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<th>ESSA COMPONENTS</th>
<th>PRESENT IN ILLINOIS’ PLAN</th>
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| Accountability Measures within School Quality/Success | **Chronic absenteeism:** 10% or more of excused and unexcused absences in the prior academic year. This definition excludes medically certified home/hospital instruction and absences pertaining to the death of a family member.  
**School Climate** (accountability purposes only): 5Essentials Survey. In order to capture student (6-12), parent, teacher, and administration voice, Illinois School Board of Education (ISBE) will utilize the 5Essentials Survey. At this time, the 5Essentials Survey does not meet the technical criteria for inclusion as an indicator, as it cannot be disaggregated by student demographic group and is not required annually. |
| School Improvement | Social and emotional learning, safety, and cultural awareness are specifically identified as supports and services of IL EMPOWER that schools/LEAs may access. (pg. 110) |
| Professional Development | Identifies specific professional development areas that include: resources for family/caretaker and community engagement; social and emotional learning; cultural, racial, and socio-economic competence; conflict management; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches (Title I, Title II, Title III and IDEA funding) (pg. 116)  
Professional development for the delivery of high-quality afterschool programming using 21st Century Learning Grants. (pg. 126) |
| Well-Rounded Education | ISBE will use Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs) 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. (pg. 125) |
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Well-Rounded Education

- Update the ISBE Family Engagement Framework and its companion tools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. The framework helps LEAs use family engagement as a strategy for school improvement. Efforts to engage families in meaningful ways that are linked to learning and healthy development outcomes for students occur on an ongoing basis and are embedded in school policies and practices. (pg. 125)

- ESSA places an unprecedented priority on the provision of supports for all young people struggling with barriers to learning, including programming that addresses academics along with the climate and culture of the school setting. Barriers to learning and teaching, such as inadequate access to the general education curriculum, poverty, trauma, homelessness or instability in a living situation, disengagement, absenteeism, bullying, behavioral health issues, lack of or insufficient number of behavioral and physical health supports in the school environment (counselors, social workers, and school nurses), must be addressed. (pg. 129)

Reasons to Cheer!

- The Vision of the Illinois State Board of Education is “Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities…” The Whole School, Whole Community, Whole Child Model is identified as an essential part of the state ESSA plan.

- The plan identifies a wide range of barriers to learning and student supports to educate the whole child including physical, social and emotional needs to be met both in and out of school.

- A student-report measure of school climate is included within the accountability system, even though it is not currently being used as an indicator for ESSA.

Opportunities for Improvement

- Include health indicators(s) within the accountability structure and school improvement monitoring. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior, improved cognitive performance (i.e., concentration, attention), better educational outcomes including over- all test scores and grades, graduation rates, and fewer behavioral problems.¹

- School Improvement language could include using YRBS data and assessment tools like Centers for Disease Control and Prevention’s School Health Index.

- Health education and physical education should be included in state accountability systems, school report card indicators, school improvement plans, professional development plans, addressed in needs assessment tools, and/or as a priority for funding under Title IV, Part A.