

# EVERY STUDENT SUCCEEDS ACT (ESSA)

*a reauthorization of the Elementary and Secondary  
Education Act (ESEA)*

A presentation by

Illinois State Board of Education and Erikson Institute



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# ESSA State Plan Timeline

## Timeline

January –  
July

July –  
September

October –  
December

January –  
April 3

April 4 –  
Beyond

## Key Objectives

### ***Phase 1 – Educate***

- 46 Listening tours and stakeholder meetings

### ***Phase 2 – Engage***

- Post Draft 1 State Plan for 6 weeks of comment
- 28 Listening tour & stakeholder meetings
- Incorporate comments into Draft 2

### ***Phase 3 – Expand***

- Post Draft 2 State Plan for 6 weeks of comment
- 20 Listening tour & stakeholder meetings
- Incorporate comments & adopt U.S. ED Draft 3 template

### ***Phase 4 – Enhance***

- Submit to Governor for 30 days of review (February 1)
- Submit to ISBE Board approval (March 15)
- Submit plan to U.S. Department of Education (April 3)

### ***Phase 5 – Implement***

- Legislative changes and rulemaking
- District ESSA and implementation work
- ISBE continuing to reorganize around ESSA
- IL-EMPOWER

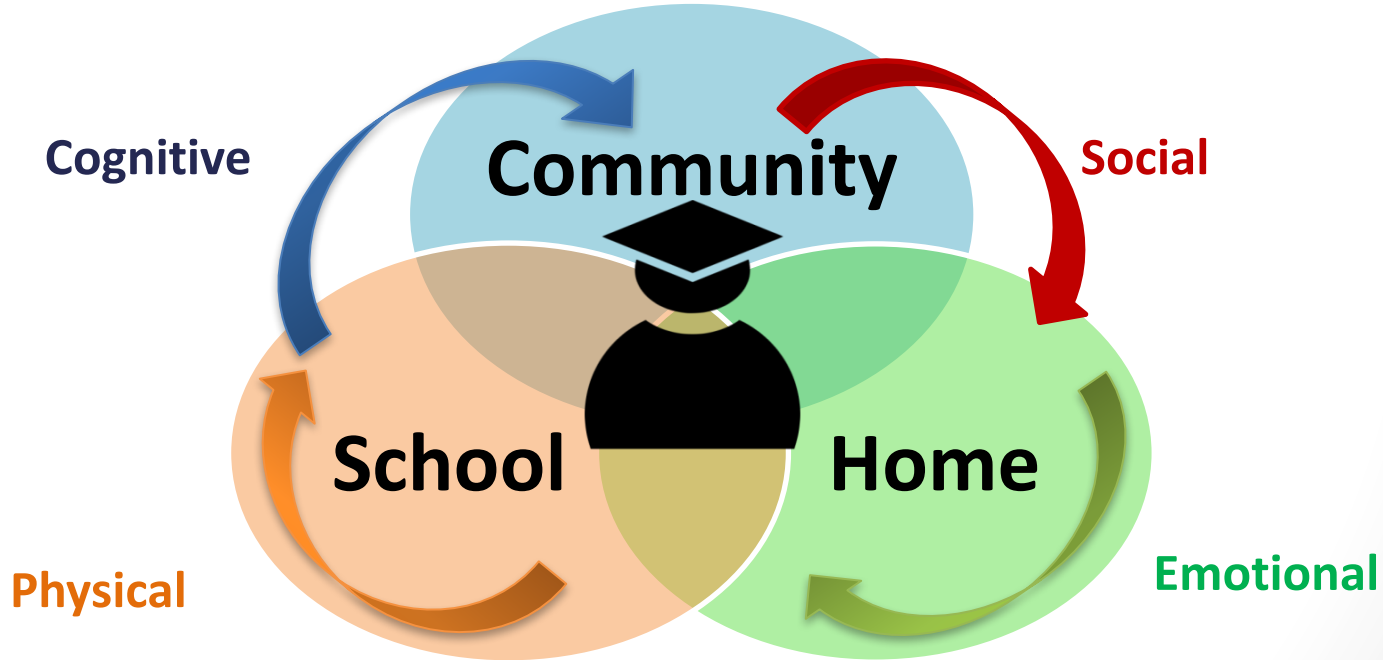
# Design Principles

Based on feedback from **100** listening tour forums and meetings, **hundreds** of stakeholders, and more than **3,500** comments received online, stakeholders identified key design principles to guide Illinois' new accountability system:

- **Educative, equitable, and non-punitive;**
- Grounded on the notion of identification for the **purpose of support for schools** and creating opportunities for children; and
- Recognizes **local context** in the consideration of state work.

