and set cut scores on state assessments
- Experts develop **Performance Level Descriptors (PLDs)**
  - Rubrics that describe the range of performance within each performance level
- Used by panels of educators to evaluate item difficulty on the most recent test to identify **Cut Scores**
  - Cut scores are the lowest score in a performance level

Panelists taking the test to evaluate item difficulty

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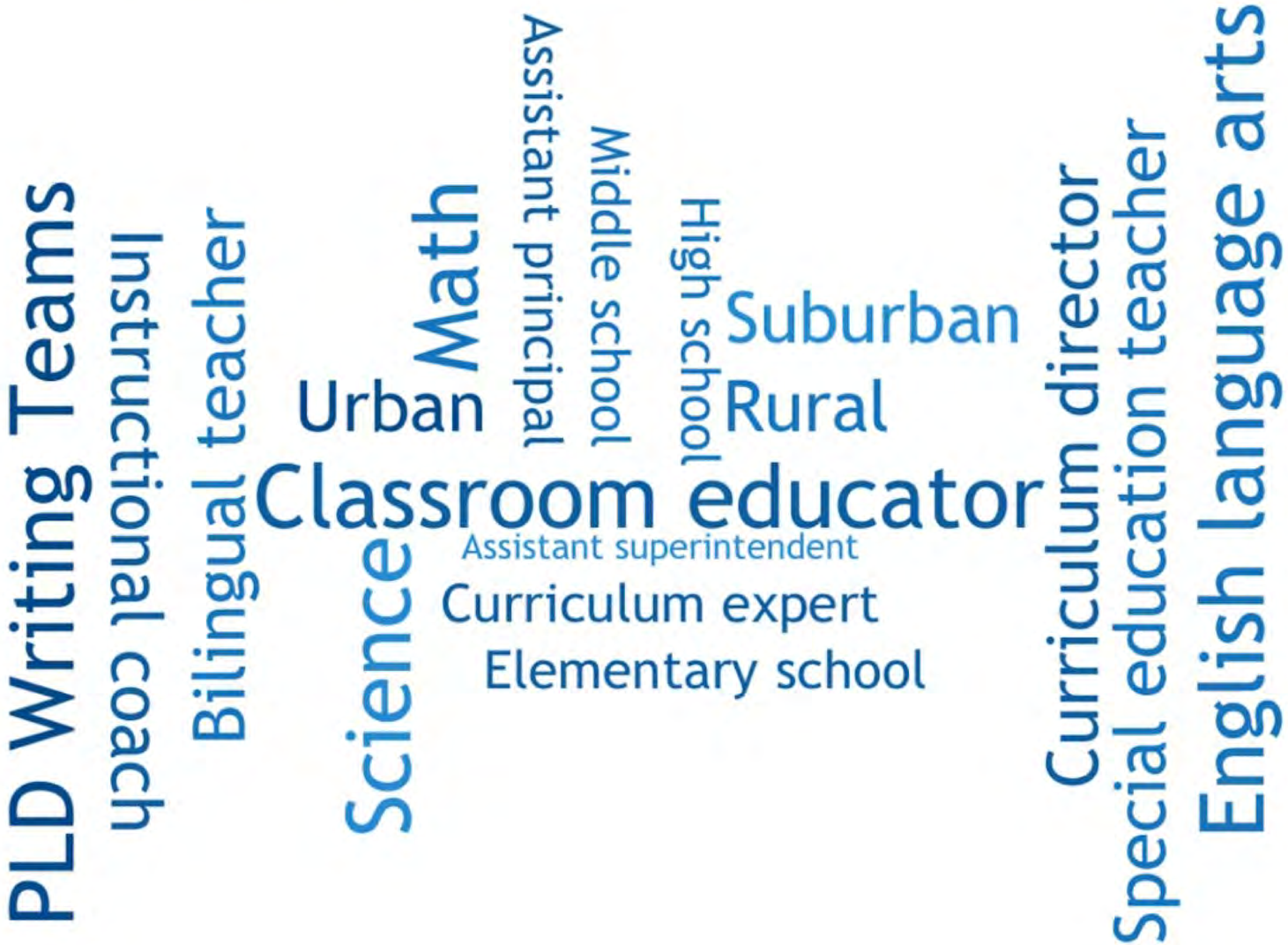
Who Are The Experts?



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We Want Your Feedback

Public comment on the Performance Level Descriptors will open end of February or early March.

Our intent is to equip you to review the PLDs and offer suggestions for improvement.

