

**Illinois State Board of Education
State Template for the
Consolidated State Plan
Under the Every Student Succeeds Act**



U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State Education Agency (SEA) may submit a consolidated state plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated state plan.

The U.S. Department of Education (ED) encourages each state to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated state plan. Further, ED aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

ED identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated state plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support Local Education Agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time, and manner for submission of the consolidated state plan, ED has established this template for submitting the consolidated state plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated state plan. The consolidated state plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated state plan, ED encourages each SEA to reflect on its overall vision and how the different sections of the consolidated state plan work together to create one comprehensive approach to improving outcomes for all students. ED encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated state plan, each SEA must meet the requirements section 427 of the General Education Provisions Act and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers, and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated state plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated state plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated state plan.

Submission Procedures

Each SEA must submit to ED its consolidated state plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

ED will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated state plan or an individual program state plan that addresses all of the required components received:

- On or prior to April 3, 2017, is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017, is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated state plan or individual program state plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

ED will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated state plan or an individual program state plan, an SEA must publish its approved plan(s) on the SEA's website in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances. For Further Information: If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., OSS.Alabama@ed.gov).

Cooperation with CCSSO

ISBE worked with CCSSO throughout its plan development, including developing our own template, including all required elements were met.

Section 427 GEPA Statement

The Illinois State Board of Education (ISBE) is the agency responsible for state federal funds administered under the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA). ISBE requires each applicant for federal funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. ISBE ensures that all ESSA programs are a part of a State-wide system that supports the whole child and provides an environment free from discrimination and harassment based upon gender, race, national origin, color, disability or age. ISBE will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all teachers, families and students with special needs.

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Jason A. Helfer Ph.D. Deputy Superintendent for Teaching and Learning	Telephone: 217-782-4123
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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Tony Smith, Ph.D.	Telephone: 217-785-1288
Signature of Authorized SEA Representative <div style="border: 1px solid black; padding: 5px; width: fit-content;">(b)(6)</div>	Date: 4/11/17
Governor (Printed Name) Bruce Rauner	Date SEA provided plan to the Governor under ESEA section 8540: 2/1/17
Signature of Governor 	Date: 4/11/17

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated state plan. If an SEA elected not to include one or more of the programs below in its consolidated state plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated state plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

Check this box if the SEA has included all of the following programs in its consolidated state plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program state plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers (21st CCLC)
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

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Introduction

The mission of the Illinois State Board of Education (ISBE) is to “provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.” ISBE sees the Every Student Succeeds Act (ESSA) as an opportunity to live this mission in partnership with Illinois stakeholders.³

In Illinois, we believe that a universal culture of high expectations is fundamental to creating and supporting the conditions that provide the best opportunities for all students. ESSA fosters the conditions for Illinois to implement a holistic, comprehensive, and coordinated system of support that prepares each and every student for academic excellence and postsecondary success. Illinois is using the opportunities provided through ESSA to reduce barriers to learning in order to achieve fair access to high-quality educational opportunities for each and every child.

In developing the state plan for Illinois, ISBE has worked diligently to engage stakeholders through a collaborative process in order to learn from their expertise. ISBE recognizes that engaging a broad representation of stakeholder groups, all of whom are committed to improving student outcomes, is a crucial aspect in the development and implementation of an education delivery system that results in success for each and every child. From the inception of the process in January 2016 through submission to the U.S. Department of Education (ED) in April of 2017, ISBE recognized an opportunity through ESSA to actively engage Illinois residents on all aspects of creating a better education system in Illinois. The result of this collaboration is a plan that is both consistent with the law and reflective of the values and thinking in Illinois. The next important step in this work is implementation. While Illinois’ ESSA State Plan reflects many of the ideas offered by stakeholders, it is important to note that ideas not listed in this plan are not forgotten or ignored. Some of the input we received is specific to implementation and will guide our next steps. The relationships we built with stakeholders in the planning process will be essential as implementation begins such that we can discuss and develop shared action steps.

ISBE has co-authored four drafts of the ESSA State Plan with educators, community members, and national experts. This fourth draft is different from initial drafts as it presents the work we have developed collaboratively with all required participants, includes a formal introduction, and

³ ESSA, signed into law by President Obama on December 10, 2015, is the reauthorization of the Elementary and Secondary Education Act (ESEA), the national education law.

includes the template for submission of the consolidated state plan provided by ED in December 2016.

This template contains six sections: Long-Term Goals; Consultation and Performance Management; Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students. At the conclusion of the introduction of the required template, ED provides:

When developing its consolidated state plan, the Department encourages each State Education Agency (SEA) to reflect on its overall vision and how the different sections of the consolidated state plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

Articulating this comprehensive vision is challenging within the structure of the template insofar as it requires the state to respond to prompts that, for the purposes of compliance, are compartmentalized. To more fully articulate the vision for Illinois and how ESSA assists us with making our vision real, this introduction connects topics in ways that allow for Illinois to share our values and, from this, the story about the educational opportunities and supports we are working to provide for each and every child in Illinois schools.

Vision, Mission, and Goals

At the outset of the ESSA State Plan for Illinois, the vision, mission, and goals of the ISBE are shared:

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Goals

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

The vision, mission, and goals of ISBE directly contribute to a larger set of Illinois initiatives wherein by the year 2025, 60 percent or more of Illinoisans will hold a high-quality degree or postsecondary credential.

Illinois has clearly articulated a bold set of ideas and aspirations that with considerable collective effort and policy support will be realized over time. In Illinois, we know that a vision, mission, and supporting goals are only as useful as the collective work to make real what appears aspirational. The work we describe in ESSA is evidence of this collective quest. The most important question posed by ED is, “How does the state plan for Illinois, developed through deliberation and collaboration, assist in realizing the vision, mission, and goals articulated by ISBE?”

A partial answer to this question is provided by understanding the importance of deliberation and collaboration in working through the important values held by those involved in the development of the ESSA State Plan for Illinois.

Collaboration

“It is for this reason...at the present time not to be distracted in allowing any issue, no matter how useful in itself, to displace the freedom of intelligence in public communication by means of speech, publication in daily and weekly press, in books, in public assemblies, in scientific inquiry, as the center and burning focus of democracy. Nothing will be more fatal in the end than surrender and compromise on this point. Now, more than ever, it is urgently necessary to hold it in steady view as the heart from which flows the life-blood of democracy.”⁴

Listening to and learning from stakeholders created the foundation upon which the Illinois ESSA State Plan was developed. As John Dewey, American philosopher, psychologist, and education reformer in the early 20th century, suggests above, public deliberation is essential for both sustaining and growing democracy. Creating and holding multiple public spaces for the introduction and contemplation of ideas was and is necessary in order to develop the ESSA State

⁴ Dewey, J. (ca. 1946), “What is Democracy” (unpublished, J. manuscript, ca. 1946), Special Collections, Morris Library, Southern Illinois University, Box 55, Folder 3.

Plan for Illinois. This public space requires multiple avenues of entry for interested individuals and groups to share their values, opinions, and beliefs focused upon the “problem of practice,” also known as ESSA. It is also essential in that the relationships and interdependence developed through dialogue will make the more difficult work of implementation significantly more possible.

Current problems of practice most often emerge from previous contexts or challenges. In this case, the previous context for ESSA is No Child Left Behind (NCLB). In the case of ESSA, these previous contexts and their interrelationships can be understood as an attempt to reach greater equity through compliance, pressure, and oversight. NCLB was a promise that all children would do better in school and this obligation to all children was manifest through oversight, competition, and federal overreach.

These conditions for students, educators, and administrators were determined from afar. Ultimately, the rules often created confusion, resentment, and frustration for educators, families, communities, and, most importantly, students. The intent of NCLB, if actualized, was a public good. The ability to name deep inequities in educational opportunity and outcomes is ground we must not lose in our efforts to educate all children. However, the requirements for this public good, in fact, silenced many of those who needed to do the real work: educators and communities committed to improving the lives of their students. This silencing is precisely what Dewey was warning against in his writing and speaking. We suffer the loss of local wisdom and capacity to transform when the voices of those who have to live the requirements of a law or practice are removed from important communal deliberation and when the notion of expertise is limited to those far removed from the everyday living of a law or practice.

When a problem of practice emerges from a previous context, it is not a rejection of the past. It is an opportunity to learn from the past by taking parts that were important and placing them in a new context. When ESSA was signed into law on December 10, 2015, there were artifacts from NCLB that carried forward into the new law. Most specifically, ESSA kept the focus on equity of outcomes from NCLB that is essential to national prosperity and security. One of the most significant modifications from NCLB, however, was the acknowledgement that expertise existed in many spaces and the importance of this expertise in the development and implementation of the state plan. ESSA also acknowledges the critical importance of connecting early childhood education all the way through to postsecondary attainment. The authors of ESSA acknowledged what was overlooked in NCLB -- that those who were required to “live” ESSA should have a voice in the conditions that constitute the work.

ESSA requires collaboration with stakeholders as part of creating state plans. ISBE fully embraced this requirement and has gone to great lengths to engage the entire state through a variety of means. The State Board's hypothesis is that if we repeatedly engage community members in the conversation about what we want Illinois students to know and be able to do, ask educators and community members what support and accountability for these outcomes should look like, and connect these new networks to already existing groups that this approach would lead to the development of a plan that is durable, nimble, and robust enough to radically improve educational outcomes in the state so that we can reach our goal of having 60 percent of Illinoisans with a high-quality degree or postsecondary credential by 2025.

ISBE conducted three listening tours around the state to introduce ESSA and take feedback from educators and community members (including students and families). We also held meetings with content experts to gain insight and recommendations on the accountability requirements of the plan. In addition to this work, ISBE also established an email address through which individuals and stakeholders could submit their comments, critiques, and suggestions. The result of this work is a state plan that is grounded in the belief that each and every child should have easy access to high-quality educational opportunities. The Illinois ESSA State Plan is the result of many drafts. The first draft included divergent opinions; we sought feedback on how to reconcile those opinions. The second and third drafts narrowed the range of ideas. Finally in draft four, we produced a plan that is responsive to local needs while meeting statewide goals and meeting the federal obligations in ESSA.

ESSA requires that a state regularly revisit its plan to ensure that the plan is, in fact, producing the intended outcomes. If student outcomes do not meet those described in the plan, then ISBE will collaborate with stakeholders to determine the best approach to improving student outcomes. We are expected to implement this plan, continuously improve this plan, and ensure community members stay engaged in this work. Public deliberation is what Dewey emphasized as being good for the nurturing of democracy. The opportunity provided in ESSA for public deliberation is essential to ensure that Illinois' ESSA State Plan is a living document and its promise is realized in support of the whole child and a more economically vibrant Illinois.

The Whole Child

Both stakeholders and ISBE have been deliberate in identifying the importance of meeting the needs of “the whole child”⁵ throughout the development of the ESSA State Plan for Illinois. We believe caring for “the whole child” is an essential part of promoting academic excellence. The notion of “the whole child” in the ESSA State Plan for Illinois can be understood as a child within an ecology of multiple and interconnected parts (e.g., the child is an individual composed of interacting parts, such as cognitive, social and emotional, and physical, among others, *and* that this individual lives within overlapping environments including, but not limited to, home, school, and community). This idea has been articulated by the Governor’s Cabinet on Children and Youth and suggested by multiple stakeholders. It is well described by the visual expression of the child as central to and living within an interconnected system.⁶



However, if “the whole child” is understood as expressed above, then there are additional relationships inside and outside of school to ensure that the needs of the “the whole child” are

⁵ ISBE, throughout the plan, attempts to include “the whole child” when using terminology such as “for each and every child,” “all students,” and “every student.”

⁶ Image accessed from <https://www.cdc.gov/healthyyouth/images/wsc-model-ig.png> on January 14, 2017. For additional information on the Whole School, Whole Community, Whole Child model, please access <https://www.cdc.gov/healthyyouth/wsc/index.htm>.

met.⁷ One important relationship not highlighted in the above image is the importance of ensuring that each and every child has access to highly effective educators who utilize a standards-based rigorous curriculum to develop new and more refined understandings. In this way, the needs of child are met through adapting instruction based upon child’s interest, readiness level, and learning profile and allow for multiple modes of representation. The intersection of academic rigor and the ideas shared above are woven through the vision, mission, and goals of the Illinois State Board of Education and ESSA will assist in bringing those ideas to life.

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

The ISBE vision targets the following ends (outcomes): “whole, healthy children” and “whole, healthy systems.” The mission includes additional ends: “... empower[ment] of districts, and equitable outcomes for all students.” Finally, the Board goals as outcomes and the long-term goals for students also serve as ends. Many stakeholders were curious throughout the drafting of the ESSA State Plan for Illinois about the means through which ISBE will achieve its identified ends. ISBE and the school districts we support are necessary, but not sufficient, to generate these outcomes. Meeting the needs of the “whole child” is, in fact, a “whole community” effort.

Local school districts are best positioned to serve as the community hubs for improving the life outcomes of children and families. The ESSA State Plan is one part of coordinating and improving systems in Illinois.

System of Support

The most obvious area in the ESSA State Plan for Illinois where “leadership and resources” are provided is through IL-EMPOWER. Most simply, IL-EMPOWER will serve as the statewide system of support for schools identified for comprehensive supports and services.⁸ IL-EMPOWER services

⁷ While the following will frame the work identified in the vision, mission, and goals in a means/end continuum, it is not intended to create a simple dichotomy. Rather, its intent is to demonstrate the necessary interactions and feedback loops necessary in order for a vision, mission, and goals to be realized.

⁸ Schools identified for targeted services and supports may use the services of IL-EMPOWER, but they are not required to do so as their plans for support and improvement are approved at the district level.

are, however, available to *all* schools and districts in Illinois.⁹ IL-EMPOWER is a structure through which school improvement services are delivered.

ISBE will release the requirements for vendor pre-approval in spring 2017 through which providers of service focusing on improving student outcomes may apply and be pre-approved. Schools identified for comprehensive services will work with pre-approved providers to select the provider(s) that best meet the needs of the school community as determined through a needs assessment/equity audit.¹⁰ Schools will, with their selected provider(s), develop a work plan with improvement targets and metrics related to the information gleaned from the needs assessment/equity audit. ISBE will use fiscal year 2016 and FY 2017 carryover dollars, as well as FY 2018 Statewide System of Support dollars, for this work.

ISBE will utilize field-based staff to assist districts and schools identify areas in need of support as well as connecting schools and districts together in peer networks in order to support one another. The agency has a major role to play in increasing statewide collaboration and sharing effective practices that will make a demonstrable difference in student outcomes. Sharing data, promoting effective practices, and facilitating connections across districts are core functions of the agency going forward. Capacity in individual schools and districts is necessary; however, it will not be sufficient to improve the entire system. Building collective capacity in Illinois to reach our 60 percent by 2025 goal is the only way we'll get there.

The intersections of IL-EMPOWER, accountability, and assessments are really the heart, head, and hands of the plan. It is too simplistic to state that assessments (and other accountability indicators) are used for the purposes of accountability and accountability is used for the purposes of identifying schools for support. Logistically, this may be true, but what is missing from this picture is the powerful positive interdependence of each aspect of the system. In classrooms, the relationship between instruction, learning, and assessment is what drives positive growth. If we look at schools like the children they serve, they are learning and growing. The thoughtful intersection of IL-EMPOWER, accountability, and assessment is our best way to drive positive growth statewide.

⁹ Schools that are not identified for comprehensive services that wish to use an approved provider through IL-EMPOWER will need to conduct a needs assessment and equity audit in order to obtain the services.

¹⁰ ESSA requires that a needs assessment is conducted to determine areas requiring additional support. ISBE, while not disagreeing with this, also believes that an equity audit at the school level can be instructive in identifying areas in need of support and/or equity gaps. Thus, ISBE is currently working on an approach that will provide schools with the information they require and intends to have a draft of the instrument completed by spring 2017.

Assessment and Accountability

“First of all, as everyone knows, America doesn’t do well on international tests.....But, where we undoubtedly lead the world is in variability. American standard deviations on all the [international] tests are just about at the top.....No country in the civilized world can match us in terms of the maldistribution of wealth...none can match the gap we create between our most literate and least literate countrymen. Ours is a diversity of inequality.”¹¹

“I want to argue that one of the principal ways in which our minds are shaped to daily life is through the stories we tell and listen to – whether truth or fiction. We learn our culture principally through the stories that circulate within its bounds.”¹²

Jerome Bruner, like Dewey, was a public intellectual. His work was expansive and encompassed such diverse, yet interrelated, interests as concept formation, instructional design and delivery, and the use of storytelling as a central way of making meaning. He was committed to the public good. Bruner was an expert at making his work understandable to a variety of audiences. What he identifies in the quotes above is an example of the multiple ways one can view the use and outcomes of an assessment (e.g., the story one may wish to tell). His story on this topic emphasizes the possible intersections of the uses and outcomes of assessment results. For Bruner, assessment results could be used for the purpose of comparison. Comparison between two or more things or groups or ideas can be useful or not. These comparisons can lead to judgments of “good/bad,” “better/worse,” or “correct/incorrect.” What Bruner creates is a good way to discuss the various tensions resulting when considering the uses of assessment and, by extension, accountability. We heard about this tension in Illinois. We did not hear, however, that the current outcomes and access to quality educational opportunities are acceptable to anyone. We heard about the urgent need for better outcomes and better access across all groups of students.

The assessment and accountability sections of Illinois ESSA State Plan identify, among other things, the assessments Illinois will administer each school year to children in grades 3 through 8. More specifically, student performance on these assessments is part of the required academic indicators within ESSA. Illinois is also required to select one or more school quality indicators that are used along with required academic indicators for the purposes of accountability.

¹¹ Bruner, Jerome S. *The Bulletin*. Boston, MA: American Academy of Arts and Sciences, 2004.

¹² Bruner, Jerome S. *In Search of Pedagogy: The Selected Works of Jerome Bruner*. New York, NY: Routledge, 2006.

As indicated previously, one of the nationally important elements of NCLB that remains is the requirement of annual testing in grades 3 through 8. The purpose of annual testing is to ensure that groups of children are meeting particular learning targets at particular times to ensure all children have fair access to high-quality public schools and are receiving the support they require.

ESSA retains the NCLB requirement for annual testing, and states now have additional say in selecting non-academic indicators and determining what weight both academic and non-academic indicators will hold within an accountability system. The importance of recognizing growth is also present in ways it was not in NCLB. The authors of ESSA saw the error of placing the entire locus of control with those farthest removed from the work that occurs in schools around the country. Moving this control closer to those who do the work provides ways to describe and support the complex interrelationship between the various levels of responsibility for student outcomes (e.g., federal, state, and local).

Many groups and individuals shared their thinking on school quality indicators and the weighting of indicators as the Illinois plan was developed. The weighting of the academic indicators and school quality indicators will identify schools in need of support and as well those well positioned to support them. Unlike NCLB before it, ESSA emphasizes supporting schools and districts. We believe a quality accountability system that focuses on equity and growth is the cornerstone of our next chapter of improving student outcomes in Illinois.

In order for Illinois' educators to create a positive story, educators must become the central protagonists. Teachers, school service personnel, principals, superintendents, and school boards are directly responsible for putting Illinois on the path to 60 percent by 2025. The good work that is occurring with their students and staff must be identified and highlighted. The stories of educational excellence must be shared locally, regionally, and statewide. At the same time, a system of support needs to be robust and accessible enough so that schools, as living and breathing institutions, can ask for and receive the support they need without shame.

Every student in Illinois deserves to attend a high-quality school. If there isn't a high-quality education option for students where they live, that is a problem for all of Illinois. The statewide goal of 60 percent by 2025 will require some significant change and support in places where students and communities aren't on that track yet. It will also require a new and more comprehensive model of engagement and support from communities already on that track.

Supports for Educators and Students

ISBE is committed to supporting educators in the development of their professional capital. Professional capital is the knowledge, skills, and understandings that an educator uses to meet the needs of the whole child in the context of a professional community. This suggests that educator knowledge, skills, and understanding certainly include things such as, but not limited to, human development, instructional design and delivery, universal design, differentiated instruction, balanced assessment practices, and data and assessment literacy. In addition to these areas, educators must be sensitive to the experiences that each and every child brings into the school and classroom(s) and the appropriate supports that may assist the child as they develop. The professional capital possessed by educators is the means through which they meet the ends in support of each and every child.¹³ The State of Illinois must prioritize collective, collaborative professional capital as a means of improving schools, districts, and communities.

Schools ought to be places in which each and every child can -- through trying and sometimes failing, and trying again -- develop a rich sense of self. This sense of self is most clearly described in that they can see a positive future for themselves in the world. This is part of the common good of public schooling. As described in the “whole child” diagram, this sense of self is developed both inside and outside of the school. The experiences provided to children within school are deliberately designed and limited in terms of time, whereas that is not always the case outside of school. Nonetheless, children in Illinois’ schools should be able to access and pursue multiple educational opportunities (e.g., Advanced Placement/International Baccalaureate offerings and exams; career and technical education experiences – both exploratory work and career pathways; and access to experiences in the fine arts that allow the student to create, perform, and critique, among others). These opportunities should be based upon one or more of the following: interest, readiness level, and/or learning profile.¹⁴ These experiences should provide children the opportunity for multiple modes of representing their understanding. These opportunities should be pursued in environments that are safe for children to try out ideas and learn from their

¹³ For clarity of example, the “educator” in this example is a classroom teacher. However, ISBE recognizes the important work of administrators, teacher leaders, school service personnel, paraprofessionals, and other staff at the school who are essential in supporting the whole child.

¹⁴ This statement should not be understood as a child only accesses opportunities when ready or interested or when some characteristic of her or his learning profile is “met.” Rather, it is meant to suggest that readiness, interest, and learning profile are used to support the student in moving toward and accessing the particular opportunity in which the student is interested.

mistakes in what educator/author Linda Darling-Hammond calls a “culture of revision and redemption.”¹⁵

In order to provide these opportunities for students, Illinois is obligated to provide resources and training to educators so that they can more readily provide these opportunities for students. Providing those resources and training is a central part of the work articulated in the ESSA State Plan for Illinois.¹⁶ In addition to the “within school” work articulated within the ESSA State Plan for Illinois, stakeholders also suggested that ISBE be deliberate in its “between school” work and use ESSA as an opportunity to clarify the importance of transitions between natural “fractures” in school composition. Students are much more likely to be comfortable in school within a system in which moving from building to building, based upon grade level, is thoughtful and deliberate care is taken to ensure the supports necessary are “moving” with the child.¹⁷

Conclusion

We take seriously the questions posed by ED within the ESSA template. This introduction is our attempt to demonstrate the state vision for education and how ESSA is an opportunity to assist Illinois in achieving our vision. At the same time, this text is our effort to extend beyond the required sections in the template to provide the field with intentions that were difficult, if not impossible, to articulate in the ED template.

To this end, we emphasize the importance of collaboration and deliberation in the entire process. The work that has occurred thus far has demonstrated what this collaboration and deliberation can and should be when matters of importance for the public good are considered. Supporting the whole child and how this notion enhances the vision, mission, and goals of IBSE and Illinois was considered. We feel that it is vitally important that Illinoisans achieve academic excellence and earn postsecondary credentials in order for the state to achieve social and economic vitality.

This narrative description is intended to recognize, thank, and appreciate the people of Illinois, who care deeply about quality education, and ensure that all students have fair access to quality. Countless individuals have spent extraordinary amounts of their personal and professional time

¹⁵ Darling-Hammond, Linda. *Redesigning High Schools: What matters and What Works*. Stanford, CA: School Redesign Network, 2002. https://edpolicy.stanford.edu/sites/default/files/10-features-good-small-schools-redesigning-high-schools-what-matters-and-what-works_0.pdf.

¹⁶ This work will occur deliberately on the part of ISBE. ISBE is currently developing a scope and calendar of the resources and training necessary to “move” this work forward. So, too, but possibly in a more limited way, IL-EMPOWER vendors will provide these supports should a school identify this as an area in need of support.

¹⁷ One way that ISBE is asking schools and districts to consider this will occur within the Title application where there is an expectation that schools will be able to articulate how they transition students throughout the P-12 continuum.

assisting ISBE in the development of the ESSA State Plan for Illinois. However, submitting and receiving approval for the plan is only the beginning of the work. To take this strategy and make it result in an excellent education for each and every child in Illinois is work that lies ahead. We must become better partners for the success of our more than 2 million preK-12 students if we hope to achieve our short- and long-term statewide goals.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its state-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the state's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its state-determined timeline for attaining such goals.

The vision, mission, and goals of ISBE and ESSA explicitly focus on the equity of services, resources, and supports available for each and every child in order for them to be successful in school and beyond. NCLB, the predecessor to ESSA, put in place a structure to ensure that all children would be proficient in English language arts and mathematics, but it did not recognize or honor local expertise and context. ESSA, in doing so, allows states and districts the opportunity to create an accountability system that is grounded upon the belief that each and every child has the right to be taught and supported by a highly effective teacher in order to grow into confident, competent, and connected young person. ESSA, moreover, allows ISBE and districts (LEAs) to create and participate in a statewide system of support. This statewide system of support in connection with the accountability system assists not only in the identification of districts eligible to receive supports but those who are in a position to provide support, should they choose. Put differently, ESSA provides ISBE the opportunity, through the following vision, mission, and goals, to advocate for schools and support the whole child:¹⁸

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other

¹⁸ Retrieved on January 14, 2017, from <https://www.isbe.net/Pages/Agency-and-Board-Information.aspx>.

Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8

ELA	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income	
2016	Grades3-8	36.5	30.0	43.2	45.9	18.1	25.0	66.4	49.3	29.0	39.4	9.7	39.1	6.7	7.9	40.8	21.9	51.7
2019	Grades3-8	46.5	41.3	52.0	54.2	31.6	37.2	70.8	56.9	40.4	48.9	24.8	48.6	22.3	23.3	50.0	34.7	58.9
2022	Grades3-8	56.6	52.5	60.8	62.4	45.1	49.4	75.3	64.6	51.9	58.4	39.8	58.2	37.9	38.7	59.3	47.4	66.1
2025	Grades3-8	66.6	63.8	69.5	70.7	58.5	61.6	79.7	72.2	63.3	67.9	54.9	67.7	53.6	54.1	68.5	60.2	73.2
2028	Grades3-8	76.6	75.0	78.3	79.0	72.0	73.8	84.1	79.8	74.8	77.4	69.9	77.3	69.2	69.5	77.7	73.0	80.4
2031	Grades3-8	86.7	86.3	87.1	87.2	85.5	85.9	88.5	87.5	86.2	86.8	85.0	86.8	84.8	84.9	86.9	85.7	87.6
2032	Grades3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	35.5	31.3	39.8	44.8	19.9	23.9	65.0	55.3	29.4	39.1	18.7	39.8	3.2	11.0	39.2	22.1	51.0
2019	Grade 3	45.7	42.3	49.2	53.3	33.0	36.3	69.7	61.8	40.8	48.6	32.1	49.2	19.5	25.8	48.7	34.8	58.3
2022	Grade 3	55.9	53.3	58.6	61.8	46.2	48.7	74.4	68.3	52.1	58.2	45.4	58.6	35.8	40.6	58.3	47.6	65.6
2025	Grade 3	66.2	64.3	68.0	70.2	59.3	61.1	79.1	74.8	63.5	67.7	58.8	68.0	52.0	55.4	67.8	60.3	72.9
2028	Grade 3	76.4	75.3	77.5	78.7	72.5	73.5	83.8	81.3	74.9	77.3	72.2	77.5	68.3	70.3	77.3	73.0	80.3
2031	Grade 3	86.6	86.3	86.9	87.2	85.6	85.9	88.4	87.8	86.2	86.8	85.5	86.9	84.6	85.1	86.8	85.8	87.6
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	36.9	31.8	42.2	47.2	18.7	24.3	66.1	47.8	28.3	41.8	6.1	40.4	0.0	10.2	41.1	22.0	53.5
2019	Grade 4	46.9	42.7	51.2	55.2	32.1	36.6	70.6	55.7	39.9	50.8	21.8	49.7	16.9	25.2	50.3	34.8	60.3
2022	Grade 4	56.8	53.6	60.1	63.3	45.4	48.9	75.1	63.6	51.4	59.9	37.6	59.0	33.8	40.1	59.4	47.5	67.2
2025	Grade 4	66.8	64.5	69.1	71.3	58.8	61.3	79.5	71.5	63.0	68.9	53.3	68.3	50.6	55.1	68.6	60.3	74.0
2028	Grade 4	76.7	75.5	78.1	79.3	72.2	73.6	84.0	79.5	74.6	78.0	69.0	77.6	67.5	70.1	77.8	73.0	80.9
2031	Grade 4	86.7	86.4	87.0	87.3	85.5	85.9	88.5	87.4	86.1	87.0	84.8	86.9	84.4	85.0	86.9	85.8	87.7
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	35.3	29.7	41.3	45.3	16.3	22.8	66.6	41.8	24.6	38.4	2.9	37.9	2.9	7.4	39.7	20.0	51.5
2019	Grade 5	45.6	41.0	50.4	53.7	30.1	35.4	71.0	50.8	36.9	48.1	19.2	47.7	19.2	22.9	49.1	33.1	58.7
2022	Grade 5	55.8	52.3	59.6	62.1	43.9	48.0	75.4	59.9	49.1	57.8	35.6	57.4	35.6	38.4	58.6	46.3	65.9
2025	Grade 5	66.1	63.6	68.7	70.4	57.8	60.6	79.8	68.9	61.4	67.4	51.9	67.2	51.9	53.9	68.0	59.4	73.2
2028	Grade 5	76.3	74.9	77.8	78.8	71.6	73.2	84.2	78.0	73.7	77.1	68.2	77.0	68.2	69.4	77.4	72.5	80.4
2031	Grade 5	86.6	86.2	87.0	87.2	85.4	85.8	88.5	87.0	85.9	86.8	84.6	86.7	84.6	84.8	86.9	85.6	87.6

Benchmark and Measurement of Interim Progress: Mathematics Grades 3-8

Math		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grade3-8	31.6	30.9	32.4	40.7	12.4	20.5	66.5	43.2	24.2	33.5	13.1	33.5	9.4	8.3	35.2	17.4	46.6
2019	Grade3-8	42.6	42.0	43.2	49.9	27.0	33.5	70.9	52.0	36.5	44.1	27.5	44.1	24.5	23.6	45.5	31.0	54.7
2022	Grade3-8	53.5	53.1	54.0	59.2	41.5	46.6	75.3	60.8	48.9	54.7	41.9	54.7	39.6	38.9	55.8	44.6	62.9
2025	Grade3-8	64.5	64.1	64.8	68.4	56.1	59.6	79.7	69.5	61.2	65.3	56.4	65.3	54.7	54.3	66.0	58.2	71.0
2028	Grade3-8	75.4	75.2	75.6	77.7	70.6	72.6	84.1	78.3	73.6	75.9	70.8	75.9	69.9	69.6	76.3	71.9	79.2
2031	Grade3-8	86.4	86.3	86.4	86.9	85.2	85.7	88.5	87.1	85.9	86.5	85.2	86.5	85.0	84.9	86.6	85.5	87.3
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	39.6	39.4	39.8	50.7	19.1	27.9	73.5	49.1	30.3	41.5	25.7	43.2	12.9	15.9	43.2	25.0	56.7
2019	Grade 3	49.1	48.9	49.2	58.1	32.4	39.5	76.6	56.8	41.5	50.6	37.8	52.0	27.4	29.8	52.0	37.2	62.9
2022	Grade 3	58.5	58.4	58.6	65.4	45.7	51.2	79.7	64.4	52.7	59.7	49.8	60.8	41.8	43.7	60.8	49.4	69.2
2025	Grade 3	68.0	67.9	68.0	72.8	59.0	62.8	82.8	72.1	63.9	68.8	61.9	69.5	56.3	57.6	69.5	61.6	75.4
2028	Grade 3	77.4	77.4	77.5	80.2	72.3	74.5	85.9	79.8	75.1	77.9	73.9	78.3	70.7	71.5	78.3	73.8	81.7
2031	Grade 3	86.9	86.8	86.9	87.5	85.6	86.1	89.0	87.4	86.3	87.0	86.0	87.1	85.2	85.4	87.1	85.9	87.9
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	30.5	30.4	30.6	40.3	11.8	18.3	64.6	41.7	22.3	33.5	6.7	33.3	0.0	10.0	33.7	16.1	46.5
2019	Grade 4	41.7	41.6	41.7	49.6	26.5	31.7	69.4	50.8	35.0	44.1	22.3	43.9	16.9	25.0	44.3	30.0	54.7
2022	Grade 4	52.8	52.8	52.9	58.9	41.1	45.2	74.1	59.8	47.7	54.7	37.9	54.6	33.8	40.0	54.8	43.8	62.8
2025	Grade 4	64.0	63.9	64.0	68.3	55.8	58.6	78.9	68.9	60.4	65.3	53.6	65.2	50.6	55.0	65.4	57.7	71.0
2028	Grade 4	75.1	75.1	75.2	77.6	70.5	72.1	83.7	77.9	73.1	75.9	69.2	75.8	67.5	70.0	75.9	71.5	79.1
2031	Grade 4	86.3	86.3	86.3	86.9	85.1	85.5	88.4	87.0	85.8	86.5	84.8	86.5	84.4	85.0	86.5	85.4	87.3
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	31.7	31.0	32.5	40.8	12.2	20.3	67.8	42.8	24.5	32.5	5.4	33.9	14.3	7.8	35.4	17.0	47.2
2019	Grade 5	42.6	42.1	43.3	50.0	26.8	33.4	72.0	51.7	36.8	43.3	21.3	44.4	28.5	23.2	45.6	30.7	55.2
2022	Grade 5	53.6	53.1	54.1	59.3	41.4	46.4	76.1	60.5	49.1	54.1	37.1	54.9	42.7	38.6	55.9	44.4	63.3
2025	Grade 5	64.5	64.2	64.8	68.5	56.0	59.5	80.3	69.4	61.3	64.8	53.0	65.5	56.9	54.0	66.1	58.1	71.3

2028	Grade 5	75.4	75.3	75.6	77.7	70.6	72.6	84.5	78.2	73.6	75.6	68.9	76.0	71.1	69.5	76.4	71.8	79.3
2031	Grade 5	86.4	86.3	86.4	86.9	85.1	85.6	88.6	87.1	85.9	86.4	84.7	86.5	85.3	84.9	86.6	85.4	87.3
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	28.7	28.2	29.2	37.7	9.5	17.4	63.4	37.8	22.1	30.5	3.8	30.2	12.9	5.7	32.2	14.2	43.4
2019	Grade 6	40.2	39.8	40.6	47.5	24.6	31.0	68.4	47.6	34.8	41.7	20.0	41.4	27.4	21.5	43.0	28.4	52.1
2022	Grade 6	51.7	51.4	52.0	57.3	39.7	44.6	73.4	57.4	47.6	52.8	36.1	52.6	41.8	37.3	53.9	42.6	60.9
2025	Grade 6	63.2	63.0	63.4	67.1	54.8	58.2	78.4	67.2	60.3	64.0	52.3	63.8	56.3	53.1	64.7	56.8	69.6
2028	Grade 6	74.7	74.6	74.8	76.9	69.9	71.9	83.4	77.0	73.0	75.1	68.5	75.1	70.7	68.9	75.6	71.1	78.4
2031	Grade 6	86.2	86.1	86.2	86.7	85.0	85.5	88.3	86.7	85.8	86.3	84.6	86.3	85.2	84.7	86.4	85.3	87.1
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	27.3	26.0	28.7	35.0	9.4	17.2	63.3	37.9	22.5	29.0	3.3	28.6	13.8	4.7	30.7	13.7	40.6
2019	Grade 7	39.1	38.0	40.2	45.3	24.5	30.9	68.3	47.7	35.2	40.4	19.6	40.1	28.1	20.7	41.8	28.0	49.9
2022	Grade 7	50.8	50.0	51.7	55.6	39.6	44.5	73.3	57.4	47.8	51.9	35.8	51.6	42.4	36.7	52.9	42.3	59.1
2025	Grade 7	62.6	62.0	63.2	65.9	54.7	58.2	78.3	67.2	60.5	63.3	52.1	63.1	56.7	52.7	64.1	56.6	68.4
2028	Grade 7	74.3	74.0	74.7	76.3	69.9	71.8	83.3	77.0	73.1	74.8	68.3	74.7	71.0	68.7	75.2	70.9	77.7
2031	Grade 7	86.1	86.0	86.2	86.6	85.0	85.5	88.3	86.7	85.8	86.2	84.6	86.2	85.2	84.7	86.3	85.2	86.9
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	31.8	30.3	33.5	40.4	11.9	21.6	66.4	49.2	22.5	32.6	5.0	33.3	0.0	5.2	35.9	17.6	45.5
2019	Grade 8	42.7	41.5	44.1	49.7	26.5	34.4	70.8	56.9	35.2	43.4	20.9	43.9	16.9	21.1	46.0	31.2	53.8
2022	Grade 8	53.6	52.7	54.7	59.0	41.2	47.3	75.3	64.5	47.8	54.1	36.9	54.6	33.8	37.0	56.2	44.8	62.2
2025	Grade 8	64.5	63.9	65.3	68.3	55.8	60.1	79.7	72.2	60.5	64.9	52.8	65.2	50.6	52.9	66.3	58.3	70.5
2028	Grade 8	75.5	75.1	75.9	77.6	70.5	72.9	84.1	79.8	73.1	75.7	68.8	75.8	67.5	68.8	76.5	71.9	78.9
2031	Grade 8	86.4	86.3	86.5	86.9	85.1	85.7	88.5	87.5	85.8	86.4	84.7	86.5	84.4	84.7	86.6	85.5	87.2
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measure of Interim Progress: High School English Language Arts

	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	34.1	27.1	41.4	42.8	14.7	22.9	61.2	45.0	26.0	39.0	3.1	35.5	0.0	6.3	37.6	20.3	44.8
2019	44.6	38.9	50.5	51.7	28.8	35.5	66.6	53.4	38.0	48.6	19.4	45.7	16.9	22.0	47.4	33.4	53.3
2022	55.1	50.7	59.6	60.5	42.9	48.1	72.0	61.9	50.0	58.1	35.7	55.9	33.8	37.7	57.3	46.4	61.8
2025	65.5	62.5	68.7	69.4	57.1	60.6	77.4	70.3	62.0	67.7	52.0	66.2	50.6	53.4	67.1	59.5	70.2
2028	76.0	74.3	77.9	78.2	71.2	73.2	82.8	78.8	74.0	77.3	68.3	76.4	67.5	69.1	76.9	72.6	78.7
2031	86.5	86.1	87.0	87.1	85.3	85.8	88.2	87.2	86.0	86.8	84.6	86.6	84.4	84.8	86.7	85.6	87.2
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: High School Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	21.8	20.7	22.9	28.3	8.7	16.4	44.3	33.6	18.3	24.2	6.0	22.9	12.5	4.5	24.0	13.5	29.7
2019	34.6	33.7	35.5	39.9	23.9	30.2	52.9	44.2	31.7	36.5	21.8	35.5	27.0	20.5	36.4	27.8	41.0
2022	47.4	46.7	48.1	51.4	39.2	44.0	61.4	54.8	45.2	48.9	37.5	48.1	41.6	36.6	48.8	42.2	52.3
2025	60.2	59.7	60.6	63.0	54.4	57.8	70.0	65.3	58.6	61.2	53.3	60.6	56.1	52.6	61.1	56.5	63.6
2028	73.0	72.7	73.2	74.6	69.7	71.6	78.6	75.9	72.1	73.6	69.0	73.2	70.6	68.6	73.5	70.9	74.9
2031	85.7	85.7	85.8	86.1	84.9	85.4	87.1	86.5	85.5	85.9	84.8	85.8	85.2	84.7	85.9	85.2	86.2
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its state-determined timeline for attaining such goals.

ISBE proposed a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the proposed timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the graduation rate. The target of 90 percent of students graduating college and career ready is based on goals adopted by the Board in September of 2015. The college and career readiness indicator in the accountability system will also provide data necessary for the calculation of a baseline graduation rate and interim goals in order to meet the board goal of “90 percent or more of students will graduate from high school college and career ready.”

Since 2012, Illinois has used extended year adjusted cohort graduation rates into its accountability system insofar as it better represents the success schools have in graduating students that need additional time and support. Moreover, the graduation long-term goals (e.g., 4-year, five-year, and six-year) are ambitious insofar as they include more than matriculation from high school. In addition to this, ISBE, in how its long-term goals are articulated, requires that 90% or more of students who graduate from Illinois’ public schools are ready for both college *and* career. Although it is important to maintain the same ambitious goals for all students and student demographic groups, ISBE will also conduct ongoing analysis of school’s actual success in closing achievement gaps to determine three-year interim goals that are both ambitious but also take into account the improvement necessary to make significant progress.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the four-year, five-year, and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the four-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 4-Year Graduation Rate

4-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	85.5	90.4	74.6	81.3	93.6	84.8	79.3	84.7	71.9	70.6	76.7
2019	86.3	90.0	77.5	82.9	90.0	85.8	81.3	85.7	75.3	74.2	79.2
2022	87.2	90.0	80.4	84.6	90.0	86.8	83.3	86.7	78.7	77.9	81.7
2025	88.0	90.0	83.3	86.2	90.0	87.7	85.3	87.7	82.1	81.5	84.2

2028	88.9	90.0	86.2	87.8	90.0	88.7	87.3	88.7	85.5	85.2	86.7
2031	89.7	90.0	89.0	89.5	90.0	89.7	89.3	89.7	88.9	88.8	89.2
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its state-determined timeline for attaining such goals.

ISBE will also utilize five-year and six-year extended cohort graduation rates as a part of its accountability system. Moreover, including the five and six year graduation rates ensures that those students who require additional time to graduate are recognized. The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the five-year and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the five-year and six-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate											
5-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	87.7	91.4	79.2	84.2	95.5	88.4	82.4	87.3	77.8	75.1	81.8
2019	88.1	90.0	81.2	85.3	90.0	88.7	83.8	87.8	80.1	77.9	83.3
2022	88.6	90.0	83.3	86.4	90.0	89.0	85.3	88.3	82.4	80.7	84.9
2025	89.0	90.0	85.3	87.5	90.0	89.3	86.7	88.8	84.7	83.5	86.4
2028	89.4	90.0	87.3	88.6	90.0	89.6	88.1	89.3	87.0	86.3	88.0
2031	89.9	90.0	89.3	89.6	90.0	89.9	89.5	89.8	89.2	89.1	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate											
6-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	88.2	91.6	79.9	85.0	95.9	84.5	90.6	88.3	78.8	76.5	82.2
2019	88.5	90.0	81.8	85.9	90.0	85.5	90.0	88.6	80.9	79.0	83.7
2022	88.9	90.0	83.7	86.9	90.0	86.6	90.0	88.9	83.0	81.6	85.1
2025	89.2	90.0	85.6	87.8	90.0	87.6	90.0	89.3	85.1	84.1	86.6
2028	89.6	90.0	87.5	88.8	90.0	88.6	90.0	89.6	87.2	86.6	88.1
2031	89.9	90.0	89.4	89.7	90.0	89.7	90.0	89.9	89.3	89.2	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

C. English Language Proficiency.

- i. **Description.** Describe the state’s uniform procedure, applied consistently to all English Learners (ELs) in the state, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the state considers a student’s English language proficiency (ELP) level at the time of identification and, if applicable, any other student characteristics that the state takes into account (*e.g.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which ELs sharing particular characteristics would be expected to attain ELP within a state-determined maximum number of years and a rationale for that state-determined maximum.
 3. How the student-level targets expect all ELs to make annual progress toward attaining ELP within the applicable timelines.

1. A uniform procedure is applied to all students in Illinois upon enrollment for the first time to any school or preschool program in order to identify students for whom English is not their first language. An appropriate prescribed placement screening assessment is administered within 30 days of a student’s enrollment in the district to those students who have a language other than English documented in the Home Language Survey^{21 22 23}. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language instructional services. School districts in Illinois must annually assess the English language proficiency of all ELs in kindergarten through 12 using ACCESS for ELLs for the purpose of determining the continuing need and eligibility of individual students for language program services.

2. Illinois proposes a maximum timeline of five years for English Learners to achieve ELP on the annual ELP assessment,²⁴ ACCESS for ELLs, commencing in first grade,

²¹ [23 Illinois Administrative Code 228, Section 228.15.](#)

²² Office of Civil Rights at the U.S. Department of Education and the Civil Rights Division at the U.S. Department of Justice, “Dear Colleague Letter.” (January 2015):<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

²³ Linqianti, Robert, Cook, H. Gary, Bailey, Alison, & MacDonald, Rita. Moving Toward a More Common Definition of English Learner: Collected Guidance for States and Multi-State Assessment Consortia. Council of Chief State School Officers (2016).

²⁴ Cook, Gary, Robert Linqianti, Marjorie Chinen, and Hyekyung Jung. "National Evaluation of Title III Implementation Supplemental Report: Exploring Approaches to Setting English Language Proficiency Performance Criteria and

which is the first mandatory grade for student attendance in Illinois.²⁵ However, ELs in Illinois are not exited from English language instructional program services or status until attaining English language proficiency according to state-established reclassification criteria without regard to the timeline.²⁶

3. The student-level targets that English Learners make annual progress toward attaining English language proficiency on the ACCESS for ELLs within five years will be determined once Illinois establishes a revised ELP cut score for reclassification based on the ACCESS 2.0 assessment, which is aligned to college readiness standards. ISBE will receive recommendations for the appropriate cut score from stakeholders in June 2017.
4. Describe how the SEA established ambitious state-designed long-term goals and measurements of interim progress for increases in the percentage of all English Learners in the state making annual progress toward attaining English language proficiency based on I.C.i. and provide the state-designed long-term goals and measurements of interim progress for English language proficiency.

ISBE proposed a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The ambitious long-term goals provided earlier include ELs insofar as the goals are for all students in Illinois' schools. The target of 90 percent readiness is based on the goals adopted by the Board in September of 2015. These goals are significantly more ambitious than previous board goals insofar as they are more comprehensive, inclusive of all students groups, and identify targets for readiness and achievement throughout the continuum of each and every child's P-12 schooling. A baseline will be established for required state content assessments over the most recent three years of ELP assessment data in consideration of WIDA's standard setting. Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board. To ensure that former EL

Monitoring English Learner Progress. Draft." Office of Planning, Evaluation and Policy Development, US Department of Education (2012).

²⁵ Hakuta, Kenji. "How long does it take English learners to attain proficiency." University of California Linguistic Minority Research Institute (2000). Retrieved from <https://escholarship.org/uc/item/13w7m06g>.

²⁶ Linqianti, Robert, and Cathy George. "Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date." English language proficiency assessment in the nation: Current status and future practice (2007): 105-118.

students are making similar gains in achievement and growth as other students, ISBE will collect and report data on students identified as former ELs through grade 12.

More specifically, within the EL Proficiency category of the accountability system, growth will be measured for all EL students K-12 by using the growth to target method. Consultation from WIDA and stakeholder engagement determined the growth to target would best fit the English Learner population and be the most understandable to parents. Students start on the growth trajectory at the composite proficiency level and grade at the time of their first annual assessment (ACCESS 2.0). The first year is considered year 0 or baseline. Year 1 growth is determined after the second annual ELP assessment. Growth to target trajectories will be calculated for students based on their grade, English proficiency scaled composite score, and the time it will take to reach proficiency using the 2016-17 baseline scores. ISBE, in consultation with stakeholders, will set reasonable expectations of the percentage of students to meet growth targets after data has been analyzed to determine schools' actual number of students meeting the growth necessary for a five-year timeline. Schools will annually meet or exceed their goal of the percentage of students meeting their growth targets. Reporting categories will be: schools making below average progress with ELs, schools making average progress, and schools making above average progress with ELs, once data has been analyzed and targets have been established. ISBE will establish interim targets and report on schools in one of three categories: schools making better than expected growth, schools making adequate growth, and schools making less than adequate growth.

The target of 90 percent readiness is based on the goals adopted by the Board in September of 2015. A baseline will be established for required state content assessments over the most recent three years of ELP assessment data in consideration of WIDA's standard setting.

The measures of interim progress for all learners in Illinois shared below is not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

ELP Assessment	All - EL
2016	63.0
2019	68.1
2022	73.1
2025	78.2
2028	83.3
2031	88.3
2032	90.0

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated state plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the state:

- *The Governor or appropriate officials from the Governor's Office;*
- *Members of the state legislature;*
- *Members of the state board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the state;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English Learners, and other historically underserved students;*
- *Institutions of higher education;*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

The importance of stakeholder feedback has both provided the foundation and substance of the ESSA State Plan for Illinois. The process through which this plan was developed recognizes and honors the expertise of the field. The result of this collaboration is a plan that is consistent with the law and reflective of values and thinking of stakeholders. This collaboration provided the vision for the ESSA State Plan for Illinois. The next important step in this work is implementation. While Illinois' ESSA State Plan reflects many of the ideas offered by stakeholders, it is important to note that those ideas that are not directly evidenced in this plan are not forgotten or ignored. Some of the input we received is specific to implementation and will guide our next steps.

The development of the ESSA State Plan occurred in five phases. The intention during the first four phases of this work was to listen and refine the ideas shared with ISBE. For example, during phase one, stakeholders identified more than 40 potential school quality/school success indicators; by the time the third draft of the state plan was shared, stakeholders had whittled this down to four indicators for inclusion in a P-8 accountability system and four indicators for inclusion within an accountability system for grades 9-12. Also, in previous drafts of the state plan ISBE asserted that achievement and growth should be weighted equally whereas the field thought differently. In this draft, growth is weighted significantly more than achievement. Moreover, in order to best ensure that stakeholders had the opportunity to share their ideas, ISBE, in addition to the required 30-day posting of the plan, posted each draft of the plan for multiple weeks.

ISBE believes that the work of implementing ESSA at the state and local levels only begins with the submission of the ESSA State Plan for Illinois to ED. Furthermore, ISBE deeply values the thinking and dedicated work provided by educators and other stakeholders for the children of Illinois each day.

As mentioned throughout the plan development, one of the most important opportunities available in ESSA is the ability for states to amend the plan. To do this well, will require us to continuously know and understand the thoughts of Illinois' stakeholders. For instance, ISBE requires the input of stakeholders in the short term for a variety of different projects:

- The development of a unique P2 schools quality/student success indicator,
- For the purpose of data collection, the definition of career ready indicators,
- A recommendation on a proficiency level for the ACCESS exam, and
- A recommendation on an elementary/middle school indicator.²⁷

In the longer term -- and acknowledging that there is great expertise and knowledge within districts in Illinois -- ISBE, as part of its statewide system of support, would like to support schools in their sharing of best practices with other districts. More specifically, those districts that, through the accountability system required in ESSA, demonstrate that they have no underperforming subgroups and will be able to share their knowledge with other districts.

So, too, ISBE, using Title II funds, will sponsor modest grants to districts that wish to undertake a 30-60-90 research project focusing on teacher leadership and share their results with the field.²⁸

²⁷ In previous drafts, the elementary/middle level indicator was identified as "8th grade on-track." Feedback for the Office of the Governor suggested that this indicator should be more robust than only 8th grade on-track. This idea supports the belief of some stakeholders who stated that, just as in the college and career metaindicator in the 9-12 accountability system, there should be metaindicator in the P-8 accountability system.

²⁸ 30-60-90 projects ask that a school (or faculty within the school) identify a question they would like answered. Typically, these questions surround climate and culture or an instructional practice. In the case of ISBE, and in support of attempting to recognize, clarify, and celebrate the work of teacher leaders, the projects will surround teacher leadership. At the beginning of the 3-month project, faculty will propose a question and identify a timeline and intended outcomes. At the conclusion of the 90 days, faculty will share results with their colleagues and the field.

The collaboration and consultation that occurred in the development of the ESSA State Plan was also a time for ISBE to articulate its belief in the importance of supporting and nurturing the whole child. It was evident that stakeholders believed the same. The creation of an ESSA State Plan for Illinois that is durable required that ISBE, stakeholders, and the Governor had opportunities to share ideas and reflect on the consideration of others. Composing a plan that has a laser-like focus on equity while acknowledging and appreciating that the work in supporting the whole child is iterative and will require the continued work and refinement of stakeholders, the Governor, and ISBE staff.

ISBE posted drafts of the state plan, public comment, reader's guides, and other materials at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. This information has been repeatedly communicated through the Superintendent's Weekly Message and social media.

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1136>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1134>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1133>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1132>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1131>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1128>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1126>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1117>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1114>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1112>

See Appendix D for maps of listening tour meeting locations.

- B. Outreach and Input.** For the components of the consolidated state plan, including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:
- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated state plan; and following the completion of its initial consolidated state plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated state plan to the Department for review and approval.

ISBE's plan for informing stakeholders and collecting input prior to submitting a final draft to ED consisted of five phases:²⁹

Phase One:

²⁹ After submission of the plan, ISBE will provide districts will information regarding the transition year 2017-18 as well as information on implementation.

- January 2016 – July 2016
- Listening Tour 1 – April 2016-May 2016
- 46 meetings

Phase Two:

- July 2016 – September 2016
- Illinois' ESSA State Plan Draft 1 released on August 25, 2016, for six weeks of public comment
- Listening Tour 2 – September 2016
- 28 meetings

Phase Three:

- October 2016 – December 2016
- Illinois' ESSA State Plan Draft 2 released on November 18, 2016, for six weeks of public comment
- 20 meetings

Phase Four:

- January 2017 – April 2017
- February 1, 2017: Illinois' ESSA State Plan Draft 3 shared with Governor Bruce Rauner and posted on the ISBE website
- March 15, 2017: Illinois' ESSA State Plan Draft 4 shared with the Illinois State Board of Education for approval
- April 3, 2017: Illinois' ESSA State Plan submitted to ED

Phase Five

- April 4, 2017 – ongoing
- Amend Illinois School Code and administrative code, as necessary
- Implementation support for LEAs
- Continued reorganization of ISBE around ESSA
- Roll-out of IL-EMPOWER

ISBE provided information to the public during all phases of work to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours and submission of comments. ISBE maintained and updated an ESSA website all during the development of the ESSA State Plan to publicly post the timeline, resources, and additional information, including the draft plans.

Also, key policymakers, including members of the Illinois General Assembly, the P-20 Council, the IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan.

The drafts of the state plan have been presented to stakeholder groups through a wide array of venues with sufficient time to consider relevant comments prior to ISBE Board approval. ISBE received 280 public comments about Draft 1, which was open for comments for six weeks, and 369 public comments about Draft 2, which was also open for comment for six weeks. As indicated earlier, ISBE has hosted listening tours, conferences, one-on-one meetings, and other stakeholder meetings since January 2016. Please see Appendix D for the list of all stakeholder meetings related to ESSA.

The Governor's Office has been provided weekly updates throughout the process. The state plan was presented to the Governor's Office in February 2017 for comment during a required 30-day review. The State Board also has been receiving monthly updates and providing input throughout the year.

More specifically, ISBE held a series of listening tour meetings throughout 2016 to ensure that creation of the ESSA State Plan for Illinois included ample opportunity for stakeholders to share their expertise. Listening Tour Reports are available in their entirety on www.isbe.net/essa. District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tour meetings.

The first listening tour in April and May had two objectives:

- To provide an overview of the new ESSA requirements and funding opportunities, and
- To gather feedback from education stakeholders about implementation of ESSA in Illinois.

The ESSA State Plan for Illinois Draft 1, which incorporated insights gained from the April/May tour, was released on August 25, 2016, for six weeks of public comment. The second listening tour occurred in September 2016 and focused on key issues contained within Draft 1. ISBE received more than 280 individual comments on Draft 1 via essa@isbe.net. Comments were submitted from 54 organizations, 70 students who advocated including the arts in ESSA, and 60 emails on behalf of library and media specialists. What follows is an identification of the larger categories in which comments were received on Draft 1 as well as general themes included within the submission.

General Comments:³⁰

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* Focus attention/resources on early grades, parent engagement, teacher residency programs, teacher leadership, teacher retention, English Learner issues that assist all teachers of ELs in implementing curricula, assessment measures and best practices and instructional strategies, support for students with disabilities, student needs, and supporting gifted children.
- *Supports for English Learners:* Native language assessments, adjusting the ACCESS proficiency score, growth in addition to EL proficiency, and formulating a former EL subgroup for purposes of accountability.
- *Multi-tiered System of Support (MTSS):* Focus on leadership and supporting the whole child, incorporation of the after-school quality standards, use of the Illinois School Library Media Association Linking for Learning guidelines as part of MTSS, wellness centers in MTSS, opposition to MTSS in its current form unless it's fully funded, agreement with developing strong MTSS, and focus on parents/ guardians.
- *Other comments:* Maintain foundational services³¹, support professional learning communities, and create a gifted subgroup for the Report Card.
- *Student success/school quality indicators (support for):* Chronic absenteeism, pre-K suspension/expulsion rates, preK-K attendance, K-2, extracurricular and out-of-school activities, teacher retention rates, after-school activity, overall school wellness and whole child wellness, Kindergarten Individual Development Survey (KIDS) protocol with adjustments, work-based learning, socio emotional learning, and school climate.
- *Accountability:* Equity in funding must come before accountability, high school growth needed, and parent involvement linked with accountability that might include funding for parent involvement coordinator.

Comments Specific to the College and Career Ready Indicator:

- *GPA 2.8 out of 4.0:* Concerns about the diversity of teacher grading and that GPA looks different in every district, concern about “gaming the system,” schools are

³⁰ Please note, that those topics and areas identified are for the purposes of showing the range of comments received by ISBE.

³¹ Foundational Services are professional learning opportunities that focus on ISBE initiatives. They are delivered through Regional Offices of Education. During the 2016-17 school year, ELA, mathematics, teacher evaluation, balanced Assessment, and family and community engagement were delivered throughout Illinois.

moving away from traditional grading methods (some schools use number systems [1-4] instead of grades), and about students taking easier classes to improve GPA.

- *Academic benchmark/industry credentials:* ZIP Code disparities, funding and staffing challenges, and required time to scale up.
- *Behavior and experiential benchmarks:* Coordination and oversight will require additional staff, students who work or with other obligations may not be able to meet experiential requirements, may be unfairly limiting for students with disabilities, support for 90 percent attendance and 25 hours community service, and the notion of attendance should be broadly considered.
- *Miscellaneous:* Ninety percent attendance may be problematic due to prolonged illness or family/caretaker obligation, creates six necessary conditions for college and career readiness, the plan creates numerous veto points for students to achieve readiness, the requirement should be college OR career, and the work proposed is too restrictive.
- *Additional ideas:* Inquiry-based skills; soft skills needed – add intelligence, collaboration, and social skills; and arts readiness.

Draft 2 was released on November 18 for six weeks of public comment. The third listening tour occurred in late November 2016 and focused on accountability issues contained within Draft 2. These comments and the Listening Tour Reports are available in their entirety at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. Another 369 comments were submitted by 67 organizations. Within these comments, 145 were from individuals advocating to include the arts in ESSA; there were 21 emails from school library and media specialists.

What follows is an identification of the larger categories for which comments were received on Draft 2 as well as general themes included within the submission:

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* Subsidize bilingual education programs, micro-credentialing, competitive grants to teacher leaders, teacher wellness.
- *Supports for English Learners:* No more than 10-15 percent weighting for ELs in the accountability matrix, native language assessments, exit criteria: 5.0 composite score, five-year timeline and growth-to-proficiency model should be developed.
- *Student success/school quality indicators (support for):* Chronic absenteeism, physical fitness, school health index, social-worker-to-student ratio, school nurses – to –student ration, civics, arts, suspension/expulsion rates.

- *College and career ready:* Change labels, need pathway for students with disabilities.
- *Accountability:* Equity in funding must come before accountability, high school growth needed
- *Support for positive behavioral support:* (1) Ensure all Illinois schools have access to adequate technical assistance aligned to implement and sustain behavioral supports within an MTSS framework (2) use multiple measures for school climate (3) develop both state and LEA capacity for implementation, fidelity, and sustainability of supports and integrated evidence-based practices for district and schools.
- *Other:* Develop Parent Advisory Council at the state level, align ESSA with Perkins, align with early childhood education.
- *n-size:* Suggestions included an n-size between 10 and 30. Some comments just thanked ISBE for the recommendation of 20. Those who had other recommendations are captured by the following sentiments:
 - Raise the n-size to 30. The threshold of 30 for a subgroup is generally considered the minimum sample size for statistical analysis. Setting subgroups smaller than that can result in less precise data. It is critical that subgroup data be statistically significant because the sample size in ESSA could play a big role for accountability purposes, including the determination of what districts are identified as needing targeted supports.
 - Lower the n-size to 10: The current proposed n-size of 20 is a major improvement for Illinois, but there is concern that some subgroups in some schools would be overlooked if the n-size is larger. Commenters suggested it is too easy for schools in their efforts to balance the needs of the majority of the student population to lose sight of the unique needs of smaller populations of students.

Draft 3 was released on February 1 and presented to the Governor for review. While there was no official public comment period, ISBE received numerous comments on Draft 3. (These comments are available in their entirety at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. A total of 760 comments were submitted. One hundred of those comments were from individuals advocating that (1) growth should count more than proficiency, (2) high expectations and outcomes for all students, especially those from historically underserved subgroups, be ensured, (3) summative designations should make sense to parents, and (4) creating the appropriate plan for Illinois is more important than completing it quickly. Arts Alliance Illinois, Ingenuity, and 682 individuals wrote that arts should be included as a distinct indicator of K–12 school quality.

Some of the other critical feedback received on Draft 3 include:

- *Summative Ratings:* Further discussion and review was requested for the system of designations that is described in Draft 3. There is concern that it does not appear that the plan addresses the performance of subgroups in a school's designation.
- *Weighting:* Commenters are still providing conflicting recommendations on the weighting of indicators, from “70/30 or above ...[because] aiming for a high standard will ensure that growth and outcomes are acknowledged and Illinois students can remain competitive among their peers³² to “academic indicators weighted 51% overall while the school quality or student success indicators be weighted 49%.” “... Without sufficient and equitable funding, the overall weighting should not be overly reliant on standardized tests results tied to community poverty levels as the basis for both proficiency and growth measures in the state accountability system. When the state can demonstrate adequate and sufficient funding for all schools, then we welcome the opportunity to revisit and reevaluate the overall weights.”³³
- *Subgroup size:* Again, there were conflicting recommendations on the subgroup size between 20 and 30.
- *Appendix H:* Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor’s Office.

In several instances, commenters sought clarification or more time on items. For example, questions surrounding the definition of college and career ready terms were identified. Lessons learned from past school improvement efforts were offered and request for collaboration in moving forward with the development of supports and interventions were requested. Several commenters requested the development of a High School Growth options.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated state plan.

ISBE received 280 public comments from the first listening tour and 369 public comments from the second listening tour. The topics upon which stakeholders comments were generated are listed in a previous section of this document. Additionally, staff from the Midwest Comprehensive Center took formal notes from each of the listening tour meetings. These Listening Tour Reports are available in their entirety at <https://www.isbe.net/Pages/ESSA.aspx>.

³² Illinois Chamber of Commerce Comments on Draft 3

³³ CTU-IFT Comments on Draft 3

All comments received via essa@isbe.net and via the website were shared with relevant staff working on the ESSA State Plan for Illinois. The team reviewed and discussed the comments prior to drafting to determine how to incorporate comments.³⁴

What follows are a few examples of how comments have assisted ISBE in clarifying portions of the draft plans and that have strongly shaped the ESSA State Plan for Illinois through its development:

- College and career readiness: A framework was presented in Draft 1 that had three major components -- GPA, SAT, and two or more academic benchmarks or industry credentials. A suggestion from the field prompted the incorporation of an alternative College and Career Pathway into Draft 2 to further assist in clarifying this indicator. This is testimony to the involvement of the community in the process, the responsiveness to accepting new ideas in the draft, and the time we have invested in allowing for community engagement to allow for this important dialogue to occur.
- Chronic absenteeism: There was interest at an early accountability stakeholder meeting in chronic absenteeism as a student success/school quality indicator. Numerous stakeholders have submitted comments in support of this indicator³⁵. ISBE heard support at meetings for this indicator as a proven early warning sign of academic risk and of the likelihood a student will drop out of school. The definition of chronic absenteeism is being developed by the Attendance Commission.
- Accountability: The development of the accountability system, including identification and weighting of the included indicators, was heavily informed by the accountability working group³⁶, the technical steering committee, recommendations of the IBAMC, and the P-20 Council, as well as the statements submitted during public comment periods and during the listening tour meetings. Not all indicators recommended were able to be included, predominantly because they did not meet one or more of the technical criteria required in ESSA (e.g., being valid, reliable, and comparable across all LEAs in the state, capable of being disaggregated for each student demographic group, supported by research that high performance or improvement is likely to

³⁴ Many of the comments received focused on the implementation of the state plan and will be more appropriately developed through guidance developed by ISBE beginning in the first quarter of 2017.

³⁵ Healthy Schools Campaign, Illinois Alliance to Prevent Obesity, Ounce of Prevention, Action for Children, Action for Healthy Kids.

³⁶ The accountability working group included representation from the Illinois Association of School Administrators, Advance Illinois, Illinois Federation of Teachers, Illinois Education Association, Leadership and Education in Neurodevelopmental and Related Disabilities, SCOPE, ED-Red, Large Unit District Association, Illinois Association of Regional School Superintendents, Stand for Children, Latino Policy Forum, Illinois Parent Teacher Association, Chicago Public Schools District 299, Chicago Teachers Union, Illinois Network of Charter Schools, General Assembly staff, members of the General Assembly, Governor's Office, and Secretary of Education's Office.

increase student learning, or will aid in the meaningful differentiation of schools).

- Exit criteria for comprehensive and targeted supports: The exit criteria for comprehensive and targeted support and improvement were expanded to include a trajectory for student achievement and a strong plan for sustainability based on feedback provided during the first period of public comment by the Consortium for Educational Change.
- Fine arts: Numerous commenters indicated they believed the fine arts should be included in ESSA, but in many cases did not specify what this could mean (e.g., some commentators only suggested that the fine arts are important whereas others mentioned a fine arts indicator should be included within the accountability system).
- School library and media specialists: School library and media specialists were present at almost every listening tour meeting across the state and submitted numerous comments expressing the value that licensed school library and media specialists provide to schools, classrooms, and students. ISBE will include language in the Title I District Plans that asks districts “how they will identify and address disparities in library resources.”

Additional information on the listening tours and comments feedback are above and throughout this document.

C. Governor’s consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s Office met during the development of this plan and prior to the submission of this plan.

Staff from ISBE and the Governor’s Office met weekly regarding the ESSA State Plan for Illinois in its various drafts prior to sharing Draft 3 with the Governor on February 1, 2017. Relevant topics discussed in these meetings included updates on the status of the plan, areas of the plan where concerns and questions had been identified by the Governor’s Office or other stakeholders, and the various avenues through which feedback was elicited.

Date SEA provided the plan to the Governor: 2/1/2017

Check one:

- The Governor signed this consolidated state plan.
- The Governor did not sign this consolidated state plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated state plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated state plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated state plan.

The purpose of ESSA is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

This expanded focus reaches beyond the English language arts (ELA) and mathematics foci of NCLB to help provide a better chance of closing the achievement gap. ISBE has engaged in significant monitoring and provided technical assistance in the predecessor programs, but is now using ESSA as an opportunity to better coordinate monitoring between divisions and provide differentiated technical assistance in order to support LEAs in their work.

ISBE is expected to receive more than \$1 billion in ESSA funds to distribute to its 855 districts through the various programs. To facilitate this process, ISBE staff are developing the required statutory plans for each program and updating the grant applications for the districts to access. The grant application portal will open to districts in the late winter or early spring of 2017.

The development of these plans and applications are driven by (1) stakeholder consultation on the local level and (2) data-driven decision-making. Applications and plans are developed through consultation with districts, staff, and design experts. Elements within the plans and grant applications are based on supporting data. ISBE staff share this information in the spring of each year by creating guidance documents, having in-person meetings with Title I directors throughout the state, and holding webinars.

Review of applications is critical to ensure LEAs' activities align with both the needs of the LEA identified in their respective plans and within the greater ESSA State Plan for Illinois as well as with statutory and regulatory requirements for each program area. Staff at ISBE provide support to districts throughout this process.

To the extent possible, divisions are consolidating and coordinating their work regarding applications.³⁷ This coordination minimizes work on behalf of the district, helps to accelerate ISBE's

³⁷ For example, questions from the Title I Plan will be imported into the Consolidated Application to support the budgeting process. Question #6, "describe the services provided to homeless students" will be imported into the Title

application-approval process, and creates alignment between the plans and the application. Moreover, during the first half of 2017, ISBE is engaging in work with Fellows from the Kellogg School of Business in order to better coordinate monitoring within and between divisions for the purpose of providing better, more targeted services to districts.

ISBE is utilizing ESSA to remodel the internal organization of the agency. Divisions are coordinating professional development to districts to support application and plan development and implementation. For example, the Title Grants Administration Division (overseeing Title I, II, IV) coordinates training with Federal and State Monitoring in order to ensure that programmatic and fiscal requirements are meeting the law and, more importantly, supporting the work of educators in serving students. This work will allow ISBE to better coordinate application requirements, monitoring throughout the year, using the data submitted by districts to ensure return on investment as well as share promising practices throughout the state.³⁸

The significant involvement of all agency staff in the creation of the ESSA State Plan for Illinois as well as the plan's strong connections to the field via stakeholder meetings will lead to valuable coordination between the ESSA State Plan for Illinois and ISBE plan initiatives. Any particular LEA plan to ensure a feedback loop includes compliance with the law, actionable suggestions for modification or amending an LEA plan (when applicable), and supports for implementation.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.
- C.** Monitoring ESSA programs is a joint and collaborative process at ISBE. Fiscal and administrative monitoring of the ESSA programs is primarily performed by the staff of the Federal and State Monitoring Division at ISBE. This review includes both desk auditing of data supplied by districts as well as on-site visits by division staff. Districts are chosen for fiscal monitoring through an annual risk-based selection process using various data inputs, such as the amount and type of funding received, overall financial status, and number of prior issues noted during reviews or audits. All grant recipients must annually complete an internal control questionnaire that is included as a piece of the overall risk assessment. Stakeholder input from ISBE program employees, district employees, and community members is included in the risk assessment, as appropriate.

