



Illinois State Board of Education

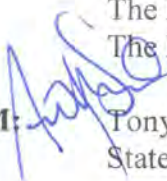
100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

June 30, 2015

TO: The Honorable Bruce Rauner, Governor
The Honorable John J. Cullerton, Senate President
The Honorable Christine Radogno, Senate Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Jim Durkin, House Minority Leader

FROM:  Tony Smith, Ph.D.
State Superintendent of Education

SUBJECT: Progress Report of the Comprehensive Strategic Plan
for Elementary and Secondary Education

The Illinois State Board of Education (ISBE) respectfully submits this progress report to the Governor and the General Assembly in fulfillment of the requirements of Public Act 93-1036.

In 2005, ISBE first developed and submitted its Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. ISBE monitors progress on the initiatives and evaluates the plan on an annual basis, making needed changes and additions to ensure that it remains a meaningful plan to lead education initiatives in Illinois.

If you have any questions regarding this report, please contact Matt Vanover, Director of Public Information/Deputy Superintendent, at (217) 782-4648.

Enclosure

cc: Tim Anderson, Secretary of the Senate
Tim Mapes, Clerk of the House
Legislative Research Unit
State Government Report Center



PROGRESS REPORT June 2015

COMPREHENSIVE STRATEGIC PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent



Illinois
State Board
of Education

STATE BOARD OF EDUCATION



Tony Smith, Ph.D.
State Superintendent
of Education



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Chicago



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The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor. Currently there is one vacancy on the Board.



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Eligio Cerda Pimentel
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Marion

June 30, 2015

The Honorable Governor Bruce Rauner
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2015 Report

Dear Governor Rauner and Members of the General Assembly:

Each year, the Illinois State Board of Education updates its continuing, five-year comprehensive strategic plan for elementary and secondary education, per the Education Reform and Accountability Act of 2004. Annual developments in ISBE's Comprehensive Strategic Plan for Elementary and Secondary Education, also known as our Progress Report, illustrate how the agency concentrates its efforts and resources to fulfill our Board's mission and three goals.

Mission: The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

Goal No. 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Goal No. 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal No. 3: Every school will offer a safe and healthy learning environment for all students.

The Board's strategy focuses on four critical areas to achieve these goals for all Illinois schoolchildren. The four initiatives are:

1. Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
2. Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and, ultimately, into the workforce;
3. Implementing program and policy changes to improve teacher and school leader effectiveness; and
4. Targeting statewide interventions and support to our lowest-performing schools and districts.

The Board's mission and goals guide our ongoing initiatives and reform efforts so that every child in the state graduates ready to succeed in college or in the career field of their choice. This Progress Report provides the opportunity to review our agency's accomplishments through the lens of our strategic plan and the benchmarks we've established for ourselves going forward. With the receipt of Illinois No Child Left Behind accountability waiver, the Board has adopted priority metrics that are aligned with our state plan for accountability and capture key academic outcomes. These metrics are:

1. College and Career Readiness – Percentage of students demonstrating college and career readiness
2. Student Academic Growth – Percentage of students demonstrating academic growth
3. Equitable Academic Outcomes – Percentage gap in college and career readiness for student subgroups (black, Hispanic, Asian, American Indian, multiracial, LEP, IEP, low-income)
4. Completing High School – Percentage of students graduating within five years of high school entry

While our agency currently collects the appropriate data for graduation rates, the implementation of a new required state test this year means that the remaining metrics will have school year 2014-15 as a baseline. However, there are several data points and accomplishments that tell the story of our continued progress and the direction we are headed in the years ahead. These highlights are detailed throughout this report.

We also want to take the opportunity to single out a few achievements that ISBE, our students, educators, and communities have made together to continue our momentum forward:

- Schools across Illinois ushered in a new assessment system designed to better gauge how well students are performing against our college and career-ready standards. The Partnership for Assessment of Readiness for College and Careers (PARCC) exam is completely aligned to the new internationally benchmarked Illinois Learning Standards in English language arts and mathematics. Schools overall reported a smooth administration, with educators and test coordinators praising the new exam's utility, technological features, and ability to engage students.
- In August, ISBE launched a review of the state's arts and social studies education standards to build on our work to update the Illinois Learning Standards and better prepare students for success after high school. Two committees were formed to study the current standards, review the standards of other states, and make recommendations for improvements. This latest review follows the Board's approval to implement new learning standards for math, English language arts, physical education, and science.
- The Class of 2014 achieved a composite score of 20.7 on the ACT, giving Illinois the second-highest score among the 12 states that tested 100 percent of their graduates. In addition, the percentage of students in the Class of 2014 meeting all four of ACT's College and Career Readiness Benchmarks increased to 26 percent from 25 percent the previous year.
- Illinois continues to lead the nation in eliminating the equity gap for Latino students taking Advanced Placement tests. The latest AP data shows that the percentage of Latino Class of 2014 graduates who took AP exams during high school exceeded the total percentage of Latino graduates statewide for the third consecutive year. Latino students made up 18.1 percent of the Class of 2014, but they represented 20.4 percent of graduates who took at least one AP exam during high school. Furthermore, the number of Latino graduates taking AP courses has more than quadrupled in the last decade, with 9,287 in 2014 compared to 2,160 in 2004. The percentage of Latino students scoring a 3 or higher – the recommended score for earning college credit – also shows significant growth, with 17.3 percent of those Latino test takers earning a 3 or higher in 2014 compared to 8.2 percent in 2004. Also, Illinois ranks 13th in the nation for the percentage of 2014 graduates – 23.5 percent – who scored at least a 3 on an AP exam during their

high school career. Additionally, just less than 30 percent of graduates who took AP exams in 2014 are low income, compared to only 21.8 percent in 2009 and 12.7 percent in 2004. The number of low-income graduates scoring a 3 or higher roughly doubled in the last four years, from 3,133 in 2010 to 6,081 in 2014.

- Two Illinois schools with a high percentage of children in poverty were honored for their academic gains during the National Title I Association's annual conference in February. Highland Elementary School in Skokie School District 68 and HH Conrady Junior High School in North Palos School District 117 were recognized for their commitment to strong academics and innovative approaches to ensure that all students, especially those in poverty, are prepared and capable of high achievement.

This past school year has marked a new day in education as we move forward with our state-developed plan for differentiated accountability, informative data, strong leaders and instructors, and effective support for Illinois' neediest schools. This plan emphasizes tracking and reporting how students and schools are progressing from year to year and sets goals that reflect the fact that our schools have vastly different conditions and demographics that put them at different starting points for improvement. Schools will no longer be labeled as "failing" if their progress does not compare to other schools around the state or around the country. Instead, tiered levels of interventions and supports will be provided to schools in need.

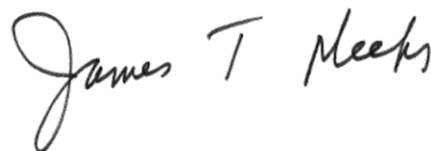
Overall student, school, and district academic performance will be reported for accountability purposes through a variety of metrics, called a Multiple Measures Index (MMI) that will report data on graduation rates, achievement in English language arts and math, student growth over time, and progress in narrowing achievement gaps between subgroups. The MMI will include results from the new PARCC assessment. We are also strengthening the way we evaluate educator effectiveness by measuring student growth as a component of teacher evaluations. A more comprehensive evaluation system will better support our principals and teachers as they meet the varying needs of Illinois' roughly 2 million public school students and keep them on track for postsecondary success and their future careers.

We are committed to providing our educators, schools, and families every tool they need to guarantee each child receives high-quality educational opportunities that lay the foundation for successful completion of college and/or entry into a globally competitive workforce. It's a task that's not easy at a time of great financial difficulty and one that we cannot do without your continued support and investment in Illinois children. We look forward to working with you to maximize existing resources and funding and to guide policy decisions that ensure Illinois graduates are among the best, brightest, and well-prepared in the country and around the world.

