

# **CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended by the  
No Child Left Behind Act of 2001**

**For reporting on  
School Year 2006-07**

**ILLINOIS**



**PART I DUE FRIDAY, DECEMBER 28, 2007  
PART II DUE FRIDAY, FEBRUARY 22, 2008**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act* of 2001 (*NCLB*) provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title I, Part F – *Comprehensive School Reform*
- Title II Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title II Part D – *Enhancing Education through Technology*
- Title III Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title IV, Part B – *21<sup>st</sup> Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

**PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning
- **Performance Goal 5:** All students will graduate from high school.

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

**PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The CSPR is the best vehicle for collection of the data.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 28, 2007**. Part II of the Report is due to the Department by **Friday, February 22, 2008**. Both Part I and Part II should reflect data from the SY 2006-07, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2006-07 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2006-07 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

|   |  |   |
|---|--|---|
|   |  | OMB Number: 1810-0614                     |
|   |  | Expiration Date: 10/31/2010               |
| <p style="text-align: center;">Consolidated State Performance Report<br/>For<br/>State Formula Grant Programs<br/>under the<br/>Elementary And Secondary Education Act<br/>as amended by the<br/>No Child Left Behind Act of 2001</p> |  |   |
| Check the one that indicates the report you are submitting:<br><input checked="" type="checkbox"/> Part I, 2006-07 <input type="checkbox"/> Part II, 2006-07  |  |   |
| Name of State Educational Agency (SEA) Submitting This Report:<br>Illinois State Board of Education   |  |   |
| Address:<br>100 North First Street<br>Springfield, IL 62777-0001  |  |   |
| Person to contact about this report:  |  |   |
| Name: Connie Wise   |  |   |
| Telephone: 217-782-0354   |  |   |
| Fax: 217-782-5333   |  |   |
| e-mail: cwise@isbe.net  |  |   |
| Name of Authorizing State Official: (Print or Type):<br>Christopher A. Koch   |  |   |
|   |  |   |
| Signature   |  | Friday, March 7, 2008, 7:44:31 PM<br>Date |

**CONSOLIDATED STATE PERFORMANCE REPORT:  
PART I**

For reporting on  
**School Year 2006-07**



**PART I DUE DECEMBER 28, 2007**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT**

This section requests descriptions of the State's implementation of the *NCLB* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

**1.1.1 Academic Content Standards**

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

|  |
|--|
| 1.1.1 No revisions or changes to content standards taken or planned. |
|--|

Source – Manual input by the SEA using the online collection tool.

**Note:** Mathematics and Reading/Language Arts has been added to this data collection for the SY 2006-07 CSPR.

**1.1.2 Assessments in Mathematics and Reading/Language Arts**

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments in mathematics or reading/language arts required under Section 1111(b)(3) of ESEA. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments made or planned."

The response is limited to 8,000 characters.

Illinois has four state tests designed to meet the academic performance requirements of NCLB and state law. Each test has an advisory committee of educators with expertise in the various content areas to assist in test development and administration. Standard setting for Illinois tests use a modified Angoff technique.

ISAT--The Illinois Standards Achievement Test measures individual student achievement relative to the Illinois Learning Standards; results are reported to parents, teachers, and schools. The standards apply to all students taking ISAT (<http://www.isbe.net/ils/>). Grades 3-8: reading and mathematics.

Grades 4 and 7: science.

Challenge--Content Standards: Assessment frameworks demonstrating the cognitive complexity of assessment by grade--  
<http://www.isbe.net/assessment/IAFIndex.htm>.

Challenge--Achievement Standards: Through the frameworks, ISAT is a direct implementation of the standards.

Student performance levels--academic warning, below standards, meets, and exceeds.

IMAGE--The Illinois Measure of Annual Growth in English measures the progress of LEP students in reading and mathematics in grades 3-8 and 11 through simplified language.

Challenge--Content Standards: Mathematics frameworks (see above website).

Challenge--Achievement Standards: A committee of bilingual educators sets ranges of IMAGE scores within which test takers have a particular likelihood of succeeding on ISAT.

PSAE--The Prairie State Achievement Examination measures individual student achievement relative to the standards; results are reported to parents, teachers, and schools. The standards apply to all students taking the PSAE.

Grade 11 addresses reading, mathematics, and science.

Challenge--Content Standards: The PSAE frameworks describe what students are supposed to know by grade 11, and illustrate that the standards are rigorous and encourage teaching advanced skills.

Challenge--Achievement Standards: Through the frameworks, PSAE is a direct implementation of the standards.

Student performance levels--academic warning, below standards, meets, and exceeds.

The Grade 2 Assessment was last used in spring 2006.

IAA--The Illinois Alternate Assessment is intended for students with significant cognitive disabilities and measures individual student



achievement in reading and mathematics at grades 3-8 and 11, and achievement in science in grades 4, 7, and 11. Results are reported to parents, schools, and districts.

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.

### 1.1.3 Academic Achievement Standards in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic achievement standards in mathematics or reading/language arts implemented to meet the requirements under Section 1111(b)(3) of *ESEA*. As applicable, include alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards implemented to meet the requirements of Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

The Illinois State Board of Education has developed a new state assessment for students who will take the Illinois Alternate Assessment (IAA) during school year 2007-2008.

The Illinois State Board of Education began test development for a new alternate assessment for students who are significantly cognitively disabled in spring 2006 by revising the Frameworks. Test items or tasks were then written from the Frameworks. Writing was piloted in fall 2006 in grades 3, 5, 6, 8, and 11. The writing operational was administered in grades 5, 8, and 11 in spring 2007. Standard setting for writing in grades 5, 8, and 11 was held in summer 2007. Reading and mathematics for grades 3-8 and 11, and science in grades 4, 7, and 11 were piloted in fall 2007. The operational test in reading and mathematics in grades 3-8 and 11; science in grades 4, 7, and 11; and writing in grades 5, 6, 8, and 11 will be administered in spring 2008. Standard setting for all assessed grades for reading, mathematics, and science will be held in May 2008. Standard setting for grade 6 writing will also occur. Reporting will occur on the results generated on this new alternate assessment for purposes of 2007-2008 accountability.

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.

**1.1.4 Assessments in Science**

In the space below, provide a description of the State's progress in developing and implementing assessments in science that meet the requirements of Section 1111(b)(3) of ESEA in the required grade levels, including remaining major milestones (e.g., field testing) and a timeline for them. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

The response is limited to 8,000 characters.

Illinois has three state tests designed to meet the academic performance requirements of NCLB and state law. Each test has an advisory committee of educators with expertise in the various content areas to assist in test development and administration. Standard setting for Illinois tests use a form modified Angoff technique.

ISAT--the Illinois Standards Achievement Test measures individual student achievement relative to the Illinois Learning Standards; results are reported to parents, teachers, and schools. The standards apply to all students taking ISAT (<http://www.isbe.net/ils/>). Grades 3-8: reading and mathematics. Grades 4 and 7: science. Science has been assessed through ISAT since 1999-2000.

Challenge--Content Standards: Assessment frameworks demonstrating the cognitive complexity of assessment by grade--  
<http://www.isbe.net/assessment/IAFIndex.htm>.

Challenge--Achievement Standards: Through the frameworks, ISAT is a direct implementation of the standards. Student performance levels--academic warning, below standards, meets, and exceeds.

PSAE--The Prairie State Achievement Examination measures individual student achievement relative to the standards; results are reported to parents, teachers, and schools. The standards apply to all students taking the PSAE. Grade 11 addresses reading, mathematics, and science. Science has been assessed through PSAE since 2000-2001.

Challenge--Content Standards: The PSAE frameworks describe what students are supposed to know by grade 11, and illustrate that the standards are rigorous and encourage teaching advanced skills.

Challenge--Achievement Standards: Through the frameworks, PSAE is a direct implementation of the standards. Student performance levels--academic warning, below standards, meets, and exceeds.

IAA--The Illinois Alternate Assessment is intended for students with significant cognitive disabilities and measures the individual student in achievement in reading and mathematics at grades 3-8 and 11. It measures achievement in science in grades 4, 7, and 11. Results are reported to parents, schools, and districts. Science has been assessed through tests directed toward students with significant cognitive disabilities since 1999-2000.

The Illinois State Board of Education began test development for a new alternate assessment for students who are significantly cognitively disabled in spring 2006 by revising the Frameworks. Test items or tasks were then written from the Frameworks. Writing was piloted in fall 2006 in grades 3, 5, 6, 8, and 11. The writing operational was administered in grades 5, 8, and 11 in spring 2007. Standard setting for writing in grades 5, 8, and 11 was held in summer 2007. Reading and mathematics for grades 3-8 and 11, and science in grades 4, 7, and 11 were piloted in fall 2007. The operational test in reading and mathematics in grades 3-8 and 11; science in grades 4, 7, and 11; and writing in grades 5, 6, 8, and 11 will be administered in spring 2008. Standard setting for all assessed grades for reading, mathematics, and science will be held in May 2008. Standard setting for grade 6 writing will also occur. Reporting will occur on the results generated on this new alternate assessment for purposes of 2007-2008 accountability.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.2 of the SY 2005-06 CSPR.

### 1.1.5 Academic Achievement Standards in Science

In the space below, provide a description of the State's progress in developing and implementing academic achievement standards in science that meet the requirements of Section 1111(b)(3) in the required grade levels, including remaining major milestones and a timeline for them. As applicable, include alternate achievement standards for students with significant cognitive disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA.

The response is limited to 8,000 characters.

The Illinois Learning Standards for science were adopted in 1997.

The Illinois learning Standards are located on the Illinois State Board of Education Web site at:  
[www.isbe.net/ils/science/standards.htm](http://www.isbe.net/ils/science/standards.htm) (science)

In SY 2006-07, science was assessed at grades 4, 7, and 11. The Illinois Assessment Frameworks were developed to define what elements of the Illinois Learning Standards would be assessed at each grade. The Frameworks can be accessed at:

[www.isbe.net/assessment/pdfs/\\_science.pdf](http://www.isbe.net/assessment/pdfs/_science.pdf) (grades 4 and 7)

[www.isbe.net/assessment/pdfs/iaf\\_science\\_PSAEFinal.pdf](http://www.isbe.net/assessment/pdfs/iaf_science_PSAEFinal.pdf) (grade 11)

Cut scores for each assessment were set between 1999 and 2001. The cut scores can be accessed at  
[www.isbe.net/assessment/htmls/ISAT\\_cut\\_points\\_05.htm](http://www.isbe.net/assessment/htmls/ISAT_cut_points_05.htm). Performance Definitions of the four performance levels (exceeds standards, meets standards, below standards, academic warning) can be accessed at  
[www.isbe.net/assessment/htmls/per\\_def.htm](http://www.isbe.net/assessment/htmls/per_def.htm).

The Illinois Alternate Assessment is a portfolio assessment given to students who have significant cognitive disabilities. The Illinois Alternate Assessment uses a portfolio format to measure the proficiency of students in grades 4, 7, and 11 in science. The alternate performance indicators for science can be assessed at:

[www.isbe.net/pdfs/API\\_science\\_0506.pdf](http://www.isbe.net/pdfs/API_science_0506.pdf). (science)

A new events-based assessment will be given in place of the portfolio in SY 2007-08. The Alternate Assessment Framework Priorities will be used in place of the alternate performance indicators and can be accessed for science at  
[www.isbe.net/assessment/iaa.htm](http://www.isbe.net/assessment/iaa.htm).

ISBE began test development for a new science alternate assessment for students who are significantly cognitively disabled in spring 2006 by revising the Frameworks. Test items or tasks were then written from the Frameworks. Science tasks were piloted for grades 4, 7, and 11 in fall 2007. The operational test for science in grades 4, 7, and 11 will be administered in spring 2008. Standard setting is scheduled for May 2008. Reporting will occur on the results generated on this assessment for purposes of 2007-2008 accountability.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.3 of the SY 2005-06 CSPP.

**1.2 PARTICIPATION IN STATE ASSESSMENTS**

This section collects data on the participation of students in the State *NCLB* assessments.

**1.2.1 Participation of All Students in Mathematics Assessment**

In the table below, provide the number of students enrolled during the State's testing window for *NCLB* mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and the number of students who were tested in mathematics. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" includes recently arrived students who have attended schools in the United States for fewer than 12 months; and it does not include former LEP students.

| Student Group                              | # Students Enrolled | # Students Tested | Percent of Students Tested |
|--|---------------------|-------------------|----------------------------|
| All students                               | 1084006             | 1082266           | 99.8                       |
| American Indian or Alaska Native           | 1755                | 1754              | 99.9                       |
| Asian or Pacific Islander                  | 41712               | 41706             | 100.0                      |
| Black, non-Hispanic                        | 213786              | 213625            | 99.9                       |
| Hispanic                                   | 206168              | 206088            | 100.0                      |
| White, non-Hispanic                        | 595373              | 595344            | 100.0                      |
| Children with disabilities ( <i>IDEA</i> ) | 157988              | 157438            | 99.6                       |
| Limited English proficient (LEP) students  | 84098               | 83940             | 99.8                       |
| Economically disadvantaged students        | 455064              | 454847            | 100.0                      |
| Migratory students                         | 546                 | 546               | 100.0                      |
| Male                                       | 552801              | 552615            | 100.0                      |
| Female                                     | 529754              | 529651            | 100.0                      |
| <b>Comments:</b>                           |                     |                   |                            |

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** This table was formerly Section 1.2.1.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

### 1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) tested during the State's testing window for mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who were tested in mathematics for each type of assessment will be calculated automatically. The total number of children with disabilities (IDEA) tested will also be calculated automatically.

The data provided below should include mathematics participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act. Do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

| Type of Assessment  | # Children with Disabilities (IDEA) Tested | Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment |
|---|--|---|
| Regular Assessment without Accommodations   | 67598                                      | 42.9  |
| Regular Assessment with Accommodations  | 79357                                      | 50.3  |
| Alternate Assessment Based on Grade-Level Achievement Standards   | 0  | 0.0   |
| Alternate Assessment Based on Modified Achievement Standards  | 0  | 0.0   |
| Alternate Assessment Based on Alternate Achievement Standards   | 10719                                      | 6.8   |
| Total   | 157674                                     |   |
| <p><b>Comments:</b> Illinois does not administer alternate assessments based on grade-level achievement standards nor on modified achievement standards.</p> <p>The SEA considers all data provided in this table to be accurate. The number of students tested that is provided in 1.2.1 is for only graded students tested. The total number provided in 1.2.2 includes ungraded students who took the alternate assessment.</p> <p>The total number of children with disabilities provided in 1.3 is the total of those who completed the assessment and for whom a proficiency level was assigned; the total number provided in 1.2.2 is the total number of children with disabilities TESTED, not the total number who tested AND received a score.</p> |  |   |

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.1 of the SY 2005-06 CSPR.

**1.2.3 Participation of All Students in the Reading/Language Arts Assessment**

This section is similar to 1.2.1 and collects data on the State's *NCLB* reading/language arts assessment.

| <b>Student Group</b>                       | <b># Students Enrolled</b> | <b># Students Tested</b> | <b>Percent of Students Tested</b> |
|--|----------------------------|--------------------------|-----------------------------------|
| All students                               | 1084006                    | 1082266                  | 99.8                              |
| American Indian or Alaska Native           | 1755                       | 1754                     | 99.9                              |
| Asian or Pacific Islander                  | 41712                      | 41706                    | 100.0                             |
| Black, non-Hispanic                        | 213786                     | 213625                   | 99.9                              |
| Hispanic                                   | 206168                     | 206088                   | 100.0                             |
| White, non-Hispanic                        | 595373                     | 595344                   | 100.0                             |
| Children with disabilities ( <i>IDEA</i> ) | 157988                     | 157438                   | 99.6                              |
| Limited English proficient (LEP) students  | 84098                      | 83940                    | 99.8                              |
| Economically disadvantaged students        | 455064                     | 454847                   | 100.0                             |
| Migratory students                         | 546                        | 546                      | 100.0                             |
| Male                                       | 552801                     | 552615                   | 100.0                             |
| Female                                     | 529754                     | 529651                   | 100.0                             |
| <b>Comments:</b>                           |                            |                          |                                   |

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

**Note:** This table was formerly Section 1.2.1.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

**1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment**

This section is similar to 1.2.2 and collects data on the State's *NCLB* reading/language arts assessment.

The data provided should include reading/language arts participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

| Type of Assessment  | # Children with Disabilities (IDEA) Tested | Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment |
|---|--|---|
| Regular Assessment without Accommodations   | 67598                                      | 42.9  |
| Regular Assessment with Accommodations  | 79357                                      | 50.3  |
| Alternate Assessment Based on Grade-Level Achievement Standards   | 0  | 0.0   |
| Alternate Assessment Based on Modified Achievement Standards  | 0  | 0.0   |
| Alternate Assessment Based on Alternate Achievement Standards   | 10719                                      | 6.8   |
| Total   | 157674                                     |   |
| <p><b>Comments:</b> Illinois does not administer alternate assessments based on grade-level achievement standards nor on modified achievement standards.</p> <p>The SEA considers all data provided in this table to be accurate. The number of students tested that is provided in 1.2.3 is for only graded students tested. The total number provided in 1.2.4 includes ungraded students who took the alternate assessment.</p> <p>The total number of children with disabilities provided in 1.3 is the total of those who completed the assessment and for whom a proficiency level was assigned; the total number provided in 1.2.4 is the total number of children with disabilities TESTED, not the total number who tested AND received a score.</p> |  |   |

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.2 of the SY 2005-06 CSPR.



**1.3 STUDENT ACADEMIC ACHIEVEMENT**

This section collects data on student academic achievement on the State *NCLB* assessments.

**1.3.1 Student Academic Achievement in Mathematics**

In the format of the table below, provide the number of students who completed the State *NCLB* assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" does not include recently arrived students who have attended schools in the United States for fewer than 12 months; and does not include monitored former LEP (MFLEP) students.

**1.3.2 Student Academic Achievement in Reading/Language Arts**

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* reading/language arts assessment.

