

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)**

**CFDA # 84.282A**

**PR/Award # U282A150030**

**Grants.gov Tracking#: GRANT11963445**

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1236-Appendix A Charter School Assurances.pdf](#), [1240-Appendix E Additional Information 2.pdf](#)

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/16/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Illinois State Board of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="05-0527061"/>	* c. Organizational DUNS: <input type="text" value="8068125580000"/>

**d. Address:**

* Street1: <input type="text" value="100 N 1st Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Springfield"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="IL: Illinois"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="62777-0001"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Amy"/>
Middle Name: <input type="text" value="Jo"/>	
* Last Name: <input type="text" value="Clemens"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Superintendent"/>	

Organizational Affiliation: <input type="text" value="Illinois State Board of Education"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>
-------------------------------

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2015-3

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

2015 IL SEA Charter Schools proposal

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="9,020,684.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,020,684.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tony Smith</p>	<p>TITLE</p> <p>State Superintendent of Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Illinois State Board of Education</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: not applicable  
\* Street 1: not applicable Street 2: \_\_\_\_\_  
\* City: not applicable State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
--	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**  
Prefix \_\_\_\_\_ \* First Name: not applicable Middle Name: \_\_\_\_\_  
\* Last Name: not applicable Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix \_\_\_\_\_ \* First Name: not applicable Middle Name: \_\_\_\_\_  
\* Last Name: not applicable Suffix: \_\_\_\_\_  
\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_  
\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Tony Smith  
\* Name: Prefix \_\_\_\_\_ \* First Name: Tony Middle Name: \_\_\_\_\_  
\* Last Name: Smith Suffix: PhD  
Title: State Superintendent of Education Telephone No.: \_\_\_\_\_ Date: 07/16/2015

**Federal Use Only:** PR/Award # U282A150030  
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**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
Illinois State Board of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Tony"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Smith"/>	Suffix: <input type="text" value="Ph.D"/>
* Title: <input type="text" value="State Superintendent of Education"/>	
<b>* SIGNATURE:</b> <input type="text" value="Tony Smith"/>	<b>* DATE:</b> <input type="text" value="07/16/2015"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Illinois State Board of Education

### FY 15 Application for Grants Under the Charter Schools Program CFDA Number 84.282A

#### Abstract

The Illinois State Board of Education's (ISBE) Quality School Options Grant (QSO Grant or Quality Options Grant) will complement Illinois' current education reform efforts by supporting charter school development teams with the capacity to operate higher-quality charter schools in high-need areas, and building the capacity of all local school districts to advance academic excellence and equity options for all of their students. The funds received under the QSO Grant will facilitate ISBE's ability to accomplish the following project objectives outlined in this application:

- A. **Build agency capacity and increase technical assistance with Illinois educational partners to communities exploring charter school options.**
- B. **Implement higher-quality charter schools through subgrants for planning, program design and implementation.**
- C. **Communicate and disseminate best practices for charter schools.**

ISBE's QSO Grant will incorporate and advance the State's work to address all students' needs and close achievement gaps through its planning, program design, and implementation subgrant competition. ISBE will accomplish ambitious growth in the number of higher-quality charter school options by building awareness of higher-quality charter schools, increasing the capacity of higher-quality charter schools, improving (or closing) academically poor-performing charter schools, and assisting communities in leveraging charter schools as educationally innovative options to improve student performance, especially for our most educationally disadvantaged students.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## Illinois 2015 Federal Charter School Program—Project Narrative

### Absolute Priorities

#### 1) *Periodic Review and Evaluation.*

Illinois law and rules promulgated by the Illinois State Board of Education (“ISBE” or “State Board”) require authorizers to comprehensively review and make renewal determinations every five years (or more frequently, as determined by the charter contract), and charters are subject to additional, more frequent performance reviews outside of the formal renewal process.

Authorizers and ISBE have the opportunity to require a plan for improvement or impose other consequences on charter schools as a result of such reviews.

An application to open a new charter school in Illinois must clearly describe all of the major terms of operation of the charter school (including its proposed budget, educational program, and governance structure) as well as pupil performance standards, the timeline for achievement of those standards, and the procedures for taking corrective action if the charter school fails to meet the performance standards. (105 ILCS 5/27A-7(a)). All of these terms must be incorporated into a binding charter contract between the school and its authorizer that must be certified by ISBE for consistency with the *Illinois Charter Schools Law* (“Charter Schools Law,” 105 ILCS 5/27A-1 *et seq.*) before it can take effect. (105 ILCS 5/27A-6(d)). Charter schools are held accountable to the terms of their certified charters through site visits, annual financial audits and submission of performance data to the district and ISBE, and the charter renewal process.

Illinois charters are term limited. Although Illinois law provides that charters may be granted for an initial term of up to 10 years and may be renewed in incremental periods not to exceed five years (105 ILCS 5/27A-9(a)), no authorizer in Illinois has ever issued a charter longer than five years. Thus, Illinois charter schools undergo thorough and rigorous renewal reviews by

their authorizer at least every five years and more frequently the authorizer deems necessary.

A charter school seeking renewal of its charter must submit a report to its authorizer that addresses the school's progress on achieving the goals, objectives, pupil performance standards, and other terms of its initial approved charter proposal, a financial statement on an ISBE prescribed form that discloses the charter school's expenditures in major spending categories, and any other information required by the authorizer. (105 ILCS 5/27A-9(b)). A charter school's charter may be revoked or not renewed if the charter school commits a material violation of any required term of its charter, fails to meet or make reasonable progress toward achievement of the content or pupil performance standards identified in the charter, fails to meet generally accepted standards of fiscal management, or violates any provision of law from which the charter school is not exempted. (105 ILCS 5/27A-9(c)). All decisions by an authorizer to open, renew, or close a charter school must be voted upon in an open meeting, and adverse decisions may be appealed to the Illinois State Charter School Commission (the "Commission"), an independent commission with statewide chartering jurisdiction and authority.

The law also requires more frequent performance reporting through required annual financial audits, authorizer reporting of data to ISBE for the purposes of the [Biennial Charter School Report](#) (see *Competitive Preference Priority (1)* and *Selection Criteria (g)*), and ISBE's statewide accountability mechanisms. See Appendix E (Biennial Reporting Requirements).

ISBE can intervene where an authorizer is not adhering to high-quality authorization standards, including standards for oversight and renewal decision-making, through its certification function. For example, in 2013 ISBE had serious concerns with student outcomes and performance at Beardstown Charter School in Beardstown, Illinois, and conditioned its renewal certification on the school developing and implementing a school improvement plan

through the State’s Rising Star continuous improvement planning system. Likewise, in January 2014, ISBE’s Board voted unanimously not to recertify and to close Tomorrow’s Builders YouthBuild Charter School in East St. Louis, Illinois, because of the school’s chronically low student performance and serious compliance issues. (105 ILCS 5/27A-6(d)).

ISBE also has statutory and regulatory authority to remove an authorizer’s power to authorize charter schools when the agency determines that the authorizer has failed to exercise appropriate oversight of its charter schools (i.e., failed to require a plan of remediation and/or close charter schools that have exhibited low student performance (as defined in rule), are financially mismanaged, or have otherwise failed to meet performance targets and standards established by the authorizer in a charter school performance plan). *See* Appendix E ([Part 650.65 Rules for Authorizer Oversight](#)).

## **2) Charter School Oversight.**

A series of Illinois laws, regulations, and ISBE policies satisfy all of the charter school oversight requirements identified in this Priority. First, as described in *Absolute Priority (1)*, all charter schools must operate under a contract with an authorizer that has been certified by ISBE. A certified charter constitutes “a binding contract and agreement between the charter school and a local school board under the terms of which the local school board authorizes the governing body of the charter school to operate the charter school on the terms specified in the contract.” (105 ILCS 5/27A-6(a)).

Illinois law also requires each charter school to retain an outside, independent contractor to annually conduct an audit of the charter school’s finances and to file this audit with both ISBE and the charter school’s authorizer by no later than December 1 of each year. (105 ILCS 5/27A-5(f)). ISBE posts charter school audits on its website at

[ftp://ftpfinance.isbe.net/charter\\_school\\_audits/](ftp://ftpfinance.isbe.net/charter_school_audits/) and reviews them to assess a charter school's financial health when making renewal certification decisions.

All Illinois charter schools are required to demonstrate improved student achievement. First, as described in *Absolute Priority (I)*, charter school development teams must identify the goals, objectives, and pupil performance standards the school will achieve in their application to open a charter school, and an authorizer is required to evaluate the charter school's progress toward meeting performance targets set forth in the charter contract when the charter school seeks renewal of its charter. A charter school's charter can be revoked or not renewed if the school has failed to meet or make reasonable progress toward these targets. (105 ILCS 5/27A-9).

Within the statewide accountability and assessment system, charter schools are subject to the same State goals, standards, and assessments as traditional public schools, and receive a State Report Card identical in all respects to the State Report Card issued to every other public school. If a charter school falls within the statutory definition of "priority status" ISBE may work directly with the charter school or its authorizing district to perform a needs assessment. ISBE then provides technical assistance and professional development toward implementation of a continuous improvement plan that will increase student outcomes.

Finally, in November 2014 ISBE codified a set of "Principles and Standards for Authorizing Charter Schools." See Appendix E ([Principles and Standards](#)). One "essential" (or required) standard under performance contracting is that the authorizer "make increases in student academic achievement for all groups of students described in section 6311(b)(2)(C)(v) of the Elementary and Secondary Education Act (20 USC 6301 *et seq.*) the most important factor to be considered for charter renewal or revocation decision-making." (Emphasis added.) ISBE has

statutory and regulatory authority to take corrective action against an authorizer that has not demonstrated a commitment to best practice standards, as described in *Absolute Priority (1)*.

### **Competitive Priorities**

#### ***1) High-Quality Authorizing and Monitoring Processes (up to 15 points).***

Beginning in 2009, the *Charter Schools Law* and ISBE’s administrative rules have been strengthened to establish standards for high-quality authorizing and hold authorizers accountable for meeting them. First, as described in detail in *Selection Criteria (g)*, the Illinois State Charter School Commission (the “Commission”) was established in 2011 as a professional State authorizer. The Commission has developed model chartering policies and practices consistent with best practice standards for quality charter authorization, including a model request for proposals for authorizers seeking a charter school, renewal criteria, and a performance or accountability plan to evaluate charter school performance. To complement and supplement this work, in 2014 ISBE codified in rule its “[\*Principles and Standards for Authorizing Charter Schools\*](#),” closely based on standards promulgated by NACSA.

#### **Frameworks and Processes to Evaluate the Performance of Charter Schools on a Regular Basis**

By law, charter schools must operate under a binding charter agreement that among other things identifies the school’s goals, objectives, and pupil performance standards; a plan for evaluating student performance; measures and timeline for progress toward achieving those standards; and a corrective action plan for when pupil performance falls short of standards. (105 ILCS 5/27A-7(a)). An authorizer must consider the charter school’s progress toward achieving these performance metrics when the charter school seeks renewal of its charter and may revoke or not renew a school’s charter for failure to make reasonable progress. (105 ILCS 5/27A-9).

Standard 3.3 of the *Principles and Standards* requires all charter contracts to “establish the

performance standards under which schools will be evaluated”; “include expectations for appropriate access, education, support services, and outcomes for students with disabilities”; and to “define clear, measurable and attainable academic, financial and organizational performance standards and targets that the school must meet as a condition of renewal.”

Standard 5.2 requires authorizers to “base[] the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract” and to “grant renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract.”

The Commission’s [Model Accountability System](#), which is used to govern its schools and offered as a template to all other authorizers in the State, includes standard goals and outcome measures across three performance dimensions: academic success, financial health, and organizational compliance to assess on a consistent basis the performance of each school in its portfolio and determine when there is need for high-stakes review or other interventions.

Standards 4.1 and 4.5 requires annual performance reporting by an authorizer to each of its charter schools and the public. Similarly, the Commission’s Model Accountability System provides that performance assessments will be reported annually to the school’s leader and board of directors and to the public. The State’s largest authorizer, Chicago Public Schools (CPS), releases Academic Performance Reports for all of its charter schools on an annual basis that are made publicly available on the district’s website.

#### Standards and Processes to Measure and Benchmark Authorizer Performance

Please see *Selection Criteria (g)*.

## Clear Criteria for Evaluating Charter Applications

As discussed in detail in *Absolute Priorities (1)* and *(2)*, Illinois law dictates 15 items that must be addressed in all charter proposals, ranging from the mission of the charter school to the pupil performance and timeline to achieve such standards. ISBE must certify that any new charter contract meets the requirements of the *Charter Schools Law* before it can take effect.

Standard 2 of the *Principles and Standards* outlines 23 essential standards for authorizers to ensure that charter school applications are solicited and evaluated through a “comprehensive application process that includes clear application questions and guidance, follows fair, transparent procedures and criteria, and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.” The standards also require sufficient time in the application process to make sure that the multi-tiered stages of review and pre-opening are carried out with integrity and attention to high quality and require applications to be reviewed by properly trained evaluators through a combination of a thorough desk review of the application, interviews, a public meeting, and other due diligence.

The Commission’s “[Guidance for Authorizers and Model Questions](#)” likewise recommends that authorizers use evaluation “teams” to review and evaluate proposals, complete evaluation rubrics, prepare and conduct interviews individually and as a team, and debrief and reach consensus as to a recommendation for approval or denial. It also provides a complete model RFP. Consistent with *Charter Schools Law* requirements, the Commission’s model processes also require a public meeting (or community forum) for questions and input regarding charter school proposals not more than 45 days after having received the proposal.

CPS implements an application review process that spans over six months and relies heavily on community input through the structure of [Neighborhood Advisory Councils](#). Prior to school

opening, CPS monitors the progress of the incubation plan and provides regular check-ins and training opportunities. A site visit of the school facility is completed prior to its opening to assess school operations and provide any recommended improvements.

### Differentiated Review Processes

The *Principles and Standards* require that authorizers apply differentiated reviews of charter applications based on a number of factors, including whether the proposal was submitted by a first-time applicant, an existing school operator, or a charter school replicator; the track record of existing school operators and replicators; whether the charter operator proposes to contract with education service or management providers; whether the application proposes a virtual or online school; and targeted student populations. (See Standards 2.1 and 2.3)

The Commission’s model application review processes require applicants proposing to replicate an existing school or school model, operate multiple schools under a single board of directors, or contract with a third-party education service provider or charter management organization to complete the RFP questions required of all applicants, as well as an Addendum Regarding Application and/or ESP/CMO agreements. Similarly, CPS has clear academic “replication criteria” for its existing Chicago operators, found on page 48 of the [2014-15 New Schools Request for Proposals](#). If an applicant meets the replication criteria, the operator is permitted to complete a streamlined [Business Plan](#) rather than the full RFP.

### **2) *One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (0 or 5 points).***

The *Charter Schools Law* allows for two types of authorizers and an appeals process. Charter school development teams are required to submit their applications first to a local school board, but may appeal inaction or a denial decision to the Illinois State Charter School

Commission. If, on appeal, the Commission overturns the local school board's decision to deny, revoke, or not renew a charter school, then the Commission becomes the authorizer and holds the charter agreement directly with the charter school, which is thereafter regarded as its own local education authority. (105 ILCS 5/27A-9). The law also allows charter schools to be approved by referendum vote and makes the State the authorizer of the charter school in such situations.

**3) SEAs that Have Never Received a CSP Grant (0 or 5 points).**

ISBE has not had federal CSP startup funds since fiscal year 2011.

**Selection Criteria**

**a) State-Level Strategy (15 points).**

The most intractable challenge facing America's public education system is the disparity from community to community in meaningful educational opportunities for students. Charter schools provide a public school option for families and can raise student achievement, change school culture, increase community engagement, and create a more effective learning environment and education system across a school district. ISBE's Quality School Options ("QSO" or "Quality Options Grant") will complement Illinois' current education reform efforts by supporting charter school development teams with the capacity to operate high-quality charter schools in high-need areas and building the capacity of all local districts to advance academic excellence and equity options for all of their students.

Charter schools have been part of the Illinois public education landscape since April 1996, when the Illinois General Assembly passed its first charter law, the 20th in the nation. In the 20 years since the law's enactment, the size and scope of the charter sector has grown steadily, from one charter school operating in the 1996-97 school year, to 147 charter school campuses and more than 62,000 students enrolled in charter schools in the 2014-15 school year. Despite this

impressive growth, charter schools in Illinois remain largely clustered in large urban environments, with the vast majority (133 of 147 charter school campuses) located in Chicago. Of the 852 school districts in Illinois, only ten (including Chicago Public Schools) serve as the authorizer of a currently operating charter school. While these ten districts are a microcosm of the geographic and demographic diversity of Illinois, they certainly do not represent the entire scope of need for additional educational opportunities across the State.

In 2011, the Illinois State Charter School Commission (the “Commission”) was created as an independent state commission with statewide chartering jurisdiction and authority. The creation of the Commission marked a watershed moment for Illinois’ public education system, coinciding with other State efforts to eliminate the opportunity gap, a necessary precursor to closing the achievement gap. The nine Commissioners who lead the Commission are nominated by the Governor and appointed by ISBE. They are leaders from across the State and bring a diverse set of experiences as charter school authorizers, founders, and board members, as well as superintendents, community leaders, school business officials, and teachers.

In its first few years of operations, the Commission has developed several tools for districts that are exploring quality school options for their community, including a model request for charter school proposals (RFP), a model renewal application, and a set of rubrics and guidance documents that assist in the review of both initial and renewal applications. *See* [www.isbe.net/scsc](http://www.isbe.net/scsc). The Commission’s work provides a blueprint for all districts, especially those facing significant academic and organizational challenges that are exploring options for innovation and school improvement, to invite strong charter school applications, evaluate proposals, and guide schools from proposal through sustainable, high-quality operation.

These charter sector developments underscore the essential Illinois tenet of local control and

community partnerships driving educational innovation to improve student outcomes. As Illinois implements a new accountability system for schools using multiple measures of evaluation—such as how much academic growth students are making and how well educators are able to narrow achievement gaps or improve graduation rates—the State will have a greater ability than ever before to identify practices, strategies, and programs that improve student outcomes, and to facilitate the partnerships that will translate lessons learned into better school options, helping districts facing the most serious academic challenges implement bold reforms at the local level.

As the leader of Illinois’ public education system, ISBE lead’s the charge in sharing data and best practices to support schools and districts in meeting challenging new State standards. Over the past two years, all schools and districts throughout Illinois have had access through their Regional Office of Education (ROE) or Intermediate Service Center (ISC) to no-cost supports and professional development in key state topics or “[foundational services](#).” Foundational services are created and funded by ISBE, and include professional development, networking, and other resources centered on the new Illinois Learning Standards, Student Assessment, Family Engagement, and Continuous Improvement. Since July 1, 2014, more than 20,000 Illinois educators have attended sessions held across the State. The foundational services have built-in evaluation and service-tracking data systems to hold ROEs/ISCs accountable on three key measures: high-quality content, consistent delivery, and statewide saturation.

Additionally, ISBE has partnered with the Illinois Principals Association to provide free subscription access to the [Ed Leaders Network \(ELN\)](#), a professional development platform developed by principals associations from across the country, to every school superintendent, and principal, and other appropriate central office staff. The platform delivers “just-in-time” short webinars on key topics like learning communities or writing a continuous improvement

plan, and several webinars can be combined for a deeper dive into a topic, as was done for the Next Generation Science Standards. More than 50,000 sessions have been delivered to Illinois educators in the past 18 months, and the number of learning options continues to grow. ISBE seeks dissemination funds to bolster these current sharing efforts and create new foundational services in which local control, educational innovations, and community partnerships are used to create better school options in underserved communities. *See Selection Criteria (f)*.

ISBE is also proposing to use its QSO Grant program to support districts with the State's lowest-performing schools. Illinois' ESEA Waiver request, approved in April 2014, advances a bold new systemic approach to identifying schools and districts with the most severe academic challenges and providing a multi-tiered system of support and interventions to build district capacity while preserving local control. Eleven schools thus far identified as "priority schools" for such supports are charter schools. *See Appendix E (2013 [Priority Schools List](#))*.

ISBE supports districts with priority status through "a statewide system of intensive and sustained support and improvement for districts and schools." The agency designed its Statewide System of Support (SSoS) to supply a continuum of research-based services and resources for student improvement at the district and school level. Key SSoS services and resources are provided through the State's regional delivery system, currently composed of 35 Regional Offices, three Intermediate Service Centers, and Chicago Public Schools.

In September 2012, leadership of the Statewide System of Support was revamped and reborn as the [Illinois Center for School Improvement](#) (Illinois CSI). Operated by the [American Institutes for Research](#) in close partnership with ISBE, Illinois CSI will coordinate and lead the existing regional system to increase its capacity to deliver statewide services that will increase

district leadership capacity, improve student performance, and close achievement gaps in the State's lowest-performing districts.

Through the QSO Grant, ISBE will blend charter support and existing SSoS efforts. Funds will be used to build the capacity of strong charter operators to identify areas of need; to plan and open high-quality and sustainable schools that respond to the needs of those communities; and to educate and empower districts to consider the way that charter schools support and encourage educational innovation, community partnerships, and improved student outcomes. The flexible and nimble charter school model can build the capacity of local communities to improve academic outcomes where high-quality school options otherwise may not exist. Some key opportunities that these communities will be encouraged to take advantage of include:

- **A higher standard of accountability.** Districts have the ability to hold a high-quality charter operator accountable for meeting specific student growth and achievement targets through a performance contract.
- **Automatic exemption from most mandates in the School Code.** Mandates often discourage educational innovation within districts, especially in the lowest-performing districts. Through the QSO Grant, educational innovation will be at the center of decisions on teaching and learning.
- **Community involvement.** Many “priority districts” have experienced decades of academic, organizational, and financial challenges. Years of failed efforts to “right the ship” have resulted in greater inequities in opportunity, fostering community apathy and disengagement. The charter authorization process demands active community engagement and “provide[s] pupils, educators, community members, and parents with the stimulus to strive for educational excellence.” (105 ILCS 5/27A-2(a)(3)). With the QSO Grant, communities will

have State support and technical assistance as they initiate and create new educational opportunities for their lowest-performing students.

- **Fiscally and legally autonomous governing boards.** Autonomy is at the heart of turnaround reform. Administrators must be able to make quick, responsive decisions and not be hampered by the entrenched systems and processes that have produced poor outcomes in the first place. When teachers and administrators are empowered to develop their own plans to improve student outcomes, they take ownership over outcomes. In this way, charter schools represent the most granular level of local school control.

In partnership with ISBE, the Commission will continue to provide resources and technical assistance to charter school development teams and districts evaluating charter school options. The Commission will also continue to evaluate decisions by local school districts to deny charter school applications or close charter schools. Where it determines that such decisions were not made in the best interests of the students and the community, it may reverse the local board's decision and authorize a charter option in that community. As new, high-quality charter schools are developed, ISBE will work with the school and its authorizer to increase charter school access to State and federal funding and program opportunities, in accordance with the funding equity requirements built into the *Charter Schools Law*. See *Selection Criteria (b)*. The specific funding equity activities to be undertaken are identified in ISBE's QSO Grant Management Plan and Theory of Action. See *Selection Criteria (h)*.

***b) Policy Context for Charter Schools (5 points).***

Degree of Flexibility

Illinois law expressly exempts charter schools from all of the thousands of statutory requirements in the *Illinois School Code*, with the exception of the State goals, standards and

assessments established by ISBE for all public schools and a limited number of laws pertaining to student privacy; government transparency; civil rights, including anti-discrimination requirements; special education and the instruction of English learners; and student health and safety, including bullying prevention. (105 ILCS 5/27A-5(g)). Key flexibilities include:

- A governing body that is separate and distinct from its authorizer's. (105 ILCS 5/27A-5(a)).
- Complete autonomy in designing the school's educational programs, selecting curricula, and establishing graduation requirements. (105 ILCS 5/27A-5(g); 27A-7(a)(7)).
- Flexibility in staffing. There are no statutory qualification requirements for charter administrators, and the law permits up to 25 percent of instructors in a charter school to not hold Illinois teaching licenses. Charter school employees may collectively bargain but are not required to join the local district's collective bargaining unit. (105 ILCS 5/27A-10).
- Complete autonomy over budgets and expenditures unless certain funds received are subject to specific limitations (e.g., use of funds received under Title I, Part A) (105 ILCS 5/27-5(f)).

#### Charter School Access to Federal Funding and Programming

By law charter schools must receive a proportionate share of state and federal resources generated by students with disabilities or staff serving them and a proportionate share of moneys generated under other federal or State categorical aid programs. (105 ILCS 5/27A-11(c)). The law further provides that "charter school[s] may apply for and receive, subject to the same restrictions applicable to school districts, any grant administered by the State Board that is available for school districts." (105 ILCS 5/27A-11.5(4)).

ISBE undertakes multiple activities to ensure that each charter school in Illinois is annually informed about the State and federal funds the charter school is eligible to receive and federal programs in which the charter school may participate:

- On-site and virtual technical assistance and outreach to LEA and non-LEA charters, such as a webinar on Title I program requirements and charter school eligibility for funding conducted jointly by ISBE Title Grants Administration and Charter Schools Program staff. *See* Appendix E ([NCLB Title Charter: Charter School Primer PowerPoint](#)).
- Annual NCLB technical assistance workshops throughout the State that focus on application processes, schoolwide programs, allowable use of funds, and proper grants management, among other topics. All charter school leaders are strongly encouraged to attend.
- Collaboration with partners like the Illinois Network of Charter Schools to disseminate key grant-related information.
- Posting of competitive grant opportunities at [http://www.isbe.net/funding\\_opps](http://www.isbe.net/funding_opps).
- Meeting with new charter schools that operate as their own LEA to inform them of major grant programs; discuss how they work; and provide the formula for reimbursement, the timing of State payments, and other key information related to such grants.

Charter schools receive federal Title I, Title II, and IDEA funds in the same manner as all other public schools and school districts in the State and are subject to the same federal rules for grant eligibility and within district poverty ranking. For LEA charter schools, the school is contacted by ISBE staff in the spring of each year with projected allocations, information regarding how to access the funding, and where to receive technical assistance.

District-authorized charter schools that are not regarded as LEAs under State law receive Title and other federal funding through the local school district. Districts are directed to ensure that every charter school receive the federal funding for which the school is otherwise eligible, including Title I, Part A funds, within five months of opening or significantly expanding enrollment, “notwithstanding the fact that the identity and characteristics of the students

enrolling at the charter school are not fully determined until that charter school actually opens.”  
(20 U.S.C. 8065a(a)) See Appendix E ([State Board E-Bulletin No. 03-12](#)).

### Charter and LEA Compliance with Key Anti-Discrimination Laws

Charter schools are subject to all federal and State laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. (105 ILCS 5/27A-4(a)). In June 2014 the *Charter Schools Law* was amended to clarify that charter school autonomies and flexibilities do not extend to laws designed to prevent discrimination in public schools; laws concerning the rights of students with disabilities and English learners (i.e., IDEA, section 504 of the Rehabilitation Act of 1973, as amended, and Title VI of the Civil Rights Act of 1964); and all State rules and regulations that further define and clarify these rights. (See 105 ILCS 5/27A-5(g)). ISBE accepts, reviews, and resolves complaints from any person or entity alleging discriminatory practices through technical assistance, formal State Investigation and due process procedures, and the public school recognition process.

### ***c) Past Performance (10 points).***

In this grant program, Illinois is defining “high-quality charter school” in the same manner as the term is defined in the CSP Notice. In June 2010 Illinois transitioned to the Common Core Learning Standards, a much more rigorous set of standards for students in grades K through 12. Three years later the State also raised the bar on its annual standardized achievement tests for students in grades 3 through 8 by increasing performance expectations. As expected, that transition resulted in a precipitous drop in test scores for elementary students and schools, including a decline in the number of charter schools meeting the rigorous definition of “high quality.” The drop did not mean that students knew less or that teachers were not providing

quality instruction, but did give ISBE a better and earlier indication of where students perform in terms of college and career readiness. We expect to see an upward trajectory in the number of high-quality schools among all school model types as students are exposed to more rigorous content and higher-order thinking through the new standards.

The QSO Grant will return the State’s focus to opening high-quality charter schools, improving (or closing) academically poor-performing charter schools, and increasing statewide awareness of charter schools as a tool for local communities to implement high-quality educational innovation, especially with our most disadvantaged students. Through the activities planned in *Selection Criteria (h)*, new charter schools in Illinois will receive critical resources to develop into high-quality charter schools, while struggling charter schools will have the supports they need to improve or will be closed by ISBE through its statutory certification authority or new authority to take action against authorizers. The time is right for Illinois to launch the QSO Grant with a renewed focus on high-quality charter schools.

As important as it is to ensure that all students have access to a high-quality school option, it is equally important to close academically poor-performing charters that have not demonstrated the capacity or willingness to improve. Under the definition provided in the CSP Notice, which ISBE adopts in this grant application, very few of Illinois’ charter schools are classified as academically poor-performing, and those that fall within the definition have been closed or have been required to implement rigorous improvement plans within clearly defined timelines, as demonstrated in the below chart:

Year	Charter Numbers	Authorizer	Action Taken by Authorizer or SEA
2010	0	N/A	N/A
2011	1	CPS	- Shortened 3-year renewal; and - Execution of a revised, strengthened accountability plan.
2012	0	N/A	
2013	1	CPS	-Execution of a revised and strengthened accountability plan.
2014	3	CPS	- One campus placed by CPS on academic watch list, requiring robust annual performance reviews;
		CPS	Voluntarily closed at end of the 2015 school year.
		East St. Louis SD 189	- Shortened, 2-year renewal; and - Execution of a strong accountability plan drafted by ISBE Charter Schools Program and Innovation and Improvement staff.

### CREDO Report

In spring 2013, ISBE entered into a partnership with the Center for Research on Education Outcomes (CREDO), an independent research organization based at Stanford University, to examine charter performance and benchmark the performance of Illinois charters against charter school performance nationally and in other states.

For the analysis, the researchers followed 18,689 charter school students from 65 charter school campuses across four years of school (2008-09 through 2011-12), or three growth periods. Students were drawn from grades 3 through 8, as these were continuous grades covered by the then-in-use State test in reading and math. For 92 percent of the charter school students, the CREDO researchers successfully identified a Virtual Control Record (or a synthesis of the academic performance of those students in traditional public schools (TPS) who were “identical” to the charter student across race/ethnicity, gender, English proficiency, low-income status, special education status, grade level, and prior test scores). Using this comparative methodology, the CREDO researchers made the following findings.

- On average, students in charter schools learn significantly more than their virtual

counterparts in both reading and math. Translated to weeks of learning, charter students in Illinois gain approximately two additional weeks of learning in reading over their TPS counterparts and approximately one additional month of learning in math.

- Hispanic students in charter schools have significantly higher growth in math than both White and Hispanic students in TPS. According to researchers, this result means that “Illinois charter schools have erased the learning gap and are closing the achievement gap for Hispanic students in math.”
- Students in poverty who are enrolled in charter schools perform significantly better in reading compared to students in poverty in TPS. Learning gains in math are similar whether the student attends a charter school or a TPS.
- Twenty percent of charter schools perform significantly better than their traditional public school market in reading, and 37 percent perform in math. These numbers are better than the national average proportion of better-performing charters (17 percent).
- In both reading and math, a majority of charter schools (56 percent in reading/61 percent in math) have academic growth that is above their market average. If these trends continue, the researchers predict that the share of charter schools that lag behind the statewide average for absolute achievement will decline.

See Appendix E (CREDO Report, “[Charter School Performance in Illinois](#)”).

***d) Quality of Plan to Support Educationally Disadvantaged Students (15 points).***

ISBE is committed to educational excellence and equity for every student in Illinois, and provides a wide range of initiatives designed to improve educational outcomes for all students, including priority services within Illinois CSI, foundational trainings and services hosted at

Regional Offices of Education, and tools to unpack the standards developed by content specialists. These services are described in greater detail in *Selection Criteria (a)*.

True equity in educational opportunity, however, requires intentional, targeted initiatives that meet the specific needs of educationally disadvantaged students. ISBE offers a number of specialized programs and services designed to provide additional, integrated support for these students. These programs and services are extended to all schools and school districts, including LEA and non-LEA charter schools. Illinois' commitment to closing the achievement gap is also reflected in the State's new accountability system, which governs all schools, including charters. The Equity portion of the accountability system was specifically designed to hold schools responsible for contributing to the statewide achievement gap by allowing historical low performance of educationally disadvantaged students, as described in *Selection Criteria (e)*.

ISBE takes a holistic approach to meeting the needs of students in every subgroup—including but not limited to students with disabilities, English learners, and/or students with social, emotional, or behavioral needs—through a Multi-tiered System of Support (MTSS), focus services, and other initiatives. ISBE's QSO Grant will incorporate and advance the State's work to address all students' needs and close historical achievement gaps through its planning, program design, and implementation subgrant competition.

### The Multi-tiered System of Support (MTSS)

MTSS is a systemic, prevention focused and data informed continuum of supports for all learners. This continuum integrates comprehensive and responsive system-wide resources, strategies, structures, and practices to systemically address barriers to student learning. MTSS creates systemic changes that will drive improved academic and social outcomes for all learners.

To support every school's implementation of MTSS, the MTSS Network provides training and technical assistance that promotes best practices in both academic programs and the climate and culture in schools. The MTSS Network will provide support to build a school's capacity to serve all students, including students in subgroups. *See Appendix E, MTSS PowerPoint.*

Understanding students on a deeper level than simply their current academic capacity, meeting them where they are, and then increasing their rate of progress are at the heart of equitable services to educationally disadvantaged students. To reinforce and strengthen these SSoS efforts in charter schools, the QSO subgrants will include MTSS strategies in the application, which may include providing a narrative self-assessment of the proposed or existing school's current capacity for implementing MTSS and demonstrating a commitment of resources to implement MTSS within the school with fidelity. Activities that implement MTSS practices within charter schools include: (1) the creation of a Leadership Team and other structure(s); (2) completion of an MTSS self-assessment; (3) participation in foundational systems training (including work with Illinois CSI and MTSS Network); (4) development of a multi-year MTSS Implementation plan; and (5) participation in regular professional development, technical assistance and coaching to build and sustain capacity for MTSS.

Data-informed applications that propose a continuum of supports for ALL learners through innovative methods and strategies, with special emphasis on serving educationally disadvantaged students, will receive priority consideration in ISBE's subgrant competition.

### Focus Services

Illinois CSI provides two main types of services within the State's SSoS: Priority (*see Selection Criteria (a)*) and Focus. Focus Services are targeted to address the performance of educationally disadvantaged students. That is, districts selected through ISBE's Focus criteria

are those with schools that have the lowest-performing subgroups in the lowest-performing schools. Focus Services are designed to equip schools with strategies and methods to improve the teaching and learning of their low-performing subgroups and close achievement gaps. Under this grant, Focus Services will be targeted to charter schools with the lowest-performing subgroups which contribute to the State's achievement gap. An emphasis on data will drive improvement plans and other activities in the SSoS for focus schools and districts.

### Other Initiatives

In addition to MTSS and focus service supports through the SSoS, a number of other key ISBE initiatives are underway to target and address pervasive educational inequities within communities and across the State:

- **Educator Effectiveness.** ISBE recognizes that effective teachers and school leaders may have the biggest impact of all school-related factors on student outcomes, especially for educationally disadvantaged students. The State of Illinois Equity Plan directly addresses the critical need for all students to be taught by highly qualified teachers, outlining approaches that will decrease the percentage of inexperienced teachers who work with children attending high-poverty or high-minority districts. See Appendix E (Equity Plan).
- **Title I Schoolwide Flexibility.** Title I funds provide supports to our lowest-performing students within high-poverty communities. ISBE Title I staff have been working with districts and LEA charter schools to better understand flexibility provisions within Title I schoolwide planning that provide relief from federal rules on supplanting and other educational mandates. More than 100 districts are now accessing this flexibility, which will increase the flexibility provided to charter schools within these communities.

- **Family Engagement.** In 2012 ISBE established a cross-collaborative team that included representatives from English learning, early childhood, special education, Title I, 21<sup>st</sup> Century, and teacher and leader effectiveness to identify ways to strengthen meaningful family and community engagement. The team began by developing a Family Engagement Framework that brings together research, best practices, and legislative requirements and provides resources that integrate family engagement into the school improvement process. *See Appendix E (Family Engagement Plan).*

#### *Legal and Regulatory Compliance for Specific Student Populations*

ISBE works closely with authorizers and individual charter schools to ensure that each initial and renewal charter application fully addresses how the school will attract, recruit, admit, enroll, retain, and serve educationally disadvantaged students equitably and meaningfully.

As mentioned in *Selection Criteria (b)*, in 2014 the *Charter Schools Law* was amended to clarify that charter schools must comply with all statutory and regulatory requirements pertaining to students with disabilities and English learners. (105 ILCS 5/27A-5(g)). All initial and renewal charter school applications must now include separate plans on ISBE-approved forms for the provision of educational services to English learners and students with disabilities. (23 Ill. Admin. Code 650.30(b)(2)) Charter schools must report activities they will undertake to ensure that parents understand that children identified as English learners and students with disabilities are eligible to participate in the charter school lottery; to meet all State and federal legal requirements with respect to appropriate services to these students; to meaningfully contribute to eliminating barriers that English learners and students with disabilities face; and to provide a continuum of services to address each student's learning needs. *See, e.g., Appendix E*

[\(Charter Application for SpEd Services\)](#). Charter school plans will only be certified by ISBE—a requirement for charter contracts to take effect—when these plans have been fully approved.

Migrant educational programs are supported across the State by the Illinois Migrant Council, an ISBE vendor. Charter schools, which have the flexibility to implement innovative educational programming like grade looping and case management approaches, are particularly well suited to meet the individual educational needs of migrant children. Such children often experience several different school systems within one year, and their academic achievement rarely falls within one “grade level.” Through the QSO Grant, the Illinois Migrant Council will provide additional resources to charter schools to better understand the unique needs of Illinois’ migrant children, including technical assistance and support to existing charter schools in areas known to have transitory migrant populations, such as Peoria and McLean County.

The State has a duty to decrease the educational barriers associated with student homelessness through transportation and access to school of origin, facilitating enrollment and registration in the absence of proper documentation and student records, school fee and lunch waivers, and providing no-cost school supplies. All LEAs are required by law to have a fully-trained Homeless Liaison. To better understand the needs of homeless students within charter schools, the State-mandated Homeless Liaison training will be revised to add additional information regarding the unique needs of homeless students attending charter schools. Likewise, the State Homeless Liaison will create training for charter school operators covering the rights and responsibilities of homeless students in charter schools.

#### Targeted Professional Development for Charter School Operators

ISBE provides a wealth of professional development supports and technical assistance to charter schools navigating State and federal requirements. For example, to support the

development of charter school teachers leading innovative programs for English learners, ISBE offers [programs](#) that help educators collaborate on how to customize instruction for English learners, identify ways to increase English language proficiency, and formulate plans for instruction that include setting learning goals for both content and language.

Since [Public Act 98-639](#), staff in ISBE's Division of English Language Learning has hosted meetings, developed overview webinars, drafted a new program implementation manual, and is planning onsite trainings, all focused on charter schools. These initiatives will enhance charter educators' understanding of foundational issues, strategies, resources, and instruction of English learners, and share key practices for effectively educating English learners.

With regard to special education supports, ISBE operates numerous statewide trainings and technical assistance initiatives, administers a comprehensive system of personnel development for special education, and manages grant programs to schools for special education service delivery. These supports are available to all schools and districts, including LEA and non-LEA charter schools. In addition, every new charter school that opens in Illinois receives an on-site technical assistance visit to discuss the charter school's plan for serving students with disabilities. ISBE staff uses the charter school's approved [special education rubric](#) for discussions. After the visit is completed, staff follows up with resources and ongoing technical assistance. During the 2014-15 school year, ISBE provided technical assistance to charter schools on a variety of topics, including working with emotionally disturbed students, increasing parental involvement, positive behavioral supports, and low-cost assessment monitoring.

### Monitoring

ISBE has a five-year cycle for monitoring district compliance with State and federal laws concerning English learners, including district charters. Similar monitoring is provided by

ISBE’s Special Education division to ensure that all students have access to a Free Appropriate Public Education in the Least Restrictive Environment. Districts and LEA charter schools found in violation of these principles are required to complete focused monitoring to bring their Individualized Education Programs into compliance. Finally, all Title I programs, whether structured as targeted and schoolwide programs, homeless prevention, or migrant education, are regularly monitored for adherence to requirements and application of best practices.

***e) Vision for Growth and Accountability (10 points).***

Illinois’ new statewide school accountability system—applicable to all schools in the State including charters—is at the center of ISBE’s vision for a high-quality school option for every student in the State. ISBE recently moved away from the previous accountability system, a largely compliance-oriented, one-point-in-time test system, to a multiple measures of performance system coupled with support for struggling schools through Illinois CSI. This new system incorporates differentiated recognition, accountability and supports to improve instructional practices, close the achievement gaps among student groups, tailor instruction to meet student needs, and expand high-quality school options for all students. Performance reporting is transparent and accessible through Illinois’ award-winning State Report Card, described in detail in *Selection Criteria (f)*.

The new outcomes-based [Balanced Accountability Measure](#) will evaluate schools and districts on their differentiated path of improvement by looking at both student performance and professional practice. The former metric contains the federally required Multiple Measures Index (MMI), which consists of two student performance categories: academic success and equity. Each category is broken down into related indices, measurements, and individualized targets. Performance is quantified with data from Illinois’ new State assessments for college and

career readiness (see *Selection Criteria (c)*) and reported for all traditional ESEA subgroups.

The first student performance category of the MMI—academic success—is measured by indicators of college and career readiness, student growth, and graduation rate (for high schools). Schools are expected to reduce by one-half in six years the percentage of students in the ALL students group who are not meeting expectations and make progress toward a statewide student growth factor that is rigorous but attainable. All districts and schools will receive Annual Measureable Objectives (AMOs) that will accomplish this improvement in six years. In this way, the State recognizes that each school has a different starting point in their baseline performance, but holds all schools and districts accountable for college and career readiness for all students. Progress toward meeting the AMOs will be reported annually for all schools.

The second student performance category in the MMI -- equity -- shines a spotlight on the achievement gap of subgroups through the following indicators: college and career readiness, student growth, and graduation rate (for high schools) for NCLB subgroups. All schools will be held accountable for reducing the achievement gaps of their subgroups by one-half within the next six years and progress toward meeting an ambitious but achievable expected student growth measure. The State is highly focused on closing historical achievement gaps and will be providing schools with technical assistance to meet these targets, will hold them accountable for outcomes and share in that accountability, and will recognize successes in this collective effort.

This Balanced Accountability Measure will offer a broader understanding of where schools and school districts fall along the trajectory of performance and improvement by also reporting on the professional practices of the district and school. Over the next year, the Balanced Accountability Measure Committee will determine rules for reporting on evidence-based best practices being delivered in the schools and how to determine contextual improvement. By the

2016-17 school year, districts and schools will be subjected to peer review visits that rate them on these professional practices. Districts found unsatisfactory will be required to complete improvement plans and implement corrective actions. Starting in 2015-16, MMI results and district and school progress toward meeting their AMOs will be used to satisfy the federally required accountability metrics that will classify all schools, including charter schools, into one of four levels: Reward, Focus, Priority, and Foundational. The criteria for Priority and Focus designation, and the supports, services and requirements coordinated through Illinois CSI, are described in more detail in *Selection Criteria (a) and (d)*.

### *Charter Growth and Closure*

As described in more detail in *Selection Criteria (a)*, through the QSO Grant, ISBE will accomplish ambitious growth in the number of high-quality charter school options by pursuing these three key project actions: (1) build awareness of high-quality charter schools, (2) increase the capacity of high-quality charter schools, and (3) assist communities in leveraging charter schools as educationally innovative options for Illinois students, especially educationally disadvantaged students. Funds will be used to hire high-quality agency staff, including the Project Director, Data Specialist and Community Engagement Specialist, to build the capacity of strong charter operators to identify high-need areas across the State and plan and open high-quality, sustainable schools in those communities. This new personnel will use the resources, training, and supports described in the QSO grant, along with current agency resources and supports, to fully educate and empower districts to consider the way that charter schools support and encourage educational innovation, community partnerships, and improved student outcomes.

Subgrant funding under ISBE's QSO Grant is absolutely critical to the growth of new, high-quality charter schools in high-need areas of the State, especially Priority and Focus districts.

See *Selection Criteria (a) and (d)*. With CSP funding, the ISBE currently anticipates that 24 new charter schools will open outside of Chicago over the next five years (in the Chicago suburbs and greater Illinois), and an additional 24 new charter schools will open in Chicago over this time period, as reflected in the following chart.

Location of charter	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Chicago	3	4	5	6	6
Chicago suburbs	1	2	3	4	4
Greater Illinois	1	1	2	3	3

More information about how the QSO Grant’s project design matches these projections can be found in *Selection Criteria (i)*.

These ambitious projections are informed by the work of INCS, which through its Charter Design Institutes and its work representing charter schools across the State has identified local groups of teachers, school administrators, school councils, higher education officials, and others with the passion, talent and resources to start schools in areas where innovation and school choice are sorely needed. They are also reflective of several key developments in the State’s public education system that are described in greater detail in other parts of this grant proposal; the development and growth of a Statewide System of Supports to assist and reinforce the efforts of districts that are considering educational innovations and the charter school model to increase educational opportunities for educationally disadvantaged students; and the creation of the Illinois State Charter School Commission (the “Commission”), a State-level authorizer.

The Commission promulgates model authorization resources and also has the ability to overturn a local school board’s decision to deny a charter school application where it determines that the application meets the requirements of the *Charter Schools Law* and is in the best interests of the students the school is designed to serve. In its first 3.5 years of operation, the Commission has received 43 appeals. Due to its high standards of review and other quality-

control measures, the Commission has so far only granted charter appeals for three schools (three others applications were denied and all other applicants voluntarily withdrew their applications before the Commission rendered a final decision). However, as the Commission's review processes and expectations are better understood by charter school development teams and applications are developed that better align to the Commission's standards for quality, these numbers are expected to significantly increase.

Given the newly available Focus services, interventions, and wraparound Illinois CSI services, the work and support of the new Commission, and the support and reinforcement of these collective efforts that will be provided through ISBE's QSO Grant, we anticipate that approximately 25 percent of all charter schools will meet the rigorous definition of high-quality charter school by the end of school year 2020-21 (the end of ISBE's requested project period), an increase from the 15 percent of charter schools that met the rigorous criteria in 2014-15.

As a necessary corollary to its ambitious plan for high-quality charter school growth, ISBE is also committed to initiating and facilitating the closure of academically poor-performing charter schools when other corrective action efforts have failed within the timelines specified in the charter contract or under State law.

There are several actions that will take place during this project period to close underperforming charter schools. The first is to revoke the authority held by an authorizer when the authorizer is not holding its charter schools accountable for improved student outcomes and to transfer or revoke the charters of the chronically low-performing charter schools at the time of removal. In addition, ISBE may withhold certification of any new or renewal charter application if the agency determines that the proposal fails to demonstrate improved student achievement. ISBE recently used its certification power to close one extremely low-performing charter school,

Tomorrow's Builders in East St. Louis, as discussed in *Absolute Priority (1)*.

Secondly, with the QSO Grant the agency will provide authorizers with the resources and technical assistance they need to properly oversee their charter school portfolios and to make difficult closure decisions, while also facilitating voluntary closure of charter schools that cannot meet goals, objectives, and pupil performance standards, notwithstanding appropriate State and authorizer supports and interventions. Illinois CSI has already assisted with the transition of one low-performing, downstate charter school that closed at the end of the 2015 school year, and has been working with CPS' Innovation and Improvement Office since 2013 on similar work.

The Illinois charter sector has shown a remarkable willingness to self-regulate without the need for State intervention. For example, in 2013 Chicago Public Schools began phasing out operations in two of its lowest-performing charter school campuses, a process that was completed at the end of the 2014-15 school year. CPS has also worked closely with under-performing schools to facilitate turnarounds through new management. One such example is Henry Ford Powerhouse High School, which struggled for several years in Chicago's North Lawndale community. In fall 2012 the Noble Network, recently awarded the 2015 [Broad Prize](#) for most outstanding large urban charter management organizations, took over management for ninth-grade instruction. As of 2015-16, Noble Network has taken over all grades.

Likewise, with the right supports, data and community engagement, charter school operators have willingly closed when faced with ongoing low student performance. The boards of two charter schools that fell within the State's 2013 Priority list of lowest-performing schools statewide voluntarily surrendered their charters at the end of the 2014-15 school year. Another Chicago charter school voluntarily closed for two years beginning in 2010 and reopened in fall 2015 under the management of KIPP Schools, the 2014 recipient of the Broad Prize.

It is expected that charter schools will use the supports provided by the QSO Grant Data Specialist and the Community Engagement Specialist to grow even more invested in their chartering commitments to improve student outcomes, and will be willing to change direction before being forced to close.

*f) Dissemination of Information and Best Practices (10 points).*

Educational methods that produce superior academic outcomes should drive local and state decision-making, rather than the school type or governance model used to implement such methods. Because of the autonomy and flexibility charter schools have over instruction and operations (*see Selection Criteria (b)*), they are uniquely adapted to explore new and innovative educational techniques and programs, teaching methods, and assessments of pupil learning and achievement and to nimbly change course when a particular approach does not serve students.

*Identification of Best Practices*

ISBE has long recognized that test scores alone do not provide a full picture of teaching and learning in a school. To address this shortcoming, in October 2013 ISBE released a redesigned [Report Card](#) with new features and metrics that include the number of freshmen on track for college readiness, college enrollment, teacher retention, principal turnover, and learning environment scores. Following the redesign, the Education Commission of the States identified Illinois as having the best report card out of all states and the District of Columbia. Illinois now leads the nation in the quality and accessibility of its public reporting on school and district academic performance, climate, and learning conditions.

School environment provides the most nuanced view of school performance presented on the revamped Report Card. To assess school environment, in spring 2013 ISBE, in partnership with the University of Chicago, began administering the [Illinois 5Essentials Survey](#), a learning

conditions and climate survey that measures five indicators, or “essentials,” that are critical for school success: Effective Leaders; Collaborative Teachers; Involved Families; Supportive Environment; and Ambitious Instruction. The 5Essentials Survey is administered to pre-kindergarten through 12<sup>th</sup>-grade teachers and 6<sup>th</sup>- through 12<sup>th</sup>-grade students in traditional public schools and charter schools across the State. Survey participation rates and student and teacher survey responses are featured on individual school Report Cards. Twenty years of University of Chicago research has shown that schools that are strong on at least three of the 5Essentials are 10 times more likely to make substantial gains in reading and math.

ISBE and local districts are now able to identify with laser-like precision which schools are having success and in what areas, as well as where improvement is needed. This provides a solid foundation for a comprehensive review of State and local strategies that explain positive outcomes. To that end, through its QSO Grant program, ISBE will convene and chair a Best Practices and Innovation Work Group, composed of individuals who collectively possess strong experience and expertise in public and nonprofit governance, public school leadership, higher education, assessments, curriculum and instruction, and public education law.

The Work Group will be primarily charged with: (i) using quantitative and/or qualitative data to confirm efficacy and impact, identifying best practices in charter schools that have immediate transferability to all public schools and other charter schools without the need for any statutory or regulatory modifications; and (ii) using quantitative and/or qualitative data to evaluate the extent of innovation, identifying statutory or regulatory mandates that impede innovation in all public schools, including charter schools, and making recommendations to ISBE, the Governor, and the Illinois General Assembly to revise or eliminate such mandates.

### *Dissemination of Best Practices and Effective Innovation*

ISBE oversees Illinois' K-12 public education system and shares accountability for student outcomes with all 852 school districts and their schools. In this role, ISBE already utilizes multiple platforms, communication methods, and resources to share data and best practices to support schools and districts in meeting challenging new State standards. *See Selection Criteria (a)*. This includes but is not limited to:

- Routine communication methods, including the Superintendent's Weekly Message (currently sent directly to 6,712 school and district administrator, educator, and lawmaker subscribers); ISBE social media accounts; updates to ISBE's website [www.isbe.net](http://www.isbe.net); meetings with stakeholders and advisory groups; and webinars;
- Foundational Services and Ed Leaders Network (*see Selection Criteria (a)*); and
- The Shared Learning Environment – Open Education Resources (IOER), a completely free and open platform developed through the collaborative efforts of ISBE and the Illinois Department of Commerce and Economic Opportunity to facilitate public access to the vast array of resources in the National Learning Registry. The IOER is a repository that educators, administrators, and the public can utilize and add to, creating endless opportunities for adapting and changing the learning environment.

ISBE will utilize these tools and the work of the Work Group to expand and promote information about charter schools and best and promising practices of successful charter schools.

ISBE is keenly aware that some of the most effective educational practices and system innovations are not spurred by top-down mandates, but instead grow organically out of the work of teachers, school administrators, local school councils, and higher education institutions responding to the unique needs of their communities. As bastions of locally driven educational

decision-making, charter schools must be supported in promoting effective programs and practices and sharing them with other charter and traditional public schools, LEAs, and charter school development teams. To that end, ISBE is proposing to competitively award two categories of **two-year dissemination grants** through its QSO Grant Program:

- **Student Body Diversity Subgrants.** There are myriad reasons, including “physical, emotional, socioeconomic, or cultural factors,” that a student may be “less likely to succeed in a conventional education environment” and thus may require interventions that differ from the strategies used with the general education population. (105 ILCS 5/27A-3). Research has shown that educationally disadvantaged students do best when they are educated in a diverse learning environment and are exposed to a wide range of perspectives and life experiences. To promote best practices in achieving and serving a diverse student body, ISBE will award subgrants up to \$50,000 each to charter schools that have successfully achieved student body diversity with strong student outcomes. Subgrant applicants must show diversity among recognized subgroups and must describe how the charter school structures its education decisions around individual physical, emotional, socioeconomic, and cultural factors, and successfully retains students with diverse learning needs.
- **Student Achievement and Educational Innovation Subgrants.** Charter school successes in educational innovation, high student achievement, and closing the achievement gaps among certain subgroups should be celebrated and shared widely. ISBE will therefore award subgrants up to \$150,000 each to charter schools that have successfully implemented educational innovation or attained high student achievement or narrowed achievement gaps between student subgroups.

Subgrant applicants for both categories must describe their practices related to student discipline and school climate and how they ensure equity in school discipline practices. Each subgrantee will be charged with disseminating the methods or practices deemed responsible for success in Student Body Diversity and/or Student Achievement to other schools, LEAs, and charter development teams through a variety of means as indicated in the subgrant agreement.

The work of the Best Practices and Innovation Work Group and the results of ISBE's dissemination subgrant competition will inform future agency legislative and regulatory agendas, and may lead the agency to pursue changes to existing statutes and regulations that act as barriers to immediate implementation of best practices and innovation in all schools.

#### *Evaluation of Dissemination Work*

Dissemination evaluation is just as critical to the sharing of best practices as the dissemination activities themselves. Therefore, throughout the QSO grant period, ISBE will bid and award an external evaluation contract using administrative funds. The types of data and information that will be collected, reviewed, and evaluated through this process include but are not limited to: (i) the structural or systemic barriers that were removed to foster the adoption of best practices and innovation; (ii) the characteristics of schools and LEAs most likely to evaluate and incorporate best practices and innovations into their existing educational programming; (iii) the portability or transferability of identified best practices and innovations from charter schools to traditional public schools, as measured by increased student performance; and (iv) the portability and transferability of identified best practices and innovations between urban schools and rural schools, as measured by increased student performance. The ultimate question that must be answered by the dissemination portion of the external evaluation is what difference have these activities made?

To carry out the identification and dissemination work proposed in this section of the grant application, ISBE seeks CSP grant funds to contract with a Dissemination Specialist through a charter school subgrant to ensure that all dissemination activities are coordinated and coherent within current statewide regional delivery systems. The person will be field-based and have a proven track record of working cooperatively with all stakeholders and building alliances within the K-12 public education system.

***g) Oversight of Authorized Public Charter Agencies (15 points).***

Illinois is committed to advancing high-quality school options and charter school academic excellence through quality authorization. Beginning with taskforce work in 2009, the *Charter Schools Law* and ISBE’s administrative rules have been overhauled to clearly define authorizer powers and duties; promulgate principles and standards for carrying out such duties and powers; collect information from authorizers to measure and benchmark the performance of authorizers; and hold authorizers accountable for their commitment to high-quality authorization practices.

The most critical development in Illinois’ authorizer sector was the creation of the State Charter School Commission (the “Commission”), an independent commission with statewide chartering jurisdiction and authority. In 2009, ISBE chaired and convened an [Independent Charter School Authorizers Task Force](#) (Appendix E) to study the need, if any, for an independent charter school authorizer in Illinois. Public Act 97-152, the product of the Task Force’s work, created the Commission and vested it with the following critical functions: (i) promulgating authorizing best practices; (ii) processing and deciding charter appeals; (iii) overseeing charter schools authorized by the Commission; and (iv) submitting biennial reports to ISBE and local school boards regarding best practices in charter school authorizing.

Public Act 97-152 also vested ISBE with new statutory authority to oversee authorizers and to hold them accountable for the quality of their authorizing work. By law ISBE now collects a report from each authorizer on a biennial basis that addresses the authorizer’s strategic vision for chartering and progress toward achieving that vision; the academic and financial performance of all charter schools in the authorizer’s portfolio; the status of the authorizer’s charter school portfolio; the authorizing functions provided by the authorizer to its charter schools; and detailed reports regarding the authorizer’s costs and expenditures associated with authorizing activities. (Appendix E). This information is compiled by ISBE into a comprehensive report on the charter school sector that is issued to the General Assembly, the Governor, other stakeholders, and the general public in January of every even-numbered year. (105 ILCS 5/27A-12).

Based on this information and ISBE’s ongoing monitoring of both charters and authorizers, ISBE now has express statutory authority to “remove the power to authorize from any authorizer in the State if the authorizer does not demonstrate a commitment to high-quality authorization practices and, if necessary, revoke the chronically low-performing charters authorized by the authorizer at the time of the removal.” (105 ILCS 5/27A-12).

In November 2014, ISBE codified a robust administrative process that defines the criteria upon which the agency will initiate action against an authorizer and due process procedures for an authorizer subject to such sanctions. The rules set forth a process for authorizers to adopt and implement a corrective action plan prior to imposition of any sanctions, which must identify the steps the authorizer will take related to any areas of authorizer deficiency, evidence that the authorizer has the resources and ability to take the steps described, and a timeline in which to take the corrective action. See Appendix E ([Part 650.65 Rules for Authorizer Oversight](#)).

To clearly define performance expectations, ISBE also partnered with the National Association of Charter School Authorizers (NACSA) to incorporate “[Principles and Standards for Authorizing Charter Schools](#)” into the agency’s administrative code, which sets forth principles and standards for authorizers closely based on NACSA’s well-researched principles and standards and modified to align with the *Charter Schools Law*. The vast majority of standards identified in the appendix is considered “essential” and are thus required.

No group has done more work than NACSA to study and define the commitment, capacity, policies, and procedures that an authorizer must have to support the growth and sustainability of high-quality charter schools; and Illinois is now one of 21 states to have incorporated or adopted NACSA’s standards into state statute or regulations where they have binding effect against charter schools. Illinois’ authorizer standards now meet all of the criteria identified by the Secretary for quality charter authorizing, including but not limited to:

- Soliciting and approving charter school petitions from developers that have the capacity to open high-quality charter schools (Standards 2.1, 2.2., 2.3 and 2.4);
- Approving charter school applications that incorporate evidence-based school models and practices (Standards 2.3 and 2.4);
- Establishing measureable academic and operation performance expectations for all charter school types permitted by State law that are consistent with the definition of high-quality charter school as defined in this grant application (Standards 3.2 and 3.3);
- Monitoring charter schools on at least an annual basis (Standard 4.1), and conducting an in-depth review at least every five years (105 ILCS 5/27A-9(a));

- Using increases in student academic achievement as one of the most important factors in renewal decisions and taking appropriate action against academically poor-performing charters (Standard 3.3; *see also Competitive Preference Priority (1)*);
- Providing annual reports to the public on the authorizer’s portfolio of charter schools;
- Supporting charter school autonomy (Standard 4.2) while holding charters accountable for results and contract compliance (Standards 4.4 and 5); and
- Holding charters accountable to the requirements of the State accountability system during Illinois’ transition to more robust Illinois learning standards (incorporating the Common Core standards), and a new State assessment—Partnership for Assessment of Readiness for College and Careers (PARCC)—aligned to such standards (Standard 3.3).

Illinois now has a robust infrastructure in place to monitor, evaluate, and hold authorizers accountable for their authorizing work and the success of their charter portfolios. While ISBE already provides technical assistance to authorizers upon request (for example, Charter Schools Program staff recently spoke with 38 member districts in the Legislative Education Network of DuPage County and had a conference call with a downstate authorizer seeking guidance on appropriate renewal criteria), CSP funds will provide more robust, sustained technical assistance to existing and prospective authorizers exploring charter school options in their community.

Specifically, ISBE proposes to use the QSO Grant to develop a series of training modules for existing and would-be charter school authorizers, through an existing platform—the Ed Leaders Network. The capacity of the Ed Leaders Network is discussed in more detail in *Selection Criteria (a)*. The QSO Project Director, Data Specialist, and Community Engagement Specialist will author the modules in collaboration with NACSA and the Commission. Data will be collected on authorizers who access the training to analyze quality of implementation by

comparing schools started or renewed by authorizers who access the training with those who do not. This information can be used to consider a requirement that all charter school authorizers access the training. Trainings will also be conducted through our SSoS educational partner, the Illinois Association of School Boards (IASB). IASB conducts regional meetings, an annual conference of more than 17,000 attendees, and online professional development for their members. Partnering with them to increase the knowledge and skills of local boards of education to authorize charter schools will be an opportunity to maximize local control and educational innovation at the community level.

In addition, working in partnership with the Commission and in consultation with NACSA, ISBE proposes to use additional CSP funds to create a publicly-accessible authorizer dashboard that will convert ISBE’s *Principles and Standards* into measurable criteria and indicators that are deemed necessary and sufficient to meet the desired outcomes. ISBE has started a project to create several data dashboards for schools to support many of their activities. By using the QSO Grant’s Data Specialist to create the authorizer data dashboard, authorizers will have real-time access to data supporting high-quality charter schools.

***(h) Management Plan and Theory of Action (10 points).***

**QSO Grant Outcomes for Illinois students, families and communities**

Outcome	Expected Impact	Measured By
<p><b>Outcome #1 – Awareness</b></p> <p>Statewide increased awareness and deeper knowledge of high-quality charter schools as a means to provide statewide local educational options for communities.</p>	<p>Illinois students, families and communities will better understand the role of charter schools in promoting local control, educational innovation and healthy communities while local boards of education (authorizers) better</p>	<p>Evaluation data from participants in QSO Grant workshops, webinars, meetings, and forums.</p> <p>Visits to ISBE charter web page over time.</p> <p>Approved charter school applications by local authorizers.</p> <p>Approved charter school applications by</p>

Outcome	Expected Impact	Measured By
	<p>understand the concept, purpose and structure of charter schools.</p>	<p>the Commission.</p> <p>Geographical distribution of charter schools.</p> <p>Survey results of charter school awareness and concept/structure on LEA survey.</p> <p>Data on use of the Community Engagement Specialist contracted services.</p> <p>Internal evaluations from dissemination subgrants.</p>
<p><b>Outcome #2 – Opportunity</b></p> <p>Illinois communities creating high-quality educational opportunities for their children through charter schools.</p>	<p>Illinois students, families and communities will have high-quality educational options across the State but especially in communities with disadvantaged children or chronically low-performing schools.</p>	<p>Charter school applications proposing best practices in charter school delivery.</p> <p>Charter school applications showing strong community involvement.</p> <p>QSO subgrants awarded through all three phases showing full implementation of high-quality charter schools.</p> <p>Charter school renewal applications showing sustainability of best practices over more than 3 years.</p> <p>Charter authorizers attending training on authorizers’ role and high-quality charter schools.</p> <p>Use of ISBE Dashboard on Standards and Principles of Charter School Authorizing.</p> <p>Results of charter schools in Illinois’ new Statewide Balanced Accountability system for all public schools.</p> <p>Internal evaluations of the dissemination subgrants.</p>
<p><b>Outcome #3 – Fair Funding and</b></p>	<p>Illinois students, families</p>	<p>LEAs appropriately funding charter</p>

Outcome	Expected Impact	Measured By
<p><b>Access to Programs</b></p> <p>Increased access to funding for charter schools through formula, discretionary, and competitive grant processes not currently being used.</p> <p>Increased supports to students in charter schools from ISBE projects.</p>	<p>and communities with charter schools will be funded as required and have access to supports available to other public school students.</p>	<p>schools with formula federal and state grant funds in the ISBE system for submissions, ISBE Web Application Security, or IWAS.</p> <p>ISBE review of charter school access to all fund sources – state and federal, formula, discretionary, and competitive.</p> <p>ISBE revision of all project and program resources to include charter school language and supports (homeless, migrant, foundational services, etc.).</p> <p>Competitive grant submissions by charter schools.</p> <p>Restart model School Improvement Grant 1003(g) proposals submitted.</p> <p>Charter schools awarded federal and state competitive grants.</p>
<p><b>Outcome #4 – Achievement</b></p> <p>Increased student achievement including a reduction of achievement gaps of underserved and educationally disadvantaged students.</p>	<p>Illinois families and communities will have students graduating from high school ready for college and careers.</p>	<p>Overall performance of charter school students.</p> <p>Performance and change of performance of students in low-performing charter schools in required leading and lagging improvement metrics.</p> <p>Data from the Data Specialist contracted services.</p> <p>Performance of charter school underserved and educationally disadvantaged students</p> <p>Performance of charter school students as compared to demographically and geographically similar non-charter schools.</p> <p>Performance of charter school students as compared to the LEA students.</p>

## Objectives of QSO Grant

### A. Build agency capacity and increase technical assistance with Illinois educational partners to communities exploring charter school options.

Tasks	Entity Responsible is ISBE unless noted and Timeline
Hire and train highly-qualified staff internally or through contract to provide technical assistance (1.0 FTE Director, (1) 0.5 assistant, (1) 0.5 FTE data specialist and (1) 0.5 FTE community engagement specialist).	Within 60 days of grant award
Deliver 4 webinar series on charter schools in Ed Leaders Network (for Illinois Administrators and Educators) and ISBE website <ul style="list-style-type: none"> <li>• <i>Myth-Busting Charter Schools.</i></li> <li>• <i>Capturing Local Control through Illinois Charter Schools:</i> Educational leaders and charter school operators discuss the successes and challenges.</li> <li>• <i>Implementing Educational Innovation through Illinois Charter Schools:</i> Charter school operators will highlight successful innovative practices leading to high student achievement, especially for underserved and disadvantaged youth.</li> <li>• <i>Building Healthy Communities through Illinois Charter Schools:</i> Community leaders will highlight the role of the community in the exploration, planning and implementation of highly successful Illinois charter schools.</li> </ul>	Spring 2016 ISBE with Illinois Network of Charter Schools and Illinois Principals Association
Deliver webinars and School Board training on Roles and Responsibilities of Illinois Charter School Authorizers using the Illinois Principles and Standards for Authorizing Charter Schools.	Create in Spring 2016 and repeat with updates Years 2 to 5 ISBE and Illinois Association of School Boards
Deliver webinars and school board training on funding Illinois Charters. <ul style="list-style-type: none"> <li>• Requirements</li> <li>• Accessing federal and state grants</li> <li>• Applying for foundations and donations</li> </ul>	Years 2 to 5 ISBE and Illinois Association of School Business Officials
Create support program for new charter school operators and administrators (i.e., mentoring, finance, governance, etc.).	Summer 2016 and repeat Years 2 to 5 ISBE and Illinois Network of Charter Schools

Tasks	Entity Responsible is ISBE unless noted and Timeline
Coordinate with Illinois CSI staff to build statewide capacity within the SSoS for charter school options.	Spring 2015 through Year 5 Illinois CSI
Present at conferences including, but not limited to: Illinois Network of Charter Schools Annual Conference, Triple I School Board Association Conference, Family Engagement Conference, No Child Left Behind Title I Conference.	Spring 2016 and ongoing to Year 5
Collaborate with internal ISBE School Improvement Grant 1003(g) consultants and lead partners to promote Restart model (establishing charter schools) for school turnaround.	Next SIG competition (based on USDE funding)
Increase charter school access to federal and state funds by monitoring LEA dissemination in IWAS by all ISBE program staff.	Spring 2016 and ongoing
Increase charter school awareness and award for competitive state and federal grants by requiring a “charter school” section on all grant notifications, webinars, RFPs and Frequently Asked Questions documents throughout the agency.	Require on all new resources starting January 2016 and complete review/update on current resources by Fall 2016
Create and revise current resources for LEA Homeless Liaisons and the Illinois Migrant Council.	Summer 2016 and ongoing

**B. Implement higher quality charter schools through subgrants for planning, program design and implementation.**

Tasks	Entity Responsible is ISBE unless noted and Timeline
<p>Conduct RFP process that awards high-quality charter school applicants with subgrants for pre-charter planning, program design and implementation.</p> <ul style="list-style-type: none"> <li>• Update previous RFP with new law and requirements</li> <li>• Provide grantee webinars, resources, and frequently asked question documents</li> <li>• Train external reviewers</li> <li>• Score applicants and make awards</li> </ul>	Release January 2016
Award subgrants to new charter schools each year of the grant in annual cohorts.	March 2016 to be repeated in Years 2 to 5
Provide increased technical assistance to applicants during pre-charter planning and program design grant activities.	Spring 2016 and with each new competition

Tasks	Entity Responsible is ISBE unless noted and Timeline
Implement ISBE staff programmatic monitoring during grant implementation. <ul style="list-style-type: none"> <li>• Require semi-annual reports on goals and objectives of the subgrant</li> <li>• Require quarterly financial reports</li> <li>• Require data submission on School Improvement Grant Leading and Lagging Indicators</li> <li>• Collect corrective action plans by staff for any programmatic or financial audit findings.</li> </ul>	Fall 2016 and with each new cohort
Deliver at least four sets (North, Central, South and CPS) of workshops for charter school operators on the Best Practices and Innovation Work Group recommendations. <ul style="list-style-type: none"> <li>• Planning and designing an Illinois charter school with community stakeholders</li> <li>• Writing a high-quality proposal</li> <li>• Implementation of a high-quality Illinois Charter School</li> <li>• Serving underserved student populations</li> </ul>	Fall 2016 and then annually ISBE and subcontractor
Deliver webinars and school board training on the responsibility of Charter School Authorizers in improving the quality of Illinois Charters. <ul style="list-style-type: none"> <li>• Principles and Standards for Authorizing Charter Schools</li> <li>• Monitoring student achievement and other outcomes</li> <li>• Renewal</li> </ul>	Fall 2016 and then annually to 5 ISBE and Illinois Association of School Boards and EdLN
Create and Implement a dashboard for charter authorizers that convert the standards and principles of authorizing into measureable criteria.	Summer 2016
Apply Illinois' new Statewide Accountability Law to charter schools with changes as required by state charter school statute (i.e., new compliance section showing reduced mandates)	Fall 2016 as provided in legislation ISBE
Collaborate with Illinois CSI and other Statewide System of Support providers to better support low- performing charter schools.	Ongoing ISBE and SSoS Partners
Evaluate the subgrant and dissemination activities. <ul style="list-style-type: none"> <li>• Award a contract for external evaluation</li> <li>• Collect data from subgrantees as needed for evaluation</li> <li>• Require dissemination subgrantees submit internal evaluations</li> <li>• Annual Reports and Final Report in Year 5</li> </ul>	Award RFSP in Fall 2016 with annual reports starting October 2017

**C. Communicate and disseminate best practices for charter schools.**

<b>Tasks</b>	<b>Entity Responsible is ISBE unless noted and Timeline</b>
<p>Convene Best Practices and Innovation Work Group.</p> <ul style="list-style-type: none"> <li>• Research and recommend best practices and innovation practices with supporting data in Illinois schools</li> <li>• Lead state level advocacy to identify needed reforms and changes to current laws and rules that create barriers to implementation of innovation best practices</li> </ul>	<p>Convene by January 2016            Recommendations complete by May 2016            Advocacy and dissemination in Year 2            Evaluate in Years 3 to 5</p> <p>ISBE and INCS</p>
<p>Contract with subgrant for Dissemination Specialist (1.0 FTE) to</p> <ul style="list-style-type: none"> <li>• Coordinate the work of Best Practices and Innovation Work Group</li> <li>• Disseminate charter school best practices/lessons learned to public schools throughout the State</li> <li>• Administer the dissemination grant competitions and monitor grantees</li> <li>• Coordinate the evaluation of the dissemination grants</li> </ul>	<p>Within 60 days of grant award</p>
<p>Improve information resources both traditional and technology-based such as newsletters, podcasts, website, Twitter, Instagram, snapchat, Facebook, OERS (open education resources)</p>	<p>Ongoing ISBE and SSoS educational partners</p>
<p>Further study the Survey of Learning conditions to analyze charter school results for indicators of improvement of student discipline and school climate.</p>	<p>Updated for Winter 2016 survey window            Analyze for trends Years 2 to 5            5 Essentials Contractor</p>
<p>Award dissemination subgrants for Student Body Diversity to eligible charter schools that have demonstrated high levels of success in</p> <ul style="list-style-type: none"> <li>• Reducing physical, emotional, socioeconomic, or cultural factors as barriers to success</li> <li>• English learners</li> <li>• Students with disabilities, and/or</li> <li>• Other disadvantaged students</li> </ul>	<p>Award in Summer 2016 -            Deliver in Years 2 to 5</p>
<p>Award dissemination subgrants for Student Achievement to eligible charter schools that has demonstrated high levels of success in educational innovation - unique, innovative and highly effective instructional practices that have proven effective with educationally and/or economically disadvantaged students (rural, urban, elementary, high school, etc.).</p>	<p>Award in Summer 2016 using workgroup recommendations            Deliver in Years 2 to 5</p>

The QSO Grant Theory of Action can be found under “Application Requirements.”

*(i) Project Design (10 points).*

ISBE has a well-thought-out, specific plan for awarding subgrants to charter schools and development teams with the capacity to create high-quality charter schools, informed by its previous 14 years of administering the grant.

All applications will undergo an external review evaluation, with the strongest applications recommended for funding by this group of evaluators. The external review group will be composed of experts in school finance, governance and operations, curriculum, and community engagement, with an emphasis on fluency in the charter model and charter law. Each award will include all stages of funding (pre-charter planning, program design, and implementation) for which the applicant has applied and is eligible.

**Evaluation Criteria for Awarding Planning Grants**

There will be two sections to the Request for Proposals used for subgrants: Program and Budget. In addition to the requirements for the subgrant applications that are listed in the assurances, all Programs must identify the following:

1. **Diverse planning team** with demonstrated expertise in a range of relevant areas, such as project management, curriculum, instruction, assessment, community relations, marketing, finance and fundraising, governance and management, law, and real estate.
2. Thorough **needs assessment of the community** to be served.
3. **Clear mission statement** that meets the needs of the community to be served, tied to improving student achievement.

To move from pre-charter planning funding to program design funding, the applicant must submit evidence that the charter proposal has been approved by an authorizer. In addition to the above criteria, program design scoring will also be based on:

4. The quality of the proposed **educational program** of the charter school which shows educational innovation and includes rigorous accountability mechanisms.
5. The scope and strength of **parents and community involvement** and engagement in the proposed charter school.
6. The number of **students served** and the recruitment strategy proposed.
7. The thoroughness of the approach to attracting **at-risk and other educationally disadvantaged students** and the plans for meeting the needs of those who may be underserved in more traditional environments.
8. A recruitment and retention strategy that will attract **highly qualified staff** that represent the diversity of the community being served and will meet all students' needs.
9. The degree to which the **curriculum** will be aligned to the new Illinois Learning Standards and implement best-practices in educational innovation for assessment and instruction.
10. Strong **governance** including clear separation from LEA oversight.
11. Strong **financial model** that demonstrates long-term solvency.

The budget will be scored based on: (1) the **coherence and cost effectiveness** of the planning activities for which funding is requested; and (2) the degree to which the costs are **reasonable and customary** given the geographical setting and scope of the proposal.

### **Criteria for Awarding Implementation Grants**

Implementation grants will be a continuation of planning grants and will be based on evidence of successfully completing the activities as proposed in the Planning Grant. The

criteria above will be used to review the work accomplished during the planning phases, and to determine whether the progress was satisfactory enough to warrant continued support through implementation.

For charter schools already in operation, the following evaluation criteria will be applied:

1. Evidence that the charter school is being operated in accordance with the information provided in the original grant proposal narrative, including demonstration of accountability and achievement of the educational goals as outlined in the original charter.
2. Satisfactory explanation of significant discrepancies between approved and actual prior year grant expenditures; legitimacy of the planned expenditures in the context of the recipient's overall financial picture.

Applicants will be supported with technical assistance through a pre-application webinar and other documents and resources. ISBE anticipates several cohorts of grant competitions, so proposals that do not meet the grant requirements as initially submitted will be returned to the applicant with comments on the weaknesses of the proposals and instructions on when the next submission period will begin.

### **Awarding of Dissemination Grants**

Dissemination grants will be scored on three factors: Plan for Dissemination; Evidence of Expertise; and Budget:

1. The dissemination plan for each subgrant must address the focus criteria, and must include goals and objectives that will ensure high-quality, highly consistent delivery of best practices that cover all of Illinois. Based on applicant strength, a geographical representation might be chosen, but the preference will be that dissemination grants cover the entire State.
2. The proposal must provide evidence of expertise—i.e., results that show the charter school is

“high performing” in the topics covered in the subgrant.

3. The budget will be reviewed for scope and cost-effectiveness.

ISBE will monitor subgrantees under its QSO Grant in the same way as it monitors recipients of other federal grants like 21st Century Community Learning Centers and School Improvement. ISBE consultants develop a multi-pronged monitoring plan that incorporates early, regular contact through phone calls or virtual meetings with project directors to ensure that the ISBE consultant and project staff build a relationship from the start of the project. Each subgrant recipient submits semi-annual reports with quantitative data on impact according to their goals and objectives, and qualitative information about success stories or challenges that may necessitate ISBE assistance. The agency conducts an at-risk analysis of all grantees to prioritize the depth and breadth of technical assistance to be provided. This process looks at past performance, responsiveness to ISBE requests, an assessment of project director competency, and ability to meet goals. Grantees deemed most at-risk will receive the most support, including a variety of visits from general monitoring to rapid-response addressing a particular concern or issue. Finally, all grantees are subjected to various audits (called Federal and State monitoring) based on applicable LEA requirements and grant protocols.

#### Number of Awards

ISBE is proposing to award startup subgrants in cohorts, with a charter school development team receiving an award for all three phases of funding—pre-charter planning, program design, and implementation—at one time. This differs from ISBE’s previous CSP project, where charter school developers separately applied for each phase of funding.

