



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

Dear Illinoisans,

On August 25, 2016, ISBE released the first draft of its Every Student Succeeds Act (ESSA) State Plan. In introducing this document, I wrote, “ESSA provides the opportunity to contemplate what is meant by ‘the whole child,’ and from this, to consider the type of programming that will support the strengths and needs of each and every child.” ISBE asked stakeholders to consider this idea and share their thoughts on a variety of questions that framed central portions of the document. Since that date, ISBE has conducted a second round of listening tour meetings throughout Illinois and received substantive oral and written comment on the first draft. I want to thank you for your input, expertise, and imagination in sharing your ideas on the first draft.

Your thoughtful input regarding an accountability system has both challenged and confirmed that stakeholders desire a fair, educative, and non-punitive system for each and every school in Illinois. I also really appreciate that so many of you are asking for additional detail regarding how growth could look in such a system and have either identified or supported the inclusion of specific non-academic/school quality indicators. This second draft contains greater detail on what that system could look like. We include the presentation of growth models and begin to describe what an accountability system looks like when academic indicators and school quality indicators are weighted differently.

The second draft is also a result of tremendous expertise provided by a wide range of stakeholders who work on behalf of students across Illinois. The insight from those who advocate for and work with Illinois’ children inside and outside of schools has assisted ISBE in drafting a plan that includes an approach to interim and long-term goals that is sensitive to the complex work that occurs in schools throughout Illinois. The approach to interim and long-term goals presented in this draft acknowledges that in order to fairly determine expectations for student achievement over time, it is important to spend some time ascertaining the current state of affairs while we concurrently provide support for all schools in Illinois. This draft contains a proposed approach to interim and long-term goals built on the need to identify goals that are fair and reasonable for all. We also recognize that all schools must have access to the broad supports they require in order to support the whole child.

Maybe most importantly, throughout this second draft there are multiple instances of the incredible imagination and vision of Illinois educators and community members. As you may recall, in the first draft I identified three things I believe are critical as we do this work together:

1. *The passage of the Every Student Succeeds Act (ESSA) ... provides Illinois with a unique opportunity to do even better work on behalf of all our children. ESSA assumes that the work completed in classrooms and schools is vital to ensuring our communities are healthy and strong.*

2. *As educators, families, community leaders, and activists, we must seize the opportunities within ESSA. We must engage in dialogue, continue to build trusting relationships with one another, and activate all public, private, and philanthropic resources available in order to interrupt those practices that have left far too many of Illinois' most vulnerable behind and without real access to opportunity.*
3. *Our collective task is to develop an Illinois State Plan that can best ensure that Every Student Succeeds.*

The result of our collective work and imagination is a vision that places schools as the centerpiece of growing healthy communities where the needs of the whole child are met. How we continue to engage in this work together on behalf of each and every child is essential. Talking with each other and working through sometimes conflicting ideas of what is best for children will not only lead to a strong ESSA State Plan, but also -- and more importantly -- will continue to support the foundation upon which ESSA is operationalized and monitored once Illinois submits its plan to the U.S. Department of Education (ED). The submission to ED will reflect the best of our thinking in Illinois at the time of submission. As you know, there is a requirement that states revisit the ESSA State Plan once every four years. The idea that we would revisit our work is very different from the requirements of No Child Left Behind, but I see this requirement as an opportunity to *regularly* engage each other and make changes that make sense when we need to.

You are welcome to submit your written comments on this draft to essa@isbe.net. We also have scheduled a third round of listening tour meetings for late November and early December 2016 in order to continue to learn from your expertise in the field and develop a plan that is rich in opportunities for schools, educators, communities, and children. The dates for those meetings are available at www.isbe.net/essa.

What follows is the second draft of the Illinois' ESSA State Plan. Like the first draft, this is a work in progress. It contains a great deal more detail than the first draft, but there is still much work to do. As I wrote in my letter accompanying the first draft, it is my aspiration "that together we build a durable plan that rests on a foundation of shared work and reconciled differences of opinion." This second draft, while more complete than the first, provides another opportunity to offer feedback. It's a chance for us to come together as we create a plan that maximizes opportunities and outcomes for students in Illinois.

I deeply appreciate your thoughts and thank you for your time and effort in this shared endeavor.

Sincerely,



Tony Smith, Ph.D.
State Superintendent of Education

EVERY STUDENT SUCCEEDS ACT (ESSA) STATE PLAN DRAFT #2

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INTRODUCTION

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

Above all, stakeholders in Illinois believe that a culture of high expectations for all students is fundamental to creating and supporting the conditions that provide the best opportunities for students. ESSA is the reauthorization of the Elementary and Secondary Education Act (ESEA), the national education law. ESSA will allow Illinois to implement a holistic, comprehensive, and coordinated system that prepares each and every student for college or career. Moreover, Illinois will use the opportunities provided through ESSA to reduce barriers to learning in order to achieve equity of access and opportunity for each and every child.

The implementation of ESSA will require focus and diligence by all stakeholders in Illinois. By submitting this state plan, Illinois signals its long-term commitment to preparing every Illinois student for college and career and, in doing so, best ensuring that all populations of students have achieved at high levels.

ISBE has worked diligently to engage stakeholders and, through a collaborative process, learn from their expertise. ISBE recognizes that engaging a broad representation of stakeholder groups, all of whom are committed to improving student outcomes, is a crucial aspect in the development and implementation of an education delivery system that results in success for each and every child. Therefore, ISBE saw an opportunity through ESSA to engage stakeholders on substantial aspects of this request from its inception through submission to the U.S. Department of Education (ED).

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Section 1: CONSULTATION AND COORDINATION

1.1 TIMELY AND MEANINGFUL CONSULTATION.

- A. Public Notice.** Provide evidence of the public notice that the State Education Agency (SEA) provided of the SEA's processes and procedures for developing and adopting its consolidated state plan.

ISBE will post drafts of the state plan on <http://www.isbe.net/essa>. This information will be communicated through the Superintendent's Weekly Message and social media.

- i. **Outreach and Input.** Describe how the SEA conducted outreach to and solicited input from the individuals and entities listed above during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated state plan; and following the completion of the consolidated state plan by making the plan available for public comment for a period of not less than 30 days prior to submission to ED for review and approval. How did the SEA take into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment?

Since the passage of ESSA in December 2015, ISBE has presented on and participated in more than 90 meetings, conferences, and listening tours. Early in 2016, ISBE staff completed and shared with the field a bill summary and multiple presentations. These are posted at www.isbe.net/essa.

More specifically, ISBE held a series of "listening tour" meetings throughout 2016 to ensure that the Illinois State Plan included ample opportunity for stakeholders to share their expertise. (See Appendix A1 for the ISBE Listening Tour #1 Report, which includes the schedule, information on attendees, and notes from these tours. This information is also available at www.isbe.net/essa.) District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tour meetings.

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

- To provide an overview of the new ESSA requirements and funding opportunities, and

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- To gather feedback from education stakeholder about implementation of ESSA in Illinois.

Draft #1 was released for public comment on Aug. 25 for six weeks of public comment. The second listening tour occurred in September 2016 and focused on key issues contained within Draft #1. (See Appendix A2 for the ISBE Listening Tour #2 Report.) ISBE received more than 280 individual comments on Draft #1 via www.essa.net. (These comments are available in their entirety on www.isbe.net/essa.) Among others, there were comments from 54 organizations, 70 students advocating to include the arts in ESSA, and 60 emails on behalf of librarians. What follows is an identification of the larger categories for which comments were received as well as general themes included within the submission:

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

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- **Accountability:** Equity in funding must come before accountability, high school growth needed, and link parent involvement with accountability (funding for parent involvement coordinator).
- **College and Career Ready Indicator:**
 - *GPA 2.8 out of 4.0:* Concerns about the diversity of teacher grading/GPA looks different in every district, concern about “gaming the system,” schools are moving away from traditional grading methods (some schools use number systems [1-4] instead of grades), and students taking easier classes to improve GPA.
 - *Academic Benchmark/Industry Credentials:* ZIP Code disparities, funding and staffing challenges, and would require time to scale up.
 - *Behavior and Experiential Benchmarks:* Coordination and oversight will require additional staff, students who work or with other obligations may not be able to meet experiential requirements, may be unfairly limiting for students with disabilities, support for 90 percent attendance and 25 hours community service, and the notion of attendance should be broadly considered.
 - *Miscellaneous:* Ninety percent attendance may be problematic due to prolonged illness or family obligation, creates six necessary conditions for college and career readiness, the plan creates numerous veto points for students to achieve readiness, the requirement should be college OR career, and the work proposed is too restrictive.
 - *Additional Ideas:* Inquiry-based skills; soft skills – add intelligence, collaboration, and social skills; and arts readiness.

The third listening tour, scheduled for late November and early December 2016, will further focus upon remaining critical items within Draft #2. There will be a three-week comment period. ISBE will then take feedback from the listening tours and comments received and continue to refine the draft before submitting it to the Governor in mid-January 2017.

ESSA provides states both the requirement and opportunity to revisit its plan over time and with its stakeholders. Thus, whereas the work submitted to ED in early March 2017 will be the very best thinking ISBE and its stakeholders have at that time, please note that ISBE will continue to meet with stakeholders and, when necessary, refine its plan based upon feedback and data from the field. Moreover, there are portions of the plan that will require additional work immediately (e.g., Title I plans and grants, homeless youth, and a rethinking of the composite ACCESS score); other work will occur within a

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more extended time frame (e.g., monitoring the implementation of the proposed accountability system).

ISBE will continue to review comments as they are received.

The Illinois ESSA State Plan addresses the needs of the “whole child” in order to fully ensure that all children have equitable opportunities to meet the challenging standards required by the state. In addition to the challenging academic standards and high expectations for student achievement, there needs to be a refocusing on the social, emotional and behavioral needs of students. This notion is supported by the comments of individuals at several listening tour meetings when they identified the importance of social and emotional learning in preK-12 classrooms.

Also, listening tour participants voiced the importance of increased focus on homeless children, special education, and diverse populations. Illinois continues to see a rise in the number of students who are homeless, placed in foster care, and/or living in foster care. Strategies suggested from the listening tour meetings included, but are not limited to, greater access to before- and after-school programs, additional summer learning opportunities, streamlined enrollment processes, and greater outreach and communication among stakeholders. Additionally, funding needs to be allocated to cover viable transportation options.

Other topics identified in listening tour include

- Pre- and post-tests to measure growth.
- Consideration of alignment between 3-8 and high school assessment systems. Assessments should have accompanying growth models.
- Funding allocated to address release times for educators to discuss/reflect on assessment.
- Multiple measures to assess growth at the elementary level.

Additional information on the listening tour feedback is throughout this document.

1.2 COORDINATION.

- A. **Plan Coordination.** Describe how the SEA is coordinating its plans for administering the programs under this consolidated application with the following programs:

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- i. *other programs authorized under ESEA, as amended by ESSA;*
- ii. *the Individuals with Disabilities Education Act;*
- iii. *the Rehabilitation Act;*
- iv. *the Carl D. Perkins Career and Technical Education Act of 2006;*
- v. *the Workforce Innovation and Opportunity Act;*
- vi. *the Head Start Act;*
- vii. *the Child Care and Development Block Grant Act of 2014;*
- viii. *the Education Sciences Reform Act of 2002;*
- ix. *the Education Technical Assistance Act of 2002;*
- x. *the National Assessment of Educational Progress Authorization Act; and*
- xi. *the Adult Education and Family Literacy Act.*

ESSA expects that state plans will include assurances that the SEA will modify or eliminate state fiscal and accounting barriers so that the schools can easily consolidate funds from other federal, state, and local sources to improve educational opportunities and reduce unnecessary fiscal and accounting requirements. Legislation (PA 97-0558) was signed into law in 2011 directly addressing the duplications and redundancies within other government agencies and that can be a model for ISBE to consider as it contemplates the most appropriate ways to braid funding. Illinois has been utilizing horizontal collaboration across state agencies (facilitated within the Illinois Children's Cabinet structure) as well as cross divisional work within ISBE to identify duplicative approaches and/or barriers to implementation of effective and efficient programming for Illinois' children and families.

ESSA provides the ideal opportunity for ISBE to coordinate the funding and administration between different federal programs. In the development of the state plan, for instance, the braiding between IDEA Parts B and D and Federal Statewide Systems of Support dollars has provided for the development and funding of its statewide multi-tiered system of support (**IL-EMPOWER**). So, too, the development of the ESSA State Plan has supported collaboration with the Carl D. Perkins Career and Technical Education Act of 2006 and Career and Technical Education through the development and implementation of career pathways for students in order for them to leave high school college and career ready.

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Section 2: CHALLENGING STATE ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS

2.1 CHALLENGING STATE ACADEMIC STANDARDS.

The peer review process for state assessments is a process overseen by ED to ensure integrity of the assessments developed and utilized in a state and fidelity to the implementation of such assessments as required by federal law. During peer review, states are asked to submit documentation and evidence that each assessment administered meets standards established in the areas of statewide systems of standards and assessments, assessment system operations, technical qualities, inclusion of all students, and academic achievement standards and reporting. Peer reviewers with expertise in the content standards, special student populations, technical qualities of assessment, and administration of assessment systems provide commentary on the state and consortia-wide submissions. ED reviews these comments and directs states to provide additional evidence and/or to make adjustments in their current systems, if required. States are to submit for peer review upon request of ED and in the year following the first administration of any new or significantly revised assessment. Illinois, and the assessment consortia (Partnership for Assessment of Readiness for College and Careers [PARCC] and Dynamic Learning Maps-Alternate Assessment [DLM-AA]), submitted ELA and mathematics for peer review in the spring of 2016. States submitting during that time frame are currently awaiting feedback from the process.

A. Challenging Academic Content Standards and Aligned Academic Achievement Standards.

Provide evidence at such time and in such manner specified by the secretary that the state has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of ESSA.

Since 2010, ISBE has engaged with stakeholders in updating the Illinois Learning Standards in ELA, Mathematics, Science, Social Studies, Physical Education and Health, and the Fine Arts.

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B. Alternate Academic Achievement Standards. If the state has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the secretary that those standards meet the requirements of section 1111(b)(1)(E) of ESSA.

C. English Language Proficiency Standards. Provide evidence at such time and in such manner specified by the secretary that the state has adopted English language proficiency standards that meet the following requirements:

- i. Are derived from the four recognized domains of speaking, listening, reading, and writing;
- ii. Address the different proficiency levels of English Learners (ELs); and
- iii. Align with the state’s challenging academic standards.

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ISBE will convene stakeholders to consider the most recent World-Class Instructional Design and Assessment (WIDA) recommendations regarding the cut points for both composite and domain specific proficiency. The goal of revisiting the cut points in consideration of the most recent standards-setting is to ensure that students are neither prematurely exited from appropriate services nor that they are prevented from exiting based on misaligned expectations in a single domain. Prior to, or no later than upon, submission of the ESSA State Plan for Illinois, a stakeholder group shall convene in order to review the required scores on the ACCESS exam. This group shall submit its recommendations to ISBE no later than June 30, 2017.

2.2 ACADEMIC ASSESSMENTS.

- A. Student Academic Assessments. Identify the student academic assessments that the state is implementing under section 1111(b)(2) of ESEA, including the following:
- i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);
ISBE administers high-quality student academic assessments:
 - The PARCC exams in ELA and mathematics in grades 3-8.
 - Beginning with the 2016-17 school year, the SAT, including an essay component, will be taken by all grade 11 students enrolled in a public school.
 - The Illinois Science Assessment, first administered in spring of 2016, for students in grades 5 and 8 and in high school corresponding to the content of Biology I.
 - ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

Currently, Illinois middle schools are provided with the option, using PARCC high school course-based assessments, to assess advanced students in mathematics with the content best aligned to their current coursework (e.g., Algebra I when a student is in middle school).
 - iii. Alternate assessments aligned with the challenging state academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

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The DLM-AA is the alternate assessment for students with the most significant cognitive disabilities. The DLM-AA system is designed to map a student's learning throughout the year. The assessment system was built using evidence-based design, a principle that starts with the standard to be assessed and considers the evidence necessary to demonstrate that the standards has been met. Tasks designed to elicit this evidence are created. Building items in this manner helps to ensure that they are aligned to the ILS and the Essential Elements, which were developed to bridge the content in the ILS and the academic expectations for students with the most significant cognitive disabilities. The DLM-AA provides options for educators to embed items into their daily instruction through use of an instructionally embedded option.

The assessment system also utilizes the principles of Universal Design for Learning (UDL) in the development and administration of the assessment. According to section 103 of the Higher Education Act of 1965 (20.U.S.C. 1003), UDL refers to a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways in which students are engaged, and (b) reduces barriers in instruction; provides appropriate accommodations, supports, and challenges; and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Accordingly, items are developed in a manner that renders them accessible to students while maintaining high achievement expectations. The administration of the assessment allows for students to utilize necessary and appropriate accommodations to allow them to show what they know and are able to do in relation to the content.

UDL is incorporated in how the assessment is delivered to students through technology. Students who have significant cognitive disabilities will be able to demonstrate their knowledge by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student. UDL principles are used to proactively design learning and assessment. Assistive technology ensures students have the right tools that align to the learning profiles for access, engagement, and representation.

- iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills;

Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is of

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lower incidence, at least support in the native language, together with instruction in English as a second language. This is to ensure that ELs are able to access the high-level content of the new state standards and remain at grade level while also developing English academic language proficiency.

Without native language instruction or supports, students with low levels of academic English proficiency are unable or would find it extremely difficult to comprehend, process, and interactively engage with the content of the ILS. ELs, in addition to learning the same grade-level content as their peers, must also develop their proficiency in English. This requires coursework in English as a second language and often sheltering content instruction. In order to assist in this process, Illinois has adopted EL-specific standards, policies, and supports that have put the state in an optimal position to deliver the new ILS content to ELs.

Illinois has been a WIDA consortium member since 2004. Illinois has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. ELP Standards were developed using the ILS and incorporate the current college- and career-ready goals. Illinois officially adopted ELP Standards in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.

Illinois is part of the Assessment Services Supporting ELs Through Technology System (ASSETS) project, which is funded through a U.S. Department of Education Enhanced Assessment Grant. The ASSETS project is working to create a technology-based assessment system for ELs anchored in the WIDA English Language Development (ELD) standards. Illinois will maintain its affiliation as a WIDA consortium member to ensure that it continues to provide ELs with high-quality ELP Standards aligned to the college- and career-ready state goals.

English Language Proficiency Assessment

ACCESS for ELs is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.

All public school districts are required to assess annually all identified ELs in grades K-12 using the ACCESS for EL assessment until the students test as English language

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proficient. This includes all identified students whose parents have refused language support services. All ELs must be tested until they achieve the state-prescribed minimum score to be considered English language proficient.

ISBE will convene stakeholders to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency. The goal of revisiting the cut points in consideration of the most recent standards-setting is to ensure that students that are neither prematurely exited from appropriate services nor that they are prevented from exiting based on misaligned expectations in a single domain. Prior to, or no later than upon, submission of the ESSA State Plan for Illinois, a stakeholder group shall convene in order to review the required scores on the ACCESS exam. This group shall submit its recommendations to ISBE no later than June 30, 2017.

- v. Any approved locally selected, nationally recognized high school assessments. The local choice option is designed to allow a nationally recognized college entrance exam to substitute for the ISBE-identified accountability assessment. ISBE is currently using the SAT with essay for the purposes of the state accountability in ELA and math.

ISBE received a variety of feedback regarding this option for flexibility. The majority of respondents acknowledged consistency in data as a priority and therefore recommended that as long as Illinois continued to utilize a nationally recognized college entrance exam as the ISBE-identified accountability assessment that requiring one singular assessment was the most prudent option.

