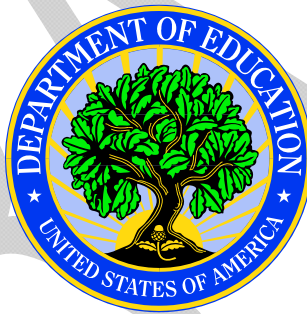


Please Note: Draft 3 of the Illinois ESSA Plan differs from the first and second drafts insofar as it uses the required template created by ED for submission.

Illinois State Board of Education

State Template for the Consolidated State Plan Under the Every Student Succeeds Act



U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 2181 hour 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 estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Please Note: In late November 2016, the U.S. Department of Education (ED) released a template that states are required to use in the creation and submission of their state plans. Thus, Draft 3 of the Illinois ESSA Plan differs from the first two drafts insofar as it was written according to the specifications of this template.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State Education Agency (SEA) may submit a consolidated state plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated state plan.

The U.S. Department of Education (ED) encourages each state to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated state plan. Further, ED aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

ED identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated state plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support Local Education Agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time, and manner for submission of the consolidated state plan, ED has established this template for submitting the consolidated state plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated state plan. The consolidated state plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated state plan, ED encourages each SEA to reflect on its overall vision and how the different sections of the consolidated state plan work together to create one comprehensive approach to improving outcomes for all students. ED encourages each SEA to consider: (1) what is the SEA's vision with

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated state plan, each SEA must meet the requirements section 427 of the General Education Provisions Act and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers, and other program beneficiaries with special needs.

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regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

DRAFT

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Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated state plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated state plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated state plan.

Submission Procedures

Each SEA must submit to ED its consolidated state plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

ED will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated state plan or an individual program state plan that addresses all of the required components received:

- On or prior to April 3, 2017, is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017, is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated state plan or individual program state plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

ED will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated state plan or an individual program state plan, an SEA must publish its approved plan(s) on the SEA's website in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

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Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position)	Telephone
Mailing Address:	Email Address:
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

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Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated state plan. If an SEA elected not to include one or more of the programs below in its consolidated state plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated state plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated state plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program state plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ 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 II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers (21st CCLC)
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☒ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated state plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated state plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

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Long-term Goals

***Instructions:** Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its state-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the state's minimum number of students.*

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its state-determined timeline for attaining such goals.

The vision, mission, and goals of the Illinois State Board of Education (ISBE) are as follows³:

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Goals

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.

³ Retrieved on January 14, 2017, from <https://www.isbe.net/Pages/Agency-and-Board-Information.aspx>.

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

The vision, mission, and goals were developed and voted upon at the September 2015 Board retreat.

ISBE determined that using the following Board goals also make sense as the ambitious long-term goals:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

So too, these goals align with a larger state goal whereby 60 percent of its residents earn high-quality degrees and career credentials by 2025.⁴

In previous iterations of the plan, ISBE identified a 15-year timeline, with three-year interim goals. This recommendation emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the percentage of all learners in Illinois who make annual progress toward the long-term goals.

The Illinois Balanced Accountability Measure Committee (IBAMC) concurred with the proposed 15-year timeline in its final recommendations, but recommended interim goals over a five- or six-year time frame.

⁴ Addition information on the 60x25 initiative can be accessed at <http://www.isac.org/home/isac-big-goal.html>.

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A baseline will be established from the most recent three years of academic achievement assessment data. Once the baseline for academic achievement within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

ii. Provide the baseline and long-term goals in the table below.

ISBE will be using a three-year composite average to establish its baseline performance levels and measures of interim progress. Baseline data will not be available until an assessment has been administered and recorded for all student demographic groups for three consecutive years. Currently, data is only available for students in grades 3 through 8 for two years (2014-15 and 2015-16). The adoption of the SAT at the high school level means three years of data will be available after the administration of the exam during the 2018-19 school year.

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Economically disadvantaged students	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Children with disabilities	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
English learners	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Black or African American	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Hispanic or Latino	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Native American or Alaskan Native	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
White	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Two or more races	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032

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Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Asian	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Native Hawaiian or Pacific Islander	K-8 2018 HS 2019	90% 2032	K-8 2018 HS 2019	90% 2032
Former English learners	2 K-8 2020 HS 2020	90% 2032	K-8 2020 HS 2020	90% 2032
Children formerly with a disability	2020	90% 2032	2020	90% 2032

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its state-determined timeline for attaining such goals.

ISBE proposed a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the graduation rate. The target of 90 percent of students graduating college and career ready is based on goals adopted by the Board in September of 2015. A baseline will be established from the most recent three years of graduation data. Once the baseline for graduation rate within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.⁵

⁵ This baseline data provided in the chart is a single year average, not the three-year composite average we will provide eventually. These numbers are for illustrative purposes only.

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Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	85.5% 2016	90% 2032
Economically disadvantaged students	76.7% 2016	90% 2032
Children with disabilities	70.6% 2016	90% 2032
English learners	71.9% 2016	90% 2032
Black or African American	74.6% 2016	90% 2032
Hispanic or Latino	81.3% 2016	90% 2032
Native American or Alaskan Native	79.3% 2016	90% 2032
White	90.4 % 2016	90% 2032
Two or more	84.7% 2016	90% 2032
Asian	93.6% 2016	90% 2032
Native Hawaiian or Pacific Islander	84.8% 2016	90% 2032
Former English learners	2020	90% 2032
Children formerly with a disability	2020	90% 2032

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its state-determined timeline for attaining such goals.

ISBE will also utilize a five-year and six-year extended cohort graduation rates as a part of its accountability system. 2015.

Five-Year Extended Cohort Graduation Rate

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	87.7% 2016	90% 2032
Economically disadvantaged students	81.8% 2016	90% 2032
Children with disabilities	75.1% 2016	90% 2032
English learners	77.8% 2016	90% 2032
Black or African American	79.2% 2016	90% 2032
Hispanic or Latino	84.2% 2016	90% 2032
Native American or Alaskan Native	82.4% 2016	90% 2032

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White	91.4% 2016	90% 2032
Two or more Races	87.3% 2016	90% 2032
Asian	95.5% 2016	90% 2032
Native Hawaiian or Pacific Islander	88.4% 2016	90% 2032
Former English learners	2020	90% 2032
Children formerly with a disability	2020	90% 2032

Six –Year Extended Cohort Graduation Rate

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	88.2% 2016	90% 2032
Economically disadvantaged students	82.2% 2016	90% 2032
Children with disabilities	76.5% 2016	90% 2032
English learners	78.8% 2016	90% 2032
Black or African American	79.9% 2016	90% 2032
Hispanic or Latino	85.0% 2016	90% 2032
Native American or Alaskan Native	90.6% 2016	90% 2032
White	91.6% 2016	90% 2032
Two or more Races	88.3% 2016	90% 2032
Asian	95.9% 2016	90% 2032
Native Hawaiian or Pacific Islander	84.5% 2016	90% 2032
Former English learners	2020	90% 2032
Children formerly with a disability	2020	90% 2032

C. English Language Proficiency.

- i. **Description.** Describe the state’s uniform procedure, applied consistently to all English Learners (ELs) in the state, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the state considers a student’s English language proficiency (ELP) level at the time of identification and, if applicable, any other student characteristics that the state takes into account (*e.g.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which ELs sharing particular characteristics would be expected to attain ELP within a state-determined maximum number of years and a rationale for that state-determined maximum.
 3. How the student-level targets expect all ELs to make annual progress toward attaining ELP within the applicable timelines.

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1. A uniform procedure is applied to all students in Illinois upon enrollment for the first time to any school or preschool program in order to identify students who have a language background other than English. An appropriate prescribed placement screening assessment is administered within 30 days of a student's enrollment in the district to those students who have a language other than English documented in the Home Language Survey⁶⁷⁸. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language instructional services. School districts in Illinois must annually assess the English language proficiency of all ELs in kindergarten through 12 using ACCESS for ELLs for the purpose of determining the continuing need and eligibility of individual students for language program services.
2. Illinois proposes a maximum timeline of five years for English Learners to achieve ELP on the annual ELP assessment, ACCESS for ELLs, after the student's initial identification as an EL in order to best align with existing research⁹¹⁰¹¹ and Illinois ELP assessment data. However, ELs in Illinois are not exited from English language instructional program services or status until attaining English language proficiency, without regard to the timeline.
3. The student-level targets that English Learners make annual progress toward attaining English language proficiency on the ACCESS for ELLs within five years will

⁶ [23 Illinois Administrative Code 228, Section 228.15.](#)

⁷ Office of Civil Rights at the U.S. Department of Education and the Civil Rights Division at the U.S. Department of Justice. (2015) Dear Colleague Letter. Available at: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

⁸ Linqanti, R., Cook, H. G., Bailey, A., & MacDonald, R. (2016) [Moving Toward a More Common Definition of English Learner: Collected Guidance for States and Multi-State Assessment Consortia](#). Council of Chief State School Officers.

⁹ Hakuta, K., et al. (2000). How Long Does It Take English Learners to Attain Proficiency. *University of California Linguistic Minority Research Institute*. UC Berkeley: University of California Linguistic Minority Research Institute. Retrieved from <https://escholarship.org/uc/item/13w7m06g>.

¹⁰ Cook, H.G., Linqanti, R., Chinen, M., & Jung, H. (2012). National evaluation of Title III implementation supplemental report: Exploring approaches to setting English language proficiency performance criteria and monitoring English learner progress. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation and Policy Development.

¹¹ Linqanti, R., & George, C. 2007. Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date. In English language proficiency assessment in the nation: Current status and future practice, ed. J. Abedi, 105–18. Davis: University of California.

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be determined once an ELP cut score is made. ISBE will receive recommendations for the appropriate cut score from stakeholders in June 2017.

4. Describe how the SEA established ambitious state-designed long-term goals and measurements of interim progress for increases in the percentage of all English Learners in the state making annual progress toward attaining English language proficiency based on 1.C.i. and provide the state-designed long-term goals and measurements of interim progress for English language proficiency.

ISBE proposed a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The target of 90 percent readiness is based on the goals adopted by the Board in September of 2015. The state-level long-term goals and measurements of interim progress are based on increases in the percentage of all English Learners in Illinois who make annual progress toward ELP. A baseline will be established over the most recent three years of ELP assessment data in consideration of WIDA's standard setting. Once the baseline for ACCESS of ELs within each school has been established, the 90 percent targets to 2032 will be back mapped with the timeline of interim goals determined by the State Board

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English Learners	63.0% 2016	90% 2032

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Section 2: Consultation and Performance Management

2.1 Consultation.

***Instructions:** Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated state plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the state:*

- *The Governor or appropriate officials from the Governor's Office;*
- *Members of the state legislature;*
- *Members of the state board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the state;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English Learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

- 1. Be in an understandable and uniform format;*
- 2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
- 3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

ISBE has posted drafts of the state plan at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>.

This information has been repeatedly communicated through the Superintendent's Weekly Message and social media.

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1136>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1134>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1133>

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<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1132>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1131>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1128>
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<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1114>
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1112>
<http://www.isbe.net/news/2016/nov14.htm>
<http://www.isbe.net/news/2016/sep1.htm>
<http://www.isbe.net/news/2016/aug30.htm>

See Appendix D for maps of listening tour meeting locations.

B. Outreach and Input. For the components of the consolidated state plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated state plan; and following the completion of its initial consolidated state plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated state plan to the Department for review and approval.

ISBE's plan for informing stakeholders and collecting input prior to submitting a final draft to ED consisted of four phases:¹²

Phase One:

- January 2016 – July 2016
- Listening Tour 1 – April 2016-May 2016
- 46 meetings

Phase Two:

- July 2016 – September 2016
- Illinois' ESSA State Plan Draft 1 released on August 25, 2016, for six weeks of public comment
- Listening Tour 2 – September 2016
- 28 meetings

¹² After submission of the plan, ISBE will provide districts will information regarding the transition year 2017-18 as well as information on implementation.

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Phase Three:

- October 2016 – December 2016
- Illinois' ESSA State Plan Draft 2 released on November 18, 2016, for six weeks of public comment
- 20 meetings

Phase Four:

- January 2017 – April 2017
- February 1, 2017: Illinois' ESSA State Plan Draft 3 shared with Governor Bruce Rauner and posted on the ISBE website
- March 15, 2017: Illinois' ESSA State Plan Draft 4 shared with the Illinois State Board of Education for approval
- April 3, 2017: Illinois' ESSA State Plan submitted to ED

ISBE provided information to the public during all phases of work to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours and submitting comments. ISBE maintained and updated an ESSA website all during the development of the ESSA State Plan to publicly post the timeline, resources, and additional information, including the draft plans.

Also, key policymakers, including members of the Illinois General Assembly, the P-20 Council, the IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan.

The drafts of the state plan have been presented to stakeholder groups through a wide array of venues with sufficient time to consider relevant comments prior to ISBE Board approval. ISBE received 280 public comments about Draft 1, which was open for comments for six weeks, and 369 public comments about Draft 2, which was also open for comment for six weeks. As indicated earlier, ISBE has hosted listening tours, conferences, one-on-one meetings, and other stakeholder meetings since January 2016. Please see Appendix D for the list of all stakeholder meetings related to ESSA.

The Governor's Office has been provided weekly updates throughout the process. The state plan will be presented to the Governor's Office in February 2017 for comment during a

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required 30-day review. The State Board also has been receiving monthly updates and providing input throughout the year.

More specifically, ISBE held a series of listening tour meetings throughout 2016 to ensure that creation of the Illinois State Plan included ample opportunity for stakeholders to share their expertise. Listening Tour Reports are available in their entirety on www.isbe.net/essa. District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tour meetings.

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

- To provide an overview of the new ESSA requirements and funding opportunities, and
- To gather feedback from education stakeholders about implementation of ESSA in Illinois.

State Plan Draft 1, which incorporated insights gained from the April/May tour, was released on August 25, 2016, for six weeks of public comment. The second listening tour occurred in September 2016 and focused on key issues contained within Draft 1. ISBE received more than 280 individual comments on Draft 1 via essa@isbe.net. Comments were submitted from 54 organizations, 70 students who advocated including the arts in ESSA, and 60 emails on behalf of library and media specialists. What follows is an identification of the larger categories in which comments were received on Draft 1 as well as general themes included within the submission.

General Comments:

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* Focus attention/resources on early grades, parent engagement, teacher residency programs, teacher leadership, teacher retention, English Learner issues that assist all teachers of ELs in implementing curricula, assessment measures and best practices and instructional strategies, support for students with disabilities, student needs, and supporting gifted children.
- *Supports for English Learners:* Native language assessments, adjusting the ACCESS proficiency score, growth in addition to EL proficiency, and formulating a former EL subgroup for purposes of accountability.

