

Consolidated State Application
No Child Left Behind Act of 2001



June 10, 2002

Illinois State Board of Education
To be *received* by USDE by June 12, 2002

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- W. General Education Provision Requirements
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Appendices Available Online Only

- *2001 Annual Report for the State Board of Education*
- Online sample state assessment items
- Illinois School Report Card on Teacher Preparation (October 2001)
- *Illinois Professional Teaching Standards*
- *Content Area Standards for Educators*
- Illinois School Improvement (ILSI) Web site
- State Board of Education's Web site on *No Child Left Behind*

- [*Illinois Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Teachers*](#)
- [*Illinois Education Job Bank*](#)
- [*National Technology Education Standards*](#)
- [*Certificate Renewal Manual*](#)
- [*Administrator's Academy Policies and Procedures Manual*](#)

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

Chief Executive Officer Cover Sheet

<p>1. Legal Name of Applicant Agency (Chief Executive Office): Governor's Office</p>	<p>2. DUNS Number: 065232498</p>
<p>3. Address (including zip code):</p> <p align="center">Office of Governor George H. Ryan Statehouse, Room 207 Springfield, Illinois 62706</p>	<p>4. Contact Person Name: Dr. Hazel Loucks Position: Deputy Governor for Education and Workforce Telephone: 217/524-1423 Fax: 217/557-1733 E-Mail Address: hazel_loucks@gov.state.il.us</p>
<p>5. Reservation of Funds:</p> <p><u> 20 </u> % Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following:</p> <p>a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State):</p> <ul style="list-style-type: none"> i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under "Assurances and Certifications." iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs.) v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Forms 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96).) <p>b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer George H. Ryan</p>	<p>9. Telephone Number: 217/782-6830</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date</p>

ESEA Programs Included in the Consolidated State Application -- Checklist

The State of Illinois requests funds for the programs indicated below:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3: Even Start Family Literacy
- Title I, Part C: Education of Migrant Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F: Comprehensive School Reform
- Title II, Part A: Teacher and Principal Training and Recruiting Fund
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- Title IV, Part A, Subpart 2: Community Service Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part A: Innovative Programs
- Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program (to be submitted later)
- Title VI, Part B, Subpart 2: Rural and Low-Income Schools

Requested SEA Contacts for Select ESEA Programs

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Sharon Roberts	217/782-3810	sroberts@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title I, Part B, 3	Linda Basden	217/557-7323	lbasden@isbe.net
	Richard Miguel	217/782-3766	rmiguel@isbe.net
Title I, Part C	David Gutierrez	217/782-5728	dgutierr@isbe.net
	Anthony Sims	217/524-4096	asims@isbe.net
Title I, Part D	Carolyn "Kay" Green	217/333-8148	cgreen@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title I, Part F	Sheryl Poggi	217/524-4832	spoggi@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title II, Part A	Patricia Ryan	217/782-4123	pryan@isbe.net
	Frank Llano	217/782-4123	fllano@isbe.net
Title II, Part D	Richard DeHart	217/782-5439	rdehart@isbe.net
	Richard Miguel	217/782-3766	rmiguel@isbe.net
Title III, Part A	Boon Lee	312/814-3850	blee@isbe.net
	Anthony Sims	217/524-4096	asims@isbe.net
Title IV, Part A (State Board)	Myron Mason	217/782-3810	mmason@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title IV, Part A (Governor)	Cathy Leonis	312/814-2121	Cathy_leonis@gov.state.il.us
Title IV, Part B	Carol McCue	217/782-3810	vmccue@isbe.net
	Paul Kren	217/782-5728	pkren@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title IV, Part B	Gary Greene	312/814-3606	ggreene@isbe.net
	Richard Miguel	217/782-3766	rmiguel@isbe.net
Title V, Part A	Suzanne Kurtz	217/782-3810	skurtz@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title VI, Part A, Subpart 1, 6111	Carmen Pfeiffer	217/782-4823	cpfeiffe@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title VI, Part A, Subpart 1, 6112	Merv Brennan	217/782-4823	mbrennan@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net
Title VI, Part B, Subpart 2	Bonnie Robinson	217/782-3810	brobinso@isbe.net
	Gail Lieberman	217/782-5053	glieberm@isbe.net

Executive Summary

Illinois Context

The Vision for Illinois Education states that:

The Illinois public schools will enable all students to succeed in post-secondary education and career opportunities, to be effective life-long learners, and to participate actively in our democracy.

This vision acknowledges that it is not enough to educate well those students who have high abilities. Instead, the Illinois school system must assure that all students develop the knowledge and skills that will allow them to succeed in a complex and global world.

Based on a variety of achievement data, it is evident that some Illinois students are being educated extremely well and a majority of students are meeting the *Illinois Learning Standards*. However, at a time when all students need to meet new and higher standards for success in the 21st century, more than one-third of Illinois students are not achieving at acceptable levels. The learning discrepancies are particularly evident when achievement data is disaggregated by income and race.

Although many factors contribute to this problem, the State Board has identified three steps that are considered critical to meeting the Vision for Illinois Education:

- Eliminating the achievement gap;
- Eliminating the educator gap (both quantity and quality); and
- Eliminating the funding gap.

These actions have been established as priorities for Illinois and the State Board, guiding policy, legislative, leadership and technical assistance actions.

The *No Child Left Behind Act of 2001 (NCLB)* presents Illinois with an extraordinary opportunity to accelerate its efforts to eliminate the three “gaps.” *NCLB*, which gives priority to standards-based educational achievement for all students and focuses state and local attention on those students who need special assistance in order to achieve, is closely aligned with the Vision for Illinois Education and many of the specific school improvement strategies that have been initiated over the past several years. It is therefore possible to build on our progress to date and fully integrate local, state and federal programs in support of reaching the goal of 100% of Illinois students meeting standards by 2013-2014.

Overview of Illinois’ Consolidated Application

The Illinois Consolidated State Application addresses the federal requirements for funding in fourteen program titles (see Table of Contents).

Every effort has been made to design the separate program components so that they will become part of a comprehensive strategy for improving the Illinois school system and the achievement of its students. In addition, the development of this application has considered and attempted to acknowledge as appropriate, the role to be played by other *NCLB* programs, such as Reading First and the Homeless Education Program.

Fully achieving this goal of aligning and linking the various programs in a seamless, synergistic strategy will require time and systematic continuation of the collaborative planning and consultation with stakeholders that produced this application. The plan outlined here is a beginning point.

To assist the reader in viewing this application as a whole, this Executive Summary is organized around the following topics:

- Goals, Indicators and Targets
- Standards/Assessment/Accountability
- Comprehensive Programs
- Supplemental Programs
- Targeted Population Services

Italicized print has been used to highlight strategies of the state application aligning Illinois with *NCLB* requirements.

Goals, Indicators and Targets

The State Board of Education has adopted the federally-required goals and indicators shown in Part I, along with Illinois-specific targets.

Standards/Assessment/Accountability

The State Board of Education adopted the *Illinois Learning Standards* (see Appendix A) in 1997, providing a common framework of learning expectations in seven areas. Since then, the Board has supplemented the five benchmark levels with performance standards for ten progressive performance stages. *During the next year, the grade level expectations implicit in these performance standards will be formalized through action by the State Board of Education.*

Illinois has a standards-based state assessment system which annually identifies student achievement levels for Illinois public school students. The four assessments used in the state system – the Illinois Standards Achievement Test (ISAT), the Prairie State Achievement Exam (PSAE), the Illinois Measure of Growth in English (IMAGE), and the Illinois Alternate Assessment (IAA) – have been reviewed through the USDE process and meet the 1994 federal requirement for assessing all students. However, additional assessments will be needed to cover the newly-required grades -- 4, 6 and 7 in reading/language arts and mathematics. *During the next year, the State Board will work with key stakeholders to refine the state assessment system so that it will meet this NCLB requirement and provide information to local school districts in a timely and useful fashion.*

Illinois has a standards-based accountability system which includes public reporting of student and school data (school report card) and a series of consequences for schools that do not meet standards. *The school report card has been revised to meet the NCLB requirements for reporting disaggregated student achievement data and information about the qualifications of teaching staff. The state's accountability system will be aligned with the federal system so that there is a single accountability system.*

Meanwhile, Illinois has selected one of the two possible *NCLB* formulas for determining whether schools are making Adequate Yearly Progress (AYP) toward the goal of 100% of students meeting standards by 2013-2014 (see Part II). Using 2001 data for an estimate, that formula projects a baseline of 40% in 2002 and AYP increments of 5% annually thereafter. *The 2002 state assessment data will be used to establish the official baseline and AYP expectations. The new AYP formula will be applied for the first time to the 2003 assessment.*

Although the primary foundation for determining AYP are the aggregated and disaggregated student achievement levels, federal law allows schools to use other variables to provide a "safe harbor." *Illinois will use high school graduation rates (by cohort group) for the secondary school "safe harbor" indicator (as required by NCLB) and writing scores for the elementary school "safe harbor" indicator.*

Schools that do not make AYP will be subject to a series of progressive consequences (see Part II, Table 12). *Illinois will implement the NCLB public school choice provisions consistent with federal and state law. The State Board recommends that local boards of education develop a policy for implementation of the choice program, with priority attention by those schools/districts that will be subject to this provision in 2002-2003.* Since Illinois has so many single-school school districts, all such districts will be expected to make a good faith effort to develop an intergovernmental agreement with neighboring districts so that students in failing schools have a public school choice.

The State Board of Education will develop criteria for and a list of acceptable providers of supplemental educational services. These services must be provided for students in schools that do not make AYP as outlined in Part II. Local boards of education will be encouraged to develop a policy for implementation of this program, which is not expected to affect any Illinois school district until at least 2003-2004.

An adjunct to the accountability system is the System of Support for schools that do not make AYP. This system is described below under "supplemental programs."

Comprehensive Programs

Improving Basic Programs

Title I - Basic funds can be used by eligible schools for a variety of purposes, so long as they are consistent with the local school improvement plan. However, schools designated for school improvement must use a portion of the funds for transportation of students exercising the public school choice option and, later, for supplemental educational services.

The State Board will use the state share for grants to districts for schools that are in school improvement or corrective action status and to support the System of Support teams (see below).

Educator Training and Recruitment

Title II, Part A - Illinois has already made substantial progress toward a standards-based preparation, certification and continuing professional development system for Illinois educators. *The priorities for NCLB funds will be to increase the percentage of highly qualified teachers, administrators and paraprofessionals, the percentage of teachers receiving high quality professional development, the percentage of districts that are building their capacity to provide induction and mentoring of beginning teachers, and the percentage of effective district recruitment programs, especially in special education, mathematics and science (see Part III).*

Professional development for teachers is a pervasive theme across NCLB. *To avoid fragmentation and assure a common focus, the State Board will align and integrate the professional development opportunities provided for Illinois educators so that they are consistent with high standards of quality and the overall program direction (e.g., research-based initiatives).*

The State Board will also work with institutions of higher education and regional offices of education (ROEs) (see brochure in Appendix B) to address the educator gap. Priority attention will be given to the

development of a training program for paraprofessionals that will meet NCLB requirements and provide a cadre of individuals who are well-qualified to assist in the instruction of students, particularly in reading and mathematics.

Attention will also be focused on helping local school districts assure that all of their teachers meet the requirements for "highly qualified." Particular attention will be given to addressing the issue of out-of-field teachers.

Improving Education through Technology

Title II, Part D - Illinois was designated as the #1 state in the use of digital technology in K-12 education this year. The Illinois 2002-2007 State Plan for Technology builds on the accomplishments that won that recognition, while focusing on several new issues, including technology literacy for students. *The State Board has adopted the International Society for Technology in Education's (ISTE) National Education Technology Standards for use in Illinois. These will be integrated into performance standards for the academic learning areas.*

The new plan also focuses on

- *transforming teaching and learning through the use of technology;*
- *improving student achievement in reading and math;*
- *using research-based technology strategies that have been proven effective;*
- *strengthened professional development for administrators and educators*
- *expanding student learning opportunities through the Illinois Virtual High School (IVHS); and*
- *assuring all students equitable access to technology.*

Safe and Drug Free Schools

Title IV - The Illinois plan for assuring that student learning environments are safe and conducive for learning will build on a strong record of initiatives related to violence prevention, drug and alcohol prevention, and inter-agency collaboration. *Students attending schools that are identified as "persistently dangerous" or who are victims of a violent criminal offense (see Part III) will have the option to choose to attend another public school in the district.*

Innovative Programs

Title V - The State Board will allocate 70% of the funds targeted for local districts to all eligible schools based on enrollment; the remainder will be allocated on a low-income census count basis. The funds may be used for purposes as diverse as prekindergarten programs, academic intervention, smaller learning communities, parental involvement, and cardio-pulmonary training.

Most of the state portion of these grant funds will be used for statewide initiatives that are aligned with and supportive of the goals and targets of this application. That will include expansion of student learning opportunities through the IVHS, strengthening of standards-based curriculum, instruction and assessment, and other reform initiatives.

Supplemental Programs

System of Support

Schools that are designated as in school improvement status will receive support from the state through a multi-faceted strategy known as the System of Support (see Part II). A support team assigned to each district and their high priority school(s) will assist in review and analysis of district/school operation and the

subsequent development of a performance agreement with the State Board of Education. This performance agreement and related school improvement plan(s) will identify the goals and strategies to be pursued in order to improve student achievement.

The System of Support will focus on three primary aspects of school improvement:

- *academic intervention*
- *teacher quality*
- *resource allocation and use.*

To achieve maximum impact, all state and federal programs focused on these schools will be integrated and aligned through the System of Support.

Comprehensive School Reform

Title I, Part F - The Comprehensive School Reform program will be an essential element of the System of Support. State Board staff will inform districts/schools about the eleven components of school reform models and resources and provide technical assistance appropriate for the individual circumstance (see Part III).

21st Century Community Learning Centers

Title IV - This program (see Part III), formerly administered directly by the U.S. Department of Education (USDE), will now be administered at the state level and fully aligned with Illinois goals for after-school programs. These programs are expected to include core elements such as academic enrichment; nutrition support; life skills development; positive youth development; mentoring opportunities; safe and appropriate environments; and transportation support.

Targeted Population Services

Migrant Education

Title I, Part C - The education of migrant students in Illinois will be supported through full-service, literacy-rich local education programs, particularly in the summer months, and close collaboration and communication with other states educating these same students. Students who are most mobile and at risk of school failure must receive priority for instructional and supportive services; among this group, credit-deficient secondary migrant youth whose education has been disrupted within the current year have first priority and other eligible migrant children whose education has been disrupted within this year must be given second priority for service. Third and fourth priorities will go to students whose education has been disrupted within the last two and three years, respectively (see Part III).

English Language Acquisition

Title III - Illinois will improve the existing programs for limited English proficient (LEP) students, as it does with other populations, by focusing on strategies that are based in scientific research. The State Board will provide technical assistance to school districts by drawing on resources such as the National Reading Panel report, the Rand Report on reading comprehension and several "clearinghouses" specific to reading improvement and "what works."

Consistent with NCLB, increased attention will be given to measuring the attainment of English proficiency (AEP). School districts not meeting the AEP and AYP criteria during the first two years will be required to target Title I and Title II funds for the diagnosis and remediation of deficiencies.

Programs for Students who are Neglected and Delinquent

Title I, Part D - *This program provides funding for supplemental educational services for neglected and delinquent students who reside in various state and local institutional settings. Some 32 districts serving 62 institutions have received these funds in the past, along with the Illinois Department of Corrections (DOC). Funds may be used for after-school tutorial programs, year-round programs, summer programs, pull-out and inclusion programs, and services in detention and residential facilities (see Part III).*

Community Service Grants

Title IV - *This competitive request for proposals (RFP) will use program funds to assist the at-risk population of suspended or expelled students. Students who meet specified criteria will engage in required community service projects designed to help resolve non-academic concerns that prevent academic achievement (see Part III).*

Even Start Family Literacy

Title I, Part B - *The goal of the Even Start Family Literacy program (see Part III) is to increase the literacy level of families with low income by meeting their educational needs. The Illinois Family Literacy Consortium has developed a common definition of family literacy and twelve performance indicators for the Even Start Family Literacy Program.*

Most of the funds available for this program will be distributed to local projects for at least a four year period; however, each project will be carefully evaluated against the performance indicators to determine whether it requires technical assistance and/or should be ended.

Rural and Low-income Schools

Title VI - *This program will provide additional resources for the 48 districts in Illinois (see map in Appendix C) that meet the criteria (see end of Part III). The funds will be distributed by formula proportionate to the number of students in eligible districts. All districts participating in the program will be expected to show improved academic achievement, decreased student dropout rates or increases in the percentage of classes taught by highly qualified teachers*

Data collection and evaluation strategies for each of the parts of this plan are described in the respective sections. However, during the next year, ISBE will develop an integrated data collection and evaluation system that will meet federal requirements and state needs with greater efficiency and effectiveness.

Preface

Vision for Illinois Education: The Illinois public schools will enable all students to succeed in post-secondary education *and* career opportunities, to be effective life-long learners, and to participate actively in our democracy.

In September 2001, the State Board of Education adopted this vision for Illinois education in the 21st Century. Although it is a vision that reflects the traditional responsibilities of public schools to prepare students for adult life, it focuses on a future that will be profoundly different from the future for which students were prepared in the past.

A majority of jobs already require some kind of post-secondary education or training, and that trend is expected to accelerate in the future. Students must be prepared to be life-long learners who are able to keep pace with the rapid explosion and obsolescence of knowledge in the workplace, as well as in virtually all other aspects of their lives.

Increasingly, the future for Illinois students will require that they know much more than just facts and figures. Illinois young people must be able to access, analyze, evaluate and use information. They must be able to think critically, work collaboratively with others throughout the world, and solve problems in creative and innovative ways. They must be able to use current and emerging technologies to support these applications of learning, and they must be prepared to use their knowledge as the basis for active participation in the democracy and the economy.

Ultimately, it is not enough to educate well those students who have high abilities and strong motivation. The Illinois school system must ensure that all students develop the knowledge and skills that will allow them to succeed in a complex and global society.

Ensuring that all Illinois students develop the knowledge and skills necessary for success in the 21st Century is a challenge both broader and more difficult than the challenges that have faced our public schools in the past. Achieving success will require long-term strategic plans that seek quantum leaps as well as continuous improvement, and actions that combine research and educational best-practices with creativity and innovation.

The role of the State Board of Education in relation to this challenge is defined by law and by the Board's mission statement. This statement, and the goals that accompany it, emphasize the leadership responsibility of the Board within a context of collaboration with all of the other stakeholders. The goals also emphasize the role of local school districts as the primary agent for delivering education to Illinois' two million students.

MISSION: The Illinois State Board of Education will provide leadership, advocacy, and support for the work of school districts, policymakers and citizens in making Illinois education *Second to None*.

STATE BOARD OF EDUCATION GOALS

Student Achievement -- The Illinois State Board of Education will support local districts in helping *all* students meet the *Illinois Learning Standards* and in closing the achievement gap.

Policies and Services -- The Illinois State Board of Education will generate policies, programs, products and services that support local district efforts to ensure student success.

Funding -- The Illinois State Board of Education will provide advocacy and leadership for adequate and equitable funding of Illinois public schools.

Collaboration -- The Illinois State Board of Education will work with partners in all sectors of government, education and private enterprise to support continuous improvement of Illinois education.

***No Child Left Behind* Aligns with Illinois' Standards-Led System and Identified Gaps**

On January 8, 2002, President Bush signed into law the new federal law. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between economically disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Relating *NCLB* to Illinois issues and concerns, the *2001 Annual Report for the State Board of Education -- Proposed Budget for FY03 (January 2002)* (available at <http://www.isbe.net/pdf/FY03budgetbook.pdf>) addressed key issues within the state. They are consistent with the principles of *NCLB* and direct the actions of the Illinois State Board of Education (ISBE) and education partners statewide, with particular emphasis on the achievement gap, the educator gap, and the funding gap.

Overview of Illinois Education

Illinois can take justifiable pride in many aspects of the education being provided for its two million public school students. Overall, however, there are extreme variations among the nearly 4000 school buildings in terms of student achievement, and much remains to be done to assure that all students are able to succeed in the 21st Century.

At one end of the continuum, some Illinois students and schools are achieving at very high levels in relation to both the *Illinois Learning Standards* and other students and schools.

- ▶ Illinois led the country in the number of students with perfect ACT scores. Fifty-eight students achieved perfect scores in 2001.

- ▶ Illinois students' Advanced Placement scores in 2001 were the nation's highest for the second year in a row.

- ▶ Illinois scores on the Third International Mathematics and Science Study (TIMSS) for 1999 (announced in 2001) were above the national and international averages. Students at Naperville District #203 scored higher in science than the students in any other country, state or district in the world.

- ▶ Illinois received a grade of "A" for its college preparation rate on *Measuring Up 2000, the National Report Card for Higher Education*.

Across *all* grades and subjects, 69% of Illinois districts increased the number of students who met or exceeded the *Illinois Learning Standards* on the 2001 ISAT.

These strong performances are counterbalanced by the fact that a critical number of Illinois students and schools are performing below – and in many cases, well below – the standards set for them.

- ▶ 25% of grade 11 Illinois students did not meet the *Illinois Learning Standards* in any area assessed on the PSAE in 2001. 11% of Illinois students meet standards in just one area.

- ▶ Across all subject areas and grade levels, 36.9% of all ISAT scores and 44.3% of all PSAE scores were in the lowest or next to lowest proficiency categories.

- ▶ Statewide, nearly 600 elementary schools (out of 4000 schools K-12) in more than 60 districts (out of nearly 900 districts) were placed on the state's list of schools in academic difficulty (the Academic Early Warning List, explained in Part II), consistent with the 1994 ESEA requirements and Illinois' previous consolidated application.

The bottom line for Illinois education is that some students are being educated extremely well and a majority of them are meeting the *Illinois Learning Standards*. However, at a time when all students need to meet new and higher standards for success in the 21st Century, more than one-third of Illinois students are not achieving at acceptable levels.

In addition, statewide performance averages mask critical achievement differences among students related to language background, economic background, and other conditions.

- ▶ White and Asian/Pacific Islander students performed significantly better than Black, Hispanic or Native American students on both ISAT and PSAE tests of reading. 86% of White students met or exceeded the 3rd grade reading standards, compared to 33% of Black and 47% of Hispanic students.
- ▶ Students with “at-risk” characteristics -- including those who are disabled, LEP, migrant, and economically disadvantaged -- had considerably lower scores than students not considered to be “at risk.” Only 16% of Black students and 23% of Hispanic students meet the 8th grade math standards, compared to 60% of White students.

These disaggregated achievement data, which were available and used prior to *NCLB*, are particularly troubling when examined in the context of Illinois’ student population. As the enrollment in Illinois schools has increased during the past decade, the number and proportion of Illinois students with characteristics that are strongly correlated with being at risk of academic failure have also increased.

- ▶ More than one-third of Illinois students (36.9%) are from low-income families.
- ▶ 6.3% of Illinois students are LEP.
- ▶ 14.9% of the students have one or more disabilities requiring an Individual Educational Plan (IEP).

In addition, Illinois students are increasingly diverse. Students who are Black, Hispanic, Asian/Pacific Islander or Native American made up 39.9% of the enrollment in 2001, up from 34.1% in 1991. The increase in minority percentage was accounted for mainly by increases among Hispanic students.

These factors do not represent insurmountable barriers. Two separate analyses of Illinois data have identified a group of schools in which students are succeeding in spite of high-poverty and other risk factors. Illinois minority students are making greater improvement on the ACT (a nationally-recognized college entrance exam) than minority students elsewhere in the nation, and a recent State Board analysis of reading achievement by Illinois’ Hispanic students showed improvement in reading across the grades.

Nonetheless, the increased diversity and “at-risk” characteristics of Illinois students substantially increase the challenge for the public schools and make it all the more critical that all students have high-quality and equitable learning opportunities. All students need to meet state standards and be proficient by 2013-2014.

Improving Achievement and Closing The Achievement Gaps

Standards Define Expectations

The *Illinois Learning Standards*, adopted in 1997, define what Illinois students should know and be able to do in six fundamental learning areas: Reading and Writing, Mathematics, Science, Social Sciences, Fine Arts and Physical Development/Health. Additional standards are available for Foreign Languages.

ISBE has further developed grade-by-grade performance standards (see Appendix D) that include detailed descriptions of student knowledge and skills, ways of teaching and measuring their achievement, and samples of student work that meets and exceeds the Standards. These materials are available online via the State Board Web site.

The predominant standards implementation activities at all levels were teacher professional development and integration of the standards into district and school policies and procedures. Some improvements are evident in the alignment of curriculum and instruction with the standards, but more work is needed in this area. As more teachers gear their lessons to the standards, more students will have the opportunity to gain the knowledge and skills they need to succeed after high school.

The Illinois School Report Card was recently redesigned to provide disaggregated achievement information. The goal of this action was to provide information to the public about the performance of groups of students, e.g., by racial/ethnic background. Additionally, beginning in 2001, district and state report cards were produced. This is consistent with the public reporting requirement of *NCLB*.

State Tests Measure Achievement

The state measures student achievement in grades 3-8 using the **ISAT**. First administered in 1999, these tests measure students' mastery of the *Illinois Learning Standards*. Performance data are available by student groups (racial/ethnic, low-income, and students with IEPs.)

Students in 11th grade took the **PSAE** for the first time in April 2001. Illinois was the first state to embed a nationally recognized college entrance exam (the ACT Assessment) and workplace readiness exams (ACT's Work Keys tests) into the state standards-based high school test.

The **IAA**, a portfolio-based assessment of students with disabilities whose participation in other state assessments would be inappropriate even with accommodations, was implemented for the first time in 2000-2001.

With the introduction of these assessments and improvements to **IMAGE**, which is administered to students with LEP, the achievement of all Illinois students is being measured against the *Illinois Learning Standards*. New federal requirements will result in increased testing in reading and math by the 2005-2006 school year.

The State Board of Education Web site provides viewers with **online sample tests** [<http://tp1.clearlearning.com/ISBE/>] for the ISAT and PSAE series. All assessment information is available at <http://www.isbe.net/assessment/default.htm>.

Elementary Achievement Data – ISAT

A majority of elementary students meet or exceed the *Illinois Learning Standards* in each of the learning areas tested by the ISAT in 2001. For any grade level and for any subject tested, between one-half and two-thirds of students meet or exceed these standards.

Given the varying degrees of implementation of the standards in local curriculum, these results are not necessarily surprising – and some would say they are encouraging. However, these achievement levels are well below where the state wants and needs to be. ISBE initially set a state goal of 80% of students meeting and exceeding state standards by 2006. *NCLB* requires annual improvement, over a twelve-year period, for 100% of students to meet state standards by 2013-14.

Reading and mathematics are essential foundations for other learning, so student achievement in these areas is particularly important. Overall, 62% of the 2001 ISAT scores in reading and math reflect students

who achieved 50% or greater on the state test. However, this means that almost 40% of Illinois students are not meeting the standards in either of these subjects.

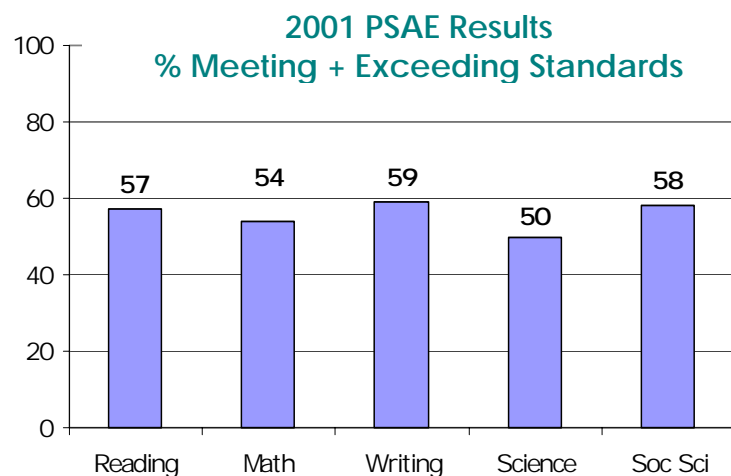
While student mathematics performance on the 2001 ISAT improved over last year, it declined at each successive grade level, i.e., from 3rd to 5th to 8th grade. Reading performance similarly declined for students from 3rd to 5th grade, with 5th graders performing more poorly against the standards than did 3rd graders.

These data indicate that additional efforts are needed to assure that local curricula are aligned to the *Illinois Learning Standards*, that all teachers are able to bring about adequate reading and mathematics development in their students, and that additional support is provided to students who are not performing well in reading or mathematics.

PSAE Achievement Levels - 2001

More than half of the students participating in the first administration of the PSAE in 2001 achieved at the 50% level or greater in meeting or exceeding the state standards. These performance results will now serve as the baseline for 11th graders' mastery of the state standards.

The composite ACT score for students who took the PSAE was 19.4. In 2000, the ACT composite score for students who self-selected based on their intent to enroll in higher education was just two points higher, at 21.5.



The test identified 10,000 students who indicated they had not intended to attend college, yet scored well enough on the exam to qualify for college entrance at many Illinois institutions of higher education. The test opened up new opportunities for these students and provided others with a valuable credential regarding high school achievement, workplace readiness and college preparation.

Despite these encouraging results, more than 40% of Illinois' 11th grade students who took the PSAE did not meet the *Illinois Learning Standards* in any of the subject areas.

Focus: Achievement Gaps

One of the most useful features of state assessment is that it highlights those areas where students are not achieving. Like most states in the nation, Illinois data show several disturbing achievement gaps, especially for low-income and minority students.

Poverty is by far the biggest factor accounting for differences in student performance. Nearly 70% of the variation in test scores can be attributed to income status. However, the achievement gap is also evident when data are analyzed by ethnic and racial groups.

Bolstering the Educator Workforce

Educator quality is one of the most critical factors in student learning. Once students begin their formal education, teachers and administrators are the key purveyors of learning. They create and control the conditions in which learning takes place, and their individual knowledge and skills have a determinative impact on what, how much and how well their students learn.

Numerous studies indicate that student achievement is shaped by the educator workforce. In New York, differences in teacher qualifications accounted for 90% of differences in student performance within similar student populations. Other studies in Boston, Dallas and New York show that having consecutive years of effective teachers resulted in strong cumulative learning gains for elementary students.

The Education Summit

In December 2001, Governor Ryan convened an Education Summit to study the status of Illinois' educator workforce and make recommendations for resolving identified problems (see follow-up notes from Summit in Appendix E). The Governor's action recognized the critical role educators play in student achievement and that Illinois and the nation are facing two critical challenges: assuring sufficient numbers of teachers and administrators to staff schools and maintain and improve the quality of that workforce. The Summit delegates reconvened in January 2002 to develop a legislative and budget agenda for consideration during the Spring 2002 session of the Illinois General Assembly. This report, *Improving Illinois' Educator Workforce*, defines the issues, outlines four strategic components of systemic change, and sets out short- and long-term proposals for the components of recruitment, preparation, retention, and professional development (see Appendix F). The short-term proposals are intended for consideration by the General Assembly in the spring session of 2002, along with budget proposals for Fiscal Year 2003. The long-term proposals are intended to provide a platform for systemic solutions to the twin concerns of educator quality and quantity in Illinois. ISBE continues to work closely with all parties to support the implementation of the Summit proposals.

Focus: Educator Workforce Gaps

More than 42,000 Illinois public school students began the 2000-2001 school year without qualified teachers in their classrooms. There were 2,104.8 unfilled teaching positions in Illinois during the 2001-02 school year.

According to the October 2001 Illinois State Report Card on Teacher Preparation, almost 3% of the Illinois teaching force – 3,520 individuals – were teaching in Illinois schools on a certificate that meets the federal definition of a “waiver.” These under-qualified teachers were concentrated in high-poverty districts, where 5.4% of the teachers held temporary or provisional certificates.

Repeatedly, state and national evidence indicates that the least-qualified teachers are often teaching in the lowest performing schools, where students struggle with a lack of early education opportunities and home support for learning. The report is available on the state agency's Web site. In addition to the *Illinois Learning Standards* for students, ISBE has adopted new standards-based requirements for certification and teacher preparation programs (see online appendices listing) and is collaborating with the Illinois Board of Higher Education (IBHE) to assist higher education institutions in redesigning their programs. Together, all parties are also working together to apply rigorous requirements for certification, increase alternative routes

to certification, and expand opportunities for certification by the National Board for Professional Teaching Standards (NBPTS).

The Educator Supply Gap

Research reports and testimony from local district administrators confirm that Illinois is experiencing a shortage of appropriately qualified educators in many specific subject areas and in specific types of districts or parts of the state. That shortage is expected to worsen as 16% of the teacher workforce in Illinois will be eligible to retire by 2004. Retirements have been increasing 1% annually in the past several years.

One factor contributing to the shortage is a decline in the image of teaching as a profession. Only 3% of Illinois' 11th graders indicated on a recent questionnaire that they are "fairly certain" they would like to teach as a career. ISBE's Student Advisory Council's 2001 survey of more than 300 student council members in Illinois indicated that few had any interest in becoming a teacher. The survey also found that the most critical detriments to teaching as a career choice are the salary teachers receive, which is perceived as insufficient for the challenge, and the school environment, which is perceived negatively due to student behavior and lack of respect for teachers.

Support for the Beginning Teacher

The number of teachers who leave the profession after a few years represents a serious problem. Nationally, 15% of new teachers exit during their first year, another 15% depart after the second year, and an additional 10% do not return for their third year. In urban and rural areas, the attrition rate approaches 50%.

Statewide 30% of Illinois teachers are leaving the profession within the first five years. Although this aggregate attrition rate is below the national figures, it represents a serious drain on the supply of teachers in Illinois schools. Research indicates that this situation can be changed. Programs that provide intensive support for beginning teachers can reduce attrition by at least 60%. Several studies report that 95% of beginning teachers who experience the support of effective "induction and mentoring" programs during the initial years remain in teaching after three years, and of those, 80% remain in the field after five years.

State Accomplishments

The program of support for certification of Illinois teachers by the NBPTS continues to demonstrate success.

- ▶ More than 550 Illinois teachers participated in one or more aspects of the NBPTS program in 2002.

- ▶ As of December 2001, Illinois had 347 National Board-certified teachers, including 162 certified this year. This figure is up from 20 in 1997-98.

- ▶ Illinois is ninth in the nation in the number of NBPTS-certified teachers.

Requirements for certification were redesigned and significantly strengthened. A multi-tiered certification system was enacted in Illinois in 1998 that established a four-year, non-renewable Initial Certificate, a Standard Certificate that is valid for five years contingent upon continuing professional development, and a Master Certificate available only to National Board Certificate holders. Each certificate is standards driven.

Requirements to ensure the quality of Illinois' educator preparation programs were also redesigned and strengthened.

- ▶ ISBE has adopted and implemented the 2000 Standards of the National Council on Accreditation of Teacher Education (NCATE) as the performance standards for teacher preparation programs in Illinois.

- ▶ ISBE completed the design of a rigorous new procedure for review and accreditation of educator preparation programs and conducted training for participants in that program, including members of the State Teacher Certification Board. The new program review system began in Fall 2001.

- ▶ Technical assistance and support, including several statewide workshops, have been provided for teacher preparation institutions to help them align their programs with the new standards and procedures. This process will result in a major transformation of all teacher training programs.

- ▶ ISBE adopted policies that allow teacher preparation programs to require students to pass the Enhanced Basic Skills Test as a condition for admission to the program, and/or to require that students pass all of the tests for the Initial Certificate (i.e., the Enhanced Basic Skills Test and the common core and content area tests) prior to official program completion. In 2002, the Illinois General Assembly passed a bill requiring teacher candidates to pass the basic skills test before admission to a teacher preparation program and to pass the subject matter exam for their particular field prior to student teaching.

- ▶ A system of data collection and analysis was implemented to support the development of an annual report card on teacher preparation. The first such report card was submitted to USDE in October 2001.

ISBE collaborated with several partners in the development of an online system of educator recruitment. This system, implemented in FY02, allows job seekers to review vacancies and school district demographics, while employers may review resumes and email candidates for employment.

In summary, two of the three identified gaps -- academic achievement and educators in the workforce -- will be addressed through this application for federal entitlement funds as well as on an ongoing basis by the State Board of Education along with educational partners statewide. The third gap -- funding -- will be addressed in part with the additional federal funds coming to Illinois in the coming year and years.

Consolidated State Application Contents

Part I. ESEA Goals, ESEA Indicators, State Performance Targets

In the June 2002 submission, write a statement indicating that the state has adopted the five goals, the corresponding indicators and has agreed to submit targets and baseline data related to the goals and indicators identified in the application. States may submit any additional state goals and indicators that the state has identified as overall goals for improving student achievement. In the May 2003 submission, provide performance targets for each indicator and baseline data for the targets, unless previously submitted.