The agency anticipates awarding pre-charter planning subgrants of up to \$25,000 to up to 25 developers in each of the five years of the grant. In ISBE’s last CSP grant period (2007-11),

ISBE awarded an average of 6 pre-charter planning grants each year. However, because ISBE is seeking a waiver of the eligibility criteria in Section 5210(3) of the ESEA requiring subgrant recipients to have applied to an authorizer, and because the new State Charter School Commission has renewed statewide interest in charter schools, especially outside of Chicago, we expect that the number of development teams that will pursue this funding will significantly increase. As time goes on, the activities described within this QSO Grant will result in additional subgrantees and planning grants will become especially important as our efforts launch discussions on charters in communities across the State.

The agency further anticipates awarding program design subgrants of up to \$150,000 to 10 to 12 charter schools prior to opening, and up to seven to 10 implementation subgrants of up to \$400,000 each year for two years, if eligible, to operating charter schools. Cohort 1 schools would be eligible for implementation grants starting in 2017 unless opened earlier, and we anticipate that seven new charter schools will open in fall 2017. As the years go on, grants will support many of the newly opening schools. We anticipate that 10 new charter schools will open and be eligible for implementation grants in 2018 and 13 in 2019 and 2020. With the increased staff, training, awareness activities, and technical assistance provided through this QSO Grant, many will meet eligibility criteria for implementation funding. In ISBE's last grant period, ISBE awarded program design and/or implementation funding to an average of seven new charter schools in each year of the project period. Our anticipated number of awards is informed by previous grant outcomes, but is modestly higher to account for the impact of the QSO grant.

The number of dissemination subgrants will depend on the scope of the work proposed by the subgrantee. Dissemination subgrants on Student Body Diversity will have a more limited scope and so are capped at \$50,000 per year for a two-year grant. The Student Achievement and

Educational Innovation dissemination subgrants will be much larger in scope and will involve much more hands-on dissemination to communities with new charter schools or low performing charter schools. It will be the responsibility of the Dissemination Specialist to best-match community needs with supports from dissemination subgrantees.

#### Portfolio of Subgrantees that Focuses on Areas of Need in the State

ISBE will use a variety of data and reports to determine the areas of need within the State, including the District Needs Assessment the agency completed last year with the State's lowest-performing districts as part of our Statewide System of Support. Working with Illinois CSI, data was collected related to district finances, community involvement, climate and culture, special education performance, state and local assessment results, and classroom observations. Districts then received preliminary results without any conclusions, which they used to conduct a one-day review that involved staff, board members, administration, parents and community members. From this review, participants drew conclusions and identified district priorities. *See Appendix E (Statewide Aggregate Report).*

ISBE will also rely on analyses of educational environments done by staff in the agency's Special Education Services and English Language Learning Divisions (DELL). Special Education staff provide intensive support to districts chosen for Focused Monitoring based on their low results on indicators dealing with Least Restrictive Environment and districts that volunteer to be part of ISBE's Least Restrictive Environment Data cohort. DELL provides coaching supports to districts that are struggling to meet the needs of English learners, especially those districts that have students in need of multiple language supports. Communities receiving supports for these specialized populations of students will be reviewed and considered for recruitment strategies in which a charter school would be a high-quality option for students.

Finally, because of the current clustering of charter schools in urban environments in Illinois (*see Selection Criteria (a)*), preference in subgrant decisions will be given to charter school applications submitted in geographic regions of the State not currently served by charter schools, especially rural areas. Poverty does not depend on population density, and Illinois has many rural districts with high poverty that have a critical need for high-quality school options.

#### Communication of the Subgrant Program

ISBE will communicate to its two subgrant programs through the routine channels it uses to share grant opportunities, regulations, and deadlines, including the Superintendent's Weekly Message (distributed to 6,712 school and district administrator, educators and lawmaker subscribers), social media (i.e., ISBE's Facebook and Twitter accounts), and its general website.

Our lower-performing schools are supported by Illinois CSI, which communicates and coordinates resources and opportunities for these districts through its own distribution channels, and will include QSO information in such outreach. Illinois CSI also meets with priority and focus districts bimonthly to support progress on improvement plans, and information on available resources such as the QSO Grant will be shared.

ISBE will also communicate with key education partners, such as the Illinois Network of Charter Schools (INCS), the Illinois Board of Higher Education (IBHE), and the Illinois Association of School Boards (IASB) to share information about the QSO grant and funding opportunities. INCS works with charter school development teams through its Charter Design Institutes and can also communicate this grant opportunity with existing operators who are ready to open new schools. IASB regularly communicates with school boards across the state through periodic newsletters, quarterly legal updates of policies, and twice yearly regional meetings. An IASB workshop focused on charter school "myth-busting" will provide direct communication

with its members. IBHE may have an interest in promoting this grant opportunity among higher education members seeking a charter school. Two Illinois universities already house charter schools: Southern Illinois University Edwardsville and University of Chicago, both shining examples of Illinois' current P-20 efforts and strong contenders for dissemination grants.

Finally, existing community outreach efforts can be leveraged to access communities who are already working on projects, especially the 21<sup>st</sup> Century Community Learner Centers project, which provides federal funds to community-based afterschool programs in low-performing, high-poverty communities. ISBE can access these partners and continue to promote charter schools as an important part of local control, educational innovation, and healthy communities.

#### Requested Waivers

**Request 1:** ISBE respectfully requests that the Secretary **waive the project period limitation** in Section 5202(c)(1) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), restricting CSP grants to State Educational Agencies to “a period of not more than 3 years,” so that ISBE can be awarded a five-year CSP grant. A five-year award period is necessary to achieve all program objectives and outcomes.

**Request 2:** ISBE respectfully requests that the Secretary **waive the eligibility criteria set forth in Section 5210(3)** of the ESEA for CSP subgrantees seeking pre-charter planning funding. ISBE would like to have the flexibility to award small pre-charter planning grants of up to \$25,000 to charter school development teams that are still in the process of developing a charter proposal and have not yet submitted one to an authorizer. This will support developers to undertake activities to better understand the community and develop strong educational programs based in sound research and planning that respond to community needs, resulting in stronger applications and more high-quality charter schools. In order to receive program design

funding—a larger award in the QSO subgrant program of up to \$150,000—the applicant would have to submit evidence of having a charter proposal approved by an authorizer.

### **Application Requirements**

***i) Academically poor-performing charter school definition***

ISBE certifies that it is using the definition of “academically poor-performing charter school” provided in the federal Notice.

***ii) Disseminating best practices***

Please see *Selection Criteria (f)*.

***iii) Federal funds***

Please see *Selection Criteria (b)*.

***iv) High-quality charter school definition***

ISBE certifies that it is using the definition of “high-quality charter school” provided in the federal Notice.

***v) IDEA compliance***

Please see *Selection Criteria (b)*.

vi) *Logic model*

Goals	Division Goals	Inputs	Activities and Outputs		Program Outcome(s)
	What we want to achieve or where we want to be	What we use	What we do	Who we reach	What results we achieve
<p>A. Build agency capacity and increase technical assistance with Illinois’ educational partners to communities exploring charter school options.</p> <p>B. Implement higher-quality charter schools.</p> <p>C. Communicate and disseminate best practices/lessons learned for charter schools.</p>	<p>College and Career readiness for all students.</p> <p>Increased student performance in our lowest-performing schools.</p> <p>High-quality Title I programs providing supports to our lowest-achieving students.</p>	<p>\$9 million per year in 5-year federal CSP grant</p> <p>SSoS educational partners</p> <p>Illinois Center for School Improvement</p> <p>Illinois School Improvement Grant 1003(g) consultants</p> <p>Regional Offices of Education and Intermediate Service Centers</p>	<p>Hire project manager and support staff to deliver greater supports using educational partners.</p> <p>Award subgrants to qualified charter school operators for planning and implementation of new charters.</p> <p>Disseminate charter school best practices/lessons learned through high-quality charter schools and current delivery systems used in Statewide System of Support – Illinois CSI, ROEs/ISCs and IPA/ELN as well as both traditional and technology-based resources.</p>	<p>All communities across Illinois, especially those with high-need, underserved student populations.</p>	<p>Increased awareness of charter schools for local control, educational innovation and healthy communities.</p> <p>More communities creating high-quality educational opportunities for their children.</p> <p>Increased funding for charter schools through formula and competitive grant processes not currently being used.</p> <p>Higher student achievement in charter schools especially underserved and educationally disadvantaged populations.</p>

***vii) Lottery and enrollment preference***

As public schools, charter schools in Illinois must be open to all students who reside in the school district served, and if there are more applications to the school than spaces available, enrollment must be determined by lottery. (105 ILCS 5/27A-4(d), (h)). Charter schools must afford priority in their lotteries to siblings of pupils enrolled in the charter school and pupils who were enrolled in the charter school the previous school year, unless expelled for cause. The law also permits several additional priorities exclusive to Chicago. (105 ILCS 5/27A-4(h)). Students who meet the criteria for the following types of schools have priority in admission: (i) schools with attendance boundaries to relieve overcrowding or to better serve low-income and at-risk students; (ii) schools devoted exclusively to re-enrolled high school dropouts and students 16 or 15 years old at risk for dropping out; and (iii) schools devoted exclusively to students from low-performing or overcrowded schools. (*Id.*) In addition, any charter school located in a school district that contains all or part of a federal military base may set aside up to 33 percent of its open charter seats to students with parents assigned to the federal military base. (*Id.*)

Beginning with the 2015-16 school year, all lotteries must be videotaped, and the authorizer must be allowed to be present or review the lottery in real time. Lottery tapes must be time/date stamped and maintained, and a copy of the video, along with any other records related to the lottery, must be submitted to the authorizer on or before September 1 of each year. If an authorizer determines that any aspect of the lottery's administration impacts a student's equal chance at admission (outside of the allowable priorities described in this response), the authorizer may administer the lottery directly. Charter schools are not permitted to create an admission process subsequent to a lottery that operates as a barrier to registration or enrollment. (105 ILCS 5/27A-4(h)).

Before certifying any application to open or renew a charter school, ISBE staff reviews information pertaining to lottery, enrollment, registration and admission processes, and can withhold certification if the Charter School describes any processes that violate the *Charter Schools Law* or other applicable anti-discrimination/equal access requirements for public schools. (105 ILCS 5/27A-6(d)). Information specific to how charter schools will communicate the rights of English learners and students with disabilities to participate fully and equally in these processes must be included with every new and renewal charter application. (23 Ill. Admin. Code 650.30(b)(2)).

ISBE certifies that it will require each application for a QSO subgrant to describe its recruitment and admission policies and practices in its grant application, including a description of its proposed lottery and any preferences or exemptions that will be utilized, and how these policies and practices are consistent with State law and the CSP authorizing statute.

**viii) Objectives**

Please see *Selection Criteria (h)*.

**ix) Revolving loan fund**

ISBE currently operates a state-funded revolving loan fund and therefore is not reserving any portion of its CSP grant funds for this purpose.

**x) Waivers**

Please see *Selection Criteria (i)*.

## Other Attachment File(s)

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## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B. A description of how the charter school will be managed;
  - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
  - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
- N. Such other information and assurances as the Secretary and SEA may require.

2) The applicant will –

- A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
- B. Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

- A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
- B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.

4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Tony Smith, Ph.D.  
 NAME OF AUTHORIZED OFFICIAL  
 \_\_\_\_\_  
 \_\_\_\_\_  
 SIGNATURE OF AUTHORIZED OFFICIAL

State Superintendent  
 TITLE  
 \_\_\_\_\_  
7/15/15  
 DATE

Illinois State Board of Education  
 APPLICANT ORGANIZATION

7/16/15  
 DATE SUBMITTED

# Amy Jo Clemens, Ed. S.

cell –

## **EDUCATION**

Educational Specialist, Northern Illinois University, DeKalb, IL 8/2005,

Illinois Superintendent Licensure

MS Ed Secondary Education, Northern Illinois University, DeKalb, IL 1996

Illinois General Administrative Licensure

Bachelor of Arts, Ripon College, Ripon WI, Chemistry and Chem-Bio Majors, 1986

## **PROFESSIONAL EXPERIENCE**

### **Assistant Superintendent, Center for Innovation and Improvement, Illinois State Board of Education, Springfield, IL, 2013-present**

Senior Staff Administrator of the Center of Innovation and Improvement containing three divisions: College and Career Readiness, Title I Grants, and Statewide System of Support

- Distribute, monitor and manage more than \$1.5 Billion in SEA state and federal funds.
- Facilitate implementation of new Illinois Learning Standards in English Language Arts and Mathematics based on the Common Core, Science Standards based on Next Generation Science Standards, Physical Development and Health Standards, and draft Social Science Standards.
- Team member for Illinois ESEA NCLB Flexibility Waiver approved April, 2014.
- Administer Illinois Statewide System of Support redesigned multi-tiered system of support providing resources and assistance to priority, focus and foundational districts.
- Oversee large federal grant competitions to more than 175 grantees in programs such as School Improvement Grant 1003 (g), 21<sup>st</sup> Century Community Learning Centers and Mathematics and Science Partnerships.
- Manage distribution of Title I, Title II, and Neglected and Delinquent funds to more than 900 LEAs statewide using electronic application and two-tiered approval process.
- Lead Illinois Career Tech Education work including Perkins Federal funds, statewide Career Tech Ed funds and various Leadership Projects.
- Team member for Illinois Race to the Top implementation.
- Award and oversee external evaluations for federal and state projects such as the Illinois Learning Standards implementation, Statewide System of Support including the Illinois Center for School Improvement and Science, Technology, Engineering and Mathematics (STEM) Learning Exchanges.
- Collaborate and author state legislation and administrative rules in areas such as accountability, district designations and interventions, and college and career readiness.
- State Superintendent and Deputy Chief of Education designee at various statewide meetings and conferences that include delivering keynote addresses and welcomes.

### **Regional Superintendent, Lee/Ogle Regional Office of Education, Dixon, IL 2004- 2013**

Locally elected education official to serve 16 districts and 4 private schools in 2 counties including 15,000 students and 1200 educators with a \$3 million budget that combined local, state and federal funds.

- Deliver professional development to more than 4000 educators and community members

per year in Common Core support, data and analysis, comprehensive planning, professional learning communities and more.

- Assist buildings with continuous improvement process and Rising Star focusing on those identified by the Illinois State Board of Education as in need of improvement.
- Fiscal agent for federal Response to Intervention Network (Statewide Special Education Personnel Development Grant) delivering professional development, technical assistance and coaching in multi-tiered systems of support through a coaching of coaches model for 83 districts throughout the state.
- Assure truancy and dropout prevention services along with GED preparation and testing to more than 700 students annually.
- Oversee teacher, administrator, counselor and teacher assistant licensure and renewal.
- Regulate compliance and Health-Life Safety projects for 40 public school buildings in 16 districts and 4 private schools.

### **IARSS Professional Development Chair, 2009-2013**

- Coordinate committee to facilitate professional development initiatives in ROEs/ISCs throughout Illinois. Projects include PEAC, SSOS, RTTT Network, The Trail and more..
- IARSS designee to state planning and advisory committees such as PBIS, ISLE, Classrooms First and others
- Communicate with and coordinate ROE/ISC professional development staff across the state promoting and sharing the delivery of consistent and high quality professional development.

### **Lead Consultant, Lee/Ogle Regional Office of Education, Dixon, IL 2000-2004**

- Plan for school improvement – data collection, analysis and action planning.
- Write and coordinate Area II Illinois Math and Science Partnership Grant for middle school professional development totaling more than \$1.5 million over 6 years.
- Provide No Child Left Behind resource, guidance and implementation assistance and training in ISAT/PSAE planning and data interpretation, standards alignment, research – based strategies for reading and mathematics and curriculum mapping.
- Train teachers on instructional strategies such as cooperative learning and quality classroom assessment and learning environments such as teambuilding and bully prevention.

### **Principal, Malta CUSD #433, Malta, IL 1996-2000**

- Principal of junior/senior high school implementing Coalition of Essential Schools reform initiatives.
- Implemented annual student all-school exhibitions of skill mastery and portfolio graduation interviews for all seniors.

### **Teacher, Genoa-Kingston CUSD #424, and South Beloit CUSD #320 1988-1996**

- Instructed chemistry, physics, earth science and environmental science.
- Other duties include coach, class advisor (prom), GKEA, Quality Review Process, Student Council, Discipline Advisory Committee and Student of the Month Award.

**Memberships in various professional educational associations along with service organizations and boards in the community.**

**Appendix C**  
**Letters of Support**



## OFFICE OF THE GOVERNOR

JRTC, 100 W. RANDOLPH, SUITE 16-100  
CHICAGO, ILLINOIS 60601

**BRUCE RAUNER**  
GOVERNOR

July 16, 2015

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my strong support for the Illinois State Board of Education's (ISBE) application to the U.S. Department of Education's Charter Schools Program Grants for State Educational Agencies.

One of the most critical responsibilities of a state is to provide access to high quality education for each student from cradle to career. As the Governor of Illinois, I am firmly committed to advancing and expanding the ongoing work of providing excellent school options for every student in Illinois, and I assure you this commitment is embedded in all State government decisions.

The Quality Options Program described in ISBE's application will foster innovation, create new pathways to high quality educational choices and ensure these choices are distributed equitably throughout the state based on the best interests of students and families.

Education offers a gateway to opportunity—an opportunity that I believe should be provided to all children from all backgrounds with all needs. We must create a continuum of high quality choices for students and support each family in becoming an active participant in their children's education. This continuum is especially vital for low-income, high-need and newcomer populations in neighborhoods where opportunity is scarce.

I strongly urge you to approve ISBE's application for a Quality Options Program. By providing each student across the continuum with a pathway towards success – in college or career – I truly believe that Illinois will become a national model for how to provide an equitable and excellent education for all students.

Sincerely,

  
Bruce Rauner  
Governor



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**James T. Meeks**  
Chairman

**Tony Smith, Ph.D.**  
State Superintendent of Education

July 16, 2015

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my strong support for the application of the Illinois State Board of Education (ISBE) to the U.S. Department of Education's Charter Schools Program Grants for State Educational Agencies.

One of the most critical responsibilities of a state is to provide access to high quality education for each student from cradle to career. As the State Superintendent of Illinois, I am firmly committed to advancing and expanding the ongoing work of providing excellent school options for every student in Illinois, and I assure you that this commitment is embedded in all State government decisions.

The Quality Options Program described in ISBE's application will foster innovation, create new pathways to high quality educational choices and ensure these choices are distributed equitably throughout the state based on the best interests of students and families.

Education offers a gateway to opportunity—an opportunity that I believe should be provided to all children from all backgrounds with all needs. We must create a continuum of high quality choices for students and support each family in becoming an active participant in their children's education. This continuum is especially vital for low income, high need and newcomer populations in neighborhoods where opportunity is scarce.

I strongly urge you to approve ISBE's application for a Quality Options Program. By providing each student across the continuum with a pathway towards success – in college or career – I truly believe that Illinois will become a national model for how to provide an equitable and excellent education for all students.

Sincerely, [REDACTED]

Tony Smith, Ph.D.  
State Superintendent of Education



## OFFICE OF THE GOVERNOR

JRTC, 100 W. RANDOLPH, SUITE 16-100  
CHICAGO, ILLINOIS 60601

**BRUCE RAUNER**  
GOVERNOR

Dear Secretary Duncan,

I am writing this letter to express my strong support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition. Illinois was not a recipient of the grant in the previous cycle, and we believe the time is right to start the next phase of charter development in Illinois.

Illinois has a strong pipeline of charters that would truly benefit from increased start-up support. The CSP grant will help Illinois to ensure more high quality school options for families and ensure the best practices from high-performing charter schools are more widely disseminated.

Now that Illinois has an appeals route for charters in the form of the Illinois Charter School Commission which was instituted in 2011 in state law and formed and staffed in 2012, charter applicants from around the state have the opportunity to make their case in district that previously had been opposed to charter schools. The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three year. ISBE staff have developed clear guidelines for applicants and authorizers and a robust rubric template for application evaluation. ISBE and Commission staff also provide helpful technical assistance to applicants, existing charter schools and authorizers.

The Governor's office is committed to working in partnership with ISBE to continue to support high quality charter schools in Illinois. We believe that Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to educations that can improve their life trajectories.

We strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you [REDACTED]

[REDACTED]  
Elizabeth Purvis, Ed.D.  
Secretary of Education  
State of Illinois



**JIM DURKIN**  
HOUSE REPUBLICAN LEADER – 82<sup>ND</sup> DISTRICT

July 15, 2015

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary:

As State Representative from the 82<sup>nd</sup> district, I am writing this letter to express my support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program (CSP) State Education Agency grant competition. Illinois was not a recipient of the grant in the previous cycle, and I believe the time is right to start the next phase of charter development in Illinois. Illinois has a strong pipeline of charters that would truly benefit from increased start-up support. The CSP grant will help Illinois to ensure more high quality school options for families and ensure the best practices from high-performing charter schools are more widely disseminated.

Now that Illinois has an appeals route for charters in the form of the Illinois Charter School Commission, which was instituted in 2011 in state law and formed and staffed in 2012, charter applicants from around the state have the opportunity to make their case in school districts that previously had been opposed to charter schools. The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three years. ISBE staff have developed clear guidelines for applicants and authorizers and a robust rubric template for application evaluation. ISBE and the Commission staff also provide helpful technical assistance to applicants, existing charter schools, and authorizers.

In my role, I am committed to supporting efforts by ISBE and the Commission to maintain a high quality charter school development process in Illinois. Without a doubt, Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to academic opportunities that can improve their life trajectories.

Please know that as a charter school advocate, I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant, and will monitor the agency, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you,



Jim Durkin  
State Representative – 82<sup>nd</sup> District  
House Republican Leader

SPRINGFIELD OFFICE  
ROOM 122  
STATE CAPITOL BUILDING  
SPRINGFIELD, ILLINOIS 62706  
PHONE: 217/782-8492  
FAX: 217/558-6006  
www.heathersteans.com

DISTRICT OFFICE  
5533 NORTH BROADWAY  
CHICAGO, ILLINOIS 60640  
PHONE: 773/769-1717

## ILLINOIS STATE SENATE



COMMITTEE MEMBERSHIP:  
APPROPRIATIONS I - CHAIR  
ENVIRONMENT - VICE CHAIR  
APPROPRIATIONS II  
EXECUTIVE  
HUMAN SERVICES

### Heather A. Steans SENATOR • 7<sup>TH</sup> DISTRICT

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As State Senator from the 7<sup>th</sup> district in Illinois, I am writing to express support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition.

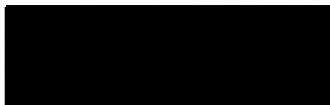
In my role as State Senator, I passed legislation to create the Illinois Charter School Commission. The Commission, formed in 2011, aimed to serve as a new route for charter school applications that were denied by local school districts. Since then, Illinois has worked hard to support and establish quality charter school programs throughout the state. The Commission and its members established a high bar, rigorous route to appeal process which only approved a handful of appeals in contrary to the dozens of applications it received.

The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three years. The appeal process utilizes robust rubrics that in turn lead to instituting rules and best practices to be used by authorizers and appeal applicants as guidelines to keep in mind when submitting an appeal. The rules and best practices are on ISBE's web site along with a number of resources of high quality authorizers including model contract, accountability guidelines and renewal documents. This support helps ensure any future charter applicants maintain high quality programming in charters across the state.

I am committed to continuing to work with ISBE to support high quality charter schools in Illinois. Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to educations that can improve their life trajectories.

I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you



State Senator Heather Steans, 7<sup>th</sup> District



ILLINOIS HOUSE OF REPRESENTATIVES  
STATE OF ILLINOIS

**John Anthony**

STATE REPRESENTATIVE • 75<sup>TH</sup> DISTRICT

1421 N. DIVISION ST.  
MORRIS, ILLINOIS 60450  
(815) 416-1475

200-2N STRATTON OFFICE BUILDING  
SPRINGFIELD, ILLINOIS 62706  
(217) 782-5997

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As State Representative of the 75<sup>th</sup> District in Illinois, I am writing to express support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition. Illinois was not a recipient of the grant in the previous cycle, and we believe the time is right to start the next phase of charter development in Illinois.

Illinois has a strong pipeline of charters that would truly benefit from increased start-up support. The CSP grant will help Illinois to ensure more high quality school options for families and ensure the best practices from high-performing charter schools are more widely disseminated.

Now that Illinois has an appeals route for charters in the form of the Illinois Charter School Commission, charter applicants from around the state have the opportunity to make their case in district that previously had been opposed to charter schools. The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three year. ISBE staff have developed clear guidelines for applicants and authorizers and a robust rubric template for application evaluation. ISBE and Commission staff also provide helpful technical assistance to applicants, existing charter schools and authorizers.

I am committed to continuing to work with ISBE to continue to support high quality charter schools in Illinois. Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to educations that can improve their life trajectories.

I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Respectfully Yours,

John Anthony  
State Representative, 75<sup>th</sup> District

SPRINGFIELD OFFICE:  
632 STATE HOUSE  
SPRINGFIELD, ILLINOIS 62706  
PHONE: 217/782-6578  
FAX: 217/782-1275



DISTRICT OFFICE:  
633 ROGERS STREET, SUITE 108  
DOWNERS GROVE, ILLINOIS 60515  
PHONE: 630/737-0504  
FAX: 630/737-0509  
repsandack@gmail.com

ILLINOIS HOUSE OF REPRESENTATIVES

**RON SANDACK**  
STATE REPRESENTATIVE  
81<sup>ST</sup> DISTRICT

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As State Representative of the 81<sup>st</sup> district in Illinois, I am writing to express support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition.

In my role as State Representative, I have played an active part in the protection and continued support of the charter school movement in Illinois. Specifically, I supported the Illinois Charter School Commission, formed in 2011. The Commission was established with the intent to serve as a new route for charter school applications that were denied by local school districts. Since then, Illinois has worked hard to support and establish quality charter school programs throughout the state. The Commission and its members established a high bar, rigorous route to appeal process in which only approved a handful of appeals in contrary to the dozens of applications it received.

The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three years. The appeal process utilizes robust rubrics that in turn lead to instituting rules and best practices to be used by authorizers and appeal applicants as guidelines to keep in mind when submitting an appeal. The rules and best practices are on ISBE's web site along with a number of resources of high quality authorizers including model contract, accountability guidelines and renewal documents. This support helps ensure any future charter applicants maintain high quality programming in charters across the state.

I am committed to continuing to work with ISBE to continue to support high quality charter schools in Illinois. Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to educations that can improve their life trajectories.

I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you [REDACTED]

[REDACTED]  
State Representative Ron Sandack, Illinois 81<sup>st</sup> District

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As State Representative of the 51<sup>st</sup> district in Illinois, I am writing to express support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition.

In my role as State Representative, I have played an active part in the protection and continued support of the charter school movement in Illinois. Specifically, I supported the Illinois Charter School Commission, formed in 2011. The Commission was established with the intent to serve as a new route for charter school applications that were denied by local school districts. Since then, Illinois has worked hard to support and establish quality charter school programs throughout the state. The Commission and its members established a high bar, rigorous route to appeal process in which only approved a handful of appeals in contrary to the dozens of applications it received.

The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three years. The appeal process utilizes robust rubrics that in turn lead to instituting rules and best practices to be used by authorizers and appeal applicants as guidelines to keep in mind when submitting an appeal. The rules and best practices are on ISBE's web site along with a number of resources of high quality authorizers including model contract, accountability guidelines and renewal documents. This support helps ensure any future charter applicants maintain high quality programming in charters across the state.

I am committed to continuing to work with ISBE to continue to support high quality charter schools in Illinois. Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the state's most at risk students have access to educations that can improve their life trajectories.

I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you

State Representative Ed Sullivan, Illinois 51<sup>st</sup> District

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202  
July 15, 2015

Dear Secretary,

I am writing this letter to express our support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition. Illinois was not a recipient of the grant in the previous cycle, and we believe the time is right to start the next phase of charter development in Illinois.

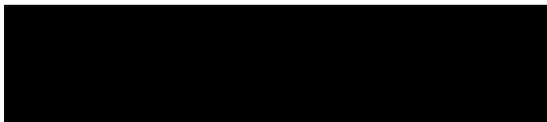
Illinois has a strong pipeline of charters that would truly benefit from increased start-up support. The CSP grant will help Illinois to ensure more high quality school options for families and ensure the best practices from high-performing charter schools are more widely disseminated.

Now that Illinois has an appeals route for charters in the form of the Illinois Charter School Commission which was instituted in 2011 in state law and formed and staffed in 2012, charter applicants from around the state have the opportunity to make their case in district that previously had been opposed to charter schools. The roll-out of the Commission has been smooth and the Commissioners have kept the bar for approval high with only three approvals in three year. ISBE staff have developed clear guidelines for applicants and authorizers and a robust rubric template for application evaluation. ISBE and Commission staff also provide helpful technical assistance to applicants, existing charter schools and authorizers.

I am committed to working in partnership with ISBE to continue to support high quality charter schools in Illinois. We believe that Illinois' slow growth, high quality expansion of charter schools has increased the quality of education throughout Illinois and is an important strategy for ensuring the states most at risk students have access to educations that can improve their life trajectories.

I strongly support ISBE's proposal for a Charter Schools Program State Education Agency grant and will work closely with them, if they should receive it, to make sure that the funds are used to create more high quality charter schools.

Thank you,



Barbara Wheeler  
State Representative  
64<sup>th</sup> District

July 14, 2015

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary Duncan:

I write today to express my support for the Illinois State Board of Education's (ISBE) 2015 application for the Charter Schools Program State Educational Agencies (SEA) Grant competition.

Illinois advanced landmark reforms in recent years to strengthen public education and improve student performance. Such efforts represent a systemic approach to a systemic challenge, and recognize that a single, quick fix will not suffice. Creating greater access to high-quality schools – including high-quality charter schools – is a key part of this interlocking effort to support a public education system that supports all students to achieve their full potential.

Specifically, Illinois created the Illinois Charter School Commission in 2011 to develop a new route for charter schools whose applications were denied by local districts. The Commission and its members set a high bar, approving only four appeals among the dozens of applications submitted. The appeal process relies upon robust rubrics such as the research base for the school's curriculum, how it aligns with state standards and the professional development provided for teachers to implement it<sup>1</sup>. This, in turn, has fostered a charter climate that is rooted in research and best practices. All of this information is shared on ISBE's web site along with resources such as a model contract, accountability guidelines and renewal documents. The support and direction from the state education agency and the Charter School Commission helps to ensure that any future charter applicants maintain high-quality programming in charters across the state.

We must continue to provide support for high quality charters in Illinois. I urge your approval of ISBE's application as it is essential if Illinois is to support and grow high-quality school options – including charters – for Illinois students.

Thank you for your service to our nation's students.

Sincerely,

  
Robin Steans  
Executive Director  
Advance Illinois

---

<sup>1</sup> "Illinois State Charter School Commission Evaluation Rubric for Charter Proposals on Appeal to the Commission," Illinois State Board of Education, 2015.

July 10, 2015

The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing this letter of support for the Illinois State Board of Education's (ISBE) 2015 application for the CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCIES (SEA) GRANT, CFDA 84.282A. This grant is critical to the ongoing work of building a strong charter school sector in Illinois. Working with INCS during your time leading the Chicago Public Schools, you know the critical collaboration necessary between ISBE, INCS CPS, and the Department of Education to ensure every child has access to high quality education.

The Illinois State Board of Education (ISBE) has worked closely with INCS as we have sought out and supported talented and promising charter applicants from around the state. Since the inception of Illinois Charter School Commission in 2011, ISBE staff, specifically Jennifer Saba, have worked to develop this new appeal route for charter applicants denied by their districts. ISBE and Commission staff have provided clear guidelines for applicants, a robust rubric for evaluation and helpful technical assistance. Jennifer has also ensured that charter schools are considered when other parts of the state board are enacting policy around data, Title 1, compliance, and many other issues.

In addition, the state board has increased the rigor and oversight of the state's authorizers by instituting rules and best practices for authorizers. The ISBE web site now includes a compendium of resources of high quality authorizing including a model charter contract, accountability guidelines and a renewal documents. ISBE staff was instrumental in two charter actions in North Chicago and East St. Louis; in the first case, ISBE staff supported the creation of an RFP for a new charter and in the second case it closed a chronically under-performing charter, when the district lacked the resolve to do so.

While charters are predominantly located in Chicago, ISBE has been a critical partner to INCS in recruiting and supporting charter developers around the state. The state's user-friendly and comprehensive data report cards help charters developers find strong evidence that a charter school is needed in specific communities. ISBE also works with each charter school around the state to ensure all charters are securing their fair share of funding.

I strongly urge you to approve ISBE's proposal for a Charter Schools Program State Education Agency grant. It is essential for continued growth of charter schools in Illinois.

Sincerely,

Andrew W. Broy



Charting a new course  
in public education

July 13, 2015

Mr. Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Mr. Duncan,

I am writing to express my strong support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA competition. New Schools for Chicago, formerly the Renaissance Schools Fund, was founded by the Civic Committee of The Commercial Club of Chicago to support the growth of the charter school sector in Chicago. Over the last decade, NSC has raised more than \$100 million from Chicago's business and philanthropic community to support the opening of more than 80 charter schools in Chicago. In that time, Chicago's students and families have benefited greatly from more school options and the opportunity to best match a school to their child's needs.

Since 2004, Chicago Public Schools has seen unprecedented gains in academic outcomes. Graduation rates are up nearly 20 points, ACT achievement is up two full points, and national measures of math and reading continue to improve, and charters have played a significant role in this success. While we are proud of the gains that Chicago has achieved, our work is far from finished. There are still neighborhoods throughout Chicago where there are no high quality school options for students, and many of our best charter schools receive three applications for every available seat.

We must continue to support the replication and expansion of high quality charter school models so that our city can continue its progress. A grant from the USDOE's CSP SEA Competition will allow ISBE to continue to support the expansion of high quality charter models in Chicago so more students throughout our city will have access to schools that will help them be successful in life and positively influence their families, communities, and our city.

Thank you,

  
Daniel Anello  
Chief Executive Officer



Lawrence J. Morrissey  
Mayor  
Office of the Mayor

July 10, 2015

Arne Duncan, U.S. Secretary of Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary Duncan:

As the authorizer of three charter schools in Illinois, I am writing to express my strong support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition. Although Illinois was not a recipient of the grant in the previous cycle, we in Rockford strongly encourage additional support for new charter schools.

Rockford has an annual charter application process in line with the principles and standards of charter authorizing put forth by the National Association of Charter School Authorizers. Although we have three strong charter schools serving over 1,000 students in our district, we recognize the need for additional high-quality school choice options, and we continue to encourage high performing operators to apply in our district. Increased start-up support will help us attract those operators and provide better options for our students and their families.

Rockford Public Schools works closely with ISBE to ensure that our charters are certified and are in compliance but, as important, we work together to make sure charters have the resources and information they need to run excellent education programs. ISBE does incredible work with their biennial report and their data systems. We are excited to partner with them on increased dissemination of best practices from high-performing charters that will be made possible by this grant.

In Rockford, the expansion of high quality charter schools is part of our district strategy for ensuring the city's most at-risk students have access to education that can transform their lives and increase their options for success. Accordingly, the children and families of Rockford would benefit from more support to new school charters to make this goal a reality.

We believe that ISBE will be a strong recipient of Charter Schools Program State Education Agency grant, and we commit to continuing to work closely with them. Thank you for your consideration.

Very truly yours,



Lawrence J. Morrissey  
Mayor, City of Rockford, Illinois

LJM/ss

City of Rockford, Illinois USA



# Southland College Preparatory Charter High School

Dr. Blondean Y. Davis  
*Chief Executive Officer*

Bryan D. Hale, Director of Operations  
Andrea R. Kidd, Director of Special Education  
and Pupil Personnel Services

4601 West Sauk Trail Richton Park, IL 60471 • Phone 708-748-8105 • Fax: 708-833-4298 • Web: www.scphs.org

July 14, 2015

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Secretary Arne Duncan  
The Honorable Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As a previous recipient of CSP start-up funds, a district superintendent, and the executive director of a high-performing charter high school, I would like to express my strong support for the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program SEA grant competition. These start-up funds are critical to the ongoing growth of innovative new charter schools in our state. For Southland College Prep, the funds were essential to us hitting the ground running once we opened the doors to our school in 2010. There remain too many children in our state who do not have access to a high-quality school, and I urge you to support ISBE's application to provide support to new charter school developers.

Southland College Prep is unique in that it was started by an elementary school district in order to provide a better option for our graduating eighth graders. The success of Southland College Prep Charter High School has been dramatic. We have sent every graduate to a four-year college, and those students have earned millions in scholarship money. We are a vital example of what is possible for students who may come from low income backgrounds but have extraordinary potential to succeed in a rigorous and caring high school environment.

Southland College Prep works closely with ISBE to ensure that the school is certified and fairly funded. As a district superintendent, I have the unique perspective to see the advantages of the autonomies granted to charter schools compared with district schools and how this autonomy can benefit students. There are many high-performing charter schools across the state, including Southland, that could utilize dissemination funds to share our best practices. I have also been impressed with the ISBE Report Card and their biennial report. This is a critical time for charters in Illinois, and the federal grant could help us maintain growth in the charter sector.

The expansion of high quality charter schools in Illinois is necessary to ensuring the state's most at risk students have access to the educational options they deserve. We appreciate the Department's consideration of Illinois' CSP proposal.

Thank you,

Dr. Blondean Y. Davis  
Superintendent, Matteson School District 162  
CEO – Southland College Prep Charter High School



July 14, 2015

Mr. Arne Duncan  
U.S. Secretary of Education  
U.S. Department of Education  
400 SW Maryland St.  
Washington, D.C.

Secretary Duncan:

We are writing today in support of the Illinois State Board of Education's application to the U.S. Department of Education's Charter Schools Program's SEA competition. As an advocacy organization with over 25,000 supporters in Illinois, our mission is to support high-quality public education opportunities for all children, no matter their background or zip code. Many of our parent Members choose charter schools for their children and have benefitted from having that option for a college-preparatory education.

Despite increasingly limited resources and staff capacity, ISBE has been a critical partner to authorizers, districts, and charters as Illinois's charter sector has grown over the last two decades. ISBE is committed not just to charter expansion, but to ensuring a high level of rigor in current schools. We have worked with ISBE on a variety of charter issues, both around quality and quantity of charters and their authorizers. Indeed, one of the more critical functions ISBE and the charter authorizing commission have served in recent years is to build out model authorizing frameworks to help support authorizers to hold their schools to high expectations.

ISBE's work creating robust data systems, in collaboration with a wide variety of educator stakeholder groups, is vital for the State's ability to track meaningful indicators of student performance in all of our public schools. Illinois has an award-winning redesigned school report card on which to communicate these performance measures with families. Having capacity to expand these metrics is truly a game-changer for schools in Illinois, enabling smart performance comparisons among similarly-situated schools that will give parents the best possible information about their school options.

We hope you will approve ISBE's application for the Charter School Program grant, which will have a tremendous impact in the agency's ability to foster innovation and quality in charter schools in areas across the state where high-performing school options have become a game-changer for many families who had been left behind.

Thank you.

Sincerely,

  
Mimi Rodman  
Executive Director

**Appendix E**  
**Additional Information**

# **District Needs Assessment Aggregate Report**

**October 2014**

## Introduction

The Illinois Center for School Improvement (CSI) conducted a District Needs Assessment (DNA) for 25 school districts receiving priority services and two Priority charter schools in the State of Illinois during FY 2014. The districts that participated in this process had at least one Priority School as identified by the Illinois State Board of Education; they and the two charter schools are currently receiving priority services through Illinois CSI.

The purpose of the DNA was to

- **identify** strengths and challenges among district priority school(s)
- **examine** district-level structures and supports impacting teaching and learning
- **utilize** results to refine Illinois CSI service and district improvement plans

In order to complete the DNA process, quantitative and qualitative data were collected by conducting district and building leadership team member interviews, teacher interviews, classroom walkthroughs and gathering information from a variety of relevant documents, including Illinois 5Essentials data supplied by the district. The analysis of the data was done through a co-interpretation process that involved a variety of district stakeholders and resulted in key findings for each district, categorized using the research-based Federal Turnaround Principles.

The following information was analyzed and compiled from the key critical and positive findings that the district stakeholders determined to be significant to the district continuous improvement process. The critical key findings were categorized as highly prioritized and not as highly prioritized areas of concern according to the number of votes each key finding received, as well as the number of total participants at the co-interpretation meeting. Only the highly prioritized findings are included in this statewide aggregate report; see the individual reports for the findings on strengths and concerns that were not as highly prioritized. The positive key findings were categorized as highly prioritized areas of strength according to the number of votes and the total number of participants.

Data were disaggregated by the areas designated through the Illinois State Board of Education's Regional Offices of Education system (referred to as "Areas" in this report), and then aggregated at the state level.

The identification and prioritization of areas of strength and concern were determined as outcomes of each district's and Priority charter school's co-interpretation process. This summary overview is intended to provide the highlights and trends in key findings derived from the DNA process, across the 25 districts and two charter schools that participated in the process. Data were retrieved from each district's final co-interpretation report.

## Common Areas of Concern

The identification and prioritization of areas of concern were determined as outcomes of each district's co-interpretation process. Common areas of concern should be addressed by the identified districts in order to have significant impact on student outcomes.

The table below provides a summary of the highly prioritized common areas of concern for the DNA co-interpretation participants across the Areas. The areas of concern are aligned to one or more of the seven turnaround principles. If only one district or Priority charter school in an Area has concerns aligned to a turnaround principle, it is not included in this analysis. Below this section is an analysis of the areas of concern in the single districts and Priority charter schools.

**Table X. Areas with Highly Prioritized Common Areas of Concern Aligned to the Turnaround Principles identified by DNA districts and Priority Charter Schools**

Turnaround Principle	Areas with Highly Prioritized Common Areas of Concern							
	Area 1-BB	Area 1-BC	Area 1-C	Area 2	Area 3	Area 4	Area 5	Area 6
Leadership (n=7)	√						√	√
Support for Teachers (n=16)	√	√	√		√	√	√	
Support for Struggling Students (n=10)	√	√			√			
Curriculum and Instruction (n=24)	√	√	√	√	√	√	√	
Data Use (n=13)	√	√			√	√	√	
Culture and Climate (n=12)	√	√	√		√		√	
Family and Community Engagement (n=3)					√			√

Following is a summary of the areas of concern that were highly prioritized and aligned to the turnaround principles across the Areas. If there were more than three areas of concern, only the three most highly prioritized are included.

## **Curriculum and Instruction**

Of the *23 districts and one charter school* across the Areas that highly prioritized areas of concern aligned with Curriculum and Instruction, the three most common areas of concern include:

- Lack of student engagement ( districts and one charter schools);
- Opportunities for higher order thinking skills (14 districts); and
- Curricular resources (8 districts).

## **Support for Teachers**

Of the *15 districts* and one charter school across the Areas that highly prioritized areas of concern aligned with Support for Teachers, the three most common areas of concern include:

- In-depth professional development to support the Common Core (7 districts and one charter school);
- Dedicated time for teacher collaboration (5 districts); and
- Professional development to support best practices (2 districts).

## **Data Use**

Of the *12 districts and one charter school* across the Areas that highly prioritized areas of concern aligned with Data Use, the three most common areas of concern include:

- Lack of/inconsistent use of data (4 districts);
- Accessibility of data (4 districts); and
- Systemic use of data to inform instruction (3 districts and one charter school).

## **Culture and Climate**

Of the *12 districts* across the Areas that highly prioritized areas of concern aligned with Culture and Climate, the three most common areas of concern include:

- Student disrespect and physical conflict (3 districts);
- Low student expectations by teachers (2 districts);
- Inconsistent discipline practices (3 districts).

## **Support for Struggling Students**

Of the *9 districts and one charter school* across the Areas that highly prioritized areas of concern aligned with Support for Struggling Students, the three most common areas of concern include:

- Implementation of Response to Intervention (RtI) (4 districts);
- Supports for English Language Learners (ELLs) (2 districts and one charter school); and
- Additional programs for struggling students identified by districts (2 districts and one charter school).

## Leadership

Of the 7 *districts* across the Areas that highly prioritized areas of concern aligned with Leadership, the common areas of concern include:

- Prioritization and alignment of district goals to school needs (3 districts); and
- Fiscal leadership (2 districts).

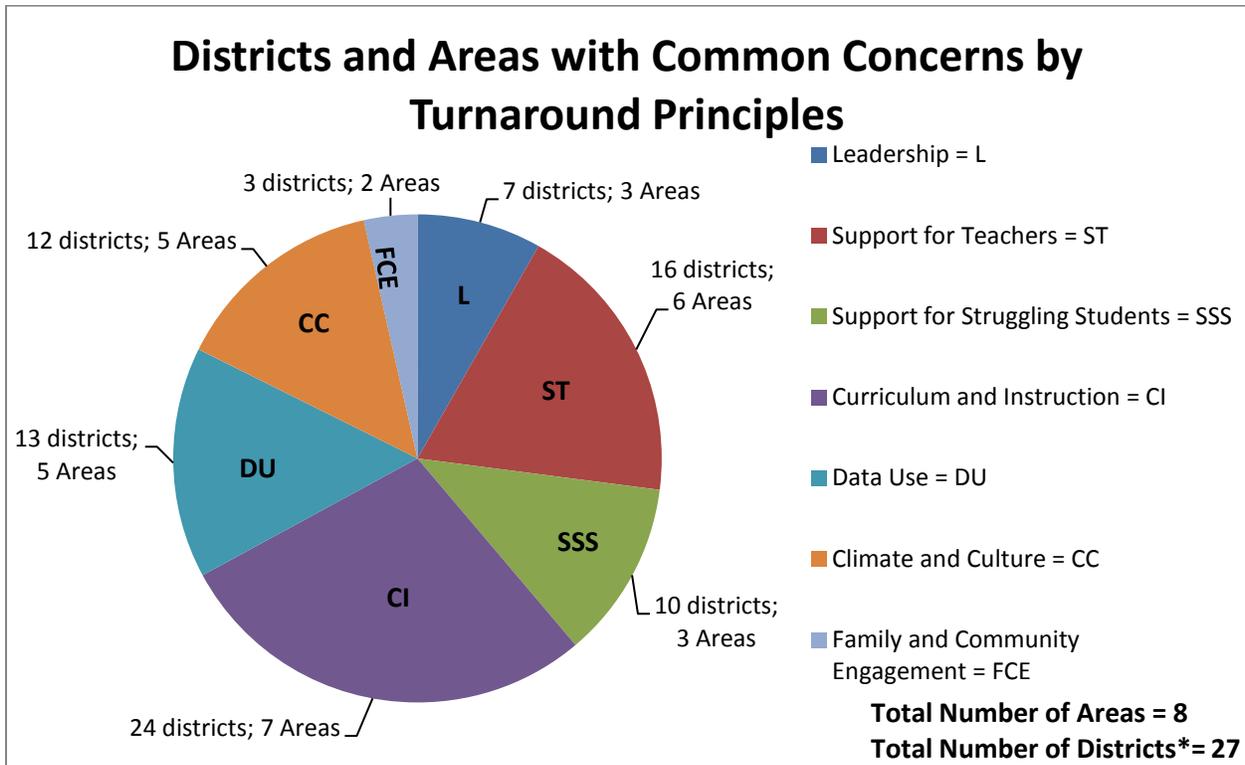
## Family and Community Engagement

Of the 3 *districts* across the Areas that highly prioritized areas of concern aligned with Family and Community Engagement, the common areas of concern include:

- Lack of parent involvement (2 districts); and
- Communication between the district and families/school community (one district).

The figure below represents the number of districts and Areas that highly prioritized common areas of concern aligned with the seven turnaround principles.

**Figure 1. Districts and Areas with Common Areas of Concern by Turnaround Principles**



\*The total number of districts in this figure includes two Priority charter schools.

Following is an analysis of the areas of concern in the single districts and Priority charter schools that were not included in the analysis above of the common areas of concern across the Areas.

## Areas of Concern in Single Districts

In the single districts and Priority charter schools across the Areas, the highly prioritized areas of concern were aligned with the following turnaround principles: Leadership, Family and Community Engagement, Support for Teachers, and Culture and Climate.

### **Leadership**

Of the *four single districts* across the Areas that highly prioritized areas of concern aligned with Support for Teachers, the areas of concern include:

- Lack of clearly defined goals and priorities (2 districts)
- A number of disconnected district initiatives (2 districts)
- A need for principals to serve as more of an instructional leader (one district)

### **Family and Community Engagement**

Of the *two single districts* across the Areas that highly prioritized areas of concern aligned with Family and Community Engagement, the area of concern includes:

- An insufficient level of family engagement (2 districts)

### **Support for Teachers**

In the *single Priority charter school* across the Areas that highly prioritized an area of concern aligned with Support for Teachers, the concern includes:

- A need for professional development in: academic feedback, student engagement, classroom management, special education, English language learners, and the Common Core State Standards

### **Culture and Climate**

In the *single Priority charter school* across the Areas that highly prioritized an area of concern aligned with Culture and Climate, the concern includes:

- A need for social-emotional strategies to offset disruptive student behaviors.

## Common Areas of Strength

The identification and prioritization of areas of strength were determined as outcomes of each district’s co-interpretation process. Common areas of strength are intended to be used as spring boards for further improvement and planning.

The table below provides a summary of the highly prioritized common areas of strength for the districts and charter schools that participated in the DNA process across the Areas. The areas of strength are aligned to one or more of the seven turnaround principles. If only one district or Priority charter school in an Area has concerns aligned to a turnaround principle, it is not included in this analysis.

**Table X. Areas with Highly Prioritized Common Areas of Strength Aligned to the Turnaround Principles identified by DNA Districts and Priority Charter Schools**

Turnaround Principle	Areas with Highly Prioritized Common Areas of Strength							
	Area 1-BB	Area 1-BC	Area 1-C	Area 2	Area 3	Area 4	Area 5	Area 6
Leadership (n=17)	√	√	√	√	√	√		
Support for Teachers (n=17)	√	√	√	√		√	√	
Support for Struggling Students (n=5)		√				√		
Curriculum and Instruction (n=8)	√	√		√		√		
Data Use (n=7)				√	√	√		
Culture and Climate (n=21)	√	√		√	√	√	√	√
Family and Community Engagement (n=2)	√							

Following is a summary of the areas of strength that were highly prioritized and aligned to the turnaround principles across the Areas. If there were more than three areas of strength, only the three most highly prioritized are included. Below this section is an analysis of the areas of strength in the single districts and Priority charter schools.

## **Culture and Climate**

Of the *20 districts and two Priority charter schools* across the Areas that highly prioritized areas of strength aligned with Culture and Climate, the three most common areas of strength include:

- Teacher-student respect (10 districts);
- Positive environment (7 districts and two charter schools); and
- Respectful relationships among adults (5 districts and one charter school).

## **Leadership**

Of the *16 districts and one Priority charter school* across the Areas that highly prioritized areas of strength aligned with Leadership, the three most common areas of strength include:

- Professional development for school leaders (4 districts);
- Respect and trust of teachers (2 districts and one charter school); and
- District financial stability (3 districts).

## **Support for Teachers**

Of the *17 districts* across the Areas that highly prioritized areas of strength aligned with Support for Teachers, the three most common areas of strength include:

- High level and sustained professional development (9 districts);
- Teacher collaboration in professional learning communities (PLCs) (6 districts); and
- Support from instructional coaches (4 districts).

## **Data Use**

Of the *7 districts and one Priority charter school* across the Areas that highly prioritized areas of strength aligned with Curriculum and Instruction, the common areas of strength include:

- The use of data to plan for instruction (3 districts); and
- Utilizing PLCs to assess data (3 districts).

## **Curriculum and Instruction**

Of the *8 districts* that highly prioritized areas of strength aligned with Curriculum and Instruction, the common area of strength includes:

- Transition to the Common Core, including support and implementation (3 districts)

## **Support for Struggling Students**

Of the *5 districts* across the Areas that highly prioritized areas of strength aligned with Support for Struggling Students, the areas of strength include:

- Supports outside the general education classroom (2 districts);
- Teachers' classroom feedback (one district);

- The use of data to determine student interventions (one district); and
- Supports outside the general education classroom (one district).

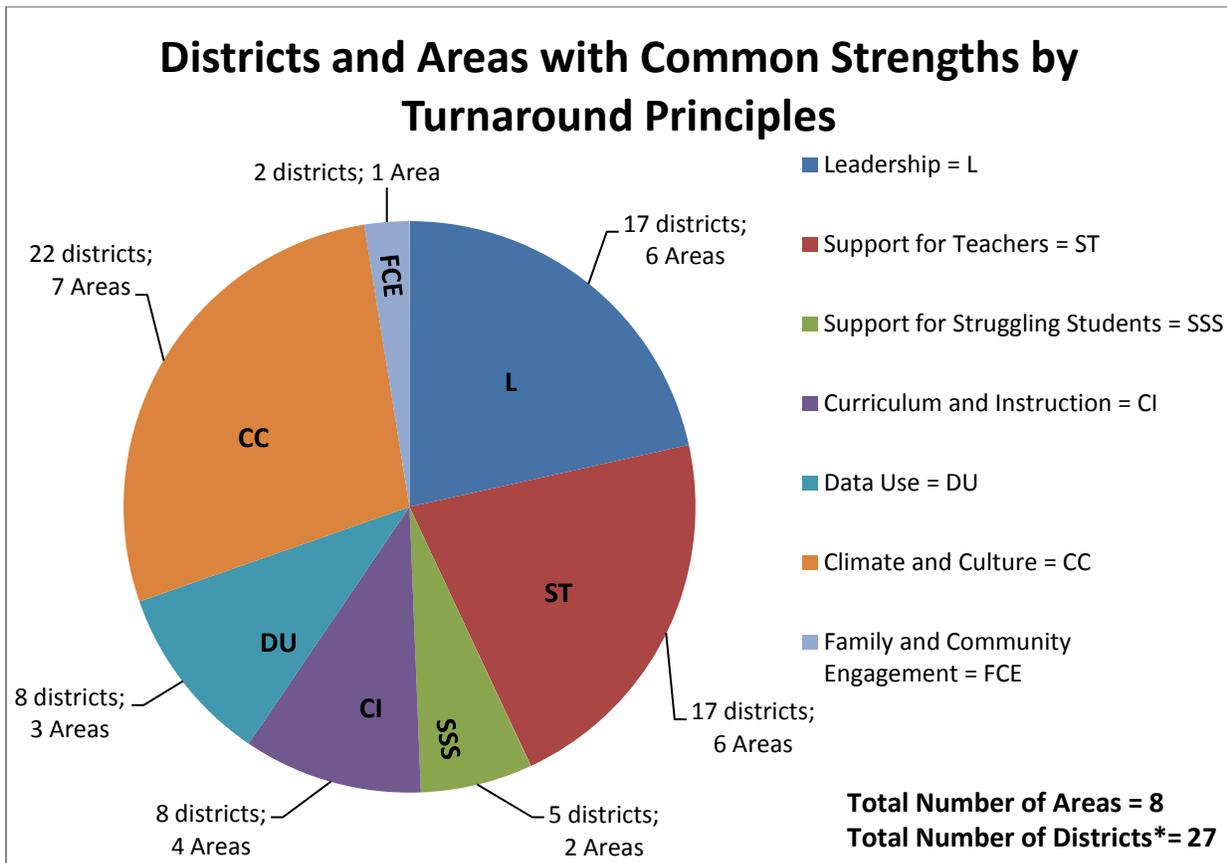
### Family and Community Engagement

Of the 2 *districts* across the Areas that highly prioritized areas of strength aligned with Family and Community Engagement, the common area of strength includes:

- Communication with parents (2 districts)

The figure below represents the number of districts and Areas that highly prioritized common areas of strength aligned with the seven turnaround principles.

**Figure 2. Districts and Areas with Common Strengths by Turnaround Principles**



\*The total number of districts in this figure includes two Priority charter schools.

Following is an analysis of the areas of strength in the single districts and Priority charter schools that were not included in the analysis above of the common areas of strength across the Areas.

## Areas of Strength in Single Districts

In the single districts and Priority charter schools across the Areas, the highly prioritized areas of strength were aligned with all seven turnaround principles.

### **Family and Community Engagement**

Of the *four single districts* across the Areas that highly prioritized areas of strength aligned with Family and Community Engagement, the areas of strength include:

- Building positive and trusting relationships with family and community; teachers feel respected (2 districts)
- parent involvement has increased and parent participation on district leadership teams (2 districts)

### **Support for Struggling Students**

Of the *three single districts* across the Areas that highly prioritized areas of strength aligned with Support for Struggling Students, the areas of strength include:

- Supports for the ELL program (2 districts)
- Programs and opportunities to support struggling students and students with IEPs (one district)

### **Leadership**

Of the *two single districts* across the Areas that highly prioritized areas of strength aligned with Leadership, the areas of strength include:

- High level of trust and support with building administrators (one district)
- Respect for teachers (one district)

### **Support for Teachers**

Of the *two single districts* across the Areas that highly prioritized areas of strength aligned with Support for Teachers, the areas of strength include:

- Dedicated time for teacher collaboration and PLCs (one district)
- Professional development provided for teachers and administrators, including job-embedded professional development for teachers (one district)

- Teacher evaluation tool used to support coaching and professional development (one district)
- Curricular resources to support Common Core implementation (one district)
- Support from instructional coaches to create a positive impact on classroom instruction (one district)

### **Data Use**

Of the *two single districts* across the Areas that highly prioritized areas of strength aligned with Data Use, the areas of strength include:

- Use of data to make instructional decisions (2 districts)
- Data-drive decision making (one district)
- Data accessibility (one district)

### **Curriculum and Instruction**

In the *single district* across the Areas that highly prioritized an area of strength aligned with Curriculum and Instruction, the strength includes:

- Curricular resources to support Common Core implementation (one district)

### **Culture and Climate**

In the *single district* across the Areas that highly prioritized an area of strength aligned with Culture and Climate, the strength includes:

- Positive climate and teacher-student respect (one district)

Following is a description of those districts in which there is an overlap in areas of concern and areas of strength aligned with a turnaround principle.

## **Overlap of Areas of Concern and Strength**

In 11 of the 25 districts that participated in the DNA process there is an overlap in the prioritized areas of concern and strength that are aligned to a turnaround principle. The overlap of the concerns and strengths in two single districts are included in this analysis. There was no overlap of concerns and strengths in the two Priority charter schools.

## **Support for Teachers**

Four districts (Aurora, Brooklyn, Cicero, Danville) highly prioritized areas of concern and strength aligned with Support for Teachers. Brooklyn and Cicero prioritized high level and sustained professional development as an area of strength, while professional development to support the Common Core was prioritized as an area of concern. In Cicero, although the professional development was systematic, teachers requested more focused professional development on the Common Core, specifically on assistance with delivering the appropriate differentiated instruction to their student population. Cicero also prioritized support from instructional coaches as an area of strength, both in the classroom and to reflect and plan outside of the classroom. In Brooklyn, strong professional development is offered, but teachers requested more monitoring and implementation training on the Common Core.

Aurora prioritized teacher collaboration in PLCs as an area of strength, and professional development to support the Common Core as an area of concern. Teachers have several opportunities to collaborate during the week, while they are in need of training on the implementation of the Common Core. Lastly, Danville also prioritized teacher collaboration in PLCs as an area of strength, while professional development to support best practices was prioritized as an area of concern. Although teachers in Danville are able to collaborate on aligning curriculum, they reported that they did not have the opportunity to learn how to write the curriculum, and prepare for the district's new intervention system.

## **Culture and Climate**

Four districts (Cahokia, Peoria, Proviso, Scott-Morgan) highly prioritized areas of concern and strength aligned with Culture and Climate. Cahokia prioritized teacher-student respect and respect among peers as areas of strength, while student disrespect and physical conflict as well as relationships between teachers and school leaders were identified as areas of concern. Proviso also prioritized teacher-student respect as an area of strength, while inconsistent discipline practices were prioritized as an area of concern.

The data indicated that teachers in Cahokia and Proviso were sensitive and responsive to students' social and emotional needs and developed strong relationships with their students, and Cahokia reported a positive working environment marked by trust and respect among peers. Yet in Cahokia student behavior, including physical conflict and student disrespect in classrooms, was reported as problematic, and teacher respondents reported that school leaders do not take their concerns seriously and that there is a lack of open communication. In Proviso, there was a high truancy rate and an absence of consistent discipline policies that might support more positive student behaviors.

Scott-Morgan and Peoria prioritized a positive school environment and teacher responsiveness as areas of strength, while teachers' low expectations of students was prioritized as an area of concern in Scott-Morgan, and student disrespect and physical conflict as well as inconsistent classroom management systems were prioritized as areas of concern in Peoria. The data indicate that positive climate in Scott-Morgan includes warm relationships between teacher and students and students reports of getting along well with other classmates. In Peoria, classroom data indicated that the school climate was improving, although, as indicated below, there were still

problems with student behavior. In Scott-Morgan classroom data indicate that teachers were sensitive to student needs and there was an established classroom management system, and in Peoria students reported that teachers notice if they are having trouble learning and offer additional support.

Along with these areas of strength, in Scott-Morgan, there were reports of low expectations for students' readiness for college and only half of the students reporting that teachers work hard to keep students in school by stimulating learning and providing challenging content. In Peoria, the majority of surveyed teachers feel that student disrespect for teachers and physical conflict among students are a problem. Lastly, classroom data in Peoria indicate that classes were chaotic at times with frequent disruptions and loss of learning time.

### **Leadership**

Two districts (Decatur, Waukegan) highly prioritized areas of concern and strength aligned with Leadership at both the district and school levels. Waukegan prioritized school leaders' respect for teachers and Decatur prioritized a high level of trust and support with building administrators as areas of strength, while both districts prioritized a disconnect in district initiatives as an area of concern. These two districts are not focused on the systematic implementation of district-wide initiatives whereas at the school level, school leaders are making an effort to build trust and respect, and to provide support to teaching staff.

### **Curriculum and Instruction**

Two districts (Rock Island/Milan, Rockford) highly prioritized areas of concern and strength aligned with Curriculum and Instruction. The two districts prioritized the transition to the Common Core as an area of strength, while lack of student engagement, opportunities for higher order thinking skills, and adequate curricular resources were areas of concern. The priority schools in Rock Island/Milan and Rockford are actively engaged in the implementation of the Common Core, and the ELA and mathematics standards have been rolled out at Rock Island/Milan. Despite this level of implementation of the Common Core across the districts, at the classroom level there is a reported need for consistent opportunities for students to engage in meaningful discussions, a lack of inquiry, analysis and connections to prior learning, gaps in curriculum maps that aligned with the Common Core, and poor coordination of curriculum and learning materials across grade levels.

### **Data Use**

One district (Kankakee) highly prioritized areas of concern and strength aligned with Data Use. Kankakee prioritized the use of data to plan instruction as an area of strength and the lack of and inconsistent use of data as an area of concern. While school leaders in Kankakee use a data analysis system and student performance data to plan instruction, less evident from the data is the degree to which teachers are making regular use of data for planning, and implementation of the data system has been challenging.

Following is an analysis of the common areas of concerns and strengths across geographic settings.

## Common Areas of Concern and Strengths in City/Suburb/Rural Settings

Across the 25 districts that participated in the Illinois CSI DNA, three districts are classified as “rural” by the National Center for Education Statistics’ Common Core of Data (CCD), 15 districts are classified as “suburb, and 7 districts are classified as “city.” The two Priority charter schools are not classified by the CCD; for purposes of this analysis they are considered the same classification as the affiliated districts.

**Table XX: Common Core of Data District Classifications**

Area	District	Classification
<b>Area 1 B-C</b>	Bloom Township HSD 206	Suburb
	Bremen CHSD 228	Suburb
	Dolton SD 148	Suburb
	Thornton Fractional Township HSD 215	Suburb
	Thornton Township HSD 205	Suburb
	W Harvey-Dixmoor PSD 147	Suburb
<b>Area 1 B-B</b>	Cicero SD 99	Suburb
	J S Morton HSD 201	Suburb
	Maywood-Melrose Park-Broadview 89	Suburb
	Proviso Township HSD 209	Suburb
<b>Area 1-C</b>	Aurora East USD 131	Suburb
	Waukegan CUSD 60	Suburb
<b>Area 2</b>	Rock Island SD 41	City
	Rockford SD 205	City
	CICS Jackson (charter school)	City
<b>Area 3</b>	Scott-Morgan CUSD 2	Rural
	Beardstown CUSD 15 (charter school)	Rural
	Peoria SD 150	City
	Springfield SD 186	City

<b>Area 4</b>	Danville CCSD 118	City
	Decatur SD 61	City
	Kankakee SD 111	City
<b>Area 5</b>	Brooklyn UD 188	Suburb
	Cahokia CUSD 187	Suburb
	Madison CUSD 12	Rural
	Venice CUSD 3	Suburb
<b>Area 6</b>	Meridian CUSD 101	Rural

Following are the common areas of concern and strength aligned to the turnaround principles across DNA districts and priority charter schools classified as city, suburb, and rural. If only one district or Priority charter school in an Area has concerns or strengths aligned to a turnaround principle, it is not included in this analysis.

### **Common Areas of Concern**

The common areas of concern aligned to the turnaround principles indicate that there are no distinct patterns across the DNA districts and priority charter schools classified as city, suburb, and rural.

**Table X. Highly Prioritized Common Areas of Concern aligned to the Turnaround Principles across DNA Districts and Priority Charter Schools classified as City, Suburb, and Rural**

Turnaround Principle	City/Suburb/Rural Districts		
	City	Suburb	Rural
Leadership (n=7)		√	√
Support for Teachers (n=16)	√	√	√
Support for Struggling Students (n=10)	√	√	√
Curriculum and Instruction (n=24)	√	√	√
Data Use (n=13)	√	√	√
Culture and Climate (n=12)	√	√	√
Family and Community Engagement (n=3)	√		√

Common areas of concern that align to the following Turnaround Principles were highly prioritized across districts classified as **city, suburb, and rural**:

- Support for Teachers
- Support for Struggling Students
- Curriculum and Instruction
- Data Use
- Climate and Culture

Common areas of concern that align to the following Turnaround Principles were highly prioritized across districts classified as **suburb and rural**:

- Leadership

Common areas of concern that align to the following Turnaround Principles were highly prioritized across districts classified as **city and rural**:

- Family and Community Engagement

## Common Areas of Strength

The common areas of strength aligned to the turnaround principles indicate that there are no distinct patterns across the DNA districts and priority charter schools classified as city, suburb, and rural.

**Table X. Highly Prioritized Common Areas of Strength aligned to the Turnaround Principles across DNA Districts and Priority Charter Schools classified as City, Suburb, and Rural**

Turnaround Principle	City/Suburb/Rural Districts		
	City	Suburb	Rural
Leadership (n=17)	√	√	√
Support for Teachers (n=17)	√	√	√
Support for Struggling Students (n=3)	√		
Curriculum and Instruction (n=6)	√	√	
Data Use (n=7)	√		
Culture and Climate (n=21)	√	√	√
Family and Community Engagement (n=2)		√	

Common areas of strength that align to the following Turnaround Principles were highly prioritized across districts classified as **city, suburb, and rural**:

- Leadership
- Support for Teachers
- Culture and Climate

Common areas of strength that align to the following Turnaround Principles were highly prioritized across districts classified as **city and suburb**:

- Curriculum and Instruction

Common areas of strength that align to the following Turnaround Principles were highly prioritized across districts classified as **city only**:

- Support for Struggling Students
- Data Use

Common areas of strength that align to the following Turnaround Principles were highly prioritized across districts classified as **suburb only**:

- Family and Community Engagement

ISBE Statewide System of Support - 2013 Priority Schools

RCDTS	District Name	School Name	% Meeting/Exceeding				Graduation Rate		
			3-Year Average	2011	2012	2013	2011	2012	2013
020771010260001	Meridian CUSD 101	Meridian High School	20.8	26.4	16.7	18.8	68.9	76.5	54
020771010262005	Meridian CUSD 101	Meridian Elementary School	25.6	25.7	25	26.1			
041012050251001	Rockford SD 205	West Middle School	24.5	20.3	23.7	28.4			
041012050251010	Rockford SD 205	Kennedy Middle School	25.5	32.3	24.1	19.9			
041012050252016	Rockford SD 205	Beyer Elem School	18.3	14.4	19.3	21.6			
04101205025203C	Rockford SD 205	CICS Rockford Patriots	21.5	23.3	24.1	18.5			
041012050252040	Rockford SD 205	Kishwaukee Elem School	25.8	29.2	23.2	25			
060160890022012	Maywood-Melrose Park-Broadview 89	Washington Elem School	25.8	24.8	22.4	30.5			
060160990022012	Cicero SD 99	Warren Park School	25.2	22.4	26.2	27.2			
060160990022014	Cicero SD 99	Cicero West Elementary School	24.6	20.3	26.2	27.3			
060162010170001	J S Morton HSD 201	J Sterling Morton East High Sch	22.1	22.1	22.9	21.5	78.7	74.3	69.6
060162090170001	Proviso Twp HSD 209	Proviso East High School	15	12.8	14	18.6	60.1	62.9	72.9
060162090170002	Proviso Twp HSD 209	Proviso West High School	24.3	23.4	23.2	27.2	66.5	71	77.1
070161470021001	W Harvey-Dixmoor PSD 147	Rosa L Parks Middle School	23.5	23.2	23.8	23.5			
070161480022006	Dolton SD 148	Washington Elem School	25.8	22.4	25.2	29.7			
070162050170001	Thornton Twp HSD 205	Thornton Township High School	22.7	21.5	26.8	20.2	83.5	77.9	65.1
070162050170002	Thornton Twp HSD 205	Thornridge High School	22.7	19.8	21.6	27.7	85.9	47.6	56.3
070162060170001	Bloom Twp HSD 206	Bloom High School	20.7	19.1	18.4	24.5	60.7	65.3	63.7
070162150170001	Thornton Fractional Twp HSD 215	Thornton Fractnl No High School	23	20.3	23.6	26.3	89.8	91.6	91.8
070162280160003	Bremen CHSD 228	Hillcrest High School	25.1	26.3	27.4	21.5	73.8	73	70.6
130585010260001	Sandoval CUSD 501	Sandoval Sr High School	35.7	32.4	29.7	45.3	82.5	71.8	73
150162990250001	City of Chicago SD 299	Amundsen High School	25.3	23.6	24.9	27.1	83.6	78.8	77.1
150162990250003	City of Chicago SD 299	Bogan High School	14	13.3	16	12.8	82.6	88.8	74.6
150162990250006	City of Chicago SD 299	Carver Military Academy HS	24.4	22.9	26.8	23.7	95.8	93.9	89.3
150162990250008	City of Chicago SD 299	Crane Technical Prep High School	8.6	6	10	9.6	45.2	32.3	67.6
150162990250011	City of Chicago SD 299	Farragut Career Academy HS	22.3	22.9	21.9	22.1	66.2	55.8	67.4
150162990250012	City of Chicago SD 299	Fenger Academy High School	10.3	8.9	7.3	17.4	58.9	49.4	72.5
150162990250013	City of Chicago SD 299	Foreman High School	18.6	16.7	21.3	18.2	74.3	68.7	52.5
150162990250015	City of Chicago SD 299	Gage Park High School	11.1	9.8	12.8	10.7	64	50.9	52.3
150162990250016	City of Chicago SD 299	Harlan Community Academy HS	18.8	18.9	16.7	20.9	70.4	59.9	59.3
150162990250017	City of Chicago SD 299	Harper High School	11.3	15.7	10.4	7.1	61	44.9	63.9
150162990250019	City of Chicago SD 299	Hirsch Metropolitan High School	11	11.3	11.2	10.5	75.3	49.1	37.5
150162990250021	City of Chicago SD 299	Hyde Park Academy High School	16	18.2	16	12.9	65	59.8	56
150162990250022	City of Chicago SD 299	Kelly High School	27.6	28.7	24.2	29.5	75.5	75.5	55.7
150162990250023	City of Chicago SD 299	Kelvyn Park High School	13.3	12.9	12.5	14.7	65.2	69.6	57
150162990250029	City of Chicago SD 299	Marshall Metropolitan High School	9.5	7.1	11.9	9.3	56.4	38.8	55.4
150162990250034	City of Chicago SD 299	Phillips Academy High School	14.1	17.5	6.5	18.2	39.2	40.5	59
150162990250035	City of Chicago SD 299	Roosevelt High School	17.8	18.5	14.5	20.2	71.3	60.1	51.6
150162990250036	City of Chicago SD 299	Schurz High School	17.7	19.6	16.6	17.1	78.8	69.2	65.5
150162990250041	City of Chicago SD 299	Steinmetz College Prep HS	23.4	22.4	21.8	26.1	75.3	77.9	65.2

ISBE Statewide System of Support - 2013 Priority Schools

RCDS	District Name	School Name	% Meeting/Exceeding				Graduation Rate		
			3-Year Average	2011	2012	2013	2011	2012	2013
150162990250042	City of Chicago SD 299	Sullivan High School	15.5	14.4	16.4	15.9	62.5	57.5	54.3
150162990250044	City of Chicago SD 299	Tilden Career Community Academy HS	9.3	10.6	7.6	9.7	77.5	55.6	61.1
150162990250048	City of Chicago SD 299	Washington G High School	18	14.7	16.4	22.9	76.8	75.7	73
150162990250049	City of Chicago SD 299	Wells Community Academy HS	13.7	12.8	13.4	15	54.5	55	64.8
15016299025004C	City of Chicago SD 299	Youth Connections Charter HS	8.3	10.7	7.8	6.6	44.7	25.8	29.7
15016299025005C	City of Chicago SD 299	North Lawndale Charter HS	21.9	20.1	25.3	20.7	96.6	87.2	88.6
15016299025009C	City of Chicago SD 299	Ace Technical Charter High School	20.3	18.1	17.3	26.7	94.5	81.4	90.9
15016299025010C	City of Chicago SD 299	Urban Prep Chtr Acad Englewood HS	20.4	16.7	19.2	26.8	83	0	70.3
15016299025011C	City of Chicago SD 299	Ford Power House Charter HS	11.9	10.1	7.1	17.8		0	6.8
15016299025017C	City of Chicago SD 299	Prologue - Johnston Fine Arts HS	4	4	2.6	5.6	54.2	34.5	24.4
150162990250526	City of Chicago SD 299	Chicago Vocational Career Acad HS	7.3	4.8	7.2	10.1	59	82.2	78.5
150162990250531	City of Chicago SD 299	Dunbar Vocational Career Acad HS	7.7	7.1	8.1	8	88.3	83.4	84.2
150162990250536	City of Chicago SD 299	Richards Career Academy HS	8.2	7	8.6	9.2	81	65.6	64.8
150162990250537	City of Chicago SD 299	Simeon Career Academy High School	21.2	17.3	22.9	23.1	86.3	91	82.4
150162990250543	City of Chicago SD 299	Corliss High School	9.2	6.7	10.8	10.8	58.8	57.5	59.3
150162990250545	City of Chicago SD 299	Clemente Community Academy HS	15.4	19.8	12.4	12.8	55.8	76.2	70.8
150162990250616	City of Chicago SD 299	Manley Career Academy High School	11.4	10	11.6	13.7	69.3	52.8	55.4
150162990250763	City of Chicago SD 299	Julian High School	12.7	11.1	15.3	12.2	67.3	67.8	73.7
150162990250766	City of Chicago SD 299	Robeson High School	7.7	6.5	7.9	9.6	71.8	49.3	51.6
150162990250767	City of Chicago SD 299	Juarez Community Academy HS	23.1	21.2	24.1	23.9	82.3	72.3	80
150162990250779	City of Chicago SD 299	Hancock College Preparatory HS	23.4	21.3	23.8	24.6	84	90.8	76.2
150162990250798	City of Chicago SD 299	Dyett High School	10.2	8.7	13.9	8	55.7	40	52.8
150162990250799	City of Chicago SD 299	Hope College Preparatory HS	11.1	10.3	12.5	10.4	72.8	56.9	74.7
150162990250806	City of Chicago SD 299	School of Leadership High School	10.7	11	7.5	14.6	46.2	60.7	60.2
150162990250824	City of Chicago SD 299	Bowen High School	9.7	8.6	7.9	12.5	87.5	78.9	65.3
150162990250825	City of Chicago SD 299	North-Grand High School	16.5	14.7	13.4	22.6	89.4	82.9	76.6
150162990250826	City of Chicago SD 299	Raby High School	11.4	11.2	12.3	10.7	76	79.8	88
150162990250827	City of Chicago SD 299	Clark Acad Prep Magnet HS	22	21.3	23.4	21.6	84	91	87.8
150162990250830	City of Chicago SD 299	World Language High School	18.1	16.1	13.6	24.7	68.6	78.7	84.1
150162990250831	City of Chicago SD 299	Douglass Academy High School	14.7	18.9	7.3	15.6	89.8	49.1	47.7
150162990250834	City of Chicago SD 299	Bronzeville Scholastic HS	19.9	20.6	21.5	17.7	85.7	93.2	88.5
150162990250835	City of Chicago SD 299	School of Social Justice HS	20.6	11.7	22.2	26.7	84	74.7	75.6
150162990250836	City of Chicago SD 299	Multicultural Acad of Scholarshp	18.4	14.6	20.6	19.3	67.6	75.8	66.3
150162990250839	City of Chicago SD 299	Austin Bus & Entrepreneurship HS	4.7	4.3	3.8	6.4	71.4	77.6	74.4
150162990250840	City of Chicago SD 299	Austin Polytechnical Academy HS	10.6	11.1	6.8	13.8	56.3	72.4	52
150162990250841	City of Chicago SD 299	Collins Academy High School	7.9	10.9	10.1	3.5	80.2	82.2	67.1
150162990250843	City of Chicago SD 299	Team Englewood Comm Acad HS	8	9.9	4.6	9.8	83	93.3	41.2
150162990250844	City of Chicago SD 299	VOISE Academy High School	7.6	6.9	11.9	5.7		85.3	64.1
150162990250846	City of Chicago SD 299	Community Services West HS	4.2	8.3	1.2	2.8	50	38.3	22.4
150162990250847	City of Chicago SD 299	Orr Academy High School	13.2	16.1	10.9	12.6	69.2	41.4	53.4
150162990252054	City of Chicago SD 299	Aldridge Elem School	23.5	26.6	22	21.4			

ISBE Statewide System of Support - 2013 Priority Schools

RCDS	District Name	School Name	% Meeting/Exceeding				Graduation Rate		
			3-Year Average	2011	2012	2013	2011	2012	2013
150162990252061	City of Chicago SD 299	Attucks Elem School	20.4	22.1	17.5	21.9			
150162990252088	City of Chicago SD 299	Bond Elem School	21.8	28.1	24.7	15.5			
150162990252103	City of Chicago SD 299	Burke Elem School	24.7	21.6	26	26.4			
150162990252128	City of Chicago SD 299	Chalmers Elem Specialty School	23.5	24.1	20.4	25.5			
150162990252159	City of Chicago SD 299	Dewey Academy of Fine Arts ES	14.2	14.4	15.7	12.3			
150162990252179	City of Chicago SD 299	Dvorak Technology Acad Elem Sch	25.9	31.5	24	21.6			
150162990252209	City of Chicago SD 299	Fuller Elem School	15.1	11.3	13.4	19.7			
15016299025223C	City of Chicago SD 299	Catalyst Elem Charter School	24.1	22.1	25.9	24.3			
150162990252242	City of Chicago SD 299	Hammond Elem School	23.9	26.6	19.5	25.4			
150162990252255	City of Chicago SD 299	Hearst Elem School	24.6	23.5	19.3	31.5			
150162990252258	City of Chicago SD 299	Henderson Elem School	24.7	21.1	24.6	29.1			
150162990252263	City of Chicago SD 299	Herzl Elem School	17.9	16.4	15.3	22.1			
150162990252270	City of Chicago SD 299	Holmes Elem School	19.1	18.9	19.2	19.2			
150162990252287	City of Chicago SD 299	Jenner Academy of The Arts ES	20.6	23.2	24.9	12.8			
150162990252309	City of Chicago SD 299	Lawndale Community Academy ES	19.2	17.4	23.5	16.8			
150162990252311	City of Chicago SD 299	Lewis Elem School	20.7	21.5	19.4	21.1			
150162990252313	City of Chicago SD 299	Libby Elem School	21.2	21.1	19.6	22.7			
150162990252328	City of Chicago SD 299	Mann Elem School	23.2	21.6	22.3	26.1			
150162990252330	City of Chicago SD 299	Marquette Elem School	24.4	22.8	22.2	28.6			
150162990252334	City of Chicago SD 299	Mason Elem School	24.9	26.4	22.5	25.6			
150162990252385	City of Chicago SD 299	Piccolo Specialty Elem School	22.1	16.6	19.7	31.7			
150162990252392	City of Chicago SD 299	Parker Community Academy Elem	25.5	29.4	25.7	21.8			
150162990252395	City of Chicago SD 299	Parkside Elem Community Academy	21.3	21.4	19.1	24			
150162990252423	City of Chicago SD 299	Revere Elem School	23.3	23.5	23.4	22.9			
150162990252474	City of Chicago SD 299	Sullivan Elem School	23.6	18.6	23.1	29.9			
150162990252498	City of Chicago SD 299	Wadsworth Elem School	23.3	19.9	26.3	24.2			
150162990252521	City of Chicago SD 299	Woodson South Elem School	24.5	20.8	30.2	22.2			
150162990252724	City of Chicago SD 299	Robinson Elem School	21.8	23.2	9	34.5			
150162990252766	City of Chicago SD 299	Till Math & Science Academy ES	20.4	21.1	19.2	21.1			
150162990252913	City of Chicago SD 299	Fairfield Academy Elem School	23.5	22.2	20.3	28			
150162990252937	City of Chicago SD 299	Doolittle Elem School	17.6	14.7	16	22.2			
150162990252961	City of Chicago SD 299	Hope Inst Learning Acad ES	24.8	19	25.6	27.3			
310451310222013	Aurora East USD 131	Oak Park Elem School	22.8	20	23.7	24.6			
320461110252005	Kankakee SD 111	Lafayette Primary School	23.1	20.8	23.9	24.6			
340490600260022	Waukegan CUSD 60	Waukegan High School	23.8	22.2	23.9	25.1	67.5	70.9	75
340491870260001	North Chicago SD 187	North Chicago Community High Sch	16	14.8	17.9	15.4	50.2	58.3	63.3
340491870261003	North Chicago SD 187	Neal Math Science Academy	20.8	19	22.8	20.4			
340491870262006	North Chicago SD 187	South Elementary School	24.9	28.4	23.7	22.1			
340491870262008	North Chicago SD 187	A J Katzenmaier Elem School	25.8	28.1	24.2	25.1			
340491870262009	North Chicago SD 187	North Elementary School	22.2	24	23.9	18.7			
390550610250036	Decatur SD 61	Eisenhower High School	28.8	30.5	27.4	28.2	66.9	60.9	62.3

ISBE Statewide System of Support - 2013 Priority Schools

RCDS	District Name	School Name	% Meeting/Exceeding				Graduation Rate		
			3-Year Average	2011	2012	2013	2011	2012	2013
390550610252014	Decatur SD 61	William Harris Elem School	24.5	32.7	23.1	17.2			
410570030262002	Venice CUSD 3	Venice Elem School	13.2	14.8	13.2	11.9			
410570120260001	Madison CUSD 12	Madison Senior High School	15.2	8.5	20	17.5	84.6	83.3	88.4
46009015026001C	Beardstown CUSD 15	Beardstown Charter Sch Learn Acad					58.8	41.4	42.9
460860020260001	Scott-Morgan CUSD 2	Bluffs High School	25.5	29.4	29.4	18.4	82.1	94.4	93.3
480721500250023	Peoria SD 150	Manual Academy	21.3	21.4	20.2	22.6	75.6	62.1	66.7
480721500250024	Peoria SD 150	Peoria High School	23.9	24.3	21.5	27.2	71.9	61.2	64.6
480721500251012	Peoria SD 150	Trewyn K-8 School	18.4	17.9	18.3	19			
480721500252034	Peoria SD 150	Glen Oak Comm Learning Cntr	21.3	20.4	18	25.9			
480721500252036	Peoria SD 150	Harrison Comm Learning Cntr	19.1	24.5	18	17.3			
490810410250001	Rock Island SD 41	Rock Island High School	32.1	27.8	36.1	32.4	80.9	82.9	80.9
490810410252010	Rock Island SD 41	Frances Willard Elem School	23.7	22.5	23.9	24.8			
490810410252020	Rock Island SD 41	Rock Island Academy	21.1	19.6	20.7	22.9			
500821870260011	Cahokia CUSD 187	Cahokia High School	18.8	15.9	20.4	20.1	78.5	74.7	73.1
500821880221001	Brooklyn UD 188	Lovejoy Middle School	15	16.7	9.7	20			
500821880222001	Brooklyn UD 188	Lovejoy Elementary School	16.1	16	22.2	8.9			
50082189022001C	East St Louis SD 189	SIU Charter Sch of East St Louis	20.1	5.3	29.3	20.6	95.2	86.7	96.4
50082189022002C	East St Louis SD 189	Tomorrows Builders Charter Schl	2.5	1.9	0	7.1	14	32.3	11.5
500821890220043	East St Louis SD 189	East St Louis Senior High School	10.7	13.2	8.2	10.5	69.6	62.8	66.6
500821890221007	East St Louis SD 189	Mason/Clark Middle Sch	25.3	31.6	25.1	20.6			
500821890221036	East St Louis SD 189	East St Louis-Lincoln Middle Sch	23.3	30.4	25.3	15.2			
510841860250001	Springfield SD 186	Lanphier High School	30.7	26.3	35.5	31.2	73.9	64	61.8
510841860252027	Springfield SD 186	Matheny-Withrow Elem Sch	25.7	24.6	22.2	29.7			
510841860252045	Springfield SD 186	Edwin A Lee Elementary School	23.7	27.7	15.2	26.7	100		
540921180240022	Danville CCSD 118	Danville High School	33.6	30.9	34.3	36.3	77.9	73.6	68.4

**Joint Committee on Administrative Rules**  
**ADMINISTRATIVE CODE**

**TITLE 23: EDUCATION AND CULTURAL RESOURCES**  
**SUBTITLE A: EDUCATION**  
**CHAPTER I: STATE BOARD OF EDUCATION**  
**SUBCHAPTER o: MISCELLANEOUS**  
**PART 650 CHARTER SCHOOLS**  
**SECTION 650.APPENDIX A PRINCIPLES AND STANDARDS FOR AUTHORIZING**  
**CHARTER SCHOOLS**

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**Section 650.APPENDIX A Principles and Standards for Authorizing Charter Schools**

The following principles and standards for charter school authorizers align to Article 27A of the School Code and are based on the "Principles and Standards of Quality Charter School Authorizing" (2012), published by the National Association of Charter School Authorizers (NACSA), 105 West Adams Street, Suite 3500, Chicago IL 60603-6253 and posted at <http://www.qualitycharters.org/publications-resources/principles-standards.html>. No later amendments to or editions of these standards are incorporated. A small number of standards are identified as "advanced" (recommended); all others are considered "essential" (required).

