

Illinois Differentiated Accountability Model

The proposed differentiated accountability model modernizes the Illinois accountability system in a manner that satisfies federal requirements under the state’s flexibility waiver. The proposed differentiated accountability model recognizes the diversity of Illinois schools by focusing on continuous improvement and district practices, rather than cross sectional comparisons of diverse schools to a single standard. The proposed model is guided by the following principles.

School accountability should:

- Focus on continuous quality improvement
- Recognize local district needs and challenges
- Align to educator accountability defined by best practices and student growth
- Promote shared accountability

Proposed Model

The proposed model establishes a holistic approach to improving student performance and district practice. Moreover, the model connects the framework for principal and teacher evaluations to improving district practices. The model has two major components; student performance and district practices.

Student Performance

The student performance component focuses on student outcomes and the closing of achievement gaps, which has the following sub components:

Achievement status measures the degree to which cross sectional student performance in reading/language arts and mathematics, as well as graduation rates, meet or exceed state benchmarks.

Achievement growth measures student growth in reading/language arts and mathematics via the state’s growth value tables.

Annual Measurable Objectives (AMO) measures the degree to which schools are closing achievement gaps.

District Practice

The district practices component measures the degree to which the school is implementing best practices, along with the degree to which the school is continually improving.

Compliance measure the degree to which schools meet current ROE/ISCs compliance probes.

Best Practices measure the degree to which schools are adhering to a set of quality standards and best practices for effective schools. The best practices component is measured using a rubric completed by external evaluators. The rubric process is similar to how the Danielson framework rates teacher practice.

Contextual Evidence provides opportunities for districts to demonstrate improved outcomes through local data. Districts are required to develop and implement action plans to address the identified areas for improvement, including school climate measures.