# The Whole Child

A child within an ecology of multiple and interconnected parts  
nested in overlapping systems



# Accountability and School Improvement

- Encourages **multiple measures** in measuring a school's success, but maintains a strong focus on academic achievement
- Empowers State and local leaders to continue refining their own systems for **school improvement**
- Maintains the expectation for **accountability and action** in any school where students are struggling:
  - the lowest-performing 5% of Title I schools
  - high schools where less than 67% graduate
  - schools where one or more subgroups are consistently performing at or below the “all students” average at the lowest-performing 5% of Title I schools.

# P-8 Accountability System

## Academic Indicators (75%)

- PARCC & DLM-AA (2018-19: ELA – 10%; Math 10%)(thereafter: ELA 7.5%; Math 7.5%)
- Growth: Linear Regression (50%)
- EL Proficiency (ACCESS) (5%)
- Science (2018-19: 0%)(thereafter: 5%)

## Student Quality/Student Success Indicators (25%)

- Chronic Absenteeism (10%)
- Climate Survey (5%)
- Fine Arts\* (0%)
- [P-2] (5%)
- [Elementary/Middle Indicator] (5%)

# High School Accountability System

## Academic Indicators (75%)

- SAT (2018-19: ELA – 10%; Math 10%)(thereafter: ELA 7.5%; Math 7.5%)
- Graduation (4,5, and 6 year rate) (50%)
- EL Proficiency (ACCESS) (5%)
- Science (2018-19: 0%)(thereafter: 5%)

## Student Quality/Student Success Indicators (25%)

- Chronic Absenteeism (7.5%)
- 9<sup>th</sup> grade on track (6.25%)
- College and Career Ready Indicator (6.25%)
- Climate Survey (5%)
- [Fine Arts]\* (0%)



# Levels of Performance

- **Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- **Tier 2: Commendable School:** A school that has no underperforming subgroups and a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- **Tier 3: Underperforming School:** A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.
- **Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools that receive a Tier: 4 Lowest-Performing School designation will receive comprehensive support.

# Supporting All Schools: IL-EMPOWER

All schools will have access to Illinois' new statewide system of support, IL-EMPOWER.

Empowers schools to:



Conduct equity audit and needs assessment to determine opportunities for growth in specific areas: Governance and Management, Curriculum and Instruction, and Climate and Culture



Select partners from pre-approved and cost-controlled network



Create four-year improvement plan with quarterly reporting to ISBE



Build capacity, leadership, and resources to improve student outcomes



Share expertise with other schools as members of the network of partners; available to schools with Tier 1: Exemplary and Tier 2: Commendable designations



**Empowers ISBE** to hold both schools and partners accountable for improvement.

# Opportunities for Educators



- Develop competitive grant programs:
  - 30- 60- 90-day teacher-led **research projects** to promote teacher leadership
  - Innovative **fieldwork partnerships** between districts and higher education institutions with approved teacher education programs
- Continue to support the online, on-demand professional learning community **Ed Leaders Network** to connect leaders across districts
- Create **resources** for supporting the whole child and transitioning students successfully throughout the continuum of early childhood through college and career
- Develop resources and **professional learning opportunities** for educators on Universal Design for Learning, differentiated instruction, balanced assessment, and data and assessment literacy

# ESSA and ECE



- References to early education programs, teachers, and students appear throughout the legislation, with a focus on improving transitions, enhancing quality, and improving coordination between local education agencies, schools and existing early childhood programs and reflect the overall transition in ESSA to a flexible approach to interventions and programming.
- The inclusion of early learning in the new legislation may provide an opportunity to further the conversation about state and local systems that connect early learning and k-12.

# Title I

- Grants to LEAs to be implemented through district plans.
- School improvement allocated 7 percent of Title I
- State plans must reflect stakeholder engagement and coordination with other federally funded programs
- States must adopt challenging academic standards. Each state must adopt academic assessments in math, English Language Arts, and science

# Title I

- The state must create a new statewide accountability system that includes ambitious long-term goals for all students and subgroups
- Some indicators are required (proficiency and another indicator of achievement, graduation rates, progress to language proficiency).
- States may also adopt an indicator of "school quality and student success."
- The accountability system must identify schools with subgroups consistently underperforming and the bottom 5 percent of schools.
- Report cards at the state and local level must provide information student progress at the subgroup level.

