Report Card 19
Schools Designated for Improvement
Illinois State Board of Education
October 24, 2019
Topics

- IL-EMPOWER
- ESSA Designations
- Continuous School Improvement
- Title I – 1003(a) Grant
- ISBE Contact Information
IL-EMPOWER Statewide System of Support
**Mission**

To empower school communities to collectively prepare students to post-secondary success.

**Vision**

To build capacity of adults within Illinois State Board of Education identified districts and schools to support continuous improvement of school-wide systems for success.
IL-EMPOWER Guiding Principles

**Educator-led** with choice & voice; doing *with* schools

**Capacity** development in Governance and Management, Curriculum and Instruction, and Climate and Culture

**Differentiated supports**, customized for local context

**Peer-to-peer learning opportunities**

**Continuous growth** and development for results as an iterative process

**Focus on equity** within every school and for each and every child
School Support Managers

• Assigned to schools designated for comprehensive support

• Thought partners for district and school administrators, improvement teams, and learning partners

• Coaches and guides for school leaders through the IL-EMPOWER school improvement process.
  - Support and Accountability
  - Excellence and Equity
ESSA Designations

Support for Continuous School Improvement
Summative Designation Deep Dive

SUMMATIVE DESIGNATIONS

Summative Designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Underperforming School, and Lowest-Performing School. Underperforming schools and Lowest-Performing schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school’s designation. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. ISBE includes school designations annually in the Illinois Report Card at www.illinoisreportcard.com.

- August 15, 2019: Summative Designation Deep Dive
  - Presentation
  - Webinar
# Summative Designations

**Exemplary**
- Performance in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools
- Eligible to apply to serve as an IL-EMPOWER Learning Partner

**Commendable**
- Performance not in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools
- Eligible to apply to serve as an IL-EMPOWER Learning Partner

**Underperforming**
- One or more student groups underperforming at or below the “all students” group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least four indicators

**STUDENT GROUPS**
- Economically disadvantaged students
- Students with disabilities
- Students formerly with a disability (coming soon)
- English Learners
- Former English Learners

**RACIAL AND ETHNIC GROUPS**
- Hispanic or Latino
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

- Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has access to School Support Managers as part of IL-EMPOWER supports

**Lowest-Performing**
- In the lowest-performing 5% of Title I eligible schools statewide
- High schools with graduation rate at or below
- Completes the Illinois Quality Framework and has a School Improvement Plan and has a School Support Manager as part of IL-EMPOWER supports

- **targeted**
- **comprehensive**
# Summative Designations

## Exemplary
- Performance in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools
  - Eligible to apply to serve as an IL-EMPOWER Learning Partner

## Commendable
- Performance not in the top 10% of all schools
- High schools with graduation rate higher than 67%
- No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools
  - Eligible to apply to serve as an IL-EMPOWER Learning Partner

## Underperforming
- In the lowest-performing 5% of Title I eligible schools statewide
- High schools with graduation rate at or below 67%
  - Completes the Illinois Quality Framework and Supporting Rubric and a School Improvement Plan and has a School Support Manager as part of comprehensive IL-EMPOWER supports

## Lowest-Performing

<table>
<thead>
<tr>
<th>STUDENT GROUPS</th>
<th>RACIAL AND ETHNIC GROUPS</th>
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<td></td>
<td>White</td>
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<td></td>
<td>Two or More Races</td>
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</tbody>
</table>
SUPPORT & ACCOUNTABILITY

Illinois’ system of support and accountability helps us identify which schools need the greatest assistance to meet our state’s goals.

FACT SHEETS

Sign up to receive the information you need about the Report Card, IL-EMPOWER, and summative designations.

Understanding the System:

- New Data Points on the 2019 Illinois Report Card
- The 5Ws of the 2019 Illinois Report Card
- How to Tell Your Story
- What Do the Four Designations Mean on the Illinois Report Card?
- Multiple Indicators to Measure Student Success
- IL-EMPOWER: Illinois’ School-led System of Support

Sign up below, and please share these emails and materials with your networks. We are grateful for your partnership to build a fairer system to support the whole child, whole school, and whole community. Thank you!