Sincerely,



Tony Smith, Ph.D.
State Superintendent of Education



James T. Meeks
Chairman

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STRATEGIC PLAN UPDATE



Illinois
State Board
of Education

Executive Summary

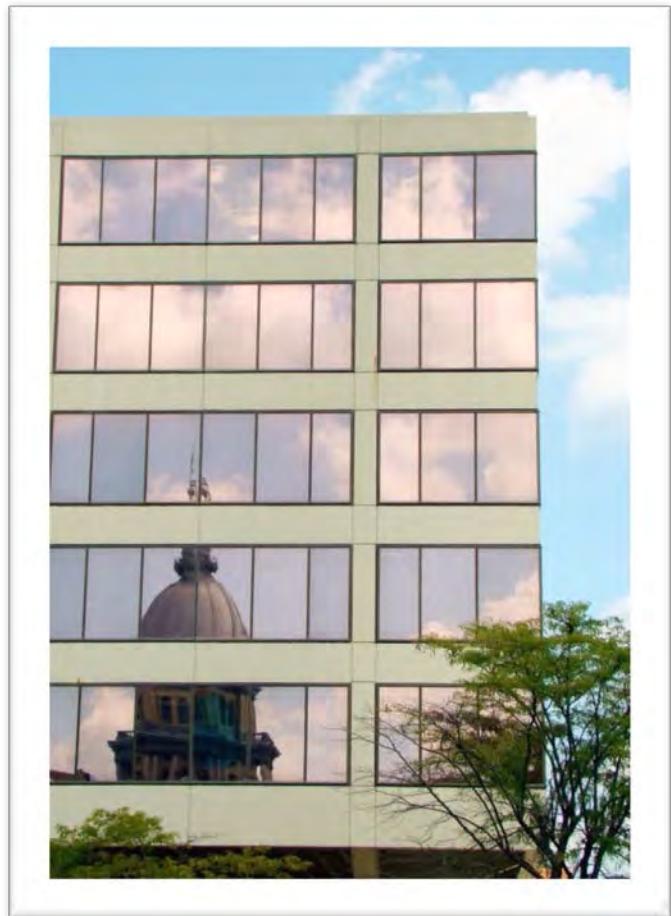
The Illinois State Board of Education's 2015 Comprehensive Strategic Plan is the agency's 11th such report as required by Public Act 93-1036. The first plan focused on ISBE's three primary goal areas: enhancing literacy, improving educator quality for all children, and expanding data-driven management and school support practices. Since 2005, agency staff members revisit the plan each year to review the agency's accomplishments and to update and refine our strategies to ensure every student in the state is prepared for success after high school graduation. In 2008, the Board updated its vision for education in Illinois, establishing a new mission and goals.

Our mission

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

Our goals

- 1. Every student will demonstrate academic achievement and be prepared for success after high school.*
- 2. Every student will be supported by highly prepared and effective teachers and school leaders.*
- 3. Every school will offer a safe and healthy learning environment for all students.*



Our core mission statement and three primary goals continue to be the focus of our reform agenda as well as the agency's daily activities to provide each child a high-quality, 21st-century education in a safe and healthy learning environment. In recent years, the State Board of Education's strategy has focused on four critical areas to achieve these goals for Illinois schoolchildren. These initiatives are:

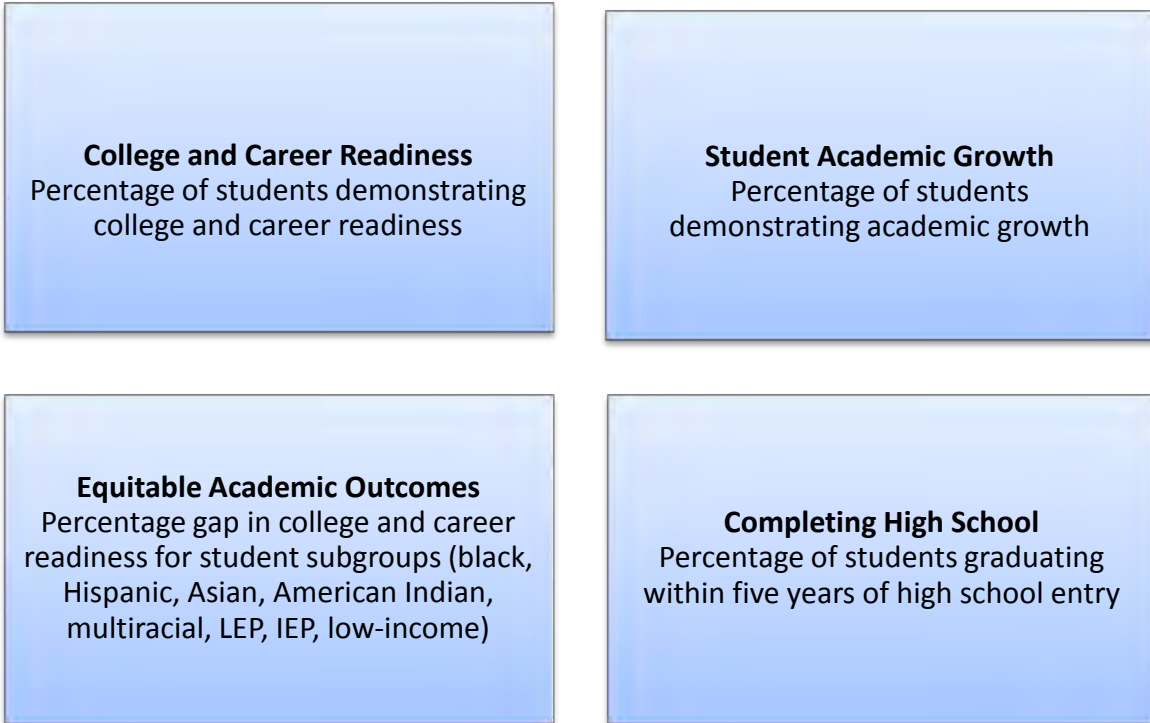
New Illinois Learning Standards have transformed teaching and classroom engagement with their higher expectations and an emphasis on critical thinking and concept mastery.

- Implementing internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
- Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and, ultimately, into the work force;
- Implementing program and policy changes to improve teacher and school leader effectiveness; and
- Targeting statewide interventions and support to our lowest-performing schools and districts.

The 2014-15 school year was a year of significant change and steps forward. New Illinois Learning Standards have transformed teaching and classroom engagement with their higher expectations and an emphasis on critical thinking and concept mastery. With the receipt of our flexibility waiver for many aspects of the No Child Left Behind Act of 2001 (NCLB), a new era of accountability for public education has also begun with a new online assessment, new teacher and principal evaluations, and the development of a Multiple Measures Index (MMI).

As we move forward, State Board members and agency leadership have identified four priority metrics to capture key academic outcomes and demonstrate progress on our state-developed plan.

Four priority metrics



College and career readiness is the central focus of our internationally benchmarked learning standards in English language arts and math. Since 2010, schools have been working to align their curriculum, instruction, and assessments to these higher standards with an emphasis on critical thinking, problem-solving, and strong verbal and written communication skills. ISBE continues to build on this foundation with the adoption of the Next Generation Science Standards and new physical education standards as well as a review of our current arts and social studies standards. We've cut ties with the outdated expectations of our previous learning benchmarks and are focusing on addressing the needs of the whole child so every student can compete and thrive in the 21st century. We've also abandoned our outdated state assessment for a new state testing system that asks students to showcase their knowledge and skills through a variety of tasks, including writing, that align to the more rigorous learning standards and the types of problems that students will encounter in real life.

The Partnership for Assessment of Readiness for College and Careers (PARCC) debuted in March and was given to third- through eighth-graders and some high school students. This test will provide valuable information to students and adults on how well students are mastering the new standards and whether they're on track for success in college and careers. Data from the 2015 administration will be used as a baseline to determine the performance levels at which students can receive a College and Career Ready Determination.

Recognizing the connection between effective instruction and student performance, Illinois has raised the bar for teacher and leader success with policy changes that go beyond evaluating an educator's professional practice. Under the Performance Evaluation Reform Act (PERA), districts can choose the best assessments to measure student growth as part of teacher evaluation. Implementation of these new evaluation models has been phased in, with all districts set to have them in place by 2016-17. ISBE is also changing the way student progress and school performance is measured over time through the use of a value table growth model. The value table shows how much academic progress students have demonstrated from one year to the next in reading and math. This approach will improve our understanding of student learning and provide a more nuanced accountability system. The value table approach will improve our understanding of student learning and provide a more nuanced accountability system than merely reporting the percentage of students who meet or exceed standards on one state test.