**PRINCIPLES**

A high-quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three principles lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these principles in all aspects of their work.

**Principle 1: Maintain High Standards**

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates high-quality charter schools that meet identified educational needs.

Oversees charter schools that meet over time the performance standards and targets on a range of measures and metrics set forth in the charter contracts.

**Principle 2: Uphold School Autonomy**

Honors and preserves core autonomies crucial to school success, including:

- Governing board independent from the authorizer;
- Personnel;
- School vision and culture;
- Instructional programming, design and use of time; and
- Budgeting.

Minimizes administrative and compliance burdens on schools.

Focuses on holding schools accountable for outcomes rather than processes, while at all times strictly enforcing all applicable statutory and regulatory requirements for charter schools.

### Principle 3: Protect Student and Public Interests

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public education obligations to all students, which includes providing:

- Nonselective, nondiscriminatory access to all eligible students;
- Fair treatment in admissions and disciplinary actions for all students; and
- Appropriate services for all students, including those with disabilities and who are English learners, in accordance with applicable laws.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

- Sound governance, management and stewardship of public funds;
- Public information and operational transparency in accordance with applicable State and federal laws; and
- Compliance with all applicable laws and regulations.

Ensures in its own work:

- Ethical conduct;

Focus on the mission of chartering high-quality schools;

Clarity, consistency and public transparency in authorizing policies, practices and decisions;

Effective and efficient public stewardship; and

Compliance with all applicable laws and regulations.

## STANDARDS

### Standard 1: Agency Commitment and Capacity

A high-quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs; clearly prioritizes a commitment to excellence in education and in authorizing practices; and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

#### 1.1 Standards for Planning and Commitment to Excellence

Supports and advances the purposes of Article 27A of the School Code.

Ensures that the authorizer's governing board, leadership and staff understand and are committed to the principles articulated in this Appendix A.

Defines external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence.

Implements policies, processes and practices that streamline and organize its work toward State goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for high-quality authorizing and recognized effective practices and develops and implements timely plans for improvement if these standards and practices are not achieved.

States a clear mission for high-quality authorizing (advanced).

Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals and timeframes for achievement (advanced).

Evaluates its work regularly against its chartering mission and strategic plan goals, and implements plans for improvement when the mission and strategic plan goals are not achieved (advanced).

Conforms to reporting requirements about its progress and performance in meeting its strategic plan goals, as required by Section 27A-12 of the School Code and Section 650.55 of this Part.

## 1.2 Standards for Human Resources

Enlists expertise and competent leadership for all areas essential to charter school oversight, including, but not limited to, educational leadership; curriculum, instruction and assessment; special education; English learners and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management through the use of staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level that is appropriate and sufficient, commensurate with the size of the charter school portfolio, to carry out all authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A.

Provides for regular professional development for the authorizer's leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual improvement.

## 1.3 Standards for Financial Resources

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with the principles and standards set forth in this Appendix A and commensurate with the scale of the charter school portfolio.

Tracks operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.

When making decisions pertaining to approving or renewing a charter school, considers whether the terms of the charter, as proposed, are economically sound for both the charter school and the school district. (See Section 27A-7(a) of the School Code.)

Provides funding to all charter schools in compliance with the requirements of Article 27A of the School Code and submits to the State Board of Education information about the budget and financial schedule as may be required.

Structures funding in such a way as to avoid conflicts of interest, inducements, incentives or disincentives that might compromise its judgment in charter approval and accountability decision-making.

Deploys funds effectively and efficiently and maintains the public's interests when doing so.

## Standard 2: Application Process and Decision-Making

A high-quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate a strong capacity to establish and operate a high-quality charter school.

### 2.1 Standards for Proposal Information, Questions and Guidance

Maintains a charter application information packet or, if actively soliciting proposals, issues a request for proposals (RFP) that:

States any chartering priorities the authorizer may have established;

Articulates comprehensive application questions to elicit the information needed for a rigorous evaluation of the applicant's plans and capacities; and

Provides clear guidance and requirements for the content and format of the application and the evaluation criteria that will be used when considering the application.

Welcomes proposals from first-time charter applicants, as well as existing school operators or replicators, and appropriately distinguishes between the two types of developers in proposal requirements and evaluation criteria.

To the extent it is determined to be economically sound for the district and the charter school, encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Is open to considering diverse educational philosophies and approaches, and expresses a commitment to serve students with diverse needs.

To the extent it is determined to be economically sound for the district and the charter school, broadly invites and solicits charter applications, while publicizing the authorizer's strategic vision and chartering priorities without restricting or refusing to review applications that propose to fulfill other goals (advanced).

### 2.2 Standards for Fair, Transparent, Quality-Focused Procedures

Implements a charter application process that is open, well-publicized and transparent, and is organized around timelines that are clear, realistic and compliant with the timelines for review of charter proposals set forth in Section 27A-8 of the School Code.

Allows sufficient time in the application process so that each stage of the application review and school pre-opening processes are carried out with integrity and attention to high quality.

Explains how each stage of the application process is conducted and evaluated.

Informs applicants of their rights and responsibilities and promptly notifies applicants in writing of approval or denial, while explaining the factors that determined the decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part (Submission to the State Board of Education), submits all required documentation pertaining to charter school approvals to the State Board of Education, and all required documentation pertaining to denials, revocations or non-renewals to the State Board of Education and the Commission.

### 2.3 Standards for Rigorous Approval Criteria

Requires all applicants to submit a charter school proposal that is complete and fully addresses all required elements under Section 27A-7(a) of the School Code, including, but not limited to, a clear and compelling mission; a high-quality educational program; a solid business plan; a transportation plan to meet the needs of low-income and at-risk students; effective governance and management structures and systems; founding team members who demonstrate diverse and necessary capabilities; and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants that are existing school operators and those that are replicators.

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to students from low-performing or overcrowded schools.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements for applicants proposing to operate schools devoted exclusively to re-enrolled high school dropouts and/or students 16 or 15 years old who are at risk of dropping out.

To the extent that these schools are permitted under Article 27A of the School Code, establishes distinct requirements and criteria for applicants proposing to operate virtual or online charter schools.

## 2.4 Standards for Rigorous Decision-Making

Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through the use of knowledgeable and competent evaluators who employ some combination of a thorough review of the written proposal, a substantive in-person interview with the applicant group, the public meeting required under Section 27A-8(c) of the School Code for gathering more information to assist in determining whether to grant or deny the charter school proposal, and other due diligence to examine the applicant's experience and capacity.

Engages, for both written application reviews and any applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial and legal expertise, as well as thorough understanding of the provisions of Article 27A of the School Code and the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure the use of consistent evaluation standards and practices, observance of essential protocols and fair treatment of applicants.

Ensures that the application review process and decision-making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision-makers and applicants.

## Standard 3: Performance Contracting

A high-quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

### 3.1 Standards for Contract Term, Negotiation and Execution

Executes a contract with a legally incorporated governing board of a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois that is completely independent of the authorizer.

Executes all charter agreements within 120 days after the charter's approval and at least 30 days before the start of school, whichever date comes first.

Ensures that all charter school agreements have been certified by the State Board of Education in accordance with Section 650.40 prior to the date on which the charter school opens or begins its renewal term.

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows, and requires contract amendments for, occasional material changes to the school's plan, but does not require amending the contract for non-material modifications.

### 3.2 Standards for Rights and Responsibilities

Executes charter school contracts that clearly:

State the rights and responsibilities of the school and the authorizer;

State and respect the autonomies to which charter schools are entitled, based on statute, waiver or authorizer policy, including those relating to the school's authority over educational programming, staffing, budgeting and scheduling;

Define performance standards, criteria and conditions for renewal, intervention, revocation and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;

State the statutory, regulatory and procedural terms and conditions for the school's operation, including a clearly defined list of all health and safety requirements applicable to all public schools under the laws of the State of Illinois;

State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety and other legal requirements prior to opening and are prepared to open smoothly;

State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a discipline policy approved by the authorizer; and

State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that

purchasing these services is explicitly not a condition of charter approval, continuation or renewal.

### 3.3 Standards for Charter Performance Standards

Executes charter contracts that plainly:

Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

Include expectations for appropriate access, education, support services and outcomes for students with disabilities;

Define clear, measurable and attainable academic, financial and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to required State and federal measures;

Make increases in student academic achievement for all groups of students described in section 6311(b)(2)(C)(v) of the Elementary and Secondary Education Act (20 USC 6301 et seq.) the most important factor to be considered for charter renewal or revocation decision-making;

Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including State-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews and performance comparisons with other comparable public schools in the district and State;

Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;

Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties and sound public stewardship; and

Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population.

### 3.4 Standards for Education Service or Management Contracts (if applicable)

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that

ensure rigorous, independent contract oversight by the charter school governing board and the school's financial independence from the external provider. In determining whether a charter school is independent of the external provider, the authorizer shall consider the criteria listed in Q & A (B-13) of the U.S. Department of Education, Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance (Published April 2011) and posted at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc>.

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable laws, authorizer policy and the public interest.

#### Standard 4: Ongoing Oversight and Evaluation

A high-quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation and renewal decisions; and provides regular public reports on school performance.

##### 4.1 Standards for Performance Evaluation and Compliance Monitoring

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation and intervention decisions.

Defines and communicates to schools the process, methods and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines local, State and federal performance expectations and compliance requirements, while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.

Provides clear technical guidance to schools, as needed, to ensure timely compliance with applicable regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes and methods of these visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing body and leadership.

In accordance with Section 27A-5(f) of the School Code, requires and reviews annual financial audits of schools conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

#### 4.2 Standards for Respecting School Autonomy

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is sufficiently detailed and timely to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance or other considerations.

Refrains from directing or participating in the educational decisions or choices that are appropriately within a school's purview under Article 27A of the School Code or the contract.

#### 4.3 Standards for Protecting Student Rights

In accordance with Section 27A-4(d) and (h) of the School Code, ensures that schools admit students through a random selection that is open to all students who reside within the geographic boundaries of the areas served by the local school board, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service or parent contracts) that exclude students based on socioeconomic, family or language background; prior academic performance; special education status; or parental involvement.

Ensures that schools provide access and services to students with disabilities, as required by applicable State and federal laws, including compliance with individualized education programs and section 504 plans, access to facilities and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.

Ensures that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students and gifted students, as required by State and federal law.

Ensures that schools' student discipline policies and actions comply with applicable State and federal laws regarding discipline, are fair and ensure that no student is expelled or counseled out of a school outside of the process set forth in those policies.

#### 4.4 Standards for Intervention

Establishes, and makes available to schools as they are chartered, an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

When intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

#### 4.5 Standards for Public Reporting

Produces regular public reports that provide clear, accurate performance data for the charter schools overseen by the authorizer, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract. (Also see Section 650.55.)

### Standard 5: Revocation and Renewal Decision-Making

A high-quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests.

#### 5.1 Standards for Revocation

Adheres to all notice and corrective action requirements for revocation of a charter school, as set forth in Section 27A-9 of the School Code.

## 5.2 Standards for Renewal Decisions Based on Merit and Inclusive Evidence

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

## 5.3 Standards for Cumulative Report and Renewal Application

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

Summarizes the school's performance record over the charter term; and

States the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Requires any school seeking renewal to apply through the use of a renewal application, which should provide the school with a meaningful opportunity and reasonable time to respond to the cumulative performance report, to correct the record, if needed, and to present additional evidence regarding its performance.

## 5.4 Standards for Fair, Transparent Process

Clearly communicates to schools the criteria for charter revocation, renewal and non-renewal decisions that are consistent with the charter contract and Article 27A of the School Code.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including a written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a timeframe that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

In compliance with Sections 27A-8(f) and 27A-9(e) of the School Code and Section 650.30 of this Part, submits all required documentation pertaining to charter school renewals to the State Board of Education, and all required documentation pertaining to revocations or non-renewals to the State Board of Education and the Commission.

Regularly updates and publishes the process for renewal decision-making, including guidance regarding required content and format for renewal applications.

#### 5.5 Standards for Closure

In the event of a school closure, oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that complies with Section 650.70 and all applicable State laws.

(Source: Added at 38 Ill. Reg. 21916, effective November 3, 2014)



Illinois State Board of Education

# **NCLB TITLE I: Charter School Primer**

*June, 2013*



# Introductions

- Melina Wright, Acting Division Administrator/Federal Liaison, Title Grants Administration
- Eric Grodsky, Deputy General Counsel, ISBE Legal
- Jennifer Saba, Assistant General Counsel, ISBE Legal



# Illinois State Board of Education Mission Statement

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.



# Charter School Participation in Title I

Charter schools are entitled to a proportionate share of State and federal resources generated by students with disabilities, as well as a proportionate share of categorical funds.

Federal law also requires that a charter school opening for the first time or significantly expanding its enrollment receive the federal funds for which it is eligible within certain time constraints.



# Purpose of Title I

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

*- Statement of Purpose from currently authorized  
Elementary and Secondary Education Act*



# Types of Title I Schools

- Individual schools with poverty rates above 40% may use Title I funds along with other funds to operate a “**schoolwide**” program.
- Schools with poverty rates below 40%, or those not choosing to be declared “schoolwide” programs, are “**targeted assistance**” schools.



# Targeted Assistance

- Targeted assistance programs provide direct services to students eligible for Title I services.
- Services must be *supplemental* to regular educational services.
- Schools/districts must have selection criteria for eligible students that includes *multiple* sources (e.g., below proficient on state assessments, teacher recommendations, local assessments).



## Targeted Assistance (cont.)

- Only staff directly supported by Title I funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals).
- Only students who receive services are counted as Title I students for reporting purposes.
- The school must track types of services provided to eligible students.
- All students eligible for Title I services should receive them, even if such students are eligible under other programs such as IC (Migrant) or IIIA (LEP).



# Schoolwide Programs

- Schools with at least 40% poverty are eligible to operate as schoolwide.
- The school must develop a schoolwide plan that meets all requirements. This process usually includes about 1 year for planning.
- The plan should improve student achievement at the school overall, but students with academic need should still receive supplemental services.



## Schoolwide Programs (cont.)

- Schoolwide (SW) plan resources within Innovation & Improvement Center website, marked on the NCLB Application and migrated into Rising Star.
- SW plan requirements are found in NCLB 1114(b)(1)(A-J).
- SW plan reviewed and approved by district, revised annually.
- SW plan is NOT the same as the School Improvement (SI) plan. SW plan is comprehensive. SI strategies may be part of SW plan.



# Title I Fiscal Issues

Three fiscal requirements related to the expenditure of regular State and local funds must be met by an LEA. The LEA must:

- Maintain fiscal effort with State and local funds;
- Provide services in its Title I schools with State and local funds that are at least comparable to services provided in its non-Title I schools; and
- Use Part A funds to supplement, not supplant regular non-Federal funds.



# Know the Governing Documents

- Education Department General Administrative Requirements (EDGAR)
- OMB Circular A-87
- OMB Circular A-133 Compliance Supplement



# EDGAR

- Ⓢ Establishes cross-cutting rules that apply to all ED programs, unless a specific program is exempted by its own statutes and regulations (Title I is not exempted). Rules cover things such as:
  - » application procedures
  - » financial administration
  - » property management
  - » record retention
  - » lobbying
  - » program oversight



# EDGAR §75 and §76

- §75 *“Regulations That Apply to Direct Grant Programs”* – these regulations apply to grants that an LEA receives directly from the federal government.
- §76 *“Regulations That Apply to State-administered Programs”* – these regulations apply to grants that an LEA receives as a sub-recipient of ISBE.



# EDGAR and Title I

The statute articulates the following provisions:

- How funds are to be distributed to the LEAs
- Any program or fiscal conditions that must be met on the state/local level
- The development of applications and amendments that identify the activities that support the purposes of an act
- How grant recipients are accountable for fiscal reporting and for reporting of program performance



# OMB Circular A-87

- ◆ Establishes the cost principles for state and local governments – including what an organization:
  - Cannot do (e.g., purchase alcohol)
  - Must do (e.g., keep time and effort records)
  - Might be able to do (e.g., spend money on a certain cost)



# A-87 and Title I

- ◆ Unlike other federal education programs, Title I, Part A does not have a use of funds section; therefore, funds must be spent consistent with the *purpose* of the program. A-87 provides that framework.



# A-87: What Can't You Do?

- Generally, federal funds *cannot* be used for:
  - Advertising, including school promotional materials
  - Alcohol
  - Bad debts
  - Donations and contributions
  - Entertainment (Caution: important in the context of field trips & parental involvement activities.)
  - Fundraising
  - Lobbying



# A-87: What Can You Do?

All costs charged to federal funds must be:

- **Necessary** for the performance or administration of the grant
- **Reasonable** in light of the goals of the federal programs, the cost of the item, and the needs of the district or school
- **Allocable**, meaning the cost benefits the grant in proportion to the amount charged
- **Authorized** under state and local laws, policies and procedures
- **Adequately documented**



# OMB Circular A-133

The OMB A-133 Compliance Supplement is divided into 7 divisions:

- Part I: Background, Purpose, and Applicability
- Part II: Matrix of Compliance Requirements
- Part III: Compliance Requirements
- Part IV: Agency Program Requirements
- Part V: Clusters of Programs
- Part VI: Internal Control
- Part VII: Guidance for Auditing Programs Not Included in This Compliance Supplement



# A-133 Compliance and Title I

1. Activities allowed or not allowed
2. Allowable costs/cost principles
3. Cash management
4. Eligibility
5. Equipment and real property management
6. Matching, level of effort, earmarking
7. Period of availability
8. Procurement and suspension and debarment
9. Reporting
10. Subrecipient monitoring
11. Special tests and provisions



# Title I A-133

## Common Audit Findings

- Unallowable activities
  - RtI
  - Common Core Textbooks
- Unallowable costs
  - Serving ineligible students
  - Food, unless necessary for the meeting
- Incurring/obligating costs outside project dates
  - Hiring staff before the grant submission date
  - Purchasing supplies after the end of the grant year



# Supplement v. Supplant

NCLB grant funds must only be used to supplement (add to) any state (SEA) or local (LEA) funds used to provide services, staff, programs, or materials.

In other words, NCLB grant funds cannot be used to pay for things that would otherwise be paid for with state or local funds.



# When Does Supplanting Occur?

The OMB A- 133 Compliance Supplement details three general situations where an auditor will presume that the use of federal funds violates the “supplement, not supplant” requirement.

1. Required by law
2. Supported last year
3. Provided to everyone

© A good question in any “supplement, not supplant” analysis should be, “Could this program or expenditure be implemented if federal funds were not available?”



## Presumption #1 – Required by law

- A supplanting violation is presumed when an SEA or LEA uses NCLB funds to provide services the SEA or LEA is required to make available under other federal, state, or local laws.
- Ⓢ EXAMPLE: since Illinois state law requires RtI, Title I funds cannot be used for this purpose.



## Presumption #2 – Supported last year

- A supplanting violation is presumed when an LEA or SEA uses NCLB funds to provide services that it provided with local or state funds in the prior year.
- EXAMPLE: if an LEA used state and local funds to support a summer school reading program one year, then it could not use NCLB funds to support the exact same program in the next year.



## Presumption #3 – Provided to everyone

- A supplanting violation is presumed when an LEA or SEA uses NCLB funds to pay for services to Title I students but uses state or local funds to provide the same services to other students.
- EXAMPLE: if an LEA provides books to all children as part of its after-school reading program, it would be supplanting if the LEA uses NCLB funds to pay for books provided to Title I students but uses state or local funds to buy books for non-Title I students.



# Examples of Supplanting

- Funds cannot be used to identify students to be served with Title I funding, including but not limited to testing or administration.
- Funds cannot be used for RtI, special education, or other mandated programs.
- Funds cannot be used to purchase textbooks or books housed in the school library that can be accessed by all students.
- Funds cannot be used to provide for the purpose of credit recovery.
- Funds cannot be used to hire Title I teachers or paraprofessionals that are NOT highly qualified.
- Funds cannot be used for off-setting the cost of kindergarten, if it is available for all students.



# Overcoming Presumptions of Supplanting

A presumption of supplanting can be overcome by providing written documentation proving:

- State and local funding were significantly reduced.
- The position would have been eliminated in the absence of NCLB funds.
- The grant allows the expenses.
- Funding decisions are made on an annual basis.



# Some Basic Do's and Don'ts

## Do's

- *Salaries* (above required positions) – Teacher, Substitute for Title I funded positions only, Teacher Assistant, Tutor, Instructional Computer Assistant, School Community Representative, Guidance Counselor
- *Benefits* – Health, Pension, FICA, and other related benefits
- *Purchased Services* – Conference registration fees/travel for teachers, education consultants, contracts for repair and maintenance of equipment purchased with NCLB Title I funds
- *Supplies and Materials* – Consumable supplies, books to supplement not replace Basal/Primary textbooks, workbooks, audio/video, software, periodicals
- *Equipment and Furniture* – Computers, workstations, audio/video equipment



## Some Basic Do's and Don'ts (cont.)

### Don'ts

- ***Instruction*** – Salaries for required positions, Substitute for non-Title I funded teacher unless a teacher is attending staff development activities, Non-Instructional Computer Assistant, School Assistant, Security, Clerk, Business Manager or Operations Manager
- ***Purchased Services*** – Contracts for non-instructional services or repair and maintenance of equipment not purchased with NCLB Title I funds, transportation to extra-curricular activities (competitions/performances)
- ***Supplies and Materials*** – Basal/Primary textbooks or replacements, non-instructional items for security, office use, or to assist in administering programs, athletics/band uniforms
- ***Equipment and Furniture*** – Items for security, office use, or to assist in administering programs; replacement of equipment or furniture purchased with local funds, athletics/band equipment.



# Grants Terminology

- *Fiscal Year*: Always runs from July 1 to June 30.
- *Grant Period*: By default, same as the fiscal year, but it can be extended; thus it is possible to have two grant periods operating at the same time.
- *Reimbursement*: Schools and/or districts expend funds for grant purposes, and then request reimbursement of those funds from the district or state, respectively.
- *Expenditure*: The actual payment for goods or services; expenditures may occur after a grant period is over in order to settle obligations.



# Grants Terminology

- *Obligation*: The commitment to pay for goods or services; funds may be neither obligated before the project start date nor after the grant period is over.
- *Allocation*: The amount of funds available to an LEA in a grant for a grant period.



# Carryover of Title I Funds

- Carryover occurs when funds that were part of a previous grant period's allocation, but were not expended, become available for use in the following grant year by being added to the new current year allocation.
- Carryover is limited to 15% of the current year allocation unless:
  - An LEA's allocation is less than \$50,000, in which case, 100% can be carried over.
  - An LEA requests a waiver to carryover more than 15%; such a waiver may only be requested every three years.



# Beginning of the Grant Period

- **Review** academic needs assessed during a school year
- **Develop** goals to address those needs in the new school year
- **Consider** research-based strategies and activities to accomplish those goals
- **Choose** those strategies and activities that will appear to be the most promising
- **Research** costs for the strategies and activities chosen

Ⓢ Incorporate these decisions and the cost information in the grant application.



# Title I Allocation Determinations

- Title I allocations are based primarily on poverty levels. The data for determining the allocations are inserted by ISBE into formulas and LEAs are informed about the resulting allocation numbers through various means.
- LEAs and individual schools within the district may want to research preliminary estimates of allocations for planning purposes.
- Ⓢ CAVEAT: Other factors can affect allocations, such as foster child counts, federal appropriations levels, etc.



# Timing of Allocations to Charter Schools

- For each eligible charter school that opens or significantly expands its enrollment on or before November 1 of an academic year, the LEA or SEA must allocate funds to the charter school within 5 months of the date the charter school opens or significantly expands its enrollment.
- For each eligible charter school that opens or significantly expands its enrollment after November 1, but before February 1 of an academic year, the LEA or SEA must allocate funds to the charter school on or before the date the LEA or SEA allocates funds to other public schools under the applicable covered program for the succeeding academic year.



# Charter School's Responsibilities

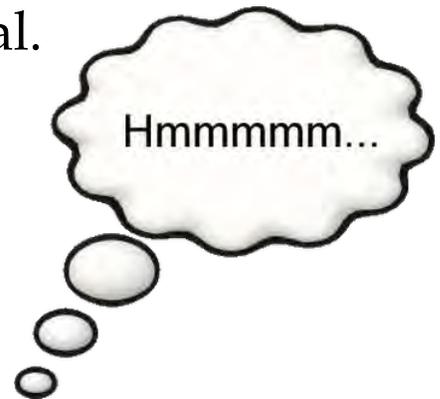
## EDGAR § 76.788

- Must provide the LEA or SEA with written notice of date by which charter school will open or significantly expand its enrollment. Notice must be provided not less than 120 days before that date.
- Must provide the LEA or SEA with **any available data or information** that the LEA or SEA may reasonably require to assist the LEA or SEA in estimating the amount of funds the charter school may be eligible to receive under a covered program.
- Once the charter school is open or has completed its significant expansion, the school must provide actual enrollment and eligibility data to the LEA or SEA at a time the LEA or SEA may reasonably require.



# Implementation and Reimbursement

- Activities can be implemented after the grant application has been submitted but before approval.



- CAVEAT: Check on unusual obligations with your ISBE consultants or the district before expending funds.



# Implementation and Reimbursement

- Once a grant application has been submitted, the costs of the activities described within the application may be obligated. The LEA can be reimbursed by ISBE after the application has been approved.
- Ⓢ CAVEAT: Costs may only be reimbursed retroactively to the date the LEA initially submitted the grant application, not to the start of the fiscal year. Get those applications in early!





# Amendments to Application (Voluntary)

It is common during a grant period for an LEA or individual school to wish to file an amendment to a grant application:

- A planned activity may cost somewhat more or less than what was anticipated.
- You may become aware of materials or trainings you had not known about at the time of the original application.



# Amendments to Application (Mandatory)

During a grant period you *must* file an amendment to a grant application if :

- You discover that an expenditure was approved in error and must be removed.
- A significant change in program scope occurs (e.g., adding a new component - summer school).
- Additional funds become available that you wish to use.
- Expenditures have increased or decreased by 20% or \$1,000 per budgeted cell, whichever is greater.
- A new expenditure item is desired.



# Amendments to Application (Cautions)

- Ⓢ REMEMBER: Amendments must be submitted by the LEA to ISBE at least 30 days prior to the end of the project end date.
- Ⓢ REMEMBER: Just like the original applications, there can be no obligating or expending of funds prior to the amendment's submit date.





# Reporting

- LEAs must file quarterly expenditure reports with ISBE to establish that implementation is occurring and that funds are being expended in accordance with the program design approved in the application.
- LEAs must also file a final expenditure report with ISBE when the grant period is over.





# Accountability

- You need to keep complete fiscal and program records. These help when preparing for the next grant application and they are vital in case ISBE staff visit for a monitoring or auditing purposes.
- In general, you should maintain records that document implementation of the grant in a manner consistent with the approved program design in the grant. Such records may include copies of letters, meeting agendas, invoices, cancelled checks, and the like.
- Without such records, you may be asked to return funds to ISBE if you are unable to prove you spent funds appropriately.



# Sub-Recipient Monitoring

- Desk review of monitoring instrument
- Title I comparability
- On-site monitoring visit



# External Assurance Monitoring Outcomes

- Everything submitted is accepted
- Non-monetary finding
- Monetary finding



# External Assurance Common Findings

- Failure to meet comparability
- Lack of proper time and effort documentation
- Lack of documentation to support program
- Expenditure of funds before grant start date or after grant end date
- Supplanting issues
- Non-allowable expenditures claimed



# Helpful Resources (General)

- [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf) (ISBE's *State and Federal Grant Administration Policy, Fiscal Requirements and Procedures.*)
- <http://www.isbe.net/grants/html/webinar.htm> (Current and archived webinars on NCLB-related topics.)
- [http://www.isbe.net/grants/pdf/NCLB\\_toolkit.pdf](http://www.isbe.net/grants/pdf/NCLB_toolkit.pdf) (*NCLB Consolidated Application Toolkit.*)
- <http://www.isbe.net/e-bulletins/default.htm> (The general access point for all recorded e-bulletins from ISBE.)
- <http://www.isbe.net/grants/default.htm> (Innovation and Improvement Division's home page – this is the Division concerned with NCLB Titles I and IIA.)
- [http://www.isbe.net/ea/pdf/comparability\\_instructions.pdf](http://www.isbe.net/ea/pdf/comparability_instructions.pdf) (External Assurance instructions for completing the comparability analysis.)



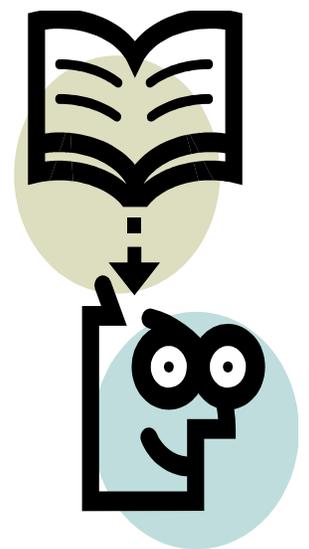
## Helpful Resources (Charter Specific)

- [www.ed.gov/policy/elsec/guid/charterguidance03.doc](http://www.ed.gov/policy/elsec/guid/charterguidance03.doc) (updated Department of Education Non-regulatory Guidance on the impact of Title I requirements on charter schools.)
- <http://www2.ed.gov/policy/elsec/guid/cschoools/cguidedec2000.pdf> (Department of Education Non-regulatory Guidance on timelines for distribution of Title I funds to charter schools.)
- <http://www.isbe.state.il.us/e-bulletins/pdf/03-12.pdf> (ISBE e-bulletin regarding allocation of Title I funds by districts to school attendance centers; pgs. 5-6 specific to charter schools.)



# Final Thoughts...

- Consult the documents and publications for guidance.
- Know the Grants Management Cycle.
- Determine what type of program works best for your school/district (Targeted Assistance or Schoolwide).
- Avoid Supplanting.
- Contact your designated ISBE consultant if you have questions.





# Questions and/or Comments





# CONTACTS

- Melina Wright, Acting Division Administrator/Federal Liaison, Title Grants Administration. Contact: [REDACTED] [REDACTED] or [REDACTED]
- Jen Saba, Assistant General Counsel, Legal Department. Contact: [REDACTED] or [REDACTED]



# Multi-Tiered System of Supports: Uniting Through One Vision

[REDACTED]  
Elizabeth Hanselman  
Assistant Superintendent

Center for Specialized Instruction, Nutrition  
& Wellness

NCLB Conference 2015  
[REDACTED]



# Why???

College  
and/or Career  
Readiness is in  
our reach...





# Melody Musgrove Messages

Director of Department of Education/Office of Special Education Programs

SWD are part of, not separate from, the **general education** population

LEAs must build all educators' **capacity** to meet those students' needs

SEAs must improve, **align and leverage** the State's capacity to support LEAs ability to do so

Emphasis on **compliance** over **results** is not enough

Complement **Ed Reform** including ESEA flexibility

**Must be done through a multi-tiered system of support**



# MTSS

- “Appropriate instruction and supports”
  - Strengths-based



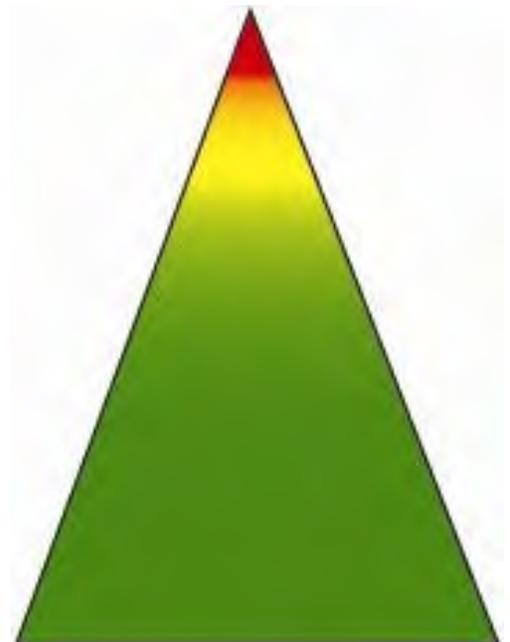
...opmentally-appropriate  
*academic, social, emotional and  
behavioral skills*

- Implements evidence-  
based/informed interventions



diversity

**Must be done  
through a  
multi-tiered  
system of  
support**

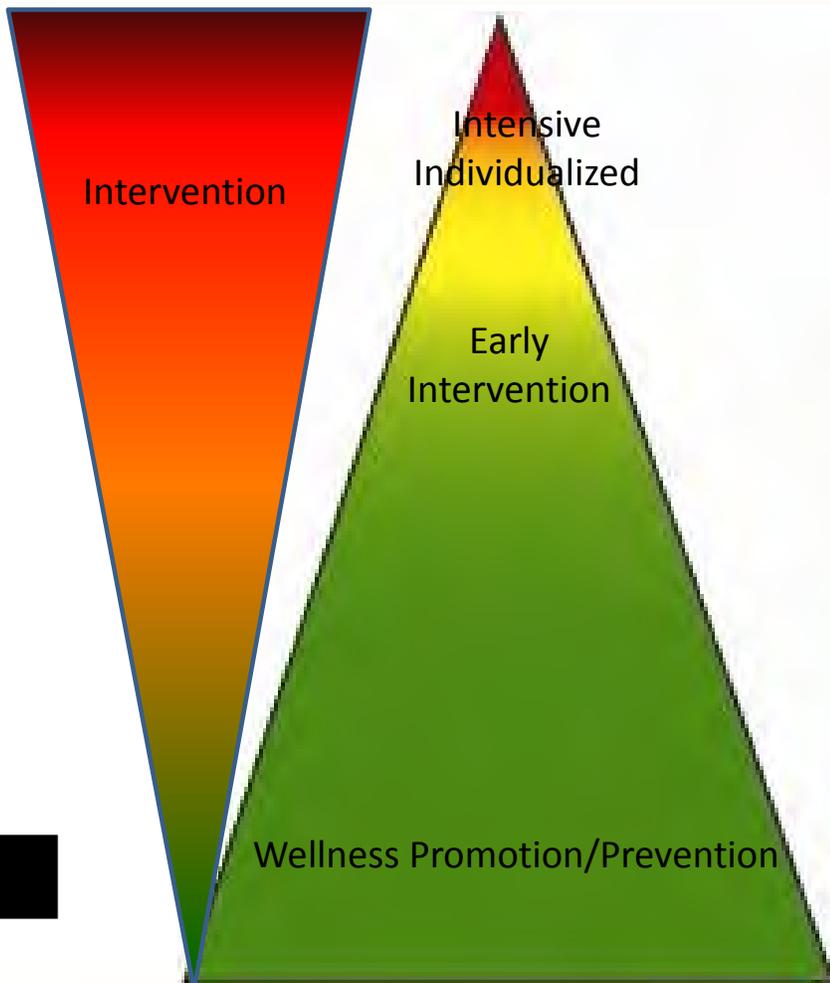




# MTSS cont.

In [redacted] on  
of [redacted] intervention  
based on student  
need(s)

[redacted]

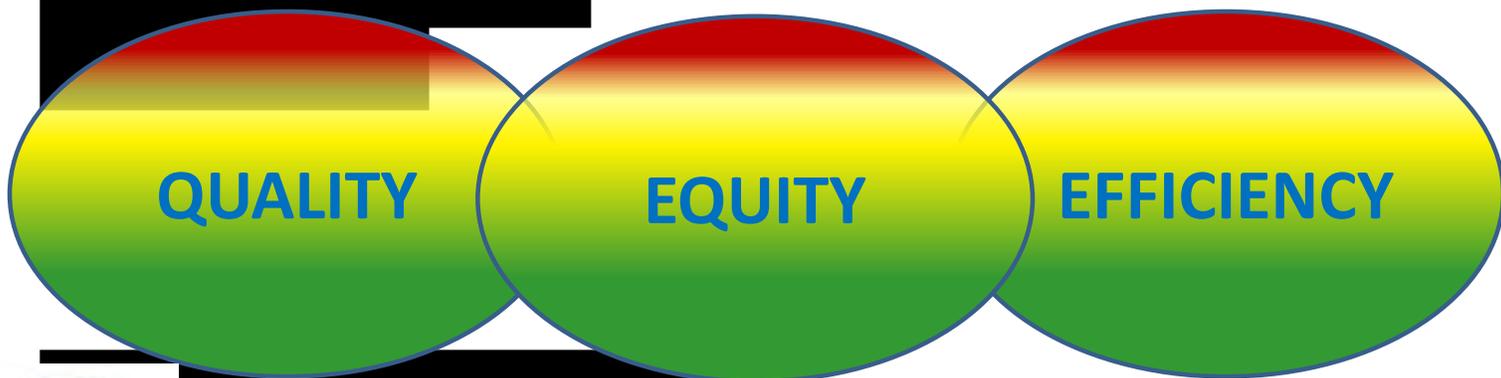




# WHY MTSS?

Allows districts to fulfill  
their responsibility to educate

**ALL STUDENTS** with





# What is MTSS?

**IS NOT**

**an add-on  
program**

**a framework that  
guides and  
integrates daily  
practices**

**IS**





# What is MTSS?

**IS NOT**

a lock step  
progression

**IS**

a full, fluid  
continuum of  
supports





# What is MTSS?

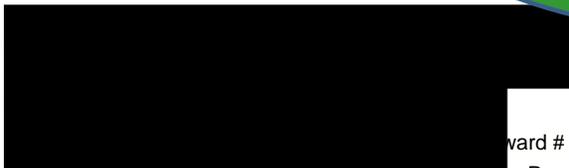
**IS NOT**

just a  
collection of  
strategies



integrated,  
evidence-based,  
systemic and data-  
driven

**IS**





# What is MTSS?

IS NOT

just for  
students with  
disabilities

Emphasis on  
**compliance** over  
**results** is not  
enough

an approach that  
improves  
outcomes for all  
students

IS





# MTSS Climate & Culture

SWD are part of, not separate from, the **general education** population

## Intensive/Individualized Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

1-5%

## Some Targeted Interventions

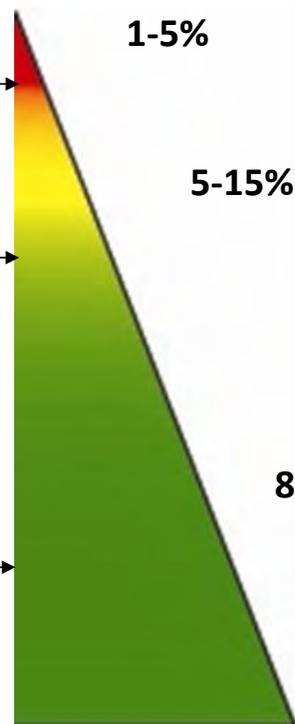
- Students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

## Universal Interventions

- All settings, all students
- Preventive, promotional, proactive

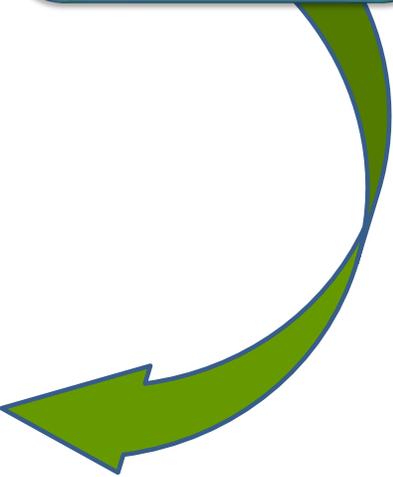
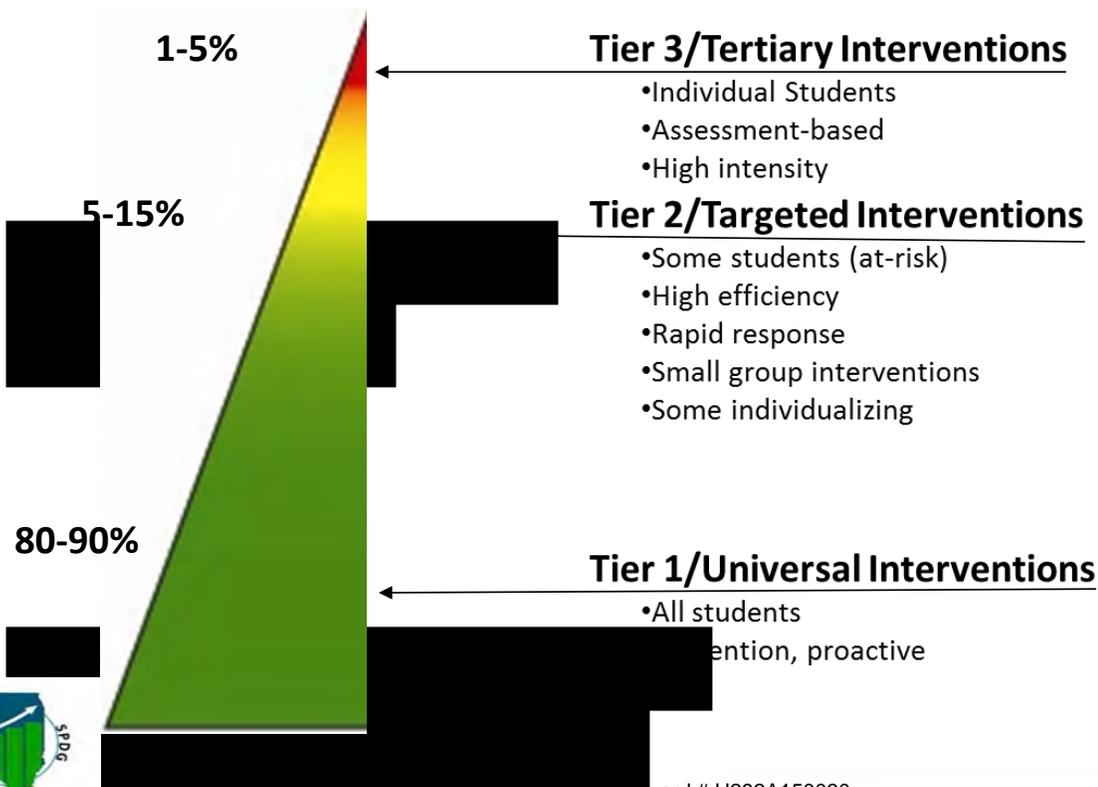
80-90%





# MTSS Academics

SWD are part of, not separate from, the **general education** population





# MTSS Academic, Climate & Culture



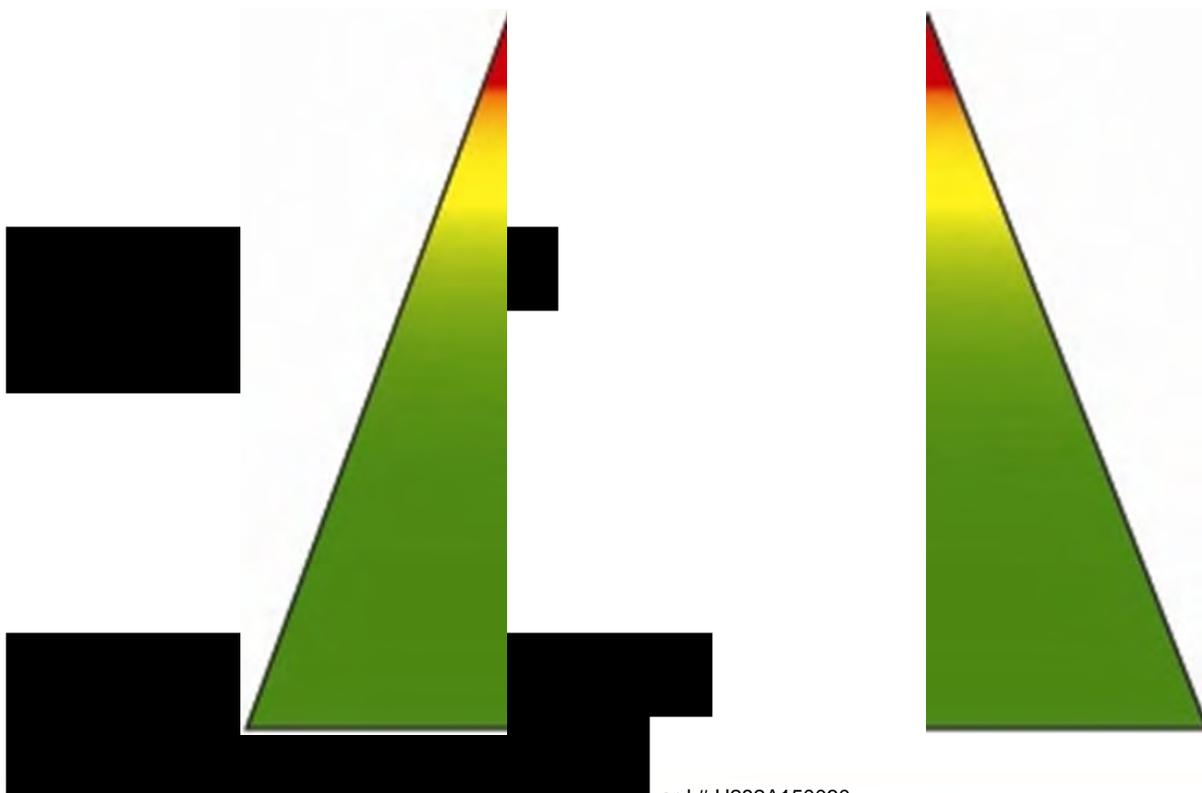


# MTSS Academic, Climate & Culture



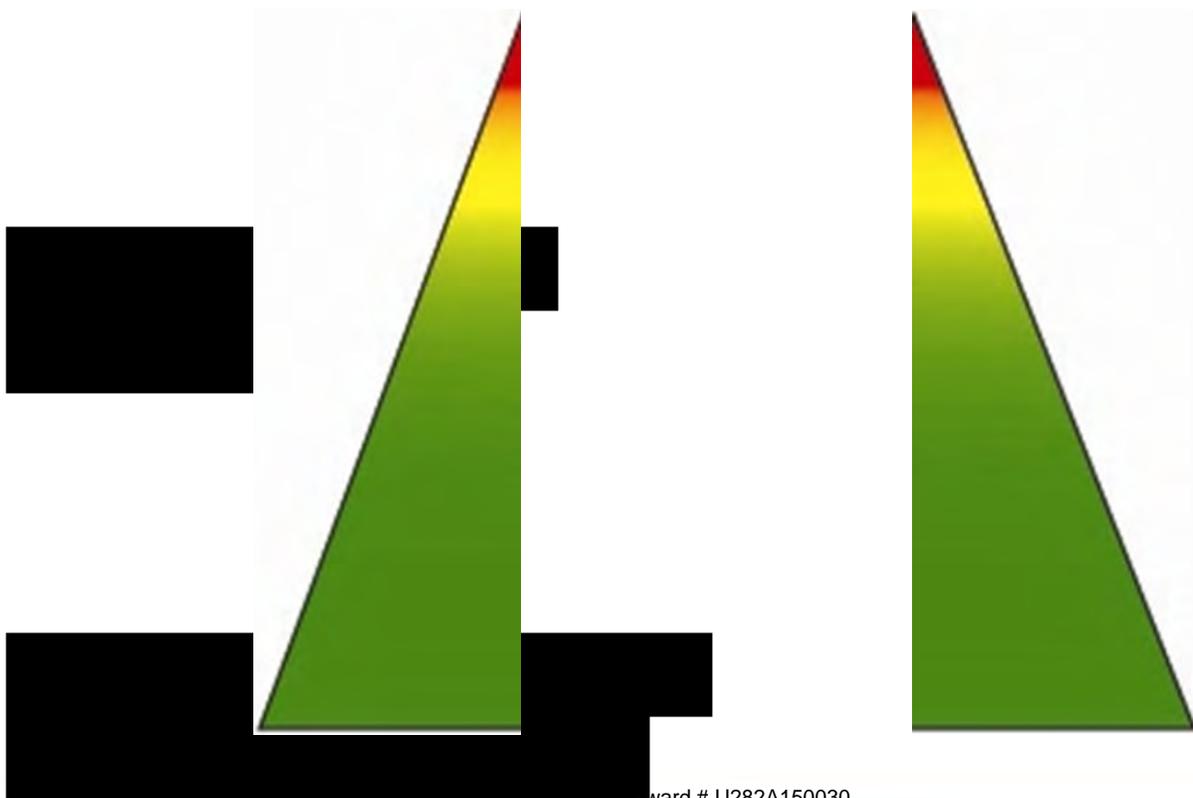


# MTSS Academic, Climate & Culture



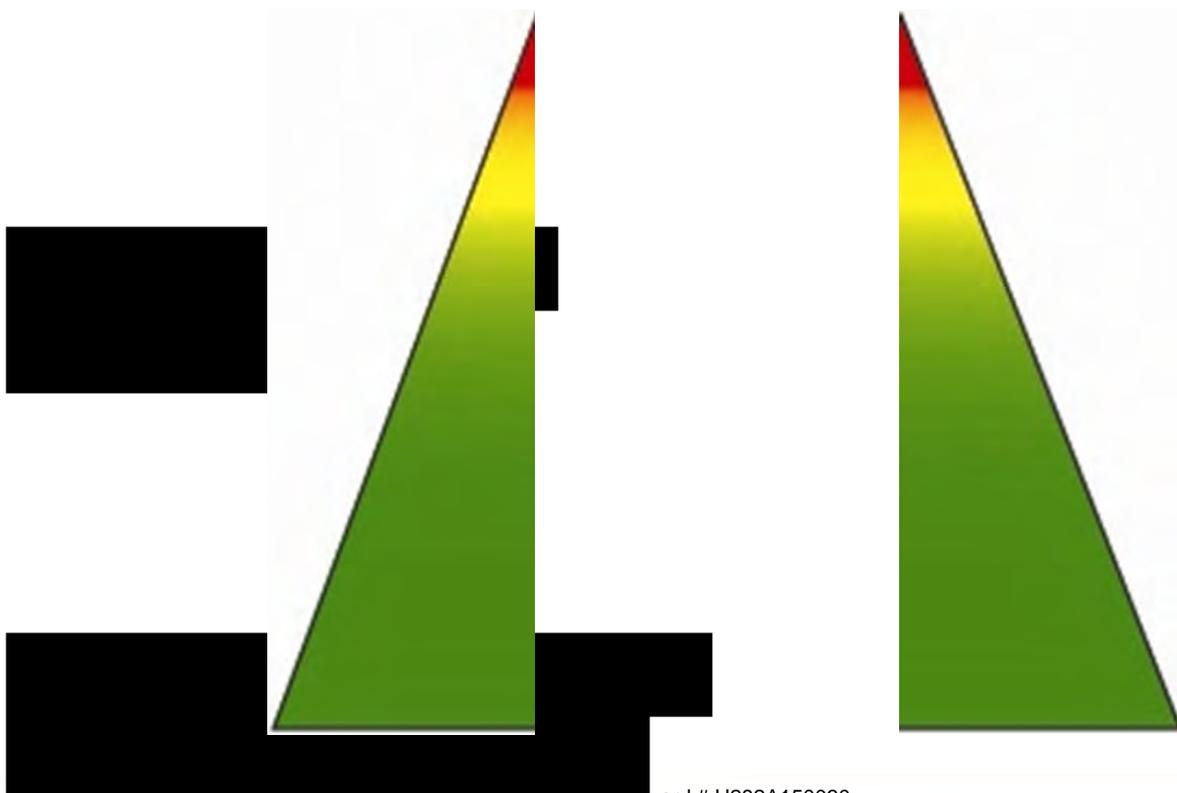


# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture



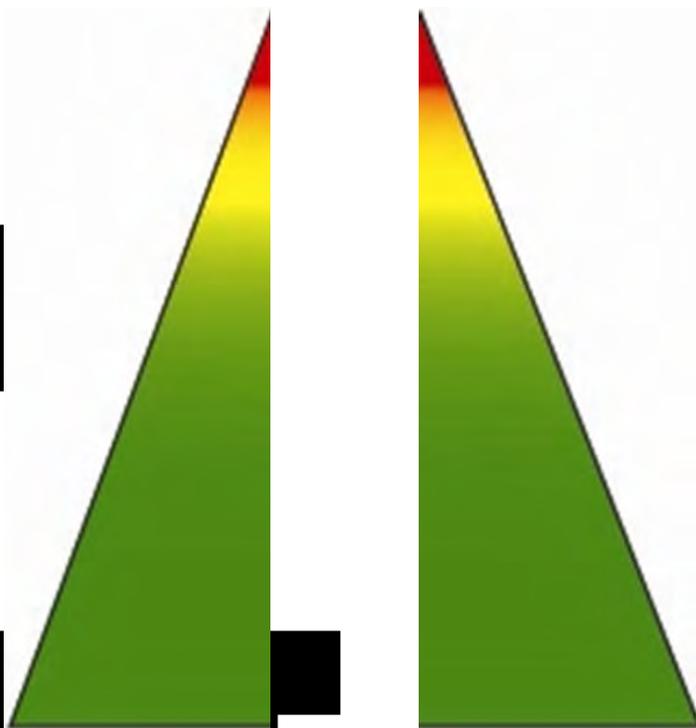
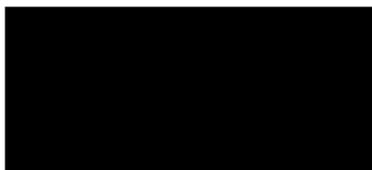


# MTSS Academic, Climate & Culture





# MTSS Academic, Climate & Culture



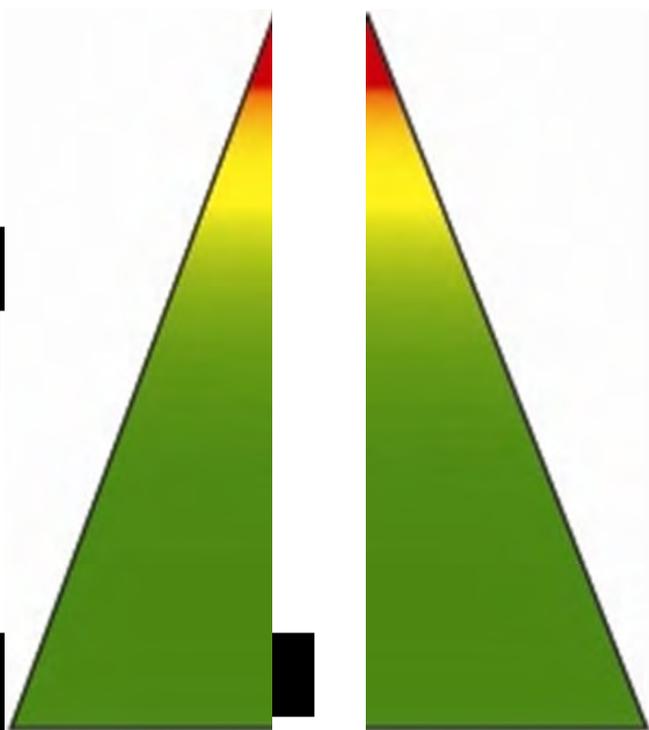
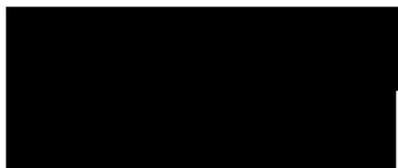


# MTSS Academic, Climate & Culture



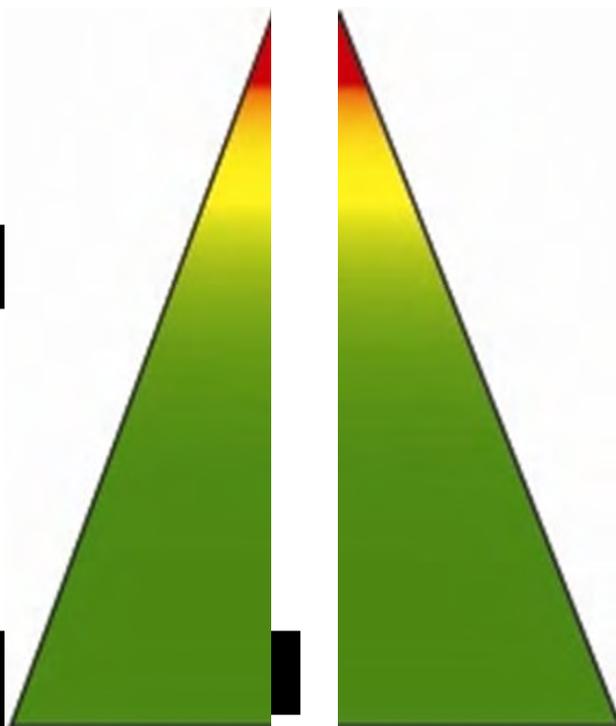
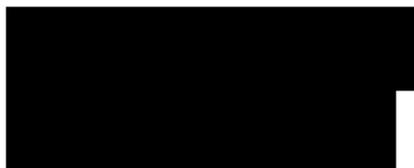


# MTSS Academic, Climate & Culture



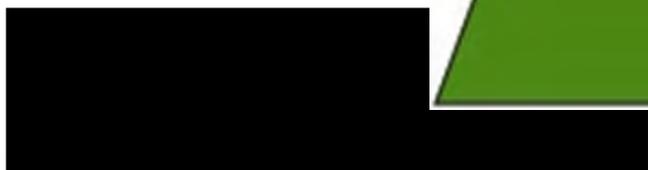
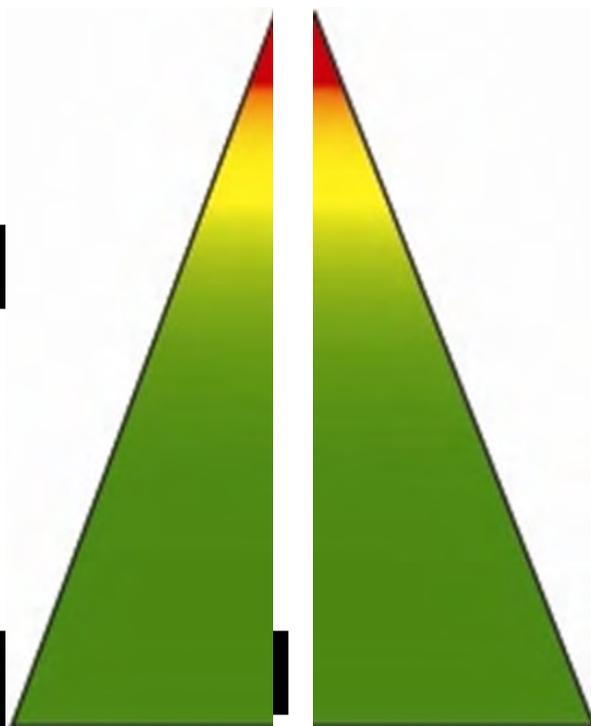
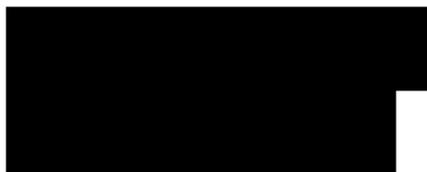


# MTSS Academic, Climate & Culture



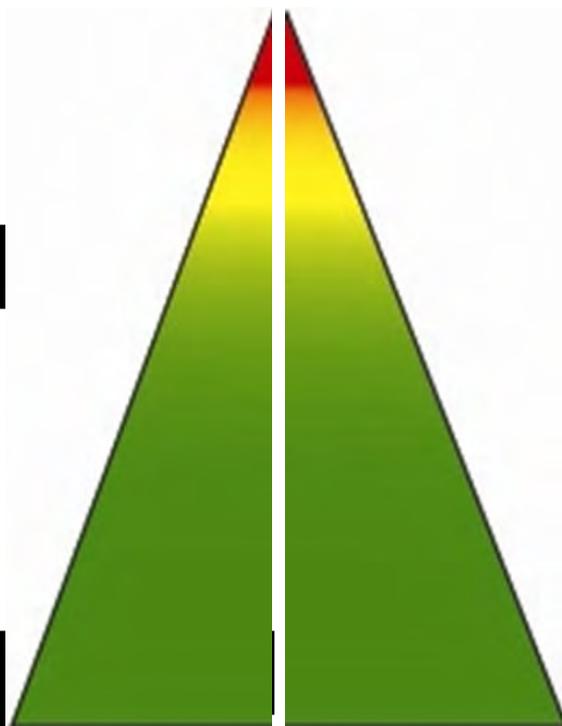


# MTSS Academic, Climate & Culture



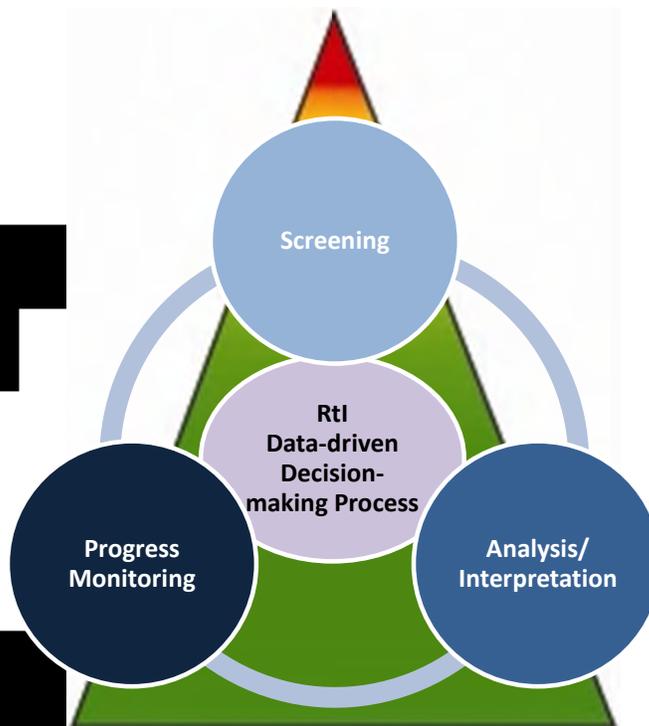


# MTSS Academic, Climate & Culture



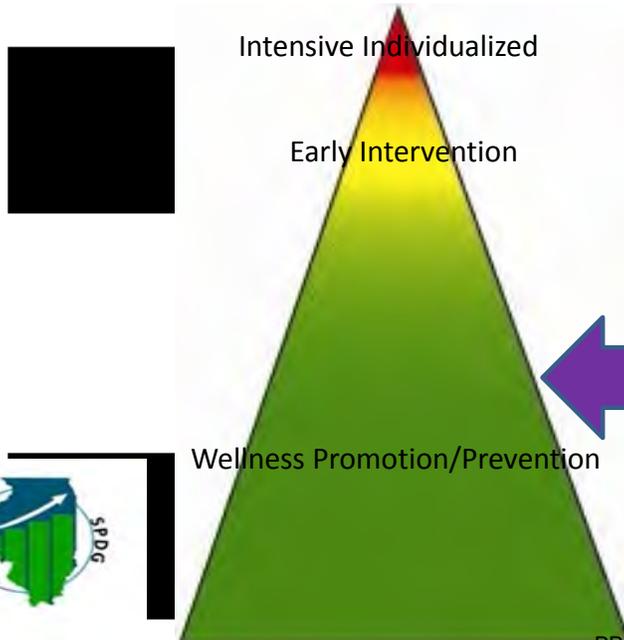
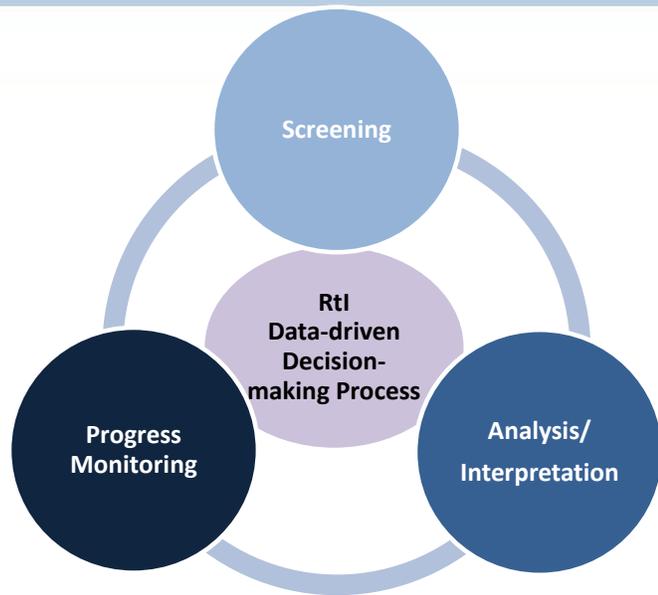
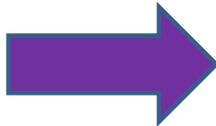


# Illinois MTSS Vision





# Response to Intervention: Logic *Process*



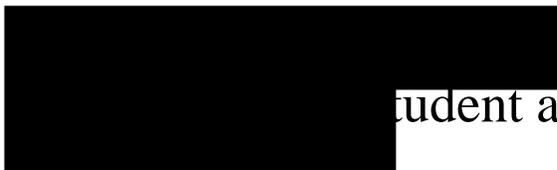
**MTSS:**  
*Framework* for  
organizing a continuum  
of interventions





# MTSS/RtI Implementation Common Goals

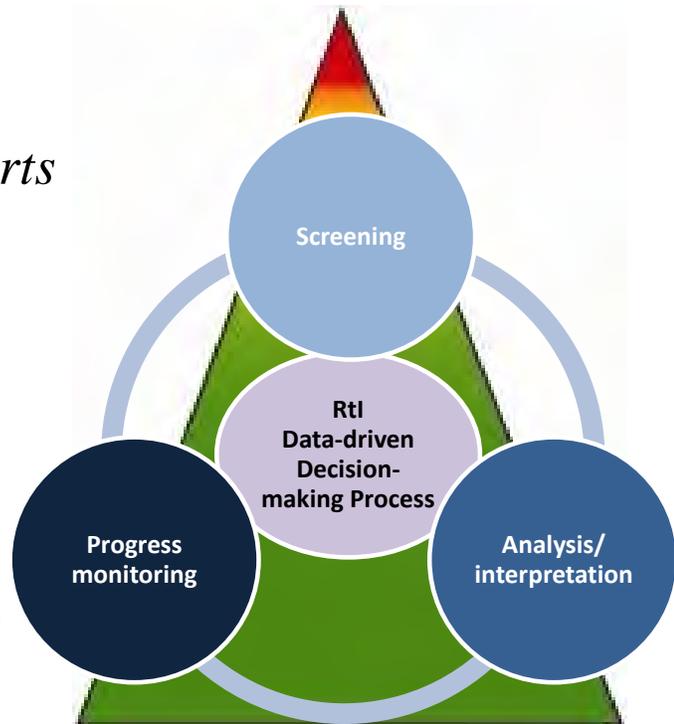
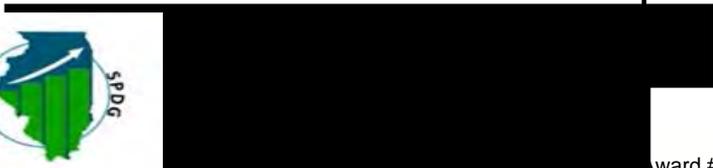
- *Ensure* ALL students get appropriate instruction & supports



student achievement

AND

- *Increase* social, emotional, behavioral student competencies

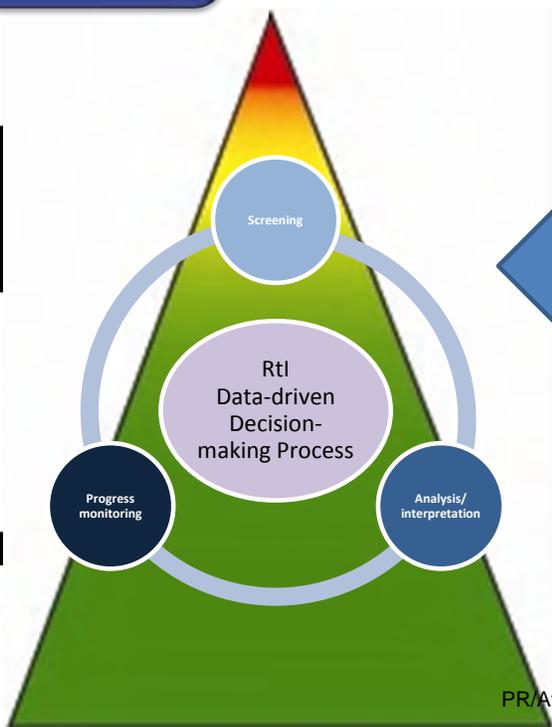




# Illinois MTSS Vision

Complement **Ed Reform** including ESEA flexibility

## Eight Essential Elements of Effective Practice for School Improvement



- Leadership
- Professional Development
- Curriculum
- Instruction
- Assessment
- Conditions for Learning
- Community & Family
- Comprehensive Planning/Data-driven Decision-making





# Essential Element: Leadership

➤ ***Ensure high levels of success for all students.***

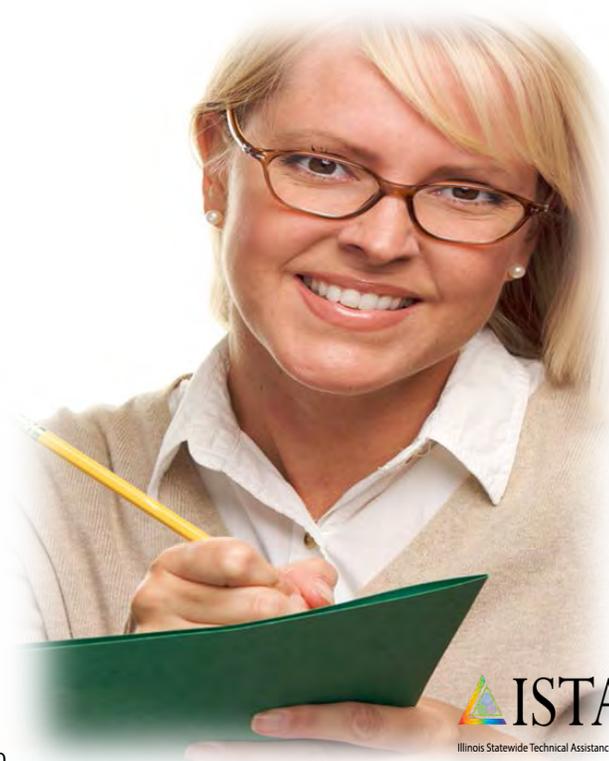
➤ ***All students will achieve***





# Essential Element: Professional Development

- Determined by  
[REDACTED]  
[REDACTED] classroom  
observations
- review of lesson  
[REDACTED]





# Essential Element: Curriculum

➤ Evidence-based

Curriculum

[Redacted]  
Conventions

➤ Aligned with State  
Standards

[Redacted]





# Essential Element: Instruction



- Data-informed
- Standards aligned
- Engaging
- Differentiated





# Quality Instruction/Interventions: 'Tiers-Layers'

## ➤ Universal - Tier 1:

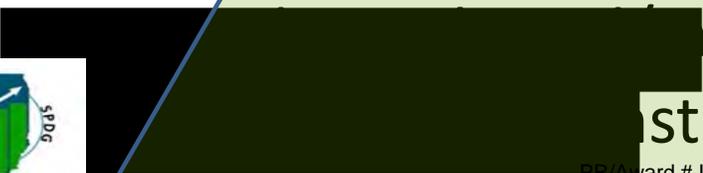
- Well-balanced



- Intervention-focused

- Illinois Learning Standards

- ELA, Math, SEL, Fine Arts, Foreign Languages, Physical Development & Health, Science, Social Science (<http://www.isbe.net/ils/Default.htm>)



formed core curricula

struction





# Quality Instruction/Interventions: 'Tiers-Layers'

- **Targeted - Tier 2:**
  - In addition to core ("layering")  
[REDACTED] identification
  - Rapid response to issue
  - Evidence-based/informed intervention
  - Targets specific student needs  
[REDACTED]
  - Monitored progress





