



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

April 26, 2013

The Honorable Patrick Quinn
Office of the Governor
207 State House
Springfield, IL 62706

Dear Governor Quinn:

I am writing in response to Illinois's request to amend its approved Race to the Top grant project. Between August 10th and April 16th, 2013, the State submitted amendment requests to the U.S. Department of Education (Department) and additional clarification as requested. As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such a change does not alter the scope or objectives of the approved proposal. The Department provided grantees with a copy of the "Grant Amendment Submission Process" document. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top program *Principles*, which are also included in that document.

I approve the following amendments:

- For section (A)(1) Goals, Measures, Baselines, and Final Race to the Top, define and provide baseline data and targets for the State's achievement gap performance measures. In its application, the State committed to a goal to decrease the achievement gap between subgroups in reading and mathematics on the State assessments and NAEP by half of the current levels over the course of the next six years. During the SY 2011-2012 Annual Performance Report (APR) data collection, it came to the attention of the State and the Department that Illinois had not defined the subgroups for comparison or provided baseline data or targets related to this goal. As a result, Illinois has identified subgroups for comparison, calculated baseline data, and set future year targets aligned to this six-year goal.¹ See *Appendix 1* for these measures.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- For section (A)(2) in the Illinois State Board of Education (ISBE) Capacity project, repurpose \$242,481.67 originally allocated for salary and fringe in Years 1–4 to supplement the indirect cost and contractual allocations in this and three other projects. The State’s original budget fully funded two Illinois State Board of Education positions. Illinois will now use State funding to cover a portion of these positions, and repurpose the Race to the Top funding to cover small indirect cost and contractual increases in this project and the LEA Support and Networking, STEM Learning Exchanges, and Survey of Learning Conditions projects.

It is our understanding that these amendments will not substantially change the scope of work. Please note that this letter will be posted on the Department’s website as a record of the amendments.

I am confident that Illinois will continue its bold, comprehensive reform efforts. If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact Illinois’s Race to the Top Program Officer, Rebecca Zazove, at 202-260-1425 or Rebecca.Zazove@ed.gov.

Sincerely,

//s//

Ann Whalen
Deputy Director, Policy and Program Implementation
Implementation and Support Unit

cc: Christopher Koch
David Osta
Christi Chadwick

Appendix 1: Achievement gap targetsⁱⁱState assessment 3rd-8th grade English language arts achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	22.2	17.3	44.6	42.4	21.8
2012	20.4	15.9	40.9	38.9	20.0
2013	18.5	14.4	37.2	35.3	18.2
2014	16.7	13.0	33.5	31.8	16.4
2015	14.8	11.5	29.7	28.3	14.5
2016	13.0	10.1	26.0	24.7	12.7
2017	11.1	8.7	22.3	21.2	10.9

State assessment 3rd-8th grade mathematics achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	19.8	11.1	24.7	33.0	15.8
2012	18.2	10.2	22.6	30.3	14.5
2013	16.5	9.3	20.6	27.5	13.2

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2014	14.9	8.3	18.5	24.8	11.9
2015	13.2	7.4	16.5	22.0	10.5
2016	11.6	6.5	14.4	19.3	9.2
2017	9.9	5.6	12.4	16.5	7.9

State assessment 11th grade English language arts achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	39.3	31.0	48.5	40.1	34.9
2012	36.0	28.4	44.5	36.8	32.0
2013	32.8	25.8	40.4	33.4	29.1
2014	29.5	23.3	36.4	30.1	26.2
2015	26.2	20.7	32.3	26.7	23.3
2016	22.9	18.1	28.3	23.4	20.4
2017	19.7	15.5	24.3	20.1	17.5

State assessment 11th grade mathematics achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	45.2	30.5	39.2	44.4	37.1
2012	41.4	28.0	35.9	40.7	34.0
2013	37.7	25.4	32.7	37.0	30.9
2014	33.9	22.9	29.4	33.3	27.8
2015	30.1	20.3	26.1	29.6	24.7
2016	26.4	17.8	22.9	25.9	21.6
2017	22.6	15.3	19.6	22.2	18.6

NAEP 4th grade English language arts achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	32.1	26.5	31.1	23.3	32.9
2012	29.4	24.3	28.5	21.4	30.2
2013	26.8	22.1	25.9	19.4	27.4
2014	24.1	19.9	23.3	17.5	24.7
2015	21.4	17.7	20.7	15.5	21.9

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2016	18.7	15.5	18.1	13.6	19.2
2017	16.1	13.3	15.6	11.7	16.5

NAEP 4th grade mathematics achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	37.1	31.5	28.4	21.9	36.4
2012	34.0	28.9	26.0	20.1	33.4
2013	30.9	26.3	23.7	18.3	30.3
2014	27.8	23.6	21.3	16.4	27.3
2015	24.7	21.0	18.9	14.6	24.3
2016	21.6	18.4	16.6	12.8	21.2
2017	18.6	15.8	14.2	11.0	18.2

NAEP 8th grade English language arts achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	28.1	20.1	32.8	29.8	29.3
2012	25.8	18.4	30.1	27.3	26.9
2013	23.4	16.8	27.3	24.8	24.4
2014	21.1	15.1	24.6	22.4	22.0
2015	18.7	13.4	21.9	19.9	19.5
2016	16.4	11.7	19.1	17.4	17.1
2017	14.1	10.1	16.4	14.9	14.7

NAEP 8th grade mathematics achievement gaps

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2011	34.1	24.9	30.4	26.5	30.2
2012	31.3	22.8	27.9	24.3	27.7
2013	28.4	20.8	25.3	22.1	25.2
2014	25.6	18.7	22.8	19.9	22.7
2015	22.7	16.6	20.3	17.7	20.1

	High performing/ Black	High performing/ Hispanic	Not Limited English Proficient / Limited English Proficient	Children without Disabilities/ Children with Disabilities	Not Low Income / Low Income
2016	19.9	14.5	17.7	15.5	17.6
2017	17.1	12.5	15.2	13.3	15.1

ⁱ Regardless of State-specific achievement gap performance measures, the Department's APR website displays data for each State comparing the following subgroups' student achievement data on the State assessment and NAEP: White/Black Gap; White/Hispanic Gap; Children without Disabilities/Children with Disabilities Gap; Not Limited English Proficient/Limited English Proficient Gap; Not Low Income/Low Income Gap; Female/Male Gap.

ⁱⁱ The State defines this "high performing subgroup" as composed of students in the Asian, White, Multi-racial, and Other subgroups.