Recognizing the connection between effective instruction and student performance, Illinois has raised the bar for teacher and leader success with policy changes that go beyond evaluating an educator's professional practice.

ISBE's plan under the waiver also will implement the best intervention practices for the neediest schools. The State Board, Regional Offices of Education/Intermediate Service Centers, and the Illinois Center for School Improvement will provide support services to districts, from general to more intensive, depending on their needs. Those schools and districts that need the most support will undergo comprehensive changes and be listed in "Priority" or "Focus" status for at least

three years. Districts will also have the flexibility to decide the best way to utilize Title I funds to maximize programs and services to improve student learning and growth. Through federal grant programs, improvement plans, and interrelated behavioral health support initiatives, ISBE is also helping schools meet the social, emotional, and behavioral needs of all students, including those with disabilities. And to get a head start on closing achievement gaps, ISBE is increasing access



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to vital early childhood programs through an \$80 million federal Preschool Expansion Grant that will improve and increase educational access for 4-year-old children from low-income families.

State and federal accountability benchmarks for schools also extend beyond test scores. Schools will now be measured by multiple measures, including how much academic growth students are making and how well

educators are able to narrow achievement gaps and improve graduation rates. The primary focus will be on showing improvement while recognizing that even though students and schools vary in their current performance levels, all are expected to demonstrate progress. ISBE's plan under the waiver calls for each school cutting its specific achievement gaps by half and also reducing by half the percentage of students not meeting standards over a period of six years. Other specific achievement goals are being refined, and graduation targets will be set for all schools. ISBE is already seeing a steady climb in the five-year graduation rate, with 88 percent of students graduating within four years in 2014 compared to 84 percent in 2012. Additionally, the 2014 Illinois Report Card showed 87.4 percent of high school freshmen are on track to graduate.

These changes in accountability mean that we will no longer evaluate our progress in terms of “failing” schools or schools making “Adequate Yearly Progress.” Instead, Illinois is now focused on how well educators and schools are doing in terms of helping our students grow academically and, ultimately, graduate with a well-rounded, challenging education that's prepared them to succeed in college and careers.

Priority Metric 1 College and Career Readiness

What we've accomplished

The Illinois State Board of Education is committed to ensuring that every student will leave high school prepared for success through internationally benchmarked student learning standards focused on college and career readiness. The new Illinois Learning Standards in English language arts and math were adopted in 2010 and have since transformed the way teachers engage and challenge their students through their emphasis on critical thinking and real-world application. The higher expectations of these new learning benchmarks paved the way for a complete review and update of all content standards. In January 2014, the State Board adopted new science benchmarks, known as the Next Generation Science Standards (NGSS), which will be fully implemented by schools during the 2016-17 school year. The revised Illinois Learning Standards for Physical Development and Health are now in place, with full implementation slated for the upcoming school year. A review of the state's arts and social science standards is also in progress. More challenging content standards that are relevant to 21st-century careers and experiences will provide our students with a well-rounded education that fosters their development into critical and creative thinkers, collaborative problem solvers and healthy, civic-minded citizens.

Higher learning standards are not enough, however. We know we need assessments that match the rigor and scope of our college and career-ready expectations and better reflect classroom learning as well as students' experiences beyond the classroom. This spring, our schools successfully administered the first administration of the new Partnership for Assessment of Readiness for College and Careers (PARCC)

5Essentials Drives School Improvement

This year was the third in which ISBE administered an online, statewide survey to collect feedback on individual schools' learning conditions and environment. The 5Essentials Survey is an evidence-based system designed to drive school improvement by measuring change and providing individualized, actionable reports for each school. The 5Essentials is for all licensed pre-kindergarten through 12th-grade teachers and students in grades 6-12, and all responses are anonymous. The survey is based on 20-plus years of research by the University of Chicago Consortium on Chicago School Research on five components found to be critical for school success: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction.

All district schools are required by legislation to participate in the survey at least every other year to help provide a more complete picture of what happens in the classroom. In 2015, only districts participating in Race to the Top and those that did not participate in the survey the previous year (373 districts) were required to participate, though all districts had the option to participate and were strongly encouraged to do so. A total of 705 districts comprising 2,816 schools participated in the survey while 61 districts comprising 230 schools participated in a teacher roster pilot project in which all teachers had a unique log-in.

The 2015 results will be shared publicly through the Illinois Report Card later this year.

PROGRESS REPORT: PRIORITY METRIC 1

assessment in English language arts and math. This test replaces our previous assessments, the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE). Starting in March, most third- through eighth-graders and some high school students took the two-part PARCC assessment, which is aligned to the new Illinois Learning Standards and focuses on students' mastery of key concepts as well as their critical thinking and writing skills.

During its inaugural year, the PARCC assessment was given in two parts – the Performance-Based Assessment (PBA) and the End-of-Year (EOY) exam – that measure different kinds of knowledge and



skills. Together, they required students to demonstrate what they know as opposed to simply regurgitating facts. The PBA and EOY will result in one score that will help educators and parents know the extent to which students have learned the appropriate grade-level material to prepare them for the next grade and eventually for college and career. More than 75 percent of students took the exam online this spring and no major technical issues were reported. The goal is for all schools to eventually administer the exam online.

The PARCC assessments will allow us for the first time to directly compare how well Illinois students compare to students in other states against internationally benchmarked standards.

In response to feedback from school districts, the PARCC exam will return in the upcoming school year with a shorter, simpler format to improve the testing process while providing reliable and valid information about student achievement. ISBE is also developing a new science assessment aligned to the NGSS to be administered to students during the 2015-16 school year.

ISBE staff has also worked with piloting school districts and education stakeholders to review, analyze and develop a strategy regarding implementation of the Kindergarten Individual Development Survey (KIDS). Kindergarten is a critical link between a child's first five years, when 90 percent of brain development occurs, and the beginning of the K-12 educational journey toward college and career readiness. Studies have shown that by kindergarten, the achievement gap is already present and often widens over time. The state's early childhood system seeks to target and tailor services to close

PROGRESS REPORT: PRIORITY METRIC 1

achievement gaps early and implement birth-to-grade 3 alignment strategies that will maintain early gains.

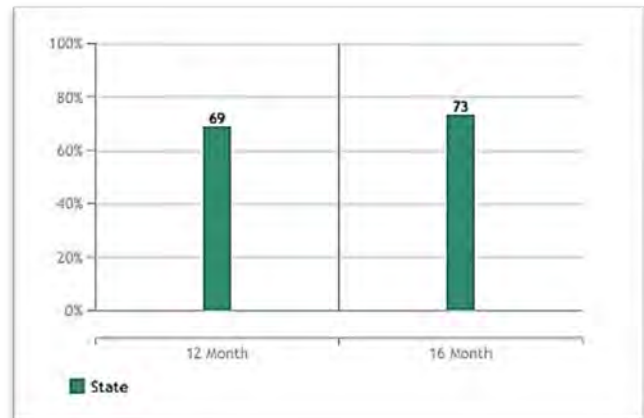
The KIDS initiative will capture statewide data on the school readiness of kindergartners, a milestone toward college and career readiness. KIDS data is a tool for parents, districts, local communities, and the state to develop responsive policies to support school readiness. The data can also be integrated into existing instruction, assessment, and reporting systems to inform instruction and meet other local purposes. In response to feedback from piloting districts and other stakeholders, ISBE modified the KIDS implementation plan to collect and report school readiness data for all kindergartners over the next three school years.

In September, Illinois became among the first states in the country to allow school districts to award a State Seal of Biliteracy for students who demonstrate a high level of proficiency in one or more languages, in addition to English. This initiative aims to promote college and career-level mastery in two or more languages, which will help our students thrive in our increasingly global economy.