# Quality Instruction/Interventions: 'Tiers-Layers'

- **Intensive, Individualized - Tier 3:**
  - In addition to core and possibly targeted supports ("layering")



Identification

- Rapid response to issue
- Evidence-based/informed interventions
- Highly individualized to student needs



Increased

monitored progress





# Essential Element: Assessment



- Data-driven process
  - Screening
  - Analytic
  - Progress Monitoring/Formative Assessment
  - Evaluation



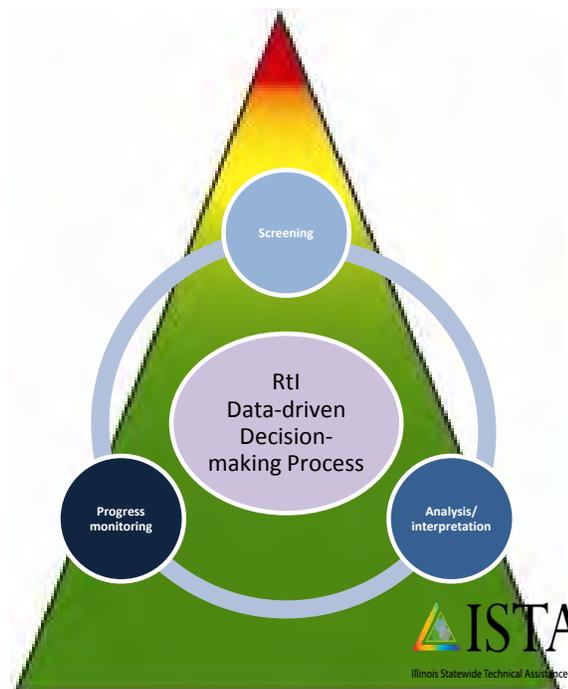


# Essential Element: Conditions for Learning (**System**)

## ➤ MTSS



identification and  
allocation





# Essential Element: Conditions for Learning cont. (Environment)



- Positive & supportive school environment for students
- Positive & supportive school environment for staff

Safe & welcoming environment  
for ALL





# Essential Element: Conditions for Learning cont. (**Practices**)

➤ Effective



➤ Responsive instruction





# Essential Element: Community and Family Engagement

- School Leadership and primary caregivers engage in regular communication
- All teachers and primary caregivers actively partner
- [http://www.illinoisparents.org/downloads/2013\\_10\\_1\\_SBEFEGuide.pdf](http://www.illinoisparents.org/downloads/2013_10_1_SBEFEGuide.pdf)





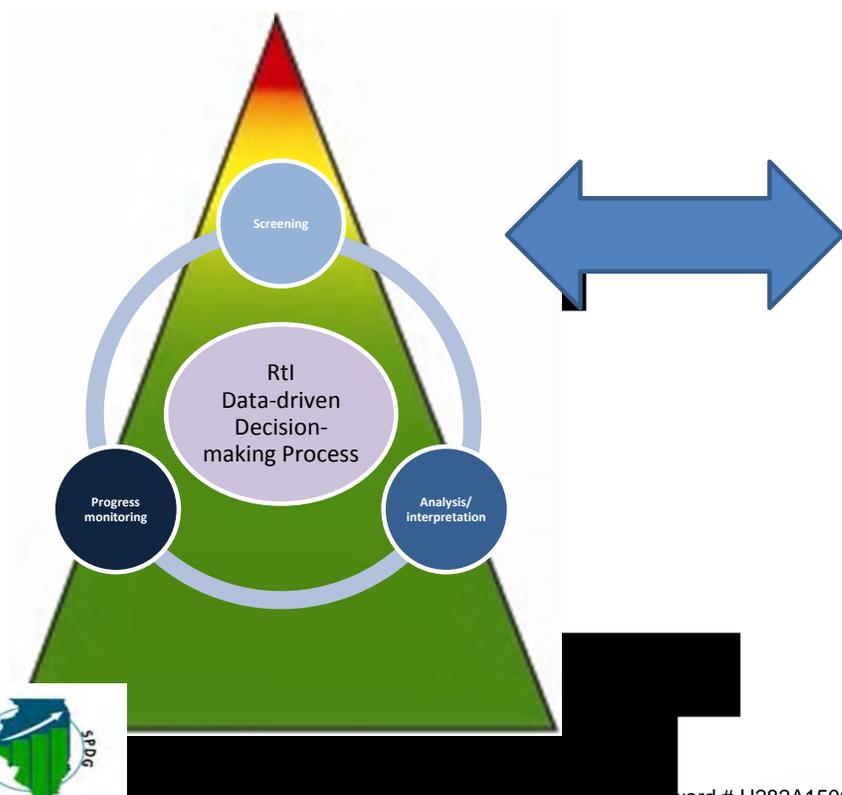
# Comprehensive Planning

- Systemic approach
- Continuous improvement
- [REDACTED]
- Data-driven decision-making
- Alignment & leveraging
- [REDACTED]





# Illinois MTSS Vision



## Eight Essential Elements of Effective Practice for School Improvement

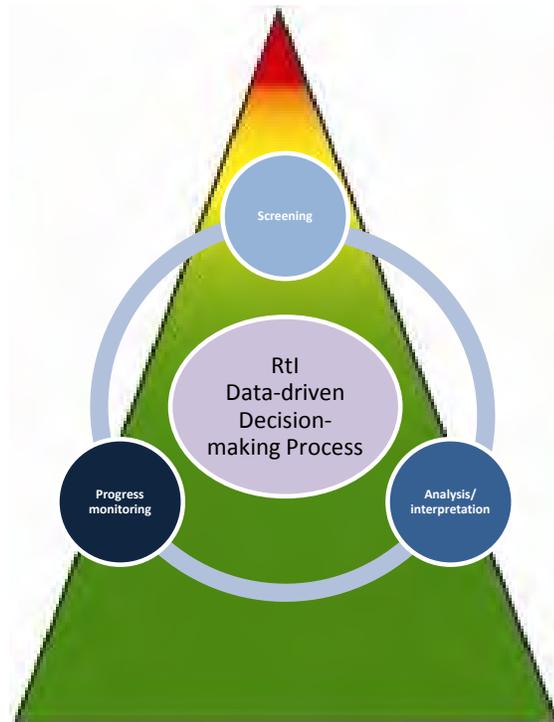
- Leadership
- Professional Development
- Curriculum
- Instruction
- Assessment
- Conditions for Learning
- Community & Family
- Comprehensive Planning/Data-driven Decision-making





# Illinois Resources for MTSS

- Illinois Statewide Technical Assistance  
[Redacted] (AC)
- IL-RtI Network (State Personnel Development Grant)  
[Redacted]





# ISTAC Overview

## Illinois Statewide Technical Assistance Collaborative

- [Redacted]

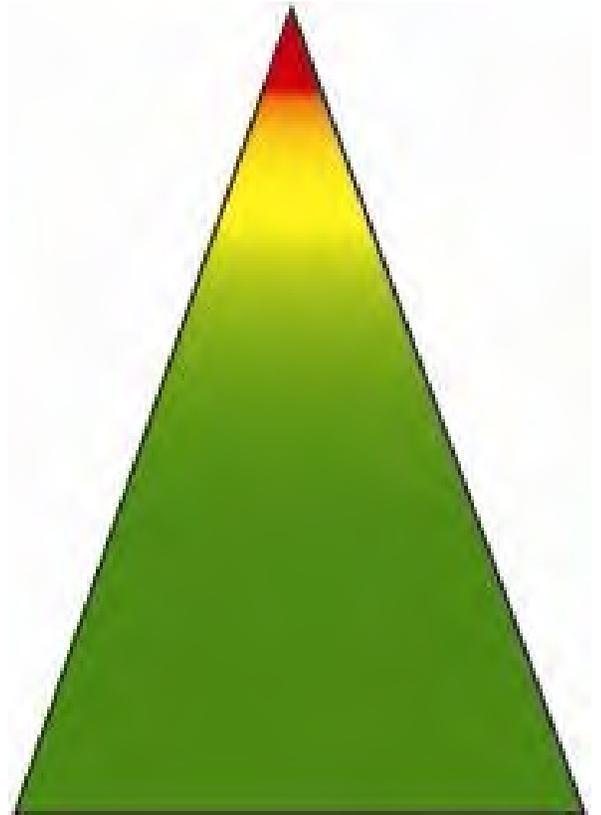
- Funding

- [Redacted] al Assistance



# ISTAC Overview cont.

- Builds local capacity
- Integrated and holistic
- [Redacted] based,  
evidence-informed  
practices
- [Redacted]

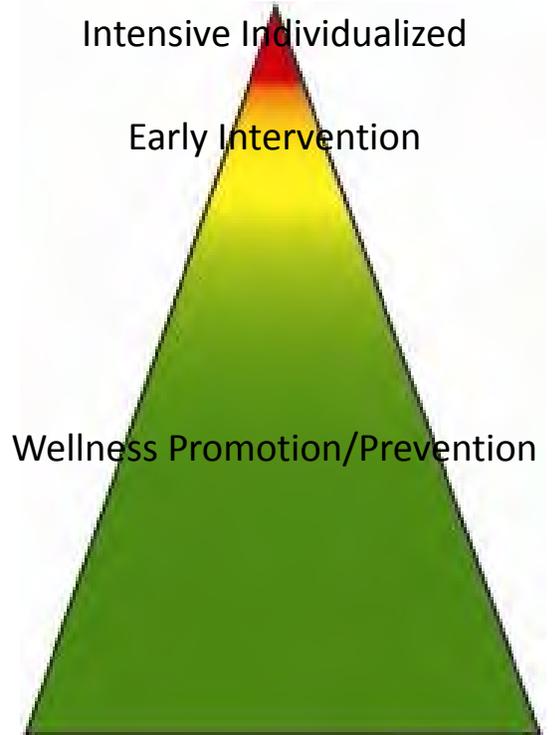




# ISTAC Overview Cont.

ISTAC facilitates :

- Building sustainable [redacted] systems  
[redacted] empowering leadership
- Improvement of outcomes for ALL students.  
[redacted]





# ISTAC Services

- **Statewide** team of Technical Assistance Specialists
- Provision of both **training** and **targeted technical assistance**
- [Redacted] **aligned with Eight Essentials**
- Technical assistance provided through a **coach the coach model** at **local** (LEA, Coop, ROE/ISC) level
- [Redacted] **build capacity and establish sustainability**



# ISTAC Training Curriculum

## Evidence-based/Evidence-informed Practices for:

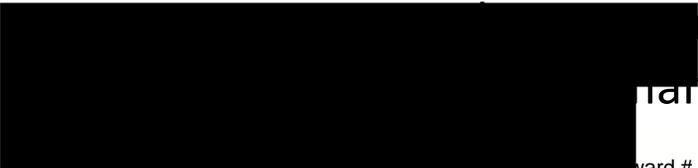
- Data-driven decision making
- Systemic support structures



and culture

educational environments

- Leadership skill development
- Student behavior
- Stakeholder engagement



and other mandates





# ISTAC Training Curriculum

- Available to all public schools
- All trainings accessible through [redacted] training calendar

<https://www.illinoiscsi.org/Pages/Calendar.aspx>)

- Duplicate trainings offered on regional [redacted] ewide consistency [redacted] cess



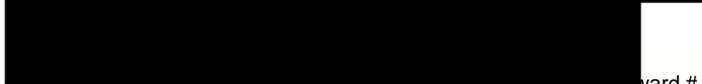
# ISTAC Technical Assistance

## Graduated levels of TA

- consultation-ongoing coaching

 data  
 districts most in need

- Online resources available for those districts not identified to





# ISTAC Engagement Process

- Incorporates the stages of implementation
- Development of Data Profile
  - [Redacted] data to identify strengths and [Redacted] priorities
- Establish plan that addresses immediate needs and long-term systemic improvement
- Plan from the beginning for sustainability and [Redacted]



# Protocols for Connecting with ISTAC

- Special Education

- | • Illinois CSI





# Criteria for ISTAC TA ('and/or')

- SPP Indicator Finding

[Redacted]

Monitoring Finding



- Priority Services through the Illinois Center for School Improvement (Illinois CSI)

[Redacted]

through the Illinois CSI



# Data-Driven Decision

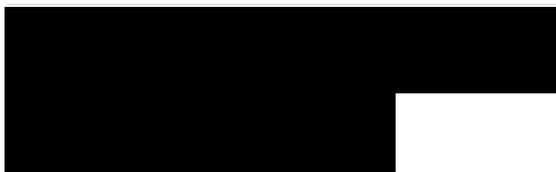
Who was receiving ISTAC Services?  
How effective were they?  
Who needs ISTAC services?

Service	Prior to FY15	FY15
Trainings	Self-volunteered LEAs	All LEAs
Follow-up Coaching Supports	Self-volunteered LEAs	LEAs meeting specific criteria



# Contacts

Michele Carmichael  
ISBE Principal Consultant ISTAC &  
Behavioral Health Supports & Schools



Roberta Brown  
SASED ISTAC Director





# Overview I-Rtl Network



**Illinois Rtl Network**  
*(COACHING to build capacity within school districts)*



**Illinois IHE Partnership**  
*(working with EDUCATOR PREPARATION programs)*



**Parent/Family Engagement** *(strengthening PARENT/FAMILY ENGAGEMENT & leadership in I-Rtl Network participating districts)*



**External Evaluation - ISU**





# Illinois RtI Network



1 Statewide Administrator (at Lee/Ogle ROE 47)



Regionally-based staff (serving 7 areas)

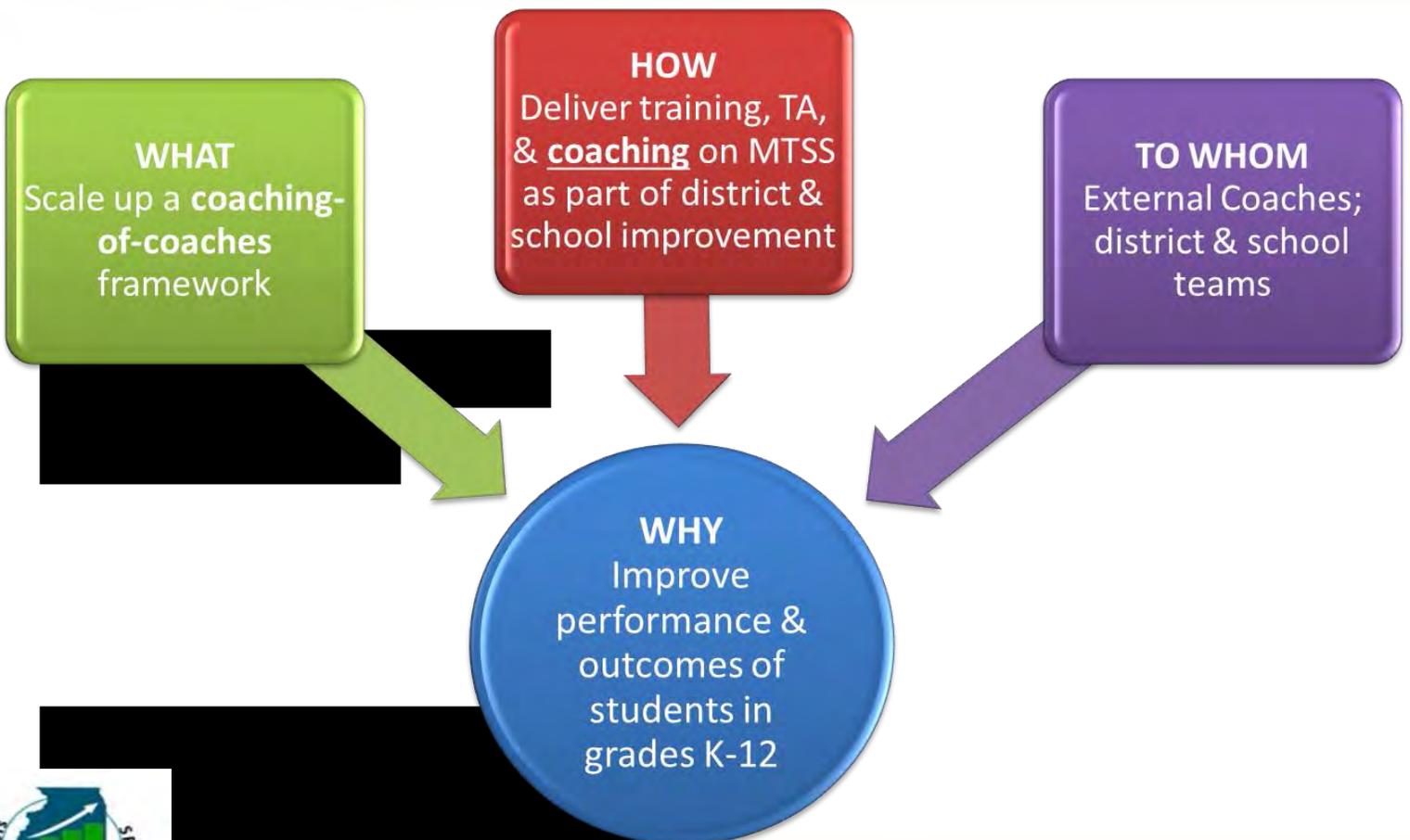


Work focused at district level (82 districts)



Directly serve External Coaches & district teams;  
connected to district improvement process







# Evidence-based Professional Development (EBPD) Framework





## Definitions



### ***Training***

to teach knowledge acquisition and skill development across the core principles of RtI



### ***Coaching***

to support application of skills to the school setting



### ***Technical assistance***

to problem-solve struggles or barriers with implementation and offer advice, information, and resources to assist with the implementation



## Participating Districts

### **Benefits of district participation in the I-RtI Network include:**

- Professional development for staff to increase implementation of evidence based practices.
- Training, technical assistance, and coaching that is customized to support the unique needs and implementation efforts of the district.
- Support in understanding and utilizing evaluation and implementation tools to assess district implementation needs and revise the district and school improvement plans, as needed.
- Networking opportunities with others within the region regarding the implementation of RtI/MTSS and integrating various district and school improvement initiatives.
- Building district capacity for ongoing implementation of a RtI/MTSS through a district-based coach.
- Establishing a model of continuous improvement through data-based decision making related to RtI/MTSS implementation.





## I-Rtl Network EBPD Professional Development Scope and Sequence Overview

	YEAR 1 <i>(Focus on Tier 1)</i>	YEAR 2 <i>(Focus on Tier 2)</i>	YEAR 3 <i>(Focus on Tier 3)</i>
<b>Coaching</b>	Role Expectations Partnership Principles Components of Coaching Self-Assessment Characteristics of effective coach	Role Expectations Self-Assessment Review Coaching components, partnership principles Professional Development Practices	Role Release Self-reflection Review Coaching components, partnership principles Professional Development Practices
<b>CONSENSUS</b> <b>Comprehensive Commitment and Leadership</b>	Shared vision Systems change Climate Culture Stakeholders	Systems change Parent Partnerships Faculty/Staff	Parent Partnerships Community Faculty/staff
<b>INFRASTRUCTURE</b> <b>Multi-Tiered System of Support (MTSS)</b>	Infrastructure at Tier 1 <ul style="list-style-type: none"> <li>• Instruction/intervention</li> <li>• Comprehensive data system</li> <li>• Team process</li> </ul>	Infrastructure at Tier 2 <ul style="list-style-type: none"> <li>• Instruction/intervention</li> <li>• Comprehensive data system</li> <li>• Team process</li> </ul>	Infrastructure at Tier 3 <ul style="list-style-type: none"> <li>• Instruction/intervention</li> <li>• Comprehensive data system</li> <li>• Team process</li> </ul>
<b>High Quality Instruction and Intervention Practices</b>	CCSS Walk through District/Building	Tier 2 Interventions Integrity Professional Development for implementation	Tier 3 Alignment of Special Education to Tier 1 Coordinated intervention support
<b>Comprehensive Data System</b>	Tier 1 District Core and Building Core (integrity) Subgroup data	Tier 2 Group intervention data Individual data integrity Goal Writing Data decision rules	Tier 3 Eligibility/Entitlement Integrity Goal writing
<b>Team Process</b>	Tier 1 District Leadership Team Building Leadership Team	Tier 2 Grade/Department Level Team	Tier 3 Individual P-S team IEP Team
<b>IMPLEMENTATION</b> <b>Action Plan/Monitor</b>	Action Plan around Tier 1 Resource Allocation Communicate to stakeholders	Evaluate and refine Tier 1 plan Action plan Tier 2 Resource Allocation Communicate to stakeholders	Evaluate and refine at Tier 1, Tier 2 Action plan Tier 3 Resource Allocation Communicate to stakeholders





# Contacts



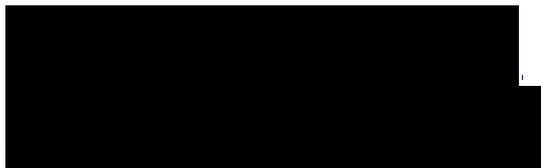
**Larry Fairbanks**

ISBE Principal Consultant &  
SPDG RtI-N Director



**Julie West**

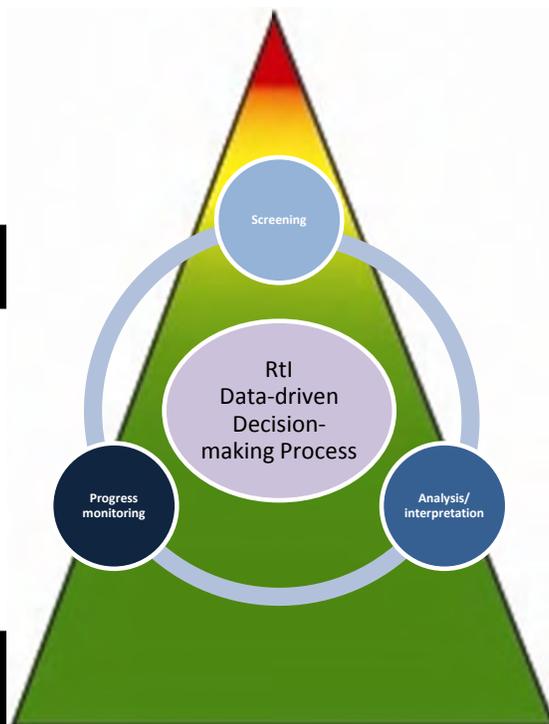
RtI-N Statewide Administrator





# Illinois MTSS Vision

## **BENEFITS**





# Melody Musgrove Messages

Director of Department of Education/Office of Special Education Programs

SWD are part of, not separate from, the **general education** population

LEAs must build all educators' **capacity** to meet these students' needs

SEAs must improve, **align and leverage** the State's capacity to support LEAs' ability to close

Emphasis on **compliance** over **results** is not enough

Complement **Ed Reform** including ESEA flexibility

**Must be done through a multi-tiered system of support**

SCHOOL IMPROVEMENT

CAPACITY BUILDING

REDUCES DUPLICATIONS

HOLISTIC APPROACH

RESOURCE UTILIZATION

EVIDENCE-BASED PRACTICES



# Benefits



b [redacted] it!



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**Gery J. Chico**  
Chairman

**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

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## BULLETIN NO. 03-12

**TO:** School District Superintendents  
School District Title I, Part A Directors

**FROM:** Monique Chism, Division Administrator, Innovation and Improvement

**RE:** Allocation of Title I Funds to School Attendance Centers

**CONTACT:** Melina Wright  
Division Supervisor  
[REDACTED]

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The purpose of Title I Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.

This e-bulletin outlines how local educational agencies (LEA) identify eligible Title I school attendance areas and schools and allocate funds to those attendance areas and schools, including private schools and charter schools. The information reflects the requirements in Title I, Part A, §1113 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), and §§200.77 and 200.78 of the Title I regulations published in the Federal Register on December 2<sup>nd</sup>, 2002.

### GENERAL SERVICE SELECTION REQUIREMENTS FOR TITLE I:

1. An LEA must rank **all** of its school attendance areas according to their percent of poverty.
2. After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75% poverty, including any middle schools or high schools.
3. Only after an LEA has served **all** of its areas with a poverty rate above 75% may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with district-wide ranking or (2) rank remaining areas by grade span groupings.
4. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to run its school attendance areas.

### RANKING AND SERVING

Each year, an LEA must rank its public school attendance areas in order of poverty prior to selecting which attendance centers will be served.

1. The LEA must serve all schools above 75% poverty in rank order regardless of grade-span.
2. After an LEA has funded all schools with a poverty rate above 75%, it may serve schools ranked lower than 75% either by grade-span groupings or by the district as a whole.

EXAMPLE 1: Central LEA has four schools with poverty rates above 75% (East High School, West Middle School, North Middle School, and South Elementary School) and four schools with poverty rates of 70% (Upper Elementary School) and 65% (Lower Elementary School), 60% (Coast Middle School) and 55% (Inland Middle School). The LEA has chosen to serve only elementary schools below 75%. The schools would be served in the following rank-order:

SCHOOL	PERCENT OF STUDENTS ON FREE AND REDUCED LUNCH	PER-PUPIL ALLOCATION
<i>Schools Above 75%</i>		
East High School	87%	\$800
West Middle School	85%	\$800
North Middle School	80%	\$750
South Elementary School	78%	\$750
<i>Elementary Schools Below 75%</i>		
Upper Elementary School	70%	\$750
Lower Elementary School	65%	\$700
<i>Middle Schools Below 75%</i>		
Coast Middle School	60%	\$0
Inland Middle School	55%	\$0

In this case, the district has an obligation to serve **ALL** schools with a poverty rate above 75%. After that, an LEA can choose how it would like to serve the remaining schools in the district. In this case the district chose to **ONLY** serve the elementary schools. *The allocation provided to each school should be reflected in the budget detail page. Also note that ranking and providing an allocation to a school (including charter schools) is based solely on poverty. Other factors, such as compliance issues, are not a factor in determining a schools allocation.*

EXAMPLE 2: If, for example, the Central LEA chooses to serve schools at or below 75% poverty using grade-span groupings, such as elementary or middle schools, may determine different per-pupil amounts for different grade spans as long as those amounts **DO NOT** exceed the amount allocated to any area or school above 75% poverty. Per-pupil amounts within grade spans may vary, but the LEA may not allocate higher per-pupil amounts to areas or schools with lower poverty rates.

*This e-bulletin contains basic information on NCLB provisions. It is meant to provide a ready reference for school administrators, teachers, and the public on NCLB implementation. It is not intended as a comprehensive source of information on the rules and regulations which govern NCLB Title I.*

Using the example above, Central LEA wants to serve all schools using grade span grouping and has determined that the middle school grade span has a greater need for services: *Again, the allocation provided to each school should be reflected in the budget detail page.*

SCHOOL	PERCENT OF STUDENTS ON FREE AND REDUCED LUNCH	PER-PUPIL ALLOCATION
<i>Schools Above 75%</i>		
East High School	87%	\$800
West Middle School	85%	\$800
North Middle School	80%	\$750
South Elementary School	78%	\$750
<i>Elementary Schools Below 75%</i>		
Upper Elementary School	70%	\$600
Lower Elementary School	65%	\$590
<i>Middle Schools Below 75%</i>		
Coast Middle School	60%	\$650
Inland Middle School	55%	\$625

### Grandfathering

If an LEA served a school that was funded with Title I funds in a previous year but is no longer eligible in the current year for example, falls below 40% poverty, it may continue to serve that school for one additional year. This provision is known as “**grandfathering**” and is allowable under §1113(b)(1)(C).

### Skipping

An LEA may elect to not serve or “**skip**” an otherwise eligible school **ONLY** when **ALL THREE** of the following criteria are met:

1. The school that is skipped must meet comparability requirements;
2. The school must receive supplemental state and local funds that are equal to or greater than the funds it would have otherwise received under Title I, Part A; and
3. The supplemental state and local funds must be spent for Title I-like purposes.

### ALLOCATIONS TO PRIVATE SCHOOLS

An LEA must provide equitable services to **private schools** located in public school attendance areas that are not served but are otherwise eligible to be served. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas.

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Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. An LEA may count private school children from low-income families every year or every two years.

If an LEA elects not to serve an eligible attendance area, the per-pupil allocation that would have been allocated to that attendance area must be allocated for private school students residing in that attendance area.

### ALLOCATING TITLE I FUNDS TO REMAINING PARTICIPATING AREAS OR SCHOOLS

An LEA must allocate remaining Part A funds to participating school attendance areas or schools based on one of two criteria, if and only if one of the following two exemptions are not met:

1. The total district enrollment is less than 1000 students; or
2. The district has one school per grade span.

If one of the aforementioned exemptions are not met, the LEA must identify how it plans to rank Title I eligible schools for service. The LEA may qualify attendance areas or schools in one of the following ways:

1. The district plans to qualify for services only those attendance areas or schools from elementary, junior high, or high school with a low-income count above the average for the grade span.
2. The district plans to qualify for services only those attendance areas or schools with a low-income count equal to or greater than the low-income average, in which case the district must indicate which form of ranking will be used (*usually used by district with attendance areas or schools with less than 35% poverty*):
  - a. ranking all attendance areas or schools with a low-income count above the district average; or
  - b. ranking by grade span attendance areas or schools within the district that have a low-income count above the district average.
3. The district plans to qualify for services all eligible attendance areas or schools with a low-income count greater than 35%; again, the district must indicate which type of ranking will be used:
  - a. ranking with the entire district; or
  - b. ranking by same or similar grade spans.

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## ALLOCATIONS TO NEW OR EXPANDING CHARTER SCHOOLS

A new or expanding charter school must receive Title I Part A funds for which it is eligible within five months of opening or significantly expanding its enrollment. This is required “notwithstanding the fact that the identity and characteristics of the students enrolling at the charter school are not fully determined until that charter school actually opens.” See 20 U.S.C. 8065a(a). As with all school attendance areas served by the LEA, eligibility will depend upon the percent of low-income students served by the charter school; **except that, for the year a charter school opens for the first time or significantly expands its enrollment, LEAs are precluded from determining the charter school’s eligibility to participate in the district’s Title I program on the basis of enrollment or eligibility data from a prior year, even if eligibility determinations for other public schools under the program are based on data from a prior year.** An LEA has some flexibility in obtaining poverty data for charter schools that are opening for the first time or significantly expanding their enrollment

1. If enrollment and poverty data for a new or expanding charter school are *NOT* available at the same time that such data are collected for other public schools within the LEA (e.g. the charter school has not yet opened or expanded), an LEA may use the same data collected at a different time of the year to determine the charter school’s eligibility for, and allocation of, Title I funds.

EXAMPLE: An LEA that uses enrollment and free-lunch data collected in February 2011 to determine allocations for the 2011-2012 school year may use charter school data collected at a later date to determine the public charter school’s Title I eligibility and allocation.

2. If an LEA uses poverty data that is not available for a charter school, such as free and reduced-lunch data, the LEA has several options:
  - a. The LEA may use poverty data for children attending a new or expanding charter school that is from a different source than the data it uses for other public schools within the LEA, so long as the income level for both sources is generally the same.

EXAMPLE: Charter school officials may be able to produce an equivalent count of children eligible for free and reduced-price lunches using sources of poverty data other than free and reduced-price lunch data, such as a survey of parents, State programs, or tuition scholarship programs.

- b. If complete actual data is not available, the LEA may extrapolate the number of low-income students in a new or expanding charter school from actual data on a representative sample of students in the charter school. The sample size should be large enough to draw a reasonable conclusion that the poverty estimate is accurate.

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- c. The LEA may obtain the number of low-income children in a new or expanding charter school by correlating sources of data--that is, by determining the proportional relationship between two sources of data on low-income children in regular public schools and applying that ratio to a known source of data on low-income students in a charter school (*U.S. Department of Education, Office of Elementary and Secondary Education: Non-Regulatory Guidance 34 CFR Part 76, Subpart H*).

If enrollment and poverty data for a charter school that is opening for the first time or significantly expanding its enrollment are not available in time to be factored into the LEA's allocation process, the LEA has a few options to accommodate this situation and ensure that charter schools receive the proportionate amount of Title I funds, as required by law.

1. The LEA may reserve an amount off the top of its Title I allocation that it believes will be sufficient to fund eligible charter schools that are opening for the first time or significantly expanding their enrollment. Once a charter school has opened or expanded, and the actual data is available, the LEA would determine whether the charter school is eligible and ranks sufficiently high to receive Title I funds;
2. The LEA may distribute an appropriate amount available from Title I *carryover funds* to a charter school that is opening for the first time or significantly expanding its enrollment; or
3. The LEA may apply to the SEA for funds available through the Title I reallocation process to serve a charter school that is opening for the first time or significantly expanding its enrollment.

#### ALLOCATIONS TO EXISTING CHARTER SCHOOLS

An LEA must rank and serve public charter schools in the same manner as any other public school within the district, because all charter schools are public schools in Illinois. Specifically, if the charter school serves a low-income population greater than 75%, it must receive Title I funds. Likewise, the charter school must meet all the same eligibility requirements as public schools within the district. If the charter school serves less than 75% low-income students, it may or may not be served depending upon the district's decision on ranking, or if the district is exempt from ranking.

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# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
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**Jesse H. Ruiz**  
Chairman

**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

**DATE:** March 23, 2010

## **MEMORANDUM**

**TO:** The Honorable Pat Quinn, Governor  
The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Tom Cross, House Minority Leader

**FROM:** Christopher A. Koch, Ed.D.  
State Superintendent of Education

**SUBJECT:** Independent Charter School Authorizer Task Force Report

The Independent Charter School Authorizer Task Force Report is being submitted pursuant to PA 96-0105.

The task force was tasked with (i) compiling a comparative analysis of charter school authorizing practices across the United States; (ii) conducting an assessment of the capacity of school districts in the State to authorized charter schools; (iii) assessing the ability and interest of this State's public universities in serving as charter school authorizers; (iv) analyzing the capacity of the State Board as a charter school authorizer; and (v) making recommendations as to the amount of funding necessary to operate an independent authorizer and the system of support necessary for such an independent authorizer to operate successfully.

For additional copies of any of these reports, or for more specific information about any of the items, contact Darren Reisberg, General Counsel/Deputy Superintendent at [REDACTED]

cc: Mark Mahoney, Clerk of the House  
Jillayne Rock, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

Enclosure

## **Illinois State Board of Education Independent Charter School Authorizer Task Force**

This report of the Independent Charter School Authorizer Task Force is respectfully submitted to the Governor and the Illinois General Assembly. The task force recommends that the existing state charter school law in Illinois be modified in order to improve the quality of charter school authorization throughout the state. Specific changes are outlined in this report.

### **BACKGROUND**

In 2009 the Illinois General Assembly significantly revised the Illinois charter school law. See P.A. 96-105: <http://www.ilga.gov/legislation/publicacts/96/PDF/096-0105.pdf>. The primary revision doubled the number of charter schools permitted in the State. Whereas the law previously limited the number of charters in Chicago to 30 and the rest of the State to 30 (60 in all), the law now allows for up to 70 charters in Chicago (plus an additional 5 in Chicago devoted to re-enrolled dropouts) and 45 in the rest of the State.

As part of the legislative process, though, an observation was made regarding the lack of charter schools outside of Chicago. During the 2008-09 school year, there were 39 charter schools in Illinois—29 of which were in Chicago. Moreover, a number of the 29 charter schools in Chicago had—and still have—multiple campuses. For example, Chicago International had 12 campuses and Youth Connections had 21 campuses. Thus, despite the fact that the law had permitted up to 30 charter schools outside of Chicago, and now permits up to 45, only 10 such charter schools are in operation.

Some of the stakeholders involved in the negotiation of the 2009 charter school bill believed that one way to increase the number of charter schools outside of Chicago would be to follow the lead of some other states and establish an Independent Charter School Authorizer. Instead of applying to the local educational agency (i.e., school district) wherein the charter school would be located, a charter applicant could apply directly to this Independent Charter School Authorizer. The decision was made, though, to keep any final decision regarding the creation of an Independent Charter School Authorizer separate from the other issues being negotiated in the 2009 bill.

Instead, P.A. 96-105 charged the Illinois State Board of Education with convening an Independent Charter School Authorizer Task Force to study the need, if any, for an independent charter school authorizer in Illinois. The law required the task force to:

- compile a comparative analysis of charter school authorizing practices across the United States;
- conduct an assessment of the capacity of school districts in Illinois to authorize charter schools;
- assess the ability and interest of Illinois' public universities in serving as charter school authorizers;
- analyze the capacity of the Illinois State Board of Education (ISBE) to serve as a charter school authorizer; and,

- make recommendations as to the amount of funding necessary to operate an independent authorizer and the system of support, at the Illinois State Board of Education or otherwise, necessary for any such independent authorizer to operate successfully.

Sixteen members from a variety of stakeholder groups were appointed to the Independent Charter School Authorizer Task Force. A list of the task force members appears in Appendix A. The task force unanimously selected Darren Reisberg, Deputy Superintendent and General Counsel for the Illinois State Board of Education, and Senator Heather Steans to serve as co-chairs. In addition to the appointed members, and after consultation with the Executive Director of the Illinois Board of Higher Education, Bette Bergeron from Southern Illinois University Edwardsville joined the task force as an invited guest to represent all twelve of the public institutions of higher education in Illinois. The Illinois Independent Charter School Authorizer Task force met seven times on the following dates:

- September 24, 2009
- October 28, 2009
- November 10, 2009
- November 17, 2009
- December 14, 2009
- January 20, 2010
- February 22, 2010

Copies of the approved minutes from each meeting are posted at:  
[http://www.isbe.state.il.us/charter/html/task\\_force.htm](http://www.isbe.state.il.us/charter/html/task_force.htm)

## **RELEVANT ILLINOIS CHARTER LAW**

### *Application Process*

Section 27A-7 of the Illinois School Code currently requires that a charter school applicant submit its proposal to the State Board of Education and the local school board in the form of a proposed contract entered into between the local school board and the governing body of the proposed charter school. The proposal shall include, without limitation, the following information:

- A description of the charter school's educational program, pupil performance standards, curriculum, school year, school days, and hours of operation;
- A description of the charter school's plan for evaluating pupil performance, the types of assessments that will be used to measure pupil progress towards achievement of the school's pupil performance standards, the timeline for achievement of those standards, and the procedures for taking corrective action in the event that pupil performance at the charter school falls below those standards;
- Evidence that the terms of the charter as proposed are economically sound for both the charter school and the school district, a proposed budget for the term of the charter, a

description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, are to be conducted, and a plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the charter school; and,

- A description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school.

See 105 ILCS 5/27A-7(a). As discussed further herein, the Task Force discussed modification of the foregoing application process as a means of strengthening public charter school authorizing in Illinois.

#### *Authorization*

Within 45 days of receipt of a charter school proposal, the local school board shall convene a public meeting to obtain information to assist the board in its decision to grant or deny the charter school. Within 30 days of the public meeting, the local school board shall vote, in a public meeting, to either grant or deny the charter school proposal. Within 7 days of that vote, the local school board shall file a report with the State Board granting or denying the proposal. 105 ILCS 5/27A-7

- If the local school board approves the charter proposal, then within 14 days of receipt of the local school board's report, the State Board shall determine whether the approved charter proposal is consistent with the provisions of Article 27A of the School Code and, if it is, certify the proposal. See 105 ILCS 5/27A-7(f).
- If, on the other hand, the local school board denies the charter proposal, the State Board may reverse the local board's decision if the State Board finds that the charter school or the charter school proposal (i) is in the compliance with Article 27A of the School Code, and (ii) is in the best interests of the students it is designed to serve. The State Board may condition the granting of an appeal on the acceptance by the charter school of funding in an amount less than that requested in the proposal submitted to the local school board. See 105 ILCS 5/27A-9(e).

If the State Board on appeal reverses a local board's decision or if a charter is approved by referendum (see 105 ILCS 5/27A-6.5), the State Board shall act as the authorized chartering entity and shall perform all functions under Article 27A otherwise performed by the local school board. The State Board shall:

- Report the aggregate number of charter school pupils resident in a school district to that district and notify the district of the amount of funding to be paid by the State Board to the charter school enrolling such students;
- Require the charter school to maintain accurate records of daily attendance that shall be deemed sufficient to file claims under Section 18-8.05 of the School Code (relating to General State Aid), notwithstanding any other requirements of Section 18-8.05 regarding hours of instruction and teacher certification; and,

- Withhold from funds otherwise due the district the funds authorized by Article 27A to be paid to the charter school and shall pay such amounts to the charter school.

**Since 1996, when charter schools were first permitted in Illinois, approximately 42 denials by local school boards have been appealed to the State Board, and the State Board has reversed two (or about 5%).** The first was for the Thomas Jefferson Charter School, located in Des Plaines, Illinois. In 2003, however, the State Board refused to renew Thomas Jefferson Charter School's charter because of, among other reasons, the school's persistent failure to address a significant number of compliance findings related to students with disabilities. The second was the Prairie Crossing Charter School in Grayslake, Illinois. Prairie Crossing serves students in grades Kindergarten through 8 from two districts—Woodland 50 and Fremont 79. Its charter was first granted by the State Board after an appeal in 1999, was renewed by the State Board in 2004, and was again renewed by the State Board in 2009.

The State Board, which has had a dramatic reduction in staff over the course of the last 10 years, is able to allocate only .5 FTE to charter school matters. The State Board therefore expressed concern about an increase in its authorization of charter schools without a corresponding increase in both resources and expertise.

#### *Non-renewal/Revocation*

Section 27A-9 of the School Code sets forth the manner by which a charter may be non-renewed or revoked.

(c) A charter may be revoked or not renewed if the local school board or State Board, as the chartering entity, clearly demonstrates that the charter school did any of the following, or otherwise failed to comply with the requirements of this law:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter.

(3) Failed to meet generally accepted standards of fiscal management.

(4) Violated any provision of law from which the charter school was not exempted.

In the case of revocation, the local school board or State Board, as the chartering entity, shall notify the charter school in writing of the reason why the charter is subject to revocation. The charter school shall submit a written plan to the local school board or State Board, whichever is

applicable, to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed 2 years or the date of the charter's expiration, whichever is earlier. If the local school board or the State Board, as the chartering entity, finds that the charter school has failed to implement the plan of remediation and adhere to the timeline, then the chartering entity shall revoke the charter. Except in situations of an emergency where the health, safety, or education of the charter school's students is at risk, the revocation shall take place at the end of a school year. Nothing in this amendatory Act of the 96th General Assembly shall be construed to prohibit an implementation timetable that is less than 2 years in duration.

105 ILCS 5/27A-9. Notably, however, the State Board of Education does not have the authority to non-renew or to revoke a district authorized charter school.

## **RECOMMENDATIONS TO IMPROVE THE QUALITY OF CHARTER SCHOOL AUTHORIZATION IN ILLINOIS**

**A majority of the Task Force members generally agreed on a number of ways to strengthen public charter school authorizing in Illinois.**

### *Definition of an "Authorizer"*

The Charter School Law should include a specific definition of an "authorizer". For example, from p. 28 of "A New Model Law for Supporting The Growth of High Quality Public Charter Schools" (the "Model Law")<sup>1</sup>:

An "authorizer" means an entity authorized under this Act to review applications, decide whether to approve or reject applications, enter into charter contracts with applicants, oversee public charter schools, and decide whether to renew, not renew, or revoke charter contracts.

The Charter School Law should also clarify whether the "authorizer," the charter school itself, or both can constitute a "Local Educational Agency" for purposes of eligibility for federal grants.

### *Authorizer Powers and Duties*

The Charter School Law or implementing state rules should strengthen the description of the standards for authorizers and include a more detailed discussion of the full range of authorizer powers and duties. For example, from pp. 32-33 in the Model Law:

- Soliciting and evaluating applications;

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<sup>1</sup> *A New Model Law* was published by the National Alliance for Public Charter Schools in June 2009. The document is available at [http://www.publiccharters.org/files/publications/DB-ModelLaw\\_Report\\_01-12-10.pdf](http://www.publiccharters.org/files/publications/DB-ModelLaw_Report_01-12-10.pdf).

- Approving quality applications;
- Declining to approve weak applications;
- Negotiating and executing charter contracts;
- Monitoring schools; and,
- **Determining whether each** charter contract merits renewal, nonrenewal, or revocation.

#### *Application Process*

The Charter School Law and/or state rules should include a more detailed application process to be followed by authorizers in the State. There was general agreement that the manner by which the Chicago Public Schools has solicited and reviewed charter school applications is an exemplary model.

The Task Force heard presentations regarding the process in Chicago from Jaime Guzman of the Chicago Public Schools as well as the Renaissance School Fund. The charter school proposal process in Chicago takes place over six months, which begins with the annual publication of a Request for Proposals (RFP) in April. The RFP ensures that the process and the criteria for the applications are transparent. CPS staff work closely with their external partners, such as the Illinois Facilities Fund, the Renaissance School Fund (RSF), and a panel of experts, to evaluate the proposed charter schools for the strengths and weaknesses of their plans for governance, finance, curriculum, instruction, assessment, and community involvement. CPS also holds public hearings to provide the community with an opportunity to learn more about the proposals. After receiving input from the community, CPS leaders, and external partners, the CPS Board makes a final decision in October. Historically, CPS has opened approximately 25 percent of the schools that were proposed at the beginning of the annual RFP cycle – evidence of their focus on quality over quantity. After the schools are approved, CPS has also demonstrated their capacity and commitment to conduct rigorous, fair, and transparent monitoring, oversight and renewal processes.

With 871 school districts throughout the state, of different sizes and with varied levels of resources, it is unreasonable to expect that Chicago's high-quality authorization process could be replicated uniformly throughout the state. The task force recognizes that the Chicago model is resource intensive, so it will not be possible for smaller districts in the state to conduct a similar process. However, the state of Illinois can provide districts with models and guidebooks to assist them with implementation of the key elements that have been successful in Chicago.

Examples of ways in which Illinois' law can be modified to incorporate best practices can be found on pp. 35-39 of the Model Law:

- Authorizer-issued request for proposals (including application requirements and approval criteria);
- Application elements;
- Thorough evaluation of each application including an in-person interview and a public meeting; and,
- All charter approval or denial decisions made in a public meeting, with authorizers stating reasons for denials in writing.

### *Authorizer Accountability*

The Illinois General Assembly should require that all authorizers in the state will be accountable to ISBE. The Charter School Law and/or state rules should require all authorizers to submit a report to the State Board of Education and the General Assembly annually that summarizes relevant information. For example, from p. 33 in the Model Law:

- Academic and financial performance of all authorized schools (based upon data submitted by public charter schools through other reporting requirements);
- Authorizing functions provided to schools; and,
- Financial records of all operating costs.

ISBE's powers should also be strengthened in the existing legislation. Based on the annual reports that ISBE receives from authorizers and their ongoing monitoring of both charter schools and authorizers, ISBE should be granted the power to remove the power to authorize from any authorizer in the state if the authorizer does not demonstrate a commitment to high-quality authorization practices and, if necessary, revoke the chronically low performing charters authorized by these organizations at the time of such removal.

Further, school district authorizers should be responsible and accountable for facilitating the sharing of charter school best practices with non-charter schools.

### *Quasi-Independent Statewide Public Charter School Commission*

The Charter School Law should create a quasi-independent statewide public charter school commission that would review charter applications in certain scenarios.

The Task Force spent the large majority of its time discussing whether Illinois should have more than one type of charter authorizer and, if so, what the other type(s) of charter authorizers should be.

A table listing each state and the type(s) of authorizer(s) in that state is attached as Appendix B. Like Illinois, most states with charter laws allow local school boards to serve as charter authorizers. Thirty states and the District of Columbia also permit non-district entities to serve as charter authorizers, usually in addition to local school boards. These non-district organizations include:

- regional educational entities (5 states)
- existing state boards or departments of education (16 states)
- nonprofit organizations (2 states)
- cities (2 states)
- universities and colleges (11 states)
- new, independent state chartering boards (7 states and the District of Columbia)

Todd Ziebarth, a Task Force member, and Vice President for Policy at the National Alliance for Public Charter Schools, remarked that all types of authorizers can be successful if they demonstrate a clear desire to become an authorizer, have the appropriate infrastructure to carry out their authorizer tasks, and utilize a decision process that is driven by data. Multiple authorizers in a state can be beneficial because applicants are provided options. If, for example, a school district does not have the capacity to conduct a high-quality authorization process, the school district can encourage charter school applicants to apply through an organization that authorizes charters statewide. Such an independent statewide agency can also model best authorizing practices for districts that do choose to authorize and provide technical assistance to help those districts develop high-quality authorizing processes. In addition, as one of the goals of the charter school movement is to increase choice, an alternative authorizer extends that principle of choice, not just to schools, but also to agencies that can serve as authorizers.

Nevertheless, the Task Force recognized that, while multiple authorizers can be beneficial, some states arguably have too many authorizers. For example, Ohio is a state that has more than 75 public or private entities authorizing charters. There are 332 public charter schools operating in the state. Unfortunately, the quantity of schools was initially emphasized over the quality of the authorization process in Ohio. As a result, charter schools in Ohio, on average, are not high-performing. The Task Force agreed that the Illinois General Assembly should focus on a goal of improving the quality of the authorizing process statewide rather than increasing the quantity of charter schools in the state.

In its attempt to determine the number and types of authorizers for Illinois, the Task Force wrestled with, among others, the following questions:

- What, if anything, is broken about the current state of law, where charter applicants must first apply to the local school district and, if that application is denied, can appeal to the State Board of Education? If the current system is broken, would an independent charter school authorizer be the means to fix it?
- If an independent charter school authorizer is a viable means to fix a broken system, then what type or types of independent charter school authorizer(s) would work in Illinois? A statewide commission? A body within the State Board of Education? Higher education institutions?
- If one or more independent charter school authorizers are established:
  - Should charter applicants be required to first apply to the local school district and therefore provide the local school district with the opportunity to approve, deny, or simply pass on the opportunity to review (the Idaho model)? Or, should charter applicants be allowed the choice, at the outset, to apply to the local school district or to the independent charter school authorizer(s)?
  - Should local school districts with demonstrated capacity and expertise with respect to charter schools be able to apply for exclusive authority to authorize charter schools operating within the district? Should local school districts under a specific student population be provided exclusive authority to authorize charter schools operating within the district?

- What amount of funding for authorizers is necessary to best ensure success and how will that funding mechanism affect the school districts of residence of students choosing to attend the charter school?

\* \* \* \*

***Is the current system broken and would the establishment of one or more statewide charter school authorizers fix it?***

Several Task Force members supported the status quo in Illinois because they are committed to respecting the tradition of local control. These members argued that school districts should authorize charters in Illinois because district leaders best understand the local context and the needs of the district. They asserted that district leaders want the best for students in their district, make decisions based on that principle, and should be held accountable for upholding that principle. If district leaders do not give charter applicants a fair hearing, the applicants can appeal to the state through the process that is outlined in state law. A minority report, authored by the group of task force members who support local control, is attached in Appendix C.

While some representatives of the Task Force took the position that the status quo should persist, the data does suggest the rebuttable presumption of disinterest in charter schools both at the school district level outside of Chicago and at the State Board of Education. (See Appendix D: Charter Approvals, Denials, Disapprovals and Non-Renewals). The data demonstrates the following:

- Currently, there are 29 charter schools in Chicago, some of which have multiple campuses as permitted by applicable law. There are 10 charter schools outside of Chicago.
- Since 1996, charter school proposals have been denied by local school districts on 148 occasions, 96 of those were by Chicago and 52 outside of Chicago (the attached table does not include the two local district denials that were then approved by the State Board of Education appeal, but the numbers here do include those two).
- Of these 148 local school district denials, 42 were appealed to the State Board of Education (10 of the appeals were from Chicago denials; 32 of the appeals were from non-Chicago denials);
- Two of the 42 appeals were granted by the State Board of Education.

Representatives of local school districts and the State Board of Education did rebut that presumption, emphasizing that the denial of a charter proposal, or the rejection of an appeal of a local school district's denial, cannot and should not be assumed to be attributable to anti-charter school sentiment. Task Force member Paul Swanstrom, Superintendent of Joliet High School District 204, earnestly recounted the fact that the two charter proposals denied by his school board were denied due to the low quality of the proposals. Moreover, Task Force Co-Chair Darren Reisberg noted that, while State Board of Education staff were concerned about granting charter school appeals because of the lack of resources at the State Board to effectively authorize charter schools, all denials of appeals were done on sound legal bases.

Nevertheless, after examining several possible options, the Task Force saw the benefit in creating a quasi-independent statewide public charter school commission that would review charter applications in certain scenarios and possibly allow charter schools to proliferate appropriately outside of Chicago.

***What type or types of independent charter authorizers could work in Illinois?***

The Task Force explored two different entities that could serve as alternate authorizers: the concept of an independent state public charter school commission and institutions of higher education.

Independent Charter School Commission

In order to better understand the structure and functions of an exemplary independent state-level agency that serves as an authorizer, the Task Force invited a guest speaker to present, Alex Medler, former chairman of the Board of the Colorado Charter Schools Institute.

Before the Colorado Charter Schools Institute was created, many districts in Colorado were not interested in authorizing charter schools. As a result, districts denied many applications, which were then appealed to the state education agency. If these denials were reversed, the responsibility for authorizing was returned to the local school district. In these cases, the charter schools typically had little leverage in negotiating their contract with the district. Consequently, both charter school leaders and district administrators were unhappy. In addition, there was not adequate capacity at the state education agency to review the appeals that were coming to the state. To address these issues, the Colorado legislature created the Colorado Charter Schools Institute in 2004.<sup>2</sup>

Under the 2004 legislation, Colorado districts must apply to the state board of education to maintain “exclusive authority” to authorize charter schools in their districts. The Institute only has the power to authorize charter schools in districts where the state board did not grant “exclusive authority” to districts or in districts in which the district leaders encourage applicants to apply directly to the Institute. In addition to authorizing schools statewide, the Institute also develops model practices for all authorizers (e.g. Requests for Proposals and contracts). These models are used by most districts in the state because if they do not perform as authorizers, they will lose their exclusive authority to authorize. Districts in Colorado can also contract with the Institute or a third party to run the charter school application process and then either the district or the Institute can authorize after the charter schools are approved. Mr. Medler further mentioned that the creation of the Institute was a positive development because districts that feared losing their exclusive authority changed their behavior and began to follow the Institute’s model of high-quality authorizing.

The Task Force generally saw merit in the concept of a statewide public charter school commission in Illinois that would incorporate some of the principles from the Colorado model. Several members of the Task Force strongly supported the Colorado model in order to provide

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<sup>2</sup>The full text of the Colorado charter school law is available at: <http://www.cde.state.co.us/cdechart/chact.htm>

charter school applicants in Illinois with an additional authorizer option and to strengthen the quality of authorization throughout the state. In order to respect local control, though, the Task Force, after much debate, came to the consensus that charter school applicants should always first apply to the district. This practice is different than that of Colorado, and better approximates the practice currently used in Idaho.<sup>3</sup> Under the Idaho model, for each charter school application, the district would choose to deny the charter school application, approve it, or defer to the statewide public charter school commission. If the application is approved, the charter school would be authorized by the LEA. If the application is denied or deferred by the district, the charter school applicant would take their application to the statewide public charter school commission. If the application is approved by the commission, the quasi-independent statewide public charter school commission would become the authorizer for the charter school.

Mr. Ziebarth provided the Task Force with an analysis of how statewide charter authorizers in other states interact with the respective state's board or department of education:

<b>Arizona</b>	The Arizona State Charter School Board approves charters independently of the Arizona State Board of Education.
<b>Colorado</b>	The Colorado Charter School Institute approves charters independently of the Colorado State Board of Education.
<b>District of Columbia</b>	The District of Columbia Public Charter School Board approves charters independently of the District of Columbia State Board of Education.
<b>Georgia</b>	<p>There are two important policies to note regarding the Georgia Charter Schools Commission:</p> <ul style="list-style-type: none"> <li>• <i>First</i>, a petitioner for a Georgia Charter Schools Commission charter school must submit a petition to the local board of education in which the school is to be located and to each local school system from which the charter school plans to enroll students prior to or concurrently with a corresponding petition to the Georgia Charter Schools Commission unless the proposed charter school plans to enroll students from five or more counties. The Georgia Charter Schools Commission must not act on the petition until the local board of education or local boards of education have had the opportunity to approve or deny the petition.</li> <li>• <i>Second</i>, the state board of education may overrule the approval, denial, renewal, nonrenewal, or termination of a charter school approved by the Georgia Charter Schools Commission within 60 days of such decision upon a vote of at least two-thirds of the members of the state board.</li> </ul>
<b>Hawaii</b>	The Hawaii Charter School Review Panel approves charters independently of the Hawaii State Board of Education.
<b>Idaho</b>	The Idaho Public Charter School Commission approves charters

<sup>3</sup> The full text of the Idaho charter school law is available at: <http://www.sde.idaho.gov/CharterSchools/docs/lawsandreg/CS%20Idaho%20Statute.pdf>

	independently of the Idaho State Board of Education. In Idaho, however, a petition to establish a new public charter school must first be submitted to the local board of trustees. The local board of trustees may consider the petition and approve the charter, consider the petition and deny the charter, or refer the petition to the Idaho Public Charter School Commission. If the petitioners and the local board of trustees have not reached mutual agreement on the provisions of the charter within 60 days from the date the charter petition is received, the petitioners may withdraw their petition from the local board of trustees and may submit it to the Idaho Public Charter School Commission. The Idaho Public Charter School Commission may either consider the petition and approve the charter or consider the petition and deny the charter.
<b>South Carolina</b>	The South Carolina Public Charter School District approves charters independently of the South Carolina State Board of Education. In South Carolina, however, an applicant must first submit an application to the South Carolina Charter School Advisory Committee, who determines whether the application is in compliance. If so, the application is forwarded to the authorizer chosen by the school (either the local school district or the South Carolina Public Charter School District), who then determines whether or not to approve the application.
<b>Utah</b>	The Utah State Charter School Board approves charters, subject to Utah State Board of Education approval.

The Task Force nevertheless favored a commission that would be closely connected and accountable to the State Board of Education—analogue to Illinois’ State Teacher Certification Board. As is the case now, the State Board of Education would still be required to certify all charter schools, whether the authorizer is the local school district or the quasi-independent commission.

With respect to the composition of any such quasi-independent commission, the Task Force believes the Illinois General Assembly should consider: representation from higher education (see next subsection below), representatives from public education, an odd number of members, staggered terms, and members who represent both political parties and have a breadth of experience and expertise that is well-suited to the commission’s work. The members of the commission should be unbiased, fair, and committed to high-quality authorization practices.

Further, it would be preferable from a State budget perspective for the commission to receive a start-up grant from private foundations and to withhold a percentage of the per-pupil funding from the schools it authorizes to support its on-going operations costs (e.g., 3%), rather than simply including administrative dollars for such a commission in ISBE’s standard personnel line item.

### Higher Education Institutions

In order to better understand the structure and functions of an exemplary institution of higher education that serves as an authorizer, the Task Force invited a guest speaker to present, Cynthia Proctor, Director of Public Affairs for the Charter Schools Institute at the State University of New York (SUNY). In New York, three types of organizations can authorize charter schools – the Board of Trustees of the State University of New York, the New York State Board of Regents (the state education agency) and local boards of education. Only two school districts in the state, New York City and Buffalo, currently authorize charters. Although SUNY has 64 campuses, only the SUNY Board of Trustees serves as an authorizer. Ms. Proctor noted that multiple authorizers have been a benefit in New York because they provide applicants with a choice of authorizer.

After learning from the SUNY example, Dr. Bette Bergeron of Southern Illinois University-Edwardsville, worked with fellow deans of colleges of education from public universities in Illinois to develop four options related to charter school authorization:

- No involvement;
- Each university authorizing separately;
- A representative from at least one of the universities serving as a voice for higher education on a statewide authorizing body; and
- A center, through which all of the public universities would collaboratively serve as a charter schools authorizer.

The consensus among the deans was the fourth option—the center, through which all of the public universities would collaboratively serve as a charter school authorizer. A summary of higher education’s recommendation is attached as Appendix E.

On behalf of the deans, Dr. Bergeron stated that this option would be advantageous because it would enhance P-20 connections in Illinois, provide opportunities for universities to share best practices, and take advantage of the geographic distribution of universities as well as the existing infrastructure and research capabilities that are housed within the universities. The center would require start-up funding from the State, but could be self-supporting after that initial funding if they received an authorizing fee from their charter schools.

The Task Force was intrigued by this option, and very complimentary of Dr. Bergeron’s efforts to quickly work with public deans to develop a position and proposal. Task Force members did, however, express multiple concerns. First, in the SUNY example, one institution, the SUNY Board of Trustees, serves as the authorizer representing higher education. Given that public universities in Illinois are accountable to multiple boards, it will be difficult to create one authorizing agency that represents all public institutions of higher education. Second, there were questions as to how the universities would address the critical issue of local control in Illinois to ensure that school district leaders would have significant input into any decision related to a charter school that would be located in their district. Third, authorizing charter schools is a unique area of expertise and there were questions as to whether universities in Illinois currently have the experience and expertise necessary to engage in high-quality authorization statewide.

The Task Force members nevertheless did feel strongly that, should the General Assembly establish an independent statewide charter school commission, it would be critical that higher education be represented on such commission.

***What amount of funding is necessary to best ensure success and how will that funding mechanism affect the school districts of residence of students choosing to attend the charter school?***

If the General Assembly chooses to establish a statewide public charter school commission, there would need to be a significant commitment from the State to ensure the infrastructure and human and financial resources necessary to conduct a high-quality authorization process. This involves three important components:

- First, based on an estimate of the experience in Colorado, start-up funding for the commission would be, at a minimum, \$300,000 over two years. This funding may come from the State or from private sources.
- Second, the State should develop a funding formula to provide for on-going operating costs. Appropriate levels of long-term funding should be determined based on both the number of applications that the authorizer might expect to receive and the capacity that is needed to monitor schools, hold them accountable, and conduct a high-quality, transparent and objective renewal process. This funding should come from a percentage of the operating budget of charter schools (e.g., 3%).
- Third, the State will also have to determine how funding flows to the charter schools that are authorized by the statewide public charter school commission. For example, in Colorado the state portion of the per-pupil revenue follows the student from the traditional public school to the state-authorized public charter school. The local portion of the per-pupil revenue stays with the traditional public school. To ensure that the state-authorized charter school receives an equivalent amount of the local portion, the state also reduces its allocation of state funds to each district sending students to a state-authorized charter school in an amount equal to the local portion.

## Appendix A

### Illinois State Board of Education Independent Charter School Authorizer Task Force Members

<b>Name</b>	<b>Organization</b>
Michael Bartlett	Illinois Association of School Boards
Clarice Berry	Chicago Principals and Administrators Association
Representative William Burns	Illinois General Assembly
Traci Cobb-Evans	Chicago Teachers Union
Sean Denney	Illinois Education Association
Nicole Gales	Springfield Ball Charter School
Jaime Guzman	Office of New Schools - Chicago Public Schools
Collin Hitt	Illinois Policy Institute
Dea Meyer	Civic Committee of the Commercial Club of Chicago
Laurie Preece	Rockford Charter Schools Initiative
<i>Co-chair: Darren Reisberg</i>	Illinois State Board of Education
Greg Richmond	National Association of Charter School Authorizers
<i>Co-chair: Senator Heather Steans</i>	Illinois General Assembly
Paul Swanstrom	Superintendent, Joliet Township High School District 204; Member, Board of Directors, Illinois Association of School Administrators; Chair, High School District Organization
Sharon Teefey	Illinois Federation of Teachers
Todd Ziebarth	National Alliance for Public Charter Schools

## Appendix B

### List of States and Authorizers in Each State

State	Authorizers	State	Authorizers
Alaska	LEA	Minnesota	LEA, RIA, SEA, HEI, NFP
Arizona	LEA, ICB, SEA	Missouri	LEA, SEA, HEI
Arkansas	SEA	Nevada	LEA, SEA
California	LEA, RIA, SEA	New Hampshire	LEA, SEA
Colorado	LEA, ICB	New Jersey	SEA
Connecticut	LEA, SEA	New Mexico	LEA, SEA
Delaware	LEA, SEA	New York	LEA, SEA, HEI
DC	LEA, ICB	North Carolina	SEA, LEA, HEI
Florida	LEA	Ohio	LEA, RIA, HEI, NFP
Georgia	LEA, ICB	Oklahoma	LEA, HEI
Hawaii	SEA	Oregon	LEA, SEA
Idaho	LEA, ICB	Pennsylvania	LEA, SEA
Illinois	LEA	Rhode Island	SEA
Indiana	LEA, HEI, MUN	South Carolina	LEA, ICB
Iowa	LEA	Tennessee	LEA
Kansas	LEA	Texas	LEA, SEA, HEI
Louisiana	LEA, SEA	Utah	LEA, ICB
Maryland	LEA, SEA	Virginia	LEA
Massachusetts	SEA	Wisconsin	LEA, HEI, MUN
Michigan	LEA, RIA, HEI	Wyoming	LEA

**Key:**

LEA: Local Education Agency  
RIA: Regional/Intermediate Agency  
SEA: State Education Agency  
ICB: Independent Chartering Board  
HEI: Higher Education Institution  
MUN: Municipal Office  
NFP: Not-For-Profit Organization

**Source:** National Association of Charter School Authorizers. (2009). *Principles & Standards for Quality Charter School Authorizing*. Retrieved February 10, 2010 from: [http://www.qualitycharters.org/files/public/Principles\\_and\\_Standards\\_2009.pdf](http://www.qualitycharters.org/files/public/Principles_and_Standards_2009.pdf)

## Appendix C

### Independent Charter School Authorizer Task Force Minority Report

Compliments are certainly due to Senator Heather Steans and Darren Reisberg, co-chairs of this task force, for the efficient and collaborative manner in which the business of the task force was conducted. It was apparent that they were invested in hearing from all participants their thoughts, experiences and convictions regarding charter schools and the authorization process in place in Illinois and what, if any, improvements could be instituted in this process.

The purpose of this paper is to emphasize points made during the task force process that we believe the General Assembly must consider in order to move this issue forward in a way that ultimately benefits all students in the state of Illinois while maintaining a rational focus on the issue of local control.

We recognize the opinion that charter schools have the potential to provide a platform for innovative pedagogy when free from some of the restrictions binding the public school systems in Illinois. We welcome the potential of the development of new instructional strategies that may emerge from a locally authorized charter school. Furthermore, it was instructive to review and discuss the charter authorized processes utilized in other states and to gain greater understanding as Illinois moves forward in the consideration and implementation of the charter school option. However, we find it necessary to restate and emphasize the points we addressed during the deliberations of the task force.

Specifically, we will address the concepts of local control, an analysis of authorizer past practice/process and recommendations for authorizer oversight.

At its core, the alternative authorizer discussion revolves around a local control debate. All charter school applicants must seek approval from a local school board to establish a charter school. As locally-elected officials, school board members are expected to have a firm grasp on the issues and challenges facing their community on a daily basis. If a local school board chooses not to approve a charter school application, the applicant then has the option of appealing to the State Board of Education. If the State Board of Education approves the application, then the State Board of Education takes over oversight responsibilities of the charter school. Deciding whether or not to accept a charter school application is precisely the type of decision that school boards are elected to make. It is our concern that an independent charter school authorizer could be used to usurp essential responsibilities that are expected of locally-elected school boards and the expertise of their staff. Further, the local school board affords the local school community a voice in the charter school application discussion. If, for any reason, a school board is not properly representing local taxpayer and community sentiment surrounding charter school applications, then the community will have an opportunity to elect new school board members who share their viewpoints. There are a number of good reasons why a community could be opposed to a charter school application, not the least of which is the diversion of financial support for programming in the school district to support the creation of a new school. While

some believe an outside, authorizing authority would provide a better assessment of the reasons a charter application would be approved or denied, we disagree and believe that not only do school boards and administrators possess the knowledge to develop and run schools, it's what we do. We strongly believe they have the analytical capacity to assess the viability of a proposed charter school for their community. This is validated in school district processes utilized to evaluate charter proposals to date.

It became obvious from ongoing presentations and discussions regarding the success of charters that they thrive and provide viable alternative environments for learning success when the community, school district and charter applicant work in consort. Probably the best example of this collaboration is Chicago Public Schools. Many charters thrive in Chicago, not solely because an independent authorizing entity is employed, but because the elements identified above support each other. Renaissance 2010, the quasi-independent authorizer providing services to the Chicago Public Schools, reported that they employ a system of review of charter applications that takes into account community input as well as a rigorous review of the viability of the application. Chicago has a different school district structure from the rest of Illinois. We believe that where collaboration from the community, the school district and the Charter occurs, charters will proliferate.

As noted in the task force report, current Illinois law provides for an appeal process through the Illinois State Board of Education. This appeal process allows the State Board the right to reverse a local education agency's denial of a charter school application if the State Board finds that it meets the statutory requirements and is in the best interest of students. This process has effectively served Illinois and resulted in a charter school sector in which charter schools have generally been supported by their communities and have been relatively successful in offering quality choices to students and families.

We recognize that during the task force discussions, concerns were raised about the state agency having the capacity to perform this duty effectively. Compounding this situation is the recent expansion of the number of charter schools available in the State of Illinois, the possibility of additional appeals due to the increased number of charters and state budget constraints. While we recognize these as substantial concerns, we would err if we do not acknowledge the expertise of the state agency on behalf of all public school students throughout the state. Furthermore, it is incumbent upon us to recommend that capacity be built within the state education agency to address their concerns and provide the necessary resources to support potential charter school appeals. We urge that a dedicated line-item of funding be established to support the state education agency's ability to provide a viable appeal process. We strongly believe that enhancing Illinois' current structure ensures accountability to schools, students and communities and provides for a quality authorization process.

We suggest that policymakers should move cautiously when considering policies which are intended to open charter schools in communities across the state, and we feel it is incumbent on the legislature and the governor to require a rigorous approval process, strong regulatory oversight and a procedure to ensure educator, community and parental input. It is much harder for authorizers or the state to close charter schools after they have been opened, and high

standards at the front end and throughout the process are critical to ensure that Illinois' charter schools are strong performers.

Dr. Gary Miron from Western Michigan University put it succinctly in his remarks to the Task Force: "Why would you want to change the system of creating charters in Illinois? Illinois' system is not broken." Dr. Miron participated in a study of the charter school system in Illinois. The study has never been released by the Illinois State Board of Education.

As we stated at the beginning of this paper, we feel that the task force process was fairly and efficiently conducted. The co-chairs encouraged the gathering and review of information, experiences, thoughts and concerns regarding the current process of charter school authorization in Illinois. However, we feel that we would be remiss in our collective responsibilities if we did not bring to your attention and emphasize the importance of local control and the viability of continuing oversight of the charter school process through the State Board of Education with appropriate line-item funding for associated costs.

We ask that the General Assembly clearly see the importance of respecting the local board of education to review and implement programs that directly contribute to the growth and strength of the communities they serve. We further hope that the General Assembly will see the wisdom in providing adequate resources to the State Board of Education to serve as an independent reviewer of the charter school authorization process instead of the establishment of another separate agency which would require greater resources for start-up and oversight.

We felt it was important to share actual experiences from school districts reflecting the due diligence employed in review of charter applications. Below are responses (see accompanying chart) received delineating processes utilized by school districts outside Chicago to review charter school applications. While only four examples are shared here, the rigorous attention to statutory requirements, thorough review by both boards of education and school district staff and inclusion of the community shown here should allay perceptions that school districts are dismissing charter school creation without proper review. In addition, it should also show that school districts not only have the capacity to review applications but are uniquely equipped with the expertise to guard against the creation of schools that don't have the elements necessary to provide a proper learning environment.

Respectfully submitted,

Chicago Teachers Union  
Illinois Association of School Administrators  
Illinois Association of School Boards  
Illinois Education Association  
Illinois Federation of Teachers  
High School District Organization

School District	Charter Proposed	Review Process	Reasons for Denial	Application Generation	Additional Comment
Champaign CUSD 4	(2007) Barack Obama Leadership Academy Charter School	<ul style="list-style-type: none"> <li>➤ The proposal was reviewed by teachers, principals and the leadership team with members from curriculum, finance, human resources and student services.</li> <li>➤ The proposal was also presented at a public meeting of the Board of Education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The curriculum offered less than currently available in the public schools.</li> <li>➤ No enrichment, including arts instruction, was available.</li> <li>➤ Any proposed enrichment activities were required to be paid by the student.</li> <li>➤ The staffing ratio indicated larger class size than public school, while small class size was cited as an advantage of the charter school.</li> <li>➤ Teacher salaries were too low to attract master teachers.</li> <li>➤ No ESL or bilingual services were offered, although the proposal stated that the school would reflect the District's student demographic. We have a large ELL population.</li> <li>➤ Technology infrastructure was not addressed.</li> <li>➤ There was no evidence of sound financial planning. For example, there was no provision for routine items such as library materials, unemployment insurance, criminal background checks or services for students with disabilities.</li> </ul>	A district employee of two years made the proposal. She left the city the following year.	The District continually evaluates the needs of non-traditional learners. This is the second year of our alternative high school. Almost 40 students who were at risk of not graduating have earned their diplomas through this program.
Belleville THSD 201	Midwest Partnership Through Academic Excellence	Reviewed the proposal internally and with our attorney	<p>We denied the charter application for the following reasons:</p> <ul style="list-style-type: none"> <li>➤ Physical plant</li> <li>➤ Economic soundness of the proposal</li> </ul>	Proposed from outside of our community. The proposed purpose would not	The ISBE reviewed the charter proposal and identified areas of noncompliance with the Illinois Charter Schools

School District	Charter Proposed	Review Process	Reasons for Denial	Application Generation	Additional Comment
			<ul style="list-style-type: none"> <li>➤ Governance and operation of the charter school</li> <li>➤ Community support</li> <li>➤ Likelihood of success</li> </ul>	have served our population and applicant did not pretend that it would.	<p>Law:</p> <ul style="list-style-type: none"> <li>➤ Inadequate special education requirements</li> <li>➤ Inadequate curriculum</li> <li>➤ Lack of a clear plan for assessing school and student performance and reporting progress in measurable terms</li> <li>➤ Lack of sufficient proof of insurance coverage.</li> </ul>
Bremen District 228	(2009) South Suburban Academy Charter School	<ul style="list-style-type: none"> <li>➤ The proposal was presented to the School Board on May 12, 2009. [The superintendent asked the Board and administration to take diligent notes and to consider two questions: 1) Does the charter school offer a viable alternative to what students are offered in our district, and 2) If the program does offer a viable alternative, what would be the impact of supporting the charter school in our community.] Questions and comments were allowed, but responses would be delivered at a</li> </ul>	<ul style="list-style-type: none"> <li>➤ There were concerns for academically at-risk students for college with the plan, how would students be motivated, what would be the transition strategies? There was no curriculum plan for years 2-4. The proposal did not identify what technology would be used, beyond computers. It stressed exposure of students to business-related courses, yet a part-time business teacher would not have been hired until year three.</li> <li>➤ Concerns were raised in the areas of per capita revenue, teachers' salary budget, loss of monies for District 228 in the areas of General State Aid, fundraising efforts, start-up capital, noting year one projects over a \$770,500 deficit, and unrealistic figures in the areas of health insurance, janitorial supplies.</li> </ul>	This proposal was received from outside of our community (for the south suburbs).	

School District	Charter Proposed	Review Process	Reasons for Denial	Application Generation	Additional Comment
		<p>later date.</p> <ul style="list-style-type: none"> <li>➤ Following May 12, the administrative team worked to gather information, conduct research, and gather the questions and comments from the Board. The school attorney was also asked to review the proposal. In the meantime, a list of questions was compiled and forwarded to the charter school. They provided responses in writing on May 26.</li> <li>➤ The Board met again on May 26, 2009. The school attorney and the administration provided an evaluation of the proposal.</li> </ul>	<p>utilities, etc.</p> <ul style="list-style-type: none"> <li>➤ Legal concerns included the proposed site, employees and employment terms, liability and applicable insurance, transportation, intergovernmental agreements between the charter school and other possible districts, and the nature and extent of community involvement in the governance and operation of the Charter School (i.e., police, fire, etc.).</li> </ul>		
Joliet THSD 204	(2009) Joliet Academy Charter School	<ul style="list-style-type: none"> <li>➤ Consulted the provisions of the <i>School Code</i> and proceeded to review the application including applicable school district staff and school board attorney.</li> <li>➤ Held a separate hearing of the Board of Education for community input and full review of the application.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Proposed facility was not able to accommodate handicapped students.</li> <li>➤ Proposal had no plan for transportation of low income and at-risk pupils.</li> <li>➤ Proposal had no plan for displaced teachers or students.</li> <li>➤ Contained no provisions for insurance and legal liabilities.</li> <li>➤ Provided insufficient time to accomplish curriculum goals.</li> <li>➤ Proposal failed to address requirements to address violations of contract.</li> <li>➤ Proposal contained no plan for pupil</li> </ul>	Charter application was generated from interests outside the community in an attempt to address perceived community concerns.	

School District	Charter Proposed	Review Process	Reasons for Denial	Application Generation	Additional Comment
			performance standards and no timeline for assessment of standards. > Proposal lacked evidence of economic soundness. > Proposal contained no outline of a governing body.		