I application and used to evaluate the amount of money set aside for homeless students. So, too, the application will require districts to explain how they support the transition of children from one school or the home to a school or postsecondary opportunity.

³⁸ Put differently, creating a more coherent approach that considers the information asked within the application and deliberately tying this to monitoring and outcomes, will assist ISBE in refining the supports it provides to the field in this work.

Programmatic monitoring is conducted within each program area, such as monitoring within the School Improvement Grant or within the Title Grants Division. Programmatic monitoring activities are determined by the employees who work closely with the grant recipients in order to maximize monitoring resources within ISBE. ISBE is continuing to consider ways in which monitoring could serve as an opportunity to revisit and refine practices. For instance, during the first half of 2017, ISBE is engaging in work with Fellows from the Kellogg School of Business in order to better coordinate monitoring within and between divisions for the purpose of providing better, more targeted services to districts. This work includes meeting with districts to hear perceptions and recommendations in order to create a system that best serves districts.³⁹

Further, Illinois has adopted the principals included in the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(2 CFR Part 200\)](#) for all grants made by the state as either the originator or as a pass-through entity via the [Grant Accountability and Transparency Act \(GATA\)](#) (30 ILCS 708/1). The purpose of GATA is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs; limiting fraud, waste, and abuse; and defining the purpose, scope, applicability, and responsibilities in the life cycle of a grant. Fiscal, administrative, and programmatic monitoring protocols are being developed and formalized statewide in an effort to adopt best practices, create efficiencies, and improve outcomes. The requirements of GATA as well as Budgeting for Results⁴⁰ (BFR) and Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST⁴¹) provide ISBE with the opportunity to collect and share data on program efficacy in two ways. First, data collected from LEAs on accountability indicators will be shared on the Illinois State Report Card. Additional information on specific program outcomes, through the requirements of BFR, will be shared internally and with stakeholders in order to, as applicable, refine program goals and allocation requests.

The ISBE Internal Audit Division will audit the agency's compliance with the rules of ESSA and GATA. Internal Audit provides independent and objective assurance and advisory services directed toward evaluating the effectiveness of internal risk management, control, and governance.

D. Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and

³⁹ ISBE appreciates the Latino Policy Forum sharing that "[s]chool district staff found the on-site monitoring of EL programs to be effective for overall improvement of EL programs when conducted by ISBE qualified staff."

⁴⁰ For additional information on Budgeting for Results, please access <https://www.illinois.gov/hsc/Documents/BFR%20Strategic%20Plan%204-27-12.pdf> and <https://www.illinois.gov/gov/budget/Pages/results.aspx>.

⁴¹ For additional information on the Illinois Longitudinal Data System, please access <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Most generally, various sources of data (e.g., data collected through the LEA application, program targets, Report Card, etc.) will be used for the purposes of continuous improvement by both ISBE and the LEAs. ISBE will analyze the submission and approval process for applications to collect data from LEAs and compile lists of best practices and frequently asked questions. ISBE's outreach efforts will ensure that stakeholders within and outside of the agency are aware of the support they have to implement practices that will improve outcomes for children.

More specifically, ISBE shall use data from the state and local Report Cards as well as feedback from stakeholders to evaluate needs for programmatic technical assistance. Other data points may also be used, such as issues within the application process and monitoring findings. For example, in Title I other factors considered when determining where to target technical assistance include:

- a) Years of experience of the program director in administering the Title I program
- b) How current is the district's Title I plan
- c) District's responsiveness to communications from ISBE regarding submission of its application and response to ISBE's review findings
- a) Size of Title I allocation
- b) Number of Federal and State Monitoring audit findings
- c) Number of A-133 Reports
- d) Budget variances (net disbursement to budget comparison of Title I grant)
- e) Any complaints made against the district

Currently, each program area has unique indicators that drive the technical assistance determinations. ISBE's goal is to use its personnel resources to provide technical assistance and capacity building to districts to meet the goals of ESSA in a comprehensive manner. Thus, ISBE is using the opportunity presented by ESSA to look more holistically as an agency at how our divisions overlap and can work together to improve efficiency and reduce burdens on districts and to improve services to students. And, while there are standardized approaches within divisions to ensure compliance, ISBE is also sensitive to the differentiated needs of districts.

ISBE will maximize effective use of ESSA funds by:

- Coordinating new plans and resources available with pre-existing resources and programs, leveraging on the knowledge of previous programs and expanding on the new opportunities provided under ESSA;
- Monitoring the implementation of activities and programs through its existing district oversight mechanisms and coordinating with other programs to minimize the burden on districts;

- Offering technical assistance to districts to help them in implementing approved program activities and tie fiscal decisions to improved student achievement;
- Providing technical assistance, professional development, and support to LEAs and schools in the development of their planning and application for comprehensive funding across programs; and
- Providing assistance or conducting a needs assessment, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong improvement plans.

E. Differentiated Technical Assistance. Describe the SEA’s plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

ISBE, as an agency, is transitioning toward cross-functional teams. As the ESSA State Plan for Illinois has developed, staff from different divisions have come together to consider how ISBE can most appropriately be organized in order to serve the field. Undergirding this work is the ISBE vision that states *Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure*. In order to operationalize that vision, schools and districts -- like the children they serve -- must have available to them differentiated supports based upon identified needs and readiness. This occurs in two ways.

First, ISBE staff is available to support districts by responding to questions about technical matters (e.g., how to complete a grant application, the appropriate use of funds). Included in this work is fiscal and programmatic monitoring.

Second, ISBE will provide access to supports identified as necessary by a district or school through IL-EMPOWER.

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, as well as create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do so. Schools will have four years in which to demonstrate consistent improvement in identified areas (one year for planning and three years for implementation).⁴²

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information on organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

1. Upon notification from ISBE will begin completing a needs assessment/equity audit.
2. At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
3. ISBE will ensure that the identified vendor⁴³ has the capacity to assist the school.⁴⁴
4. The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

⁴² The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

⁴³ As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

⁴⁴ To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will allow ISBE to grant the appropriate amount of funding to each school or district.⁴⁵ ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.⁴⁶

Member of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

⁴⁵ The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

⁴⁶ Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School would not be able to be identified for comprehensive services indefinitely. At the same time, the type of intervention would be dependent on the specific elements within the improvement plan that, over time, were not met. In the case of a school receiving comprehensive services that is unable to meet targets, ISBE will work directly with the school to determine the necessary supports and resources outside the IL-EMPOWER structure that will aid in school improvement.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a state's academic assessments in the text boxes below.

Currently, and as required in ESSA, Illinois has an assessment system that includes:

- Content assessments in grades 3 through 8 in ELA and mathematics.
- Administration of the SAT at no cost to 11th- grade students on a school day.
- A science assessment completed by students in grades 5, 8, and at the conclusion of Biology I in high school.
- The Dynamic Learning Maps Alternative Assessment for those students with the most significant cognitive disabilities.

In line with the opportunities presented within ESSA, ISBE endeavors to use assessment as an opportunity to ensure that each and every child is able to demonstrate academic achievement on state standards. However, while ISBE acknowledges that strong academic achievement is essential for each and every child, it is also the case that academic achievement is but one portion of a more complex picture of student development over time. ESSA requires an accountability system containing multiple measures. Thus, in addition to academic achievement, ISBE must collect and report on growth for students in grades 3 through 8. Stakeholders and the Governor have also made it clear that growth, while not required in ninth through 12th grades, is very important and should be included in the accountability system.

- A. Advanced Mathematics Coursework.** Does the state: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

- Yes. If yes, describe the SEA's strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- No.

The state is continuing to actively support the implementation of the Illinois Learning Standards in mathematics in a manner that responds to students' areas of strength and builds educator capacity to effectively differentiate instruction for students. ISBE is pursuing issues related to licensure and endorsement, as well as virtual opportunities for students; to ensure that qualified staff is available to each and every student to pursue advanced coursework in middle school.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

ISBE defines languages other than English, present to a significant extent in Illinois' student population, as any world language spoken by more than 60 percent of English Learners in the state. This accounts for over 91 percent of all English Learners in the state based on the most recent verified data (2014). ISBE provides translation of directions and reporting shells within the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. The PARCC table in Appendix E shows the 10 languages in Illinois during the last three school years (2013-14, 2014-15, and 2015-16).⁴⁷ The estimate of the 2015-16 Illinois count is identical to the counts for 2014-15.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The only language that is currently being trans-adapted is Spanish for the PARCC assessment in mathematics.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

The PARCC mathematics assessment has been trans-adapted for Spanish; however, additional development and validation is necessary in all other areas and for other languages. Illinois will, to the greatest extent practicable, work to develop translations for all languages where 30 percent or more of the English Learner population speaks the same language, other than English.

- iv. Native Language Assessments: Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
 1. The state's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The state will continue work with stakeholders to identify all possible funding streams and technical resources to support this work. It is anticipated that we will continue to offer a trans-adapted version of mathematics for the 3-8 general education assessment and that we will seek to extend this opportunity to other content areas and assessment.⁴⁸ The goal is to provide translations for all languages where 30 percent or more of the English Learner population speaks the same world language, other than English. However, Illinois capacity to do this work will depend on a sufficient allocation from both federal and state sources to

⁴⁷ Chinese Mandarin is listed as a top 4 language in Illinois on the PARCC list. Chinese has two dialects: Mandarin and Cantonese. When the two dialects are counted together, the combination is in the top 4. Please note that Illinois counts these two dialects separately.

⁴⁸ Stakeholders have requested native language assessments for PARCC language arts for at least the Spanish speaking subgroup which takes into account 78% of all ELs in Illinois.

conduct the translations and validate the work.

2. A description of the process the state used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English Learners; students, as appropriate; and other stakeholders; and

ISBE's strategy to ensure that opportunities for meaningful consultation with stakeholders was formulated in three ways. First, ISBE provided information to the public to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours. ISBE maintained and updated an ESSA website throughout the development of the ESSA State Plan for Illinois to publicly post the timeline, resources, and additional information, including the draft plan. Second, key policymakers, including members of the Illinois General Assembly, ISBE, the P-20 Council, IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan for Illinois. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan. Finally, the draft plan has been presented to many stakeholder groups through a wide array of venues prior to ISBE Board approval with sufficient time to consider relevant comments. Please see Appendix D for the list of all stakeholder meetings related to ESSA.

ISBE included information in all three phases on specific provisions related to English Learners and assessments in languages other than English and solicited comments and consulted with stakeholders representing constituencies serving bilingual committees. The Latino Policy Forum and Bilingual Advisory Council, among others, have been deeply involved in the work of the P-20 Council and IBAMC and have contributed to the development of the plan.

3. As applicable, an explanation of the reasons the state has not been able to complete the development of such assessments despite making every effort.

ISBE is committed to developing native language content areas exams. However, funding has been a barrier to completing any additional development of native language or content translations. Illinois has not had a full budget in two fiscal years, though K-12 education has been funded during this time. However, the ongoing fiscal uncertainty regarding a full budget has made it difficult to identify state funding for the development of native language or content translations.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

As mentioned previously, school accountability in ESSA requires that a state consider more than academic achievement in grades 3 through 12. Also, while ESSA requires that the accountability system of a state include academic proficiency, it also requires the following:

- Academic growth (Grades 3 through 8);
- Graduation rate (High School);
- EL proficiency (Grades 3 through 12); and
- One or more student quality or student success indicator.

The area that received the greatest attention during the listening tours and via public comments on drafts of the ESSA State Plan for Illinois was the development of an educative, equitable, and non-punitive accountability system. Common values held by ISBE and stakeholders also include high expectations for student achievement (i.e., the required academic indicators) and a system that captures the complexity of the work that occurs in schools. ISBE asserted that growth and achievement should be weighted equally in the first two drafts of the ESSA State Plan for Illinois. However, public comment and comments received from the Governor during the required 30-day review provided a strong argument that growth was of greater importance than that of proficiency. Rationale for this claim was premised upon the former accountability system in NCLB insofar as there were a number of schools whose students were showing growth. Neither the accountability system nor the Illinois School Report Card reflected this growth. Additionally, the ability for stakeholders to identify accountability indicators that extended beyond achievement and growth provide an opportunity to develop a system in which multiple measures indicative of the work that occurs in schools could be factored into a final summative designation for each school. The system outlined below contains both of the aforementioned -- growth weighted significantly higher than proficiency and school quality and school success indicators that look at aspects of schooling that were previously unavailable to the Illinois accountability system under NCLB.

A. Weighting

The accountability system for Illinois as well as the weights within and between the required academic category and schools quality/student success indicator are as follows:⁴⁹

Category	Elementary	High School
Core Academic Indicators = 75%	ELA Proficiency -10% (7.5% beginning in 2019-20)	ELA Proficiency -10% (7.5% beginning in 2019-20)
	Math Proficiency – 10% (7.5% beginning in 2019-20)	Math Proficiency 10% (7.5% beginning in 2019-20)
	Science Proficiency – 0% (5% beginning in 2019-20)	Science Proficiency – 0% (5% beginning in 2019-20)
	ELA and Math Growth -50% (simple linear regression)	Graduation/ELA and Math Growth - 50% (simple linear regression)
	English Learner Proficiency 5% (growth to target treatment)	English Learner Proficiency 5% (growth to target treatment)
School Quality Indicators = 25%	Chronic Absenteeism – 10%	Chronic Absenteeism – 7.5%
	Climate Surveys – 5%	Climate Surveys - 5%
	Fine Arts Indicator – 0% ⁵⁰	Fine Arts Indicator – 0%
	[Elementary/Middle Grade Indicator] – 5%	9 th Grade On-Track - 6.25%
	[P-2 Indicator] – 5%	College and Career Readiness - 6.25%

It is important to note that:

- Implementation of the accountability system will begin in 2017-18.
- The n-size for the purpose of accountability will be 20.

⁴⁹ Appendix H: Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor’s Office.

⁵⁰ The Fine Arts Indicator will include participation of students in fine arts courses as identified in the Student Information System (SIS). For the next four-years, data for the fine arts will serve as the foundation for exploring if a more nuanced indicator and/or weighted indicator can be developed for inclusion in future iterations of the accountability system.

- Until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.
- Based upon feedback from stakeholders and the Governor, growth received over two times as much weight as proficiency in the accountability system.
- Stakeholders and ISBE value having an accountability system that recognizes academic growth in high school, and the Governor is committed to providing these assessments to high schools.⁵¹
- Illinois recognizes an emphasis on student growth as a primary driver to close equity gaps. As a result, student growth will represent 50% of the accountability framework for Illinois. In addition, IBSE will provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F scale. The different levels for the growth designation will be assigned based on each school's performance relative to all comparable schools. The Technical Advisory Council will assign designations using either quintiles or normal curve distribution.
- EL proficiency will be measured by a growth to target measure,⁵² based upon the recommendation of stakeholders.
- English Learners will be assessed annually for English proficiency and for English language arts and mathematics. Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determination, but serve solely for baseline purposes.
- Science has been included as an academic indicator insofar as a level of science literacy is important and an area in which Illinois' students are currently required to be assessed. The science indicator will be weighted at 0 percent until 2019-20. The weight of the science indicator will increase to 5 percent during the 2019-20 school year and the weight of ELA and math will decrease to 7.5 percent. Student scores will be reported only in respects to proficiency due to the federal requirements that frame the administration of this assessment.
- The Fine Arts have been included as a school quality/student success indicator. This indicator will consider the percentage of students enrolled in a fine arts course during the school year. It will receive 0% for the next four school years. During that time a workgroup will analyze available data to ascertain if/how the indicator can be further refined.

⁵¹ However, until a means of measuring growth is established in grades 9-12, ISBE recommends comparing 9th grade on-track by cohort to graduation rate. Schools that have 90% or greater of 9th-grade students on-track and, in four years, graduate 90% or more of those students will receive the highest designation. Schools in which the graduation rate is below 67% will be eligible for comprehensive services and receive the designation indicating this eligibility regardless of the percentage of the 9th-grade cohort on-track.

⁵² The Illinois School Report Card will indicate EL growth using the following descriptors: schools making better than expected growth, schools making adequate growth, and schools making less than adequate growth.

- Illinois will use simple linear regression (e.g., current year test scores are regressed on last year's test scores), based upon the recommendation of IBAMC. ISBE supports the recommendations of the Technical Steering Committee and will run additional statistical treatments (e.g., growth to target, value tables, student growth percentiles, hybrid models) concurrently on this data. This information will allow the Technical Advisory Council (TAC) to make the most informed choice on a growth measure at the conclusion of the 2019-20 school year.
- TAC provides guidance on technical assessment and accountability issues in an effort to create a single summative designation that meaningfully differentiates schools. TAC members help ensure alignment of accountability system to core values and assure the statistical validity and reliability, accuracy, and fairness of individual assessments or indicators and the accountability system as a whole. TAC will be convened in collaboration with the National Center for Improvement of Educational Assessment and composed of national and local researchers and other practitioners, particularly those practitioners who specialize in assessment and school accountability research and data analysis for Illinois school districts.
- Indicators in [brackets] will be studied by workgroups organized by ISBE. Recommendations will be submitted no later than December 31, 2017.
- The realities of the fiscal uncertainty in Illinois as well as the need to revise how the state's schools are funded led to the creation of the Illinois School Funding Reform Commission. The commissioners agreed to include a spending transparency report that communicates federal, state, and local spending in a way that is understandable to the average person on the Illinois State Report Card. Such a report should give details of both district- and school-level spending, including for the purposes of examining intra-district equity. In addition, the state accountability system recommended through ESSA will be used to determine whether or not increased funding leads to improved student outcomes, specifically in terms of students' academic growth. ISBE will investigate any district that is receiving increased investment with no improvement or a decline in outcomes. Depending on the results of the inquiry, the State Board may intervene and support the district.⁵³

B. Indicators. Describe the measure(s) included in each of the academic achievement, academic progress, graduation rate, progress in achieving English language proficiency, and school quality or student success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of academic progress and school quality or student success measures, the description must also address how each measure within the indicators is supported by

⁵³ Additional information on the Funding Commission may be found at <https://www.isbe.net/Pages/Illinois-School-Funding-Reform-Commission.aspx>.

research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).

- For measures within indicators of school quality or student success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the academic progress and school quality or student success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
i. Academic Achievement	PARCC (3-8) Dynamic Learning Maps-Alternate Assessment (DLM-AA) (3-8, 11) SAT (high school)	P-8: 20% (ELA 10% - until 2019-20, then 7.5%) (Math 10% until 2019-20, then 7.5%)	<p>Description: The measure of academic achievement for grades 3-8 will be the PARCC assessment. The measure of academic achievement for high school will be the SAT, administered in grade 11. Additionally, the DLM-AA will be the measure of academic achievement for students with profound cognitive disabilities.</p> <p>Research: PARCC: Many studies were conducted during the test development for PARCC to support the evidence for validity (e.g., Postsecondary Educators’ Judgment Study, Performance Level Setting), reliability (e.g., Automated Scoring Study, Quality of Items, Tasks, and Stimuli Study), and comparability (e.g., Mode Comparability Study, PARCC Benchmarking Study) for PARCC assessments. The technical reports for the field test in 2014 and the operational test in 2015 also documented the evidence for its validity, reliability, and comparability⁵⁴.</p> <p>SAT: The College Board sustains a continuous program of research on the SAT, examining the validity, fairness, and effectiveness of the test nationally. Extensive research on the predictive validity of the SAT has established its use as a college</p>

⁵⁴ For research on PARCC, please access at <http://www.parcconline.org/assessments/test-design/research>.

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
		<p>9-12: 20%</p> <p>(ELA 10% - until 2019-20, then 7.5%)</p> <p>(Math 10% until 2019-20, then 7.5%)</p>	<p>entrance exam through studies on the relationship between SAT score and first-year GPA in college. The College Board has also studied the relationship between SAT scores and other critical postsecondary outcomes, such as college enrollment persistence, GPA in second and third year, as well as graduation rate. The redesign of the SAT assures that the predictive validity of the test is as strong as it was in the past⁵⁵.</p> <p>DLM-AA: The DLM consortium has sustained a research agenda based on the validity, reliability, and technical soundness of the DLM-AA as an appropriate large-scale assessment for students with the most profound cognitive disabilities.^{56 57}</p> <p>Aids in Meaningful Differentiation of Schools: Academic achievement has been the historical method for differentiation of schools. In the past, academic achievement was the only indicator used to meaningfully differentiate schools in Illinois. Thus, evidence that this indicator contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data across all indicators is available and statistical analyses can be run and reviewed by the Technical Advisory Council.⁵⁸</p>
ii. Academic Progress	Linear Regression	P-8: 50%	Description: The State of Illinois proposes to utilize linear regression (i.e., current test scores are regressed on last year's test scores) to compute student academic growth in grades 3-8, in concert with the recommendation from IBAMC. The state

⁵⁵ For research on SAT, please access <http://research.collegeboard.org/sites/default/files/publications/2014/6/Synthesis-of-Recent-SAT-Validity-Findings.pdf>.

⁵⁶ For research on DLM, please access http://dynamiclearningmaps.org/sites/default/files/documents/publication/Validity_Evidence_AA_Score_Uses_NCME_2016_Karvonen_Romine_Clark.pdf.

⁵⁷ For research on the validity and reliability of DLM, please access http://dynamiclearningmaps.org/sites/default/files/documents/publication/Technical_Manual_IM_2014-15.pdf.

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
			<p>will concurrently run simulations of additional growth models as data becomes more stable with additional years of administration. If simulations show a more valid and reliable growth metric for purposes of meaningful differentiation, they will be considered by staff and stakeholders for utilization moving forward.</p> <p>Research: Illinois utilized the following resources on the appropriateness of various growth models for the purposes of accountability: The Practitioner’s Guide to Growth Models⁵⁹ and Pathways to New Accountability Through the Every Student Succeeds Act⁶⁰. These resources are grounded in research⁶¹ and evaluation⁶² on past implementation of growth models as a part of accountability under NCLB.</p> <p>Aids in Meaningful Differentiation of Schools:</p>

⁵⁸ A Technical Advisory Council (TAC) provides guidance on technical assessment and accountability issues. TAC members help ensure alignment of accountability system to core values, and assure the statistical validity and reliability, accuracy, and fairness of individual assessments or indicators and the accountability system as a whole. The TAC will be convened in collaboration with the National Center for Improvement of Educational Assessment and composed of national and local researchers and other practitioners, particularly those practitioners who specialize in assessment and school accountability research and data analysis for Illinois school districts.

⁵⁹ This document can be accessed at: www.ccsso.org/documents/2013growthmodels.pdf

⁶⁰ https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

⁶¹ Beimers, Jennifer Nicole. The effects of model choice and subgroup on decisions in accountability systems based on student growth. ProQuest, 2008.

Council of Chief State School Officers. Understanding and Using Achievement Growth Data. Growth Model Brochure Series. (June 2011): http://www.wera-web.org/links/Journal/June_Journal_2012/CC6_CCSSO_Growth_Brochures_jan2012.pdf

Tekwe, Carmen D., Randy L. Carter, Chang-Xing Ma, James Algina, Maurice E. Lucas, Jeffrey Roth, Mario Ariet, Thomas Fisher, and Michael B. Resnick. 2004. "An Empirical Comparison of Statistical Models for Value-Added Assessment of School Performance." Journal Of Educational And Behavioral Statistics 29, no. 1: 11-36. ERIC, EBSCOhost (accessed March 9, 2017).

⁶² U.S. Department of Education. Evaluation of the 2005–06 Growth Model Pilot Program. (January 2009): <https://www2.ed.gov/admins/lead/account/growthmodel/gmeval0109.doc>.

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
			Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.
iii. Graduation Rate ⁶³	4-year adjusted cohort graduation rate, 5-year adjusted graduation rate, and 6-year adjusted graduation rate.	9-12: 50% ⁶⁴	<p>Description: Illinois collects data regarding the 4-year adjusted cohort graduation rate and 5- and 6-year adjusted graduation rates.</p> <p>Research: 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 Data⁶⁵. The definition and criteria for high school graduation are set in School Code⁶⁶, and the data collected statewide is valid, reliable, and comparable across all LEAs in the state, as evidenced in the Illinois State Report Card.</p> <p>Aids in Meaningful Differentiation of Schools: Graduation rate is a required metric of student achievement. The maximum high school adjusted cohort graduation rate is 100%. The all students graduation rate in 2016 is 85.5% for 4-</p>

⁶³ ESSA does not require that growth is measured in grades 9 – 12. However, Illinois stakeholders have made it clear that a way of measuring growth is important and P20 recommended that the administration of a second high school assessment is the most accurate way to achieve this. Moreover, the Governor’s proposal places the greatest value on student growth. In order to measure this, the state must invest in a yearly high school assessment. Governor Rauner will commit to finding the funds to pay for this assessment.

⁶⁴ Until a means of measuring growth is established in grades 9-12, ISBE recommends comparing 9th grade on-track by cohort to graduation rate. Schools that have 90% or greater of 9th-grade students on-track and, in four years, graduate 90% or more of those students will receive the highest designation. Schools in which the graduation rate is below 67% will be eligible for comprehensive services and receive the designation indicating this eligibility regardless of the percentage of the ninth-grade cohort on-track.

⁶⁵ Information retrieved from: <https://www.isbe.net/layouts/Download.aspx?SourceUrl=/Documents/rc-trend-data-02-16.xlsx>

⁶⁶ For required high school graduation criteria, please see the Illinois School Code 105 ILCS 5/27-22, 27-22.05, 27-22.10

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
			<p>year, 87.7% for 5-year, and 88.2% for 6-year adjusted rates. Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
<p>iv. Progress in Achieving English Language Proficiency</p>	<p>ACCESS 2.0 Currently, a composite proficiency level of 5.0 with reading and writing proficiency levels of 4.2 in each. ISBE is meeting with stakeholders to revise the definition of English language proficiency</p>	<p>P-8: 5% 9-12: 5%</p>	<p>Description: The Illinois Administrative Code⁶⁷ identifies the state’s English Language Development Standards as those developed by the WIDA Consortium⁶⁸ and the state’s English Language Proficiency Assessment as the ACCESS for ELLs[®].</p> <p>Research: The adherence of ACCESS for ELLs to the English Language Development Standards is documented by Cook (2007).⁶⁹ The technical properties of the ACCESS for ELLs, including its validity, reliability, and operational performance, are published in annually updated reports by WIDA.⁷⁰</p> <p>Aids in Meaningful Differentiation of Schools: This is a required indicator. In order to ascertain how EL proficiency aids in the meaningful differentiation of schools, ACCESS data, along with other required academic indicators and state-selected school quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.⁷¹</p>

⁶⁷ To see the English Language Development please see 23 Illinois Administrative Code 228 [Subtitle A, 228.10, Definitions](#)

⁶⁸ WIDA Consortium. "Amplification of the English language development standards, kindergarten-grade 12." Board of Regents of the University of Wisconsin System, Madison, WI Google Scholar (2012).

⁶⁹ Cook, H. Gary. "Alignment Study Report: The WIDA Consortium’s English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 to ACCESS for ELLs[®] Assessment." Madison, WI: WIDA Consortium (2007).

⁷⁰ Center for Applied Linguistics (2016). "Annual Technical Report for ACCESS for ELLs[®] English Language Proficiency Test, Series 303, 2014–2015 Administration." *WIDA Consortium Annual Technical Report No. 11* (2016).

⁷¹ Stakeholder will provide a recommendation to ISBE on or before June 30, 2017.

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
	<p>by June 30, 2017.</p> <p>ISBE will use a growth to target treatment for reporting purposes.</p>		

Academic Indicators	Measure(s)	Weight of Academic Indicators: 75%	Description
v. Science	Administered at the conclusion of grades 3, 5, and once in high school (typically after a student completes Biology I).	0% (5% beginning in 2019-20)	<p>Description: The measure of academic achievement for science is the Illinois Science Assessment (ISA) along with the DLM-AA – Science Assessment for students with profound cognitive disabilities. The assessment is administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS)⁷², which were adopted in 2014.</p> <p>Research: Science literacy is a necessary component to success and a key driver of the “nation’s capacity to innovate for economic growth and the ability of American workers to thrive in the global economy.”⁷³ Science is also a recognized indicator of college and career readiness.⁷⁴</p> <p>Technical reports for the 2016 and 2017 administrations will be provided to document validity, reliability, and comparability of the ISA. The DLM Consortium is currently writing the 2016 technical manual for DLM-Science.</p> <p>Aids in Meaningful Differentiation of Schools:</p> <p>The Illinois Science Assessment is still under development, scoring, and standard setting. Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>

⁷² NGSS Lead States. *Next generation science standards: For states, by states*. National Academies Press, 2013.

School Quality/Student Success Indicators ⁷⁵	Weight	Description
i. Chronic Absenteeism (K-12)	P-8: 10% 9-12: 7.5%	<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.⁷⁶ 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 Data⁷⁷.</p> <p>Aids in Meaningful Differentiation of Schools:</p> <p>In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school</p>

⁷³ Commission on Mathematics and Science Education (US). *Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy*. Carnegie Corporation of New York, 2009.

⁷⁴ Mattern, Krista, Jeremy Burrus, Wayne Camara, Ryan O'Connor, Mary Ann Hansen, James Gambrell, Alex Casillas, and Becky Bobek. "Broadening the Definition of College and Career Readiness: A Holistic Approach. ACT Research Report Series, 2014 (5)." *ACT, Inc.* (2014). Dounay, Jennifer. "Embedding College Readiness Indicators in High School Curriculum and Assessments. Policy Brief." *Education Commission of the States (NJ1)* (2006).

⁷⁵ 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.

⁷⁶ 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>.

⁷⁷ Center, Utah Education Policy. "Research brief: Chronic absenteeism." Research Brief, University of Utah, College of Education (2012).

		quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.
ii. 9th On-Track (HS)	9-12: 6.25%	<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 students⁷⁸. 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.⁷⁹</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 system⁸⁰.</p> <p>Aids in Meaningful Differentiation of Schools: In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>

⁷⁸ Additional information on 9th grade on-track may be accessed at:
<http://consortium.uchicago.edu/sites/default/files/publications/p78.pdf>

⁷⁹ 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

⁸⁰ Data from CPS may be accessed at: <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

<p>iii. College Career Ready Indicator (HS)⁸¹</p>	<p>9-12: 6.25%</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 base⁸² 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:</p> <p>Evidence that this indicator is valid, reliable, and comparable across all LEAs in the state and contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data is available on all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> <p><u>Distinguished Scholar</u></p> <ul style="list-style-type: none"> • GPA: 3.75/4.0 • ACT: 30 or SAT: 1400⁸³ • 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 <p><u>College and Career Ready</u></p> <ol style="list-style-type: none"> 1. GPA: 2.8/4.0 2. 95% Attendance in high school junior and senior year
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⁸¹ 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.

⁸² 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>.

⁸³ This benchmark number will continue to be monitored based on ongoing conversations between ISBE and the College Board around level setting/cut scores.

3. College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act (link to description [here](#))

OR

All of the following:

- A. One Academic Indicator in each of ELA and Math during the Junior/Senior Year (or Algebra II at any time)
- B. Identify a Career Area of Interest by the end of the Sophomore Year
- C. Three Career Ready Indicators during the Junior/Senior Year

Academic Indicators

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)
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

		<p>Career Ready Indicators [Minimum of 3]</p> <ul style="list-style-type: none"> • 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>iv. Climate Survey (5Essentials)</p>	<p>P-8: 5%</p> <p>9-12: 5%</p>	<p>Description: Description: In order to capture student (6-12), parent, teacher, and administration voice, ISBE will utilize the 5 Essentials Survey.⁸⁴</p> <p>Research: There is evidence, however, that school culture and climate has an impact on student achievement.⁸⁵ Illinois currently requires districts to use the 5Essentials Survey or an alternate survey selected from a list approved by the State Superintendent. 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</p>

⁸⁴ 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.

⁸⁵ 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>not required annually.⁸⁶ Initially, participation rate on the 5Essentials will be used for the purposes of accountability.</p> <p>Aids in Meaningful Differentiation of Schools:</p> <p>Support for climate and culture as a metric came from many stakeholders and was not exclusive to the 5Essentials Survey. However, 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 system⁸⁷. Evidence that this indicator contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
<p>v. Fine Arts Indicator</p>	<p>P-8: 0%</p> <p>9-12: 0%</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.⁸⁸ 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.⁸⁹ 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</p>

⁸⁶ ISBE is working on both the issue of meeting the requirements set forth in ESSA and amending School Code language to require annual administration of the 5Essentials Survey.

⁸⁷ Additional information of the CPS School Quality Rating System can be accessed at: <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

⁸⁸ 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.

⁸⁹ 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.

		develops over the next three years, ISBE will post for public comment.
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vi. [P-2]	P-8 5%	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. Upon submission of the ESSA State plan for Illinois, ISBE will invite stakeholders to participate in a workgroup 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.
vii. [Elementary/Middle Grade Indicator]	P-8 5%	Stakeholders expressed interest in the development of a school quality/student success indicator for the elementary and middle grades. In theory, this indicator will be modeled after the idea of a college and career readiness indicator for high school. More specifically, the college and career indicator looks at a variety of curricular, extracurricular, work, and military experiences. The initial thinking behind an elementary and middle grade Indicator would be similar insofar as it would identify a range of experiences that children undergo during their schooling and that contribute to school success in later grades (e.g., opportunities for acceleration, participation in extracurricular activities). ⁹⁰ Upon submission of the ESSA State Plan for Illinois, ISBE will invite stakeholders to participate in a workgroup to investigate the development or identification of an Elementary/Middle Grade level indicator for inclusion in the accountability system. This workgroup will commence in the 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.

⁹⁰ In previous drafts, the elementary/middle level indicator was identified as “8th grade on-track.” Feedback for the Office of the Governor suggested that this indicator should be more robust than only 8th grade on-track. This idea supports the belief of some stakeholders who stated that, just as there is a college and career metaindicator in the 9-12 accountability system that considers those experiences that suggest success in postsecondary education and the workforce, there should be metaindicator that collects data on those experiences that support a child in becoming prepared for the rigors of high school in the P-8 accountability system.

Accountability as a transition toward the identification of schools for support and a single summative designation

The accountability system provides information for schools and communities on academic achievement for all students, student growth, EL growth (to proficiency), and multiple school quality/student success indicators. In ESSA, two other purposes of the system are to identify schools that may require support as well as provide a single summative designation for each school. Each will be described in turn, although they are interdependent.

Identification of Schools for Support

ISBE has been clear from the outset of the development of the ESSA State Plan for Illinois that all students must achieve at the highest levels possible. If this is true, it is incumbent upon ISBE and LEAs to provide support to buttress the academic achievement of those groups of students that are struggling.

The determinations resulting from the accountability system should both highlight areas in which one or more subgroups may be excelling, as well as identify equity gaps between those groups that are excelling and those that are not. Again, if the latter is the case, schools must receive assistance to provide the supports and resources necessary to help each and every child be academically successful. Put differently, the accountability system in ESSA serves as the means through which schools are both identified for support *and* the creation of a summative designation in order to meaningfully differentiate schools.

There are two categories of schools in ESSA – comprehensive schools and targeted schools. Schools that are in the lowest-performing 5 percent of Title I schools statewide or a high school that has a graduation rate below 67 percent are identified in the former category. Schools in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools are identified as targeted schools.⁹¹ Both of these schools are required to receive support in order to improve student performance. Schools identified for comprehensive supports must use IL-EMPOWER and have a work plan with targets and timelines approved ISBE. Schools identified for targeted support must develop a plan that is approved by its district and *may* access supports through IL-EMPOWER.⁹² This support is delivered through IL-EMPOWER.

C. Meaningful Differentiation of Schools

The comprehensive school and targeted school designations matter for the purpose of identifying schools for the appropriate services. ISBE will use a system with four tiers to meaningfully differentiate schools. Put differently:

⁹¹ Those schools that receive targeted services but that are unable to increase academic achievement/growth within a four year period of time would then be identified as a chronically underperforming subgroup and required to receive comprehensive services.

⁹² IL-EMPOWER is available to all schools in Illinois. Those schools that wish to use IL-Empower services are required to complete a needs assessment/equity audit in order to identify areas in need of support as well as develop an improvement plan with targets and a timeline.

Tier 1: Exemplary School: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

Tier 2: Commendable School: A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

Tier 3: Underperforming School: A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I schools. Schools in Tier Three: Underperforming shall receive targeted services.⁹³

Tier 4: Lowest-Performing School: A school that is in the lowest-performing 5percent Title I schools in Illinois and those high schools that have a graduation rate of less than 67percent or less. School in Tier 4: Lowest-Performing shall receive comprehensive services.⁹⁴

ESSA also requires that ISBE provide this information in an easily accessible and understandable way to parents, caregivers, and community members through the Illinois State Report Card. Thus, in addition to identifying schools for services and meaningfully differentiating schools from one another through a summative designation, ISBE must also provide additional representations of the data for the purposes of identifying subgroup performance within a school and, if applicable, showing equity gaps.

Data Visualization

A challenge when taking the data from the accountability system and creating a single summative designation is to do so in a way that is intuitive to the viewer yet meaningfully demonstrates the complexity of the work that occurs in schools each day. ISBE is beginning to work on a system that will provide the viewer an “all students” view, individual subgroup summative designations used in determining the “all students view,” and the individual accountability indicators for each subgroup. ISBE shall do this by color-coding each tier of performance for each indicator and each subgroup.

Consider the following example, which begins with the representation of the data at its most expansive -- the school single summative designation (all students view). This will be followed by the aggregate subgroup scores that are used to determine the single summative designation, and finally, the individual accountability scores for a subgroup that makes up the aggregate subgroup score. When a parent, caregiver, or community member accesses the Illinois Report Card to view school performance, the dashboard they initially interact with will provide the “all students” view for a school. The viewer will be able to see this information at the subgroup level and grade level within different pages of the Report Card in order to see equity gaps, should they exist within the school.

The majority of the indicators included in the accountability system have student-level data (e.g., achievement data, growth data, EL proficiency). In order to create a single summative score, each indicator will be standardized to a common 100 point scale to resolve these differences and create a

⁹³ Schools receiving a Tier 4: Lowest-Performing School designation will receive comprehensive services. As part of this work, the school must develop an improvement plan approved by ISBE.

⁹⁴ Schools receiving a Tier 3: Underperforming School designation will receive targeted services. As part of this work, the school must development an improvement plan approved by the district.

system that is consistent, comparable, and simple for all stakeholders to understand. ISBE will partner with National Center for Improvement in Educational Assessment in support of the TAC when developing this index. We are fortunate in Illinois to have individuals with statistical expertise as strong partners in our process. Work will begin in April of 2017.

ALL STUDENTS VIEW

First, using the results from the accountability system for each subgroup at the school, each school will be provided a single, final summative designation.

Tier 1: Exemplary School: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

Tier 2: Commendable School: A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

Tier 3: Underperforming School: A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.

Tier 4: Lowest-Performing School: A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

ISBE Elementary School	Designation: Tier 1: Exemplary School
All Students	

For example, ISBE Elementary School has received a school designation of Tier 1: **Exemplary School**.

AGGREGATE SUBGROUP VIEW

Second, in order to receive the designation of **Tier 1: Exemplary School**, all subgroups must have either received a designation of **Tier 2: Commendable School** or **Tier 1: Exemplary School**. In the example below, one can see that of the subgroups that met the reporting size requirement,⁹⁵ all of the reportable subgroups have either a **Tier 1: Exemplary School** designation or **Tier 2: Commendable School** designation by grade level.

⁹⁵ Please note that for this example, blank cells mean that either there were no enrolled students in the subgroup or the n size was fewer than 10.

ISBE Elementary School	Grade 3	Grade 4	Grade 5	Overall Grade Level Aggregated Designation
Economically Disadvantaged Students	Blue	Green	Green	Green
Children with Disabilities	Blue	Blue	Blue	Blue
English Learners	Green	Blue	Blue	Blue
Former English Learners			Blue	Blue
Students formerly with a Disability				
Hispanic or Latino	Blue	Blue	Green	Blue
American Indian or Alaska Native				
Asian	Green		Green	Green
Black or African American	Green	Blue	Blue	Blue
Native Hawaiian or Other Pacific Islander				
White	Blue	Blue	Blue	Blue
Two or More Races				
Student who is a parent in the armed forces				
Children in Foster Care				
Homeless Children/Youths				

SUBGROUP PERFORMANCE ON INDIVIDUAL ACCOUNTABILITY INDICATORS

In order to calculate an individual subgroup score, the scores for each indicator will have been aggregated.⁹⁶

For the purposes of this example, only the English Learners at grades 3 through 5 will be used.

	Grade Three	Grade Four	Grade Five
English Learners			
ELA Proficiency	Blue	Blue	Blue

⁹⁶ There is a process through which the different results and weights can be standardized for all collected indicators. In the case of the indicators in the Illinois accountability system, the majority of the indicators included in the accountability system have student-level data (e.g., achievement data, growth data, EL proficiency). In order to create a single summative score each indicator will be standardized to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand. ISBE will partner with National Center for Improvement in Educational Assessment in support of TAC developing this index. Work will begin in April of 2017.

Math Proficiency			
Growth			
EL Proficiency			
Chronic Absenteeism			
Climate Survey			
Fine Arts			
Grade Level Rating			

The calculation of an “all students” or whole school score occurs when:

1. The Whole School designation is calculated by looking at every subgroup’s success within each grade level and for all available indicators. That score is out of 100 on a point index.
2. Each subgroup in each grade level and for all available indicators is provided an index score for each indicator. The aggregate of these index scores is the Grade Level designation.
3. If the Grade Level designation reveals one or more underperforming subgroups, the final designation will be Tier 4: Lowest-Performing School or Tier 3: Underperforming School (Tier 4: Lowest-Performing School if the Whole School designation is in the bottom 5% overall, Tier 3: Underperforming School, otherwise). If the Grade Level designation reveals zero underperforming subgroups, the final status will be Tier 2: Commendable School or Tier 1: Exemplary School (Tier 1: Exemplary School if the Whole School designation is in the top 10% overall, Tier 2: Commendable School, otherwise).

Tier 3: Underperforming School and Tier 4: Lowest-Performing School:

The following example emphasizes the fact that no matter how well most subgroups may perform at a school, if a school has one or more underperforming subgroups, the school cannot receive a designation higher than **Tier 3: Underperforming School**.

ALL STUDENTS VIEW

EBSI Elementary School	Designation: Tier 3: Underperforming School
All Students	

AGGREGATE SUBGROUP VIEW

EBSI Elementary School	Grade 3	Grade 4	Grade 5	Overall Grade Level Aggregated Designation
Economically Disadvantaged Students				

Children with Disabilities				
English Learners				
Former English Learners				
Students formerly with a Disability				
Hispanic or Latino				
American Indian or Alaska Native				
Asian				
Black or African American				
Native Hawaiian or Other Pacific Islander				
White				
Two or More Races				
Student who is a parent in the armed forces				
Children in Foster Care				
Homeless Children/Youths				

SUBGROUP PERFORMANCE ON INDIVIDUAL ACCOUNTABILITY INDICATORS

	Grade Three	Grade Four	Grade Five
White			
ELA Proficiency			
Math Proficiency			
Growth			
EL Proficiency			
Chronic Absenteeism			
Climate Survey			
Fine Arts			
Grade Level Rating			

School based expenditure reporting:

For the first time, parents and other stakeholders will have access to school based expenditure information as required by Section 1111(h)(C)(1) of ESSA. However, districts require time to acquire the necessary systems to collect this data. ISBE seeks an extension until June 2019 to implement this provision. By taking this additional time, ISBE and its 855 districts can:

- Finalize the collection tool for reporting local, state and federal fiscal data
- Amend the Rules (6 month process)
- Train district staff
- Have districts set up their accounts on a school level basis
- Collect the FY 2018 financial data on a school level basis by February 2019 (as per statute)
- and report such by June 2019.⁹⁷

ISBE believes the reporting of financial data is a critical component of the accountability system and in providing equity information to parents and communities. All necessary steps will be made to move this process along in an expedited manner.

B. Subgroups.

1. List the subgroups of students from each major and racial ethnic group in the state, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English Learners
 - Former English Learners
 - Students formerly with a disability
 - Students from each major racial and ethnic group.
 - Hispanic or Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or More Races

⁹⁷ To meet the December 2017 timeline as indicated in statute would require ISBE to report on the school level basis with FY 2016 financial data. For Chicago, FY 2017 data is not received by ISBE until February 2018, well after the December 2017 timeline. Moreover, a significant amount of school districts do not submit their FY 2017 data until December 2017 (or after) which is the timeline. ISBE needs time to adjust our timeline and processes.

2. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the state includes the results of former children with disabilities.

Students formerly with disabilities will not be included in the subgroup of children with disabilities for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for students with disabilities and students formerly with disabilities are as follows:

1. **Students with disabilities** includes students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP). Students with a 504 Plan are also identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting. Both of these groups -- students with disabilities and students with a 504 Plan -- can include English Learners with a disability or English Learners with a 504 Plan. These students would be eligible for services that are inclusive of language assistance and disability-related services.
2. **Students formerly with disabilities** includes students who were previously identified as a student with a disability who had an active IEP in the past four years, but does not currently have an active IEP due to not meeting eligibility requirements; has since graduated; and/or has aged out of receiving services. It also includes students who were previously identified as a student with a disability who had an active 504, but does not currently have an active 504. ISBE will continue to report data on students formerly with disabilities through grade 12.

- C. If applicable, describe the statewide uniform procedure for including former English Learners in the English Learner subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the state includes the results of former English Learners.

Former English Learners will not be included in the subgroup of English Learners for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for English Learners and former English Learners are as follows:

1. **English Learners** include students who are determined to be limited in English proficiency.
2. **Former English Learners** include English Learners who met the state reclassification criteria on ACCESS through high school graduation. ISBE is currently meeting with stakeholders to revise this definition to conform with WIDA's guidance on proficiency cut scores and input from practitioners in the field. ISBE will continue to report data on former English Learners

through grade 12.

D. If applicable, choose one of the following options for recently arrived English Learners in the state:

- Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

[Click here to enter text.](#)

E. Minimum Number of Students.

1. Provide the minimum number of students for purposes of accountability that the state determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

In previous drafts of the plan, ISBE had proposed that all subgroups should have a minimum size, referred to as n-size, of 20. EL subgroups, both the traditional subgroups and a newly created “former EL subgroup,” would also have an n-size of 20.

The IBAMC reached majority consensus to recommend an n-size for subgroups of 30. The rationale for the committee’s recommendation stemmed from the fact that the current subgroup n-size used by ISBE for accountability purposes is 30. Members came to consensus that lowering the existing n-size may result in too much weight on small subsets of students, as well as cause unintended statistical consequences.

The Illinois Education Association (IEA) recommended n-size of 25, believing it was an appropriate compromise between educational stakeholders that supported 30 and those, such as the Illinois Latino Policy Forum, which supported 20.

2. Describe how the minimum number of students is statistically sound.

There are thirteen states who had an n-size of ten or less prior to the passage of ESSA. These include California’s CORE Districts plus nine other states have n-sizes greater than ten but less than 20⁹⁸. The National Center for Educational Statistics released a

⁹⁸ Cardichon and Bradley, *Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability*, Washington, DC: Alliance for Excellent Education, (2016).

report 2011 detailing that states can set n-sizes of ten or five and still provide reliable data and protect student information⁹⁹.

Using data suppression techniques, top and bottom coding of values in a distribution, and reducing details reported out are all statistically reliable and valid ways to ensure a reduced n-size¹⁰⁰. An example of these methods producing reliable data that protects student information can be seen in the CORE Districts in California. They lowered their n-size from 50 to 20 which resulted in an additional 150,000 students being identified in their accountability system for intervention and support¹⁰¹.

3. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

ISBE released multiple drafts of its state plan and invited public comment after each draft, particularly on the topic of n-size¹⁰². In previous drafts of the plan, ISBE had proposed that all subgroups should have a minimum size, referred to as n-size, of 20. EL subgroups, both the traditional subgroups and a newly created “former EL subgroup,” would also have an n-size of 20, which is consistent with past practice. IBAMC reached majority consensus to recommend an n-size for subgroups of 30. The Illinois Education Association (IEA) recommended n-size of 25, believing it was an appropriate compromise between educational stakeholders that supported 30 and those stakeholders that suggested a lower n-size. The Governor’s office as well as other commenters proposed an n-size of 10. Commenters suggested it is too easy for schools in their efforts to balance the needs of the majority of the student population to lose sight of the unique needs of smaller populations of students. After much debate, ISBE determined that an n-size of 20 is appropriate insofar as it is large enough to maintain statistical validity and reliability, while respecting the desire of stakeholders to see as many schools and students represented in the accountability system as possible.

4. If the state’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

The minimum number of students for reporting purposes will continue to be 10.

⁹⁹ U.S. Department of Education, National Center for Education Statistics, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting*, NCES 2011-603, Accessed January 5, 2017 at <https://nces.ed.gov/pubs2011/2011603.pdf>.

¹⁰⁰ U.S. Department of Education, National Center for Education Statistics, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting*, NCES 2011-603, Accessed January 5, 2017 at <https://nces.ed.gov/pubs2011/2011603.pdf>.

¹⁰¹ Cardichon and Bradley, *Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability*, Washington, DC: Alliance for Excellent Education, (2016).

¹⁰² See section on stakeholder engagement for full description of all stakeholder engagement activities.

5. Describe how the state's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

Illinois is following the process recommended in Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information¹⁰³, a congressionally mandated report compiled by the National Center for Education Statistics. Illinois convened multiple teams¹⁰⁴ “with sufficient statistical and data expertise to lead the effort to establish a minimum n-size.” Next, as sufficient baseline data is available for all indicators, Illinois with the assistance of TAC will begin to verify that the resulting estimates will be statistically valid and reliable.

6. Describe how other components of the statewide accountability system, such as the state’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The state’s uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups.

A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and that are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data¹⁰⁵ while further protecting the identity of individual

¹⁰³ Seastrom, Marilyn. Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information. (IES 2017-147). U.S. Department of Education, Institute of Education Sciences. Washington, DC., 2017. Retrieved March 3, 2017 from <http://ies.ed.gov/pubsearch>.

¹⁰⁴ The Illinois Balanced Assessment Measures Committee, the P-20 Council Data, Assessment and Accountability Sub-committee, and the ISBE Accountability Working Group Technical Sub-committee.

¹⁰⁵ American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational, and Psychological Testing (US). *Standards for educational and psychological testing*. Amer Educational Research Assn, 1999.

student data¹⁰⁶.

7. Describe the strategies the state uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

The strategy that Illinois utilizes to protect the privacy of individual students is to suppress data for demographic groups that are below a minimum size of 10, pursuant to both the Family Educational Right to Privacy Act (FERPA), as well as the Illinois School Student Records Act (ISSRA), 5 ILCS 140/7 (1) (a).¹⁰⁷ FERPA and ISSRA require that personally identifiable information be protected from disclosure, but do not provide exact parameters for some situations. Therefore, industry best practices have evolved in response, and ED, through the Privacy Technical Assistance Center (PTAC), has taken the lead on identifying and encouraging some of these best practices. PTAC suggests use of cell size suppression as an appropriate method of privacy protection. ISBE applies a minimum cell size of 10 as its minimum group size reporting rule in cases where other information, such as student outcomes or scores, could be combined with small subgroup data to deduce the identity of particular students. ISBE is among a majority of states using 10 as its minimum group size.¹⁰⁸

8. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the state's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Data on the number and percentage of all students and students in each student demographic group included in the accountability system that would fall under the n-size

¹⁰⁶ U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

¹⁰⁷ From the Illinois School Student Records Act: "Personal information contained within public records, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information. 'Unwarranted invasion of personal privacy' means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in obtaining the information."

¹⁰⁸ The U.S. Department of Education's National Center for Education Statistics notes: "Individual states have adopted minimum group size reporting rules, with the minimum number of students ranging from 5 to 30 and a modal category of 10 (used by 39 states in the most recent results available on state websites in late winter of 2010). Each state has adopted additional practices to protect personally identifiable information about its students in reported results. These practices include various forms of suppression, top and bottom coding of values at the ends of a distribution, and limiting the amount of detail reported for the underlying counts." (NCES 2011-603, available at <http://nces.ed.gov/pubs2011/2011603.pdf>)

determined by the State Board will be provided after three years of baseline data is available to be used in accountability calculations.

9. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the state that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the state compared to the data on the number and percentage of schools in the state that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable

- F. Annual Meaningful Differentiation.** Describe the state’s system for annual meaningful differentiation of all public schools in the state, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Describe the following information with respect to the state’s system of annual meaningful differentiation:

1. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

The majority of the indicators included in the accountability system have student-level data, with the exception of the school culture and climate indicator. A majority of the indicators have different scales and measures. These multiple scales and measures cannot be easily compared and are not always meaningful in a school-level accountability system. Each indicator will be standardized to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand¹⁰⁹.

Performance levels will be described in relative terms of the progress schools are making toward the identified interim and long-term goals for the individual indicators. The first performance level for each indicator would be schools that meet or exceed the long-term goal and would be worth the full 100 points. The lowest performance level would be schools experiencing a decline in performance and would be worth no points. However, to establish meaningful performance levels that capture progress, within reasonable limits, toward interim and long-term goals would be established for each indicator. This performance level setting would follow a process founded on the principles of

¹⁰⁹ Reyna, Ryan, *Key Issues in Aggregating Indicators for Accountability Determinations under ESSA*, Council of Chief State School Officers, Washington D.C., 2016. Accessed March 1, 2017 at <http://www.ccsso.org/Documents/2016/ESSA/KeyIssuesinAggregatingIndicators.pdf>

transparency, stakeholder engagement, and external validation¹¹⁰. The nuance of these performance levels and their reasonable limits are particularly important to reflect known evidence on school improvement¹¹¹ and to avoid the regressive qualities (e.g., Pass/Fail) of Annual Yearly Progress under No Child Left Behind. The specific number of performance levels and their relative performance descriptors would be determined through a systemic standard-setting process that draws upon the professional and technical expertise of practitioners and is informed by analyses of past performance distribution¹¹².

Applying a uniform number of performance levels to each indicator would fail to meaningfully differentiate school performance. Indicators with greater differences in performance (e.g., wider distributions and larger standard deviations) will need more performance levels. Indicators with narrow distributions of performance will need fewer levels in order to have validity to stakeholders. For example, student achievement has a wide distribution ranging from 98 percent to 2 percent of students meeting or exceeding standards and would require a greater number of levels to meaningfully capture progress of schools across the spectrum. Stakeholders understand there are meaningful differences between the experience of students in schools where 85 percent of students meet or exceed standards and those that have only 35 percent of students meeting or exceeding standards. The four-year graduation rate has a much narrower distribution, and applying an equal number of performance levels could result in a school with an 86 percent graduation rate and a school with an 88 percent graduation rate in different performance levels. When levels are too narrow, they hold less validity and meaning for stakeholders. Performance level setting is a socially constructed process of informed meaning-making, but the results of the performance level setting can be externally informed and validated by comparing the determinations against research, past performance data, and ongoing stakeholder engagement.

In the past, Illinois used a Technical Advisory Council to set local performance levels. It will reconvene this group again, beginning in 2017, to reconcile the existing student performance levels of each indicator, such that they can coherently be combined into a single accountability system, as well as to inform the development and integration of additional indicators as new instruments are developed and validated. Illinois will also work collaboratively with the staff of the National Center for Improvement in Educational

¹¹⁰ Blank, Rolf K. "Developing a system of education indicators: Selecting, implementing, and reporting indicators." *Educational Evaluation and Policy Analysis* 15, no. 1 (1993): 65-80.

¹¹¹ Evidence from the School Improvement Grant 1003(g) program in Illinois indicates schools experience spurts of rapid improvement that are then sustained or even regress slightly, which then become the foundation for additional periods of more noticeable improvement. Improvement does not occur in constant, equal intervals.

¹¹² American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. *Standards for educational and psychological testing*. American Educational Research Association, 2014.

Assessment in order to identify performance levels and the system as a whole.

Summary of Performance Levels

Performance Level Descriptor	Points
School Meets or Exceeds Long-Term Goal	100
An appropriate range of on-track to interim goal performance levels... <ul style="list-style-type: none"> • School is on track to meet interim goal or within -X% • School is on track to meet interim goal or within -Y% • School is on track to meet interim goal or within -Z%... 	Scale distributed proportionately to number of levels
School Performance Declines	0

- The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

After deep engagement with stakeholders¹¹³, ISBE is proposing a weighting of 75 percent for academic indicators and 25 percent school quality and student success indicators. Public comment has largely supported growth as the predominant measure. IBAMC members had varied opinions as to the specific weights of the academic indicators, but generally it was suggested that growth be weighted more than proficiency and that the EL proficiency indicator should be weighted less than either the proficiency or growth metric.

Within the accountability system, the following weights will be assigned:

Category¹¹⁴	Elementary	High School
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¹¹³ IBAMC recommended 51%/49%, the Governor’s Office supported 80%/20%. The IASB, IASA, IPA, and IARSS support the notion that student growth should be weighted more than proficiency, with English proficiency receiving the least weight. CPS indicated that student growth should be weighted twice that of proficiency and no more than 5-10% to English proficiency.

¹¹⁴ As suggested by stakeholders and recommended by the Governor, ISBE will use a five-year timeline for EL proficiency. This timeline will begin no earlier than first grade (students can receive services in P and K settings), and proficiency will be calculated using a growth to target metric. Also, ISBE will follow report on former ELs through grade 12.

Core Academic Indicators = 75%	ELA Proficiency -10% (7.5% beginning in 2019-20)	ELA Proficiency -10% (7.5% beginning in 2019-20)
	Math Proficiency – 10% (7.5% beginning in 2019-20)	Math Proficiency 10% (7.5% beginning in 2019-20)
	Science Proficiency – 0% (5% beginning in 2019-20)	Science Proficiency – 0% (5% beginning in 2019-20)
	ELA and Math Growth -50% (simple linear regression)	Graduation/ELA and Math Growth - 50% ¹¹⁵
	English Learner Proficiency 5% (growth to proficiency treatment)	English Learner Proficiency 5% (growth to proficiency treatment)
School Quality Indicators = 25% ¹¹⁶	Chronic Absenteeism – 10%	Chronic Absenteeism – 7.5%
	Climate Surveys – 5%	Climate Surveys -5%
	Fine Arts Indicator – 0%	Fine Arts Indicator – 0%
	[Elementary/Middle Grade Indicator] – 5%	9 th Grade On-Track -6.25%
	[P-2 Indicator] – 5% ¹¹⁷	College and Career Readiness -6.25%

IBAMC members raised the idea of incorporating “some type of student growth measure” at the high school level as part of the academic indicators. In this scenario, members were in favor of weighting growth equal to or as much as double that of proficiency.¹¹⁸ However, there was ample acknowledgement that the present assessment system at the high school level does not permit a growth measure at this time. The Governor, in his recommendations, acknowledged the importance of growth at the high school level and

¹¹⁵ Until a means of measuring growth is established in grades 9-12, ISBE recommends comparing 9th grade on-track by cohort to graduation rate. Schools that have 90% or greater of 9th-grade students on-track and, in four years, graduate 90% or more of those students will receive the highest designation. Schools in which the graduation rate is below 67% will be eligible for comprehensive services and receive the designation indicating this eligibility regardless of the percentage of the 9th-grade cohort on-track.

¹¹⁶ Depending upon school configuration and until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.

¹¹⁷ P20 recommended an early grades indicator be developed to serve as a school quality/student success indicator.

¹¹⁸ The IEA supports equal weight to be afforded to proficiency and student growth, with no more than 15% to English proficiency. IASB, IASA, IPA, and IARSS support the notion that student growth should be weighted more than proficiency, with English proficiency receiving the least weight. CPS indicated that student growth should be weighted twice that of proficiency and no more than 5-10% to English proficiency.

made a commitment to finding the resources so that this data can be collected in grades 9 through 12.

With the acknowledgement that the quality of the assessment and data systems is in the process of becoming more stable, ISBE will conduct additional modeling and simulation of accountability system data and ongoing engagement of stakeholders to ensure that a substantial body of evidence supports the validity and reliability of the system.

3. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Stakeholders provided a great deal of input regarding both the number and naming of the summative determinations. There was support for not creating a summative determination of any kind¹¹⁹, particularly for schools serving high-poverty communities. However, a summative determination is required in the final regulations and potentially disadvantages those same high-poverty schools by restricting their identification to a single summative assessment, rather than the full range of indicators in the accountability system. Support for a four- or five-tier system was offered by the Management Alliance, Advance Illinois, Chicago Public Schools, and other stakeholder groups. There was similar support for a simple to understand, three-tier summative system¹²⁰. In balancing the tension between simplicity and the need to reflect complex contextual factors, as well as the need to meaningfully differentiate schools, a system with four or more tiers addressed more of the expressed concerns and aspirations of the majority of stakeholders.

Illinois proposes a four-tiered system of summative designations of its schools:

Tier 1: Exemplary School: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

Tier 2: Commendable School: A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

Tier 3: Underperforming School: A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.

Tier 4: Lowest-Performing School: A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

¹¹⁹ Many comments to this effect were submitted by Illinois Federation of Teachers members.

¹²⁰ Comments submitted by Stand for Children and Consortium for Educational Change.

It is Illinois' belief that all schools have something to learn from and share with their colleagues in a supportive community of practice. Stakeholders have been very clear that the accountability system should be educative, equitable, and non-punitive. It makes sense that the meaningful differentiation of schools and summative designation exemplify these values, too. Thus, a summative determination should assist in both the required differentiation within the final ESSA rules as well as creating a connection between schools and districts throughout the state.¹²¹

4. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Schools eligible for comprehensive supports and services shall include:

- (A) The lowest-performing 5 percent of all schools on the state accountability system receiving Title I funds,
- (B) **All** public high schools in the state failing to graduate one-third or more of their students, regardless of whether or not they receive Title I funds, and
- (C) Title I schools that have been notified that they have one or more student demographic groups that is performing on par with the "all students" group in schools in group (A) of school, and for whom, after three years of implementing targeted supports and improvement, the performance of those subgroups has not improved beyond that of group (A).

By default, LEAs with schools that would meet the definition for group (C) but who have not otherwise been identified, that is,

- (D) Schools that have one or more student demographic groups that are performing at or below the level of the "all students" group in the lowest-performing 5 percent of schools must be identified and notified that they are eligible for targeted supports and services beginning in 2018-19.

If, after three years, the performance of these same subgroups remains on par with that of group (A), they would then be identified for comprehensive supports and services.

Additionally, other schools defined by the state as chronically underperforming are those schools that:

- (E) Fall within the bottom 10 percent of all schools on the state accountability system receiving Title I funds for three years in a row.

¹²¹ Participation in IL-EMPOWER will be required for schools requiring comprehensive services, but all schools are eligible to be a part of IL-EMPOWER.

- (F) Fail to test at least 95 percent of their student population, including relevant student demographic groups, for three years in a row.

Data to demonstrate that Illinois' system of accountability will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support will not be available until three years of baseline data is available for all indicators in the accountability system.

- G. Participation Rate.** Describe how the state is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

ISBE will incorporate the 95 percent rate into the proficiency academic indicator. If a school does not have 95 percent participation rate, it cannot score at the highest level of proficiency.

Furthermore, ISBE will include failure to meet the 95 percent student participation rate in its methodology for identifying schools for targeted support and improvement and defined as a consistently underperforming school. Schools that meet this definition of consistently underperforming, who fail to improve after a period of three years, would then be identified as in need of comprehensive support and improvement.

- H. Data Procedures.** Describe the state's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and who are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and

soundness of accountability data¹²² while further protecting the identity of individual student data¹²³.

I. Including All Public Schools in a state's Accountability System. If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

1. Schools in which no grade level is assessed under the state's academic assessment system (e.g., P-2 schools), although the state is not required to administer a standardized assessment to meet this requirement;

ISBE has historically used a technique called back mapping for schools in which no grade level is assessed under the state's academic assessment system. That is, the closest assessed grade in a school that the attending students feed into (e.g., grade 3 for K-2 building; grade 11 for grade 9 building) was identified and those results applied to the building. Alternately, district aggregate results can be used to provide proxy academic indicators in schools that potentially draw from multiple districts. Illinois has 122 configurations of schools. The many configurations of schools, such as those listed below and more, as well as transitions through new and different assessment structures (e.g., course-based versus grade level) has prompted ISBE to convene its Technical Advisory Council to review historical and contemporary practices and determine specific techniques for implementation in 2018-19.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations will be reported for purposes of accountability at the highest complete grade band configuration. Thus, a P-12 school would be held accountable under the structure of the high school grade band accountability system. All grade level results for all indicators would be reported for these schools.

- iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a state's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

The state's uniform procedure for averaging data is to combine individual student-level

¹²² American Educational Research Association. Standards for Educational and Psychological Testing. Washington, DC: Author, 2014.

¹²³ U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data¹²⁴ while further protecting the identity of individual student data¹²⁵.

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in state public schools for the deaf or blind; and recently arrived English Learners enrolled in public schools for newcomer students); and

Schools, such as state public schools for the deaf or blind, are already well integrated into existing state reporting and data systems. Historically, many students receiving alternative programming in alternative educational settings fell outside the administration of the Illinois State Board of Education and these students were either represented within the system or not based on their specific placement at the time assessments were administered. ISBE is in ongoing dialogue with the Illinois Department of Juvenile Justice (IDJJ) to more fully integrate these students into the accountability system. As appropriate, this section of the application will be amended to reflect changes in practice.

- v. Newly opened schools that do not have multiple years of data, consistent with a state's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

All data for schools that do not have multiple years of data, consistent with Illinois uniform procedure for averaging data, will be publicly reported through the Illinois School Report Card, but will not be included for the purposes of accountability until such time as a stable baseline is available.

4.2 Identification of Schools.

A. *Comprehensive Support and Improvement Schools*. Describe:

¹²⁴ American Educational Research Association. Standards for Educational and Psychological Testing. Washington, DC: Author, 2014.

¹²⁵ U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

- i. The methodologies, including the timeline, by which the state identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Schools eligible to receive comprehensive supports and services¹²⁶ will be identified using the following methodology:

1. First, the lowest-performing 5 percent of Title I schools, as determined by the state accountability system, will be identified. ISBE will concentrate greater resources to those schools.
2. Next, high schools with a four-year graduation rate of less than 67 percent, including those high schools that are not Title I eligible, that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.
3. Finally, schools with chronically low-performing student demographic groups that have implemented targeted support and improvement plans, where, for more than three years, those same demographic groups that resulted in identification remain in the bottom 5 percent of performance compared of the all students subgroup for comprehensive schools.

Schools in the first two categories will be first identified, using data from the full range of the accountability system, and notified that they are required to partner with an IL-EMPOWER Partner Provider(s) for comprehensive supports and services in developing and implementing comprehensive improvement plans in 2018-19.¹²⁷ Schools in the third category will be identified in 2021-22 after these schools have had a three-year opportunity to identify and implement appropriate supports and services. School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-19 may take one planning year and up to three years of full implementation before needing to meet the statewide exit criteria.

¹²⁶ ISBE will work directly with those schools identified for comprehensive services to ensure that appropriate programming is aligned with Title IV funding.

¹²⁷ Districts, especially those with schools identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include organizational, leadership, and capacity-building strategies regarding reflective supervision; job-embedded professional development; learning communities; data literacy; resource allocation; instructional technology and data; information literacy; implementation of Universal Design for Learning; recruitment and retention of teachers in high-poverty and/or high-minority districts; parent family and community engagement; restorative practices; addressing issues related to school environment and school climate; and the development of school-community partnerships. Title I, School Improvement, Title II, IDEA, Title IV Part A and B, and State Longitudinal Data Systems dollars will be used for funding.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the state, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

The following exit criteria are proposed:

1. That a school no longer meets the eligibility criteria for comprehensive support and improvement.
2. That a school, in addition to no longer meeting the eligibility criteria for comprehensive support and improvement, has established a growth trajectory for students, including those at the highest and lowest levels of attainment.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for P-12 students, as applicable depending upon school configuration¹²⁸ and including transitions from one school site to another while addressing how the school intends to ensure sustainability with reduced services, supports, and/or funding¹²⁹.

Schools will have one optional planning year and up to three years of full implementation of comprehensive support and improvement plans before being expected to meet these exit criteria. Schools that are identified in 2018-19 and that opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22.

- B. *Targeted Support and Improvement Schools.*** Describe:
The state’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the state to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Schools with consistently underperforming subgroups of students will be identified through the following methodology:

¹²⁸ For instance, the Early Learning Council recommends that this plan include ways of ensuring Kindergarten readiness and how to sustain those gains through the early elementary years. Additional information on the sustainability plan required for exiting services will be shared with districts as ESSA begins implementation.

¹²⁹ Comments and suggestions made by the Consortium for Educational Change, based on its experience supporting school improvement in schools awarded School Improvement 1003(g) Grants, influenced the addition of criteria 2 and 3.

1. Any school that has failed to meet the 95 percent assessment threshold for all students or for one or more student demographic groups for the past three years in a row will be identified and notified of their eligibility.
2. Any school for which the former English Learner subgroup's or the students formerly with disabilities subgroup's performance is on par with that of the "all students" group in any school will be identified for comprehensive supports and improvement.¹³⁰

Notification will begin in 2018-19 and will be conducted annually thereafter. Schools identified under this definition will have an LEA-determined number of years to implement targeted supports and improvement. Schools identified for targeted supports and services *may* utilize approved providers through IL-EMPOWER.¹³¹

The state's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

1. First, the lowest-performing 5 percent of Title I schools, as determined by the state accountability system (including all weighting of student demographic groups), will be identified.
2. Next, high schools with a four-year graduation rate of less than 67 percent that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.
3. Finally, schools that receive Title I funds that have student demographic groups whose performance is on par with the performance of the "all students" group of the lowest-performing 5 percent of schools will be notified they are eligible for targeted supports and services and should implement targeted improvement plans.

Identification and notification will begin in 2018-19 and will be conducted every three years following. School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-19 may take one planning year and up to three years of

¹³⁰ Put differently, if students who have exited the English Learner and students with a disability subgroups and as members of the former English Learners and former students with a disability subgroups do not make gains or regress, the school will be identified for comprehensive services.

