

3. The same indicator(s) must be used within each grade span;
4. The indicator(s) must be comparable and applicable statewide;
5. The indicator(s) must be measured and reported annually for all students and disaggregated by sub-group;

Illinois identified the following school quality/student success indicators for inclusion in the accountability system: Chronic Absenteeism, Climate Survey, Fine Arts, 9th Grade on Track (grades 9-12 only), P-2 (P-8 only), 3-8 (P-8 only).

Within its ESSA State Plan, Illinois indicated that the P-2 and 3-8 indicators require additional work and that ISBE would receive recommendations from stakeholder groups for each indicator no later than December 31, 2017.³ Stakeholder groups consisting of teachers, administrators, and other education advocates met from May through December 2017. The recommendations for each indicator were shared with the Board at its January 17, 2018, Board meeting and were released for public comment. The public comment period concluded on February 16, 2018.

ISBE received 86 comments. The majority provided feedback on multiple indicators.

P-2 Indicator

The P-2 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The P-2 Indicator Working Group's final recommendation focuses on three indicators: Chronic Absenteeism in the K-2 years, provision of required services for K-2 dual language learners (DLLs), and Participation in Enrichment and Acceleration.

accountability systems (e.g., an indicator like P-2 that is made up of a number of metrics). States using "meta-indicators" must keep in mind the importance of data collection and validation in order to ensure reliability and validity.

³ The fine arts indicator is currently under development. Recommendations will be submitted no later than December 31, 2018.

P-2 Indicator Working Group Final Recommendations

Indicator	Weight	Rationale
Chronic Absenteeism ⁴	2%/5% (if not enough DLLs) ⁵	Research shows that reducing chronic absenteeism in the early grades is correlated with improving numerous longer-term outcomes valued in the ESSA State Plan. Strategies for reducing chronic absenteeism include activities that are consistent with key values identified by the group (such as wrap-around services and family engagement). Overweighting K-2 chronic absenteeism places an additional focus on the K-2 years, which is particularly important given the absence of other indicators for those years. The group is aware that there are challenges with chronic absenteeism as a metric and hopes that ISBE will continue to study the impact of its inclusion in the accountability formula and make any necessary adjustments in the future.
Dual Language Programs	3%	The K-2 years are an extremely important developmental period for dual language learners, and data shows that DLLs are disproportionately represented in early childhood and the younger grades. Districts and schools are already required to provide specialized services to DLLs meeting certain established criteria and to track data about that service provision. Including the indicator in the accountability formula will create added incentive for districts and schools to meet their obligations. ⁶
Participation in Enrichment and Acceleration	0%	The working group recommended that student participation in enrichment and acceleration, with at least 5% of children K-2 participating in either acceleration or enrichment, be used as a metric. Stakeholders felt strongly that improved access to enrichment and acceleration is a value, and many members of the group appreciated that the indicator provided an avenue for low-resource schools to meet the needs of children who are capable of acceleration. The group also recommended that the indicator be revisited in two years and discussed the fact that the potential impact of this indicator will be affected by related conversations about the need for a broad curriculum and greater opportunities for access to arts education.

⁴ Chang, H. N., & M. Romero. "Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades." National Center for Children in Poverty, September 2008.

⁵ The n size for purposes of accountability is 20. Those schools with an English Learner subgroup population of 19 or fewer would not be included for the accountability calculation for the DLL metric.

⁶ Collier, V. and W.P. Thomas (2004), "The Astounding Effectiveness of Dual Language Education for All," NABE Journal of Research and Practice, 2:1. Accessed on February 18, 2018: http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf
Steele, J., Slater, R., Zamorro, G., et al (2015). *Effects of dual language immersion on students' academic performance*. Accessed on February 24, 2018, at <http://www.sole-jole.org/16111.pdf>.

Public Comment

About 60 of the 86 comments received pertained to the P-2 indicator. The overwhelming majority of comments were in support of the Participation in Enrichment and Acceleration indicator. Rationale for inclusion includes meeting the needs of students identified as gifted (e.g., acceleration), being “good” for all children (e.g., acceleration), and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of the Participation in Enrichment and Acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Commentators also urged ISBE to not overweight chronic absenteeism at the P-2 grade span. A few commentators recommended that ISBE consider including an indicator for reading at grade level by the end of third grade.