State Assessment Requirements. Provide evidence at such time and in such manner specified by the secretary that the state's assessments identified above in section 2.2.A. meet the requirements of section 1111(b)(2) of ESEA. –

The peer review process for state assessments is a process overseen by ED to ensure integrity of the assessments developed and utilized in a state and fidelity to the implementation of such assessments as required by federal law. During peer review, states are asked to submit documentation and evidence that each assessment administered meets standards established in the areas of statewide systems of standards and assessments, assessment system operations, technical qualities, inclusion of all students, and academic achievement standards and reporting. Peer reviewers with expertise in the content standards, special student populations, technical qualities of assessment, and administration of assessment systems provide commentary on the state and consortia-wide submissions. ED reviews these comments and directs states to provide additional evidence and/or to make adjustments in their

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current systems, if required. States are to submit for peer review upon request by ED and in the year following the first administration of any new or significantly revised assessment. Illinois, and the assessment consortia (PARCC and DLM-AA), submitted ELA and mathematics for peer review in the spring of 2016. States submitting during that time frame are currently awaiting feedback from the process.

- B. **Advanced Mathematics Coursework.** Describe the SEA's strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C).

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

- C. **Universal Design for Learning.** Describe the steps the SEA has taken to incorporate the principles of Universal Design for Learning (UDL), to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the state administers.

The assessment system also utilizes the principles of UDL in the development and administration of the assessment. According to section 103 of the Higher Education Act of 1965 (20.U.S.C. 1003), UDL refers to a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways in which students are engaged, and (b) reduces barriers in instruction; provides appropriate accommodations, supports, and challenges; and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Accordingly, items are developed in a manner that renders them accessible to students while maintaining high achievement expectations. The administration of the assessment allows for students to utilize necessary and appropriate accommodations to allow them to show what they know and are able to do in relation to the content.

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UDL is incorporated in how the assessment is delivered to students through technology. Students who have significant cognitive disabilities will be able to demonstrate their knowledge by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student. UDL principles are used to proactively design learning and assessment. Assistive technology ensures students have the right tools that align to the learning profiles for access, engagement, and representation.

The alternate assessment for students is delivered using the Dynamic Learning Maps-Alternate Assessment. The DLM-AA is aligned to the ILS using the Essential Elements. The Essential Elements were developed to bridge the content in ILS and the academic expectations for students with the most significant intellectual disabilities. Universal Design for Learning is incorporated in how the assessment is delivered to students through technology. Students who have significant cognitive disabilities will be able to demonstrate their knowledge by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student. The assessment was designed to ensure that anyone is able to access the assessment. The DLM-AA also allows for the assessment to be incorporated into daily instruction by allowing instructors to select certain essential elements to instruct and assess their students.

The DLM-AA system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction that are aligned to the ILS. At end of the year, assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

The PARCC consortium also has implemented tools for UDL to ensure that each and every student can access the content and constructs being measured in a way that meaningfully documents what they know and are able to do. Accessibility features such as text-to-speech and line readers help to support access to a content exam that is rigorous and aligned to the same challenging standards for all students. Illinois' stakeholders believe it is essential that all students have the supports necessary in order to access and represent their understandings of content.

- D. **Appropriate Accommodations.** Describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English Learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are

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afforded to students who are not ELs.

Assessment programs have made great strides in providing additional accommodation features available to ELs. The advent of technology-based assessment facilitates tools for access such as text-to-speech that have previously been unavailable to students. The state continues to investigate and advocate for additional supports to further enable access in a way that demonstrates what students are able to do related to the standards and in a manner that is not confounded by acquisition of a second language.

E. Languages Other than English. Describe how the SEA is complying with the requirements related to assessments in languages other than English:

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population" and identify the specific languages that meet that definition;

ISBE has identified languages other than English that are present to a significant extent in the participating student population: Ten languages are used in translation of the directions and reporting shells within the PARCC assessment. The only language that is currently being trans-adapted for the math test is Spanish. The PARCC table (Appendix B) shows the 10 languages in Illinois during the last three school years (2013-14, 2014-15, and 2015-16). Chinese Mandarin is listed as a top 4 language in Illinois on the PARRC list. Chinese has two languages: Mandarin and Cantonese. When the two languages are counted together, the combination is in the top 4. Please note that Illinois counts these two languages separately. The estimate of the 2015-16 Illinois count is identical to the counts for 2014-15.

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

Math on the PARCC assessment is trans-adapted into Spanish. ISBE does not offer any other native language assessments at the current time.

ISBE has received comments from stakeholders suggesting that content assessments are made available in languages other than English when 30 percent or more of the English Learners speak the same language.

- iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the state, for which yearly student

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academic assessments are not available and are needed.

Please see the data contained in Appendix B related to the top 10 languages in Illinois. Spanish represents the language of greatest need for translation of content assessments. There are no existing native language assessments.

- F. **Grants for State Assessments and Related Activities.** Describe how the state will use formula grant funds awarded under section 1201 of ESEA to pay the costs of development of the high-quality state assessments and standards.

Illinois will continue to support the design, development, and implementation of high-quality **and evidence-based** assessments **that are developmentally appropriate, culturally and linguistically competent and** aligned to the ILS. Illinois is committed to moving all assessments to the same platform to provide a consistent user experience for students and to provide better access for students through the continued development and refinement of accommodations and accessibility features. We will support districts in their pursuits to inventory the assessments currently utilized at the district level and will seek to offer support regarding the development of balanced assessment systems.

Section 3: ACCOUNTABILITY, SUPPORT AND IMPROVEMENT FOR SCHOOLS

3.1 ACCOUNTABILITY SYSTEM.

Each SEA must describe its accountability, support, and improvement system consistent with ESEA. The accountability system is based on the challenging state academic standards for ELA and mathematics in order to improve student academic achievement and school success. The system must include the following key elements:

- Long-term goals and measurements of interim progress;
- At a minimum, four distinct indicators of student performance, measured for all students and separately for each subgroup of students, for each school;
 - Academic achievement (K-12)
 - English language proficiency (K-12)
 - Student growth or another valid and reliable statewide academic (K-8)
 - Graduation rate (high school)

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- At least one school quality or student success indicator
- Annual meaningful differentiation of all public schools (§1111(c)(4)(C)); and
- Identification of schools to implement comprehensive or targeted support and improvement plans.

The vision, mission, and goals of the Illinois State Board of Education describe a system whereby children are able to develop their interests, talents, and sense of self supported by schools and communities. Every child in the public school system in Illinois deserves to attend a school wherein she or he is prepared to enter the workforce or college. The accountability system in Illinois must value these goals.

The accountability system in Illinois shall support the goals outlined by ISBE in an effort to ensure that each and every student receives a high-quality education and, using information gleaned from such a system, affords meaningful differentiation and resultant support to each school district

As of August 25, 2016, ISBE has hosted three accountability work sessions, with a diverse group of stakeholders, to gather feedback and insight into the development of an accountability system that is both equitable and educative for schools, districts, and stakeholders. (See Appendix C for agendas and meeting minutes.)

The meetings have resulted in a collection of student success and school quality indicators requiring further investigation. At minimum, a student success and school quality indicator must meet the following requirements:

- A. Is valid, reliable, and comparable across all LEAs in the state;
- B. Is calculated the same for all schools across the state, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- C. Can be disaggregated for each subgroup of students;
- D. Includes a different measure than the state uses for any other indicator;
- E. Is supported by research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and
- F. Aids in the meaningful differentiation among schools by demonstrating varied results across all schools.

ISBE also wants to consider indicators that should be reported vs. what is included in our accountability system and wants to consider items that are within the schools' nexus of control.

The Accountability Workgroup suggested the following indicators:

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Academic Indicators

1. Grades
2. Access to and completion of arts and enrichment coursework
3. Portfolio indicator of student success (e.g., combined lexile reading level)
4. Include KIDS readiness indicator and other K-2 academic indicators
5. Spanish literacy and science assessments to ensure validity and reliability for students classified as ELs and a growing number of students in dual language programs
6. Longitudinal data on current and former ELs; study former ELs' access to AP/IB, graduation rates, etc.
7. High school dropout/graduation rates
8. Teacher retention/engagement
9. Socio-emotional learning
10. Consistency of test scores so we can understand student growth over time

School Climate

11. Disciplinary Data: Suspensions and expulsions, **referrals to law enforcement, and the use of aversive behavioral interventions**
12. Safe environments, **including incidences of violence, bullying, and harassment**
13. Wrap-around support
14. "Ready to Learn"
15. Access to physical activities
16. Nutrition
17. Extracurricular activities (participation outside school day)
18. Transportation
19. Student-counselor ratio; student-nurse ratio
20. Components of 5Essentials Survey

Engagement

21. Parent-Student-Teacher
22. Community
23. Teachers and administrators engaged beyond classroom

Postsecondary Readiness

24. Postsecondary plan
25. Postsecondary credentialing
26. College enrollment

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27. Career pathways
28. GPA/x-scripts
29. Tech ed/career and technical education (CTE) offerings
30. College/career/workforce ready

Access to Advanced Coursework

31. Dual credit/Advanced Placement (AP)/International Baccalaureate (IB) -- equitable participation
32. Course offerings
33. Freshmen reading/on track
34. Dropout and attendance rates

Non-Academic Indicators

35. Chronic absenteeism
36. Attendance
37. Expulsion and discipline policies (SB 100)
38. State seal of biliteracy
39. Mentorship programs
40. Early childhood education – K transition, pre-literacy activities, gains (both academic and other) within preK-2

After further consideration, members of the Accountability Workgroup repeatedly identified the following school quality indicators:

- 8th/9th grade on track (K-12 indicator)
- Chronic absenteeism and/or attendance (K-12 indicator)
- High school curricular measure AP/IB/dual/CTE (9-12 indicator)
- PreK-2 indicator (K-8 indicator) (may not be ready 2017-18)

At its September 2016 meeting, the Illinois State Board of Education (ISBE) adopted a college and career readiness framework. ISBE requests feedback on the structure and substance of the framework and its indicators.

Illinois College and Career Ready Indicator Framework

Students are college and career ready if they meet the academic and standardized testing benchmarks:

- GPA 2.8 out of 4.0
- Readiness college entrance score on the state administered accountability exam

AND two or more of the following academic benchmarks or industry credential:

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- Industry Credential
- Dual Credit Career Pathway Course
- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)

ISBE is continuing to receive feedback on the proposed college and career readiness framework. Staff have shared this feedback with Board members at their meetings in October and November. Moreover, staff will continue to collect this information on this proposed framework in the ensuing months prior to the submission of the ESSA State Plan for Illinois to ED. Below is a summary of the feedback received thus far.

- **College and Career Readiness Indicator:**
 - *GPA 2.8 out of 4.0:* Concerns about the diversity of teacher grading/GPA looks different in every district, concern about “gaming the system,”, schools are moving away from traditional grading methods (some schools use number systems (1-4) instead of grades), and students taking easier classes to improve GPA,
 - *Academic Benchmark/Industry Credentials:* ZIP Code disparities, funding and staffing challenges, and would require time to scale up,
 - *Behavior and Experiential Benchmarks:* Coordination and oversight will require additional staff, students who work or with other obligations may not be able to meet experiential requirements, may be unfairly limiting for students with disabilities, support for 90 percent attendance and 25 hours community service, and the notion of attendance should be broadly considered,
 - *Miscellaneous:* Ninety percent attendance may be problematic due to prolonged illness or family obligation, creates six necessary conditions for college and career readiness, the plan creates numerous veto points for students to achieve readiness, the requirement should be college OR career, the work proposed is too restrictive, and
 - *Additional Ideas:* Inquiry Based Skills, Soft Skills – Add intelligence, collaboration and social skills, and arts readiness.

At its November 18 meeting, ISBE was presented a college and career ready pathways. This pathway includes the opportunity for students to receive a distinguished scholar designation by meeting certain benchmarks, as well as and in addition to demonstrating college and career readiness through completion of one of four pathways. In addition to the college and career ready framework approved at the September 2016 Board Meeting, ISBE requests feedback on the following:

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Distinguished Scholar Designation:

- 3.0 GPA **AND**
- Minimum SAT/ACT Scores **AND**,
- Two academic indicators **AND**,
- Two career indicators

College and Career Ready Designation (students would complete one of the following pathways)

<p>Pathway A Minimum ACT or SAT Score</p> <p>ACT: English: 18 Math: 22 Reading: 22 Science: 23</p> <p>SAT: Evidenced-Based Reading and Writing: 480 Math 530</p>	<p>Pathway B</p> <p>Minimum 2.8/4.0 GPA One Academic Indicator Two Career Indicators</p>
<p>Pathway C</p> <p>Minimum 2.0 GPA Pass College Placement Exam Two Career Indicators</p>	<p>Pathway D</p> <p>2.0-2.79 GPA Algebra II Proficiency (A, B, or C) One Additional Academic Indicator Two Career Indicators</p>

Academic Indicators	Career Indicators
<ul style="list-style-type: none"> • Advanced Placement Exam score of 3 or above • Advance Placement course completion with a grade of A, B, or C • Dual Credit course completion with a grade of A, B, or C • Algebra II Proficiency demonstrated by a grade of A, B, or C • International Baccalaureate Exam score of 4 or above • College Developmental/Remedial English and/or Math course completion with the grade of A, B, or C 	<ul style="list-style-type: none"> • 90% Attendance • 25 hours of community service • Workplace learning experience • Industry credential • Military Service (including ROTC) • Two or More organized co-curricular activities

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- | | |
|---|--|
| <ul style="list-style-type: none">• Minimum ACT score• Minimum SAT score | |
|---|--|

ISBE requests feedback on the College and Career Readiness Framework approved at the September 2016 Board Meeting and the College and Career Ready Pathways presented at the November Board Meeting.

Since the release of the first draft on Aug. 25, 2016, multiple groups have assisted in the refinement of the accountability ideas previously presented. For instance, a technical steering workgroup has met regularly to make recommendations related to the modeling of student academic growth. At the same time, the Data, Assessment, and Accountability subcommittee of the P20 Council is meeting to provide recommendations. Finally, the Illinois Balanced Accountability Measure group, pursuant to PA 99-0193, will receive these recommendations and provide its recommendation to ISBE. These recommendations will be included in Draft #3.

Student Growth

The Accountability Workgroup’s Technical Steering Committee requested and reviewed models of **student academic growth** as a first step to discussing how the growth component might be integrated into the larger aggregate school performance metric.

Generally speaking, a student academic growth model is designed to measure the effect of the education system on student growth – a more comprehensive way to understand student progress than just how they perform on a test. However, since growth measures are also trying to be more comprehensive, they also try to take into account several factors that contribute to student growth. These factors include such things as student starting knowledge, opportunities locally available to a child during her or his schooling (e.g., access to enrichment opportunities, AP course offerings), student characteristics (e.g., gifted learner, low socio-economic status), family resources, and test characteristics (e.g., measurement error [the difference between measured quantity and the ‘real’ or ‘true’ value of the thing being measured], how “new” a test is in implementation, and the accuracy of the alignment of the test to what students might have learned throughout the year). In considering a variety of models of student growth that may be appropriate to include in an accountability system, ISBE requests feedback from the field on the following:

- Which approaches to student academic growth have appeal and which ones do not? Why or why not?
- Are there additional approaches to student academic growth that stakeholders would like to see explored? If so, what are the additional approaches?

SIMULATED or PROXY DATA

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The data used in the modeling that follows is simulated or proxy data and not actual data from Illinois schools. The purpose of this is to provide readers a sense, outside of a complete accountability system, of the advantages, disadvantages, and the optimal use (“best fit”) of each model.

Ideally, calculations of student growth require reliable longitudinal data that meet the requirements of ESSA and reflect the major changes in assessments that have taken place over the past several years (e.g., from the Illinois Standards Achievement Test to PARCC). In order to preserve the reliability of any of these approaches, the first step has been focused on creating a simulation that generates sample data in a way that matches Illinois school representation (see below for specifics) and anticipates/moderates the data inconsistencies and gaps that are part of the “real” data set.

The simulations were based on a proxy data set of 100 schools that reflect Illinois demographic and enrollment patterns. The following patterns have been identified:

1. Proportion of elementary, middle, and high schools
2. Distribution pattern of student demographics, specifically:
 - a. Individualized Education Plan status
 - b. English Learner (EL) status
 - c. Free/reduced-price lunch status
3. From this, a unique set of up to 700 students based on a randomly assigned demographic profile of the school and grades served and tested;
4. Test results are generated for those students, as a combination of
 - a. Randomness -- any possible outcome within the established range.
 - b. Score distribution that is designed to mirror historical outcome patterns based on demographics
 - c. Inter-year dependencies to minimize outlier spikes and increase alignment to historical trends

LIMITATIONS OF MODEL, OR SIMULATED DATA

Some limitations of using simulated include

- As it relies on some random generation of data, the school-level indicators are not representative of specific schools. However, the overall trends are representative of the relationships between calculation treatments.
- The behavior of the proxy data as part of the different approaches is logical and statistically defensible, but because of the simulated data size limitations the measure is not sensitive enough to capture a full array of scores.

STUDENT ACADEMIC GROWTH MEASURE MODELS

There are four basic models for calculating growth that are often used in state accountability systems. The working group requested modeling of the following four approaches: (1) Student Growth

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Percentiles (SGP); (2) Value Tables; (3) Growth to Proficiency (GTP); and (4) Hybrid Modeling. See Appendix C1 for a more technical discussion of the modeling process.

Each of the four approaches – using the same representative data -- was designed to address two questions:¹

- What is the correlation (i.e., the relationship) between PARCC post-test scores (e.g., year 2 of a two-year cycle) and different approaches to measuring academic growth?

For example, consider a school that had relatively “low performance” on PARCC one year, but made substantial gains the second year albeit still identified as “low performance.” A useful growth measure would be able to separate out the gains the school made from one year to the next, instead of simply penalizing it in terms of its overall test scores.

- How similar, or highly correlated, are different approaches to academic growth to one another?

As an example, consider how doctors can measure a person’s vital signs and how each measure tells the doctor something different. A pulse rate on the neck and a pulse rate on the wrist would be highly correlated and will largely tell you the same information. However, blood pressure and pulse rate, although related, are measuring very different aspects of health.

Similarly, two student academic growth measures that are highly correlated to one another might be measuring the same growth phenomenon (e.g., quite literally, if a child was measured using both inches and centimeters, the child would be the same height and the information does not change based on the metric used). Thus, looking at both measures wouldn’t necessarily lead to new or better information on what was really happening at the school level to support student gains.

However, two growth measures that are NOT highly correlated to one another would be measuring different aspects of student growth (e.g., measuring weight and pulse). This is important since it could provide a better understanding of how we understand how, why, and when student growth happens.

¹ The proxy data is *not* intended for discussion of how specific categories of schools (e.g., schools with high EL populations, schools with high poverty rates) are ranked under different growth calculations, but to simulate their interplay. Looking at correlations of growth measures with proficiency scores (of particular interest to the committee) and each other can inform this phase of the growth measure conversation.

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STUDENT ACADEMIC GROWTH MEASURE SIMULATIONS

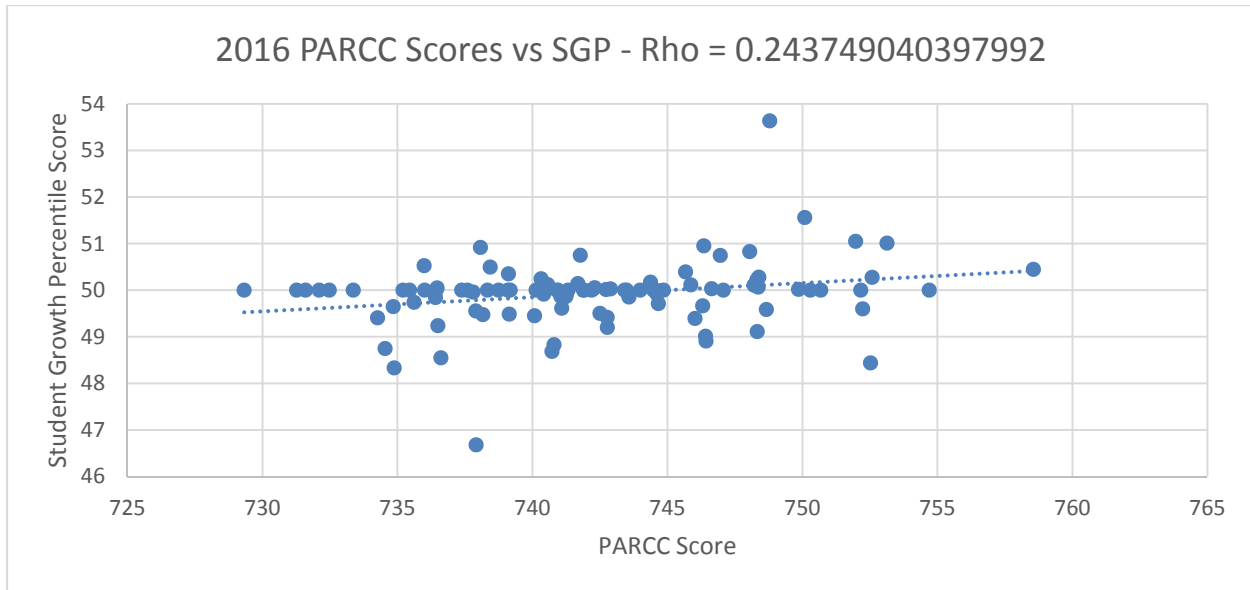
The following section presents the various student growth models that the accountability work group identified as of interest. Each is explained with its advantages and disadvantages and the optimal use (“best fit”) of each approach.