## Appendix D

### Charter Approvals, Denials, Disapprovals and Non-Renewals in Illinois

A list of approved charter schools that are operating in 2009-2010 in Illinois is available at:  
[http://www.isbe.net/charter/pdf/charter\\_schools.pdf](http://www.isbe.net/charter/pdf/charter_schools.pdf)

Year	Received	Charter School Name	District	District Action	ISBE Disposition	Status
1996	I-96	Peoria Alternative Charter School	Peoria 150	Granted	Certified 7/7/96	Charter not renewed at end of initial term-CLOSED
1997	97	SIU East St. Louis Charter School	E. St. Louis 189	Denied		
1997	Jan-97	Centreville/Fairmont City Charter School	E. St. Louis 189	Denied	Remanded to district on Appeal	
1997	Jan-97	Thomas Jefferson Charter School	11 suburban districts	Denied	Appeal to ISBE Denied	
1997	Jan-97	Acorn Charter School (Nuestra America)	Chicago	granted	Certified 6/26/97	Charter not renewed at end of initial term - CLOSED
1997	Jan-97	Chicago Preparatory Charter High School	Chicago	granted	Certified 6/26/97	Charter revoked by CPS 9/22/99 - CLOSED
1997	Jan-97	Student Builders Charter School	Chicago	granted		Charter revoked by CPS 12/97
1997	Jan-97	12th Street Charter Elementary School	Chicago	Denied	Appeal to ISBE Denied	
1997	Jan-97	I.S.I.S. Charter School (OEI)	Chicago	Denied	Appeal to ISBE Denied	
1997	Jan-97	Future Commons Charter School	Chicago	Denied	Appeal to ISBE Denied	
1997	Jan-97	Charter School for Families	Chicago	Denied	Appeal to ISBE Denied	
1997	Jan-97	West Academy Charter HS	Chicago	Denied	Appeal to ISBE Denied	
1997	Jan-97	IL Council for College Attendance	Chicago	Denied		
1997	Jan-97	IAM II Charter Senior High School	Chicago	Denied		
1997	Jan-97	South Central Comm. Services	Chicago	Denied		
1997	Jan-97	Creative Education Charter School	Chicago	Denied		
1997	Jan-97	Willis Thomas Academy Charter School	Chicago	Denied		
1997	Jan-97	A Chance for Children Charter School	Chicago	Denied		
1997	Jan-97	DePaul University Charter School	Chicago	Denied		
1997	Jan-97	Pioneer Accelerated Learning Acad	Chicago	Denied		
1997	Jan-97	Metropolitan Preparatory Charter School	Chicago	Denied		
1997	Jan-97	Community Academy of Learners	Chicago	Denied		
1997	Jan-97	PLAID Academy West Charter School	Chicago	Denied		
1997	Jan-97	PACT Charter High School	Chicago	Denied		
1997	Jan-97	Westside Cultural Arts Council Charter Sch	Chicago	Denied		
1997	Jan-97	Chicago Advantages Charter School	Chicago	Denied		
1997	Jan-97	Ada-Curt Tech Charter School	Chicago	Denied		
1997	Jan-97	Roseland Community Prep Charter School	Chicago	Denied		
1997	Jan-97	Great Builders of Cities Charter School	Chicago	Denied		
1997	Jan-97	Near-South Community Charter School	Chicago	Denied		
1997	Jan-97	Aspiria's Charter School	Chicago	Denied		
1997	Jan-97	Uhlich/Chicago Commons Charter School	Chicago	Denied		

1997	Jan-97	MCC/Charter School to Work Academy	Chicago	Denied		
1997	Jan-97	Olisa Vocational Charter High School	Chicago	Denied		
1997	Jan-97	Charter School of MUNA	Chicago	Denied		
1997	Jun-97	Thomas Jefferson Charter School	3 suburban districts	Denied	Appeal to ISBE	Denied
1997	Jun-97	New Hope Charter School	11 suburban districts	Denied		
1997	6/24/1997	Alliance Charter School	Edwardsville 7	Denied		
1997	Jul-97	Prairie Commons Charter School	2 suburban districts	Denied	Appeal to ISBE	Denied
1997	10/23/1997	Alliance Charter School	Edwardsville 7	Denied		
1997	12/23/1997	Liberty Hall Charter School	Libertyville 70	Denied	Appeal to ISBE	Denied
1997	12/29/1997	Alliance Charter School	Edwardsville 7	Denied		
1997	12/29/1997	Mission with a Vision Charter School	Chicago	Denied		
1997	12/29/1997	Sia Charter School for Human Development	Chicago	Denied		
1997	12/29/1997	EdgeUp Alternatives Inc.	Chicago	Denied		
1997	12/29/1997	The Right Angle Educational Fdn	Chicago	Denied		
1997	12/29/1997	Betty Shabazz International Charter School	Chicago	Denied		
1997	12/29/1997	Academy of Arts, Science & Math	Chicago	Denied		
1997	12/29/1997	Greater West Town Comm Dev. Project	Chicago	Denied		
1997	12/29/1997	Marantha Charter School (M&M Ed Service)	Chicago	Denied	Appeal to ISBE	Denied
1997	12/29/1997	The Bridge Charter School (SE Asia Center)	Chicago	Denied	Appeal to ISBE	withdrawn
1997	12/29/1997	International Renewal Institute	Chicago	Denied		
1997	12/29/1997	Mandela/King Charter School (Hamilton Life)	Chicago	Denied	Appeal to ISBE	Denied
1997	12/29/1997	New Vision Charter School	Chicago	Denied		
1997	12/29/1997	Great Builders of Cities Charter School	Chicago	granted		Charter revoked by CPS
1997	12/29/1997	Golden Apple Charter School	Chicago	granted		Charter revoked by CPS 8/20/99
1998	3/30/1998	Thomas Jefferson Charter School	CCSD 59	Denied	Certified 6/18/98	Charter not renewed at end of initial term - CLOSED
1998	4/1/1998	Alliance Charter School	Edwardsville 7	Denied	Appeal to ISBE	Denied
1998	12/21/1998	Evanston Advantage Charter School	Evanston 65	Denied	Appeal to ISBE	Denied
1998	12/28/1998	Sin Fronteras Charter School	Evanston 65	Denied	Appeal to ISBE	Denied
1999	7/20/1999	YouthBuild Rockford Charter School	Rockford 205	Denied	Appeal to ISBE	Denied
2000	1/3/2000	The Chicago Urban League Charter School	Chicago	Denied		
2000	1/3/2000	Horizon Math and Science	Chicago	Denied		
2000	1/3/2000	Washington Park Academy Charter School	Chicago	Denied		
2000	1/3/2000	Techiya Institute Charter School	Chicago	Denied		
2000	1/3/2000	Community Tech Institute Charter School	Chicago	Denied		
2000	1/3/2000	Chicago Children's Choir Academy	Chicago	Denied		
2000	3/2/2000	Governors State University Charter School	Crete-Monee 201U	granted	Certified	Charter revoked by Crete-Monee, decision upheld by ISBE on Appeal and by court on judicial review - CLOSED
2000	4/24/2000	Tomorrow's Builders Charter School	E. St. Louis 189	Denied	Appeal to ISBE	Denied
2000	4/24/2000	Szygy Charter School	Belleville 201	Denied	Appeal to ISBE	Denied
2000	6/8/2000	Visional Academy Charter School	Alton 11	Denied	Appeal to ISBE	Denied

2000	6/26/2000	KEYS Charter School	Edwardsville 7	granted	Certified	Charter terminated at end of 2002-2003 school year by mutual agreement between school and district - CLOSED
2000	7/5/2000	E. St. Louis Good Schools for All	E. St. Louis 189	Denied	Appeal to ISBE Denied	
2000	6/14/2000	Horizon Math and Science	Maywood et al 89	Denied		
2001	1/2/2001	Englewood Charter School	Chicago	Denied		
2001	1/2/2001	Genesis Charter School	Chicago	Denied		
2001	1/2/2001	Ben Carson's Charter School for the Middle Child	Chicago	Denied		
2001	1/2/2001	Chicago Progressive Academic Charter School	Chicago	Denied		
2001	1/2/2001	Educational Institute & Learning Academy	Chicago	Denied		
2001	1/2/2001	Richard Milburn Alternative HS Charter School	Chicago	Denied		
2001	1/2/2001	West Town Academy Charter School	Chicago	Denied		
2001	1/2/2001	Horizon Math and Science	Chicago	Denied		
2001	1/2/2001	Learning Success Charter School	Chicago	Denied		
2001	1/2/2001	Passages Charter School	Chicago	granted		Withdrawn, became part of Global Village - see 2001-16
2001	1/2/2001	Charter School of the Chicago Children's Choir	Chicago	granted		Withdrawn - became part of Global Village - see 2001-16
2001	6/27/2001	Tomorrow's Builders Charter School	E. St. Louis 189	Denied	Appeal to ISBE Denied	
2001	8/2/2001	Global Village Charter School	Chicago	granted	Certified 9/4/01	Charter terminated at end of 2002-2003 school year by mutual agreement between school and district - CLOSED
2001	9/10/2001	YouthBuild Rockford Charter School	Rockford 205	Denied	Appeal to ISBE Denied	ISBE's decision upheld by Supreme Court of Illinois.
2002	4/16/2002	Champaign-Urbana Charter School	Champaign 116 & Urbana 4	Denied	Appeal to ISBE Denied	
2002	7/22/2002	Children's Academy Charter School	Cahokia 187	referendum	proposal to ISBE Denied	First "referendum" proposal received by ISBE
2003	2/3/2003	Thomas Jefferson Charter School	ISBE Charter	ISBE Charter	ISBE declined to renew	Charter not renewed at end of initial term - CLOSED
2003	6/16/2003	Ch-SALI Charter School	Elgin U-46	Denied	Appeal to ISBE Denied	
2003	10/14/2003	Aurora Academic-Technology Charter School	Aurora 131	Denied		
2003	10/17/2003	Dynamic Learning Charter School	Mattoon 2	Denied	Appeal to ISBE Denied	
2003	12/2/2003	Donald Edwin Garrett Charter School	Madison/Alton/Venice	Denied		
2003	12/29/2003	Academy of Business & Entrepreneurship	Chicago	Denied		
2003	12/29/2003	Boys Choir of Chicago Charter School	Chicago	Denied		
2003	12/29/2003	The Bridge International Charter School	Chicago	Denied		
2003	12/29/2003	Chicago Career Center Charter School	Chicago	Denied		
2003	12/29/2003	Excel Fine Arts Secondary & College Charter School	Chicago	Denied		
2003	12/29/2003	Expansions Charter School	Chicago	Denied		
2003	12/29/2003	Learning Success Vocational Charter Sch	Chicago	Denied	Appeal to ISBE Denied	
2003	12/29/2003	LuMar Technology & Communications	Chicago	Denied		
2003	12/29/2003	Native Foundations Charter High School	Chicago	Denied		
2003	12/29/2003	Quest Charter School	Chicago	Denied		
2003	12/29/2003	Two Dimensions Charter School at Chicago	Chicago	Denied		
2003	12/29/2003	Urban Prep Charter School	Chicago	Denied		
2003	12/29/2003	Voices and Visions Charter School	Chicago	Denied		
2003	12/29/2003	WEUO Charter School	Chicago	Denied		

2004	2/26/2004	Ch-SALI Charter School	Elgin U-46	Denied	Appeal to ISBE Denied	
2004	3/16/2004	East St. Louis Preparatory Charter School	E. St. Louis 189	Denied	Appeal to ISBE Denied	
2004	4/5/2004	Aurora Academic-Technology Charter School	Aurora 131	Denied	Appeal to ISBE Denied	
2004	4/30/2004	Children's Academy Charter School	Cahokia 187	Denied	Appeal to ISBE Denied	
2004	7/26/2004	George Marshall Academy Charter School	Lake Bluff (Dist. 65); Lake Forest (Dist. 67); Oak Grove (Dist. 68); Libertyville (Dist. 70); Rondout (Dist. 72); Hawthorne (Dist. 73); Mundelein (Dist. 75); Diamond Lake (Dist. 76); Kildeer Countryside CCSD (Dist. 96); Aprakistic- Tripp (Dist. 102); Lincolnshire-Prairie View (Dist. 103); Bannockburn (Dist. 106); Deerfield (Dist. 109); North Shore (Dist. 112) and North Chicago (Dist. 187).	All Denied	Appeal to ISBE Denied	
2004	12/28/2004	Talented Tenth Charter School	Chicago	Denied		
2004	12/28/2004	The Learning Center	Chicago	Denied		
2004	12/28/2004	The Bridge International Charter School	Chicago	Denied		
2004	12/28/2004	Southwest Youth Collaborative Charter School	Chicago	Denied		
2004	12/28/2004	Academy for Fine Arts Charter School	Chicago	Denied		
2004	12/28/2004	Global Language and Technology Charter School	Chicago	Denied		
2004	12/28/2004	Englewood Air Force Charter School, Calumet Air Force Charter School, Benjamin Wright Raymond Air Force Charter School	Chicago	Denied		
2004	12/28/2004	Urban Prep Charter Academy	Chicago	Denied		
2004	12/28/2004	Back of the Yards Charter School	Chicago	Denied		
2005	2/7/2005	Faulkner Classical Charter School	Chicago	Denied		
2005	2/7/2005	Ladders to Success Academy Charter School	Chicago	Denied		
2005	2/7/2005	Metropolitan Academy of Science Charter School	Chicago	Denied		
2005	02/0/05	Miracle Center for the Performing Arts	Chicago	Denied		
2005	2/8/2005	Chicago International Ralph Ellison	Chicago	Denied		
2005	2/8/2005	Richard Milburn Academy Charter High School	Chicago	Denied		
2005	2/14/2005	Chicago's Image Schools Charter Elementary School	Chicago	Denied		
2005	2/14/2005	Digital Generation Middle School	Chicago	Denied		
2005	2/14/2005	Gateway to Learning Charter School	Chicago	Denied		
2005	2/14/2005	Greater Ashburn Community Charter School	Chicago	Denied		
2005	2/14/2005	Home of Life Tech Charter School	Chicago	Denied		
2005	2/14/2005	Gateway to Learning Charter School	Chicago	Denied		
2005	2/14/2005	The Learning Center Charter School	Chicago	Denied		
2005	2/14/2005	Nia-Quest Charter School Woodson	Chicago	Denied		

2005	2/14/2005	New Tarkington Charter School	Chicago	Denied		
2005	2/14/2005	Octavio Paz (amendment)	Chicago	Denied		
2005	2/14/2005	Perspectives Charter School (amendment)	Chicago	Denied		
2005	2/14/2005	Roseland Institute of Positive Development Charter School	Chicago	Denied		
2005	2/14/2005	Talented Tenth Charter High School	Chicago	Denied		
2005	2/14/2005	Nia Quest (2 <sup>nd</sup> campus)	Chicago	Denied	Appeal to ISBE Withdrawn	
2005	3/28/2005	Kenny Dorham Performing Arts Charter School	Dolton District 148	Denied		
2005	12/5/2005	Chicago Community Charter School	Chicago	Denied		
2005	12/5/2005	Early College Charter School	Chicago	Denied		
2005	12/5/2005	Griffin Charter Academy	Chicago	Denied		
2005	12/5/2005	KIPP LEAD College Preparatory Charter School	Chicago	Denied		
2005	12/5/2005	The Miracle Center Performing Arts Charter School	Chicago	Denied		
2005	12/5/2005	Richard Milburn Charter Academy	Chicago	Denied		
2005	12/5/2005	Roseland Community School	Chicago	Denied		
2006	1/17/2006	Cahokia Charter School	Cahokia USC 187	Denied	Appeal to ISBE Denied	
2006	8/25/2006	Global Alliance Preparatory Charter School	CPS	Denied	Appeal to ISBE Denied	
2007	1/16/2007	Barack Obama Leadership Academy Charter School	Champaign CUSD 4	Denied	Appeal to ISBE Denied	
2007	3/12/2007	Crossroads Montessori K-8 Public Charter School	East St. Louis Dist. 189	Denied	Appeal to ISBE Denied	
2008	4/7/2008	South Suburban College Preparatory Charter School	Homewood-Flossmoor CHSD 233	Denied		
2008	5/29/2008	Harvey Brooks Academy Charter School	Joliet Township HS Dist 204	Denied		
2008	5/30/2008	Metro East School for Agriculture, Health & Applied Sciences Charter School	Brooklyn USD 188	Denied		
2008	5/19/2008	Metro East School for Agriculture, Health & Applied Sciences-Charter School	Brooklyn	Denied		
2008	5/19/2008	Metro East School for Agriculture, Health & Applied Sciences-Charter School	Belleville 201; Cahokia 187; E St. Louis 189;	Denied	Appeal to ISBE Denied	
2008	12/15/2008	Chicago International Charter School	Waukegan CUSD 60	Denied		
2009	2/9/2009	Fl. Bowman Academy Charter School	Cahokia Unit School District 187	Denied	Appeal to ISBE Denied	Circuit Court remanded back to ISBE for further proceedings for ISBE to make a full determination with findings of fact.
2009	5/26/2009	Joliet Academy Charter School	Joliet Township HS Dist. 204	Denied	Appeal to ISBE Denied	
2009	6/4/2009	South Suburban Academy Charter School	Bremen Township HS Dist 228	Denied		
2009	7/6/2009	Greentek Career Academy Charter School	Rockford SD 205	Denied	Appeal received 7-16-09. Request for additional information sent 9-14-09.	Appeal received 7-16-09. Request for additional information sent 9-14-09.
2009	7/6/2009	Sigma Beta Leadership Charter School	Rockford SD 105	Denied		

## Appendix E

### University Center for Public Charter School Authorization (UCPCSA) *DRAFT PROPOSAL*

The Illinois Association of Public Deans of Colleges of Education (IAPDCE), representing each of the state's 12 public universities, is offering the following proposal for a state-wide Center that would serve communities across Illinois as an alternative authorizer for public charter schools. Currently, 11 states allow universities to authorize public charter schools. This proposal builds upon the experiences of these entities to develop a structure that is unique to Illinois and the needs of its constituents.

In order to be successful, charter school authorizers need the political will to authorize charters, adequate funding to support authorization, the infrastructure needed to carry out its tasks, the ability to maintain high standards, and the ability to collect and analyze student-level data. High-quality authorizers use data to inform decisions related to charter applications, school monitoring, and renewal. Through the direct involvement of each of the state's public universities, the proposed University Center for Public Charter School Authorization (UCPCSA) would offer the state the following distinct advantages<sup>4</sup>:

- Enhanced connections and interaction across the P-20 education continuum
- Existing network of P-12 partnerships and professional development sites within schools and districts
- Opportunities for sharing best practices as related to instruction, curriculum, leadership, and educator preparation
- Geographic distribution across the state of Illinois, therefore serving a broad and diverse range of the state's communities
- Existing infrastructures that can be supportive of the endeavor
- Access to expertise from across a wide spectrum of areas including curriculum, administration, budgeting, accounting, subject area content, institutional compliance, ADA
- Research capabilities that would allow for curricular innovation as well as the dissemination of best practices to a range of educational entities across the state
- Access to and expertise in successfully acquiring external grants to support the implementation of best practices across the authorized charter schools
- Expertise in data-driven decision-making
- **Consistent mission and vision to support the public sector and enhance educational opportunities for all children in the state**

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<sup>4</sup> Sources: Minutes from the Illinois State Board of Education Independent Charter School Authorizer Task Force dated 11/17/09, 11/10/09, 10/28/09; National Alliance for Public Charter Schools (2009, June), *A New Model Law for Supporting The Growth of High-Quality Public Charter Schools*; National Association of Charter School Authorizers (2009, July), *Quality, Diversity and Choice: The Value of Multiple Charter Authorizing Options*.

### **UCPCSA Purpose**

The primary function of the University Center for Public Charter School Authorization (UCPCSA) is to provide communities from across the state with an alternative to district-situated authorization for new public charter schools. It is intended to build upon the unique strengths that public institutions of higher education can offer to this enterprise. The distinct purposes of UCPCSA include the following:

- Focus on strengthening and enhancing P-20 connections and partnerships
- Investigation and dissemination of best practices related to curriculum, instruction, assessment, and leadership to benefit all public schools across the state
- Investigation and dissemination of best practices related to educator preparation
- Investigation and dissemination of best practices as related to charter school authorization, to be shared with district authorizers
- Procurement of external grants to support innovation in classrooms and schools
- Increased access to charter school authorization beyond the Chicago metropolitan region

### **UCPCSA Structure**

Currently, there are 68 charter school sites in the Chicago School District and its “collar counties,” with only five charters located in downstate Illinois. One of the primary functions of the UCPCSA will be to provide service to the downstate regions in order to enhance the number of high-quality public charter schools in these underserved regions. This proposal also recognizes the high quality of work currently reflected in the Chicago Public Schools and its authorization process, therefore making it unnecessary at this time to provide Chicago with an alternative authorizer. By focusing on communities outside of the jurisdiction of CPS, families from a broader geographical area across the state of Illinois will be provided with increased options and access to charter school authorization.

The Center would be physically located at a public state university; universities would solicit applications to the Illinois State Board of Education (ISBE) for approval. It is anticipated that only one Center would be approved initially. However, others could be considered depending upon the growth of charter public schools across the state and the capacity of the Center to maintain high levels of quality and accountability in the authorization process. The Center would be accountable to ISBE, which would have the authority to revoke its ability to authorize upon formal review and a process to be jointly determined by ISBE and the UCPCSA.

The Center would consist of a full-time Director and adequate staff to perform its day-to-day functions (recommendations presented to the Task Force have included 16-18 staff members). The Director would report to and serve on the UCPCSA Board, which would have representatives from each of the 12 public institutions. Board members would be approved by the Illinois State School Superintendent. For each application that is received, a Community Team would be established that would consist of Board members whose institutions are in the geographic region of the proposed charter school as well as representatives from the community, teaching associations, business, and individuals whose expertise would provide assistance in the review of the application. Specific responsibilities of the UCPCSA Board and Community Teams are provided in the Table; a structural diagram for the UCPCSA is provided in the attached Figure.

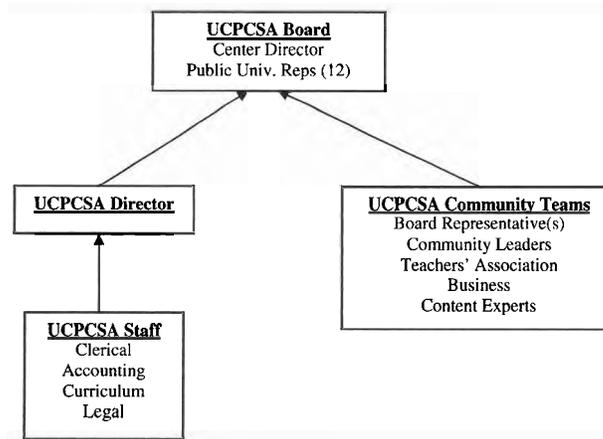
**UCPCSA Funding**

The state would provide start-up funding in order to support the initial development of the Center. This would include hiring the Director and essential staff as well as a budget for commodities, travel, and initial equipment. The university that houses the Center would provide the space needed for offices. The goal for the Center, however, would be that this entity becomes self-sufficient through a minimal per pupil allocation from students at approved charters (not to exceed 2%), grants, and private donations. Therefore, it is anticipated that the state's financial support would be diminished over time as charters are approved and grant funding is secured.

**Table: Proposed UCPCSA Responsibilities**

<b>Roles and Responsibilities</b>	
<b>UCPCSA Board</b>	<b>UCPCSA Community Teams*</b>
<ul style="list-style-type: none"> <li>• Develop procedures for applications</li> <li>• Develop criteria for reviewing applications</li> <li>• Develop procedures &amp; criteria for monitoring approved charters</li> <li>• Solicit applications</li> <li>• Screen &amp; determine initial viability of applications</li> <li>• Provide recommendations for membership on Community Teams; serve on Community Teams</li> <li>• Make final decisions regarding approval, renewal, revocation</li> <li>• Execute final contracts</li> <li>• Research, implement, &amp; disseminate best practices related to charter authorization procedures</li> <li>• Report &amp; disseminate best practices related to curriculum, leadership, educator preparation</li> <li>• Develop annual reports for the state as required</li> </ul>	<ul style="list-style-type: none"> <li>• Review applications</li> <li>• Conduct public meetings related to charter applications, renewal, &amp; revocation</li> <li>• Conduct site/facility visits related to charter proposals</li> <li>• Make recommendations to the Board regarding approval, renewal, &amp; revocation</li> <li>• Draft contracts</li> <li>• Monitor approved charter schools; provide reports to the Board</li> </ul> <p><i>*Individual Teams would be developed for each viable charter application</i></p>

**Figure: UCPCSA Structure**



Draft  
Illinois State Board of Education  
**Family Engagement Framework**  
A Guide for Illinois School Districts, Schools and Families



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This guide brings together research, best practices, and program requirements and can be a resource for district/ school leaders and families to use in planning, implementing, and evaluating family engagement practices that directly improve student outcomes.

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# Acknowledgements

[Quick Links for Family Engagement Resources](#)

ISBE Family Engagement

English Language Learning

Early Childhood Education

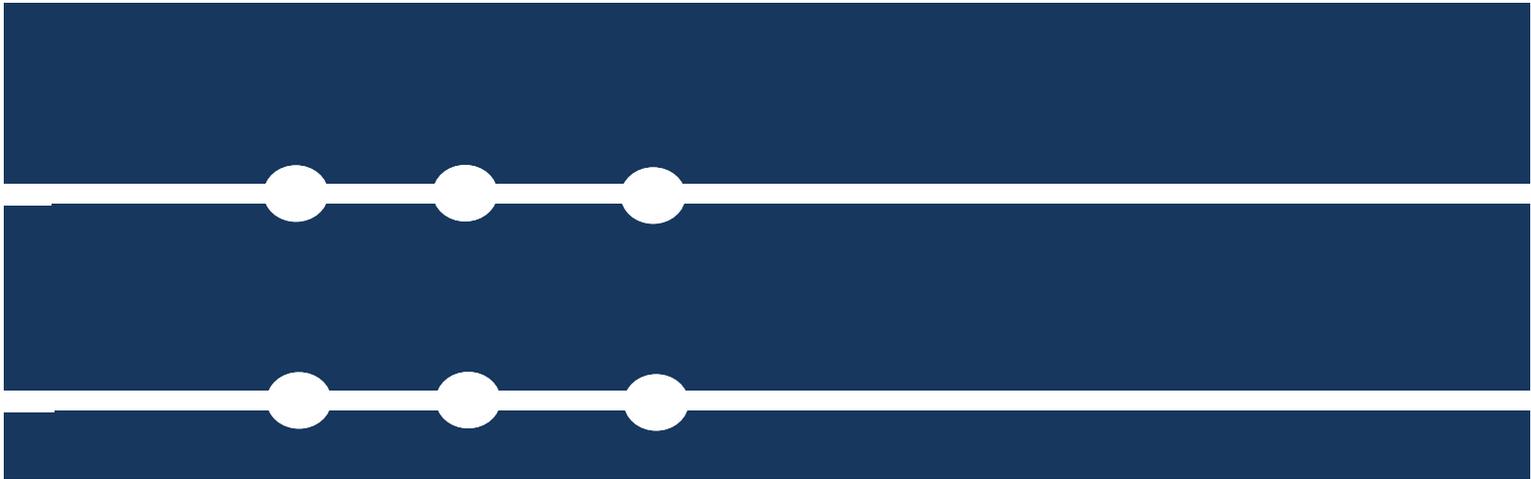
Learning Supports

Special Education and Support



The Family Engagement Framework Guide (Guide) was developed by an ISBE cross-divisional team and in partnership with the American Institutes for Research as well as the Academic Development Institute. The development of this guide was a collaborative effort to bring together research, best practices, legislative requirements and provide resources that integrate family engagement into the school improvement process. This tool is for school districts and schools to use in developing and expanding school-family partnerships to support student learning and healthy development.

**Please share the Family Engagement Framework Guide with school board members, parent involvement coordinators, school administrators, coaches, families, and community partners to strengthen family engagement and build relationships among critical partners in the education of students.**



# Introduction

## Purpose

The Family Engagement Framework Guide (Guide) was developed by an ISBE cross-divisional team and in partnership with the American Institutes for Research as well as the Academic Development Institute. The development of this guide was a collaborative effort to bring together research, best practices, legislative requirements and provide resources that integrate family engagement into the school improvement process. This tool is for school districts and schools to use in developing and expanding school-family partnerships to support student learning and healthy development.

## Development Process

In 2009, the Illinois State Board of Education (ISBE) convened a strategic planning meeting that led to the development of an internal committee charged with creating a research-based family engagement framework that was linked to the Eight Essential of Continuous School Improvement. The committee developed a multi-tiered crosswalk that examined the following:

- current research
- national models for family engagement, that included the National PTA and USDE framework for school/family partnerships
- federal and state requirements
- state assessment tools including the Five Essentials and Indicator 8 NCSEAM Survey
- Illinois Interactive Report Card family engagement indicators
- current agency practices, policies, and goals

The Illinois State Board of Education acknowledges that there are a number of quality family engagement frameworks and standards used across the nation. ISBE found strengths in many of these tools but found a need to expand and build upon the work, emphasizing evidence based practices that are **systemic, integrated, and sustainable**.

The synthesis of the research was a significant driver in the development of the family engagement principles. The principles provide the foundation for the required work needed to engage families in meaningful ways. The committee also worked to ensure that the framework connected to existing systems. Research clearly shows that when families, communities, and schools partner to build educational and

support systems for children, those systems are stronger and more effective.

## Framework Components

Components of the Guide Include:

- Family Engagement Framework Overview
- Research Review
- Family Engagement Standards
- Integrating Family Engagement Matrix
- Legislative Requirements/References
- Summary, Future Implications and Field Notes

### Overview

The overview provides a snapshot of the Framework and how districts and schools can engage families in supporting learning and healthy development. The overview begins with a visionary paragraph that describes family engagement and highlights that family engagement is not solely about activities but encompasses systems, practices, and policies that support family engagement efforts **for the purpose of improving student learning and healthy development**. Included in the overview is an introduction to why family engagement is important, where it takes place, and how some of the more significant evidence-based practices are organized under the following themes or principles: Developing a Family Engagement System, Building a Welcoming Environment, Enhancing Communication, and Including Parents in Decision-Making. The overview also highlights that the evidence based practices are ongoing, not hierarchical, and can overlap with other principles.

### Research Review

ISBE spent a significant amount of time reviewing, analyzing, and synthesizing research on family engagement, giving more weight to more rigorous studies that demonstrated a statistically positive relationship between the practices and student outcomes. During the review process, it became apparent that there were some overarching themes or principles in which family engagement could be organized. The principles found to have more significant bodies of evidence include: Developing a Family Engagement System, Building a Welcoming and Supportive Environment, Enhancing Communication, and Including Parents in Decision Making. These became the foundation for the Framework.

### Family Engagement Standards of Effective Practice

This component of the Guide provides more specific guidance to educators, families and communities as they plan, implement, and evaluate family engagement strategies. The best practices outlined are organized under the 4 principles and are more global in nature and all encompassing vs. specific to a certain population or federal/state requirement. The structure is as follows:

1. Principle (global)
  - 1A Standard (more specific)
    - 1A1 Descriptor (even greater specificity, however, not all standards have them)

Although these Standards of Effective Practice are helpful in providing guidance on how to engage families, they do not adequately address what content districts/schools should engage families around. The Integrating Family Engagement Matrix component brings together all of these pieces.

### Integrating Family Engagement Matrix

The Integrating Family Engagement Matrix attempts to integrate family engagement best practices and legislative requirements with the work that is occurring across all aspects of building effective schools and as part of the continuous improvement process. This document specifically provides guiding questions for districts/schools to consider as they jointly plan, implement, and evaluate family engagement strategies across each of the 8 Essential Elements (Comprehensive Planning, Curriculum, Instruction, Assessment, Leadership, Conditions for Learning, Professional Development, and Family and Community).

### Legislative Requirements/References

There are a number of legislative requirements in place through Title I, Title III, IDEA, and the IL School Code. The Legislative Requirements/References component expands upon the required family engagement activities outlined in the Integrating Family Engagement Matrix component of the Guide. The Legislative Requirements are organized by the 8 Essential Elements and the citations for the specific laws and regulations follow each requirement. It is important to note that the requirements highlighted in the Guide are not all inclusive and the actual pieces of legislation should be referenced.

### Summary, Future Implications and Field Notes

This component of the Guide stresses the importance of integrating family engagement with the continuous improvement process to ensure the work is goal-directed, positive, culturally responsive, respectful, systemic and comprehensive. In addition, this section points out that there are multiple pathways for engaging families and that regardless of the pathway chosen, activities should fit the unique context of the community. This component goes on to highlight how two different communities are approaching family engagement.

### **Next Steps**

This guide is a foundational resource that can help districts, schools and communities with: developing common language for family engagement; improving coordination within systems, communities, districts, and schools; and strengthening capacity to leverage resources and partnerships. While the Illinois State Board of Education is excited to release the Family Engagement Framework Guide, this is only an initial step to improving family and school partnerships across the state of Illinois. To begin with, ISBE is in the process of identifying communication channels for dissemination of materials and developing a continuous feedback loop so that the field can provide input related to the Framework and professional development needs. ISBE also recognizes that in order to successfully support districts/schools with their efforts, integration of the Framework into existing systems and structures, including the Statewide System of Support, is essential. As additional materials and resources become available, ISBE will post them on their website and ensure that the field is informed.

# Family Engagement Framework Overview

## What is family engagement?

It is widely acknowledged that learning begins at birth and takes place in the home, school, and community. 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. 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.

## Why do we engage families?

The Illinois State Board of Education works to ensure that every student is prepared to succeed in careers and postsecondary education. Likewise, parents and communities also share the same desires for their children. When families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase. Research indicates that when parents are engaged with their children's education, whether in school or at home, students do better academically. Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002).

*For more research, see the Family Engagement Research Reviews beginning on page 7*

<sup>1</sup> The term "parent" includes, in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). [Section 9101(31), ESEA.]

## Where do partnerships with families happen?

Integrating family engagement efforts with learning and healthy development is important to achieving positive student outcomes. Multiple opportunities exist for districts and schools to partner with families which include but are not limited to:

- promoting academic, physical, social, emotional, behavioral development and a positive school climate;
- engaging and re-engaging learners; and
- addressing barriers to learning.

Family engagement efforts are integrated and/or supported by the 8 Essential Elements for Effective Education. The elements provide a framework for building successful school systems and implementing a continuous school improvement process. The 8 Essential Elements adopted by ISBE's Statewide System of Support include: Comprehensive Planning, Curriculum, Instruction, Assessment, Leadership, Conditions for Learning, Professional Development, and Family and Community. Families are engaged in activities related to:

- At-home learning opportunities
- Promoting family assets
- State, district, school, and classroom level opportunities
- Individual educational programming

*To learn more, see Integrating Family Engagement Matrix beginning on page 23*

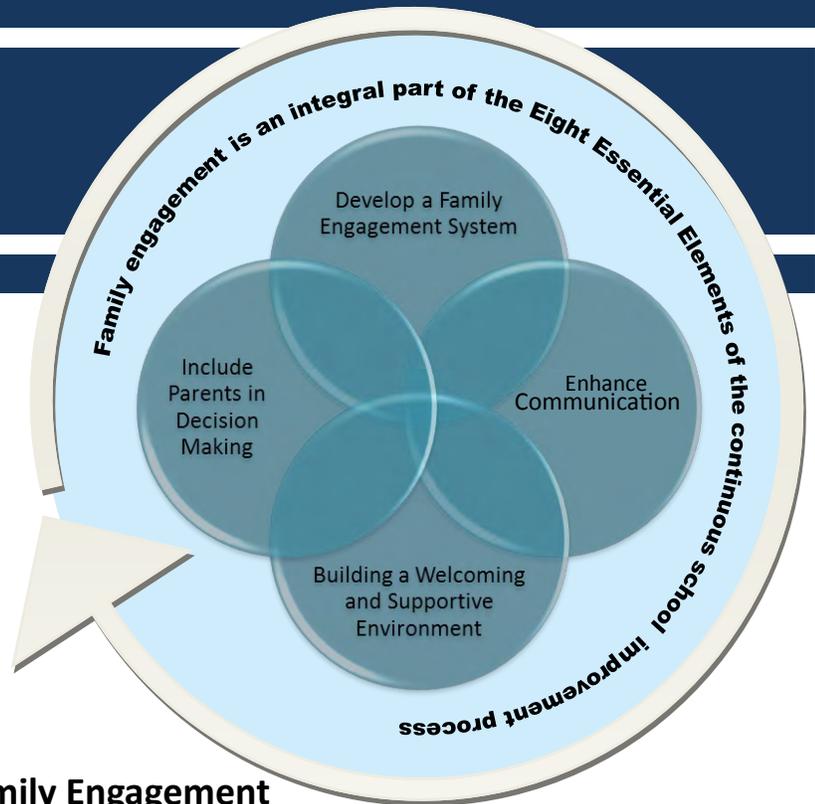
## How to engage families

Families are engaged by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents<sup>1</sup> in decision making. Effective family engagement efforts occur on an ongoing basis and are embedded in school policies and practices.

*For more information, see the next page as well as the Family Engagement Standards of Effective Practice beginning on page 17*

## How to engage families cont.

Districts and schools partner with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication and including parents in decision making. The ways families are engaged occur on a regular basis and are seen across the 8 Essential Elements of effective education. When families, communities, and schools partner to build educational and support systems for children, those systems are stronger and more effective.



## Principles for Family Engagement

### Develop a Family Engagement System

#### Standards Summary:

- Includes a shared vision that drives policies and practices
- Connects to district and school improvement process
- Coordinates and integrates into existing structures and processes
- Families' socio-cultural, linguistic, and educational needs are incorporated into improvement plans
- Provides support and guidance from leaders from development to implementation
- Allocates/reallocates resources
- Collects and utilizes data
- Builds capacity
- Partners with families
- Collaborates with community organizations

### Build a Welcoming and Supportive Environment

#### Standards Summary:

- Acknowledges a shared responsibility for learning and healthy development of students
- Establishes relational trust
- Reaches out to families to support student learning and healthy development
- Responds to student and family needs
- Effectively engages families from diverse backgrounds
- Builds on family assets (*strength-based*)
- Shares student accomplishments with his/her family

### Enhance Communication

#### Standards Summary:

- Promotes ongoing meaningful two-way exchange of information
- Ensures communication is clear and constructive
- Commits to making sure communication is accessible to all and in the languages of families
- Provides various approaches in which communication is relayed to families
- Provides information pertaining to parental rights
- Communicates about how families can enhance learning and healthy development, including information about their students' and schools' progress
- Communicates district/school/classroom policies and practices

### Include Parents in Decision Making

#### Standards Summary:

- Empowers parents to be involved
- Solicits input from families includes parents in the district/school continuous improvement process
- Jointly develops and reviews programming for families to support learning and healthy development
- Engages parents to participate in problem solving discussions related to their child

# Research Review: Developing a Family Engagement System

Substantial research findings reinforce the need for education systems to encourage and support parental involvement. Research has repeatedly demonstrated the positive impact parent involvement, whether in school or at home, has on academic outcomes. Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002). In addition, when people across multiple contexts (e.g., family and school) foster the cognitive, social, emotional, and behavioral competencies of children and adolescents, youth development and outcomes improve (Benson, et.al, 2003; and Cook, et.al, 2002).

Unfortunately, a number of districts and schools have approached family engagement in a random and piecemeal way, often times leading to family engagement efforts that are fragmented and marginalized, resulting in less than desirable outcomes. There is now emerging evidence that when districts and schools develop systemic structures that strategically encourage meaningful family and community engagement as an integral part of school improvement efforts, there is significant impact on student learning and how schools function (Blank, Berg, & Melaville, 2006; Bryk, et.al, 2010, and Marschall, 2006). Weiss et.al, concurs that family engagement should be **systemic, integrated, and sustained**. In order to achieve this, family engagement must be: a core component of educational goals; embedded into existing structures and processes to meet these goals; and operated with adequate resources to ensure that effective strategies can be implemented with fidelity and sustained (2010).

## Commitment to Family Engagement

Paramount to a successful family engagement system is the district's and school's commitment to family engagement. A study of Department of Defense schools showed that a culture which fosters shared responsibility for all students and stakeholders and a "corporate commitment" to supporting families improves safety and well-being for all students. This study also revealed that the achievement gap among white students and students of color is lower among DoD schools than in the states (Smrekar, Gurthrie, Owens & Sims, 2001). Another study by Lopez, et.al, 2001, found that the primary

reason schools were successful in involving migrant families was that school personnel were individually and systemically committed to meeting the various needs of the families. Districts and schools can begin to express this commitment by jointly developing a vision/mission for family engagement that is shared with all stakeholders and drives policies and practices.

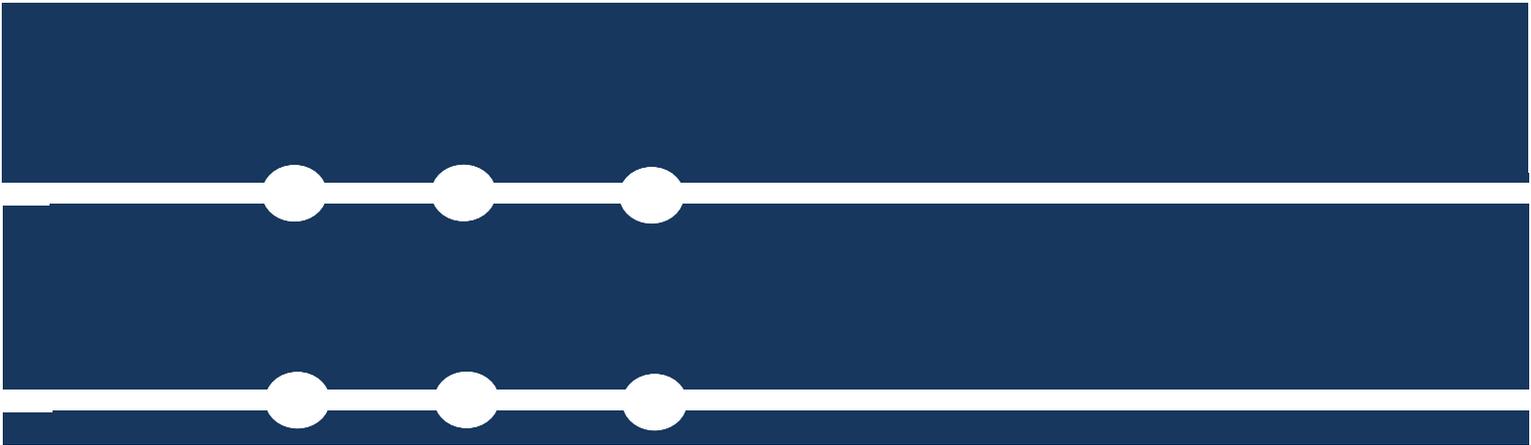
## Leadership

Effective partnerships are created when district and school leadership set the tone and expectations for meaningful partnerships with families and support is provided through both policy and practice (Blank et al., 2006; Bryk et al., 2010; and Fege, 2006). Administrators could demonstrate this by: allocating and reallocating resources for family engagement efforts; ensuring family engagement policies are updated; embedding family engagement efforts into the district/school improvement process; finding ways to integrate family engagement efforts into existing systems, policies and practices; modeling positive interactions with families; and ensuring that programming is in place to build the capacity of staff and families to effectively partner with each other to improve student outcomes.

## Capacity Building

Many administrators, teachers and pupil support personnel enter the education system with little to no training on how to engage families to further support student learning and healthy development. Likewise, families often find it difficult to partner with schools in a meaningful way for various reasons. Some of these reasons may relate to a limited understanding of: student/family expectations, how they can support student learning and healthy development, and how schools operate. Therefore, it is necessary to train school personnel and parents to increase their capacity to work together.

Core elements of a professional development system for family engagement include: standards; curriculum that advances skills, knowledge and attitudes; collaboration among various stakeholders; continuing professional development; and evaluation for learning and continuous improvement (Casper et.al, 2011). Researchers have also identified core implementation components that support practitioners, such



as educators, in high-fidelity behavior. These components (also called “implementation drivers”) include but are not limited to in-service training and ongoing coaching and consultation (Fixen & Blase, 1993). Professional development on family engagement should also adhere to these implementation components with a content focus on:

- Developing family engagement systems
- Building welcoming and supportive environments
- Enhancing communication with families
- Including parents in the decision making process

In addition, data should be utilized to determine professional development needs pertaining to family engagement and family engagement strategies should be incorporated into professional development opportunities across all areas of focus. Of particular importance is assessing cultural biases and developing professional development opportunities to address them. Biases, even unconscious ones, by educators can discourage families from participating and harm any existing partnerships between educators and families (Barajas & Ronnkvist, 2007; Fram, Miller-Cribbs, & Van Horn, 2007).

Families will also present capacity building needs related to engagement that should be addressed. Research has found that parents’ personal self-efficacy has a significant impact on whether or not they will engage in activities that support their children’s learning and healthy development (Eccles & Harold, 1996; Grolnick et al., 1997; Sheldon, 2002; Bandura et al., 1996; and Shumow & Lomax, 2002). Personal self-efficacy refers to a parent’s belief that he/she has the necessary knowledge and skill sets required by the activity as well as the belief that it will result in positive outcomes for his/her child.

Districts and school personnel can help build self-efficacy by:

- promoting family assets, including their cultural and linguistic backgrounds
- helping parents understand and interpret rules, laws, and policies related to their rights and responsibilities in their child(ren)’s education
- showing family members how they can support learning at home
- helping parents understand data and how it is used to inform instruction

### **Community Partnership**

Community organizations can be a critical resource in supporting student learning and healthy development. A large body of research has demonstrated that community-based parent support programs, operated in a family-centered manner, increase parents’ self-efficacy and competence (Dunst, et.al, 2006; and Dunst, et.al, 2008). This research also indicates that community-based parent support programs can positively impact the social and emotional development of young children (Dunst and Trivette, 2005; and Layzer, et.al, 2001).

A number of community organizations and districts are increasingly partnering together to leverage their resources to address student learning and healthy development and promote family engagement. As a result of these efforts, families are more connected to both schools and these community organizations and efforts are more coordinated across multiple settings. Research is revealing that the community schools model, specifically, has increased family engagement and has improved student learning, attendance, behavior, and development (Coalition for Community Schools, 2009).

### **Accountability**

According to Epstein, in order for family engagement efforts to have the greatest impact and to ensure sustainability, strategies for collecting and analyzing family engagement data must be part of the processes for continual and ongoing improvement (2007). Not only do district and school personnel need to have access to the data, but they also need to have the capacity to use family engagement data in a meaningful way. Likewise, research is starting to show that when district and school personnel help parents understand student and school-wide data in a way that leads to increased knowledge and informed action, family engagement increases and student outcomes improve (Taveras, et.al 2010).

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# Research Review: Building a Welcoming Environment

Although many districts and schools recognize the importance of family engagement in supporting the learning and healthy development of students, many struggle with how to engage families. The saying “if you build it, they will come” does not ring true for many family engagement activities and it is not because parents do not care about their children’s education (Mapp, 2003; Delgado-Gaitan, 2004; Quiocho & Daoud, 2006).

So, why do families become engaged? One contributing factor is a welcoming and supportive environment. According to research by Hoover-Dempsey, et al. (2005), a welcoming environment is one of the most influential indicators of family engagement. Schools that cultivate relational trust, actively reach out to families, respond to family and student needs, and give attention to cultural-sensitivity (all components of a welcoming and supportive environment) have higher levels of family engagement (Bryk, et al., 2010, Epstein & Van Voorhis, 2001).

## **Relational Trust**

Researchers have found that cultivating relational trust is essential to building a welcoming and supportive environment. In addition, relational trust is foundational for school professionals, parents, and community leaders to initiate and sustain efforts at building the essential supports for school improvement. When relational trust is present and school personnel feel supported, they feel safe to try new practices and reach out to parents (Bryk, et al., 2010). A longitudinal study of over 400 elementary schools in Chicago found that relational trust can be established through respectful interactions, personal regard for others, and the demonstration of competence in core role responsibilities and personal integrity. The following behaviors were present in schools with high levels of relational trust:

- genuine listening to what each person has to say and taking other people’s views into account in subsequent actions;
- when disagreements occur, opinions were respected;
- people extending themselves beyond the formal requirements of a job definition or a union contract;
- transparency;
- reaching out to others;
- competency in core role responsibilities; and
- follow through on commitments.

## **Outreach**

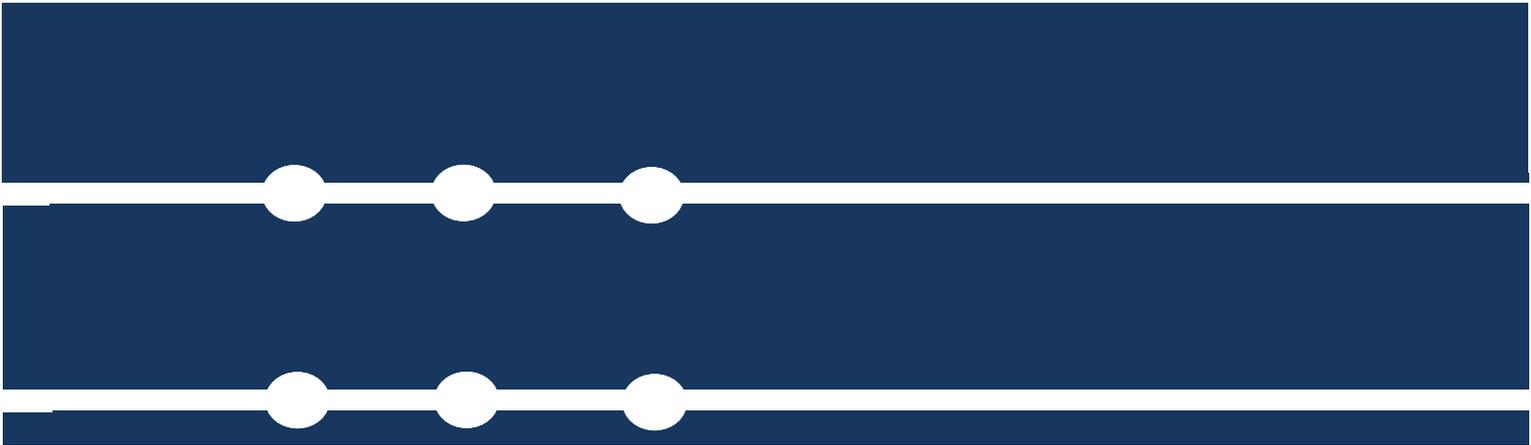
Another key motivator to parents’ decisions to become involved is receiving invitations from teachers. Epstein and colleagues (Epstein, & Van Voorhis, 2001, Dauber & Epstein, 1993, Kohl, et al., 2002) found that teacher attitudes about parents and teacher invitations to parents had a significant impact on parents’ decisions to become involved, especially for parents from lower-socioeconomic backgrounds, Latino families, and those whose children are enrolled in English-as-a second-language programs (Griffith, 2001, Closson, et al., 2004). According to Henderson and Mapp, when teachers reported high levels of outreach to parents, test scores improved at a significantly higher rate than when teachers reported low levels of outreach (2002). In one study of high-risk elementary students (Kohl, et al., 2002), there were strong positive links between teacher outreach efforts and parents’ decisions to become involved. They found several key components to involvement. Parents were more likely to be involved when they:

- enjoyed talking with the teacher;
- were comfortable asking questions; and
- had the belief that the teacher really cared about their child and was interested in their suggestions and ideas about the child’s learning.

Other studies have found that when invitations are specific, targeted, and within the range of activities that parents could reasonably manage; parents were more likely to be productively involved in student homework (Balli, et al., 1998). Invitations from teachers to attend parent workshops have also resulted in increased levels of parent involvement and improved outcomes for students in math and reading (Pratt, et al., 1992).

## **Responsiveness**

Parents’ perceptions related to the time, energy, skills, and knowledge necessary to support their child’s learning have significant influence on parents’ decisions to become involved. Socio-economic backgrounds and family cultures and circumstances also play a role in involvement. Families experiencing circumstances in which resources are scarce, family values and priorities differ from the school system, and knowledge of school expectations and policies is limited face additional barriers to involvement.



Research has shown that when schools are responsive to family needs, they have higher levels of family engagement. Family engagement strategies should reflect careful consideration to the diverse populations served (Colombo, 2006) and give specific attention to family members' time and their financial or educational limitations so that partnerships can form and thrive (Mantzicopoulos, 2003; McWayne et al., 2004). Likewise, in order for partnerships to cultivate, attention to cultural-sensitivity is necessary (Quioco & Daoud, 2006; Wong & Hughes, 2006, Valdes, 1999). Districts and schools can improve responsiveness and parental involvement by:

- learning about the children and families in their community;
- utilizing a strength-base approach when responding to student and family needs; and
- inviting parents from diverse background to participate in specific and targeted activities.

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**Notes**

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# Research Review: Enhancing Communication

According to a study by Christenson, et al., most effective interventions to promote academic and social development of children are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information and those involving communication between school and home (1997). Paramount to effective communication are the beliefs that: supporting student learning and healthy development is a shared responsibility; all parents can positively impact student outcomes; and parental input and diverse perspectives are valuable (Souto-Manning, M & Swick, K, 2006; Swick, 2003). In addition, when families are engaged in ways that are linked to learning and healthy development, students make greater gains (Henderson, and Mapp, 2002). District and school personnel can support this by sharing information and having a dialogue with parents about:

- the Common Core and IL Learning Standards
- the curriculum used to address the standards
- expectations and classroom activities
- the strategies teachers are using to promote students' academic, physical, social, emotional, and behavioral development
- how parents can enhance student learning and healthy development
- the types of summative and formative assessments that will be used each year
- school-wide data and the implications
- their students' and school's progress
- any academic, physical, social, emotional, or behavioral concerns in a timely manner
- any strategies that have been implemented to address barrier(s) to learning

Epstein, M., et al. suggests that teachers proactively communicate with families before any problems are identified. Recommendations include:

- sending positive emails or notes home that highlight the student's strengths;
- providing a parent signature log with the child's homework assignments;
- communicating regularly by phone; and
- inviting parents to participate in school events.

However, when social, emotional, behavioral or academic

concerns are identified, teachers need to communicate these concerns to the parent and describe any strategies implemented in the classroom to address the barrier(s) to learning. The teacher should also invite the family in solving any school related concerns (2008).

## Cultural Considerations

It is critical that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve. Sohn and Wang (2006) found that Korean born mothers, even those who spoke English well, had difficulty communicating with teachers face-to-face. Due to their strong reading and English grammar skills, their preference was to communicate with teachers through email or program letters. Rous et al. (2003) also found that families who do not speak English well may have difficulty understanding phone conversations as they are unable to rely on non-verbal cues. Lastly, DuPraw and Axner (1997) and Rous et al. (2003) found vast cultural differences in communication styles and nonverbal behavior across families in their studies. These differences, however, should not be viewed as insurmountable barriers. Awareness of cultural differences, as well as similarities, can help people communicate with each other more effectively.

## References and Resources

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# Research Review: Include Parents in Decision-Making

More research is now emerging that indicates that when parents are included in the decision making process, parental involvement increases and student outcomes improve. Henderson and Mapp found that when parents advocate for their children, their children are more confident at school, take on more and achieve more (2002). A study on Conjoint Behavioral Consultation in which a structured, detailed, and collaborative approach (between schools and families) to decision making and intervention implementation was investigated, findings revealed the process to be effective in addressing various developmental concerns for at-risk children in Head-Start settings (Sheridan, Clarke, Marti, Burt, Rohlk, 2005). In addition, Walber, et al. found that when parents, teachers, administrators, and program developers collaborate in the development of parent involvement programs, student achievement significantly increased (1981).

The empirical research on parental involvement in school decision making is somewhat limited. There are, however, some studies that indicate that taking parental input into account when making school-wide decisions may result in increased parental involvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). This may be due to the higher levels of relational trust that occur when including parents in the decision-making process. District and school personnel can solicit parental input through parent forums, dialogue, and surveys.

Educators are in a position to promote parental input in the decision-making process for individual students. Likewise, input can be solicited and taken into account when considering school improvement efforts. District and school personnel can play a significant role in empowering parents to be involved in the decision-making process. Lopez recommends that educators empower parents by enhancing their understanding of data to promote change (2002, Spring).

## References and Resources

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# Family Engagement Standards for Effective Practice

The Illinois State Board of Education developed Family Engagement Standards of Effective Practice to provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate family engagement strategies.

**These Standards are advisory in nature.**

The Family Engagement Standards of Effective Practice were based on research and are organized as follows:

## Principles

All of the Standards fall under 4 main Principles.

- 1. Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.**
- 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.**
- 3. District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.**
- 4. District and school personnel include parents in the decision-making process.**

## Standards

The Standards are more specific statements but still fairly global in nature.

## Descriptors

Some, but not all, Standards have Descriptors which provide even greater specificity.

## **Family engagement must be linked to learning and healthy development**

In order to make positive impact on student achievement and school improvement, family engagement systems, policies and practices must be linked to learning and healthy development. For more information on how, please refer to the “Integrating Family Engagement Matrix”. The matrix is intended to provide more specific guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate family engagement strategies across multiple areas (8 Essential Elements) to support student achievement and close academic achievement gaps.

# Principle 1: Develop a Family Engagement System



Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

## Standards:

- 1A. A jointly developed **vision/mission for family engagement** is shared with all stakeholders and drives policies and practices.
- 1B. Family engagement system, policies and practices are embedded into the district/school **continuous improvement process**.
  - 1B.1. Family engagement system, policies and practices are **coordinated and integrated** into existing structures and processes.
- 1C. Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan.
- 1D. District and school **leadership support** the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs.
  - 1D.1. District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes.
  - 1D.2. District and school leadership understand and promote the implementation of required and effective family engagement practices.
  - 1D.3. District and school leadership model positive interactions with parents.
  - 1D.4. District and school leadership **allocate/ reallocate resources** for family engagement efforts.
  - 1D.5. District and school leadership recognize the significance of native language and culture to support student learning and strives to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
- 1E. The implementation of family engagement efforts is **monitored and evaluated** through an on-going data collection system.
  - 1E.1. District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.
  - 1E.2. District and school personnel have access to timely and useful family engagement data.
  - 1E.3. District and school personnel have the capacity to use family engagement data in a meaningful way.
- 1F. District and school personnel **build the capacity of staff** to effectively engage families in supporting student learning and healthy development.
  - 1F.1. Data is utilized to determine professional development needs pertaining to family engagement.
  - 1F.2. Professional development efforts incorporate effective family engagement practices.
  - 1F.3. Effective professional development strategies are utilized to build the capacity of district/school personnel.
  - 1F.4. Districts/schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds.
- 1G. District and school personnel **build the capacity of families** to meaningfully engage in activities that support student learning and healthy development.
  - 1G.1. District and school personnel help build the capacity of parents to support learning at home.
  - 1G.2. District and school personnel help parents understand data and how it is used to inform instruction.





# Principle 3: Enhance Communication



**District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.**

## Standards:

- 3A. District and school personnel ensure that communication is clear, constructive, and ongoing.
  - 3A.1. District and school personnel make certain that communication is **accessible to all and in the languages of families**.
  - 3A.2. District and school personnel use a variety of ways to communicate with families.
- 3B. District and school personnel provide information pertaining to parental rights.
- 3C. District and school personnel ensure that communication is **linked to student learning and healthy development**.
  - 3C.1. District and school personnel share information about how standards and curriculum are used by teachers.
  - 3C.2. District and school personnel help families understand student expectations and classroom activities.
  - 3C.3. Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development.
  - 3C.4. District and school personnel communicate with families about how they can enhance student learning and healthy development.
  - 3C.5. District and school personnel inform parents of the types of summative and formative assessments that will be used each year.
  - 3C.6. District and school personnel share school-wide data with families and communities.
  - 3C.7. District and school personnel communicate regularly with parents about their students' and school's progress.
  - 3C.8. District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner.
  - 3C.9. District and school personnel share with parents any strategies implemented to address barriers to learning.
- 3D. District and school personnel communicate district/school/classroom policies and practices.



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# Integrating Family Engagement Matrix

Integrating family engagement efforts across all educational areas (8 Essential Elements) and linking them to learning and healthy development are paramount to achieving positive student outcomes.

The 8 Essential Elements include Comprehensive Planning; Leadership; Curriculum; Instruction; Assessment; Professional Development; Conditions for Learning; Family and Community.

This matrix highlights the relationship of best practices as well as the legislative requirements for family engagement with the 8 Essential Elements for Effective Education and offers guiding questions for districts/schools to consider as they jointly plan, implement, and evaluate family engagement efforts across all educational areas.

## Comprehensive Planning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Comprehensive Planning</u></p> <p>Comprehensive planning is the process of engaging community stakeholders to:</p> <ul style="list-style-type: none"> <li>• Collect and analyze data;</li> <li>• Define district or school goals;</li> <li>• Identify management structures;</li> <li>• Research effective strategies and activities to meet those goals;</li> <li>• Develop methods to implement the strategies and activities; and</li> <li>• Evaluate the success of that implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Is district/school-wide data shared with parents in a meaningful way?</li> <li>• How do families provide input on school improvement efforts?</li> <li>• Is data on family engagement collected by the district/school?</li> <li>• Are family engagement indicators assessed by the district/school improvement team?</li> <li>• Are family engagement indicators selected and addressed by the district/school improvement team?</li> <li>• What is currently known about cultural groups and linguistic minorities in your district and how does the district learn about these groups?</li> <li>• How are family engagement systems, policies and practices coordinated and integrated into existing structures and processes?</li> </ul>	<ul style="list-style-type: none"> <li>• Family input is solicited and taken into account when developing district and school improvement plans. (<i>Standard 4B.</i>)</li> <li>• Family engagement efforts are embedded into the continuous improvement process. (<i>Standard 1B.</i>)</li> <li>• Families’ socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan. (<i>Standard 1C.</i>)</li> <li>• Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (<i>Standard 1B.1.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)]</li> <li>• Coordinate and integrate parent involvement strategies [20 USC 6318(a)(2)(D)]</li> <li>• Coordinate and integrate parent involvement activities [20 USC 6318(e)(4)]</li> <li>• Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 United States Code (USC) 6318(a)(2)(B)].</li> <li>• Evaluate the content and effectiveness of the parent involvement policy [Refers specifically to Title I, 20 USC 6318(a)(2)(E)]</li> </ul> <div data-bbox="1235 1734 1528 1927" style="background-color: #1a3d54; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

## Leadership

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Leadership</u></p> <p>Leaders create and sustain organizational direction, expectations, and a system that promotes excellence.</p>	<ul style="list-style-type: none"> <li>• Has a family engagement system been developed?</li> <li>• Do policies and practices reflect effective family engagement strategies? How are required and effective family engagement practices promoted by district/school leadership?</li> <li>• How does the district/school leadership leverage their partnerships with families to improve student outcomes?</li> <li>• Are resources allocated for the implementation of a family engagement system?</li> <li>• Are positive interactions with families modeled by the district/school leadership?</li> <li>• How is cultural knowledge about families integrated and updated in policies and practices?</li> <li>• Is input solicited from parents and taken it into account when making decisions for school improvement?</li> <li>• Is the family engagement system evaluated and is data used for continuous improvement?</li> <li>• What measures do districts/schools take to promote transparency and accountability?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes. <i>(Standard 1D.1.)</i></li> <li>• District and school leadership support the development and implementation of an effective family engagement system. <i>(Standard 1D.)</i></li> <li>• District and school leadership understand and promote the implementation of required and effective family engagement practices. <i>(Standard 1D.3.)</i></li> <li>• District and school leadership leverage their partnerships with families to improve student outcomes. <i>(Standard 1H.1.)</i></li> <li>• District and school leadership allocate/reallocate resources for family engagement efforts. <i>(Standard 1D.4.)</i></li> <li>• District and school leadership model positive interactions with families. <i>(Standard 1D.2.)</i></li> <li>• District and school leadership recognize the significance of native language and culture to support student learning and strive to build a culture of equity and inclusiveness for linguistically and culturally diverse populations. <i>(Standard 1D.5.)</i></li> <li>• District and school personnel solicit input from families and take it into account when making decisions. <i>(Standard 4B.)</i></li> <li>• The implementation of family engagement efforts is <b>monitored and evaluated</b> through an on-going data collection system. <i>(Standard 1E.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consult parents as programs are being developed [20 USC 7424 (c)].</li> <li>• Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 USC 7012(e) (2)].</li> <li>• Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)].</li> <li>• Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)].</li> <li>• Inform parents of English learners how they can be involved in the education of their children [20 USC 7012(e) (1)].</li> <li>• Meet parent notification requirements (20 USC 7012(b))</li> <li>• Conduct parent input meetings and/or surveys with the required response rate ([20 USC 1416(a) (3)(A)].</li> <li>• Provide other reasonable support for parent involvement activities as parents may request [20 USC 6318(e)(14)].</li> <li>• Ensure administrators meet parental involvement requirements before they receive their certificates and endorsements. (105 ILCS 5/21-7.1)</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



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## Curriculum

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Curriculum</u> A school or district curriculum is an educational plan that defines what the expectations are for the content, knowledge, and skills to be learned as well as the resources to be employed for documenting student progress and achievement.</p>	<ul style="list-style-type: none"> <li>• How are families supported in becoming knowledgeable about the curriculum, standards, and expectations for their children?</li> <li>• Do families have an opportunity to provide input on the curriculum?</li> <li>• What venues and systems are being utilized to keep families regularly informed of classroom activities and assignments?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school personnel ensure that communication is linked to student learning and healthy development. (<i>Standard 3C.</i>)</li> <li>• District and school personnel share information about how standards and curriculum are used by teachers. (<i>Standard 3C.1.</i>)</li> <li>• District and school leadership regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (<i>Standard 1H.3.</i>)</li> <li>• District and school personnel help families understand student expectations and classroom activities. (<i>Standard 3C.2.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of English learners how they can be involved in the education of their children [20 USC 7012€ (1)].</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

## Assessment

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Assessment</u> Assessment is the process of judging and measuring the students' acquisition of the intended content, knowledge, and skills as set out in the curriculum.</p>	<ul style="list-style-type: none"> <li>• How is information about assessments shared with parents?</li> <li>• How are parent opinions/ observations invited?</li> <li>• How do district/school personnel help parents understand the data?</li> <li>• How are non-English speaking parents supported in understanding assessment information?</li> <li>• How often do teachers communicate with parents about their students' progress?</li> <li>• Do teachers inform parents of student accomplishments as well as issues?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school personnel inform parents of the types of summative and formative assessments that will be used each year. (Standard 3C.5.)</li> <li>• District and school personnel invite parent opinions/ observations. (Standard 4B.)</li> <li>• District and school personnel share school-wide data with families and communities. (Standard 3C.6.)</li> <li>• District and school personnel help parents understand data and how it is used to inform instruction. (Standard 1G.2.)</li> <li>• District and school personnel communicate regularly with parents about their students' and school's progress. (Standard 3C.7.)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and resources to parents on:               <ul style="list-style-type: none"> <li>• content standards;</li> <li>• academic achievement standards;</li> <li>• academic assessment;</li> <li>• parent involvement requirements;</li> <li>• monitoring academic progress;</li> <li>• working with teachers. [20 USC 6318(e)(1)]</li> </ul> </li> <li>• Parents have the right to request an independent educational evaluation of their child at district expense when they disagree with the evaluation conducted.</li> <li>• [23 IAC 226.180, Independent Educational Evaluation]</li> <li>• [Section 14-8.02 (b) of the School Code, (105 ILCS 5/14-8.02)]</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

## Instruction

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Instruction</u> Instruction refers to how teachers implement purposeful, planned methods, strategies, and activities to teach curriculum so students achieve mastery of standards.</p>	<ul style="list-style-type: none"> <li>• How are families supported in developing skills that further enhance their children’s learning?</li> <li>• What tools and resources are provided to support at home learning?</li> <li>• Do district and school personnel solicit input from families to enhance student engagement?</li> <li>• Do district/school personnel communicate concerns to parents in a timely manner?</li> <li>• Are parents included in the problem-solving process?</li> <li>• Do district/school personnel consult with families if situations of cross-cultural or linguistic conflict happen in the school/classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers inform parents of the strategies they are using to promote students’ academic, physical, social, emotional, and behavioral development. (Standard 3C.3.)</li> <li>• District and school personnel help build the capacity of parents to support learning at home. (Standard 1G.1.)</li> <li>• District and school personnel regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (Standard 1H.3.)</li> <li>• District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.)</li> <li>• District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.)</li> <li>• District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and resources to parents on               <ul style="list-style-type: none"> <li>• content standards;</li> <li>• academic achievement standards;</li> <li>• academic assessment;</li> <li>• parent involvement requirements;</li> <li>• monitoring academic progress;</li> <li>• working with teachers. [20 USC 6318(e)(1)]</li> </ul> </li> <li>• Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]</li> <li>• Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)].</li> <li>• Student Achievement has been prepared with review and advice from appropriate parent/community advisory committees [20 USC 6312(g)(1)(B)(2), 20 USC 7012].</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



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## Conditions for Learning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Conditions for Learning</u> Conditions for Learning are the factors that ensure an optimal learning environment that promotes healthy development; addresses barriers to teaching and learning; and supports student motivation and re-engages the disengaged student.</p>	<ul style="list-style-type: none"> <li>• How well do district/school personnel know the children and families in the community? Are they aware and do they acknowledge the assets as well as the risk factors in the community?</li> <li>• Are families listened to? Are their opinions taken into account?</li> <li>• How do district/school personnel show that they care about the well-being of their students, their families, and the community?</li> <li>• How do district/school personnel positively respond to families from different cultures?</li> <li>• What accommodations (e.g. translation services, interpreter) are available to ensure that all families can engage in the educational process?</li> <li>• What community resources are available to promote family assets and enable family engagement in the educational process?</li> <li>• How do districts/schools/ share classroom policies and practices with parents? How often are they shared?</li> <li>• Are parents aware of the strategies teachers use to promote learning and healthy development?</li> <li>• Are parents given multiple opportunities to provide input and engage in activities that support their students' learning and healthy development?</li> <li>• Are procedures in place that allow for family participation in classroom activities?</li> <li>• How often do district/school personnel personally reach out to families and extend an invitation?</li> <li>• What strategies are used to further develop the capacity of families to support their students' learning and healthy development?</li> <li>• Do district/school personnel communicate concerns to parents in a timely manner? Are parents included in the problem-solving process?</li> <li>• Does your school survey parents on school climate?</li> <li>• How do district/school personnel support parents' understanding of rules, laws, and policies for family engagement?</li> </ul>	<ul style="list-style-type: none"> <li>• District and school personnel learn about the children and families in the community. (Standard 2D.1.)</li> <li>• District and school personnel develop relational trust with families and community members. (Standard 2B.)</li> <li>• District and school personnel effectively engage parents from diverse backgrounds. (Standard 2D.2.)</li> <li>• District and school personnel make certain that communication is accessible to all and in the languages of families. (Standard 3A.1.)</li> <li>• District and school personnel promote family assets, including their cultural and linguistic backgrounds. (Standard 1G.3.)</li> <li>• District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I.)</li> <li>• District and school personnel communicate district/school/ classroom policies and practices. (Standard 3D.)</li> <li>• Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development. (Standard 3C.3.)</li> <li>• District and school personnel reach out to families to support student learning and healthy development. (Standard 2C.)</li> <li>• District/school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.)</li> <li>• District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.)</li> <li>• District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.)</li> <li>• Districts and schools invite parent opinions on school climate. (Standard 4B.1.)</li> <li>• District and school personnel build the capacity of parents to understand and interpret rules, laws, and policies for family engagement. (Standard 1G.4.)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)].</li> <li>• Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)].</li> <li>• Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)].</li> <li>• Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)]</li> <li>• Involve family and community members representative of the student population [20 USC 1400 § 650].</li> <li>• Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities [20 USC 6318(a)(2)(E)].</li> <li>• Permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. (820 ILCS 147/5)</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

## Family and Community

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p>Family and Community Stakeholders maintain significant involvement in the development, implementation, plan review, parent involvement practices and compacts, and ongoing communications about student achievement. Family activities provide academic enrichment and learning support to help students meet state learning standards.</p>	<ul style="list-style-type: none"> <li>• What is the district’s vision/mission for family engagement? Was it jointly developed with families? How is it shared with stakeholders?</li> <li>• How are family engagement practices embedded within the district/school improvement process?</li> <li>• How does the district/school ensure that the family engagement system policies and practices are coordinated and integrated into existing structures and processes?</li> <li>• How are required and effective family engagement practices promoted by district/school leadership?</li> <li>• Are adequate resources available for the implementation of a family engagement system?</li> <li>• How are family engagement efforts monitored and evaluated?</li> <li>• What professional development opportunities are currently available? Are they aligned with effective family engagement practices?</li> <li>• How are families supported in developing skills that enhance their children’s learning?</li> <li>• How do district/school personnel support parents’ understanding of rules, laws, and policies for family engagement?</li> <li>• Are parents given multiple opportunities to provide input and engage in activities that support their students’ learning?</li> <li>• What community resources are available to promote family assets and enable family engagement in the educational process?</li> <li>• What strategies are utilized to foster a welcoming environment for families?</li> <li>• In what ways do district and school personnel reach out to families?</li> <li>• What communication strategies are utilized to engage parents in the educational process?</li> <li>• Is communication accessible to all? Are translation services and interpreters available as needed?</li> <li>• Are families included in the decision-making process?</li> <li>• Do parent leaders jointly develop parent involvement programming with district/school personnel?</li> </ul>	<ul style="list-style-type: none"> <li>• A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices. (Standard 1A.)</li> <li>• Family engagement system, policies and practices are embedded into the district/school continuous improvement process. (Standard 1B.)</li> <li>• Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (Standard 1B.1.)</li> <li>• District and school leadership support the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs. (Standard 1D.)</li> <li>• District and school leadership allocate/reallocate resources for family engagement efforts. (Standard 1D.4.)</li> <li>• The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system. (Standard 1E.)</li> <li>• District and school personnel build the capacity of staff to effectively engage families in student learning and healthy development. (Standard 1F.)</li> <li>• District and school personnel build the capacity of families to meaningfully engage in activities that support student learning and healthy development. (Standard 1G.)</li> <li>• District and school personnel partner with families to support student learning and healthy development. (Standard 1H.)</li> <li>• District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I)</li> <li>• District and school personnel foster a welcoming environment that is responsive to student and family needs. (Principle 2)</li> <li>• District and school personnel engage in ongoing, meaningful two-way-exchanges with families to support student learning and healthy development. (Principle 3)</li> <li>• District and school personnel include parents in the decision-making process. (Principle 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and review with and distribute to parents a written parent involvement policy [20 USC 6318(a)(2)]</li> <li>• Include parents in the decisions regarding how funds are allotted for parent involvement activities [20 USC 6318(3)(8)].</li> <li>• Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 USC 6318(a)(2)(B)].</li> <li>• Involve family and community members representative of the student population [20 USC 1400 § 650].</li> <li>• Provide targeted training and resources to advisory committee members [20 USC 6312(g)(4)]</li> <li>• A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes for the parents and guardians of children attending the district. 105 ILCS 5/10-22.18d) (from Ch. 122, par. 10-22.18d)</li> <li>• School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. (105 ILCS 5/14C-10)</li> <li>• A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents at least once a year. [34 CFR 300.504]</li> <li>• A parent of a student with a disability is an IEP team member and participates in the development of the IEP. [34 CFR 300.321]</li> <li>• The IEP Team must demonstrate that they considered the concerns of the parents for enhancing the education of their child. [34 CFR 300.324]</li> </ul> <div data-bbox="1240 1740 1531 1934" style="background-color: #003366; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



# Legislative Requirements/References

The Legislative Requirements/References of the Family Engagement Framework describes specific mandated school and/or district actions that fall under each Essential Element. Citations for specific laws and regulations follow each required activity.

## Comprehensive Planning

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Coordinate and integrate parent involvement strategies under

- Title I;
- Head Start/Early Head Start;
- Even Start;
- Parents as Teachers;
- Home Interaction Program for Preschool Youngsters; state preschools. [20 USC 6318(a)(2)(D)]

Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making. [20 United States Code (USC) 6318(a)(2)(B)]

Evaluate the content and effectiveness of the parent involvement policy:

- Identify barriers to participation, especially for diverse parents.
- Use findings to design more effective strategies.
- Revise parent involvement policies, as needed. [Refers specifically to Title I, 20 USC 6318(a)(2)(E)]

Coordinate and integrate parent involvement activities with

- public preschool;
- other public educational programs;
- parent resource centers. [20 USC 6318(e)(4)]

## Leadership

Consult parents as programs are being developed. [20 USC 7424(c)]

Send notice of and hold regular meetings to obtain recommendations of parents of English learners. [20 USC 7012(e)(2)]

Provide parents with timely information about schools and students in a language and format that they can understand. [20 USC 6318(f)]

Provide parent involvement policy to parents in an understandable and uniform format. [20 USC 6318(a)(2) and (f)]

Inform parents of English learners how they can be involved in the education of their children. [20 USC 7012(e)(1)]

Meet parent notification requirements (under Titles I, III, IX, and X; Federal Education Rights and Privacy Act; and IDEA). [20 USC 7012(b)]

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Provide other reasonable support for parent involvement activities as parents may request. [20 USC 6318(e)(14)]

No administrative certificates and endorsements will be issued only to those who have: (i) an understanding of the knowledge called for in establishing productive parent-school relationships and of the procedures fostering the involvement which such relationships demand; As used in this subsection: "establishing productive parent-school relationships" means the ability to maintain effective communication between parents and school personnel, to encourage parental involvement in schooling, and to motivate school personnel to engage parents in encouraging student achievement, including the development of programs and policies which serve to accomplish this purpose. [(105 ILCS 5/21-7.1)]

**Disclaimer: Please note that this is not an exhaustive list of legislative requirements. Districts and schools should reference the actual regulations to ensure adherence to the law.**

## Curriculum

Inform parents of English learners how they can be involved in the education of their children.

[20 USC 7012(e)(1)]

## Instruction

Provide training and resources to parents on

- content standards;
- academic achievement standards;
- academic assessment;
- parent involvement requirements;
- monitoring academic progress;
- working with teachers.

[20 USC 6318(e)(1)]

Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers. [20 USC 6381(e)(4)]

Student Achievement has been prepared with review and advice from appropriate parent/community advisory committees. 20 USC 6312(g)(1)(B)(2), 20 USC 7012]

### Special Education Legislative Mandates:

Agency shall obtain informed consent from the parent prior to providing any special education and related services. [34 CFR 300.300, Parental Consent]

IEP teams consider the strengths of the child and the concerns of the parents when developing IEP activities and goals. [34 CFR 300.322, Parent Participation]

A parent may revoke consent for the district to provide special education services at any time after the initial consent for services has been provided. Revocation may be provided orally or in writing. [23 IAC 226.540; 34 CFR 300.300, Parental Consent]

## Assessment

Provide training and resources to parents on

- content standards;
- academic achievement standards;
- academic assessment;
- parent involvement requirements;
- monitoring academic progress;
- working with teachers.

[20 USC 6318(e)(1)]

### Special Education Legislative Mandates:

Parents have the right to request an independent educational evaluation of their child at district expense when they disagree with the evaluation conducted.

[23 IAC 226.180, Independent Educational Evaluation]

[Section 14-8.02 (b) of the School Code, (105 ILCS 5/14-8.02)]

[34 CFR 300.502, Independent Educational Evaluation]

- Parent may request an initial evaluation to determine a child's eligibility for special education services.
- Agency proposing to conduct an initial evaluation to determine child's eligibility for special education shall obtain informed consent from the parent prior to the evaluation being conducted (unless the conditions under 34 CFR 300.302[a][2] for a ward of the State are met) [23 IAC 226.110, Evaluation Procedures] [34 CFR 300.300, Parental Consent] [34 CFR 300.301, Initial Evaluation] [Section 14-8.02 of the School Code, (105 ILCS 5/14-8.02)]

Agency shall provide notice to parents about any proposed evaluation procedures. [23 IAC 226.110, Evaluation Procedures]

Agency shall make reasonable effort to obtain consent prior to conducting a *re-evaluation*. Agency must document reasonable efforts to obtain consent. [34 CFR 300.300, Parental Consent]

## Professional Development

Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school. [20 USC 6318(e)(3)]

## Conditions for Learning

Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers. [20 USC 6381(e)(4)]

Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]

Provide parent involvement policy to parents in an understandable and uniform format. [20 USC 6318(a)(2) and (f)]

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Involve family and community members representative of the student population. [20 USC 1400 § 650]

Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities. [20 USC 6318(a)(2)(E)]

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. [820 ILCS 147/5]

### Special Education Legislative Mandates:

The school must notify parents of students with disabilities immediately if their child receives a suspension, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision. [105 ILCS 5/10-22.6, Suspension or Expulsion of Pupils]

School personnel can consider a change of placement for a student with a disability that violates a code of student conduct. [34 C.F.R. 300.530(a), Authority of School Personnel]

## Family and Community

Develop and review with and distribute to parents a written parent involvement policy [20 USC 6318(a)(2)] describing how the LEA will:

- involve parents in program planning, review, and activities
- build capacity for parent involvement;
- coordinate and integrate parent involvement strategies across programs;
- conduct an annual evaluation of the impact of the parent involvement policy, including
- improvement in academic achievement;
- barriers to parent participation;
- strategies for effective parent involvement.