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- *Multi-tiered System of Support (MTSS)*: Focus on leadership and supporting the whole child, incorporation of the after-school quality standards, use of the Illinois School Library Media Association Linking for Learning guidelines as part of MTSS, wellness centers in MTSS, opposition to MTSS in its current form unless it's fully funded, agreement with developing strong MTSS, and focus on parents/ guardians.
- *Other comments*: Maintain foundational services¹³, support professional learning communities, and create a gifted subgroup for the Report Card.
- *Student success/school quality indicators (support for)*: Chronic absenteeism, pre-K suspension/expulsion rates, preK-K attendance, K-2, extracurricular and out-of-school activities, teacher retention rates, after-school activity, overall school wellness and whole child wellness, Kindergarten Individual Development Survey (KIDS) protocol with adjustments, work-based learning, socio emotional learning or school climate.
- *Accountability*: Equity in funding must come before accountability, high school growth needed, and parent involvement linked with accountability that might include funding for parent involvement coordinator.

Comments Specific to the College and Career Ready Indicator:

- *GPA 2.8 out of 4.0*: Concerns about the diversity of teacher grading and that GPA looks different in every district, concern about "gaming the system," schools are moving away from traditional grading methods (some schools use number systems [1-4] instead of grades), and about students taking easier classes to improve GPA.
- *Academic benchmark/industry credentials*: ZIP Code disparities, funding and staffing challenges, and required time to scale up.
- *Behavior and experiential benchmarks*: Coordination and oversight will require additional staff, students who work or with other obligations may not be able to meet experiential requirements, may be unfairly limiting for students with disabilities, support for 90 percent attendance and 25 hours community service, and the notion of attendance should be broadly considered.
- *Miscellaneous*: Ninety percent attendance may be problematic due to prolonged illness or family/caretaker obligation, creates six necessary conditions for college and career readiness, the plan creates numerous veto points for students to achieve

¹³ Foundational Services are professional learning opportunities that focus on ISBE initiatives. They are delivered through Regional Offices of Education. During the 2016-17 school year, ELA, Mathematics, Teacher Evaluation, Balanced Assessment, and Family and Community Engagement were delivered throughout Illinois.

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readiness, the requirement should be college OR career, and the work proposed is too restrictive.

- *Additional ideas:* Inquiry-based skills; soft skills needed – add intelligence, collaboration, and social skills; and arts readiness.

Draft 2 was released on November 18 for six weeks of public comment. The third listening tour occurred in late November 2016 and focused on accountability issues contained within Draft 2. (These comments and the Listening Tour Reports are available in their entirety on <https://www.isbe.net/Pages/ESSA.>) Another 369 comments were submitted by 67 organizations. Within these comments, 145 were from individuals advocating to include the arts in ESSA; there were 21 emails from school library and media specialists.

What follows is an identification of the larger categories for which comments were received on Draft 2 as well as general themes included within the submission:

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* subsidize bilingual education programs, micro-credentialing, competitive grants to teacher leaders, teacher wellness,
- *Supports for English Learners:* No more than 10-15 percent weighting for ELs in the accountability matrix, native language assessments, exit criteria: 5.0 composite score, five-year timeline and growth-to-proficiency model should be developed.
- *Student success/school quality indicators (support for):* Chronic absenteeism, physical fitness, school health index, social-worker-to-student ratio, school nurses – to –student ration, civics, arts, suspension/expulsion rates.
- *College and career ready:* Change labels, need pathway for students with disabilities.
- *Accountability:* Equity in funding must come before accountability, high school growth needed
- *Support for positive behavioral support:* (1) Ensure all Illinois schools have access to adequate technical assistance aligned to implement and sustain behavioral supports within an MTSS framework (2) use multiple measures for school climate (3) develop both state and LEA capacity for implementation, fidelity, and sustainability of supports and integrated evidence-based practices for district and schools.
- *Other:* Develop Parent Advisory Council at the state level, align ESSA with Perkins, align with early childhood education.

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- *n-size*: suggestions included an n-size between 10 and 30. Some comments just thanked ISBE for the recommendation to 20. Those who had other recommendations are captured by the following sentiments:
 - Raise the n-size to 30. The threshold of 30 for a subgroup is generally considered the minimum sample size for statistical analysis. Setting subgroups smaller than that can result in less precise data. It is critical that subgroup data be statistically significant because the sample size in ESSA could play a big role for accountability purposes, including the determination of what districts are identified as needing targeted supports.
 - Lower the n-size to 10: The current proposed n-size of 20 is a major improvement for Illinois, but there is concern that some subgroups in some schools would be overlooked if the n-size is larger. Commenters suggested it is too easy for schools in their efforts to balance the needs of the majority of the student population to lose sight of the unique needs of smaller populations of students.
- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated state plan.

ISBE received 280 public comments from Listening Tour 1 and 369 public comments from Listening Tour 2. The topics upon which stakeholders comments were generated are listed in a previous section of this document. Additionally, staff from the Midwest Comprehensive Center took formal notes from each of the listening tour meetings. (These Listening Tour Reports are available in their entirety on <https://www.isbe.net/Pages/ESSA.aspx>.)

All comments received via essa@isbe.net and via the website were shared with relevant staff working on the ESSA State Plan. The team reviewed and discussed the comments prior to drafting to determine how to incorporate comments.¹⁴

What follows are a few examples of how comments have assisted ISBE in clarifying portions of the draft plans and that have strongly shaped the Illinois' ESSA State Plan through its development:

¹⁴ Many of the comments received focused on the implementation of the state plan and will be more appropriately developed through guidance developed by ISBE beginning in the first quarter of 2017.

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- College and career readiness: A framework was presented in Draft 1 that had three major components -- GPA, SAT, and two or more academic benchmarks or industry credentials. A suggestion from the field prompted the incorporation of an alternative College and Career Pathway into Draft 2 to further assist in clarifying this indicator. This is testimony to the involvement of the community in the process, the responsiveness to accepting new ideas in the draft, and the time we have invested in allowing for community engagement to allow for this important dialogue to occur.
- Chronic absenteeism: There was interest at an early accountability stakeholder meeting in chronic absenteeism as a student success/school quality indicator. Numerous stakeholders have submitted comments in support of this indicator¹⁵. ISBE heard support at meetings for this indicator as a proven early warning sign of academic risk and of the likelihood a student will drop out of school. The definition of chronic absenteeism is being developed by the Attendance Commission.
- Accountability: The development of the accountability system, including identification and weighting of the included indicators, was heavily informed by the accountability working group¹⁶, the technical steering committee, recommendations of the IBAMC, and the P-20 Council, as well as the statements submitted during public comment periods and during the listening tours. Not all indicators recommended were able to be included, predominantly because they did not meet one or more of the technical criteria required in ESSA (e.g., being valid, reliable, and comparable across all LEAs in the state, capable of being disaggregated for each student demographic group, supported by research that high performance or improvement is likely to increase student learning, or will aid in the meaningful differentiation of schools).
- Exit criteria for comprehensive and targeted supports: The exit criteria for comprehensive and targeted support and improvement were expanded to include a trajectory for student achievement and a strong plan for sustainability

¹⁵ Healthy Schools Campaign, Illinois Alliance to Prevent Obesity, Ounce of Prevention, Action for Children, Action for Healthy Kids.

¹⁶ The accountability working group included representation from the Illinois Association of School Administrators, Advance Illinois, Illinois Federation of Teachers, Illinois Education Association, Leadership and Education in Neurodevelopmental and Related Disabilities, SCOPE, ED-Red, Large Unit District Association, Illinois Association of Regional School Superintendents, Stand for Children, Latino Policy Forum, Illinois Parent Teacher Association, Chicago Public Schools District 299, Chicago Teachers Union, Illinois Network of Charter Schools, General Assembly staff, members of the General Assembly, Governor's Office, and Secretary of Education's Office.

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based on feedback provided during the first period of public comment by the Consortium for Educational Change.

- Fine arts: Numerous commenters indicated they believed the fine arts should be included in ESSA, but in many cases did not specify what this could mean (e.g., some commentators only suggested that the fine arts are important whereas others mentioned a fine arts indicator should be included within the accountability system).
- School library and media specialists: School library and media specialists were present at almost every listening tour meeting across the state and submitted numerous comments expressing the value that licensed school library and media specialists provide to schools, classrooms, and students. ISBE will include language in the Title I District Plans that asks districts “how they will identify and address disparities in library resources.”

Additional information on the listening tour and comments feedback are above and throughout this document.

- C. Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s Office met during the development of this plan and prior to the submission of this plan.

Staff from ISBE and the Governor’s Office met weekly regarding the ESSA State Plan in its various drafts prior to sharing Draft 3 with the Governor on February 1, 2017. Relevant topics discussed in these meetings included updates on the status of the plan, areas of the plan where concerns and questions had been identified by the Governor’s Office or other stakeholders, and the various avenues through which feedback was elicited.

Date SEA provided the plan to the Governor: 2/1/2017

Check one:

- ☐ The Governor signed this consolidated state plan.
☐ The Governor did not sign this consolidated state plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated state plan. The description of an SEA’s system of performance management must include information on the

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SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated state plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated state plan.

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

This expanded focus reaches beyond the English language arts and mathematics foci of No Child Left Behind (NCLB) to help provide a better chance of closing the achievement gap. ISBE has engaged in significant monitoring and provided technical assistance in the predecessor programs, but is now using ESSA as an opportunity to better coordinate monitoring between divisions and provide differentiated technical assistance in order to support LEAs in their work.

ISBE is expected to receive more than \$1 billion in ESSA funds to distribute to its 855 districts through the various programs. To facilitate this process, staff within ISBE are developing the required statutory plans for each program and updating the grant applications for the districts to access. Each of these plans and applications are driven by (1) stakeholder consultation on the local level and (2) data-driven decision-making. Applications and plans are developed through consultation with districts, staff, and design experts. Elements within the all plans and grant applications are to be based on supporting data.

Review of applications is critical to ensure LEAs' activities align with both the needs of the LEA identified in their respective plans and within the greater SEA plan as well as with statutory and regulatory requirements for each program area. Staff at ISBE provides support to districts throughout this process.

To the extent possible, divisions are consolidating and coordinating their work regarding applications.¹⁷ This coordination minimizes work on behalf of the district, helps to accelerate ISBE's application-approval process, and creates alignment between the plans and the application.

Moreover, during the first half of 2017, ISBE is engaging in work with fellows from the Kellogg School

¹⁷ For example, questions from the Title I Plan will be imported into the Consolidated Application to support the budgeting process. Question #6, "describe the services provided to homeless students" will be imported into the Title I application and used to evaluate the amount of money set aside for homeless students.

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of Business in order to better coordinate monitoring within and between divisions all for the purpose of providing better, more targeted services to districts.

ISBE is utilizing ESSA to remodel the internal organization of the agency. Divisions are coordinating professional development to districts to support application and plan development and implementation. For example, the Title Grants Administration Division (overseeing Title I, II, IV) coordinates training with Federal and State Monitoring in order to ensure that programmatic and fiscal requirements are meeting the law and, more importantly, supporting the work of educators in serving students.

The significant involvement of all agency staff in the creation of the state plan as well as the plan's strong connections to the field via stakeholder meetings will lead to valuable coordination between the SEA plan and SEA initiatives. Any particular LEA plan to ensure a feedback loop includes compliance with the law, actionable suggestions for modification or amending an LEA plan (when applicable), and supports for implementation.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Monitoring ESSA programs is a joint and collaborative process at ISBE. Fiscal and administrative monitoring of the ESSA programs is primarily performed by the staff of Federal and State Monitoring Division at ISBE. This review includes both desk auditing of data supplied by districts as well as on-site visits by division staff. Districts are chosen for fiscal monitoring through an annual risk-based selection process using various data inputs such as the amount and type of funding received, overall financial status, and number of prior issues noted during reviews or audits. All grant recipients must annually complete an internal control questionnaire that is included as a piece of the overall risk assessment. Stakeholder input from ISBE program employees, district employees, and community members is included in the risk assessment as appropriate. Programmatic monitoring is conducted within each program area, such as monitoring within the School Improvement Grant or within the Title Grants Division. Programmatic monitoring activities are determined by the employees who work closely with the grant recipients in order to maximize monitoring resources within ISBE. Also, during the first half of 2017, ISBE is engaging in work with fellows from the Kellogg School of Business in order to better coordinate monitoring within and between divisions all for the purpose of providing better, more targeted services to districts.

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Further, Illinois has adopted the principals included in the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(2 CFR Part 200\)](#) for all grants made by the state as either the originator or as a pass-through entity via the [Grant Accountability and Transparency Act \(GATA\)](#) (30 ILCS 708/1). The purpose of GATA is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs; limiting fraud, waste, and abuse; and defining the purpose, scope, applicability, and responsibilities in the life cycle of a grant. Fiscal, administrative, and programmatic monitoring protocols are being developed and formalized statewide in an effort to adopt best practices, create efficiencies, and improve outcomes. The requirements of GATA as well as Budgeting for Results¹⁸ (BFR) and Illinois Data First¹⁹ provide ISBE with the opportunity to collect and share data on program efficacy in no less than two ways. First, data collected from LEAs on accountability indicators will be shared on the Illinois State Report Card. Additional information on specific program outcomes, through the requirements of BFR, will be shared internally and with stakeholders in order to, as applicable, refine program goals and allocation requests.

The ISBE Internal Audit Division will audit the agency's compliance with the rules of ESSA and GATA. Internal Audit provides independent and objective assurance and advisory services directed toward evaluating the effectiveness of internal risk management, control, and governance.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Most generally, various sources of data (e.g., data collected through the LEA application, program targets, Report Card, etc.) will be used for the purposes of continuous improvement by both ISBE and the LEAs. ISBE will analyze the submission and approval process for applications to collect data from LEAs and compile lists of best practices and frequently asked questions. ISBE's outreach efforts

¹⁸ For additional information on Budgeting for Results, please access:
<https://www.illinois.gov/hsc/Documents/BFR%20Strategic%20Plan%204-27-12.pdf> and
<https://www.illinois.gov/gov/budget/Pages/results.aspx>.

¹⁹ For additional information on the Illinois Longitudinal Data System, please access
<https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

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will ensure that stakeholders within and outside of the agency are aware of the support they have to implement practices that will improve outcomes for children.

More specifically, ISBE shall use data from the state and local Report Cards as well as feedback from stakeholders to evaluate needs for programmatic technical assistance. Other data points may also be used, such as issues within the application process and monitoring findings. For example, in Title I other factors considered when determining where to target technical assistance include:

- a) Years of experience of the program director in administering the Title I program.
- b) How current is the district's Title I District plan?
- c) District's responsiveness to communications from ISBE regarding submission of its application and response to ISBE's review findings.
- a) Size of Title I allocation.
- b) Number of Federal and State Monitoring audit findings.
- c) Number of A-133 Reports.
- d) Budget variances (net disbursement to budget comparison of Title I grant).
- e) Any complaints made against the district.