SUBSCRIBE HERE!
Support & Accountability

Summative Designations

Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Underperforming School, and Lowest-Performing School. Underperforming schools and Lowest-Performing schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school’s designation. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. ISBE includes school designations annually in the Illinois Report Card at www.illinoisreportcard.com.

2019 Official Summative Designations

- 2019 Illinois Official Summative Designations - Coming Oct. 30!
- Telling Your Story: Template Letter to School Community
- Telling Your Story: Template Press Release

2018 Official Summative Designations

Summative Designation Resources

Presentations and Webinars
Cycle of Continuous School Improvement

- School Leadership Team
- Data Analysis
- Needs Assessment
- School Improvement Plan
- Monitoring Improvement Efforts
School Leadership Team Members

Include a diverse stakeholder group including the following representatives

- District personnel
- Principal
- Staff (e.g., certified and non-certified staff)
- Community Member (e.g., parent, business leader)
IL-EMPOWER Improvement Cycle

1. Data Analysis
2. System Needs Assessment
3. Approved Learning Partner
4. School Improvement Plan
5. Program/Process Evaluation & Student Outcomes

Whole Child ● Whole School ● Whole Community
IL-EMPOWER Improvement Cycle

Data Analysis

System Needs Assessment

Program/Process Evaluation & Student Outcomes

School Improvement Plan

Approved Learning Partner
K-8 Band

- ELA Growth: 25%
- Math Growth: 25%
- Science: 5%
- ELA Proficiency: 7.5%
- Math Proficiency: 7.5%
- ELPtP Proficiency: 5%
- Chronic Absenteeism: 20%

9-12 Band

- ELA Growth: 7.5%
- Math Growth: 7.5%
- Science: 5%
- ELA Proficiency: 7.5%
- Math Proficiency: 7.5%
- 9th Grade On Track: 8.33%
- Climate Survey: 6.67%
- Chronic Absenteeism: 10%

2019 Official Designation Indicators

4, 5, & 6 Year Composite Graduation Rate: 50%

English Learner Progress to Proficiency (ELPtP)
Analysis of Data

• In-depth analysis of student achievement in relation to academic (75%) and school success (25%) indicators.

• The data analysis provides the foundation for the development of your school improvement plan.
Data Analysis Resources

IL Interactive Report Card

5Essentials
Organizing Schools for Improvement

Ed360

Illinois Assessment of Readiness

Whole Child  ●  Whole School  ●  Whole Community
IL-EMPOWER Improvement Cycle

1. System Needs Assessment
2. Data Analysis
3. Program/Process Evaluation & Student Outcomes
4. School Improvement Plan
5. Approved Learning Partner
Illinois Quality Framework

- Standard I: Continuous Improvement
- Standard II: Culture and Climate
- Standard III: Shared Leadership
- Standard IV: Governance, Management, and Operations
- Standard V: Educator and Employee Quality
- Standard VI: Family and Community Engagement
- Standard VII: Student and Learning Development
Illinois Quality Framework Supporting Rubric

- Utilize the School Improvement team to lead the process
- Identify **data sources** to be examined
- Determine **timeframe** and **schedule** sessions to complete
- Document evidence to support rating
- Complete the rubric in IWAS
Illinois Quality Framework Supporting Rubric

Comprehensive look at the system – looking at adult practice

Process for collaborative inquiry
Illinois Quality Framework Supporting Rubric

• Schools designated as **Underperforming** and **Lowest Performing** are **required** to complete an annual needs assessment

• Schools designated as **Exemplary** and **Commendable** may utilize the Illinois Quality Framework and Supporting Rubric.
Illinois Quality Framework Supporting Rubric

• Create stakeholder consensus
• Set a baseline
• Inform school improvement efforts
• Assess annually
• Contract with an approved Learning Partner to facilitate
• Revisit annually
Accessing IQFSR in IWAS

Click on the IQFSR 2019-2020 box

<table>
<thead>
<tr>
<th>IQFSR / School Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQFSR 2 / 2019 - 2020</td>
<td>Not Started</td>
</tr>
<tr>
<td>IQFSR 1 / 2018 - 2019</td>
<td>Preview Only Rubric Submission Period Closed</td>
</tr>
</tbody>
</table>
Illinois State Board of Education

