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 though 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
The Diverse Educator Recruitment Advisory Group	Consists of ethnically diverse teachers with one to three years of experience teaching in an Illinois public school.
The State Educator Preparation and Licensure Board	Consists of 10 practicing teachers - three of whom teach in CPS, three district administrators – one of whom works in CPS, five faculty from institutions of higher education – three from public institutions and two from private institutions, and one regional superintendent of schools.
The Consolidated Committee of Practitioners	Consists representatives from local educational agencies; administrators, including the administrators of programs described in other parts of this title (Title I administrators);teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel.
The Center for School Improvement Roundtable	Consists of staff from Illinois CSI, ISBE senior staff, and regional superintendents. Illinois CSI works with priority districts in Illinois.
TheP-20 Subcommittee for Teacher and Leader Effectiveness	Consists of faculty from higher education, staff from governmental agencies (e.g., the Illinois Board of Higher Education, the Illinois State Board of Education, the Illinois Community College Board), teachers, district administration, Teacher and administrator organizations (Illinois Education Association, Illinois Federation of Teachers, Illinois Principal Association), advocacy groups (e.g., Golden Apple, Ounce of Prevention, Grow Your Own, and Illinois Action for Children), policy groups (e.g., Advance Illinois, the Large Unit School District Association, and the Center for Educational Policy), staff from Teach for America and New Leaders, Regional Offices of Education, Community organizations, and the Illinois Business Roundtable.
Illinois Alliance of Administrators of Special Education	Consists of special education directors for school districts and special education cooperatives in Illinois.
The Illinois Association of School Administrators	Consists of district superintendents.
The Illinois PTA subcommittee.	Consists of Illinois PTA members.
Advance Illinois Educator Advisory Group	Consists of teachers, many of whom have received National Board Certification, business leaders, and school personnel who work in district offices in the area of data and accountability.
The Latino Policy Forum English Learner Workgroup	Consists of ESL/Bilingual directors for public school districts in Illinois and college and university faculty specializing in ESL/Bilingual.
The Student Advisory Committee	Members are selected by application and interview. The students come from across Illinois. Typically, these individuals are in their Junior or Senior year of high school.
The Illinois Association of School Boards	A voluntary organization of local boards of education dedicated to strengthening public schools.
ISBE Staff	Members include executive and senior staff: Deputy Superintendent and Chief Education Officer, Chief Performance Officer, Director of Assessment, Assistant Superintendent of Innovation and Improvement, Assistant Superintendent for Specialized Services, Assistant Superintendent for Language and Early Childhood

	Development, and Assistant Superintendent for Educator Effectiveness.

PHASE ONE:

Table Two includes the meeting dates, groups, and the general topics discussed in each meeting (Table Two: Phase One Meetings). Additional detail on the aforementioned is provided in a subsequent section.

TABLE TWO: PHASE ONE MEETINGS

Date/Group	General Topics
August 4-5, 2014, Chicago Illinois: Diverse Educator Recruitment Advisory Group	DERAG members identified metrics that may provide insight into probable causes for the disparity between high/low poverty and minority schools/districts such as: administrator retention, teacher retention, role of educator preparation programming in high needs schools/districts, Loan Forgiveness, and Induction and Mentoring
September 5, 2014 – Springfield, Illinois: State Educator Preparation and Licensure Board	SEPLB members focused upon the importance of Recruitment and Retention (pipeline) for teachers and administrators, Induction and Mentoring, 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

Date/Group	Probable Causes	Potential Remedies	Possible Implementation Strategies
December 5, 2014 – Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested that underlying causes of lower retention rates in high needs districts may be the result of inequitable funding of public schooling in Illinois and lack of programming for teachers and administers 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

Date/Group	Comments
April 28, 2015 V-TEL Springfield, Illinois and Chicago, Illinois Consolidated Committee of Practitioners	CCOP Members suggested a modification in the notion that a district, even with effective programming, may not be able to show increases in retention as some districts have effective induction and mentoring and professional development programming so much so that teachers are actively hired away.
May 1, 2015 Springfield, Illinois State Educator Preparation and Licensure Board	SEPLB members suggested as part of the grant application process that the application process allows for districts to both show need and potential for programming as well as programming that has been demonstrated to be effective.
May 12, 2015 V-TEL Springfield, Illinois & 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

Term	Proposed Definition	Notes	Applicable Reference(s)
Inexperienced teacher	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.	23 Ill Admin. Code 25, Appendix D
Unqualified teacher	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.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Out-of-field teacher	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.	105 ILCS 5/21B -15 23 Ill Admin. Code 1.705-1.790
Poor student/ low income student	District level free/reduced lunch counts	Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.	Federal Register, Vol. 79, No. 43 (Page 12467)
Minority student	Any non-white student	Our fall housing reports use the following racial demographics: Hispanic, Asian, Indian, Black, OPI, White, and 2/More.	Fall Housing Reports
Effective teacher	A teacher that has received a "proficient" rating in his/her most	Given that we have a four category rating system, it seems reasonable to view	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)

	recent performance evaluation rating.	performance evaluation ratings of "proficient" as "effective".	
Highly effective teacher[1]	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".	105 ILCS 5/24A-5 23 Ill Admin. Code 50.100 (c) (2)

- Using the most recent available data for all public elementary and secondary schools in the State (i.e., both Title I and non-Title I schools), calculate equity gaps between the rates at which:
    - poor children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers; and
    - minority children are taught by "inexperienced," "unqualified," or "out-of-field" teachers compared to the rates at which other children are taught by these teachers.

In Illinois, there are three systems each of which collect a portion of the following information: student enrollment, student course assignment, teacher course assignment, teacher assignment by school, and educator licensure. Currently, IBSE IT staff is working to align these systems. 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

[1] 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

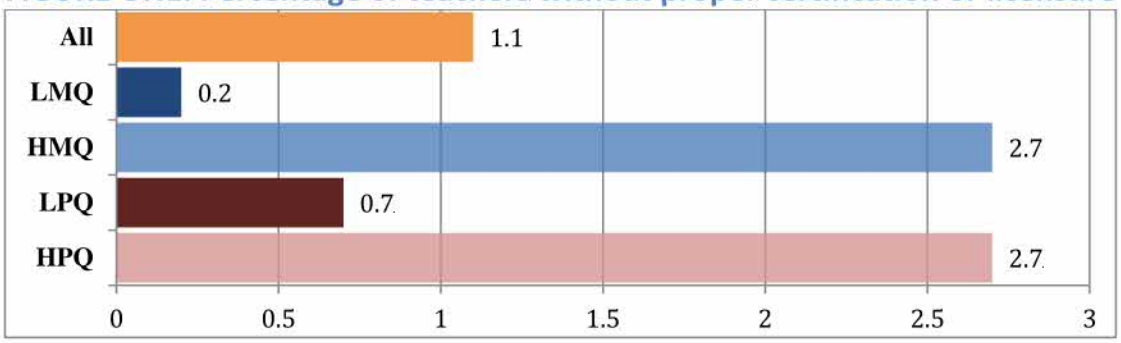
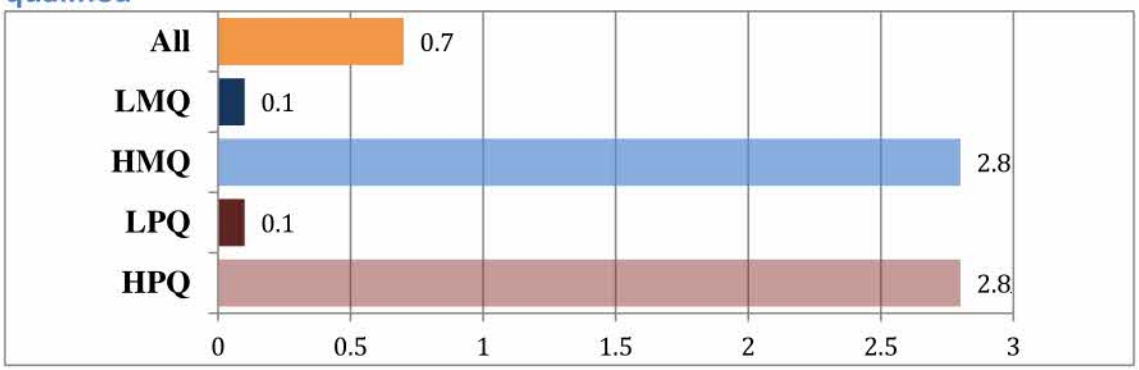
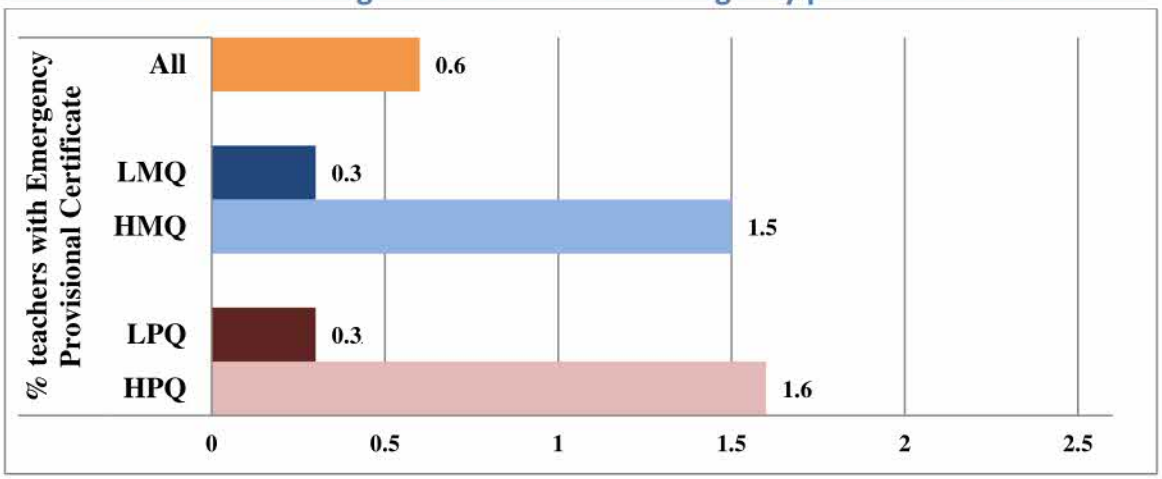


FIGURE TWO: Percentage of classes taught by teachers who are not highly qualified



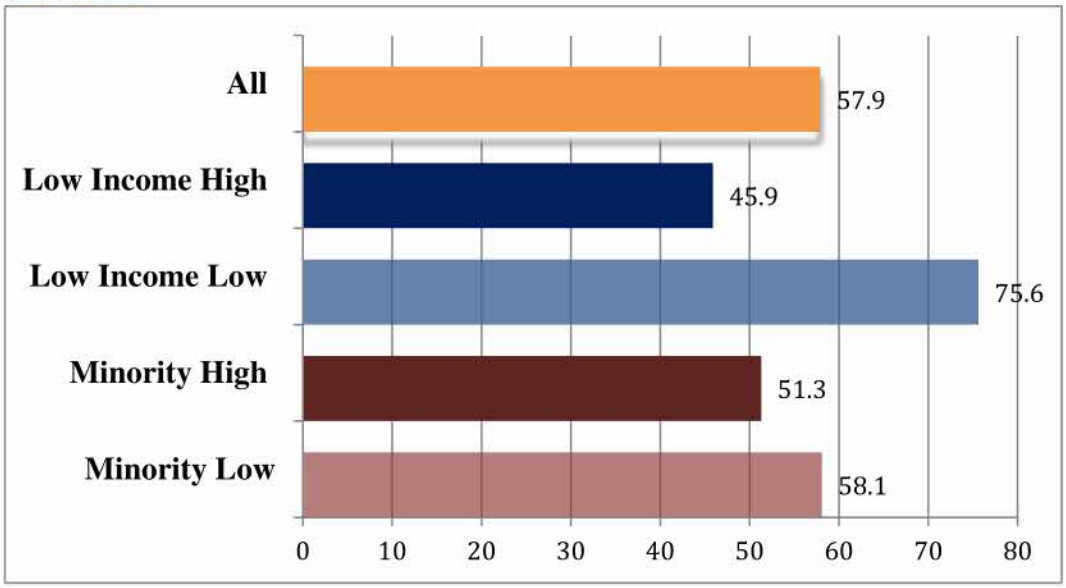
Additionally, ISBE collects data on the equity gap for those teachers with emergency provisional licensure in high poverty or high minority districts and teachers in low poverty and low minority districts (Figure Three: Percentage of teachers with emergency provisional licensure). The data presented 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
Programming	• Recruitment and Retention - Teachers (pipeline) • Recruitment and Retention – Administrators • Mentoring and Induction programming

	• Quality of Educator Preparation Programs • Programming for linking teacher candidates to employment in high needs schools/districts • Teacher Leaders • Parents/Community
Data	• Administrative Effectiveness • Administrator Retention • Teacher Retention • Teacher Effectiveness • Educational Attainment of Teachers • Scope of Mentoring and Induction Programming • Quality of Mentoring and Induction Programming • Information on school/district/community/family partnerships • LEP students in High Poverty/High Minority Schools/districts • SPED in High Poverty/High Minority Schools/districts • Per Pupil Expenditure Comparison between high needs districts and those that are not (instructional budget) • Per Pupil Expenditure Comparison between high needs districts and those that are not (operational budget) • Teacher/Student Ratio (Elementary) • Teacher/Student Ratio (High School)
Oversight	• Requirements need to allow for variability of district programming • Dependent upon requirements/decisions from ISBE
Context	• Requirements need to allow for variability of district programming

The result of this work was the identification of a frame that would serve as a foundation for phase two of the project.

