

*decoding*

# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## Vision, Mission & Goals

ISBE engaged local stakeholders and communities to create a support & accountability system grounded in our ambitious long-term goals, vision for the state, and mission of supporting all students. These foundations guide our decision-making and serve as our North Star.

### RESEARCH-BASED GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

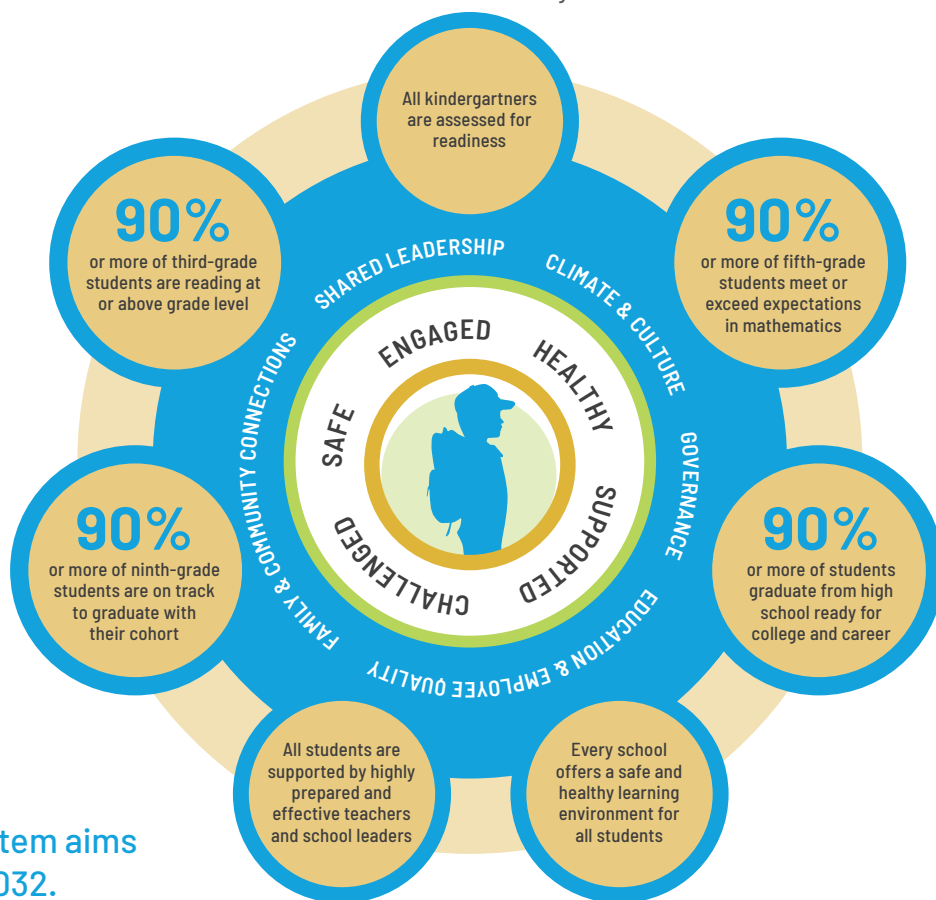
### MISSION

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

### VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Our Support & Accountability system aims to meet our goals statewide by 2032.



**Illinois**  
State Board of  
Education

Visit

[isbe.net/support](https://isbe.net/support)



decoding

# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## Research-Based Goals Defined

Research tells us what all students need to thrive from pre-K through high school and onto purposeful lives. Every child in each public school system in the State of Illinois deserves to attend a system wherein...

**90%**

or more of third-grade students are reading at or above grade level

Students in third grade shift from "learning to read" to "reading to learn." A student who does not meet grade-level expectations for reading by third grade is four times less likely to graduate by age 19.<sup>2</sup>

All kindergartners are assessed for readiness

Children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults.<sup>1</sup>

**90%**

or more of fifth-grade students meet or exceed expectations in mathematics

Early math skills have the greatest predictive power for later success. Students far off track in mathematics in fourth grade have only a 10 percent chance of reaching college readiness benchmarks in eighth grade.<sup>3</sup>

All students are supported by highly prepared and effective teachers and school leaders

Teacher effectiveness is linked to students' college attendance, lifetime earnings, and retirement savings. Highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year.<sup>7</sup>

**90%**

or more of ninth-grade students are on track to graduate with their cohort

The first year of high school poses a critical transition period for students. Students who finish the ninth grade on track are almost four times as likely to graduate from high school in four years as those students who do not.<sup>4</sup>

Every school offers a safe and healthy learning environment for all students

Student achievement is correlated with school safety and students' having trusting relationships with caring adults.<sup>6</sup>

**90%**

or more of students graduate from high school ready for college and career

By 2020, an estimated two-thirds of job openings will require postsecondary education or training.<sup>5</sup>

See citations on next page.