Illinois Quality Framework Supporting Rubric

**Standard III Shared Leadership:** In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

*Purpose setting questions:*

1. How do members of school staff perceive the learning environment?
2. What evidence supports a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicities, what is the make up of students in various clubs, committees, etc. and is it proportionate and representative of the student body, regardless of learner characteristics?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Level of Performance</th>
<th>Evidence/Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator A: Administrative Leadership</td>
<td>Ineffective</td>
<td>Emerging</td>
</tr>
<tr>
<td>IIIA.1</td>
<td>Evidence suggests staff members perceive that administrators provide a school learning environment that is not positive and not supportive</td>
<td>Evidence suggests staff members perceive that administrators provide a school learning environment that is somewhat positive and sometimes supportive</td>
</tr>
<tr>
<td>IIIA.2</td>
<td>Evidence suggests administrators do not support nor recognize the value of staff members</td>
<td>Evidence suggests administrators inconsistently support and inconsistently recognize the value of staff members</td>
</tr>
<tr>
<td>IIIA.3</td>
<td>Evidence suggests administrators do not support professional learning opportunities for staff members</td>
<td>Evidence suggests administrators inconsistently support professional learning opportunities for staff members</td>
</tr>
</tbody>
</table>
IL-EMPOWER Improvement Cycle

1. **Data Analysis**
2. **System Needs Assessment**
3. **Program/Process Evaluation & Student Outcomes**
4. **School Improvement Plan**
5. **Approved Learning Partner**
SUPPORT & ACCOUNTABILITY

VENDOR LEARNING PARTNERS

Vendor Learning Partners are approved as part of the IL-EMPOWER school improvement support network and offer particular services at a specific cost (Blended Hourly Rate). ISBE works with vendors to establish the specific cost for services so that schools and partners will not need to negotiate rates. Vendor Learning Partners provide support services for schools identified to receive comprehensive or targeted services as well as any other schools that wish to participate.

In order to serve as an IL-EMPOWER Vendor Learning Partner, an organization must apply and be approved to offer services in one or more of three areas: Governance and Management, Curriculum and Instruction, and Culture and Climate.

ISBE used a comprehensive vetting process to carefully review each Vendor Learning Partner application. The process included evaluating each applicant for:

- Evidence of success in the delivery and sustainability of school improvement services;
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability; and
- Information or organizational capacity.

BY PRIORITY AREA

The Illinois Quality Framework Supporting Rubric is a part of the school improvement process that helps schools identify one or more of three Priority Areas: Governance and Management, Climate and Culture, or Curriculum and Instruction. School and district officials can click on the corresponding button(s) below to search through approved Learning Partners that specialize a particular Priority Area so that they can easily find an approved Learning Partner that meets their needs.

IL-EMPOWER is regularly adding to our current list of approved Learning Partners and will continue to update these webpages as new partners are approved. Please check back to our partner webpages for updates.

Note: Several approved Vendor and Peer Learning Partners have been identified as serving multiple Priority Areas and are listed in the All Service Area button.
IL-EMPOWER Improvement Cycle

1. Data Analysis
2. System Needs Assessment
3. Program/Process Evaluation & Student Outcomes
4. School Improvement Plan
5. Approved Learning Partner

Whole Child ● Whole School ● Whole Community
School Improvement Report

Report Card 18 Designation

Planning Year
Work Plan for School Improvement

Year 1
Implementation: School Improvement Plan

Report Card 19 Designation

Planning Period: School Improvement Plan
School Improvement Report

Located in IWAS – next to IQFSR portal

• Schools designated for improvement on Report Card 18 – School Improvement Plan must be local Board of Education approved by December 30, 2019

• Schools designed for improvement for the first time on Report Card 19 - Due June 30, 2020
School Improvement Report

School Leadership Team Response

What stakeholder representative groups are on your school leadership team?
STEP 1: Data Analysis of Academic and School Quality Indicators Response

Describe your school’s findings from analysis of the core academic and school quality indicators. Include in your description:

1) The performance of student groups,
2) Identification of opportunity and achievement gaps related to these student groups,
3) Potential reasons for your school’s current status, and
4) Highest priority of concern based on the school’s analysis of data.

