

School Quality/Student Success Indicators ⁷⁰	Description
CHRONIC ABSENTEEISM (K-12)	<p>Description: IBAMC unanimously recommended including chronic absenteeism to be included as a student success indicator. The proposed definition is taken from “Attendance Matters.” It was recommended that chronic absenteeism be defined as <i>10% or more of excused and unexcused absences in the prior academic year</i>. IBAMC did caution that this definition excludes medically certified home/hospital instruction and absences pertaining to the death of a family member.</p> <p>Research: Illinois currently collects attendance.⁷¹ This data is stable and collected consistently across all LEAs serving high school grades, as can be seen in the School Report Card: 15-Year Statewide Trend Data⁷².</p> <p>Aids in Meaningful Differentiation of Schools: ISBE will continue to convene a TAC to make amendments as additional data is available. Please Section 4.1(F) for a simulation of all indicators used in the meaningful differentiation of schools.</p>
9TH ON-TRACK (HS)	<p>Description: The on-track indicator identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.</p> <p>Research: Research on the on-track indicator suggests that students are more than three and one-half times more likely to graduate from high school in four years than off-track students⁷³. The indicator is valuable because it is a more accurate predictor of graduation than students’ previous achievement test scores or their background characteristics. Research has been conducted on its validity and predictive quality.⁷⁴</p> <p>Support for on-track as a metric came from many stakeholders outside of Chicago Public Schools (CPS); however, evidence that the indicator aids in meaningful differentiation of schools can be seen in its inclusion in the district’s own School Quality Rating system⁷⁵.</p> <p>Aids in Meaningful Differentiation of Schools: ISBE will continue to convene a TAC to make amendments as additional data is available. Please Section 4.1(F) for a simulation of all indicators used in the meaningful differentiation of schools.</p>

⁷⁰ IBAMC also recommended that the Quality Framework: Assessment Tool for Support and Continuous Improvement developed by the committee be considered. Due to the requirements for school quality/school success indicators in ESSA, ISBE is committed to utilizing the quality framework within IL-EMPOWER. Additionally, IBAMC also recommended that ISBE consider additional indicators to be reported upon but outside of the accountability system. There was also interest in considering an indicator focusing upon access to a broader curriculum (arts, world languages, science, social sciences, vocational education, physical education, and enrichment and advanced learning opportunities). This indicator was not included in the current due to the lack of a specific definition.

⁷¹ 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>.

⁷² Center, Utah Education Policy. “Research brief: Chronic absenteeism.” Research Brief, University of Utah, College of Education (2012).

⁷³ Additional information on 9th grade on-track may be accessed at: <http://consortium.uchicago.edu/sites/default/files/publications/p78.pdf>

⁷⁴ Research on validity of the 9th grade on-track may be accessed at: https://www.ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2012134.pdf

⁷⁵ Data from CPS may be accessed at: <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

<p>COLLEGE CAREER READY INDICATOR (HS) ⁷⁶</p>	<p>Description: Multiple states are developing a college and career ready indicator. This indicator identifies those areas of college and career readiness which research has suggested are important to postsecondary success.</p> <p>Research: This work is drawn from a research base⁷⁷ that suggests a number of indicators of readiness that can support the assertion that a child is ready academically and capable of entering the workforce.</p> <p>Aids in Meaningful Differentiation of Schools: ISBE will continue to convene a TAC to make amendments as additional data is available. Please Section 4.1(F) for a simulation of all indicators used in the meaningful differentiation of schools. .</p> <p><u>Distinguished Scholar</u></p> <p>GPA: 3.75/4.0 ACT: 30 or SAT: 1400⁷⁸ At least one academic indicator in each ELA and Math Three career ready indicators during the Junior/Senior Year [Algebra II can be in any year, if they earn an A, B, or C] 95% Attendance junior and senior year College and Career Ready GPA: 2.8/4.0 95% Attendance in high school junior and senior year College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act (link to description here) OR 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 the Sophomore Year Three Career Ready Indicators during the Junior/Senior Year</p> <p><u>Academic Indicators</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">ELA</th> <th style="text-align: left; padding: 5px;">Math</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">ELA AP Exam (3+)</td> <td style="padding: 5px;">Math AP Exam (3+)</td> </tr> <tr> <td style="padding: 5px;">ELA Advanced Placement Course (A, B, or C)</td> <td style="padding: 5px;">Math Advanced Placement Course (A, B, or C)</td> </tr> </tbody> </table>	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)
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⁷⁶ ISBE is grateful for the assistance for numerous stakeholders and the Governor’s Office in the development of the college and career indicator and ensuring the representatives from P-12, higher education, and the business sector were included in its development. ISBE will continue to partner with stakeholders and other state agencies in the ensuing months to further define the career ready indicators for the purposes of data collection. Recommendations will be provided to ISBE no later than December 31, 2017. ISBE will share the ongoing work for public comment.

⁷⁷ Research by Redefining Ready can be accessed at: <https://www.redefiningready.org/research-college-ready/> and research by Advance CTE can be accessed at: <https://www.careertech.org/resources/data-and-accountability>.

⁷⁸ This benchmark number will continue to be monitored based on ongoing conversations between ISBE and the College Board around level setting/cut scores.