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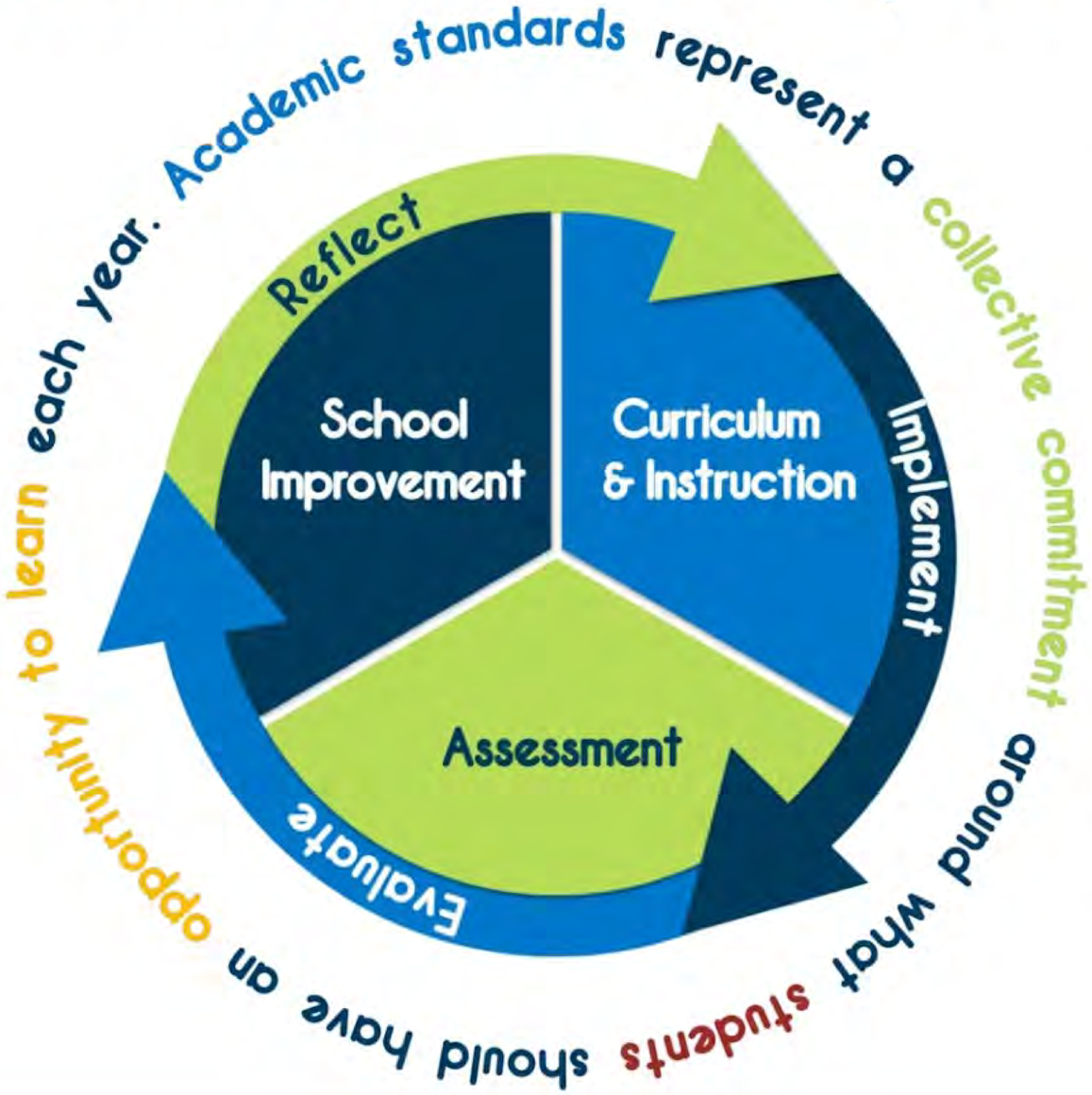
Assessment Use Principles



State assessments ask students to demonstrate their knowledge, skills & understanding on a common measure.

State assessment data allow us to see patterns in performance that should guide school improvement, helping identify areas of strength and opportunity.

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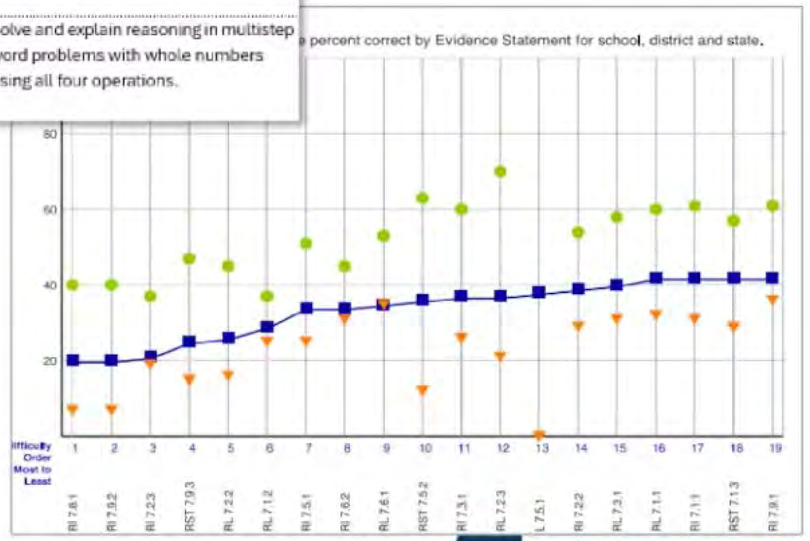
Getting it Right

Performance Level Descriptors (PLDs) are the bridge between

Classroom Performance .....&..... Assessment Performance

		Below Proficient	Approaching Proficient	Proficient	Above Proficient
Operations & Algebraic Thinking	4.OA.1	Recognize that some multiplication equations can be considered comparisons	Recognize multiplicative comparisons as multiplication equations.	Interpret multiplicative comparisons as multiplication equations.	Interpret and explain multiplicative comparisons as multiplication equations.
	4.OA.2	Recognize multiplicative comparison word problems that require multiplication or division.	Identify multiplicative comparison word problems that require multiplication or division.	Identify and solve multiplicative comparison word problems that require multiplication or division.	Identify and solve multiplicative comparison multi-step word problems that require multiplication or division.
		Solve word problems with whole numbers using two of the four operations.	Solve word problems with whole numbers using all four operations.	Solve multistep word problems with whole numbers using all four operations.	Solve and explain reasoning in multistep word problems with whole numbers using all four operations.