Include parents in the decisions regarding how funds are allotted for parent involvement activities. [20 USC 6318(3)(8)]

Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making. [20 USC 6318(a)(2)(B)]

Involve family and community members representative of the student population. [20 USC 1400 § 650]

Provide targeted training and resources to advisory committee members. [20 USC 6312(g)(4)]

A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes for the parents and guardians of children attending the district. Parental institutes shall provide information on such topics as the district shall deem necessary to achieve the following purposes:

- Enhance parental involvement in the education of the district's students; (2) Improve parental communication and involvement with the district;
  - Enhance parental knowledge of child development, district programs, school conditions, and societal problems threatening students; and
  - Improve parental skill development.
- (105 ILCS 5/10-22.18d) (from Ch. 122, par. 10-22.18d)

School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. Each school district shall, accordingly, establish a parent advisory committee which affords parents the opportunity effectively to express their views and which ensures that such programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs. Such committees shall be composed of parents of children enrolled in transitional bilingual education programs, transitional bilingual education teachers, counselors, and representatives from community groups; provided, however, that a majority of each committee shall be parents of children enrolled in the transitional bilingual education program. Once established, these committees shall autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (105 ILCS 5/14C-10)

**Special Education Legislative Mandates:**

A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents at least once a year. [34 CFR 300.504]

A parent of a student with a disability is an IEP team member and participates in the development of the IEP. [34 CFR 300.321]

Agency must take steps to ensure that a parent of a student with a disability is present at each IEP meeting and offered the opportunity to participate. [34 CFR 300.322]

The IEP Team must demonstrate that they considered the concerns of the parents for enhancing the education of their child. [34 CFR 300.324]

Agency must take whatever action is necessary to ensure that the parent understands the proceeding of the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [23 IAC 226.530]

Agency must obtain a one-time written consent from the parent prior to accessing the child’s or the parent’s public

benefits or insurance for the first time. Agency must provide written notification to the child’s parents, explaining all of the protections available to parents under Part B, as described in 34 CFR §300.154(d)(2)(v), *before* accessing public benefits or insurance for the first time and annually thereafter. [34 CFR 300.154(d)]

Schools must provide custodial and non-custodial parents access to their children’s records unless there is a court order, law, or legal document (such as a divorce decree or custody order) that terminates a parent’s rights. [34 CFR 300.613, Access Rights] [Family Educational Rights and Privacy Act (FERPA), (20 U.S.C. 1232g; 34 CFR Part 99)] [Illinois School Student Records Act, 105 ILCS 10/1 and following]

The rights and responsibilities for special education services that are given to parents will belong to the student at age 18. In addition, the district must inform the parents and student of the student’s right to delegate decision-making to another adult individual.

At least one year before turning 18, the parents and the student will receive notices in writing from the school about the change. [23 IAC 226.690, Transfer of Parental Rights] [105 ILCS 5/14-6-10, Transfer of Parental Rights at the Age of Majority]



**Notes**

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# Summary, Future Implications and Field Notes

Regardless of the particular strategies that districts, schools and community and family leaders choose, the necessary ingredients for success include a commitment toward integrating the four principles of family engagement. When families are engaged in meaningful ways, districts and schools are more readily able to meet student achievement and healthy development goals, leverage resources, build effective relationships between parents and teachers, develop on-going community support for school and district improvement, and meet federal and state requirements for family engagement.

Integrating family engagement within the school improvement process will help to ensure the work is goal-directed, positive, culturally responsive, respectful, systemic and comprehensive. The Family Engagement framework can be used in the development of district/school improvement plans, identifying professional development opportunities for staff and governing bodies, and approaches to providing services, programs and activities. It can be used to inform community partners about family engagement goals and the importance of those goals for promoting learning and healthy development. When families are an integral partner in learning, communities thrive.

There are multiple pathways districts and schools can take as they attempt to enhance their family engagement efforts. Regardless of the pathway chosen, strategies and activities should fit the unique context of their community. Following are two summaries of how a district and a community-based organization took different approaches to build pathways toward meaningful family engagement. These stories are meant to provide snapshots of how they integrated effective family engagement practices across various educational areas to address their community's needs.



The Logan Square Neighborhood Association's program at Monroe Elementary trained parent tutors to help children during their after school homework help time.

## Field Notes

### Engaging Families to Make Pathways for Student Achievement

In Evanston School District 65, families are being engaged in multiple ways. Core engagement activities include:

- Monthly family nights where parents come together to learn about afterschool programming. They also engage in peer exchange in learning about supporting youth development and academic success.
- Special events for parents to help them prepare for important moments from parent teacher conferences to the transition between fifth and sixth and eighth and ninth grades.
- In addition, family counseling by the district's trained therapists is available for families (both youth and their parents) dealing with family challenges ranging from divorce to social and economic hardship.
- On a broader level, the district is in the process of expanding its engagement efforts as part of the move toward community schools at some of the after school sites where the district has been able to recruit additional support.

The first step toward developing community schools at Nichols and Chute will be engaging and repositioning parents as leaders in the schools. The Evanston school district's approach to family engagement will build on best practices like those documented by Soo Hong in her new book "A Cord of Three Strands: A New Approach to Parent Engagement in Schools" (Harvard Education Press, 2011). This research shows that community organizing practices are most effective at authentically engaging parents as partners in the community school.

Plans for engaging families include:

- Involving parents in open conversations about their interests, motivations, goals and challenges (e.g., Café y Conversación)
- Developing activities that invite parents into schools in specific ways that build on their strengths (e.g., Parent Mentors)
- Promoting parental leadership in schools by creating new spaces for leadership (e.g., Community School Action Team)
- Transforming school culture so that teachers and administrators view families as co-owners and co-authors of the school and community experience (e.g., Community Immersion Institute for Teachers)

In doing family engagement work, the Evanston school district hopes to achieve improved academic performance in core subject areas, increased involvement of all parents (especially low-income parents) in school committees and events, improved youth social competence, enhanced family relationships, enhanced school culture and an increase in the number of low-income parents feeling valued and included in school life.

### **Field Notes**

#### **Engaging Families in Meaningful Ways**

Since 1999, Springfield Urban League has successfully engaged parents of program participants in the educational process of their children. They have hosted family reading nights, a family self-defense series, and numerous speakers and subject matter experts. Their Teen REACH program and Freedom School programs also have parent involvement components. Since the inception of its after school programs, they have been concerned with not only offering programs and activities but also with being impactful.

During their planning meetings for the current 21st CCLC grant, they discussed how they could move from parent involvement to parent engagement. In order to be more intentional, they discovered that they needed to do a few things differently in order to achieve the desired results:

- Make sure that staff know the difference between parent engagement and parent involvement. Both are important. Both are necessary. Parent involvement encompasses the activities that they developed and planned, but parent engagement gave parents a voice and ownership in the process.
- Make sure that they bring activities that are relevant to the needs of their parents by asking them what they want to see, and involve them in the planning process.
- Articulate expectations in the beginning.
- Treat “parents as partners” in their child’s education. They often heard this term, but they would forget to include parents as they planned for them and their children—the Urban League invited them only after they had planned and mapped out everything.
- Measure the impact. They are still working on this one.

This year, they have had several successful parent engagement events. One of their notable events was a financial literacy night at Lanphier High School. During conversations with the site coordinator, several parents had mentioned financial issues related to the economy. As a result, the site coordinator involved a couple of parents in helping to plan a family financial literacy night. Modern Woodmen of America came to speak with parents about financial planning, budgeting, and other related topics. In addition, there was a financial literacy portion geared toward teenagers. Students who were seniors were gathered in a separate area to discuss financial aid. In addition, students worked on several scholarship applications. Let’s not forget food! Food was donated by Outback Steakhouse. Close to 50 parents attended the event. Parents and students were extremely pleased. Springfield Urban League is excited about the relationships and trust that they continue to nurture and grow with their families.



*Quad Cities, IL—Immigrant families who have children enrolled in Quad Cities Lights ON Afterschool program participate in adult education classes provided in partnership with professors from St. Ambrose University.*

Search for the Family Engagement Framework Guide at <http://www.isbe.net>.  
For more information on family and parent involvement opportunities at your district/school, contact





# Charter School Performance in Illinois

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6/18/2013



## **CREDO at Stanford University**

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies or accountability practices. <http://credo.stanford.edu>

### **Acknowledgements**

This report, *Charter School Performance in Illinois*, is part of a larger set of studies on charter school effectiveness that CREDO is conducting. CREDO gratefully acknowledges the support of the Joyce Foundation for supporting this portion of the research. All results and opinions expressed in this report, however, belong to CREDO.

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# Introduction

Across the country, charter schools occupy a growing position in the public education landscape. Heated debate has accompanied their existence since their start in Minnesota two decades ago. Similar debate has occurred in Illinois as well, with charter advocates extolling such benefits of the sector as expanding parental choice and introducing market-based competition to education. Little of that debate, however, is grounded in hard evidence about their impact on student outcomes. This report contributes to the discussion by providing evidence for charter students' performance in Illinois for four years of schooling, beginning with the 2008-2009 school year and concluding in 2011-2012.

With the cooperation of the Illinois State Board of Education (ISBE), CREDO obtained the historical sets of student-level administrative records. The support of ISBE staff was critical to CREDO's understanding of the character and quality of the data we received. However, it bears mention that the entirety of interactions with ISBE dealt with technical issues related to the data. CREDO has developed the findings and conclusions independently.

This report provides an in-depth examination of the results for charter schools across the state. It is also an update to CREDO's first analysis of the performance of Illinois charter schools, which can be found at our website.<sup>1</sup> The first analysis was comprised solely of charter schools in Chicago, while this report expands the analysis to include charter schools across the state. This report has two main benefits. First, it provides a rigorous and independent view of the performance of the Illinois charter schools. Second, the study design is consistent with CREDO's reports on charter school performance in other locations, making the results amenable to being benchmarked against those nationally and in other states.

The analysis presented here takes two forms. We first present the findings about the effects of charter schools on student academic performance. These results are expressed in terms of the academic progress that a typical charter school student in Illinois would realize from a year of enrollment in a charter school. The second set of findings is presented at the school level. Because schools are the instruments on which legislation and public policy works, it is important to understand the range of performance for the schools. These findings look at the performance of students by school and present school average results.

Compared to the educational gains that charter students would have had in a traditional public school (TPS), the analysis shows on average that students in

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<sup>1</sup> CREDO. Charter School Performance in Illinois (2009). <http://credo.stanford.edu>

Illinois charter schools make larger learning gains in both reading and mathematics. At the school level, about 20 percent of the charter schools have significantly more positive learning gains than their TPS counterparts in reading, while 21 percent of charter schools have significantly lower learning gains. In math, 37 percent of the charter schools studied outperform their TPS peers and 21 percent perform worse.

## Study Approach

This study of charter schools in Illinois focuses on the academic progress of their enrolled students. Whatever else charter schools may provide their students, their contributions to their students' readiness for secondary education, high school graduation and post-secondary life remains of paramount importance. Indeed, if charter schools do not succeed in forging strong academic futures for their students, other outcomes of interest, such as character development or non-cognitive skills, cannot compensate. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

This statewide analysis uses the Virtual Control Record (VCR) methodology that has been used in previous CREDO publications.<sup>2</sup> The approach is a quasi-experimental study design with matched student records that are followed over time. The current analysis examines whether students in charter schools in Illinois outperform their TPS counterparts. This general question is then extended to consider whether the observed charter school performance is consistent when the charter school population is disaggregated along a number of dimensions, such as race/ethnicity, geographic location and so on. Answers to all these questions require that we ensure that the contribution of the schools – either the charter schools or the traditional public schools – is isolated from other potentially confounding influences. For this reason, these analyses include an array of other variables whose purpose is to prevent the estimate of charter schooling from being tainted by other effects. In its most basic form, the analysis included controls for student characteristics: standardized starting score, race/ethnicity, special education and lunch program participation, English proficiency, grade level, and repeating a grade.

To create a reliable comparison group for our study, we attempted to build a VCR for each charter school student. A VCR is a synthesis of the actual academic experience of students who are identical to the charter school students, except for

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<sup>2</sup> CREDO. *Multiple Choice: Charter School Performance in 16 States* (2009). Davis, Devora H. and Margaret E. Raymond. Choices for Studying Choice: Assessing Charter School Effectiveness Using Two Quasi-experimental Methods. *Economics of Education Review* 31, no. 2 (2012): 225-236. For the interested reader, links to these reports are available at <http://credo.stanford.edu>.

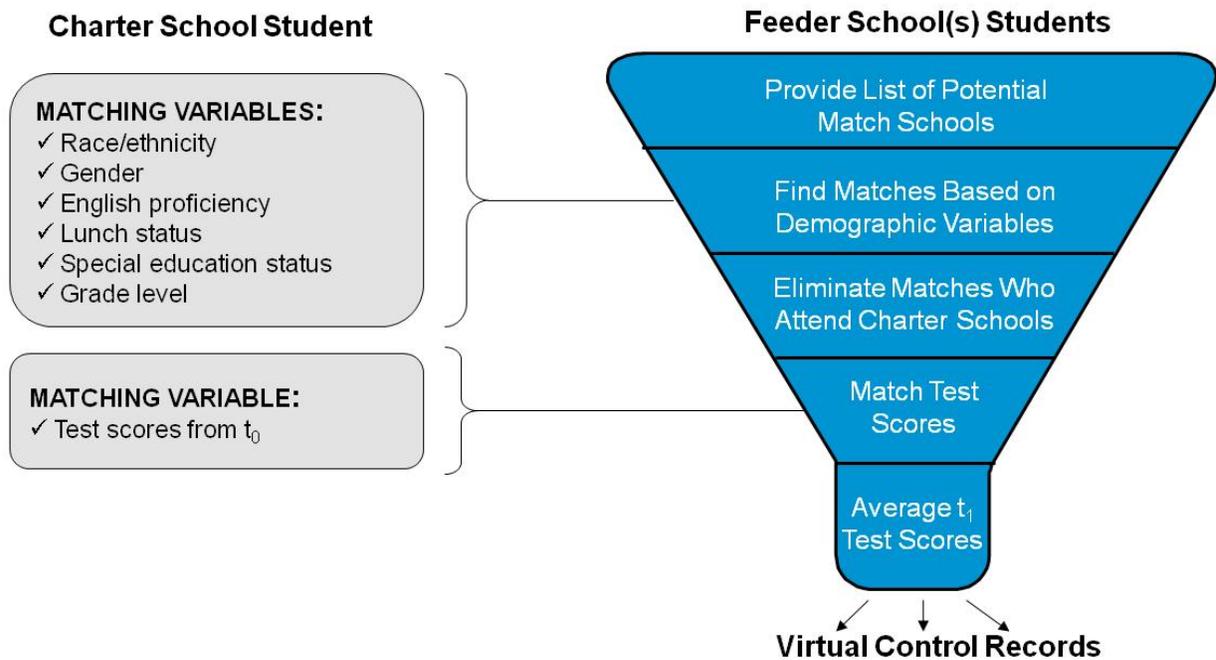
the fact that they attend a TPS that the charter school students would have attended if not enrolled in their charter school. We refer to the VCR as a 'virtual twin' because it takes the experience of multiple 'twins' and creates a single synthesis of their academic performance to use as the counterfactual to the charter school student's performance.

Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is a "feeder school." Once a TPS qualifies as a feeder school, all the students in the school become potential matches for a student in a particular charter school. All the student records from all the feeder schools are pooled – this becomes the source of records for creating the virtual match. Using the records of the students in those schools in the year prior to the test year of interest ( $t_0$ ), CREDO selects all of the available TPS students that match each charter school student.

Match factors include:

- Grade-level
- Gender
- Race/Ethnicity
- Free or Reduced-price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Illinois achievement tests

**Figure 1: CREDO Virtual Control Record Methodology**



At the point of selection as a VCR-eligible TPS student, all candidates are identical to the individual charter school student on all observable characteristics, including prior academic achievement. The focus then moves to the subsequent year,  $t_1$ . The scores from this test year of interest ( $t_1$ ) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected gains a charter student would have realized if he or she had attended one of the traditional public schools that would have enrolled the charter school's students. The VCR provides the counterfactual "control" experience for this analysis.

For the purposes of this report, the impact of charter schools on student academic performance is estimated in terms of academic growth from one school year to the next. This increment of academic progress is referred to by policy makers and researchers as a "growth score" or "learning gains" or "gain scores." Using statistical analysis, it is possible to isolate the contributions of schools from other social or programmatic influences on a student's growth. Thus, all the findings that follow are measured as the average one-year growth of charter schools, relative to the VCR-based comparison.

With four years of student records in Illinois, it is possible to create three periods of academic growth. One growth period needs a "starting score", (i.e., the achievement test result from the spring of one year) and a "subsequent score",

(i.e., the test score from the following spring) to create a growth score. To simplify the presentation of results, each growth period is referred to by the year in which the second spring test score is obtained. For example, the growth period denoted "2010" covers academic growth that occurred between the end of the 2008-2009 and the end of the 2009-2010 school years. Similarly, the time period denoted "2012" corresponds to the year of growth between the 2010-2011 and 2011-2012 school years.

With four years of data, and six tested grades (3rd - 8th), there are 24 different sets of data each for reading and math; each subject-grade-year group of scores has slightly different mid-point averages and distributions. Growth scores could not be calculated for high schools, since testing data exists for only one grade level in that grade span (grade 11). Without additional performance data such as end of course exams, we are not able to estimate the effectiveness of high schools.

The analysis is helped by transforming the test scores for all these separate tests into a common measurement. All test scores have been converted to "bell curve" standardized scores so that year-to-year computations of growth can be made.<sup>3</sup> When scores are thus standardized into z-scores, every student is placed relative to his peers in Illinois. A z-score of zero, for example, denotes a student at the 50th percentile in the state, while a z-score one standard deviation above that equates to the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

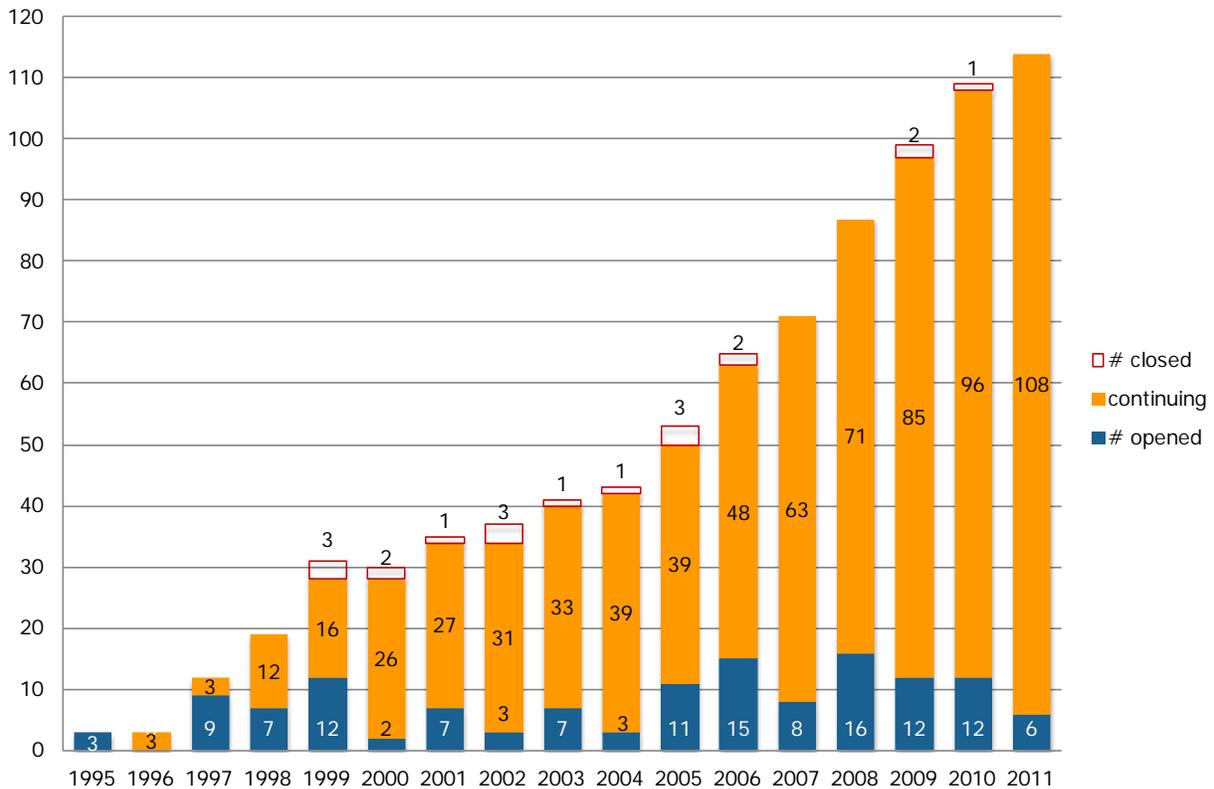
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<sup>3</sup> For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is recast as a measure of deviation around that new score of zero, so that scores that fell below the original average score are expressed as negative numbers and those that were larger are given positive values. These new values are assigned so that in every subject-grade-year test, 68 percent of the former scores fall within a given distance, known as the standard deviation.

# Illinois Charter School Demographics

The Illinois charter school sector has grown markedly since its inception in 1995. Figure 2 below notes the new, continuing and closed charter school campuses from the fall of 1995 to the fall of 2011.

**Figure 2: Opened and Closed Charter Campuses, 1995-2011**



According to the National Center for Education Statistics (NCES), there were 43 charter schools open in Illinois in the 2009-2010 school year.<sup>4,5</sup> Because charter schools are able to choose their location, the demographics of the charter sector may not mirror that of the TPS sector as a whole. Further, charter schools create a degree of sorting through their offer of different academic programs and alternate school models. In addition, parents and students who choose to attend charter schools select schools for a variety of reasons such as location, school safety, small

<sup>4</sup> This is the most recent year available from the NCES Common Core of Data Public School Universe.

<sup>5</sup> There is a mismatch between the NCES number of charter schools in 2009 and number of campuses in Figure 2. Some charter schools in Illinois have multiple campuses that share one school ID number. In our analysis we have used campus IDs as the unit of school analysis.

school size, academic focus or special interest programs. The cumulative result of all these forces is that the student populations at charters and their TPS feeders may differ. Table 1 below compares the student populations of all Illinois traditional public schools, the charters' feeder schools, and the charter schools themselves.

**Table 1: Demographic Comparison of Students in TPS, Feeders and Charters**

	TPS	Feeders	Charters
Number of schools	4362	618	43
Average enrollment per school	472	610	842
Total number of students enrolled	2,060,340	376,985	36,201
Students in Poverty	44%	82%	71%
English Language Learners	7%	13%	6%
Special Education Students	13%	13%	10%
White Students	53%	15%	5%
Black Students	18%	42%	62%
Hispanic Students	21%	39%	31%
Asian/Pacific Islander Students	4%	3%	1%
Native American Students	0.23%	0.15%	0.10%

Table 1 above shows that charter schools have more students in poverty, more Black and Hispanic students, and fewer Whites and Asians than the public schools of Illinois as a whole. The feeder school populations would be expected to more closely align demographically, but even here there are differences. Charter schools enroll greater shares of Black students and a smaller share of students are Hispanic, White or Asian compared to the feeder schools. Feeder schools have slightly higher proportions of students living in poverty.

There has been considerable attention paid to the share of students in charter schools who are receiving Special Education services or who are English Language Learners. As shown in Table 1, a lower proportion of Illinois charter school population is designated as special education compared to all TPS, and this proportion is also lower than that of the feeder school population. The cause of this difference is unknown. Parents of children with special needs may believe the TPS sector is better equipped to educate their children and therefore will be less likely to opt out for a charter. An alternate possibility is that charter schools and traditional public schools have different criteria for making referrals for assessment or categorizing students as needing special education.

The profile for English Language Learners also shows that, in the aggregate, charter schools enroll a smaller share than the feeder schools, and roughly the same as

found statewide in TPS. As with Special Education students, it is not possible to discern the underlying causes for these figures.

**Table 2: Demographic Composition of Charter Students in the Study**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Illinois Charter Students	20,349		18,689	
% Matched	18,689	92%		
Black Students	12,297	60%	11,613	62%
Hispanic Students	6,281	31%	5,797	31%
White Students	1,102	5%	929	5%
Students in Poverty	17,570	86%	16,601	89%
Special Education Students	2,261	11%	1,829	10%
English Language Learners	1,226	6%	958	5%
Grade Repeating Students	292	1%	141	1%

NOTE: The appendix includes additional descriptive demographics.

For this analysis, a total of 18,689 charter school students (with 32,943 observations across three growth periods) from 65 charter school campuses are followed for as many years as data are available.<sup>6</sup> The students are drawn from Grades 3 – 8, since these are the continuous grades that are covered by the Illinois achievement testing program for reading and math. An identical number of virtual comparison records are included in the analysis. In Illinois, it was possible to create virtual matches for 92 percent of the tested charter school students in both reading and math. This proportion assures that the

### A Roadmap to the Graphics

The graphics in this report have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison student**. The reference group differs depending on the specific comparison. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

The **height** of the bars in each graph reflects the magnitude of difference between traditional public school and charter school performance over the period studied.

**Stars** are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group; the absence of stars means that the schooling effect is not statistically different from zero.

Comparisons of the **performance of similar student subgroups** contain an additional test of the absolute difference between the charter school subgroup and their comparison VCRs. Where a charter school student subgroup has learning gains that are statistically significantly different, the bars have a gradient shade.

<sup>6</sup> Schools that have opened recently or that have only recently begun serving tested grades will not have three growth periods of experience to include.

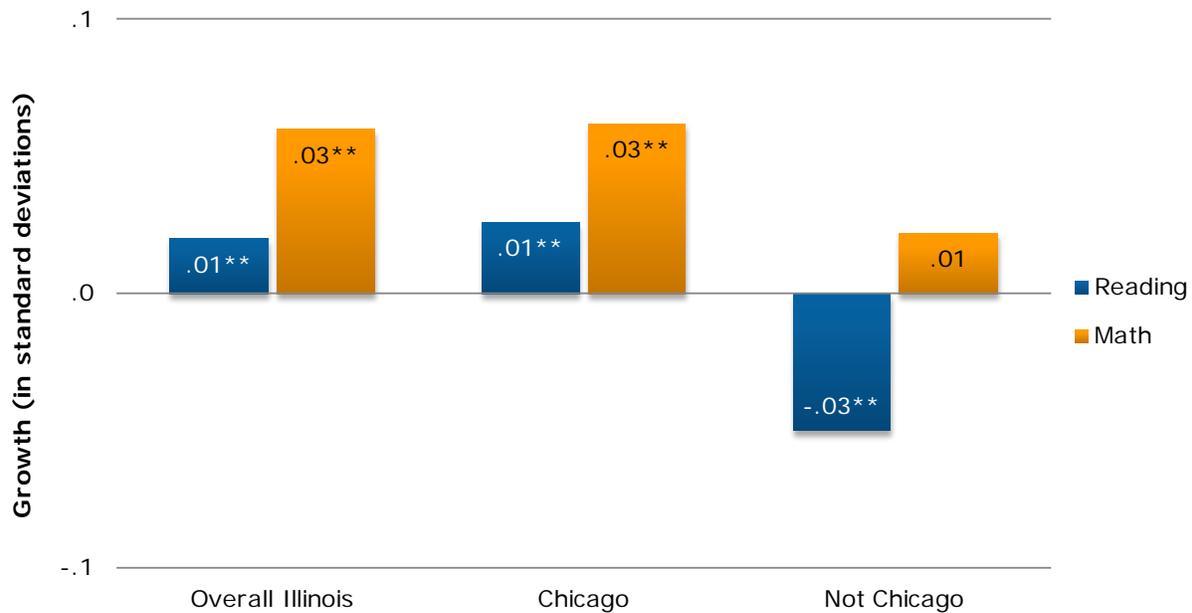
results reported here can be considered indicative of the overall performance of charter schools in the state.

The total number of observations is large enough to be confident that the tests of effect will be sensitive enough to detect real differences between charter school and TPS student performance at the statistically acceptable standard of  $p < .05$ . This is also true for each student subgroup examined, with the possible exception of grade-repeating students which has only 141 students, as shown in Table 2 above.

## Overall Charter School Impact

First, we examine whether charter schools differ overall from traditional public schools in how much their students learn, holding other factors constant. To answer this question, we average the pooled performance for all charter school students across all the growth periods and compare it with the same pooled performance of the VCRs. The result is a measure of the typical learning of charter school students in one year compared to their VCR peers from the feeder schools nearby. The results appear in Figure 3. On average, students in Illinois charter schools learned significantly more than their virtual counterparts in reading and mathematics.

**Figure 3: Average Learning Gains in Illinois Charter Schools, 2010-2012 Compared to Gains for VCR Students in Each Charter Schools' Feeder TPS**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

When we investigate the learning impacts of Chicago charter schools separately, we find that their results are equivalent to the overall Illinois results in both reading and math. This is because the majority of Illinois charter schools are in Chicago. Compared to Chicago and the state as a whole, charter schools outside Chicago do worse in reading and receive no significant gains or losses in math. However, the charter school student observations outside Chicago are only about 9 percent of the overall matched charter student observations.

The data is analyzed in units of standard deviations of growth so that the results will be statistically correct. Unfortunately, these units do not have much meaning for the average reader. Transforming the results into more accessible units is challenging and can be done only imprecisely. Therefore, Table 3 below, which presents a translation of various outcomes, should be interpreted cautiously.<sup>7</sup>

**Table 3: Transformation of Average Learning Gains**

Growth (in standard deviations)	Gain (in months of learning)
0.00	0.0
0.05	1.8
0.10	3.6
0.15	5.4
0.20	7.2
0.25	9.0

Using the results from Figure 3 and the transformations from Table 3, per year of schooling, we can see that, on average, charter students in Illinois gain an additional about two weeks of learning in reading over their TPS counterparts. In math, the advantage for charter students is about one month of additional learning in one school year.

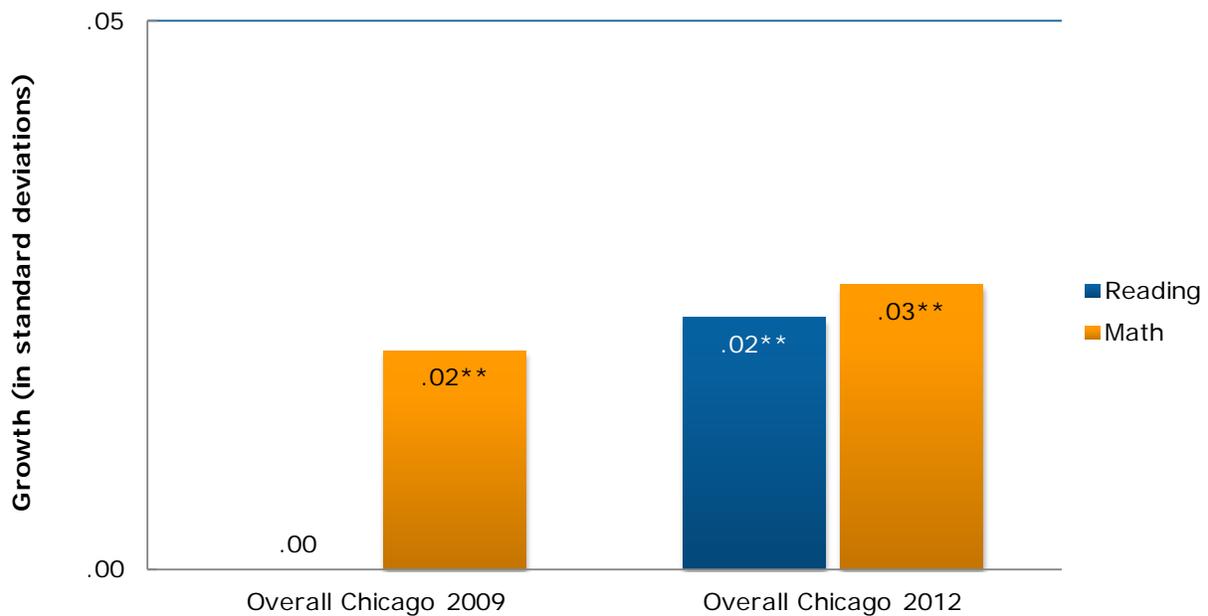
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<sup>7</sup> Hanushek, Eric A. and Steven G. Rivkin. Teacher quality. In *Handbook of the Economics of Education*, Vol. 2, ed. EA Hanushek, F Welch, (2006): 1051–1078. Amsterdam: North Holland.

# Charter School Impact with 2009 Cohort

Because the charter school market is dynamic, new schools have opened since the previous report. To create an apples-to-apples comparison between the two reports, the subset of schools from the 2009 report was re-analyzed using only data released since the previous report. Both these and the 2009 results are shown in Figure 4.

**Figure 4: Original and Updated Impacts with the 2009 Charter School Cohort**



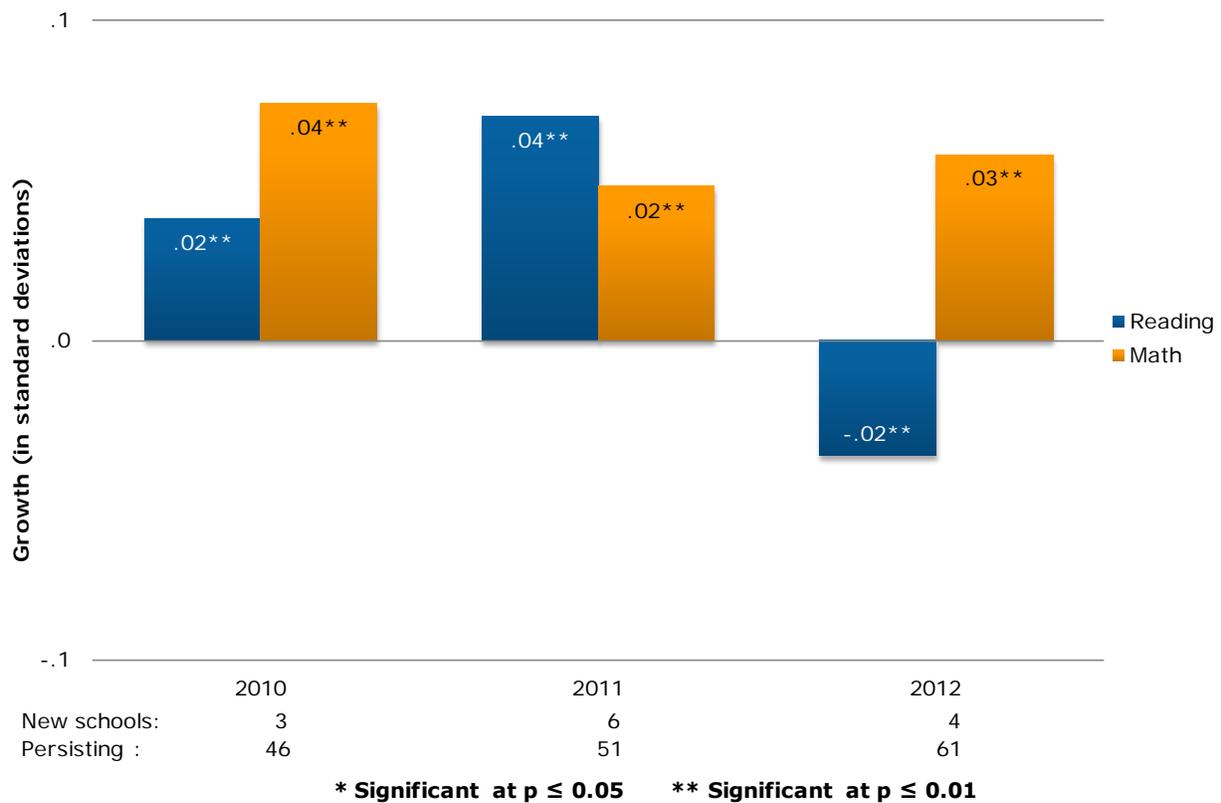
\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

In the previous report, students from the 2009 charter school cohort learned the same in reading and significantly more in math compared to their TPS counterparts. Charter students at these same schools in more recent growth periods learn significantly more than their TPS peers in both reading and math. The updated effect sizes are larger than the first report in reading and are slightly larger in math.

# Charter School Impact by Growth Period

To determine whether performance remained consistent over all the periods of this study, the average charter school effects were disaggregated into the three growth periods. Results are shown in Figure 5 along with the number of newly opened and persisting schools for each growth period.<sup>8</sup>

**Figure 5: Impact by Growth Period, 2010-2012**



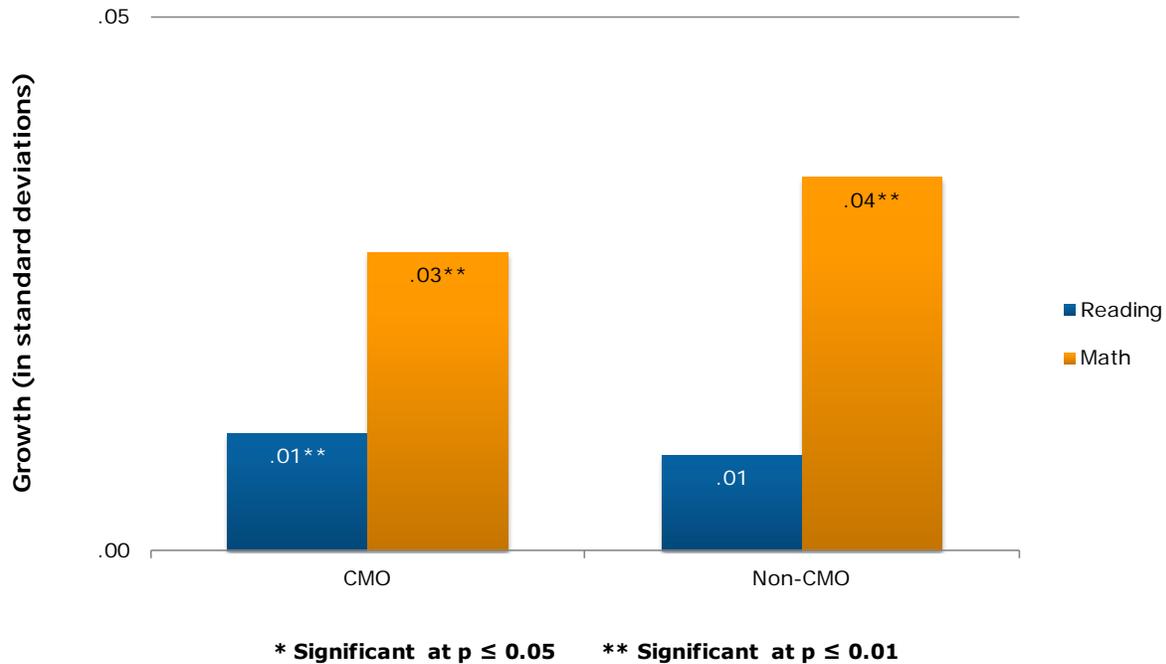
In reading, charter students in Illinois learned significantly more than their virtual peers in two of the three periods analyzed. The results are positive and significant for all three periods in math. The only year in which the charter impact on reading was negative and significant is 2012. Investigating the 2012 results further revealed that while new charter schools partially account for the results, the performance of persisting schools declined in 2012 compared to previous growth periods.

<sup>8</sup> Note: These numbers report only charters with tested students, so they are a subset of the counts on figure 2, Opened and Closed Charter Campuses.

# Charter School Impact by CMO Affiliation

The growth of charter management organizations (CMOs), which directly operate charter schools within a network of affiliated schools, has accelerated in recent years. Figure 6 below shows the charter impacts for students at schools that are part of a CMO and schools with no CMO affiliation.

**Figure 6: Impact by CMO Affiliation**

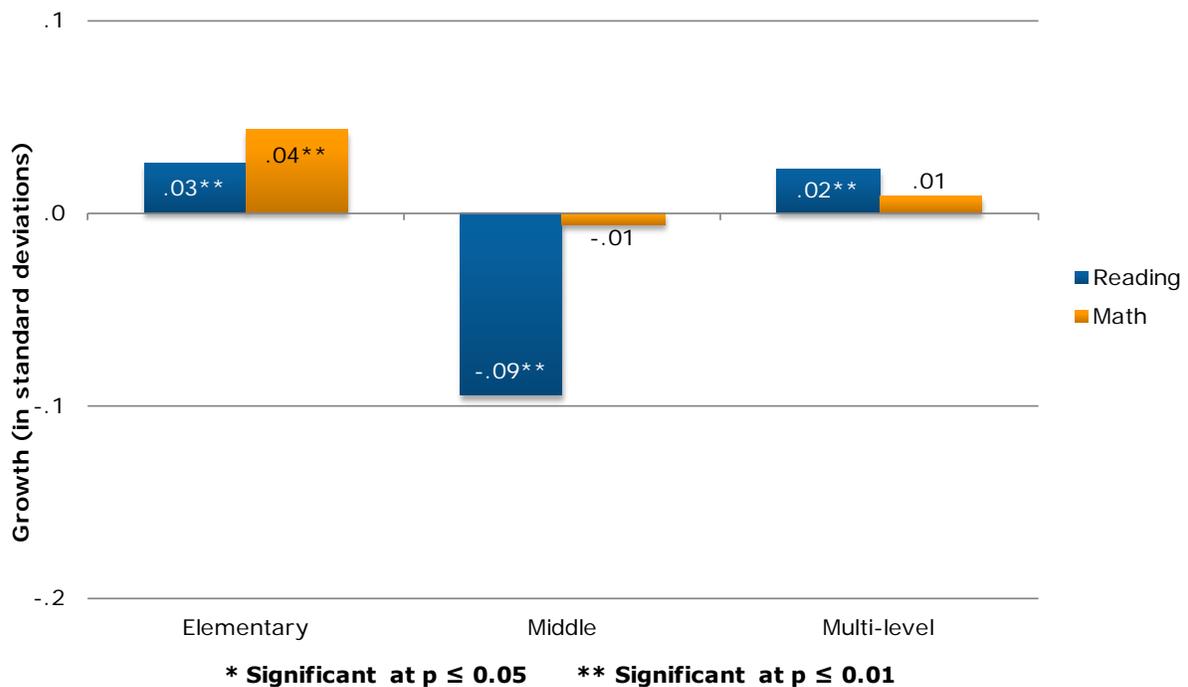


The results show that in reading, students in CMO-affiliated charter schools learn significantly more than their TPS counterparts, but students in charter schools not-affiliated with a CMO receive no learning gains or losses compared to their TPS counterparts. Regardless of CMO affiliation, students in charter schools learn significantly more than their TPS peers in math. The non-CMO result is slightly more positive in math than the CMO result, but the difference is not statistically significant.

# Charter School Impact by School Level

The flexibility and autonomy enjoyed by charter schools allows them to choose which grade levels to serve, with many charter operators deciding to focus on particular ages while others seek to serve a broader range of students. For example, multi-level charter schools serve grade ranges larger than traditional elementary, middle or high schools, such as a combination of middle and high school grades. These school levels are tracked by the National Center for Education Statistics, which allows us to disaggregate charter school impacts for different grade spans.

**Figure 7: Impact by School Level**



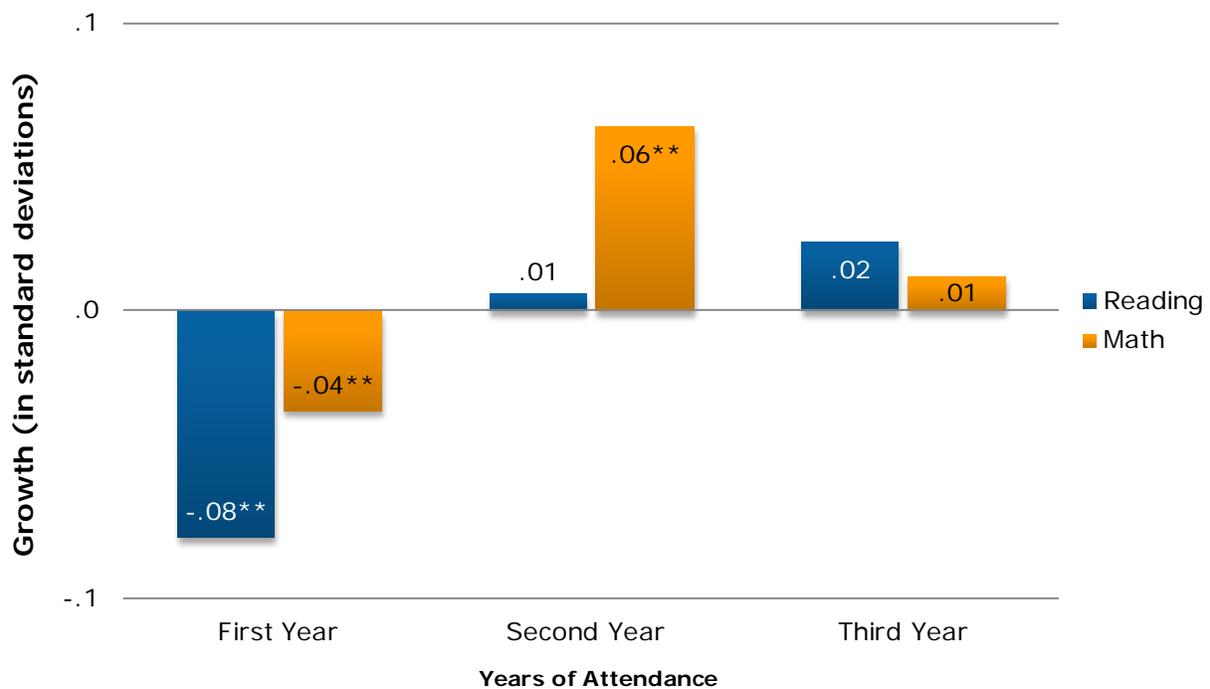
This study examined the outcomes of students enrolled in elementary, middle and multi-level schools, as shown in Figure 7 above. On average, charter students learn significantly more than their virtual counterparts in both reading and math in elementary schools. Students enrolled in middle schools have significantly lower growth in reading. In math, middle and multi-level schools receive no significant learning gains or losses compared to their TPS counterparts. Only about 11 percent of the charter school population attends a middle school, while the balance attends either an elementary or multi-level school. This is why the statewide results are

positive and significant in both subjects; they are being driven by the positive elementary and multi-level school results.

## Charter School Impact by Students' Years of Enrollment

Student growth in charter schools may change as students continue their enrollment over time. To test this, students were grouped by the number of consecutive years they were enrolled in charter schools. In this scenario, the analysis is limited to the charter students who enrolled for the first time in a charter school between 2009-2010 and 2011-2012. Although the number of students included will be smaller, it is the only way to make sure that the available test results align with the years of enrollment. For this reason, the results of this analysis should not be contrasted with other findings in this report. This question examines whether the academic success of students who enroll in a charter school changes as they continue their enrollment in a charter school. The results are shown below in Figure 8.

**Figure 8: Impact by Students' Years of Enrollment**



**\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$**

The results suggest that new charter school students see initial losses in both reading and math compared to their counterparts in traditional public schools. In the second year of attendance, the losses in reading disappear and we see a positive and significant learning gains in math compared to TPS. In the third year, charter student learning gains are similar to their TPS peers in both reading and math.

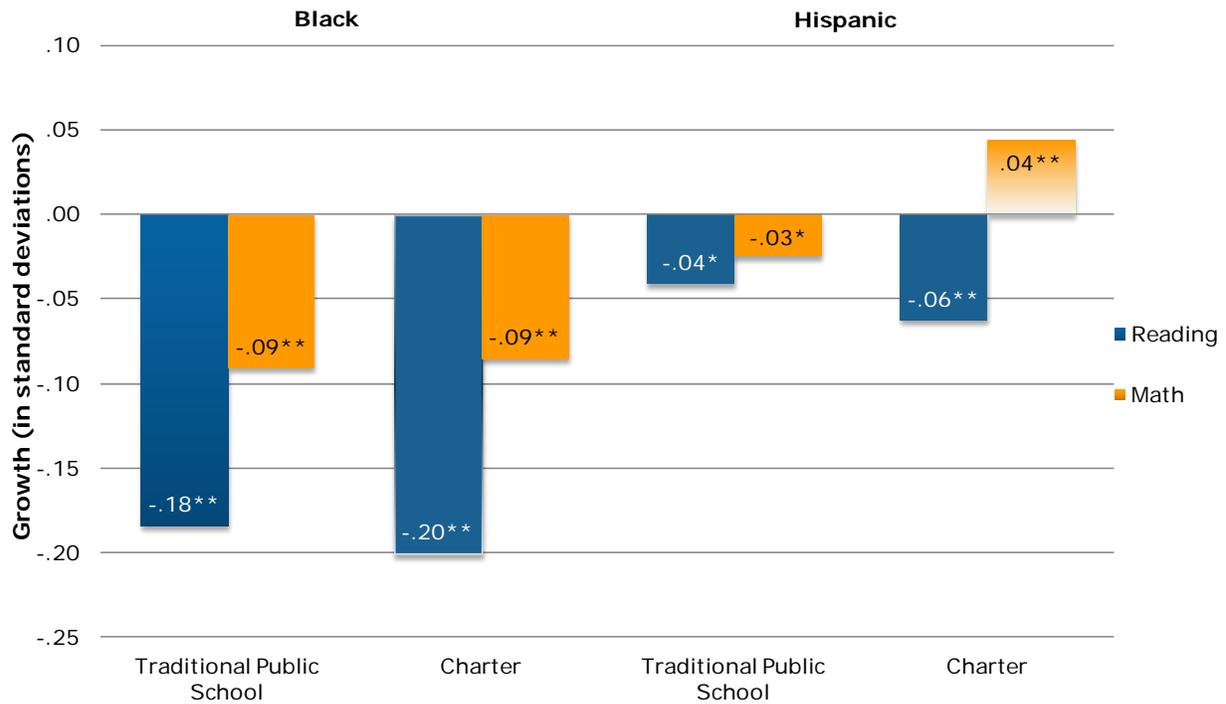
## Charter School Impact by Race/Ethnicity

Attention in US public education to achievement differences by racial and ethnic backgrounds has increased since the passage of the *No Child Left Behind* Act in 2001. The effectiveness of charter schools across ethnic and racial groups is especially important given the proportion of charter schools that are focused on serving historically underserved students. The impact of charter schools on the academic gains of Black and Hispanic students is presented in Figure 9 below.

The graph displays two distinct comparisons, described below:

- The first comparison displays the performance of TPS students in the subgroups of interest relative to the "average white student in TPS;" in this comparison, the white student does not qualify for subsidized school meals, Special Education services or English Language Learner support and is not repeating a grade. The values that appear in each vertical bar indicate the magnitude of difference from this comparison student, and the stars indicate the level of statistical significance. Thus, if there is no difference in the learning gains, the bar would be missing entirely; if the learning of the student group in question is not as great as the comparison baseline, the bar is negative and if the learning gains exceed the comparison, the bar is positive.
- A second comparison tests whether the learning gains in the charter school student subgroup differs significantly from their peers in the same student subgroup in their feeder TPS. Where the difference is significant, the charter school bar has gradient shading.

**Figure 9: Impact with Black and Hispanic Students**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

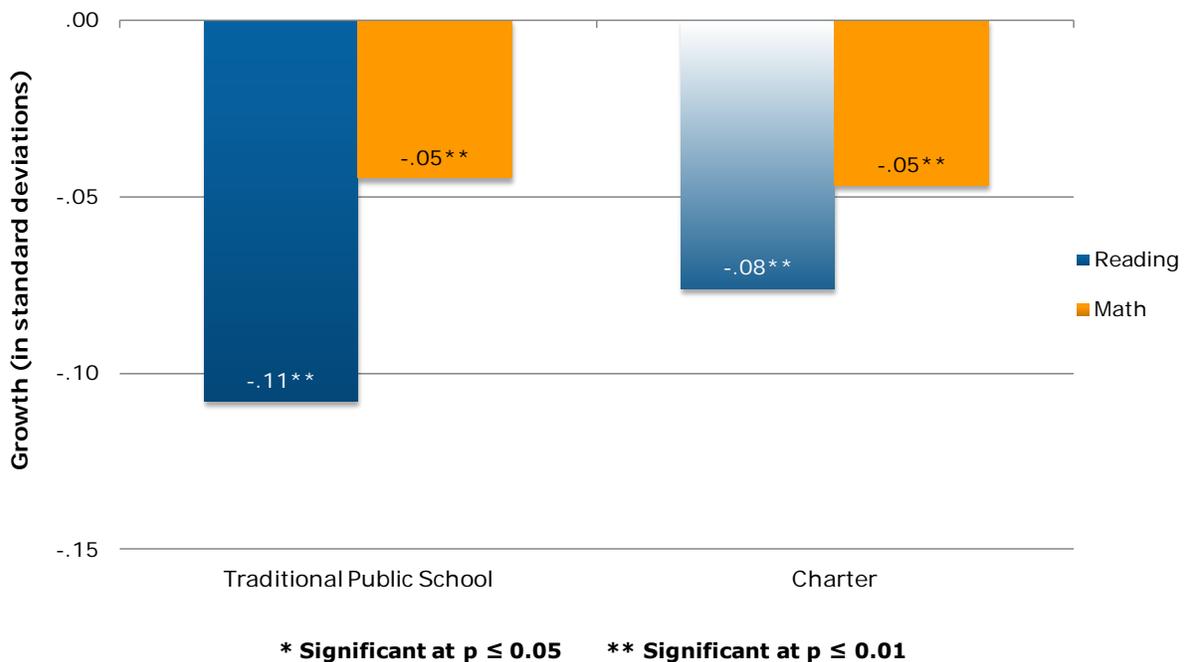
On average, Black and Hispanic students in both TPS and charter schools have significantly smaller learning gains in reading than those of average white students in TPS, the baseline of comparison. Black and Hispanic students enrolled in charter schools receive no significant benefit or loss in reading from charter school attendance compared to their counterparts in traditional public schools.

Black and Hispanic students in TPS have significantly smaller learning gains in math than those of white students in TPS, the baseline of comparison. However, Hispanic students in charter schools have significantly higher growth than both white and Hispanic students in TPS. In other words, Illinois charter schools have erased the learning gap and are closing the achievement gap for Hispanic students in math.

# Charter School Impact with Students in Poverty

Much of the motivation for developing charter schools aims at improving education outcomes for students in poverty. The enrollment profiles of charter schools across the country underscore this fact; in Illinois, 71 percent of charter students are eligible for subsidized school meals, a proxy for low-income households. Thus, the impact of charter schools on the learning of students in poverty is important in terms of student outcomes and as a test of the commitment of charter school leaders and teachers to address the needs of this population. Figure 10 presents the results for students in poverty. In this graph, the comparison student is a student who pays full price for school meals in TPS, a proxy for not being in poverty.

**Figure 10: Impact with Students in Poverty**

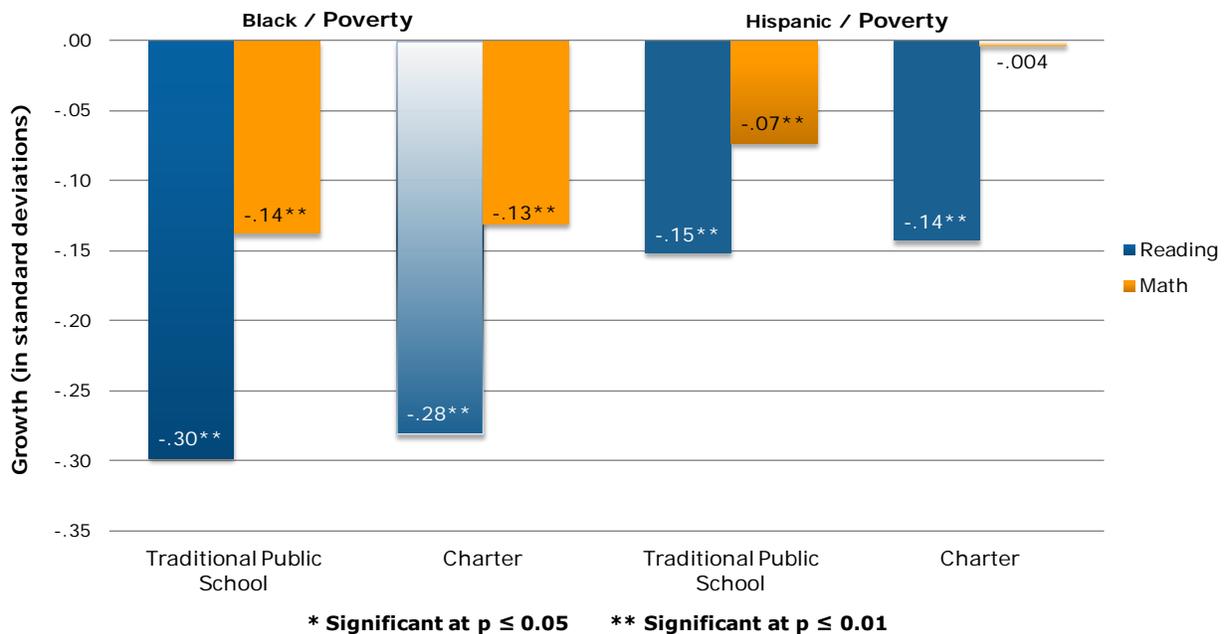


As shown in the figure above, in Illinois, students in poverty perform significantly worse than their non-poverty peers regardless of whether they attend a TPS or a charter. However, students in poverty who are enrolled in charter schools perform significantly better in reading compared to students in poverty in TPS. Charter students in poverty have similar learning gains in math as their TPS peers in poverty.

# Charter School Impact with Race/Ethnicity and Poverty

The most academically needy students in public education are those who are both living in poverty and are a racial or ethnic minority that has been historically underserved. These students represent the most challenging subgroup, and their case has been the focus of decades of attention. Within the national charter school community, this group receives special attention. The impact of charter schools on the academic gains of Black students living in poverty and Hispanic students living in poverty is presented in Figure 11 below.

**Figure 11: Impact with Black and Hispanic Students in Poverty**



Black students in poverty in both TPS and charter schools have smaller gains in reading and math than those of the average non-poverty white TPS student, the baseline of comparison. Black students in poverty who are enrolled in charter schools show significantly better performance in reading compared to Black students in poverty in TPS. However, Black students in poverty have similar learning gains in math whether they attend a TPS or charter.

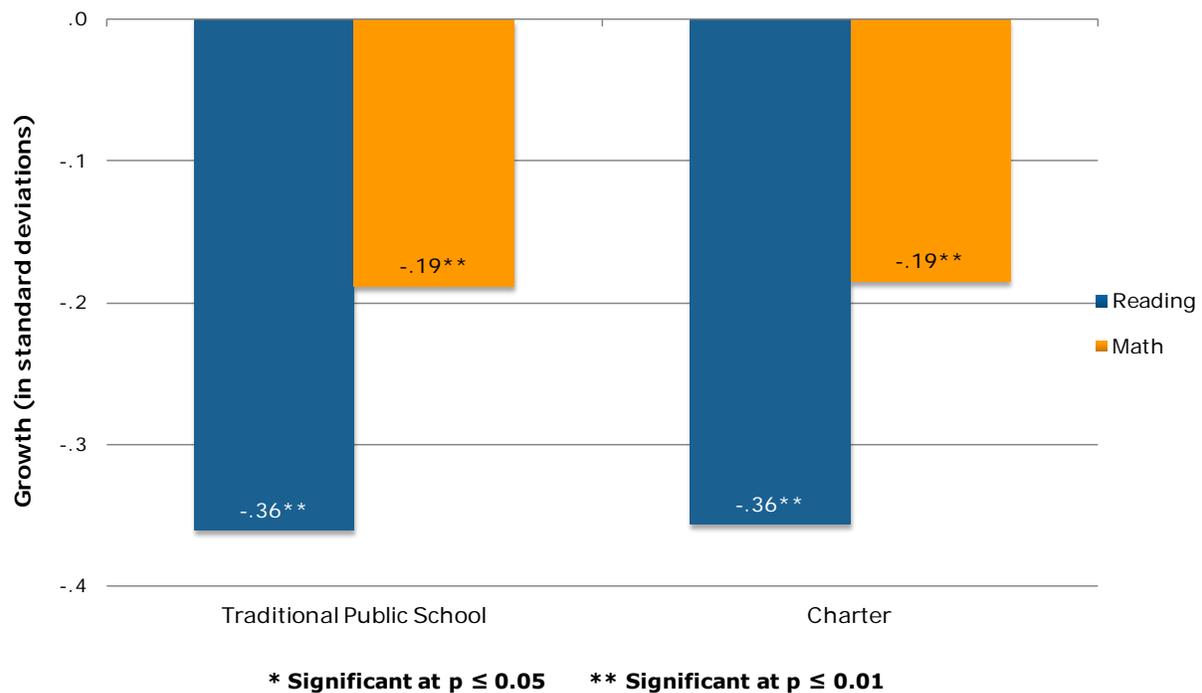
In reading, Hispanic students in poverty have similar learning gains whether they attend a TPS or charter. In math, Hispanic charter students in poverty have significantly higher learning gains than their TPS peers. Moreover, Hispanic charter students in poverty have similar learning gains as non-poverty white TPS students. This means that there is no learning gap for Hispanic charter students in poverty.

# Charter School Impact with Special Education Students

The demographic comparisons in the CREDO national charter school report released in 2009 indicated that across the charter sector, schools serve fewer Special Education students than the traditional public schools both in number of students and as a proportion of their enrollment. In some cases, this is a deliberate and coordinated response with local districts, based on a balance of meeting the needs of the students and a consideration of cost-effective strategies for doing so. In Illinois, the overall proportion of charter school students who are Special Education is 10 percent, compared to 13 percent in TPS State wide and in the charter schools' feeder schools. Although this difference is not large in Illinois, anecdotal evidence suggests that TPS and charters may differ in their criteria for designating students as needing to be assessed for special education services; this topic has been flagged for future study on student enrollments.

It is especially difficult to compare the outcomes of Special Education students, regardless of where they enroll. The most serious challenge rests on the small numbers of Special Education students. Consequently, there is tremendous variation when all categories are aggregated, a necessary and messy requirement for comparison purposes. Of all the facets of the current study, this one deserves the greatest degree of skepticism. With this cautionary note, the results are presented in Figure 12 below.

**Figure 12: Impact with Special Education Students**



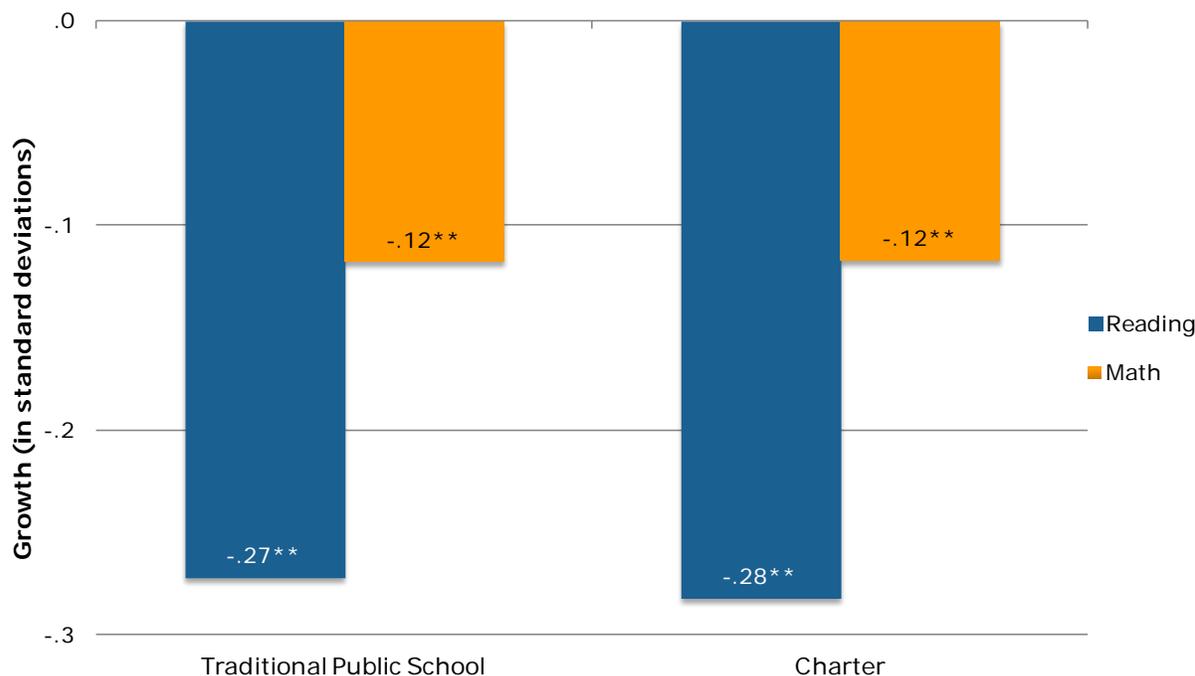
Special Education students enrolled in both TPS and charter schools perform significantly worse than students not receiving special education services. In Illinois, Special Education students have similar learning gains whether they attend a charter or TPS.

## Charter School Impact with English Language Learners

Students who enroll in school without sufficient English proficiency represent a growing share of public school students. Their success in school today will greatly influence their success in the world a decade from now. Since their performance as reflected by National Assessment of Education Progress lags well behind that of their English proficient peers, their learning gains are a matter of increasing focus and concern nationally and in Illinois.

The comparison of learning gains of charter school English Language Learners and their TPS counterparts appears in Figure 13. The baseline of comparison is the typical learning gains of the comparison peers in traditional public schools who are proficient in English.

**Figure 13: Impact with English Language Learners**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

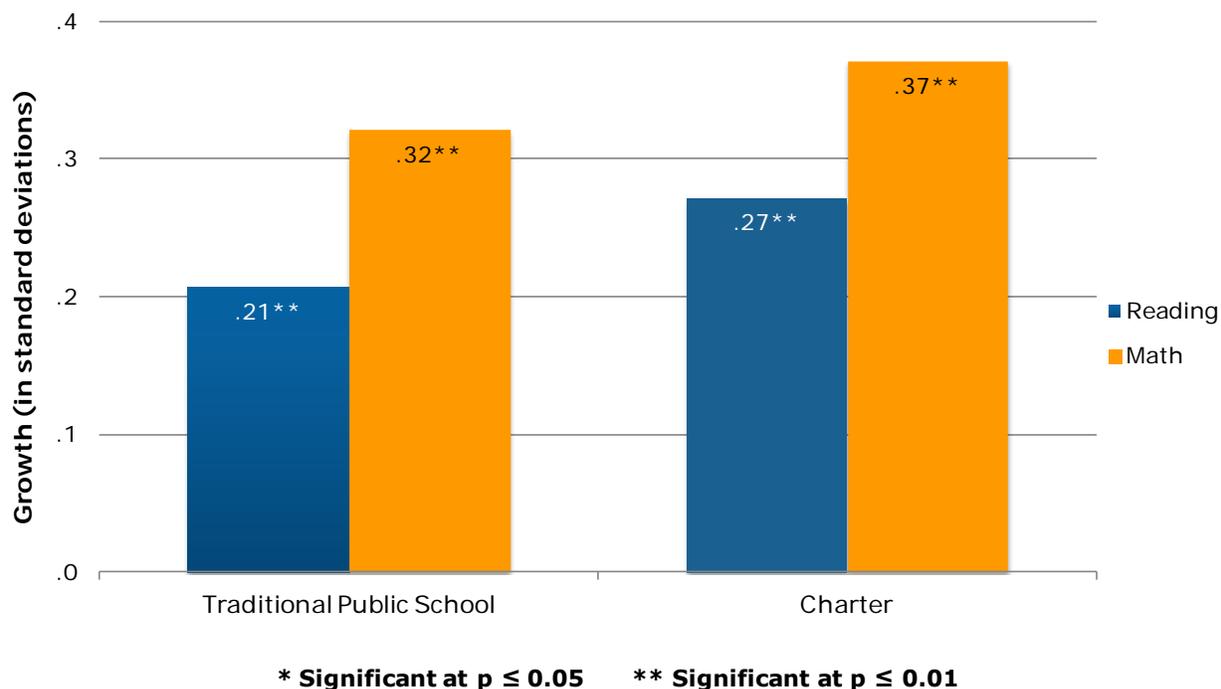
English Language Learner students in both TPS and charter schools learn significantly less than native/fluent English speakers in both reading and math. There are no significant difference in performance for English Language Learners between the TPS and charter sectors.

## **Charter School Impact with Grade-Repeating Students**

This study examined the outcomes of students who were retained. Often a highly charged topic, the underlying premise is that additional time in grade can help students by remediating deficits and shoring up grade-level competencies. Existing research on the outcomes of students who have been retained is limited.

Retention practices differ widely across the country and between the charter and TPS sectors. The fact that retained charter students have the lowest match rate (48 percent) of any subgroup in our study suggests that charter schools are more likely to retain academically low-performing students. The results of learning gains following retention appear in Figure 14 below.

**Figure 14: Impact with Grade-Repeating Students**



The retained students included in the analysis have higher learning gains than non-retained students in math and reading. Although the impacts for retained students at charters are higher than their TPS counterparts, there is no significant difference in learning gains between retained students in charter schools and retained students in TPS. This is because grade-repeating students are a small group of students, and their learning gains in their repeating year are highly varied.

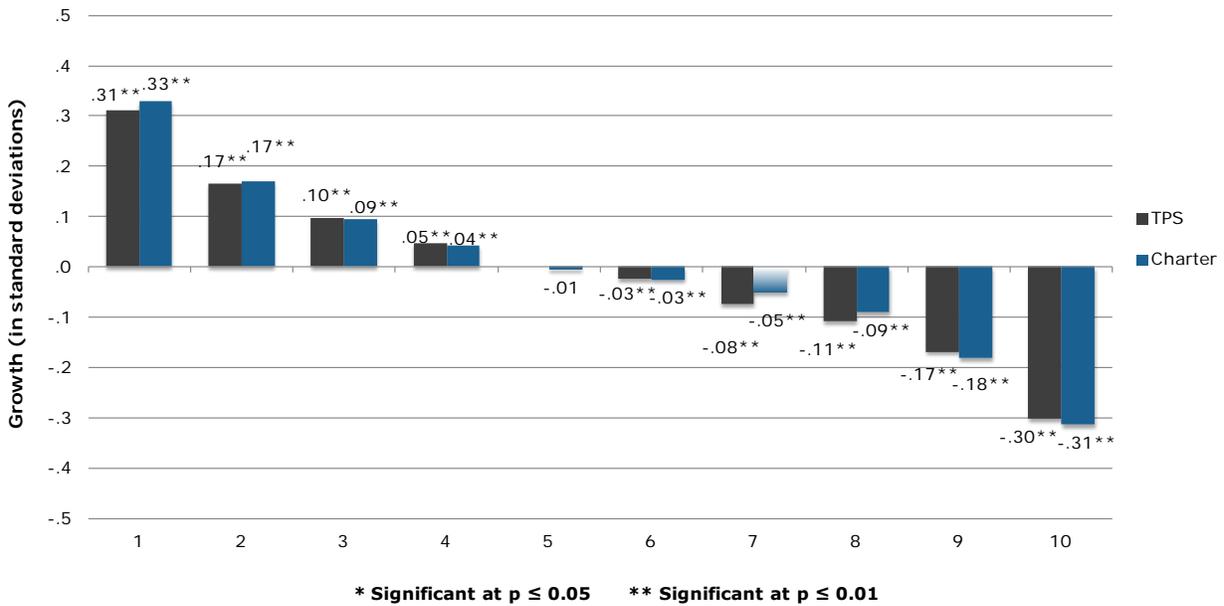
## Charter School Impact by Student’s Starting Decile

A general tenet of charter schools is a commitment to the education and development of every child. Further, many charter schools, including several in Illinois, have as part of their mission a specific emphasis on serving students who have not thrived academically in TPS and whose early performance is well below average. We examined the performance of charter schools to see if they produced equivalent results across the spectrum of student starting points and in relation to the results observed for equivalent students in TPS.

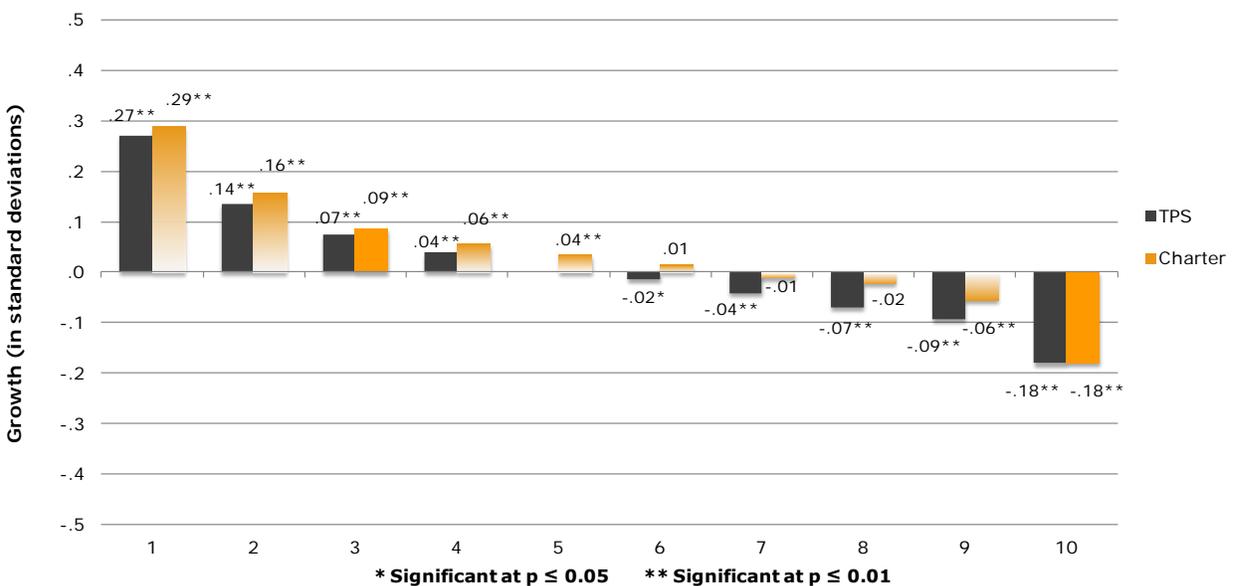
To do this, for charter school students and their VCRs, their baseline achievement test scores in reading and math were disaggregated into deciles. In this analysis,

the base of comparison is the average academic growth of the TPS students in Decile 5, which corresponds to students in the 50<sup>th</sup> to 60<sup>th</sup> percentiles in the State. Student achievement growth in each decile for charter school students and their VCRs was then compared. The results appear in Figures 15 and 16 below.

**Figure 15: Impact by Students' Starting Decile – Reading**



**Figure 16: Impact by Students' Starting Decile – Math**



Both figures demonstrate the expected “S”-shaped curve to the results. The overall curve reflects the typical pattern of larger learning gains for students with lower prior scores and larger learning losses for students with higher starting scores, a phenomenon known as “regression to the mean.” Here, the relative magnitudes are important: Do charter schools produce relatively better growth results than TPS within each decile? If so, the charter curve would have larger gains on the low end and smaller losses on the high end of the distribution.

For students in Illinois, Figure 15 show that charter schools do better than TPS in decile 7 in reading. The performance of charter students in reading is equivalent to the gains produced in TPS in all other deciles. In math, as shown in Figure 16 charter schools do better than TPS in the lower deciles, with the exception of decile 3. In addition, charter students outperform their TPS counterparts in all upper deciles with the exception of decile 10.

# School-level Analysis

**Comparative School-level Quality** While the numbers reported above represent the average learning gains for charter school students across the state, the pooled average effects tell only part of the story. Parents and policymakers are also interested in school-level performance. In order to determine the current distribution of charter school performance, the average effect of charter schools on student learning over the two most recent growth periods (2011 and 2012) is compared to the experience the students would have realized in their local traditional public schools.<sup>9</sup> The performance of the VCR students associated with each charter school comprises this measure of the local educational market. This analysis provides an average contribution to student learning gains for each charter school. This measure is called the school's effect size; as for the overall and by-period impacts, it is expressed in standard deviations of growth.

Care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair test of the school impact. This is because some charter schools elect to open with a single grade and mature one grade at a time. Our criteria for inclusion was at least 60 matched charter student records over the two years, or, for new schools with only one year of data, at least

## A Note about Tables 5 and 6

There are four quadrants in each table. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. These percentages are generated from the 2011 and 2012 periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but very high average achievement. The box in the bottom left corner is for low-growth, low-achieving schools.

Similarly, the topmost box on the right contains the percentage of charters with very high average growth and very high average achievement, while the bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect about 46% of schools to have an effect size between  $-0.15$  and  $0.15$  standard deviations of growth (the two middle columns). Similarly, we would expect about 50% of schools to achieve between the 30<sup>th</sup> and 70<sup>th</sup> percentiles. Therefore, if schools were randomly distributed, we would expect about 6% in any small square and about 25% of the schools to appear in the middle four squares.

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<sup>9</sup> We chose to include only the two most recent growth periods in this analysis for two reasons. First, we wanted a highly relevant contemporary distribution of charter school performance. Second, using only two periods of data ensured that all schools' effect sizes were measured fairly; they are all based on one or two periods of data instead of one period for some schools and three periods for others.

30 matched charter records. Of our total sample of 65 schools with reading test scores in 2011 and 2012, 4 schools had an insufficient number of individual student records to calculate a representative school-wide average growth score. Of 65 schools with math test scores in 2011 and 2012, 3 had an insufficient number. Table 4 below shows the breakout of performance for the Illinois charter schools that meet our criteria for inclusion by having a sufficient number of charter student records.

**Table 4: Performance of Charter Schools Compared to Their Local Markets**

Subject	Significantly Worse		Not Significant		Significantly Better	
	Number	Percent	Number	Percent	Number	Percent
Reading	13	21.3%	36	59.0%	12	19.7%
Math	13	21.0%	26	41.9%	23	37.1%

In reading, about 20 percent of charter schools perform significantly better than their traditional public school market, while 37 percent perform significantly better in math. Both of these results are better than the national average proportion of better-performing charters (17%).<sup>10</sup> The lowest school effect size in reading was -0.39 standard deviations of growth, while the highest effect size was 0.23. The gap between the lowest and highest effect sizes was larger in math; they were -0.48 and 0.65, respectively. A larger proportion of charter schools were not significantly different from their market in reading than in math.