¹³¹ Districts, especially those with schools identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include organizational, leadership, and capacity-building strategies regarding reflective supervision; job-embedded professional development; learning communities; data literacy; resource allocation; instructional technology and data; information literacy; implementation of Universal Design for Learning; recruitment and retention of teachers in high-poverty and/or high-minority districts; parent family and community engagement; restorative practices; addressing issues related to school environment and school climate; and the development of school-community partnerships. Title I, School Improvement, Title II, IDEA, Title IV Part A and B, and State Longitudinal Data Systems dollars will be used for funding.

full implementation before needing to meet the statewide exit criteria. ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets. Schools identified for targeted services that do not make the required gains will then be identified as comprehensive schools and will be required to use IL-EMPOWER services.

The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

In response to the questions posed in the first draft, commenters offered suggestions for criteria for exiting status. ISBE concurs with several commenters that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require targeted support. Therefore, the following exit criteria are proposed:

1. That a school no longer meets the eligibility criteria for targeted support and improvement.
2. That a school, in addition to no longer meeting the eligibility criteria for targeted support and improvement, has established a growth trajectory for the identified student demographic group to bring its performance into alignment with the state's long-term goals.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for P-12 students, as applicable depending upon school configuration¹³² and including transitions from one school site to another while addressing how the school intends to ensure sustainability with reduced services, supports, and/or funding.¹³³

¹³² For instance, the Early Learning Council recommends that this plan include ways of ensuring Kindergarten readiness and how to sustain those gains through the early elementary years. Additional information on the sustainability plan required for exiting services will be shared with districts as ESSA begins implementation.

¹³³ Comments and suggestions made by the Consortium for Educational Change, based on its experience supporting school improvement in schools awarded School Improvement 1003(g) Grants, influenced the addition of criteria 2 and 3.

Schools will have one optional planning year and up to three years of full implementation of targeted support and improvement plans before being expected to meet these exit criteria. Schools who are identified in 2018-19 and who opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22. ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets. Schools that are not making reasonable progress will work with ISBE to determine additional interventions.¹³⁴

4.3 State Support and Improvement for Low-performing Schools.

School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Meet Responsibilities

Illinois will meet its responsibilities by:

- i. Collecting and applying computational algorithms appropriate to identify schools that require comprehensive or targeted support and services.
- ii. Notifying identified schools of their eligibility, responsibilities, and the available system of supports and services;
- iii. Distributing funds to identified schools based on identified need that Illinois will develop, in collaboration with stakeholders, during the available transition year.

Award Funds

Illinois will use its transition year and some portion of the available funds to develop, in collaboration with stakeholders, the state formula for allotment of funds and services to LEAs that have schools identified for comprehensive and/or targeted supports¹³⁵. In

¹³⁴ Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

¹³⁵ When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate the following elements: Status for comprehensive (Tier 4: Lowest-Performing School) or targeted (Tier 3: Underperforming School) support, with schools requiring comprehensive supports receiving a larger allotment of funds and/or services than targeted; the number of staff and students in the school; the phase of the implementation timeline the school is in (e.g., year 1, year 2, or year 3); the number of schools in the LEA identified for comprehensive services and the number identified for targeted services; the concentration (i.e., percentage of schools in the LEA) identified for comprehensive or targeted services; the level of “need” of the school and district; and the quality of the plan itself and readiness of the schools and districts to implement the plan effectively. The rationale for the inclusion of aforementioned elements in the formula is that the statute requires that ISBE prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.”

addition, Illinois will utilize some of its funds to design and implement a rigorous review and approval process for external providers that will become part of the IL-EMPOWER network.

Monitor and Evaluate the Use of Funds

Illinois will utilize the transition year to align its reporting structures and monitoring and evaluation processes to those of other federally funded programs to improve the effectiveness of the agency and reduce the burden of monitoring activities on schools and districts. In addition, IL-EMPOWER Provider Partners will be expected to contribute to research on the effectiveness of strategies implemented in schools responsible for comprehensive or targeted improvement, such that their work expands the available evidence base, particularly for diverse geographic and demographic contexts.

- A. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of state-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, and create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do so. Schools will have four years in which to demonstrate

consistent improvement in identified areas (one year for planning and three years for implementation).¹³⁶

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information or organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

1. Upon notification from ISBE will begin completing a needs assessment/equity audit.
2. At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
3. ISBE will ensure that the identified vendor¹³⁷ has the capacity to assist the school.¹³⁸
4. The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will allow ISBE to grant the appropriate amount of funding to each school or district.¹³⁹ ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who

¹³⁶ The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

¹³⁷ As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

¹³⁸ To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

¹³⁹ The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.¹⁴⁰

Member of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

ISBE will support/interact with LEAs by:

1. Notifying LEA/schools of eligibility,
2. Notifying LEA/schools of responsibilities,
3. Supporting LEA/schools in the connection with IL-EMPOWER providers,¹⁴¹
4. Utilizing ISBE IL-EMPOWER Network (ISBE staff¹⁴² and IL-EMPOWER Provider Partners) in supporting LEA/schools in strong improvement plan development as well as connecting districts with each other in order to provide assistance and guidance.

Eligible LEA/schools may access the differentiated supports and services of IL EMPOWER organized by the following foundational drivers of improvement:

- **Governance and Management:** Systems change efforts (e.g., effective policy development and implementation, diagnostic supports and services, data literacy, continuous improvement processes, organizational leadership, resource management, capacity-building practices, communication planning);
- **Curriculum and Instruction:** Supports administrator and educator development (e.g., teaming processes, facilitation of continuous learning and development, instructional practices, resource allocation, reflective supervision, instructional technology, data information literacy, recruitment and retention of teachers);
- **Culture and Climate:** Emphasizes environment and supports needed for the sustainability of a safe school where productive work can occur (e.g., data competency, resource management, building leadership capacity, cultural awareness, communication strategies, professional learning communities, Universal Design for Learning, social and emotional learning).

B. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the state's exit criteria within a state-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and

¹⁴⁰ Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

¹⁴¹ Completion of the IBAM Quality Framework, completed prior to the initiation of services, shall assist schools with selecting the most appropriate supports.

¹⁴² ISBE staff will work with district personnel to identify schools/districts that can share their expertise with other schools/districts in order to take advantage of the wide range of expertise found in Illinois schools.

34 C.F.R. § 200.21(f)(3)(iii).

ISBE is compiling a list of resources that it will share with the field in the spring of 2017 in order to support districts and schools in their selection of “evidence-based practices” for the purposes of school improvement. Schools identified for support that do not meet the state-determined exit criteria will be supported in selecting contextually appropriate, evidence-based practices that have more rigorous levels of evidence supporting their effectiveness. The LEA will be supported in establishing a strong program monitoring system to ensure that the selected practices are implemented with high levels of fidelity.

Schools identified for comprehensive support and improvement or that fail to meet the state’s exit criteria will be required to partner with an ISBE-approved IL-EMPOWER Provider Partner and use their 1003 funding for intensive professional learning, technical assistance, coaching, and mentoring.

Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

An analysis was completed in 2014 for the State Performance Plan-State Systemic Improvement Plan Process. In planning for ESSA, ISBE will complete an updated internal infrastructure analysis to review its systems, data, and practices utilized for LEA support. This analysis will then be conducted beginning in 2018-19 and will be reviewed annually for updates and revisions.

ISBE proposes that every three years, starting in the year following the identification of schools for comprehensive services (e.g., at the end of a planning year), Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. The review will include an analysis of:

- Investments in early learning (federal, state, local funds).
- Equity gaps in funding per student of General State Aid.
- Equity gaps in Title allocations, including section 1003 funds, supports, and services.
- Equity gaps in special education allocations from IDEA Parts B and D.
- Equity gaps in funding to gifted and talented grant programs.
- Equity gaps in bilingual education funding.
- Equity gaps in access and provision of educator loan repayment grants.
- Gaps in the provision of all technical assistance, professional development, and other support and services provided by agency staff.

- Gaps in the provision of all technical assistance, professional development, and other support and services provided by IL-EMPOWER.
- Gaps in the impact of funding, supports and services, relative to allocation, for all students, relevant student groups, and teachers (e.g., gifted, fine arts, library and media specialists, school service personnel, and career and technical educators and programming).

The review will follow the processes used by Illinois to establish its State Systemic Improvement Plan process and develop its Equity Plan. (See Appendix F.) The review will present data comparing allocations between LEAs and between schools and consider any inequities identified in school support and improvement plans. Following this review, the state will engage stakeholders to determine the most appropriate strategies and take other actions, to the extent practical, to address any resource inequities identified during its review.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Teachers able to meet the needs of the whole child throughout her or his school journey and who serve as mentor and guide are the cornerstones of Illinois public schools. Moreover, supporting the development of educators from pre-service work through the sharing of experience to mentor and teach other professional educators as a more seasoned teacher is the responsibility of schools, professional organizations, and ISBE. In order to best ensure this work is meaningful, the use of Title II dollars must be utilized in ways that support the long-term student goals.

As previously stated, the long-term student performance goals for ISBE include:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

In addition to these performance goals, two additional ISBE goals identify the importance of where the work occurs and who serves as the cornerstone of a child's learning:

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

ISBE believes if a child is supported in achieving the aforementioned performance goals and the centrality of the educator and environment in creating a space for this work to occur that there is a far greater likelihood that the larger state goal that by 2025, 60 percent of Illinoisans will possess a high-quality credential or degree. Creating a system where students are supported in the learning and have the ability to easily access postsecondary opportunities of interest is good for the individual and good for Illinois.

To achieve these goals, ISBE recognizes the central role that administrators, teachers, school service personnel, and other licensed and non-licensed staff play in supporting each and every child in her or his growth. Thus, ISBE must ensure that educators are supported in their professional learning so they, in turn, can support children throughout the continuum of early childhood through postsecondary education and career. To this end, ISBE has a number of initiatives supporting the professional learning of educators and school leaders.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies designed to:
- i. Increase student achievement consistent with the challenging state academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

Currently, ISBE is focused on providing resources (Title I) and training to teachers regarding the Illinois Learning Standards (Title IIa funds), mentoring for principals of low-performing schools (Title I, Part 1003a), induction and mentoring for new teachers (state funds), and training on teacher and principal evaluations (Title IIa). So, too, through partnership with Regional Offices of Education, ISBE has developed and delivered professional development through Foundational Services. Foundational Services were developed and refined over time to share up-to-date information on ISBE initiatives (e.g., ELA and math, teacher evaluation, balanced assessment, family and community engagement). Data suggests that educators have found this professional development useful, but it lacks coordination and the ability to differentiate services based upon district need. Because of this, ISBE must better coordinate its initiatives within and outside of the agency to maximize the impact of professional learning across Illinois in order to increase student achievement.

There are a multitude of professional development opportunities available to districts, many of which are of high quality. However, ISBE sees an opportunity in ESSA to deliberately move from “one and done” or “sit and get” models of professional development to a system wherein professional learning is the gold standard. To be clear, this is not only an issue of language. Rather, Illinois has adopted the Learning Forward Standards for Professional Learning. Moreover, ISBE expects that LEAs, to the extent practical, will engage in professional learning that is led by teachers, embedded by administrators, focused on at-risk subgroups as well as transitions between grades, schools, and into and out of schooling (e.g., entry into kindergarten, between elementary and middle school, middle school and high school, and high school and postsecondary), and focused on considering student level and teacher evaluation data for the purposes of LEA planning.¹⁴³ These standards provide a frame in which learning opportunities should be robust and

¹⁴³ ISBE will modify its Title II application to collect information on the intended and actual use of Title II dollars for professional learning.

have the opportunity for both application and reflection on the part of the educator. In order for this to occur, ISBE is committed to ensuring that the goal of the 2015 Illinois Equity Plan -- that each and every child in an Illinois school is taught by a highly effective educator -- is supported through professional learning opportunities and high-quality resources.¹⁴⁴

The following work, some of which is ongoing¹⁴⁵, will be developed and delivered utilizing Title II funds and braiding and/or blending other fund sources when applicable and appropriate.¹⁴⁶

Professional Learning and Resources for Educators

ISBE understands the importance of job-embedded professional learning¹⁴⁷. To that end, as the ESSA State Plan for Illinois is implemented, ISBE is committed to using Title II dollars in order to:

- Build the content knowledge of educators regarding the Illinois Learning Standards in core content areas and characteristics of learners;¹⁴⁸
- Develop resources on supporting learning environments and transition throughout the continuum of early childhood through college and career (Title II and Title I);
- Develop resources and professional learning opportunities for educators on Universal Design for Learning, differentiated instruction, balanced assessment, and data and assessment literacy (Title I, Title II, Title III and IDEA funding);
- Continue to build upon the 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);

¹⁴⁴ In addition to the importance of developing and supporting multiple avenues of entry for those who wish to teach, ISBE recognizes the importance of establishing a teacher pipeline. In 2013, the Teacher and Leader Effectiveness subcommittee of the P20 Council submitted a proposal to ISBE for the establishment of a diverse educator pipeline. As requested in that document, ISBE released a Request for Information to which 12 organizations submitted material. In addition, to show the commitment of ISBE to this work, beginning in FY 2015, ISBE has annually included a budget **(b)(4)** to support this work. The line has yet to be funded.

¹⁴⁵ As monitoring data is collected and analyzed, the professional learning needs of educators will, in all likelihood, change. To that end, ISBE will track the needs of the field in order to remain nimble to the identified needs.

¹⁴⁶ So, too, many of the specific areas identified in this section will be included in the work of IL-EMPOWER.

¹⁴⁷ In addition to the information shared in this section, ISBE will provide LEA guidance regarding professional learning that is most likely to be effective, aligned to adult learning best practice, is evidence-based, and has been demonstrated to be effective in developing knowledge and improving practice and/or outcomes for students.

¹⁴⁸ For instance, this includes, but is not limited to, the identification and appropriate supports for gifted children, English Learners, and children with other identified needs. It also includes an emphasis on supporting the social and emotional development of each and every child and resource development in core content areas that emphasizes the tenets of differentiated instruction (e.g., ELA, mathematics, science, social studies, fine arts, physical education, and foreign language).

- Continue to support training for teacher and principal evaluators (Title II and state funding); and
- Districts, especially those identified for comprehensive and targeted services, will, through IL-EMPOWER, be provided access to professional learning opportunities that include an emphasis on Governance and Management, Curriculum and Instruction, Climate and Culture. More specifically, capacity-building strategies, with an emphasis on sustainability, will be emphasized (Title I, School Improvement, Title II, IDEA, Title IV Part A and B, State Longitudinal Data Systems funding).

Teacher Residency Program

Illinois, like most every other state, has seen a significant decrease in the number of individuals who attend a college or university in order to obtain licensure to teach. Thus, considering multiple avenues of entry into the profession of teaching is important in order to afford individuals with a sense of calling and connection to specific communities the opportunity to become licensed to teach.

ISBE committed to supporting the development of teacher residencies and is currently working to identify any modifications to statute necessary as well as identifying funds in order for this work to proceed. As that work progresses, ISBE will develop a Request for Proposal for an Innovative Fieldwork competitive grant program. The purpose of this program is to provide funding for districts and institutions of higher education with approved teacher preparation programs to partner and develop innovative approaches to fieldwork requirements in order to provide candidates rich and extended opportunities to work with, learn from, and practice their developing craft with practicing teachers. This work will be shared throughout the state and beyond. Additional information on the application requirements will be forthcoming in spring 2017.

School Leaders and Administrators

ISBE understand the importance of shared leadership within schools and districts in Illinois. School leaders include superintendents, principals, assistant principals, teacher leaders, and, when appropriate, LEA leaders.¹⁴⁹ To this end, ISBE shall:

- Continue to support an educator leader network (ELN) to connect leaders between districts. These funds will be coordinated with state funding (Title II and state funding).

¹⁴⁹ Additional clarification on this definition was provided by the Teacher and Leader Effectiveness subcommittee of the P20 Council.

- Develop a competitive grant program wherein districts will propose 30-60-90 day research projects. These projects will assist Illinois in continuing to be a leader in advocacy for and approaches to teacher leadership, in particular. More specifically, in a 30-60-90 project, a district, school, or portion of faculty will propose a problem of practice important to teacher leadership at the school and/or district, develop a plan in which the problem of practice is investigated, and report findings. This work will be used to increase clarity on the roles and work of a teacher leader. This work will be shared through ELN among other spaces.¹⁵⁰
- Create resources emphasizing the school leaders as instructional leaders, particularly for teachers in the early grades. School leaders need knowledge of child development, pedagogical content knowledge, differentiation of instruction, and knowledge of pedagogical practice and high-impact teacher-child interactions for young children (Title II, Early Childhood).
- Provide school leaders with opportunities to build their capacity as facilitators of continuous teacher learning and development (Title II).
- Professional learning opportunities provided to school leaders, especially those identified for comprehensive services and through IL-EMPOWER, may include strategies regarding family and community engagement, as well as the use of referral mechanisms that link children to appropriate services.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

In addition to the information provided previously, ISBE will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students through systematic professional learning, training, technical assistance, and coaching that allows for differentiated services to LEAs through IL-EMPOWER, the Illinois Data FIRST project, Ed360, the Illinois Virtual School, and Online Impact.¹⁵¹

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is

¹⁵⁰ The Teacher and Leader Effectiveness subcommittee of the P20 Council has recommended pilot programs for both teacher residencies as well as school leaders. ISBE is continuing to ascertain the feasibility of one or both of these in the near future.

¹⁵¹ While ISBE collects limited data on some of these initiatives, it intends to use the opportunity of ESSA to develop a more robust feedback loop to ensure relevance and quality of services.

required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, and create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school 's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do so. Schools will have four years in which to demonstrate consistent improvement in identified areas (one year for planning and three years for implementation).¹⁵²

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information or organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

1. Upon notification from ISBE will begin completing a needs assessment/equity audit.
2. At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
3. ISBE will ensure that the identified vendor¹⁵³ has the capacity to assist the school.¹⁵⁴

¹⁵² The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

¹⁵³ As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

¹⁵⁴ To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information

4. The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will allow ISBE to grant the appropriate amount of funding to each school or district.¹⁵⁵ ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.¹⁵⁶

Member of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

The Illinois Data FIRST project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the Illinois Longitudinal Data System (ILDS) to more efficiently support and improve state and local resource allocations, instruction, and learner outcomes. Illinois has built and deployed the fundamental components of the ILDS and has established a robust interagency ILDS governance system. Illinois Data FIRST will connect resource allocation information to student outcomes and educator information and significantly expand the use of ILDS for intuitive and “real-time” instructional feedback.

Illinois Data FIRST has two components: Fiscal Equity and Return on Investment and Instructional Support. A key outcome of the Instructional Support component is to deliver a comprehensive and high-quality educator dashboard suite, including district-, school-, teacher-, and student-level details, to support data-informed administrative and instructional decisions.

ISBE is launching an educator dashboard, Ed360. Ed360 is being developed incrementally to allow preK-12 stakeholders to access an initial set of data while additional data sets, functions, and reports continue to be added based on stakeholder feedback. ISBE plans to integrate

submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

¹⁵⁵ The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

¹⁵⁶ Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

Ed360 with existing technology in school districts to enable a single sign-on solution. In addition, Ed360 will use existing data collections to populate the dashboards.

Ed360 is available at the state, regional, district, school, and classroom levels. Ed360, which is also connected to the Illinois Open Education Resource platform, will have a formative assessment expansion with additional professional learning focusing on:

- Identifying and/or developing formative and summative assessments,
- Using technology and tools in the classroom,
- Content resources, including guidance on how to use resources developed to improve student achievement, and
- Professional learning regarding behavioral and mental health, equity, and diversity issues to support healthier school environments.

In addition to credit recovery and access to Advanced Placement courses for students, the Illinois Virtual School (IVS), which began in 2001, has been providing free and low-cost, self-paced online professional development to Illinois teachers on a variety of topics, including teaching blended learning courses, understanding mobile learning, and reading courses for K-3 teachers. Facilitated courses do cost more, but generally include graduate credit.

ISBE also supports Online Impact, an online professional development site that will allow teachers to expand their knowledge, explore new teaching strategies, and develop new pedagogical skills in a time frame that is convenient for them. This is available for Illinois K-12 educators. Online Impact offers workshops that help educators throughout Illinois stay up to date on new and emerging educational trends and develop new skills that will foster continued success in the classroom. Currently, there are 15 online professional development courses that have been offered.

- C.** System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Illinois licensure requirements for both in-state and out-of-state program completers can be found at: https://www.isbe.net/Documents/endsmt_struct.pdf. The document is inclusive of initial licensure requirements and requirements for adding subsequent endorsements after initial licensure is earned.

- D.** Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

ISBE has a state longitudinal data system that collects data required under ESSA related to students and educators. This data is then compiled into an educator dashboard (Ed360).¹⁵⁷ This dashboard assists educators in making instructional decisions about the students in the district and the classrooms. In order to ensure that Ed360 meets the data needs of districts, ISBE will continue to consult with stakeholders through its educator leader cadre, the Illinois Education Association, Illinois Federation of Teachers, Illinois Principal Association and the Illinois Association of School Administrators.

¹⁵⁷ Ed360 is currently being piloted in Illinois.

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

In order to best support schools in providing opportunities for a well-rounded education for each and every child, ISBE is dedicated to providing resources that enable schools to support the development of the whole child. This work consists of making sure that there are appropriate resources available to teach content in ways that afford multiple entries into curriculum as well as multiple ways to show their developing understandings.

As stated previously, the important work that occurs between teacher and student and the environment in which this work takes place supports two of the ISBE goals:

- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

So, too, without the teacher and a safe learning environment, the possibility of each and every child in Illinois to meet the performance goals set by ISBE would be far less. In this way, the work that shall occur through the use of Title II dollars and the opportunities available to Illinois students through Title IV is intertwined. ISBE encourages districts to prioritize funds based upon identified needs. ISBE will work directly with those schools identified for comprehensive services to ensure that appropriate programming is aligned with Title IV funding.

For instance, ISBE intends to use Perkins funding to support innovative, competency-based learning experiences with career technical education classrooms,¹⁵⁸ and it is of equal importance that the teachers mentoring students in each content area and school configuration are able to create a safe environment that affords students the opportunity to make mistakes and grow in competency and confidence as they continue their work.

Instructions: When addressing the state's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support state-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging state academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its state strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*

¹⁵⁸ ISBE will develop a competitive grant for districts that highlights innovative work that utilizes competency-based approaches to skill development and attainment. ISBE will work with other state agencies to connect this work with the employer community.

- *English Learners;*
 - *Children with disabilities;*
 - *Children and youth in foster care;*
 - *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
 - *Homeless children and youths;*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
 - *Immigrant children and youth;*
 - *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
 - *American Indian and Alaska Native students.*
- A. The state’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.

Illinois has a long tradition of local control and has adopted a standards-based approach, supplemented with technical assistance and the alignment of programs and funds, to support the continuum of a student’s education. This continuum begins at birth and extends through to postsecondary education and careers.

All Illinois K-12 students have access to rigorous academic standards, which set high expectations for academic achievement. Illinois adopted new learning standards in all content areas. The Illinois Learning Standards¹⁵⁹ in math, science, social science, English language arts, fine arts, and physical education/health are intended to support collaborative, engaging, student-centered learning environments designed to unlock student potential. These standards promote both horizontal and vertical alignment of curriculum, which ensures effective transitioning between grade levels and increases the probability that all learners will be prepared to pursue and achieve, at a minimum, a regular high school diploma.

The Illinois Learning Standards serve as a ground upon which ISBE provides resources and opportunities for professional learning for educators. The resources and opportunities themselves are essential when thinking about the necessary supports for each and every child insofar as the content identified in the learning standards is an important vehicle through which an educator can meet the individual needs of each and every child.

¹⁵⁹ For additional information on the Illinois Learning Standards, please access <https://www.isbe.net/Pages/Learning-Standards.aspx>.

The Illinois Learning Standards and the strategic support and guidance given to LEAs and schools regarding effective implementation ensure appropriate promotion practices as all students attain mastery of the standards. A caring and supportive environment, one in which a child feels safe and cared for and where she or he can learn, decreases the risk of students dropping out by supporting multiple pathways to postsecondary education and careers.

More specifically, 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. These efforts will help ensure that each and every child, regardless of circumstance, has access to a well-rounded education in a safe, healthy, supportive, and drug free environment. Title funds will also be used to promote positive school climates and address childhood exposure to violence and the effects of trauma. These activities, in addition to the supports provided for the Illinois Learning Standards, are critical to address the needs of subgroups, such as homeless children and youth, neglected and delinquent children and others at risk, and create an ecology that supports and nurtures the whole child.

An ecology that supports and nurtures the whole child requires a coordinated approach to best ensure each and every child continues to develop and build upon the fundamental skills she or he already possess and those skills needed to succeed in school and beyond. In addition, coordination during transitions from early childhood through high school graduation must deliberately identify and provide supports necessary for children and families so that the child may thrive.¹⁶⁰ When children are nested within whole, healthy systems that consider the child's areas of strength, the areas where additional support and nurturing may be required and the multiple avenues from where that support should occur are more likely to be identified. This increases the likelihood for improved student achievement and better overall student well-being.

Providing each and every student in Illinois' schools access to personalized, rigorous learning experiences -- beyond the Illinois Learning Standards -- is essential in order for a young person to explore interests and develop a sense of competence and sense of self. There are many opportunities for this to occur within Illinois' public schools. ISBE's strategic use of funds offers students a variety of academic and career and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the

¹⁶⁰ The Early Learning Council recommends and by way of example that individuals who work in ECE settings are trained and equipped to work with transition children from early intervention services and programs across the entirety of the school year. This work is especially important for two reasons: to aid in the smooth transition of the child and her or his parents/caregivers from one system into the next as well as to ensure those children that require additional services are able to receive these in a timely fashion.

school districts in Illinois and are facilitated by the Education for Employment Regional Delivery System. These career pathways or programs of study include industry partnerships, a sequence of coursework, work-based learning experiences, credentials/certifications, career and technical student organizations, individualized career plans, dual and/or articulated credit, and other related pathway experiences. These activities help to connect secondary to postsecondary to careers for students.

In addition, ISBE believes that parent, family, and community engagement is a cornerstone of effective schools and a critical element for a child's education and well-being in order to ensure that the needs of the whole child are met. ISBE has an intra-agency collaborative team charged with developing greater cohesiveness and efficiency in this work. This team has developed a shared definition for family engagement: Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. This helps to frame the supports developed for ISBE, LEAs, and other key stakeholders. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies, and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

To that end, the agency continues to build internal capacity and a number of supports for LEAs, schools, and communities. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools including, but is not limited to, charter, alternative, and community schools. 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. Additional tools and resources will be integrated into the framework for more targeted and intensive individualized engagement with families of students with disabilities, EL students, students with behavioral health issues, and/or students with trauma.

ISBE will also continue to update and develop family engagement professional learning workshops available statewide to schools and districts through Foundational Services. The workshops and networking opportunities are aligned to the ISBE Family Engagement Framework. They are designed to help schools and districts partner with families so that they are more readily able to meet student achievement and healthy development goals, leverage resources, build effective relationships between parents and teachers, develop ongoing community support for school and district improvement, and meet federal and state requirements for family engagement. Family

and community engagement is one of the core elements for the Illinois Balanced Accountability Measure and as such it is important that ISBE work to ensure that all families are supported through this work, especially those that are traditionally underserved (e.g., families who are homeless, migrant families, among others). The updated tools, professional learning opportunities, and resources will provide greater opportunities for meeting the accountability measures.

One such example is ISBE's English Language Learners Division published a guidance framework for schools and districts that integrated the four core principles of the ISBE Family Engagement Framework. The guidance document will be used to provide technical assistance. The division will also partner with external stakeholders, including WIDA and the Illinois Resource Center, to build capacity to engage EL families. There are a series of bilingual online trainings that are available to families to assist them in navigating the school system. ISBE will engage families, community members, schools, and districts through the Bilingual Statewide Advisory Council to ensure that the needs of EL families and communities in the education of bilingual students are met.

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000 in Title I funds. Ninety percent of those set-aside funds must be distributed to the schools, with a priority for high-need schools. ISBE staff will verify compliance with specific statutes regarding allowable use of funds during their review of the Title I grant. This information will be shared through a webinar. Also, staff, in consultation with educators and others from the community will continue to provide technical assistance and supports to ensure Title I funding that is dedicated for family engagement, works to strengthen school improvement efforts, ensures that there is ongoing communication, are offered at locations and at times that allow parents and families to attend without undue burden in order to build capacity for families in ways that are linked to learning and healthy development outcomes for students.

The Title Grants Administration Toolkit provides dates and sample letters districts can use to ensure they meet Parents Right-to-Know requirements. ISBE will ensure that at the beginning of each school year districts are aware of their obligation to notify Title I parents that a parent has the right to request information regarding the professional qualifications of the student's classroom teachers. In addition, a Title I school must also provide timely notice to a parent of a child who has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Also, Title IV, Part B funds will be used to build capacity of subgrantees as they implement high-quality after-school programs for students and families. ISBE recognizes that after-school programming oftentimes is the first entry point for family and community engagement in the school building. The professional development and technical assistance plan for 21st Century Community Learning Center grantees includes an annual comprehensive menu of supports for

family and community engagement that includes webinars, regional workshops, newsletters, resource bulletins, a website, and two biannual conferences.

In addition, ISBE works closely with an Illinois after-school statewide network, the ACT Now Coalition, which recently published quality standards for Illinois after-school program providers. Almost 50 percent of the providers are LEAs and schools. This is significant, given that this leverages the ability to better coordinate resources, staff, and funding to strengthen engagement efforts. There are dedicated standards for family and community engagement as well as for school partnerships. ISBE will work with the network in providing professional development and a community of practice to strengthen local connection and capacity for meaningful engagement that is linked to learning and healthy development outcomes for students.

There are number of strategies that ISBE will be developing to continue and strengthen for young children and their families. Early Care and Education (ECE) providers can receive recognition of their work in family and community engagement from Early Childhood's Continuous Improvement Quality Rating System. This recognition boosts their quality rating and informs families of their quality practice. This gives families more opportunities to make informed decisions about their child's learning environment and the kinds of support they may receive as their child's first teacher.

ISBE, which has received a Preschool Expansion Grant, will work across the agency and in communities to build stronger systems and local capacity of ECE providers and families to better coordinate supports and increase confidence and opportunities for meaningful engagement.

ISBE is a key stakeholder on the Illinois Early Learning Council that, as a public-private partnership created by Public Act 93-380, strengthens, coordinates, and expands programs and services for children, birth to 5, throughout Illinois. There is a dedicated committee for family and community engagement that is working in partnership with ISBE to implement a strategic plan to support hard-to-reach families, help families achieve self-sufficiency goals, and support schools in better coordinating the transition for families when their children enter elementary school.

ISBE is also developing a framework for families in partnership with families, community resources, and faith-based partners because the agency recognizes that families are an integral part of a child's success from cradle to career. This work will align supports for children and families in efficient ways so community resources are strategically organized to support student success and so there is a focus on the whole child, integrating academics, services, supports, and opportunities. ISBE acknowledges the impact community resources and faith-based partners have in helping families become partners and leaders in supporting schools as well as their child's learning and healthy development. ISBE acknowledges the impact of the community school model as it embeds family engagement as a core pillar for school and student success. Community schools strengthen opportunities for schools and partners from across the community to come together to educate and support students and families in building thriving communities.

Family and community engagement is one of the central foci of the work of the Health and Human Services Transformation agenda and an integral part of the overall effort to build internal capacity and coordination for services targeting impacts for children and families statewide. ISBE, in partnership with the Governor's Office, will work to build stronger pathways for communication with families, community resources, and faith-based partners to optimize the efficacy of the work.

- B. The state's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

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. Improving the educational outcomes for all students requires that schools -- the places where children spend most of their day -- promote the necessary conditions for learning, which include:

- A safe, caring, participatory, and responsive school/classroom climate;
- The development of academic, social, emotional, behavioral, and physical competencies;
- Effective and inclusive leaders;
- Ambitious instruction;
- Collaborative teachers;
- Supportive environment; and
- Involved families.

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.

Districts/schools need to provide programming at three levels of care and instruction (promotion, prevention, intervention) as they develop a safe, caring, (re-)engaging, and participatory environment. These levels:

- i. Foster the well-being of all students through universal schoolwide approaches (core standards-aligned academic curriculum and instruction and practices that promote healthy development and prevent issues);
- ii. Provide early intervention and identification strategies and supports to reduce the possibility of escalating issues (and evidence-based practices for content areas and social,

- emotional, behavioral, and physical supports), such as the use of early childhood mental health consultation, family support, and inclusion specialists;
- iii. Provide intensive, individualized supports for those students demonstrating complex, multi-faceted needs, including developmental screenings that could lead to additional supportive services.

All of this work needs to be done within an integrated manner throughout the school and with the support of resources from the local district (inclusive of school health centers¹⁶¹, if available), community, and ISBE.

Illinois provides equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are generally underrepresented. ISBE embraces an educational model that offers a comprehensive educational program to meet each student's unique academic needs, learning styles, and interests. Providing a well-rounded education, including all areas in the Illinois Learning Standards, ensures that students have the knowledge and skills to fulfill this vision and be successful, globally engaged, and productive citizens. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. In addition, school librarians support rigorous personalized learning experiences supported by technology and ensure equitable access to resources for all students.

For instance, ISBE supports these multiple pathways by providing funding and other program improvement-related resources to local districts through federal Carl D. Perkins Act of 2006 and state Career and Technical Education Improvement funds for approvable programs as defined by the state's program standards. These grants require equitable access. Illinois also provides specific funding and resources for Agricultural Education programs in local districts, of which a portion is based on attainment of quality indicators. State leadership projects also are in place to help address various career pathways in Illinois by providing resources to local districts as well. Pathway courses' content in Illinois is aligned to the Illinois Learning Standards. Other standards are used in local districts to meet local needs, such as Common Career and Technical Core, and various content-specific national and/or industry standards. ESSA provides a unique opportunity to work in collaboration with the Perkins Act and other career programs to provide opportunities for each and every child.

As indicated previously, Illinois strives to increase student learning through the consistent practice of providing high-quality instruction matched to student needs. Implementation of a multi-tiered continuum of student supports is a collaborative effort involving all district staff, general educators, special educators, counselors, behavioral health staff, and bilingual/English language staff. Student strengths and needs should be identified and monitored continuously, with documented student

¹⁶¹ ISBE is collaborating with the Illinois Department of Health and Human Services to coordinate Medicaid dollars and the availability of health services at a school site for those children who may lack access to health care.

performance data used to make instructional decisions. The process of such identification and continuous monitoring are the foundational pieces of a successful prevention system. It is through the continuous use of progress monitoring and analysis of student academic, social, emotional, behavioral, and physical growth that ISBE can collect and compile information from LEAs in order to ensure that dollars and programming are tied to the supports LEAs need to ensure that each and every child has regular access to educational opportunities.

ISBE seeks to improve the use of technology in order to improve the academic achievement and digital literacy of all students. This will ensure that each and every child has regular opportunities to meet challenging state standards in developmentally appropriate ways.¹⁶² ISBE is considering using Title IV, A dollars to support LEAs in offering all students, through the Illinois Virtual School, direct access to standards- aligned courses for high school students, including AP and credit-recovery options.¹⁶³ In addition, LEAs will have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content to better allow for customized instructional opportunities for students.¹⁶⁴ Lastly, additional standards-aligned resources will be specifically designed to differentiate content for student consumption in order to increase academic achievement for each and every student by providing resources that are developmentally, culturally, and linguistically appropriate and responsive;

- C. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

Within the Title I District Plan, districts must describe the process through which they will identify and address any disparities that result in low-income and/or minority students being taught at rates than other students by ineffective, inexperienced or out-of-field teachers. ISBE staff will review these responses to ensure compliance and provide technical assistance, when applicable.. ISBE will report by October 2017 statewide rates using school level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers.

- D. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline

¹⁶² For instance, ECE students should have access to technology and this work should follow the joint guidelines from ED and the Department of Health and Human Services on technology and early education (<http://tech.edu.gov/early/learning/principles>)

¹⁶³ IVS is expanding its offerings to grades 3-12 during the 2017-18 school year in order to support LEAs in increasing access to coursework that may not be readily available in a student's home district.

¹⁶⁴ This work is currently being integrated with ISBE-provided district dashboards.

practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Within the Title I District Plan, districts must describe the process through which the district will (i) reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, (ii) reduce incidences of bullying and harassment, (iii) the overuse of discipline practices that remove students from the classroom. ISBE staff will review responses to ensure compliance and provide technical assistance, when applicable.

- C. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV allocation to fund a grant to support safe, healthy schools. This would include efforts to reduce incidents of bullying and harassment; the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety.

In addition, ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV allocation to fund a grant to support innovative use technology in the classroom.

Lastly, ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV Part A allocation to fund a grant to support family engagement. All of these grant activities would provide support and technical assistance to the 855 districts in Illinois. ISBE is unable to commit specifically to this grant at this time since allocations for Title IV Part A have not been finalized.

- C. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

ISBE follows a specific process in allocating Title I, Part A funds to districts. ISBE intends to meet the requirement that no LEA will receive less than \$10,000 provided in the section 4105(a)(2) provided Congress allocates sufficient funds for ISBE to also comply with Section 4105(a)(1) that requires the distribution of Title IVA funds be made based on Title I, part A subpart 2 of the preceding fiscal year.

6.2 Program-Specific Requirements.

- A. **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

ISBE will use 20 percent poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. This waiver allows schools with high percentages of students with poverty the flexibility to use Title I dollars serve the whole school. The current threshold for a school wide waiver is 40 percent students of poverty. Based on 2016 data, there are 816 schools under the 40 percent threshold. Using the 20 percent poverty threshold would allow approximately half of existing targeted assistance schools to utilize the schoolwide waiver (339 schools). Reasons that schools are not served may include lack of funding and/or the district did not want to offer targeted services. With the 20 percent poverty threshold, another 239 not served schools could take advantage of the schoolwide waiver. This would bring the total number of schools that could take advantage of the flexibility provided by the schoolwide waiver to 578 out of 816 or 70 percent of eligible schools. ISBE believes allowing schools with 20 percent poverty or more to apply to and receive a schoolwide waiver is aligned with the intent of the law and provides needed flexibility to schools.

The intent and purpose of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Schoolwide flexibility allows a school to upgrade the entire educational program of a school that serves a high number of children from low-income families, in the instance of the waiver, 20 percent or more. The school will have to explain how taking advantage of the schoolwide waiver will allow them to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps. As part of a simple waiver form, schools applying for this waiver would need to provide for the educational need to receive schoolwide status. Educational need will include the size and demographics of the school, the benefit the schoolwide status will provide to students and teachers, and how funding will be used differently schoolwide to impact more students, improved educational outcomes and close the achievement gap. More specifically, those schools with 20 percent poverty threshold or greater will need to provide information on the academic status of the students, budget, and other factors of the school. ISBE will provide a template that must be completed and approved.

Staff in the Title Grant Division review these waiver requests in context to the Districts Title I Plan, the Consolidated Application, and their unique knowledge of the circumstances of the district. This is to ensure the waiver is in the best interest of the students and the schools. Further, within the goals of the Title I plan and the schoolwide plan that is based on a comprehensive needs assessment, the school, district and ISBE will monitor their progress at improving the educational outcomes for kids. ISBE will continue to support all schools – including those that are not eligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or those that choose not to operate a schoolwide program – in addition to our schoolwide buildings.

B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the state on an annual basis.

For the purposes of the Migrant Education Program (MEP), eligible children/youth are defined as those who:

- Are younger than the age of 22 who have not earned a high school diploma or high school equivalency certificate from a granting institution in the United States; and
- Are migrant agricultural workers or fishers or have a parent, spouse, or guardian who is a migrant agricultural worker or fisher; and
- Have moved due to economic necessity from one school district to another; and
- Have changed residence within the preceding 36 months with/to join a parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in qualifying agricultural or fishing work.

Only certified MEP recruiters and individuals hired and trained by the Illinois Migrant Council or local MEP project can determine if a child/youth is eligible to be identified for MEP. Trained recruiters interview each family to determine program eligibility.

Illinois has a state identification and recruitment (ID&R) coordinator who oversees statewide activity to ensure that migrant recruiters cover the areas of the state where migrant families reside and reach out to all eligible populations, including preschool children and migratory youth who have dropped out of school. The state ID&R coordinator, in consultation with ISBE and local Illinois MEP operating agencies, develops, implements, and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The state ID&R coordinator works with a state recruiter as well as regional and local recruiters employed by local MEP projects to ensure that all MEP-eligible children and youth in the state are identified and recruited.

Qualified recruiters *must* complete identification and recruitment training each year to receive certification and participate in other scheduled training sessions, as required.

Recruiters document specified eligibility information on the Certificate of Eligibility (COE) and maintain records relating to identification and recruitment. Information used for eligibility and enrollment is gathered from self-eligible youth, parents/guardians, spouses, employers, social service agencies, and community members and organizations, documented on the COE, and entered into the migrant database, the New Generation System (NGS). NGS transmits data to the Migrant Student Information Exchange (MSIX)

and also generates the counts of eligible migratory children for the Comprehensive State Performance Report that is submitted annually.

ID&R staff verify and document those individuals who may be eligible for services each September by contacting families previously recruited to verify and document the continued residency in the state of eligible migratory children from birth through 21 under a process called Residency Verification.

The coordinator oversees the state quality control efforts, which are designed to strengthen the accuracy of the ID&R processes through use of a variety of checks and balances. The Illinois quality control plan requires that the COE be checked by a local COE reviewer and a state reviewer before the final eligibility determination is made. An annual re-interview process of a sample of families previously identified is carried out to verify the accuracy of the state eligibility determinations. Illinois has developed a comprehensive identification and recruitment manual, updated annually, that describes the responsibilities of recruiting staff and ensures high-quality practices in the state. (See Appendix G.)

In addition, recruiters serve as a link among the MEP, schools, parents/guardians, employers, and community agencies. The recruitment of MEP-eligible children and youth is the first step toward the provision of supplemental educational and supportive services by local operating agencies and the State of Illinois. Proper eligibility determinations ensure that eligible children and youth receive needed services. A coordinated statewide effort among key personnel responsible for identification and recruitment is critical to ensure that all MEP-eligible children and youth in the state are identified and recruited in order to obtain necessary supports.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

Illinois developed a comprehensive needs assessment (CNA) in 2015 as part of a continuous improvement process. It includes identification and an assessment of:

- The unique educational needs of migrant children that result from the children's migrant lifestyle; and
- Other needs of migrant students that must be met in order for them to participate effectively in school.

This analysis of needs provides a foundation for the future direction of the Illinois MEP through the service delivery planning process and supports the overall continuous improvement and quality assurance processes of the Illinois MEP and the overall ESSA

State Plan for Illinois. The CNA serves as a springboard to set rigorous goals for the MEP and to better serve migrant students in Illinois. Doing so strengthens the plan.

The CNA will be updated periodically as necessary to respond to changes in the characteristics of the program and migrant population in Illinois. The CNA process will involve the collection and review of data on migrant student achievement and outcomes, the perceptions of migrant staff and parents related to migrant students' needs, and relevant demographic and evaluation data. A committee of stakeholders and experts will use the data to formulate a comprehensive understanding of the characteristics of the migrant student population in Illinois and describe and quantify their needs as well as solution strategies to guide the MEP.

When children arrive during the summer, local and comprehensive summer school projects assess newly identified migrant children and youth to determine their individual strengths and areas for growth and support in mathematics and reading. Out-of-school youth who are not proficient in English take an English language proficiency screener. These assessment results are used to guide summer school instruction. During the regular school year, migrant students enroll in the local school and are screened and assessed with the instruments used for all students.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, state, and federal educational programs.

A service delivery plan designed to address the needs identified in the CNA guides the implementation of the MEP. Each year, local projects provide services specified in the plan in communities where migrant families are living. Supplemental education and support services are provided to respond to the unique needs of migrant children and youth. These needs are not addressed through existing state, local, and federal educational programs, but the supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another.

Many migrant children are present in Illinois only during the summer months and return to their home state during the school year. As a result, most MEP services are offered during the summer months through both center-based and home-based or itinerant programs. These services include:

- Preschool developmentally appropriate programs designed to prepare migrant children for a successful school experience,

- Grades K-12 integrated classroom instruction – math; reading/language arts; English as a second language; science, technology, engineering, and mathematics (summer school); and tutorial support (during the regular academic year),
- Secondary school services to assist high school students in achieving graduation, as well as postsecondary and career preparation,
- Outreach and instruction in GED preparation, life skills, and English as a second language for youths who have dropped out of school,
- Ancillary support services, including health, nutrition, and transportation, and
- Parent involvement activities.

During the regular school year, the local MEP project provides supplemental services, such as:

- Outreach and assistance to enroll in regular school year programs,
- Supplemental instructional or tutorial support,
- A migrant advocate who works with schools and families in areas of high concentration to make sure their needs are addressed, and
- An annual meeting with the migrant staff, high school counselor, and the student to review and update the student’s graduation plan.

- iv. Describe how the state and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*e.g.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

Local operating agency data entry specialists enter information for eligible migrant children and youth in NGS. NGS files are transmitted daily to MSIX. NGS student records include demographics, enrollments, course history, health and immunization information, and assessment results. Illinois has established timelines for entry of information in line with the MSIX regulations. Local operating agencies use NGS and MSIX to gather information about newly arrived migrant children and youth to facilitate school placement and provision of appropriate services.¹⁶⁵

Illinois is part of several multistate consortia that seek to improve the identification and recruitment, policies, and educational services and programs for migrant students:

1. Two migrant incentive grant consortia: Identification & Recruitment Rapid Response Consortium and Graduation and Outcomes for Success for Out-of-School Youth.

¹⁶⁵ This includes children identified through migrant Head Start.

2. Illinois is part of the NGS consortium that collects and shares data among several states, including Texas, which is home to a large number of migrant families that come to Illinois.
3. Illinois also participates in MSIX.

Being part of these consortia has enabled Illinois to establish a system that ensures that school records are transferred from one school to another in a timely manner when migrant students cross state borders. Illinois is in contact with neighboring states to ensure that migrant students are identified and provided with services. Further, Illinois has developed relationships with school districts in sending states as well as other migrant programs, such as the Texas Migrant Interstate Program, to ensure continuity for migrant students who leave Illinois' schools in the middle of the academic year. Illinois administers the State of Texas Assessments of Academic Readiness (STAAR) exam, which is the Texas state academic test, during the summer for migrant students required to take it.

- v. Describe the unique educational needs of the state's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the state's most recent comprehensive needs assessment.

Based on the most recent CNA, the following are indicators of the unique education needs of Illinois migratory children:

For Reading and Mathematics

- The migrant student attainment in reading needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.
- The migrant student attainment in math needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant students need English language support in content area instruction at a higher rate than non-migrant students.

For School Readiness

- Migrant children need to increase alphabet and emergent literacy skills.
- Preschool migrant children need to increase math skills to prepare for school.

For High School Graduation and Services to Out-of-School Youth

- Attainment on state assessments needs to increase by 20 to 51 percent to close the performance gap between migrant and non-migrant students.

- The percentage of students completing math and English courses needs to increase by 13 percent.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant youth need to increase knowledge and abilities related to basic life skills and English language skills.

For Ancillary and Support Services

- MEP staff need to have the opportunity to receive training in methods of connecting content instruction to the diverse needs and backgrounds of migrant children.
- Migrant families need adequate access to transportation and nutrition resources.
- Migrant children and youth need to be screened for dental, health, and vision issues; problems that are identified need to be addressed.
- Migrant families need ideas for helping their children succeed in school, including ideas for helping in core content areas, navigating the school system, and preparing for postsecondary options.

Migrant families need access to educational materials and school supplies in the home.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

ISBE has established Measurable Program Outcomes to determine whether the program has met the unique educational needs of migrant children and youth as identified through the CNA for the following areas:

Reading and Mathematics

1a: Migrant students participating in a summer program for at least three weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.

1b: Migrant students participating in the MEP regular year reading/literacy instructional services for at least three months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.

1c: Migrant students participating in a summer program for at least three weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.

1d: Migrant students participating in the MEP regular year math instructional services for at least three months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.

School Readiness

2a: Eighty percent of all preschool migrant students participating for at least three weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.

2b: Eighty percent of all preschool migrant students participating for at least three weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.

2c: Seventy-five percent of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.

High School Graduation and Services to Secondary-aged Youth

3a: Seventy percent of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least three weeks will complete partial or full credit in one course required for high school graduation.

3b: Seventy-five percent of migrant high school students enrolled in schools with MEP projects for at least three months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.

3c: Thirty percent of migrant-eligible out-of-school youth will participate in instructional services.

3d: Seventy percent of secondary-aged migrant students (both those attending a home-based program and those in a center-based program for at least three weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the state and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration,

consistent with section 1304(c)(3) of the ESEA.

Illinois convenes a Migrant Parent Advisory Group at the state level and requires local projects that operate for one school year in duration to also convene a local parent advisory group. These groups provide advice and feedback about the MEP and how it could better serve their children's needs. All MEP projects conduct parent surveys during the summer to gather information about their satisfaction with the program and to ascertain ways to improve the academic quality of the programs. Survey responses are analyzed and the results are included in the annual program evaluation. Illinois has developed a series of parent workshops based on survey responses that focuses on topics of interest that are offered in different locations throughout the state.

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
- a) The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
 - b) When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the state.

The state establishes Title I, Part C funding parameters aligned with the results of the Comprehensive Needs Assessment and the Service Delivery Plan that specifically target the needs of migratory children with "priority for services" (PFS). The Title I, Part C grant application requires local funded entities to identify and give priority for service to PFS children and youth and to provide services that address the special needs of migratory children in accordance with the Illinois Service Delivery Plan.

Beginning July 1, 2017, PFS migratory children will be those who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet state academic standards or have dropped out of school. Currently, Illinois utilizes the following student characteristics to identify those who are most at risk of failing or have dropped out of school:

- Failed to meet state standards on state reading and/or math assessments (including students who were enrolled in the test window but were absent, exempt, not tested, or not scored);
- English Learner;
- Over-age for grade (e.g., student is older – two-plus years – than a typical student in that grade);
- Retained in grade; failed one or more core high school courses;
- Out-of-school youth or dropped out of school;

- Special education student

Data documenting previous moves and age is taken from the COE. Failure to meet state standards comes from assessment results on the state academic assessments.

Standardized assessment results from another state reported on the NGS (e.g., Texas Assessment of Knowledge and Skills and STAAR scores) may be used as well. ELs are identified with state screening tools or annual English language proficiency assessment results. School records are used to document other criteria, including students being retained in a grade, students failing one or more high school courses, and students with IEPs or 504 Plans.

When a migrant child/youth is first identified, the recruiter collects information on the COE that relates to PFS. Local project staff compile relevant information from school records, migrant student data bases (including NGS and MSIX), and family interviews. PFS data for each migrant child and youth is entered in NGS by data entry specialists following timelines that conform to MSIX regulations. NGS uses current data to make PFS determinations for each migrant child/youth and produces a PFS report that includes the criteria used to make the determination for each child. Local projects generate the PFS report and use the detail provided to tailor services to the particular needs of each child/youth. Should the availability of migrant program services be limited, PFS children/youth receive priority for services.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

ISBE provides technical assistance to Illinois Department of Juvenile Justice and the LEAs concerning transitional services that will enable neglected or delinquent youth to re-enter school successfully and/or to find employment after they leave the institution and return to the local community. Transition coordinators for youth in the facility help youth and families as they enter and exit facilities. The goal of these coordinators is to reduce the time between the transition of records for some of the state's most vulnerable youth and to improve coordination across school districts for services and supports available for these youth. The services should include IDEA, workforce, and training services.

The state's plan is to assist the transition of children and youth between correctional facilities and locally operated programs, including supporting comprehensive strategies to re-engage these youth, and offer community supports that improve the likelihood of success in communities with significant numbers of disconnected youth. ISBE will coordinate with IDJJ, neglected and

delinquent institutions, and service agencies to coordinate services on behalf of youth served under this part.

Detailed transition plans will be included and required for LEAs and agencies to complete in their application for funding. ISBE continues to provide in-service training on programs and activities that IDJJ and the LEA may use to promote transitional services. These programs and activities can assist the LEA and the correctional facilities in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

IDJJ, in applying for these funds, completes an application that describes the type of transition services that will be used for students leaving the institutions for schools served by LEAs, postsecondary institutions, or vocational and technical training programs. These programs include, but are not limited to:

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.
 - Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment.
 - Essential support services to ensure the success of the youth such as:
 - Re-entry orientation programs, including transition centers in high schools;
 - Pupil services, including counseling, psychological, and social work services designed to meet the needs of neglected or delinquent children and youth;
 - Tutoring and mentoring programs;
 - Instruction and training at alternative schools and learning centers;
 - Services of in-school advocates on behalf of individual neglected or delinquent youth;
 - Information concerning and assistance in obtaining available student financial aid; and
 - Job placement services.
- ix. Describe the program objectives and outcomes established by the state that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

The targets that ISBE has established for its use in assessing the effectiveness of Title I, Part D in improving the academic, vocational, and technical skills of students being served by the program are:

1. To improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and

youth have the opportunity to meet the same challenging state academic content standards and challenging state academic standards that all children in the state are expected to meet in order to obtain a high school diploma;

2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. To prevent at-risk youth from dropping out of school and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education and the involvement of their families and communities.

The performance indicators and the data sources are a combination of ISBE academic indicators and LEA information. Each individual institution/LEA collects achievement data based on the tests given at that institution and submits its assessment plan as part of its application. The LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan, including the tests that will be administered to the youth and how the results of the tests will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests. Agencies and LEAs will be required to submit a report biannually that reflects growth toward performance and assessment goals and targets. Additionally, ISBE collects demographic information and monitors the number of students participating in the neglected or delinquent services and the services provided. ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions.

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- x. Describe the SEA's standardized entrance and exit procedures for English Learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the state. At a minimum, the standardized exit criteria must:
 - a) Include a score of proficient on the state's annual English language proficiency assessment
 - b) Be the same criteria used for exiting students from the English Learner subgroup for Title I reporting and accountability purposes; and
 - c) Not include performance on an academic content assessment.

Each school administers the home language survey (HLS) to all students enrolling for the first time in preschool, kindergarten, or any of grades 1 through 12. Illinois plans to maintain the current practice of identifying ELs early and providing quality early childhood education that matches a child's cultural and linguistic needs. It is vital to consider native language screening and assessment in early childhood settings; teachers will not capture a full understanding of a student's knowledge and skills if they only assess children in the

language in which they are least proficient. The HLS is administered in order to identify students who have a language background other than English, based on the language(s) used at home. A student is given a prescribed screening instrument to assess English language proficiency within 30 days of the student's enrollment or for preschool programs after first participating in the program. The child is tested in four domains of English; that is, speaking, listening, reading, and writing (pre-reading and pre-writing for students entering preschool-kindergarten). Each student whose score on the prescribed screening instrument is "not proficient" shall be considered an English Learner and thus eligible for, and placed in, an appropriate language assistance program.

All English Learners are assessed annually with the state's English language proficiency assessment. This assessment tool includes aural comprehension (listening), speaking, reading, and writing skills components. ISBE developed a definition in 2013 for English language proficiency to be applied to all English Learners. As a result, English Learners who obtained an overall composite score of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the state's English language proficiency assessment were considered English language proficient. Students were then exited from the program of bilingual services and no longer identified as English Learners.

ISBE is currently reviewing and revising the definition of English language proficiency applied to all English Learners. A group of stakeholders that includes researchers, administrators at the local and school level, teachers, and parents are currently meeting to revise the state's definition of English language proficiency. This new criteria will be used for ELs in the EL subgroup for Title I reporting and accountability purposes.

English Learners will be assessed annually for English proficiency and for English language arts and mathematics. Illinois will assess newly arrived ELs, enrolled in their first year in US schools, in grades 3-12 in academic content areas: English language arts, mathematics and science. Data from the first year assessments will not be included in accountability determination but serve solely for baseline purposes.

- xi. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - a) The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - b) The challenging State academic standards.

ISBE will assist school districts in appropriately targeting English learners that have demonstrated significant lags in academic progress although having participated in a Transitional Bilingual

Program or Transitional Programs of Instruction for five years or longer while. ISBE will work directly with or provide technical assistance to districts to concentrate ongoing goals that identify long-term English learners and specifically provide instructional learning strategies for secondary students that address growth in reading and math. Further assistance will include backward planning to provide appropriate cultural and linguistic strategies for English learners starting in middle schools and is inclusive of professional learning for teachers in general education classrooms.

ISBE will provide assistance to school districts struggling to have their English Learners meet the rigorous challenges set forth in the Illinois State Standards. By building on the English learners' cultural and linguistic strengths, ISBE will aid school districts by providing sustained professional learning to professional staff.¹⁶⁶

- xii. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
- a) How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - b) The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

ISBE will monitor the progress of English learners in attaining English language proficiency by collecting and analyzing data regarding students' growth and proficiency on the state's language proficiency assessment (viz., ACCESS 2.0).

Additionally, ISBE will oversee student data that crosswalks both English learners and former English learners' performance on the ACCESS 2.0 and the PARCC. Schools in which scores of English learners and former English learners lag behind their non-EL counterparts on the PARCC will be provided interventions and supports. School consistently demonstrating a lag in EL progress will be monitored to ensure native language programs are in adhere to research-based interventions and strategies that are consistent with WIDA's English Language Development Standards and services are provided with moderate to high levels of consistency.

E. Title IV, Part B: 21st Century Community Learning Centers.

- i. Describe how the SEA will use its Title IV, Part B, and other federal funds to support state-level strategies that are consistent with the strategies identified in 6.1.A starting on page 60.

¹⁶⁶ Some of this assistance can occur through IL-EMPOWER. Additional assistance may occur through other TA and professional learning provided directly by ISBE.

Title IV(b) funding will be leveraged with other federal funds to increase the state's ability to address performance gaps in learning and healthy development for the most vulnerable children; meaningfully engage families as critical partners; connect community systems with schools and districts in sustainable ways; and, in partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state that leads to increased student achievement.

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the subgrant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities.¹⁶⁷

Five percent of the funds will be used for state activities. The funds will be used to pay for the following as outlined in ESSA, Title IV, Part B, Section 4202 (c)(3):

- Monitoring and evaluating programs and activities.
- Providing capacity building, training, and technical assistance.
- Conducting a comprehensive evaluation (directly or through a grant or contract) of the effectiveness of programs and activities assisted.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Ensuring that any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
- Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- Coordinating funds received with other federal and state funds to implement high-quality programs.
- Providing a list of prescreened external organizations, as described under section 4203(a)(11).

The remaining 93 percent of funds will be awarded to eligible applicants through competitive subgrants using a peer review process. A financial and programmatic risk assessment will need to be completed in order to receive the funds.

¹⁶⁷ These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board.

- ii. Describe the SEA’s processes, procedures, and priorities used to award subgrants consistent with the strategies identified in 6.1.A. starting on page 60 and to the extent permitted under applicable law and regulations.

Illinois awards subgrants on a competitive process to school districts, community-based organizations, faith-based organizations, Regional Offices of Education and Intermediate Service Centers, state-authorized charter schools, and other public and private entities. An eligible entity must serve schools with 40 percent or higher low-income student population. A Notice of Funding Opportunity is released on the ISBE website and through the GATA website. The applicants have 45 days to submit their proposal. The applications are scored by a minimum of three peer reviewers using a merit-based review. Applications are also reviewed by ISBE staff to ensure eligibility and meeting past performance criteria.¹⁶⁸ Applicants are required to describe in the narrative how they will meet the needs of these subgroups, including how activities are expected to improve student academic achievement as well as overall student success, integrate quality programming standards, and engage stakeholders on an ongoing basis. Following the initial award of a subgrant, continuation beyond the initial funding period is based on whether a subgrantee has made substantial progress toward meeting the objectives stated in its approved proposal. The 21st CCLC grantees will be monitored on what they proposed in their grant to ensure the fidelity of the program. Grantees will also do a fiscal and programmatic risk assessment each year when they apply. Monitoring of 21st CCLC grantees will be connected to the required risk assessments completed as part of the awarding of the grant process.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i. Provide the SEA’s specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Districts primarily use Rural and Low-Income School (RLIS) Program funds for activities to increase the academic achievement of students. Thus, the program objective will be to measure the academic achievement of students as described in Accountability System. (See 4.1 starting on page 30.) Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school),(4.1, A.,i.) will be used to drive the RLIS program.

¹⁶⁸ The Notice of Funding Opportunity (NOFO) has a provision that includes priority points for serving lowest-performing eligible schools. Information is included in the NOFO to coordinate with other programs that work with the subgroups.

- ii. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Districts primarily use Rural and Low-Income School (RLIS) Program funds for activities to increase the academic achievement of students. As part of their annual application, grantees are required to provide a description of how the funds are linked to student achievement and the budgeting for funds must reflect the information those programmatic descriptions. Thus, the program objective will be to measure the academic achievement of students. Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school), will be used to drive the RLIS program.

- iii. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

ISBE shall provide technical assistance to districts to help them in implementing approved program activities and tie fiscal decisions to improved student achievement; Technical assistance may be offered through webinars, conference presentations, telephone conferences, and may include one on one assistance to LEA staff by ISBE staff.

McKinney-Vento Act.

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the state and assess their needs.

The Illinois State Board of Education has established procedures to ensure that homeless children and youths are afforded the same educational opportunities to be successful learners as all other children and youths. Ensuring that all Illinois students develop the knowledge and skills necessary for success in the 21st century is a challenge that public schools face because of the large increase in homelessness over the past five years. Cross-coordination of programs is essential to the goal in ESSA that all students, including homeless children and youth, will meet state academic standards.

ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth program requirements and share McKinney-Vento guidance provided by ED. Notices will be provided on the ISBE website,¹⁶⁹ by teleconferencing, and through trainings and

¹⁶⁹ For additional information, please access <https://www.isbe.net/Pages/Homeless.aspx>.

workshops.

Illinois is a regionally designed state that has established procedures to ensure that homeless children and youths are afforded the same opportunities to be successful learners as all children and youths. The landscape for providing those opportunities is coordinated by Illinois' state coordinator for the education of homeless children and youth. The state coordinator oversees an Office of the Coordinator and lead area liaisons (LALs). The Lead Area Liaison will provide professional development and technical assistance to the LEA homeless liaisons and school staff on removing the barriers to homeless children and youths education. The barriers (e.g. lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non-homeless students, guardianship issues) must be removed and the homeless children and youth must be immediately enrolled. The Lead Area Liaisons and the LEA liaison must work together to meet the requirements. Uniform dress code requirements will be addressed by the LAL and LEA homeless liaison. Title 1, Part A funds may be used to remove this barrier.

Homeless children and youths in Illinois will be identified by school personnel and through coordination of activities with other entities, such as homeless shelters and community service agencies. The Common Form¹⁷⁰ was created for LEAs to use when enrolling homeless children and youths. In addition to information on enrolling children and youths into school, it also asks for other children and youths residing in the home to be listed. That allows LEA homeless liaisons to reach out to families with preschool-aged children to assist with finding preschool placement for that child. It also allows LEAs to work with families who may need early intervention services for children ages birth to 3 years of age.

The homeless education liaisons are trained to educate and work closely with all personnel in the school district as well as with community social service agencies and Continuum of Care programs to ensure that homeless children and youths are identified. (See <http://portal.hud.gov/hudportal/HUD?src=/states/illinois/homeless/cocontacts>.) Continuum of Care programs funded by the U.S. Department of Housing and Urban Development are represented in every Illinois community and are responsible for locally coordinating services to homeless families.

A close working relationship between homeless education liaisons and staff of the Continuum of Care programs is critical to meeting the educational and support services needed by homeless families. A key part of training for school personnel and social service agencies will be to emphasize the need to sensitively identify families in homeless

¹⁷⁰ To access the Common Form, go to <https://www.isbe.net/Documents/83-01-common-form.pdf>.

situations and the need to be respectful of the families' privacy. Sensitive questions to ask when dealing with homeless families can be found on the National Center for Homeless Education website at http://center.serve.org/nche/downloads/briefs/det_elig.pdf.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, school counselors, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

All school personnel continue to gain in understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by LALs and LEA homeless education liaisons.

LALs and LEA homeless education liaisons will work collaboratively to identify homeless youths not currently attending school. The liaisons will work to ensure that these youths are connected to available services in the community and will help them to enroll in available before- and after-school programs, as appropriate.

The LAL will be responsible for providing technical assistance to the LEA homeless liaison to ensure that homeless children and youth receive counseling services either through the school district or community services providers. The LAL and the LEA homeless liaison will work collaboratively with the School Counselor to advise and assist homeless children and youths to prepare and improve their readiness for college.

Unaccompanied youths include young people who have run away from home, been thrown out of their homes, and/or have been abandoned by parents/guardians/caregivers. Unaccompanied youths have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. They face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. They may not understand their educational rights or know how to acquire this information. Removal of barriers to transportation, immediate enrollment, and the right to return to the school of origin must be addressed.¹⁷¹ ISBE ensures that schools are doing this through monitoring and through continuous trainings and contact with LEA homeless liaisons.

¹⁷¹ For additional information on the rights of unaccompanied youths, please access <http://center.serve.org/nche/downloads/briefs/youth.pdf>.

Unaccompanied youths with special needs: The Individuals with Disabilities Education Act (IDEA) 2004 offers guidelines pertaining to unaccompanied youths with disabilities as defined by IDEA.¹⁷²

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Ensuring that families have equal access to educational opportunities is of critical importance to Illinois' McKinney-Vento program. Equally as important is the ability of students and families to be afforded procedural due process rights in cases where a district disagrees with an assertion of homelessness or issues related to homelessness. The Illinois Education for Homeless Children Act [105 ILCS 45] provides the basis for dispute resolution procedures by requiring that the applicable regional superintendent of schools "appoint ombudsperson who is fair and impartial and familiar with the educational rights and needs of homeless children to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act."¹⁷³ In furtherance of the Illinois Education for Homeless Children Act and in accordance with the McKinney-Vento Act, the following procedures constitute Illinois's dispute resolution process for homeless students.

If the State Superintendent of Education or designee determines that the district's action giving rise to the dispute is inconsistent with applicable law, he/she may order the district to take any action necessary for such district to be in compliance with applicable law. Should the district not comply with such order, the State Superintendent shall place the district's recognition status on probation in accordance with 23 Ill. Admin. Code 1.20(b).

The LEA homeless education liaisons will receive training on the dispute resolution processes by the LALs. Their duty as homeless education liaison is to represent homeless youths who may be involved in a disagreement related to their homeless status and education. The regional superintendents of education will appoint an ombudsperson at the beginning of the school year and the ombudsperson will complete an annual training relative to their position.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while

¹⁷² For additional information on unaccompanied youths with special needs, please see <http://center.serve.org/nche/downloads/briefs/idea.pdf>.

¹⁷³ Illinois School Code 105 ILCS 45/1-15 (a).

attending a prior school, in accordance with state, local, and school policies.

Information about a McKinney-Vento student's living situation is a student education record subject to the Family Educational Rights and Privacy Act (11432(g)(3)(G)). LEA homeless liaisons are required to ensure that unaccompanied homeless youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other children and youths, and are informed of their status as independent students under the Higher Education Act of 1965. Youths must be assured that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (Section 722(g)(6)A)(x)). Liaisons must assist unaccompanied youths in receiving the help they need from counselors to advise and prepare them for college and ensure that procedures are implemented to identify and remove barriers that prevent students from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.

The goal for unaccompanied homeless youths is to improve high school graduation and college readiness by maximizing credit accrual, ensuring college counseling and access to financial aid, providing school stability during the vulnerable transition from middle school to high school, and requiring states to report disaggregated achievement and graduation data for homeless youths. Procedures in Illinois law eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (11432(g)(1)(F)(iii)).

The LALs and the LEA homeless education liaison will be responsible for annual trainings for district and program staff on the needs of runaway and homeless youths. It is their responsibility to disseminate information about homeless youths and to update information on unaccompanied youths to all sites where youths may gather to educate and inform them of their rights. The LAL and LEA liaisons will develop collaborative relationships with shelters and service providers focusing on unaccompanied youth. School district personnel will receive training on the education right of unaccompanied youth, including guardianship issues that cannot exclude enrollment. Abiding by the guidelines defined in the IDEA 2004 relative to homeless unaccompanied youth with a disability of special educational needs will be addressed as well as the need for referral to social service agencies for needed services.

- iv. Describe the SEA's procedures to ensure that homeless children and youths:
 - a) Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state;

- b) Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
- c) Who meet the relevant eligibility criteria, are able to participate in federal, state, and local nutrition programs.

The LAL for each of the seven regions must ensure that homeless children receive the services that they need to become successful, lifelong learners. The LAL should work with other service providers in their region, such as Continuum of Care, shelters, food banks, and health and housing providers to assist families in homeless situations. Active working partnerships will allow all entities to be able to provide services that address the needs of homeless families and to identify children age birth to 5 who are in need of early childhood education services.

- a. LEA homeless education liaisons will identify homeless families with preschool-age children during initial school enrollment or as part of the identification of a family's transitional status during the academic year and will collect data on all children in the family. It is the responsibility of the homeless liaison to ensure that the homeless children and their families have equal access to ISBE-funded preschools available in their community and to make referrals to all early childhood programs of any kind that homeless children age birth to 5 may be eligible for within their community service area.

ISBE early childhood programs are those included in the Early Childhood Block Grant, Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and Their Families from Birth to Age 3 Years, and Preschool for All Children Ages 3 to 5 Years. The Prevention Initiative Program provides early, continuous, intensive, and comprehensive child development and family support services to help families build a strong foundation for learning to prepare children for later school success.

The Preschool for All initiative focuses on providing high-quality educational programs for children who are determined to be at risk of academic failures. First priority is given to children at preschool screenings who are determined to be at risk of academic failures due to environmental and developmental delays. A disproportionate share of children come from low-income working families, homeless families, teen parent families, or families where English is not the primary language spoken in the home. Homeless children and youths are a priority in this high-risk category and if slots are available at the time of enrollment, homeless children must be enrolled immediately. If no slots are available, the child must be placed at the top of the program's waiting list. Children

who are at a greater risk of academic failure may be rescreened within the first 30 days of school attendance.

ISBE believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs. Community services coupled with a commitment to supporting early childhood education will give additional support to ensuring that all Illinois children have the opportunity to develop a strong foundation for learning. These two factors help make the ultimate goal of having students be college and career ready more attainable.