(1) “Linear models” (e.g., Student Growth Percentiles)

The purpose of Student Growth Percentiles (SGPs) is to compare student achievement data across time. Often, SPGs are used to assess student growth over two years at the district level. Typically, each student is placed in a cohort of students based on a common grade and achievement score on the prior year’s exam. These students are ranked by performance on the current year’s exam, and the rankings are divided into percentiles. This acts as an indicator of the student’s growth from one year to the next. For example, “student X scored better than Y percent of the students with identical/similar scores on the prior year’s exam.”

- a. Advantages – SGPs are relatively simple and easy to calculate and aggregate. They are easily understood by the field and the public. When used in conjunction with other measures, they can provide a multidimensional picture of school quality by looking at both achievement and growth.
- b. Disadvantages – SGPs carry extremely high measurement error (e.g., the difference between measured quantity and the “real” or “true” value of the thing being measured). Estimates place the error between 10 and 25 percentile points for most uses. Given a scale of 100 points, this is substantial. For instance, the Massachusetts Department of Elementary and Secondary Education, which uses SGP as one of its accountability measures, states that, essentially, any SGP between 40 and 60 is roughly equivalent.
- c. Best fit questions – SGPs are designed to answer a very specific question: How much progress did a single student make from one year to the next? Because of aggregation error (e.g., the error that occurs when multiple data points are combined or aggregated for the purposes of an analysis), SGP is best used in conjunction with other methods to understand additional questions around the factors that were in place that led to increases or decreases in growth, especially if it is being used to determine school level indicators of progress.

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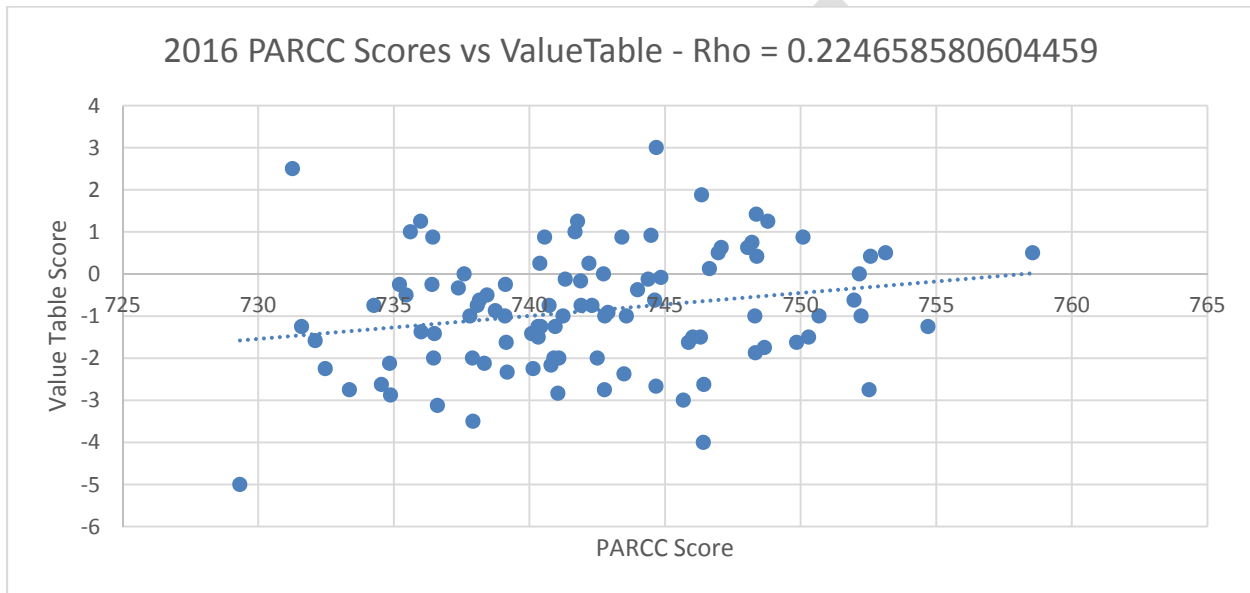


This graph shows that according to the model, the Y axis – PARCC post-test scores (second year in a two-year cycle) -- are largely uncorrelated to this SGP growth metric. That is, they are not closely related to each other as the Rho score is not near 1. This indicates that scores do not have a strong relationship with the metric. SGP is capturing more than just student performance on tests. **(2) “Value Tables” or “transition models”**

- Value Tables are designed to answer the same question as SGPs, but use a different mathematical formula. For example, student PARCC achievement scores are divided into “performance levels” (e.g., Level 1: Did not yet meet expectations, Level 2: Partially met expectations, Level 3: Approached expectations, Level 4: Met expectations, and Level 5: Exceeded expectations). The performance of a student from one year to the next “earns” the school a point total. Thus, a school increases by 10 points for students who go up a “performance level” from one year to the next, while students who move down a performance level cost a school 10 points. Students going up or down more levels would earn or cost more points. The average number of points earned for the school as a whole or across subgroups gives an indication of the school’s role in facilitating student growth.
 - a. Advantages – Like SGPs, Value Tables are relatively simple and easy to calculate and aggregate. They are easily understood by the field and the public. When used in conjunction with other measures, they also offer a multidimensional picture of school quality by looking at both achievement and growth.
 - b. Disadvantages – Value Tables are highly imprecise, perhaps even more so than SGPs. Some students can go up by 20 or more points on an exam and not impact the aggregate level for their school, while other students can “drop” two points but result in a highly negative impact on his/her school’s scoring
 - c. Best fit questions – Similar to SGPs, Value Tables are designed to answer specific questions like, how

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has a student grown in terms of transitions through performance level categories over time? Or, in which category will the student likely be in the future? At the group level, a value table can illustrate the percentage of students “on track” to a desired performance level, like proficiency or college and career readiness. However, in understanding the factors and conditions that led to increases or decreases in growth, it is helpful to use a Value Table in conjunction with other methods.

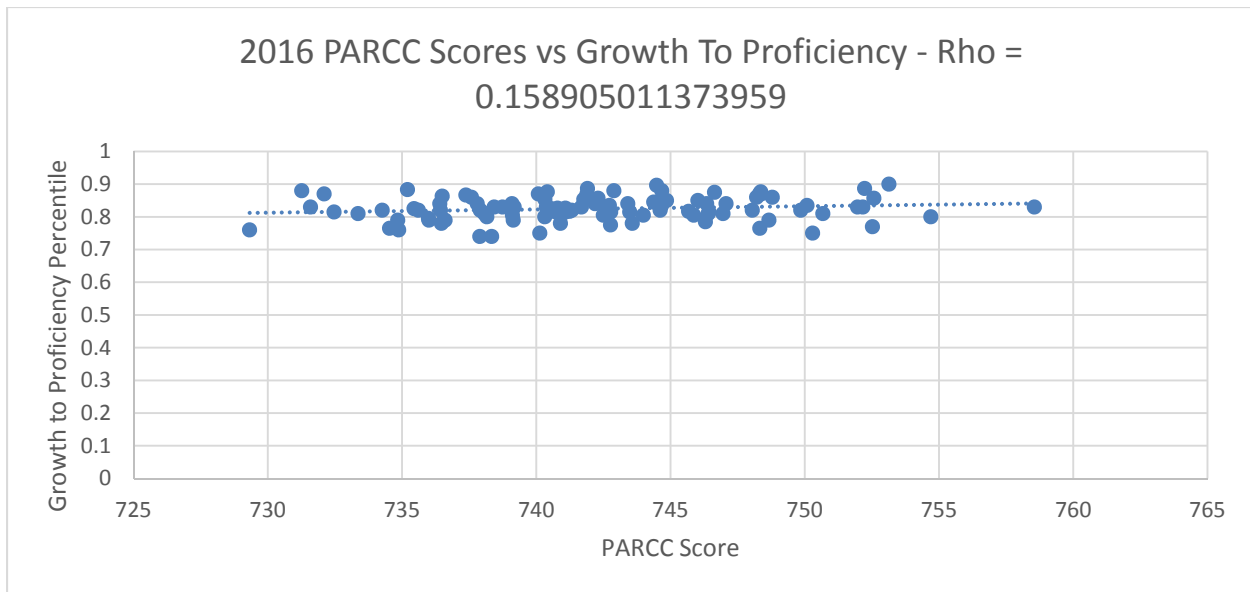


This graph shows that PARCC post-test scores (second year in a two-year cycle) are largely uncorrelated to this Value Table growth metric. Similar to SGPs, this means that the Value Tables are measuring more than just performance on PARCC.

(3) A “Growth-to-Proficiency” model

In this model, a specific proficiency score is used to backward map toward the determined score over time. Thus, students are evaluated as to whether they are on track or have made up a determined amount of growth in each subsequent year. Alaska, Arizona, Missouri, and New Hampshire have used models like this.

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Similar to the first two approaches (SGP and Value Tables), this graph shows that PARCC post-test scores (second year in a two-year cycle) are largely uncorrelated, or there is little relationship between the scores and the model in this Growth-to-Proficiency metric.

- a. Advantages – Growth-to-Proficiency (GTP) models can work with a variety of assessments and can be used to span multiple years. They also allow a school to receive “credit” for appropriately addressing the needs of the specific population they serve. GTP models are relatively simple to explain to a lay audience, and they are flexible enough to integrate several different concepts of growth (e.g., achievement of benchmarks, incremental progress) in building the final score.
- b. Disadvantages – There are many different GTP models and each one carries its own advantages and disadvantages. Most of them have relatively high error, though generally lower than that of SGP. Like most growth measures, GTP models are only as sensitive as the assessments they come from (e.g., PARCC). Because of the inherent error or variability in these tests (especially in early years of implementation), GTP measures may be hard to capture accurately. They work best with relatively large sample sizes, which provide greater accuracy.
- c. Best fit questions: In general, a GTP model is designed to measure whether each student is currently on a trajectory that will result in proficiency by a target grade (or the extent to which this is true). The model does **not** compare students' progress to others in similar score-bands or profiles, as it is only concerned with each student's trajectory relative to pre-set definitions of "proficiency." The GTP measure for a school is the aggregated measure for all the students - either measuring the percentage of students who are making adequate growth or an aggregated "extent-to-which" metric.

(4) Hybrid Modeling

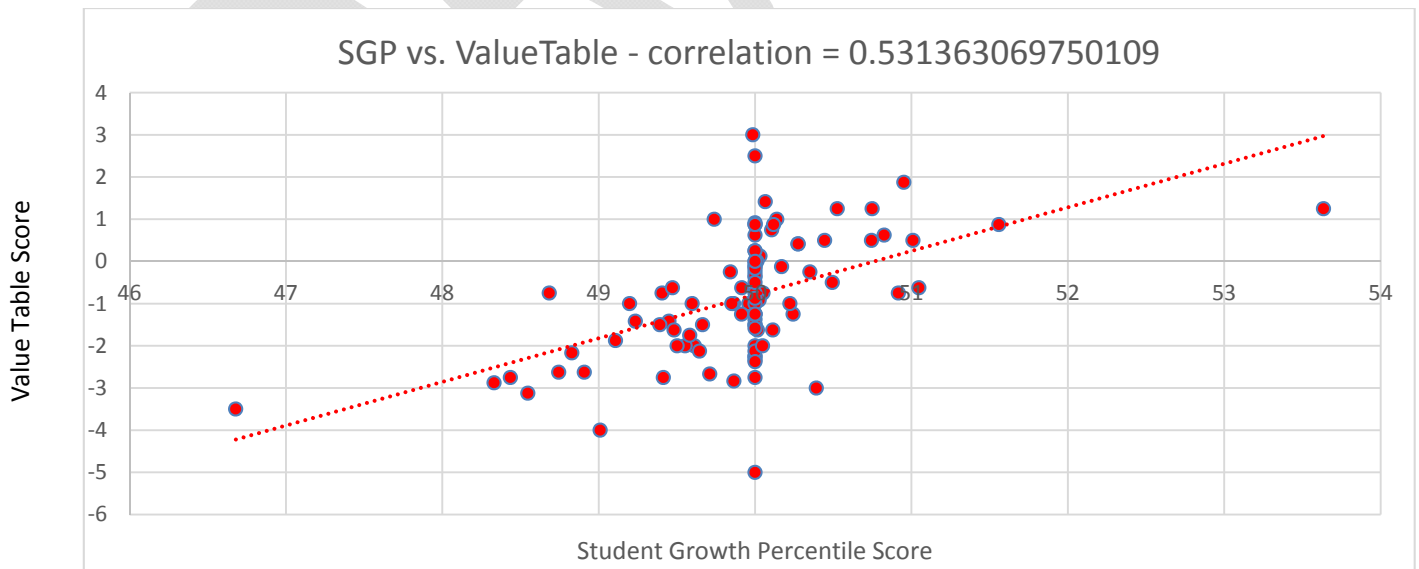
Whereas the approaches listed above are stand-alone growth calculations, Hybrid Models bring together multiple approaches to student growth to get a more comprehensive picture of student growth.

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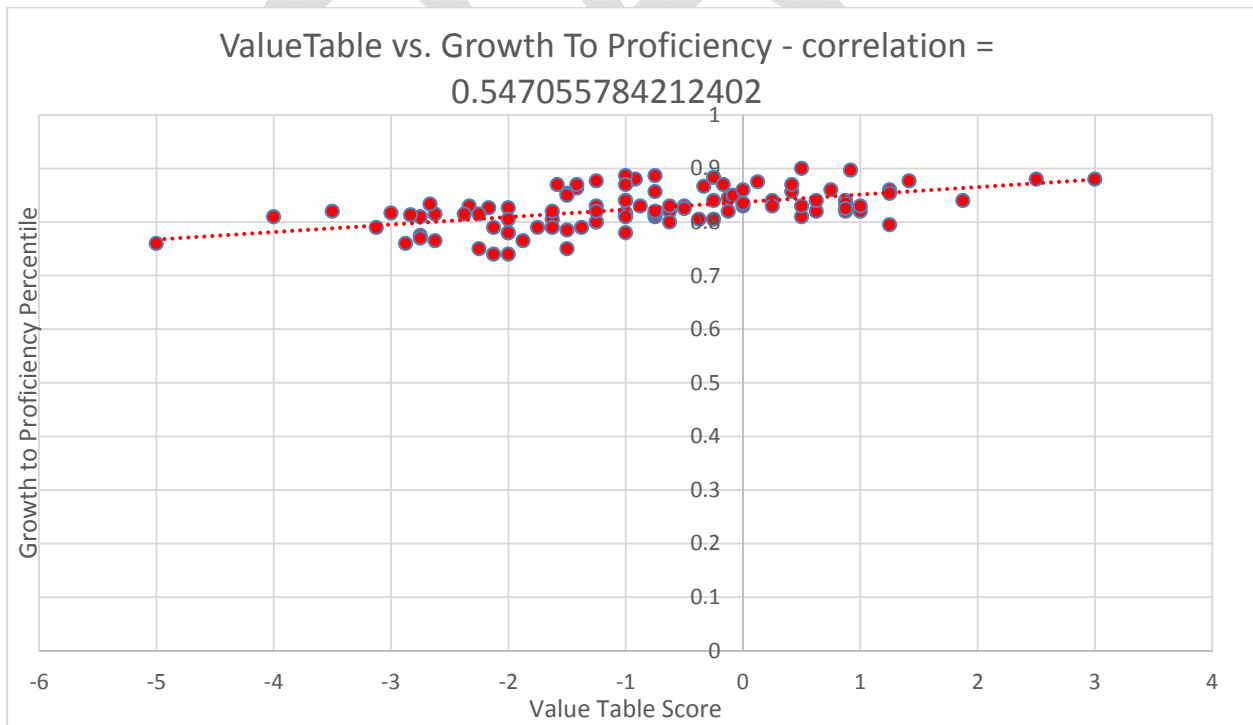
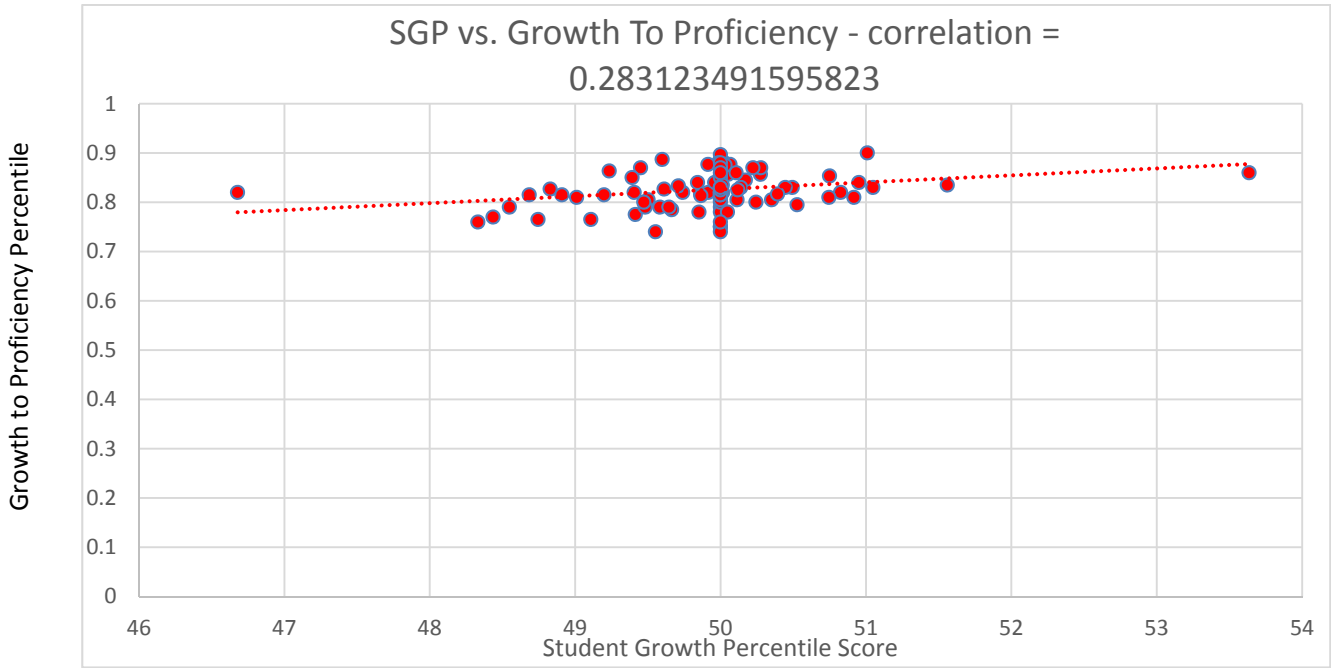
- d. Advantages – Hybrid Models allow for increased flexibility in looking at data. Based on the fact that two measures of growth may capture different aspects of growth, a Hybrid Model may better represent the reality of growth.
 - e. Disadvantages – When using a Hybrid Model, it is difficult to balance the use of multiple growth measures. Use of such a model increases the complexity overall and may be more difficult to communicate to stakeholders.
- Best fit questions – Since this approach involves a hybrid of two student growth measures, the best fit questions from each individual approach may be answered by the modeling. Another question that may be addressed is, how do we situate growth in a space between individual measures?

