

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

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
Reading			2006		2006	2006					
Mathematics			2006		2006	2006					
Writing			*		*	*					
Science											
Social Science											

*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.*

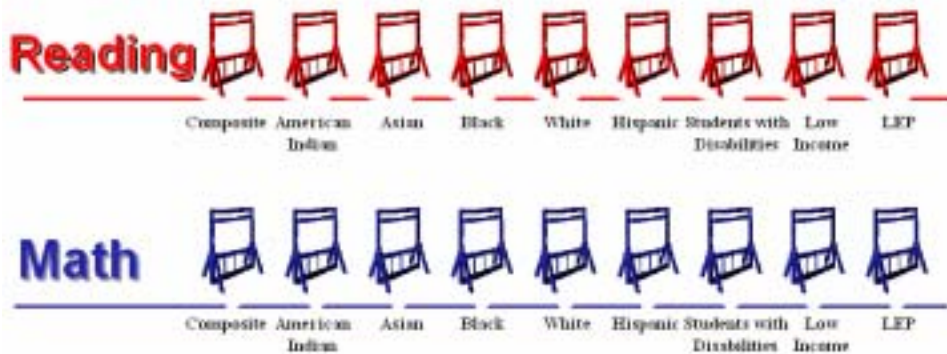
The *NCLB* definition of AYP requires a significantly higher standard and applies to state assessments effective in 2003. Within 12 years – by 2014 – 100% of students in schools, districts, and the state are required to meet standards, beginning with a benchmark that will be established using April 2002 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://ilsisbe.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	M
<ul style="list-style-type: none"> ▪ Content standards (<i>Illinois Learning Standards</i>) standards (State Assessments) ▪ Reporting requirements (School Report Cards) ▪ System of Support (training in planning models) ▪ nce requirements (statutory and regulatory) ▪ content standards, teacher certification/qualification requirements, teacher recertification requirements. ▪ Entitlement and competitive grants ▪ ▪ ▪ 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) 	
<p>21st Century Community Learning Centers (Title IV, Part B)</p>	<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) 	<p>The focus is on improving academic achievement.</p>

		<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 to goals/strategies.	Within 45 school days of school identification	Completed audits
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</p>
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the specified results; identify specific district, school and state responsibilities related to achieving each of the targets.

VII. **SIGNATURES:** Signed by the district superintendent and the designated ISBE administrator.

Performance agreements will be reviewed, documentation compiled, and progress charted annually. Modifications will be negotiated between the school district and ISBE as appropriate.

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

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| <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. |
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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

The purpose of analyzing and reallocating resources is to maximize available resources in achieving district and school academic goals. Five resource categories are analyzed:

- 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.

A systematic process to quantify and describe current resources follows these steps:

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.

Grant Name	Fund Source	Dollar Amount	Program Purpose	# of Teachers	Expenditures			Relates to Goals (Y/N)
					Personnel	Materials & Supplies	Professional Development	

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.

Step 3: Conduct an on-site visit to high priority schools to diagnose current resources. Areas of diagnosis are:

- 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