Results to date

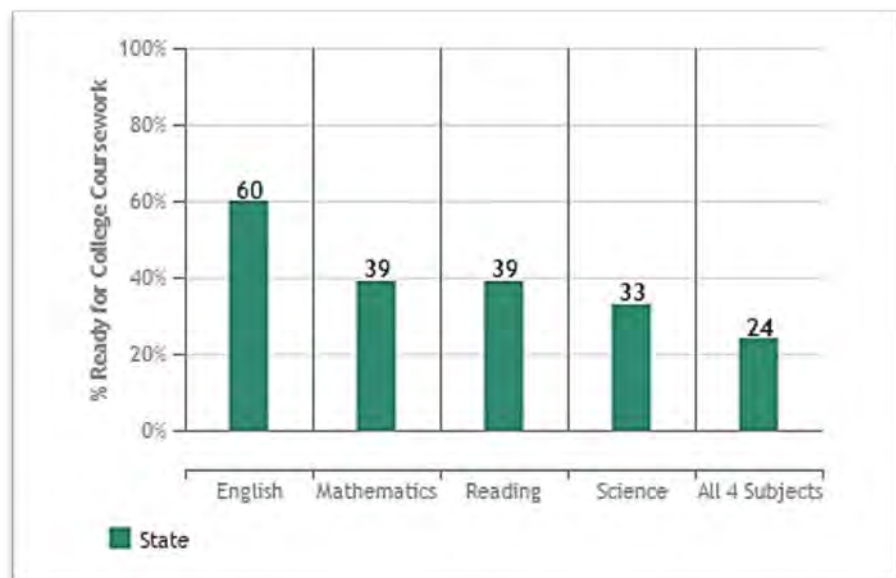
Postsecondary enrollment

The Illinois Report Card now includes 12-month and 16-month enrollment statistics for former Illinois high school students in two-year and four-year colleges.



College readiness

Although the ACT is no longer required as part of the former PSAE, districts this year had the option to administer the ACT to all 11th-grade students at no cost to the district, in addition to

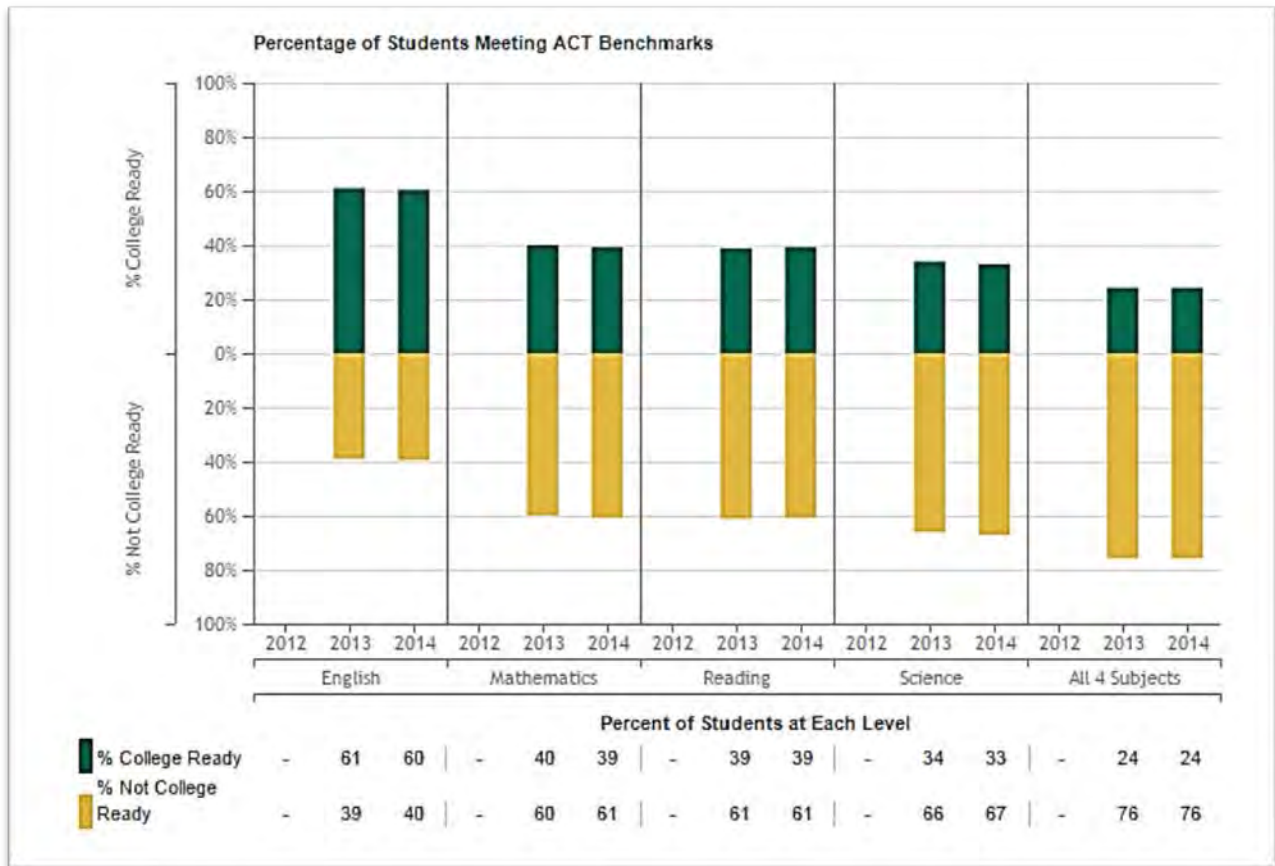


PROGRESS REPORT: PRIORITY METRIC 1

giving the PARCC exam. The 2014 Illinois Report Card shows that 46 percent of students achieved a combined score of at least 21 on the ACT and are therefore classified as being “Ready for College Coursework.” Achieving this score or higher shows that students have learned important academic skills that they will need in order to succeed in college and careers.

ACT has also determined subject-level benchmarks that more precisely measure college readiness in each individual subject. The ACT College Readiness Benchmarks are as follows: 18 for English, 22 for mathematics, 22 for reading, and 23 for science. The chart below shows the percentage of students who meet the ACT College Readiness Benchmarks for each individual subject and also the percentage of students who meet the benchmarks for all four subjects.

The graph below shows the two performance levels – Meets College Readiness Benchmark or Does Not Meet Benchmark – on the ACT for students in the state over a two-year period. For more, visit the [online Illinois Report Card](#).





The PARCC system places a greater emphasis on academic rigor, critical thinking, problem solving and college and career readiness for all students.

MOVING FORWARD

Later this year, families will have access to reports on the initial PARCC assessment results with detailed information about student performance. PARCC assessment data from spring 2015 will be used to establish cut scores that determine the performance levels at which students will receive a College and Career Ready Determination.

A top goal of the PARCC exam is that students who earn such a determination will be admitted to two- or four-year higher education institutions without having to take and pass a college placement test. Earlier this year, Illinois community college presidents approved a policy to use PARCC assessment results to place students directly into credit-bearing college classes. This policy will give students an earlier indication of their college and career readiness and help reduce the time and money spent taking remedial courses.

Priority Metric 2 Student Academic Growth

What we've accomplished

In addition to implementing more challenging learning standards for students, Illinois is raising the bar for teacher and leader effectiveness. In response to the Performance Evaluation Reform Act (PERA), signed into law in 2010, schools are beginning to incorporate new educator evaluation models that consider student growth as well as professional practice and skills to better reflect the quality of instruction happening in the classroom. The new evaluation systems provide clear, consistent descriptions of what outstanding teaching and leadership should look like as well as give local districts the time and opportunity to design their own systems that meet state rules and address the needs and culture of their schools and community.

Implementation is staggered, with all school districts required to incorporate student growth into their educator evaluation ratings no later than the 2016-17 school year. While PERA requires that, for the first time, principal and teacher evaluations will be tied to data and indicators of student growth as a “significant factor,” it does not make educators’ jobs dependent on standardized test results. Rather, student growth is just one portion of a teacher’s performance evaluation rating, specifically at least 25 percent in the first and second years of implementation. From the third year on, student growth must make up at least 30 percent of the rating.

Illinois’ Race to the Top

Illinois was awarded a \$42.8 million phase three [Race to the Top \(RTT\)](#) grant in December 2011. The grant aims to increase student achievement and close persistent achievement gaps by creating the conditions for greater innovation in states and school districts. Half of the awarded funds have gone to state projects, with the remaining half set aside for 32 participating districts that agreed to serve as leaders, innovators, and early implementers for an ambitious set of educational systems improvements. These districts committed to meet 17 RTT expectations over the course of the four-year grant, which ends on Dec. 22, 2015.

