



FACT SHEET

# Illinois Accountability

By Samantha Batel and Laura Jimenez August 2017

**TABLE 1**  
**Illinois school classification system**

<b>Design model</b>	Performance index		
<b>Summative classifications</b>	Tier 1: exemplary school; tier 2: commendable school; tier 3: underperforming school; tier 4: lowest-performing school		
<b>School classification indicators</b>	<b>Indicator weights</b>		
		Elementary and middle schools	High schools
<b>Academic achievement</b>			
Subject(s)	Measure(s)		
English language arts, math, and science**	Percent proficient	20.0%	20.0%
<b>Student growth</b>			
Subject(s)	Measure(s)		
English language arts and math	Linear regression	50.0%	—
<b>English learner progress</b>			
Composite English language proficiency level		5.0%	5.0%
<b>Early warning</b>			
Attendance*, chronic absenteeism, and ninth grade students earning at least five course credits and no more than one F in a core course		10.0%	13.8%
<b>Persistence</b>			
Four-, five-, and six-year graduation rates		—	50.0%
<b>College and career readiness</b>			
Two tracks—distinguished scholar and college- and career-ready—with multiple requirements, including GPA; ACT or SAT; attendance minimums; performance in advanced coursework; and workplace learning experiences		—	6.3%

<b>Enrichment and environment</b>		
Community service and participation in cocurricular activities;* the 5Essentials climate survey; fine arts indicator, P-2 indicator and elementary and middle grade indicator, and test participation**	15.0%	5.0%

\*These indicators are part of the college- and career-readiness menu.

\*\*Science will be added in the 2019-20 school year as its own indicator; the weighting for academic achievement indicators will remain the same overall. The fine arts indicator will be weighted at 0 percent until the 2021-22 school year. Illinois is still defining its P-2 and elementary and middle grade indicators, which are each worth 5 percent of a school rating. Additionally, schools that do not have a 95 percent participation rate cannot score at the highest level of proficiency.

Notes: A school's designation is calculated by looking at every subgroup's success in each grade level and for all available indicators. Schools with one or more underperforming subgroup cannot receive a designation higher than a tier 3. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

**TABLE 2**  
**Illinois timeline to identify and intervene in schools**

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify comprehensive and targeted support schools*	2021-22
2018-19	<ul style="list-style-type: none"> <li>Notify schools of their identification status</li> <li>Notify schools that they are required to partner with an approved school-improvement service provider and can engage in an optional planning year to determine intervention strategy</li> <li>Review and approve applications for funding</li> </ul>	2022-23
2019-20	Support districts and schools in planning and in collaborating with school-improvement service provider, as applicable	2023-24
2020-21	<ul style="list-style-type: none"> <li>Determine if schools met improvement targets by end of school year</li> <li>Schools making "significant improvement" granted one more year to continue interventions</li> </ul>	2024-25
2021-22	<ul style="list-style-type: none"> <li>Determine if schools met improvement targets by end of school year</li> <li>Determine which schools subject to more intensive improvement strategies</li> </ul>	2025-26

\*Schools requiring targeted support will be identified in the 2018-19 school year and on an annual basis. "Chronically low-performing subgroup" schools will be identified in 2021-22.

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**TABLE 3**  
**Illinois school improvement funding**

Grant structure and amounts

Competitive grants	TBD
Formula grants	TBD
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

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**TABLE 4**  
**Illinois school identification details**

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups*	Unclear if the performance of all subgroups considered
Low-performing subgroups**	Limits identification pool to Title I schools, not all schools

\*Absent additional guidance from the U.S. Department of Education, identification of low-performing subgroup schools must consider a school's performance among each subgroup of students in the school.

\*\*Non-Title I schools must be identified as schools with "low-performing subgroups."

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

A selection of Illinois' key school improvement strategies

- A statewide system, IL-EMPOWER, through which districts and schools select partners to support implementation
- An assessment of needs, including in ensuring equitable distribution of resources
- A range of school-level strategies that address governance and management, curriculum and instruction, and culture and climate

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