District homeless liaisons will also assist families to access federally funded Head Start programs, when appropriate. Head Start has specific local criteria for meeting the needs of homeless children in the community. Head Start provides information about families their staff identifies as in need of homeless education services. Head Start programs identify a need that closely aligns their family service provisions for early childhood students with local homeless education liaisons to coordinate services. Head Start staff members often have collaborative relationships with local public health clinics and may be able to obtain immunization records to ensure that homeless children do not receive excessive immunizations due to their living situation.

ISBE collects data for LEA- and ISBE-funded birth to 3 and preschool programs (e.g., Prevention Initiative, Preschool for All, Preschool Expansion Grant, and other district-funded programs) through the Student Information System (SIS). Data collected through SIS for kindergarten through grade 12 is significantly higher than birth to age 5 data. Based on research, there are more children between birth and age 5 that are in a homeless situation than any other age group. A focus will be placed on training all LEA- and ISBE-funded Early Childhood programs personnel to collect and enter data on homeless children that they serve as they identify, enroll, and provide services for the children.

- b. Extracurricular school activities, such as sports, music, theater, debate, and clubs, are often a key to engaging children and youths in school. They can provide students with a sense of belonging, stability, pride, and responsibility and strengthen a student's application for higher education admission and scholarships.

Homelessness can create barriers to participation in extracurricular activities. Homeless students who change schools during the school year may not meet residency requirements related to sports or may enter school in the middle of the season. They may lack birth certificates, physical examinations, and other documents normally required prior to participation and may not be able to pay for equipment or fees. The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.

LEAs are required to enroll children and youths experiencing homelessness immediately. “Enroll” is defined in the McKinney-Vento Act as specifically “attending classes and participating fully in school activities.” Therefore, homeless students must be allowed to enroll and participate immediately in class and other academic activities and extracurricular school activities, such as sports, music, and clubs.

- c. Materials developed and disseminated online include information regarding the right of homeless children and youths to receive services under the Free and Reduced-Price Lunch Program. These materials are reviewed and revised on a continuous basis to ensure that information is current and effectual and meets the needs of students experiencing homelessness and their families. School officials may accept documentation that the children are homeless from the local education liaisons or directors of homeless shelters where the children reside to expedite the delivery of nutritional programs. Documentation to substantiate free meal eligibility must consist of the child’s name or a list of names, effective date(s), and the signature of the local education liaison or the director of the homeless shelter. This documentation is acceptable in lieu of a free and reduced-price meal application.

Additionally, implementation of these expedited procedures encourages public school determination officials to work closely with the homeless education liaison to ensure that homeless children and youths are provided free meal benefits as promptly as possible. School food service personnel must be promptly advised when homeless children and youths leave school or are no longer considered homeless. Households or unaccompanied youths must be provided with an application for free and reduced-price meals when the family or youths are no longer considered homeless. The homeless education liaison must carefully evaluate each child’s situation.

Homeless children and youths residing with another household application process will not include the size and household income of the “host family” to determine eligibility for free or reduced-price meal eligibility. The “host family” may now also be eligible for free or reduced-price meals based on the total number in the household and can be provided temporary approval for this eligibility until the homeless family leaves the “host family” residence.

Unaccompanied youths who live alone are to be considered a household of one based on the definition of “emancipated child” in the Eligibility Guidance for School Meals Manual. Section 107 (Runaway, Homeless, and Migrant Youth Directive USDA update from the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, which amended the Richard B. Russell National School Lunch Act). It states that effective July 1, 2004, homeless, runaway, and migrant children are categorically eligible for free school meals. No application is required for these children, as they may be directly certified based on lists provided by the local shelter director, a school district homeless education liaison, a migrant education coordinator, or similar officials. The lists must contain the child’s name and a signature and date of the official making the determination. The eligibility lasts for the full school year regardless of changes in status as runaway, homeless, or migrant.

All homeless education liaisons are trained in using ISBE, U.S. Department of Agriculture (USDA), and McKinney-Vento guidance and materials. The USDA guidance also is used as a guide to state and local food programs. ISBE staff members who work with school nutrition programs are trained on an ongoing basis to maintain the most current information related to the USDA regulations pertaining to families with children or youths who are experiencing homelessness, on the McKinney-Vento Act, and on the role of the homeless education liaisons. They work with their contacts at local schools to make sure that local nutrition staff members are familiar with the local homeless education liaison.

- v. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

ISBE adopted a policy on the education of homeless children and youths in December 1995 to ensure that the Illinois Education of Homeless Children and Youth Act is fully implemented. It requires all Illinois school districts to

comply fully with the policy and with federal and state laws affecting the rights of homeless children and youths. The ISBE policy requires that all LEAs review any rules or regulations, practices, or policies that may act as barriers to the enrollment of homeless children and youths and take steps to revise them so that homeless children and youths are afforded the same opportunities as the non-homeless. The policy also emphasizes the importance of homeless students attending their school or origin without interruption, whenever possible. The policy, along with the strong state law on the education of homeless Illinois children, means Illinois has taken every possible step to ensure that homeless children have the opportunity to meet state academic standards. A federal law modeled after the Illinois law has some additional requirements beyond those included in the Illinois law. ISBE will review the federal law and adopt an updated policy that directly supports it.

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B	SEE SEPARATE ATTACHMENT	List of Stakeholder Meetings And Maps of Listening Tour Locations
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D		2015 Illinois Equity Plan
E		Illinois Migrant Education Program Identification and Recruitment Manual
F		Accountability System Comparisons

Appendix A: Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English Learners), consistent with the state's minimum number of students. For academic achievement and graduation rates, the state's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

The baseline for the long-term goals and measurements of interim progress use 2016 PARCC results for English/Language Arts and mathematics. The data for grades 9-12 is unable to be disaggregated insofar as the 2016 administration of the PARCC exam in ELA and Mathematics occurred at the end of specific courses.¹⁷⁴ From this baseline, measures of interim progress for all learners in Illinois were determined. These measures of interim progress are not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8

ELA	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income	
2016	Grade3-8	36.5	30.0	43.2	45.9	18.1	25.0	66.4	49.3	29.0	39.4	9.7	39.1	6.7	7.9	40.8	21.9	51.7
2019	Grade3-8	46.5	41.3	52.0	54.2	31.6	37.2	70.8	56.9	40.4	48.9	24.8	48.6	22.3	23.3	50.0	34.7	58.9
2022	Grade3-8	56.6	52.5	60.8	62.4	45.1	49.4	75.3	64.6	51.9	58.4	39.8	58.2	37.9	38.7	59.3	47.4	66.1
2025	Grade3-8	66.6	63.8	69.5	70.7	58.5	61.6	79.7	72.2	63.3	67.9	54.9	67.7	53.6	54.1	68.5	60.2	73.2
2028	Grade3-8	76.6	75.0	78.3	79.0	72.0	73.8	84.1	79.8	74.8	77.4	69.9	77.3	69.2	69.5	77.7	73.0	80.4
2031	Grade3-8	86.7	86.3	87.1	87.2	85.5	85.9	88.5	87.5	86.2	86.8	85.0	86.8	84.8	84.9	86.9	85.7	87.6
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	35.5	31.3	39.8	44.8	19.9	23.9	65.0	55.3	29.4	39.1	18.7	39.8	3.2	11.0	39.2	22.1	51.0
2019	Grade 3	45.7	42.3	49.2	53.3	33.0	36.3	69.7	61.8	40.8	48.6	32.1	49.2	19.5	25.8	48.7	34.8	58.3
2022	Grade 3	55.9	53.3	58.6	61.8	46.2	48.7	74.4	68.3	52.1	58.2	45.4	58.6	35.8	40.6	58.3	47.6	65.6
2025	Grade 3	66.2	64.3	68.0	70.2	59.3	61.1	79.1	74.8	63.5	67.7	58.8	68.0	52.0	55.4	67.8	60.3	72.9

¹⁷⁴ Beginning in 2017, Illinois administers the SAT at no cost and during the school day to every student in the 11th grade.

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2028	Grade 3	76.4	75.3	77.5	78.7	72.5	73.5	83.8	81.3	74.9	77.3	72.2	77.5	68.3	70.3	77.3	73.0	80.3
2031	Grade 3	86.6	86.3	86.9	87.2	85.6	85.9	88.4	87.8	86.2	86.8	85.5	86.9	84.6	85.1	86.8	85.8	87.6
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	36.9	31.8	42.2	47.2	18.7	24.3	66.1	47.8	28.3	41.8	6.1	40.4	0.0	10.2	41.1	22.0	53.5
2019	Grade 4	46.9	42.7	51.2	55.2	32.1	36.6	70.6	55.7	39.9	50.8	21.8	49.7	16.9	25.2	50.3	34.8	60.3
2022	Grade 4	56.8	53.6	60.1	63.3	45.4	48.9	75.1	63.6	51.4	59.9	37.6	59.0	33.8	40.1	59.4	47.5	67.2
2025	Grade 4	66.8	64.5	69.1	71.3	58.8	61.3	79.5	71.5	63.0	68.9	53.3	68.3	50.6	55.1	68.6	60.3	74.0
2028	Grade 4	76.7	75.5	78.1	79.3	72.2	73.6	84.0	79.5	74.6	78.0	69.0	77.6	67.5	70.1	77.8	73.0	80.9
2031	Grade 4	86.7	86.4	87.0	87.3	85.5	85.9	88.5	87.4	86.1	87.0	84.8	86.9	84.4	85.0	86.9	85.8	87.7
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	35.3	29.7	41.3	45.3	16.3	22.8	66.6	41.8	24.6	38.4	2.9	37.9	2.9	7.4	39.7	20.0	51.5
2019	Grade 5	45.6	41.0	50.4	53.7	30.1	35.4	71.0	50.8	36.9	48.1	19.2	47.7	19.2	22.9	49.1	33.1	58.7
2022	Grade 5	55.8	52.3	59.6	62.1	43.9	48.0	75.4	59.9	49.1	57.8	35.6	57.4	35.6	38.4	58.6	46.3	65.9
2025	Grade 5	66.1	63.6	68.7	70.4	57.8	60.6	79.8	68.9	61.4	67.4	51.9	67.2	51.9	53.9	68.0	59.4	73.2
2028	Grade 5	76.3	74.9	77.8	78.8	71.6	73.2	84.2	78.0	73.7	77.1	68.2	77.0	68.2	69.4	77.4	72.5	80.4
2031	Grade 5	86.6	86.2	87.0	87.2	85.4	85.8	88.5	87.0	85.9	86.8	84.6	86.7	84.6	84.8	86.9	85.6	87.6
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	34.9	27.6	42.5	44.3	16.0	23.7	63.8	48.3	29.1	37.2	2.2	36.7	9.7	5.9	39.3	20.4	49.6
2019	Grade 6	45.2	39.3	51.4	52.9	29.9	36.1	68.7	56.1	40.5	47.1	18.7	46.7	24.8	21.7	48.8	33.5	57.2
2022	Grade 6	55.6	51.0	60.3	61.4	43.8	48.6	73.6	63.9	51.9	57.0	35.1	56.7	39.8	37.4	58.3	46.5	64.8
2025	Grade 6	65.9	62.7	69.2	70.0	57.6	61.0	78.5	71.8	63.4	66.9	51.6	66.7	54.9	53.2	67.8	59.6	72.3
2028	Grade 6	76.2	74.4	78.1	78.6	71.5	73.4	83.5	79.6	74.8	76.8	68.1	76.7	69.9	69.0	77.3	72.6	79.9
2031	Grade 6	86.6	86.1	87.0	87.1	85.4	85.9	88.4	87.4	86.2	86.7	84.5	86.7	85.0	84.7	86.8	85.7	87.5
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	37.3	28.8	46.3	46.4	17.7	26.2	68.6	50.0	31.6	39.2	2.9	39.1	17.9	6.3	42.0	22.3	52.0
2019	Grade 7	47.2	40.3	54.5	54.6	31.3	38.2	72.6	57.5	42.6	48.7	19.2	48.6	31.4	22.0	51.0	35.0	59.1
2022	Grade 7	57.1	51.8	62.7	62.8	44.8	50.1	76.6	65.0	53.5	58.3	35.6	58.2	44.9	37.7	60.0	47.7	66.3

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2025	Grade 7	66.9	63.2	70.9	70.9	58.4	62.1	80.6	72.5	64.5	67.8	51.9	67.7	58.5	53.4	69.0	60.4	73.4
2028	Grade 7	76.8	74.7	79.1	79.1	71.9	74.1	84.7	80.0	75.4	77.3	68.2	77.3	72.0	69.1	78.0	73.1	80.5
2031	Grade 7	86.7	86.2	87.3	87.3	85.5	86.0	88.7	87.5	86.4	86.8	84.6	86.8	85.5	84.8	87.0	85.8	87.6
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	39.1	30.8	47.7	47.4	19.6	29.5	68.8	53.1	31.4	41.1	3.4	40.9	7.7	6.5	43.8	25.0	52.4
2019	Grade 8	48.6	41.9	55.6	55.4	32.8	40.8	72.8	60.0	42.4	50.3	19.6	50.1	23.1	22.2	52.5	37.2	59.5
2022	Grade 8	58.2	53.0	63.6	63.4	46.0	52.2	76.8	66.9	53.4	59.4	35.9	59.3	38.6	37.8	61.1	49.4	66.5
2025	Grade 8	67.7	64.1	71.5	71.4	59.2	63.5	80.7	73.9	64.4	68.6	52.1	68.5	54.0	53.5	69.8	61.6	73.6
2028	Grade 8	77.3	75.2	79.4	79.4	72.4	74.9	84.7	80.8	75.4	77.8	68.4	77.7	69.4	69.1	78.5	73.8	80.6
2031	Grade 8	86.8	86.3	87.4	87.3	85.6	86.2	88.7	87.7	86.3	86.9	84.6	86.9	84.9	84.8	87.1	85.9	87.7
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measurement of Interim Progress: Mathematics Grades 3-8

Math		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grade3-8	31.6	30.9	32.4	40.7	12.4	20.5	66.5	43.2	24.2	33.5	13.1	33.5	9.4	8.3	35.2	17.4	46.6
2019	Grade3-8	42.6	42.0	43.2	49.9	27.0	33.5	70.9	52.0	36.5	44.1	27.5	44.1	24.5	23.6	45.5	31.0	54.7
2022	Grade3-8	53.5	53.1	54.0	59.2	41.5	46.6	75.3	60.8	48.9	54.7	41.9	54.7	39.6	38.9	55.8	44.6	62.9
2025	Grade3-8	64.5	64.1	64.8	68.4	56.1	59.6	79.7	69.5	61.2	65.3	56.4	65.3	54.7	54.3	66.0	58.2	71.0
2028	Grade3-8	75.4	75.2	75.6	77.7	70.6	72.6	84.1	78.3	73.6	75.9	70.8	75.9	69.9	69.6	76.3	71.9	79.2
2031	Grade3-8	86.4	86.3	86.4	86.9	85.2	85.7	88.5	87.1	85.9	86.5	85.2	86.5	85.0	84.9	86.6	85.5	87.3
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	39.6	39.4	39.8	50.7	19.1	27.9	73.5	49.1	30.3	41.5	25.7	43.2	12.9	15.9	43.2	25.0	56.7
2019	Grade 3	49.1	48.9	49.2	58.1	32.4	39.5	76.6	56.8	41.5	50.6	37.8	52.0	27.4	29.8	52.0	37.2	62.9
2022	Grade 3	58.5	58.4	58.6	65.4	45.7	51.2	79.7	64.4	52.7	59.7	49.8	60.8	41.8	43.7	60.8	49.4	69.2
2025	Grade 3	68.0	67.9	68.0	72.8	59.0	62.8	82.8	72.1	63.9	68.8	61.9	69.5	56.3	57.6	69.5	61.6	75.4

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2028	Grade 3	77.4	77.4	77.5	80.2	72.3	74.5	85.9	79.8	75.1	77.9	73.9	78.3	70.7	71.5	78.3	73.8	81.7
2031	Grade 3	86.9	86.8	86.9	87.5	85.6	86.1	89.0	87.4	86.3	87.0	86.0	87.1	85.2	85.4	87.1	85.9	87.9
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	30.5	30.4	30.6	40.3	11.8	18.3	64.6	41.7	22.3	33.5	6.7	33.3	0.0	10.0	33.7	16.1	46.5
2019	Grade 4	41.7	41.6	41.7	49.6	26.5	31.7	69.4	50.8	35.0	44.1	22.3	43.9	16.9	25.0	44.3	30.0	54.7
2022	Grade 4	52.8	52.8	52.9	58.9	41.1	45.2	74.1	59.8	47.7	54.7	37.9	54.6	33.8	40.0	54.8	43.8	62.8
2025	Grade 4	64.0	63.9	64.0	68.3	55.8	58.6	78.9	68.9	60.4	65.3	53.6	65.2	50.6	55.0	65.4	57.7	71.0
2028	Grade 4	75.1	75.1	75.2	77.6	70.5	72.1	83.7	77.9	73.1	75.9	69.2	75.8	67.5	70.0	75.9	71.5	79.1
2031	Grade 4	86.3	86.3	86.3	86.9	85.1	85.5	88.4	87.0	85.8	86.5	84.8	86.5	84.4	85.0	86.5	85.4	87.3
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	31.7	31.0	32.5	40.8	12.2	20.3	67.8	42.8	24.5	32.5	5.4	33.9	14.3	7.8	35.4	17.0	47.2
2019	Grade 5	42.6	42.1	43.3	50.0	26.8	33.4	72.0	51.7	36.8	43.3	21.3	44.4	28.5	23.2	45.6	30.7	55.2
2022	Grade 5	53.6	53.1	54.1	59.3	41.4	46.4	76.1	60.5	49.1	54.1	37.1	54.9	42.7	38.6	55.9	44.4	63.3
2025	Grade 5	64.5	64.2	64.8	68.5	56.0	59.5	80.3	69.4	61.3	64.8	53.0	65.5	56.9	54.0	66.1	58.1	71.3
2028	Grade 5	75.4	75.3	75.6	77.7	70.6	72.6	84.5	78.2	73.6	75.6	68.9	76.0	71.1	69.5	76.4	71.8	79.3
2031	Grade 5	86.4	86.3	86.4	86.9	85.1	85.6	88.6	87.1	85.9	86.4	84.7	86.5	85.3	84.9	86.6	85.4	87.3
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	28.7	28.2	29.2	37.7	9.5	17.4	63.4	37.8	22.1	30.5	3.8	30.2	12.9	5.7	32.2	14.2	43.4
2019	Grade 6	40.2	39.8	40.6	47.5	24.6	31.0	68.4	47.6	34.8	41.7	20.0	41.4	27.4	21.5	43.0	28.4	52.1
2022	Grade 6	51.7	51.4	52.0	57.3	39.7	44.6	73.4	57.4	47.6	52.8	36.1	52.6	41.8	37.3	53.9	42.6	60.9
2025	Grade 6	63.2	63.0	63.4	67.1	54.8	58.2	78.4	67.2	60.3	64.0	52.3	63.8	56.3	53.1	64.7	56.8	69.6
2028	Grade 6	74.7	74.6	74.8	76.9	69.9	71.9	83.4	77.0	73.0	75.1	68.5	75.1	70.7	68.9	75.6	71.1	78.4
2031	Grade 6	86.2	86.1	86.2	86.7	85.0	85.5	88.3	86.7	85.8	86.3	84.6	86.3	85.2	84.7	86.4	85.3	87.1
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	27.3	26.0	28.7	35.0	9.4	17.2	63.3	37.9	22.5	29.0	3.3	28.6	13.8	4.7	30.7	13.7	40.6
2019	Grade 7	39.1	38.0	40.2	45.3	24.5	30.9	68.3	47.7	35.2	40.4	19.6	40.1	28.1	20.7	41.8	28.0	49.9
2022	Grade 7	50.8	50.0	51.7	55.6	39.6	44.5	73.3	57.4	47.8	51.9	35.8	51.6	42.4	36.7	52.9	42.3	59.1

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2025	Grade 7	62.6	62.0	63.2	65.9	54.7	58.2	78.3	67.2	60.5	63.3	52.1	63.1	56.7	52.7	64.1	56.6	68.4
2028	Grade 7	74.3	74.0	74.7	76.3	69.9	71.8	83.3	77.0	73.1	74.8	68.3	74.7	71.0	68.7	75.2	70.9	77.7
2031	Grade 7	86.1	86.0	86.2	86.6	85.0	85.5	88.3	86.7	85.8	86.2	84.6	86.2	85.2	84.7	86.3	85.2	86.9
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	31.8	30.3	33.5	40.4	11.9	21.6	66.4	49.2	22.5	32.6	5.0	33.3	0.0	5.2	35.9	17.6	45.5
2019	Grade 8	42.7	41.5	44.1	49.7	26.5	34.4	70.8	56.9	35.2	43.4	20.9	43.9	16.9	21.1	46.0	31.2	53.8
2022	Grade 8	53.6	52.7	54.7	59.0	41.2	47.3	75.3	64.5	47.8	54.1	36.9	54.6	33.8	37.0	56.2	44.8	62.2
2025	Grade 8	64.5	63.9	65.3	68.3	55.8	60.1	79.7	72.2	60.5	64.9	52.8	65.2	50.6	52.9	66.3	58.3	70.5
2028	Grade 8	75.5	75.1	75.9	77.6	70.5	72.9	84.1	79.8	73.1	75.7	68.8	75.8	67.5	68.8	76.5	71.9	78.9
2031	Grade 8	86.4	86.3	86.5	86.9	85.1	85.7	88.5	87.5	85.8	86.4	84.7	86.5	84.4	84.7	86.6	85.5	87.2
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measure of Interim Progress: High School English Language Arts

	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income	
2016	Grade9-12	34.1	27.1	41.4	42.8	14.7	22.9	61.2	45.0	26.0	39.0	3.1	35.5	0.0	6.3	37.6	20.3	44.8
2019	Grade9-12	44.6	38.9	50.5	51.7	28.8	35.5	66.6	53.4	38.0	48.6	19.4	45.7	16.9	22.0	47.4	33.4	53.3
2022	Grade9-12	55.1	50.7	59.6	60.5	42.9	48.1	72.0	61.9	50.0	58.1	35.7	55.9	33.8	37.7	57.3	46.4	61.8
2025	Grade9-12	65.5	62.5	68.7	69.4	57.1	60.6	77.4	70.3	62.0	67.7	52.0	66.2	50.6	53.4	67.1	59.5	70.2
2028	Grade9-12	76.0	74.3	77.9	78.2	71.2	73.2	82.8	78.8	74.0	77.3	68.3	76.4	67.5	69.1	76.9	72.6	78.7
2031	Grade9-12	86.5	86.1	87.0	87.1	85.3	85.8	88.2	87.2	86.0	86.8	84.6	86.6	84.4	84.8	86.7	85.6	87.2
2032	Grade9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: High School Mathematics

	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income	
2016	Grades9-12	21.8	20.7	22.9	28.3	8.7	16.4	44.3	33.6	18.3	24.2	6.0	22.9	12.5	4.5	24.0	13.5	29.7
2019	Grades9-12	34.6	33.7	35.5	39.9	23.9	30.2	52.9	44.2	31.7	36.5	21.8	35.5	27.0	20.5	36.4	27.8	41.0
2022	Grades9-12	47.4	46.7	48.1	51.4	39.2	44.0	61.4	54.8	45.2	48.9	37.5	48.1	41.6	36.6	48.8	42.2	52.3
2025	Grades9-12	60.2	59.7	60.6	63.0	54.4	57.8	70.0	65.3	58.6	61.2	53.3	60.6	56.1	52.6	61.1	56.5	63.6
2028	Grade9-12	73.0	72.7	73.2	74.6	69.7	71.6	78.6	75.9	72.1	73.6	69.0	73.2	70.6	68.6	73.5	70.9	74.9
2031	Grades9-12	85.7	85.7	85.8	86.1	84.9	85.4	87.1	86.5	85.5	85.9	84.8	85.8	85.2	84.7	85.9	85.2	86.2
2032	Grades9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

B. Graduation Rates

The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the four-year, five-year, and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the four-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 4-Year Graduation Rate

4-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	85.5	90.4	74.6	81.3	93.6	84.8	85.8	84.7	71.9	70.6	76.7
2019	86.3	90.0	77.5	82.9	90.0	85.8	81.3	85.7	75.3	74.2	79.2
2022	87.2	90.0	80.4	84.6	90.0	86.8	83.3	86.7	78.7	77.9	81.7
2025	88.0	90.0	83.3	86.2	90.0	87.7	85.3	87.7	82.1	81.5	84.2
2028	88.9	90.0	86.2	87.8	90.0	88.7	87.3	88.7	85.5	85.2	86.7
2031	89.7	90.0	89.0	89.5	90.0	89.7	89.3	89.7	88.9	88.8	89.2
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

ISBE will also utilize five-year and six-year extended cohort graduation rates as a part of its accountability system. Moreover, including the five and six year graduation rates ensures that those students who require additional time to graduate are recognized. The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the five-year and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the five-year and six-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate											
5-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	87.7	91.4	79.2	84.2	95.5	88.4	82.4	87.3	77.8	75.1	81.8
2019	88.1	90.0	81.2	85.3	90.0	88.7	83.8	87.8	80.1	77.9	83.3
2022	88.6	90.0	83.3	86.4	90.0	89.0	85.3	88.3	82.4	80.7	84.9
2025	89.0	90.0	85.3	87.5	90.0	89.3	86.7	88.8	84.7	83.5	86.4
2028	89.4	90.0	87.3	88.6	90.0	89.6	88.1	89.3	87.0	86.3	88.0
2031	89.9	90.0	89.3	89.6	90.0	89.9	89.5	89.8	89.2	89.1	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate											
6-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	88.2	91.6	79.9	85.0	95.9	84.5	90.6	88.3	78.8	76.5	82.2
2019	88.5	90.0	81.8	85.9	90.0	85.5	90.0	88.6	80.9	79.0	83.7
2022	88.9	90.0	83.7	86.9	90.0	86.6	90.0	88.9	83.0	81.6	85.1
2025	89.2	90.0	85.6	87.8	90.0	87.6	90.0	89.3	85.1	84.1	86.6
2028	89.6	90.0	87.5	88.8	90.0	88.6	90.0	89.6	87.2	86.6	88.1
2031	89.9	90.0	89.4	89.7	90.0	89.7	90.0	89.9	89.3	89.2	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

C. English Language Proficiency

The target of 90 percent readiness is based on the goals adopted by the Board in September of 2015. The long-term goals adopted by ISBE in September 2015 are significantly more ambitious than previous board goals insofar as the goals are more comprehensive, inclusive of all student populations, and identify targets for readiness and achievement throughout the continuum of each and every child's P-12 schooling. A baseline will be established for required state content assessments over the most recent three years of ELP assessment data in consideration of WIDA's standard setting.

The measures of interim progress for all learners in Illinois shared below is not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

ELP Assessment	All - EL
2016	63.0
2019	68.1
2022	73.1
2025	78.2
2028	83.3
2031	88.3
2032	90.0



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Appendix A:

Measurements of Interim Progress for Academic
Achievement, Graduation Rates, and English
Language Proficiency

Academic Achievement.

The baseline for the long-term goals and measurements of interim progress use 2016 PARCC results for English/Language Arts and mathematics. The data for grades 9-12 is unable to be disaggregated insofar as the 2016 administration of the PARCC exam in ELA and Mathematics occurred at the end of specific courses. Beginning in 2017, Illinois administers the SAT at no cost and during the school day to every student in the 11th grade. From this baseline, measures of interim progress for all learners in Illinois were determined. These measures of interim progress are not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8

ELA	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income	
2016	Grades3-8	36.5	30.0	43.2	45.9	18.1	25.0	66.4	49.3	29.0	39.4	9.7	39.1	6.7	7.9	40.8	21.9	51.7
2019	Grades3-8	46.5	41.3	52.0	54.2	31.6	37.2	70.8	56.9	40.4	48.9	24.8	48.6	22.3	23.3	50.0	34.7	58.9
2022	Grades3-8	56.6	52.5	60.8	62.4	45.1	49.4	75.3	64.6	51.9	58.4	39.8	58.2	37.9	38.7	59.3	47.4	66.1
2025	Grades3-8	66.6	63.8	69.5	70.7	58.5	61.6	79.7	72.2	63.3	67.9	54.9	67.7	53.6	54.1	68.5	60.2	73.2
2028	Grades3-8	76.6	75.0	78.3	79.0	72.0	73.8	84.1	79.8	74.8	77.4	69.9	77.3	69.2	69.5	77.7	73.0	80.4
2031	Grades3-8	86.7	86.3	87.1	87.2	85.5	85.9	88.5	87.5	86.2	86.8	85.0	86.8	84.8	84.9	86.9	85.7	87.6
2032	Grades3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	35.5	31.3	39.8	44.8	19.9	23.9	65.0	55.3	29.4	39.1	18.7	39.8	3.2	11.0	39.2	22.1	51.0
2019	Grade 3	45.7	42.3	49.2	53.3	33.0	36.3	69.7	61.8	40.8	48.6	32.1	49.2	19.5	25.8	48.7	34.8	58.3
2022	Grade 3	55.9	53.3	58.6	61.8	46.2	48.7	74.4	68.3	52.1	58.2	45.4	58.6	35.8	40.6	58.3	47.6	65.6
2025	Grade 3	66.2	64.3	68.0	70.2	59.3	61.1	79.1	74.8	63.5	67.7	58.8	68.0	52.0	55.4	67.8	60.3	72.9
2028	Grade 3	76.4	75.3	77.5	78.7	72.5	73.5	83.8	81.3	74.9	77.3	72.2	77.5	68.3	70.3	77.3	73.0	80.3
2031	Grade 3	86.6	86.3	86.9	87.2	85.6	85.9	88.4	87.8	86.2	86.8	85.5	86.9	84.6	85.1	86.8	85.8	87.6
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	36.9	31.8	42.2	47.2	18.7	24.3	66.1	47.8	28.3	41.8	6.1	40.4	0.0	10.2	41.1	22.0	53.5
2019	Grade 4	46.9	42.7	51.2	55.2	32.1	36.6	70.6	55.7	39.9	50.8	21.8	49.7	16.9	25.2	50.3	34.8	60.3
2022	Grade 4	56.8	53.6	60.1	63.3	45.4	48.9	75.1	63.6	51.4	59.9	37.6	59.0	33.8	40.1	59.4	47.5	67.2
2025	Grade 4	66.8	64.5	69.1	71.3	58.8	61.3	79.5	71.5	63.0	68.9	53.3	68.3	50.6	55.1	68.6	60.3	74.0
2028	Grade 4	76.7	75.5	78.1	79.3	72.2	73.6	84.0	79.5	74.6	78.0	69.0	77.6	67.5	70.1	77.8	73.0	80.9
2031	Grade 4	86.7	86.4	87.0	87.3	85.5	85.9	88.5	87.4	86.1	87.0	84.8	86.9	84.4	85.0	86.9	85.8	87.7
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	35.3	29.7	41.3	45.3	16.3	22.8	66.6	41.8	24.6	38.4	2.9	37.9	2.9	7.4	39.7	20.0	51.5
2019	Grade 5	45.6	41.0	50.4	53.7	30.1	35.4	71.0	50.8	36.9	48.1	19.2	47.7	19.2	22.9	49.1	33.1	58.7
2022	Grade 5	55.8	52.3	59.6	62.1	43.9	48.0	75.4	59.9	49.1	57.8	35.6	57.4	35.6	38.4	58.6	46.3	65.9
2025	Grade 5	66.1	63.6	68.7	70.4	57.8	60.6	79.8	68.9	61.4	67.4	51.9	67.2	51.9	53.9	68.0	59.4	73.2
2028	Grade 5	76.3	74.9	77.8	78.8	71.6	73.2	84.2	78.0	73.7	77.1	68.2	77.0	68.2	69.4	77.4	72.5	80.4
2031	Grade 5	86.6	86.2	87.0	87.2	85.4	85.8	88.5	87.0	85.9	86.8	84.6	86.7	84.6	84.8	86.9	85.6	87.6
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measurement of Interim Progress: Mathematics Grades 3-8																		
Math		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grade3-8	31.6	30.9	32.4	40.7	12.4	20.5	66.5	43.2	24.2	33.5	13.1	33.5	9.4	8.3	35.2	17.4	46.6
2019	Grade3-8	42.6	42.0	43.2	49.9	27.0	33.5	70.9	52.0	36.5	44.1	27.5	44.1	24.5	23.6	45.5	31.0	54.7
2022	Grade3-8	53.5	53.1	54.0	59.2	41.5	46.6	75.3	60.8	48.9	54.7	41.9	54.7	39.6	38.9	55.8	44.6	62.9
2025	Grade3-8	64.5	64.1	64.8	68.4	56.1	59.6	79.7	69.5	61.2	65.3	56.4	65.3	54.7	54.3	66.0	58.2	71.0
2028	Grade3-8	75.4	75.2	75.6	77.7	70.6	72.6	84.1	78.3	73.6	75.9	70.8	75.9	69.9	69.6	76.3	71.9	79.2
2031	Grade3-8	86.4	86.3	86.4	86.9	85.2	85.7	88.5	87.1	85.9	86.5	85.2	86.5	85.0	84.9	86.6	85.5	87.3
2032	Grade3-8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 3	39.6	39.4	39.8	50.7	19.1	27.9	73.5	49.1	30.3	41.5	25.7	43.2	12.9	15.9	43.2	25.0	56.7
2019	Grade 3	49.1	48.9	49.2	58.1	32.4	39.5	76.6	56.8	41.5	50.6	37.8	52.0	27.4	29.8	52.0	37.2	62.9
2022	Grade 3	58.5	58.4	58.6	65.4	45.7	51.2	79.7	64.4	52.7	59.7	49.8	60.8	41.8	43.7	60.8	49.4	69.2
2025	Grade 3	68.0	67.9	68.0	72.8	59.0	62.8	82.8	72.1	63.9	68.8	61.9	69.5	56.3	57.6	69.5	61.6	75.4
2028	Grade 3	77.4	77.4	77.5	80.2	72.3	74.5	85.9	79.8	75.1	77.9	73.9	78.3	70.7	71.5	78.3	73.8	81.7
2031	Grade 3	86.9	86.8	86.9	87.5	85.6	86.1	89.0	87.4	86.3	87.0	86.0	87.1	85.2	85.4	87.1	85.9	87.9
2032	Grade 3	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 4	30.5	30.4	30.6	40.3	11.8	18.3	64.6	41.7	22.3	33.5	6.7	33.3	0.0	10.0	33.7	16.1	46.5
2019	Grade 4	41.7	41.6	41.7	49.6	26.5	31.7	69.4	50.8	35.0	44.1	22.3	43.9	16.9	25.0	44.3	30.0	54.7
2022	Grade 4	52.8	52.8	52.9	58.9	41.1	45.2	74.1	59.8	47.7	54.7	37.9	54.6	33.8	40.0	54.8	43.8	62.8
2025	Grade 4	64.0	63.9	64.0	68.3	55.8	58.6	78.9	68.9	60.4	65.3	53.6	65.2	50.6	55.0	65.4	57.7	71.0
2028	Grade 4	75.1	75.1	75.2	77.6	70.5	72.1	83.7	77.9	73.1	75.9	69.2	75.8	67.5	70.0	75.9	71.5	79.1
2031	Grade 4	86.3	86.3	86.3	86.9	85.1	85.5	88.4	87.0	85.8	86.5	84.8	86.5	84.4	85.0	86.5	85.4	87.3
2032	Grade 4	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 5	31.7	31.0	32.5	40.8	12.2	20.3	67.8	42.8	24.5	32.5	5.4	33.9	14.3	7.8	35.4	17.0	47.2
2019	Grade 5	42.6	42.1	43.3	50.0	26.8	33.4	72.0	51.7	36.8	43.3	21.3	44.4	28.5	23.2	45.6	30.7	55.2

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2022	Grade 5	53.6	53.1	54.1	59.3	41.4	46.4	76.1	60.5	49.1	54.1	37.1	54.9	42.7	38.6	55.9	44.4	63.3
2025	Grade 5	64.5	64.2	64.8	68.5	56.0	59.5	80.3	69.4	61.3	64.8	53.0	65.5	56.9	54.0	66.1	58.1	71.3
2028	Grade 5	75.4	75.3	75.6	77.7	70.6	72.6	84.5	78.2	73.6	75.6	68.9	76.0	71.1	69.5	76.4	71.8	79.3
2031	Grade 5	86.4	86.3	86.4	86.9	85.1	85.6	88.6	87.1	85.9	86.4	84.7	86.5	85.3	84.9	86.6	85.4	87.3
2032	Grade 5	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 6	28.7	28.2	29.2	37.7	9.5	17.4	63.4	37.8	22.1	30.5	3.8	30.2	12.9	5.7	32.2	14.2	43.4
2019	Grade 6	40.2	39.8	40.6	47.5	24.6	31.0	68.4	47.6	34.8	41.7	20.0	41.4	27.4	21.5	43.0	28.4	52.1
2022	Grade 6	51.7	51.4	52.0	57.3	39.7	44.6	73.4	57.4	47.6	52.8	36.1	52.6	41.8	37.3	53.9	42.6	60.9
2025	Grade 6	63.2	63.0	63.4	67.1	54.8	58.2	78.4	67.2	60.3	64.0	52.3	63.8	56.3	53.1	64.7	56.8	69.6
2028	Grade 6	74.7	74.6	74.8	76.9	69.9	71.9	83.4	77.0	73.0	75.1	68.5	75.1	70.7	68.9	75.6	71.1	78.4
2031	Grade 6	86.2	86.1	86.2	86.7	85.0	85.5	88.3	86.7	85.8	86.3	84.6	86.3	85.2	84.7	86.4	85.3	87.1
2032	Grade 6	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 7	27.3	26.0	28.7	35.0	9.4	17.2	63.3	37.9	22.5	29.0	3.3	28.6	13.8	4.7	30.7	13.7	40.6
2019	Grade 7	39.1	38.0	40.2	45.3	24.5	30.9	68.3	47.7	35.2	40.4	19.6	40.1	28.1	20.7	41.8	28.0	49.9
2022	Grade 7	50.8	50.0	51.7	55.6	39.6	44.5	73.3	57.4	47.8	51.9	35.8	51.6	42.4	36.7	52.9	42.3	59.1
2025	Grade 7	62.6	62.0	63.2	65.9	54.7	58.2	78.3	67.2	60.5	63.3	52.1	63.1	56.7	52.7	64.1	56.6	68.4
2028	Grade 7	74.3	74.0	74.7	76.3	69.9	71.8	83.3	77.0	73.1	74.8	68.3	74.7	71.0	68.7	75.2	70.9	77.7
2031	Grade 7	86.1	86.0	86.2	86.6	85.0	85.5	88.3	86.7	85.8	86.2	84.6	86.2	85.2	84.7	86.3	85.2	86.9
2032	Grade 7	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0
2016	Grade 8	31.8	30.3	33.5	40.4	11.9	21.6	66.4	49.2	22.5	32.6	5.0	33.3	0.0	5.2	35.9	17.6	45.5
2019	Grade 8	42.7	41.5	44.1	49.7	26.5	34.4	70.8	56.9	35.2	43.4	20.9	43.9	16.9	21.1	46.0	31.2	53.8
2022	Grade 8	53.6	52.7	54.7	59.0	41.2	47.3	75.3	64.5	47.8	54.1	36.9	54.6	33.8	37.0	56.2	44.8	62.2
2025	Grade 8	64.5	63.9	65.3	68.3	55.8	60.1	79.7	72.2	60.5	64.9	52.8	65.2	50.6	52.9	66.3	58.3	70.5
2028	Grade 8	75.5	75.1	75.9	77.6	70.5	72.9	84.1	79.8	73.1	75.7	68.8	75.8	67.5	68.8	76.5	71.9	78.9
2031	Grade 8	86.4	86.3	86.5	86.9	85.1	85.7	88.5	87.5	85.8	86.4	84.7	86.5	84.4	84.7	86.6	85.5	87.2
2032	Grade 8	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

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Benchmark and Measure of Interim Progress: High School English Language Arts																		
		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grades9-12	34.1	27.1	41.4	42.8	14.7	22.9	61.2	45.0	26.0	39.0	3.1	35.5	0.0	6.3	37.6	20.3	44.8
2019	Grades9-12	44.6	38.9	50.5	51.7	28.8	35.5	66.6	53.4	38.0	48.6	19.4	45.7	16.9	22.0	47.4	33.4	53.3
2022	Grades9-12	55.1	50.7	59.6	60.5	42.9	48.1	72.0	61.9	50.0	58.1	35.7	55.9	33.8	37.7	57.3	46.4	61.8
2025	Grades9-12	65.5	62.5	68.7	69.4	57.1	60.6	77.4	70.3	62.0	67.7	52.0	66.2	50.6	53.4	67.1	59.5	70.2
2028	Grades9-12	76.0	74.3	77.9	78.2	71.2	73.2	82.8	78.8	74.0	77.3	68.3	76.4	67.5	69.1	76.9	72.6	78.7
2031	Grades9-12	86.5	86.1	87.0	87.1	85.3	85.8	88.2	87.2	86.0	86.8	84.6	86.6	84.4	84.8	86.7	85.6	87.2
2032	Grades9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Benchmark and Measures of Interim Progress: High School Mathematics																		
		All	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or more races	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2016	Grades9-12	21.8	20.7	22.9	28.3	8.7	16.4	44.3	33.6	18.3	24.2	6.0	22.9	12.5	4.5	24.0	13.5	29.7
2019	Grades9-12	34.6	33.7	35.5	39.9	23.9	30.2	52.9	44.2	31.7	36.5	21.8	35.5	27.0	20.5	36.4	27.8	41.0
2022	Grades9-12	47.4	46.7	48.1	51.4	39.2	44.0	61.4	54.8	45.2	48.9	37.5	48.1	41.6	36.6	48.8	42.2	52.3
2025	Grades9-12	60.2	59.7	60.6	63.0	54.4	57.8	70.0	65.3	58.6	61.2	53.3	60.6	56.1	52.6	61.1	56.5	63.6
2028	Grades9-12	73.0	72.7	73.2	74.6	69.7	71.6	78.6	75.9	72.1	73.6	69.0	73.2	70.6	68.6	73.5	70.9	74.9
2031	Grades9-12	85.7	85.7	85.8	86.1	84.9	85.4	87.1	86.5	85.5	85.9	84.8	85.8	85.2	84.7	85.9	85.2	86.2
2032	Grades9-12	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

Graduation Rate.

The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the four-year, five-year, and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the four-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

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Benchmark and Measures of Interim Progress: 4-Year Graduation Rate												
4-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income	
2016	85.5	90.4	74.6	81.3	93.6	84.8	79.3	84.7	71.9	70.6	76.7	
2019	86.3	90.0	77.5	82.9	90.0	85.8	81.3	85.7	75.3	74.2	79.2	
2022	87.2	90.0	80.4	84.6	90.0	86.8	83.3	86.7	78.7	77.9	81.7	
2025	88.0	90.0	83.3	86.2	90.0	87.7	85.3	87.7	82.1	81.5	84.2	
2028	88.9	90.0	86.2	87.8	90.0	88.7	87.3	88.7	85.5	85.2	86.7	
2031	89.7	90.0	89.0	89.5	90.0	89.7	89.3	89.7	88.9	88.8	89.2	
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	

Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate												
5-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income	
2016	87.7	91.4	79.2	84.2	95.5	88.4	82.4	87.3	77.8	75.1	81.8	
2019	88.1	90.0	81.2	85.3	90.0	88.7	83.8	87.8	80.1	77.9	83.3	
2022	88.6	90.0	83.3	86.4	90.0	89.0	85.3	88.3	82.4	80.7	84.9	
2025	89.0	90.0	85.3	87.5	90.0	89.3	86.7	88.8	84.7	83.5	86.4	
2028	89.4	90.0	87.3	88.6	90.0	89.6	88.1	89.3	87.0	86.3	88.0	
2031	89.9	90.0	89.3	89.6	90.0	89.9	89.5	89.8	89.2	89.1	89.5	
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	

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Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate											
6-Year Graduation	All	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	LEP	IEP	Low Income
2016	88.2	91.6	79.9	85.0	95.9	84.5	90.6	88.3	78.8	76.5	82.2
2019	88.5	90.0	81.8	85.9	90.0	85.5	90.0	88.6	80.9	79.0	83.7
2022	88.9	90.0	83.7	86.9	90.0	86.6	90.0	88.9	83.0	81.6	85.1
2025	89.2	90.0	85.6	87.8	90.0	87.6	90.0	89.3	85.1	84.1	86.6
2028	89.6	90.0	87.5	88.8	90.0	88.6	90.0	89.6	87.2	86.6	88.1
2031	89.9	90.0	89.4	89.7	90.0	89.7	90.0	89.9	89.3	89.2	89.5
2032	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0

English Language Proficiency.

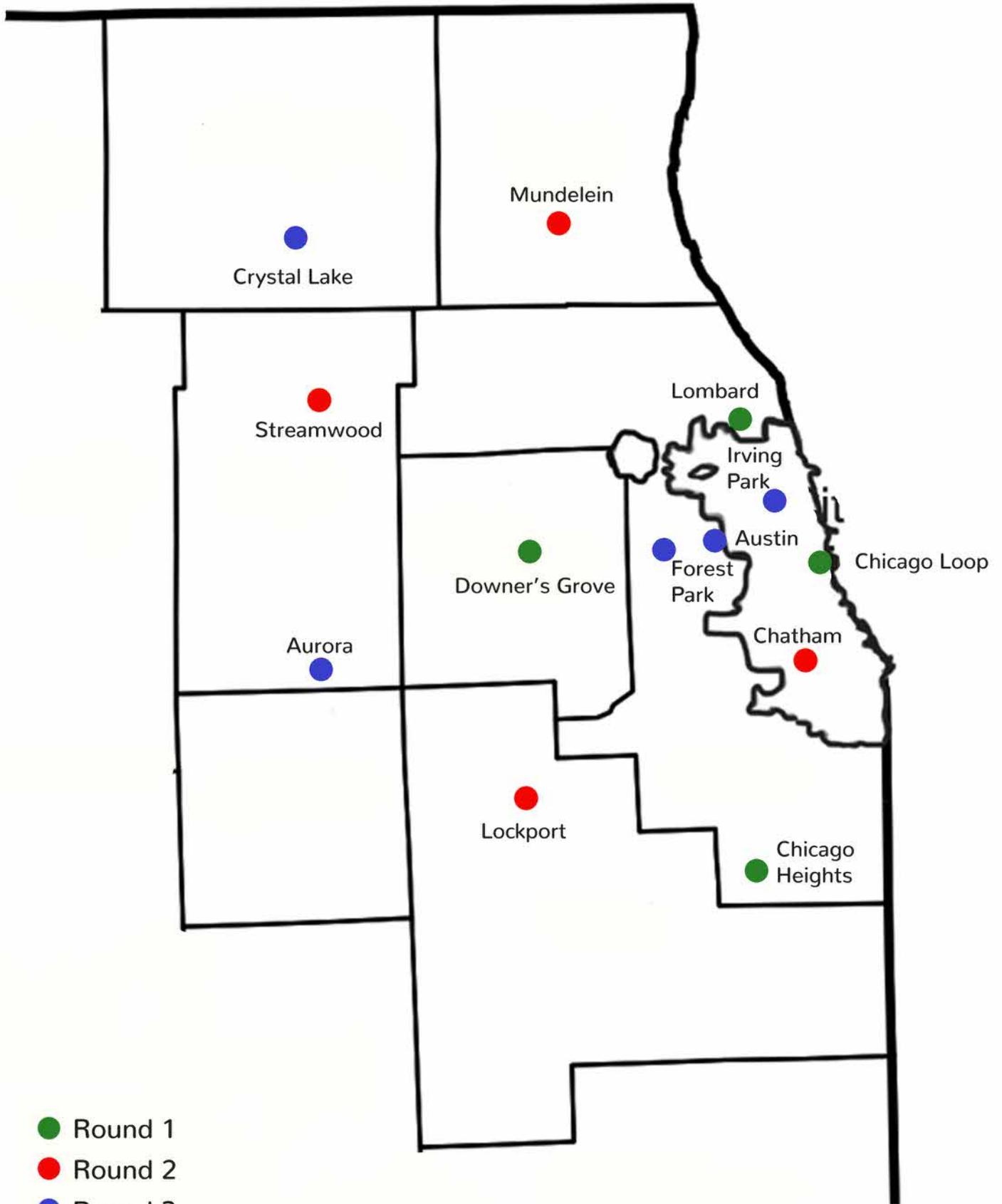
Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

ELP Assessment		All - EL
2016		63.0
2019		68.1
2022		73.1
2025		78.2
2028		83.3
2031		88.3
2032		90.0

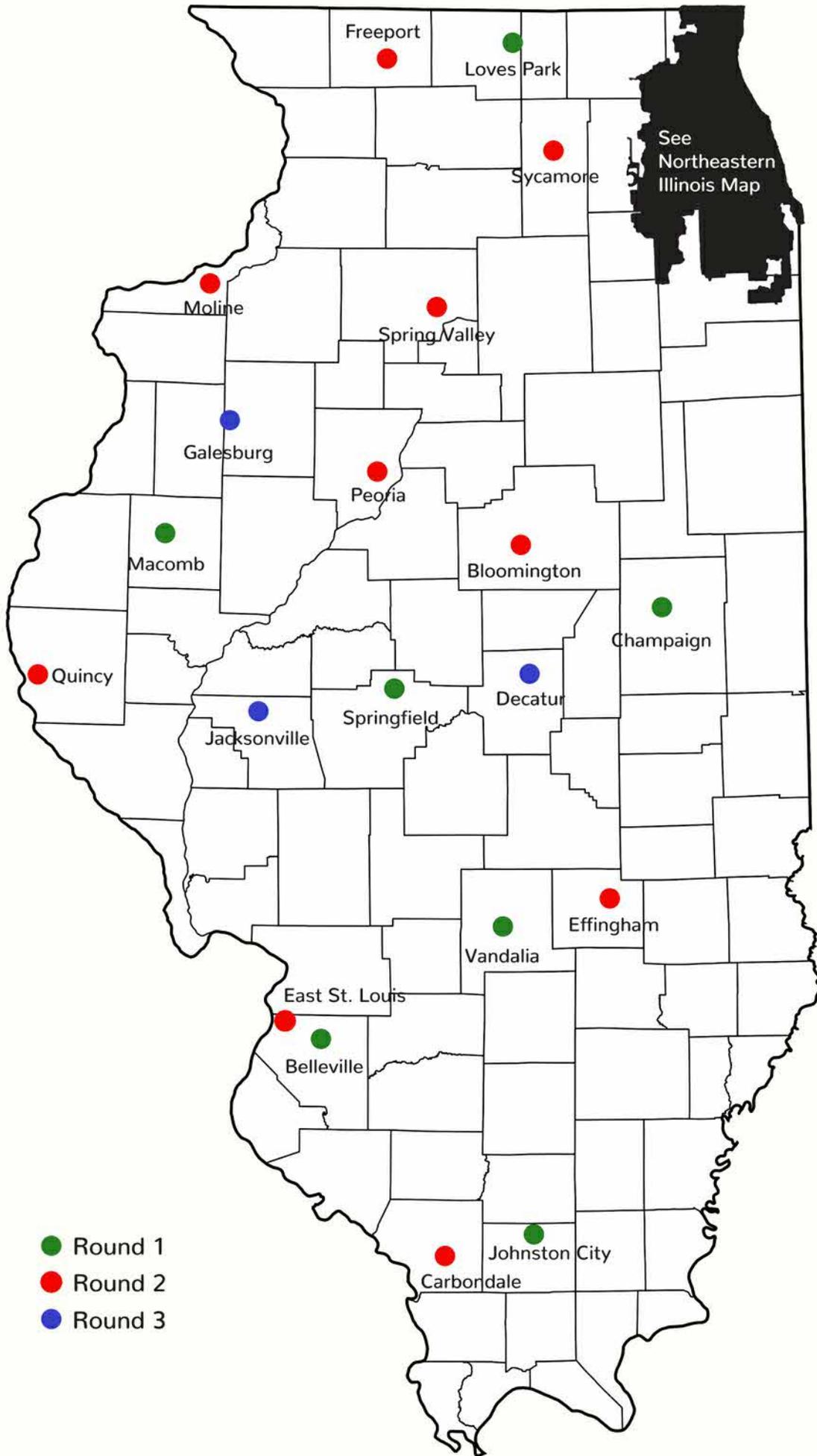
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APPENDIX B:

List of Stakeholder Meetings and
Maps of Listening Tour Locations



Northeastern Illinois



December 10, 2015

ESSA passed

1. January 19, 2016 DuPage Congressional Briefing
2. January 29 Webinar with ROE 4
3. February 22 NCLB Conference – ESSA Overview Presentation
4. February 23 NCLB Conference – ESSA Overview Presentation
5. February 24 NCLB Conference – ESSA Overview Presentation
6. February 24 Consolidated Committee of Practitioners
7. February 29 Balanced Accountability Measure Committee
8. March 2 State Homeless Conferences
9. March 7 P-20 Council
10. March 9 Balanced Accountability Measure Committee
11. March 14 Federal Congressional Briefing Call
12. March 22 Stakeholders Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, and ED-RED)
13. April 3 – 6 ESSA Implementation Workshop
14. April 11 Gifted Webinar
15. April 12 Title I Association Meeting
16. April 18 ROE 50 St. Clair County Listening Tour
17. April 18 ROE 4 Boone/Winnebago Listening Tour
18. April 19 Consortium for Education Change Think Tank on ESSA
19. April 19 South Cook ISC Listening Tour
20. April 21 ROE 19 DuPage Listening Tour
21. April 21 ROE 9 Champaign Ford Listening Tour
22. April 25 ROE 3 Bond, Christian, Effingham, Fayette, Montgomery Listening Tour
23. April 26 North Cook ISC Listening Tour
24. April 27 ROE 51 Listening Tour
25. April 27 ROE 26 Fulton, Hancock, McDonough, Schuyler Listening Tour
26. May 3 NCLB/ESSA Technical Assistance Meeting Alsip
27. May 4 NCLB/ESSA Technical Assistance Meeting Rockford
28. May 5 NCLB/ESSA Technical Assistance Meeting Arlington Heights
29. May 5 Balanced Accountability Measure Committee
30. May 10 NCLB/ESSA Technical Assistance Meeting Peoria
31. May 11 NCLB/ESSA Technical Assistance Meeting Springfield
32. May 12 NCLB/ESSA Technical Assistance Meeting Effingham
33. May 17 ROE 21 Effingham Listening Tour
34. May 19 City of Chicago Listening Tour
35. May 23 ESSA meeting with Schusterman Family Foundation
36. June 6 Webinar with ROE 3
37. June 6 Meeting with Illinois Network of Charter Schools
38. June 7 Stakeholders Meeting (IPA, IFT, IEA, IASA, IASB, IASA, IASB, IASBO, LUDA, and IARSS)
39. June 8 Presentation at ROE 8
40. June 14 ESSA Stakeholder Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, and ED-RED)
41. June 13 P20 Council
42. June 14 Stakeholder Webinar
43. June 17 House Elementary and Secondary Education Curriculum and Policy Committee Subject Matter hearing
44. June 29 Meeting with children’s and aid on foster care provisions
45. July 8 Accountability Workgroup

46. July 22	Accountability Workgroup
47. August 4	Special Education Directors Conference
48. August 15	Accountability Workgroup
49. August 29	Balanced Accountability Measure Committee
50. August 30	P20 Council
51. September 6	Stakeholders Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, ED-RED)
52. September 6	Freeport Listening Tour including meetings with local legislators
53. September 7	Moline-Coal Valley Listening Tour including meetings with local legislators
54. September 8	Spring Valley Listening Tour including meetings with local legislators
55. September 9	ESSA Stakeholder Meeting (IPA, IFT, IEA, IASA, IARSS, LEND, IASBO, LUDA, ED-RED)
56. September 9	Mini-Accountability Working Group
57. September 12	P20 Council
58. September 13	Bloomington Listening Tour including meetings with local legislators
59. September 15	Mundelein Listening Tour including meetings with local legislators
60. September 16	DELL Conference
61. September 19	Carbondale Listening Tour including meetings with local legislators
62. September 19-21	Title I Directors Conference intensive ESSA workshops
63. September 20	Effingham Listening Tour including meetings with local legislators
64. September 20	Effingham Listening Tour including meetings with local legislators
65. September 21	Quincy Listening Tour including meetings with local legislators
66. September 21	Balanced Accountability Measure Committee
67. September 22	Peoria Listening Tour including meetings with local legislators
68. September 22	Consolidated Committee of Practitioners
69. September 23	Will County ROE including meetings with local legislators
70. September 26	Lockport Listening Tour including meetings with local legislators
71. September 27	East St. Louis Listening Tour including meetings with local legislators
72. September 27	Chicago Listening Tour including meetings with local legislators
73. September 28	U46 Listening Tour including meetings with local legislators
74. September 30	Illinois Reading Conference
75. October 5	DeKalb Listening Tour including meetings with local legislators
76. October 6	LUDA Conference
77. October 25	Balanced Accountability Meeting
78. November 7	ESSA Meeting – Department of Juvenile Justice – Harrisburg
79. November 15	House Subcommittee Meeting on ESSA
80. November 28	Jacksonville Listening Tour
81. November 28	Balanced Accountability Meeting
82. December 1	Aurora Listening Tour
83. December 5	Forest Park Listening Tour
84. December 5	Balance Accountability Meeting
85. December 6	Austin Town Hall Listening Tour, Chicago
86. December 7	Crystal Lake Listening Tour
87. December 7	IASA Advisory Committee
88. December 7	Galesburg Listening Tour
89. December 8	Decatur Listening Tour
90. December 12	P20 Council
91. December 14	Stakeholders Meeting
92. December 16	Balanced Accountability Meeting
93. December 20	Partners 4 Meeting
94. January 11	P20 Council

APPENDIX C:

PARCC Language Table

PARCC Language Table

Year 3 PARCC Top 10 Native Languages									
<i>FY15-FY16 Data - Native Languages</i>									
Language	CO	DC	IL	MD	NJ	NM	RI	TOTAL	
Amharic	952	691		1,161				2,804	
Arabic	1,928	127	6,658	950	1,227	540	185	11,615	1 Spanish
Bengali		64			357			421	2 Arabic
Cape Verdean								0	3 Navajo
Chinese Mandarin	1,183	219	2,963	1,293	592		176	6,426	4 Chinese Mandarin
Creoles & Pidgins (Portuguese-Based)					214		466	680	5 Vietnamese
French	640	397		1,837			68	2,942	6 Portugese
German		55						55	7 Haitian Creole
Gujarati			1,701		490			2,191	8 Polish
Haitian Creole					1,448			1,448	9 Somali
Hindi								0	10 Marshallese
Hmong								0	
Igbo								0	
Japanese								0	
Karen								0	
Keres						1,841		1,841	
Khmer/Khmai							145	145	
Korean	720		1,093	653	531	173		3,170	
Laotian							52	52	
Marshallese								0	
Marshallese								0	
Navajo						14,032		14,032	
Nepali	894							894	
Polish			6,615					6,615	
Portugese					618		266	884	
Punjabi								0	
Russian	1,236	113	1,359					2,708	
Somali	1,006							1,006	
Spanish	106,022	10,759	168,736	44,869	47,694	83,054	8,167	469,301	
Tagalog		95	1,856	508				2,459	
Telugu								0	
Tewa						390		390	
Towa						248		248	
Twi								0	
Ukraine								0	
Urdu			2,936	812	314			4,062	
Vietnamese	2,163	122	1,321	950		821	39	5,416	
Wolof							51	51	
Yiddish								0	
Zuni						1,065		1,065	

APPENDIX D:

2015 Illinois Equity Plan

Illinois State Board of Education

2015 Illinois Equity Plan



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Executive Summary

As part of the *Excellent Educators for All Initiative*, the Illinois State Board of Education (ISBE) collaborated with stakeholders to develop an equity plan. This plan outlines approaches that will decrease the percentage of inexperienced teachers who work with children attending high-poverty or high-minority school districts by increasing the retention of teachers in these school districts.

The development of the equity plan occurred in three phases. The first phase, beginning in August of 2014, used the Illinois Equity Plan submissions from 2006 and 2009-10 as a starting point. Stakeholders were asked to broadly consider programming, data, oversight, and context when thinking about the 2015 submission. The result of this work was the identification of the central claim and question, *“Children in high-poverty/high-minority districts are taught by less experienced educators. Less experienced can be understood as less effective. Thus, a central question to investigate is: ‘How to support less experienced teachers so they may become more experienced and more effective?’”*

The second phase commenced in December 2014. During this phase, stakeholders contemplated data from the Equity Profile for Illinois and suggested other data that would assist in focusing and refining stakeholder consideration of probable causes, potential remedies, and possible implementation strategies to lessen the percentage of inexperienced teachers who work in school districts identified as high poverty or high minority.

The third phase occurred in late April and through May 2015. During this phase, the draft equity plan was shared with stakeholder groups that will continue to provide feedback as this work continues for additional feedback prior to submission.

Three probable causes were identified:

1. Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
2. Lack of continuity in the recruitment and retention of educators (supports), and
3. Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

In order to remedy these probable causes, stakeholders recommended an approach beginning in the fall of 2015 that would:

1. Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming.
2. Utilize current ISBE communications strategies to ensure that districts are aware of how they can use Title II funds to support professional development including, but not limited to: recruitment and retention programming (e.g.,

induction and mentoring programming), professional development (e.g., pedagogical, content, and the establishment of professional learning communities) and programming that would assist teachers in supporting the academic and social and emotional growth of their charges.

3. Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high-poverty and/or high-minority districts and ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.
4. Award grants to local education agencies (LEAs) for a three-year period that requires the development of programming focusing on retention, the use of teacher leaders as instructional leaders within the school, and programming that utilizes the talents of parents and community members.

As this work will be ongoing, stakeholder groups will receive updates on data and progress. If necessary, and based upon data, approaches to programming and communication will be modified. So too, information on the project will be shared on the ISBE website and through other means used by ISBE to communicate with the field.

Introduction

As part of the *Excellent Educators for All Initiative*, what follows is the Educator Equity Plan prepared by the Illinois State Board of Education (ISBE). Work for this project began in early August 2014 and is ongoing. This work, which occurred in three phases, supports other ISBE initiatives as well as work of a variety of organizations in Illinois interested in public schools, approaches to educator preparation, and equity for all children.

This document is organized in six parts:

1. Information on the process through which ISBE engaged with stakeholders in this work.
2. Data on equity gaps and required definitions.
3. Possible causes of the equity gap.
4. Potential remedies for the identified causes.
5. Measures, method, and timeline that ISBE will use to evaluate progress toward eliminating the identified equity gaps.
6. The process and timelines by which ISBE will publicly report on progress in eliminating the identified gaps.

Current ISBE initiatives that correspond with the work presented herein include:

- Requested budget lines for teacher induction and mentoring programming.
- Requested budget lines for principal induction and mentoring programming.
- Requested budget lines for diverse teacher educator recruitment.
- Modification to statute that would streamline the application process and issuance of the professional educator license for out-of-state educators.
- Modification to statute that would expand the use of funds currently limited to the issuance of licenses. This expansion would allow ISBE to fund programming for recruitment and retention and professional development.
- Development of a teacher leader endorsement pathway for educators.
- Providing services to priority districts through the Illinois Center for School Improvement (CSI). Services are designed to raise student achievement by equipping district leaders with proven strategies for implementing aligned, consistent, high-quality instructional practices that directly correlate with high student performance.
- Ongoing work to support communication and work between school districts and families (ISBE Family Engagement Framework).

The first three initiatives identified above are requested each fiscal year but have not received funding in recent years. Thus, ISBE sees the *Excellent Educators for All Initiative* as an opportunity to collect data that can be used to more completely and

persuasively support these requests. Moreover, the modifications to statute will provide funding for programming identified as important by stakeholder groups. Also, since the teacher leader endorsement in Illinois is in its infancy, collecting data on the use of teacher leaders can inform the field and ISBE on current practices and their efficacy. Finally, capitalizing on the Family Engagement Framework, developed in concert between ISBE and multiple stakeholder groups, supports the recommendations made by stakeholders participating in the *Excellent Educators for All Initiative*.

1. Describe and provide documentation of the steps the state education agency (SEA) took to consult with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents regarding the State Equity Plan.

The development of the State Equity Plan for Illinois occurred in three phases. First, upon release of the information regarding the project from the U.S. Department of Education (ED), staff from ISBE began meeting with stakeholders to introduce the project while informing groups that the Equity Profile would not arrive until sometime in the fall. This work occurred from August through the middle of November of 2014. Second, after receipt of the Equity Profile for Illinois from ED, the data was shared with stakeholders and ISBE staff. From this, a series of claims was developed and, in order to contemplate probable causes and potential remedies, additional data was identified. This work took place in December 2014 through March 2015. Most importantly, through this work, stakeholders provided feedback leading to the identification of three probable causes. Once the conversations with stakeholder groups resulted in the identification of the same themes, work began on strategies for implementation.

The groups listed below were selected for four reasons (Table One: Stakeholder Groups). First, due to the time constraints for this work as well as ISBE staffing, extant groups were identified. Second, these groups meet regularly and have interest in public education, accountability, teacher education, educator recruitment and retention, and ensuring the all children have access to high-quality educational opportunities. Third, the groups consist of representatives from multiple organizations including, but not limited to: teacher unions, administrator organizations, parent groups, civil rights groups, institutions of higher education, school district teachers and administrators, Title I directors, policy groups, and staff from ISBE. This sort of representation is critical insofar as it provides a foundation for members with different views to work together in order to develop a common understanding of issues. Fourth, the membership for the multiple stakeholder groups comes from across Illinois. This is essential insofar as Illinois has 857 school districts and issues surrounding any possible implementation must be mindful of the multiple contexts within these districts.

In the phase one of this work, stakeholders contemplated the possible causes for the disparities between high-poverty and high-minority school districts in comparison to low-poverty and low-minority school districts in general. Potential causes were identified throughout the continuum of educator preparation and professional practice. Once the Equity Profile for Illinois was received from ED, potential causes were differently contextualized insofar as the claims developed from data afforded stakeholders opportunity to ground ideas in practices within the pipeline from recruitment through retirement as opposed to points in the pipeline in general. Also, ISBE used data from the 2013-14 Illinois School Report Card in order to provide additional information as stakeholders continued to identify probable

causes and potential remedies. Similar to the ED data, school district data was organized through categorizing districts in quartiles. See Appendix A: 2013-14 Lowest Quartile Districts (Minority) and Appendix B: 2013-14 Lowest Quartile Districts (Poverty).

TABLE ONE: STAKEHOLDER GROUPS

Stakeholder Groups	Description
The Diverse Educator Recruitment Advisory Group	Consists of ethnically diverse teachers with one to three years of experience teaching in an Illinois public school.
The State Educator Preparation and Licensure Board	Consists of 10 practicing teachers - three of whom teach in CPS; three district administrators - one of whom works in CPS; five faculty from institutions of higher education - three from public institutions and two from private institutions; and one regional superintendent of schools.
The Consolidated Committee of Practitioners	Consists representatives from local educational agencies; administrators, including the administrators of programs described in other parts of this title (Title I administrators); teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel.
The Center for School Improvement Roundtable	Consists of staff from Illinois CSI, ISBE senior staff, and regional superintendents. Illinois CSI works with priority districts in Illinois.
The P-20 Subcommittee for Teacher and Leader Effectiveness	Consists of faculty from higher education, staff from governmental agencies (e.g., the Illinois Board of Higher Education, the Illinois State Board of Education, the Illinois Community College Board), teachers, district administration, teacher and administrator organizations (Illinois Education Association, Illinois Federation of Teachers, Illinois Principal Association), advocacy groups (e.g., Golden Apple, Ounce of Prevention, Grow Your Own, and Illinois Action for Children), policy groups (e.g., Advance Illinois, the Large Unit School District Association, and the Center for Educational Policy), staff from Teach for America and New Leaders, Regional Offices of Education, community organizations, and the Illinois Business Roundtable.
Illinois Alliance of Administrators of Special Education	Consists of special education directors for school districts and special education cooperatives in Illinois.
The Illinois Association of School Administrators	Consists of district superintendents.
The Illinois PTA subcommittee.	Consists of Illinois PTA members.
Advance Illinois Educator Advisory Group	Consists of teachers, many of whom have received National Board Certification; business leaders; and school personnel who work in district offices in the area of data and accountability.
The Latino Policy Forum English Learner Workgroup	Consists of ESL/Bilingual directors for public school districts in Illinois and college and university faculty specializing in ESL/Bilingual.
The Student Advisory Committee	Members are selected by application and interview. The students come from across Illinois. Typically, these individuals are in their junior or senior year of high school.
The Illinois Association of School Boards	A voluntary organization of local boards of education dedicated to strengthening public schools.
ISBE Staff	Members include executive and senior staff: Deputy Superintendent and Chief Education Officer, Chief Performance Officer, Director of Assessment, Assistant Superintendent of Innovation and Improvement, Assistant Superintendent for Specialized Services, Assistant

PHASE ONE:

Table Two includes the meeting dates, groups, and the general topics discussed in each meeting (Table Two: Phase One Meetings). Additional detail on the aforementioned is provided in a subsequent section.