Discussion

Comments on chronic absenteeism for the P-2 indicator identified its importance, but some stakeholders expressed concerns with its overweighting in the system. ESSA requires the accountability system to include only grades 3 through 12. Including chronic absenteeism in the P-2 system extends the grade range for collecting that data without overweighting. Moreover, as identified in public comments, ISBE currently collects data in grades K-2. ISBE will continue this practice.⁷

As suggested by the P-2 Indicator Working Group and identified in the ESSA State Plan for Illinois, ISBE will revisit the enrichment and acceleration metric in the ensuing years.⁸

Research suggests that chronic absenteeism, participation in enrichment and acceleration opportunities, and dual language programs are important in supporting the development of the whole child. Yet, these three indicators are, in effect, inputs. The inclusion of the third-grade literacy metric provides an indication of how these inputs, over time, impact outcomes in later grades.⁹

ISBE believes the inclusion of third-grade literacy is an important addition to the P-2 indicator because it aligns with the Board goal that “90 percent or more of third-grade students are reading at or above grade level.” It also emphasizes the importance of early literacy as a student matures. Initially, ISBE will use final grades or commensurate standards in third grade English language arts (ELA)/reading for this metric. This portion of the indicator will be revised, as appropriate, as additional data is collected and/or becomes available.¹⁰

⁷ HB 5711 and SB 3536 both propose to collect absenteeism data from any public preschool program receiving state funds.

⁸ The Accelerated Placement Act (PA 100-0421), effective July 1, 2018, requires that districts have a policy that allows for accelerated placement of students, both those identified for gifted services and those who have not been identified but show high ability and would benefit from such placement.

⁹ The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

¹⁰ Attendance Works and Campaign for Grade-Level Reading. (2014). Attendance in the early grades: Why it matters for reading. Accessed February 24, 2018, at <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-theEarly-Grades.pdf>.

Superintendent’s Recommendation for P-2 Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the P-2 indicator intersects with other portions of the accountability system were all considered. The following modifications to the P-2 stakeholder recommendation are proposed for approval:

Indicator	Weight
Chronic Absenteeism	1.5%
Dual Language Programs	1.5%
Participation in Enrichment and Acceleration	0%
3 rd Grade Literacy ¹¹	2%

3-8 Indicator

The 3-8 indicator will receive 5 percent of the weight in the accountability system beginning in the 2019-20 school year. The Elementary and Middle Grades Indicator Working Group’s final recommendation focuses on two indicators: Chronic Absenteeism and Participation in Enrichment and Acceleration.

3-8 Indicator Working Group Final Recommendations

Indicator	Weight	Rationale
Chronic Absenteeism ¹²	5%	Chronic Absenteeism already is contained as a school quality/student success indicator. It meets the criteria for school quality/student success indicators in ESSA and has a strong research base to support its inclusion.
Participation in Enrichment and Acceleration	0%	Stakeholders recommend that Participation in Enrichment and Acceleration be added to the plan as a 3-8 indicator worth 0% of the school’s overall score. ISBE should formally revisit this indicator after the 2019–20 school year and after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

Public Comment

More than 50 of the 86 comments received pertained to the 3-8 indicator. The overwhelming majority of comments were in support of the Participation in Enrichment and Acceleration indicator. Rationale for inclusion includes meeting the needs of all students, including those

¹¹ Hernandez, D. (2011). *Double Jeopardy: How third-grade reading skills and poverty and influence high school graduation*. The Annie E. Casey Foundation.

Author (2015). *Why third grade is a pivotal year for mastering literacy*. Center for Public Education.

¹² U.S. Department of Education. “Chronic Absenteeism in the Nation’s Schools. An Unprecedented Look at an Educational Crisis.” (2016): <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

Center, Utah Education Policy. "Research brief: Chronic absenteeism." Research Brief, University of Utah, College of Education (2012).

identified as gifted (e.g., acceleration); being 'good' for all children (e.g., enrichment); and generally ensuring that gifted education is a recognized part of the services provided by schools.