USDE has identified five performance goals that are central to the programmatic purposes specified in *NCLB*, with at least one performance indicator associated with each performance goal. Illinois has adopted this set of five performance goals and the corresponding performance indicators, and has developed state performance measures and targets for each indicator. Baseline data will be supplied as required in May 2003.

Illinois has a number of databases from which to extract the information necessary to assess the extent to which performance targets are met, and therefore, the attainment of performance goals. The databases that will be used are broadly categorized as student assessment; student demographics; teacher characteristics, school information, and other information. Under each category are descriptions of the category and specifics as to performance measures and targets associated with each performance indicator and goal.

Student Assessment

Illinois has a great deal of data regarding student performance. In reading and mathematics, the ISAT is administered in grades 3, 5 and 8. These tests assess the degree to which students in these grades are meeting the *Illinois Learning Standards*. Title I schools housing grades kindergarten through two (i.e., no third grade to assess) received a special reading assessment in 2002. Reading and mathematics assessments will be developed for grades 4, 6, and 7 in accord with *NCLB* as described in Part II.

High school students are required to participate in the PSAE. This assessment is a combination of the ACT, ACT *Work Keys*, and Illinois-developed assessments. The results for reading and mathematics will be used to supply the information needed for the reporting requirements specified under *No Child Left Behind*.

Illinois has two additional assessment databases from which to extract information to describe student performance. The IMAGE is administered to limited English proficient students currently enrolled in bilingual education programs and provides a measure of proficiency in English for these students. Mathematics was added in 2001. This assessment will provide data as to whether English language learning students, whose participation in ISAT would be inappropriate, are meeting or exceeding Illinois Learning Standards.

The final assessment database is generated by administering the IAA. This assessment is administered to students with disabilities whose IEP indicates participation in another assessment would not be

appropriate. Data from this assessment will indicate the extent to which *Illinois Learning Standards* are met by students with disabilities.

Student Demographics

Illinois has substantial databases that produce information for a number of student demographic variables. Illinois tabulates the number of students eligible to participate in state bilingual programs and the number actually enrolled in such programs. These data will be used for Performance Indicator 2.1.

The School Report Card data collection instrument is used to report, on an annual basis, a school graduation rate for every public high school in Illinois. The graduation rate used in Illinois is derived using the cohort method (i.e., the percentage of ninth grade students remaining until graduation). The School Report Card data collection effort has been modified to allow for the disaggregation of graduation rate by the major racial/ethnic categories, and by English language learning, low-income, students with disabilities, and migrant classifications. This information will be used for general reporting purposes as well as in calculating AYP under the “safe harbor” provisions of *NCLB*, and to fulfill the vital requirement of public reporting.

Additionally, Illinois collects specific dropout information on its end-of-the-year report. Currently, data are collected to allow the disaggregation of dropout information by grade level, gender, and racial/ethnic categories. This data collection effort will be modified to also allow for reporting the number of dropouts categorized as low income, limited English proficient students, students with disabilities, or migrant. Statistics will be calculated for each of the disaggregated categories relative to the specific category of students (e.g., low income) and to all Illinois public school students. This data collection has been modified to collect suspension and expulsion data as required under *NCLB*.

Teacher Characteristics

Recently, Illinois instituted mandatory professional development for inservice teachers to maintain Standard and Master teaching certificates held. Providers of professional development for recertification are required to be state approved. Within this system, data are collected regarding the nature and amounts of recertification credit teachers are completing. From these data, Illinois will be able to ascertain the number of teachers receiving high quality professional development.

The data collection instrument will be used, in part, to generate the Illinois School Report Card. It will also provide specific information required under *NCLB*. Specifically, the current School Report Card data collection instrument has been modified also to collect the number of classes taught by teachers and the number of classes taught by highly qualified teachers. This information will be used in concert with other teacher databases to determine the number of highly qualified teachers currently instructing public school students in Illinois.

School Information

From other databases, Illinois will identify high-poverty schools, based on free and reduced lunch counts. Once a school has been so identified, a variety of other statistics associated with the school can be merged into a single file. This file will contain the school enrollment and the percentage of low-income students, which is the Illinois measure of poverty. This information will be used to identify high-poverty schools.

Other Information

Illinois currently collects data on most, but not all, of the indicators specified in *NCLB*, data collection efforts specifically designed to collect the information required for certain performance indicators do not exist. For example, Illinois does not currently collect information on the qualifications of paraprofessionals or persistently dangerous schools. Illinois will analyze existing databases for information on missing variables and will develop a data collection effort to collect the needed data.

In summary, Illinois will provide the data required by *NCLB* regarding performance of various groups within the state's education system. A comprehensive and integrated information system is being developed, able to provide all of the data needs stemming from *NCLB*.

How will each indicator be measured and against what target? The specifics associated with each performance indicator (i.e., performance measures and targets) are presented in Table 1. Also shown are the data source and the resulting data and formulas for calculating results. In some cases, Illinois has added indicators or placed indicators on a common scale. Targets are also listed.

Table 1. Specific Calculations and Targets by Performance Goal and Indicator

<p>Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.</p> <p>1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.</p> <p>Data Source: State Assessment Systems</p> <p>State Performance Measure: $\frac{\text{Number of students meeting/exceeding state standards in the subject area as measured by ISAT/PSAE, IMAGE, and IAA}}{\text{Number of test takers in subject area for ISAT/PSAE, IMAGE, and IAA}} \times 100$</p> <p>Targets:</p> <ul style="list-style-type: none"> ▪ 100% of all students (in aggregate and by subgroup) meeting or exceeding state subject area standards by 2013-2014. ▪ Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined using the 2001-2002 administration of state assessments. According to state simulations, this will be approximately five percentage points for each of the 12 years. <p>1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.</p> <p>Data Source: State Assessment Systems</p> <p>State Performance Measure: Determination of whether the annual targets specified in 1.1 and 1.2 have actually been achieved by Title 1 schools. To avoid sanctions at anytime during the twelve-year period from 2001-02 to 2013-14, all schools need to make progress toward all students (in aggregate and for eight subgroups) meeting or exceeding state standards in reading and mathematics. Thus, it is conceivable that schools will need to make different amounts of improvement to reach the 100% meeting and exceeding goal to avoid any type of sanction. A</p>

school will only receive a Title 1 designation (i.e., in need of improvement), and the concomitant sanctions, if and when it fails to meet the state standard for performance or fails to achieve “safe harbor.”

Target: All schools will make adequate yearly progress for each year as required under *NCLB*.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1. Performance indicator: The percentage of children identified as limited English proficient, determined by cohort, who have attained English proficiency by the end of the school year.

Data Source: State Assessment Systems

State Performance Measures:

<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for one year or less as measured by IMAGE</i>	X 100
<i>Number of bilingual students participating in bilingual programs for one year or less</i>	
<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for between one and two years as measured by IMAGE</i>	X 100
<i>Number of bilingual students participating in bilingual programs for between one and two years</i>	
<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for between two and three years as measured by IMAGE</i>	X 100
<i>Number of bilingual students participating in bilingual programs for between two and three years</i>	
<i>Number of bilingual students achieving English proficiency after participating in a bilingual program for more than three years as measured by IMAGE</i>	X 100
<i>Number of bilingual students participating in bilingual programs for more than three years</i>	

Target: 100% of all ELL students achieving English proficiency by the end of three years of participating in bilingual programs.

2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.

2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Data Source: State Assessment Systems

State Performance Measure:

<i>Number of LEP students meeting/exceeding state standards in the subject area as measured by ISAT/PSAE, IMAGE, and IAA</i>	X 100
<i>Number of LEP test takers in subject area for ISAT/PSAE, IMAGE, and IAA</i>	

Targets:

- 100% of all LEP students meeting or exceeding state subject area standards by 2013-2014.
- Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined using the 2001-2002 administration of state assessments. According to state simulations, this will be approximately five percentage points for each of the 12 years.

Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools.

Data Sources: School Report Card data collection and state teacher databases

State Performance Measures:

$$\frac{\text{Number of classes taught by highly qualified teachers (in aggregate)}}{\text{Total number of classes (in aggregate)}} \times 100$$

$$\frac{\text{Number of classes taught by highly qualified teachers (in "high-poverty" schools)}}{\text{Total number of classes (in "high-poverty" schools)}} \times 100$$

Target: 100% of all classes taught by highly qualified teachers by 2005-06, in aggregate and in high-poverty schools.

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development.

Data Sources: Recertification and state teacher databases

State Performance Measure:

$$\frac{\text{Total number of teachers receiving high quality professional development}}{\text{Total number of teachers}} \times 100$$

Target: 100% of all teachers receiving quality professional development by 2005-06.

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

Data Source: To be developed

State Performance Measure:

$$\frac{\text{Total number of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified}}{\text{Total number of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants)}} \times 100$$

Targets:

- 100% of all paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) are qualified.
- Annually achieve 25% of the difference between 100% and the actual starting point to be determined.

Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.4 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Data Source: End-of-the-Year Report and specific data collections regarding the number of individual students who are victims of violent criminal offenses as defined by Illinois statute.

State Performance Measure:

Number of violence-related expulsions

<i>Total number of students housed at school where there were violence-related expulsions</i>	X 100
<i>Number of expulsions for bringing a gun or other weapon to school as defined in 18 USC 921</i>	
<i>Total number of students housed at school where expulsions for bringing a gun or other weapon to school as defined in 18 USC 921 occurred</i>	X 100
<i>Number of students exercising the unsafe school choice option as a victim of a violent criminal offense as defined in Illinois statute</i>	
<i>Total number of students housed at school where individual students exercise the unsafe school choice option</i>	X 100

Target: No schools having more than 3% of its enrollment expelled due to violence-related expulsions, one or more expulsions for bringing a gun or other weapon to school, or having 3% or more of the student enrollment exercising the unsafe school choice option (in accord with Illinois draft statement on persistently dangerous schools) by 2013-14.

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who complete high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Data Source: School Report Card data collection

State Performance Measures:

<i>Total number of students who graduate from high school with a regular diploma</i>	
<i>Total number of students</i>	X 100
<i>Total number of white, non-Hispanic students who graduate from high school with a regular diploma</i>	
<i>Total number of white, non-Hispanic students</i>	X 100
<i>Total number of black, non-Hispanic students who graduate from high school with a regular diploma</i>	
<i>Total number of black, non-Hispanic students</i>	X 100
<i>Total number of Hispanic students who graduate from high school with a regular diploma</i>	
<i>Total number of Hispanic students</i>	X 100
<i>Total number of Asian students who graduate from high school with a regular diploma</i>	
<i>Total number of Asian students</i>	X 100
<i>Total number of Native American students who graduate from high school with a regular diploma</i>	
<i>Total number of Native American students</i>	X 100

<i>Total number of male students who graduate from high school with a regular diploma</i>	
<hr/>	
<i>Total number of male students</i>	X 100
<i>Total number of female students who graduate from high school with a regular diploma</i>	
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<i>Total number of female students</i>	X 100
<i>Total number of students with disabilities who graduate from high school with a regular diploma</i>	
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<i>Total number of students with disabilities</i>	X 100
<i>Total number of migrant students who graduate from high school with a regular diploma</i>	
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<i>Total number of migrant students</i>	X 100
<i>Total number of Limited English Proficient who graduate from high school with a regular diploma</i>	
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<i>Total number of Limited English Proficient students</i>	X 100
<i>Total number of economically disadvantaged students who graduate from high school with a regular diploma</i>	
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<i>Total number of economically disadvantaged students</i>	X 100

Targets:

- 100% of all students (in aggregate and by subgroup) who graduate from high school with a regular diploma by 2013-14.
- Annually achieve 1/12 of the difference between 100% and the actual starting point to be determined.

5.2 Performance indicator: The number of students who drop out of school after entering grades 7 through 12, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Data Source: End-of-the-Year Report

State Performance Measures:

<i>Total number of dropouts in grades 7-12</i>	
<hr/>	
<i>Total number of students in grades 7-12</i>	X 100
<i>Total number of white, non-Hispanic dropouts in grades 7-12</i>	
<hr/>	
<i>Total number of white, non-Hispanic students in grades 7-12</i>	X 100
<i>Total number of black, non-Hispanic dropouts in grades 7-12</i>	
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<i>Total number of black, non-Hispanic students in grades 7-12</i>	X 100
<i>Total number of Hispanic dropouts in grades 7-12</i>	
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<i>Total number of Hispanic students in grades 7-12</i>	X 100
<i>Total number of Asian dropouts in grades 7-12</i>	
<hr/>	
<i>Total number of Asian students in grades 7-12</i>	X 100

<i>Total number of Native American dropouts in grades 7-12</i>	
<i>Total number of Native American students in grades 7-12</i>	X 100
<i>Total number of male dropouts in grades 7-12</i>	
<i>Total number of male students in grades 7-12</i>	X 100
<i>Total number of female dropouts in grades 7-12</i>	
<i>Total number of female students in grades 7-12</i>	X 100
<i>Total number of students with disabilities dropouts in grades 7-12</i>	
<i>Total number of students with disabilities students in grades 7-12</i>	X 100
<i>Total number of migrant dropouts in grades 7-12</i>	
<i>Total number of migrant students in grades 7-12 in grades 7-12</i>	X 100
<i>Total number of Limited English Proficient dropouts in grades 7-12</i>	
<i>Total number of Limited English Proficient students in grades 7-12</i>	X 100
<i>Total number of economically disadvantaged dropouts in grades 7-12</i>	
<i>Total number of economically disadvantaged students in grades 7-12</i>	X 100
Targets:	
<ul style="list-style-type: none"> ▪ 0% of all students (in aggregate and by subgroup) dropping out in grades 7-12 by 2013-14. ▪ Annually achieve 1/12 of the difference between 0% and the actual starting point to be determined. 	

In April 2002, the State Board of Education adopted the following motion: "*The State Board of Education hereby adopts the federal performance goals and indicators and sets targets as recommended by the State Superintendent. The State Board further directs staff to pilot the use of these indicators and targets using existing data and to connect the language of the federal law with language currently used in Illinois.*"

Part II. State Activities to Implement ESEA Programs

States will conduct a number of activities to ensure effective implementation of the ESEA programs included in the consolidated application. Many of these state-level activities serve multiple programs. For example, a state may develop a comprehensive approach to monitoring and technical assistance that would be used for several (or all) programs. Part II encourages a comprehensive approach to program planning and implementation and suggests that information submitted for Part II of the application be done so across programs wherever possible.

Describe state-level activities according to the requirements that follow. Responses to each item in this section shall be assumed to cover all programs included in the consolidated application unless otherwise indicated. When submitting a timeline, the timeline must describe the major milestones or key steps the state will carry out to meet the requirement. The timeline should provide enough information to demonstrate that all critical steps will be carried out in a timely way and that the State will be able to meet the requirement. Where applicable, states may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application.

1. Describe the state's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA.

Illinois has a standards-led system of education. The student standards, reflected in the *Illinois Learning Standards*, were adopted in July 1997. They delineate what students in Illinois need to know and be able to do to be a knowledgeable citizen in Illinois. The teacher standards, contained in the *Illinois Professional Teaching Standards* and the *Content Area Standards for Educators*, were adopted in June 2000, effective in July 2003 (<http://www.isbe.net/profdevelopment/standardsed.htm>). The teacher standards detail the knowledge and skills teachers and administrators must demonstrate in pedagogy, in specific subject areas, and in various administrative roles to ensure that Illinois students meet or exceed state student standards.

These standards are the foundation of the state's education system. The assessment system, the system of support, the other support mechanisms and resources all serve to further students' achievement. As stated earlier, the standards-led system in Illinois, initiated well before *NCLB*, permeates the entire educational framework.

The state's student standards provide challenging expectations for the seven content areas of reading/language arts, mathematics, science, social sciences, physical development/health, fine arts, and foreign languages. In order to further specify grade level expectations, performance descriptors have been written for the seven content areas.

An issue of concern in Illinois is whether or not students have access to courses meeting the minimum college preparation and admission requirements. State law requires that LEAs with grades 9-12 must include college preparation courses, "...Whenever it appears that a secondary or unit school district may be unable to offer courses enabling students in grades 9 through 12 to meet the minimum preparation and admission requirements for public colleges and universities adopted by the Board of Higher Education, the State Board of Education shall assist the district in reviewing and analyzing its existing curriculum with particular reference to the educational needs of all pupils of the district and the sufficiency of existing and future revenues and payments available to the district for development of a curriculum which will provide maximum educational opportunity to pupils of the district. The review and analysis may consider achievement of this goal not only through implementation of traditional classroom methods but also through development of and participation in joint educational programs with other school districts or institutions of higher education, or alternative programs employing modern technological methods including but not limited to the use of television, telephones, computers, radio and other electronic devices."

The annual compliance reviews of districts as conducted by ROEs asks about high school course offerings and access to make sure that the state's minimum requirements and admission requirements are met.

A next step is to assure that all Illinois students have educational opportunities that will allow them to meet the *Illinois Learning Standards* and be able to succeed in higher education and the workplace. Available evidence indicates that some Illinois high school students are not participating in a curriculum that meets college entrance requirements in this state and that may not provide the challenging content reflected in the standards. Illinois will be considering strategies to assure that "no child is left behind" because he or she did not have access to an appropriate curriculum.

Illinois' content standards and assessment system were reviewed by the USDE. They were approved as of September 2001, with a waiver on the assessment system which runs until December 2002, allowing

certain components to be completed as agreed. Standards adopted by ISBE were approved by USDE in September 1999. Illinois has already developed and implemented a state assessment in reading and mathematics in grades 3, 5, 8 and 11, and in science in grades 4, 7 and 11 (see Tables 2, 3 and 4).

Table 2. State Assessments Required by Current State Law*

Subject Tested	ISAT								PSAE	
	3	4	5	6	7	8	9	10	11	12***
<i>Reading**</i>										
<i>Mathematics**</i>										
<i>Writing</i>										
<i>Science</i>										
<i>Social Science</i>										
<i>PD/Health and Fine Arts</i>										

*Does not include Illinois Alternate Assessment (IAA) or Illinois Measure of Annual Growth in English (IMAGE). **Grade 2 was tested in 2002 in Title I schools in which the highest grade was grade 2, in order to hold all schools accountable. ***Grade 12 PSAE testing is for the voluntary October retake. Green indicates required tests that are now being given. Violet indicates voluntary testing.

Table 3. Current Testing for IMAGE and IAA -- Testing for Bilingual Students (IMAGE)

Subject Tested	Grade										
	3	4	5	6	7	8	9	10	11	12	
<i>Reading</i>											
<i>Mathematics</i>		2006		2006	2006						
<i>Writing</i>											

Table 4. Testing for Students with Disabilities via Illinois Alternate Assessment (IAA)

Subject Tested	Grade										
	2	3	4	5	6	7	8	9	10	11	12
<i>Reading</i>			2006		2006	2006					
<i>Mathematics</i>			2006		2006	2006					
<i>Writing</i>			*		*	*					
<i>Science</i>											
<i>Social Science</i>											

*Same as reading if part of language arts. ISAT: Illinois Standards Achievement Test. PSAE: Prairie State Achievement Examination. IMAGE: Illinois Measure of Annual Growth in English. It is given to students whose limited understanding of English would keep them from understanding the ISAT or PSAE and who have been in a state-approved bilingual program for less than 3 cumulative years. The IMAGE writing and reading tests are integrated and cannot be separated.

Illinois will need to complete the process for state assessment for grades 4, 6, and 7, the grades not currently included in the ISAT in reading and mathematics, in order to be in compliance with *NCLB* in 2006, and plans to do so.

Illinois will participate in the National Assessment of Educational Progress (NAEP) as required by *NCLB* in 2003 and thereafter. A bill passed by the Illinois General Assembly in June 2002 requires all LEAs/schools selected to participate.

- a. *Disseminating grade level expectations for reading/language arts and mathematics for grades 3 through 8 to Local Education Agencies (LEAs) and schools if the state's academic content standards cover more than one grade level. By May 1, 2003, provide evidence that the state has adopted such standards or grade-level expectations.*

Standards for all subjects have been developed and were approved by USDE in 1999. Draft grade-level expectations (performance descriptors) for all grades and subjects have been posted on the ISBE Web site and will be finalized by June 30, 2002.

- b. *In the June 2002 submission, provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).*

The *Illinois Learning Standards* provide challenging expectations for science. They define content over five developmental levels. In order to further specify grade-level expectations, performance descriptors have been written for science. The *Illinois Learning Standards* have been disseminated to all Illinois teachers. The performance descriptors will be sent to all teachers in Fall 2002. No timetable is necessary.

- c. *In the June 2002 submission, provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels. By May 1, 2003, provide a detailed timeline for the above.*

Illinois has developed and implemented state assessment in reading and mathematics in grades 3, 5, 8 and 11, and in science in grades 4, 7 and 11 (plus other areas as defined in state law such as social sciences). The assessments will have final approval by USDE in December 2002, upon the completion of the waiver process. As part of ISBE's process of continuous improvement, plans are to involve key stakeholders in the new development and improvements to the assessment system. The schedule for major milestones in the development of reading and mathematics for grades 4, 6, and 7, the grades currently not included in the state assessment, is as follows:

- 2002 -- Key stakeholder input into assessment system
- 2002 -- Determination of type of tests
- 2002 -- Completion of test blueprint
- 2002 -- RFP published for assessment development
- 2003 -- Development and pilot test
- 2004 -- Development, tryouts, and pilot tests
- 2005 -- Development, tryouts, and pilot tests
- 2006 -- Completion of administration manual
- 2006 -- Administer assessments
- 2007 -- Completion of technical manual

- d. In the June 2002 submission, provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(e)(6) and (7).

Illinois has developed performance definitions that are aligned with the *Illinois Learning Standards* and describe four levels of student performance. These definitions are written at grades 3, 5, 8 and 11 for reading/language arts and mathematics. The science definitions are written at grades 4, 7 and 11 (see Appendix D).

The time line for setting achievement standards in grades 4, 6, and 7:

- Spring 2006 – first assessments in reading and mathematics;
- June 2006 -- performance definitions set in consultation with LEAs

- e. By January 31, 2003, describe how the state calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.

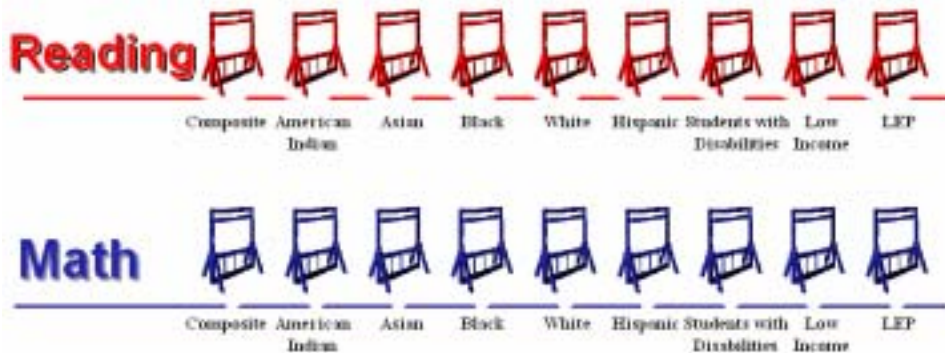
The *NCLB* definition of AYP requires a significantly higher standard and applies to state assessments effective in 2003. Within 12 years – by 2014 – 100% of students in schools, districts, and the state are required to meet standards, beginning with a benchmark that will be established using April 2002 test data. Rather than using a single composite score for all groups, schools must pass multiple hurdles in the AYP process.

Currently, a school’s AYP status in Illinois is established using a single composite score that is based on scores of all students in all subjects tested (reading, writing, mathematics, science, and social science). A school could have a low composite score in one or two subjects and a high composite score in all other subjects, and the higher scores would compensate for the lower scores, resulting in an overall composite score in the meets level. Also, the scores of higher-scoring students in some groups compensate for the scores of lower-scoring students in other groups.

Under the *NCLB* AYP definition, all schools must have their students in each of the following groups meet the yearly targets in both reading and mathematics:

- Five racial/ethnic groups -- Native American, white, black, Hispanic non-white, and Asian;
- Students having LEP;
- Students with disabilities; and
- Low-income students.

AYP is determined by making it over all 18 hurdles (9 hurdles for reading and 9 for math) by disaggregation of data.



All schools in the state must attain the same benchmark percentage of students meeting plus exceeding standards, beginning in 2002. Illinois could choose one of two methods to set the benchmark:

- Option 1. A state can review all statewide data from the eight groups (race/ethnicity and disability, income, and English proficiency status) in both reading and mathematics and select the starting point from the lowest achieving group based on 2002 data. For Illinois, the lowest achieving group based on 2001 data would be 16% of limited English proficient students (LEP) meeting standards in mathematics and 24% of LEP students meeting standards in reading. Therefore, Illinois could set the mark at 16% for mathematics with 84% to go in 12 years and at 24% for reading with 76% to go in reading. If this were divided by the 12-year timeline, which must be met by 2014, the state schedule would need an overall 7% increase per year to have 100% of students meeting in mathematics and a slightly smaller (6.3%) increase required yearly for reading.
- Option 2. A state ranks schools by reading scores and again by mathematics scores based on 2002 test data. Then the state, counting from the bottom, identifies schools that comprise 20% of the student population. The meets/not meets status of the school at the 20% point becomes the benchmark for meeting the standards. Based on analysis of 2001 data (the 2002 data would have to be used for the official benchmark), the benchmark mathematics school had 38% of students meeting plus exceeding standards and the benchmark reading school had 40% meeting plus exceeding standards. This would result in a deficit of approximately 60% in both reading and mathematics, requiring a growth rate of 5% per year.

The state *must* select the method that produces the *higher* percentage of students meeting standards. In this case, the second option would give the state an approximate deficit of 60% for both subjects as opposed to the 84% and 76% required by the first option (looking at 2001 data as an estimate). The law also allows a state to select a higher starting point than that arrived at when using Option 2. The State Board of Education at its April 2002 meeting formally endorsed Option 2. Data from 2002 will be used to determine the exact starting point, for use with the 2003 assessments and in judging AYP.

- f. By January 31, 2003, provide the state's definition of adequate yearly progress. The definition must include:
 - i. For the percentage of students meeting or exceeding the state's proficient level, provide for reading/language arts and for mathematics –
 - The starting point value;

- *The intermediate goals;*
- *The timeline; and*
- *Annual objectives.*

Starting Point. Having selected a benchmark starting point, the state must then establish a 12-year timeline for improvement. For Illinois, Option 2 will likely require 5% improvement per year (based on the estimate from the 2001 data). Schools, as well as each group in both subjects, would be required to achieve the same reading and mathematics targets every year. If 40% were set as the benchmark in 2002 from the 2002 assessment data, the first check of AYP would be following the 2003 test: the target would be 45% for *each school and group* (5% increase from the 2002 baseline). Individual schools do NOT have their own schedules to decrease the deficits by 1/12 per year per group. Rather, all schools must assume the benchmark set by the state (which would be 40% meeting plus exceeding standards for Option 2) and proceed to increase the percentage meeting plus exceeding standards by the prescribed amount. Schools that have composite scores and scores for all groups in reading and mathematics above state targets would be considered to be on target, or making AYP, until the state target reaches them. For example, if 55% of a school's composite and group scores are at the meets/exceeds standards level, the school will be on target until 2006, when the state goal would become 60%. Thus, schools with scores higher than the state goals should continue to increase their performance, as all schools will be required to reach 100% meets standards by 2014.

Intermediate Goals. Once the initial bar is established, the state is *required* to "raise the bar" in equal increments. The state can choose to raise it each year (as in the example above). If a state established intermediate goals, the bar would have to be raised, at a minimum, after two years and subsequent goals would have to be raised at least once every three years. In the case of the 40% benchmark, the goal for 2004 would still be 50% and by 2007, the goal would be 65%, the same as if the bar were raised 5% per year.

Timeline and Annual Objectives. Illinois will be using the 2002 state assessment data from Spring 2002 as baseline information. Once the data analysis is completed in Fall 2002, targets and goals will be set.

Final information will be provided in all four areas by January 2003.

- ii. The definition of graduation rate (consistent with section 1111(b)(2)(c)(vi) and final regulations).*

Illinois uses a cohort definition for graduation. The definition is "...graduation rate is the number of [2001-02] high school graduates divided by the first-time ninth-grade [1998] fall enrollment less students transferred out plus students transferred in multiplied by 100. [Numerator = number of graduates; denominator = (ninth-grade enrollment-transfers out) + transfers in]. Transfers as used here refer to this specific graduation class and are accumulated over a four-year period."

- iii. One academic indicator for elementary schools and for middle schools.*

If elementary schools are using the safe harbor provision, they *must* use one additional indicator that applies to all groups. There can be more than one indicator selected. A list of acceptable indicators is cited in the law. These include assessment results from subject tests other than reading and mathematics, attendance, and reduction in grade-level retention. An important consideration in choosing the additional

indicator is that schools must be informed of their AYP status before the beginning of the school year, so the indicator must be one for which data are readily available. Other indicators were considered but not accepted at this time:

- Attendance is a poor choice for two reasons: (1) the mean score for elementary attendance is approximately 98%, leaving little room for improvement, and (2) attendance is not collected at the disaggregated group level.
- Grade-retention data are not collected at the disaggregated group level.
- A reduction in the number of dropouts would be difficult or impossible to document in most elementary schools.

Of the choices available, the most efficient and reliable indicator would be results from the writing assessment. Writing will be used at this time, as it is available and in place for use as data in Fall 2002.

g. the minimum number of students that the state has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.¹

One additional decision that is required by law is establishment of the minimum size of the group to be used for tracking student groups (e.g., low income, ethnicity, etc.). The law requires states to set the size of the group based on the fact that it will "...yield statistically reliable information..." Since data will be compared from one year to the next to determine AYP, the group size must be large enough to maximize the reliability of year-to-year comparisons but small enough so that a maximum number of schools will be required to account for students who are members of smaller groups. Using a larger number per group could continue to mask large gaps in student achievement since schools would not be required to disaggregate groups below a certain number. The state must produce a rationale for the group size that it chooses.

With baseline data from the 2002 state assessments available in late Summer 2002, ISBE will determine the appropriate minimum number and provide a rationale to provide statistically reliable information by January 2003.

h. In the June 2002 submission, provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds. By May 2003, provide evidence that the State has implemented a single accountability system consistent with section 1111(b) and 1116.

Illinois Accountability Prior to NCLB

Like standards and assessment, accountability is another key component of Illinois' education system and *NCLB*. The standards-led accountability system in Illinois has involved three main areas since 1988: content standards, performance standards, and reporting requirements. In addition, there have been support systems designed for school improvement planning to aid schools that have performed below state

achievement targets. Other requirements for school improvement planning are identified in state law or rules such as the requirement for conducting an Internal Quality Assurance Review.

State- and federally-funded school support systems include entitlement or competitive grants with additional accountability requirements. For example, in recent years all schools received planning grants to support school improvement planning activities. Some schools have received technology grants to advance the use of technology in school improvement. Programmatic and fiscal monitoring of these grants ensures that schools are accountable for conducting planned activities and use of funds as approved.

Some major changes have occurred in the areas of reporting requirements and support activities. The School Report Card, an Illinois fixture since 1986 and the state's public reporting mechanism, has had additional information required by the State on a regular basis. Assessment results are a major component of the report card. However, other information is required, including student demographics and local planning initiatives. In 2000, much of the assessment and student demographic information became available on the Illinois School Improvement (ILSI) Web site under the general description of planning and improvement information (see <http://ilsis.isbe.net/>). In the web format, school improvement planners could use state assessment results from the school report cards with analysis and comparative tools. This elevated the reporting function to an interactive level.

The school and district report cards will be available on district Web sites, where available, as well as in hard copy, pursuant to a bill passed by the Illinois General Assembly in June 2002.

In 1992 the *Academic Watch List* was enacted into law in Illinois; the *Academic Early Warning List* (AEWL) became law in 1996. Schools with low or declining assessment results were identified as not having met state standards and were placed on the state's *Academic Early Warning List*. Continued declining assessment results could result in a school being placed on the *Academic Watch List*. Schools placed on the *Academic Watch List* are subject to having personnel replaced or the reassignment of students to another school.

In 1995, a system was designed to inform the public of schools' financial status, thus extending accountability requirements to financial management. Using language similar to academic accountability, this financial management monitoring system is called the *Financial Warning and Watch List*.

Since the late 1980's, Illinois has participated in and contributed to the national dialogue of school reform resulting in policies and practices that anticipated much of the federal *NCLB* requirements. The integration of new federal requirements into the Illinois accountability system is a natural continuation of that participation and dialog.

Impact of NCLB

As stated above, previous efforts in Illinois anticipated much of the substance of *NCLB*, especially content standards, performance standards and much of the reporting and support for planning. Some of the reporting pieces and many of the consequences of poor performance, while yet to be implemented, have been in process in recent years in Illinois.

The state's accountability system will be aligned with the federal system (in terms of district and school status, consequences and so on) so that there is a single accountability system which mirrors the federal model.

Table 5. Changes Needed to Align Current Accountability Practices with New Requirements

Current Illinois Accountability Components	...plus <i>NCLB</i> Requirements
Content Standards (<i>Illinois Learning Standards</i>): Statements of what students should learn in seven subject areas at five levels (benchmarks): elementary, late elementary, middle/junior high, early high school and late high school. Applications of knowledge (skills) includes solving problems, communicating, using technology, working on teams, and making connections are part of the content standards.	Learning standards have been refined, increasing the five levels (benchmarks) to ten.
Performance Standards (Assessment): Annual State assessments in reading, writing and math in grades 3, 5 & 8, science and social studies in grades 4, 7 & 11 (ISAT for elementary and PSAE in high school), and two special purpose tests – IAA, an alternative assessment for children with IEPs and IMAGE, to measure language progress made by children with LEP.	Assessment to be extended to all grades from 3-8, in addition to the current testing in high school, adding NAEP in 2002-03. Periodic monitoring of test security.
Reporting Requirements: <ul style="list-style-type: none"> ▪ A required school report card with a common format for every school in the state giving details on state assessment results and current indicators in many areas such as mobility, attendance, graduation rate, etc.; ▪ A web-based reporting system (ILSI) with the same data bundled with several analysis tools; ▪ A list of schools published each year based on state assessment results giving the names of schools that have showed poor progress for at least two years (AEWL). 	Expanded school report card, use of federal nomenclature.
Systems of Support: Supplemental services for high priority schools identified through state assessment. “High priority schools” is the term being used in Illinois to specify low-performing schools.	Increased planning requirements for schools not making AYP. Implementation of researched-based practices. State supervision, local teams of mentors, recruitment and retentions strategies.
Compliance with state law and Administrative Rules.	Partnership with ROEs, assurances, compliance surveys.
Entitlement and competitive grants.	Enhanced grant opportunities with federal funds, increased flexibility in use of funds, connecting federal and state grant opportunities and doing resource reallocations with local school improvement plans.
AEWL and Academic Watch Lists.	Publish AYP, adjusting the state target up each year (2002 baseline commencing in 2003 with the 2003 assessments).
Teacher quality.	Increased teacher preparation standards in place by 2003. Accountability measures.
Minimal school choice. Some local district policies.	Advise on potential public school choice consequence, commencing in 2002-03. Partner with districts and regional offices to facilitate and monitor parent notification

No supplemental educational services.	Create system for such services, possibly commencing in 2003-04. Create criteria for identifying, publishing and evaluating outside providers. Create and manage an online resource using state web resources.
Parent notification regarding LEP programs.	Expand the current Illinois system of such notices to add the additional new federal clauses.
Currently no identification of schools as persistently dangerous.	Formalize procedures for identifying persistently dangerous schools and monitor transfers of students who are eligible.

The Core NCLB Accountability System Targets for AYP: Baseline and Annual Increments

Computing a baseline target for state assessment and computing the increment of targets in subsequent years that will bring all children up to standards by 2013-14 will occur after the 2002 state assessment data is available.

Table 6. Major Building Blocks of an Integrated System

Major Components of Accountability in Illinois	Major components of <i>NCLB</i>
<ul style="list-style-type: none"> ▪ Content standards (<i>Illinois Learning Standards</i>) ▪ Performance standards (State Assessments) ▪ Reporting requirements (School Report Cards) ▪ System of Support (training in planning models) ▪ Compliance requirements (statutory and regulatory) ▪ Teacher content standards, teacher certification/qualification requirements, teacher recertification requirements. ▪ Entitlement and competitive grants ▪ ILSI ▪ AEWL and Academic Watch Lists ▪ Financial Watch List 	<ul style="list-style-type: none"> ▪ Single, statewide accountability system ▪ AYP and target increases until 100% meet standards ▪ A baseline and annual intervals in state target AYP ▪ Public school choice ▪ Supplemental educational services ▪ Testing in grades 3-8, and once in high school ▪ Mandated language proficiency testing and parent notification regarding LEP programs. ▪ Highly qualified teachers and parent notification of teacher qualifications ▪ Expanded School, District and State Report Cards ▪ Student transfer from schools identified as persistently dangerous schools ▪ Expanded early reading programs ▪ Funding flexibility

Elements of the Plan for a Single Accountability System in Illinois

Illinois has an integrated system of standards, assessment and accountability. A key component of that system is the System of Support for high priority schools, the Illinois term for those schools not making AYP.