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Examining the Sample PLDs – Two Versions

Organized by Domain
For General Use – Audiences Not Familiar With Standards

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English Language Arts 9-11	Learning Standards, Student Performance, and Complexity
	When evaluating student proficiency on state learning standards, consider how **performance** relates to **complexity**. Students show proficiency depending on the difficulty of the texts, tasks, and contexts they engage with. As a student's performance improves, they are typically able to handle more challenging texts, tasks, and contexts. The interplay between text, task, and context, along with each student's personal interests and educational experiences creates a unique profile of performance. A student's test score and performance level summarize their performance profile to make it easier to analyze the performance of groups of students or of one student across multiple data sources.

Claim 1: Key Ideas and Details[i] *Student performance indicates the ability to...*	
Level 4 Above Proficient	**Close Reading:** • Locate and interpret minor or subtly stated details in more challenging passages • Locate important details in complex passages • Draw subtle logical conclusions in more challenging passages • Draw simple logical conclusions in complex passages • Paraphrase virtually any statement as it is used in more challenging passages **Central Ideas, Themes, and Summaries:** • Infer a central idea or theme in more challenging passages or their paragraphs • Summarize key supporting ideas and details in complex passages **Relationships:** • Order sequences of events in somewhat challenging passages • Understand implied or subtly stated comparative relationships in somewhat challenging passages • Identify clear comparative relationships in more challenging passages • Understand implied or subtly stated cause-effect relationships in somewhat challenging passages • Identify clear cause-effect relationships in more challenging passages

Organized by Standard
For Use in Schools by Educators

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4th Grade	Learning Standards, Student Performance, and Complexity
	A student's ability to demonstrate proficiency is influenced by the difficulty of the texts or stimuli presented, tasks they complete, and the contexts in which they are engaged. As student performance improves, they are typically able to handle more challenging texts/stimuli, tasks, and contexts. The performance levels assigned to specific scale scores summarize performance, making it easier to analyze the results of groups of students or track an individual student's progress across multiple data sources. The combination of text, task, context, and each student's unique interests and educational experiences creates an individual performance profile that can help support their academic growth.

Operations & Algebraic Thinking 4.OA.1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
	Recognize that some multiplication equations can be considered comparisons. SAMPLE ITEM: Complete the statement to represent the equation 5 x 3=15 5 times as many as ___ is 15.	Recognize multiplicative comparisons as multiplication equations. SAMPLE ITEM: Which equation correctly represents the statement "5 times as many as 3 is 15?" A. 15 x 3= 5 B. 3 x 5= 15 C. 5 + 3= 15 D. 5 + 5 + 3= 15	Interpret multiplicative comparisons as multiplication equations. SAMPLE ITEM: Which two statements can be used to represent the equation 5x3=15? Select the two correct answers. A. The number 15 is 5 shared equally with 3. B. The number 15 is 5 more than 3. C. The number 15 is 5 times as many as 3. D. Joe is 15 years old. Cindy is 5 years old. Their ages can be divided by 3. E. Joe is 15 years old. Cindy is 5 years old. Joes is 3 times as old as Cindy. F. Joe is 15 years old. Cindy is 5 years old. Cindy is 3 years younger than Joe.	Interpret and explain multiplicative comparisons as multiplication equations. SAMPLE ITEM: Create two different equations that both represent the following situation: "Darius has 3 packages of trading cards. Each package contains 3 trading cards. How many trading cards does Darius have?" Sample answers: 5x3=15 3x5=15 15=5x3 15=3x5

Domain Organized Sample – For Family & Community

Operations and Algebraic Thinking[i] *Student performance indicates the ability to...*	
Level 4 Above Proficient	• Interpret and explain multiplicative comparisons as multiplication equations. • Identify and solve multiplicative comparison multistep word problems that require multiplication or division. • Solve and explain reasoning in multistep word problems with whole numbers using all four operations. • Interpret and explain remainders in the context of problems. • Represent word problems with equations that include letters for unknowns and solve equations. • Assess and explain the reasonableness of their solution using estimation and mental computation strategies. • Use factor pairs within the range of 1-100, multiples, and prime and composite distinctions to solve and explain real world contextual problems. • Generate and explain how number and shape patterns follow a given rule. • Describe repetitions within number and shape patterns that are not explicitly mentioned in the rule.
Level 3 Proficient	• Interpret multiplicative comparisons as multiplication equations. • Identify and solve multiplicative comparison word problems that require multiplication or division. • Solve multistep problems with whole numbers using all four operations. • Interpret remainders in the context of problems. • Represent word problems with equations that include letters for unknowns. • Assess the reasonableness of their solution using estimation and mental computation strategies. • Find all factor pairs for whole numbers between 1 and 100. • Recognize and determine whether a given whole number is a multiple of a one-digit number. • Determine if whole numbers in the range 1-100 as either prime or composite. • Generate number and shape patterns following given rules.

Describes core skills and knowledge typical of students in the performance level

Intended to be shorter, easier to read, and support conversation about proficiency with parents and community

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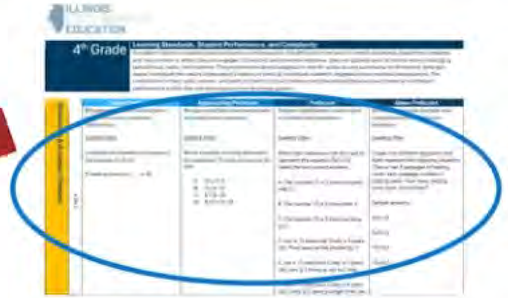
Standards Organized Sample – For Educators

	Below Proficient	Approaching Proficient	Proficient	Above Proficient
OPERATIONS & ALGEBRAIC THINKING 4.OA.1	Recognize that some multiplication equations can be considered comparisons. SAMPLE ITEM: Complete the statement to represent the equation 5 x 3=15 5 times as many as ___ is 15.	Recognize multiplicative comparisons as multiplication equations. SAMPLE ITEM: Which equation correctly represents the statement "5 times as many as 3 is 15?" A. 15 x 3= 5 B. 3 x 5= 15 C. 5 + 3= 15 D. 5 + 5 + 3= 15	Interpret multiplicative comparisons as multiplication equations. SAMPLE ITEM: Which two statements can be used to represent the equation 5x3=15? Select the two correct answers. A. The number 15 is 5 shared equally with 3. B. The number 15 is 5 more than 3. C. The number 15 is 5 times as many as 3. D. Joe is 15 years old. Cindy is 5 years old. Their ages can be divided by 3. E. Joe is 15 years old. Cindy is 5 years old. Joes is 3 times as old as Cindy. F. Joe is 15 years old. Cindy is 5 years old. Cindy is 3 years younger than Joe.	Interpret and explain multiplicative comparisons as multiplication equations. SAMPLE ITEM: Create two different equations that both represent the following situation: "Darius has 3 packages of trading cards. Each package contains 3 trading cards. How many trading cards does Darius have?" Sample answers: 5x3=15 3x5=15 15=5x3 15=3x5
	Recognize multiplicative comparison word problems that require multiplication or division. SAMPLE ITEM: A slice of pizza costs $3. Marco buys 6 slices of pizza. Which equation can be	Identify multiplicative comparison word problems that require multiplication or division. SAMPLE ITEM: A slice of pizza costs $3. Marco buys 6 slices of pizza. Which equation can be	Identify and solve multiplicative comparison word problems that require multiplication or division. SAMPLE ITEM: A slice of pizza costs $3. Marco buys 6 slices of pizza. Which equation can be	Identify and solve multiplicative comparison multi-step word problems that require multiplication or division. SAMPLE ITEM: A slice of pizza costs $3. A whole pizza costs $10. Marco is buying pizza for a



Organized by Learning Standard With Sample Items to Illustrate Increasing Complexity

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Progression Across Grades

3rd Grade Operations and Algebraic Thinking Standard 1

Below Proficient	Approaching Proficient	Proficient	Above Proficient
Recognize that the product of two whole numbers will also be a whole number.	Recognize the product of two whole numbers in terms of the number of groups and size of each group	Interpret the product of two whole numbers in terms of the number of groups and size of each group.	Explain using real world context the product of two whole numbers in terms of the number of groups and size of each group.

4th Grade Operations and Algebraic Thinking Standard 1

Below Proficient	Approaching Proficient	Proficient	Above Proficient
Recognize that some multiplication equations can be considered comparisons.	Recognize multiplicative comparisons as multiplication equations.	Interpret multiplicative comparisons as multiplication equations.	Interpret and explain multiplicative comparisons as multiplication equations.

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Timeline

STAKE HOLDER ENGAGEMENT

MAY – AUG 2024

Determine number & name of performance levels

- Panel of 30 representing 13 constituencies
- 30 days of **public comment**

SEP 2024 – APR 2025

Develop performance level descriptors

- 9 teams with 100+ educators
- **1st public comment** 30 days FEB-MAR 2025
- **Statewide Listening Tour FEB-MAY 2025**
- **2nd public comment** 45 days APR-MAY 2025

MAY & JUN 2025

Board review & approval of performance level descriptors

- Board discussion in MAY
- Board approval in JUN

Late JUL 2025

Hold standard setting

- 27 Panels (1 per subject & grade) with ~25 teachers
- Final policy alignment by **State Supt. & selected advisors.**

AUG 2025

Board review & approval

- Discussion & approval same month to allow district preview & to meet report card publication timelines.