For example, the following graphs illustrate how a Hybrid Model can bring together multiple metrics that show growth in different ways. A higher correlation value means that the two approaches are likely measuring student growth in the same way (e.g., neck pulse, wrist pulse). In cases where we see relatively low correlation (e.g., pulse to blood pressure), this suggests that the different calculation types are capturing different growth phenomena and might be useful as part of a composite metric of student growth.

The following three Hybrid Models of (1) SGPs and Value Tables; (2) SGPs and GTP; and (3) Value Tables to GTP all demonstrate that each approach is relatively uncorrelated to the other. This suggests that two different ways of calculating “growth” are measuring different (and complementary) aspects of growth; therefore, two approaches would be worth considering in the context of a hybrid growth model.



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Next Steps for Student Academic Growth Modeling

The purpose of the aforementioned was to share different growth models with stakeholders. The next draft will utilize a sampling of Illinois student-level data.

This will not yet give a full picture of the magnitude of the consequences of different student growth models, but the ISBE and the Accountability Workgroup will begin to see how schools might perform under different approaches.

Potential Approaches to Weighting of Accountability Indicators

ESSA REQUIREMENTS

As discussed above, there are several decision points that are part of EACH measure, in addition to considering the weightings of each measure as part of an aggregate score.

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. Indicators of academic attainment, English language proficiency, and high school graduation must carry “substantial” weight in the final accountability system. In the aggregate, these indicators must carry “much greater” weight than the indicator(s) of school quality or student success.

ISBE requests feedback on which student growth model may make the most sense to include as part of the accountability system in Illinois.

Indicators

Stakeholders have indicated continued interest in the following school quality indicators:

- Chronic absenteeism
- College and career readiness
- 8th grade on track
- 9th grade on track
- School climate survey
- Growth toward college and career readiness (as measured by 9th grade on track and graduation rate)

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There are multiple configurations of schools in Illinois (e.g., preK-2, 4-5, K-5, K-6, K-8, 9, 10-12). Thus, some of the aforementioned indicators, including the academic indicators, may not be applicable to a particular configuration.

ISBE also received a number of suggestions for indicators that could be reported, but that should not be used as part of the accountability system. ISBE, which is sensitive to the data reporting requirements for which schools and districts are responsible, is reviewing them to ensure that any additional data requirements would not be overly burdensome. Additional indicators that are reportable but not used for accountability will be shared in the third draft of the ESSA State Plan for Illinois.

Weighting of Indicators

The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator. Workgroup participants expressed concern about schools that may not have one or more of the indicators (e.g., an EL subgroup subject to the EL proficiency indicator). What follows are three examples of weighting that fall within the “substantial” weighting guidance of ESSA and are **modeled generically for grades 3-HS**. (Please see the comment about regarding the multiple configurations of schools in Illinois.)

For the purposes of discussion, the academic indicators that make up the “substantial” weighting of the academic domain are evenly distributed; similarly, it could be anticipated that the indicators within the School Success domain would also be evenly weighted. For example²:

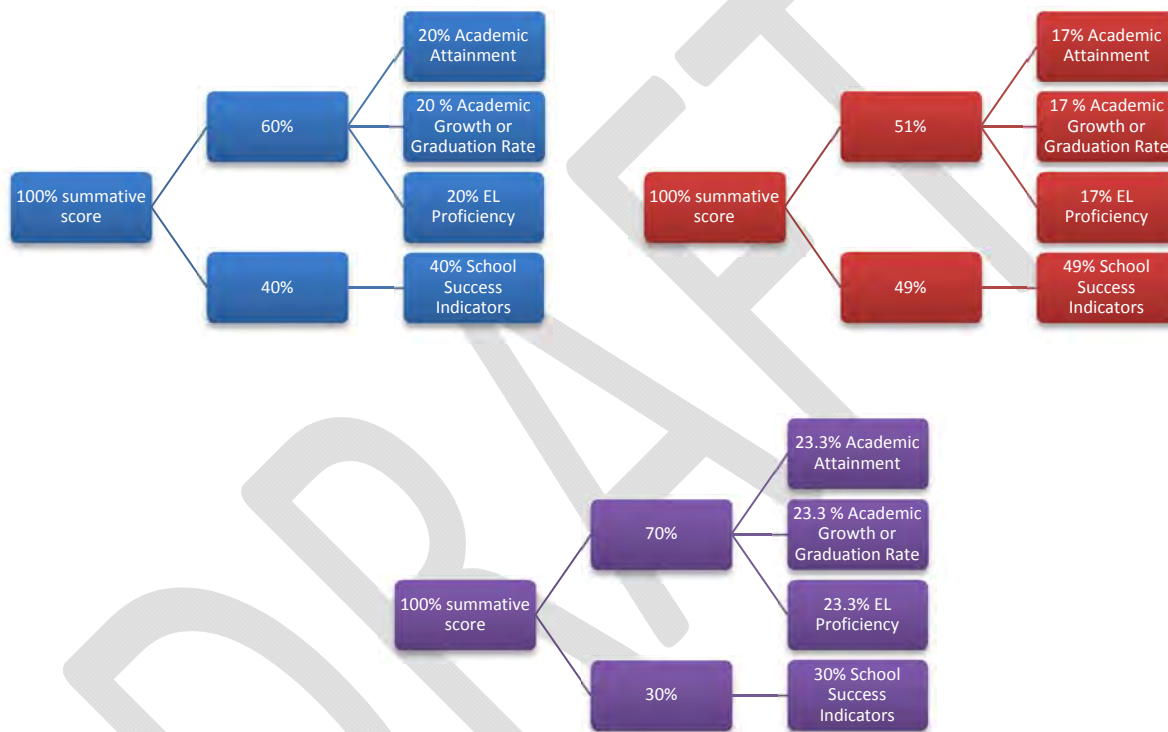
- **60%/40%:** 60% includes 20% Academic Attainment, 20% Academic Growth or Graduation Rate (growth for grades 3-8 and graduation rate for HS), 20% EL Proficiency; 40% includes evenly weighted School Success Indicators (number of indicators could vary based on building grade level configuration, e.g., 8th/9th grade on track, chronic absenteeism, college and career readiness, preK-2 indicator). (See ESSA Draft Plan #1, pages 16-17.)³
- **51%/49%:** 51% includes 17% Academic Attainment, 17% Academic Growth or Graduation Rate (growth for grades 3-8 and graduation rate for HS), 17% EL Proficiency; 49% includes evenly weighted School Success Indicators. (See above.)
- **70%/30%:** 70% includes 23.3% Academic Attainment, 23.3% Academic Growth or Graduation Rate (growth for grades 3-8 and graduation rate for HS), 23.3% EL Proficiency; 30% includes evenly weighted School Success Indicators. (See above.)

² The examples of weighting are summaries adapted from the work of the Accountability Workgroup. These examples are provided in order to elicit further comments and questions from the field. At this time, ISBE has not made any determination on the accountability system.

³ Based on feedback and guidance from stakeholders, ISBE may calculate some of these domain indicators as an aggregate of multiple measures.

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ISBE is committed to an accountability system that honors multiple measures, including both attainment and growth at equal weight. Public comment has largely supported growth as the predominant measure, but it is important to strive toward ensuring that each child meets the Board-identified goals. (See long-term goals in a subsequent section of this document.) So, too, setting expectations that recognize growth and attainment as equal allows ISBE to locate and provide the most appropriate support for each and every child.



The three scenarios presented below use hypothetical data. The information provided is neither meant to suggest that ISBE has determined it will use a system with a scale of 100, nor anything about if or how ranges could be used in the meaningful differentiation of schools. Moreover, because of the numerous configurations of schools in Illinois, not all indicators would be applicable to a particular model.

The following three charts depict hypothetical schools with their respective academic indicator scores and school success indicator scores weighted in three distinct ways as indicated in the header columns.

School A: Different Weights		
60%/40%	51%/49%	70%/30%

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Attainment 20%	76*.20	15.2	Attainment 17%	76*.17	12.92	Attainment 23.3%	76*.233	17.71
Growth 20%	56*.20	11.2	Growth 17%	56*.17	9.52	Growth 23.3%	56*.233	13.05
EL 20%	32*.20	6.4	EL 17%	32*.17	5.44	EL 23.3%	32*.233	7.46
School success 40%	81*.40	32.4	School success 40%	81*.49	39.69	School success 30%	81*.30	24.30
Total= 100%		65.20	Total= 100%		67.57	Total= 100%		62.52

School B: Different Weights

60%/40%			51%/49%			70%/30%		
Attainment 20%	90*.20	18	Attainment 17%	90*.17	15.3	Attainment 23.3%	90*.233	20.97
Growth 20%	78*.20	15.6	Growth 17%	78*.17	13.26	Growth 23.3%	78*.233	18.17
EL 20%	56*.20	11.2	EL 17%	56*.17	9.52	EL 23.3%	56*.233	13.05
School success 40%	54*.40	21.6	School success 49%	54*.49	26.46	School success 30%	54*.30	16.2
Total= 100%		66.4	Total= 100%		64.54	Total= 100%		68.39

School C: Different Weights

60%/40%			51%/49%			70%/30%		
Attainment 20%	34*.20	6.8	Attainment 17%	34*.17	5.78	Attainment 23.3%	34*.233	7.92
Growth 20%	43*.20	8.6	Growth 17%	43*.17	7.31	Growth 23.3%	43*.233	10.02
EL 20%	31*.20	6.2	EL 17%	31*.17	5.27	EL 23.3%	31*.233	7.22
School success 40%	56*.40	22.4	School success 49%	56*.49	27.44	School success 30%	56*.30	16.8
Total= 100%		44	Total= 100%		45.8	Total= 100%		41.96

The next three charts illustrate the difference between each of the schools and their respective academic indicator scores and school success indicator scores based on each weighting schema.

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60%/40%						
	School A		School B		School C	
Attainment 20%	76*.20	15.2	90*.20	18	34*.20	6.8
Growth 20%	56*.20	11.2	78*.20	15.6	43*.20	8.6
EL 20%	32*.20	6.4	56*.20	11.2	31*.20	6.2
School success 40%	81*.40	32.4	54*.40	21.6	56*.40	22.4
Total= 100%		65.20		66.4		44

51%/49%						
	School A		School B		School C	
Attainment 17%	76*.17	12.92	90*.17	15.3	34*.17	5.78
Growth 17%	56*.17	9.52	78*.17	13.26	43*.17	7.31
EL 17%	32*.17	5.44	56*.17	9.52	31*.17	5.27
School success 49%	81*.49	39.69	54*.49	26.46	56*.49	27.44
Total= 100%		67.57		64.54		45.8

70%/30%						
	School A		School B		School C	
Attainment 23.3%	76*.233	17.71	90*.233	20.97	34*.233	7.92
Growth 23.3%	56*.233	13.05	78*.233	18.17	43*.233	10.02
EL 23.3%	32*.233	7.46	56*.233	13.05	31*.233	7.22
School success 30%	81*.30	24.30	54*.30	16.2	56*.30	16.8
Total= 100%		62.52		68.39		41.96

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Which model of weighting makes sense for Illinois (e.g., 51/49, 60/40, 70/30) and will best provide the information schools require in order to identify and obtain supports when necessary?

Goal Setting

Long Term Goals

Stakeholders discussed that the goal of an accountability system should be for continuous improvement of schools and systems that, most importantly, leads to improved equity and outcomes for students. The group considered the importance of ambitious long-term goals and that there should be a framework in terms of achievable interim goals. Pervasive throughout the conversation was the notion that all goals – and the system as a whole – need to be balanced with the right equity and resources.

ISBE's goal is that every child in each public school system in the State of Illinois deserves to attend a system wherein...

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

ISBE will take the timeline below and the state goals and create unique ambitious and achievable goals for our 4,000 schools.

Interim Goals

Stakeholders were consistent in their belief that interim goals should occur every three years. The first three years of the implementation of ESSA will be used for benchmarking of indicators within the accountability system *and* that the accountability system must be used to identify schools for comprehensive and targeted services. The schools identified for comprehensive or targeted support will begin receiving services upon identification.

Academic Achievement: A baseline will be established over three years (2017-18 – 2019-20). Once the baseline for each subgroup and subject within each school has been established, the 90 percent target

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to 2032 will be back mapped with three-year interim goals. Thereafter, a 12-year trajectory with three-year interim goals will be used.

Graduation Rate: A baseline will be established over three years (2017-18 – 2019-20). Once the baseline for each subgroup graduation and extended (five- and six-year) graduation rate within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals.

Progress on English Language Proficiency: A baseline will be established over three years (2017-18 – 2019-20). Once the baseline for ACCESS within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals. Prior to, or no later than upon, submission of the ESSA State Plan for Illinois, a stakeholder group shall convene in order to review the required scores on the ACCESS exam. This group shall submit its recommendations to ISBE no later than June 30, 2017.

Student Success/School Quality Indicator: A baseline will be established over three years (2017-18 – 2019-20). Once the baseline for each indicator within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals.

ISBE requests feedback on the proposed approach to interim goals.

Meaningfully Differentiating Schools

ESSA requires meaningful differentiation of schools. Proposed rules suggest that performance levels and a single summative rating, consistent with attainment of the long-term goals and measurement of interim progress, be applied to each school. Illinois needs to develop an approach to meaningfully differentiate schools in order to provide parents and the public a sense of school quality.

Stakeholders emphasized that meaningful differentiation is important so parents can understand the accountability system and its metrics. There was clear consensus against using a grading system (e.g., A-F) for this differentiation and disagreement regarding how many levels to use (participants suggested as few as two levels to as many as six levels to as many as six levels), but uniform approval of arrows that showed the directional trend. Stakeholders also considered what language, if any, could be used to assist in understanding the specific performance levels provided to school and the types of terms that should be used (e.g., avoiding negative terminology when expressing performance levels).

The previous examples were shared to show differences in weights and the effect of these weights within an accountability system. ISBE understands that the work that occurs in schools cannot be captured in a single score, even within an accountability system with multiple measures. Thus, what is essential for ISBE is that any information derived from an accountability system is used as a part of a larger school, district, and community consideration of identifying the supports necessary so each and every child can succeed.

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In order to support meaningful differentiation and to enable supportive connections between schools, ISBE will pursue the use of data dashboards that can accurately reflect the overlay of any two metrics/indicators for all students and by demographic group.

Should the proposed rules on performance levels and a single summative score become final, ISBE proposes that each accountability category (academic attainment, growth, EL proficiency, etc.) will receive a level of school performance as "initial," "growing," "meeting," and "exceeding".

ISBE requests feedback on the meaningful differentiation of schools.

Other matters regarding accountability:

There were many issues identified in the course of accountability meetings that did not easily fall into one of the aforementioned categories, but are nonetheless critical to the development of an equitable accountability system.

Based upon stakeholder feedback, all subgroups will have an "n" of 20. EL subgroups, both the traditional subgroups and a newly created "former ELL subgroup," will also have an "n" of 20.

As is required in ESSA, ISBE will continue to track the implementation of the accountability system with stakeholders to ensure fidelity with the vision for this work. In accordance with state charter school law, the accountability provisions under ESSA are required for charter schools.

Statewide Goals to Complement Accountability Framework

ISBE is working on the new data reporting requirement, including reporting academics for homeless students, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces. Further elements may be collected and reported in the future. In order to be sensitive to the data reporting requirements for which schools and districts are responsible, ISBE is reviewing required reporting elements for schools and districts to ensure that any additional data requirements would not be overly burdensome.

Statewide efforts to collect data on schools may be reported out using our long-term goal to complement the accountability framework and help districts and schools to tell their story. Since we may not have this data every year and we may not want to overcomplicate our accountability system, using this data to supplement the story will allow us more flexibility in sharing the information outside of the formal accountability structure.

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The federal accountability system does not need to be implemented until the 2017-18 school year. ISBE intends to use this time to develop a system that is realistic, reliable, achievable, and attainable. ISBE is awaiting the formulation of federal regulations, which are expected to be ready this winter. Modifications to state law will be needed as well.

3.2 IDENTIFICATION OF SCHOOLS

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies by which the state identifies schools for comprehensive support and improvement, including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Illinois proposes to develop and implement a statewide, multi-tiered system of differentiated support for schools (IL-EMPOWER) designed to provide a holistic approach to meet the needs of each student. IL-EMPOWER is based in part on the research-based principles of a Multi-tiered System of Support, which has its roots in special education, and draws on best practices from the Illinois Statewide System of Support. IL-EMPOWER will provide comprehensive and differentiated supports and services to eligible schools.

IL-EMPOWER is grounded upon a framework for continuous improvement that is systemic, prevention-focused, and data-informed, thus providing a coherent continuum of supports responsive to meet the needs of all learners. IL-EMPOWER will provide universal, targeted, and comprehensive training, coaching, and technical assistance in order to build school and district capacity to improve student success. In doing so, districts and schools will be able to address the holistic needs of students through evidence-based, developmentally appropriate, and culturally and linguistically competent practices that have been demonstrated to improve outcomes for all students.

Student achievement is critically important, but as a single measure of school performance it does not provide sufficient data to meaningfully differentiate supports and services that will lead to improved student achievement. Furthermore, by the established definitions, there will always be a “lowest-performing 5 percent of schools,” even if those schools eventually have high levels of student achievement. Therefore, as schools move between the different system levels, there will be ongoing adjustments to

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the services and supports provided based on the data from the accountability system.

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

- A. First, the lowest-performing 5 percent of schools, as determined by the state accountability system, will be identified. ISBE will concentrate greater resources to those schools.
- B. Next, high schools with a four-year graduation rate of less than 67 percent that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.

Pending approval of the proposed regulations, schools in these categories will be first identified and notified in 2017-2018, using, at minimum, the required ESSA accountability indicators. ISBE anticipates further guidance from ED on the identification of schools, but it would prefer to use

- a) The most current student performance data,
- b) A three-year span of data for improved reliability, and
- c) The full range of the ESSA accountability system in identifying schools at this time.

ISBE agrees with the commenters that schools should be provided at least four years to plan and implement their school improvement plans. There is strong evidence from the former School Improvement Grant program that taking a planning year improves the likelihood of successful school improvement, but there are clearly schools and districts across the state that, based on past school improvement efforts, are ready to continue the school improvement process without a planning year.

- ii. Therefore, schools with one or more student groups whose performance remains on par or is lower than the performance of the “all students group” in the lowest-performing 5 percent of schools will be identified as needing comprehensive support after a targeted school improvement plan has been implemented for four years (e.g., in 2020-21).
- iii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the state, including the number of years over which schools are expected to meet such criteria.

The proposed regulations require that a state’s exit criteria expect that at a minimum, schools

- a. Increase student outcomes, and

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- b. No longer meet the eligibility criteria for comprehensive support and improvement.

ISBE believes increased student outcomes should be aligned to the totality of the state’s accountability system, not a single assessment or measure. In response to the questions posed in the first draft, commenters offered suggestions for criteria for exiting status. ISBE concurs with several commenters that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require comprehensive support. To best ensure that schools are supported in transitioning from comprehensive support, commenters also suggested that targeted support and intervention for one or more of its students groups may be necessary. Therefore, the following transition criteria are proposed:

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

ISBE requests feedback on its plan to identify schools for comprehensive services and exit criteria.

B. Targeted Support and Improvement Schools.

The state’s methodology for identifying schools with “consistently underperforming” subgroups of students, including the definition and time period used by the state to determine consistent underperformance.

The proposed regulations encourage the use of all of the indicators in the proposed accountability system to identify schools with consistently underperforming subgroups, while still meeting the statutory requirement to emphasize academic achievement,

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growth, and other indicators of student success. Pending approval of the proposed regulations, schools in these categories will be first identified and notified in 2017-18, using, at minimum, the required ESSA accountability indicators. ISBE anticipates further guidance from ED on the identification of schools, but it would prefer to use

a) The most current student performance data,

b) A three-year span of data for improved reliability, and

c) The full range of the ESSA accountability system in identifying schools at this time.

Although the proposed regulations require identification of schools with student groups whose performance is at or below that of the performance of the “all students group” in schools identified for comprehensive supports and services every two years, there are legitimate concerns that 1) a two-year cycle doesn't provide schools identified for targeted supports and improvement sufficient time to make measurable gains, and 2) even though a school may have a targeted student group, their interventions will often need to be schoolwide, as these students are part of the larger schoolwide system. Therefore, ISBE proposed using the same four-year timeline for improvement and, pending final regulations, identification that is applied to schools that need comprehensive support and improvement. Thus, as with schools identified for comprehensive services, ISBE proposes schools should be provided at least four years to plan and implement their school improvement plans.