The scope of work planned through RTT incorporates projects aligned to each of ISBE’s three agency goals. One project, the redesign of the [Illinois Report Card](#), was selected by the Education Commission of the States as the best report card in the country. Illinois’s Report Card was the only one ranked No. 1 by both experts and parents. The 5Essentials Survey of learning conditions was featured on the [U.S. Department of Education blog](#) highlighting innovative ideas, promising practices, and lessons learned.

The participating districts have made great strides with their efforts to improve outcomes for their students. Twenty-eight of the districts are considered to be generally on-track and to have projects of high or good quality. Coaches/monitors are working with each individual district to provide support and guidance as the grant nears completion.

Local control is also an important part of the new evaluations as districts have options to create an evaluation system that best meets their unique needs. For teacher evaluations, a Joint Committee composed of equal representation selected by the district and its teachers or, where applicable, the teachers' exclusive bargaining representatives, has the ability to design its own evaluation system that meets minimum state rules. Districts can choose the best assessments from a pool of national, state or locally developed tests to measure student growth and must use at least two types of assessments. A district defaults to the state model regarding the use of data and indicators of student growth for those aspects that cannot be agreed upon.

ISBE has also introduced a new metric, called the value table, to better gauge school and district progress over time and better inform student learning, instruction, educational policy and, ultimately, ensure students are prepared for college and careers. The value table is a growth model that tracks student progress over a period of two years to allow schools to see the change in student achievement, rather than a mere snapshot in time. ISBE believes, based on feedback from education experts, that the growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.

ISBE believes, based on feedback from education experts, that the growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.

The value table has four performance categories and considers student growth to be movement from a lower proficiency level to a higher proficiency level. ISBE collaborated with educators across the state to set growth scores for the value table. Improving and faster-paced progress earns higher scores, while worsening or slower-paced progress earns lower scores. Students who consistently meet or exceed standards earn additional points for maintaining excellence. This approach acknowledges the difficulty in students consistently performing at the upper level of achievement. All of the students' scores in a given school are added together and divided by the total number of students in the school to obtain an average growth metric. The same process applies to the district growth metric, with all of the students' scores for the district averaged to obtain the growth.

PROGRESS REPORT: PRIORITY METRIC 2

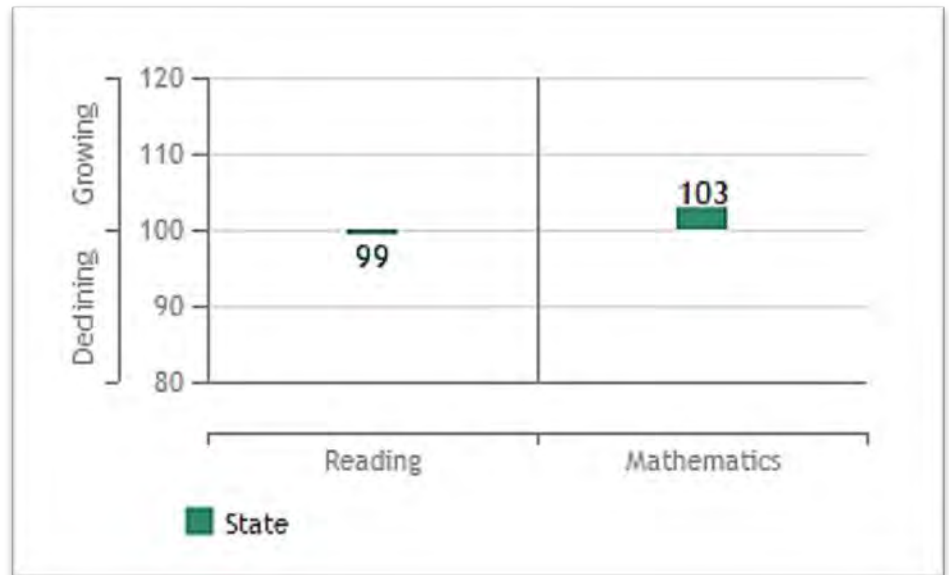
The value table was first used on an advisory basis in 2013-14 to calculate student growth at the district and school level in grades 3 through 8 based on two years of performance on our previous assessment for grades 3-8, the Illinois Standards Achievement Test (ISAT). The value table was used on an advisory basis again in 2014-15.

Results to date

The 2014 Report Card shows that the student academic growth score (growth from year to year on ISAT scores) decreased in reading from 102.1 in 2013 to 99.4. The growth score increased in math from 101.4 in 2013 to 102.9.

The growth score simply indicates the average amount of

growth for students in a district or school. Student Academic Growth compares students' achievement from one year to the next to measure improvements over time.



Calculating the Student Academic Growth Value

Each student receives a growth value ranging from 0 to 200 based upon which cell in the value table corresponds to their change in performance level from 2013 to 2014. The growth values for each cell are shown in the value table below. For example, if a student achieves a level of 3B (Meets Standards) in 2012 (Year 1) and achieves a level of 4A (Exceeds Standards) in 2013 (Year 2), the student would be assigned a value of 135.

All of the students' values in a given school are added together and divided by the total number of students in the school to obtain an average growth value for both reading and mathematics. The same process applies to district growth, with all of the students' scores for the district averaged to obtain the growth value. It also applies to calculating the state average.

		Student Performance Levels in 2014								
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
		1A	1B	2A	2B	3A	3B	4A	4B	
Student Performance Levels in 2015	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceeds Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

Student Academic Growth: Score Breakdown by Proficiency Level

A student’s ISAT score falls within the range of one of four performance levels: Academic Warning, Below Standards, Meets Standards, and Exceeds Standards. For growth purposes, each performance level is also divided into two sublevels, making a total of eight performance levels ranging from 1A for the lowest scores to 4B for the highest scores. The tables below provide a count of the number of students in Illinois that move from one performance level in 2013 (listed on the left) to another performance level in 2014 (listed along the top) based on their ISAT scores. Students counted in the green cells advanced to a higher performance level across the two years, while students counted in the red cells dropped to a lower performance level. Students counted in the gray cells achieved the same performance level rating in reading in both 2013 and 2014.

PROGRESS REPORT: PRIORITY METRIC 2

- Students Moving Between Performance Levels in Reading

			Students' Performance Levels in 2014							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels In 2013	Academic Warning	1A	1,518	2,852	1,760	219	28	4	1	
		1B	5,337	13,458	14,066	3,512	339	36	8	1
	Below Standards	2A	3,079	13,916	37,835	28,453	4,377	362	32	3
		2B	676	4,585	29,595	76,747	40,190	5,618	616	45
	Meets Standards	3A	121	645	6,012	43,584	78,237	32,702	6,499	581
		3B	13	107	844	9,603	45,987	52,398	24,789	4,451
	Exceeds Standards	4A	4	11	101	1,194	11,127	27,943	29,481	11,092
		4B	2		5	118	1,550	6,890	15,610	12,932

- Students Moving Between Performance Levels in Mathematics

			Students' Performance Levels in 2014							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Students' Performance Levels In 2013	Academic Warning	1A	1,497	2,991	2,009	405	92	6		
		1B	4,483	14,002	15,432	5,060	997	76	7	1
	Below Standards	2A	3,085	15,753	40,209	30,436	10,023	658	44	1
		2B	799	5,089	28,553	55,309	48,322	5,573	244	16
	Meets Standards	3A	178	1,161	8,204	35,301	101,842	43,989	3,912	168
		3B	28	99	579	3,577	37,127	72,368	26,149	3,371
	Exceeds Standards	4A	1	3	44	133	2,604	19,934	27,283	11,816
		4B		1	3	11	138	2,385	9,335	13,225



Raising the bar for teacher and leader effectiveness is important in helping every student demonstrate academic achievement and be prepared for success after high school.

MOVING FORWARD

The value table will require some significant changes as ISBE completes its transition to the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. A different number of performance categories will be determined, and PARCC test results from two consecutive years will be necessary to set scores for the value table. The results from the 2015 PARCC assessment administration will be used as a baseline in order to measure growth by students, schools and districts in the future.