Currently, each program area has unique indicators that drive the technical assistance determinations. ISBE's goal is to use its personnel resources to provide technical assistance and capacity building to districts to meet the goals of ESSA in a comprehensive manner. Thus, ISBE is using the opportunity presented by ESSA to look more holistically as an agency at how our divisions overlap and can work together to improve efficiency and reduce burdens on districts and to improve services to students. And, while there are standardized approaches within divisions to ensure compliance, ISBE is also sensitive to the differentiated needs of districts.

ISBE is considering what resources and programs across the agency are presently in place and available, and it will seek to maximize effective use of ESSA funds by:

- Coordinating new plans and resources available with pre-existing resources and programs, leveraging on the knowledge of previous programs and expanding on the new opportunities provided under ESSA;
- Monitoring the implementation of activities and programs through its existing district oversight mechanisms and coordinating with other programs to minimize the burden on districts;
- Offering technical assistance to districts to help them in implementing approved program activities and tie fiscal decisions to improved student achievement;
- Provide technical assistance, professional development, and support to LEAs and schools in the development of their planning and application for comprehensive funding across programs; and

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- Provide assistance or conduct a needs assessment, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong improvement plans.

D. Differentiated Technical Assistance. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

ISBE, as an agency, is transitioning toward cross-functional teams. Undergirding this work is the ISBE vision that states *Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure*. In order to operationalize that vision, schools and districts -- like the children they serve -- must have available to them differentiated supports based upon identified needs and readiness. ISBE will provide access to supports identified as necessary by a district or school through IL-EMPOWER. This is in addition to the fiscal, programmatic, and technical assistance identified earlier that is already provided to grantees. IL-EMPOWER will be made available to every school in Illinois in order to address the holistic needs of students through evidence-based, developmentally appropriate, and culturally and linguistically competent practices that have been demonstrated to improve outcomes for all students.

IL-EMPOWER will provide:

- Technical assistance, professional learning, funding, and related services and support that promote the shifts in pedagogy in all content areas in order to meet the needs of the whole child.
- Universal, targeted, and comprehensive training, coaching, and technical assistance in order to build school and district capacity to improve student success. Technical assistance will include support, feedback, and monitoring from the agency regional support liaisons.

ISBE will partner with pre-approved providers to construct a list from which a school or district may select the provider(s) that best can meet their needs as determined through a needs assessment/equity audit. This approach assumes that schools and districts are in the best position to identify areas in need of support. Thus, just as a teacher would use data to determine a child's readiness level, learning profile, and interest, so too would districts engage in this practice to identify areas in need of support.

The services of IL-EMPOWER are aligned to three change drivers: 1) Organizational Driver; 2) Leadership Driver; 3) Capacity Building Driver. The three drivers of change create a foundation for continuous improvement in governance and management, curriculum and instruction, and climate and culture.

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All schools may access the differentiated supports and services of IL-EMPOWER. ISBE will not require schools identified for targeted supports to collaborate with IL-EMPOWER professional learning partner(s). Schools identified for comprehensive supports will be required to collaborate with one or more IL-EMPOWER professional learning partner(s) to access intentional supports and services for strong improvement planning. All schools that access the differentiated supports and services of IL-EMPOWER must conduct a school-level needs assessment/equity audit.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a state's academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the state: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☒ Yes. If yes, describe the SEA's strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☐ No.

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

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

ISBE defines languages other than English, present to a significant extent in Illinois' student population, as any world language spoken by more than 60 percent of English Learners in the state. This accounts for over 91 percent of all English Learners in the state based on the most recent verified data (2014). ISBE provides translation of directions and reporting shells within the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. The PARCC

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table in Appendix E shows the 10 languages in Illinois during the last three school years (2013-14, 2014-15, and 2015-16).²⁰ The estimate of the 2015-16 Illinois count is identical to the counts for 2014-15.

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

The only language that is currently being trans-adapted is Spanish for the PARCC assessment in mathematics.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

The PARCC mathematics assessment has been trans-adapted for Spanish; however, additional development and validation is necessary in all other areas and for other languages. Illinois will, to the greatest extent practicable, work to develop translations for all languages where 30 percent or more of the English Learner population speaks the same language, other than English.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

- 1. The state's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The state will continue work with stakeholders to identify all possible funding streams and technical resources to support this work. It is anticipated that we will continue to offer a trans-adapted version of mathematics for the 3-8 general education assessment and that we will seek to extend this opportunity to other content areas and assessment. The goal is to provide translations for all languages where 30 percent or more of the English Learner population speaks the same world language, other than English. However, Illinois capacity to do this work will depend on a sufficient allocation from both federal and state sources to conduct the translations and validate the work.

²⁰ Chinese Mandarin is listed as a top 4 language in Illinois on the PARRC list. Chinese has two languages: Mandarin and Cantonese. When the two languages are counted together, the combination is in the top 4. Please note that Illinois counts these two languages separately.

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2. A description of the process the state used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English Learners; students, as appropriate; and other stakeholders; and

ISBE's strategy to ensure that opportunities for meaningful consultation with stakeholders was formulated in three ways. First, ISBE provided information to the public to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours. ISBE maintained and updated an ESSA website throughout the development of the ESSA State Plan to publicly post the timeline, resources, and additional information, including the draft plan. Second, key policymakers, including members of the Illinois General Assembly, ISBE, the P-20 Council, IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan. Finally, the draft plan has been presented to many stakeholder groups through a wide array of venues prior to ISBE Board approval with sufficient time to consider relevant comments. Please see Appendix D for the list of all stakeholder meetings related to ESSA.

ISBE included information in all three phases on specific provisions related to English Learners and assessments in languages other than English and solicited comments and consulted with stakeholders representing constituencies serving bilingual committees. The Latino Policy Forum and Bilingual Advisory Council, among others, have been deeply involved in the work of the P-20 Council and IBAMC and have contributed to the development of the plan.

3. As applicable, an explanation of the reasons the state has not been able to complete the development of such assessments despite making every effort.

Funding has been a barrier to completing any additional development of native language or content translations Illinois has not had a full budget in two fiscal years, though K-12 education has been funded during this time. However, the ongoing fiscal uncertainty regarding a full budget has made it difficult to identify and allocate funding for the development of native language or content translations.

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Section 4: Accountability, Support, and Improvement for Schools

***Instructions:** Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

4.1 Accountability System.

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

Indicator	Measure(s)	Description
i. Academic Achievement	PARCC (3-8)	<p>Description: The measure of academic achievement for grades 3-8 will be the PARCC assessment. The measure of academic achievement for high school will be the SAT, administered in grade 11. Additionally, the DLM-AA will be the measure of academic achievement for students with profound cognitive disabilities.</p> <p>Research: PARCC: Many studies were conducted during the test development for PARCC to support the evidence for validity (e.g., Postsecondary Educators' Judgment Study, Performance Level Setting), reliability (e.g., Automated</p>
	Dynamic Learning Maps-Alternate Assessment (DLM-AA) (3-8, 11)	
	SAT (high school)	

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Indicator	Measure(s)	Description
		<p>Scoring Study, Quality of Items, Tasks, and Stimuli Study), and comparability (e.g., Mode Comparability Study, PARCC Benchmarking Study) for PARCC assessments. The technical reports for the field test in 2014 and the operational test in 2015 also documented the evidence for its validity, reliability, and comparability²¹.</p> <p>SAT: The College Board sustains a continuous program of research on the SAT, examining the validity, fairness, and effectiveness of the test nationally. Extensive research on the predictive validity of the SAT has established its use as a college entrance exam through studies on the relationship between SAT score and first-year GPA in college. The College Board has also studied the relationship between SAT scores and other critical postsecondary outcomes, such as college enrollment persistence, GPA in second and third year, as well as graduation rate. The redesign of the SAT assures that the predictive validity of the test is as strong as it was in the past²².</p> <p>DLM-AA: The DLM consortium has sustained a research agenda based on the validity, reliability, and technical soundness of the DLM AA as an appropriate large-scale assessment for students with the most profound cognitive disabilities.^{23 24}</p> <p>Aids in Meaningful Differentiation of Schools:</p>

²¹ For research on PARCC, please access: <http://www.parcconline.org/assessments/test-design/research>

²² For research on SAT, please access <http://research.collegeboard.org/sites/default/files/publications/2014/6/Synthesis-of-Recent-SAT-Validity-Findings.pdf>

²³ For research on DLM, please access: http://dynamiclearningmaps.org/sites/default/files/documents/publication/Validity_Evidence_AA_Score_Uses_NCME_2016_Karvon_Romine_Clark.pdf.

²⁴ For research on the validity and reliability of DLM, please access: http://dynamiclearningmaps.org/sites/default/files/documents/publication/Technical_Manual_IM_2014-15.pdf.

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Indicator	Measure(s)	Description
		Academic achievement has been the historical method for differentiation of schools. In the past, academic achievement was the only indicator used to meaningfully differentiate schools in Illinois. Thus, evidence that this indicator contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data across all indicators is available and statistical analyses can be run and reviewed by the Technical Advisory Council. ²⁵
ii. Academic Progress	Linear Regression	<p>Description: The State of Illinois proposes to utilize linear regression (i.e., current test scores are regressed on last year's test scores) to compute student academic growth in grades 3-8, in concert with the recommendation from IBAMC. The state will concurrently run simulations of additional growth models as data becomes more stable with additional years of administration. If simulations show a more valid and reliable growth metric for purposes of meaningful differentiation, they will be considered by staff and stakeholders for utilization moving forward.</p> <p>Research: Illinois utilized the following resources on the appropriateness of various growth models for the purposes of accountability: The Practitioner's Guide to Growth Models²⁶ and Pathways to New Accountability Through the Every Student Succeeds Act²⁷. These resources are grounded in research²⁸ and evaluation²⁹ on</p>

²⁵ The Technical Advisory Council will be composed of national and local researchers and other practitioners, particularly those practitioners who specialize in assessment and school accountability research and data analysis for Illinois school districts

²⁶ www.ccsso.org/documents/2013growthmodels.pdf

²⁷ https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

²⁸ Beimers, J. (2008). The effects of model choice and subgroup on decisions in accountability systems based on student growth. Ph.D. dissertation, University of Iowa.; Council of Chief State School Officers.(CCSSO). (2011). Understanding and using achievement growth data. Growth Model Brochure Series. http://www.wera-web.org/links/Journal/June_Journal_2012/CC6_CCSSO_Growth_Brochures_

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Indicator	Measure(s)	Description
		<p>past implementation of growth models as a part of accountability under NCLB.</p> <p>Aids in Meaningful Differentiation of Schools: Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
iii. Graduation Rate	Traditional 4-year graduation rate, 5-year adjusted graduation rate, and 6-year adjusted graduation rate.	<p>Description: Illinois collects data regarding the traditional 4-year graduation rate and 5- and 6-year adjusted graduation rates.</p> <p>Research: This data is stable and collected consistently across all LEAs serving high school grades, as can be seen in the School Report Card: 15-Year Statewide Trend Data³⁰. The definition and criteria for high school graduation are set in School Code³¹, and the data collected statewide is valid, reliable, and comparable across all LEAs in the state, as evidenced in the Illinois State Report Card.</p> <p>Aids in Meaningful Differentiation of Schools: Graduation rate is a required metric of student achievement. The maximum high school adjusted cohort graduation rate is 100%. The all student graduation rate in 2016 is 85.5% for 4-year, 87.7% for 5-year, and 88.2%</p>

jan2012.pdf.

Tekwe, C.D., Carter, R.L., Ma, C., Algina, J., Lucas, M.E., Roth, J., Ariet, M., Fisher, T., and Resnick, M.B. (2004). An empirical comparison of statistical models for value-added assessment of school performance. *Journal of Educational and Behavioral Statistics*, 29(1): 11-36.

²⁹ United State Department of Education (2009) Evaluation of the 2005–06 growth model pilot program. Available at: <https://www2.ed.gov/admins/lead/account/growthmodel/gmeval0109.doc>

³⁰ <https://www.isbe.net/layouts/Download.aspx?SourceUrl=/Documents/rc-trend-data-02-16.xlsx>

³¹ 105 ILCS 5/27-22, 27-22.05, 27-22.10

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Indicator	Measure(s)	Description
		for 6-year adjusted rates. Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.
iv. Progress in Achieving English Language Proficiency	ACCESS 2.0 Currently, a composite proficiency level of 5.0 with reading and writing proficiency levels of 4.2 in each. ISBE is meeting with stakeholders to revise the definition of English language proficiency by June 30, 2017.	<p>Description: The Illinois Administrative Code³² identifies the state’s English Language Development Standards as those developed by the WIDA Consortium³³, and the state’s English Language Proficiency Assessment as the ACCESS for ELLs[®].</p> <p>Research: The adherence of ACCESS for ELLs to the English Language Development Standards is documented by Cook (2007).³⁴ The technical properties of the ACCESS for ELLs, including its validity, reliability, and operational performance, are published in annually updated reports by WIDA.³⁵</p> <p>Aids in Meaningful Differentiation of Schools: This is a required indicator. In order to ascertain how EL proficiency aids in the meaningful differentiation of schools, ACCESS data, along with other required academic indicators and state-selected school quality indicators, will be provided baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.³⁶</p>
v. School Quality or	Chronic Absenteeism	Description: IBAMC unanimously recommended

³² [Subtitle A, 228.10, Definitions](#)

³³ WIDA Consortium. (2012). 2012 Amplification of the English Language Development Standards Kindergarten–Grade 12. Madison, Wisconsin: Board of Regents of the University of Wisconsin System.

³⁴ Cook, H. G. (2007). *Alignment Study Report: The WIDA Consortium’s English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 to ACCESS for ELLs[®] Assessment*. Madison, WI: WIDA Consortium.

³⁵ Center for Applied Linguistics (2016). Annual Technical Report for ACCESS for ELLs[®] English Language Proficiency Test, Series 303, 2014–2015 Administration (WIDA Consortium Annual Technical Report No. 11).

³⁶ Stakeholder will provide a recommendation to ISBE on or before June 30, 2017.