To accomplish the single system of accountability as required by *NCLB* and endorsed by the State Board of Education at its April 2002 meeting, Illinois will make all necessary statutory and regulatory modifications to comply with the accountability requirements of the *NCLB* by Spring 2003. Again, the state's accountability system will be aligned with the federal system (in terms of district and school status, consequences and so on) so that there is a single accountability system which mirrors the federal model.

- i. *Identify the languages present in the student population to be assessed, the languages in which the state administers assessments, and the languages in which the state will need to administer assessments. Use the most recent data available and identify when the data were collected.*

Languages present in the student population: A total of 124 languages are represented based on ISBE's 2001-02 Fall Housing Report's *Public School Bilingual Census* (see Appendix G). Of these, 53 languages have more than 100 speakers (see Appendix H).

Languages in which the State administers assessments: The application identifies the languages in which assessments are available. ISBE has a strong foundation of support for the development of tests in English that measure the achievement of students with limited English proficiency. Constituent groups have recommended and supported assessment in English that are linked to the content standards and psychometrically connected to the state assessment.

In 1991, a committee of educators was established to make recommendations to ISBE on how to best meet the needs of special student populations in the context of the then-new public school recognition process (see Appendix I, *State Superintendent's Task Force Recommendations on LEP Student Alternative Assessment Systems*, August 1994.)

This Task Force made the following recommendations in this area, among others:

- Recommendation 1. *ISBE shall develop, through a collaborative process, qualitative and quantitative performance standards to describe the English language proficiency of LEP students in grades K-12 in the areas of listening, speaking, reading, and writing. A collection of exemplary model rubrics (descriptive rating scales) of developmental stages of language proficiency based upon current language acquisition theory shall be made available for schools to use as part of the Illinois Public School Accreditation Process. School districts will have the option to select a rubric from the exemplary models to use for instructional, administrative purposes and the monitoring process of the ISBE Bilingual Section.*
- Recommendation 2. *ISBE shall develop/select and administer a standardized reading and writing English language proficiency assessment instrument to all TBE/TPI students exempted from the Illinois Goals Assessment Program (IGAP) [predecessor to ISAT] in grades 3-12. The results will be reported by student, school, district, and state in the same way as the IGAP results are reported for students in the general program of instruction.*
- Recommendation 4. *ISBE shall develop a description of performance assessments for the IGAP [now ISAT] benchmark grades including performance definitions and a standard rubric matched to the existing IGAP [now ISAT] performance definitions for math, science, and social science. The LEA will develop its alternative assessment system for LEP students to conform with these ISBE developed standards. These alternative assessments can be administered in English or the native language as appropriate.*

Following Recommendation #2, ISBE developed over the period of 1994 to 1996 the IMAGE test. Taken from the IMAGE 1997 Technical Manual:

"The Illinois State Board of Education administered Illinois Measure of Annual Growth in English tests for the first time in March 1997. IMAGE reading and writing tests were given to Limited English Proficient (LEP) students in grades 3-11 who have been in either a Transitional Program of Instruction (TPI) or a Transitional Bilingual Education (TBE) program for at least six months, but less than three years. ISBE developed the test in response to an Illinois General Assembly task force's

recommendation to administer a standardized reading and writing English proficiency assessment to eligible LEP students. IMAGE results are reported at the student, school, district, and state level. More than 32,000 students enrolled in public elementary and secondary schools across the state participated in the assessment."

In terms of IMAGE performance standards, from the IMAGE 2000 Technical Manual:

"During the 1998-1999 school year, the Illinois State Board of Education established performance categories for IMAGE reading and writing. These categories are intended to differentiate language proficiency levels that represent milestones in a student's progress toward proficiency in English-language reading and writing.

The development of the performance standards and associated cutoffs was an empirical process informed by several sources of data, principally comparison of performance on IMAGE with that on the 1997 IGAP assessment and average score gains per year made by students who were tested with IMAGE after one or two years of bilingual education. The first type of data was used to establish the relationship between IMAGE scores and the probability of meeting standards as defined by the existing IGAP cutoffs. The final IMAGE categories -- Beginning, Strengthening, Expanding, Transitioning -- were intended to reflect increasing probability levels relative to successful performance on the state assessment. Specifically, the Transitioning level reflected a .80 probability of scoring at or above standards, the Expanding level reflected a .50 probability, and the Strengthening level reflected a .20 probability. The probability for students described as Beginning was even lower".

Consistent with Recommendation #4 but modified given new developments in assessment, ISBE developed a plain language assessment in 1999-2000 in mathematics for LEP students.

In order to ensure that all students are being served, federal educational law requires states to include all students in state accountability testing programs. At a minimum, states must annually assess at least one grade within each school building with reading and mathematics tests. Additional subject area and grade testing are encouraged, but not required. For eligible LEP and students with disabilities, alternative assessment procedures must be developed. IMAGE addresses this need for LEP students, although only in reading and writing. Beginning with Spring 2002, LEP students eligible for an alternate assessment in grades 3, 5, 8, and 11 were assessed in mathematics as well as with IMAGE.

The approach Illinois has taken is to develop adaptations of the regular ISAT mathematics tests that are appropriate for language minority populations. For 11th grade students a separate examination was developed using the ISAT mathematics item pools that had been previously developed for high school testing.

From the IMAGE 2001 Technical Manual, the specifications for the adapted tests are identical to the standard ISAT specifications. In particular, the adapted items must assess the same mathematical skills and processes as the original items. The types of adaptations permitted may be briefly summarized as follows:

- Reduction of irrelevant text;
- Simplification of non-mathematical vocabulary (e.g., "cubes," not "dice");
- Addition of graphics to help to define non-mathematical vocabulary;
- Use of present tense;
- Avoidance of passive voice, subjunctive, and conditional sentences.

Because the IMAGE reading and writing English language proficiency test and the plain language ISAT mathematics test fulfill the current requirements of *NCLB*, English is the only language needed for the Illinois tests for LEP students. The pictures, graphics, and plain language modifications make the tests appropriate for them.

- i. In the June 2002 submission, provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the state will designate for this purpose. In the May 2003 submission, include the state's annual measurable achievement objectives.*

All schools with Transitional Bilingual Programs are required to annually assess English language proficiency using any one of four currently state-approved, nationally-normed English language proficiency tests of speaking, listening, reading, writing, and comprehension. These tests are identified on the districts' annual state bilingual applications signed by their respective district superintendents. All LEP students whose English is inadequate to take the regular state assessments, (i.e., ISAT or PSAE) take the IMAGE, a reading and writing English language proficiency test as an assurance test. As noted above, the IMAGE is also used to help determine whether students meet state content standards for reading and writing.

The four state-approved, nationally-normed, English language proficiency tests that schools can use are

- IDEA Proficiency Test (IPT)
- Language Assessment Scales (LAS)
- Language Proficiency Test Series (LPTS)
- Maculaitis Assessment Program – Revised (MAC II)

- j. Describe the status of the state's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children. These standards and objectives must relate to the development and attainment of English proficiency in speaking, listening, reading, writing, and comprehension, and be aligned with the state academic content and student academic achievement standards as required by section 1111(b)(1) of the ESEA. If they are not yet established, describe the state's plan and timeline for completing the development of these standards and achievement objectives.*

ISBE staff have met with bilingual teacher committees and a test development contractor to establish standards and measurable achievement objectives by administering and equating several nationally normed, standardized English language proficiency tests of speaking, listening, reading, writing, and comprehension, to be anchored in the IMAGE test which is aligned with the Illinois state content and student academic achievement standards. The plan will be detailed by late Summer 2002 and implemented in late 2002/early 2003.

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2. In the June 2002 submission, describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of the following items, including how the state will address the related statutory requirements:
- a. timelines
 - b. selection criteria and how they promote improved academic achievement
 - c. priorities and how they promote improved academic achievement. (In lieu of this description, the state may submit its Request for Proposals (RFP) for the program.)

Table 7. Awarding Competitive Subgrants in Illinois via Grant or RFP (see Appendix J)

Program Area Requested	Timeline	Selection Criteria	Improving Academic Achievement
Even Start Family Literacy (Title I, Part B)	RFP attached. Applications due April 12, 2002.		The focus is on improving academic achievement. The performance indicators are as outlined in <i>NCLB</i> .
Education of Migrant Children (Title I, Part C)	RFP attached. Applications due July 1, 2002.		The RFP addresses academic achievement and related support services, to improved student knowledge and skills for the targeted population.
Children Who Are Neglected, Delinquent, or At-Risk -- Local Agency Programs (Title I, Part D, Subpart 2)	RFP attached. Applications due on June 14, 2002 for 2002-03		The RFP addresses academic achievement and related support services, to improved student knowledge and skills for the targeted population.
Comprehensive School Reform (Title I, Part F)	RFP attached. Applications due June 28, 2002.		The RFP addresses academic achievement and related support services, to improved student knowledge and skills for the targeted population.
Teacher and Principal Training and Recruiting Fund -- subgrants to partnerships (Title II, Part A, Subpart 3)	Application attached for LEAs (for Titles I, II, IV and V). Applications due May 1, 2002.	<p>Selection Criteria for IBHE will generally include programs that:</p> <ul style="list-style-type: none"> ▪ are equitably distributed geographically throughout the state ▪ support professional development in core academic subjects ▪ support professional development for teachers, highly qualified paraprofessionals, and principals ▪ support professional development to ensure the use of state academic content standards and state assessments to improve student academic performance ▪ support professional development that promotes effective teacher induction and mentorship programs ▪ support quality professional development for improving teaching and student academic achievement in low-performing schools 	These subgrants address professional development, and are all directed towards supporting student academic achievement and improved outcomes.

		<ul style="list-style-type: none"> ▪ support the use of innovative technology strategies to improve teaching and student academic achievement ▪ promote P-16+ professional development activities designed to enhance curricular content in teacher preparation programs ▪ support professional development to improve the induction and retention of new K-12 teachers in the teaching profession ▪ support collaborative researched based professional development activities among faculty and K-12 teachers and administrators to enhance teaching effectiveness and improve student learning. 	
Enhanced Education Through Technology (Title II, Part D)	RFP will be issued in June 2002, online.	<p>All local applications submitted under this program will be evaluated by an online peer review process with a 100-point criterion.</p> <p><i>To what extent has the applicant developed—</i></p> <ul style="list-style-type: none"> ▪ Goals to show how technology will be integrated into local teaching and learning environments to enable all students to achieve: <ul style="list-style-type: none"> ▪ <i>Illinois Learning Standards</i> for reading and mathematics ▪ ISTE Standards for Technology (30 Points) ▪ An implementation strategy that: <ul style="list-style-type: none"> ▪ Is based on a review of relevant research or new and promising but untested use of technology, where the applicant plans to document and report the results by the end of the project; ▪ Links the technology project directly to school improvement; ▪ Employs a type of technology use appropriate to the stated goal(s), such as Integrated Learning Systems, Productivity Tools, eCommunications (Video, Audio, Data, and Online Learning Environment), Online Research, Simulations, Problem-Solving with Real Data Sets, Expression/Visualization; ▪ Addresses the essential elements, such as Transformative Learning Environments, Digital Viewpoints, Orientation to Results, Highly Supportive Learning Cultures, Highly Competent Educators, Highly 	The RFP addresses technology support for academic achievement, student technology literacy and professional development. This too is consistent with the Illinois standards-led system.

		<p>Effective Learning Practices, Robust Technology Access, Leadership and Policy Alignment.</p> <ul style="list-style-type: none"> ▪ Includes a plan for ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel ▪ Outlines project expenditures, including details related to the type and cost of the technology acquisitions (50 Points) ▪ Benchmarking and project duration that— <ul style="list-style-type: none"> ▪ Sets performance indicators and benchmarks of annual progress with the intent of achieving stated goal(s) within five years for formula grants, three years for competitive grants ▪ Establishes an assessment methodology for both formative assessment and summative evaluation ▪ Budgets at least 5% of the grant award for assessment and/or research (20 Points) 	
Safe and Drug-Free Schools and Communities -- reservation for the Governor (Title IV, Part A, section 4112)	RFP attached. Applications for Titles I, II, IV and V due May 1, 2002.		The RFP addresses related support services for students across the board, consistent with the Illinois standards-led system.
Community Service Grants (Title IV, Part A, section 4126)	RFP will be issued in July 2002.	<p>Proposals will be evaluated relative to a 100-point scale based on the following criteria:</p> <ul style="list-style-type: none"> ▪ The learning needs of the service recipients have been thoughtfully and appropriately determined and a mechanism has been developed to determine the degree to which the service learning project will have met those needs upon completion. (25 points) • The service needs of the service recipients have been thoughtfully and appropriately determined and a mechanism has been developed to determine the degree to which the service-learning project will have met those needs upon completion. (20 points) • Service providers and adult volunteers have been empowered where appropriate as decision-makers in the planning and implementation of projects and activities. Similarly, external 	The RFP addresses academic achievement and related support services, to improved student knowledge and skills for the targeted population.

		<p>partners (individuals or organizations) will be involved in this project. The project has been linked to other state or federal educational initiatives where relevant. (15 points)</p> <ul style="list-style-type: none"> • The learning-related aspects of the project are commensurate with the <i>Illinois Learning Standards</i>, individual educational plans, individual optional educational plans as currently required in state-funded truancy programs, and/or state or national vocational skill standards. (25 points) • A timeline of activities and a budget for the service-learning project are appropriate and cost-effective for the activities planned. (15 points) 	
21 st Century Community Learning Centers (Title IV, Part B)	<p>RFP will be issued in August 2002.</p> <p>Proposals due back to ISBE in 45 days.</p> <p>Grant awards- January 2003</p>	<p>Annually, ISBE will reserve administrative and leadership funds as permitted in the legislation, and award the remainder to eligible applicants through the competitive grant process. In selecting projects for funding, ISBE will establish the following priorities:</p> <p><u>Absolute Priority:</u> Projects selected for funding will primarily serve students who attend schools eligible for Title I schoolwide programs (at least 40% qualify for free/reduced lunch) or schools that serve a high percentage of students from low-income families (at least 40% qualify for free/reduced lunch).</p> <p><u>Competitive Priorities:</u> Applicants whose programs/services are targeted at students who attend schools that have been identified as in need of improvement under Title 1, Section 1116; and applications that are submitted jointly between one LEA receiving funds under Part A of Title I and a community based organization or other public or private entity.</p> <p>Proposals will be evaluated based on the following criteria:</p> <ol style="list-style-type: none"> 1. Need for the project (30 Points) <ul style="list-style-type: none"> ▪ The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. 2. Quality of project design (30 Points) 	The focus is on improving academic achievement.

		<ul style="list-style-type: none"> ▪ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. ▪ The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. ▪ The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. <p>3. Adequacy of resources (15 Points)</p> <ul style="list-style-type: none"> ▪ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. ▪ The general capacity of the applicant or lead organization to provide the services outlined in the application. ▪ The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. <p>4. Quality of the management plan (15 Points)</p> <ul style="list-style-type: none"> ▪ The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. ▪ How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. <p>5. Quality of project evaluation (10 Points)</p> <ul style="list-style-type: none"> ▪ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. ▪ The extent to which the evaluation will demonstrate how the center has helped participating students meet local content and student academic achievement standards. 	
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3. In the June 2002 submission, describe how the state will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the state's (and those entities' own) performance goals and objectives. This description should include the assistance the SEA will provide to LEAs, schools, and other subgrantees in identifying and implementing effective instructional programs and practices based on scientific research.

Professional Development

Just like the standards, assessment and accountability issues addressed earlier, Illinois has been working diligently on improving professional knowledge and skills in the education workforce. The various initiatives accomplished recently or still underway are described below. The systems are aligned based on the state's adopted educator standards.

Illinois established requirements for continuing professional development for Standard Certificate holders in July 1999. Included in the requirements is a system for professional development providers to be approved and monitored according to specified criteria. In addition to this, ISBE identified specific state priorities for professional development: reading, mathematics, standards and assessment, technology integration, and special education.

ISBE will work across the agency to create a professional development plan that demonstrates alignment to the identified priorities and the needs of LEAs. The first stage of this plan is to create a matrix that highlights all of the professional development activities provided by the agency. This matrix will allow ISBE to determine the professional development connections as well as alignment to identified state priorities. It will also assist the agency in determining the gaps that need to be addressed, as outlined in the preface of this document.

Technical Assistance

Illinois will continue to develop classroom resources to assist educators in implementing the *Illinois Learning Standards*. These resources will be based on the standards and the associated performance descriptors, have foundations in scientifically-based research and good classroom practice, and incorporate national standards. A variety of media formats will be used (e.g., web-based resources, CD's, DVD's) to disseminate these resources. Classroom assessments, developed for all grade levels in all learning areas, will be illustrated with student work depicting *meets* and *exceeds* levels of performance. These assessments will be disseminated via CD format and ISBE's web page. Activities showing best practices will be disseminated via DVD and VHS formats. Opportunities for user feedback will be developed as well.

Illinois will also use, on a broader scale than is currently used, the Standards-Aligned Classroom model. This model has proven highly successful on a pilot basis to engage veteran and new teachers alike in use of the *Illinois Learning Standards* in a very successful way.

Additional assistance will be offered via development resources, textbook selection resources (what to look for), model curricula, locally developed exemplary units/resources, integrated units, and supplemental curriculum resources.

All resources will be evaluated to determine their effectiveness in improving student achievement and classroom practices. The development and refinement of accountability tools is an ongoing process. An integral component in this system is state assessment results.

ISBE program staff provide technical assistance throughout the grant application, implementation and reporting process. For grants included in the local consolidated *NCLB* application, staff provide regional workshops explaining grant legislation and processes, comprehensive planning and needs assessment, school improvement planning, private school consultation and participation, completion of applications, amendments and expenditure reports, program accounting, etc. In addition to the workshops, ISBE provides handbooks, instructions, and internet videos for various *NCLB* programs and issues. Videos are currently available at <http://www.isbe.net/nclb/htmls/video.htm>. Throughout May, June and July annually, agency Program Support staff meet district staff at ROEs for approval of the local *NCLB* consolidated application. Staff are finding that the approval process is taking longer in 2002 as more time is needed for the provision of technical assistance in understanding new *NCLB* requirements and expectations. During this approval process staff read and approve the application. Most changes and corrections are made during this meeting, and the district staff go home with an approved application. If the application needs substantial revision, staff advise the district representative as to the corrections that are needed, and the district resubmits the application at a later date. Staff regularly provide technical assistance via telephone and email. If a district, due to staff turnover or other issues, needs substantial assistance in completing applications or designing or implementing programs, staff will travel to the district to provide such assistance. Technical assistance is also provided to districts to resolve compliance issues discovered in the audit process.

Monitoring

Monitoring occurs throughout the grant process. The local consolidated *NCLB* application is designed to inform staff of broad issues that may need to be addressed with LEAs. For example, the application includes a summary of the needs identified through their needs assessment process, ensuring that LEAs have included this important process in their school improvement and *NCLB* planning. The application asks for performance indicators and targets for each program. Staff provide districts with a list of the private schools within their district's boundaries and ask for signatures of private school officials indicating their choice to participate in *NCLB* programs. Staff ask for private school information and expenditures throughout the application in an effort to ensure that appropriate consultation has occurred. The application asks for job descriptions for staff whose salaries are being paid from grant funds to help in the determination of supplanting issues. Grant budgets are entered into the finance database and program expenditure reports compared to the budgets to ensure that districts implemented the programs and activities that were approved in the initial application or subsequent amendments. Expenditures are compared to payments to determine that districts do not have excess cash-on-hand. LEAs are required to submit annual performance reports detailing grant services and performance.

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4. *In the June 2002 submission, describe the statewide system of support under section 1117 for ensuring that all schools meet the state's academic content and student achievement standards, including how the state will provide assistance to low-performing schools.*

Illinois has had a System of Support (see Appendix K) for several years, aligned with the 1994 ESEA law and subsequent consolidated application. This is a centerpiece of this application and Illinois' work in implementing *NCLB*.

In terms of the system's components, research conducted by USDE and the Education Trust have identified problems specific to high priority schools and solutions to respond to these problems. These coupled with requirements of *NCLB* provide the basis for the system of support premises:

- Support to district and schools are equally important to insure systemic and sustained changes in student achievement and organizational effectiveness. Both the consequences and rewards for student learning must be understood by the districts and schools.
- The System of Support is the responsibility of all education support providers; however, the accountability for the System of Support rests with ISBE.
- School support must be geared toward all students meeting standards in reading, writing, mathematics and science. Student achievement at each school level has a significant impact on later success.
- Teacher quality is the single greatest in-school indicator for improving student performance.
- State and federal resources must be used strategically and effectively to support improvements.
- The *Illinois Learning Standards* and respective state assessments are the uniform basis for school performance measurements. Within the next three years, schools must be on a trajectory to meet or exceed the *Illinois Learning Standards* within the required federal 12-year limit.
- Interventions must be based on data, research and best practices. Districts/schools/classrooms must have systems to monitor student progress and provide extra support to students as soon as needed.
- Leadership is key to improving performance in individual schools and a district/school system as a whole.
- Parental involvement is the single greatest out-of-school indicator for improving student performance.

The System of Support is a centerpiece for the assessment/accountability systems. It will use a phased process to work with district/schools in three areas tied to the *NCLB* goals, corresponding to the stages of school improvement and corrective action. Each of the three goals of the System of Support -- Academic Intervention, Educator Quality and Resources -- will apply to all stages; however, the intensity of support will progressively increase depending on school and district consequence status. The statewide system will be intensive and sustained in order to increase the opportunity for all students to meet standards.

Table 8. Goals of the System of Support

Academic Intervention: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14. *State and local strategies, consistent with the performance agreement, will focus on articulated, standards-based education from early childhood through high school, extended learning opportunities, parent involvement, and individualized learning plans for students who are two or more years below grade level in reading and math.*

- Establish an articulated, standards-based curriculum from early childhood through high school.
- Use multiple assessments to help determine and monitor individual student progress toward meeting state learning standards and to inform instruction.
- Ensure the development of individualized learning plans for students who are two or more years below grade level in reading and mathematics.
- Ensure the involvement of parents and families in ways that advance the academic success of their children.
- Provide extended learning opportunities for students who are not proficient in reading, writing, and mathematics to achieve state standards.

Educator Quality: By 2005-06, all students will be taught by highly qualified teachers. *Strategies will focus on assessing individual student progress and applying appropriate instructional strategies to ensure student success, teachers qualifications and content expertise to deliver a standards-based curriculum, instructional leadership, recruitment and selection of highly qualified teachers, mentoring programs for teachers with less than four years experience, and continuing professional development systems that are results oriented.*

- Assure teachers' expertise in assessing individual student progress, determining student needs, and applying appropriate instructional strategies to ensure student success.
- Assure all teachers are qualified and have content expertise to deliver a standards-based curriculum
- Develop instructional leadership capacity in school administrators.
- Develop recruitment and selection of highly qualified teachers
- Develop mentoring and programs for teachers with less than four years experience.
- Develop continuing professional development systems that are results oriented.

Resources: All districts with schools in corrective action and in need of improvement will have a support team to review and analyze all facets of the school operation and assist in developing and implementing a plan for improving student performance. *Strategies will focus on resource reallocation, appropriate use of state and federal discretionary and competitive dollars, school support teams, and realignment of district policies, practices and local resources.*

- Review comprehensive plans to determine the degree to which financial resources are working toward implementing the plan.
- Leverage state and federal discretionary and competitive financial resources to assist the district/school in implementing the plan.
- Use school support teams including distinguished teachers and principals chosen from schools that have been successful in improving academic performance to develop and implement plans that can be expected to improve student performance, including achieving adequate yearly progress.
- Work with local boards of education and central office staff to ensure policies, practices and local resources are directed toward improving student performance in reading, mathematics and science.

In Fall 2001, ISBE identified 593 elementary and middle schools in 65 districts for placement on the state's AEWL. Looking at the state assessment results since the 1999 ISAT, there are over 400 elementary schools that will not have made sufficient academic progress and will be required to provide public school choice in 2002-03. Of course this list will be reviewed for 2002-03 status based on the Spring 2002 assessment, along with the Title I funding status of these schools for 2002-03.

Each affected district/school will follow a cycle of improvement as outlined in Table 9.

Table 9. Cycle of School Improvement Aligned with the Illinois System of Support

Phase/Actions	Timeframe	Deliverable
Phase I - Review and Analysis of District/School Operation		
Prepare district and school profiles aligned to goals/strategies using ISBE available data.	Within 10 school days of school identification	Completed profile
Complete a district-level systems analysis using the Baldrige framework and aligned to goals/strategies.	Within 30 school days of school identification	Completed report and inventory
Complete a school-level audit aligned	Within 45 school days of school	Completed audits

to goals/strategies.	identification	
Phase II - Develop District/School Continuous Improvement Plan and Agreement		
Develop district performance agreement that responds to the recommendations of the district systems analysis report, and a plan for System of Support goals/strategies that improves high priority schools.	Within 75 school days of school identification	Written performance agreement
Approve school improvement plans aligned to district goals/plans and performance agreement.	Within 60 school days of school identification	Approved plans scoring 20 or higher on school improvement plan rubric
Phase III - Implement District/School Continuous Improvement Plan and Agreement		
Analyze the need for additional resources or referrals (e.g., CSR, 21st CCLC.)	From September—February during first year of identification	Successful applications and grant awards
Facilitate, broker and/or deliver resources/services to implement plan.	Ongoing through period of performance agreement	List of resources/services identified in performance agreements
Phase IV - Monitor Continuous Improvement Plans and Performance Agreement		
Evaluate the effectiveness of school personnel, identify outstanding educators, and make findings and recommendations to the school and district.	Verify twice annually	Written reports reflecting status of agreement implementation
Recommend additional assistance needed by the school or support team.	End of each year	Written letter with recommendations
Recommend continuing or additional support or alternative actions to support the school.	End of each year	Revised performance agreement and/or letter specifying alternative action

Phase I -- Review and Analysis of District/School Operation

Every district/school, regardless of the stage of intervention, will be reviewed using criteria common to continuous improvement systems and directly aligned with the Baldrige *Education Criteria for Performance Excellence*. The process uses seven criteria to gather information on a district's/school's systems for improving its high priority schools.

Table 10 identifies the specific areas examined during the review and analysis process. The district analysis is conducted by ISBE's System of Support staff to gain an understanding of the district's systems to support high priority schools. A district feedback report and inventory is used to document the status and target areas of improvement (see Illinois System of Support for Districts with High Priority Schools in Appendix K). A separate analysis of district resources will be conducted (see pilot instrument in Table 14). The school analysis is conducted by the school support team using several tools and results in a school feedback report. A rubric is used to judge the school improvement plan (see Appendix L). A classroom observation tool and a district and school interview protocol will also be used. Upon completion of the district/school analysis, a performance agreement (see Table 11) is developed that outlines the specific services and support to be provided from each support team member based on the System of Support goals.

Phase II -- Develop District/School Continuous Improvement Plan and Agreement

The district/school support team works with the district, parents/families and school staff to design a district improvement plan aligned to the Baldrige framework and a school improvement plan to improve student performance and help the school meet its goals for improvement, including AYP. The district/school support team may have the expertise to facilitate the design of the plan or may broker resources to aid in the design of the plan. Each plan will be integrated and demonstrate how financial resources are dedicated to the achievement of the plan.

Phase III -- Implement District/School Continuous Improvement Plan and Agreement

The focus of the school support team is on the implementation of the school improvement plan. An agreement among the state education agency, regional office of education/intermediate service center, and district and school will be developed that describes the resources from each party to support implementation of the plan. Each district with one or more high priority schools is assigned a support team, including use of Illinois' system of local educators, called *educator(s)-in-residence (EiR)*. These EiRs have been recruited, selected, and prepared to support struggling schools that are not located in their respective districts. The role and function of EiRs are described in the Illinois System of Support for Districts with High Priority Schools in Appendix K. Each support team will have four EiRs, one each with experience and expertise in reading, mathematics, early childhood, and secondary curriculum and instruction. For districts with Reading First grants, an additional EiR in early reading will be added to the team.

Phase IV -- Monitor Continuous Improvement Plans and Performance Agreement

As with the initial review and analysis of the district and school, the responsibility for monitoring implementation of the plan will be the responsibility of the System of Support Division. Each school will have a process for monitoring and reporting on its progress to its school community, district, and the state education agency. Performance agreement reviews and monitoring of the plans will occur semiannually. The template to be used in this process, as outlined in Table 11, was approved by the State Board of Education at its April 2002 meeting.

Table 10. System of Support Analysis Criteria

	District Analysis	School Analysis
Stakeholder Focus	Requirements of parents, students, faculty, community, feeder schools or employers Satisfaction of stakeholders Connections with stakeholders	Family involvement to support reading and mathematics at home Support from business and community to support reading and mathematics
Strategic Planning	Goals Measures Action Plan Support for high priority schools Continuous improvement process	School improvement plan (SIP) and process (analyzed using state rubric) including but not limited to reading and mathematics improvement

Leadership	Communication Monitoring progress of plan Reporting of progress of plan Collaborative decision-making structure Data-driven decision-making Policies to support student achievement in high priority schools	Time spent on instructional leadership (51%) Data-driven decision-making Monitoring progress of SIP Reporting progress of SIP Collaborative decision making structure
Information and Analysis	Data collection and analyzes and data-based make decisions Comparative data Data to measure progress on the <i>Illinois Learning Standards</i> District, school and classroom achievement data	Collection, analysis and interpretation of how instructional time is used, grouping practices, reading and mathematics best practices, classroom resources, use of achievement data on a periodic basis (6-8 weeks)
Human Resources	Allocation of Human Resources to goals Collaboration and teamwork to achieve goals Recognition and rewards for improvement Continuing professional development Evaluation process Employee well-being and motivation	Allocation of HR to improve reading and mathematics Professional development on reading and mathematics Teacher evaluation process linked to goals and classroom performance
Instructional Process Management	Recruitment, selection and assignment of staff Mentoring and induction of staff Continuous professional development Alignment of curriculum, instruction and assessments in reading and mathematics Allocation of resources	Mentoring and induction of staff Professional development plan/process Allocation of resources Alignment of curriculum, instruction, and assessments Support for struggling learners
Results	District and school results in reading and mathematics	Disaggregated school results by subgroups in reading and mathematics

Table 11. Illinois' Performance Agreement Template

<p><i>All items described below will be mutually agreed upon by the participating school district/school and the Illinois State Board of Education.</i></p> <p>I. RESULTS: Identify specific measurable results, to be attained within a specified time period.</p> <p>II. SUCCESS INDICATORS: Identify specific measurable success indicators that will demonstrate the satisfactory attainment of the specified results.</p> <p>III. DATA SOURCES: Identify the data and data collection methods that will provide the evidence of attainment for each result and success indicator.</p> <p>IV. DISTRICT NEEDS: Identify specific school district processes, training, materials and other assistance that the district will need to ensure successful attainment of the specified results.</p> <p>V. TECHNICAL ASSISTANCE NEEDS: Identify specific processes, information and personnel that ISBE staff and educators-in-residence (if applicable) will need to access throughout the duration of the performance agreement.</p> <p>VI. ANNUAL PERFORMANCE TARGETS: Identify specific annual performance targets related to each of the specified results; identify specific district, school and state responsibilities related to achieving each of the targets.</p> <p>VII. SIGNATURES: Signed by the district superintendent and the designated ISBE administrator.</p> <p>Performance agreements will be reviewed, documentation compiled, and progress charted annually. Modifications will be negotiated between the school district and ISBE as appropriate.</p>
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System of Support Academic Achievement Awards

Outstanding Teachers and Principals

School support teams are required to identify outstanding teachers and principals through the semiannual review of school personnel. These individuals will be identified through the school review and analysis process based on pre-established criteria. These teachers and principals will be recognized at the state Those Who Excel awards banquet and receive a certification of recognition for their contributions to student learning. Individuals will also be afforded one of two leadership opportunities:

- He/she may elect to serve as an ambassador of his/her school to other Illinois schools who may request his/her assistance. Travel expenses and salary/substitute reimbursement will be provided by the state for up to five days.
- He/she may elect to become a candidate to serve as an EiR for the next school year.

School Rewards

Schools that significantly close the achievement gap between the groups of students (low income, limited English proficient students, students with disabilities, or the various racial/ethnic groups) or schools that exceed their adequate yearly progress will receive a financial reward. The annual award will be \$5,000 and may be used for rewards and incentives for students and teachers who have demonstrated commitment and contributions to increasing achievement.

Schools with Distinguished Improvement

Distinguished schools that have made the greatest gains in closing the achievement gap or exceeding adequate yearly progress will serve as distinguished schools if they meet the following criteria:

- Have been recognized as stated above.
- Have met state criteria for organizational effectiveness.
- Have completed an independent review to document the above.

These schools will serve as models for and provide support to other schools, especially schools identified for improvement, to assist such schools in meeting the *Illinois Learning Standards*. Illinois has studied and reported on high-performance, high-poverty schools in *High-poverty High-performance (HP HP) Schools (June 2001)* (see Appendix M), which will be useful information in this process. Distinguished schools will receive the highest recognition afforded through the Those Who Excel program and receive a one-time financial award to further support the school's improvement efforts and serve as a mentor to schools not making adequate yearly progress.

Public School Choice

Another element aligned with the System of Support is the consequences of failure to make AYP. There are approximately 400 elementary and middle schools in Illinois that will face the consequence of public school choice in 2002-03 if they do not make AYP on the Spring 2002 state assessments.

A bill as passed in June 2002 by the Illinois General Assembly delineates some parameters for families' use of public school choice.

Table 12. *NCLB* Consequences for Title I-Funded Schools Not Making AYP

<ul style="list-style-type: none"> ▪ Schools not making AYP are identified as in "School Improvement," "Corrective Action," or "Restructuring." <ul style="list-style-type: none"> ▪ Two consecutive years of not making AYP results in "School Improvement 1" status: <ul style="list-style-type: none"> ▪ Public school choice - students must be offered the opportunity to attend a higher-performing public school within the district* ▪ Three consecutive years of not making AYP results in "School Improvement 2" status: <ul style="list-style-type: none"> ▪ Public school choice -- students must be offered the opportunity to attend a higher-performing public school within the district* ▪ Supplemental education services -- students must be offered additional instruction (e.g., tutoring, after-school programs) ▪ Four consecutive years of not making AYP results in "Corrective Action" status: <ul style="list-style-type: none"> ▪ Public school choice and supplemental services, plus ▪ Corrective action -- such as replacing school staff, implementing a new curriculum, extending the school day/years, etc. ▪ Five consecutive years of not making AYP results in "Restructuring": <ul style="list-style-type: none"> ▪ All the consequences above, plus ▪ Major restructuring of school governance - such as reopening as a charter school, replacing all or most of school staff, other reorganization permitted under state law. ▪ School districts that do not have a higher performing public school within their boundaries shall, to the extent practicable, make intergovernmental agreements with neighboring school districts to educate their students; currently, only about one-half of public school districts have more than one attendance center for a particular grade.

Within Title I of *NCLB*, an array of school improvement consequences is outlined. Families from sanctioned schools may consider public school choice in the first year of such sanctioning, or choice *OR* supplemental educational services in the second and subsequent years of consequences.

Availability of and Access to Choice Options

The challenge with respect to this requirement is to balance the need to assure real choices for parents and their children with circumstances such as the capacity of better-performing schools in the district, special entrance requirements for some schools, and the lack of options within the district (either because it is a one-school district or all schools are in "school improvement"). Out of Illinois' 893 districts, as shown in Table 13, students in many school districts do not have another public school available for consideration. Public school choice is a more viable option in urban and large school districts.

Table 13. Illinois School Configurations in 2001-02

Issue	Elementary	High School	Elementary or Unit	Unit
Districts with only one school building	152	71		
Elementary/unit districts with 1 junior high school building			319 elementary or unit	
Unit districts with only 1 elementary, one junior high, and one high school building				109
Unit districts with 1 elementary and 1 high school but no junior high school building				77

Transportation. The law requires that schools in school improvement status use up to 20% of their Title I funds to pay for or provide transportation services for students to travel to higher-performing schools. The law requires the sending school district to pay for or provide that transportation. The district shall use up to 20% of its funds for transportation/supplemental education services. In terms of transportation outside of the district, if there is an intergovernmental agreement in place between two or more districts, transportation would be addressed, and provided by the "sending" school.