**1.3.1 Student Academic Achievement in Mathematics - Grade 3**

| <b>Grade 3</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 154757   | 130872   | 84.6   |
| American Indian or Alaska Native           | 240  | 213  | 88.8   |
| Asian or Pacific Islander                  | 6092   | 5762   | 94.6   |
| Black, non-Hispanic                        | 31230  | 21190  | 67.9   |
| Hispanic                                   | 32874  | 25291  | 76.9   |
| White, non-Hispanic                        | 79879  | 74573  | 93.4   |
| Children with disabilities ( <i>IDEA</i> ) | 22222  | 14983  | 67.4   |
| Limited English proficient (LEP) students  | 18783  | 13203  | 70.3   |
| Economically disadvantaged students        | 71655  | 53381  | 74.5   |
| Migratory students                         | 95   | 83   | 87.4   |
| Male                                       | 79239  | 66699  | 84.2   |
| Female                                     | 75514  | 64170  | 85.0   |

**Comments:** Multiracial: # Students Completing Assessment = 4,387

# Students Scoring At or Above Proficient = 3,804

% Students Scoring At or Above Proficient = 86.7

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by EDFacts in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.2 Student Academic Achievement in Reading/Language Arts - Grade 3**

| <b>Grade 3</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 154424   | 110830   | 71.8   |
| American Indian or Alaska Native           | 240  | 187  | 77.9   |
| Asian or Pacific Islander                  | 6050   | 5352   | 88.5   |
| Black, non-Hispanic                        | 31239  | 15830  | 50.7   |
| Hispanic                                   | 32602  | 20665  | 63.4   |
| White, non-Hispanic                        | 79851  | 65586  | 82.1   |
| Children with disabilities ( <i>IDEA</i> ) | 22190  | 9724   | 43.8   |
| Limited English proficient (LEP) students  | 18408  | 11566  | 62.8   |
| Economically disadvantaged students        | 71397  | 41344  | 57.9   |
| Migratory students                         | 95   | 63   | 66.3   |
| Male                                       | 79060  | 53691  | 67.9   |
| Female                                     | 75360  | 57137  | 75.8   |

**Comments:** Multiracial: # Students Completing Assessment = 4,388

# Students Scoring At or Above Proficient = 3,183

% Students Scoring At or Above Proficient = 72.5

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by EDFacts in file N/X076, N/X077 or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.3 Student Academic Achievement in Mathematics - Grade 4**

| <b>Grade 4</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 153080   | 129231   | 84.4   |
| American Indian or Alaska Native           | 239  | 201  | 84.1   |
| Asian or Pacific Islander                  | 6103   | 5759   | 94.4   |
| Black, non-Hispanic                        | 29635  | 20042  | 67.6   |
| Hispanic                                   | 31698  | 24735  | 78.0   |
| White, non-Hispanic                        | 81355  | 75054  | 92.3   |
| Children with disabilities ( <i>IDEA</i> ) | 22992  | 14435  | 62.8   |
| Limited English proficient (LEP) students  | 17514  | 12574  | 71.8   |
| Economically disadvantaged students        | 68797  | 51327  | 74.6   |
| Migratory students                         | 84   | 68   | 81.0   |
| Male                                       | 78391  | 65505  | 83.6   |
| Female                                     | 74680  | 63724  | 85.3   |

**Comments:** Multiracial: # Students Completing Assessment = 3,993

# Students Scoring At or Above Proficient = 3,415

% Students Scoring At or Above Proficient = 85.5

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.4 Student Academic Achievement in Reading/Language Arts - Grade 4**

| <b>Grade 4</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 152837   | 111780   | 73.1   |
| American Indian or Alaska Native           | 239  | 171  | 71.5   |
| Asian or Pacific Islander                  | 6061   | 5400   | 89.1   |
| Black, non-Hispanic                        | 29639  | 14918  | 50.3   |
| Hispanic                                   | 31540  | 21386  | 67.8   |
| White, non-Hispanic                        | 81309  | 66954  | 82.3   |
| Children with disabilities ( <i>IDEA</i> ) | 22944  | 9735   | 42.4   |
| Limited English proficient (LEP) students  | 17268  | 12045  | 69.8   |
| Economically disadvantaged students        | 68657  | 40860  | 59.5   |
| Migratory students                         | 84   | 52   | 61.9   |
| Male                                       | 78247  | 54954  | 70.2   |
| Female                                     | 74583  | 56825  | 76.2   |

**Comments:** Multiracial: # Students Completing Assessment = 3,996

# Students Scoring At or Above Proficient = 2,932

% Students Scoring At or Above Proficient = 73.4

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by EDEfacts in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.5 Student Academic Achievement in Mathematics - Grade 5**

| <b>Grade 5</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 154476   | 123966   | 80.2   |
| American Indian or Alaska Native           | 233  | 186  | 79.8   |
| Asian or Pacific Islander                  | 6012   | 5628   | 93.6   |
| Black, non-Hispanic                        | 30453  | 18258  | 60.0   |
| Hispanic                                   | 31354  | 22667  | 72.3   |
| White, non-Hispanic                        | 82613  | 74096  | 89.7   |
| Children with disabilities ( <i>IDEA</i> ) | 23144  | 12666  | 54.7   |
| Limited English proficient (LEP) students  | 15392  | 9446   | 61.4   |
| Economically disadvantaged students        | 68765  | 46705  | 67.9   |
| Migratory students                         | 78   | 62   | 79.5   |
| Male                                       | 79110  | 62573  | 79.1   |
| Female                                     | 75361  | 61388  | 81.5   |

**Comments:** Multiracial: # Students Completing Assessment = 3,761

# Students Scoring At or Above Proficient = 3,097

% Students Scoring At or Above Proficient = 82.4

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.6 Student Academic Achievement in Reading/Language Arts - Grade 5**

| <b>Grade 5</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 154333   | 108339   | 70.2   |
| American Indian or Alaska Native           | 233  | 165  | 70.8   |
| Asian or Pacific Islander                  | 5978   | 5208   | 87.1   |
| Black, non-Hispanic                        | 30478  | 13728  | 45.0   |
| Hispanic                                   | 31261  | 21226  | 67.9   |
| White, non-Hispanic                        | 82573  | 65336  | 79.1   |
| Children with disabilities ( <i>IDEA</i> ) | 23122  | 8530   | 36.9   |
| Limited English proficient (LEP) students  | 15215  | 11230  | 73.8   |
| Economically disadvantaged students        | 68654  | 38494  | 56.1   |
| Migratory students                         | 78   | 55   | 70.5   |
| Male                                       | 79035  | 52726  | 66.7   |
| Female                                     | 75293  | 55609  | 73.9   |

**Comments:** Multiracial: # Students Completing Assessment = 3,760

# Students Scoring At or Above Proficient = 2,649

% Students Scoring At or Above Proficient = 70.5

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.7 Student Academic Achievement in Mathematics - Grade 6**

| <b>Grade 6</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 159912   | 128280   | 80.2   |
| American Indian or Alaska Native           | 269  | 219  | 81.4   |
| Asian or Pacific Islander                  | 5897   | 5541   | 94.0   |
| Black, non-Hispanic                        | 32524  | 19683  | 60.5   |
| Hispanic                                   | 31694  | 23243  | 73.3   |
| White, non-Hispanic                        | 85919  | 76645  | 89.2   |
| Children with disabilities ( <i>IDEA</i> ) | 23264  | 11432  | 49.1   |
| Limited English proficient (LEP) students  | 11826  | 6799   | 57.5   |
| Economically disadvantaged students        | 70346  | 47966  | 68.2   |
| Migratory students                         | 87   | 53   | 60.9   |
| Male                                       | 82176  | 64588  | 78.6   |
| Female                                     | 77729  | 63687  | 81.9   |

**Comments:** Multiracial: # Students Completing Assessment = 3,545

# Students Scoring At or Above Proficient = 2,916

% Students Scoring At or Above Proficient = 82.3

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.8 Student Academic Achievement in Reading/Language Arts - Grade 6**

| <b>Grade 6</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 159914   | 116965   | 73.1   |
| American Indian or Alaska Native           | 269  | 206  | 76.6   |
| Asian or Pacific Islander                  | 5867   | 5249   | 89.5   |
| Black, non-Hispanic                        | 32569  | 17396  | 53.4   |
| Hispanic                                   | 31639  | 19873  | 62.8   |
| White, non-Hispanic                        | 85960  | 71518  | 83.2   |
| Children with disabilities ( <i>IDEA</i> ) | 23303  | 8510   | 36.5   |
| Limited English proficient (LEP) students  | 11697  | 5920   | 50.6   |
| Economically disadvantaged students        | 70325  | 41057  | 58.4   |
| Migratory students                         | 87   | 55   | 63.2   |
| Male                                       | 82175  | 57294  | 69.7   |
| Female                                     | 77732  | 59667  | 76.8   |

**Comments:** Multiracial: # Students Completing Assessment = 3,548

# Students Scoring At or Above Proficient = 2,694

% Students Scoring At or Above Proficient = 75.9



The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by EDFacts in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.9 Student Academic Achievement in Mathematics - Grade 7**

| <b>Grade 7</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 160824   | 126362   | 78.6   |
| American Indian or Alaska Native           | 251  | 194  | 77.3   |
| Asian or Pacific Islander                  | 5850   | 5480   | 93.7   |
| Black, non-Hispanic                        | 34056  | 19764  | 58.0   |
| Hispanic                                   | 30275  | 21863  | 72.2   |
| White, non-Hispanic                        | 87075  | 76432  | 87.8   |
| Children with disabilities ( <i>IDEA</i> ) | 23844  | 10187  | 42.7   |
| Limited English proficient (LEP) students  | 9091   | 5162   | 56.8   |
| Economically disadvantaged students        | 69241  | 45481  | 65.7   |
| Migratory students                         | 84   | 57   | 67.9   |
| Male                                       | 82729  | 64103  | 77.5   |
| Female                                     | 78085  | 62255  | 79.7   |

**Comments:** Multiracial: # Students Completing Assessment = 3,245

# Students Scoring At or Above Proficient = 2,589

% Students Scoring At or Above Proficient = 79.8

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.10 Student Academic Achievement in Reading/Language Arts - Grade 7**

| <b>Grade 7</b>                             | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                               | 161034   | 117325   | 72.9   |
| American Indian or Alaska Native           | 251  | 198  | 78.9   |
| Asian or Pacific Islander                  | 5836   | 5198   | 89.1   |
| Black, non-Hispanic                        | 34119  | 18628  | 54.6   |
| Hispanic                                   | 30264  | 19116  | 63.2   |
| White, non-Hispanic                        | 87243  | 71698  | 82.2   |
| Children with disabilities ( <i>IDEA</i> ) | 23934  | 8091   | 33.8   |
| Limited English proficient (LEP) students  | 8991   | 4299   | 47.8   |
| Economically disadvantaged students        | 69291  | 40662  | 58.7   |
| Migratory students                         | 83   | 54   | 65.1   |
| Male                                       | 82826  | 57077  | 68.9   |
| Female                                     | 78198  | 60245  | 77.0   |

**Comments:** Multiracial: # Students Completing Assessment = 3,249

# Students Scoring At or Above Proficient = 2,458

% Students Scoring At or Above Proficient = 75.7

The SEA considers the data provided in this table to be accurate. In previous years the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.11 Student Academic Achievement in Mathematics - Grade 8**

| <b>Grade 8</b>   | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students   | 157720   | 126508   | 80.2   |
| American Indian or Alaska Native   | 273  | 214  | 78.4   |
| Asian or Pacific Islander  | 5743   | 5365   | 93.4   |
| Black, non-Hispanic  | 32341  | 19807  | 61.2   |
| Hispanic   | 28530  | 20847  | 73.1   |
| White, non-Hispanic  | 88039  | 78013  | 88.6   |
| Children with disabilities ( <i>IDEA</i> )   | 23517  | 10019  | 42.6   |
| Limited English proficient (LEP) students  | 6576   | 3403   | 51.7   |
| Economically disadvantaged students  | 64697  | 43797  | 67.7   |
| Migratory students   | 75   | 46   | 61.3   |
| Male   | 80710  | 63390  | 78.5   |
| Female   | 77002  | 63114  | 82.0   |
| <b>Comments:</b> Multiracial: # Students Completing Assessment = 2,723   |  |  |  |
| # Students Scoring At or Above Proficient = 2,236  |  |  |  |
| % Students Scoring At or Above Proficient = 82.1   |  |  |  |
| The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers. |  |  |  |

Source – Initially prepopulated by *EDFacts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.12 Student Academic Achievement in Reading/Language Arts - Grade 8**

| <b>Grade 8</b>   | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students   | 157862   | 127672   | 80.9   |
| American Indian or Alaska Native                                       | 273  | 223  | 81.7   |
| Asian or Pacific Islander  | 5721   | 5238   | 91.6   |
| Black, non-Hispanic  | 32431  | 22569  | 69.6   |
| Hispanic   | 28523  | 20844  | 73.1   |
| White, non-Hispanic  | 88115  | 76510  | 86.8   |
| Children with disabilities ( <i>IDEA</i> )                             | 23609  | 9971   | 42.2   |
| Limited English proficient (LEP) students                              | 6476   | 3334   | 51.5   |
| Economically disadvantaged students                                    | 64790  | 45725  | 70.6   |
| Migratory students   | 75   | 50   | 66.7   |
| Male   | 80806  | 61961  | 76.7   |
| Female   | 77048  | 65705  | 85.3   |
| <b>Comments:</b> Multiracial: # Students Completing Assessment = 2,727 |  |  |  |
| # Students Scoring At or Above Proficient = 2,257                      |  |  |  |
| % Students Scoring At or Above Proficient = 82.8                       |  |  |  |

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.13 Student Academic Achievement in Mathematics - High School**

| High School                                | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring at or Above Proficient | Percentage of Students Scoring at or Above Proficient |
|--|---|---|---|
| All students                               | 134898  | 70518                                     | 52.3  |
| American Indian or Alaska Native           | 238   | 132                                       | 55.5  |
| Asian or Pacific Islander                  | 5865  | 4340                                      | 74.0  |
| Black, non-Hispanic                        | 21039   | 4185                                      | 19.9  |
| Hispanic                                   | 18328   | 5845                                      | 31.9  |
| White, non-Hispanic                        | 87831   | 55324                                     | 63.0  |
| Children with disabilities ( <i>IDEA</i> ) | 16240   | 2927                                      | 18.0  |
| Limited English proficient (LEP) students  | 4297  | 1299                                      | 30.2  |
| Economically disadvantaged students        | 37623   | 10355                                     | 27.5  |
| Migratory students                         | 40  | 9   | 22.5  |
| Male                                       | 66335   | 36521                                     | 55.1  |
| Female                                     | 68560   | 33996                                     | 49.6  |

**Comments:** Multiracial: # Students Completing Assessment = 1,384

# Students Scoring At or Above Proficient = 648

% Students Scoring At or Above Proficient = 46.8

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

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**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.14 Student Academic Achievement in Reading/Language Arts - High School**

| High School                                | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring at or Above Proficient | Percentage of Students Scoring at or Above Proficient |
|--|---|---|---|
| All students                               | 134833  | 73299                                     | 54.4  |
| American Indian or Alaska Native           | 238   | 134                                       | 56.3  |
| Asian or Pacific Islander                  | 5865  | 4001                                      | 68.2  |
| Black, non-Hispanic                        | 21023   | 6006                                      | 28.6  |
| Hispanic                                   | 18308   | 6502                                      | 35.5  |
| White, non-Hispanic                        | 87801   | 55864                                     | 63.6  |
| Children with disabilities ( <i>IDEA</i> ) | 16216   | 3782                                      | 23.3  |
| Limited English proficient (LEP) students  | 4283  | 2131                                      | 49.8  |
| Economically disadvantaged students        | 37597   | 12454                                     | 33.1  |
| Migratory students                         | 40  | 13  | 32.5  |
| Male                                       | 66291   | 34133                                     | 51.5  |
| Female                                     | 68539   | 39164                                     | 57.1  |

**Comments:** Multiracial: # Students Completing Assessment = 1,384

# Students Scoring At or Above Proficient = 730

% Students Scoring At or Above Proficient = 52.8

The SEA considers the data provided in this table to be accurate. In previous years, the SEA provided this information based on self-reported district data. Beginning with SY 2006-07, the SEA is providing this information based on data collected through the statewide Student Information System, which allows for more accurate data collection through assignment of unique student identifiers.

Source – Initially prepopulated by *EDFacts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

In the table below, provide the total number of public elementary and secondary schools and districts in the State and the total number of those schools and districts that made AYP based on data for the SY 2006-07 school year. The percentage that made AYP will be calculated automatically.

| Entity           | Total # | # That Made AYP in SY 2006-07 | Percentage That Made AYP in SY 2006-07 |
|------------------|---------|-------------------------------|--|
| Schools          | 3792    | 2896                          | 76.4                                   |
| Districts        | 871     | 626                           | 71.9                                   |
| <b>Comments:</b> |         |                               |  |

Source – The table above is produced through ED Facts. The SEA submits the data in N/X103 for data group 32.

**1.4.2 Title I School Accountability**

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2006-07 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

| Title I School                            | # Title I Schools | # Title I Schools That Made AYP in SY 2006-07 | Percentage of Title I Schools That Made AYP in SY 2006-07 |
|---|-------------------|---|---|
| All Title I schools                       | 2225              | 1621  | 72.8  |
| Schoolwide (SWP) Title I schools          | 1011              | 551   | 54.5  |
| Targeted assistance (TAS) Title I schools | 1214              | 1070  | 88.1  |
| <b>Comments:</b>                          |                   |   |   |

Source – The table above is produced through ED Facts. The SEA submits the data in N/X101 for data group 22 and N/X103 for data group 32.

**Note:** New for the SY 2006-07 CSPR is the data collection requirement to report for public schools and to include data for schoolwide (SWP) and targeted assistance (TAS) Title I Schools.

**1.4.3 Accountability of Districts That Received Title I Funds**

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2006-07. The percentage that made AYP will be calculated automatically.

| # Districts That Received Title I Funds | # Districts That Received Title I Funds and Made AYP in SY 2006-07 | Percentage of Districts That Received Title I Funds and Made AYP in SY 2006-07 |
|---|--|--|
| 789                                     | 555  | 70.3   |
| <b>Comments:</b>                        |  |  |

Source – Initially, pre-populated by ED Facts file N/X103 that is data group 32 and 582. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of Section 1.4.2 of the SY 2005-06 CSPR.



**1.4.4 Title I Schools Identified for Improvement****1.4.4.1 List of Title I Schools Identified for Improvement**

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school missed the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school missed the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))<sup>1</sup>
- Whether the school is a Title I school (This column is optional and is used only by States that choose to list all schools in improvement.)

See attached for blank template that can be used to enter School Data.

Download template: [Question 1.4.4.1 0607.xls](#) ([Get MS Excel Viewer](#))

Source – Manual entry by SEA into the online collection tool.

**Note:** Identification as Title I school is a new data collection for the SY 2006-07 CSPR.

<sup>1</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

## Title I Schools Identified for Improvement, Corrective Action, or Restructuring

Based on School Year 2006-2007 Data

| District Name                     | District NCES ID # | School Name                       | School NCES ID # | Area in Which School Missed AYP |                                     |                    |                                     | School Improvement Status for SY 2007-2008 |  |                                |
|-----------------------------------|--------------------|-----------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--|--------------------------------|
|                                   |                    |                                   |                  | Reading                         |                                     | Mathematics        |                                     |  | Other Academic Indicator               |                                |
|                                   |                    |                                   |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) |  | Attendance (elementary/middle schools) | Graduation Rate (high schools) |
| PIKELAND CUSD 10                  | 1731710            | PIKELAND COMMUNITY SCHOOL         | 173171005518     | X                               | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| CAIRO USD 1                       | 1708070            | CAIRO JR/SR HIGH SCHOOL           | 170807000420     |                                 | y                                   | X                  |                                     |  | Restructuring Year 1--Planning         |                                |
| EGYPTIAN CUSD 5                   | 1713590            | EGYPTIAN SR HIGH SCHOOL           | 171359001657     | X                               | y                                   | X                  |                                     |  | Corrective Action                      |                                |
| MERIDIAN CUSD 101                 | 1726970            | MERIDIAN HIGH SCHOOL              | 172697002873     | X                               | y                                   | X                  |                                     |  | Restructuring Year 2-Implementing      |                                |
| MERIDIAN CUSD 101                 | 1726970            | MERIDIAN ELEMENTARY SCHOOL        | 172697002874     | X                               | y                                   |                    |                                     |  | Corrective Action                      |                                |
| DONGOLA CUD 66                    | 1712480            | DONGOLA HIGH SCHOOL               | 171248001502     | X                               | y                                   | X                  |                                     |  | School Improvement Year 2              |                                |
| VANDALIA CUSD 203                 | 1740140            | VANDALIA JUNIOR HIGH SCHOOL       | 174014004045     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| RAMSEY CUSD 204                   | 1733090            | RAMSEY HIGH SCHOOL                | 173309003435     |                                 | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| ROCKFORD SD 205                   | 1734510            | KENNEDY MIDDLE SCHOOL             | 173451003394     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| ROCKFORD SD 205                   | 1734510            | ELLIS ARTS ACADEMY                | 173451003563     | X                               | y                                   | X                  |                                     |  | Restructuring Year 1--Planning         |                                |
| ROCKFORD SD 205                   | 1734510            | HASKELL ACADEMY                   | 173451003575     |                                 | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| ROCKFORD SD 205                   | 1734510            | JULIA LATHROP ELEM SCHOOL         | 173451003574     | X                               | y                                   | X                  |                                     |  | Restructuring Year 1--Planning         |                                |
| ROCKFORD SD 205                   | 1734510            | MCINTOSH SCIENCE AND TECH MAGNET  | 173451003581     | X                               | y                                   |                    |                                     |  | Corrective Action                      |                                |
| ROCKFORD SD 205                   | 1734510            | WM NASHOLD ELEM SCHOOL            | 173451003582     | X                               | y                                   | X                  |                                     |  | Restructuring Year 1--Planning         |                                |
| ROCKFORD SD 205                   | 1734510            | STILES INVESTIGATIVE LRNING MAGNT | 173451003586     | X                               | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| ROCKFORD SD 205                   | 1734510            | SUMMERDALE ELEM SCHOOL            | 173451003591     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| ROCKFORD SD 205                   | 1734510            | WASHINGTON COMMUNICATION ACAD     | 173451005447     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| ROCKFORD SD 205                   | 1734510            | LEWIS LEMON GLOBAL STUDIES ACAD   | 173451000240     | X                               | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| ROCKFORD SD 205                   | 1734510            | ROCKFORD ENVRNMNTL SCIENCE ACAD   | 173451003397     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| PAXTON-BUCKLEY-LODA CUD 10        | 1707650            | PAXTON-BUCKLEY-LODA JR HIGH SCH   | 170765005479     | X                               | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| OBLONG CUSD 4                     | 1729420            | OBLONG ELEM SCHOOL                | 172942003074     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| CENTRALIA HSD 200                 | 1709300            | CENTRALIA HIGH SCHOOL             | 170930000538     | X                               | y                                   | X                  |                                     |  | Corrective Action                      |                                |
| SCHAUMBURG CCSD 54                | 1734740            | JOHN MUJR LITERACY ACADEMY        | 173474003647     | X                               | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| EVANSTON CCSD 65                  | 1714460            | CHUTE MIDDLE SCHOOL               | 171446001786     |                                 | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| MANNHEIM SD 83                    | 1724330            | MANNHEIM MIDDLE SCHOOL            | 172433002642     | X                               | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| BERKELEY SD 87                    | 1706000            | MACARTHUR MIDDLE SCHOOL           | 170600000279     |                                 | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| BERKELEY SD 87                    | 1706000            | NORTHLAKE MIDDLE SCHOOL           | 170600000281     |                                 | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | EMERSON ELEM SCHOOL               | 172511002737     |                                 | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | GARFIELD ELEM SCHOOL              | 172511002738     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | IRVING ELEM SCHOOL                | 172511002739     | X                               | y                                   | X                  |                                     |  | Restructuring Year 2-Implementing      |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | LEXINGTON ELEM SCHOOL             | 172511002741     |                                 | y                                   |                    |                                     |  | Corrective Action                      |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | MELROSE PARK ELEM SCHOOL          | 172511002743     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110            | WASHINGTON ELEM SCHOOL            | 172511002747     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| FOREST PARK SD 91                 | 1715450            | FOREST PARK MIDDLE SCHOOL         | 171545001858     |                                 | y                                   |                    |                                     |  | Corrective Action                      |                                |
| HILLSIDE SD 93                    | 1719230            | HILLSIDE ELEM SCHOOL              | 171923002210     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| BERWYN NORTH SD 98                | 1706060            | LINCOLN MIDDLE SCHOOL             | 170606000288     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| CICERO SD 99                      | 1710200            | UNITY JR HIGH SCH EAST CAMPUS     | 171020005659     | X                               | y                                   | X                  |                                     |  | School Improvement Year 2              |                                |
| CICERO SD 99                      | 1710200            | UNITY JR HIGH SCH WEST CAMPUS     | 171020005660     | X                               | y                                   | X                  |                                     |  | School Improvement Year 1              |                                |
| CICERO SD 99                      | 1710200            | DANIEL BURNHAM ELEM SCHOOL        | 171020001238     | X                               | y                                   | X                  |                                     |  | Restructuring Year 2-Implementing      |                                |
| CICERO SD 99                      | 1710200            | CICERO EAST ELEM SCHOOL           | 171020001236     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| CICERO SD 99                      | 1710200            | DREXEL ELEM SCHOOL                | 171020001239     |                                 | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| CICERO SD 99                      | 1710200            | T ROOSEVELT ELEM SCHOOL           | 171020001243     | X                               | y                                   |                    |                                     |  | Restructuring Year 1--Planning         |                                |
| CICERO SD 99                      | 1710200            | LIBERTY ELEM SCHOOL               | 171020000277     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| CICERO SD 99                      | 1710200            | CICERO WEST ELEMENTARY SCHOOL     | 171020002479     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| CICERO SD 99                      | 1710200            | COLUMBUS WEST ELEMENTARY SCHOOL   | 171020002480     | X                               | y                                   |                    |                                     |  | Restructuring Year 2-Implementing      |                                |
| LYONS SD 103                      | 1723850            | WASHINGTON MIDDLE SCHOOL          | 172385002600     | X                               | y                                   |                    |                                     |  | School Improvement Year 1              |                                |
| COOK COUNTY SD 130                | 1706510            | EVERETT F KERR MIDDLE SCHOOL      | 170651000328     | X                               | y                                   |                    |                                     |  | School Improvement Year 2              |                                |