In contrast, a few commentators did not support the inclusion of Participation in Enrichment and Acceleration indicator. These commentators do believe that gifted services and supporting the needs of each and every child are essential. However, they also believe that gifted services are one part of a well-rounded education and encourage ISBE to consider an indicator that is more expansive than simply access to enrichment and acceleration.

Some commenters agreed with the explanation in the 3-8 working group document and emphasized the importance of considering how a well-rounded education could be represented in an accountability system.

Of central concern from stakeholders was the overweighting of chronic absenteeism. There is no prohibition in ESSA to using an indicator more than once in the accountability system (and commenters already do support its use as an indicator), but some also view the overweighting chronic absenteeism as problematic.¹³

Discussion

ISBE agrees with stakeholders who are concerned with the overweighting of chronic absenteeism. That indicator is already part of the P-8 system, so ISBE contemplated identifying an "output" to provide information to districts and schools regarding student outcomes within the elementary years. ISBE believes the inclusion of fifth-grade mathematics is an important addition to the 3-8 indicator because it aligns with the Board goal that "90 percent or more of fifth-grade students meet or exceed expectations in mathematics." Initially, ISBE will use final grades or commensurate standards in fifth-grade math for this metric.¹⁴ This portion of the indicator will be revisited and revised, as appropriate, as additional data is collected and/or becomes available.¹⁵

Some research suggests that performance at particular points in middle school is suggestive of a student succeeding in high school.¹⁶ The Middle School Success indicator assumes grades

¹³ For example, one commenter wrote, "While chronic absenteeism is an excellent measure of student engagement, it is also an indicator of a student's socio-economic status and health. Overweighting this measure will most likely cause unintended negative outcomes for already low-performing schools." Another submitted a similar rationale: "Research shows it (chronic absenteeism) to be an indicator of student poverty, which is clearly linked to student health considerations, including asthma, oral health, behavioral health, exposure to violence and trauma, and acute health issues. While chronic absenteeism is a good "trigger" for identifying students in need of additional supports, overweighting this indicator will once again stack the deck against the schools serving our most vulnerable students."

¹⁴ The use of a final grade in ELA/reading will not increase the reporting burden for a school district as this information is currently collected.

¹⁵ For instance, some research that suggests participation in career technical education (CTE) activities, wherein a child can learn, practice, and refine knowledge, skills and adaptive competencies, support a higher likelihood of success in high school.

Author. (2017). *Career Exploration in Middle School*. Association on Career and Technical Education.

¹⁶ Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

Allensworth, E., Gwynne, J., Moore, P., and de la Torre, m. (20014). *Middle Grade Indicators of Readiness in Chicago Public Schools*. University of Chicago Consortium of Chicago School Research. Chicago, IL: University of Chicago.

Kieffer, M.J., and Marinell, W.H. (2012). *Navigating the Middle Grades: Evidence from New York City*. New York, NY: Research Alliance for New York City Schools.

Kurlaender, M., Reardon, S.F., and Jackson, J. (2008). *Middle School Predictors of High School Achievement in Three California School Districts*. Santa Barbara, CA: University of California, California Dropout Research Project.

6-8 and the importance of connectivity between middle school and high school. Ensuring this connection is paramount for those students near or outside of the boundaries of the sphere of success. Using grades in core courses is helpful in ensuring each and every child receives the supports she or he requires in order to be successful.¹⁷ The Middle School Success indicator includes grades or commensurate standards in the core content areas in grades 6 through 8 (e.g., ELA, math, science, and social studies). Specifically, it considers the percentage of students in grades 6, 7, and 8 who have received at least one A or B or commensurate standards¹⁸ and no grade of D and F or commensurate standards¹⁹ in core content courses. Additionally, this indicator will include discipline data on students in grades 6, 7, and 8 who have experienced a suspension or expulsion. The score that the school receives on the Middle School Success indicator will be determined by equally weighting each part of the indicator (e.g., course grades or commensurate standards and discipline data).

Research suggests that chronic absenteeism, participation in enrichment and acceleration,²⁰ academic performance, and student discipline are important in supporting a young person as she or he transitions from middle school to high school. These indicators are, in effect, inputs as a student transitions into high school. The inclusion of the Middle School Success metric provides an indication of how these inputs provide information for the types of support a child may need while transitioning from middle school to high school.