TABLE TWO: PHASE ONE MEETINGS

Date/Group	General Topics
August 4-5, 2014 - Chicago, Illinois Diverse Educator Recruitment Advisory Group	DERAG members identified metrics that may provide insight into probable causes for the disparity between high/low-poverty and minority schools/districts such as: administrator retention, teacher retention, role of educator preparation programming in high-needs schools/districts, loan forgiveness, and induction and mentoring.
September 5, 2014 - Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members focused upon the importance of recruitment and retention (pipeline) for teachers and administrators, induction and mentoring, professional learning communities (needed support for and consistency in), professional development, and supporting less experienced educators and ways of keeping them in high-needs schools/districts.
September 19, 2014 - Springfield, Illinois Consolidated Committee of Practitioners	CCOP members focused upon the importance of the school supporting the community and the community supporting the school/district when considering how to keep recruit and retain educators. CCOP members suggested the importance of school/district/community partnerships, ongoing professional development, and importance of district flexibility to recruit and retain educators, educator preparation (the role or districts in informing higher education of district/educator needs).
October, 22, 2014 - Bloomington, Illinois CSI Roundtable Meeting	Roundtable members emphasized the importance of recruitment and retention of educators in high-needs districts. Members suggested the need for targeted supports for teachers and administrators in their work, the importance of school/district/community partnerships.
October, 29, 2014 - Bloomington, Illinois P-20 Subcommittee for Teacher and Leader Effectiveness	Subcommittee members focused upon the recruitment and retention in districts. Members considered the potential role of teacher leader in this work, induction and mentoring and funding, diverse educator recruitment.
November 7, 2014 - Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members considered the educator pipeline (middle school through first years of teaching). Members suggested programming (induction and mentoring, professional learning communities, and professional development) that would assist in the retention of educators in high-needs schools/districts.
November 14, 2014 - Springfield, Illinois ISBE Staff	ISBE staff suggested focusing on the educator recruitment pipeline and retention in high-needs schools/districts. Staff identified induction and mentoring and professional development as levers that may assist with the recruitment and retention of educators in high-poverty/minority districts and additional data points that may be instructive the development of the equity plan.

PHASE TWO:

Table Three includes the meeting dates, groups, and the general topics discussed in each meeting organized by probable causes, potential remedies, and possible implementation strategies (Table Three: Phase Two Meetings). Additional detail on the aforementioned is provided in a subsequent section.

TABLE THREE: PHASE TWO MEETINGS

Date/Group	Probable Causes	Potential Remedies	Possible Implementation Strategies
December 5, 2014 - Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested that underlying causes of lower retention rates in high-needs districts may be the result of inequitable funding of public schooling in Illinois and lack of programming for teachers and administrators new to a district.	Members focused upon the following potential remedies: state money/programming to support the recruitment and retention of educators and potential programming supporting increased retention.	
December 10, 2014 - Roundtable Meeting, Springfield, Illinois, and Chicago, Illinois V-TEL Illinois Center for School Improvement	Members focused upon Claim One (percentage of teachers taught by less experienced teachers) and Claim Five (salary disparity between districts).		Use Title I administrative funds to support grants in high-needs districts to implement programming.
January, 14, 2015 - Roundtable Meeting, Springfield, Illinois, and Chicago, Illinois V-TEL Illinois Center for School Improvement	At this meeting, Roundtable members suggested additional data to support claims from the 12/10/2014 meeting (Educator Retention, Student Achievement, Limited English Proficiency (LEP), Special Education (SPED), per pupil expenditure).		Use TI administrative funds for grants to support school districts in the lowest quartile for poverty or minority in developing induction and mentoring programming.
February, 18, 2015 - Springfield, Illinois Illinois Alliance of Administrators of Special Education (IAASE)	Members of IAASE examined the Equity Profile for Illinois. The group identified weak educator preparation (e.g. lack of field experiences, work with special needs children) as a probable cause for lack of retention in high-needs districts.	Members suggested targeted partnerships between high-needs districts and Institutions of Higher Education (IHE) in order to develop robust field extended field experiences.	Support partnerships between IHE and high-poverty/high-minority districts to create a pipeline of experiences and employment opportunities for teacher candidates in these schools/districts.
February, 19, 2015 - Springfield, Illinois Illinois Association of School Administrators (IASA)	Members of IASA examined the Equity Profile for Illinois. Possible causes identified by this group include the relationship of recruitment to retention and the need for teachers and administrators to know more than how to run a	Members of IASA emphasized the need for districts to have flexibility and funding in order to recruit and retain teachers.	Provide funding to districts to support retention strategies based upon district need and community context.

	school and teach content.		
February 26, 2015 - Phone Diverse Educator Recruitment Advisory Group	DERAG members examined the Equity Profile and identified funding (salaries and lower operational costs or high-poverty/minority districts) as a central causes of lower retention/less experienced teachers in high-poverty/minority districts.	DERAG members suggested that induction and mentoring, professional development targeted to an educator's content area, and the importance of loan forgiveness	Provide funding to districts to support programming such as induction and mentoring and professional development in order to increase retention in districts.
March 3, 2015 - Phone Illinois PTA	Members of Illinois PTA identified the importance of PTA developing family engagement frameworks that can support the work of schools/districts and teachers. Without this, teachers may be more likely to leave a district once other opportunities present themselves.	ILPTA members suggested the importance of schools/districts and parents developing programming that not only supports children in their learning but also capitalizes on the unique skill sets of the parents within their districts.	Require participating districts with ISBE grants to develop and implement both programs for and with parents in order to support new hires and less experienced teachers in learning about the community and its values.
March 4, 2015 - Springfield, Illinois Advance Illinois Educator Advisory Group	AIEAG members identified the variability in preparation programs, funding, the need for teachers to be trained in/aware of the need for cultural responsiveness in their teaching as potential causes as to why teachers leave positions in high-needs districts.	Group members suggested the utilization of teacher leaders, and, in addition to induction and mentoring programs for teachers, also make sure administrators have access to I & M or PLC programming.	Tie receipt of grants to metrics that provide information on the efficacy of teacher leaders and induction and mentoring programming.
March 11-March 30, 2015 Illinois Association of School Boards	Information from IASB members suggests that teachers accept positions in a district primarily because of salary and benefits, that location of a district is a reason why some educators do not stay in a district.	IASB members suggested that avenues for parental involvement, loan forgiveness, and induction and mentoring programming could lead to a higher retention rate in school districts.	Tie receipt of grants to metrics that provide information on the efficacy of induction and mentoring programming, parental programming and, if possible, the percentage of teachers who participate in loan forgiveness.
March 16, 2015 - Phone IAASE Subcommittee	Members agreed that retention in high-poverty/minority districts is tied to programming, funding, and the ability for the teacher to understand the values of a community and school.		While grants can require districts to provide evidence for efficacy of offerings, understanding that district contexts vary and that ISBE should allow space for these differing contexts when creating grant requirements and metrics is essential.
March 17, 2015 - Chicago, Illinois	Members emphasized the importance of "targeted	Programming that allows for the development of an	

Latino Policy Forum English Learner Workgroup	programming" in increasing retention (induction and mentoring, professional development), but that these are probably only as effective as the "health" of the school/district culture. Members also identified the importance of school/district and community partnerships in increasing familiarity with values within a school/district or community.	optimal relationship between schools/district and communities.
March 17, 2015 - Springfield, Illinois Student Advisory Group	Members identified a general lack of support and teachers "being too busy" as reasons why teachers may leave a district.	Support for teachers when they start working in a district. Members who are enrolled in districts with professional learning communities (PLCs) observed that when teachers "had time to meet with one another, they are able to help us more."

PHASE THREE:

During April and May 2015, drafts of this work were reviewed by ISBE staff, the Consolidated Committee of Practitioners, the State Educator Preparation and Licensure Board, P-20 Subcommittee for Teacher and Leader and Effectiveness, and through a virtual review sponsored by CCSO (Table Four: Phase Three Meetings).

TABLE FOUR: PHASE THREE

Date/Group	Comments
April 28, 2015 V-TEL Springfield, Illinois, and Chicago, Illinois Consolidated Committee of Practitioners	CCOP members suggested a modification in the notion that a district, even with effective programming, may not be able to show increases in retention as some districts have effective induction and mentoring and professional development programming -- so much so that teachers are actively hired away.
May 1, 2015 Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested as part of the grant application process that the application process allows for districts to both show need and potential for programming as well as programming that has been demonstrated to be effective.
May 12, 2015 V-TEL Springfield, Illinois, and Chicago, Illinois Roundtable Meeting	ISBE staff suggested that a more deliberate connection between the requirements of the grant be tempered by a need to support district innovation, the importance of supporting practices that are already effective (PLCs), and consideration of the role of the teacher leader as one who expressly assists less experienced educators as they develop their practice.
June 2, 2013 Bloomington, Illinois P-20 Subcommittee for Teacher and Leader	Considering that there are monies available for four pilots during 2015-18, programming and resultant efficacy should focus upon ascertaining what works in

Effectiveness	these districts and, based upon collected data, potentially refining the approach when this work moves to scale.
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2. Identify equity gaps.

- Define key terms:
 - Inexperienced teacher;
 - Unqualified teacher;
 - Out-of-field teacher;
 - Poor student;
 - Minority student; and
 - Any other key terms used by the SEA such as “effective” or “highly effective.”

ISBE determined that it would be in the best interest of the project to ascertain if the required definitions had already been developed and, if so, their regulatory or statutory reference. Specifically, this determination was made to ensure that data, if regularly collected by ISBE from school districts, would, in fact, derive from a commonly understood definition used by districts and stakeholders (Table Five: Key Terms).

TABLE FIVE: KEY TERMS

Term	Proposed Definition	Notes	Applicable Reference(s)
Inexperienced teacher	A teacher who has less than one (1) year of teaching experience.	A veteran teacher for purposes of NCLB/HQ is considered to be a teacher with at least one (1) year of teaching experience.	23 Ill Admin. Code 25. Appendix D
Unqualified teacher	A teacher who does not hold a valid license.	Illinois would consider an unqualified teacher and out-of-field teacher to both be out of compliance for assignment.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Out-of-field teacher	A teacher who holds a valid license but does not meet the minimum qualifications for assignment.	Illinois would consider an unqualified teacher and out-of-field teacher to both be out of compliance for assignment.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Poor student/ low-income student	District level free/reduced lunch counts	Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.	Federal Register, Vol. 79, No. 43 (Page 12467)

Minority student	Any non-white student	Our fall housing reports use the following racial demographics: Hispanic, Asian, Indian, Black, OPI, White, and 2/More.	Fall Housing Reports
Effective teacher	A teacher who has received a "proficient" rating in his/her most recent performance evaluation rating.	Given that we have a four-category rating system, it seems reasonable to view performance evaluation ratings of "proficient" as "effective."	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)
Highly effective teacher¹	A teacher who has received an "excellent" rating in his/her most recent performance evaluation rating.	Given that we have a four-category rating system, it seems reasonable to view performance evaluation ratings of "excellent" as "highly effective."	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)

- Using the most recent available data for all public elementary and secondary schools in the state (i.e., both Title I and non-Title I schools), calculate equity gaps between the rates at which:
 - poor children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers; and
 - minority children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers.

In Illinois, there are three systems (each of which collect a portion of the following information): student enrollment, student course assignment, teacher course assignment, teacher assignment by school, and educator licensure. Currently, IBSE IT staff is working to align these systems. ISBE will not have data on the percentage of inexperienced teachers working in high-poverty and/or high-minority districts until November 2015. While Illinois does not currently have this data, information identified in the Educator Equity Profile, using 2011-2012 data and provided by the Department of Education provides insight into the equity gaps between high poverty and minority districts and high and low poverty districts (Figure One: Percentage of teachers in their first year of teaching).

In order to ensure compliance in regard to assignability, Illinois utilizes its network of Regional Offices of Education (ROE). A ROE completes regular audits in order to ascertain if a district is hiring and assigning individuals with appropriate licensure to teach courses for which they are highly qualified. According to the most recent annual recognition visits from 2013-14, 1 percent of districts that underwent a

¹ In Illinois, full implementation of teacher evaluation will not occur until the 2016-17 school year. Additionally, ISBE will begin piloting a data collection system through which districts can submit evaluation ratings beginning in the summer of 2015. At the time this plan was created, data relevant to the identification of "highly effective teacher" is incomplete.

recognition visit were not in compliance. The greater majority of these districts serve poor and minority children. This supports data from the 2011-12 Equity Profile on the equity gap between the rates at which poor and minority children are taught by inexperienced, unqualified, or out-of-field teachers (Figure One A: Percentage of teachers without proper certification or licensure; Figure Two: Percentage of classes taught by unqualified teachers - district; Figure Two A: Percentage of classes taught by unqualified teachers - school).

Where appropriate, data is provided at both the district and school level. This approach provides an additional level of confidence that, in fact, the equity gaps identified at the district level are supported by school level data. Table six provides the cut points for district and school analysis used in the examination of equity gaps (Table Six: Equity Gap: Cut points).

TABLE SIX: Equity Gap: Cut Points

	School	District
High Poverty (Top 25%)	76.6	57.6
Low Poverty (Bottom 25%)	28.7	28.2
High Minority (Top 25%)	76.7	38.9
Low Minority (Bottom 25%)	9.4	5.5

The figures that follow all use the following designations:

- All = All School Districts in Illinois
- LMQ = Lowest Quartile Minority School District
- HMQ = Highest Quartile Minority School District
- LPQ = Lowest Quartile Poverty School District
- HPQ = Highest Quartile Minority School District

FIGURE ONE: Percentage of teachers in their first year of teaching

FIGURE ONE A: Percentage of teachers without proper certification or licensure

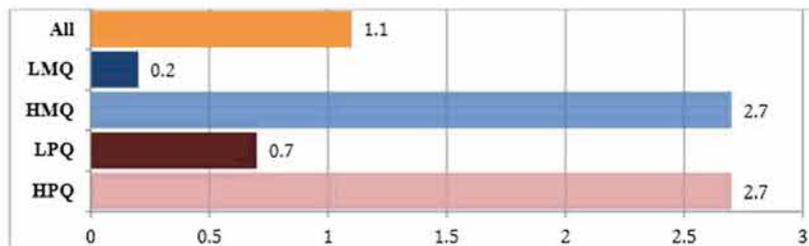


FIGURE TWO: Percentage of classes taught by unqualified teachers (District)

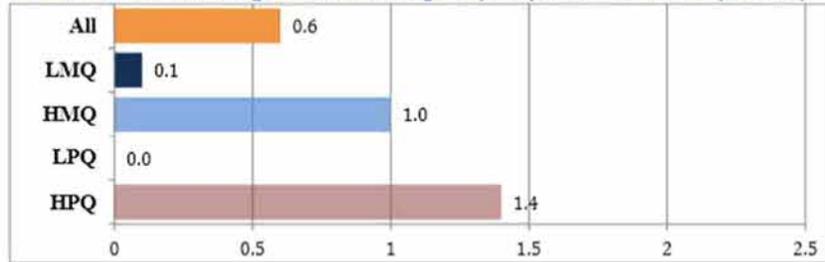
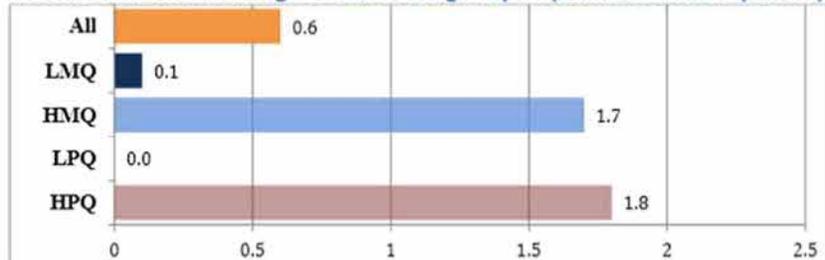


FIGURE TWO-A: Percentage of classes taught by unqualified teachers (School)



Additionally, ISBE collects data on the equity gap for those teachers teaching out of field in high-poverty or high-minority districts and teachers in low-poverty and low-minority districts (Figure Three: Percentage of teachers teaching out of field – District and Figure Three A: Percentage of teachers teaching out of field –School). The data presented in Figure Three supports the data provided by ED and ISBE data from annual recognition visits insofar as children in high-poverty or high-minority districts are taught more frequently by teachers who are teaching out of field. This suggests that high-poverty and high-minority districts may have a greater challenge to fill positions with properly licensed individuals.

FIGURE THREE: Percentage of teachers teaching out of field (District)

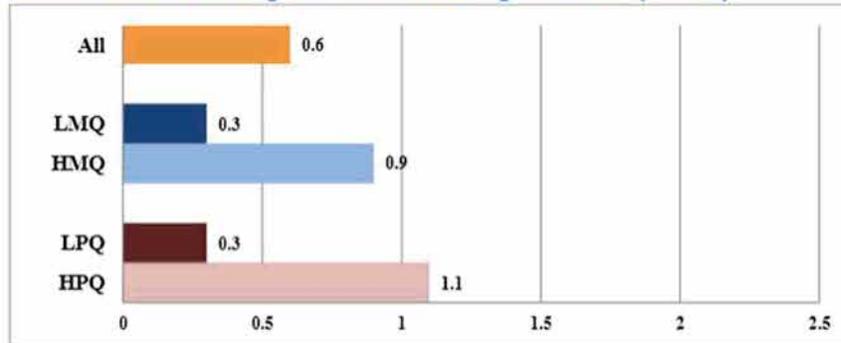
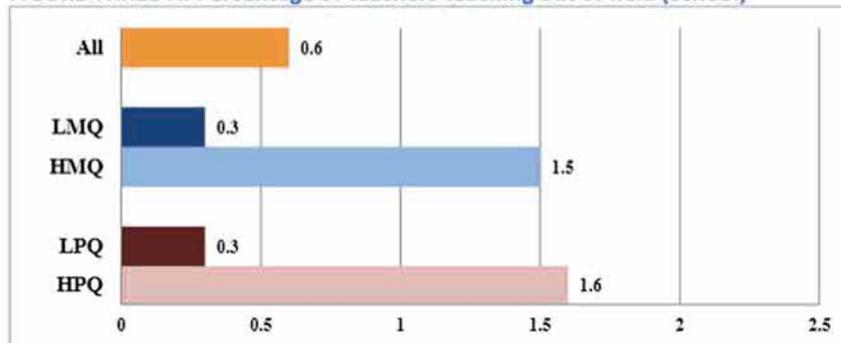


FIGURE THREE-A: Percentage of teachers teaching out of field (School)



Data on the percentage of students in Illinois school districts that meet or exceed standards also suggests that children who attend school in high-poverty and high-minority districts do not perform as well on state exams as those children who do not attend such schools (Figure Four: 2013-14 Percentage of Students who meet or exceed standards – District and Figure Four A: 2013-14 Percentage of Students who meet or exceed standards – School).

FIGURE FOUR: 2013-14 Percentage of Students who meet or exceed standards (District)

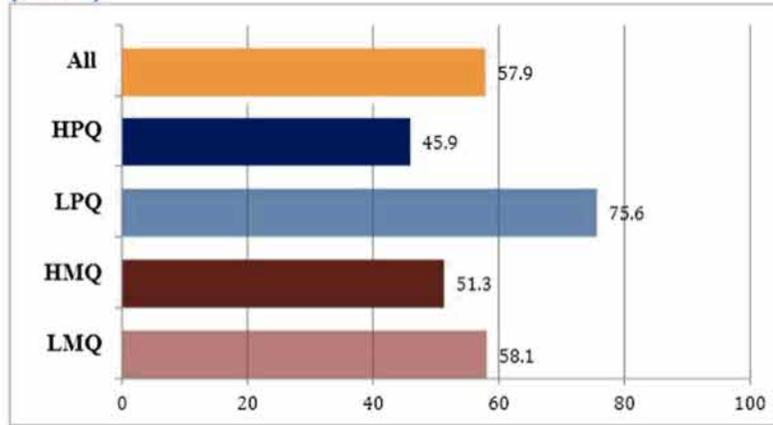
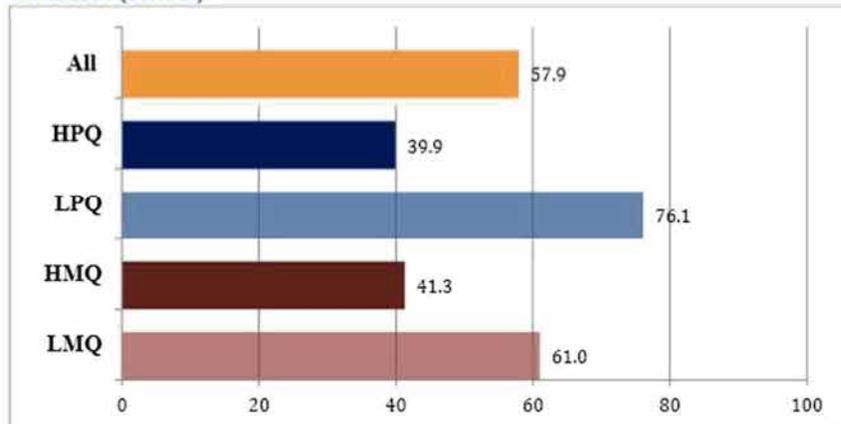


FIGURE FOUR-A: 2013-14 Percentage of Students who meet or exceed standards (School)



3. Explain the likely cause(s) of the identified equity gaps.

Most generally, the probable causes of the equity gaps are:

- Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
- Lack of continuity in the recruitment and retention of educators (supports), and
- Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

Prior to a detailed consideration of each of these causes, a narrative providing an explanation for how these probable causes were identified is presented.

PHASE ONE:

During the first phase of this work and based upon the information shared by ED in July 2014, context for previous the Illinois Equity Plan submissions of 2006 and 2010 Equity Plan was shared. Using the 2010 Equity Plan as a starting point, stakeholder groups were informed of the scope of the project and were asked to respond to the following query:

Using the 2010 Equity Plan, consider what should be part of the 2015 submission.

Think about:

Programming (actual and/or ideally)

Data (current and/or desired)

Oversight (a 'system' in order to track data and/or pathways of program implementation)

Context (how might the requirements, actual and/or ideally, look in urban, suburban, and rural areas)

At this point, without having received the Equity Profile from ED, stakeholders were asked to work in small groups and consider as many of the aforementioned categories as possible. After the small group work occurred, the entire group was reconvened and each category was discussed in turn. Due to the ambiguity of the categories, as well as their interdependency, not all categories received equal emphasis. For instance, while *oversight* is undoubtedly important, without a clear sense of *programming*, *data*, and *context* it was understandably challenging to contemplate potential systems of oversight.

Most generally, stakeholders identified the following (Table Seven: Initial Categories):

TABLE SEVEN: Initial Categories

Category	Considerations
Programming	<ul style="list-style-type: none">• Recruitment and Retention - Teachers (pipeline)• Recruitment and Retention - Administrators

	<ul style="list-style-type: none"> • Mentoring and Induction Programming • Quality of Educator Preparation Programs • Programming for linking teacher candidates to employment in high-needs schools/districts • Teacher Leaders • Parents/Community
Data	<ul style="list-style-type: none"> • Administrative Effectiveness • Administrator Retention • Teacher Retention • Teacher Effectiveness • Educational Attainment of Teachers • Scope of Mentoring and Induction Programming • Quality of Mentoring and Induction Programming • Information on school/district/community/family partnerships • LEP students in high-poverty/high-minority schools/districts • SPED in high-poverty/high-minority schools/districts • Per Pupil Expenditure Comparison between high-needs districts and those that are not (instructional budget) • Per Pupil Expenditure Comparison between high-needs districts and those that are not (operational budget) • Teacher/Student Ratio (Elementary) • Teacher/Student Ratio (High School)
Oversight	<ul style="list-style-type: none"> • Requirements need to allow for variability of district programming • Dependent upon requirements/decisions from ISBE
Context	<ul style="list-style-type: none"> • Requirements need to allow for variability of district programming

The result of this work was the identification of a frame that would serve as a foundation for Phase Two of the project.

Children in high-poverty/high-minority districts are taught by less experienced educators. Less experienced can be understood as less effective. Thus, a central question to investigate is: 'How to support less experienced teachers so they may become more experienced and more effective?'

PHASE TWO:

Phase Two took the aforementioned assumption and resultant question as a starting point in discussions with stakeholders. Stakeholders received the Illinois Equity Profile and from this five claims were identified (Table Eight: Claims).

TABLE EIGHT: CLAIMS

Claims
Data suggests that children who are students in districts identified as high poverty and/or high minority are regularly taught by less experienced teachers than those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers without the proper licensure in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers that are not identified as highly qualified in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by who are absent for 10 or more days in comparison to those students who attend

schools in districts that are not high poverty and/or high minority.

Data suggests that teachers in districts identified as high poverty and/or high minority have a lower salary than teachers in districts that are not high poverty and/or high minority.

These claims mirror data in the Illinois Equity Profile and, using the aforementioned assumption, served as a way to focus and refine stakeholder consideration of the possible causes and potential remedies for each claim. Proceeding in this way afforded ISBE and stakeholders the ability to understand if there were common causes and similar remedies across claims.

While this frame couples children in high-poverty and high-minority districts, data provided distinguished between children in high-poverty and high-minority districts. Stakeholders believe that the suggested correctives will assist districts in the recruitment and retention of educators as well as provide inexperienced educators additional opportunity to learn with and from parents and community members.

Stakeholders demonstrated greater interest in the first and fifth claims. Supporting less experienced teachers in becoming more experienced and effective teachers as well as the disproportionality of salary between low- and high-poverty/minority districts were the areas from which probable causes, possible remedies, and potential implementation were identified. Stakeholders identified lack of experience as a more critical and actionable issue than those surrounding licensure and absenteeism. The lack of highly qualified teachers or teachers with the proper licensure was perceived to be tied to the challenges a district has in recruiting and retaining teachers in the first place.

In what follows, additional context is provided to frame the probable cause. The identified probable causes and data supporting these create a constellation within which the probable causes, when intermingled, create an environment that makes it challenging to recruit and retain educators within high-poverty and high- minority districts. Additional data points that demonstrate additional equity gaps are also shared in support of these ideas. These provide an additional level of confidence that the probable causes are reasonable in light of the data supplied by ED as well as the ideas from the various stakeholder groups.

PROBABLE CAUSE ONE:

Probable Cause: Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).

Context: Illinois is currently working on statutory changes to how school districts are funded. Specifically, there is a large disparity in funding between districts depending upon location. While teacher salary is only one aspect of a budget for a district, the amount of salary one receives becomes important when considering that the majority of young teachers have student loans to repay. So too, high-poverty

and high-minority districts have a lower operational and instructional budget from which to provide resources to teachers and students.

Additional data: Data from the 2013-14 Illinois School Report Card is instructive insofar as it suggests that those who work in high-poverty or high-minority districts regularly work with a greater number of students (Figure Five: Student/Teacher Ratio: Elementary – District, Figure Five A: Student/Teacher Ratio: Elementary – District, Figure Six: Student/Teacher Ratio: High School – District, and Figure Six A: Student/Teacher Ratio: High School - School).

FIGURE FIVE: Student/Teacher Ratio: Elementary – District

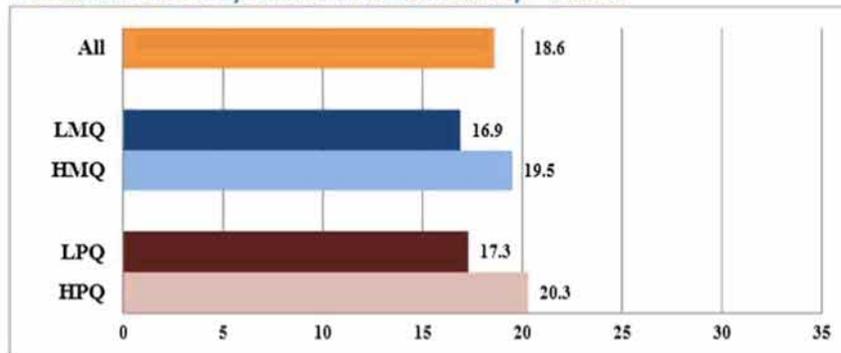


FIGURE FIVE-A: Student/Teacher Ratio: Elementary – School

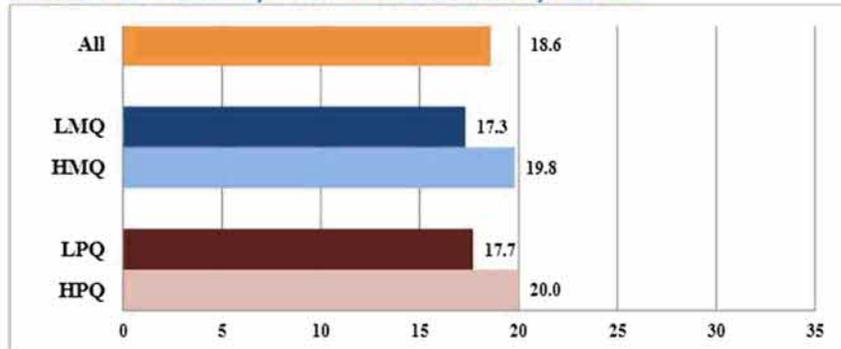


FIGURE SIX: Student/Teacher Ratio: High School – District

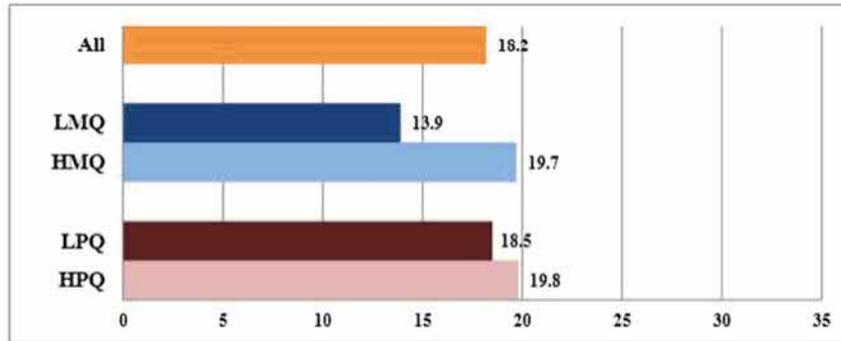
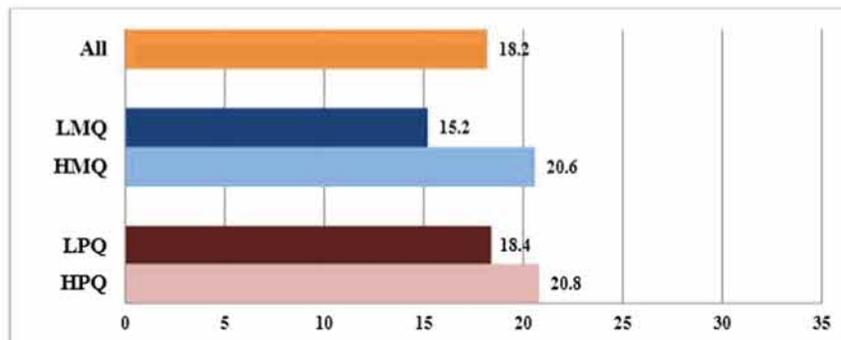


FIGURE SIX-A: Student/Teacher Ratio: High School – School



Further, data on instructional and operational costs, coupled with information on student achievement, suggest that although high- and low-poverty school districts receive equal funding for instructional and operational costs and high-minority school districts receive more funding for instructional and operational costs than low-minority school districts, the highest quartile poverty and minority school districts still lag in student achievement when compared to the lowest quartile school districts (Figure Seven: Per Pupil Expenditure: Instructional Costs, Figure Eight: Per Pupil Expenditure: Operational Costs). Understood in this way, ensuring that districts are funded equitably and that districts can offer competitive salary packages is essential *between* districts, but it is only one part of the larger constellation. In addition, assuring that programming *within* districts is of high

quality, meaningful, and represents both best practices as well as community values is essential.

FIGURE SEVEN: Per Pupil Expenditure: Instructional Costs

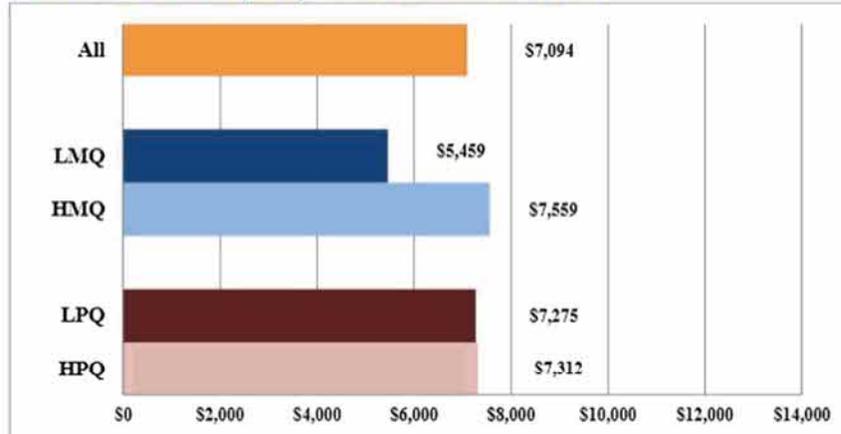
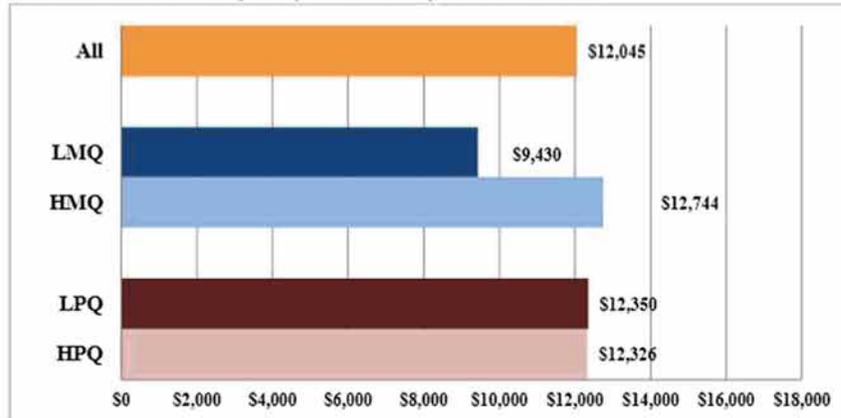


FIGURE EIGHT: Per Pupil Expenditure: Operational Costs



PROBABLE CAUSE TWO

Probable Cause: Lack of continuity in the recruitment and retention of educators (supports).

Context: Induction and mentoring programs have not been funded in Illinois since 2011. In the 2015 legislative session, ISBE has submitted proposed language that would modify statute and extend the use of a funding stream to include recruitment and retention programming and professional development. The proposed language includes modifications to current Illinois requirements of educators trained out of state. This particular point is germane insofar as increasing the pool of potential applicants may, in fact, allow for the hiring of more-experienced teachers, who have worked in high-poverty and/or high-minority districts in other states and wish to do so in Illinois.

During the summer of 2014, the P-20 Subcommittee on Teacher and Leader Effectiveness also asked ISBE to release an RFI. The purpose of the RFI was to learn about current recruitment and retention practices in Illinois as well as interested organizations in developing a diverse educator recruitment pipeline. The aforementioned proposed statutory change will provide monies for this work.

Additional Data: This second probable cause is supported by additional data demonstrating equity gaps between high- and low-poverty/minority school districts from the 2013-14 Illinois School Report Card (Figure Nine: Teacher Retention: 2012-14 – District, Figure Nine A: Teacher Retention: 2012-14 – School, Figure Ten: Principal Turnover: 2012-14 – District, and Figure Ten A: Principal Turnover: 2012-14 –School). In effect, in high-poverty and high-minority school districts, 20 percent of the teaching force leaves within three years. Considering the amount of time and resources required to hire teachers as well as lower starting salaries, fewer dollars available for supports, and the importance of a strong instructional leader in the retention of teachers in his or her school, these metrics suggest that the lack of stability in the teaching corps and the higher turnover in district personnel within high-poverty and high-minority districts may be a result of the availability of programmatic and administrative supports and/or the implementation of targeted and extended supports available to educators new to a district.

FIGURE NINE: Teacher Retention: 2012-14 – District

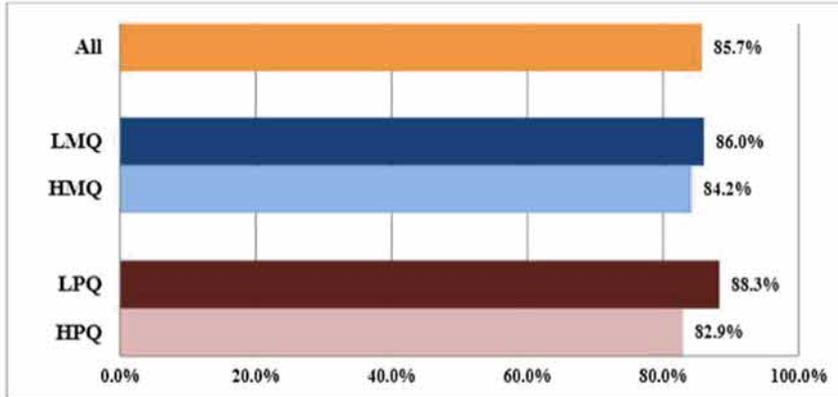


FIGURE NINE-A: Teacher Retention: 2012-14 – School

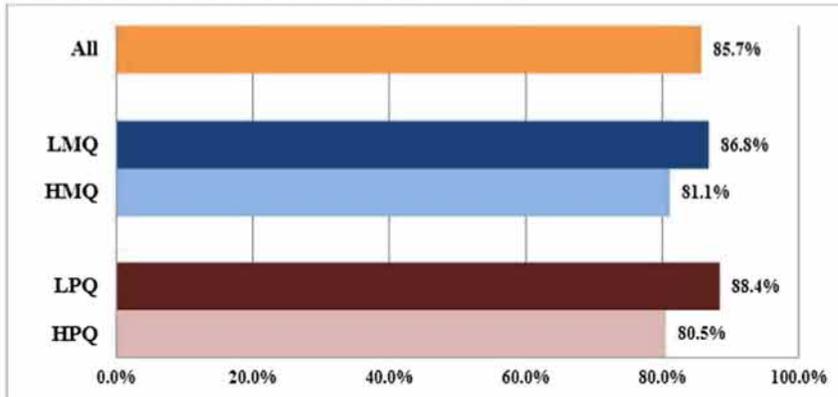


FIGURE TEN: Principal Turnover: 2012-14 – District

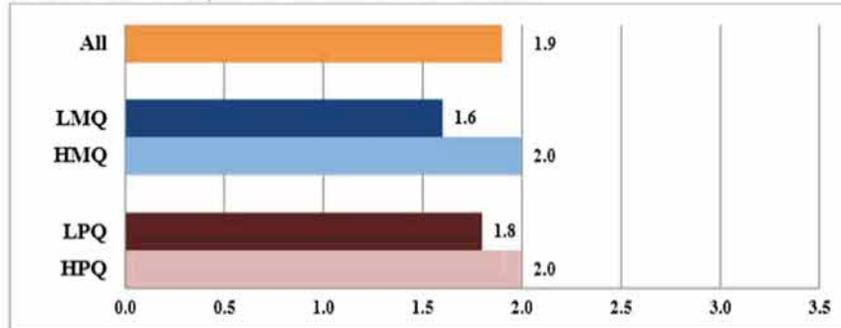
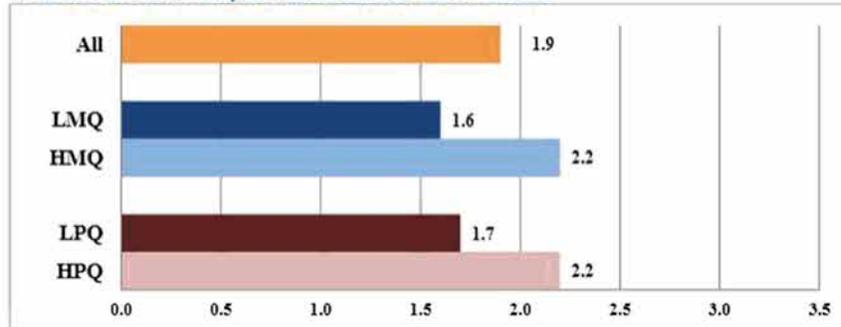


FIGURE TEN-A: Principal Turnover: 2012-14 - School



PROBABLE CAUSE THREE

Probable Cause: Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

Context: Stakeholders intuitively acknowledged that disparity in funding and lack of recruitment and retention programs could lead to higher levels of attrition from *any* district. So too, stakeholders also identified the importance, especially in - poverty and high-minority districts, of understanding the community, its practices and values, and expectations for schooling. Further, any program of support (e.g., induction and mentoring or professional development that would target instructional practices, classroom management, or parental engagement) would need to consider how this programming may be understood and valued by the larger community.

Additional data: There are three metrics that assist in supporting the notion of needing other programming/supports for teachers in high-poverty or high-minority districts. Unlike previous data that can be more easily tied to the identified probable cause, the data for the third claim (cultural competency) is not as clear. First, teachers in high-minority school districts do, on average, hold higher educational credentials than those who work in low-minority school districts. However, teachers in high-poverty school districts do not share this characteristic (Figure Eleven: Percentage of teachers with advanced degrees – District and Figure Eleven A: Percentage of teachers with advanced degrees - School).

FIGURE ELEVEN: Percentage of teachers with advanced degrees (District)

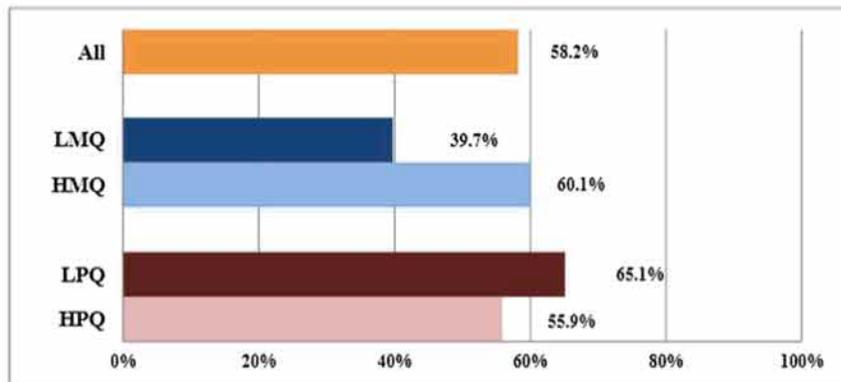
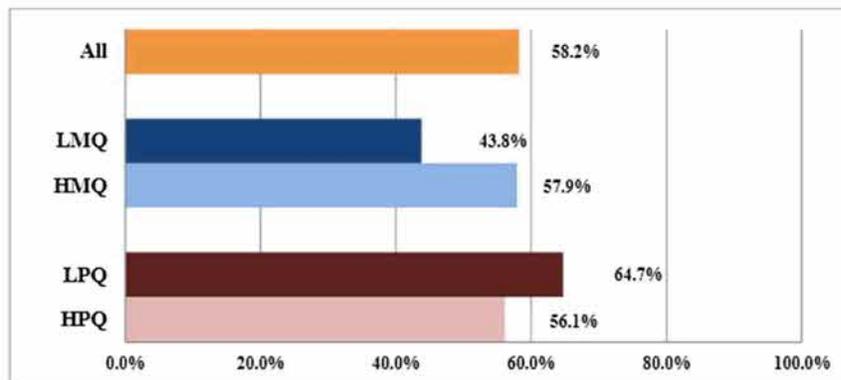


FIGURE ELEVEN-A: Percentage of teachers with advanced degrees (School)

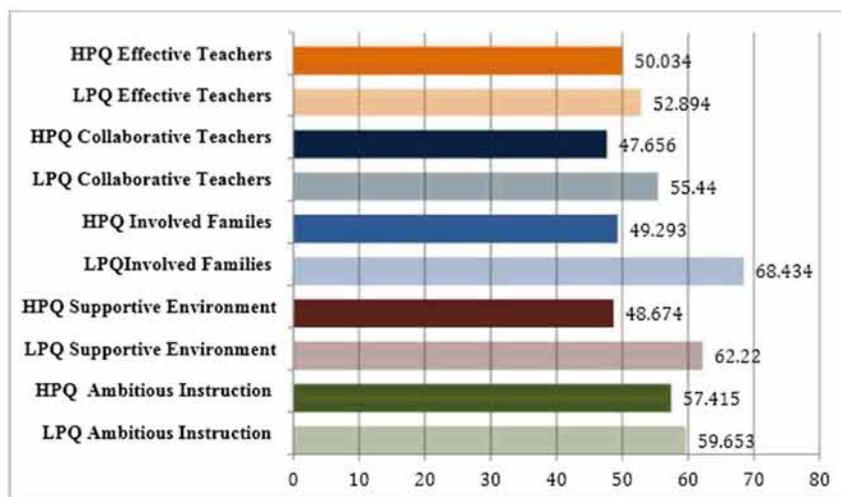


While it is possible to assume that the greater a teacher's educational attainment the more effective she or he is in the classroom, aggregate data from the 5 Essentials survey provides additional clarity to this instance. The Illinois 5Essentials Survey was first released in 2013 and is a diagnostic tool that equips schools with fine-grained data on five leading indicators of school environment:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environment
- Ambitious Instruction

The survey was administered to teachers and sixth- through 12th-grade students in spring 2014 in schools that did not offer the survey in 2013 and in Race to the Top School Districts. Data suggest that in all five areas, teachers and students in the lowest quartile poverty districts perceived that their teachers were more effective and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction (Figure Twelve: 5 Essentials – Low/High-Poverty School Districts).

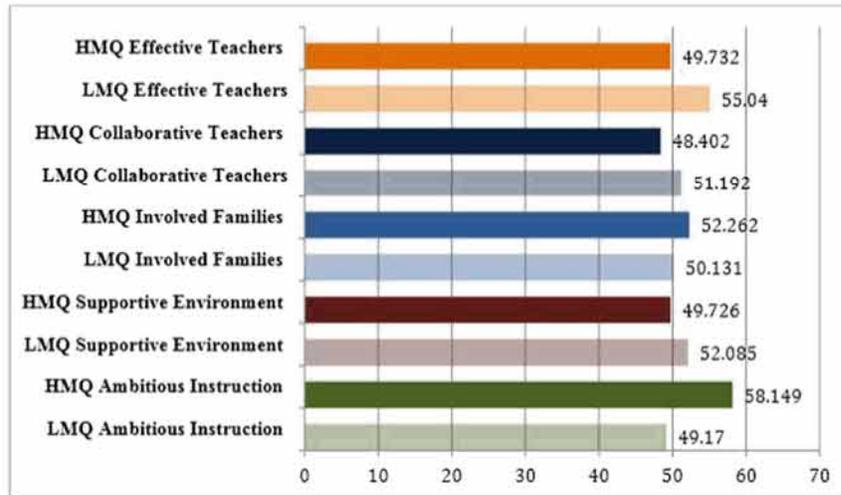
FIGURE TWELVE: 5 Essentials – Low/High-Poverty School Districts



Data for minority school districts suggest that teachers and students in the lowest quartile minority school districts perceived that their teachers were more effective

and collaborative, and teachers taught and students learned in supportive environments. Students and teachers in the highest quartile minority school districts report that their districts have greater family involvement and ambitious instruction than is perceived to occur in the lowest quartile minority districts. When data on student achievement is included (Figure Four: 2013-14 Percentage of Students who meet or exceed standards), however, there is a discrepancy between the perception of students and teachers in regard to ambitious instruction and actual student achievement.

FIGURE THIRTEEN: 5 Essentials – Low/High-Minority School Districts



Second, the percentage of LEP students in high-poverty and high-minority school districts identifies that there are a higher percentage of LEP students in high-poverty and high-minority school districts than in low-poverty and low-minority school districts. (Figure Fourteen: Percentage of LEP students in high-poverty or high-minority districts and Figure Fourteen A: Percentage of LEP students in high-poverty or high-minority schools).

FIGURE FOURTEEN: Percentage of LEP students in high-poverty or high-minority districts

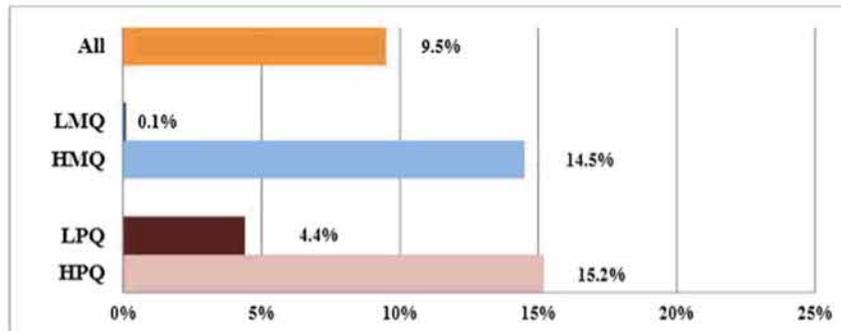
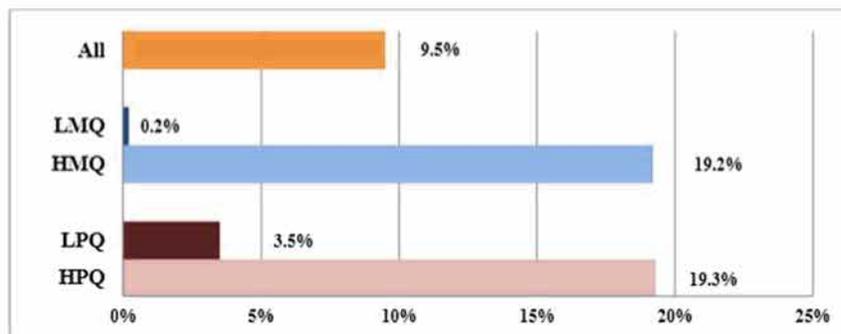


FIGURE FOURTEEN-A: Percentage of LEP students in high-poverty or high-minority schools



Third, similar to portions of the data on educational attainment, the percentage of children in special education in high-poverty or high-minority school districts (Figure Fifteen: Percentage of SPED students in high-poverty or high-minority districts and Figure Fifteen A: Percentage of SPED students in high-poverty or high-minority schools) shows that, on average, fewer students identified for special education services attend high-minority districts than those who attend low-minority districts. Yet, a higher percentage of students who attend high-poverty districts are identified for special education services. Additional data suggests that the difference between the percentage of students attending low/high-minority districts identified for special education services is a result of more students receiving services for speech and/or language impairments and specific learning disabilities (Figure Sixteen: Percentage of students receiving special education services in high/low-minority districts).

FIGURE FIFTEEN: Percentage of SPED students in high-poverty or high-minority districts

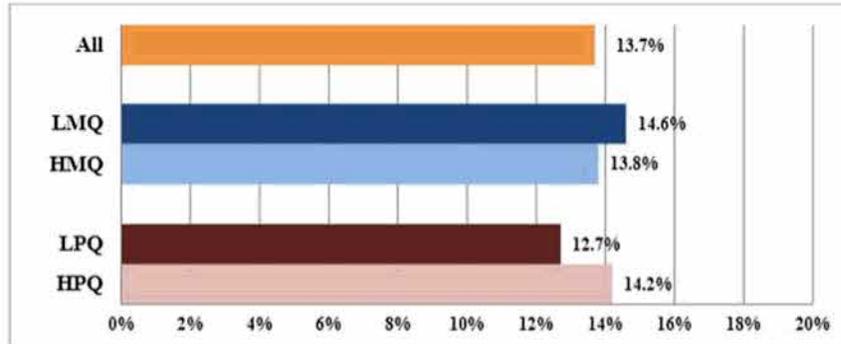


FIGURE FIFTEEN-A: Percentage of SPED students in high-poverty or high-minority schools

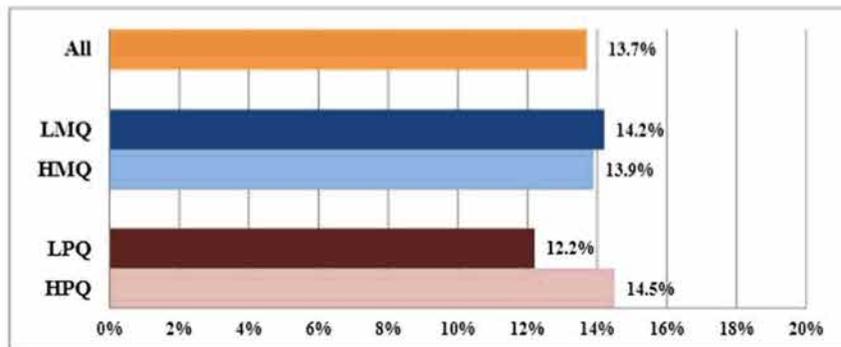
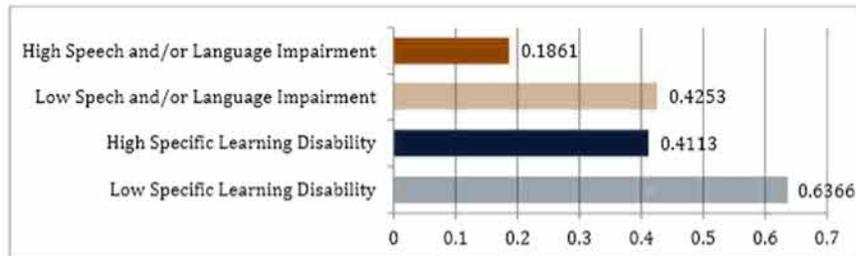


FIGURE SIXTEEN: Percentage of students receiving special education services in high/low-minority districts



The additional data shared for this third claim does, in general, support the notion that teachers in high-poverty and high-minority districts often have less educational attainment and less experience and have to work with a larger percentage of children identified as LEP or for special education services. Further, with few exceptions, students and teachers in low-minority and poverty districts perceive their teachers were more effective and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction than those teachers in high-minority/poverty districts. School districts that serve high numbers of minority children or children who live in poverty may require additional and targeted professional development encompassing best practices in pedagogy as well as ways of ensuring that parental talents are used to support the growth of students.

As suggested previously, each probable cause is one part of a larger constellation. Whereas the first probable cause may be understood as something requiring a remedy between districts, the second and third probable causes require remedies within districts. Any approach developed to eliminate equity gaps must include consideration of need both within and between districts and be cognizant of current state and district context. Illinois, due to the way districts are currently funded as well as recent lack funding for targeted programming, requires an approach that acknowledges both the current strengths of the system as well as its limitations.

Thus, as indicated in a previous portion of this document, ISBE has multiple ongoing initiatives in various states of implementation. In addition to the requested budget lines for teacher induction and mentoring programming, principal induction and mentoring programming, and diverse teacher educator recruitment, ISBE has proposed modification to statute that would streamline the application process and issuance of the professional educator license for out-of-state educators and expand the use of funds currently limited to the issuance of licenses to include recruitment and retention programming and professional development. So too, the development of a teacher leader endorsement pathway for educators, ensuring that districts that participate in a grant opportunity receive additional support through the Illinois

Center for School Improvement (CSI). Continuing to work toward more meaningful communication between schools/districts and families will provide a foundation from which to lessen the identified equity gaps.

4. Set forth the SEA's Steps to Eliminate Identified Equity Gaps.

- Describe the strategies the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. An SEA may use the same strategy to address multiple gaps.

Data provided by ED and additional data from ISBE suggest that there are multiple equity gaps that result in children in high-poverty/minority districts being taught by less experienced educators. Stakeholders identified three probable causes for these gaps:

1. Lack of an equitable funding formula for local school districts, which results in disparities in teacher salaries between districts (funding).
2. Lack of continuity in the recruitment and retention of educators (supports), and
3. Lack of awareness of community (practices and values) once in a high-needs school district (cultural competency).

As stated previously, these three probable causes are viewed as part of a larger constellation that require work to ensure equity within and between districts. Moreover, one way of forwarding portions of this work is to develop a plan that will acknowledge that less experienced educators require supports and forms of financial relief that will allow them to become more experienced and effective educators in a district.

Considering current Illinois context, stakeholders identified an approach that focuses upon extant federal loan forgiveness programs for working in high-poverty districts, opportunities for teacher candidates to have regular and rich field experiences in these districts prior to licensure, providing modest grants over a three-year period to a small number of pilot districts in order to collect promising practices on teacher leadership, recruitment and retention programming (e.g., induction and mentoring programs, other professional development), and family engagement while also capitalizing on extant programming within Illinois.

Stakeholders believe this general approach accurately identifies root causes and were very clear that these approaches would provide district flexibility within the identified root causes. Put differently, there was a desire for district flexibility in the programming and delivery of supports and developing cultural competency in educators. More specifically, through competitive grants, ISBE will be able to learn about best practices in the highest quartile poverty and minority districts. Efficacy will be shared through required data submissions from districts and from

institutions of higher education who train teachers. The intent of an approach that contemplates the educator pipeline is to determine the most appropriate supports as a teacher candidate becomes a licensed educator. This assumption, by working with and learning from both institutions of higher education and school districts, will also make clear the reasonable scope of responsibilities each organization ought to provide to new educators. By understanding the scopes of responsibility, ISBE will be better positioned to lessen the equity gap whereby children who attend schools in high-minority and/or high-poverty districts are taught by less experienced educators than those children who attend schools in low-poverty and/or low-minority districts.

Specifically, ISBE will:

- Utilize current ISBE communication strategies to ensure that teacher candidates and practicing teachers are aware of federal loan forgiveness programming
- Utilize current ISBE communications strategies to ensure that districts are aware of how they can use Title II funds to support professional development including, but not limited to: recruitment and retention programming (e.g., induction and mentoring programming), professional development (e.g., pedagogical, content, and the establishment of professional learning communities) and programming that would assist teachers in supporting the academic and social and emotional growth of their charges.
- Develop, with teacher preparation institutions, best practices for preparing individuals who wish to teach in high-poverty and/or high-minority districts and ensuring that these individuals have ample opportunity to engage in regular and prolonged field experiences in these districts.
- Award to LEAs grants for a three-year period that require: the development of recruitment and retention programming (e.g., induction and mentoring, PLCs, other professional development), the use of teacher leaders as instructional leaders within the school, and programming that capitalizes on the skills of parents and community members and supports family engagement.

Include timelines for implementing the strategies.

The timeline shared below emphasizes the need for ongoing communication, a targeted approach to collecting data that will inform statewide policy for the *Excellent Educators for All Initiative*, and continuing to meet with stakeholder groups to ensure that there is opportunity for refinement of policies as this project continues. An initial three-year timeline was determined based upon the length of the grants to school districts. Data collected from the pilot districts and districts throughout Illinois as well as information from teacher preparation programs will assist ISBE in increasing the scope of this work statewide during and after the grant expires.

2015-16:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in high-poverty and/or high-minority districts.
- Share information on the grant opportunity through a webinar.
- Award competitive grants to school districts (\$150,000 each year for three years) that develop programming on induction and mentoring, professional development/teacher leadership, parental collaboration. Applicants must:
 - Receive Title I funds
 - Receive Title II funds
 - Be identified as a priority district
 - Have a district enrollment under 10,000 students
 - Have a three-year teacher retention rate under 80%
 - Receive services from Illinois CSI
 - Be in the lowest quartile for high-poverty and high-minority students
 - Provide rationale, grounded in research/best practice, or other district level data, for the development and/or effective previous implementation regarding recruitment and retention programming and other programming for new teachers
 - Provide rationale or other district level data for the development and/or effective previous implementation of the teacher leader in the district (e.g., scope of responsibilities based upon district need)
 - Provide rationale, grounded in research/best practice, or other district level data, for the development and/or effective previous implementation regarding family engagement practices
- Collect data on equity gaps: Educator Retention (teacher and principal), Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per Pupil Expenditures (instructional and operational costs), Teachers with Advanced Degrees, 5 Essentials Data, SPED, LEP.
- Continue to meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

2016-17:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Continue to meet with IHE and collect data on best practices in recruitment and retention of teacher candidates.
- Organize and facilitate biannual meetings between staff at those school districts receiving grants.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- Collect data on equity gaps: Educator Retention (teacher and principal), Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per Pupil Expenditures (instructional and operational costs), Teachers with Advanced Degrees, 5 Essentials Data, SPED, LEP.
- Meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

2017-18:

- Share the appropriate use of Title II funds and loan forgiveness in light of the *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.
- Meet with IHE and collect data on best practices in recruitment and retention of teacher candidates.
- Meet biannually with grant recipients.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- Collect data on equity gaps: Educator Retention (teacher and principal), Educator Evaluation Ratings, Unqualified Teachers, Teachers Teaching Out of Field, Students Meeting Standards, Per pupil expenditures (instructional and operational costs), Teachers with advanced degrees, 5 Essentials data, SPED, LEP.
- Meet with stakeholder groups regarding the *Excellent Educators for all Initiative* (the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness).

Describe how the SEA will monitor its LEAs' actions, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."

Continuous monitoring in the form of data and stakeholder input is essential in ensuring that the result of the programming assists in guaranteeing that children who attend high-poverty and/or high-minority districts are not taught at a higher rate by less experienced teachers. This monitoring will take three forms.

First, ISBE utilized Regional Offices of Education to monitor compliance in a variety of areas. One of these is that educators working in a district are properly licensed. Second, ISBE currently monitors and regularly audits districts that receive Title I and II funding. It will continue to utilize this practice to ensure compliance with the allocation of funding for these districts and their programming. Third, and in particular to those districts that are awarded a grant, ISBE will facilitate biannual meetings of recipients both to share promising practices supported by data and through the submission of data.

Additionally, the work with teacher preparation programs and school districts shall focus upon two things: recruitment into the profession and retention once one is a licensed teacher. If the assumption upon which this work has developed is accurate, then two overarching notions must be supported. First, those individuals who have a sense of calling to work in high-poverty and/or high-minority districts must have ample opportunity to work in those settings while in a teacher preparation program. Also, since teacher preparation programs cannot prepare a teacher for everything she or he will encounter once the teacher of record, it is imperative that a district have targeted supports to assist in transitioning from a teacher candidate to a professional educator.

In Illinois, due to a lack of funding for induction and mentoring and other recruitment and retention programs, the development and implementation of these programs statewide is inconsistent. Thus, the grants that will support the development and implementation of these programs will not only ensure that these pilot districts have programming for new educators, but also provide ISBE with data on efficacy. Specifically, obtaining data on program structure and efficacy will assist ISBE when it requests funding for induction and mentoring programming in its annual budget.

So too, requiring the pilot districts to develop and implement professional growth offerings that assist inexperienced teachers in learning more about their craft,

students, and community makes it more likely that educators will feel supported in their work and connected to the larger school/district community. Having familiarity of these things may make it more likely that an educator will remain in the district and become more experienced and, hopefully, more effective over time.

Both of the aforementioned require coordination at the district level. In the case of teacher preparation programs, the IHE and district need to work together to provide placement sites, experienced educators to serve as cooperating teachers, and to ensure placement experiences are indicative of the work for which one will be responsible as a teacher of record. In the case of the pilot districts, Illinois recently wrote administrative rules and has started to approve programs that prepare teacher leaders. This is a new endorsement in Illinois. There was a consistent desire to use teacher leaders as a central piece of this work. In providing funds for districts to utilize teacher leaders in the development and implementation of professional development offerings, there is opportunity for comprehensive and consistent implementation that, when brought to scale, can be useful statewide. Finally, ensuring that districts are both working with and learning from their parents and communities is essential for any district wishing to support its charges.

5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps for both (1) poor students and (2) minority students, including the method and timeline for the evaluation (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).

As indicated in the guidance document composed by ED, ISBE determined that an appropriate approach to eliminating equity gaps would be through focusing upon extant federal loan forgiveness programs for working in high-poverty districts, opportunities for teacher candidates to have regular and rich field experiences in these districts prior to licensure, providing modest grants over a three-year period to a small number of pilot districts in order to collect promising practices on teacher leadership and programming (e.g., induction and mentoring programs, other professional development), and family engagement while also capitalizing on extant programming within Illinois. The intention, once the grant period has concluded, is to have practices supported by a robust data set that will allow other districts to begin implementing similar evidenced based programming as well as support future budget requests.

Approaching the question of how to lessen or remove equity gaps in Illinois must be tied to retention in general for new hires or inexperienced teachers as well as teacher effectiveness. Districts need to retain individuals who, over time, can become experienced educators. At the same time, there must be an assurance that experience is more than years taught and include the development or refinement of teaching expertise and positive impact on student achievement.

The notion of “measures that the SEA will be to evaluate progress” is understood broadly insofar as a central part of the larger enterprise requires regular communication as well as discrete performance metrics that will indicate if an approach is both viable and appropriate. ISBE will monitor progress within districts (both those that participate in the competitive grants and those that do not), institutions of higher education with approved educator preparation programs, and through the collection and sharing of data on the identified equity gaps in this document. Proceeding in this way will provide a robust picture.

In 2015-18 there are a number of targeted metrics that will be collected. These are identified in **red**.

The 2015-16 school year will serve as a benchmark year for grantees and IHE. Knowing what is currently the case will provide ISBE and stakeholders insight into possible courses of action that will result in increasing the retention and effectiveness of new hires/inexperienced teachers statewide (Table Nine: 2015-16 Programming)

TABLE NINE: 2015-16 Programming

Year	Programming	Measures	Delivery
2015-16	Share the appropriate use of Title II funds and loan forgiveness in light of the <i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	<ul style="list-style-type: none"> Collect data on if/how much funding is targeted to professional development and recruitment and retention programming in high/low-poverty and/or minority districts. Collect data on efficacy of programming 	Webinars State Superintendent's Weekly Message
2015-16	Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in -poverty and/or high-minority districts.	<ul style="list-style-type: none"> Collect data on institutional partnerships with high-poverty and or high-minority districts and gather specifics on time in placements as well as teacher candidate responsibilities while in placements. 	Survey to IHE ascertaining practices. Development of website to share information no later than midyear. Meetings in September/October and February/March
2015-16	Share information on the grant opportunity through a webinar.		Webinars State Superintendent's Weekly Message
2015-16	Award competitive grants to school districts (\$150,000 each year for three years) that develop programming on induction and mentoring, professional development/teacher leadership, parental collaboration.	<p>Grantees, for the purposes of creating benchmarks, will need to provide data/information on:</p> <ul style="list-style-type: none"> District recruitment practices. District retention for teachers (by year, over last five years, by grade level, subject area) and principals. Recruitment and retention programming for new hires and first-year teachers and principals (induction and mentoring, professional learning communities). Efficacy, substance, and structure of professional 	

		<ul style="list-style-type: none"> development. Efficacy, substance, and structure of professional development/work focusing upon family/community engagement. Role for/of Teacher Leader(s) within the district. 	
2015-16	Collect data on equity gaps	<ul style="list-style-type: none"> Educator Retention (teacher and principal) Unqualified Teachers Teachers Teaching Out of Field Students Meeting Standards Per Pupil Expenditures (instructional and operational costs) Teachers with Advanced Degrees S Essentials Data SPED LEP 	
2015-16	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i> .		<p>Meetings to occur in fall (September/October) and spring (April/May).</p> <p>Meeting minutes and recommendations will be shared on the ISBE website.</p>

In 2016-17, districts participating in the grant will have had opportunity to implement programming (Table Ten: 2016-17 Programming). The assumption is that the programming will provide information and supports to assist new hires and/or inexperienced teachers in refining their craft and understanding the values and expectations of the school, district, and community. Also, in order to ascertain if the assumption that “more experience means more effective” ISBE will collect data on teacher evaluation and examine this in light of years of experience as well as track the retention of inexperienced teachers in these districts.

Continuing to collect data on how Title II funds are used at the district level and efficacy of programming from IHE will be used to provide suggestions for refinements in districts and IHE. It may be the case that there are districts or IHE that do not have targeted programming or have programming that is not perceived as effective. If so, knowing this can assist ISBE, IHE, and districts in targeting

resources and staff to these places in order to assist them in their work. Data from teacher evaluations can also assist districts in targeting their professional development programming to areas of need.

TABLE TEN: 2016-17 Programming

Year	Programming	Measures	Delivery
2016-17	Share the appropriate use of Title II funds and loan forgiveness in light of the <i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	<ul style="list-style-type: none"> Collect data on if/how much funding is targeted to professional development and recruitment and retention programming in high/low-poverty and/or minority districts. Collect data on efficacy of programming. 	Webinars State Superintendent's Weekly Message
2016-17	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Collect data on efficacy of programming tied to: <ul style="list-style-type: none"> Recruitment and retention (candidate, cooperating teacher, building/district administration). Field experiences (number of, time required, specific responsibilities/experiences in high-poverty and high-minority school districts). Cooperating teacher and teacher candidate perception and efficacy of field experiences. 	Meetings will occur in September/October and February/March.
2016-17	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the fall (October) and spring (March).
2016-17	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Collect data on: <ul style="list-style-type: none"> District retention for teachers (by year, over last five years, by grade level, subject area) and principals. Scope and effectiveness of recruitment and retention programming. Scope and effectiveness of professional development. Scope and effectiveness of programming with/for parents. Teacher Evaluation 	

		<ul style="list-style-type: none"> Ratings for new hires/inexperienced teachers. Principal Evaluation Ratings. Data on scope of responsibilities and efficacy of teacher leader work. 	
2016-17	Collect data on equity gaps	<ul style="list-style-type: none"> Educator Retention (teacher and principal) Unqualified Teachers Teachers Teaching Out of Field Students Meeting Standards Per Pupil Expenditures (instructional and operational costs) Teachers with Advanced Degrees 5 Essentials Data SPED LEP 	
2016-17	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i> .		<p>Meetings to occur in fall (September/October) and spring (April/May).</p> <p>Meeting minutes and recommendations will be shared on the ISBE website.</p>

In 2017-18, Illinois will have been at full implementation of teacher evaluation. ISBE will collect data on teacher evaluation and examine this in light of years of experience as well as track the retention of inexperienced teachers in these districts (Table Eleven: 2017-18 programming). This along with other data will allow ISBE and its stakeholders to consider teacher effectiveness tied to years of experience, retention of new teachers, and the types of programming necessary to support new hires and/or inexperienced teachers. Using this data to continue a statewide conversation on teacher recruitment, retention, and effectiveness will provide school districts in Illinois opportunity to reflect upon and revisit their practices in order to assist their new teachers in gaining comfort, confidence, and competency in their work.

TABLE ELEVEN: 2017-18 Programming

Year	Programming	Measures	Delivery
2017-18	Share the appropriate use of Title II funds and loan forgiveness in light of the	<ul style="list-style-type: none"> Collect data on if/how much funding is targeted to professional 	Webinars State Superintendent's Weekly Message

	<i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	<ul style="list-style-type: none"> development and induction and mentoring in high/low-poverty and/or minority districts. Collect data on efficacy of programming in districts. 	
2017-18	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	<ul style="list-style-type: none"> Collect data on efficacy of programming tied to: <ul style="list-style-type: none"> Recruitment and retention (candidate, cooperating teacher, building/district administration). Field experiences (number of, time required, specific responsibilities/experiences in high-poverty and high-minority school districts). Cooperating teacher and teacher candidate perception and efficacy of field experiences. 	Meetings will occur in September/October and February/March
2017-18	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the fall (October) and spring (March)
2017-18	Collect data on program implementation and efficacy for pilot school districts receiving grants.	<ul style="list-style-type: none"> Collect data on: <ul style="list-style-type: none"> District retention for teachers (by year, over last five years, by grade level, subject area) and principals. Scope and effectiveness of recruitment and retention programming. Scope and effectiveness of professional development. Scope and effectiveness of programming with/for parents. Teacher Evaluation Ratings for new hires/inexperienced teachers. Principal Evaluation Ratings. Data on scope of responsibilities and efficacy of teacher leader work. 	
2017-18	Collect Data on Equity Gaps	<ul style="list-style-type: none"> Educator Retention (teacher and principal) Unqualified Teachers Teachers Teaching Out 	

	<ul style="list-style-type: none"> • of Field • Students Meeting Standards • Per Pupil Expenditures (instructional and operational costs) • Teachers with Advanced Degrees • S Essentials Data • SPED • LEP 	
2017-18	<p>Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i>.</p>	<p>Meeting minutes/recommendations will be shared on the ISBE website.</p>

6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.