Priority Metric 3 Equitable Academic Outcomes

What we've accomplished

ISBE's flexibility waiver to the No Child Left Behind Act of 2001 (NCLB) has provided Illinois with a new state-developed plan to guarantee that all students are on track for success after graduating from high school. This plan focuses aid on the neediest students and gives districts greater flexibility in the use of federal school improvement funds. Specifically, districts are now free from rules that regulate how much of Title I funds must go toward specific interventions. Instead, our waiver recognizes that local districts and school leaders know their students' needs best and gives them the freedom to apply federal funds to the programs and services they determine will most help their students learn and show improvement. The waiver also provides for tiered levels of intervention and support through the Statewide System of Support (SSOS).

Districts will receive support services, from general to more intensive, depending on their need from ISBE, their Regional Offices of Education/Intermediate Service Centers, and the Illinois Center for School Improvement (CSI). Those schools and districts that need the most support will undergo comprehensive changes and be listed in "Priority" or "Focus" status for at least three years. A

Priority School is a Title I or Title I-eligible school whose three-year average on state assessments is in

A look at the Division of English Language Learning

The Division of English Language Learning (DELL) continues to offer support and resources, including professional development, workshops, and leadership institutes, to schools serving English learners (ELs).

This past school year, DELL launched an innovative Professional Learning cohort to build districts' internal EL training capacity, using a training-of-trainers model. DELL also supported nearly 50 school districts with enhanced technical assistance over a two-year period. To begin closing gaps early, DELL coordinated with the Division of Early Childhood to support the delivery of services to preschool ELs by adopting revised Early English Language Development Standards, initiating district-level program planning, and launching three cohort projects with the Regional Offices of Education.

ISBE also supported legislation that requires charter schools to comply with federal and state laws and regulations for the provision of services to English learners. The agency has also begun working with charter school networks to develop the supports and infrastructure needed to serve ELs in charter schools. DELL staff has also assisted with the development of new preparation standards for teachers who are endorsed to teach bilingual and English as a second language (ESL) to improve the quality and consistency of teacher preparation programs.

the lowest 5 percent of the state or whose three-year graduation rate is under 60 percent. Illinois CSI works with these districts, which will remain in Priority status for at least three years. Focus services will be provided to districts with schools that have the largest achievement gaps in their student subgroups. Those districts will also receive support from Illinois CSI.

To further promote equitable academic outcomes for all students, Illinois is implementing a State Systemic Improvement Plan (SSIP), a comprehensive, multi-year plan designed to improve results for children and youth with disabilities by improving educational services. The plan stems from new federal requirements related to Results Driven Accountability (RDA), which aims to better align federal components of accountability to more effectively support states in improving outcomes for students with disabilities. Because students with disabilities are part of the general education population, special education accountability should strengthen and complement other reform initiatives, including Elementary and Secondary Education Act flexibility. RDA moves away from the heavy emphasis on procedural compliance to balance it with a focus on improved results and functional outcomes for students with disabilities.

ISBE also recognizes that behavioral health concerns must be addressed in order for schools to thrive and students to succeed. Research shows that a variety of psychosocial and health problems affect learning and performance in profound ways. ISBE's Behavioral Health Supports in School programming includes four interrelated initiatives that are designed to build educators' knowledge, skills, and attitudes regarding social, emotional, and behavioral competency development, which in turn supports equitable academic outcomes for all students.

- Illinois' child-serving state agencies have been aligned to develop and support the implementation of a System of Care for Illinois children and their families. ISBE provides training and technical assistance on multi-tiered Systems of Support to show districts how they can support all students by providing safe and healthy learning environments.
- ISBE has received the federal "Project Aware" grant (or IL-AWARE) to help schools better identify and respond to mental health issues among youth. Through IL-AWARE, ISBE is supporting partnerships between schools and community behavioral health providers and developing and implementing a Youth Mental Health First Aid statewide training plan.
- The Illinois Statewide Technical Assistance Collaborative (ISTAC) focuses on building school districts' capacity to meet the needs of all students, including those with disabilities, within the overall context of school improvement. ISTAC services promote wellness and prevention, a

multi-tiered system of supports, and collaborative family and community partnerships to improve outcomes for all students.

- The Trauma-Informed Practices professional development project supports safe and healthy learning environments by educating school staff about brain development and developmental trauma. Educators also learn how to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences.

ISBE also continues to run and guide the Least Restrictive Environment (LRE) Data Cohort, a process that helps districts study and improve their inclusive culture and climate so that a student with an Individualized Education Program (IEP) is educated in the least restrictive environment with nondisabled grade-level peers. And in 2014, Illinois was selected to work with the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform), a national center dedicated to better preparing educators to serve Illinois public school students with disabilities.

A look at Early Childhood Education

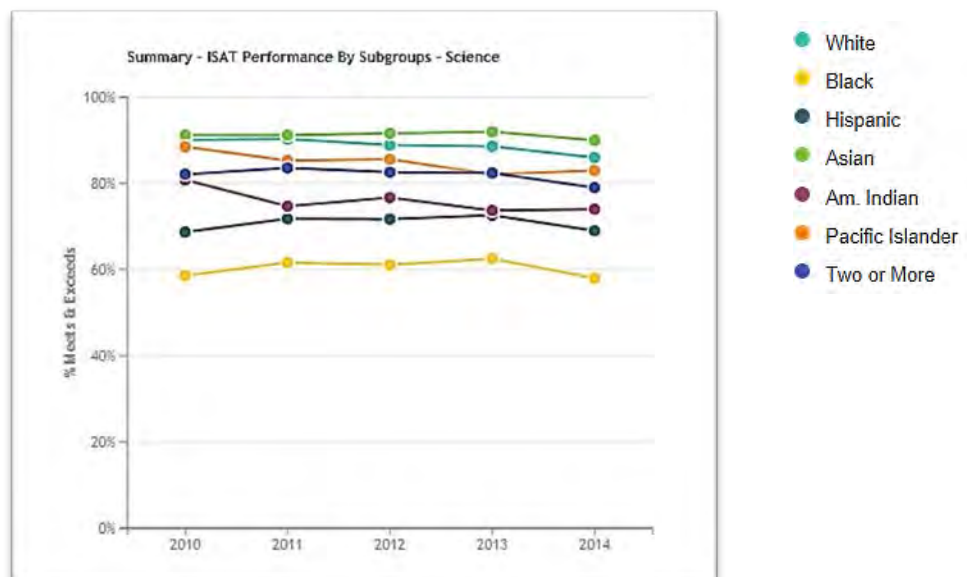
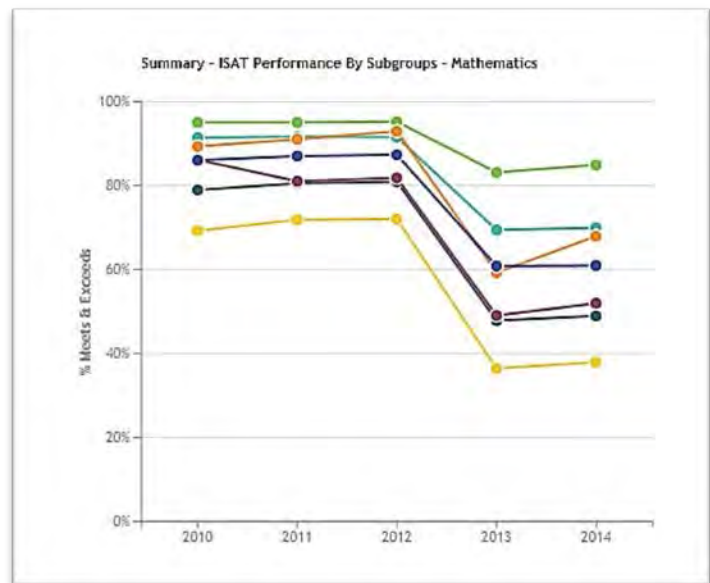
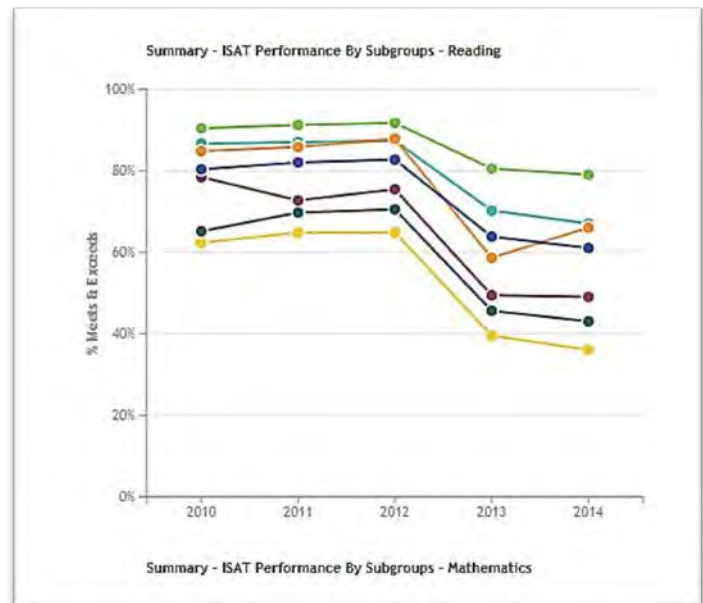
Illinois is a longtime leader in early childhood education. Research shows that children are more likely to succeed and reach their full potential when they receive early and appropriate interventions during those first few years of life, when crucial brain development takes place. ISBE is increasing access to these vital programs for the state's youngest learners through an \$80 million federal Preschool Expansion Grant. The grant aims to improve and increase educational access for 4-year-old children from families with income levels below 200 percent of the federal poverty level. The Preschool Expansion Grant is helping close the achievement gap early by providing more intensive and comprehensive preschool services to some of Illinois' highest-need children. Part of Illinois' grant proposal included an annual increase in state funding for the Early Childhood Block Grant of \$50 million over the next five years. This increased state investment would provide for a more intensive full-day, comprehensive program for children with very high needs. It would increase funding to Preschool for All, which would include services for 3-year-olds not eligible for the federal slots, and to Prevention Initiative, which would be able to serve more infants, toddlers, and their families. The additional funding will also be used to restore the historic 8 percent cut to currently funded Preschool for All and Prevention Initiative programs and provide a cost-of-living adjustment increase. The partial restoration of state funding along with the federal grant award would provide grantees the opportunity to serve about 9,700 additional children in fiscal year 2016.