Parental Information. ISBE will provide general information and guidelines on the *NCLB* Web site regarding public school choice. The eligible LEAs are aware of the potential of having to provide choice next year for select schools, depending on a particular school's failure to make adequate yearly progress on the Spring 2002 state assessments. Local districts will need to provide specific information to parents regarding the public school choice option prior to the beginning of the school year. Local districts can and should use Title I funds to launch public information campaigns on this topic. ISBE will provide specific information to the choice-impacted districts in May 2002 regional meetings (see agenda in Appendix S).

Funding. *NCLB* requires a Title I-funded *school district* to use 20% of its funds on transportation/supplemental educational services. *Districts* must provide or pay for transportation. The federal law also outlines a way to prioritize funding of services, should funds be insufficient to pay the full necessary costs (e.g., beginning with the lowest performing students first). There are no funds required to specifically follow the individual student as Title I funds are allocated within an eligible school district based on a needs assessment.

Outlined below are a number of items that local school districts must consider:

- **Choice within *single-school* districts.** *NCLB requires* that LEAs shall, *to the extent practicable*, enter into intergovernmental agreements on this issue and offer choice in these situations. Such agreements *should* address key issues such as transportation, tuition payments, student fees, and receipt of General State Aid. For those students transferring to another school in another district, they would have their tuition paid to the second district by the resident district. The method to use should be the receiving district report attendance to the resident district and the resident district claim the GSA (as is the current situation for other instances where the resident district places and pays for a student to attend an out-of-district school.)
- **Districts with all schools in "improvement" status.** The LEA shall provide all students enrolled in the school with the option to transfer to another public school. If all schools are in an improvement status, the only option for transfer may be to another district pursuant to an intergovernmental agreement referenced above.
- **Participation.** A local choice policy will set the parameters for determining which students in an eligible school will be able to choose. The intent of the federal law is to make this choice available to all eligible students, particularly for those families least likely to be able to afford or access private school choices. It would be logical for the local policy to prioritize both lowest-performing and low-income students.
- **Responsibilities of receiving schools.** Receiving schools must recognize the special intake procedural needs and transition needs of the transferred students and their families. This element should also be addressed in local district policy.
- **Length of stay.** Assuming the family remains in the district, *NCLB* states that the student can stay in the new school until completing the highest grade at that school. The district's obligation to provide transportation to the new school ends when the former school is no longer in improvement

status. If the school the student transfers to becomes a school in need of school improvement status, the student would have the option to move again to another school in a subsequent year.

The State Board of Education at its May 2002 Board meeting recommended "...that each local school board establish and implement a policy on public school choice for the possible transfer of students from attendance centers identified for school improvement..." It recommended that a model policy be established and disseminated, in conjunction with the Illinois Association of School Boards and/or the National Association of School Boards, and information be communicated broadly. It is recommended that the districts immediately affected approve a policy *at this time* and that the remaining districts complete one in 2002-03.

The recommended local policy should address *at least* the following, and would be in addition to any current "choice" provisions:

- Procedures to ensure parents are provided with school choice information (in an understandable and uniform format and, to the extent practical, in a language the parents can understand), prior to the first attendance day of the school year.
- Procedures to ensure the lowest-achieving children from low-income families are given first priority if there are space or financial limitations.
- Procedures to provide or pay for transportation to receiving public schools.
- Procedures to ensure that LEAs shall, to the extent practicable, enter into intergovernmental agreements.
- Procedures to ensure transfer students are enrolled in classes and other activities in the same manner as all other children in the receiving public school.
- Procedures regarding attendance capacity (consistent with state law and data available to ISBE on school construction).
- Procedures to ensure parents exercise the choice option within thirty days of notice upon their receipt of notice.
- Procedures to ensure students transferred through choice continue to be eligible for transportation if their home schools continue to fail to make AYP or if the receiving school fails to achieve AYP.

Supplemental Educational Services

Supplemental educational services are defined in *NCLB* as tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day that are of high quality and designed to increase the academic achievement of eligible children. Such services are included in the list of consequences for failure to make AYP as noted above. These services must be provided by schools in school improvement status in the school year subsequent to the provision of public school choice (see Table 12 on consequences). No school in Illinois will be in this status for 2002-03.

Schools must arrange for the provision of supplemental educational services to eligible children from the identified schools. Providers of supplemental educational services must have a demonstrated record of effectiveness and be selected by the parents from a list of providers approved for that purpose by ISBE. LEAs must annually notify parents of the availability of services, the identity of providers in the area, and a description of the services offered by each provider.

The responsibilities of ISBE in this area are as follows:

- promote maximum participation through consultation with educational partners to offer parents as many choices as possible;

- develop and apply objective criteria to potential providers;
- maintain an updated list of approved providers statewide by district from which parents may select;
- monitor and publicly report on the quality and effectiveness of the services offered by approved providers;
- withdraw approval from providers that fail, for 2 consecutive years, in relation to improving student academic achievement; and
- give annual notice to potential providers of the opportunity to provide services and of procedures for obtaining State approval.

ISBE will develop standards for providers of supplemental educational service providers. The external advisors stressed the need for high quality supplemental educational services and were adamant that all providers meet high standards. ISBE will need to establish standards and procedures for monitoring and reporting effectiveness of these services. Multiple data sources will be used to determine the effectiveness and continued eligibility of providers of supplemental educational services.

The State Board of Education at its May 2002 Board meeting recommended *"...that each local school board establish and implement a policy governing the provision of supplemental educational services for students from attendance centers identified for school improvement..."*

All students who are enrolled either in attendance centers in their second year of school improvement status or those that in subsequent years fail to make AYP may choose the provision of supplemental educational services. It is recommended that each school board establish and implement a policy governing the provision of supplemental educational services for students from attendance centers identified for school improvement. [NOTE: This policy is similar in appearance and language to the public school choice statement above.]

The recommended local policy should address at least for the following:

- Procedures to ensure parents are provided with supplemental educational services information (in an understandable and uniform format and, to the extent practical, in a language the parents can understand), not later than the first attendance day of the school year
- Procedures to ensure parents exercise the supplemental educational services option within 30 days of notice, upon their receipt of notice
- Procedures to ensure the lowest-achieving children from low-income families are given first priority if there are space or financial limitations
- Procedures to provide or enter into contractual arrangements with external entities to provide supplemental educational services

ISBE will continue to refine the parameters and issues dealing with supplemental educational services during 2002-2003, prior to the first potential provision of such services in Fall 2003.

5. In the June 2002 submission, describe the activities the state will conduct to:

- a. Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate state fiscal and accounting barriers so that schools can easily consolidate federal, state, and local funds for schoolwide programs;

ISBE provides technical assistance in the planning and implementation of schoolwide programs through conferences, workshops, telephone calls, and the application approval process. Rather than create separate budgets for Title I schoolwides, as some states have done, Illinois has allowed expenditures for schoolwide programs to be shown on the budget for each program. For example, the entire Title IV allocation is budgeted on the Title IV budget page, but expenditures for Title I schoolwide programs paid for with Title IV funds are shown on the Title IV budget. This process eliminates the need for fund transfers (see Appendix J, the application for Titles I, II, IV and V funding for 2002-03) by reflecting what is actually to happen and with what dollar resource. This process allows for minimal barriers in funding programs.

Additionally, for the high priority schools (those failing to make AYP) ISBE staff is working with local school personnel a process for resource reallocation of funds to support district/school goals. The tools developed for this process will be available to all LEAs/schools including those schools that are using a Title I schoolwide model.

Table 14. Pilot Resource Reallocation Process

<p>The purpose of analyzing and reallocating resources is to maximize available resources in achieving district and school academic goals. Five resource categories are analyzed:</p> <ul style="list-style-type: none"> ▪ Allocation of time for reading, mathematics and professional development; ▪ Grouping practices to support engaged learning and follow scientifically based research on instruction; ▪ Use of instructional materials and technology; ▪ Deployment of staff and roles and responsibilities of staff and administration; and ▪ Use of local, state and federal funds. <p>A systematic process to quantify and describe current resources follows these steps:</p> <p>Step 1: Review state and federal grants by collecting information from the state's Financial Resource Information System (FRIS) system and analyzing grant applications in the categories of personnel, materials/supplies and professional development.</p>								
Grant Name	Fund Source	Dollar Amount	Program Purpose	# of Teachers	Personnel	Expenditures Materials & Supplies	Professional Development	Relates to Goals (Y/N)
<p>Step 2: Verify the academic goals of the district and each school. Identify the current curriculum, instruction, and assessments used by the district and school in the areas of reading and mathematics. Request specific records be available for Step 3 including curriculum guides, schedules, class lists, personnel lists, and professional development plans.</p> <p>Step 3: Conduct an on-site visit to high priority schools to diagnose current resources. Areas of diagnosis are:</p> <ul style="list-style-type: none"> ▪ Time free from instruction shared by staff for planning, reviewing student work, and related activities; ▪ Uninterrupted time blocks during which teachers and students engage in sustained exploration of core 								

- subject (i.e., literacy and mathematics);
- Percentage of instructional time each day or week spent on literacy and mathematics instruction;
- Ratio of students per teacher and class size;
- Classroom management and grouping practices to allow individual attention;
- Grouping and regrouping of students by skill level or interest throughout the day or week to allow more individual pursuit of educational needs;
- Building relationships among students and teachers, e.g., looping, advisory;
- Budget allocations to professional development of staff;
- Percentage of professional development spending linked to goals and strategies;
- Opportunities for extended learning for struggling learners;
- Common sets of instructional strategies/learning expectations including students who are pulled from the regular classroom;
- Roles and responsibilities of staff in supporting reading and mathematics;
- Instructional materials and technology that support reading and mathematics; and
- Programs that target/don't target goals

- b. *Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified. This description should include the help the states will provide to LEAs and schools to –*
- i. *Conduct effective professional development activities;*
 - ii. *Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes; and*
 - iii. *Retain highly qualified teachers.*
- c. *Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.*

In response to both items above, the Title II, Part A section of this application in Part III details the strategies related to ISBE's goals to ensure that all teachers and paraprofessionals in Illinois schools meet the qualifications outlined in *NCLB*. Professional development, professional preparation, recruitment, and retention strategies that ISBE will implement and support to ensure highly qualified teachers and qualified paraprofessionals will include the following:

- Examine professional development provided by ISBE and all providers to ensure alignment to state priorities, professional development provider criteria in state law, and definition of "professional development" as stated in *NCLB*; conduct professional development provider audits with a small sample of providers, using the definition of "professional development" as one of the guiding resources to determine continued approval status.
- Develop a comprehensive teacher recruitment and retention plan in consultation with district administrators, ROEs, teacher unions, institutions of higher education, business community and other critical stakeholders. The plan will identify and prioritize all means of attracting individuals to the profession, particularly in teaching shortage areas and in high-need schools. The plan will likely target financial incentives, accelerated program delivery models, pension incentives, and retraining existent professionals for service in high-need fields.
- Collaborate with community colleges to develop standards-based preparation programs that focus on reading, writing, and math. The two-year program on community college campuses will result in an associate's degree with a paraprofessional teaching credential.

- Develop and disseminate guidelines for local assessments to be used in the determination of paraprofessional qualifications.
- d. *Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.*

ISBE will assist LEAs with a high need for technology, high percentages of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education, libraries, and other entities with technology expertise to improve the use of technology in instruction through a variety of means:

- A key strategy that will be used in the program implementation of competitive funds for *NCLB* will be the identification of research-based learning solutions which demonstrate improved academic achievement for applicants. Beginning the second year, the competitive process will encourage LEAs to join cohorts of schools/districts that adopt research-based learning solutions that research demonstrates improves academic achievement, forming communities of schools exchanging resources, lessons learned, and strategies for customizing these technology-based/research-based solutions to local student needs;
- A regional support mechanism will provide districts with successful implementation models by working with cohorts of schools with similar focuses for their federal technology funds. In some cases, such cohorts will be formed around customization and implementation of the same technology based solutions. In other cases, cohorts may be based on technology “value added” to schools’ curricular targets, e-Learning approaches, one-to-one computing, or the learning needs of specific student populations;
- ISBE and the regional support networks will analyze awards and provide technical assistance, support, and facilitation of information exchanges based on an awardee’s focus. ISBE and the regional support network will host online events that bring professional development service providers together to better coordinate offerings statewide. The regional support network will be seeded with funds to both facilitate these clusters and develop face-to-face, online and hybrid professional development that meets the criteria for effective technology professional development and addresses the immediate needs of grantees.

- e. *Promote parental and community participation in schools.*

ISBE will assist LEAs in promoting parental and community participation in schools through the continued expectation that schools conduct Internal Quality Assurance reviews on an annual basis. This self-assessment review includes requirements that schools examine and collect data on the degree to which the school involves and supports parents and other community partners in the on-going school improvement process. The schools and districts then create action plans to address the areas of deficit. System of Support schools will receive structured guidance, intervention and assistance in ensuring the involvement of parents and families in ways that advance the academic success of students. The school and district analyses for the System of Support schools includes a stakeholder focus component (based on the Baldrige *Education Criteria for Performance Excellence*) that requires monitoring and reporting on the progress in this area to the school community, district, and the state education agency. These LEAs are assisted by district/school support teams in all aspects of the school improvement process.

f. *Secure the baseline and follow-up data for the core ESEA accountability system in Part I.*

ISBE is developing a comprehensive data collection and evaluation system that will enable the agency to collect the needed baseline and follow-up data for the indicators in Part I. LEAs will be assisted in reporting this data through improved online procedures and revised report card formats.

6. *In the June 2002 submission, describe how*

a. *SEA officials and staff consulted with the Governor's office in the development of the state plan;*

Shortly after *NCLB* was enacted, Governor George H. Ryan issued Executive Order #1 (2002) (see Appendix N), addressing the Illinois Agenda for Excellence in Education. The purpose of the order was to "...promote, encourage and foster long term improvement in elementary and secondary schools that will lead to consistently high student achievement, exemplary instruction and the well-rounded preparation of future generations..." ISBE is to develop and submit to the Governor and General Assembly, by January 1, 2003, a series of plans and implementation strategies for implementing *NCLB*. The Joint Education Committee is also required to do the same. This consolidated state application will be the foundation of such plans and strategies.

ISBE staff has met with the Deputy Governor for Workforce and Education Dr. Hazel Loucks on several occasions concerning *NCLB*. The work of the State Board of Education regarding *NCLB* at its monthly meetings has been reviewed. The Deputy Governor and her staff will review the final application in draft status and make comments for revisions prior to its finalization and submittal to USDE.

ISBE staff has also worked with the Governor's Senior Advisor on Literacy on the Reading First application. While that is a separate submittal as is the application for federal homeless funds, all parties across ISBE have been working in a coordinated fashion so this document is truly a consolidated state plan. Staff of ISBE and the Governor's Senior Advisor on Literacy, along with an Illinois team, participated in the Reading First multi-day academy in Washington, DC earlier in 2002.

Board members of ISBE, IBHE, ICCB and Dr. Loucks meet monthly as the state-required Joint Education Committee to address issues of mutual concern.

In addition, staff has worked closely with the Governor's Office to address issues of educator quality through a variety of strategies. A Governor's Education Summit was convened in late 2001 and reconvened in early 2002 to discuss and create a statewide plan to address various issues related to educator quality, supply, and demand.

Select staff in ISBE serve as members on the Governor's Advisory Council on Teacher Quality and the Joint Education Committee. Both of these groups involve staff from the Governor's Office, institutions of higher education and community colleges, representatives from the business sector, teacher unions, and educational researchers in a collaborative problem-solving environment. There is a commitment and intent to coordinate various fund sources, state and federal, towards academic achievement and closing the educator gaps in Illinois.

In addition to the Education Summit noted above, Governor George H. Ryan hosted a separate summit on November 8, 2001, to address issues in mathematics education. The key recommendations from that summit are:

- Standards, Assessments, Instruction: continue current efforts.
- Equity/Achievement Gap: develop “lighthouse for at-risk students”, high-quality early learning opportunities, focus on lower performing students.
- Professional Development: provide sustainable system on content and pedagogy, require ten extra days in contract for professional development, conduct summer academies.
- Teacher Preparation: develop mentoring system, collaboration between preservice and practicing teachers, strengthen accountability system for universities.
- Teacher Recruitment and Retention: develop public relations programs to advance the teaching profession, improve the teaching environment, encourage participation in NBPTS.
- New Scholarships: implementation of the new ITEACH scholarships in Illinois.
- PK-16+ Articulation: increase enrollment in advanced placement classes and dual credit classes.

Those issues along with many others are subject of mutual dialogue between all relevant state agencies and the Governor’s Office.

b. State officials and staff will coordinate the various ESEA-funded programs with state-level activities the state administers;

This is an ideal opportunity for all components of ISBE to work together across the ESEA-funded programs. The planning and intended implementation of *NCLB* within Illinois reflects the coordinated approach. A *NCLB* planning committee has met weekly since the law was enacted to plan coordinated activities across federally-funded and state-funded programs. Examples of this are the Reading First team working closely with the staff assisting with the state’s Reading Improvement Program and the Governor’s Senior Advisor on Literacy; Title IV staff working with the other state agencies involved in violence prevention such as the Governor’s Office and the Department of Human Services.

c. State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations;

The consolidated state application was developed in consultation with teachers, administrators, teachers, principals, pupil services personnel, administrators, other staff, and parents, that satisfies the requirements of Title I, Part A, subpart 1, Section 1111 and is coordinated with other programs under the *No Child Left Behind* Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

ISBE has involved the Committee of Practitioners as established under section 1903(b) in developing Illinois’ consolidated state application and will continue to involve the Committee of Practitioners in monitoring its implementation (see Appendix O). A meeting early in 2002 was held to discuss the upcoming application and process. All members of the committee were emailed the draft application on May 24, 2001, prior to the final document being created.

On June 5, 2002 a discussion was held with the committee regarding the document. A motion was made and seconded by members of the committee that “...*The Consolidated Committee of Practitioners supports*

and accepts the Consolidated State Application prepared by the Illinois State Board of Education in accord with the No Child Left Behind Act...." The motion passed unanimously.

In addition to the Committee of Practitioners, numerous other external partners and constituent groups provided input and guidance in the development of this application. They included representatives from: the Office of Governor George Ryan; Illinois Department of Human Services; Illinois Department of Public Health; the Illinois Violence Prevention Authority; and members of the Illinois General Assembly. Also contributing were Regional Offices of Education; the Illinois Learning Partnership; Illinois Business Roundtable; Illinois Association of School Curriculum Developers; Illinois Association of School Administrators; Illinois Principal Association; Education Advisory Group; Large Urban District Association; Professional Development Alliance; IBHE; ICCB; Illinois Parent/Teacher Association; Illinois Education Association; Illinois Federation of Teachers; YMCA; Boys and Girls Clubs; Illinois Association of School Boards; the Chicago Public Schools; and the Archdiocese of Chicago. The topical teams of staff working on specific issues in the consolidated state application have had organizations participating (e.g., the committee on public school choice/supplemental educational services has had school representatives, faith-based organizations and non-profit groups participating; the committee on 21st Century Community Learning Centers has worked with the Illinois After-school Initiative task force which has business, community and school groups as members; the Reading First team has had a business representative participating in the Reading Academy in Washington DC as a member of the team and working with the writing team on an ongoing basis). A complete list of those individuals on the NCLB topical teams and contributing to the process can be found in Appendix P.

- d. State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).*

There is and will be coordination with other federal programs as applicable. The ISBE consultant for the McKinney-Vento Homeless Assistance Act has been an active member of the ISBE *NCLB* team. The same applies to staff responsible for the Perkins Act and IDEA. The homeless education program was aligned within the Titles I, II, IV and V application that was distributed to LEAs for 2002-03, and submitted separately by May 31, 2002, as required.

Educators, parents, students and concerned citizens can learn more about *NCLB* and its effects for Illinois schools on the World Wide Web at www.isbe.net/nclb. Through the site, ISBE is able to offer the latest information on *NCLB* and the state's work in meeting the goals. ISBE's *NCLB* Web site has several main sections:

- Highlights – a broad outline of the key provisions of *NCLB*.
- Timeline – an outline of key dates and deadlines from the present up to the 2013-14 school year.
- News – the most up-to-the-minute information on *NCLB*, including press releases, *NCLB* Alerts and Bulletins sent to Illinois educators and notices of other changes and additions to Web site.
- Handouts and Power Points – a collection of *NCLB* presentations by ISBE staff members.
- Video Presentations – streaming video presentations explaining the goals of various sections of *NCLB* as well as information about grants available under *NCLB*.
- Funding – an outline of where *NCLB* dollars will go in Illinois.
- Contacts – a list of ISBE contacts by topic area covered, as well as members of the advisory committees that are helping Illinois prepare its *NCLB* efforts.

- Resources – a wide variety of web links covering all aspects of *NCLB* from governmental and private sources.
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7. In the *June 2002 submission*, describe the strategies the state will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting state and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting state performance targets, and the actions the state will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.

Data

The Illinois strategy for determining whether local schools and school districts are making satisfactory progress in meeting state and local goals and desired program outcomes calls for:

- regular and timely collection of appropriate data,
- aggregation of that data by school,
- analysis of the data around key questions related to progress, and
- developing an understanding of the implications of the data in terms of school improvement.

The State Board of Education collects and analyzes data from a variety of sources, including:

- State assessments that provide information about student achievement in relation to the *Illinois Learning Standards*;
- LEA data reports that provide information on key components of school district operation – e.g., teacher assignments, graduation and dropout rates, etc.;
- Applications and end-of-year reports for individual programs;
- On-site visits; and
- Special data collections, including surveys, reports submitted to other state and federal agencies, and evaluations.

ISBE plans for collection and analysis of program-specific data are described in this consolidated plan as individual initiatives; however, the ISBE is committed to developing a system for data collection and use that integrates data collection and evaluation activities across programs. This will provide a better understanding of each school's progress while minimizing the data burden on schools.

The most significant strategy for improving the state's ability to use data to evaluate progress is the planned development of a comprehensive "data warehouse." This warehouse will eventually include student-level information, which is now available only for a limited number and type of programs.

In addition to these statewide strategies, each school that is identified as not making satisfactory progress and are therefore in the System of Support will participate in an intensive review of its unique circumstances. This process, which is described in the System of Support section of this application (see Part II, #4), provides a multi-dimensional understanding of the data from a variety of sources. This will allow state and local officials to develop an in-depth understanding of each school's problems and what must be done to enhance progress.

Traditional ISBE data collection, monitoring and analytic procedures are being modified to assure that there is comprehensive and accurate information available about each school in the state.

Monitoring

This was described from a program point of view in #3 above.

ISBE has already redesigned its monitoring processes across *all* programs and fund sources. The approach is risk-based, assuring that *all* key programs and funds are monitored on a regular basis at an appropriate level of detail (see Appendices Q and R for background information and a copy of the monitoring instrument.)

As a matter of course, the agency “monitors” grant funds at a variety of points in the grant cycle -- at the application approval stage; at the budget review and approval stage; during formal monitoring activities; and during review of final reports. At each of these stages, the requirements of the federal law and its attendant regulations provide the review guidelines.

As put forth in the general and cross-cutting assurances accompanying this application, Illinois will enforce obligations imposed by law on recipients responsible for each program; will monitor in order to identify and correct program deficiencies; and will adopt written procedures for resolving complaints alleging violations of the law in program administration.

All program funds addressed in this application have general monitoring requirements that will be met through the following processes:

- Dividing recipient entities into groups to be monitored on-site on a three-year cycle, with each monitoring visit covering the previous three years of activities and expenditures;
- Applying a standard monitoring instrument based on major risk areas and on common requirements for federal fund sources [compliance with approved budgets, appropriate expenditures, deliverables received, etc.];
- Applying specific monitoring instruments for special program requirements [restrictions on expenditures, validation of specific data requirements, certification of teachers if required, etc.];
- Modifying monitoring priorities if risk analyses change.

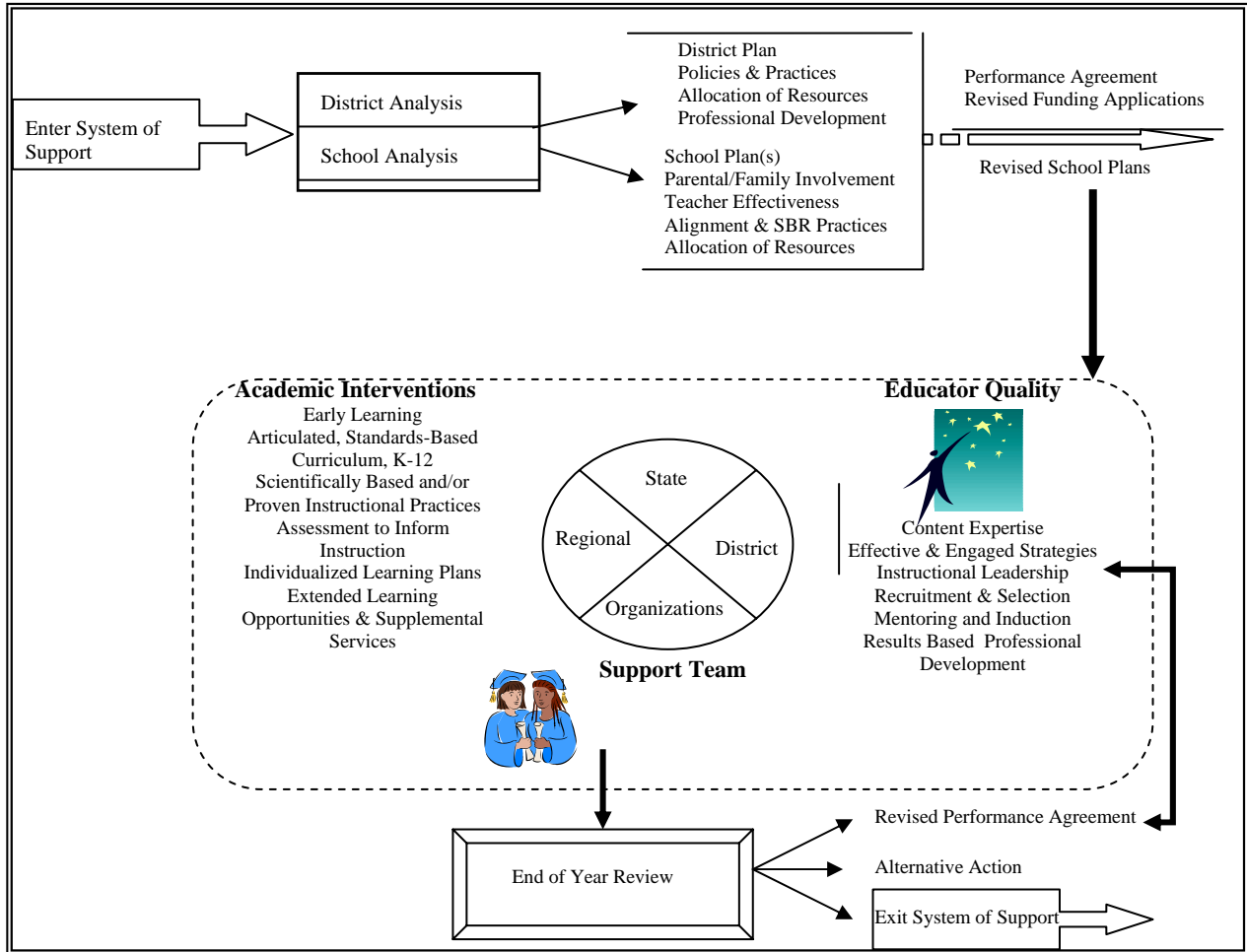
A degree of randomness is incorporated into the monitoring process to avoid predictable audits and to assure that all programs are adequately sampled and covered. This monitoring approach is consistent with industry standards. Personnel are trained in both fiscal and programmatic monitoring procedures. Findings from the monitoring process are forwarded to program specialists within the State Board of Education, for technical assistance and resolution. This method allows staff to concentrate primarily on high risk and high visibility aspects of the requirements.

ISBE is developing an electronic database/tracking system to support the monitoring process in order to follow up on findings, maintain information on risk factors and changing requirements, and use the information to continuously improve both program management and the monitoring process itself.

In addition to the general monitoring processes described in this section, several programs within the Act require the state to describe how it will hold grantees accountable for specific provisions for those programs. These are described within each appropriate section of this application.

In conclusion for Part II, the Illinois system of standards, assessment and accountability with a focus on the System of Support is pictured in Figure 1 below.

Figure 1. System of Support Diagram



Part III. ESEA Key Programmatic Requirements and Fiscal Information

Illinois has a standards-led system, as noted earlier. The standards, assessment and accountability systems are the underpinning of the educational system at the state and local levels. Part III across the board mirrors that perspective.

Illinois will be focusing the federal resources, detailed below, to target the gaps enumerated in the preface - academic achievement gap and educator gap. Further, funds will be targeted for required activities, e.g., assessment, accountability, system of support, professional development, serving specific populations, public school choice, or supplemental educational services. Whenever possible, funding will be targeted to support reading, mathematics and science as priority areas. There are exciting new opportunities within Illinois due to funds through *NCLB* -- 21st Century Community Learning Center funds for extended learning opportunities; Community Service Grants for suspended and expelled youth; state assessment funding which can support improved assessment literacy for classroom practitioners, and so on. The *NCLB* funds will be aligned with applicable state resource in order to target the gaps and focus on student outcomes.

1. Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1, 2, 3 and 5]

The purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards as demonstrated by results on state academic assessments. This purpose can be accomplished by:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- Meeting the educational needs of low-achieving children in Illinois' highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between economically disadvantaged children and their more advantaged peers.
- Holding schools, local educational agencies, and the State accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.
- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.
- Improving and strengthening accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the economically disadvantaged.

- Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.
- Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time.
- Promoting schoolwide reform and ensuring the access of children to effective, scientifically-based instructional strategies and challenging academic content.
- Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
- Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

a. Identify the amount of the reservation in section 1003(a) for school improvement that the state will use for state-level activities and describe those activities.

From the Title I, Part A funds, 2% overall is designated for school improvement. Of that amount, 95% of the 2% must be distributed in grants to LEAs for schools that are in school improvement or corrective action status. Additionally, Comprehensive School Reform (Title I, Part F) provides grant funding which will also be designated for these schools.

Use of State Funds

ISBE will use the remaining 5% of the 2% allowed for state activities to support the System of Support teams. The support teams will include ROEs/Intermediate Service Centers (ISCs), EiRs and education organization staff assigned or volunteering to work by region.

As needed, funds will also be used to support the activities needed in Illinois to implement public school choice and supplemental educational services as outlined in Part II.

b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

Use of Local Funds for School Improvement Portion

These funds will be awarded to districts based on the actions in the approved school improvement plan and specified in the district performance agreement. Specifically the grant dollars can be spent to:

- Develop and implement articulated, standards-based curriculum
- Conduct assessments to determine and monitor student progress
- Implement individualized learning plans for students not meeting reading and math standards
- Support family involvement to advance academic success
- Offer extended learning opportunities
- Implement research-based instructional strategies in reading and mathematics
- Ensure highly qualified and effective staff in every classroom
- Ensure principals provide instructional leadership
- Recruit and select highly qualified staff

- Provide mentoring and induction programs for staff
- Deliver and support results oriented continuing professional development
- Implement technology to support reading and mathematics instruction

c. *Identify what part, if any, of state administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.*

Response to this is stated once, per updated guidance. The response is located at #14 on page 128.

d. *Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.*

ISBE will inform the affected LEAs of the procedures to distribute funds for supplemental educational services as well as public school choice issues at May 2002 regional meetings (see agenda, Appendix S) for high priority schools (see full description in Part II). The information will be posted on the agency's NCLB Web site.

e. *Describe how the state will use the formula funds awarded under section 6113(b) (1) for the development and implementation of State assessments in accordance with section 6111.*

Response to this is stated once, per updated guidance. The response is located at #14 on page 128.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1, 2 and 5]

a. *Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.*

Illinois has been working collaboratively to coordinate the family literacy efforts involving the Governor's Office of Literacy, the Secretary of State's Literacy Office, the Illinois Community College Board family literacy programs, and the Even Start Family Literacy programs administered by ISBE. The Illinois Family Literacy Consortium developed a common definition of family literacy and performance indicators of quality programs.

For each of the twelve indicators, Illinois projects a target or standard of desired performance and a measurement tool to be used to assess progress toward the standard. The program then collects data for the current year (and trend data, if available) and assesses the status of the progress on the indicator. Finally, the project staff provides an explanation of why results were obtained.

These performance indicators were piloted during the 2001-2002 school year. All 53 Even Start projects participated in the pilot. Data were collected in December 2001 and then again in May 2002. The data will be compiled and analyzed during Summer 2002. A committee of educators from Even Start projects and other family literacy projects, along with ISBE, will examine the results and make any revisions necessary. In addition, the data collection forms will be revised to increase the user-friendly manner in which projects can collect data and generate reports.

During the 2002-2003 school year, ISBE will provide all Even Start projects with professional development and technical assistance in collecting data, reporting data, and using that data to make informed decisions about project activities. This assistance may be provided by an outside provider in conjunction with ISBE staff.

To determine whether the funded projects are making AYP toward the standards, Illinois will identify the current level of performance from the data collected during the pilot. This data will be available during Summer 2002. In accord with this application, projects will be expected to reduce the distance between present performance and target performance at a rate that will allow them to meet the target within twelve years.

Illinois will distribute 94% of the funds to local Even Start projects. Projects are eligible to receive funding for four years. Projects that demonstrate sufficient progress towards performance indicators and system-building may be eligible for funding beyond four years. Programs that do not make sufficient progress will receive extensive technical assistance from ISBE and its outside provider. Only after every effort has been made to assist the project will steps be taken to discontinue funding prior to grant period end. However, ISBE will, if necessary, notify the grantee of its failure to meet the requirements of the grant and provide an opportunity for a hearing.

To provide assistance for program improvement and replication, ISBE will review applications, monitoring reports, and comments collected from the projects to develop a comprehensive network of support for local projects. ISBE staff members will meet with Area Planning Councils to plan and contract with an outside provider that has experience in offering high-quality training and technical assistance to family literacy providers. Professional development and technical assistance will be focused on the program improvement needs of the projects currently receiving Even Start funding.

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

A review panel consisting of one adult education professional (from the Illinois Community College Board), one early childhood professional, and one individual involved in the implementation of Even Start programs will review all applications in each of three regions of the state. Continuing applications (years 2-4) will be funded as long as adequate progress has been demonstrated.

Determination of fund allocations for each region of the state are based on several factors: statement of need, number of individuals on welfare, unemployed and those living in poverty or not having basic skills needed to meet the demands they encounter in their daily lives.

All local projects will provide data on program performance indicators that Illinois will use to produce an evaluation of Even Start in Illinois. In addition, Illinois will examine the three objectives and cooperate in collecting appropriate data for the Fourth National Evaluation of Even Start in conjunction with the Title I preschool programs.

c. Explain how the state's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

The goal of the Even Start Family Literacy program is to increase the literacy level of families with low incomes by meeting their educational needs. This is accomplished by establishing an integrated program of developmentally appropriate early childhood education, high quality instructional programs that promote adult literacy and parent-child activities that empower parents to support the educational growth of their children. To the extent possible, funded projects are encouraged to form partnerships with non-mandated social service programs and community organizations that will provide services to build systems that are sustainable as public support is gradually withdrawn.

d. Identify the amount of the reservation under subsection 1233(a) that the state will use for each category of state-level activities listed in that section, and describe how the SEA will carry out those activities.

Illinois will reserve 6% of the Even Start grant for the following state-level activities:

- 3% of the grant will be used to cover administrative costs of the program, including personnel, travel, rent, phone, supplies, etc.
- 3% of the grant will be used to provide local projects with assistance in three areas:
 - program improvement and replication;
 - raising additional funds under Section 1234(c) of the ESEA;
 - development, implementation, and use of Illinois Even Start indicators of program quality.

These funds could be used to pay for:

- Area planning meetings;
- Training in data collection and use with respect to the Family Literacy Assessment for Illinois Results (FLAIRS) performance indicators;
- Continued work on the refinement and Web site for FLAIRS;
- Outside providers for the professional development and technical assistance related to program improvement.

3. Title I, Part C -- Education of Migrant Children [Goals 1, 2 and 5]

a. Describe the process the state will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

ISBE's Migrant Education Program (MEP), through its LEA sub-grantees, will conduct a comprehensive needs assessment with a data collection instrument to elicit information concerning the needs of migrant children from local operating agencies who receive a Title 1 Part C subgrant award. This instrument will be designed to include a wide range of indicators, such as educational deprivation, including test scores, age-grade levels, retention, academic scores, and teachers' perceptions of needs in basic skills areas and will be implemented the 2002-03 school year.

Prior to the preparation of the required comprehensive service delivery plan, LEAs operating a project in 2002-03 will be asked to compile data based on the educational and supportive services records and perceived needs of each migrant child enrolled in funded programs. LEAs will submit the data by grade level to ISBE, where the data will be aggregated and analyzed.