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Indicator	Measure(s)	Description
Student Success	(K-12)	<p>including chronic absenteeism to be included as a student success indicator. The proposed definition is taken from “Attendance Matters.” It was recommended that chronic absenteeism be defined as 10% or more of excused and unexcused absences in the prior academic year. IBAMC did caution that this definition exclude medically certified home/hospital instruction and absences pertaining to the death of a family member.</p> <p>Research: Illinois currently collects attendance.³⁷ This data is stable and collected consistently across all LEAs serving high school grades, as can be seen in the School Report Card: 15-Year Statewide Trend Data³⁸.</p> <p>Aids in Meaningful Differentiation of Schools: In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school quality indicators, will be provided baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
vi. School Quality or Student Success	9th On-Track (HS)	<p>Description: The On-Track indicator identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.</p> <p>Research: Research on the On-Track indicator suggests that students are more than three and one-half times</p>

³⁷ United State Department of Education (2016). Chronic Absenteeism in the nation’s schools. An unprecedented look at an educational crisis. Available at: <https://www2.ed.gov/datastory/chronicabsenteeism.html>

³⁸ Utah Policy Education Center (2012). Research Brief: Chronic Absenteeism. University of Utah. Available at: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/04/UTAH-Chronic-AbsenteeismResearch-Brief-July-2012.pdf>

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Indicator	Measure(s)	Description
		<p>more likely to graduate from high school in four years than off-track students)³⁹. The indicator is valuable because it is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics. Research has been conducted on its validity and predictive quality.⁴⁰</p> <p>Support for On-Track as a metric came from many stakeholders outside of CPS; however, evidence that the indicator aids in meaningful differentiation of schools can be seen in its inclusion in the district's own School Quality Rating system⁴¹.</p> <p>Aids in Meaningful Differentiation of Schools: In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school quality indicators, will be provided baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
i. School Quality or Student Success	College Career Ready Indicator (HS)	<p>Description: The State Board is in the process of establishing a meta-indicator of college and career readiness at the recommendation of IBAMC and is considering the research of groups, such as the P-20 Council and Redefining Ready, and other guides, such as the Postsecondary and Workforce Readiness Act.</p> <p>Research: This work is drawn from a research base⁴² that suggests a number of indicators of readiness that can support the assertion that a child is ready academically</p>

³⁹ <http://consortium.uchicago.edu/sites/default/files/publications/p78.pdf>

⁴⁰ https://www.ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2012134.pdf

⁴¹ <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

⁴² Extensive research has been compiled by Redefining Ready (<https://www.redefiningready.org/research-college-ready/>) and Advance CTE (<https://www.careertech.org/resources/data-and-accountability>)

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Indicator	Measure(s)	Description
		<p>and capable of entering the workforce.</p> <p>Aids in Meaningful Differentiation of Schools: Evidence that this indicator is valid, reliable, and comparable across all LEAs in the state and contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data is available on all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>
ii. School Quality or Student Success	Climate Survey	<p>Description: IBAMC unanimously supports the inclusion of student, parent, teacher, and administrator voice as a student success indicator for grades K-12. Further, IBAMC unanimously supported the development of a suite of surveys that meet both statutory and regulatory requirements to collect required data.</p> <p>Research: Illinois currently requires districts to use the 5Essentials or an alternate survey selected from a list approved by the State Superintendent. At this time, the 5Essentials Survey does not meet the technical criteria for inclusion as an indicator, as it cannot be disaggregated by student demographic group. There is evidence, however, that school culture and climate has an impact on student achievement.⁴³</p> <p>Aids in Meaningful Differentiation of Schools: Support for climate and culture as a metric came from many stakeholders and was not exclusive to the 5Essentials Survey. However, evidence that a culture and climate indicator can aid in meaningful differentiation of schools can be seen in its inclusion in the City of Chicago Public School's School Quality Rating system⁴⁴. Evidence that this indicator contributes to the meaningful</p>

⁴³ Bryk, et al. (2010). *Organizing Schools for Improvement Lessons from Chicago*. Chicago, IL: University of Chicago Press.

⁴⁴ <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

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Indicator	Measure(s)	Description
		differentiation of schools across the state will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.

The IBAMC articulated that additional school quality and student success indicators are valued and need to be explored and investigated more thoroughly for possible inclusion in the future. ISBE shall convene workgroups to consider the following school success/school quality indicators:⁴⁵

- Eighth grade on track.
- Access to a broader curriculum (arts, world languages, science, social sciences, vocational education, physical education, and enrichment and advanced learning opportunities). This indicator was not included as a recommendation due to the lack of a specific definition.
- Also, the P-20 Council recommends that ISBE consider additional indicators to be reported outside of the accountability system.

B. Subgroups.

1. List the subgroups of students from each major and racial ethnic group in the state, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.
 - Economically disadvantaged students.
 - Children with disabilities.
 - English Learners
 - Former English Learners
 - Students formerly with a disability
 - Students from each major racial and ethnic group.
 - Hispanic or Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or More Races

⁴⁵ IBAMC also recommended that the Quality Framework: Assessment Tool for Support and Continuous Improvement developed by the committee is considered. Due to the requirements for school quality/school success indicators in ESSA, ISBE is committed to utilizing the quality framework within IL-EMPOWER.

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2. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the state includes the results of former children with disabilities.

Students formerly with disabilities will not be included in the subgroup of children with disabilities for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for students with disabilities and students formerly with disabilities are as follows:

1. **Students with disabilities** includes students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP). Students with a 504 Plan are also identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting. Both of these groups -- students with disabilities and students with a 504 Plan -- can include English Learners with a disability or English Learners with a 504 Plan. These students would be eligible for services that are inclusive of language assistance and disability-related services.
2. **Students formerly with disabilities** includes students who were previously identified as a student with a disability who had an active IEP in the past four years, but does not currently have an active IEP due to not meeting eligibility requirements; has since graduated; and/or has aged out of receiving services. It also includes students who were previously identified as a student with a disability who had an active 504, but does not currently have an active 504.

- C. If applicable, describe the statewide uniform procedure for including former English Learners in the English Learner subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the state includes the results of former English learners.

Former English Learners will not be included in the subgroup of English Learners for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for English Learners and Former English Learners are as follows:

1. **English Learners** include students who are determined to be limited in English proficiency.

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2. **Former English Learners** include English Learners who met the ISBE proficiency definition by obtaining an overall composite proficiency level of 5.0 on the ACCESS within the last four years. ISBE is currently meeting with stakeholders to revise this definition to conform with WIDA's guidance on proficiency cut scores and input from practitioners in the field.

D. If applicable, choose one of the following options for recently arrived English Learners in the state:

- ☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or
- ☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- ☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

[Click here to enter text.](#)

E. Minimum Number of Students.

1. Provide the minimum number of students for purposes of accountability that the state determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

In previous drafts of the plan, ISBE had proposed that all subgroups should have a minimum size, referred to as n-size, of 20. EL subgroups, both the traditional subgroups and a newly created "former EL subgroup," would also have an n-size of 20.

The IBAMC reached majority consensus to recommend an n-size for subgroups of 30. The rationale for the committee's recommendation stemmed from the fact that the current subgroup n-size used by ISBE for accountability purposes is 30. Members came to consensus that lowering the existing n-size may result in too much weight on small subsets of students, as well as cause unintended statistical consequences.

The Illinois Education Association (IEA) recommended n-size of 25, believing it was an appropriate compromise between educational stakeholders that supported 30 and those, such as the Illinois Latino Policy Forum (which supported 20).

2. If the state's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

The minimum number of students for reporting purposes will continue to be 10.

3. Describe how the state's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

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Illinois is following the process recommended in Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information⁴⁶, a congressionally mandated report compiled by the National Center for Education Statistics. Illinois convened multiple teams⁴⁷ “with sufficient statistical and data expertise to lead the effort to establish a minimum n-size.” Next, as sufficient baseline data is available for all indicators, Illinois will begin to verify that the resulting estimates will be statistically valid and reliable, and these results will be documented by the Technical Advisory Committee.

4. Describe how other components of the statewide accountability system, such as the state’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The state’s uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups.

A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and that are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data⁴⁸, while further protecting the identity of individual

⁴⁶ Seastrom, Marilyn (2017). Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information. (IES 2017-147). U.S. Department of Education, Institute of Education Sciences. Washington, DC. Retrieved [date] from <http://ies.ed.gov/pubsearch>.

⁴⁷ The Illinois Balanced Assessment Measures Committee, the P-20 Council Data, Assessment and Accountability Sub-committee, and the ISBE Accountability Working Group Technical Sub-committee.

⁴⁸ American Educational Research Association (AERA). (2014). *Standards for educational and psychological testing*. Washington, DC: Author.

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student data⁴⁹.

5. Describe the strategies the state uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

The strategy that Illinois utilizes to protect the privacy of individual students is to suppress data for demographic groups that are below a minimum size of 10, pursuant to both the Family Educational Right to Privacy Act (FERPA), as well as the Illinois School Student Records Act (ISSRA), 5 ILCS 140/7 (1) (a).⁵⁰ FERPA and ISSRA require that personally identifiable information be protected from disclosure, but do not provide exact parameters for some situations. Therefore, industry best practices have evolved in response, and ED, through the Privacy Technical Assistance Center (PTAC), has taken the lead on identifying and encouraging some of these best practices. PTAC suggests use of cell size suppression as an appropriate method of privacy protection. ISBE applies a minimum cell size of 10 as its minimum group size reporting rule in cases where other information, such as student outcomes or scores, could be combined with small subgroup data to deduce the identity of particular students. ISBE is among a majority of states using 10 as its minimum group size.⁵¹

6. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the state's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Data on the number and percentage of all students and students in each student demographic group included in the accountability system that would fall under the n-size

⁴⁹ U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

⁵⁰ From the Illinois School Student Records Act: "Personal information contained within public records, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information. 'Unwarranted invasion of personal privacy' means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in obtaining the information."

⁵¹ The U.S. Department of Education's National Center for Education Statistics notes: "Individual states have adopted minimum group size reporting rules, with the minimum number of students ranging from 5 to 30 and a modal category of 10 (used by 39 states in the most recent results available on state websites in late winter of 2010). Each state has adopted additional practices to protect personally identifiable information about its students in reported results. These practices include various forms of suppression, top and bottom coding of values at the ends of a distribution, and limiting the amount of detail reported for the underlying counts." (NCES 2011-603, available at <http://nces.ed.gov/pubs2011/2011603.pdf>)

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determined by the State Board will be provided after three years of baseline data is available to be used in accountability calculations.

7. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the state that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the state compared to the data on the number and percentage of schools in the state that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable

- F. Annual Meaningful Differentiation.** Describe the state's system for annual meaningful differentiation of all public schools in the state, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Describe the following information with respect to the state's system of annual meaningful differentiation:

1. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

The majority of the indicators included in the accountability system have student-level data, with the exception of the school culture and climate indicator. A majority of the indicators have different scales and measures. These multiple scales and measures cannot be easily compared and are not always meaningful in a school-level accountability system.

Each indicator will be mapped on to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand. Performance levels will be described in terms of the progress schools are making toward the identified interim and long-term goals for the individual indicators. The first performance level for each indicator would be schools that meet or exceed the long-term goal and would be worth the full 100 points. The lowest performance level would be schools experiencing a decline in performance and would be worth no points. Then a range of meaningful performance levels that capture progress, within reasonable limits, toward interim and long-term goals would be established for each indicator. The nuance of these performance levels and their reasonable limits are particularly important to reflect known

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evidence on school improvement⁵² and to avoid the regressive qualities (e.g., Pass/Fail) of Annual Yearly Progress under No Child Left Behind. The specific number of performance levels and their relative performance descriptors would be determined through a systemic standard-setting process that draws upon the professional and technical expertise of practitioners and is informed by analyses of past performance distribution.

Applying a uniform number of performance levels to each indicator would fail to meaningfully differentiate school performance. Indicators with greater differences in performance (e.g., wider distributions and larger standard deviations) will need more performance levels. Indicators with narrow distributions of performance will need fewer levels in order to have validity to stakeholders. For example, student achievement has a wide distribution ranging from 98 percent to 2 percent of students meeting or exceeding standards and would require a greater number of levels to meaningfully capture progress of schools across the spectrum. Stakeholders understand there are meaningful differences between the experience of students in schools where 85 percent of students meet or exceed standards and those that have only 35 percent of students meeting or exceeding standards. The 4-year graduation rate has a much narrower distribution, and applying an equal number of performance levels could result in a school with an 86 percent graduation rate and a school with an 88 percent graduation rate in different performance levels. When levels are too narrow, they hold less validity and meaning for stakeholders. Performance level setting is a socially constructed process of informed meaning-making, but the results of the performance level setting can be externally informed and validated by comparing the determinations against research, past performance data, and ongoing stakeholder engagement.

Illinois had a Technical Advisory Council in the past that it used for local performance level setting. It will convene this group again, beginning in 2017, to reconcile the existing student performance levels of each indicator, such that they can coherently be combined into a single accountability system, as well as to inform the development and integration of additional indicators as new instruments are developed and validated.

Summary of Performance Levels

Performance Level Descriptor	Points
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⁵² Evidence from the School Improvement Grant 1003(g) program in Illinois indicates schools experience spurts of rapid improvement that are then sustained or even regress slightly, which then become the foundation for additional periods of more noticeable improvement. Improvement does not occur in constant, equal intervals.

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School Meets or Exceeds Long Term Goal	100
An appropriate range of on-track to interim goal performance levels... <ul style="list-style-type: none"> • School is on track to meet Interim Goal or within -X% • School is on track to meet interim goal or within -Y% • School is on track to meet interim goal or within -Z%... 	Scale distributed proportionately to number of levels
School Performance Declines	0

2. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

ISBE provided multiple examples of possible weighting schemes in Draft 2 (e.g., 51%/49%, 60%/40%, and 70%/30%, where the former percentage in each set is the weight of the academic indicators). In these examples, growth and attainment were weighted equally.

Both the P-20 Council and the Chicago Public Schools recommended a 60 percent/40 percent weighting.

The IBAMC reached majority consensus that the overall weight of the academic indicators vs. student success indicators should be 51 percent/49 percent.

In considering the weight of individual indicators, ISBE had suggested the system could weight attainment and growth equally. Public comment has largely supported growth as the predominant measure. IBAMC members had varied opinions as to the specific weights of the academic indicators, but generally it was suggested that growth be weighted more than proficiency and that the EL proficiency indicator should be weighted less than either the proficiency or growth metric⁵³.

IBAMC members raised the idea of incorporating “some type of student growth measure” at the high school level as part of the academic indicators. In this scenario, members were in favor of weighting growth equal to or as much as double that of proficiency.⁵⁴ However,

⁵³ The IASB, IASA, IPA and IARSS support the notion that Student Growth should be weighted more than Proficiency with English Proficiency receiving the least weight. CPS indicated that Student Growth should be weighted twice that of Proficiency and no more than 5-10% to English Proficiency.

⁵⁴ The IEA supports equal weight to be afforded to Proficiency and Student Growth with no more than 15% to English Proficiency. IASB, IASA, IPA and IARSS support the notion that Student Growth should be weighted more than

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there was ample acknowledgement that the present assessment system at the high school level does not permit a growth measure at this time. Without the consideration of growth as an indicator, it was recommended that graduation rate receive greater weight than attainment and EL. There was not consensus regarding the specific amounts among IBAMC members⁵⁵.

Statute is silent on whether growth can be weighted more heavily than proficiency, but ISBE maintains its recommendation of equal weighting for proficiency and growth at this time out of acknowledgement of present regulation (in agreement with the IBAMC recommendation that additional modeling and simulation of accountability system data be conducted) and ongoing engagement of stakeholders to ensure that a substantial body of evidence supports the validity and reliability of the system.

3. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Stakeholders provided a great deal of input regarding both the number and naming of the summative determinations. There was support for not creating a summative determination of any kind⁵⁶, particularly for schools serving high-poverty communities. However, a summative determination is required in the final regulations and potentially disadvantages those same high-poverty schools by restricting their identification to a single summative assessment, rather than the full range of indicators in the accountability system. Support for a four- or five-tier system was offered by the Management Alliance, Advance Illinois, Chicago Public Schools, and other stakeholder groups. There was similar support for a simple to understand, three-tier summative system⁵⁷. In balancing the tension between simplicity and the need to reflect complex contextual factors, as well as the need to meaningfully differentiate schools, a system with four or more tiers addressed more of the expressed concerns and aspirations of the majority of stakeholders.

Proficiency with English Proficiency receiving the least weight. CPS indicated that Student Growth should be weighted twice that of Proficiency and no more than 5-10% to English Proficiency.

⁵⁵ IEA recommends equal weight to be afforded to Proficiency and Graduation Rate with no more than 15% attributed to English Proficiency; IASB and IASA recommends the weight to be afforded to Student Growth above be distributed to Proficiency and Graduation Rate with no more than 5-10% attributed to English Proficiency, IPA shares the belief, with CPS and IARSS, that Graduation Rate should be weighted higher than Proficiency with no more than 10% afforded English Proficiency.

⁵⁶ Many comments to this effect were submitted by Illinois Federation of Teachers members.

⁵⁷ Stand for Children and Consortium for Educational Change.

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Illinois proposes a five level system of summative rating – Mastering, Mentoring, Meeting, Leading, and Learning.

- **Mastering** is proposed for those schools within the top 15 percent of the state on all of the academic and school quality and student success indicators combined.
 - **Mentoring** is proposed for those schools within the top 30 percent of the state on any one of the academic indicators and one or more of school quality or student success indicators.
 - **Meeting** is proposed for those schools within the top 70 percent of the state on any one of the academic indicators and within the top 45 percent on one or more of the school quality or student success indicators.
 - **Leading** is proposed for those schools within the top 85 percent of the state on any one of the academic indicators and within the top 60 percent on one or more of the school quality or student success indicators.
 - **Learning** is proposed for those schools that do not fall within any of these previous four definitions.
4. It is Illinois' belief that all schools have something to learn from and share with their colleagues in a supportive community of practice. Stakeholders have been very clear that the accountability system should be educative, equitable, and non-punitive. It makes sense that the meaningful differentiation of schools and summative rating exemplify these values, too. Thus, a summative determination should assist in both the required differentiation within the final ESSA rules as well as creating a connection between schools and districts throughout the state.⁵⁸ How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Schools eligible for comprehensive supports and services shall include:

- (A) The lowest-performing 5 percent of all schools on the state accountability system receiving Title I funds,
- (B) **All** public high schools in the state failing to graduate one-third or more of their students, regardless of whether or not they receive Title I funds, and

⁵⁸ All schools are eligible to be a part of IL-EMPOWER, although participation in IL-EMPOWER will be required for schools requiring comprehensive support and improvement.

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- (C) Title I schools that have been notified that they have one or more student demographic groups that is performing on par with the all student group in schools in group (A) of school, and for whom, after three years of implementing targeted supports and improvement, the performance of those subgroups has not improved beyond that of group (A).

By default, LEAs with schools that would meet the definition for group (C) but who have not otherwise been identified, that is,

- (D) Schools that have one or more student demographic groups that are performing at or below the level of the all students group in the lowest-performing 5 percent of schools must be identified and notified that they are eligible for targeted supports and services beginning in 2018-19.

If, after three years, the performance of these same subgroups remains on par with that of group (A), they would then be identified for comprehensive supports and services.

Additionally, other schools defined by the state as chronically underperforming are those schools that:

- (E) Fall within the bottom 10 percent of all schools on the state accountability system receiving Title I funds for three years in a row.
- (F) Fail to test at least 95 percent of their student population, including relevant student demographic groups, for three years in a row.

Data to demonstrate that Illinois' system of accountability will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support will not be available until three years of baseline data is available for all indicators in the accountability system.

G. Participation Rate. Describe how the state is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

ISBE will incorporate the 95 percent rate into the proficiency academic indicator. If a school does not have 95 percent participation rate, it cannot score at the highest level of proficiency.

H. Data Procedures. Describe the state's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

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The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and who are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data⁵⁹, while further protecting the identity of individual student data⁶⁰.

I. Including All Public Schools in a state's Accountability System. If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

1. Schools in which no grade level is assessed under the state's academic assessment system (e.g., P-2 schools), although the state is not required to administer a standardized assessment to meet this requirement;

ISBE has historically used a technique called back mapping for schools in which no grade level is assessed under the state's academic assessment system. That is, the closest assessed grade in a school that the attending students feed into (e.g., grade 3 for K-2 building; grade 11 for grade 9 building) was identified and those results applied to the building. Alternately, district aggregate results can be used to provide proxy academic indicators in schools that potentially draw from multiple districts. Illinois has 122 configurations of schools. The many configurations of schools, such as those listed below and more, as well as transitions through new and different assessment structures (e.g., course-based versus grade level) has

⁵⁹ American Educational Research Association (AERA). (2014). *Standards for educational and psychological testing*. Washington, DC: Author.

⁶⁰ U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

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prompted ISBE to convene its Technical Advisory Committee to review historical and contemporary practices and determine specific techniques for implementation in 2018-19.

ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations will be reported for purposes of accountability at the highest complete grade band configuration. Thus, a P-12 school would be held accountable under the structure of the high school grade band accountability system. All grade level results for all indicators would be reported for these schools.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a state's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data⁶¹, while further protecting the identity of individual student data⁶².

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in state public schools for the deaf or blind; and recently arrived English Learners enrolled in public schools for newcomer students); and

Schools, such as state public schools for the deaf or blind, are already well integrated into existing state reporting and data systems. Historically, many students receiving alternative programming in alternative educational settings fell outside the administration of the Illinois State Board of Education and these students were either represented within the system or

⁶¹ American Educational Research Association (AERA). (2014). *Standards for educational and psychological testing*. Washington, DC: Author.

⁶² U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

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not based on their specific placement at the time assessments were administered. ISBE is in ongoing dialogue with the Illinois Department of Juvenile Justice (IDJJ) to more fully integrate these students into the accountability system. As appropriate, this section of the application will be amended to reflect changes in practice.

- v. Newly opened schools that do not have multiple years of data, consistent with a state's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

All data for schools that do not have multiple years of data, consistent with Illinois uniform procedure for averaging data, will be publicly reported through the Illinois School Report Card, but will not be included for the purposes of accountability until such time as a stable baseline is available.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the state identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

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

1. First, the lowest-performing 5 percent of Title I schools, as determined by the state accountability system, will be identified. ISBE will concentrate greater resources to those schools.
2. Next, high schools with a four-year graduation rate of less than 67 percent, including those high schools that are not Title I eligible, that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.
3. Finally, schools with chronically low-performing student demographic groups that have implemented targeted support and improvement plans, where those same demographic groups that resulted in identification remain in the bottom 5 percent for more than three years will be identified.

Schools in the first two categories will be first identified, using data from the full range of the accountability system, and notified that they are required to partner with an IL-

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EMPOWER provider(s) for comprehensive supports and services in developing and implementing comprehensive improvement plans in 2018-19.⁶³ Schools in the third category will be identified in 2021-22 after these schools have had a three-year opportunity to identify and implement appropriate supports and services. School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-19 may take one planning year and up to three years of full implementation before needing to meet the statewide exit criteria.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the state, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

The following exit criteria are proposed:

1. That a school no longer meets the eligibility criteria for comprehensive support and improvement.
2. That a school, in addition to no longer meeting the eligibility criteria for comprehensive support and improvement, has established a growth trajectory for students, including those at the highest and lowest levels of attainment.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change while addressing how the school intends to ensure sustainability with reduced services, supports, and/or funding⁶⁴.

Schools will have one optional planning year and up to three years of full implementation of

⁶³ Districts, especially those identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include (Title I, School Improvement, Title II, IDEA, Title IV Part A and B, State Longitudinal Data Systems funding) organizational, leadership, and capacity-building strategies regarding reflective supervision, job-embedded professional development, learning communities, data literacy, resource allocation, instructional technology and data, information literacy, implementation of Universal Design for Learning, recruitment and retention of teachers in high-poverty and/or high-minority districts, parent family and community engagement, restorative practices, addressing issues related to school environment and school climate, and the development of school-community partnerships.

⁶⁴ Comments and suggestions made by the Consortium for Educational Change, based on its experience supporting school improvement in schools awarded School Improvement 1003(g) Grants, influenced the addition of criteria 2 and 3.

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comprehensive support and improvement plans before being expected to meet these exit criteria. Schools that are identified in 2018-19 and that opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22.

B. Targeted Support and Improvement Schools. Describe:

The state's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the state to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Schools with consistently underperforming subgroups of students will be identified through the following methodology:

1. Any school that has failed to meet the 95 percent assessment threshold for all students or for one or more student demographic groups for the past three years in a row will be identified and notified of their eligibility.
2. Any school for which the Former English Learner subgroup's or the students formerly with disabilities subgroup's performance is on par with that of the "all students" group in any school will be identified for comprehensive supports and improvement.

Notification will begin in 2018-19 and will be conducted annually thereafter. Schools identified under this definition will have an LEA-determined number of years to implement targeted supports and improvement. Schools identified for targeted supports and services *may* utilize approved providers through IL-EMPOWER.⁶⁵

The state's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

⁶⁵ Districts, especially those identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include (Title I, School Improvement, Title II, IDEA, Title IV Part A and B, State Longitudinal Data Systems funding): organizational, leadership, and capacity-building strategies regarding reflective supervision, job-embedded professional development, learning communities, data literacy, resource allocation, instructional technology and data, information literacy, implementation of Universal Design for Learning, recruitment and retention of teachers in high-poverty and/or high-minority districts, parent family and community engagement, restorative practices, addressing issues related to school environment and school climate, and the development of school-community partnerships.

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1. First, the lowest-performing 5 percent of Title I schools, as determined by the state accountability system (including all weighting of student demographic groups), will be identified.
2. Next, high schools with a four-year graduation rate of less than 67 percent that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.
3. Finally, schools that receive Title I funds that have student demographic groups whose performance is on par with the performance of the all students group of the lowest-performing 5 percent of schools will be notified they are eligible for targeted supports and services and should implement targeted improvement plans.

Identification and notification will begin in 2018-19 and will be conducted every three years following. School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-19 may take one planning year and up to three years of full implementation before needing to meet the statewide exit criteria.

The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

In response to the questions posed in the first draft, commenters offered suggestions for criteria for exiting status. ISBE concurs with several commenters that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require targeted support. Therefore, the following exit criteria are proposed:

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

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Schools will have one optional planning year and up to three years of full implementation of targeted support and improvement plans before being expected to meet these exit criteria. Schools who are identified in 2018-19 and who opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22.

4.3 State Support and Improvement for Low-performing Schools.

School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Meet Responsibilities

Illinois will meet its responsibilities by:

- i. Collecting and applying computational algorithms appropriate to identify schools that require comprehensive or targeted support and services.
- ii. Notifying identified schools of their eligibility, responsibilities, and the available system of supports and services;
- iii. Distributing funds to identified schools based on identified need that Illinois will develop, in collaboration with stakeholders, during the available transition year.

Award Funds

Illinois will use its transition year and some portion of the available funds to develop, in collaboration with stakeholders, the state formula for allotment of funds and services to LEAs that have schools identified for comprehensive and/or targeted supports⁶⁶. In addition, Illinois will utilize some of its funds to design and implement a rigorous review and approval process for external providers that will become part of the IL-EMPOWER network.

⁶⁶ When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate the following elements: Status as a comprehensive or targeted improvement, with schools requiring comprehensive improvement receiving a larger allotment of funds and/or services and supports than targeted, the number of staff and students in the school, the phase of the implementation timeline the school is in (e.g., year 1, year 2, or year 3), the number of schools in the LEA identified as comprehensive and the number identified as targeted, the concentration (i.e., percentage of schools in the LEA) identified as comprehensive and the concentration identified as targeted, the level of “need” of the school and district, and the quality of the plan itself and readiness of the schools and districts to implement the plan effectively. The rationale for the inclusion of aforementioned elements in the formula is that the statute requires that ISBE prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.”

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Monitor and Evaluate the Use of Funds

Illinois will utilize the transition year to align its reporting structures and monitoring and evaluation processes to those of other federally funded programs to improve the effectiveness of the agency and reduce the burden of monitoring activities on schools and districts. In addition, IL-EMPOWER partners will be expected to contribute to research on the effectiveness of strategies implemented in schools responsible for comprehensive or targeted improvement, such that their work expands the available evidence base, particularly for diverse geographic and demographic contexts.

- A. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of state-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

IL-EMPOWER will provide comprehensive, differentiated, and elective supports and services to eligible schools to ensure the effective implementation of evidence-based interventions.

The technical assistance provided by IL-EMPOWER is grounded upon a framework for continuous improvement that is systemic, prevention-focused, and data-informed in order to build LEA talent and capacity. Increased LEA talent and capacity will allow a coherent continuum of supports to be offered in classrooms, schools, and LEAs across Illinois. This continuum of supports will address the holistic needs of students through evidence-based and culturally and linguistically competent practices that have demonstrated improved student outcomes.

ISBE will support/interact with LEAs by:

1. Notifying LEA/schools of eligibility,
2. Notifying LEA/schools of responsibilities,
3. Supporting LEA/schools in the connection with IL-EMPOWER providers,⁶⁷
4. Utilizing ISBE IL-EMPOWER Network (ISBE staff⁶⁸ and IL-EMPOWER partners) in supporting LEA/schools in strong improvement plan development as well as connecting districts with each other in order to provide assistance and guidance.

⁶⁷ Completion of the IBAM Quality Framework, completed prior to the initiation of services, shall assist schools with selecting the most appropriate supports.

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Eligible LEA/schools may access the differentiated supports and services of IL EMPOWER organized by the following foundational drivers of improvement:

- **Organizational:** Supports Governance and Management System change efforts (e.g., effective policy development and implementation, diagnostic supports and services, data literacy, continuous improvement processes, organizational leadership, resource management, capacity building practices, communication planning);
- **Leadership:** Supports administrator and educator development (e.g., teaming processes, facilitation of continuous learning and development, instructional practices, resource allocation, reflective supervision, instructional technology, data information literacy, recruitment and retention of teachers);
- **Capacity Building:** Supports building knowledge skills and attitudes of administrators and educators within Curriculum and Instruction and Climate and Culture system change efforts (e.g., Universal Design for Learning practices; standards-based instruction; data literacy; personalized learning strategies; instructional technology, social and emotional standards-based instruction, health and wellness, differentiated learning supports strategies, inclusive practices, culturally and linguistically appropriate strategy support, classroom management, youth/family/community engagement).

B. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the state's exit criteria within a state-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

ISBE is compiling a list of resources that it will share with the field in the spring of 2017 in order to support districts and schools in their selection of "evidence-based practices" for the purposes of school improvement. Schools identified for support that do not meet the state-determined exit criteria will be supported in selecting contextually appropriate, evidence-based practices that have more rigorous levels of evidence supporting their effectiveness and the LEA will be supported in establishing a strong program monitoring system to ensure that the selected practices are implemented with high levels of fidelity.

Schools identified for comprehensive support and improvement or that fail to meet the state's exit criteria will be required to partner with an ISBE-approved IL-EMPOWER partner

⁶⁸ ISBE staff will work with district personnel to identify schools/districts that can share their expertise with other schools/districts in order to take advantage of the wide range of expertise found in Illinois schools.

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and use their 1003 funding for intensive professional learning, technical assistance, coaching, and mentoring.

Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

An analysis was completed in 2014 for the State Performance Plan-State Systemic Improvement Plan Process. In planning for ESSA, ISBE will complete an updated internal infrastructure analysis to review its systems, data, and practices utilized for LEA support. This analysis will then be conducted beginning in 2018-19 and will be reviewed annually for updates and revisions.

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

The review will include an analysis of:

- Equity gaps in funding per student of General State Aid.
- Equity gaps in Title allocations, including section 1003 funds, supports, and services.
- Equity gaps in special education allocations from IDEA Parts B and D.
- Equity gaps in funding to gifted and talented grant programs.
- Equity gaps in bilingual education funding.
- Equity gaps in access and provision of educator loan repayment grants.
- Gaps in the provision of all technical assistance, professional development, and other support and services provided by agency staff.
- Gaps in the provision of all technical assistance, professional development, and other support and services provided by IL-EMPOWER.
- Gaps in the impact of funding, supports and services, relative to allocation, for all students, relevant student groups, and teachers (e.g., gifted, fine arts, library and media specialists, school service personnel, and career and technical educators and programming).

The review will follow the processes used by Illinois to establish its State Systemic Improvement Plan process and develop its Equity Plan. (See Appendix F.) The review will

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present data comparing allocations between LEAs and between schools and consider any inequities identified in school support and improvement plans. Following this review, the state will engage stakeholders to determine the most appropriate strategies and take other actions, to the extent practical, to address any resource inequities identified during its review.

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Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☐ Yes. If yes, provide a description of the systems for certification and licensure below.
☐ No.
☒ Maybe.

ISBE is examining strategies and systems to use Title II funds to support Certification and Licensure to improve opportunities for all educators and principals. This may include ongoing work with reforming teacher, principal, or other school leader licensure efforts.

- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☐ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
☐ No.
☒ Maybe.

ISBE is examining strategies and systems to use Title II funds to support Educator Preparation Programs to improve opportunities for all educators but in particular those serving low-income and minority students. This may include developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

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A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies designed to:

- i. Increase student achievement consistent with the challenging state academic standards;
- ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

ISBE has a number of goals:

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- In addition, ISBE has a longer-term goal that by 2025, 60 percent of Illinoisans will possess a high-quality credential or degree.

To achieve these goals, ISBE understands the central role that administrators, teachers, school-service personnel, and other licensed and non-licensed staff play in supporting each and every child in her or his growth. Thus, ISBE must ensure that educators are supported in their professional learning so they, in turn, can support children throughout the continuum of early childhood through postsecondary education and career. To this end, ISBE has a number of initiatives supporting the professional learning of educators and school leaders.

Illinois has been providing ongoing professional learning to districts. Professional learning opportunities and related resources have developed through partnerships with Regional Offices of Education and other professional organizations in Illinois. The purpose of this work is to increase student achievement by providing learning opportunities for educators in areas such as curriculum and instruction (e.g., English language arts and mathematics) and balanced assessment. Currently, ISBE is focused on providing resources (Title I) and training to teachers regarding the Illinois Learning Standards (Title IIa funds), mentoring for principals of low-performing schools (Title I, Part 1003a), induction and mentoring for new teachers (state funds), and training on teacher and principal evaluations (Title IIa). Data suggests that educators have found this professional learning useful, but it lacks

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coordination. Because of this, ISBE must better coordinate its initiatives within and outside of the agency to maximize the impact of professional learning across Illinois in order to increase student achievement.

Thus, using the Equity Plan approved in October 2015 as a foundation, ISBE endeavors to provide rich professional learning that ensures that each and every child in Illinois is taught by a highly effective educator. Stakeholders have been clear that professional learning must rise above the typical “sit and get” model of professional development. Moreover, stakeholders articulated that professional learning should be job-embedded and focus on approaches that will assist the educator in supporting the whole child. The following work, some of which is already ongoing⁶⁹, will be developed and delivered utilizing Title II funds and braiding and/or blending other fund sources when applicable and appropriate.⁷⁰

Professional Learning and Resources for Educators

ISBE understands the importance of job-embedded professional learning⁷¹. To that end, ISBE is committed to using Title II dollars in order to:

- Build the content knowledge of educators regarding the Illinois Learning Standards and characteristics of learners⁷²;
- Develop resources and professional learning opportunities for educators on universal design, differentiated instruction, balanced assessment, and data and assessment literacy (Title I, Title II, Title III and IDEA funding);
- Continue to build upon the resources for family/caretaker and community engagement; social and emotional learning; cultural, racial, and socio-economic competence; conflict management; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches (Title I, Title II, Title III and IDEA funding);

⁶⁹ As monitoring data is collected and analyzed, the professional learning needs of educators will, in all likelihood, change. To that end, ISBE will track the needs of the field in order to remain nimble to the identified needs.

⁷⁰ So too, many of the specific areas identified in this section will be included in the work of IL-EMPOWER.

⁷¹ In addition to the information shared in this section ISBE will provide LEA guidance regarding professional learning that is most likely to be effective, aligned to adult learning best practice, is evidence-based, and has been demonstrated to be effective in developing knowledge and improving practice and/or outcomes for students.

⁷² For instance, this includes, but is not limited to the identification, and appropriate supports for: gifted children, English Learners, and children with other identified needs.

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- Continue to support training for teacher and principal evaluators (Title II and state funding);
- Districts, especially those identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include (Title I, School Improvement, Title II, IDEA, Title IV Part A and B, State Longitudinal Data Systems funding) organizational, leadership, and capacity-building strategies regarding reflective supervision; job-embedded professional development; learning communities; data literacy; resource allocation; instructional technology and data; information literacy; implementation of Universal Design for Learning; recruitment and retention of teachers in high-poverty and/or high-minority districts; parent family and community engagement; restorative practices; addressing issues related to school environment and school climate; and the development of school-community partnerships; and
- ISBE understands that professional learning is but one part of a necessary support system for educators and will continue to develop resources in areas such as: mathematics, English language arts, science, social studies, fine arts, balanced assessment, and social-emotional learning. Additionally, resources will be developed to support educators in implementing universal design, differentiated instruction, and data and assessment literacy. Professional development will be provided on these resources in supporting learning environments and transition throughout the continuum of early childhood through college and career (Title II and Title I).

Teacher Residency Program

Illinois, like most every other state, has seen a significant decrease in the number of individuals who attend a college or university in order to obtain licensure to teach. Thus, considering multiple avenues of entry into the profession of teaching is important in order to afford individuals with a sense of calling and connection to specific communities the opportunity to become licensed to teach.

ISBE committed to supporting the development of teacher residencies and is currently working to identify any modifications to statute necessary as well as identifying funds in order for this work to proceed.

School Leaders and Administrators

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ISBE understand the importance of shared leadership within schools and districts in Illinois. A school leader includes superintendents, principals, assistant principals, teacher leaders, and, when appropriate, LEA leaders. To this end, ISBE shall:

- Investigate the plausibility of using some of the allowable and available TII funds for LEA grants focused principal and other school leaders.⁷³
- Equip school leaders to act as instructional leaders, particularly for teachers in the early grades. School leaders need knowledge of child development, pedagogical content knowledge, differentiation of instruction, and knowledge of pedagogical practice and high-impact teacher-child interactions for young children. (Title II, Early Childhood)
- Provide school leaders with opportunities to build their capacity as facilitators of continuous teacher learning and development. (Title II)
- Create and support an educator leader network to connect leaders between districts. These funds will be coordinated with state funding. (Title II and state funding)
- Professional learning opportunities provided to school leaders, especially those identified for comprehensive services, may include strategies regarding family and community engagement, as well as the use of referral mechanisms that link children to appropriate services.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

In addition to the information provided previously, ISBE will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students through systematic professional learning, training, technical assistance, and coaching that allows for differentiated services to LEAs through IL-EMPOWER, the Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) project, Ed360, the Illinois Virtual School, and Online Impact.

- I. IL-EMPOWER will be available to every school in Illinois in order to address the holistic needs of students through evidence-based, developmentally appropriate, and culturally and linguistically

⁷³ The Teacher and Leader Effectiveness subcommittee of the P20 Council has recommended pilot programs for both teacher residencies as well as school leaders. ISBE is continuing to ascertain the feasibility of one or both of these in the near future.

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competent practices that have been demonstrated to improve outcomes for all students. It provides:

- Technical assistance, professional learning, funding, and related services and support that promote the shifts in pedagogy in all content areas in order to meet the needs of the whole child.
- Universal, targeted, and comprehensive training; coaching; and technical assistance in order to build school and district capacity to improve student success. Technical assistance will include support, feedback, and monitoring from the agency regional support liaisons.

ISBE will partner with pre-approved providers to construct a list from which a school or district may select the provider(s) that best can meet their needs as determined through a needs assessment/equity audit. This approach assumes that schools and districts are in the best position to identify areas in need of support. Thus, just as a teacher would use data to determine a child's readiness level, learning profile, and interest, so too would districts engage in this practice to identify areas in need of support.

The services of IL-EMPOWER are aligned to three change drivers: 1) Organizational Driver; 2) Leadership Driver; 3) Capacity Building Driver. The three drivers of change create a foundation for continuous improvement in governance and management, curriculum and instruction, and climate and culture.

All schools may access the differentiated supports and services of IL EMPOWER. ISBE will not require schools identified for targeted supports to collaborate with IL-EMPOWER professional learning partner(s). Schools identified for comprehensive supports will be required to collaborate with one or more IL-EMPOWER professional learning partner(s) to access intentional supports and services for strong improvement planning. All schools that access the differentiated supports and services of IL-EMPOWER must conduct a school-level needs assessment/equity audit.

- II. The Illinois Data FIRST project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the Illinois Longitudinal Data System (ILDS) to more efficiently support and improve state and local resource allocations, instruction, and learner outcomes. Illinois has built and deployed the fundamental components of the ILDS and has established a robust interagency ILDS governance system. Illinois Data FIRST will connect resource allocation information to student outcomes and educator information and significantly expand the use of ILDS for intuitive and "real-time" instructional feedback.

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

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

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

- Identifying and/or developing formative and summative assessments,
 - Using technology and tools in the classroom,
 - Content resources, including guidance on how to use resources developed to improve student achievement, and
 - Professional learning regarding behavioral and mental health, equity, and diversity issues to support healthier school environments.
- IV. In addition to credit recovery and access to Advanced Placement (AP) courses for students, the Illinois Virtual School (IVS), which began in 2001, has been providing free and low-cost, self-paced online professional development to Illinois teachers on a variety of topics, including teaching blended learning courses, understanding mobile learning, and reading courses for K-3 teachers. Facilitated courses do cost more, but generally include graduate credit.
- V. ISBE also supports Online Impact, an online professional development site that will allow teachers to expand their knowledge, explore new teaching strategies, and develop new pedagogical skills in a time frame that is convenient for them. This is available for Illinois K-12 educators. Online Impact offers workshops that help educators throughout Illinois stay up to date on new and emerging educational trends and develop new skills that will foster continued success in the classroom. Currently, there are 15 online professional development courses that have been offered.

5.3 Educator Equity.

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A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

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

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a state uses under 34 C.F.R. § 200.37.

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority-non-minority students are taught by ineffective, out-of-field, and inexperienced teachers (Please see Appendix C: EDUCATOR EQUITY EXTENSION).

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- The rates and differences in rates calculated in 5.3.B;
- The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
- The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

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- D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority-non-minority students are taught by ineffective, out-of-field, and inexperienced teachers (Please see Appendix C: EDUCATOR EQUITY EXTENSION).

- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and federal or non-federal funding sources, that are:
- Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority-non-minority students are taught by ineffective, out-of-field, and inexperienced teachers (Please see Appendix C: EDUCATOR EQUITY EXTENSION).

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)

- F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority-non-minority students are taught by ineffective, out-of-field, and inexperienced teachers (Please see Appendix C: EDUCATOR EQUITY EXTENSION).

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
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Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

***Instructions:** When addressing the state's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging state academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

The descriptions that an SEA provides must include how, when developing its state strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
 - *Lowest-achieving students;*
 - *English Learners;*
 - *Children with disabilities;*
 - *Children and youth in foster care;*
 - *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
 - *Homeless children and youths;*
 - *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
 - *Immigrant children and youth;*
 - *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
 - *American Indian and Alaska Native students.*
- A. The state's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.

Illinois has a long tradition of local control and has adopted a standards-based approach, supplemented with technical assistance and the alignment of programs and funds, to support the continuum of a student's education. This continuum begins at birth and extends through to postsecondary education and careers.

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All Illinois K-12 students have access to rigorous academic standards, which set high expectations for academic achievement. Illinois adopted new learning standards in all content areas. The Illinois Learning Standards⁷⁴ in math, science, social science, English language arts, fine arts, and physical education/health are intended to support collaborative, engaging, student-centered learning environments designed to unlock student potential. These standards promote both horizontal and vertical alignment of curriculum, which ensures effective transitioning between grade levels and increases the probability that all learners will be prepared to pursue and achieve, at a minimum, a regular high school diploma.

The Illinois Learning Standards serve as a ground upon which ISBE provides resources and opportunities for professional learning for educators. The resources and opportunities themselves are essential when thinking about the necessary supports for each and every child insofar as the content identified in the learning standards is an important vehicle through which an educator can meet the individual needs of each and every child.

The Illinois Learning Standards and the strategic support and guidance given to LEAs and schools regarding effective implementation ensure appropriate promotion practices as all students attain mastery of the standards. A caring and supportive environment, one in which a child feels safe and cared for and where she or he can learn, decreases the risk of students dropping out by supporting multiple pathways to postsecondary education and careers.

More specifically, ISBE will use Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs) to coordinate state-level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve outcomes of children living in the most distressed communities. These efforts will help ensure that each and every child, regardless of circumstance, has access to a well-rounded education in a safe, healthy, supportive and drug free environment. Title VII funds (Impact Aid) will also be used to promote positive school climates and address childhood exposure to violence and the effects of trauma. These SEA activities, in addition to the supports provided for the Illinois Learning Standards, are critical to address the needs of subgroups, such as homeless children and youth, neglected and delinquent children and others at risk, and create an ecology that supports and nurtures the whole child.