| District Name                   | District NCES ID # | School Name                      | School NCES ID # | Area in Which School Missed AYP |                                     |                    |                                     | School Improvement Status for SY 2007-2008 |  |                                |
|---------------------------------|--------------------|----------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--|--------------------------------|
|                                 |                    |                                  |                  | Reading                         |                                     | Mathematics        |                                     |  | Other Academic Indicator               |                                |
|                                 |                    |                                  |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) |  | Attendance (elementary/middle schools) | Graduation Rate (high schools) |
| COOK COUNTY SD 130              | 1706510            | NATHAN HALE MIDDLE SCHOOL        | 170651000334     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| COOK COUNTY SD 130              | 1706510            | VETERANS MEMORIAL MIDDLE SCH     | 170651004244     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 2              |                                |
| COOK COUNTY SD 130              | 1706510            | WHITTIER ELEMENTARY SCHOOL       | 170651000338     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| CALUMET PUBLIC SD 132           | 1708130            | BURR OAK ELEM SCHOOL             | 170813000426     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| GEN GEORGE PATTON SD 133        | 1730900            | GEN GEORGE PATTON ELEM SCHOOL    | 173090003220     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| MIDLOTHIAN SD 143               | 1725920            | CENTRAL PARK ELEM SCHOOL         | 172592002785     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 1-Planning          |                                |
| POSEN-ROBBINS ESD 143-5         | 1732370            | KELLAR SCHOOL                    | 173237001286     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| POSEN-ROBBINS ESD 143-5         | 1732370            | POSEN ELEM SCHOOL                | 173237003376     | X                               | Y                                   |                    | Y                                   |  | Corrective Action                      |                                |
| PRAIRIE-HILLS ESD 144           | 1724720            | PRAIRIE-HILLS JUNIOR HIGH SCHOOL | 172472002673     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| W HARVEY-DIXMOOR PSD 147        | 1718480            | ROSA L PARKS MIDDLE SCHOOL       | 171848000518     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| W HARVEY-DIXMOOR PSD 147        | 1718480            | WASHINGTON ELEM SCHOOL           | 171848002142     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| DOLTON SD 148                   | 1712450            | ROOSEVELT JUNIOR HIGH SCHOOL     | 171245004919     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| DOLTON SD 148                   | 1712450            | WASHINGTON ELEM SCHOOL           | 171245001501     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| DOLTON SD 149                   | 1712420            | DIRKSEN MIDDLE SCHOOL            | 171242001491     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| DOLTON SD 149                   | 1712420            | DIEKMAN ELEM SCHOOL              | 171242001490     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| SOUTH HOLLAND SD 151            | 1736750            | COOLIDGE MIDDLE SCHOOL           | 173675003780     | X                               | Y                                   |                    | Y                                   |  | Corrective Action                      |                                |
| SOUTH HOLLAND SD 151            | 1736750            | MADISON SCHOOL                   | 173675003782     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| HARVEY SD 152                   | 1718450            | BROOKS MIDDLE SCHOOL             | 171845002129     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| HAZEL CREST SD 152-5            | 1718600            | DR RALPH BUNCHE SCHOOL           | 171860002152     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| CALUMET CITY SD 155             | 1741520            | WENTWORTH JR HIGH SCHOOL         | 174152003426     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| LINCOLN ESD 156                 | 1708100            | LINCOLN ELEM SCHOOL              | 170810000425     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| HOOVER-SCHRUM MEMORIAL SD 157   | 1719680            | SCHRUM MEMORIAL SCHOOL           | 171968000742     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 1-Planning          |                                |
| ESD 159                         | 1736300            | WOODGATE ELEM SCHOOL             | 173630003753     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 2              |                                |
| COUNTRY CLUB HILLS SD 160       | 1711010            | SOUTHWOOD MIDDLE SCHOOL          | 171101001332     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 2              |                                |
| COUNTRY CLUB HILLS SD 160       | 1711010            | MEADOWVIEW SCHOOL                | 171101001331     |                                 | Y                                   |                    | Y                                   |  | Corrective Action                      |                                |
| FORD HEIGHTS SD 169             | 1710950            | SAUL L BECK UPPER GRADE CENTER   | 171095005419     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| CHICAGO HEIGHTS SD 170          | 1709960            | WASHINGTON JUNIOR HIGH           | 170996000053     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| CHICAGO HEIGHTS SD 170          | 1709960            | WILSON ELEM SCHOOL               | 170996001228     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| CHICAGO HEIGHTS SD 170          | 1709960            | DR CHARLES E GAVIN ELEM SCHOOL   | 170996001219     | X                               | Y                                   | X                  | Y                                   | X  | School Improvement Year 1              |                                |
| CHICAGO HEIGHTS SD 170          | 1709960            | LINCOLN ELEM SCHOOL              | 170996001224     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| SUNNYBROOK SD 171               | 1738370            | HERITAGE MIDDLE SCHOOL           | 173837005543     |                                 | Y                                   |                    | Y                                   |  | School Improvement Year 1              |                                |
| OAK PARK - RIVER FOREST SD 200  | 1729280            | OAK PARK & RIVER FOREST HIGH SCH | 172928003070     | X                               | Y                                   | X                  | Y                                   |  | Corrective Action                      |                                |
| J S MORTON HSD 201              | 1726880            | J STERLING MORTON WEST HIGH SCH  | 172688002872     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1              |                                |
| EVANSTON TWP HSD 202            | 1714490            | EVANSTON TWP HIGH SCHOOL         | 171449001804     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 1-Planning          |                                |
| THORNTON TWP HSD 205            | 1738970            | THORNTON TOWNSHIP HIGH SCHOOL    | 173897003955     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| THORNTON TWP HSD 205            | 1738970            | THORNIDGE HIGH SCHOOL            | 173897003954     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| THORNTON TWP HSD 205            | 1738970            | THORNWOOD HIGH SCHOOL            | 173897003956     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| BLOOM TWP HSD 206               | 1706420            | BLOOM HIGH SCHOOL                | 170642000312     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| BLOOM TWP HSD 206               | 1706420            | BLOOM TRAIL HIGH SCHOOL          | 170642000313     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| MAINE TOWNSHIP HSD 207          | 1724090            | MAINE EAST HIGH SCHOOL           | 172409005030     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| PROVISO TWP HSD 209             | 1732910            | PROVISO EAST HIGH SCHOOL         | 173291003406     | X                               | Y                                   | X                  | Y                                   |  | Corrective Action                      |                                |
| LEYDEN CHSD 212                 | 1722740            | EAST LEYDEN HIGH SCHOOL          | 172274002520     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| LEYDEN CHSD 212                 | 1722740            | WEST LEYDEN HIGH SCHOOL          | 172274002522     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 2              |                                |
| THORNTON FRACTIONAL TWP HSD 215 | 1738940            | THORNTON FRACTNL NO HIGH SCHOOL  | 173894003952     | X                               | Y                                   | X                  | Y                                   |  | Corrective Action                      |                                |
| CHSD 218                        | 1706540            | DD EISENHOWER HIGH SCH (CAMPUS)  | 170654000342     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 2              |                                |
| NILES TWP CHSD 219              | 1728530            | NILES NORTH HIGH SCHOOL          | 172853002986     |                                 | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing      |                                |
| RICH TWP HSD 227                | 1733420            | RICH EAST CAMPUS HIGH SCHOOL     | 173342003459     | X                               | Y                                   | X                  | Y                                   |  | Corrective Action                      |                                |

Consolidated State Performance Report, Part I  
Question 1.4.4.1

Illinois State Board of Education  
Title I Schools Identified for Improvement, Corrective Action, or Restructuring  
Based on School Year 2006-2007 Data

| District Name          | District NCES ID # | School Name                        | School NCES ID # | Area in Which School Missed AYP |                                     |  |                                     | School Improvement Status for SY 2007-2008 |
|------------------------|--------------------|------------------------------------|------------------|---------------------------------|-------------------------------------|--|-------------------------------------|--|
|                        |                    |                                    |                  | Reading                         |                                     | Mathematics                              |                                     |  |
|                        |                    |                                    |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target                       | Participation Rate Target Met (Y/N) |  |
|                        |                    |                                    |                  | Other Academic Indicator        |                                     |  |                                     |  |
|                        |                    |                                    |                  |                                 |                                     | Attendance/ (elementary/ middle schools) | Graduation Rate (high schools)      |  |
| RICH TWP HSD 227       | 1733420            | RICH CENTRAL CAMPUS HIGH SCHOOL    | 173342003458     | X                               | Y                                   | X  | Y                                   | School Improvement Year 2                  |
| RICH TWP HSD 227       | 1733420            | RICH SOUTH CAMPUS HIGH SCHOOL      | 173342003460     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| BREMEN CHSD 228        | 1707050            | HILLCREST HIGH SCHOOL              | 170705000365     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | AMUNDSEN HIGH SCHOOL               | 170993000587     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | BOGAN HIGH SCHOOL                  | 170993000626     | X                               | Y                                   | X  | Y                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | CARVER MILITARY ACADEMY HS         | 170993000671     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | CRANE TECHNICAL PREP HIGH SCHOOL   | 170993000717     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | ENGLEWOOD TECHNICAL PREP ACAD HS   | 170993000779     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | FARRAGUT CAREER ACADEMY HS         | 170993000788     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | FENGER ACADEMY HIGH SCHOOL         | 170993000792     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | FOREMAN HIGH SCHOOL                | 170993000799     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | GAGE PARK HIGH SCHOOL              | 170993000809     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | HARLAN COMMUNITY ACADEMY HS        | 170993000851     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | HARPER HIGH SCHOOL                 | 170993000852     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | HIRSCH METROPOLITAN HIGH SCHOOL    | 170993000879     |                                 | Y                                   |  | Y                                   | Restructuring Year 1--Planning             |
| CITY OF CHICAGO SD 299 | 1709930            | HUBBARD HIGH SCHOOL                | 170993000889     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | HYDE PARK ACADEMY HIGH SCHOOL      | 170993000893     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | KELLY HIGH SCHOOL                  | 170993000920     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | KELVYN PARK HIGH SCHOOL            | 170993000923     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | KENNEDY HIGH SCHOOL                | 170993000924     | X                               | N                                   | X  | N                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | LAKE VIEW HIGH SCHOOL              | 170993000941     | X                               | Y                                   | X  | Y                                   | Restructuring Year 1--Planning             |
| CITY OF CHICAGO SD 299 | 1709930            | MARSHALL METROPOLITAN HIGH SCHOOL  | 170993000972     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | ACAD OF COMM & TECH CHARTER HS     | 170993003432     |                                 | Y                                   |  | Y                                   | Restructuring Year 1--Planning             |
| CITY OF CHICAGO SD 299 | 1709930            | MATHER HIGH SCHOOL                 | 170993000977     | X                               | N                                   | X  | N                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | PHILLIPS ACADEMY HIGH SCHOOL       | 170993001061     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | ROOSEVELT HIGH SCHOOL              | 170993001093     | X                               | N                                   | X  | N                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | SCHURZ HIGH SCHOOL                 | 170993001111     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | SENN HIGH SCHOOL                   | 170993001114     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | STEINMETZ ACADEMIC CENTRE HS       | 170993001139     | X                               | N                                   | X  | N                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | SULLIVAN HIGH SCHOOL               | 170993001149     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | TILDEN CAREER COMMUNITY ACADEMY HS | 170993001161     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | WASHINGTON, G HIGH SCHOOL          | 170993001189     | X                               | N                                   | X  | N                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | WELLS COMMUNITY ACADEMY HS         | 170993001192     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | YOUTH CONNECTIONS CHARTER HS       | 170993003473     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | NORTH LAWNDALE CHARTER HS          | 170993003474     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | YOUNG WOMENS LEADERSHIP CHARTR HS  | 170993003981     |                                 | Y                                   |  | Y                                   | School Improvement Year 1                  |
| CITY OF CHICAGO SD 299 | 1709930            | ASPIRA CHARTER HIGH SCHOOL         | 170993005663     | X                               | Y                                   | X  | Y                                   | School Improvement Year 1                  |
| CITY OF CHICAGO SD 299 | 1709930            | CHICAGO VOCATIONAL CAREER ACAD HS  | 170993000943     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | BEST PRACTICE HIGH SCHOOL          | 170993001208     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | DUNBAR VOCATIONAL CAREER ACAD HS   | 170993000588     | X                               | Y                                   | X  | Y                                   | School Improvement Year 2                  |
| CITY OF CHICAGO SD 299 | 1709930            | PROSSER CAREER ACADEMY HS          | 170993000681     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | RICHARDS CAREER ACADEMY HS         | 170993000718     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | SIMEON CAREER ACADEMY HIGH SCHOOL  | 170993000758     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | CORLISS HIGH SCHOOL                | 170993001072     | X                               | N                                   | X  | N                                   | Restructuring Year 1--Planning             |
| CITY OF CHICAGO SD 299 | 1709930            | CLEMENTE COMMUNITY ACADEMY HS      | 170993001086     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | MANLEY CAREER ACADEMY HIGH SCHOOL  | 170993001125     | X                               | N                                   | X  | N                                   | Restructuring Year 2-Implementing          |
| CITY OF CHICAGO SD 299 | 1709930            | CURIE METROPOLITAN HIGH SCHOOL     | 170993001198     | X                               | Y                                   | X  | Y                                   | Restructuring Year 2-Implementing          |

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| District Name          | District NCES ID # | School Name                       | School NCES ID # | Area In Which School Missed AYP |                                     |                    |                                     |  | School Improvement Status for SY 2007-2008 |                                |
|------------------------|--------------------|-----------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--|--------------------------------|
|                        |                    |                                   |                  | Reading                         |                                     | Mathematics        |                                     | Other Academic Indicator               |  |                                |
|                        |                    |                                   |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) | Attendance (elementary/middle schools) |  | Graduation Rate (high schools) |
| CITY OF CHICAGO SD 299 | 1709930            | JULIAN HIGH SCHOOL                | 170993000895     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | COLLINS HIGH SCHOOL               | 170993000688     | X                               | N                                   | X                  | N                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ROBESON HIGH SCHOOL               | 170993000967     | X                               | N                                   | X                  | N                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | JUAREZ COMMUNITY ACADEMY HS       | 170993000722     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | HANCOCK COLLEGE PREPARATORY HS    | 170993001980     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CHICAGO MILITARY ACADEMY HS       | 170993003487     |                                 | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | DYETT HIGH SCHOOL                 | 170993004265     | X                               | Y                                   | X                  | Y                                   | X                                      | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | HOPE COLLEGE PREP HIGH SCHOOL     | 170993004266     |                                 | Y                                   | X                  | Y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BOWEN ENVIRONMENTAL STUDIES HS    | 170993004712     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CHICAGO DISCOVERY ACADEMY HS      | 170993004713     | X                               | Y                                   | X                  | Y                                   | X                                      | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ENTREPRENEURSHIP HIGH SCHOOL      | 170993004714     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | PHOENIX MILITARY ACADEMY HS       | 170993004715     | X                               | Y                                   | X                  | Y                                   | X                                      | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SCHOOL OF THE ARTS HIGH SCHOOL    | 170993004717     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SCHOOL OF TECHNOLOGY HIGH SCHOOL  | 170993005664     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SCHOOL OF LEADERSHIP HIGH SCHOOL  | 170993005665     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BIG PICTURE HS -BACK OF THE YARDS | 170993005666     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | VINES PREPARATORY ACADEMY HS      | 170993005667     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | GLOBAL VISIONS HIGH SCHOOL        | 170993005668     | X                               | Y                                   | X                  | Y                                   | X                                      | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BIG PICTURE HS - METRO            | 170993005676     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SPRY COMMUNITY LINKS HIGH SCHOOL  | 170993005677     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | AASTA - ORR HIGH SCHOOL           | 170993005052     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | EXCEL - ORR HIGH SCHOOL           | 170993005065     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CHICAGO INTERNATIONAL CHARTER     | 170993003505     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | JACKSON, M ELEM SCHOOL            | 170993001091     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MORGAN ELEM SCHOOL                | 170993001160     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ADAMS ELEM SCHOOL                 | 170993000884     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ALT GELD ELEM SCHOOL              | 170993000909     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ANDERSEN, H C ELEM COMMUNITY ACAD | 170993000902     |                                 | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ARMOUR ELEM SCHOOL                | 170993001001     |                                 | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ARMSTRONG, G ELEM INT'L STUDIES   | 170993001181     | X                               | Y                                   | X                  | Y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ATTUCKS ELEM SCHOOL               | 170993000645     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | AVALON PARK ELEM SCHOOL           | 170993000582     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BANNEKER ELEM SCHOOL              | 170993000584     | X                               | Y                                   |                    | Y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BARRY ELEM SCHOOL                 | 170993000586     | X                               | Y                                   | X                  | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BARTON ELEM SCHOOL                | 170993000589     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BASS ELEM SCHOOL                  | 170993000590     | X                               | Y                                   | X                  | Y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | NICHOLSON ELEM MATH & SCIENCE     | 170993000597     | X                               | Y                                   |                    | Y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BEIDLER ELEM SCHOOL               | 170993000603     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BETHUNE ELEM SCHOOL               | 170993000608     | X                               | Y                                   | X                  | Y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BOND ELEM SCHOOL                  | 170993000611     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BOONE ELEM SCHOOL                 | 170993000612     | X                               | Y                                   |                    | Y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BRADWELL COMM ARTS & SCI ELEM SCH | 170993000614     | X                               | Y                                   | X                  | Y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | HALEY ELEM ACADEMY                | 170993000615     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BRENTANO ELEM MATH & SCIENCE ACAD | 170993000617     |                                 | Y                                   |                    | Y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BROWNELL ELEM SCHOOL              | 170993000622     | X                               | Y                                   |                    | Y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BOUCHET ELEM MATH & SCIENCE ACAD  | 170993000623     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BURBANK ELEM SCHOOL               | 170993000627     | X                               | Y                                   | X                  | Y                                   |  | Restructuring Year 2-Implementing          |                                |