Children in high poverty/high minority districts are taught by less experienced educators. Less experienced can be understood as less effective. Thus, a central question to investigate is 'how to support less experienced teachers so they may become more experienced and more effective?'"

PHASE TWO:
Phase Two took the aforementioned assumption and resultant question as a starting point in discussions with stakeholders. Stakeholders received the Illinois Equity Profile and from this five claims were identified (Table Seven: Claims).

TABLE SEVEN: CLAIMS

Claims
Data suggests that children who are students in districts identified as high poverty and/or high minority are regularly taught by less experienced teachers than those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers without the proper licensure in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by teachers that are not identified as highly qualified in comparison to those students who attend schools in districts that are not high poverty and/or high minority.
Data suggests that children who are students in districts identified as high poverty and/or high minority are more frequently taught by who are absent for 10 or more days in comparison to those students who attend schools in districts that are not high poverty and/or high minority.

Data suggests that teachers in districts identified as high poverty and/or high minority have a lower salary than teachers in districts that are not high poverty and/or high minority.

These claims mirror data in the Illinois Equity Profile and, using the aforementioned assumption, served as a way to focus and refine stakeholder consideration of the possible causes and potential remedies for each claim. Proceeding in this way afforded ISBE and stakeholders the ability to understand if there were common causes and similar remedies across claims.

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

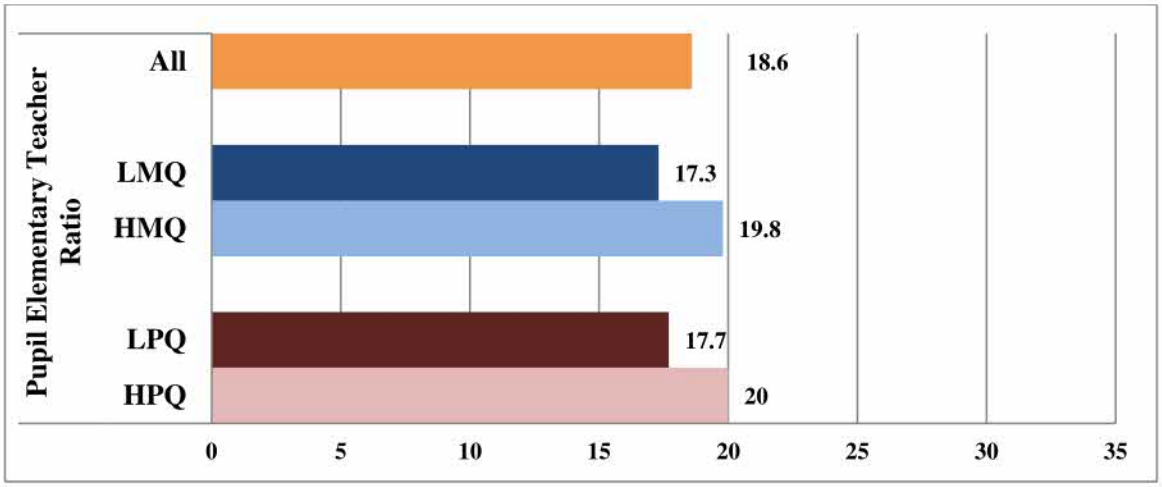
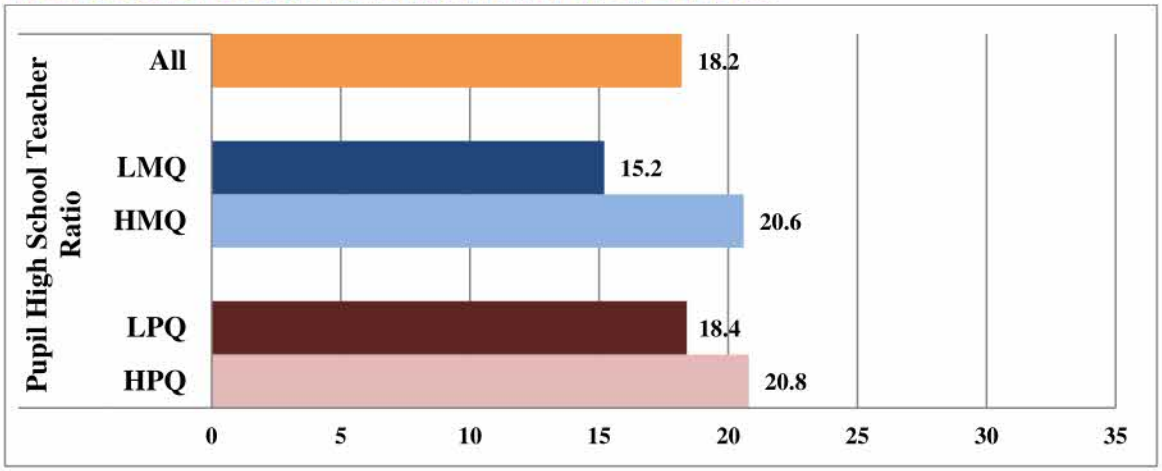


FIGURE SIX: STUDENT TEACHER RATIO: HIGH SCHOOL



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

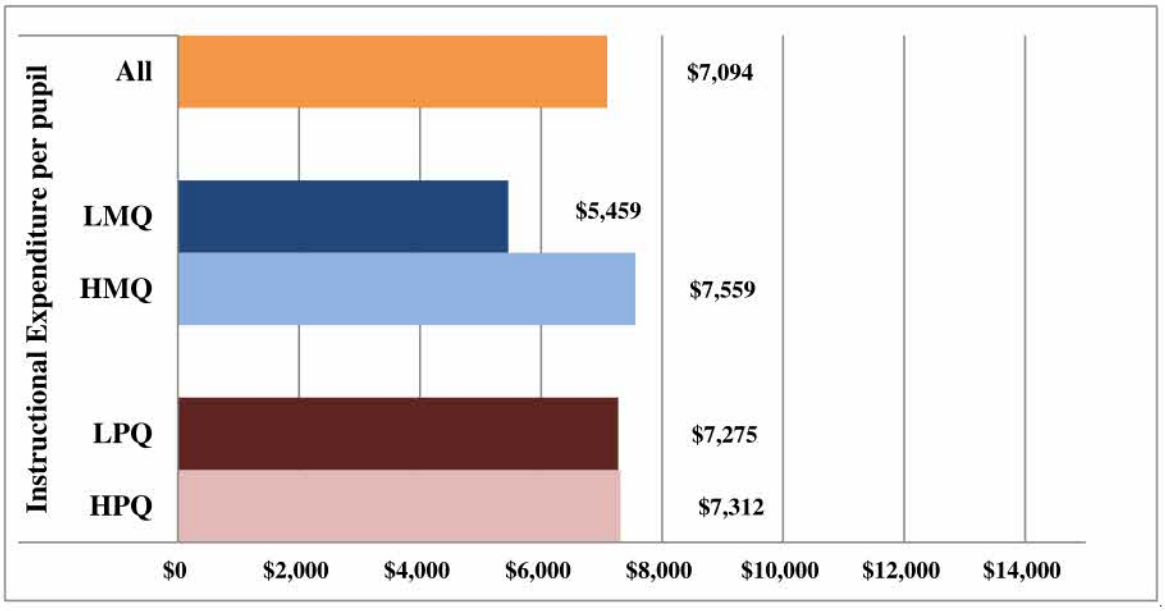
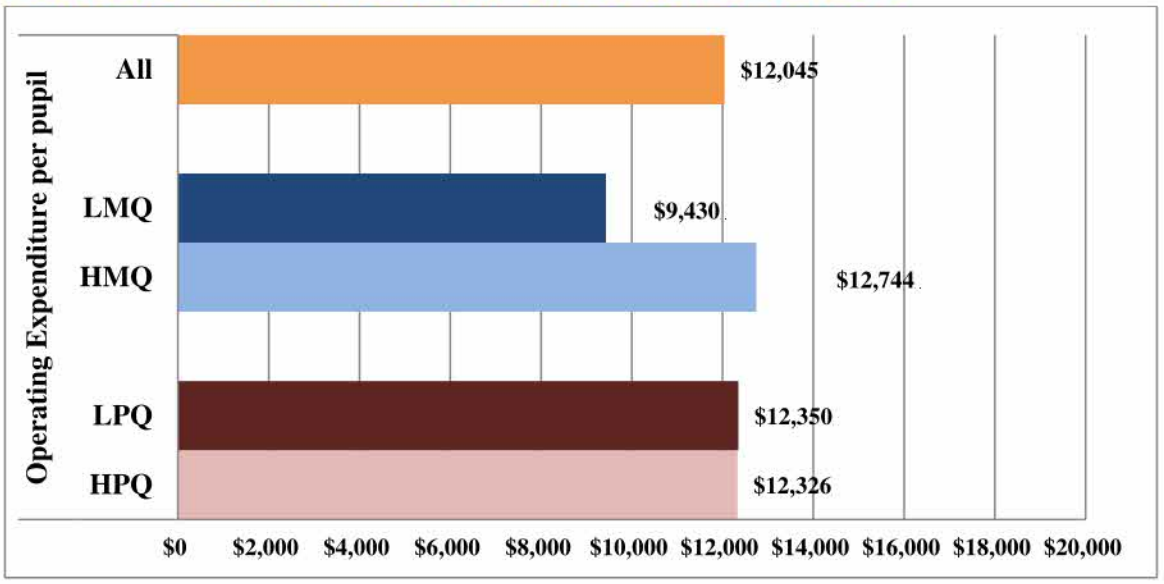


FIGURE EIGHT: PER PUPIL EXPENDITURE: OPERATIONAL COSTS



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 others 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)