⁷⁴ For additional information on the Illinois Learning Standards, please access: <http://isbe.net/ils/default.htm>

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An ecology that supports and nurtures the whole child requires a coordinated approach to best ensure each and every child continues to develop and build upon the fundamental skills she or he already possess and those skills needed to succeed in school and beyond. In addition, coordination during transitions from early childhood through high school graduation must deliberately identify and provide supports necessary for children and families so that the child may thrive. When children are nested within whole, healthy systems that consider the child's areas of strength, the areas where additional support and nurturing may be required and the multiple avenues from where that support should occur are more likely to be identified. This increases the likelihood for improved student achievement and better overall student well-being.

Providing each and every student in Illinois' schools access to personalized, rigorous learning experiences -- beyond the Illinois Learning Standards -- is essential in order for a young person to explore interests and develop a sense of competence and sense of self. There are many opportunities for this to occur within Illinois' public schools. ISBE's strategic use of funds offers students a variety of academic and career and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the school districts in Illinois and are facilitated by the Education for Employment Regional Delivery System. These career pathways or programs of study include industry partnerships, a sequence of coursework, work-based learning experiences, credentials/certifications, career and technical student organizations, individualized career plans, dual and/or articulated credit, and other related pathway experiences. These activities help to connect secondary to postsecondary to careers for students.

In addition, ISBE believes that parent, family, and community engagement is a cornerstone of effective schools and a critical element for a child's education and well-being in order to ensure that the needs of the whole child are met. ISBE has an intra-agency collaborative team charged in developing greater cohesiveness and efficiency in this work. This team has developed a shared definition for family engagement: Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. This helps to frame the supports developed for ISBE, LEAs, and other key stakeholders. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies, and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

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To that end, the agency continues to build internal capacity and a number of supports for LEAs, schools, and communities. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools including, but is not limited to, charter, alternative and community schools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. The framework helps LEAs use family engagement as a strategy for school improvement. Efforts to engage families in meaningful ways that are linked to learning and healthy development outcomes for students occur on an ongoing basis and are embedded in school policies and practices. Additional tools and resources will be integrated into the framework for more targeted and intensive individualized engagement with families of students with disabilities, EL students, students with behavioral health issues, and/or students with trauma.

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

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

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

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with educators and community resources will continue to provide technical assistance and professional development supports to ensure Title I funding that is dedicated for family engagement, works to strengthen school improvement efforts, ensures that there is ongoing communication, and builds capacity for families in ways that are linked to learning and healthy development outcomes for students.

The Title Grants Administration Toolkit provides dates and sample letters districts can use to ensure they meet Parents Right-to-Know requirements. ISBE will ensure that at the beginning of each school year districts are aware of their obligation to notify Title I parents that a parent has the right to request information regarding the professional qualifications of the student's classroom teachers. In addition, a Title I school must also provide timely notice to a parent of a child who has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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

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

There are number of strategies that ISBE will be developing to continue and strengthen for young children and their families. Early Care and Education (ECE) providers can receive recognition of their work in family and community engagement from Early Childhood's Continuous Improvement Quality Rating System. This recognition boosts their quality rating and informs families of their quality practice. This gives families more opportunities to make informed decisions about their child's learning environment and the kinds of support they may receive as their child's first teacher.

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

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

ISBE is also developing a framework for families in partnership with families, community resources, and faith-based partners because the agency recognizes that families are an integral part of a child's success from cradle to career. This work will align supports for children and families in efficient ways so community resources are strategically organized to support student success and so there is a focus on the whole child, integrating academics, services, supports, and opportunities. ISBE acknowledges the impact community resources and faith-based partners have in helping families become partners and leaders in supporting schools as well as their child's learning and healthy development. ISBE acknowledges the impact of the community school model as it embeds family engagement as a core pillar for school and student success. Community schools strengthen opportunities for schools and partners from across the community to come together to educate and support students and families in building thriving communities.

Finally, family and community engagement is one of the central foci of the work of the Health and Human Services Transformation agenda and an integral part of the overall effort to build internal capacity and coordination for services targeting impacts for children and families statewide. ISBE, in partnership with the Governor's Office, will be looking to build stronger pathways for communication with families, community resources, and faith-based partners to optimize the efficacy of the work.

- B. The state's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

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ESSA places an unprecedented priority on the provision of supports for all young people struggling with barriers to learning, including programming that address academics along with the climate and culture of the school setting. Improving the educational outcomes for all students requires that schools -- the places where children spend most of their day -- promote the necessary conditions for learning, which include:

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

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

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

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

All of this work needs to be done within an integrated manner throughout the school and with the support of resources from the local district (inclusive of school health centers⁷⁵, if available), community, and ISBE.

⁷⁵ ISBE is collaborating with the Illinois Department of Health and Human Services to coordinate Medicaid dollars and the availability of health services at a school site for those children who may lack access to health care.

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Further, Illinois provides equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are generally underrepresented. ISBE embraces an educational model that offers a comprehensive educational program to meet each student's unique academic needs, learning styles, and interests. Providing a well-rounded education, including all areas in the Illinois Learning Standards, ensures that students have the knowledge and skills to fulfill this vision and be successful, globally engaged, and productive citizens. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. In addition, school librarians support rigorous personalized learning experiences supported by technology and ensure equitable access to resources for all students.

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

As indicated previously, Illinois strives to increase student learning through the consistent practice of providing high-quality instruction matched to student needs. Implementation of a multi-tiered continuum of student supports is a collaborative effort involving all district staff, general educators, special educators, counselors, behavioral health staff, and bilingual/English language staff. Student strengths and needs should be identified and monitored continuously, with documented student performance data used to make instructional decisions. The process of such identification and continuous monitoring are the foundational pieces of a successful prevention system. It is through the continuous use of progress monitoring and analysis of student academic, social, emotional, behavioral, and physical growth that ISBE can collect and compile information from LEAs in order to ensure that dollars and programming are tied to the supports LEAs need to ensure that each and every child has regular access to educational opportunities.

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ISBE seeks to improve the use of technology in order to improve the academic achievement and digital literacy of all students. This will ensure that each and every child has regular opportunities to meet challenging state standards. ISBE is considering using Title IV, A dollars to support LEAs in offering all students, through the Illinois Virtual School, direct access to standards-aligned courses for high school students, including AP and credit-recovery options.⁷⁶ In addition, LEAs will have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content to better allow for customized instructional opportunities for students.⁷⁷ Lastly, additional standards-aligned resources will be specifically designed to differentiate content for student consumption in order to increase academic achievement for each and every student by providing resources that are developmentally, culturally, and linguistically appropriate and responsive;

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the state strategies below support the state-level strategies in 6.1.A and B.

- C.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:
- i. Incidents of bullying and harassment;
 - ii. The overuse of discipline practices that remove students from the classroom; and
 - iii. The use of aversive behavioral interventions that compromise student health and safety?

☐ Yes. If yes, provide a description below.

☐ No.

X Maybe

ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV allocation to fund a grant to support safe, healthy schools. This grant would provide support and technical assistance to the 855 districts in Illinois. ISBE is unable to commit to this grant at this time since allocations for Title IV have not been finalized. (See 6.1.A starting on page 60.)

- D.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☐ Yes. If yes, provide a description below.

☐ No.

⁷⁶ IVS is expanding its offerings to grades 3-12 during the 2017-18 school year in order to support LEAs in increasing access to coursework that may not be readily available in a student's home district.

⁷⁷ This work is currently being integrated with ISBE-provided district dashboards.

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X Maybe.

ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV allocation to fund a grant to support innovative use technology in the classroom. This grant would provide support and technical assistance to the 855 districts in Illinois. ISBE is unable to commit to this grant at this time since allocations for Title IV have not been finalized. (See 6.1.A starting on page 60.)

- E.** Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☐ Yes. If yes, provide a description below.

☐ No.

X Maybe

ISBE is considering using a portion of its 5 percent administrative set-aside from the Title IV Part A allocation to fund a grant to support family engagement. This grant would provide support and technical assistance to the 855 districts in Illinois. ISBE is unable to commit to this grant at this time since allocations for Title IV Part A have not been finalized. (See 6.1.A starting on page 60.)

6.2 Program-Specific Requirements.

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

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

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

Those schools with 20 percent poverty threshold or greater will need to provide information on the academic status of the students, budget, and other factors of the school. ISBE staff will ensure that granting a schoolwide waiver will best serve the needs of the lowest-achieving students in the school.

ISBE will continue to support all schools – including those that are not eligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or

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those that choose not to operate a schoolwide program – in addition to our schoolwide buildings.

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

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the state on an annual basis.

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

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

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

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

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

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

ID&R staff verify and document those individuals who may be eligible for services each September by contacting families previously recruited to verify and document the continued residency in the state of eligible migratory children from birth through 21 under a process called Residency Verification.

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

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

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

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Illinois developed a comprehensive needs assessment (CNA) in 2015 as part of a continuous improvement process. It includes identification and an assessment of:

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

This analysis of needs provide a foundation for the future direction of the Illinois MEP through the service delivery planning process and supports the overall continuous improvement and quality assurance processes of the Illinois MEP and the overall state plan. The CNA serves as a springboard to set rigorous goals for the MEP and to better serve migrant students in Illinois. Doing so strengthens the state plan.

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

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

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

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

Many migrant children are present in Illinois only during the summer months and return to their home state during the school year. As a result, most MEP services are offered during the summer months through both center-based and home-based or itinerant programs.

These services include:

- Preschool developmentally appropriate programs designed to prepare migrant children for a successful school experience,
- Grades K-12 integrated classroom instruction – math; reading/language arts; English as a second language; science, technology, engineering, and mathematics (summer school); and tutorial support (during the regular academic year),
- Secondary school services to assist high school students in achieving graduation, as well as postsecondary and career preparation,
- Outreach and instruction in GED preparation, life skills, and English as a second language for youths who have dropped out of school,
- Ancillary support services, including health, nutrition, and transportation, and
- Parent involvement activities.

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

- Outreach and assistance to enroll in regular school year programs,
- Supplemental instructional or tutorial support,
- A migrant advocate who works with schools and families in areas of high concentration to make sure their needs are addressed, and
- An annual meeting with the migrant staff, high school counselor, and the student to review and update the student's graduation plan.

- iv. Describe how the state and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs

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during the regular school year (*e.g.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

Local operating agency data entry specialists enter information for eligible migrant children and youth in NGS. NGS files are transmitted daily to MSIX. NGS student records include demographics, enrollments, course history, health and immunization information, and assessment results. Illinois has established timelines for entry of information in line with the MSIX regulations. Local operating agencies use NGS and MSIX to gather information about newly arrived migrant children and youth to facilitate school placement and provision of appropriate services.

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

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

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

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

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

For Reading and Mathematics

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- The migrant student attainment in reading needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.
- The migrant student attainment in math needs to increase by 25 percent to close the performance gap between migrant and non-migrant students.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant students need English language support in content area instruction at a higher rate than non-migrant students.

For School Readiness

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

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

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

For Ancillary and Support Services

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

Migrant families need access to educational materials and school supplies in the home.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

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

Reading and Mathematics

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

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

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

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

School Readiness

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

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

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

High School Graduation and Services to Secondary-aged Youth

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

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

3c: Thirty percent of migrant-eligible out-of-school youth will participate in instructional services.

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

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the state and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

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

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
- i. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
 - ii. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the state.

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The state establishes Title I, Part C funding parameters aligned with the results of the Comprehensive Needs Assessment and the Service Delivery Plan that specifically target the needs of migratory children with “priority for services” (PFS). The Title I, Part C grant application requires local funded entities to identify and give priority for service to PFS children and youth and to provide services that address the special needs of migratory children in accordance with the Illinois Service Delivery Plan.

Beginning July 1, 2017, PFS migratory children will be those who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet state academic standards or have dropped out of school. Currently, Illinois utilizes the following student characteristics to identify those who are most at risk of failing or have dropped out of school:

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

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

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

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the determination for each child. Local projects generate the PFS report and use the detail provided to tailor services to the particular needs of each child/youth. Should the availability of migrant program services be limited, PFS children/youth receive priority for services.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

ISBE provides technical assistance to IDJJ and the LEAs concerning transitional services that will enable neglected or delinquent youth to re-enter school successfully and/or to find employment after they leave the institution and return to the local community. Transition coordinators for youth in the facility help youth and families as they enter and exit facilities. The goal of these coordinators is to reduce the time between the transition of records for some of the state's most vulnerable youth and to improve coordination across school districts for services and supports available for these youth. The services should include IDEA, workforce, and training services.

The state's plan is to assist the transition of children and youth between correctional facilities and locally operated programs, including supporting comprehensive strategies to re-engage these youth, and offer community supports that improve the likelihood of success in communities with significant numbers of disconnected youth. ISBE will coordinate with IDJJ, neglected and delinquent institutions, and service agencies to coordinate services on behalf of youth served under this part.

Detailed transition plans will be included and required for LEAs and agencies to complete in their application for funding. ISBE continues to provide in-service training on programs and activities that IDJJ and the LEA may use to promote transitional services. These programs and activities can assist the LEA and the correctional facilities in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

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

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.

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- Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment.
- Essential support services to ensure the success of the youth such as:
 - Re-entry orientation programs, including transition centers in high schools;
 - Pupil services, including counseling, psychological, and social work services designed to meet the needs of neglected or delinquent children and youth;
 - Tutoring and mentoring programs;
 - Instruction and training at alternative schools and learning centers;
 - Services of in-school advocates on behalf of individual neglected or delinquent youth;
 - Information concerning and assistance in obtaining available student financial aid; and
 - Job placement services.
- i. Describe the program objectives and outcomes established by the state that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

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

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

The performance indicators and the data sources are a combination of ISBE academic indicators and LEA information. Each individual institution/LEA collects achievement data based on the

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tests given at that institution and submits its assessment plan as part of its application. The LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan, including the tests that will be administered to the youth and how the results of the tests will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests. Agencies and LEAs will be required to submit a report biannually that reflects growth toward performance and assessment goals and targets. Additionally, ISBE collects demographic information and monitors the number of students participating in the neglected or delinquent services and the services provided. ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions.

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

- i. Describe the SEA's standardized entrance and exit procedures for English Learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the state. At a minimum, the standardized exit criteria must:
 - i. Include a score of proficient on the state's annual English language proficiency assessment;
 - ii. Be the same criteria used for exiting students from the English Learner subgroup for Title I reporting and accountability purposes; and
 - iii. Not include performance on an academic content assessment.

Each school administers the home language survey (HLS) to all students enrolling for the first time in preschool, kindergarten, or any of grades 1 through 12. Illinois plans to maintain the current practice of identifying ELs early and providing quality early childhood education that matches a child's cultural and linguistic needs. It is vital to consider native language screening and assessment in early childhood settings; teachers will not capture a full understanding of a student's knowledge and skills if they only assess children in the language in which they are least proficient. The HLS is administered in order to identify students who have a language background other than English, based on the language(s) used at home. A student is given a prescribed screening instrument to assess English language proficiency within 30 days of the student's enrollment or for preschool programs after first participating in the program. The child is tested in four domains of English; that is, speaking, listening, reading, and writing (pre-reading and pre-writing for students entering preschool-kindergarten). Each student whose score on the prescribed screening instrument is "not proficient" shall be considered an English Learner and thus eligible for, and placed in, an appropriate language assistance program.