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| District Name          | District NCES ID # | School Name                        | School NCES ID # | Area in Which School Missed AYP |                                     |                    |                                     | School Improvement Status for SY 2007-2008 |                          |
|------------------------|--------------------|------------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--------------------------|
|                        |                    |                                    |                  | Reading                         |                                     | Mathematics        |                                     |  | Other Academic Indicator |
|                        |                    |                                    |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) |  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | BURKE ELEM SCHOOL                  | 1709930000629    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CASTELLANOS ELEM SCHOOL            | 1709930000634    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | BRUNSON MATH & SCI SPECIALTY ELEM  | 1709930000638    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 1-Planning              |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CALDWELL ELEM ACAD OF MATH & SCI   | 1709930000641    |                                 | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CALHOUN NORTH ELEM SCHOOL          | 1709930000644    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CAMERON ELEM SCHOOL                | 1709930000646    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CARROLL ELEM SCHOOL                | 1709930000652    | X                               | Y                                   | X                  | Y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CATHER ELEM SCHOOL                 | 1709930000656    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CHALMERS ELEM SPECIALTY SCHOOL     | 1709930000657    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CHASE ELEM SCHOOL                  | 1709930000659    | X                               | Y                                   |                    | Y                                   | Restructuring Year 1-Planning              |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CLEVELAND ELEM SCHOOL              | 1709930000663    |                                 | Y                                   |                    | Y                                   | Corrective Action                          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CLINTON ELEM SCHOOL                | 1709930000664    | X                               | Y                                   | X                  | Y                                   | School Improvement Year 1                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | COLUMBUS ELEM SCHOOL               | 1709930000669    |                                 | Y                                   |                    | Y                                   | School Improvement Year 1                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | COOK ELEM SCHOOL                   | 1709930000672    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CORKERY ELEM SCHOOL                | 1709930000677    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 1-Planning              |                          |
| CITY OF CHICAGO SD 299 | 1709930            | CROWN ELEM COMM ACAD FINE ARTS CTR | 1709930000678    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DARWIN ELEM SCHOOL                 | 1709930000679    | X                               | Y                                   |                    | Y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DAVIS, N ELEM SCHOOL               | 1709930000687    |                                 | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DAWES ELEM SCHOOL                  | 1709930000689    |                                 | Y                                   |                    | Y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DELANO ELEM SCHOOL                 | 1709930000690    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DENEEN ELEM SCHOOL                 | 1709930000691    | X                               | N                                   | X                  | N                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DETT ELEM SCHOOL                   | 1709930000695    |                                 | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DISNEY ELEM MAGNET SCHOOL          | 1709930000709    | X                               | Y                                   |                    | Y                                   | School Improvement Year 1                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DULLES ELEM SCHOOL                 | 1709930000682    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DUMAS ELEM SCHOOL                  | 1709930000732    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | DVORAK ELEM SPECIALTY ACADEMY      | 1709930000737    |                                 | Y                                   | X                  | Y                                   | Corrective Action                          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | EARLE ELEM SCHOOL                  | 1709930000738    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | EBERHART ELEM SCHOOL               | 1709930000739    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 1-Planning              |                          |
| CITY OF CHICAGO SD 299 | 1709930            | EDWARDS ELEM SCHOOL                | 1709930000744    | X                               | Y                                   | X                  | Y                                   | School Improvement Year 1                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | ELLINGTON ELEM SCHOOL              | 1709930000748    |                                 | Y                                   | X                  | Y                                   | Restructuring Year 1-Planning              |                          |
| CITY OF CHICAGO SD 299 | 1709930            | EMMET ELEM SCHOOL                  | 1709930000751    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | ESMOND ELEM SCHOOL                 | 1709930000753    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FALCONER ELEM SCHOOL               | 1709930000759    |                                 | Y                                   |                    | Y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FARADAY ELEM SCHOOL                | 1709930000762    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FERRI ELEM SCHOOL                  | 1709930000768    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FIELD ELEM SCHOOL                  | 1709930000771    |                                 | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FISKE ELEM SCHOOL                  | 1709930000773    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FORT DEARBORN ELEM SCHOOL          | 1709930000774    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FULLER ELEM SCHOOL                 | 1709930000778    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | FULTON ELEM SCHOOL                 | 1709930000780    | X                               | Y                                   | X                  | X                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GALE ELEM COMMUNITY ACADEMY        | 1709930000782    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GALLISTEL ELEM LANGUAGE ACADEMY    | 1709930000783    |                                 | Y                                   |                    | Y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GARY ELEM SCHOOL                   | 1709930000785    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | WOODS ELEM MATH & SCIENCE ACADEMY  | 1709930000786    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GLADSTONE ELEM SCHOOL              | 1709930000790    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GOLDBLATT ELEM SCHOOL              | 1709930000795    | X                               | Y                                   |                    | Y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | GOMPERS ELEM FINE ARTS OPT SCHOOL  | 1709930000796    | X                               | Y                                   | X                  | Y                                   | Restructuring Year 2-Implementing          |                          |



Consolidated State Performance Report, Part I  
Question 1.4.4.1

Illinois State Board of Education  
Title I Schools Identified for Improvement, Corrective Action, or Restructuring  
Based on School Year 2006-2007 Data

| District Name          | District NCES ID # | School Name                     | School NCES ID # | Area in Which School Missed AYP |                                     |                    |                                     |   |                                   | School Improvement Status for SY 2007-2008 |
|------------------------|--------------------|---------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|---|-----------------------------------|--|
|                        |                    |                                 |                  | Reading                         |                                     | Mathematics        |                                     | Other Academic Indicator                |                                   |  |
|                        |                    |                                 |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) | Attendance (elementary/ middle schools) | Graduation Rate (high school)     |  |
| CITY OF CHICAGO SD 299 | 1709930            | GRAHAM, A ELEM SCHOOL           | 17099330000800   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | GREGORY MATH & SCI ELEM ACADEMY | 17099330000807   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | GRESHAM ELEM SCHOOL             | 17099330000811   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | GUGGENHEIM ELEM SCHOOL          | 17099330000814   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | GILLESPIE ELEM SCHOOL           | 17099330000816   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HAMLIN ELEM SCHOOL              | 17099330000823   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HARVARD ELEM SCHOOL             | 17099330000830   | X                               | Y                                   | X                  | Y                                   | X                                       | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HAYT ELEM SCHOOL                | 17099330000834   |                                 | Y                                   |                    | Y                                   |   | School Improvement Year 1         |  |
| CITY OF CHICAGO SD 299 | 1709930            | HEALY ELEM SCHOOL               | 17099330000835   | X                               | Y                                   |                    | Y                                   |   | School Improvement Year 1         |  |
| CITY OF CHICAGO SD 299 | 1709930            | HEARST ELEM SCHOOL              | 17099330000836   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HEDGES ELEM SCHOOL              | 17099330000837   |                                 | Y                                   | X                  | Y                                   |   | Corrective Action                 |  |
| CITY OF CHICAGO SD 299 | 1709930            | HENDERSON ELEM SCHOOL           | 17099330000842   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HENRY ELEM SCHOOL               | 17099330000844   |                                 | Y                                   |                    | Y                                   |   | Corrective Action                 |  |
| CITY OF CHICAGO SD 299 | 1709930            | HENSON ELEM SCHOOL              | 17099330000845   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HERBERT ELEM SCHOOL             | 17099330000846   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HERZL ELEM SCHOOL               | 17099330000847   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HIBBARD ELEM SCHOOL             | 17099330000854   | X                               | Y                                   |                    | Y                                   |   | School Improvement Year 1         |  |
| CITY OF CHICAGO SD 299 | 1709930            | HINTON ELEM SCHOOL              | 17099330000856   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HOLMES ELEM SCHOOL              | 17099330000861   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HOWE ELEM SCHOOL                | 17099330000862   | X                               | Y                                   | X                  | Y                                   | X                                       | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | HURLEY ELEM SCHOOL              | 17099330000866   | X                               | Y                                   |                    | Y                                   |   | School Improvement Year 2         |  |
| CITY OF CHICAGO SD 299 | 1709930            | JENNER ELEM ACADEMY OF THE ARTS | 17099330000874   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | JOHNSON ELEM SCHOOL             | 17099330000880   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | KERSHAW ELEM SCHOOL             | 17099330000883   | X                               | Y                                   |                    | Y                                   | X                                       | School Improvement Year 2         |  |
| CITY OF CHICAGO SD 299 | 1709930            | KEY ELEM SCHOOL                 | 17099330000885   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | KILMER ELEM SCHOOL              | 17099330000886   |                                 | Y                                   |                    | Y                                   |   | Restructuring Year 1--Planning    |  |
| CITY OF CHICAGO SD 299 | 1709930            | KING ELEM SCHOOL                | 17099330000887   | X                               | Y                                   |                    | Y                                   | X                                       | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | KOHN ELEM SCHOOL                | 17099330000896   | X                               | Y                                   | X                  | Y                                   | X                                       | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LAFAYETTE ELEM SCHOOL           | 17099330000904   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LATHROP ELEM SCHOOL             | 17099330000906   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LAWDALE ELEM COMMUNITY ACADEMY  | 17099330000907   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LEWIS ELEM SCHOOL               | 17099330000911   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LIBBY ELEM SCHOOL               | 17099330000916   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LINNE ELEM SCHOOL               | 17099330000919   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 1--Planning    |  |
| CITY OF CHICAGO SD 299 | 1709930            | LOYD ELEM SCHOOL                | 17099330000926   |                                 | Y                                   |                    | Y                                   |   | Restructuring Year 1--Planning    |  |
| CITY OF CHICAGO SD 299 | 1709930            | LOCKE, J ELEM SCHOOL            | 17099330000927   | X                               | Y                                   | X                  | Y                                   |   | School Improvement Year 2         |  |
| CITY OF CHICAGO SD 299 | 1709930            | LOVETT ELEM SCHOOL              | 17099330000929   |                                 | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LOWELL ELEM SCHOOL              | 17099330000930   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | LAWRENCE ELEM SCHOOL            | 17099330000932   | X                               | N                                   | X                  | N                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MADISON ELEM SCHOOL             | 17099330000935   |                                 | N                                   |                    | N                                   |   | Restructuring Year 1--Planning    |  |
| CITY OF CHICAGO SD 299 | 1709930            | MANIERRE ELEM SCHOOL            | 17099330000936   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MANN ELEM SCHOOL                | 17099330000937   | X                               | N                                   | X                  | N                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MARCONI ELEM COMMUNITY ACADEMY  | 17099330000938   | X                               | Y                                   |                    | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MARQUETTE ELEM SCHOOL           | 17099330000940   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MASON ELEM SCHOOL               | 17099330000944   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MAY ELEM COMMUNITY ACADEMY      | 17099330000948   | X                               | Y                                   | X                  | Y                                   |   | Restructuring Year 2-Implementing |  |
| CITY OF CHICAGO SD 299 | 1709930            | MAYER ELEM SCHOOL               | 17099330000950   |                                 | Y                                   |                    | Y                                   |   | School Improvement Year 1         |  |

| District Name          | District NCES ID # | School Name                       | School NCES ID # | Area in Which School Missed AYP |                       |                    |                                     | School Improvement Status for SY 2007-2008 |                          |
|------------------------|--------------------|-----------------------------------|------------------|---------------------------------|-----------------------|--------------------|-------------------------------------|--|--------------------------|
|                        |                    |                                   |                  | Reading                         |                       | Mathematics        |                                     |  | Other Academic Indicator |
|                        |                    |                                   |                  | Proficiency Target              | Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) |  |                          |
|                        |                    |                                   |                  |                                 |                       |                    |                                     |  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MCCORKLE ELEM SCHOOL              | 170993000953     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MCKAY ELEM SCHOOL                 | 170993000958     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MCPHERSON ELEM SCHOOL             | 170993000959     |                                 | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MEDILL ELEM SCHOOL                | 170993000961     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MELODY ELEM SCHOOL                | 170993000963     | X                               | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MONROE ELEM SCHOOL                | 170993000968     |                                 | y                     |                    | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MOOS ELEM SCHOOL                  | 170993000969     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MORRILL ELEM MATH & SCI SCHOOL    | 170993000970     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MOUNT VERNON ELEM SCHOOL          | 170993000978     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | MOZART ELEM SCHOOL                | 170993000979     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | NASH ELEM SCHOOL                  | 170993000985     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | NEIL ELEM SCHOOL                  | 170993000987     | X                               | y                     | X                  | y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | NIGHTINGALE ELEM SCHOOL           | 170993000992     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | NOBEL ELEM SCHOOL                 | 170993000996     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | OGLESBY ELEM SCHOOL               | 170993001004     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | O'KEEFE ELEM SCHOOL               | 170993001005     | X                               | N                     | X                  | N                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PICCOLO ELEM SPECIALTY SCHOOL     | 170993001011     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | O'TOOLE ELEM SCHOOL               | 170993001013     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | OVERTON ELEM SCHOOL               | 170993001014     |                                 | y                     | X                  | y                                   | School Improvement Year 1                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PADEREWSKI ELEM LEARNING ACADEMY  | 170993001016     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PARKER ELEM COMMUNITY ACADEMY     | 170993001019     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PARKMAN ELEM SCHOOL               | 170993001020     | X                               | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PARK MANOR ELEM SCHOOL            | 170993001021     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PARKSIDE ELEM COMMUNITY ACADEMY   | 170993001022     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PEABODY ELEM SCHOOL               | 170993001024     |                                 | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PECK ELEM SCHOOL                  | 170993001025     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PEIRCE ELEM INTL STUDIES SCHOOL   | 170993001027     |                                 | y                     |                    | y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PENN ELEM SCHOOL                  | 170993001028     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | WASHINGTON, H ELEM SCHOOL         | 170993001031     | X                               | y                     |                    | y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PICKARD ELEM SCHOOL               | 170993001034     |                                 | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PORTAGE PARK ELEM SCHOOL          | 170993001039     | X                               | y                     | X                  | y                                   | School Improvement Year 2                  |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PRICE LIT & WRITING ELEM SCHOOL   | 170993001042     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PULASKI ELEM FINE ARTS ACADEMY    | 170993001045     | X                               | y                     | X                  | y                                   | Corrective Action                          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | PULLMAN ELEM SCHOOL               | 170993001046     | X                               | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | JOHNS ELEM COMMUNITY ACADEMY      | 170993001049     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | REAVIS ELEM MATH & SCI SPEC SCHL  | 170993001052     | X                               | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | REED ELEM SCHOOL                  | 170993001053     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | REILLY ELEM SCHOOL                | 170993001054     | X                               | y                     | X                  | y                                   | Restructuring Year 1--Planning             |                          |
| CITY OF CHICAGO SD 299 | 1709930            | REVERE ELEM SCHOOL                | 170993001056     | X                               | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | ROSS ELEM SCHOOL                  | 170993001060     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | RYDER ELEM MATH & SCI SPEC SCHOOL | 170993001065     |                                 | y                     |                    | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | RYERSON ELEM SCHOOL               | 170993001066     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | SAWYER ELEM SCHOOL                | 170993001068     | X                               | y                     |                    | y                                   | Corrective Action                          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | ASHE ELEM SCHOOL                  | 170993001071     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | SCAMMON ELEM SCHOOL               | 170993001073     |                                 | y                     |                    | y                                   | Corrective Action                          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | SONGHAI ELEM LEARNING INSTITUTE   | 170993001074     |                                 | N                     |                    | N                                   | Restructuring Year 2-Implementing          |                          |
| CITY OF CHICAGO SD 299 | 1709930            | SCHILLER ELEM SCHOOL              | 170993001075     | X                               | y                     | X                  | y                                   | Restructuring Year 2-Implementing          |                          |



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| District Name          | District NCES ID # | School Name                      | School NCES ID # | Area in Which School Missed AYP |                                     |                    |                                     |  | School Improvement Status for SY 2007-2008 |                                |
|------------------------|--------------------|----------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--|--------------------------------|
|                        |                    |                                  |                  | Reading                         |                                     | Mathematics        |                                     | Other Academic Indicator               |  |                                |
|                        |                    |                                  |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) | Attendance (elementary/middle schools) |  | Graduation Rate (high schools) |
| CITY OF CHICAGO SD 299 | 1709930            | SCHNEIDER ELEM SCHOOL            | 170993001078     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SEXTON ELEM SCHOOL               | 170993001081     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MIRELES ELEM ACADEMY             | 170993001084     | X                               | N                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SHERMAN ELEM SCHOOL              | 170993001085     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SHIELDS ELEM SCHOOL              | 170993001092     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SHOOP MATH-SCI TECH ELEM ACADEMY | 170993001095     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SMYTH, J ELEM SCHOOL             | 170993001098     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SPENCER ELEM MATH & SCI ACADEMY  | 170993001101     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | STAGG ELEM SCHOOL                | 170993001102     |                                 | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | STEVENSON ELEM SCHOOL            | 170993001103     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | STEWART ELEM SCHOOL              | 170993001104     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SPRY ELEM COMMUNITY SCHOOL       | 170993001106     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | STOWE ELEM SCHOOL                | 170993001109     | X                               | y                                   |                    | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SULLIVAN ELEM SCHOOL             | 170993001116     | X                               | y                                   | X                  | y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SUMNER ELEM MATH & SCI COMM ACAD | 170993001117     |                                 | y                                   |                    | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TALCOTT ELEM SCHOOL              | 170993000964     |                                 | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | THORP, J N ELEM SCHOOL           | 170993001122     |                                 | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TILTON ELEM SCHOOL               | 170993001124     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TONTI ELEM SCHOOL                | 170993001127     | X                               | y                                   | X                  | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TWAIN ELEM SCHOOL                | 170993001130     |                                 | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | LAVIZZO ELEM SCHOOL              | 170993001135     | X                               | y                                   | X                  | y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | VOLTA ELEM SCHOOL                | 170993001138     |                                 | y                                   | X                  | y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | VON HUMBOLDT ELEM SCHOOL         | 170993001140     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WADSWORTH ELEM SCHOOL            | 170993001144     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WATERS ELEM SCHOOL               | 170993001147     | X                               | y                                   | X                  | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WEBSTER ELEM SCHOOL              | 170993001148     | X                               | y                                   |                    | y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WENTWORTH ELEM SCHOOL            | 170993001150     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WESTCOTT ELEM SCHOOL             | 170993001151     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WEST PULLMAN ELEM SCHOOL         | 170993001152     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WHISTLER ELEM SCHOOL             | 170993001155     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WHITNEY ELEM SCHOOL              | 170993001157     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WHITTIER ELEM SCHOOL             | 170993001159     |                                 | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | YALE ELEM SCHOOL                 | 170993001164     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | YOUNG ELEM SCHOOL                | 170993001171     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | YATES ELEM SCHOOL                | 170993001176     |                                 | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | DEPRIEST ELEM SCHOOL             | 170993001177     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CUFFE MATH-SCI TECH ELEM ACADEMY | 170993001183     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | FOSTER PARK ELEM SCHOOL          | 170993001186     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MCGAIR ELEM SCHOOL               | 170993001191     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | HAY ELEM COMMUNITY ACADEMY       | 170993001193     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | LEE ELEM SCHOOL                  | 170993001214     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | COPERNICUS ELEM SCHOOL           | 170993001217     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TILL ELEM MATH & SCIENCE ACADEMY | 170993001165     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WARD, L ELEM SCHOOL              | 170993001212     | X                               | y                                   | X                  | y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SMITH, W ELEM SCHOOL             | 170993000928     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BONTEMPS ELEM SCHOOL             | 170993000949     | X                               | y                                   | X                  | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | GARVEY, M ELEM SCHOOL            | 170993000712     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |

| District Name          | District NCES ID # | School Name                       | School NCES ID # | Area In Which School Missed AYP |                                     |                    |                                     |  | School Improvement Status for SY 2007-2008 |                                |
|------------------------|--------------------|-----------------------------------|------------------|---------------------------------|-------------------------------------|--------------------|-------------------------------------|--|--|--------------------------------|
|                        |                    |                                   |                  | Reading                         |                                     | Mathematics        |                                     | Other Academic Indicator               |  |                                |
|                        |                    |                                   |                  | Proficiency Target              | Participation Rate Target Met (Y/N) | Proficiency Target | Participation Rate Target Met (Y/N) | Attendance (elementary/middle schools) |  | Graduation Rate (high schools) |
| CITY OF CHICAGO SD 299 | 1709930            | JOPLIN ELEM SCHOOL                | 170993001156     | X                               | y                                   |                    | y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CARDENAS ELEM SCHOOL              | 170993001099     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | POWELL ELEM PAIDEIA COMM ACADEMY  | 170993001213     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CURTIS ELEM SCHOOL                | 170993000650     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MAYS ELEM ACADEMY                 | 170993000651     |                                 | N                                   |                    | N                                   |  | School Improvement Year 2                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | METCALFE ELEM COMMUNITY ACADEMY   | 170993000675     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | KANON ELEM MAGNET SCHOOL          | 170993000787     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | RANDOLPH ELEM SCHOOL              | 170993000769     | X                               | N                                   | X                  | N                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | GOODLOW ELEM MAGNET SCHOOL        | 170993000754     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | NINOS HEROES ELEM ACADEMIC CTR    | 170993001128     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | DE DIEGO ELEM COMMUNITY ACADEMY   | 170993000643     | X                               | y                                   |                    | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | SAUCEDO ELEM SCHOLASTIC ACADEMY   | 170993004917     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MADERO MIDDLE SCHOOL              | 170993004915     | X                               | y                                   |                    | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CARVER MIDDLE SCHOOL              | 170993004953     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MORTON ELEM CAREER ACADEMY        | 170993004956     | X                               | y                                   | X                  | y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CASALS ELEM SCHOOL                | 170993005303     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | ROQUE DE DUPREY ELEM SCHOOL       | 170993005485     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | BRIGHTON PARK ELEM SCHOOL         | 170993005486     | X                               | y                                   |                    | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | EVERGREEN ACADEMY ELEM SCHOOL     | 170993005489     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CARSON ELEM SCHOOL                | 170993005546     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MCALIFFE ELEM SCHOOL              | 170993005547     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | GALILEO ELEM MATH & SCI SCHOL ACD | 170993005548     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | LOGANDALE MIDDLE SCHOOL           | 170993000048     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | MARSHALL MIDDLE SCHOOL            | 170993000389     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CHAVEZ ELEM MULTICULTURAL ACAD CT | 170993000411     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | IRVING PARK MIDDLE SCHOOL         | 170993000423     | X                               | y                                   | X                  | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | JORDAN ELEM COMMUNITY SCHOOL      | 170993000441     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | LITTLE VILLAGE ELEM SCHOOL        | 170993001608     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | LARA ELEM ACADEMY                 | 170993001612     | X                               | y                                   |                    | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | TELPOCHCALLI ELEM SCHOOL          | 170993001613     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CHRISTOPHER ELEM SCHOOL           | 170993004376     |                                 | y                                   |                    | y                                   | X                                      | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | WEST PARK ELEM ACADEMY            | 170993002042     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | AMES MIDDLE SCHOOL                | 170993002618     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | FAIRFIELD ELEM ACADEMY            | 170993002631     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 2-Implementing          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | NORTHWEST MIDDLE SCHOOL           | 170993003567     |                                 | y                                   |                    | y                                   |  | Restructuring Year 1--Planning             |                                |
| CITY OF CHICAGO SD 299 | 1709930            | HAMPTON ELEM FINE & PERF ARTS SCH | 170993003995     |                                 | y                                   |                    | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | COLUMBIA EXPLORERS ELEM ACADEMY   | 170993004277     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | NATIONAL TEACHERS ELEM ACADEMY    | 170993004722     | X                               | y                                   |                    | y                                   |  | Corrective Action                          |                                |
| CITY OF CHICAGO SD 299 | 1709930            | NEW FIELD ELEM SCHOOL             | 170993005687     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| CITY OF CHICAGO SD 299 | 1709930            | CLAREMONT ACADEMY ELEM SCHOOL     | 170993005109     | X                               | y                                   | X                  | y                                   |  | School Improvement Year 1                  |                                |
| QUEEN BEE SD 16        | 1732970            | GLENSIDE MIDDLE SCHOOL            | 173297003415     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| KEENEYVILLE SD 20      | 1720880            | GREENBROOK ELEM SCHOOL            | 172088004682     | X                               | y                                   |                    | y                                   |  | School Improvement Year 1                  |                                |
| HINSDALE TWP HSD 86    | 1719320            | HINSDALE SOUTH HIGH SCHOOL        | 171932002223     | X                               | y                                   | X                  | y                                   |  | Corrective Action                          |                                |
| GLENBARD TWP HSD 87    | 1716830            | GLENBARD EAST HIGH SCHOOL         | 171683001988     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| DU PAGE HSD 88         | 1713940            | WILLOWBROOK HIGH SCHOOL           | 171394001738     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| CHSD 99                | 1712570            | COMM H S DIST 99 - SOUTH HIGH SCH | 171257001519     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |
| FENTON CHSD 100        | 1715030            | FENTON HIGH SCHOOL                | 171503001832     | X                               | y                                   | X                  | y                                   |  | Restructuring Year 1--Planning             |                                |

**1.4.4.2 Actions Taken for Title I Schools Identified for Improvement**

In the space below, describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action and restructuring. Include a discussion of the technical assistance provided by and supported by the State, including a description of the statewide systems of support under *NCLB* (e.g., the number of schools served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

The Illinois State Board of Education maintains a system of support for all schools in school improvement corrective action or restructuring status.

When a school first moves into school improvement status after not making adequate yearly progress (AYP) for two consecutive years, the school must complete a school improvement plan that targets the areas in which AYP was not made. The school improvement plan is monitored by the statewide system of support and each school has a minimum of one person assigned to assist in developing the school improvement plan. This person helps to guide the school in designing the plan and making a determination about other factors beyond academics that may be preventing the school from making AYP, such as behavior management, cultural concerns, etc.

The school improvement plan is monitored to ensure that the school is following or amending the plan, as appropriate. The school support person assigned by the SEA assists with writing and monitoring the plan and with promoting its acceptance by the local board of education. Each local school board must have a peer review team review the plan and recommend it for approval by the local school board. The school support person then monitors the plan for acceptance in the school.

School improvement plans must be for two years and include student teacher and parent strategies and activities, which must be written to show how the administrator or system of support person would be able to identify outcomes when observing a classroom.

If a school does not make AYP during the two years of the plan, the school then moves into corrective action status. The corrective action plan is a two-year plan that must address the measures described in NCLB Section 1116.

If the school has not made AYP after the fifth AYP calculation, the school district must develop a restructuring plan for the school and must implement the plan the following year or after the sixth calculation. The school district must use one of the options listed in NCLB Section 1116 to move into restructuring implementation. Assistance continues to be provided by the system of support person and increases to a higher level of support if the school moves into corrective action and/or restructuring status.

For FY08 511 Illinois schools have been placed in improvement status based on 2006-2007 data.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by and supported by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *NCLB* are being implemented.

| Corrective Action  | # of Schools in Corrective Action in Which the Corrective Action Is Being Implemented |
|--|---|
| Required implementation of a new research-based curriculum or instructional program  |   |
| Extension of the school year or school day   |   |
| Replacement of staff members relevant to the school's low performance  |   |
| Significant decrease in management authority at the school level   |   |
| Replacement of the principal   |   |
| Restructuring the internal organization of the school  |   |
| Appointment of an outside expert to advise the school  |   |
| <b>Comments:</b> This information was not collected for SY 2006-07. The data collection instrument will be revised to collect this information for SY 2007-08. |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.4.4 Restructuring – Year 2**

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *NCLB* are being implemented.

| Restructuring Action   | # of Schools in Restructuring in Which Restructuring Action Is Being Implemented |
|--|--|
| Replacement of all or most of the school staff (which may include the principal)   |  |
| Reopening the school as a public charter school  |  |
| Entering into a contract with a private entity to operate the school   |  |
| Take over the school by the State  |  |
| Other major restructuring of the school governance   |  |
| <b>Comments:</b> This information was not collected for SY 2006-07. The data collection instrument will be revised to collect this information for SY 2007-08. |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

Consolidated State Performance  
Report, Part I  
Question 1.4.5.1

Illinois State Board of Education  
Title I Districts Identified for Improvement or Corrective Action  
Based on School Year 2006-2007 Data

| District Name | District<br>NCES ID #     | Area in Which District Missed AYP |  |                       |  |  |  | District<br>Improvement<br>Status for<br>SY 2007-2008 |
|---------------|---------------------------|-----------------------------------|--|-----------------------|--|--|--|---|
|               |                           | Reading                           |  | Mathematics           |  | Other Academic Indicator                           |  |   |
|               |                           | Proficiency<br>Target             | Participation<br>Rate Target<br>Met<br>(Y/N) | Proficiency<br>Target | Participation<br>Rate Target<br>Met<br>(Y/N) | Attendance Rate<br>(elementary/<br>middle schools) | Graduation<br>Rate<br>(high<br>school) |   |
|               | ADDISON SD 4              | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | ALTON CUSD 11             | X                                 | Y  | X                     | Y  |  |  | Improvement   |
|               | AUBURN CUSD 10            | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | AURORA EAST USD 131       | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | AURORA WEST USD 129       | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BEARDSTOWN CUSD 15        | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BELLEVILLE TWP HSD 201    | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | BELLWOOD SD 88            | X                                 | Y  | X                     | Y  |  |  | Improvement   |
|               | BELVIDERE CUSD 100        | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BERKELEY SD 87            | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BERWYN NORTH SD 98        | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BLOOM TWP HSD 206         | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | BLOOMINGTON SD 87         | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | BRADLEY SD 61             |                                   | Y  |                       | Y  |  |  | Improvement   |
|               | BREMEN CHSD 228           | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | BROOKLYN UD 188           |                                   | Y  |                       | Y  |  |  | Improvement   |
|               | BROOKWOOD SD 167          | X                                 | Y  | X                     | Y  |  |  | Improvement   |
|               | CAHOKIA CUSD 187          | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | CAIRO USD 1               |                                   | Y  | X                     | Y  |  |  | Improvement   |
|               | CALUMET CITY SD 155       | X                                 | Y  | X                     | Y  |  |  | Improvement   |
|               | CARBONDALE CHSD 165       | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CARMI-WHITE COUNTY CUSD 5 | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | CENTRAL CUSD 4            | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | CENTRALIA HSD 200         | X                                 | Y  | X                     | Y  |  |  | Improvement   |
|               | CHAMPAIGN CUSD 4          | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | CHESTER CUSD 139          | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | CHICAGO HEIGHTS SD 170    | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CHSD 117                  |                                   | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CHSD 218                  | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CHSD 99                   | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CICERO SD 99              | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | CITY OF CHICAGO SD 299    | X                                 | Y  | X                     | Y  |  | X                                      | Corrective Action                                     |
|               | COLLINSVILLE CUSD 10      | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | COOK COUNTY SD 130        |                                   | Y  |                       | Y  |  |  | Improvement   |
|               | COUNTRY CLUB HILLS SD 160 |                                   | Y  |                       | Y  |  |  | Improvement   |
|               | CRETE MONEE CUSD 201U     | X                                 | Y  |                       | Y  |  |  | Improvement   |
|               | DANVILLE CCSD 118         | X                                 | Y  | X                     | Y  |  | X                                      | Improvement   |
|               | DECATUR SD 61             | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
|               | DOLTON SD 148             | X                                 | Y  |                       | Y  |  |  | Improvement   |

Consolidated State Performance  
Report, Part I  
Question 1.4.5.1

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|----------------------------------|-----------------------|-----------------------------------|--|-----------------------|--|--|--|---|
|                                  |                       | Reading                           |  | Mathematics           |  | Other Academic Indicator                           |  |   |
|                                  |                       | Proficiency<br>Target             | Participation<br>Rate Target<br>Met<br>(Y/N) | Proficiency<br>Target | Participation<br>Rate Target<br>Met<br>(Y/N) | Attendance Rate<br>(elementary/<br>middle schools) | Graduation<br>Rate<br>(high<br>school) |   |
| DOLTON SD 149                    | 1712420               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| DU PAGE HSD 88                   | 1713940               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| EAST ALTON SD 13                 | 1712960               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| EAST ALTON-WOOD RIVER CHSD 14    | 1712990               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| EAST PEORIA CHSD 309             | 1713230               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| EAST ST LOUIS SD 189             | 1713320               | X                                 | Y  | X                     | Y  | X  |  | Corrective Action                                     |
| EGYPTIAN CUSD 5                  | 1713590               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| ELDORADO CUSD 4                  | 1713660               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| EUREKA CUD 140                   | 1714430               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| EVANSTON TWP HSD 202             | 1714490               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| FENTON CHSD 100                  | 1715030               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| FLORA CUSD 35                    | 1715400               |                                   | Y  |                       | Y  |  |  | Improvement   |
| FLOSSMOOR SD 161                 | 1715420               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| GALESBURG CUSD 205               | 1716080               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| GEN GEORGE PATTON SD 133         | 1730900               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| GENESEO CUSD 228                 | 1716350               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| GEORGETOWN-RIDGE FARM CUD 4      | 1700092               |                                   | Y  |                       | Y  |  |  | Improvement   |
| GIBSON CITY-MELVIN-SIBLEY CUSD 5 | 1700041               |                                   | Y  |                       | Y  |  |  | Improvement   |
| GILLESPIE CUSD 7                 | 1716680               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| GLENBARD TWP HSD 87              | 1716830               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| GRANITE CITY CUSD 9              | 1717280               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| HARLEM UD 122                    | 1718240               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| HARVARD CUSD 50                  | 1718420               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| HARVEY SD 152                    | 1718450               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| HAVANA CUSD 126                  | 1718510               |                                   | Y  |                       | Y  |  |  | Improvement   |
| HIGHLAND CUSD 5                  | 1718990               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| HILLSIDE SD 93                   | 1719230               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| HINSDALE TWP HSD 86              | 1719320               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| ILLINI CENTRAL CUSD 189          | 1700113               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| INDIAN SPRINGS SD 109            | 1707170               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| J S MORTON HSD 201               | 1726880               | X                                 | Y  | X                     | Y  |  | X                                      | Corrective Action                                     |
| JASPER COUNTY CUD 1              | 1720380               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| JOHNSTON CITY CUSD 1             | 1720550               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| JOLIET PSD 86                    | 1720580               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| JOLIET TWP HSD 204               | 1720610               | X                                 | N  | X                     | N  |  |  | Corrective Action                                     |
| KANKAKEE SD 111                  | 1720760               | X                                 | Y  |                       | Y  |  |  | Corrective Action                                     |
| KEENEYVILLE SD 20                | 1720880               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| LA SALLE-PERU TWP HSD 120        | 1722110               |                                   | Y  | X                     | Y  |  |  | Improvement   |
| LAKE PARK CHSD 108               | 1721840               |                                   | Y  | X                     | Y  |  |  | Corrective Action                                     |

**Consolidated State Performance  
Report, Part I  
Question 1.4.5.1**

**Illinois State Board of Education  
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|                                   |                       | Reading                           |  | Mathematics           |  | Other Academic Indicator                           |  |   |
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| LANSING SD 158                    | 1722020               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| LEYDEN CHSD 212                   | 1722740               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| LINCOLN ESD 156                   | 1708100               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| LINCOLN WAY CHSD 210              | 1723070               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| MADISON CUSD 12                   | 1723970               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| MAINE TOWNSHIP HSD 207            | 1724090               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| MANNHEIM SD 83                    | 1724330               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| MARENGO-UNION E CONS D 165        | 1700077               |                                   | Y  |                       | Y  |  |  | Improvement   |
| MASSAC UD 1                       | 1725000               |                                   | Y  |                       | Y  |  |  | Improvement   |
| MAYWOOD-MELROSE PARK-BROADVIEW 89 | 1725110               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| MC HENRY CHSD 156                 | 1725320               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| MENDOTA CCSD 289                  | 1725620               |                                   | Y  |                       | Y  |  |  | Improvement   |
| MIDLOTHIAN SD 143                 | 1725920               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| MIDWEST CENTRAL CUSD 191          | 1743962               |                                   | Y  |                       | Y  |  |  | Improvement   |
| MOLINE USD 40                     | 1726400               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| MOUNT VERNON SD 80                | 1727340               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| MT VERNON TWP HSD 201             | 1727360               | X                                 | N  | X                     | N  |  |  | Improvement   |
| MUNDELEIN CONS HSD 120            | 1727570               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| MURPHYSBORO CUSD 186              | 1727610               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| NILES TWP CHSD 219                | 1728530               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| NORTH CHICAGO SD 187              | 1700110               | X                                 | Y  | X                     | Y  |  | X                                      | Improvement   |
| NORTH GREENE USD 3                | 1742240               |                                   | Y  |                       | Y  |  |  | Improvement   |
| OAK PARK - RIVER FOREST SD 200    | 1729280               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| OSWEGO CUSD 308                   | 1730270               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| OTTAWA ESD 141                    | 1730300               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| OTTAWA TWP HSD 140                | 1730330               |                                   | Y  | X                     | Y  |  |  | Improvement   |
| PAXTON-BUCKLEY-LODA CUD 10        | 1707650               |                                   | Y  |                       | Y  |  |  | Improvement   |
| PEKIN CSD 303                     | 1731110               | X                                 | Y  | X                     | Y  |  |  | Improvement   |
| PEMBROKE CCSD 259                 | 1731140               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| PEORIA HEIGHTS CUSD 325           | 1731270               |                                   | Y  |                       | Y  |  |  | Improvement   |
| PEORIA SD 150                     | 1731230               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| PLANO CUSD 88                     | 1731770               |                                   | Y  |                       | Y  |  |  | Improvement   |
| POSEN-ROBBINS ESD 143-5           | 1732370               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| PRAIRIE-HILLS ESD 144             | 1724720               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| PRINCETON ESD 115                 | 1732670               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| PROPHETSTOWN-LYNDON-TAMPICO CUSD3 | 1732830               | X                                 | Y  |                       | Y  |  |  | Improvement   |
| PROVISO TWP HSD 209               | 1732910               | X                                 | Y  | X                     | Y  |  |  | Corrective Action                                     |
| PUTNAM COUNTY CUSD 535            | 1732960               |                                   | Y  |                       | Y  |  |  | Improvement   |
| QUEEN BEE SD 16                   | 1732970               |                                   | Y  |                       | Y  |  |  | Improvement   |

**Consolidated State Performance  
Report, Part I  
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|               |                       |                                   |  |                       |  |  |  |   |
|               |                       |                                   |  |                       |  |  |  |   |
|               |                       |                                   |  |                       |  |  | </                                     |   |



**1.4.5.2 Actions Taken for Districts That Received Title I Funds Identified for Improvement**

In the space below, describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

The Illinois State Board of Education has established a system of support for school districts that do not make adequate yearly progress (AYP).

When a school district does not make AYP for two consecutive years the district must complete a district improvement plan. In the district improvement plan, an objective must be established for each area in which the district is not making AYP in order to assist the district to make AYP. A Regional System of Support Providers (RESPRO) team is assigned to work with the school district to develop and implement the district improvement plan.

If after four years the school district has not reached the level of student performance required to make AYP, the district must file a district improvement plan for review by the Illinois State Board of Education. During this review the SEA requires the district to accept one of the required steps listed in NCLB Section 1116. In most cases, this results in the district ensuring implementation of a new curriculum with access for all students in the district. It is interesting to note that of the 38 school districts currently in corrective action status based on 2006-2007 data, 24 are high school districts. Most of these are in corrective action status based on the special education population. These school districts must participate in a telephone conference with the SEA and explain how the district is going to make AYP or show marked improvement. This is not the only sanction the SEA imposes, but it is the one that is most often chosen. The RESPRO system of support team works with the school district until it makes AYP for two consecutive years.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.5.3 Corrective Action**

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *NCLB* are being implemented.

| <b>Corrective Action</b>   | <b># of Districts in Corrective Action in Which Corrective Action Is Being Implemented</b> |
|--|--|
| Implementing a new curriculum based on State standards   | 37   |
| Authorized students to transfer from district schools to higher performing schools in a neighboring district               | 0  |
| Deferred programmatic funds or reduced administrative funds  | 0  |
| Replaced district personnel who are relevant to the failure to make AYP  | 0  |
| Removed one or more schools from the jurisdiction of the district  | 0  |
| Appointed a receiver or trustee to administer the affairs of the district  | 1  |
| Restructured the district  | 0  |
| Abolished the district (list the number of districts abolished between the SYs 2005-06 and 2006-07 as a corrective action) | 0  |
| <b>Comments:</b>   |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.6 Dates of AYP and Identification Determinations**

In the table below, provide the dates (MM/DD/YY) when your State provided final school and district AYP and identification for improvement, corrective action, or restructuring to schools and districts based on SY 2006-07 assessments. If applicable, also provide the dates for preliminary determinations provided to schools and districts.

|  | Districts | Schools  |
|--|-----------|----------|
| Final AYP and identification determinations                              | 09/06/07  | 09/06/07 |
| Preliminary school AYP and identification determinations (if applicable) | 06/13/07  | 06/13/07 |
| <b>Comments:</b>   |           |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.7 Appeal of AYP and Identification Determinations**

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2006-07 data and the results of those appeals.

|                  | # Appealed Their AYP Designations | # Appeals Resulted in a Change in the AYP Designation |
|------------------|-----------------------------------|---|
| Districts        | 9                                 | 1   |
| Schools          | 7                                 | 0   |
| <b>Comments:</b> |                                   |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

|   |          |
|---|----------|
| Date (MM/DD/YY) that processing appeals based on SY 2006-07 data was complete | 10/18/07 |
|---|----------|

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.8 Section 1003(a) Funds**

In the space below, describe your State's use of Section 1003(a) of ESEA funds. Specifically, address the following:

- Describe briefly any priorities the State uses in allocating these funds to schools.
- Describe briefly the State's methods for distributing these funds (e.g., formula, competitive, etc.).
- Describe briefly the types of activities supported by the Section 1003(a) funds.

The response is limited to 8,000 characters.

The Illinois State Board of Education, with the approval of each school district that has schools in school improvement corrective action or restructuring status, uses Section 1003(a) funds to establish and fund a statewide system of support through the Regional System of Support Providers (RESPRO). The SEA does not distribute Section 1003(a) funds to individual schools, so the SEA does not employ a method for distributing the funds to schools.

The statewide RESPRO system of support works with all schools' status and provides a greater level of service to schools in corrective action and greater still to schools in restructuring planning.

The types of activities supported by the RESPRO system of support include professional development, working with teachers in the schools to develop a school improvement plan, designing course content, and any area determined by the school to be of assistance toward making adequate yearly progress. The RESPRO system of support also provides numerous professional development opportunities for teachers to learn how to use data when developing a school improvement plan.