Results to date

ISAT Performance by Subgroups

The following graphs display the comparison of Illinois Standards Achievement Test (ISAT) test results between various ethnicity subgroups. In 2013, ISBE raised performance expectations for the ISAT to align them with the higher demands of the new Illinois

Learning Standards. This process raised the “cut scores,” or the thresholds between different performance levels (such as “Below Standards” and “Meets Standards”), which resulted in a downward shift in the number of students meeting or exceeding reading and math standards. More detailed information on student subgroup performance and achievement gaps is available on the [Illinois Report Card](#) website.



Advanced Placement Exam Results

Illinois is a national leader in closing the equity gap for Latino students taking Advanced Placement tests, according to the latest AP data for the Class of 2014. Reaching equity among Latino students in these courses is an important step in closing the achievement gap and ensuring that all students are prepared for success after high school graduation.

	Percent of Latino Graduates	Percent of Latino AP Examinees
Class of 2014	18.1	20.4
Class of 2013	18.4	19.8
Class of 2012	17.7	18.3
Class of 2011	16.6	16.6
Class of 2010	15.3	15.1
Class of 2009	14.9	14.5

MOVING FORWARD



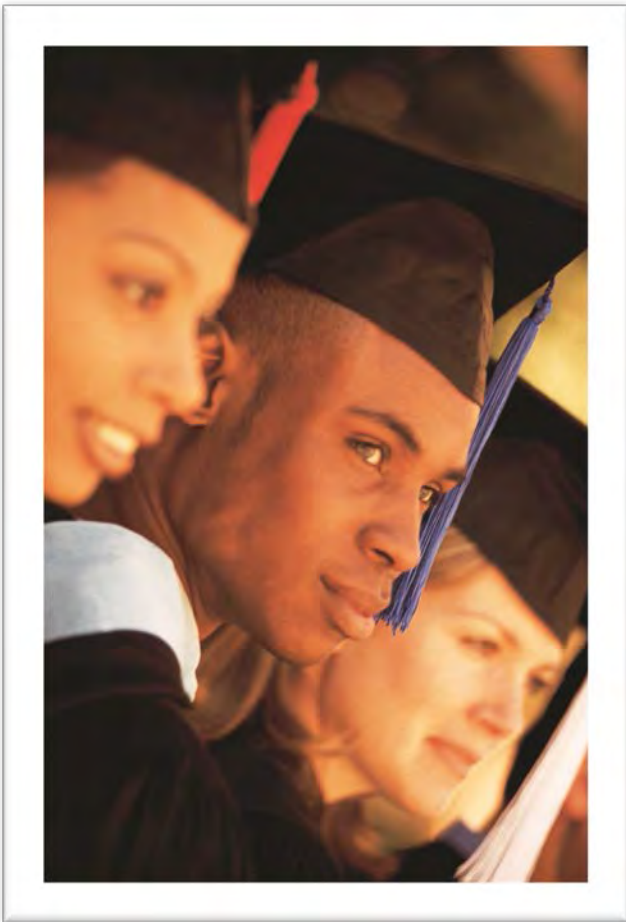
The Partnership for Assessment of College and Careers (PARCC) assessment has replaced the ISAT and the Prairie State Achievement Exam (PSAE). Detailed reports on student performance during the first test administration should be available in late fall.

Student, school, and district academic performance will be reported for accountability purposes through a variety of metrics, called a Multiple Measure Index (MMI), which will include student achievement, progress in narrowing achievement gaps between groups of students, and a measure of student growth as well as school completion information.

Priority Metric 4 Completing High School

What we've accomplished

Illinois, like many other states, is moving away from the punitive language of the No Child Left Behind Act (NCLB) and its classification of “failing schools.” ISBE’s new accountability plan through our



Numerous studies and meta-analyses have found increased high school completion rates for children who participated in high-quality early childhood programs.

waiver eliminates Adequate Yearly Progress and asks schools to meet state and federal benchmarks that go beyond test scores. Instead, our plan emphasizes tracking and reporting how students and schools are progressing from year to year and sets goals that reflect the fact that the starting point varies for each school and their different conditions and demographics. Student, school, and district academic performance will be reported for accountability purposes through a variety of metrics, called a Multiple Measure Index (MMI). The MMI will report data on graduation rates, achievement in English language arts and mathematics, student growth over time, and progress in narrowing achievement gaps between groups of students. Some specific achievement goals for the MMI are not yet refined but there are two overarching performance goals:

1. To reduce by half the percentage of all students who are not meeting proficiency levels within six years.
2. Reduce by half the state’s achievement gaps within six years. Schools will be required to cut their gaps by half within six years as well.

The MMI goals will focus on showing improvement, recognizing that even though students and schools vary in their performance levels, all must show progress and preparedness for postsecondary coursework and/or the workforce.

To further help our efforts to track college and career readiness, the Illinois Report Card also now highlights the percentage of students who finish their freshman year on track to graduate, meaning they have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester F in a core course (English, math, science or social studies). This data is reported at the high school, district, and state levels. The number of freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized supports.

ISBE's Career and Technical Education (CTE) program is also making strides in helping high school students develop the academic, career, and technical skills needed to graduate "career ready." In fiscal year 2014, 47.1 percent of all Illinois high school students participated in CTE programs, an increase of 7.4 percent from the previous year. This growth meant that 809 high schools in Illinois provided at least one program in CTE and 250 high schools provided programs in at least four different content areas. In addition, outcomes for students who participate in CTE are better than non-CTE students. More than 95 percent of the students in CTE graduate from high school and 77 percent of special needs students in CTE graduated. Of our Illinois CTE concentrators (more than three credits in one CTE area), 66 percent went on to enroll in postsecondary education, according to the National Student Clearinghouse.

Illinois' commitment to providing high-quality early childhood services, as described throughout this report, also supports long-term school success and high school completion. Numerous studies and meta-analyses have found increased high school completion rates for children who participated in high-quality early childhood programs.