SEP – OCT 2025

Districts preview impact

Districts Will Know Percent Proficient

OCT 30 2025

Live on Report Card 2025

Districts Will Have Assessment Scores But Not Performance Levels or Percent Proficient

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Questions?

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Look at the samples. In your opinion is...

The language descriptive and easy to understand?

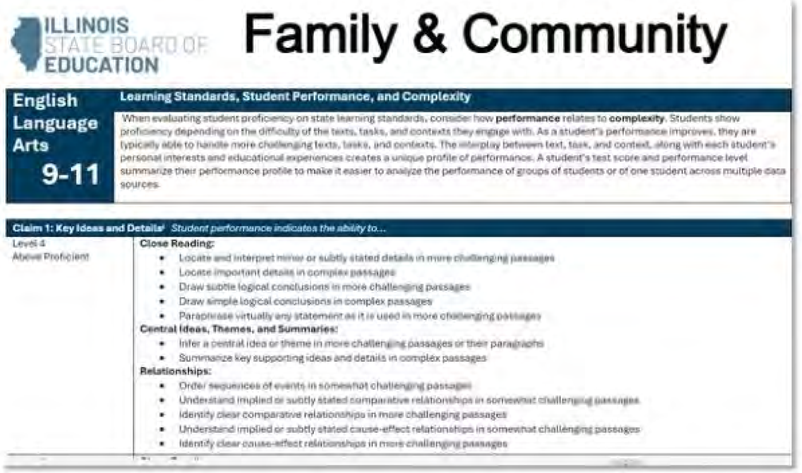
The formatting easy to follow?

The document relevant and useful for teachers?

The document useful when discussing proficiency with parents or community members?

Strongly disagree

Strongly agree



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Family & Community

English Language Arts 9-11

Learning Standards, Student Performance, and Complexity

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Central Ideas, Themes, and Summaries:

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- Summarize key supporting ideas and details in complex passages

Relationships:

- Order sequences of events in somewhat challenging passages
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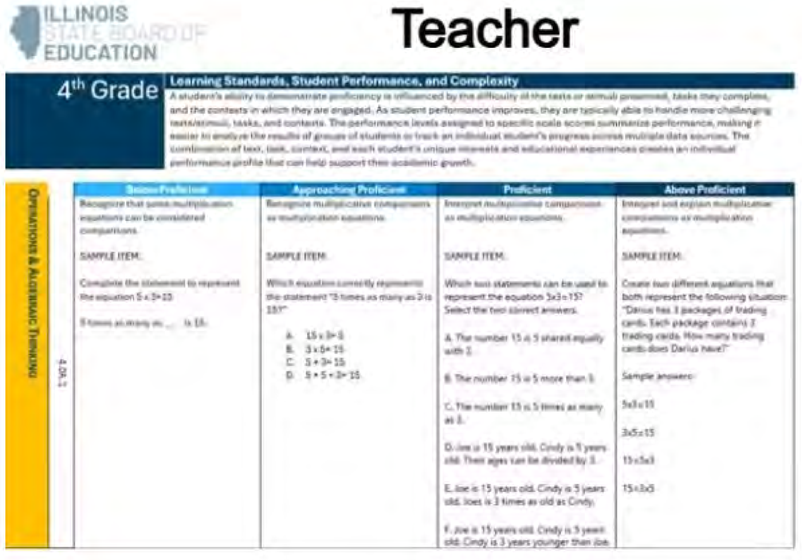

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Teacher

4th Grade

Learning Standards, Student Performance, and Complexity

A student's ability to demonstrate proficiency is influenced by the difficulty of the texts or stimuli presented, tasks they complete, and the contexts in which they are engaged. As student performance improves, they are typically able to handle more challenging texts/stimuli, tasks, and contexts. The performance levels assigned to specific scale scores summarize performance, making it easier to analyze the results of groups of students or track an individual student's progress across multiple data sources. The combination of text, task, context, and each student's unique interests and educational experiences creates an individual performance profile that can help support their academic growth.

Operations & Algebraic Thinking

4.OA.1

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Which version do you prefer?

0 Family & Community Version

0 Teacher Version

0 Both. They each suit a different audience.

0 Neither.

What other observations do you have? Are there additional resources that would support understanding?

Redesigning Accountability

Clear Criteria

Relatable Profiles of Performance

Customized Considerations for School Improvement

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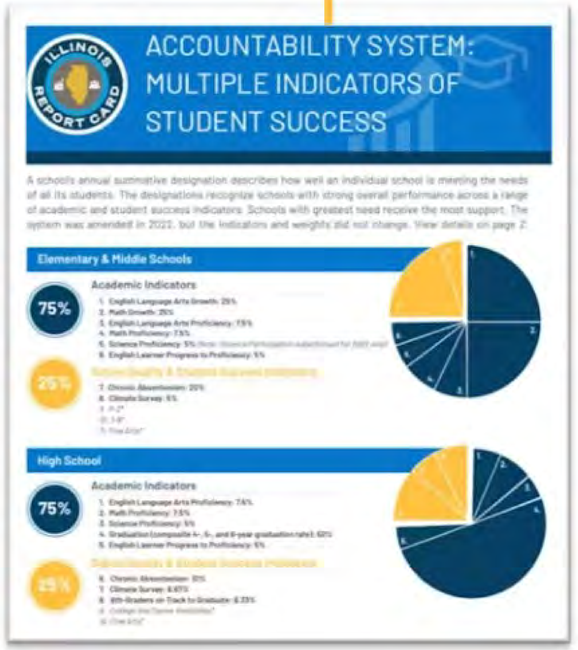
A Brief History of Accountability