Source – Manual input by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

#### 1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

##### 1.4.9.1.1 Schools Using Public School Choice

In the table below, provide the number of public schools *from which* and *to which* students transferred under the provisions for public school choice in Section 1116 of ESEA.

|   | # Schools |
|---|-----------|
| Title I schools <i>from which</i> students transferred for public school choice | 206       |
| Public Schools <i>to which</i> students transferred for public school choice    | 173       |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

##### 1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of ESEA.

Students who are eligible for public school choice includes:

- (1) Students currently enrolled in a school identified for improvement
- (2) Students who transferred in the current school year under the public school choice provisions of section 1116, and
- (3) Students who previously transferred under section 1116 and are continuing to transfer for the current school year under section 1116.

|   | # Students |
|---|------------|
| Eligible for public school choice   | 105006     |
| Who applied to transfer   | 3439       |
| Who transferred to another school under Title I public school choice provisions | 2297       |

Indicate in the table below the categories of students that are included in the count of eligible students.

|   | Yes/No     |
|---|------------|
| 1. Enrolled in a school identified for improvement  | <u>Yes</u> |
| 2. Transferred in the current school year, only   | <u>Yes</u> |
| 3. Transferred in a prior year and in the current year  | <u>No</u>  |
| <b>Comments:</b> The Illinois State Board of Education does not collect information from school districts specifically on students who transferred in a prior year AND in the current year. |            |

Source – Initially, pre-populated by ED*Facts* file N/X010 that includes data groups 579, 574 and 544. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below provide the total dollar amount spent by LEAs on transportation for public school choice in Section 1116 of ESEA.

|  | Amount |
|--|--------|
| Dollars spent by LEAs on transportation for public school choice   | \$     |
| <b>Comments:</b> This information was not collected by the SEA for SY 2006-07; however, the SY 2007-08 data collection instrument will include a request for this information. |        |

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data group 652. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice options to eligible students due to any of the following reasons:

1. All schools at a grade level are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice
3. LEA's schools are so remote from one another that choice is impracticable.

|   | # LEAs |
|---|--------|
| LEAs Unable to Provide Public School Choice | 73     |
| <b>Comments:</b>                            |        |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**FAQs about public school choice:**

- How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:
  - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
  - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
  - Is using district transportation services to attend such a school.<sup>3</sup>
- How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)?* For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.

<sup>3</sup> Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

**1.4.9.2 Supplemental Educational Services**

This section collects data on supplemental educational services.

**1.4.9.2.1 Schools with Students Eligible for Supplemental Educational Services**

In the table below, provide the number of Title I schools identified as in need of improvement, corrective action, or restructuring whose students received supplemental educational services under Section 1116 of ESEA. A Frequently Asked Questions (FAQ) section related to supplemental educational services is below the table.

|   | # Schools |
|---|-----------|
| Title I schools whose students received supplemental educational services | 504       |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.2 of the SY 2005-06 CSPR.

**FAQ about supplemental education services**

*How should a State define the phrase "students who received supplemental educational services"? States should consider students who "received" supplemental educational services as those students who enrolled and participated in some hours of services. States have the discretion to determine the minimum number of hours of participation necessary for a student to have "received" services.*

**1.4.9.2.2 Supplemental Educational Services - Students**

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

|   | # Students |
|---|------------|
| Eligible for supplemental educational services  | 308866     |
| Who applied for supplemental educational services   | 58589      |
| Who received supplemental educational services  | 46397      |
| <b>Comments:</b> These numbers are self-reported data from school districts via the Illinois State Board of Education NCLB Performance Report, November 2007. |            |

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data groups 578, 575, and 546. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of Section 1.4.5.2 of the SY 2005-06 CSPR.

**1.4.9.2.3 Funds Spent on Supplemental Educational Services**

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

|  | Amount      |
|--|-------------|
| Dollars spent by LEAs on supplemental educational services   | \$ 49989609 |
| <b>Comments:</b> This represents the amounts reported by school districts in expenditure reports for projects with end dates of June 30 and August 31, 2007, that requested SES expenses in their budgets. |             |

Source – Initially, pre-populated by ED*Facts* file N/X102, which includes data group 651. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of the *ESEA*.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in section 9101(23) of the *ESEA*) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

| School Type            | # of Core Academic Classes (Total) | # of Core Academic Classes Taught by Teachers Who Are Highly Qualified | Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified | # of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified | Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified |
|------------------------|------------------------------------|--|---|--|---|
| All schools            | 154372                             | 149424   | 96.8  | 4948   | 3.2   |
| Elementary level       |                                    |  |   |  |   |
| High-poverty schools   | 22352                              | 18624  | 83.3  | 3728   | 16.7  |
| Low-poverty schools    | 36784                              | 36706  | 99.8  | 78   | 0.2   |
| All elementary schools | 114409                             | 109915   | 96.1  | 4494   | 3.9   |
| Secondary level        |                                    |  |   |  |   |
| High-poverty schools   | 10000                              | 9646   | 96.5  | 354  | 3.5   |
| Low-poverty schools    | 13952                              | 13936  | 99.9  | 16   | 0.1   |
| All secondary schools  | 39963                              | 39509  | 98.9  | 454  | 1.1   |
| <b>Comments:</b>       |                                    |  |   |  |   |

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

|   |            |
|---|------------|
| Data table includes classes taught by special education teachers who provide direct instruction core academic subjects. | <u>Yes</u> |
|---|------------|

If the answer above is no, please explain:

|  |
|--|
|  |
|--|

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

|   |
|---|
| The SEA counts elementary classes so that a full-day self-contained classroom equals one class. |
|---|

Source – Manual entry by SEA into the online collection tool.

**Note:** The data collection requirement to submit data for core classes taught by teachers who are NOT highly qualified has been added for the SY 2006-07 CSPR.



**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

### 1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the table below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are **NOT** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

|  | Percentage |
|--|------------|
| <b>Elementary School Classes</b>   |            |
| Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE | 12.1       |
| Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE               | 7.7        |
| Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)  | 13.1       |
| Other (please explain)   | 67.1       |
| Total  | 100.0      |

Source – Manual entry by SEA into the online collection tool.

|  | Percentage |
|--|------------|
| <b>Secondary School Classes</b>  |            |
| Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers) | 35.2       |
| Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects                              | 7.0        |
| Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)   | 23.9       |
| Other (please explain)   | 33.8       |
| Total  | 100.0      |
| <b>Comments:</b> Other (Elementary and Secondary) – Bilingual classrooms taught by staff who hold Type 29 teaching certificates; classes taught by substitute teachers.    |            |

Source – Manual entry by SEA into the online collection tool.

### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

|                     | High-Poverty Schools<br>(more than what %)   | Low-Poverty Schools<br>(less than what %) |
|---------------------|--|---|
| Elementary schools  | 66.7   | 16.3                                      |
| Poverty metric used | Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. |   |
| Secondary schools   | 45.4   | 14.7                                      |
| Poverty metric used | Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. |   |
| Comments:           |  |   |

Source – Manual entry by SEA into the online collection tool.

#### FAQs on poverty quartiles and metrics used to determine poverty

- a. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- b. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

Throughout this section:

- "AYP grades" is sometimes used to reference grades used for accountability determinations (grades 3 through 8 and one year of high school)
- "Non-AYP grades" is used to reference grades not used for accountability determinations.

**1.6.1 Language Instruction Educational Programs** (formerly 1.1. of the Title III Biennial Collection)

In the table below, provide the number of Title III subgrantees that use each type of language instruction educational program, as defined in Section 3301(8).

**Note:** Numbers reflected in 1.6.1 can be duplicative due to subgrantees' use of more than one type of program. The number for each type of program should be equal to or less than the total number of subgrantees in 1.6.4.1.

**Table 1.6.1 Definitions:**

1. **# Using Program** = Number of subgrantees that reported using a specific type of language instruction educational program. Subgrantees may use multiple programs. (a.) If multiple programs are used, count one for each program type used. (b.) Consortium is always counted as **one** if **all members used the same type of program**. If consortium members used different types of programs, count all members using the same type of program as one for each type. Do not count the members of the consortium individually as one, unless each member used a different type of program (e.g., use the same method of counting as one subgrantee using multiple types of programs in (a.))
2. **Type of Program** = Type of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncela.gwu.edu/expert/glossary.html>.
3. **Other Language** = Name of the language of instruction, other than English, used in the program.
4. **% Language of Instruction** = Average percentages of English and the other language used as a language of instruction in the program or use the percentage of the most common practice in the State (applies only to the first five bilingual program types).
5. **OLOI** = Other Language of Instruction used in the bilingual language instruction educational program.

| # Using Program | Type of Program  | Other Language | % Language of Instruction |      |
|-----------------|--|----------------|---------------------------|------|
|                 |  |                | English                   | OLOI |
| 18              | Dual language  | Spanish        | 50.0                      | 50.0 |
| 18              | Two-way immersion  | Spanish        | 50.0                      | 50.0 |
| 138             | Transitional bilingual   | Spanish        | 75.0                      | 75.0 |
| 15              | Developmental bilingual  | Spanish        | 50.0                      | 50.0 |
| 0               | Heritage language  | none           | 0.0                       | 0.0  |
| 88              | Sheltered English instruction  |                |                           |      |
| 0               | Structured English immersion   |                |                           |      |
| 0               | Specially designed academic instruction delivered in English (SDAIE) |                |                           |      |
| 84              | Content-based ESL  |                |                           |      |
| 154             | Pull-out ESL   |                |                           |      |
| 158             | Other (explain)  |                |                           |      |

**Comments:** Dual Language and Two-way immersion--Also offered in Cantonese and Japanese.

Transitional bilingual--Also offered in Arabic, Assyrian/Syriac, Bosnian/Serb/Croat, Bulgarian, Cantonese, Gujarati, Japanese, Mandarin, Pilipino/Tagalog, Polish, Spanish, Ukrainian, Urdu, and Vietnamese.

Illinois does not offer Heritage language, Structured English immersion, and SDAIE programs.

In Illinois, "Other" refers to ESL using other instructional delivery methods other than pull-out, such as "push-in," self-contained (50% or more of the day), self-contained (less than 50% of the day), or team teaching. Therefore it was thought to be appropriate to separate this model from "Pull-out ESL."

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2 Student Demographic Data****1.6.2.1 Number of LEP Students Who Received Title III Language Instruction Educational Program Services**

In the table below, provide the unduplicated number of the number of LEP students who received services in Title III language instructional education programs.

|  | #      |
|--|--------|
| LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year. | 174694 |
| <b>Comments:</b> The total unduplicated number of LEP students reported—174,694, is the same number reported in 1.6.3.1.2.                 |        |

Source – The SEA submits the data in file N/X116 that contains data group 648, category set A.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2.2 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State. The top five languages should be determined by the highest number of students speaking each of those languages listed.

| Language | # LEP Students |
|----------|----------------|
| Spanish  | 152864         |
| Polish   | 6951           |
| Arabic   | 3386           |
| Urdu     | 2353           |
| Korean   | 1951           |

For additional significant languages please use comment box.

**Comments:** Pilipino (Tagalog) was 1,866 and Chinese Mandarin was 1,767. Includes ALL K-12 LEP students.

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.3.2 of the SY 2005-06 CSPR.

### 1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency and LEP academic content performance data (e.g., LEP tested in native language tables and MFLEP/AYP Grades results table).

#### 1.6.3.1 Student English Language Proficiency Testing Status

This section collects data on the number of ALL LEP students and Title III-served LEP students in the State by testing status for English language proficiency.

##### 1.6.3.1.1 ALL LEP Student English Language Proficiency Testing Status

In the table below, provide the unduplicated number of ALL LEP students in the State by testing status for English language proficiency. ALL LEP students includes the following students:

- Newly enrolled and continually enrolled LEP students in the State for the year of this report, whether or not they receive services in a Title III language instruction educational program;
- All students assessed for English language proficiency (ELP) using an annual State English Language proficiency (ELP) assessment as required under Section 1111(b)(7) of the ESEA in the reporting year and who meet the LEP definition in Section 9101 (25).

##### Table 1.6.3.1.1. Definitions:

- **Tested/State Annual ELP** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) of the ESEA in this reporting year.
- **Not Tested/State Annual ELP** = Number of LEP students enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

| ALL LEP Testing Status  |  | #      |
|---|--|--------|
| Tested/State annual ELP   |  | 164391 |
| Not tested/State annual ELP   |  | 23805  |
| Subtotal  |  | 188196 |
| LEP/One Data Point  |  | 60161  |
| <b>Comments:</b> The numbers in 1.6.3.1.1 include all LEP students. The number of LEP students who did not participate in Title III LEPs was not reported in 1.6.3.1.2 and 1.6.3.2.3. |  |        |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.1.2 Title III Student English Language Proficiency Testing Status**

In the table below provide the unduplicated number of Title III-served LEP students in the State by testing status for English language proficiency.

**Table 1.6.3.1.2. Definitions:**

- **Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs who took the annual State English language proficiency assessment.
- **Not Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students in Title III language instruction educational programs enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students in Title III language instructional programs who took the annual State English language proficiency assessment for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

| <b>Title III LEP Testing Status</b>  |  | <b>#</b> |
|--|--|----------|
| Tested/State annual ELP  |  | 152660   |
| Not tested/State annual ELP  |  | 22034    |
| Subtotal   |  | 174694   |
| LEP/One Data Point   |  | 53469    |
| <b>Comments:</b> The subtotal reported here--174,694, is the same number reported in 1.6.2.1.  |  |          |
| Students not tested were either sick or had been withdrawn by parents during the testing window, had moved prior to the test, or the test was not appropriate or valid for administering to students, such as those with significant cognitive disabilities. |  |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



**1.6.3.2 Student English Language Proficiency Results**

This section collects data on the results from the annual State English language proficiency assessment(s) for LEP students. Before completing Table 1.6.3.2.2 or 1.6.3.2.3, please indicate your State's use of the flexibility to apply annual measurable achievement objectives (AMAOs) to all LEP students.

**1.6.3.2.1 Application of Title III English Language Proficiency Annual Assessment and AMAOs** (formerly 1.6.8 of the Title III Biennial Collection, reformatted)

In the table below indicate the State application of the following:

|   |            |
|---|------------|
| State applied the Title III English language proficiency annual assessment to all LEP students in LEAs receiving Title III funds. | <u>Yes</u> |
| State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.         | <u>Yes</u> |
| <b>Comments:</b>  |            |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.2.2 All LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "Yes" in section 1.6.3.2.1 (row 2), that annual measurable achievement objectives are applied to all LEP students in LEAs receiving Title III funds.

Report the results from the annual State English language proficiency assessment(s) for ALL LEP students in grades K through 12.

**Table 1.6.3.2.2 Definitions:**

1. **Making Progress** = Number of LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = A MAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission) or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

|   | Target | Results |      | Met |
|---|--------|---------|------|-----|
|   | %      | #       | %    | Y/N |
| Making progress   | 85.0   | 99534   | 95.5 | Y   |
| No progress   |        | 4696    |      |     |
| ELP attainment  | 10.0   | 49939   | 26.5 | Y   |
| <b>Comments:</b> In Illinois, progress is determined by taking two years of valid student scores. Adding together "making progress" (99,534) plus "no progress" (4,696) equals 104,230. In 1.6.3.1.1, the number tested was 164,391. Subtracting 60,161 (LEP One/Data Point) from 164,391 equals 104,230, which is the same total in 1.6.3.2.2. |        |         |      |     |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus "Making Progress".

**1.6.3.2.3 Title III LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "No" in section in 1.6.3.2.1 (row 2), reporting that annual measurable achievement objectives (AMAOs) are applied to LEP students served by Title III.

In the table below, provide the results from the annual State English language proficiency assessment for Title III LEP students who participated in a Title III language instruction educational program in grades K through 12.

**Table 1.6.3.2.3 Definitions:**

1. **Making Progress** = Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of Title III LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

|   | Target | Results |      | Met    |
|---|--------|---------|------|--------|
|   | %      | #       | %    | Yes/No |
| Making progress   | 85.0   | 94720   | 95.5 | Y      |
| No progress   |        | 4471    |      |        |
| ELP attainment  | 10.0   | 45964   | 26.3 | Y      |
| <b>Comments:</b> Adding together "making progress" (94,720) and "no progress" (4,471) equals 99,191. In 1.6.3.1.2, the number tested was 152,660. Subtracting 53,469 (LEP One/Data Point) from 152,660 equals 99,191, which is the same total in 1.6.3.2.3. |        |         |      |        |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus "Making Progress".

**1.6.3.4 LEP Subgroup Academic Content Assessment Results** (formerly 3.2.3/MFLEP of the Title III Biennial Collection)

This section collects data on the academic content assessment results for LEP students.

**1.6.3.4.1 LEP Subgroup Flexibility**

In the table below, report whether the State exercises the LEP flexibility afforded States through the new regulation for monitored former LEP (MFLEP), in AYP determination.

|           |           |
|-----------|-----------|
| MFLEP     | <u>No</u> |
| Comments: |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.4.3 Status of Monitored Former LEP Students (MFLEP)** (formerly 3.1 of the Title III Biennial Collection, modified)

In the table below, report the unduplicated count of MFLEP students in K-12 for each of the two years monitored during the SY 2006-07, which includes both MFLEP students in AYP grades and in non-AYP grades in row 1 and MFLEP students only in AYP grades in row 2.

**Table 1.6.3.4.3 Definitions:****1. Monitored Former LEP (MFLEP) includes:**

- Students that have transitioned into classrooms that are not designed for LEP students;
- Students that are no longer receiving LEP services; and who are being monitored for academic content achievement for 2 years after transition.

**2. Total MFLEP =** State aggregated number of all MFLEP students in grades K through 12.**3. MFLEP/AYP Grades =** State aggregated number of MFLEP students in grades used for accountability determinations (3 through 8 and once in high school). These students may be included in the LEP subgroup AYP calculations.

|                  | #     |
|------------------|-------|
| Total MFLEP      | 14864 |
| MFLEP/AYP grades | 10290 |
| <b>Comments:</b> |       |

Source – Initially, pre-populated by ED Facts file N/X126, which contains data group 668, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.4.4 LEP Students in Non-AYP Grades** (formerly 2.3 of the Title III Biennial Collection)

In the table below, report the total number of LEP students in grade ranges that were not tested for AYP in SY 2006-07.

**Table 1.6.3.4.4 Definitions:****1. LEP K-2 =** All LEP students in these grades. Do not include pre-K students.**2. LEP HS/Non-AYP =** High school students (grades 9 through 12 or 10 through 12 [State specific]) who are in the high school grades that are not tested for AYP in the State (e.g., if the State tested grade 10 for AYP, then the State should provide the aggregated number of LEP students in grades 9, 11 and 12).**3. LEP Other Grades =** Number of LEP students enrolled in public schools but not in grades K through 12. Students in non-graded grades or grade spans. Do not report LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) in this row.

| Grade   | #     |
|---|-------|
| LEP K-2   | 75698 |
| LEP HS/Non-AYP  | 15046 |
| LEP other grades  |       |
| <b>Comments:</b> Illinois does not have LEP students in "other grades." |       |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language.

**1.6.3.5.1 LEP Students Assessed in Native Language** (formerly 2.4.1 of the Title III Biennial Collection)

|  |    |
|--|----|
| State offers the State mathematics or reading/language arts content tests in the students' native language(s). | No |
| <b>Comments:</b>   |    |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* If "No", proceed to 1.6.3.6.

**1.6.3.5.2 Native Language of Mathematics Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for mathematics.

| Grade                            | Language |
|----------------------------------|----------|
| 3                                |          |
| 4                                |          |
| 5                                |          |
| 6                                |          |
| 7                                |          |
| 8                                |          |
| HS                               |          |
| <b>Comments:</b> Not Applicable. |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5.3 Native Language of Reading/Language Arts Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for reading/language arts.

| Grade                            | Language |
|----------------------------------|----------|
| 3                                |          |
| 4                                |          |
| 5                                |          |
| 6                                |          |
| 7                                |          |
| 8                                |          |
| HS                               |          |
| <b>Comments:</b> Not Applicable. |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.3.5.4 Native Language Version of State NCLB Mathematics Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a mathematics assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

##### Table 1.6.3.5.4 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the mathematics assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the mathematics assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

| # Tested                  | # At or Above Proficient | % Results |
|---------------------------|--------------------------|-----------|
|                           |                          |           |
| Comments: Not Applicable. |                          |           |

Source – Initially pre-populated by ED<sup>FACTS</sup> file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.3.5.5 Native Language Version of State NCLB Reading/Language Arts Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a reading/language arts assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

##### Table 1.6.3.5.5 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the reading/language arts assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the reading/language arts assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

| # Tested                  | # At or Above Proficient | % Results |
|---------------------------|--------------------------|-----------|
|                           |                          |           |
| Comments: Not Applicable. |                          |           |

Source – Initially pre-populated by ED<sup>FACTS</sup> file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6 Title III Served Monitored Former LEP Students**

This section collects data on the performance of former LEP students.