**Illinois**  
State Board of  
Education

Visit

[isbe.net/support](https://isbe.net/support)



decoding

# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## Our Goals: Sources

1. Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., & Duckworth, K. (2007). School readiness and later achievement. *Developmental Psychology*.
2. Hernandez, D. J. (2011). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. Anne E. Casey Foundation.
3. Dougherty, C., & Fleming, S. (2012). *Getting students on track to college and career readiness: How many catch up from far behind?* ACT.
4. Allensworth, E. & Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. UChicago Consortium on School Research.
5. Carnevale, A., Smith, N., & Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown Public Policy Institute Center on Education and the Workforce.
6. Steinberg, M.P., Allensworth, E., & Johnson, D.W. (2011). *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*. UChicago Consortium on School Research.
- 7a. Chetty, R., Friedman, J.N., & Rockoff, J.E. (2011). *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood*. National Bureau of Economic Research.
- 7b. Branch, G.F., Hanushek, E.A. & Rivkin, S.G. (2013). *School Leaders Matter: Measuring the impact of effective principals*. *EducationNext*.



**Illinois**  
State Board of  
Education

Visit

[isbe.net/support](https://isbe.net/support)



*decoding*

# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## The 5Ws

Our vision of Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure. Bringing this vision into reality requires all of us—the state, districts, schools, educators, families, and communities—working together. Illinois' system of support and accountability helps us identify which schools need the greatest assistance to meet our shared goals, as we strive to provide our students an equitable and adequately funded education. The system launches statewide with the 2018 Illinois Report Card.

### Who

#### **All public schools**

Support and accountability now extends to the school level. Every school's Report Card will include a summative designation—a descriptor of how well the school is meeting the needs of all students.

### What

#### **Snapshot of student growth and success & an opportunity to tell your school's story**

The Report Card shows students' growth at a moment in time. No single data point or designation can define a school's whole story. The Report Card creates the opportunity to share about the successes behind the numbers.

### Why

#### **Identify schools for additional support & provide transparency for families and communities**

Common, statewide measures of quality and clear, honest designations empower families and communities to advocate for the resources and supports students need. The IL-EMPOWER process helps the lowest-performing schools improve through self-inquiry and partnerships.

### When

#### **October 31, 2018**

The transformed support and accountability system launches statewide with the 2018 Illinois Report Card. Illinois also has a new and fairer school funding formula.

### Where

#### **IllinoisReportCard.com**

The 2018 Illinois Report Card will display new features and data points, such as a summary dashboard for every school and each district's distance to adequate funding.



**Illinois**  
State Board of  
Education

Visit

[isbe.net/support](http://isbe.net/support)



decoding

# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on 10 indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

### Preschool through 8th Grade

75%

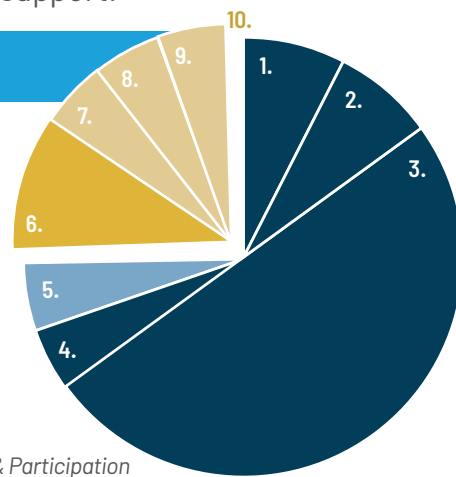
#### Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

#### Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)
8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



### High School

75%

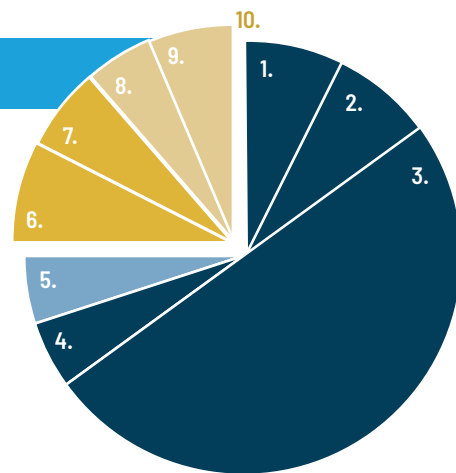
#### Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Graduation (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

#### Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (7.5% in 2018-19; less than 7.5% in 2021-22)
7. 9th-Graders on Track to Graduate (6.25%)
8. Climate Survey (5%; full credit until 2019-20)
9. College and Career Readiness (6.25%; full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



See definitions of all indicators on next page.