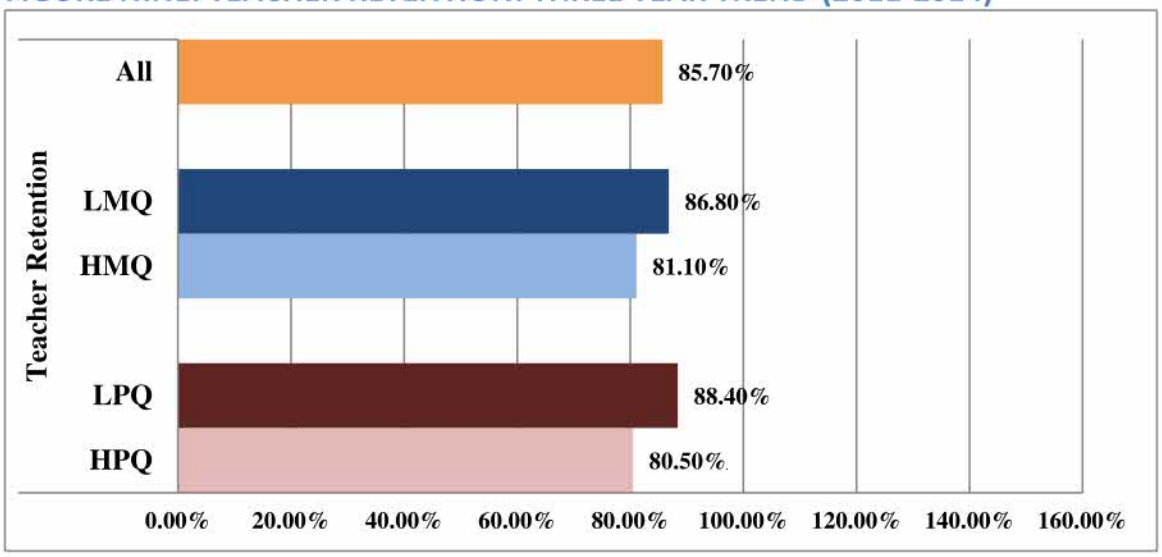
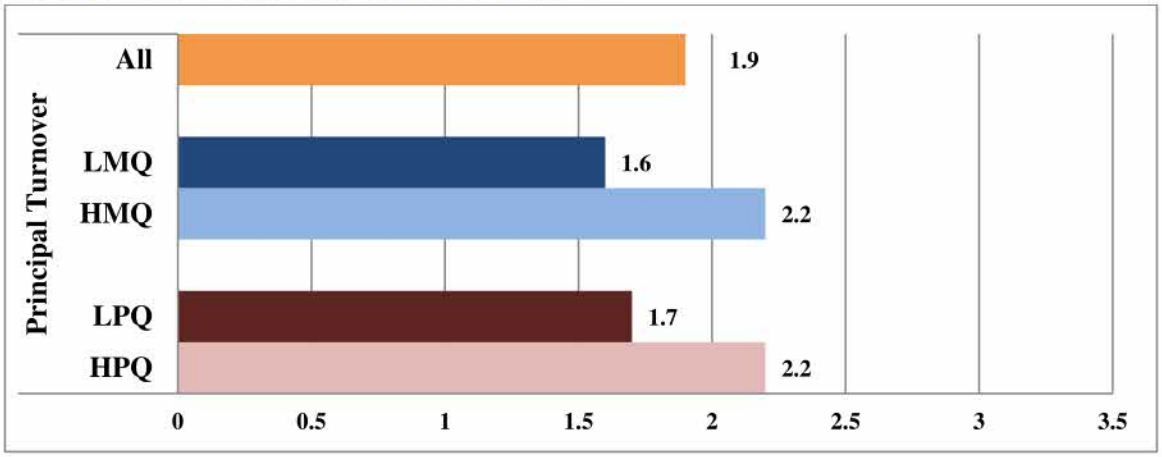


FIGURE TEN: PRINCIPAL TURNOVER RATIO



PROBABLE CAUSE THREE

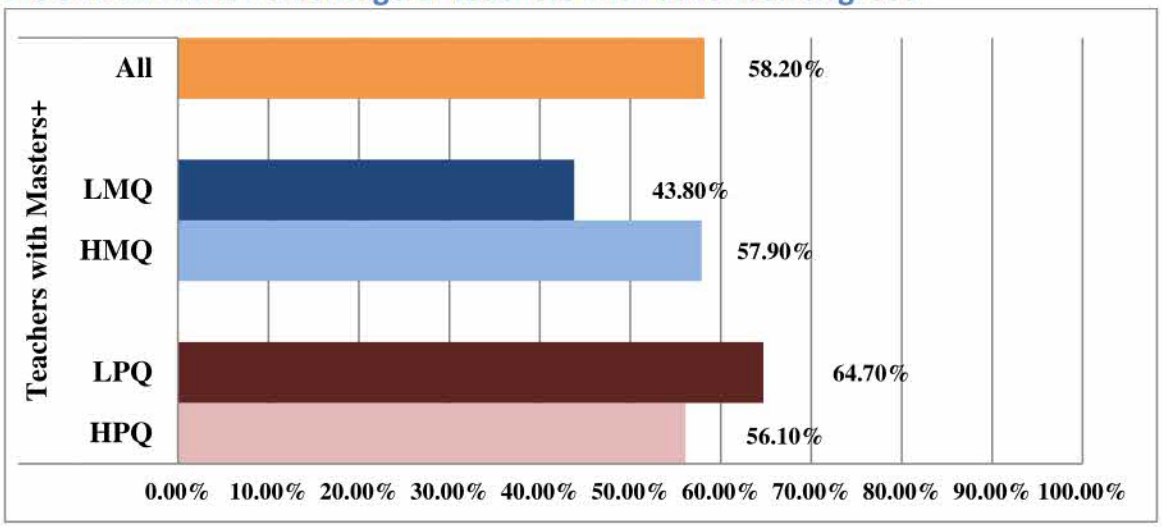
Probable Cause: Lack of awareness of community (practices and values) once in a high needs school district (cultural competency).

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



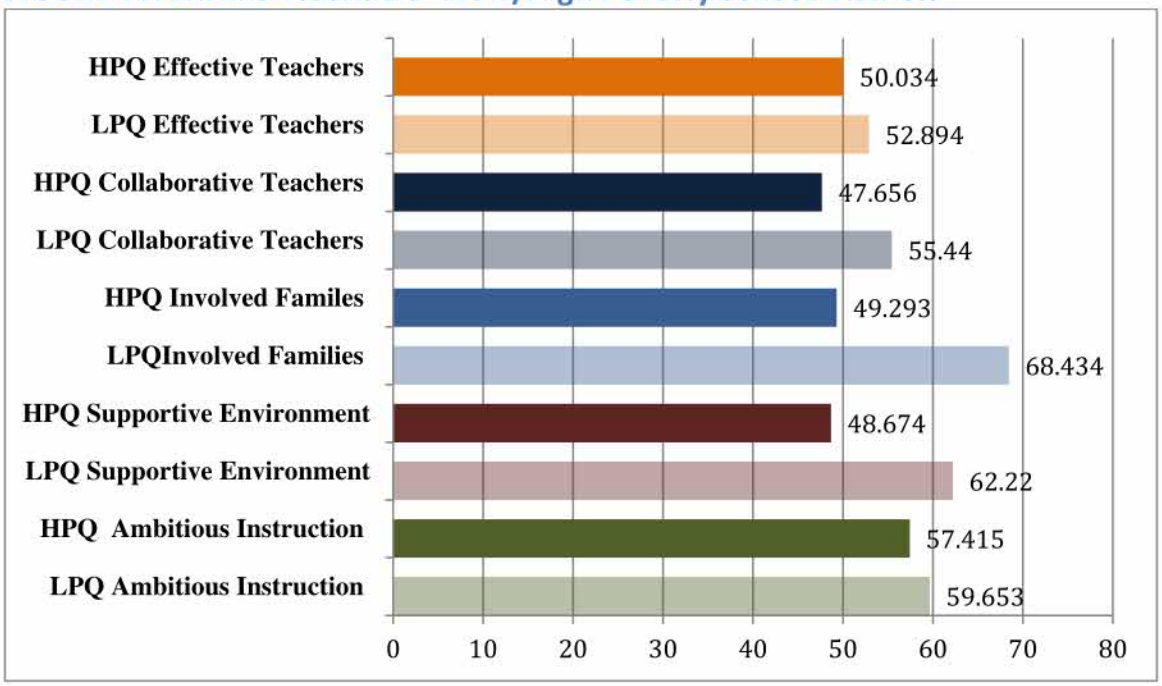
While is it possible to assume that the greater a teacher's educational attainment the more effective she or he is in the classroom, aggregate data from the 5 Essentials survey provides additional clarity to this instance. The Illinois 5Essentials Survey was first released in 2013 and is a diagnostic 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

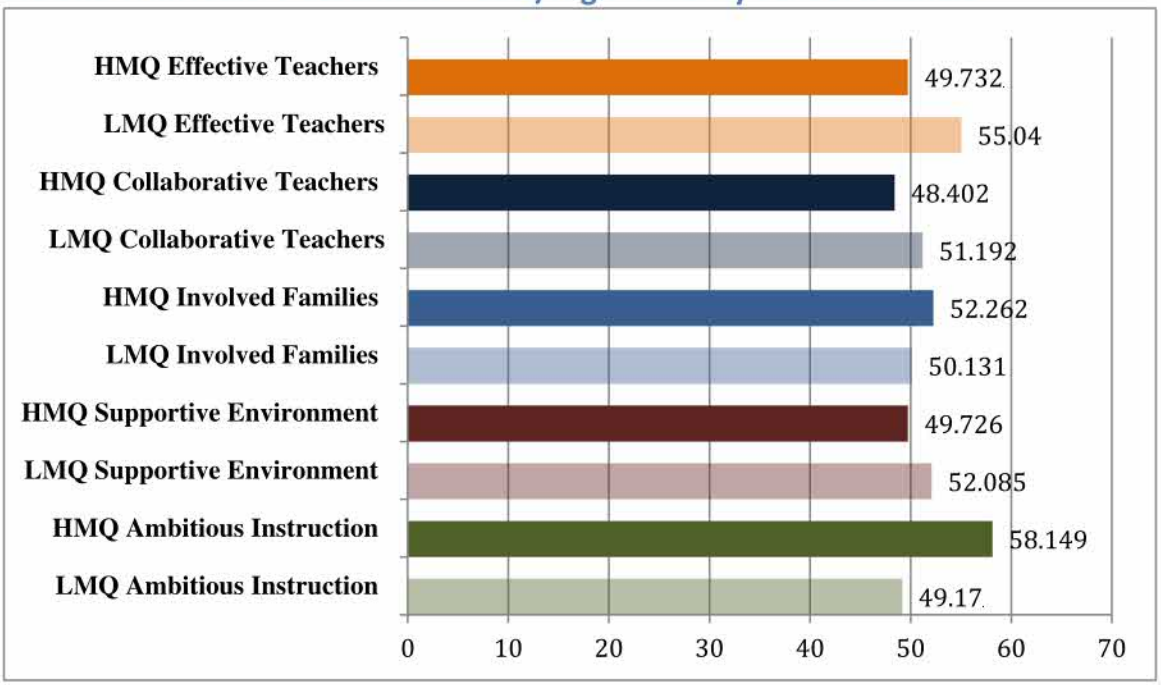
and collaborative, had more parental involvement, and taught and learned in environments that supported ambitious instruction (Figure Twelve: 5 Essentials – Low/High Poverty School Districts).

FIGURE TWELVE: 5 Essentials – Low/High Poverty School Districts



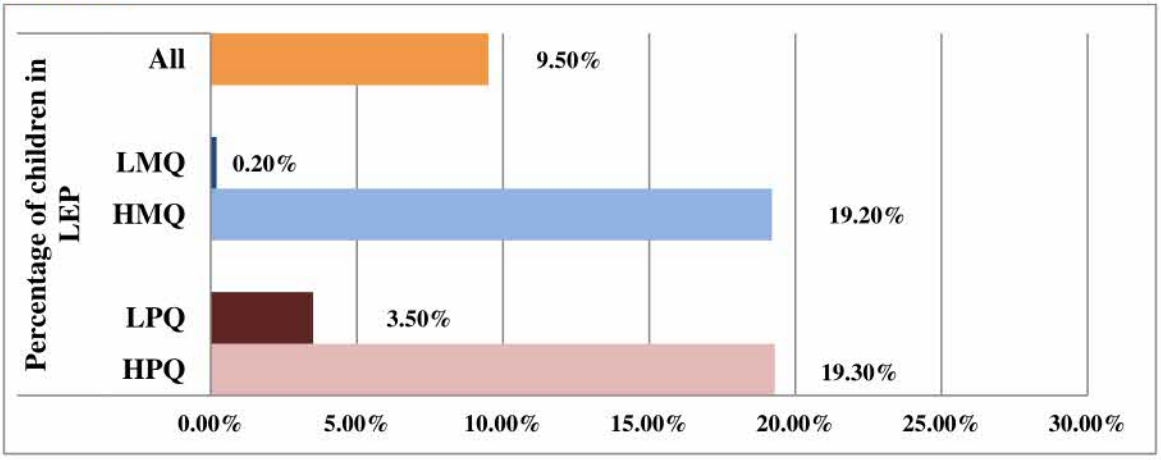
Data for minority school districts suggest that teachers and students in the lowest quartile minority school districts perceived that their teachers were more effective and collaborative, and teachers taught and students learned in supportive environments. Students and teachers in the highest quartile 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