The state’s methodology for identifying additional targeted schools with low-performing subgroups of students.

ISBE is required to identify for targeted support and improvement “a school with a student group whose performance is at or below that of the performance of the ‘all students group’ in schools identified for comprehensive supports and services.” In addition, the state must establish a methodology for identifying additional schools for targeted support and improvement. ISBE proposes the following methodology:

1. Using, at minimum, the required metrics in the ESSA accountability system, identify the statewide average performance levels for the “all students group” and each relevant student demographic group.
2. Identify the largest gap in achievement between the statewide “all students group” and the statewide average performance of each identified student demographic group.
3. Identify for targeted support and improvement any school that has a student demographic group whose schoolwide achievement gap is one and a half times as large

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as the greatest average state achievement gap.

Please note that schools that are identified using this methodology will have to develop, in collaboration with their Local Education Agency (LEA), parents and the community, a targeted improvement plan and timeline for improvement. It is the responsibility of the LEA to review, approve, and monitor the implementation of the school's plan. The school and district will also have access to differentiated supports from IL-EMPOWER.

- i. The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the state.

The proposed regulations require that a state's exit criteria expect that at a minimum, schools

- a. Increase student outcomes, and
- b. No longer meet the eligibility criteria for targeted support and improvement.

ISBE believes increased student outcomes should be aligned to the totality of the state's accountability system, not a single assessment or measure. In response to the questions posed in the first draft, commenters offered suggestions for criteria for exiting status. ISBE concurs with several commenters that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require comprehensive support. Therefore, the following transition criteria are proposed:

1. That a school no longer meets the eligibility criteria for targeted support and improvement.
2. That a school, in addition to no longer meeting the eligibility criteria for comprehensive support and improvement, has established a growth trajectory for the identified student demographic group to bring its performance into alignment with the state's long-term goals.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan.

ISBE requests feedback on its plan to identify schools for targeted services and exit criteria.

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3.3 STATE SUPPORT AND IMPROVEMENT FOR LOW-PERFORMING SCHOOLS

- A. Allocation of School Improvement Resources.** Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA to serve schools implementing comprehensive or targeted support and improvement plans.

It is expected that ISBE will reserve \$48,665,646 for school improvement activities in 2017-18. This is the sum of the amount the state reserved for school improvement for fiscal year 2016, plus the amount received for FY 2016 under School Improvement Grants 1003(g), and after which it will reserve no less than 7 percent.

Illinois proposes to use no more than 5 percent of the amount reserved to

- i. Identify schools that require comprehensive or targeted support and services and notify them of their eligibility, responsibilities, and available system of supports and services;
- ii. Develop the state formula for allotment of funds and services to LEAs that have schools identified for comprehensive and/or targeted supports;
- iii. Design and implement a rigorous review and approval process for external providers that will become part of the IL-EMPOWER network;
- iv. Monitor and evaluate the use of funds by LEAs receiving an allotment of these funds; and
- v. Create networked sets of educators from peer schools and districts who will offer support and meaningful stakeholder engagement in the school improvement process.

Either in the year of identification or following a planning year, ISBE will make subgrants of varying amounts to schools that submit acceptable comprehensive or targeted improvement plans on a formula basis for a period of not more than three years.

When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate the following elements:

- Status as a comprehensive or targeted improvement, with schools requiring comprehensive improvement receiving a larger allotment of funds and/or services and supports than targeted,
- The number of staff and students in the school,
- The phase of the implementation timeline the school is in (e.g., year 1, year 2, or year 3),
- The number of schools in the LEA identified as comprehensive and the number identified as targeted,

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- The concentration (i.e., percentage of schools in the LEA) identified as comprehensive and the concentration identified as targeted,
- The level of “need” of the school and district, and
- The quality of the plan itself and readiness of the schools and districts to implement the plan effectively.

The rationale for the inclusion of aforementioned elements in the formula is that the statute requires that ISBE prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.”

Stakeholders were emphatic that there should be a minimum level of quality to the improvement plans, evidence of readiness to implement, and that the plans should be required for schools to receive more than the base-equitable amount needed for planning. When pressed to consider what was best for students in schools whose plans did not meet such criteria, respondents stated that if a school could not even create a solid plan for improvement, it was not going to be able to use any funds it received effectively. This assertion is backed by evidence from previously implemented School Improvement Grants 1003(g). Furthermore, there were concerns that distribution of the funds via a formula would disadvantage small schools and/or would spread the funds too thin for them to realistically have an impact. Therefore, ISBE proposes to incorporate a measure of the quality of the plan as a part of the formula. Stakeholders felt that external evaluation of plan quality by networked sets of educators from peer schools and districts, in conjunction with IL-EMPOWER that provided diagnostic services and supports during the planning year, was appropriate.

Through the braiding of IDEA Parts B and D funds, ISBE will create a statewide system of differentiated support, IL-EMPOWER, that would arrange for the direct provision of technical assistance, professional development, and support to schools and LEAs whose plans do not meet minimal quality. These schools will receive far more intensive support, monitoring, and feedback from the support liaisons; other state partners, including districts; and agencies when they develop their revised comprehensive and targeted improvement plans.

ISBE will make base-equitable awards of one year for the purpose of planning. After which, ISBE will make awards of three years in duration on a formula basis for the purpose of implementation of comprehensive and targeted improvement plans.

Meaningful inclusion of stakeholders in defining “greatest need” and “strongest commitment” and developing the distribution formula and any instruments or evaluation tools associated with the distribution of these funds is crucial to ensuring that funds are distributed in ways that

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maximize equity of access -- and also equity of outcomes -- for the students served by schools that receive these funds.

Stakeholders suggested the following:

Term	Definition
Greatest need	Defined as being in the lowest 5% of schools in terms of student growth and achievement.
Readiness to implement	<p>The definition of readiness to implement should be informed by evidence from practice and research on organizational change (e.g., implementation of organizational, leadership, and capacity building drivers within a multi-tiered support framework) as well as from former School Improvement Grant 1003(g), such as the following:</p> <ul style="list-style-type: none"> • Two to four clear areas of focus for improvement with defined benchmarks for measuring success. • The strength of the research-based approaches and interventions within the plan. These approaches should be researched in settings similar to the schools in which they will be implemented. • Clear budget for allocation of proposed funding, including rationale for why funding is broken down as it is. • Clear backup plans for intervention if the initial plan does not succeed to indicate that the district has accounted for all eventualities.
Strongest commitment to implement	Commitment must be evaluated at the individual school level, as well as in conjunction with the willingness of the broader district system, school board, and teachers union to support the planned strategies.

- B. **Evidence-Based Interventions.** Describe the state’s process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions.

ISBE proposes that schools requiring comprehensive or targeted supports and services will, unless there is strong evidence of existing readiness, including a recent and comprehensive needs assessment and/or equity audit, identified evidence-based strategies, and a strong plan for monitoring of implementation, begin a planning year after they have been identified. Former

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and current School Improvement Grant recipients emphasized the critical importance of a planning year to

- Conduct a school-level needs assessment,
- Develop structures for meaningful **stakeholder involvement**, and
- Develop strong improvement plans.

Schools that utilized a planning year as a part of their School Improvement Grants were demonstrably more ready to implement comprehensive and coherent school improvement efforts, had deeper teacher engagement, and in some cases had already made progress equal to the first year of implementation than schools that did not have the option of a planning year.

In a planning year, Illinois will use 95 percent of these funds to

- i. Create a **statewide** system of **differentiated** support (**IL-EMPOWER**). This system will
 - a. Provide technical assistance, professional development, and support to LEAs and schools in the development of their comprehensive and targeted improvement plans;
 - b. **Provide assistance or conduct** needs assessments, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong comprehensive and targeted improvement plans;
 - ii. **Contribute to, curate**, annotate, and update a list of evidence-based strategies as defined in statute from the previous work done to support school improvement.
- C. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the state’s exit criteria within a state-determined number of years.

The director of the Center on School Turnaround recently observed:

“ESSA includes a new evidence-based requirement and defines four levels of evidence:

- Strong — at least one well-designed and well-implemented experimental study (e.g., a randomized controlled trial).
- Moderate — at least one well-designed and well-implemented quasi-experimental study.
- Promising — at least one well-designed and well-implemented correlation study with statistical controls for selection bias.
- Research-based rationale — high-quality research findings or evaluations that show the intervention is likely to improve outcomes and that include ongoing efforts to examine effects of the activity, strategy, or intervention.

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While some ESSA programs allow the use of all four levels of evidence, Section 1003 requires that schools identified as comprehensive and targeted use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising). Given the possible dearth of interventions that meet one of these evidence levels, how states and districts will be able to meet the evidence-based requirement is a concern.”

In order to support districts and schools in their selection of “evidence-based practices” for the purposes of school improvement, ISBE is collecting an exhaustive list of resources that it shall share with the field in the spring of 2017.

- D. **Periodic Resource Allocation Review.** Describe the state's process for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the state serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.

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

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

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

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- Gaps in the impact of funding, supports and services, relative to allocation, for all students, relevant student groups, and teachers.

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

ISBE requests feedback on its statewide system of support for low performing schools.

Section 4: SUPPORTING EXCELLENT EDUCATORS

4.1 SYSTEMS OF EDUCATOR DEVELOPMENT, RETENTION, AND ADVANCEMENT

- A. **Educator Development, Retention, and Advancement Systems.** Describe the state’s educator development, retention, and advancement systems, including at a minimum:
- i. The state’s system of certification and licensing of teachers and principals or other school leaders;
 - ii. The state’s system to ensure adequate preparation of new educators, particularly for low-income and minority students; and
 - iii. The state’s system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the state has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

In 1997, Illinois established a standards-based system of certification. All approved educator preparation programs must demonstrate alignment to specific state and national standards in order to receive approval to recommend individuals for licensure.

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In addition to completing a standards-based program, candidates must pass licensure tests (basic skills, content, and, if entering a teaching field, an evidence-based assessment of teaching effectiveness). All educators must complete continuing professional development in order to renew their licenses.

All programs must align to rigorous state and national content standards, state Social and Emotional Learning Standards, and, if entering a teaching field, the Illinois Professional Teaching Standards. These standards are designed to prepare educators to adequately teach all students, including low-income and minority students. Before being approved to prepare educators for licensure, programs must meet specific criteria, including placing teacher candidates in diverse student teaching settings. The state is also embarking on a new data collection initiative that will result in transparency, accountability, and program improvement within the state's educator preparation programs.

ISBE will ensure that the professional development (PD) the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" by the following means:

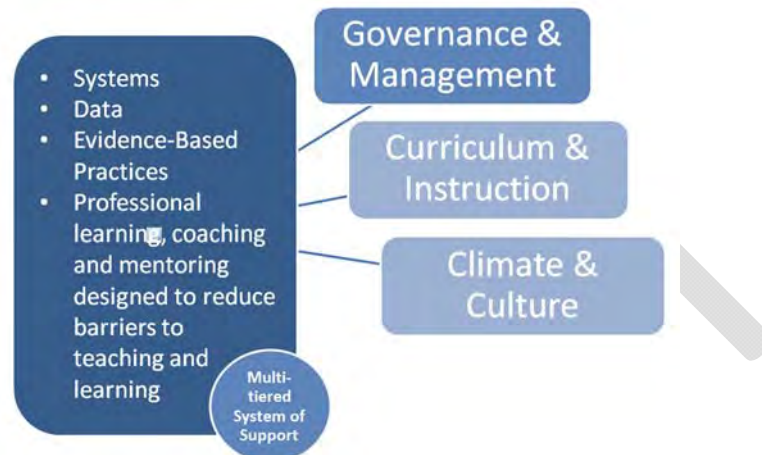
- Align the process of auditing approved PD providers with the definition of "professional development" as defined by Learning Forward and remove provider approval status from those providers not in compliance with the definition.
- Establish an annual PD audit. The first provider audit process will begin in the fall of 2016.
- Communicate definition to LEAs in guidance for local plans and require that plans align activities to definition.

Additionally, Illinois proposes to develop and implement a statewide, multi-tiered system of differentiated support for schools (IL-EMPOWER) that provides a holistic approach to meet the needs of each student. IL-EMPOWER is based in part on the principles of a Multi-tiered System of Support, which has its roots in special education, and draws on best practices from the Illinois Statewide System of Support. IL-EMPOWER will provide comprehensive and differentiated supports and services to eligible schools.

IL-EMPOWER is grounded upon a framework for continuous improvement that is systemic, prevention-focused, and data-informed, thus providing a coherent continuum of supports responsive to meet the needs of all learners. IL-EMPOWER will provide universal, targeted, and comprehensive training, coaching, and technical assistance in

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order to build school and district capacity to improve student success. Additionally, Illinois LEAs and schools will receive differentiated resources and access to increase the implementation of scaling up of innovative and effective evidence-based strategies. These capacity-building approaches (identified in the image below) will contribute to removing barriers to teaching and learning.



ISBE requests feedback on its statewide system of support for all schools.

4.2 SUPPORT FOR EDUCATORS

- A. **Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies designed to
- Increase student achievement consistent with the challenging state academic standards;
 - Improve the quality and effectiveness of teachers and principals or other school leaders;
 - Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
 - Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the state's plan for educator equity.

Feedback from commenters on Draft #1 of the Illinois' ESSA State Plan focused on the

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following: job-embedded professional learning led by instructional leaders (e.g., principals and teacher leaders), teacher residency programs, and professional learning communities. ISBE is proposing utilizing Title II funds for the following:

- Professional learning for educators to build their content knowledge in the Illinois Learning Standards; gifted students; English Learners; family and community engagement; social and emotional issues; cultural, racial, and socio-economic competence; conflict management; students with disabilities; family and community engagement; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches.
- Training for teacher and principal evaluators.
- Developing resources, such as units and lessons for mathematics, English language arts, science, social studies, fine arts, and social-emotional curricula, that will be created and shared with all educators. Districts, especially those identified for comprehensive and targeted services, would be provided professional learning opportunities that include organizational, leadership, and capacity-building strategies regarding reflective supervision, job-embedded professional development, learning communities, data literacy, resource allocation, instructional technology and data, information literacy, implementation of Universal Design for Learning, recruitment and retention of teachers in high-poverty and/or high-minority districts, family and community engagement, restorative practices, addressing issues related to school conditions and school climate, and the development of community partnerships. This professional learning will improve the quality and effectiveness of educators and improve student academic achievement. Trainings in after-school activities will also be offered to demonstrate a model of quality after-school programs.
- Equip school leaders, both teachers and principals, to act as instructional leaders, particularly for teachers in the early grades. School leaders need knowledge of child development, pedagogical content knowledge, and knowledge of pedagogical practice and high-impact teacher-child interactions for young children. School leaders also need professional development to build their capacity as facilitators of continuous teacher learning and development.
- ISBE will provide guidance to districts on the type of professional learning that is most likely to be effective, aligned to adult learning best practice, is evidence-based, and has been demonstrated to be effective in developing knowledge and improving practice and/or outcomes for students. Grants for district/educator

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preparation program partnerships that focus upon recruitment, support, and extensive and extended clinical experiences.

Similar to the ongoing work in the development of recommendations for an accountability system, the Teacher and Leader Subcommittee of the P-20 Council is also developing recommendations on the use of Title II funds to share with ISBE.

ISBE requests feedback on its proposed use of Title II funds.

- B. **Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students.

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

IL-EMPOWER will provide services that focus on improving student performance in grades **preK-12** through the implementation of differentiated learning supports in regard to the design and delivery of instruction, intervention, and assessment, including Response to Intervention (RtI); administrative leadership; scientific, research-based instruction in reading and math; social, emotional, and behavioral curricula and instruction at grades **preK-12**; data-based decision-making; universal screening and progress monitoring; and family/caretaker involvement.

Establishing **IL-EMPOWER** with fidelity will support districts in establishing and maintaining the necessary infrastructure and sustain any evidence-based practice to improve student outcomes. Identification of student barriers to learning, such as specific learning disabilities or behavioral health issues, will be identified and supported through data-driven decision-making.

So, too, the Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the Illinois Longitudinal Data System (ILDS) more efficiently to support and improve state and local resource allocations, instruction, and learner outcomes. Illinois has built and deployed the

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fundamental components of the ILDS and has established a robust interagency ILDS governance system; Illinois Data FIRST will connect resource allocation information to student outcomes and educator information and significantly expand the use of ILDS for intuitive and “real-time” instructional feedback.

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

As a result of this project, ISBE is launching an educator dashboard, Ed360. Ed360 is being developed incrementally to allow preK-12 stakeholders to access an initial set of data while additional data sets, functions, and reports continue to be added based on stakeholder feedback. ISBE plans to integrate Ed360 with existing technology in school districts to enable a single sign-on solution. In addition, Ed360 will use existing data collections to populate the dashboards.

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

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

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

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

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success in the classroom. Currently, there are 15 online professional development courses that have been offered.

4.3 EDUCATOR EQUITY

- A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, so that each provides useful information about educator equity and disproportionality rates, for the following key terms:

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	<p>DRAFT ONE DEFINITION: A teacher who has received an “unsatisfactory” rating in his/her most recent performance evaluation rating or a teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a “unsatisfactory” or “needs improvement.”</p> <p>DRAFT TWO PROPOSED DEFINITION: A teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement.”</p>
Out-of-field teacher	A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license or endorsement.
Inexperienced teacher	<p>DRAFT ONE DEFINITION: A teacher with less than two years of teaching experience.</p> <p>DRAFT TWO PROPOSED DEFINITION: A teacher with less than four years of teaching experience.</p>
Low-income student	Students from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.
Minority student	A person who is 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Hispanic or Latino, or 5) Native Hawaiian or Other Pacific Islander (HB 332 effective 1/1/12).

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- B. **Root Cause Analysis.** Describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school) that identifies the factor or factors causing or contributing to the disproportionate rates.

Please see Appendix D for the Illinois Equity Plan, which includes data, a root cause analysis, strategies, and a timeline for implementation.

Section 5: SUPPORTING ALL STUDENTS

5.1 WELL-ROUNDED AND SUPPORTIVE EDUCATION FOR STUDENTS.

- A. The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;

Illinois, a state with a long tradition of local control, has adopted a standards-based approach, supplemented with technical assistance and the alignment of programs and funds, to support the continuum of a student's education. This continuum begins at birth and extends through to postsecondary education and careers. The ILS and the support and guidance given to LEAs and schools regarding effective implementation of them helps ensure appropriate promotion practices as students attain mastery of the standards and decreases the risk of students dropping out by supporting multiple pathways to postsecondary education and careers. **Illinois was the first state in the country to ensure a portion of early childhood education dollars went directly to programs for infants and toddlers. This past year, the agency's legislative team helped craft and pass Public Act 99-589, a law which over time will grow the share of Early Childhood Block Grant (ECBG) funding directed toward 0-3 programs by allocating 25 percent of any ECBG increased appropriation to the Prevention Initiative.**

The Illinois Early Learning Guidelines have been developed to provide early childhood professionals and policymakers a framework for understanding development through information on what children know and should do, and what development looks like in everyday instances. These guidelines also provide suggestions and ideas on how to create early experiences that benefit all children's learning and development.

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Illinois has adopted the Birth to 5 Program Standards, found at <http://www.isbe.net/earlychi/pdf/0-5-program-stds.pdf>, to further support transition from birth into early childhood education. Illinois provides grants to support programs and services for families and children birth to age 5. Recipients of grants must be committed to establishing programs, providing services, and demonstrating accountability in compliance with all aspects of the requirements as stated in the Illinois School Code and the Administrative Rules for the Early Childhood Block Grant (23 Illinois Administrative Code 235), Subchapter f, Part 235. The standards and quality indicators in this document are the basis for the development, implementation, and evaluation of high-quality birth to 5 programs.

Numerous studies show the long-term gains on cognitive tests; improvements in social and emotional development; and improvements in school success, including less grade repetition, less special education placement, and increased high school graduation as a result of participating in high-quality preschool programs. And these impacts were found to be lifelong – increasing participants' earnings and rates of home ownership and reducing the need for public assistance. Research demonstrates that the achievement gap can be identified long before children enter kindergarten. Disparities in children's learning are evident as early as 9 months of age and persist as children continue through school.