Superintendent’s Recommendation on the 3-8 Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the 3-8 indicator intersects with other portions of the accountability system were considered. The following modifications to the 3-8 Indicator Working Group recommendation are proposed for approval:

Indicator	Weight
Participation in Enrichment and Acceleration	0%
5 th Grade Math	2%
Middle School Success	3%

College and Career Readiness Indicator

The College and Career Readiness (CCR) indicator will receive 6.25 percent of the weight in the accountability system beginning in the 2019-20 school year. The CCR Indicator Working Group’s final recommendation focuses on refining the metric provided in the ESSA State Plan for Illinois as well as developing the definitions to assist in data collection. Working groups identified metrics for the P-2 and 3-8 indicators, but a CCR indicator was developed as part of the ESSA State Plan for Illinois. A central focus during the development was the consideration of an indicator consisting of multiple metrics that attempt to balance the variety of experiences

¹⁷ Balfanz, R. (2009). *Putting Middle Grades Students on the Graduation Path*. National Middle School Association. Baltimore, MD: Johns Hopkins University.

¹⁸ For instance, the commensurate standards for a student receiving an “A” or “B” include “Exceptional” and “Meets Standard.”

¹⁹ For example, the commensurate standard for a “D” or “F” is “Below Standard.”

²⁰ Kim, M., (2016). A meta-analysis of the effects of enrichment programs on gifted students. *Gifted Child Quarterly* 60(2).

Cho, S., Lee, M. S. (2006). Effects of the enrichment program for the economically disadvantaged gifted on their aspirations and satisfaction with the program. *KEDI Journal of Educational Policy*, 3(2), 81-97.

through which a student can demonstrate the knowledge, skills, and adaptive competencies necessary for success in college and career.

CCR Indicator Working Group Final Recommendations

Please note that the following recommendations modify portions of the CCR indicator submitted as part of the ESSA State Plan for Illinois. Recommended additions or deletions by the CCR working group are indicated by either underline (addition) or ~~strikethrough~~ (deletion).

Distinguished Scholar

- GPA: 3.75/4.0
- ACT: ~~30~~ or SAT: 1400
- At least one academic indicator in each ELA and math during junior/senior year (Algebra II at any time)
- Three career ready indicators during junior/senior year [~~Algebra II can be in any year, if they earn an A, B, or C]~~
- 95% attendance in junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
 2. 95% attendance in high school junior and senior year
- AND**
3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year
- Three career ready indicators during junior/senior year

Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+
College Remedial Transitional English (A, B, or C)	College Remedial Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading	22 Minimum ACT Subject Score of Math 22, + Math in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

Career Ready Indicators [Minimum of 3]

- ~~Workplace Learning~~ career development experience
- Industry credential
- Military service ~~(including ROTC)~~
- Dual credit career pathway course (college credit earned ~~A or B grade~~)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Public Comment

More than 50 of the 86 comments submitted pertained to the CCR indicator. In particular, concerns were expressed regarding minimum GPA and math requirements and rigor of the requirements in regard to college readiness, as well as questions regarding the definitions of specific metrics within the indicator and the lack of inclusion of specific programs in regard to a student selecting a career area of interest. So too, some commentators expressed concern that ISBE is requiring an indicator that requires additional study to ascertain if it is, in fact, predictive of college and career success.

A number of commenters expressed concern about the proposed 2.8/4.0 GPA. Many stated that this GPA was “too low” and not necessarily indicative of students who would be able to enter into college without having to complete remedial coursework. Also, some comments focused on GPA in math apart from the other academic indicators appropriate for the demonstration of college and career readiness.²¹ Related to this, some commenters stated that students meeting the CCR requirements as currently drafted might not be ready for admission to selective institutions.

Some of the commenters had questions regarding how metrics are defined. For instance, a few commenters asked what “transitional” in transitional math means.²² In addition, teachers of family and consumer science courses urged ISBE to include their discipline within career area endorsement areas.²³ A few commenters shared questions about if the set of metrics in Illinois’ ESSA State Plan are predictive of success in college and career. Finally, one commentator asked how districts will collect and report this data.