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All English Learners are assessed annually with the state's English language proficiency assessment. This assessment tool includes aural comprehension (listening), speaking, reading, and writing skills components. ISBE developed a definition in 2013 for English language proficiency to be applied to all English Learners. As a result, English Learners who obtained an overall composite score of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the state's English language proficiency assessment were considered English language proficient. Students were then exited from the program of bilingual services and no longer identified as English Learners.

ISBE is currently reviewing and revising the definition of English language proficiency applied to all English Learners. A group of stakeholders that includes researchers, administrators at the local and school level, teachers, and parents are currently meeting to revise the state's definition of English language proficiency. This new criteria will be used for ELs in the EL subgroup for Title I reporting and accountability purposes.

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

- i. Describe how the SEA will use its Title IV, Part B, and other federal funds to support state-level strategies that are consistent with the strategies identified in 6.1.A starting on page 60.

Title IV(b) funding will be leveraged with other federal funds to increase the state's ability to address performance gaps in learning and healthy development for the most vulnerable children; meaningfully engage families as critical partners; connect community systems with schools and districts in sustainable ways; and, in partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state that leads to increased student achievement.

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the subgrant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities.⁷⁸

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

⁷⁸ These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board.

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- Monitoring and evaluating programs and activities.
- Providing capacity building, training, and technical assistance.
- Conducting a comprehensive evaluation (directly or through a grant or contract) of the effectiveness of programs and activities assisted.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Ensuring that any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
- Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- Coordinating funds received with other federal and state funds to implement high-quality programs.
- Providing a list of prescreened external organizations, as described under section 4203(a)(11).

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

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified in 6.1.A. starting on page 60 and to the extent permitted under applicable law and regulations.

Illinois awards subgrants on a competitive process to school districts, community-based organizations, faith-based organizations, Regional Offices of Education and Intermediate Service Centers, state-authorized charter schools, and other public and private entities. An eligible entity must serve schools with 40 percent or higher low-income student population. A Notice of Funding Opportunity is released on the ISBE website and through the GATA website. The applicants have 45 days to submit their proposal. The applications are scored by a minimum of three peer reviewers using a merit-based review. Applications are also

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reviewed by ISBE staff to ensure eligibility and meeting past performance criteria.⁷⁹ Applicants are required to describe in the narrative how they will meet the needs of these subgroups, including how activities are expected to improve student academic achievement as well as overall student success, integrate quality programming standards, and engage stakeholders on an ongoing basis. Following the initial award of a subgrant, continuation beyond the initial funding period is based on whether a subgrantee has made substantial progress toward meeting the objectives stated in its approved proposal. The 21st CCLC grantees will be monitored on what they proposed in their grant to ensure the fidelity of the program. Grantees will also do a fiscal and programmatic risk assessment each year when they apply. Monitoring of 21st CCLC grantees will be connected to the required risk assessments completed as part of the awarding of the grant process.

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

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

Districts primarily use Rural and Low-Income School (RLIS) Program funds for activities to increase the academic achievement of students. Thus, the program objective will be to measure the academic achievement of students as described in Accountability System. (See 4.1 starting on page 30.) Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school),(4.1, A.,i.) will be used to drive the RLIS program.

G. McKinney-Vento Act.

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the state and assess their needs.

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

⁷⁹ The Notice of Funding Opportunity (NOFO) has a provision that includes priority points for serving lowest-performing eligible schools. Information is included in the NOFO to coordinate with other programs that work with the subgroups.

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ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth program requirements and share McKinney-Vento guidance provided by ED. Notices will be provided on the ISBE website,⁸⁰ by teleconferencing, and through trainings and workshops.

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

Homeless children and youths in Illinois will be identified by school personnel and through coordination of activities with other entities, such as homeless shelters and community service agencies. The Common Form⁸¹ was created for LEAs to use when enrolling homeless children and youths. In addition to information on enrolling children and youths into school, it also asks for other children and youths residing in the home to be listed. That allows LEA homeless liaisons to reach out to families with preschool-aged children to assist with finding preschool placement for that child. It also allows LEAs to work with families who may need early intervention services for children ages birth to 3 years of age.

The homeless education liaisons are trained to educate and work closely with all personnel in the school district as well as with community social service agencies and Continuum of Care programs to ensure that homeless children and youths are identified. (See <http://portal.hud.gov/hudportal/HUD?src=/states/illinois/homeless/cocontacts>.) Continuum of Care programs funded by the U.S. Department of Housing and Urban Development are represented in every Illinois community and are responsible for locally coordinating services to homeless families.

A close working relationship between homeless education liaisons and staff of the Continuum of Care programs is critical to meeting the educational and support services needed by homeless families. A key part of training for school personnel and social service agencies will be to emphasize the need to sensitively identify families in homeless situations and the need to be respectful of the families' privacy. Sensitive questions to ask when

⁸⁰ For additional information, please access <https://www.isbe.net/Pages/Homeless.aspx>.

⁸¹ To access the Common Form, go to <https://www.isbe.net/Documents/83-01-common-form.pdf>.

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dealing with homeless families can be found on the National Center for Homeless Education website at http://center.serve.org/nche/downloads/briefs/det_elig.pdf.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

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

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

Unaccompanied youths include young people who have run away from home, been thrown out of their homes, and/or have been abandoned by parents/guardians/caregivers. Unaccompanied youths have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. They face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. They may not understand their educational rights or know how to acquire this information. Removal of barriers to transportation, immediate enrollment, and the right to return to the school of origin must be addressed.⁸² ISBE ensures that schools are doing this through monitoring and through continuous trainings and contact with LEA homeless liaisons.

Unaccompanied youths with special needs: The Individuals with Disabilities Education Act (IDEA) 2004 offers guidelines pertaining to unaccompanied youths with disabilities as

⁸² For additional information on the rights of unaccompanied youths, please access <http://center.serve.org/nche/downloads/briefs/youth.pdf>.

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defined by IDEA.⁸³

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

Ensuring that families have equal access to educational opportunities is of critical importance to Illinois' McKinney-Vento program. Equally as important is the ability of students and families to be afforded procedural due process rights in cases where a district disagrees with an assertion of homelessness or issues related to homelessness. The Illinois Education for Homeless Children Act [105 ILCS 45] provides the basis for dispute resolution procedures by requiring that the applicable regional superintendent of schools "appoint ombudsperson who is fair and impartial and familiar with the educational rights and needs of homeless children to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act."⁸⁴ In furtherance of the Illinois Education for Homeless Children Act and in accordance with the McKinney-Vento Act, the following procedures constitute Illinois's dispute resolution process for homeless students.

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

The LEA homeless education liaisons will receive training on the dispute resolution processes by the LALs. Their duty as homeless education liaison is to represent homeless youths who may be involved in a disagreement related to their homeless status and education. The regional superintendents of education will appoint an ombudsperson at the beginning of the school year and the ombudsperson will complete an annual training relative to their position.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by

⁸³ For additional information on unaccompanied youths with special needs, please see <http://center.serve.org/nche/downloads/briefs/idea.pdf>.

⁸⁴ Illinois School Code 105 ILCS 45/1-15 (a).

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identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies.

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

The goal for unaccompanied homeless youths is to improve high school graduation and college readiness by maximizing credit accrual, ensuring college counseling and access to financial aid, providing school stability during the vulnerable transition from middle school to high school, and requiring states to report disaggregated achievement and graduation data for homeless youths. Procedures in Illinois law eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (11432(g)(1)(F)(iii)).

The LALs and the LEA homeless education liaison will be responsible for annual trainings for district and program staff on the needs of runaway and homeless youths. It is their responsibility to disseminate information about homeless youths and to update information on unaccompanied youths to all sites where youths may gather to educate and inform them of their rights. The LAL and LEA liaisons will develop collaborative relationships with shelters and service providers focusing on unaccompanied youth. School district personnel will receive training on the education right of unaccompanied youth, including guardianship issues that cannot exclude enrollment. Abiding by the guidelines defined in the IDEA 2004 relative to homeless unaccompanied youth with a disability of special educational needs will be addressed as well as the need for referral to social service agencies for needed services.

- i. Describe the SEA's procedures to ensure that homeless children and youths:

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- i. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state;
- ii. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
- iii. Who meet the relevant eligibility criteria, are able to participate in federal, state, and local nutrition programs.

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

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

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

The Preschool for All initiative focuses on providing high-quality educational programs for children who are determined to be at risk of academic failures. First priority is given to children at preschool screenings who are determined to be at risk of academic failures due to environmental and developmental delays. A disproportionate share of children come from low-income working families, homeless families, teen parent families, or families

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where English is not the primary language spoken in the home. Homeless children and youths are a priority in this high-risk category and if slots are available at the time of enrollment, homeless children must be enrolled immediately. If no slots are available, the child must be placed at the top of the program's waiting list. Children who are at a greater risk of academic failure may be rescreened within the first 30 days of school attendance.

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

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

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

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

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

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

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

Additionally, implementation of these expedited procedures encourages public school determination officials to work closely with the homeless

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education liaison to ensure that homeless children and youths are provided free meal benefits as promptly as possible. School food service personnel must be promptly advised when homeless children and youths leave school or are no longer considered homeless. Households or unaccompanied youths must be provided with an application for free and reduced-price meals when the family or youths are no longer considered homeless. The homeless education liaison must carefully evaluate each child's situation. Homeless children and youths residing with another household application process will not include the size and household income of the "host family" to determine eligibility for free or reduced-price meal eligibility. The "host family" may now also be eligible for free or reduced-price meals based on the total number in the household and can be provided temporary approval for this eligibility until the homeless family leaves the "host family" residence.

Unaccompanied youths who live alone are to be considered a household of one based on the definition of "emancipated child" in the Eligibility Guidance for School Meals Manual. Section 107 (Runaway, Homeless, and Migrant Youth Directive USDA update from the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, which amended the Richard B. Russell National School Lunch Act). It states that effective July 1, 2004, homeless, runaway, and migrant children are categorically eligible for free school meals. No application is required for these children, as they may be directly certified based on lists provided by the local shelter director, a school district homeless education liaison, a migrant education coordinator, or similar officials. The lists must contain the child's name and a signature and date of the official making the determination. The eligibility lasts for the full school year regardless of changes in status as runaway, homeless, or migrant.

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

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schools to make sure that local nutrition staff members are familiar with the local homeless education liaison.

- ii. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

ISBE adopted a policy on the education of homeless children and youths in December 1995 to ensure that the Illinois Education of Homeless Children and Youth Act is fully implemented. It requires all Illinois school districts to comply fully with the policy and with federal and state laws affecting the rights of homeless children and youths. The ISBE policy requires that all LEAs review any rules or regulations, practices, or policies that may act as barriers to the enrollment of homeless children and youths and take steps to revise them so that homeless children and youths are afforded the same opportunities as the non-homeless. The policy also emphasizes the importance of homeless students attending their school or origin without interruption, whenever possible. The policy, along with the strong state law on the education of homeless Illinois children, means Illinois has taken every possible step to ensure that homeless children have the opportunity to meet state academic standards. A federal law modeled after the Illinois law has some additional requirements beyond those included in the Illinois law. ISBE will review the federal law and adopt an updated policy that directly supports it.

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Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated state plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- ☐ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☐ **Challenging academic standards and academic assessments.** The SEA must assure that the state will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☐ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☐ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☐ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☐ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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C		Educator Equity Extension Plan and Differences in Rates Tables
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F		2015 Illinois Equity Plan
G		Illinois Migrant Education Program Identification and Recruitment Manual

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APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English Learners), consistent with the state's minimum number of students. For academic achievement and graduation rates, the state's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

ISBE created a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the percentage of all learners in Illinois who make annual progress toward the long-term goals. The target of 90 percent readiness is based on the vision adopted by the Board in September of 2015. A baseline will be established from the most recent three years of academic achievement assessment data. Once the baseline for academic achievement within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals.⁸⁵

ISBE will be using a three-year composite average to establish its baseline performance levels and measures of interim progress. Baseline data will not be available until an assessment has been administered and recorded for all student demographic groups for three consecutive years

B. Graduation Rates

ISBE created a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases

⁸⁵ In 2014-15, ISBE began requiring that students in Illinois complete PARCC in third through 12th grades. Prior to the beginning of the 2016-17 school year, ISBE required that all students in grade 11 would complete the SAT during the school day. As a result, ISBE will not have stable data on academic achievement in third through eighth grades until the 2017-18 school year and the 2018-19 academic year for students in high school.

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in the graduation rate. The target of 90 percent readiness is based on the vision adopted by the Board in September of 2015. A baseline will be established from the most recent three years of graduation data. Once the baseline for graduation rate within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals.

C. English Language Proficiency

ISBE created a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The target of 90 percent readiness is based on the vision adopted by the Board in September of 2015. The state-level long-term goals and measurements of interim progress are based on increases in the percentage of all English Learners in Illinois who make annual progress toward English language proficiency. A baseline will be established over the most recent three years of ELP assessment data in consideration of WIDA's standard-setting. Once the baseline for ACCESS for ELLs within each school has been established, the 90 percent target to 2032 will be back mapped with three-year interim goals.

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APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Differences between rates	Rate at which students are taught by an out-of-field teacher	Differences between rates	Rate at which students are taught by an inexperienced teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

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If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

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APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an ineffective teacher ⁸⁶	Differences between rates	Rate at which students are taught by an out-of-field teacher ⁸⁷	Differences between rates	Rate at which students are taught by an inexperienced teacher ⁸⁸	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	1.8	.1.8	8.5	4.1
Non-low-income students	Box B: enter rate as a percentage		0		4.4	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	1.7	1.6	8.6	3.2
Non-minority students	Box D: enter rate as a percentage		.1		5.4	

Student level data will be available at the end of October 2017.

⁸⁶ The 2016-17 school year was the first year in which all schools must collect data on teacher effectiveness that includes both teacher practice and student growth. Thus, data for the differences between differences the rates in which low-income and non-low income students and minority and non-minority students are taught by ineffective teachers will be available in October 2017.

⁸⁷ 2014 school level data was used for these calculations.

⁸⁸ 2014 district level data was used for these calculations.

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APPENDIX D: LIST OF STAKEHOLDER MEETINGS AND MAPS OF LISTENING TOUR LOCATIONS

APPENDIX E: THE PARCC TABLE SHOWING THE 10 LANGUAGES IN ILLINOIS DURING THE LAST THREE SCHOOL YEARS

APPENDIX F: EQUITY PLAN

APPENDIX G: ILLINOIS MIGRANT EDUCATION PROGRAM IDENTIFICATION AND RECRUITMENT MANUAL

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