	<table border="1"> <tr> <td>Dual Credit English Course (A, B, or C)</td> <td>Dual Credit Math Course (A, B, or C)</td> </tr> <tr> <td>IB ELA course (A, B, or C)</td> <td>IB Math course (A, B, or C)</td> </tr> <tr> <td>IB Exam 4+</td> <td>IB Exam 4+</td> </tr> <tr> <td>College Remedial English (A, B, or C)</td> <td>College Remedial Math (A, B, or C)</td> </tr> <tr> <td></td> <td>Algebra II (A, B, or C)</td> </tr> <tr> <td>Minimum ACT Subject Scores of English 18, Reading 22</td> <td>Minimum ACT Subject Score of Math 22, + Math in Senior Year</td> </tr> <tr> <td>Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480</td> <td>Minimum SAT Subject Score of Math: 530, + Math in Senior Year</td> </tr> </table> <p>Career Ready Indicators [Minimum of 3] Workplace Learning Experience Industry Credential Military Service (Including ROTC) Dual Credit Career Pathway Course (A, B, or C 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</p>	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 English (A, B, or C)	College Remedial 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
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CLIMATE SURVEY (5ESSENTIALS)	<p>Description: Description: In order to capture student (6-12), parent, teacher, and administration voice, ISBE will utilize the 5 Essentials Survey.⁷⁹</p> <p>Research: There is evidence that school culture and climate has an impact on student achievement.⁸⁰ Illinois currently requires districts to use the 5Essentials Survey or an alternate survey selected from a list approved by the State Superintendent. ISBE will ensure that our school climate surveys meet the standards set forth in ESEA statutory requirements and are valid, reliable, comparable, used statewide in all schools on an annual basis, and can be disaggregated by student demographic groups.</p> <p>.</p> <p>Aids in Meaningful Differentiation of Schools: Support for climate and culture as a metric came from many stakeholders and was not exclusive to the 5Essentials Survey. However,</p>														

⁷⁹ Further, IBAMC unanimously supported the development of a suite of surveys that meet both statutory and regulatory requirements to collect required data. Also, The Early Learning Council recommends, and ISBE agrees, that the use of climate survey in the early grades warrants further consideration of how information gleaned from a climate survey is most appropriately used within the boundaries of ESSA.

⁸⁰ Bryk, Anthony S., Penny Bender Sebring, Elaine Allensworth, John Q. Easton, and Stuart Luppescu. Organizing schools for improvement: Lessons from Chicago. University of Chicago Press, 2010.

	<p>evidence that a culture and climate indicator can aid in meaningful differentiation of schools can be seen in its inclusion in the CPS School Quality Rating system⁸¹. For the 2018-2019 school year, ISBE will use the 5Essentials climate survey (5E). 5E was first administrated in the 2013-2014 school year. Specifically, the 5E, or a comparable survey that meets all statutory requirements, is administered to all students on an annual basis .The student voice portion of the survey will be used. Students complete the 5E survey and submit their perceptions on school climate. The 5E meets all statutory requirements. The student voice portion of the 5E is able to be disaggregated for all required subgroups. In order to meaningfully differentiate for the purposes of accountability, the 5E has 5 performance levels. Performance levels are tied to a range of scores on the instrument (1-99). The performance level of a school consists of the aggregate student responses. ISBE will continue to convene a TAC to make amendments as additional data is available. Please Section 4.1(F) for a simulation of all indicators used in the meaningful differentiation of schools.</p>
<p>[FINE ARTS INDICATOR] (2019-2020)</p>	<p>ISBE recognizes the importance of the arts. Initially this importance is demonstrated by adding a fine arts indicator in the accountability system and weighting it at 0%. The indicator will include participation of students in fine arts courses as identified in the Student Information System (SIS). The determination of weight was based upon two things. First stakeholders desire an accountability system that is educative, equitable, and non-punitive. Weighting the fine arts indicator at this time could violate the third value for some schools and districts.⁸² For the next four-years, data for the fine arts will serve as the foundation for exploring how a more nuanced indicator can be developed for inclusion in future iterations of the accountability system.⁸³ Beginning in the 2018-2019 school year, ISBE will invite a stakeholder group to begin considering available data and the development of a more nuanced indicator with appropriate weighting for inclusion within the accountability system in 2021-2022. As the work develops over the next three years, ISBE will post for public comment.</p>
<p>[P-2] (2019-20)</p>	<p>As identified by stakeholders, ESSA, because of its accountability requirements, appears to focus on students in grades 3 through 12. ISBE agrees with stakeholders that early learning is critical to long-term success and including an indicator as part of the accountability system will ensure recognition of its importance. Work is underway by stakeholders to investigate the development or identification of a P2 indicator for inclusion in the accountability system. This workgroup will commence in spring 2017, share drafts of their ongoing work for public comment with ISBE, and submit its recommendation to ISBE no later than December 31, 2017.</p>

⁸¹ Additional information of the CPS School Quality Rating System can be accessed at:

<http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

⁸² The fine arts indicator is receiving a weight of zero insofar as the regressive funding formula currently used to determine funding for Illinois schools means that for some districts, even though there is will to provide fine arts offerings, the district lacks the means to do so. In this way, the lack of offerings would negatively impact the summative designation for a school and for a reason far outside its control. Data from SIS suggests that 42 high schools in Illinois either lack fine arts offerings altogether or there are no students enrolled in fine arts courses.

⁸³ On the surface, there are four different considerations in contemplating a fine arts indicator that will provide meaningful information to schools, parents, and caregivers: courses available, courses offered, student participation in coursework, and quality of the coursework. It appears that all four of these elements could be part of an indicator.