The achievement gap can also be linked to socioeconomic factors. One national study documented that, before kindergarten entry, the average cognitive scores of affluent children were 60 percent higher than those of low-income children. **Another research study indicated that four variables were associated with both academic and behavioral risk: parental education below bachelor's degree, little/no shared reading at home, food insecurity, and fair/poor parental health.**

A coordinated approach is needed to help young children develop and continue to build upon the fundamental skills they need to succeed in school and to improve the transitions for children and families. When children engage in a coherent set of high-quality learning experiences, the early gains in learning are much less likely to disappear later in school.

Illinois has also adopted the Illinois Early Learning and Development Standards (IELDS) found at http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf. These are broad standards that provide teachers with developmentally appropriate expectations for children's development in the preschool years that are organized to parallel content in the Illinois State Goals for Learning. (See 23 Illinois Administrative Code 1 Appendix D found at <http://www.isbe.net/rules/archive/pdfs/23ark.pdf>.) The IELDS, based on the broad Illinois State

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Goals and Standards, include Preschool Benchmarks and Performance Descriptors. These standards directly align with the K-12 Illinois Learning Standards in order to promote a smooth transition from early childhood education into elementary education. Early learners must develop basic skills, understandings, and attitudes toward learning before they can be successful in the K-12 curriculum.

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

Secondary students are offered a variety of academic and career and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the school districts in Illinois and are facilitated by the Education for Employment Regional Delivery System. These career pathways or programs of study include industry partnerships, a sequence of coursework, work-based learning experiences, credentials/certifications, career and technical student organizations, individualized career plans, dual and/or articulated credit, and other related pathway experiences. These activities help to connect secondary to postsecondary to careers for students.

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

Illinois believes that increased student learning requires the consistent practice of providing high-quality instruction matched to student needs. Implementation of a multi-tiered continuum

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of student supports is a collaborative effort involving all district staff, general educators, special educators, **counselors, behavioral health staff,** and bilingual/**English language** staff. Student **strengths** and needs should be identified and monitored continuously, with documented student performance data used to make instructional decisions. The process of such identification and continuous monitoring are the foundational pieces of a successful **prevention** system. It is through the continuous use of progress monitoring and analysis of student academic, **social, emotional,** behavioral, **and physical** growth that proper instructional and curricular responses may be made.

Additionally, Illinois enacted Public Act 99-0456, which addresses district and school policies that contribute to **inequitable** discipline practices and that contribute to students dropping out or being pushed out. The Act prohibits automatic suspensions and expulsions without considering context, as well as fines, fees, or cumulative discipline point systems that would escalate minor behavior into suspensions or expulsions. The law requires that schools exhaust all other means of intervention and discipline, including communication with parents about why certain disciplinary measures are being used, before expelling students or suspending them. Students who are suspended must be allowed equal opportunity to receive credit for their work, so that discipline -- even necessary and appropriate discipline -- does not hinder full and equitable opportunity to be successful.

Illinois is transitioning as an agency toward cross-functional teams, situated within a statewide multi-tiered system of support (**IL-EMPOWER**) to provide technical assistance, professional learning, funding, and related services and support that promote the shifts in pedagogy in all content areas in order to meet the needs of the whole child. **The technical assistance, professional learning, funding, and other supports should include supports for school leadership and job-embedded professional learning. All technical assistance, professional learning, and supports should be evidence-based, align with the Learning Forward definition of professional learning, and result in improved practice and student outcomes.**

- B. Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English Learners, children with disabilities, and low-income students are underrepresented;

ESSA places an unprecedented priority on the provision of supports for young people struggling with barriers to learning, including programs that address academics along with the climate and

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

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

Barriers to learning and teaching, such as inadequate access to the general education curriculum, poverty, trauma, **homelessness or instability in a living situation**, disengagement, absenteeism, bullying, behavioral health issues, **lack of or insufficient number of behavioral health supports in the school environment (counselors or social workers)**, must be addressed.

ISBE will support LEAs through the implementation of IL-EMPOWER framework to ensure the provision of equitable access to a well-rounded education for all students. IL-EMPOWER is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports (e.g., evidence-based/evidence-informed practices) responsive to meet the needs of all learners.

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

- i. Foster the well-being of all students through universal schoolwide approaches (core standards-aligned academic curriculum and instruction and practices that promote healthy development and prevent issues);
- ii. Provide early intervention **and identification strategies and** supports to reduce the possibility of escalating issues (and evidence-based practices for content areas and social, emotional, behavioral and physical supports), **such as the use of early childhood mental health consultation, family support, and inclusion specialists;**
- iii. Provide intensive, individualized supports for those students demonstrating complex, multi-faceted needs, **including developmental screenings that could lead to additional supportive services.**

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

- C. School conditions for student learning, including activities to reduce
- i. Incidents of bullying and harassment;
 - ii. The overuse of discipline practices that remove students from the classroom; and
 - iii. The use of aversive behavioral interventions that compromise student health and safety.

ISBE will support LEAs in the implementation of IL-EMPOWER to ensure the provision of equitable access to a well-rounded education for all students. In addition, ISBE will support local school districts in addressing issues of racism, implicit bias, and micro-aggressions and will provide guidance on collecting and analyzing data around school discipline, particularly in assessing for disproportionalities.

ISBE will support local districts receiving assistance to improve school conditions for student learning by providing professional learning opportunities to work directly with these districts on the implementation of specific evidence-based practices for improved academic, social, emotional, behavioral, and physical student outcomes. Current professional learning opportunities include

- Trauma-informed Environments
- Youth Mental Health First Aid
- Promotional Attendance Practices (in collaboration with National Attendance Works!)
- Positive Behavioral Interventions and Supports
- Classroom Management
- Anti-bullying Programming
- Culturally and Linguistically Appropriate Standards and Supports
- Differentiated Instruction
- Restorative Practices
- Functional Behavioral Assessment/Behavioral Intervention Plans
- Check-in/Check-out
- Transitional Support Practices
- Special Populations Support Practices
- Family Engagement
- Educational Environment Practices

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- Person-centered Planning Practices (wrap-around, Care Coordination, etc.)
- School-Community Partnerships

Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs) can be used to coordinate with LEAs to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve outcomes of children living in the most distressed communities through a community-based continuum of high-quality services. Programs can include school-based behavioral health services that are trauma-informed; prevent bullying and harassment; develop relationship-building skills; and train staff on trauma, classroom management, and child sexual abuse and prevention. Title VII funds (Impact Aid) will also be used to support positive school climates and address childhood exposure to violence and the effects of trauma.

In addition, ISBE works in collaboration with learning supports and content specialists to develop resources specifically meant to build the capacity of classroom educators. Some examples of grade level-specific tools and resources developed can be found at <http://www.ilclassroomsinaction.org/>.

- D. The effective use of technology to improve the academic achievement and digital literacy of all students;

ISBE is undertaking three strands of technology work related to the goals of improving the academic achievement of students, as well as their digital literacy.

The first strand of work involves increasing access to broadband and devices to mitigate the digital divide that is present across the state. Efforts include participation in the National Governors Association K-12 Broadband and Digital Learning Policy Academy, participation in statewide fiber optic planning groups, and administration of the ISBE School Technology Revolving Loan Program, which helps districts to make technology and hardware investments such as wide area networks, network hardware, hardware for staff development and classroom instruction, and staff development related to integration of technology into the learning environment. These efforts are a necessary step in ensuring that students have equitable access to technology that may be used to improve educational outcomes and increase digital literacy.

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The second strand of work focuses around the provision of support to districts in their technology implementation. Six regional technology centers, known as Learning Technology Centers or LTCs, provide no-cost professional development and network/device consultation to schools. They utilize ISBE-provided tools to help determine a school's technology readiness for digital learning and online assessments, support the implementation of these initiatives, and provide E-rate training and application assistance. Through these support mechanisms, districts and schools are better able to increase the digital literacy of educators and students.

The third strand of work is related to those services and resources available to directly support student learning. These resources include the following:

- The Illinois Virtual School, provide direct access to standards-aligned courses for high school students, including AP and credit-recovery options, and is slated for expansion to grades 3-12 during the 2017-18 school year in order to increase access to coursework that may not be readily available in a student's home district;
- The Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content that will soon be integrated with ISBE-provisioned district dashboards to better allow for customized instructional opportunities for students;
- Additional standards-aligned resources specifically designed to differentiate content for student consumption in order to increase academic achievement for each and every student by providing resources that are developmentally, **culturally, and linguistically** appropriate and responsive;
- And, the Tech for Teachers website, which provides direct resources for implementing science, technology, engineering, and math concepts, such as coding opportunities, 3D projects, makers, and digital portfolios, with students in order to build digital literacy while integrating content with the cultivation of marketable technology skills.

E. Parent, family, and community engagement;

ISBE believes that parent, family, and community engagement is a cornerstone of effective schools and a critical element for a child's education and well-being. ISBE has an intra-agency collaborative team charged with working across divisions to develop more cohesiveness and efficiency in the effort to build capacity, cognition, confidence, and connections for the work. The team has developed a shared definition for family engagement: Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. This helps to frame the supports developed for ISBE, LEAs, and other key stakeholders. Family engagement is fostered through a deliberate process that is embraced throughout the

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school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies, and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

To that end, the agency continues to build internal capacity and a number of supports for LEAs and communities. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. In using the framework, LEAs are using family engagement as a strategy for school improvement. Efforts occur on an ongoing basis and are embedded in school policies and practices. Additional tools and resources will be integrated into the framework for more targeted and intensive individualized engagement with families of students with disabilities, **EL students, students with behavioral health issues, and/or students with trauma.**

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

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000. Ninety percent of those set-aside funds must be distributed to the schools, with a priority for high-need schools. Principal consultants will verify compliance with specific statutes regarding allowable use of funds during their review of the grant. This information will be shared through a webinar.

The Title Grants Administration Toolkit provides dates and sample letters districts can use to ensure they meet Parents Right-to-Know requirements. ISBE will ensure that at the beginning of each school year districts are aware of their obligation to notify Title I parents that a parent has the right to request information regarding the professional qualifications of the student's classroom teachers. In addition, a Title I school must also provide timely notice to a parent of a child who has been assigned or has been taught for four or more consecutive weeks by a

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teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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

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

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

There are number of strategies that ISBE will be developing to continue and strengthen for young children and their families. Early Care and Education (ECE) providers can receive recognition of their work in family and community engagement from Early Childhood's Continuous Improvement Quality Rating System. This recognition boosts their quality rating and informs families of their quality practice.

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

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

ISBE is also developing a framework for families because the agency recognizes that families are an integral part of a child's success. This work will align supports for children and families in efficient ways.

Finally, family and community engagement is one of the central foci of the work of the Health and Human Services Transformation agenda and an integral part of the overall effort to build internal capacity and coordination for services targeting impacts for children and families statewide. Family and community engagement is one of the core elements for the Illinois Balanced Accountability Measures.

F. The accurate identification of English Learners and children with disabilities;

Illinois wants to ensure that, within the standard process for the identification of ELs in our state, there is a priority to identify children with disabilities, who may require dual services to meet their language-related and disability-related needs. Every evaluation of a child identified as an English Learner will include assessments both in English and in the native language of the student that is consistent with the Illinois Administrative Code. Assessments will determine if the child's lack of English language proficiency is or is not the cause of the learning difficulty. Training may be needed for related service personal, as well as general education staff, on distinguishing language acquisition characteristics exhibited by ELs from disability-related behaviors demonstrated in the classroom setting. Every Individualized Education Program team will include a qualified bilingual specialist/dual language teacher able to address the child's language or cultural factors as they relate to English Learners' needs AND an interpreter, for parents who are limited English proficient, who is competent and knowledgeable in both languages and key specialized terms and concepts.

G. Other state-identified strategies;

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

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The expanded focus in the Statement of Purpose supports ISBE's position that all children need access to an equitable, high-quality, well-rounded education to be successful. This expanded focus reaches beyond English language arts and mathematics foci of No Child Left Behind to help provide a better chance of closing the achievement gap. ISBE looks forward to working internally and with our districts to support educational decisions that are well-grounded and well-considered to support this goal.

ISBE is expected to receive more than \$1 billion in Title I, Part A; Title II; and Title IV, Part A funds to distribute to its 852 districts. To facilitate this process, the Title Grants Administration Division within ISBE is in the process of updating its consolidated application to house Title I Part A; Title II; and Title IV, Part A programs. This will allow districts to use one portal to provide programmatic and fiscal information related to these grants in order to ensure that the academic and non-academic needs of all students, including each unique subgroup, are considered.

The 852 districts in Illinois must each submit a plan that was developed in consultation with stakeholders for approval. Many elements of the required ESSA District Plan were contained in the previous law, but some components are new, such as

- How the LEA will identify and address disparities in teacher distribution,
- **How the LEA will ensure that every child is taught by a highly effective teacher,** and
- How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

Additionally, based upon feedback from stakeholders, ISBE is going to add to the statutory required components the following:

- **How the LEA will identify and address disparities in library resources.**
- **How the LEA will support efforts to encourage and support the arts.**

In accordance with Section 5103, an LEA may transfer all or a lesser amount of the funds from Title II, Part A and Title IV, Part A into Title I, Part A. Further, school districts and schools should evaluate the ways in which federal formula grant programs such as Title I, Title II, Title III, IDEA, and Perkins can work together to support their educational goals. It is challenging to think about using federal grants beyond the traditional limited ways to explore new ways that may make a substantial difference in student achievement.

H. Each SEA must describe how it will use Title IV, Part A and Part B and other federal funds.

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Title IV, Part A funds are to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to

- i. Provide all students with access to a well-rounded education;
- ii. Improve school conditions for student learning; and
- iii. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

ISBE will use Title IV, Part A funds (Student Support and Academic Enrichment Grants) to coordinate with LEAs to reduce exclusionary discipline, implement evidence-based mental health awareness training programs, and expand access for school-based counseling and behavioral health programs. Programs can include school-based behavioral health services that are trauma-informed; prevent bullying and harassment; develop relationship-building skills; and train staff on trauma, classroom management, and child sexual abuse and prevention.

ISBE also encourages LEAs to take advantage of the Approaches to Literacy Grants available to districts.

State Use of Funds

ISBE shall use funds under this part to provide technical assistance and capacity building to districts to meet the goals of this program. ISBE will work to support districts in providing programs and activities that (1) offer well-rounded educational experiences to all students; (2) foster safe, healthy, supportive environments with adequate school resources (such as enough counselors, social workers, special education personnel) to address high level needs such as deep poverty, homelessness, community violence, and trauma, and drug-free environments that support student academic achievement; and (3) increase access to personalized, rigorous learning experiences supported by technology.

As with Titles I and Title II currently, ISBE will consider what resources and programs across the state are presently in place and available, and it will seek to maximize effective use of Title IV, Part A funds by

- Coordinating new plans and resources available under this subpart with such pre-existing resources and programs,
- Monitoring the implementation of Title IV, Part A activities and programs through its existing district oversight mechanisms,
- Offering technical assistance to districts to help them in implementing approved program activities, and

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- Identifying the appropriate division to provide equitable access for all students to the activities supported under Title IV, Part A, including aligning those activities with the requirements of other federal laws.
- ISBE is investigating supporting the priorities under Title IV, Part A through various initiatives including, but not limited to, supporting district/fine arts organizations partnerships, promoting healthy choices in schools, and ensuring equitable access to AP/IB and CTE coursework.

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

Title IV, Part B of ESSA supports the creation of community learning centers. These centers provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; offers literacy and other educational services to the families of participating children; and for counseling programs, including trauma-based responses.

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the sub grant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities. These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board.

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

- Monitoring and evaluating programs and activities.
- Providing capacity building, training, and technical assistance.
- Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Ensuring that any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.

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- Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- Coordinating funds received with other federal and state funds to implement high-quality programs.
- Providing a list of prescreened external organizations, as described under section 4203(a)(11).

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

5.2 PROGRAM-SPECIFIC REQUIREMENTS

A. Title I, Part A: Improving Basic Programs Operated by State and Local Education Agencies

- Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

ISBE will use 20 percent poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. Further considerations will include the educational need for schoolwide status. The educational need may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider.

ISBE will continue to support all schools - including those that are ineligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or those that choose not to operate a schoolwide program – in addition to our schoolwide buildings.

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

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

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migratory children aged 3 through 21 residing in the state on an annual basis.

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

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

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

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

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

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

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Annually in September, all ID&R staff is charged with the responsibility of contacting families previously recruited to verify and document the continued residency in the state of eligible migratory children from birth through 21 under a process called Residency Verification

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

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

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

As part of a continuous improvement process, Illinois developed a comprehensive needs assessment (CNA) in 2015 that includes identification and an assessment of

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

Not only does this analysis of needs provide a foundation for the future direction of the Illinois MEP through the service delivery planning process, but it also supports the

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overall continuous improvement and quality assurance processes of the Illinois MEP and the overall state plan. The CNA serves as a springboard to set rigorous goals for the MEP and to better serve students in Illinois. Doing so contributes to strengthen the state plan.

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

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

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

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

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- iv. Many migrant children are present in the state only during the summer months and return to their home state during the school year. As a result, most MEP services are offered during the summer months through both center-based and home-based or itinerant programs. These services include
- Preschool developmentally appropriate programs designed to prepare migrant children for a successful school experience,
 - Grades K-12 integrated classroom instruction – math; reading/**language arts; English as a second language**; science, technology, engineering, and mathematics (summer school); and tutorial support (during the regular academic year),
 - Secondary school services to assist high school students in achieving graduation, **as well as postsecondary and career preparation**,
 - Outreach and instruction in GED preparation, life skills, and English as a second language for youths who have dropped out of school,
 - Ancillary support services, including health, nutrition, and transportation, and
 - Parent involvement activities.

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

- Outreach and assistance to enroll in regular school year programs,
 - Supplemental instructional or tutorial support,
 - In areas of high concentration, a migrant advocate works with schools and families to make sure their needs are addressed, and
 - An annual meeting with the migrant **staff, high school** counselor, and the student to review and update **the student's** graduation plan.
- v. Describe how the state and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Local operating agency data entry specialists enter information for eligible migrant children and youth in NGS. NGS files are transmitted daily to MSIX. NGS student records include demographics, enrollments, course history, health and immunization information, and assessment results. Illinois has established timelines for entry of

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information in line with the MSIX regulations. Local operating agencies use NGS and MSIX to gather information about newly arrived migrant children and youth to facilitate school placement and provision of appropriate services.

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

1. Two migrant incentive grant consortia: Identification & Recruitment Rapid Response Consortium and Graduation and Outcomes for Success for Out-of-School Youth,
2. Illinois is part of the NGS consortium that collects and shares data among several states, including Texas, which is home to a large number of migrant families that come to Illinois.
3. Illinois also participates in MSIX.

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

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

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

For Reading and Mathematics

- The migrant student attainment in reading needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.
- The migrant student attainment in math needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.

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- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant students need English language support in content area instruction at a higher rate than non-migrant students.

For School Readiness

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

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

- Attainment on state assessments needs to increase by 20 to 51 percent **to close the performance gap between migrant and non-migrant students.**
- The percentage of students completing math and English courses needs to increase by 13 percent.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant youth need to increase knowledge and abilities related to basic life skills and English language skills.

For Ancillary and Support Services

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

- vii. Describe the current measurable program objectives and outcomes for the Education of Migratory Children program the SEA will pursue on a statewide basis to achieve such objectives and outcomes.

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

Reading and Mathematics

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

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

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

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

School Readiness

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

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

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

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High School Graduation and Services to Secondary-aged Youth

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

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

3c: Thirty percent of migrant-eligible Out-of-School Youth will participate in instructional services.