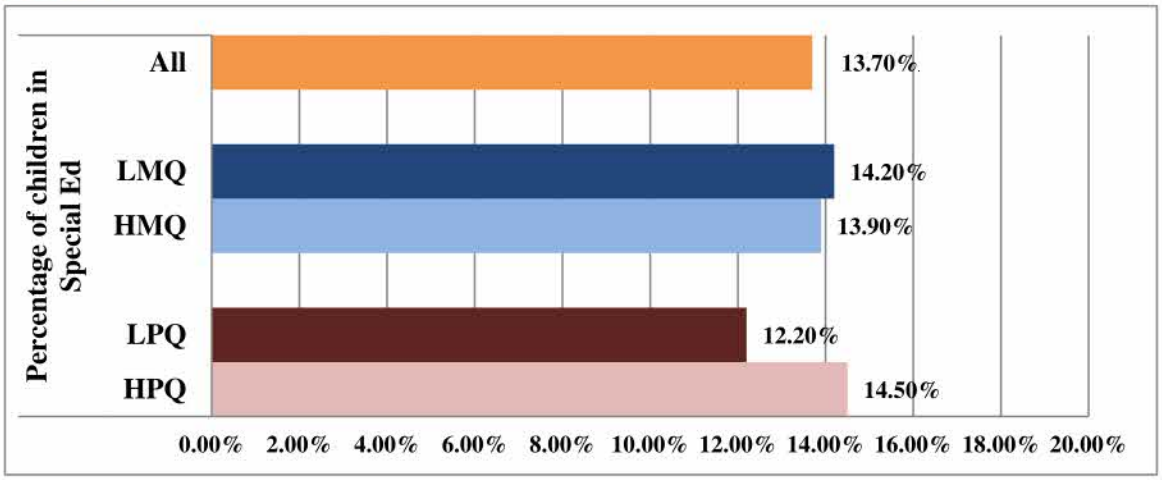
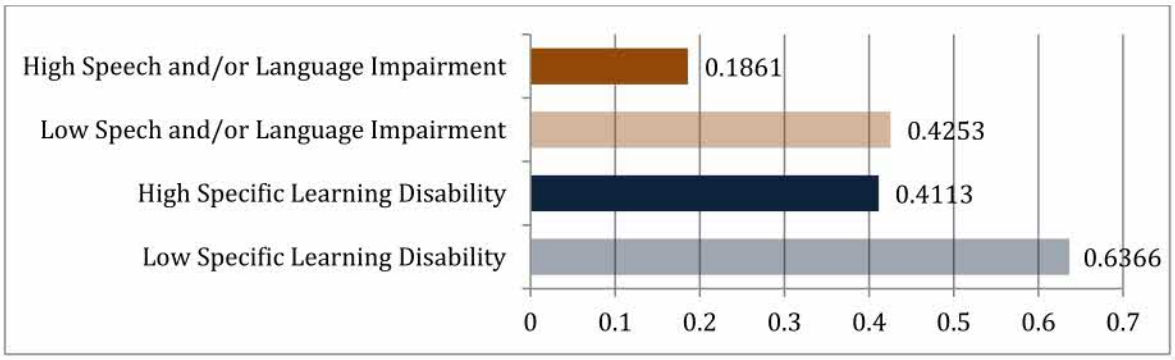


FIGURE SIXTEEN: Percentage of students receiving special education services in high/low minority districts



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 programing 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 programing 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 *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	if/how much funding is targeted to professional development and recruitment and retention programming in high/low poverty and/or minority districts. • Collect data on efficacy of programming	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.	• Collect data on institutional partnerships with high poverty and or high minority districts and gather specifics on time in placements as well as teacher candidate responsibilities while in placements.	Survey to IHE ascertaining practices. Development of website to share information no later than midyear. Meetings in September/October and February/March
2015-2016	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.	Grantees, for the purposes of creating benchmarks, will need to provide data/information on: • District recruitment practices • District retention for teachers (by year, over last five years, by grade level, subject area) and principals • Recruitment and retention programming for new hires and first year teachers and principals (Induction and Mentoring, Professional Learning Communities). • Efficacy, substance, and structure of Professional Development • Efficacy, substance, and structure of professional development/work focusing upon family/community	

		engagement. • Role for/of Teacher Leader(s) within the district.	
2015-2016	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 *Excellent Educators for all Initiative.*		Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.

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

Year	Programming	Measures	Delivery
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.	• Collect data on if/how much funding is targeted to professional development and recruitment and retention programming in high/low poverty and/or minority districts. • Collect data on efficacy of programming	Webinars State Superintendent's Weekly Message

2016-2017	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Collect data on efficacy of programming tied to: • Recruitment and retention (candidate, cooperating teacher, building/district administration) • Field experiences (number of, time required, specific responsibilities/experiences in high poverty and high minority school districts). • Cooperating teacher and teacher candidate perception and efficacy of field experiences	Meetings will occur in September/October and February/March
2016-2017	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.		Meetings to occur in the Fall (October) and Spring (March)
2016-2017	Collect data on program implementation and efficacy for pilot school districts receiving grants:	Collect Data on: • District retention for teachers (by year, over last five years, by grade level, subject area) and principals • Scope and effectiveness of recruitment and retention programming • Scope and effectiveness of professional development • Scope and effectiveness of programming with/for parents • Teacher Evaluation Ratings for new hires/inexperienced teachers. • Principal Evaluation Ratings • Data on scope of responsibilities and efficacy of teacher leader work.	
2016-2017	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 *Excellent Educators for all Initiative.*		Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.

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.to 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 *Excellent Educators for All Initiative* with school districts, IHE, and other organizations that prepare and support teachers.	• Collect data on if/how much funding is targeted to professional development and induction and mentoring in high/low poverty and/or minority districts. • Collect data on efficacy of programming in districts	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: • Recruitment and retention (candidate, cooperating teacher, building/district administration) • Field experiences (number of, time required, specific responsibilities/experiences in high poverty and high minority school districts). • Cooperating teacher and teacher candidate perception and efficacy of field experiences	Meetings will occur in September/October and February/March
2017-2018	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: • District retention for teachers (by year, over last five years, by grade level, subject area) and principals. • Scope and effectiveness of recruitment and	

		retention programming • Scope and effectiveness of professional development. • Scope and effectiveness of programming with/for parents • Teacher Evaluation Ratings for new hires/inexperienced teachers. • Principal Evaluation Ratings. Data on scope of responsibilities and efficacy of teacher leader work.	
2017-2018	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 *Excellent Educators for all Initiative.*		Meeting minutes/recommendations will be shared on the ISBE website.

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

Year	Programming	Delivery
2015-2016	Share the appropriate use of Title II funds and Loan Forgiveness in light of the *Excellent Educators for All Initiative* will be with school districts, IHE, and other organizations that prepare and support teachers.	Webinars 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.	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	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 *Excellent Educators for all Initiative.*	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
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.	Webinars State Superintendent's Weekly Message
2016-2017	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March
2016-2017	Organize and facilitate bi-annual meetings between staff at those school districts receiving grants.	Meetings to occur in the Fall (October) and Spring (March)
2016-2017	Collect data on program implementation and efficacy for pilot school districts receiving grants:	Fall and Spring
2016-2017	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 *Excellent Educators for all Initiative.*	Meetings to occur in fall (September/October) and spring (April/May). Meeting minutes and recommendations will be shared on the ISBE website.
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.	Webinars State Superintendent's Weekly Message
2017-2018	Continue to meet with IHE regarding best practices in recruitment and retention of teacher candidates.	Meetings will occur in September/October and February/March
2017-2018	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:	Fall and Spring
2017-2018	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 *Excellent Educators for all Initiative.*	Meeting minutes/recommendations will be shared on the ISBE website.

APPENDIX A: 2013-2014 LOWEST QURATILE 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
Gen George Patton SD 133	62.3	89.2	2	12.7		3.3	5897	14739	0.3	18	100
Ford Heights SD 169	30	75	1	15.7		0	7383	23743	0	6	99.8
Bellwood SD 88	56.4	81.4	2	16.7		0	5324	11180	26.4	9.2	99.6
Dolton SD 148	51.6	68.9	2	12.6		0.5	6694	13378	1.4	10.8	99.6
Harvey SD 152	55.6	76.8	2	19.7		0	5206	11899	6.2	10.6	99.5
East St Louis SD 189	61.6	70.5	3	21.4	29	1.1	7493	14462	0.7	13.4	99.4
South Holland SD 150	52.8	83.9	2	18.4		0	5221	10383	0.4	8.5	99.3
Dolton SD 149	81.9	77.7	1	23.4		0	7643	14846	1.8	12.3	99.3
Brooklyn UD 188	17	81.8	1	18.7	5.2	0	8288	16480	0	5.9	99.3
Thornton Twp HSD 205	72.3	90.7	3		16.6	0.5	11856	19072	3.2	14.4	99.2
Lindop SD 92	60.9	81.4	3	15.1		0	5913	11063	5.4	9.2	99.1
Pembroke CCSD 259	52.9	75	2	19.2		0	6875	12593	0.4	1.5	98.9
Country Club Hills SD 160	54	77.6	3	16.9		0	6646	12734	0.9	11.9	98.8
Southland College Prep	35.1	77.1	1		14.1	2.6			0.2	10.4	98.7
South Holland SD 151	43.1	85.4	1	16.7		1	5383	11387	16.4	15.6	98.7
Calumet Public SD 132	57.2	28.9	3	16.9		4.5	4313	9142	10.1	10.8	98.4
Maywood-Melrose Park-Broadview 89	65.7	75	3	20.2		0.7	5383	9409	26.2	12.5	98.3
Horizon Science Acad-Belmont	26.2		1	17		10.5			5.1	10.3	98.3

W Harvey-Dixmoor PSD 147	50.1	75.2	2	21	.	0.	5511.	12827.	15.4	13.9.	98.1
Calumet City SD 155	48.7	88	2	18	.	0.	6263.	13156.	15.1	14.4.	98.1
Hazel Crest SD 152-5	36.4	70.1	2	14.7		0	6550	13450	0.4	14.3	97.9
Hoover-Schrum Memorial SD 157	54.5	85.6	2	14.3		0	5080	10158	11.3	12.2	97.8
Lincoln ESD 156	73.9	83.6	1	19.8		0	5403	9485	18	11.9	97.7
Prairie-Hills ESD 144	56.3	75.6	2	17.2		0.6	6228	12150	2.7	12.6	97.2
ESD 159	60.9	84.4	2	13.3		0	7649	15059	4.2	14.1	97.1
Posen-Robbins ESD 143-5	54.4	62.9	2	17.1	.	0.9.	4981.	9684	24.6	8.2	97
Park Forest SD 163	62.2	75.7	2	21.9	.	0.9.	6443.	13013.	0.5	15.9.	96.7
Proviso Twp HSD 209	73.7	75.6	3		22.4	0	7049	13852	9.5	18	96.6
Rich Twp HSD 227	62.6	79.8	2		20.3	0.9	8992	17040	0.4	19.1	96.5
Murphysboro CUSD 186	28.9	87.8	2	20.3	17.9	0.	5883.	10617.	1.4	19.9.	96.5
Cicero SD 99	60.7	81.3	2	21.3		0	5342	9668	50.5	11.3	96.4
Matteson ESD 162	49.2	81.9	2	19.4		0	5961	12471	1	14.2	96.4
Chicago Heights SD 170	45.7	83.9	2	14.7		2	8356	13735	22.1	14.1	96.4
Aurora East USD 131	53.3	84.2	2	19.5	23.8	0.4	5977	10357	34.3	13.5	96.4
Cairo USD 1	25	78.7	3	17.8	9.6	2.8	5921	12448	0	20.5	96.3
Waukegan CUSD 60	56.5	87.3	2	18	18.5	0.8	6638	12412	28.6	12.1	96.1
Madison CUSD 12	42.9	79.3	3	15	10.5	0	7854	14075	0.9	12.7	95.6
Venice CUSD 3	41.7	90.3	1	10.3	.	0.	8892.	18561.	0	8.6	95.2
Hillside SD 93	56.3	89.8	1	14.1		0	6285	11783	17.5	14.9	95.1
Berkeley SD 87	45.4	81.5	2	17.4		0	4533	8515	29.9	14.4	94.7
Brookwood SD 167	48.4	85.1	2	16.5	.	0.	4996.	11846.	9.7	10.1.	94.6
Sunnybrook SD 171	55.6	86.9	2	15.9		1.4	5097	9906	13	16.4	94.6
Horizon Science Acad-McKinley Pk	30.1			17.2		7			37	8.4	94.6
North Chicago SD 187	64.2	73.8	3	16.6	18	2.7	7202	13640	24.7	15	94.5
Berwyn North SD 98	59.3	91.8	2	20.3		0	6038	8588	26.1	17.7	94.3