As part of the *Excellent Educators for All Initiative*, the identified probable causes, additional data and context, as well as their remedies are presented as a first of many necessary steps in order to lessen the equity gaps between those children who attend school in high-poverty/minority districts and those who do not. In addition to continuing to meet regularly with stakeholders in order to keep them abreast of this work, data will be shared on the ISBE website, through webinars, and in the State Superintendent’s Weekly Message.

More specifically, the initial work for this project will take place between 2015 and 2018. In order to receive the most accurate data and input ISBE shall:

- Organize and facilitate biannual meetings updating stakeholders on this work.
- Collect data from grantees will be submitted and shared no less than once a year.
- Organize and facilitate biannual meetings with grantees.
- Organize and facilitate biannual meetings with IHE.

As meetings will take place in the fall and spring of each year, information and data will be shared regularly through an ISBE webpage dedicated to the *Excellent Educators for All Initiative*. The webpage will be updated prior to and after each meeting and include meeting agendas, minutes, and data (when applicable) as well as any modifications to the Illinois Equity Plan identified by stakeholders based upon data (Table Twelve: Meeting Timetable). Specifically, data collected and/or submitted by districts or institutions of higher education will be examined in light of the goals established by Illinois in the *Excellent Educators for All Initiative*. When applicable, goals and/or timeline will be modified based upon data as well as initiatives of ISBE and the field. At the conclusion of each fiscal year, ISBE will share a report that summarizes the work that occurred in meetings as well as the data submitted by districts and institutions of higher education or provided by ISBE. This report shall include progress on the lessening of the identified equity gaps.

TABLE TWELVE: Meeting Timetable

Year	Programming	Delivery
2015-16	Share the appropriate use of Title II funds and loan forgiveness in light of the <i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent’s Weekly Message
2015-16	Organize and facilitate no less than two meetings per year for IHE to share best practices in the recruitment and placement of teacher candidates in high-poverty and/or high-minority districts.	Development of website to share information no later than midyear. Meetings in September/October and February/March.

2015-16	Share information on the grant opportunity through a webinar.	Webinars State Superintendent's Weekly Message
2015-16	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i> .	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
2015-16	Share data on: efficacy of district programming (recruitment and retention, parent engagement) and funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, out-of-field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data).	Information will be shared during meetings as well as on the ISBE website (fall and spring).
2016-17	Share the appropriate use of Title II funds and loan forgiveness in light of the <i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent's Weekly Message
2016-17	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March.
2016-17	Organize and facilitate biannual meetings between staff at those school districts receiving grants.	Meetings to occur in the fall (October) and spring (March).
2016-17	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Fall and spring
2016-17	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i> .	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
2016-17	Share data on: efficacy of district programming (recruitment and retention, parent engagement) and funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, out-of-field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data).	Information will be shared during meetings as well as on the ISBE website (fall and spring).

2017-18	Share the appropriate use of Title II funds and loan forgiveness in light of the <i>Excellent Educators for All Initiative</i> with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent's Weekly Message
2017-18	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March.
2017-18	Organize and facilitate biannual meetings between staff at those school districts receiving grants.	Meetings to occur in the fall (October) and spring (March).
2017-18	Collect data on program implementation and efficacy for pilot school districts receiving grants.	Fall and Spring
2017-18	Share data on: efficacy of district programming (recruitment and retention, parent engagement), teacher evaluation, funding, IHE recruitment and retention practices, field experiences, cooperating teacher and candidate perceptions of field experience quality, and equity gaps between low- and high-poverty and/or minority districts (retention, unqualified teachers, out of field teachers, students meeting standards, per pupil expenditures, degree attainment, SEPD, LEP, and 5 Essentials data	Information will be shared during meetings as well as on the ISBE website (fall and spring).
2017-18	Continue to meet with the State Educator Preparation and Licensure Board, the Consolidated Committee of Practitioners, and the P-20 Subcommittee on Teacher and Leader Effectiveness in order to share information collected from IHE and districts regarding the <i>Excellent Educators for all Initiative</i> .	Meeting minutes/recommendations will be shared on the ISBE website.

APPENDIX A: 2013-14 LOWEST QUARTILE DISTRICTS (Minority)

Lowest Quartile Minority - by District and Locale

District Name	Teachers with Master's+	Percentage Teacher Retention over 3 years	Principal Turnover Ratio within 6 years	Pupil Teacher Ratio - Elementary	Pupil Teacher Ratio - High School	Operating Expenditure per pupil	Instructional Expenditure per pupil	Percentage of Emergent/Provisional Teachers	Percentage of children in Special Ed	Percentage of children in EL	Percentage Minority
Gen George Patton SD 133	62.3	89.2	2	12.7		3.3	5897	14739	0.3	18	100
Ford Heights SD 169	30	75	1	15.7		0	7383	23743	0	6	99.8
Bellwood SD 88	56.4	81.4	2	16.7		0	5324	11180	26.4	9.2	99.6
Dolton SD 148	51.6	68.9	2	12.6		0.5	6694	13378	1.4	10.8	99.6
Harvey SD 152	55.6	76.8	2	19.7		0	5206	11899	6.2	10.6	99.5
East St Louis SD 189	61.6	70.5	3	21.4	29	1.1	7493	14462	0.7	13.4	99.4
South Holland SD 150	52.8	83.9	2	18.4		0	5221	10383	0.4	8.5	99.3
Dolton SD 149	81.9	77.7	1	23.4		0	7643	14846	1.8	12.3	99.3
Brooklyn UD 188	17	81.8	1	18.7	5.2	0	8288	16480	0	5.9	99.3
Thornton Twp HSD 205	72.3	90.7	3	16.6		0.5	11856	19072	3.2	14.4	99.2
Lindop SD 92	60.9	81.4	3	15.1		0	5913	11063	5.4	9.2	99.1
Pembroke CCSD 259	52.9	75	2	19.2		0	6875	12593	0.4	1.5	98.9
Country Club Hills SD 160	54	77.6	3	16.9		0	6646	12734	0.9	11.9	98.8
Southland College Prep	35.1	77.1	1		14.1	2.6			0.2	10.4	98.7
South Holland SD 151	43.1	85.4	1	16.7		1	3383	11387	16.4	15.6	98.7
Calumet Public SD 132	57.2	28.9	3	16.9		4.5	4313	9142	10.1	10.8	98.4
Maywood-Melrose Park-Broadview 89	65.7	75	3	20.2		0.7	3383	9409	26.2	12.5	98.3
Horizon Science Acad-	26.2		1	17		10.5			5.1	10.3	98.3

Belmont												
W Harvey-Dixmoor PSD 147	50.1	75.2	2	21	0	5511	12827	15.4	13.9	98.1		
Calumet City SD 155	48.7	88	2	18	0	6263	13156	15.1	14.4	98.1		
Hazel Crest SD 152.5	36.4	70.1	2	14.7	0	6550	13450	0.4	14.3	97.9		
Hoover-Schrum Memorial SD 157	54.5	85.6	2	14.3	0	5080	10158	11.3	12.2	97.8		
Lincoln ESD 156	73.9	83.6	1	19.8	0	5403	9485	18	11.9	97.7		
Prairie-Hills ESD 144	56.3	75.6	2	17.2	0.6	6228	12150	2.7	12.6	97.2		
ESD 159	60.9	84.4	2	13.3	0	7649	15059	4.2	14.1	97.1		
Posen-Robbins ESD 143.5	54.4	62.9	2	17.1	0.9	4981	9684	24.6	8.2	97		
Park Forest SD 163	62.2	75.7	2	21.9	0.9	6443	13013	0.5	15.9	96.7		
Proviso Twp HSD 209	73.7	75.6	3	22.4	0	7049	13852	9.5	18	96.6		
Rich Twp HSD 227	62.6	79.8	2	20.3	0.9	8992	17040	0.4	19.1	96.5		
Murphysboro CUSD 186	28.9	87.8	2	20.3	17.9	0	3883	10617	1.4	19.9	96.5	
Cicero SD 99	60.7	81.3	2	21.3	0	5342	9668	50.5	11.3	96.4		
Matteson ESD 162	49.2	81.9	2	19.4	0	5961	12471	1	14.2	96.4		
Chicago Heights SD 170	45.7	83.9	2	14.7	2	8356	13735	22.1	14.1	96.4		
Aurora East USD 131	53.3	84.2	2	19.5	23.8	0.4	5977	10357	34.3	13.5	96.4	
Cairo USD 1	25	78.7	3	17.8	9.6	2.8	5921	12448	0	20.5	96.3	
Waukegan CUSD 60	56.5	87.3	2	18	18.5	0.8	6638	12412	28.6	12.1	96.1	
Madison CUSD 12	42.9	79.3	3	15	10.5	0	7854	14075	0.9	12.7	95.6	
Venice CUSD 3	41.7	90.3	1	10.3	0	8892	18561	0	8.6	95.2		
Hillside SD 93	56.3	89.8	1	14.1	0	6285	11783	17.5	14.9	95.1		
Berkeley SD 87	45.4	81.5	2	17.4	0	4533	8515	29.9	14.4	94.7		
Brookwood SD 167	48.4	85.1	2	16.5	0	4996	11846	9.7	10.1	94.6		
Sunnybrook SD 171	55.6	86.9	2	15.9	1.4	5097	9906	13	16.4	94.6		
Horizon Science Acad.-McKinley Pk	30.1			17.2	7			37	8.4	94.6		
North Chicago SD 187	64.2	73.8	3	16.6	18	2.7	7202	13640	24.7	15	94.5	

Berwyn North SD 98	59.3	91.8	2	20.3	0	6038	\$588	26.1	17.7	94.3	
J S Morton HSD 201	63.7	89	2		26.6	0.3	5950	11439	9	10.8	92.9
Fairmont SD 89	46.3	66.7	4	15.9	0	6308	15038	10.5	19.4	92.8	
CCSD 168	57.7	89.2	2	14.6	0.9	5992	12083	3.3	14.8	92.2	
Laraway CCSD 70C	51.2	75.6	1	12.2	0	8566	15471	17.9	16.5	92	
Zion ESD 6	53	89.4	2	17.7	1.1	6183	10837	17.2	13.4	91.7	
Cahokia CUSD 187	53.2	67.8	2	22.7	20.9	0.4	7179	14015	0.5	21.5	91.2
City of Chicago SD 299	58	81	2	23.5	19.8	2	8624	13791	17	13.8	90.7
Summit SD 104	66.5	81.9	2	20.1	0	6447	11856	34.2	13	90.5	
Burnham SD 154-5	48.4	90	2	14.6	0	6497	10869	6.1	8.7	89.8	
Thornton Fractional Twp HSD 215	64.7	93.9	3		19.8	0.7	7439	13290	2.2	11.3	89.8
Berwyn South SD 100	61.3	83.7	2	16.3	0.7	6291	10356	25.1	10.5	88.2	
CCSD 180	79.3	87.8	2	13.7	0	8907	14504	4.8	20.9	86.4	
Joliet PSD 86	53.5	87.1	2	22.3	0	5475	9875	19.7	12.6	86.2	
Bloom Twp HSD 206	66.5	86.5	4		24.9	0.6	7959	16509	3.5	14.3	86.1
Mannheim SD 83	57.7	91	1	16.3	0	9486	15909	32.9	14.7	84	
Cook County SD 130	54	82.5	2	17.7	0	6636	11652	22.2	14.9	84	
Round Lake CUSD 116	59	88.2	2	18.8	19.4	1.2	5762	10683	25.5	14.1	83.3
West Chicago ESD 33	66.7	83.4	2	19	0.8	7102	11624	51.2	12.7	80.8	
Rhodes SD 84-5	60.8	87.6	1	13.6	0	9727	15894	36.3	13.1	80.1	
Flossmoor SD 161	62.8	86.4	2	15.3	0.6	6908	12268	3.6	12.1	80	
DePue USD 103	21.5	80.4	1	13.1	13.5	0	6924	11330	32.7	17.8	79.4
Lansing SD 188	52	82.5	2	18.6	0.7	6095	10234	2.9	15.7	79.1	
Marquardt SD 15	74.5	92.5	2	15.2	0	7678	13603	23	10.2	78.9	
Queen Bee SD 16	60.5	85.5	2	19.7	0	6567	11688	33	12.7	78.1	
Central Stickney SD 110	69	97.3	1	16.6	0	5724	10215	31.3	14.1	77.5	
Homewood Flossmoor CHSD 233	78.3	92.4	1		17.1	1.1	9380	17199	0.2	13.8	77.4

Kankakee SD 111	58.9	84.6	2	18.9	17.6	0.1	6559	12014	11.1	12.2	76.7
Addison SD 4	57.5	87.7	2	19.4		0.7	5439	8857	29.6	13.6	76.3
Bensenville SD 2	58.5	86.5	3	15		1.3	8496	13839	34.9	13.3	75.9
Peoria SD 150	40.2	76.7	2	15.8	15.9	1.1	6736	12738	5	16.4	75.9
Forest Park SD 91	61.8	90.6	1	12.4		0	10476	17664	9.9	14.6	75.8
Crete Monsee CUSD 201U	59.5	87.9	2	20.1	22.4	0	6145	11637	1.3	5.4	75.8
Sandridge SD 172	36.4	87.8	3	19.5		0	5638	12347	7.7	20.9	74.6
Valley View CUSD 365U	65.5	85.8	2	18.4	21.4	0.1	7520	12114	12.4	14.3	72.6
Gurnee SD 56	69.9	92	2	15.5		0.7	6122	12087	11.1	16.3	72.3
Joliet Twp HSD 204	72.1	91.9	2		23.2	0.9	8039	13370	3.8	17.3	72.2
Beach Park CCSD 3	72.2	92.6	2	16.9		0.6	6385	10853	12.5	19	72.1
Diamond Lake SD 76	53.7	86.6	2	14		0	7455	11701	29	15.6	72
Aurora West USD 129	69.3	88.9	2	21.3	21.1	0	6916	11418	15	12.2	71.1
Zion-Benton Twp HSD 126	59.9	88.9	2		20	1.2	7468	13381	3.4	12.3	70.3
Lyonis SD 103	56.8	92.2	2	14.5		0	7113	10916	18.4	16.1	70.1
SD U-46	65	83.6	2	21.6	20.5	0.5	5889	10194	24.5	12.3	68.7
Leyden CHSD 212	80.1	85.1	2		18.3	0	9453	17356	5.1	12.1	67.9
Meridian CUSD 101	50	72.6	3	22.3	16.5	0	6554	11696	0	14.3	67.7
Carbondale ESD 95	51.7	79.2	2	16		0	7019	12355	9.5	12	67
Belle Valley SD 119	56.3	86.4	1	20.9		3.4	4468	10112	0	20	67
Rockford SD 205	61.2	77.8	2	18.1	19.5	0.8	6440	11246	11.5	13.3	66.9
Franklin Park SD 84	61.4	86.7	2	16.5		0	7984	13976	25.9	16.7	66.4
Wheeling CCSD 21	67.5	88.8	2	16.4		0	9287	15655	34.4	9.3	65.3
Union SD 81	51.6	97.1		7.3		3.2	8624	21377	14.7	20.6	64.7
Fenton CHSD 100	70.1	96	1		16	0	10642	18306	6.5	14.2	64.6
Skokie SD 69	65.5	82	2	17.5		0	6963	11707	19.3	12	64.4
Rockdale SD 84	42.9	90.7	2	14.8		0	6803	10608	9.9	10.6	64.4

Homewood SD 153	62.8	83.7	2	131	0	6673	11882	1.4	14.4	63.6	
East Maine SD 63	66.1	80.8	2	17.7	0.2	6613	10890	32.1	11.4	63.2	
Midlothian SD 143	45.6	82.9	2	17.5	0	5553	9424	2	18.4	63.1	
Harvard CUSD 50	51.8	86.1	2	18.9	15	5681	10055	26.9	10.9	63.1	
Pontiac-W Holliday SD 105	44.2	87	2	14.8	0	7051	11029	0.6	12	63.1	
Richland GSD 88A	64	84.8	2	18.8	0	3819	10211	10	11.3	63.1	
Skokie SD 68	70.5	94.1	1	14.1	0	9407	15228	16.1	15.2	62.4	
Rantoul City SD 137	33.6	74.3	2	16	2.5	3359	10342	14.9	15.7	62.3	
Bremen CHSD 228	76.9	74.6	1		21	0	8951	14385	1.8	15.6	61.9
Keeneyville SD 20	48.2	87.5	2	16	0	6601	11659	17.9	17.2	61.9	
Argo CHSD 217	69.9	91.5	2		19.3	0	10023	17135	5.6	15	61.6
Westchester SD 92.5	67.8	84.8	3	19.3	0	6047	10691	8.7	14.5	61.3	
Urbana SD 116	50.3	82.3	2	14.6	14	2	7405	13435	9.6	18.3	61.2
Whiteside SD 115	62	90	1	20.7	0	5182	7933	0	24.3	60.9	
Decatur SD 61	37.3	78.9	2	19.1	18.6	1.4	4538	10389	0.9	14.4	60.9
CHSD 94	63.7	90.1	1		19.5	0	7944	13343	8	13.3	60.8
Comm Cons SD 59	76.8	91.4	1	15.6	0	8195	14286	33.1	11.6	60.3	
Champaign CUSD 4	47.6	86.5	2	15.2	14.8	0.7	7186	12719	7	13.1	60.1
East Prairie SD 73	70.5	95.2	2	13.2	0	7906	12276	19.3	14.5	60	
CHSD 218	67	70.9	3		18.9	0	10068	16879	4.6	14.5	60
Skokie SD 73-5	61.7	87.9	2	14.8	0	7761	14243	14.8	15.7	59.6	
Atwood Heights SD 125	35.6	95	2	13.8	0	5564	9939	3.2	17.7	59.6	
St Anne CHSD 302	24.9	68.6	1		12.7	0	5368	14221	0.4	17.9	59.5
Pleasant Valley SD 62	41.9	82.1	2	20.4	0	3820	7440	0.2	17.6	59	
Piano CUSD 88	47.9	84.1	2	16.7	15.9	0	5150	9141	16.4	14	58.5
Steger SD 194	44.3	90.1	1	13.9	0.8	6017	10661	6.4	12.8	58.4	
Rock Island SD 41	56.2	88.3	2	20.1	20.3	0.3	6022	9789	8.8	13.9	58.2
East Moline SD 37	48.6	85.2	3	17	2.2	6112	10823	17.2	14.5	57.9	

Mundelein ESD 75	56.8	83.8	1	15.2		0.8	5082	9720	23.1	16.9	57.8
Beardstown CUSD 15	30.4	80.6	2	18.2	16.1	2.1	3300	8464	27.5	18.6	57.5
CCSD 62	68.9	87.4	2	16.5		0	9123	15340	31.3	18.4	57.2
Palatine CCSD 15	69.3	88.2	2	19.9		0.5	7293	12070	20.5	12.3	57.1
Schaumburg CCSD 54	49.1	80.3	3	16.3		0.3	8662	13300	19	9.7	56.9
Evanston Twp HSD 202	72.3	89.5	3		12.6	0	11893	22063	1.8	14.7	56.7
DuPage HSD 88	82.4	92.7	2		19.1	0	10208	18857	4.9	13.4	56.4
Maercker SD 60	71.9	89	2	16		0	9659	14691	13	9.6	56.2
Niles Twp CHSD 219	82.4	87.6	3		16.4	0	11844	22361	4.6	13.3	55.8
Danville CCSD 118	51	84.4	2	18.5	16.5	0.3	6062	10560	2.8	14.2	55.8
Evanston CCSD 65	67.4	85.1	2	14.2		1.1	8445	14041	9.8	12.2	55.6
Woodridge SD 68	70.3	87	2	18.2		0.5	7824	13121	18.2	16.7	55.2
Wood Dale SD 7	73.5	87	2	15.8		0	6909	11374	18.5	8.6	54.7
SD 45 DuPage County	63.3	87.7	2	17		0	7158	12508	17.3	16.5	54.1
Schiller Park SD 81	52.5	80.6	1	14.8		1	7100	12978	28.3	10.1	53.7
Springfield SD 186	50.6	87.4	2	18.5	17.9	0.9	7108	12870	0.8	19.7	53.2
CCSD 93	66.9	89	2	15.6		0	8658	14954	16.3	14.2	53.1
Chaney-Monge SD 88	66.7	82.8	2	17.8		0	6221	10097	17.8	20.4	52.4
Woodland CCSD 50	73.3	91.9	2	17.3		0.2	6005	10366	13.5	9.5	52
Mundelein Cons HSD 120	68	89.8	2		20.3	0.9	7731	12501	4	12.5	51.8
Evergreen Park ESD 124	70.6	81.9	2	14.9		0.7	7283	12496	8.1	13.8	51.6
Belleville SD 118	62.3	88.8	2	19.9		0	5987	10524	0.4	19.2	51.2
Evergreen Park CHSD 231	74.5	94.9	1		17.3	0	10115	16177	1.4	14.8	51.1
River Trails SD 26	78.4	91.3	1	12.8		0	9660	16137	16.8	13.1	50.7
West Northfield SD 31	58.8	89.5	2	12.1		0	8762	14667	20.9	6.9	50.6
Komarek SD 94	79.6	91.9	1	12.6		0	7009	10899	9.6	16.6	50.5
Signal Hill SD 181	45.5	86.3	1	12.9		0	5671	8350	0.6	15.1	50.4

Hawthorn CCSD 73	66	84	2	16.1	0.4	6874	12092	19.8	13.7	50.4
Butler SD 53	76.5	87.7	3	12.2	0	10193	18467	2.6	9.8	50.3
Warren Twp HSD 121	58.5	94.7	5		18.9	0	7083	11759	2.5	11.4
Harmony Emge SD 175	58.7	92.1	1	22.2	0	5464	10083	0.6	14.1	49.9
Fairview SD 72	70.6	96.1	2	12.3	0	8493	14957	10.5	13.9	49.8
Elmwood Park CUSD 401	70	91.8	1	17.7	19.5	0	7048	11509	12.1	16.4
Alsip-Hazlgrn-Oaklvn SD 126	61.5	87	2	14.8	0	7409	12133	12.1	15.5	49.3
Golf ESD 67	59.7	79.4	3	17.4	0	7980	13426	6.7	12.3	49
Rantoul Township HSD 193	40.7	89.3	3		15.7	1.6	7527	12419	2.1	4.7
Grant CCSD 110	68.1	83.1	2	18.1	0	5963	10493	0.1	18.4	48.6
CUSD 300	55.6	88.2	2	19.6	20.9	0.5	5429	10010	11.7	13.6
Bloomington SD 87	49.4	89.7	2	19.2	17.5	0.6	6152	11704	5.4	12.9
Central SD 104	28.3	89.3	2	15.6	0	5408	10458	2.9	18.3	48.1
Morton Grove SD 70	75.8	94.8	2	16.5	1.8	7973	12398	17.8	11.6	48.1
Burbank SD 111	63.8	83.9	2	17.5	0.5	5936	10509	29.4	15.8	47.7
Reavis Twp HSD 220	70.9	95.2	3		19.5	0	8454	15298	5.6	13.1
Indian Prairie CUSD 204	70.3	87.7	2	19.1	18.6	0.3	6832	10637	5.4	10.6
La Grange SD 105 South	69.9	84.1	2	13.1	0	8203	13817	16.6	16.7	47
Oak Park - River Forest SD 200	68.9	93.3	2		18.8	0	11900	19157	0.5	15.6
Township HSD 211	72	92.8	1		15.6	0	10332	16790	3.8	11.1
Belleville Twp HSD 201	62	93.8	1		23.1	0.1	6611	11516	0.1	18.2
Freeport SD 145	54.4	84.9	2	15.3	15.7	0.6	6097	11190	3.1	13.8
DeKalb CUSD 428	61.7	88.4	2	20.4	21.5	0	6812	12167	8.7	14.5
Carbon Cliff-Barstow SD 36	34.6	80.6	1	13	3.8	6991	11511	7.8	5.5	46.3
Arbor Park SD 145	58.5	85	2	23.5	0	5531	10571	11.5	15.5	46.2
Glenbard Twp HSD 87	70.3	90.3	2		19.1	0	9707	14872	3.1	12.8

Lincolnwood SD 74	82.6	88.3	2	14.1	0	10979	16856	15.9	14.4	46
River Grove SD 85-5	60.2	90.6	2	16.9	2.2	5480	10177	21.2	14.9	45.5
Carbondale CHSD 165	49.4	92.6	2		16.8	0	8702	13866	2.1	14.3
Arcola CUSD 306	28.6	71.3	3	16	13.4	0	5341	8537	11.2	20.1
Momence CUSD 1	48.9	84.4	2	18.4	16.2	0	4554	8997	7.5	15.3
Oak Park ESD 97	71.6	90.7	1	14.7	0.2	7716	12514	1.7	14.4	44.2
High Mount SD 116	64.6	95.3	2	17.5	0	5490	8998	0.5	16.8	43.9
Niles ESD 71	70.4	84.9	3	10.4	0	10205	16142	9.1	12.7	43.5
Lincolnshire-Prairieview SD 103	71.1	88.3	2	15.5	1.2	8785	15854	6.5	13.2	43.1
Darien SD 61	75.7	88.1	2	17.3	0	6092	9571	12	14.8	43
Rochelle CCSD 231	61.7	86.1	2	16.3	0	5555	8516	20.7	15.3	42.9
Troy CCSD 30C	50.9	86.6	2	18.2	0	5009	9618	6.5	10.9	42.4
Aptakisic-Tripp CCSD 102	72.7	88.5	2	15.5	0	9045	15010	17	11.9	42.4
Rosemont ESD 78	57.1	94	1	12.2	0	9414	14127	9.4	15.7	42.3
Thornton SD 154	60	95.9	2	12.6	0	7152	12112	16	12	42.2
Belvidere CUSD 100	67.5	78.6	2	19.2	21.6	0.4	5808	9811	11.2	14
Alton CUSD II	49.9	90.1	2	18.4	21.1	0.4	6754	11057	0.4	19.9
Mendota CCSD 289	54.8	83.3	2	18.8	0	3303	7870	15.1	18.7	42
Mount Vernon SD 80	56	87.7	2	19.1	0	6661	10465	2.1	18.2	41.6
Plainfield SD 202	58.3	86.9	2	20.4	23.5	0	5544	9028	5.4	13.1
Moline USD 40	62.9	85.2	2	20.6	23.5	0.2	5990	9488	9.2	11.7
Indian Springs SD 109	49.9	81.9	2	16.8	0	4534	9491	20	12.2	40.6
Avoca SD 37	74.4	90.6	2	11.3	0	9556	18810	9.4	9.7	40.5
Township HSD 214	75.7	92.2	2		18.5	0.1	11388	19301	4.3	12.2
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	0	6184	9504	4.9	16.4
Grayslake CCSD 46	64.7	83.9	2	17.7	0	6383	11689	11.1	14.4	40.3
Silvis SD 34	43.6	83.3	2	17	0	3861	9733	7.2	15.2	40.3

La Salle ESD 122	50.8	87.6	2	19.7	0	6229	9192	12.2	18.8	40.2
Oak Lawn-Hometown SD 123	76	86.4	2	16.9	0	7481	11284	9	15.5	39.9
Woodstock CUSD 200	63.6	86.3	2	20.9	17.8	6063	11813	13.8	11.5	39.9
Maine Township HSD 207	81.5	92.8	2	17.5	0	12220	18071	4.1	13.7	39.6
Killedeer Countryside CCSD 96	64.1	84.7	2	14.7	0.4	7705	13850	10.1	12.3	39.4
Salt Creek SD 48	57.4	79.8	2	14.1	0	11064	19199	8.7	11.9	39.2
Medinah SD 11	41.8	85.5	3	16.7	0	6208	13234	16.8	14.4	39.1
Riverside-Brookfield Twp SD 208	69.7	94.9	2	21.5	1.3	9974	15879	3.5	10.8	39
United Twp HSD 30	48.1	91.7	2	20.2	2.1	5730	10285	3.2	14.4	39
Spring Valley CCSD 99	44.4	85.2	3	21.2	0	4678	7813	10	13.7	38.9

APPENDIX B: 2013-14 LOWEST QUARTILE DISTRICTS (Poverty)

Lowest Quartile Schools - by District and Locale												
District Name	Teachers with Masters+	Percentage Teacher Retention over 3 years	Principal Turnover Ratio within 6 years	Pupil Teacher Ratio Elementary	Pupil Teacher Ratio High School	Operating Expenditure per pupil	Instructional Expenditure per pupil	Percentage Emergency Provisional Teachers	Percentage of children in Special Ed	Percentage of children in EL	Percentage Low Income	Percentage Low
Ina CCSD 8	25.4	78.8	1	9.7		6437	11769	0	17.8	0	100	
Hazel Crest SD 152-5	36.4	70.1	2	14.7		6550	13450	0	14.3	0.4	99.8	
Shawnee CUSD 84	33.1	82.2	2	15.6	8.7	6362	11656	0	23.7	0	99.7	
Egyptian CUSD 5	35.3	79.7	2	20.3	9.9	5499	9876	0	14.2	0	99.6	
East St Louis SD 189	61.6	70.5	3	21.4	29	7493	14462	1.1	13.4	0.7	99.5	
Centralia SD 135	48	87.4	2	18.7		6247	10421	0	23	0.2	99.3	
Brooklyn UD 188	17	81.8	1	18.7	5.2	8288	16480	0	5.9	0	99.3	
Murphyboro CUSD 186	28.9	87.8	2	20.3	17.9	5883	10617	0	19.9	1.4	99.2	
Gen George Patton SD 133	62.3	89.2	2	12.7		5897	14739	3.3	18	0.3	99	
Cairo USD 1	25	78.7	3	17.8	9.6	5921	12448	2.8	20.5	0	98.7	
Rainouli City SD 137	33.6	74.3	2	16		5339	10342	2.5	15.7	14.9	98.7	
Madison CUSD 12	42.9	79.3	3	15	10.5	7854	14075	0	12.7	0.9	98.7	
Dolton SD 149	81.9	77.7	1	23.4		7643	14846	0	12.3	1.8	98.6	
Ludlow CCSD 142	18.8	90.5	2	16.3		6164	11808	0	20.7	13.3	98.2	
Harvey SD 152	55.6	76.8	2	19.7		5206	11899	0	10.6	6.2	98.1	
Joliet PSD 86	33.5	87.1	2	22.3		5475	9875	0	12.6	19.7	97.8	
W Harvey-Dixmoor PSD 147	50.1	75.2	2	21		5511	12827	0	13.9	15.4	97.7	
Meridian CUSD 101	50	72.6	3	22.3	16.5	6554	11696	0	14.3	0	96.9	
Pembroke CCSD 259	52.9	75	2	19.2		6875	12593	0	1.5	0.4	96.4	
Ford Heights SD 169	30	75	1	15.7		7383	23743	0	6	0	95.3	
Chicago Heights SD 170	45.7	83.9	2	14.7		8356	13735	2	14.1	22.1	94.9	
Lincoln ESD 156	73.9	83.6	1	19.8		5403	9485	0	11.9	18	94.8	
Horizon Science Acad-McKinley PK	30.1			17.2				7	8.4	37	94.3	
Horizon Science Acad-Belmont	26.2		1	17				10.5	10.3	5.1	93.5	
Maywood-Melrose	65.7	75	3	20.2		5383	9409	0.7	12.5	26.2	93.3	

Beardtown CUSD 15	30.4	80.6	2	18.2	16.1	5300	8464	2.1	18.6	27.5	77.6
Rich Twp HSD 227	62.6	79.8	2	20.3	20.3	8992	17040	0.9	19.1	0.4	77.4
Round Lake CUSD 116	59	88.2	2	18.8	19.4	5762	10683	1.2	14.1	25.5	77.4
Pleasant Hill SD 69	38.6	82.9	1	19.8		4412	8052	0	19.9	0.8	76.9
Sandridge SD 172	36.4	87.8	3	19.5		5658	12347	0	20.9	7.7	76.6
Steger SD 194	44.3	90.1	1	13.9		6017	10661	0.8	12.8	6.4	76.2
DePue USD 103	21.5	80.4	1	13.1	13.5	6924	11330	0	17.8	3.7	76.2
Decatur SD 61	37.3	78.9	2	19.1	18.6	4538	10389	1.4	14.4	0.9	76.1
Tamaroa School Dist 5	76.3	93.5	1	13.9		6365	11463	0	18.7	0	75.7
Creve Coeur SD 76	37.9	90	2	18.2		5353	8682	0	5.7	0.1	75.6
Hoover-Schrum	54.5	85.6	2	14.3		5080	10158	0	12.2	11.3	75.5
Memorial SD 157											
St Anne CHSD 302	24.9	68.6	1	12.7	12.7	5368	14221	0	17.9	0.4	75.5
Sandoval CUSD 501	23.1	73.8	2	17.3	9.8	5863	10957	2.6	19.6	0.6	75.3
Bethel SD 82	18.2	96.8	2	20.2		5415	9498	0	18.8	0	75.3
Lincop SD 92	60.9	81.4	3	15.1		5913	11063	0	9.2	5.4	74.7
Aurora East USD 131	33.3	84.2	2	19.5	23.8	5977	10357	0.4	13.5	34.3	74.7
Chaney-Monge SD 88	66.7	82.8	2	17.8		6221	10097	0	20.4	17.8	74.7
Kewanee CUSD 229	36.7	86.1	2	18.3	19.1	4803	8102	0.9	17.6	5.4	74.6
Thornton Fractional	64.7	95.9	3	19.8		7439	13290	0.7	11.3	2.2	74.4
Twp HSD 215											
Lyons SD 103	56.8	92.2	2	14.5		7113	10916	0	16.1	18.4	74.1
CCSD 168	57.7	89.2	2	14.6		5992	12083	0.9	14.8	3.3	73.8
Berwyn South SD 100	61.3	83.7	2	16.3		6291	10356	0.7	10.5	25.1	73.4
Zeigler-Royalton	16.5	86.2	1	21.7	11.2	6654	10679	0	19.9	0	73.4
CUSD 188											
Peoria SD 150	40.2	76.7	2	15.8	15.9	6736	12758	1.1	16.4	5	73.2
Hillside SD 93	36.3	89.8	1	14.1		6283	11783	0	14.9	17.5	73.1
Rhodes SD 84-5	60.8	87.6	1	13.6		9727	15894	0	13.1	36.3	72.3
Lincoln ESD 27	44.2	84.9	2	17.2		5843	9015	1.1	13	0.1	72.3
Country Club Hills SD 160	54	77.6	3	16.9		6646	12734	0	11.9	0.9	72.1
Monmouth-Roseville											
CUSD 238	26.6	84.3	2	16.3	17.9	4849	7996	0.8	9.4	12	71.7
Waukegan CUSD 60	56.5	87.3	2	18	18.5	6638	12412	0.8	12.1	28.6	71.5
Midlothian SD 143	45.6	82.9	2	17.5		5553	9424	0	18.4	2	71.4
Brookwood SD 167	48.4	85.1	2	16.5		4996	11846	0	10.1	9.7	71.4
Freeport SD 145	54.4	84.9	2	15.3	15.7	6097	11190	0.6	13.8	3.1	71.4
North Greene CUSD 3	23.9	88.5	2	20.2	13.2	5958	10372	0	25.6	0	71.1
Calumet City SD 155	48.7	88	2	18		6263	13156	0	14.4	15.1	70.6
Irvington CCSD 11	16.7	85	2	10.8		5758	9933	0	29.6	0	70.4

Monroe CUSD 1	48.9	84.4	2	18.4	16.2	4554	8997	0	15.3	7.5	70.1
Urbana SD 116	50.3	82.3	2	14.6	14	7405	13435	2	18.3	9.6	69.8
Streator ESD 44	42.9	81.9	2	20.6		7713	11463	0	22.4	6.6	69.4
Willow Springs SD 108	50.4	90.4	1	16.6	6769	12029	0	16.4	5.9	69.3	
Sunnybrook SD 171	55.6	86.9	2	15.9	5097	9906	1.4	16.4	1.3	68.8	
South Central CUD 401	24.1	89.3	1	16.5	12.3	5591	9455	0	11.2	0	68.2
Dallas ESD 327	27.8	95.9	2	13		6282	11343	0	20.8	0	68.1
East Moline SD 37	48.6	85.2	3	17		6112	10823	2.2	14.5	17.2	68.1
Raccoon Cons SD 1	42.4	81.6	1	18.2		6233	10250	0	22	0	68
Oda PSD 722	31	89.2	1	13.6	7.6	6122	9209	0	15.8	0	68
Springfield SD 186	50.6	87.4	2	18.5	17.9	7108	12870	0.9	19.7	0.8	68
Thomashoro CCSD 130	14.8	72.5	1	12.2		5962	10765	0	20.5	3.8	67.9
Martieson ESD 162	49.2	81.9	2	19.4		5961	12471	0	14.2	1	67.8
Union SD 81	51.6	97.1	1	7.3	8624	21377	3.2	20.6	14.7	67.6	
Marquardt SD 15	74.5	92.5	2	15.2		7678	13603	0	10.2	2.3	67.5
ESD 159	60.9	84.4	2	13.3		7649	15059	0	14.1	4.2	67.4
Crete Monree CUSD 201U	39.5	87.9	2	20.1	22.4	6145	11657	0	5.4	1.3	67.2
Galesburg CUSD 205	48.7	86.7	2	16.3	15.9	5057	8686	0	15.3	2.4	67.1
Hoopston Area CUSD 11	36.5	85.2	1	17.4	13.7	5834	10027	1.1	18	1	66.7
Opdyke-Belle-Rive CCSD 5	36.4	68.8	1	22.4		4899	9149	0	22.6	0	66.3
East Alton-Wood River CUSD 14	52.6	92.2	2		17.1	8575	14687	0	18	0	66.1
Wood River-Hartford ESD 15	48.9	89.5	2	19		5343	8709	0	19.6	0	66.1
Harmony Emge SD 175	58.7	92.1	1	22.2		5464	10083	0	14.1	0.6	66.1
Willow Grove SD 46	28	96.7	1	16.1		5273	8638	0	22.3	1.6	66
Rochelle CCSD 231	61.7	86.1	2	16.3		5555	8516	0	15.3	20.7	65.5
Central Stickney SD 110	69	97.3	1	16.6		5724	10315	0	14.1	31.3	65.4
CHSD 218	67	70.9	3		18.9	10068	16879	0	14.5	4.6	65.4
East Alton SD 13	37.9	92.2	3	19		6514	10039	0	17.4	0	65.4
Jacksonville SD 117	37.4	81.8	2	14.4	12.2	5684	9389	0	18	1.7	65.4
Pekin PSD 108	61	87.3	2	16.9		5206	9511	0	17.1	0.2	65.4
Argo CHSD 217	69.9	91.5	2		19.3	10023	17135	0	15	5.6	65.3
Granite City CUSD 9	49.7	81.5	3	23.5	22.4	6589	9943	0.3	18.9	2.2	65.2
South Pekin SD 137	21.2	83.3	1	15.5		5034	9441	0	7.4	0	65
St Anne CCSD 256	49.1	93.8	2	16.6		5389	9516	0	14.5	0.6	64.8
Belleville SD 118	62.3	88.8	2	19.9		5987	10524	0	19.2	0.4	64.8

Addison SD 4	57.5	87.7	2	19.4	5439	8857	0.7	13.6	29.6	64.5	
Bensenville SD 2	38.5	86.5	3	15	8496	13839	1.3	13.3	34.9	64.3	
Frankfort CUSD 168	43.9	70.4	2	24.7	20.5	7311	10505	0	19.2	0	64.3
Lansing SD 158	52	82.5	2	18.6	6095	10234	0.7	15.7	2.9	64.2	
Vienna SD 55	51.4	94.9	2	18.3	5292	9039	0	13.6	1.6	64.1	
Queen Bee SD 16	60.5	85.5	2	19.7	6567	11688	0	12.7	33	64	
Paris-Union SD 95	52.3	87.7	2	16.1	3873	6354	0	18.6	0.1	63.9	
Banton CCSD 47	65.1	95	2	20.6	6416	9288	0	19.5	0.3	63.9	
Joppa-Maple Grove UD 38	36.4	83.6	4	15.8	5937	9964	0	9.6	0	63.7	
Valley View CUSD 365U	65.5	85.8	2	18.4	7520	12114	0.1	14.3	12.4	63.7	
Silvis SD 34	43.6	83.3	2	17	5861	9733	0	15.2	7.2	63.6	
Cowden-Herrick CUSD 3A	38.7	80.3	1	16.5	4888	9589	0	19	0	63.5	
Marissa CUSD 40	50.3	91	2	20.3	8.1	5595	10175	0	19.5	0	63.4
Belle Valley SD 119	36.3	86.4	1	20.9	4468	10112	3.4	20	0	63.4	
Harrisburg CUSD 3	38.2	88.4	2	18.8	17.7	5720	9293	0	16.5	0.1	63.3
Mendota CCSD 289	54.8	83.3	2	18.8	5303	7870	0	18.7	15.1	63.3	
Georgetown-Ridge Farm CUD 4	29.3	81.6	2	18	14	5726	9690	1.3	16.1	0.1	63.3
Joliet Twp HSD 204	72.1	91.9	2	23.2	8039	15370	0.9	17.3	3.8	63.3	
District 50 Schools	40.5	89.9	2	15.7	4617	7908	0	17.7	0.6	63.2	
Chicago Ridge SD 127.5	63.5	92.6	1	16.7	6467	10022	0	16.8	27	63	
Ashley CCSD 15	45.9	84.4	1	18.4	5271	8871	0	19.1	0	63	
County of Winnebago SD 320	39.3	85.7	3	19.8	18	5512	10210	0	13.9	5	62.9
Johnston City CUSD 1	43.2	91.6	2	22.5	17.1	4767	8479	0	20.9	0	62.9
Roxana CUSD 1	52.3	89.6	2	18.7	14.4	6332	11502	0	14	0.3	62.8
DeSoto Cons SD 86	33.3	80	1	19.8	7281	12915	0	17	0	62.5	
Indian Springs SD 109	49.9	81.9	2	16.8	4534	9491	0	12.2	20	62.4	
Marseilles ESD 150	42.7	90	1	15.6	5671	10140	0	12.5	1.3	62.4	
Rock Island SD 41	56.2	88.3	2	20.1	20.3	6022	9789	0.3	13.9	8.8	62.4
Century CUSD 100	15.2	85.2	1	16.4	10.9	4788	8167	0.7	15.2	0	62.1
Hoyton Cons SD 29	16.1	100	1	9	7521	14045	0	48.3	0	62.1	
Herrin CUSD 4	33.3	92	1	21.5	18.5	4718	8580	0	15.2	0.3	62.1
Christopher USD 99	44.7	88.1	3	13.4	11.9	6255	9826	0	8.2	0	61.9
Alton CUSD 11	49.9	90.1	2	18.4	21.1	6754	11057	0.4	19.9	0.4	61.9
North Palos SD 117	38.3	84.7	2	20	7087	10598	0	11.1	25.5	61.8	
Aurora West USD 129	69.3	88.9	2	21.3	21.1	6916	11418	0	12.2	15	61.6

Bartonville SD 66	27.4	75	1	15.9	3789	6746	0	13.9	0.4	61.6
Elverado CUSD 196	28.6	88.5	2	14.9	5415	9954	1.3	18.9	0	61.5
Schiller Park SD 81	52.5	80.6	1	14.8	7100	12978	1	10.1	28.3	61.4
West Chicago ESD 33	66.7	83.4	2	19	7102	11624	0.8	12.7	51.2	61.3
Buncombe Cons SD 43	0	88.9	1	13	4781	9044	16.7	16.4	0	61.2
Iroquois County CUSD 9	39.8	88.3	2	17.1	5542	10011	0	14.7	2.3	61.2
Southeastern CUSD 337	55.3	87.1	2	16.5	5605	10661	1.2	23.4	0	61.1
St Elmo CUSD 202	27.3	87.6	1	16.4	5294	9256	0	13.5	0	60.9
Ramsey CUSD 204	39.4	89.7	3	16.2	5776	9053	0	22.9	0	60.8
Spring Valley CCSD 99	44.4	85.2	3	21.2	4678	7813	0	13.7	10	60.8
Rantoul Township HSD 193	40.7	89.3	3	15.7	7527	12419	1.6	4.7	2.1	60.7
Bushnell Prairie City CUSD 170	25.2	88.6	2	16.6	5876	9304	0	18.9	0.1	60.6
Wheeling CCSD 21	67.5	88.8	2	16.4	9287	15655	0	9.3	34.4	60.4
Wood Dale SD 7	73.5	87	2	15.8	6909	11374	0	8.6	18.5	60.4
Carrier Mills-Stonefort CUSD 2	31.2	81.8	2	16.4	7055	10777	0	22.1	0	60.3
Cobden SUD 17	38.2	87.8	1	17.3	5208	8662	2.2	14.7	9.5	60.2
Dupo CUSD 196	45.3	90.8	1	21.8	5077	8994	0	18.9	0.6	60
Centralia HSD 200	34.8	89.4	2	16.8	7342	13514	1.4	19.2	0	59.9
Fairfield PSD 112	30.2	87.7	2	17.7	5420	9185	0	19.6	0	59.9
Gavin SD 37	64.7	87.3	1	20.7	5363	11378	0	16.2	6.2	59.9
East Maine SD 63	66.1	80.8	2	17.7	6613	10890	0.2	11.4	32.1	59.8
Ridgeland SD 122	48.4	82.5	2	20	6064	12066	0	15.5	26.6	59.8
Carbondale ESD 95	51.7	79.2	2	16	7019	12555	0	12	9.5	59.7
SD U-46	65	83.6	2	21.6	5889	10194	0.5	12.3	24.5	59.5
Milford CCSD 280	27.3	88.2	3	15.8	4847	8665	0	9.6	0	59.5
La Harpe CSD 347	26.6	80.6	1	11.6	6514	12294	0	18.8	0	59.4
Diamond Lake SD 76	53.7	86.6	2	14	7455	11701	0	15.6	29	59.3
United Twp HSD 30	48.1	91.7	2	20.2	5730	10285	2.1	14.4	3.2	59.2
Hardin County CUSD 1	25.8	79.4	2	22.6	4702	8683	0	21.1	0	59
Armstrong-Ellis Cons SD 61	31.6	97.1	1	6.7	7403	13730	0	9.6	0	58.9
Mattoon CUSD 2	62.4	90.5	1	20.2	5506	9781	0	16.1	0.1	58.8
Griggsville-Perry CUSD 4	30.6	77.6	2	12.8	5864	11545	0	20.9	0	58.7
Massac UD 1	47.7	88.2	2	19.5	5047	9003	1.5	11	0	58.7

Pana CUSD 8	20.5	89.3	1	16.3	16.2	5250	9198	0	14.9	0.1	58.7
CCSD 180	79.3	87.8	2	13.7		8907	14504	0	20.9	4.8	58.7
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	6184	9504	0	16.4	4.9	58.6
Litchfield CUSD 12	43.2	88.6	2	19.8	17.7	4649	8059	1.3	15	0	58.5
Salem SD 111	44.6	86.5	2	18.9		4942	7396	0	16.3	0	58.5
Streator Twp HSD 40	60	91.5	1		18.1	8223	13226	0.7	19	2.4	58.4
Colona SD 190	31.4	84.3	2	15.8		4739	7256	0	14.9	0	58.2
Patoka CUSD 100	31.8	85.5	2	15.6	9.3	5628	11163	0	21.7	0	58.1
CUSD 3 Fulton County	22.2	86.2	2	17.7	11.7	5494	10398	0	17.8	0	58
Abingdon-Avon CUSD	38.8		1	16	15.4			0	14.9	0	58
276											
Collinsville CUSD 10	53	86.2	2	22.1	20.5	5408	9193	0.3	15	6.5	58
Westville CUSD 2	32.1	84.9	2	18	18.4	4893	8643	0	16.5	0	57.8
High Mount SD 116	64.6	95.3	2	17.5		5490	8998	0	16.8	0.5	57.7
Eldorado CUSD 4	40.5	93.5	2	21.5	17.7	5390	8938	0	14.3	0.1	57.6
Unity Point CCSD 140	31	91.5	2	17.2		6309	9444	0	13.2	9.7	57.6

APPENDIX C: ILLINOIS FEDERATION OF TEACHERS LETTER OF SUPPORT

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April 22, 2015

Jason A. Helfer, PhD
Assistant Superintendent
Teacher and Leader Effectiveness
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Dr. Helfer,

The Illinois Federation of Teachers is a union that represents 103,000 members, the great majority of whom are educators. We believe our voice to be highly valuable and hope you will consider this input with great care. Please accept our insights regarding the State Equity Plan that ISBE is required to submit to the federal Department of Education.

The Illinois Federation of Teachers recently surveyed our members in order to get a front-line perspective on the issue of equity in our schools; we received nearly 1,000 responses. Many of our members took the time to consider this issue and respond with deeply thoughtful ideas and suggestions.

First and foremost, teachers in the state of Illinois are keenly aware of both the funding imbalances inherent in our state's approach to school financing, as well as the clear lack of funding that is the result of an inadequate taxation system. While we clearly understand that these issues cannot be fixed solely by a State Equity Plan or by ISBE alone, it is necessary to once again underscore the severity of the issues that result from current funding systems and structures. The IFT implores the ISBE to continue to advocate for improvements, as well as ask you to work actively to address them in any ways possible under the current system. As IFT member Ralph Feese from DuPage reflected:

While financial resources are not the total answer to inequality, it plays a role. The schools do not exist in a vacuum, but reflect the community and can help lead change in the community by addressing changes in behavior/values of students, parents, teachers, administrators, staff, and other stake holders that impact these inequalities.

We must substantively acknowledge and address the destabilizing effects of poverty on students and schools. According to *Pisa 2012 Results: Excellence through Equity, Giving Every Student the Chance to Succeed*, Vol. II, no other factor matters more to student achievement than socio-economic conditions (p. 34).

Continuing to focus on accountability structures that measure the output and go no further, instead of dealing with the root causes of performance because of poverty's impact on the learner is getting us nowhere. We cannot continue to ignore the disease and only consider the symptoms. We need to invest in extra support to understand and counteract the effects of poverty. Illinois must actively and expediently address the effects of child poverty through school, community, and statewide systems of support.

Every child deserves a highly skilled and well prepared teacher but teachers need more support if they are to address the multitude of needs of their students. Supporting beginning teachers through quality induction and mentoring programs will help to get all teachers off to the best start, support them through the important first years and create the foundation for a career of supporting and educating the students of Illinois. Research from the Illinois New Teacher shows that induction and mentoring contributes to the effectiveness of beginning teachers, induction of new teachers saves school districts money, helps new teachers become more effective faster, helps reduce teacher turn over and makes a principals job easier. (<http://intc.education.illinois.edu/fact-sheet> and <http://intc.education.illinois.edu/fact-sheet-reference-list-2013>) Returning to Illinois' commitment to and support of quality induction and mentoring programs is a high impact priority for students, teachers and schools.

Schools must prioritize critical collaboration time and meaningful ongoing professional development to support all teachers through all stages of career. According to the TALIS 2013 Report, teachers in the U.S. spend more time teaching than those in any other country. American teachers spend more time on instruction and less time on preparation and collaboration than their international peers. In fact data from the OECD PISA report an average of 45 hours per week spent on direct instruction in the US vs. an average of 38 hours per week in other reported countries. This means that US teachers spend less time on planning, preparation, teamwork, dialog and other tasks. According to "*Collaborative Culture is the Key to Success*" by Andreas Schleicher, OECD Secretary-General – March 2013:

Schools in Denmark, Finland, Japan, Norway, Shanghai and Sweden have a good history of teamwork and cooperation. They often form networks and share resources and work together to create innovative practice... but this collaborative culture does not fall from the sky and needs to be carefully crafted into policy and practice.

Illinois should be clear through policy and programs that collaboration and significant daily preparation time are required in our schools, for all teachers at every stage of career.

The data are clear: students need teachers with the cultural competence and understanding that comes with a diverse workforce. In December 2013, the Center for the Study of Education Policy at ISU released report on the "*Grow your Own Initiative*". According to the report, "Studies have found that the racial/ethnicity match between teachers and students has a positive impact on

student achievement and growth, especially with minority students (Dee, 2004; Hanushek, Kain, O'Brien, & Rivkin, 2005; Goldhaber & Hansen, 2010).

According to the research, teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, more effectively engage students in learning, and have a greater positive impact on academic outcomes (Clewell, Puma, & McKay, 2005; Dee, 2004; Pitts, 2007; Villegas & Irvine, 2010)." Illinois' investment in programs and funding opportunities to create a more diverse educator workforce is integral to increasing equity across the state.

Finally, enough cannot be said about the importance of having high-quality early childhood education programs available for all at-risk children. As a member of the Illinois Early Learning Council, IFT has supported policies and programs that have put Illinois in the forefront of early childhood education.

New research in science and brain development shows that how you engage a child through the first five years shapes that child's ability to be successful in life. Children need to be stimulated every day in ways that help them with their physical, cognitive and social emotional development. The right kind of engagement offered on a continuous basis can help the young child form a healthy foundation of neural pathways in the brain. These brain connections impact a child's ability to think, react, process and grow throughout life. In Illinois, programs that provide exposure to high-quality early learning environments show that these children achieve basic milestones in intellectual, physical, emotional and social development, act curiously, are ready to learn and interact well with other children and caregivers. The long term benefits are higher career readiness, college attendance and graduation rates, greater job stability and earning potential, lower incidence of poverty, greater health, and a lower likelihood to engage in criminal behavior. These early learning efforts translate into achievements that not only benefit each child individually; they also have positive benefits to our society. Research shows that for every one dollar spent on quality in early learning, we reap seven dollars in economic returns to society over the long-term. Illinois must continue to prioritize, support and grow our high-quality early childhood opportunities until we reach every at risk child.

Thank you for time and careful consideration of this input to the State Equity Plan. I am available for a follow up call to answer any questions you may have. Certainly, our staff stands ready to assist you in every way possible.

Sincerely,

(b)(6)

Daniel J. Montgomery
President

APPENDIX E:

Illinois Migrant Education Program Identification
and Recruitment Manual

Illinois Migrant Education Program

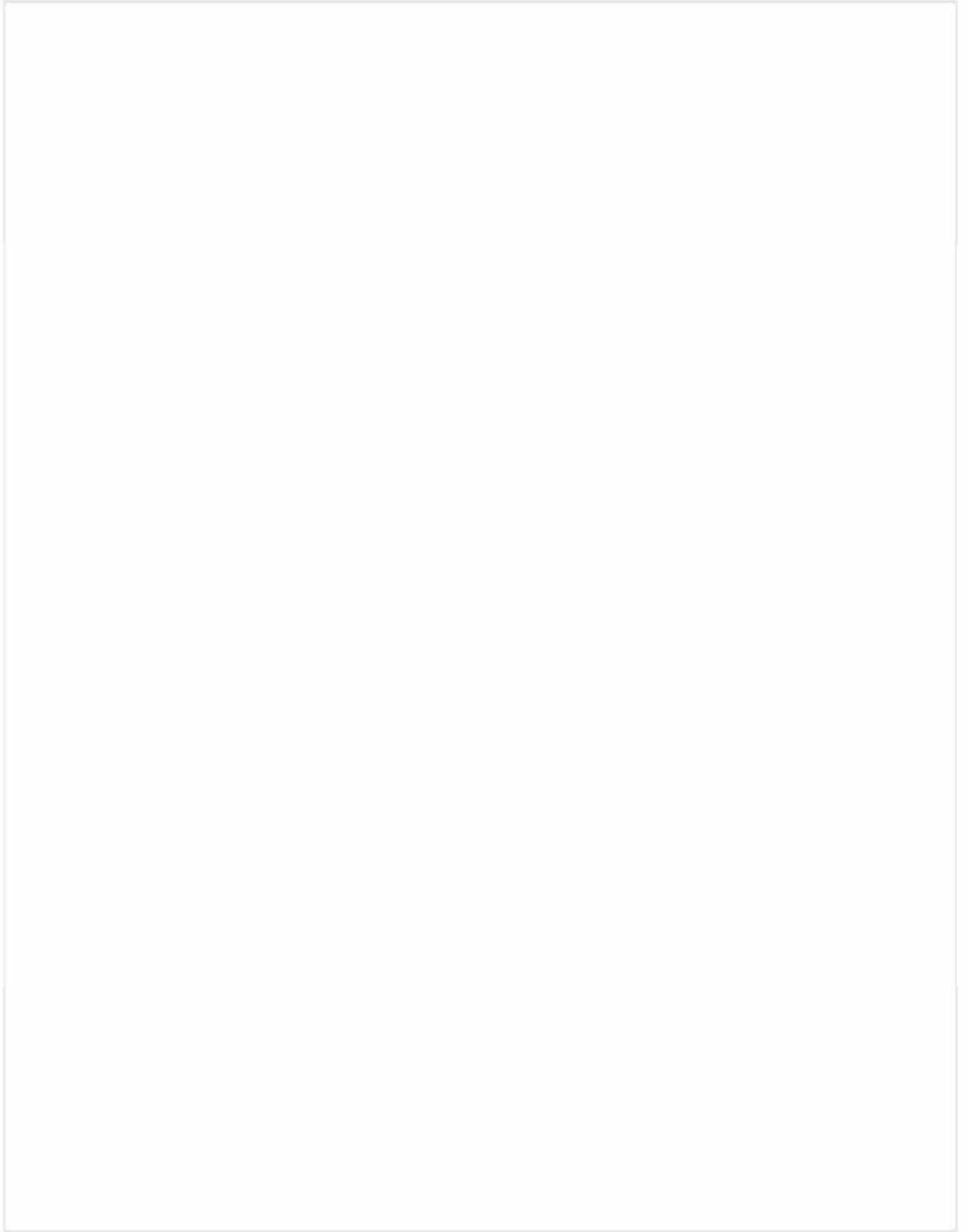
Identification and Recruitment Manual

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May 2016



Illinois Migrant Education Program

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INTRODUCTION

The Migrant Education Program (MEP) was created in 1966 as an amendment to Title 1 of the Elementary and Secondary Act of 1965. The MEP (also known as Title 1, Part C), administered by state education agencies, provides supplemental educational services to children/youth who migrate with their parents/guardians or on their own seeking agricultural work. This program and the federal funds that support it help to ameliorate many of the significant educational barriers faced by migrant children/youth. Among these barriers are:

- disruption of instruction;
- disproportionately lower levels of high school graduation;
- insufficient opportunities for learning English;
- inadequate housing and high levels of poverty; and
- difficulty accessing community and school resources.

The MEP works to better ensure that:

- migrant children/youth have access to consistent instruction despite their change of residence;
- credits students earn in one district are applied toward graduation in other districts to which they migrate and to the school from which they intend to graduate; and
- migrant students have access to high-quality, comprehensive services to enable them to meet the same challenging State academic content and achievement standards expected of all children/youth.

For the purposes of the MEP, eligible children/youth are defined as those who:

- are younger than the age of 22 who have not earned a high school diploma or high school equivalency certificate from a granting institution in the United States; and
- are migrant agricultural workers or fishers or have a parent, spouse, or guardian who is a migrant agricultural worker or fisher; and
- have moved due to economic necessity from one school district to another (special conditions apply for Alaska and Hawaii); and
- have changed residence within the preceding 36 months with/to join a parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in qualifying agricultural or fishing work.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This law reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and the longstanding commitment to equal opportunity for all students. As the nation transitions to ESSA, the requirements of the previous version of the law, the No Child Left Behind Act of 2001 (Public Law 107-110, Title 1, Part C) remain in effect. State Education Agencies (SEAs) must continue to identify all migrant children/youth within their respective states who are eligible for the MEP. The Illinois State Board of Education (ISBE), the Illinois SEA, administers the MEP and sub-grants funds to Local Operating Agencies (LOAs) to implement the program. The Illinois Migrant Council, a non-profit organization based in Chicago, operates the Illinois Migrant Education Resource Project (IMERP), under a contract with ISBE, to provide training, technical assistance, policy implementation, and program development to the statewide MEP. Areas of focus include Identification and Recruitment (ID&R), curriculum and instruction, professional development, student information transfer, parent involvement, and interstate/intrastate coordination.

The Identification and Recruitment (ID&R) Manual provides important information regarding the Illinois MEP and the responsibilities that local and regional recruiters have in its functioning and success. It is a key tool in ensuring highest quality practices within the Illinois MEP. LOAs are obligated to follow the requirements established by this Manual for identifying and recruiting eligible children/youth; completing the appropriate documentation (written and electronic); maintaining high standards of quality control (according to the State Identification and Recruitment Quality Control Plan as described in Section V of this manual); and building relationships among migrant workers and their families and local communities. The ID&R Manual is endorsed by the ISBE.

Supplements to this manual may be developed and distributed to reflect current MEP regulations and information regarding Illinois' agricultural sector and migrant population.

The ID&R Manual reflects the statutory requirements of the No Child Left Behind Act of 2001 as well as the *Non-Regulatory Guidance* issued on August 2010 and Final Regulations issued July 29, 2008 by the Office of Migrant Education (OME), U.S. Department of Education.

I. Identification and Recruitment (ID&R)

Key Personnel Responsible for Identification and Recruitment

The importance of ID&R to the success of the MEP cannot be overstated. The recruitment of MEP-eligible children and youth is the first step towards the provision of supplemental educational and supportive services by local operating agencies and the State of Illinois. Proper eligibility determinations ensure that eligible children and youth receive needed services and prevent resources from being depleted by ineligible children and youth. A coordinated statewide effort among key personnel responsible for ID&R is critical to ensure that all MEP-eligible children and youth in the State are recruited.

State Identification and Recruitment Coordinator

The State Identification and Recruitment Coordinator is responsible for providing leadership, support and technical expertise for the Illinois MEP's ID&R component. The State ID&R Coordinator, in consultation with ISBE, and local IL MEP operating agencies, develops, implements and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The Coordinator oversees annual certification of recruiters as well as State Quality Control efforts.

State Recruiter

The State Recruiter researches and recruits potentially-eligible populations in targeted areas of Illinois by working with local school districts, social service providers, MEP sub-grantees, employers, businesses and others, as appropriate. The State Recruiter provides ongoing support and technical assistance to recruiters throughout the state on an as-needed basis.

Local Recruiters

Local recruiters are employed by MEP sub-grantees with the primary mission to "identify", or locate, potentially MEP-eligible children/youth, and to "recruit", or complete the required documentation for those individuals determined to be eligible for the MEP. The various components of "recruitment" are as follows:

- gather information about potentially-eligible migrant workers from among any of the following:
 - a. self-eligible youth
 - b. parents/guardians/spouses
 - c. employers
 - d. school district staff
 - e. social service agencies
 - f. community members and organizations
- make a determination about the child's MEP eligibility based on the information gathered from self-eligible youth or parents/guardians/spouses of migrant children/youth;
- document on a Certificate of Eligibility (COE) information that establishes MEP eligibility;
- collect data that is required to enroll eligible children/youth in the New Generation System (NGS), the database used by the Illinois MEP to maintain migrant student data. NGS enables a child's health and education records to be transferred among states that are members of the NGS Consortium and with the national Migrant Student Information Exchange System (MSIX).
- participate in all necessary IL MEP quality control efforts.

In order to achieve these responsibilities, a recruiter must:

- participate in annual identification and recruitment training, and other scheduled training sessions/opportunities, as required
- receive annual certification from IMERP & ISBE;;
- maintain auditable and current records relating to identification and recruitment; and
- serve as a link among the Illinois Migrant Education Resource Project (IMERP), ISBE, schools, parents/guardians, employers, and community agencies.

Recruiters act as representatives of the local education agencies and the MEP in their interactions with families. In many cases, this contact with recruiters is the foundation of the home-school relationship and thereby contributes to the educational success of children/youth. Recruiters provide a link between families and the broader community by referring families to local resources and creating opportunities for interaction

between the migrant community and permanent residents. Sometimes local recruiters are called upon to help conduct regional recruiting activities in areas not covered by another MEP-funded project.

A sample job description for the position of Recruiter is found in the Appendix.

Regional Recruiters

Regional recruiters play a unique role in the IL MEP. They work principally in areas of the state where there are no MEP-funded projects in order to ascertain the presence of potentially-eligible migrant populations. In doing so, they help to ensure that all MEP-eligible children/youth residing in the state are identified and recruited. In addition, regional recruiters are instrumental in identifying new geographic areas to which migrant families/youth have migrated, and, very importantly, to help bring needed education and support services to new groups of migrant children/youth in Illinois.

Regional recruiters have many of the same duties as local recruiters, including identifying potentially eligible children/youth, completing the appropriate documentation for eligible children/youth, and serving as a link between families and local communities. They may also be called upon to assist and support the identification and recruitment work of local MEP projects.

Recruiter Qualifications

Each MEP-funded project is responsible for hiring a recruiter(s) based on its particular needs and circumstances. Projects should consider the following qualities when making hiring decisions:

Educational

- Have at a minimum a high school diploma or GED
- Be able to read, write and speak fluently in English and the language spoken by migrant parents, spouses, and/or students in their homes (typically Spanish or French)

Personal

- Sensitivity to the strengths and challenges of the migrant community
- Ability to work with people by being patient and willing to answer parents' and students' questions, and provide them with information about local resources
- Willingness to work evening and weekend hours when necessary to recruit all MEP-eligible children/youth
- Ability to travel and work independently

Professional

- Attend local, regional, and state trainings
- Ability to complete accurate and timely records and reports
- Ability to serve as a liaison among migrant children/youth and families, schools, and communities
- Willingness and ability to work collaboratively with allied programs (e.g. Migrant and Seasonal Head Start, Community Health Partnership of Illinois, Illinois Migrant Legal Assistance Project)
- Awareness of legal and educational rights that affect migrant children

Weekly MEP Recruiter Log

All Illinois MEP recruiters must document their ID&R efforts on the Recruiter Log on a weekly basis. The log benefits the State's ID&R efforts in several ways:

1. Recruiters have an organized method of recording the locations of migrant populations, the times during which they are present in Illinois, and the qualifying activities they are performing.
2. Recruiters have a means of recording important contact information about the people with whom they network to identify potentially eligible students. These contacts could include educators, service agency personnel, employers, church personnel and all relevant others with whom the recruiter has communicated.
3. Recruiters working in the same geographic area are better able to coordinate efforts, thereby minimizing duplication and increasing outreach to more people.
4. Recruiters have a means for documenting the extent of their efforts in identifying and recruiting MEP-eligible children/youth in their local areas.

5. New recruiters benefit from access to well-kept logs when there is staff turnover. Recruiter logs, when diligently used, benefit the MEP both at the local and state levels, helping to fulfill the requirement of identifying and recruiting all MEP-eligible children/youth in the State. Recruiter logs must be maintained locally and be available for review during technical assistance and monitoring visits.

Recruiting Strategies

Local projects are responsible for the identification and recruitment of MEP-eligible individuals in their entire recruitment region. Recruitment regions are areas of the state for which locally-funded projects or IMERP is responsible for conducting ID&R (see map in the Appendix of this manual for more information). Recruiters should utilize the following strategies when performing their duties:

- Collaborate closely with the State Identification and Recruitment Coordinator – Considering that identifying and recruiting eligible children/youth is most effectively done with the most current and relevant information, it is extremely important that recruiters reach out to those who employ, house, educate, and provide services for migrant children/youth and their families. IMERP has developed a variety of materials that can be used in contacting and communicating with these individuals and agencies, including templates for letters, surveys, press releases, flyers, business cards and PowerPoint presentations. Recruiters are encouraged to work with the State ID&R Coordinator to obtain, customize and disseminate this information for use in recruiting in their local areas.
- Begin recruiting as soon as possible – Recruiters should use the time prior to the arrival of migrant workers in the ID&R area to:
 - a. visit MEP families who have "settled out" to determine if they have made another qualifying move during the previous year;
 - b. recertify on a child's COE his/her eligibility and continued residence, if the child/youth still resides in IL; and
 - c. send out flyers and surveys to families in the district(s) during the regular school year.
- Conduct Outreach – Display posters about the MEP in appropriate locations throughout the community; for example, laundromats, grocery stores, restaurants, libraries, social service providers, businesses, such as those that offer money-wiring services, and other places where people gather.