Illinois  
State Board of  
Education

Visit

[isbe.net/support](https://isbe.net/support)



# Definitions of Indicators

INDICATOR		DEFINITION		WEIGHT (% OUT OF 100)	
				P-8	9-12
Academic	Academic Growth	Average of the individual student growth percentiles in English language arts and math		50%	—
	English Language Arts Proficiency	Percent of students meeting grade-level expectations in English language arts		10% in 2018-19; 7.5% in 2019-20	
	Math Proficiency	Percent of students meeting grade-level expectations in math		10% in 2018-19; 7.5% in 2019-20	
	English Learner Progress	Percent of English Learners on track to attain language proficiency within five years of identification		5%	
	Graduation	Four-year graduation rate		—	30%
		Five-year graduation rate		—	15%
		Six-year graduation rate		—	5%
	Science Proficiency	Percent of students meeting grade-level expectations in science		0% in 2018-19; 5% in 2019-20	
School Quality/Student Success	P-2	Chronic Absenteeism		0% in 2018-19; then 1.5% and full credit until 2021-22	—
		Dual Language Programs		0% in 2018-19; then 1.5% and full credit until 2021-22	—
		Third-Grade Literacy: Measured by grades or standards-based grading		0% in 2018-19; then 2% and full credit until 2021-22	—
		Participation in Enrichment and Acceleration		0%	—
	3-8	Fifth-Grade Math: Measured by grades or standards-based grading		0% in 2018-19; then 2% and full credit until 2021-22	—
		Middle School Success: Percent of students with an A/B and no D/F or commensurate standards-based grading and who have not experienced a suspension or expulsion		0% in 2018-19; then 3% and full credit until 2021-22	—
		Participation in Enrichment and Acceleration		0%	—
	9th-Graders on Track to Graduate	Percent of ninth-grade students having earned five full-year course credits or 10 semester credits and no more than one semester F in a core subject		—	6.25%
	College and Career Readiness	Percent of students meeting the requirements for the College and Career Ready or Distinguished Scholar pathways		—	6.25%; full credit until 2021-22
	Chronic Absenteeism	Students missing 10 percent or more of the prior academic year (excused or unexcused absences)		20% in 2018-19; less than 10% in 2021-22	7.5% in 2018-19; less than 7.5% in 2021-22
	Climate Survey	Percent of students participating in the climate survey		5%; full credit until 2019-20	
	Fine Arts	Not yet defined: Working group submitting recommendations by Dec. 31, 2018		0% in 2018-19; more than 0% in 2021-22	

0% = not included in the system; % and full credit = included and all schools receive full points; regular % = included and schools receive points based on individual performance

decoding





# SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



## Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

<b>Exemplary</b>	<ul style="list-style-type: none"><li>■ Performance in the top 10% of schools statewide</li><li>■ Graduation rate higher than 67%</li><li>■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools</li></ul> <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<b>Commendable</b>	<ul style="list-style-type: none"><li>■ Graduation rate higher than 67%</li><li>■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools</li></ul> <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<b>Underperforming</b>	<ul style="list-style-type: none"><li>■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students total in tested grades</li></ul> <p><b>STUDENT GROUPS</b></p> <table><tr><td><ul style="list-style-type: none"><li>– Economically disadvantaged students</li><li>– Students with disabilities</li><li>– Students formerly with a disability</li><li>– English Learners</li><li>– Former English Learners</li></ul></td><td><ul style="list-style-type: none"><li>– <b>Racial and ethnic groups:</b><ul style="list-style-type: none"><li>○ Hispanic or Latino</li><li>○ American Indian or Alaska Native</li><li>○ Asian</li><li>○ Black or African American</li><li>○ Native Hawaiian or Other Pacific Islander</li><li>○ White</li><li>○ Two or More Races</li></ul></li></ul></td></tr></table> <p> May choose to receive targeted support through IL-EMPOWER process and complete a Work Plan for School Improvement</p>	<ul style="list-style-type: none"><li>– Economically disadvantaged students</li><li>– Students with disabilities</li><li>– Students formerly with a disability</li><li>– English Learners</li><li>– Former English Learners</li></ul>	<ul style="list-style-type: none"><li>– <b>Racial and ethnic groups:</b><ul style="list-style-type: none"><li>○ Hispanic or Latino</li><li>○ American Indian or Alaska Native</li><li>○ Asian</li><li>○ Black or African American</li><li>○ Native Hawaiian or Other Pacific Islander</li><li>○ White</li><li>○ Two or More Races</li></ul></li></ul>
<ul style="list-style-type: none"><li>– Economically disadvantaged students</li><li>– Students with disabilities</li><li>– Students formerly with a disability</li><li>– English Learners</li><li>– Former English Learners</li></ul>	<ul style="list-style-type: none"><li>– <b>Racial and ethnic groups:</b><ul style="list-style-type: none"><li>○ Hispanic or Latino</li><li>○ American Indian or Alaska Native</li><li>○ Asian</li><li>○ Black or African American</li><li>○ Native Hawaiian or Other Pacific Islander</li><li>○ White</li><li>○ Two or More Races</li></ul></li></ul>		
<b>Lowest-Performing</b>	<ul style="list-style-type: none"><li>■ In the lowest-performing 5% of Title I eligible schools statewide</li><li>■ Graduation rate at or below 67%</li></ul> <p> Receives comprehensive support through IL-EMPOWER process and completes a Work Plan for School Improvement</p>		



**Illinois**  
State Board of  
Education

Visit

[isbe.net/support](https://isbe.net/support)