1986 — 2002 — 2013 — 2018 — 2026

ontents

evision History
:hool and District Snapshot
Grades Served
eport Card Implementation Guidance
Report Card Eligible and Responsible Entity
Year End Collection (YEC) 4
Data Redaction 1
cademic Progress 1
Proficiency Rate ELA, Math and Science - All Tests 2
Proficiency Rate ELA, Math and Science – DLM-AA 2
Proficiency Rate ELA and Math – SAT 3
Proficiency Rate Science – ISA 3
Proficiency Rate and Student Growth Percentile ELA and Math – IAR 4
Participation Rate and No Participation Rate ELA, Math, and Science - All Tests 4
National Assessment of Educational Progress (NAEP) 5
State Performance Plan Indicators 6
Eighth Graders Passing Algebra I 8
9th Grade on Track 9
College and Career Ready 9
Career and Technical Education 10
Advanced Placement (AP) Exam Passing Requirements 12



ACCOUNTABILITY SYSTEM: MULTIPLE INDICATORS OF STUDENT SUCCESS

A schools annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support. The system was amended in 2022, but the indicators and weights did not change. View details on page 2.

Elementary & Middle Schools

75% Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 15%
4. Math Proficiency: 15%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

25% Chronic Absenteeism: 20%; Climate Survey: 5%

High School

75% Academic Indicators

1. English Language Arts Proficiency: 14%
2. Math Proficiency: 15%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 32%
5. English Learner Progress to Proficiency: 6%

25% Chronic Absenteeism: 5%; Climate Survey: 6.875%; 8th Graders on Track to Graduate: 8.25%

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Accountability Problems of Practice

- Our accountability system for schools is **not criterion-based;** it's normed or graded on a curve. **That means the goal posts move every year.**

- **Misleading data** (e.g., 70% of schools labeled "commendable") **prevents us from directing resources to where they are needed most.**

- The system tells schools that there is a problem (it sorts) but does **not indicate what strategies or supports might be most helpful** in addressing the problem (informs).

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Redesign Guidelines

- Want a single accountability system
- Must comply with ESSA requirements
- Addresses the accountability problems of practice identified
- Retains those features of the current system that appear to be working

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ESSA Requires States:

Issue a summative designation annually

Based on all indicators in the accountability system

To all schools, including those without assessed grades

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ESSA Required Indicators

Student Achievement	Academic Progress	Graduation Rate	English Language Progress	School Quality or Student Success
Measure of how well students perform on required assessment of ELA and math	Measure of academic growth or other academic indicator *Growth required for elementary & middle schools*	Percentage of students who graduate from high school within four, five or six years. *Required for high school*	Measure of how much progress English Learners make towards becoming proficient in the language	Any measure that meets the requirements of an ESSA indicator

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Every ESSA Indicator Must Be…

- Valid and reliable
- Consistent within a grade span (i.e., 3-5, 6-8, and 9-12)
- Comparable and collected statewide
- Measured annually for all students, disaggregated by student group
- Allow for meaningful differentiation in school performance

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We've Been Listening

- Initial feedback gathered Fall 2024
  - Existing conferences & professional gatherings
- Modeling and development through existing statutory committees

1. SEP 18: Title I Director's Conference
2. SEP 26: IL Association of School Administrators Fall Conference
3. SEP 27: Bilingual Director's Conference
4. OCT 22: IL Principals Association Fall Conference
5. NOV 22: IASB•IASA•IASBO Joint Annual Conference
6. DEC 12: ESSA/Multilingual Conference

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What We've Heard

The most important thing is to keep a focus on growth. That's been a positive change.

Commendable is just too big. There needs to be a category for schools that aren't Comprehensive, but that need to focus on school improvement.

The current system is so focused on ranking. You work so hard, but your designation doesn't change just because other schools did better.

There's no clear expectations. I don't know what I'm supposed to do.

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What We're Doing: Accountability Redesign

Design Questions

- How can we design a system that minimizes ranking schools?
- How can we set clear performance criteria for each designation?
- How can we incorporate data useful for school improvement that doesn't meet the criteria to be an ESSA indicator?
- How can we make the system easy to understand and explain?