- Know about the MEP – A recruiter will frequently be asked questions about MEP services and programs. In addition to eligibility requirements, recruiters should be knowledgeable about the MEP and other school and community programs.
- Develop a Comprehensive Plan – Each MEP sub-grantee should develop a strategic plan for covering ID&R in the project's entire recruitment region. The plan should include anticipated migrant arrivals/departures, strategies for recruitment, key contacts, employers, etc. Recruiters should familiarize themselves and contribute ideas to the development of these plans.
- Recruit at Local and Area-School – Build awareness among key school personnel such as principals, teachers, nurses, counselors, campus registrars, school secretaries, attendance clerks, bus drivers, local businesses, and others who can help identify migrant children/youth. Distribute recruiter business cards and MEP flyers to these key staff members. Work with schools in the recruitment area to include questions about families migrating for work on registration forms. Schedule times to screen children/youth for eligibility when their parents/guardians are likely to be present.
- Work with Employers and Crew Leaders – Recruiters should be very familiar with the various farms and qualifying activities that take place in their recruitment area. Enlist the help of employers or crew leaders to encourage families to fully participate in the MEP and send their children to school. Send letters of introduction to employers explaining the services offered to migrant children and youth and the role of the recruiter. Request a time to meet and speak with workers.
- Visit Migrant Labor Camps – The Illinois Department of Public Health publishes a list of Migrant Labor Camps throughout the State. Recruiters should visit the labor camps in their recruitment region when migrant workers are likely to be there. The list of Migrant Labor Camps is found in the Appendix.
- Provide Welcome Packets – Assemble packets of information for newly arriving families. Include emergency phone numbers, directories of social service agencies, school information, student handbooks, churches and other organizations that provide needed services, local businesses, etc. Put the materials in a folder or packet and have them available when families arrive.
- Display Recruiter ID – The recruiter should always wear a recruiter ID provided by the State MEP or local school district when conducting home visits and visiting employers. The name of the recruiter, program, and school district for which the recruiter works should be easily visible.
- Leave Door Knob Messages – Leave these messages to inform a family that a recruiter made an outreach visit and plans to return. Include a phone number where the recruiter can be reached.
- Conduct Surveys – Conducting a survey can range from the formal (distributing data gathering forms to the appropriate individuals/institutions) to the informal (communicating with local individuals who may be aware of the presence of

migrant children/youth). Surveys designed to collect information about the presence of migrant students should be performed:

- g. Within Schools – These surveys should be conducted on an ongoing basis throughout the year. Recruiters should be active in building relationships with school personnel who are aware of new enrollees and are able to share such information.
 - h. In the Field – These surveys include contacts with farmers/employers, plant managers, crew leaders and employment agencies to find out where and when migrant workers are employed. A comprehensive explanation of the MEP, its goals and services, and the recruiter's role should be provided.
 - i. In the Community – These surveys can help recruiters identify eligible out-of-school youth (OSY) who can be easily overlooked because they are not enrolled in school. To locate secondary-aged, out-of-school youth, it is important to consider that they may be living alone or with others of similar age. Driving in the community may yield some leads when observing places where these youths gather.
- Communicate with Families after Recruitment – Every effort should be made to build ongoing relationships with families that will promote their children's success in academic pursuits, health and wellbeing, and engagement with the wider community. In addition to conducting oneself as a good representative of the community, the school district and the MEP, the recruiter should be prepared to provide referrals for other needed services.
 - Prioritize Safety – Recruiters sometimes encounter migrant children/youth and families, and those who employ them, in geographic and residential settings with which they are not familiar. They also conduct recruitment efforts during times outside of usual work hours. With these realities in mind, recruiters should always follow common conventions of safety and those particular to their job as discussed during MEP professional development. No recruiter should ever expose him/herself to potential safety risks in the interest of identifying and recruiting potentially eligible children/youth. Recruiters should consider joining other MEP recruiters or outreach staff from other organizations and conduct outreach as a team. Recruiters must attend the safety training offered at the Statewide MEP Workshop.

Recruiting Out-of-School Youth (OSY)

Out-of-School Youth (OSY) are school-aged youth through the age of 21 who have not earned a high school diploma or high school equivalency certificate and are not enrolled in school. They may have dropped out of a U.S. school or come to this country to work before completing their education. Many travel to find work in agriculture without their families.

Recruiting OSY can require a unique approach for identification and recruitment. Due to their residence on farms and camps, long work hours, determination to work, and other factors, OSY may be reluctant to seek out or avail themselves of MEP services. In addition to the recruiting tips previously listed, the following are additional considerations for recruiting OSY:

- Be knowledgeable of local service providers who are able to serve OSY. They may be able to provide information on eligible youth they may already be serving.
- Be flexible, as OSY oftentimes work long hours, 6-7 days/week. The recruiter may find that recruiting on weekends, early morning or evenings is the only way to meet with OSY – recruit at the convenience of OSY, not that of the recruiter.
- Be careful not to make promises that may be difficult to keep. MEP recruiters are often a crucial link between OSY and the education system, social services and other public entities; they are not the provider of these services. At all times, recruiters must be transparent with OSY and follow up on promises.
- Take advantage of community events that may attract OSY such as soccer games/tournaments and cultural celebrations in the community.
- Reach out to the OSY and families currently enrolled in the program. They are sometimes the best resource to referring other youth in the area.
- Visit www.osymigrant.org for best practices when working with OSY.

Once the recruiter has successfully identified and completed a COE for an OSY, the OSY Profile should be completed and turned in to project personnel responsible for providing services to OSY. The OSY Profile helps the local MEP better identify the specific needs of the OSY being served. The OSY Profile also helps the State MEP gather data to plan and develop a more effective range of services targeted to OSY and their families. See the Appendix of this manual for a copy of the OSY Profile, which is available in English, Spanish and French.

Referrals

What is a Referral?

A referral is the act of directing someone with a need to the appropriate resource for addressing that need. An example would be providing information about local food banks to a family who is experiencing hunger. Referrals are most effective when they include follow up to ensure that the appropriate actions have been taken based on the referral. This could mean calling the referral agency, given the family's permission, and notifying them that one of the MEP families will be contacting them. Recruiters should always follow-up with a family to inquire if the service was received

Referrals are discussed in this manual because much of the educational success of the children/youth enrolled in the MEP is dependent on the families' ability to provide for the physical, emotional, and social needs of their children. In light of the fact that migrant families face numerous barriers and lack many necessary resources, it is important that they are aware of available resources in their host communities.

The Recruiter and the Referral

Recruiters have unique advantages in providing families with referrals to needed resources because of the relationships they build with the families regarding their children's education. Successful recruiter/family relationships can provide the family with a trusted link to the community and its institutions, including schools, churches and other religious organizations, health care and recreational facilities, libraries, and social service agencies.

By referring families to community and state resources that can address their physical, emotional, and social needs, a recruiter:

- attempts to remove barriers to a migrant family's well-being;
- builds trust between him/herself and the family;
- expands the family's knowledge of the community's resources; and
- builds alliances among migrant workers and other community members.

Making Referrals

In order to make useful referrals, a recruiter must learn about a family's needs – such learning begins at the first meeting – and the recruiter must possess a detailed understanding of the resources of the community, before he/she meets with the family. This can best be accomplished by forming positive working relationships directly with agency representatives and indirectly with others in the community who have working experiences with these institutions/agencies.

Recruiters should ask questions to determine if there are family concerns relating to the following:

1. Education
2. Housing
3. Clothing
4. Legal
5. Family Health/Nutrition
6. Finances
7. Cultural/Religious

Can making a referral help with ID&R?

Making referrals may help develop a network of community members who may be able to direct recruiters to potentially eligible children/youth. When contacting an agency to identify services for migrant children/youth and families, recruiters should educate agency employees/volunteers about the MEP's eligibility criteria and services. This exchange promotes the likelihood that community agencies will refer potentially-eligible children/youth to the MEP recruiter. Referrals should be made and received by both agencies and recruiters for the benefit of families, agencies, and the MEP.

Referring a family to the appropriate resource requires planning. Recruiters should maintain essential information for each institution/agency such as:

- Location and hours of operation
- Contact person and information (phone, email, agency brochures, business card)
- Program eligibility criteria
- Services provided and costs

Recruiters should use a variety of methods to acquire this information. Such methods range from simple telephone calls and Internet searches to attending networking sessions with service providers in the area or meeting with agency leaders.

Community Resources

In addition to the traditional resources, recruiters should also be prepared to draw upon "informal resources". Not all aid is housed within a non-profit organization or church facility, and recruiters must therefore be able to connect families with other appropriate resources suited to their particular needs.

What if there is an issue in which the recruiter cannot help the family?

Recruiters may become involved in issues requiring services beyond which they are capable or authorized to handle. Recruiters must realize that their capacity to help a family is limited. Should there be a situation that requires specialized assistance, recruiters should inform their supervisor or the State ID&R Coordinator. If recruiters' physical well-being is ever threatened, they should contact the authorities immediately.

"Cementing" the Referral

A recruiter's referrals may not accomplish their goals if the recruiter fails to follow up with the family who received the referral or the agency to which that family was referred. In the same way that migrant students face barriers to educational services, recruiters must also acknowledge that families experience barriers in accessing services. Follow-up is necessary to ensure that the identified needs have been addressed.

After making a referral, a recruiter can "cement" the referral by contacting the person to whom s/he has referred the family. The recruiter should also contact the family after sufficient time has passed for them to see if the referral was received. By doing so, recruiters increase the likelihood that the family will access the services they need, and they will also develop a stronger working relationship with families and community resources.

When concerns in the following areas arise, consider contacting these institutions for referrals:

<ul style="list-style-type: none"> • Medical <ol style="list-style-type: none"> 1. Health Clinics 2. County Health Departments 3. Women, Infants, and Children Program (WIC) 4. Illinois Poison Center (IPC) 5. Community Service Groups (e.g. Lions, Kiwanis, Elks) 6. Red Cross 7. United Way Programs 8. Local Hospitals 9. Community Health Partnership of Illinois (CHP) 10. www.findahealthcenter.hrsa.gov • Financial <ol style="list-style-type: none"> 11. Illinois Department of Human Services 12. Illinois Department of Employment Security 13. Local Churches 14. Private/Non-Profit Organizations 15. Center for Economic Progress • Housing <ol style="list-style-type: none"> 16. Landlord/Tenant Associations 17. Community Service Groups 18. Local Housing Authority 	<ul style="list-style-type: none"> • Legal <ol style="list-style-type: none"> 19. Illinois Migrant Legal Assistance Project (IMLAP) 20. Local Legal Aid Services 21. Local Archdiocese Offices 22. University Law School Clinics 23. Ayuda Legal Illinois (www.ayudalegalil.org) 24. Farmworker and Landscaper Advocacy Project (FLAP) • Clothing <ol style="list-style-type: none"> 25. Salvation Army 26. Local Church Groups 27. Community Service Groups 28. Non-Profit/Charitable Organizations • Food <ol style="list-style-type: none"> 29. Women, Infants, and Children Program (WIC) 30. Local Church Groups 31. Salvation Army 32. Community Service Groups 33. Non-Profit/Charitable Organizations 34. Local Food Banks • Basic Needs <ol style="list-style-type: none"> 35. Department of Human Services
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Referred services that have been obtained by the family or youth should be entered as a "Referred Service" under Supplemental Programs in the New Generation System (NGS) by a data entry specialist. A list of referred services obtained by migrant families must be maintained by each local MEP. A sample form for keeping track of referrals for needed services is included in the appendix.

McKinney-Vento Education for Homeless Children and Youth (McKinney-Vento) Program

The McKinney-Vento program is designed to address the problems that homeless children and youth face enrolling, attending, and succeeding in school. SEAs, under this program, must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth should have access to the educational and supportive services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The eligibility requirements for the McKinney-Vento Program are different from the MEP, but many MEP-eligible children and youth also qualify for services funded by the McKinney-Vento Program. MEP recruiters should know the local liaisons for homeless children and youth in their recruitment regions and make referrals as necessary. To search for the current Homeless Liaison by school district, visit <http://webapps.isbe.net/homelesschildliaison/>.

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters;
 - Abandoned in hospitals; or

- Awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children may qualify as homeless because they are living in circumstances described above.

II. Determining Eligibility

Importance of Eligibility Determinations

Assigning the appropriate eligibility status to a prospective MEP child is of the highest importance. By enrolling eligible students in the MEP, recruiters help to increase the educational resources available to migrant students, thus mitigating the negative educational consequences associated with migration. In addition, the number of eligible students identified by the MEP determines the level of funding that a state receives to provide educational assistance to this population. Insufficient identification and recruitment efforts will likely result in a reduction of funds for the MEP. Finally, when recruiters accurately determine a child to be ineligible for the State MEP, they prevent MEP resources from being diverted from children/youth who are legally entitled to them. Recruiters have the opportunity to connect migrant children/youth to the needed educational services by making proper eligibility determinations.

Regulations and Guidance

There are specific conditions that a child/youth must meet in order to be considered a "migratory child" according to the No Child Left Behind Act of 2001. In order to determine eligibility, a recruiter must determine if the worker is performing "qualifying work" and if s/he had the correct circumstances surrounding the move to acquire the work. To do this, all recruiters must have a thorough understanding of what terms define child eligibility and be able to apply those terms to the lives of parents'/guardians'/youths' lives. Simply moving and then working in agricultural or fishing activities, or being in the care of a parent or guardian who does so, does not necessarily mean that a child is eligible for the MEP. The U.S. Department of Education provides specific guidelines for documenting eligibility on a MEP Certificate of Eligibility (COE).

Investigating Eligibility

Recruiters are responsible for investigating whether a child qualifies for the MEP. These "investigations" follow the same line of questioning that any other investigator or reporter uses. If a migratory child is described by each of the questions below, according to the definitions of MEP eligibility, the recruiter's "investigation" will culminate in eligibility documentation. Recruiters should always contact IMERP when challenging eligibility scenarios arise. The questions that establish the boundaries of eligibility are as follows:

1. WHO?

- Is the child under the age of 22?
- Is the child lacking a U.S.-issued high school diploma or high school equivalency certificate?
- Is the child, or does the child have a spouse, parent or guardian who is, a migratory agricultural worker or migratory fisher?

2. WHAT?

- Has the child changed residence due to economic necessity?

3. WHERE?

- Was the move across a school district or national boundary?

4. WHY?

- Did the child move with or to join a parent, spouse, or guardian in order for that person to obtain or seek temporary or seasonal employment in a qualifying agricultural or fishing activity? **or**
- Did the child move on his/her own in order to obtain or seek temporary or seasonal employment in qualifying agricultural or fishing work? and

5. WHEN?

- Did this move take place within the preceding 36 months?

What if a family meets most of the eligibility criteria?

*None of these questions can independently verify that a child is eligible. A recruiter can determine that a child/youth is eligible only if the answers to **all** questions are "Yes".*

Eligibility Definitions

- | | |
|---|---------------------------------|
| 1. <i>Qualifying Move</i> | 8. <i>Agricultural Activity</i> |
| 2. <i>Change in Residence</i> | 9. <i>Fishing Activity</i> |
| 3. <i>To Obtain</i> | 10. <i>To Join</i> |
| 4. <i>Temporary Employment</i> | 11. <i>Parent</i> |
| 5. <i>Seasonal Employment</i> | 12. <i>Guardian</i> |
| 6. <i>Migratory Agricultural Worker</i> | 13. <i>Self-eligible Youth</i> |
| 7. <i>Migratory Fisher</i> | |

A. A QUALIFYING MOVE is:

- a change from one residence to another residence that occurs due to economic necessity,
- across a school district boundary, or
- from one administrative area to another within a district where that district is the sole district in the state, or
- of greater than 20 miles distance within a school district of more than 15,000 square miles for the purpose of engaging in a fishing activity, or
- to the U.S. from another nation.
- A move that occurred during the preceding 36 months (3 years) from the day the recruiter identifies the parent/guardian/youth.

B. A CHANGE IN RESIDENCE refers to:

- a child/youth leaving the place where he/she currently lives and going to a new place to live, not just to visit. Examples include:
- a change of residence due to economic necessity from the migrant worker's home base to another temporary residence where the worker seeks or obtains qualifying work; or
- a change in residence due to economic necessity from one temporary residence to another temporary residence where the worker seeks or obtains qualifying work; or
- a change in residence due to economic necessity from a temporary residence back to the migrant worker's home base, so long as the worker is returning from a temporary residence where he or she moved due to economic necessity and moved back to the home base in order to seek or obtain qualifying work.

C. IN ORDER TO OBTAIN:

- when used to describe why a worker moved, means that one of the purposes of the move is to obtain qualifying work. This does not have to be the only purpose,

or even the principal purpose of the move, but it must be one of the purposes of the move.

D. TEMPORARY EMPLOYMENT:

- is employment that can be completed throughout the entire year but, for the worker, it lasts for a limited period of time, usually a few months, but no longer than 12 months.
- typically includes employment where the employer states that the worker was hired for a limited time frame or the worker states that s/he does not intend to remain in that employment for longer than 12 months.
- is not dependent upon natural/annual cycles (e.g. processing meat, dairy or certain types of fruits and vegetables).
- has a scheduled termination date that is less than 12 months from start date.

E. SEASONAL EMPLOYMENT:

- is dependent upon natural/annual cycles, such as the planting, cultivating, and harvesting of agricultural crops or the harvesting of clams and oysters, fishing during seasonal runs of fish, and related food processing and commercial fishing that, by its nature, may not be continuous or carried on throughout the year.

F. MIGRATORY AGRICULTURAL WORKER is:

- a person who in the preceding 36 months has made a qualifying move in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

G. MIGRATORY FISHER is:

- a person who in the preceding 36 months has made a qualifying move in order to obtain temporary or seasonal employment in qualifying fishing work.

H. AGRICULTURAL ACTIVITY is:

- an activity directly related to the production or initial processing of crops, dairy products, poultry, livestock, or the cultivation or harvesting of trees, which consists of work performed for wages or personal subsistence.

(See list of qualifying agricultural activities in the Appendix.)

I. FISHING ACTIVITY is:

- an activity directly related to the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms which is performed for wages or personal subsistence.

J. TO JOIN refers to:

- a move by the child prior to or after the qualifying worker's move date.
- For a move to be considered a "To join" move, a child and qualifying worker must typically join one another within twelve (12) months. If the recruiter believes that extenuating circumstances have resulted in a period longer than 12 months between these moves, the recruiter should contact IMERP to discuss the individual case. (Refer to chart on page 49 to determine QAD and Residency date.)

K. PARENT refers to:

- a birth parent
- a stepparent parent through adoption

L. GUARDIAN refers to a person who:

- has been appointed to be the legal guardian of a child through formal proceedings in accordance with law;
 - stands in the place of a parent to a child whether by accepting responsibility for the child's welfare or by a court order; or
 - is the spouse of an eligible "child".

M. SELF-ELIGIBLE YOUTH refers to a person who is:

- a qualifying worker under the age of 22.

Children/youth must make the move to be considered eligible.

It is important to remember that it is the child/youth, not the parent, who is enrolled in the MEP. It is the child/youth who will primarily benefit from MEP services, and it is the child/youth who must make a qualifying move. Children/youth qualify for the MEP either because they move in order to perform qualifying work on their own, or because they have moved with or to join a parent, guardian, or spouse who is/was engaged in qualifying work.

MEP Eligibility Checklist – Eligibility Screening Tool

A recruiter who begins an interview with a family with a thorough understanding of what s/he wants to learn in that interview will be in a much better position to correctly determine eligibility. The MEP Eligibility Checklist will increase the likelihood that appropriate eligibility decisions are made and that the COE is completed properly. Recruiters should utilize the MEP Eligibility Checklist during all interviews. The questions on the Checklist are provided below. (The Checklist itself is found in the Appendix.)

- Have you, your spouse, or anyone in your family done or looked for agricultural-type work in the past three years?
 Yes No
- Did you or your family move to complete or look for the agricultural work?
 Yes No
- When was the last time you moved to work in agriculture?
- What type of agricultural work did you or your family member complete?
- How long did you initially think the agricultural work would last?
- If you were unable to find agricultural work, what was the reason?
- Where did you move from? _____ Where did you move to? _____
- Who in the family moved? _____
- Is the money you earn(ed) from the work you obtained (or sought) an economic necessity for you/your family? Yes No

These questions will allow recruiters to gather basic information about a potentially eligible child. Recruiters will need to ask supplemental questions for additional clarification or other relevant information. As additional support, recruiters can also use the Eligibility Flow Chart to assist them in making eligibility determinations.

Eligibility Flow Chart



* See definition of agricultural and fishing activities on page 21.

Eligibility Practice

Although the definitions provided regarding MEP eligibility offer clear guidance, eligibility determinations will always require careful thought and attention. It is important to remember that all children must meet the eligibility criteria in order to qualify for the MEP. The following scenarios are intended to challenge recruiters to consider why and how they would argue for or against eligibility. Brief discussions will highlight important rules to remember as a recruiter determines eligibility.

Case #1 (Early Moves/Defining “Soon After”)

Mr. and Mrs. Hernández move from Eagle Pass, TX to Mendota, IL with their two children to process vegetables. Their work begins in September and ends in April, but they arrive in August and do not leave until May so that their children will not miss portions of the school year. In May, they return to their home in Texas. The parents must re-apply for their jobs every year in Mendota.

Does the move from Texas to Mendota make the children MEP-eligible? If so, what comments should be made?

Moves made prior to the beginning of employment always put eligibility in question, and demonstrating eligibility becomes more difficult as more time accumulates between the move and the beginning of employment. MEP Regulations state that if all other eligibility requirements are met, a worker is eligible for the MEP if the worker obtains qualifying work soon after the move. In general, a worker should find qualifying work within 30 days of the move. It is possible, however, that this period of time may vary depending on local conditions in agricultural or fishing operations or personal circumstance which may cause the worker to delay obtaining qualifying work for a limited period of time beyond 30 days (i.e. weather, the school year). A recruiter must document in the “Comments” section of the COE what led the recruiter to conclude that the worker obtained qualifying work “soon after the move.” Recruiters must contact IMERP in cases where workers obtain work beyond the 30 days of arrival. As with all

eligibility determinations, a recruiter must conclude that one of the purposes of the move was to seek or obtain qualifying work.

A comment in favor of eligibility would include the following facts:

- This move is part of the Hernández family's yearly migration.
- The time that they spend in Mendota without work is relatively brief.
- Their primary reason for moving to Mendota is to work, as that move generally aligns with their work schedule. The recruiter could argue that the parents were simply trying to schedule their move to accommodate their children's education or pick up short-term work until their agricultural jobs began.

The basis for opposing eligibility would include the following fact:

- The family's early move casts some doubt on whether one of the purposes of the move was to seek or obtain qualifying work.
- The family's early move may suggest that the family did not move due to economic necessity.

Though the family did spend time in Mendota without agricultural work, the presenting facts in this scenario are sufficient to indicate that the children in the family are eligible for the program.

Case #2 (Detecting a "vacation" or "Holiday" move)

Consider the differences between the following migration accounts. Why are these differences important for a recruiter?

- *The Martínez family returned to Kankakee, IL from Guanajuato on January 4. The parents tell the recruiter that they left Kankakee on December 22. The nursery where Mr. Martínez works is closed annually from late December to mid-February. Mr. Martínez will begin work again when the nursery opens in a little more than a month. The family felt fortunate that they had saved enough money to go to Mexico this year. They were unable to save enough over the course of last year, and therefore could not go.*

- *The Carmona family returns to Kankakee from Guanajuato on February 12. The parents tell the recruiter that they left Kankakee on December 22. The nursery where Mr. Carmona works is closed annually from late December to mid-February. He will begin work again when the nursery opens on the coming Monday. The Carmona family relies on the income from the nursery to support themselves throughout the year. Going to Mexico is a method of saving money for this family because they have very few expenses while living there. They also pay no rent on their home in the US during their time away because they end their lease at the end of December every year, and they move into a new apartment when they return in February.*

The recruiter will need to ask clarifying questions of each family to gain more information, but we can already isolate important circumstances that may help determine eligibility. We know that both families work in seasonal jobs because their work is only available for certain times of the year. We also know that their moves away from their home base coincide with the Christmas and New Year holidays; this is a “red flag” that should alert a recruiter to the *possibility* that a family left Kankakee because they took a vacation during the winter school break. According to MEP Regulations, vacation moves, moves to visit sick relatives, or moves that are simply return trips to the home base are not considered qualifying moves. We also know, however, that a qualifying move may bring a family back to their home base if the move was due to economic need and they are returning for qualifying work.

The Martínez family will likely not be able to demonstrate that they needed to leave Kankakee for economic necessity because they returned to Kankakee over a month prior to their agricultural work being available. In all likelihood, the family did not save money from their brief time away because of the added expense of their travel. Furthermore, the scenario indicates that the family was able to take this trip because they had saved sufficient money throughout the year, not because they had to in order to provide for their necessities.

The Carmona family, on the other hand, is better able to demonstrate that they travel for economic reasons because they did not return until the agricultural work was available again. In all likelihood, this fact offsets the “red flag” that they left Kankakee at a time coincident with the winter school holiday. They also indicated that the trip is a necessity if they are to provide for themselves economically, not a reward that they can only afford after a year of sufficient savings. In the event that the recruiter determines the children to be eligible, this information *must* be included in a comment on the COE.

With these circumstances in mind, it is likely that the children in the Martínez family are not MEP-eligible and that the children in the Carmona family are eligible.

Case #3 (Does not obtain qualifying work)

A worker and his family move from the Winter Garden area in Texas to Princeville, IL to work in the pumpkin processing plant, but upon arrival discover that there has been a drastic cutback in the number of positions available. For this reason, they did not acquire qualifying work. The husband and wife obtained non-agricultural jobs in a nearby town.

Are the children in this family eligible for the MEP? If so, what comments are necessary?

Qualifying children on the basis of their parents/guardians seeking, but not obtaining, qualifying employment requires careful investigation and thorough comments. The first step is to determine if one of the purposes of the move was also to seek or obtain qualifying work. A worker who did not obtain qualifying work “soon after a move” (30 days) may *only* be considered to have moved “in order to obtain” qualifying work if:

1. the worker states that one of the purposes of the move was specifically to obtain qualifying work, AND
2. the worker has a prior history of moving to obtain qualifying work; OR

3. there is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

In this case, intent to seek or obtain qualifying work can be supported if:

- the worker has a history of qualifying migrant employment which can be verified through using NGS, MSIX or other reliable evidence.
- there is corroborating evidence of the circumstances that prevent the worker from obtaining qualifying work (a flood, crop failure, or worker cutbacks, for example).

Comments in the case of "to seek" must include the name of the employer with whom the worker sought qualifying work, the reason that the work was not obtained, and a statement that the worker has a history of qualifying work.

What if the qualifying move was two years ago?

A recruiter should remember that even though a child may not qualify for the MEP based on a family's most recent move, previous moves, including those where the family did not move from or to the recruiter's area, may qualify a child if those moves meet the definitions of eligibility. It is therefore always important to understand a family's migration history.

Recruiting Temporary Workers in Processing Plants: Plant Characteristics and Strategies for Recruiters

Recruiters should always remember that workers/children must meet all conditions of eligibility in order to be recruited. If such work is determined to meet the requirements as described in the Office of Migrant Education (OME) Non-Regulatory Guidance and the training support of the Illinois Migrant Education Program, the recruiter must still determine if the other eligibility requirements have been satisfied.

When conducting outreach at employment sites, for example in processing plants, recruiters must remember that they are responsible for recruiting particular workers, not all workers in a plant or even all workers doing the same job. Therefore, efforts to recruit workers/their children in plants that operate year-round should focus on workers who intend to work for less than 12 months, as required by federal eligibility guidelines. Eligibility determinations must always be made on the basis of an individual interview with a family.

There are important differences between temporary and seasonal employment that recruiters should take into consideration when interviewing families. The following chart highlights the differences between year-round and seasonal employment.

Year-round versus Seasonal Employment

Year-round	Seasonal
<ul style="list-style-type: none"> • Operate throughout the year • More prevalent than seasonal processing plants • Goods arrive on a continual basis throughout the year (e.g. fruits and vegetables coming from Latin America during the winter; livestock continuously brought to market) • May have peak periods of production associated with holidays or special events (e.g. turkeys prior to Thanksgiving) • Particular positions may be designated as temporary/seasonal/permanent/probationary • Possible examples: Cargill, Del Monte, Tyson 	<ul style="list-style-type: none"> • Operate seasonally • Less prevalent than year-round processing plants • Process mostly locally produced goods that are only available at certain times of the year (e.g., pumpkins, seed corn) • Workers are hired to complete a specific task that coincides with a peak period of a season or harvest • Most, if not all, positions are seasonal • Possible examples: Seneca Foods Canning Company, Libby's Pumpkins
Recruiting Considerations	Recruiting Considerations
<ul style="list-style-type: none"> • Unless it is for a short duration (less than 1 year), work is rarely considered to be qualifying 	<ul style="list-style-type: none"> • Work is more likely to be considered qualifying
<p><i>Only positions involving work with the raw product can be considered qualifying for both seasonal and year-round employment.</i></p> <p><i>Workers at agricultural processing plants that operate only at particular times of the year are generally considered seasonal workers, because the availability of their employment is likely determined by seasonal growing patterns. Recruiters should conduct individual interviews with each worker to determine eligibility.</i></p>	

Additionally, the workers at processing plants that operate year-round generally fall into four categories:

- Temporary
 - Seasonal
 - Permanent
 - Probationary
1. *Temporary workers* at processing plants that operate year-round would have this status in the MEP for four reasons:
 - They are hired with a scheduled termination date, usually following a peak period of production.
 - They perform a task that has a clearly defined beginning and end and is not one of a series of activities that together constitutes permanent employment.
 - They take a job with the intention of working temporarily (usually fewer than 12 months) AND/OR
 - They are unlikely to remain employed in an apparently permanent job for more than a few months (no longer than 12 months) because of the nature of the work (techniques for demonstrating the temporary nature of these jobs are discussed below).
 2. *Seasonal workers* at processing plants that operate year-round have this status in the MEP because:
 - their position is available only seasonally.
 3. *Permanent workers* at processing plants that operate year-round are not eligible for the MEP and include those workers who:
 - take positions that are defined by the employer as being permanent, and
 - intend to leave their jobs after 12 months have elapsed.
 4. *Probationary workers* must finish a probationary work period, after which time the worker will usually be hired as a permanent worker.
 - Probationary employees are usually not considered temporary because the company does not inform workers until the probationary period is complete if they will obtain a job.
 - Unless the worker indicates otherwise, s/he will have been working toward the goal of obtaining a permanent job.

Additional Information

It is usually the case that processing plants offer permanent positions because of the incentive to have a stable workforce. For example, one plant in IL hires only approximately 50 temporary workers per year out of approximately 500 line employees. All others are considered permanent workers and are expected to stay indefinitely.

Most plants claim to have low attrition rates, generally well below 50%. The attrition they do have usually prevents the need for annual lay-offs. (Jobs that do experience annual lay-offs would be considered temporary jobs.)

Recruitment Strategies

5. If the *recruiter* concludes that the position is permanent, the eligibility decision must be that the worker and/or his/her children have *not* sought/obtained qualifying work.
6. If the *recruiter* concludes that the position is either temporary or seasonal, the recruiter must then decide if the other conditions of eligibility have been met in order to qualify the worker and/or his/her children.
7. If the *worker* sought *but did not obtain* a job from a processing plant that operates throughout the year, it will be difficult for the recruiter to certify him/her because the worker will likely not have known if s/he would have been offered a temporary position.
 - o Likewise, if the worker has applied to a plant that operates throughout the year *and is waiting to know if s/he will be hired*, it will be difficult for the recruiter to qualify the worker and/or his/her children because the recruiter will not know if the worker will be offered a temporary position. The recruiter should return to the worker after a short period of time to inquire about the worker's employment status. The recruiter should decide how long to wait before following up with the worker considering 1) the amount of time likely needed for a hiring decision to be made, and 2) the need to prevent eligible children/youth from missing instructional time.
8. The *following* question is important to ask of processing plant workers when making an eligibility decision:
 - o "When you think about your job at the processing plant, including what your supervisor has told you about the job and what your co-workers have told you about the job, do you have any expectations about the length of time you will work there?"

9. *Temporary workers* may respond:

- "My boss told me that I could only work there until September."
- "I'm leaving the job in June. I would just like to make enough money to fix my truck so I can get to my next job."
- "Everyone has told me that they can hardly work there anymore because the job is so hard. Workers get hurt on the job quite often. Most of these people have only been there a few months. I guess I won't be much different and will have to find another job soon."

10. *Seasonal workers* may respond:

- "Everybody gets laid off in October, so I'll move on after that."
- "There's no work at the plant after we sort and bag all the corn. I know of another job I can get back in Texas then."

11. *Permanent workers* may respond:

- "This is the most money I've made in years, so my family and I are staying here."
- "I have no plans to leave the job or the town. I make enough money, my family is here and my kids are getting a good education at the school."

12. *Probationary workers* may respond:

- "If I can show the plant that I can do a good job for the first six months, then I think they will probably hire me permanently. I hope they see that I am a hard worker."

13. Recruiters *should* attempt to maintain contact with those workers who indicate that they will be permanently employed. Available documentation should be collected if there are indications that workers who are hired for permanent positions do not in fact remain in those positions permanently. The accumulation of such information may provide a better understanding of plant operations and hiring practices and may result in the accumulation of evidence sustaining the eligibility of previously non-qualifying workers/children.

What To Do When You Don't Believe What You Hear, or Why You Don't Have To "Just Write What the Family Says"

An Illinois MEP recruiter's first obligation is to identify and recruit only eligible children/youth, as defined by the No Child Left Behind legislation. A secondary, but very important recruiter responsibility is to establish rapport and build trust so that families are more inclined to feel comfortable with the recruiter and confident that the MEP will provide a safe environment for their children.

What is a recruiter to do when these responsibilities appear to come into conflict? How can a recruiter make an appropriate eligibility determination without damaging a relationship between the MEP and a family that provides eligibility information that appears to be untrue or inconsistent? How can a recruiter make an ethical determination when a child does not meet eligibility criteria yet experiences a high degree of need, be it for education, food, housing, or other necessities?

The following are suggestions regarding concerns about having sufficient and appropriate information to make the correct eligibility determination, and about making ethical determinations when emotional and personal feelings about a child's need for services tempt a recruiter to recruit an ineligible child.

Making the Appropriate Eligibility Decision

"I don't think the family made a qualifying move."

- Check school attendance records (regular year and summer): Do the dates of the child's school attendance indicate a move at the time stated by the family?
- Check employer records: Does the worker's employment attendance indicate a move at the time stated by the family?
- Check NGS and MSIX records: Are there patterns that emerge in NGS or MSIX regarding the child's Qualifying Arrival Dates (QADs) (e.g. Are QADs recorded every three years?)
- Question the parent's testimony: Do the family's answers to detailed questions reveal non-qualifying reasons for a move (being associated with

Christmas/vacation, not returning for qualifying work, not moving due to economic necessity, conflicting information in the worker's testimony, etc.)?

- o Look for a combination of circumstances: Is there a combination of "red-flags" that raise the level of concern regarding eligibility? (These "red-flags" do not necessarily mean the family is ineligible but do indicate that further investigation is advised.)

Possible "Red-flags"

1. Family members having non-agricultural jobs
2. Home ownership
3. Strong community integration with organizations, institutions, or businesses
4. Lengthy residence in one community
5. Consistent participation of children in extra-curricular activities that would complicate migration
6. One parent having an established career
7. Short duration/vacation moves
8. School enrollment/attendance during the period indicated as the time of the move

"I don't think the family was performing (pursuing) qualifying work."

- o Be familiar with the crops and employers in the area: What months of the year are workers needed for seasonal crops? How many workers are usually needed? Where do they typically work?
- o Be familiar with the local processing plants: Do they employ temporary workers? Can the workers in plants that operate year-round be considered temporary according to the *Non-Regulatory Guidance* (hired for "peak season", had intention to leave prior to one year of employment, hired with a termination date)?
- o Other circumstances: Are there "better" jobs available to workers in the area? Does the family seem to be adequately knowledgeable about the work he/she claims to be doing? Does the family's lifestyle (e.g. material possessions) appear to be similar to that of a qualifying worker?

Maintaining a Positive Relationship with the Family

Suspend Judgment: A recruiter should never make an eligibility decision unless he/she is confident in doing so. When the above circumstances alert a recruiter that a family may not be eligible, the recruiter can tell the family that he/she needs to check additional information at the school/migrant program prior to making a decision.

Never *question* a family's honesty: Always emphasize wanting to clarify important details of a family's testimony rather than implying dishonesty.

Offer an explanation: Families that are clearly not eligible for the MEP can immediately be made aware of the reason(s).

Discuss other educational and community services: Maintain familiarity with local educational and supportive services available to non-MEP-eligible families so as to be able to facilitate referrals and the sharing of information regarding available services.

Making Ethical Eligibility Determinations

When *making* eligibility determinations, recruiters in essence make decisions about the expenditure of public funds. This is an important responsibility. Though use of such funds may address the significant short-term needs of children/youth who do not meet MEP eligibility requirements, the long-term consequence will seriously jeopardize the viability of the MEP.

Ethical *determinations* are best made when recruiters understand that they are making decisions about the use of public funds as part of a team of educators, not as individuals. Many determinations about eligibility will require that recruiters collaborate with colleagues. In the same way that recruiters can count on each other and other members of the MEP to assist in eligibility determinations, they can also rely on the same people to reinforce appropriate determinations via the IL MEP's quality control procedures.

III. Certificate Of Eligibility (COE)

Purpose of COE

The COE is the legal document that contains the information required to demonstrate a child's/youth's eligibility for the MEP. It is also an indication of a parent's/guardian's consent for a child/youth to participate in the MEP. The COE is used to enroll eligible migrant children/youth into the New Generation System (NGS), that both allows a migrant child's academic and health information to be accessed by authorized education personnel, and the SEA to adequately document the number of eligible children/youth in the state. Migrant student data entered in NGS are also transferred to the national Migrant Student Information Exchange (MSIX) for purposes of promoting appropriate placement and educational continuity for MEP-eligible children/youth. The IL COE meets the U.S. Department of Education's requirements for documenting the eligibility of migratory children and youth and must be kept on file for 11 years.

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY

School Year 20 _____ - 20 _____

DISTRICT NAME AND NUMBER/AGENCY _____ COEP# (year and number)

G. CHILD'S ETHNICITY/RACE

CHILD'S NAME (First and Last) _____

	ETHNICITY: 1. Hispanic/Latino (Y/N)		RACE (Check one or more, regardless of ethnicity status selected.)			
	1. American Indian or Alaska Native	2. Asian	3. Black or African American	4. Name (Hispanic or Other Pacific Islander)	5. Other	6. Not (Use Only)
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

H. CONTINUED RESIDENCY VERIFICATION (September 1 - August 31)

School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (month/year)

I. RELEASE OF RECORDS

The rules for migrant eligibility, services, student record transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district, the Illinois State Board of Education (ISBE), and the State Generation System (SGS) to release, redistribute, transfer, and/or receive my child's educational and health records, including communication records and standardized test results, within other schools, educational agencies and other personnel agencies. I know that my child's records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or disseminated to organizations that provide services under the aegis of the following projects of the ISBE Migrant Education program (MEP), Illinois Migrant Council (IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HSEP), Migrant Education Even Start Program (MEES), Migrant Seasonal Head Start (MSHSL), and child nutrition programs.

Signature _____ Relationship to the Child/Parent _____ Date (month/year) _____

ISBE 20-11 (0-15)

Sections of the COE

The COE is designed to record the information necessary to document MEP eligibility as determined by Federal statute. The Illinois COE is composed of the following parts:

District Data – identifies information about the school district/agency operating the MEP

- Qualifying Move and Work Section – contains key dates, places and employment information that documents the child's eligibility for the MEP.
- Comments – allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination.
- Family Data – identifies the names of parents and/or guardians and their current address, telephone number and home base school district.
- Child/School Data – identifies the eligible children/youth that have moved with a qualifying worker and their relevant personal and NGS information.
- Parent/Guardian/Spouse/Worker Signature – documents who provided the information regarding the MEP-eligible child(ren)/youth, in what language the interview was conducted, and contains that person's permission/authorization for the COE.
- Eligibility Certification – documents the recruiter's signed and dated confirmation that she/he believes the information on the COE to be accurate. The SEA reviewer also signs and dates the form, documenting her/his confirmation that the information is accurate.
- Child's Ethnicity/Race – documents if the child(ren)/youth on the COE identify as Hispanic/Latino as well as their race.
- Continued Residency Verification (September 1 – August 31) – documents in detail the continued residence in IL of MEP-eligible children/youth for each program year.
- Release of Records – contains the signature of the interviewee, that person's relationship to the child and date of signature which acknowledges that the parent/guardian/spouse/worker has been apprised of his/her FERPA rights and authorizes the release of student records to pertinent agencies.

Items on the COE

District Data

School District Name and Number/Agency – the name of the school district or agency completing the COE and phone number.

Short School ID (SSID) – the *identifier* assigned to the school district or local operating agency (LOA). This is the same identification code used by NGS to designate the district or LOA. All SSIDs are comprised of six characters and begin with "IL".

Family ID# – the unique number assigned to a family by NGS.

COE# – the unique number *assigned* by the district to each COE. Illinois COEs are numbered sequentially according to the academic year; e.g., 15-16:01, 15-16:02, etc.

Attempts should be made to maintain the same COE number for a child when academic years change and when new qualifying moves are made. (For example, a COE with a child who made a first qualifying move on July 3, 2015 was numbered 14-15:32. If the child makes a qualifying move on June 29, 2016, the new COE should be numbered 15-16:32.

Residency Date – the date that the child arrived in the area of recruitment. All dates should be entered in month/day/year format. In the case that a child is recruited because of a "to join" move, the Residency Date and Qualifying Arrival Date (QAD) are the same date.

Section A – Qualifying Move and Work Section

A. QUALIFYING MOVE AND WORK SECTION	
1.	The child(ren) listed on this form moved FROM a residence in _____ TO a residence in _____
2.	The child(ren) moved primarily both a and b) <ul style="list-style-type: none"> a) <input type="checkbox"/> for work OR <input type="checkbox"/> with the worker OR <input type="checkbox"/> to join or precede the worker
3.	The worker _____ is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian <ul style="list-style-type: none"> 1. (Complete if "to join or precede" is checked in 2a.) The worker moved on _____ The child(ren) moved on _____
4.	The Qualifying Arrival Date was _____
5.	The worker moved due to economic necessity in order to obtain <ul style="list-style-type: none"> a) <input type="checkbox"/> qualifying work, and obtained qualifying work, OR b) <input type="checkbox"/> any work, and obtained qualifying work soon after the move, OR c) <input type="checkbox"/> qualifying work specifically, but did not obtain the work. If the worker did not obtain the qualifying work, <ul style="list-style-type: none"> 1. <input type="checkbox"/> The worker has a prior history of moves to obtain qualifying work (provide comment), OR 2. <input type="checkbox"/> There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).
6.	The qualifying work* _____ was (make a selection in both a and b) <ul style="list-style-type: none"> a) <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment b) <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work <input type="checkbox"/> agricultural, stock, <input type="checkbox"/> personal services (provide comment)
7.	Complete if "temporary" is checked in 6b. The work was determined to be temporary employment based on <ul style="list-style-type: none"> a) <input type="checkbox"/> worker's statement (provide assessment) OR b) <input type="checkbox"/> employer's statement (provide assessment) OR c) <input type="checkbox"/> State documentation for _____

1. The child(ren) listed on this form moved **FROM** a residence in SCHOOL DISTRICT, CITY, STATE, COUNTRY

- This location is the last place of residency before the child(ren) and the parent, spouse or guardian move due to economic necessity in order to obtain qualifying work. "School District" is required when the child(ren) move from a residence in one school district to a residence in another school district within the same U.S. City.

TO a residence in SCHOOL DISTRICT, CITY, STATE

- This location is the place of residency where the child(ren) and the parent, spouse or guardian move due to economic necessity in order to obtain qualifying work. A qualifying move can never be made to a country outside of the United States. "School District" is required when the child(ren) move from a residence in one school district to a residence in another school district within the same U.S. city.

"School District" is also required when the child(ren) migrate a distance of 20 miles or more to a temporary residence in a school district of more than 15,000 square miles and when the child(ren) move from a residence in one administrative area to a residence in another administrative area within a U.S. State that is comprised of a single school district. This does not apply in IL.

2. The child(ren) moved (complete both a. and b):

a. on own as a worker, OR with the worker, OR to join or precede the worker.

- Mark the box "on own as worker" if the child himself or herself moved in order to obtain qualifying work. Only complete the worker's name in 2b.
- Mark the box "with the worker" if the child(ren) moved with a parent, spouse, or guardian in order for the worker to obtain qualifying work.
- Mark the box "to join or precede the worker" if the child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work. If this box is marked, also complete "i" under 2b.

b. The worker, First and Last Name of Worker is the child or the child's parent
spouse guardian.

- Record the first and last name of the individual who sought or obtained the qualifying work (i.e., parent, spouse, guardian, or child – if on own as worker).
- Mark a box that indicates the child's relationship to the worker (i.e., parent, spouse or guardian). Do not select one of these boxes if "on own as worker" is checked in 2a.

i (Complete if "to join or precede" is checked in 2a) The worker moved on MM/DD/YYYY. The child(ren) moved on: MM/DD/YYYY. (provide comment)

- Record the date the worker moved in order to obtain qualifying work. Also record the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work. The reason for the different moves must be recorded in the Comments section.

3. The Qualifying Arrival Date was: MM/DD/YYYY.

- Record the QAD, using the two-digit numbers that refer to the month and day, and the four digits of the year. For example, July 5, 2015, would be written 07/05/2015.

In general, the QAD is the date that both the child and worker complete the move. The child must move on his or her own, or with or to join a parent, guardian or spouse to enable the worker (i.e., child, parent, guardian or spouse) to obtain qualifying work. As referenced in 2a, the child and worker will not always move together, in which case the QAD will be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's eligibility for the MEP begins. The QAD is not affected by subsequent non-qualifying moves. For more information on determining the QAD, see the chart below.

Type of Qualifying Move The child...	Qualifying Arrival Date (QAD) The QAD is...
...moved <u>with</u> the worker.	...the date the child and the worker both arrive in the district where the worker will look for qualifying work.
...moved <u>before</u> the worker.	...the date the <u>worker arrives</u> in the district to look for qualifying work.
...moved to join the worker <u>after</u> the worker moves.	...the date the <u>child arrives</u> to join the worker.

4. *The worker moved due to economic necessity in order to obtain:*
- qualifying work, and obtained qualifying work, **OR***
 - any work, and obtained qualifying work soon after the move, **OR***
 - qualifying work specifically, but did not obtain the work.*
 - The worker has a prior history of moves to obtain qualifying work (provide comment), **OR***
 - There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).*

a. *qualifying work, and obtained qualifying work, **OR***

- Mark this box if the child, parent, spouse, or guardian moved due to economic necessity in order to obtain temporary or seasonal employment in agricultural or fishing work, and obtained that work.

b. any work, and obtained qualifying work soon after the move, **OR**

- Mark this box if the child, parent, spouse or guardian, moved due to economic necessity in order to obtain any work, and soon after the move (approximately 30 days) obtained temporary or seasonal employment in agricultural or fishing work.

c. qualifying work specifically, but did not obtain the work.

- Mark this box if the child, parent, spouse, or guardian moved due to economic necessity to obtain temporary or seasonal employment in agricultural or fishing work, but did not obtain that work. If this box is marked, also mark box i, box ii, or both.

i. The worker has a prior history of moves to obtain qualifying work (provide comment), **OR**

- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. Explain this history in the Comments section. For example, the recruiter could write, "qualifying worker moved from Mission, Texas to Mendota, Illinois, to detassel corn in May of 2014 and 2015." The recruiter or the project's data entry specialist could also check NGS/MSIX to see if there is a history or prior moves to obtain qualifying work; and, if so, attach the printout to the COE.

ii. There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move (approximately 30 days), but the work was not available for reasons beyond the worker's control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm, or other disaster in the area. Explain this evidence in the Comments section and attach supporting documentation where available.

5. The qualifying work* _____ DESCRIBE AGRICULTURAL OR FISHING WORK _____ was (make a selection in both a and b):

- Describe agricultural or fishing work. When describing the specific agricultural or fishing work, the recruiter should describe the worker's action (e.g., "picking") and the crop, livestock, or seafood (e.g., "strawberries"). For example: picking strawberries; packing pumpkins; detasseling corn; sorting seed corn; or packing peaches.

a. *seasonal* **OR** *temporary employment*

- Mark the box for “seasonal employment” if the employment occurs only during a certain period of the year because of cycles of nature and that, by its nature, may not be continuous or carried on throughout the year (e.g., detasseling corn, picking peaches, sorting seed corn, packing apples, picking pumpkins).
- Mark the box for “temporary employment” if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. It typically includes employment where the worker states that s/he does not intend to remain in that employment indefinitely; the employer states that the worker was hired for a limited time frame; or the SEA has determined on some other reasonable basis that the employment is temporary.

b. *agricultural* **OR** *fishing work*

- Mark the box for “agricultural work” if the work involves the production or initial processing of crops, dairy products, poultry, or livestock as well as the cultivation or harvesting of trees. The work may be performed either for wages or personal subsistence.
- Mark the box for “fishing work” if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. The work may be performed either for wages or personal subsistence.

*If applicable, check: *personal subsistence (provide comment)*

- (*) Mark the box for “personal subsistence” if the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch. Also provide a comment in the Comments section.

6. Complete if “temporary” is checked in #5a. The work was determined to be temporary based on:

a. *worker’s statement (provide comment)*, **OR**

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker’s family (e.g., spouse) if the worker is unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for a few months. Provide explanatory comments in Comments section.

- b. employer's statement (provide comment), **OR**
- c. State documentation for EMPLOYER.
- At this time, the IL MEP is not determining temporary employment based on statements provided by an employer or State documentation. The worker's statement is the only means by which a recruiter can determine that the worker does not intend to be doing the qualifying work for more than 12 months.

Section B - Comments

<p>B. COMMENTS: (Check applicable boxes) Must include 2bi, 4c, 5, 6a, and 6b of the Qualifying Move and Work Section, if applicable <input type="checkbox"/>2bi <input type="checkbox"/>4c <input type="checkbox"/>5 <input type="checkbox"/>6a <input type="checkbox"/>6b <input type="checkbox"/>Other</p>

The "Comments" section of the COE is used by recruiters to provide additional information or details that clarify the reasons for the recruiter's eligibility determination. The recruiter should write clear and concise comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reasoning for determining that the child(ren) is (are) eligible. At a minimum, the recruiter must provide comments that clearly explain items **2bi, 4c, 5, 6a** and **6b** of the Qualifying Move & Work Section. The applicable comment box must be checked.

Further discussion related to Comments starts in the "When to Include Comments" section that follows.

Section C - Family Data

C. FAMILY DATA				
1. Male/ Guardian (Last Name, First Name)	3. Legal Male Parent/ Guardian (Last Name, First Name)	5. Current Address (Street, City, State, Zip)	6. Telephone (Home and Cell) (Include Area Code)	7. Home Base
2. Female Parent/ Guardian (Last Name, First Name)	4. Legal Female Parent/Guardian (Last Name, First Name)			

1. Male Parent/Guardian (Last Name, First Name) – record the name of the male (if any) currently responsible for the child(ren). Record this individual's legal last name (or names) and legal first name. If the male parent has two last names or a hyphenated last name,

record the male parent's last name(s) as it legally exists. The guardian may be a person standing in the place of the parent i.e. a grandparent, spouse, or stepparent with whom the child lives who is responsible for the welfare of the child.

If there is no current parent information disclosed, write a dash (—). If the "child" is the worker and a male, write the child's name for this data element.

2. *Female Parent's Name* – refer to #1 above and substitute "Female" for "Male".

3. *Legal Male Parent/Guardian (Last Name, First Name)* – record the name of the male (if any) legally responsible for the child(ren). If there is no parent information disclosed, write a dash (—).

4. *Legal Female Parent/Guardian (Last Name, First Name)* – refer to #3 above and substitute "Female" for "Male".

NOTE: Recruiters should be aware of challenges encountered in the recording of family members' names. In addition to occasional unique spellings of names, parents and children may sometimes not present their complete name to recruiters (e.g. a mother's maiden name may be given during one interview but not during another). Therefore, attempts should be made to view a document (e.g. birth certificate, school record, employment record, baptismal certificate, etc.) that can verify names and spellings. A birth certificate may have the parent's birth name and not their married/legal name, so the recruiter should always verify that s/he is recording the legal name. If a parent is unwilling to give his/her spouse's name, the recruiter should write a dash (—) in place of the parent's name.

5. *Current Address* – indicate the Street, City, State and Zip Code where the family is currently residing, and where the family will be reached during a home visit. Do not exclusively use the name of a building, employer, orchard, or migrant camp as the address. For example, include the trailer number for families living in a trailer park or the hotel/motel room for families living in hotels/motels.

6. *Telephone (Home and Cell)* – indicate the family's current telephone number (including area code) and cell phone, if applicable. Recruiters should also record a family's alternate phone number, such as one from their home base, relative, or neighbor.

7. *Home Base District/State* – indicate the school district and state the family considers to be their home base.

Section D - Child/School Data

This section includes information for children and youth who have been determined eligible. Recruiters should not include children on a COE who:

- were born after the qualifying move;
- have graduated from high school or obtained a high school equivalency certificate;
- did not make the qualifying move described on the COE.

1. Last Name1/ Last Name2	2. First Name	3. Middle Name	4. Suffix	5. NGS ID	6. Sex	7. Birth Date	8. Code	9. MB	10. Birthplace (City, State, Country)	11. SSID	12. Enroll Date	13. OR	14. Type
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1. *Last Name 1/Last Name 2* – indicate the legal last name of each eligible child in the family. If the child has a multiple or hyphenated last name, include both names (e.g., Ramirez-Garcia). Siblings with different last names should be documented on separate COEs.

2. *First Name* – record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

3. *Middle Name* – record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do not record nicknames or shortened names (e.g., Mili for Milagros). If the child does not have a middle name, write a dash (—).

4. *Suffix* – record the generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (—).

5. *NGS ID* – indicate the unique NGS number (USID) for each child.

6. *Sex* – indicate the sex of each child using “M” for “male” and “F” for “female”.

7. *Birth Date* – indicate the month, day, and year the child/youth was born using XX/XX/XXXX format. A child born on March 12, 2006, would be documented as 03/12/2006.

8. *Code* – record the last two numbers of the birth date verification code that correspond to the evidence listed below used to confirm each child’s birth date:

- 1003 – baptismal or church certificate
- 1004 – birth certificate
- 1005 – entry in family Bible
- 1006 – hospital certificate
- 1008 – passport
- 1009 – physician’s certificate
- 1010 – previously verified school records
- 1011 – State-issued ID
- 1012 – driver’s license
- 1013 – immigration document
- 2382 – life insurance policy
- 9999 – other

9. *MB (Multiple Birth)* – Record “Y” for “yes” if the child is a twin, triplet, etc. Write a dash (—) to indicate that the child is not a twin, triplet, etc.

10. *Birthplace* – record the city, state and country of birth for each eligible child.

11. *SSID* – indicate the IL short school identifier assigned to the particular school in which the child enrolled. During the regular school year, the SSID corresponds to the school building that student is attending. Non-attendees, both OSY and P0-P5s, are enrolled under the school district SSID.

In the summer, all students are enrolled in the SSID associated with the summer MEP. This includes OSY and P0-P5s. All SSIDs are comprised of 6 characters and begin with “IL”.

12. *Enrollment Date* – indicate the date that the child enrolled in school, either during the regular or summer term.

13. *Grade Level* – the grade level recorded should be one of the following:

- P0, P1, P2, P3, P4, P5 for those children who are not school-aged and are not attending a pre-school program. The number following the “P” corresponds to age of the child on September 1 of the program year.
- PK (pre-school) for children enrolled in a pre-school program;
- the grade (K-12) in which the child is enrolled on the date of recruitment;
- the grade in which the child last enrolled during the regular school year, if recruited during the summer;
- OS (out-of-school) for youth who have dropped out of school or have never attended in the United States. (Do not record the grade in which the child was last enrolled prior to dropping out.)

14. *Type* – there are three (3) types of “enrollment” used in the Illinois MEP:

- “S” – means that a child is enrolled in a **S**ummer MEP project.
- “R” – means that a child is enrolled in school during the **R**egular school year. The child does not have to be receiving MEP-funded services.
- “P” – means that a child is a **P**articipant resident only, which means that he/she is eligible for the MEP and has been recruited but is not enrolled in a school (regular or summer). The child/youth may be receiving MEP services.

Section E – Parent/Guardian/Spouse/Worker Signature

E. PARENT/GAURDIAN/SPOUSE/WORKER SIGNATURE

of the recruiter who conducts the interview. The recruiter's unique ID also must be recorded.

Signature of SEA Reviewer – after an LEA reviewer has reviewed the COE using the eligibility checklist, signed and dated a COE, it is sent to the IMERP office for further review and filing. Every effort is made to ensure that each COE is complete and accurate. A final review is conducted by the SEA Reviewer who then approves the COE with a signature and date, ensuring that the written documentation is sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP.

Section G - Continued Residency Verification

G. CONTINUED RESIDENCY VERIFICATION (September 1 – August 31) PROVIDED ON REVERSE SIDE FOR 20__-20__ 20__-20__ 20__-20__	LEA Reviewer
	Initials
	Date

The continued presence of an MEP-eligible child in Illinois into the second and third program years following the year of his/her QAD must be confirmed once annually. This section of the COE allows a recruiter to demonstrate that although the MEP-eligible child has not made a new qualifying move, he/she has been in residence in Illinois at some time during the current MEP program year (September 1 to the following August 31). A child's eligibility extends to 3 years from the QAD. This section provides space on the back of the COE to confirm the residence of the child during each of the three years subsequent to the QAD. Completing this section, as appropriate, is necessary to ensure the continued provision of services in Illinois, to secure funding to offer those services, and to improve the sharing of relevant information with states where the child may travel.

Initials of LEA Reviewer – after the recruiter has signed and dated the COE, it is sent to the LEA Reviewer for further review. This review is part of the effort to ensure that each COE is complete and accurate. After reviewing the COE with the COE Checklist, the LEA Reviewer writes his/her initials and the date to indicate approval of the document.

Back of COE

The program year, district name and number/agency, and the COE number are recorded at the top of the back of the COE.

ILLINOIS STATE BOARD OF EDUCATION MIGRANT EDUCATION PROGRAM CERTIFICATE OF ELIGIBILITY
School Year 20__ - 20__

DISTRICT NAME AND NUMBER/AGENCY	COE# (YEAR AND NUMBER)
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Section G. Child's Ethnicity/Race

The Office of Migrant Education, U.S. Department of Education, requires states to collect and report race and ethnicity for each child/youth determined eligible for the MEP. Identification for children should be done by parents/guardians. If a student's parents/guardians decline to indicate race and/or ethnicity, the recruiter is required to indicate race and ethnicity for each child. If the recruiter needs assistance, he/she should contact the local program administrator or IMERP.

CHILD'S NAME (First and Last) – indicate the complete first and last name of each child recorded on the front of the COE.

Ethnicity 1-Hispanic/Latino (Y/N) – choose only one: "Yes" if the child/youth is Hispanic/Latino, or "No" if the child/youth is not Hispanic/Latino. Hispanic/Latino is defined as a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Race (Check one or more, regardless of ethnicity status selected.)

1. American Indian or Alaska Native – a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.

2. Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

3. Black or African American – a person having origins in any of the black racial groups of Africa.

4. Native Hawaiian or Other Pacific Islander – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

5. White – a person having origins in any of the original people of Europe, the Middle East, or North Africa.

6. For DES Use Only – the Data Entry Specialist will indicate the race and ethnicity information according to the NGS database.

Section H – Continued Residency Verification (September 1 – August 31)

G. CONTINUED RESIDENCY VERIFICATION (September 1 – August 31)						
School Year	Residency Verification Date	Person Interviewed	Relationship	Source of Verification	Signature of Person Verifying	Date (mm/dd/yyyy)

School Year – indicate the current program year (e.g. 2015-2016).

Residency Verification Date – indicate the date on which child/youth’s residency in Illinois is confirmed.

Person Interviewed – indicate the name of the person who is able to confirm that the child is in residence in Illinois for at least one day during the current program year.

Relationship – indicate how this person is related to the child in the Child/Youth Data section. Examples of acceptable relationships include familial relatives, school personnel, social/educational program personnel, and employers.

Source of Verification – indicate the source of residency verification. “H” means that a home visit was made; “S” means that a school visit/contact was made; “O” means that there was another source of verification.

Signature of Person Verifying – the individual who verifies the continued residency of the child(ren) listed on the COE is required to sign and date this section.

Section I. – Release of Records

H. RELEASE OF RECORDS		
<p>The rules for migrant eligibility, services, student records transfer, and the Family Educational Rights and Privacy Act (FERPA) have been explained to me. I hereby authorize this school district, the Illinois State Board of Education (ISBE), and the New Generation System (NGS) to release, redisclose, transfer, and/or receive my child’s educational and health records, including immunization records and standardized test results, to/from other schools, educational agencies and other pertinent agencies. I know that my child’s records will be available for me to see and obtain if I so desire. In order to potentially qualify for more education, health or social services, I further consent that student/family information, otherwise confidential under the provisions of FERPA, may be shared or redisclosed to organizations that provide services under the aegis of the following: projects of the ISBE Migrant Education Program (MEP), Illinois Migrant Council (IMC), College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Migrant Education Even Start Program (MEES), Migrant Seasonal Head Start (MSHS), and child nutrition programs.</p>		
Signature _____	Relationship to the Child(ren) _____	Date (mm/dd/yyyy) _____

Collect a signature for the release of records from the worker or parent/guardian of the child(ren) after explaining the Release of Records section. The signature of the interviewee indicates that the rules for migrant eligibility, services, student record transfer, and the Family Education Rights and Privacy Act (FERPA) have been explained and authorizes pertinent agencies to share educational and health records.

When to Include Comments

The Comments section is used to clarify all entries on the COE that are either unclear or need additional explanation. A comment is **required** when:

<input type="checkbox"/> Move is "To Join" (2bi)	<input type="checkbox"/> Economic Necessity is unclear
<input type="checkbox"/> Work is not obtained (4c)	<input type="checkbox"/> Move is for a brief duration/distance
<input type="checkbox"/> Qualifying work is "Temporary" (5 and 6a)	<input type="checkbox"/> Move is back to homebase
<input type="checkbox"/> Qualifying activity is unusual	<input type="checkbox"/> Move represents multiple intents
<input type="checkbox"/> Qualifying activity takes place in a nursery	<input type="checkbox"/> Qualifying work is fishing work
<input type="checkbox"/> QAD and Residency Date are different	

1. To Join

- A comment should describe the circumstances of the "To join" move.
- Example: *"The father moved 6/04/2016 to find housing. The children moved 6/21/2016 after housing had been secured."*

2. Work is not obtained

- A comment **MUST** be included when the worker did not obtain qualifying employment as a result of the move. Necessary information includes:
 - when and where the worker applied for qualifying work;
 - the reasons why the work was not obtained; and
 - previous migrant agricultural or fishing work done by the worker.
 - Example: *"Parents came to work at Tanners Orchard, but were not given jobs. Both parents have history of working in orchards."*

What if a worker arrives before work is available?

If a recruiter has reason to believe that a worker who arrives prior to the availability of the qualifying work has children who are MEP-eligible, or is her/himself eligible, and that the worker will likely obtain the qualifying work, then the recruiter should complete a COE for those children based on a "to seek" move. The recruiter should make a comment stating why the worker arrived earlier than work was available and list any reasons that would indicate that the work will be obtained. The recruiter must revisit the family when the work should have been obtained and update the COE Comment on a memo attached to the COE indicating that the work was either obtained or that it was not despite the worker's attempts and why it was not.

3. Temporary Employment

- A comment MUST be included when the worker's activity could be viewed by an independent reviewer as permanent employment (e.g., working at a meat processing plant or milking cows). Appropriate comments may indicate:
 - The activity itself has a clearly defined beginning and end (e.g., digging ditches for spring irrigation, processing Thanksgiving turkeys, temporarily replacing an injured/ill employee/farmer) and is not one of a series of activities for the same employer that is typical of permanent employment;
 - The employer establishes a time frame for completion of the worker's tasks;
 - Example: *"The parents were hired for 90 days to help process turkeys for the holidays."*

4. Unusual Activity

- A comment is needed when the recorded agricultural or fishing activity is unusual for the geographic area such that a reviewer is unlikely to understand that it is a qualifying activity.
- Example: *"Parents came to Illinois for 45 days to process a shipment of pineapple the plant received."* (Qualifying Activity reads "Cutting pineapple").

5. Nursery Work

- Due to types of jobs and responsibilities involved in nursery work and the need to distinguish it from landscaping work, the recruiter should comment that a qualifying activity (e.g. planting trees, cultivating trees) takes place in a nursery and is not landscaping work.
- Example: *"Qualifying activity takes place in a plant nursery. It is not landscaping."*

6. Economic Necessity Is Unclear

- When the qualifying activity or move is of a nature that a reviewer not familiar with the situation would not understand it to be made out of economic necessity for the family, the interviewer must document the circumstances that led him/her to determine that the move was made out of economic necessity. The interviewer is not required to ask the family for proof of income.
- Example: *"Father is a full-time custodian from Sept. to May, but travels to IL to detassel corn during the summer to earn money needed by the family to meet their living expenses."*

7. Brief Duration and/or Distance

- A comment is needed when a move is of such brief duration and/or over such a short distance that one could question whether any migration had occurred (e.g., movement within a city or town that is across school district boundaries). There is no minimum distance requirement for a qualifying move, but the move must be made across school district boundaries, to establish a new residence in order for the worker to obtain qualifying work. If the move is over a very short distance, the recruiter must explain in the comments section the basis for determining that the move qualifies.
- Example: *"The family moves for a brief duration every spring so the entire family can work picking strawberries. The money earned is an economic necessity for the family."*

8. Early Move

- When a worker arrives more than 30 days before the qualifying work was expected to begin, a comment is needed to explain why the worker moved so early.
- Example: *"Father came before work began to secure housing and see if pre-season work was available."*

9. Moves Back to Homebase

- If the worker moves back to his/her homebase for temporary work, the recruiter must document that the worker did not return to their former employer.
- If the worker moves back to his/her homebase for seasonal work, the recruiter must document that the work was available within one month of the worker returning home.
- Example: *"Family lives in Illinois for 8 months to work at a plant nursery and returns to Mexico for 4 months due to the high cost of living in Illinois."*

10. Multiple Intent Moves

- Families/Workers move for many reasons. For a family/worker to be eligible for the MEP, one purpose of the move must be to obtain qualifying work.
- Example: *"Father came to work temporarily in construction and mother came to detassel corn for the season."*

There should be sufficient space in this section for most comments that are written concisely. If additional space is required, however, comments should be continued on a separate sheet of paper, labeled with COE # and attached to the COE.

Common COE Mistakes

Poor Penmanship

- Always print legibly in English, using black or blue ink. Do not use cursive handwriting.

Misspellings

- Take special care in the spelling of country place-names. When in doubt, consult the Appendix section of this manual for the names and abbreviations of the states in Mexico and provinces in Canada.
- Always verify the spelling of family members' names. Refer to a document whenever possible.

Inappropriate Dates

- All dates must be written in month/date/year format.
- A child born or adopted after the QAD does not qualify.
- The QAD cannot be later than the residency date. A QAD can be prior to, or on the same date of, a residency date, but it cannot be after.

Descriptions

- Descriptions of the qualifying activity should be as specific as possible and follow the specific format [verb(ing) + noun].
- COEs with a "To join" date must describe the circumstances of the "To join" move in the Comments section.

Enrollment

- Enrollments must include the student's current grade level, date and enrollment type (**S**ummer, **R**egular, **P**articipant Only).

Comments

- Write concise comments to explain:
 - To join moves
 - Temporary employment
 - Different QAD and Residency Date
 - Early or late moves
- Mark the applicable box indicating why the comment is being provided

Important Things to Remember

- Only currently certified recruiters are authorized to complete COEs. COEs completed by non-authorized personnel will be considered invalid. Recruiters are certified annually.
- A personal interview between the recruiter and a child's parent/guardian/self-eligible youth is required in order to make a determination of eligibility.
- By completing the Migrant Eligibility Checklist, a recruiter will be more likely to make an accurate eligibility determination and identify any red flags that may make the family ineligible.
- The COE must be completed in black or blue ink and should be neat and legible.
- The recruiter should review the completed COE with the interviewee before leaving the home to ensure that all sections have been completed properly and that parents understand their rights according to FERPA.
- A new COE must be completed whenever a child makes a new qualifying move.
- A COE must be completed in English only; COEs completed in Spanish, or any other non-English language, are not valid.

What if a family member cannot read the English version of the COE?

Though a recruiter should not complete the Spanish or French version of the COE for submission, he/she can show the translated Spanish or French COE to the interviewee to better ensure that he/she understands the documentation being completed.

- A separate COE must be completed when children of the same family have:
 - different last names,
 - different QADs, or
 - different Residency Dates.
- A completed COE should include the names of all eligible children/youth from birth through the age of 21. This includes:
 - Pre-school children (P0-P5 and PK),
 - school-aged children/youth (kindergarten – 12th grade); and
 - those who have not attained a high school diploma or GED in the U.S. and are under the age of 22.
- A child **is still eligible** and should be included on the COE if he/she graduated from a high school outside of the U.S. and is under the age of 22, if s/he meets all other eligibility criteria, as long as the child/youth did not enroll in a local college or university.

- Children/youth **are not eligible** and should not be included on a COE if they:
 - graduated from a U.S. high school or obtained a high school equivalency diploma, or
 - were born or adopted after the QAD.

- Children/youth lose their eligibility for the following reasons:
 - they turn 22.
 - they graduate from high school or earn a GED.
 - they do not make a new qualifying move within three (3) years of their existing QAD.
 - a quality control effort reveals that the child should not have been determined to be eligible.

Steps to Ensure the COE is Completed Correctly

- i. Review the COE with the aid of the COE Review Checklist.
- ii. Be sure the COE is signed by the parent/guardian/spouse/worker in section E on the front and section H on the back.
- iii. Review the COE for blanks; complete all required items with the appropriate information.
- iv. Compare birth dates with the QAD. Birth dates cannot be later than the QAD.
- v. Compare the signature date with the QAD. The QAD cannot be later than the date of signature.
- vi. Scrutinize the QAD section. Are the date and location correct? Are commas used to separate names of city and state?
- vii. Compare the Qualifying Activity and the QAD. For example, if the QAD is in January and the Qualifying Activity is "Detasseling Corn", there is a discrepancy because there is no corn detasseling in Illinois in January.
- viii. Review the Comments section. Are there any items requiring a comment that are lacking?

COE Practice

Scenario:

Anedina Ruiz and her husband Alejandro Ruiz recently moved to Onarga, IL, a city within your recruitment area. For the past 4 years, Anedina and Alejandro have moved from Progreso, TX to Onarga to so they can plant seedlings at a plant nursery.

Anedina and Alejandro moved with their three children, Antonio, Raquel and Abigail on July 10, 2016. Their work at the nursery was arranged prior to their arrival and is anticipated to last for 3 months, at which point they will return to Progreso.