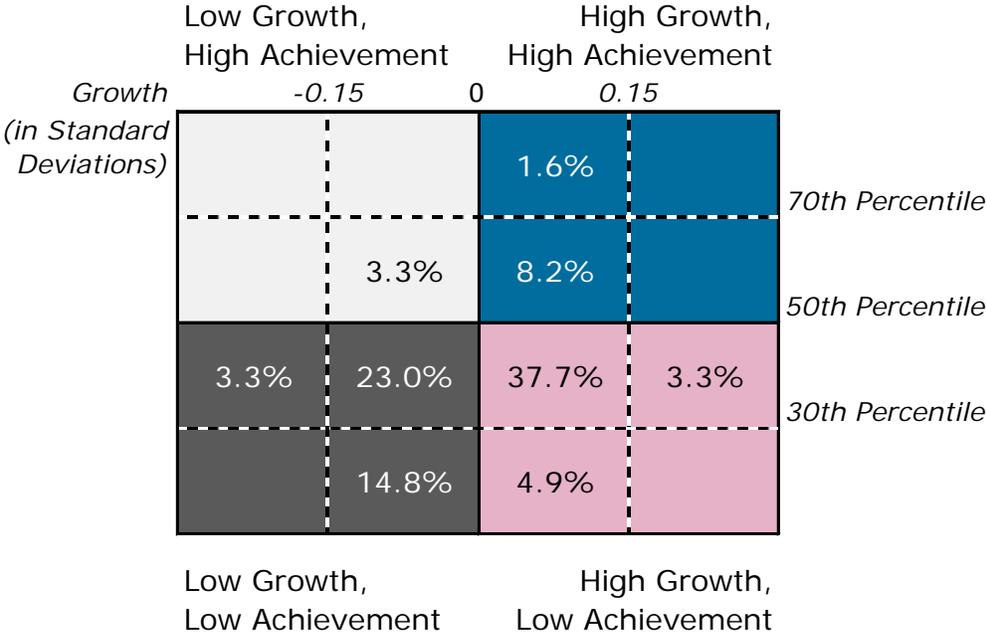
**Impact of Growth on Achievement** While the impacts of charter schools on academic growth relative to their local competitors is instructive, it is necessary to take a wide-angle view to determine how well these students are being prepared. Because many of the students served by charter schools start at low levels of achievement, it is vital to understand how well their academic growth advances them in absolute achievement. To do this, each school's average growth is placed in the context of their average achievement level compared to the rest of the state, as in Tables 5 and 6 below. For growth, we use the effect sizes discussed above. The school's average achievement level is the mean achievement of the students over the same two periods covered by the effect size (2011 and 2012).<sup>11</sup> The 50<sup>th</sup> percentile indicates statewide average performance for all public school students

<sup>10</sup> CREDO. *Multiple Choice: Charter School Performance in 16 States* (2009). <http://credo.stanford.edu>.

<sup>11</sup> Average achievement was computed using students' z-scores from the end of the growth period (e.g., spring 2011 and spring 2012), and the resulting school-level mean was then converted into a percentile.

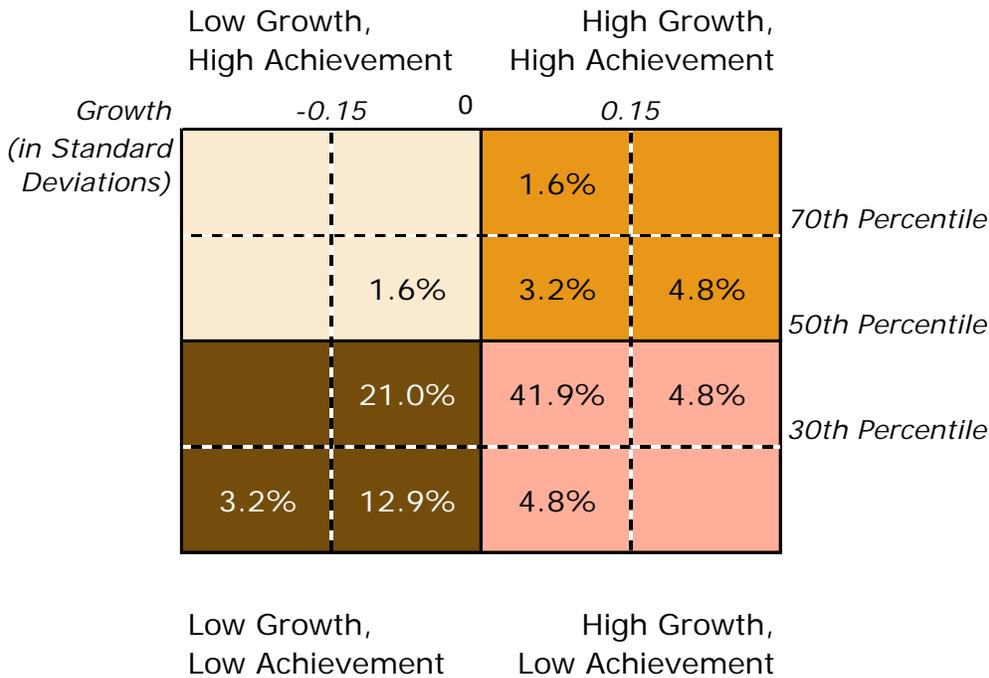
(traditional and charter). A school achievement level above the 50<sup>th</sup> percentile indicates that the school performs above the state wide average.

**Table 5: Reading Growth and Achievement**



In Illinois, 34 of the 61 charter schools (about 56 percent) had positive average growth in reading, regardless of their average achievement (this percentage is the sum of the squares in the blue and purple quadrants, the right half of the table). About 10 percent of charters had positive growth and average achievement above the 50<sup>th</sup> percentile of the Illinois (i.e., the total for the blue quadrant on the top right). About 87 percent of charters perform below the 50<sup>th</sup> percentile of achievement (the sum of the gray and purple in the lower portion of the table). Of concern is the nearly 41 percent of charters in the lower left gray quadrant, which represents low growth and low achievement.

**Table 6: Math Growth and Achievement**



For math, 38 of the 62 charter schools (61 percent) had positive average growth, as seen in the orange and pink quadrants. Over 9 percent of charters had positive growth and average achievement above the 50<sup>th</sup> percentile (the top right, orange quadrant). About 89 percent of charters have achievement results below the 50<sup>th</sup> percentile of the state (the sum of lower half of the table). Over 51 percent of Illinois charters have positive growth and achievement below the 50<sup>th</sup> percentile in the state, as seen in the lower right, pink quadrant. If those schools continue their trends of positive academic growth, their achievement would be expected to rise over time.

## Synthesis and Conclusions

Based on the findings presented here, the typical student in Illinois charter schools gains more learning in a year than his TPS counterparts, amounting to about two weeks of additional gains in reading and about a month in math. These positive results are also found in Chicago, where the majority of Illinois charter students are educated.

A portion of Illinois charter schools appear to outpace TPS in how well they support academic learning gains in their students in both reading and math. Twenty percent of Illinois charters outpace the learning impacts of TPS in reading, and 37 percent do so in math. About 21 percent of charter schools have academic growth that is significantly worse than TPS for reading and math.

The student-to-student and school-to-school results show charter schools to be performing fairly well relative to the local alternatives. The larger question of whether charter schools are helping students achieve at high levels is also important. Nearly 41 percent of Illinois charter schools have below-average growth and below-average achievement in reading, and the same is true for nearly 37 percent of the charter schools in math. Students in these schools will not only have inadequate progress in their overall achievement but will fall further and further behind their peers over time.

The share of underperforming charter schools is offset, however, by the majority of charter schools that are either already achieving at high levels or are in positions to reach those levels. In both reading and math a majority of charter schools have academic growth that is above their market average. For reading, the proportion is about 56 percent and for math it exceeds 61 percent. Should these trends continue, the share of schools that currently lag the statewide average for absolute achievement would be expected to decline. These absolute improvements are achievable in Illinois.

Table 7 presents a summary of the results.

**Table 7: Summary of Statistically Significant Findings for Illinois Charter Schools Compared to the Average Learning Gain for VCR**

	Reading	Math
Illinois Charter Students	Positive	Positive
Chicago Charter Students	Positive	Positive
Charters in 2010	Positive	Positive
Charters in 2011	Positive	Positive
Charters in 2012	Negative	Positive
CMO Affiliated Charters	Positive	Positive
Non-CMO Affiliated Charters		Positive
Elementary Charter Schools	Positive	Positive
Middle Charter Schools	Negative	
Multi-Level Charter Schools	Positive	
First Year Enrolled in Charter School	Negative	Negative
Second Year Enrolled in Charter School		Positive
Hispanic Charter School Students		Positive
Charter School Students in Poverty	Positive	
Black Charter School Students in Poverty	Positive	
Hispanic Charter School Students in Poverty		Positive

Note: When an entry is blank, that result was not significant.

## Appendix

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

Student Group	Matched Charter Students	
	Reading	Math
Illinois Charter Students	32,900	32,985
Students in Chicago	30,099	30,145
Students in Charters in 2010	8,799	8,835
Students in Charters in 2011	11,235	11,244
Students in Charters in 2012	12,866	12,906
Students in CMO-Affiliated Charters	24,129	24,129
Students in Non-CMO Affiliated Charters	8,771	8,856
Students in Elementary Schools	21,431	21,571
Students in Middle Schools	3,651	3,647
Students in Multi-level Schools	7,441	7,390
Students First Year Enrolled in Charter School	6,551	6,562
Students Second Year Enrolled in Charter School	2,988	2,966
Students Third Year Enrolled in Charter School	646	644
Black Students	20,508	20,460
Hispanic Students	10,362	10,451
White Students	1,498	1,528
Students in Poverty	29,410	29,434
Black Students in Poverty	18,808	18,711
Hispanic Students in Poverty	9,897	9,978
Special Education Students	3,166	3,262
English Language Learners	1,508	1,590
Grade Repeating Students	201	184

Student Group	Matched Charter Students	
	Reading	Math
Students in Decile 1	4,512	4,749
Students in Decile 2	4,147	5,202
Students in Decile 3	3,993	4,710
Students in Decile 4	4,365	4,145
Students in Decile 5	3,415	3,879
Students in Decile 6	3,716	3,001
Students in Decile 7	3,442	2,825
Students in Decile 8	2,796	2,047
Students in Decile 9	1,599	1,610
Students in Decile 10	915	817

# **Charter Schools Special Education Services and Implementation Rubric Instructions**



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Gery J. Chico  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

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**TO:** Superintendents  
Special Education Directors  
Regional Offices of Education  
Interested Parties

**FROM:** Elizabeth Hanselman  
Assistant Superintendent for Special Education & Support Services

**DATE:** November, 2011

**SUBJECT:** Charter Schools Special Education Services and Implementation Rubric

Charter schools are public schools that come into existence through a contract with an authorized public chartering agency. In Illinois, local school districts are the primary authorizers of charter schools. The charter—or contract—establishes the framework within which the school operates and provides public support for the school for a specified period of time. At the end of the contract period, the charter must be renewed.

Children with disabilities who attend public charter schools retain all rights under the Individuals with Disabilities Education Act (IDEA). With respect to the rights and obligations established by IDEA, charter schools in Illinois are treated either as schools within a school district or as local educational agencies (LEAs) in their own right. More specifically: (1) when a school's charter is issued by a local board of education, that charter school is considered as a school within the district over which that board of education exercises jurisdiction; (2) when a school's charter is issued by the State Charter School Commission, that charter school is considered as an LEA in its own right. In order to receive ISBE certification, a charter proposal must demonstrate that the charter school will comply in all respects with state and federal special education law and that the charter school will not discriminate on the basis of need for special education services. Ultimate responsibility for IDEA compliance rests with the school district in the case of a school district-authorized charter, and with the charter school itself in the case of a State-authorized charter school.

To ensure that both parties to a charter contract fully understand their respective obligations under the contract with respect to IDEA, both initial and renewal charter proposals should address a variety of issues related to special education,

including equitable enrollment of students with disabilities, child find, determination of special education eligibility, parental involvement, least restrictive environment, provision of educational and related services, assessment and reporting of student progress, confidentiality of student records, sustained supply of certified special education teachers and related service providers, and special transportation, when needed.

The *Charter Schools Special Education Services and Implementation Rubric* sets forth the services that a charter school is required by state and federal law to offer to students who may be or are eligible for special education services. The rubric prompts applicants to (i) describe special education and related services that will be provided, (ii) propose the procedures and practices that will be used as these services are implemented, and (iii) identify the personnel responsible for the successful implementation of services. It is understood that in the case of school district-authorized charter schools, many services may be provided in part or whole by the local school district. In such instances, applicants should describe in detail the interaction that will occur between the charter and the district to facilitate the provision of such services, including the names and/or titles of personnel within the district and charter school who will be responsible for implementing the services and for overseeing the delivery of services. To the extent possible, the application materials should also include assurances by the school district that the district understands its obligations under IDEA with respect to the charter school. For example, if the school district has a policy or practice of providing a particular special education service on site to its regular public schools, the charter application should make clear that the district will provide the same service on site to the charter, and should include the names and/or titles of personnel at both the charter school and the district who will oversee proper implementation of the service.

Applicants are not required to utilize the rubric as a condition of certification, and may provide the same information in an alternative format provided that the applicant clearly indicates where in the proposal the information required by each section of the rubric is addressed. Such information will provide a framework for communication with the charter school and, where applicable, its authorizing school district regarding the charter school's special education services. ISBE's intent in requiring such information is to maintain effective communication channels with all parties, set clear expectations, and minimize confusion in relation to the delivery of services.

Please direct any questions regarding the information and directions set forth herein to Ms. Juana Burchell, Special Education Charter Schools Coordinator, at [REDACTED] or [REDACTED].

The special education services rubrics for initial and renewal charter proposals may be viewed and downloaded from our website at [www.isbe.net/spec-ed](http://www.isbe.net/spec-ed).

**CHARTER SCHOOLS  
SPECIAL EDUCATION SERVICES AND IMPLEMENTATION RUBRIC**

**INITIAL APPLICATION**

**ISBE Form 34-50A**

**PURPOSE:**

An approved special education rubric (form 34-50A) provides official documentation that a proposed charter school will have the processes and procedures in place to implement a full continuum of special education and related services.

**INSTRUCTIONS:**

1. This rubric should be used for an initial (rather than renewal) charter school proposal.
2. The content of the rubric cannot be altered. Space in the 2<sup>nd</sup> and 3<sup>rd</sup> columns can be increased for each area, as needed.
3. The rubric must be completed in full. Make sure to complete all blanks or boxes with a thorough explanation of services before submission.
4. Read the first column of the rubric, *ISBE Requirements*, which denotes the minimum special education information required to be included in your application.
5. Complete the second column, *Charter School Proposed Steps for Implementation of Services According to Required Information*, which must include the plan for:
  - (a) Services (what services will be provided), and
  - (b) Implementation (how the services will be provided).
6. Complete the third column, *Name and Title of Staff at Charter School and District Who Will Work in Partnership to Ensure Implementation of Services*, which must include:
  - (a) The name and title of the staff member(s) responsible for implementing the services, as well as the entity in which the staff member(s) are employed (i.e., Charter School or Local Education Agency), and
  - (b) The individual who will be responsible for overseeing the delivery of services. If the applicant has not yet identified a candidate for the position, enter "to be hired."
7. The fourth column is for ISBE use only. Once an application has been submitted to ISBE, ISBE staff will indicate in the fourth column which sections

of the rubric have been approved, and which sections require further clarification or correction.

- (a) Clarification Needed - If the information is incomplete and/or further clarification is needed, the application will be returned. The applicant must provide the necessary clarifications and resubmit the application in its entirety (i.e., with all information that has been approved by ISBE and any new information provided by the Charter School in response to ISBE's request for clarification). The new information must be **bolded**.
- (b) Approval - If all information required is completed and no further clarification is needed, the applicant will be notified that the application has been approved.

**CHARTER SCHOOLS  
SPECIAL EDUCATION SERVICES AND IMPLEMENTATION RUBRIC**

**RENEWAL APPLICATION**

**ISBE Form 34-50B**

**PURPOSE:**

The special education rubric (form 34-50B) provides documentation necessary to show that the existing charter school has the processes and procedures in place to implement a full continuum of special education and related services.

**INSTRUCTIONS:**

1. This rubric should be used for a renewal charter school proposal.
2. Charter schools are advised to begin developing their special education renewal proposal one (1) year prior to the expiration of their current charter terms.
3. The content of the rubric cannot be altered. Space in the 2<sup>nd</sup> and 3<sup>rd</sup> columns can be increased for each area, as needed.
4. The rubric must be completed in full making sure to complete all blanks or boxes with a thorough explanation of services before submission.
5. Read the first column of the rubric, *ISBE Requirements*, which denotes the minimum special education information required to be included in your application.
6. Complete the second column, *Charter School Proposed Steps for Implementation of Services According to Required Information*, which must include the plan for:
  - (a) Services (what services will be provided), and
  - (b) Implementation (how the services will be provided).
7. Complete the third column, *Name and Title of Staff at Charter School and District Who Will Work in Partnership to Ensure Implementation of Services*, which must include:
  - (a) The name and title of the staff member(s) responsible for implementing the services, as well as the entity in which the staff member(s) are employed (i.e., charter school or Local Education Agency), and

- (b) The individual who will be responsible for overseeing the delivery of services. If the applicant has not yet identified a candidate for the position, enter "to be hired."
8. A charter renewal application must include data on student academic performance (Illinois state assessment results and other results) from the last approval date (105 ILCS 5/27A-9(b)(1)), including data on the achievement of students with disabilities. For purposes of the review of special education services:
- (a) If the Charter School demonstrates increased student academic achievement for students with disabilities, and has no history of complaints and/or due process, ISBE staff will recommend approval of the renewal application.
- (b) If the Charter School fails to demonstrate increased student academic achievement for students with disabilities, the applicant should describe any specific strategies it will utilize to address low student achievement among this student population. In addition, if the Charter School has a history of complaints and/or due process, an onsite technical assistance (TA) visit may be scheduled at ISBE's discretion to assist the school in a review of its special education practices.
9. The fourth column is for ISBE use only. Once an application has been submitted to ISBE, ISBE staff will indicate in the fourth column which sections of the rubric have been approved, and which sections require further clarification or correction.
- (a) Clarification Needed - If the information is incomplete and/or further clarification is needed, the application will be returned. The applicant must provide the necessary clarifications and resubmit the application in its entirety (i.e., with all information that has been approved by ISBE and any new information provided by the Charter School in response to ISBE's request for clarification). The new information must be **bolded**.
- (b) Approval - If all information required is completed and no further clarification is needed, the applicant will be notified that the application has been approved.

**Joint Committee on Administrative Rules**  
**ADMINISTRATIVE CODE**

**TITLE 23: EDUCATION AND CULTURAL RESOURCES**  
**SUBTITLE A: EDUCATION**  
**CHAPTER I: STATE BOARD OF EDUCATION**  
**SUBCHAPTER o: MISCELLANEOUS**  
**PART 650 CHARTER SCHOOLS**  
**SECTION 650.55 BIENNIAL REPORTING REQUIREMENTS**

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**Section 650.55 Biennial Reporting Requirements**

- a) No later than September 30 of every odd-numbered year, each authorizer shall submit a report to the State Board of Education that shall respond at least to the reporting elements set forth in Section 27A-12 of the School Code. The State Superintendent of Education shall develop and post at <http://www.isbe.net/charter/Default.htm> by January 30 of each odd-numbered year a standard form that shall be used for this purpose.
- b) The report shall include, but not be limited to, the information specified in this subsection (b), to be reported for each of the two school years immediately preceding submission of the report.
  - 1) The name, job title and contact information for each person who has principal responsibilities relative to the authorization of charter schools and, if applicable, the name of each contractor so engaged and a description of its authorizing responsibilities.
  - 2) Information relative to the authorizer's strategic vision for chartering, strategies for accomplishing that vision and an assessment of progress toward achieving that vision.
  - 3) Information relative to the chartering policies and practices developed and maintained by the authorizer, including but not limited to:
    - A) Solicitation and evaluation of charter applications;
    - B) Decision-making processes regarding new charter approvals;
    - C) Negotiation processes to ensure execution of sound charter contracts with clear performance standards established for each approved

- charter school;
  - D) Ongoing charter school oversight and evaluation;
  - E) Charter renewal decision-making; and
  - F) Charter school non-renewal or revocation decision-making.
- 4) The status of the authorizer's charter school portfolio in each of the following categories:
- A) For any charter school that has been approved but is not opened by the date the authorizer submits its report to the State Board of Education:
    - i) the targeted student population and the community the school hopes to serve;
    - ii) the location or geographic area proposed for the school;
    - iii) the projected enrollment;
    - iv) the grades to be operated during each year in the term of the charter contract;
    - v) the names and contact information for the governing board; and
    - vi) the planned date for opening.
  - B) The number of charter schools operating in each of the following categories:
    - i) Charter schools operating more than one campus under a single charter agreement;
    - ii) Virtual charter schools;
    - iii) Charter schools devoted exclusively to students from low-performing or overcrowded schools; and
    - iv) Charter schools devoted exclusively to re-enrolled high school dropouts and/or students at risk of dropping out.
  - C) Information relative to each charter school whose charter was renewed, to include at least the date of renewal.

- D) Information relative to each charter school whose charter was transferred to another authorizer, to include at least the effective date of the transfer.
  - E) Information relative to each charter school whose charter was not renewed or was revoked, to include at least the effective date of and reasons for the non-renewal or revocation.
  - F) Information relative to each charter school that was voluntarily closed, to include at least the effective date of the closure.
  - G) Information relative to each charter school that was approved but was never opened and has no planned date for opening.
- 5) The total student enrollment by September 30 of the applicable school year for all charter schools authorized by the authorizer.
  - 6) Information relative to the academic and financial performance of each of the authorizer's operating charter schools, to include at least data related to the performance expectations for charter schools set forth in Section 2-3.64 of the School Code or the charter contract.
  - 7) The authorizer's operating costs and expenses associated with the performance of the powers and duties enumerated in Section 27A-7.10(a) of the School Code and any additional duties set forth in the terms of each charter contract.
  - 8) A description of the general categories of services provided by the authorizer to the charter schools in its portfolio pursuant to Section 27A-11(b) of the School Code, as set forth in the charter school contracts, and an itemized accounting of the revenue the authorizer received from its charter schools for a particular service and the authorizer's actual costs for services provided, when applicable.

(Source: Added at 38 Ill. Reg. 21916, effective November 3, 2014)

**Joint Committee on Administrative Rules**  
**ADMINISTRATIVE CODE**

**TITLE 23: EDUCATION AND CULTURAL RESOURCES**  
**SUBTITLE A: EDUCATION**  
**CHAPTER I: STATE BOARD OF EDUCATION**  
**SUBCHAPTER o: MISCELLANEOUS**  
**PART 650 CHARTER SCHOOLS**  
**SECTION 650.65 MONITORING OF CHARTER AUTHORIZERS BY THE STATE**  
**BOARD OF EDUCATION; CORRECTIVE ACTION**

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**Section 650.65 Monitoring of Charter Authorizers by the State Board of Education;  
Corrective Action**

In accordance with Section 27A-12 of the School Code, the State Board of Education shall rely on information reported by authorizers pursuant to Section 650.55 and *ongoing monitoring of both charter schools and authorizers* to determine whether *to remove the power to authorize from any authorizer in this State if the authorizer does not demonstrate a commitment to high-quality authorization practices and, if necessary, revoke the charters of the chronically low-performing charters authorized by the authorizer at the time the power to authorize is removed.* [105 ILCS 5/27A-12]

- a) A charter school authorizer may be subject to corrective action, including but not limited to removal of chartering authority, in the following circumstances:
  - 1) Failure to develop chartering policies and practices consistent with the principles and standards set forth in Appendix A (see Section 27A-7.10(e) of the School Code);
  - 2) Failure to comply with any State or federal statutory or regulatory requirement for charter authorization;
  - 3) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:
    - A) committed a material violation of any of the conditions, standards or procedures set forth in the charter; and/or
    - B) violated any provision of law from which the charter school was not exempted under Article 27A of the School Code;

- 4) Failure to require a plan of remediation pursuant to Section 27A-9(c) of the School Code for, and/or close, charter schools that:
    - A) have exhibited low student performance as evidenced by:
      - i) a school's student achievement being among the lowest 5 percent of schools in the State, as determined by a three-year average of State assessment results for all students in reading and mathematics;
      - ii) if the charter school is a high school, an average graduation rate of less than 60 percent over the three school years immediately preceding the year in which corrective action is being considered; or
      - iii) receipt of a school improvement grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq.); and/or
    - B) fail to meet performance targets and standards established by the authorizer in a charter school performance plan by the timelines specified in the plan;
  - 5) Failure to require a plan of remediation pursuant to Section 27A-9(c) for, and/or close, charter schools for financial mismanagement or failure to meet generally accepted standards of fiscal management; and/or
  - 6) A pattern of evidence-based complaints about the authorizer or any of its public charter schools, filed with the State Superintendent of Education in accordance with subsection (b).
- b) A complaint alleging that an authorizer has violated a requirement of Article 27A of the School Code or this Part may be submitted in writing to the State Superintendent of Education no later than one calendar year from the date of the alleged violations.
- 1) The written complaint shall include:
    - A) A statement as to which provision of law or rules has been violated;
    - B) The date or dates upon which the violation occurred;
    - C) The facts on which the statement is based; and
    - D) The signature and contact information for the complainant.
  - 2) A complaint submitted in accordance with subsection (b)(1) shall be

considered by the State Superintendent of Education unless:

- A) It clearly appears on its face to be frivolous, trivial or designed or intended primarily to harass the authorizer;
  - B) The State Superintendent of Education has documentation that the authorizer already is satisfactorily addressing issues that are substantially the same as those raised in the complaint;
  - C) Prior to any action by the State Superintendent of Education, the complainant withdraws the complaint; or
  - D) The alleged violation occurred more than one calendar year after the complaint was submitted to the State Superintendent of Education.
- 3) At the conclusion of any complaint investigation, the State Board shall provide to the complainant a written decision that addresses each allegation in the complaint and contains:
- A) Findings of fact and conclusions with respect to those allegations;
  - B) The reasons for the State Board of Education's final decision; and
  - C) Orders for any actions or sanctions, including, without limitation, technical assistance activities and negotiation, imposed against the authorizer and/or any charter schools under its jurisdiction.
- c) When the State Superintendent of Education has information that the authorizer may meet one or more of the conditions specified in subsection (a), or upon a determination that a complaint submitted pursuant to subsection (b) is within the State Board of Education's jurisdiction (i.e., alleges a violation of Article 27A of the School Code or this Part) and merits consideration (e.g., subsection (b)(2)), the State Superintendent shall provide written notification to the authorizer enumerating the deficiencies found or the particulars of the complaint filed against the authorizer and providing a copy of the complaint, redacting any information that is protected from disclosure under one or more exemptions enumerated in the Illinois Freedom of Information Act [5 ILCS 140].
- 1) The written notification shall be sent by certified mail, return receipt requested, to the authorizer, and a copy of the notification shall be provided by regular U.S. mail to the complainant.
  - 2) Upon receipt of the notification, the authorizer shall have no more than 15 days to provide a written response to the State Board of Education. The authorizer and the State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 45

days. The written response shall be addressed to the General Counsel, Illinois State Board of Education, 100 West Randolph Street, Suite 14-300, Chicago, Illinois 60601.

- 3) The authorizer's written response shall include a statement addressing any of the deficiencies cited by the State Superintendent of Education or the issues raised in a complaint, as well as any documentation requested by the State Superintendent.
- 4) The authorizer shall provide a copy of the written response and any supporting documentation to the complainant within the timelines established pursuant to subsection (c)(2).

d) Reasonable Inquiry

- 1) The State Superintendent of Education may conduct a reasonable inquiry to determine if the authorizer has violated any of the provisions of Article 27A of the School Code or this Part if:
  - A) The authorizer fails to respond to the complaint within the timeframe specified in subsection (c);
  - B) The authorizer denies the allegations in the complaint;
  - C) It cannot otherwise be determined on the face of the complaint and the authorizer's response as to whether the authorizer has violated any Section of the Charter Schools Law or this Part; or
  - D) In the authorizer's initial response, the authorizer concedes noncompliance and agrees to take appropriate remedial action, but:
    - i) The complainant submits additional documentation, either orally or in writing, alleging that no remedial action has occurred or that remediation was not completed within the timeframe committed to by the authorizer; or
    - ii) The State Superintendent of Education finds that no remedial action has occurred or remediation was not completed within the timeframe committed to by the authorizer.
- 2) The reasonable inquiry may include one or more of the following steps, which may be conducted by State Board of Education personnel, or an outside entity, at the State Superintendent of Education's discretion. The State Superintendent shall notify the authorizer in advance of commencing the reasonable inquiry of the identity of any outside entity to be used to conduct the inquiry.

- A) Review of all or selected portions of the authorizer's policies, practices, education records or curriculum;
  - B) Contact with individuals from the authorizer or any charter school under the authorizer's jurisdiction who might reasonably be expected to have information relevant to identified deficiencies or the allegations of the complaint;
  - C) Desk audit, whereby the State Superintendent of Education would require submission or complete access to materials or data from the authorizer or any charter school under the authorizer's jurisdiction that the State Superintendent of Education determines will assist him or her in responding to the identified deficiencies or the allegations in the complaint; and/or
  - D) Technical assistance as needed to attempt to bring the authorizer into compliance.
- e) If the reasonable inquiry results in a determination of noncompliance, the State Superintendent shall provide a written notification of noncompliance to the authorizer by certified mail, return receipt requested. The notification of noncompliance shall specify the following:
- 1) All formal findings of noncompliance specific to the statutory or regulatory violations that led to the finding of noncompliance, to include any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d);
  - 2) The timeframe within which the areas of noncompliance must be cured;
  - 3) The technical assistance available to the authorizer, if applicable;
  - 4) The consequences that may be imposed by the State Board of Education should the authorizer fail to address the areas of noncompliance (see subsection (i)); and
  - 5) A statement informing the authorizer that it may seek a conference with representatives of the State Board of Education to dispute the findings of noncompliance, including those resulting from any new allegations raised during the reasonable inquiry conducted pursuant to subsection (d), by submitting a written request to the address specified in subsection (c)(2) within 15 days after receiving the notification of noncompliance.
- f) Within 60 days after the date of receipt of notification of noncompliance issued under subsection (e), or within 60 days after the date of any conference scheduled

pursuant to subsection (e)(5), whichever is later, the authorizer shall submit to the State Superintendent a corrective action plan that conforms to the requirements of subsection (g). The authorizer and State Superintendent of Education may mutually agree to a longer time for response, but in no case shall the response time exceed 90 days.

- 1) If the authorizer is a local school board, the plan shall be signed by the president and secretary of the local board of education pursuant to Section 10-7 of the School Code, as evidence that the board adopted a resolution authorizing its submission.
  - 2) If the authorizer is the Commission, the plan shall be signed by the chairman of the Commission as evidence that the Commission adopted a resolution authorizing its submission.
- g) The State Superintendent of Education shall approve or disapprove a corrective action plan no later than 30 days after its receipt from the authorizer and shall notify the authorizer in writing of that decision.
- 1) The State Superintendent shall approve a plan if it:
    - A) Specifies the steps to be taken by the authorizer that are directly related to the area or areas of noncompliance cited;
    - B) Provides evidence that the authorizer has the resources and ability to take the steps described without giving rise to other issues of compliance that would subject the authorizer to corrective action; and
    - C) Specifies a timeline for correction of the cited deficiencies that is demonstrably linked to the factors leading to noncompliance and is no longer than needed to correct the identified problems.
  - 2) If no plan is submitted, or if no approvable plan is received within the timeframe required under subsection (f), the State Board of Education may impose sanctions against the authorizer in accordance with subsection (i).
- h) If, at any time while a plan for corrective action is in effect, the State Board of Education determines that the agreed-upon actions are not being implemented in accordance with the plan or the underlying areas of noncompliance are not being remedied, the State Board of Education may impose sanctions in accordance with subsection (i).
- i) **Sanctions Against an Authorizer**  
In accordance with Section 27A-12 of the School Code, the State Board of Education may remove an authorizer's power to authorize charter schools. For the

purposes of this Section, "removal of the power to authorize" shall mean removal of an authorizer's power to approve and oversee any new charter schools, and/or removal of an authorizer's power to oversee charter schools already operating that are under the jurisdiction of the authorizer.

- 1) An authorizer that is subject to sanctions pursuant to this Section may make an oral presentation to the State Board. A request to make an oral presentation must be submitted in writing and postmarked no later than 30 days from the date of receipt of notice that sanctions may be imposed, and must identify the specific agency findings with which the authorizer disagrees. The State Board shall consider oral presentations and written documents presented by staff and interested parties prior to rendering a final decision.
- 2) In the event that chartering authorization is removed, the State Board of Education shall determine the status of each charter school within the authorizer's portfolio. With respect to each charter school, the State Board may:
  - A) Allow the charter school to continue operating under the jurisdiction of the authorizer;
  - B) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and transfer the charter school to another authorizer in accordance with subsection (j); or
  - C) Terminate the existing charter agreement between the authorizer and the governing board of the charter school and close the charter school in accordance with subsection (k).

j) Transfer of Charter Schools

- 1) Based upon a recommendation of the State Superintendent of Education, the State Board of Education may order a change in authorizer for charter schools under the jurisdiction of an authorizer that has had its power to authorize charter schools removed under this Section. Unless compelling reasons justify a different recommendation:
  - A) The State Superintendent shall recommend a transfer to the Commission in the case of sanctions against a local school board authorizer; or
  - B) The State Superintendent shall recommend a transfer to the school board for the district or districts of student residency in the case of sanctions against the Commission.

- 2) The State Superintendent of Education shall provide written notification of the transfer recommendation by certified mail, return receipt requested, to the governing bodies of any charter school subject to transfer and the entity recommended to become the authorizer.
  - 3) The governing bodies of any charter school that is subject to the transfer recommendation and the entity recommended to become the authorizer shall follow the same process and be subject to the same timelines for review as set forth in Section 27A-8 of the School Code to determine whether to enter into a contractual agreement for authorization. Until the process is complete, the charter school shall remain open under its current authorizer.
    - A) If the charter school does not consent to the transfer, the State Board of Education shall order the charter school to close. Prior to this direction, the State Board of Education shall permit members of the governing board of the charter school subject to closure to present written and oral comments to the State Board of Education. Any closure of a charter school pursuant to this subsection (j)(3)(A) shall follow the procedures set forth in Section 650.70 (Procedures for Closing a Charter School).
    - B) If the entity recommended to become the authorizer does not consent to the transfer, the State Board of Education shall direct the State Superintendent of Education to either recommend an alternative authorizer to which the charter school will be transferred in accordance with the requirements of this Section or to close the charter school by following the procedures set forth in Section 650.70.
  - 4) Except in the case of an emergency that places the health, safety or education of the charter school's students at risk, the transfer of the charter school to its new authorizer shall occur at the end of the school year.
  - 5) The term of the contract with a new authorizer after a transfer of authorizers may be for a period not to exceed five years following the effective date of the certification of the new charter school in accordance with Article 27A of the School Code and this Part.
- k) Closure of Charter Schools
- 1) The State Board of Education may order any charter school under the jurisdiction of the authorizer that has had its power to authorize charter schools removed under this Section to close if the State Board of Education clearly demonstrates that the charter school did any of the following or otherwise failed to comply with the requirements of Article 27A of the School Code:

- A) Exhibited low student performance, as defined in subsection (a)(4)(A), and/or failed to meet performance targets and standards established by the charter school's authorizer in a charter school performance plan within the timelines specified in the plan;
  - B) Mismanaged its finances or failed to meet generally accepted standards of fiscal management;
  - C) Violated any provision of law from which the charter school was not exempted pursuant to Section 27A-5 of the School Code; and/or
  - D) Committed a material violation of any of the conditions, standards or procedures set forth in the charter.
- 2) Prior to the State Board of Education's ordering any charter school to close under this subsection (k), the State Superintendent of Education shall provide written notification by certified mail, return receipt requested, to the governing board of the charter school subject to closure. The notice shall summarize the reasons for the closure recommendation and provide, as applicable, the formal opinion pertaining to the recommendation.
  - 3) The governing board of the charter school subject to closure shall have seven days from the date of receipt of the State Superintendent's notice to request the opportunity to present written and oral comments to the State Board of Education about the closure recommendation.
  - 4) Any closure of a charter school pursuant to this subsection (k) shall follow the procedures set forth in Section 650.70.
- 1) An authorizer that has had its power to authorize charter schools removed pursuant to this Section may petition the State Board of Education for a return of authorizing powers. The State Board of Education shall reinstate the power to authorize to an authorizer if the authorizer clearly demonstrates that:
    - 1) Any noncompliance matters that resulted in the sanctions have been resolved;
    - 2) The authorizer has developed systems and processes to ensure that the noncompliance issues that resulted in the sanctions will not recur; and
    - 3) The authorizer has participated in a State- or national-level training program designed to develop the capacity and effectiveness of charter school authorizers, including but not limited to any training programs offered by the Commission, provided that the Commission is not the sanctioned authorizer submitting the petition for reinstatement.

(Source: Added at 38 Ill. Reg. 21916, effective November 3, 2014)

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 2009-2010 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 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 SEA took to consult with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents regarding the State 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 were 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 2013-2014 Illinois School Report Card in order to provide additional information 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: 2013-2014 Lowest Quartile Districts (Minority) and Appendix B: 2013-2014 Lowest Quartile Districts (Poverty)).

**TABLE ONE: STAKEHOLDER GROUPS**

Stakeholder Groups	Description
<b>The Diverse Educator Recruitment Advisory Group</b>	Consists of ethnically diverse teachers with one to three years of experience teaching in an Illinois public school.
<b>The State Educator Preparation and Licensure Board</b>	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.
<b>The Consolidated Committee of Practitioners</b>	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.
<b>The Center for School Improvement Roundtable</b>	Consists of staff from Illinois CSI, ISBE senior staff, and regional superintendents. Illinois CSI works with priority districts in Illinois.
<b>TheP-20 Subcommittee for Teacher and Leader Effectiveness</b>	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.
<b>Illinois Alliance of Administrators of Special Education</b>	Consists of special education directors for school districts and special education cooperatives in Illinois.
<b>The Illinois Association of School Administrators</b>	Consists of district superintendents.
<b>The Illinois PTA subcommittee.</b>	Consists of Illinois PTA members.
<b>Advance Illinois Educator Advisory Group</b>	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.
<b>The Latino Policy Forum English Learner Workgroup</b>	Consists of ESL/Bilingual directors for public school districts in Illinois and college and university faculty specializing in ESL/Bilingual.
<b>The Student Advisory Committee</b>	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.
<b>The Illinois Association of School Boards</b>	A voluntary organization of local boards of education dedicated to strengthening public schools.
<b>ISBE Staff</b>	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 Superintendent for Language and Early Childhood

**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**

<b>Date/Group</b>	<b>General Topics</b>
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, PLCs (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**

<b>Date/Group</b>	<b>Probable Causes</b>	<b>Potential Remedies</b>	<b>Possible Implementation Strategies</b>
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 & 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 TI 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, LEP, 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 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 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 and school and teach content.	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.
February 26, 2015 –	DERAG members examined	DERAG members	Provide funding to

Phone Diverse Educator Advisory Group	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.	suggested that induction and mentoring, professional development targeted to the educators content area, and the importance of loan forgiveness	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 skills sets of the parents within their districts.	Require participating districts in the ISBE grants to develop and implement both program 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 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 Latino Policy Forum English Learner	Members emphasized the importance of ‘targeted programming’ in increasing retention (induction and	Programming that allows for the development of an optimal relationship between schools/district	

Workgroup	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.	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 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 CCSSO (Table Four: Phase Three Meetings).

**TABLE FOUR: PHASE THREE**

<b>Date/Group</b>	<b>Comments</b>
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 & Chicago, Illinois Roundtable Meeting	ISBE Staff suggested that a more deliberate connection between the requirements of the grant tempered by a need to support district innovation, the importance of supporting practices that are already effective (PLCs), and considering 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 Effectiveness	Considering that there are monies available for four pilots during 2015-2018, programming and resultant efficacy should focus upon ascertaining what works in these districts and, based upon collected data potentially refining the approach when this work moves to scale.

## 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**

<b>Term</b>	<b>Proposed Definition</b>	<b>Notes</b>	<b>Applicable Reference(s)</b>
<b>Inexperienced teacher</b>	A teacher that 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.	<a href="#">23 Ill Admin. Code 25. Appendix D</a>
<b>Unqualified teacher</b>	A teacher that does not hold a valid license.	Illinois would consider an unqualified teacher and out-of-field teacher to both to be out of compliance for assignment.	<a href="#">105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790</a>
<b>Out-of-field teacher</b>	A teacher that 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 to be out of compliance for assignment.	<a href="#">105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790</a>
<b>Poor student/ low income student</b>	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.	<a href="#">Federal Register, Vol. 79, No. 43 (Page 12467)</a>
<b>Minority student</b>	Any non-white student	Our fall housing reports use the following racial demographics: Hispanic, Asian, Indian, Black, OPI, White, and 2/More.	<a href="#">Fall Housing Reports</a>
<b>Effective teacher</b>	A teacher that has received a “proficient” rating in his/her most	Given that we have a four category rating system, it seems reasonable to view	<a href="#">105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)</a>

	recent performance evaluation rating.	performance evaluation ratings of “proficient” as “effective”.	
<b>Highly effective teacher<sup>1</sup></b>	A teacher that 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”.	<a href="#">105 ILCS 5/24A-5</a> <a href="#">23 Ill Admin. Code 50.100 (c) (2)</a>

- 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. In order to ensure compliance in regards 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 2013-2014, 1% of districts that underwent recognition visit were not in compliance. The greater majority of these districts serve poor and minority children. This supports data from the 2011-2012 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: Percentage of teachers without proper certification or licensure and Figure Two: Percentage of classes taught by teachers who are not highly qualified).

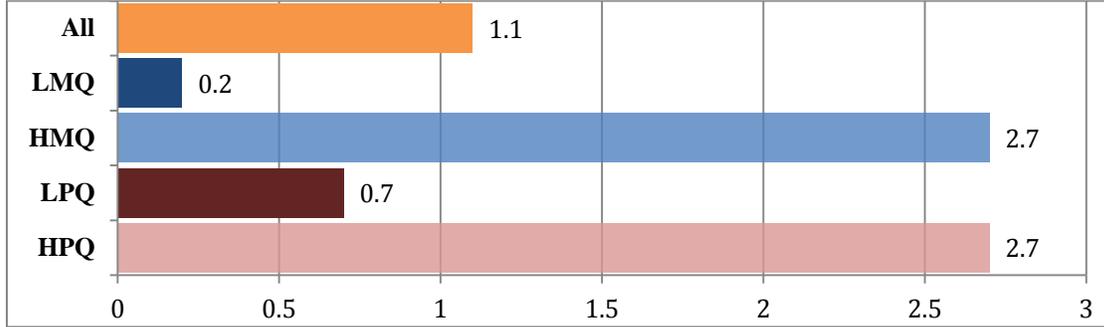
The figures that follow all use the following designations:

- 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

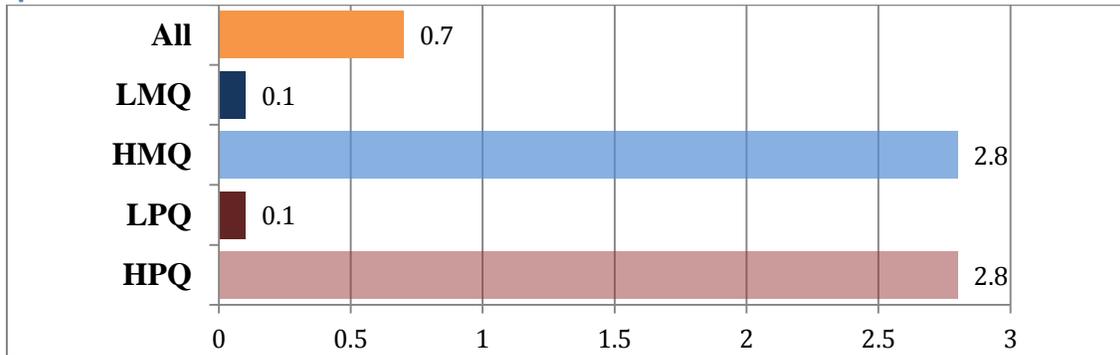
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<sup>1</sup> In Illinois, full implementation of teacher evaluation will not occur until the 2016-2017 school year. Additionally, ISBE will begin piloting a data collection system through which districts can submit evaluation ratings beginning in the summer of 2015. At the time this plan was created, data relevant to the identification of ‘highly effective teacher’ is incomplete.

**FIGURE ONE: Percentage of teachers without proper certification or licensure**

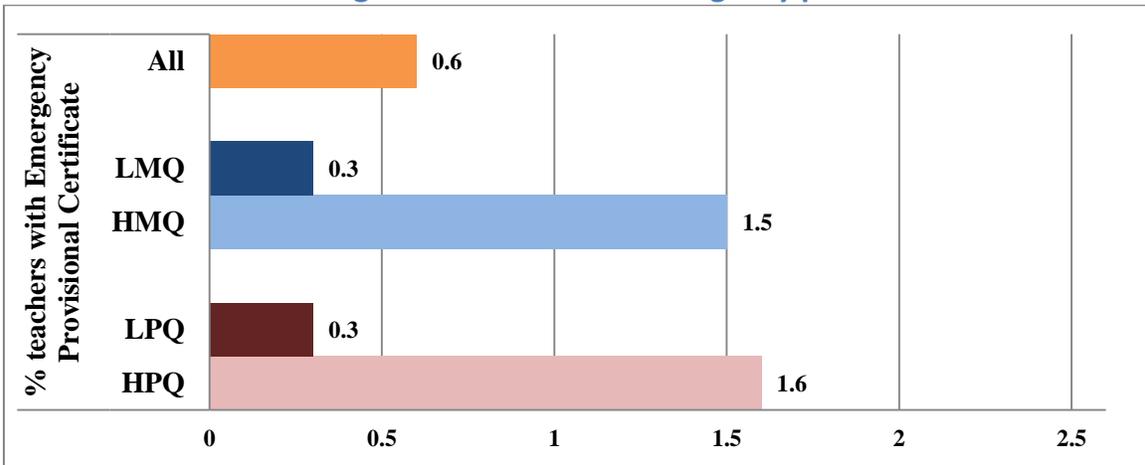


**FIGURE TWO: Percentage of classes taught by teachers who are not highly qualified**



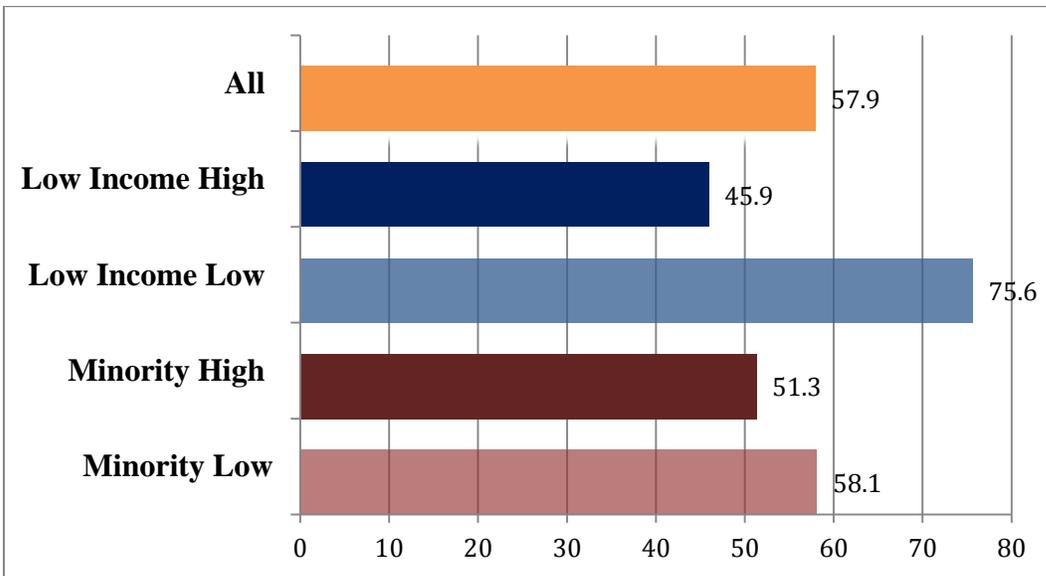
Additionally, ISBE collects data on the equity gap for those teachers with emergency provisional licensure in high poverty or high minority districts and teachers in low poverty and low minority districts (Figure Three: Percentage of teachers with emergency provisional licensure). The data presented 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 with emergency provisional licensure. 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 with emergency provisional licensure**



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: 2013-2014 Percentage of Students who meet or exceed standards)

**FIGURE FOUR: 2013-2014 Percentage of Students who meet or exceed standards**



### 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 Six: Initial Categories):

**TABLE SIX: INITIAL CATAGORIES**

Category	Considerations
<b>Programming</b>	<ul style="list-style-type: none"> <li>• Recruitment and Retention - Teachers (pipeline)</li> <li>• Recruitment and Retention - Administrators</li> <li>• Mentoring and Induction programming</li> </ul>

	<ul style="list-style-type: none"> <li>• Quality of Educator Preparation Programs</li> <li>• Programming for linking teacher candidates to employment in high needs schools/districts</li> <li>• Teacher Leaders</li> <li>• Parents/Community</li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>• Administrative Effectiveness</li> <li>• Administrator Retention</li> <li>• Teacher Retention</li> <li>• Teacher Effectiveness</li> <li>• Educational Attainment of Teachers</li> <li>• Scope of Mentoring and Induction Programming</li> <li>• Quality of Mentoring and Induction Programming</li> <li>• Information on school/district/community/family partnerships</li> <li>• LEP students in High Poverty/High Minority Schools/districts</li> <li>• SPED in High Poverty/High Minority Schools/districts</li> <li>• Per Pupil Expenditure Comparison between high needs districts and those that are not (instructional budget)</li> <li>• Per Pupil Expenditure Comparison between high needs districts and those that are not (operational budget)</li> <li>• Teacher/Student Ratio (Elementary)</li> <li>• Teacher/Student Ratio (High School)</li> </ul>
<b>Oversight</b>	<ul style="list-style-type: none"> <li>• Requirements need to allow for variability of district programming</li> <li>• Dependent upon requirements/decisions from ISBE</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>• Requirements need to allow for variability of district programming</li> </ul>

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 Seven: Claims).

**TABLE SEVEN: CLAIMS**

<b>Claims</b>
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.

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.

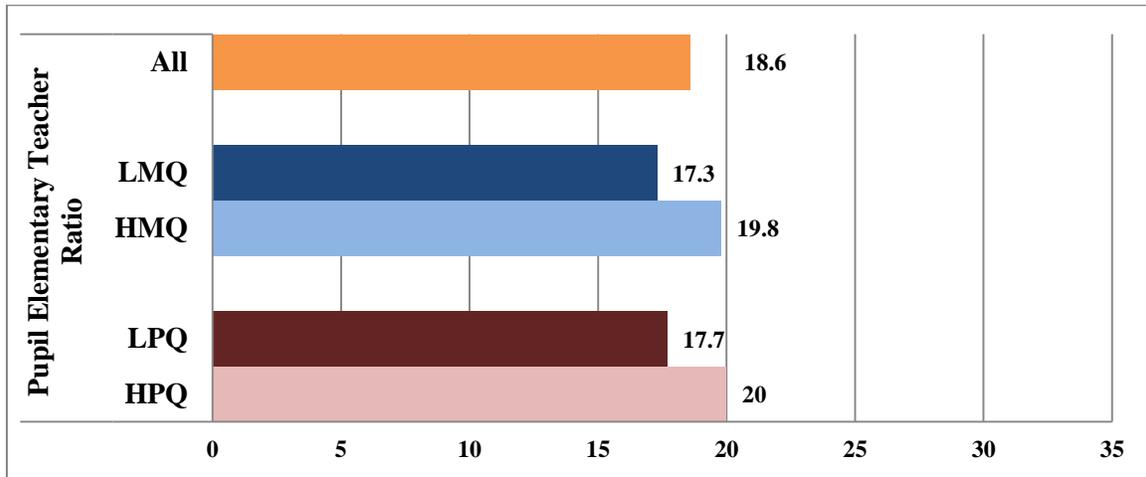
**PROBABLE CAUSE ONE:**

Probable Cause: Lack of an equitable funding formula for local school districts which results in disparities in teacher salaries between districts (Funding).

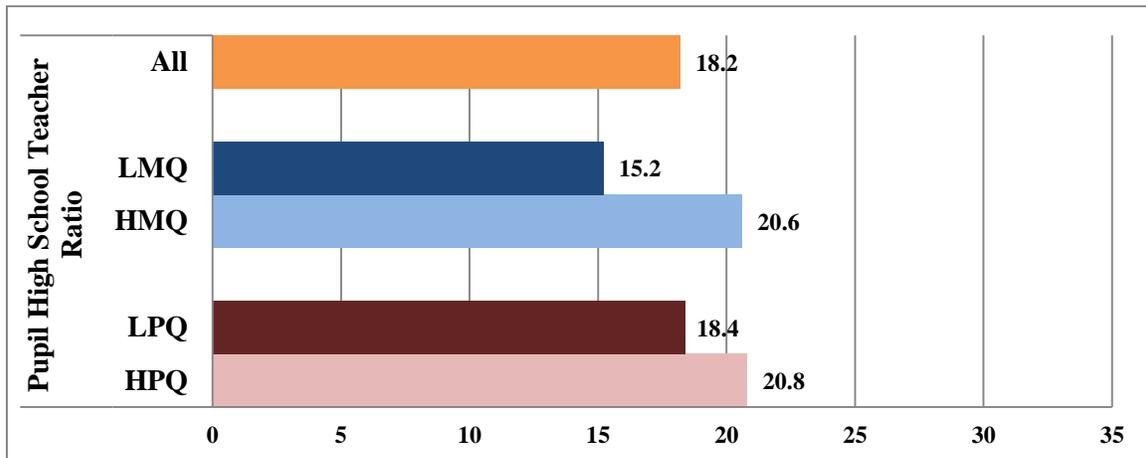
Context: Illinois is currently working on statutory changes to how school districts are funded. Specifically, there is a large disparity in funding between districts depending upon location. While teacher salary is only one aspect of a budget for a district, the amount of salary one receives becomes 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 2013-2014 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, Figure Six: Student Teacher Ratio: High School)

**FIGURE FIVE: STUDENT TEACHER RATIO: ELEMENTARY**

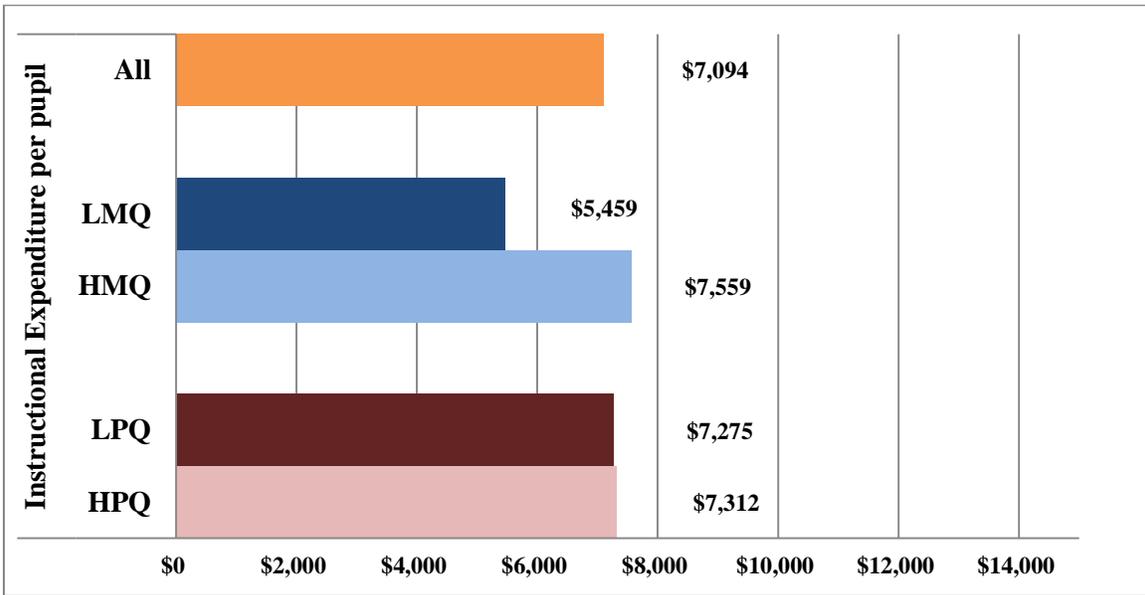


**FIGURE SIX: STUDENT TEACHER RATIO: HIGH SCHOOL**

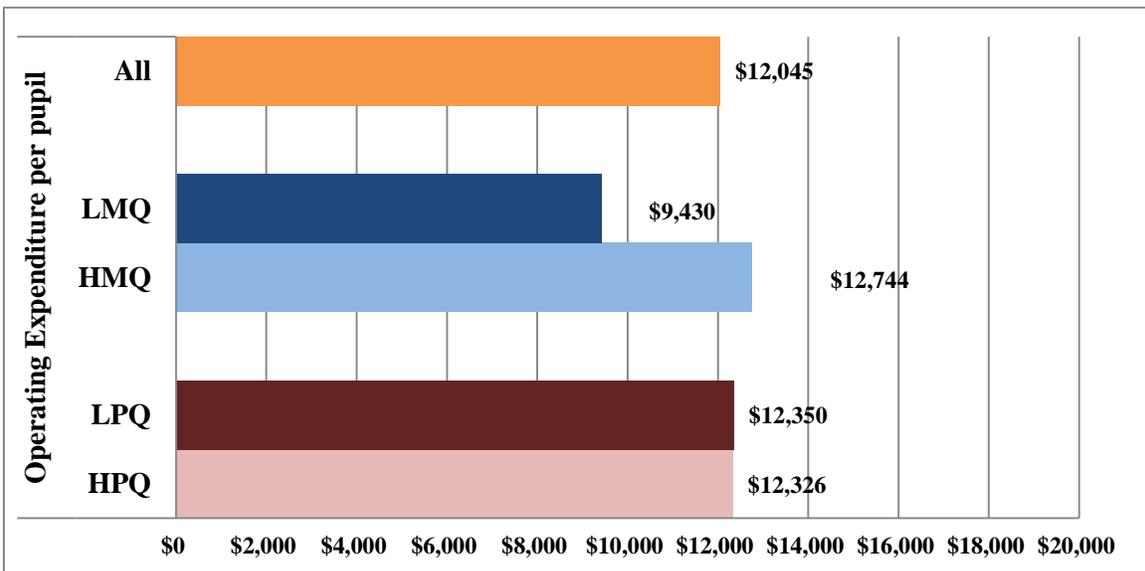


Further, data on instructional and operational costs, coupled with information on students achievement suggest that although high and low poverty school districts receive equal funding for instructional and operational costs and high minority school districts receive more funding for instructional and 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

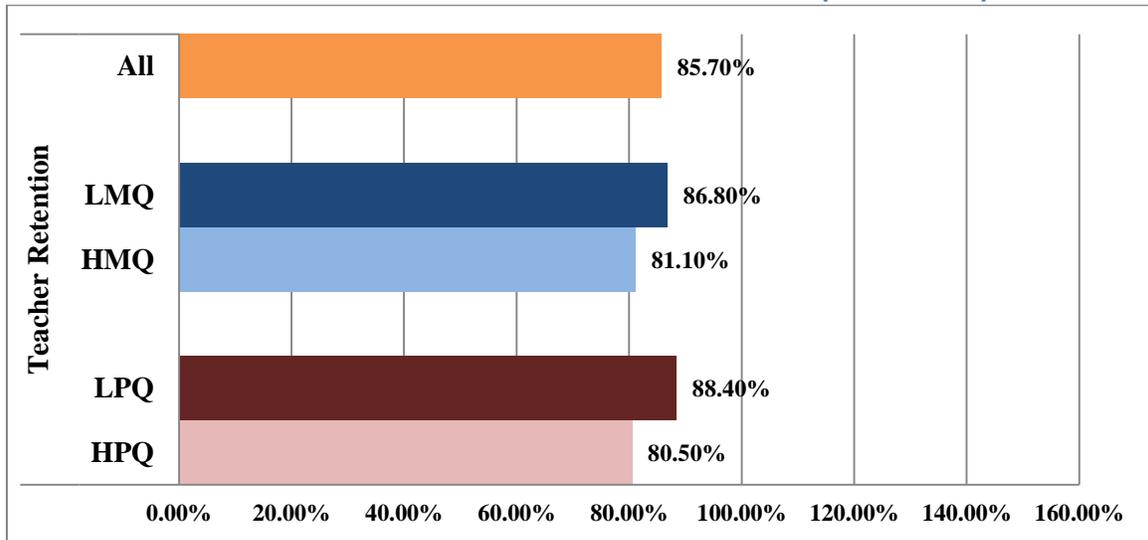
Probable Cause: Lack of continuity in the recruitment and retention of educators (supports).

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 individuals with more teaching experience, who have worked in high poverty and/or high minority districts in other states, and wish to do so in Illinois.

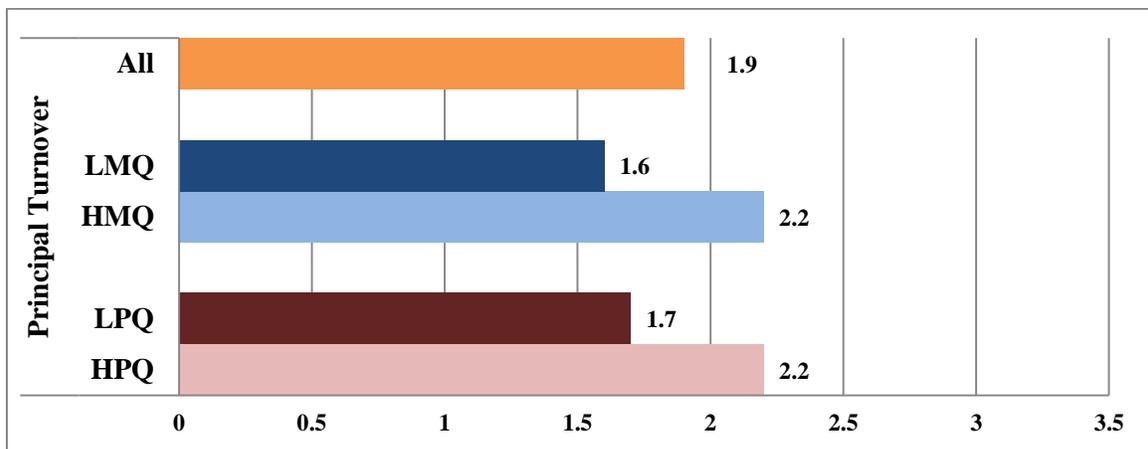
During the summer of 2014, the P-20 subcommittee on teacher and leader effectiveness also asked ISBE to release an RFI. The purpose of the RFI was to learn about current recruitment and retention practices in Illinois as well as interested organizations in developing a diverse educator recruitment pipeline. 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 2013-2014 Illinois School Report Card (Figure Nine: Teacher Retention: Three Year Trend and Figure Ten: Principal Turnover Ratio). In effect, in high poverty and high minority school districts, 20% 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: THREE YEAR TREND (2011-2014)**



**FIGURE TEN: PRINCIPAL TURNOVER RATIO**



**PROBABLE CAUSE THREE**

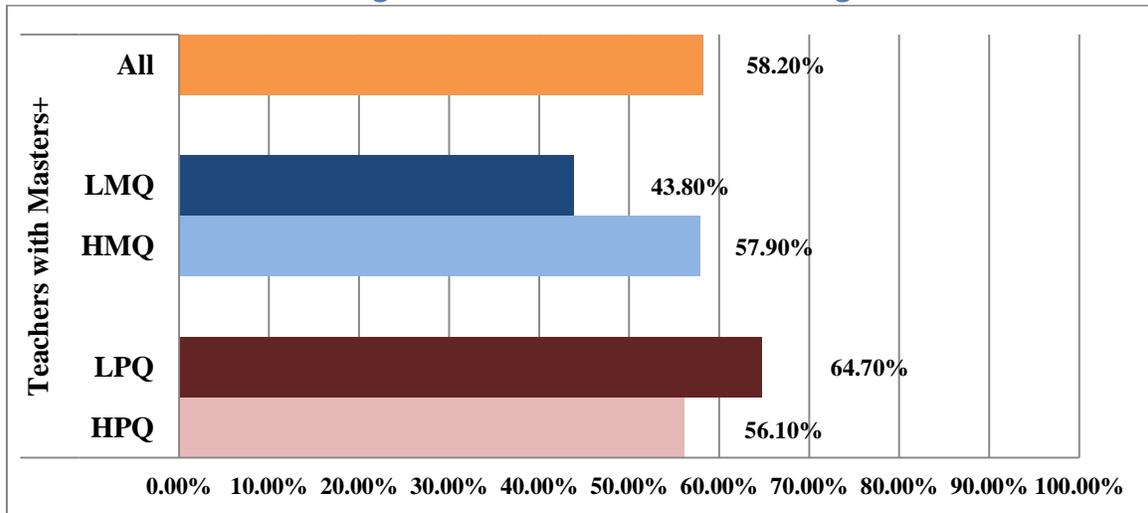
Probable Cause: Lack of awareness of community (practices and values) once in a high needs school district (cultural competency).

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 high 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).

**FIGURE ELEVEN: Percentage of teachers with advanced degrees**



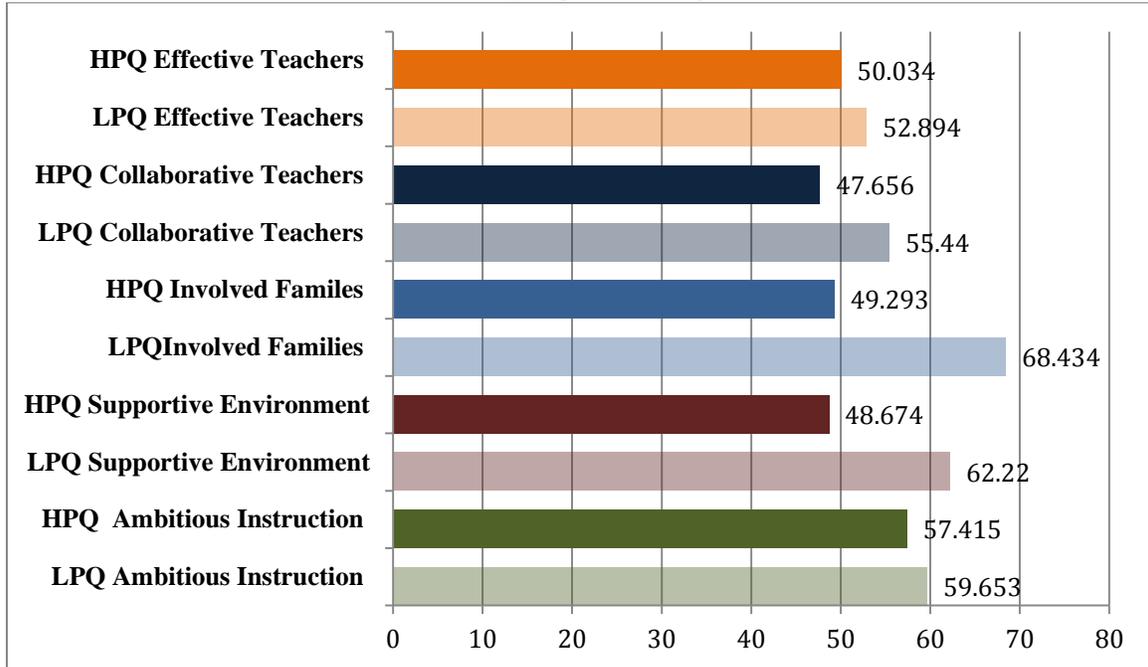
While it is possible to assume that the greater a teacher's educational attainment the more effective she or he is in the classroom, aggregate data from the 5 Essentials survey provides additional clarity to this instance. The Illinois 5Essentials Survey was first released in 2013 and is a diagnostic 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 6th 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

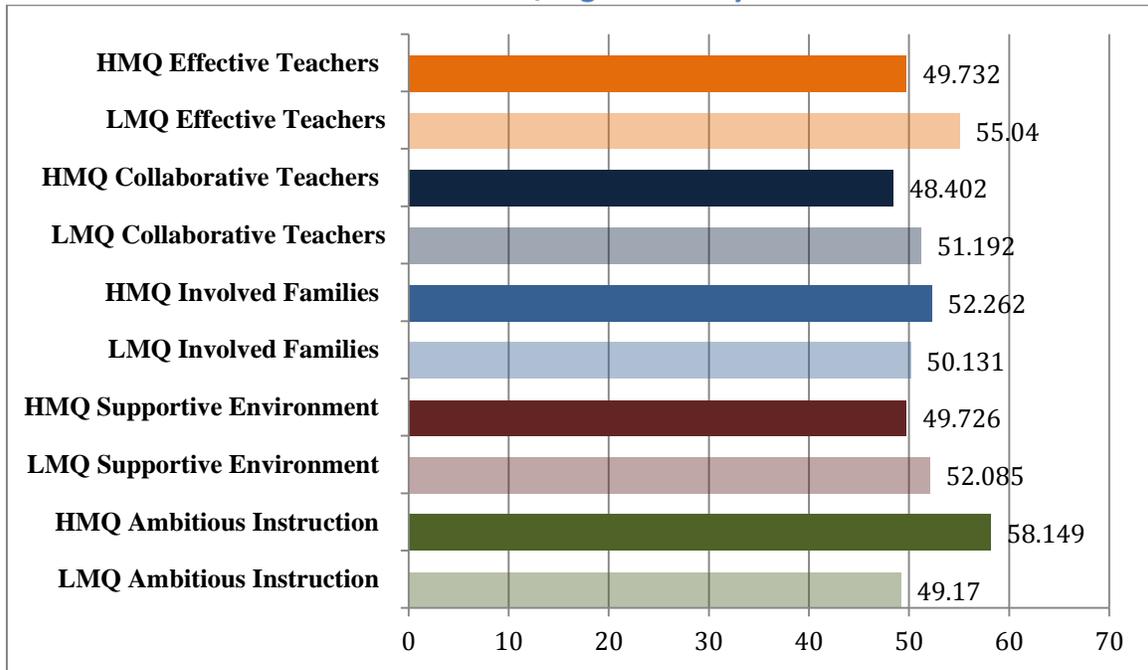
and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction (Figure Twelve: 5 Essentials – Low/High Poverty School Districts).

**FIGURE TWELVE: 5 Essentials – Low/High Poverty School Districts**



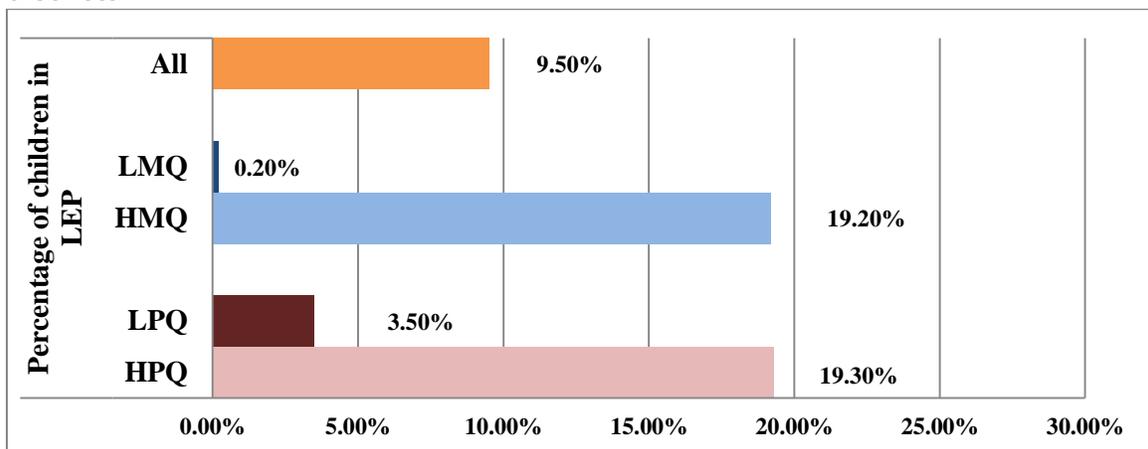
Data for minority school districts suggest that teachers and students in the lowest quartile minority school districts perceived that their teachers were more effective and collaborative, and teachers taught and students learned in supportive environments. Students and teachers in the highest quartile 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: 2013-2014 Percentage of Students who meet or exceed standards), however, there is a discrepancy between the perception of students and teachers in regards 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).

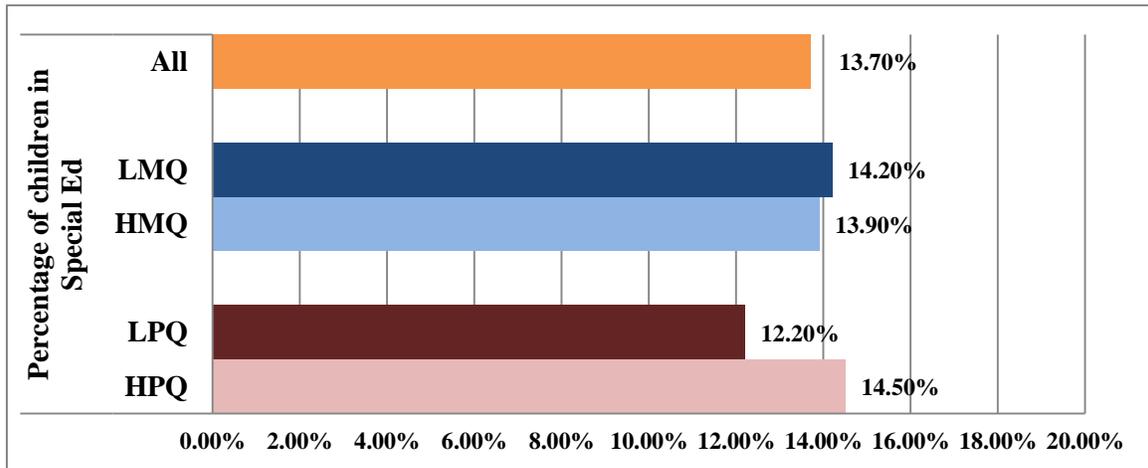
**FIGURE FOURTEEN: Percentage of LEP students in high poverty or high minority districts**



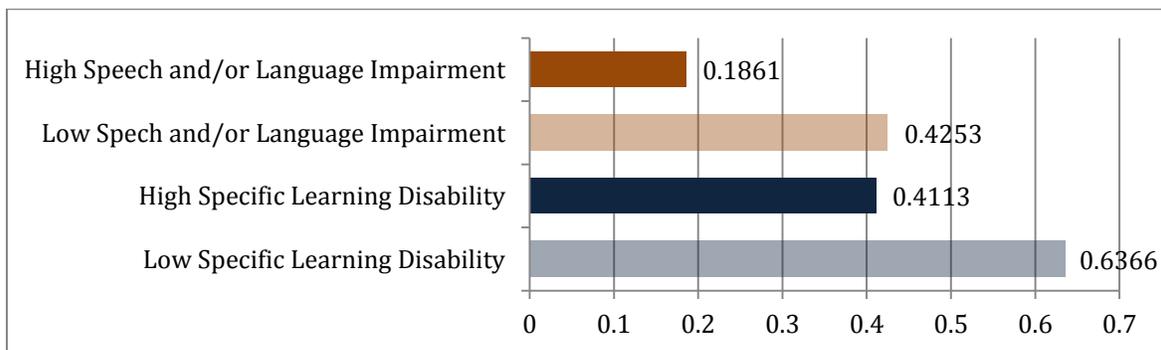
Third, similar to portions of the data on educational attainment, the percentage of children in special education in high poverty or high minority school districts (Figure Fifteen: Percentage of SPED students in high poverty or high minority

districts) 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 SIXTEEN: Percentage of students receiving special education services in high/low minority districts**



The additional data shared for the 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 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 who participate in a grant opportunity receive additional support through the Illinois Center for School Improvement (CSI), and 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.

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, 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.

2015-2016:

- 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 (150K 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 10000 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
- 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).

#### 2016-2017:

- 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 bi-annual meetings between staff at those school districts receiving grants.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- 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).

#### 2017-2018:

- 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 bi-annually with grant recipients.
- Collect data on program implementation and efficacy for pilot school districts receiving grants.
- 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 bi-annual 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 that have demonstrated success working in districts identified as high poverty and/or high minority, 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 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 includes 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.

In 2015-2018 there are a number of targeted metrics that will be collected. These are identified in red.

2015-2016 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 Eight: 2015-2016 Programming)

**TABLE EIGHT: 2015-2016 PROGRAMMING**

Year	Programming	Measures	Delivery
2015-	Share the appropriate use of	• Collect data on	Webinars

2016	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.	<p>if/how much funding is targeted to professional development and recruitment and retention programming in high/low poverty and/or minority districts.</p> <ul style="list-style-type: none"> <li>• Collect data on efficacy of programming</li> </ul>	State Superintendent's Weekly Message
2015-2016	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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Survey to IHE ascertaining practices. Development of website to share information no later than midyear. Meetings in September/October and February/March
2015-2016	Share information on the grant opportunity through a webinar.		Webinars State Superintendent's Weekly Message
2015-2016	Award competitive grants to school districts (150K 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"> <li>• District recruitment practices</li> <li>• District retention for teachers (by year, over last five years, by grade level, subject area) and principals</li> <li>• Recruitment and retention programming for new hires and first year teachers and principals (Induction and Mentoring, Professional Learning Communities).</li> <li>• Efficacy, substance, and structure of Professional Development</li> <li>• Efficacy, substance, and structure of professional development/work focusing upon family/community</li> </ul>	

- engagement.
- Role for/of Teacher Leader(s) within the district.

<b>2015-2016</b>	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.
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In 2016-2017, districts participating in the grant will have had opportunity to implement programming (Table Nine: 2016-2017 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 NINE: 2016-2017 PROGRAMMING**

<b>Year</b>	<b>Programming</b>	<b>Measures</b>	<b>Delivery</b>
<b>2016-2017</b>	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"> <li>• 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.</li> <li>• Collect data on efficacy of programming</li> </ul>	Webinars State Superintendent’s Weekly Message

<b>2016-2017</b>	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	<p>Collect data on efficacy of programming tied to:</p> <ul style="list-style-type: none"> <li>• Recruitment and retention (candidate, cooperating teacher, building/district administration)</li> <li>• Field experiences (number of, time required, specific responsibilities/experiences in high poverty and high minority school districts).</li> <li>• Cooperating teacher and teacher candidate perception and efficacy of field experiences</li> </ul>	Meetings will occur in September/October and February/March
<b>2016-2017</b>	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.	Meetings to occur in the Fall (October) and Spring (March)	
<b>2016-2017</b>	Collect data on program implementation and efficacy for pilot school districts receiving grants:	<p>Collect Data on:</p> <ul style="list-style-type: none"> <li>• District retention for teachers (by year, over last five years, by grade level, subject area) and principals</li> <li>• Scope and effectiveness of recruitment and retention programming</li> <li>• Scope and effectiveness of professional development</li> <li>• Scope and effectiveness of programming with/for parents</li> <li>• Teacher Evaluation Ratings for new hires/inexperienced teachers.</li> <li>• Principal Evaluation Ratings</li> <li>• Data on scope of responsibilities and efficacy of teacher leader work.</li> </ul>	
<b>2016-2017</b>	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 2017-2018 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. 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 TEN: 2017-2018 PROGRAMMING**

Year	Programming	Measures	Delivery
2017-2018	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"> <li>Collect data on if/how much funding is targeted to professional development and induction and mentoring in high/low poverty and/or minority districts.</li> <li>Collect data on efficacy of programming in districts</li> </ul>	Webinars State Superintendent's Weekly Message
2017-2018	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"> <li>Recruitment and retention (candidate, cooperating teacher, building/district administration)</li> <li>Field experiences (number of, time required, specific responsibilities/experiences in high poverty and high minority school districts).</li> <li>Cooperating teacher and teacher candidate perception and efficacy of field experiences</li> </ul>	Meetings will occur in September/October and February/March
2017-2018	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the Fall (October) and Spring (March)
2017-2018	Collect data on program implementation and efficacy for pilot school districts receiving grants:	Collect Data on: <ul style="list-style-type: none"> <li>District retention for teachers (by year, over last five years, by grade level, subject area) and principals.</li> <li>Scope and effectiveness of recruitment and</li> </ul>	

- 
- 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.