In addition to the LEA data, special reports will be requested by ISBE from the New Generation System (NGS), regarding the relationship of age, grade and achievement data for the large percentage of migrant students who migrate from Texas and other states. Considerable needs assessment information is generated in home-base states and Illinois plans to include that information in its program planning process.

b. Describe the state's priorities for the use of migrant education program funds in order to have migrant students meet the state's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the state's assessment of needs for services.

ISBE instructions to LEAs for submittal of migrant education project applications directs applicants to specify that migrant children who are most mobile and at risk of school failure shall receive first priority for instructional and supportive services.

It is important to note that the major operating period for Illinois' instructional programs take place in the summer and serve a large number of interstate students who are participating in the accountability systems of their home-base states. The Illinois MEP provides a high degree of interstate coordination regarding the alignment of curriculum, out-of-state achievement testing, and instructional continuity for these students.

For students who reside in Illinois communities within the 36-month eligibility period, the MEP complies with ISBE's mission to raise the level of achievement for all students. Every effort is taken so that these smaller numbers of students who are served during the regular term are identified as migrant in the state's ISAT, PSAE, and IMAGE assessments. The performance indicators in Part I address students in a migrant status for disaggregation and reporting process.

Illinois summer MEP projects are all site-based full-service programs complete with instructional, transportation, nutrition, and health services. Additional state and federal funds are used to provide services to this population, whenever possible and if funding is available for summer programs for which the migrant children would qualify. No regular LEA school programs are in session in areas where migrant children reside during the months of June, July, and August — months in which large numbers of high priority children are identified in Illinois.

All eligible school-age children are targeted for service in Illinois' summer MEP, but enforcement of attendance for older children is difficult because of family economic needs and work requirements. For that reason, special night programs are offered where the special educational needs of secondary migrant children are met through alternative programs, such as NOVA-Net distance learning classes, University of Texas courses, and PASS (Portable Assisted Study Sequence) program. Secondary students will be assessed by the course credits they earn.

Although no specific accountability measures are outlined in the Title I, Part C program of *NCLB*, the Illinois summer MEP LEA projects will be focusing on the academic area of basic skills. Using Migrant Incentive Grant Funds, approximately \$100,000 will be designated to implement a statewide Balanced Literacy Initiative model starting with grades K-2 in 2002. The instructional focus will be on selected grade spans over a three-year period. In 2003, grades 3-5 will be added, and in 2004 grades 6-8. The major components of this model are professional development; books, instructional materials and supplies; resource materials; consultative services; student assessment; and program evaluation.

c. Describe how the state will determine the amount of any subgrants the state will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, state, and local programs.

Prior to the preparation of LEA MEP project applications, prospective subgrantees are informed of the requirements and features of the state's comprehensive service delivery plan with its special emphasis on the obligation to provide appropriate services to all highly mobile children who are also at risk of school failure. Each LEA application will be thoroughly reviewed by ISBE staff to ensure that it complies with all of the requirements of *NCLB*. Grants will be awarded with the following guidelines for service:

- Credit-deficient **secondary** migrant youth who are highly mobile, whose education has been disrupted during the current year, and who are at risk of school failure are given a **first priority** for service;
- Other eligible migrant children who are highly mobile, whose education has been disrupted during the current year, and who are at risk of school failure are given a **second priority** for service;
- Other eligible migrant children who are at risk of school failure and whose educations have been disrupted within the last two years are given a **third priority** for service; and
- Other eligible migrant children who are at risk of school failure and whose educations have been disrupted within the last three years are given a **fourth priority** for service.

Additionally, ISBE will allocate funds based information in the LEA application:

- Needs of currently migrant children to be served;
- Number of migrant children to be served;
- Funds available for services to migrant children; and
- Costs of services.

LEA summer grant applications are due to ISBE by March 1st annually. Negotiations are initiated shortly thereafter, with a targeted approval date within a 60 day period.

For the most part, MEP LEA summer programs stand alone as the sole provider of educational and support services to the migrant children. However, as part of the negotiation process, coordination with other state- or federally-funded programs are explored for the purpose of possible integration of collaborative services, assuming the migrant children are eligible for those other program services. In the past, summer program services with Title 1, Part C funds have been coordinated with Title 1, Part A and Illinois state-funded summer programs such as Early Childhood, Bilingual Education, and Reading Initiative programs. Locally-funded summer school programs are also included in the coordination efforts. Staff will continue collaborative efforts as in past years.

Summer program funding costs average around \$600 per child. Depending on the length of program days, number of children served, geographical areas covered, and prevalent teacher salaries in the respective areas of the state, the range could be as low as \$400 or as high as \$900 per child.

Programmatically, as mentioned previously, the summer program services will focus on the Balanced Literacy initiative model at all LEA program sites across the state.

LEA regular year grant applications are due to ISBE by July 1st of the year being requested for the regular school year cycle. MEP funds are used to supplement LEA services. The most common model is for tutorial services during the school day, or after school. Staff are hoping to extend services into evening and weekend programs.

d. Describe how the state will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

The principal instrument for providing continuity of instruction for highly mobile migrant children is the full utilization of its electronic student information exchange system, the NGS in collaboration with its primary sending state of Texas, as well as other participating states. ISBE is committed to full utilization of the system by providing access and training for program staff. Every effort is made to ensure that data are quickly transmitted from the LEA to the NGS at both enrollment and withdrawal of students and has a predetermined time frame for completion of data entry as its goal. Operations in Illinois have been designed to provide the most efficient, cost-effective method of maintaining a continuous influx of data during peak program months (June-August).

Training for NGS personnel at LEA MEP sites is provided annually. An ISBE MEP consultant participates on the management team of the NGS Consortium; an LEA MEP director is a member of the advisory committee for NGS and participates in meetings and trainings twice a year. Data provided by NGS includes but is not limited to pertinent demographic information such as grade, age, previous school, achievement test scores, secondary courses, graduation plans, credit accrual information, and health information. Without such information, continuity of instruction would be impossible. Records are made available so that teachers and nurses are able to provide appropriate services. ISBE assures that all appropriate information will be updated on the records at the school's closure in a timely fashion so that other states may utilize that information, as it is needed. All necessary achievement data and desired outcome data will be entered into the NGS for each program participant.

In addition to the NGS for electronic transfers, the Illinois MEP participates in the National Migrant Education Hot Line and the Binational Migrant Education Program for students from México. In the interest of interstate coordination and the improvement of academic and support services for migrant children, the Illinois MEP also fully participates/coordinates in the following interstate projects and programs:

- National Association of State Directors of Migrant Education
- Project SMART (Summer Migrants Access Resources through Technology)
- Project ESTRELLA, a lap top project for secondary youth
- Migrant Education Comprehensive Consortia (MECCA)
- Consortia Arrangement for Identification and Recruitment (CAIR)
- Migrant Youth Grant (through Texas Employment and Training, and Rural Employment Opportunities)
- University of Texas Migrant Student Program (Illinois representative on the advisory committee)
- PASS (Portable Assisted Study Program)
- Binational Program through Southwest Texas University, in Texas
- Gloria Mattera National Scholarship Fund from New York
- Regional HEP/CAMP Programs in neighboring states

ISBE works closely with the Texas Migrant Interstate Program, the Florida Migrant Interstate Program, the University of Texas Special Projects Office, and the Region One Education Service Center in Texas, as

well as other state education agencies and Migrant Student Service Centers in Texas, Florida, Montana, New York, Washington and Wisconsin. Every effort is made to provide educational continuity for the mobile migrant children who travel from other states to Illinois. Secondary LEA program staff is particularly active in interstate coordination activities and routinely call state counselors in the students' home states in order to maintain the close communication necessary in secondary credit accrual. Out-of-state and out-of-country teachers are often hired for LEA summer projects to maintain an even closer interstate link for students. To the extent possible, ISBE will continue to participate in advisory committees, consortia, or other projects with interstate coordination emphasis for the improvement of achievement of migrant students.

e. Describe the state's plan to evaluate the effectiveness of its migrant education program and projects.

Both qualitative and quantitative methods will be used to collect data in regards to the effectiveness of the Illinois MEP. ISBE staff, external evaluators, together with the LEA program directors at LEA on-site visits, will conduct interviews to assess the progress of the MEP and provide timely technical assistance. The specifications of the program goals, performance objectives and instructional activities stated in each LEA MEP application will be carefully reviewed, monitored and assessed. Because coordination activities of the interstate and intrastate instructional and support services are crucial to the success of the MEP, the evaluation will also assess the effectiveness of such activities.

Based on the comprehensive needs assessment agreed upon by all participants, and in addition to the evaluation of each LEA MEP, effectiveness of the interstate activities, professional development, supportive services, parental involvement and identification and recruitment will also be evaluated.

f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

The allowable sum of funds that can be used for administration is 1%. Additional administrative funds are drawn from Title 1, Part A to support Illinois' MEP.

Illinois will use MEP and Title 1, Part A administrative program funds for staff and related expenses regarding the following tasks:

- Coordination/contact with the USDE Office of Migrant Education and related functions/activities;
- Coordination/contact with national associations and related activities;
- Coordination/oversight of State MEP instructional programs/activities;
- Coordination/oversight of statewide identification and recruitment;
- Oversight of certification of eligibility process and data verification;
- Coordination/oversight of electronic transfer (NGS) activities;
- Coordination/oversight with out-of-state assessment programs
- Coordination and implementation of interstate and international activities;
- Coordination with out-of-state public and private agencies regarding local project-level activities;
- Coordination of all consortia activities;
- Oversight of professional development; and
- Oversight of secondary credit accrual activities.

4. Title I, Part D -- Children & Youth who are Neglected, Delinquent, or At-Risk [Goals 1, 2 and 5]

Technical assistance and funds will be provided to local and state institutions for developing and offering supplementary educational services to meet the educational needs of neglected or delinquent children and youth. Funds are used to provide educational services such as instruction in middle and secondary schools, summer schools, and identification of students.

Students are provided programs that follow an enriched curriculum and encourage literacy and responsibilities of citizenship. Neglected or delinquent Illinois students are served by an educational delivery system that focuses on student outcomes not only during the stay in an institution, but also in other LEAs. Teachers of these youth are highly qualified and have integrated computer technology into the curriculum to maintain operational efficiency. Illinois also provides coordinated health, dental, and social services to neglected or delinquent students in all local and state institutions.

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

- Institutions for delinquent children: (Local/State DOC Juvenile Division): A public or private residential facility that is operated for the care of children who -
 - have been determined to be delinquent or in need of supervision; and
 - have had an average length of stay in the institution of at least 30 days.
- Institutions for neglected children (Local): A public or private residential institution, other than a foster home, that is operated for the care of children who -
 - have been committed to the institution or voluntarily placed in the institution under applicable state law because of abandonment, neglect, or death of the parents or guardian;
 - have had an average length of stay in the institution for at least 30 days.
- Adult Correctional Institutions: A facility in which persons are confined as a result of a conviction or a criminal offense, including persons less than 21 years of age.

Neglected or delinquent education funds are distributed in Illinois in two basic ways: 1) to state institutions through departments of state government acting as local educational agencies (i.e., DOC, Juvenile and Adult Divisions); and 2) private facilities throughout the state through local educational agencies.

ISBE reserves funds generated by children residing in local institutions for neglected or delinquent children. ISBE then sub-allocates a county allotment generated by children residing in neglected service institutions and federal allotment for children residing in delinquent service institutions.

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

Currently, there are 32 LEAs statewide that receive these funds. This funding is used to provide services in approximately 62 institutions for supplementary educational programs. Among this array of programming, the following types of services are offered:

- After-school tutorial programs
- Year-round programs
- Summer-only programs
- Pull-out and inclusion programs
- Services in detention centers
- Services in short- and long-term residential facilities
- Programs serving as few as fifteen students to programs serving hundreds of students
- Services to children enrolled in first through twelfth grades
- Students receiving service for as few as six months to those in placement in programs for more than a year
- Programs operated by LEA staff
- Programs operated by neglected or delinquent institution staff.

DOC receives funding to serve the youth population. This funding is used to provide services in approximately 14 correctional institutions to approximately 4,170 incarcerated residents. These students are under 21 years of age, have not received a high school diploma or a GED certificate, and demonstrate an educational need. Title I funding provides supplemental educational programs to DOC's School District #428.

The timeline for completion of sub-grants is as follows:

- applications have already been distributed to LEAs and DOC for completion
- applications returned to ISBE on or before June 14, 2002
- applications will be reviewed and approved by August 15, 2002

ISBE's state-level activities are consistent with the responsibilities outlined in *NCLB* and include identification of students and parental involvement activities. Identification of eligible neglected, delinquent, or at-risk youth is conducted by the ISBE staff through an annual survey of the number of children residing in institutions for neglected or delinquent children or youth on the basis of the caseload data for the month of October of the preceding fiscal year.

a. Describe the program goals, performance indicators, performance objectives, and data sources that the state has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

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

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

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

LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan including the tests that will be administered to the youth and how the results of the tests will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests.

ISBE collects demographic information, the number of students participating in the neglected or delinquent services, and services provided. The neglected or delinquent application process provides applicants with an opportunity to share detailed plans for assessing the program (see Appendix J).

ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions.

b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.

The law requires that an LEA reserve not less than 15% and not more than 30% of the amount the LEA received under Title I, Part D to support transitional programs. ISBE provides technical assistance to DOC and the LEAs concerning transitional services that will enable neglected or delinquent youth to reenter school successfully and/or to find employment after they leave the institution and return to the local community.

ISBE continues to provide in-service training on programs and activities that DOC and the LEA may use to promote transitional services and assist the LEA and the correctional facilities in developing a working relationship to accomplish a high quality transitional program for the neglected or delinquent population.

ISBE continues to make on-site visits to ensure that the state agency and the local LEAs provide delinquent children and youth an educational program comparable to the program operating in the local school such youth would attend and to provide programmatic assistance to the program.

c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.

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

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.
- Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to post-secondary education and employment.
- Essential support services to ensure the success of the youth such as:
 - Reentry orientation programs, including transition centers in high schools;
 - Pupil services, including counseling, psychological and social work services designed to meet the needs of neglected or delinquent children and youth;

- Tutoring and mentoring programs;
 - Instruction and training at alternative schools and learning centers;
 - Services of in-school advocates on behalf of individual neglected or delinquent youth;
 - Information concerning and assistance in obtaining available student financial aid; and
 - Job placement services.
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5. Title I, Part F -- Comprehensive School Reform [Goals 1, 2 and 5]

The Comprehensive School Reform (CSR) program is an essential element of the System of Support described in Part II. The System of Support has begun to implement a comprehensive and systematic plan to help districts and schools understand school reform.

The State Board's Web site provides an overview of CSR and offers links to other comprehensive school reform resources, such as federal policy guidance, regional educational laboratory information, and information on research-based models. At regional informational meetings of federal and state grant programs, Illinois is providing districts and schools with assistance and information on grant program objectives. The CSR initiative has been promoted through workshops at the statewide ESEA Title I Conference in Chicago in February 2002, and at other regional and state conferences and meetings of educational organizations and associations.

Information has also been provided to educators through articles in the *Superintendent's Bulletin*, a publication of ISBE disseminated to school administrators and educators, parent groups, teacher organizations, legislators, advocacy groups, and public libraries throughout the state. In cooperation with the North Central Regional Education Laboratory (NCREL), ISBE is providing schools and districts with videotapes of research-based comprehensive school reform models to further assist them in choosing models that complement their own school improvement plans.

Agency staff encourage comprehensive school planning and improvements in all of its contacts with school district personnel, including formal meetings, onsite visits, and monitoring. Comprehensive planning to coordinate federal, state, and local programs, funds, and educational reform is emphasized during all workshops. Technical assistance provided includes comprehensive planning, school improvement, and leveraging of grant resources to improve teaching and learning. On-site grant monitoring also advocates comprehensive planning and school improvement. ISBE will provide additional technical assistance in selecting research-based reform models and developing, implementing and evaluating comprehensive school reform programs through the System of Support (see System of Support section in Part II).

ISBE has further provided technical assistance on selection, development and evaluation of comprehensive school reform programs and research-based models through showcases to familiarize educators with comprehensive school reform models. More than 500 school-based personnel from throughout the state attended these design conferences. Participants were provided ample opportunity to discuss specific situations and interests of their schools with model developers. ISBE staff presented the 2002 RFP (see Appendix J) and answered participants' questions about the proposal process and alignment of comprehensive school reform with other state reform activities. Staff from NCREL and New American Schools also assisted school district personnel with issues of readiness to implement comprehensive

school reform and selecting models appropriate to their needs. They will continue to provide technical assistance as needed.

Further assistance in determining a school's readiness to implement comprehensive reform is provided through the document *Comprehensive School Reform: Making Good Choices for Your School*. Developed by NCREL, the document presents a three-step strategy for deciding whether comprehensive school reform is a good choice for an individual school and, if so, whether one of the existing models best meets the school's needs. Before submitting a proposal, schools are encouraged to use the document to assess their strengths, weaknesses and readiness to implement a successful program.

ISBE will focus on developing capacity at the district and regional levels to support implementation of school reform. Staff will assist school districts in developing proposals based on a data-driven analysis of their needs. ISBE will support schools by collaborating with ROEs/ISCs staff to assist schools with the implementation process. ISBE will integrate comprehensive school reform support with activities related to the state's overall support system for schools. This system incorporates the state's accountability process and provides support for under-performing schools. In addition to requiring a revised comprehensive school improvement plan, this system provides technical assistance to school districts in coordinating funds, building capacity and support within and around the school, and implementing various programmatic initiatives (e.g., reading improvement, science/math improvement, technology infrastructure).

The applications will be reviewed this summer, with notification of awards in August 2002.

a. Describe the process the state educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.

In order to best address the intent of *NCLB*, ISBE's selection criteria for allocating CSR grants have been designed to provide information that will be used to determine an applicant's level of eligibility according to: 1) degree of need for comprehensive school reform, and 2) quality of the proposed comprehensive school reform plan(s). Proposal evaluation will be based upon the extent to which the proposals:

- Demonstrate the need for comprehensive school reform, for each school, established by
 - The identification as a school in need of some improvement.
 - The percentage of low-income students for school years 2000-2001 and 2001-2002. (Percentage of students aged 3 to 17, inclusive, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches in school.)
- Demonstrate the quality of the comprehensive school reform plan, for each school, by how well the proposal
 - Promotes a comprehensive school reform plan that coherently integrates all the required components and uses a comprehensive school reform model that meets all the elements of research-based models and also matches the needs of the school. The district evaluation process should be sound and enable the district to ascertain the overall effectiveness of the comprehensive school reform plan(s) and to continually improve the plan(s).
 - Commits sufficient school district technical assistance and support that will lead to effective implementation of the comprehensive school reform plans developed by each school, and identifies adequate federal, state, local, and private resources that the school district and its school(s) intend to commit to implementing and sustaining the comprehensive school reform plan at each participating school.

Each application submitted to ISBE for funds under CSR must address the following:

- How the model or program being implemented addresses the eleven required issues.
- How the model or program being implemented is integrated into the school's School Improvement Plan.
- An agreement between the school and the technical assistance provider which clearly states the nature of the materials to be used, the nature and specifics of professional development for school personnel to be provided, and a description of on-site support during the full implementation period, including addressing the eleven required issues.

ISBE staff will review the information prior to the issuance of an approved grant.

b. Describe the process the state will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

The objective of the student performance evaluation component is to measure changes in student academic performance and other performance indicators, such as student attendance, graduation, and suspension and expulsion rates, in schools that receive CSR funds. ISBE will conduct the evaluation and will focus primarily on existing state assessment data. The ISAT data will be supplemented by local assessment data made available through the school improvement plan. Data on other performance indicators are available from existing ISBE annual data collection efforts, such as the School Report Card and the End-of-Year Report.

Changes in student achievement will be analyzed using statistical methods and based on AYP. Comparisons will be made between a school's pre- and post-program performance, with performance at similar schools within the district or geographic area, and with the overall state performance.

Program Implementation

The objective of this evaluation component is to monitor implementation of the CSR program in Illinois and to provide assistance toward improving the process. The focus of the evaluation will be to ascertain if the implementation of the program is based on research and effective practices. The evaluation will consist of two subsections -- a survey and on-site visits by the System of Support staff to their assigned high priority schools. It will also examine whether or not the funding and program made a difference regarding academic achievement and closing the achievement gap for these youth.

Program Evaluation

Program administrators in CSR schools will be asked to provide information on how the implementation of the school's comprehensive school reform plan may be improved to enhance the effectiveness of the program, which will include information regarding:

- effective research-based methods for student learning;
- comprehensiveness in design for effective school functioning;
- continuous professional development;
- measurable goals and benchmarks for student performance;
- level of support from within the local agency;
- parental/community involvement;
- external technical assistance;

- self-evaluation strategies;
- effective coordination of resources; and
- consistency of the implementation activities in relation to the model's requirements.

This information will also be used to determine allocation of continuation grants.

ISBE will use the percentage allowed for state activities in Title I, Part A School Improvement and Comprehensive School Reform to support the System of Support teams.

All schools involved in CSR funding will receive ongoing visits from the System of Support staff assigned to that school and participate in the integrated System of Support evaluation. These visits will also provide opportunities for direct observation and collection of information concerning program implementation.

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1, 2, 3 and 5]

In November 1996, Illinois adopted the *Illinois Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Educators*. At that point, Illinois initiated a comprehensive effort to restructure the state's system for preparing, licensing and providing for continuing professional development of teachers. The goal of the *Framework* was "All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning." The *Framework* recommendations were consistent with the work of the National Commission on Teaching and America's Future, i.e., advocating a standards-based system for the preparation, certification and continuing professional development of teachers.

Following the adoption of the *Framework*, advisory groups comprised of representatives from elementary, secondary and higher education, the business community, and parents met to study and issue recommendations on various components of the *Framework*. The report of those advisory groups, *Preparing Educators for the 21st Century*, issued in November 1997, further supported the implementation of a standards-based certification system. In December 1997, Illinois enacted legislation that established a new standards-based system of certification for teachers in Illinois.

Since 1997, Illinois has continued to develop a standards-based system of certification for all educators, with an emphasis on assessment of subject knowledge and teaching skills. Illinois has undertaken much action in the past three years on teacher quality. Even though a key goal of ISBE is "educator quality" and "closing the educator gap," as stated earlier, Illinois is not there yet.

Partnerships

ISBE has worked in collaboration with the Governor's office; the Governor's Advisory Council on Teacher Quality, comprised of representatives of higher education, professional teacher associations and state educational groups; the Joint Education Committee, comprised of representatives of the State Board of Education, the ICCB, IBHE and others; the Continuous Improvement Partnership, comprised of representatives of ROEs, local school boards and associations, administrator groups and the state legislature; professional teacher organizations, higher education; administrator groups; parents and business partners to address the issues of teacher quality for several years. The report, *Improving Illinois' Educator Workforce* (see Appendix F) includes specific recommendations that resulted from the work of the

partnerships. The plan for preparing, training, and recruiting high quality teachers and principals reflects and integrates recommendations from this report and other collaborative efforts.

Standards

Standards are the foundation, for students and staff, and provide the structure for the work of all the divisions in the Department of Teaching and Leadership at ISBE: -- Professional Preparation and Recruitment, Professional Certification and Testing, and Certificate Renewal and Leadership. *Content-Area Standards for Educators* were adopted in June 2000. All approved teacher education programs that prepare educators must be able to demonstrate alignment with these standards by July 2003.

One recommendation in *Preparing Educators for the 21st Century* was that Illinois move from a licensure system based on inputs (i.e., specific courses and/or semester hours) toward a system based on professional standards or outcomes. Specifically, the report called for adoption of professional standards for teachers that clearly indicate what teachers are expected to know and be able to do. A set of eleven professional standards, known as the Illinois Professional Teaching Standards (IPTS) and based upon the national Interstate New Teachers Assessment and Support Consortium (INTASC) standards, was developed and subsequently approved by the ISBE. Those standards were delineated as requirements for all new teachers effective July 2002, were formally adopted as administrative rules and are currently in the process of amendment to incorporate additional standards.

National Council for the Accreditation of Teacher Education

Illinois has been a partner state with NCATE for nearly 20 years, and that relationship continues to be strong. Recently, ISBE adopted the rigorous performance-based standards developed by NCATE for unit accreditation; Illinois has modeled many of its content standards on those designed by the specialized professional associations.

In the past three years, three institutions have become NCATE-accredited, increasing the total of such Illinois institutions to 18. Within the next two years, four institutions will be seeking national accreditation in addition to state approval. Joint NCATE/State teams conduct five-day visits of colleges and universities for initial or continuing NCATE accreditation as well as Illinois recognition.

Professional Certification

In 1997, Illinois enacted legislation that authorized the development of a standards-based teacher certification system. This law created a three-tiered certification structure leading to the issuance of Initial, Standard and Master Teaching Certificates. In 1999, Illinois law set out the requirements for renewal of Standard and Master Teaching Certificates based on completion of continuing professional development. Just recently, a new Illinois law established the requirements for moving from an Initial to a Standard Teaching Certificate based on demonstration of performance of skills contained in the IPTS.

Current Illinois certification testing system requirements ensure that all candidates seeking educator certification must pass the Basic Skills test and the test of content knowledge related to their subject matter concentration. As noted above, Illinois is moving from a course-based to a standards-based system of certification. Beginning in July 2003, in addition to successful completion of the Basic Skills test and the content knowledge tests, teacher candidates will be required to pass the Assessment of Professional Teaching which is based on the Illinois Professional Teaching Standards (which include special education standards and pedagogy), Language Arts Standards for All Teachers and Technology Standards for All Teachers. Strong subject-matter competence is ensured through major area testing; beginning in 2004,

tests will not only be required for major fields of study, but also for each area of endorsement on certificates. Teacher candidates entering the profession through alternative routes must complete approved programs that address the same content and skills required in the traditional route program and pass the same rigorous assessments as traditional route candidates.

Traditional candidates for certification include those individuals who (1) complete approved teacher education programs in Illinois; (2) complete approved teacher education programs in another state; (3) are certified, experienced Illinois teachers seeking additional certification; and (4) are certified, experienced out-of-state teachers seeking additional certification. In 1997, Illinois law authorized alternative routes to the same teaching certificates issued to those graduates of approved teacher preparation programs and experienced teachers. Alternative certification allows post-baccalaureate candidates to become certificated through completion of three phases of preparation – an intensive course of study in professional education theory, methods and practices; one year of supported teaching on a provisional certificate after passing the required tests; and, a comprehensive assessment of teaching performance. Currently, Illinois has 11 institutions of higher education that offer alternative certification programs.

The Illinois *Troops to Teachers* program is included in the Transition to Teaching Federal Grant awarded to the state in October 2001. This program assists military veterans and reserve component members who wish to begin a second career in education. *Troops to Teachers* participants who obtain their Transitional Bilingual Certificate and work towards their full regular certification are eligible through this grant to be paid \$150 per credit hour for completed certification-related coursework. ISBE offers advice, guidance, and assistance to individuals in completing the process to become an Illinois certified teacher through this program. ISBE then assists them in securing teaching positions in the state, as well as placing their name on a nationwide database which is used by participants to search for vacancies. The database is also used by school districts across the country that post vacancies and search for potential teaching candidates. Eligible participants in the program may receive stipends of up to \$5,000 to help cover costs associated with obtaining their certification, or a \$10,000 signing bonus. They must then sign a participation agreement: if they accept the stipend, they must teach for 3 years in a high needs school district; if they accept the signing bonus, they must agree to teach for 3 years in a high needs school. Illinois has participated in the program since 1998, and has placed nearly 150 such teachers in Illinois classrooms.

The Joint Education Committee has been directed by executive order of the Governor to develop and submit a detailed plan and implementation strategy to reconfigure the State's current DeBolt Scholarship Program into a new incentive program named the Illinois Teacher Education Assistance Campaign (ITEACH). ITEACH is a teacher shortage scholarship program (once named the David A. DeBolt Teacher Shortage Scholarship Program). This program provides scholarships, up to \$5,000.00 each year, to students studying to become teachers in a subject area that has been designated as a shortage area by ISBE. College freshman, graduate students, and half-time students are eligible for the program. More information is available through the Illinois Student Assistance Commission.

Interstate Agreement

In August 1995, Illinois entered into the NASDTEC Interstate Contract to which some 30 other states belong. As part of this agreement, applicants for Illinois certification who are from out of state receive Illinois teaching certificates through reciprocity if they: (1) possess a valid, comparable teaching certificate from a member state; (2) have completed a state-approved teacher education program or have appropriate teaching experience; and (3) have successfully met the Illinois testing requirements. Out-of-state

candidates who do not qualify through the reciprocity based on the Interstate Contract may qualify through the process of transcript evaluation. They, too, must successfully complete any required assessments.

National Board for Professional Teaching Standards

Illinois supports teachers, through both funding and technical support, in attaining certification from the NBPTS and rewards them with a Master Teaching Certificate valid for ten years. ISBE provides financial support and mentoring to qualified teachers pursuing certification from the National Board through the funding of the \$2,300 application fee for candidates. Those earning National certification receive a \$3,000 stipend as well as compensation of up to \$3,000 for mentoring other teachers, particularly those in low performing and/or high poverty districts. Applicants also enjoy mentoring from Board certified teachers who are reimbursed by ISBE for their time and travel. Workshops on the National Board process are conducted several times each year across the state, and a Web site and electronic chat room lend further support to teachers seeking national recognition.

Re-certification and Professional Development

Beginning in FY00, re-certification laws required teachers to engage in continuing professional development in order to renew Standard teaching certificates every 5 years. Specific percentages of all professional development must be targeted to the areas in which teachers are certified, the state identified educational priorities, local school improvement plans, or work toward a new certificate or endorsement. A professional development provider system requires that individuals, colleges, and organizations align professional development content to the *Illinois Professional Teaching Standards* and meet additional criteria in order to be approved as professional development providers for conferences and workshops in the state of Illinois. Teachers may earn credit for professional development through a variety of activities designed to include job-embedded tasks.

The Joint Education Committee has been directed by executive order (see Appendix N) to develop and submit a detailed plan and implementation strategy by January 1, 2003, that increases accountability for all providers of professional development services for teachers and administrators. All standards in this accountability system shall be based on reliable data concerning program effectiveness and content knowledge needs of teachers.

Induction and Mentoring

A statewide expectation for district-based induction and mentoring programs for novice teachers is under consideration by the Illinois legislature. The purposes of these programs are to reduce new teacher attrition from the profession, to accelerate the development of their instructional skills, retain highly qualified teachers, and to positively impact student achievement. The recent law that sets out requirements for moving from an Initial to a Standard Teaching Certificate includes an induction and mentoring component based on performance of skills contained in the IPTS. Until a statewide program is in place, ISBE will continue to provide technical assistance to any school district that expresses an interest in developing a standards-based induction and mentoring opportunity for its new teachers.

The Joint Education Committee has been directed by executive order (see Appendix N) to develop and submit a detailed plan and implementation strategy by January 1, 2003, for a statewide system of mentoring and induction for all new teachers and administrators that will be initiated in stages over the next five school years, starting with the schools and school districts in Illinois with the most severe teacher retention problems.

ISBE has provided funding, non-financial resources, and technical assistance to school districts that pilot induction and mentoring programs based on research and best practices. For example, the University of Illinois at Urbana/Champaign, two ROEs in central Illinois, and multiple LEAs have designed and implemented a successful induction program that incorporates mentoring, formative assessments of performance, and professional development opportunities for the novice teachers. Innovative strategies, such as electronic mentoring, have made more support available to first and second year teachers. ISBE has sponsored three annual statewide conferences on induction and mentoring.

ISBE has sponsored several advisory panels composed of new and veteran teachers, school administrators, and higher education faculty to recommend essential components for successful induction programs. More recently, the agency has cooperated with regional superintendents of schools and other stakeholders in developing training programs for school administrators to identify the needs of novice teachers and to design appropriate support mechanisms.

Administrator Quality

Recently proposed legislation will require all education administrators to engage in 100 hours of local professional development and 36 hours of Administrators' Academy courses during the 5-year validity period of their certificates. This is the result of over 18 months of collaboration with many partners. These efforts resulted in a plan to increase and raise standards for professional development as it relates to renewal of administrative certificates. All professional development must be aligned to the Illinois Professional School Leader Standards and each activity must have a communications, dissemination, or application component. Administrators must maintain a portfolio describing the activities in which they have engaged and the knowledge and skills they have acquired and applied as a result of that professional development. The professional organizations representing school and district administrators also recognized the need for administrators to create a climate that supports new teachers; therefore new and veteran administrators will engage in a required course focusing on induction and mentoring for administrators and teachers. Additional required courses will be established by ISBE as needs of the education profession are identified.

The Joint Education Committee has been directed by executive order of the Governor to develop and submit a detailed plan and implementation strategy by January 1, 2003, that brings administrator certificate renewal in Illinois into line with standards as recognized by ISBE, IBHE and ICCB.

Illinois is one of 15 states that have received a DeWitt-Wallace/Readers Digest grant for the purpose of influencing state policy as it applies to educational leaders. This is a three-year collaborative effort and commitment between the Governor's Office and ISBE to focus on:

- School Leadership
- Candidate's Pool
- Educational and Professional Learning
- Licensure, Certification and Program Accreditation
- Conditions of Professional Practice, and
- Authority for Practices and Governance.

The State Action for Educational Leadership Policy (SAELP) grant supports the proposed professional development requirements for administrative certification. Furthermore, it includes research on governance models that support teacher induction and mentoring and the establishment and maintenance

of positive school climates that invite and sustain high quality teachers. ISBE has provided more than \$138,000 of in-kind contributions to this collaborative effort and has devoted staff to its continued support.

Additional grants to individual school districts were awarded in only the 15 SAELP states. Springfield School District #186 was the recipient of a \$3 million grant over the next five years. The purpose of this grant is to focus on best practices in developing exceptional school administrators and demonstrating how effective leadership affects the teaching force. Each of the participating school districts will focus efforts on becoming a demonstration site for the nation. Data will be collected by CCSSO and DeWitt-Wallace and research-based practices will be carefully evaluated for a final report.

Effective Professional Development

Research has shown that teacher quality is the single most important school factor affecting student achievement. The Illinois plan for preparing, training, and recruiting high quality teachers and principals will seek to positively impact student achievement through the development of preparation programs and opportunities for educators to be re-trained in content areas of highest need. Through standards-based preparation programs and professional development opportunities targeted to specific content/grade level needs, educators will be given the resources to improve knowledge and skills. ISBE provides a variety of professional development opportunities to educators in a multitude of content and skill areas. State priorities for continuing professional development have been established by the state board members as reading, mathematics, standards and assessment, technology integration, and special education. There is a need to examine the many professional development offerings that ISBE provides to determine effectiveness, alignment to re-certification provider requirements, needs of local school districts, and remaining gaps. *NCLB* will create an opportunity to ensure that the professional development provided by ISBE becomes an aligned system that serves the needs of districts and teachers, thus improving student achievement. ISBE will examine professional development being provided by various divisions in the agency to determine alignment to state priorities and state professional development provider criteria in state law. Plans are in place to develop appropriate strategies to ensure that all professional development being provided to LEAs aligns to state priorities, provider criteria, and the definition of "high quality professional development" as stated in *NCLB*.

Program Goals or Performance Indicators

- Increase the percentage of highly qualified teachers, paraprofessionals, and principals by 5% annually.
- Increase the percentage of teachers receiving high quality professional development by 10% annually.
- Increase the percentage of districts that receive induction and mentoring training and application pilots by 10% annually.
- Increase the percentage of district recruitment programs, particularly those that attract new special education, mathematics, and science teachers in high need schools by 5% annually.

These goals are consistent with local applications for Title II funds as well as state priorities. For the LEAs, and other applicants, the following criteria must be met:

- target high need schools and districts in the areas of math and science
- demonstrate innovative and scientifically based research approach
- demonstrate results in improving student achievement
- include strategies that align to the definition of "high quality professional development" in Title IX, Part A-Section 9101-definitions of *NCLB*
- rely on and embed evaluation results into process and strategy improvement

- offer a variety of delivery options to ensure accessibility to teachers, paraprofessionals and principals
- address the identified priorities for Illinois:
 - Out-of-field re-training to assist teachers in attaining highly qualified status
 - Development of paraprofessional preparation programs
 - Development of accessible programs for transitional bilingual certificate holders to attain highly qualified status
 - Induction and mentoring capacity building for schools
 - Leadership training for low-performing schools
 - Teacher and administrative recruitment strategies that attract special education, math, and science teachers to low-performing schools.

State Higher Education Agency Competitive Process

IBHE will take overall action on funds in August, 2002. An RFP will be distributed between August and September, 2002 for competitive grants to eligible partnerships. The selection criterion for the grants is outlined in Table 7 in Part II.