Antonio will not be enrolled in the summer migrant program, but Raquel and Abigail begin the summer program on July 13, 2016

IV. Utilizing NGS and MSIX to Support ID&R

New Generation System (NGS)

The New Generation System (www.ngsmigrant.com) serves as the Illinois MEP database. It is a dynamic, web-based interstate information network that allows migrant educators and staff in Illinois and other member consortium states to record and share demographic, educational, and health data about eligible migrant students and families who have made MEP-eligible moves. The system is equipped with a variety of reports that can assist in ID&R. Two of these reports, discussed below, can facilitate recruitment efforts, and should therefore be utilized by all recruiters. Use of NGS is dependent upon obtaining a username and password. For NGS access, contact IMERP-Chicago. Examples of the reports are found in the Appendix. Recruiters should consult with their MEP project's NGS data entry specialist to generate and analyze NGS reports.

End of Eligibility Report

This NGS report indicates the time at which children/youth in a particular SSID will reach the end of their three years of eligibility. Utilizing this report is essential for recruiters because it provides an alert that a visit should be made to a family to determine if another qualifying move has been made. *Not* utilizing this report could hypothetically result in a child losing eligibility, and migrant services being discontinued, even though a recent move has occurred. Recruiters should make visiting the families who, according to this report, have not made a recent qualifying move a first priority when the local MEP project begins. It is important to follow up with families regularly, and complete a new COE for each new QAD, and not just when a child/youth is losing his/her eligibility.

COE Family Report

The COE Family Report contains very useful information about children/youth recruited by a project, organized by family under the heading of the mother of household. Student information previously obtained (e.g., names, birth dates, USIDs, etc.) is listed for each child in the family. Recruiters should attempt to confirm at the time of the interview the presence of all children listed on the COE Family Report and their identifying information. Recruiters must be sure to ask the parent about all MEP-eligible children in the family, by confirming with the parent/guardian that the children listed on the report have made a new move and inquiring if there are children not listed on the report who have also made a

qualifying move. Recruiters should take this report with them during home visits when conducting eligibility interviews, as it provides pertinent information regarding children in the family who previously have been determined to be MEP-eligible

Accessing NGS Reports

Recruiters who are authorized users of NGS can access these reports by logging into NGS, selecting "Reports", then "COE Family Report" or "End of Eligibility Report" under the Data Management Reports column. Recruiters should enter the project's SSID, the enrollment start and end dates between which they want to see children who were recruited. The reports received will include the students' identifying information and their most recent QAD. The reports can also be obtained by clicking on the mailbox icon found on the upper-right hand corner of the NGS screen.

Migrant Student Information Exchange (MSIX)

State migrant student information systems like NGS are linked to MSIX, an online national system developed by the Office of Migrant Education with the purpose of collecting, consolidating and making critical education data available to authorized staff within the MEP along with other authorized users. MSIX does the following:

- Retrieves and views student information;
- contains the minimum data elements necessary for the proper enrollment, grade and course placement, and accrual of credits for migrant children;
- produces a single consolidated record for each migrant child that contains information from each state in which the child has been enrolled; and
- provides a means of sending and receiving notifications of moves for migrant students.

Demographic, educational and health data on migrant students in Illinois is maintained in NGS. These data are uploaded to MSIX on a daily basis to ensure timely access by MEP staff in all states. MSIX is another important tool for recruiters, as it can facilitate the identification of potentially-eligible children moving into the state, notify schools and MEP offices of a child's arrival or departure, document previous migratory agricultural history for a family/youth, and assist in maintaining the accuracy of student demographic information as reported on the COE, and subsequently, in the migrant student data systems.

MSIX Student Move Alerts

A key feature of MSIX is the Student Move Alert notification sent via email to the Illinois MSIX Data Administrator and State Lead. These messages are then forwarded to the State ID&R Coordinator and State Recruiter who follow up directly or, in turn, share the information with local MEPs for follow-up depending on the time of year and available staffing. MSIX move alerts contain the following information: name and MSIX ID of the child/youth; the state and possibly the school and/or school district to which they are going; the name, state and contact information of the individual sending the alert; and additional comments, if provided. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children/youth coming into the recruitment region.

Illinois MEP staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff is strongly encouraged to provide as much information as possible to aid in locating the family at the next destination.

Use of the MSIX Consolidated Record

Use of the MSIX Consolidated Record should be fully integrated into the process of enrolling a student in school and in the MEP, appropriately placing that student and, for secondary students, ensuring the student's ability to accrue credits toward high school graduation. The MSIX record is a critical link in exchanging student information across school districts and states to facilitate identification and recruitment of MEP-eligible students and to enable students to experience continued educational progress. The following procedures should be taken by recruiters in utilization of the MSIX record:

- Use of the MSIX record to obtain additional information regarding previous migratory agricultural history, including qualifying moves, for a family/youth to assist in documentation of a student's eligibility for the MEP.
- Verify the student's demographic information including the spelling of the student's name, birth place and birth date to ascertain if there are any discrepancies between the COE completed, NGS and MSIX as presented in the MSIX Demographics Screen. Follow up with parents or youth to confirm or change information on the COE or in the data systems, as needed.

IV. Quality Control

(Program Name) MEP ID&R Plan Summer 2016

1) Recruiter Quality Controls

Anyone who completes an IL MEP Certificate of Eligibility (COE) is required to participate in recruiter training in order to ensure that proper eligibility determinations are made and that those determinations are supported by proper documentation. Recruiter trainings emphasize eligibility determinations, documentation, quality control techniques, recruiting strategies, and programmatic and policy updates and changes. Trainings are offered via a variety of venues. To maintain certification, recruiters must participate in training each year.

Local Requirements:

- All recruiters must participate in required training and demonstrate proficiency on an MEP Recruiter Assessment.
- Only trained and certified recruiters complete COEs.

Local MEP Administrators' Responsibilities

- Hire recruiters with the qualities and qualifications delineated in the *Illinois Identification and Recruitment Manual*.
- Facilitate the attendance of recruiters at all State MEP ID&R workshops, minimally at the Annual ID&R Training in the spring and at the June Statewide Workshop, by securing release time on school days and providing needed funds to support participation, or makes other appropriate arrangements for training.
- Coordinate on-site field training for new recruiters and any recruiters that need additional support with the Illinois Migrant Education Program Resource Project (IMERP).
- Provide mentoring opportunities for recruiters, pairing those who are more experienced with those with less experience. If there is no experienced recruiter in the local area, seek to arrange a mentorship with a nearby project or IMERP.
- Provide necessary resources and monitor outreach efforts to make sure recruiters spend approximately 70% of their time actively recruiting migrant children and youth.
- Participate in conference calls, local/regional meetings with State MEP, IMERP, and personnel as they are scheduled.
- Actively participate in training, thereby acquiring updated information and new skills, and sharing ID&R experiences and questions with colleagues.

2) Proper Eligibility Determinations and Documentation Submission Quality Controls

This quality control component is comprised of two distinct, yet interrelated, areas of focus. The first is to review ID&R documentation (COE) for completeness and accuracy, ensuring that every item of the COE contains information and that none of the pieces of information is contradictory. The second is to review the COE to ensure that it adequately describes an eligible child. This means that information does not contravene eligibility guidelines (for example, the child must not be older than 21 at the time of recruitment; the child's most recent move must not be more than three years ago, etc.).

Local Requirements:

- All COEs are inspected using the COE Review Checklist for completeness and accuracy, and to ensure that they characterize an eligible child.
- All necessary corrective actions are taken to ensure that all, and only, eligible children are recruited.
- All recruited children are entered into NGS within established timelines.

Local MEP Recruiters' Responsibilities

- Identify the presence of migrant children and youth by learning about local migration patterns from routine communication with local growers and food processors, community organizations, related programs/agencies, area churches and farmworkers themselves. Contact schools, both within district and in neighboring districts, to identify potentially eligible migrant children.
- Keep all staff informed of eligibility guidelines and solicit everyone's assistance in identifying MEP-eligible children.
- Maintain a flexible schedule so that ID&R can take place when families are available, including evenings and weekends.
- Keep track of recruitment efforts on Recruiter's Log Sheet.
- Visit migrant families within the project's geographic area of recruitment; explain the benefits and eligibility guidelines of the MEP, and interview parents/guardians/self-eligible youth.
 - If recruiters believe, after conducting a thorough interview, that a child is eligible, they document the reasons for eligibility on a properly completed COE. Recruiters make eligibility determinations based on training they have received and guidelines established in the *MEP Draft Non-Regulatory Guidance of August 2010*.
 - Recruiters verify with local school district personnel a student's enrollment date to verify student arrival in the area after interviewing parents.
- Review prior year's COEs and NGS/MSIX data and follow up annually with families to verify their continuing residence and eligibility.
- Assess COEs for completeness, accuracy and eligibility using the COE Review Checklist.

- If upon review, recruiters determine that a COE is not complete and/or accurate, they must take the appropriate corrective action(s).
- Certain mistakes require that the recruiter return to the family to gather new information that will either establish or prohibit eligibility.
- Other mistakes can be corrected without further consultation with the family. Examples include misspellings, omission of a necessary comment, or lack of sufficient detail.
- Every effort must be made to adhere to timelines and requirements outlined in IMERP's document, *Requirements and Timelines: New Generation System and ID&R Data Flow*.
- Sign the COE to indicate that the recruiter believes the information received is accurate and that the recruiter is qualified to determine eligibility.
- Submit all COEs within **two (2) days** of completing them to the project's designated COE reviewer. Take all corrective actions requested by the Local Project COE Reviewer, Illinois Migrant Education Resource Project (IMERP) or the Illinois State Board of Education Division of English Language Learning (ISBE/DELL).

Local Project COE Reviewers' Responsibilities

- Reviewers are trained at least bi-annually by IMERP at the Annual ID&R Training and/or the Statewide Workshop.
- Provide feedback to ID&R staff on what is done properly and what needs improvement.
- Evaluate all COEs (100%) using the Interview Checklist within **two (2) days** of receipt from recruiters.
 - COEs that are determined to be complete and accurate are signed and dated by the COE Reviewer.
 - Photocopies of completed COEs are sent to IMERP - Princeville.
 - Original, completed COEs are filed at the local project site. COEs are properly numbered sequentially, by year; e.g. 15-16:1, 15-16:2, etc.
 - All original COEs are kept on file by the district in a place where they can be accessed for a period of 11 years.
 - Those COEs that the COE Reviewer determines to be incomplete and/or inaccurate are returned to the recruiter for correction.
- Refer cases to IMERP for further consultation when it is decided that additional steps must be taken to determine and/or document eligibility despite the recruiter having attempted to gather sufficient information from the family to make a final eligibility decision.
- Appeal eligibility determination(s) made by IMERP to ISBE, if necessary.
- Submit all reviewed COEs to Data Entry Specialist (DES) within **two (2) days** of review.

Local Project DES' Responsibilities

- Enter completed COEs into NGS within **two (2) business days** of receipt from COE Reviewer.
 - COEs with the names of new students for whom no record is found on NGS are sent (via fax or email) to IMERP-Princeville for generation of a unique student identification (USID) number. Upon receipt, the USID number is written on the original COE and re-sent to IMERP-Princeville in its completed form. The original COE is filed locally.
- Check all COEs for completeness and consistency with data in NGS.
 - Follow up on NGS Implementation Reviews sent back from IMERP-Princeville to correct any conflicting information.

3) Random COE Checks and Quality Control Initiative

Random inspections of completed COEs provide the best means of ensuring that only MEP-eligible children are recruited and served. Re-interviewing is conducted at two levels during each summer. IMERP, in consultation with ISBE, undertakes the first level of re-interviewing, and the sample for this level is taken from among all recruited children in the state. Local projects are expected to cooperate with designated re-interviewers by helping IMERP meet families and fulfill other responsibilities as necessary. Local MEP projects conduct the second level of re-interviews, and the sample for this level is taken from among all children recruited by each particular project. Details regarding re-interviewing at the local level follow.

Local Requirements:

- Inspect a random sample of COEs on file for face validity: Small/medium size projects inspect 3 COEs, Large projects inspect 10 COEs.
- By the 3rd week of the program, re-interview the children on the randomly-drawn sample of COEs to determine if they are MEP-eligible.
- Cease providing MEP services with MEP-funds to recruited ineligible students.

Local MEP Administrators' Summer Responsibilities

- Generate a sample of COEs to be re-interviewed from the website www.random.org
- Submit the sample of children to be re-interviewed to the State ID&R Coordinator to ensure that children sampled at the local level are not sampled again by the state re-interview initiative.
- Examine the COEs in the random sample to ensure that they are complete (all appropriate items contain information), accurate (no information is contradictory), and support MEP-eligibility.

- Select a local re-interviewer, who is *not* the recruiter who completed the COE, to:
 - Re-interview those families described on sampled COEs completed by the local recruiter(s).
 - Document on a daily report log those families that are re-interviewed, that are not available, that have moved or that have refused to be re-interviewed.
- Monitor re-interviewer progress by providing additional training, guidance and feedback as necessary.
- Make eligibility determinations based on analysis of the results of re-interviews.
- Notify in writing the families of any children who are found to be ineligible. The notification must state the grounds for ineligibility and convey that the child(ren) will no longer be served with MEP funds.
 - Inform IMERP-Chicago of eligibility determinations that have proven to be faulty. IMERP-Chicago will then withdraw ineligible children from NGS.
 - Maintain an inactive file of children who were recruited in the MEP and subsequently removed due to faulty eligibility determinations. These records must be maintained on file for 11 years. (Maintain in separate binder.)
- Ensure, to the extent possible, that the needs of misidentified children who are removed from the MEP are addressed with other (local, state and non-MEP federal) resources.

Local Administrators' Fall Responsibilities

- Begin Residency Verification on COEs after September 1 of the next school year. Complete by November 1.
- Check residency in IL of 0-2 year olds that will be turning 3 after September 1.
- Recruiters verify students from summer that are still in the area by contacting local school districts for confirmation of student enrollment in the current school year or by talking with parents.
- Ensure, to the extent possible, that school-aged migrant students who are in the state at the beginning of the school year enroll in local schools by connecting them with the resources necessary (for example, assisting the family with the enrollment process, making a referral to the local clinic to obtain a school physical, etc.).
- COEs are copied from the project's summer binder and are transferred to the fall binder for students who are resident in the area. Create a new binder for fall COEs.
- NGS Data Entry Specialist enters continuing enrollment into NGS once all students are verified.
- Copy of continuing enrollment sheet and COEs are sent to IMERP-Princeville.

Submitted by:

Signature

Date

Name of Administrator

Name of Program

NOTE: In the event that any MEP personnel believe the above described methods have proved insufficient for ensuring that all and only eligible children/youth are being recruited into or served by the IL MEP, that person should immediately contact IMERP/SBE so that the appropriate steps can be taken to investigate potential problems and thus further promote fidelity with MEP eligibility criteria.

V. Appendix

APPENDIX

1. Sample Recruiter Job Description
2. "What's in Season?" Chart
3. Helpful Internet Resources for ID&R
4. Sample Referral Reporting Form
5. Illinois ID&R Regions
6. End of Eligibility Report Sample
7. COE Family Report Sample
8. 2015 IDPH Migrant Labor Camps
9. OSY Student Profile
10. Spanish OSY Student Profile
11. French OSY Student Profile
12. Family Educational Rights and Privacy Act of 1974 (FERPA)
13. Illinois MEP Qualifying Activities
14. MEP Eligibility Checklist
15. Weekly MEP Recruiter Log
16. Acronyms Used in the MEP
17. Abbreviations
 - a. Mexican States
 - b. US States and Territories
- O. Spanish COE
- P. French COE

Sample Recruiter Job Description

Local projects are responsible for developing a recruiter job description that best corresponds to local needs and circumstances. The following recruiter duties should be considered when writing a recruiter job description.

- Attend ID&R Training and Statewide MEP Workshop to obtain recruiter certification.
- Identify the presence and location of migrant children/youth/families within the project's assigned recruitment area
- Recruit those identified MEP-eligible migrant children/youth within the area, and encourage children/youth and their parents/guardians to participate in program services.
- Accurately document facts establishing a child's eligibility on a Certificate of Eligibility (COE).
- Become knowledgeable about all Federal and State regulations pertinent to identification and recruitment by studying the ID & R Manual, attending training sessions, and participating in other opportunities for professional development.
- Participate in Quality Control measures as they relate to training, eligibility determinations, and documentation.
- Submit MEP documentation (COEs) to assigned COE reviewer within appropriate time limits.
- Communicate regularly with the State Identification and Recruitment Coordinator about ID & R initiatives.
- Canvas recruitment area for information about potentially-eligible migrant workers.
- Assist State Recruiter with ID&R as requested.
- Develop a recruitment network comprised of migrant families, employers, community institutions, health care and recreational facilities, libraries, religious organizations and social service agencies.
- Effectively collaborate with allied programs on joint outreach efforts including:
 - Migrant and Seasonal Head Start (MSHS)
 - Informing local MSHS staff of eligible children
 - Informing families about MSHS services
 - Informing local MSHS staff within the network of local recruitment partners
 - Community Health Partnership of Illinois (CHP)
 - Informing CHP of potentially eligible program beneficiaries
 - Informing families about services offered by CHP
 - Illinois Migrant Legal Assistance Project (IMLAP)
 - Collaborating with interns and staff attorneys on ID&R and referrals
 - You may request referrals from CHP, MLAP, and MSHS of potentially MEP-eligible children/youth and conduct interviews as necessary.

What's in Season?

	January	February	March	April	May	June	July	August	September	October	November	December
Aspies												
Artichokes												
Asparagus												
Beans												
Bell Peppers												
Berries												
Cabbage												
Carrots												
Cauliflower												
Cherries												
Corn												
Cucumbers												
Eggplant												
Garlic												
Grapes												
Greens												
Herbs												
Horseradish												
Leeks												
Lettuces												
Melons												
Nectarines												
Okra												
Onions												
Peaches												
Pears												
Pumpkins												
Radishes												
Rhubarb												
Sonch												
Sprouts												
Squash												
Strawberries												
Tomatoes												
Turnips												

Helpful Internet Resources for ID&R

The following Internet resources may be useful in supporting ID&R efforts:

Name of site/organization	Address/Link	Description/Comments
MANTA	www.manta.com	Provides detailed information on businesses. Allows users to perform refined searches by state and crop.
U.S. Department of Labor	www.icert.doleta.gov	Provides information on H-2A job orders.
Illinois Department of Agriculture	www.agr.state.il.us	Provides agricultural news and links to agricultural associations.
United States Department of Agriculture	www.fsa.usda.gov Link to <i>USDA-Illinois State Farm Service Agency</i> under <i>State Offices</i> tab	Illinois USDA site provides links to county offices that can provide useful information about local agriculture.
University of Illinois Extension	http://web.extension.uiuc.edu/state/	Comprehensive site about a variety of Illinois agricultural issues links to regional offices.
Apples and More	www.urbanext.uiuc.edu/apples/appleorchards.cfm	All apple orchards in Illinois organized by area.
Illinois Farm Direct	www.illinoisfarmdirect.org	Search farms and commodities by region.
Environmental Working Group's Farm Subsidy Database	www.ewg.org/farm/index.php?key=nosign	Find all farms and individuals in Illinois that receive federal subsidies.
Agricultural Businesses by State	http://agrinet.tamu.edu/agbus/ilsic.htm	"AgriNet is a service of the Texas A&M Agricultural Program developed to provide a single starting point to all agricultural resources on the Internet." (AgriNet.edu)
Illinois Farm Bureau	www.ilfb.org	Offers primarily financial information about agriculture.
National Agricultural Statistics Service	http://www.nass.usda.gov http://nassgeodata.gmu.edu/CropScape/	Provides timely, accurate, and useful statistics in service to U.S. agriculture.

Sample

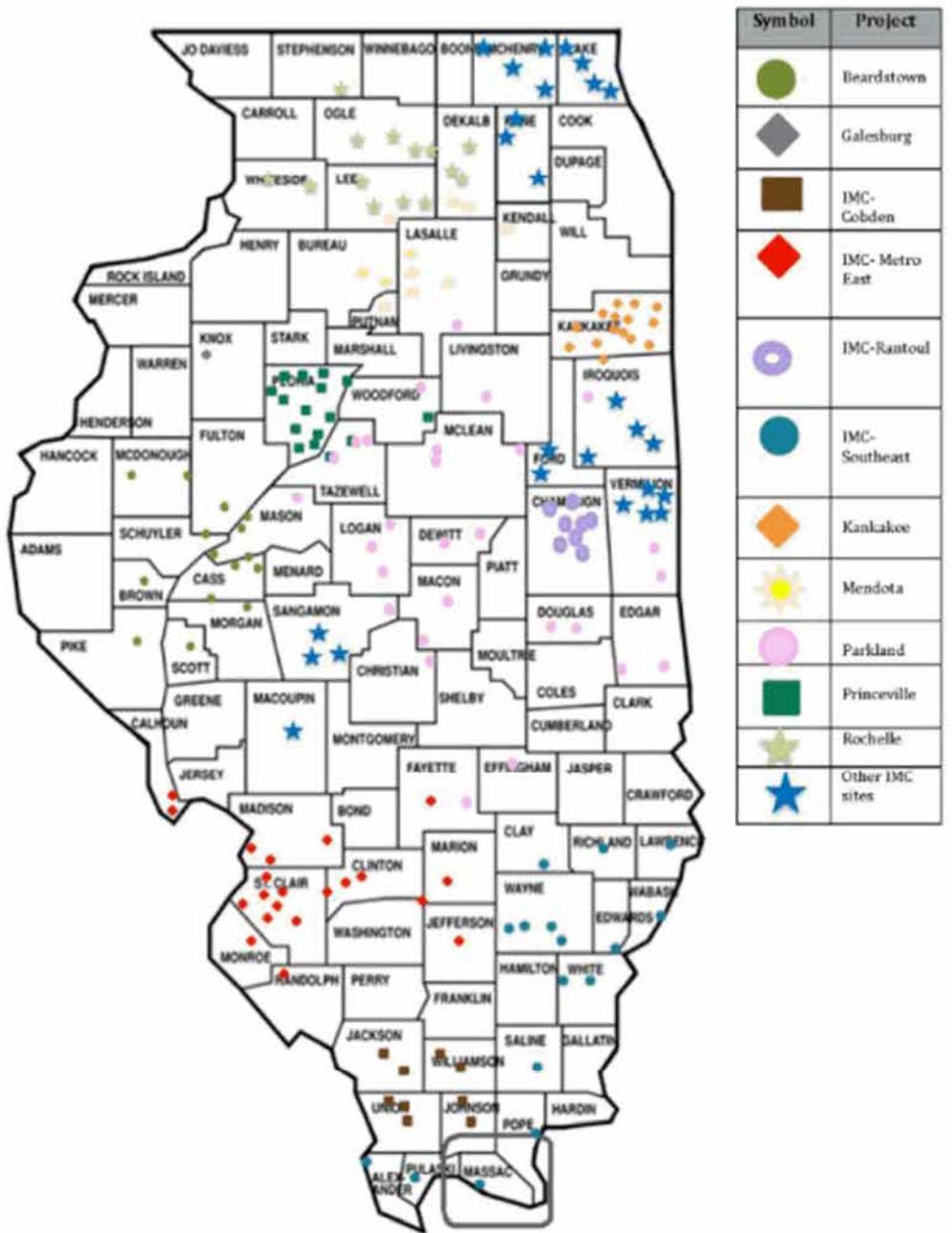
**Illinois Migrant Council
Migrant Education Program
Referral Reporting Form**

Site: _____ Date Submitted: _____

Date	Parent/Student Name	Agency Name	Purpose of Referral	Services Received (✓)
7/9/15	Fernin Chavez	Southside Mission	Obtain work shoes	✓
7/12/15	Mariela Chavez	Presbyterian Church	Access to the food bank	✓
7/15/15	Saul Chavez	Peoria County Health Dept.	Missing immunizations	✓
7/20/15	Jenny Paz	Illinois Central College	GED preparation program	
7/23/15	Lorena Garza	Migrant & Seasonal Head Start	Pre-school care	

Illinois MEP Identification and Recruitment Regions

Each IL MEP project is responsible for conducting ID&R in a particular region of the state. The IL MEP recruitment regions, and the qualifying activities that take place within them, are delineated in the Illinois Recruitment Map and accompanying *Illinois ID&R Towns and Counties 2015-2016* document.



Illinois ID&R Towns and Counties 2015-2016

Symbol	Project	Counties	Current Towns	Alton County	Summer 2016 Initiative
	Beardstown	Cass, Schuyler, Mason, Fulton, Morgan, Hancock, McDonough	Astoria, Achland, Beardstown, Carthage, Havana, Jacksonville, Macomb, Matanzas Beach, Rushville, Virginia	Arenzville, Ashland, Beardstown, Bluff Springs, Chandlerville, Hager, Philadelphia, Virginia	Cass County: Arenzville, Chandlerville, Philadelphia Pike County: Pittsfield Scott County: Winchester Brown County: Mt. Sterling
	IMC-Cobden	Union, Jackson, Johnson, Williamson	Alto Pass, Anna, Carbonado, Cartersville, Cobden, Goreville, Marion, Murphyboro, Vienna	Alto Pass, Anna, Balcom, Cobden, Dongola, Jonesboro, Lick Creek, Mill Creek, Saratoga, Wolf Lake	
	IMC-Galesburg	Monk	Galesburg	Albionton, Altona, Dahlida, East Galesburg, Elba Center, Gilson, Henderson, Groves, Knoxville, Maquon, Ontario, Rio, St. Augustine, Truro, Victoria, Waga, Williamsfield, Yates City	
	IMC Metro East	Calhoun, Greene, Madison, St. Clair, Monroe, Randolph, Washington, Clinton, Marion, Jefferson	Albert, Alorton, Belleville, Breese, Caseyville, Centralia, Collinsville, Dupu, Fairmount City, Freeburg, Granite City, Golden Eagle, Highland, Millstadt, Mt. Vernon, New Baden, Red Bud, Salem, Watertown		
	IMC-Rantoul	Champaign	Champaign, Rantoul, Urbana	Alorton, Bondville, Broadlands, Champaign, Fisher, Fountain, Gifford, Homer, Irredale, Lake of the Woods, Longview, Ludlow, Mahomet, Ogden, Pesotum, Phila, Rantoul, Royal, Sadorus, Savoy, Sidney, St. Joseph, Thomasboro, Tolono, Urbana	Champaign County: Frazier, Gifford, Ludlow, St. Joseph, Thomasboro
	IMC-Southeast	Clay, Richland, Lawrence, Wayne, Edwards, Wabash, White, Saline, Massac	Barnhill, Carmi, Enfield, Fairfield, Fira, Grayville, Harrisburg, Kennes, Lawrenceville, Metropolis, Mount Carmel, Olney, Wayne City		
	Kankakee	Kankakee	Bourbonnais, Bradley, Chebanse, Kankakee, Momence, St. Anne	Arroma Park, Bondfield, Bourbonnais, Bradley, Bourbonnais, Cabery, Essex, Grant Park, Herzbar, Hopkiss Park, Irwin, Kankakee, Manteno, Momence, Reddick, St. Anne, Sun River Terrace, Union Hill	Kankakee County: Bondfield, Buckingham, Cabery, Essex, Grant Park, Irwin, Manteno, Reddick, Sun River Terrace, Union Hill

Symbol	Project	Counties	Current Towns	Home County	Summer 2016 Initiative
	Mendota	LaSalle, Putnam, Bureau	DePue, LaSalle, Mendota, Princeton, Spring Valley, Peru	Cedar Point, Dana, Earlville, Grand Ridge, Kangley, LaSalle, Leland, Leonore, Lontant, Marshall, Mendota, Naplate, North Utica, Oglesby, Ottawa, Peru, Ransom, Ruland, Sheridan, Streator, Tonica, Troy Grove	Putnam County; McHabb, Lee County; West Brooklym DeKalb County; Sandwridh, Somonauk, Kendall County; Plano
	Parkland	Douglas, Vermillion, Iroquois, Tazewell, Livingston, McLean, Logan, Dewitt, Effingham	Atlanta, Arcola, Bloomington-Normal, Blue Mound, Cisma Park Clinton, Cropsey, Danville, Decatur, Effingham, El Paso, Farina, Farmer City, Georgetown, Gibson City, Gilman, Goodfield, Hinsbooro, Illinois, Kansas, Lincoln, Manito, Minook, Morton, Moweaqua, Mt. Pulaski, Paris, Paxton, Pebin, Pontiac, Sibley, Strawn, Streator	Atlanta, Arcola, Bloomington-Normal, Blue Mound, Cisma Park Clinton, Cropsey, Danville, Decatur, Effingham, El Paso, Farina, Farmer City, Georgetown, Gibson City, Gilman, Goodfield, Hinsbooro, Illinois, Kansas, Lincoln, Manito, Minook, Morton, Moweaqua, Mt. Pulaski, Paris, Paxton, Pebin, Pontiac, Sibley, Strawn, Streator	Any towns where there are leads, as long as time permits and there are no budget constraints.
	Princeville	Peoria, Marshall, Woodford	*Served by Parkland (Summer) & Princeville (Regular) *El Paso, Eldstein, Laura, *Morton, *Pebin, Peoria, Princeville	Bartonville, Bellevue, Brimfield, Chaliceoche, Dunlap, Edolstein, Edwards, Elmwood, Glasford, Hanna City, Hollis, Kingston Mines, Laura, Napleton, Peoria Heights, Princeville, Rome, Trivoli	Peoria County; Bartonville, Brimfield, Chaliceoche, Dunlap, Elmwood, Glasford, Hanna City, Napleton, Peoria Heights, Trivoli
	NIU-Rochelle	Ogle, DeKalb, Lee, Whiteside	*Served by Parkland (Summer) & Princeville (Regular) Amboy, Atbton, Compton, Creston, DeKalb, Dixon, Malta, Morrison, Pavr, Pavr, Rochelle, Rock Falls, Steward, Waterman	Adeline, Byron, Creston, Davis Junction, Forrester, Hillcrest, Leaf River, Monroe Center, Mount Morris, Oregon, Polo, Rochelle, Stillman Valley, White Rock, Woonung	Ogle County; Byron, Oregon, Stillman Valley, Stephanois County; Davis Junction
	Other IMC sites	Ford, Sangamon, Vermillion	Gibson City, Hoopston, Loda, Paxton, Springfield		Sangamon County; Chatham, Concord, Macoupin County; Carlinville, Vermillion County; Alvin, Armstrong, Cheneyville, McHenry County; Harvard, Huntley, Spring Grove, Woodstock, Kane County; Aurora, Burlington, Hampshire, Lake County; Antioch, Deerfield, Mendon, Round Lake Beach

*Towns highlighted in yellow and bolded are towns in Home Counties where projects historically conduct ID&R efforts.

End of Eligibility Report

End of Eligibility Report									
State: IL									
Region: 46									
School Year: 2014/2015									
As of May 11, 2011									
Grade Level	USID	Student Name	Mother's Name	SSID	Birth Date	QAD	Generation Date		
P2	76475772DF	LEGA, EDGLIANO	FERNANDEZ, JENIA	ILCOBJ	11-06-2011	02-12-2012	11-18-2014		
Total:		1							
3	33880502KJ	BURILLO, MARCEL SALVADOR	BURILLO, YOLANDA	ILSHYT	01-16-2006	07-15-2012	01-12-2015		
Total:		1							
4	65541751KX	HERNANDEZ, GUILLERMO	RODRIGUEZ, ROSA	ILNOFY	08-02-2005	02-12-2012	11-18-2014		
Total:		1							
5	56930559AZF	ESPINOZA, MIGUEL	RILLEGAS, GRACIELA	ILJ7WP	09-11-2003	05-15-2012	11-18-2014		
Total:		1							
7	38938725XA	ESPINOZA, MARIA GUADALUPE	RILLEGAS, GRACIELA	ILVOMK	05-21-2000	05-15-2012	11-18-2014		
7	75075559YGE	CURILLO, ANDREA NICOLE	CURILLO, YOLANDA	ILSHYT	09-15-2002	07-15-2012	01-12-2015		
Total:		2							
9	890051190M	BAENZ, ALEXIS MARIE	MURILLO, YOLANDA	ILVYVR	03-29-1998	07-15-2012	01-12-2015		
Total:		1							
10	4558898BUCS	ESPINOZA, ANTONZO	VILLEGAS, GRACIELA	ILQMMH	10-18-1997	05-15-2012	11-18-2014		
10	1315154T0Z	ESPINOZA, JOSE PASCUAL	VILLEGAS, GRACIELA	ILQMMH	05-26-1997	05-15-2012	11-18-2014		
10	110157533PA	PERMTEL, MARIA GUADALUPE	COYAMBRIAS PERMTEL, ARACELI	ILQMMH	11-21-1999	03-11-2012	11-18-2014		
Total:		3							



Illinois Department of Public Health

Environmental Health

Pat Quinn, Governor

Migrant Labor Camps
Updated by IDPH June 2015

Camp Location	Open From: Open To: Occupancy:
Cass County	
Budget Inn 9457 IL 125 Beardstown, IL	June 25 August 15 (Formerly listed as a camp) 40 workers
Champaign	
Golfview Village 620 Willow Pond Road Rantoul, IL 61866 (217) 893-0101	(Formerly listed as a camp)
Golden Meadows – Various Campus Apartments 3274E 800N Road (Property Management) Champaign, IL 61820	June 30 August 10 (Formerly listed as a camp) 100 workers
Garden Village Apartments 2000 North Mattis Champaign, IL 61866	July 1 August 10 (Formerly listed as a camp) 80 workers
International, Inc. 1507 East Washington Urbana, IL 61802	July 1 August 10 (Formerly listed as a camp) 160 workers
Value Place 1212 West Anthony Drive Champaign, IL 61821 (217) 359-5499	July 1 August 15 (Formerly listed as a camp) 60 workers
Nightingale Camp 100 Nightingale Rantoul, IL 61866 (216) 893-9003	June 15 October 15 450 workers
Clinton	
Home Nursery Housing Camp 5900 Nursery Road Albers, IL 62215 (618) 248-5194	January 1 December 31 88 workers

Coles	
Lakeland Apartments 4213 Lakeland Boulevard Mattoon, IL 61938 (217) 752-6706	June 27 August 10 (Formerly listed as a camp) 44 workers
Douglas	
Whisnand's 350 - 4Th Street Hindsboro, IL 61930 (217) 268-3714	June 20 August 20 55 workers
Jackson	
Echo Valley 144 Peach Rd. Carbondale, IL 62903 (618) 684-2471	June 15 October 20 40 workers
Jefferson	
Frey Produce Bluford 22574 E Divide Road Bluford, IL 62814	March 15 November 1 28 workers
Johnson	
Larry Trover Produce 990 Gilead Church Road Vienna, IL 62995 (618) 658-5100	June 25 September 15 40 workers
Kane	
Klein's Quality Produce Llc P O Box 219 - 11N590 Lawrence Rd Burlington, IL 60109 (847) 650-3060	May 1 October 31 12 workers
Wilson Nurseries Inc. , Camp #1 15N085 Brier Hill Rd Hampshire, IL 60140 (847) 683-9216	March 1 December 5 (Formerly listed as a camp) 48 workers
Lawrence	
Mr. K's Motel 407 State Street Lawrenceville, IL 62439	June 20 October 31 46 workers
Livingston	
Fiesta Motel 951 W. Reynolds Street Pontiac, IL 61764 (815) 844-7103	June 12 July 17 85 workers
Madison	
Keller Farms Camp 435 South Bluff Road Collinsville, IL 62234 (618) 344-8623	October 8 June 1 35 workers

Macon	
Camp Decatur 1730 N. Water St. Decatur, IL 62522	June 22 August 31 95 workers
Mason	
Camp Havana 1020 East Laurel Avenue Havana, IL 62644 (309) 543-4407	June 25 August 15 (Formerly listed as a camp)
McLean	
Young America – Beck's Hybrids 801 S. University Normal, IL 61761 (309) 454-2338	June 1 August 31 225 workers
Morgan	
Camp Jacksonville 1111 East Morton Avenue Jacksonville, IL 62650 (217) 245-2187	June 25 August 15 90 workers
Peoria	
Camp Pekin Florence Avenue Pekin, IL (217) 486-2211	June 6 August 30 53 workers
Seneca Foods Corp 606 S. Tremont Princeville, IL 61559 (309) 385-4301	April 15 November 10 94 workers
Sangamon	
Camp Springfield 301 & 333 Milton Springfield, IL 62704	June 1 October 30 (Formerly listed as a camp) 240 workers
Camp Mechanicsburg 11380 Darnell Road Mechanicsburg, IL (217) 486-2211	June 22 August 31 (Formerly listed as a camp) 50 workers
St. Clair	
Eckert's Lakeside 1350 White Oaks Club Road Freeburg, IL 62243 (618) 233-0513	February 1 December 15 18 workers
Bluff View Farm Camp 2197 N 81St Caseyville, IL 62232 (618) 910-0328	March 15 October 1

Union	
Flamm Camp 8760 Old Hwy 51N Cobden, IL 62920	March 20 October 10 64 workers
Rendleman Orchards 9680 State Hwy. 127N, P.O. Box 159 Alto Pass, IL 62905 (618) 893-2771	May 15 November 1 (Formerly listed as a camp) 24 workers
Vermillion	
J&S Agriculture Various Addresses Company Office 415 Panola Georgetown, IL 61846 (217) 918-4428	June 25 August 10 40 workers
Wayne	
Frey Produce - Barnhill Camp US Hwy 45S Barnhill, IL 62809	March 15 November 1 26 workers
Frey Produce - Oak Grove School Highway 242 On CR 100N Keenes, IL 62851 (618) 648-2457	June 1 November 10 68 workers

Please note: This is not a complete list of the migrant camps in the state of Illinois. If you identify other migrant camps in your area, notify the State Identification & Recruitment Coordinator.

Strategies, Opportunities, and Services for Out-of-School Youth (SOSOSY)
OSY STUDENT PROFILE

Date:		MEP Project Region:		COE# or MEP ID:																																	
Name:		<input type="checkbox"/> Male <input type="checkbox"/> Female		Age:																																	
Address/Camp:		Phone:		Optional: How long is youth planning on being in the area?																																	
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Last grade attended? (Check)		When?																																	
English oral language proficiency: <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> 1 st grado/primer grado de primaria <input type="checkbox"/> 2 nd grado/segundo de primaria <input type="checkbox"/> 3 rd grado/tercero de primaria <input type="checkbox"/> 4 th grado/cuarto de primaria <input type="checkbox"/> 5 th grado/quinto de primaria <input type="checkbox"/> 6 th grado/sesto de primaria		<input type="checkbox"/> 7 th grado/primer grado de secundaria <input type="checkbox"/> 8 th grado/segundo de secundaria <input type="checkbox"/> 9 th grado/tercero de secundaria <input type="checkbox"/> 10 th grado/primer y segundo semestres de preparatoria (Bachillerato) <input type="checkbox"/> 11th grado/tercer y cuarto semestres de preparatoria (Bachillerato) <input type="checkbox"/> 12th grado/cuarto y sexto semestres de preparatoria (Bachillerato)																																	
Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:		Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:		Advocacy Needs: <input type="checkbox"/> Legal <input type="checkbox"/> Childcare <input type="checkbox"/> Translation/Interpretation <input type="checkbox"/> Other:																																	
Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:																																			
Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Availability: (Check)																																			
		<table border="1"> <thead> <tr> <th></th> <th>Su</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Afternoon</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evening</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Su	M	T	W	Th	F	Sa	Morning								Afternoon								Evening									
	Su	M	T	W	Th	F	Sa																														
Morning																																					
Afternoon																																					
Evening																																					
At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:		Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> HEP <input type="checkbox"/> Adult Basic Education <input type="checkbox"/> Other:		<input type="checkbox"/> Health education <input type="checkbox"/> Job training <input type="checkbox"/> Career exploration <input type="checkbox"/> ESL <input type="checkbox"/> Life skills <input type="checkbox"/> PASS <input type="checkbox"/> MP3 player <input type="checkbox"/> CAMP																																	
Comments:																																					

Las Estrategias, Oportunidades y Servicios para los Jóvenes Fuera de la Escuela (SOSYS)
Perfil del Estudiante OSY

Fecha:		Región del Proyecto MEP:		COE# o MEP ID:	
Nombre:		Teléfono:		Edad:	
Dirección:		Opcional: ¿Cuánto tiempo está el joven planeando en permanecer en el área?		Opcional: ¿Cuánto tiempo está el joven planeando en permanecer en el área?	
Tiene acceso a transportación? <input type="checkbox"/> Sí <input type="checkbox"/> No (Indique)		El último grado que asistió? <input type="checkbox"/> 1º grado/primero de primaria <input type="checkbox"/> 2º grado/segundo de primaria <input type="checkbox"/> 3º grado/tercero de primaria <input type="checkbox"/> 4º grado/cuarto de primaria <input type="checkbox"/> 5º grado/quinto de primaria <input type="checkbox"/> 6º grado/sextodo de primaria <input type="checkbox"/> 7º grado/séptimo de primaria <input type="checkbox"/> 8º grado/segundo de secundaria <input type="checkbox"/> 9º grado/tercero de secundaria <input type="checkbox"/> 10º grado/cuarto de secundaria <input type="checkbox"/> 11º grado/quinto de secundaria (Bachillerato) <input type="checkbox"/> 12º grado/sextodo de secundaria (Bachillerato)		Cuando? Donde?	
Necesidades de salud: <input type="checkbox"/> Médico <input type="checkbox"/> Visión <input type="checkbox"/> Derrital <input type="checkbox"/> Urgente <input type="checkbox"/> Otro:		Necesidades de apoyo: <input type="checkbox"/> Legal <input type="checkbox"/> Cuidado de los niños <input type="checkbox"/> Traducción/interpretación <input type="checkbox"/> Otro:		Necesidades de apoyo: <input type="checkbox"/> Legal <input type="checkbox"/> Cuidado de los niños <input type="checkbox"/> Traducción/interpretación <input type="checkbox"/> Otro:	
Vivienda – el joven vive con: <input type="checkbox"/> Con un "crew" <input type="checkbox"/> Con sus padres/familia <input type="checkbox"/> Con amigos <input type="checkbox"/> Con cónyuge y los niños <input type="checkbox"/> Solo		Razón por la cual dejó la escuela: <input type="checkbox"/> Falta de créditos <input type="checkbox"/> Necesidad de trabajar <input type="checkbox"/> Falta de prueba estatal <input type="checkbox"/> Otro:		Razón por la cual dejó la escuela: <input type="checkbox"/> Falta de créditos <input type="checkbox"/> Necesidad de trabajar <input type="checkbox"/> Falta de prueba estatal <input type="checkbox"/> Otro:	
Interés expresado en: <input type="checkbox"/> Aprender inglés <input type="checkbox"/> Entrenamiento del trabajo <input type="checkbox"/> GED <input type="checkbox"/> Obtener su diploma <input type="checkbox"/> No está seguro <input type="checkbox"/> No tiene intereses <input type="checkbox"/> Otro:		Disponibilidad: (Marque)		Disponibilidad: (Marque)	
Durante la entrevista el joven recibió: <input type="checkbox"/> Materiales educativos <input type="checkbox"/> Servicios de apoyo <input type="checkbox"/> Bolsa de bienvenida OSY <input type="checkbox"/> Referencia(s) (incluir en comentarios) <input type="checkbox"/> Otro:		Disponibilidad: (Marque)		Disponibilidad: (Marque)	
Comentarios:		Disponibilidad: (Marque)		Disponibilidad: (Marque)	

**Stratégies, Opportunités, et Services pour Jeunes Décolarisés (SOJD)
Profil de l'étudiant JD**

Date :		Projet régional PEM :		n° COE ou identifiant PEM :																																				
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Family Educational Rights and Privacy Act of 1974 (FERPA)

The Illinois Migrant Education Program's (MEP) places emphasis on ensuring that parents/guardians or self-eligible youth understand the significance of the Family Educational Rights and Privacy Act of 1974 (FERPA²). It is required that the parent/guardian or eligible youth sign the COE (Section H). This signature indicates that the recruiter has explained the rules of FERPA during the recruitment interview.

Below are the principal components of FERPA that need to be explicitly stated during the recruitment interview:

- FERPA is a federal law that protects the privacy of student education records.
- It applies to all educational agencies (schools, institutions, etc.) that receive funding under programs administered by the U.S. Department of Education.
- FERPA allows parents/guardians or eligible youth to review the student's educational records that are maintained by the school.
- It allows parents/guardians or eligible youth to request that an education agency correct students' records which they believe to be mistaken or inaccurate.
- FERPA imposes certain restrictions and freedoms on the educational agency's ability to transfer student records.
 - Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.
 - However, FERPA allows schools to release records without a parent's or eligible student's consent under the following circumstances:
 - A local educational agency is able to transfer records among its own officials.
 - A local educational agency is able to transfer records to other agencies where the student seeks or intends to enroll.
 - A local educational agency is able to transfer records in an electronic format to another State or local operating agency.
 - For those students recruited into the MEP, FERPA allows records to be transferred from local education agencies to other agencies that work in collaboration with the MEP to provide services for MEP students.

Communicating these FERPA rules to parents and self-eligible youth allows them to be better informed about their rights vis-à-vis the school and more knowledgeable about the requirements of schools regarding student records.

² FERPA is discussed in Section 444 of the General Education Provisions Act.

Illinois MEP Qualifying Activities

A child or spouse of a migrant worker, or a worker him/herself, must, among other requirements, be engaged in a qualifying work activity in order to be considered MEP-eligible.

A qualifying agricultural activity is:

- 1) any activity directly related to the production or initial processing of crops, dairy products, poultry, or livestock;
- 2) any activity directly related to the cultivation or harvesting of trees; or any activity directly related to fish farms.

Common qualifying agricultural activities that take place in Illinois are listed below. This is not a complete list; rather, it provides examples of work activities that recruiters are likely to encounter. A worker's qualifying activity is recorded in Section A on the COE.

Crop / Commodity	Activity
Corn	Detasseling; Preparing corn fields; Planting; Cultivating; Sorting seed corn
Apples / Peaches / Fruits	Picking; Packing
Pumpkins	Picking; Sorting; Packing; Cleaning
Vegetables	Picking; Packing; Planting; Cultivating
Trees, flowers and sod	Planting; Harvesting; Rolling sod
Meat (pork, beef, chicken, turkey)	Killing, Cutting, Packing
Dairy	Milking cows

Examples of **non-qualifying** production and processing activities include the following:

1. Landscaping	2. Clerical services
3. Selling an agricultural or fishing product	4. Repairing or maintaining equipment used for production or processing
5. Transporting a product beyond the processing plant/shed/warehouse/silo	6. Cleaning or sterilizing farm machinery or processing equipment
7. Managing a farm or processing plant	8. Providing babysitting or child care services for farmworkers
9. Accounting/Bookkeeping services	10. Working at a restaurant

MEP Eligibility Checklist:

Determining Migrant Education Program Eligibility

Instructions

The MEP Eligibility Checklist assists the recruiter to gather the information needed to determine MEP eligibility in a systematic and organized manner. It is the screening mechanism that helps determine that children are indeed MEP-eligible before completion of the COE begins. This tool is most effective if all questions on the Checklist are asked in the order that they appear. If there is sufficient evidence that a family's children (or a self-eligible youth) are MEP-eligible after completing the Checklist, the recruiter should proceed with completing a COE.

Basic Migrant Child Eligibility Factors

Age

- The child is younger than age 22

School Completion

- The child does not have a U.S. high school diploma or GED

Move

- The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher
- The move was from one school district to another
- The move was a change from one residence to another residence
- The move was due to economic necessity
- The move occurred within the past 36 months

Purpose of Move

- One purpose of the worker's move was to seek or obtain qualifying work

Qualifying Work

- The worker sought or obtained temporary or seasonal employment in agricultural or fishing work (picking, packing, harvesting, raising, planting fruits, vegetables, or meats/animals).

Acronyms Used in the MEP

CAMP	=	College Assistance Migrant Program
CHP	=	Community Health Partnership of Illinois
CNA	=	Comprehensive Needs Assessment
COE	=	Certificate of Eligibility
ELL	=	English Language Learner
ESEA	=	Elementary and Secondary Education Act
ESSA	=	Every Student Succeeds Act
FERPA	=	Family Education Rights and Privacy Act of 1974
FY	=	Fiscal Year
GED	=	General Educational Development
HEP	=	High School Equivalency Program
ID&R	=	Identification and Recruitment
IMC	=	Illinois Migrant Council
IMERP	=	Illinois Migrant Education Resource Project
IMLAP	=	Illinois Migrant Legal Assistance Project
IPC	=	Illinois Poison Center
ISBE	=	Illinois State Board of Education
LEP	=	Limited English Proficiency
LEA	=	Local Education Agency
LOA	=	Local Operating Agency
MEP	=	Migrant Education Program (Title 1, Part C)
MSHS	=	Migrant and Seasonal Head Start
MSIX	=	Migrant Student Information Exchange
NASDME	=	National Association of State Directors of Migrant Education
NCLB	=	No Child Left Behind Act of 2001
NGS	=	New Generation System
NRG	=	Non-regulatory Guidance
OME	=	Office of Migrant Education
OS/OSY	=	Out-of-School Youth

PASS	=	Portable Assisted Study Sequence
PFS	=	Priority For Service
QAD	=	Qualifying Arrival Date
SDP	=	Service Delivery Plan
SEA	=	State Education Agency
SOSOSY	=	Strategies, Opportunities, and Services for Out-of-School Youth Consortium
TMIP	=	Texas Migrant Interstate Program
USDE	=	United States Department of Education
WIA	=	Workforce Investment Act
WIC	=	Women, Infants and Children Program

Abbreviations

Mexican States

Aguascalientes	AG	Morelos	MR
Baja California	BN	Nayarit	NA
Baja California Sur	BS	Nuevo León	NL
Campeche	CM	Oaxaca	OA
Chiapas	CS	Puebla	PU
Chihuahua	CH	Querétaro	QE
Coahuila	CU	Quintana Roo	QI
Colima	CL	San Luis Potosí	SL
Durango	DG	Sinaloa	SI
Distrito Federal	DF	Sonora	SO
Guanajuato	GT	Tabasco	TB
Guerrero	GR	Tamaulipas	TM
Hidalgo	HG	Tlaxcala	TL
Jalisco	JA	Veracruz	VE
México	MX	Yucatan	YU
Michoacán	MC	Zacatecas	ZA

U.S. States/Territories

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
American Samoa	AS	Nevada	NV
Arizona	AZ	New Hampshire	NH
Arkansas	AR	New Jersey	NJ
California	CA	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Northern Mariana Islands	MP
Federated States of Micronesia	FM	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Palau	PW
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Marshall Islands	MH	Virgin Islands	VI
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

CERTIFICADO DE CUMPLIMIENTO CON LOS REQUISITOS DEL PROGRAMA DE EDUCACIÓN MIGRANTE - JUNTA DE EDUCACIÓN DEL ESTADO DE ILLINOIS
 Año Escolar 20____ - 20____
 R de COE (año y número)

NOMBRE DEL DISTRITO Y NUMERACIÓN: _____

NOMBRE DEL MENOR (Apellido y nombre)	ORIGEN ÉTNICO 1. Hispano/Latino (H/L)	2. Lugar de nacimiento (Marque una X solo en un cuadrado si el lugar aplica (seleccionado))				3. Fecha de nacimiento	4. Sexo	5. País de nacimiento	6. País de nacimiento en 2015
		7. América	8. Región administrativa	9. Norte, América del Sur o África	10. Otro país				
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II. VERIFICACIÓN DE CONTINUIDAD DE RESIDENCIA (1 de Septiembre - 31 de Agosto)

Año Escolar	Fecha de verificación de Residencia	Programa Educacional	Presencia	Fuente de Verificación	Fecha de la Presencia que aplica la Verificación	Fecha presentada

3. PUBLICACIÓN DE LA INFORMACIÓN

Declaro que he leído y comprendido los requisitos para el Programa de Educación Migrante (MEP), sus servicios, la Transfendencia de registros escolares y la Ley de Privacidad y Derechos (Educación Familiar) (FERPA), por sus siglas en inglés). Por medio de la presente autorizo a este distrito escolar, a la Junta de Educación del Estado de Illinois (JEE) por sus siglas en inglés) y al Sistema de Nueva Generación (NGL) por sus siglas en inglés) a publicar, utilizar y hacer público, transferir por medio de registros educativos) de salud de los hijos, incluyendo registros de vacunación) y resultados estandarizados de exámenes, los datos de otros datos, agencia educativa y otros registros pertinentes. Estoy de acuerdo a la ley, confidencialidad bajo las regulaciones de FERPA, sus modificaciones y leyes estatales y federales que rigen la privacidad de la información. Los datos de los estudiantes que se recopilan en el programa de Educación Migrante (MEP) por ISMC, el Consejo Migrante de Illinois (IMC) por sus siglas en inglés), College Assistance Migrant Program (CAMP), High School Equivalency Program (HSEP), el Programa de Migrante Escolar (ESEP) (BSEP), el programa de Migrante B Secondary Head Start (MHSB) y programas subvencionados para niños.

Firma: _____ Fecha presentada: _____
 Firmado por: _____ Fecha presentada: _____

ISBE 20-81 (8/15)

APPENDIX F:

Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor's Office

Comparison of Accountability Recommendations on the ESSA State Plan for Illinois

ISBE has approached the development of the ESSA State Plan for Illinois as an opportunity to hear from the field and those interested in public education. This opportunity has assisted ISBE staff in refining their thinking in order to develop a state plan that is durable and representative of thinking of stakeholders throughout Illinois. For the purposes of this document, that thinking comes both from those with an interest in developing a state plan that meets the needs of the whole child and from those with technical expertise in accountability. Moreover, it is only through the deep and ongoing consideration of the ideas from stakeholders as well as the recommendations contained herein from the Illinois balanced Accountability Measure workgroup (IBAM) and Governor Rauner, that ISBE staff is able to provide its recommendations. So too, ESSA requires states agencies to review, revise, and renew their state plan no less than every four years.

The overarching purpose of the accountability system in ESSA is to provide parents, caregivers, and the general public insight into school performance as well as identify schools that require additional support. This insight is premised upon specific goals approved the Illinois State Board of Education in September 2015: More specifically, the following serve as the long-term goals for the ESSA State Plan for Illinois:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

In draft #3, ISBE identified that a 15-year timeline will be used, with a three-year benchmark period, in order to establish interim goals. The Department of Education (ED) has indicated that both long-term and interim goals should be based upon the new accountability system a state is developing for the purposes of ESSA.

This document contains the recommendations of ISBE staff, the Illinois Balanced Accountability Measure workgroup (IBAM), and Governor Rauner. In particular, IBAM received recommendations from the P20 Council and the Technical Steering Committee in the development of their recommendations. ESSA also requires that the Governor receive a 30-day review period in which to develop recommendations. The recommendations of Governor Rauner as of February 21, 2017, are included.

The specific recommendations in this document focus in the following areas: 'n' size, overall weighting between academic indicators and school quality/student success indicators, weighting of the academic indicators, identification of a growth metric, identification of school quality/student success indicators, weighting of the school quality/student success indicators, and levels of student performance.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
'n' size	20	30	10
Overall Weighting between academic indicators and school quality/student success indicator	75% Academic Indicators 25% School Quality Indicators	51% Academic Indicators 49% School Quality Indicators	80% Academic Indicators 20% School Quality Indicators
Weighting of academic Indicators	<p>P-8 (75%)</p> <ul style="list-style-type: none"> Academic Attainment¹ – 20% Academic Growth² – 50% EL Proficiency³ – 5% <p>9-12 (75%)</p> <ul style="list-style-type: none"> Academic Attainment – 20% Graduation Rate⁴ – 50% EL Proficiency – 5% 	<p>P-8 (51%⁵)</p> <ul style="list-style-type: none"> Academic Attainment Academic Growth EL Proficiency – no more than 15% <p>9-12 (51%)</p> <ul style="list-style-type: none"> Academic Attainment Graduation Rate EL Proficiency – no more than 15% 	<p>K-8 (80%)</p> <ul style="list-style-type: none"> Academic Attainment – 20% Academic Growth – 50% EL Proficiency – 5% [Science]⁶ – 5% <p>9-12 (80%)</p> <ul style="list-style-type: none"> Academic Attainment – 15% [Growth]⁷ – 50% Graduation Rate – 5% EL Proficiency – 5%

¹ ESSA requires that academic attainment is measured in ELA and Mathematics.

² Insofar as growth receives over twice as much weight as attainment in the accountability system, ISBE will provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F scale. The different levels for the growth designation will be determined by the Technical Advisory Council.

³ As suggested by stakeholder and recommended by the Governor, ISBE will use a five-year timeline for proficiency, this timeline will begin no earlier than first grade (students can receive services in P and K settings), and proficiency will be calculated using a growth to proficiency metric. Also, ISBE will follow former and report on former ELs through grade 12.

⁴ Until a means of measuring growth is established in grades 9-12, ISBE recommends comparing ninth grade on track by cohort to graduation rate. Schools that have 90% or greater of 9th grade student on-track and, in four years, graduate 90% or more of those students will receive the highest designation. Schools in which the graduation rate is below 67% will be eligible for comprehensive support and receive the designation indicating this eligibility regardless of the percentage of the ninth grade cohort on-track.

⁵ The IBAM report indicated that members were not able to reach a consensus on weighting. However, members did believe that the weight between the required academic indicators should be distributed and not equal among required indicators.

⁶ Proposed for inclusion after the Illinois Science Assessment has undergone standard setting.

⁷ ESSA does not require that growth is measured in grades 9 – 12. However, Illinois stakeholders have made it clear that a way of measuring growth is important and P20 recommended that the administration of a second high school assessment is the most accurate way to achieve this. Moreover, the Governor's proposal places the greatest value on student growth. In order to measure this, the state must invest in a yearly high school assessment. Governor Rauner will commit to finding the funds to pay for this assessment.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
			<ul style="list-style-type: none"> [Science] – 5%
Growth Metric	Simple linear regression model (i.e., current test scores are regressed on last year's test scores). ⁸	Regression model	Student Growth Percentiles and Growth to Proficiency/Target

⁸ During the first three years of implementation (2017-2018 school year through 2019-2020 school year), ISBE will also run different statistical treatments on data in order to ensure/identify the most appropriate treatment once there is stable data (e.g., HLM, growth to proficiency, value tables, student growth percentiles). ISBE recommends simple linear regression as there is a lack of prior year data as well as lack or similar performance levels across the various assessments administered in Illinois. Simple linear regression can more easily support these limitations as the accountability system is first implemented.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
Identification of School Quality/School Success Indicators⁹	<p>P-8¹⁰</p> <ul style="list-style-type: none"> • Chronic Absenteeism • Climate Survey • Fine Arts Participation • [8th Grade On Track] • [P-2 Indicator]¹¹ <p>9-12</p> <ul style="list-style-type: none"> • Chronic Absenteeism¹² • College and Career Readiness¹³ • 9th Grade On track • Climate Survey • Fine Arts Participation 	<p>P-8¹⁴</p> <ul style="list-style-type: none"> • Chronic Absenteeism¹⁵ • [8th Grade on Track] <p>9-12</p> <ul style="list-style-type: none"> • Chronic Absenteeism • 9th Grade On Track • [College and Career Readiness] 	<p>K-8</p> <ul style="list-style-type: none"> • Chronic Absenteeism • Climate Surveys • [Broad-based curriculum indicator] • [K-2 indicator] <p>9-12</p> <ul style="list-style-type: none"> • Chronic Absenteeism • Climate Survey • 9th Grade on Track • [College and Career Readiness] • [Broad-based curriculum indicator by 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, and science or social studies]

⁹ The recommendations submitted by IBAM were developed through the work of the IBAM committee as well as that committee's consideration of recommendations submitted to IBAM by the P20 Council.

¹⁰ As recommended by the P20 Council, ISBE intends to capture the gap in resources allocation and its impact on student outcomes and opportunities in the school report card.

¹¹ P20 recommended an early grades indicator be developed to serve as a school quality/student success indicator.

¹² P20 recommended Chronic Absenteeism as a school quality/student success indicator.

¹³ P20 recommended a multi-faceted measure of college and career readiness as a school quality/student success indicator. The Governor's Office is currently working with employers and faculty from higher education to refine the framework shared in draft #2 of the ESSA State Plan for Illinois. The inclusion of the post-secondary faculty aligns with the recommendation received from the Illinois Board of Higher education (IBHE).

¹⁴ Additional indicators recommended by P20 school quality indicators include: science/STEM, early warning, surveys, secondary to post secondary transitions.

¹⁵ The report submitted by IBAM also indicated that the IBAM Quality Framework should, at this time, be used as a "gateway to services" for school support. P20 recommended that the IBAM Quality Framework should be used to conduct a needs assessment for schools identified for services through the ESSA accountability system. ISBE is using the IBAM Quality Framework for this purpose through IL-EMPOWER.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor's Recommendation
Weighting of school quality/student success indicator	<p>P-8 (25%)</p> <ul style="list-style-type: none"> • Chronic Absenteeism – 10% • Climate Survey – 5% • Fine Arts Participation – 0% • [8th Grade On Track]¹⁶ – 5% • [P-2 Indicator] – 5% <p>9-12 (25%)</p> <ul style="list-style-type: none"> • Chronic Absenteeism – 7.5% • College and Career Readiness – 6.25% • 9th Grade On track – 6.25% • Climate Survey – 5% • Fine Arts Participation – 0% 	No Recommendation Provided	<p>K-8 (20%)</p> <ul style="list-style-type: none"> • Chronic Absenteeism – 5% • Climate Surveys – 5% • [Broad-based curriculum indicator] – 5% • [K-2 indicator] – 5% <p>9-12 (20%)</p> <ul style="list-style-type: none"> • Chronic Absenteeism – 4% • Climate Survey – 4% • 9th Grade on Track – 4% • [College and Career Readiness] – 4% • [Broad-based curriculum indicator by 2018-2019: AP/IB, Dual Credit; arts coursework; coursework in three of the five curricular areas – CTE, fine arts, world languages, technology/computer sciences, and science or social studies] – 4%

¹⁶ Depending upon school configuration and until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.

The following recommendations are a result of feedback received through listening tours, written feedback, the recommendations of IBAM, Governor Rauner, and ISBE staff deliberations.

	ISBE Staff Recommendation	IBAM Recommendation	Governor’s Recommendation
Levels of School Performance	<p>4 levels of performance¹⁷ based upon the accountability system. Schools receiving a Tier 1 or Tier 2 summative rating¹⁸ are eligible to offer peer to peer support services to schools that have been identified to receive either comprehensive (Tier 4) or targeted services (Tier 3).¹⁹</p> <p>Tier 4: Lowest-Performing – Schools eligible for Comprehensive Services Tier 3: Underperforming – Schools eligible for Targeted Services Tier 2: Commendable – Schools not identified as underperforming or lowest-performing but also not in the top 10% of schools as identified through the accountability system Tier 1: Exemplary – The top 10% of schools identified through the accountability system.</p> <p>Schools that have one or more low performing subgroups will not be able to receive a Tier 1 or Tier 2 designation.</p>	<p>5 levels and a recommendation that ISBE think about descriptors rather than cut scores.</p>	<p>A 100 point scale that emphasizes growth over attainment, has a greater weight for core academic measures, and measures the extent to which every district in the state is closing the achievement gap.</p> <p>Rating System A: Exceeds 85 or above [cannot be a targeted school or have less than 95% participation] B: Above 75-84 C: Meet 65-74 D: Approaching 55-64 F: Below – Below a score of 55</p> <p>An overall performance score results from a combination of the score out of 100(.75) of the accountability system added to an equity score 100(.25) derived from “closing the gap” metrics each with a individual weight. Each indicator in the accountability system has its respective “closing the gap” metric and weight (e.g., closing the gap between ELA and Math attainment high needs students and other students and/or closing the chronic absenteeism gap between high needs students and other students).</p>

¹⁷ The ISBE staff recommendation for levels of school performance reflects feedback from the field on draft #3.

¹⁸ A color scheme will be used for the purposes of data visualization (please see pages 77-82 of the ESSA State Plan for Illinois). More specifically, for each indicator within the accountability system, a school will receive a color indication. Additionally, each subgroup within the school and for each indicator will receive a color indication. In this way, parents, caregivers, and community members will be able to see all school performance on each indicator as well as individual subgroup performance.

¹⁹ In addition to highlighting the expertise that exists in Illinois schools, this approach aligns with a recommendation from the College and Career Readiness subcommittee of the P20 Council.



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State Superintendent of Education

ED 3/13/17 Revised Template Crosswalk	ISBE ESSA State Plan Page No.
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	
<i>1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)</i>	
<i>2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):</i>	
i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA? <input type="checkbox"/> Yes <input type="checkbox"/> No	56
ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that: <ul style="list-style-type: none"> a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA; c. In high school <ul style="list-style-type: none"> i. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; ii. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and iii. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA. <input type="checkbox"/> Yes <input type="checkbox"/> No	N/A
iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.	N/A
<i>Native Language Assessment (ESEA section 1111(b)(2)(F) and CFR § 200.6(f)(2)(II) and (f)(4)</i>	
i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.	56

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available. .	57
iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.	57
iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing <ul style="list-style-type: none"> a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4); b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort. 	57
4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):	
<i>i. Subgroups (ESEA section 1111(c)(2)):</i>	
a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).	84
b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (<i>i.e.</i> , economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.	85
c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner <input type="checkbox"/> Yes <input type="checkbox"/> No.	85
d. If applicable, choose one of the following options for recently arrived English learners in the State: <input type="checkbox"/> Applying the exception under ESEA section 1111(b)(3)(A)(i); or <input type="checkbox"/> Applying the exception under ESEA section 1111(b)(3)(A)(ii); or <input type="checkbox"/> Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.	86
<i>ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):</i>	
a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.	86
b. Describe how the minimum number of students is statistically sound.	86

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.	87
d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.	90
e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.	87
<i>iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):</i>	
<i>a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))</i>	
1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.	22
2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.	26-30
3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.	24
<i>b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))</i>	
1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.	31
2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.	31
3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.	31-33
4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.	31
<i>c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))</i>	
1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.	34-37

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.	37
<i>iv. Indicators (ESEA section 1111(c)(4)(B))</i>	
a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.	63-64
b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.	64-66
c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).	66-67
d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.	67-68
e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.	70-77
<i>v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))</i>	
a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that	78-84, 90-96

each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.	
b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.	60, 93
c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.	97
<i>vi. Identification of Schools (ESEA section 1111(c)(4)(D))</i>	
a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.	98-99
b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.	98-99
c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.	98-99
d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.	98-99
e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii)) .	100-101
f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D)) .	100-101

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.	NA
<i>vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)):</i>	
Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.	96-97
<i>viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))</i>	
a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.	100-101
b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.	102-103
c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.	106-107
d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.	107-108
e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.	104-105
f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.	106-109
5. Disproportionate Rates of Access to Educators (<i>ESEA section 1111(g)(1)(B)</i>): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.	126
6. School Conditions (<i>ESEA section 1111(g)(1)(C)</i>): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment;	126-127

(ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.	
7. School Transitions (<i>ESEA section 1111(g)(1)(D)</i>): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.	119-124
B. Title I, Part C: Education of Migratory Children	
1. Supporting Needs of Migratory Children (<i>ESEA section 1304(b)(1)</i>): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through: <ul style="list-style-type: none"> i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A; iii. The integration of services available under Title I, Part C with services provided by those other programs; and iv. Measurable program objectives and outcomes. 	129-130, 133-134
2. Promote Coordination of Services (<i>ESEA section 1304(b)(3)</i>): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.	130-132
3. Use of Funds (<i>ESEA section 1304(b)(4)</i>): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.	132-133, 134-137
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	
1. Transitions Between Correctional Facilities and Local Programs (<i>ESEA section 1414(a)(1)(B)</i>): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.	137-139
2. Program Objectives and Outcomes (<i>ESEA section 1414(a)(2)(A)</i>): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.	137-139
D. Title II, Part A: Supporting Effective Instruction	
1. Use of Funds (<i>ESEA section 2101(d)(2)(A) and (D)</i>): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.	109-113

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (<i>ESEA section 2101(d)(2)(E)</i>): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.	NA
3. System of Certification and Licensing (<i>ESEA section 2101(d)(2)(B)</i>): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.	116
4. Improving Skills of Educators (<i>ESEA section 2101(d)(2)(J)</i>): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.	113-116
5. Data and Consultation (<i>ESEA section 2101(d)(2)(K)</i>): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.	116-117
6. Teacher Preparation (<i>ESEA section 2101(d)(2)(M)</i>): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.	113-116
F. Title IV, Part A: Student Support and Academic Enrichment Grants	
1. Use of Funds (<i>ESEA section 4103(c)(2)(A)</i>): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.	130
2. Awarding Subgrants (<i>ESEA section 4103(c)(2)(B)</i>): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).	130
G. Title IV, Part B: 21st Century Community Learning Centers	
1. Use of Funds (<i>ESEA section 4203(a)(2)</i>): Describe how the SEA will use funds received under the 21 st Century Community Learning Centers program, including funds reserved for State-level activities.	141-142
2. Awarding Subgrants (<i>ESEA section 4203(a)(4)</i>): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21 st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.	143
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program	
1. Outcomes and Objectives (<i>ESEA section 5223(b)(1)</i>): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.	143-144
2. Technical Assistance (<i>ESEA section 5223(b)(3)</i>): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.	143-144

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B	
1. Student Identification (<i>722(g)(1)(B) of the McKinney-Vento Act</i>): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.	144-146
2. Dispute Resolution (<i>722(g)(1)(C) of the McKinney-Vento Act</i>): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.	152
3. Support for School Personnel (<i>722(g)(1)(D) of the McKinney-Vento Act</i>): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.	147
4. Access to Services (<i>722(g)(1)(F) of the McKinney-Vento Act</i>): Describe procedures that ensure that: <ul style="list-style-type: none"> i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State; ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels. 	147-153
5. Strategies to Address Other Problems (<i>722(g)(1)(H) of the McKinney-Vento Act</i>): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by— <ul style="list-style-type: none"> i. requirements of immunization and other required health records ii. residency requirements; iii. lack of birth certificates, school records, or other documentation; iv. guardianship issues; or v. uniform or dress code requirements 	152-153
6. Policies to Remove Barriers (<i>722(g)(1)(I) of the McKinney-Vento Act</i>): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.	147-153

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.	146-147
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