<b>2017-2018</b>	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.
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**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 that attend school in high poverty/minority districts and those that 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 bi-annual meetings updating stakeholders on this work.
- Collect data from grantees will be submitted and shared no less than once a year.
- Organize and facilitate bi-annual meetings with grantees.
- Organize and facilitate bi-annual 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, data, when applicable, as well as any modifications to the Illinois Equity Plan identified by stakeholders based upon data (Table Eleven: Meeting Timetable).

**TABLE ELEVEN: Meeting Timetable**

<b>Year</b>	<b>Programming</b>	<b>Delivery</b>
<b>2015-2016</b>	Share the appropriate use of Title II funds and Loan Forgiveness in light of the <i>Excellent Educators for All Initiative</i> will be with school districts, IHE, and other organizations that prepare and support teachers.	Webinars State Superintendent’s Weekly Message
<b>2015-2016</b>	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
<b>2015-2016</b>	Share information on the grant opportunity through a webinar.	Webinars State Superintendent’s Weekly Message

<b>2015-2016</b>	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.
<b>2016-2017</b>	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
<b>2016-2017</b>	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March
<b>2016-2017</b>	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.	Meetings to occur in the Fall (October) and Spring (March)
<b>2016-2017</b>	Collect data on program implementation and efficacy for pilot school districts receiving grants:	Fall and Spring
<b>2016-2017</b>	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.
<b>2017-2018</b>	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
<b>2017-2018</b>	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March
<b>2017-2018</b>	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.	Meetings to occur in the Fall (October) and Spring (March)
<b>2017-2018</b>	Collect data on program implementation and efficacy for pilot school districts receiving grants:	Fall and Spring
<b>2017-2018</b>	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: 2013-2014 LOWEST QUARTILE DISTRICTS (Minority)**

Lowest Quartile Minority - 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 Minority
<b>Gen George Patton SD 133</b>	62.3	89.2	2	12.7		3.3	5897	14739	0.3	18	100
<b>Ford Heights SD 169</b>	30	75	1	15.7		0	7383	23743	0	6	99.8
<b>Bellwood SD 88</b>	56.4	81.4	2	16.7		0	5324	11180	26.4	9.2	99.6
<b>Dolton SD 148</b>	51.6	68.9	2	12.6		0.5	6694	13378	1.4	10.8	99.6
<b>Harvey SD 152</b>	55.6	76.8	2	19.7		0	5206	11899	6.2	10.6	99.5
<b>East St Louis SD 189</b>	61.6	70.5	3	21.4	29	1.1	7493	14462	0.7	13.4	99.4
<b>South Holland SD 150</b>	52.8	83.9	2	18.4		0	5221	10383	0.4	8.5	99.3
<b>Dolton SD 149</b>	81.9	77.7	1	23.4		0	7643	14846	1.8	12.3	99.3
<b>Brooklyn UD 188</b>	17	81.8	1	18.7	5.2	0	8288	16480	0	5.9	99.3
<b>Thornton Twp HSD 205</b>	72.3	90.7	3		16.6	0.5	11856	19072	3.2	14.4	99.2
<b>Lindop SD 92</b>	60.9	81.4	3	15.1		0	5913	11063	5.4	9.2	99.1
<b>Pembroke CCSD 259</b>	52.9	75	2	19.2		0	6875	12593	0.4	1.5	98.9
<b>Country Club Hills SD 160</b>	54	77.6	3	16.9		0	6646	12734	0.9	11.9	98.8
<b>Southland College Prep</b>	35.1	77.1	1		14.1	2.6			0.2	10.4	98.7
<b>South Holland SD 151</b>	43.1	85.4	1	16.7		1	5383	11387	16.4	15.6	98.7
<b>Calumet Public SD 132</b>	57.2	28.9	3	16.9		4.5	4313	9142	10.1	10.8	98.4
<b>Maywood-Melrose Park-Broadview 89</b>	65.7	75	3	20.2		0.7	5383	9409	26.2	12.5	98.3
<b>Horizon Science Acad-Belmont</b>	26.2		1	17		10.5			5.1	10.3	98.3

<b>W Harvey-Dixmoor PSD 147</b>	50.1	75.2	2	21		0	5511	12827	15.4	13.9	98.1
<b>Calumet City SD 155</b>	48.7	88	2	18		0	6263	13156	15.1	14.4	98.1
<b>Hazel Crest SD 152-5</b>	36.4	70.1	2	14.7		0	6550	13450	0.4	14.3	97.9
<b>Hoover-Schrum Memorial SD 157</b>	54.5	85.6	2	14.3		0	5080	10158	11.3	12.2	97.8
<b>Lincoln ESD 156</b>	73.9	83.6	1	19.8		0	5403	9485	18	11.9	97.7
<b>Prairie-Hills ESD 144</b>	56.3	75.6	2	17.2		0.6	6228	12150	2.7	12.6	97.2
<b>ESD 159</b>	60.9	84.4	2	13.3		0	7649	15059	4.2	14.1	97.1
<b>Posen-Robbins ESD 143-5</b>	54.4	62.9	2	17.1		0.9	4981	9684	24.6	8.2	97
<b>Park Forest SD 163</b>	62.2	75.7	2	21.9		0.9	6443	13013	0.5	15.9	96.7
<b>Proviso Twp HSD 209</b>	73.7	75.6	3		22.4	0	7049	13852	9.5	18	96.6
<b>Rich Twp HSD 227</b>	62.6	79.8	2		20.3	0.9	8992	17040	0.4	19.1	96.5
<b>Murphysboro CUSD 186</b>	28.9	87.8	2	20.3	17.9	0	5883	10617	1.4	19.9	96.5
<b>Cicero SD 99</b>	60.7	81.3	2	21.3		0	5342	9668	50.5	11.3	96.4
<b>Matteson ESD 162</b>	49.2	81.9	2	19.4		0	5961	12471	1	14.2	96.4
<b>Chicago Heights SD 170</b>	45.7	83.9	2	14.7		2	8356	13735	22.1	14.1	96.4
<b>Aurora East USD 131</b>	53.3	84.2	2	19.5	23.8	0.4	5977	10357	34.3	13.5	96.4
<b>Cairo USD 1</b>	25	78.7	3	17.8	9.6	2.8	5921	12448	0	20.5	96.3
<b>Waukegan CUSD 60</b>	56.5	87.3	2	18	18.5	0.8	6638	12412	28.6	12.1	96.1
<b>Madison CUSD 12</b>	42.9	79.3	3	15	10.5	0	7854	14075	0.9	12.7	95.6
<b>Venice CUSD 3</b>	41.7	90.3	1	10.3		0	8892	18561	0	8.6	95.2
<b>Hillside SD 93</b>	56.3	89.8	1	14.1		0	6285	11783	17.5	14.9	95.1
<b>Berkeley SD 87</b>	45.4	81.5	2	17.4		0	4533	8515	29.9	14.4	94.7
<b>Brookwood SD 167</b>	48.4	85.1	2	16.5		0	4996	11846	9.7	10.1	94.6
<b>Sunnybrook SD 171</b>	55.6	86.9	2	15.9		1.4	5097	9906	13	16.4	94.6
<b>Horizon Science Acad-McKinley Pk</b>	30.1			17.2		7			37	8.4	94.6
<b>North Chicago SD 187</b>	64.2	73.8	3	16.6	18	2.7	7202	13640	24.7	15	94.5
<b>Berwyn North SD 98</b>	59.3	91.8	2	20.3		0	6038	8588	26.1	17.7	94.3

<b>J S Morton HSD 201</b>	63.7	89	2		26.6	0.3	5950	11439	9	10.8	92.9
<b>Fairmont SD 89</b>	46.3	66.7	4	15.9		0	6308	15038	10.5	19.4	92.8
<b>CCSD 168</b>	57.7	89.2	2	14.6		0.9	5992	12083	3.3	14.8	92.2
<b>Laraway CCSD 70C</b>	51.2	75.6	1	12.2		0	8566	15471	17.9	16.5	92
<b>Zion ESD 6</b>	53	89.4	2	17.7		1.1	6183	10837	17.2	13.4	91.7
<b>Cahokia CUSD 187</b>	53.2	67.8	2	22.7	20.9	0.4	7179	14015	0.5	21.5	91.2
<b>City of Chicago SD 299</b>	58	81	2	23.5	19.8	2	8624	13791	17	13.8	90.7
<b>Summit SD 104</b>	66.5	81.9	2	20.1		0	6447	11856	34.2	13	90.5
<b>Burnham SD 154-5</b>	48.4	90	2	14.6		0	6497	10869	6.1	8.7	89.8
<b>Thornton Fractional Twp HSD 215</b>	64.7	95.9	3		19.8	0.7	7439	13290	2.2	11.3	89.8
<b>Berwyn South SD 100</b>	61.3	83.7	2	16.3		0.7	6291	10356	25.1	10.5	88.2
<b>CCSD 180</b>	79.3	87.8	2	13.7		0	8907	14504	4.8	20.9	86.4
<b>Joliet PSD 86</b>	53.5	87.1	2	22.3		0	5475	9875	19.7	12.6	86.2
<b>Bloom Twp HSD 206</b>	66.5	86.5	4		24.9	0.6	7959	16509	3.5	14.3	86.1
<b>Mannheim SD 83</b>	57.7	91	1	16.3		0	9486	15909	32.9	14.7	84
<b>Cook County SD 130</b>	54	82.5	2	17.7		0	6636	11652	22.2	14.9	84
<b>Round Lake CUSD 116</b>	59	88.2	2	18.8	19.4	1.2	5762	10683	25.5	14.1	83.3
<b>West Chicago ESD 33</b>	66.7	83.4	2	19		0.8	7102	11624	51.2	12.7	80.8
<b>Rhodes SD 84-5</b>	60.8	87.6	1	13.6		0	9727	15894	36.3	13.1	80.1
<b>Flossmoor SD 161</b>	65.8	86.4	2	15.3		0.6	6908	12268	3.6	12.1	80
<b>DePue USD 103</b>	21.5	80.4	1	13.1	13.5	0	6924	11330	32.7	17.8	79.4
<b>Lansing SD 158</b>	52	82.5	2	18.6		0.7	6095	10234	2.9	15.7	79.1
<b>Marquardt SD 15</b>	74.5	92.5	2	15.2		0	7678	13603	23	10.2	78.9
<b>Queen Bee SD 16</b>	60.5	85.5	2	19.7		0	6567	11688	33	12.7	78.1
<b>Central Stickney SD 110</b>	69	97.3	1	16.6		0	5724	10215	31.3	14.1	77.5
<b>Homewood Flossmoor CHSD 233</b>	78.3	92.4	1		17.1	1.1	9380	17199	0.2	13.8	77.4
<b>Kankakee SD 111</b>	58.9	84.6	2	18.9	17.6	0.1	6559	12014	11.1	12.2	76.7

<b>Addison SD 4</b>	57.5	87.7	2	19.4		0.7	5439	8857	29.6	13.6	76.3
<b>Bensenville SD 2</b>	58.5	86.5	3	15		1.3	8496	13839	34.9	13.3	75.9
<b>Peoria SD 150</b>	40.2	76.7	2	15.8	15.9	1.1	6736	12758	5	16.4	75.9
<b>Forest Park SD 91</b>	61.8	90.6	1	12.4		0	10476	17664	9.9	14.6	75.8
<b>Crete Monee CUSD 201U</b>	59.5	87.9	2	20.1	22.4	0	6145	11637	1.3	5.4	75.8
<b>Sandridge SD 172</b>	36.4	87.8	3	19.5		0	5638	12347	7.7	20.9	74.6
<b>Valley View CUSD 365U</b>	65.5	85.8	2	18.4	21.4	0.1	7520	12114	12.4	14.3	72.6
<b>Gurnee SD 56</b>	69.9	92	2	15.5		0.7	6122	12087	11.1	16.3	72.3
<b>Joliet Twp HSD 204</b>	72.1	91.9	2		23.2	0.9	8039	15370	3.8	17.3	72.2
<b>Beach Park CCSD 3</b>	72.2	92.6	2	16.9		0.6	6385	10853	12.5	19	72.1
<b>Diamond Lake SD 76</b>	53.7	86.6	2	14		0	7455	11701	29	15.6	72
<b>Aurora West USD 129</b>	69.3	88.9	2	21.3	21.1	0	6916	11418	15	12.2	71.1
<b>Zion-Benton Twp HSD 126</b>	59.9	88.9	2		20	1.2	7468	13381	3.4	12.3	70.3
<b>Lyons SD 103</b>	56.8	92.2	2	14.5		0	7113	10916	18.4	16.1	70.1
<b>SD U-46</b>	65	83.6	2	21.6	20.5	0.5	5889	10194	24.5	12.3	68.7
<b>Leyden CHSD 212</b>	80.1	85.1	2		18.3	0	9453	17356	5.1	12.1	67.9
<b>Meridian CUSD 101</b>	50	72.6	3	22.3	16.5	0	6554	11696	0	14.3	67.7
<b>Carbondale ESD 95</b>	51.7	79.2	2	16		0	7019	12355	9.5	12	67
<b>Belle Valley SD 119</b>	56.3	86.4	1	20.9		3.4	4468	10112	0	20	67
<b>Rockford SD 205</b>	61.2	77.8	2	18.1	19.5	0.8	6440	11246	11.5	13.3	66.9
<b>Franklin Park SD 84</b>	61.4	86.7	2	16.5		0	7984	13976	25.9	16.7	66.4
<b>Wheeling CCSD 21</b>	67.5	88.8	2	16.4		0	9287	15655	34.4	9.3	65.3
<b>Union SD 81</b>	51.6	97.1		7.3		3.2	8624	21377	14.7	20.6	64.7
<b>Fenton CHSD 100</b>	70.1	96	1		16	0	10642	18306	6.5	14.2	64.6
<b>Skokie SD 69</b>	65.5	82	2	17.5		0	6963	11707	19.3	12	64.4
<b>Rockdale SD 84</b>	42.9	90.7	2	14.8		0	6803	10608	9.9	10.6	64.4
<b>Homewood SD 153</b>	62.8	83.7	2	13.1		0	6673	11882	1.4	14.4	63.6

<b>East Maine SD 63</b>	66.1	80.8	2	17.7		0.2	6613	10890	32.1	11.4	63.2
<b>Midlothian SD 143</b>	45.6	82.9	2	17.5		0	5553	9424	2	18.4	63.1
<b>Harvard CUSD 50</b>	51.8	86.1	2	18.9	15	0.6	5681	10055	26.9	10.9	63.1
<b>Pontiac-W Holliday SD 105</b>	44.2	87	2	14.8		0	7051	11029	0.6	12	63.1
<b>Richland GSD 88A</b>	64	84.8	2	18.8		0	5819	10211	10	11.3	63.1
<b>Skokie SD 68</b>	70.5	94.1	1	14.1		0	9407	15228	16.1	15.2	62.4
<b>Rantoul City SD 137</b>	33.6	74.3	2	16		2.5	5359	10342	14.9	15.7	62.3
<b>Bremen CHSD 228</b>	76.9	74.6	1		21	0	8951	14385	1.8	15.6	61.9
<b>Keeneyville SD 20</b>	48.2	87.5	2	16		0	6601	11659	17.9	17.2	61.9
<b>Argo CHSD 217</b>	69.9	91.5	2		19.3	0	10023	17135	5.6	15	61.6
<b>Westchester SD 92-5</b>	67.8	84.8	3	19.3		0	6047	10691	8.7	14.5	61.3
<b>Urbana SD 116</b>	50.3	82.3	2	14.6	14	2	7405	13435	9.6	18.3	61.2
<b>Whiteside SD 115</b>	62	90	1	20.7		0	5182	7933	0	24.3	60.9
<b>Decatur SD 61</b>	37.3	78.9	2	19.1	18.6	1.4	4538	10389	0.9	14.4	60.9
<b>CHSD 94</b>	63.7	90.1	1		19.5	0	7944	13343	8	13.3	60.8
<b>Comm Cons SD 59</b>	76.8	91.4	1	15.6		0	8195	14286	33.1	11.6	60.3
<b>Champaign CUSD 4</b>	47.6	86.5	2	15.2	14.8	0.7	7186	12719	7	13.1	60.1
<b>East Prairie SD 73</b>	70.5	95.2	2	13.2		0	7906	12276	19.3	14.5	60
<b>CHSD 218</b>	67	70.9	3		18.9	0	10068	16879	4.6	14.5	60
<b>Skokie SD 73-5</b>	61.7	87.9	2	14.8		0	7761	14243	14.8	15.7	59.6
<b>Atwood Heights SD 125</b>	35.6	95	2	13.8		0	5564	9939	3.2	17.7	59.6
<b>St Anne CHSD 302</b>	24.9	68.6	1		12.7	0	5368	14221	0.4	17.9	59.5
<b>Pleasant Valley SD 62</b>	41.9	82.1	2	20.4		0	3820	7440	0.2	17.6	59
<b>Plano CUSD 88</b>	47.9	84.1	2	16.7	15.9	0	5150	9141	16.4	14	58.5
<b>Steger SD 194</b>	44.3	90.1	1	13.9		0.8	6017	10661	6.4	12.8	58.4
<b>Rock Island SD 41</b>	56.2	88.3	2	20.1	20.3	0.3	6022	9789	8.8	13.9	58.2
<b>East Moline SD 37</b>	48.6	85.2	3	17		2.2	6112	10823	17.2	14.5	57.9
<b>Mundelein ESD 75</b>	56.8	83.8	1	15.2		0.8	5082	9720	23.1	16.9	57.8

<b>Beardstown CUSD 15</b>	30.4	80.6	2	18.2	16.1	2.1	5300	8464	27.5	18.6	57.5
<b>CCSD 62</b>	68.9	87.4	2	16.5		0	9123	15340	31.3	18.4	57.2
<b>Palatine CCSD 15</b>	69.3	88.2	2	19.9		0.5	7293	12070	20.5	12.3	57.1
<b>Schaumburg CCSD 54</b>	49.1	80.3	3	16.3		0.3	8662	13300	19	9.7	56.9
<b>Evanston Twp HSD 202</b>	72.3	89.5	3		12.6	0	11893	22063	1.8	14.7	56.7
<b>DuPage HSD 88</b>	82.4	92.7	2		19.1	0	10208	18857	4.9	13.4	56.4
<b>Maercker SD 60</b>	71.9	89	2	16		0	9659	14691	13	9.6	56.2
<b>Niles Twp CHSD 219</b>	82.4	87.6	3		16.4	0	11844	22361	4.6	13.3	55.8
<b>Danville CCSD 118</b>	51	84.4	2	18.5	16.5	0.3	6062	10560	2.8	14.2	55.8
<b>Evanston CCSD 65</b>	67.4	85.1	2	14.2		1.1	8445	14041	9.8	12.2	55.6
<b>Woodridge SD 68</b>	70.3	87	2	18.2		0.5	7824	13121	18.2	16.7	55.2
<b>Wood Dale SD 7</b>	73.5	87	2	15.8		0	6909	11374	18.5	8.6	54.7
<b>SD 45 DuPage County</b>	63.3	87.7	2	17		0	7158	12508	17.3	16.5	54.1
<b>Schiller Park SD 81</b>	52.5	80.6	1	14.8		1	7100	12978	28.3	10.1	53.7
<b>Springfield SD 186</b>	50.6	87.4	2	18.5	17.9	0.9	7108	12870	0.8	19.7	53.2
<b>CCSD 93</b>	66.9	89	2	15.6		0	8658	14954	16.3	14.2	53.1
<b>Chaney-Monge SD 88</b>	66.7	82.8	2	17.8		0	6221	10097	17.8	20.4	52.4
<b>Woodland CCSD 50</b>	73.3	91.9	2	17.3		0.2	6005	10366	13.5	9.5	52
<b>Mundelein Cons HSD 120</b>	68	89.8	2		20.3	0.9	7731	12501	4	12.5	51.8
<b>Evergreen Park ESD 124</b>	70.6	81.9	2	14.9		0.7	7283	12496	8.1	13.8	51.6
<b>Belleville SD 118</b>	62.3	88.8	2	19.9		0	5987	10524	0.4	19.2	51.2
<b>Evergreen Park CHSD 231</b>	74.5	94.9	1		17.3	0	10115	16177	1.4	14.8	51.1
<b>River Trails SD 26</b>	78.4	91.3	1	12.8		0	9660	16137	16.8	13.1	50.7
<b>West Northfield SD 31</b>	58.8	89.5	2	12.1		0	8762	14667	20.9	6.9	50.6
<b>Komarek SD 94</b>	79.6	91.9	1	12.6		0	7009	10899	9.6	16.6	50.5
<b>Signal Hill SD 181</b>	45.5	86.3	1	12.9		0	5671	8350	0.6	15.1	50.4
<b>Hawthorn CCSD 73</b>	66	84	2	16.1		0.4	6874	12092	19.8	13.7	50.4

<b>Butler SD 53</b>	76.5	87.7	3	12.2		0	10193	18467	2.6	9.8	50.3
<b>Warren Twp HSD 121</b>	58.5	94.7	5		18.9	0	7083	11739	2.5	11.4	50
<b>Harmony Emge SD 175</b>	58.7	92.1	1	22.2		0	5464	10083	0.6	14.1	49.9
<b>Fairview SD 72</b>	70.6	96.1	2	12.3		0	8493	14957	10.5	13.9	49.8
<b>Elmwood Park CUSD 401</b>	70	91.8	1	17.7	19.5	0	7048	11509	12.1	16.4	49.6
<b>Alsip-Hazlgrn-Oaklwn SD 126</b>	61.5	87	2	14.8		0	7409	12133	12.1	15.5	49.3
<b>Golf ESD 67</b>	59.7	79.4	3	17.4		0	7980	13426	6.7	12.3	49
<b>Rantoul Township HSD 193</b>	40.7	89.3	3		15.7	1.6	7527	12419	2.1	4.7	48.9
<b>Grant CCSD 110</b>	68.1	83.1	2	18.1		0	5963	10493	0.1	18.4	48.6
<b>CUSD 300</b>	55.6	88.2	2	19.6	20.9	0.5	5429	10010	11.7	13.6	48.4
<b>Bloomington SD 87</b>	49.4	89.7	2	19.2	17.5	0.6	6152	11704	5.4	12.9	48.1
<b>Central SD 104</b>	28.3	89.3	2	15.6		0	5408	10458	2.9	18.3	48.1
<b>Morton Grove SD 70</b>	75.8	94.8	2	16.5		1.8	7973	12398	17.8	11.6	48.1
<b>Burbank SD 111</b>	63.8	83.9	2	17.5		0.5	5936	10509	29.4	15.8	47.7
<b>Reavis Twp HSD 220</b>	70.9	95.2	3		19.5	0	8454	15298	5.6	13.1	47.4
<b>Indian Prairie CUSD 204</b>	70.3	87.7	2	19.1	18.6	0.3	6832	10637	5.4	10.6	47.1
<b>La Grange SD 105 South</b>	69.9	84.1	2	13.1		0	8203	13817	16.6	16.7	47
<b>Oak Park - River Forest SD 200</b>	68.9	93.3	2		18.8	0	11900	19157	0.5	15.6	46.9
<b>Township HSD 211</b>	72	92.8	1		15.6	0	10332	16790	3.8	11.1	46.5
<b>Belleville Twp HSD 201</b>	62	93.8	1		23.1	0.1	6611	11516	0.1	18.2	46.4
<b>Freeport SD 145</b>	54.4	84.9	2	15.3	15.7	0.6	6097	11190	3.1	13.8	46.3
<b>DeKalb CUSD 428</b>	61.7	88.4	2	20.4	21.5	0	6812	12167	8.7	14.5	46.3
<b>Carbon Cliff-Barstow SD 36</b>	34.6	80.6	1	13		3.8	6991	11511	7.8	5.5	46.3
<b>Arbor Park SD 145</b>	58.5	85	2	23.5		0	5531	10571	11.5	15.5	46.2
<b>Glenbard Twp HSD 87</b>	70.3	90.3	2		19.1	0	9707	14872	3.1	12.8	46
<b>Lincolnwood SD 74</b>	82.6	88.3	2	14.1		0	10979	16856	15.9	14.4	46

<b>River Grove SD 85-5</b>	60.2	90.6	2	16.9		2.2	5480	10177	21.2	14.9	45.5
<b>Carbondale CHSD 165</b>	49.4	92.6	2		16.8	0	8702	13866	2.1	14.3	45.3
<b>Arcola CUSD 306</b>	28.6	71.3	3	16	13.4	0	5341	8537	11.2	20.1	45.1
<b>Momence CUSD 1</b>	48.9	84.4	2	18.4	16.2	0	4554	8997	7.5	15.3	44.6
<b>Oak Park ESD 97</b>	71.6	90.7	1	14.7		0.2	7716	12514	1.7	14.4	44.2
<b>High Mount SD 116</b>	64.6	95.3	2	17.5		0	5490	8998	0.5	16.8	43.9
<b>Niles ESD 71</b>	70.4	84.9	3	10.4		0	10205	16142	9.1	12.7	43.5
<b>Lincolnshire-Prairieview SD 103</b>	71.1	88.3	2	15.5		1.2	8785	15854	6.5	13.2	43.1
<b>Darien SD 61</b>	75.7	88.1	2	17.3		0	6092	9571	12	14.8	43
<b>Rochelle CCSD 231</b>	61.7	86.1	2	16.3		0	5555	8516	20.7	15.3	42.9
<b>Troy CCSD 30C</b>	50.9	86.6	2	18.2		0	5009	9618	6.5	10.9	42.4
<b>Aptakisic-Tripp CCSD 102</b>	72.7	88.5	2	15.5		0	9045	15010	17	11.9	42.4
<b>Rosemont ESD 78</b>	57.1	94	1	12.2		0	9414	14127	9.4	15.7	42.3
<b>Thornton SD 154</b>	60	95.9	2	12.6		0	7152	12112	16	12	42.2
<b>Belvidere CUSD 100</b>	67.5	78.6	2	19.2	21.6	0.4	5808	9811	11.2	14	42.1
<b>Alton CUSD 11</b>	49.9	90.1	2	18.4	21.1	0.4	6754	11057	0.4	19.9	42.1
<b>Mendota CCSD 289</b>	54.8	83.3	2	18.8		0	5303	7870	15.1	18.7	42
<b>Mount Vernon SD 80</b>	56	87.7	2	19.1		0	6661	10465	2.1	18.2	41.6
<b>Plainfield SD 202</b>	58.3	86.9	2	20.4	23.5	0	5544	9028	5.4	13.1	41.4
<b>Moline USD 40</b>	62.9	85.2	2	20.6	23.5	0.2	5990	9488	9.2	11.7	40.8
<b>Indian Springs SD 109</b>	49.9	81.9	2	16.8		0	4534	9491	20	12.2	40.6
<b>Avoca SD 37</b>	74.4	90.6	2	11.3		0	9556	18810	9.4	9.7	40.5
<b>Township HSD 214</b>	75.7	92.2	2		18.5	0.1	11588	19301	4.3	12.2	40.4
<b>Sterling CUSD 5</b>	62.8	85.8	2	21.1	21.4	0	6184	9504	4.9	16.4	40.4
<b>Grayslake CCSD 46</b>	64.7	83.9	2	17.7		0	6383	11689	11.1	14.4	40.3
<b>Silvis SD 34</b>	43.6	83.3	2	17		0	5861	9733	7.2	15.2	40.3
<b>La Salle ESD 122</b>	50.8	87.6	2	19.7		0	6229	9192	12.2	18.8	40.2

<b>Oak Lawn-Hometown SD 123</b>	76	86.4	2	16.9		0	7481	11284	9	15.5	39.9
<b>Woodstock CUSD 200</b>	63.6	86.3	2	20.9	17.8	0.7	6063	11813	13.8	11.5	39.9
<b>Maine Township HSD 207</b>	81.5	92.8	2		17.5	0	12220	18071	4.1	13.7	39.6
<b>Kildeer Countryside CCSD 96</b>	64.1	84.7	2	14.7		0.4	7705	13850	10.1	12.3	39.4
<b>Salt Creek SD 48</b>	57.4	79.8	2	14.1		0	11064	19199	8.7	11.9	39.2
<b>Medinah SD 11</b>	41.8	85.5	3	16.7		0	6208	13234	16.8	14.4	39.1
<b>Riverside-Brookfield Twp SD 208</b>	69.7	94.9	2		21.5	1.3	9974	15879	3.5	10.8	39
<b>United Twp HSD 30</b>	48.1	91.7	2		20.2	2.1	5730	10285	3.2	14.4	39
<b>Spring Valley CCSD 99</b>	44.4	85.2	3	21.2		0	4678	7813	10	13.7	38.9

## APPENDIX B: 2013-2014 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
<b>Ina CCSD 8</b>	25.4	78.8	1	9.7		6457	11769	0	17.8	0	100
<b>Hazel Crest SD 152-5</b>	36.4	70.1	2	14.7		6550	13450	0	14.3	0.4	99.8
<b>Shawnee CUSD 84</b>	33.1	82.2	2	15.6	8.7	6362	11656	0	23.7	0	99.7
<b>Egyptian CUSD 5</b>	35.3	79.7	2	20.3	9.9	5499	9876	0	14.2	0	99.6
<b>East St Louis SD 189</b>	61.6	70.5	3	21.4	29	7493	14462	1.1	13.4	0.7	99.5
<b>Centralia SD 135</b>	48	87.4	2	18.7		6247	10421	0	23	0.2	99.3
<b>Brooklyn UD 188</b>	17	81.8	1	18.7	5.2	8288	16480	0	5.9	0	99.3
<b>Murphysboro CUSD 186</b>	28.9	87.8	2	20.3	17.9	5883	10617	0	19.9	1.4	99.2
<b>Gen George Patton SD 133</b>	62.3	89.2	2	12.7		5897	14739	3.3	18	0.3	99
<b>Cairo USD 1</b>	25	78.7	3	17.8	9.6	5921	12448	2.8	20.5	0	98.7
<b>Rantoul City SD 137</b>	33.6	74.3	2	16		5359	10342	2.5	15.7	14.9	98.7
<b>Madison CUSD 12</b>	42.9	79.3	3	15	10.5	7854	14075	0	12.7	0.9	98.7
<b>Dolton SD 149</b>	81.9	77.7	1	23.4		7643	14846	0	12.3	1.8	98.6
<b>Ludlow CCSD 142</b>	18.8	90.5	2	16.3		6164	11808	0	20.7	15.3	98.2
<b>Harvey SD 152</b>	55.6	76.8	2	19.7		5206	11899	0	10.6	6.2	98.1
<b>Joliet PSD 86</b>	53.5	87.1	2	22.3		5475	9875	0	12.6	19.7	97.8
<b>W Harvey-Dixmoor PSD 147</b>	50.1	75.2	2	21		5511	12827	0	13.9	15.4	97.7
<b>Meridian CUSD 101</b>	50	72.6	3	22.3	16.5	6554	11696	0	14.3	0	96.9
<b>Pembroke CCSD 259</b>	52.9	75	2	19.2		6875	12593	0	1.5	0.4	96.4
<b>Ford Heights SD 169</b>	30	75	1	15.7		7383	23743	0	6	0	95.3
<b>Chicago Heights SD 170</b>	45.7	83.9	2	14.7		8356	13735	2	14.1	22.1	94.9
<b>Lincoln ESD 156</b>	73.9	83.6	1	19.8		5403	9485	0	11.9	18	94.8
<b>Horizon Science Acad-McKinley Pk</b>	30.1			17.2				7	8.4	37	94.3
<b>Horizon Science Acad-Belmont</b>	26.2		1	17				10.5	10.3	5.1	93.5
<b>Maywood-Melrose</b>	65.7	75	3	20.2		5383	9409	0.7	12.5	26.2	93.3

<b>Park-Broadview 89</b>											
<b>Prairie-Hills ESD 144</b>	56.3	75.6	2	17.2		6228	12150	0.6	12.6	2.7	92.8
<b>Cicero SD 99</b>	60.7	81.3	2	21.3		5342	9668	0	11.3	50.5	92.5
<b>Venice CUSD 3</b>	41.7	90.3	1	10.3		8892	18561	0	8.6	0	92.4
<b>Fairmont SD 89</b>	46.3	66.7	4	15.9		6308	15038	0	19.4	10.5	92.4
<b>Cahokia CUSD 187</b>	53.2	67.8	2	22.7	20.9	7179	14015	0.4	21.5	0.5	91.6
<b>Carbon Cliff-Barstow SD 36</b>	34.6	80.6	1	13		6991	11511	3.8	5.5	7.8	90.9
<b>Burnham SD 154-5</b>	48.4	90	2	14.6		6497	10869	0	8.7	6.1	90.8
<b>Calumet Public SD 132</b>	57.2	28.9	3	16.9		4313	9142	4.5	10.8	10.1	90.4
<b>Dolton SD 148</b>	51.6	68.9	2	12.6		6694	13378	0.5	10.8	1.4	89.8
<b>Park Forest SD 163</b>	62.2	75.7	2	21.9		6443	13013	0.9	15.9	0.5	89.4
<b>J S Morton HSD 201</b>	63.7	89	2		26.6	5950	11439	0.3	10.8	9	88.4
<b>Cook County SD 130</b>	54	82.5	2	17.7		6636	11652	0	14.9	22.2	88.1
<b>North Wamac SD 186</b>	21.1	100	1	16.9		4255	8376	0	29	0	87.8
<b>Zion ESD 6</b>	53	89.4	2	17.7		6183	10837	1.1	13.4	17.2	87.6
<b>Bellwood SD 88</b>	56.4	81.4	2	16.7		5324	11180	0	9.2	26.4	87.4
<b>Grand Prairie CCSD 6</b>	23.1	89.5		11.4		5123	10148	0	9	0	87.2
<b>Kankakee SD 111</b>	58.9	84.6	2	18.9	17.6	6559	12014	0.1	12.2	11.1	86
<b>Laraway CCSD 70C</b>	51.2	75.6	1	12.2		8566	15471	0	16.5	17.9	85.9
<b>City of Chicago SD 299</b>	58	81	2	23.5	19.8	8624	13791	2	13.8	17	85.7
<b>Pleasant Valley SD 62</b>	41.9	82.1	2	20.4		3820	7440	0	17.6	0.2	85.6
<b>Berwyn North SD 98</b>	59.3	91.8	2	20.3		6038	8588	0	17.7	26.1	85.3
<b>South Holland SD 151</b>	43.1	85.4	1	16.7		5383	11387	1	15.6	16.4	85.1
<b>Berkeley SD 87</b>	45.4	81.5	2	17.4		4533	8515	0	14.4	29.9	84.1
<b>Mannheim SD 83</b>	57.7	91	1	16.3		9486	15909	0	14.7	32.9	83.7
<b>North Chicago SD 187</b>	64.2	73.8	3	16.6	18	7202	13640	2.7	15	24.7	83.2
<b>Gillespie CUSD 7</b>	56.9	96.1	2	17.9	16.3	4752	8903	0	14.2	0.3	82.7
<b>Rock Falls ESD 13</b>	53.5	87.6	2	20		4655	7915	0	19.7	3.2	82.3
<b>Bloom Twp HSD 206</b>	66.5	86.5	4		24.9	7959	16509	0.6	14.3	3.5	82.1
<b>Mount Vernon SD 80</b>	56	87.7	2	19.1		6661	10465	0	18.2	2.1	82
<b>Dongola USD 66</b>	8.7	77.4	1	14.5	13.8	5829	10160	0	20.5	0	81.3
<b>Summit SD 104</b>	66.5	81.9	2	20.1		6447	11856	0	13	34.2	80.3
<b>Posen-Robbins ESD 143-5</b>	54.4	62.9	2	17.1		4981	9684	0.9	8.2	24.6	80.2
<b>Rockdale SD 84</b>	42.9	90.7	2	14.8		6803	10608	0	10.6	9.9	79.8
<b>La Salle ESD 122</b>	50.8	87.6	2	19.7		6229	9192	0	18.8	12.2	79.1
<b>Rockford SD 205</b>	61.2	77.8	2	18.1	19.5	6440	11246	0.8	13.3	11.5	78.7
<b>Casey-Westfield CUSD 4C</b>	41.2	82.6	2	23.3	17.2	5501	9226	0	17.3	0.3	78.5
<b>Danville CCSD 118</b>	51	84.4	2	18.5	16.5	6062	10560	0.3	14.2	2.8	78.3

<b>Beardstown CUSD 15</b>	30.4	80.6	2	18.2	16.1	5300	8464	2.1	18.6	27.5	77.6
<b>Rich Twp HSD 227</b>	62.6	79.8	2		20.3	8992	17040	0.9	19.1	0.4	77.4
<b>Round Lake CUSD 116</b>	59	88.2	2	18.8	19.4	5762	10683	1.2	14.1	25.5	77.4
<b>Pleasant Hill SD 69</b>	28.6	82.9	1	19.8		4412	8052	0	19.9	0.8	76.9
<b>Sandridge SD 172</b>	36.4	87.8	3	19.5		5638	12347	0	20.9	7.7	76.6
<b>Steger SD 194</b>	44.3	90.1	1	13.9		6017	10661	0.8	12.8	6.4	76.2
<b>DePue USD 103</b>	21.5	80.4	1	13.1	13.5	6924	11330	0	17.8	32.7	76.2
<b>Decatur SD 61</b>	37.3	78.9	2	19.1	18.6	4538	10389	1.4	14.4	0.9	76.1
<b>Tamaroa School Dist 5</b>	76.5	93.5	1	13.9		6365	11463	0	18.7	0	75.7
<b>Creve Coeur SD 76</b>	37.9	90	2	18.2		5353	8682	0	5.7	0.1	75.6
<b>Hoover-Schrum Memorial SD 157</b>	54.5	85.6	2	14.3		5080	10158	0	12.2	11.3	75.5
<b>St Anne CHSD 302</b>	24.9	68.6	1		12.7	5368	14221	0	17.9	0.4	75.5
<b>Sandoval CUSD 501</b>	23.1	73.8	2	17.3	9.8	5863	10957	2.6	19.6	0.6	75.3
<b>Bethel SD 82</b>	18.2	96.8		20.2		5415	9498	0	18.8	0	75.3
<b>Lindop SD 92</b>	60.9	81.4	3	15.1		5913	11063	0	9.2	5.4	74.7
<b>Aurora East USD 131</b>	53.3	84.2	2	19.5	23.8	5977	10357	0.4	13.5	34.3	74.7
<b>Chaney-Monge SD 88</b>	66.7	82.8	2	17.8		6221	10097	0	20.4	17.8	74.7
<b>Kewanee CUSD 229</b>	36.7	86.1	2	18.3	19.1	4803	8102	0.9	17.6	5.4	74.6
<b>Thornton Fractional Twp HSD 215</b>	64.7	95.9	3		19.8	7439	13290	0.7	11.3	2.2	74.4
<b>Lyons SD 103</b>	56.8	92.2	2	14.5		7113	10916	0	16.1	18.4	74.1
<b>CCSD 168</b>	57.7	89.2	2	14.6		5992	12083	0.9	14.8	3.3	73.8
<b>Berwyn South SD 100</b>	61.3	83.7	2	16.3		6291	10356	0.7	10.5	25.1	73.4
<b>Zeigler-Royalton CUSD 188</b>	16.5	86.2	1	21.7	11.2	6654	10679	0	19.9	0	73.4
<b>Peoria SD 150</b>	40.2	76.7	2	15.8	15.9	6736	12758	1.1	16.4	5	73.2
<b>Hillside SD 93</b>	56.3	89.8	1	14.1		6285	11783	0	14.9	17.5	73.1
<b>Rhodes SD 84-5</b>	60.8	87.6	1	13.6		9727	15894	0	13.1	36.3	72.3
<b>Lincoln ESD 27</b>	44.2	84.9	2	17.2		5843	9015	1.1	13	0.1	72.3
<b>Country Club Hills SD 160</b>	54	77.6	3	16.9		6646	12734	0	11.9	0.9	72.1
<b>Monmouth-Roseville CUSD 238</b>	26.6	84.3	2	16.3	17.9	4849	7996	0.8	9.4	12	71.7
<b>Waukegan CUSD 60</b>	56.5	87.3	2	18	18.5	6638	12412	0.8	12.1	28.6	71.5
<b>Midlothian SD 143</b>	45.6	82.9	2	17.5		5553	9424	0	18.4	2	71.4
<b>Brookwood SD 167</b>	48.4	85.1	2	16.5		4996	11846	0	10.1	9.7	71.4
<b>Freeport SD 145</b>	54.4	84.9	2	15.3	15.7	6097	11190	0.6	13.8	3.1	71.4
<b>North Greene CUSD 3</b>	23.9	88.5	2	20.2	13.2	5958	10372	0	25.6	0	71.1
<b>Calumet City SD 155</b>	48.7	88	2	18		6263	13156	0	14.4	15.1	70.6
<b>Irvington CCSD 11</b>	16.7	85	2	10.8		5758	9933	0	29.6	0	70.4

<b>Momence CUSD 1</b>	48.9	84.4	2	18.4	16.2	4554	8997	0	15.3	7.5	70.1
<b>Urbana SD 116</b>	50.3	82.3	2	14.6	14	7405	13435	2	18.3	9.6	69.8
<b>Streator ESD 44</b>	42.9	81.9	2	20.6		7713	11463	0	22.4	6.6	69.4
<b>Willow Springs SD 108</b>	50.4	90.4	1	16.6		6769	12029	0	16.4	5.9	69.3
<b>Sunnybrook SD 171</b>	55.6	86.9	2	15.9		5097	9906	1.4	16.4	13	68.8
<b>South Central CUD 401</b>	24.1	89.3	1	16.5	12.3	5591	9455	0	11.2	0	68.2
<b>Dallas ESD 327</b>	27.8	95.9	2	13		6282	11343	0	20.8	0	68.1
<b>East Moline SD 37</b>	48.6	85.2	3	17		6112	10823	2.2	14.5	17.2	68.1
<b>Raccoon Cons SD 1</b>	42.4	81.6	1	18.2		6233	10250	0	22	0	68
<b>Odin PSD 722</b>	31	89.2	1	13.6	7.6	6122	9209	0	15.8	0	68
<b>Springfield SD 186</b>	50.6	87.4	2	18.5	17.9	7108	12870	0.9	19.7	0.8	68
<b>Thomasboro CCSD 130</b>	14.8	72.5	1	12.2		5962	10765	0	20.5	3.8	67.9
<b>Matteson ESD 162</b>	49.2	81.9	2	19.4		5961	12471	0	14.2	1	67.8
<b>Union SD 81</b>	51.6	97.1		7.3		8624	21377	3.2	20.6	14.7	67.6
<b>Marquardt SD 15</b>	74.5	92.5	2	15.2		7678	13603	0	10.2	23	67.5
<b>ESD 159</b>	60.9	84.4	2	13.3		7649	15059	0	14.1	4.2	67.4
<b>Crete Monee CUSD 201U</b>	59.5	87.9	2	20.1	22.4	6145	11637	0	5.4	1.3	67.2
<b>Galesburg CUSD 205</b>	48.7	86.7	2	16.3	15.9	5057	8686	0	15.3	2.4	67.1
<b>Hoopeston Area CUSD 11</b>	36.5	85.2	1	17.4	15.7	5834	10027	1.1	18	1	66.7
<b>Opdyke-Belle-Rive CCSD 5</b>	36.4	68.8	1	22.4		4899	9149	0	22.6	0	66.3
<b>East Alton-Wood River CHSD 14</b>	52.6	92.2	2		17.1	8575	14687	0	18	0	66.1
<b>Wood River-Hartford ESD 15</b>	48.9	89.5	2	19		5343	8709	0	19.6	0	66.1
<b>Harmony Emge SD 175</b>	58.7	92.1	1	22.2		5464	10083	0	14.1	0.6	66.1
<b>Willow Grove SD 46</b>	28	96.7		16.1		5273	8638	0	22.3	1.6	66
<b>Rochelle CCSD 231</b>	61.7	86.1	2	16.3		5555	8516	0	15.3	20.7	65.5
<b>Central Stickney SD 110</b>	69	97.3	1	16.6		5724	10215	0	14.1	31.3	65.4
<b>CHSD 218</b>	67	70.9	3		18.9	10068	16879	0	14.5	4.6	65.4
<b>East Alton SD 13</b>	37.9	92.2	3	19		6514	10039	0	17.4	0	65.4
<b>Jacksonville SD 117</b>	37.4	81.8	2	14.4	12.2	5684	9389	0	18	1.7	65.4
<b>Pekin PSD 108</b>	61	87.3	2	16.9		5206	9511	0	17.1	0.2	65.4
<b>Argo CHSD 217</b>	69.9	91.5	2		19.3	10023	17135	0	15	5.6	65.3
<b>Granite City CUSD 9</b>	49.7	81.5	3	23.5	22.4	6589	9943	0.3	18.9	2.2	65.2
<b>South Pekin SD 137</b>	21.2	83.3		15.5		5034	9441	0	7.4	0	65
<b>St Anne CCSD 256</b>	49.1	93.8	2	16.6		5589	9516	0	14.5	0.6	64.8
<b>Belleville SD 118</b>	62.3	88.8	2	19.9		5987	10524	0	19.2	0.4	64.8

<b>Addison SD 4</b>	57.5	87.7	2	19.4		5439	8857	0.7	13.6	29.6	64.5
<b>Bensenville SD 2</b>	58.5	86.5	3	15		8496	13839	1.3	13.3	34.9	64.3
<b>Frankfort CUSD 168</b>	43.9	70.4	2	24.7	20.5	7311	10505	0	19.2	0	64.3
<b>Lansing SD 158</b>	52	82.5	2	18.6		6095	10234	0.7	15.7	2.9	64.2
<b>Vienna SD 55</b>	51.4	94.9	2	18.3		5292	9039	0	13.6	1.6	64.1
<b>Queen Bee SD 16</b>	60.5	85.5	2	19.7		6567	11688	0	12.7	33	64
<b>Paris-Union SD 95</b>	52.3	87.7	2	16.1		3873	6354	0	18.6	0.1	63.9
<b>Benton CCSD 47</b>	65.1	95	2	20.6		6416	9288	0	19.5	0.3	63.9
<b>Joppa-Maple Grove UD 38</b>	36.4	83.6	4	15.8	10.1	5937	9964	0	9.6	0	63.7
<b>Valley View CUSD 365U</b>	65.5	85.8	2	18.4	21.4	7520	12114	0.1	14.3	12.4	63.7
<b>Silvis SD 34</b>	43.6	83.3	2	17		5861	9733	0	15.2	7.2	63.6
<b>Cowden-Herrick CUSD 3A</b>	38.7	80.3	1	16.5	12.3	4888	9589	0	19	0	63.5
<b>Marissa CUSD 40</b>	50.3	91	2	20.3	8.1	5595	10175	0	19.5	0	63.4
<b>Belle Valley SD 119</b>	56.3	86.4	1	20.9		4468	10112	3.4	20	0	63.4
<b>Harrisburg CUSD 3</b>	38.2	88.4	2	18.8	17.7	5720	9293	0	16.5	0.1	63.3
<b>Mendota CCSD 289</b>	54.8	83.3	2	18.8		5303	7870	0	18.7	15.1	63.3
<b>Georgetown-Ridge Farm CUD 4</b>	29.3	81.6	2	18	14	5726	9690	1.3	16.1	0.1	63.3
<b>Joliet Twp HSD 204</b>	72.1	91.9	2		23.2	8039	15370	0.9	17.3	3.8	63.3
<b>District 50 Schools</b>	40.5	89.9	2	15.7		4617	7908	0	17.7	0.6	63.2
<b>Chicago Ridge SD 127-5</b>	63.5	92.6	1	16.7		6467	10022	0	16.8	27	63
<b>Ashley CCSD 15</b>	45.9	84.4	1	18.4		5271	8871	0	19.1	0	63
<b>County of Winnebago SD 320</b>	39.3	85.7	3	19.8	18	5512	10210	0	13.9	5	62.9
<b>Johnston City CUSD 1</b>	43.2	91.6	2	22.5	17.1	4767	8479	0	20.9	0	62.9
<b>Roxana CUSD 1</b>	52.3	89.6	2	18.7	14.4	6332	11502	0	14	0.3	62.8
<b>DeSoto Cons SD 86</b>	33.3	80	1	19.8		7281	12915	0	17	0	62.5
<b>Indian Springs SD 109</b>	49.9	81.9	2	16.8		4534	9491	0	12.2	20	62.4
<b>Marseilles ESD 150</b>	42.7	90	1	15.6		5671	10140	0	12.5	1.3	62.4
<b>Rock Island SD 41</b>	56.2	88.3	2	20.1	20.3	6022	9789	0.3	13.9	8.8	62.4
<b>Century CUSD 100</b>	15.2	85.2	1	16.4	10.9	4768	8167	0.7	15.2	0	62.1
<b>Hoyleton Cons SD 29</b>	16.1	100	1	9		7521	14045	0	48.3	0	62.1
<b>Herrin CUSD 4</b>	33.3	92	1	21.5	18.5	4718	8580	0	15.2	0.3	62.1
<b>Christopher USD 99</b>	44.7	88.1	3	13.4	11.9	6255	9826	0	8.2	0	61.9
<b>Alton CUSD 11</b>	49.9	90.1	2	18.4	21.1	6754	11057	0.4	19.9	0.4	61.9
<b>North Palos SD 117</b>	58.3	84.7	2	20		7087	10998	0	11.1	25.5	61.8
<b>Aurora West USD 129</b>	69.3	88.9	2	21.3	21.1	6916	11418	0	12.2	15	61.6

<b>Bartonville SD 66</b>	27.4	75	1	15.9		3789	6746	0	13.9	0.4	61.6
<b>Elverado CUSD 196</b>	28.6	88.5	2	14.9	13.5	5415	9954	1.3	18.9	0	61.5
<b>Schiller Park SD 81</b>	52.5	80.6	1	14.8		7100	12978	1	10.1	28.3	61.4
<b>West Chicago ESD 33</b>	66.7	83.4	2	19		7102	11624	0.8	12.7	51.2	61.3
<b>Buncombe Cons SD 43</b>	0	88.9	1	13		4781	9044	16.7	16.4	0	61.2
<b>Iroquois County CUSD 9</b>	39.8	88.3	2	17.1	15.4	5542	10011	0	14.7	2.3	61.2
<b>Southeastern CUSD 337</b>	35.3	87.1	2	16.5	11.3	5605	10661	1.2	23.4	0	61.1
<b>St Elmo CUSD 202</b>	27.3	87.6	1	16.4	11.8	5294	9256	0	13.5	0	60.9
<b>Ramsey CUSD 204</b>	39.4	89.7	3	16.2	12.7	5776	9003	0	22.9	0	60.8
<b>Spring Valley CCSD 99</b>	44.4	85.2	3	21.2		4678	7813	0	13.7	10	60.8
<b>Rantoul Township HSD 193</b>	40.7	89.3	3		15.7	7527	12419	1.6	4.7	2.1	60.7
<b>Bushnell Prairie City CUSD 170</b>	25.2	88.6	2	16.6	10.5	5876	9304	0	18.9	0.1	60.6
<b>Wheeling CCSD 21</b>	67.5	88.8	2	16.4		9287	15655	0	9.3	34.4	60.4
<b>Wood Dale SD 7</b>	73.5	87	2	15.8		6909	11374	0	8.6	18.5	60.4
<b>Carrier Mills-Stonefort CUSD 2</b>	31.2	81.8	2	16.4	11.3	7055	10777	0	22.1	0	60.3
<b>Cobden SUD 17</b>	38.2	87.8	1	17.3	11	5208	8662	2.2	14.7	9.5	60.2
<b>Dupo CUSD 196</b>	45.3	90.8	1	21.8	18	5077	8994	0	18.9	0.6	60
<b>Centralia HSD 200</b>	34.8	89.4	2		16.8	7342	13514	1.4	19.2	0	59.9
<b>Fairfield PSD 112</b>	30.2	87.7	2	17.7		5420	9185	0	19.6	0	59.9
<b>Gavin SD 37</b>	64.7	87.3	1	20.7		5363	11378	0	16.2	6.2	59.9
<b>East Maine SD 63</b>	66.1	80.8	2	17.7		6613	10890	0.2	11.4	32.1	59.8
<b>Ridgeland SD 122</b>	48.4	82.5	2	20		6064	12066	0	15.5	26.6	59.8
<b>Carbondale ESD 95</b>	51.7	79.2	2	16		7019	12355	0	12	9.5	59.7
<b>SD U-46</b>	65	83.6	2	21.6	20.5	5889	10194	0.5	12.3	24.5	59.5
<b>Milford CCSD 280</b>	27.3	88.2	3	15.8		4847	8665	0	9.6	0	59.5
<b>La Harpe CSD 347</b>	26.6	80.6	1	11.6		6514	12294	0	18.8	0	59.4
<b>Diamond Lake SD 76</b>	53.7	86.6	2	14		7455	11701	0	15.6	29	59.3
<b>United Twp HSD 30</b>	48.1	91.7	2		20.2	5730	10285	2.1	14.4	3.2	59.2
<b>Hardin County CUSD 1</b>	25.8	79.4	2	22.6	18.8	4702	8683	0	21.1	0	59
<b>Armstrong-Ellis Cons SD 61</b>	31.6	97.1	1	6.7		7403	13730	0	9.6	0	58.9
<b>Mattoon CUSD 2</b>	62.4	90.5	1	20.2	19.7	5506	9781	0	16.1	0.1	58.8
<b>Griggsville-Perry CUSD 4</b>	30.6	77.6	2	12.8	12	5864	11545	0	20.9	0	58.7
<b>Massac UD 1</b>	47.7	88.2	2	19.5	16.5	5047	9003	1.5	11	0	58.7

<b>Pana CUSD 8</b>	20.5	89.3	1	16.3	16.2	5250	9198	0	14.9	0.1	58.7
<b>CCSD 180</b>	79.3	87.8	2	13.7		8907	14504	0	20.9	4.8	58.7
<b>Sterling CUSD 5</b>	62.8	85.8	2	21.1	21.4	6184	9504	0	16.4	4.9	58.6
<b>Litchfield CUSD 12</b>	43.2	88.6	2	19.8	17.7	4649	8059	1.3	15	0	58.5
<b>Salem SD 111</b>	44.6	86.5	2	18.9		4942	7396	0	16.3	0	58.5
<b>Streator Twp HSD 40</b>	60	91.5	1		18.1	8223	13226	0.7	19	2.4	58.4
<b>Colona SD 190</b>	31.4	84.3	2	15.8		4739	7256	0	14.9	0	58.2
<b>Patoka CUSD 100</b>	31.8	85.5		15.6	9.3	5628	11163	0	21.7	0	58.1
<b>CUSD 3 Fulton County</b>	22.2	86.2	2	17.7	11.7	5494	10398	0	17.8	0	58
<b>Abingdon-Avon CUSD 276</b>	38.8		1	16	15.4			0	14.9	0	58
<b>Collinsville CUSD 10</b>	53	86.2	2	22.1	20.5	5408	9193	0.3	15	6.5	58
<b>Westville CUSD 2</b>	32.1	84.9	2	18	18.4	4893	8643	0	16.5	0	57.8
<b>High Mount SD 116</b>	64.6	95.3	2	17.5		5490	8998	0	16.8	0.5	57.7
<b>Eldorado CUSD 4</b>	40.5	93.5	2	21.5	17.7	5390	8938	0	14.3	0.1	57.6
<b>Unity Point CCSD 140</b>	31	91.5	2	17.2		6309	9444	0	13.2	9.7	57.6

## APPENDIX C: ILLINOIS FEDERATION OF TEACHERS LETTER OF SUPPORT

**Daniel J. Montgomery**  
President

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April 22, 2015

Jason A. Helfer, PhD  
Assistant Superintendent  
Teacher and Leader Effectiveness  
Illinois State Board of Education  
100 N. 1<sup>st</sup> 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).

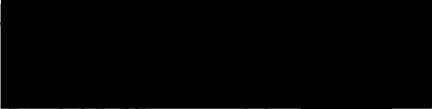
According to the research, teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, more effectively engage students in learning, and have a greater positive impact on academic outcomes (Clewell, Puma, & McKay, 2005; Dee, 2004; Pitts, 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,

  
Daniel J. Montgomery  
President

ILLINOIS STATE BOARD OF EDUCATION  
 Special Education & Support Services  
 100 North First Street, E-228  
 Springfield, Illinois 62777-0001

CHARTER SCHOOL INITIAL APPLICATION FOR  
 SPECIAL EDUCATION SERVICES

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER 1 SUBPART A: GENERAL

**Section 226.10 Purpose**  
 This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006), no later amendments or editions included), and Article 14 of the School Code [105 ILCS 5/Art. 14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME \_\_\_\_\_ DISTRICT NAME AND NUMBER \_\_\_\_\_

ADDRESS (Street, City, State, Zip Code) \_\_\_\_\_ TELEPHONE (include Area Code) \_\_\_\_\_ FAX (include Area Code) \_\_\_\_\_

DATE OF APPLICATION SUBMISSION \_\_\_\_\_

GRADES TO BE SERVED \_\_\_\_\_ TOTAL NUMBER OF STUDENTS TO BE SERVED \_\_\_\_\_

CONTACT NAME \_\_\_\_\_ CONTACT TELEPHONE (include Area Code) \_\_\_\_\_ CONTACT E-MAIL \_\_\_\_\_

**ISBE USE ONLY:**

Review # \_\_\_\_\_ Date \_\_\_\_\_

Instructions for required corrections AND clarification:

**I. APPLICATION PROCESS**

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs.                      (34 CFR 300.209(a))                      (105 ILCS 5/27A - 4(a))                      (23 IAC 226.50)</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**II. CHILD FIND**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday.                      (34 CFR 300.111(a)(1)(i-ii))                      (23 IAC 226.100(a)(1-3))</p>			<p> <input type="checkbox"/> Approved  <input type="checkbox"/> See below                 </p>

**III. EVALUATION AND DETERMINATION OF ELIGIBILITY**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) Referral system – describe steps for initial evaluation and Reevaluation;                      (34 CFR 300.301)                      (34 CFR 300.303)                      (34 CFR 300.304)                      (34 CFR 300.306)                      (23 IAC 226.110)</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**III. EVALUATION AND DETERMINATION OF ELIGIBILITY**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) Evaluation - describe how the areas for evaluation are determined:                      (34 CFR 300.304(c)(4))                      (34 CFR 300.307)                      (34 CFR 300.309)                      (23 IAC 225.110(c)(3)(B))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**III. EVALUATION AND DETERMINATION OF ELIGIBILITY**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) <b>Timelines</b> – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> <li>c.1 initial evaluation;</li> <li>c.2 yearly review or</li> <li>c.3 development of IEPs;</li> <li>c.4 tri-annual reevaluations;</li> <li>c.5 sending required Notice and Consent forms to parents; and</li> <li>c.6 progress reported on IEP annual goals.</li> </ul> <p>(34 CFR 300.301(c)(1)(H-II))                      (34 CFR 300.303)                      (34 CFR 300.304(a))                      (34 CFR 300.320(a)(3))                      (34 CFR 300.321(b)(1))                      (34 CFR 300.322(a))                      (34 CFR 300.324(b)(1)(i))                      (34 CFR 300.503)                      (23 IAC 226.110(d))                      (23 IAC 226.110(i))                      (23 IAC 226.120)                      (23 IAC 226.180(d))                      (23 IAC 226.220(a))                      (23 IAC 226.520)                      (23 IAC 226.530).</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

**IV. PARENTAL INVOLVEMENT**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation.                      (34 CFR 300.34(c)(8))                      (34 CFR 300.322(b-1))                      (23 IAC 226.530)</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**V. LEAST RESTRICTIVE ENVIRONMENT**

<b>ISBE REQUIREMENTS</b>	<b>PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION</b>	<b>TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES</b>	<b>FOR ISBE USE ONLY</b> <input type="checkbox"/> Approved <input type="checkbox"/> See below
Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined. (34 CFR 300.114(a)(2)(iii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(5))			

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

ISBE REQUIREMENTS:	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>a) Services</b> – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services.</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services will <u>only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services) and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</u></p> <p>(34 CFR 300.116(a)(1))                      (34 CFR 300.116(b)(1))                      (34 CFR 300.320(a)(1)(i))                      (34 CFR 300.320(a)(4))                      (34 CFR 300.320(a)(7))                      (34 CFR 300.321(a))                      (34 CFR 300.322(c-d))                      (34 CFR 300.324(a)(1)(ii))                      (34 CFR 300.324(a)(2))                      (23 IAC 226.210)                      (23 IAC 226.220(c))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) <b>Functional Assessments of Behavior</b>                      – describe this provision:                      (34 CFR 300.324(a)(2)(i))                      (34 CFR 300.530(d-1))                      (23 IAC 226.75)</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) <b>Behavior Intervention Plans</b> – describe how these will be implemented:                      (34 CFR 300.530(d-1))                      (23 IAC 226.750(a))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>d) Discipline</b> – describe what and how discipline will be managed with special education students:                      (34 CFR 300.530(b-e))                      (34 CFR 300.532(b-e))</p>			<p> <input type="checkbox"/> Approved  <input type="checkbox"/> See below                 </p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>e) Transition planning</b> – describe the methods used for agencies’ involvement, participation of agencies in IEPs, and tracking post-graduation implementation;                      (34 CFR 300.320(b))                      (34 CFR 300.321(b))                      (34 CFR 300.43)                      (34 CFR 300.600(d)(2))                      (34 CFR 300.601(a-b))                      (23 IAC 226.230(o))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>f) Transportation – describe provisions for this service:</b>                      (34 CFR 300.34(c)(16))                      (34 CFR 300.107(b))                      (23 IAC 226.750(b))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>g) Extended School Year</b> – describe how extended school year services will be provided.                      (34 CFR 300.106(a-b))                      (34 CFR 300.320(a)(5))                      (34 CFR 300.320(a)(4)(iii))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) ISAT/PSSA/EIAA Determination –                      Indicate how ISAT/PSSA/EIAA testing is determined by the IEP team:                      (34 CFR 300.320(a)(6))                      (23 IAC 226.230(a)(2))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VII. PARTICIPATION IN ASSESSMENTS**

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>b) ISAT/PSSAE accommodations –</b>                      indicate how ISAT/PSSAE accommodations will be made for students with disabilities whose IEPs require accommodations:                      (34 CFR 300.320(a)(6))</p>			<p><input type="checkbox"/> Approved  <input type="checkbox"/> See below</p>

**VIII. CONFIDENTIALITY OF RECORDS**

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)</p>			<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

**IX. SPECIAL EDUCATION PERSONNEL**

<b>ISBE REQUIREMENTS</b>	<b>PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION</b>	<b>TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES</b>	<b>FOR ISBE USE ONLY</b>
<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel; (105 ILCS 5/10-21.9) (34 CFR 300.18)</p>			<p> <input type="checkbox"/> Approved  <input type="checkbox"/> See below                 </p>

**X. SPECIAL EDUCATION PERSONNEL**

CHARTER SCHOOL NAME \_\_\_\_\_

<b>ISBE REQUIREMENTS</b>	<b>PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION</b>	<b>TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES</b>	<b>FOR ISBE USE ONLY</b>
<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>			<p> <input type="checkbox"/> Approved  <input type="checkbox"/> See below                 </p>



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JUN 30 2014



mailed  
7/11/14

Mr. Robert Wolfe  
Chief Financial Officer  
Illinois State Board of Education  
100 North First Street  
Springfield, IL 62777-0001

Reference: Agreement No. 2014-115

Dear Mr. Wolfe:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education  
OCFO / FIPAO / ICG  
Attention: Emily Wen, Rm. 6044  
550 12th Street, SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Emily Wen at [REDACTED]

The next indirect cost rate proposal based on actual data for the year ended June 30, 2014 is due by December 31, 2014. This proposal should be sent to the above address.

Sincerely,

[REDACTED]  
Frances Outland  
Director, Indirect Cost Group  
Financial Improvement and Post Audit Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202  
www.ed.gov



INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Illinois State Board of Education  
100 North First Street  
Springfield, IL 62777-0001

**Date:** JUN 30 2014**Agreement No:** 2014-115

**Filing Reference:** Replaces previous  
Agreement No. 2013-052  
Dated: 9/4/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2014	06/30/2015	15.5%	MTDC	APwR

**Distribution Base:**

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II - Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV - Approvals**

For the State Education Agency:

Illinois State Board of Education  
100 North First Street  
Springfield, IL 62777-0001

[Redacted Signature]

Signature

Robert Wolfe

Name

Chief Financial Officer

Title

7-11-14

Date

For the Federal Government:

U.S. Department of Education  
OCFO / FIPAO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

[Redacted Signature]

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

JUN 30 2014

Date

Negotiator: Emily Wen

Telephone Number [Redacted]

Handwritten marks in the top right corner, possibly initials or a date.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Budget Narrative

The five-year budget breakdown for the Quality School Options project includes two categories of expenditures: administrative support and subgrants to charter school operators.

Administrative support will provide salary and fringe benefits for one Illinois State Board of Education (ISBE) staff member (TBD) to serve as project director at 1.0 FTE and one support staff member (TBD) at 0.5 FTE in Years 1 through 5. In the interim, Amy Jo Clemens, Assistant Superintendent for Innovation and Improvement, will devote 0.75 FTE as project director.

The grant request includes additional administrative expenses such as in-state travel funds for ISBE project staff to attend regional meetings, provide technical assistance for grant activities as outlined in the proposal, make presentations through workshops, and conduct grant monitoring. Out-of-state travel funds are required for ISBE project staff to attend the annual CSP Project Directors' meeting in Washington, DC, and other meetings conducted by the National Association of Charter School Authorizers and other charter school organizations, as deemed necessary. Travel funds are also requested for the Best Practices and Innovation Work Group.

Other administrative expenses budgeted are for technical assistance and delivery of other supports and training activities in the field. This includes contracts for 0.5 FTE for a data support specialist and a community engagement specialist. Each of these positions will be critical in supporting our low-performing and newly-launched charter schools. Our partners in the Statewide System of Support and the Illinois Network of Charter Schools have been included to produce and deliver training materials to their members regarding best practices in charter school authorizing. The budget also includes administrative funds to study the climate and culture data being collected through our statewide Learning Conditions Survey – 5Essentials for the first two years while also funding a statewide external

evaluation of the project.

The second type of expenditure, subgrants, will be awarded for two main purposes – subgrants to charter school operators for pre-charter planning, program design and implementation and subgrants for dissemination activities.

ISBE is proposing to fund subgrants to charter school operators in cohorts. For example, FY 16 funds will be used to fully fund Cohort 1. It is expected that within cohort 1, up to 25 charter school operators will apply for funds up to \$25,000 for pre-charter planning activities with local communities and LEAs. Out of these planning grants, it is expected that 10-12 of them would be awarded no more than \$150,000 for program design after attaining approval to open a charter school from their authorizer. Finally, it is estimated of the charters that complete program design, 7-10 would be awarded funds up to \$400,000 per year for up to 2 years for program implementation depending on the timeline the entity followed through planning and designing.

The second set of subgrants will be for dissemination activities. The proposal states that 10% of the award can be used for dissemination of best practices, lessons learned and other supports for operating charter schools. The ISBE proposes that these subgrants also contain funds for a dissemination specialist at 1.0 FTE to assist in the awarding, implementation and evaluation of the dissemination subgrants, coordinate the work of the Best Practices and Innovation Work Group, and coordinate and assist in disseminating charter schools best practices/lessons learned.

The indirect cost rate is calculated on direct costs, less equipment purchases, medical costs, flow-through funds, alterations, renovations, and the portion of individual subcontracts in excess of \$25,000. The ISBE is in negotiations with the U.S. Department of Education for a federal indirect cost rate for state fiscal year 2016 (7/1/15-6/30/16). As the new rate has not been finalized, the approved state fiscal year 2015 rate of 15.5 percent is used for this proposal.

Budget Breakdown by Project Year  
Year 1

Budget Category	Federal Funds
<b>Personnel</b> – SEA Administrative Project Director - 1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Fringe Benefits</b> - SEA Administrative Project Director–1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Travel</b> – SEA Administrative ISBE Project Staff <ul style="list-style-type: none"> <li>▪ In-state for regional meetings, technical assistance, presentations, grant monitoring</li> <li>▪ Out-of-state for national meetings</li> <li>▪ Best Practices and Innovation Work Group</li> </ul>	<b>\$38,000</b> 13,000 5,000 20,000
<b>Equipment</b> -SEA Administrative	<b>\$5,000</b>
<b>Supplies</b> -SEA Administrative	<b>\$5,000</b>
<b>Contractual</b> – (SEA Administrative) Community Engagement Specialist - 0.5 FTE Data Specialist - 0.5 FTE Statewide System of Support Partners (Illinois Principals Association, Illinois Association of School Boards, and Illinois Association of School Business Officials) Illinois Network of Charter Schools Supports Survey of Learning Conditions Year 1 Study NACSA dues	██████████ ██████████ ██████████ 45,000 20,000 25,000 1,250
<b>SEA Subgrants:</b>	<b>\$8,548,000</b>
Cohort 1 Subgrants to charter school operators: <ul style="list-style-type: none"> <li>• Pre-Charter Planning subgrants to charter school developers: up to 25 @ \$25,000</li> <li>• Program Design subgrants to approved charter schools prior to opening: 10-12 @ no more than \$150,000</li> <li>• Implementation subgrants to operating charter schools: 7-10 @ no more than \$400,000 for 2 years</li> </ul>	7,650,000
Dissemination Subgrants to Charter Schools: <ul style="list-style-type: none"> <li>• Student Body Diversity Dissemination Subgrants: 3 or more up to \$50,000 each</li> <li>• Student Achievement Subgrants: 4 or more up to \$150,000 each</li> <li>• Dissemination Specialist through subgrant</li> </ul>	750,000  148,000
<b>Construction</b>	<b>\$0</b>
<b>Other</b>	<b>\$0</b>
<b>Total Direct Costs</b>	██████████
<b>Indirect Costs (15.5% of direct costs, less subgrants =\$409,250)</b>	<b>\$63,434</b>
<b>Training Stipends</b>	<b>\$0</b>
<b>Total Year 1 Project Award</b>	██████████

Year 2

Budget Category	Federal Funds
<b>Personnel</b> -SEA Administrative Project Director - 1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Fringe Benefits</b> SEA Administrative Project Director–1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Travel</b> SEA Administrative ISBE Project Staff <ul style="list-style-type: none"> <li>▪ In-state for regional meetings, technical assistance, presentations, grant monitoring</li> <li>▪ Out-of-state for national meetings</li> <li>▪ Best Practices and Innovation Work Group</li> </ul>	\$22,000 13,000 5,000 4,000
<b>Equipment</b> SEA Administrative	\$2,500
<b>Supplies</b> SEA Administrative	\$5,000
<b>Contractual</b> SEA Administrative Community Engagement Specialist - 0.5 FTE Data Specialist - 0.5 FTE Illinois Association of School Boards Illinois Network of Charter Schools Supports Illinois Statewide System of Support Survey of Learning Conditions Year 2 Study and Final Report External Evaluation – Year 1 NACSA dues	██████████ ██████████ ██████████ 10,000 20,000 25,000 25,000 85,000 1,250
<b>SEA Subgrants</b> Cohort 2 Subgrants to Charter School Operators: <ul style="list-style-type: none"> <li>• Pre-Charter Planning subgrants to charter school developers: up to 25 @ \$25,000</li> <li>• Program Design subgrants to approved charter schools prior to opening: 10-12 @ no more than \$150,000</li> <li>• Implementation subgrants to operating charter schools: 7 -10 @ no more than \$400,000 for 2 years</li> </ul> Dissemination Subgrants to Charter Schools: <ul style="list-style-type: none"> <li>• Student Body Diversity Dissemination Subgrants: 3 or more up to \$50,000 each</li> <li>• Student Achievement Subgrants: 4 or more up to \$150,000 each</li> <li>• Dissemination Specialist through subgrant</li> </ul>	\$8,548,000 7,650,000       750,000   148,000
<b>Construction</b>	\$0
<b>Other</b>	\$0
<b>Total Direct Costs</b>	██████████
<b>Indirect Costs (15.5% of direct costs, less subgrants = \$469,750)</b>	\$72,811
<b>Training Stipends</b>	\$0
<b>Total Year 2 Project Award</b>	██████████

Year 3

Budget Category	Federal Funds
<b>Personnel</b> -SEA Administrative Project Director - 1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Fringe Benefits</b> -SEA Administrative Project Director–1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Travel</b> -SEA Administrative ISBE Project Staff <ul style="list-style-type: none"> <li>▪ In-state for regional meetings, technical assistance, presentations, grant monitoring</li> <li>▪ Out-of-state for national meetings</li> <li>▪ Best Practices and Innovation Workgroup</li> </ul>	\$20,000  13,000 5,000 2,000
<b>Equipment</b>	\$0
<b>Supplies</b> -SEA Administrative	\$3,000
<b>Contractual</b> -SEA Administrative Community Engagement Specialist – 0.5 FTE Data Specialist – 0.5 FTE Illinois Network of Charter Schools Supports Illinois Statewide System of Support External Evaluation – Year 2 NACSA dues	██████████ ██████████ ██████████ 20,000 20,000 130,000 1,250
<b>SEA Subgrants</b>	\$8,548,000
Cohort 3 Subgrants to Charter School Operators: <ul style="list-style-type: none"> <li>• Pre-charter Planning subgrants to charter school developers: up to 25 @ \$25,000</li> <li>• Program Design subgrants to approved charter schools prior to opening: 10-12 @ no more than \$150,000</li> <li>• Implementation subgrants to operating charter schools: 7 -10 @ no more than \$400,000 for 2 years</li> </ul>	7,650,000
Dissemination Subgrants to Charter Schools: <ul style="list-style-type: none"> <li>• Student Body Diversity Dissemination Subgrants: 3 or more up to \$50,000 each</li> <li>• Student Achievement Subgrants: 4 or more up to \$150,000 each</li> <li>• Dissemination Specialist subgrant</li> </ul>	750,000  148,000
<b>Construction</b>	\$0
<b>Other</b>	\$0
<b>Total Direct Costs</b>	██████████
<b>Indirect Costs (15.5% of direct costs, less subgrants = \$472,250)</b>	\$73,199
<b>Training Stipends</b>	\$0
<b>Total Year 3 Project Award</b>	██████████

Year 4

Budget Category	Federal Funds
<b>Personnel</b> -SEA Administrative Project Director - 1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Fringe Benefits</b> -SEA Administrative Project Director–1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Travel</b> -SEA Administrative ISBE Project Staff ▪ In-state for regional meetings, technical assistance, presentations, grant monitoring ▪ Out-of-state for national meetings	<b>\$18,000</b>  13,000 5,000
<b>Equipment</b>	<b>\$0</b>
<b>Supplies</b> -SEA Administrative	<b>\$2,500</b>
<b>Contractual</b> -SEA Administrative Community Engagement Specialist - 0.5 FTE Data Specialist - 0.5 FTE Illinois Network of Charter Schools Supports Illinois Statewide System of Support External Evaluation – Year 3 and Case Studies NACSA dues	██████████ ██████████ ██████████ 12,000 12,000 150,000 1,250
<b>SEA Subgrants</b> Cohort 4 Subgrants to local educational agencies: • Pre-Charter Planning subgrants to charter school developers: up to 25 @ \$25,000 • Program Design subgrants to approved charter schools prior to opening: 10-12 @ no more than \$150,000 • Implementation subgrants to operating charter schools: 7-10 @ no more than \$400,000 for 2 years  Dissemination Subgrants to Charter Schools: • Student Body Diversity Dissemination Subgrants: 3 or more up to \$50,000 each • Student Achievement Subgrants: 4 or more up to \$150,000 each • Dissemination Specialist subgrant	<b>\$8,548,000</b> 7,650,000     750,000   148,000
<b>Construction</b>	<b>\$0</b>
<b>Other</b>	<b>\$0</b>
<b>Total Direct Costs</b>	██████████
<b>Indirect Costs (15.5% of direct costs, less subgrants = \$477,750)</b>	<b>\$74,051</b>
<b>Training Stipends</b>	<b>\$0</b>
<b>Total Year 4 Project Award</b>	██████████

Year 5

Budget Category	Federal Funds
<b>Personnel-</b> SEA Administrative Project Director - 1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Fringe Benefits-</b> SEA Administrative Project Director–1.0 FTE Administrative Support – 0.5 FTE	██████████ ██████████ ██████████
<b>Travel-</b> SEA Administrative ISBE Project Staff <ul style="list-style-type: none"> <li>▪ In-state for regional meetings, technical assistance, presentations, grant monitoring</li> <li>▪ Out-of-state for national meetings</li> </ul>	<b>\$18,000</b>  13,000 5,000
<b>Equipment</b>	<b>\$0</b>
<b>Supplies-</b> SEA Administrative	<b>\$2,500</b>
<b>Contractual-</b> SEA Administrative Community Engagement Specialist – 0.5 FTE Data Specialist – 0.5 FTE Illinois Network of Charter Schools Supports Illinois Statewide System of Support External Evaluation – Year 4 and Final Report NACSA dues	██████████ ██████████ ██████████ 12,000 12,000 150,000 1,250
<b>SEA Subgrants</b>	<b>\$8,548,000</b>
Cohort 5 Subgrants to Charter School Operators: <ul style="list-style-type: none"> <li>• Pre-Charter Planning subgrants to charter school developers: up to 25 @ \$25,000</li> <li>• Program Design subgrants to approved charter schools prior to opening: 10-12 @ no more than \$150,000</li> <li>• Implementation subgrants to operating charter schools: 7-10 @ no more than \$400,000 for 2 years</li> </ul>	7,650,000
Dissemination Subgrants to Charter Schools: <ul style="list-style-type: none"> <li>• Student Body Diversity Dissemination Subgrants: 3 or more up to \$50,000 each</li> <li>• Student Achievement Subgrants: 4 or more up to \$150,000 each</li> <li>• Dissemination Specialist subgrant</li> </ul>	750,000  148,000
<b>Construction</b>	<b>\$0</b>
<b>Other</b>	<b>\$0</b>
<b>Total Direct Costs</b>	██████████
<b>Indirect Costs (15.5% of direct costs, less subgrants=\$483,750)</b>	<b>\$74,981</b>
<b>Training Stipends</b>	<b>\$0</b>
<b>Total Year 5 Project Award</b>	██████████
<b>Total Years 1 – 5 Project Award</b>	██████████

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Amy	Jo	Clemens	

Address:

Street1:	100 N 1st Street
Street2:	
City:	Springfield
County:	
State:	IL: Illinois
Zip Code:	62777
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Illinois State Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	38,000.00	22,000.00	20,000.00	18,000.00	18,000.00	116,000.00
4. Equipment	5,000.00	2,500.00	0.00	0.00	0.00	7,500.00
5. Supplies	5,000.00	5,000.00	3,000.00	2,500.00	2,500.00	18,000.00
6. Contractual	8,769,250.00	8,844,250.00	8,849,250.00	8,853,250.00	8,853,250.00	44,169,250.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	63,434.00	72,811.00	73,199.00	74,051.00	74,981.00	358,476.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Illinois State Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**