Paraprofessionals Activity

ISBE will collaborate with community colleges to develop standards-based preparation programs that focus on reading, writing, and math for paraprofessionals. A two year program on community college campuses will include appropriate assessment(s) and result in an Associate's degree with a paraprofessional teaching credential. Meetings have begun between ISBE and ICCB to develop these programs. The initial plan for the programs includes career ladder opportunities for paraprofessionals to move towards full teacher certification status. These programs will be created to provide program access to current and potential paraprofessionals throughout the state and to ensure highly qualified paraprofessionals prepared for Illinois schools. ISBE will also develop guidelines and standards to ensure that any formal state or local assessment of paraprofessionals adequately measures required knowledge and ability.

Out-of-field Teaching and Effective Professional Development

There are several key activities planned with the use of the federal funds:

- ISBE will design and deliver effective technical assistance, guidance, and training to principals, teachers, and paraprofessionals in locally identified areas of need related to their local plans to improve teacher and principal quality. Technical assistance may be delivered through partnership efforts with ROE, professional organizations, colleges, and other professional development providers; it may take various forms depending on local educational agency needs and will be based upon the definition of high quality professional development found in section 9101 of *NCLB* and scientifically based research. ISBE will provide direction and assist in the development of program plans, proposals, and resources to assist low performing schools to increase the percentage of highly qualified teachers, principals and paraprofessionals. This targeted assistance will be aligned to performance agreements in the System of Support schools program that serves the lowest performing districts in Illinois with structured assistance and guidance. Scientifically based research will be used to provide guidance in the selection of professional development, and the identification of effective instructional programs and practices.
- To address the out-of-field teaching issue, ISBE will re-examine teacher certification rules to determine if they should be reformed to require sufficient subject matter/content area preparation in any course taught by teachers in order to reduce out-of-field teaching in Illinois. This decision will

be based upon data collected on out-of-field teaching when the data can be collected statewide in 2002-2003.

- ISBE will also consider expanding state priorities for re-certification to include areas corresponding to a teacher's current assignment if the teacher is teaching "out of field". This approach will serve as a preliminary step in assisting teachers in attaining highly qualified status, but will not fulfill the complete requirement for endorsement or full certification.

Leadership Activities

At the school district level, ISBE will encourage a systemic approach to solving the out-of-field problem by requiring school districts to include a goal in their school improvement plans and district professional development plans to assist out-of-field teachers in attaining highly qualified status.

At the administrative level, Illinois Administrative Certificate holders will be expected to create individualized professional development plans pending proposed legislative changes or amendments to existing administrative rules. These plans must address district priorities and increase the administrator's knowledge and skills. ISBE will recommend that administrators include goals in their individualized professional development plans related to assisting faculty assigned to teach "out of field" in order to meet the highly qualified status of *NCLB*.

Recruitment and Retention Activities

In the face of a growing imbalance between educator supply and demand, ISBE will develop a comprehensive teacher recruitment and retention plan. With consultation and collaboration from district administrators, ROE, the teacher unions, institutions of higher education, the business community, and other critical stakeholders, the plan will identify and prioritize all means of attracting individuals to the profession, particularly in teaching shortage areas (e.g., math, reading, science, special education, etc.) and in high need schools. The plan will likely target financial incentives, such as scholarships, loans, or stipends, accelerated program delivery models (e.g., alternative routes to certification, high quality professional development, etc.), pension incentives for retired teachers, and retraining existent professionals for service in high-need fields.

The Illinois Education Job Bank is an interactive vacancy list with job openings in Illinois for teachers, administrators, school service personnel and non-certified school personnel. Applicants can search by region, grade level and position. Applications can be made online by submitting a resume. Districts can subscribe online to the job bank, post job listings, and view existing online resumes. The job bank is a collaborative effort between the Illinois Association of School Administrators and ISBE. To learn more about the Web site, go to www.iasaedu.org/Jobbank.

Legislative and Policy Activities

- Through legislative and policy reforms, ISBE will also address the current and projected teacher shortage. ISBE will continue to support the provision of annual scholarships for teacher preparation in high demand fields through ITEACH. The 2001 Illinois Educator Supply and Demand report highlights a 60% increase in the rate which teachers have been leaving Illinois public schools over the last 4 years. Related studies indicate that Illinois loses about 30% of its teachers in the first 3 years on the job. Increasing student enrollments through 2008 are likely to further exacerbate teacher demand.

- In order to address the need to support and encourage potential teacher candidates as well as existing career professionals that could serve as educators in prioritized areas, ISBE supports legislation that
 - encourages alternative routes to teacher certification, and
 - promotes the full certification of transitional bilingual teachers.

ISBE will also consider the expansion of agreements for certification requirements with other states aligned to NCATE standards, especially in high demand fields such as math, science, and special education.

Studies completed on causes of new teacher attrition reveal that along with dissatisfaction related to teacher salaries and compensation, new teachers express a lack of support as a major reason for leaving the profession. Through the varied activities, reforms, and policies described above, Illinois' current high expectations for educator quality will be strengthened. ISBE will work in partnership with institutions of higher education, ROE, teacher unions, business representatives, parents and community representatives to provide support for out-of-field re-training, development of paraprofessional preparation programs, development of accessible programs for transitional bilingual certificate holders, induction and mentoring training and pilots, leadership training, development of a professional development database, and the design and implementation of teacher and administrative recruitment strategies. These activities will serve to meet the immediate needs of educators in Illinois in response to *NCLB*.

ISBE recognizes the need for high standards of quality from all teachers and educators if student achievement is to improve in Illinois schools. ISBE has developed a strong framework for educator quality through standards-based professional preparation programs, enhanced certification tests, and re-certification requirements. This framework has been developed in partnership with key stakeholders. It is understood that all stakeholders must work together to improve the environment for new and existing teachers as ever higher standards of quality are required. With state level policies and activities that promote high quality teachers in all classrooms, improved environments that promote and nurture student, teacher, and administrator learning, student achievement will improve over time. *NCLB* provides additional opportunities for ISBE and Illinois' educators to continue the journey towards our mission to provide a public education system that is "*Second to None*".

a. If not fully addressed in the state's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the state's annual measurable objectives under section 1119(a) (2).

It is addressed, above and in Part I.

b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34). Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.

ISBE will hold LEAs accountable for meeting the annual measurable objectives by the following means:

- Require reporting of percentage of classes being taught by highly qualified teachers on the annual school report card form; require reporting of percentage of classes not being taught by highly qualified teachers on same form each spring; and require that LEAs report same information on school report cards to public on annual basis.
- Require ROEs to collect from LEAs annual data on teacher qualifications/credentials and assignments and submit data to SEA.
- Require that LEAs provide assistance to teachers teaching “out of field” to attain highly qualified status and/or assign teachers to only those content areas for which they are highly qualified; report to USDE those LEAs not in compliance.

ISBE will ensure that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of “professional development” in section 9101 (34) by the following means:

- Align the process of auditing approved professional development providers with the definition of professional development in section 9101 (34); and remove professional development provider approval status from those providers not in compliance with definition.
- Use professional development definition as part of criteria for awarding of subgrants to those entities receiving leadership funds from SEA; discontinue funding for those entities not in compliance with criteria.
- Align SEA professional development activities to definition.
- Communicate definition to LEAs in guidance for local plans; and require that plans align activities to definition.

c. Describe the state educational agency and the state agency for higher education’s agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for 1% of the State’s program allocation for administration and planning costs. In the absence of an agreement between the two agencies to apportion the 1% in another way, of this amount the Department annually will award to the SAHE for administration and planning the greater of-

- 1. The amount of F01 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or*
- 2. 5% of the amount available each year for subgrants to partnerships under ESEA section 2113(a) (2).*

It is agreed by ISBE and IBHE that funds to be made available to the latter for administration and planning under Title II, Part A will be the greater of:

- The amount of federal FY01 funds received by IBHE for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, *or*
- 5% of the amount available each year for sub grants to partnerships under section 2113(a) (2) of the ESEA, as amended by *NCLB*.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1, 2 and 3]

The first *Illinois State Plan for Information Technology in K-12 Education* provided an exceptional platform for systematically introducing technology into Illinois schools and using it to improve the education of Illinois

students. Thanks to the hard work of thousands of educators and citizens throughout the State, Illinois made remarkable progress in a very short period of time, moving from 49th to a tie for first place among the states in the use of digital technology in K-12 education.

The state plan adopted in 1995 established the following principles for action.

- *Balancing state leadership with regional and local decision making to ensure realistic, intelligent approaches to infrastructure, planning, information sharing, curriculum designs for learning, professional development, human resource deployment, change management and funding;*
- *Looking beyond the education community to challenge diverse groups of stakeholders to use their collective will to design and invest in community-based approaches to educational reform;*
- *Recognizing that "dollars follow vision" and building the capacity of school districts and local communities to intelligently design and implement learning technology blueprints which stage their communities for success both economically and educationally;*
- *Ensuring that technology and telecommunications are core building blocks in the redesign of the state's educational system;*
- *Designing the infrastructure (the boxes and wires) as a critical 21st-century "means" to the real "end" of aligning teaching and learning to a knowledge-based society;*
- *Building on a three-prong approach to funding based on the state's responsibility to provide equity of educational opportunity, the community's responsibility to invest in services for local citizens, and the district's responsibility to reprioritize existing funds toward improved student learning; and*
- *Taking a thoughtful, "go slow" approach to change, focusing on highly successful solutions to focused challenges and incorporating into the process sustainability and incremental change, growth, and dynamic, ongoing reviews.*

Specific strategies employed Illinois under these principles, as well as the outcomes of those strategies, are described in Table 15 below.

Table 15. 1995 State Plan – Strategic Actions and Results

Strategic Actions	What Happened
Leadership and support at the state and regional levels	<ul style="list-style-type: none"> ▪ The Governor and his staff advocated for specific technology goals and programs; ▪ The state provided state funding for technology line items; ▪ ISBE gave continued priority to leadership for technology; and ▪ ROEs served as links and leaders between LEAs.
A framework of vision and policies	A common vision and clearly stated policies served as a framework to guide decision-making and actions throughout the five-year period.
Establishment of Technology Centers	These Centers were strategically located throughout the state and assigned to provide support for local districts. Specific responsibilities included professional development for teachers and administrators, long-range technology planning, network design consultation, support for Internet and distance learning, and providing access to information opportunities. In addition, the staff members provided advocacy and expertise for appropriate use of technology in education.
Development of a statewide technology backbone to connect school districts to the Internet.	Initial development of a technology backbone for Illinois public schools was accomplished by ISBE through its LincOn project. In 1999, Governor Ryan enacted the Illinois Century Network (ICN) that basically adopted the LincOn project to provide all elementary, secondary and higher education institutions (as well as libraries and museums) with affordable, reliable, high-speed connectivity. The ICN is governed by a multi-agency board and administered through IBHE (http://www.wcc.cc.il.us).
Integration of technology knowledge and skills into the <i>Illinois Learning Standards</i> and the <i>Applications of Learning</i>	This action emphasized the importance of technology knowledge and skills <u>and</u> their relevance to all of the fundamental learning areas. A description of the “Six Essential Learnings” for students in a technological society provided additional guidance about what students need to know and be able to do.
Inclusion of technology knowledge and skills in the new standards for Illinois teacher certification	New teacher certification standards adopted by ISBE included general technology standards for all teachers, as well as more specific standards related to the use of technology in each of the certificate content areas.
Requirement of a local technology plan as a condition for state funding; promotion of an inclusive, community-based planning model	LEAs were required to develop a 3 -- 5 year plan for local technology adoption, using the “Blueprint for Community-Based Planning.” This requirement resulted in engagement and commitment by local citizens, many of whom had not been previously involved in this type of activity. All local plans have been reviewed by a group of peers and center staff before they were funded by ISBE.
Targeted advocacy for technology	Tech 2000, an annual technology demonstration in the State Capitol, has served as a highly visible and effective way to develop legislative understanding and support for the uses of technology in K-12 education. The event has been extremely popular with legislators and has provided students with unique learning experiences.
Appropriation of state funds for technology;	Illinois created two funding sources for technology: the “Technology for Success” line which supports

allocation to meet strategic goals	grants to local districts and state-level initiatives; and the “Revolving Loan Program” which allows districts to borrow state money to purchase technology. Consistent with the funding principles established in the 1995 State Plan, grants to LEAs required local commitments and gave priority to high-poverty districts.
Aggressive and successful pursuit of E-rate and other federal funds on behalf of Illinois schools	Illinois has received substantial amounts of e-rate discounts each year since the program began: \$81 million in 1998; \$163 million in 1999; \$119 million in 2000; and \$55-85 million (current estimate) for 2001. Illinois schools have also received \$79.6 million from the Technology Literacy Challenge Fund and more than \$62 million through the Technology Innovation Challenge Grant (TICG) program. The Illinois total of seven TICG grants is more than any other state except California.
Priority for professional development of teachers	During the first four years of the state technology grant program, LEAs were required to devote 25% of their funds to professional development. When the state adopted requirements for certificate renewal, technology was one of the “state priorities” for continuing professional development. The regional centers have trained thousands of teachers and administrators about technology and its uses in the classroom.
State provision of online technology resources	Internet-based resources have been made available to school districts through ISBE’s Web site. These have included Britannica, Scholastica, Big Chalk, Electric Library, Classroom Connect, Educational Structures, Chicago Academy of Science, Learning Outfitters and others. The ILSI Web site provides connections to the <i>Illinois Learning Standards</i> and a variety of supplemental resources, including performance descriptors, model lessons and assessments. In the near future, the Web site will also provide examples of student work that meets desired performance levels.
State provision of curriculum projects and learning opportunities	These include the original “Museums in the Classroom” project and the Marco Polo program. The Museum project has been significantly broadened to give all schools access to the full array of museum/cultural resources in the state. The new initiative is called “Classrooms Without Walls.”
Support for collaboration and partnerships	ISBE has encouraged and supported LEAs in leveraging their resources. In addition to initiatives such as the Blazing Trails project described elsewhere, ISBE funded the South Cook Education Consortium, bringing together eight high-poverty districts in a variety of collaborative efforts designed to use technology to better meet the needs of their students.
Data collection and program evaluation to measure and evaluate progress	The first statewide data collection in 1996 focused primarily on the presence of “boxes and wires.” In 2000, ISBE contracted with Westat to conduct a multi-year evaluation of the use and impact of technology in Illinois K-12 schools. A variety of resources have been provided for LEAs to encourage and assist them in continuously evaluating and improving their technology efforts.

In the aggregate, the actions taken since 1995 have resulted in a policy and planning infrastructure that includes technology standards for teachers and students, systematic planning at the local level, two state funding streams, and a statewide backbone for connectivity. A regional technology support system provides leadership, professional development, and technical assistance to local school districts, and the state board provides a wide variety of resources for educators, parents, and citizens.

The Illinois 2002-2007 State Technology Plan commits to readying students to thrive in the Digital Age by building on past successes and strengthening the commitment to effective use of technology for all. The new state plan charges Illinois with responsibility for advancing policy and practice through the following policy drivers:

- Transformation of the teaching and learning process to support engaged learning by Illinois students;
- Research-based use of technology to improve student achievement;
- Increased focus on technology literacy for Illinois students;
- Systemic and systematic attention to building and maintaining educator capacity to effectively use technology;
- Assurance of sufficient and high-quality e-learning opportunities for Illinois students;
- Aggressive, continuous and creative attention to issues associated with the digital divide; and
- Strong emphasis to accountability and actions that will ensure the quality of all aspects of technology in P-12 education.

These policy drivers are intended as a framework that will guide decisions and actions during the next five years and allow for course-corrections, as they are needed. Implementation of the drivers will include a review of the State Board technology policies, identification of additional standards and benchmarks, decisions on funding practices, and development of a fully-crafted plan for eliminating the digital divide and ensuring that all students benefit from technology.

a. Describe the program goals, performance indicators, performance objectives, and data sources that the state has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

A Digital Age Learning Framework for Illinois

The Illinois 2002-2007 State Technology Plan establishes a pyramid of goals for the continued growth and development of technology in P-12 education in Illinois. At the top of the pyramid is the overarching goal of using the power of technology for the benefit of all Illinois students, preparing them to thrive in a knowledge-based, global society. Two key technology goals reflect the unique contribution technology can make to increase academic achievement and prepare students for success in the 21st century. Seven system conditions identify specific and essential aspects of technology improvement that will be required for success in achieving the larger goals.

Overarching Goal

To ensure that all Illinois students are ready to live, learn, and work successfully in a knowledge-based, global society.

Technology Goals for Learners

Technology will provide all Illinois students with unprecedented and equitable access to rich, diverse, and high-quality learning opportunities contributing to:

- Illinois students' attainment of high academic achievement or continuous improvement in all learning areas, with particular emphasis on reaching 100% of students meeting reading and mathematics standards by 2013-14;
- Illinois students' attainment or continuous improvement in the *Illinois Technology Literacy Standards* skills in the context of multiple content areas.

System Conditions Essential for Digital Age, Transformative Learning

Educators' Effective Use of Technology

- Knowledgeable, Competent Educators. Illinois students learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration. The environment is led and staffed by educators who are informed about, highly competent in, and who model effective uses of technology for learning, teaching, and assessment.

Transformative Learning System

- Commitment to Digital Age Learning. Students, educators, and community members acknowledge the mission-critical role of technology in the education of today's learners, allowing students to learn in ways and at levels never before possible. The environment is characterized by high expectations for all students across academic achievement, technological literacy, and 21st century skills.
- Effective Learning Practices. Illinois students are educated in environments conducive to learning in a technological, knowledge-based age. The use of technology for learning is student-centered based on current research grounded in sound instructional practice, and consistent with NCREL's engaged learning model. Students are engaged in intellectually stimulating and relevant work, constructing products that reflect learning. They actively participate in the assessment of their own learning.
- Learning Opportunities. Illinois students have equitable access to rich, diverse and high-quality learning opportunities through technology. Students, especially those in high-need areas, have their learning needs met in part through their engagement in higher quality learning through virtual courses, access to resources, interactions with peers, and access to experts.
- Digital Equity. All children have access to contemporary, robust technology and communications networks during and outside the school day; and use such technology access effectively and efficiently regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

Robust Technology Access

- Robust Technology Access. Illinois students have access to contemporary and high-speed technologies and communications networks. The environment provides contemporary digital technologies and high-speed, robust access to high-quality resources, high-quality eLearning, and communications networks.

Policy, Leadership, and Accountability

- Digital Age Policy, Leadership, and Accountability. Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration. The school culture is open to innovation and is influenced,

informed, and balanced by research, high-quality professional development, rigorous standards and assessments, accountability, and strong home-school connections. Leaders are informed and knowledgeable about learning and technology. Technology budgets are sufficient to support infrastructure, technical support, curriculum, instruction, assessment, communication needs, student and staff access both inside and outside the school, and professional development.

Goals, Indicators and Benchmarks

Table 16 outlines the program goals, performance indicators, and benchmarks Illinois has established for assessing the effectiveness of the program in improving access to and use of educational technology by students, teachers, and administrators in support of academic achievement.

Table 16. Goals, Indicators, and Benchmarks -- Illinois 2002-2007 State Technology Plan

PROGRAM GOALS		
<p>Primary Goals:</p> <ul style="list-style-type: none"> ▪ To improve student academic achievement through the use of technology in elementary and secondary schools ▪ To ensure that Illinois students are ready to thrive in a knowledge-based, global society 		
<p>Additional Goals:</p> <ul style="list-style-type: none"> ▪ To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability ▪ To encourage the effective integration of technology resources and systems with teacher training and curriculum development, to establish research-based instructional methods that can be widely implemented as best practices by ISBE and LEAs 		
PERFORMANCE GOAL (STUDENT)	PERFORMANCE INDICATOR	BENCHMARK/PERFORMANCE OBJECTIVE
<p>Illinois PG 1a: Students</p> <p>Illinois students will demonstrate high academic achievement or continuous improvement in all learning areas, with particular emphasis on reaching 100% of students meeting reading and mathematics standards by 2013-14.</p>	<p>1.1 The percentage of students who meet or exceed state standards in all of the academic content areas</p>	<p>Aligned to the ESEA benchmarks for 100% achievement by 2013-14.</p>
<p>Illinois PG 1b: Students</p> <p>Students will meet, exceed, or demonstrate continuous improvement in the <i>Illinois Technology Literacy Standards</i> skills in the context of multiple content areas by 2013-2014.</p>	<p>1.1 The percentage of 8th grade students who meet the <i>Illinois Technology Literacy Standards</i> in the context of all academic content areas</p>	<p><u>2003-04</u>: Establish baseline <u>2004-05</u>: 10% of the gap between baseline and 100% <u>2005-06</u>: 20% of the gap between baseline and 100% <u>2006-07</u>: 30% of the gap between baseline and 100% <u>2007-08</u>: 40% of the gap between baseline and 100% <u>2008-09</u>: 50% of the gap between baseline and 100%</p>

		<p><u>2009-10</u>: 60% of the gap between baseline and 100%</p> <p><u>2010-11</u>: 70% of the gap between baseline and 100%</p> <p><u>2011-2012</u>: 80% of the gap between baseline and 100%</p> <p><u>2012-2013</u>: 90% of the gap between baseline and 100%</p> <p><u>2013-2014</u>: 100% - Goal.</p>
<p>Illinois PG 2: Educators</p> <p>Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration by 2013-2014.</p>	<p>2.1 The percentage of teachers who meet the Illinois Technology Standards for teachers at the knowledge and performance levels</p> <p>2.2 The percentage of preservice teachers who meet the Illinois Technology Standards for teachers at the knowledge and performance levels</p> <p>2.3 The percentage of administrators who meet the TSSA standards (or the Illinois technology standards for administrators) at the knowledge and performance levels</p>	Same as above
<p>Illinois PG 3: Transformative Learning Systems</p> <p>Illinois students will be educated in environments conducive to learning in a technological, knowledge-based age by 2013-2014.</p>	<p>3.1 The percentage of classrooms, schools, and districts that engage students in high quality technology-based learning that is grounded in current research and sound instructional practices, and embedded in the context of the academics (consistent with Next Steps and NCREL's engaged learning model)</p> <p>3.2 The percentage of schools with a wide range of technology use across the academics (as defined by NCREL/Metiri)</p> <p>3.3 The number of students whose educational opportunity is improved through eLearning (e.g., IVHS, online courses, online field trips)</p> <p>3.4 The percentage of school</p>	Same as above

	districts with approved technology plans that meet Illinois guidelines	
<p>Illinois PG 4: Robust Technology Access</p> <p>Illinois students will have access to contemporary and high-speed technologies and communications networks by 2013-2014.</p>	<p>4.1 The percentage of schools that meet or demonstrate improvement in meeting the Illinois standards for technology access</p>	Same as above
<p>Illinois PG 5: Policy, Leadership and Accountability</p> <p>Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration by 2013-2014.</p>	<p>5.1 The degree to which technology is integrated into state standards</p> <p>5.3 The degree to which technology is integrated into state assessments</p> <p>5.4 The degree to which technology is integrated into state policies</p> <p>5.5 The level and sustainability of state funding for technology in Illinois</p> <p>5.6 The leadership of the state in proactively building the capacity of educators, schools, and districts to attain the systems conditions for Digital Age, Transformative Learning</p> <p>5.7 The quality and effectiveness of the comprehensive evaluation process for gauging education's progress toward the effective use of technology for all students</p>	Same as above

Data Sources

The state is committed to in-depth analysis of students, teachers, administrators, and school systems' progress in the effective use of technology to achieve transformative learning.

To achieve this end — and not overburden LEAs — ISBE will:

- Work across the state agency to integrate evaluation/assessment processes (e.g., conduct joint, multi-purpose site visits; assess technology literacy in context of academic testing)
- Use contemporary technology to achieve integrated, cost-effective measurements that result in timely reporting of results
- Rely on a combination of progress reports by school districts informed by local evaluations and onsite visitations/validation by assessment teams

- Advance formal reviews that also serve as professional development opportunities for Illinois educators

ISBE will work with a statewide advisory committee that includes educators with technology expertise, state associations/, the Office of the Governor, state legislative staff, business and industry representatives, and other representative groups, to develop an assessment methodology and instrumentation as indicated below.

Data Sources: Student Technology Literacy (Goal 1): As described in this application, ISBE will make changes to its current state assessments to align with *NCLB* requirements and improve various aspects of the assessments, including the reporting of data to school districts. That process will include consideration of transition to online state testing for all or part of the ISAT.

Over the next six months, ISBE will investigate several avenues for measuring 8th grade student literacy, including: a) an evaluation of 8th grade technology literacy in the context of new, online testing of academic content standards; b) a combination of online testing of student knowledge and visits of samples of schools to collect performance data; c) reliance on school district reporting based on local evaluations, validated through site visits by an assessment teams. A decision on the most appropriate strategy for Illinois will be determined with the advice and assistance of the statewide advisory committee and local practitioners throughout the state. Implementation of that decision will begin in 2003.

Data Sources: Educator Competence/System Capacity (Goal 2) and Transformative, Digital Age Learning System (Goal 3): Beginning in July 2003, all candidates for the Initial Teaching Certificate must pass a test based on the Illinois Technology Standards for Teachers. The data from this test will provide information about the competence of teachers as they enter Illinois classrooms, either directly from Illinois teacher preparation institutions or from other states during their first four years of teaching.

To complement this data collection strategy, beginning in 2003-2004 school districts/schools will be requested to complete a local education technology review that addresses educator uses of technology and system conditions essential to transformative learning through technology. Multi-purpose site visits in a stratified random sample of schools/districts will be used to validate the process and to collect performance data. Once sample assessment tools are completed, ISBE, with advice from the State Technology Committee, will determine how often such reviews will be requested.

Data Sources: Infrastructure (Goal 4). LEAs will complete/update a technology infrastructure inventory annually.

Data Sources: System Leadership (Goal 5). ISBE will document policy changes, leadership initiatives, and support structures/services related to technology. The statewide advisory committee will provide oversight of the implementation of the state plan and submit annual reports to ISBE. Periodically, outside evaluators will be contracted to audit and report results related to this goal.

b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

The Illinois 2002-2007 State Technology Plan commits to readying students to thrive in the digital age by focusing on the following performance goals and their associated strategies and tactics.

Table 17. Goals and Strategies -- Illinois 2002-2007 State Technology Plan

PERFORMANCE GOAL (STUDENT)	STRATEGIES
<p>Illinois PG 1: Students Students will meet, exceed, or demonstrate continuous improvement in the <i>Illinois Technology Literacy Standards</i> skills in the context of multiple content areas by 2013-2014.</p>	<p>Strategy 1A: Establish and promote a common vision for effective technology use and technology literacy among students, educators, and community</p> <p>Strategy 1B: Link and promote effective uses of technology and the <i>Technology Literacy Standards</i> to the <i>Illinois Learning Standards</i></p> <p>Strategy 1C: Widely disseminate information and research on how technology can be used to increase student engagement, motivation in learning — and thus student achievement — through the effective uses of technology</p> <p>Strategy 1D: Provide information about technology programs that have proven effective in supporting improved student achievement, particularly in reading and mathematics</p> <p>Strategy 1E: Support world-class education through high-quality electronic learning</p> <p>Strategy 1F: Focus local technology projects funded with state and federal money on improvement of technology literacy and student achievement, especially in reading and mathematics</p> <p>Strategy 1G: Establish a research agenda for Illinois related to technology literacy, 21st Century skills, and learning</p>
PERFORMANCE GOAL (SYSTEM- SCHOOL/DISTRICT)	STRATEGIES
<p>Illinois PG 2: Educators Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration by 2013-2014.</p>	<p>Strategy 2A: Establish the state policies and procedures that encourage and support teachers, administrators and other educators in meeting high technology standards (e.g., standards, certification, recertification, incentives)</p> <p>Strategy 2B: Build professional and implement development systems that ready and support teachers and other educators to meet the technology standards</p> <p>Strategy 2C: Integrate professional development re technology into academic content professional development (e.g., reading, mathematics)</p> <p>Strategy 2D: Assess technology competency of beginning teachers prior to Initial Certification (beginning in 2003)</p> <p>Strategy 2E: Assess technology competency of practicing teachers and administrators</p>
PERFORMANCE GOAL (STUDENT)	STRATEGIES
<p>Illinois PG 1: Students</p>	<p>Strategy 1A: Establish and promote a common vision for effective technology use and technology literacy among students, educators, and community</p>

<p>Students will meet, exceed, or demonstrate continuous improvement in the <i>Illinois Technology Literacy Standards</i> skills in the context of multiple content areas by 2013-2014.</p>	<p>Strategy 1B: Link and promote effective uses of technology and the <i>Technology Literacy Standards</i> to the <i>Illinois Learning Standards</i></p> <p>Strategy 1C: Widely disseminate information and research on how technology can be used to increase student engagement, motivation in learning—and thus student achievement—through the effective uses of technology</p> <p>Strategy 1D: Provide information about technology programs that have proven effective in supporting improved student achievement, particularly in reading and mathematics</p> <p>Strategy 1E: Support world-class education through high-quality electronic learning</p> <p>Strategy 1F: Focus local technology projects funded with state and federal money on improvement of technology literacy and student achievement, especially in reading and mathematics</p> <p>Strategy 1G: Establish a research agenda for Illinois related to technology literacy, 21st Century skills, and learning</p>
<p>PERFORMANCE GOAL (SYSTEM- SCHOOL/DISTRICT)</p>	<p>STRATEGIES</p>
<p>Illinois PG 2: Educators Illinois students will learn under the guidance of educators who routinely and effectively use technology in teaching, learning, leading, and administration by 2013-2014.</p>	<p>Strategy 2A: Establish the state policies and procedures that encourage and support teachers, administrators and other educators in meeting high technology standards (e.g., standards, certification, recertification, incentives)</p> <p>Strategy 2B: Build professional and implement development systems that ready and support teachers and other educators to meet the technology standards</p> <p>Strategy 2C: Integrate professional development regarding technology into academic content professional development (e.g., reading, mathematics)</p> <p>Strategy 2D: Assess technology competency of beginning teachers prior to Initial Certification (beginning in 2003)</p> <p>Strategy 2E: Assess technology competency of practicing teachers and administrators</p>
<p>Illinois PG 3: Transformative Learning Systems Illinois students will be educated in environments conducive to learning in a technological, knowledge-based age by 2013-2014.</p>	<p>Strategy 3A: Establish a comprehensive vision and framework in Illinois for Digital Age, transformative classrooms and schools that effectively use technology to advance technology literacy and academic achievement (Illinois Digital Learning Framework)</p> <p>Strategy 3B: Build the capacity of all local school districts, particularly schools with high percentages of children in poverty, to increase access to and effective uses of technology through professional development, strategic planning, change management, and leadership development</p> <p>Strategy 3C: Provide intensive and focused technical assistance to schools and districts that are not providing equitable access and effective use of technology for all students, with particular attention to schools in the System of Support</p> <p>Strategy 3D: Build an Illinois portal that services as an information utility for educators (learning environment for professional development, database of research-based technology/learning solutions, information exchanges,</p>

	<p>documentaries of promising practices)</p> <p>Strategy 3E: Continue to support school districts in their development of school technology plans that meet the criteria of the Illinois blueprint</p> <p>Strategy 3F: Based on the Illinois Digital Learning Framework, develop a self-assessment tool that enables educators to profile learning environments, schools, and districts and track progress toward transformative learning environments</p> <p>Strategy 3G: Complement and supplement local school district curricula by making high-quality electronic learning opportunities available for all Illinois students</p> <p>Strategy 3H: Create standards for electronic-learning programs and services made available for Illinois students by commercial and public vendors</p> <p>Strategy 3I: Build bridges between community, business, government services, and schools that provide students and educators with increased access to learning and learning resources</p>
<p>Illinois PG 4: Robust Technology Access</p> <p>Illinois students will have access to contemporary and high-speed technologies and communications networks by 2013-2014.</p>	<p>Strategy 4A: Establish and continuously update standards for technology infrastructure, networks and technologies</p> <p>Strategy 4B: Continue state support for purchase of technology resources, the operation and improvement of the statewide technology backbone, the Illinois Century Network, and the regional support for in-district and in-school infrastructure</p> <p>Strategy 4C: Provide assistance to local school districts re effective use of resources for technology</p> <p>Strategy 4D: Work with business and industry, and higher education to provide high-quality, sustainable, affordable technology support to schools</p> <p>Strategy 4E: Promote community access to technology resources for students and parents, including in 21st Century Schools</p>
<p>PERFORMANCE GOAL (SYSTEM-STATE/REGIONAL)</p>	<p>STRATEGIES</p>
<p>Illinois PG 5: Policy, Leadership and Accountability</p> <p>Policies, leadership and budgets are aligned to and support a statewide school system that makes appropriate use of technology in teaching, learning, leading, and administration by 2013-2014.</p>	<p>Strategy 5A: Establish a state-level policy and action agenda aligned to the state goals-Establish a statewide technology advisory committee</p> <p>Strategy 5B: Promote public-private partnerships that support equity of access, particularly for students from high-poverty schools</p> <p>Strategy 5C: Provide leadership and support systems for learning technology at the state and regional levels</p> <p>Strategy 5D: Establish ongoing, sustainable funding for technology</p> <p>Strategy 5E: Establish and fund a research agenda related to technology literacy, student learning, and academic achievement</p> <p>Strategy 5F: Establish a comprehensive evaluation process that tracks and reports progress in meeting the goals and benchmarks of the plan using internal and external expertise</p>

Tactics for each strategy are included in the Illinois State Technology Plan.

c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the state level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

Illinois has adopted as its technology literacy standards those delineated in ISTE's National Technology Education Standards (see Web site at <http://cnet.iste.org/>). At its May 2002 State Board meeting, the board "...endorsed the use of these standards for K-12 students..." These standards reflect the "Six Essential Learnings" for technology adopted by ISBE in 1995. During the next year, ISBE will take actions to assure that Illinois educators, students and parents are aware of these standards and are addressing them in their educational planning and accountability.

Illinois has made a strong commitment to assuring student access to rigorous academic courses or curricula, regardless of where they live, by establishing the IVHS and linking it to the virtual learning resources provided by Illinois' higher education system. Plans are in place to expand IVHS to serve all students from preschool through high school. Federal Title V funds and state funds will be used to support the continued growth and improvement of distance learning in Illinois.

As described, ISBE plans to appoint a Digital Divide committee to assist the state in identifying strategies to help high-need LEAs acquire technology. These strategies will include public-private initiatives.

ISBE will focus the Title II, Part D funds retained at the state level on three major activities: technical assistance, leadership and professional development, and assessment and accountability.

Technical Assistance

The state will provide technical assistance, especially to high-poverty, high-need LEAs to ensure high-quality federal applications and appropriate utilization of funds, and to encourage strategic partnerships.

- *Technical Assistance to encourage quality applications.* ISBE will convene key education technology leaders to develop a sound research database that grounds workshops in technology-based learning solutions that work. This will include a national review of technology-based solutions that work, particularly in the Illinois-targeted areas of mathematics and reading. The work will also include successful Illinois-based implementation models, such as those emerging from federal grants like Technology Innovation Challenge Grants and Preparing Tomorrow's Teachers for Technology. Using that information, technical assistance workshops will be conducted in all areas of the state. ISBE will establish an online information exchange registering and providing information on institutions of higher education, other LEAs, libraries, private and public for-profit and non-profit entities with technology expertise who are interested in establishing partnerships with eligible LEAs in the competitive grant cycle. Those entities will also be invited to attend the technical assistance workshops.

The analysis of each school in the System of Support will include an analysis of the school's technology progress and needs. The district technology plan will serve as one resource for this analysis, along with the district systems inventory and the school improvement plan analysis. This

process will ensure that technology is viewed as an integral part of the plan for improving teaching and learning in each school, that strategies for improvement are linked, and that the application for and use of technology resources is focused on the unique circumstances in that school. Technology experts will be identified and supported to serve on ISBE's Title I and Title II technical assistance teams being formed to support geographic clusters of high need LEAs. That team will assist those high need LEAs in preparing a viable plan and application for NCLB funding, including technology.

The technology application will be online. It will include hot links to resources to assist eligible LEAs and partnerships in making application.

- *Technical Assistance during Implementation.* (NOTE: Many of the strategies in the Table in section (b) will be supported through the state resources.) A key strategy that will be used in the program implementation of competitive funds for *NCLB*, Title II, Part D, Technology, will be the identification of research-based learning solutions that research demonstrates improves academic achievement for applicants. Beginning in the second year, the competitive process will encourage LEAs to join cohorts of schools/districts that adopt such solutions, forming communities of schools exchanging resources, lessons learned, and strategies for customizing these technology-based/research-based solutions to local student needs. This will be accomplished the first year by analyzing the focus of first year awardees and convening them to form communities of interest.

Recognizing that the very schools that are targeted to receive federal funds are often the least likely to be ready to use them in substantive ways, ISBE will provide intensive technical assistance to high-poverty schools. In fact, technical assistance teams are being formed to enable such schools to concentrate solely on the needs of their students, while team members conduct research, provide advice on solutions to challenges, and find appropriate funding sources to meet unique challenges. Learning technology experts will serve on these teams on an ongoing basis to ensure that technology is a key design element in both the challenges identified for today's student and the solutions identified to meet those challenges.