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

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

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

- ix. Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority including
- a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;

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Migratory children and youth will be given priority for services in Education of Migratory Children programs based on the following criteria:

b. Have made a qualifying move within the previous year; and

Have met one or more of the following criteria

1. Failed to meet state standards on state reading and/or math assessments (including students who were enrolled in the test window but were absent, exempt, not tested, or not scored);
2. English learner
3. Over-age for grade (e.g., student is older – 2 plus years – than a typical student in that grade);
4. Retained in grade;
5. Failed one or more core high school courses;
6. Out-of-school youth or dropped out of school;
7. Special Education student

Data documenting previous moves and age is taken from the Certificate of Eligibility (COE). Failure to meet state standards comes from assessment results on the state academic assessments. Standardized assessment results from another state reported on NGS (e.g., Texas TAKS and STAAR scores) may be used as well. ELs are identified with state screening tools or annual English language proficiency assessment results. School records are used to document other criteria, including students being retained in a grade, students failing one or more high school courses, and students with Individualized Education Programs or 504 plans.

- c. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be Priority for Services (PFS).

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

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receive the first services provided.

- d. The timeline for making PFS determinations and communicating such information.

Local projects enter information in NGS in conformity with the timelines stipulated in MSIX regulations, and this information is used to determine whether a migratory child or youth is PFS for migratory children programs. The NGS PFS report may be printed at any time by the local project or by the state migrant program.

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

- i. Describe the SEA’s standardized entrance and exit procedures for ELs. These procedures must include valid and reliable, objective criteria that are applied consistently across the state. At a minimum, the standardized exit criteria must
 - a. Include a score of proficient on the state’s annual English language proficiency assessment;
 - b. Be the same criteria used for exiting students from the EL subgroup for Title I reporting and accountability purposes;
 - c. Not include performance on an academic content assessment; and
 - d. Be consistent with federal civil rights obligations.

The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of non-English background. An appropriate Prescribed Screening Procedure is administered within 30 days of student’s enrollment the district to those students that identify a language other than English in the HLS. Students who score below the state-defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language support services.

These are the mandated screening test, grades, and corresponding scores:

Screener	Grades	Cut Scores
Prescribed Screening Procedure	Prekindergarten	*
MODEL	K (1st semester)	Oral composite 5.0

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MODEL	K (2nd semester) – Grade 1 (1st semester)	Overall Composite 5.0 Literacy (R+W) 4.2
W-APT/MODEL	1st grade (2nd semester) – 12th grade	Overall Composite 5.0 Literacy (R+W) 4.2

* Districts must follow developmentally, linguistically and culturally appropriate screening procedures prescribed in the Illinois Administrative Code (i.e., 228.10) to identify English Learners in preschool.

School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all ELs in kindergarten and any of grades 1 through 12 using ACCESS for ELs for the purpose of determining individual students' continuing need and eligibility for bilingual education services.

Under federal obligations within Title I and consistent with the Illinois Administrative Code (228.25), all EL students are required to take the ACCESS 2.0 each year until they reach English proficiency, as defined by ISBE's definition of English proficiency.

The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12, published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium.

ELs are currently considered proficient in English when they achieve a score of 5.0 in the overall composite score and 4.2 in reading and 4.2 in writing. Students are exited from the program of bilingual education services after attaining the state-identified proficiency scores on the annual English language proficiency assessment. The same criteria will be used to include ELs in the EL subgroup for Title I reporting and accountability purposes.

ISBE will convene stakeholders to consider the most recent WIDA recommendations regarding the cut points for both composite and domain specific proficiency. The goal of revisiting the cut points in consideration of the most recent standards-setting is to ensure that students that are neither prematurely exited from appropriate services nor that they are prevented from exiting based on misaligned expectations in a single domain. Prior to, or no later than upon, submission of the ESSA State Plan for Illinois, a stakeholder group shall convene in order to review the required scores on the ACCESS exam. This group shall submit its recommendations to ISBE no later than June 30, 2017.

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

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

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ISBE will fund Rural and Low-Income School grants to LEAs to improve education outcomes based on new accountability metrics. ISBE will provide technical assistance to eligible LEAs through email, statewide bulletins, telephone support, and other available means to assist grantees.

E. McKinney-Vento Education for Homeless Children and Youth Program

- i. Describe the procedures the SEA will use to identify homeless children and youths in the state and assess their needs.

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

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

Illinois is a regionally designed state that has established procedures to ensure that homeless children and youths are afforded the same opportunities to be successful learners as all children and youths. The landscape for providing those opportunities is coordinated by Illinois' state coordinator for the education of homeless children and youth. The state coordinator oversees an Office of the Coordinator, and lead area liaisons.

State Coordinator

The landscape of Illinois consisting of a regional model approach, so the state coordinator for homeless education has assigned some of the requirements within the Office of the Coordinator and with the regional subgrant lead area liaisons. The state coordinator and/or assigned staff will

- Provide professional development opportunities for LEA personnel, including the LEA liaison for homeless children and youth (LEA liaison), to assist these

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personnel in identifying and meeting the needs of homeless children and youths and provide training on the federal definition of terms related to homelessness (Section 722(f)(6)). The state coordinator must ensure that technical assistance and professional development opportunities are provided to all LEAs. The LEA liaison will receive ongoing information and professional development on challenging areas of implementation, including determining eligibility, determining best interest for school selections, and facilitating the dispute resolution process. The LEA liaison and administrators will be assessed regarding competency and knowledge of LEA requirements and obligations under McKinney-Vento Act.

- Respond to inquiries from parents and guardians of homeless children and youths, as well as unaccompanied homeless youths, to ensure that they receive the protections and services required by the McKinney-Vento Act (Section 722(f)(7)).
- In conjunction with LEA liaisons, inform parents and guardians of homeless children and youths, as well as unaccompanied homeless youths, of the duties of LEA liaisons and publish an annually updated list of LEA liaisons on the SEA's website (Section 722(g)(6)(B)).
- Conduct monitoring of LEAs (Section 722(f)(5)) and the subgrant lead area liaisons to ensure compliance with EHCY program requirements (Section 722(f)(5)). The state coordinator and staff within the Office of the State Coordinator will analyze LEA data on enrollment or other demographic information for patterns of possible under identification of homeless children and youth and subgroups across the state. This allows for the provision of differentiated technical assistance within the McKinney-Vento program.
- Help ensure that LEAs are aware of, understand, and can successfully implement the changes to the EHCY programs under ESSA.

The Office of the Coordinator will

- Create annual work plans with measurable goals to improve
 - Identification of homeless children and youths,
 - Enrollment of homeless children and youths,
 - Attendance rates,
 - Achievement,
 - Graduation rates for homeless students.
- Create an annual work plan with measurable goals to give the Office of the Coordinator an opportunity to revisit and revise, as appropriate, policies and

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procedures.

Illinois will continue gathering valid and reliable data on the educational achievements of homeless children and youth to measure progress in meeting the educational needs of homeless children and youth. Data is collected through the ISBE Student Information System. Data collected and analyzed consists of monthly homeless counts, graduation rates, student growth (test scores), and attendance rates. The analysis of data provides insight into needed program changes that will enhance student growth and development.

Activities	Timelines
1. SEA will collect data on homeless student enrollment from all LEAs and federal- and state-funded Early Childhood Birth through Age 5 programs through the Student Information System.	Ongoing
2. SEA will conduct data pulls on homeless counts for all LEAs and for federal- and state-funded Early Childhood Birth through Age 5 programs on the 15 th of each month and at the end of the fiscal year.	Ongoing
2. SEA will annually post year-end McKinney-Vento Homeless counts on the ISBE Homeless webpage at the end of each fiscal year.	Annually

Lead Area Liaison (LAL)

There are seven regional areas within Illinois that receive subgrant awards to offer professional development and technical assistance to the 852 public school districts throughout Illinois. The lead area liaison (LAL) in each region acts as the point of contact for school districts, parents, and homeless children and youths in their region.

The professional development offered by the LALs mirrors the professional development offered by the state coordinator and the staff within the Office of the Coordinator. The homeless education LAL will disseminate information on the McKinney-Vento Homeless Assistance Act by means of posters, brochures, and other printed materials. The homeless education LALs will be trained to ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequently visited by parents/guardians/caregivers of children and youths and unaccompanied youths, such as schools, family shelters, public libraries, bus and train stations, thrift clothing shops, and soup kitchens. It is provided in a manner that is understandable to all persons.

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The LALs are required to attend the annual National Association for the Education of Homeless Children and Youth Conference each year to receive professional development on the McKinney-Vento Homeless Education Program. They are also required to attend the annual State Homeless Conference held in conjunction with the Illinois Coalition for Educating At-Risk Youth (ICEARY) Conference. The conferences will provide opportunities to connect and coordinate with contacts at other agencies and local programs that serve the homeless.

In addition, LALs will be required to attend annual two- to three-day meetings at ISBE and participate in monthly LAL/SEA conference calls. These opportunities will provide LALs with direct access to resources and collaboration with the State Homeless Coordinator, Office of the State Coordinator staff, and other LALs.

Responsibilities of the LAL include

- Provide professional development opportunities for LEA personnel, including the LEA liaison, to assist these personnel in identifying and meeting the needs of homeless children and youths and provide training on the federal definition of terms related to homelessness (Section 722(f)(6)). The LAL will receive ongoing information and professional development on challenging areas of implementation, including determining eligibility, determining best interest for school selections, and facilitating the dispute resolution process.
- Respond to inquiries from parents and guardians of homeless children and youths, as well as unaccompanied homeless youths, to ensure that they receive the protections and services required by the McKinney-Vento Act (Section 722(f)(7)).
- In conjunction with LEA liaisons, inform parents and guardians of homeless children and youths, as well as unaccompanied homeless youths, of the duties of LEA liaisons and submit annually an updated list of LEA liaisons to the Office of the State Coordinator to be posted on the SEA’s website (Section 722(g)(6)(B)).
- Help ensure that LEAs are aware of, understand, and can successfully implement the changes to the EHCY programs under ESSA.

A map with contact information for the Lead Area Liaisons is at http://www.isbe.net/homeless/pdf/mkv_liaison_map.pdf.

Activities	Timelines
1. Distribute materials to LEA liaisons.	Annually and upon

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	request
2. Distribute awareness and educational materials to shelter providers and to other providers for homeless families.	Annually and upon request
3. Train LEA homeless education liaisons.	Ongoing
4. Update LEA homeless education liaison assignments.	Ongoing
5. Attend annual LAL/SEA meetings.	Annually
6. Attend the National Association for the Education of Homeless Children and Youth Annual Conference.	Annually
7. Attend the State Homeless Conference, which is held in conjunction with ICEARY Conference annually.	Annually
8. Participate in monthly LAL/SEA conference calls	Monthly

School District (LEA) Homeless Liaison

Each Illinois school district is required to appoint an appropriate staff member person to serve as a LEA homeless liaison. The LEA homeless liaison will help ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in, the schools of that LEA (Section 722(g)(6)(A)(ii)). The LEA homeless liaison will receive professional development and technical assistance from the SEA and regional LALs and, in turn, is required to

- Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support (Section 722(g)(6)(A)(ix)).
- Ensure that unaccompanied homeless youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other children and youths, and are informed of their status as independent students under the Higher Education Act of 1965 and also ensure that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (Section 722(g)(6)(A)(x)).
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such youth and that public notice of education rights of homeless children and youths is disseminated in locations frequented by unaccompanied homeless youths in a manner and form that is understandable. These places include schools, shelters, public libraries, and soup kitchens (Section 722(g)(6)(A)(vi)).
- With appropriate training, may affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of the child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act (Section 722(g)(6)(D)).

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- Ensure that all homeless children and youths in the school district receive the services needed to be successful in school. The homeless liaison will focus on enhancing the educational opportunities of homeless children and youths.
- Work closely with school staff to ensure that the homeless classification in the Student Information System is completed for each student identified as being homeless. A student identified as a homeless student at any time during the academic year will remain designated as such during the entire academic year.
- Notify the regional LAL whenever a new LEA liaison is appointed. A listing of LEA administrators and homeless liaisons can be found at <http://webprod1.isbe.net/HomelessChildLiaison/default.aspx>.

Activities	Timelines
1. Distribute materials to school building staff.	Annually and upon request
2. Distribute awareness and educational materials to shelter providers and to other providers for homeless families.	Annually and upon request
3. Train LEA personnel on McKinney-Vento identification, enrollment, and services.	Ongoing
4. Contact LAL of a change in LEA liaisons.	Ongoing

Identification of Homeless Children and Youths

Homeless children and youths in Illinois will be identified by school personnel and through coordination of activities with other entities, such as homeless shelters and community service agencies. The Common Form (<http://www.isbe.net/homeless/pdf/83-01-common-form.pdf>) was created for LEAs to use when enrolling homeless children and youths. In addition to information on enrolling children and youths into school, it also asks for other children and youths residing in the home to be listed. That allows LEA homeless liaisons to reach out to families with preschool-aged children to assist with finding preschool placement for that child. It also allows LEAs to work with families who may need early intervention services for children ages birth to 3 years of age.

The homeless education liaisons will be trained to educate and work closely with all personnel in the school district as well as with community social service agencies and Continuum of Care programs to ensure that homeless children and youths are identified. (See <http://portal.hud.gov/hudportal/HUD?src=/states/illinois/homeless/coccontacts.>)

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Continuum of Care programs funded by the U.S. Department of Housing and Urban Development are represented in every Illinois community and are responsible for locally coordinating services to homeless families.

A close working relationship between homeless education liaisons and staff of the Continuum of Care programs is critical to meeting the educational and support services needed by homeless families. A key part of training for school personnel and social service agencies will be to emphasize the need to sensitively identify families in homeless situations and the need to be respectful of the families' privacy. Sensitive questions to ask when dealing with homeless families can be found on the National Center for Homeless Education website at http://center.serve.org/nche/downloads/briefs/det_elig.pdf

School of Origin

The school of origin may be the only stable and structured part in the lives of homeless children and youths preschool through grade 12 so they are given, by state law and ISBE policy, every opportunity to continue their education without interruption in their school of origin or the school that they last attended when permanently housed. The LEA must presume that keeping a homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian (or in the case of an unaccompanied youth, the individual youth) (Section 722(g)(3)(B)(i-ii)). Illinois schools can help students experiencing homelessness meet challenging state academic standards by reducing their mobility rate and providing a stable school environment in which to learn. Transportation to their school of origin is essential for their educational success. The LEA homeless liaison will coordinate with the LEA transportation director, LEA administrators, parents and caregivers, and unaccompanied youth to arrange for an agreeable and safe mode of transportation. (See <http://www.isbe.net/funding/pdf/50-27-homeless-transportation.pdf>.)

The definition of "school of origin" specifically includes preschools and, when a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools (Section 722(g)(3)(l)).

Immediate Enrollment

Homeless children and youths whose parents or guardians choose to enroll their children in schools other than the school of origin are enrolled immediately, even if he

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or she has missed application or enrollment deadlines during any period of homelessness (Section 722(f)(7)). LEA homeless liaisons must work with the homeless family and the previous school to obtain needed documentation for enrollment. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. If a dispute arises over eligibility, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals (Section 722(g)(3)(E)).

- ii. Describe the SEA's programs for school personnel to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

All school personnel will gain a better understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by LALs and LEA homeless education liaisons.

LALs and LEA homeless education liaisons will work collaboratively to identify homeless youths not currently attending school. The liaisons will work to ensure that these youths are connected to available services in the community and will help them to enroll in available before- and after-school programs, as appropriate.

Unaccompanied youths include young people who have run away from home, been thrown out of their homes, and/or have been abandoned by parents/guardians/caregivers. Unaccompanied youths have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. They face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. They may not understand their educational rights or know how to acquire this information. Removal of barriers to transportation, immediate enrollment, and the right to return to the school of origin must be addressed. (See <http://center.serve.org/nche/downloads/briefs/youth.pdf>.) ISBE ensures that schools are doing this through monitoring and through continuous trainings and contact with LEA homeless liaisons.

Unaccompanied youths with special needs: The Individuals with Disabilities Education Act (IDEA) 2004 offers guidelines pertaining to unaccompanied youths with disabilities as defined by IDEA. (See <http://center.serve.org/nche/downloads/briefs/idea.pdf>)

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- iii. IDEA requires each public agency to ensure that the rights of unaccompanied homeless youths are protected.
- The definition of “parent” includes individuals acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives. The regulations specify that “include” means that the persons named are not all of the possible persons that are covered, whether like or unlike the ones named.
 - IDEA specifically requires LEAs to appoint surrogate parents for unaccompanied youths and to make reasonable efforts to complete the appointment process within 30 days. The regulations specify that staff members of emergency shelters, transitional shelters, independent living programs, and street outreach programs can serve as temporary surrogate parents for unaccompanied youth, when appropriate. Additionally, a temporary surrogate may be the employee of an SEA or an LEA, as well as anyone else involved in the care or education of the child.
 - IDEA does not require an LEA to obtain parental consent for an initial evaluation for wards of state if the LEA cannot find the parent, the parent’s rights have been terminated, or a judge has removed the parent’s educational decision-making rights and appointed another person to represent the child.
 - IDEA permits judges to appoint surrogate parents for wards of state.

Activities	Timelines
1. LAL and LEA homeless education liaison will work collaboratively to identify homeless youth not currently in school.	Annually and upon request
2. LAL and LEA homeless education liaison will train LEA staff on identification of unaccompanied youths, IDEA, and McKinney-Vento alignment of services for homeless children and youths.	Annually and upon request
3. Follow the guidelines defined in IDEA 2004 relative to homeless unaccompanied youths who have a disability or special education need.	Ongoing
4. Collaborate with ISBE Special Education staff on IDEA policies and procedures.	Ongoing
5. Offers resources and support for pregnant and parenting youth.	Ongoing

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- iv. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Ensuring that families have equal access to educational opportunities is of critical importance to Illinois' McKinney-Vento program. Equally as important is the ability of students and families to be afforded procedural due process rights in cases where a district disagrees with an assertion of homelessness or issues related to homelessness. The Illinois Education for Homeless Children Act [105 ILCS 45] provides the basis for dispute resolution procedures by requiring that the applicable regional superintendent of schools "appoint ombudsperson who is fair and impartial and familiar with the educational rights and needs of homeless children to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act" [105 ILCS 45/1-15 (a)]. In furtherance of the Illinois Education for Homeless Children Act and in accordance with the McKinney-Vento Act, the following procedures constitute Illinois's dispute resolution process for homeless students.

An Overview of Dispute Resolution

The dispute resolution process must be the last resort used to bridge disagreements between a school district and a student/family. The district's local homeless liaison shall attempt to resolve the disagreement informally prior to initiating dispute resolution.

- v. The dispute resolution process contained herein is
- The only process to formally determine the outcome of a homeless-related dispute between an eligible student and a district;
- A method of sensitively resolving disagreements with respect to eligibility;
 - To be used for resolving disputes regarding enrollment, full participation in school activities, transportation, and any other issue related to a pupil's homelessness;
 - To be structured as informally as possible in order to allow parents/guardians or unaccompanied youth as much assistance as possible in navigating the process.

The dispute resolution process contained herein is not

- A formal legal proceeding, administrative hearing (under the Administrative Procedures Act), or judicial hearing;
- An opportunity to vet disagreements about any other matter other than issues related to homelessness;

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- An opportunity for a district to intimidate, scorn, or otherwise marginalize a pupil or family;
- An opportunity for pupils or parents to unlawfully gain access to a district's educational program.

Topics and Scenarios Covered Under Dispute Resolution

Any issue related to homelessness or the homeless-related claim of a student or family shall be eligible for dispute resolution. Topics eligible for dispute resolution include, but are not limited to, homeless or alleged homeless impacts on eligibility, registration, enrollment, transportation, access to curricular and extracurricular programs, and fee waivers. Nothing in this plan shall be construed as intending to vet issues not related to homelessness through dispute resolution.

Immediate Enrollment, Transportation, and Services

The student must be enrolled, provided transportation, or otherwise provided services sought immediately upon request. Enrollment, transportation, or services cannot be delayed prior to or during dispute resolution and such enrollment, transportation, or services shall be provided until the conclusion of dispute resolution.

Dispute Resolution in Detail

The district must issue a letter to the parent/guardian or youth explaining, with a degree of specificity, the district's position as to the homelessness-related dispute. In this letter, the district must also include referrals to free/reduced-cost legal help and an outline of the dispute resolution procedure. The district must copy on such letter the applicable regional superintendent of schools and the state coordinator. The regional superintendent of schools shall appoint an ombudsperson to hear the dispute within 10 school days after receiving such notice.