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Accountability & System of Support Timeline

SEP 2024 - NOV 2025

Redesign the accountability system

Legislative changes to include ROEs/ISCs in any iteration of the system of support

DEC 2025

ESSA Amendment

New Accountability & System of Support

Board Discussion

JAN 2026

ESSA Amendment

New Accountability & System of Support

Board Approval

FEB 2026

ESSA Amendment

New Accountability & System of Support

Submit to the US Dept. of Education

OCT 30 2026

NEW Accountability

Live on 2026 Report Card

System of Support For All

ENGAGEMENT

- **Fall 2024:** Conference tour SEP-DEC 2025
  What is working well? What data is most helpful?
- **Winter 2024-2025:** Modeling potential system designs for feedback.
- **Spring 2025:** Statewide listening tour FEB-MAY 2025
- **Summer 2025:** 1st Public comment 45 days MAY-JUN 2025
- **Fall 2025:** 2nd Public comment 60 days SEP-OCT 2025

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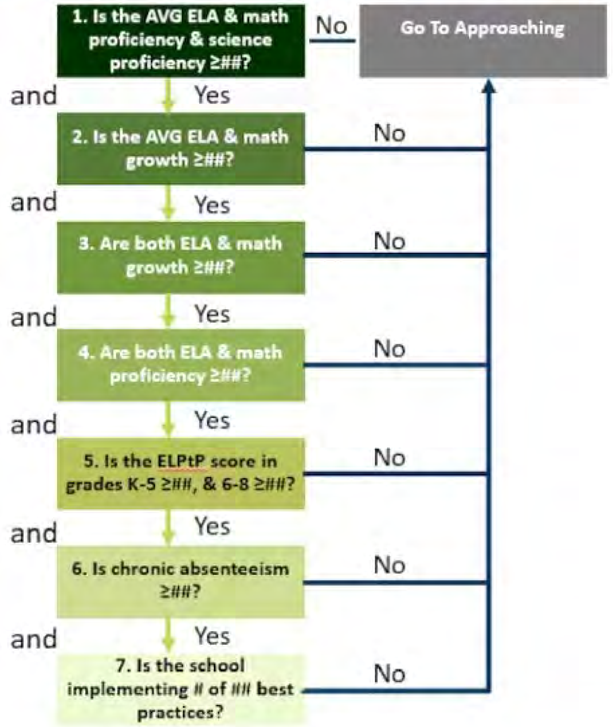
Consider: Accountability Approaches that Don't Rank

Decision Tree

Branch 3. Commendable



Performance Profile

An Exemplary School is one where…

The composite mean **student growth** percentile is…

- Greater than or equal to (≥)## **AND** composite **proficiency** is ≥ ##% OR
- Greater than or equal to ## **AND** composite **proficiency** is ≥ ##% OR
- Greater than or equal to ## **AND** composite **proficiency** is ≥ ##% OR
- Greater than or equal to ## **AND** composite **proficiency** is ≥ ##%

The **science proficiency** rate greater than or equal to ELA and math composite proficiency rate

The **English Learner Progress to Proficiency rate** is ≥ ## in grades 2-5 **AND** ≥ ## in grades 6-8

Less than half the students are considered **chronically absent**

The school is implementing at least [#] of [total options] **best practices**

Simple Index

Indicator	Points	Out of	Criteria
ELA Proficiency	8	12	≥ ##% earns full points
Math Proficiency	7	12	≥ ##% earns full points
Graduation Rate	28	30	≥ ##% earns full points w/ no groups below 66.67%
ELPtP	4	5	≥ ##% meeting or exceeding target earns full points
Dual Credit, CPE or AP	20	20	≥ ##% earns full points
9th Grade On Track	13	15	≥ ##% earns full points
Chronic Absenteeism	3	6	≤ ##% earns full points

Ranking possible. Will create score clusters that cannot be further ranked.

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Which approach do you find most promising?

Decision Tree	Profile of Performance	Simple Index
0	0	0

Consider: Incorporating Data That Aren't Indicators

Custom Report Proof of Concept

RCDTS: 123-45-6789-10-1112
SCHOOL NAME: Sample Elementary
DISTRICT NAME: Fazzoul Community Consolidated District #77

DESIGNATION: Commendable

STUDENT GROUPS:

All Students
Asian
Black
Hispanic
Two or More Races
Children With Disabilities
EL
Former EL
Low Income

Group	ELA Proficiency	ELA Growth	Math Proficiency	Math Growth	Science Proficiency	EL Progress to Proficiency	Chronic Absenteeism	Climate Survey Participation	Designation
ALL	46.98	55.83	34.60	53.80	87.21	52.57	18.16	93.80	Commendable
ASIAN	69.08	56.12	49.34	57.15	88.61		16.67	93.75	Commendable
BLACK	27.45	54.39	16.00	58.57	78.41		17.65	95.92	Commendable
HISPANIC	23.61	54.82	15.28	51.39	86.92	45.69	18.31	97.22	Commendable
TWO OR MORE	55.17	58.48	31.03	60.00	87.04		16.13	92.86	Commendable
CWD	6.15	51.45	4.69	44.05	8.94		32.81	89.29	Approaching
EL	12.70	55.10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FORMER EL	66.07	52.87	48.21	56.85	82.88		14.29	94.83	Exemplary
LOW INCOME	31.43	56.17	9.42	45.42	21.89	54.83	25.18	94.07	Approaching

How does the overall performance of individual student groups (e.g. Children with Disabilities, ELs, Low Income, or a race/ethnicity group) compare to that of the "All Students" group?

YOUR DATA: Your performance profile based on your All Students group was [Designation]. The following groups were also in [Designation]:

- Asian
- Black
- Hispanic
- Two or More Races
- EL

Meaning their profile of performance is broadly similar to that of the All Students group.