The MMI goals will focus on showing improvement, recognizing that even though students and schools vary in their performance levels, all must show progress and preparedness for postsecondary coursework and/or the workforce.




Illinois Longitudinal P-20 Data System

ISBE, in collaboration with six other state agencies, continues to develop and implement the Illinois Statewide Longitudinal P-20 Data System (SLDS). The SLDS partner agencies plan to produce reports and research datasets in five areas of initial focus: early childhood, high school to college success, community college feedback, career pathways, and college/career certificate completion. Further, the SLDS will enhance ISBE data collection and analytical ability to support teachers, administrators, agency staff, parents, and policymakers in making informed, efficient, and effective data-driven decisions that are aligned with the Board's mission and goals. This effort will result in solutions that provide high-level data quality, integrity, and availability. The process will also define security policies and procedures that are routinely monitored and evaluated to protect data privacy.

Internally, ISBE has created the ISBE Data Warehouse, which incorporates data from four key source systems: the Student Information System (SIS), the Employment Information System (EIS), the Educator Licensure Information System (ELIS), and the Entity Profile System (EPS). Over time, this data will show the results from local and state policy changes and help identify best practices. The ISBE Data Warehouse provides a single repository used to create data marts and snapshots that will be used for consistent and timely reporting.

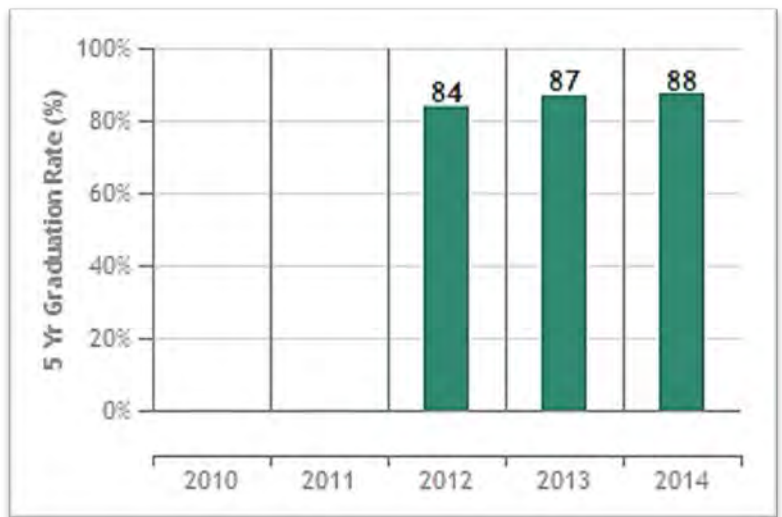
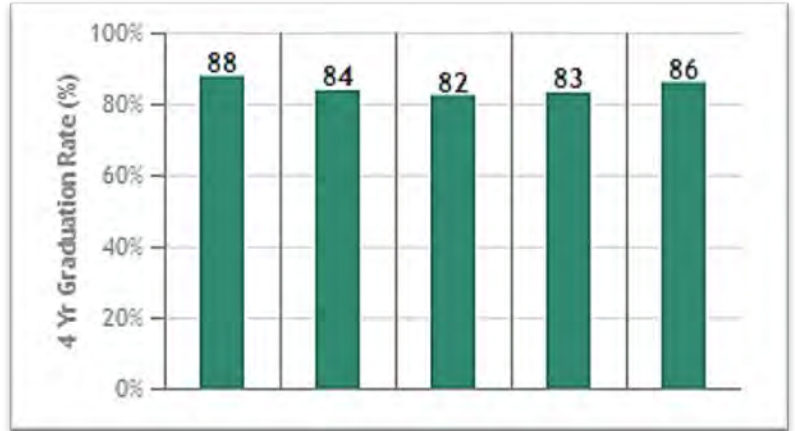
ISBE also continues to implement a Data Governance Program to improve data quality, maximize the effective use of the agency's data and, ultimately, improve service to students, educators, and citizens. The agency also plans to launch the new Illinois Education Data Public Portal in January 2016 to dramatically expand access to the data that districts submit to ISBE in a web-based, user-friendly format. Starting this fall, ISBE will also implement a secure district portal that will be used as a vehicle to deliver dashboards, tools, surveys, and reports to educators. Through this portal, a data linking of systems will provide administrators and educators a valuable combination of information and tools necessary to make informed data-driven policy and best practice decisions concerning student achievement. These tools will empower educational leaders with access to their own longitudinal data, making available an in-depth, comprehensive review of students' progress and, ultimately, providing classroom technology that directly benefits students.



Results to date

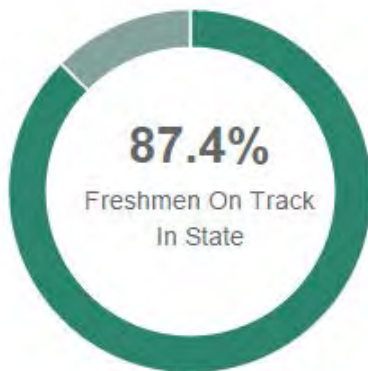
Graduation Rates

The 2015 Report Card provides the four-year and five-year graduation rates. The five-year graduation rate illustrates completion of high school by students who require up to one additional year of instruction.



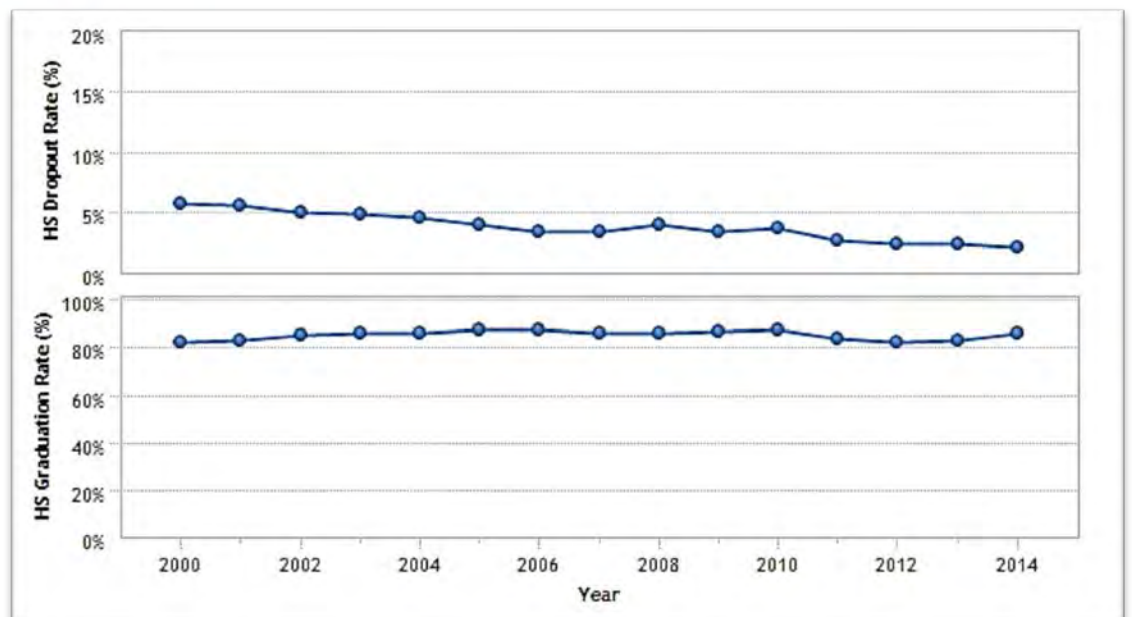
Freshmen on Track

The 2015 Report Card shows the percentage of ninth-grade students who are on track to graduate:



Dropout Rate

The 2014 Illinois Report Card shows the state's dropout rate at its lowest point over the past 15 years.



MOVING FORWARD

The 2014-15 school year, including PARCC results and other metrics, will serve as the baseline year for the MMI, which will debut on the State, District and School Report Card of 2015 later this year. Under our new accountability plan, graduation rate targets will be set for all students in which the school must reduce by one half the difference from 90 percent (for the four-year rate) or 95 percent (for the five-year rate) within six years.



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