J S Morton HSD 201	63.7	89	2		26.6	0.3	5950	11439	9	10.8	92.9
Fairmont SD 89	46.3	66.7	4	15.9		0	6308	15038	10.5	19.4	92.8
CCSD 168	57.7	89.2	2	14.6		0.9	5992	12083	3.3	14.8	92.2
Laraway CCSD 70C	51.2	75.6	1	12.2		0	8566	15471	17.9	16.5	92
Zion ESD 6	53	89.4	2	17.7		1.1	6183	10837	17.2	13.4	91.7
Cahokia CUSD 187	53.2	67.8	2	22.7	20.9	0.4	7179	14015	0.5	21.5	91.2
City of Chicago SD 299	58	81	2	23.5	19.8	2	8624	13791	17	13.8	90.7
Summit SD 104	66.5	81.9	2	20.1		0	6447	11856	34.2	13	90.5
Burnham SD 154-5	48.4	90	2	14.6		0	6497	10869	6.1	8.7	89.8
Thornton Fractional Twp HSD 215	64.7	95.9	3		19.8	0.7	7439	13290	2.2	11.3	89.8
Berwyn South SD 100	61.3	83.7	2	16.3		0.7	6291	10356	25.1	10.5	88.2
CCSD 180	79.3	87.8	2	13.7		0	8907	14504	4.8	20.9	86.4
Joliet PSD 86	53.5	87.1	2	22.3		0	5475	9875	19.7	12.6	86.2
Bloom Twp HSD 206	66.5	86.5	4		24.9	0.6	7959	16509	3.5	14.3	86.1
Mannheim SD 83	57.7	91	1	16.3		0	9486	15909	32.9	14.7	84
Cook County SD 130	54	82.5	2	17.7		0	6636	11652	22.2	14.9	84
Round Lake CUSD 116	59	88.2	2	18.8	19.4	1.2	5762	10683	25.5	14.1	83.3
West Chicago ESD 33	66.7	83.4	2	19		0.8	7102	11624	51.2	12.7	80.8
Rhodes SD 84-5	60.8	87.6	1	13.6		0	9727	15894	36.3	13.1	80.1
Flossmoor SD 161	65.8	86.4	2	15.3		0.6	6908	12268	3.6	12.1	80
DePue USD 103	21.5	80.4	1	13.1	13.5	0	6924	11330	32.7	17.8	79.4
Lansing SD 158	52	82.5	2	18.6		0.7	6095	10234	2.9	15.7	79.1
Marquardt SD 15	74.5	92.5	2	15.2		0	7678	13603	23	10.2	78.9
Queen Bee SD 16	60.5	85.5	2	19.7		0	6567	11688	33	12.7	78.1
Central Stickney SD 110	69	97.3	1	16.6		0	5724	10215	31.3	14.1	77.5
Homewood Flossmoor CHSD 233	78.3	92.4	1		17.1	1.1	9380	17199	0.2	13.8	77.4
Kankakee SD 111	58.9	84.6	2	18.9	17.6	0.1	6559	12014	11.1	12.2	76.7

Addison SD 4	57.5	87.7	2	19.4		0.7	5439	8857	29.6	13.6	76.3
Bensenville SD 2	58.5	86.5	3	15		1.3	8496	13839	34.9	13.3	75.9
Peoria SD 150	40.2	76.7	2	15.8	15.9	1.1	6736	12758	5	16.4	75.9
Forest Park SD 91	61.8	90.6	1	12.4		0	10476	17664	9.9	14.6	75.8
Crete Monee CUSD 201U	59.5	87.9	2	20.1	22.4	0	6145	11637	1.3	5.4	75.8
Sandridge SD 172	36.4	87.8	3	19.5		0	5638	12347	7.7	20.9	74.6
Valley View CUSD 365U	65.5	85.8	2	18.4	21.4	0.1	7520	12114	12.4	14.3	72.6
Gurnee SD 56	69.9	92	2	15.5		0.7	6122	12087	11.1	16.3	72.3
Joliet Twp HSD 204	72.1	91.9	2		23.2	0.9	8039	15370	3.8	17.3	72.2
Beach Park CCSD 3	72.2	92.6	2	16.9		0.6	6385	10853	12.5	19	72.1
Diamond Lake SD 76	53.7	86.6	2	14		0	7455	11701	29	15.6	72
Aurora West USD 129	69.3	88.9	2	21.3	21.1	0	6916	11418	15	12.2	71.1
Zion-Benton Twp HSD 126	59.9	88.9	2		20	1.2	7468	13381	3.4	12.3	70.3
Lyons SD 103	56.8	92.2	2	14.5		0	7113	10916	18.4	16.1	70.1
SD U-46	65	83.6	2	21.6	20.5	0.5	5889	10194	24.5	12.3	68.7
Leyden CHSD 212	80.1	85.1	2		18.3	0	9453	17356	5.1	12.1	67.9
Meridian CUSD 101	50	72.6	3	22.3	16.5	0	6554	11696	0	14.3	67.7
Carbondale ESD 95	51.7	79.2	2	16		0	7019	12355	9.5	12	67
Belle Valley SD 119	56.3	86.4	1	20.9		3.4	4468	10112	0	20	67
Rockford SD 205	61.2	77.8	2	18.1	19.5	0.8	6440	11246	11.5	13.3	66.9
Franklin Park SD 84	61.4	86.7	2	16.5		0	7984	13976	25.9	16.7	66.4
Wheeling CCSD 21	67.5	88.8	2	16.4		0	9287	15655	34.4	9.3	65.3
Union SD 81	51.6	97.1		7.3		3.2	8624	21377	14.7	20.6	64.7
Fenton CHSD 100	70.1	96	1		16	0	10642	18306	6.5	14.2	64.6
Skokie SD 69	65.5	82	2	17.5		0	6963	11707	19.3	12	64.4
Rockdale SD 84	42.9	90.7	2	14.8		0	6803	10608	9.9	10.6	64.4
Homewood SD 153	62.8	83.7	2	13.1		0	6673	11882	1.4	14.4	63.6

East Maine SD 63	66.1	80.8	2	17.7		0.2	6613	10890	32.1	11.4	63.2
Midlothian SD 143	45.6	82.9	2	17.5		0	5553	9424	2	18.4	63.1
Harvard CUSD 50	51.8	86.1	2	18.9	15	0.6	5681	10055	26.9	10.9	63.1
Pontiac-W Holliday SD 105	44.2	87	2	14.8		0	7051	11029	0.6	12	63.1
Richland GSD 88A	64	84.8	2	18.8		0	5819	10211	10	11.3	63.1
Skokie SD 68	70.5	94.1	1	14.1		0	9407	15228	16.1	15.2	62.4
Rantoul City SD 137	33.6	74.3	2	16		2.5	5359	10342	14.9	15.7	62.3
Bremen CHSD 228	76.9	74.6	1		21	0	8951	14385	1.8	15.6	61.9
Keeneyville SD 20	48.2	87.5	2	16		0	6601	11659	17.9	17.2	61.9
Argo CHSD 217	69.9	91.5	2		19.3	0	10023	17135	5.6	15	61.6
Westchester SD 92-5	67.8	84.8	3	19.3		0	6047	10691	8.7	14.5	61.3
Urbana SD 116	50.3	82.3	2	14.6	14	2	7405	13435	9.6	18.3	61.2
Whiteside SD 115	62	90	1	20.7		0	5182	7933	0	24.3	60.9
Decatur SD 61	37.3	78.9	2	19.1	18.6	1.4	4538	10389	0.9	14.4	60.9
CHSD 94	63.7	90.1	1		19.5	0	7944	13343	8	13.3	60.8
Comm Cons SD 59	76.8	91.4	1	15.6		0	8195	14286	33.1	11.6	60.3
Champaign CUSD 4	47.6	86.5	2	15.2	14.8	0.7	7186	12719	7	13.1	60.1
East Prairie SD 73	70.5	95.2	2	13.2		0	7906	12276	19.3	14.5	60
CHSD 218	67	70.9	3		18.9	0	10068	16879	4.6	14.5	60
Skokie SD 73-5	61.7	87.9	2	14.8		0	7761	14243	14.8	15.7	59.6
Atwood Heights SD 125	35.6	95	2	13.8		0	5564	9939	3.2	17.7	59.6
St Anne CHSD 302	24.9	68.6	1		12.7	0	5368	14221	0.4	17.9	59.5
Pleasant Valley SD 62	41.9	82.1	2	20.4		0	3820	7440	0.2	17.6	59
Plano CUSD 88	47.9	84.1	2	16.7	15.9	0	5150	9141	16.4	14	58.5
Steger SD 194	44.3	90.1	1	13.9		0.8	6017	10661	6.4	12.8	58.4
Rock Island SD 41	56.2	88.3	2	20.1	20.3	0.3	6022	9789	8.8	13.9	58.2
East Moline SD 37	48.6	85.2	3	17		2.2	6112	10823	17.2	14.5	57.9
Mundelein ESD 75	56.8	83.8	1	15.2		0.8	5082	9720	23.1	16.9	57.8

Beardstown CUSD 15	30.4	80.6	2	18.2	16.1	2.1	5300	8464	27.5	18.6	57.5
CCSD 62	68.9	87.4	2	16.5		0	9123	15340	31.3	18.4	57.2
Palatine CCSD 15	69.3	88.2	2	19.9		0.5	7293	12070	20.5	12.3	57.1
Schaumburg CCSD 54	49.1	80.3	3	16.3		0.3	8662	13300	19	9.7	56.9
Evanston Twp HSD 202	72.3	89.5	3		12.6	0	11893	22063	1.8	14.7	56.7
DuPage HSD 88	82.4	92.7	2		19.1	0	10208	18857	4.9	13.4	56.4
Maercker SD 60	71.9	89	2	16		0	9659	14691	13	9.6	56.2
Niles Twp CHSD 219	82.4	87.6	3		16.4	0	11844	22361	4.6	13.3	55.8
Danville CCSD 118	51	84.4	2	18.5	16.5	0.3	6062	10560	2.8	14.2	55.8
Evanston CCSD 65	67.4	85.1	2	14.2		1.1	8445	14041	9.8	12.2	55.6
Woodridge SD 68	70.3	87	2	18.2		0.5	7824	13121	18.2	16.7	55.2
Wood Dale SD 7	73.5	87	2	15.8		0	6909	11374	18.5	8.6	54.7
SD 45 DuPage County	63.3	87.7	2	17		0	7158	12508	17.3	16.5	54.1
Schiller Park SD 81	52.5	80.6	1	14.8		1	7100	12978	28.3	10.1	53.7
Springfield SD 186	50.6	87.4	2	18.5	17.9	0.9	7108	12870	0.8	19.7	53.2
CCSD 93	66.9	89	2	15.6		0	8658	14954	16.3	14.2	53.1
Chaney-Monge SD 88	66.7	82.8	2	17.8		0	6221	10097	17.8	20.4	52.4
Woodland CCSD 50	73.3	91.9	2	17.3		0.2	6005	10366	13.5	9.5	52
Mundelein Cons HSD 120	68	89.8	2		20.3	0.9	7731	12501	4	12.5	51.8
Evergreen Park ESD 124	70.6	81.9	2	14.9		0.7	7283	12496	8.1	13.8	51.6
Belleville SD 118	62.3	88.8	2	19.9		0	5987	10524	0.4	19.2	51.2
Evergreen Park CHSD 231	74.5	94.9	1		17.3	0	10115	16177	1.4	14.8	51.1
River Trails SD 26	78.4	91.3	1	12.8		0	9660	16137	16.8	13.1	50.7
West Northfield SD 31	58.8	89.5	2	12.1		0	8762	14667	20.9	6.9	50.6
Komarek SD 94	79.6	91.9	1	12.6		0	7009	10899	9.6	16.6	50.5
Signal Hill SD 181	45.5	86.3	1	12.9		0	5671	8350	0.6	15.1	50.4
Hawthorn CCSD 73	66	84	2	16.1		0.4	6874	12092	19.8	13.7	50.4

