



**National
Urban League**

State: Illinois

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Illinois State Board of Education’s (ISBE) long-term goals are that 90 percent of all students and subgroups will be proficient in English/language arts and math by 2032, that students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals and that 90 percent of students will graduate by 2032. The ISBE’s School Quality or Student Success (SQSS) indicators are: 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. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> The ISBE has an n-size of 20. Subgroup performance has a strong impact on the overall rating: a school cannot receive the top two designations (“exemplary” and “commendable”) if it has an underperforming student subgroup. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming 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 three consecutive years. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The ISBE’s accountability system includes a resource equity indicator. The college and career readiness indicator measures access and success in challenging courses and career pathway opportunities such as Advanced Placement (AP)/ International Baccalaureate (IB), Dual Enrollment and career and technical education (CTE). The ISBE’s plan describes how it will meet new reporting requirements on resource inequities such as per-pupil funding and teacher equity as well as how it will support districts and schools identified for support and improvement to identify and address resource inequities. The ISBE should clarify its intent to use the Title I set-asides to address resource inequities 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The ISBE prioritizes cultural competence in its professional development offerings to teachers and administrators. The ISBE provides definitions which provide useful information about educator equity and also includes a timeline and targets for reducing the rates at which low-income and minority students are taught by ineffective, out-of-field and inexperienced teachers compared to non-low-income and non-minority students. The ISBE describes evidenced based strategies to increase place-based efforts including by supporting the development of teacher residencies and induction and mentoring of new teachers. The ISBE should consider its flexibility under ESSA to reserve an additional 3 percent of Title II, Part A funds for efforts that improve the equitable access to effective and diverse teachers, principals and other school leaders. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The ISBE’s plan describes an extensive stakeholder engagement process to develop its plan in consultation with a variety of stakeholders including: “District superintendents, school principals, teachers, policy advocates, parents, community members.”• The ISBE describes continuous improvement efforts that maintain engagement with stakeholders through ESSA implementation.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• LEAs (local education agencies) must include a process to reduce exclusionary discipline in their district plan that is submitted to the state. In turn, the SEA (state education agencies) will provide guidance and resources for districts whose process is not robust.• The ISBE is devoting Title IV, Part A and Part E funds “to coordinate state-level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve outcomes of children living in the most distressed communities.”• The ISBE should consider its flexibility to include a measure of discipline as a school quality and success indicator in its accountability system	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The ISBE will include a P-2 indicator as part of the accountability system in recognition of its importance.• The ISBE will review investments in early learning (federal, state, local) as part of the school improvement process.• The ISBE is using Title I and Title II funds to support the learning environments and transition throughout the continuum of early childhood through college and career including through resources emphasizing school leaders as instructional leaders, particularly for teachers in the early grades.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• The ISBE utilizes a robust college and career ready (CCR) indicator in its accountability system which examines the percentage of students that graduate as: (A) Distinguished Scholars with a 3.75+ GPA; 1400+ SAT or 30+ ACT composite score; 95% attendance in grades 11-12; 1+ CCR academic measures achieved in grades 11-12 in ELA and math; and 3+ CCR career measures achieved in grades 11-12 or (B) College and Career Ready: Students are deemed College and Career Ready under option (B) based on achieving a 2.8+ GPA; 95% attendance in grades 11-12; and either: a College and Career Pathway Endorsement or 1+ CCR academic measure in grades 11-12 in ELA and math, 3+ CCR career measures in grades 11-12, and identification of a career area of interest. CCR academic measures include: (1) a score of 3 or 4 on an AP or IB exam, respectively, (2) a "C" grade in an AP, IB, dual enrollment, Algebra II, or transitional (i.e., college remedial) course, (3) a score of 18 or 22, respectively, on the ACT English and Reading or 22 on the ACT Math exams, and (4) a score of 480 or 530 on the SAT Reading and Writing or Math, respectively. CCR career measures include: (1) career development experiences, (2) industry credentials, (3) military service, (4) college credit in a dual credit career pathway course, (5) completion of a program of study, (6) consistent employment for 12 months, (7) consecutive summer employment, (8) 25 hours of community service, and (9) 2+ organized co-curricular activities.• The ISBE provides no credit for untested students if participation falls below 95%.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



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<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The ISBE’s plan describes efforts to leverage Title IV(b) funding with other federal funds to increase the state’s ability to address performance gaps in learning and healthy development for the most vulnerable children including through partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state.• The ISBE plans to work with Title I schools identified for comprehensive support to align programming.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none">• The ISBE includes a CCR indicator in its accountability system which measures access and success in career and technical education, dual enrollment as well as other high rigor courses. Its accountability system also includes a measure of academic achievement for science which will help build the pipeline for STEM readiness.• The ISBE makes social and emotional learning available to teachers and administrators as part of professional development and should also consider adding a measure of social and emotion learning in its accountability system.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• The ISBE uses descriptive ratings ("exemplary," "commendable," "underperforming," and "lowest-performing") to differentiate schools annually based on all indicators and identify schools for support (Note: The two lowest categories correspond to ESSA's school identification requirements, with all underperforming schools in TSI or ATS and all lowest-performing schools in CSI.).• The ISBE’s plan describes efforts to meet compliance with ESSA’s new reporting requirements and is also reporting additional metrics beyond what is required including: chronic absenteeism, climate survey participation and college credits.• The ISBE will create a dashboard of information that goes alongside the single summative designation for each school.	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Excellent</p>