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored** (formerly 3.1 of the Title III Biennial Collection)

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

|                  | # Year One | # Year Two | Total |
|------------------|------------|------------|-------|
| 6551             |            | 8313       | 14864 |
| <b>Comments:</b> |            |            |       |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



**1.6.3.6.2 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Mathematics** (formerly 3.2 of the Title III Biennial Collection)

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State *NCLB* mathematics assessment. This will be automatically calculated.

| # Tested | # At or Above Proficient | % Results | # Below Proficient |
|----------|--------------------------|-----------|--------------------|
| 10202    | 8200                     | 80.4      | 2002               |

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6.3 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Reading/Language Arts** (formerly 3.2 of the Title III Biennial Collection)

In the table below, provide the number of monitored former LEP (MFLEP) students who took the annual reading/language arts assessment.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

| # Tested | # At or Above Proficient | % Results | # Below Proficient |
|----------|--------------------------|-----------|--------------------|
| 10210    | 6567                     | 64.3      | 3643               |

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.4 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.6.4.1 Title III Subgrantee Performance** (formerly 4.1 of the Title III Biennial Collection)

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Use the same method of counting consortia as in 1.6.1 (consortia regardless of number of members is only counted as one). Do not leave items blank. If there are zero subgrantees, who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category. The total of the # met all three AMAOs + # met 2 AMAOs only + # Met one AMAO + # Met zero AMAOs = total # of subgrantees for the year.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) reserved funds for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

|  | #   |
|--|-----|
| Total number of subgrantees for the year   | 196 |
| Number of subgrantees that met all three Title III AMAOs   | 167 |
| Number of subgrantees that met only 2 AMAOs  | 10  |
| Number of subgrantees that met AMAOs of Making Progress and ELP Attainment   | 10  |
| Number of subgrantees that met AMAOs of Making Progress and AYP  | 0   |
| Number of subgrantees that met AMAOs of ELP Attainment and AYP   | 0   |
| Number of subgrantees that met only 1 AMAO   | 2   |
| Number of subgrantees that met AMAO of Making Progress   | 1   |
| Number of subgrantees that met AMAO of Attainment of ELP   | 1   |
| Number of subgrantees that met AMAO AYP  | 0   |
| Number of subgrantees that did not meet any AMAOs  | 3   |
| Number of subgrantees that did not meet AMAOs for two consecutive years  | 7   |
| Number of subgrantees with an improvement plan for not meeting Title III AMAOs   | 50  |
| Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)  | 4   |
| <b>Comments:</b> Total number of subgrantees for the year: There were 196 school district subgrantees in 2007 but 14 did not have the required "n" size of 30 or more. Therefore only 182 school districts have AMAO status.<br><br>The reason Illinois decided not to do AMAO consortia is because of challenges involved in the validity of the calculations. In Illinois, the calculation of AMAO progress requires two years of comparable valid data. To make valid comparisons, it is necessary to include in the analysis only consortia that have the same member of districts for two consecutive years. The configuration, or membership, of consortia in Illinois appears to change from year to year. For instance, some districts changed consortium membership within a two-year period; some districts operated as individual Title III districts in the previous year and decided to establish a consortium in the current year. In Illinois, the decision was made not to include districts that recently received Title III funds in the AMAO progress calculations. Since Illinois does not calculate AMAO progress for consortia, for consistency, Illinois also did not calculate AMAO proficiency attainment and AMAO AYP at the consortia level.<br><br>A meeting between the two Illinois State Board of Education divisions responsible for AMAO policies and calculation is scheduled in the near future to discuss AMAO progress for consortia in Illinois so that this issue can be addressed and reported for SY 2007-08. |     |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.2 State Accountability** (formerly 4.2 of the Title III Biennial Collection)

In the table below, indicate whether the State met all three Title III AMAOs.

**Note:** Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup.

|  |            |
|--|------------|
| State met <u>all</u> three Title III AMAOs | <u>Yes</u> |
| <b>Comments:</b>                           |            |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.3 Termination of Title III Language Instruction Educational Programs** (formerly 6.1 of the Title III Biennial Collection)

|   |           |
|---|-----------|
| Any Title III language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated for failure to reach program goals. | <u>No</u> |
| If yes, provide the number of language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated.                    |           |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.5 Education Programs and Activities for Immigrant Students** (formerly 5.1 of the Title III Biennial Collection)

This section collects data on education programs and activities for immigrant students.

**1.6.5.1 Immigrant Students**

In the table below report the unduplicated number of immigrant students enrolled in the State and in qualifying educational programs under Section 3114(d)(1).

**Table 1.6.5.1 Definitions:**

- 1. Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth in Section 3301 (6) and enrolled in the elementary or secondary schools in the State.
- 2. Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III LIEPs under Sections 3114(a) & 3115(a) ONLY.
- 3. 3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III LIEP subgrants made under Sections 3114(a) & 3115(a) that have immigrant students enrolled in them.

| # Immigrant Students Enrolled | # Students in 3114(d)(1) Program | # of 3114(d)(1) Subgrants |
|-------------------------------|----------------------------------|---------------------------|
| 50147                         | 9808                             | 53                        |

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

**Comments:**

Source – Initially, the first column of the table is pre-populated by EDFacts file N/X045 that contains data group 519, grand total. The second and third columns are manual entry by the SEA.

**Note:** This table was formerly in section 1.6.4 of the SY 2005-06 CSPR.

**1.6.5.2 Distribution of Immigrant Funds** (formerly 5.3 of the Title III Biennial Collection, reformatted)

In the table below, report how the State distributes the funds reserved for the education of immigrant children and youth to subgrantees.

| Subgrant award cycle     |            |            |            |
|--------------------------|------------|------------|------------|
| Annual                   | <u>Yes</u> | Multi-year | <u>No</u>  |
| Type of subgrant awarded |            |            |            |
| Competitive              | <u>No</u>  | Formula    | <u>Yes</u> |

If the State checked more than one item in each category, explain in the comment box.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.6 Teacher Information and Professional Development**

This section collects data on teachers in Title III language instruction education programs.

**1.6.6.1 Teacher Information** (formerly 7.1 of the Title III Biennial Collection, modified)

In the table below report the number of teachers who are working in the Title III language instruction educational programs as defined in Section 3301(8) and reported in table 1.6.1 (Types of language instruction educational programs).

**Note:** Section 3301(8) – The term 'Language instruction educational program' means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

|  | #    |
|--|------|
| Number of all certified/licensed teachers currently working in Title III language instruction educational programs.  | 5593 |
| Number of certified/licensed/endorsed ESL/BE teachers in the state currently working with LEP students (e.g., ESL/BE teachers for ALL LEP students), if the State has such requirements. <u>Or</u> number of teachers with professional development points or course work in ESL/BE, if the State does not require such certification/licensure/endorsement. | 6004 |
| Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.   | 3016 |

Explain in the comment box below if there is a zero for any item in the table above.

|                  |
|------------------|
| <b>Comments:</b> |
|------------------|

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

### 1.6.6.2 Professional Development (PD) Activities of Subgrantees Related to the Teaching and Learning of LEP Students (formerly 7.4 of the Title III Biennial Collection)

In the table below, provide the number of professional development activities that specifically address only the teaching of LEP students or are related to the learning of LEP students. These professional development activities must meet the requirements of the Title III subgrantee required activities.

**Table 1.6.6.2 Definitions:**

1. **Types of Professional Development Activity** = Subgrantee activities for professional development required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development (PD) activities reported.
4. **Total** = Number of all participants in PD activities.

| Type of Professional Development Activity   | # Subgrantees |                |
|---|---------------|----------------|
| Instructional strategies for LEP students   | 189           |                |
| Understanding and implementation of assessment of LEP students                                    | 98            |                |
| Understanding and implementation of ELP standards and academic content standards for LEP students | 112           |                |
| Alignment of the curriculum in language instruction educational programs to ELP standards         | 100           |                |
| Subject matter knowledge for teachers   | 44            |                |
| Other (Explain in comment box)  | 96            |                |
| Participant Information   | # Subgrantees | # Participants |
| PD provided to content classroom teachers   | 161           | 12152          |
| PD provided to LEP classroom teachers   | 173           | 3520           |
| PD provided to principals   | 128           | 751            |
| PD provided to administrators/other than principals   | 134           | 499            |
| PD provided to other school personnel/non-administrative  | 120           | 1416           |
| PD provided to community-based organization personnel   | 35            | 403            |
| Total   |               | 18741          |

**Comments:** Instructional strategies for LEP students: Only 189 (96%) of the 196 Title III subgrantees submitted the Illinois Bilingual Education Program Delivery Report before the electronic data collection system closed on June 30, 2007, despite the numerous telephone calls and e-mails that were made to remind the districts to submit the reports (particularly to the seven missing districts). The ISBE Division of English Language Learning will continue to conduct monitoring visits to investigate the nonsubmission of reports.

Participation in each of the PD activities is not mutually exclusive in Illinois. One district can be reported as participating in more than one PD activity.

In "Other" type of PD activity--U.S. culture and history is provided for both teaching and nonteaching staff.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

**Table 1.6.7.1 Definitions:**

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2006-07 funds July 1, 2006, and then made these funds available to subgrantees on August 1, 2006, for SY 2006-07 programs. Then the "# of days/\$\$ Distribution" is 30 days.

| Date State Received Allocation | Date Funds Available to Subgrantees | # of Days/\$\$ Distribution |
|--------------------------------|-------------------------------------|-----------------------------|
| 07/01/06                       | 09/01/06                            | 90                          |
| <b>Comments:</b>               |                                     |                             |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Illinois has eliminated redundancy by consolidating four separate grant applications into a single consolidated grant application. Several years ago, school districts were required to complete as many as four separate applications for additional funds to serve their ELL student population. Today, school districts can apply for the various grants through a single menu-driven electronic application.

To shorten the process of distributing Title II funds, one option is to make the grant application available at least one to two months before the end of the school year. Currently, the completed grant application is due on June 30 at the end of the school year. Because the applications are being reviewed by SEA staff during the summer months when school district personnel are on summer break, the approval process is delayed until school district staff is able to respond to questions regarding the grant application. For example, to ensure that Title III funds budgeted for the regular school year supplement and not supplant local/state funds, SEA staff must contact school district staff to clarify the proposed budgeted activities. The alternative is to limit activities budgeted during the regular school year to professional development and parental outreach. All before- and after-school and summer school activities are considered supplemental, and therefore are less time-consuming to review and approve. This alternative can become a viable option only if it is supported by USDE.

In order for Illinois to implement Option A (that is, limit Title III funds for professional development, parental outreach, and before-/after-school and summer school activities), USDE needs to communicate in writing to all SEAs that Title III funds are only approvable for these activities. This option is easier to implement because it is less time-consuming to confirm/verify that professional development, parental outreach, and before-/after-school and summer school activities are supplemental. When Title III funds are used outside of these activities, however, it is more difficult and time-consuming to confirm/verify that districts are not using Title III funds to supplant local/state funds.

Another alternative is to make regional sites available for SEA staff to meet with school districts to review and approve the application before the end of the school year. The SEA would be able to meet with district personnel to review and approve the applications onsite. If there are concerns during the application review process, SEA staff questions and concerns can be communicated in person to district personnel, and the problems may be addressed onsite.

Illinois has already taken steps to implement Option B in school year 2007-08 by hosting a series of webcasts, scheduled to begin April 15, 2008. These webcasts will be used to assist districts in completing the Consolidated Application for 2008-09. During that period, district personnel will be able to ask for clarifications and request additional guidance to complete the FY09 Consolidated

Application. By school year 2008-2009 it will be possible to create time slots and identify locations in advance for district personnel to meet with their assigned SEA consultant to pre-approve their TBE/TPI, LIPLEPS, and IEP budgets.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

|                                |   |
|--------------------------------|---|
| Persistently Dangerous Schools | 0 |
| Comments:                      |   |

Source – Manual entry by SEA into the online collection tool.

**1.8 GRADUATION RATES AND DROPOUT RATES**

This section collects graduation and dropout rates.

**1.8.1 Graduation Rates**

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2005-06). Below the table are FAQs about the data collected in this table.

| Student Group   | Graduation Rate |
|---|-----------------|
| All Students  | 87.8            |
| American Indian or Alaska Native  | 80.5            |
| Asian or Pacific Islander   | 94.1            |
| Black, non-Hispanic   | 78.3            |
| Hispanic  | 77.1            |
| White, non-Hispanic   | 92.3            |
| Children with disabilities ( <i>IDEA</i> )  | 77.2            |
| Limited English proficient  | 63.2            |
| Economically disadvantaged  | 76.5            |
| Migratory students  | 41.7            |
| Male  | 85.6            |
| Female  | 89.9            |
| <b>Comments:</b> Multiracial Graduation Rate: 88.2  |                 |
| The SEA considers all data provided in this table to be accurate. The migratory student group is a small population; small populations may have large fluctuations in data. |                 |

Source – Initially, pre-populated by EDFacts file N/X041 that is data group 563, category sets A, B, C, D, E, and F. If necessary, it is updated through manual entry by the SEA into the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**FAQs on graduation rates:**

- a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
  - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
  - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
  - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

### 1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2005-06). Below the table is an FAQ about the data collected in this table.

| Student Group   | Dropout Rate |
|---|--------------|
| All Students  | 3.9          |
| American Indian or Alaska Native                                  | 4.2          |
| Asian or Pacific Islander   | 1.7          |
| Black, non-Hispanic   | 7.7          |
| Hispanic  | 6.7          |
| White, non-Hispanic   | 2.2          |
| Children with disabilities ( <i>IDEA</i> )                        | 5.0          |
| Limited English proficient  | 6.8          |
| Economically disadvantaged  | 4.6          |
| Migratory students  | 5.8          |
| Male  | 4.5          |
| Female  | 3.4          |
| <b>Comments:</b> Multi-racial: 1.8%                               |              |
| The SEA considers all data provided in this table to be accurate. |              |

Source – Manual entry by SEA into the online collection tool.

#### FAQ on dropout rates:

*What is a dropout?* A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

|                        | #   | # LEAs Reporting Data |
|------------------------|-----|-----------------------|
| LEAs without subgrants | 840 | 840                   |
| LEAs with subgrants    | 32  | 32                    |
| Total                  | 872 | 872                   |
| <b>Comments:</b>       |     |                       |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.1.2 of the SY 2005-06 CSPR.

**1.9.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youths in the State.

**1.9.1.1 Homeless Children And Youths**

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

| Age/Grade  | # of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants | # of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants |
|--|--|---|
| Age 3 through 5 (not Kindergarten)   | 422  | 529   |
| K  | 816  | 776   |
| 1  | 789  | 894   |
| 2  | 738  | 917   |
| 3  | 697  | 961   |
| 4  | 671  | 841   |
| 5  | 625  | 792   |
| 6  | 614  | 882   |
| 7  | 500  | 842   |
| 8  | 514  | 797   |
| 9  | 465  | 1205  |
| 10   | 460  | 818   |
| 11   | 444  | 633   |
| 12   | 545  | 634   |
| Ungraded   | 0  | 0   |
| Total  | 8300   | 11521   |
| <b>Comments:</b> There are no ungraded schools participating in the Illinois NCLB Title 10 Part C Program. |  |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.3 of the SY 2005-06 CSPR.

**1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths**

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

|  | # of Homeless Children/Youths - LEAs <u>Without</u> Subgrants | # of Homeless Children/Youths - LEAs <u>With</u> Subgrants |
|--|---|--|
| Shelters, transitional housing, awaiting foster care                                   | 1205  | 2061   |
| Doubled-up (e.g. living with another family)   | 6435  | 9156   |
| Unsheltered (e.g. cars, parks, campgrounds, temporary trailer, or abandoned buildings) | 102   | 55   |
| Hotels/Motels  | 558   | 249  |
| Total  | 8300  | 11521  |
| <b>Comments:</b>   |   |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.4 of the SY 2005-06 CSPR.

**1.9.2 LEAs with McKinney-Vento Subgrants**

The following sections collect data on LEAs with McKinney-Vento subgrants.

**1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants**

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

| Age/Grade  | # Homeless Children/Youths Served by Subgrants |
|--|--|
| Age 3 through 5 (not Kindergarten)   | 560  |
| K  | 809  |
| 1  | 919  |
| 2  | 949  |
| 3  | 985  |
| 4  | 865  |
| 5  | 811  |
| 6  | 908  |
| 7  | 878  |
| 8  | 821  |
| 9  | 1244   |
| 10   | 844  |
| 11   | 651  |
| 12   | 657  |
| Ungraded   | 0  |
| Total  | 11901  |
| <b>Comments:</b> There are no ungraded schools participating in the Illinois NCLB Title 10 Part C Program. |  |

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**1.9.2.2 Subpopulations of Homeless Students Served**

In the table below, please provide the following information about the homeless students served during the regular school year.

|  | # Homeless Students Served |
|--|----------------------------|
| Unaccompanied youth                        | 818                        |
| Migratory children/youth                   | 105                        |
| Children with disabilities ( <i>IDEA</i> ) | 3106                       |
| Limit English proficient students          | 643                        |
| <b>Comments:</b>                           |                            |

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category sets B, C, D, and E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly Sections 1.9.2.3, 1.9.2.4, and 1.9.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection has been changed to show the total number of students served.

**1.9.2.3 Educational Support Services Provided by Subgrantees**

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

|   | # McKinney-Vento Subgrantees That Offer |
|---|---|
| 1. Tutoring or other instructional support                            | 68                                      |
| 2. Expedited evaluations  | 68                                      |
| 3. Staff professional development and awareness                       | 68                                      |
| 4. Referrals for medical, dental, and other health services           | 68                                      |
| 5. Transportation   | 68                                      |
| 6. Early childhood programs   | 68                                      |
| 7. Assistance with participation in school programs                   | 68                                      |
| 8. Before-, after-school, mentoring, summer programs                  | 68                                      |
| 9. Obtaining or transferring records necessary for enrollment         | 68                                      |
| 10. Parent education related to rights and resources for children     | 68                                      |
| 11. Coordination between schools and agencies                         | 68                                      |
| 12. Counseling  | 68                                      |
| 13. Addressing needs related to domestic violence                     | 68                                      |
| 14. Clothing to meet a school requirement                             | 68                                      |
| 15. School supplies   | 68                                      |
| 16. Referral to other programs and services                           | 68                                      |
| 17. Emergency assistance related to school attendance                 | 68                                      |
| 18. Other (optional)  | 0                                       |
| 19. Other (optional)  | 0                                       |
| 20. Other (optional)  | 0                                       |
| <b>Comments:</b> Illinois has no "other" Support Services categories. |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.6 of the SY 2005-06 CSPR.

**1.9.2.4 Barriers To The Education Of Homeless Children And Youth**

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

|  | # Subgrantees Reporting |
|--|-------------------------|
| 1. Eligibility for homeless services   | 318                     |
| 2. School Selection  | 83                      |
| 3. Transportation  | 656                     |
| 4. School records  | 287                     |
| 5. Immunizations   | 353                     |
| 6. Other medical records   |                         |
| 7. Other Barriers  | 335                     |
| <b>Comments:</b> The total number of subgrantees that reported barriers for #5 (Immunizations) and #6 (Other medical records) is combined in the total for #5. |                         |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.7 of the SY 2005-06 CSPR. Immunizations and Other Medical Records have been changed to two separate data collections for the SY 2006-07 CSPR.

**1.9.2.5 Academic Progress of Homeless Students**

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

**1.9.2.5.1 Reading Assessment**

In the table below, provide the number of homeless children and youths served who were tested on the State *NCLB* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *NCLB*.

| Grade            | # Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test | # Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient |
|------------------|--|---|
| 3                | 1168   | 498   |
| 4                | 1052   | 424   |
| 5                | 970  | 346   |
| 6                | 1056   | 444   |
| 7                | 983  | 443   |
| 8                | 946  | 590   |
| High School      | 712  | 149   |
| <b>Comments:</b> |  |   |

Source – Initially, pre-populated by EDFacts file N/X076, N/X077, or N/X078 that are data group 584, category set G. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

**1.9.2.5.2 Mathematics Assessment**

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *NCLB* mathematics assessment.

| Grade            | # Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test | # Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient |
|------------------|--|---|
| 3                | 1154   | 986   |
| 4                | 1058   | 584   |
| 5                | 974  | 481   |
| 6                | 1048   | 514   |
| 7                | 980  | 471   |
| 8                | 939  | 534   |
| High School      | 698  | 120   |
| <b>Comments:</b> |  |   |

Source – Similar to 1.9.2.5.1 but the file specification is N/X075 that is data group 583, category set G.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.



**1.10 MIGRANT CHILD COUNTS**

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2006 through August 31, 2007. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in Section 1.10.3.4 *Quality Control Processes*.