# Title II

- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders
- Eliminates the requirement for teachers to be highly qualified
- ESSA provides much more space for alternative approaches to the preparation of effective teachers and limits the artifacts/requirements of 'traditional' preparation in the preparation of educators

# Title III

- Consolidates the accountability requirements for ELs under Title I. Potentially, some resources may be freed up for districts' Title III funds
- Includes requirements for states to develop statewide entrance and exit criteria for ELs
- The English language proficiency standards adopted by the State need to be aligned to the state academic content standards



# Title IV

- Student Support and Academic Enrichment Grants
  - mental health supports, drug prevention, improved health and safety practices, technology/digital literacy, professional learning and other efforts to make schools safe and healthy
  - LEAs must perform a needs assessment every 3 years on goals of the grants
- 21<sup>st</sup> Century Community Learning Centers
- Charter School grants (now include pre-kindergarten)
- Family Engagement
- Promise Neighborhoods

# Title IX: Part B - Preschool Development Grant

- Authorizes the Preschool Development Grants, which had previously been authorized by ARRA and the 2014 Consolidated Appropriations Act
- The program is moved to the Department of Health and Human Services, though the Department of Education will be a partner in administering the program
- One-year grants, with the opportunity to apply for a Renewal Grant
- States must provide a 30 percent match to the funds
- States must have a mixed delivery system for early childhood programs
- Renewal Grants:
  - Previous PDG recipients are eligible
  - Three-year grants with no opportunity for renewal
  - May be used for subgrants to improve and expand access to quality programs for low-income and disadvantaged children

# Next Steps for ISBE

- Begin implementation immediately, but the **2017-18 school** year will serve as a **transition year**.
- Engage **legislators** in crafting the necessary legislative changes to operationalize the plan in statute.
- Initiate **work groups** for specific outstanding components, including:
  - Reviewing IL-EMPOWER partner applications and awarding pre-approval;
  - Developing the indicators for preschool to second grade school quality, elementary/middle grade school quality, college and career, and fine arts;
  - Working with the Technical Advisory Council to develop the growth indicator and grade scale;
  - Enhancing data systems to allow for school-level financial data collection and reporting

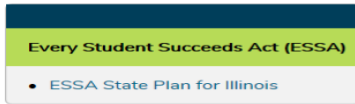
# Next Steps for ISBE

- Develop a **Frequently Asked Question** (FAQ) document
- Remain in constant dialogue with **stakeholders** to refine and adjust the plan when necessary.

Submit additional questions/concerns to [essa@isbe.net](mailto:essa@isbe.net)

# Resources

- Danielle Ewen, Senior Policy Analyst, Education Counsel
- <https://www.isbe.net/Pages/ESSA.aspx>



## EVERY STUDENT SUCCEEDS ACT (ESSA)



**UPDATED** ESSA State Plan



Give us your feedback!

### RESOURCES

- U.S. Department of Education  
ESSA Laws & Guidance
- U.S. Department of Education  
ESSA Policy Page

### UPDATED ESSA STATE PLAN FOR ILLINOIS


ISBE submitted the ESSA State Plan for Illinois to the U.S. Department of Education (ED) on April 1, 2017. On April 10, 2017, ED identified a section of the plan that it considered incomplete. This section included measurements of interim progress for academic attainment, graduation rate, and English Learner proficiency.

In the plan submitted on April 1, 2017, ISBE stated that it intends to develop measurements of interim progress based on three-year baseline data and that this data is currently unavailable due to not having three years of data from which to determine a baseline for academic attainment, graduation rate, and English Learner proficiency.

In order for the plan to be reviewed in May 2017, ISBE provided measurements of interim progress by using the 15-year time line recommended by stakeholders for academic attainment based upon 2016 PARCC data in grades 3-12; four-year, five-year, and six-year graduation rates; and English Learner proficiency on ACCESS.

The ESSA State Plan for Illinois that contains this information was submitted to ED on May 2, 2017. In this updated version of the plan, ISBE states that the measures of interim progress for academic attainment, graduation rate, and English Learner proficiency will be revisited once three-year composite averages are available for the data.

On May 4, 2017, ED verified that the ESSA State Plan for Illinois is complete and it will undergo peer review between May 22-24, 2017.

View the [updated plan](#) . Should you have any questions, please send them to [essa@isbe.net](mailto:essa@isbe.net).

**THANK YOU**

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