If possible, within 10 school days of his or her appointment, the ombudsperson shall convene a meeting with the district and student or family. The regional homeless liaison and lead area liaison may also attend such meeting.

The ombudsperson shall be responsible for setting clear rules, timelines, and expectations for all parties and may

- Require each party to make an opening statement,

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- Limit the amount of time per party to present information,
- Ask questions of each party as he or she feels fit,
- Limit redundant testimony or testimony not directly related to homeless claims,
- Make allowances for parents who might not be experts in limiting their argument or knowing how to put on a presentation of facts.

The ombudsperson shall, as part of the meeting, allow for a complete presentation of relevant facts by all parties. The child and/or his or her parent or guardian should be allowed to have assistance from a legal representative knowledgeable of federal and state laws pertaining to homeless students' educational rights.

Prior to the dispute resolution meeting, the ombudsperson must inform all parties that they may request copies of documents that will be used by the other party during the meeting. Such requests must be received within five school days of the meeting.

If possible, the ombudsperson shall make a written determination on a form supplied by the State Board of Education within 10 days after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following:

- Background and case-specific timelines;
- Detailed summary of the arguments made by each party;
- Findings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argument;
- A detailed discussion of all relevant findings of fact, arguments, and analysis of such arguments;
- An explanation of any inferences (positive or negative) reached in making the determination;
- The final determination.

Appealing the Determination of the Ombudsperson

Either party may, within five school days of the ombudsperson's determination, send a written request to the state coordinator asking the state coordinator to review the decision for compliance with applicable law. Such request must include any documentation related to the dispute resolution proceeding. The request may be made via U.S. mail or via email.

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Upon receiving a request for review, the state coordinator shall direct the ombudsperson to submit all documents, notes, transcripts, and other materials used by all parties to present their respective cases. The state coordinator may also request from either party any additional information that he or she deems relevant to determining compliance with applicable law.

The state coordinator shall make a final decision no later than 15 days after receiving the request for review regarding the ombudsperson’s decision and the appropriate placement of the student (deferring, in this review, to any and all findings of fact by the ombudsperson).

If the State Superintendent of Education or designee determines that the district’s action giving rise to the dispute is inconsistent with applicable law, he/she may order the district to take any action necessary for such district to be in compliance with applicable law. Should the district not comply with such order, the State Superintendent shall place the district’s recognition status on probation in accordance with 23 Ill. Admin. Code 1.20(b).

Activities	Timelines
1. Train LEA homeless education liaisons in dispute resolution processes via LALs.	Ongoing
2. Train homeless education liaisons in their duties to represent homeless youths who may be involved in a disagreement related to their homeless status and education via LALs.	Ongoing
3. Regional superintendents of education will appoint the ombudsperson at the beginning of the academic school year.	Annually
4. Ombudspersons appointed to the position will complete annual training relative to their position.	Annually

- vi. Describe the SEA’s procedures to ensure that that youths and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school polices.

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The term homeless “children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence and includes

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in the above situations.

Information about a McKinney-Vento student’s living situation is a student education record subject to the Family Educational Rights and Privacy Act (11432(g)(3)(G)). LEA homeless liaisons are required to ensure that unaccompanied homeless youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other children and youths, and are informed of their status as independent students under the Higher Education Act of 1965 and to ensure that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (Section 722(g)(6)(A)(x)). They must assist unaccompanied youths in receiving the help they need from counselors to advise and prepare them for college and ensure that procedures are implemented to identify and remove barriers that prevent students from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.

The goal for unaccompanied homeless youths is to improve high school graduation and college readiness by maximizing credit accrual, ensuring college counseling and access to financial aid, providing school stability during the vulnerable transition from middle school to high school, and requiring states to report disaggregated achievement and graduation data for homeless youths. Procedures in Illinois law eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school

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programs (11432(g)(1)(F)(iii)).

Activities	Timelines
1. Train LAL and LEA homeless education liaisons on specific needs of runaway and homeless youths.	Ongoing
2. Distribute posters to disseminate information about homeless youths.	Ongoing
3. Distribute updated information on unaccompanied youths to all sites where youths may gather to educate and inform them of their rights.	Ongoing
4. Development of collaborative relationships with shelters and services providers focusing on unaccompanied youths.	Ongoing
5. Train school district personnel on the educational rights of unaccompanied youths, including guardianship issues that cannot exclude enrollment.	Ongoing
6. Establish enrollment procedures to accommodate unaccompanied youths with direct referral to the LEA homeless education liaison to provide assistance to develop a surrogate educational advisor relationship for the youths regarding education decisions and use of the Caregiver Form. (See http://www.isbe.net/homeless/pdf/83-04J_caregivers.pdf .)	Ongoing
7. Abide by the guidelines defined in the IDEA 2004 relative to homeless unaccompanied youths who have a disability or special education need.	Ongoing
8. Provide referral to social service agencies for services needed by unaccompanied youths.	Ongoing

- vii. Describe the SEA's procedures to ensure that homeless children and youths
- a. Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the state;

The LAL for each of the seven regions must ensure that homeless children receive the services that they need to become successful, lifelong learners. The LAL should work with other service providers in their region, such as Continuum of Care, shelters, food banks, and health and housing providers to assist families in homeless situations. By establishing an active working partnership, all entities will be able to provide services that address the needs of homeless families and to identify children age birth to 5 who are in need of early childhood education services.

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LEA homeless education liaisons will identify homeless families with preschool-age children during initial school enrollment or as part of the identification of a family's transitional status during the academic year and will collect data on all children in the family. It is the responsibility of the homeless liaison to ensure that the homeless children and their families have equal access to ISBE-funded preschools available in their community and to make referrals to all early childhood programs of any kind that homeless children age birth to 5 may be eligible for within their community service area.

ISBE early childhood programs are those included in the Early Childhood Block Grant, Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and Their Families from Birth to Age 3 Years, and Preschool for All Children Ages 3 to 5 Years. The Prevention Initiative Program provides early, continuous, intensive, and comprehensive child development and family support services to help families build a strong foundation for learning to prepare children for later school success.

The Preschool for All initiative focuses on providing high-quality educational programs for children who are determined to be at risk of academic failures. First priority is given to children who at preschool screenings are determined to be at risk of academic failures due to environmental and developmental delays. A disproportionate share of children come from low-income working families, homeless families, teen parent families, or families where English is not the primary language spoken in the home. Homeless children and youths are a priority in this high-risk category and if slots are available at the time of enrollment, homeless children must be enrolled immediately. If no slots are available, the child must be placed at the top of the program's waiting list. Children who are at a greater risk of academic failure may be rescreened within the first 30 days of school attendance.

ISBE believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs. Community services coupled with a commitment to supporting early childhood education will give additional support to ensuring that all Illinois children have the opportunity to develop a strong foundation for learning. These two factors help make the ultimate goal of having students be college and career ready more attainable.

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District homeless liaisons will also assist families to access federally funded Head Start programs, when appropriate. Head Start has specific local criteria for meeting the needs of homeless children in the community. Head Start provides information about families whom their staff identifies as in need of homeless education services. Head Start programs identify a need that closely aligns their family service provisions for early childhood students with local homeless education liaisons to coordinate services. Head Start staff members often have collaborative relationships with local public health clinics and may be able to obtain immunization records to ensure that homeless children do not receive excessive immunizations due to their living situation.

Regulations were put in place as part of the Head Start reauthorization to remove barriers to enrollment for homeless children and provide early identification to assist with enrollment. This allows families to apply to, enroll in, and attend Head Start programs while required documents are being obtained. ISBE works with Head Start staff to gather and report data to determine the needs of homeless children age 5 and under.

ISBE's McKinney-Vento goal is to ensure homeless children are receiving an early education to prepare them for a successful future.

- Provide awareness to state-level early childhood staff;
- Provide awareness to school district homeless liaisons on the importance of early childhood education;
- Provide annual training and education to Early Childhood program grant participants by ISBE staff and Lead Area Liaisons from the Homeless Education Program through conference and regional training participation;
- Create and develop a tip sheet on recognizing and identifying homeless children for Early Childhood providers;
- ISBE McKinney-Vento staff work collaboratively with Early Childhood staff to develop and update the State Early Childhood Implementation manuals on staff and professional development resources, best practices, and program briefs that will increase the knowledge and skill of Early Childhood parent coordinators and homeless education staff;
- Train Early Childhood staff on the McKinney-Vento Act and the importance of including opportunities for homeless children and their families to be able to enroll in preschool programs;

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- Provide Early Childhood staff with a link to homeless education liaisons throughout the state.
- Provide McKinney-Vento Homeless Program awareness to Early Intervention staff at state and local levels.

(See <http://center.serve.org/nche/downloads/briefs/early-childhood.pdf>.)

The SEA collects data for LEA- and SEA-funded birth to 3 and preschool programs (e.g., Prevention Initiative, Preschool for All, Preschool Expansion Grant, and other district-funded programs) through the Student Information System (SIS). Data collected through SIS for kindergarten through grade 12 is significantly higher than birth to age 5 data. Based on research, there are more children between birth and age 5 that are in a homeless situation than any other age group. A focus will be placed on training all LEA- and SEA-funded Early Childhood programs personnel to collect and enter data on homeless children that they serve as they identify, enroll, and provide services for the children.

Activities	Timelines
1. Train LAL and LEA homeless education liaisons on the importance of preschool and Early Intervention services for young homeless children and families.	Ongoing
2. Collaborate with state-level early childhood staff.	Ongoing
3. Collaborate with Head Start staff on McKinney-Vento Homeless Education at regional and statewide conferences annually or at their request.	Annually
4. Provide early childhood resources to all homeless education liaisons in cooperation with the ISBE Early Childhood Education Program.	Ongoing
5. LALs provide training to Early Childhood program grant participants on McKinney-Vento Homeless Program with emphasis on identification, immediate enrollment procedures, rights to return to the “school of origin,” transportation, and Student Information System data reporting through conference presentations and workshops.	Ongoing
6. Provide trainings on McKinney-Vento Homeless Education for child care, Head Start, and Early Intervention staff.	Ongoing
7. Collaborate with Early Intervention staff on identifying and providing services to homeless children and families.	Ongoing

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- b. Who meet the relevant eligibility criteria and do not face barriers to accessing academic and extracurricular activities under; and

Extracurricular school activities, such as sports, music, theater, debate, and clubs, are often a key to engaging children and youths in school. They can provide students with a sense of belonging, stability, pride, and responsibility and strengthen a student’s application for higher education admission and scholarships.

However, homelessness can create barriers to participation in extracurricular activities. Homeless students who change schools during the school year may not meet residency requirements related to sports or may enter school in the middle of the season. They may lack birth certificates, physical examinations, and other documents normally required prior to participation and may not be able to pay for equipment or fees. The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.

LEAs are required to enroll children and youths experiencing homelessness immediately. “Enroll” is defined in the McKinney-Vento Act as specifically “attending classes and participating fully in school activities.” Therefore, homeless students must be allowed to enroll and participate immediately in class and other academic activities and extracurricular school activities, such as sports, music, and clubs.

Activities	Timelines
1. Collaborate with Illinois High School Association and the Illinois Elementary School Association to ensure alignment with policy and procedures regarding homeless children and youths.	Ongoing
2. Provide training on the value of academic and extracurricular activities for homeless children and youths.	Ongoing
3. LALs and LEA homeless education liaisons will provide guidance to schools regarding removing barriers to accessing academic and extracurricular activities.	Ongoing

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- c. Who meet the relevant eligibility criteria and are able to participate in federal, state, and local nutrition programs.

Materials developed and disseminated online include information regarding the right of homeless children and youths to receive services under the free and reduced-price lunch program. These materials are reviewed and revised on a continuous basis to ensure that information is current and effectual and meets the needs of students experiencing homelessness and their families. School officials may accept documentation that the children are homeless from the local education liaisons or directors of homeless shelters where the children reside to expedite the delivery of nutritional programs. Documentation to substantiate free meal eligibility must consist of the child's name or a list of names, effective date(s), and the signature of the local education liaison or the director of the homeless shelter. This documentation is acceptable in lieu of a free and reduced-price meal application.

Additionally, implementation of these expedited procedures encourages public school determination officials to work closely with the homeless education liaison to ensure that homeless children and youths are provided free meal benefits as promptly as possible. School food service personnel must be promptly advised when homeless children and youths leave school or are no longer considered homeless. Households or unaccompanied youths must be provided with an application for free and reduced-price meals when the family or youths are no longer considered homeless. The homeless education liaison must carefully evaluate each child's situation.

Homeless children and youths residing with another household application process will not include the size and household income of the "host family" to determine eligibility for free or reduced-price meal eligibility. The "host family" may now also be eligible for free or reduced-price meals based on the total number in the household and can be provided temporary approval for this eligibility until the homeless family leaves the "host family" residence.

Unaccompanied youths who live alone are to be considered a household of one based on the definition of "emancipated child" in the Eligibility Guidance for School Meals Manual. Section 107 (Runaway, Homeless, and Migrant Youth Directive USDA update from the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, which amended the Richard

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B. Russell National School Lunch Act). It states that effective July 1, 2004, homeless, runaway, and migrant children are categorically eligible for free school meals. No application is required for these children, as they may be directly certified based on lists provided by the local shelter director, a school district homeless education liaison, a migrant education coordinator, or similar officials. The lists must contain the child’s name and a signature and date of the official making the determination. The eligibility lasts for the full school year regardless of changes in status as runaway, homeless, or migrant.

All homeless education liaisons are trained in using ISBE, U.S. Department of Agriculture (USDA), and McKinney-Vento guidance and materials. The USDA guidance also is used as a guide to state and local food programs. ISBE staff members who work with school nutrition programs are trained on an ongoing basis to maintain the most current information related to the USDA regulations pertaining to families with children or youths who are experiencing homelessness, on the McKinney-Vento Act, and on the role of the homeless education liaisons. They work with their contacts at local schools to make sure that local nutrition staff members are familiar with the local homeless education liaison.

Activities	Timelines
1. Train LAL and LEA homeless education liaisons in procedures to assign homeless children and youths to the free lunch program.	Ongoing
2. Collaborate with ISBE Nutrition staff regarding free lunch status for homeless children and youths.	Ongoing
3. LALs and LEA homeless education liaisons will provide guidance to schools regarding eligibility of homeless families, children, and youths for free lunches as part of the enrollment process.	Annually

- viii. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention.

ISBE adopted a policy on the education of homeless children and youths in December 1995 to ensure that the Illinois Education of Homeless Children Education Act is fully implemented. It requires all Illinois school districts to comply fully with the policy and with federal and state laws affecting the rights of homeless children and youths. The ISBE policy also requires that all LEAs review any rules or regulations, practices, or

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policies that may act as barriers to the enrollment of homeless children and take steps to revise them so that homeless children and youths are afforded the same opportunities as the non-homeless. This policy also emphasizes the importance of homeless students attending their school of origin without interruption, wherever possible.

This policy, along with the strong state law on the education of homeless Illinois children, means Illinois has taken every possible step to ensure that homeless children have the opportunity to meet state academic standards. A federal law modeled after the Illinois law has some additional requirements beyond those included in the Illinois law. ISBE will review the federal law and adopt an updated policy that directly supports it.

Activities	Timelines
1. State Board of Education reviews current policy and adopts a modified one, as needed, to support federal and state law.	Ongoing
2. Collaborate with school districts to revise any local policies that are barriers to the enrolment of homeless children and youths.	Ongoing

F. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk

- I. Each state shall describe the plan for meeting the educational needs of children who are neglected or delinquent and for assisting in the transition of children and youth between correctional facilities and locally operated programs. The plan must be integrated with other programs under this Act or other Acts, as appropriate.

ISBE is pleased to see changes in ESSA that allow for improvement of services to some of the state’s most educationally disadvantaged students. Neglected and delinquent youth are chronically behind in their education, and nearly two thirds of students who return to the LEAs drop out. New provisions in ESSA will help ISBE support these students and improve their access to educational programs and services outside of correctional facilities. Transitional services will also be a focus for all neglected and delinquent agencies in order to support the goal of helping students earn high school diplomas and have the same opportunity to meet Illinois’ academic standards.

ISBE will provide technical assistance and federal funding to local and state institutions for developing and offering educational services for neglected, delinquent, or at-risk children and

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youth. Funds are distributed in two parts. ISBE distributes funds through Subpart 1 to state education agencies (e.g., the Illinois Department of Juvenile Justice [IDJJ]) by formula to serve neglected or delinquent children or youth ISBE awards funds through Subpart 2 to LEAs in the state with high numbers of children and youth in locally operated juvenile correctional facilities or to agencies serving neglected youth or children.

Students are provided programs that follow an enriched curriculum, aligned with the Illinois Learning Standards, which emphasizes the importance of literacy and the responsibilities of citizenship. Neglected or delinquent Illinois students are served by an educational delivery system that focuses on student outcomes not only during the stay in an institution, but when in another LEA. Teachers of these students are licensed in the appropriate content area for assignment and have integrated computer technology into the curriculum to maintain operational efficiency. Illinois also provides coordinated health, dental, and social services to neglected or delinquent students in all local and state institutions.

Youth are eligible when they reside in a state agency -- IDJJ -- or private (local) institution for neglected or delinquent children and under the age of 21 and are entitled to a free public education not above grade 12.

The program service delivery models are similarly structured as those in the Title I, Part A program. Students receive supplemental educational instruction that focuses on the basics of language arts and mathematics. Other educational areas may include special education, vocational education, career counseling, etc. Services are provided to assist students in making a successful transition from institutionalization to further schooling or employment. Supportive services may include health and social services.

Currently, there are 32 LEAs statewide that receive Title I, Part D funds. This funding is used to provide supplementary educational programs in approximately 62 institutions. The following types of services are offered:

- After-school tutorial programs
- Year-round programs
- Summer-only programs
- Pull-out and inclusion programs
- Services in detention centers
- Services in short- and long-term residential facilities
- Programs serving as few as 15 students to programs serving hundreds of students
- Services to children enrolled in first through 12th grades

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- Students receiving service for as few as six months to those in placement in programs for more than a year
- Programs operated by LEA staff
- Programs operated by neglected or delinquent institution staff
- Planning and implementation of an institution-wide plan
- Other projects as ESSA describes here

State and local facilities are held to the same performance measures as indicated in the state's plan for Title I, Part A. The state and local agencies will track the number of youth who are

- Enrolled in school
- Enrolled in GED preparation programs
- Enrolled in a postsecondary program
- Entering the workforce
- Demonstrating responsible citizenship

Educational Assessment

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

1. To improve educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state academic standards that all children in the state are expected to meet;
2. To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. To prevent at-risk youth from dropping out of school and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education and the involvement of their families and communities.

The performance indicators and the data sources are a combination of ISBE and LEA information. Each individual institution/LEA collects achievement data based on the tests given at that institution and submits its assessment plan as part of its application. The LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan, including the tests that will be administered to the youth and how the results of the tests

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will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests. Agencies and LEAs will be required to submit a report biannually that reflects growth toward performance and assessment goals and targets. Additionally, ISBE collects demographic information and monitors the number of students participating in the neglected or delinquent services and services provided. ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions.

Transition Services

The law requires that an LEA reserve not less than 15 percent and not more than 30 percent of the amount the LEA received under Title I, Part D to support transitional programs. ISBE provides technical assistance to IDJJ and the LEAs concerning transitional services that will enable neglected or delinquent youth to reenter school successfully and/or to find employment after they leave the institution and return to the local community. Detailed transition plans will be included and required for LEAs and agencies to complete in their application for funding. ISBE continues to provide in-service training on programs and activities that IDJJ and the LEA may use to promote transitional services. These programs and activities can assist the LEA and the correctional facilities in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

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

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.
- Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment.
- Essential support services to ensure the success of the youth such as
 - Re-entry orientation programs, including transition centers in high schools;
 - Pupil services, including counseling, psychological and social work services designed to meet the needs of neglected or delinquent children and youth;
 - Tutoring and mentoring programs;
 - Instruction and training at alternative schools and learning centers;
 - Services of in-school advocates on behalf of individual neglected or delinquent youth;
 - Information concerning and assistance in obtaining available student financial aid; and

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- Job placement services.

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