Butler SD 53	76.5	87.7	3	12.2		0	10193	18467	2.6	9.8	50.3
Warren Twp HSD 121	58.5	94.7	5		18.9	0	7083	11739	2.5	11.4	50
Harmony Emge SD 175	58.7	92.1	1	22.2		0	5464	10083	0.6	14.1	49.9
Fairview SD 72	70.6	96.1	2	12.3		0	8493	14957	10.5	13.9	49.8
Elmwood Park CUSD 401	70	91.8	1	17.7	19.5	0	7048	11509	12.1	16.4	49.6
Alsip-Hazlgrn-Oaklwn SD 126	61.5	87	2	14.8		0	7409	12133	12.1	15.5	49.3
Golf ESD 67	59.7	79.4	3	17.4		0	7980	13426	6.7	12.3	49
Rantoul Township HSD 193	40.7	89.3	3		15.7	1.6	7527	12419	2.1	4.7	48.9
Grant CCSD 110	68.1	83.1	2	18.1		0	5963	10493	0.1	18.4	48.6
CUSD 300	55.6	88.2	2	19.6	20.9	0.5	5429	10010	11.7	13.6	48.4
Bloomington SD 87	49.4	89.7	2	19.2	17.5	0.6	6152	11704	5.4	12.9	48.1
Central SD 104	28.3	89.3	2	15.6		0	5408	10458	2.9	18.3	48.1
Morton Grove SD 70	75.8	94.8	2	16.5		1.8	7973	12398	17.8	11.6	48.1
Burbank SD 111	63.8	83.9	2	17.5		0.5	5936	10509	29.4	15.8	47.7
Reavis Twp HSD 220	70.9	95.2	3		19.5	0	8454	15298	5.6	13.1	47.4
Indian Prairie CUSD 204	70.3	87.7	2	19.1	18.6	0.3	6832	10637	5.4	10.6	47.1
La Grange SD 105 South	69.9	84.1	2	13.1		0	8203	13817	16.6	16.7	47
Oak Park - River Forest SD 200	68.9	93.3	2		18.8	0	11900	19157	0.5	15.6	46.9
Township HSD 211	72	92.8	1		15.6	0	10332	16790	3.8	11.1	46.5
Belleville Twp HSD 201	62	93.8	1		23.1	0.1	6611	11516	0.1	18.2	46.4
Freeport SD 145	54.4	84.9	2	15.3	15.7	0.6	6097	11190	3.1	13.8	46.3
DeKalb CUSD 428	61.7	88.4	2	20.4	21.5	0	6812	12167	8.7	14.5	46.3
Carbon Cliff-Barstow SD 36	34.6	80.6	1	13		3.8	6991	11511	7.8	5.5	46.3
Arbor Park SD 145	58.5	85	2	23.5		0	5531	10571	11.5	15.5	46.2
Glenbard Twp HSD 87	70.3	90.3	2		19.1	0	9707	14872	3.1	12.8	46
Lincolnwood SD 74	82.6	88.3	2	14.1		0	10979	16856	15.9	14.4	46

River Grove SD 85-5	60.2	90.6	2	16.9	.	2.2	5480	10177	21.2	14.9	45.5
Carbondale CHSD 165	49.4	92.6	2		16.8	0	8702	13866	2.1	14.3	45.3
Arcola CUSD 306	28.6	71.3	3	16	13.4	0	5341	8537	11.2	20.1	45.1
Momence CUSD 1	48.9	84.4	2	18.4	16.2	0	4554	8997	7.5	15.3	44.6
Oak Park ESD 97	71.6	90.7	1	14.7		0.2	7716	12514	1.7	14.4	44.2
High Mount SD 116	64.6	95.3	2	17.5		0	5490	8998	0.5	16.8	43.9
Niles ESD 71	70.4	84.9	3	10.4	.	0	10205	16142	9.1	12.7	43.5
Lincolnshire-Prairieview SD 103	71.1	88.3	2	15.5		1.2	8785	15854	6.5	13.2	43.1
Darien SD 61	75.7	88.1	2	17.3		0	6092	9571	12	14.8	43
Rochelle CCSD 231	61.7	86.1	2	16.3		0	5555	8516	20.7	15.3	42.9
Troy CCSD 30C	50.9	86.6	2	18.2		0	5009	9618	6.5	10.9	42.4
Aptakisic-Tripp CCSD 102	72.7	88.5	2	15.5		0	9045	15010	17	11.9	42.4
Rosemont ESD 78	57.1	94	1	12.2		0	9414	14127	9.4	15.7	42.3
Thornton SD 154	60	95.9	2	12.6	.	0	7152	12112	16	12	42.2
Belvidere CUSD 100	67.5	78.6	2	19.2	21.6	0.4	5808	9811	11.2	14	42.1
Alton CUSD 11	49.9	90.1	2	18.4	21.1	0.4	6754	11057	0.4	19.9	42.1
Mendota CCSD 289	54.8	83.3	2	18.8		0	5303	7870	15.1	18.7	42
Mount Vernon SD 80	56	87.7	2	19.1		0	6661	10465	2.1	18.2	41.6
Plainfield SD 202	58.3	86.9	2	20.4	23.5	0	5544	9028	5.4	13.1	41.4
Moline USD 40	62.9	85.2	2	20.6	23.5	0.2	5990	9488	9.2	11.7	40.8
Indian Springs SD 109	49.9	81.9	2	16.8		0	4534	9491	20	12.2	40.6
Avoca SD 37	74.4	90.6	2	11.3		0	9556	18810	9.4	9.7	40.5
Township HSD 214	75.7	92.2	2		18.5	0.1	11588	19301	4.3	12.2	40.4
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	0	6184	9504	4.9	16.4	40.4
Grayslake CCSD 46	64.7	83.9	2	17.7	.	0	6383	11689	11.1	14.4	40.3
Silvis SD 34	43.6	83.3	2	17		0	5861	9733	7.2	15.2	40.3
La Salle ESD 122	50.8	87.6	2	19.7		0	6229	9192	12.2	18.8	40.2

Oak Lawn-Hometown SD 123	76	86.4	2	16.9		0	7481	11284	9	15.5	39.9
Woodstock CUSD 200	63.6	86.3	2	20.9	17.8	0.7	6063	11813	13.8	11.5	39.9
Maine Township HSD 207	81.5	92.8	2		17.5	0	12220	18071	4.1	13.7	39.6
Kildeer Countryside CCSD 96	64.1	84.7	2	14.7		0.4	7705	13850	10.1	12.3	39.4
Salt Creek SD 48	57.4	79.8	2	14.1		0	11064	19199	8.7	11.9	39.2
Medinah SD 11	41.8	85.5	3	16.7		0	6208	13234	16.8	14.4	39.1
Riverside-Brookfield Twp SD 208	69.7	94.9	2		21.5	1.3	9974	15879	3.5	10.8	39
United Twp HSD 30	48.1	91.7	2		20.2	2.1	5730	10285	3.2	14.4	39
Spring Valley CCSD 99	44.4	85.2	3	21.2		0	4678	7813	10	13.7	38.9

APPENDIX B: 2013-2014 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
Ina CCSD 8	25.4	78.8	1	9.7		6457	11769	0	17.8	0	100
Hazel Crest SD 152-5	36.4	70.1	2	14.7		6550	13450	0	14.3	0.4	99.8
Shawnee CUSD 84	33.1	82.2	2	15.6	8.7	6362	11656	0	23.7	0	99.7
Egyptian CUSD 5	35.3	79.7	2	20.3	9.9	5499	9876	0	14.2	0	99.6
East St Louis SD 189	61.6	70.5	3	21.4	29	7493	14462	1.1	13.4	0.7	99.5
Centralia SD 135	48	87.4	2	18.7		6247	10421	0	23	0.2	99.3
Brooklyn UD 188	17	81.8	1	18.7	5.2	8288	16480	0	5.9	0	99.3
Murphysboro CUSD 186	28.9	87.8	2	20.3	17.9	5883	10617	0	19.9	1.4	99.2
Gen George Patton SD 133	62.3	89.2	2	12.7		5897	14739	3.3	18	0.3	99
Cairo USD 1	25	78.7	3	17.8	9.6	5921	12448	2.8	20.5	0	98.7
Rantoul City SD 137	33.6	74.3	2	16		5359	10342	2.5	15.7	14.9	98.7
Madison CUSD 12	42.9	79.3	3	15	10.5	7854	14075	0	12.7	0.9	98.7
Dolton SD 149	81.9	77.7	1	23.4		7643	14846	0	12.3	1.8	98.6
Ludlow CCSD 142	18.8	90.5	2	16.3		6164	11808	0	20.7	15.3	98.2
Harvey SD 152	55.6	76.8	2	19.7		5206	11899	0	10.6	6.2	98.1
Joliet PSD 86	53.5	87.1	2	22.3		5475	9875	0	12.6	19.7	97.8
W Harvey-Dixmoor PSD 147	50.1	75.2	2	21		5511	12827	0	13.9	15.4	97.7
Meridian CUSD 101	50	72.6	3	22.3	16.5	6554	11696	0	14.3	0	96.9
Pembroke CCSD 259	52.9	75	2	19.2		6875	12593	0	1.5	0.4	96.4
Ford Heights SD 169	30	75	1	15.7		7383	23743	0	6	0	95.3
Chicago Heights SD 170	45.7	83.9	2	14.7		8356	13735	2	14.1	22.1	94.9
Lincoln ESD 156	73.9	83.6	1	19.8		5403	9485	0	11.9	18	94.8
Horizon Science Acad-McKinley Pk	30.1			17.2				7	8.4	37	94.3
Horizon Science Acad-Belmont	26.2		1	17				10.5	10.3	5.1	93.5
Maywood-Melrose	65.7	75	3	20.2		5383	9409	0.7	12.5	26.2	93.3

Park-Broadview 89											
Prairie-Hills ESD 144	56.3	75.6	2	17.2		6228	12150	0.6	12.6	2.7	92.8
Cicero SD 99	60.7	81.3	2	21.3		5342	9668	0	11.3	50.5	92.5
Venice CUSD 3	41.7	90.3	1	10.3		8892	18561	0	8.6	0	92.4
Fairmont SD 89	46.3	66.7	4	15.9		6308	15038	0	19.4	10.5	92.4
Cahokia CUSD 187	53.2	67.8	2	22.7	20.9	7179	14015	0.4	21.5	0.5	91.6
Carbon Cliff-Barstow SD 36	34.6	80.6	1	13		6991	11511	3.8	5.5	7.8	90.9
Burnham SD 154-5	48.4	90	2	14.6		6497	10869	0	8.7	6.1	90.8
Calumet Public SD 132	57.2	28.9	3	16.9		4313	9142	4.5	10.8	10.1	90.4
Dolton SD 148	51.6	68.9	2	12.6		6694	13378	0.5	10.8	1.4	89.8
Park Forest SD 163	62.2	75.7	2	21.9		6443	13013	0.9	15.9	0.5	89.4
J S Morton HSD 201	63.7	89	2		26.6	5950	11439	0.3	10.8	9	88.4
Cook County SD 130	54	82.5	2	17.7		6636	11652	0	14.9	22.2	88.1
North Wamac SD 186	21.1	100	1	16.9		4255	8376	0	29	0	87.8
Zion ESD 6	53	89.4	2	17.7		6183	10837	1.1	13.4	17.2	87.6
Bellwood SD 88	56.4	81.4	2	16.7		5324	11180	0	9.2	26.4	87.4
Grand Prairie CCSD 6	23.1	89.5		11.4		5123	10148	0	9	0	87.2
Kankakee SD 111	58.9	84.6	2	18.9	17.6	6559	12014	0.1	12.2	11.1	86
Laraway CCSD 70C	51.2	75.6	1	12.2		8566	15471	0	16.5	17.9	85.9
City of Chicago SD 299	58	81	2	23.5	19.8	8624	13791	2	13.8	17	85.7
Pleasant Valley SD 62	41.9	82.1	2	20.4		3820	7440	0	17.6	0.2	85.6
Berwyn North SD 98	59.3	91.8	2	20.3		6038	8588	0	17.7	26.1	85.3
South Holland SD 151	43.1	85.4	1	16.7		5383	11387	1	15.6	16.4	85.1
Berkeley SD 87	45.4	81.5	2	17.4		4533	8515	0	14.4	29.9	84.1
Mannheim SD 83	57.7	91	1	16.3		9486	15909	0	14.7	32.9	83.7
North Chicago SD 187	64.2	73.8	3	16.6	18	7202	13640	2.7	15	24.7	83.2
Gillespie CUSD 7	56.9	96.1	2	17.9	16.3	4752	8903	0	14.2	0.3	82.7
Rock Falls ESD 13	53.5	87.6	2	20		4655	7915	0	19.7	3.2	82.3
Bloom Twp HSD 206	66.5	86.5	4		24.9	7959	16509	0.6	14.3	3.5	82.1
Mount Vernon SD 80	56	87.7	2	19.1		6661	10465	0	18.2	2.1	82
Dongola USD 66	8.7	77.4	1	14.5	13.8	5829	10160	0	20.5	0	81.3
Summit SD 104	66.5	81.9	2	20.1		6447	11856	0	13	34.2	80.3
Posen-Robbins ESD 143-5	54.4	62.9	2	17.1		4981	9684	0.9	8.2	24.6	80.2
Rockdale SD 84	42.9	90.7	2	14.8		6803	10608	0	10.6	9.9	79.8
La Salle ESD 122	50.8	87.6	2	19.7		6229	9192	0	18.8	12.2	79.1
Rockford SD 205	61.2	77.8	2	18.1	19.5	6440	11246	0.8	13.3	11.5	78.7
Casey-Westfield CUSD 4C	41.2	82.6	2	23.3	17.2	5501	9226	0	17.3	0.3	78.5
Danville CCSD 118	51	84.4	2	18.5	16.5	6062	10560	0.3	14.2	2.8	78.3