Leadership and Professional Development

- *Pre-service Professional Development.* Illinois has adopted technology standards for all teachers, regardless of teaching area or grade level. These state technology standards, which are based on the ISTE standards for teachers, will serve as one criterion for Initial Certification of all teachers, with testing to begin in July 2003. ISBE is working, and will continue to work, with the state's teacher preparation institutions to ensure that teacher candidates are provided with the knowledge and skills reflected in the state's technology standards. Particular attention will be given to assuring that teachers enter the classroom able to use technology in instruction. The Illinois Framework for Digital Age Transformative Learning will provide a common focus throughout the state.

ISBE will carefully review the results of the new certification tests regarding technology to determine how well the teacher candidates are being prepared to meet the technology standards and to guide state and institutional improvement efforts.

- *Continuing Professional Development.* Illinois will provide proactive leadership, standards, and best-practice professional development in learning technology through State and regional support

systems. By revising and updating the Illinois framework for Digital Age, Transformative Learning, the state will establish a forward-thinking, common vision for education across Illinois. The framework will help school districts recognize effective uses of technology in teaching, learning, leading, and administering – and the essential conditions that must be in place if their schools are to reach that vision.

ISBE will establish criteria for effective technology professional development programs to guide school districts' development and outsourcing of professional development. These criteria will include assurance that professional development for technology is fully integrated with professional development in the academic content areas. ISBE will vigorously pursue the development of integrated professional development plans at the local and state levels.

The regional support system for technology will provide LEAs with successful implementation models by working with cohorts of schools with similar focuses for their federal technology funds. In some cases, such cohorts will be formed around customization and implementation of the same technology-based solutions. In other cases, cohorts may be based on technology “value added” to schools' curricular targets, e-Learning approaches, one-to-one computing, or the learning needs of specific student populations. Following the award process, ISBE and the regional support networks will analyze the awards accordingly and provide technical assistance, support, and facilitation of information exchanges based on the sub grantee's focus. ISBE and the regional support network will host online events that bring professional development service providers together to better coordinate offerings statewide.

The regional support network will be seeded with funds to both facilitate these clusters and to develop face-to-face, online, and hybrid professional development that meets the criteria for effective technology professional development and addresses the immediate needs of grantees to better meet the learning needs of their students through technology. The result will be professional development experiences that are focused directly on teachers and other educators meeting the needs of students through technology.

These professional development experiences will be aligned to Illinois teacher and administrator standards for technology and to the Illinois framework for effective technology use, enabling teachers and administrators to build both school-based and individual professional development plans as they learn to use technology effectively with students.

Development of Performance Measurement System

- *Long Term: State Progress with Learning Technology.* Over the course of the next two years, Illinois will establish an assessment methodology for tracking the effectiveness and impact of technology in teaching, learning, leadership, and administration. The state has established a comprehensive Digital Age, Transformative Learning framework that defines the expected student outcomes and the Essential System Conditions that must be in place if technology is to be used effectively and equitably. Goals, performance goals, indicators, benchmarks, and data sources have been identified. ISBE will work with a statewide, representative technology advisory committee (including business and industry) to investigate options and make available to school districts low-cost, reliable, and valid measurement instruments to measure progress at the student, educator, school/district, infrastructure, and state levels. Such instruments will build on the excellent work in the state to date.

- *First Year: Grantee Progress with their Goals.* Grantees will be asked to establish a time line and work plan for meeting their first year goals. Representatives of the regional support system will convene grantees with like projects (possibly virtually) to conduct a peer-interchange process that results in a clear timeline and work plan for meeting first year goals. Subgrantees with similar interests will partner in small communities of interest. The peer-to-peer exchanges will enable them to share progress, milestones, and challenges; collaborate on joint projects, and brainstorm solutions to issues throughout the year. A mid-year report will be submitted by grantees documenting their progress to date.

In addition, end-of-the-year reports will require peer review by partner LEAs prior to submission to ISBE. That end-of-the-year report will document progress in achieving stated goals. It will be accompanied by a second year application that either extends or reaffirms the goals to advance academic achievement (especially mathematics and reading) and technology literacy and presents a Year 2 plan that builds on Year 1 progress, lessons learned, and emerging research.

The combination of long-term, district-by-district progress with education technology combined with grantee's reported progress will provide data for correlation analysis to determine if the implementation strategies correlate with desired outcomes. ISBE does not expect to see an impact on student learning until the second year of the program.

d. Provide a brief description of how –

- i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology,*

ISBE will ensure that students and teachers have increased access to high quality technology access by:

- Including student and classroom access to technology a priority and a reporting indicator on the annual technology inventory completed by LEAs
- Inclusion of student-computer targets in the Illinois standards for technology access
- Continuing to provide state technology funds to all schools on a formula based on economic need the Illinois standards for technology access
- Continuing the School Technology Revolving Loan Fund that enables capital purchases at reduced rates
- Continuing to provide low-cost access to high-speed bandwidth through the ICN
- Continuing to support districts applying for e-rate funds
- Ensuring district access to unbiased consultation on equipment purchases

In addition, ISBE will convene a special Digital Divide Subcommittee of the State Technology Committee representing business, community services, and education. This subcommittee will be asked to design strategies for assuring that all children have reasonably comparable access to technology resources, after school, on weekends, and during the school day. This will include providing access to technology through 21st Century programs, public libraries, Boys and Girls Clubs, and other similar community resources.

Illinois began funding technology in K-12 schools in 1995, and has continued that dedicated funding with incremental increases ever since.

Table 18. Use of State Resources for Technology

Fiscal Year	State Funding in Illinois Dedicated to P-12 Technology
FY95	\$5,000,000
FY96	\$15,000,000
FY97	\$30,000,000
FY98	\$43,750,000
FY99	\$46,250,000
FY00	\$48,750,000
FY01	\$49,250,000

Illinois has used this money strategically, in part to ensure access to technology for all students.

To augment capital investments in computer equipment, Illinois established a School Technology Revolving Loan Fund. The purpose of that fund is to provide low cost financing to eligible school districts for technology hardware improvements. To date, ISBE has made 379 loans for more than \$63 million.

Conceived in the earlier state plan for technology and strongly supported by the Governor, the ICN, Illinois' robust, statewide telecommunications backbone, was originally launched in 1996. The original K-12 network, LincOn, has transitioned into a network that now serves K-12 schools, institutions of higher education, libraries, museums, local and state government, and most recently, hospitals and medical facilities. Today, with 5,500 connections, the ICN is the largest educational network of its kind in the nation. Growth in the number of connections has risen from just under 3,000 two years ago to 5,500 – an increase of about 90%. That backbone provides cost-effective telecommunications services to the front door of the majority of school districts in Illinois. P-12 representatives will continue to work with the ICN, seeking deep discounts for bandwidth access in high-poverty LEAs.

Illinois has successfully leveraged e-rate opportunities, providing extensive training to districts on how to secure e-rate funds. As a result, while Illinois enrolls 6% of the nation's children P-12, it has secured 4% of the available e-rate funds nationally.

Illinois' regional support system currently provides LEAs with consultative services for the planning and design of infrastructure. The State will establish standards and benchmarks for technology infrastructure and access beginning in 2002-2003. All LEAs will be required to complete an online technology infrastructure/access survey, the accuracy of which will be verified through audits in subsequent stratified random sampling of the LEAs.

- ii. *The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.*

ISBE will work closely with the regional support system for technology to provide to high-need LEAs the intensive technical assistance needed during the application process to help them strategically and wisely craft an application to close their gap in meeting the Illinois standards for technology infrastructure and access.

One of the basic criteria for both formula and competitive sub grantee awards will be the degree to which the applicants' goals are tied to student achievement and technology literacy; and the degree to which the implementation plan will advance those goals.

Different online applications will be developed for the formula and competitive components of the program. Partnership applications will require a special section of the competitive grant application for information unnecessary in single LEA applications. Extra points will be allocated to LEAs that build their competitive application in concert with their formula resources.

State Formula Grants: For state formula grants, ISBE will award funds to high-poverty, low-performing, high technology need LEAs that develop local applications that reflect high quality and sufficiency of duration to ensure impact.

Currently, there are 897 Illinois LEAs eligible to apply for formula grants, provided they have a district technology plan. Formula awards for technology projects will range from \$260 -- \$5.8 million. Sufficiency of size and scope will be assured by: requiring rigorous adherence to established criteria; encouraging LEAs that receive smaller allocations to coordinate with other federal, state, and local funds; and providing extra points in the competitive process to LEAs deemed high need but having received insufficient funds through the formula grant. Applicants with at least 20% of their student population qualifying for Title I, Part A services who do not receive at least \$25,000 through a formula grant will be given extra points in the competitive cycle, provided their applications are of sufficient quality.

Competitive Grants: Eligibility for competitive grants includes high-poverty LEAs, demonstrated low-performance, or high technology need. All LEA applicants (whether an applicant or member of a partnership) must have a district plan for technology to be eligible. For State competitive grants, ISBE will make awards of sufficient size and duration under section 2412(1) (2) (b) only to:

- LEAs that develop high-quality local applications and are high need (have a percentage of students from low-income families above the state median average of 10.3%)
- Serve one or more schools identified in improvement or corrective action under section 1116 of the ESEA or have a substantial need for acquiring and using technology to improve student achievement in reading and math.
- Eligible partnerships that include an LEA meeting one of the criteria listed above.

The following funding formula that will be used by ISBE to award the subgrants to LEAs:

Table 19: Formula for Establishing Level and Sufficiency of Funding

Number of qualifying Title I students in LEA	Base Award	Additional sum for each qualifying student above 100	Total sub-grantee award for educational technology
100 or below	\$25,000.00	\$0.00	\$25,000.00
101 +	\$25,025.00	\$25.00	\$25,025.00 +

Every effort will be made to have an equitable distribution in rural and urban areas. ISBE will allot funding to each of nine regions in the state according to the percentage of Title I student populations in that region. The established priorities for the funds will be in technology-based learning solutions in mathematics and

reading that are grounded in research. In the State approval process, a successful LEA may receive an award for up to three years. ISBE will encourage LEAs to write proposals for the full three years, ensuring sufficient duration for building the capacity of schools and achieving student performance goals. For an LEA to receive continuation of funding in the third year of an award, it will be required to submit a performance report that clearly demonstrates annual yearly progress made toward achieving the four State and Federal goals and indicators for this program. The stringent criteria in the application process will ensure the sufficiency of scope and quality of awardees' programs as well. Scorers will be required to assess the size of proposed budgets in comparison to the scope of the project. The above table provides the upper limit of the proposal based on the number of Title I students served.

Every effort will be made to streamline this application process for LEAs. Technical assistance will be provided schools to ensure meaningful, relevant applications based on critical student learning needs.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1, 2, 3 & 5]

a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under state law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

ISBE will examine existing scientifically based research practices for LEP students, in accord with USDE guidelines. Sources used will include the National Reading Panel report (2001), the Rand Report on reading comprehension (2002), the National Clearinghouse (formerly the NCBE) and the proposed "What Works Clearinghouse" as resources. ISBE will inform LEAs of the most current information on scientifically based research practices for LEP students, and will require applicants to select the most appropriate practices in their delivery of instructional services while accommodating local needs within the framework of state mandates

Scientifically Based Research -- The compiled information will be made available to LEAs electronically and by other means for incorporation into their language instruction educational program plans. Mechanisms for making this information available already exist in Illinois through resource centers. The research-based activities selected by the LEAs will accommodate local needs within the framework of state mandates for the education of LEP students in grades K-12. These activities will build on and enhance the state-funded programs for LEP students.

Program Models Required by State Statute -- Currently, attendance centers enrolling 20 or more LEP students of the same language group are required by statute to provide a full-time or part-time Transitional Bilingual Education Program (TBE). This program incorporates, in addition to English, the use of the student's home language for instruction in the core content areas, i.e., mathematics, social studies and science.

Schools with fewer than 20 LEP students of the same language are currently required to provide a Transitional Program of Instruction (TPI). This program is developed on the basis of an individual student assessment of English language proficiency (using instruments from a state-approved list). TPI programs

provide English as a Second Language (ESL) instruction while making use of the student’s native language to the extent necessary.

Flexibility for Selecting Additional Program Models -- In addition, schools will continue to have the option of offering a dual language immersion program or developmental bilingual education programs based on local decision

ISBE will ensure, in the review process regarding the LEA plans for use of Title III, that the proposed activities enhance the existing programs through the use of scientifically based instructional practices for LEP students. Staff will monitor the implementation of local plans.

Exclusive Use of Title III Funds to Implement Scientifically Based Research for the Education of LEP Students -- LEAs will be asked to identify specific needs related to the use of scientifically based instructional approaches for improving the teaching and learning of ESL and mathematics.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

Illinois schools not meeting the predetermined target will be identified for remediation and will be held accountable for making adequate improvement. School districts not meeting the AEP and AYP criteria during the first two years will be required to target Title I *and* Title III funds for the diagnosis and remediation of applicable deficiencies. Supplementary considerations, such as the “safe harbor” provision, will be incorporated into the process.

Sub-grantees will be held to two complementary areas of standards with reference to the performance of LEP students: requirements for AEP in listening, speaking, reading, writing and comprehension; and AYP in reading, mathematics and science.

The process for holding sub-grantees accountable for meeting all annual measurable achievement objectives for LEP children includes the following steps, as shown in Table 20:

1. *Selecting reliable and valid instruments* for assessing student progress in English language proficiency (listening, speaking, reading, writing and comprehension)
2. *Determining* the English listening, speaking, reading, writing and comprehension *proficiency levels* (performance cut-off score combination) necessary for declaring a student to be designated as AEP (based on the IMAGE, ISAT and the rubric-based assessments) and meet the *Illinois Learning Standards*.
3. *Establishing criteria for AEP*.
4. Administering the modified, plain language versions of the ISAT mathematics and science tests to LEP students, which have the same standards as the regular ISAT.

Table 20. Steps in Measuring Achievement Objectives for LEP students

Step 1. Selecting reliable and valid instruments
Illinois law requires both initial and annual assessment of language proficiency. It also mandates annual academic achievement assessment. These assessments will be reviewed, extended, and/or expanded to meet the <i>NCLB</i>

requirements.

LEP students in grades 3 through 8 who have been enrolled in a state-mandated language instructional educational program for more than three years will be assessed annually in both reading and mathematics achievement using the ISAT. Although the ISAT Reading and Math tests, as well as the IMAGE math test, are currently available only for the benchmark grades -- 3, 5, and 8, ISBE plans to develop assessments appropriate for grades 4, 6 and 7 to include all grade levels as required in *NCLB*. Those students who are enrolled in the 11th grade will take the PSAE for reading and mathematics or a modified version of the grade 11 mathematics and science tests. The technical manual is available on the ISBE Web site.

The IMAGE, an English reading and writing proficiency test, and IMAGE mathematics test are used for LEP students who have participated in a state-approved TBE/TPI program for less than three consecutive school years and whose lack of English would keep them from understanding the general state (ISAT) assessment. Kindergarten is not counted in the computation of the 3 years because it is not a mandated grade.

English reading and writing proficiencies of students in grades 3-11 who have been enrolled in the language instructional educational program for fewer than three years will be assessed using the IMAGE, if their lack of English makes it inappropriate for them to take the regular state assessment. The IMAGE test was created to reflect state content standards for English Language Arts. Also, the test design took into consideration principles and best practices for teaching English as a second language. The test has very high reliability (.97). A technical manual, available on the ISBE Web site at <http://www.isbe.net/assessment/pdf/2001imageguide.pdf>, includes statistics reflecting test quality and validity. The IMAGE math is a plain English version of the ISAT mathematics test and has all the technical qualities of ISAT.

District-selected assessment instruments from among a list approved by ISBE will be utilized for assessing English language proficiency in reading and writing for students in grades K-2, 9, 10 and 12.

The listening, speaking and comprehension proficiencies of LEP students in grades K-12 will be assessed through standardized English language proficiency assessment (either normed or performance-based) and instruments selected by school districts from an ISBE-approved list. Research projects will be undertaken to equate individual instruments on the list and anchor each to IMAGE and ISAT during Summer/Fall 2002.

Step 2. Determining proficiency levels for AEP

State Performance Measure: The percentage of children identified as limited English proficient that have attained English proficiency by the end of the school year, (1) takes into consideration the amount of time an individual child has been enrolled in a language instruction educational program and (2) uses consistent methods of measurement to reflect the changes in the percentages (Section 3122 (a) (2)).

ISBE will take into consideration the amount of time the students were enrolled in a language instruction educational program by using the approach presented in Table 21 below:

Step 3. Establishing performance criteria for AEP

Performance criteria for the current school year will be established using scores from the 2000-01 IMAGE and their corresponding scores from the 2001-02 ISAT administrations. ISBE will use a standardized criterion for defining AEP, based on the reading sub-test of IMAGE. It is this definition that will be used to calculate the percentage of students attaining proficiency in English.

The criterion scores to be established will be those IMAGE reading scores above which 50% or more of the LEP

students have met or exceeded the ISAT performance standards for reading. Until such time as ISAT becomes available for all grades (3 - 8), separate criterion scores will be established for grades 3 - 5 based on the 5th grade ISAT; for grades 6 - 8, based on the 8th grade ISAT. For grades 9 - 11, the IMAGE criterion score will be based on the 11th grade PSAE reading performance. For grades K-2, for which no state assessments are formally administered statewide, LEAs will be required to use criteria based on nationally-normed English proficiency assessments for reading readiness/reading. These criteria will be updated at least every three years.

Additionally, LEAs shall include criteria based on English listening, speaking, writing and understanding assessments as well as academic achievement, consistent with state rules. The listening and speaking proficiencies of LEP students in grades K-12 will be assessed through commercial standardized English language proficiency assessment instruments (either normed or performance-based) selected by school districts from an ISBE-approved list. Research projects will be undertaken to equate individual instruments on the list and anchor each to IMAGE and ISAT.

Students who have completed three consecutive years of participation will be included in the total number of students for determining the percentage of students achieving the proficiency goal. The total as well as the number attaining proficiency will be adjusted to include those LEP students who attained English proficiency before completing three years. An appropriate rolling three-year average will be calculated as an indicator to determine the percentage of children identified as LEP who have attained English proficiency by the end of the school year.

Table 21: Percentage of LEP Students Attaining English Proficiency by End of School Year by Cohort Group

Time in Program**	PK* - 2 and Students Enrolled after 9/30/02 (Not Taking IMAGE or ISAT)	1st year students	2nd year students	3rd year students	4th plus year students	5th year students	6-plus year students	TOTAL
		First Enrolled Between 10/01/01 and 9/30/02	First Enrolled Between 10/01/00 and 9/30/01	First Enrolled Between 10/01/99 and 9/30/00	First Enrolled Before 9/30/99	Between 10/01/97-9/30/98	Before 9/30/97	
# of LEP Enrolled								
# Meeting State Criteria for AEP								
% Meeting State Criteria for AEP								
ISBE Title III Target for AEP	2%	3%	10%	40%	30%	10%	5%	100%
Cumulative Percent	2%	5%	15%	55%	85%	95%	100%	

* Participation during Preschool and Kindergarten years, as well as participation by late enrollees (students who enrolled after 09/30 of each reporting year), is not counted towards program participation time (year). These students and students in first and second grades do not take IMAGE or ISAT. Local assessments are used to determine when students are *Attaining English Proficiency*.

** Time in program is determined on the basis of continuous enrollment in the program. Continuous enrollment is defined as not continuously absent for longer than one full semester, excluding summer months.

Target: 100% of all LEP students participating in approved programs attaining English proficiency. These statistics will be determined annually.

Data Collection for Performance Goal 2.1. The data collection for Performance Goal 2.1 will begin with the administration of IMAGE in reading for grades 3-11, administered every spring. The IMAGE reading test answer sheet will include the bubble-in space to indicate the amount of time the students were enrolled in language instruction (first year, second year, and third year). Students who have participated in the program beyond three years will be administered the ISAT at the benchmark grades until such time as tests are available for individual grades 3-8. The ISAT will be administered in the spring of each year. The ISAT answer sheet will have a bubble-in space to indicate whether the student is LEP. The scoring and analysis of both sets of data will be completed and become available prior to the start of the next school year.

Baseline data from school year 2001-2002 is presented below, utilizing estimated figures. Actual data will be substituted as it becomes available.

Table 22. Baseline Data - Percentage of LEP Students Attaining English Proficiency by the End of the School Year by Cohort Group, estimated for 2002-03

	Time in Program* for LEP Students in Grades K - 12					
	K - 2 and Students Enrolled after 9/30/02 (Not Taking IMAGE or ISAT)	1st year students	2nd year students	3rd year students	4th plus year students	Total
		First Enrolled Between 10/01/01 and 9/30/02	First Enrolled Between 10/01/00 and 9/30/01	First Enrolled Between 10/01/99 and 9/30/00	First Enrolled Before 9/30/99	
# of LEP Enrolled	65,000	22,000	18,000	14,000	6,000	125,000
Number Meeting State Criteria for AEP	0	3,000	15,000	10,000	4,000	32,000
% Meeting State Criteria for AEP -- baseline 2001	LEA Test** for Reading and Writing	IMAGE & LEA Test**	IMAGE & LEA Test**	IMAGE & LEA Test**	ISAT/PSAE & LEA Test**	26%
	1% (1%)	14% (2%)	83% (12%)	71% (8%)	66% (3%)	
ISBE Title III TARGET for AEP	2%	3%	10%	40%	45%	100%
Cumulative Percent	2%	5%	15%	55%	100%	

*Time in program is determined on the basis of continuous enrollment in the program. Continuous enrollment is defined as not continuously absent for longer than one full semester, excluding summer months.

**Test includes listening, speaking, and comprehension.

ISBE considers the IMAGE as the alternative achievement instrument for reading assessment of LEP students. IMAGE is administered to students who have been in a state-mandated language support program for grades 3-11. This test is for students who are in their first three years of receiving specialized language instruction. Fourth- and fifth-year LEP students are required by current statute to take the ISAT.

ISBE will review the need for modification of the statute enabling fourth and fifth year LEP students to take the IMAGE instead of ISAT.

A plain language version of the ISAT mathematics test will be administered to all qualifying LEP students as of 2002. As tests for IMAGE in science are developed to meet the *NCLB* requirements, plain-English versions of these tests also will be developed and included.

AYP criteria, as well as the reporting process, will be consistent with that for non-LEP students in general education programs. LEAs that fail to meet the AYP criteria beyond the fourth year will not receive Title III funds. Funding will resume when evidence is provided showing that significant program improvements leading to students meeting the AYP standards have been made in terms of program management, curriculum, instruction and/or personnel.

c. Specify the percentage of the state's allotment that the state will reserve and the percentage of the reserved funds that the state will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives (total not to exceed 5%).

ISBE will reserve 5% of the total Title III allotment to carry out state-level activities. It will be distributed as outlined in Table 23.

Table 23: Key State Activities and Title III Funding Allocations

Uses of Funds	Percentage
Professional development and related training activities	8%
Planning, evaluation, administration, and interagency coordination (SEA administration < 60%)	72%
Technical assistance	12%
Recognition to subgrantees that have exceeded their annual measurable achievement objectives	8%
TOTAL	100%

A number of activities will be made available to administrators and instructional personnel to improve LEP student service delivery. The list represents some of the activities being proposed.

- Provide technical assistance to administrators of language instruction educational programs to expand their knowledge regarding the education of LEP students and Title III requirements.
- Assist program administrators in the identification of staffing and technical assistance needs to address instructional, management and accountability areas.
- Provide activities for bilingual/ESL and mainstream instructional personnel, both certificated and paraprofessional, in teaching and management techniques specific to the instruction of LEP students.
- Assist LEAs with:
 - the development of a cadre of highly qualified individuals by providing opportunities for program staff to complete coursework and participate in other training programs related to certification in their assigned areas;

- the identification of successful language instruction educational program model characteristics;
 - program design, student assessment, staff development and program implementation;
 - the development of evaluation designs which assess program quality through the use of appropriate methods; and
 - the implementation of strategies for the coordination of program services for LEP students and their families.
- Disseminate information on successful program models through conference and workshop presentations, networks, electronic media, and various other means.
 - Provision of a sample notice for LEAs to use with families of students in LEP programs, incorporating the state-require notice provisions and the new NCLB-required notice provisions. A bill recently passed by the Illinois General Assembly incorporates the latter provisions into state law.

d. Specify the percentage of the state's allotment that the state will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth (not to exceed 15% of the state's allotment must be reserved).

ISBE will reserve 15% of its state allotment for subgrants to eligible entities that have experienced a significant increase in the number or percentage of immigrant children and youth.

e. Describe the process that the state will use in making subgrants to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

The process that ISBE will use in making subgrants will be as follows:

- ISBE has defined "significant increase" as an increase of at least 3% or 50 immigrant children and youth, whichever is less, over the preceding two years.
- ISBE will calculate the per capita amount based on the total number of immigrant students reported by eligible districts for school year 2001-2002
- Districts with significant increases and enrolling at least 10 immigrant students will be eligible for these subgrants.
- Each eligible LEA will be notified of its allocations, based on the district's total number of eligible immigrant children and youth reported for school year 2001-2002.
- Applicants for these funds will be required to submit a plan describing the activities that provide enhanced instructional opportunities for immigrant children and youth as well as the methods or forms of instruction to be used in the program to assist these students to attain English proficiency and meet challenging state academic content and achievement standards.
- In awarding subgrants, ISBE will equally consider eligible LEAs that satisfy program eligibility requirements but have limited or no experience in serving such populations; it shall also equally consider each local plan to ensure that the subgrant is of sufficient size and scope to meet the purposes of this program grant.

f. Specify the number of limited English proficient children in the state.

According to the ISBE *Annual Student Report for the 2000-2001 School Year*, to USDE, the number of LEP students enrolled in Illinois schools was 140,528.

g. Provide the most recent data available on the number of immigrant children and youth in the State.

According to the 2001-02 ISBE *Report on Immigrant Students Enrolled in the School Districts*, to USDE, the total number of immigrant students (both LEP and English proficient) enrolled in public and nonpublic elementary and secondary schools in Illinois was 61,117.

9. *Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]*

a. Describe the key strategies in the state's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug free schools and communities through programs and activities.

ISBE and the Governor's Office, through consultation and coordination, provide programs and services that compliment and support local educational agencies and that comply with the principles of effectiveness. These programs and activities will be based upon needs identified through the Youth Risk Behavior Survey (YRBS) and the Illinois Youth Survey (IYS) as administered by both offices. Based upon data from the 2001 surveys, the following are the needs identified for attention.

- To reduce by 5% the number of students currently carrying a weapon such as a gun, knife, or club on one or more of the past 30 days. (Currently at 11%)
- To reduce by 5% the number of students who report not attending school within the past 30 days because they felt unsafe. (Currently 8%)
- To reduce by 5% the number of students who were in a physical fight on school property one or more times during the past twelve months.
- To reduce by 14% the number of students who have tried cigarette smoking. (Currently 56%)
- To reduce by 6% the number of students who smoked at least one cigarette every day for past 30 days. (Currently 16%)
- To reduce by 6% the number of students who had their first drink of alcohol before age 13. (Currently 22.9%)
- To reduce by 8% the number of students who had five or more drinks in a row (within a couple of hours) on one or more of the past 30 days. (Currently 28.4%)
- To reduce by 3% the number of students who tried marijuana before age 13. (Currently 6.6%)
- To reduce by 7% the number of students who used marijuana one or more times during the past 30 days. (Currently 20%)

The key strategies to be used by ISBE and the Governor's Office will provide LEAs training in the following areas to help meet the needs stated above.

To help reduce violence in schools, strategies will be employed in the areas of conflict resolution, mentoring, and bullying prevention. These strategies will be directed at the number of students afraid to attend school, who carry a weapon to school, and the number of students in a physical fight on school property.

In the area of alcohol, tobacco, or drugs, state level services will be directed toward awareness, prevention, and early intervention. Particular attention will be given to promote tobacco prevention in cooperation with the Department of Public Health. Programs such as life skills training will be provided as a part of the prevention strategies. The state will continue to promote early intervention through our student assistance programs.

Activities will address these need areas and be directed to removing barriers to learning and support academic achievement. To this end, resources will be directed toward scientifically based research findings that decrease the amount and availability of drugs and violence in the schools. Decreasing risk factors and increasing protective factors in the school and community environment will accomplish this.

Funds for this program are used to help students reach academic goals by working with students, school personnel, and communities to overcome the effects of drug and violence activity occurring in society. This is especially notable in early intervention activities geared to prevent family dysfunction, enhance school performance, and boost attachment to school and family. The program also functions to help create safe passage to and from school for children so that they may concentrate on learning, rather than wondering if they will be able to reach home or school. One component of the program helps to promote students' sense of personal responsibility. Many of the components, such as student assistance programs and the comprehensive health initiative, are geared toward alleviating the every increasing pressure on students.

Drug activity will be monitored and reduced by law enforcement in cooperation with school and community agencies and organizations, thereby decreasing the supply of drugs, alcohol, and tobacco available to youth. School and communities will work on prevention activities that will increase protective factors such as educating students on the harmful effects of drugs, alcohol, and tobacco.

Violence incidents will be subject to disciplinary measures in schools and communities as a method of reducing risk factors associated with violence. Consistent enforcement of rules is likelier to make students think before engaging in violence. As the protective factor schools and communities will provide activities that demonstrate the benefits of conflict resolution skills, mentoring, and techniques for use by students and staff to avoid bullying and violence in schools.

In order to comply with Section 4113(a) (3-4) relating to consultation and coordination of effort and activities, ISBE and the Governor's Office will continue to have a committee of state and local members to serve on the advisory board. Names and affiliations of these members are available. This committee reviewed and commented on the development of this plan and helped ensure there would be no duplication of services among the agencies involved. This group corresponds regularly to ensure that agencies receiving funds from this grant, or who are working in similar areas, will have the same information and needs analysis to establish additional support services for schools and communities within the state. In many cases these activities will be supported with state and/or local funds, but will aid in reducing drugs and violence in society.

b. Describe the state's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A.

The following performance measures will be used to determine if the needs, mentioned above, are being met by the programs and activities funded under this Act.

Table 24. Performance Measures for Drug and Violence Prevention Programs

<p>Performance Measure One: ((Number of students indicating -0- days who carried a weapon such as a gun, knife, or club on one or more of the past 30 days divided by the total number of respondents to this questions on the YRBS) times 100).</p> <p>Targets: Currently 11% (YRBS is given every second year); 10% in 2003; 8% in 2005; and 6% in 2007.</p>
<p>Performance Measure Two: ((Number of students who did not go to school in the past thirty days because they felt unsafe divided by the total number of respondents to this question on the YRBS) time 100).</p> <p>Targets: Currently 8.6%; 6% in 2003; 5% in 2005; and 3% in 2007.</p>
<p>Performance Measure Three: ((Number of students who were in a physical fight on school property one or more times during the past twelve months divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 10.2%; 8% in 2003; 6% in 2005; and 5% in 2007.</p>
<p>Performance Measure Four: ((Number of students who ever tried cigarette smoking, even one or two puffs divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 56.4%; 50% in 2003; 47% in 2005; and 42% in 2007.</p>
<p>Performance Measure Five: ((Number of students who smoked at least one cigarette every day for 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 16.1%; 14% in 2003; 12% in 2005; and 10% in 2007.</p>
<p>Performance Measure Six: ((Number of students who had their first drink of alcohol before other than a few sips before age 13 divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 22.9%; 20% in 2003; 18% in 2005; and 16% in 2007.</p>
<p>Performance Measure Seven: ((Number of students who had five or more drinks in a row (within a couple of hours) on one or more of the past 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 28.4%; 25% in 2003; 23% in 2005; and 20% in 2007.</p>
<p>Performance Measure Eight: ((Number of students who tried marijuana before the age of 13 divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 6.6%; 5% in 2003; 4% in 2005; and 3% in 2007.</p>
<p>Performance Measure Nine: ((Number of students who used marijuana one or more times during the past 30 days divided by the total number of respondents to this question on the YRBS) times 100).</p> <p>Targets: Currently 20%; 17% in 2003; 15% in 2005; and 13% in 2007.</p>

In terms of activities to be funded under Title IV, 93% of ISBE's 80% goes to LEAs/ROEs via application. The remaining funds will be used for state leadership in such areas as the newly-required Management Information Services for drug-free and related personnel, and school safety workshops across Illinois which address conflict resolution and school violence.

c. Describe the steps the sate will use to implement the Uniform Management Information and Reporting System (UMIRS)

Illinois will use the following steps to implement the UMIRS. Illinois will review current data collection forms or develop a new data collection form to include the following information:

- Chronic truancy rates for each individual public school within the state.
- Frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary school and secondary schools in the state will be collected and analyzed. At least part of this information will be used to help determine if a school is a persistently dangerous school. Information collected for this section shall be defined by the Illinois Criminal Code and will not identify victims of crimes or persons accused of crimes. Information for this section will be collected from incident reports by school officials, anonymous student surveys, and anonymous teacher surveys. This information will be collected at the school level.
- The types of curricula, programs, and services provided by state and local agencies and other recipients of Title IV funds will be collected and analyzed to determine that programs are in compliance with the principles of effectiveness or that LEAs are documenting that the programs are working at the local level. This information will be collected at the district level.
- The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities will be collected at the state level through the YRBS and the IYS.

The information collected through the UMIRS will be reported to the public through the news media and the ISBE Web site. Information relating to chronic truancy and the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions shall be reported on a school level basis.

Persistently Dangerous Schools

At its May 2002 meeting, the State Board of Education authorized dissemination of the following policy statement for public comment, and authorized staff to make changes to the draft policy in response to the public comment and to submit it to USDE as part of the consolidated state application. Should there be further guidance by USDE on this issue, staff is authorized to incorporate that at a later date.

The Board reviewed that there are two conditions for students to exercise this option under the law. The state's assurance *must* cover both.

- **Attending a persistently dangerous school (Group Option).** In determining whether a student is attending a "persistently dangerous school" for purposes of this provision of the federal law, the committee reviewed the types of information that are required to be collected to comply with *NCLB*. Title IV of *NCLB* requires that ISBE collect information at the school level, rather than the district level, relating to truancy, suspensions/expulsions related to drug and violence offenses, and violations of the Gun-Free School Act. It was believed that the same information could be used to determine whether a public school is persistently dangerous.

Regarding the group option, Title IV of *NCLB* requires ISBE to collect information at the school level, rather than the district level, regarding truancy, suspensions/expulsions related to drug and violence offenses and violations of the Gun Free Schools Act.

- **Becoming a Victim of a Violent Criminal Offense (Individual Option).** Whether a student has become a victim of a violent criminal offense must be determined by state law. The Rights of

Crime Victims and Witnesses Act contains both a definition of a crime victim and a definition of a violent crime. The definitions from this statute could be incorporated into the determination of a victim of a violent criminal offense, as follows: Any individual student who becomes a victim of a violent criminal offense as defined by Illinois law (725 ILCS 120/3) must be eligible to exercise the unsafe school choice option and be allowed to transfer immediately to a different school within the district.

The unsafe school choice provision will require legislation in order to make it binding on districts. Comments were received from the public on the draft policy, and Table 25 reflects the policy as of this date. Proposed legislation incorporating the policy will be submitted to the Illinois General Assembly in 2003.

Table 25. Recommended Policy for Illinois on Persistently Dangerous Schools

<p>Under Section 9532 of <i>NCLB</i>, the State Board of Education hereby adopts the following to define the Unsafe School Choice Option.</p> <p>Attending a Persistently Dangerous School (Group Option)</p> <ul style="list-style-type: none"> ▪ A persistently dangerous school must meet all of the following criteria for two consecutive years: <ul style="list-style-type: none"> ▪ <i>Have violence-related expulsions greater than 3% of the student enrollment; and</i> ▪ <i>Have one or more students expelled for bringing a gun or weapon to school as defined in 18 USC 921; and</i> ▪ <i>Have 3% or more of the student enrollment exercising the individual option outlined below.</i> <p>Becoming a Victim of a Violent Criminal Offense (Individual Option)</p> <ul style="list-style-type: none"> ▪ Any individual student who becomes a victim of a violent criminal offense* as defined by Illinois law (725 ILCS 120/3) must be eligible to exercise the unsafe school choice option and be allowed to transfer immediately to a different school within the district, based on verification to the school authorities pursuant to board policy. [<i>This means a victim within the school or on the school grounds of the school the student attends during regular school hours or during school-sponsored events.</i>] <p>Crime Victim Definition: A crime victim means:</p> <ul style="list-style-type: none"> ▪ a person physically injured in Illinois as a result of a violent crime perpetrated or attempted against that person <i>or</i> ▪ a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person <i>or</i> ▪ a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling or any person granted right under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner <i>or</i> ▪ any person against whom a violent crime has been committed. <p>Violent Crime Definition: A violent crime means any felony in which force or threat of force was used against the victim, of any offense involving sexual exploitation, sexual conduct or sexual penetration, domestic battery, violation of an order of protection, stalking or any misdemeanor which results in death or great bodily harm to the victim or any violation or any violation of Section 9-3 of the Criminal Code of 1961, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene.</p>

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

a. *The Governor may reserve up to 20 % of the state's allocation under this program to award competitive grants or contracts. Indicate the percentage of the state's allocation that is to be reserved for the Governor's program.*

The Governor's Office will reserve 20%. The use of the funding is delineated below.