Discussion

Unlike the P-2 and 3-8 indicators, the CCR indicator was developed as part of the ESSA State Plan for Illinois approved in August 2017. Business leaders, teachers, school and district

²¹ Sawhill, I., Winship, S., & Searle Grannis, K., (2012). *Pathways to the Middle Class: Balancing Personal and Public Responsibilities*. Center on Children and Families. Brookings Institution. pp. 8-15.

Hondra, M., Lewis, K. (2017). *How well does high school grade point average predict college performance by student urbanicity and timing of college entry?* REL Northwest.

Hondra, M., and Cox. M. (2017). *Developmental Education and College Readiness at the University of Alaska*. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation & Policy Analysis*, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>

²² In addition to recommending modifications to the CCR indicator, the working group provided recommendations on the definitions for the individual metrics (e.g., career development experience, military experience).

²³ The state endorsement framework identified in the CCR recommendation document does not eliminate any cluster area. It simply organizes the national career cluster framework (<https://careertech.org/career-clusters>) into the seven proposed areas. The National Career Cluster Framework is the foundation for virtually every state’s CTE program administration. Family and consumer science fits under several of the endorsement areas recognized by ISBE.

administrators, and other advocates worked throughout the drafting of the plan prior to submission to the U.S. Department of Education (ED) to develop an indicator that balanced academic and career ready indicators in order to best ensure that students are college *and* career ready. One commenter indicated that much of the framework for the CCR indicator is grounded upon the *National College and Career Readiness Indicators*.²⁴ In addition to identifying the metrics for the CCR indicator, the working group also proposed definitions that will assist in clarifying data collection requirements for districts.²⁵

In order to include the range of experiences required, a number of metrics must be included that frame the idea of readiness as well as the multiple experiences that a student can undergo to demonstrate readiness for college and career. The proposed CCR indicator for Illinois is not substantively different from what other states have developed.²⁶

Other states have used a similar “multiple metric” approach to their CCR indicators. Some states include Advanced Placement (AP) and International Baccalaureate (IB) scores, SAT or ACT performance, receipt of dual credit, qualification for an industry certification,²⁷ completion of Algebra II (A, B, or C), 2.8 GPA,²⁸ community service, participation in extra and co-curricular activity, attendance, and military preparation.²⁹ In addition, some states also include a metric for civic engagement and the Seal of Biliteracy,³⁰

Superintendent’s Recommendation for the CCR Indicator

Public comments, recommendations of the stakeholder group, the long-term goals and core values identified in the ESSA State Plan for Illinois, and how the CCR indicator intersects with other portions of the accountability system were considered. The following modifications to the CCR Indicator Working Group recommendation are proposed for approval. (Modifications of the recommendation are identified in [blue text](#).)

Distinguished Scholar³¹

- GPA: 3.75/4.0
- [ACT: 30³²](#) or SAT: 1400
- At least one academic indicator in each ELA and math [during junior/senior](#)

²⁴ For more information on this and the research supporting the different metrics, please access <https://www.redefiningready.org/>

²⁵ Author. (2012). Illuminating college and career readiness: State report cards for districts and schools. *Achieve*.

²⁶ As of September 2017, 36 states include some form of CCR indicator in their accountability system. Author (2017). How are other states incorporating college and career readiness into their accountability systems under ESSA? Education Commission of the States.

²⁷ One commenter was concerned that students who earn an EMT or CNA license must have a high school diploma. Thus, clarification of definition proposed by the working group is warranted.

²⁸ Sawyer, R. (2013). Beyond correlations: Usefulness of high school GPA and test scores in making college admissions decisions. *Applied Measurement in Education*, 26. In particular, data suggest that for students attending non-selective institutions, GPA is more useful for the purposes of admissions and performance whereas test scores (ACT) are more useful than GPA for high selectivity and performance. Both GPA and test scores are important predictors for academic success in college.

²⁹ This includes things such as JROTC or receiving a specific score on the ASVAB.

³⁰ Please access <https://www.redefiningready.org/essaupdates/> to see what states with approved ESSA State Plans are including in their CCR indicators.

³¹ Please note that the Distinguished Scholar designation is similar to the Seal of Biliteracy or Global Scholars designation in that a student, in order to obtain such a designation on a high school diploma, must complete a set of requirements. ISBE is responsible for developing and adopting administrative rules in order for the designation to appear on a high school diploma.

³² Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

year (Algebra II at any time)

- Three career ready indicators during junior/senior year [~~Algebra II can be in any year, if they earn an A, B, or C~~]³³
- 95% attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0³⁴
2. 95% attendance in high school junior and senior year³⁵

AND

3. *Either:*

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of sophomore year³⁶
- Three career ready indicators during junior/senior year

Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+ ³⁷
College Remedial Transitional English (A, B, or C) ³⁸	College Remedial Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading	22 Minimum ACT Subject Score of Math 22, + Math in Senior Year ³⁹

³³ The inclusion of this text attached to completion of three career ready indicators in the approved ESSA State Plan for Illinois was in error.

³⁴ Hondra, M., Lewis, K. (2017). How well does high school grade point average predict college performance by student urbanicity and timing of college entry? REL Northwest.

Hondra, M., and Cox. M. (2017). Developmental Education and College Readiness at the University of Alaska. REL Northwest.

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation & Policy Analysis*, 36(3), 371–393. <http://eric.ed.gov/?id=EJ1042032>.

³⁵ Davila, A., & Mora, M. (2007). An assessment of civic engagement and educational attainment. The Center for Information & Research on Civic Learning and Engagement.

³⁶ Some commentators identified that schools should use the Postsecondary and Career Framework (PaCE). PaCE is part of the Postsecondary and Workforce Readiness Act and can be accessed at https://www.isbe.net/Documents/PaCE_Revisions.pdf.

³⁷ Currently, ISBE does not collect IB exam data. However, more than 70 schools offer IB programs and 36 of them offer the diploma program. An additional field will be included in SIS in order to capture this information.

³⁸ The change in language aligns with PA-9-674 (Postsecondary and Workforce Readiness Act).

³⁹ Illinois is currently evaluating proposals for a statewide high school assessment and, at this time, does not know which assessment that will be used for this purpose. Thus, it is appropriate to identify both ACT and SAT.

Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540, ⁴⁰ + Math in Senior Year
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Career Ready Indicators [Minimum of 3]

- *Career development* experience⁴¹
- Industry credential⁴²
- Military Service (~~including ROTC~~) or an ASVAB score of 31⁴³ or higher
- Dual Credit Career Pathway Course (college credit earned ~~A or B grade~~)⁴⁴
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Financial Background

N/A

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: The ESSA State Plan for Illinois was approved by ED on August 30, 2017. In the plan, ISBE indicated that recommendations for the P-2, 3-8, and CCR indicators would be submitted no later than December 31, 2017. Approving these indicators will allow ISBE to continue moving toward implementation in 2018-19.

Budget Implications: A deliberate attempt was made to use data already collected in the Student Information System (SIS) for the purposes of accountability. The new accountability system, however, will require some additional data fields (e.g., IB exam scores, community service, summer employment). In all likelihood, this will have an impact of the cost of this work on ISBE and districts.

Legislative Action: The Governmental Affairs staff has worked with ISBE program staff to make necessary modifications to statute in order to implement ESSA.

Communication: ISBE continues to share the process of implementing ESSA with stakeholders. Once the indicators are approved, staff will communicate with districts as well as SIS vendors to ensure that these systems are modified to collect the required accountability data.

Pros and Cons of Various Actions

Pros: Approving the P-2, 3-8, and CCR indicators will ensure that ISBE is meeting the commitments identified and approved in the state plan required by ESSA.

Cons: Not approving the P-2, 3-8, and CCR indicators will result in Illinois being out of compliance with the requirements set forth in ESSA.

⁴⁰ The score of 540 on the English and math portions of the SAT align with the cut scores/performance levels adopted by ISBE in October 2017.

⁴¹ The change in language aligns with PA-9-674 (Postsecondary and Workforce Readiness Act).

⁴² A stakeholder expressed concern regarding the requirement that a student must have a high school diploma for the receipt of an industry credential. Therefore, the definition for meeting the metric will include additional language that reflects that a student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

⁴³ This is the minimum score required for enrollment in the Army branch of the armed forces.

⁴⁴ The identification of an "A or B grade" is redundant.