Please note that in submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

**FAQs on Child Count:**

*How is "out-of-school" defined?* Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

*How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

**1.10.1 Category 1 Child Count**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2006 through August 31, 2007. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

| <b>Age/Grade</b>                   |  | <b>12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes</b> |  |
|------------------------------------|--|--|--|
| Age 3 through 5 (not Kindergarten) |  | 256  |  |
| K                                  |  | 114  |  |
| 1                                  |  | 123  |  |
| 2                                  |  | 113  |  |
| 3                                  |  | 116  |  |
| 4                                  |  | 94   |  |
| 5                                  |  | 106  |  |
| 6                                  |  | 97   |  |
| 7                                  |  | 127  |  |
| 8                                  |  | 115  |  |
| 9                                  |  | 121  |  |
| 10                                 |  | 100  |  |
| 11                                 |  | 73   |  |
| 12                                 |  | 40   |  |
| Ungraded                           |  | 0  |  |
| Out-of-school                      |  | 185  |  |
| Total                              |  | 1780   |  |
| <b>Comments:</b>                   |  |  |  |

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.1.1 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10%.

The response is limited to 8,000 characters.

Illinois experienced a decrease from SY 2005-06 in the number of migrant students identified in the state. This decrease was due to several factors, including:

1. Some communities did not receive the anticipated number of arrivals as a result of changes in hiring practices or crop conditions. For example, cold weather destroyed the peach crop in southern Illinois.
2. Employers and immigrant workers not familiar with the Migrant Education Program are more reluctant to share information with recruiters than they have been in the past. Concerns about pending immigrant legislation have raised their caution levels.
3. In communities close to Chicago, farm land has been replaced with urban development and the number of migrant families in the area has declined.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2 Category 2 Child Count**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2006 through August 31, 2007. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

| Age/Grade                          | Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes |
|------------------------------------|---|
| Age 3 through 5 (not Kindergarten) | 85  |
| K                                  | 62  |
| 1                                  | 90  |
| 2                                  | 70  |
| 3                                  | 62  |
| 4                                  | 58  |
| 5                                  | 62  |
| 6                                  | 59  |
| 7                                  | 51  |
| 8                                  | 57  |
| 9                                  | 57  |
| 10                                 | 43  |
| 11                                 | 29  |
| 12                                 | 11  |
| Ungraded                           | 0   |
| Out-of-school                      | 5   |
| Total                              | 801   |
| <b>Comments:</b>                   |   |

Source – Initially, pre-populated by EDFacts file N/X122 that is data group 635, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10%.

The response is limited to 8,000 characters.

The number of students reported in Category 2 (801) represents a decrease of 10.7 percent from SY 2005-06. This decrease reflects the lower number of migrants identified in the state overall in 2006-07. However, the 801 migrant children served in the summer program represents 45 percent of the total number of migrant children identified in the state--a figure almost equal to the 44.5 percent reported for SY 2005-06.

In summer 2007, local projects identified high-school-age youth, as well as much younger children, who did not participate in summer school because they worked in the fields. In some communities, migrant children attended summer programs funded through sources other than the migrant education program, and thus were not counted in Category 2.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.3 Child Count Calculation and Validation Procedures**

The following question requests information on the State's MEP child count calculation and validation procedures.

**1.10.3.1 Student Information System**

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

Data for the Illinois child count for Category 1 and Category 2 were collected through the New Generation System (NGS), a web-based interstate information network that gathers data on migrant students. Child counts for the last reporting period were also collected through NGS.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.3.2 Data Collection and Management Procedures**

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The source document for the Illinois migrant child count is the Certificate of Eligibility (COE). Student information is recorded manually on the Illinois COE. The eligibility of each child counted is documented with a current valid COE and Supplemental Documentation form on file at the local level, with an approved copy of the COE located at the statewide records office. Illinois uses a three-year COE, but a new COE is completed for each year in which a migrant family makes a new qualifying move.

The following data are collected for each child included in the count:

\*DEMOGRAPHIC INFORMATION, including parents' names and the names, address, and birth dates of children/youths.

\*SPECIFIC ELIGIBILITY CRITERIA, including 1) residency date; 2) qualifying arrival date; 3) moved from where/to where; 4) whether the children moved with or to join a parent, guardian, or spouse, or on their own; 5) whether the move was to enable them to obtain or seek temporary or seasonal employment in fishing or agricultural work; 6) a description of the qualifying activity; 7) whether the work is a principal means of livelihood; 8) whether the child's schooling was interrupted; and 9) documentation of residency in the state during the year.

\*PROGRAM PARTICIPATION DATA, such as enrollment and withdrawal dates and available academic and health information.

\*CONFIRMATION DATA, including the signature of the recruiter, the signature of the family member interviewed, the initials of the local reviewer, and the initials of the state reviewer.

Only certified migrant recruiters who have successfully completed the annual state training complete COEs. Local recruiters employed by local MEP projects identify migrant children and complete COEs. At the state level, the Illinois Migrant Council was contracted to coordinate recruiting efforts and also to conduct recruiting and complete COEs in areas of the state that local recruiters did not reach.

The activities conducted to collect the data follow the guidelines included in the "Illinois Migrant Education Program Identification and Recruitment Manual" ([http://www.isbe.net/bilingual/htmls/migrant\\_resources.htm](http://www.isbe.net/bilingual/htmls/migrant_resources.htm)). Only certified recruiters who have participated in the annual state recruiter training may complete a COE. Recruiters initially collect information from families in a face-to-face interview. The signature of the parent/guardian or unaccompanied youth interviewed is required on the COE. The recruiter also completes a Supplemental Documentation form for each family.

As specified in the state quality control plan, designated personnel at the local and state levels review and approve the COE. Any questionable items on the COE are sent back to the local project for correction. The local project contacts the statewide records office to request a unique student identifier for each newly identified migrant child. The statewide records office issues a unique student identifier once they have reviewed all available information to ensure that the student is not already entered on the state's centralized data system, NGS. Then the trained local project staff enters student information on NGS.

Recruiters complete COEs on a daily basis throughout the year and trained NGS data specialists enroll students by entering demographic and enrollment information into NGS in accordance with the state requirements and timelines specified in "Illinois Migrant Education Program Requirements and Timelines: New Generation System and ID&R Data Flow." Written procedures stipulate that an enrollment should be entered within five working days after the information is collected on a COE. Residency verification, based on a combination of school records review, telephone calls, and face-to-face interviews, is conducted between September 1 and October 31, and the verification information on each migrant student is entered on the NGS history line reflecting the appropriate reporting period.

For migrant students who reside in Illinois for a second or third year without another qualifying move, the Illinois MEP uses a three-year COE to verify residency and continuing eligibility in the second and third years. Local projects use the Continuing Enrollment/Residency Worksheet to update grade level, enrollment type, school of attendance and enrollment date.

The Category 2 child count includes only children with documented attendance in MEP-funded summer programs in Illinois. Local projects maintain individual student attendance records and submit average daily attendance figures as part of the application for MEP funds. Teachers record attendance and trained NGS data entry specialists enter student enrollment and participation information into the NGS information system. Based on their records, local projects indicate participation in the MEP-funded summer program for each eligible migrant student on NGS. Information for the summer program is entered on the NGS information

system by data entry specialists at local project sites throughout the summer term as students enroll. Illinois NGS requirements and timelines stipulate that enrollment information be entered into NGS within five working days of COE completion.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

The COE information is completed manually on paper by the recruiter. Local projects maintain attendance records used to identify students who participated in MEP summer term projects. Trained NGS data entry specialists enter student enrollment and participation information into the NGS information system. Information collected through NGS is used to generate Category 1 AND Category 2 counts.

Local project data entry specialists input student data from the COE or Continuing Enrollment/Residency Worksheet into the NGS. The statewide records office compares COEs and NGS entries for all local projects to ensure that the data entered match the information on the COE. The statewide records office sends reports of any discrepancies to local projects for correction. At the end of the local program grant period a final review identifies any remaining discrepancies to be resolved.

The record update process allows the local project to include a child in a new funding year by recertifying that child's residency during the new year. The Illinois COE contains a space for documentation of continuing eligibility and residency verification. In the update, each child's residency is confirmed through personal interview, review of school attendance records, or, less frequently, via telephone.

When local school MEP personnel are not able to completely input student data, the state records office provides data entry assistance.

NGS creates a history line for each new or updated COE. The history line is coded to identify regular school year enrollment or participant or residency only for the Category 1 count. A history line is created for each child enrolled in summer school to be included in the Category 2 count. NGS assigns a unique student ID to each child so that an unduplicated count can be produced.

Periodically, reports of data entered onto NGS are distributed to local projects for review. Local projects also generate their own NGS reports to ensure that all identified children have been included in the Category 1 and Category 2 counts, and to eliminate any duplication.

Illinois establishes a deadline for entering all data into the system for the reporting year. After all data are entered, the state runs the federal performance reports using NGS and checks the data for errors before submitting the data to the Office of Migrant Education in the Consolidated State Performance Report.

Student information obtained during home visits or other sources is used to update MEP records. NGS allows for multiple enrollment data entry. However, for each student, residency is verified through the COE and enrollment information is updated on the Continuing Enrollment/Residency Worksheet.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Data for Category 1 and Category 2 counts are collected using the same procedures and quality control plan. All data for both counts are entered and maintained on the NGS.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.



### 1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- children who were between age 3 through 21;
- children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term; and
- children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

Illinois uses NGS to generate the Category 1 and Category 2 child counts.

1. Only students with COEs that document their eligibility or continuing eligibility as "migratory children" resident in Illinois are included in the NGS database. Each child is assigned a unique identification number on NGS. The assignment of the unique student identification number is performed by a single individual—the NGS data entry specialist employed by the Illinois Migrant Council. Prior to assigning a new ID, the data entry specialist conducts a thorough search of students in the NGS database to ensure that duplicate records are not generated. The NGS duplicate student report is then used on a regular basis to catch any possible duplicates. If duplicates are found, a process to verify the duplication takes place and the student is deleted from the NGS database.

NGS programming uses the eligibility information entered for each child, including the birth date, to generate an unduplicated child count report, which includes only migrant children ages 3-21 who were eligible for at least one day during the counting period of 09/01/2006 to 08/31/2007, based on federal eligibility requirements.

2. NGS programming counts all eligible children with confirmed residency in Illinois for at least one day during the eligible counting period of 09/01/2006 to 08/31/2007. For two-year-olds who turned three during the counting period, local projects verified each child's residency after the third birthday and entered the date of residency verification information into NGS.

Record updates are conducted to verify continuing residency for all children identified in a previous year, as well. Illinois uses school/program attendance records or information obtained during a home visit to confirm residency. Less frequently, a phone conversation with the family may be used to confirm residency after the initial COE has been completed.

For Category 1 and Category 2 counts, NGS queries filter out any child who did not meet the following criteria during the child count period:

- a. Was between the ages of 3-21 (and had not graduated from high school).
- b. Was within 36 months of QAD and had a qualifying activity.
- c. Had a third birthday before the end date.
- d. Was resident in the state for at least one day.

The NGS query is programmed to count a student once in the Illinois child count by using the enrollment withdrawal and residency verification dates and current age/grade entered for every student identified and recruited during the reporting period to determine whether that student is to be included in the count.

3. For the Category 2 count, the NGS query is programmed to include only eligible children who received either MEP-funded services under a summer enrollment flag of "S" (Illinois funds no programs with intersession periods). A summer enrollment is entered into the NGS system only after the student is enrolled in and physically attending an MEP-funded summer program. Local projects are required to keep records of student enrollment and attendance. Summer migrant programs operate each year only during June 1 through August 31.

4. NGS is programmed to count a student only once statewide in the Category 1 and Category 2 counts. NGS creates a unique student identification number for each new student entered into the NGS centralized database. Before a new student record can be created, the system checks for duplication based on the student's last name or similar last name. Potential duplicates are then checked against additional fields, such as first name, birth date, and parents' names. Matching fields trigger further review of NGS reports, COEs, and enrollment lists. Data are consolidated; duplicates are removed and students are sorted by current age for children not yet in kindergarten and by grade for K-12 students based on the information entered on the student record in NGS. Two

NGS-generated reports provide the unduplicated child count figures sorted by age/grade for the state.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

The Illinois Category 2 count was generated through the NGS, which is the same system used to calculate the Category 1 count.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.3.4 Quality Control Processes**

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

The Illinois MEP Quality Control Plan for Identification and Recruitment has the following goals:

- \*To identify and recruit all eligible migrant children residing in Illinois.
- \*To ensure that proper MEP eligibility determinations are made in a collaborative manner by MEP personnel.
- \*To ensure that proper MEP eligibility determinations are supported by accurate documentation.

In order to accomplish these goals, the Illinois MEP program conducted the following activities:

**Recruiter Training and Support--**

All recruiters were required to attend the annual Illinois MEP two-day Identification and Recruitment training in April to become authorized to complete COEs. Training emphasized eligibility determinations, documentation, quality control techniques, recruiting strategies, and programmatic and policy updates and changes. Follow-up training was offered at the Statewide MEP Workshop in June. The state Identification and Recruitment Coordinator provided ongoing technical assistance and support throughout the year. He visited local projects and reviewed their recruiting practices and documentation during the summer. All recruiters received a copy of the "Illinois Migrant Education Program Identification and Recruitment Manual," which is also available online. The manual contains written procedures for documenting eligibility. The NGS data system has written procedures for entering student data. NGS data entry specialist training is offered annually at the statewide migrant workshop in June.

**Proper Eligibility Determinations and Documentation Quality Controls--**

State procedures require that recruiters interview families and verify all elements that determine eligibility before entering student data into the NGS. Recruiters maintain documentation to back up their recruiting activity and decisions, including: 1) a supplemental documentation form that requires additional information to support decisions about Intent to Seek Moves Temporary Work Status Principal Means of Livelihood and Interrupted Schooling, and 2) a recruiter's log. Recruiters use a COE review checklist to review the COE for completeness, accuracy, and full documentation of eligibility. Each COE is signed by the recruiter, as well as the parent guardian or self-eligible youth interviewed and is initialed by the local project reviewer.

State NGS implementation guidelines require that the completed COE be sent promptly to the statewide records office for review for accuracy completeness and full eligibility documentation. The statewide records office contacts the local program to resolve any questions. If the eligibility status cannot be resolved, SEA staff review the COE to make an eligibility determination.

**State and Local Random COE Checks--**

Each MEP-funded local project is required to develop a local quality control plan that includes a random check of the COEs prepared by each recruiter. This process involves a review of the document to determine its face validity and an interview with the family to ensure that the recorded information was verified. The local projects report the results of their quality control review to the State Identification and Recruitment Coordinator.

The state also conducts re-interviews of randomly selected migrant families. Re-interviewers are individuals familiar with the migrant community, but not directly associated with the local project that initially determined MEP-eligibility. A committee of reviewers determines whether the information that has been gathered confirms the child's eligibility. This year one local project had one COE that could not be substantiated through the re-interview. The state informed the project of the problem and provided them with additional technical assistance to avoid a similar inaccuracy in the future.

**Monitoring--**

Review of eligibility documentation and student attendance records is included in the SEA monitoring of local projects.

**Review of Procedures--**

The SEA reviews eligibility documentation and student attendance records as part of regular monitoring results of the state and local

re-interview processes each year, and uses the results to modify the material covered in the annual recruiter training. The SEA reviews statewide recruiting efforts each year at meetings with local project directors in October, February, and June, and uses feedback to adjust recruiting procedures.

Children determined to be ineligible were removed from the NGS data and were not included in the child count.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

The State Quality Control Plan establishes the minimum quality control requirements of all MEP Identification and Recruitment efforts throughout the state. Controls are implemented at the state and local levels. Each MEP project develops an SEA-approved Local Quality Control Plan to specify how the requirements of the State Quality Control Plan are to be implemented locally. The State and Local Quality Control Plans each require that eligibility verifications be conducted to ensure that the Illinois MEP is recruiting eligible children only.

Summary of State and Local Quality Control Results--

Total Children Represented by Interviews: 134

Total Eligible Children Represented by Interviews: 132 (98.51%)

State-Level Procedures--

Consistent with the State Quality Control Plan, the Illinois MEP verified the eligibility of the children currently enrolled in the MEP via re-interview by an independent trained third-party. The SEA re-interview process used a standard instrument that included all items required to make an accurate migrant eligibility determination. Re-interviewers independent from the original recruiters were employed to conduct face-to-face interviews with families. Re-interviewers received training and guidance and worked under the direction of the state ID&R Coordinator. Samples were generated by randomly selecting 3 percent of the children from each project site according to its Short School Identification (SSID). A minimum of two COEs completed by every certified recruiter was evaluated; furthermore, eligibility verifications were divided as evenly as possible among a project's recruiters.

State Quality Control Results Summary--

Sample Size: 42 children

Interviews Completed (target children): 42 children (100%)

Number of Target Children Reviewed: 42

Eligibility Confirmed of Target Children: 41 (97.62%)

Number Siblings of Target Children Reviewed: 48

Eligibility Confirmed of Siblings of Target Children: 47 (97.92%)

Total Children Reviewed: 90

Eligibility Confirmed of Total Children Reviewed: 88 (97.78%)

Local Quality Control Procedures--

Local Quality Control Plans require that the eligibility of a project's COEs completed during the current program year be verified via re-interview by an independent trained third-party. A minimum of two COEs completed by every certified recruiter is evaluated; furthermore, eligibility verifications are divided as evenly as possible among a project's recruiters.

Local Quality Control Results Summary--

Sample Size: 20 COEs

COEs Examined (interview completed): 20 (100%)

Confirmed Eligibility on COEs: 20 (100%)

Children Represented by COEs (including siblings): 44

Eligible Children Represented by Interviews: 44 (100%)

Children ascertained to be ineligible were removed from the NGS data and not included in the child count. Local projects were informed of any children identified as ineligible and the local projects communicated this decision to the families who were affected.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

NGS data entry specialists participate in annual training and receive ongoing technical assistance throughout the year in the form of written guidelines and resource staff at the Illinois Migrant Council, who respond to questions statewide. For new families not included in the NGS, the local project contacts the statewide migrant records office to request a unique student identification number to permit entry of student data. Local project data entry specialists update information for students who already have unique student identification numbers in NGS. The statewide migrant records office reviews the NGS data entered by local projects to ensure that the NGS record matched the information collected on the COE and then sends electronic reports of discrepancies to all migrant-funded sites. Sites use this information to verify migrant student data against COEs on file and to assess identification and recruitment procedures. The Illinois Migrant Council uses these reports to provide technical assistance and design follow-up training. The SEA uses these reports to monitor child counts and the provision of services to eligible children as proposed by their local grant applications.

The Illinois MEP Quality Control Plan includes several check points for verifying that accurate migrant child eligibility data are collected. The COE must be approved by both a local COE reviewer and the state COE reviewer. The state migrant student records office reviews all COE copies using a COE Review Checklist to verify completeness, accuracy, and MEP eligibility. The office also compares COE information to that entered into the NGS data collection system. If information is incomplete or inconsistent, the office contacts the local program for correction or to follow-up with the family.

The Illinois MEP Identification and Recruitment Manual provides recruiters, reviewers, and local project administrators with written eligibility guidance, as well as quality control procedures designed for implementation at both state and local levels. COEs are completed by certified recruiters who must successfully complete annual training. A certified local reviewer, who has also successfully completed training, reviews the accuracy and completeness of all COEs. Copies of COEs are forwarded to the data entry specialist employed by the Illinois Migrant Council, who then conducts another review and compares COE information with that entered in NGS to identify any inconsistencies or missing information. Reports detailing needed information are sent to local project staff for clarification/completion/correction. A final review of all COEs is conducted by the State Reviewer. Again, a request for clarification of any incomplete or inconsistent information is sent back to local project staff for follow up.

At least bimonthly, a Unique Student Count Report by district is prepared to monitor child counts and is provided to the State ID&R Coordinator, the IMC Director of Migrant Education Services, and the State MEP Director. This report includes Category 1 and Category 2 unique student counts, as well as max enrollment counts for districts. Unique state student counts for the past 10 years are routinely shown at the end of the district report to aid in year-by-year comparisons.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

The State of Illinois verifies that the children included in the child count meet the eligibility criteria through ongoing substantiations by the statewide migrant records office and the SEA of COEs and by cross-checking the COEs against reports generated by NGS.

When discrepancies are identified, local programs are contacted to provide additional information and NGS data are corrected.

Efforts to continually improve the accuracy of eligibility determinations include mandated ID&R training for all recruiters in the spring, with follow-up sessions conducted at the statewide migrant education workshop in June; targeted trainings during the year; annual updates to the ID&R Manual; and provision of both telephone and onsite technical assistance, as needed.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

Describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

The Identification and Recruitment Coordinator provided technical assistance to the local school district that completed the one incorrect COE identified through the re-interview process. In addition, annual recruiter training will be modified to include areas of concern identified through the re-interview results, along with recruiter questions, onsite technical assistance findings, and consultations with MEP staff from other states through Illinois' participation in the ConQIR Migrant Consortium Incentive grant project.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

Over the past few years, Illinois has invested a great deal of time and resources in developing a solid quality control system for identification and recruitment that focuses heavily on recruiter training, ongoing technical assistance and support for recruiters, and timely review of COEs at the state and local levels. The results of the SY 2006-07 re-interview process reflect these efforts. Illinois will continue to monitor and improve the controls that are in place and to incorporate the resources developed through participation in the ConQIR Migrant Consortium Incentive grant project.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.