Beardstown CUSD 15	30.4	80.6	2	18.2	16.1	5300	8464	2.1	18.6	27.5	77.6
Rich Twp HSD 227	62.6	79.8	2		20.3	8992	17040	0.9	19.1	0.4	77.4
Round Lake CUSD 116	59	88.2	2	18.8	19.4	5762	10683	1.2	14.1	25.5	77.4
Pleasant Hill SD 69	28.6	82.9	1	19.8		4412	8052	0	19.9	0.8	76.9
Sandridge SD 172	36.4	87.8	3	19.5		5638	12347	0	20.9	7.7	76.6
Steger SD 194	44.3	90.1	1	13.9		6017	10661	0.8	12.8	6.4	76.2
DePue USD 103	21.5	80.4	1	13.1	13.5	6924	11330	0	17.8	32.7	76.2
Decatur SD 61	37.3	78.9	2	19.1	18.6	4538	10389	1.4	14.4	0.9	76.1
Tamaroa School Dist 5	76.5	93.5	1	13.9		6365	11463	0	18.7	0	75.7
Creve Coeur SD 76	37.9	90	2	18.2		5353	8682	0	5.7	0.1	75.6
Hoover-Schrum Memorial SD 157	54.5	85.6	2	14.3		5080	10158	0	12.2	11.3	75.5
St Anne CHSD 302	24.9	68.6	1		12.7	5368	14221	0	17.9	0.4	75.5
Sandoval CUSD 501	23.1	73.8	2	17.3	9.8	5863	10957	2.6	19.6	0.6	75.3
Bethel SD 82	18.2	96.8		20.2		5415	9498	0	18.8	0	75.3
Lindop SD 92	60.9	81.4	3	15.1		5913	11063	0	9.2	5.4	74.7
Aurora East USD 131	53.3	84.2	2	19.5	23.8	5977	10357	0.4	13.5	34.3	74.7
Chaney-Monge SD 88	66.7	82.8	2	17.8		6221	10097	0	20.4	17.8	74.7
Kewanee CUSD 229	36.7	86.1	2	18.3	19.1	4803	8102	0.9	17.6	5.4	74.6
Thornton Fractional Twp HSD 215	64.7	95.9	3		19.8	7439	13290	0.7	11.3	2.2	74.4
Lyons SD 103	56.8	92.2	2	14.5		7113	10916	0	16.1	18.4	74.1
CCSD 168	57.7	89.2	2	14.6		5992	12083	0.9	14.8	3.3	73.8
Berwyn South SD 100	61.3	83.7	2	16.3		6291	10356	0.7	10.5	25.1	73.4
Zeigler-Royalton CUSD 188	16.5	86.2	1	21.7	11.2	6654	10679	0	19.9	0	73.4
Peoria SD 150	40.2	76.7	2	15.8	15.9	6736	12758	1.1	16.4	5	73.2
Hillside SD 93	56.3	89.8	1	14.1		6285	11783	0	14.9	17.5	73.1
Rhodes SD 84-5	60.8	87.6	1	13.6		9727	15894	0	13.1	36.3	72.3
Lincoln ESD 27	44.2	84.9	2	17.2		5843	9015	1.1	13	0.1	72.3
Country Club Hills SD 160	54	77.6	3	16.9		6646	12734	0	11.9	0.9	72.1
Monmouth-Roseville CUSD 238	26.6	84.3	2	16.3	17.9	4849	7996	0.8	9.4	12	71.7
Waukegan CUSD 60	56.5	87.3	2	18	18.5	6638	12412	0.8	12.1	28.6	71.5
Midlothian SD 143	45.6	82.9	2	17.5		5553	9424	0	18.4	2	71.4
Brookwood SD 167	48.4	85.1	2	16.5		4996	11846	0	10.1	9.7	71.4
Freeport SD 145	54.4	84.9	2	15.3	15.7	6097	11190	0.6	13.8	3.1	71.4
North Greene CUSD 3	23.9	88.5	2	20.2	13.2	5958	10372	0	25.6	0	71.1
Calumet City SD 155	48.7	88	2	18		6263	13156	0	14.4	15.1	70.6
Irvington CCSD 11	16.7	85	2	10.8		5758	9933	0	29.6	0	70.4

Momence CUSD 1	48.9	84.4	2	18.4	16.2	4554	8997	0	15.3	7.5	70.1
Urbana SD 116	50.3	82.3	2	14.6	14	7405	13435	2	18.3	9.6	69.8
Streator ESD 44	42.9	81.9	2	20.6		7713	11463	0	22.4	6.6	69.4
Willow Springs SD 108	50.4	90.4	1	16.6		6769	12029	0	16.4	5.9	69.3
Sunnybrook SD 171	55.6	86.9	2	15.9		5097	9906	1.4	16.4	13	68.8
South Central CUD 401	24.1	89.3	1	16.5	12.3	5591	9455	0	11.2	0	68.2
Dallas ESD 327	27.8	95.9	2	13		6282	11343	0	20.8	0	68.1
East Moline SD 37	48.6	85.2	3	17		6112	10823	2.2	14.5	17.2	68.1
Raccoon Cons SD 1	42.4	81.6	1	18.2		6233	10250	0	22	0	68
Odin PSD 722	31	89.2	1	13.6	7.6	6122	9209	0	15.8	0	68
Springfield SD 186	50.6	87.4	2	18.5	17.9	7108	12870	0.9	19.7	0.8	68
Thomasboro CCSD 130	14.8	72.5	1	12.2		5962	10765	0	20.5	3.8	67.9
Matteson ESD 162	49.2	81.9	2	19.4		5961	12471	0	14.2	1	67.8
Union SD 81	51.6	97.1		7.3		8624	21377	3.2	20.6	14.7	67.6
Marquardt SD 15	74.5	92.5	2	15.2		7678	13603	0	10.2	23	67.5
ESD 159	60.9	84.4	2	13.3		7649	15059	0	14.1	4.2	67.4
Crete Monee CUSD 201U	59.5	87.9	2	20.1	22.4	6145	11637	0	5.4	1.3	67.2
Galesburg CUSD 205	48.7	86.7	2	16.3	15.9	5057	8686	0	15.3	2.4	67.1
Hoopeston Area CUSD 11	36.5	85.2	1	17.4	15.7	5834	10027	1.1	18	1	66.7
Opdyke-Belle-Rive CCSD 5	36.4	68.8	1	22.4		4899	9149	0	22.6	0	66.3
East Alton-Wood River CHSD 14	52.6	92.2	2		17.1	8575	14687	0	18	0	66.1
Wood River-Hartford ESD 15	48.9	89.5	2	19		5343	8709	0	19.6	0	66.1
Harmony Emge SD 175	58.7	92.1	1	22.2		5464	10083	0	14.1	0.6	66.1
Willow Grove SD 46	28	96.7		16.1		5273	8638	0	22.3	1.6	66
Rochelle CCSD 231	61.7	86.1	2	16.3		5555	8516	0	15.3	20.7	65.5
Central Stickney SD 110	69	97.3	1	16.6		5724	10215	0	14.1	31.3	65.4
CHSD 218	67	70.9	3		18.9	10068	16879	0	14.5	4.6	65.4
East Alton SD 13	37.9	92.2	3	19		6514	10039	0	17.4	0	65.4
Jacksonville SD 117	37.4	81.8	2	14.4	12.2	5684	9389	0	18	1.7	65.4
Pekin PSD 108	61	87.3	2	16.9		5206	9511	0	17.1	0.2	65.4
Argo CHSD 217	69.9	91.5	2		19.3	10023	17135	0	15	5.6	65.3
Granite City CUSD 9	49.7	81.5	3	23.5	22.4	6589	9943	0.3	18.9	2.2	65.2
South Pekin SD 137	21.2	83.3		15.5		5034	9441	0	7.4	0	65
St Anne CCSD 256	49.1	93.8	2	16.6		5589	9516	0	14.5	0.6	64.8
Belleville SD 118	62.3	88.8	2	19.9		5987	10524	0	19.2	0.4	64.8

Addison SD 4	57.5	87.7	2	19.4	.	5439.	8857	0.7	13.6	29.6	64.5
Bensenville SD 2	58.5	86.5	3	15		8496	13839	1.3	13.3	34.9	64.3
Frankfort CUSD 168	43.9	70.4	2	24.7	20.5	7311.	10505	0	19.2	0	64.3
Lansing SD 158	52	82.5	2	18.6		6095	10234	0.7	15.7	2.9	64.2
Vienna SD 55	51.4	94.9	2.	18.3.	.	5292	9039	0.	13.6.	1.6	64.1
Queen Bee SD 16	60.5	85.5	2	19.7	.	6567.	11688	0	12.7	33.	64
Paris-Union SD 95	52.3	87.7	2	16.1		3873	6354	0	18.6	0.1	63.9
Benton CCSD 47	65.1	95	2	20.6	.	6416.	9288	0	19.5	0.3.	63.9
Joppa-Maple Grove UD 38	36.4	83.6	4	15.8	10.1	5937	9964	0	9.6	0	63.7
Valley View CUSD 365U	65.5	85.8	2	18.4	21.4	7520	12114	0.1	14.3	12.4	63.7
Silvis SD 34	43.6	83.3	2	17		5861	9733	0	15.2	7.2	63.6
Cowden-Herrick CUSD 3A	38.7	80.3	1.	16.5.	12.3.	4888	9589	0.	19.	0	63.5
Marissa CUSD 40	50.3	91	2	20.3	8.1	5595	10175	0	19.5	0	63.4
Belle Valley SD 119	56.3	86.4	1	20.9	.	4468.	10112	3.4	20	0.	63.4
Harrisburg CUSD 3	38.2	88.4	2	18.8	17.7	5720	9293	0	16.5	0.1	63.3
Mendota CCSD 289	54.8	83.3	2	18.8	.	5303.	7870	0	18.7	15.1.	63.3
Georgetown-Ridge Farm CUD 4	29.3	81.6	2	18	14	5726	9690	1.3	16.1	0.1	63.3
Joliet Twp HSD 204	72.1	91.9	2	.	23.2	8039.	15370	0.9	17.3	3.8.	63.3
District 50 Schools	40.5	89.9	2.	15.7.	.	4617	7908	0.	17.7.	0.6	63.2
Chicago Ridge SD 127-5	63.5	92.6	1	16.7	.	6467.	10022	0	16.8	27.	63
Ashley CCSD 15	45.9	84.4	1	18.4	.	5271.	8871	0	19.1	0.	63
County of Winnebago SD 320	39.3	85.7	3	19.8	18	5512	10210	0	13.9	5	62.9
Johnston City CUSD 1	43.2	91.6	2	22.5	17.1	4767	8479	0	20.9	0	62.9
Roxana CUSD 1	52.3	89.6	2.	18.7.	14.4.	6332	11502	0.	14.	0.3	62.8
DeSoto Cons SD 86	33.3	80	1	19.8	.	7281.	12915	0	17	0.	62.5
Indian Springs SD 109	49.9	81.9	2	16.8		4534	9491	0	12.2	20	62.4
Marseilles ESD 150	42.7	90	1	15.6	.	5671.	10140	0	12.5	1.3.	62.4
Rock Island SD 41	56.2	88.3	2	20.1	20.3	6022	9789	0.3	13.9	8.8	62.4
Century CUSD 100	15.2	85.2	1	16.4	10.9	4768.	8167	0.7	15.2	0.	62.1
Hoyleton Cons SD 29	16.1	100	1	9		7521	14045	0	48.3	0	62.1
Herrin CUSD 4	33.3	92	1.	21.5.	18.5.	4718	8580	0.	15.2.	0.3	62.1
Christopher USD 99	44.7	88.1	3	13.4	11.9	6255.	9826	0	8.2	0.	61.9
Alton CUSD 11	49.9	90.1	2.	18.4.	21.1.	6754	11057	0.4.	19.9.	0.4	61.9
North Palos SD 117	58.3	84.7	2	20	.	7087.	10998	0	11.1	25.5.	61.8
Aurora West USD 129	69.3	88.9	2	21.3	21.1	6916	11418	0	12.2	15	61.6