Additionally, please upload the data/evidence to support your findings specific to student groups.
School Improvement Report

STEP 2: System Needs Assessment Response

• After completing the Illinois Quality Framework Supporting Rubric, summarize your system’s findings.
• Select the standard(s) that are identified as priorities for improvement.
• Provide a rationale for selecting the standard(s), explaining how focusing on the standard(s) will improve the system.
School Improvement Report

STEP 3 : Approved Learning Partners Response

• Which learning partner(s) did you select?
• What percentage of Title I School Improvement – 1003(a) funds is budgeted for your learning partner(s)?
• For which of the activities have you selected a learning partner to support your school improvement efforts?
STEP 4: School Improvement Plan

The school improvement plan is the road map for moving from your current reality to a desired reality and should include strategies and action steps to guide improvement efforts. A critical piece to school improvement is monitoring the plan to see if the desired results are being reached.
School Improvement Report

Components of a School Improvement Plan:

- **SMART goals** aligned to academic and school quality indicators, and the IQFSR
- Annual **measurable targets** aligned to the SMART goals
- **Actions and tasks** include timeline and aligned budget detail in Title I - 1003(a)
- Implementation and Monitoring System
School Improvement Report

STEP 4: School Improvement Plan Response

• Provide an explanation of the specific changes your school intends to make and the rationale for how those changes will improve student learning.

• Record the school’s SMART goals:
  o Minimally 1 goal related to the IQFSR
  o Minimally 1 goal related to the success indicators
School Improvement Report

STEP 4: School Improvement Plan Response

• Record your measurable annual target for the SMART goal.

• Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.
School Improvement Report

STEP 4: School Improvement Plan Response

• Describe the innovation the learning partner will support the school to implement that will address identified student needs and support the school to reach desired results. If no learning partner was selected, please enter “not applicable.”
IL-EMPOWER Improvement Cycle

- Data Analysis
- System Needs Assessment
- Approved Learning Partner
- School Improvement Plan
- Program/Process Evaluation & Student Outcomes

Whole Child  ●  Whole School  ●  Whole Community
STEP 5: Monitoring Progress Response

• Describe how school teams (e.g., school leadership, department, grade level) will apply inquiry cycles and monitor progress toward the annual targets. Indicate the data instrument and frequency that your annual targets and strategies will be monitored.
School Improvement Report

STEP 5: Monitoring Progress Response

• How and when will you measure the success of the learning partner’s support to reach desired results? If no learning partner was selected, please enter “not applicable.”
School Improvement Report

Please respond to the following after completing middle-of-the-year data review:

Indicate student-group and school’s progression toward the annual target, and effectiveness of implementation.
School Improvement Report

Please respond to the following after completing end-of-the-year summative data review:

Indicate student-group and school’s progression toward the annual target, and effectiveness of implementation.
Title I - 1003(a) Grant

- Funding
- Application
- Timeline
- Supports
Allocations

- Funding is provided to districts for improvement based on a school level equity formula which includes:
  - Safe Harbor
  - Evidenced Base Funding formula
  - Enrollment
- Ensure that school-level budgeted expenditures align to the school improvement plan.
Report Card 18 Funding

• Underperforming (Targeted) schools receive funding for three years of improvement
  o If designation on RC 19 is lowest-performing, the district will receive $15,000 for a planning period and beginning school year 2020 – 2021 will receive funding for three years of implementation
## Base Funding for RC 18

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>RC 18 Underperforming</td>
<td>30,000</td>
<td>Underperforming</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lowest Performing</td>
<td>$15,000</td>
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<tr>
<td></td>
<td></td>
<td>Commendable</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplary</td>
<td>0</td>
</tr>
</tbody>
</table>
Report Card 18 Funding

- **Lowest-Performing** (Comprehensive) schools receive funding for three years of improvement even if the designation changes.
  - If the school’s designation changes to underperforming, commendable or exemplary, the school will still receive three years of funding.
## Base Funding for RC 18

<table>
<thead>
<tr>
<th>Report Card 2018 Designation</th>
<th>School Year 2019 - 2020 1st Year of Implementation Funding</th>
<th>Report Card 2019 Designation</th>
<th>Funding for 2nd and 3rd year of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 18 Lowest Performing</td>
<td>$100,000</td>
<td>Underperforming</td>
<td>$65,000</td>
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<td></td>
<td></td>
<td>Lowest Performing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Commendable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplary</td>
<td>$35,000</td>
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</table>
Report Card 2019 Funding

- Schools newly designated for targeted or comprehensive support will receive $15,000 for a planning period during School Year 2019-2020.
# Base Funding for RC 19

<table>
<thead>
<tr>
<th>Report Card 2019 Newly Designated for Improvement</th>
<th>School Year 2019 - 2020 Planning Period Funding</th>
<th>Funding for Three Years of Implementation beginning July 1, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC 19 Underperforming</td>
<td>15,000</td>
<td>$60,000</td>
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## Base Funding for RC 19

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<th>Funding for Three Years of Implementation beginning July 1, 2020</th>
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</thead>
<tbody>
<tr>
<td>RC 19 Lowest Performing</td>
<td>15,000</td>
<td>$200,000</td>
</tr>
</tbody>
</table>
Allowable Use of Funds

Academic Support for At-Risk Students (Designated Student-groups)
  o Certified teachers and teaching assistants
  o Guidance counselors, social workers, and other professionals providing supplemental services

Professional Development aligned with Identified Needs
  o IL-EMPOWER Learning Partner
  o Professional development provided though an IL-EMPOWER Learning Partner
  o Stipends and/or substitutes for staff attending professional development
  o Reasonable supplies and materials for professional development

Program Supplies and Materials
  o Supplemental instructional materials
  o Software licenses for instructional programs
  o Assessment and/or progress-monitoring materials
Grant Application

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending District), ROE (Pending ROE) or ISBE (Pending ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

Complete by November 30
Districts of newly designated schools must submit a **Title I School Improvement - 1003(a)** grant application located in IWAS by November 30 for a November 1 expenditure date.

Districts completing the application after November 30 will be required to complete an Expenditure Report.

A district with an existing grant **should amend** the application to include the newly designated school and funds.
Planning Period

November 1, 2019 through June 30, 2020

- Schools newly designated for improvement on Report Card 19 as underperforming or lowest performing will enter a planning period
- During planning period, schools are required to complete the Illinois Quality Framework Supporting Rubric and School Improvement Report in IWAS
Activity Period

• **Regular Project Year** – activities occurring between project begin date through June 30

• **Extended Project Year** - activities occurring between project begin date through August 31.
  
  o Possible activities AFTER June 30 include summer school, summer staff development activities, etc.
# Program Specific: School Level Information

All targeted and comprehensive support schools are required annually to complete the Illinois Quality Framework Supporting Rubric (IQFSR) and their continuous School Improvement Plan (SIP). The IQFSR and SIP will be submitted in IWAS separately from the Title I School Improvement – 1902(f) grant application.

Schools may access both the IQFSR and SIP in IWAS by clicking on System Listing, then Reporting. The SIP must be approved by the school, local educational agency, and State educational agency; and upon approval and implementation, is monitored and periodically reviewed by the SBA. The IQFSR and SIP shall be completed by December 30, 2019 for schools in year one of implementation and June 30, 2020 for schools newly designated on the 2019 report card. In summary, this includes the IQFSR, SIP, and Learning Partner(s).

Identify each school to be supported by these funds and provide all requested information for each. For additional schools, proceed to the next tab; otherwise, proceed to the Budget Pages section.

1. Enter the Name of the School to be served.
2. Choose between the Planning Year and the Implementation Year.
3. Choose between the Targeted and Comprehensive Programs.
4. State the Designated Student Groups - DO NOT use bullets or special characters. Also do not copy and paste lists from other electronic documents.
5. Enter the Funds to be Allocated to the school listed.
6. State the IL Empower Approved Learning Partner(s) that will be working with the school.
7. Enter the submission date of the School Improvement Plan.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Type of Program</th>
<th>Designated Student Groups</th>
<th>Funds Allocated</th>
<th>IL Empower Approved Learning Partner(s)</th>
<th>School Improvement Plan Date of Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Designated on RC 18</td>
<td>Planning, Targeted, Comprehensive</td>
<td>Low Income</td>
<td>30,000</td>
<td>Not Required</td>
<td>12/30/19</td>
</tr>
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### Program Specific: School Level Information

All targeted and comprehensive support schools are required annually to complete the Illinois Quality Framework Supporting Rubric (IQF SR) and their continuous School Improvement Plan (SIP). The IQF SR and SIP will be submitted in IWAS separately from the Title I School Improvement – 1902(f) grant application.

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<th>School Improvement Plan Date of Submission</th>
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</thead>
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<tr>
<td>Planning</td>
<td>Low Income</td>
<td>30,000</td>
<td>Not Required</td>
<td>12/30/19</td>
</tr>
<tr>
<td>Implementation Year</td>
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<tr>
<td>Targeted</td>
<td>CWD</td>
<td>15,000</td>
<td>Not Required</td>
<td>6/30/20</td>
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<tr>
<td>Comprehensive</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### New Schools Designated on RC 19

- Low Income
- CWD

### Whole Child • Whole School • Whole Community
### Schools Designated on RC 18

- **Low Income**: Not Required
- **CWD**: Not Required
- **All**: To Be Determined

### New Schools Designated on RC 19

- **Low Income**: Not Required
- **CWD**: Not Required
- **All**: To Be Determined
School Improvement Plan Submission

- Needs assessment is complete and submitted
- Learning partner is selected
- School improvement plan has been developed
- Budget supports the activities of school improvement plan
- School improvement plan approved by local Board of Education
Application Amendment

• Ensure Budget Detail Pages are updated
• In the description:
  • Specify the School
  • Describe the expenditure
  • Identify the student group to benefit from the expense

Example:
School Name: Funds will be utilized for professional development from LEARNING PARTNER NAME to increase IDENTIFIED STUDENT GROUP performance in …
Report Card 18 – Designation Requirements

Required by December 30

- SIP Team completes Illinois Quality Framework Supporting Rubric & Data Analysis
- Board approved School Improvement Plan
- Lowest Performing must select an approved Learning Partner
- Principal or designee enters into IWAS
  - IL Quality Framework Supporting Rubric
  - School Improvement Report
Report Card 19 – Designation Requirements

• Complete application or amend a current application by November 30 for a November 1 expenditure date.

• Submit deliverables by June 30, 2020
  o School Leadership Team completes Illinois Quality Framework Supporting Rubric & Data Analysis
  o Board approved School Improvement Plan
  o Lowest Performing schools are required to select an approved Learning Partner
  o Principal or designee enters in IWAS
    • IL Quality Framework Supporting Rubric
    • School Improvement Report
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<td>Title I School Improvement – 1003(a) Application</td>
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<td>Illinois Quality Framework Supporting Rubric &amp; School Improvement Report</td>
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<td>Board Approved: School Improvement Plan</td>
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<td>Amend Grant ——— Grant Periodic Reporting System</td>
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Report Card Email Campaign

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools.

There are three versions of the Illinois Report Card for the state, schools, and districts. The first version is the Classic Report Card. This is a static, printable PDF version of the official Report Card. The second version is the Illinois Interactive Report Card or IRC. This version is web-based, intuitive, and allows for users to view performance comparisons between school and districts, review trend data, and break data into subcategories. The third version is the At-a-Glance report, which is a two-page downloadable document containing a more graphic representation of key Report Card data elements.

All versions of the Report Card can be accessed via www.illinoisreportcard.com.

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https://www.isbe.net/support

Keep checking back for continual updates and resources on the 2019 Report Card!
How to Select an Approved Learning Partner Webinar

November 18, 2019
10:00 – 11:00 a.m.

Register now!
ISBE Contacts for Support

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Annie Brooks
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Thank You for Attending

Is School Improvement