Futures for Kids was developed by Governor George H. Ryan as an umbrella for programs and policies that make a significant difference in the lives of Illinois' children. The initiative focuses on prevention and intervention programs designed to increase success in school, reduce youth substance abuse and juvenile delinquency. *Futures for Kids* focuses on four key components: early intervention programs for children ages birth to 10; family and community involvement programs; school success and safe neighborhoods. *Futures for Kids* has been dedicated to increasing the number of scientifically based programs funded through public funds and the application of relevant research to existing programs.

Illinois' First Lady chairs the Futures for Kids Advisory Panel which consists of leaders from business, faith communities, government (the directors of the Departments of Children and Family Services, Public Aid, Public Health, Human Services, Corrections, State Police, Aging, Commerce and Community Affairs, the Criminal Justice Information Authority, and the State Superintendent of Education), schools, parents, researchers, the Juvenile Justice Commission and children's advocacy groups. The Advisory Panel was convened in October 1999 and meets quarterly with the First Lady.

The Advisory Panel has been instrumental in the development of a comprehensive juvenile justice initiative across state agencies, the creation of a science-based, public-private youth anti-drug media campaign and creating a framework for incorporating research into public policy applications. The panel has also been instrumental in the creation of Illinois Preschool, an education/social development pre-kindergarten program that will eventually be available to all 3 and 4 year olds whose parents choose to enroll them. The research has been very clear that an investment in early childhood education prevents juvenile delinquency and drug use and supports later educational success. Illinois Preschool will focus its first year of implementation on working with IBHE and the Community College Board to create a pipeline for certified early childhood teachers.

Another of the Advisory Panel's accomplishments was the creation of a set of youth risk and protective factor indicators and data sets across state agencies in several areas including:

- Learning and Employment
- Social, Emotional and Behavioral Health
- Safety and Injury Prevention
- Youth and Families
- Physical Health
- Community

To build on these efforts and those of other statewide initiatives and organizations, Illinois proposes using a portion of the Governor's Title IV funds to create an infrastructure that will support a comprehensive, coordinated service delivery and management information system designed to address the youth policy goals and indicators developed over the last three years.

It should be noted that this application builds on the strengths of all of Illinois' prevention partners and begins the process of "weeding out" programs that have not demonstrated science-based effectiveness. This rationale explains why this application only provides for one year of state funding for the DARE program. After year one, local communities opting to continue the program will be responsible for training officers through DARE America.

The Governor's portion of the Title IV will equal 20% of the overall allotment (approximately \$19,046,653). The Governor's share will be used to support prevention infrastructure development as well as scientifically based, promising approaches to prevention and intervention strategies for youth.

Table 26. Distribution of Governor's Title IV Funds

Department	Year 1	Year 2
Department of Human Services	45%	57%
University of Illinois, Center for Prevention Research and Development	25%	30%
Prevention First, Inc.	12%	13%
Illinois State Police	18%	0
TOTAL	100%	100%

Illinois Department of Human Services. The Illinois Department of Human Services will receive \$1.6 million for the delivery of outcome-based services to youth. These grants to community based and faith-based organizations will reach an estimated 20,000 school-age youth enrolled in school and 8,000 school-aged youth who are not enrolled in school (dropouts, incarcerated etc.). The department anticipates 18 awardees ranging from \$5,000 to \$50,000 with the majority approaching the \$50,000 range. These awardees have traditionally received these funds and all programs were competitively bid at the time of initial contracting with the state. All agencies are required to conduct scientifically-based programs and submit annual outcome evaluation information to the Department of Human Services.

In Year 2, the Department of Human Services will receive additional funds to continue multiple Communities CAN programs in communities across the state. These sites will be selected based upon past performance, demonstrating the ability to implement evidence-based programs and conduct process and outcome evaluation. Identified programs will have also produced positive outcomes in risk/protective factors and alcohol, tobacco and other drug outcomes. Some of the programs will be Life Skills Training, Academic Enrichment, Preparing for the Drug-Free Years, social norms marketing, mentoring and local ordinance change. With the addition of these funds, programs would be allowed to continue delivery of evidence-based programming and evaluation in their respective communities. These community-based agencies were selected competitively as part of a Center for Substance Abuse Prevention State Incentive Grant. After three years under the SIG grant, as a result of their work, these communities were found to have had the greatest impact on youth drug use in their communities.

The Department of Human Services will also receive funds for administration and staff costs associated with all of the programs outlined in this proposal. The Bureau of Substance Abuse Prevention will coordinate all efforts as they relate to this application. The Bureau is currently responsible for grants and policies as they relate to Illinois' prevention system and has a track record of administering federal grant funds.

The University of Illinois. As a leading research institution the University of Illinois will play a major role in providing the leadership and infrastructure to move Illinois towards a comprehensive and coordinated school and community-based approaches to prevention as well as develop additional models for prevention and intervention of youth violence and substance abuse. The University will administer funds for the three projects outlined below.

Infrastructure Development

- The Center for Prevention Research and Development (CPRD) will undertake three major infrastructure initiatives to help Illinois develop an integrated and sustainable state and local prevention system. This will begin with the creation of a School and Community Prevention Policy Institute that will extend the current work of the Future for Kids Initiatives. The goal is develop common knowledge, language, policies and procedures across state and local initiatives to improve state and local program coordination, best practices and accountability. Members will participate in a series of regular meetings, trainings, site visits and policy development that will help build consensus and coordination across multiple state agencies. Specifically, the Institute will work with state and local officials to streamline and coordinate programs and policies funded by the Safe and Drug Free Schools, 21st Century Learning Centers, Bureau of Substance Abuse Prevention, Departments of Public Health and Bureau of Youth Services and Delinquency Prevention and related state-funded prevention initiatives.
- The second infrastructure project is designed to engage youth in the development and implementation of alcohol and tobacco policies in Illinois communities. Research suggests that environmental strategies are critical part of a comprehensive school and community prevention efforts and youth can play a vital role for implementation. Illinois is only beginning to implement such polices, and this project will work with several Illinois communities engaging youth in implementation these policies. As the study is completed, the policy manual on youth engagement will be designed and disseminated through trainings, conference presentations and community forums.
- The final infrastructure development will be to create a cross agency database for planning and policy at the state and local levels (See data categories above). Working with representatives from multiple state agencies (state board, public health, human services, state police, etc), the goal will be to collect, integrate, organize and disseminate ATOD prevention and related data. This data will be available to state directors for policy and funding decisions and to local schools and communities for assessing needs, monitoring trends and assessing intermediate and long-term outcomes. Data will be placed on the worldwide web in tabular format and through geo-mapping to allow for the visualization of community results. Once complete a series of training and professional development activities will be conducted to ensure that all state agencies and local communities can access and use the data properly.

Station Adjustment Conduct Disorder Clinic. The Institute for Juvenile Research housed at the University of Illinois, in conjunction with the Community Mental Health Council will create a research project designed to demonstrate the effectiveness of a clinically based approach to juvenile delinquency. The project will provide outreach to youth who are just entering the juvenile justice system for delinquency. Currently, these youth are not provided the intensity of services required to positively impact their lives.

This collaborative approach will provide youth and their families with intensive case management and clinical services to address the root causes of the delinquent behavior. Included in the program is a formal evaluation to demonstrate the effectiveness of the program elements as well as cost estimates for services as well as cost benefit calculations.

Collaborative for the Advancement of Social and Emotional Learning (CASEL). During the past few decades schools have been inundated with well-intentioned positive youth development efforts to promote competence and prevent social and health problems. Unfortunately, many of these programs have been developed and implemented in isolation. The Illinois Center of CASEL (CASEL-IC) will provide Illinois policy makers with a research-based model for schools to incorporate evidence-based, comprehensive prevention programming for all students.

The combination of the intensive and direct work in nine model schools, the information sharing about this work and the advances in the field more broadly, and the set-up and support of educational leaders actively interested in learning more about this work and taking it up on their own, will combine to provide a strong practice base in Illinois. CASEL-IC will monitor the growth of this network as Illinois evaluates the impact across the state over time.

Prevention First, Inc. Prevention First will receive funds to conduct Be Real, a social marketing campaign aimed at youth between the ages of 10 and 14. The program builds on the successful efforts of the Red Ribbon campaign and encourages youth to Be Real - drug-free (see Appendix T, Be Real--Media Campaign--Guiding Principles and Research).

The program was initiated last fall in partnership with ISBE, DOC, the Department of Human Services, the Illinois Drug Education Alliance, and multiple Illinois corporations.

Educational guides were sent to over 5,000 schools and youth groups with an additional 5,000 guides requested. The campaign included a public service announcement campaign featuring Illinois youth was developed, Be Real rallies were conducted that attracted over 2,000 people and a Be Real Web site was created. Media attention regarding the campaign was impressive. The PSA campaign was a success. The advertising equivalency for the PSA campaign is more than \$360,000.

The following activities will be implemented to build upon the campaign's success and adhere to research-based guidelines and principles for effective social marketing campaigns and school-based prevention strategies:

- Develop and distribute postcards, letters and other correspondence encouraging Illinois middle schools to use Be Real materials distributed during the previous fiscal year and to develop ongoing activities to support the Be Real message.
- Conduct Be Real outreach activities to statewide associations and organizations affiliated with schools or youth service. Coordinate regional and local outreach efforts with the InTouch Network.

Target specific youth-orientated publications to garner in-kind support to feature the Be Real campaign in their publications.

- Develop partnerships with major corporations such as Hardee's and Pizza Hut to increase Illinois youth exposure to the Be Real message.
- Develop and distribute public service campaign ads through television and movie theater ads.
- Enhance web site interactivity to increase visibility and appeal of Be Real web site to youth.
- Integrate the Partnership for a Drug Free America campaign in order to maximize impact of youth anti-drug messages.

The SDFSC funds will be leveraged with state general revenue funds and in-kind donations from public relations and media agencies. The campaign has an evaluation component that assists in the development of marketing materials and strategies as well as determines impact.

Illinois State Police. In order to accommodate current school plans to implement DARE this coming school year; the Governor's portion will support training of DARE Officers in Year 1 only.

Drug Abuse Resistance Education (D.A.R.E.) is a comprehensive K-12, school-based drug and violence prevention program designed to equip children with the life skills necessary to recognize and resist social pressures, to experiment with tobacco, alcohol and other drugs, and to resolve conflict in a non-violent manner. The D.A.R.E. curriculum is presently offered to thousands of Illinois elementary students by D.A.R.E.-certified law enforcement officers. The purpose of this highly specialized effort is to provide an educational program in the classroom that serves as prevention and intervention of drug abuse, violence, and gang involvement among today's youth. Topics of personal safety and conflict resolution highlight the activity-oriented lessons designed to engage students through interactive discussion and problem solving. The curriculum addresses specific requirements of the Improving America's School Act of 1994, Title IV, P.L. 103-382. Illinois law requires all school curricula to be aligned to the *Illinois Learning Standards*. The D.A.R.E. curriculum was aligned with the *Illinois Learning Standards* in July 2000, providing a clear and concise picture how this information contributes to reaching educational goals and the process of teaching and learning.

b. The Governor may administer these funds directly or designate an appropriate state agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.

The name and entity to receive these funds is contained in the "Safe and Drug-Free Schools and Communities Act State Grants" Chief Executive Officer Cover sheet.

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

In its 2002 report (*Learning in Deed: The Power of Service-Learning for American Schools*), the National Commission on Service-Learning made four recommendations for the expansion of service learning in American education:

- Reclaim the public purpose of education.
- Increase policy, program, and financial supports for service-learning in K-12 education.
- Develop a comprehensive system of professional development regarding service-learning.
- Provide leadership roles for youth in all aspects of service-learning.

The proposed use of these federal funds from *NCLB* for suspended and expelled youth, as outlined below, is consistent with the ideals expressed in national report. For example, under ISBE's proposed use of Section 4126 funds:

- Requiring troubled students to give back to their communities through community service will help prepare the students to be responsible citizens of a democratic society while also providing them a school-based/curriculum-based activity in which they can succeed.
- Linking these funds with the current ISBE service-learning program will achieve an expansion and leveraging of existing programs and funding streams, increasing the possibility of LEAs building service learning into regular school budgets and thus making its strengths as pedagogy available to all student populations and building a financial sustainability at the LEA level.
- Allowing a portion of the funds to be used for professional development for teachers, which may also include pre-service teachers in their student teaching experience, will build a professional sustainability for this and other service learning programs at the local level.
- Using best practices in service learning as a guide will result in moving sustained and expelled students from the role of recipients of reproof and isolation to the role of decision-maker and advocate. Current ISBE experience with service learning and at-risk students has shown remarkable changes in students' attitudes and behaviors when the students are encouraged into leadership roles.

a. Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

As a result of consultation with the Office of the Governor, ISBE is designing a competitive RFP by which LEAs will assist a specific at-risk population of suspended or expelled students. This assistance is intended to remove or ameliorate barriers of those students to return to school and/or to the success of these students after their return to school. These students will engage in required community service projects designed to help resolve non-academic concerns (e.g., behavior disorders, alcohol or drug abuse, attention deficit syndrome, etc.) that prevent academic achievement. The primary purpose of this grant program is to turn these at-risk youth into students capable of success and being valuable community citizens, with a secondary purpose of academic achievement.

At no time will this community service be designed or intended as a punitive measure against the student or as compensatory labor done by the student. The institutional mission of both ISBE and of the LEAs is to educate children, and the emphasis in this community service program must be on education or preparing for education. Thus, the methodology of service-learning will be used to combine the values of community

service with the institutional mission of these agencies. Given that service-learning is a teaching method, a tertiary purpose of this grant program is to offer professional development and revitalization to new and experienced teachers.

Community service projects may include (but not be limited to) oral history collection, intergenerational service (especially with senior citizens), service to persons with mental or physical disabilities, environmental improvement (e.g., recycling programs), tutor/mentor activities, anti-drug/anti-alcohol message diffusion, school/community beautification, character/civic education promotion, local history collection, community infrastructure development (e.g., Habitat for Humanity), and encouraging community service/volunteerism in others (e.g., organizing a blood drive).

The LEAs will identify youth who have been suspended or expelled from school during the school year for which the grant is received or during the previous school year. For purposes of this application, students are considered suspended or expelled if they:

- are currently in suspension or expulsion from their home district.
- have transferred voluntarily or involuntarily from their home district to a program for such students in another district or in a multi-district cooperative (e.g., the Regional Safe Schools Program or multi-district alternative education school) in lieu of suspension or expulsion by the home district.
- have been sent by court action to the school district operated by the Illinois Department of Corrections.

Application and Review Process

Because FY03 will be a “startup” year for community service programs under *NCLB*, ISBE plans to issue an RFP as quickly as possible after receipt of funds. The RFP will be closely modeled on that issued in March 2002 for the existing service-learning program as most of the criteria and other issues are identical. Assuming that funds for this purpose continue to be provided, a single RFP will be issued in Spring 2003 that will allow LEAs to apply for funds from either or both sources (Section 4126 or the existing service learning program) in a single application.

Issuing an RFP for community service grants soon after July 1 should result in funds being distributed to LEAs to begin community service projects with students by the beginning of calendar year 2003. As Illinois looks at fund alignment, July 2002 is also the month in which award determinations will be made regarding grants under the existing service-learning program. July 2002 is also the month in which award determinations will be made regarding grants under the existing service-learning program, which has a rigorous competitive proposal approval process. For those LEAs who have applied under the existing service-learning program for funds to serve the Section 4126 target population, ISBE will shift them to Section 4126 funds in order to have community service projects underway under Section 4126 near the beginning of the 2002-2003 school year and thus maximize the opportunities to serve the target population over the school year.

Projects to be funded through this new resource to Illinois should:

- link to existing curricula and align with the *Illinois Learning Standards*;
- encourage elementary and secondary school teachers and service providers to create, develop, and offer service-learning opportunities for expelled or suspended youth;
- educate teachers about service learning and incorporate service-learning opportunities into classrooms and communities to enhance behavior modification or academic learning;

- introduce young people to a broad range of careers and expose them to further education and training;
- provide assistance and information to facilitate the professional development of teachers who want to use service learning in their classrooms; and
- work with local partnerships in the planning, development, and execution of service-learning projects.

Applicants may request funds to implement, operate, or expand K-12 school-based service-learning programs. Proposed school-based service-learning projects should:

- address unmet educational, public safety, human, and/or environmental needs of the community;
- include student service provider involvement in program initiation, design, and implementation;
- promote personal growth and measurable academic achievement by the service providers;
- facilitate career exploration; and
- facilitate the integration of service into the academic curriculum.

Applicants must form partnerships with one or more public or private nonprofit organizations that:

- have demonstrated expertise in the provision of services to meet education, public safety, human, and/or environmental needs;
- have been in existence for at least one year; and
- will make themselves available for the participation of service providers internally or help facilitate the participation of students in service in the broader community.

Proposals will be reviewed and evaluated according to the criteria outlined in Table 7 and the indicators below.

- Quality indicators for the service component. Does the service meet real community service needs that have been determined in an appropriate manner? Is there a mechanism for evaluating the impact of the service after it has been provided? Have the students been involved to the greatest extent possible in choosing, developing, planning, and leading the service activities?
- Quality indicators for the learning component: Have the learning or learning-related needs of the students been determined in a thoughtful manner? Is there an appropriate relationship between the service to be provided and the expected learning outcomes? Are the academic learning elements correlated to the *Illinois Learning Standards* and/or to state or national occupational skill standards? Is there a suitable mechanism proposed for measuring learning gains? Have the students been involved in developing the relationship between service and learning in the project's activities to the greatest extent possible?
- Quality indicators for the administration of the program and the grant. Are the qualifications of the teaching and administrative staff for the program appropriate to the service and learning components proposed? Is the LEA experienced in successfully administering grant funds for this kind of program? Is the proposed budget appropriate and cost-effective for the activities planned?

Administration of the Program

The management for these funds will be closely aligned to that for the existing K-12 School-Based Learn and Serve Program, which receives its funding from the Corporation for National and Community Service, in order to minimize the need to create new tracking or support systems. The experience in Illinois with service learning is that this instructional strategy works very well with at-risk students (e.g., one of the National Service-Learning Leader Schools in Illinois is a multi-district cooperative serving only alternative education students). Moreover, there is national research to suggest that students become more engaged

in schoolwork and develop in important personal areas (such as self-esteem and connection to the larger community) as a result of service-learning activities.

Part of this coordination of programs will involve the provision of training and technical assistance that builds upon current service learning support, which involves an external partner. Specifically, LEAs receiving grants under Section 4126 will be

- placed on a mailing list to receive the quarterly print service-learning newsletter and other print materials;
- invited to join the distribution list for an electronic service-learning newsletter;
- entitled to contact ISBE staff for help with specific local questions;
- invited to participate in service-learning professional development activities, such as workshops;
- visited by ISBE staff for monitoring and assistance purposes; and
- required to attend the annual state service-learning conference.

Service learning is a teaching method and will be used under this grant to assist troubled youth in remediating those personal issues that inhibit academic success as well as meet academic goals. Success in this program will be measured primarily through tracking the following:

- Improvements in areas noted by teachers, parents, and students themselves in individual student IEPs and IOEPs.
- Improvements in academic areas as measured by a portfolio comprising standardized scores alongside course grades and other teacher assessments.
- Grade-level completion rates (and high school completion for upper secondary students).

LEAs that also have a standard service-learning grant or are using service learning in conjunction with other titles with *NCLB* or other programs (such as Jobs for Illinois Graduates) may combine all service-learning activities at the local level for purposes of administration provided the funds available under Section 4126 will be used solely for suspended and expelled students. Similarly, LEAs that also have state-funded programs in place to serve actually or potentially suspended or expelled students are encouraged to coordinate the service-learning activities under this grant with activities in those related programs in order to maximize the resources intended to aid this student population provided the funds available under this program will be used solely for suspended and expelled students.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1, 2 and 5]

Identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 or by a date the Department will announce.

ISBE is designated as the agency responsible for the administration and supervision of programs assisted under Title IV, Part B, 21st Century Community Learning Centers (21st CCLC).

Use of Funds

ISBE will use funds received under this part as follows:

- 2% of the total will be used for administration, peer review of applications, and grant procedures.

- 3% of the total will be used for monitoring and evaluation of programs and activities; providing capacity building, training and technical assistance to grantees; evaluating the effectiveness of programs and activities; and providing technical assistance to eligible entities.
- Remainder of funds (95%) will be awarded to eligible applicants through a competitive grant process.

Size and Scope of Grants

ISBE will issue grants to grantees that are of sufficient size and scope to support high-quality, effective programs and that will assure reasonable success of achieving the goals identified in the application and those activities necessary to achieve those goals.

ISBE will guarantee a minimum grant of \$50,000 to successful applicants. This information will be clearly communicated to all eligible entities both through pre-application informational meetings and within the application guidelines. No grant will be awarded for less than \$50,000.

ISBE will communicate program and fiscal information during pre-application sessions by providing a sample budget in the application guidelines and during the final negotiation sessions prior to approving the final budget. In addition, ISBE has established a 21st CCLC Web site that contains budget information and suggestions, as well as the application for funding, guidelines, and other sources of information helpful for the preparation of the application.

Application and Review Process

Because FY03 is the first year for state administration of 21st CCLC at the state level, under *NCLB*, ISBE plans to issue an RFP as quickly as possible after receipt of funds. The anticipated release date is August 2002. Proposals will be returned to ISBE within 45 days after the RFP is released.

Proposals will be reviewed and evaluated according to the criteria outlined in Table 7 by a panel of peers selected to represent the geographic regions of the state and LEAS, community-based organizations, and other public and private entities, including faith-based organizations.

Implementing Effective Strategies

ISBE will conduct initial information sessions for all new grantees within 30 days of announcing the awards. During these sessions, grantees will be made aware of the nature and scope of resources available through the ISBE, introduced to other statewide resources (e.g., Illinois After-school Initiative Task Force, Illinois Department of Public Health), and linked with education/business/industry partnerships (e.g., Illinois Learning Partnerships, Center for Educational Change).

All new grantees also will be partnered with an existing 21st CCLC grantee. It is expected that this partnership will allow new grantees to utilize the experience of current centers, resulting in a network of centers demonstrating effective practices and allowing for the mentoring of new centers. ISBE, utilizing a portion of the 3% reserved for capacity building, training, and technical assistance, could then call upon mentor or demonstration centers to provide assistance in response to ongoing identified needs. This network would also be in place after funding has ended, allowing for an ongoing resource for all 21st CCLC programs.

To enhance the capacity and effectiveness of the centers, ISBE has established a partnership with NCREL to provide for ongoing technical assistance and training in response to locally identified needs. Through

this partnership, ISBE will be able to address individual center needs, as well as offer broad-based assistance on a regional and statewide, basis. To further enhance opportunities, ISBE will also engage the National Center for Community Education (NCCE), the National Institute on Out-of-School Time, and the National Technical Assistance Center for Community Schools to support the implementation of effective strategies and practices. NCCE has agreed to provide training with national experts in management, evaluation, collaboration, programming, K-12 integration and communication, as well as staff from Illinois' funded programs. The training is similar to the training provided to federally-funded 21st CCLC projects. Illinois' RFP will require applicants to include in their budget proposals "travel funds" for two NCCE trainings per project year.

ISBE, as part of its overall plan to implement *NCLB*, has established a System of Support to assist schools and school districts identified as low-performing and in need of improvement under Title I. The 21st CCLC centers will have immediate and priority access to all resources available through the System of Support, such as effective school practices, parent involvement opportunities, organizational support, data analysis, evaluation strategies, to name a few.

Further, through the System of Support, ISBE will determine whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local performance goals and desired program outcomes (refer to System of Support, Appendix K). ISBE will use performance data gathered from subgrantees to determine appropriate interventions for any LEAs, schools, and other subgrantees that are not making substantial progress

Needs and Resources for Before- and After-School Activities

The Illinois After-school Alliance, a coalition of private and public entities with a vested interest in After-school, was established in August 2000. The mission of the Illinois After-school Alliance is to ensure that high-quality after-school programs are available for all of Illinois' children and youth. According to the Alliance, Illinois faced many challenges in the after-school arena despite the organizations that do exist in Illinois to strengthen and expand opportunities for school-age children during out-of-school time.

To address issues, the Illinois After-school Alliance began a comprehensive assessment of after-school services in Illinois and the development of a strategic plan for ensuring that every child has access to a high-quality after-school program. The resolution proposed that the strategic planning process should be driven by the two state agencies having the most vested interests in after-school services -- the Illinois Department of Human Services and ISBE.

In 2001, the Illinois General Assembly passed House Resolution 63 and Senate Resolution 70, which created the Illinois After-school Initiative. The Illinois Department of Human Services and the Illinois State Board of Education, as the appointed co-chairs of the Initiative, launched the Illinois After-school Initiative, comprised of dynamic leaders from across the state that have a vested interest in high-quality after-school services. The Initiative's members are working diligently to meet the goals of the resolutions, which call for the first-ever study of after-school programs and the development of a strategic plan that will ensure high-quality programs for all Illinois' children and youth. Details of the work of the Task Force and highlights of the project's first four months are reflected in the Mid-Progress Report of the Initiative (see Appendix U).

The charge of the Illinois After-school Initiative is outlined below in an excerpt from the resolution:

That the activities of the Illinois After-school Initiative shall include (i) an assessment of the state of after-school services in this state, including identification of the number of children and youth served

statewide in after-school programs, identification of the number and location of children and youth who are in need of after-school programs, and identification of the various funding streams currently supporting after-school programs, and (ii) the development of a plan for coordinating after-school services and for achieving a goal of providing after-school services for every school-age child in this state; and be it further

RESOLVED, That the Illinois After-school Initiative plan shall include strategies for this State to promote best-practice models for after-school programs and to promote coordination and collaboration of after-school services at the local level; and be it further

RESOLVED, That the Illinois After-school Initiative shall engage children and youth in development of the plan; and be it further

RESOLVED, That the Illinois After-school Initiative shall review and report to the General Assembly on model programs operating in this state and other states and that the review shall look at program components identified as best-practices and based on proven research.

The Illinois After-school Initiative has identified core programmatic elements for after-school programs (see examples in Table 27). These suggested core elements serve as a foundation for building best practice programs. The group is currently exploring how many and which of these core elements constitute the minimal level of programming needed to serve as a best practice program. Those principles identified as “best practices” will be ones that are “attainable” by all after-school organizations and/or tailored. Recommendations will promote programs that are culturally sensitive to the specific community where they are located. Further, recommendations will employ aspects of positive youth development, family involvement, and a service-learning component, and will be coordinated at the community level across programs.

Table 27. Identified Core Elements of After-School Programs

Academic Enrichment	Life Skills Building
Health and Nutrition Support	Transportation Support
Staff Training and Development	Safe and Appropriate Environment
Community Collaboration	Mentoring Opportunities
Management/Structure Commitment	Outcome Measures/Evaluation of Goals
Sustainability Plan	Positive Youth Development
Family Involvement	Technology to Support Academics

In a time when the national call is to “leave no child behind” and Illinois is being increasingly “looked to” for leadership on this issue, the work of the After-school Initiative Task Force is even more crucial.

The Need for High-Quality After-school Services

Nearly 28 million school-age youth across the United States have working parents, with an estimated seven million receiving no adult supervision during their the time they spend out of school.

Between 1985 and 1996, the percentage of children ages 6-17 with parents in the labor force increased from 59% to 70%.

More than two out of three school-age children are in households where both parents, or the only parent (caretaker), are in the workforce. In Illinois, that translates to 1,412,098 children. Even with a generous estimate of 360,000 available slots for Illinois school-age children in after-school programs, thousands of these children are left unsupervised in the hours after school.

Ensuring the quality of after-school opportunities is critical to the healthy development of young people. Research shows that high-quality after-school programs can produce a range of outcomes for its participants, including:

- A reduction in the number of children who use drugs and become teen parents. Research shows that children and youth who spend no time in extracurricular activities are 49% more likely to have used drugs and 37% more likely to have become teen parents than those who spend one to four hours per week in extracurricular activities.
- Students in high-quality after-school programs have better academic performance (math, reading and other subjects), behavior, and school attendance, and greater expectations for the future.

Evaluating the Effectiveness of Programs and Activities

Grantees are required to submit an annual performance report (APR) that describes participants' information, project activities, accomplishments, and outcomes. The dual purpose of the APR is to: 1) demonstrate that substantial progress has been made toward meeting the goals and objectives of the project, and 2) collect data that addresses the performance indicators for the 21st CCLC program. This should align with the integrated evaluation system that ISBE is currently developing.

Grantees are also required to conduct needs assessment, parent and student satisfaction surveys, and self-assessments. ISBE will provide the guidelines for the family and student satisfaction surveys and self-assessment. In addition, grantees are required to attend workshops and training offered by the state agency or contracted for the state, which are designed to improve the quality of the program and give technical assistance to the staff for continuous improvement.

The evaluation would involve quantitative and qualitative data collection; the findings will be used for continuous improvement of the program and for measuring its achievement and effectiveness.

The following is a general guideline of the objectives, the indicators and the data source for the measurement of progress and effectiveness.

Table 28. Objectives, Indicators and Measures for 21st CCLC

<p>Objective 1: Participants in the programs will demonstrate increased academic achievement.</p> <p>Performance Indicator 1a:</p> <ul style="list-style-type: none"> • The ISAT test scores of the participants will show an increase in performance. • Participants will show progress in reading and mathematics scores on the ISAT. <p>Source for Measurement 1a1. The individual student's scores on ISAT and other tests.</p> <p>Performance Indicator 1b: Participants would show improvement in academic achievement.</p> <p>Source for Measurement 1b1. The retention rate and/or the promotion of the participants.</p>
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Objective 2: Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.

Performance Indicator 2a: Students participating in the program will have a higher attendance rate and a change in their attitudes toward school.

Source for Measurement 2a1. Attendance rates.

Performance Indicator 2b: Students participating in the program will graduate from school.

Source for Measurement 2b1. Dropout rates/graduation rate.

Source for Measurement 2b2. Parent survey.

Source for Measurement 2b3. Student survey.

Objective 3: Participants in 21st CCLC program will demonstrate social benefits and exhibit positive behavioral changes.

Performance Indicator 3: Students participating in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.

Source for Measurement 3.1. The number of instances of student violence and suspensions.

Source for Measurement 3.2. The number of students using drugs and alcohol.

Source for Measurement 3.3. Teacher/parent survey, student survey.

Objective 4: The 21st CCLC will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.

Performance Indicator 4a: The centers (grantees) will offer enrichment and other support services for families of participants.

Source for Measurement 4a1. The activities offered.

Performance Indicator 4b: The families will get more involved in their children's education and become more responsible citizens benefiting the whole community.

Source for Measurement 4b1. The type and extent of collaborations.

Source for Measurement 4b2. Parent/adult satisfaction survey.

Objective 5: These programs will serve children and community members with the greatest needs for expanded learning opportunities:

Performance Indicator 5: Majority of grants will be awarded in high-poverty communities.

Source for Measurement 5.1. Free and Reduced-price lunch eligibility of participants.

Source for Measurement 5.2. Test scores, grades, and promotion rates.

Objective 6: 21st CCLC program personnel will participate in professional development and training that will enable them to implement an effective program.

Performance Indicator 6: All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).

Source for Measurement 6.1. The number of workshops and topics addressed by each.

Source for Measurement 6.2. Attendance at workshops; evaluation of workshops' effectiveness.

Objective 7: 21st CCLC projects will use the funding most efficiently by coordinating and collaborating with other Federal and state funding sources, agencies and other community projects to supplement the program and not supplant the funds, and to eventually become self-sustaining.

Performance Indicator 7: All grantees will provide the detailed plan of coordination and collaboration efforts.

Source for Measurement 7.1. List of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies.

13. Title V, Part A -- Innovative Programs

a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –

- i. Children living in areas with concentrations of economically disadvantaged families;*
- ii. Children from economically disadvantaged families; and*
- iii. Children living in sparsely populated areas.*

ISBE proposes to use the allocation method that it used for Title VI of the 1994 reauthorization of ESEA. ISBE allocates 70% of LEA funds to all eligible LEAs based on public and nonprofit private school enrollments. The remaining 30% of LEA funds are allocated on a low-income census count basis. To be eligible for the 30% pool of funds, LEAs must have, at minimum, a low-income census count of 20 students or 10% of the enrollment, whichever is less. This is more restrictive than the Title I eligibility requirement for 10 low-income eligibles or 2%. In 2002-2003, 119 LEAs will not be eligible for the 30% pool. 85% of Illinois' Title V allocation will be distributed using this method.

b. Identify the amount or percentage the state will reserve for each state-level activity under section 5121, and describe the activity.

ISBE will use 15% of the amount allowed for state activities for staff salaries and related costs for the administrative purposes detailed in section 5121 of *NCLB*:

- allocating funds to local educational agencies;
- planning, supervising, and processing state educational agency funds; and
- monitoring and evaluating programs under this part.

The remaining 85% of state activity funds will be used during the reauthorization period for one or more of the allowable activities listed in the legislation, including the implementation of the IVHS, eLearning programs, the required technology assessment of Illinois 8th graders, standards implementation, gifted education initiatives, and salaries for those staff involved in innovative programs.

- Statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131, Local Uses of Funds for Title V, Part A.
- Support for the design and implementation of high-quality annual student assessments.
- Support for implementation of academic achievement standards.
- Support for programs to assist in the implementation of ISBE's safe school choice policy described in section 9532.

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1, 2, 3 & 5]

Describe how the state plans to use formula funds awarded under section 6113(b) (1) for the development and implementation of state assessments in accordance with section 6111(1) and (2).

As stated in the response to (1)(e) above, Illinois intends to use the federal assessment funds annually to address the grades that are federally required but not yet tested in the current state assessment (see Tables 2-4). This will mean continuing to assess in the current grade levels as approved and developing the assessment for grades 4, 6 and 7 in reading and mathematics:

- \$3 million for development of reading and mathematics ISAT for grades 4, 6 and 7 or its successor, and additional items for IMAGE and item tryouts on 2003 test;
- \$5 million for development of teacher materials to include formative and summative assessments; interpretation of data; improved feedback; and improved assessment literacy and professional development activities for PSAE, ISAT, and IMAGE or their successors;
- \$2 million for technology research and piloting of online testing;
- \$1.3 million for Electronic Reporting of Assessment Data (Interactive Report Card); and
- \$1 million for a student identifier system.

A major emphasis of the funds, as noted by the financial commitment outlined above and with the emphasis on teacher materials, is to improve classroom teacher knowledge and skills regarding assessment.

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1, 2, 3 and 5]

a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.

The Rural and Low-Income School Program will provide additional resources for the 48 eligible districts (see map, Appendix C; the areas that are shaded indicate eligible districts [either as rural or as low income] located within those counties) to address obstacles toward meeting the *NCLB* goals for all students to achieve Illinois standards within 12 years and for all schools to have a highly qualified teacher in every classroom. ISBE will measure the success of this program in relation to improving student academic achievement, decreasing student dropout rates, and increasing the percentage of highly qualified teachers.

All districts participating in this program will show improved academic achievement, decreased student dropout rates, or increases in the percentage of classes taught by highly qualified teachers. Performance data will be used to report district progress each year, and trend data will be used to demonstrate Illinois' progress. Baseline assessment and dropout data are available for school year 2001-2002. Baseline data for highly qualified teachers will be available for the 2002-2003 school year. Illinois will have met this goal if three-year trend data show that every district has shown improvement in at least one of the following:

- Increased percentage of students meeting standards on the state assessments (ISAT and PSAE) in reading and mathematics.
- Increased percentage of students meeting standards on the state writing assessment (ISAT) at the elementary level.
- Decreased high school dropout rate.
- Increased percentage of classes taught by highly qualified teachers.

b. Describe how the State elects to make awards under the Rural and Low-Income School Program.

At least 95% of the grant must be distributed to the 48 eligible districts for teacher recruitment and retention, teacher professional development, educational technology, parental involvement activities, or for activities authorized under the Safe and Drug-Free Schools Program, Part A of Title I, or Title III. The state intends to distribute the funds by formula proportionate to the number of students in eligible districts (see map, Appendix C). The full listing is available at <http://www.ed.gov/offices/OESE/reap/statespreadsheet.html>. Districts were notified of their eligibility in May 2002.