The following student groups fall in a different performance profile:

- Former EL – [Higher Designation]
- Children with Disabilities – [Lower Designation]
- Low Income – [Lower Designation]

HAVE YOU CONSIDERED?

Sample text that differs based on the designations & spread of performance profiles for each group...
While none of these groups is currently identified as a Targeted student group, your building has a wide variety of profiles of performance.

What indicators are driving those differences?

How are the dynamics of family & community engagement different for [higher designation group] and how does that support student success? Your 5Essentials rating for Involved Families is [Weak]. Why do you believe that is?

How does the mean student growth percentile for each student group compare to that of the 'All Students" group?

YOUR DATA: Your mean ELA SGP is [55.83]. This is a baseline SPG, which means that students in your school are growing faster in 2024 than students just like them did back in 2019. This is good news. However, your cohort SGP, which compares your 2024 students' rate of growth to that of other students in the same grade in 2024 is only a [#], which suggests your students are currently growing slower than students like them throughout the state right now. Your mean Math baseline SGP is [53.80], which again suggests your student growth is faster than in 2019, and your math cohort SPG is a [#], which is typical or expected growth for students who start in the same place academically.

HAVE YOU CONSIDERED?

Is it possible that students in the [Low Income] group or [Children with Disabilities] group are being pulled for services of some kind during [math] instruction?

Consider your discipline data; are students in the [Low Income] group or [Children with Disabilities] group being sent out of the classroom into the hallway, referred to the office, or to a buddy seat more frequently during

Keep What's Working

A chart with data for all groups together.

Describing the patterns of performance and putting them in context

Asking them to consider what they know that might explain those patterns.

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To what extent do these statement reflect your needs & perspective?

A report like the one shown would be helpful. I feel like it would give us what we need.

A report like the one shown would largely be ignored. One person might read it.

A report like the one shown would be nice, but I'd still want to schedule a data review with ISBE staff.

We already have the skills & knowledge we need. Neither the report nor data reviews are necessary.

Strongly disagree

Strongly agree

Consider: Setting Clear Criteria

- The challenge of setting clear criteria for each designation is that our perception of "good" performance can change depending on the context

- Consider these four hypothetical school profiles and how you would categorize their performance

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Grassy Hill Elementary*

- Located on the edge of a small city
- Tier 1 unit district
- Minimal achievement gaps or differences in rates of chronic absenteeism

Enrollment: 300	Grades Served: K-5
Proficiency: ELA -- 23%	Math -- 17%
Growth MSGP: ELA – 43.2	Math – 37.1
EL Progress to Proficiency: 65% on track	
Absenteeism: 25%	
Discipline: 54 out of school suspensions	
Other Offerings: After school tutoring, Soccer	

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* Not a real school

How would you rate Grassy Hill Elementary?

0
Exemplary

0
Commendable

0
Approaching

0
Targeted

0
Comprehensive

Yardley High School*

- Located in a large northern suburb
- Tier 4 high school district
- Noticeable achievement gaps & differences in rates of chronic absenteeism & discipline for low income students

Enrollment: 2,100	Grades Served: 9-12
Proficiency: ELA -- 58%	Math -- 53%
Graduation Rate: 93%	
EL Progress to Proficiency: 33.28% on track	
Absenteeism: 21%	
Discipline: 81 out of school suspensions	
Other Offerings: Men's & Women's Football, Basketball, Baseball, Soccer, Tennis, Track, Swimming, Model UN, Science Olympiad, Scholastic Bowl, Symphony, Band, Jazz Band, Choir, Show Choir, Musical Theater, Theater	

* Not a real school

How would you rate Yardley High School?

0
Exemplary

0
Commendable

0
Approaching

0
Targeted

0
Comprehensive

Beechcraft School of Scholarship*

- Located in a medium-sized city
- Tier 2 unit district
- Lottery enrollment, serving a diverse student population
- Noticeable performance gap for Children with Disabilities; still above state average

Enrollment: 300	Grades Served: K-8
Proficiency: ELA -- 82%	Math -- 67%
Growth MSGP: ELA – 68.3	Math – 64.6
EL Progress to Proficiency: N/A	
Absenteeism: 11%	
Discipline: 2 in school suspensions	
Other Offerings: No sports, Numerous after school clubs including debate, coding & photography, busy calendar of family & community activities	

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* Not a real school

How would you rate Beechcraft School of Scholarship?

0
Exemplary

0
Commendable

0
Approaching

0
Targeted

0
Comprehensive

Vincent Middle School*

- Located in a small city near the state border; mobility 3 times higher than the state average
- Tier 2 elementary district
- Minimal achievement gaps or differences in rates of chronic absenteeism

Enrollment: 585	Grades Served: 6-8
Proficiency: ELA -- 16%	Math -- 9%
Growth MSGP: ELA –73.2	Math – 57.5
EL Progress to Proficiency: N/A	
Absenteeism: 62%	
Discipline: 0 suspensions; 2 expulsions	
Other Offerings: None; music & art offered during the school day	

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* Not a real school

How would you rate Vincent Middle School?

0
Exemplary

0
Commendable

0
Approaching

0
Targeted

0
Comprehensive

For my district or school, the accountability redesign will be a success ...

thank you

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