



# ESSA EQUITY DASHBOARD

ILLINOIS

## AN ANALYSIS OF ILLINOIS'S ESSA PLAN

This dashboard analyzes Illinois's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Illinois submitted its plan on May 2, 2017, and the U.S. Department of Education approved it on August 30, 2017. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/ilconsolidatedstateplan.pdf>. View ESSA equity dashboards for other states at [www.all4ed.org/essa](http://www.all4ed.org/essa).

### LONG-TERM GOALS

#### Academic Achievement

90% of students proficient in reading and math by 2032  
Green

#### Academic Achievement by Student Subgroup

Same long-term goals for each subgroup  
Green

#### 4-Year Cohort High School Graduation Rate

88.9% of students graduating by 2028  
Yellow

#### Extended-Year Cohort High School Graduation Rate

5-year cohort graduation rate goal of 92%  
 6-year cohort graduation rate goal of 92.5%  
Green

#### English Language Proficiency

Accounts for students' initial age and proficiency level in setting student goals with maximum of 5 years to attain proficiency  
Green

### SUPPORT AND INTERVENTION

#### Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

Definition triggers targeted intervention when any subgroup performs in the bottom 10% across all indicators or when any subgroup does not meet the 95% testing participation requirement for 3 consecutive years  
Yellow

#### High School Graduation Rate Used to Identify Schools for Comprehensive Support

4-year cohort graduation rate  
Green

#### ★ BONUS

Illinois is on track to achieve 90% high school graduation rate by 2032

#### ★ BONUS

School ratings are tied directly to progress on these long-term goals

### ACCOUNTABILITY

#### Disaggregation of Student Subgroups

Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status  
Green

#### N-Size

20 students  
Yellow

#### School Quality and Student Success (SQSS) Indicator

Science achievement, chronic absenteeism, climate survey participation, and fine arts access for all schools; 9th-grade on-track and college- and career-ready indicator for high schools  
Yellow

#### High School Graduation Rate

Gives double the weight to the 4-year cohort rate compared to the 5-year cohort rate and 6 times the weight to the 4-year cohort rate compared to the 6-year cohort rate  
Green

#### Weighting of Academic Indicators

Minimum of 90% weight for all grades  
Green

#### Testing Participation Rates

No credit for untested students; schools that do not meet 95% participation requirement for all students or any subgroup cannot receive the highest school rating and will be identified for targeted support if they fail to meet the participation requirement for 3 consecutive years  
Green

#### Inclusion of Student Subgroup Performance

A school cannot receive top 2 designations ("exemplary" and "commendable") if it has an underperforming student subgroup  
Green

#### 🚩 NOTE

Illinois is developing new indicators for elementary and middle schools, including measures of acceleration, enrichment, dual language, and literacy

#### ! CONCERN

English language proficiency receives a weight of only 5%, while English learners make up 10.5% of the student population



**Note:** Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

## LONG-TERM GOALS

### Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

## ACCOUNTABILITY

### Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

### N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

### School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

### High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

### Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

### Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

### Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

## SUPPORT AND INTERVENTION

### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

### High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate