

The State of Illinois
RACE TO THE TOP

APPLICATION FOR INITIAL FUNDING

APPENDICES
JANUARY 19, 2010

Volume I

Appendix Volume I

<u>Appendix</u>		<u>Page #</u>
A.	State Success Factors	
Appendix A1-1	Participating LEA Memorandum of Understanding	1
Appendix A1-2	Variations Used in the Chicago Public Schools Participating LEA MOU	40
Appendix A1-3	Detailed Table (A)(1): Participating LEAs	43
Appendix A1-4	Key Reform Legislation	74
	A. Performance Evaluation Reform Act	75
	B. P-20 Longitudinal Education Data System Act	94
Appendix A1-5	Student Outcome Goals	110
Appendix A2-1	Description of Multi-State Collaborations	116
Appendix A2-2	Illinois Race to the Top Measurement Plan: Description and Critical Components	124
Appendix A2-3	Budget Summary and Project-Level Budgets	133
Appendix A3-1	Data on State Progress	220
	A. NAEP Data	221
	B. ISAT Data	233
	C. PSAE Data	237
	D. High School Graduation Data	238
B.	Standards and Assessments	
Appendix B3-1	State Response to Intervention Supports	239
Appendix B3-2	Illinois High School Reform Context and Momentum	241
Appendix B3-3	STEM Application Areas	248
Appendix B3-4	Blue Wave Project	249

C.	Data Systems to Support Instruction	
Appendix C1-1	ISBE Website: Available Data re America COMPETES Act	251
Appendix C2-1	Access to State Longitudinal Data	253
	A. Robust Public Reporting of P-20 Data	254
	B. Legal Framework for Data Accessibility	255
	C. Postsecondary Performance and Accountability Reporting	256
Appendix C3-1	Learning and Performance Management Support System Supplemental Materials:	258
	A. LPMS Engagement and Information Gathering	259
	B. Cloud Computing Infrastructure	264
	C. NCSA Overview	266
	D. LPMS Diagram	268
	E. LPMS Data Integration Requirements and Challenges	270
	F. Student Vault	271
	G. LPMS Governance Structure	273
	H. LPMS Procurement and Development: Timelines, Key Activities, and Responsible Parties	274
D.	Great Teachers and Leaders	
Appendix D1-1	Alternative Teacher Certification Programs in Illinois: Breakdown by Offering Institution	276
Appendix D2-1	Performance Evaluation Policy Group	277
Appendix D3-1	Index of Teacher Academic Capital	278
Appendix D3-2	State Action to Strengthen Teacher and Principal Workforce	280
Appendix D3-3	The E3 Program: Supplemental Information	282
Appendix D5-1	Induction and Mentoring: ISBE Partnering Organizations and Teacher Induction Advisory Team	284
Appendix D5-2	Using the State's National Board Certification Resources to Promote Common Planning and Collaboration: Supporting Information	288

E. Turning Around the Lowest-Achieving Schools

Appendix E1-1	State Intervention Authority and Examples of Past Interventions	293
Appendix E2-1	List of Illinois Priority Schools	295
Appendix E2-2	Illinois Partnership Zone Supplemental Materials	300
Appendix E2-3	Prior LEA Interventions	314

Appendix A1-1

Participating LEA MOU



Illinois State Board of Education

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Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

December 18, 2009

Dear District Superintendent:

We have long recognized that the continuous improvement of our education system is necessary to prepare each and every child in Illinois to be successful in postsecondary education and careers. Our commitment is founded in the belief that each and every child should have the opportunity to reach their highest potential and the knowledge that—in today's economy—Illinois' future depends on a world-class education system for all students.

Yet, for too long we have allowed low achievement to persist in too many communities. While the aspiration of quality education is a reality for some Illinoisans, it still remains little more than an elusive ideal for many. Our failures come at a staggering cost to our students, our communities, and our state. The effects are not confined to urban or rural districts, nor are they limited to Chicago or Downstate. Instead, the consequences are felt by every citizen of Illinois—in lost wages, lost jobs, and lost revenue; and in higher crime, poorer health, and missed opportunities.

Earlier this year, President Obama launched an extraordinary opportunity for states to move forward on ground-breaking, transformative ideas in education that would be otherwise cost prohibitive. The federal Race to the Top (RTTT) grant is a competitive, \$4.35 billion education reform program enacted as part of the American Recovery and Reinvestment Act (ARRA). Illinois intends to apply for over \$500 million of these federal funds.

At least half of any RTTT grant award to Illinois will go to districts that sign the attached Memorandum of Understanding (MOU) and commit to implement the initiatives in our proposal. The MOU must be signed by the Local Education Agency superintendent (or an equivalent authorized signatory) and, as the State application has a greater chance of success if MOUs are signed by all parties, will preferably also be signed by the president of your local governing board (or an equivalent authorized signatory) and the local teachers' union leader (or an equivalent authorized signatory if applicable).

RTTT is an opportunity we cannot afford to miss, especially because the federal priorities closely align with the core principles of our own strategic agenda. Illinois has taken important strides in recent years to build the infrastructure to address the RTTT priority areas. Because of these efforts, we do not seek in this contest a fresh start, but a chance to accelerate work that is already underway with much needed funding from the federal government.

Our RTTT proposal supports the Illinois education reform agenda by ensuring that we adopt world class standards and assessments for students, teachers and school leaders, invest resources and expertise to turnaround our most challenged schools and best ensure that every student, if provided with the knowledge, skills, abilities and attitudes to succeed in postsecondary education and careers, becomes a productive citizen in our ever-changing world.

I ask that you review the MOU and consider joining other LEAs as we work together to move the education reform agenda and improve opportunities and outcomes for the students we serve. Thank you for your thoughtful consideration of this opportunity. If your decision is to take advantage of this opportunity, I ask that you return a scanned executed copy of the MOU to rt3mou@isbe.net no later than January 11, 2010.

As always, I appreciate your leadership, your support and the work you do on behalf of Illinois students.

Sincerely,

A handwritten signature in cursive script that reads "Christopher Koch".

Christopher A. Koch, Ed.D.
State Superintendent of Education

**THE STATE OF ILLINOIS RACE TO THE TOP APPLICATION
PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding ("MOU") is entered into by and between the State of Illinois ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. Scope of Work and Nature of LEA Requirements and Commitments

A. Mandatory Requirements. Exhibit I, Part A (the Preliminary Scope of Work – Participating LEA Mandatory Requirements), indicates which portions of the programs and initiatives outlined in the State's Race to the Top Application for Initial Funding, due to the U.S. Department of Education on or before January 19, 2010 (the "Final State Application"), the Participating LEA is agreeing to implement.

B. Optional Programs and Opportunities. Exhibit I, Part B (the Preliminary Scope of Work – Participating LEA Optional Requirements), contains optional programs and opportunities that are not expressly required by the Final State Application. The LEA may elect to pursue funding for the optional programs and opportunities listed in Exhibit I, Part B.

C. Illinois Priority School Reform Commitments. Exhibit II (Illinois Priority School Reform Commitments), identifies commitments the LEA Superintendent and Local Teacher Union's Leader must make in order to receive the benefits identified on Exhibit II. **The Illinois Priority School Reform Commitments are relevant only to Participating LEAs with one or more "Illinois Priority Schools", i.e. all schools meeting the U.S. Department of Education's definition of "persistently lowest-achieving schools," and also includes other significantly underperforming schools that fall within the bottom 5% of student achievement statewide.**

D. LEA Plan. If the State's application is funded, the Participating LEA will prepare a Final Scope of Work to be attached to this MOU as Exhibit IV in a timely fashion but no later than 90 days after a grant is awarded ("LEA Plan"). The LEA Plan must describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the Final State Application.

E. Subject to All Applicable Laws. The State and LEA commitments set forth in this MOU (including exhibits and appendices), the Final State Application, and the LEA Plan are subject to all applicable requirements and regulations of federal and State law, including without limitation the Illinois Educational Labor Relations Act, 115 ILCS 5/1 *et seq.*, laws and regulations applicable to the Race to the Top Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. Project Administration

A. Participating LEA Responsibilities. In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1. Implement the LEA Plan;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings, webinars, and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. State Responsibilities. In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Provide the State supports identified in the Final State Application;
2. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan;
3. Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan;
4. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
5. Identify sources of technical assistance for the LEA Plan.

C. Joint Responsibilities.

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the Final State Application requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

1/15/10

D. State Recourse for LEA Non-Performance. If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs. The State will terminate this MOU and the LEA's status as a Participating LEA, with no further remedy, if the LEA does not submit to the State an LEA Plan meeting the requirements of Section I.D by the date that is 90 days after a grant is awarded to the State.

III. Assurances

The Participating LEA hereby certifies and represents that:

1. It has all requisite power and authority to execute this MOU;
2. It is familiar with the initiatives and reforms described in this MOU and its appendices, and is supportive of and committed to working on the initiatives set forth in this MOU;
3. It agrees to be a Participating LEA and will implement those portions of the Final State Application indicated in Exhibit I attached to this MOU, if the State application is funded;
4. It will comply with all of the terms of the Race to the Top Program and the State's subgrant; and
5. The baseline information set forth on Exhibit III is accurate and complete.

IV. Modifications

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. Duration/Termination

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon: (a) the State's termination of this MOU pursuant to Section II.D; (b) the expiration of the grant project period; or (c) upon mutual agreement of the parties (if occurs earlier than grant termination or expiration). If the State's application is not funded, this MOU shall be null and void.

VI. Signatures

The signatures of the LEA Superintendent and the President of the Local School Board set forth below indicate agreement to terms of this MOU; provided, however, the signatures of the LEA Superintendent must be set forth on Exhibit II to indicate agreement to the Illinois Priority School Reform Commitments and for Exhibit II to be incorporated into this MOU.

[signatures on following page]

1/15/10

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

The signature of the Local Teachers' Union Leader set forth below indicates support for the LEA's decision to be a Participating LEA; provided that such signature and the Local Teachers' Union Leader's indication of support does not constitute an agreement by the Local Union to reopen or otherwise modify any existing collective bargaining agreement or waive its rights and protections under the Illinois Educational Labor Relations Act; and provided further that the signature of the Local Teachers' Union Leader must also be set forth on Exhibit II for it to be incorporated into this MOU.

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State indicates agreement to the terms of this MOU and hereby accepts the LEA as a Participating LEA.

Signature/Date

Christopher A. Koch, Ed.D.
State Superintendent

**EXHIBIT I
PRELIMINARY SCOPE OF WORK**

**PART A
PARTICIPATING LEA MANDATORY REQUIREMENTS**

The LEA agrees to all of the mandatory requirements described in Part A of this Preliminary Scope of Work. Commitments applicable exclusively to grades K-8 or high schools are not deemed applicable to LEAs that do not include such grade levels. However, commitments that require integrated and aligned activities between middle and high schools are deemed applicable to all LEAs.

I. STANDARDS AND ASSESSMENTS [RTTT Application Section (B)(3)]

A. Supporting the Transition to Enhanced Standards and High-Quality Assessments

1. Standards-Aligned Instructional Systems.

Illinois will adopt revised Learning Standards in English Language Arts and Math as part of its participation in the Common Core State Standards Initiative. Illinois will also be joining a consortium of states participating in the Common Core State Standards Initiative to jointly develop and implement common, high-quality assessments aligned with the Common Core K-12 standards.

To develop Standards-aligned instructional systems, the LEA will undertake a process during the 2010-11 and 11-12 school years that includes all of the following:

- (a) Aligning curriculum to the revised Illinois Learning Standards.
- (b) Implementing Assessments for Learning in at least grades K – 10 aligned to the learning benchmarks in English/language arts and math. As revised Learning Standards are adopted by the State in science, Assessments for Learning should be implemented in science as well. "Assessments for Learning" may include:
 - Universal screening/benchmark assessment data collected periodically (e.g., fall, winter, and spring intervals) indicating whether most students are meeting benchmarks in a particular academic area, measuring student learning during the previous period of instruction that can help determine student progress toward year-end objectives and identifying areas requiring greater focus;

- Formative assessments that are more diagnostic in nature and provide teachers with information on how to teach specific curricular areas to address student learning needs;
- Native Language Assessment measuring student learning for English language learners; and
- Other assessments that yield descriptive data that can be used to improve instruction throughout the school year.

The State will collaborate with Participating LEAs to integrate Assessments for Learning into a statewide, comprehensive assessment system measuring student progress in a manner aligned to the revised Learning Standards.

- (c) Ensuring the district's Response to Intervention (RtI) plan provides for targeted interventions and differentiated supports, aligned to the revised Learning Standards, for students that are not on pace to meet college- and career-ready expectations.

2. Developing and Scaling Science, Technology, Engineering and Math (STEM)-Related Programs of Study.

The Illinois Programs of Study model provides students with rigorous course sequences that integrate and apply academic and technical content, as well as valuable information and experiences to help them make better choices regarding their education and future career goals. Generally, Programs of Study begin in the 9th grade and continue through post-secondary education including community colleges and universities.

Through the STEM Learning Exchanges, as described in Appendix A, and other related supports, the State will assist LEAs with the development of curricular resources, assessment tools, professional development systems, and IT infrastructure necessary to implement Programs of Study in the following critical STEM application areas:

- Agriculture and Natural Resources: development, production, processing, distribution, of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources;
- Energy: developing, planning and managing the production of energy including renewable energy and clean coal technology and its distribution through smart grid technologies;
- Manufacturing: product and process development and managing and performing the processing of materials into intermediate or final products and related support activities;
- Information Technology: designing, developing managing, supporting and integrating hardware and software system;
- Architecture and Construction: designing, planning, managing, building, and maintaining the built environment including the use of green technologies;
- Transportation, Distribution and Logistics: planning, management and movement of people, materials and goods across all transportation modes as well as maintaining and improving transportation technologies;

1/15/10

- Research and Development: scientific research and professional and technical services including laboratory and testing services, and research and development services; and
- Health Sciences: planning, managing and providing therapeutic, diagnostic, health informatics, and support services as well as biomedical research and development.

For LEAs serving grades 9 through 12

The LEA will establish a broad range of Programs of Study as a structural approach to high school reform based on the Illinois design principles. Subject to and following the establishment of statewide STEM Learning Exchanges, as further explained in Appendix A, the LEA must establish two or more Programs of Study promoting critical STEM application areas supported by the STEM Learning Exchanges.

When establishing Programs of Study, the LEA will:

1. Develop Program of Study course sequences in a broad range of academic and career areas;
2. Strengthen academic integration within all Programs of Study to promote stronger linkages between academic disciplines as well as technical content;
3. Support professional development for academic and CTE instructors to implement these Programs of Study and provide opportunities for instructors to gain additional professional certifications;
4. Support real-world connections with adult mentors outside of the school building through strategies such as work-based learning opportunities, problem-based learning projects, and mentoring programs;
5. Implement education and career guidance systems, in coordination with feeder middle schools, to provide students with the opportunity to develop career and education plans; and
6. Form collaborative partnerships with postsecondary education to increase dual credit opportunities and develop structured programs to improve the transition to postsecondary education.

For LEAs serving grades 6 through 8

The LEA will:

1. Establish systems for educators to align curriculum with high schools into which the middle schools feed to support Programs of Study implementation; and
2. Implement education and career guidance systems to provide students with the opportunity to develop career and education plans starting in middle school that align to a Programs of Study model at the high school level.

II. DATA SYSTEMS TO SUPPORT INSTRUCTION

A. Fully Implementing a Statewide Longitudinal Data System [RTTT Application Section (C)(1)]

The LEA will fully cooperate with ISBE on data collections necessary for the State's longitudinal education data system, including efforts by ISBE to ensure data quality.

B. Accessing and Using State Data [RTTT Application Section (C)(2)]

Illinois Collaborative for Education Policy Research.

To further guide the use of longitudinal data to support State policymaking and continuous improvement, the State will support the establishment of the Illinois Collaborative for Education Policy Research (ICEPR) as an independent organization with a governance structure linking it closely to State agencies, participating universities, and other educational stakeholders in Illinois.

The ICEPR will:

- Help identify and define the key policy issues in the State;
- Communicate research priorities and recruit researchers to develop specific projects addressing these priorities;
- Facilitate the data-sharing agreements and administrative aspects of these research projects;
- Communicate research findings and develop recommendations for policy and practice;
- Assist practitioners in developing their own research capacity for more detailed data collection and analysis; and
- Seek and secure external funding for additional projects aligned with State priorities.

The LEA will cooperate with the Illinois Collaborative for Education Policy Research (ICEPR) to build local capacity to support policy research and development activities and share data in a manner consistent with all State and federal privacy protection laws.

C. Using Data to Improve Instruction [RTTT Application Section (C)(3)]

A State-District Partnership for a Learning and Performance Management System.

With funding support through the Race to the Top program, Illinois will expand upon the State system vision set forth in the P-20 Longitudinal Education Data System Act to develop a centrally hosted education information exchange that provides powerful web-based interface tools to support a broad array of instructional and education support functions (referred to as the "Learning and Performance Management System", or "System"). The System will enable the State to host an integrated set of data elements necessary for use by the State and any district wishing to participate, integrate that data with other information held outside of the System, deliver web-based software

applications that can be accessed at no-cost or reduced cost to the end user, and allow customization at the user level. The System will provide longitudinal data to a broad range of stakeholders to inform instruction and improve student learning, and ensure these stakeholders have timely access to needed information while protecting student and educator privacy. With the development and implementation of the System, Illinois can move from the current landscape of fragmented data across a multitude of "siloed" district and State systems, to a common platform providing actionable data for every Illinois educator.

The State and participating districts will develop a governance structure for the System that clearly defines a partnership approach to data use and management. Professional development, training, and support will be provided to Participating LEAs as needed. Pilot implementation of the Learning and Performance Management System would occur during the 2012 – 2013 school year, with piloting focused on Participating LEAs. Full implementation of the System would commence during the 2013 – 2014 school year.

1. Subject to the State's timely development of a Learning and Performance Management System as described in this MOU and in the Final State Application, by no later than the start of the 2012-13 school year the LEA must either (a) directly rely on the Learning and Performance Management System as its primary platform for offering an instructional improvement system serving all teachers and principals, or (b) implement a locally developed instructional improvement system or systems serving all teachers and principals.

2. If the LEA is not directly relying on the Learning and Performance Management System as its primary platform for offering an instructional improvement system serving all teachers and principals, the LEA must integrate local systems with the Learning and Performance Management System to ensure teacher and principal access to key System features.

For a detailed description of the Learning and Performance Management System proposal, please see the proposed design requirements available at www.isbe.net/arra.

III. GREAT TEACHERS AND LEADERS

A. Improving Teacher and Principal Effectiveness Based on Performance [RTTT Application Section (D)(2)]

The State will work with Participating LEAs on the development of redesigned local performance evaluation systems for principals and teachers. These new evaluation systems must be implemented by the beginning of the 2012 – 2013 school year and will be based on the following core principles and assumptions:

- Summative and formative evaluations for teachers and principals should be based on measures of both professional practice and student growth.

- Effective evaluation includes clear expectations for both professional practice and student growth, clear feedback on performance, and a clear plan for building on strengths and addressing short-comings.
- Teacher practice can be measured by well-trained observers using observation-based frameworks that define and describe the elements of effective teaching practice; principal practice can also be measured by well-trained observers using observation-based frameworks that describe the elements of effective school leadership practice, school climate surveys and other tools.
- Individual student growth can be measured over time with multiple measures that include standardized formative and summative tests, curriculum- and course-based assessments and individual student work.

Key components of principal and teacher evaluation systems include the following:

1. **At least 50% of teacher and principal performance evaluations will be based on student growth.**
 - Measures of student growth for both teachers and principals will be developed locally, within parameters set by the State to ensure validity and reliability. The process to establish these parameters will include extensive collaboration with school district management, teachers unions, other stakeholders, other states, and technical experts.
 - Teacher practice will be measured based on Danielson's "Framework for Teaching" or another comparable framework approved in advance by the State. Principal practice will be measured using a framework(s) to be identified by the State.
 - At least until a new State student assessment system aligned with the revised Learning Standards has been implemented, State assessments cannot be used as the **only** measure of student growth in teacher performance evaluations.
 - All teacher and principal evaluations must include a minimum of at least two student growth measures.
2. **All district evaluation systems for both tenured teachers and principals will include the rating categories of Excellent, Proficient, Needs Improvement, and Unsatisfactory.**
 - Participating LEAs do not have to use these specific rating categories for the final summative rating for non-tenured teachers, but must undertake an evaluation of non-tenured teachers using the State framework with four performance levels and must report data to the State based on the four performance levels.
3. **All principals and non-tenured teachers must be evaluated annually. Each tenured teacher must receive a summative evaluation at least once in the course of every 2 school years.** However:
 - For any tenured teacher rated as either "needs improvement" or "unsatisfactory," the teacher must be evaluated at least once in the school year following the receipt of such rating.

- For all other tenured teachers in Participating LEAs, at minimum a non-summative assessment of student growth must be completed in any year during which a summative evaluation is not performed.
4. **The Participating LEA will use the results of local performance evaluation systems to inform decision-making in the areas of professional development, tenure, and possible dismissal of less effective teachers and principals.**

If the State receives a Race to the Top grant, the State will commit to developing all of these system components prior to September 30, 2011. The components of the State support system will include the following:

- Both a teacher and principal model evaluation template. The model template will incorporate the requirements established by the State, but allow customization by districts in a manner that does not conflict with such requirements.
- An evaluator pre-qualification program based on the model teacher evaluation template.
- An evaluator training program based on the model teacher evaluation template. The training program will provide multiple training options that account for the prior training and experience of the evaluator.
- A superintendent training program based on the model principal evaluation template.
- One or more instruments to provide feedback to principals on the instructional environment within a school, such as school climate surveys, "360 evaluations" providing a comprehensive assessment of the effectiveness of school leader behaviors, and parent surveys.
- A State Board-provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal evaluation systems. This system will include assistance to ensure that measures of student growth are rigorous and comparable across classrooms and schools.
- Web-based systems and tools and video-based observation processes supporting implementation of the model templates and the evaluator pre-qualification and training programs. Many of these systems and tools can be hosted on the Learning and Performance Management System upon its development.
- A process for measuring and reporting correlations between local principal and teacher evaluations and (i) student growth in tested grades and subjects, and (ii) retention rates of teachers.

Subject to the development of State support systems, Participating LEAs will implement local evaluation systems meeting the requirements set forth herein by no later than the start of the 2012-13 school year. If the State does not develop all of these components by that date, the obligation of Participating LEAs to implement redesigned performance

evaluation systems will be postponed for as long as it takes the State to implement these systems.

**B. Ensuring Equitable Distribution of Effective Teachers and Principals
[RTTT Application Section (D)(3)]**

Addressing District Barriers and Providing Transparent Data on Within-District Disparities.

If the LEA has one or more high-poverty schools and/or high minority schools, as designated by ISBE consistent with federal requirements, the LEA must perform a comprehensive review of institutional policies and constraints that may prevent such schools from attracting top talent, and develop strategies to address these constraints over the course of the grant period. Commencing with the 2011-2012 school year, the review must consider human capital performance metrics reported by ISBE, which will include disparities in school-level average teacher salaries, teacher academic capital, and other useful performance metrics developed in consultation with stakeholders.

**C. Improving the Effectiveness of Teacher and Principal Preparation Programs
[RTTT Application Section (D)(4)]**

The Final State Application will include a high quality plan to:

- (i) Link student achievement and student growth data to students' teachers and principals, and link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.
- (ii) Expand preparation credentialing options and programs that are successful at producing effective teachers and principals.

The LEA will cooperate with ISBE and IBHE to establish placement sites for pre-service teachers and principals from programs that are successful at producing effective teachers and leaders.

D. Providing Effective Support to Teachers and Principals [RTTT Application Section (D)(5)]

1. Scaling Up Support for All Beginning Teachers and Principals.

Subject to the availability of funding for programs, the LEA will:

- Establish induction and mentoring programs for all new teachers for at least two years in duration, with the programs meeting standards set forth in the School Code and administrative rule; and

- Participate in the State's technical assistance and accountability infrastructure to improve the quality of all new teacher induction and mentoring programs.

2. Intensive Educator Support for Critical P-20 Transition Points.

(a) Early Learning to K-3 *(not applicable to high school districts)*

The State will provide targeted funding and assistance for implementation of a developmentally-appropriate kindergarten readiness assessment to identify students' skills and achievements at the beginning of kindergarten. Following the State's development and piloting of a statewide kindergarten readiness assessment program and subject to the availability of funding for the assessment and the professional development, the LEA will:

- Implement a kindergarten readiness assessment; and
- Integrate and align professional development across early learning and grades K-3.

(b) Middle to High School

Since the 2007 - 08 school year, the State has funded the cost for school districts to implement the EXPLORE test in 8th or 9th grade and the PLAN test in 10th grade. Collectively, EXPLORE, PLAN and ACT constitute the Educational Planning and Assessment System ("EPAS"). Commencing in the 2010-11 school year, the State will require that Participating LEAs administer EXPLORE during 8th grade to better address the transition from middle to high school. The State will also establish a consistent testing window for administration of the EXPLORE and PLAN by Participating LEAs so that the data can be used in a consistent way to measure student and subgroup growth during the middle to high school transition.

Subject to the continuation of State funding for EXPLORE and PLAN, the LEA will:

- Clearly communicate and create a common understanding among educators, parents, and students that a student's scores on 8th grade and high school assessments (including EPAS system assessments) are a predictor of the student's readiness for non-remedial coursework.
- Establish systems for educators to discuss patterns and instructional needs identified through the data, and establish a process for early identification of students who may need remedial assistance before transitioning to college. These systems must include communication and coordination between high schools and feeder elementary/middle schools regarding aligned school improvements activities and targeted interventions to address areas of deficiencies.
- Create intensive instructional programs, primarily in math and reading, and student support services during high school years that increase the numbers of students prepared for non-remedial coursework.

(c) **High School to Postsecondary** (*not applicable to elementary districts*)

In response to the high cost of remediation and its impact on students and families, the State of Illinois adopted the College and Career Readiness Act, Public Act 95-0694, which created a 3-year pilot project with the goal of increasing college readiness and decreasing the need for remedial classes through:

- 1) The alignment of high school and college curriculums;
- 2) Measuring college readiness through aligning ACT scores to specific community college courses;
- 3) Increasing the number of student enrolled in a college-prep curriculum;
- 4) Providing resources and academic support to students in their senior year of high school through remedial and advanced coursework and other interventions; and
- 5) Development of an evaluation process that measures the effectiveness of readiness intervention strategies.

Consistent with the objectives of the College and Career Readiness Act, the LEA will work with the primary community college(s) into which its high school or high schools feed to:

- Facilitate communication and collaboration between them, align curriculum goals and academic expectations;
- Establish a process for early identification of students who may need remedial assistance before transitioning to college using assessments administered to students in high schools, particularly in math; and
- Create programs that seek to address the needs of these students before high school graduation.

IV. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Note: This Section of the MOU is only applicable to Participating LEAs with one or more Illinois Priority Schools, defined as "schools meeting the U.S. Department of Education's definition of 'persistently lowest-achieving schools,' and also includes other significantly underperforming schools that fall within the bottom 5% of student achievement statewide."

A list of Illinois Priority Schools is available at www.isbe.net/sfsf.

A. Turning Around the Lowest-Achieving Schools [RTTT Application Section (E)(2)]

Subject to the availability of funding through Race to the Top, the Section 1003(g) School Improvement Grant program, or targeted State funding, the LEA must participate in the Illinois Partnership Zone initiative **or** must separately undertake one of the four school intervention models identified by the U.S. Department of Education—turnaround model, restart model, school closure, or transformation model—in all Illinois Priority Schools within the LEA, as further described in Appendix B. The interventions must be implemented during the first three years of the Race to the Top grant period (i.e., the 10 – 11, 11 – 12, or 12 – 13 school years), with no less than a proportionate cohort of schools initiating interventions in each year. If the LEA can demonstrate that a prior intervention substantially aligned to one of the four school intervention models is demonstrating significant student achievement gains, as determined by ISBE, the LEA may receive funding to continue with that intervention. If the LEA chooses to participate in the Partnership Zone program outlined in Appendix C, it will be expected to undertake the District Activities and School Activities set forth in such Appendix.

B. School District Reorganization to Improve Student Outcomes [RTTT Application Section (E)(1)]

If an LEA is identified by ISBE as a candidate for reorganization using metrics that include, but are not limited to, low student achievement outcomes, the LEA will agree to undertake a reorganization study funded by the State.

PART B
PARTICIPATING LEA OPTIONAL REQUIREMENTS

This Part B of the Preliminary Scope of Work contains optional programs and opportunities for which Participating LEA participation is not expressly required.

The Participating LEA desires to pursue those programs and opportunities described below that are marked with an "X" in the box.

Locating Information WorkKeys Assessment/National Career Readiness Certificate Program

Currently, the ACT WorkKeys Applied Math and Reading for Information assessments are included within Illinois' 11th grade assessment, the PSAE. The use of WorkKeys assessments in Illinois high schools can be enhanced, however, through implementation of ACT's National Career Readiness Certificate and promotion of access to the National Career Readiness System. This requires the State to offer the WorkKeys Locating Information assessment, in addition to both the Applied Math and Reading for Information assessments included within the PSAE.

Through Race to the Top funding, Illinois will provide funding for high schools in Participating LEAs to implement the Locating Information assessment and participate in the National Career Readiness Certificate program. Participating LEAs will be required to implement the Locating Information prior to the PSAE (either in the spring of the sophomore year, or fall of the junior year). That way, the second day of the PSAE, which incorporates the WorkKeys assessments and a State-developed science assessment, can result in achievement of a Career Readiness Certificate.

End-of-Course Exams in Algebra I and Algebra II

End-of-course assessments present an opportunity for high schools to promote rigor and consistency in course instruction, and to address students' college- and work-readiness in critical subject areas. Through Race to the Top funding, the State of Illinois will support consortia of Participating LEAs that seek to develop and implement end-of-course assessments in Algebra I and Algebra II as a consistent measure of standards implementation in these core subject areas.

Increasing Teacher Expertise in Math and Science

Teachers' academic expertise plays a key role in promoting comprehensive high school reform focused on increased student achievement in math and expansion of STEM-related opportunities. Through Race to the Top funding, the State will provide financial support for new programs undertaken by Participating LEAs to increase existing teachers' expertise in math and science. All Participating LEAs that use such funding to create new programs to increase existing teacher expertise in math and science may be required to demonstrate to ISBE (i) that an

1/15/10

increased number of teachers have completed additional math and/or science coursework, or (ii) that an increased number of teachers have endorsement(s) in math and/or science.

Using the State's National Board Certification Resources to Improve Teacher and Principal Effectiveness Across Middle and High Schools

Through the support of Race to the Top funding, the State will draw together National Board Certified Teachers (NBCTs), classroom teachers (by grade level and content area), and school principals into collaborative teams to accelerate student achievement and create transformational change across middle and high schools. NBCTs, the National Board Certification process, the related program *Take One!*, and National Board Certification process for principals will be incorporated into a comprehensive approach to school improvement for participating high schools and feeder middle schools.

FOR THE PARTICIPATING LEA

Authorized LEA Signature/Date

Print Name/Title

EXHIBIT II ILLINOIS PRIORITY SCHOOL REFORM COMMITMENTS

Note: This Section of the MOU is only applicable to Participating LEAs with one or more Illinois Priority Schools, defined as "schools meeting the U.S. Department of Education's definition of 'persistently lowest-achieving schools,' and also includes other significantly underperforming schools that fall within the bottom 5% of student achievement statewide."

A list of Illinois Priority Schools is available at www.isbe.net/sfsf.

A. DIRECT SUPPORT AND PRIORITY FUNDING

The State is establishing additional funding and funding priority committed to accelerating reform in Participating LEAs with one or more Priority Schools. These are LEAs in which dramatic acceleration of reforms will have the greatest impact on helping the State close the achievement gap. If the LEA Superintendent and the Local Teachers' Union Leader agree to all of the commitments described in Subsection (B) below, the State will:

1. Provide or fund the provision of technical assistance and support to the LEA for implementation of the reforms and systems described in this Exhibit II;
2. Establish funding at a level of at least 10% out of the 50% State Race to the Top allocation that will be dedicated solely to LEAs that agree to make the commitments set forth in this Exhibit II;
3. Prioritize participation in the Illinois Partnership Zone Program for LEAs that make all of these commitments; and
4. Pursue significant foundation funding that will be directed to LEAs that make all of these commitments. The final Race to the Top application may also include new programs for LEAs that make all of the priority funding commitments.

B. COMMITMENTS

To receive these additional funds and funding priority, for each Participating LEA, the LEA Superintendent and the Local Teachers' Union Leader must commit to use their best efforts to develop implementation plans for all of the following and include such plans in the LEA Plan described in Section I.D of the MOU. The State Board of Education reserves the right to determine the sufficiency of the LEA Plan for purposes of additional funding or priority funding. In the event any of these commitments are not sufficiently included in such Plan, the Participating LEA will no longer be eligible for such additional funding and funding priority.

1. Acceleration of Performance Evaluation Re-Design in Priority Schools

- The Participating LEA will implement in Priority Schools new local performance evaluation systems that meet the requirement set forth in Exhibit I, Part A, Section III of

this MOU by no later than the start of the 2011-2012 school year, with full District-wide scale-out of such evaluation systems no later than the following year.

- In its LEA Plan, the Participating LEA must set out in detail the plan and timeline for implementation of new performance evaluation systems.
- If the Participating LEA and the Local Teachers' Union are unable to reach an agreement regarding new performance evaluation systems at the time the LEA submits its LEA Plan, then the LEA will not be eligible for additional funding or funding priority under this Exhibit II.

2. Autonomy for Site-based Leadership of Illinois Priority Schools

[This item does not apply to school districts governed by Article 34 of the School Code, 105 ILCS 5/1-1 et seq., due to their existing statutory autonomies.]

- To provide autonomy for the principals of Illinois Priority Schools to select and assign teachers to the school in order to establish an effective teaching staff as quickly as possible. Options for establishing an effective teaching staff include intensive professional development, filling of existing vacancies at the discretion of site-based leadership, relocation of staff through voluntary transfers, and involuntary transfers. As part of interventions in Illinois Priority Schools, the LEA must use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff, and provide the principal with autonomy to determine which applicants will be accepted. If the LEA and the Local Teachers' Union cannot reach agreement on the foregoing issues by the time the LEA submits its LEA Plan, then the Participating LEA will not be eligible for additional funding or funding priority under this Exhibit II.
- In its LEA Plan, the LEA will specifically describe how such autonomy will be provided and include an agreed-upon negotiated waiver or other agreement providing flexibility from any inconsistent provisions in its collective bargaining agreement.

3. Illinois Partnership Zone Participation

- Participate in the Illinois Partnership Zone for one or more of the LEA's Priority Schools.
- In its LEA Plan, the LEA will specifically identify the schools to be included in the Illinois Partnership Zone and include an agreed-upon negotiated waiver or other agreement providing flexibility from any provisions in its collective bargaining agreement restricting the implementation of District Activities and School Activities expected for participation in the Partnership Zone. If the LEA and the Local Teachers' Union cannot reach agreement on such a waiver or other agreement by the time the LEA submits its LEA Plan, the LEA will not be eligible for additional funding or funding priority under this Exhibit II.

[signatures on following page]

1/15/10

SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

Local Teachers' Union Leader – required:

The signature of the Local Teachers' Union Leader set forth below indicates that the Local Teacher Union's Leader will use best efforts to develop a negotiated, mutually-agreed upon implementation plan in the areas identified in Subsection B above as part of the LEA Plan described in Section I.D of the MOU. The signature of the Local Teachers' Union Leader does not constitute an agreement by the Local Union to: (i) reopen or otherwise modify any existing collective bargaining agreement unless and until a subsequent negotiated waiver or other agreement has been mutually agreed upon by the LEA and Local Union; or (ii) limit or waive its rights and protections under the Illinois Educational Labor Relations Act and other applicable law.

Signature/Date

Print Name/Title

EXHIBIT III BASELINE INFORMATION

1. Does the Participating LEA's teacher evaluation plan incorporate student growth as a component?

Yes

No

If yes, please describe:

2. Does the Participating LEA's principal evaluation plan incorporate student growth as a component?

Yes

No

If yes, please describe:

3. Please describe any efforts taken during the last 5 years to turn around Illinois Priority Schools (persistently lowest-achieving schools) that substantially conform to one of the four school intervention models identified by the U.S. Department of Education: turnaround model, restart model, school closure, or transformation model. Please provide information including (a) the approach used, and (b) results and lessons learned to date.

APPENDICES

Appendix A	STEM Programs of Study and Learning Exchanges
Appendix B	School Intervention Models
Appendix C	Illinois Partnership Zone

EXHIBIT A
STEM PROGRAMS OF STUDY AND LEARNING EXCHANGES

STEM-Related Programs of Study

Programs of Study provide recommended sequences of courses aligned to particular Career Pathways which include opportunities to earn dual credit, secondary or post-secondary credentials or certificates, and an associate or bachelor's degree. The Illinois Programs of Study model provides students with rigorous course sequences that integrate and apply academic and technical content, as well as valuable information and experiences to help them make more well-informed choices regarding their education and future career goals.

Participating LEAs are required to establish two or more Programs of Study promoting science, technology, engineering, and mathematics (STEM) application areas (Agriculture and Natural Resources; Energy; Manufacturing; Information Technology; Architecture and Construction; Transportation Distribution and Logistics; Research and Development; and Health Sciences). The STEM-related Programs of study will be supported by the STEM Learning Exchanges, as described below. Race to the Top funding sub-granted to Participating LEAs can be used to implement STEM-related Programs of Study. Additionally, the State will work with school districts throughout the state to better engage students by providing them with more options to select Programs of Study that make relevant and rigorous real-world connections with their academic and career interests.

Programs of Study Guiding Principles

In 2008, Illinois adopted a framework for implementation and evaluation of Programs of Study that provides six guiding principles geared to creating career pathways that extend from the high school to the postsecondary level and employment so all students have the opportunity to transition to college and careers. The six guiding principles adopted by the state to implement Programs of Study are:

1. Programs of Study are developed, supported and led with guidance from collaborative partners.
2. Each and every student has access to educational opportunities and services that enable their success.
3. Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.
4. Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.
5. Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.
6. Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

Each of Illinois' guiding principles is accompanied by a set of six to eight design elements that help practitioners understand what they need to do to implement Programs of Study.

STEM Learning Exchanges

Illinois will use Race to the Top Fund funding to provide seed funding to statewide STEM Learning Exchanges to promote the implementation of Programs of Study in critical STEM application areas. STEM Learning Exchanges will provide the curricular resources, assessments tools, professional development systems, and IT infrastructure necessary to develop STEM-related Programs of Study in the STEM areas listed in the MOU.

A separate STEM Learning Exchange will be established for each of the eight STEM areas. Each Exchange will create an open collaborative learning platform that:

- Provides students access to e-learning resources including on-line courses, assessment and feedback systems, reference materials, software tools (e.g., engineering design software) and data bases hosted throughout the world as well as connections to other students, teachers, and mentors and tutors (e.g., performance support systems);
- Provides students with project management resources to work in open collaborative teams to address real-world interdisciplinary problems developed by teachers as well as outside partners and sponsors including businesses, government, and non-profit organizations, as piloted in the Illinois Innovation Talent project;
- Provides students, teachers, adult mentors, and career counselors with career information and guidance resources;
- Provides teachers and instructional support staff the capacity to develop and share learning resources and participate in professional learning communities to support students within specific disciplines (e.g., engineering, math) and application areas (e.g., Health Sciences); and
- Includes curriculum options structured to qualify for dual credit in the various STEM-application areas.

The statewide partnerships for the STEM Learning Exchanges will include representatives from school districts, postsecondary institutions, businesses, industry experts, museums, research centers, and other community partners. Each partnership will be required to form a nonprofit corporate entity with representation from all of the partner entities responsible for overseeing and implementing the grant. In addition to establishing the STEM Learning Exchanges, the partnerships will be required to develop professional development and on-site technical assistance programs (similar to the Agricultural Education model). Each STEM Learning Exchange will be housed on the Learning and Performance Management System.

APPENDIX B
SCHOOL INTERVENTION MODELS

**Intervention Model Definitions from the
School Improvement Grants Application
Section 1003(g) of the Elementary and Secondary Education Act**

- (a) **Turnaround model:** (1) A turnaround model is one in which an LEA must—
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) **Restart model:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) **School closure:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) **Transformation model:** A transformation model is one in which an LEA implements each of the following strategies:

(1) **Developing and increasing teacher and school leader effectiveness.**

(i) **Required activities.** The LEA must—

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) **Permissible activities.** An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools—

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must—

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

APPENDIX C
ILLINOIS PARTNERSHIP ZONE

In order for intervention efforts in Illinois Priority Schools to be successful and sustainable, high-quality and appropriately trained teachers and administrators need to be attracted and comprehensive support to educators must be provided. To this end, Illinois is part of a six-state collaboration to launch a "Partnership Zone" initiative to target failing schools and promote dramatic school turnaround. The Partnership Zone program is designed to turn around Illinois Priority Schools by combining school interventions with a robust human capital strategy, supported by a network of strong outside organizations. Partnership Zones incorporate the flexibility of charter schools and the benefits of the school district infrastructure and support.

The Illinois Partnership Zone will include school districts selected for participation based upon their:

- Need for intensive interventions in one or more schools within the district;
- Willingness to commit to the human capital and school intervention components of the statewide model; and
- Commitment of staff and funding resources to support the initiative, above and beyond the funding and resources provided by the State.

Participating districts will be required to have at least one Illinois Priority School, as further described in Section E(2)(i). Elementary and middle schools that feed into Illinois Priority Schools can also participate in the Illinois Partnership Zone.

For the Illinois Partnership Zone to have the desired intensity and scalability, ISBE will need to engage with external partners to provide on-the-ground support to participating districts and schools. The external partners will consist of "Lead Partners" who will lead and oversee the implementation of the intervention model in selected schools, and "Supporting Partners" who will help to implement the district-wide strategies and support the work of Lead Partners.

School districts that participate in the Illinois Partnership Zone will be eligible to receive:

- Support from Lead and Supporting Partners for school- and district-level activities;
- Significant funding through the State's allocation of School Improvement funds for the district's Illinois Partnership Zone schools; and
- Possible priority for additional resources through State grant programs and other federal programs.

Table B.1 below sets forth a proposed timeline for implementation of the Illinois Partnership Zone initiative.

Table B.1: Proposed Timeline for Partnership Zone Implementation*

October -December 2009	<ul style="list-style-type: none"> • Convene various stakeholders to discuss initiative; raise interest and concerns. • Examine requirements for Section 1003(g) School Improvement funds. • ISBE issues RFSP for and prequalifies Lead and Supporting Partners.
January - March 2010	<ul style="list-style-type: none"> • Illinois Partnership Zone districts selected by ISBE. • Illinois Partnership Zone districts form team consisting of Lead and Supporting Partners; develop detailed plan for Illinois Partnership Zone implementation.
March - April 2010	<ul style="list-style-type: none"> • ISBE reviews and approves or requires revisions to Illinois Partnership Zone proposals received in response to the Section 1003(g) School Improvement RFP. Upon approval, full Section 1003(g) School Improvement grant funds provided to implement Illinois Partnership Zone activities.
April - August 2010	<ul style="list-style-type: none"> • Intervention planning, capacity building, evaluation of existing staff, professional development.
September 2010 - August 2011	<ul style="list-style-type: none"> • First school year of implementation of the intervention model.
September 2011 - August 2012	<ul style="list-style-type: none"> • Second school year of implementation of the intervention model.
September 2012 - August 2013	<ul style="list-style-type: none"> • Third school year of implementation of the intervention model: • Phase-out of Lead Partner services commences.
September 2013 - August 2014	<ul style="list-style-type: none"> • Fourth year of implementation of the intervention model (contingent upon available funding): • Phase-out of Lead Partner services accelerates.

* Evaluation will be ongoing throughout the Illinois Partnership Zone project.

If ISBE receives Race to the Top or other State or federal funding, then the scope of the initiative could be expanded to include additional schools and districts. Additionally, funding could be used to expand and scale up services offered through the statewide system of support.

The following is a more detailed description of key components of the Partnership Zone program: Lead and Supporting Partners; Data Collection and Outcomes-based Measurements; the Illinois Partnership Zone Council; and District and School Illinois Partnership Zone Responsibilities and Activities.

A. Lead and Supporting Partners

The State Superintendent will pre-qualify Lead and Supporting Partners to work with participating districts and schools in specific regions. Pre-qualified partners will also be eligible to contract directly with ISBE. The State has already undertaken the Lead and Supporting Partner selection process. On October 15, 2009, ISBE issued a Request for Sealed Proposals for Lead and Supporting Partners to work in every region of the State. Pre-qualification determinations will be made in early January 2010.

B. Selection and Role of Lead Partners

Lead Partners must have a demonstrated record of successful and effective work with underperforming schools. Only one Lead Partner will be assigned to each participating school within a school district. In general, the Lead Partner's duties will include:

- Working with ISBE, the district and school, to perform a needs assessment of the district and school;
- Coordinating with all involved stakeholders on the development of an intervention plan and its implementation; and
- Implementing a coherent, whole school intervention model in partnership with the district.

The Lead Partner must carefully analyze a school's current programs to ensure coherence and a match between improvement priorities and budgeting. Based on the results of the needs assessment, the Lead Partner will implement the coherent, whole school plan that integrates the academic and other services of the school district and other entities working with the school. The Lead Partner must develop meaningful partnerships with parents, the business community, community organizations, State and local officials, and other stakeholders in formulating and implementing the plan. Operational support for the proposed school will be provided by the school district (e.g., special education and bilingual education services, transportation, food service, accounting, payroll, procurement, office services).

Districts will have flexibility in selecting a specific intervention model, as identified in the proposed federal regulations, to be implemented in coordination with a Lead Partner. However, the intervention model must be comprehensive and address all of the "Transformation Criteria" that address:

1. School culture and climate;
2. Developing teacher and school leader effectiveness;
3. Comprehensive instructional reform strategies;
4. Extended learning time; and
5. Providing operating flexibility.

Districts will be required to coordinate with Lead Partners to ensure appropriate and adequate autonomy over staff and leadership hiring, curriculum and instruction, scheduling, and budget in order to address each of the "Transformation Criteria" (see below). In many instances, these autonomies will require the negotiation and creation of waivers or memoranda of understanding providing flexibility from a collective bargaining agreement. The specific autonomies provided to each Lead Partner must be agreed to by the district and described in the detailed plan for Illinois Partnership Zone implementation developed by the Lead Partners and the district prior to receiving full funding from ISBE for implementation of the intervention model.

Each district's plan for Illinois Partnership Zone implementation, as well as contracts between the district and partners, must ensure shared accountability for the success of the

intervention model between the district and the partners. District contracts with partners must permit termination if specified outcomes are not being achieved.

C. Selection and Role of Supporting Partners

Supporting Partners will help implement the district-wide Illinois Partnership Zone strategies and support Lead Partners' work in selected schools. Supporting Partners will assist participating districts to develop district-wide human capital strategies to increase the effectiveness of their teacher and principal workforce. In addition to the human capital strategies, some districts also may need to engage in a broader range of capacity-building activities, such as improving district data use, board member training, or assistance and training on effective budgeting and fiscal management. The work of Supporting Partners will be focused only on the following areas:

- Human Capital
Implement one or more of the possible Illinois Partnership Zone human capital strategies (see below), including negotiations of necessary flexibility from a collective bargaining agreement.
- District Capacity Building
 - Build school board capacity to oversee and implement Illinois Partnership Zone activities; and/or
 - Build the capacity of district superintendents, assistant superintendents, human resource directors, and/or fiscal officers to oversee and implement Illinois Partnership Zone activities.

Supporting Partners also will be expected to participate in the school and district needs assessment process administered by ISBE and Lead Partners, paying particular attention to the school's and district's needs regarding human capital and/or district capacity.

D. Data Collection and Outcomes-based Measurements

Lead and Supporting Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE. In addition, ISBE will establish an outcomes-based measurement model and metrics for evaluating success by schools, districts, and partners. This model will ensure that every intervention plan defines realistic outcomes that will be achieved as the result of an intervention incorporating the "Transformation Criteria."

E. Illinois Partnership Zone Council

All Lead and Supporting Partners will be expected to designate a high-level individual from the organization to participate in a statewide Illinois Partnership Zone Council. The council will also include representatives from participating districts and schools and other stakeholders identified by ISBE.

The council will provide information and input to the State Superintendent and/or the Superintendent's designees in the areas of:

- Progress of the statewide Partnership Zone initiative;
- Proposed State legislative and regulatory changes that can help support the Illinois Partnership Zone's human capital and school intervention efforts; and
- Establishment of a statewide information and collaboration system for all the Illinois Partnership Zone participants to share challenges and strategies for success, establish learning communities with participants from various districts, and broadcast the lessons learned from the Illinois Partnership Zone schools to a much broader audience. This system should provide for frequent updates and feedback from all of the Illinois Partnership Zone sites and partners to assist ISBE's work in implementing the Illinois Partnership Zone.

F. District and School Illinois Partnership Zone Responsibilities and Activities

In order to participate in the Illinois Partnership Zone, each district must demonstrate a commitment from its respective school board and district superintendent. The district must also demonstrate either a commitment from union leadership or evidence of efforts to meaningfully and in good faith engage union leadership and teachers in the development of its plan for collaborating with the union in implementation of the Partnership Zone program.

Once identified for participation in the Illinois Partnership Zone, school districts will have flexibility to select one or more Lead Partners that have agreed to both work in the geographic area of the district and provide an intervention approach determined to be necessary by the district and/or ISBE. School districts may have flexibility in selecting from Supporting Partners that have agreed to work in the geographic area of the district, or ISBE may condition participation in the Illinois Partnership Zone on a district's agreement to work with certain Supporting Partners that address identified district needs.

1. *District Activities*

- a. Districts must implement data and performance management systems that support school- and district-level Illinois Partnership Zone activities and permit necessary reporting to the State.
- b. Districts must focus on student transitions throughout the P-20 spectrum. The elementary school effort must include a focus on establishing early learning programs for underserved areas and populations. Separate elementary and high school districts must align initiatives to support the Illinois Partnership Zone effort. Partnerships also must be formed with community college districts and colleges and universities to address barriers to postsecondary access. *A separate high school district and its feeder elementary districts will not be eligible to participate unless the districts align their school improvement and intervention activities.*
- c. The district's board of education, superintendent, and, where appropriate, union leadership will be expected to commit to implementing certain Illinois Partnership Zone human capital strategies, in close collaboration with Lead Partners and Supporting Partners. While these strategies will initially be targeted to the Illinois

Partnership Zone schools, the objective will be to eventually implement these strategies on a broader scale throughout the district.

- d. Participating districts must make the following commitments to support the Illinois Partnership Zone:
 - Establish district-wide leadership reporting directly to the local superintendent.
 - Provide maximum freedom from district-wide mandates for Illinois Partnership Zone schools, particularly those that affect curriculum/professional development; the daily schedule; and calendar, budgeting, and improvement planning processes.
 - Negotiate and create waivers or MOUs providing flexibility from the collective bargaining agreement necessary to implement the Illinois Partnership Zone.
 - Provide funding necessary to support the Illinois Partnership Zone above and beyond the funding levels committed by the State.
 - At least twice a year, convene the leadership of Illinois Partnership Zone schools to reflect on the lessons, discuss various blockages and achievements, and share lessons learned with the entire district and community.
 - Support statewide efforts through participation in the Illinois Partnership Zone Council, provide data to evaluate the initiative, and share best practices and provide support for other districts in the statewide Illinois Partnership Zone.
- e. Certain districts seeking to participate in the Illinois Partnership Zone may have a record of noncompliance or a lack of capacity at the board and/or administrative leadership levels that will necessitate greater ISBE oversight for implementation. For such a district, ISBE may require, as a condition of participation, that the district grant ISBE the right to oversee certain district functions and/or pre-approve certain district actions critical to the success of the Illinois Partnership Zone. The district may earn greater autonomy based upon demonstrated capacity and results.

2. School Activities

- a. For each participating school, the district will be required to enter into a partnership with Lead Partner(s) and, if appropriate, Supporting Partner(s) to (i) perform a needs assessment of the school; (ii) coordinate with the Partners and all involved stakeholders on the development of an intervention plan and its implementation; and (iii) support the work of the Partners in implementing a coherent, whole school intervention model.
- b. The district must commit to working with its Lead Partner(s) and, if appropriate, Supporting Partner(s) to establish an effective leadership team at Illinois Partnership Zone schools. The Lead Partner must have the ability to either select or pre-approve the proposed leadership team. Whenever possible, the leadership team should be in

place in the second semester of the school year preceding full implementation of the intervention model so that the team has the opportunity to fully evaluate existing staff.

- c. Either the Lead Partner or the principal designated by the district must have authority to select and assign teachers to the school in order to establish an effective teaching staff as quickly as possible. Intervention models do not have to meet any specified levels of staff replacement; rather, operating flexibility must be provided to the Lead Partner or principal to determine how best to achieve the desired outcome of an effective teaching staff. Establishment of an effective teaching staff may be achieved through intensive professional development, filling of existing vacancies, relocation of staff through voluntary transfers, or through involuntary transfers. After commencement of the intervention model, the Lead Partner or principal designated by the district must approve all new hires made for teachers and administrators.

Illinois Partnership Zone: Transformation Criteria

1. School culture and climate.

- A. **Establish a safe, orderly environment that is free from threat of physical harm and conducive to teaching, learning, and schoolwide programs and policies to help maintain this environment.**
- B. **Create a climate of high expectations for success.**
- C. **Clearly articulate the school's mission so that staff share an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability.**
- D. **Provide ongoing mechanisms for family and community engagement. Ensure that parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.**
- E. **Provide wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.**

2. Developing teacher and school leader effectiveness.

- A. **Designate a principal or other school-level leader who will act as an instructional leader. Depending on the intervention model, the "school-level leader" may be a principal designated by the district, a leader working under the direction of a Lead Partner, or a person hired by the Lead Partner.**
The model must either:
 - **Replace the principal who led the school prior to commencement of the transformation model; or**
 - **Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.**
- B. **Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive, professional teaching culture. The plan for a distributed**

leadership team must include the school-level leader and teachers with augmented school roles.

- C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measure on student growth:**
 - to improve teachers' and school leaders' performance;
 - identify and reward effective performance; and
 - identify and address ineffective performance.
- D. Provide relevant, ongoing, high-quality job-embedded professional development.**
- E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers.**

3. Comprehensive instructional reform strategies.

- A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards. The instructional programs must include:**
 - development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;
 - other data-driven instructional systems and strategies.
- B. Differentiate instruction to meet students' needs, including personalized academic and non-academic support services.**
- C. Integrate all programs that have an impact on instruction:**
 - Identify all State, district, and school-level instructional and professional development programs;
 - Determine whether each program will be eliminated or integrated with the intervention model; and
 - Ensure all remaining and new programs directly align with the objectives and structure of the intervention model.

4. Extending learning time.

- A. Provide more time for students to learn core academic content by:**
 - expanding the school day, the school week, or the school year;
 - increasing instructional time for core academic subjects during the school day; and
 - allocating a significant amount of classroom time to instruction in the essential skills.
- B. Provide more time for teachers to collaborate.**
- C. Provide more time for enrichment activities for students.**

5. Providing operating flexibility.

Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes. In particular, the school-level leader must have:

- **Authority to select and assign staff to the school;**
- **Authority to control school calendar and scheduling; and**
- **Control over financial resources necessary to implement the intervention model.**

Illinois Partnership Zone: Human Capital Strategies

1. Reform district recruitment and hiring policies to support the work of the Illinois Partnership Zone.
2. Establish placement policies that support Illinois Partnership Zone schools:
 - Prioritize interview and hiring decisions for Illinois Partnership Zone schools,
 - Prohibit forced placements into Illinois Partnership Zone schools.
3. Establish incentives for administrators and teachers to work in Illinois Partnership Zone schools, and work with Lead and Supporting Partners to bring top talent to these schools.
4. Establish compensation systems in Illinois Partnership Zone schools that provide performance-based incentives (either individual or collective), particularly if State or federal resources are available to support such programs.
5. Establish an intensive induction and mentoring program for Illinois Partnership Zone teachers and administrators.
6. Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based in part on student achievement, and train administrators and other evaluators in its use.
7. Establish meaningful principal and other school administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement.
8. Establish one or more residency sites within the district where teachers and administrators can participate in an intensive residency program preparing them to serve in Illinois Partnership Zone schools.
 - ISBE may work with the districts and Lead and Supporting Partners to establish a statewide program to attract the "best of the best" from traditional undergraduate, alternative programs, and the existing educator workforce to work in low-performing schools.
 - Eventually, these residency sites will help provide a pipeline of educators to support both existing and new Illinois Partnership Zone schools.

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Appendix A1-2

Variations Used in the Chicago Public Schools Participating LEA MOU

I. Scope of Work and Nature of LEA Requirements and Commitments

* * *

C. Illinois Priority School Reform Commitments. Exhibit II (Illinois Priority School Reform Commitments), identifies commitments the LEA Superintendent and Local Teacher Union's Leader must make in order to receive the benefits identified on Exhibit II. The Illinois Priority School Reform Commitments are relevant only to Participating LEAs with one or more "Illinois Priority Schools", ~~i.e. all schools meeting~~ defined for the purposes of this MOU as "Tier I Schools" as such term is defined by the U.S. Department of Education's ~~definition of "persistently lowest achieving schools," and also includes other significantly underperforming schools that fall within the bottom 5% of student achievement statewide.~~ in its final 1003(g) School Improvement Grant requirements. Tier I schools are identified by ISBE on www.isbe.net/sfsf.

* * *

Explanation for Variation:

The broader definition of "Illinois Priority Schools" includes more than twice the number of "Tier 1" schools in CPS, and would have overly extended CPS' capacity to effectively intervene in these schools. Therefore, the federal definition of "Tier I Schools" is used to define CPS' obligations under Section I(C) of the MOU. CPS does not have any Tier II Schools. "Tier I" and "Tier II" are defined in accordance with the definitions used by the U.S. Department of Education in its final 1003(g) School Improvement Grant Program.

* * *

III. GREAT TEACHERS AND LEADERS

A. Improving Teacher and Principal Effectiveness Based on Performance [RTTT Application Section (D)(2)]

The State will work with Participating LEAs on the development of redesigned local performance evaluation systems for principals and teachers. Except as otherwise provided in the Performance Evaluation Reform Act, SB 315 ("PERA"), these new evaluation systems must be implemented by the beginning of the 2012 – 2013 school year ~~and~~. The new evaluation systems will be based on the following core principles and assumptions:

Summative and formative evaluations for teachers and principals should be based on measures of both professional practice and student growth.

Effective evaluation includes clear expectations for both professional practice and student growth, clear feedback on performance, and a clear plan for building on strengths and addressing short-comings.

Teacher practice can be measured by well-trained observers using observation-based frameworks that define and describe the elements of effective teaching practice; principal practice can also be measured by well-trained observers using observation-based frameworks that describe the elements of effective school leadership practice, school climate surveys and other tools.

Individual student growth can be measured over time with multiple measures that include standardized formative and summative tests, curriculum- and course-based assessments and individual student work.

Key components of principal and teacher evaluation systems include the following:

At least 50% of teacher and principal performance evaluations will be based on student growth.

Measures of student growth for both teachers and principals will be developed locally, within parameters set by the State to ensure validity and reliability. The process to establish these parameters will include extensive collaboration with school district management, teachers unions, other stakeholders, other states, and technical experts.

Teacher practice will be measured based on Danielson's "Framework for Teaching" or another comparable framework approved in advance by the State. Principal practice will be measured using a framework(s) to be identified by the State.

At least until a new State student assessment system aligned with the revised Learning Standards has been implemented, **and except as otherwise provided in PERA**, State assessments cannot be used as the **only** measure of student growth in teacher performance evaluations.

All teacher and principal evaluations must include a minimum of at least two student growth measures, **except as otherwise provided in PERA**.

* * *

Explanation for Variation:

PERA provides that CPS will implement teacher and principal evaluation systems that incorporate student growth as a significant factor in at least 300 schools by September 1, 2012 and in all remaining schools by September 1, 2013. This phase-in approach was proposed by the Chicago Teachers Union at a meeting with state political leaders on January 5, 2010. In that meeting, participants reached a compromise on the bifurcated schedule. Although it is the intention of CPS to implement the systems required by PERA as early as possible district-wide,

both CPS and ISBE agreed that the MOU must accurately reflect the agreement reached on January 5, 2010 and the final draft of PERA.

PERA also provides that CPS may continue to use annual state assessments as the sole measure of student growth. After multiple years and a significant investment in development, CPS currently uses state assessments as the basis for existing value-added growth measures. For example, these growth models are used to determine teacher incentive awards in the Teacher Advancement Program pilot which now operates in 30 schools, with 10 additional schools projected by 2011. Value-added growth models are also incorporated into the district's existing principal evaluation process. The terms of the MOU were revised for consistency with PERA and current CPS practice.

Appendix A1-3

Detailed Table (A)(1): Participating LEAs

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Abingdon CUSD #217	3	783	360	Y	Y	N	Y	N/A	N/A
Adlai E. Stevenson HS Dist. #125	1	4419	154	Y	N	N	Y	N/A	N/A
Albers School	1	192	24	Y	Y	N	Y	N/A	N/A
Alden-Hebron School Dist. #19	3	438	64	Y	Y	Y	Y	N/A	N/A
Alton CUSD #11	9	6444	3463	Y	Y	N	Y	N/A	N/A
Amboy CUSD #272	3	910	278	Y	Y	N	Y	N/A	N/A
Anna Jonesboro Community HS	1	547	196	Y	Y	N	Y	N/A	N/A

¹ L2 Super LEAs must participate in all applicable Plan Criteria. In addition, Super LEAs commit to three critical actions specified in Exhibit II of the Participating LEA MOU relevant to Criteria (D)(2) and (E)(2), as more fully described in Section (A)(1) of the application.

² All Participating LEAs in Illinois must participate in all Plan Criteria included within the Mandatory section of the MOU (Exhibit I), although some requirements are only applicable to certain grade levels.

** Note re: Braceville SD #75 and Cary CCSD #26: Because of late submission of Participating LEA MOU, data regarding these two Participating LEAs was not included in the Performance Measures tables for Sections (D)(2) and (D)(3) in this application.

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Annawan CUSD #226	2	431	98	Y	N	Y	Y	N/A	N/A
Antioch CCSD #34	5	3095	522	Y	Y	N	Y	N/A	N/A
Aptakistic-Tripp Consolidated School Dist. #102	4	2017	118	Y	Y	N	Y	N/A	N/A
Arlington Heights S D #25	9	5141	339	Y	N	N	Y	N/A	N/A
Aurora Dist. East #131	16	12767	8933	Y	Y	N	Y	N/A	N/A
Aurora West Dist. #129	16	11953	5112	Y	Y	Y	Y	N/A	N/A
Barrington 220 CUSD	11	9065	1281	Y	Y	Y	Y	N/A	N/A
Bartonville Dist. #66	1	286	136	Y	Y	N	Y	Y*	N/A
Batavia Public USD #101	8	6209	457	Y	N	N	Y	Y*	N/A
Beach Park CCSD #3	5	2618	966	Y	Y	Y	Y	N/A	N/A
Beecher Community School District 200U	3	1093	63	Y	N	N	Y	N/A	N/A
Belleville Twsp. HS Dist #201	2	4968	1628	Y	Y	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Bellwood School Dist. #88	6	2722	2487	Y	Y	N	Y	N/A	N/A
Belvidere C.U.S.D. #100	11	9024	3396	Y	Y	N	Y	N/A	N/A
Benjamin Elementary School Dist. #25	2	840	19	Y	Y	Y	Y	N/A	N/A
Bensenville Dist. #2	2	2119	1040	Y	Y	N	Y	N/A	N/A
Berwyn North Dist. #98	4	3330	2675	Y	N	N	Y	N/A	N/A
Berwyn South School Dist. #100	8	3650	2400	Y	Y	Y	Y	Y* N/A	Y* N/A
Bethalto CUSD #8	6	2705	819	Y	Y	N	Y	N/A	N/A
Big Hollow School District #38	3	1552	201	Y	N	N	Y	N/A	N/A
Bloom Township #206	2	3387	2453	Y	Y	Y	Y	N/A	N/A
Bloomington Public Schools District 87	8	5304	2622	Y	Y	Y	Y	Y* N/A	Y* N/A
Braceville SD #75**	1	156	36	Y	N	N	Y	N/A	N/A
Bradford CUSD #1	2	241	76	Y	Y	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Bremen CHSD #228	4	5154	1331	Y	Y	N	Y	Y*	N/A
Brooklyn Unit Dist. 188	3	187	183	Y	Y	N	Y	N/A	N/A
Brownstown C.U.S.D. #201	3	371	183	Y	Y	N	Y	N/A	N/A
Buncombe Grade School #43	1	65	26	Y	Y	Y	Y	N/A	N/A
Burnham 154 1/2	1	218	197	Y	Y	Y	Y	N/A	N/A
Bushnell-Prairie City C.U.S.D. #170	3	841	379	Y	N	N	Y	N/A	N/A
Butler School Dist. 53	2	440	1	Y	Y	Y	Y	N/A	N/A
Byron C.U.S.D. #226	3	1680	209	Y	Y	Y	Y	N/A	N/A
Cahokia Unit School Dist. #187	11	4233	3499	Y	Y	N	Y	N/A	N/A
Cairo School Dist. #1	3	581	579	Y	Y	N	Y	N/A	N/A
Calumet Public School Dist. #132	3	1228	860	Y	Y	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Carbondale Community HS Dist. #165	1	1125	485	Y	Y	Y	Y	N/A	N/A
Carbondale E.S.D. No. 95	4	1364	852	Y	Y	Y	Y	N/A	N/A
Carlinville CUSD #1	5	1463	544	Y	Y	N	Y	N/A	N/A
Carrollton CUSD #1	2	688	208	Y	Y	N	Y	Y*	N/A
Carterville CUSD #5	3	1788	603	Y	N	N	Y	N/A	N/A
Carthage ESD #317	2	460	174	Y	N	N	Y	N/A	N/A
Cary CCSD #26**	6	3355	355	Y	N	N	Y	N/A	N/A
CCSD #93	8	4074	574	Y	Y	N	Y	Y	N/A
Central School Dist. #104	2	510	205	Y	Y	N	Y	N/A	N/A
Century CUSD #100	2	453	344	Y	N	N	Y	Y*	N/A
Champaign Unit 4	16	8824	4156	Y	Y	N	Y	N/A	N/A
Chaney-Monge SD #88	2	457	254	Y	Y	N	Y	N/A	N/A
Chester CUSD #139	2	995	403	Y	Y	N	Y	N/A	N/A
Chicago Heights School Dist. 170	11	3229	2977	Y	Y	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Chicago Public Schools (The Board of Education of the City of Chicago) ³	606	409055	341423	Y	N	N	Y	N/A	N/A
CHSD #117 – Lake Villa	2	2759	241	Y	Y	Y	Y	N/A	N/A
Cicero District #99	16	13713	11612	Y	Y	Y	Y	N/A	N/A
Clay City CUSD #10	3	354	142	Y	Y	N	Y	Y*	N/A
Coal City School Dist. #1	5	2141	311	Y	Y	Y	Y	N/A	N/A
Community Consolidated School Dist. #59	14	6045	2410	Y	Y	N	Y	N/A	N/A
Community Consolidated School Dist. 62	11	4687	1686	Y	N	N	Y	N/A	N/A
Community H. S. Dist. #128	2	3359	183	Y	Y	N	Y	N/A	N/A

³ The Chicago Public Schools Participating LEA MOU deviates from the standard Participating LEA MOU to address several unique circumstances in that district. The minimal deviations included in the CPS Participating LEA MOU are identified and described in Appendix A1-2.

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Community H. S. Dist. #155	4	7048	453	Y	N	N	Y	N/A	N/A
Community High School #94	1	2032	505	Y	Y	Y	Y	N/A	N/A
Community High School Dist. #218	3	5657	1890	Y	Y	Y	Y	N/A	N/A
Community High School Dist. 99	2	5298	741	Y	Y	N	Y	N/A	N/A
Community Unit School Dist. #200	19	13299	2724	Y	Y	N	Y	N/A	N/A
Community Unit School Dist. #300	25	19329	6231	Y	Y	Y	Y	Y	Y
Consolidated School Dist. #158	8	8568	482	Y	N	N	Y	N/A	N/A
Cook County School Dist. #104 (Summit)	5	1662	1131	Y	Y	Y	Y	N/A	N/A
Cook County School Dist. #130	11	3743	3089	Y	Y	N	Y	N/A	N/A
Cornell CCSD #426	1	108	44	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Country Club Hills School Dist. #160	3	1519	871	Y	Y	N	Y	N/A	N/A
Crete-Monee SD 201U	8	4747	2752	Y	Y	N	Y	N/A	N/A
Crystal Lake School Dist. #47	12	8861	1098	Y	Y	N	Y	N/A	N/A
CUSD #7 Gillespie	3	1327	703	Y	N	N	Y	N/A	N/A
Cypress Grade School Dist. #64	1	130	56	Y	N	N	Y	N/A	N/A
Dallas ESD #327	1	227	129	Y	N	N	Y	N/A	N/A
Dalzell Grade School	1	58	13	Y	Y	Y	Y	N/A	N/A
Danville School Dist. #118	4	6219	4343	Y	Y	N	Y	N/A	N/A
Darien District #61	3	1636	316	Y	Y	N	Y	N/A	N/A
De Pue UCS #103	2	474	300	Y	Y	Y	Y	Y	Y
Decatur SD 61	21	8558	5622	Y	Y	Y	Y	Y	Y
Deerfield Schools #109	6	3198	11	Y	Y	N	Y	Y*	N/A
DeKalb CUSD #428	12	5875	2247	Y	Y	N	Y	N/A	N/A
Delavan CUSD #703	3	486	133	Y	Y	Y	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Desoto CCSD #86	1	275	176	Y	N	N	Y	N/A	N/A
Diamond Lake School Dist. #76	3	1171	509	Y	Y	N	Y	N/A	N/A
District 50 Schools	2	817	342	Y	Y	N	Y	N/A	N/A
Dixon Unit Schools #170	5	2870	1129	Y	N	N	Y	N/A	N/A
Dolton School District 148	10	2492	2225	Y	Y	Y	Y	N/A	N/A
Dongola Unit #66	3	325	176	Y	N	N	Y	N/A	N/A
Donovan CUSD #3	3	445	125	Y	Y	Y	Y	N/A	N/A
Downers Grove Grade School Dist. #58	13	4962	330	Y	N	N	Y	N/A	N/A
DuPage H.S. Dist. #88	2	3938	1051	Y	Y	Y	Y	N/A	N/A
DuQuoin CUSD #300	3	1467	553	Y	Y	N	Y	N/A	N/A
East Alton Dist. #13	2	714	460	Y	Y	N	Y	Y*	N/A
East Maine School Dist. #63	7	3472	1335	Y	N	N	Y	N/A	N/A
East Prairie Dist. #73	1	505	67	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
East Richland CUSD #1	3	2087	958	Y	Y	Y	Y	N/A	N/A
East St. Louis School Dist. #189	20	7520	4981	Y	Y	Y	Y	N/A	N/A
Eastland CUSD #308	3	737	254	Y	Y	Y	Y	N/A	N/A
Edwardsville Dist. #7	13	7514	1156	Y	Y	N	Y	N/A	N/A
Egyptian CUSD #5	3	618	306	Y	N	N	Y	N/A	N/A
El Paso Gridley CUSD #11	5	1274	324	Y	N	N	Y	N/A	N/A
Elmhurst Dist. #205	12	7905	623	Y	Y	N	Y	Y*	N/A
Elmwood Park C.U.S.C. #401	5	2812	919	Y	N	N	Y	N/A	N/A
Elverado CUSD #196	4	502	284	Y	Y	N	Y	N/A	N/A
Elwood CCSD #203	1	423	53	Y	Y	Y	Y	N/A	N/A
ESD 159	5	2107	971	Y	Y	N	Y	N/A	N/A
Eswood SD #269	1	99	19	Y	Y	N/A	Y	N/A	N/A
Eureka CUSD #140	5	1658	345	Y	Y	N	Y	N/A	N/A
Evanston Twsp. H.S. Dist. #202	1	2895	1132	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Evanston/Skokie Dist. #65	15	6158	2496	Y	Y	N	Y	N/A	N/A
Evergreen Park Elem. SD #124	5	1878	544	Y	Y	N	Y	Y*	N/A
Evergreen Park High School Dist. #231	1	915	240	Y	Y	Y	Y	N/A	N/A
Ewing-Northern C.C.S.D. #115	1	231	112	Y	Y	N	Y	N/A	N/A
Fairmont School District #89	1	301	253	Y	Y	N	Y	N/A	N/A
Farmington Central CUSD #265	3	1517	525	Y	N	N	Y	N/A	N/A
Fenton Community H S Dist. #100	1	1416	457	Y	N	N	Y	N/A	N/A
Fisher CUSD #1	2	625	136	Y	Y	N	Y	N/A	N/A
Flossmoor School Dist. 161	5	2539	601	Y	Y	N	Y	N/A	N/A
Ford Heights S.D. #169	2	603	588	Y	Y	Y	Y	N/A	N/A
Forest Ridge School Dist. #142	4	1674	345	Y	Y	N	Y	N/A	N/A
Forrestville Valley #221	3	927	186	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
								Exhibit II "Super LEA" ¹	
Participating LEAs	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Superintendent	Local Teacher's Union
Fox Lake Grade School D. 114	2	851	242	Y	Y	Y	Y	N/A	N/A
Fox River Grove SD #3	2	545	74	Y	Y	Y	Y	Y* N/A	Y* N/A
Frankfort CC District 157-C	3	2454	29	Y	Y	N	Y	N/A	N/A
Franklin Park Dist. #84	4	1316	343	Y	N	N	Y	N/A	N/A
Freeport School Dist. #145	9	4268	2388	Y	Y	Y	Y	N/A	N/A
Gallatin County CUSD #7	3	795	316	Y	N	Y	Y	N/A	N/A
Gardner-South Wilmington H S Dist. #73	1	211	35	Y	Y	N	Y	Y*	N/A
Gavin School Dist. #37	2	988	382	Y	Y	Y	Y	N/A	N/A
Geneva CUSD #304	8	5963	211	Y	Y	Y	Y	N/A	N/A
Genoa-Kingston CUSD #424	5	2058	516	Y	Y	N	Y	N/A	N/A
Germantown Hills #69	2	921	72	Y	Y	Y	Y	N/A	N/A
Giant City CCUSD #130	1	296	97	Y	Y	N	Y	N/A	N/A
Gibson City Melvin Sibley Unit 5	3	1115	323	Y	N/A	N/A	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Glenbard Dist. 87	4	8829	1386	Y	Y	N	Y	N/A	N/A
Glenview School Dist. #34	8	4440	679	Y	Y	N	Y	N/A	N/A
Golf SD #67	2	552	77	Y	Y	Y	Y	N/A	N/A
Gower School Dist. #62	2	940	89	Y	Y	N	Y	N/A	N/A
Granite City CUSD #9	10	6847	3709	Y	N	N	Y	N/A	N/A
Grant CHSD #124	1	1578	303	Y	Y	Y	Y	N/A	N/A
Grant Park CUSD #6	2	586	124	Y	Y	N	Y	N/A	N/A
Grayslake CCSD #46	8	4243	720	Y	Y	N	Y	Y*	N/A
Grayslake H.S. Dist. #127	2	2708	276	Y	N	N	Y	N/A	N/A
Gurnee School Dist. #56	4	2164	388	Y	N	N	Y	N/A	N/A
Hamilton County Schools CUSD #10	3	1159	467	Y	Y	N	Y	N/A	N/A
Harlem UD #122	11	7786	3060	Y	Y	N	Y	N/A	N/A
Harmony Emge SD #175	2	724	328	Y	Y	N	Y	N/A	N/A
Harrison School Dist. 36	1	469	133	Y	Y	N	Y	Y*	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Havana School Dist. #126	3	1067	507	Y	N	N	Y	N/A	N/A
Hiawatha CUSD #426	2	592	175	Y	Y	N	Y	N/A	N/A
Highland CUSD #5	7	3072	433	Y	Y	N	Y	Y*	N/A
Hillsboro CUSD #3	5	2027	894	Y	Y	N	Y	N/A	N/A
Hinckley-Big Rock CUSD #429	3	765	53	Y	Y	N	Y	N/A	N/A
Hinsdale Township H.S. Dist. 86	2	4510	323	Y	Y	N	Y	N/A	N/A
Homewood SD #153	4	1966	423	Y	N	N	Y	N/A	N/A
Homewood-Flossmoor H.S. Dist. 233	1	2873	406	Y	Y	N	Y	N/A	N/A
Hononegh Dist. #207	1	2089	267	Y	N	N	Y	N/A	N/A
Hoover-Schrum SD 157	2	942	793	Y	N	N	Y	N/A	N/A
Illini West HSD #307	1	459	144	Y	N	N	Y	N/A	N/A
Illinois Valley Central Dist. #321	6	1998	392	Y	Y	Y	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
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Superintendent								Local Teacher's Union	
Participating LEAs									
Indian Prairie School Dist. 204	29	28773	2152	Y	Y	N	Y	N/A	N/A
Iroquois West #10	5	910	424	Y	Y	N	Y	Y*	N/A
Itasca School Dist. #10	3	965	51	Y	Y	N	Y	N/A	N/A
J. S. Morton High School #201	3	8300	6050	Y	Y	Y	Y	N/A	N/A
Jacksonville School District #117	9	3462	1675	Y	Y	N	Y	N/A	N/A
Johnsburg Dist. #12	4	2559	309	Y	N	N	Y	Y*	N/A
Joliet Public School Dist. #86	19	10316	6961	Y	Y	Y	Y	N/A	N/A
Kaneland School District #302	6	4581	335	Y	N	N	Y	N/A	N/A
Kankakee School Dist. #111	11	5274	4261	Y	Y	Y	Y	Y	Y
Keeneyville School Dist. #20	3	1653	617	Y	Y	Y	Y	Y* N/A	Y* N/A
Kenilworth SD No. 38	1	573	0	Y	Y	N	Y	N/A	N/A
Kewanee CUSD #229	5	1723	1168	Y	Y	Y	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Kildeer Countryside CCSD 96	7	3276	157	Y	Y	Y	Y	N/A	N/A
La Harpe CSD #347	2	250	98	Y	N	N	Y	N/A	N/A
LaGrange Highlands School District 106	2	904	6	Y	Y	N	Y	N/A	N/A
LaGrange South Dist. 105	5	1292	444	Y	Y	Y	Y	N/A	N/A
Lake Bluff ESD #65	3	976	84	Y	N	N	Y	N/A	N/A
Lake Forest H.S. Dist. 115	1	1749	4	Y	N	N	Y	Y*	N/A
Lake Forest S.D. #67	5	2140	20	Y	N	N	Y	Y*	N/A
Lake Villa CCSD #41	5	3233	119	Y	Y	N	Y	N/A	N/A
Lake Zurich CUSD #95	9	6288	401	Y	N	N	Y	Y*	N/A
Lebanon CUSD #9	3	670	201	Y	Y	N	Y	N/A	N/A
Lemont Twsp. H S Dist. #210	1	1468	51	Y	N	Y	Y	N/A	N/A
Libertyville School Dist. #70	5	2605	98	Y	Y	N	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Limestone Community High #310	2	1146	319	Y	N	N	Y	Y*	N/A
Lincoln Community HS #404	1	889	254	Y	Y	Y	Y	N/A	N/A
Lincoln-Way CHSD #210	3	7064	353	Y	Y	N	Y	N/A	N/A
Lindop SD #92	1	443	262	Y	Y	N	Y	N/A	N/A
Litchfield CUSD #12	5	1372	567	Y	Y	N	Y	N/A	N/A
Lockport Elementary School Dist. #91	2	648	59	Y	Y	Y	Y	N/A	N/A
Lockport THSD #205	1	3900	336	Y	Y	N	Y	N/A	N/A
Lostant CUSD #425	1	94	26	Y	Y	N	Y	N/A	N/A
Lyon Twsp HS Dist. #204	1	3753	352	Y	Y	Y	Y	N/A	N/A
Lyons Elementary SD #103	6	2345	1196	Y	Y	Y	Y	N/A	N/A
Macomb CUSD #185	4	1795	602	Y	Y	N	Y	N/A	N/A
Maine Twsp HSD #207	3	6840	1443	Y	Y	N	Y	Y*	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Manhattan School Dist. #114	3	1268	120	Y	N	N	Y	N/A	N/A
Mannheim District 83	4	2739	1542	Y	Y	N	Y	N/A	N/A
Manteno C.U.S.D. #5	4	2198	420	Y	Y	Y	Y	N/A	N/A
Marengo Community HS Dist. #154	1	894	133	Y	Y	N	Y	N/A	N/A
Marengo Union Elementary #165	2	1174	417	Y	Y	N	Y	N/A	N/A
Massac Unit #1	7	2334	1071	Y	Y	Y	Y	N/A	N/A
Matteson School District 162	7	3284	2079	Y	Y	N	Y	N/A	N/A
Maywood-Melrose Park-Broadview District 89	10	5591	4127	Y	Y	Y	Y	N/A	N/A
McLean County Unit Dist. No. 5	21	12593	2965	Y	Y	Y	Y	N/A	N/A
Mercer County SD 404	5	1387	463	Y	N	N	Y	N/A	N/A
Meredosia Chambersburg Dist. 11	3	267	124	Y	N	N	Y	N/A	N/A
Meridian CUSD #101	2	698	541	Y	Y	Y	Y	Y	Y

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Superintendent								Local Teacher's Union	
Participating LEAs									
Meridian CUSD #223	4	1991	301	Y	Y	N	Y	N/A	N/A
Milford CCSD #280	2	462	220	Y	N	N	Y	N/A	N/A
Milford THSD #233	1	198	62	Ys	N	N	Y	N/A	N/A
Millburn CC School Dist. #24	2	1649	55	Y	N	N	Y	N/A	N/A
Millstadt CCSD #160	2	873	117	Y	Y	N	Y	N/A	N/A
Minooka School Dist. #201	5	3769	594	Y	Y	Y	Y	N/A	N/A
Moline School Dist. #40	15	7001	2903	Y	Y	Y	Y	N/A	N/A
Momence CUSD #1	4	1253	723	Y	N	N	Y	N/A	N/A
Morris Community Dist. #101	1	1013	171	Y	Y	N	Y	N/A	N/A
Morris Elementary Dist. #54	2	1229	314	Y	Y	N	Y	N/A	N/A
Morrison Comm. Unit Dist. #6	4	1130	289	Y	Y	Y	Y	N/A	N/A
Morton CU Dist. #709	6	2690	252	Y	N	N	Y	N/A	N/A
Mt. Olive CUSD #5	2	577	192	Y	N	N	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Mt. Prospect School Dist. #57	4	2087	124	Y	Y	N	Y	N/A	N/A
Mt. Vernon City Schools #80	3	1423	1057	Y	Y	N	Y	N/A	N/A
Mt. Vernon Twp. H.S. #201	1	1338	543	Y	Y	N	Y	N/A	N/A
Mundelein CHS Dist. #120	1	2222	537	Y	Y	N	Y	N/A	N/A
Mundelein Elementary SD #75	4	1933	362	Y	Y	Y	Y	N/A	N/A
Murphysboro CUSD #186	4	2017	1170	Y	Y	N	Y	N/A	N/A
Neponset CCSD #307	1	64	38	Y	N	N	Y	N/A	N/A
New Berlin CUSD #16	4	783	166	Y	Y	N	Y	N/A	N/A
New Holland – Middletown #88	1	93	31	Y	N	N	Y	N/A	N/A
New Lenox School Dist. #122	12	5649	511	Y	N	N	Y	N/A	N/A
New Simpson Hill Dist. #32	1	288	148	Y	N	N	Y	N/A	N/A
New Trier H S Dist. #203	2	4151	92	Y	Y	N	Y	N/A	N/A
Niles Elementary #71	1	526	154	Y	Y	Y	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Niles Township HS Dist. 219	2	4589	1027	Y	N	N	Y	N/A	N/A
Nokomis CUSD #22	3	706	263	Y	Y	N	Y	N/A	N/A
Norridge School Dist. #80	2	980	167	Y	Y	N	Y	N/A	N/A
Norris City-Omaha- Enfield CUSD #3	3	757	308	Y	Y	N	Y	N/A	N/A
North Boone CUSD #200	6	1668	267	Y	Y	Y	Y	Y* N/A	Y* N/A
North Chicago CUSD #187	10	4108	3129	Y	Y	N	Y	N/A	N/A
Northbrook Dist. #28	4	1699	17	Y	Y	N/A	Y	N/A	N/A
Northbrook School Dist. #27	4	1221	21	Y	Y	N	Y	N/A	N/A
Northbrook/Glenview School Dist. #30	3	1109	18	Y	N	Y	Y	N/A	N/A
Northfield Twsp. H.S. Dist. #225	2	4628	426	Y	Y	N	Y	N/A	N/A
Northwestern C.U.S.D. #2	3	378	196	Y	Y	N	Y	N/A	N/A
Oak Lawn Community H.S. Dist. #229	1	1830	391	Y	Y	N	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Oak Lawn-Hometown SD #123	7	3037	803	Y	Y	N	Y	N/A	N/A
Oak Park and River Forest High School Dist. 200	1	3076	534	Y	Y	N	Y	N/A	N/A
Oak Park Elementary Dist. #97	10	5247	899	Y	Y	Y	Y	N/A	N/A
Odin School Dist. #122	1	213	131	Y	N	N	Y	N/A	N/A
Odin School Dist. 700	1	91	60	Y	N	N	Y	N/A	N/A
O'Fallon CCSD #90	6	3492	647	Y	N	Y	Y	N/A	N/A
O'Fallon Twsp HS Dist. #203	1	2459	342	Y	Y	N	Y	N/A	N/A
Okaw Valley CUSD #302	4	524	66	Y	Y	N	Y	N/A	N/A
Opdyke-Bell Rive CCSD #5	2	192	98	Y	Y	N	Y	N/A	N/A
Orion CUSD #223	3	1071	140	Y	N	N	Y	N/A	N/A
Orland School Dist. #135	10	5581	668	Y	Y	N	Y	Y*	N/A
Oswego CUSD 308	19	15002	1905	Y	Y	N	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Palatine CCSD. #15	19	12099	3298	Y	Y	N	Y	N/A	N/A
Pana CUSD #8	5	1492	700	Y	Y	N	Y	N/A	N/A
Panhandle CUSD #2	4	537	228	Y	Y	N	Y	N/A	N/A
Park Forest Dist. #163	6	1864	1391	Y	Y	N	Y	Y*	N/A
Park Ridge Niles Dist. #64	7	4293	89	Y	N	N	Y	N/A	N/A
Paxton-Buckley-Loda CUSD 10	4	1550	417	Y	Y	N	Y	N/A	N/A
Pembroke CC Sch. Dist. #259	1	313	312	Y	Y	Y	Y	N/A	N/A
Peoria SD #150	29	13825	9838	Y	Y	Y	Y	Y	Y
Plainfield CCSD #202	28	27717	3285	Y	Y	Y	Y	Y* N/A	Y* N/A
Plano CUSD #88	5	2291	827	Y	Y	Y	Y	Y	Y
Pleasant Plains Schools #8	3	1367	142	Y	Y	Y	Y	N/A	N/A
Prairie Central CUSD #8	7	2178	759	Y	Y	Y	Y	N/A	N/A
Prairie Grove Cons. Dist. #46	2	1005	96	Y	Y	N	Y	N/A	N/A
Prophetstown-Lyndon-Tampico CUSD #3	4	1001	373	Y	Y	Y	Y	N/A	N/A

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Superintendent								Local Teacher's Union	
Participating LEAs									
Prospect Hts. S.D. #23	4	1441	120	Y	N	N	Y	N/A	N/A
Proviso Twsp H.S. Dist. #209	3	4871	1592	Y	Y	N	Y	Y*	N/A
Quincy School Dist. #172	10	6060	2874	Y	Y	Y	Y	N/A	N/A
Reavis H.S. Dist. #220	1	1915	311	Y	Y	N	Y	N/A	N/A
Rich Township HS Dist. #227	3	4167	2471	Y	Y	Y	Y	Y	Y
Richland School District #88A	2	950	223	Y	Y	Y	Y	N/A	N/A
River Bend CUSD #2	3	974	246	Y	Y	Y	Y	N/A	N/A
River Trails SD #26	3	1525	464	Y	Y	N	Y	N/A	N/A
Riverdale C.U.S.D. #100	3	1169	232	Y	N	N	Y	N/A	N/A
Riverdale SD #14	1	80	53	Y	Y	Y	Y	N/A	N/A
Riverside Brookfield Twsp H.S. Dist. #208	1	1475	111	Y	Y	N	Y	N/A	N/A
Riverside School Dist. #96	5	1458	130	Y	Y	Y	Y	N/A	N/A
Riverton CUSD #14	3	1535	525	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
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Superintendent								Local Teacher's Union	
Participating LEAs									
Rochelle CCSD #231	5	1814	967	Y	Y	N	Y	N/A	N/A
Rochelle Township HS Dist. #212	1	975	205	Y	Y	N	Y	N/A	N/A
Rock Island District #41	14	6018	3783	Y	Y	Y	Y	N/A	N/A
Rockdale School Dist. #84	1	275	145	Y	Y	Y	Y	N/A	N/A
Rockford Public Schools Dist. #205	47	26990	19885	Y	Y	Y	Y	Y	Y
Roselle School Dist. #12	2	691	112	Y	Y	N	Y	N/A	N/A
Roxana CUSD #1	4	2017	971	Y	Y	N	Y	N/A	N/A
Sandoval CUSD #501	3	529	338	Y	Y	N	Y	N/A	N/A
Saratoga CCSD #60C	1	771	178	Y	Y	Y	Y	N/A	N/A
Schaumburg CCSD Dist. #54	27	14218	1835	Y	Y	Y	Y	N/A	N/A
Schiller Park Dist. #81	3	1244	733	Y	Y	Y	Y	N/A	N/A
School District #U-46	55	40449	19321	Y	Y	Y	Y	Y	Y
Shawnee Unit #84	4	487	300	Y	Y	Y	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
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Superintendent								Local Teacher's Union	
Participating LEAs									
Shelbyville CUSD #4	4	1247	689	Y	N	N	Y	N/A	N/A
Skokie School District #73 1/2	3	1043	251	Y	Y	Y	Y	N/A	N/A
Skokie/Morton Grove Dist. #69	3	1669	753	Y	Y	Y	Y	N/A	N/A
Somonauk CUSD #432	3	1031	102	Y	Y	Y	Y	N/A	N/A
South Holland S.D. #151	4	1625	1262	Y	Y	Y	Y	N/A	N/A
South Holland SD #150	3	1031	466	Y	Y	N	Y	N/A	N/A
South Wilmington SD #74	1	75	6	Y	Y	N	Y	N/A	N/A
Springfield Public Schools #186	32	14120	8879	Y	Y	Y	Y	N/A	N/A
St. Anne High School #302	1	243	171	Y	N	N	Y	Y*	N/A
St. Charles CUSD #303	17	13809	1061	Y	N	N	Y	N/A	N/A
St. Rose Dist. 14-15	1	168	10	Y	Y	N	Y	N/A	N/A
Staunton CUSD #6	4	1274	386	Y	N	N	Y	N/A	N/A
Sterling CUSD #5	6	3225	1464	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Summit Hill School Dist. #161	7	3698	175	Y	Y	N	Y	N/A	N/A
Sycamore CUSD #427	6	3711	203	Y	Y	N	Y	N/A	N/A
Taft School District #90	1	336	97	Y	Y	N	Y	N/A	N/A
Taylorville CUSD #3	8	2957	1271	Y	Y	Y	Y	N/A	N/A
Thornton District #154	1	264	29	Y	Y	N	Y	N/A	N/A
Thornton Fractional Twsp HS Dist. 215	2	3447	1686	Y	Y	Y	Y	Y	Y
Thornton Township H.S. #205	3	6431	4031	Y	Y	Y	Y	Y*	N/A
Township H.S. Dist. #113	2	3659	271	Y	Y	N	Y	N/A	N/A
Township High School Dist. #214	6	11876	1757	Y	N	N	Y	N/A	N/A
Township HS Dist 211	5	12646	2484	Y	Y	Y	Y	N/A	N/A
Triad CUSD #2	6	3749	556	Y	Y	N	Y	Y*	N/A
Tri-Point CUSD #6J	3	555	12	Y	Y	Y	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Union Ridge S.D. #86	1	589	133	Y	Y	N	Y	N/A	N/A
United CUSD #304	4	936	20	Y	N	Y	Y	Y N/A	Y N/A
United Twsp. HSD #30	1	1731	764	Y	Y	N	Y	N/A	N/A
Unity Point School Dist. #140	1	665	369	Y	Y	N	Y	N/A	N/A
Urbana School Dist. #116	8	3765	2291	Y	Y	N	Y	N/A	N/A
Valley View School Dist. 365U	19	17611	7722	Y	Y	Y	Y	N/A	N/A
Venice CUSD #3	1	67	62	Y	Y	Y	Y	N/A	N/A
Vienna High School Dist. #133	1	405	160	Y	N	N	Y	N/A	N/A
Vienna Public School Dist. #55	1	429	208	Y	N	N	Y	N/A	N/A
Virginia CUSD #64	3	397	173	Y	N	N	Y	N/A	N/A
Warren Township High School Dist. #121	1	4113	609	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Washington Comm. H.S. Dist. 308	1	1124	128	Y	Y	N	Y	N/A	N/A
Waterloo CUSD 5	4	2791	510	Y	Y	N	Y	N/A	N/A
Wauconda CUSD #118	6	4215	850	Y	Y	N	Y	N/A	N/A
Waukegan Public School Dist. #60	21	16007	11833	Y	Y	Y	Y	N/A	N/A
Webber Twp. HS Dist. #204	1	176	28	Y	Y	N	Y	N/A	N/A
Wesclin CUSD #3	6	1409	299	Y	N	N	Y	N/A	N/A
West Carroll CUSD #314	4	1410	518	Y	Y	N	Y	N/A	N/A
West Central CUSD #235	3	971	446	Y	Y	N	Y	N/A	N/A
West Chicago Dist. 33	7	3821	2212	Y	Y	Y	Y	N/A	N/A
West Northfield SD #31	2	870	42	Y	Y	N	Y	N/A	N/A
West Prairie CUSD #103	4	677	269	Y	N	N	Y	N/A	N/A
Westchester Public Schools #92 1/2	3	1205	116	Y	N	N	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹	
Superintendent								Local Teacher's Union	
Participating LEAs									
Western Springs Dist. #101	4	1573	2	Y	Y	Y	Y	N/A	N/A
Wethersfield CUSD #230	2	682	245	Y	Y	Y	Y	N/A	N/A
Wheeling School Dist. #21	12	6791	2620	Y	Y	Y	Y	N/A	N/A
Will County School Dist. #92	4	1926	169	Y	Y	Y	Y	N/A	N/A
Williamsfield CUSD #210	3	290	96	Y	Y	N	Y	N/A	N/A
Wilmington CUSD #209	4	1494	407	Y	Y	Y	Y	N/A	N/A
Winthrop Harbor School District #1	3	667	108	Y	Y	N	Y	N/A	N/A
Wood Dale Dist. #7	3	1144	337	Y	N	N	Y	N/A	N/A
Woodland School Dist. #50	4	6977	1293	Y	N	N	Y	N/A	N/A
Woodridge School Dist. #68	7	2909	839	Y	Y	N	Y	N/A	N/A
Woodstock CUSD 200	11	6457	1930	Y	Y	N	Y	N/A	N/A
Yorkville CUSD #115	8	5054	554	Y	Y	Y	Y	N/A	N/A
Zion Elementary School Dist. #6	6	2566	1920	Y	Y	Y	Y	N/A	N/A

	LEA Demographics			Signatures on MOUs			Preliminary Scope of Work		
	Participating LEAs	# of schools	# of students (2009)	# of low-income students	Superintendent	Sch. Bd. President.	Local Teachers Union	Mandatory ²	Exhibit II "Super LEA" ¹
Superintendent									Local Teacher's Union
Zion-Benton Twp H S D 126	2	2735	1096	Y	Y	Y	Y	Y	Y
TOTAL (366)	2483	1536806	723188	366	274	115		47	12
STATE TOTALS	3910 Schools	2070125 Students	888719 Low-Income Students	869 School Districts					

Appendix A1-4

Key Reform Legislation

- A. Performance Reform Evaluation Act
- B. P-20 Longitudinal Education Data System Act

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. This amendatory Act may be referred to as the Performance Evaluation Reform Act of 2010.

Section 5. Findings; declarations. The General Assembly finds and declares all of the following:

- (1) Effective teachers and school leaders are a critical factor contributing to student achievement.
- (2) Many existing district performance evaluation systems fail to adequately distinguish between effective and ineffective teachers and principals. A recent study of evaluation systems in 3 of the largest Illinois districts found that out of 41,174 teacher evaluations performed over a 5-year period, 92.6% of teachers were rated "superior" or "excellent", 7% were rated "satisfactory", and only 0.4% were rated "unsatisfactory".
- (3) Performance evaluation systems must assess professional competencies as well as student growth.
- (4) School districts and the State must ensure that performance evaluation systems are valid and reliable and contribute to the development of staff and improved student achievement outcomes.

Section 10. The School Code is amended by changing Sections 2-3.25g, 24A-3, 24A-4, 24A-5, 24A-7, 24A-8, 24A-15, 34-8, and 34-85c and by adding Sections 24A-2.5, 24A-7.1, and 24A-20 as follows:

(105 ILCS 5/2-3.25g) (from Ch. 122, par. 2-3.25g)
Sec. 2-3.25g. Waiver or modification of mandates within the School Code and administrative rules and regulations.

(a) In this Section:

- "board" means a school board or the governing board or administrative district, as the case may be, for a joint agreement.
- "eligible applicant" means a school district, joint agreement made up of school districts, or regional superintendent of schools on behalf of schools and programs operated by the regional office of education.

"implementation date" has the meaning set forth in Section 24A-2.5 of this Code.

"State Board" means the State Board of Education.

(b) Notwithstanding any other provisions of this School Code or any other law of this State to the contrary, eligible applicants may petition the State Board of Education for the waiver or modification of the mandates of this School Code or of the administrative rules and regulations promulgated by the State Board of Education. Waivers or modifications of

Public Act 096-0861

SB0315 Enrolled

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administrative rules and regulations and modifications of mandates of this School Code may be requested when an eligible applicant demonstrates that it can address the intent of the rule or mandate in a more effective, efficient, or economical manner or when necessary to stimulate innovation or improve student performance. Waivers of mandates of the School Code may be requested when the waivers are necessary to stimulate innovation or improve student performance. Waivers may not be requested from laws, rules, and regulations pertaining to special education, teacher certification, teacher tenure and seniority, or Section 5-2.1 of this Code or from compliance with the No Child Left Behind Act of 2001 (Public Law 107-110). On and after the applicable implementation date, eligible applicants may not seek a waiver or seek a modification of a mandate regarding the requirements for (i) student performance data to be a significant factor in teacher or principal evaluations or (ii) for teachers and principals to be rated using the 4 categories of "excellent", "proficient", "needs improvement", or "unsatisfactory". On the applicable implementation date, any previously authorized waiver or modification from such requirements shall terminate.

(c) Eligible applicants, as a matter of inherent managerial policy, and any Independent Authority established under Section 2-3.25f may submit an application for a waiver or modification authorized under this Section. Each application must include a written request by the eligible applicant or

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

Independent Authority and must demonstrate that the intent of the mandate can be addressed in a more effective, efficient, or economical manner or be based upon a specific plan for improved student performance and school improvement. Any eligible applicant requesting a waiver or modification for the reason that intent of the mandate can be addressed in a more economical manner shall include in the application a fiscal analysis showing current expenditures on the mandate and projected savings resulting from the waiver or modification. Applications and plans developed by eligible applicants must be approved by the board or regional superintendent of schools applying on behalf of schools or programs operated by the regional office of education following a public hearing on the application and plan and the opportunity for the board or regional superintendent to hear testimony from staff directly involved in its implementation, parents, and students. The time period for such testimony shall be separate from the time period established by the eligible applicant for public comment on other matters. If the applicant is a school district or joint agreement requesting a waiver or modification of Section 27-6 of this Code, the public hearing shall be held on a day other than the day on which a regular meeting of the board is held. If the applicant is a school district, the public hearing must be preceded by at least one published notice occurring at least 7 days prior to the hearing in a newspaper of general circulation within the school district that sets forth the

Public Act 096-0861

SB0315 Enrolled IIRB096 06030 NHT 16112 b

time, date, place, and general subject matter of the hearing. If the applicant is a joint agreement or regional superintendent, the public hearing must be preceded by at least one published notice (setting forth the time, date, place, and general subject matter of the hearing) occurring at least 7 days prior to the hearing in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region, provided that a notice appearing in a newspaper generally circulated in more than one school district shall be deemed to fulfill this requirement with respect to all of the affected districts. The eligible applicant must notify in writing the affected exclusive collective bargaining agent and those State legislators representing the eligible applicant's territory of its intent to seek approval of a waiver or modification and of the hearing to be held to take testimony from staff. The affected exclusive collective bargaining agents shall be notified of such public hearing at least 7 days prior to the date of the hearing and shall be allowed to attend such public hearing. The eligible applicant shall attest to compliance with all of the notification and procedural requirements set forth in this Section.

(d) A request for a waiver or modification of administrative rules and regulations or for a modification of mandates contained in this School Code shall be submitted to the State Board of Education within 15 days after approval by

Public Act 096-0861

SB0315 Enrolled IIRB096 06030 NHT 16112 b

the board or regional superintendent of schools. The application as submitted to the State Board of Education shall include a description of the public hearing. Following receipt of the request, the State Board shall have 45 days to review the application and request. If the State Board fails to disapprove the application within that 45 day period, the waiver or modification shall be deemed granted. The State Board may disapprove any request if it is not based upon sound educational practices, endangers the health or safety of students or staff, compromises equal opportunities for learning, or fails to demonstrate that the intent of the rule or mandate can be addressed in a more effective, efficient, or economical manner or have improved student performance as a primary goal. Any request disapproved by the State Board may be appealed to the General Assembly by the eligible applicant as outlined in this Section.

A request for a waiver from mandates contained in this School Code shall be submitted to the State Board within 15 days after approval by the board or regional superintendent of schools. The application as submitted to the State Board of Education shall include a description of the public hearing. The description shall include, but need not be limited to, the means of notice, the number of people in attendance, the number of people who spoke as proponents or opponents of the waiver, a brief description of their comments, and whether there were any written statements submitted. The State Board shall review the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

applications and requests for completeness and shall compile the requests in reports to be filed with the General Assembly. The State Board shall file reports outlining the waivers requested by eligible applicants and appeals by eligible applicants of requests disapproved by the State Board with the Senate and the House of Representatives before each March 1 and October 1. The General Assembly may disapprove the report of the State Board in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the report is filed by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60 day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

(e) An approved waiver or modification (except a waiver from or modification to a physical education mandate) may remain in effect for a period not to exceed 5 school years and may be renewed upon application by the eligible applicant. However, such waiver or modification may be changed within that 5-year period by a board or regional superintendent of schools applying on behalf of schools or programs operated by the regional office of education following the procedure as set forth in this Section for the initial waiver or modification request. If neither the State Board of Education nor the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

General Assembly disapproves, the change is deemed granted.

An approved waiver from or modification to a physical education mandate may remain in effect for a period not to exceed 2 school years and may be renewed no more than 2 times upon application by the eligible applicant. An approved waiver from or modification to a physical education mandate may be changed within the 2-year period by the board or regional superintendent of schools, whichever is applicable, following the procedure set forth in this Section for the initial waiver or modification request. If neither the State Board of Education nor the General Assembly disapproves, the change is deemed granted.

(f) On or before February 1, 1998, and each year thereafter, the State Board of Education shall submit a cumulative report summarizing all types of waivers of mandates and modifications of mandates granted by the State Board or the General Assembly. The report shall identify the topic of the waiver along with the number and percentage of eligible applicants for which the waiver has been granted. The report shall also include any recommendations from the State Board regarding the repeal or modification of waived mandates. (Source: P.A. 94-198, eff. 1-1-06; 94-432, eff. 8-2-05; 94-875, eff. 7-1-06; 95-223, eff. 1-1-08.)

(105 ILCS 5/24A-2.5 new)

Sec. 24A-2.5. Definitions. In this Article:

"Evaluator" means:

- (1) an administrator qualified under Section 24A-3, or
- (2) other individuals qualified under Section 24A-3, provided that, if such other individuals are in the bargaining unit of a district's teachers, the district and the exclusive bargaining representative of that unit must agree to those individuals evaluating other bargaining unit members.

Notwithstanding anything to the contrary in item (2) of this definition, a school district operating under Article 34 of this Code may require department chairs qualified under Section 24A-3 to evaluate teachers in their department or departments, provided that the school district shall bargain with the bargaining representative of its teachers over the impact and effects on department chairs of such a requirement.

"Implementation date" means, unless otherwise specified and provided that the requirements set forth in subsection (d) of Section 24A-20 have been met:

- (1) For school districts having 500,000 or more inhabitants, in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013.
- (2) For school districts having less than 500,000 inhabitants and receiving a Race to the Top Grant or School Improvement Grant after the effective date of this amendatory Act of the 96th General Assembly, the date specified in those grants for implementing an evaluation

system for teachers and principals incorporating student growth as a significant factor.

- (3) For the lowest performing 20% percent of remaining school districts having less than 500,000 inhabitants (with the measure of and school year or years used for school district performance to be determined by the State Superintendent of Education at a time determined by the State Superintendent), September 1, 2015.

- (4) For all other school districts having less than 500,000 inhabitants, September 1, 2016.

"Race to the Top Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to paragraph (2) of Section 14006(a) of the American Recovery and Reinvestment Act of 2009.

"School Improvement Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to Section 1001(g) of the Elementary and Secondary Education Act.

(105 ILCS 5/24A-3) (from Ch. 122, par. 24A-3)

Sec. 24A-3. Evaluation training and pre-qualification.

(a) School ~~beginning January 1, 1986,~~ school boards shall require evaluators ~~those administrators, or in school districts having a population exceeding 500,000 assistant principals, who evaluate other certified personnel to participate at least once every 2 years~~ in an inservice training workshop on either school improvement or the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

evaluation of certified personnel provided or approved by the State Board of Education prior to undertaking any evaluation and at least once during each certificate renewal cycle. Training provided or approved by the State Board of Education shall include the evaluator training program developed pursuant to Section 24A-20 of this Code.

(b) Any evaluator undertaking an evaluation after September 1, 2012 must first successfully complete a pre-qualification program provided or approved by the State Board of Education. The program must involve rigorous training and an independent observer's determination that the evaluator's ratings properly align to the requirements established by the State Board pursuant to this Article.

(Source: P.A. 86-1477; 87-1076.)

(105 ILCS 5/24A-4) (from Ch. 122, par. 24A-4)

Sec. 24A-4. Development and ~~submission~~ of evaluation plan.

(a) As used in this and the succeeding Sections, "teacher" means any and all school district employees regularly required to be certified under laws relating to the certification of teachers. Each school district shall develop, in cooperation with its teachers or, where applicable, the exclusive bargaining representatives of its teachers, an evaluation plan for all teachers.

(b) By no later than the applicable implementation date, each school district shall, in good faith cooperation with its

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

teachers or, where applicable, the exclusive bargaining representatives of its teachers, incorporate the use of data and indicators on student growth as a significant factor in rating teaching performance, into its evaluation plan for all teachers, both those teachers in contractual continued service and those teachers not in contractual continued service. The plan shall at least meet the standards and requirements for student growth and teacher evaluation established under Section 24A-7, and specifically describe how student growth data and indicators will be used as part of the evaluation process, how this information will relate to evaluation standards, the assessments or other indicators of student performance that will be used in measuring student growth and the weight that each will have, the methodology that will be used to measure student growth, and the criteria other than student growth that will be used in evaluating the teacher and the weight that each will have.

To incorporate the use of data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan, the district shall use a joint committee composed of equal representation selected by the district and its teachers or, where applicable, the exclusive bargaining representative of its teachers. If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, then the district shall implement the model evaluation plan established under Section

Public Act 096-0861

SR0315 Enrolled

LRB096 06030 NHT 16112 b

24A-7 with respect to the use of data and indicators on student growth as a significant factor in rating teacher performance.

Nothing in this subsection (a) shall make decisions on the use of data and indicators on student growth as a significant factor in rating teaching performance mandatory subjects of bargaining under the Illinois Educational Labor Relations Act that are not currently mandatory subjects of bargaining under the Act.

(c) Notwithstanding anything to the contrary in subsection (b) of this Section, if the joint committee referred to in that subsection does not reach agreement on the plan within 90 calendar days after the committee's first meeting, a school district having 500,000 or more inhabitants shall not be required to implement any aspect of the model evaluation plan and may implement its last best proposal. ~~in contract continued service, the district shall, no later than October 1, 1986, submit a copy of its evaluation plan to the State Board of Education, which shall review the plan and make public its comments thereon, and the district shall at the same time provide a copy to the exclusive bargaining representatives; whenever any substantive change is made in a district's evaluation plan, the new plan shall be submitted to the State Board of Education for review and comment, and the district shall at the same time provide a copy of any such new plan to the exclusive bargaining representatives. The board of a school district operating under Article 34 of this Code and the~~

Public Act 096-0861

SR0315 Enrolled

LRB096 06030 NHT 16112 b

~~exclusive representative of the district's teachers shall submit a certified copy of an agreement entered into under Section 34-85c of this Code to the State Board of Education and that agreement shall constitute the teacher evaluation plan for teachers assigned to schools identified in that agreement, whenever any substantive change is made in an agreement entered into under Section 34-85c of this Code by the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers; the new agreement shall be submitted to the State Board of Education.~~
(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-5) (from Ch. 122, par. 24A-5)
Sec. 24A-5. Content of evaluation plans. This Section does not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every 2 school years ~~beginning with the 1986-87 school year.~~

By no later than September 1, 2012, each school district shall establish a teacher evaluation plan that ensures that:

(1) each teacher not in contractual continued service is evaluated at least once every school year; and

(2) each teacher in contractual continued service is evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Notwithstanding anything to the contrary in this Section or any other Section of the School Code, a principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school.

The evaluation plan shall comply with the requirements of this Section and of any rules adopted by the State Board of Education pursuant to this Section.

The plan shall include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to conform. ~~The plan may provide for evaluation of personnel whose positions require administrative certification by independent evaluators not employed by or affiliated with the school district. The results of the school district administrators' evaluations shall be reported to the employing school board, together with each recommendation for remediation as the evaluator or evaluators may deem appropriate. Evaluation of teachers whose positions do not~~

~~require administrative certification shall be conducted by an administrator qualified under Section 24A-3, or in school districts having a population exceeding 500,000 by either an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3, and shall include at least the following components:~~

(a) personal observation of the teacher in the classroom by the evaluator ~~for at least 2 different school days in school districts having a population exceeding 500,000 by a district administrator qualified under Section 24A-3, or in school districts having a population exceeding 500,000 by either an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3, unless the teacher has no classroom duties.~~

(b) consideration of the teacher's attendance, planning, ~~and~~ instructional methods, classroom management, where relevant, and competency in the subject matter taught, ~~where relevant.~~

(c) by no later than the applicable implementation date, consideration of student growth as a significant factor in the rating of the teacher's performance.

(d) prior to September 1, 2012, ~~the~~ rating of the ~~teacher's~~ performance of teachers in contractual continued service as either:

(i) "excellent", "satisfactory" or "unsatisfactory"; or
(ii) "excellent", "proficient", "needs improvement" or "unsatisfactory".

(e) on and after September 1, 2012, rating of the performance of teachers in contractual continued service as "excellent", "proficient", "needs improvement" or "unsatisfactory".

(f) ~~that~~ specification as to the teacher's strengths and weaknesses, with supporting reasons for the comments made.

(g) ~~that~~ inclusion of a copy of the evaluation in the teacher's personnel file and provision of a copy to the teacher.

(h) within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.

(i) ~~that~~ within 30 days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement

by the district ~~or by an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3 in school districts having a population exceeding 500,000~~ of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, ~~unless an applicable collective bargaining agreement provides for a shorter duration~~. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(i) ~~that~~ participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a ~~district administrator qualified under Section 24A-3 (or in a school district having a population exceeding 500,000 an administrator qualified under Section 24A-3 or an assistant principal under the supervision of an administrator qualified under Section 24A-3), and a~~

consulting teacher, selected by the evaluator by the participating administrator or by the principal, or in school districts having a population exceeding 500,000 by an administrator qualified under Section 24A-3 or by an assistant principal under the supervision of an administrator qualified under Section 24A-27 of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the State Board of Education shall supply, to participate in the remediation process, an individual who meets these criteria.

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to

qualification, the State Board shall determine qualification.

(K) a mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this section. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. ~~(H) evaluations and ratings once every 30 school days for the 90 school day remediation period immediately following receipt of a remediation plan provided for under subsections (f) and (g) of this Section; provided that in school districts having a population exceeding 500,000 there shall be monthly evaluations and ratings for the first 6 months and quarterly evaluations and ratings for the next 6 months immediately following completion of the remediation program of a teacher for whom a remediation plan has been developed. These subsequent evaluations~~

shall be conducted by an evaluator the participating administrator, or in school districts having a population exceeding 500,000 by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3. The consulting teacher shall provide advice to the teacher and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator administrator, or in school districts having a population exceeding 500,000 by either the principal or by an assistant principal under the supervision of an administrator qualified under Section 24A-3, unless an applicable collective bargaining agreement provides to the contrary. Teachers in the remediation process in a school district having a population exceeding 500,000 are not subject to the annual evaluations described in paragraphs (a) through (c) of this Section. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) ~~in school districts having a population of less than 500,000, reinstatement to the evaluation schedule set forth in the district's evaluation plan a schedule of biennial evaluation for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory", completes the 90-school day remediation plan with a "satisfactory" or better rating, unless the district plan regularly requires more frequent evaluations, and in school districts having a population exceeding 500,000, reinstatement to a schedule of biennial evaluation for any teacher who completes the 90-school day remediation plan with a "satisfactory" or better rating and the one-year intensive review schedule as provided in paragraph (h) of this Section with a "satisfactory" or better rating, unless such district's plan regularly requires more frequent evaluations.~~

(m) ~~dismissal in accordance with Section 24-12 or 34-85 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "satisfactory" or "proficient" better rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of~~

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

performances by teachers under remediation.
~~In a district subject to a collective bargaining agreement as of the effective date of this amendatory act of 1997, any changes made by this amendatory act to the provisions of this Section that are contrary to the express terms and provisions of that agreement shall go into effect in that district only upon expiration of that agreement. Thereafter, collectively bargained evaluation plans shall at a minimum meet the standards of this Article. If such a district has an evaluation plan, however, whether pursuant to the collective bargaining agreement or otherwise, a copy of that plan shall be submitted to the State Board of Education for review and comment in accordance with Section 24A-4.~~

Nothing in this Section or Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.
(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-7) (from Ch. 122, Par. 24A-7)

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

Sec. 24A-7. Rules. The State Board of Education is authorized to adopt such rules as are deemed necessary to implement and accomplish the purposes and provisions of this Article, including, but not limited to, rules (i) relating to the methods for measuring student growth (including, but not limited to, limitations on the use of useable data, the amount of data needed to reliably and validly measure growth for the purpose of teacher and principal evaluations, and whether and at what time annual State assessments may be used as one of multiple measures of student growth), (ii) defining the term "significant factor" for purposes of including consideration of student growth in performance ratings, (iii) controlling for such factors as student characteristics (including, but not limited to, students receiving special education and English Language Learner services), student attendance, and student mobility so as to best measure the impact that a teacher, principal, school and school district has on students' academic achievement, (iv) establishing minimum requirements for district teacher and principal evaluation instruments and procedures, and (v) establishing a model evaluation plan for use by school districts in which student growth shall comprise 50% of the performance rating. Notwithstanding any provision in this Section, rules shall not preclude a school district having 500,000 or more inhabitants from using an annual State assessment as the sole measure of student growth for purposes of teacher or principal evaluations.

Public Act 096-0861

SB0315 Enrolled

IRB096 06030 NHT 16112 b

The rules shall be developed through a process involving collaboration with a Performance Evaluation Advisory Council, which shall be convened and staffed by the State Board of Education. Members of the Council shall be selected by the State Superintendent and include, without limitation, representatives of teacher unions and school district management, persons with expertise in performance evaluation processes and systems, as well as other stakeholders. The Performance Evaluation Advisory Council shall meet at least quarterly following the effective date of this amendatory Act of the 96th General Assembly until June 30, 2017.

Prior to the applicable implementation date, except that these rules shall not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-7.1 new)

Sec. 24A-7.1. Teacher, principal, and superintendent performance evaluations. Except as otherwise provided under this Act, disclosure of public school teacher, principal, and superintendent performance evaluations is prohibited.

(105 ILCS 5/24A-8) (from Ch. 122, par. 24A-8)

Public Act 096-0861

SB0315 Enrolled

IRB096 06030 NHT 16112 b

Sec. 24A-8. Evaluation of teachers not in contractual continued service. ~~Each Beginning with the 1997-98 school year~~ each teacher not in contractual continued service shall be evaluated at least once each school year.

(Source: P.A. 84-1419.)

(105 ILCS 5/24A-15)

Sec. 24A-15. Development ~~and submission~~ of evaluation plan for principals.

(a) ~~Each Beginning with the 2006-2007 school year and each school year thereafter, each~~ school district, except for a school district organized under Article 34 of this Code, shall establish a principal evaluation plan in accordance with this Section. The plan must ensure that each principal is evaluated as follows:

(1) For a principal on a single-year contract, the evaluation must take place by ~~March February~~ 1 of each year.

(2) For a principal on a multi-year contract under Section 10-23.8a of this Code, the evaluation must take place by ~~March 1 February~~ 1 of the final year of the contract.

On and after September 1, 2012, the plan must:

- (i) rate the principal's performance as "excellent", "proficient", "needs improvement" or "unsatisfactory"; and
- (ii) ensure that each principal is evaluated at least

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

once every school year.

Nothing in this Section prohibits a school district from conducting additional evaluations of principals.

(b) The evaluation shall include a description of the principal's duties and responsibilities and the standards to which the principal is expected to conform.

(c) The evaluation must be performed by the district superintendent, the superintendent's designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate.

Prior to September 1, 2012, the the evaluation must be in writing and must at least do all of the following:

(1) Consider the principal's specific duties, responsibilities, management, and competence as a principal.

(2) Specify the principal's strengths and weaknesses, with supporting reasons.

(3) Align with ~~the Illinois Professional Standards for School Leaders or~~ research-based standards established by administrative rule ~~that set standards.~~

On and after September 1, 2012, the evaluation must, in addition to the requirements in items (1), (2), and (3) of this subsection (c), provide for the use of data and indicators on student growth as a significant factor in rating performance.

(d) One copy of the evaluation must be included in the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

principal's personnel file and one copy of the evaluation must be provided to the principal.

(e) Failure by a district to evaluate a principal and to provide the principal with a copy of the evaluation at least once during the term of the principal's contract, in accordance with this Section, is evidence that the principal is performing duties and responsibilities in at least a satisfactory manner and shall serve to automatically extend the principal's contract for a period of one year after the contract would otherwise expire, under the same terms and conditions as the prior year's contract. The requirements in this Section are in addition to the right of a school board to reclassify a principal pursuant to Section 10-23.8b of this Code.

(f) Nothing in this Section prohibits a school board from ordering lateral transfers of principals to positions of similar rank and salary.

(Source: P.A. 94-1039, eff. 7-20-06.)

(105 ILCS 5/24A-20 new)

Sec. 24A-20. State Board of Education data collection and evaluation assessment and support systems.

(a) On or before the date established in subsection (b) of this Section, the State Board of Education shall, through a process involving collaboration with the Performance Evaluation Advisory Council, develop or contract for the development of and implement all of the following data

collection and evaluation assessment and support systems:

(1) A system to annually collect and publish data by district and school on teacher and administrator performance evaluation outcomes. The system must ensure that no teacher or administrator can be personally identified by publicly reported data.

(2) Both a teacher and principal model evaluation template. The model templates must incorporate the requirements of this Article and any other requirements established by the State Board by administrative rule, but allow customization by districts in a manner that does not conflict with such requirements.

(3) An evaluator pre-qualification program based on the model teacher evaluation template.

(4) An evaluator training program based on the model teacher evaluation template. The training program shall provide multiple training options that account for the prior training and experience of the evaluator.

(5) A superintendent training program based on the model principal evaluation template.

(6) One or more instruments to provide feedback to principals on the instructional environment within a school.

(7) A State Board-provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal

evaluation systems.

(8) Web-based systems and tools supporting implementation of the model templates and the evaluator pre-qualification and training programs.

(9) A process for measuring and reporting correlations between local principal and teacher evaluations and (A) student growth in tested grades and subjects and (B) retention rates of teachers.

(10) A process for assessing whether school district evaluation systems developed pursuant to this Act and that consider student growth as a significant factor in the rating of a teacher's and principal's performance are valid and reliable, contribute to the development of staff, and improve student achievement outcomes. By no later than September 1, 2014, a research-based study shall be issued assessing such systems for validity and reliability, contribution to the development of staff, and improvement of student performance and recommending, based on the results of this study, changes, if any, that need to be incorporated into teacher and principal evaluation systems that consider student growth as a significant factor in the rating performance for remaining school districts to be required to implement such systems.

(b) If the State of Illinois receives a Race to the Top Grant, the data collection and support systems described in subsection (a) must be developed on or before September 30,

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

2011. If the State of Illinois does not receive a Race to the Top Grant, the data collection and support systems described in subsection (a) must be developed on or before September 30, 2012; provided, however, that the data collection and support systems set forth in items (3) and (4) of subsection (a) of this Section must be developed by September 30, 2011 regardless of whether the State of Illinois receives a Race to the Top Grant. By no later than September 1, 2011, if the State of Illinois receives a Race to the Top Grant, or September 1, 2012, if the State of Illinois does not receive a Race to the Top Grant, the State Board of Education must execute or contract for the execution of the assessment referenced in item (10) of subsection (a) of this Section to determine whether the school district evaluation systems developed pursuant to this Act have been valid and reliable, contributed to the development of staff, and improved student performance.

(c) Districts shall submit data and information to the State Board on teacher and principal performance evaluations and evaluation plans in accordance with procedures and requirements for submissions established by the State Board. Such data shall include, without limitation, (i) data on the performance rating given to all teachers in contractual continued service, (ii) data on district recommendations to renew or not renew teachers not in contractual continued service, and (iii) data on the performance ratings given to all principals.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

(d) If the State Board of Education does not timely fulfill any of the requirements set forth in Sections 24A-7 and 24A-20, and adequate and sustainable federal, State, or other funds are not provided to the State Board of Education and school districts to meet their responsibilities under this Article, the applicable implementation date shall be postponed by the number of calendar days equal to those needed by the State Board of Education to fulfill such requirements and for the adequate and sustainable funds to be provided to the State Board of Education and school districts. The determination as to whether the State Board of Education has fulfilled any or all requirements set forth in Sections 24A-7 and 24A-20 and whether adequate and sustainable funds have been provided to the State Board of Education and school districts shall be made by the State Board of Education in consultation with the P-20 Council.

(105 ILCS 5/34-8) (from Ch. 122, par. 34-8)

Sec. 34-8. Powers and duties of general superintendent. The general superintendent of schools shall prescribe and control, subject to the approval of the board and to other provisions of this Article, the courses of study mandated by State law, textbooks, educational apparatus and equipment, discipline in and conduct of the schools, and shall perform such other duties as the board may by rule prescribe. The superintendent shall also notify the State Board of Education, the board and the

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHF 16112 b

chief administrative official, other than the alleged perpetrator himself, in the school where the alleged perpetrator serves, that any person who is employed in a school or otherwise comes into frequent contact with children in the school has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act, approved June 26, 1975, as amended.

The general superintendent may be granted the authority by the board to hire a specific number of employees to assist in meeting immediate responsibilities. Conditions of employment for such personnel shall not be subject to the provisions of Section 34-85.

The general superintendent may, pursuant to a delegation of authority by the board and Section 34-18, approve contracts and expenditures.

Pursuant to other provisions of this Article, sites shall be selected, schoolhouses located thereon and plans therefor approved, and textbooks and educational apparatus and equipment shall be adopted and purchased by the board only upon the recommendation of the general superintendent of schools or by a majority vote of the full membership of the board and, in the case of textbooks, subject to Article 28 of this Act. The board may furnish free textbooks to pupils and may publish its own textbooks and manufacture its own apparatus, equipment and supplies.

In addition, in January of each year, the general

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHF 16112 b

superintendent of schools shall report to the State Board of Education the number of high school students in the district who are enrolled in accredited courses (for which high school credit will be awarded upon successful completion of the courses) at any community college, together with the name and number of the course or courses which each such student is taking.

The general superintendent shall also have the authority to monitor the performance of attendance centers, to identify and place an attendance center on remediation and probation, and to recommend to the board that the attendance center be placed on intervention and be reconstituted, subject to the provisions of Sections 34-8.3 and 8.4.

The general superintendent, or his or her designee, shall conduct an annual evaluation of each principal in the district pursuant to guidelines promulgated by the Board and the Board approved principal evaluation form. The evaluation shall be based on factors, including the following: (i) student academic improvement, as defined by the school improvement plan; (ii) student absenteeism rates at the school; (iii) instructional leadership; (iv) effective implementation of programs, policies, or strategies to improve student academic achievement; (v) school management; and (vi) other factors, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

professional development, and to encourage parental involvement and community partnerships to achieve school improvement.

Effective no later than September 1, 2012, the general superintendent or his or her designee shall develop a written principal evaluation plan. The evaluation plan must be in writing and shall supersede the evaluation requirements set forth in this Section. The evaluation plan must do at least all of the following:

(1) Provide for annual evaluation of all principals employed under a performance contract by the general superintendent or his or her designee, no later than July 1st of each year.

(2) Consider the principal's specific duties, responsibilities, management, and competence as a principal.

(3) Specify the principal's strengths and weaknesses, with supporting reasons.

(4) Align with research-based standards.

(5) Use data and indicators on student growth as a significant factor in rating principal performance.

(Source: P.A. 95-496, eff. 8-28-07.)

(105 ILCS 5/34-85c)

Sec. 34-85c. Alternative procedures for teacher evaluation, remediation, and removal for cause after

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

remediation.

(a) Notwithstanding any law to the contrary, the board and the exclusive representative of the district's teachers are hereby authorized to enter into an agreement to establish alternative procedures for teacher evaluation, remediation, and removal for cause after remediation, including an alternative system for peer evaluation and recommendations, provided, however, that no later than September 1, 2012: (i) any alternative procedures must include provisions whereby student performance data is a significant factor in teacher evaluation and (ii) teachers are rated as "excellent", "proficient", "needs improvement" or "unsatisfactory". Pursuant exclusively to that agreement, teachers assigned to schools identified in that agreement shall be subject to an alternative performance evaluation plan and remediation procedures in lieu of the plan and procedures set forth in Article 24A of this Code and alternative removal for cause standards and procedures in lieu of the removal standards and procedures set forth in Sections 34-85 and 34-85b of this Code. To the extent that the agreement provides a teacher with an opportunity for a hearing on removal for cause before an independent hearing officer in accordance with Sections 34-85 and 34-85b or otherwise, the hearing officer shall be governed by the alternative performance evaluation plan, remediation procedures, and removal standards and procedures set forth in the agreement in making findings of fact and a recommendation.

Public Act 096-0861

SE0315 Enrolled

LR0096 06030 NHT 16112 b

(b) The board and the exclusive representative of the district's teachers shall submit a certified copy of an agreement as provided under subsection (a) of this section to the State Board of Education.

(Source: P.A. 95-510, eff. 8-28-07.)

(105 ILCS 5/24A-6 rep.)

Section 20. The School Code is amended by repealing Section 24A-6.

Section 99. Effective date. This Act takes effect upon becoming law.

Public Act 096-0107
SB1828 Enrolled

LRB096 10930 NHT 21182 b

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 1. Short title. This Act may be cited as the P-20 Longitudinal Education Data System Act.

Section 5. Findings: declarations. The General Assembly finds and declares all of the following:

(1) Sound data collection, reporting, and analysis are critical to building a State education system capable of ensuring all Illinois students are adequately prepared for college and the global workforce. School districts and institutions of higher learning can improve instructional and educational decision-making using data that is collected and made available by this State.

(2) Reliable and sufficient education data is necessary to ensure that this State bases education policy decisions on valid, objective measures of student outcomes. Publicly accessible data on State, school district, and school performance allows the citizens of this State to assess local and statewide investments in education.

(3) A national collaborative effort among State education officials, national education organizations, and

Public Act 096-0107
SB1828 Enrolled

LRB096 10930 NHT 21182 b

state and federal policymakers has defined the essential elements a State longitudinal data system should contain. Public Law 110-69, the America COMPETES Act, requires state longitudinal data systems to include all 10 elements identified by this national, collaborative effort for states to qualify for federal funding opportunities. The federal American Recovery and Reinvestment Act of 2009 requires states to establish longitudinal data systems with all 10 elements to qualify for federal funding for education, public safety, and other government services.

(4) Public Law 110-134 requires the Illinois Early Learning Council to develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout this State, and those efforts should be coordinated with the development of this State's longitudinal data system.

(5) State education policymaking benefits from partnerships between State education agencies and entities with expertise in education research, including school districts, institutions of higher learning, and research organizations. This State should establish systems and processes to permit qualified researchers to assist with State evaluation and research functions in a manner consistent with privacy protection laws.

(6) State education systems and national policymaking

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHF 21182 b

benefit from multi-state collaborations that are informed by high quality data collection systems.

(7) This State is committed to establishing and maintaining a longitudinal student unit record data system that educators and policymakers can use to analyze and assess student progress from early learning programs through postsecondary education and into employment. The State Board of Education, the Illinois Community College Board, and the Board of Higher Education have designed, built, and deployed some of the fundamental components of a longitudinal data system and have engaged in extensive efforts to effectively link and use available education data. However, the various education data components maintained by this State must be integrated and managed in a cooperative manner to establish a data-driven, decision-making environment for this State's education system.

(8) The longitudinal data system established by this Act is intended, among other purposes, to link student test scores, length of enrollment, and graduation records over time, as permitted by Section 1111(b)(3)(B) of the federal Elementary and Secondary Education Act (20 U.S.C. 6311(b)(3)(B)).

(9) Students will achieve improved learning outcomes as a result of the longitudinal data system established by this Act through instruction and educational programs

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHF 21182 b

informed by valid and reliable data.

(10) State use and management of education data must be in accordance with all legal requirements protecting student privacy and must protect personal information from intentional or accidental release to unauthorized persons and from intentional or accidental use for unauthorized purposes.

Section 10. Definitions. In this Act:

"Community College Board" means the Illinois Community College Board.

"Community colleges" has the meaning ascribed to that term in Section 1-2 of the Public Community College Act.

"Early learning" means any publicly funded education and care program supporting young children not yet enrolled in kindergarten.

"Elementary" means kindergarten through eighth grade.

"Institution of higher learning" has the meaning ascribed to that term in Section 10 of the Higher Education Student Assistance Act.

"Longitudinal data system" means a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.

"Privacy protection laws" means the federal Family

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), the Illinois School Student Records Act, the Personal Information Protection Act, and any other State or federal law relating to the confidentiality and protection of personally identifiable information.

"Research organization" means a governmental entity, institution of higher learning, public policy or advocacy organization, or other person or entity conducting educational research that (i) is qualified to perform educational research and protect the privacy of student data, (ii) is seeking to perform research for a non-commercial purpose authorized by privacy protection laws, and (iii) agrees to perform the research pursuant to a written agreement meeting the requirements of privacy protection laws and this Act.

"School" means any elementary or secondary educational institution, charter school, vocational school, special education facility, or any other elementary or secondary educational agency or institution, but does not include a non-public school.

"Secondary" means ninth through twelfth grade.

"State Board" means the State Board of Education.

"State Education Authorities" means the State Board, Community College Board, and Board of Higher Education.

Section 15. Establishment of the longitudinal data system and data warehouse.

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

(a) The State Education Authorities shall jointly establish and maintain a longitudinal data system by entering into one or more agreements that link early learning, elementary, and secondary school student unit records with institution of higher learning student unit records. To the extent authorized by this Section and Section 20 of this Act:

(1) the State Board is responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on early learning, public school (kindergarten through grade 12), and non-public school (kindergarten through grade 12) students;

(2) the Community College Board is responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on community college students; and

(3) the Board of Higher Education is responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on students enrolled in institutions of higher learning, other than community colleges.

(b) On or before June 30, 2013, subject to the availability of funding through appropriations made specifically for the purposes of this Act, the State Education Authorities shall improve and expand the longitudinal data system to enable the State Education Authorities to perform or cause to be performed

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

all of the following activities and functions:

(1) Reduce, to the maximum extent possible, the data collection burden on school districts and institutions of higher learning by using data submitted to the system for multiple reporting and analysis functions.

(2) Provide authorized officials of early learning programs, schools, school districts, and institutions of higher learning with access to their own student-level data, summary reports, and data that can be integrated with additional data maintained outside of the system to inform education decision-making.

(3) Link data to instructional management tools that support instruction and assist collaboration among teachers and postsecondary instructors.

(4) Enhance and expand existing high school-to-postsecondary reporting systems to inform school and school district officials, education policymakers, and members of the public about public school students' performance in postsecondary education.

(5) Provide data reporting, analysis, and planning tools that assist with financial oversight, human resource management, and other education support functions.

(6) Improve student access to educational opportunities by linking data to student college and career planning portals, facilitating the submission of electronic transcripts and scholarship and financial aid

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

applications, and enabling the transfer of student records to officials of a school or institution of higher learning where a student enrolls or seeks or intends to enroll.

(7) Establish a public Internet web interface that provides non-confidential data reports and permits queries so that parents, the media, and other members of the public can more easily access information pertaining to statewide, district, and school performance.

(8) Provide research and reports to the General Assembly that assist with evaluating the effectiveness of specific programs and that enable legislators to analyze educational performance within their legislative districts.

(9) Allow the State Education Authorities to efficiently meet federal and State reporting requirements by drawing data for required reports from multiple State systems.

(10) Establish a system to evaluate teacher and administrator preparation programs using student academic growth as one component of evaluation.

(11) In accordance with a data sharing agreement entered into between the State Education Authorities and the Illinois Student Assistance Commission, establish procedures and systems to evaluate the relationship between need-based financial aid and student enrollment and success in institutions of higher learning.

Public Act 096-0107

SB1828 Enrolled IRR096 10930 NHT 21182 b

(12) In accordance with data sharing agreements entered into between the State Education Authorities and health and human service agencies, establish procedures and systems to evaluate the relationship between education and other student and family support systems.

(13) In accordance with data sharing agreements entered into between the State Education Authorities and employment and workforce development agencies, establish procedures and systems to evaluate the relationship between education programs and outcomes and employment fields, employment locations, and employment outcomes.

(c) On or before June 30, 2013, subject to the availability of funding through appropriations made specifically for the purposes of this Act, the State Board shall establish a data warehouse that integrates data from multiple student unit record systems and supports all of the uses and functions of the longitudinal data system set forth in this Act. The data warehouse must be developed in cooperation with the Community College Board and the Board of Higher Education and must have the ability to integrate longitudinal data from early learning through the postsecondary level in accordance with one or more data sharing agreements entered into among the State Education Authorities. The data warehouse, as integrated with the longitudinal data system, must include, but is not limited to, all of the following elements:

(1) A unique statewide student identifier that

Public Act 096-0107

SB1828 Enrolled IRR096 10930 NHT 21182 b

connects student data across key databases across years. The unique statewide student identifier must not be derived from a student's social security number and must be provided to institutions of higher learning to assist with linkages between early learning through secondary and postsecondary data.

(2) Student-level enrollment, demographic, and program participation information, including information on participation in dual credit programs.

(3) The ability to match individual students' elementary and secondary test records from year to year to measure academic growth.

(4) Information on untested students in the elementary and secondary levels, and the reasons they were not tested.

(5) A teacher and administrator identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators. Information able to be obtained only as a result of the linkage of teacher and student data through the longitudinal data system may not be used by a school district for decisions involving teacher pay or teacher benefits unless the district and the exclusive bargaining representative of the district's teachers, if any, have agreed to this use. Information able to be obtained only as a result of the linkage of teacher and student data through the longitudinal data system may not

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

be used by a school district as part of an evaluation under Article 24A of the School Code unless, in good faith cooperation with the school district's teachers or, where applicable, the exclusive bargaining representative of the school district's teachers, the school district has developed an evaluation plan or substantive change to an evaluation plan that specifically describes the school district's rationale for using this information for evaluations, how this information will be used as part of the evaluation process, and how this information will relate to evaluation standards. However, nothing in this subdivision (5) or elsewhere in this Act limits or restricts (i) a district's use of any local or State data that has been obtained independently from the linkage of teacher and student data through the longitudinal data system or (ii) a charter school's use of any local or State data in connection with teacher pay, benefits, or evaluations.

(6) Student-level transcript information, including information on courses completed and grades earned, from middle and high schools. The State Board shall establish a statewide course classification system based upon the federal School Codes for Exchange of Data or a similar course classification system. Each school district and charter school shall map its course descriptions to the statewide course classification system for the purpose of

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

State reporting. School districts and charter schools are not required to change or modify the locally adopted course descriptions used for all other purposes. The State Board shall establish or contract for the establishment of a technical support and training system to assist schools and districts with the implementation of this item (6) and shall, to the extent possible, collect transcript data using a system that permits automated reporting from district student information systems.

(7) Student-level college readiness test scores.

(8) Student-level graduation and dropout data.

(9) The ability to match early learning through secondary student unit records with institution of higher learning student unit record systems.

(10) A State data audit system assessing data quality, validity, and reliability.

(d) Using data provided to and maintained by the longitudinal data system, the State Education Authorities may, in addition to functions and activities specified elsewhere in this Section, perform and undertake the following:

(1) research for or on behalf of early learning programs, schools, school districts, or institutions of higher learning, which may be performed by one or more State Education Authorities or through agreements with research organizations meeting all of the requirements of this Act and privacy protection laws; and

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

(2) audits or evaluations of federal or State-supported education programs and activities to enforce federal or State legal requirements with respect to those programs. Each State Education Authority may assist another State Education Authority with audit, evaluation, or enforcement activities and may disclose education records with each other for those activities relating to any early learning through postsecondary program. The State Education Authorities may disclose student information to authorized officials of a student's former early learning program, school, or school district to assist with the evaluation of federal or State-supported education programs.

(e) In establishing, operating, and expanding the longitudinal data system, the State Education Authorities shall convene stakeholders and create opportunities for input and advice in the areas of data ownership, data use, research priorities, data management, confidentiality, data access, and reporting from the system. Such stakeholders include, but are not limited to, public and non-public institutions of higher learning, school districts, charter schools, non-public elementary and secondary schools, early learning programs, teachers, professors, parents, principals and administrators, school research consortiums, education policy and advocacy organizations, news media, the Illinois Student Assistance Commission, the Illinois Education Research Council, the

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

Department of Commerce and Economic Opportunity, the Illinois Early Learning Council, and the Legislative Research Unit.

(f) Representatives of the State Education Authorities shall report to and advise the Illinois P-20 Council on the implementation, operation, and expansion of the longitudinal data system.

(g) Appropriations made to the State Education Authorities for the purposes of this Act shall be used exclusively for expenses for the development and operation of the longitudinal data system. Authorized expenses of the State Education Authorities may relate to contracts with outside vendors for the development and operation of the system, agreements with other governmental entities or research organizations for authorized uses and functions of the system, technical support and training for entities submitting data to the system, or regular or contractual employees necessary for the system's development or operation.

Section 20. Collection and maintenance of data.

(a) The State Board is authorized to collect and maintain data from school districts, schools, and early learning programs and disclose this data to the longitudinal data system for the purposes set forth in this Act. The State Board shall collect data from charter schools with more than one campus in a manner that can be disaggregated by campus site. The State Board may also disclose data to the longitudinal data system

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

that the State Board is otherwise authorized by law to collect and maintain.

On or before July 1, 2010, the State Board shall establish procedures through which State-recognized, non-public schools may elect to participate in the longitudinal data system by disclosing data to the State Board for one or more of the purposes set forth in this Act.

Subject to the availability of funding through appropriations made specifically for the purposes of this Act, the State Board shall establish or contract for the establishment of a technical support and training system to assist school districts, schools, and early learning programs with data submission, use, and analysis.

(b) The Community College Board is authorized to collect and maintain data from community college districts and disclose this data to the longitudinal data system for the purposes set forth in this Act. The Community College Board may also disclose data to the longitudinal data system that the Community College Board is otherwise authorized by law to collect and maintain.

Subject to the availability of funding through appropriations made specifically for the purposes of this Act, the Community College Board shall establish or contract for the establishment of a technical support and training system to assist community colleges with data submission, use, and analysis.

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

(c) The Board of Higher Education is authorized to collect and maintain data from any public institution of higher learning, other than community colleges, and disclose this data to the longitudinal data system for the purposes set forth in this Act. The Board of Higher Education may also disclose data to the longitudinal data system that the Board of Higher Education is otherwise authorized by law to collect and maintain.

Beginning on July 1, 2012, the Board of Higher Education is authorized to collect and maintain data from any non-public institution of higher learning enrolling one or more students receiving Monetary Award Program grants, pursuant to Section 35 of the Higher Education Student Assistance Act, and disclose this data to the longitudinal data system for the purposes set forth in this Act. Prior to July 1, 2012, any non-public institution of higher learning may elect to participate in the longitudinal data system by disclosing data for one or more of the purposes set forth in this Act to the Board of Higher Education or to a consortium that has contracted with the Board of Higher Education pursuant to this subsection (c).

The Board of Higher Education may contract with one or more voluntary consortiums of non-public institutions of higher learning established for the purpose of data sharing, research, and analysis. The contract may allow the consortium to collect data from participating institutions on behalf of the Board of Higher Education. The contract may provide for consultation

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

with a representative committee of participating institutions and a representative of one or more organizations representing the participating institutions prior to the use of data from the consortium for a data sharing arrangement entered into with any party other than a State Education Authority pursuant to Section 25 of this Act. The contract may further provide that individual institutions of higher learning shall have the right to opt out of specific uses of their data or portions thereof for reasons specified in the contract. Student-level data submitted by each institution of higher learning participating in a consortium that has contracted with the Board of Higher Education pursuant to this paragraph shall remain the property of that institution. Upon notice to the consortium and the Board of Higher Education, any non-public institution of higher learning shall have the right to remove its data from the consortium if the institution has reasonable cause to believe that there is a threat to the security of its data or its data is used in a manner that violates the terms of the contract between the consortium and the Board of Higher Education. In the event data is removed from a consortium pursuant to the preceding sentence, the data must be returned by the institution to the consortium after the basis for removal has been corrected. The data submitted from the consortium to the Board of Higher Education must be used only for agreed-upon purposes, as stated in the terms of the contract between the consortium and the Board of Higher Education. Non-public

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

institutions of higher learning submitting student-level data to a consortium that has contracted with the Board of Higher Education pursuant to this paragraph shall not be required to submit student-level data to the Board of Higher Education.

Subject to the availability of funding through appropriations made specifically for the purposes of this Act, the Board of Higher Education shall establish or contract for the establishment of a technical support and training system to assist institutions of higher learning, other than community colleges, with data submission, use, and analysis. The Board of Higher Education may make available grant funding to a consortium of non-public institutions of higher learning to provide assistance in the development of a data collection system. The Board of Higher Education shall engage in a cooperative planning process with public and non-public institutions of higher learning and statewide higher education associations in connection with all of the activities authorized by this subsection (c).

(d) The State Education Authorities shall establish procedures and requirements relating to the submission of data authorized to be collected pursuant to this Section, including requirements for data specifications, quality, security, and timeliness. All early learning programs, schools, school districts, and institutions of higher learning subject to the data collection authority of a State Education Authority pursuant to this Section shall comply with the State Education

Authority's procedures and requirements for data submissions. A State Education Authority may require that staff responsible for collecting, validating, and submitting data participate in training and technical assistance offered by this State if data is not submitted in accordance with applicable procedures and requirements.

Section 25. Data sharing.

(a) The State Education Authorities may disclose data from the longitudinal data system collected pursuant to Section 20 of this Act only in connection with a data sharing arrangement meeting the requirements of this Section.

(b) Any State agency, board, authority, or commission may enter into a data sharing arrangement with one or more of the State Education Authorities to share data to support the research and evaluation activities authorized by this Act. State Education Authorities may also enter into data sharing arrangements with other governmental entities, institutions of higher learning, and research organizations that support the research and evaluation activities authorized by this Act.

(c) Any data sharing arrangement entered into pursuant to this Section must:

(1) be permissible under and undertaken in accordance with privacy protection laws;

(2) be approved by the following persons:

(A) the State Superintendent of Education or his or

her designee for the use of early learning, public school, and non-public school student data;

(B) the chief executive officer of the Community College Board or his or her designee for the use of community college student data; and

(C) the executive director of the Board of Higher Education or his or her designee for the use of student data from an institution of higher learning, other than a community college;

(3) not permit the personal identification of any person by individuals other than authorized representatives of the recipient entity that have legitimate interests in the information;

(4) ensure the destruction or return of the data when no longer needed for the authorized purposes under the data sharing arrangement; and

(5) be performed pursuant to a written agreement with the recipient entity that does the following:

(A) specifies the purpose, scope, and duration of the data sharing arrangement;

(B) requires the recipient of the data to use personally identifiable information from education records to meet only the purpose or purposes of the data sharing arrangement stated in the written agreement;

(C) describes specific data access, use, and

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

security restrictions that the recipient will undertake; and

(D) includes such other terms and provisions as the State Education Authorities deem necessary to carry out the intent and purposes of this Act.

Section 30. Subject to privacy protection laws. The collection, use, maintenance, disclosure, and sharing of data authorized by this Act must be conducted in accordance with privacy protection laws. The State Education Authorities shall each develop security measures and procedures that protect personal information from intentional or accidental release to unauthorized persons and from intentional or accidental use for unauthorized purposes.

Section 35. No impact on existing authority. This Act does not modify or diminish any responsibilities or authority that a State Education Authority or the State Education Authorities collectively may otherwise have under law with respect to the collection, use, maintenance, disclosure, and sharing of data.

Section 40. Evaluation. Subject to the availability of funding through appropriations made specifically for the purposes of this Act, the State Education Authorities shall contract with an independent outside evaluator for oversight of the development and operation of the longitudinal data system.

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

The independent outside evaluator shall annually submit a report to the State Education Authorities, the Illinois P-20 Council, the Speaker and Minority Leader of the House of Representatives, and the President and Minority Leader of the Senate. The report shall include without limitation (i) an evaluation of the extent to which the system is being developed and operated to achieve the purposes, objectives, and requirements of this Act; (ii) an evaluation of the oversight and governance of the system by the State Education Authorities and any recommendations to improve the oversight and governance of the system; and (iii) an evaluation of the security measures and procedures developed by the State Education Authorities to protect personally identifiable information and any recommendations to further ensure the privacy of personally identifiable information.

Section 500. The School Code is amended by changing Section 27A-5 as follows:

(105 ILCS 5/27A-5)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on the effective date of this amendatory Act of the 93rd General Assembly, in all new applications submitted to the State Board or a local school board to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by this amendatory Act of the 93rd General Assembly do not apply to charter schools existing or approved on or before the effective date of this amendatory Act.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) A charter school shall comply with all applicable health and safety requirements applicable to public schools under the laws of the State of Illinois.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks, instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school.

(g) A charter school shall comply with all provisions of this Article and its charter. A charter school is exempt from all other State laws and regulations in the School Code governing public schools and local school board policies, except the following:

(1) Sections 10-21.9 and 34-18.5 of the School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database of applicants for employment;

(2) Sections 24-24 and 34-84A of the School Code regarding discipline of students;

(3) The Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) The Abused and Neglected Child Reporting Act;

(6) The Illinois School Student Records Act; ~~and~~

(7) Section 10-17a of the School Code regarding school report cards; and-

(8) The P-20 Longitudinal Education Data System Act.

(h) A charter school may negotiate and contract with a

Public Act 096-0107

SB1828 Enrolled LR8096 10930 NHT 21182 b

school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after the effective date of this amendatory Act of the 93rd General Assembly and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on the effective date of this amendatory Act of the 93rd General Assembly and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established

Public Act 096-0107

SB1828 Enrolled LR8096 10930 NHT 21182 b

by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(Source: P.A. 93-3, eff. 4-16-03; 93-909, eff. 8-12-04; 94-219, eff. 7-14-05.)

Section 505. The Illinois School Student Records Act is amended by changing Section 6 as follows:

(105 ILCS 10/6) (from Ch. 122, par. 50-6)

Sec. 6. (a) No school student records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows:

(1) To a parent or student or person specifically designated as a representative by a parent, as provided in paragraph (a) of Section 5;

(2) To an employee or official of the school or school district or State Board with current demonstrable educational or administrative interest in the student, in

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NRT 21182 b

furtherance of such interest;

(3) To the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student;

(4) To any person for the purpose of research, statistical reporting, or planning, provided that such research, statistical reporting, or planning is permissible under and undertaken in accordance with the Federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g) ~~no student or parent can be identified from the information released and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records;~~

(5) Pursuant to a court order, provided that the parent shall be given prompt written notice upon receipt of such order of the terms of the order, the nature and substance of the information proposed to be released in compliance with such order and an opportunity to inspect and copy the school student records and to challenge their contents pursuant to Section 7;

(6) To any person as specifically required by state or federal law;

(6.5) To juvenile authorities when necessary for the

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court.

For purposes of this Section "juvenile authorities" means:

- (i) a judge of the circuit court and members of the staff of the court designated by the judge; (ii) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (iii) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (iv) any individual, public or private agency having custody of the child pursuant to court order; (v) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (vi) any potential placement provider when such release is authorized by the court for the limited purpose of determining the appropriateness of the potential placement; (vii) law enforcement officers and prosecutors; (viii) adult and juvenile prisoner review boards; (ix) authorized military personnel; (x) individuals authorized by court;

(7) Subject to regulations of the State Board, in connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the

Public Act 096-0107
SB1828 Enrolled

LRB096 10930 NHT 21182 b

health or safety of the student or other persons;

(8) To any person, with the prior specific dated written consent of the parent designating the person to whom the records may be released, provided that at the time any such consent is requested or obtained, the parent shall be advised in writing that he has the right to inspect and copy such records in accordance with Section 5, to challenge their contents in accordance with Section 7 and to limit any such consent to designated records or designated portions of the information contained therein;

(9) To a governmental agency, or social service agency contracted by a governmental agency, in furtherance of an investigation of a student's school attendance pursuant to the compulsory student attendance laws of this State, provided that the records are released to the employee or agent designated by the agency;

(10) To those SHOCAP committee members who fall within the meaning of "state and local officials and authorities", as those terms are used within the meaning of the Federal Family Educational Rights and Privacy Act, for the purposes of identifying serious habitual juvenile offenders and matching those offenders with community resources pursuant to Section 5-145 of the Juvenile Court Act of 1987, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act; or

Public Act 096-0107
SB1828 Enrolled

LRB096 10930 NHT 21182 b

(11) To the Department of Healthcare and Family Services in furtherance of the requirements of Section 2-3.131, 3-14.29, 10-28, or 34-18.26 of the School Code or Section 10 of the School Breakfast and Lunch Program Act.

(12) To the State Board or another State government agency or between or among State government agencies in order to evaluate or audit federal and State programs or perform research and planning, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g ~~1221-12-1221~~).

(b) No information may be released pursuant to subparagraphs (3) or (6) of paragraph (a) of this Section 6 unless the parent receives prior written notice of the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records in accordance with Section 5 and to challenge their contents in accordance with Section 7. Provided, however, that such notice shall be sufficient if published in a local newspaper of general circulation or other publication directed generally to the parents involved where the proposed release of information is pursuant to subparagraph 6 of paragraph (a) in this Section 6 and relates to more than 25 students.

(c) A record of any release of information pursuant to this Section must be made and kept as a part of the school student record and subject to the access granted by Section 5. Such

Public Act 096-0107
SB1828 Enrolled

IRB096 10930 NRT 21182 b

record of release shall be maintained for the life of the school student records and shall be available only to the parent and the official records custodian. Each record of release shall also include:

- (1) The nature and substance of the information released;
- (2) The name and signature of the official records custodian releasing such information;
- (3) The name of the person requesting such information, the capacity in which such a request has been made, and the purpose of such request;
- (4) The date of the release; and
- (5) A copy of any consent to such release.

(d) Except for the student and his parents, no person to whom information is released pursuant to this Section and no person specifically designated as a representative by a parent may permit any other person to have access to such information without a prior consent of the parent obtained in accordance with the requirements of subparagraph (8) of paragraph (a) of this Section.

(e) Nothing contained in this Act shall prohibit the publication of student directories which list student names, addresses and other identifying information and similar publications which comply with regulations issued by the State Board.

(Source: P.A. 95-331, eff. 8-21-07; 95-793, eff. 1-1-09.)

Public Act 096-0107
SB1828 Enrolled

IRB096 10930 NRT 21182 b

Section 999. Effective date. This Act takes effect upon becoming law.

Appendix A1-5

Student Outcome Goals

The Student Outcome Goals table below details data from recent years and goals for future improvement in student performance on state and national assessments, high school graduation rates, and college enrollment rates, overall and by subgroup. In addition to requested data and goals for performance on the NAEP, ISAT, and PSAE assessments, the table also presents information on student performance relative to the ACT College Readiness Benchmarks. The ACT College Readiness Benchmarks will provide a consistent measure of college readiness over the course of the RTTT grant period.

Overall Student Outcome Goals								
	SY06-07	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12	SY12-13	SY13-14
NAEP: Grade 4 Mathematics	30.72	NA	30.93		33.00	39.00	47.00	55.00
NAEP: Grade 4 Reading Language Arts (% at proficient level)	24.19	NA	NA		28.00	35.00	42.00	51.00
NAEP: Grade 8 Mathematics	23.81	NA	25.89		29.00	36.00	43.00	52.00
NAEP: Grade 8 Reading Language Arts	27.46	NA	NA		31.00	37.00	45.00	53.00
ISAT: Grade 3 Math (% at meets and exceeds)	87	85	85		86	88	91	94
ISAT: Grade 3 Reading	73	72	72		75	78	81	85
ISAT: Grade 4 Math	86	85	86		88	90	92	95
ISAT: Grade 4 Reading	74	73	74		77	80	84	88
ISAT: Grade 5 Math	83	81	83		85	87	90	93
ISAT: Grade 5 Reading	70	74	74		78	81	85	90
ISAT: Grade 6 Math	81	83	82		85	87	90	93
ISAT: Grade 6 Reading	73	79	80		83	86	90	94
ISAT: Grade 7	79	80	83		85	87	91	95

Math								
ISAT: Grade 7 Reading	73	78	78		81	84	88	92
ISAT: Grade 8 Math	81	80	82		83	86	89	92
ISAT: Grade 8 Reading	82	81	84		86	88	90	92
PSAE: Math (% at meets & exceeds)	53	53	52		56	59	64	69
PSAE: Reading	54	53	57		60	63	67	71
ACT CRB: Math (% meets CRB)	37	37	37		40	44	49	55
ACT CRB: Reading	42	43	45		48	51	56	62
High School Graduation Rate	85.9	83.1	88.8		90.0	92.0	95.0	98.0
Increasing College Enrollment^{4, 5} (% increase over previous year)	1.0	5.5	3.9		4.0	4.3	4.6	5.0
Subgroup Student Outcome Goals								
Black Subgroup								
NAEP: Grade 4 Mathematics	9.04	NA	10.30		16.00	24.00	37.00	50.00
NAEP: Grade 4 Reading Language Arts	12.55	NA	NA		19.00	29.00	40.00	52.00
NAEP: Grade 8 Mathematics	6.29	NA	8.13		13.00	21.00	35.00	50.00
NAEP: Grade 8 Reading Language Arts	9.70	NA	NA		16.00	24.00	37.00	50.00
ISAT: Grade 3 Math	68	68	70		74	78	84	92
ISAT: Grade 3 Reading	51	55	57		62	68	75	85
ISAT: Grade 4 Math	68	69	71		75	79	85	92

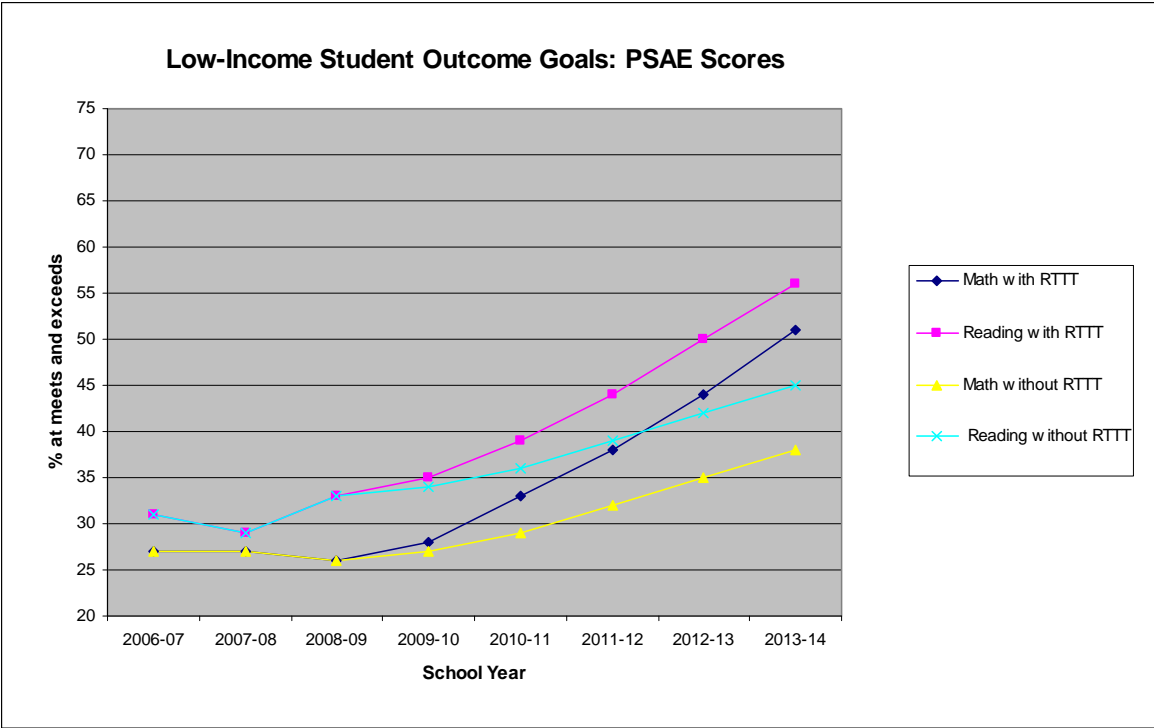
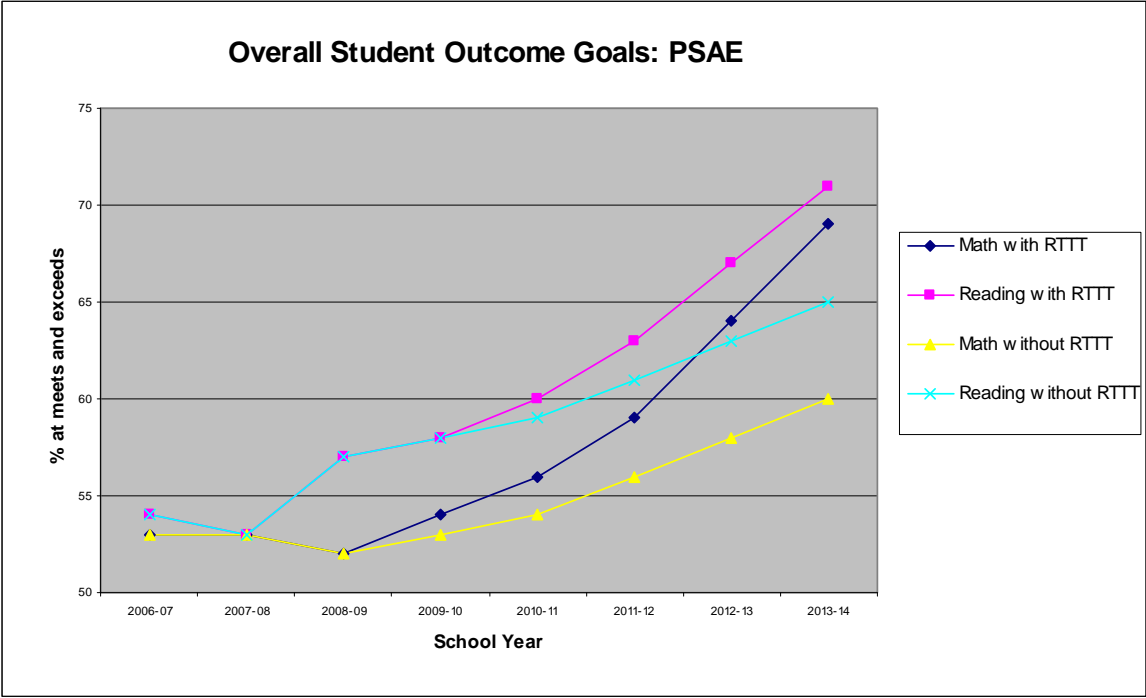
⁴ Illinois wants to continue to see increases from 3 – 5% in college enrollment per year through the life of the Race to the Top grant period. In School Year 2011-2012 and beyond, ISBE will have enrollment information that extends nationwide through State Fiscal Stabilization Fund Phase II data collection systems.

⁵ This data disaggregated by subgroup is not currently available. Upon implementation of programs under the State Fiscal Stabilization Fund, data disaggregated by subgroup will be available. The 2009 percentage increase is based on preliminary headcount enrollment data for the Fall 2009 school term.

ISAT: Grade 4 Reading	50	56	56		60	66	74	88
ISAT: Grade 5 Math	60	63	66		71	76	83	90
ISAT: Grade 5 Reading	45	56	56		63	70	79	89
ISAT: Grade 6 Math	61	64	65		70	75	82	90
ISAT: Grade 6 Reading	53	63	65		70	76	84	92
ISAT: Grade 7 Math	58	60	65		70	76	84	92
ISAT: Grade 7 Reading	55	64	63		68	74	82	90
ISAT: Grade 8 Math	62	61	64		68	74	82	90
ISAT: Grade 8 Reading	70	69	71		75	79	85	92
PSAE: Math	19	21	19		24	31	39	50
PSAE: Reading	28	25	28		33	39	45	51
ACT CRB: Math	9	10	9		16	26	38	50
ACT CRB: Reading	15	16	17		23	30	39	50
High School Graduation Rate	73.8	74.9	76.7		81.0	86.0	90.0	95.0
Hispanic Subgroup								
NAEP: Grade 4 Mathematics	17.60	NA	18.82		23.00	31.00	42.00	53.00
NAEP: Grade 4 Reading Language Arts	14.68	NA	NA		21.00	28.00	39.00	50.00
NAEP: Grade 8 Mathematics	11.81	NA	15.91		21.00	28.00	39.00	50.00
NAEP: Grade 8 Reading Language Arts	15.20	NA	NA		22.00	30.00	41.00	52.00
ISAT: Grade 3 Math	85	78	78		81	84	88	92
ISAT: Grade 3 Reading	66	55	55		61	68	76	86
ISAT: Grade 4 Math	86	77	80		82	85	88	92
ISAT: Grade 4 Reading	69	59	60		65	71	79	88
ISAT: Grade 5	82	74	76		79	82	86	90

Math								
ISAT: Grade 5 Reading	64	58	60		65	70	77	87
ISAT: Grade 6 Math	77	77	76		79	82	86	90
ISAT: Grade 6 Reading	62	68	69		73	78	83	89
ISAT: Grade 7 Math	75	75	78		82	85	88	91
ISAT: Grade 7 Reading	64	68	67		70	75	81	89
ISAT: Grade 8 Math	77	75	76		79	82	86	90
ISAT: Grade 8 Reading	76	74	77		80	83	87	91
PSAE: Math	33	33	32		37	42	49	55
PSAE: Reading	33	31	37		43	49	56	63
ACT CRB: Math	18	18	17		23	30	39	50
ACT CRB: Reading	20	21	25		30	35	42	49
High School Graduation Rate	73.4	75.7	76.8		81.0	86.0	90.0	95.0
Low-Income Subgroup								
NAEP: Grade 4 Mathematics	16.10	NA	16.84		21.00	29.00	40.00	52.00
NAEP: Grade 4 Reading Language Arts	13.55	NA	NA		20.00	27.00	38.00	50.00
NAEP: Grade 8 Mathematics	11.34	NA	12.77		19.00	26.00	37.00	50.00
NAEP: Grade 8 Reading Language Arts	14.18	NA	NA		21.00	28.00	39.00	51.00
ISAT: Grade 3 Math	76	75	76		79	81	86	91
ISAT: Grade 3 Reading	57	57	58		63	69	78	88
ISAT: Grade 4 Math	76	75	77		80	82	86	91
ISAT: Grade 4 Reading	58	59	59		63	69	78	88
ISAT: Grade 5 Math	70	70	72		75	79	84	90
ISAT: Grade 5 Reading	53	58	59		64	70	79	89

ISAT: Grade 6 Math	70	72	72		75	79	84	90
ISAT: Grade 6 Reading	58	66	68		72	77	84	90
ISAT: Grade 7 Math	67	68	72		76	81	86	91
ISAT: Grade 7 Reading	59	65	65		69	75	82	89
ISAT: Grade 8 Math	69	68	71		75	79	85	91
ISAT: Grade 8 Reading	72	70	74		77	81	86	91
PSAE: Math	27	27	26		30	35	42	49
PSAE: Reading	31	29	33		33	38	44	51
ACT CRB: Math	14	14	14		39	44	50	56
ACT CRB: Reading	19	19	22		39	44	50	56
High School Graduation Rate	74.9	78.2	76.6		81.0	86.0	90.0	95.0



Appendix A2-1

Description of Multi-State Collaborations

The State of Illinois is a leading participant in the Common Core State Standards Initiative, involving 48 states and 3 territories, that is collaboratively developing and adopting a core set of academic standards in mathematics and English language arts. In addition, the State will participate in the related multi-state common assessment effort to jointly develop and implement common, high-quality assessments aligned with the Common Core K-12 standards. The State's participation in two other multi-state networks will inform its revision of the Learning Standards and implementation of new state assessments—its participation in the American Diploma Project, and its membership in the Partnership for 21st Century Skills State Leadership Network.

In addition, the State has joined three other multi-state collaborations that will help provide technical expertise, capacity, and insights from other states' experiences to assist with the implementation of the human capital and turnaround components of the State's plan as set forth in this application.

State Collaborative for Great Teachers and Leaders

Putting a great teacher in every classroom and a great leader in every school is an incredibly challenging task. Recent decades have been marked by a number of well-intentioned efforts that were ultimately unsuccessful. The American Recovery and Reinvestment Act, as well as other federal initiatives, create a unique opportunity for states to address these issues boldly. To succeed in the future where we have often failed in the past, states must think bigger and act with greater focus and consistency. Recognizing that states will accomplish more in collaboration than in isolation, Illinois has joined a small group of states and leading national organizations will explore a partnership to accelerate the pace of change while maintaining high quality standards.

Benefits of the Collaborative

The goal of the State Collaborative for Great Teachers and Leaders is to provide a network for states to lead the nation on improving key policies related to teacher and leader effectiveness. Members of the Collaborative will seek logistical and technical support from organizations with extensive experience in the design and implementation of teacher and leader education reform, such as EducationCounsel, the Joyce Foundation, New Leaders for New Schools, and The New Teacher Project.

Race to the Top and other federal leverage points create new momentum toward bold reform, open powerful new federal funding streams, and set the stage for re-prioritizing existing federal programs. The State Collaborative will capitalize on these opportunities, initially, by providing participating states with relevant content for and guidance on the Great Teachers and Leaders sections of their Race to the Top proposals, as well as organizing and facilitating phone and in-person working sessions during which participants will discuss strategies and local challenges.

Moving forward after the Race to the Top proposal submission, members of the Collaborative will continue to benefit through:

- **Joint problem solving and mutual assistance.** States that move in bold policy directions will be engaged for a period of years in building new capacity at the state and local level. In many areas, states will find few useful precedents and best practices and will be required to start from scratch in building and implementing systems to drive and monitor teacher and leader

effectiveness. States working toward the same goals will progress more quickly and with greater success if they pool intellectual resources and design capacity. States in the Collaborative will meet regularly to share plans and strategies related to teachers and leaders.

- **Open sharing of programs, plans, and results.** No state will achieve all its goals in the initial implementation of its reforms. There will be many pilots and iterations that lead, over time, to refined learnings and more efficient systems. States will attain the best outcomes by benefiting from the experiences of fellow states, including valuable data and research. In this way, states will not be competitors but partners.

Mass Insight Education Partnership Zone Initiative

Illinois and a select few other states have been chosen by Mass Insight Education & Research Institute to participate in a three-year, \$70-million effort to create scalable and sustainable strategies for turning around clusters of their lowest-performing schools, starting with a selected group of one or two proof point districts in each state. A two-year extension is slated to follow the three-year initial effort. Mass Insight was founded in 1997, and is an independent non-profit that organizes public schools, higher education, business, and state government to significantly improve student performance, with a focus on closing achievement gaps. The State of Illinois will maximize the planning, policy, budgetary, communications, and other support activities available through this multi-state project to support the Illinois Partnership Zone, described in the narrative for Criterion (E)(2).

The proof point states initially will establish Partnership Zones in one or two districts with clusters of three to five low-performing schools. Each cluster of schools will be supported by a Lead Partner – an organization that directly supports principals in turning around schools. Lead Partners provide academic and student support services to schools as well as coordinate and focus the turnaround efforts within the schools, helping to overcome the chaotic “program-itis” that has undermined previous reform efforts. Lead Partners, staffed by experienced school staff and engaged by districts and states, can either be independent organizations or autonomous units created by the district central office.

The Partnership Zone is a hybrid model that combines the benefits of a district with the operating flexibility of charter schools. Because Zone schools remain inside the district, they can continue to tap into the scale efficiencies of many central office services. However, Zone schools also afford principals and Lead Partners the freedom to make staffing, scheduling, curriculum and salary decisions in return for being held accountable for dramatic student achievement gains within two years. These flexible conditions empower educators to be more innovative, more dynamic, and more responsive to the needs of their students.

Since early 2009, Mass Insight has organized a network of 14 states committed to investing new federal funds in effective and innovative strategies required to turn around the bottom 5% of their schools. Mass Insight's State Development Group has participated in monthly conference calls to share lessons learned and promising practices for turn around strategies and examine the feasibility of establishing strong Partnership Zones.

The six proof point states were selected from this group based on:

- A commitment to the Partnership Zone framework set forth in 2007 report, *The Turnaround Challenge*;
- A commitment to investing the resources necessary for successful turnaround; and,
- Alignment and support of state leadership.

Mass Insight staff and a leading group of National Collaborators will assist states and districts in planning, state policy analysis, human capital analysis, district and school budget audits, communications/outreach, and other critical turnaround activities. National Collaborators include: Education Counsel, Education First, Education Resource Strategies, The New Teacher Project, and the Parthenon Group.

States plan to launch Partnership Zones on a flexible but aggressive timeline with some states implementing Zones as early as the 2010-11 school year and others the following year.

Planning and development for the Partnership Zone Initiative has been funded with a \$1.5 million, two-year grant from the Carnegie Corporation of New York, along with a partial match from the Bill & Melinda Gates Foundation. Mass Insight and its partners are committed to raising an additional \$30 million of private funding for the three-year initial program and further funding for a two-year extension; however, the majority of the school level funding for the initiative will come from targeted 1003g School Improvement Grants. Most of those funds will go toward increased teacher compensation to support extended learning time in Partnership Zone schools.

Multi-State Teacher Performance Assessment Consortium

A Nationally-Available Performance Assessment for America's Teachers

One of the few areas of consensus among education policy makers, practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States. Furthermore, this strategy is particularly critical for groups of children who have historically been taught by the least qualified teachers. Interest is intensifying in how to go beyond current measures of teacher qualifications to measures that more closely evaluate teachers' effectiveness in relation to student learning.

However, existing federal, state, and local policies for defining and measuring teacher quality rely almost exclusively on classroom observations by principals that differentiate little among teachers and offer little useful feedback, on the one hand, or teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other.

It has become clear that new strategies for evaluating teacher competence and effectiveness are needed. *Any serious and systematic effort to improve the quality of teachers entering or already practicing in our nation's schools must include development of reliable and valid measures of how well they perform in the classroom, linked to multiple sources of evidence of their effectiveness in promoting learning for students.*

Systematic measures of teachers' performance that evaluate what teachers' classroom effectiveness have recently been developed in several states and districts. At the state level, these are being used either at the beginning of the career, as a basis for the initial licensing recommendation (California, Oregon), or in the teacher induction period, as a basis for moving from a probationary to a professional license (Connecticut). At the local level, new standards-based evaluations of practice use similar indicators to assess performance in systematic ways throughout the career. Veteran teachers can be further evaluated against high

standards of accomplishment through the assessments of the National Board of Professional Teaching Standards.

Teachers' ratings on a number of these assessments have been found to predict their students' value-added achievement on state tests, as well as to help improve teachers' practices.⁶ Thus, the possibility now exists for creating a continuum of performance assessments – from initial entry to the granting of a professional (second-tier) license, through tenure and onto determinations of high levels of accomplishment – that can evaluate and help support improvements in teachers' effectiveness.

The Teacher Performance Assessment Consortium

A partnership to create the launching pad for such a continuum has been formed by the Council of Chief State School Officers (CCSSO), the American Association of Colleges of Teacher Education (AACTE), and a team of researchers at Stanford University and the University of Washington that has worked on assessments at every juncture of the continuum. In partnership with CCSSO and AACTE, this team has undertaken to develop, pilot, and validate two nationally available Teacher Performance Assessments (TPA), which will be made available to states and programs that wish to improve their capacity to evaluate teachers for initial licensure (Tier 1) and professional licensure (Tier 2, following the probationary period) based on concrete evidence of effectiveness, not just grades or paper-and-pencil tests.

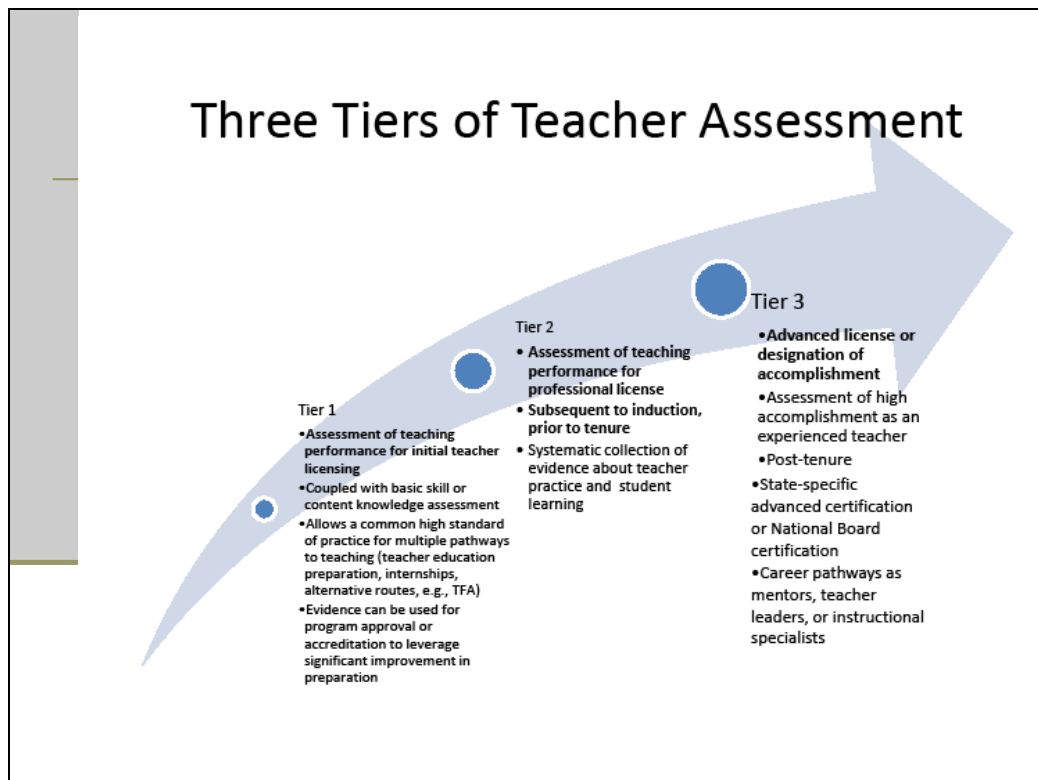
States that have thus far indicated interest in participating in the Teacher Performance Assessment Consortium include: California, Colorado, Illinois, Iowa, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Tennessee, Virginia, Washington, West Virginia, and Wisconsin.

Based on the highly successful Performance Assessment for California Teachers (PACT), the first of these assessments will support teacher development and evaluation for the initial license across the wide variety of routes into teaching, and will also increase the consistency with which teacher licensure decisions are made across states. Used as information for the accreditation process, the assessment results can leverage improvements in preparation programs. Used as information for induction programs, it can also guide more effective mentoring for beginning teachers.

⁶ Wilson, M. & Hallum, P.J. (2006). *Using student achievement test scores as evidence of external validity for indicators of teacher quality: Connecticut's Beginning Educator Support and Training program*. Berkeley, CA: University of California at Berkeley; Milanowski, A.T., Kimball, S.M. & White, B. (2004). *The relationship between standards-based teacher evaluation scores and student achievement*. University of Wisconsin-Madison: Consortium for Policy Research in Education; Goldhaber, D. & Anthony, E. (2005). *Can teacher quality be effectively assessed?* Seattle, WA: University of Washington and the Urban Institute; Vandevoort, L. G., Amrein-Beardsley, A. & Berliner, D. C. (2004). National Board Certified teachers and their students' achievement. *Education Policy Analysis Archives*, 12(46), 117.

A related assessment will support states in evaluating and supporting teacher development further along the teaching career continuum, at the point at which a professional license is issued, typically 3 to 5 years into the career. Success at this juncture might be associated with additional compensation in a state or district with a career ladder program.

These two assessments could form the first two steps in a continuum of development and recognition, with a third step represented by an advanced certification, such as the National Board for Professional Teaching Standards or a state-specific assessment. These more advanced measures might be part of a process used to identify teachers for additional compensation and for roles as mentors, lead teachers, or demonstration teachers.



The Assessments

The project involves, first, building on the PACT assessment as a starting point for continued development to create a nationally available instrument for evaluating beginning teachers, as the first step toward a series of performance assessments that can support evaluation across the continuum of teachers' careers. The PACT is a direct descendent of INTASC's beginning teacher assessment, used for many years as the basis for granting a professional license, and validated as a strong predictor of teachers' effectiveness.

The assessment system for the beginning teacher performance assessment consists of two components: 1) a standards-based, subject-specific assessment of a unit of teaching and learning, called the Teaching Event, and 2) Embedded Signature Assessments (ESAs) that capture additional aspects of teachers' preparation and may vary across programs. The ESAs are

assessments that evaluate critical teaching goals, for example, child case studies, curriculum units, analyses of student work, and observations of student teaching.

The PACT Teaching Event comprehensively documents teaching and learning in a 3-5 day learning segment for one class of students. Teaching Events are subject-specific, with separate protocols for elementary and secondary credential areas. In a highly structured process, candidates offer evidence of their practice and its outcomes, based on lesson plans (with adaptations for English language learners and special education students), teacher assignments, daily reflections on classroom events and further adaptations of lessons to student responses, video clips of instruction with associated commentary, evidence and analysis of student learning, and reflective commentaries which explain the professional judgments underlying the teaching and learning artifacts.

This evidence is assembled in response to very specific instructions to provide data about key aspects of instruction linked to standards of student learning and standards of teaching. It is scored by trained raters whose ratings are further moderated and audited to produce reliable and valid evaluations of teachers' performance.

Since 2002, the PACT has been through seven years of development and use by more than 32 teacher education programs in California, including both traditional pre-service teacher education programs and alternative certification programs offered by school districts and a charter management organization. Programs have used the data generated by PACT to make program adjustments that have resulted in improved preparation and candidate performance. Based on extensive reliability and validity studies, the California Commission on Teacher Credentialing has approved the PACT assessment for licensing.

Interestingly, unlike traditional paper and pencil tests for teachers, studies of the PACT's outcomes have discovered no racial disparities in outcomes on this performance assessment. This may be in part because this assessment offers a more authentic evaluation of what beginning teachers can actually do in the classroom, not only how they perform on traditional standardized tests.

The second stage of the project, beginning in year 2, will be to build upon the initial licensing assessment to develop a nationally available tool for issuing a professional license. The format of this assessment will be similar – it will include evidence of teachers' practices on content-specific teaching tasks of planning, instruction, assessment, and reflection. It will, however, focus even more intently on a collection of evidence regarding teachers' contributions to student learning, and will allow the examination of evidence about practice and learning a longer period of time.

Goals of the Teacher Performance Assessment Project

The primary goal of this initiative is to design and field test the first nationally available Teacher Performance Assessment that will:

- Develop two prototype performance assessments that can be a key part of a system of state assessments that begin with educator preparation and continue to support evaluation for in-service educators throughout their careers;
- Allow school districts to analyze teachers' ability to teach core standards and support and advance student achievement;
- Contribute to the development of a more coherent national policy environment for teacher licensure, recruitment and in-service evaluation, and to a more effective national agenda for improvement of teacher quality.

The Teacher Performance Assessment will create a body of evidence about teaching competence, providing a vehicle for systematically examining the assessment data to improve both traditional and alternative teacher preparation programs, support induction and professional development for practicing teachers, and inform decisions about entry, tenure, and career development.

Current Status and Future Outcomes of the Project

Significant progress has been achieved in initiating the Teacher Performance Assessment initiative:

- Teams have been formed for participating states, including representatives from state education agencies (SEAs) and over 40 teacher preparation institutions.
- A field-based review of the PACT assessment methodology, upon which this initiative is based, has been conducted.
- Initial policy context analyses have been completed for participating states;
- A design team of leading measurement experts, practitioners, and researchers has been convened to inform the development of the Teacher Performance Assessment, which will be finalized and ready for testing in early 2010.

At the conclusion of the project, the proposed work will yield:

- Reliable and valid Teacher Performance Assessments which can be used to improve the consistency and quality of data on teacher effectiveness and anchor a continuum of performance assessments throughout the teaching career;
- An evidence-based methodology for making systematic decisions about recruitment, employment, professional development and career development.
- A technology platform that can be used to support the sharing of rich information about teacher performance, as well as scorer training and calibration;

- An outcome database which can be used by school districts to manage, analyze, and report data about teacher outcomes, and to track performance across the continuum of teachers' careers;
- Information that states can use to inform teacher quality initiatives, issue initial teacher licenses, make accreditation decisions about programs, and plan teacher induction and in-service development;
- An empirical foundation for developing a more coherent national agenda for teacher quality assessment.

Development of a system of nationally available teacher performance assessments will allow states, school districts and preparation programs to share a common framework for defining and measuring a set of core teaching skills that form a valid and robust vision of teacher competence. As states reference data generated from this tool to inform teacher licensure, recruitment and induction, they will establish a national standard for relevant and rigorous practice that advances student learning. In particular, the project can support efforts to evaluate and, ultimately, tighten the connection between teacher performance and student outcomes with valid and reliable data that can also be used to guide pre-service and in-service training.

Appendix A2-2

Illinois Race to the Top Measurement Plan:

Description and Critical Components

This document outlines key features of Illinois' Measurement Plan as described in Section (A)(2) of the application.

I. Illinois' Outcomes-Based Measurement Objectives

Outcomes-based measurement is an approach to traditional measurement and evaluation activities that is primarily focused on learning "how well" a particular set of interventions are working and collecting, analyzing and reporting data on a frequent enough basis in order to make data-informed decisions. While the Illinois plan includes and requires Participating LEA process indicators in order to understand what activities and structural changes Participating LEAs and the State have accomplished, the outcomes lens allows all stakeholders to focus their performance lens tightly on student, teacher, principal and school outcomes. Within the Measurement Plan, the term outcome means: *a desired change in status, condition or behavior that results from particular set of programs or activities.*

Illinois' objectives for the incorporation of outcomes-based measurement include:

- **Build a State Measurement System and Culture:** The Measurement Plan will seek to ingrain an outcomes-based performance measurement culture into ISBE, its key partners, and Participating LEAs. While typical performance measurement in education describes 'what did happen', the Measurement Plan will focus, on a frequent and consistent basis, on how well the plan's interventions are working.
- **A State Measurement System that Persists:** The Measurement Plan and related systems are intended to persist beyond the grant period. The overall increase in data appreciation and application across Participating LEAs and the State will have a spillover effect statewide.
- **The State Measurement System and Public Engagement:** The Measurement Plan will support stakeholder engagement through the sharing of valuable data with the public and other interested parties. For the State Required and Recommended indicators, the Measurement Plan focuses on those data that will inform practice and policy and that can be aggregated and shared with the public in meaningful and powerful ways.
- **The State Measurement System and Continuous Learning:** An outcomes-based performance measurement approach, unlike traditional evaluation methods, allows the State and LEAs to adeptly respond to both process and outcomes data as they are occurring rather than well after the fact. In addition to the Performance Measures required by the U.S. Department of Education, the State Required and Recommended Indicators are built with a lens of helping LEAs and the State understand how best to accomplish the Key Goals of the State's application.

II. Components of the Illinois Outcomes-Based Measurement Plan

The Measurement Plan will clearly identify the overall outcomes framework, incorporate the Performance Measures included throughout the Illinois RTTT application, and include indicators to help determine that meaningful progress is being made on process and outcomes. The Outcomes Framework set forth on Attachment A to this Appendix was used as the basis for the performance measures identified in this application. The Outcomes Framework articulates (a) the key outcomes that Illinois will accomplish with Race to the Top support as the result of State and Participating LEA action in accordance with this plan, (b) how these key outcomes will advance teacher and principal effectiveness, and (c) how key outcomes and increased teacher and principal effectiveness ultimately translate into student achievement, including high levels of student growth and student readiness at key student transition points in the P-20 spectrum. In essence, the Outcomes framework highlights the overarching theory of change in this plan.

The Measurement Plan will include outcome indicators that flow from the Outcomes Framework and that are tied to the key objectives of this plan, including:

- % of students meeting key "readiness" benchmarks including:
 - Kindergarten readiness based on a statewide kindergarten readiness assessment
 - High school readiness based on 8th grade EXPLORE benchmarks aligned to college readiness indicators
 - College and career readiness based on ACT College Readiness Benchmarks
 - Preparation for non-remedial coursework upon entering postsecondary
- % of students demonstrating:
 - high rates of growth (e.g., one and one-half grade levels in academic year)
 - acceptable rates of growth (e.g., at least one level in an academic year)
- % of teachers and principals rated in the highest two categories in summative evaluations, based on the four practice performance levels defined in this plan

The Measurement Plan will also include process indicators to measure whether key policy, structures and systems are in place to support progress on these outcomes, as shown on the bottom tier of the Outcomes Framework and consistent with the MOU. As described in Section (D)(5), Goal III, required indicators will include measures to assess the extent to which teacher and principal professional development resources are targeted and continuously improved..

The outcome and process indicators will track both State and Participating LEA performance, as follows:

- Tier 1 State Level – Indicators that represent overall State performance on key outcomes. These indicators will be reported through State and/or Participating LEA data systems.

- Tier 2 Participating LEA Level – Indicators that represent Participating LEA progress on putting the capacities, policies, and structures in place to achieve critical student, teacher, principal and district outcomes.
- The Tier 1 and Tier 2 indicators will be further divided into Required Indicators (data that Participating LEAs will be required to define, source, collect, and report) and Recommended Indicators (data that Participating LEAs may choose to report, and which provide additional means to measure success). As described in the proposed timeline for implementation set forth in the table below, ISBE will convene focus groups with representatives of Participating LEAs and other stakeholders to define both Required and Recommended Indicators for implementation of this plan. For example, Attachment B to this Appendix includes an initial set of Recommended Indicators to supplement the Performance Measures for Section (B)(3) of the Plan, Supporting the Transition to Enhanced Standards and High Quality Assessments. It is expected that over time, more Participating LEAs will adopt the Recommended Indicators as they master the collection and reporting of Required Indicators.

The process of implementing the Measurement Plan will include:

- Participating LEA Capacity Building – Early in the grant period, the Measurement Plan will focus on building LEA capacity to collect, analyze and report performance data. Integrated within the Statewide System of Support (SSOS) and aligned with the Quality Assurance Review performed by AdvanceED (see Section (A)(2) of the plan), Participating LEA Capacity Building will address how best to collect, analyze and report data not only for the grant and grant period, but for future public engagement and strategic decision making.
- State Capacity Building – Capacity building efforts will also focus on the State Board of Education's leadership and data teams to build their comfort with applying performance data to their work and to ensure that the data collected through the grant period is valuable and useful to decision making throughout the grant period and beyond. Similar to LEA Capacity Building, State Capacity Building will focus on training those individuals that are closest to the data and closest to the decisions that come from the data.
- Metrics Definition and Sourcing – As noted throughout the State's proposal, there are a variety of State Required and Recommended indicators the State is proposing in addition to those required by the U.S. Department of Education. A key step in this process is building consistent and replicable definitions for performance measures. Due to the local nature of much of the required data collection, the SSOS will work with Participating LEAs to accurately define the performance measures to increase the likelihood of accurate and meaningful performance data.
- Confirm Benchmarks – Participating LEAs will need to establish benchmarks for Required Indicators and have a clear process for developing baselines and benchmarks for Recommended Indicators as well.
- Performance Analysis Specifications – With the variety of data the State is proposing to collect, analyze and report, it is important to prioritize what types of analysis are important to a variety of stakeholders. Beyond the full set of performance measures included in this

application, the State recognizes that analysis of particular key populations, schools and LEAs will be most important to achieving the State's objectives. Priority will be given to the Super LEAs and other Participating LEAs with Illinois Priority Schools.

- **State Level Reporting, Communications and Dissemination Plan** – The State is committed to sharing results of Race to the Top funded initiatives with broad groups of stakeholders including the general public. Specifically, the State will develop a Race to the Top scorecard as well as produce meaningful reporting back to Participating LEAs and schools that summarize their performance on key process and outcome indicators throughout the course of the grant period. The plan is for scorecards to not only report current performance on key indicators, but also demonstrate Participating LEA and school growth and state growth on key indicators related to narrowing the achievement gap, equitable distribution of highly-effective teachers and school leaders, and overall improvement in state educational outcomes across all of the plan's key goals.

III. Implementation of Illinois Outcomes-Based Measurement Plan: SY 2010-11 - 2013-14

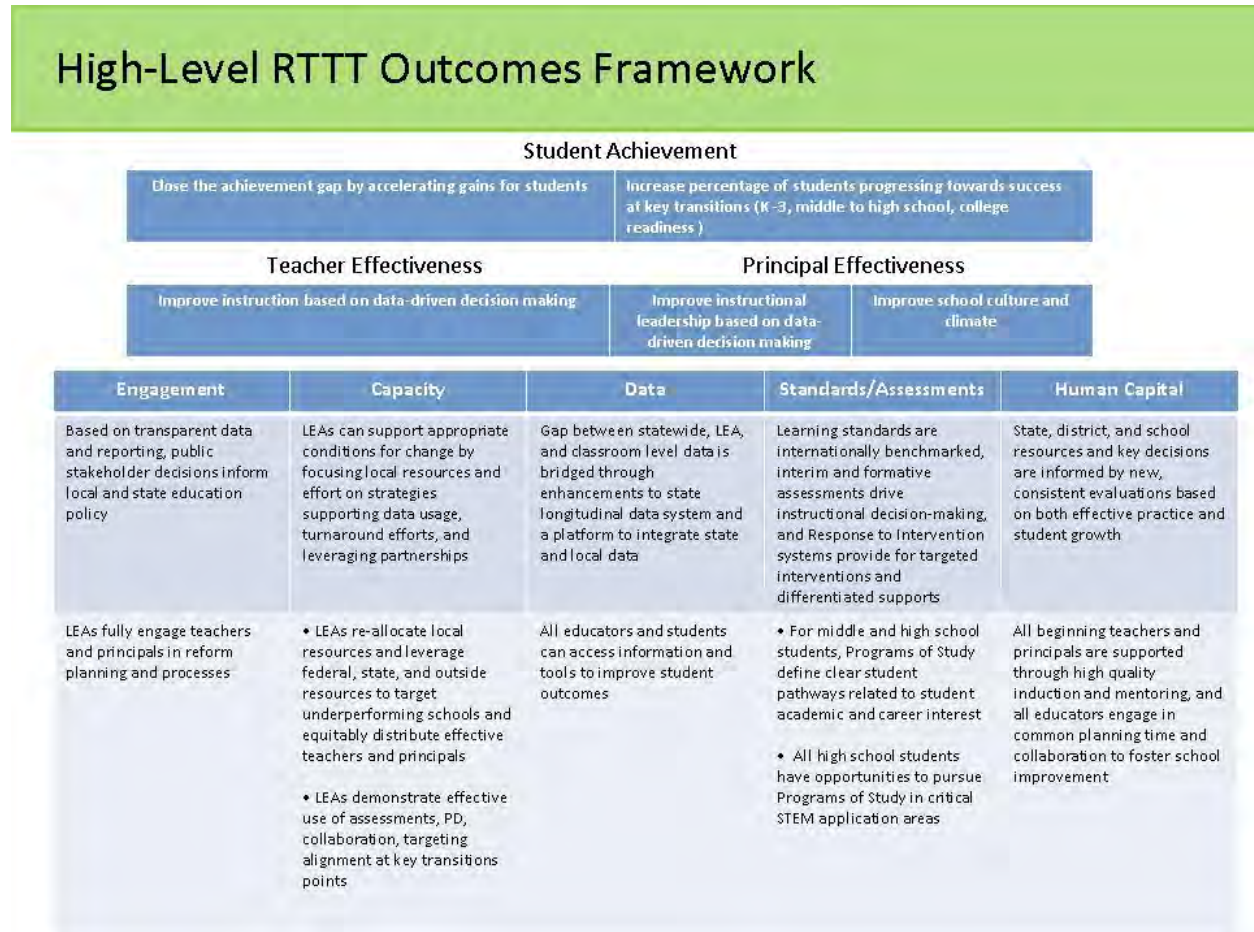
The table below outlines the overall Measurement Plan, including planned major activities and their intended outcomes, consistent with the State’s recommended activities as part of this application. Following is a tentative timeline for implementation of an outcomes-based measurement plan that commences in October 2010.

Illinois Measurement Plan: Proposed Timeline		
Phase	Key Processes and Deliverables	Proposed Timeframe
Define Success	<ul style="list-style-type: none"> • Kick off meeting with ISBE leadership and staff • Project planning 	October 2010
	<ul style="list-style-type: none"> • Recommend internal and external stakeholders for interviews and focus groups • Complete internal and external stakeholder interviews and strategy review • Identify and coordinate Participating LEA stakeholder focus groups to complement stakeholder interviews • Analyze stakeholder interviews, research, focus group findings, and strategy review to develop outcomes • Through the SSOS, provide professional development regarding outcomes-based performance measurement • Develop Participating LEA outcomes-based measurement plan including reporting and measurement priorities consistent with federal required Performance Measures, and State Required and Recommended Indicators 	November – December 2010

Illinois Measurement Plan: Proposed Timeline		
Phase	Key Processes and Deliverables	Proposed Timeframe
Align Strategies	<ul style="list-style-type: none"> Review existing Participating LEA strategies and planned refinements to ensure local approach is designed to accomplish required processes and drive outcomes for LEA, State and federal requirements Complete strategy alignment discussion with Participating LEA stakeholder focus groups and develop measurement plan consistent with existing and planned capacity 	January 2011
Measure Results – Design Data Collection Process	<ul style="list-style-type: none"> Develop roadmap for data collection, reporting and analysis that is consistent with existing and planned ISBE and Participating LEA capabilities and other reporting requirements Define, source and verify all federal Required Performance Measures, State Required Indicators and State Recommended Indicators with Participating LEAs Design performance reports (scorecards) for all identified stakeholders for Participating LEA review and adoption; work with Participating LEA focus group through the process of report specification 	February 2011- March 2011
Measure Results – Implement Data Collection	<ul style="list-style-type: none"> Coordinate data collection process across ISBE and Participating LEA data sources Verify availability and quality of data based on defined federal Required Performance Measures, State Required Indicators and State Recommended Indicators Collect and analyze data based on federal, State and LEA specifications 	April 2011 – June 2011
Measure Results - Report and Analyze Results	<ul style="list-style-type: none"> Coordinate regular data review sessions with Participating LEA focus groups to collectively analyze and learn from results Benchmark performance across Participating LEAs to identify best practices and areas of needed professional development or structure intervention 	July 2011 – Ongoing

Appendix A2-2
Attachment A: Outcomes Framework

The following graphic illustrates the outcomes framework upon which the Illinois Measurement Plan is based.



The following table identifies preliminary outcome indicators related to Criterion (B)(3) of the State's Race to the Top application. Indicators tracked as part of the Measurement Plan, including the indicators listed in this Attachment A, flow from the Outcomes Framework and are tied to the key objectives of the State's Race to the Top plan.

B. Standards and Assessments (Tier I State-Level)

Section	Area of Commitment	Associated Key Goal	Required Indicators	Recommended Indicators
(B3) Supporting the Transition to Enhanced Standards and High-Quality Assessments	A. Standards-Aligned Instructional Systems	Close the achievement gap by accelerating gains for students	% of students in Participating LEAs meeting or exceeding PLAN/Explore/ISAT benchmarks in reading/math/science	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs demonstrating readiness on Kindergarten Readiness assessment (disaggregated by subgroup)	NA
			% of students in Participating LEAs demonstrating high school readiness in 8 th Grade EXPLORE Assessment, based on benchmarks aligned to college-readiness indicators (disaggregated by subgroup)	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs meeting or exceeding ACT college readiness benchmarks (disaggregated by subgroup)	NA
		Close the achievement gap by accelerating gains for students	NA	% of Participating LEAs meeting or exceeding graduation rate benchmarks (to be set by State/Participating LEAs)
		Close the achievement gap by accelerating gains for students	NA	% of Participating LEAs meeting or exceeding attendance benchmarks (to be set by State/Participating LEAs)
		Close the achievement gap by accelerating gains for students	NA	% of Participating LEAs reporting adoption of new common core standards Fall of SY10

B. Standards and Assessments (Tier I State-Level)				
Section	Area of Commitment	Associated Key Goal	Required Indicators	Recommended Indicators
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs taking AP coursework	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs taking dual-credit coursework	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs taking AP exams (disaggregated by # and type of exam)	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs scoring 3 or better on AP exams (disaggregated by # and type of exam)	NA
		Close the achievement gap by accelerating gains for students	% of students in Participating LEAs not required to complete remedial coursework in postsecondary	NA
(B3) Supporting the Transition to Enhanced Standards and High-Quality Assessments	A. Standards-Aligned Instructional Systems			% of Participating LEAs with a student-growth metric in place to track progress year to year
	C. Developing and Scaling STEM-Related Programs of Study	Increase percentage of students progressing towards success at key transitions (preK -3, middle to high school, high school to postsecondary and careers)	NA	% of teachers credentialed in STEM coursework teaching STEM courses
		Increase percentage of students progressing towards success at key transitions (preK -3, middle to high school, high school to postsecondary and careers)	NA	% of Participating LEAs with identified community partners (and type) to support Program of Study and STEM opportunities (gr. 9-12 LEAs only)
		Increase percentage of students progressing towards success at key transitions (preK -3, middle to high school, high school to postsecondary and careers)	NA	% of Participating LEAs with 2 or more Programs of Study in critical STEM application areas (gr. 9-12 LEAs only)

B. Standards and Assessments (Tier I State-Level)

Section	Area of Commitment	Associated Key Goal	Required Indicators	Recommended Indicators
	D. WorkKeys/National Career Readiness Certificate Program	Close the achievement gap by accelerating gains for students	NA	% of students who say they are highly engaged in school activities
		Close the achievement gap by accelerating gains for students	NA	# of Participating LEAs implementing National Career Readiness Certificate program

Appendix A2-3

Budget Summary and Project-Level Budgets

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel (ISBE)*	85,000	87,550	90,177	0	262,727
Personnel (Contractual positions)*	5,417,511	7,411,205	7,967,127	7,923,627	28,719,470
2. Fringe Benefits (applies to ISBE and contractual positions)	1,361,896.70	1,999,965.70	2,003,671.70	1,970,140	7,335,674.10
3. Travel	604,212	607,104	404,704	398,650	2,014,670
4. Equipment	339,500	312,500	307,500	307,500	1,267,000
5. Supplies	88,424.25	88,124.25	88,124.25	88,124.25	352,797
6. Contractual	41,595,570	38,564,477	30,336,769.91	21,961,000	132,457,816.91
7. Training Stipends	120,000	102,000	114,000	0	336,000
8. Other	13,721,073.25	20,869,551.25	5,996,826.25	1,378,872.25	41,966,323
9. Total Direct Costs (lines 1-8)	63,333,187.20	70,042,477.20	47,308,900.11	34,027,913.50	214,712,478.01
10. Indirect Costs*	344,519.49	345,298.49	472,357.51	269,544.50	1,431,719.99
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	9,120,000	14,620,000	9,560,000	5,620,000	38,920,000
13. Total Costs (lines 9-12)	72,797,706.69	85,007,775.69	57,341,257.62	39,917,458	255,064,198
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	63,766,049.50	89,272,469.30	63,766,049.50	38,259,629.70	255,064,198
15. Total Budget (lines 13-14)	136,563,756.19	174,280,244.99	121,107,307.12	78,177,087.70	510,128,396.00
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

*Personnel expenses are subdivided between ISBE personnel and contractual personnel. See Project-level Budget Summaries for further detail.

Budget Part I: Budget Summary Narrative

The State's budget for the projects set forth in its Race to the Top Application is divided into five cost categories. Category I costs will be paid out of the 50% LEA allocation of Race to the Top funds. Costs in Categories II through V will be paid out of the 50% State allocation of Race to the Top funds.

- **Category I (LEA Allocation):** ISBE will distribute the Category I Race to the Top funds to Participating LEAs by formula, as required under ARRA and directed by the U.S. Department of Education. ISBE will monitor and periodically audit to ensure that any funding provided to Participating LEAs will only be spent on Race to the Top Plan programs and projects.
- **Category II (SEA Allocation):** Category II costs include supplemental funding to Participating LEAs for various targeted initiatives.
- **Category III (SEA Allocation):** Category III costs include programs involving direct payments to teachers or teacher candidates for targeted programs to increase the number of effective teachers in hard-to-staff subjects or specialty areas.
- **Category IV (SEA Allocation):** Category IV costs include funding support for non-LEA partners through a competitive grant process or formula funding.
- **Category V (SEA Allocation):** Category V costs include State foundational systems and funding for ISBE contractual services in support of the Plan.

Each funding category contains certain Race to the Top plan projects and programs. For an outline of the projects and programs in each funding category, see Budget Overview, Projects Summary within this Appendix. While funding categories II-IV involve direct payments to LEAs, teachers/teacher candidates, LEA partners, foundational systems and ISBE contractors, these funding categories will include, as further outlined in the project level budgets and budget narratives, certain state administrative costs.

In addition, Category II contains a specific set aside for Super LEAs for certain eligible costs such as performance evaluation implementation, E3 program activities, integration with the Learning and Performance Management System and turnaround support. Super LEAs are provided a specific line item due to the commitments made by these LEAs and required of these LEAs under the MOU. Super LEAs, under the MOU and as further described in Section A(1) of the Application, have committed to 1) implementing new teacher and principal evaluation systems by no later than the start of the 2011-12 school year, 2) providing staffing autonomy to Illinois Priority Schools within the district, and 3) the agreement of the district superintendent and teachers' union leader to participate in the comprehensive State intervention framework.

The Super LEA line item will be proportionately distributed among the Super LEAs based upon the number of priority schools in each Super LEA, as the programs to be funded under this budget line item are primarily school-based projects (although they must be integrated with district-level activities). In order to receive Category II funds, the Super LEA must include, in its final plan, necessary collective bargaining waivers agreed to between the LEA and the local teachers' union to carry out the commitments. If the LEA is not able to obtain these waivers, the

LEA will not be provided funding under Category II and ISBE will retain discretion to apply this funding to other programs included in its Race to the Top plan.

The State's theory of funding allocation, as is demonstrated throughout the plan level and individual project level budget summaries, is as follows:

- 2010-2011: Planning and establishment of Race to the Top plan projects, programs and activities, including development of the state infrastructure needed to support these projects, programs and activities.
- 2011-2012: Intensive implementation of Race to the Top plan projects, programs and activities. This largest allocation of Race to the Top funds will be allocated during this period.
- 2012-2013: Continuation of Race to the Top plan projects, programs and activities implemented during the 2010-2011 and 2011-2012 school year. These projects, programs, and activities will begin to see a deceleration in the amount of Race to the Top funds flowing to the projects. The programs and activities must begin to focus on self-sustainment after the 2014 school year using other federal, State, and local sources.
- 2013-2014: Projects, programs and activities funded through Race to the Top will transition to non-ARRA funding sources and will implement self-sustaining strategies.

In addition, the State will leverage other federal, State and local funds to further support the Race to the Top education reform plans. Examples of how the State plans to leverage the Race to the Top Funds from its application are:

- State Fiscal Stabilization Phase II Fund Grant (SFSF): The State submitted its application for Phase II State Fiscal Stabilization Funding on December 14, 2009. The State's plan for SFSF Phase II funding describes a number of activities the State will undertake to (a) achieve equity in teacher distribution, (b) improve collection and use of data, (c) implement high quality standards and assessments, and (d) support struggling schools. These plans provide a foundation for the activities proposed to be carried out using RTTT funding.
- Perkins IV Funding (federal): In the preceding years, Illinois has used the implementation of Perkins IV as a means to advance the integration of real world academic and technical content, alignment of secondary to postsecondary expectations, initiate the first programs of study, and develop a more fruitful collaboration between secondary and post-secondary at both the state and local level. Development of Programs of Study referenced in this application will work closely with content and program experts from Career and Technical Education to align, when appropriate, the Programs of Study to federal and state CTE program approval requirements, including the importance of academic and technical integration. Additionally, the development effort of Programs of Study in Illinois are being expanded to include academic programs of study, again integrating real world

content, as well the emerging CTE programs of study. (See *Application Section B(3)*)

- Statewide Longitudinal Data System Grant (SLDS): The State has also applied for the SLDS Grant awarded by the U.S. Department of Education, Institute of Education Sciences. As set forth in the Participating LEA MOU, all Participating LEAs must fully cooperate with ISBE on data collections necessary for the longitudinal data system, including efforts by ISBE to ensure data quality. (See *Application Section C(2)*)
- Supportive Technology: (See *Application Section B(3)*)
 - **Enhancing Education Through Technology (EETT)**: Illinois is using \$10 million in ARRA Title II, Part D, Enhancing Education Through Technology (EETT) Competitive Grant funds and \$10 million in State capital funds to build the technology infrastructure in high-need LEAs necessary to implement standards-aligned instructional systems. Grants ranging from \$450,000 to \$900,000 are available to improve student academic achievement through the integration of technology in schools. Specifically, ISBE has targeted these funds for applicants to acquire low-cost laptops/ultra-portable netbook computers that are integrated with peripheral technology (e.g, whiteboards, student response systems) into fully integrated state-of-the-art learning environments consistent with the National Educational Technology Standards (NETS).
 - **Illinois Century Network (ICN) Transition to Fiber Network**: In addition, Illinois is building the telecommunications backbone necessary to ensure low-cost, high-speed access to on-line resources by all Illinois school districts. Presently, ICN is the largest broadband network in the nation, serving nearly 8,000 K-12 schools, local governments, and nonprofit entities throughout all 102 counties in Illinois. While the ICN is currently built on a model of leasing point-to-point connections between 14 Point of Presence (POP) sites, the ICN is transitioning to a State-owned, 1700 mile fiber network that will provide sufficient bandwidth for all public schools to access on-line instructional resources. The State of Illinois has allocated \$26 million in State capital funding for the project, and is requesting \$104 million in ARRA funding.
- Section 1003(g) School Improvement Grant Funds. Section 1003(g) School Improvement Grant Funds will serve as the primary source of funding for LEAs to undertake interventions in Illinois Priority Schools (subject to federal eligibility and priorities). The State is also leveraging its Section 1003(g) School Improvement Grant funds to support the priority of performance evaluation redesign. Under the Performance Evaluation Reform Act (see *Application Section (D)(2)*), any LEA receiving a School Improvement Grant award (regardless of whether or not they are a Participating LEA) must implement a redesigned performance evaluation system in accordance with the timeline set forth in that grant. ISBE intends to require that redesigned systems be implemented by the 2012-13 school year for any LEA

receiving a School Improvement Grant as part of the State of Illinois' SIG ARRA allocation (subject to the allowance made in PERA for a phase-in of the system in Chicago Public Schools).

- Illinois Mathematics and Science Partnership Program (IMSP): The State will enhance and expand its existing IMSP to increase the math and science expertise of teachers within Participating LEAs. A significant percentage of the Participating LEAs also qualify as high-need LEAs under the requirements of the IMSP. By leveraging Race to the Top funding with existing IMSP funding, Illinois will be able to provide additional openings for teachers wishing to participate in the training provided by IMSP. With the support of Race to the Top, Illinois can increase the number of participating teachers from the current 775 to 1,600 each year. (*See Application Section D(3)*).
- Teacher and Principal Induction and Mentoring Programs: The State currently allocates funding for high quality teacher and principal induction and mentoring programs. With Race to the Top funding, the State can continue to build upon and expand its current induction and mentoring programs in order to reach a significantly greater number of teachers and principals. (*See Application Section D(5)*).
- State Funding for Explore and Plan: In addition to incorporating the ACT college entrance examination into the PSAE, since the 2007-08 school year, the State has funded the cost for school districts to implement the EXPLORE test in 8th or 9th grade and the PLAN test in 10th grade. Collectively, EXPLORE, PLAN and ACT constitute the Educational Planning and Assessment System (“EPAS”). The EPAS system assessments are scored on a common scale, and can be used to identify a lack of alignment in instruction resulting in student achievement falling short of college- and work-ready expectations. Race to the Top Funds will leverage the expansion and implementation of the EPAS system as a tool to address middle and high school alignment. (*See Application Section D(5)*).
- National Center for Supercomputing Application (NCSA) at the University of Illinois: As described in its Letter of Support for this application, the NCSA has offered to provide at cost a world-renowned team of computer scientists and educators to acquire, deploy, and operate a cloud computing environment for the LPMS, as well as develop and retool software applications needed to effectively use the data. (*See Application Section B(3)*).
- External Foundation Funding: To support the State's planning and application process, a coalition of 18 national, state, and community-based foundations formed "The Race to the Top Initiative", a short-term collaborative fund of The Chicago Community Foundation, to demonstrate their financial support to the Illinois State Board of Education (ISBE) for this important endeavor. The foundations remain committed to continued conversations with the State for the long-term improvement of education in Illinois, and ISBE will seek to build on this collaboration to more fully engage the foundation community in its policies and programs. To support this

plan's central focus on performance evaluations, the Joyce Foundation has invited a grant application request for an April 2010 funding decision from The New Teacher Project and The Consortium for Educational Change (CEC) to support a cadre of Super LEAs to develop, implement, and effectively use redesigned evaluation systems meeting the requirements of this plan.

BUDGET OVERVIEW, PROJECTS SUMMARY

CATEGORY I COSTS: LEA ALLOCATION					
	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	Total
Participating LEAs receive 50% of RTTT award					
Category I Subtotal					255,064,198

CATEGORY II COSTS: SUPPLEMENTAL FUNDING FOR PARTICIPATING LEAS					
Project (see Project-Level Budget Narrative for details)	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	Total
National Career Readiness Certificate Program and Statewide Contract and Supports for Assessments for Learning <i>(Plan Section (B)(3))</i>	650,000	750,000	750,000	850,000	3,000,000
Kindergarten Readiness Assessment to Promote PreK – 3 Instructional Alignment <i>(Plan Section (B)(3))</i>	1,533,800	4,106,633	4,106,633	4,106,634	13,853,700
E3 Program (50% Super LEAs; 50% non-Super LEAs) <i>(Plan Section (D)(3))</i>	5,000,000	7,000,000	5,000,000	3,000,000	20,000,000
Expansion of Principal Mentoring <i>(Plan Section (D)(5))</i>	500,000	500,000	500,000	500,000	2,000,000
National Board Certification: Common Planning and Collaboration <i>(Plan Section (D)(5))</i>	7,712,400	6,530,800	5,827,120	5,827,120	24,993,280
Super LEA Supplemental Funding: Eligible costs include: - Performance evaluation implementation - E3 Program activities - Integration with Learning and Performance Management System - Turnaround support	4,000,000	5,500,000	4,000,000	2,500,000	16,000,000

Category II Subtotal					\$79,846,980
CATEGORY III COSTS: DIRECT TEACHER SUPPORTS					
Project (see Project-Level Budget Narrative for details)	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	Total
Special Education Tuition Waiver (Plan Section (D)(3))	480,000	480,000	480,000	480,000	1,920,000
Bilingual Teachers in Training Project (Plan Section (D)(3))	247,399	229,380	245,153	0	721,932
Category III Subtotal					\$2,641,932

CATEGORY IV COSTS: GRANT FUNDING FOR NON-LEA PARTNERS					
Project (see Project-Level Budget Narrative for details)	10-11 School Year	11-12 School Year	12-13 School Year	13-14 School Year	Total
STEM Learning Exchanges (Plan Section (B)(3))	16,450,000	10,450,000	4,050,000	4,050,000	35,000,000
College and Career Readiness (Community Colleges) (Plan Section (B)(3))	1,333,333.69	1,333,332.69	1,333,333.62	0	4,000,000
Dropout Prevention & Reenrollment (Plan Section (E)(2))	8,000,000	17,000,000			25,000,000
Category IV Subtotal					\$64,000,000

CATEGORY V COSTS: STATE PROJECT MANAGEMENT AND CONTRACTUAL					
State Monitoring, Data Collection, Measurement, and Reporting <i>(Plan Section (D)(2))</i> <i>(Plan Section (D)(3))</i> <i>(Plan Section (E)(2))</i>	5,015,600	5,010,600	4,860,600	4,860,600	19,747,400
Illinois Collaborative for Education Policy Research <i>(Plan Section (B)(3))</i>	704,387	715,310	537,571	542,732	2,500,000
Learning & Performance Mgmt System <i>(Plan Section (C)(3))</i>	15,000,000	17,500,000	7,500,000	5,000,000	45,000,000
State Performance Evaluation Support Systems <i>(Plan Section (D)(2))</i>	1,355,000	1,326,333	9,882,740	1,357,265	13,921,338
Teacher Performance Assessments Development of high quality performance assessments of teaching practice <i>(Plan Section (D)(2))</i>	1,256,877	1,731,877	1,981,877	1,631,877	6,602,508
Illinois Math and Science Partnership Program Expansion <i>(Plan Section (D)(3))</i>	1,925,000	2,275,000	1,575,000	0	5,775,000
Educator Preparation Advisory Groups <i>(Plan Section (D)(4))</i>	134,700	134,700	134,700	134,700	538,800
Induction and Mentoring Technical Assistance and Accountability <i>(Plan Section (D)(5))</i>	1,254,590	1,254,590	1,152,530	1,152,530	4,814,240
Illinois Partnership Zone Administration and Direct State Interventions <i>(Plan Section (D)(2))</i>	1,000,000	1,876,000	3,400,000	3,400,000	9,676,000
Category V Sub-total					\$108,575,286
TOTAL					\$255,064,198
TOTAL RTTT BUDGET					\$510,128,396

BUDGET PART II: PROJECT-LEVEL BUDGET TABLES AND NARRATIVES

Budget Part II: Project-Level Budget Table Project Name: National Career Readiness Certificate Program and Statewide Contract and Supports for Assessments for Learning Associated with Criteria: Evidence for selection criterion (B)(3)					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	650,000	750,000	750,000	850,000	3,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	650,000	750,000	750,000	850,000	3,000,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	650,000	750,000	750,000	850,000	3,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

PROJECT-LEVEL BUDGET NARRATIVE
National Career Readiness Certificate Program and Statewide
Contract and Supports for Assessments for Learning

The National Career Readiness Certificate Program and Statewide Contract and Supports for Assessments for Learning are described in Section B(3) of the Application. Both of these projects are contractual in nature.

1) Personnel: No personnel will be hired as employees of these projects. Current ISBE employees will be responsible for any administrative matters associated with these projects and any project activities undertaken by ISBE employees will not be funded through Race to the Top funds.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
No personnel will be hired as explained above.	0	0	0

2) Fringe Benefits: There will be no fringe benefits associated with these projects.

3) Travel: There will be no travel associated with this project.

4) Equipment: There will be no equipment related expenses for this project.

5) Supplies: There will be no supply expenses for this project.

6) Contractual:

- National Career Readiness Certificate Program: The State will directly contract with ACT for implementation of the Career Readiness Certificate Program. As part of this contract, ACT will integrate the WorkKeys Locating Information assessment within selected Participating LEAs PSAE testing. The WorkKeys Locating Information assessment is the assessment used by ACT in awarding National Career Readiness Certificates. As ACT is the sole distributor of the WorkKeys Locating Information assessment, the procurement procedures do not apply. This project is budgeted to provide the WorkKeys Locating Information assessment in 500 high schools throughout the grant period. This budget assumes an average high school of 1,000 students, with 250 students taking the WorkKeys Location Information assessment per year and 1,000 students taking the assessment in each selected high school over the course of the four year grant period. As a result, this budget has allocated \$5,000 per school for implementation of this assessment and the awarding of a National Career Readiness Certificate. These numbers are based on the State's current contract with ACT for implementation of the WorkKeys Locating Information assessment in other LEAs. If the demand for the National Career Readiness Certificate project exceeds the current budget, the State may reallocate funds or supplement this project with other state funds.

- Statewide Contract and Supports for Assessments for Learning:
 - The State will procure a statewide contract with an outside entity to research and provide the best available pricing and a simplified procurement/contracting process for districts seeking to purchase commercially available Assessments for Learning, aligned to the Common Core State Standards, including end-of-course assessments for middle and high schools.
Total Cost: \$480,000 (\$180,000 in grant year 1 and \$100,00 per year for grant years 2-4)
 - In addition, the State will form a working group team, consisting of technical experts and practitioners, to assist ISBE with defining minimum criteria for validity, reliability and usability of Assessments for Learning. This group will meet 4 times during the first grant year.
Total Cost: \$20,000, \$5,000 per meeting (4 meeting of 20 participants, at \$250 per person per meeting).

- The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends: There are no training stipends associated with this project.

8) Other: There are no "other" costs associated with this project.

9) Total Direct Costs

Year 1	Year 2	Year 3	Year 4	Total
650,000	750,000	750,000	850,000	\$3,000,000

10) Indirect Costs: There are no indirect costs associated with this project.

11) Funding for Involved LEAs: The State's Plan does not include "involved" LEAs.

12) Supplemental Funding for Participating LEAs: There will not be any supplemental funding for Participating LEAs for this project.

13) Total Costs: \$3,000,000

	Line 9	Line 10	Line 11	Totals
Year 1	650,000	0	0	650,000
Year 2	750,000	0	0	750,000
Year 3	750,000	0	0	750,000
Year 4	850,000	0		850,000
				3,000,000

Budget Part II: Project-Level Budget Table
Project Name: Kindergarten Readiness Assessment to Promote Pre-K -3 Instructional Alignment
Associated with Criteria: Evidence for selection criterion (B)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	1,145,000	1,145,000	1,145,000	1,145,000	4,580,000
2. Fringe Benefits	343,500	343,500	343,500	343,500	1,374,000
3. Travel	0	0	0	0	0
4. Equipment	18,000	0	0	0	18,000
5. Supplies	4,800	4,800	4,800	4,800	19,200
6. Contractual	22,500	1,680,000	1,680,000	1,680,000	5,062,500
7. Training Stipends	0	0	0	0	0
8. Other	0	933,333	933,333	933,334	2,800,000
9. Total Direct Costs (lines 1-8)	1,533,800	4,106,633	4,106,633	4,106,634	13,853,700
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,533,800	4,106,633	4,106,633	4,106,634	13,853,700

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Kindergarten Readiness Assessment to Promote Pre-K -3 Instructional Alignment

The Kindergarten Readiness Assessment to Promote Pre-K -3 Instructional Alignment project is described in Section (B)(3) of the Application, Goal II. The State will focus its efforts over the remainder of State Fiscal Year 2010 and during the first two years of the RTTT grant period on developing and implementing a kindergarten readiness measure to promote the alignment of PreK – 3 instruction and student supports. This project will be developed, managed and implemented by an outside contractor.

1) Personnel: all contractual

Personnel: All employees hired for this project will be hired by the contractor.	% FTE	Base Salary	Total
Project Director (1)-responsible for the overall leadership and management of the Kindergarten Readiness-P-3 Teacher Training Project.	100%	\$100,000	\$100,000
Kindergarten Readiness Manager (1)-responsible for management of Kindergarten Readiness Project. Reports to Project Director.	100%	\$90,000	\$90,000
P-3 Training Manager(1)-responsible for management of Teacher Training Project. Reports to Project Director.	100%	\$90,000	\$90,000
Research Assistants (4)-gather, analyze and report data from Kindergarten Readiness Assessment (KRA) Report to KRA manager.	100%	\$60,000 (each)	\$240,000
Teacher Trainers (4)-Implement Trainer of Trainers model for K – 3 teacher professional development.	100%	\$60,000 (each)	\$240,000
Kindergarten readiness trainers (4)- Implement training model for readiness assessment and teacher training.	100%	\$55,000 (each)	\$220,000
Administrative Support (3)-Provide administrative, editorial and communications support	100%	\$55,000 (each)	\$165,000
TOTAL COSTS YEAR 1			\$1,145,000
TOTAL COST GRANT PERIOD (4 YEARS)			\$4,580,000

2) Fringe Benefits: Fringe benefit are 30%, for a total one year budget of \$343,500 and \$1,374,000 for the entire grant period.

3) Travel: There are no travel expenses associated with this budget.

4) Equipment: Computers will be purchase for each staff member along with other necessary office equipment (desks, chairs, lamps, etc.) \$1000 per staff member has been allocated toward equipment expenses.

Total Cost: \$18,000

5) Supplies: Office supplies at \$400 per month, \$4800 per year.
 Total Cost: \$19,200

6) Contractual:

- **Pilot Program (Year 1):** 1500 students at \$15 per student, for a total of \$22,500. The \$22,500 will be used to pay for the license fee for the necessary assessments.
- **Implementation of Kindergarten Readiness Assessment (Years 2-4):** 112,000 students assessed in all Participating LEAs each year, at a cost of \$15 per student, for a total cost of \$5,040,000.
- The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Total Contractual Costs: \$5,062,500

7) Training Stipends: There are no training stipends associated with this budget.

8) Other: Curriculum materials for a total of 28,000 teachers over 3 years for a total cost per year cost of \$933,333 (rounded to nearest dollar).

Total Grant Cost: \$2,800,000

9) Total Direct Costs:

Personnel	\$4,580,000
Fringe	\$1,374,000
Equipment	\$18,000
Supplies	\$19,200
Contractual	\$5,062,500
Other (curriculum materials)	\$2,800,000
Total Direct Costs:	\$13,853,700

10) Indirect Costs: There are no indirect costs associated with this project.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There is no supplemental funding for Participating LEAs.

13) Total Costs

	Line 9	Line 10	Line 11	Totals
Grant Period Year 1-4	\$13,853,700	0	0	\$13,853,700
Total		0	0	\$13,853,700

Budget Part II: Project-Level Budget Table					
Project Name: Ensuring Effective Educators for All Schools Program ("E3 Program")					
Associated with Criteria: Evidence for selection criterion (D)(3)					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	5,000,000	7,000,000	5,000,000	3,000,000	20,000,000
13. Total Costs (lines 9-12)	5,000,000	7,000,000	5,000,000	3,000,000	20,000,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.</p> <p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all project years.</p> <p>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

PROJECT-LEVEL BUDGET NARRATIVE
Ensuring Effective Educators for All Schools Program ("E3 Program")

12) Supplemental Funding for Participating LEAs

The E3 Program is described in Section (D)(3) of the Application, Goal II, Key Activity B. Funding for the E3 Program will be divided into two separate pools:

1. \$10,000,000 of the E3 Program allocation will be dedicated exclusively to Super LEAs for a variety of staffing incentives for an Illinois Priority School consistent with the E3 Program criteria and requirements. However, ISBE may reduce the E3 program allocation dedicated exclusively to Super LEAs if all 12 Super LEAs do not retain that status in accordance with the requirements of Exhibit II of the Participating LEA MOU. Funding will be distributed on a per-school basis (\$400,000 for school; 25 schools).
2. \$10,000,000 of the E3 Program allocation will be available for Participating LEAs, other than Super LEAs, through a competitive grant program administered by ISBE in accordance with its standard grant administration procedures. Grant awards will range from \$100,000 to \$500,000 based on the quality of the proposed plan and how well it addresses the E3 Program criteria and requirements (as described in Section (D)(3) of this application). 28 additional Priority Schools in Participating LEAs will be served through the E3 Program through the competitive component (assuming an average allocation of approximately \$350,000/school).

23 out of 25 Super LEA Priority Schools, and 83% of Priority Schools overall are high schools. Assuming an average high school population of 1,000 students, 46 high schools would be served, with a student population of approximately 46,000. 5 elementary/middle schools would be served. Assuming an average student population of 500 in elementary/middle schools; 2500 additional students would be served at the elementary/middle school level (Total student population of 48,500).

Total Costs: \$20,000,000

Budget Part II: Project-Level Budget Table
Project Name: Expansion of Principal Mentoring
Associated with Criteria: Evidence for selection criterion (D)(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	72,500	72,500	72,500	72,500	290,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	162,400	162,400	162,400	162,400	649,600
4. Equipment	0	0	0	0	0
5. Supplies	500	500	500	500	2,000
6. Contractual	264,600	264,600	264,600	264,600	1,058,400
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	500,000	500,000	500,000	500,000	2,000,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	500,000	500,000	500,000	500,000	2,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Illinois New Principal Mentoring Program

The Illinois New Principal Mentoring Program is described in Section D(5) of the Application. Illinois School Code (105 ILCS 5/2-3.53a) established the Illinois New Principal Mentoring Program for every person working as a principal for the first time. The foundation of this program is an infrastructure that facilitates direct mentoring support to all new principals and their mentors. Building upon this infrastructure and its current resources, Illinois will implement a pilot training program to teach mentors and 300 principals in schools and districts that receive Race To The Top (RTTT) funding how to use the Illinois principal evaluation tool.

1) Personnel

- Illinois currently has a contract with the Illinois Principals Association for the management of the New Principal Mentoring Program. Working under this contractor are mentors, mentoring entities (approved local school districts and professional organizations within the network) that provide training and direct services in specific geographic areas of the state, field coordinators (delivering direct services to mentoring entities and mentors), a technology director, and support personnel. These resources will be used to support 300 individuals in RTTT schools and districts piloting the new principal evaluation tool.

- The proposed new program will require additional funding to the **contractor** to serve 300 principals in RTTT schools and districts. Additional costs include 1) supplies and materials, 2) travel, 3) stipends, 4) trainers, and 5) professional development.

Personnel: All personnel funding for this project are contractual. ISBE will expand its contract with the Illinois Principals Association (the "Contractor"). This expansion will require the Contractor to hire the following project employees.	Days	Base Salary per day	Total
Professional Development Director (1): will develop a high quality professional development experience called the Principal Evaluation Tool Training Package for delivery to mentors, and new principals, and also train the trainers (field coordinators). This individual must have extensive experience in developing and delivering professional development. The training experience will become a statewide program offering administrator credit through the Illinois Administrators' Academy.	40	\$500	\$20,000
Field Coordinators (5) will deliver the Principal Evaluation Tool Training Package directly to the mentoring entities, mentors, and new principals in schools and districts that specifically receive Race To The Top (RTTT) funding. These individuals are highly effective trainers who have experience as practitioners as well as proven ability to work collaboratively and effectively with school and community personnel.	25	\$300	\$37,500
Administrative Assistant (1) will make logistical arrangements for all	60	\$250	\$15,000

meetings, organize and distribute meeting materials, maintain documentation of all meetings, and provide support for the development and delivery of the Principal Evaluation Tool Training.	days		
TOTAL PERSONNEL COSTS			\$72,500
*Daily salaries are based upon averages for similar positions in this geographical area.			

2) **Fringe Benefits:** There are no fringe benefits because these are contractual positions.

3) **Travel**

- Because the distances vary greatly within the state, the estimated per trip average cost is \$150 plus per diem.
- Travel is always based on the most economical means and limits cost to current state guidelines.
- Travel is extremely important for the development and delivery of the Principal Evaluation Tool Training Package. Travel includes development of the training module, training professional trainers to deliver the program, and technical assistance to 300 principals in RTTT districts and schools.

Travel: Travel expenses include the average mile reimbursements of \$150 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
Professional Development Director: 3 trips to each of 6 geographical regions of the state for train-the-trainer workshops, plus 6 trips to the SEA for development of the program.	24 x 1 person	\$200	\$4,800
Field Coordinators (5): 1 trip to be trained as trainers to deliver the Principal Evaluation Tool Training Package. Overnight accommodations required for 2 consecutive day training adding \$130 per trip.	1 x 5 persons	\$320	\$1,600
Field Coordinators (5): 1 trip to each of 6 geographical regions of the state to deliver the Principal Evaluation Tool Training Package.	6 x 5 persons	\$200	\$6,000
New Principals (300) from pilot programs in RTTT districts and schools will attend two one-day sessions of the Principal Evaluation Tool Training Package.	2 x 300 persons	\$200	\$120,000
Professional Development Committee (the SEA, Illinois Principals Association, Illinois Education Association, Illinois Federation of Teachers, the Professional Development Center and other partners): to work collaboratively with the Professional Development Director in developing the Principal Evaluation Tool Training workshop and materials. (6 meetings x 25 attendees)	6 x 25 persons	\$200	\$30,000
TOTAL TRAVEL COSTS			\$162,400

4) Equipment: Equipment will be provided by the contractor under the existing agreement and at no additional cost to the State.

5) Supplies

Office supplies for general operating related to implementing the Principal Evaluation Tool Training Package pilot project for 300 new principals in RTTT funded districts and schools.	\$500	Office Supplies	\$500
TOTAL OFFICE SUPPLIES			\$500

6) Contractual: As stated above, ISBE will expand its current contract with the Illinois Principals Association for management of the Principal Evaluation Tool Training Package. In addition to the personnel and travel costs referenced above, the following are additional contractual costs associated with this project. The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Production Costs

Meeting/Training Materials, Manuals for 20 trainers and 300 principals in the pilot program x \$30each	\$9,600	Production Costs	\$9,600
TOTAL PRODUCTION COSTS			\$9,600

Meeting Costs (6 Principal Evaluation Tool Training Workshops)

Meeting Room Rental: 6 Principal Evaluation Tool Training workshops (one in each geographical region of the state) @ \$800 each x 2 days	\$9,600	Meeting Costs	\$9,600
Meeting refreshments: 6 meetings @ \$300 each day x 2 days	\$3,600	Refreshments	\$3,600
Working Lunch: to maximize training time a working lunch (estimated at \$20 each) will be served at 6 trainings for a total of 300 attendees and 10 staff x 2 days.	\$12,800	Lunch x 2 days	\$12,800
Meeting Room Rental: to develop the Principal Evaluation Tool Training workshop and materials in collaboration with partners at the SEA, Illinois Principals Association, Illinois Education Association, Illinois Federation of Teachers, the Professional Development Center and other partners. (6 meetings @ \$800 each)	\$4,800	Room Rental	\$4,800
Meeting refreshments: 6 meetings @ \$300 each day for the development of the Principal Evaluation Tool Training workshop and materials.	\$3,600	Refreshments	\$3,600
Audio-Visual Equipment rental at 6 meetings at \$600 per meeting	\$3,600	A-V Equipment	\$3,600
TOTAL MEETING COSTS			\$38,000

Professional Development: Development of the Principal Evaluation Tool Training, presenter fees, presenter mileage, and other costs associated with the professional development are incorporated in other sections of this budget.

Program Evaluation

Program Evaluation Analysis: Analysis of surveys given multiple times during the year to mentors, mentoring entities, new principals, and superintendents. Focus on program effectiveness and improvements in the program and training.	\$37,000	Evaluation	\$37,000
TOTAL PROGRAM EVALUATION			\$37,000

Stipends

Mentors Stipends for one mentor for each principal (300) to be trained in the Principal Evaluation Tool Training and provide training and assistance to the principal. Total of 2days training and 1 day technical assistance per mentor.	300 x 3 days	\$200	\$180,000
TOTAL STIPEND COSTS			\$180,000

7) **Training Stipends:** There will be no training stipends associated with this project.

8) **Other:** There will be no "other" costs associated with this project.

9) Total Direct Costs

PERSONNEL COSTS	\$72,500
TRAVEL COSTS	\$162,400
SUPPLIES	\$500
CONTRACTUAL (includes production, meeting, program evaluation and stipend costs)	\$264,600
TOTAL PROJECT DIRECT COSTS FOR ONE YEAR	\$500,000

10) **Indirect Costs:** There are no indirect costs for this project.

11) **Funding for Involved LEAs:** The State's Plan does not include "involved" LEAs.

12) **Supplemental Funding for Participating LEAs:** There is no supplemental funding for Participating LEAs associated with this project.

13) **Total Costs: \$2,000,000**

	Line 9	Line 10	Line 11	Totals
Year 1	500,000	0	0	500,000
Year 2	500,000	0	0	500,000
Year 3	500,000	0	0	500,000

Year 4	500,000	0	0	500,000
TOTAL				2,000,000

Budget Part II: Project-Level Budget Table
Project Name: National Board Certification, Common Planning and Collaboration
Associated with Criteria: Evidence for selection criterion (D)(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	2,093,000	4,002,000	4,002,000	4,002,000	14,099,000
2. Fringe Benefits	697,000	1,333,000	1,333,000	1,333,000	4,696,000
3. Travel	208,400	214,400	12,000	12,000	446,800
4. Equipment	0	0	0	0	0
5. Supplies	15,120	15,120	15,120	15,120	60,480
6. Contractual	249,000	249,000	249,000	249,000	996,000
7. Training Stipends	0	0	0	0	0
8. Other	3,575,000	400,000	120,000	120,000	4215,000
9. Total Direct Costs (lines 1-8)	7,592,400	6,410,800	5,707,120	5,707,120	24,513,280
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs	120,000	120,000	120,000	120,000	480,000
13. Total Costs (lines 9-12)	7,712,400	6,530,800	5,827,120	5,827,120	24,993,280

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
National Board Certification, Common Planning and Collaboration
(A School Intervention Proposal)
Using National Board Certified Teachers (NBCTs) to
Advance Student Learning & Teacher Effectiveness in Low-Performing Schools)

The National Board Certification, Common Planning and Collaboration project is described in Section D(5) of the Application.

1) Personnel: All personnel are contractual.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Director/National Board Certified Teacher (NBCT) Lead Mentor/Recruiter (1): NBCT will be responsible for co-leading and management of the Performance-Based Teacher and Principal Compensation Program and focus on Illinois schools outside of Chicago Public Schools. This NBCT is an expert in facilitating support of NBPTS candidates and the related professional development program <i>Take One!</i> and has at least three years of experience with NBPTS products and services in Illinois. NBCT will co-direct personnel work (along with co-director from Chicago Public Schools) in selected schools, Illinois Leadership Institutes, and Illinois Math and Science Academy. NBCT will report to the Race to the Top project director and be responsible for negotiating details related to the performance-based programs proposed in the plan.	100%	\$75,000 @ 4 yrs.	\$300,000
Director/NBCT Lead Mentor/Recruiter (2): NBCT will be responsible for co-leading and management of the Performance-Based Teacher and Principal Compensation Program and focus on schools in the Chicago Public Schools. This NBCT is an expert in facilitating support of NBPTS candidates and the related professional development program <i>Take One!</i> and has at least three years of experience with NBPTS products and services. NBCT will co-direct personnel work (along with co-director outside the Chicago Public Schools) in selected schools, Illinois Leadership Institutes, and Illinois Math and Science Academy. NBCT will report to the Race to the Top project director and be responsible for negotiating details related to the performance-based programs proposed in the plan.	100%	\$75,000 @ 4 yrs.	\$300,000
Clerical support for Director/NBCT Lead Mentor/Recruiter outside of Chicago. Clerical staff will manage operations, communication, financial payments, and support of the NBCT Director.	100%	\$34,000 @ 4 yrs.	\$136,000
Clerical support for Director/NBCT Lead Mentor/Recruiter in Chicago. Clerical staff will manage operations,	100%	\$34,000 @ 4 yrs.	\$136,000

communication, financial payments, and support of the NBCT Director.			
Illinois Math and Science Academy Coordinator will partner with schools to offer STEM instructional practices to the middle and high school teachers through inquiry-based methods to teach for deep conceptual understanding. IMSA's math and science NBCTs will serve as lead faculty for this project.	100%	\$75,000 @ 4 yrs.	\$300,000
3 NBCTs in each of 8 high-need high schools (24 total NBCTs) will be hired full-time for 4 years to (1) participate in modified Leadership Institutes and NBPTS mentor training; (2) deliver support to <i>Take One!</i> participants, NBPTS full-time candidates, Retake Candidates; and (3) co-plan and deliver with other NBCTs and the school principal school improvement professional development experiences for teachers in each school. Chosen NBCTs will have previous experience mentoring teachers through all NBPTS processes.	100%	\$75,000 @ 4 yrs. x 24 NBCTs	\$7,200,000
1.5 NBCTs in each of 16 Middle Schools (36 NBCTs) will be hired full-time for 3 years to (1) participate in modified Leadership Institutes and NBPTS mentor training; (2) deliver support to <i>Take One!</i> participants, NBPTS full-time candidates, Retake Candidates; and (3) co-plan and deliver with other NBCTs and the school principal school improvement professional development experiences for teachers in each school. Chosen NBCTs will have previous experience in mentoring teachers through NBPTS processes.		\$75,000 @ 3 yrs. x 12 NBCTs	\$5,400,000
Leadership Institute Coordinator/Consultant/Mentor will revise the Illinois Leadership Institutes to support principals toward the completion of the National Board Certification for Principals process, modify the trainings for NBCT leaders, and coordinate the delivery of the trainings to the NBCTs and principals from the selected schools.	100%	\$75,000 @ 3 yrs.	\$225,000
Clerical support for the Leadership Institute Coordinator /Consultant /Mentor will coordinate the arrangements for the schedules, meeting sites, and logistics of the Leadership Institutes.	100%	\$34,000 @ 3 yrs.	\$102,000
TOTAL			\$14,099,000.00

2) Fringe Benefits

Personnel: The following requested personnel will all be hired as employees of the project.	%	Base Salary	Fringe Benefits	Total Fringe Benefits
Director/National Board Certified Teacher (NBCT) Lead Mentor/Recruiter (1): NBCT will be responsible for co-leading and management of the Performance-Based Teacher and Principal Compensation Program and focus on schools	33%	\$75,000	\$25,000 @ 4 yrs.	\$100,000

outside of Chicago Public Schools. This NBCT is an expert in facilitating support of NBPTS candidates and the related professional development program <i>Take One!</i> and has at least three years of experience with NBPTS products and services in Illinois. NBCT will co-direct personnel work (along with co-director from Chicago Public Schools) in selected schools, Illinois Leadership Institutes, and Illinois Math and Science Academy. NBCT will report to the Race to the Top project director and be responsible for negotiating details related to the performance-based programs proposed in plan.				
Director/NBCT Lead Mentor/Recruiter (2): NBCT will be responsible for co-leading and management of the Performance-Based Teacher and Principal Compensation Program and focus on schools in the Chicago Public Schools. This NBCT is an expert in facilitating support of NBPTS candidates and the related professional development program <i>Take One!</i> and has at least three years of experience with NBPTS products and services. NBCT will co-direct personnel work (along with co-director outside the Chicago Public Schools) in selected schools, Illinois Leadership Institutes, and Illinois Math and Science Academy. NBCT will report to the Race to the Top project director and be responsible for negotiating details related to the performance-based programs proposed in the plan.	33%	\$75,000	\$25,000 @ 4 yrs.	\$100,000
Clerical support for Director/NBCT Lead Mentor/Recruiter outside of Chicago. Clerical staff will manage operations, communication, financial payments, and support of the NBCT Director.	33%	\$34,000	\$11,000 @ 4 yrs.	\$44,000
Clerical support for Director/NBCT Lead Mentor/Recruiter in Chicago. Clerical staff will manage operations, communication, financial payments, and support of the NBCT Director.	33%	\$34,000	\$11,000 @ 4 yrs.	\$44,000
Illinois Math and Science Academy Coordinator will partner with schools to offer STEM instructional practices to the middle and high school teachers through inquiry-based methods to teach for deep conceptual understanding. IMSA’s math and science NBCTs will serve as lead faculty for this project.	33%	\$75,000	\$25,000 @ 4 yrs.	\$100,000
3 NBCTs in each of 8 high-need high schools (24 total NBCTs) will be hired full-time for 4 years to (1) participate in modified Leadership Institutes and NBPTS mentor training; (2) deliver support to <i>Take One!</i> participants, NBPTS full-time candidates, Retake Candidates; and (3) co-plan and deliver with other NBCTs and the school principal school improvement professional development experiences	33%	\$75,000	\$25,000 @ 4 yrs. x 24 NBCTs	\$2,400,000

for teachers in each school. Chosen NBCTs will have previous experience mentoring teachers through all NBPTS processes.				
1.5 NBCTs in each of 16 Middle Schools (36 NBCTs) will be hired full-time for 3 years to (1) participate in modified Leadership Institutes and NBPTS mentor training; (2) deliver support to <i>Take One!</i> participants, NBPTS full-time candidates, Retake Candidates; and (3) co-plan and deliver with other NBCTs and the school principal school improvement professional development experiences for teachers in each school. Chosen NBCTs will have previous experience in mentoring teachers through NBPTS processes.	33%	\$75,000	\$25,000 @ 3 yrs. x 16 schools x 1.5 NBCTs	\$1,800,000
Leadership Institute Coordinator/Consultant/Mentor will revise the Illinois Leadership Institutes to support principals toward the completion of the National Board Certification for Principals process, modify trainings for NBCT leaders, & coordinate delivery of trainings to NBCTs and principals from selected schools.	33%	\$75,000	\$25,000 @ 3 yrs.	\$75,000
Clerical support for the Leadership Institute Coordinator/Consultant/Mentor will coordinate the arrangements for the schedules, meeting sites, and logistics of the Leadership Institutes.	33%	\$34,000	\$11,000 @ 3 yrs.	\$33,000
TOTAL				\$4,696,000.00

3) Travel

Travel: Travel expenses include \$200 per day = \$70 mileage; \$100 hotel; \$30 per diem;	# Trips	\$ per Trip	Total
Leadership Institutes. 100 NBCTs and principals will participate in 16 days of training over 2 years to create professional learning communities (PLCs) within each school that are sustained over time, job-embedded, and focused on instruction strategies that will lead to improved classroom instruction and increased student achievement.	1600 (16 days @ 100 people)	\$200	\$320,000
Training Leadership Institute (LI) Trainers. The LI Coordinator/Mentor will train 5 Leadership Institute Trainers for 8 days over 2 years to plan and deliver training that extends principal's knowledge and skills in key leadership performance areas, such as leading school change, building & sustaining collaborative relationships, and building & maintaining accountability systems.	48 (8 days @ 6 people)	\$200	\$9,600
Take One! and Mentor Training. 70 NBCTs will participate in 4 days of facilitator training to support <i>Take One!</i> candidates, first-	280 (4 days @	\$200	\$56,000

time candidates and retake candidates through the NBCT processes.	70 people)		
2 NBCT Directors will travel to participating schools, trainings, and meetings with state project director and the other Co-Director to plan, coordinate and support services over 4 years.	120 people @ 4 yrs. x 15 trips	\$200	\$24,000
LI Coordinator/Mentor/Consultant will travel to 36 trainings and to school visits to mentor principals and NBCTs over 3 yrs. Travel expense will be at a higher cost as the consultant will travel from out-of state to consult in IL.(\$100 hotel, \$30 per diem, airfare and car rental \$370 = \$500)	36 (12 trips @ 3 yrs.)	\$500	\$18,000
5 LI Trainers will travel to 16 sessions over 2 yrs. to train NBCTs and principals to create professional learning communities that are sustained over time, job-embedded, and that provide the kind of collaborative learning that leads to long-term improvements in effective classroom practice and increased student achievement gains.	80 days (16 days @ 5 people)	\$200	\$16,000
4 Take One! and Mentor Trainers will travel to 4 days of training to train NBCTs to support <i>Take One!</i> Candidates, first-time candidates and retake candidates through the NBCT processes.	16 days (4 days @ 4 people)	\$200	\$3,200
TOTAL			\$446,800.00

4) Equipment - NONE

5) Supplies

Training materials for the Leadership Institutes and <i>Take One!</i> and Mentor Training. (2,024 participant days @ \$20)			\$40,480
Office Supplies for communication, printing, postage (4 years @ \$5,000)			\$20,000
TOTAL			\$60,480.00

6) Contractual

5 Leadership Institute Trainers will plan and deliver 16 sessions to train NBCTs and principals to create professional learning communities that are sustained over time, job-embedded, and that provide the kind of collaborative learning that leads to long-term improvements in effective classroom practice and increased student achievement gains.		\$1,000 @ 16 days x 5 people	\$80,000
NBCT <i>Take One!</i> and Mentor Trainers will plan and deliver 4 days of training to train NBCTs to support <i>Take One!</i> candidates, first-time candidates and Retake candidates through the National Board		\$1,000 @ 4 days x 4 people	\$16,000

Certification processes.			
Data Services including data collection and analysis will be used to evaluate & reflect on ongoing improvements to teaching practice, curriculum& instruction, and student learning.		\$225,000 @ 4 years	\$900,000
TOTAL			\$996,000

* The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

7) Training Stipends NONE

8) Other

Category	Purpose	Cost Description	Total
Fees for NBPTS <i>Take One!</i> professional development offering.	To support teams of teachers to participate in the NBPTS <i>Take One!</i> process as school-based professional development to improve teaching and learning.	\$350 fee @ 1700 teachers in 24 schools.	\$595,000
Application fees for National Board Certification (NBC) assessment process	To support a cohort of teachers in a school to complete the NBC process as a lever to improve teaching and learning.	\$2,500 fee @ 1,200 teachers in 24 schools.	\$3,000,000
Application fees for NBC Retake process (2 per candidate)	To build a community of teachers to support one another to complete the NBPTS process.	\$350 fee @ 2 retake entries x 800 teachers	\$560,000
Application fees for National Board Certification for Education Leaders (NBCEL) assessment process	To support the principal to participate in a rigorous self-reflective process to improve leadership knowledge and skills, teaching and student achievement in the school.	\$2,500 fee @ 24 principals	\$60,000
TOTAL			\$4,215,000.00

9) Total Direct Costs \$24,513,280.00.

9) Total Direct Costs					
Category	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Total

1) Personnel	\$2,093,000.00	\$4,002,000.00	\$4,002,000.00	\$4,002,000.00	\$14,099,000.00
2) Fringe Benefits	\$697,000.00	\$1,333,000.00	\$1,333,000.00	\$1,333,000.00	\$4,696,000.00
3) Travel	\$208,400.00	\$214,400.00	\$12,000.00	\$12,000.00	\$446,800.00
4) Equipment					
5) Supplies	\$15,120.00	\$15,120.00	\$15,120.00	\$15,120.00	\$60,480.00
6) Contractual	\$225,000.00	\$225,000.00	\$225,000.00	\$225,000.00	\$996,000.00
7) Training Stipends					
8) Other	\$4,055,000.00	\$400,000.00	\$120,000.00	\$120,000.00	\$4,215,000.00
TOTAL					\$24,513,280.00

10) Indirect Costs: NONE

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	# LEAs involved	Total
Funding for expenses for teachers to participate in school site professional development (Substitute Teachers, printing, flash drives, office supplies, videotapes, etc.	To enable NBCTs and principals to offer high quality professional development so teachers may use the NBPTS process to improve teaching and student achievement.	\$5,000 for each of 4 years.	24	\$480,000

13) Total Costs: \$24,993,280.00

The sum of expenditures in lines 9-11, for each year of the budget.

13) Total Costs	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Total
9) Total Direct Costs	\$7,592,400.00	\$6,410,800.00	\$5,707,120.00	\$5,707,120.00	\$24,513,280.00
10) Total Indirect Costs					
11) Funding for Involved LEAs					
12) Supplemental LEAs	\$120,000.00	\$120,000.00	\$120,000.00	\$120,000.00	\$480,000.00
13) Total Costs (10,11, 12)	\$120,000.00	\$120,000.00	\$120,000.00	\$120,000.00	\$480,000.00
TOTAL Costs	\$7,712,400.00	\$6,530,800.00	\$5,827,120.00	\$5,827,120.00	\$24,993,280.00

Budget Part II: Project-Level Budget Table

Project Name: Super LEA Supplemental Funding (including costs for performance evaluation implementation, E3 Program activities, Integration with Learning and Performance Management System and Turnaround Support)

Associated with Criteria: Evidence for selection criterion (C)(3), (D)(2) & (D)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	4,000,000	5,500,000	4,000,000	2,500,000	16,000,000
13. Total Costs (lines 9-12)	4,000,000	5,500,000	4,000,000	2,500,000	16,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Super LEA Supplemental Funding

The Super LEA Supplemental Funding is described in Sections (C)(3), (D)(2) & (D)(3) of the Application. The State agreed to set-aside at least 10% of the 50% State Race to the Top allocation dedicated solely to Super LEAs. Super LEAs are those LEAs where both the LEA superintendent and local teachers' union leader agreed to three critical actions specified in Exhibit II of the Participating LEA MOU. There are 12 Super LEAs, distributed across the State and including more than 128,000 public school students, and 25 Illinois Priority Schools. Therefore, the State has allocated \$16,000,000 of flexible funding for these Super LEAs. This funding may be used to support the following reform projects within these LEAs:

- Performance evaluation implementation
- E3 Program activities
- Integration with Learning and Performance Management System
- Turnaround support

ISBE will distribute this funding directly to the Super LEAs to be used in accordance with a reform plan approved by ISBE. The amount of funding given to a specific Super LEA will be based on the number of priority schools within the Super LEA.

- 1) **Personnel:** No personnel will be hired for this project.
- 2) **Fringe Benefits:** There are no fringe benefit expenses for this project.
- 3) **Travel:** There are no travel expenses associated with this project.
- 4) **Equipment:** There are no equipment related expenses for this project.
- 5) **Supplies:** There are no supply related expenses for this project.
- 6) **Contractual:** There are no contractual costs associated with this project.
- 7) **Training Stipends:** There are no training stipend expenses associated with this project.
- 8) **Funding to Super LEAs:** As described above, all funding for this project will be distributed directly to the Super LEAs in accordance with a plan approved by ISBE, with greater funding going towards Super LEAs with a large number of priority schools within the Super LEA. As further described in the Budget Summary Narrative, the most intensive funding will be provided in year 2 of the grant period for project implementation as year one will be primarily used for establishment and development of the project reform plans. The Super LEA funding will be according to the following funding schedule:

TIME PERIOD	BUDGET ALLOCATION
Year One: SY 2010-2011	\$4,000,000
Year Two: SY 2011-2012	\$5,500,000
Year Three: SY 2011-2012	\$4,000,000
Year Four: SY 2011-2012	\$2,250,000

TOTAL	\$16,000,000
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9) Total Direct Costs: \$16,000,000 will be distributed by ISBE directly to Super LEAs as described above.

10) Indirect Costs: There are no indirect costs associated with this project.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There is no supplemental funding for Participating LEAs for this project. All funding will be provided directly to Super LEAs.

13) Total Costs: \$16,000,000.

Budget Part II: Project-Level Budget Table
Project Name: Special Education Tuition Waiver
Associated with Criteria: Evidence for selection criterion (D)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	480,000	480,000	480,000	480,000	1,920,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	480,000	480,000	480,000	480,000	1,920,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Special Education Tuition Waiver

The Special Education Tuition Waiver program is described in Section D(3) of the Application, Goal III. The State plans to expand its Special Education Tuition Waiver Program through additional funding provided by this grant. Funding for this program would be an expansion of the State's existing contract with the Illinois Student Assistance Commission (ISAC). ISBE will direct funds to ISAC and ISAC will use this funding to provide tuition waivers to eligible teachers or students through its existing program. The total amount of funds directed to ISAC under this budget is: \$1,920,000.

- 1) **Personnel:** No personnel will be hired for this project. Existing ISAC personnel will support any administrative functions relating to the expansion of this project.
- 2) **Fringe Benefits:** There are no fringe benefit expenses for this project.
- 3) **Travel:** There are no travel expenses associated with this project.
- 4) **Equipment:** There are no equipment related expenses for this project.
- 5) **Supplies:** There are no supply related expenses for this project.
- 6) **Contractual:** As described above, this program is an expansion of a current contract the State has with ISAC. Funds in the amount of \$480,000 per grant year, totaling \$1,920,000 for the entire grant period, will be provided to ISAC. This funding will provide tuition waivers for approximately 80 eligible teachers or students who are pursuing a career in special education. Over the course of the grant period, a total of 320 eligible teachers/students will receive the tuition waiver. *[Average number of courses for a special education endorsement is 6 courses at approximately \$1,000 per course, for a total of a \$6,000 tuition waiver]*. The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.
- 7) **Training Stipends:** There are no training stipend expenses associated with this project.
- 8) **Other:** There are no other funds associated with this project.
- 9) **Total Direct Costs:** \$1,920,000,000 will be distributed by ISBE directly ISAC for the Special Education Tuition Waiver Program.
- 10) **Indirect Costs:** There are no indirect costs associated with this project.
- 11) **Funding for Involved LEAs:** The State Plan does not include involved LEAs.
- 12) **Supplemental Funding for Participating LEAs:** There is no supplemental funding for Participating LEAs for this project.
- 13) **Total Costs:** **\$1,920,000 (\$480,00 per grant year).**

Budget Part II: Project-Level Budget Table
Project Name: Bilingual Teachers in Training Project
Associated with Criteria: Evidence for selection criterion (D)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	85,000	87,550	90,177	0	262,727
2. Fringe Benefits	28,000	28,840	29,707	0	86,547
3. Travel	4,662	1,554	1,554	0	7,770
4. Equipment	0	0	0	0	0
5. Supplies	300	0	0	0	300
6. Contractual	0	0	0	0	0
7. Training Stipends	120,000	102,000	114,000	0	336,000
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	237,962	219,944	235,438	0	693,344
10. Indirect Costs*	9,437	9,436	9,715	0	28,588
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	247,399	229,380	245,153	0	721,932
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

PROJECT-LEVEL BUDGET NARRATIVE
Bilingual Teachers in Training Project

The Bilingual Teachers in Training project is described in Section D(3) of the Application.

1) Personnel: The Illinois Bilingual Teachers in Training Project (BTTP) requests funds for the project manager and project coordinator. These positions will be employees of ISBE.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Manager (1): The Manager will be responsible for the overall leadership and management of Bilingual Teachers in Training Program (BTTP). This position will report to the Race To The Top Project Director and be responsible for negotiating details related to the planning, recruitment, and overall program coordination with participants and IBHE partner(s); oversee course contractual plans and/or payment disbursements; report to the RTTT Program Director and responsible for any and all related report submissions.	50%	\$94,000	\$47,000
Project Coordinator (1): The Coordinator will be responsible for selection, tracking and retention of participants as well as problem-solving and verification of school district employment; implement grant activities; initiate and implement any related training sessions.	80%	\$48,000	\$38,000

2) Fringe Benefits

Fringe Benefits: The following are the related benefits for requested personnel to be paid as employees of the project.	% FTE	Base Benefits	Total
Project Director (1)	50%	\$26,000	\$13,000
Project Coordinator (1)	80%	\$18,000	\$15,000

3) Travel

The travel request will cover expenses of staff to and from class locations or partner meeting locations.

Travel: Travel expenses include the average mile reimbursements of \$25 each, in addition to an amount of per diem of \$28.	# Trips	\$ per Trip	Total
Travel to and from IBHE; travel to class sessions (evenings);and to informational session(s).	1 -2 to IBHE (x2 staff x 3 years)	\$253	\$759
	5 trips to class/meetings (1 x 3 years)	\$265	\$795

4) Equipment: There will be no equipment to purchase.

5) Supplies

The project will promote training opportunities, primarily through electronic delivery of coursework.

Supplies: Brochures	Cost of Item	Item Description	Total
Printing/copying – 5,000	\$ 300	Recruitment brochures	\$300

6) Contractual: There will be no contractual expenses.

7) Training Stipends

The project will negotiate with IHEs to offer courses over 2.5 years. The table below indicates the cost per year per cohort. Costs are based on \$6,000 per credit hour.

Training: The project will offer participants coursework over a 3 year period.	Cost of Item	Item Description	Total
20 courses (16 toward standard certification and four Bilingual/ESL approval)	\$6,000 per credit hour	16 at 3 credit hours; 1 at 2 hrs (16x3x\$6,000); 1 course at 4 hour (4x\$6,000); 2 at 1 hour (2x\$6,000)	\$324,000

8) Other: There will be no other costs.

9) Total Direct Costs

Total Direct costs	Cost of Item	Item Description	Total	
Year 1	\$85,000/yr.	Staff salaries for 1 year	\$ 85,000	
Salaries	\$28,000/yr.	Staff benefits for 1 years	\$ 28,000	
Benefits	\$1,554/yr	Staff travel	\$ 4,662	
Travel	\$300	Recruitment brochures	\$ 300	
Supplies	\$6,000/hour	7 courses (20 hours)	\$120,000	
Training		TOTAL YEAR 1	\$237,962	
Year 2	\$85,000/yr.+3%	2 staff salaries	\$ 87,550	
Salaries	%	2 staff benefits +3%	\$ 28,840	
Benefits	\$28,000/yr.	Staff travel	\$ 1,554	
Travel	\$1,554/yr	6 Courses (17 hours)	\$ 102,000	
Training	\$6,000/hour	TOTAL YEAR 2	\$219,944	
Year 3	\$ 87,550 + 3%	2 staff salaries	\$ 90,177	
Salaries	\$ 28,840 +3%	2 staff benefits	\$ 29,707	
Benefits	\$ 1,554	Staff travel	\$ 1,554	
Travel	\$6,000/hour	7 courses (19 hours)	\$ 114,000	

Training		TOTAL YEAR 3	\$ 235,438	
TOTAL DIRECT COSTS				\$693,344

10) Indirect Costs

The Illinois State Board of Education Indirect Costs are set at 8%.

Indirect costs at 8%	Base total	8% rate	Total
Year 1 Salary, benefits, travel, supplies	\$117,962	\$9,437	
Year 2 Salary, benefits, travel	\$117,944	\$9,436	
Year 3 Salary, benefits, travel	\$121,438	\$9,715	
			\$28,588

11. Funding for Involved LEAs: There will be no funding for Involved LEAs

12. Supplemental Funding for Participating LEAs: There will be no supplemental funding for Participating LEAs.

13. Total Costs: \$721,932

	Line 9	Line 10	Line 11	Totals
Year 1	\$237,962	9,437	0	\$247,399
Year 2	\$219,944	9,436	0	\$229,380
Year 3	\$235,438	9,715	0	\$245,153
Year 4	No funding	No funding	No funding	0
TOTAL				\$721,932

Budget Part II: Project-Level Budget Table
Project Name: STEM Learning Exchanges
Associated with Criteria: Evidence for selection criterion (B)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	16,450,000	10,450,000	4,050,000	4,050,000	35,000,000
7. Training Stipends	0				
8. Other	0				
9. Total Direct Costs (lines 1-8)	16,450,000	10,450,000	4,050,000	4,050,000	35,000,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	16,450,000	10,450,000	4,050,000	4,050,000	35,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
STEM Learning Exchanges

The STEM Learning Exchanges project is described in Section B(3) of the Application. All expenses for this project are contractual and included in the contractual line item in the budget summary.

1) Personnel

The Illinois Business Roundtable (IBRT) will provide overall leadership for the development, management and oversight of the nine STEM Learning Exchanges in cooperation with the Illinois State Board of Education and other state agency partners. The IBRT will hire and fund a **Managing Director of STEM Learning Exchanges** as match to federal funding the cost of a 100 percent time director to work with staff from agency partners to perform this function. The IBRT also fund the personnel costs for this position for all four years of the project and will also fund all administrative and travel costs

Personnel: The following requested personnel will all be hired as employees of the project as an in-kind match	% FTE	Base Salary	Total
Managing Director of STEM Learning Exchanges will be responsible for the overall leadership and management STEM Learning Exchanges. This person will have extensive experience in working with business and industry, education and government partners in education initiatives	100%	\$90,000	\$360,000

2) Fringe Benefits

Estimated benefits are estimated at approximately 23% of salary for a total of \$82,800.

3) Travel

The Managing Director of STEM Learning Exchanges will travel to Springfield IL four times per year to meet with and brief state stakeholders and will meet bi-monthly with leadership from the nine learning exchanges in Chicago for the four-year project. The 16 trips to Springfield will involve travel and per diem expenses of approximately \$4,800 plus. The IBRT also will fund other travel expenses to make presentations around the state with an approximate budget of \$5,000 for a total travel budget of \$9,800

:

4) Equipment

The IBRT will provide an office with full use of computers, phones and other office equipment.

5) Supplies

The IBRT also will provide office supplies

6) Contractual

The IBRT will work with the Illinois State Board of Education to develop a common set of LPMS applications for managing Learning Exchanges to fulfill their major functions. These applications include:

- Developing and hosting competitive projects

- Distributing career development information and managing business involvement
- Coordinating work-based learning between businesses and schools
- Managing e-learning resources and materials
- Managing, coordinating and providing professional development
- Managing performance of the exchange

Illinois will contract with one or more application developers to work with the LPMS developer to develop and support these applications in the first two years of the project at a total cost of \$5.3 million. The Illinois State Board of Education will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 in engaging this developer.

The IBRT will work with each of the nine STEM Learning Exchanges and will designate or create a non-profit organization or foundation to receive federal funding. Each Exchange will receive \$3.3 million in funding over the four years. These funds will be used for the following:

- \$800,000 for salary and benefits for two full-time staff members over four years (\$200,000 each year)
- \$1,900,000 for e-learning, professional development and other materials and resources over four years with \$1,500,000 used in the first two years for e-learning content and materials, \$300,000 in the second year and \$100,000 per year for professional development costs
- \$600,000 for STEM Externships (\$150,000 per year) which will support over 1,000 teachers over the course of four years

In addition, each Learning Exchange will be expected to raise at least \$1 million in direct and indirect matching funds from business and industry partners and leverage substantially more funding by coordinating existing investments being made by all partners. The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

7) Training Stipends

No Training stipends are included in the budget request.

8) Other

No other expenses are included in the budget request

9) Total Direct Costs

Total direct costs are only the contractual costs for the application development and the operation of the STEM Learning Exchanges for \$35,000,000.

10) Indirect Costs: No indirect costs are included in the budget request.

11) Funding for Involved LEAs

No funding is requested for this project for LEAs

13) Total Costs: The total funding request for support STEM Learning Exchanges is \$35,000,000.

Budget Part II: Project-Level Budget Table
Project Name: College and Career Readiness (Community Colleges)
Associated with Criteria: Evidence for selection criterion (B)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	46,500	46,500	46,500	0	139,500
2. Fringe Benefits	5,985.70	5,985.70	5,985.70	0	17,957.10
3. Travel	4,500	4,500	4,500	0	13,500
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,268,370	1,268,369	1,268,369.91	0	3,805,108.91
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,325,355.70	1,325,354.70	1,325,355.61		3,976,066.01
10. Indirect Costs*	7,977.99	7,977.99	7,978.01	0	23,933.99
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,333,333.69	1,333,332.69	1,333,333.62	0	4,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
College and Career Readiness (Community Colleges)

The College and Career Readiness project is described in Section (B)(3) of the Application. For this project, ISBE will contract with and enter an intergovernmental agreement with the Illinois Community College Board (ICCB). Through the 4 million dollar budget, ICCB will work on a variety of college and career readiness initiatives, in cooperation with local high schools and middle schools, with specific focus given to activities designed to increase alignment between high school and college curriculums such as Programs of Study, CCR and integration of STEM education. Funding will also go towards programs designed to reduce the need for remediation at the post secondary level.

1) Personnel: All personnel are contractual.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Director for College and Career Readiness (1)(ICCB): This person will be responsible for overall leadership and management of the implementation and evaluation of the College and Career Readiness Project for STEM. The person selected for this position will be experienced in the delivery of remedial education and will understand both the secondary and postsecondary education systems in Illinois. (3 year position) \$787 for Health/Dental Insurance, 67425 for Medicare, 4524.45 State University Retirement System (3 years).	100%	\$46,500	\$139,500
TOTAL PERSONNEL FOR GRANT PERIOD			\$139,500

2) Fringe Benefits: The total Fringe benefits for the Director of College and Career readiness for 3 years of employment is \$17,957.10.

3) Travel: Travel-- to selected community college sites to review their college readiness program--15 trips per year; approximately 300 per trip-- approximately \$103 dollars state hotel rate; federal reimbursement rate for mileage (estimated at \$165 per trip); \$32.00 per day for per diem. The purpose of the travel will be to review the progress of programs in the development and delivery of interventions, the effectiveness of curriculum alignment efforts, and the progress of the college in the development of local data collection methods as the LDS is being developed.

Total Travel Budget: \$13,500 (15 trips by Director per year, for a total of 45 trips total, at a rate of \$300 per trip)

4) Equipment: There will be no equipment costs associated with this project.

5) Supplies: There will be no supply costs associated with this project.

6) Contractual:

- Data collection and support-- \$40,000 per year to support data analysis (3 years)
Total: \$120,000

- Program Evaluation--A contract to support qualitative and quantitative program evaluation of the success of the CCR in STEM interventions and curriculum alignment activities (\$70,000 per year over 3 years). NOTE: The Basis for this dollar amount is based upon the cost to evaluate pilot sites being evaluated in the College and Career Readiness Pilot Project Act.
Total: \$210,000

- Professional Development--Contract for the a professional development conference and the delivery of specific, training for teachers and instructors involved in the delivery of remedial interventions and curriculum alignment teams (40,000 year 1; 40,000 year 2; 20,108.91 year 3)
Total: \$100,108.91

- Contracts with fifteen community colleges for three years to delivery of Remedial Interventions consistent with the following goals: (1) reduce remediation by developing interventions aimed at decreasing the need for remedial coursework in mathematics, reading, and writing at the college level--targeting high school juniors and seniors, especially as it relates to STEM fields; (2) align high school and college curriculums in STEM education; (3) provide resources and academic support to students to enrich their junior senior year of high school through remedial or advanced coursework and other interventions aimed at preparing students for STEM fields. These efforts will be focused specifically on low performing LEAs that have opted to participate in the RTTT application. It will focus on remediation as it relates to STEM fields. Over 3 years.
Total: \$3,375,000
- The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

Contractual Total: \$3,805,108.91

7) Training Stipends: There will be no training stipends associated with this project.

8) Other: There are no other costs associated with this project.

9) Total Direct Costs

COST OF PERSONNEL	\$139,500
FRINGE BENEFITS	\$17,957.10
COST OF TRAVEL	\$13,500
CONTRACTUAL	\$3,805,108.91
TOTAL DIRECT COSTS (4 YEARS)	\$3,976,066.01

10) Indirect Costs: Indirect costs are budgeted at 14% per year of personnel, fringe, and travel costs over 3 years for a total of \$23,933.99.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There will be no supplemental funding for Participating LEAs.

13) Total Costs: \$4,000,000

	Line 9	Line 10	Line 11	Totals
Grant Period Years 1-3	\$3,976,066.01	\$23,933.99	0	4,000,000
TOTAL				4,000,000

Budget Part II: Project-Level Budget Table
Project Name: Dropout Prevention & Reenrollment
Associated with Criteria: Evidence for selection criterion (E)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other (to Regional Superintendants of Education)	8,000,000	17,000,000	0	0	25,000,000
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	8,000,000	17,000,000	0	0	25,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE
Dropout Prevention & Reenrollment**

The Dropout Prevention & Reenrollment Project, to be administered through the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program, is described in Section E(2) of the Application, Goal III. All funding for the Dropout Prevention & Reenrollment Program will be used to support the establishment of IHOPE regional delivery systems for re-enrolling students who have dropped out of school. As a result, funding will flow from ISBE directly to the Regional Superintendents of Education, who will then distribute these funds to the Participating LEAs, with funding priority given to regions of the State with a high number of Illinois Priority high schools the Illinois.

- 1) **Personnel:** No personnel will be hired for this project. Existing IHOPE personnel will support any administrative functions relating to the expansion of this project.
- 2) **Fringe Benefits:** There are no fringe benefit expenses for this project.
- 3) **Travel:** There are no travel expenses associated with this project.
- 4) **Equipment:** There are no equipment related expenses for this project.
- 5) **Supplies:** There are no supply related expenses for this project.
- 6) **Contractual:** There are no contractual costs associated with this project.
- 7) **Training Stipends:** There are no training stipend expenses associated with this project.

8) Funding to Regional Superintendents of Education: As described above, all funding for this project will be distributed directly to Regional Superintendents, who, in turn, will then distribute this funding to Participating LEAs, with priority given to those districts with high drop-out rates. Funding allocated for year 1 and 2 of the grant period are as follows:

TIME PERIOD	PROGRAM/ENROLLMENT GOAL	BUDGET ALLOCATION
Year One: 2010-2011	1,800 enrolling openings will be developed (1,200 fulltime and 600 halftime), re-enrolling 3,600 students with 1,500 earning a High School Diploma.	\$8,000,000 for re-enrollment programs. Funding of \$2,000 to \$9,000 per student depending on the type of program to be developed, with the average being \$4,500 to \$5,000 per student.
Year Two: 2011-2012	Phase I: 1,800 enrolling openings will continue, re-enrolling 3,600 students with 1,500 earning a High School Diploma. Phase II: 3,600 enrolling openings will be developed, re-enrolling 7,100 students with 3,000 earning a High	\$17,000,000 for the re-enrollment programs. Per student funding will range from \$2,000 to \$9,000 depending on the type of program to be developed, with the average cost being approximately \$4,500 to \$5,000 per student.

	School Diploma.*	
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9) Total Direct Costs: \$25,000,000 will be distributed by ISBE directly to Regional Superintendents to then distribute, as described above, to Participating LEAs.

10) Indirect Costs: There are no indirect costs associated with this project.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There is no supplemental funding for Participating LEAs for this project. All funding will be provided to the Regional Superintendents of Education.

13) Total Costs: \$25,000,000.

Budget Part II: Project-Level Budget Table
Project Name: State Monitoring, Data Collection, Measurement, and Reporting
Associated with Criteria: Evidence for selection criterion (E)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	5,000	0	0	0	5,000
5. Supplies	0	0	0	0	0
6. Contractual	5,010,600	5,010,600	4,860,600	4,860,600	19,742,400
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	5,015,600	5,010,600	4,860,600	4,860,600	19,747,400
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	5,015,600	5,010,600	4,860,600	4,860,600	19,747,400

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
State Monitoring, Data Collection, Measurement, and Reporting

The State Monitoring, Data Collection, Measurement, and Reporting project is described in Sections D(2), D(3) and E(2) of the Application.

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$100 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (5): Five desktop computers will be needed to supply the needs of 5 contractors.	\$1,000	Computer	\$5,000
Sub-Total Equipment			\$5,000

6) Contractual

The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36		
	Annual Cost	Total
One (1) contractual position to coordinate the collection of required data for reporting needs. Activities to include, working with system programmers to design data collection tools, dissemination of technical instructions to LEAs in regarding reporting requirements <ul style="list-style-type: none"> • 120 Days • 7.5 Hours Per Day • \$60 Per Hour 	\$54,000	\$216,000
Three (3) contractual positions for data collection efforts and ensuring the reliability of reported data <ul style="list-style-type: none"> • 120 Days • 7.5 Hours Per Day • \$40 Per Hour 	\$108,000	\$432,000
One (1) contractual position for development of electronic data collection tools. <ul style="list-style-type: none"> • 2,000 Hours Per Year • \$75 Per Hour 	\$150,000 (Years 1 and 2 only)	\$300,000

<p>One (1) contractual position for Project Management. Activities to include overseeing the development and implementation of the Measurement Plan, LEA Accreditation with NCA CASI (see below), ITAC development, and Scorecard Reporting.</p> <ul style="list-style-type: none"> • 2,000 Hours Per Year • \$105 Per Hour 	\$210,000	\$840,000
<p>Multiple regionally based contracts with Certified Public Accounting Firms for fiscal monitoring of sub-grantee awards.</p> <ul style="list-style-type: none"> • 16,400 Hours • \$150 per Hour 	\$615,000	\$2,460,000
<p>Contractor to develop: (i) web design application and "Scorecard" reporting for State, LEA, and school performance, student growth data, teacher and principal performance data, and other metrics specified in the Measurement Plan; and (ii) training modules to support LEA use of reporting tools.</p>	\$500,000	\$2,000,000
<p>Intergovernmental Agreement and/or a contract with an entity that will be procured to develop and implement detailed Measurement Plan and support LEA reporting of performance measures and indicators included within the Measurement Plan.</p>	\$500,000	\$2,000,000
<p>Index of Teacher Academic Capital data collection, preparation, and analysis (see attached itemization)</p>	\$150,000	\$600,000
<p>Payment for 4-year Participating LEA membership in the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and one site visit from the AdvanceED Quality Assurance Review Team during the grant period.</p> <ul style="list-style-type: none"> • \$4400/school for 2,476 schools <ul style="list-style-type: none"> ○ \$600/year for NCA CASI Membership ○ \$2000 for one site visit 	\$2723,600	\$10,894,400
		Total
Sub-Total Contractual	\$5,010,600 (Yrs. 1 & 2) \$4,860,600 (Yrs. 3 & 4)	\$19,742,400

9) Total Direct Costs

Year 1:	\$5,015,600
Year 2:	\$5,010,600
Year 3:	\$4,860,600
Year 4:	<u>\$4,860,600</u>
Total:	\$19,747,400

13) Total Costs

	Line 9	Line 10	Line 11	Totals
Year 1	\$5,015,600			\$5,015,600
Year 2	\$5,010,600			\$5,010,600
Year 3	\$4,860,600			\$4,860,600
Year 4	\$4,860,600			\$4,860,600
TOTAL	\$19,747,400			\$19,747,400

Index of Teacher Academic Capital Itemization

Contractor: Illinois Education Research Council (IERC), located at Southern Illinois University Edwardsville, through an Intergovernmental Agreement with the Illinois State Board of Education.

Itemized Annual Project Budget: 4 year project

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
<u>Kathleen S. Brown, Executive Director & PI</u> , will be responsible for the overall leadership and management of the project. She has particular expertise in education research and evaluation, having studied professional development school partnerships in K-12 and higher education settings. She will report to ISBE for management of the ITAC project.	25%	\$9,810	\$29,430
<u>Brenda Klostermann, Associate Director</u> , has expertise in project management and evaluation. She will assist with the management of the project, coordination of data collection with charter schools, design and content of reports, and presentations.	25%	\$6,968	\$20,904
<u>Brad White, Senior Researcher</u> , has expertise with large database management, education policy, and statistical data analyses. He conducted the analysis for the revised Index of Teacher Academic Capital and has extensive experience with the Illinois Teacher Service Record file and the Teacher Certification Information System. He will be responsible for data preparation and analysis, and will participate in report writing and presentations.	50%	\$5,379	\$32,274
<u>Jennifer Barnhart, Research Associate</u> , has expertise in online data	10%	\$2,975	\$3,570

collection, research support, and design for reports and presentations. She will provide support for logistics, research activities, and production of reports and presentations.			
Subtotal: Salaries			\$86,178

2) Fringe Benefits

Fringe Benefits: The following rates are based on SIU's standard formula of 9.73% retirement, 1.45% Medicare (SIU does not participate in Social Security), and \$1400/month/FTE insurance.	% FTE	Base Salary	Total
Kathleen S. Brown, Executive Director & PI	25%	\$9,810	\$7,490
Brenda Klostermann, Associate Director	25%	\$6,968	\$6,537
Brad White, Senior Researcher	50%	\$5,379	\$12,008
Jennifer Barnhart, Research Associate	10%	\$2,975	\$2,079
Subtotal: Fringe Benefits			\$28,114

3) Travel

Travel: Travel expenses include the average mile reimbursements, flight costs, hotel costs, per diem costs.	# Trips	\$ per Trip	Total
In-state Travel: Present and dissemination research findings to state education agencies and other stakeholders (ISBE, IBHE, P20 Council) located in Springfield, IL and Chicago, IL; travel for charter school data collection	8 trips x 2 people (PI & another researcher)	\$500 (average)	\$8,000
Out-of-state Travel: Present research findings at national conferences such as American Educational Research Association (AERA)	1 trip x 2 people (PI & another researcher)	\$4,000	\$4,000
Subtotal: Travel			\$12,000

5) Supplies

Supplies:	Cost of Item	Item Description	Total
Office supplies	\$1,208		\$1,208
Subtotal: Supplies			\$1,208

6) Contractual

Contractual:	Cost of Item	Item Description	Total
Data (purchased data to compute the ITAC scores)	\$9,000		\$9,000

Contractors (data collection, report writing, research expertise)	\$12,000		\$12,000
Subtotal: Contractual			\$21,000

8) Other

Other:	Cost of Item	Item Description	Total
Printing report of research findings	\$1,500		\$1,500
Subtotal: Other			\$1,500

9) Total Costs

Total Costs:			Total
Costs			\$150,000

Budget Part II: Project-Level Budget Table
Project Name: Illinois Collaborative for Education Policy Research
Associated with Criteria: Evidence for selection criterion (B)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	239,384	249,078	255,000	258,000	1,001,462
2. Fringe Benefits	62,771	64,000	66,839	69,000	262,610
3. Travel	50,000	50,000	50,000	50,000	200,000
4. Equipment	5,000	5,000	0	0	10,000
5. Supplies	4,704.25	4,704.25	4,704.25	4,704.25	18,817
6. Contractual	181,500	181,500	0	0	363,000
7. Training Stipends	0	0	0	0	0
8. Other	47,173.25	47,173.25	47,173.25	47,173.25	188,693
9. Total Direct Costs (lines 1-8)	590,532.50	601,455.50	423,716.50	428,877.50	2,044,582
10. Indirect Costs*	113,854.50	113,854.50	113,854.50	113,854.50	455,418
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	704,387	715,310	537,571	542,732	2,500,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Illinois Collaborative for Education Policy Research (ICEPR)

The Illinois Collaborative for Education Policy Research (ICEPR) is described in Section (C)(2) of the Application, Goal I, Subsection C. As outline below, 60% of the budget is allocated to administration of the ICEPR and 40% is dedicated to research through small grants to "seed" projects with universities or graduate research assistants with the ICEPR.

1) Personnel: All personnel will be contractual.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Principal Investigator (1): Debra Bragg will be responsible for the overall leadership and management of the ICEPR.	50%	\$116,491	\$58,244
Director of Research and Operations	100%	\$75,000	\$75,000
Program Associate	100%	\$50,000	\$50,000
Graduate Research Assistants (3) (Doctoral level) 3 during the academic year (9 months)	150% (3 @ 50%)	\$30,622	\$45,933
Graduate Research Assistants (3) (Doctoral level) 3 during the summer (2 months)	150% (3 @ 50%)	\$30,622	\$10,207
TOTAL FOR 1 YEAR			\$239,384
TOTAL FOR 4 YEARS (including small salary increases over 4 year period)			\$1,001,462

2) Fringe Benefits

Position	Percentage Fringe Benefits	Fringe Benefits Year 1	Fringe Benefits, Grant Period (taking into account small salary increases over grant period)
Principal Investigator	32.88%	\$19,151	\$80,119
Director of Research and Operations	32.88%	\$24,659	\$103,162
Program Associate	32.88%	\$16,441	\$68,785
Graduate Research Assistants (3) (academic year) and (3) summer	4.49%	\$2,520	\$10,544
TOTALS		\$62,771	\$262,610

3) Travel: The travel budget includes domestic travel for the ICEPR staff and travel for members of the ICEPR advisory committee to attend 10-12 committee meetings per year. ICEPR staff travel is budgeted at \$20,000 per year and travel for the advisory committee is

budgeted at \$30,000 per year (\$200 per person, per year, with 150 people). ICEPR anticipates having 25 participants at each meeting and approximately 10-12 meeting per year.

TOTAL TRAVEL COSTS: \$200,000

4) Equipment: There will be expenses for desktop/laptop computers and printer totaling \$10,000 for the grant period (\$9,000 for 5 desktop/laptop computers and \$1,000 for two printers).

5) Supplies: There will be supply charges for consumable project supplies and software totaling \$18,817 (\$15,817 for consumable project supplies and \$3,000 for software).

6) Contractual: The ICEPR, as discussed above, will involve grants to "seed" projects within universities. ICEPR will grant 5 awards during the first year and 5 different awards during the second year for various research projects. Each award will be \$36,300, totaling \$181,500 per year for grant years 1 and 2, for a total contractual budget of: \$363,000. The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

7) Training Stipends: There will be no training stipends.

8) Other: Other costs are as follows for the grant period:

- Telecommunications: \$10,000
- Duplication/Printing: 19,683
- Meeting Costs: 27,500
- Tuition Remission: 131,510

Total: \$188,693

9) Total Direct Costs

Cost Category	Total Cost for Grant Period
Personnel	\$1,001,462
Fringe	\$262,610
Travel	\$200,000
Equipment	\$10,000
Supplies	\$18,817
Contractual	\$363,000
Other	\$188,693
TOTAL	\$2,044,582

10) Indirect Costs: Indirect costs have been budgeted to be 25.3% of the modified total direct costs (total direct costs less tuition remission). Total indirect costs for the grant period are: \$455,418.

11) Funding for Involved LEAs: The State's plan does not include Involved LEAs.

12) Supplemental Funding for Participating LEAs: There will be no supplemental funding for Participating LEAs.

13) Total Costs: \$2,500,000

	Line 9 Total Direct Costs (Grant Period)	Line 10 (Grant Period)	Line 11 (Grant Period)	Totals
	2,044,582	455,418	0	\$2,500,000
TOTAL				\$2,500,000

Budget Part II: Project-Level Budget Table
Project Name: Learning and Performance Management System
Associated with Criteria: Evidence for selection criterion (C)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	15,000,000	15,000,000	7,060,000	5,500,000	42,560,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	15,000,000	15,000,000	7,060,000	5,500,000	42,560,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	2,000,000	440,000	0	2,440,000
13. Total Costs (lines 9-12)	15,000,000	17,500,000	7,500,000	5,500,000	45,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Learning and Performance Management System

The Learning and Performance Management System is described in Section C(3) of the Application.

6) Contractual

The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36	
Contract with an entity or entities to be procured for LPMS System Development and establishment of the cloud environment, including: <ul style="list-style-type: none"> • Hosting infrastructure • Portal Platform • Data Integration Platform • Assessments for Learning integration • Student Vault development • Curriculum management (STEM Learning Exchanges hosting and integration) • Standard reporting 	\$30,000,000
Contract with an entity or entities to be procured for assistance with LEA integration and training on LEA use of the system. <i>Note: ISBE assumes this will be included within the scope of the contract for the system developer.</i>	\$8,000,000
One (1) contractual position for ISBE Project Management. <ul style="list-style-type: none"> • 2,000 Hours Per Year • \$120 Per Hour 	\$960,000
Eight (8) contractual positions for integration with existing ISBE systems, programming, maintenance, administration, and Help Desk assistance. <ul style="list-style-type: none"> • 2,000 hours in FY 11-12, 12-13, and 13-14 • \$75 per hour 	\$3,600,000
Sub-Total Contractual	\$42,560,000

9) Total Direct Costs: \$42,560,000

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. # of LEAs	Total
Pilot migration of Participating LEAs to the cloud environment for student information and instructional improvement applications.	Pilot the LPMS and cloud environment and reduce technology infrastructure costs for these LEAs	The costs for the pilot migration will be determined through a detailed cost analysis performed by the LPMS developer.	TBD upon analysis of LPMS developer	\$2,440,000

13) Total Costs: \$45,000,000

	Line 9	Line 10	Line 11	Totals
Year 1	15,000,000	0	0	15,000,000
Year 2	17,500,000	0	0	17,500,000
Year 3	7,500,000	0	0	7,500,000
Year 4	5,000,000	0	0	5,000,000
TOTAL				\$45,000,000

Budget Part II: Project-Level Budget Table
Project Name: State Performance Evaluation Support Systems
Associated with Criteria: Evidence for selection criterion (D)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	310,000	310,000	310,000	310,000	1,240,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	307,500	307,500	307,500	307,500	1,230,000
5. Supplies	0	0	0	0	0
6. Contractual	672,500	603,408	5,823,200	525,800	7,624,908
7. Training Stipends	0	0	0	0	0
8. Other	0	39,645	3,237,420	194,465	3,471,530
9. Total Direct Costs (lines 1-8)	1,290,000	1,260,553	9,678,120	1,337,765	13,566,438
10. Indirect Costs*	65,000	65,780	204,620	19,500	354,900
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,355,000	1,326,333	9,882,740	1,357,265	13,921,338

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
State Performance Evaluation Support Systems

The State Performance Evaluation Support Systems Project is described in Section D(2) of the Application, Goal I.

1) Personnel: The following personnel will work on the development of the new system on a contractual basis through the Statewide System of Support. All personnel are contractual.

Personnel: The following are contractual personnel.	% FTE	Base Salary	Total
Director	100%	\$100,000	\$100,000
Professional Staff 1	100%	\$80,000	\$80,000
Professional Staff 2	100%	\$80,000	\$80,000
Assistant	100%	\$50,000	\$50,000
Total Year 1			\$310,000
Total Years 1-4			\$1,240,000

2) Fringe Benefits: There are no fringe benefits associated with this project.

3) Travel: There will be no travel expenses associated with this project.

4) Equipment: The State will provide all participating districts with \$500 per school to be used for the purchase of video equipment for use in teacher evaluations. The districts can determine whether the funds are allocated to individual schools or maintained by the district office.
 Total equipment budget per year: \$1,230,000 (\$500 each for 2,460 schools)

5) Supplies: There are no supply expenses associated with this project.

6) Contractual: All of the services provided to districts will be provided by contractual service providers.

- Teacher Evaluation (Year 1): District/Union negotiation: Facilitation of district/union negotiation regarding growth measures in evaluation—each of the twelve Super LEAs with priority schools will receive expert facilitation of their negotiations.
Total Cost: 10 days @ \$1,500/day equal \$15,000 X 12 (Super LEAs) = \$180,000
- Evaluator prequalification (Year 2-4): In order to conduct evaluations of teachers, principals and assistant principals will have to be prequalified which will include an assessment of their evaluation practice. The qualification program will require five days training for all evaluators.
 Cost: Training at \$250 per evaluator.
 - Year 2: 19 evaluators x 250 = \$4,750
 - Year 3: 736 evaluators x 250 = \$184,000
 - Year 4: 111 evaluators x 250 = \$27,750
- **Total Cost: \$216,500**
- Teacher training (Years 2-4): All teachers will be required to participate in two days training to prepare them for the evaluation process and help them to understand the

student growth measures. All training will take place on existing professional development days.

Cost: \$50 per teacher (2 days of training).

- Year 2: 1,923 teachers x 50 = \$96,150
- Year 3: 73,568 teachers x 50 = \$3,678,400
- Year 4: 11,111 teachers x 50 = \$555,550

Total Cost: \$4,330,100

- Principal training (Years 2-3): All principals in the state will be required to participate in two days of training prior to their own evaluation. The training will be led by a prequalified trainer.

Cost: \$167.00 per principal for Year 2 and \$100 per principal for Year 3 (2 days of training).

- Year 2: 12 principals x 167 = \$2,004
- Year 3: 3,900 principals x 100 = \$390,000

Total Cost: \$392,004

- Superintendents (Years 2-3) (and others who evaluate principals) will receive two days of training to prepare them to conduct effective evaluations.

Cost: \$167.00 per superintendent for Year 2 and \$100 per superintendent for Year 3 (2 days of training)

- Year 2: 12 superintendents x 167 = \$2,004
- Year 3: 43 superintendents x 100 = \$4,300

- **Total Cost: \$6,304**

- Evaluation Contract State will contract with a major evaluation organization to provide both formative evaluation to support implementation and a summative evaluation to determine the impact and effectiveness of the teacher and principal evaluation initiative.

Total Cost: \$2,500,000

- The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends: There are no training stipend expenses associated with this project.

8) Other:

- Teacher training materials (Years 2-4): All teachers will be provided with \$15 worth of materials, e.g., handouts, printed materials. Each evaluator will be provided with the teacher materials and copies of any relevant books, e.g., Danielson's Framework for Teaching, at a cost of \$50 per evaluator.

- Year 2: 1,923 teachers x 15 = \$28,845
- Year 2: 96 evaluators x 50 = \$4,800
- Year 3: 73,568 teachers x 15 = \$1,103,520
- Year 3: 3,678 evaluators x 50 = \$183,900
- Year 4: 11,111 teachers x 15 = \$166,665

- Year 4: 556 evaluators x 50 = \$27,800

Total Cost: \$1,515,530

- Principal evaluation data collection tools (Years 2-3): Each school will receive a set of data collection tolls that will inform principal evaluation (e.g., Val Ed 360 review tools, school climate survey). Final materials will be determined as part of the state rulemaking process.

Cost: \$500 per set of data collection tools

- Year 2: 12 schools x 500= \$6,000
- Year 3: 3,900 schools x 500= \$1,950,000

Total Cost: \$1,956,000

9) Total Direct Costs: The total direct costs for expense categories 1-8 for the entire grant period is: **\$13,566,438**

10) Indirect Costs: 13.4% of system development costs and purchase of video equipment for districts, totaling \$354,900.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There is no supplemental funding for participating LEAs.

13) Total Costs: \$13,921,338

	Line 9	Line 10	Line 11	Totals
Year 1	1,290,000	65,000	0	1,355,000
Year 2	1,260,553	65,780	0	1,326,333
Year 3	9,678,120	204,620	0	9,882,740
Year 4	1,337,765	19,500	0	1,357,265
TOTAL	13,566,438	354,900		\$13,921,338

Budget Part II: Project-Level Budget Table
Project Name: Teacher Performance Assessments
Associated with Criteria: Evidence for selection criterion (D)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	593,627	668,627	1,218,627	1,218,627	3,699,508
2. Fringe Benefits	0	0	0	0	0
3. Travel	11,250	11,250	11,250	11,250	45,000
4. Equipment	0	0	0	0	0
5. Supplies	2,000	2,000	2,000	2,000	8,000
6. Contractual	650,000	1,050,000	750,000	400,000	2,850,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,256,877	1,731,877	1,981,877	1,631,877	6,602,508
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,256,877	1,731,877	1,981,877	1,631,877	6,602,508

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Teacher Performance Assessments

The Teacher Performance Assessment project is described in Section D(2) of the Application. With this \$6,500,000 budget, ISBE will contract with a consortium formed by the Council of Chief State School Officers (CCSSO), the American Association of College Teacher Education (AACTE) and a team of researchers at Stanford University and the University of Washington (the "Consortium"). This Consortium will be primarily responsible for the development, piloting and implementation of the teacher performance assessments for both new and experienced teachers. Under the contract, the Consortium will implement teacher performance assessments to evaluate teachers for initial licensure (Tier 1) and professional licensure (Tier 2, following any probationary period). ISBE will also contract with an outside project manager who will be responsible for working with the Consortium and ensuring the smooth implementation of the teacher performance assessments. All expenses for this project will be contractual.

1) Personnel: The following personnel are contractual.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Manager (1) .	100%	\$85,000	\$85,000
Teacher Performance Assessment Consortium (TPAC) Site Directors (60 over 4 years)(1 per participating school)(\$25,000 per Director) Year 1: 0 Year 2: 3 Year 3: 25 Year 4: 25	25%	Year 1: 0 Year 2:\$75,000 Year 3:\$625,000 Year 4: \$625,000	
Consortium Personnel (includes Stanford University and University of Washington personnel and support, technical assistance of implementation issues, benchmarkers, trainers and scorers)	Range	\$508,627	\$508,627
TOTAL FOR YEAR 1			\$593,627
TOTAL FOR YEAR 2			\$668,627
TOTAL FOR YEAR 3			\$1,218,627
TOTAL FOR YEAR 4			\$1,218,627
TOTAL PERSONNEL			\$3,699,508

2) Fringe Benefits: There will be no fringe benefit expenses associated with this project.

3) Travel and Meeting: The travel budget includes funding for both in state and national meeting.

Total Travel Budget: \$45,000

4) **Equipment:** There will be no equipment expenses for this project.

5) **Supplies: \$8,000** (\$2,000 per year).

6) **Contractual:** As discussed above, all project expenses are contractual. The State will enter into a contract with the Consortium and also a contract with a Project Manager to oversee the work of the Consortium and ensure the smooth implementation of the teacher performance evaluations. In addition, the Consortium and the Project Manager will undertake the following contractual activities:

- Teacher Performance Assessment Development for Tier 1 and Tier 2 evaluations
Total Cost: \$300,000 (\$100,000 per year for 3 years)
- Pilot Project to include a representative sample of state institutes of higher learning and involve reliability and validity studies of proposed teacher performance assessments.
Total Cost: \$600,000 (\$300,000 for each assessment, Tier 1 in 2010-11 and Tier 2 in 2011-2012)
- Tier 1 Field Trials and Implementation: 2010-2013
Total Cost: \$750,000 (\$250,000 each year for 3 years)
- Tier 2 Field Trials and Implementation: 2011-2014
Total Cost: \$1,200,000 (\$400,000 each year for 3 years)
- The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36.

Total Contractual Budget: \$2,850,000

7) **Training Stipends:** There will be no training stipends.

8) **Other:** There are no other costs.

9) Total Direct Costs

Cost Category	Total Cost for Grant Period
Personnel	\$3,699,508
Travel	\$45,000
Supplies	\$8,000
Contractual	\$2,850,000
TOTAL	\$6,602,508

10) **Indirect Costs:** There are no indirect costs associated with this project.

11) **Funding for Involved LEAs:** The State's plan does not include Involved LEAs.

12) **Supplemental Funding for Participating LEAs:** There will be no supplemental funding for Participating LEAs.

13) Total Costs: \$6,602,508

	Line 9 Total Direct Costs (Grant Period)	Line 10 (Grant Period)	Line 11 (Grant Period)	Totals
	\$6,602,508	0	0	\$6,602,508
TOTAL				\$6,602,508

Budget Part II: Project-Level Budget Table
Project Name: Illinois Math and Science Partnership Program Expansion
Associated with Criteria: Evidence for selection criterion (D)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other (Grants to Institutes of Higher Learning)	1,925,000	2,275,500	1,575,000	0	5,775,000
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,925,000	2,275,500	1,575,000	0	5,775,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Illinois Math and Science Partnership Program Expansion

The Illinois Math and Science Partnership (IMSP) Expansion project is described in Section (D)(3) of the Application, Goal III. Funding for the IMSP Expansion project is allocated to institutions of higher education, which then partner with high need Participating LEAs to increase the math and science expertise of teachers within these LEAs.

1) Personnel: No additional personnel ISBE personnel will be employed for this project. All administrative matters regarding the expansion of this project will be handled by the employees currently responsible for the IMSP.

2) Fringe Benefits: There are no fringe benefits associated with this project.

3) Travel: There are no travel expenses associated with this project.

4) Equipment: There are no equipment expenses associated with this project.

5) Supplies: There are no supply expenses associated with this project.

6) Contractual: There are no contracts awarded under this project.

7) Training Stipends: There are no training stipends associated with this project.

8) Other: As described above, this project is an expansion of an existing project administered by the State. ISBE will provide grants to institutes of higher learning to expand their current IMSP programs. There are two IMSP programs: the IMSP Graduate Program offers a master's degree in math and/or science with a focus on K-12 instruction, and the IMSP Summer Workshop/Institute offers teachers specific professional development in math and science content matter and effective pedagogy in focused areas of math and/or science. The budget for expansion of these two programs is based on their current budgets. Through this expansion project, IMSP will include funding for openings for an additional 175 teachers in the IMSP Summer Workshop/Institute and an additional 150 teachers in the IMSP Graduate Program. The following chart outlines the costs associated with expanding these programs to the additional teachers:

IMSP Program	Year 1	Year 2	Year 3	Year 4	Total
Summer Workshop/Institute (175 new teachers)	875,000	1,225,000	525,000	No funding provided.	2,625,000
Graduate Program (150 new teachers)	1,050,000	1,050,000	1,050,000	No funding provided	3,150,000
Total					5,775,000

9) Total Direct Costs

IMSP Program	Year 1	Year 2	Year 3	Year 4	Total
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Expansion					
Total	1,925,000	2,275,000	1,575,000	0	5,775,000

10) Indirect Costs: There are no indirect costs associated with this project.

11) Funding for Involved LEAs: The State's Plan does not include "involved" LEAs.

12) Supplemental Funding for Participating LEAs: There will be no supplemental funding to LEAs provided under this project.

13) Total Costs: \$5,775,000

	Line 9	Line 10	Line 11	Totals
Year 1	1,925,000	0	0	1,925,000
Year 2	2,275,000	0	0	2,275,000
Year 3	1,575,000	0	0	1,575,000
Year 4	0	0	0	0
TOTAL				\$5,775,000

Budget Part II: Project-Level Budget Table
Project Name: Educator Preparation Advisory Groups
Associated with Criteria: Evidence for selection criterion (D)(4)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	7,500	7,500	7,500	7,500	30,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	105,000	105,000	105,000	105,000	420,000
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other (substitute teacher reimbursement and meetings)	22,200	22,200	22,200	22,200	88,800
9. Total Direct Costs (lines 1-8)	134,700	134,700	134,700	134,700	538,800
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	134,700	134,700	134,700	134,700	538,800

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Educator Preparation Advisory Groups

The Educator Preparation and Advisory Groups will work collaboratively with all shareholders to develop a set of recommendations for the Illinois State Board of Education to seek new legislation to improve the preparation of educators in Illinois institutions of higher education. The budget below is for one year. Funding for grants years 2-4 will remain at the same level as grant year 1. Each year the advisory groups will focus on different grade levels (e.g. elementary, middle and high school) and/or different content areas (e.g. math, science, reading).

1) Personnel: This position is a contractual position.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Coordinator (1): This contractual individual will be responsible for the coordination and preparation of all materials, meetings, and communications, as well as facilitation of meetings and subgroups. It is essential that this individual collect all materials produced by the groups, organize, update and disseminate them for each meeting. The building and documentation of the groups' work is critical to the analysis, interpretation and potential writing of legislation to change the preparation of Illinois educators. The salary is based upon 120 hours of work at \$62.50 per hour	10%	\$75,000	\$7,500
TOTAL COST OF PERSONNEL			\$7,500

2) Fringe Benefits

- No fringe benefits will be provided under the contract for Project Coordinator.

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
There will be four separate and distinct advisory groups of 25 individuals each. Travel will vary depending on distance from the meeting sites. State travel guidelines will be followed for travel costs. Travel is essential to enable advisory group members to work efficiently and reach their goal which is to produce recommendations for the SEA to make legislative changes impacting the preparation of Illinois educators.	\$175 x100 participants x 6 meetings	\$17,500	\$105,000
TOTAL COST OF TRAVEL			\$105,000

4) Equipment

- No equipment will be purchased for this project.

5) Supplies

- Materials and supplies for the project will be provided by the Educator & School Development Division, Illinois State Board of Education.

6) Contractual

- A contract will be issued for professional services of a Project Coordinator as previously described.
- For the professional services contract, the estimated amount of time to be devoted to the project is 120 hours at \$62.50 per hour.
- The Illinois State Board of Education will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

- No training stipends will be paid.

8) Other

- Reimbursement to local school districts for substitute teachers when teacher members of the advisory groups attend the meetings.

Substitute Teacher Reimbursement: Local school districts will be reimbursed for the cost of a substitute teacher when the teacher of record is attending the advisory group meetings	Number of Meetings	\$ per meeting	Total
Of the 100 advisory group members, approximately 10% (10) will be teachers. Local school districts agree to release the teachers of record, but cannot be expected to absorb the cost of the substitute teacher. The substitute teacher pay varies statewide, but the average is \$100 per day.	\$100 x10 participants x 6 meetings	\$1000	\$6,000
TOTAL SUBSTITUTE TEACHER REIMBURSEMENT			\$6,000

Cost of meeting space, beverages and meals for working lunches.	Number of Meetings	\$ per meeting	Total
100 advisory group members will be attending all six meetings to identify recommendations for improving educator preparation. It is necessary to offer working lunches to maximize the time that participants have together. Costs will follow state guidelines.	\$15 x100 participants x 6 meetings	\$1,500	\$9,000
4 meeting rooms, one for each advisory group.	Per room x 4 rooms x 6 meetings	\$1,200	\$7,200
TOTAL MEETING COSTS			\$16,200

9) Total Direct Costs

COST OF PERSONNEL	\$7,500
COST OF TRAVEL	\$105,000
SUBSTITUTE TEACHER REIMBURSEMENT	\$6,000
TOTAL MEETING COSTS	\$16,200
TOTAL COSTS (1 YEAR)	\$134,700
TOTAL DIRECT COSTS (4 YEARS)	\$538,800

10) Indirect costs: There will be no indirect costs associated with this project.

11) Funding for Involved LEAs: The State's Plan does not include "involved" LEAs.

12) Supplemental Funding for Participating LEAs: There will be no supplemental funding to LEAs provided under this project.

13) Total Costs: \$538,800

	Line 9	Line 10	Line 11	Totals
Year 1	134,700	0	0	134,700
Year 2	134,700	0	0	134,700
Year 3	134,700	0	0	134,700
Year 4	134,700	0	0	134,700
TOTAL				\$538,800

Budget Part II: Project-Level Budget Table
Project Name: Induction and Mentoring Technical Assistance and Accountability
Associated with Criteria: Evidence for selection criterion (D)(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	640,000	640,000	640,000	640,000	1,920,000
2. Fringe Benefits	224,640	224,640	224,640	224,640	898,560
3. Travel	30,000	30,000	30,000	30,000	120,000
4. Equipment	0	0	0	0	0
5. Supplies	60,000	60,000	60,000	60,000	240,000
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	151,700	151,700	61,700	61,700	426,800
9. Total Direct Costs (lines 1-8)	1,106,340	1,106,340	1,016,340	1,016,340	4,245,360
10. Indirect Costs*	148,250	148,250	136,190	136,190	568,880
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,254,590	1,254,590	1,152,530	1,152,530	4,814,240

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Technical Assistance and Program Accountability for Beginning
Teacher Induction Programs in Illinois

The Technical Assistance and Program Accountability for Beginning Teacher Induction Programs in Illinois project is described in Section (D)(5) of the Application, Goal I, B. Funding for this project will concentrate on accelerating new teacher development through building the State systems necessary to ensure high quality induction and mentoring programs.

1) Personnel: All personnel will be contractual.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Technical Assistance Outreach Coordinators (6) The Outreach Coordinators will provide direct technical assistance to induction programs, provide regional trainings, and other necessary activities to ensure quality induction programming	100%	\$90,000	\$540,000
Project Director / Lead (1) Project Director will provide oversight and coordinate the work throughout the state	50%	\$100,000	\$50,000
Project Administrator (1) Project Administrator will provide logistical support for Outreach Coordinators and Project Director	100%	\$50,000	\$50,000
TOTAL FOR YEAR 1:			\$640,000
TOTAL FOR GRANT PERIOD			\$1,920,000

2) Fringe Benefits: Fringe benefits are 46.8% of the personnel costs. Therefore, fringe benefits are budgeted at \$224,640 per year, for a total of \$898,560.

3) Travel: Travel funds will be used for National NTC staff consultation and some direct service or training. The budget contains 15 days trips at \$2,000 per trip for a total of \$30,000 per year and \$120,000 per grant period.

4) Equipment: There will be no equipment costs associated with this project.

5) Supplies: The project will require the purchasing of technical assistance tools (via licensing agreements) for a total of \$60,000 per year and \$240,000 for the grant period.

6) Contractual: There will be no contractual costs associated with this project.

7) Training Stipends: There will be no training stipends associated with this project.

8) Other

- **Meetings**

- Meeting with travel for 3 day retreat start up for Technical Assistance Outreach Coordinators and Project Lead totaling \$20,000 for one year and \$60,000 for the grant period.
- Meeting with travel for Technical Assistant Outreach Coordinators and Project Lead for monthly coordination (8 people X 12 meetings = 96 trips at \$200 per trip) totaling \$19,200 for one year and \$76,800 for the grant period.

TOTAL MEETING COST: \$39,200 per year and \$156,800.

- **Consultation with NTC Directors** (\$1,500 per day X 15 days = \$22,500 for one year and \$90,000 for the grant period).
 - NTC Directors will provide consultation to design the technical assistance structure and support the development of technical assistance, tools and protocols.
- **Induction Institutes** (3) at \$30,000 each for \$90,000 for year 1 and \$180,000 for the grant period.
- **Total Other Cost: \$151,700 for years 1 and 2 and \$61,700 for years 3 and 4.**

9) Total Direct Costs

COST OF PERSONNEL	\$640,000
FRINGE BENEFITS	\$224,640
COST OF TRAVEL	\$30,000
SUPPLIES	\$60,000
OTHER (Meetings, Consultations, Induction Institutes)	\$151,700 (yr 1 and 2) \$61,700 (yr 3 and 4)
TOTAL COSTS (YEAR 1 and 2)	\$1,106,340
TOTAL COSTS (YEAR 3 and 4)	\$1,016,340
TOTAL DIRECT COSTS (4 YEARS)	\$4,245,360

10) Indirect Costs: Indirect costs are budgeted at 13.4% per year for a total of \$148,250 (rounded to nearest dollar) for years one and two and \$136,189.56 for years 3 and 4.

11) Funding for Involved LEAs: The State Plan does not include involved LEAs.

12) Supplemental Funding for Participating LEAs: There will be no supplemental funding for Participating LEAs.

13) Total Costs: \$4,814,240

	Line 9	Line 10	Line 11	Totals
Year 1	1,106,340	148,250	0	1,254,590
Year 2	1,106,340	148,250	0	1,254,590
Year 3	1,016,340	136,190	0	1,152,530
Year 4	1,016,340	136,190	0	1,152,530
TOTAL				4,814,240

Budget Part II: Project-Level Budget Table
Project Name: Illinois Partnership Zone Administration and Direct State Interventions
Associated with Criteria: Evidence for selection criterion (D)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	270,000	270,000	270,000	270,000	1,080,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	28,000	28,000	28,000	28,000	112,000
4. Equipment	4,000	0	0	0	4,000
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	697,000	1,577,000	3,101,000	3,101,000	8,476,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,000,000	1,876,000	3,400,000	3,400,000	9,676,000
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,000,000	1,876,000	3,400,000	3,400,000	9,676,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

PROJECT-LEVEL BUDGET NARRATIVE
Illinois Partnership Zone Administration and Direct State Interventions

All expenses associated with this project are contractual.

1) Personnel (contractual)

Personnel: The following requested personnel will all be hired through the project's contractor.	% FTE	Base Salary	Annual	Total
<p>Project Director (1) (contractual): The project director will be a full time senior position within ISBE. This person will have management responsibilities for the following tasks:</p> <ul style="list-style-type: none"> • Procuring Lead and Supporting Partners and monitoring progress and quality of work • Developing and implementing a performance management system for participating LEAs and Partners • Coordinating: internal work with other departments in the agency; Advisory Partnership Zone Council; development of indicators, benchmarks and metrics for monitoring and evaluation; professional support for LEA leadership • Oversight of data collection, analysis and reporting • Oversight for site visit monitoring <p>The individual must have strong project management skills, and experience in school reform and intensive school-level interventions.</p>	100%	\$95,000	\$95,000	\$380,000
<p>Project Coordinator (1) (contractual): The Project Coordinator will manage the Lead Partner and Supporting Partner work and the two project staff – oversight and support at the LEA level.</p>	100%	\$75,000	\$75,000	\$300,000
<p>Project Support Staff (2): The Project Support Staff will perform site visits, oversee data collection and analysis, and support project management of the division.</p>	100%	\$50,000	\$100,000	\$400,000
Personnel Subtotal			\$270,000	\$1,080,000

2) Fringe Benefits: There are no fringe benefits included in the budget for this project as all personnel above are contractual.

3) Travel (contractual)

Travel Description	# Trips	Annual	Total
Two staff will undertake four site visits/month; 40 per year.	40 trips; \$150/visit	\$6,000	\$24,000
The Project Director will attend national conferences and visits to other states performing similar work.	4 trips; \$1,000/trip	\$4,000	\$16,000
Travel reimbursement for Advisory Council meetings	3 meetings per year; 30 attendees; \$200 reimbursement	\$18,000	\$72,000
Travel Subtotal		\$28,000	\$112,000

4) Equipment (contractual)(one time purchase during year 1)

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (4): Three desktop computers will be needed to expand our current office and supply the needs of 3 new employees.	\$1,000	Computer including monitor	\$4,000

5) Supplies (contractual)

General office supplies:

Annual: \$1000

Total: \$4,000

Based on estimates of costs consistent with the funding of other divisions in ISBE.

6) Contractual: In addition to the other expenses set forth above, are the following contractual expenses.

The Illinois State Board of Education will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36	
Measurement Plan Development and Implementation (specific to Illinois Partnership Zone)	\$100,000 (per year)

Direct contracts between ISBE and Lead/Supporting Partners to undertake direct State interventions in LEAs that do not demonstrate a willingness or ability to undertake the dramatic action necessary to improve student outcomes (\$500,000 - \$750,000/school/year; budget will depend on need and may require re-allocation of other State and federal funds to support).	\$8,076,000
Sub-Total Contractual	\$8,476,000

9) Total Direct Costs: \$9,468,736

10) Indirect Costs: There are no indirect costs associated with this project.

13) Total Costs: \$9,676,000

	Line 9	Line 10	Line 11	Totals
Year 1	1,000,000	0	0	1,000,000
Year 2	1,876,000	0	0	1,876,000
Year 3	3,400,000	0	0	3,400,000
Year 4	3,400,000	0	0	3,400,000
TOTAL				\$9,676,000

Appendix A3-1

Data on State Progress

- A. NAEP Data
- B. ISAT Data
- C. PSAE Data
- D. High School Graduation Data

A. NAEP Data

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Report 1: Table

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	All students		
			At basic	At proficient	At advanced
2007	Illinois	34.95	32.89	24.19	7.97
2005	Illinois	37.78	32.82	22.65	6.76
2003	Illinois	38.76	30.42	23.11	7.71

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 2: Table

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	Eligible		
			At basic	At proficient	At advanced
2007	Illinois	52.37	31.64	13.55	2.44
2005	Illinois	59.33	27.43	11.26	1.99
2003	Illinois	59.13	27.07	11.64	2.16

Year	Jurisdiction	Below basic	Not eligible		
			At basic	At proficient	At advanced
2007	Illinois	21.33	33.87	32.51	12.30
2005	Illinois	22.14	36.65	30.97	10.24
2003	Illinois	21.82	33.20	32.70	12.28

Year	Jurisdiction	Below basic	Info not available		
			At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	54.60	28.04	13.54	3.82

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 3: Table

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

Year	Jurisdiction	White			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	23.30	34.26	30.91	11.54
2005	Illinois	21.81	36.62	31.48	10.09
2003	Illinois	25.66	32.66	30.29	11.39

Year	Jurisdiction	Black			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	56.26	29.48	12.55	1.71
2005	Illinois	64.59	25.94	8.18	1.30
2003	Illinois	63.94	25.63	8.85	1.58

Year	Jurisdiction	Hispanic			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	50.07	32.22	14.68	3.03
2005	Illinois	56.38	29.60	11.81	2.21
2003	Illinois	57.86	27.35	13.16	1.64

Year	Jurisdiction	Asian/Pacific Island			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	13.14	33.03	37.48	16.35
2005	Illinois	24.81	31.01	31.70	12.48
2003	Illinois	16.08	37.92	34.99	11.02

Year	Jurisdiction	American Indian			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	‡	‡	‡	‡

Year	Jurisdiction	Unclassified			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	‡	‡	‡	‡

‡ Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 4: Table

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	ELL		
			At basic	At proficient	At advanced
2007	Illinois	76.64	20.00	3.09	0.27
2005	Illinois	81.73	14.67	3.25	0.35
2003	Illinois	78.42	16.28	4.28	1.02

Year	Jurisdiction	Below basic	Not ELL		
			At basic	At proficient	At advanced
2007	Illinois	31.65	33.91	25.86	8.58
2005	Illinois	34.34	34.22	24.17	7.27
2003	Illinois	36.43	31.24	24.22	8.10

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 5: Table

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Student classified as having a disability, including 504 [IEP]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	SD		
			At basic	At proficient	At advanced
2007	Illinois	63.20	22.48	10.50	3.82
2005	Illinois	64.33	20.84	11.75	3.08
2003	Illinois	68.51	20.30	9.52	1.66

Year	Jurisdiction	Below basic	Not SD		
			At basic	At proficient	At advanced
2007	Illinois	31.59	34.13	25.82	8.46
2005	Illinois	35.19	33.98	23.71	7.12
2003	Illinois	34.96	31.73	24.85	8.46

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Report 1: Table

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	All students		
			At basic	At proficient	At advanced
2007	Illinois	25.12	45.08	27.46	2.34
2005	Illinois	25.37	43.59	28.34	2.71
2003	Illinois	23.06	42.41	31.07	3.46

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 2: Table

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

Year	Jurisdiction	Below basic	Eligible		
			At basic	At proficient	At advanced
2007	Illinois	39.24	46.00	14.18	0.58
2005	Illinois	40.63	44.49	14.38	0.49
2003	Illinois	41.05	43.86	14.45	0.63

Year	Jurisdiction	Below basic	Not eligible		
			At basic	At proficient	At advanced
2007	Illinois	16.09	44.48	35.95	3.48
2005	Illinois	16.18	43.07	36.74	4.02
2003	Illinois	12.88	41.25	40.67	5.20

Year	Jurisdiction	Below basic	Info not available		
			At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	25.32	47.91	25.80	0.96

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 3: Table

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

		White			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	17.19	44.60	34.88	3.32
2005	Illinois	16.46	44.13	36.03	3.38
2003	Illinois	13.46	41.83	39.79	4.92
		Black			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	45.66	44.45	9.70	0.19
2005	Illinois	47.00	40.71	11.42	0.86
2003	Illinois	43.60	43.25	12.91	0.25
		Hispanic			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	35.87	48.57	15.20	0.36
2005	Illinois	35.01	46.15	17.69	1.15
2003	Illinois	39.36	44.97	15.14	0.54
		Asian/Pacific Island			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	13.10	40.90	41.61	4.39
2005	Illinois	7.98	43.38	40.23	8.41
2003	Illinois	13.34	33.89	44.61	8.16
		American Indian			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	‡	‡	‡	‡
		Unclassified			
Year	Jurisdiction	Below basic	At basic	At proficient	At advanced
2007	Illinois	‡	‡	‡	‡
2005	Illinois	‡	‡	‡	‡
2003	Illinois	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 4: Table

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, and 2007

Year	Jurisdiction	ELL			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	75.10	22.34	2.56	0.00
2005	Illinois	66.35	27.35	6.30	0.00
2003	Illinois	67.01	26.66	6.33	0.00

Year	Jurisdiction	Not ELL			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	23.86	45.65	28.08	2.40
2005	Illinois	24.73	43.84	28.68	2.75
2003	Illinois	21.88	42.71	31.83	3.58

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

Report 5: Table

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Student classified as having a disability, including 504 [IEP]: 2003, 2005, and 2007

Year	Jurisdiction	SD			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	64.64	27.04	7.45	0.88
2005	Illinois	61.84	31.20	6.96	0.00
2003	Illinois	59.72	35.17	5.03	0.09

Year	Jurisdiction	Not SD			
		Below basic	At basic	At proficient	At advanced
2007	Illinois	20.56	47.16	29.76	2.51
2005	Illinois	20.69	45.18	31.08	3.05
2003	Illinois	18.42	43.25	34.43	3.90

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>**Report 1: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	All students			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	20.44	41.93	30.93	6.70
2007	Illinois	21.35	42.32	30.72	5.60
2005	Illinois	26.07	42.31	27.06	4.57
2003	Illinois	27.05	41.42	26.74	4.79

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 2: Table

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	Eligible			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	34.20	47.85	16.84	1.11
2007	Illinois	36.19	46.88	16.10	0.82
2005	Illinois	44.01	41.23	13.38	1.37
2003	Illinois	47.53	41.52	10.21	0.74
Year	Jurisdiction	Not eligible			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	8.68	36.87	42.95	11.49
2007	Illinois	9.73	38.77	42.15	9.34
2005	Illinois	11.58	43.16	38.09	7.16
2003	Illinois	10.93	41.17	39.89	8.01
Year	Jurisdiction	Info not available			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	#	#	#	#
2007	Illinois	#	#	#	#
2005	Illinois	#	#	#	#
2003	Illinois	40.87	44.05	13.58	1.51

Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 3: Table

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	White			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	9.52	38.87	42.10	9.51
2007	Illinois	8.94	40.84	42.11	8.11
2005	Illinois	11.30	44.48	37.74	6.48
2003	Illinois	12.55	43.11	36.95	7.39
Year	Jurisdiction	Black			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	45.82	43.26	10.30	0.62
2007	Illinois	45.99	44.58	9.04	0.40
2005	Illinois	53.78	37.28	8.40	0.54
2003	Illinois	55.92	37.02	6.73	0.33
Year	Jurisdiction	Hispanic			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	28.03	51.67	18.82	1.47
2007	Illinois	35.81	45.24	17.60	1.35
2005	Illinois	41.11	44.57	13.59	0.73
2003	Illinois	45.21	41.99	12.31	0.49
Year	Jurisdiction	Asian/Pacific Island			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	2.96	23.87	48.05	25.13
2007	Illinois	5.11	32.40	45.04	17.45
2005	Illinois	7.50	26.03	46.46	20.01
2003	Illinois	7.78	34.57	48.76	8.88
Year	Jurisdiction	American Indian			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	#	#	#	#
2007	Illinois	#	#	#	#
2005	Illinois	#	#	#	#
2003	Illinois	#	#	#	#
Year	Jurisdiction	Unclassified			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	18.96	42.50	32.19	6.35
2007	Illinois	23.04	50.40	21.50	5.06
2005	Illinois	#	#	#	#
2003	Illinois	#	#	#	#

Rounds to zero.

* Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 4: Table

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	ELL			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	47.18	42.20	9.82	0.80
2007	Illinois	49.84	41.52	7.89	0.76
2005	Illinois	63.80	30.99	4.40	0.80
2003	Illinois	65.56	29.81	4.55	0.09

Year	Jurisdiction	Not ELL			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	18.46	41.91	32.49	7.14
2007	Illinois	18.86	42.40	32.72	6.03
2005	Illinois	22.42	43.45	29.20	4.93
2003	Illinois	23.89	42.36	28.58	5.17

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 5: Table

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Student classified as having a disability, excluding 504 [IEP2009]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	SD			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	39.53	37.41	18.98	4.08
2007	Illinois	—	—	—	—
2005	Illinois	—	—	—	—
2003	Illinois	—	—	—	—

Year	Jurisdiction	Not SD (including 504)			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	17.74	42.57	32.62	7.07
2007	Illinois	—	—	—	—
2005	Illinois	—	—	—	—
2003	Illinois	—	—	—	—

— Not available.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

Report 1: Table

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	All students			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	27.38	39.54	25.89	7.19
2007	Illinois	29.70	39.52	23.81	6.98
2005	Illinois	31.70	39.72	23.17	5.41
2003	Illinois	33.53	37.22	23.35	5.89

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 2: Table

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	Eligible			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	46.95	38.59	12.77	1.69
2007	Illinois	48.72	38.37	11.34	1.58
2005	Illinois	53.86	36.21	9.23	0.71
2003	Illinois	56.54	33.15	9.39	0.93
Year	Jurisdiction	Not eligible			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	15.08	40.14	34.14	10.65
2007	Illinois	17.36	40.27	31.89	10.48
2005	Illinois	18.03	41.81	31.82	8.34
2003	Illinois	18.95	39.97	32.02	9.05
Year	Jurisdiction	Info not available			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	#	#	#	#
2007	Illinois	#	#	#	#
2005	Illinois	#	#	#	#
2003	Illinois	43.45	32.41	20.51	3.64

Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 3: Table

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	White			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	14.64	41.57	33.58	10.21
2007	Illinois	18.54	40.82	31.26	9.39
2005	Illinois	18.14	43.25	31.02	7.59
2003	Illinois	19.94	40.04	31.56	8.46
Year	Jurisdiction	Black			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	58.57	32.57	8.13	0.73
2007	Illinois	59.30	34.02	6.29	0.39
2005	Illinois	66.12	27.94	5.69	0.25
2003	Illinois	65.53	28.11	5.89	0.47
Year	Jurisdiction	Hispanic			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	40.56	42.41	15.91	1.12
2007	Illinois	44.87	42.31	11.81	1.01
2005	Illinois	44.88	41.86	12.24	1.02
2003	Illinois	52.32	38.96	8.32	0.41
Year	Jurisdiction	Asian/Pacific Island			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	10.75	29.57	40.65	19.03
2007	Illinois	12.84	32.02	32.11	23.03
2005	Illinois	9.91	39.87	35.37	14.85
2003	Illinois	11.17	30.45	43.14	15.24
Year	Jurisdiction	American Indian			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	#	#	#	#
2007	Illinois	#	#	#	#
2005	Illinois	#	#	#	#
2003	Illinois	#	#	#	#
Year	Jurisdiction	Unclassified			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	#	#	#	#
2007	Illinois	#	#	#	#
2005	Illinois	#	#	#	#
2003	Illinois	#	#	#	#

Rounds to zero.

† Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 4: Table

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	ELL			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	68.29	24.32	7.14	0.25
2007	Illinois	56.32	31.64	9.05	2.98
2005	Illinois	69.61	21.93	5.51	2.96
2003	Illinois	79.88	16.39	3.73	0.00

Year	Jurisdiction	Not ELL			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	26.22	39.98	26.42	7.39
2007	Illinois	28.85	39.77	24.28	7.10
2005	Illinois	30.94	40.08	23.52	5.46
2003	Illinois	31.47	38.17	24.21	6.16

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

Report 5: Table

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Student classified as having a disability, excluding 504 [IEP2009]: 2003, 2005, 2007, and 2009

Year	Jurisdiction	SD			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	63.89	28.90	6.44	0.77
2007	Illinois	—	—	—	—
2005	Illinois	—	—	—	—
2003	Illinois	—	—	—	—

Year	Jurisdiction	Not SD (including 504)			
		Below basic	At basic	At proficient	At advanced
2009	Illinois	22.98	40.83	28.23	7.96
2007	Illinois	—	—	—	—
2005	Illinois	—	—	—	—
2003	Illinois	—	—	—	—

— Not available.

Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

B. ISAT Data

ISAT Data 2003-2009: % Students Meets & Exceeds

Reading	All	Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2003 Grade 3	62.0	58.8	65.5	76.0	34.7	49.3	82.5	59.0	63.2	38.0	62.3	25.5	32.2	66.7	41.6	75.1
2004 Grade 3	65.0	62.0	68.3	76.9	39.0	55.8	85.3	59.6	71.6	60.5	65.1	50.0	35.6	69.9	46.2	78.3
2005 Grade 3	66.6	64.1	69.3	78.2	41.2	55.6	84.1	70.4	68.7	58.0	66.7	56.5	38.6	71.3	48.3	79.6
2006 Grade 3	70.7	66.5	75.1	80.4	48.4	62.2	87.9	74.5	68.3	66.3	70.7	56.8	39.8	75.8	54.2	82.4
2007 Grade 3	73.0	68.7	77.4	82.4	50.5	65.7	89.8	78.9	72.8	66.8	73.0	67.1	42.9	77.9	57.2	84.3
2008 Grade 3	71.7	67.7	76.0	83.6	55.3	55.2	87.2	75.6	75.3	42.5	75.7	59.6	42.8	76.1	56.8	84.9
2009 Grade 3	72.2	68.6	75.9	83.9	56.9	54.9	87.7	77.1	77.2	43.4	76.4	61.9	41.7	76.7	57.6	85.8
2006 Grade 4	72.9	68.3	77.7	81.8	50.0	68.2	88.8	79.6	73.4	63.8	73.0	66.0	39.7	78.6	58.0	83.6
2007 Grade 4	73.7	70.6	76.9	82.5	50.3	68.5	90.6	71.2	73.3	77.7	73.6	61.7	41.1	79.3	58.0	84.6
2008 Grade 4	73.2	69.7	76.9	83.8	56.2	59.4	87.6	73.6	75.8	38.4	76.6	60.0	41.2	78.3	58.7	85.1
2009 Grade 4	73.8	70.3	77.4	84.5	55.8	60.1	89.3	79.7	76.5	39.3	77.2	53.8	40.4	79.1	59.3	86.7
2003 Grade 5	60.4	58.6	62.3	73.5	35.9	42.2	78.9	64.4	64.6	12.3	62.4	32.7	25.3	66.1	40.0	73.4
2004 Grade 5	60.9	58.8	63.0	71.7	36.6	49.9	79.7	66.3	63.2	49.5	61.3	36.8	24.9	67.1	42.2	73.7
2005 Grade 5	62.8	60.9	64.7	73.6	38.6	54.0	81.8	67.3	64.8	53.1	63.1	30.8	28.7	68.7	45.6	75.3
2006 Grade 5	68.5	64.7	72.4	79.2	42.2	61.7	86.5	74.1	70.0	49.6	68.6	55.1	30.8	74.7	51.4	80.8
2007 Grade 5	69.7	66.0	73.5	79.2	44.8	64.3	87.7	70.4	70.3	65.1	69.8	67.2	33.6	75.7	53.1	81.5
2008 Grade 5	73.5	70.1	77.2	84.7	55.8	58.2	87.6	73.1	76.1	32.5	76.9	50.0	38.5	79.1	58.0	86.0
2009 Grade 5	73.5	70.2	77.1	84.3	55.6	59.8	87.9	79.0	76.3	33.4	76.5	50.0	37.6	79.2	58.6	86.2
2006 Grade 6	72.8	68.2	77.6	83.1	54.2	61.0	89.4	75.6	75.5	32.3	73.5	48.0	33.0	79.3	57.9	84.2
2007 Grade 6	73.4	69.8	77.1	83.4	53.4	62.2	90.6	77.1	76.1	36.6	75.0	61.5	34.2	79.7	57.9	85.0
2008 Grade 6	79.0	75.7	82.6	88.0	63.4	67.9	91.8	80.2	82.6	37.0	81.6	46.2	43.0	84.6	66.3	89.0
2009 Grade 6	79.9	76.8	83.1	88.4	64.9	69.4	92.0	79.8	80.9	41.1	82.2	44.0	43.9	85.4	68.0	89.8
2006 Grade 7	72.0	68.3	75.8	80.8	52.7	63.2	88.8	77.8	72.5	33.3	72.5	67.7	29.6	79.0	57.2	82.3
2007 Grade 7	73.4	69.4	77.6	82.4	54.6	64.4	90.6	78.5	76.1	39.8	74.4	69.8	31.7	80.3	59.0	83.9
2008 Grade 7	77.7	73.8	81.8	85.5	63.7	67.6	91.5	79.6	79.7	34.9	79.7	41.3	38.0	83.8	65.3	87.0
2009 Grade 7	77.5	73.3	81.9	85.6	63.1	66.8	90.5	80.9	79.9	33.7	79.6	53.8	38.3	83.4	65.1	87.2
2003 Grade 8	63.7	58.7	69.0	72.9	45.4	46.9	79.8	54.7	59.6	14.7	64.3	19.5	19.5	71.1	46.0	72.3
2004 Grade 8	67.1	62.5	71.9	76.3	48.3	51.3	81.5	72.0	66.5	28.9	67.6	36.8	24.2	74.6	49.8	76.9
2005 Grade 8	72.7	70.6	74.9	82.2	53.7	59.7	86.8	73.7	73.4	35.0	73.2	64.0	30.9	80.0	56.8	82.9
2006 Grade 8	79.2	76.1	82.4	86.3	63.6	71.1	91.9	80.7	80.2	38.7	79.6	63.3	37.6	86.2	66.8	87.2
2007 Grade 8	81.8	77.6	86.1	87.1	69.8	76.2	93.7	82.3	83.0	40.8	82.3	73.7	40.8	88.6	71.8	88.5
2008 Grade 8	81.4	77.5	85.5	88.2	68.7	73.5	92.5	81.7	84.8	40.4	82.9	54.8	42.4	87.5	70.4	89.4
2009 Grade 8	83.6	80.4	87.0	89.8	70.7	77.4	93.6	82.1	85.1	46.8	85.2	53.6	46.2	89.3	73.6	91.3

ISAT Data 2003-2009: % Students Meets & Exceeds

Math	All	Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	NotLEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
2003	Grade 3	75.7	75.5	76.1	88.5	48.8	69.4	93.4	78.6	77.9	57	48.2	55.1	79	57.8	87.2
2004	Grade 3	79.2	79.1	79.2	89.7	53.7	76.0	94.7	78.4	85.8	79.4	61.8	59.7	82.4	63.3	90.3
2005	Grade 3	79.2	79.4	79.0	89.1	54.9	74.9	94.0	77.2	81.9	79.7	82.6	60.1	82.4	64.3	89.9
2006	Grade 3	85.6	85.0	86.2	93.1	66.6	82.7	96.8	86.6	84.4	85.7	90.9	66.7	88.7	74.3	93.7
2007	Grade 3	86.8	86.3	87.2	93.9	68.1	84.8	97.1	90.5	87.3	84.8	88.6	70.0	89.5	76.2	94.4
2008	Grade 3	85.1	84.8	85.5	93.6	68.3	78.1	95.9	92.0	87.7	72.9	90.6	67.8	87.7	75.2	94.0
2009	Grade 3	85.2	85.0	85.5	93.3	69.9	77.7	95.5	87.8	88.0	73.2	79.5	66.2	88.0	75.9	94.0
2006	Grade 4	84.8	84.1	85.6	92.1	64.3	83.5	96.2	89.5	85.5	80.6	80.0	62.0	88.7	73.6	92.8
2007	Grade 4	86.4	85.4	87.4	92.7	68.0	85.6	96.7	84.7	85.9	90.1	91.7	64.5	90.1	76.4	93.3
2008	Grade 4	84.6	83.9	85.3	92.5	69.0	76.8	95.1	84.3	86.6	64.8	78.9	63.8	87.9	74.6	92.9
2009	Grade 4	85.7	85.0	86.5	92.8	71.0	79.5	95.6	90.3	86.7	68.3	87.2	64.0	89.2	76.7	93.8
2003	Grade 5	68.3	67.5	69.3	81.3	40.2	55.3	89.0	69.6	71.9	28.9	45.1	35.2	73.8	49.1	80.6
2004	Grade 5	71.8	70.8	72.8	82.5	44.1	67.0	91.5	75.7	68.8	69.4	57.9	39.0	77.5	54.2	83.8
2005	Grade 5	73.1	72.1	74.2	83.9	46.3	69.2	92.1	76.9	74.0	70.3	56.0	41.7	78.6	56.6	85.3
2006	Grade 5	78.6	78.2	79.0	88.1	52.4	76.8	94.4	82.8	79.4	68.1	69.4	50.3	83.2	64.2	89.0
2007	Grade 5	82.5	81.4	83.7	90.1	60.2	81.6	96.2	80.7	83.0	81.6	82.6	55.9	86.9	70.6	91.1
2008	Grade 5	81.4	80.3	82.4	89.8	63.1	74.0	94.4	80.9	81.8	58.9	67.8	54.5	85.6	70.0	90.5
2009	Grade 5	82.4	81.3	83.6	90.3	65.7	75.5	94.1	84.8	83.4	58.2	68.6	54.8	86.8	72.0	91.4
2006	Grade 6	79.1	77.6	80.6	89.0	56.0	74.7	94.8	83.6	80.4	53.9	60.0	45.6	84.5	65.5	89.5
2007	Grade 6	81.4	79.8	83.1	89.6	60.8	77.4	96.0	82.8	82.8	62.9	65.4	49.2	86.6	69.6	90.4
2008	Grade 6	82.6	80.9	84.5	90.9	63.6	77.1	94.8	81.9	84.9	57.9	67.3	52.0	87.3	71.6	91.4
2009	Grade 6	82.4	80.8	84.1	90.2	65.4	75.9	94.5	81.5	81.9	55.8	55.6	50.7	87.3	71.9	91.2
2006	Grade 7	76.1	74.6	77.6	85.7	52.4	70.1	93.9	78.6	75.5	45.8	64.5	36.1	82.7	61.2	86.5
2007	Grade 7	79.4	78.3	80.5	88.1	58.2	75.0	95.2	77.6	80.4	58.0	73.4	41.9	85.6	66.5	88.8
2008	Grade 7	80.4	79.1	81.8	88.8	59.7	75.4	94.1	81.9	81.8	54.3	58.7	45.2	85.8	68.4	89.4
2009	Grade 7	82.8	80.8	84.8	90.2	64.7	78.1	94.6	86.4	83.3	56.8	69.8	47.7	88.1	72.4	91.0
2003	Grade 8	53.1	52.8	53.4	65.7	23.0	35.5	78.8	43.8	46.2	17.7	22.0	13.0	59.8	30.3	64.1
2004	Grade 8	54.4	53.8	55.1	66.7	24.6	38.7	81.0	55.4	46.4	25.4	33.3	13.8	61.5	32.4	66.9
2005	Grade 8	54.3	53.9	54.9	67.3	24.9	39.3	82.2	50.8	52.9	25.9	42.3	15.1	61.2	32.3	68.4
2006	Grade 8	78.2	76.8	79.8	87.0	56.1	72.2	94.6	81.0	78.3	48.6	83.3	37.7	85.1	64.1	87.4
2007	Grade 8	81.3	79.7	82.9	89.0	61.5	76.8	95.5	78.5	82.5	57.3	71.4	42.0	87.8	69.0	89.5
2008	Grade 8	80.4	79.2	81.6	88.9	60.9	74.5	93.9	82.2	81.3	52.7	53.5	43.2	86.1	68.2	89.2
2009	Grade 8	81.7	80.5	83.0	89.3	63.6	76.3	94.0	82.1	82.7	54.4	53.6	44.7	87.3	70.6	90.2

ISAT Data 2003-2009: % Students Meets & Exceeds

Science	Grade	All		Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	Not LEP	Migrant	IEP	Not IEP	Low Income	Not Low Income
		66.5	67.8															
2003	Grade 4	66.5																
2004	Grade 4	67.8																
2005	Grade 4	71.4	72.6	70.1	85.1	38.7	62.9	87.9	75.1	75.9	65.8	71.5	77.3	55.2	74.2	52.2	84.9	
2006	Grade 4	79.8	79.4	80.3	90.9	51.2	74.9	93.0	89.5	81.7	71.3	79.9	75.5	62.7	82.7	64.2	91.0	
2007	Grade 4	79.8	79.5	80.0	90.3	51.7	74.8	93.3	82.0	80.6	82.1	79.7	78.3	61.7	82.8	64.2	90.5	
2008	Grade 4	76.2	76.0	76.3	89.3	52.9	61.7	88.1	77.8	79.9	43.7	79.4	60.7	58.9	78.9	60.6	89.0	
2009	Grade 4	76.8	76.6	77.0	89.3	53.1	63.9	90.0	84.7	80.6	48.0	79.7	66.7	57.5	79.8	62.0	90.0	
2003	Grade 7	73.7																
2004	Grade 7	74.4																
2005	Grade 7	74.6	74.9	74.2	86.7	49.2	60.6	90.2	74.0	80.1	39.8	75.5	41.3	44.9	79.6	57.1	86.2	
2006	Grade 7	80.9	79.7	82.2	89.6	61.6	73.1	94.0	84.8	81.6	47.2	81.4	71.0	48.7	86.2	68.3	89.7	
2007	Grade 7	79.3	79.1	79.5	89.8	57.0	70.2	93.9	85.3	82.5	47.8	80.3	92.1	48.2	84.4	64.9	89.8	
2008	Grade 7	79.1	79.4	78.9	89.7	58.8	67.6	91.9	85.9	81.6	38.8	81.2	45.7	49.3	83.7	65.0	89.7	
2009	Grade 7	79.5	79.1	79.8	90.0	59.4	67.7	91.8	83.8	81.8	39.3	81.6	64.3	49.3	84.0	65.9	90.1	
GAP Reading		Black/White	Hispanic/White	LEP/ non-LEP	IEP/ non-IEP	Low/ not Low	GAP Math	Black/White	Hispanic/White	LEP/ non-LEP	IEP/ non-IEP	Low/ not Low						
2006	Grade 3	32.0	18.2	4.4	36.0	28.2	2006	26.5	10.4	-0.1	22.0	19.4						
2007	Grade 3	31.9	16.6	6.2	35.0	27.2	2007	25.8	9.1	2.0	19.5	18.1						
2008	Grade 3	28.3	28.4	33.2	33.3	28.1	2008	25.2	15.5	14.0	19.9	18.8						
2009	Grade 3	26.9	29.0	33.1	34.9	28.2	2009	23.4	15.6	13.8	21.8	18.0						
2006	Grade 4	31.8	13.6	9.2	38.8	25.6	2006	27.8	8.6	4.3	26.7	19.2						
2007	Grade 4	32.3	14.1	-4.1	38.2	26.7	2007	24.8	7.2	-3.8	25.6	16.9						
2008	Grade 4	27.6	24.4	38.2	37.2	26.4	2008	23.5	15.7	21.8	24.1	18.3						
2009	Grade 4	28.6	24.3	37.8	38.6	27.4	2009	21.8	13.3	19.3	25.2	17.2						
2006	Grade 5	37.0	17.4	19.1	43.8	29.4	2006	35.7	11.3	10.6	32.9	24.9						
2007	Grade 5	34.3	14.9	4.7	42.0	28.4	2007	30.0	8.5	1.0	31.0	20.5						
2008	Grade 5	28.9	26.5	44.3	40.6	28.0	2008	26.7	15.8	24.3	31.1	20.5						
2009	Grade 5	28.6	24.4	43.2	41.6	27.6	2009	24.6	14.7	26.1	31.9	19.4						
2006	Grade 6	28.9	22.1	41.2	46.3	26.2	2006	33.0	14.3	25.6	38.9	24.0						
2007	Grade 6	30.0	21.2	38.4	45.5	27.0	2007	28.8	12.2	19.3	37.5	20.7						
2008	Grade 6	24.6	20.2	44.6	41.6	22.7	2008	27.3	13.8	26.3	35.3	19.8						
2009	Grade 6	23.5	19.0	41.2	41.5	21.8	2009	24.9	14.3	28.3	36.6	19.3						
2006	Grade 7	28.1	17.6	39.2	49.4	25.1	2006	33.4	15.7	30.7	46.5	25.3						
2007	Grade 7	27.7	18.0	34.6	48.6	24.8	2007	29.9	13.1	22.1	43.7	22.3						
2008	Grade 7	21.8	17.9	44.8	45.7	21.7	2008	29.1	13.4	27.5	40.6	21.0						

ISAT Data 2003-2009: % Students Meets & Exceeds

2009	Grade 7	22.4	18.8	45.9	45.2	22.2	2009	Grade 7	25.5	12.1	27.3	40.4	18.6
2006	Grade 8	22.7	15.2	40.9	48.6	20.4	2006	Grade 8	30.9	14.7	29.9	47.4	23.4
2007	Grade 8	17.3	10.9	30.3	47.9	16.6	2007	Grade 8	27.5	12.2	24.4	45.8	20.5
2008	Grade 8	19.5	14.7	42.5	45.1	19.0	2008	Grade 8	28.0	14.4	28.7	42.9	20.9
2009	Grade 8	19.1	12.4	38.4	43.1	17.7	2009	Grade 8	25.7	13.0	28.5	42.6	19.6

Reading	All	Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	NotLEP	Migrant	IEP	NotIEP	Low Income	Not Low Income
2006	Grade3-8	72.7	68.8	76.9	82.0	64.6	88.9	77.1	72.9	42.5	73.1	59.8	35.0	79.0	57.6	83.5
2007	Grade3-8	74.2	70.4	78.2	82.9	54.1	66.8	74.8	74.8	50.9	74.8	66.6	37.2	80.3	59.6	84.7
2008	Grade3-8	76.2	72.5	80.1	85.7	63.4	89.7	77.3	78.6	38.1	79.0	52.1	41.0	81.6	62.5	87.0
2009	Grade3-8	76.8	73.3	80.4	86.1	64.5	90.1	79.8	79.0	39.9	79.6	53.7	41.4	82.2	63.6	87.9

Math	All	Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	NotLEP	Migrant	IEP	NotIEP	Low Income	Not Low Income
2006	Grade3-8	80.2	79.2	81.3	89.1	76.0	95.1	83.4	81.0	59.0	80.5	76.0	49.2	85.4	66.9	89.7
2007	Grade3-8	82.8	81.7	84.0	90.5	62.7	79.5	82.3	83.9	69.0	83.2	78.6	53.4	87.7	71.2	91.1
2008	Grade3-8	82.4	81.3	83.5	90.7	64.0	94.7	83.8	84.3	62.8	83.9	70.3	54.3	86.7	71.4	91.1
2009	Grade3-8	83.4	82.2	84.6	91.0	66.7	94.7	85.5	84.6	63.9	84.9	70.8	54.6	87.8	73.3	91.9

Science	All	Male	Female	White	Black	Hispanic	Asian/Pac. Islander	Native American	Multi-Race	LEP	NotLEP	Migrant	IEP	NotIEP	Low Income	Not Low Income
2006	Grade4,7	80.4	79.6	81.3	90.2	56.6	93.5	86.9	81.7	55.0	80.7	73.8	55.4	84.6	66.3	90.3
2007	Grade4,7	79.5	79.3	79.8	90.0	54.5	93.6	83.7	81.4	58.8	80.0	65.4	54.6	83.7	64.6	90.1
2008	Grade4,7	77.7	77.7	77.6	89.5	56.0	90.0	82.0	80.7	42.0	80.3	53.9	54.1	81.3	62.7	89.4
2009	Grade4,7	78.1	77.9	78.4	89.7	56.3	90.9	84.3	81.1	44.9	80.7	65.4	53.4	82.0	63.9	90.1

GAP Reading	Black/White	Hispanic/White	LEP/White	non-IEP/White	non-IEP/White	GAP Math	Black/White	Hispanic/White	LEP/White	non-IEP/White	non-IEP/White	Low/not Low	Low/not Low
2006	Grade3-8	30.1	17.4	30.6	44.0	2006	Grade3-8	31.2	13.1	21.4	36.2	22.8	22.8
2007	Grade3-8	28.8	16.0	24.0	43.1	2007	Grade3-8	27.8	11.0	14.2	34.3	19.9	19.9
2008	Grade3-8	25.0	22.2	40.9	40.6	2008	Grade3-8	26.7	14.7	21.1	32.4	19.7	19.7
2009	Grade3-8	24.8	21.6	39.7	40.9	2009	Grade3-8	24.3	13.8	21.1	33.1	18.6	18.6

C. PSAE Data

PSAE Data 2003 - 2009 : % Students Meets & Exceeds

Reading	Grade	All	Asian/ Pac. Island American Race.										Low Income	Not Low Income			
			Male	Female	White	Black	Hispanic	Native American	Multi-Race.	LEP	Not LEP	Migrant			IEP	Not IEP	
2003	Grade 11	56.4	52.8	60	64.6	31.1	34.3	65.2	51.2	50.7	16.2	56.8	17.9	15.3	60.9	31.8	62.7
2004	Grade 11	56.8	53.7	59.8	65.3	31.8	34.4	65	52.5	50.5	12.8	57.2	14.3	16.1	61.4	32.6	64
2005	Grade 11	59.5	55.9	63.1	67.8	35.1	40.2	71	56.5	56.3	17.3	59.8	28.6	15.9	64.7	37.4	66.8
2006	Grade 11	58.4	55.7	61.1	67.1	33.3	38.5	72.8	53.8	58.5	20.4	58.6	23.5	17.5	63.5	35.1	66.6
2007	Grade 11	54.1	51.1	56.9	63.5	28.0	33.0	67.7	55.6	52.7	26.9	54.4	29.0	19.3	58.5	31.4	62.5
2008	Grade 11	53.3	51.2	55.3	64.7	24.9	30.9	63.9	49.8	54.4	7.7	54.3	33.3	18.8	57.5	28.5	63.4
2009	Grade 11	56.9	54.6	59.2	68.5	28.0	36.5	68.7	60.6	61.2	8.1	58.0	27.8	16.8	61.8	33.2	67.9

Math	Grade	All	Asian/ Pac. Island American Race.										Low Income	Not Low Income			
			Male	Female	White	Black	Hispanic	Native American	Multi-Race.	LEP	Not LEP	Migrant			IEP	Not IEP	
2003	Grade 11	53.3	56	50.7	62.6	20.5	29.4	73.7	47.1	46.8	24.2	53.6	10.7	12.8	57.7	25	60.5
2004	Grade 11	53.1	55.1	51.2	62.4	20.5	30.7	75	44.4	45.1	26.3	53.4	35.7	12.2	57.7	25.4	61.3
2005	Grade 11	52.8	54.5	51.1	63.1	18.6	30.8	75.7	51.1	47.8	25.8	53	21.4	12.5	57.6	25.5	61.7
2006	Grade 11	53.6	56.1	51.3	63.6	20.8	33.5	76.7	49.2	49.9	29.7	53.8	17.6	13.1	58.6	27.6	62.8
2007	Grade 11	52.7	55.6	50.0	63.1	19.4	33.0	75.7	55.6	47.1	32.3	53.0	25.8	14.4	57.6	27.2	62.2
2008	Grade 11	53.0	55.4	50.6	64.1	20.6	32.6	77.4	48.2	52.3	19.5	53.7	30.0	13.3	57.9	27.5	63.4
2009	Grade 11	51.6	54.3	49.1	63.4	18.6	31.6	75.8	47.8	52.0	17.7	52.4	8.3	12.1	56.5	26.3	63.4

Science	Grade	All	Asian/ Pac. Island American Race.										Low Income	Not Low Income			
			Male	Female	White	Black	Hispanic	Native American	Multi-Race.	LEP	Not LEP	Migrant			IEP	Not IEP	
2003	Grade 11	51.3	54.4	48.3	61.4	17.3	25.8	65.5	49	44.6	16.5	51.6	14.3	13.1	55.4	21.3	58.9
2004	Grade 11	52.9	55.3	50.5	62.7	20.1	29.2	70	49	45.1	16.3	53.2	21.4	13.2	57.4	24.4	61.4
2005	Grade 11	52.5	54.7	50.3	63.4	18.5	28.6	69.6	51.7	51	15.9	52.8	14.3	13	57.2	24.4	61.7
2006	Grade 11	50.8	54.9	46.8	61.7	17.3	27.6	68.8	46.2	46.7	19.4	50.9	11.8	12.6	55.4	23.0	60.5
2007	Grade 11	51.0	53.8	48.3	61.9	18.9	28.2	70.6	51.5	48.2	29.3	51.3	29.0	14.0	55.7	24.8	60.7
2008	Grade 11	51.2	54.3	48.2	63.5	18.4	27.6	70.3	49.0	50.5	8.9	52.1	30.0	13.4	55.9	23.8	62.4
2009	Grade 11	50.5	54.0	47.1	63.4	17.2	27.6	67.7	52.6	52.8	8.2	51.4	5.6	13.9	55.0	23.8	62.8

D. High School Graduation Data

YEAR	<u>High School Graduation Rates: 2003 - 2009</u>											Low Income	
	Total	Male	Female	White	Black	Hispanic	Asian	Native American	MultiRacial	LEP	Migrant		IEP
2002-03	86.0	83.8	88.3	91.0	73.3	75.5	92.5	77.8	NA	64.5	63.3	71.5	69.9
2003-04	86.6	84.3	88.8	91.8	74.0	75.9	91.9	76.6	87.9	57.9	25.0	75.8	71.1
2004-05	87.4	85.4	89.4	92.2	77.6	76.0	93.4	86.0	90.2	62.8	75.6	76.1	75.8
2005-06	87.6	85.4	89.8	92.3	78.0	76.4	94.1	80.5	88.2	63.2	41.7	77.0	76.2
2006-07	85.9	83.1	88.8	92.2	73.8	73.4	93.5	72.5	83.0	69.1	51.5	71.9	74.9
2007-08	86.5	84.2	88.8	92.5	74.9	75.7	93.4	75.3	87.6	57.2	36.4	81.2	78.2
2008-09	87.1	84.5	89.7	92.3	76.7	76.8	94.0	79.4	88.9	63.1	27.8	78.1	76.6

Appendix B3-1

State Response to Intervention Supports

Introduced in January 2008, RtI is a general education initiative involving a fluid model of response to interventions of varying intensity to meet individual student needs. The State Board has adopted the Illinois State Response to Intervention (RtI) Plan and developed a district RtI self-assessment template. All districts were required by law to develop a plan by January 1, 2009 for the transition to use of an RtI-based evaluation and instructional process. 23 Ill. Adm. Code 226. Full implementation of RtI is expected by the 2010-2011 school year.

The Illinois RtI approach includes a three-tier model of support. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided in addition to core instruction to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive instructional interventions provided in addition to core instruction with the goal of increasing an individual student's rate of progress. RtI contemplates frequent monitoring of instructional and behavioral goals, and the use of data derived from monitoring to inform instructional strategies.

The RtI Plan is integrated with the District Improvement Plan (DIP). As part of their district improvement planning process, all districts must:

- Review data relevant to the RtI plan
- Develop an RtI objective
- Develop RtI-related Student Strategies Activities, Professional Development Strategies and Activities, Parent Involvement Strategies and Activities, and Monitoring Process

This school year, Illinois will expand RtI district support through development of thirteen new training modules, including both a face-to-face training format and an online format, covering the following areas:

- Overview and Use of Three-Tier Instruction and Intervention Model to Support Improved Student Performance
- Leadership Skills for Improved Student Performance
- Parental Involvement for Improved Student Performance
- Culturally and Linguistically Diverse Learners and Improved Student Achievement
- Data-based Decision Making to Support Improved Student Performance
- Scientific, Research-Based Assessment for Universal Screening and Progress Monitoring
- Scientifically-Based Instruction and Interventions
- Determining and Designing Effective Intervention in Literacy (K-3)
- Determining and Designing Effective Intervention in Literacy (4-8)
- Determining and Designing Effective Intervention in Literacy (9-12)
- Determining and Designing Effective Intervention in Mathematics (K-3)

- Determining and Designing Effective Intervention in Mathematics (4-8)
- Determining and Designing Effective Intervention in Mathematics (9-12)

Illinois training in 2009-2010 will focus upon the implementation of the expanded thirteen RtI professional development modules through a regional system of both face-to-face and online delivery to all schools. In 2010, ISBE will be applying for another multi-year federal State Personnel Development Grant (SPDG) and plans to align the new grant project with the state's Integrated System for Student Achievement under the federally-funded national project State Implementation of Scaling-up of Evidence-based Practices (SISEP). If funded, current plans call for the new SPDG project to include support for district implementation of a multi-tiered instruction, intervention and assessment process through continued implementation of the new training modules and an expansion of the external coaching component discussed above.

Illinois ASPIRE

As part of its early efforts to support RtI implementation, in February 2006 ISBE launched Illinois ASPIRE (Alliance for School-based Problem-solving and Intervention Resources in Education), under a five-year State Personnel Development Grant awarded by the U.S. Department of Education. The project consists of four regional centers—one in the City of Chicago and one each in the northern, central, and southern parts of the State. All regional Illinois ASPIRE Centers provide standardized professional development and technical assistance to educators and parents in their regions. Professional development and technical assistance are focused on a multi-tiered system of instruction, intervention and assessment, including RtI. There is a particular emphasis on K-3 reading instruction that is scientifically research-based, although the project recently expanded beyond grade 3 to the high school level.

Since the beginning of the project in Fall 2006, the regional project directors and coordinators have worked directly with 63 schools in 40 districts across the state. This work has included provision of onsite technical assistance to school and district teams (including guidance in the development of district RtI plans), facilitation of regional networking meetings for school and district coaches, organization of school site visits, and delivery of small and large scale training utilizing a series of eight project-developed training modules.

Because research shows that coaching has the greatest impact on teacher application of new knowledge and skills in the classroom, in 2008-09 Illinois ASPIRE added a coaching-of-coaches component through which 80 external coaches are being trained and supported by the ASPIRE regional staff. The external coaches are currently working with districts in their areas to support internal district and building level coaches and teams in the implementation of RtI.

Appendix B3-2

Illinois High School Reform Context and Momentum

Over the last three years, practitioners from throughout the state have engaged in strategic planning activities spearheaded by the three state education agencies, the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE). Over 300 individuals representing education, employers, labor unions, professional associations, and others in local communities were involved in regional meetings to envision new forms of education that can assist students to complete high school ready to transition to college and careers. The ISBE, ICCB, IBHE, and numerous other agencies are engaging Partnerships for College and Career Success (PCCS) throughout the state that include K-12 schools, community colleges, universities, and employers in grassroots implementation of new Programs of Study that integrate rigorous curricula and experiential approaches to learning. Local PCCSs throughout the state have engaged in a self-assessment process to determine assets and opportunities for improvement and to lead conversations with local constituents about curriculum reform. These dialogues center on ways high schools can better partner with community colleges, universities and employers to adopt Programs of Study that integrate rigorous academics with career and technical education to enhance learning. Illinois views reformed high school education as a primary means of providing students with new pathways to college and careers.

Illinois' vision of Programs of Study offers rigorous, integrated academic, career and technical education that is aligned with and reinforced by the new Common Core College and Career Readiness Standards, the American Diploma Project (ADP), the Building 21st Century Skills initiative, and other reforms such as High Schools That Work (HSTW) of the Southern Regional Education Board (SREB), Project Lead the Way (PLTW), New Tech High Schools, and career academies associated with National Academy Foundation (NAF). In 2008, Illinois adopted a framework for implementation and evaluation of Programs of Study that provides six guiding principles geared to creating career pathways that extend from the high school to the postsecondary level and employment so all students have the opportunity to transition to college and careers. The guiding principles grew out of the aforementioned dialogue, and they captured the state's collective vision and aspiration for educational reform at the high school and postsecondary levels and in larger workforce training and education arena.

Illinois' six guiding principles for Programs of Study have been disseminated widely throughout the state, through print documents, websites (see, for example, the ICCB website link: [www.iccb.org](#)) and the Office of Community College Research and Leadership (OCCRL), University of Illinois, link at: ocrl.illinois.edu), and professional development activities. An important aspect of the dissemination strategy involves the use of workgroups dedicated to each guiding principle, to gather input, refine core concepts, and consider implementation challenges. Nearly 100 practitioners representing the K-12 and postsecondary levels participated in these conversations, and several educational leaders identified through this process contributed to webinars conducted by OCCRL on each guiding principle. The webinars were conducted between January and June 2009 (one webinar was conducted per month), and, in addition, the state's Forum on Excellence

meeting (sponsored by the ICCB and conducted by Illinois Center for Specialized Professional Services (ICSPPS) at Illinois State University) featured Programs of Study in the September 2009.

In addition to the above activities, two state-level groups were formed in FY08 to provide leadership for Programs of Study. One state leadership group includes the chief academic officers of the ISBE and ICCB, along with other state agency leaders, and the second group includes all agency personnel affiliated with the ISBE and ICCB who have responsibility for implementation of academic and/or career-technical education programs as well as professional development. This Programs of Study Planning Team includes approximately 30 agency officials, plus personnel of OCCRL and ICSPPS to support implementation of Programs of Study statewide.

The six guiding principles adopted by the state to implement Programs of Study are:

7. Programs of Study are developed, supported and led with guidance from collaborative partners.
8. Each and every student has access to educational opportunities and services that enable their success.
9. Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.
10. Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.
11. Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.
12. Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

These guiding principles are employed by local Partnerships for College and Career Success (PCCS) involving high schools, community colleges, universities, employers, and other partners to implement Programs of Study. The guiding principles foster systematic thinking at all levels of education, including and importantly at the high school level. Much more than a name change, these Partnerships reflect the state's commitment to coordinating state and local efforts and supporting the transition of high school graduates to the postsecondary level ready to learn and acquire high wage, high skill, and high demand jobs. Illinois requires that these Partnerships involve a broad base group of constituents to support student success, including high schools, area career centers, Education For Employment (EFE) regions, community colleges, universities, employer, labor, and other groups.

The guiding principles reflect untold hours of conversation with practitioners, and they are based on empirical research and promising practices known to create positive educational outcomes. The guiding principles are consistent with federal No Child Left Behind Act and the Carl D. Perkins Act laws, as well Title I and Title II of the Workforce Investment Act. As mentioned above, the guiding principles align with High Schools That Work (HSTW), Project Lead the Way (PLTW), New Tech High Schools, career academies supported by the National Academy Foundation (NAF), the Illinois Innovation Talent Project, and other standards-oriented

initiatives adopted by the state of Illinois, including the American Diploma Project (ADP) and Building 21st Century Skills. The principles are consistent with various postsecondary, workforce and economic development initiatives, including Illinois' Critical Skills Shortage Initiative (CSSI), the Shifting Gears Initiative, and numerous others. Most importantly, the guiding principles have been reviewed and vetted with leaders of these initiatives and they have received their endorsement and been integrated into complimentary initiatives.

From the beginning Illinois' guiding principles of Programs of Study were developed with an eye toward high school reform. A roadmap for development of Illinois' Programs of Study was a set of recommendations developed by the National High School Center. Illinois' guiding principles were inspired by and cross-walked with the high school reform design principles of the National High School Center, ensuring the same comprehensive approach to high school reform that was evident in the National Center's work were evident in Illinois' guiding principles for Programs of Study. As such, Illinois' guiding principles are consistent with enhancing quality and accountability at the high school level, and preparing students for college and careers.

Each of Illinois' guiding principle is accompanied by a set of six to eight design elements that help practitioners understand what they need to do to implement Programs of Study. The full list of guiding principles and design elements appears at the end of this document, and the guiding principles and design elements have also been cross-walked with the proposed High School Reform Design Principles emanating from the International Seminar in Occupational Education and authored by Bob Sheets (October 2009). The High School Reform Design Principles fall under five of the six guiding principles of Programs of Study, as shown in Table 1 (see below). As such, the Illinois Programs of Study framework provides an inclusive, comprehensive roadmap for high school reform.

Table 1. Cross-walk of Illinois' Six Guiding Principles for Programs of Study with High School Reform Design Principles

Illinois' Guiding Principle for Programs of Study	Illinois' Program of Study Design Elements	High School Reform Design Principles
<p>Leadership, Organization and Support - <i>Programs are developed and supported with input from collaborative partners.</i></p>	<ul style="list-style-type: none"> • Leaders support authentic collaborative partnerships that include secondary and postsecondary education and encourage the active involvement of business and industry and labor organizations; community-based organizations and community members; student organizations; parent organizations; and other organizations and agencies that benefit student transition to college and careers. • Leaders establish and communicate a vision, mission, and goals that are aligned with enabling federal and state policies and important components of the larger educational system. • Leaders encourage individuals at all levels to engage in shared decision making, encouraging the 	

Illinois' Guiding Principle for Programs of Study	Illinois' Program of Study Design Elements	High School Reform Design Principles
	<p>perspective of individuals and groups not always active in curriculum reform and organizational change.</p> <ul style="list-style-type: none"> • Leaders nurture a collaborative culture of respect, high expectations, and demonstrable student outcomes and benefits for partners. • Leaders formalize genuine collaborative partnerships, including the roles and responsibility of member entities and create a formal memorandum of understanding to ensure clarity and accountability. • Leaders encourage the planning, implementation and evaluation of Programs of Study that are guided by active, joint secondary-postsecondary advisory committees. • Leaders encourage that resources including personnel, fiscal, curriculum, physical, and technology are adequate and distributed appropriately among partners. • Leaders encourage that partners receive technical assistance and technology assistance to support Program of Study implementation and continuous improvement. 	
<p>Access, Equity and Opportunity - <i>Each and every student has access to educational opportunities and services that enable their success.</i></p>	<ul style="list-style-type: none"> • Various strategies are used to recruit, enroll, and retain students, including students who are underserved, under-represented, and from special populations. • Processes are in place to identify and overcome gaps and barriers for learners to foster access to education and inclusion in educational programs, including flexible time and location of programs. • Processes are in place to assist students to overcome barriers to initial entry or re-entry into secondary and postsecondary education. • Appropriate support services are available to promote student success, help students become college and career ready, and meet their educational goals. • The physical, virtual, and learning spaces of programs and support services are universally designed to promote state-wide access to education and successful transition. • Special population sub-groups are clearly identified so that their progress and success can be quantified and compared with other populations. • Programs and support services reflect learners' and their families' perspectives and interests in education and transition while addressing changes 	<ul style="list-style-type: none"> • Personalized Tutoring and Support Services

Illinois' Guiding Principle for Programs of Study	Illinois' Program of Study Design Elements	High School Reform Design Principles
	<p>in resources and family roles across settings.</p> <ul style="list-style-type: none"> Students have access to networks and resources, including adult mentors from the employment community, to assist with curriculum, career exploration, and work-based learning. 	
<p>Alignment and Transition - <i>Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.</i></p>	<ul style="list-style-type: none"> Non-duplicative curriculum is ensured through secondary and postsecondary collaboration for greater efficiency and alignment. Course content and credit are aligned through articulation agreements which lead to industry recognized credentials and/or certification. Curriculum is aligned with relevant educational, state, and industry standards and certifications. Programs are designed with multiple entry and exit points to high-skill, high-wage, or high-demand occupations and encourage stackable credentials. Programs include development of a coherent sequence of courses and programs that may lead to the baccalaureate degree. Data-sharing agreements are developed for program improvement, program reporting, and the evaluation of student transition across educational levels to provide necessary support services and ensure student success. Programs provide students with multiple opportunities to build and/or increase their “college knowledge” in order to make informed decisions about educational and occupational options. 	<ul style="list-style-type: none"> Transition to Postsecondary Education
<p>Enhanced Curriculum and Instruction - <i>Curriculum and pedagogy involve rigorous and relevant instruction, and career development that enhances learning and enables students to attain credentials.</i></p>	<ul style="list-style-type: none"> Programs infuse career exploration, development and guidance throughout the educational system. Programs strongly encourage dual credit opportunities in academic and career and technical courses to accelerate student learning and encourage transition to and success in college-level occupational programs. Programs involve business, industry and community partners to provide relevant instructional opportunities (e.g. work-based learning, access to current technology, mentoring and leadership development, cross-cluster projects). Programs' cluster-level orientation courses have a rigorous foundation of academic and career-technical content that prepares students for more advanced course work. Curriculum and pedagogy are designed to ensure the rigor and support services necessary to reduce the need for remedial/developmental education. Programs include multiple measures of assessment 	<ul style="list-style-type: none"> Career and Education Guidance Academic Core Curriculum with Optional Programs of Study Academic Integration and Application Within Programs of Study Real-World Connections with External Partners

Illinois' Guiding Principle for Programs of Study	Illinois' Program of Study Design Elements	High School Reform Design Principles
	<p>designed for diverse learning styles and accurately determine acquisition of academic and technical knowledge and skills.</p> <ul style="list-style-type: none"> • Programs develop, improve or expand the use of technology to foster students' technical skills and reach more learners. 	
<p>Professional Preparation and Development - <i>Teacher preparation, recruitment and selection of qualified instructional staff, and the delivery of quality professional development.</i></p>	<ul style="list-style-type: none"> • Professional development activities are coordinated with teacher certification or licensing, in-service and pre-service learning, other related professional development activities, or current local reform initiatives and school improvement plans. • Professional development activities are high-quality, sustained, intensive, comprehensive, and instruction-focused in order to have an impact on classroom instruction. • Professional development is designed to help all partners and stakeholders improve the quality of instruction in order to impact student achievement and meet the state annual adjusted level of performance (AALP). • Local leaders conduct needs assessments prior to designing professional development and involve stakeholders and partners in collaborative planning. • Professional development combines resources with other regions and organizations to maximize resources. • Professional development includes the sharing of best or promising practices based on scientifically-based research and data that demonstrate program effectiveness. • Professional development includes opportunities for secondary and postsecondary educators to collaborate to encourage curriculum alignment and integration. 	<ul style="list-style-type: none"> • Teacher Preparation, Qualifications and Support
<p>Accountability and Program Improvement - <i>Data are collected and shared to demonstrate accountability, program improvement and student outcomes.</i></p>	<ul style="list-style-type: none"> • All programmatic activities, including professional development are evaluated for improvement and accountability using multiple forms of assessment and measurement. • Data are used to inform a culture of program improvement that uses data to improve instruction and programs. • Data are used within the organization and shared with partners to foster local improvement and regional development. • Relevant labor market data are used to inform program development and implementation. • A data collection system is developed with the capacity to collect longitudinal data on core 	<ul style="list-style-type: none"> • Continuous Improvement

Illinois' Guiding Principle for Programs of Study	Illinois' Program of Study Design Elements	High School Reform Design Principles
	<p>indicators, performance measures, and workforce placement.</p> <ul style="list-style-type: none"> • Procedures are implemented to collect reliable and valid data at each educational level and point of data collection. • Partnerships set specific performance targets and establish measureable goals for participant outcomes based on state adjusted level of performance on each indicator and are responsible for meeting those targets or providing plans of improvement. • Collected data are disaggregated and cohort based to provide gap analysis on different student groups for purposes of equity. 	

Appendix B3-3

STEM Application Areas

1. Agriculture and Natural Resources: development, production, processing, distribution, of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources;
2. Energy: developing, planning and managing the production of energy including renewable energy and clean coal technology and its distribution through smart grid technologies;
3. Manufacturing: product and process development and managing and performing the processing of materials into intermediate or final products and related support activities;
4. Information Technology: designing, developing managing, supporting and integrating hardware and software system;
5. Architecture and Construction: designing, planning, managing, building, and maintaining the built environment including the use of green technologies;
6. Transportation, Distribution and Logistics: planning, management and movement of people, materials and goods across all transportation modes as well as maintaining and improving transportation technologies;
7. Research and Development: scientific research and professional and technical services including laboratory and testing services, and research and development services;
8. Health Sciences: planning, managing and providing therapeutic, diagnostic, health informatics, and support services as well as biomedical research and development; and
9. Financial Services: securities and investments, business finance, accounting, insurance, and banking services.

Appendix B3-4

Blue Wave Project

Creating a Blue Wave in Science Education

A National Project to Bring Computational Science Tools and Capabilities to Students Who Will Shape the Future of Science and Engineering

Computation has transformed science in the past few decades. Scientific computing has opened up new areas of scientific exploration, contributing to our understanding of a broad range of phenomena from the functioning of biological molecules and the decoding of genetic information to the tracking of hurricanes and the evolution of galaxies. The rate of progress promises to accelerate in the next few years, as a new generation of computers, orders of magnitude more powerful than the present computers, are brought on line, beginning with *Blue Waters*, the sustained petascale computer being deployed by the National Center for Supercomputing Applications⁷ (NCSA) on the campus of the University of Illinois at Urbana-Champaign in 2011.

Computational modeling, using computational tools similar or even identical to those used by scientists, can also be used to offer students insights into the world around us that is difficult to obtain by any other means. The use of these tools is especially critical when students are learning about objects or processes far too small to be seen, e.g., molecules in chemistry, or processes that are far too slow to be observed, e.g., movement of the earth's crustal plates in geology or the evolution of the universe. In these cases the use of interactive computational tools, which allow the student to change conditions, modify the processes and so on, can give them a deep and rich appreciation for the scientific principles involved.

Background: ICLCS

The Institute for Chemistry Literacy through Computational Science (ICLCS) Project⁸ at the University of Illinois at Urbana-Champaign has shown that the use of computational tools, such as those pictured in Figures 1 and 2, to teach basic chemical concepts has the potential to revolutionize the teaching of chemistry in the nation's high schools. Working with teachers from Illinois' rural high schools, this project has shown that the use of computational tools in the classroom is enthusiastically embraced by teachers, results in improved performance of students on standardized chemistry tests, and leads to increased student interest in chemistry.

Figure 1. The caffeine molecule as displayed by Jmol, a computational tool that allows students to visualize, analyze and manipulate the structure of molecules in three dimensions.

⁷ Website: <http://www.nsa.illinois.edu/>

⁸ Website: <http://www.iclcs.illinois.edu/>. The ICLCS is funded through an NSF Math-Science Partnership grant.

Blue Wave Project

Although ICLCS has been a notable success, the computational tools and course materials needed to teach chemistry and other sciences are still not widely available, nor is there a social networking infrastructure to support teachers when they adopt these new tools and create and use materials to systemically revise the high school science curriculum. Furthermore, while the use of these tools has improved performance on existing standardized chemistry tests, these tests may not adequately measure the student's understanding of the subject, nor their ability to analyze and understand new science problems in the subject.

The goal of the proposed project, *Creating a Blue Wave in Science Education*, is to:

- Develop a comprehensive set of computational tools and course materials to teach the basic concepts of physics, chemistry, biology and earth science in high school.
- Provide an educational computing infrastructure to provide students with the ability to use these computational tools to learn basic scientific concepts, to explore their understanding, and to participate in authentic research experiences.
- Provide a social networking infrastructure to allow teachers to work together to utilize the computational tools and computing infrastructure to revitalize the high school science curriculum.
- Create and test the assessment tools that monitor computational skills and the ability to use those skills in inquiry-based learning.
- Disseminate the computational tools and classroom materials to high schools throughout the nation through the established outreach programs in the specialized secondary schools.

The proposed project, *Creating a Blue Wave in Science Education*, is a partnership of the University of Illinois at Urbana-Champaign and its National Center for Supercomputing Application (NCSA) and the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology⁹ (NCSSSMST). The University of Illinois is one of the nation's premiere public universities and NCSA is a leader in deploying high-performance computing resources and in working with research communities to advance science and engineering. NCSSSMST was established in 1988 to foster, support, and advance the effort of those specialized schools whose primary purpose is to attract and academically prepare students for leadership in mathematics, science, and technology. NCSSSMST has over 100 institutional members, representing more than 39,000 students and 1,600 educators.

Figure 2. ICLCS students use WebMO to calculate the properties of molecules. Behind the simplified interface offered by WebMO is GAUSSIAN™, a research tool used by chemists worldwide.

⁹ Web site: <http://www.ncsssmst.org/>.

Appendix C1-1

ISBE Website: Available Data re America COMPETES Act



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Child Lures PREVENTION TEACHING CHILDREN TO STAY SAFE This is First & Stay Safe!

Student Information System

ISBE SIS Data Elements, approved codes and indicators

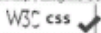
The information is organized into the following individual documents.

- **Change History**
 - [Change History \(Updated 1/8/10\)](#) **NEW**
- **Demographics/Enrollment**
 - [Student Demographics \(Updated 7/1/09\)](#)
 - [Enrollment \(Updated 9/24/09\)](#)
 - [Program Indicators \(Updated 7/1/09\)](#)
 - [Race Codes](#)
 - [Entry-Grade Level Codes](#)
 - [Language Codes](#)
 - [Lineage \(Suffix\) Codes \(Updated 8/13/08\)](#)
 - [Enrollment Type Codes \(Updated 7/1/09\)](#)
- **Exit Enrollment**
 - [Exit Enrollment \(Updated 7/1/09\)](#)
 - [Exit Type Codes \(Updated 11/25/09\)](#)
- **Assessment**
 - [Assessment \(Updated 11/17/08\)](#)
 - [Valid Grade at Time of Testing \(Updated 12/14/09\)](#)
 - [Yr in Approved TBE TPI Program](#)
 - [Yr Since Exited TBE TPI Program](#)
 - [Test To Be Taken](#)
 - [Reason for not Testing \(Updated 10/14/09\)](#)
- **Student Data for English Language Learners**
 - [ELL \(Updated 10/23/08\)](#)
- **Student Data for Early Childhood**
 - [Early Childhood \(Updated 7/1/09\)](#)
 - [Early Childhood Validations Reference](#)
- **Pre-K Follow-Up**
 - [Pre-K Follow-Up \(Updated 3/31/09\)](#)
- **Student Data for Early Childhood Outcomes**
 - [Special Education Early Childhood Outcomes \(Updated 9/24/09\)](#)
 - [Special Education Early Childhood Outcomes Decision Tree \(Updated 7/21/09\)](#)
 - [Special Education Early Childhood Outcomes Forms and Instructions](#)
- **Student Discipline**
 - [Student Discipline \(Updated 7/1/08\)](#)
 - [Disability Type Codes \(Updated 4/17/09\)](#)
 - [Incident Type Codes \(Updated 5/1/09\)](#)
 - [Disciplinary Action Codes \(Updated 4/9/09\)](#)
 - [Disciplinary Duration Codes \(Updated 9/10/08\)](#)
- **Multiple SID**
 - [Multiple SID \(Updated 7/1/09\)](#)
- **Homeless**
 - [Homeless Data \(1/8/10\)](#) **NEW**
- **All Data Elements**
 - [ALL in One Data Elements Document – all of above PDF Version \(Updated 1/8/10\)](#) **NEW**

Resources
ISBE SIS:
▶ Data Elements
▶ Excel Templates
▶ File Format Layout
▶ User Manual
▶ Webinars
Additional Resources:
▶ Adobe Acrobat Reader - Download for Free
▶ Archived Meetings and Presentations
▶ Family Educational Rights and Privacy Act (FERPA)
▶ Frequently Asked Questions (FAQs)
▶ Helpful Links
▶ ILDS Data Advisory Committee (ILDSDAC)
▶ ILDS Project
▶ RCDTS Lookup (renamed from Education Entities Lookup)
▶ Student Assessment Division
▶ Transferring CPS and Non-CPS Students Within Illinois
▶ SIS Home Page

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Student Assessment









The Assessment Division of the Illinois State Board of Education is responsible for developing and administering tests that measure the performance of students and schools against the Illinois Learning Standards. The state assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' scores are part of the AYP measure, including students with disabilities and limited English proficiency.

► Announcements

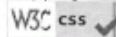
- Illinois Longitudinal Data System Data Advisory Committee (ILDSDAC)
- 2009-10 Guidance – PSAE and the Receipt of a Regular High School Diploma *(Posted 09/30/09)*
- Request for a Change in the Two-Week Test Window – 2010 ISAT
- Request for Modified Testing Dates – 2010 ACCESS
- Memorandum: Elimination of the Fall Retake for the PSAE and Exemptions from the PSAE Diploma Requirement *(Posted 08/11/09)*
- 5 Year Work Plan for the Development/Implementation of English Language Learner Assessment for Title 1 Accountability
- Implementation Schedule of Assessment Strategies for ELL's
- Interactive ISAT Multiple-Choice Sample Questions

Note: If a test does not display, a pop-up blocker may be preventing it from opening and you may need to instruct the pop-up blocker to allow access to these tests. If you get "access denied," or "page not found" messages, it may mean that tight security at your school or district is preventing access. Contact your technical support and have them try to access these tests. Contact support@metalogic1.com as needed for assistance.

- EXPLORE/PLAN PROCEDURES AND PROTOCOL and Illinois ACT Online Prep
- Illinois Growth Model Task Force Report 
- State Assessment Scale Score Cut Points
 - 2009 
 - 2008 
 - 2007 
 - 2006 
 - 2005 

Resources
► ACCESS
► AYP
► IAA
► ICEPT
► ISAT
► NAEP
► PSAE
► TIMSS
► ELL Assessment
► ISAT Sample Books
► Join the Student Assessment Listserv
► Illinois Assessment Frameworks
► Illinois Learning Standards
► Illinois Accountability Workbook
► Student Assessment Committees
IL State Assessment
Quick Reference Charts
► 2010 <i>(Updated 10/16/09)</i>
► 2009 <i>(Updated 7/10/09)</i>
► 2008 <i>(Updated 11/24/08)</i>
► 2007 <i>(Updated 6/4/07)</i>
► 2006 <i>(Updated 3/15/06)</i>
► 2005
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Appendix C2-1

Access to State Longitudinal Data

- A. Robust Public Reporting of P-20 Data
- B. Postsecondary Performance and Accountability Reporting
- C. Legal Framework for Data Accessibility

Appendix C2-1

Access to State Longitudinal Data

Illinois will ensure data from the State's longitudinal data system is accessible to, and used to inform and engage key stakeholders, through:

- The enhancement and creation of robust public reporting systems for P-20 data;
- The creation of a legal framework for data accessibility; and
- Establishing the Illinois Collaborative for Education Policy Research (ICEPR) to build state and local capacity to undertake needed policy research and development activities, aligned to this Plan's priority areas.

A. Robust Public Reporting of P-20 Data

The Learning and Performance Management System, described in Section (C)(3), will significantly expand the State's ability to provide robust and relevant reporting tools that can be used to inform and engage key stakeholders and provide relevant data at the district, school, and classroom level. The standard reporting and data access functions of the Learning and Performance Management System will enhance and build off of a number of State reporting tools that are currently available or under development, including the following:

Illinois Interactive Report Card (IIRC): The IIRC, administered by Northern Illinois University through a partnership with ISBE, provides publicly available data on test results and accountability information on all Illinois public schools and students, includes the ISBE web-based school and district improvement planning templates, and provides school districts with access to student-level data for analysis and planning. The student-level reports allow schools to track student performance over time and across multiple assessments, and to connect performance measures to assessment frameworks and learning standards. IIRC has developed a number of evaluation tools permitting analysis of comparative student, school, and district performance. For example, IIRC has developed scatterplot arrays for every school and district allowing educators and parents to see how the school and district performs based on a variety of student or school characteristics, compared to all schools in the State arrayed by the same characteristics.

High School-to-College Success Reports: ISBE, IBHE, ICCB, the Illinois Shared Enrollment and Graduation File, and ACT are in the process of creating a High School-to-College Success report utilizing information from both public 4-year institutions and community colleges and from private institutions who wish to participate. The initial reports are scheduled to be released in Spring 2010. Questions addressed by the charts and tables in the report will include:

- How did fall semester college grade averages for our students compare to those of others statewide and by college?
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades?

- How important was rigorous preparation in high school math or high school science for success during the first year of college?
- How did student ACT Composite scores compare to those of enrolled freshman statewide and by college?
- Were students who took the recommended college preparatory coursework more successful during their first-year at college?
- How many students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs?
- How many students persisted into year 2 and enrolled at the same campus as year 1?

Through the Statewide Longitudinal Data Systems (SLDS) Grant program administered by the U.S. Department of Education, Institute of Education Sciences, the state education agencies have requested funding to expand the High School-to-College Success report to include enrollment information for all institutions of higher education throughout the nation, and to disaggregate enrollment and course completion information by subgroup.

B. Postsecondary Performance and Accountability Reporting:

Community College Performance and Accountability Reporting. ICCB will enhance the data reporting provided through its web portal to include publicly accessible information from the community college system performance/accountability reports and data relating to Perkins IV and Tech Prep performance measures. ICCB collaborates with the community colleges in the Illinois Community College System to produce performance/accountability reports that document student and institutional advancement and outcomes. The performance report is an accountability initiative that tracks progress achieved over the past year, identifies emerging challenges, and describes strategies for building and sustaining positive change. The Illinois Community College System engages in an array of initiatives to enhance quality and be accountable to internal and external constituencies and stakeholders. The performance report is one substantial component in a multifaceted approach to accountability among community colleges. Measures have been organized in the following categories: Affordability, Attainment, High Expectations and Quality, Economic Growth, Access and Diversity, and Accountability and Productivity. Currently, Attainment measures are locally generated. Multiple statewide initiatives are under way to strengthen P-20 partnerships, including the College and Career Readiness Pilot Project, Dual Credit and Dual Enrollment, the American Diploma Project, and the High School to College Success/Feedback Report. Through these efforts, more standardized Attainment performance measures will be developed. Publicly accessible data from the performance/accountability reports will provide parents, students, and the general public with useful and transparent performance and accountability information for community college performance at the local level and statewide.

ICCB is also responsible for federal reporting under the postsecondary component of Perkins IV legislation (Core Measures and Tech Prep Measures), which reports to the U.S. Department of Education, Office of Vocational and Adult Education. The ILDS Expansion Project will assist ICCB to increase transparency of federally reported data through the development of complimentary web portals. ICCB will collaborate with ISBE to develop and implement a website for Perkins Tech Prep Consortia and populate it with multiple years of Tech

Prep performance measure results. During FY10 (July 1, 2009, through June 30, 2010), ICCB will develop, test, and launch a website with the new Perkins IV Core Measures by college and measure. In addition, ICCB, in collaboration with ISBE, will develop a similar website for the Tech Prep measures. Tech Prep follows Career and Technical Education students from the secondary level into postsecondary education. The Tech Prep website will have an additional level of complexity since data will be provided by consortia and individual educational entities that contribute to each consortium (secondary and postsecondary institutions).

Higher Education Performance and Accountability Reporting. The existing Illinois higher education student unit record databases were not designed to directly inform the public about higher education performance; they were built to supply data to the colleges and universities that supplied data to them in order to assist the colleges and universities with assessment and accreditation activities and to follow their students' progress if they chose to transfer to other participating institutions. External researchers and agencies have been granted access on a case-by-case basis that includes approval by colleges and universities that supply data to the databases. While valuable and necessary, this focus on serving participating institutions has limited the usefulness of the databases for researchers, practitioners at the K-12 and postsecondary levels, and the public.

IBHE has traditionally built its public information and accountability tools around Integrated Postsecondary Education Data System data and other aggregated, descriptive information collected from colleges and universities. These data are presented in a variety of ways on the IBHE website, but the unit of analysis is always an institution or sector. The tools are well-presented and allow for user customization to some extent (i.e., choice of year, sector, institution, degree program, enrollments or completions, race/ethnicity, and gender), but are still quite limited. For instance, it is not possible to generate a report identifying where Latino students from a specific county or LEA begin their postsecondary education studies and how successful they are at a given college or university. Nor is it possible for the public and policymakers to find information quickly on how students transferring from a given community college to a given university have fared in terms of graduation, or how successful students who receive Pell grants or state financial aid tend to be at a given institution.

The development of online reporting tools through the ILDS Expansion Project will complement existing data book, degree program inventory, institutional profile, discipline cost study, and revenue and expenditure reports available on the IBHE website and increase accountability and utility. To accomplish this, business intelligence software will need to be built on top of underlying, secured databases that do not house personally identifiable student information. When completed, users will be able to customize pre-defined reports or query the data on a numerous variables.

C. Legal Framework for Data Accessibility

Illinois has created the legal framework to ensure that data can be accessible to key stakeholders. The P-20 Longitudinal Education Data System Act provides a statutory framework for the State education agencies to enter into data sharing agreements in accordance with privacy

protection laws with other governmental entities, institutions of higher learning, and research organizations to support research and evaluation activities authorized by the Act. In addition, ISBE, ICCB, IBHE, and the Illinois Shared Enrollment & Graduation File (ISEG), housed at SIU Carbondale, recently executed an intergovernmental data sharing agreement that accomplishes a number of critical objectives for the State. This Agreement:

1. Establishes the data sharing mechanisms necessary to provide an enhanced high school feedback report that will better inform high school educators, education policymakers, and members of the public about students' performance during their first year of postsecondary education;
2. Establishes data sharing mechanisms to provide ISBE's Unique Student Identifier to postsecondary data systems. The data transfers established by this Agreement will supplement ISBE's 2008 rulemaking to add the Unique Student Identifier to high school transcripts, thereby providing multiple mechanisms to ensure this identifier can be used across the P-20 spectrum; and
3. Establishes a framework and streamlined process to allow P-20 data to be made available to outside researchers and organizations.

The intergovernmental data sharing agreement includes a form that any entity seeking to access data from the longitudinal data can submit for consideration by the State education agencies. If the data request is approved, the State education agencies have established a standard data sharing agreement that governs the use of longitudinal data from the system in a manner consistent with privacy protection laws.

Appendix C3-1

Learning and Performance Management Support System Supplemental Materials:

- A. LPMS Engagement and Information Gathering
- B. Cloud Computing Infrastructure
- C. NCSA Overview
- D. LPMS Diagram
- E. LPMS Data Integration Requirements and Challenges
- F. Student Vault
- G. LPMS Governance Structure
- H. LPMS Procurement and Development: Timelines, Key Activities, and Responsible Parties

A. LPMS Engagement and Information Gathering

As part of the development of the LPMS requirements, ISBE convened a working group of stakeholders from across the State (including district, state, and union representation) who helped to validate the need for a statewide platform and a transformative data solution as part of the RTTT plan. As shown below, this working group discussed the "now" status of local of State and local systems and the "future" vision that should result from the deployment of the LPMS:

Now	Future
<ul style="list-style-type: none"> ▪ Difficult to integrate data across state and local systems. 	<ul style="list-style-type: none"> ▪ Integrated set of data elements, sourced from districts and the state.
<ul style="list-style-type: none"> ▪ 870 district-specific software/hardware solutions due to wide local system variance. 	<ul style="list-style-type: none"> ▪ Common platform to launch a myriad of applications and innovations, easily customizable.
<ul style="list-style-type: none"> ▪ Multitude of local systems expensive to maintain and update. 	<ul style="list-style-type: none"> ▪ Centrally hosted system with updates for all users. District resources can focus on customization and use of data.
<ul style="list-style-type: none"> ▪ State applications and reporting are not integrated into district views. 	<ul style="list-style-type: none"> ▪ Districts receive advanced reporting and instructional tools, with integrated state/local data.
<ul style="list-style-type: none"> ▪ Small districts cannot afford to develop and maintain robust systems. 	<ul style="list-style-type: none"> ▪ Standard applications and freely available (or low cost) third-party applications so that all districts have access to have high quality information management tools.
<ul style="list-style-type: none"> ▪ Relevant state data accessible to only a limited number of users. 	<ul style="list-style-type: none"> ▪ Appropriate, role-based access to relevant data to a broad number of users. Frequent access to data by teachers/administrators provides a “self-cleansing” mechanism.

A key focus of the group was to ensure that teachers receive timely, structured, and relevant access to student data to inform instruction, including:

- a. Access to detailed student reports, organized by classroom, on academic performance, attendance history, and services provided.
- b. View of classroom data showing integrated views of current and historical high-stakes assessment data alongside interim assessment data.
- c. Early warning system reports that provide information on whether individual students are at risk and in need of extra assistance.
- d. Readiness reports to identify whether and to what extent each elementary, middle, and high school student is on track for success at the next transition point and prepared for college or the workforce by high school graduation.

The group established a series of guiding principles that were reflected in an earlier iteration of the design requirements provided to vendors for feedback through the Request for Information (RFI) processes:

- 1. Meaningful Support for All Districts:** The LPMS must provide benefits and meaningful support for the full range of school districts in Illinois, ranging from large districts with sophisticated existing data systems to small districts with little to no data infrastructure. While districts may rely on the LPMS to varying degrees to address local data needs, all districts should benefit from participation.
- 2. Flexible Hosting (Self hosted, vendor hosted, combination):** While the LPMS may be initially hosted by a vendor, ISBE should be able to takeover hosting if necessary or move hosting to another vendor. Some LPMS components may be hosted by a vendor, while other services may be hosted by the State.
- 3. Highly Scalable:** The LPMS must be highly scalable. Eventually, the LPMS should be envisioned to be used by every student and teacher everyday, representing millions of users.
- 4. "Packaged":** The LPMS must minimize the need to custom-build core system components--as much as possible should be packaged. Customization completed for the LPMS will become part of the core system components. *[Note: The vendor RFI responses recommended relaxing this guiding principle to achieve the proposed vision, and instead reinforce the scalability, low operational costs, and openness requirements.]*
- 5. Low Technical Expertise for Districts:** The LPMS must not require extensive technical expertise to access and use the LPMS. However, the LPMS must also permit users with high levels of technical expertise to have access to the full range of functions.
- 6. Standards-based:** All data integration, web building, and other LPMS components must be Standards-based, with transparent and open APIs.
- 7. Vendor Neutral:** Where appropriate, the LPMS will be vendor neutral. In particular, ongoing development of the LPMS must be possible with multiple vendors regardless of the underlying platforms chosen. Use of a vendor's software platform must not preclude development by other vendors on the LPMS.
- 8. Low Ongoing Costs:** The LPMS must have low ongoing costs, including no or minimal licensing costs for software platforms, low maintenance costs, low upgrade costs, and inexpensive development and customization costs.
- 9. Product Longevity/Open Source:** All underlying software components will be considered for longevity. In addition, while it is understood that software requires upgrades, the chosen software platforms must impact users minimally (and

inexpensively) when upgrades are necessary. In keeping with the goal of software longevity, open source software will be given priority, with the idea that even if the platform company no longer exists or does not support the software, the open source nature of the platform will allow the State or some other entity to continue platform support. *[Note: The vendor RFI responses to the proposed guiding principles strongly cautioned against overreliance on open source vs. a vendor supported solution, as open source solutions may not result in lower overall costs due to the need for maintenance and enhancements. The State will look to incorporate open-source components whenever off-the-shelf building blocks can be cost-effectively maintained and upgraded. The vendor RFI responses recommended demanding that source code be placed in escrow to address business continuity concerns.]*

10. Vendor Supported: Despite the goal of using open source software, the State will also require vendor support. The balance between software that is in the free domain, but also provides for a known entity to provide support and ongoing LPMS development, must be maintained.

An existing Illinois model for a multi-district solution was examined. In Unit District 5 and Bloomington School District 87 [(two Participating LEAs)], the local superintendents worked to create a instructional improvement system (Illini Data) that ensures that all teachers have a clear picture of the students in their classrooms from test scores to special needs to involvement with athletics or clubs. Working with local corporate citizen State Farm, the LEAs built an accessible, user-friendly data interface that teachers are now using to plan and understand student needs and develop targeted lesson plans.

Working Group:

The LPMS Working Group includes the following members. It will continue to meet as necessary to inform the development of the LPMS.

<u>Working Group Member</u>	<u>Organization</u>
Alsop, Amy	Illinois Federation of Teachers
Beever, Scott	Illinois State Board of Education
Bianchini, Sharon	Community Unit School District 220
Boer, Ben	Advance Illinois
Cegelis, Christine	Illinois Century Network
Chamberlain, Terry	Illinois State Board of Education
Chumbley, Bryan	Peoria District 150
Cullen, Marica	Illinois State Board of Education

DeWitt, Vicki	Director, Area 5 Learning Technology Center
Drone, Mark	Regional Superintendent, Fayette, and Effingham Counties
Evans, John	University of Illinois
Frank, Larry	Illinois Education Association
Furr, Jonathan	Holland and Knight
Hopper, Gina	Illinois State Board of Education
Loveless, Abe	Belleville Township High School District 201
Montoya, Abel	Illinois Student Assistance Commission
Morrison, Daryl	Illinois Education Association
Nielson, Robert	Bloomington Public Schools District 87
Nowell, Amy	Chicago Public Schools
Parke, Scott	Illinois Community College Board
Peterson, Jim	Bloomington Public Schools District 87
Shake, John	Illinois State Board of Education
Sheets, Robert	Department of Commerce and Economic Opportunity
Summers, Warren	Illinois State Board of Education
Tyszko, Jason	Office of the Governor Pat Quinn
Wise, Connie	Illinois State Board of Education

The Working Group met on September 24, 2009 to discuss the RFI responses, consider the proposed requirements for the LPMS, and address a series of discussion questions relating to the LPMS. Feedback from the Working Group session was incorporated into the proposed design requirements. The Working Group met via webinar on November 24, 2009 to review and offer feedback on a draft version of the design requirements that were subsequently posted on the Illinois Procurement Bulletin to solicit vendor input and feedback.

Requests for Information

ISBE also worked with vendors through a process of responses to Requests for Information (RFIs) and a working session to better define scope, priorities, risks, critical success factors, phasing and budget. The RFI processes enabled the State to leverage vendor experiences with hundreds of districts that would otherwise have taken thousands of hours and dollars to collect, and validated that the State's strategy, while ambitious, is achievable.

In July 2010, ISBE issued a Request for Information (RFI) in order to ascertain the number of potential vendors and the various learning and performance management systems available in the marketplace. The RFI requested responses to a series of questions to generate

detailed information about the scope of the marketplace. The RFI also asked for four references, including cost and pricing structure for implementation. ISBE received 23 responses from international leaders in technology deployment and development, as well as from companies and universities with extensive experience working with Illinois school districts.

Informed by the responses to the initial RFI and the working group processes, a detailed description of proposed LPMS requirements was drafted and posted by ISBE to the Illinois Procurement Bulletin on December 2, 2009. ISBE received 21 responses to this second RFI with detailed recommendations for better defining the vision and sharpening the proposed requirements. The RFI also invited vendors to a working session on January 5, 2009 to further develop the proposed requirements in advance of this application. During this unique session, which included 35 attendees with leading expertise in this field, ISBE gained further input leading to the LPMS plan components set forth in this application.

B. Cloud Computing Infrastructure

“Cloud computing” generally refers to an approach to computing where hardware infrastructure management, software upgrades, and physical location are independent from users who can access the centrally hosted capabilities through a web-based interface. Some of the primary examples of cloud computing models are services offered by Amazon (EC2/S3) and Google (Apps). These commercial examples are commonly considered the public cloud where consumers are empowered to procure and manage various resource with little regard or concern about where the underlying hardware resources exist and how those are managed.

The “Amazon EC2/S3” model provides consumers the ability to acquire dedicated use of one-to-many virtual computer instances that they are able to manage and fully control in terms of the operating system, software resources, and how their resources are exposed (or not exposed) to the world. This type of cloud service can be described as Infrastructure as a Service, as consumers can develop and deploy an entire logical computational enterprise that is tailored to the specific requirements. The primary benefit for consumers is that the service provider, which determines their cost obligations, meters their use and workloads. This attribute is known as pay-as-you-go and allows consumers to dynamically scale their resource pool up or down based on their demands. There are obvious advantages and appeal in this type of arrangement but it also comes with some effective limitations. For example computational resources and interconnects are generally limited to the offerings of the service provider.

In contrast, the “Google Apps” model provides the consumer access and use of a collection of (potentially integrated) software services that they access using the Internet. This type of cloud computing concept is Software as a Service (SaaS) where consumers are completely devoid of any concerns related to hardware infrastructure or management of that category of resources. Consumers engage into a relationship with the vendor and simply utilize the software resources provided under the terms of agreement. Some well-known examples of this kind of cloud computing services from Google are Gmail, Docs, Calendar, and many others. Aside from the free to the public (individual) versions of these services Google also offers educational and business versions as hosted services, the educational versions are free to academic institutions. The appeal of this type of cloud concept is that the burden of information technology infrastructure is completely removed from the consumers that procure these services. One obvious concern for consumers with this type of service might be the reliability and security of their private data assets which are completely under the management of the service provider, however this is not different than entrusting those assets to an internal group of employees.

The examples briefly described are examples of “Public” cloud services that are completely managed and maintained by vendors. A “Private” cloud is also possible which allows an enterprise to employ the underlying technologies to build, manage, and maintain the ability to provide an Amazon like EC2 service for their exclusive use. In this private-cloud the organization could also develop, deploy, and maintain a collection of software services to support their operations, missions, and goals. A hybrid approach to using cloud computing concepts could include both a private cloud and use of service available in the public cloud. The inherent advantage of the hybrid approach lies in the fact that critical infrastructure can be

exclusively managed and maintained by the organization with the ability to dynamically utilize resources in the public cloud where applicable and for handling demand overflow.

The LPMS will build on the software foundations of "public", "private", and "hybrid" Cloud models to ensure effective use of the best of breed in software infrastructure and data analysis tools. As discussed in its Letter of Support attached in Appendix __, the National Center for Supercomputing Application at the University of Illinois (NCSA) has offered to partner with the State in the design and deployment of the cloud environment, which would allow the State to leverage NCSA's extensive, world-class expertise in cloud computing concepts and methods of implementation.

C. NCSA Overview

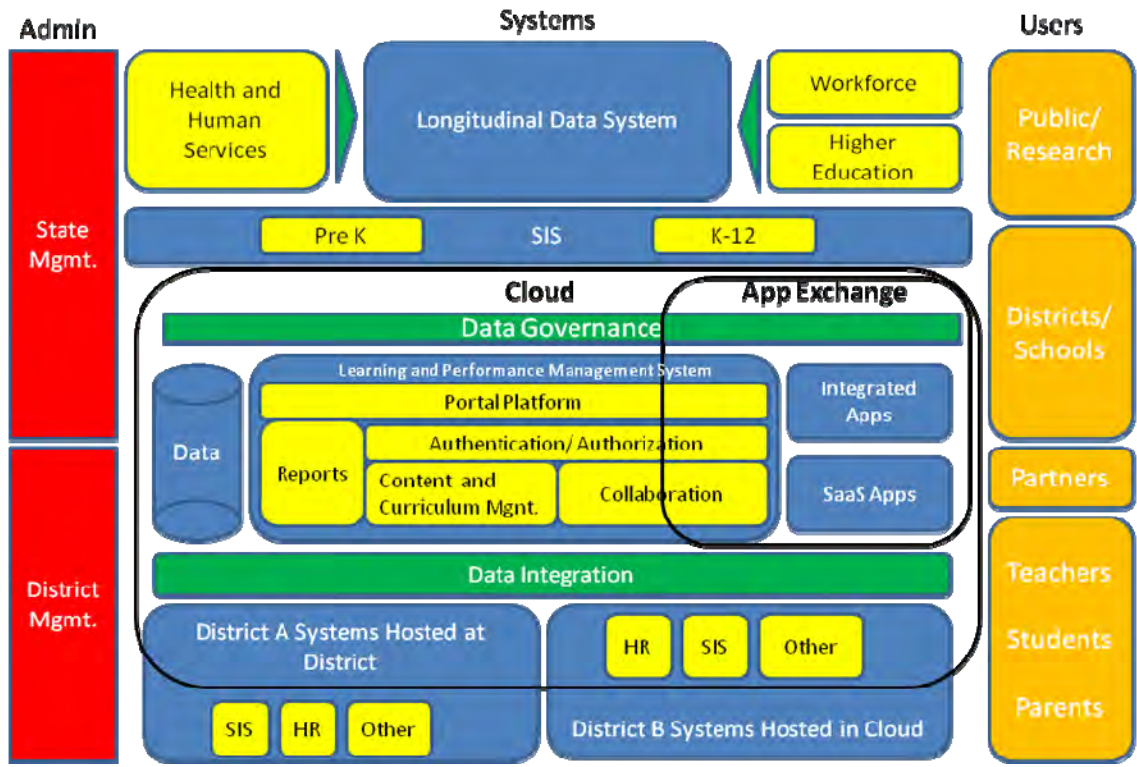
The faculty and staff at the National Center for Supercomputing Application at the University of Illinois (NCSA) have a long and proven track record of innovation and success that include foundational roles in development of the internet browser (Mosaic), significant contributions for high performance computing infrastructures (TeraGrid), and are actively engaged with many local, national, and international collaborators. As a partner, NCSA brings significant expertise in information technology security, engineering, design, and management.

Some on-going and recent background activities are briefly described below:

- The Blue Waters project is expected to be the most powerful supercomputer in the world for open scientific research when it comes online in 2011. It will be the first system of its kind to sustain one petaflop performance on a range of science and engineering applications. The project also includes intense collaboration with dozens of teams in the development of science and engineering applications, system software, interactions with business and industry, and educational programs. This comprehensive approach will ensure that scientists and engineers across the country will be able to use Blue Waters to its fullest potential.
- The Illinois Cloud Computing Testbed is the world's first cloud testbed aimed at supporting both systems innovation and applications research. The testbed, which is run by Illinois' computer science department, is configured with about 500 terabytes of shared storage and more than 1,000 shared cores.
- Lincoln scholars worldwide have access to a life's worth of writings by America's 16th president via the Web, thanks to The Papers of Abraham Lincoln, a project of the Illinois Historic Preservation Agency, the Abraham Lincoln Presidential Library and Museum, and the University of Illinois at Springfield. NCSA provides a permanent storage archive for the project and created tools to make the storage process easier.
- The Institute for Chemistry Literacy through Computational Science (ICLCS) is a program of the University of Illinois' Department of Chemistry, College of Medicine, and NCSA. Partners include 103 school districts across Illinois representing 115 ICLCS Fellows. This program is a 5-year National Science Foundation funded Math Science Partnership program to increase the chemistry literacy and chemistry-related pedagogical skills of rural Illinois high school teachers. The vision for the program is to prepare rural Illinois chemistry teachers and their students for the 21st Century through content, computational tools, teaching methodology, and leadership development to meet the following goals:
 1. Strengthen high school teachers' and students' understanding of chemistry and the application of chemistry to the world around them;

2. Instill in teachers a sense of confidence and competence about their ability to teach chemistry, with a focus on using computational tools, modeling and visualization;
3. Build a strong learning community among research faculty and high school teachers to enable year-round professional development; and
4. Create a cadre of leaders who will become advocates for excellence in mathematics and science.

D. LPMS Diagram



Explanatory Notes:

1. SIS refers to the ISBE Student Information System, including data from PreK – grade 12 (and in the process of being expanded to Birth to grade 12). ISBE has data sharing agreements with other state education agencies necessary to obtain P-20 longitudinal data. ISBE will oversee integration of data from the State Longitudinal Data System and SIS with the LPMS. Data flow to and from State systems into the Cloud will be clearly defined through the LPMS Governance Structure.
2. The Applications Exchange envisions both "Integrated Apps" and "SaaS Apps." Integrated Apps will consist of core system features for which the State is willing to make the investment to deploy and maintain on the LPMS, including Common Core resources, STEM Learning Exchanges, and the Student Vault. "SaaS Apps" will be available to LEAs through a Software as a Service model (e.g., owned and remotely managed and paid for through a pay-for-use or subscription basis) and would include local Student Information Systems and vendor instructional improvement systems. Assessments for Learning may consist of both Integrated Apps and SaaS Apps.
3. Two district integration systems are depicted. In District A, key local systems such as Student Information Systems (SIS), Human Resource Management Systems (HR), and other administrative and instructional improvement systems are hosted locally. However, these systems are integrated with the LPMS to leverage the centrally hosted applications and functions. In District B, upon full deployment of the LPMS and the establishment of a mature App Exchanges, these systems can be hosted in the cloud and accessed as an SaaS App.
4. "Users" refer to individuals and organizations that will both contribute to the overall system and interact with the applications and information that the system will provide. In addition to actors such as the public and research community, this system will be particularly focused on delivering tools to teachers, parents, and students. It is important to highlight the inclusion of "Partners" that represent major contributors to the overall system. Only through partnerships can the state and system develop the capacity and build the tools for virtual learning communities, mentors, and curriculum far beyond simply accessing data or hosting software. Partners are seen as providing "SaaS apps", integrated apps, curriculum, and content. Critically, by building these on a common dataset the tools can be leveraged across the state.

E. Data Integration Requirements and Challenges

The Learning and Performance Management System (LPMS) will rely on a core dataset as clear and minimal as possible to control project scope and support the integration of multiple applications. Vendors providing systems for the cloud must find the data model easy to adopt, and the model must support migration from the wide variety of systems now in use. In most instances, the LPMS data integration platform will not be a system of record for its core elements. Instead, the LPMS will rely on good data validation and actionable error reporting so that data can be cleansed in the appropriate source systems. For a few user goals -- student grouping for reporting, collaboration, etc. -- the LPMS will provide add/edit/delete functionality. In addition, as local student information systems are migrated to the cloud environment, the LPMS will need to provide a data extension that includes add/edit/delete features to capture data not otherwise captured by the ISBE SIS.

While the next phase of design requirements will include further definition of the core dataset, several requirements and principles will guide its development. First, the LPMS will rely on the State unique identifier for students and staff utilized by all system components. Certain minimum data elements must be included, such as enrollment, student grouping, student outcomes, daily attendance, student formative data, postsecondary data, knowledge object metadata (linked to Common Core Standards), demographics, student biographical, teacher longitudinal identifiers, teacher core attributes (role, education, credentials), and class-level enrollment (teacher-student link). Many of these elements will be captured by the ISBE SIS system, particularly upon its expansion to include transcript data and teacher-student link. Illinois recognizes that other states that have implemented a teacher-student link and transcript data collection system have found that simply possessing the data at the state level does not translate to teachers being able to access their students' past course enrollments, attendance, course grade and other assessment data. By creating a robust LPMS linked to the SLDS, Illinois will be able to support school and classroom level applications with frequent and timely data to assist teachers in tailoring curricular and instructional responses to the needs of their individual students.

The dataset must be defined to include both "State" domains and "district" domains. State domains will be those for which the State must have access for reporting, accountability, and longitudinal tracking. Within the State domain, data will be further defined based on frequency of upload to specify: (1) constantly refreshed data for core applications, and (2) other data pulled on a predefined schedule to permit prior local data validation. District data domains will include all other data that may be integrated into the LPMS by districts participating in the system. The State will only have access to data within the district domain in accordance with clear governance rules, for FERPA-compliant purposes, and after appropriate LEA authorizations.

A critical function of the Learning and Performance Management System will be to provide LEAs with immediate access to data on students who transfer to or are first entering school within the LEA (e.g, providing districts with data from early learning programs, or providing high school districts with student data from elementary grades). The integration of the LPMS with the longitudinal data system will permit access to this data.

The development of the State's longitudinal data system will also include combining P-12, postsecondary, and employment data to facilitate the evaluation and audit of federal and state programs and longitudinal research. The integration of P-12, postsecondary, and employment data for the longitudinal data system will also ensure this data is available for appropriate reporting and analysis within the LPMS.

F. Student Vault

The Learning and Performance Management System (LPMS) will provide districts with the infrastructure (both hardware and software) to consolidate their data and the tools to leverage this data on an ongoing basis. The value of an integrated data solution goes beyond its use by schools, teachers and districts. The LPMS can also provide a location to focus on the student. With 15% of Illinois students moving each school year (25% in Chicago), providing tools that track students within a district or school does not recognize the reality of the current mobile student. Particularly in Illinois, with its multitude of separate K-8 and 9-12 districts, students that do not change schools will also experience transitions from pre-school, to elementary, to middle school and high school, often with little information exchanged between different institutions.

This lack of a clear student picture impairs a teacher's ability to plan, a parent's ability to understand their student's growth and the student's ability to know where they should be going. Creating an open system that allows data to come from multiple sources to create a clear picture of student's history would alleviate these issues. Additionally, the increased focus on aligned standards from PK-12 should provide students and parents a clear picture of where they are going. This articulation of students' pathways allows participation from the community, business and education supporters beyond school. In addition, this provides students and their parents control over their information, addressing concerns about privacy, clearly delineating who has access to data and providing students and parents the ability to increase or decrease access where appropriate.

A "Student Vault" would be an open system which collects the education history of a student, including data from pre-school through post-secondary; in addition this system can collect student work done in traditional schools and beyond creating a portfolio that can be used for development and assessment. It would provide the protocols and framework to allow organizations to provide an integrated and clear student picture. This would enable functionality for students to:

- Access all of their data held by schools, colleges and related partners (e.g., workforce organizations) and use it for education and career planning.
- Develop career and education plans, develop and transmit college, job and loan applications, transcripts, and required data; receive information from colleges and other partners on career and educational opportunities, analyze alternative career and educational scenarios (e.g., credit transfers, time to degree, return on investment) and other applications that can be incorporated by schools, parents, and students (e.g., applications store).

This platform provides a framework to increase the breadth of education options for a student. Linking data from standardized tests to ongoing student work provides information which can be analyzed to understand their relationship. This platform can provide the basis for "authentic" assessment – allowing evaluation to be based on student work. This system focuses education on the student, not simply on a test score, providing a platform where education can be collaborative and relevant. This platform can deliver functionality such as:

- Access to e-learning resources including on-line courses, assessment and feedback systems, reference materials, software tools (e.g., engineering design software) and data bases (i.e., performance support systems) hosted throughout the world as well as connections to other students, teachers, and mentors and tutors (e.g., performance support systems.)
- Project management resources to work in open collaborative teams to address real-world interdisciplinary problems developed by teachers as well as outside partners and sponsors including businesses, government, non-profit organizations (e.g., Innocentive.com) as piloted in the Illinois Innovation Talent project. This would support the Illinois definition of STEM education.

Tools for teachers and instructional support staff to develop and share learning resources and participate in professional learning communities to support students within specific disciplines (e.g., English, math) and application areas (e.g., Health Sciences).

G. LPMS Governance Structure

As described in Section C.3 of the Plan, a governance structure supporting a State-district partnership will be critical to the success of the LPMS. The State will need to have access to necessary data from the LPMS for uploading into ISBE base systems to support a wide variety of reporting, program audit and evaluation, and support functions. However, the LPMS will need to be designed to have clear rules on when these uploads will occur and to ensure that districts can undertake necessary cleansing and validation processes beforehand (though these processes should be less necessary with frequent user access to data). Otherwise, districts will not have adequate trust in the State's use of data maintained within the LPMS, and therefore will not use it. The LPMS will also need to clearly define the decision rights, processes, and relationships between LPMS applications and accessibility to data.

In order to establish a functioning enterprise governance structure, ISBE will work with participating districts to create a formal Central Data Governance (CDG) organization structure. Typically, this is led by a steering committee (and associated sub committees) that will review and develop data appropriate data and system governance policies, identify enterprise-wide data sets, develop data standards and definitions, establish data quality benchmarks, ensure stakeholder recognition and inclusion, as well as determine the guiding principles and standards for the access, use and distribution of data. In addition, clearly defined authority and accountability, as well as roles and responsibilities must be established, published and communicated to appropriate stakeholders, data users and data owners. Some key governance positions are needed to develop, implement and enforce adoption of a formal governance structure that will leverage overall data management best practices and effectively utilize proven technology to promote the goals of the LPMS. At a minimum, a Governance structure would exist at three levels:

1. The Executive-level sets the overall vision and goals for the organization and defines direction for the ISBE Data Governance Program.
2. At the management-level is the Center for Data Governance (CDG), which runs the ISBE Data Governance Program, and teams with resources across ISBE and the LEAs to report on data quality and to conduct impact analysis and issue resolution processes.
3. The Stewardship Community addresses specific issues and concerns on a day-to-day basis and provides data quality information to the DDG and the CDG. Issues identified by the business community can be routed through the Data Stewards to the CDG and escalated as needed.

The governance structure will need to ensure that student data is maintained, shared, and accessed in strict accordance with the Family Educational Rights and Privacy Act (FERPA), the Illinois School Students Records Act (ISSRA), 105 ILCS 10/2 *et seq.*, and other privacy protection laws. All aspects of the LPMS must be developed and implemented with a continuing focus on both student and educator privacy protection. The LPMS must only allow access to student and educator data in accordance with clearly articulated standards, depending upon privacy protection requirements and the user's purpose in obtaining the data.

H. LPMS Procurement and Development: Timelines, Key Activities, and Responsible Parties

Section C.3 of the plan establishes Illinois' vision for a Learning and Performance Management system which provides the backbone for successful local instruction improvement applications, tools and resources. Over the last 6 months Illinois has determined the high-level projects and objectives it must achieve to make this vision a reality. However, this is only the start of the process. Illinois understands that in order to make this project a reality it must initiate a process of detailed needs analysis for each project, develop implementation plans, select vendors, develop detailed scope, fund development, plan testing, pilots, and overall roll-out.

While the timeline set forth below is aggressive, ISBE believes "quick wins" are essential and various components of the LPMS will be critical for supporting Participating LEA implementation of the RTTT reforms. As the environment matures, enhanced functions (such as the Student Vault) and the third-party Applications Exchange can be deployed. If Illinois does not receive a Race to the Top grant in Phase 1 of the competition, these timelines will be adjusted based upon the availability of funding.

The "LPMS developer" referenced below could include subcontractors for key system components, provided a lead entity must have responsibility for system implementation. Further, ISBE has legal authority to enter into an intergovernmental agreement with other public entities (including public universities) to develop and deploy system components without undertaking a procurement. ISBE intends to explore partnerships with the National Center for Supercomputing Applications at the University of Illinois (NCSA) and with the multi-LEA grassroots consortium for the deployment and operation of the cloud computing environment for the LPMS and other contributions to its design.

Timeline	Activity/Responsible Parties
January – April 2010	ISBE and LPMS Working Group undertake further stakeholder engagement and requirements development define requirements.
April 2010	Illinois receives notification on Phase 1 Race to the Top funding. <i>*Subsequent timelines assume Phase 1 Race to the Top funding is received.</i>
May – June 2010	ISBE, with input from the working group, develops the RFSP
July 2010	ISBE issues the RFSP.
October 2010	The LPMS developer is selected by ISBE through a process ensuring input from stakeholders and necessary technical expertise.
November 2010 – August 2012	<ul style="list-style-type: none"> • LPMS developer designs and develops the System. • The LPMS developer oversees data integration pilots with 10-12 Participating LEAs (with preference for Super LEAs). • The LPMS developer deploys the "Priority Implementation" applications as broadly as feasible. • The LPMS developer and collaboration among

	Participating LEAs pilot a local SIS integration with the LPMS.
September 2012 – August 2013	<ul style="list-style-type: none"> • The LPMS developer deploys all but the "Secondary Implementation" applications. • The LPMS developer pilots the Secondary Implementation Applications.
September 2013	Full implementation

Appendix D1-1

Alternative Teacher Certification Programs in Illinois

Breakdown by Offering Institution

TEACHER PROGRAMS

Type of Program	Institution	# of teachers that completed program in SY 2008 - 2009
Alternative Teacher Certification Program (CPS) (5/21-5b)		
	Dominican University	50
	National – Louis University	312
	Northwestern University	59
	Quincy University	74
	University of Illinois at Chicago	5
	University of Illinois at Urbana (Discontinued)	0
Alternative Route to Teacher Certification (5/21-5c)		
	Benedictine University	101
	Eastern Illinois University	21
	Governors State University	32
	Illinois state University (Discontinued)	6
	McKendree University	0
	Rockford College	0
	Southern Illinois University Carbondale	12
Resident Teacher Certification (5/21-11.3)		
	Chicago State University	0
	Northern Illinois University (Discontinued)	0
	Total	672

Appendix D2-1

Performance Evaluation Policy Group

Member Name	Agency/Organization
Linda Tomlinson	ISBE
SusieMorrison	ISBE
Darren Reisberg	ISBE
Patrick Murphy	ISBE
Linda Jamali	ISBE
Dave Andel	ISBE
Joyce Zurkowski	ISBE
Gayle Johnson	ISBE
Rick Voltz	IASA
Diane Rutledge	LUDA
Audrey Soglin	IEA
Dick Spohr	IPA
John Luczak	Joyce Foundation
Robin Steans	Advance Illinois
Ben Boer	Advance Illinois
Joe Pacha	ISU
Steve Tozer	UIC
Robert Grimm	Township High School District 211
Steven Isoye	Maine East High School
Ray Pecheone	Stanford University
Hardy Murphy	Evanston/Skokie School District 65
Susan Schultzs	Evanston/Skokie School District 65
Jon Furr	Holland & Knight
Darlene Ruscitti	DuPage County ROE
Jennifer Mulhern	The New Teacher Project
Sue Walter	Illinois Federation of Teachers
Amy Alsop	Illinois Federation of Teachers
Rachel Resnick	Chicago Public Schools
Ellen Moir	The New Teacher Center
Mike Jacoby	Illinois Association of School Business Officials
Larry Stanton	LB Stanton Consulting, Inc.

Appendix D3-1

Index of Teacher Academic Capital (ITAC)

The Illinois Education Research Council (IERC) has been tracking data on all Illinois public school teachers since 2001 to measure changes in teacher qualifications and whether all students have equitable access to high quality teachers.

The IERC's Index of Teacher Academic Capital (ITAC), measures *only* those teacher attributes which have been shown by previous research to be related to student performance and for which statewide data are readily available. Alongside the ITAC, the IERC also tracks the distribution of inexperienced teachers (those with three or fewer years teaching) in each school throughout the state. The most recent ITAC study utilized the following five school-level measures of teacher attributes:

- The mean ACT composite score of teachers at the school;
- The mean ACT English score of teachers at the school;
- The percentage of teachers at the school who failed the Illinois Basic Skills test on their first attempt;
- The percentage of teachers at the school who were emergency/provisionally certified; and
- The mean Barron's competitiveness ranking of the undergraduate institutions attended by the school's teachers.

The ITAC statistically combines these measures to produce a composite index that maximizes the variation in the component indicators and can be used as an indicator of average teacher quality at each school. In order to measure change in ITAC over time, the IERC produced a measure that is comparable from year to year, and also based on an observed distribution of teacher attributes during a given year. To do this, they used a base year to establish an actual relationship between ITAC components at a set point in time, and then applied these constant, derived weights to the components observed for each subsequent year. By design, the ITAC has a mean of zero and a standard deviation of one during the base year. Thus, each school's ITAC reflects its standing relative to the distribution of schools during the base year. So, if a particular school had an ITAC of 1.0, this would mean that its teacher academic capital that year was one standard deviation higher than the average Illinois school during the base year.

While ITAC represents the collection of intellectual resources and assets that are available to schools through their teachers, we acknowledge that it is just one of many aspects of teacher quality—along with preparation for teaching, ongoing professional development, daily decisions about curriculum and instruction, and other factors—that influence student learning. However, the IERC's research has shown that the ITAC does influence student achievement and should be taken into consideration when developing policies and practices for strengthening teacher quality in schools.

REFERENCES:

White, Bradford R., Jennifer B. Presley, and Karen J. DeAngelis (2008). Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois. (Policy Research Report IERC 2008-1). Edwardsville, IL: Illinois Education Research Council.

Presley, Jennifer B., Bradford R. White, and Yuqin Gong (2006). *Examining the Distribution and Impact of Teacher Quality in Illinois*. (Policy Research Report IERC 2005-2). Edwardsville, IL: Illinois Education Research Council.

DeAngelis, K. J., Presley, J. B., & White, B. R. (2005). The Distribution of Teacher Quality in Illinois. (Policy Research Report IERC 2005-1). Edwardsville, IL: Illinois Education Research Council.

Appendix D3-2

State Action to Strengthen Teacher and Principal Workforce

Over the past few months and continuing into the next year, Illinois is taking a number of steps to further strengthen teacher and principal qualifications which will result in a further "leveling up" of the caliber of the Statewide teacher and principal workforce with benefits for Illinois' most disadvantaged schools.

Raising the Cut Score: The State Board took action in December 2009 to raise the cut score on the basic skills test required for entrance into teacher preparation programs, and adopted rules to strengthen content knowledge for secondary teachers seeking certification endorsements. Just as the introduction of the basic skills test raised teacher standards, a higher cut score will further improve the quality of its workforce. At its October 2009 meeting, the State Board adopted administrative rules that:

- Limit the number of times an applicant can take the test—a rare step that few, if any, other states have taken; and
- Discontinue accepting grades below “C” for any course work counted towards an endorsement or an approved preparation program.

Improving Content Knowledge: At its October 2009 meeting, the State Board adopted rules for secondary teachers that require 24 credit hours and passage of content knowledge test for secondary endorsements (except science and social science, which require 32 credit hours and passing the content knowledge test). These rules will also require that 12 of the hours be in upper-level courses. Over the course of the next year, ISBE intends to take various steps to improve content knowledge for teachers in all grade levels:

- For middle school endorsements, ISBE will pursue an administrative rule change that moves from course-based to standards-based requirements and increases the number of required credit hours from 18 to 24.
- ISBE will also pursue administrative rule changes to add endorsements at the elementary level in reading, math, and science.

Revised Illinois Professional Teacher Standards: In 2010, the State Board of Education will be presented with a rulemaking for revised Illinois Professional Teacher Standards which focus on differentiated instruction and meeting the needs of each child in a classroom. The revised rules will place greater emphasis on instruction for students with disabilities and English language learners. As teacher preparation programs incorporate the new standards, general education teachers will be better prepared to address inclusion of all students.

Principal Leadership Efforts: Over the past two years, ISBE and IBHE have led the work of advisory groups composed of various stakeholders to restructure school leader preparation and certification. Recommendations resulting from the work of these groups will be presented to the State Board in the form of an administrative rulemaking this spring to overhaul the State's administrator preparation program requirements. The recommendations that will be presented to the State Board include: (1) programs must have a stronger focus on instruction and school improvement; (2) programs must meet the Interstate School Leader Licensure Consortium

Standards; (3) the strands of Distinguished Principal must be part of each program; (4) programs must strengthen content understanding for special education and English language learners; (5) every program must include a partnership with one or more school districts; (6) candidates must meet enhanced selection requirements; and (7) programs must include a comprehensive internship/residency requirement that includes a minimum of four weeks of full time residency and 200 additional hours of internship, with required assessments. The proposed administrative rules will require all programs to be resubmitted and approved under the new standards.

Appendix D3-3

The E3 Program: Supplemental Information

The E3 Program will provide funding to Participating LEAs that can be allocated over the four-year Race to the Top grant period for any of the following staffing incentives for an Illinois Priority School:

1. A bonus payment to highly effective teachers and principals that relocate to an Illinois Priority School;
2. A "salary equalization" payment for teachers that relocate to an Illinois Priority School from outside the district, to address a reduction in pay that may result from the district's salary schedule;
3. A stipend for teachers and principals to undertake a year-long residency or co-teaching preparing them for the challenges of working in an Illinois Priority School; or
4. Retention bonuses for existing staff in an Illinois Priority School that are determined to be highly effective.

Participating LEAs must structure their E3 program to address all of the following:

1. The E3 Plan for the Illinois Priority School must address the "school culture and climate" and "Developing Teacher and School Leader Effectiveness" elements of the "Transformation Criteria" established for schools within the Illinois Partnership Zone. (See Appendix E2-2). These criteria address the need for an effective principal serving as an instructional leader, as well as many of the working conditions issues that have been found to be critical for the success of incentive programs (including a safe and orderly environment, implementation of a distributed leadership model, and ongoing job-embedded professional development). The E3 Plan must also ensure adequate time for teachers to collaborate.
2. The Participating LEA must address the salary equalization payment for relocating teachers as long as the teacher remains employed in the Illinois Priority School.
3. The Participating LEA must ensure substantially equivalent incentive structures for highly effective teachers that relocate and highly effective teachers in the Illinois Priority School.
4. The Participating LEA must re-allocate and re-prioritize local funds to provide incentives above and beyond those paid for using Race to the Top funds, and to ensure the long-term sustainability of the incentives. Participating LEAs will be encouraged to develop an array of incentives that may include relocation payments, housing subsidies, paid sabbaticals, etc.
5. The Participating LEA must use a cohort model for attracting new staff to an Illinois Priority School. Generally, the Participating LEA should seek to bring in a minimum of 1/3 of staff to the building in order to bring about a dramatic shift in school culture.¹

6. The Participating LEA must develop "pipeline" programs to ensure that highly effective teachers and leaders can continue to support Illinois Priority Schools. These programs may include:
 - Expanding alternative certification programs with a proven track record providing effective teachers prepared to teach in under-performing schools;
 - Establishing a residency site where teachers and administrators can participate in an intensive residency program preparing them for the challenges of a persistently lowest-achieving school; or
 - Establishing co-teaching or shadowing programs where a teacher or principal can be paired for a year with a highly effective teacher or principal in an Illinois Priority School to prepare the teacher or principal for the challenges of that learning environment.

7. Schools participating in the E3 Program will also be required to implement a school climate survey providing information on the quality of leadership, development, and district supports. ISBE will develop a model survey instrument that districts can adopt.

Appendix D5-1

Induction and Mentoring: ISBE Partnering Organizations and Teacher Induction

Advisory Team

A. ISBE Partnering Organizations

<u>Program</u>	<u>Partnering Organization</u>
Academy for Urban School Leadership	Chicago Public Schools
Adams/Pike ROE #1	Northern Illinois University Induction for the 21st Century Educator (ICE 21)
Adams/Pike ROE #1	Northern Illinois University Induction for the 21st Century Educator (ICE 21)
Belvidere CUSD #100-Belvidere	Consortium for Educational Change
Berwyn South School Dist. #100-Berwyn	West40 Intermediate Service Center
Bond County CUSD #2	Bond-Fayette ROE 3
Bond/Fayette/Effingham ROE #3	Induction for the 21st Century Educator (ICE 21)
Boone/Winnebago Kishwaukee Intermediate Delivery System (KIDS)	Induction for the 21st Century Educator (ICE 21) Boone/Winnebago ROE
Boone/Winnebago Kishwaukee Intermediate Delivery System (KIDS)	Induction for the 21st Century Educator (ICE 21) Boone/Winnebago ROE
Bureau/Henry/Stark ROE #28-Atkinson	Induction for the 21st Century Educator (ICE 21)
Calhoun/Greene/Jersey/Macoupin ROE#40- Carlinville	Induction for the 21st Century Educator (ICE 21) Lewis & Clark Community College
Calhoun/Greene/Jersey/Macoupin ROE#40- Carlinville	Induction for the 21st Century Educator (ICE 21) Lewis & Clark Community College
Carroll/ JoDaviess/Stephenson ROE #8-Stockton	Induction for the 21st Century Educator (ICE 21)
Champaign Unit 4	Rantoul Regional Office of Education-- Schoolworks Center for Cognitive Coaching Champaign Federation of Teachers
Champaign Unit 4	Rantoul Regional Office of Education-- Schoolworks Center for Cognitive Coaching Champaign Federation of Teachers

<u>Program</u>	<u>Partnering Organization</u>
Champaign Unit 4	Rantoul Regional Office of Education-- Schoolworks Center for Cognitive Coaching Champaign Federation of Teachers
Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)	Illinois Federation of Teachers Chicago New Teacher Center New Teacher Center--Santa Cruz, CA Chicago Public Schools Board of Education Professional Development Unit
Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)	Illinois Federation of Teachers Chicago New Teacher Center New Teacher Center--Santa Cruz, CA Chicago Public Schools Board of Education Professional Development Unit
Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)	Illinois Federation of Teachers Chicago New Teacher Center New Teacher Center--Santa Cruz, CA Chicago Public Schools Board of Education Professional Development Unit
Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)	Illinois Federation of Teachers Chicago New Teacher Center New Teacher Center--Santa Cruz, CA Chicago Public Schools Board of Education Professional Development Unit
Chicago PSD #299 - Office of New Schools	New Teacher Center--Santa Cruz, CA
Consortium for Educational Change-Marion	Marion IEA
Danville CCSD #118	Consortium for Educational Change Danville Education Association
Danville CCSD #118	Consortium for Educational Change Danville Education Association
Decatur Public School District #61-Decatur	Consortium for Educational Change
Des Plaines CCSD #62-DesPlaines	Consortium for Educational Change
DeWitt/Livingston/McLean ROE#17-Normal	Illinois State University
DuPage County ROE #19-Wheaton	Induction for the 21st Century Educator (ICE 21)
Elgin School District U-46	Consortium for Educational Change Northern Illinois University Elgin Teachers Association
Elgin School District U-46	Consortium for Educational Change Northern Illinois University Elgin Teachers Association
Elgin School District U-46	Consortium for Educational Change Northern Illinois University Elgin Teachers Association

<u>Program</u>	<u>Partnering Organization</u>
Evanston/Skokie SD #65	Consortium for Educational Change
Geneseo CUSD #228-Geneseo	Learning Point Assoc
Georgetown-Ridge Farm CVSD #4	Rantoul Regional Office of Education-- Schoolworks
Glenview Public School Dist. #34-Glenview	Consortium for Educational Change
Hawthorn SD #73	Consortium for Educational Change
I-KAN (Iroquois/Kankakee) ROE #32-Kankakee	Induction for the 21st Century Educator (ICE 21)
J. Sterling Morton HSD #201	Morton Council Union Illinois Federation of Teachers
J. Sterling Morton HSD #201	Morton Council Union Illinois Federation of Teachers
LaSalle County ROE #35	Induction for the 21st Century Educator (ICE 21)
Madison County ROE #41	Induction for the 21st Century Educator (ICE 21)
Marquardt SD #15	Consortium for Educational Change Marquardt Education Association
Marquardt SD #15	Consortium for Educational Change Marquardt Education Association
McLean County CUSD #5-Normal	Consortium for Educational Change
Mid-Illini Educational Cooperative, Professional Development Provider for ROE's 22, 38 and 53	Induction for the 21st Century Educator (ICE 21)
Monroe/Randolph ROE #45-Waterloo	Induction for the 21st Century Educator (ICE 21)
Naperville CUSD #203-Naperville	Consortium for Educational Change
National-Louis University	Chicago Public Schools Office of School Turnaround
Oswego CUSD #308-Oswego	Learning Point Assoc New Teacher Center--Santa Cruz, CA
Oswego CUSD #308-Oswego	Learning Point Assoc New Teacher Center--Santa Cruz, CA
Peoria District #150	Induction for the 21st Century Educator (ICE 21)
Plainfield School District #202 - Plainfield	Learning Point Assoc
Quincy School District #172 - Quincy	Illinois Federation of Teachers
Rock Island County ROE #49-Moline	Augustana College
Rockford School District #205 - Rockford	Consortium for Educational Change
Round Lake Area Schools District #116	Northern Illinois University University Center of Lake County
Round Lake Area Schools District #116	Northern Illinois University University Center of Lake County
South Cook Intermediate Service Center #4	Induction for the 21st Century Educator (ICE 21)

<u>Program</u>	<u>Partnering Organization</u>
Springfield School District #186 - Springfield	Consortium for Educational Change
St. Clair ROE #50 - Belleville	Induction for the 21st Century Educator (ICE 21) Illinois Federation of Teachers
St. Clair ROE #50 - Belleville	Induction for the 21st Century Educator (ICE 21) Illinois Federation of Teachers
Township High School District #214	New Teacher Center--Santa Cruz, CA
West 40 Intermediate Service Center #2	Induction for the 21st Century Educator (ICE 21)
Will County ROE #56 - Professional Development Alliance	Induction for the 21st Century Educator (ICE 21)
Yorkville CUSD #115	Learning Point Assoc

B. Teacher Induction Advisory Team

Member	Organization
Angela Rudolph	Joyce Foundation
Chris Roegge	Illinois New Teacher Collaborative
Carlene Lutz	IFT
David Osta	The New Teacher Center
Dea Meyer	The Civic Committee of The Commercial Club of Chicago
Diane Rutledge	LUDA
Vicki Hensley	IKAN ROE
Jason Leahy	IPA
John Luczak	Joyce Foundation
Mimi Mappel	The New Teacher Center
Audrey Soglin	IEA
Linda Tomlinson	ISBE

Appendix D5-2

Using the State's National Board Certification Resources to Promote Common Planning and Collaboration: Supporting Information

The State's multi-year proposal to use the State's National Board Certification resources to promote common planning and collaboration will:

- Develop a comprehensive, sustained, and intensive professional development intervention that creates transformational change in instructional practices in science, technology, engineering, mathematics (STEM) and literacy to accelerate student achievement in these content areas;
- Provide specialized training to NBCTs to launch whole school reform efforts in collaboration with school-based administrators to create professional learning communities that are sustained over time, job-embedded, and that provide the kind of collaborative learning that leads to long-term improvements in effective classroom practice and increased student achievement gains in science, technology, engineering, mathematics (STEM) and literacy; and
- Provide a scalable model across districts and the state—and encompasses all levels of leadership, including the leadership and support of the offices of State education agencies, a state coordinator and lead NBCT who coordinates the program at the state level—as well as district- and school- level educators.

Data-driven Instructional Strategies:

Three years of previous student assessment data will be loaded from each school into a secure website. Previous data will be compared with student data collected the year school staff go through *Take One!* (described below) along with data that is collected the subsequent year. In addition, *School Data 4 All* will work with the participating schools to include teacher profile and school profile data, and identifiers of other personnel that follow students. On an ongoing basis, data collection and analysis will be used to evaluate and reflect on ongoing improvements in teaching and instructional practice and student learning, including structured teacher self-reflection, and examining and analyzing student performance on state academic achievement assignments, and other student work to strengthen effective teaching practice.

School Participation & Scale-Up:

Priority for participation will be given to schools within high-need Participating LEAs that are in the bottom quartile of achievement statewide. Each school must commit to 100% participation of teachers in science, technology, engineering & mathematics (STEM) and English language arts. At least 75% of the total faculty must agree to participate in *Take One!* to be

eligible for participation. All school faculty and the school principal will participate in school improvement planning and data analysis.

The rollout for this program will involve three pathways of school participation. Ten high schools will be selected from 4 – 5 Participating LEAs to begin the first year. An additional 10 middle schools (grades 6 – 8) that feed into those high schools will be selected in the second year to begin the NBPTS processes. Also in year two, 10 middle schools (teachers in grades 6 – 8) will be selected to participate in one year of school improvement preparation and then move into the NBPTS processes. Selected schools will be added each year based on their readiness for school improvement and the National Board Certification processes. It is expected that as the program expands, materials, reports, documents, and trainings will be established to build capacity and support at each school site.

Chart of Professional Development for Three Pathways of School Participation

Number of Schools	Year	NBPTS Participating Teachers	Teachers Not Participating in NBC	NBCTs	Principals
10 High Schools	1	60% of STEM teachers through <i>Take One!</i> Process	School Improvement Planning (SIP)	<ul style="list-style-type: none"> • <i>Take One!</i>/Candidate Mentor Training • Modified Leadership Institute 	Leadership Institute
	2	<ul style="list-style-type: none"> • Additional 40% of STEM teachers through <i>Take One!</i> Process • Teachers from other subject areas through <i>Take One!</i> Process • National Board Certification (NBC) 	SIP Work	Modified Leadership Institute	Leadership Institute
	3	<ul style="list-style-type: none"> • Additional teachers from other subject areas through <i>Take One!</i> Process (Total for three years to equal 75 % of teachers. • NBC Process • Retake Process 	SIP Work		National Board Certification for Education Leaders Process (NBCEL)
	4	<ul style="list-style-type: none"> • NBC Process • Retake Process • SIP Work 	SIP Work		
10 Middle Schools (grades 6-8)	1	Recruitment	Recruitment	Recruitment	Recruitment
	2	60% of STEM teachers through <i>Take One!</i> Process	SIP Work	Modified Leadership Institute	Leadership Institute
	3	<ul style="list-style-type: none"> • Additional 40% of STEM teachers through <i>Take One!</i> 	SIP Work	<ul style="list-style-type: none"> • <i>Take One!</i>/Candidate 	Leadership Institute

		Process <ul style="list-style-type: none"> • Teachers from other subject areas through <i>Take One!</i> Process • NBC Process 		ate Mentor Training <ul style="list-style-type: none"> • Modified Leadership Institute 	
	4	<ul style="list-style-type: none"> • Additional teachers from other subject areas through <i>Take One!</i> Process (Total for three years to equal 75 % of teachers. • NBC Process • Retake Process 	SIP Work		NBCEL Process
10 Middle Schools (grades: 6-8)	1	Recruitment		Recruitment	Recruitment
	2	Preparation and SIP Work	SIP Work	Modified Leadership Institute	Leadership Institute
	3	60% of STEM teachers through <i>Take One!</i> Process	SIP Work	<ul style="list-style-type: none"> • <i>Take One!</i>/Candidate Mentor Training • Modified Leadership Institute 	Leadership Institute
	4	<ul style="list-style-type: none"> • Additional 40% of STEM teachers through <i>Take One!</i> Process • Teachers from other subject areas through <i>Take One!</i> Process • NBC Process 	SIP Work		NBCEL Process

Overview of *Take One!*

1. What is *Take One!*?

Take One! is a professional development opportunity that is based on the National Board Certification assessment program. *Take One!* participants study the NBPTS standards, complete a video portfolio entry featuring a classroom of preK-12 students and submit the entry to NBPTS for scoring in accordance with the deadlines and policies of the current NBPTS assessment program.

2. What is involved with the *Take One!* portfolio?

The video portfolio entry requires some direct evidence of teaching or school counseling (e.g., video excerpts of teaching or counseling sessions) as well as a commentary describing, analyzing and reflecting on this evidence. All evidence of work with students must be gathered during the 12-month period immediately preceding the portfolio entry submission deadline.

3. What are the benefits of *Take One!*?

Take One! is high-quality professional development that provides a job-embedded and sustained staff development experience, helps build learning communities in schools, strengthen professional collaboration among educators and informs teachers who are thinking about pursuing National Board Certification.

4. Who can participate in *Take One!*?

Take One! is available to any educator that has access to a classroom of students for the purpose of demonstrating preK-12 teaching, including teachers, school counselors (regardless of their experience levels), educators in higher education, induction or pre-service teachers, principals, administrators, mentors and those who provide support for National Board Certification candidates. *Take One!* is classroom-based professional development and requires that educators have access to a preK-12 classroom to complete the portfolio entry. The class may be borrowed.

5. Are principals eligible to be *Take One!* participants?

Principals can participate with faculty members who are *Take One!* participants. By going through the process together, they can build a common language and community of practice around standards-based teaching. Because *Take One!* is classroom-based professional development, principals must have access to preK-12 classrooms.

NBCT Partnering Entities

National Board for Professional Teaching Standards (www.nbpts.org)

The National Board for Professional Teaching Standards (NBPTS) is the nation's premier organization focused on advancing quality teaching and learning by developing national teaching standards, creating a voluntary system to certify teachers who met those standards, and integrating NBCTs into school reform efforts. NBPTS supports this intervention as is ready to help the state identify partners to link with work already underway.

School Data 4 All (www.schooldata4all.org/index2.php)

Since its inception, School Data 4 All, Inc. has been working with National Board Certified Teachers to train participating school districts on the uses of the website. Drawing on the assessment data already at the school site, School Data 4 All will allow participating school sites to improve their data collection systems to collect and to better utilize data to inform classroom practice.

National Board Resource Center at Illinois State (<http://www.coe.ilstu.edu/ilnbpts/>)

Established in 1999 as one of five national centers by the National Board for Professional Teaching Standards (NBPTS), the National Board Resource Center (NBRC) at ISU has been pivotal in growing the number of NBCTs in all regions of Illinois, as well as providing research and information about the impact of NBCTs on student learning and aligning programs to the National Board's Standards for accomplished teaching. NBRC stands ready to support this intervention as well as help to identify potential school sites, with sufficient numbers of NBCTs.

Illinois Principals Association (<http://www.ilprincipals.org/>)

The mission of the Illinois Principals Association (IPA) is to improve student performance by expanding the leadership knowledge, skills and attitudes of principals. The association will work with schools participating in this grant to enhance the knowledgeable and skills of principal and NBCT teacher leaders through its Illinois Distinguished Principal Leadership Institute.

Illinois Math and Science Academy (<https://www.imsa.edu/>)

With 25% of its faculty holding National Board Certification (including two who recently renewed their certification), twenty-two years of proven success in STEM education, and a mission to become the world's leading teaching and learning laboratory for imagination and inquiry the Illinois Mathematics and Science Academy® (IMSA) is well positioned to facilitate transformational change in STEM instructional practices in the secondary schools. Through its established Problem Based Learning Network, Excellence 2000+ programs and recent addition of Field Offices in Chicago and the Metro East region, IMSA annually works with more than 300 middle and high school teachers annually, teaching them to use inquiry-based methods to teach for deep conceptual understanding. IMSA's math and science NBCTs will serve as lead faculty for this project.

Appendix E1-1

State Intervention Authority and Examples of Past Interventions

(105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)

Sec. 2-3.25f. State interventions.

(a) The State Board of Education shall provide technical assistance to assist with the development and implementation of School and District Improvement Plans.

Schools or school districts that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate.

(b) In addition, if after 3 years following its placement on academic watch status a school district or school remains on academic watch status, the State Board of Education shall take one of the following actions for the district or school:

(1) The State Board of Education may authorize the State Superintendent of Education to direct the regional superintendent of schools to remove school board members pursuant to Section 3-14.28 of this Code. Prior to such direction the State Board of Education shall permit members of the local board of education to present written and oral comments to the State Board of Education. The State Board of Education may direct the State Superintendent of Education to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate a school or school district for purposes of improving pupil performance and school improvement. The State Superintendent of Education shall designate one member of the Independent Authority to serve as chairman. The Independent Authority shall serve for a period of time specified by the State Board of Education upon the recommendation of the State Superintendent of Education.

(2) The State Board of Education may (A) change the recognition status of the school district or school to nonrecognized, or (B) authorize the State Superintendent of Education to direct the reassignment of pupils or direct the reassignment or replacement of school district personnel who are relevant to the failure to meet adequate yearly progress criteria. If a school district is nonrecognized in its entirety, it shall automatically be dissolved on July 1 following that nonrecognition and its territory realigned with another school district or districts by the regional board of school trustees in accordance with the procedures set forth in Section 7-11 of the School Code. The effective date of the nonrecognition of a school shall be July 1 following the nonrecognition.

(c) All federal requirements apply to schools and school districts utilizing federal funds under Title I, Part A of the federal Elementary and Secondary Education Act of 1965.

(Source: P.A. 93-470, eff. 8-8-03; 94-875, eff. 7-1-06.)

Examples of Past State Interventions in Low-Performing Districts

1. Calumet School District 132.

In Calumet School District 132, ISBE established an Oversight Panel in 2006 as the result of severe mismanagement and neglect of critical educational functions. This Oversight Panel continues in existence and has helped the district meet requirements for compliance, establish financial stability, address board training and responsibility, and undertake facility upgrades and planning. ISBE, working with the district and Oversight Panel, continues to focus on district human capital issues and instructional improvement.

2. Proviso District 209.

In Proviso District 209, ISBE and the local Regional System of Support Provider have worked closely with the district to improve student attendance, district leadership, and district finances. As a result, the district has established a transportation system for the first time in its history, hired a new superintendent and established new positions to provide leadership support and drive school improvement, and voluntarily agreed to a financial oversight panel that assisted the district in making significant reductions in its deficit.

3. East St. Louis District 189.

In East St. Louis District 189, ISBE and the local Regional System of Support Provider have worked closely with the district to develop a District Improvement Plan that addresses improvement activities in all schools, with a primary focus on the high school. The plan addresses the need to re-allocate internal resources and address the systemic low-performance of the high school. Work continues to ensure the plan's successful implementation.

ISBE will continue to lead and, as appropriate, expand and enhance these current efforts.

Appendix E2-1

Illinois Priority Schools

Illinois Priority Schools Designation

- **Both Title I and non-Title I Schools are included**
- **Lowest Achievement 5% of schools over the last 3 years (2007-2009)**
- **Schools need to have assessment data over the last 3 years**

Of the 181 Illinois Priority Schools listed below, 155 of those schools are within Participating LEAs. A list of Tier I and Tier II schools can be found on ISBE's website, under the State Fiscal Stabilization Fund section. See <http://www.isbe.net/SFSF/default.htm>.

District Name

Astoria CUSD 1
Aurora East USD 131
Bloom Twp HSD 206
Bloom Twp HSD 206
Bremen CHSD 228
Bremen CHSD 228
Brownstown CUSD 201
Cahokia CUSD 187
Cairo USD 1
Carrier Mills-Stonefort CUSD 2
Carrollton CUSD 1
Chicago Heights SD 170
Christopher USD 99
CHSD 218
CHSD 218
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
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City of Chicago SD 299
City of Chicago SD 299

School Name

Astoria High School
East High School
Bloom High School
Bloom Trail High School
Bremen High School
Hillcrest High School
Brownstown High School
Cahokia High School
Cairo Jr/Sr High School
Carrier Mills-Stonefort H S
Carrollton High School
Dr Charles E Gavin Elem School
Christopher High
DD Eisenhower High Sch (Campus)
H L Richard High Sch (Campus)
Ace Technical Charter High
Amundsen High School
Best Practice High School
Bethune Elem School
Bogan High School
Bowen Environmental Studies HS
Carver Military Academy HS
Chalmers Elem Specialty School
Chicago Academy High School
Chicago Discovery Academy HS
Chicago Military Academy HS
Chicago Vocational Career Acad HS
Clemente Community Academy HS
Copernicus Elem School

District Name

City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
City of Chicago SD 299
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City of Chicago SD 299
Clay City CUSD 10
Cobden SUD 17
Crete Monee CUSD 201U
CUSD 300
Decatur SD 61
Decatur SD 61
DePue USD 103
Dongola USD 66
Dupo CUSD 196
East Alton-Wood River CHSD 14
East St Louis SD 189
East St Louis SD 189
Egyptian CUSD 5
Eldorado CUSD 4
Elverado CUSD 196
Georgetown-Ridge Farm CUD 4
Granite City CUSD 9
Griggsville-Perry CUSD 4
Harvard CUSD 50

School Name

Parkman Elem School
Parkside Elem Community Academy
Phillips Academy High School
Phoenix Military Academy HS
Prosser Career Academy HS
Raby High School
Reed Elem School
Richards Career Academy HS
Robeson High School
Roosevelt High School
Ross Elem School
Schiller Elem School
School Of Leadership High School
School Of Technology High School
School Of The Arts High School
Schurz High School
Senn High School
Sherman Elem School
Simeon Career Academy High School
Steinmetz Academic Centre HS
Sullivan High School
Tilden Career Community Academy HS
Washington, G High School
Wells Community Academy HS
Yale Elem School
Youth Connections Charter HS
Clay City High School
Cobden High School
Crete-Monee High School
Dundee-Crown High School
Eisenhower High School
MacArthur High School
DePue High School
Dongola High School
Dupo High School
East Alton-Wood River High Sch
East St Louis Senior High School
SIU Charter Sch of East St Louis
Egyptian Sr High School
Eldorado High School
Elverado High School
Georgetown-Ridge Farm High School
Granite City High School
Griggsville-Perry High School
Harvard High School

District Name

Hoopeston Area CUSD 11
Iroquois West CUSD 10
J S Morton HSD 201
J S Morton HSD 201
Joliet Twp HSD 204
Kankakee SD 111
Lawrence County CUD 20
Madison CUSD 12
Meredosia-Chambersburg CUSD 11
Meridian CUSD 101
Mt Vernon Twp HSD 201
Murphysboro CUSD 186
Norris City-Omaha-Enfield CUSD 3
North Chicago SD 187
North Chicago SD 187
North Greene CUSD 3
Odin CHSD 700
Ohio CHSD 505
Patoka CUSD 100
Peoria Heights CUSD 325
Peoria SD 150
Peoria SD 150
Peoria SD 150
Peoria SD 150
Peoria SD 150
Piano CUSD 88
Proviso Twp HSD 209
Proviso Twp HSD 209
Rantoul Township HSD 193
Rich Twp HSD 227
Rich Twp HSD 227
Rich Twp HSD 227
Rockford SD 205
Rockford SD 205
Rockford SD 205
Rockford SD 205
Round Lake CUSD 116
Sandoval CUSD 501
Scott-Morgan CUSD 2
SD U-46
SD U-46
SD U-46
South Central CUD 401
Springfield SD 186
Springfield SD 186

School Name

Hoopeston Area High School
Iroquois West High School
J Sterling Morton East High Sch
J Sterling Morton West High Sch
Joliet Central High School
Kankakee High School
Lawrenceville High School
Madison Senior High School
Meredosia-Chambersburg High Sch
Meridian High School
Mount Vernon High School
Murphysboro High School
Norris City-Omaha-Enfield H S
North Chicago Community High Sch
North Elementary School
North Greene High School
Odin High School
Ohio Community High School
Patoka Sr High School
Peoria Heights High School
Manual High School
Peoria High School
Trewyn Middle School
Tyng Primary School
Woodruff High School
Piano High School
Proviso East High School
Proviso West High School
Rantoul Twp High School
Rich Central Campus High School
Rich East Campus High School
Rich South Campus High School
Auburn High School
Guilford High School
Jefferson High School
Rockford East High School
Round Lake Senior High School
Sandoval Sr High School
Bluffs High School
Elgin High School
Larkin High School
Streamwood High School
South Central High School
Lanphier High School
Springfield Southeast High Sch

District Name

St Anne CHSD 302
Thornton Fractional Twp HSD 215
Thornton Fractional Twp HSD 215
Thornton Twp HSD 205
Thornton Twp HSD 205
Thornton Twp HSD 205
Tri Point CUSD 6-J
V I T CUSD 2
Venice CUSD 3
Virginia CUSD 64
Waltonville CUSD 1
Waukegan CUSD 60
Webber Twp HSD 204
West Central CUSD 235
West Richland CUSD 2
Zeigler-Royalton CUSD 188
Zion-Benton Twp HSD 126

School Name

St Anne Comm High School
Thornton Fractnl No High School
Thornton Fractnl So High School
Thornridge High School
Thornton Township High School
Thornwood High School
Tri-Point High School
V I T Sr High School
Venice Elem School
Virginia Sr High School
Waltonville High School
Waukegan High School
Webber Twp High School
West Central High School
West Richland High School
Zeigler-Royalton High School
Zion-Benton Twnshp High Sch

Appendix E2-2

Illinois Partnership Zone Supplemental Materials

I. Proposed Timeline for Implementation

FY 2010 activities would consist of planning for the intervention model; evaluation of existing principal and all other administrators and staff; selection and, as applicable, hiring of the leadership team, principal and other administrators and staff; and capacity building in preparation for implementation of the intervention model. Prior to the commencement of the first school year of intervention implementation, the Lead Partner would engage in intensive training for all staff (e.g., provide five weeks of training during the summer prior to implementation of the intervention model).

In FY 2011 and FY 2012, the chosen intervention model would be implemented. The model would focus on a phase-out of state support and services from the outset, beginning in FY 2013 and continuing through FY 2014. For example, intensive coaching support would be provided in the first two years, but would be phased out in subsequent years. Also, targeted professional development will be most intense in the first few years.

October -December 2009	<ul style="list-style-type: none"> • Convene various stakeholders to discuss initiative; raise interest and concerns. • Examine requirements for Section 1003(g) School Improvement funds. • ISBE issues RFSP for and prequalifies Lead and Supporting Partners.
January - March 2010	<ul style="list-style-type: none"> • Illinois Partnership Zone districts selected by ISBE. • Illinois Partnership Zone districts form team consisting of Lead and Supporting Partners; develop detailed plan for Illinois Partnership Zone implementation.
March - April 2010	<ul style="list-style-type: none"> • ISBE reviews and approves or requires revisions to Illinois Partnership Zone proposals received in response to the Section 1003(g) School Improvement RFP. Upon approval, full Section 1003(g) School Improvement grant funds provided to implement Illinois Partnership Zone activities.
April - August 2010	<ul style="list-style-type: none"> • Intervention planning, capacity building, evaluation of existing staff, professional development.
September 2010 - August 2011	<ul style="list-style-type: none"> • First school year of implementation of the intervention model.
September 2011 - August 2012	<ul style="list-style-type: none"> • Second school year of implementation of the intervention model.
September 2012 - August 2013	<ul style="list-style-type: none"> • Third school year of implementation of the intervention model: • Phase-out of Lead Partner services commences.
September 2013 - August 2014	<ul style="list-style-type: none"> • Fourth year of implementation of the intervention model (contingent upon available funding): • Phase-out of Lead Partner services accelerates.

II. Illinois Partnership Zone Overview of Lead and Supporting Partners

The Lead and Supporting Partners identified on this Appendix have been prequalified by the State Superintendent to support interventions in Illinois Priority Schools through the Illinois Partnership Zone initiative. These Partners have been prequalified to contract directly with a school district or with the State Board of Education. As of January 19, 2010, the Illinois State Board of Education has posted a notice of award in the Illinois Procurement Bulletin, and submitted the notice of award to the Illinois Procurement Board, all as required by the Illinois Procurement Code (see 30 ILCS 500/1 et seq.). Under the Illinois Procurement Code, the Procurement Policy Board has up to thirty days to review the award and request additional information from the agency. 30 ILCS 500/5-30.

ISBE intends to undertake additional Lead and Supporting Partner procurements to expand and update the list of pre-qualified entities in future years of the Partnership Zone initiative.

The regions referred to in the chart below refer to ISBE Support Regions in which the entity is prequalified to serve, as shown on the map at the end of these tables.

Lead Partners:

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<p>Academy for Urban School Leadership (AUSL)</p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, II, III, and IV</p>	<p>AUSL's mission is to improve student achievement in high-poverty, chronically failing schools through dramatic interventions to comprehensively reset failing schools.</p> <p>In AUSL's Turnaround school model, the district closes a failing school at the end of the school year and reopens it after the summer under AUSL's management. Admission is open to any former student who wishes to attend, as well as all students in the school's geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL, as well as the district, and also brings in a cohort of specially trained new teachers from AUSL's teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. Typically, more than half of the school's incumbent teachers and staff are replaced.</p>	<p>Since 2002 AUSL has launched eight Turnaround elementary schools and one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<p>America's Choice, Inc., and its subcontractor ACT, Inc.</p> <p>All 10 ISBE Support Regions</p>	<p>America's Choice will provide two programs:</p> <p>(1) the America's Choice Comprehensive Intervention Model in elementary schools, designed to prepare all students to enter middle school core instructional programs without need for remediation, and</p> <p>(2) the Rigor & Readiness Comprehensive Intervention Model in middle and high schools, designed to support students' development of college and career readiness.</p> <p>These programs include: an examination system aligned with state standards, a rigorous core curriculum with end-of-course examinations aligned to college and career readiness standards, instructional materials aligned to the curriculum, systematic monitoring of student progress, and "safety net" programs designed to accelerate learning.</p>	<p>States and school districts have successfully implemented America's Choice programs throughout the country, including in Georgia, New York, Florida, Arkansas, and Maryland.</p> <p>A study of Rochester, New York schools found that students in America's Choice schools made significantly higher achievement gains than students in other schools, and the performance gap for minority students was narrowed significantly in both reading and math. Also, a study by outside reviewers found that students in America's Choice schools scored an average of 9 points higher on reading comprehension tests, and 7 points higher on language scales.</p>
<p>Consortium for Educational Change (CEC)</p> <p>Regions I-B-B, I-B-C, I-B-D, I-C, II, III, IV, V, and VI</p>	<p>CEC proposes to implement a School Transformation Model, which will focus on accelerating student learning by aligning resources of the school and district to: add time for student learning and teaching; share leadership through teams; support teacher practice; and establish clear and ambitious performance targets for everyone.</p> <p>This model would be implemented in a school or district using a work plan with the following four steps:</p> <ul style="list-style-type: none"> -Set goals and standards; -Implement structures and plans; -Implement a learning environment; and -Become results focused. 	<p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>In CEC's years of experience, it has helped schools improve students' grade-level proficiency, improve performance on state assessments, and work toward closing achievement gaps. For example, in CEC's past work with an ethnically diverse suburban Chicago school district, CEC helped increase the percentage of African American eighth-graders who met or exceeded ISAT standards in math from 40% in 2004 to 71% in 2009.</p>
<p>Diplomas Now, a program of Johns Hopkins University</p> <p>Region I-A</p>	<p>The Diplomas Now model integrates four key elements:</p> <ul style="list-style-type: none"> -Effective whole school reform with instructional, organizational, student, teacher and administrative support components; -A teacher-friendly early warning data system tied to identify students in need of prevention, intervention and recovery strategies; 	<p>In the 2008-2009 school year, the Diplomas Now model was implemented in a large, high-poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made Adequate Yearly Progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
	<p>-A team that works closely with teachers and administrators to provide targeted and intensive supports; and</p> <p>-A team-based organizational structure and collaborative work environment.</p>	<p>of students in grades 6-8 who were off-track to graduate based on the following key indicators:</p> <ul style="list-style-type: none"> -Attendance (52% decrease in students with less than 80% attendance); -Behavior (45% decrease in students with three or more negative behavior comments); and -Course failure in Math and English (83% decrease in the number of students receiving an F in Math and 80% decrease in the number of students receiving an F in English).
<p>EdisonLearning</p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, and V.</p>	<p>EdisonLearning proposes to serve as a national and on-site team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement.</p> <p>EdisonLearning will develop programs customized to meet the needs of each partnership school, but comprehensive models include several general components, such as: leadership development, school organization and scheduling support; learning environment management tools to promote a school culture in which students learn effectively; curriculum management and support tools that align to Illinois standards; intensive on-site and national professional development; benchmark assessment systems to track student progress; quality monitoring and management; and support for families who may not have considered the possibility of higher education.</p>	<p>Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, largely serving clients in high-minority, low-income settings (the average school in an EdisonLearning Partnership is 87% minority and 65% socioeconomically disadvantaged).</p> <p>Data and independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country.</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<p>Illinois Association of Regional Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p>	<p>IARSS proposes to:</p> <ul style="list-style-type: none"> -Administer a needs assessment of the district and school; -Coordinate with school and community "stakeholders" (i.e. parents, businesses, community organizations, and public officials) to develop a school intervention model; and -Direct resources and expertise toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model. 	<p>IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p>
<p>Learning Point Associates and its subcontractor, Pivot Learning Partners</p> <p>All 10 ISBE Support Regions</p>	<p>Learning Point's plan focuses on collaborative development and implementation of turnaround strategies to improve student achievement and build the capacity of school leaders and staff to sustain improvement.</p> <p>The proposed turnaround design has six general components: a core school leadership team; a research-based diagnostic needs assessment; an instructional model to engage teachers in daily review of student data and weekly collaboration with other teachers; a parent and community engagement plan; a variety of support tools and expert coaching; and targeted intervention for special needs populations.</p>	<p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>

Lead Partner and Service Area	Overview of Implementation Model	Record of Effectiveness
<p>Success For All Foundation, Inc. (SFAF)</p> <p>All 10 ISBE Support Regions</p>	<p>SFAF will provide comprehensive turnaround models for target schools through a multi-dimensional set of strategies, focused on:</p> <ul style="list-style-type: none"> -Leadership support and training for school administrators, staff and community to assist in improving student achievement and addressing school-specific issues; -Professional development and support in core learning areas (reading and math); -Development and implementation of a school-specific reform structure to address the needs of students showing lack of progress in academic, social, and behavioral realms; -Structured communication between schools and SFAF's Illinois Team Manager and consultants. 	<p>SFAF programs have been used in over 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. Over 52 studies have assessed the effectiveness of SFAF's program, and independent reviews have consistently found that implementation of SFAF's programming resulted in significant increases in student achievement in various settings. A recent study of 22 comprehensive educational reform programs placed SFAF's program, and only one other, in the highest category awarded.</p>
<p>Talent Development, a program of Johns Hopkins University</p> <p>Regions I-A, I-B-B, I-B-C, I-C, II, III and V</p>	<p>Talent Development proposes to implement two separate but interrelated programs: the Talent Development Middle Grades (TDMG) program for middle schools and the Talent Development High Schools (TDHS) program for high schools. Both programs focus on organizing students into smaller learning communities headed by teaching teams to create a successful learning environment with high student expectations, and to develop and promote the effectiveness of teachers and school leaders.</p> <p>The organization also seeks to promote community and family involvement and engagement through parenting assistance; initiatives to enhance family participation in and support of students, schools, and school programs; and coordination of school and community services and resources.</p>	<p>For the past 15 years, Talent Development has helped schools across the country to reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement.</p> <p>Talent Development offers research-based strategies developed by Johns Hopkins University, paired with intense technical assistance from master educators, to facilitate improvement in struggling schools. Schools that implement Talent Development reforms have seen increases in student attendance, reductions in suspension rates, and increased scores on student achievement tests.</p>

Supporting Partners:

Supporting Partner	Human Capital or District Capacity Building Strategies	Record of Effectiveness
<p>Academy for Urban School Leadership (AUSL)</p> <p>All 10 ISBE Support Regions</p>	<p>AUSL proposes to share its expertise and support the efforts of Lead Partners in the following areas:</p> <ul style="list-style-type: none"> -Intervention and transformation of underperforming schools through AUSL's Transformation school model; -Operation of a teacher residency training program; -Focused projects related to school management and teacher development; and -Advice and assistance to districts and Lead Partners. <p>AUSL would assist clients in decision-making and capacity building through providing opportunities to observe AUSL's models in action, assisting clients to design their own adaptations of the AUSL model, and providing coaching and training support.</p>	<p>Over the last 8 years, AUSL has built a track record of success in launching and managing turnaround schools in Chicago. AUSL's work has resulted in dramatic gains in student achievement in Turnaround schools, including increasing the percentage of students meeting state ISAT standards and improving school cultures and parent involvement.</p> <p>Through its teacher residency training program, AUSL has trained over 300 new teachers, with 85% still working in education. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p>
<p>Consortium for Educational Change (CEC)</p> <p>All 10 ISBE Support Regions</p>	<p>CEC proposes to provide supporting services for human capital including: establishing an intensive induction and mentoring program for teachers and administrators; establishing meaningful performance evaluation and development systems that fairly and accurately differentiate teachers, based in part on student achievement; and establishing meaningful principal and administrator evaluation systems.</p> <p>CEC also proposes to build school board and district central office capacity with respect to: collaborative relationship-building among district anchors (i.e. school board, administration, and local teachers' union); and leadership development and training.</p>	<p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those that have not made Yearly Academic Progress and others that are restructuring. CEC has helped districts and schools to implement comprehensive reforms and to develop and implement school improvement plans. Through its work, CEC has helped schools achieve significant improvements in district, school, and student performance on the ISAT.</p>
<p>Illinois Association of Regional</p>	<p>IARSS proposes to:</p> <ul style="list-style-type: none"> -Implement human capital strategies, such as 	<p>IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers</p>

Supporting Partner	Human Capital or District Capacity Building Strategies	Record of Effectiveness
<p>Superintendents of Schools (IARSS): representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p>	<p>reforming district recruitment and hiring policies and establishing intensive induction and mentoring programs for teachers and administrators;</p> <p>-Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based on student achievement, and train administrators in their use; and</p> <p>-Establish meaningful principal and administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement.</p>	<p>(ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p>
<p>Illinois Association of School Boards (IASB), and its subcontractors Illinois Association of School Administrators, Illinois Association of School Business Officials, and Illinois Principals Association</p> <p>All 10 ISBE Support Regions</p>	<p>IASB will provide expertise and support to Lead Partners, schools, and school districts over a 5 year period. Support will focus on training for superintendents, principals, school business officials, and other administrators, including targeted professional development activities and intensive coaching.</p>	<p>IASB provides regional and in-district professional development activities for school board members. In 2009, more than 1,300 school board members attended one or more of IASB's sessions.</p> <p>During 2008, IASB staff worked with boards of education, superintendents, staff, and community members in 44 districts where either the district or one or more schools within the district were in state academic warning or watch status. Based on 2008 data, 20 past-participating schools were no longer in warning or watch status at the school or district level. In 2009, work was done in 35 similar districts.</p>
<p>Learning Point Associates and its subcontractor, Pivot Learning Partners</p> <p>All 10 ISBE Support Regions</p>	<p>Learning Point will work with turnaround school districts to guide them toward a systematic solution that is successful, both in building capacity and aligning capital management function in the short term, and in developing sustainable, long-term improvements in teaching and learning.</p> <p>Learning Point and its partner have expertise in developing school-specific strategies in: reforming district recruiting, hiring, and retention practices; establishing an alternative incentive and compensation system; creating an intensive induction and mentoring program; establishing a meaningful</p>	<p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>

Supporting Partner	Human Capital or District Capacity Building Strategies	Record of Effectiveness
	performance evaluation system; and providing training and coaching for capacity building.	
New Leaders for New Schools Region I-A	<p>Recruit, identify, and prepare up to 35 Partnership Zone principals over the course of a planning period and two implementation years. The organization's work will focus on an intensive residency model, which includes the field's leading curriculum and training program for aspiring principals and a year of hands-on skills development and practice.</p> <p>New principals are also intensively supported during their entry into a school and during their first school year by an experienced coach.</p>	<p>Over the past six years, New Leaders has partnered with the Academy for Urban School Leadership to train and provide principals to lead turnaround schools. Since 2001, New Leaders has trained and supported more than 550 aspiring principals in urban areas across the country. The programs have a rigorous selection process, accepting fewer than 7% of applicants. Principals who have completed the program are highly-qualified and greatly diverse (participants range in age from 25 to 58 and 55% are African American). New Leaders currently supports 123 principals in Chicago, serving more than 70,000 children.</p> <p>New Leaders principals have achieved dramatic improvement in their schools. Students in elementary and middle schools led by New Leaders principals for at least three years are making academic gains faster than comparable students in their districts. Also, the most improved or highest performing schools in 5 cities and 2 states have been led by New Leaders Principals.</p>
Teach For America (TFA) Region I-A	<p>TFA proposes to provide an entire staff of high-quality teachers for a turnaround school in Chicago. The teachers would come from TFA's corps of first and second year teachers and its base of veteran alumni teachers.</p> <p>TFA recruits and selects talented and diverse new teachers from among the nation's top graduating college seniors, and then trains them through an intensive residential summer institute. TFA also provides ongoing support and professional development to its teachers, and connection and leadership opportunities through its alumni network.</p>	<p>TFA has been recruiting, training, and supporting teachers in low-income classrooms since 1990 and has a track record of making a tremendous impact on student achievement. In Chicago, 500 TFA alumni currently work in education—350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as public schools administrators, and many as non-profit employees.</p> <p>In 2008, the Urban Institute found that TFA corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.</p>
The Associated Colleges of Illinois (ACI) Regions I-A, I-B-B, I-	<p>ACI proposes to address human capital strategy by reforming district recruitment and hiring policies through a High-Need School Internship (HNSI) program. The HNSI program will develop a pool of highly</p>	<p>In pilot programs at six Illinois sites, HNSI programs have been shown to motivate pre-service teachers to seek jobs in high-need schools and to develop skills and dispositions that can make teachers</p>

Supporting Partner	Human Capital or District Capacity Building Strategies	Record of Effectiveness
<p>B-C, I-B-D, I-C, II, III, IV, and V</p>	<p>qualified teachers, prepared specifically for high-need districts.</p> <p>By partnering with its member colleges and universities, ACI will host LEAs to operate six-week intensive summer internship experiences that prepare and position pre-service teachers to maintain ongoing relationships with their host LEAs . Upon graduation, top candidates from the HNSI program will be offered positions in the host LEAs, as those positions become available.</p>	<p>more successful in high-poverty, hard-to-staff schools. Research has shown that internships that foster ongoing relationships with host LEAs can better prepare teachers to successfully assume jobs in those districts, and that those teachers may begin their first year jobs with skills and experience more commonly associated with second-year teachers.</p> <p>ACI has been addressing teacher shortage and quality issues since 2002, when it received a federal grant to fund an initiative to improve teaching and learning in high-poverty schools. ACI offers a portfolio of programs that address teacher recruitment, preparation, and retention.</p>
<p>The Federation for Community Schools, and its subcontractors: Dr. Barbara Radner, Depaul University Center for Urban Development; and David Flatley, Columbia College Center for Arts Programs</p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, and IV</p>	<p>The organization will work with lead partners to develop a low-performing school into a "community school" by providing robust enrichment programs before and after school. These programs are an extension, not an add-on, to the regular school day and will address academics and curriculum, healthy minds and bodies, parent support, and community engagement.</p> <p>The programs are implemented in partnership with the in-school day staff to create programming that supports skills and issues being addressed during the regular school day and provides supplemental enrichment programs like arts, music, and physical fitness.</p>	<p>The Federation is the nation's only statewide coalition working on community schools, and is the most experienced and broad-reaching of such organizations in Illinois. Although the community school model is a newer concept, Chicago Public Schools have more than 150 community schools (out of its 600 public schools) and has already seen the benefit of the community school model through improvement in test scores, grades, student attitudes toward school, parent involvement and support, safety, and improved immunization rates, fitness levels, and overall well-being among students.</p> <p>Research shows that community schools have many positive impacts including statistically significant increases in ISAT math and reading scores, a reported 70% increase in students' completion of homework, fewer student behavioral incidences, and increased feelings of connectedness reported in parent surveys.</p>

III. Illinois Partnership Zone: Transformation Criteria

1. School culture and climate.
 - A. Establish a safe, orderly environment that is free from threat of physical harm and conducive to teaching, learning, and schoolwide programs and policies to help maintain this environment.
 - B. Create a climate of high expectations for success.
 - C. Clearly articulate the school's mission so that staff share an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability.
 - D. Provide ongoing mechanisms for family and community engagement. Ensure that parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.
 - E. Provide wrap-around services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.

2. Developing teacher and school leader effectiveness.
 - A. Designate a principal or other school-level leader who will act as an instructional leader. Depending on the intervention model, the "school-level leader" may be a principal designated by the district, a leader working under the direction of a Lead Partner, or a person hired by the Lead Partner.

The model must either:*

 - Replace the principal who led the school prior to commencement of the transformation model; or
 - Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.

** Note: Based on the U.S. Department of Education's requirements for the Section 1003(g) School Improvement Grant program, for interventions in "Tier I" or "Tier II" schools the principal must be replaced as part of the "Turnaround" or "Transformation" model. However, if the principal was replaced during the prior two years as part of a continuing intervention, that principal can remain at the school.*
 - B. Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive, professional teaching culture. The plan for a distributed leadership team must include the school-level leader and teachers with augmented school roles.
 - C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measure on student growth:
 - to improve teachers' and school leaders' performance;

- identify and reward effective performance; and
 - identify and address ineffective performance.
- D. Provide relevant, ongoing, high-quality job-embedded professional development.
- E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers.
3. Comprehensive instructional reform strategies.
- A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards. The instructional programs must include:
- development and use of frequent formative assessments permitting rapid-time analysis, feedback, and targeted instruction;
 - other data-driven instructional systems and strategies.
- B. Differentiate instruction to meet students' needs, including personalized academic and non-academic support services.
- C. Integrate all programs that have an impact on instruction:
- Identify all state, district, and school-level instructional and professional development programs;
 - Determine whether each program will be eliminated or integrated with the intervention model; and
 - Ensure all remaining and new programs directly align with the objectives and structure of the intervention model.
4. Extending learning time.
- A. Provide more time for students to learn core academic content by:
- expanding the school day, the school week, or the school year;
 - increasing instructional time for core academic subjects during the school day; and
 - allocating a significant amount of classroom time to instruction in the essential skills.
- B. Provide more time for teachers to collaborate.
- C. Provide more time for enrichment activities for students.
5. Providing operating flexibility.
- Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes. In particular, the school-level leader must have:
- Authority to select and assign staff to the school;
 - Authority to control school calendar and scheduling; and
 - Control over financial resources necessary to implement the intervention model.

IV. Illinois Partnership Zone: Human Capital Strategies

9. Reform district recruitment and hiring policies to support the work of the Illinois Partnership Zone.
10. Establish placement policies that support Illinois Partnership Zone schools:
 - Prioritize interview and hiring decisions for Illinois Partnership Zone schools,
 - Prohibit forced placements into Illinois Partnership Zone schools.
11. Establish incentives for administrators and teachers to work in Illinois Partnership Zone schools, and work with Lead and Supporting Partners to bring top talent to these schools.
12. Establish compensation systems in Illinois Partnership Zone schools that provide performance-based incentives (either individual or collective), particularly if state or federal resources are available to support such programs.
13. Establish an intensive induction and mentoring program for Illinois Partnership Zone teachers and administrators.
14. Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based in part on student achievement, and train administrators and other evaluators in its use.
15. Establish meaningful principal and other school administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement.
16. Establish one or more residency sites within the district where teachers and administrators can participate in an intensive residency program preparing them to serve in Illinois Partnership Zone schools.
 - ISBE may work with the districts and Lead and Supporting Partners to establish a statewide program to attract the "best of the best" from traditional undergraduate, alternative programs, and the existing educator workforce to work in low-performing schools.
 - Eventually, these residency sites will help provide a pipeline of educators to support both existing and new Illinois Partnership Zone schools.

Appendix E2-3

Prior LEA Interventions

The following chart contains information on turnaround efforts since SY2004-2005 as self-reported by Participating LEAs.

Illinois Historic Performance on Turnaround		
Schools and/or Districts Since SY2004-2005¹⁰	Approach Used	Results and Lessons Learned
Murphysboro CUSD 186	<u>Transformation Model:</u> -Principal replaced. -Began staff development on Professional Learning Communities. -Increase planning and use of data to monitor student progress and guide instruction.	School culture is beginning to change and consistency of leadership will be critical for future progress.
Rockford Public Schools	<u>Transformation Model:</u> -2 principals replaced in priority schools. -Curricular alignment and remedial lessons implemented. -Developed formative and summative assessments to ensure students learning required content. -Increased focus on parental involvement. -Implemented comprehensive professional development for teachers and principals. -Developed and implemented teacher/administrator accountability system based on student performance.	These changes were largely implemented during the 2009-10 school year. The district is committed to pursuing systematic change in teaching and learning. Transformation efforts will continue to focus on curriculum alignment to state standards, embedded professional development, robust teacher and leadership evaluations based on student performance, data systems to track student development, comprehensive student assessments, and effective turn-around strategies for low-performing schools.
Kankakee School District	<u>Transformation Model:</u> -Two principals replaced. -Implemented high-quality embedded professional development for staff. -Increased length of school day.	These changes have had little to no effect on student learning based on assessment data to date.
Decatur SD 61	<u>Transformation Model:</u> Two high schools implemented a variety of programs in the last five years: -Implemented a restructuring plan to change school governance, including hiring an assistant superintendant of secondary schools. -Regular observation of teachers in classrooms. -On-site professional development from an	Graduation rates have increased from 69.2% to 86.4% at one school, and from 79.1% to 89.4% at the second school. Although many efforts have been undertaken, data indicates that much more intensive efforts are needed to eliminate the achievement gap. The leadership and teachers are continuing efforts to improve student

¹⁰ Table heading "# Schools Since SY 2004-05" changed to "Schools/Districts Since SY 2004-05" and chart structure altered to conform to data available.

Illinois Historic Performance on Turnaround		
Schools and/or Districts Since SY2004-2005 ¹⁰	Approach Used	Results and Lessons Learned
	<p>instructional specialist in each school.</p> <p>-More rigorous curriculum and additional test preparation.</p> <p>-Compiled student data in centralized system; teachers trained to use data to guide instruction.</p>	achievement.
Thornton Fractional Township High School, District 215	<p><u>Transformation Model:</u></p> <p>-Completed year of restructuring including implementing a new "school-within-a-school" model for all 9th grade students.</p> <p>-Implemented rigorous research-based curriculum for all students in English and math.</p>	Positive results have been seen after implementation of the new programs based on review of PSEA scores, student transcripts, and EPAS data.
Chicago Public Schools	<p><u>Turnaround Model:</u></p> <p>-Used in 11 elementary schools and 2 high schools.</p> <p><u>Restart Model:</u></p> <p>-Closed and re-opened several schools employing different governance structures and school types (e.g. CPS contract school model and CPS performance school model).</p> <p><u>School Closure Model:</u></p> <p>-Closed several schools, primarily for enrollment and facility usage reasons.</p> <p><u>Transformation Model:</u></p> <p>-Replaced the principal and provided intensive professional development to staff and the principal in at least four schools.</p>	<p>Efforts to transform lowest performing schools have been most effective where students have not been displaced and the school staff is entirely replaced (the turnaround and restart models). These models enable school administrators to create a new school climate with staff members who are invested in turn-around efforts. Successful interventions require that improvements be made to the school's culture and climate and touch on every aspect of a school's operations, including facility, governance, curriculum, social/economic issues, safety and security, hiring, teacher and staff participation in decision making, and staff development.</p> <p>Research has shown that closing a school and sending students to another school (school closure method) did not, on average, impact student achievement. This is especially true where students move from one low-performing school to another. As a result, the school board has taken steps this year to ensure that students whose schools are closed are transferred to a higher-performing school, and to provide transition services at the receiving school.</p>
West Central CUSD # 235	<p><u>Transformation Model:</u></p> <p>-Replaced principal.</p> <p>-Developed 16-session Teacher Academy to provide weekly professional development on a range of</p>	<p>The new principal was not effective and will likely be replaced prior to the 2010-11 school year.</p> <p>Effectiveness of professional</p>

Illinois Historic Performance on Turnaround		
Schools and/or Districts Since SY2004-2005 ¹⁰	Approach Used	Results and Lessons Learned
	<p>topics.</p> <ul style="list-style-type: none"> -Implemented curriculum alignment process and exit outcome reporting strategies. Teachers are required to report on student performance at the end of each quarter and re-teach concepts not mastered by students in each quarter. -Used internal standardized testing programs to monitor student progress. 	<p>development has been mixed, with some, but not all, teachers beginning to incorporate new concepts into their daily activities.</p> <p>Changes to curriculum and exit outcome reporting strategies have been quite effective at the K-8 level, but not as effective at the high school level.</p> <p>Monitoring of progress on standardized tests and assessments is ongoing.</p>
East St. Louis High School, District #189	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Hired new principal, new administrative team, and Principal Coach. -Board members and teaching staff attended career academies; professional development survey and planned professional development in critical areas of concern. -Improved technological resources. -Increased emphasis for teachers on attendance, instruction, supervision, recordkeeping, schedule development, and student support. -Began monitoring teachers with regular observations. 	<p>Positive results have been observed in the school culture, attitude toward learning, and achievement of students in academic extracurriculars. The school has not yet made Adequate Yearly Progress, but there has been a significant increase in the number of students scoring over 18 on the ACT.</p>
Country Club Hills School District 160	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Implemented comprehensive school reform plan. -Secured School Improvement Grant. 	<p>During implementation of the Comprehensive School Reform plan, the school met Adequate Yearly Progress. Teacher and principal effectiveness has been observed as a critical element that directly impacts achievement levels.</p>
Zion-Benton Township HSD 126	<p><u>Transformation Method:</u></p> <ul style="list-style-type: none"> -Aligned curriculum with Illinois Learning Standards and ACT College Readiness Standards. -Implemented comprehensive formative and summative assessments. -Improved use of data at institutional level. -Implemented intensive professional development for staff. 	<p>Last year, the schools experienced a 10.1% overall increase in reading proficiency and a 5.6% increase in math proficiency.</p>
Champaign Unit 4	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Implemented new teacher evaluation system with increased focus on student achievement, participation in activities related to student achievement, participation in campus programming, 	<p>New evaluation systems are being piloted in three schools this year.</p> <p>Restructuring efforts at a low-performing elementary school were successful. With that school being</p>

Illinois Historic Performance on Turnaround		
Schools and/or Districts Since SY2004-2005 ¹⁰	Approach Used	Results and Lessons Learned
	<p>and identifying needs of at-risk students.</p> <ul style="list-style-type: none"> -Implemented principal evaluation system that is more directly linked to student achievement, including the school's test scores, graduation rates, enrollment in more rigorous courses, and attendance rates. -Restructured an elementary school that was on the State Academic Watch List and was chronically under-chosen by students and families. 	<p>named an Illinois Spotlight School for four consecutive years.</p>
Hillcrest High School, Bremen District 228	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Restructured students into small learning communities and cohorts. -Administered EXPLORE test to 8th grade students and used results to identify at-risk students. -Extended learning time in math and English. -Scheduled common teacher planning periods for discussion of student progress and best practices. 	<p>The school has observed improvement in math and reading remediation, helping keep at-risk students on track with their peers. The first cohort will take the PSEA this spring.</p>
Proviso Township High School, District 209	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Implemented reform model focused on curriculum, instruction, and assessment. -Implemented 9th grade academic initiative focused on accelerating students on the verge of meeting and exceeding state academic standards. -Administered new district-wide assessments for students in math and English, with incremental tests administered each quarter. -Developed an alternative program to support students in need of interventions in smaller groups. -Implemented a School Administrator Manager model to support principals in two high-priority schools. 	<p>The school has observed that a lack of consistent implementation and focus have been major barriers to progress in student achievement in the District. This problem is attributed to a combination of lack of leadership and capacity in the area of curriculum and instruction, lack of focus on student achievement in general, and financial constraints.</p>
Carrollton CUSD 1	<p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> -Provided comprehensive, continuous professional development. -Required schools to submit school improvement plans. -Implemented a standardized reading assessment program and audits of the math programs. -Aligned math curriculum to ILS and College Readiness standards. -Initiated centralized system to track student assessments, records, and demographics and make student data more accessible to parents. -Extended and improved summer school programs 	<p>A lack of financial resources and the school community's tendency to deny poor performance have contributed to a past pattern of decline. Recent grant funds have allowed this small, low-income, rural district to acquire some of the infrastructure necessary to implement changes. School improvement efforts have focused primarily on early grades and at-risk students. The high school has still failed to make Adequate Yearly Progress.</p> <p>This year, teachers were trained to</p>

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	for at-risk students.	analyze, interpret, and apply student data. However, limited financial resources are a problem. For future success, the school will need a support system of mentors and consultants to establish a consistent and comprehensive message.
Rich Township High School, District 227	<u>Transformation Model:</u> -A plan for each of three campuses was submitted to the State in 2007.	In 2008, 2 of 3 campuses made safe harbor for all subgroups in reading and math. In 2009, 2 of 3 campuses made safe harbor for all subgroups in reading and math, and the 3rd campus made safe harbor for all subgroups in reading. Math scores continue to rise as a result of math intervention supports for students. Benchmark assessments in math and science have assisted with targeting skill areas in need of review. The extension of this system to all subject areas will likely increase student achievement. Also, teachers will require access to data and resources to target students for assistance.

¹ Ready for the Next Challenge: Improving the Retention and Distribution of Excellent Teachers in Urban Schools. Teach Plus (Spring 2009), p. 3.