Bartonville SD 66	27.4	75	1	15.9		3789	6746	0	13.9	0.4	61.6
Elverado CUSD 196	28.6	88.5	2	14.9	13.5	5415	9954	1.3	18.9	0	61.5
Schiller Park SD 81	52.5	80.6	1	14.8		7100	12978	1	10.1	28.3	61.4
West Chicago ESD 33	66.7	83.4	2	19		7102	11624	0.8	12.7	51.2	61.3
Buncombe Cons SD 43	0	88.9	1	13		4781	9044	16.7	16.4	0	61.2
Iroquois County CUSD 9	39.8	88.3	2	17.1	15.4	5542	10011	0	14.7	2.3	61.2
Southeastern CUSD 337	35.3	87.1	2	16.5	11.3	5605	10661	1.2	23.4	0	61.1
St Elmo CUSD 202	27.3	87.6	1	16.4	11.8	5294	9256	0	13.5	0	60.9
Ramsey CUSD 204	39.4	89.7	3	16.2	12.7	5776	9003	0	22.9	0	60.8
Spring Valley CCSD 99	44.4	85.2	3	21.2		4678	7813	0	13.7	10	60.8
Rantoul Township HSD 193	40.7	89.3	3		15.7	7527	12419	1.6	4.7	2.1	60.7
Bushnell Prairie City CUSD 170	25.2	88.6	2	16.6	10.5	5876	9304	0	18.9	0.1	60.6
Wheeling CCSD 21	67.5	88.8	2	16.4		9287	15655	0	9.3	34.4	60.4
Wood Dale SD 7	73.5	87	2	15.8		6909	11374	0	8.6	18.5	60.4
Carrier Mills-Stonefort CUSD 2	31.2	81.8	2	16.4	11.3	7055	10777	0	22.1	0	60.3
Cobden SUD 17	38.2	87.8	1	17.3	11	5208	8662	2.2	14.7	9.5	60.2
Dupo CUSD 196	45.3	90.8	1	21.8	18	5077	8994	0	18.9	0.6	60
Centralia HSD 200	34.8	89.4	2		16.8	7342	13514	1.4	19.2	0	59.9
Fairfield PSD 112	30.2	87.7	2	17.7		5420	9185	0	19.6	0	59.9
Gavin SD 37	64.7	87.3	1	20.7		5363	11378	0	16.2	6.2	59.9
East Maine SD 63	66.1	80.8	2	17.7		6613	10890	0.2	11.4	32.1	59.8
Ridgeland SD 122	48.4	82.5	2	20		6064	12066	0	15.5	26.6	59.8
Carbondale ESD 95	51.7	79.2	2	16		7019	12355	0	12	9.5	59.7
SD U-46	65	83.6	2	21.6	20.5	5889	10194	0.5	12.3	24.5	59.5
Milford CCSD 280	27.3	88.2	3	15.8		4847	8665	0	9.6	0	59.5
La Harpe CSD 347	26.6	80.6	1	11.6		6514	12294	0	18.8	0	59.4
Diamond Lake SD 76	53.7	86.6	2	14		7455	11701	0	15.6	29	59.3
United Twp HSD 30	48.1	91.7	2		20.2	5730	10285	2.1	14.4	3.2	59.2
Hardin County CUSD 1	25.8	79.4	2	22.6	18.8	4702	8683	0	21.1	0	59
Armstrong-Ellis Cons SD 61	31.6	97.1	1	6.7		7403	13730	0	9.6	0	58.9
Mattoon CUSD 2	62.4	90.5	1	20.2	19.7	5506	9781	0	16.1	0.1	58.8
Griggsville-Perry CUSD 4	30.6	77.6	2	12.8	12	5864	11545	0	20.9	0	58.7
Massac UD 1	47.7	88.2	2	19.5	16.5	5047	9003	1.5	11	0	58.7

Pana CUSD 8	20.5	89.3	1	16.3	16.2	5250	9198	0	14.9	0.1	58.7
CCSD 180	79.3	87.8	2	13.7		8907	14504	0	20.9	4.8	58.7
Sterling CUSD 5	62.8	85.8	2	21.1	21.4	6184	9504	0	16.4	4.9	58.6
Litchfield CUSD 12	43.2	88.6	2	19.8	17.7	4649	8059	1.3	15	0	58.5
Salem SD 111	44.6	86.5	2	18.9		4942	7396	0	16.3	0	58.5
Streator Twp HSD 40	60	91.5	1		18.1	8223	13226	0.7	19	2.4	58.4
Colona SD 190	31.4	84.3	2	15.8		4739	7256	0	14.9	0	58.2
Patoka CUSD 100	31.8	85.5		15.6	9.3	5628	11163	0	21.7	0	58.1
CUSD 3 Fulton County	22.2	86.2	2	17.7	11.7	5494	10398	0	17.8	0	58
Abingdon-Avon CUSD 276	38.8		1	16	15.4			0	14.9	0	58
Collinsville CUSD 10	53	86.2	2	22.1	20.5	5408	9193	0.3	15	6.5	58
Westville CUSD 2	32.1	84.9	2	18	18.4	4893	8643	0	16.5	0	57.8
High Mount SD 116	64.6	95.3	2	17.5		5490	8998	0	16.8	0.5	57.7
Eldorado CUSD 4	40.5	93.5	2	21.5	17.7	5390	8938	0	14.3	0.1	57.6
Unity Point CCSD 140	31	91.5	2	17.2		6309	9444	0	13.2	9.7	57.6

APPENDIX C: ILLINOIS FEDERATION OF TEACHERS LETTER OF SUPPORT

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April 22, 2015

Jason A. Helfer, PhD
Assistant Superintendent
Teacher and Leader Effectiveness
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 627777

Dear Dr. Helfer,

The Illinois Federation of Teachers is a union that represents 103,000 members, the great majority of whom are educators. We believe our voice to be highly valuable and hope you will consider this input with great care. Please accept our insights regarding the State Equity Plan that ISBE is required to submit to the federal Department of Education.

The Illinois Federation of Teachers recently surveyed our members in order to get a front-line perspective on the issue of equity in our schools; we received nearly 1,000 responses. Many of our members took the time to consider this issue and respond with deeply thoughtful ideas and suggestions.

First and foremost, teachers in the state of Illinois are keenly aware of both the funding imbalances inherent in our state's approach to school financing, as well as the clear lack of funding that is the result of an inadequate taxation system. While we clearly understand that these issues cannot be fixed solely by a State Equity Plan or by ISBE alone, it is necessary to once again underscore the severity of the issues that result from current funding systems and structures. The IFT implores the ISBE to continue to advocate for improvements, as well as ask you to work actively to address them in any ways possible under the current system. As IFT member Ralph Feese from DuPage reflected:

> While financial resources are not the total answer to inequality, it plays a role. The schools do not exist in a vacuum, but reflect the community and can help lead change in the community by addressing changes in behavior/values of students, parents, teachers, administrators, staff, and other stake holders that impact these inequalities.

We must substantively acknowledge and address the destabilizing effects of poverty on students and schools. According to Pisa 2012 Results: *Excellence through Equity, Giving Every Student the Chance to Succeed*, Vol. II, no other factor matters more to student achievement than socio-economic conditions (p. 34).

Continuing to focus on accountability structures that measure the output and go no further, instead of dealing with the root causes of performance because of poverty's impact on the learner is getting us nowhere. We cannot continue to ignore the disease and only consider the symptoms. We need to invest in extra support to understand and counteract the effects of poverty. Illinois must actively and expediently address the effects of child poverty through school, community, and statewide systems of support.

Every child deserves a highly skilled and well prepared teacher but teachers need more support if they are to address the multitude of needs of their students. Supporting beginning teachers through quality induction and mentoring programs will help to get all teachers off to the best start, support them through the important first years and create the foundation for a career of supporting and educating the students of Illinois. Research from the Illinois New Teacher shows that induction and mentoring contributes to the effectiveness of beginning teachers, induction of new teachers saves school districts money, helps new teachers become more effective faster, helps reduce teacher turn over and makes a principals job easier. (http://intc.education.illinois.edu/fact-sheet and http://intc.education.illinois.edu/fact-sheet-reference-list-2013) Returning to Illinois' commitment to and support of quality Induction and Mentoring programs is a high impact priority for students, teachers and schools.

Schools must prioritize critical collaboration time and meaningful ongoing professional development to support all teachers through all stages of career. According to the TALIS 2013 Report, teachers in the U.S. spend more time teaching than those in any other country. American teachers spend more time on instruction and less time on preparation and collaboration than their international peers. In fact data from the OECD PISA report an average of 45 hours per week spent on direct instruction in the US vs. an average of 38 hours per week in other reported countries. This means that US teachers spend less time on planning, preparation, teamwork, dialog and other tasks. According to "*Collaborative Culture is the Key to Success*" by Andreas Schleicher, OECD Secretary-General – March 2013:

> Schools in Denmark, Finland, Japan, Norway, Shanghai and Sweden have a good history of teamwork and cooperation. They often form networks and share resources and work together to create innovative practice… but this collaborative culture does not fall from the sky and needs to be carefully crafted into policy and practice.

Illinois should be clear through policy and programs that collaboration and significant daily preparation time are required in our schools, for all teachers at every stage of career.

The data are clear: students need teachers with the cultural competence and understanding that comes with a diverse workforce. In December 2013, the Center for the Study of Education Policy at ISU released report on the "*Grow your Own Initiative"*. According to the report, "Studies have found that the racial/ethnicity match between teachers and students has a positive impact on

student achievement and growth, especially with minority students (Dee, 2004; Hanushek, Kain, O'Brien, & Rivkin, 2005; Goldhaber & Hansen, 2010).

According to the research, teachers who share similar cultural backgrounds with their students align their teaching and texts to students' backgrounds, more effectively engage students in learning, and have a greater positive impact on academic outcomes (Clewell, Puma, & McKay, 2005; Dee, 2004; Pitts, 2007; Villegas & Irvine, 2010)." Illinois' investment in programs and funding opportunities to create a more diverse educator workforce is integral to increasing equity across the state.

Finally, enough cannot be said about the importance of having high-quality early childhood education programs available for all at-risk children. As a member of the Illinois Early Learning Council, IFT has supported policies and programs that have put Illinois in the forefront of early childhood education.

New research in science and brain development shows that how you engage a child through the first five years shapes that child's ability to be successful in life. Children need to be stimulated every day in ways that help them with their physical, cognitive and social emotional development. The right kind of engagement offered on a continuous basis can help the young child form a healthy foundation of neural pathways in the brain. These brain connections impact a child's ability to think, react, process and grow throughout life. In Illinois, programs that provide exposure to high-quality early learning environments show that these children achieve basic milestones in intellectual, physical, emotional and social development, act curiously, are ready to learn and interact well with other children and caregivers. The long term benefits are higher career readiness, college attendance and graduation rates, greater job stability and earning potential, lower incidence of poverty, greater health, and a lower likelihood to engage in criminal behavior. These early learning efforts translate into achievements that not only benefit each child individually; they also have positive benefits to our society. Research shows that for every one dollar spent on quality in early learning, we reap seven dollars in economic returns to society over the long-term. Illinois must continue to prioritize, support and grow our high-quality early childhood opportunities until we reach every at risk child.

Thank you for time and careful consideration of this input to the State Equity Plan. I am available for a follow up call to answer any questions you may have. Certainly, our staff stands ready to assist you in every way possible.

Sincerely,

(b)(6)

Daniel J. Montgomery (b)(6)
President